

PERFECT TEN



Touching Hearts | Engaging Minds | Nurturing Talents

November 2018

Passionate Learners for Life

Highlights:

- Formative Assessment and Portfolio
- Innomakers@Recess
- Learning Dispositions
- InspireRead
- RePI@y at MFPS





Passionate Learners for Life

Mrs Lim Chua-Siow Ling, Principal

The news is out! No more examinations for Primary 1 and 2 students from 2019. Mid-year examinations are also removed at Primary 3 and 5 levels from 2020.

Media coverage shows that the public is split on the recent announcement made regarding changes to examinations, grades and report books. For those who welcome the changes, they agree that examinations are not the only sources of information that tell us how well a child has learnt. They are also glad that the ministry is signalling the move to broaden the definition of success as our children's worth are definitely not defined by the narrow measurement of grades and scores. On the other hand, others feel that the upcoming changes may not necessarily remove test anxiety and stress. On the contrary, with the lack of indicators informing us about the children's academic performance, parents may turn to tuition centres with 'exam boot camps' to find out about their academic ability to better prepare them for the ultimate national examination.

With any change, the desired impact and results will not be seen immediately. Tests and examinations have existed in our education system since the beginning and have served us well to a large extent. However, we have come a long way to attain a high level of academic rigour and it is time to reflect on whether this rigour had come at the expense of our children's joy of learning and parents' joy of parenting.

In Mayflower Primary School (MFPS), we do not want our students to go through 6 years of education with us just to acquire knowledge in English, Mathematics, Science and Mother Tongue. Any tuition centre or tuition teacher can do that job. We want our students to learn knowledge, skills and values that will allow them to do well in life. We want to lay the foundation for them to find the joy and purpose of learning so that they will learn for life. As like-minded educators of MFPS come together, it became clear to us that to help our students be passionate lifelong learners, our school will leverage on 3 strategies to prepare them to be future-ready citizens:

1) Use of Formative Assessment to deepen our teaching and learning practices in the classroom to better meet the learning needs of our students

We believe that formative assessment is an integral part of effective teaching. Teachers should collect detailed information that can be used to improve their instruction and student learning while it is happening and not wait till a milestone test to think of ways to help our students learn better.

With formative assessments, teachers are devoting time to focus on our core business by studying the subject content more closely and re-examining their pedagogies to bring about deeper learning in the classroom. Time is committed each week to teachers' professional development in the form of learning teams led by our lead/senior teachers.

2) Equip our students with Learning Dispositions to help them take greater ownership for their learning.

Positive habits and attitudes are the foundational blocks for learning success. In Mayflower Primary School, we want to inculcate school values and equip our students with desirable learning dispositions and competencies, through explicit teaching and providing them with a broad range of experiences and opportunities.

Learning dispositions are characteristics and habits that make us ready, willing and able to learn. They affect the way in which learners engage in and relate to the learning process. Hence, developing these dispositions is just as important as learning subject-specific content and skills. Learning dispositions should be anchored upon our school core values ("Commitment to Excellence", "Integrity", "Respect", "Resilience" and "Willingness to Lead and Serve") to help our students grow and develop into respon-

sible and concerned citizens. Examples of these learning dispositions include "Striving for Accuracy", "Thinking Flexibly", "Managing Impulsivity", to name a few.

These learning dispositions, over time and practice, will form an intricate part of a child's life to enable him/her to become a self-directed, life-long learner who embraces challenges and uncertainties that come his/her way.

3) Provide a robust and adaptive curriculum that caters to the needs and holistic development of students

We recognise that every student can learn though each of them may be unique in their pace of development and learning styles. We endeavour to design a total curriculum that is student-centric and inclusive so that our students can be empowered to achieve their best. Through experiential and purposeful learning, we aspire to motivate our students to discover their talents and strengths, and equip them with values and competencies that will enable them to navigate life's challenges with strength of character.

In this issue, you will read more about some of the strategies/programmes mentioned above. We seek parents' continual support in encouraging our children to participate actively in the school curriculum to help them discover their passion for learning.

With the changes in the education landscape, MFPS will continue to ensure that there is rigour in our teaching and learning practices. The removal of examinations will not reduce our motivation to provide quality education for our students. In fact, the move by MOE has affirmed the directions MFPS is taking and we are committed to educating our students beyond content and grades to mastery of 21st century competencies and application skills to bring out the best in every individual.



We enjoyed growing our own vegetables and we look forward to more experiential learning!



We always strive to be passionate learners!

2 Empowering Our Learners through the Use of Formative Assessment and Portfolio

Mdm Lee Huay Meng Carol, Science HOD and Mdm Sivakami d/o Sellakumaran, Year Head (Mid Primary)

In 2017, MFPS began its journey on Formative Assessment (FA). We hope that through regular FAs, students take ownership of their own learning. At Mayflower Primary School (MFPS), we believe that we can start with small steps by re-designing our assessment focus.

What does FA look like?

The most apparent change observed is the replacement of the bi-yearly continual assessments (CAs) with class tests that focus on giving students feedback on what they have or have not mastered. Class tests are varied and not confined to the traditional paper and pencil test. Examples of such assessments include topical tests, writing, oracy and performance based tasks which were put in place last year. The Science department also piloted Project Work in the P3 level this year. We hope to spiral up Project Work to higher levels in the coming years as this is a good platform to infuse more 21st CC skills as well as help students make connections across different subjects through interdisciplinary integration. Formative Assessment charts students' progress on a regular and informal basis during daily lessons

At MFPS, each department has started streamlining and re-designing their respective curriculum and work on encouraging every teacher to re-look their teaching pedagogies. This ensures coherence in the implementation of formative assessment as a whole school approach by having a greater alignment between curriculum, assessment and pedagogy.



Let's start our experiment.



Look at our findings.

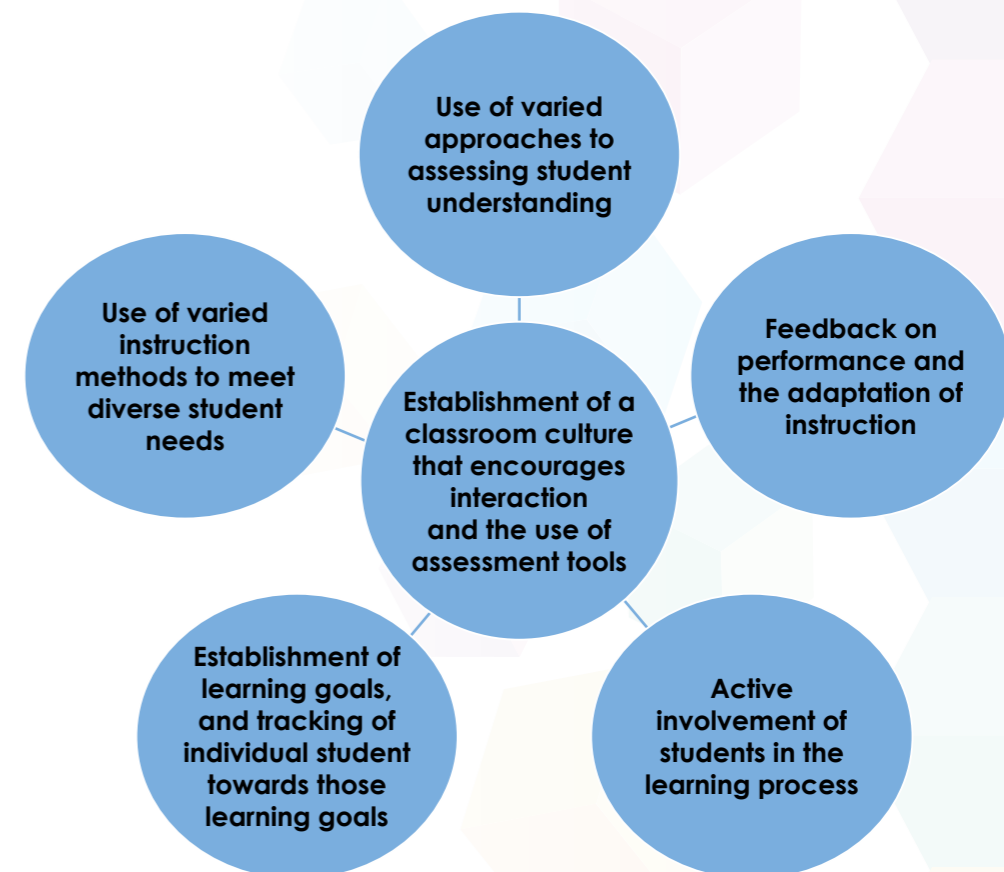
How does FA help students to be empowered learners?

Research has shown that with regular FAs administered in class, students attain greater academic achievement as their engagement and motivation increased. Academic success becomes attainable when success criteria is clear to students. Students are more aware of their own learning gaps and specific feedback given by teachers help to move learning forward and focus on how to close these learning gaps. When students are responsible for their own learning and when they know that academic successes are not elusive, they will become active learners who are resilient and knowledgeable on how to go about learning. This is the empowered learner that we hope to transform MFPS students into at the end of their 6 years of education with us.



What are the elements of Formative Assessment?

The following graphic shows elements salient to formative assessment.



The Portfolio serves to provide insights of students' milestone learning experiences in MFPS. The school believes in equipping students with learning dispositions, 21st century competencies and life skills that will build in them the capacity to thrive and succeed in the fast-changing world. The varied learning experiences in school provide the platform for students to exemplify themselves as Empowered Learners and Empathetic Leaders.

The components in the Portfolio emphasise the students' role in constructing understanding of their own learning. It is a platform for students to reflect on their thought processes and work habits that would help guide them in their holistic development. Students are given the autonomy to write or draw on their achievements on selected school learning experiences. The aim of the Portfolio is also to capture the essence of joy of learning in school.

The qualitative feedback from teachers and the students' self-reflections are aligned to The Traits of MFPS Student. Moreover, the Portfolio emphasises on 4 components:

1. Values and Learning Dispositions
2. Curation of Students' Learning Experiences
3. Showcase of Students' Selected Work
4. Documentation of Formative Assessment (FA) Tasks

The Portfolio will be built over the course of the student's education journey in MFPS. Parents are able to view and hear their children's success stories and areas for growth when the Portfolio files are sent back home semesterly. The Portfolio is a tool that allows the school, students and parents to build connections and to celebrate our students' growth.

Students' Reflections:

The Portfolio has been a great support for me through these 4 years in Mayflower Primary School. Just by looking through the Portfolio, I am able to see my strengths as well as areas I can improve on. It helps me to reflect on my learning and I feel motivated to strive for accuracy. This is a good platform to help me reflect on my strengths and weaknesses.

-Toh Kai Rong (4 Respect)

The Portfolio helps me to keep track of my progress and motivates me to be an empowered learner. Other than improving on my weaknesses, I have learnt to be consistent in my strengths and to be passionate in everything I do. As my parents flip through the Portfolio, they understand me more through my learning experiences, values/qualities and teachers' feedback. The best part is I will also get to look back and reminisce my six years of learning at the end of my MFPS journey.

- Breanna Tang (5 Respect)

The Portfolio helps me to present my work in a neat and tidy manner, which I can easily view whenever I want to. When I am doing the reflection of my best/favourite piece of work, it helps me to recall what I have done to make that piece of work excellent. The Portfolio has a lot of advantages and my favourite is the fact that the teachers will always give me feedback on my reflection which helps to motivate me to do better. The Portfolio is a great way to capture one's learning experiences throughout his/her primary school days. As the Primary 6 students will be graduating this year, the Portfolio is a great souvenir for us to look at when we are in Secondary 1!

-T.Sai Prasath (6 Service)



I need to craft my reflections based on my teacher's feedback.

3

InnoMakers @ Recess - Nurturing Passionate Learners via Tinkering

Mr Sebastian Lau Kian Yong, SH Aesthetics

The InnoMakers @ Recess Programme aims to nurture the joy of learning in our students by providing a fun and interesting platform to discover their interests via tinkering. These tinkering activities are designed using the STEAM educational approach to encourage students to learn and apply knowledge and skills in Science, Technology, Engineering, Arts and Mathematics. Through engaging in authentic situations and problem-solving in real world contexts, students' passion for learning can be ignited. In the pilot year, Innomakers @Recess was run by an external vendor. However, the programme is now facilitated by our very own students who lead their fellow peers to discover and learn through exploration and experimentation. These are what our student-facilitators had to say about the programme:

Students' Reflections:

"I think the InnoMakers @ Recess Programme encouraged us to be passionate in our learning. As a facilitator, I saw many students try out different activities with great interest. Sometimes the activities were difficult and they wanted to give up. However, with encouragement and guidance, they completed the activities themselves."

- Dorcas Dora (4 Integrity)

"InnoMakers@Recess activities made students passionate in learning things. Many students were willing to spend their entire recess trying out the tinkering activities at our booths. This programme also made me think that I need to learn time management skills in order to be an effective facilitator."

- Priscilla Thevar D/O Elmbaran (5 Resilience)

As a facilitator in the InnoMakers @ Recess Programme, I was challenged to learn more. I had to learn to manage time and to know my materials better to guide the younger students. I always looked forward to lead every session during recess.

- Justin Loo (6 Harmony)



Students engaged in making their marble mazes.



A bustling sight at Studio Atelier @ The Amphitheatre during InnoMakers tinkering sessions.



Let me show you how to get this LED diode working...



Student-facilitators at work - demonstrating and guiding fellow students to make their marble maze.

4 Learning Dispositions – Positive Learning Habits for the Passionate Learner

Mrs Lim Wen Chye, HOD CCE

This year, our students attended 4 one-hour lessons during the ExCitE (Exemplary Citizens Everyday) programme to learn about Learning Dispositions (LD). So what are Learning Dispositions? Why are our students learning about LDs?

In the article “Nurturing Empowered Learners and Empathetic Leaders” featured in the June 2018 issue of Perfect Ten, Mrs Lim – Chua Siow Ling, our Principal, shared on how the school developed the Traits of MFPS students “Empowered Learners and Empathetic Learners” based on the inputs from students, teachers and parents. She also shared that the Traits of MFPS students is a set of observable behaviours which spells out what it means to be “Exemplary Citizens of Tomorrow”.

After developing the Traits of MFPS students, the school identified a set of learning dispositions. It is actually a set of key skills and habits that students need to acquire in order to help them exemplify the Traits of MFPS students and navigate the various challenges they may encounter in the classroom and everyday life. The school also recognises that the school values will continue to act as the moral compass that guides our students in their decision making, which would affect their behaviour, habits formation and the way they apply the skills and knowledge.

A total of 12 main learning dispositions were identified from Arthur Costa and Bena Kallick's “Habits of Minds” [Refer to Table 1]. The school is adopting a school wide systematic approach to inculcate these learning dispositions in our students. Students will learn about the learning dispositions during the ExCitE lessons. Opportunities to apply and reinforce the learning dispositions will permeate across all curriculum and programmes.

Table 1: Learning Dispositions

Striving for Accuracy	Listening with Understanding and Empathy
Persisting	Managing Impulsivity
Responding with Wonderment and Awe	Thinking Interdependently
Creating, Imagining and Innovating Thinking Flexibly	Precision of Language and Thought
Questioning and Problem Posing	Gathering Data through All Senses
Applying Past Knowledge to New Situation	Taking Responsible Risk



We can do this together!

Students from each level will also be acquiring at least two learning dispositions a year. They will learn what the learning disposition is, how it sounds, looks and feels like, during the interactive lessons. For example:

Table 2: Striving for Accuracy

Motto: Check It Again!		What is it?: Working towards perfection, elegance and craftsmanship
Competencies:		
1. I check my work to confirm that the finished product matches the success criteria.		
2. I am always taking the initiative to seek feedback for improvement.		
3. I always take pride in my work.		
4. I continue to perfect my own ability by working to attain the highest possible standard.		
5. I strive to always do my best. I set high standards for myself and I check for ways to improve constantly.		
What it Sounds like:	What it Looks like:	What it feels like:
<input checked="" type="checkbox"/> Making a list	<input checked="" type="checkbox"/> Taking aim	<input checked="" type="checkbox"/> I am proud of my finished work.
<input checked="" type="checkbox"/> Checking it twice	<input checked="" type="checkbox"/> Double checking	
<input checked="" type="checkbox"/> Did I check my work?	<input checked="" type="checkbox"/> Using all resources	
<input checked="" type="checkbox"/> Is this my best effort?		
<input checked="" type="checkbox"/> Is this the best way of solving this problem?		

As we move into the “Learn for Life” phase in our education system, more focus will be placed on developing values, attitudes and skills. Our students need to possess these in order to rediscover the joy of learning and to thrive in the future, thus, our school's move into the inculcation of learning dispositions is indeed timely. We would like to reiterate the Principal's invitation to parents to partner us to call forth the Empowered Learner and Empathetic Leader in each child, through inculcating the learning dispositions and school values in our students. Let's do it together, for our children!

Students' reflections on some of the learning dispositions:

Persistence - Tiffany Tan (1 Respect)	
Image representing the learning disposition:	Describe a time when you had to work very hard to complete something. Why did you stick with it rather than just quit?
	I worked very hard to do my Mathematics worksheets. I did not give up when the questions were difficult because I wanted to be persistent.

Managing Impulsivity - Ng Yu Han (2 Commitment)	
Image representing the learning disposition:	Reflect on a time that you had to wait patiently and you ended up in trouble. What could you have done differently?
	I waited patiently as the teacher was setting up the laptop. However, some of my classmates were not patient and chatted among themselves. I told them to be quiet. Just then, my teacher thought I was the one talking and reprimanded me. I should have used the silence sign to stop them from talking. Perhaps, then I would not be in trouble.

Creating, imagining and innovating - Law Jia Min Starlene (4 Respect)	
Image representing the learning disposition:	Describe a piece of creative work that you are proud of. Why was this work so special?
	I am proud of my CCA VIA poster that I did for the CCA Fair. I was able to draw and colour well a picture of two persons saying that they would join Drama Club. It was special as my poster will help Drama Club to increase its number of members.

Questioning and Problem Solving - Deaclan Kua (5 Respect)	
Image representing the learning disposition:	Name three different strategies you use when solving a tough math problem. How did using these strategies make the problem easier to solve?
	I would write a formula, based on the question and information given by the question. I would think back of my past worksheets, try to remember what my teacher told me and try to apply it. Thirdly, I would try not to panic and keep a clear head, question myself using the 5W1H questions and try to solve the problem.

5 InspiREAD Programme – Reading as a Lifelong Passion

Ms Wong Shilei Charmaine, MRL coordinator

The InspiREAD Programme is a school-wide reading programme initiated to promote and cultivate a love for reading as a lifelong habit in all students. Through the programme, students are provided with a conducive reading space which has been created for them, and are introduced to a variety of quality books and interesting reading activities to broaden their minds and ignite the joy of learning.

To achieve these objectives, the school's Media Resource Library (MRL) committee collaborates closely with external organisations such as Civica and the National Library Board (NLB) to promote their reading programmes and activities. This provides students with a wider exposure to reading and enhances the overall reading experience to become more meaningful and fun.

Within the school, the MRL committee also collaborates closely with the Character and Citizenship Education (CCE) department to promote reading. At the same time, it also instils values and exposes students to a variety of genres and text types through a range of activities for National Education (NE) events, such as International Friendship Day, Racial Harmony Day and National Day.

Guest authors are also invited to the school on a termly basis to give school-wide assembly talks on their books and writing journey to inspire students to love reading and writing. The assembly talks are then followed by a highly-anticipated and well-received two-day book fair and interaction cum autograph session with the author at the canteen. Authors who have been invited to the school thus far include A. J. Low, the author of the Sherlock Sam series, Jeanette Aw, the author of Sol's World: Somebody to Love, Low Ying Ping, the author of the Mount Emily series, Gabby Tye, the author of the Run, Hide, Seek series, Maranna Chan, the author of the Triple Nine Sleuths series and Andy Chua, the author of the Fossil Finders series.

Student's Reflection:

As an InspiREAD Reading Ambassador, the InspiREAD Programme has made me a more empowered learner. By presenting books to my schoolmates, I become more passionate about reading. I have also received feedback from my peers that they not only enjoy the book share presentations by the Reading Ambassadors, but are also intrigued by the plots of the books and are enticed to read them. This programme has given me many opportunities to take ownership of my own learning as I was given the freedom to exercise my creativity and make my own decisions in the preparation process of each presentation with the guidance of the teachers in charge of InspiREAD. I am proud to be part of the InspiREAD Programme.

Shridhar Raj (6 Respect)



InspiREAD Corner



Autograph session with Andy Chua



NLB Books2Go



Reading on-the go



Talented actress and author Jeanette Aw is here!

6

RePI@y at MFPS – Encouraging a Healthy Lifestyle through Unstructured Play

Mr Mahimy Alphonsus Gerard, HOD PE

Recess Play or RePI@y at MFPS is an initiative by the Physical Education Department to encourage our students to engage more in physical activities during recess. This is achieved by making available P.E. equipment such as balls (basketball, soccer balls, sponge balls, tchoukball) rackets and Frisbees. These equipment are placed in two big boxes that are taken out and placed along the corridor beside the Parade Square. Students are free to choose the equipment and play at designated playing areas for e.g. the basketball court for pupils who wish to play basketball, the field for pupils who wish to play soccer and the Parade Square for all other activities.

The Department conducts a yearly briefing at the start of the year on safety guidelines and expectations of RePI@y such as the different playing areas available to them during recess, returning of all equipment to the box after recess and playing safely. Signages are placed at strategic locations such as outside the basketball court and around the Parade Square to remind students of safety guidelines and expectations. Hence students are encouraged not just to be more active but are empowered to take ownership of their own recess play activities and be responsible for the equipment they had borrowed.

Student's Reflection:

I am incredibly grateful to our school for setting up RePI@y during recess. I am someone who enjoy playing Tchoukball and cannot get enough of it, so when I heard that we would be allowed to play it during recess, I was elated! My friends and I decided to play together during recess. Thanks to our school, we have the necessary equipment to play with. My friends and I always look forward to RePI@y every recess, as it is our time of enjoyment, interaction and relaxation!

Sarah Tan (6 Service)



What a nice aim!



Yes! I got it!



Come and get the ball!

7

School Achievements

Co-Curricular Activities (CCAs) Achievements

CCA	Name of event	Achievement
Soccer	Soccerites Challenge	The soccer team has achieved 3rd position in this Primary 6 Invitational Challenge
Drama Club	SYF 2018 Celebrations	The Drama Club team was one of the shortlisted primary school teams to perform an original skit entitled ' The Beans of Life'.
Art Club	World Kids Colouring Day 2018	2 members of the Art Club team, Amirul (6SV) and Ly Naya (5IN), achieved 1st and 2nd positions out of 126 participants in this art competition.
Netball	SPSSC South Zone Netball Championship 2018	A member of the netball team, Mak Ji Cheng (5SV), was presented the Sportsmanship Award for demonstrating outstanding sportsmanship.
Netball	Kids Netball Carnival	The Primary 3 and Primary 4 team achieved 1st position in overall ranking while the Primary 5 team achieved 2nd position in overall ranking .
Taekwondo	Whampoa CC Taekwondo Tournament 2018	The Taekwondo team achieved the title of Overall Junior Champion through the attainment of the following awards: Green Team: 2 Golds Yellow Green Team: 1 Silver Blue Green Team: 2 Bronzes
Tchoukball	5th Asia Pacific Youth Tchoukball Championships 2018	Our team members, Jeric Liao (5RT), Khoo Qian Nee (6RT) and Ng Yu Xuan (6SV) presented Singapore national team in the event in Johor Bahru, Malaysia. They achieved 1st Runner Up position in the M12 Boys Category and M12 Girls Category .

Other School Achievements

Name of event	Achievement
Rakan Bahasa Appointment Newsmaker Competition	The Malay Language Council and National Library Singapore organised the Newsmaker Competition for all the appointed Rakan Bahasa which involved 41 primary schools. Yusrina Ain (P5SV) and Yasmin Huda (P5EC) were selected as MFPS Malay Ambassadors. The theme for the video was given on the day itself, where only 2 hours were given to get the content, prepare scripts, memorise the scripts and create the video using newsmaker. Yusrina Ain and Yasmin Huda had done the school proud by emerging as champion for this competition.
Singapore Foo Chow Association Chinese Essay Writing Competition (2018)	12 Primary 4 to Primary 6 students from our school participated in this competition and 2 students achieved the following: Group B: Chen Tianying (5SV) - 2nd prize Group C: Sim Yongxuan Sarah (4CT) - Consolation Prize
Innovation Programme (IVP) Project Judging and Young Innovators' Fair	The Innovation programme (IVP) provides a unique opportunity for students to develop their problem solving and inventive skills. IVP culminates in the Young Innovators' Fair through a stage presentation and poster exhibition. 19 students from our school participated in the event and they have done very well to achieve the following: 4 students: Distinction 10 students: Merit 5 students: Participation
National Mathematical Olympiad of Singapore 2018 (Primary 5 Competition)	20 Primary 5 students took part in this competition and they have achieved the following: 4 students: Silver 5 students: Honourable mention 11 students: Participation



Overall Junior Champion of Whampoa CC Taekwondo Tournament 2018.



The soccer team clinched the 3rd position in the Soccerites Challenge.



MFPS Tchoukball team members representing Singapore in the 5th Asia Pacific Youth Tchoukball Championships 2018.



The P3 and P4 team achieved 1st position in the Kids Netball Carnival.



The P5 team achieved 2nd position in the Kids Netball Carnival.



Yusrina Ain (P5SV) and Yasmin Huda (P5EC) emerged as the champion of the Appointment Rakan Bahasa Newsmaker Competition.



Prize winners, Chen Tianying (5SV) and Sim Yongxuan Sarah (4CT), for the Singapore Foo Chow Association Chinese Essay Writing Competition(2018).



Mak Ji Cheng (5SV) achieved the Sportsmanship Award in the SPSSC South Zone Netball Championship 2018.



Presentation of prototype at the (IvP) Project Judging and Young Innovators' Fair.



Amirul (6SV) and Ly Naya (5IN) emerged as 1st and 2nd prize winners of World Kids Colouring contest.

8 Staff News

New Staff

A warm welcome to the following staff who joined our Mayflower family between July and November 2018:



Mdm Ang Chieh Sin
Jaseline
(HOD Mathematics)



Miss Tedra
Cher Wei Ting
(AED-LBS)



Mr Chua Jianlong
Darren
(ICT Executive)

BABIES

Congratulations to the following staff:



Mdm Nurliyana
on the birth of
her daughter,
Nuria Insyrah Bte
Isa Nurarfian



Mdm Janis Wong
on the birth of
her son,
Jude Abraham Lim



Mdm Angeline Lee Loy
on the birth of her son,
Arisro Lee Junhui

OUTSTANDING CONTRIBUTION AWARDEES

Congratulations to the following staff:

The objective of the Outstanding Contribution Award (OCA) is to encourage staff and recognise their significant involvement and value-added contributions in school improvement and innovative practices that have impacted the school.

Individual Category:

Awardee	Description of contributions
Mr Fan Wen Qi	Engage learners and build up their writing skills through the 3-pronged process (Show Not Tell / Teaching with movie clips / Emotional Engagement with Drama).
Mdm Angeline Chow	Lead and mentor the AED LBS team to coach and support pupils with learning and behavioural needs.
Ms Buvanesh	Leverage on ICT platform (Easyclass & Blendspace) in engaging learners to build up writing skills.

Team Category:

Awardee	Description of contributions
PBL (Place-Based-Learning)Team (Ms Peh Kai Le, Mr Sebastian Lau, Ms Peu Soo Yong, Mdm Siihajar, Ms Nurhuda, Mdm Nordiana, Mr Izhar, Ms Angela Ho, Ms Clare Wong, Mdm Sivakami and Mrs Frances Tan)	Design and implement a new learning package for P4 Placed-Based Learning programme, integrating English, Art and Social studies curriculum.
CL Reading Programme Team (Mdm Chua Sok Huang, Mr Matthew Phua and Mdm Chng Hui Ping)	Implement daily reading programme with Formative Assessment approaches to enhance word recognition ability of selected learners.
Discipline Committee (Mdm Annamary, Ms Vinlee Toh, Mr Izhar, Mdm Mardiana, Mdm Nurliyana, Mr Patrick and Mrs Amy Seah)	Streamline and refine the late-coming procedure and processes to effectively reduce late-coming and absenteeism.
P3 Science Project Work Team (Ms Angela Ho and Ms Clare Wong)	Pilot P3 project work to integrate 21st CC Skills and Science Problem-based learning to engage learners and promote authentic application.
P3 Math TTAP (Teaching through the Arts) Team (Ms Teo Swee Huang, Mdm Lynne Ong, Mrs Amy Seah, Mr Norizam, Mr Shaifudin, Ms Clare Wong, Mdm Poh Ai Min and Mdm Suriana)	Refine and implement an engaging learning experience to enhance mastery of concepts in Fractions through drama and role-play.



Teachers' Day Celebrations

Mdm Suriana, Student Leadership Coordinator and Ms Halena Fonseka, Staff Well Being Chairman



Proudly presented by Student Leadership team

The theme for Teachers' Day Celebration 2018 was 'Days of Your Lives'. To show appreciation and gratitude to teachers, the Student Leadership team put up a mini musical performance – depicting a typical day of a teacher in school! Our Prefects and Junior Leaders led the celebration and together with students who signed up for the performance, they made the celebration a success. 'Teacher's Survival Kit' - a practical yet thoughtful gift – was specially prepared for our teachers for their day-to-day use. A note of appreciation featuring a collage of teachers' photos throughout their teaching years in MFPS. The team also collaborated with Eco Ranger Club to present a stationery holder made up of recycled materials.

After a wonderful performance staged by our own students, the MFPS Staff headed for some fun filled activities hosted by The Mind Café, a Board Games Cafe . The Mind Café carried out team-bonding activities where staff had to use their creativity and persuasion to make sure that their team wins the games. Through these activities, the staff had a wonderful time where they bonded with each other.



Strike those chords well!



It's either Me or Mee Siam.



Hey...watch those steps!



Anxiously waiting to be called.



You have our support, teachers!

Students' Reflections:

I felt that the Teachers' Day concert was very meaningful as the students could show appreciation to their teachers. We can respect our teachers by listening to them and giving our fullest attention.
- Batra Garv (6 Respect)

My favourite part of the Teachers' Day concert was there were so many things going on in the classroom while the form teacher went out! That scene really made me laugh! I really appreciate my teachers as they have been very helpful. Special mention to my form teacher, Mdm Hanita, and other teachers who helped me.
- Shaheen (6 Care)

I enjoyed the concert so much. Some of the scenes in the drama performance reminded me of the things that really happened in class! How true, our teachers are really busy!

- Joel Tan (3 Commitment)



Let me draw that.



We are the champion!



I am the durian king!



Let me share a secret recipe.



Such a gastronomic afternoon!



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