

## ST JOSEPH'S INSTITUTION JUNIOR

*A Lasallian School of the Besafalle Brothers*



### Primary 4

### Parent Handbook

### 2018

Dear Parents,

This Handbook has been crafted to give you a better understanding of the guiding framework, content, programmes and other learning activities of the various subjects.

Furthermore, the Booklet also contains information pertaining to discipline matters, school safety procedures and the promotion exercise.

We believe that your son can look forward to an exciting year ahead with many opportunities for academic and non-academic learning and development.

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## English Language

As part of the EL Curriculum, we have adopted the Marshall Cavendish Companion Booklets to complement the STELLAR Units Storybooks. In addition to the booklets, there are also supplementary booklets for each term.

P4 Curriculum

Term	STELLAR Units	Marshall Cavendish Companion Booklets	Supplementary Reading	Others
1	3	2	<ul style="list-style-type: none"> <li>• MYON Online Reading Portal * (*A letter was given to your sons on 24 January 2018)</li> <li>• Little Red Dot Newspapers with Complimentary Copies of The Straits Times</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled Spelling</li> <li>• Topical Reviews in Terms 1 &amp; 3</li> <li>• All About Ed Listening &amp; Oral Book</li> <li>• Supplementary Worksheets</li> <li>• Writing Package</li> <li>• Revision Papers (Terms 2 &amp; 4)</li> </ul>
2	3	2		
3	2	1		
4	1	1		

Exam Format SA1 & SA2

Component	Content	Item	Marks	Weighting
ORAL	Reading Aloud	Passage	6	16 %
	Stimulus-Based Conversation	Illustration with words	10	
LISTENING COMPREHENSION (30 min)	E.g. Picture matching, sequencing, dictation, note-taking	MCQ, Fill-in-the-blanks	14	14%
COMPOSITION (50 min)	Writing	Guided Writing with picture prompts & guiding questions + helping words (SA1 & SA2)	20	20%
(1h 15 min) Language Use and Comprehension	Vocabulary	MCQ	6	50%
	Grammar	MCQ	8	
	Grammar	2 Cloze Passages • Fill-in-the-blanks with helping words	8	
	Other Language Items	At school's discretion	8	
	Comprehension or Visual Text	MCQ, Checking, Sequencing	10	
	Comprehension	Open-Ended	10	

Details about the language items to be tested will be made known prior to SA1 & SA2.

In addition, there will be Topical Reviews in Terms 1 and 3. Topical Reviews serve as mastery tests. The results would give the teachers insight into their pupils' understanding of the content taught and enable them to distinguish areas of strengths and weaknesses of the students. Topical Reviews are short tests (30 min) based on the content (units) they have learnt in the weeks prior to the Topical Review, mainly based on Spelling & Dictation, Grammar and Vocabulary, Reading & Understanding. The grades are **NOT** recorded in the Report Book. The pupils will be informed at least 5 days prior to the Topical Review.

## **Support from parents**

The current EL STELLAR framework advocates the teaching and learning of English using more **speaking and listening** activities. Children learn **reading and writing** using rich and interesting books, with discussions led by the teacher.

You could revise with your child the booklets and supplementary materials that are used in our curriculum. Focus on the four skills by engaging in meaningful conversations and improving your child's command of Grammar and scope of Vocabulary.

For comprehension, insist on these strategies:

- a) Read the passage at least twice.
- b) Get your son to ask probing questions himself using the Techniques of 'Why, Who, When, Where, Which, How'.
- c) Highlight words that they are unfamiliar. Discuss its meaning and how it is used in a sentence / scenario.
- d) Discuss the story with your child to test for understanding, before he attempts the questions.
- e) When answering the questions, ensure that your child does so in a complete sentence. Check for Spelling, Grammar, Punctuation, Sentence Structure. These skills are taught in class but they need to be reinforced.

In general, encourage your son to read, both in fiction (a wide range of storybooks) and non-fiction (newspapers, magazine articles). Monitor his homework. Finally, promote the use of the dictionary and thesaurus especially if homework is on vocabulary. It would be good practice to start a Word Bank book.

## Mathematics

### Curriculum

The Mathematics Department has come up with our own P4 math package which is in line with current MOE syllabus. In this package, the boys will also be introduced to a series of Math concepts to solve word problems. Besides the resource package, topical worksheets will be printed for the boys as reinforcement practices. Speed Test booklets with emphasis on speed and accuracy will also be printed for the boys to do in class. These additional materials are to be filed into the Math file.

### Good Practices

These are some of the practices that the teachers have been reminding the boys to adhere to:

- Draw model using pencil and ruler
- Corrections to be done in green ink
- Homework to be handed in the following day

### Assessment

There will be 2 formal assessments, SA1 and SA2 this year. The paper is mainly made up of 3 sections;

Section A – Multiple Choice Questions,  
Section B – Short answer questions and  
Section C – Word Problems.

In Section C, the boys have to show his workings clearly using number sentences. Marks are awarded accordingly to methods shown.

More details will be provided nearer the examinations.

### Strategy for solving word problems

Step 1 : **Read** questions carefully.

Step 2 : **Underline** magic words.

Step 3 : **Look** for clues.

Step 4 : **Equations** are a **MUST!**

Step 5 : **Ready** to check. (Use estimation to check the reasonableness of answers.)

## Science

### Topics Coverage

Term 1	Term 2	Term 3	Term 4
Plant Transport System	Heat	Light	Revision
Matter		Materials	

- Parents and guardians to take note that completion of topics may vary slightly between classes due to interruptions by public holidays and school events.

### Assessment

#### (1) Topical Review

- Assessing the understanding of concepts
- As feedback for teachers so that they can adjust their teaching
- Marks noted by teachers but not keyed into exam system

#### (2) Exams

- SA1 (30%)
- SA2 (60%)

P4 SA1 Science Examination Format – 1h 30 min			
Booklet A	25 MCQ	2 marks each	50 m
Booklet B	10 Open-ended	3 marks	30 m
Total	35 Questions	-	80 m

P4 SA2 Science Examination Format – 1h 45 min			
Booklet A	28 MCQ	2 marks each	56 m
Booklet B	14 Open-ended	2, 3, or 4 marks	44 m
Total	42 Questions	-	100 m



(3) Practical Test

- 10% of total
- At the end of Term 3; the exact date will be given at least 1 week in advance.
- Assessing skills e.g., following instructions, handling of equipment, collecting and processing of data.
- Tasks will be similar to an activity they have done before

**Science Values-in-Action Programme**

- Planting of hydroponics vegetables for the needy
- To learn about life cycle of plants, plant transport system and being in service to the less fortunate
- Cost: Borne by the school
- From Term 2 to Term 4 (various classes)

**Things to take note of**

- Activity sheets, Key Concepts, Topical MCQs and Structured Qs – all in a booklet to put everything in one place for ease of revision and to cut down filing issues
- Textbooks are supplemented with Revision Guide
- Use of mindmaps to do topical summary

**Tips for Parents & Guardians**

- Watch science programmes with him and encourage discussion
- Do hands on activities at home
- Use “teachable moments” when going to the parks etc...
- Ensure that your son does his ‘Key Concepts’ page at the start of every new unit; he can use his textbook and revision guide for reference.
- Visit our Science Resources Page at our school website, under ‘For Pupils’. There are useful videos that explore more about the topics covered, and suggestions for projects you can undertake at home with parental supervision.

## **Mother Tongue**

In line with the Mother Tongue curriculum, we aim to develop our students to be proficient language users who can communicate confidently and effectively in real-life situations. Authentic activities and ICT are infused into our teaching to strengthen our students' communication skills. Language use will be presented in its various forms, while continuing to expose our students to the rich culture and values embedded in the language.

Differentiated teaching approaches are adopted to cater to students with different starting points and language ability. We hope to build a good foundation in our students' Mother Tongue Languages and develop confidence in using these languages in their daily lives and develop to love the Mother Tongue Languages and its culture. It is also important for our parents and other stakeholders to partner us in nurturing our students' interest in their Mother Tongue Language.

## **Chinese Language**

### **Programmes:**

Our Department has also prepared the following programmes for the pupils.

- Cultural Performance Exposure Programme
- P4 Class Reading Programme
- P4 Essay Writing Competition

### **Assessment**

Pupils are assessed based on 4 components:

1. Composition Writing
2. Oral
3. Listening Comprehension
4. Main Paper – Paper 2

### **Picture Composition**

- 4 pictures
- 8 helping words will be given
- Dictionary can be used. (No bilingual dictionary allowed)
- Marking Breakdown
  - Content (8marks)
  - Language (7marks)

## Requirements:

- Pupils have to write a composition of at least 80 words in 40minutes. Ideal length of a good composition around 150 words otherwise.
- Pupils should not only write what they see from the Picture Composition but
  - What would the character hear
  - What would the character think
  - How the character would feel.

## Oral

- READING
- PICTURE DESCRIPTION
  - Places : Supermarket, library, field, beach etc
  - Events: Celebrations, carnival, art lesson, visits to home etc.
- CONVERSATION
  - Pupils are expected to talk on a given topic
  - The topic will be closely linked to the picture

## Listening Comprehension

- 10 MCQ Questions
  - Picture Matching
  - Questions to short passages
- Listen carefully
- Check answer when passage is repeated

## Paper 2- Written Paper

Written Paper Components:

1. 辨字测验 (Choose the Correct Word)
2. 词语选择 (Choose the Correct Phrase)
3. 词语搭配 (Word Match)
4. 造句 (Sentence Construction)
5. 短文填空 (Close Passage)
6. 阅读理解 (Comprehension – MCQ)
7. 书面互动 (Written Interaction)
8. 理解问答 (Comprehension – Open Ended)

## Tamil Language

### Assessment

Pupils are assessed based on 4 components:

1. Composition Writing
2. Oral
3. Listening Comprehension
4. Main Paper – Paper 2

### Composition

Pupils have to write a composition of **at least** 80 words in 40 minutes. It carries 15 marks. Sentences with no spelling mistakes are a must. Pupils are also expected to use good phrases in their composition. A good composition will not just be about describing what is seen in the pictures but should also include what is heard and how the characters would have felt.

### Oral

This year the pupils will have their oral conducted in the same manner as it was done in Primary 3. It will have 3 components:

Reading - 10 marks

Picture Description – 10 marks

Conversation – 10 marks

In order for pupils to do well in oral, we would strongly advise parents to spend some time at home to speak to your son in Tamil. Reading aloud in Tamil must be an everyday activity at home.

### Listening Comprehension

This component carries 10 marks. For the first part, the boys have to listen to a sentence being read and match it with a picture. For the next part, they will be listening to a short passage and answer 2 questions.

### Main Paper

The format of the paper is similar to Primary 3 – carrying a total of 45 marks. There will only be 1 change in the MCQ Comprehension. There will be 3 multiple choice questions each carrying 2 marks and a free response summary question carrying 4 marks.

We would like to **emphasise** the usage of Tamil at home for your son to do well in this language.

## Malay Language

### Assessment

Pupils are assessed based on 4 components:

1. Composition Writing
2. Oral
3. Listening Comprehension
4. Main Paper – Paper 2

### Picture Composition

- 4 pictures
- 8 helping words will be given
- Dictionary can be used. (No bilingual dictionary allowed)
- Marking Breakdown
  - Content (8marks)
  - Language (7marks)

### Requirements:

- Pupils have to write a composition of at least 80 words in 40 minutes. Ideal length of a good composition is about 150 words.
- Pupils should not only write what they see from the Picture Composition but
  - What the character would hear
  - What the character would think
  - How the character would feel.

### Oral

- READING
- PICTURE DESCRIPTION
  - Places: Supermarket, library, field, beach, etc.
  - Events: Celebrations, carnival, art lesson, visits to home etc.
- CONVERSATION
  - Pupils are expected to talk on a given topic
  - The topic will be closely linked to the picture

Parents can help by practice reading and speaking Malay Language with the child and SJI acronym as a guide:

S = Sebutan (Pronunciation)

J = Jeda (Pause)

I = Intonasi (Intonation)

## **Listening Comprehension**

- 10 MCQ Questions
  - Picture Matching
  - Questions to short passages
- Listen carefully
- Check answer when passage is repeated

## **Paper 2- Written Paper**

Written Paper Components:

- Affixes
- Idioms
- Cloze Procedure
- Comprehension 1 (MCQ)
- Respond Writing
- Comprehension 2 (Open Ended)

## **Physical & Health Education (PHE)**

### **PHE Department Vision**

Nurturing JOSEPHIANS who are equipped with the necessary Skills, Knowledge and Values to Pursue and Embrace an Inclusive, Active and Healthy Lifestyle.

### **Curriculum**

The PHE curriculum is organized into key learning areas across Primary 1 to Primary 6 as shown:

P1-P6: Gymnastics, Games & Sports, Dance, Outdoor Education, Physical Health & Fitness

P3-P6: Athletics

P2: Swimming (SwimSafer Programme)

### **Exemption from PE**

All long term exemptions from PE must be accompanied by valid medical document(s) for exemption indicating length of exemption.

**For short term exemption, pupils shall be excused from PE lessons if they have any of the following:**

1. Valid Medical Certificate / Doctor's Memo
2. Parents' letter
3. Report that they are not feeling well
4. Pupils, who are unwell and excused from lesson, must provide a valid MC or a parent's letter the next day or lesson.

### **Assessment**

#### **PE Grading**

Pupils will be graded to assess their competency in the different learning areas. Their performance will be graded A, B or C, and reflected in the school report book at end-year.

#### **NAPFA**

The National Physical Fitness Award (NAPFA) is compulsory and conducted for P4 and P6 level only.

The test comprises six test items to assess the different components of overall fitness. They are:

1. Bend Knee Sit-Ups
2. Standing Broad
3. Sit and Reach

4. Inclined Pull-Ups
5. 4 x 10m Shuttle Run
6. 1.6km Run/Walk

For all age groups, the performance score in each test item is graded A to E with corresponding point values of 5 to 1. The requirements for each of the three NAPFA Challenge Awards, i.e. Gold, Silver and Bronze, are as follows:

- **GOLD AWARD:** At least a C grade performance in all six test items and a total of 21 or more points.
- **SILVER AWARD:** At least a D grade performance in all six test items and a total of 15 or more points.
- **BRONZE AWARD:** At least an E grade

### Signature Programmes

#### 1. Track & Field Meet

Pupils from P3 to P6 will participate in an inter-class Track and Field meet.

#### 2. Swimming Carnival

Pupils from P1 to P6 will participate in a Swimming Carnival.

#### 3. Sports Carnival

Pupils from P3 to P6 will participate in an inter-class Sports Carnival which will feature multi-sports mass games.

### Health Matters

School Health Services (SHS) conducts health screenings at all Primary Schools. Doctors and nurses of the SHS will visit schools to conduct health screenings that detect common conditions among children. The following table provides details of the screening conducted in school:

Educational Level	Type of Screening Activity
Primary 2-4	<ul style="list-style-type: none"> <li>▪ Vision screening (Eyesight test)</li> <li>▪ Review of health conditions where applicable</li> </ul>

Details of the SHS screening are as follows:

- Date: Term 3
- Time: During curriculum hours
- Venue: School



## Music Education

### Vision

To Attain and Achieve the 5Es in Every SJI Junior Boy

1. Engagement
2. Expression
3. Exposure
4. Experience
5. Enjoyment



### Enrichment Programmes

The Enrichment Programmes are in addition to the Music lessons conducted in school and will be provided at no charge.

Level	Programme
Primary 4	iPad (GarageBand) and Guitar

### Whole School Programmes

Activity	Date
Music Assembly programme	Once a semester
Josephian Talent	Semester 2
Recess Performance Programme	Last 2 weeks of each Semester

## Art Education

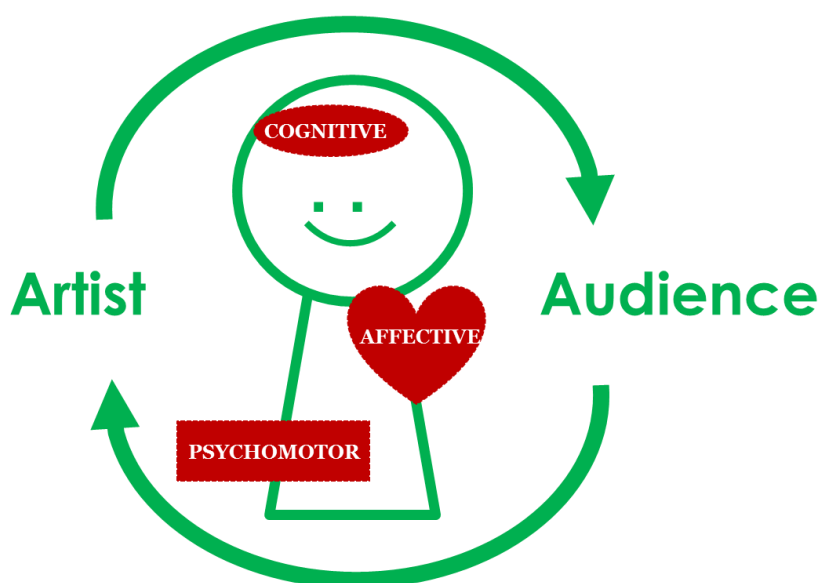
### Vision

Every child has the opportunity to:

1. Explore and experience art through their senses
2. Express ideas, feelings and experiences in visual form with imagination, enjoyment and a sense of fulfilment
3. Articulate ideas, experiences, thoughts and opinions about art

### Mission

To provide learning opportunities and platforms for each child to grow in the visual arts as both artist and audience



### Student Outcomes

We aim to nurture our students to develop the skills to make connections. We provide opportunities for students to make connections:

- among the Arts
- with other subject disciplines within the core curriculum
- with art resources in the community
- with one another; family, school, public, immediate environment, the world
- within themselves; mind, heart

Our aim is to design meaningful learning experiences as well as provide opportunities and platforms through the following:

1. School-based Visual Art Exhibition
2. Assembly Talks
3. Curriculum

## Curriculum

Level	Projects
Primary 4	<ol style="list-style-type: none"><li>1. My School</li><li>2. Around Me</li><li>3. Yesteryear</li><li>4. Core Drawing Module</li></ol>

### Materials needed for the Art curriculum include:

1. Art Kit
2. A4-sized Sketchbook/Single-sheet Drawing Papers
3. 20-pocket slip File as a personal Art Portfolio

### Art Kit

The Art Kit is a folder containing basic items needed for Art lessons. These include the following items:

1. Drawing pencils (2B / 4B / 6B)
2. Glue stick
3. Safe round-edged scissors (5")
4. Watercolour Palette
5. A packet of A4-sized coloured construction paper
6. An apron

### Art Showcase

Art Teachers will display the students' works on a termly basis:

1. At the Concourse and around the school campus
2. In the classrooms

### Arts Events

1. Annual Fiesta (Visual Arts, Music and Dance)
2. Singapore Youth Festival
3. Year-End School Concert

## Co-Curricular Activities (CCA)

As a school, we want to develop all Josephians not just academically, but holistically, and CCA has proven to be a key programme in helping boys discover their strengths and who they are as persons.

While CCA is not compulsory in Primary Schools, we do encourage each boy to take part in a CCA while they are in SJI Junior. CCAs are an excellent platform to develop the characters of our boys and our CCA programmes will incorporate the 7 Habits to inculcate values in each boy. Not only is it also a key platform in developing the 21<sup>st</sup> Century Competencies, it is also the place where many boys make friends for life.

CCA provides for:

- ❖ Learning and application of **moral values**
- ❖ Acquisition and practice of **soft skills**
- ❖ **Social integration** -shared and common experiences for children from different backgrounds and ethnic groups
- ❖ **A safe learning environment** where consequences or failure / mistakes are managed locally
- ❖ Opportunities for **character and leadership** development
- ❖ **Lifelong pursuit of interests** and greater freedom of outward expression

### General CCA Polices

1. A pupil who has registered for and paid for a CCA has to remain in that CCA until the end of the CCA work-year (i.e. July 2018 to June 2019).
2. There will be no refund of CCA fees for pupils who choose to withdraw from CCA before the end of the work-year.
3. Pupils who do not achieve 80% of CCA attendance will be de-registered as members of the CCA at the end of the work-year.
4. If a pupil is to be absent from CCA, this should be communicated by the parents via written letter or medical certificate.
5. Pupils can choose different CCAs from P2 (Semester 2) to P4 (Semester 1). However, they must remain in a chosen CCA from P4 (Semester 2) to P6 (Semester 1). This is to allow for ample exposure for the first 2 years (mid-P2 to mid-P4), balanced with a deepening of skills and knowledge for the remainder of the two years (from mid-P4 to mid-P6).
6. Pupils are to bring along their CCA attire in their school bag and change into their CCA attire during lunch break. They are not to wear their CCA attire from the start of the day.

7. Timeframe for CCA Work-year in 2018

- i. CCAs commence in July (current year) and run till June (the following year). An example of a typical CCA Work Year would be from July 2018 to June 2019.
- ii. This will allow for better scheduling of our CCAs, which typically feature major competitions in the first semester, and an off-season period in the second semester. Through this arrangement, the school seeks to better cater to the developmental needs of the pupils in our CCA, as well as better strategize our CCA recruitment and training efforts, to bring about better results in our CCAs.
- iii. In 2018, the CCA Selection Exercise will take place in March 2018 for the new CCA work-year (July 2018 to June 2019).

8. CCA Membership and Attendance Policy

- i. During the Exploration Phase, from P2 (Semester 2) to Mid-P4 (Semester 1), pupils may try different CCAs for exposure and to assess their own interests. During the Sharpening Phase, from P4 (Semester 2) to P6 (Semester 1), pupils are expected to remain in a particular CCA to develop and hone their skills.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
P2 (Sem 2) to P3 (Sem 1)	P3 (Sem 2)to P4 (Sem 1)	P4 (Sem 2) to P5 (Sem 1)	P5 (Sem 2) to P6 (Sem 1)
<p style="text-align: center;"><b>EXPLORATION</b></p> <p style="text-align: center;">- Pupils may try different CCAs from P2 (Semester 2) to P4 (Semester 1) for exposure and to assess their own interests</p>		<p style="text-align: center;"><b>SHARPENING</b></p> <p style="text-align: center;">- Pupils develop and hone skills in one CCA from P4 (Semester 2) to P6 (Semester 1)</p>	

- ii. Each pupil of SJI Junior is only allowed to join one CCA per work year as CCA requires effort and commitment. The school seeks to ensure that its pupils can handle both CCA and studies, and excel in both areas.

9. School Team or Representation for CCA in competitions

- i. The school carefully selects and trains pupils in the offered school CCA programmes to participate in competitions sanctioned by MOE. These pupils undergo a selection process conducted by a team of teachers and coaches/instructors employed by the school.

- ii. Students are selected for School Team or Representation based on the following 3C Criteria:
  - a. **Competency:** They should possess the skills required to compete in a high-performance competition.
  - b. **Character:** They should display sportsmanship and display of the school values during competitions, during training and during curriculum time.
  - c. **Commitment** to training: They should faithfully attend all the scheduled trainings.
  
- iii. School Team or Representations for competitions that are not offered by the school CCA programmes will be selected via an open call registration. The school reserves the right to decline pupils who are deemed ineligible to participate and represent the school.

## 10. CCA Costs

CCA programmes in our school are subsidized where possible. However, we will still require parents to pay for your son's CCA. This amount will be used as part of the co-payment for coaches, hiring of venues for training purposes, transport, etc. The indicative (estimated) amounts are listed in the online CCA booklet but the final (confirmed) fees will be communicated to you by your son's CCA teacher.

Financial assistance will be provided to boys under the Financial Assistance Scheme.

## **Character and Citizenship Education**

CCE centring on life skills ensures that students acquire sound values and skills to take them through life as responsible adults and active citizens. It comprises the non-academic curriculum, i.e. National Education and Social Studies.

### **National Education**

The school commemorates four core events – Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

Total Defence Day is held on 15 February every year to commemorate the fall of Singapore in 1942 to the Japanese. On this day, activities held in school serve to remind pupils that Singapore can be defended and is worth defending, and that as Singaporeans, we are responsible for the defence of Singapore.

International Friendship Day is celebrated in schools on the third Friday of Term Two. The day is dedicated to the understanding of Singapore's relations with its neighbours, and to nurture the spirit of friendship and collaboration among different people in students.

Racial Harmony Day is commemorated on 21 July to mark the race riots that broke out in Singapore in 1964. It serves to remind students that social division weakens society and race and religion will always be potential fault-lines in Singapore's society. Students will reflect and celebrate the nation's success as a harmonious society, built on cultural diversity.

National Day on 9 August celebrates Singapore's independence from Malaysia and its emergence as a sovereign nation.

### **Social Studies**

Primary Four students will undergo the Social Studies curriculum with the overarching theme "Valuing Our Past - How is life in Singapore today shaped by what happened in the past?"

There are four components of equal weightage in Social Studies assessment:

1. Quiz
2. Class Participation
3. Reflection Journal
4. Performance Task

There will be one assessment grade for the year, reflected in the report book in the second semester.

## **DISCIPLINE**

All pupils are expected to show high standards of behaviour, both in school and outside school. When pupils misbehave in school /class, they will be dealt with by the Form Teachers, subject teachers or referred to the discipline committee.

For the full list of school rules, please refer to the Student Handbook or school website.

Please take note that the consequences listed below will be carried out after the teacher's intervention to change the misbehaviour. The consequences may differ depending on the severity of the matter.

### **School Hours**

The school hours from Monday to Friday are from 7.30am to 1.30pm. Pupils are to report for assembly in the School Hall by 7.20am.

**Consequence:** The names of latecomers will be recorded and consistent latecomers will be issued a verbal warning first and then, a written warning.

Pupils who are Singapore citizens must sing the National Anthem and take the Pledge. Pupils will take the Pledge with the right fist placed over the heart. Attendance at the daily flag-raising ceremony is compulsory. Pupils must also pay attention when announcements are made.

### **General Behaviour**

Pupils have to complete work assigned including class work, homework, corrections, project work etc. by the given deadline. Parents are encouraged to monitor their son's homework via the student diary.

**Consequence:** Pupils may be suspended of privileges such as playtime or told to stay back after school to complete homework.

Pupils are NOT allowed to shout across the room, make noise, disturb their friends or eat and drink (except plain water) in class. They should not behave in any manner that will disrupt the flow of lesson or hinder anyone's learning.

**Consequence:** If repeated, the student will be asked to sit alone, suspended from participating in group work or suspended of privileges such as playtime. For consistent offenders, they can be suspended from lessons.



Pupils are expected to be courteous, respectful and considerate. They are also not allowed to engage in any rough play or cause hurt to another student. The school will also not tolerate any verbal or physical bullying.

**Consequence:** If repeated, the student will be asked to sit alone, suspended from participating in group work or suspended of privileges such as playtime. For consistent offenders, they may be told to make a public apology, caned or even suspended from school.

Pupils are only allowed to use their hand phone to contact parents/guardian after school hours. They are not allowed to use it for any other purpose before, during or after school hours.

**Consequence:** If the hand phones are used for any other purpose, it will be confiscated.

## General Appearance

### Hairstyle

- The hair length must not touch the ears and the shirt collar.
- The hair must be sloped at the back.
- The fringe must not touch the eyebrows and must not cover the eyes.
- Dyeing of hair, tinting of hair and punk hairstyles are strictly prohibited.
- Pupils must remain clean shaven.

### Uniform

Pupils are to wear the prescribed school uniform and modification to the uniform is not allowed. Pupils whose appearance is deemed inappropriate by the school will be issued a verbal and then, written warning.

- The school uniform comprises a white shirt and khaki shorts.
- School badges and name tags must be sewn onto the school shirt.
- Pupils must wear their school tie every morning for assembly. Shirt collars must be buttoned when ties are worn. Ties can be removed once they are in class.
- However, on days when they have PE, they can come to school in their PE attire.

### PE Attire

- The PE attire consists of the school PE T-shirt and shorts. Name tag should be sewn onto the school PE T-shirt.
- All T-shirts must be tucked in at all times.
- Pupils may wear PE or approved CCA t-shirts when attending trainings or events held on Saturdays and during the holidays only.

## Shoes and Socks

- Only school socks or plain white socks covering the ankles are allowed.
- Only all white canvas shoes are allowed.
- They are not allowed to wear slippers or sandals to school, even during school holidays. Any pupil not in proper attire will be sent home.

## Finger-Nails

- Fingernails must be clean and cut short.

## Behaviour in the School Bus

- Pupils must wear their seatbelts at all times in the school bus/ van.
- Pupils are not allowed to walk around or misbehave in the bus.
- Pupils must not behave in an unruly manner or commit any offences in the school bus.

**Consequence:** Pupils who violate the above rules or found misbehaving in any manner in the school bus will face punishment such as suspension from school bus and/or be even told to seek other form of transportation.

## Penknife Safety Guidelines

At no point should a pupil be given access to sharp-pointed/ sharp-edged tools/ equipment unless issued and supervised by a teacher during Art lessons. All issued tools/ equipment should be collected and accounted for after use. Pupils should not possess any personal sharp-pointed/ sharp-edged tools (e.g. penknife)

## Possession of Weapons/ Weapon-Like Item

All pupils are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like items which is used or intended to be used to cause harm to others.

## Disciplinary Actions

The students' offences will be recorded into a school system by the teachers and monitored by the Discipline Committee members. For repeat offenders, the teacher will refer the student to the Discipline committee for further action.

The consequences will be meted out based on the severity of the matter and when the school deems appropriate.

## Conduct Grading

Just as we want to see how much our children have grown in the areas of cognitive, physical and aesthetic domains, we want to also see their development in the areas of student morale and social and moral domains. Towards that end, the school has developed the Conduct Grading Exercise, a series of behaviour descriptors based on the school values of faith, service and community and the 7 Habits. Points are given for each descriptor and the total points a student has earned in the assessment of his conduct will translate into the letter grade they receive in their report book at the end of each semester.

Form teachers in collaboration with subject teachers will assess each pupil. Besides teacher-assessment, Primary 4 pupils will also do self-assessment. Points from both assessments are combined to give the pupil his final grade.

The Conduct Grading Exercise attempts to be more reflective of the character traits the school would like to develop in her pupils.

## Rewards and Recognition

The school has several tiers of rewards and recognition that pupils can aspire to achieve this year.

### Individual

	School-based	MOE
Character	Caught Doing Good	Edusave Character Awards (ECHA) (for all Singaporean students)
Academics	Top 3 in level	Edusave Merit Bursary (EMB) (for all Singaporean students)
	Best in Subject	Edusave Good Progress Awards (GPA) (for all Singaporean students)
	Good Progress Award	
	Selected for School/Department Based Competitions	

### Class

- Certificate for Properly Kept Classroom Competition

## Homework Policy

The school seeks to ensure pupils' well-being by not overloading pupils with homework assignments. It adopts the following guidelines to manage the workload of pupils. The school and teachers have worked out an estimated amount of time that pupils would spend to complete their homework assignments weekly.

Level	Estimated Time Spent on Homework Weekly	Remarks
P4	9 – 10 hours	No more than 30 min of homework assigned per subject per day.

English and Mother Tongue Spelling will not be conducted on the same day. If there is a public or school holiday, teachers will inform pupils the make-up for Spelling on another day during the week.

Homework assignments will not be given over festive periods during term time, eg. Chinese New Year, Deepavalli and Hari Raya Puasa. A spelling activity or a test will also not be conducted on the school day after the festive period.

Teachers are mindful that pupils not be overloaded with homework and practice papers in the week before Semestral Assessments. Pupils are to use the time for revision.

## Promotion Exercise

P4 (2018) pupils will be re-grouped when they promote to P5 (2019) according to their academic performance in English and Science. Separately, they will be re-grouped during their Mathematics and Mother Tongue lessons. Pupils who have performed consistently well and also identified through the P3 GEP Selection Exercise as high-ability learners will be offered a place in P5 Xavier, a class with specially-designed programmes to stretch such learners. The school will continue to provide extra support for the low progress pupils. We will also consider the child's needs such as behaviour, learning attributes and social emotional factors in assigning their classes.

Feedback from teachers, parents and pupils indicate that by the upper primary levels, most pupils benefit from learning from their peers who are broadly similar in academic readiness.

Grouping the boys by their academic abilities will enable the teachers to be more focused in their teaching, to cater to the learning pace of each group of pupils.

## School Procedures

### School hours

#### 1. School gate opening hours:

- a. Main gate:
  - i. Monday – Friday: 6.30am to 6.30pm
  - ii. Closed between 12.30pm to 1.45pm to facilitate dismissal
  - iii. Saturday: 6.30am – 12.30pm
  - iv. Closed on Sunday
- b. Moulmein gate:
  - i. Monday – Friday: 6.30am to 7.30am, 1.30pm to 2.30pm
  - ii. Closed at all other times
- c. Derbyshire gate:
  - i. Monday – Friday: 6.30am to 7.30am, 1.30pm to 2.30pm
  - ii. Closed at all other times

#### 2. School general office operating hours:

- i. Monday – Friday: 7.00am to 5.00pm
- ii. Closed on Saturdays, Sundays and Public Holidays

#### 3. School hours:

- i. Monday – Friday: 7.30am to 1.30pm  
(Pupils are to report for assembly by 7.20am. Names of consistent latecomers will be recorded for disciplinary action.)

### Traffic - Morning drop off

- School strongly encourages all vehicles to drop off pupils within the school compound. Please refrain from dropping your son/ward along Essex Road and Derbyshire Road.
- All vehicles must follow directions/instructions by Security Guards and Authorised School personnel when entering school compound.
- Drive towards the end of the lane; do **not** stop in the middle of the lane.
- To ensure a smooth and safe drop-off, parents please encourage your son to get ready before entering the school gate by:
  - Moving to the left side of the vehicle (if seated at back row)
  - Getting ready all belongings such as bags, water bottles etc.
  - Opening doors only after vehicle has come to a full and complete halt
- Parents are strongly discouraged from alighting from the vehicle to help your son to drop off. Teachers / school staff are available to assist with alighting.
- Once alighted, pupils are to proceed towards the nearest teacher who will guide with crossing the lanes.
- The main gate gantry will be lowered at 7.20am for flag raising. Students who arrive after 7.20am are to alight at the main gate and walk in by foot. Security Guards are on hand at the main gate to ensure student safety.

### **Traffic - during dismissal**

- Driving into the school to pick up your son/ward is only allowed after all school buses have left the school compound. Follow the directions/instructions of the Security Guards and Authorised School personnel.
- Pick up is only at the bus bay area. Advise your son/ward to look out for your vehicle and get ready to board when he sees your vehicle arriving. Advise him to board in a safe manner.
- Be considerate to others and do not park your vehicle at the bus bay. Should you need to come out of the vehicle to look for your son/ward, kindly park your vehicle at the curb side of the compound.

### **Traffic – Pick up during CCA days (Mondays and Thursdays)**

- Cars are only allowed in after 4.30pm to pick up your son/ward at the bus bay.
- No parking and waiting is allowed in the school compound before 4.30pm
- Follow directions/instructions of the Security Guards and Authorised School personnel.
- Advise your son/ward to proceed immediately to the bus bay to wait for you after dismissal and not to roam around other parts of the school.
- Be considerate to others and do not park your vehicle at the bus bay. Should you need to come out of the vehicle to look for your son/ward, kindly park your vehicle at the curb side of the compound or at the staff carpark (if lots are available)

### **Early Dismissal**

Pupils, who are unwell or with other valid reasons, are allowed to leave school before the official dismissal time. Pupils need to be accompanied by an adult. Pupils will **not** be allowed to go home early on their own.

### **Waiting during dismissal**

- Parents/guardians are allowed into the school by foot via the main gate after 1.15pm and will proceed to wait at the designated waiting area.
- Once your son / ward is on hand, you are advised to proceed out of the school premise as soon as possible.
- Should you need to venture beyond the waiting area, please proceed back to the Security Post to obtain a visitor pass (see section on visiting the school)

### **Bringing of food into school**

- All food must be consumed in the canteen.
- Parents/guardians are not to accompany their son / ward at the canteen.
- All home cooked food must only be handed over to pupils at the waiting area during dismissal time.
- Pupils are strictly not allowed to consume fast food in school, school has the right to reject handing over of fast food at the main gate.

### **Bookshop**

- Pupils are encouraged to make purchases personally at the bookshop instead of asking parents/guardians to do so on their behalf.
- Should there be a need for parents/guardians to make purchases at the bookshop, you are only allowed in after 1.45pm. Parents are to sign in as a visitor at the guard post.

### **Visitors**

- All visitors must enter/exit the school via the main gate (kindly note main gate opening hours).
- All visitors (including parents/guardians of pupils) are required to sign in at the guard house and obtain a visitor pass before proceeding to the General Office. Visitor pass must be displayed at all times when in school compound.
- All visitors are required to report to the General Office before proceeding to any other parts of the school.
- No visitor, including parents/guardians are allowed to enter into classrooms or rooms reserved for teaching and learning without explicit permission from the school.
- Parents/guardians bringing pupils out from school before dismissal time must obtain an early release form at the General Office to be handed over to the Security Officer before exiting.

### **Parking in school**

- Only authorized and/or permitted vehicles are allowed to park in the school premise.
- All vehicles shall follow traffic direction/parking instructions given by the Security Officers and school authorized personnel.
- Once vehicle is safely parked, visitors are required to return to the guard house to sign in and obtain visitor passes.
- Vehicles must leave the school compound after purpose of the visit is achieved. Vehicle owners are not supposed to park their vehicles and leave the school compound.
- Vehicles must comply with the speed limit of 15km/hr when moving within the school compound.

## **Parent Volunteers**

- The Parent Volunteer (PV) Pass will only be issued upon successful application and approval from the school management.
- Once the application is approved, staff in charge of the activity/programme requiring support from PVs will be the liaison officers to their assigned PVs.
- The PV Pass is only valid for the current year.
- The PV Pass is strictly non-transferable.
- The PV Pass is for identification purpose as well as to allow the PV to gain access into the school. However, it is still mandatory for PV to register their attendance at the Security Post before proceeding for his/her respective duties.
- PVs are discouraged from parking their cars in the school beyond the duration of his/her area of service rendered.
- PVs are required to display PV Passes clearly at all times while in the school premises.
- The PV Pass allows a PV to purchase food and drinks from the school canteen on days when he/she is reporting for duties.
- PVs are discouraged from remaining in the school beyond the need of the area and time of service rendered.
- PVs who wish to terminate their involvement during the year will have to submit a withdrawal form to the staff in charge and return the PV Pass to the school.

**The school retains the right to revoke any PV Pass as we deem fit.**

## **Consumption of Food in School and Healthy Meal in School Programme (HMSP)**

- All food must be consumed in the canteen.
- Boys staying back after school hours are strongly encouraged to buy their lunch from the canteen.
- Should you need to hand home-cooked lunch to your son/ward during dismissal, please do so at the designated waiting area
- No handing over/consumption of fast food is allowed unless special permission is obtained from the school.
- Refrain from feeding the boys in school, they should learn to eat on their own
- The school is adopting full HMSP starting from 2017
- All main meals offered in the school canteen will consist of the 4 main food groups - brown rice / wholemeal breads and alternatives, meat and alternatives, fruits and vegetables

Every set meal offered must be purchased in its entirety without any omission unless special permission is granted by the School on medical grounds.