



# P3 Meet-the-Parents Session



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# School Management Committee

| Department                              | Name                                   | Designation               |
|---|--|---------------------------|
| English Language                        | <b>Ms Rachel Gayathri Kunnasekaran</b> | <b>Head of Department</b> |
|   | Ms Rubinder Kaur                       | Level Head (Int)          |
| Mathematics                             | <b>Mr Goh Chee Wei</b>                 | <b>Head of Department</b> |
|   | Mr Chee Zhen Yi                        | Level Head                |
| Science                                 | <b>Miss Hemalatha Perumal</b>          | <b>Head of Department</b> |
| Mother Tongue Languages                 | <b>Mdm Kuah Hui Hui</b>                | <b>Head of Department</b> |
|   | Mdm Lam Yuk Wing                       | Level Head (Int)          |
| Physical Education, CCA & Aesthetics    | <b>Mrs Fan Qiumei</b>                  | <b>Head of Department</b> |
|   | Mrs Gloria Chia                        | Subject Head (Aesthetics) |
|   | Mr Alwyn Tan                           | Subject Head (CCA)        |
| Information & Communications Technology | Mdm Norahmah Haron                     | Head of Department        |



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**Mr Andy Tan**

**Head of Department**

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**Mr Glenn Chia**

**Subject Head**

# School Management Committee

| Department   | Name                        | Designation                       |
|--|-----------------------------|-----------------------------------|
| School Staff Developer                             | Mdm Ng Xinyi                | School Staff Developer            |
| <b>Special Education Needs</b>                     | <b>Ms Noelle Selvadurai</b> | <b>Head of Department</b>         |
| <b>Character &amp; Citizenship Education (CCE)</b> | <b>Mrs Michelle Tan</b>     | <b>Head of Department</b>         |
| <b>Student Management</b>                          | <b>Mr Chen Jieming</b>      | <b>Head of Department</b>         |
|  | Mdm Karen Tham              | Subject Head (Student Leadership) |
| <b>Lower Primary</b>                               | <b>Mrs Jerine Heratnor</b>  | <b>Year Head</b>                  |
|  | <b>Mr Teow Jing Ho</b>      | <b>Assistant Year Head (Int)</b>  |
| Middle Primary                                     | Ms Adela Chua               | Year Head                         |
|  | Ms Tan Su-Ping              | Assistant Year Head               |
| Upper Primary                                      | Ms Lee May Po               | Year Head                         |
|  | <b>Mrs Jennifer Chua</b>    | <b>Assistant Year Head</b>        |



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Theme 2024

# **Crafted for Goodness**

**“Yet you, Lord, are our Father.  
We are the clay, you are the potter;  
we are all the work of your hand.”**

***Isaiah 64:8***

# Our Mission

To nurture our pupils with a quality, **holistic** education, rooted in **Christian values**, that allows each to reach his **fullest potential**, equipped with **life skills** to face the **future** and **to serve** God and nation.



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# In a future filled with external and domestic uncertainties, our students will need to be equipped with a suite of competencies to thrive beyond school



## Accelerating pace of technological advancement

- **Sharpen their uniquely human skills** that cannot be replaced by technology
- **Develop digital literacy and technological skills** to fully capitalise on the affordances of technology (especially AI)
- **Be equipped to guard against negative impact of technology** on mental well-being, and against being misled or manipulated by misinformation



## Politically fractured and fragile global economies

- **Contextualise their perspectives** and have a balanced understanding and **confidence in Singapore's place in the world**
- **Thrive in multi-cultural, cross-disciplinary settings** and embrace ambiguity
- **Be resilient, innovative and cognitively adaptable** as they navigate disruptions and new frontiers of learning and at work



## Demographic shifts and changing fabric of society

- **Develop discerning minds with strong moral and social anchors** in order to engage individuals with diverse backgrounds, values and viewpoints based on mutual respect and with a focus on the common good

# HOW?



PDLP



ALP/LLP



Values in Action Programme



Project Work



Student Leadership Development



Eco Stewardship Programme



Outdoor Adventure Learning



STEM Programme



Teaching & Learning in the Classroom

PROGRAMMES

PLATFORMS

PRACTICES

CULTURE

MINDSETS





Theme 2024

# Crafted for Goodness

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*Isaiah 64:8*



# Crafted for Goodness



**Start Right**

What do I need to start right?

[Goal-setting, executive functioning & self regulation skills]



**Shape Up**

Who and what shape me?

[God, teachers, parents, peers, experiences, values]



**Serve others**

How can I serve others as a willing vessel?

[Values in Action - Everyday Responsibilities, Peer Support, other opportunities]

# ACSian Outcomes

## Aspiration

Curiosity  
Excellence

## Character

Love  
Integrity

## Service

Collaboration  
Loyalty

## Joy

Curiosity  
Excellence

The ACSian  
**Thinker** embraces  
the future with an  
aspiring mindset.

The ACSian  
**Gentleman of  
Character**  
demonstrates  
love and  
integrity at all  
times.

The ACSian  
**Servant  
Leader** works  
with others to  
make a positive  
difference.

The ACSian is  
a **Joyful  
Learner** who  
takes  
ownership of  
his learning



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|             | <b>ASPIRATION</b><br>The ACSian thinker embraces the future with an aspiring mindset   |   | <b>CHARACTER</b><br>The ACSian gentleman of Character demonstrates love and integrity at all times  |   | <b>SERVICE</b><br>The ACSian servant leader works with others to make a positive impact  |  |
|-------------|--|---|---|---|--|--|
|             | <b>CURIOSITY</b>   | <b>EXCELLENCE</b>   | <b>LOVE</b>   | <b>INTEGRITY</b>  | <b>COLLABORATION</b>   | <b>LOYALTY</b>   |
| <b>P1-2</b> | I want to try out new things<br>I want to find out more about the things around me<br>I ask questions when I do not understand | I participate in all activities<br>I am willing to try even if it is difficult  | I speak in a respectful manner to others<br>I show care and consideration for others by helping them  | I speak the truth<br>I demonstrate understanding of what is right and wrong<br>I admit my mistakes and apologise for them   | I listen attentively to what is said<br>I work with others   | I participate in class events<br>I serve my classmates by keeping my classroom clean<br>I cheer for my friends   |
| <b>P3-4</b> | I try out new things and gain new knowledge<br>I take responsibility for my own learning<br>I ask questions to learn more      | I put in my best in all that I do<br>I keep trying until I succeed<br>I seek to improve my ideas and knowledge  | I am considerate of the thoughts and feelings of others<br>I make an effort to include others<br>I take an interest in the well-being of others   | I speak the truth and keep my word<br>I do what is right<br>I take responsibility for my mistakes and follow-up on the consequences   | I listen attentively to what is said and respond appropriately<br>I recognise the strengths of my friends when we work together<br>I manage disagreements that arise when working with others<br>I respect the views of others           | I participate in school events<br>I serve my school community<br>I celebrate the joy and successes of my classmates  |
| <b>P5-6</b> | I explore new ideas and knowledge independently<br>I take initiative to deepen my learning<br>I share my learning with others  | I take pride in my work<br>I persevere in all that I do<br>I know what my goals are and I work towards them<br>I reflect on my work and seek self-improvement | I contribute to a positive school environment by being sensitive to the feelings of others<br>I show empathy to understand the needs of others.<br>I take the initiative to help others | I uphold the truth in thought, word and deed<br>I choose to do what is right regardless of what others do<br>I reflect on my mistakes and will not repeat the same mistakes | I communicate and express my thoughts and feelings appropriately<br>I work with my peers, using our strengths to achieve common desired goals<br>I clarify issues with others and settle differences that arise when working with others | I participate actively in school events<br>I serve the community<br>I seek opportunities to serve the community<br>I celebrate the joys and successes of my schoolmates<br>I support my nation |

# Our Vision

Every ACSian,  
a young gentleman of character,  
ready for the future  
to lead and to serve.



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# Our Values

Integrity

Love

Excellence

Curiosity

Collaboration

Loyalty



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# Form Teachers

1. Provide pastoral care & ensure well-being of students
2. Facilitate lifeskills lessons & one-to-one interaction time with students
3. Communicate with parents & undertake administrative matters

Lower Primary (P1 & P2)  
Year Head: Mrs Jerine Ratnor  
Asst YH: Mr Teow Jing Ho

Middle Primary (P3 & P4)  
Year Head: Ms Adela  
Chua

Upper Primary (P5 & P6)  
Year Head: Ms Lee May Po  
Asst YH: Mrs Jennifer Chua

Asst YH: Ms Tan Su-Ping

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Nurturing responsibility in our boys



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To God Be The Glory  
The Best Is Yet To Be



# Anglo-Chinese School (Junior)

Primary 3 Meet-The-Parents Session

17 January 2024



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# Anglo-Chinese School (Junior) Primary 3 Meet-The-Parents Session

Ms Adela Chua  
Year Head (Middle Primary)  
[adela\\_chua@moe.edu.sg](mailto:adela_chua@moe.edu.sg)

Ms Tan Su-Ping  
Assistant Year Head (Middle Primary)  
[tan\\_su-ping@moe.edu.sg](mailto:tan_su-ping@moe.edu.sg)



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# Primary 3 Meet-the-Parent

## Part 1 (MTP @ P3 Classrooms)

- Form Teacher's Expectations

## Part 2 (MTP @ PAH)

- Principal's Address
- **Year Head's Address**
- Science Briefing
- CCA Briefing

# Crafted for Goodness



Start Right

What do I need to start right?



Shape Up

Who and what shape me?



Serve others

How can I serve others as a willing vessel?



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# 3 Areas of Focus



**Learn  
For Life**



**Embrace  
All  
Learners**



**Enhance  
Student  
Well-being**



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# Learn For Life



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# Giving our boys the time and space to deepen learning

## CARING FOR OUR ENVIRONMENT

### Virtual Learning Journey to Sustainable Gallery Singapore



#### 1 LIVE WALKABOUT

Take a 'walk' at the Gallery through our virtual guided tour! Experience the Gallery right in the classroom!

#### 2 ONLINE QUIZZES

Test and reinforce learning points with our online quizzes and discover new sustainability fun facts!

#### 3 LIVE WORKSHOPS

Creatively reuse commonly discarded materials at home or in school for a hands-on experience turning perceived trash into treasure!

#### 4 SUSTAINABILITY VIDEOS

Enhance learning with visual media from credible sources!

Values in  
Action:  
*Environmental  
Champions*



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Giving our boys the time and space to deepen learning

# IPW

## Interdisciplinary Project Work

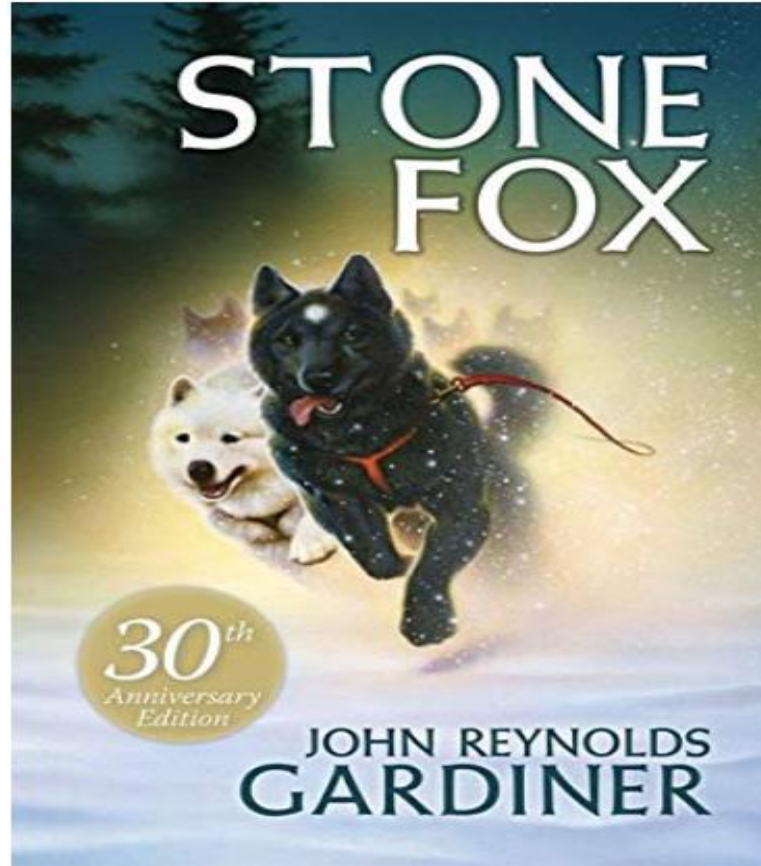


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# Growing the Language Learners



## P3 Literature Appreciation Programme



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# Developing Interest in Mathematics

**Games and  
Quizzes**

**Hands-on Activities**

**Real-life application**

**Use of technological tools**



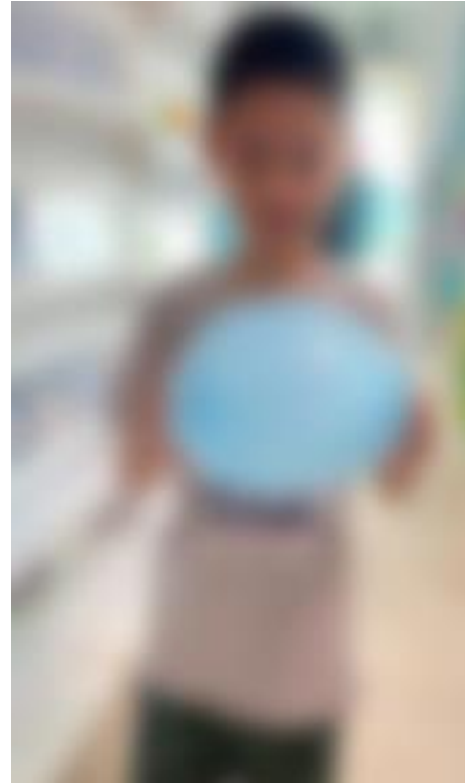
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# Developing Skills and Dispositions for Life



## Creative Science Investigation (CSI)



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# Developing Skills and Dispositions for Life

## Science Intra and Inter class Toy-Boat Making Competition



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# Building Confidence in Learning Chinese Language

**Reading  
Programme**

**Mother Tongue  
Fortnight – activities,  
games & quizzes**

**Oratorical  
Competitions**

**Interactive  
activities & videos in  
classroom teaching**

**Chinese New Year,  
Hari Raya and  
Deepavali  
celebrations**

**Drama performances  
in School**

**ezhishi online  
resources  
E-magazine  
ebooks**



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# Building Confidence in Learning Malay Language

**Reading  
Programme**

**Storytelling &  
Writing  
Competitions**

**Interactive  
activities in  
classroom teaching**

**Mother Tongue  
Fortnight – activities,  
games & quizzes**

**Drama performances  
in School**



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# Embrace All Learners



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# P3 English

All Classes

Literacy Support (after-school)

## Language Learning towards building:

- empathetic and confident communicators
- discerning readers
- creative inquirers *equipped with 21st century competencies for the globalised world*

- School-based Dyslexia Remediation programme (SDR)
- Reading Remediation Programme (RRP)



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# P3 Mathematics

## All Classes

- Problem-solving strategies
- Real-life application of Mathematic
- Develop interest

## Pull-out Class

- Building foundation, basic concepts and skills
- Heuristic for problem-solving
- Real-life application of Mathematics

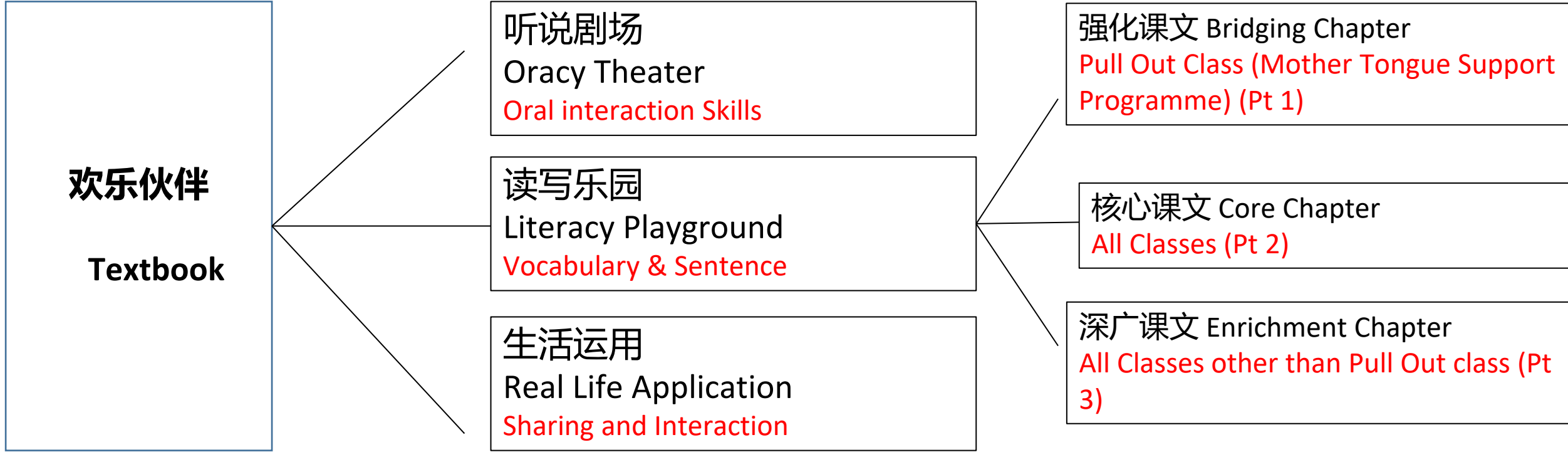


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# P3 Chinese Curriculum



1. Students in Pull Out Class are in Mother Tongue Support Programme (MTSP), they will study Bridging chapter 强化课文 to learn some new vocabularies and sentence structures first before they learn the Core chapter 核心课文
2. All students are requested to learn Core chapter 核心课文。
3. Students in Core Classes will learn Enrichment Chapter 深广课文 to enhance learning.



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# P3 Higher Chinese Curriculum

## Key Features

1. Built on existing MTL curriculum:
2. Sustain students' interest and deepen their knowledge in their MTL
3. Enhance Reading and Writing skills

**Thursdays**

**2pm to 3pm**



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# P3 Academic Support – Hinch Programme

Hinch Programme aims to develop subject mastery and reinforce critical concepts.

| Day      | Subject     | Time        | Target Group |
|----------|-------------|-------------|--------------|
| Monday   | Mathematics | 2 to 2.50pm | Selected     |
| Thursday | MT          | 2 to 2.50pm | Selected     |



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# Gifted Education Programme (MOE)

P3 GEP Screening Exercise (During School hours)

15 Aug 2024

P3 GEP Selection Exercise (PSLE Marking Days)

15 & 16 Oct 2024



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# Purpose of Homework

- Homework contributes towards building responsibility, self-discipline and lifelong learning habits.
- It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
- Homework assigned would provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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# Assessment

## Purpose

- An integral part of the learning process and helps students become self-directed learners
- To gather quantitative and qualitative information about our students' progress and development

## Bite-sized Assessment

**To be conducted on the same day during respective subject periods**

**Eg: English assessment during English periods**

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# Assessment Handbook

- Assessment details will be sent via Parents' Gateway on 31 January 2024.
- Assessment details will also be made available on the School Website on 31 January 2024.



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# Progression from P3 to P4

- Enbloc movement of students from P3 to P4
- Deepen the relationships among classmates, and between teachers and students



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# Enhance Student Well-being



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# Every ACSian A Servant Leader



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# Everyday Responsibilities

# The Canteen Wipe down



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# Peer Support Leaders



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# Inn 2024, we are working towards:

- Creating a memorable year for all boys
- Creating opportunities for them to build firm ties and friendships
- Preparing them for academic challenges
- Creating experiences to prepare our boys for their life ahead



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*It takes an entire village to raise a  
child...*

*we are all on the SAME SIDE*



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# Anglo-Chinese School (Junior) Primary 3 Meet-The-Parents Session

## Science

Ms Hemalatha Perumal  
HOD, Science

hemalatha\_n\_perumal@moe.edu.sg



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# Content

1. Overview of the revised Science Syllabus
2. Science Content Coverage
3. Learning of Science
4. Supporting your son

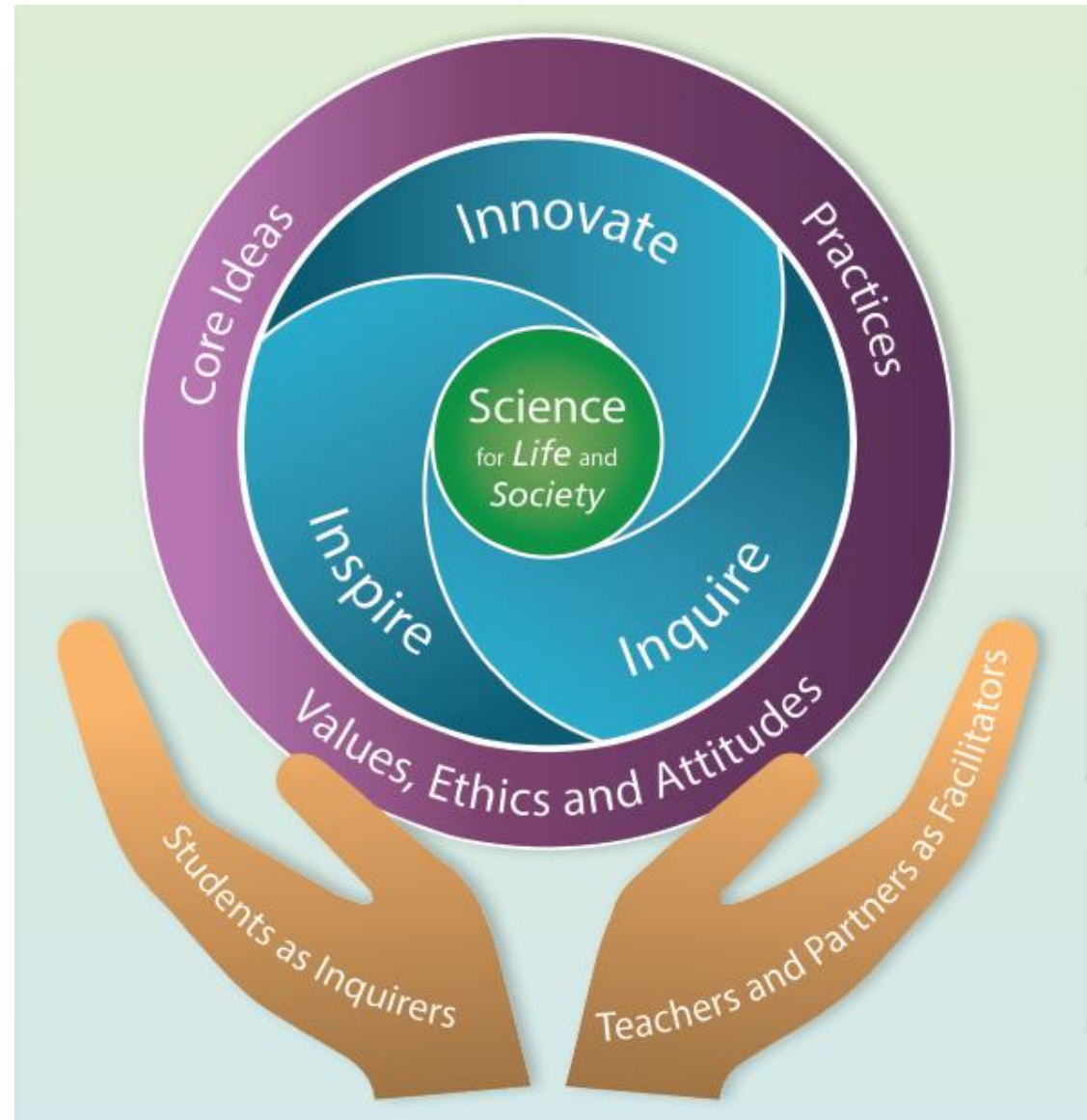


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# Science Curriculum Framework



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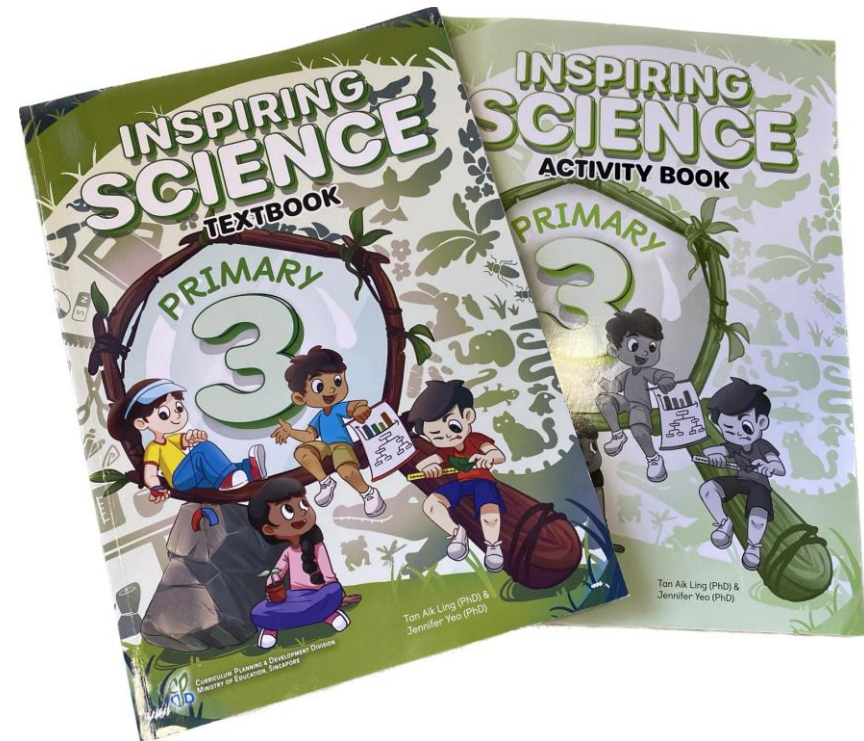
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# Overview of Science Syllabus

Core ideas of Science syllabus organised into 5 themes

1. Diversity
2. Systems
3. Cycles
4. Interactions
5. Energy



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# Overview of Science Syllabus



Primary Science Syllabus 2023

| Levels | P3  | P4  | P5   | P6  |
|--------|---|---|--|---|
| Themes | Diversity . Cycles . Systems . Interactions . Energy  |   |  |   |
| Topics | <ul style="list-style-type: none"> <li>Diversity of living and non-living things (General characteristics and classification)</li> <li>Diversity of materials</li> <li>Cycles in plants and animals (Life cycles)</li> <li>Interaction of forces (Magnets)</li> </ul> | <ul style="list-style-type: none"> <li>Plant system (Plant parts and functions)</li> <li>Human system (Digestive system)</li> <li>Cycles in matter and water (Matter)</li> <li>Energy forms and uses (Light)</li> <li>Energy forms and uses (Heat)</li> </ul> | <ul style="list-style-type: none"> <li>Cycles in plants and animals (Reproduction)</li> <li>Cycles in matter and water (Water)</li> <li>Plant system (Respiratory and circulatory systems)</li> <li>Human system (Respiratory and circulatory systems)</li> <li>Electrical system</li> </ul> | <ul style="list-style-type: none"> <li>Energy forms and uses (Photosynthesis)</li> <li><u>Energy Conversion</u></li> <li>Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>)</li> <li>Interactions within the environment</li> </ul> |



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# Topics for P3

## Diversity

1. Diversity of living and non-living things
2. Classification of Living Things
3. Diversity of Materials

## Cycles

4. Life cycles of Plants
5. Life cycles of Animals

## Interactions

6. Properties of Magnets
7. Making and Using Magnets

| Levels | P3  | P4  | P5   | P6  |
|--------|---|---|--|---|
| Themes | Diversity . Cycles . Systems . Interactions . Energy  |   |  |   |
| Topics | <ul style="list-style-type: none"> <li>• Diversity of living and non-living things (General characteristics and classification)</li> <li>• Diversity of materials</li> <li>• Cycles in plants and animals (Life cycles)</li> <li>• Interaction of forces (Magnets)</li> </ul> | <ul style="list-style-type: none"> <li>• Plant system (Plant parts and functions)</li> <li>• Human system (Digestive system)</li> <li>• Cycles in matter and water (Matter)</li> <li>• Energy forms and uses (Light)</li> <li>• Energy forms and uses (Heat)</li> </ul> | <ul style="list-style-type: none"> <li>• Cycles in plants and animals (Reproduction)</li> <li>• Cycles in matter and water (Water)</li> <li>• Plant system (Respiratory and circulatory systems)</li> <li>• Human system (Respiratory and circulatory systems)</li> <li>• Electrical system</li> </ul> | <ul style="list-style-type: none"> <li>• Energy forms and uses (Photosynthesis)</li> <li>• <u>Energy Conversion</u></li> <li>• Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>)</li> <li>• Interactions within the environment</li> </ul> |



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# Learning of Science @ ACSJ

## Classroom

- Inquiry Based Learning
- Slides/Video/Demo
- ICT/Flipped classroom
- U3C Strategy/Process skills
- Note-taking

## Science lab

- Hands-on experiments and activities
- Application of process skills

## Outdoor

*(Eco-garden)*

- Experiential learning / Learning Journeys
- Enrichment Programme e.g. Microbit

## Home

- Student Learning Space
- Creative Science Investigations



Through these learning experiences, we hope to have our students be more **engaged in scientific inquiry** and to **develop the 21CC skills** such as **critical and inventive thinking skills** as they **communicate ideas** and **collaborate respectfully** with their peers.



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# Engagement in learning Science



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# Supporting your son through PRAISE

- **P**articipate in Science events / programmes
- Have a **R**outine to help him **R**einforce and **R**etain the science concepts
- **A**ctive involvement in son's learning through activities
- **I**nterest creation through science magazines, encyclopedias, websites, experimental kits, mobile apps, documentaries and visits to; zoo, bird park, Science Centre, Sungei Buloh Wetland reserve and Botanical Gardens
- **S**upervise and monitor learning
- **E**ncourage and **E**ngage him in inquiry – nurture his inquisitive mind and creative problem solving



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# CCA @ ACS(J)



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# Anglo-Chinese School (Junior) Primary 3 Meet-The-Parents Session

## Co- Curricular Activities

Mr Alwyn Tan

Subject Head, CCA

[tan\\_chin\\_keat\\_alwyn@moe.edu.sg](mailto:tan_chin_keat_alwyn@moe.edu.sg)



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# Why is CCA Important?

Pursue of  
Interest

Character  
building

Values  
inculcation

Social Emotional Learning



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# CCA Objectives

## ACsian outcomes

- Aspiring Thinker: Curiosity and Excellence
- Gentleman of Character: Integrity and Love
- Servant Leader: Collaboration and Loyalty

## Commitment

- Sense of Identity
- Sense of Belonging and Rootedness

## Skills

- Passion
- Learning for Life

**The Best Is Yet To Be**  
(adopting a Growth Mindset for life)



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# Programme

## Growing ACSians through:

Lifeskills, pair/group activities, music, dance, art, sports, outdoor education, coding, cyber literacy, thinkers activities, financial literacy etc

## PAL

(Primary 1 and 2)

## ACSplare Sports:

Badminton, Bowling, Sailing, Swimming, Table Tennis, Tennis, Basketball, Football, Hockey, Rugby

## Clubs:

Chess  
Science  
Christian Fellowship

## Uniformed Groups:

Boys' Brigade  
Cadet Scouts

## Visual & Performing Arts:

Art, Choir, Concert Band, Junior VibeZ, String Orchestra

## CCA

(Primary 3 to 6)

Every **ACSian** a young **gentleman of character**,  
**ready for the future**, to **lead** and to **serve**.

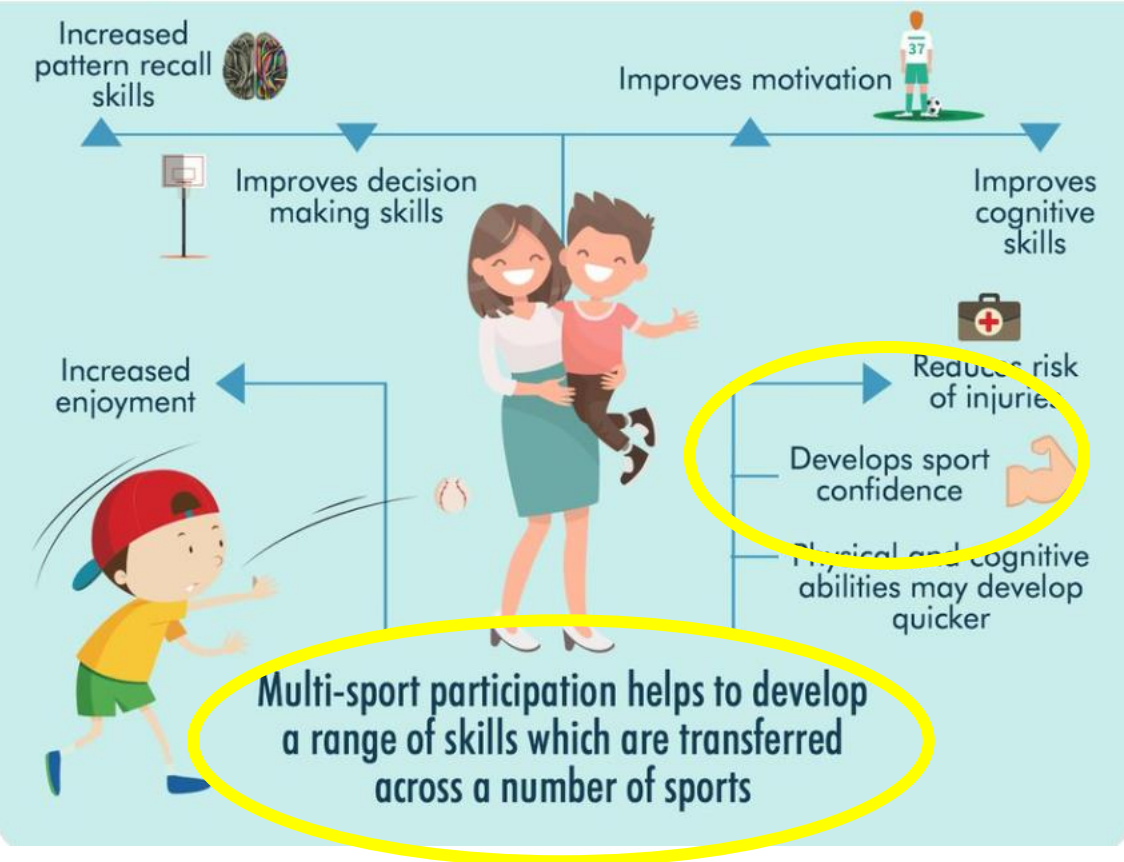
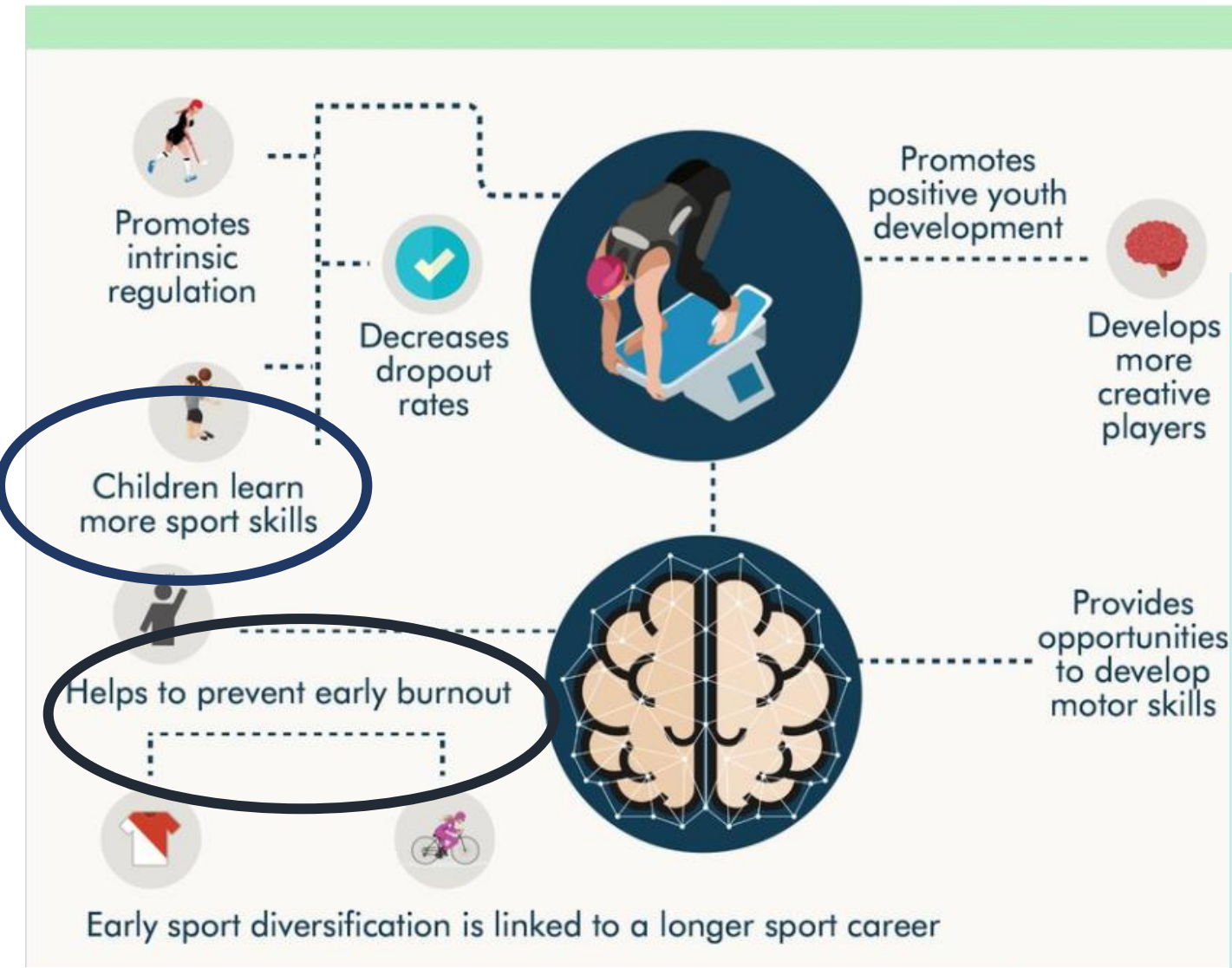


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# Why ACSplore?



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# ACSplore

- Each student will choose an Individual Sport and Team Sport.
- Each sport to span over one semester (Jan-May or Jul-Nov).
- Example : Semester 1 – Badminton, Semester 2 - Hockey

| <b>Individual Sports</b><br><i>(To pursue personal mastery with a resilient mindset)</i> | <b>Team Sports</b><br><i>(To be a responsible team member that contributes towards the team goal through communication and action)</i> |
|--|--|
| Badminton  | Football   |
| Sailing  | Rugby  |
| Swimming   | Basketball   |
| Table Tennis   | Hockey   |
| Tennis   |  |
| Bowling  |  |



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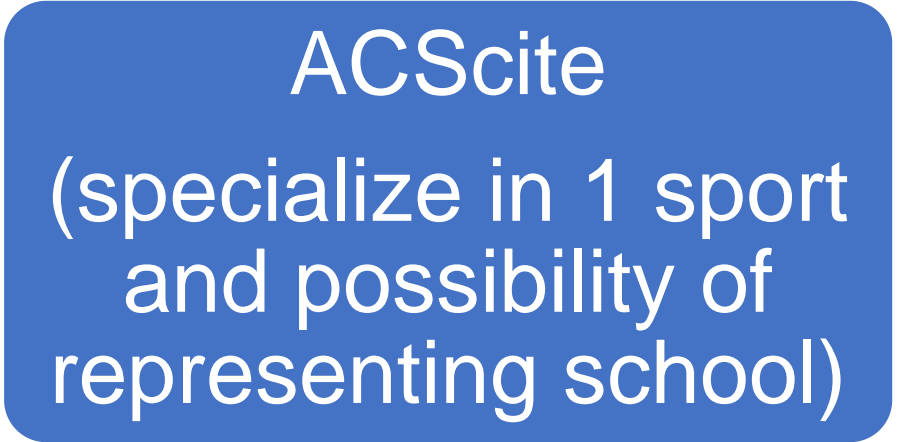
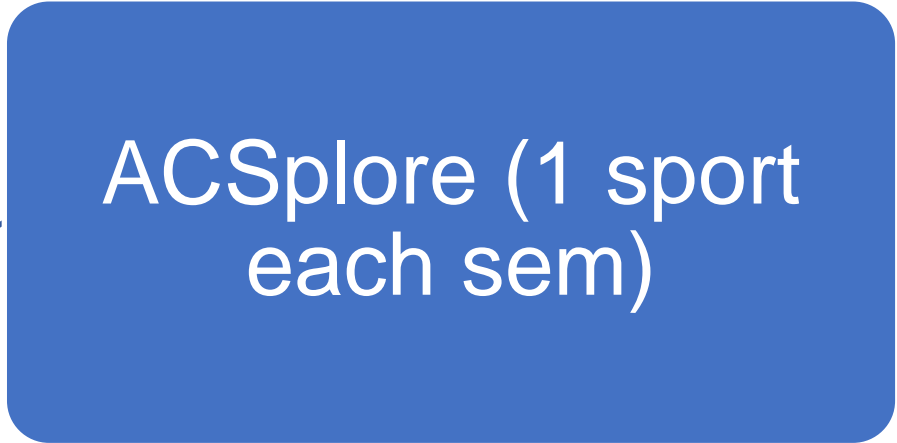
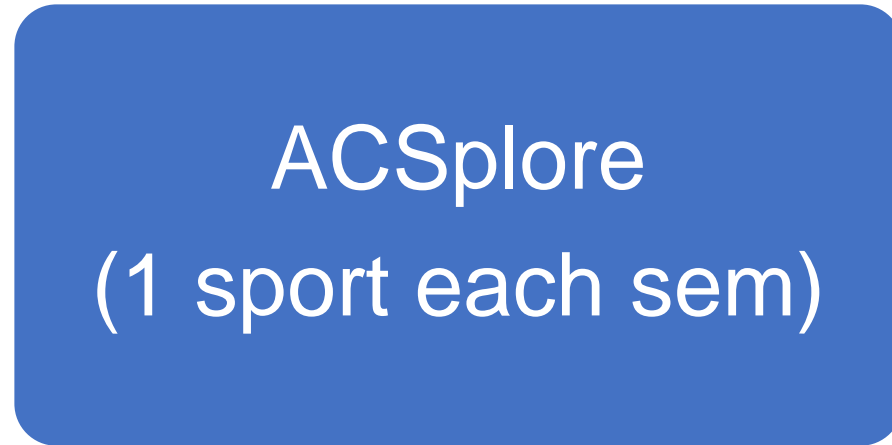
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Adapted from MOE 2014 PE Syllabus, Physical Education & Sports Development Framework

# Age-Appropriate Development based on Individual Readiness

Primary 4- 6

Primary 3



1. No one-off trial, and observation is ongoing
2. Specialization only from P4 onwards
3. Parents will be informed in Nov 2024
4. Students may still be recommended to specialize from P4 –P5



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# Most primary schools do not hold CCA selection trials to let kids pursue interests

Shift towards allocation based on pupil choice, with less focus on performance

**Headline:** Shift towards allocation based on pupil choice, with less focus on performance  
**Sub-headline:** More schools are offering CCA selection trials to let kids pursue interests

The Ministry of Education (MOE) is considering having more of its primary schools to conduct CCA selection trials to allow pupils to pursue their interests.

The MOE said that in the past few years, it has seen an increase in the number of primary schools that offer CCA selection trials. This is a positive sign, as it shows that more schools are recognizing the importance of CCA in helping pupils develop their interests and talents.

However, the MOE also noted that many primary schools still do not offer CCA selection trials. This is because of various reasons, such as limited resources, lack of staff, and the need to focus on academic performance.

The MOE is working to address these issues by providing more support and resources to primary schools. It is also encouraging schools to offer CCA selection trials to help pupils explore their interests and talents.

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# We no longer hold trials for sports CCAs.



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# ACScite Criteria and Structure

## School Team Selection Process

### Criteria

ACScian values

Commitment

Skills

- Individual Sports**
1. Badminton
  2. Sailing
  3. Swimming
  4. Table Tennis
  5. Tennis
  6. Bowling

- Team Sports:**
1. Basketball\*
  2. Football
  3. Hockey\*
  4. Rugby

### Football, Rugby, Tennis

ACSplore



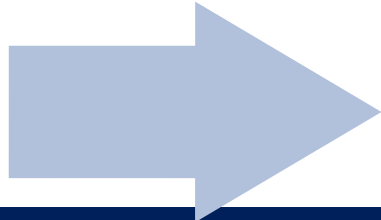
ACScite Development Squad



ACScite Training Squad  
**School Team**

### All other sports

ACSplore



ACScite Training Squad  
**School Team**



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# ACSplore to Development Squad or Training Squad

## School Team Selection Process

CCA Teachers will notify parents via PG

### Individual Sports

1. Badminton
2. Sailing
3. Swimming
4. Table Tennis
5. Tennis
6. Bowling

### Team Sports:

1. Basketball\*
2. Football
3. Hockey\*
4. Rugby

|           |                          |                          |
|-----------|--------------------------|--------------------------|
| <b>P3</b> | <b>End of Semester 2</b> |                          |
| <b>P4</b> | <b>End of Semester 1</b> | <b>End of Semester 2</b> |
| <b>P5</b> | <b>End of Semester 1</b> | <b>End of Semester 2</b> |



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# For more information...

CCA@ACS(J)



Anglo-Chinese School  
(Junior)

OUR SCHOOL ▾

OUR ACSJ FAMILY ▾

DEPARTMENT ▾

OUR CCAS ▾

OUR PARTNERS ▾

ACS HERITAGE TRAIL ▾

HOME-BASED LEARNING ▾

CCA POLICIES

External CCA

Clubs

Uniformed Groups

Visual and Performing Arts

Sports

Do all the good you can,  
by all the means you can,  
in all the ways you can,  
in all the places you can.

Every ACSian a young gentleman of character,  
ready for the future to lead and to serve.

**CCA Allocation Results to be  
released on 15 Jan**

Thank you.



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