

# P4 Meet-the-Parents Session

Anglo-Chinese School (Junior)

16 Winstedt Road, Singapore 227988 | Tel: (65) 6733 7911 | Fax: (65) 6734 6516 | [www.acsj.moe.edu.sg](http://www.acsj.moe.edu.sg)

19 January 2024

# 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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(Founded 1886)

**Mr Andy Tan** Head of Department  
**Mr Glenn Chia** Subject Head  
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# 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)
Lower Primary	Mrs Jerine Heratnor	Year Head
	Mr Teow Jing Ho	Assistant Year Head (Int)
<b>Middle Primary</b>	<b>Ms Adela Chua</b>	<b>Year Head</b>
	<b>Ms Tan Su-Ping</b>	<b>Assistant Year Head</b>
Upper Primary	Ms Lee May Po	Year Head



Upper Primary

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**Mrs Jennifer Chua**

**Assistant Year Head**

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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



CCA  
BEST IS YET TO BE



Anglo-Chinese School (Junior)  
Blended Learning  
(HBL Day | SIL)  
(Founded 1886)



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

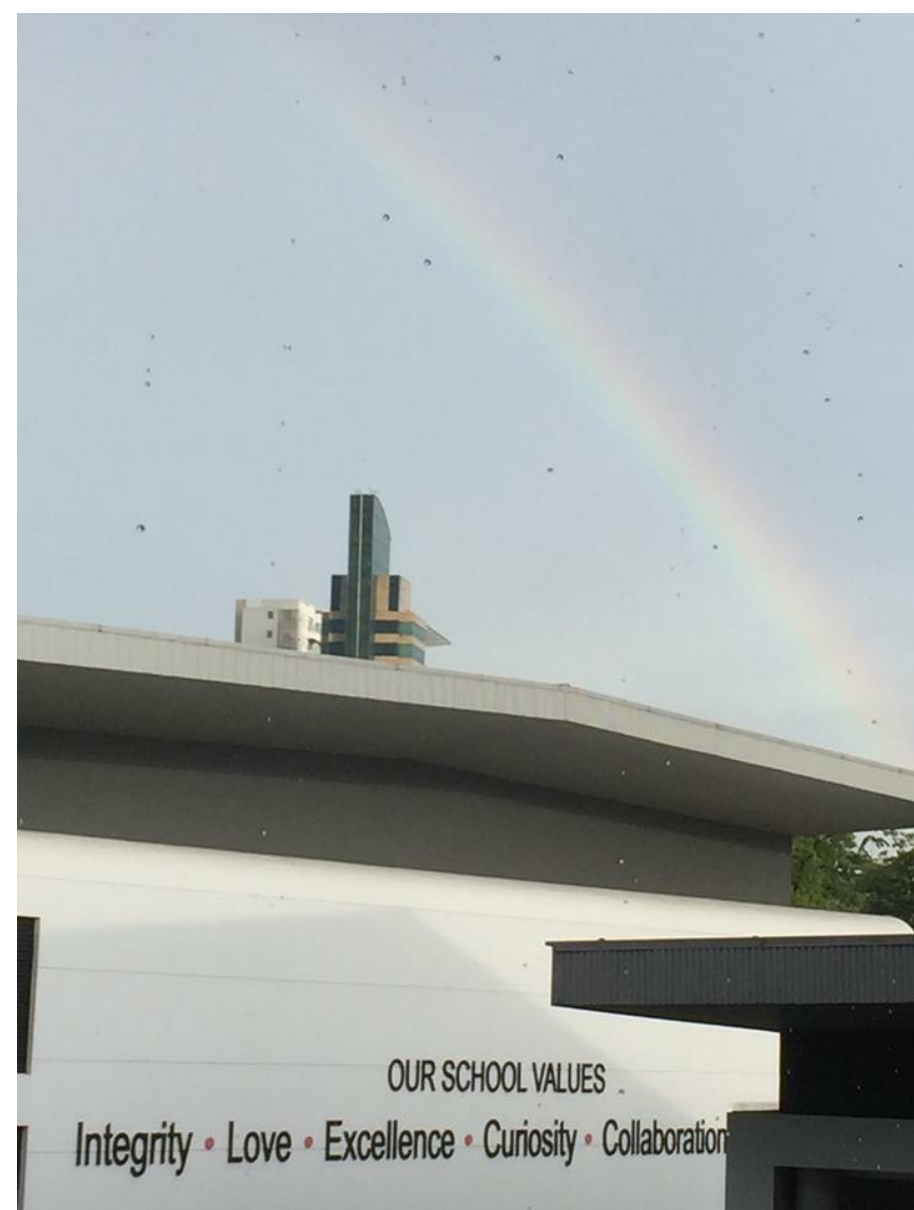
Love

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





To God Be The Glory  
The Best Is Yet To Be



# Anglo-Chinese School (Junior) Primary 4 Meet-The-Parents Session 19 January 2024



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# Primary 4 Meet-the-Parent

## Part 1 (MTP @ PAH)

- Principal's Address
- Sharing on Subject-Based Banding and Level Programmes by Assistant Year Head/Middle Primary

## Part 2 (MTP @ P4 Classrooms)

- Form Teacher's Expectations

# 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

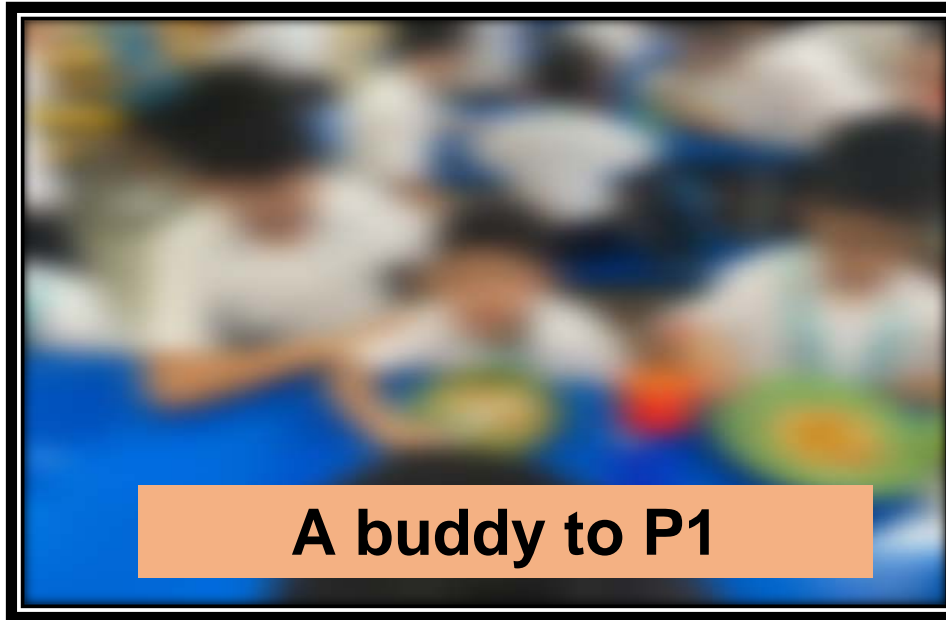


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## Everyday Responsibilities



A buddy to P1

## Canteen Reset & Wipe-Down Routines



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# Experiences to deepen our boys' learning

**Museum-Based Learning:**  
Geylang Serai Heritage Gallery  
Kreta Ayer Heritage Gallery  
National Gallery

**Loving Our  
Community**

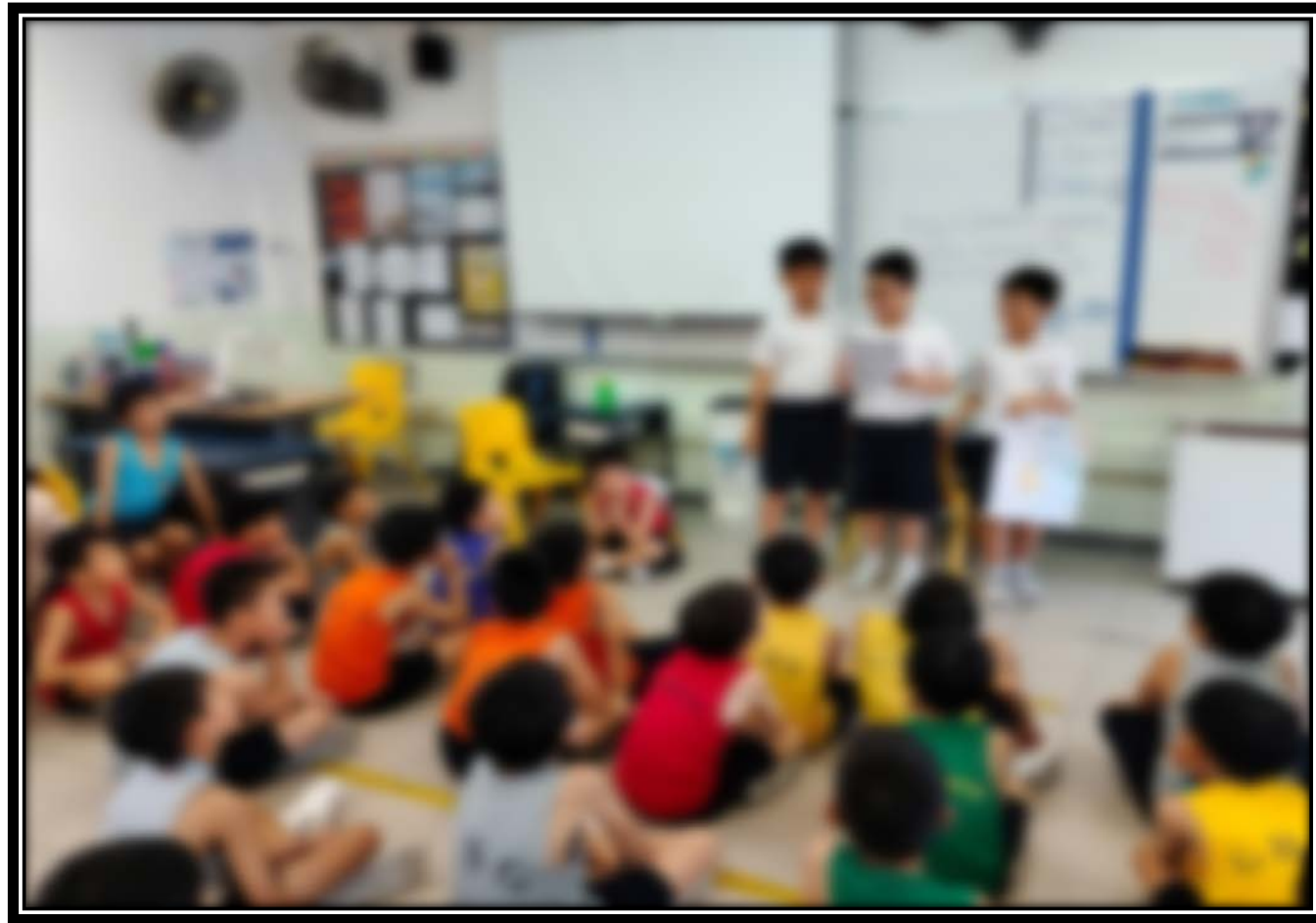


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# Experiences to deepen our boys' learning



## Interdisciplinary Project Work



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# Homework

1. Homework contributes towards building **responsibility, self-discipline and lifelong learning habits.**
2. It is our intention to assign relevant, challenging and meaningful homework assignments that **reinforce classroom learning objectives.**
3. 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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# Embrace All Learners

# P4 English

## All Classes

### Language Learning towards building:

- empathetic and confident communicators
- discerning readers
- creative inquirers

*equipped with 21st century competencies for the globalised world*

## Literacy Support (after-school)

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



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# Growing the ACS(J) Language Learners towards Excellence

## P4 English

### Literature Appreciation Programme



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# P4 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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# Develop Interest in Mathematics

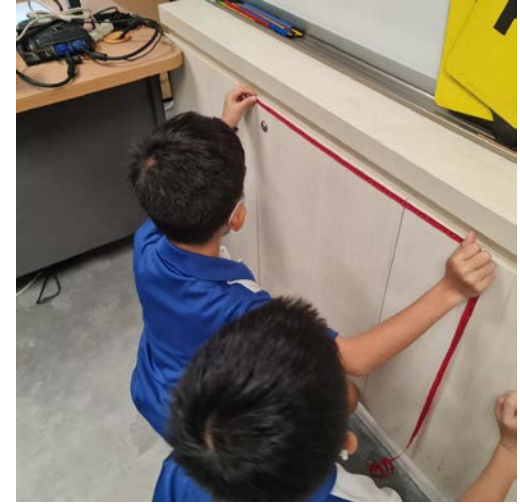
## Games and Quizzes



## Hands-on Activities



## Real-life application



## Use of ICT



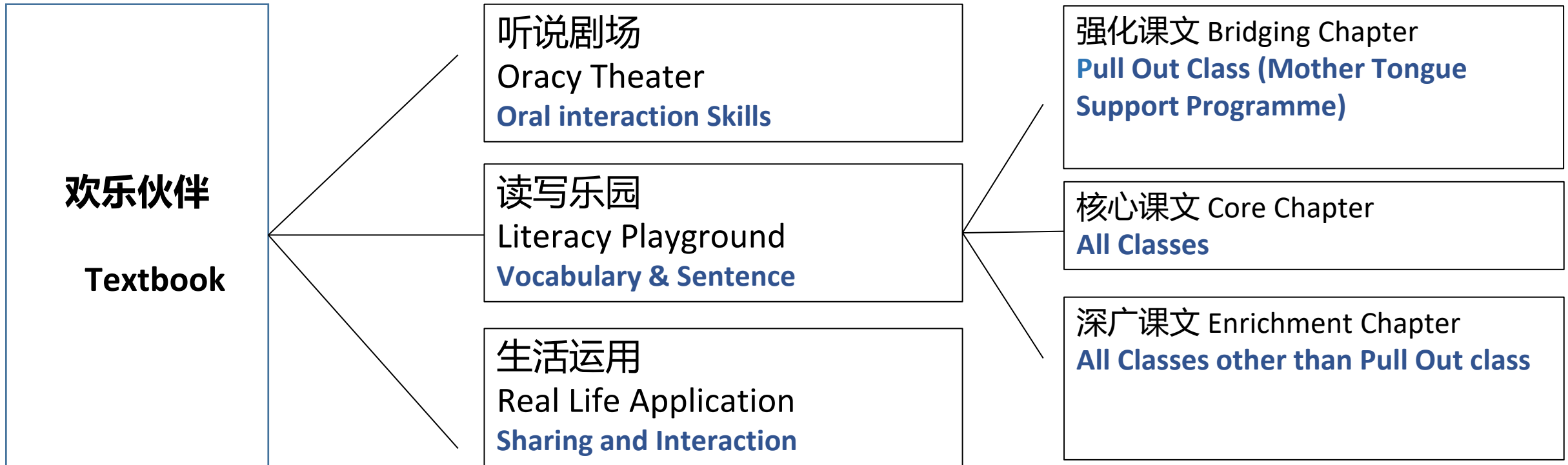
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# P4 Chinese Curriculum



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 chapters 核心课文
2. All students are requested to learn **Core chapters** 核心课文。
3. Students in Core Classes will learn **Enrichment Chapters** 深广课文 to enhance learning.



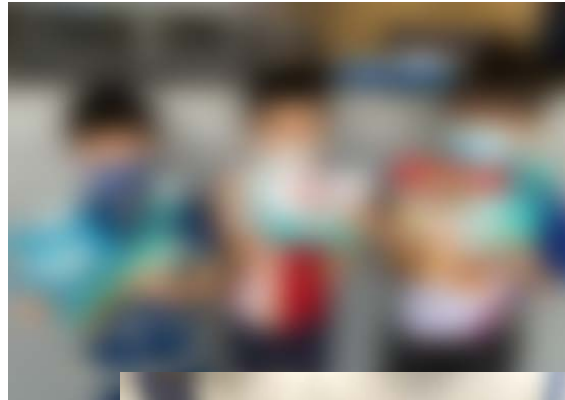
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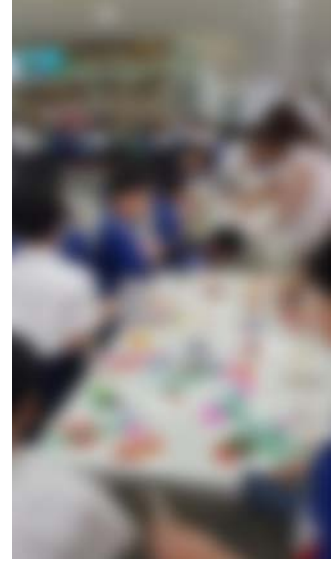
# Building Confidence in Learning Chinese Language

Reading Programme

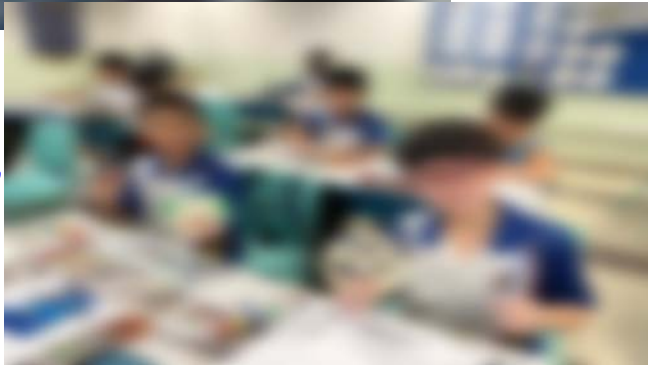


Oratorical Competitions

ezhishi online resources  
E-magazine  
ebooks



Mother Tongue Fortnight – activities, games & quizzes



Interactive activities & videos in classroom teaching

Xuele in SLS



Chinese New Year, Hari Raya and Deepavali celebrations

Drama performances in School



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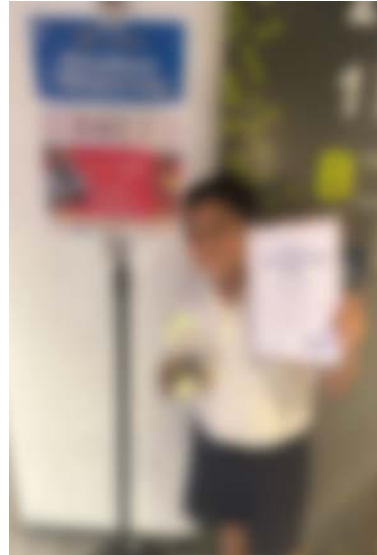
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# Building Confidence in Learning Malay Language

**Reading Programme**



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



**Storytelling & Writing Competitions**



**Interactive activities in classroom teaching**



**Hari Raya celebrations**

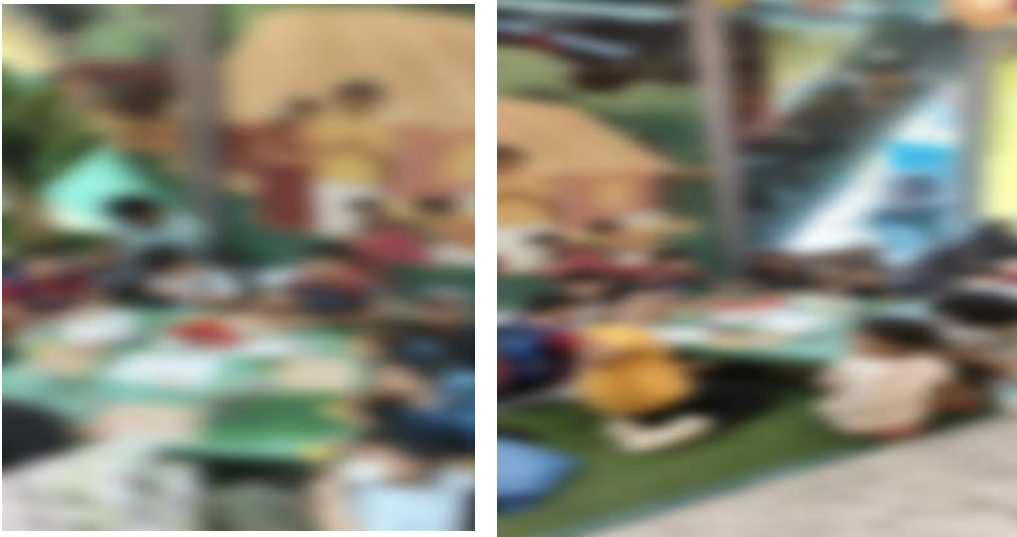


**Drama performances in School**



# Building Confidence in Learning Tamil Language

“Ponggal” Learning Journey at Indian Heritage Centre



Our boys at Tamil Language Centre ‘TamilFest’ exploring cultural activities



E-learning websites : 1)Pazhagutamil  
2)SLS

Family bonding time for our boys through Drama session at Grassroots Club

# P4 Science

## All Classes

- Mastering scientific facts and concepts through the inquiry-based approach
- Development and mastery of process skills
- Application of knowledge and concepts to real-life situations

## Pull-out Class

- Focus on building their foundation and understanding of basic scientific facts and concepts through the inquiry-based approach
- Development of process skills
- Exposure to real-life applications

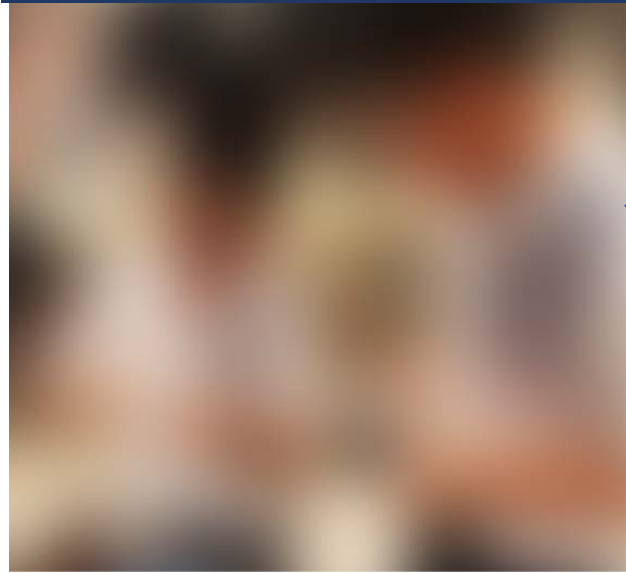


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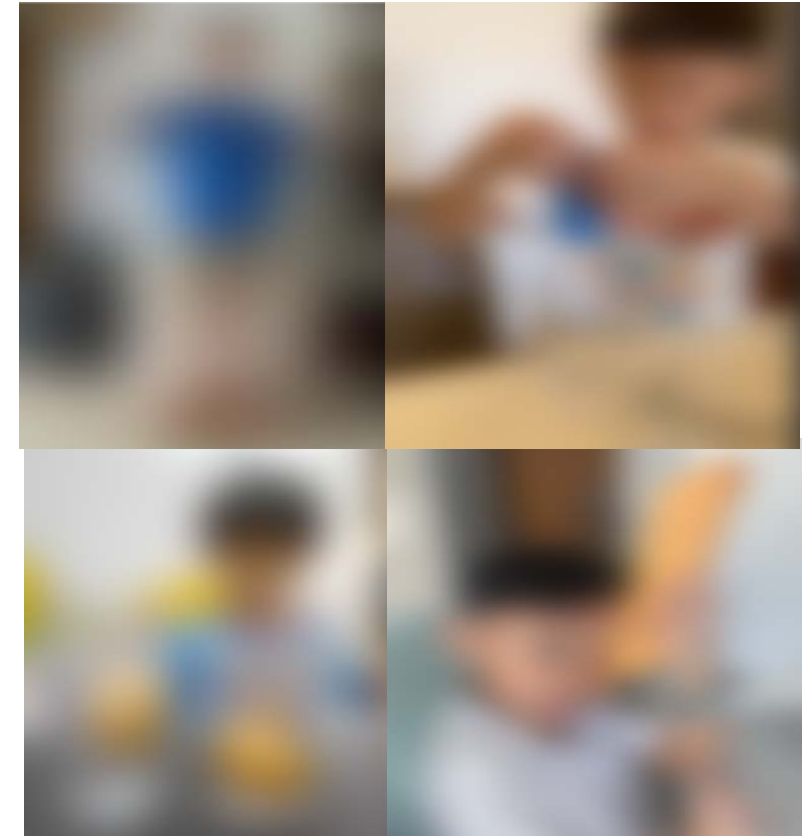
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# Exploration and innovation through Science

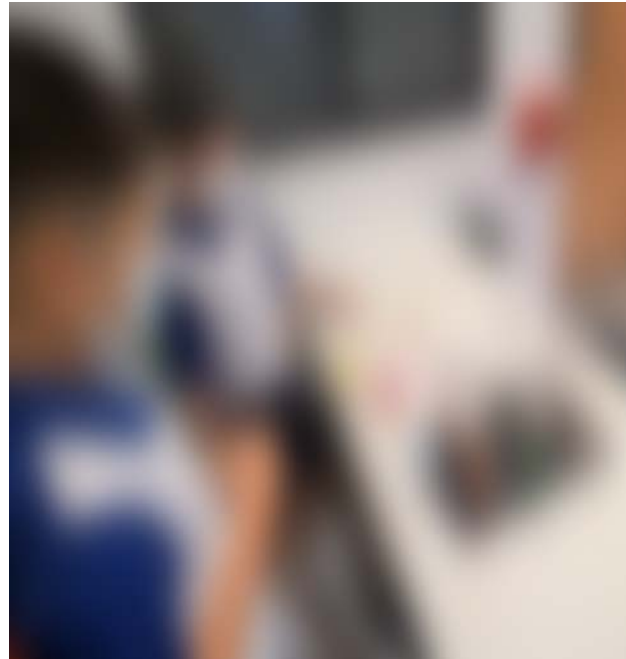


STEM Microbit Program



Creative Science Investigation (CSI)

Toy-making Competition



Developing Skills and Dispositions for Life



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# After-School P4 Academic Programme Hinch Programme

## Objective

To develop subject mastery and reinforce critical concepts.

Day	Subject	Time
Monday	Mathematics	2 to 2.50pm
Thursday	Mother Tongue Language	2 to 2.50pm



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# After-School P4 Academic Programme Thoburn Programme

## Objectives:

1. Develop intellectual depth, critical thinking and reasoning skills
2. Nurture productive creativity
3. Develop attitudes for self-directed lifelong learning
4. Heighten aspirations for individual excellence and fulfilment

Term	Day	Subject	Time
Term 1	Monday	Science	2 to 3.30 pm
Term 2	Monday	Mathematics	2 to 3.30 pm
Term 3	Monday	English Language	2 to 3.30 pm
Term 1 – 3	Thursday	Mother Tongue Language	2 to 3 pm



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# P4 Thoburn Programme (Selection Criteria )

## English Mathematics

- Students identified by MOE's GE Branch for the GE Programme but chose to stay in ACS (Junior).
- If there are remaining vacancies, places will be offered to students based on P3 Overall Subject Score.

## Science

- Top 25-30 students based on P3 Overall Subject Score.

## Mother Tongue

- Top 25-30 students based on P3 Overall Subject Score.



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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.
- Assessment details will also be made available on the School Website.



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# **Subject-Based Banding (P4 SBB)**

Progression from  
P4 to P5

# Subject-Based Banding (Primary)

1. Offers students the option of Standard and Foundation Subjects, depending on their strengths.
2. Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.



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# How does P4 SBB work?

- P4 – Student sits for school-based examinations and **school recommends subject combination** based on the student's results; parents fill up an option form indicating the preferred combination.
- P5 – Student takes subject combination chosen by parents. End-of-year, **school assesses student's ability to cope with the prevailing subject combination and makes adjustments to subject combination**, if necessary.



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# How does P5 SBB work?

- P4 – Student sits for school-based examinations and **school recommends subject combination** based on the student's results; parents fill up an option form indicating the preferred combination.
- P5 – Student takes subject combination chosen by parents. End-of-year, school assesses student's ability to cope with the prevailing subject combination and makes adjustments to subject combination, if necessary.



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## P6 – Student to **take subject combination decided by school**.

School's considerations are:

1. Student's **aptitude, motivation and performance** in each subject;
2. Student's **ability to cope with a particular subject combination**; and
3. Whether the subject combination focuses sufficiently on literacy and numeracy and **facilitates the student's articulation to secondary school and beyond**.



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# P4 End-of-Year Examinations

Subject Tested	Mode of Test	Skills
English	Oral Listening Written (Composition & Language Use)	4 Language Skills (Listening, Writing, Reading & Speaking)
Mother Tongue	Oral Listening Written (Composition & Language Use)	
Mathematics	MCQ Short Answer Questions Long Answer Questions	Problem-solving Skills (Heuristics)
Science	MCQ Open-Ended	Process Skills



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# P4 SBB Option Form (Part One : School's Recommendation)

PRIMARY 4 PARENTAL OPTION FORM

## Page 1

PART ONE: SCHOOL'S RECOMMENDATION

Dear Parent/Guardian,

Your child/ward, \_\_\_\_\_, (P4-1) has completed four years of primary education. Here are his results:

Subject	Overall (Band)
English	1
Mother Tongue	2
Mathematics	2
Science	2

Based on his academic records and our assessment of his performance next year as indicated by a tick:

	4S 1H	English Language, Mother Tongue Language, Mathematics, Science, Higher Mother Tongue Language (HMT)
√	4S	English Language, Mother Tongue Language, Mathematics, Science
	3S	English Language, Mathematics, Science <i>(Applicable for pupils exempted from Mother Tongue)</i>

## Page 2

Option	Subject Combination	Tick (✓) 1 only
1	English Language, Mother Tongue Language, Maths, Science, Higher Mother Tongue Language [4S1H]	
2	English Language, Mother Tongue Language, Maths, Science [4S]	
3	English Language, Maths, Science [3S] <i>*Only applicable for pupils exempted from Mother Tongue</i>	

I understand that this option is only given once at the end of Primary 4. Any subsequent change of subject combination will be decided by the school based on my child's performance at the end of Primary 5.



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# Important Considerations for your son's SBB option

1. Consider your son's **overall performance** in **all subjects**.
2. Take into account your son's **aptitude, ability** and **motivation** for each subject.
3. Essential to equip your child with a strong foundation in literacy and numeracy to prepare him for more long-term options in the future.



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# At the End of P4 (2024)

At the end of P4	Recommended subject combination at P5
Band 1 for all 4 Subjects (EL, MA, MT & SC) and performs very well for MTL	4S1H (4 Standard Subjects + Higher Mother Tongue)
Passes all 4 Subjects	4S (4 Standard Subjects)
Passes 3 Subjects	4S (4 Standard Subjects) 3S1F (3 Standard Subjects and 1 Foundation)



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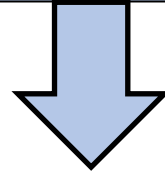
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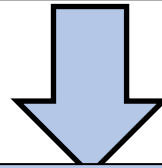


# Summary

School recommends the subject combination based on P4 exam results.



Parents exercise option (agree or disagree with school's recommendation)



Student takes the subject combination indicated by parents



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# At the End of P5 (2025)

The school will indicate the decision (if any changes) and parents will acknowledge the decision.



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# P5 and P6 Classes

Cater to the differing abilities of the students

1. Standard Subjects and Foundation Level Subject
2. Pull-Out Classes
3. Hinch Programme (after school)
4. Thoburn Programme (after school)



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# Higher Mother Tongue

Considerations for opting 4S1H

If my son does not fulfill the criteria for 4S1H, can I still opt for 4S1H?

## School's advice

- The boy should not be taking HMT unless he has achieved competency in EMS subjects.
- For HMT, the boys are expected to stay for an additional hour of lesson per week, handle additional homework and be expected to sit for an additional paper (HMT) in P5 and at PSLE.
- He should show keen interest in the subject and give his best in learning the subject.
- He needs to understand the importance of being resilient when learning HMT and be motivated to complete the learning of P5 HMT syllabus.



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# Higher Mother Tongue

Considerations for opting 4S1H

1. Parent's Option to take Higher Mother Tongue (HMT) in Primary 5 is **given only once** at the end of P4
2. Students who do not study HMT at P5 will not be offered HMT at P6
3. At the end of P5, changes in SBB will be based solely on your **child's performance** and the **school's decision**.



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# Foundation Subjects

1. Put focus on mastery of core content and foundational skills in literacy and numeracy.
2. Offered to students who face difficulties in coping with more than 1 standard subject.
3. Provide our low progress students with a differentiated curriculum that would best maximise their potential.
4. Offering foundation subjects is not a disadvantage to the student. It enables him/her to focus on building up strong fundamentals in these subjects and better prepares him/her for progression to secondary school.

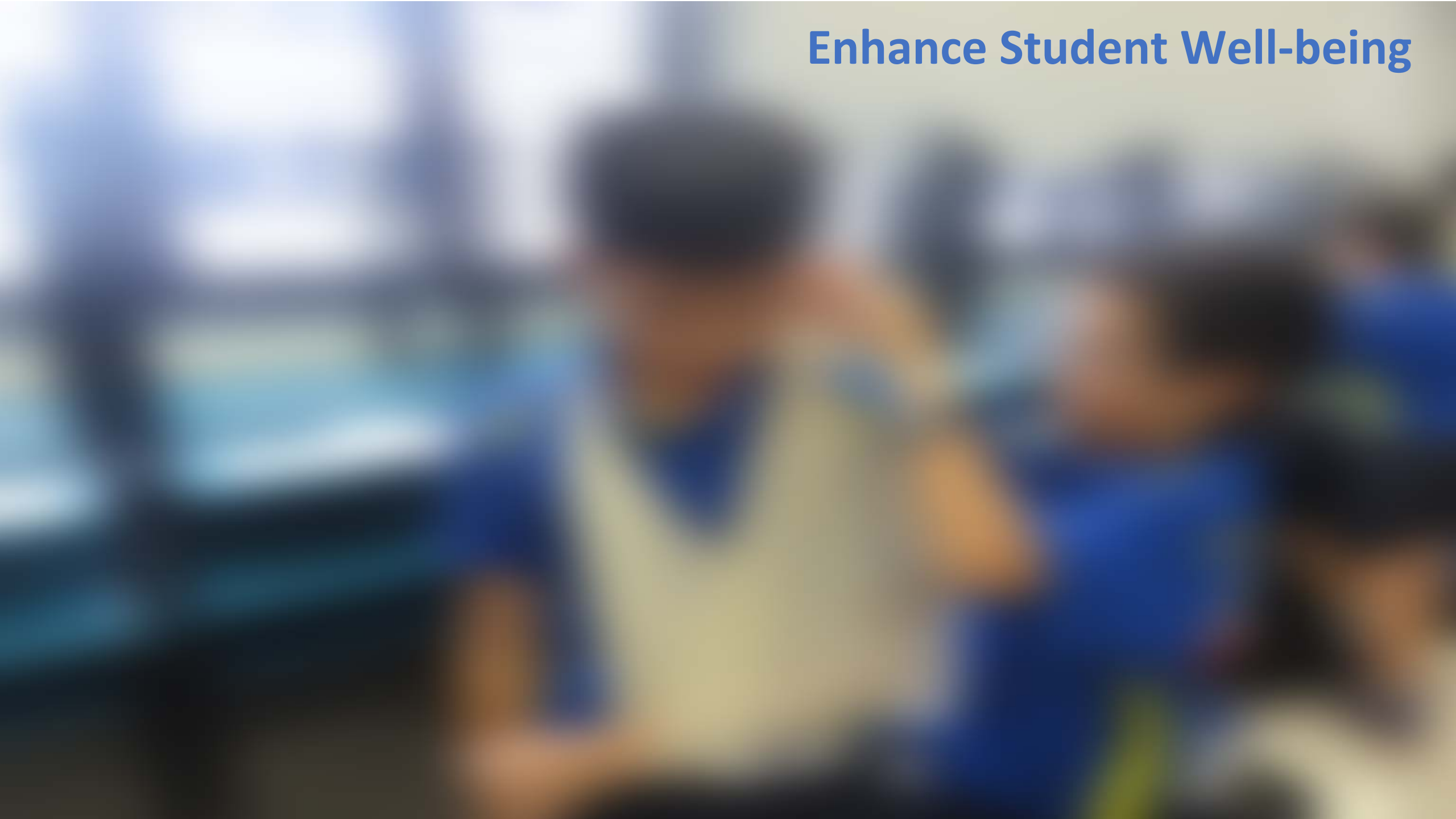


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# Enhance Student Well-being



# Every ACSian a Servant Leader

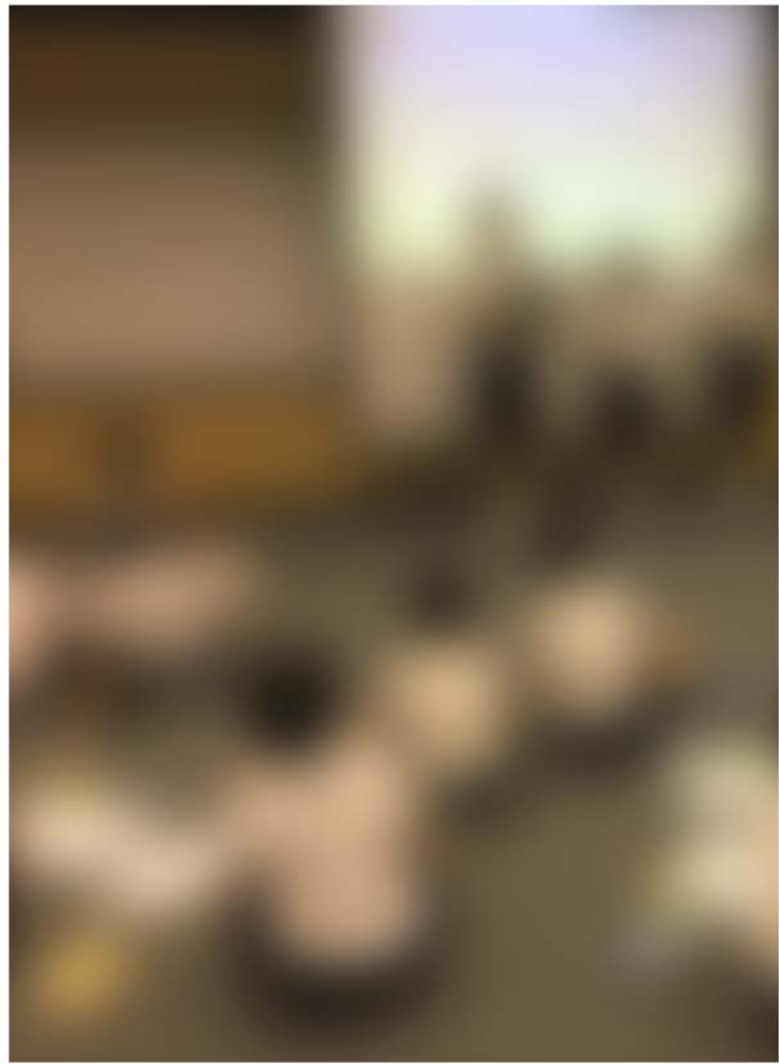


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# Peer Support Leaders



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

*we are all on the SAME SIDE*



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# 2024 will be ...

A memorable year! As a level, we will

- Create opportunities for our boys to build firm ties and friendships
- Prepare them for academic challenges
- Create experiences to prepare our boys for the future



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# Anglo-Chinese School (Junior) Primary 4 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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# P4 Form Teachers

4.1	Mr Goh Eng Tat	Ms Ng Xinyi
4.2	Ms Teong Wen Jia Ivy	Ms Gan Ping Bing Saige
4.3	Mr Wong Soong Hung	Ms Wong Shioh Jiuan
4.4	Ms Rubinder Kaur	Ms Desiree Chang Ke Xin
4.5	Mr Mohammed Hakim	Ms Chua Meng Hua Adela
4.6	Ms Koh Hsiao Lan Charine	Ms Goh Shu Hui
4.7	Mr See Cheun Wah	Mr Francis Tan



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