

# iN Touch @Frontier

www.frontierpri.moe.edu.sg

Oct/Nov 2015



## ANNOUNCEMENTS

### Principal's Message

Dear Frontierers and Parents

As we reach the end of the school year, it is good to take time to reflect on how we have journeyed as a school.

2015 has been an eventful year. The year is special because it marked SG50. In Frontier, it is especially significant as our pupils are young enough to have a chance to witness SG100. How Singapore will look like and be like depends on the values we imbue in them. What we have seen this year in our pupils has brought warmth to us. Given the opportunity, our children show that they can be depended on and on many occasions, we have seen them personifying the school values that we hold dear.

Our pupils have shown an acute awareness of Singapore's history in the way we responded when we mourned the passing of Singapore's first Prime Minister, Mr Lee Kuan Yew. We have also seen the confidence in the way the children carry themselves when interacting with our Acting Minister for Education during the Children's Day celebration.

In our short history, Frontier has grown to be a school of choice in the Jurong West area. As a school, we can still grow and do things better. We will continue to work hard and improve and we thank our parents for their enthusiastic support of the school.

It takes a village to educate a child and in Frontier, we have seen this being manifested many times. Together, we will educate our pupils so that they can "Make a Difference" and "Be the Difference." Have a good and well deserved vacation!

Koh Chin Thong  
Principal

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Do you have any feedback or ideas for iN Touch?

Do let us know on our website at <http://www.frontierpri.moe.edu.sg/our-stakeholders/iN-Touch-feedback-form>

You can also view our past issues at <http://www.frontierpri.moe.edu.sg/our-stakeholders/iN-Touchfrontier>



## ANNOUNCEMENTS

### School Hours in 2016 (reprint from Sept iN-Touch)

The school will be making some changes to the end of curriculum hours in 2016 as detailed in the table below. These changes are necessary to facilitate running of afternoon programmes. Wednesday will be a short day and **all pupils will be dismissed earlier at 12:45pm.**

	Mon	Tues	Wed	Thu	Fri
<b>Start of school</b>	Flag raising ceremony starts at 7:30am Pupils are advised to be <u>at school by 7:20am</u> so that they can be at the assembly venue in time for the flag raising ceremony				
<b>End of curric-</b>	1:45pm		<b>12:45pm</b>	1:45pm	
<b>Afternoon programmes</b>	<u>P4 and above</u> Some CCAs will run from 2:45pm to 4:45pm	Remedial lessons will run for selected pupils between 2:15pm to 4:15pm *	x	Remedial lessons will run for selected pupils between 2:15pm to 4:15pm *	<u>P3 only</u> Structured CCA will run from 2:45 to 4:45pm <u>P4 and above</u> Some CCAs will run from 2:45pm to <b>4:45pm</b>

CCAs will run on either Monday or Friday to facilitate allocation of sufficient physical resources.

Pupils will be informed of the days and dates via a letter from the CCA teacher-in-charge by the start of each term.

Arrangements have been made with the school bus service provider to accommodate these changes in timing.

We hope that providing this information to parents early will better enable you to make any necessary home-care arrangements for your child/ward. The information here is accurate as of 11 Nov 2015.

*\* Not all pupils will be involved in the afternoon remedial classes. Pupils identified for remedial lessons will receive a letter from the subject teacher.*



## ANNOUNCEMENTS

### Pick-up and Drop-off by Car in 2016

We would like to thank our parents/guardians for your understanding and cooperation in partnering with the school to ensure safety. We appreciate all parents and guardians for being good role models for our children. This is an important aspect of educating our children about the importance of road safety.

The school has worked closely with Traffic Police and LTA to ensure road safety for our children. We have reviewed and refined our processes for 2016.

From January 2016, **in the mornings**, parents/guardians may drive your cars to the school porch to **drop-off your children** when you send your children to school.

After **school dismissal**, parents/guardians may continue to drive in to pick up your children – at designated times.

Day	Monday	Tues	Wednesday	Thursday	Friday
Time parents can drive into school to <b><u>DROP OFF</u></b> children	7.00am to 7.20am only				
School Dismissal time (2016)	1.45pm	1.45pm	12.45pm	1.45pm	1.45pm
Approximate Time Parents can drive into school to <b><u>PICK UP</u></b> children	2.05pm	2.05pm	1.05pm	2.05pm	2.05pm

The school will **NOT** allow parents/guardians to drive into the school compound for school dismissal outside the timing indicated above. This is because of safety considerations, especially with over 1,200 pupils being dismissed and school buses parked inside the school compound in 2016. The buffer of 20 minutes is also necessary to enable school buses to leave the school premises quickly and safely.

We also need your cooperation in the following matters to ensure smooth traffic flow and that safety is not compromised:

- To keep the pick-up and drop-off time to a minimum, pupils should have their bags and belongings ready with them and move quickly
- Do not wait/park in the school as traffic flow will be obstructed
- Work closely with the security guards and staff to ensure safety for the pupils.
- You may encounter slight jams exiting the school gate due to traffic in front of the school.

We will monitor the new processes and where necessary, make changes to ensure safety is not compromised. We thank all parents/guardians for your understanding and cooperation as pupils' safety must be a priority in our planning and operations.



## ANNOUNCEMENTS

### **Back To Frontier 2016 (4 to 7 Jan 2016)**

As part of the school's induction for pupils returning from the long break, the school will carry out a 4-Day **Back to Frontier Programme** on the first 4 days of school in 2016 i.e. **4 to 7 January 2016** for all pupils. Adopting the overarching theme of 'We Care', the programme is progressive in its objectives and accompanying activities to cater to pupils' developmental needs.

The aim of *Back to Frontier* is to give all pupils time to settle into the school environment after a long break from school. Pupils and teachers will work together to communicate with one and another and forge stronger teacher-pupil relationships, and build friendships within the class. Pupils will also work together with their teachers to articulate character development and academic goals for the year. Articulating goals help pupils to monitor their own learning and motivate themselves towards success. Lower primary pupils will also begin their 'Buddy Me' journey of meeting and getting to know a fellow Frontierer of a different level .

#### **Schedule for items to be collected**

During the first four days, teachers will also be collecting materials from pupils in a staggered manner to help them avoid carrying heavy school bags. Please see **Appendix 1—Items to be Collected** for the first four days of school.

#### **Staggering of dismissal timings**

During these four days only, the dismissal timings for P1 to P3 levels will also be staggered as reflected below. This is necessary to ease pupils into the school routines.

Level/ Day	Mon (4 Jan)	Tues (5 Jan)	Wed (6 Jan)	Thurs (7 Jan)
Primary 1	1.15 pm	1.15 pm	12.15 pm	1.15 pm
Primary 2 & 3	1.30 pm	1.30pm	12.30 pm	1.30 pm
Primary 4 & 5	1.45 pm	1.45 pm	12.45 pm	1.45 pm

#### **Pupils taking the school bus**

Please note that the school bus will only leave school a few minutes after the usual dismissal time (i.e. 1.45pm, except on Wed when dismissal is at 12.45pm). On the first days of school, do expect some slight delays in bus departure timings as the children and bus service provider adjust to the new routines.

**We look forward to having your child back with us in 2016!**



## ANNOUNCEMENTS

### **P4 & P5 Project Work in 2016**

In 2016, all Primary 4 and Primary 5 pupils will be involved in Project Work, which will be conducted **over four Fridays from 8 January 2016 to 29 January 2016**. The programme will be conducted **from 2.45 p.m. to 4.45 p.m.** in Frontier Primary School. Hence please make the necessary dismissal arrangement.

Project Work is a learning experience which aims to provide pupils with the opportunity to synthesise knowledge from various areas of learning and critically and creatively apply it to real life situations. This process enhances pupils' knowledge and enables them to acquire skills like collaboration, communication and independent learning hence preparing them for lifelong learning and the challenges ahead.

The learning outcomes identify the key areas of learning of the subject. Four learning outcomes are separately articulated: knowledge application, communication, collaboration and independent learning. While pupils learn to work in groups, they will also learn independently through self-reflection and evaluation of their own work processes. These learning outcomes exist in dynamic interplay rather than as compartmentalised and distinct categories. The following are the learning outcomes for project work:

<b>Domains</b>	<b>Learning Outcomes</b>
Knowledge Application	Students will acquire the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.
Communication	Students will acquire the skills to communicate effectively and to present ideas clearly and coherently to specific audience in both the written and oral forms.
Collaboration	Students will acquire collaborative skills through working in a team to achieve common goals.
Independent Learning	Students will be able to learn on their own, reflect on their learning and take appropriate actions to improve it.

The Primary 4 Project Work will be based on Science whilst the Primary 5 Project Work will be centred on Innovation and Enterprise. More details on the programmes will be shared with pupils in January 2016.



## ANNOUNCEMENTS

### **New CCA Offerings and P3 SCCA / P4 & P5 CCA Commencement in 2016**

Frontier Primary will offer three new CCAs from 2016. More information will be provided at the start of 2016.

After taking into consideration the availability of venues to conduct CCAs, and to ensure optimal engagement of pupils during CCA sessions, **P4 – P5 CCAs** will be conducted on Mondays or Fridays next year. Detailed information will be provided by respective CCA teachers-in-charge by start of 2016.

Please refer to the table below. Timings for all sessions will be at **2.45pm to 4.45pm**.

<b>CCAs conducted on Mondays, commencing 1 Feb 2016</b>	<b>CCAs conducted on Fridays, commencing 5 Feb 2016</b>
<ul style="list-style-type: none"> <li>• Softball</li> <li>• Badminton (Group 1)</li> <li>• Library Club</li> <li>• Media Club</li> <li>• String Ensemble</li> <li>• Art Club</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton (Group 2)</li> <li>• Scouts</li> <li>• Red Cross</li> <li>• Chinese Dance</li> </ul>

**P3 SCCA** will be conducted on Fridays and commence on **Friday, 15 January 2016**. Timing will also be **2.45pm to 4.45pm**

### **Used Textbooks and Uniform Donation Drive**

As part of the school's environmental conservation efforts, Frontier has partnered the NTUC Free Textbooks organisation in its noble drive to recycle used textbooks. The school also caters to its pupils' needs for spare sets of uniform to wear when they accidentally soiled or torn theirs.

The school will be carrying out the donation drive for all used textbooks and uniforms. Pupils have been briefed on the donation drive recently. Textbooks to be donated should be in decent condition without torn pages or defacing. As for the PE and formal uniform to be donated, kindly ensure that all name tags are removed before donating them.

Do join us in this donation drive by sending the items through your child to the school's General Office **before 19 Nov 2015**.



## ACCOLADES

### Green Awards

Frontier has promoted environmental conservation since it began in 2012 and this year, many conservation activities have been implemented school-wide. Stakeholders, staff and pupils have been engaged in these efforts to help Frontierers understand the importance of environmental conservation, and the role they can play.

In recognition of the school's efforts, we are pleased to announce that Frontier Primary School has achieved the **Orchid Award** in the *SEC-Starhub School Green Awards* and **Gold Award** for the *3R Awards 2015* respectively. Our congratulations to all involved for their hard work!

### Outstanding Character Award

The **Outstanding Character Award** recognizes outstanding Frontierers who are exemplary in character, and who can be role models to inspire others, in every level. This award is given to deserving pupils who demonstrate (1) school values and desirable character traits, (2) a high level of civic responsibility and (3) qualities associated with resilience. The structured rigorous process of nomination and selection has recently been completed.

We congratulate the following Frontierers for receiving the Outstanding Character Award 2015. Awardees will be recognized at the upcoming Frontier PRIDE Day.

NO	NAME	CLASS		NO	NAME	CLASS
1.	PANG WEI QING	1 RT		10.	SOH TZE HERN	3 RY
2.	BRENDON CHAN YI MING	1 CR		11.	CHUI HENG JUN LUCAS	3 RT
3.	GENEVIEVE MARIE LEE	1 IN		12.	SHERIN TAN KE EN	3 RE
4.	CHERYL TAN YI'EN	1 JO		13.	CHARMAINE WONG SI YA	3 CA
5.	FANG JIAXUAN	2 RY		14.	JAMIE WONG SEE TING	3 IN
6.	NG SIN TUCK	2 RE		15.	NUR SYAFAWATI BINTE MUHED	4 RY
7.	ONG XIN HUI	2 CO		16.	EUNICE TAY PEI SHI	4 RT
8.	ISAAC TEW SHUAN KAI	2 CA		17.	CHUA WEN JIE TARASIA	4 RE
9.	CHEE TONG YI CLOVER	2 IN		18.	MAH YUE YING	4 CO
				19.	ONG RUI HONG	4 CA
				20.	SEOW KAI YING	4 IN



## UPCOMING EVENTS

### Post-Exam Activities (16 to 19 Nov 2015)

As the school year comes to a close, the school will be enriching the learning experiences of Frontierers through a range of post-examination activities in the last week of school, on **16 to 19 Nov 2015**. The activities planned for pupils include **Sport Education Programmes (SEP), Sports Experience Clinics, Digital Life-skills Programme, Financial Literacy Workshop, Anger Management Workshop, Valuable Stories and Assembly programmes.**

**P1 and P2** pupils will also embark on a personalised gift-making and gift presentation to culminate the “**Buddy Me**” Programme for the year. This aims to inculcate values of friendship and build friendships among the young Frontierers as they appreciate their buddy for the year.

On the last day of school - **Thursday, 19 November**, Frontierers will engage in the last of a termly **Spring Cleaning** exercise to inculcate responsibility. Frontierers will prepare their classrooms for the new classes in 2016. All pupils are to have with them a pair of disposable gloves, a rag and a recycling bag — to hold any materials that they need to take home on that day.

**School will function at the usual school hours** during the Post-Examination Activities period. Dismissal hours and venues remain unchanged. Some activities require pupils to be in their PE attire due to the nature of the activity:

Date	Activity	Level to report to school in PE Attire
Mon, 16 Nov 2015	P4 Sports Education Programme (SEP)	Primary 4 pupils
Tue, 17 Nov 2015	P3 Skills-Awareness Programme (SAP)	Primary 3 pupils
Thu, 19 Nov 2015	P3 Sport Experience Clinic	Primary 3 pupils

The **last day of school** for pupils is **Thursday, 19 November 2015**.

Pupils do **not** attend school on **Friday, 20 November** unless informed to as prize-winners or performers.





## UPCOMING EVENTS

### **P3 CCA Skills-Awareness Programme (SAP)**

Primary 3 pupils will be undergoing a **P3 Skills-Awareness Programme (SAP)** as one of the P3 activities scheduled for Post-Examination Activities **to assist them with their selection of their CCA at Primary 4.**

The P3 SAP is a baseline skills awareness programme with the following objectives:

- For teachers to understand pupils' readiness and capabilities, facilitating the allocation process for pupils to CCAs at P4.
- For pupils to be aware of their strengths/competency levels in the school-offered CCAs, helping them to make informed choices when they select their CCAs in January 2016.
- For teachers to maintain a record of pupils' performance and competencies so that: (i) they will be aware of pupils' AFIs for development during CCA; (ii) for administrative records if pupils make a request to switch to a different CCA.

Current P3 pupils will be selecting their CCAs at the start of next year, when they are in P4. The following information will be made available when they return to school in 2016 to assist them in making an informed decision on their CCA choices:

- ◆ Individual results from the P3 SAP
- ◆ CCA information on every CCA that will be offered in 2016

We believe that the SAP will help your child in making a more informed choice in his/her CCA selection.

### **Frontier PRIDE Day 2015**

We are looking forward to Fri, 20 November as the day the school recognises the achievements of our pupils and staff, as well as celebrate the year's work!

We have renamed our prize giving day as the **Frontier PRIDE Day**. PRIDE stands for **P**erformance **R**ecognition for Inspiring and **D**istinguished **E**ndeavours.

This year, we will also be introducing a two-tier prize award ceremony:

- Tier 2 will be held on 17 November during school hours, with all pupils in attendance
- Tier 1 will be held on 20 November

Prize winners will be informed through a separate letter.



## LOOKING BACK

We have posted several updates on our blog last month! Check out our entries on **Appreciation Day**, **P4 Farm Trip** as well as “**Books Come Alive**” in **Speak Good English Movement Week**. Entries on **Teachers’ Day** and **Children’s Day** will also be posted soon!

Do visit <http://blog.frontierpri.net> to learn more about what Frontierers experience at school!



## ICT MATTERS

### Cyberbullying



#### **Cyberbullying on the rise**

Singapore, the second smallest Asian country after the island of Maldives, has the second-highest rate of online bullying among children and youths between the ages of eight and 17, according to a cyberbullying study conducted by Microsoft. Almost 58 percent of those polled said that they were subjected to a range of online activities that included cyberbullying.

#### **Possible causes of cyberbullying**

With access to smartphones and tablets, Internet-related harassment has been a growing trend for several years. Portable access to the Internet via smartphones and tablets have fueled the wars of words by allowing verbal abuse to be perpetrated silently from anywhere at any time. In addition to making calls and sending texts, smartphones and tablets provide access to social media and emails and also make it easy to capture and edit pictures as well. Dirty jokes and hurtful comments can be spewed and hurled around cyberspace at the speed of light. The problem with cyberbullying is that it is not a victimless crime and can seriously affect mental and physical health.

#### **Ways to combat cyberbullying**

Becoming aware of cyberbullying and its effects is the first step in making strides to overcome it. Often, teens or children do not bring the issue of cyberbullying to their parents, even when they have become victims. They may feel that their parents will not take them seriously or that there is nothing their parents can do since the harassment only occurs online or over the phone. In order to notice, parents must be aware of the warning signs of cyberbullying and pay attention to their child’s behaviour.

The best tool for parents to combat cyberbullying is implementing a monitoring and parental control service for their child’s smartphones, tablets and computers. Parents should be able to keep and access logs about each device’s history and determine how the device is being used. When instances of cyberbullying occur, logs from each device history will be able to display the origins and frequency of cyberbullying attacks. If certain contacts, websites or apps are known to be an issue, the parent can then disable those from being accessed instead of completely taking away their child’s access to the Internet.

#### *Sources:*

<http://www.phonesheriff.com/blog/study-finds-cyberbullying-among-teen-girls-on-the-rise/>

<http://20111869jd.files.wordpress.com/2012/04>



**When sibling rivalry causes problematic behaviour...** Retired Principal, Mrs Jenny Yeo, shares how sibling rivalry can be the cause of a child's misbehaviour.

A mother of a Primary Two student came to see me in exasperation and said, "Mrs Yeo, I don't know what to do, the only thing I can think of is to transfer Taylor to another school." I advised her to take a step back and proposed that we find the root of the problem. She was at her wit's end because she had been called to school nearly every day for her son's problematic behaviour, such as being disruptive in class and even punching his classmate. When I found out she had given birth to her second child recently, I immediately suspected that Taylor's behaviour was due to his struggle with this change.

Sibling rivalry is the jealousy, competition and fighting between brothers and sisters, which usually starts right after, or even before, the arrival of a sibling. The older child often becomes aggressive, "acts out" or regresses when he feels that he is getting an unequal amount of attention and responsiveness from his parents.

Dr Becky A. Bailey, an expert in childhood education and developmental psychology, wrote in *Easy to Love, Difficult to Discipline* that children of school-going age often complain about being unfairly treated. In this case, Taylor felt that his mother was more responsive and attentive to the baby and felt threatened. Dr Bailey says "the best kind of help you can offer is empathy".

For example, Taylor might not know a positive way to get attention, so he picks a fight and shows his anger at the younger sibling. His mother could acknowledge his frustration and express care and understanding by saying "sometimes being a big brother is difficult" or "it's hard to share". When he acts up or behaves aggressively, she could say "you can ask for my attention and I will give it to you." I recommended that Taylor's mother make a conscious effort to pay more attention to him while we do the same in school. The teachers were briefed and I appealed to them to think of different ways of managing his behaviour, rather than constant punishment.

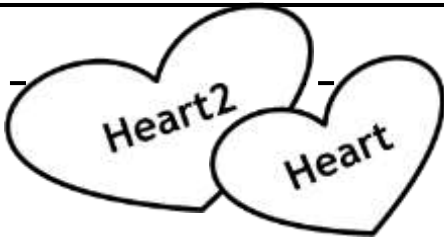
A year passed, not only did Taylor stay on in the school, he became known in school for being a talented presenter. Whenever the school received visitors like ministry officials from other countries, he would accompany them around and explain the school's programmes. Many were impressed with such a well-behaved and confident child. By giving him this role, we effectively distracted him and channelled his energy and focus to more constructive activities. The teachers gave him more attention by helping him prepare for his presentations. Furthermore, his outstanding performance earned him praise and attention, this time in a good way. Taylor thrived and graduated with excellent results. He also gets along well with his younger sibling.

Sibling rivalry can be destructive when not dealt with properly, so if you want your bundles of joy to get along happily, help your older children adjust when you are expecting another baby. The way parents treat their children and react to conflict has a big impact on how well siblings will get along, which in turn impacts how a child interacts with his friends in school, as well as how he learns.

Here are some tips on tackling sibling rivalry from an article from the University of Michigan:

<http://www.med.umich.edu/yourchild/topics/sibriv.htm>

- Favouritism is a huge no-no.
- Each child is an individual, let them be who they are and enjoy their different gifts.
- Help them learn to cooperate (as opposed to compete) and respect each other.
- Teach them positive ways to get each other's attention, like how to approach each other to play and share their toys.
- Be fair; this is not the same as being equal. Explain how the treatment for older and younger children is different according to their unique needs and reassure them that you do your best to meet them.



## Handicraft with your child

### - Recycled Pencil and Paper Holder

You will need:

- ◆ An empty drink can
- ◆ Clothes peg
- ◆ Construction Paper
- ◆ Can opener
- ◆ Stick Glue



Method:

- ◆ Decorate a piece of construction paper. You may wish to decorate it with your child. Encourage him/her to express his/her imagination!
- ◆ Use a can opener to cut open the top of the drink can. Remind your child to be careful. Alternatively, you may wish to help your child with the can opener.
- ◆ Wrap the drink can with that piece of construction paper.
- ◆ Using stick glue, glue the wooden clothes peg at the sides of the drink can.
- ◆ Now your pencil and paper holder is ready for use!

