

PTM Q&A 2017

Academic Concerns

- Will my child's form teacher remain the same for P3 and P4? What is the challenge that she will have to face at P3?

Response: The school will, as far as possible, arrange for the same teachers to teach P3 and the following P4 year. However, due to unforeseen circumstances of staff movement, we may not be able to implement this for certain classes. With the introduction of Science and CCA, new classmates and teachers, and the new exam format, students may face challenges in adapting to the demands of the level. We will continue to work with the teachers to ensure a smooth transition.

- How will the school help with students who have reading difficulty?

Response: The Learning Support Programme (Reading) and Learning Support for Math are some of the programmes the school has to address this. There is also the Buddy Reading programme at P3 and the School Dyslexia Programme for identified P3 and P4 students.

- Can the assessment be reviewed to include Continual Assessments? Having bite-sized assessment and closer milestone checks will be easier for us to provide intervention / support for the child.

Response: The 'No Continual Assessment' policy was put in place years ago with the intent of providing for more in-depth teaching and time for formative assessment.

- On what basis can the results be pro-rated if there is no CA marks for teachers to fall back?

Response: If a student misses SA1, the weighting for SA2 will be 100%.

PSLE-Related Concerns

- My son's Math and Science teacher is different from last year. Will this change affect him at P6? What is the challenge that he will have to face at P6?

Response: The school has looked into the deployment of teachers carefully. They will ensure a smooth transition of students' learning. We acknowledge the importance of teachers teaching the P6 level, especially due to PSLE and the school will work together with the teachers and students to maximise students' learning.

- Can we have the PSLE results for 2016 as well as the percentage of students going to each secondary school?

Response: We have ceased to publish the school's PSLE results since 2015 as the data does not serve the public or parents. This is also in line with the stance of not to over-emphasise on academic results.

- What is the impact of choosing a school that has a lower cut-off point than the student's T-score for 1st 3 choices?

Response: (Please refer to P6 YH slides) There is a high chance of admission if the child's score is higher than the school's cut-off point. We also advise parents to make a wise choice to consider a good fit between the school's niche programmes and the child's interest and talents.

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Non-academic Concerns

- Are there any swimming lessons for Primary 1 students?

Response: Swimming lessons are conducted at the P3 level.

- The school should avoid organising activities when no transport is available for the students. My child does not have transport to the student care when she needs to attend the prefect workshop.

Response: We do not make these activities compulsory. For activities conducted on days when no transport is provided, we will inform parents in advance to make alternative transport arrangements.

Communication Concerns

- Can the PTM be held on Fridays after 6pm?

Response: As we have 6 levels to conduct the PTM, it is not possible to hold all on Fridays after 6pm. It is also not ideal to hold all the sessions concurrently as parents would have children in different levels.

- Can the school standardise the distribution of forms to all classes in the same level so that there is lesser confusion? Can the school allow parents a way to communicate with teachers on top of email and leaving messages with the General Office to wait for call-back and SNAAP?

Response: The distribution of forms and letters to parents has already been standardised. The email, calls to General Office and SNAAPP are the official communication channels for parents to communicate with teachers.

- Can the school provide some simple instructions on how parents can initiate conversations with teachers without any outreach messages from teachers first?

Response: Parents can make use of other platforms e.g. email and calling the General Office to make appointments to initiate communication. Currently, the school makes use of SNAAPP for communication with parents. Parents have been given step-by-step instructions on how to use SNAAPP. The instructions are also available in the school website.