“The Joy of Learning also multiplies when students know that they can apply what they have learnt to serve others.”

Our Values

Integrity, the Foundation

Graciousness, Our Approach

Responsibility, Our Attitude

Public-Spiritedness, Our Motivation
**Principal’s Message**

**Joy of Learning**

Dear Parents,

In this first newsletter of 2017, we take you through the many activities in Greenridge Primary School that nurture the Joy of Learning in our students. Let me begin by sharing some thoughts on the Joy of Learning.

**Why is the Joy of Learning important?**

Have you ever been intrinsically motivated to learn something? Have you ever experienced the deep sense of fulfillment that comes from learning something that you are interested in or passionate about? That is the Joy of Learning. Students (and even adults) spend a large part of their lives learning; at home or in school. Learning should bring joy to them so that they can discover their interests and talents; grow their passions and experience the deep sense of accomplishment for having learnt something meaningful, interesting and useful.

I enjoy learning and I believe that I can learn anything that I choose to devote sufficient time in. This belief has helped me navigate through difficult times in life because I know that I can always learn from the “downs” of my life. Thus, the Joy of Learning is important because it also builds one’s resilience.

**How do we nurture the Joy of Learning?**

Creating a Positive Classroom Environment that embraces the Growth Mindset

Another key factor to nurturing the Joy of Learning is a positive classroom environment that embraces the Growth Mindset: a belief that everyone can learn through effort, good strategies and constructive feedback. Our teachers strive towards that through the use of positive language and discipline; the teaching of well-being practices; and the employment of fun and useful formative assessment techniques to provide constructive feedback to students.

Learning Together and Giving

We enjoy learning more when we learn with and from people whom we trust and like. We have made Cooperative Learning our school-wide pedagogy because it enables students to learn together, develop social skills and build positive relationships with each other. Cooperative learning enhances the Joy of Learning.

The Joy of Learning also multiplies when students know that they can apply what they have learnt to serve others. We structure these opportunities to “Give” in our classrooms. This can come in the form of explaining to teammates what they have learnt, presenting to classmates, and applying their knowledge and skills to plan for and participate in Values-In-Action activities.

Hence, as you read about the successful completion of many joyful student activities in this newsletter, I encourage you to also nurture the Joy of Learning in your children at home. You may want to start with reading or learning something together.

Mr Chua Choon Hock (Chris)
Principal
Students were engaged in experiential learning during the learning journey to the Singapore Zoo. The students had a lot of fun finding out interesting facts about the various animals that they read about in the STELLAR books.

In Math lessons, students learn Math concepts through many hands-on learning experiences. They enjoy learning Math using various manipulatives.

During Mother Tongue periods, students learnt drama techniques through 8 sessions of Speech and Drama lessons. Parents had a chance to watch their children’s performance in school. Students were also engaged in interesting activities during the Mother Tongue Fortnight.

Students learnt many other skills and also learnt to work together in teams and groups during PAL, PE, Art as well as Music lessons.

Spelling Bee

This annual event allows selected students to compete against one another while practising their spelling skills. Contestants were asked to spell a broad selection of words. The audience also had a chance to take part in the fun using their mini whiteboards and markers. What a great learning platform for all!

Modified Language Experience Approach (MLEA) activities and Learning Centres (LC)

There are a variety of activities used in teaching English, and these experiential activities not only provide the context and content for the children to think and talk about, but also reinforce the different skills required in learning the language.
Art Lessons
Students had a go at batik printing during the Batik Programme organised during curriculum time. They tried some of the batik printing techniques and even produced their individual pieces to take home.

FTGP Lessons
FTGP not only provides time within the curriculum for form teachers and co-form teachers to engage in quality interactions with the students, it also helps students to strengthen their social and emotional competencies. The interaction activities build a safe classroom environment for students and strengthen bonding between the teachers and students.

Mother Tongue Languages - Speech and Drama Performances
The students completed 8 sessions of Speech and Drama Programme in Mother Tongue Languages from February to April. They put up wonderful performances at the end of the programme using simple drama techniques which they have learnt and these enabled them to speak confidently on stage.

Spelling Bee
The Spelling Bee Competition was held in April. Each class was represented by their class Spelling Bee Champion. The students had fun watching their classmates and they learnt to spell some new words in the audience round too!

Play Appreciation
Students watched the play ‘Coraline’ on 22 May. This spellbinding production of Neil Gaiman’s award-winning masterpiece had everyone on the edge of their seats with its standout puppetry and creative staging.

Art and Music
Students were having fun during their Art lessons. They drew abstract self portraits using oil pastels.
**Primary 4 Buddy Programme**

During orientation week at the start of the school year, the Primary 4 students buddied the new Primary 1 students. They made sure that the younger students were well looked after during recess and also introduced their young buddies to the facilities in the school. The Primary 4 students did a good job of exhibiting the school values of Graciousness, Responsibility and Public-spiritedness!

**The Leadership Workshop**

As part of their personal development, students participated in the Personal Leadership Workshop which was held over 2 sessions in March. Designed to develop self-leadership competencies, and based on the 5 Exemplary Leadership Practices of the Student Leadership Challenge Model, it was a fruitful experience for the students!

**Values-in-Action – Clean Restrooms @ GRPS**

Our Primary 3 students embarked on this Values-in-Action programme where they learn about restroom hygiene and etiquettes. They then worked in groups to evaluate the hygiene of the school restroom and provide feedback for improvement. The children are currently creating posters to advocate clean restrooms in the school.

**Primary 3 SwimSafer Programme**

The students were given the opportunity to take part in the SwimSafer Programme. The SwimSafer is a national water safety programme developed to raise the standard of swimming proficiency in Singapore.

SwimSafer is especially created for children to pick up water survival skills and become good swimmers. Students who took part in this 8 week programme enjoyed themselves and developed an essential life skill.

**Chinese Drama Appreciation**

On 11 April, all Primary 3 Chinese students watched a drama named “La Tomatina” presented by The Travelling Museum. The show was fun and interactive and our students had a good time interacting with the actors on the stage. The students got to throw “tomatoes” at the actors on stage. They played games with the actors on stage and had a blast throwing the giant balls around the theatre. It was an entertaining evening for our students.

**Field-based Learning Journey to the National Museum**

In Term 1, the students visited the National Museum's Singapore History Gallery as part of the end of term activities. Learning new things about the history of Singapore, as well as, seeing the actual artefacts that they learnt about during their Social Studies lessons was indeed an eye-opening experience for them.

**Cyber Wellness Classroom Programme**

The students were engaged in a Cyber Wellness Programme where they learnt about cyber bullying, internet and gaming addiction, handling inappropriate content and netiquette. Held over 4 sessions, the students were very motivated in their learning and were forthcoming in expressing their opinions during the discussions with the trainers. The programme included lectures by the trainer and fun group activities where students were exposed to the many issues about using the internet responsibly.

The training will continue in Term 3 and the students will be equipped with necessary skills to handle cyber wellness issues.
Since 1997, this annual event has been jointly organised by the Ministry of Education and the National Day Parade (NDP) organisers to allow the students to be fully immersed in the NDP spectacle. It aims to evoke a sense of patriotism amongst students, impart to them the significance of National Day, and imbibe in pupils a strong sense of group spirit and commitment to the community and nation.

The students thoroughly enjoyed the 2016 NE Show which was held for the very first time at the new Sports Hub.

Art Pottery Enrichment

Students learnt to work with ceramics during the in-curriculum ceramic programme conducted during Art lessons. They learnt basic hand-building skills such as coiling, pinching and hollowing. They created textures by imprinting and exploring using various glazes. Each student made three ceramic art works which included a pencil holder, a self-portraiture and a planter box.

Students learnt to work with recycled materials to create art works based on the theme, “Homes from Past, Present and Future”. These three-dimensional sculptures allowed them to transform recycled materials into creative building structures.

ICT Programme

The students will learn a variety of ICT skills over 4 terms. They will learn how to create visually appealing Science posters using Microsoft PowerPoint, create, share and edit google documents, embark on iPad enabled Maths trails and pen down learning collaboration with the Science Department and the students earned two stars for the GRPS Junior Science Explorer Card.
Selected Primary 5 students went on a 2 day and 1 night trip to Malacca from 13 to 14 March this year. The students had an enriching learning experience as their knowledge of history and heritage deepened and they developed a greater sense of commitment and belonging to their own homeland. They also had opportunities to develop a sense of global awareness and demonstrate cross-cultural skills and sensitivities as they interacted with their Malaysian hosts during the school visits.

Malacca Cultural Immersion Programme

Our group photo in Malacca
Learning to weave a ketupat from a local instructor
Making our own dried chilli
Sanding the local lamping fish
Said to say goodbye to new Malaccan friends from CHIJ Convent

Creative Writing

Our group photo in Malacca
Learning to weave a ketupat from a local instructor
Making our own dried chilli
Sanding the local lamping fish
Said to say goodbye to new Malaccan friends from CHIJ Convent

Teamwork between the schools

Students are hard at work making ‘Bunga Rampai’ which is traditionally used during important occasions.

Learning Journey to SP Services Electricity Efficiency Centre

As part of the Science Curriculum, the students set off on a learning journey to SP Services Electricity Efficiency Centre. Through classroom-based learning activities and self-exploratory exhibits, the students learned energy saving tips and good practices to conserve energy in school and at home.

Primary 5 Sony Creative Toys Competition

The Sony Creative Science Award (SCSA) is an annual competition jointly organized by the Science Centre Singapore and Sony Electronics Asia Pacific Pte Ltd with the support of the Ministry of Education and the Agency For Science, Technology and Research (A*STAR).

The main objective of this competition is to promote creativity among students. The competition also provides an opportunity for them to learn and explore concepts related to Science beyond the classroom in a fun and enjoyable way.

The school is heartened to receive more than seventy entries which were further shortlisted by an evaluation panel comprising the School Leaders. The creations of the top three finalists in the SCSA (Schools) competition will be submitted to the Science Centre for the SCSA. We wish our top three finalists the best for their SCSA submissions.

Positive Education

In Primary 5, Positive Education strives to cultivate a way of life for students. They learn resilience to overcome the obstacles they face in their studies and life. They also learn to incorporate the school’s values of graciousness, responsibility and public-spiritedness into their own daily interactions with others.

In the classroom, students focus on identifying their strengths, building positive emotions, resilience and fostering positive and supportive relationships. For example, lessons are structured during FTGP to provide students with the space and time to reflect and express their gratitude and appreciation to family members, friends or someone who had made an impact on their lives in the past.
The end of the PSLE Examination did not mark the end of learning for our Primary 6 students in October and November 2016. On the contrary, they were engaged in activities that were not only enjoyable and interesting but broadened their horizons in various disciplines. They included activities in areas such as ICT, sports and even interactions with senior citizens during the Intergenerational Learning Programme.

**Field-based Learning to Botanic Gardens**
Hands-on authentic learning took place when our Primary 6 pupils visited the Singapore Botanic Gardens which is a UNESCO World Heritage Site. Students had the opportunity to learn about the local flora and fauna as well as the history of the gardens.

**Mother Tongue Fortnight**
During the Mother Tongue Languages Fortnight, the students tried their hand at making Chinese knots which is a traditional handicraft. The students were introduced to different types of knots and what each symbolized. Malay pupils learnt to make ‘bunga manggar’ a type of decoration usually used in Malay weddings. Indian students were introduced to ‘kollatam’ a traditional Indian dance.

**Graduation Tea**
The end of 6 years of Primary school culminated in a special celebration for the 2016 cohort of graduating students. A Graduation Tea Party was specially organised for them on 11 November 2016. It was indeed a memorable event with good food, music and games. The ice-cream, popcorn and photo-taking booths were which all 2016 Primary 6 students will remember for a long time to come.

**Anti-littering Campaign cum Cleaners’ Appreciation Day**
The “Anti-littering cum Cleaners’ Appreciation Day” took place on Saturday, 25 March. This event was a collaboration between Zhenghua Residents’ Committee and Greenridge Primary School. Our students reinforced the anti-littering message by helping to pick up litter in the neighbourhood.

**Primary 6 Art Painting Project**
The Primary 6 students and their teachers embarked on a project entitled, “Public Spiritedness-Community Cohesion” which aims to create art pieces based on our school values. Once completed, the paintings will add colour to our school corridors. This project aims to encourage art appreciation in the community.
CCAs at GRPS provide students with the opportunity to learn specific CCA skills as well as develop their leadership skills and encourage teamwork. These photos show students participating in various CCA activities, showcasing their talents and celebrating their achievements.