



# Rhythm in the Woods



## Message from Principal

*Dear Woodlanders and Parents,*

I believe many will agree with me that it has been an exciting and fulfilling semester. With our School Vision and Values as our compass, WDP continues to provide a gamut of learning experiences for all Woodlanders. Our WDP teachers leverage on innovative pedagogies to engage pupils in deep learning. Some examples include Ms Liyana making her Art lessons come alive by introducing Augmented Reality to pupils, as well as Ms Chaman using pasta to teach punctuation!

While we ignite pupils' love for learning, we continue to emphasise on character building and the inculcation of school values. Through this year's International Friendship Day project, when we called for donations of care pack items for migrant workers, there was an overwhelming response from staff, pupils and parents. Our student leaders also had the chance to interact with senior residents from Care Corner, and prepared thoughtful care packs for them. These are just some of the many initiatives specially curated to develop our pupils into Gracious Woodlanders who demonstrate empathy and care.

We would like to also share with you our achievements and successes this semester. Our budding sportsmen and sportswomen once again did very well in the annual National School Games. We are proud of the way they have exhibited great sportsmanship and the mindset for excellence throughout the tournaments. We are also proud to announce that two of our P6 pupils, Alphonsus Lin and Endra Edryan Bin Erwan, were awarded the Raffles Scholarship 2023. Our debaters from EL Excel Club also soared to new heights as they emerged as first runners-up in the national Wits and Words Debate Championship.

Last but not least, I would also like to take this opportunity to thank all WDP parents for rendering your unwavering support in our quest to develop your children. I look forward to yet another fruitful semester ahead, as we journey together to bring out the best in every Woodlander.

*Mrs Lillian Chen*

Reported by: Adam Zidan Bin Mohamad Afizukil & Ng Ke En Annette (5 Collaboration 1)  
and Misaki Hiroshima & Isabelle Chan Yu En (5 Collaboration 2)

Most of us are curious about our newest member of the WDP Family -- our Vice-Principal, Mr Razali!  
And so, the EL Excel Club set out to interview him to allow all of us to get to know him better.

### EL Excel Club: How did you feel on your first day here?

**Mr Razali (MR):** My first day in WDP was on 15th December 2022. I still had cherished memories of my former school - Endeavour Primary School - and certainly missed the pupils and staff there. At the same time, I was excited to join my new WDP family. Those whom I met on my first day (and the subsequent days) were very friendly and helpful as they welcomed me to the school. It was a very pleasant first day for me in WDP.

### Was becoming a Vice-Principal your childhood dream?

**MR:** When I was a young boy, I aspired to be a fireman. As I grew older, I found the passion to be a teacher, as I wished to spark the love of learning in every pupil. It was much later in my career (and with the guidance of my leaders and mentors) that I was given the opportunity to be a Head of Department and, later, a Vice-Principal.

### Do you like your work?

**MR:** Yes, I do. The kind of work that I do - to lead and support the learning and growth of both pupils and teachers in the school that I serve - is really fulfilling. I also love interacting and getting to know the pupils and staff.

### It is lovely to hear to that you like interacting with us.

**MR:** Our Woodlanders are nice, dedicated and friendly. Right now, I am enjoying interacting with my interviewers 😊



Mr Razali served as a HOD in Telok Kurau Primary School in 2007.



Mr Razali with the Junior Reporters from EL Excel Club.



Mr Razali hopes to get to know everyone in WDP better.

### What is a day like for a Vice-Principal?

**MR:** Each Vice-Principal has different areas of responsibilities. One of my key responsibilities is as the school's Chief Safety Officer. Together with a team, we help ensure the security of our school and the safety of all our pupils and staff. For instance, our fire drill session was something we planned to ensure we are prepared for an emergency.

### What is your favourite place at WDP?

**MR:** I enjoy walking around our school, especially along the corridors where I am delighted by classroom decorations, as well as interesting activities done by the class. I am also impressed by the various types of creative and colourful art works around the school created by our Woodlanders - it often feels as though I am at an art exhibition.

### How has your experience been at WDP?

**MR:** It has been a very positive and enriching experience thus far. I look forward to getting to know the different members of our WDP family better - the pupils, staff and parents. Together, I believe we can take WDP to greater heights.

## Mdm Mas (General Office Staff)

Reported by: Chew Zi Le Leah (5 Collaboration 1)  
and Parineetaa Harikrishnan &  
Shazneen Binte Omar (5 Collaboration 2)

When we enter the General Office, we will be greeted by one of the kindest and funniest staff at WDP - Mdm Mas. We can always count on her to render any help and, while doing so, to make us laugh.

Recently, we had the opportunity of finding out more about Mdm Mas! When we approached her for an interview, she was as busy as a bee as always. So, we decided to ask her some rapid fire questions to allow her to get back to attending to our teachers and friends.



### EL Excel Club: You have been a staff at WDP since...

**Mdm Mas (MM):** The 1990s. This was my first job.

### Your favourite place at WDP is...

**MM:** I enjoy taking a break from my busy day at the pantry. I bring yummy Hup Seng and McVities biscuits and enjoy them with a cup of Boh Caramel Tea. More importantly, that is where I can catch up with other colleagues through friendly chats.

### My fondest memory at WDP is...

**MM:** (wide grin) Cooking for the participants of our school camp in the 1990s.

### Complete the sentence. Most Woodlanders are...

**MM:** Gracious

### Reported by:

Andrea Ong Zi Ying & Nur Zara Nabilah (5 Collaboration 1)  
and Nur Afifah Binte Mohd Azhar (5 Collaboration 2)

Our canteen vendors work hard every day to ensure that we are well fed and ready to continue with the rest of our lessons for the day. To help us appreciate and understand our canteen vendors more, we have interviewed Stall 8's vendor, Auntie Tan Yap Keng, to get to know her better.

Auntie Tan has been working in this school since September 2016. She chose to work at WDP as she loves children and cooking. Every time a pupil comes to buy from her stall, she feels very happy as she gets to help that pupil to feel energetic for the rest of the school day. Overall, her experience of working at WDP has been delightful and she likes everything about the school.

When she was younger, her dream occupation was to be an air stewardess. When she grew older, she worked as a technician at a factory named "Micron". Then, she worked at McDonalds before, becoming a canteen vendor at our school.

Throughout her life, she has faced many challenges but she has remained positive and stayed resilient regardless. She hopes that all Woodlanders will never give up when faced with challenges.

## Auntie Tan (Canteen Vendor)



**With determination,  
nothing will be hard to  
overcome.**

- Auntie Tan

# Should school uniforms be compulsory?

## DEFINITIONS

- school uniforms: a uniform worn by students for a school or an educational institution
- compulsory: required by law or rules

## Yes, they should be!



Written by: Elil Nila D/O Mahendran (6 Innovation 1) & Yen Qian Bai (6 Innovation 2)

It is important for all pupils to wear school uniforms.

Firstly, when school uniforms are compulsory, there will be less peer pressure and discrimination. Imagine if pupils were allowed to wear whatever clothes they wanted to school. Pupils who can afford it may wear branded clothes which are viewed as more fashionable. On the other hand, pupils from lower income families may not have the means to purchase more expensive and fashionable clothes. They may feel self-conscious when they compare their cheaper clothing with their peers. They may also feel the pressure to spend more money on their clothes in order to fit in with others.

Such issues do not exist when all pupils wear school uniforms. Pupils would not get bullied because of what they wear, as everyone from one school is wearing the same clothes regardless of their social economic background. Additionally, buying one or two sets of uniforms to wear daily is more affordable than multiple sets of clothes. This would relieve lower income families from an extra financial burden. School uniforms provide a level playing field for all pupils so that they would not be judged based on their family backgrounds or financial status. Without having to worry about being bullied or peer pressured, they can better focus on their studies.

Next, wearing school uniforms can help create a sense of belonging in pupils. When everyone in school wears the same uniform, pupils feel a sense of belonging and unity, making them feel connected to their school and more enthusiastic about being a part of it. They will develop loyalty and pride in their school, which can enhance school spirit and foster a positive atmosphere. Furthermore, when pupils feel connected to their school and people there, they are more likely to treat others with respect and kindness. It fosters a culture of inclusivity, empathy, and support, where diversity is celebrated, and bullying is less prevalent. A positive school climate enhances the overall educational experience and creates an environment where pupils thrive.

In conclusion, school uniforms should be compulsory for all pupils.

Wearing school uniforms give me a sense of belonging. I feel proud to wear my school uniform so that everyone would know that I am a pupil from Woodlands Primary School.

Nicole Ang Wen Xiu (2 Resilience 5)



School uniforms should be compulsory so that people can recognise which school you are from. For example, if a pupil gets into an accident outside school, people can find out which school he or she is from based on the uniform. Then, the pupil's parents and school can be informed more easily.

Lim Yan Ni Shyanne (1 Respect 7)



## No, they shouldn't be!



Written by: Endra Edryan Bin Erwan & Lim Wei Jen, Edricus (6 Innovation 1)

Pupils should not be forced to wear school uniforms.

Firstly, pupils can express themselves better when they do not have to wear uniforms.

Wearing a school uniform makes every pupil look the same. However, the fact is that every single one of us is unique, with our own likes and dislikes. By wearing their own clothes to school instead of a uniform, pupils will be able to express themselves better. When pupils can express themselves better, teachers will learn new information about their pupils. This in turn will allow teachers to be able to know their pupils better.

For instance, if you are a fan of a particular musician, wearing a t-shirt to school with that musician's picture on conveys your interests to others without you even having to say anything. This also has the added benefit of pupils being able to make friends more easily with other pupils who share the same interests.

Secondly, school uniforms are expensive.

One school uniform set comprising of a school shirt and skirt or shorts costs around \$25, while one set of school PE attire costs around \$15. However, just one set of each is not sufficient and many pupils have two or three sets of each. That's a whopping \$120 spent on just school uniforms. Some pupils outgrow their uniforms quickly and would have to purchase new sets every year. Think of how much money is wasted, in comparison to wearing own home clothes. They would not have to spend an additional sum of money to buy uniforms, leading to savings that could be put to better use.

For all these reasons, school uniforms should not be mandatory and pupils should be allowed to wear their own clothes to school.

Pupils should be allowed to wear their own clothes to school to express themselves. Schools should let pupils wear whatever they like. It doesn't have to be everyday – maybe just once a week, for example every Friday.

Naufal Ziqrly Bin Zufri (3 Passion 6A)



Sometimes, it is hot and uncomfortable to wear school uniforms. This is especially true for girls as when we wear our PE attire, we have to wear both our skirt and our PE shorts underneath. The material of the school uniform is also hot and thick and very uncomfortable when we wear it.

Riley Jane Wong (5 Collaboration 1)



**DEFINITIONS**

handphone: a mobile phone, or a portable telephone

**Should handphones be allowed in classrooms?**

**Yes, they should be!**



Written by: Qayumi Sara Binte Shufaat (6 Innovation 1)

The use of handphones in lessons should be allowed as they are educational tools that will help support pupils' learning.

Handphones are valuable resources for education that should be used in lessons. In language classes, pupils can use their handphones to look up definitions of words they do not know. This has the benefit of pupils becoming more independent and less reliant on their teachers, who will be free to focus their attention on other pupils who need assistance.

The possibilities are endless: For Mathematics, pupils can use the calculator function on their handphones to self-check their answers. For Social Studies, they can conduct mini research projects on the current topic easily as the information is at their fingertips. Web searches on Google or YouTube, or even accessing e-books from the National Library, will be more convenient if pupils are allowed to use their phones during lessons.

Use of handphones in lessons can also help make learning more efficient. In our school, some teachers use Kahoot, a game-based learning platform, to help their pupils better understand topics and utilise skills learnt. However, when using our school laptops, pupils have to collect their laptop before logging in to their student accounts. This is an inefficient and laborious process. To make matters worse, the school laptops take a long time to load into the desktop after logging in, using up valuable teaching and learning time. If pupils were allowed to use their phones to get on Kahoot instead, there will less wasting of time. Within seconds, they would have the Kahoot page loading on their handphones.

Thus, the use of handphones in class and in school should be allowed as handphones are convenient and efficient educational tools.

**No, they shouldn't be!**



Written by: Lee Quan Hui Regis (6 Innovation 1)

The use of handphones should not be allowed in school.

Firstly, the use of handphones would not be conducive to learning in the classroom. Currently, pupils are not allowed to use their handphones in class. Without the distraction that phones will surely lead to, pupils can be seen studying diligently and taking down notes while their teachers are teaching. Now, think about what the situation would be like if pupils were allowed to use their handphones during lessons. While some pupils would be using their phones to educate themselves, this would not be the case for all. Since there are many different apps installed on their phones, some would succumb to the temptation and decide to use other less educational apps. They would not be paying attention to their teacher as their eyes would be glued to the screen of the handphones as they are watching the latest TikTok videos or texting their friends.

Research has shown that excessive use of handphones will decrease people's attention span. With a reduced attention span, it is not likely that pupils would be able to focus their attention on what the teacher is teaching while they are using their handphones. Thus, school would be pointless as no one would be learning anything from their teachers.

Secondly, bringing handphones to school may lead to discrimination. Handphones are not cheap - they can range from a few hundred to a few thousand dollars. Imagine if most of the pupils from high-income families were to bring their expensive handphones to school. Contrast that with the pupils who can only afford \$100 handphones, or pupils who do not have any handphones at all. Their less expensive handphones may make the pupils the target of bullying. They may get picked on due to their perceived lack of money and would not want to come to school anymore, let alone pay attention during lessons.

Allowing pupils to use handphones during their lessons will just do more harm than good, and should not be allowed in classrooms.

Handphones should be allowed in case of emergencies, in case our parents have an important message for us while we are in school. Also, we can have lessons on SLS if we use our handphones instead of the usual pen and paper. We do not have to bring our heavy textbooks to school and will help save the environment by using fewer papers.

Elvis Ang Zi Jie (4 Adaptability 3)



Handphones help make note-taking easier. When there are a lot of notes to take down during lessons, we don't have to waste time copying everything down and can just take a picture instead. This would save time and we can continue with lessons quickly.

Jaimie Chai Jia En (5 Collaboration 4)



It will get very annoying and noisy with pupils using their phones in class. We will not learn much in class if we are all distracted by our phones instead of paying attention to the teacher.

Queena Ng Suan Lu (3 Passion 2)



Most pupils are already using handphones for many hours at home every day. If they are allowed to use their phones in class too, their eyesight will worsen.

Virdev Ravindran (2 Resilience 7)



# Voices of the woods

## DEFINITIONS

four-day school week: Instead of having lessons on Monday to Friday, there are only four school days a week.

### Yes, it should be!

Written by:  
Natania Goh Jing Hui & Chloe Tan  
(6 Innovation 2)

School should be a place that allows pupils to learn optimally. This is why we believe that the school week should be four days long instead of five days.

Firstly, a shortened school week does not mean that less learning would take place. In the four schooling days, lessons will go on as usual. However, on the fifth day, pupils can use the extra time to do their homework and study for upcoming exams or tests. In other words, pupils may spend the non-schooling day productively and meaningfully to improve in their various subjects.

Additionally, pupils may even choose to spend the non-schooling day on their hobbies or leisure activities such as sports or taking walks. This will relieve them of any stress they feel from studying, which is important for their social and emotional well-being.

Finally, a four-day school week can help relieve the burden placed on teachers. Currently, with a five-day school week, teachers feel tired and stressed from planning and conducting lessons, as well as marking all their pupils' work. With an extra non-schooling day, teachers would be able to rest more or take more time to mark and plan lessons. Teachers will feel recharged and thus help create a more positive and supportive classroom environment, which in turn benefits pupils' well-being.

A four-day school week would benefit not just pupils but also teachers. This is why we believe that this is a change that should happen.

## Should school be four days a week?



### No, it shouldn't be!

Written by:  
Roshan Ravichandran (6 Innovation 1)  
& Selvakumar Rashini (6 Innovation 2)

School should be five days a week, as it always has been, instead of four.

Firstly, if there are only four days of school a week, teachers will have less time to teach. Most schools already have problems covering the syllabus. If the school week is shortened, teachers will not have enough time to teach and the learning progress will be slowed down. To combat this, the school curriculum might prioritise academic subjects such as English, Maths, Science and Mother Tongue, over non-academic subjects such as PE, Art, and Music, which are subjects that most pupils find more fun. Pupils will feel more stressed, rather than less stressed, from the four-day school week.

Secondly, if school was four days long, there would likely be a three-day "weekend" before the next week of lessons. Some pupils would not do any work at all during that break and so, they would have forgotten what had been taught the previous week. Teachers would then have to find time to re-teach what they had already taught, before teaching new topics. This is a waste of time that could have been meaningfully spent in the classroom.

Finally, a four-day school week would burden working parents. With an extra day off falling on either a Monday or Friday, which are traditional work days, working parents would need to find another means of child care while they work. It is likely that they would have to spend more money on sending their child to a student care centre on the additional non-schooling day.

Thus, we believe that a school week should **not** be changed to four days long.

Have your  
**SAY**

What do you think?  
Do you agree or disagree?  
Pen down your thoughts on this  
topic by clicking here!

CLICK



## Should homework be eliminated?



### DEFINITIONS

- homework:** schoolwork that a pupil is required to do at home
- eliminate:** to completely remove

### Yes, it should be!

Written by: Akshayah Thevaranjan & Kinley Ng Hian Hi (6 Innovation 1)

Homework can have negative effects on pupils' well-being and should be eliminated.

Firstly, having no homework would free up time for pupils to engage in meaningful recreational activities. Currently, pupils spend a third or half their day in school. Once their school day is done and they are home, they would not be able to rest. Instead, they have to start on their homework, which may take hours to complete.

Homework takes up a significant amount of a pupil's day and leaves little time for them to engage in other activities such as sports and hobbies. Such activities are important for pupils as they encourage not just intellectual development but also physical, mental and socio-emotional health. If homework is eliminated, all pupils will be healthier.

Secondly, homework can be stressful and will affect a pupil's mental and physical health. When doing homework, pupils face immense pressure trying to finish it in a timely manner. The pressure of completing homework assignments on time and the fear of negative consequences for not doing so can cause stress and anxiety for some pupils. When pupils are feeling stressed, they may take longer to finish their homework, causing them to sleep late. When this happens, pupils will be tired the next day and will not be able to concentrate or focus on their studies in school. This makes matters worse as they will not be able to complete their homework since they have not fully grasped the topics for the day.

Since homework does not benefit pupils in their mental or physical health, it should be eliminated.

### No, it shouldn't be!

Written by: Nur Sofhea Isabel & Tan Yan Ting, Hillary (6 Innovation 2)

We would like to highlight our views opposing the idea that homework should be eliminated.

Firstly, homework plays an essential role in pupils' learning as it evaluates their understanding of topics that had been taught during lessons. It also provides pupils with the necessary practice needed in order to improve their learning. If there is no homework, pupils will not be able to revise what they had learnt in school. As the days go by, they may forget all that had been taught to them.

Secondly, giving pupils homework will help teachers provide help to those in need. Often, shy pupils are too timid to ask for help during lessons if they do not understand something the teacher had taught. Teachers will be able to identify pupils who struggle to complete their homework and provide them with the help they need.

Picture John, a boy who is struggling with a topic in Maths. He has anxiety and is afraid to raise his hand in class and seek clarification from the teacher. When John is given homework at the end of the day, while he may try his best, he might not be able to answer all the questions correctly. When his teacher marks his homework, she will realise that he needs help and can then re-teach him. So, homework should not be eliminated so that introverted pupils will be able to learn well.

If you believe that homework should not be eliminated, then you should agree with us that it is necessary for teachers to give homework to their pupils. Thus, we believe that homework should not be eliminated as it can help pupils with their learning.

Have your  
**SAY**

What do you think?  
Do you agree or disagree?  
Pen down your thoughts on this  
topic by clicking here!

CLICK



# A Walk in the Woods

Reported by: Sun Shengwei & Luo Yuhong, Ian  
(4 Adaptability 1)



## P1/P4 Buddy System



It was the start of the new school year. Just like the previous year, the Primary 4 pupils served as buddies to the Primary 1 pupils to help the latter get acquainted to the new school environment. The buddies spent time with one another during the recess periods, over two days.



As P4 buddies, we accompanied our younger friends while they had their breakfast. Then, we brought them around the school to visit important places such as the General Office and the various toilets. We also shared about the events that they could look forward to at WDP.

We are glad that our P1 buddies have adapted well to their new environment. More importantly, we cherish the friendships that we have forged with them. We hope they will continue to make new friends throughout their primary school years, and have a fun and fulfilling time at WDP.

## SwimSafer 2.0



Reported by: Xie Kai En (4 Adaptability 1) &  
Vanian Valappil Swathi Sasish (4 Adaptability 2)

SwimSafer 2.0 is a programme which teaches pupils to swim. The programme consists of two tests - a theory and a practical test. If pupils pass both tests successfully, they will get a certificate.

We were excited to participate in SwimSafer. On Day 1, our coach helped to ease our anxiety when we arrived at the Singapore Sports School's swimming complex. Even pupils who had never swam before felt reassured as they spent time in the water. In subsequent lessons, we would excitedly jump into the pool when the lesson started. At times, our coach would allow us to play in the pool for a while before the lesson ended.

Overall, we had a wonderful and memorable time. We truly enjoyed Swimsafer 2.0!



Muhammad Na'il  
Shah Bin Muhd  
Nazaruddin Shah  
(3 Passion 6A)

I really enjoy SwimSafer because I get to learn how to swim with my friends. It is so much fun when we learn and play together.

Before going for this programme, I was a little afraid of going into the water but now I am a confident swimmer.

Backstroke was a challenge for me. Nevertheless, Swimsafer 2.0 was fun. I had a great time learning to swim with my friends. Also, the coach was very funny and kind.

At the end of the programme, I learnt how to perform a backstroke, float, dive and other skills!



Ella Wang Yixin  
(4 Adaptability 2)

## Lunar New Year Celebration



Reported by: Truth Jemimah (4 Adaptability 3) & Nur Shahana Binte Muhammad Sitik (4 Adaptability 1)

Lunar New Year was a celebration which we looked forward to at the start of the year. We were very excited when we learnt that there would be a classroom decoration competition. We brainstormed for creative ideas with our classmates. Finally, we decided to make lanterns and hang them outside the classroom.

We wanted to be environmentally friendly in our efforts so we used a lot of recyclables to make most of the decorations. Our teachers praised us for our creativity and efforts in going green.

On the day of the concert, we waited with bated breath to hear the results of the competition. Fortunately, all our efforts paid off and we won! When we heard about our win, we squealed with joy!

Teamwork makes the dream work!

Besides the classroom decoration competition, there were many fun recess activities that were planned for the entire school such as a photo taking session and finger painting of bookmarks.

We enjoyed ourselves during the LNY celebration and appreciated the effort put in by our teachers in planning these fun-filled activities for us!



Reported by: Mahalik Aparajita Alama & Tan Yan Ning (4 Adaptability 2)



## Prefects Investiture



The theme for WDP's Prefects' Investiture this year, was "Breaking Barriers, Driving Change."

At the start of the ceremony, all WDP prefects marched into the hall amidst the cheers of our schoolmates. Elil Nila of Innovation 1 was appointed the Head Prefect. Chloe, our former Head Prefect, shared why Nila was well-deserving of the role via a video recording.

Upon assuming her duty, Nila delivered her speech to her fellow prefects and led them in reciting the prefect's pledge to affirm their commitment and duty to the school.

My duties as the Head Prefect are different from the other prefects. I plan and organise projects for the Deputy Head Prefects and Apex Leaders to carry out with all prefects.

It's challenging but the task is made lighter by the teamwork and cooperation exhibited by all prefects.

Elil Nila D/O Mahendran (6 Innovation 1)



# A Walk in the Woods

Reported by: Lim Si Qi (4 Adaptability 3) & Alicia Soh Jia Xian (4 Adaptability 1)

## Mother Tongue Languages Fortnight



The Mother Tongue Languages Fortnight was held from 4th to 12th May. It started off with a bang! Our P5 Woodlanders, Misaki, Pari and Afa, hosted the opening ceremony. They introduced the exciting activities that had been planned for us.

The recess activities included lip-syncing to songs of different languages and dancing to them. The Parent Support Group helped to facilitate these activities.

The teachers planned in-class activities as well. We experienced storytelling sessions, role-play by our Primary 3 schoolmates, newscasting by our Primary 4 schoolmates and song presentations by our Primary 6 schoolmates.

Some of the interesting highlights and performances were shown during the closing ceremony. We thoroughly enjoyed ourselves and thank our teachers for planning these fun activities. We look forward to the following year's MT Languages Fortnight.



## Total Defence Day



Reported by: Leonidas Lim (4 Adaptability 3) & Zayyan Danial Bin Hisham (4 Adaptability 1)

Total Defence Day is commemorated on 15th February every year. The theme for this year was "Together, We Keep Singapore Strong".

We had a variety of activities lined up for us. During recess, we had the chance to view the interior and exterior of a police car that had been parked in our school. The officer gave a brief introduction before we viewed the car. Some of us even had the chance to put on a bullet-proof jacket and carry a police baton.



The quiz during assembly was the segment we enjoyed the most. Prior to the quiz, we prepared ourselves by gathering information about Total Defence Day from the various posters displayed around the school, as well as from our Social Studies lessons. Even though we did not win, the quiz was fun and we acquired new knowledge. We look forward to next year's Total Defence Day activities.



## Combined Campfire



Reported by: Yu Molin, Felix & Elvis Ang Zi Jie  
(4 Adaptability 3)

At the end of Term 1, our school held our inaugural combined campfire with the intention of building camaraderie amongst the Scouts, Prefects and CCA Leaders. The theme was, "Esprit de Corps" which implies a feeling of pride and mutual loyalty shared by members of a group.

We played team-building games and were filled with joy throughout. We also practised our group cheers that we performed in front of the campfire, later that evening. During the campfire, our Principal, Mrs Chen, gave a speech and soon after, the fire was lit, signifying the start of the combined campfire.

During the campfire, we sang some songs, such as our favourite - "Hokey Pokey". We were excited and sang very loudly. Watching all the different groups perform was a thrill and we were saddened by the end of the campfire when the fire was put out.

Nevertheless, through the engaging and exciting activities, we built friendships and developed school pride. Overall, it was a fun experience for us.



The activities for the combined campfire started in the evening. Although I was very tired, I had such a good time. The mood and ambience was great and seeing the sparks of the campfire flying everywhere was lovely. I forged friendships with other Woodlanders from different CCAs and levels. I doubt I would have had any chance at forging such friendships if not for my participation in this event.

Alicia Soh  
(4 Adaptability 1)



Reported by: Alicia Soh Jia Xian (4 Adaptability 1)  
& Lim Si Qi (4 Adaptability 3)



## National Sports Games (NSG)



WDP's Volleyball Senior and Junior Teams did us proud at this year's National School Games (NSG). The event provided a platform for the teams to demonstrate their adaptability, resilience and passion towards the sport.

During our training sessions, we spent hours honing skills such as digging, spiking and setting to prepare ourselves for the competition.



### NSG: Volleyball

Senior Boys: National Champion  
Senior Girls: National 2nd  
Junior Boys: Tier I Grp 4th  
Junior Girls : Tier I Grp 2nd

Lim Jing Hong  
(6 Innovation 4)



# A Walk in the Woods



## Hari Raya Celebration

Reported by: Nur Zara Nabilah (5 Collaboration 1), Zayyan Danial & Nur Shahana (4 Adaptability 1), and Truth Jemimah (4 Adaptability 3)



Woodlands Primary School celebrated Hari Raya with an array of activities. The mood was brightened by the sea of colours brought upon by pupils and teachers wearing their gorgeous ethnic costumes, as well as the beautiful decorations around the school.



During recess, we created greeting cards for Muslim staff and pupils. There were information posters next to the bookshop as well. After reading the posters, we had to answer questions using the iPads. We also got to play some traditional Malay games such as chapteh and 'Five Stones'. We found the games enjoyable.



One of the highlights of the Hari Raya concert was the fashion show that showcased the different ethnic attires of the Muslim community. Selected pupils and teachers sashayed on stage in ethnic attires. It was fun to see them create creative poses when they took center stage.

Another enjoyable part of the Hari Raya concert was the skit featuring Qashah, Jeffrey and Youssef from the Primary 5 level. It highlighted the challenges faced and joy felt by our Muslim Woodlanders from the onset of the fasting month till the day of Hari Raya.

We learned more about the Muslim culture and festivities. It was an exciting day for all.

## English Reading Fest



Reported by: Xie Kai En (4 Adaptability 1) & Vanian Valappil Swathi Sasish (4 Adaptability 2)

Our teachers organised the annual English Reading Festival to inculcate a love for stories amongst Woodlanders. The theme for this year's festival was "Stories Through Generations". Many activities were planned for us.

The Kamishibai storytelling was performed by our English Teachers during library lessons. It was an interesting way of learning traditional Singapore folktales.

The highlight of the festival was coming to school dressed up as our favourite storybook characters on Character Dress-up Day. The school was abuzz with excitement as everyone was busy admiring the costumes worn by our teachers and friends, and trying to guess the characters. The photo booths allowed us to take photos with our friends.

It was a vibrant celebration as the whole school actively participated in the EL Reading Festival. Overall, we enjoyed the activities. We would like to thank our teachers for the hard work put into planning such wonderful activities for us!



## Glee Fest



Reported by: Misaki Hiroshima (5 Collaboration 2)  
& Mahalik Aparajita Alama (4 Adaptability 2)

The first semester of our school year ended on a high note, with the Glee Fest. This year, the theme was "Believe, make it happen!" which implies that if we believe in ourselves, whatever we wish for will come true. There were some amazing Art and PE activities planned for us during our various recesses.

There was also a variety of performances by our talented Woodlanders during the respective recesses. We were amazed by their abilities to play musical instruments such as the piano and the guitar. Watching the pupils display their talents gave us the motivation to work harder towards our dreams.

As one of the performers of the Glee Fest concert, I had to put in a lot of time and effort into learning my lines and dance choreography. We had to practise every Wednesday.

However, all the hard work was worth it when I saw the beautiful smiles on my peers' faces as they watched me and my fellow performers take over the stage. This made the experience very enjoyable for me.

Misaki Hiroshima  
(5 Collaboration 2)



Reported by: Chen Jiayi & Isabelle Chan Yu En  
(5 Collaboration 2)



## P5 NE Show



On 15th July, Woodlanders from the Primary 5 level watched the National Education (NE) show at the Padang. The show started with a fun quiz about National Day songs from the past. Although we were not chosen to answer the questions, we had a lot of fun figuring out the answers.

We also enjoyed performing the Padang Wave with all the other spectators. It was exciting and satisfying to see a united front in executing the wave at just the right timing.

We felt very proud as we waved our flags to the National Day songs. After singing along to the songs and watching some energetic dances by the performers, it was the Red Lions' turn to shine! We watched as they parachuted down from great heights. We watched their skillful landing in awe.

The day ended with colourful and bright fireworks that we would never forget. The NE Show was a fun and exciting experience for all Primary 5 pupils. We are certain that our Primary 4 pupils will be looking forward to their turn next year.

# A Walk in the Woods



## Wits and Words Debate Competition

### Our P6 Debaters

Elil Nila D/O Mahendran  
Akshayah Thevaranjan  
Kinley Ng Hian Hi  
Yen Qian Bai

This year, four P6 Woodlanders were selected to participate in Wits & Words: Inter-school Debate Championship 2023, which was organised by the Gifted Education Branch. It aimed to develop the oral communication skills of verbally talented pupils.

Despite their busy schedule as P6s preparing for their upcoming PSLE, the debaters worked hard. They researched on various topics that were the motion of the debates they would be arguing about, before preparing and practising their speeches.

The debaters proved their worth, making it past the Qualifying Rounds, Quarter-finals, Semi-finals and finally in the Grand Finals. After a hard-fought battle of wits, they emerged as the 1st Runners Up.

They exhibited all the school core values of respect, resilience, passion, adaptability, collaboration and innovation at every step of their debating journey. WDP is proud of their achievements!



## Our Newsletter Editorial Committee

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Special thanks to the Junior Reporters from English Excel Club.

We hope you enjoyed reading the newsletter!  
For any comments or suggestions, please email us at  
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