



Rhythm in the Woods

Message from Principal

It fills me with great pride to share with you WDP's pupil experiences and achievements over the past semester.

Play-based learning (PBL) is a dynamic pedagogical approach that ignites curiosity, and creativity in the classrooms. Over the past two years, our dedicated teachers have been integrating PBL principles into the curriculum. Through open-ended exploration, pupils are given opportunities to experiment, collaborate and problem-solve, laying the foundation for lifelong learning.



Play-Based Learning in Ms Mak's P5 English Class

One example was how Ms Stella Mak transformed her English lesson into an adventure quest where pupils solved clues and unscrambled codes, and in the playful process, learnt to understand text by drawing inferences. Through observations and data collection, we are happy to report that there has been positive impact of PBL on our pupils' growth, as well as their attitude towards learning.

Recognising the importance of fostering pupil agency, the school introduced a Self-directed Learning (SDL) S.O.A.R framework to all Primary 4 pupils this year.

By integrating this framework into pupils' daily curricular and co-curricular practices, pupils are guided to set goals and take proactive steps to achieve them.

Preliminary outcomes have been promising, and the school hopes to possibly upscale the framework to benefit more levels of pupils next year.

Developing self-directed learners with the WDP S.O.A.R framework



We would also like to update you with WDP's achievements this semester. From the SYF Arts Presentations to the National School Games (NSG), our pupils have achieved stellar results. We are proud of the resilience, teamwork and zest they exude in pursuing their passion.

We are also proud to announce that two of our P6 pupils, Maghfirah Binte Mohd Firman and Mohd Fariel Nabil Bin Syed Mohd Fadzeel, were awarded the Raffles Scholarship 2024.



2024 Raffles Scholarship Awardees

To our parents, we are grateful for your continued partnership. We look forward to your ongoing involvement and support, as we support each and every one of our Woodlanders to flourish and bloom.

Mrs Lillian Chen

Reported by: Samantha Clare (P5 Collaboration 1), Truth Jemimah & Xie Kai En (P5 Collaboration 2)

Wanting to know more about our newest member of the WDP family, our Vice-Principal Ms Susanna Chau, our junior reporters from the EL Excel Club interviewed her to get to know her better.

EL Excel Junior Reporters: What was your first impression of WDP?

Ms Chau (MC): When I first got posted to WDP, I felt like I was coming home. She reminds me of my first school as a beginning teacher. WDP feels like a close-knit family. Teachers are dedicated to their craft and their pupils. The pupils seem to enjoy their days in school as they participate in the various activities that are organised for them.

Which school was the first school you worked at as a teacher?

MC: After graduating from the National Institute of Education in 1991, I taught at Hong Dao Primary School. The school closed at the end of 1999 when it merged with two other schools to form Anderson Primary School in 2000. I was posted out of Anderson Primary School at the end of 2013.

Do you like your work?

MC: Yes, I do. I enjoy the daily interactions with pupils, teaching and learning alongside them. I also enjoy working with teachers, exploring ways to make teaching and learning more engaging and personable for the pupils.

When you were a kid, was it your dream to become a teacher?

MC: I thought I would be a librarian because I loved reading and looked forward to visiting the old National Library at Stamford Road weekly with my family. My mother would allow us to buy a new book almost every month. In fact, I was a pupil librarian all through secondary school, just for the love of books. As I grew up, I used to help my cousins with their studies, and perhaps that's when the seed of the love of teaching was planted.



Launch of Mural Project on Pedestrian Overhead Bridge



WDP's God Of Fortune with the School Leaders of WDP

What is a day as a Vice-principal like?

MC: No two days are alike. However, I do have somewhat of a routine.

I am usually in school by 7.15am, and thereafter, I attend morning assembly in the hall or parade square. When that is done, I either attend to my emails or walk around the school. Some days, I meet with teachers, sit in for some lessons, or have professional dialogues with them. I enjoy classroom walk-throughs as I see what you are learning in class and how it is taught. My afternoons are usually spent on administrative matters or at meetings. I usually finish my day around 4.30pm to 5pm.

What do you hope to improve in WDP? Why?

MC: I wish our WDP pupils could have greater belief in themselves and that they have what it takes to push themselves to excel because they can truly do so. For those who fear Mathematics, I hope to be able to help them overcome their fear of the subject. I see so much potential in the pupils at WDP, and I know if they flex their muscles (be it in academics, non-academics or CCA), they will do well.

“There are two lasting bequests we can give our children: One is roots. The other is wings.”

Hodding Carter Jr

A quote close to Ms Chau's heart

Parineetaa Harikrishnan (Head Prefect)

Reported by: Alicia Soh Jia Xian & Yu Molin Felix (P5 Collaboration 1),
Sun Shengwei (P5 Collaboration 2) & Luo Yuhong Ian (P5 Collaboration 3)

We are thrilled to spotlight one of our outstanding student leaders in this edition of the newsletter. With dedication, integrity, and a commitment to excellence, Parineetaa embodies the qualities we admire in our student body. As the head prefect, she has consistently demonstrated exceptional leadership, inspiring peers through her passion for service and unwavering school spirit.

EL Excel Junior Reporters: What is it like to be a Head Prefect?

Parineetaa Harikrishnan (PH): It has been an amazing job as I can work with and meet new people everyday. I can also lend my support to those who need it.

What is the most difficult part of your job and why?

PH: I hope to strengthen my communication skills and better myself. I feel that with better communication with my Prefect EXCO members, I'll be able to execute the activities in my school efficiently. Every learning opportunity I get is a stepping stone to achieve this.

Your favourite place at WDP is...

PH: The library. It helps me to calm myself down and focus. I also like the sight of books. Reading books allows me to broaden my mind and develop critical thinking skills that will benefit me for life.

Your favourite subject is...

PH: English. That is why I am in English Excel Club! English is fun and I love reading, debating, writing and crafting newsletters for WDP.



Reciting the Prefects' pledge at the Prefects' Investiture

Mr Lee (School Librarian)

Reported by: Nur Shahana Binte Sitik (P5 Collaboration 2),
Elvis Ang Zi Jie (P5 Collaboration 3), Lim Shao Zhe Leonidas
& Zayyan Danial Bin Hisham (P5 Collaboration 1)



Dive into the world of books with our dedicated librarian, Mr. Lee! He's not just a guardian of shelves but a beacon of knowledge. In our interview, Mr. Lee revealed his passion and his dream to inspire every pupil's love for reading. Let us find out more about Mr Lee's job as a librarian and his passion.

Mr Lee's favourite book is *Confucius Book Of Wisdom*. He likes it because it is a study of intelligence in human beings. It also classifies different age periods and states what they do most of the time at that specific age. He states that perhaps this book is mostly for adults and might not be as interesting to young readers. On the other hand, amongst Woodlanders, the hot favourites are mostly *Mr Midnight*, comic books, *Geronimo Stilton*, and books by Enid Blyton and Roald Dahl.

Mr Lee did not aspire to become a librarian initially. He mentioned that he currently holds the position due to a job invitation, prompting him to apply. Recalling his younger ambitions, he expressed a desire to pursue a career as an aircraft engineer. He even applied for an apprenticeship at the age of 22.

But now Mr Lee is glad to be a librarian in Woodlands Primary and enjoys introducing new books to all Woodlanders!



Mr Lee sharing a recommended book with pupils.

Should class pets be allowed in schools?

class pets: animals, such as hamsters, rabbits and turtles, taken care by pupils in a class.

Yes, class pets should be allowed!



Written by: Nur Zara Nabilah Binte Hisham (P6 Innovation 1) & Nur Afifah Binte Mohammad Azhar (P6 Innovation 2)

There are many benefits of allowing class pets in school.

Firstly, class pets can help stimulate learning in the classroom. Having them around can enhance the learning environment for pupils. While textbooks and videos offer valuable information, nothing quite compares to the engagement that comes from direct interaction with a live animal. For example, Science lessons about different types of animals come to life with a real animal in the classroom. This hands-on experience can spark curiosity and excitement, motivating pupils to ask questions and delve deeper into the topic.

Secondly, class pets can help foster the emotional and mental growth of pupils. Research has shown that interactions with animals can reduce stress and anxiety levels. By simply petting or observing a calm and friendly creature like a rabbit or hamster, pupils can experience a sense of tranquility and comfort. This emotional support can be particularly beneficial during challenging periods, such as before exams or during times of personal difficulty.

Thirdly, class pets can help pupils learn values of care and responsibility. Class pets need to be taken care of, fed daily, given fresh water, cleaned up after, and more. Teachers can help pupils learn about nurturing and caring for another living thing. They can assign chores for pupils each day to do to help care for their class pet. This teaches them responsibility as they are in charge of making sure the class pets are properly cared for. By doing so, it can also help develop a sense of duty and commitment in pupils.

All in all, we should allow the addition of class pets in classrooms.

Because I want to have a class pet to talk to me when I feel lonely, just like in the Netflix movie, Leo!

Wee Junfeng, Evan
(P1 Respect 6)

Everyone will have the chance to look after a pet. It will be exciting for pupils who can't have pets at home!


Nur Sarah Damia
(P4 Adaptability 4)

We can learn to be more responsible by taking care of the pet, as we have to clean it, feed it and play with it.


Tristan Khoo Han Le
(P2 Resilience 3)

I think that keeping pets is cool as I love animals. ❤️ This way, we can learn more about animals, like what they eat, how they behave and what they like. This is also a chance for pupils who have never had pets before to experience having one. 🦋

Nur Aqilfaly 'Audy
(P5 Collaboration 6)

Pupils will have fun taking care of the pet. The best behaved pupil can take the pet home to play with it during the weekend as a reward. This will motivate the class to work harder.


Tan Eulynn
(P6 Innovation 1)

Should class pets be allowed in schools?



No, class pets should NOT be allowed.

Written by: Ng Ke En Annette & Andrea Ong Zi Ying (P6 Innovation 1)

We believe that having class pets should not be supported as there are many disadvantages.

Firstly, having pets in the classroom will pose a huge risk towards the pets, and more importantly, towards pupils. The fur of an animal can cause allergies or carry viruses that will make the children sick. Parents will also be concerned as their child starts getting sick frequently in the classroom. Being sick will cause pain to children's bodies and they will miss out a lot in school. They will have a hard time catching up and this will affect them academically. All in all, if a child gets sick, not only will parents be troubled, but the child will suffer mentally and physically.

Secondly, class pets will pose hygiene issues. When not cleaned, these animals can get dirty and smell, and thus attract flies, which can be a distraction to pupils. They can buzz around your head and distract you from whatever it is you are doing during lessons. In some cases, flies can even bite and can cause one to get hurt. All this will result in an uncondusive environment for pupils to learn in.

Finally, class pets will be a distraction due to the attachment pupils may feel towards the pet. This may result in pupils not paying attention to teachers in class and, instead, paying attention to every move of the pet. If, for instance, the class pet passes away, overly attached pupils will be hurt mentally and emotionally. They will not be able to focus in class and may experience a drop in studies due to the sadness from the death of the pet.

With all the points given, we say that having class pets should not be supported.

Our class pet might break out of its cage and run around the school and get lost. What if it gets hurt and we can't find it?

Wang Zi Liang
(P3 Passion 1)



Class pets should not be allowed because what if it scratches us or bites us? We might get hurt.

Nur Adlina Binte Mohd Affendy
(P4 Adaptability 6A)



School is a place for studying, not for taking care of animals.



Ariel Loh Yi Qi
(P1 Respect 1)

We should not allow classes to have pets because some people might be allergic to fur. They will not feel comfortable with animals in class. Also, some people might be scared of the class pet and will not want to feed, clean and play with it.

Alya Alfiya Binte Affandi
(P5 Collaboration 5)



If we have a class pet, who will take care of it during the weekends and school holidays? I would be too busy to do it.

Aden Cai Junyi
(P6 Innovation 4)



At home, my pet disturbs me when I'm doing art. Then, my artwork gets ruined. We should not have pets in our classes because they might ruin our work.

Ong Hao Yu Jordan
(P2 Resilience 3)



Voices of the woods

School start time: the current school start time for most primary schools is 7.30 to 8am

Yes, it should be!



Written by: Shazneen Binte Omar
(P6 Innovation 2)

School should start later in the day to improve pupils' academic performance and school attendance.

Firstly, later school start time would mean pupils would get to wake up later in the morning before getting ready for school. This is bad as it is important for pupils to get enough sleep especially after learning late into the night.

Research shows that children who sleep longer will get better grades as they will be well rested and refreshed. Hence, they can pay better attention and be ready to engage in learning activities. This will also improve their focus during lessons and will likely result in them doing better academically.

Secondly, starting school later can reduce health risks such as sleep deprivation. Inadequate sleep will lead to health-related issues such as diabetes, obesity, and high blood pressure. Additionally, it can affect pupils' mood, leading to mood swings, irritability, and attention-related problems. Thus, starting school later will promote better pupil well-being.

Finally, pupils would not be late for school if school started later. Reporting late to school is a big worry for pupils as they do not want to miss any important lesson time. Most working adults go to work in the morning at around the same time that pupils usually travel to school. This often causes traffic jams, which results in pupils being late to school. If school starts later, pupils would be able to avoid the jam and make it to school on time, thus not missing any lessons.

For all these reasons, schools should start later in the day.

Should school start later in the day?



No, it shouldn't be!

Written by: Chen Jia Yi & Adam Zidan Bin Mohamad Afizukil (P6 Innovation 2)

We believe that school should not start later in the day.

First of all, if school starts later in the day, parents might not have the time to send their children to school. This is because the later school start time might clash with the time they have to report to work. Currently, for parents who do send their child to school, they would head straight to work after that. For most of these parents, this is convenient as their work might start at 9am. However, if school start time is pushed back to, perhaps, 8.30am, then parents might not have enough time to make their way to work after sending their child to school. They would then get into trouble at work and might even lose their jobs!

You might argue that pupils could just walk to school or take the bus, but what if it were a Primary 1 pupil? Or if it were a pupil who lived far away? Not everyone is able to safely make their way to school by themselves, and would thus need their parents to bring them to school.

Secondly, if school starts later, it would mean school would also end at a later time. For instance, school lessons might only end at 2.30pm or 3pm. This would be inconvenient for pupils who have after-school activities or tuition classes. What about on CCA days? For instance, our CCA sessions are 2 hours and 30 minutes long. Taking lunch time into consideration, we would only be dismissed from school at 6pm after CCA then! Not forgetting that there is still homework to do after that. How would we survive?

For all these reasons, we think that school should not start later in the day, but remain at the current start time.

Have your
SAY

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

CLICK



Lunar New Year Celebration



Reported by: Queena Ng Suan Lu and Julius Goh Khai Ruei (P4 Adaptability 2)

During our Lunar New Year (LNY) celebration this year, we wore our ethnic costumes to school. Everyone wore vibrant coloured clothes.

We started the day with our classroom activity - making dragon puppets as it was the year of the dragon. To make them, we had to colour some printed papers and cut them out. Once done, we assembled it. The classroom was abuzz with activity as we worked on our puppets.

After that, we headed to the school hall. There, everyone waited with bated breath for the concert to start. When it finally began, there were many interesting activities and performances which entertained everybody. Even the God of Fortune came for a visit! While it was very noisy as people were screaming, we enjoyed it very much. We waved the dragon puppets we had made earlier during the concert.

We loved the LNY celebration and appreciated the programme that the school had put together for us.



Woodlanders making dragon crafts during recess.



Pupils engaged in the interesting classroom activities.



The dragon dance during the Lunar New Year concert.

Reported by: Haifa Zahra Binte Mohamed Isnin and Chen Jianing (P4 Adaptability 1)



P1/P4 Buddy System



The P4 pupils kept their P1 buddies company during their recess.



These buddies stop for a picture while on a walk around the school.

Every year, P4 pupils are given the responsibility to guide the new P1 pupils during their first week in school. This year, we were excited because it was our turn to be the buddies. We vividly remember being P1s who were new to the school, having kind and caring buddies to help us adjust to the new environment. We looked forward to helping the newest members of our WDP family.

We were nervous when we met our P1 buddies for the first time. They were cute and we were able to get to know them better as we bonded during their recess. After they had their food, we showed them around the school, especially to important places such as the foyer, General Office, library and toilets.

At the end of the week, our P1 buddies gave us handmade "Thank You" cards to thank us for guiding them and helping them to get familiarised with the school premises. In return, we gave our buddies bookmarks that we had designed ourselves, to keep as mementos.

When the bell rang, we were sad as we had to say goodbye to one another. However, we knew it would not be the last time we would see each other.

A Walk in the Woods

Reported by: Olivia Tang Yu En and Enya Ee Xin Ya
(P4 Adaptability 3)



Prefects' Investiture



The Prefects taking their Pledge.

It was the Prefects' Investiture, one of the most important days for Prefects. Finally, the P4 Prefects, the newest members of WDP's Prefectorial Board, were introduced to the school. It was also the day for the new Head Prefect to be appointed, and for the other Prefects to renew their pledge.

In the hall, we watched the Prefects march in, with their heads held high and smiles on their faces. We cheered as loud as we could when we caught sight of our friends who had been newly appointed as Prefects.



The 2024 Prefects standing tall and proud, ready to serve.

With the new Head Prefect, Parineetaa, taking her position in front of the other Prefects, we could feel the sincerity of all the Prefects when they raised their hands and recited the Prefects' Pledge.

We felt that this event was a good experience for both the Prefects and the pupils. We felt so proud of our friends and schoolmates and knew that they would do their best to fulfil their responsibilities as Prefects.

Total Defence Day



Reported by: Yap Hui En, Valerie (P4 Adaptability 2)

This year, we commemorated Total Defence Day differently from the previous years. I think that the pupils will remember the valuable lessons they had learnt that day for a long time.

During recess, there was a food disruption as canteen vendors did not sell meat such as chicken for the day. Instead, pupils could only eat other protein alternatives such as tofu and eggs. At first, some of my friends were worried as some did not like eating vegetables. However, when they tried the food, they soon adapted to it. Most pupils even finished their food!

Later that day, over the PA system, our vice-principal Mr Razali, announced to the school that there would be a power disruption for a period of time. Some pupils had brought portable fans with them and were able to keep themselves cool. Other pupils had no fans so they folded some paper to use as fans. Our teacher also advised us not to move around too much in order to keep cool.

Overall, I think this was a good experience as it taught Woodlanders to learn to be adaptable in the event of food shortages or electricity disruption in the future. No matter what challenges we encounter in the road ahead, we can meet them head-on by being prepared and by upholding the pillars of Total Defence.



Pupils ate their meals with meat replaced with eggs.



Pupils enjoying their meals during recess despite the food shortage.



Teachers conducting lessons during the electricity disruption.

Hari Raya Puasa Celebrations



Reported by: Haifa Zahra Binte Mohamed Isnin and Chen Jianing (P4 Adaptability I)

After a long month of Ramadan, the Muslim pupils and staff looked forward to celebrating Hari Raya.

There were many activities leading up to the school celebration. Woodlanders were encouraged to donate food items for the needy during the Food from the Heart donation drive. We also viewed a Hari Raya Exhibition which showcased Hari Raya dishes, costumes and traditions. There were also a display of a typical Muslim household, decorated for the festival.

On the day of the school celebration, we saw a wave of bright colours as Woodlanders came to school wearing their ethnic costumes. There were many performances and videos shown during the concert to teach us more about Hari Raya. We really enjoyed the Fashion Rumble, *Dikir Barat* and "Alamak Raya Lagi?" performances.

TogetherRAYA, which was the theme of this year's Hari Raya celebration was an apt one as it was indeed a meaningful Raya spent together with our WDP family.

There was a lot of food donated by Woodlanders, but we managed to pack them quickly because more hands made fast work.

This was a meaningful activity as it spread the joy for Hari Raya to everyone.

Jaimie Chai Jia En
(P6 Innovation 4)



Prefects helped to pack food items donated by Woodlanders for Food from the Heart.



The pupils visited the Hari Raya Exhibition that was set up by the Malay Heritage Centre.

Reported by: Lee Zi Rui and Qian Chunyue Alisa
(P4 Adaptability I)



National School Games (NSG)



Woodlanders came in full force to support their schoolmates.

WDP's volleyball teams took part in the National School Games at Our Tampines Hub.

First, the senior team of girls and boys played their sets of matches. The senior girls had an intense volleyball match and placed fourth. After that, the senior boys fought hard during their match and managed to come third in placement.

As members of the Volleyball junior team, we have been preparing for our matches. Every morning, we participated in special training sessions to enhance our serving skills. In addition to these, we had our regular CCA (Co-Curricular Activities) practices to prepare us to represent WDP and strive for victory.

All in all, NSG was a meaningful experience for WDP student athletes. It has taught us to never give up, keep going and try even though we might fail.

It was very exciting as it was my first time watching a live volleyball match. I really enjoyed watching the senior girls play as they tried their best and had fun at the same time.

Tan Yan Ning
(P5 Collaboration I)



The Volleyball Senior Girls and Boys receive their well-earned medals.

After watching the senior boys and girls play, I felt motivated and could not wait to play with my teammates in the junior boys team.

Huang Kaiye, Brandon
(P4 Adaptability 2)



A Walk in the Woods

Reported by: Qian Chunyue Alisa & Lee Zi Rui
(P4 Adaptability 1)

P3 Learning Journey (LJ) to Zoo



The P3 pupils excitedly spotting various animals in the enclosures.

This year, the P3s went to the Singapore Zoological Gardens for a learning journey. They had been looking forward to it as they wanted to bond as a class while learning more about animals.

The pupils wanted to see as many animals as they could. The tram was convenient and exciting to take, as it brought them to different parts of the zoo.

They saw snakes, lizards and many more. During the tour, they learnt about poisonous and non-poisonous snakes, and even looked at things from a snake's point of view.

Another highlight of the LJ was the animal show. During the Splash Safari, it was an eye-opening experience to watch the sea lion do backflips and other tricks in the water. It also taught the audience to recycle!

The P3s found the experience enjoyable and hoped to visit the zoo again.



They watched the animal shows with rapt attention.

P4 Overseas LJ to Johor Bahru



Reported by: Stella Teo Shi Ying and Lee Jaylene
(P4 Adaptability 3)

The P4 Overseas Learning Journey to Johor Bahru (JB) was fun and exciting as it was our first time travelling overseas with our classmates.

While travelling from school to JB, our friends were chattering loudly and happily. Our first destination in JB was the Malay Cultural Village. We were very interested to learn about life in kampong houses, as well as the types of clothes the people wore. We asked our guide many questions and learnt many new things.

Subsequently, we were served some delicious *roti canai* and *teh tarik*! Some of our friends took part in a *teh tarik* demonstration too. After stuffing ourselves with food, we even had time to do batik painting! We used special batik ink to paint and blend colours on the canvas. Our paintings turned out to be so beautiful. We were glad we were able to bring them home as mementos.

Our next destination was Zenxin Organic Farm. We went on a tour around the farm before taking part in some awesome activities like making EM mudballs and designing tote bags by imprinting flowers with hammers. We each received a pot and some seeds to grow a plant at home.

By the time we reached Singapore, we were exhausted but delighted with the wonderful activities that had been planned for us.



P4 pupils trying Batik Art at the Malay Cultural Village.



Pupils and teachers taking a group photo at Zenxin Organic Farm.



Pupils having fun making EM Mudballs at Zenxin Organic Farm.

P4 S.O.A.R. Projects



Reported by: Julius Goh Khai Ruei and Queena Ng Suan Lu (P4 Adaptability 2)



P4 pupils shared about their self-directed SOAR projects in class.



Some pupils from each class were invited to showcase their projects during recess for one week.

SOAR stands for Start, Own, Assess and Reflect. These four steps are part of WDP's Self-Directed Learning framework, which teaches us how to be independent learners. As part of the SOAR programme, all P4 pupils embarked on their individual SOAR projects, which was to set a goal to achieve our chosen interests.

After one term of working on our own goals, we shared our projects with our classmates. We were amazed by how interesting our classmates' projects were! Some learnt how to solve Rubik's Cubes, while others learnt cooking, singing and speaking different languages.

Some pupils from each class were then selected to present their SOAR projects during the SOAR Showcase. Every day for the entire week, booths were set up during recess for them to share about their SOAR projects. There were many interesting projects, such as making boba, doing magic tricks and making flowers using pipe cleaners. Some presenters even let us try out the activities.

While we were not chosen for the showcase, we were proud of our progress in achieving our SOAR goals. It was exciting to support and encourage one another to achieve our goals.

Singapore Youth Festival (SYF)



Reported by: Yap Hui En, Valerie (P4 Adaptability 2)

This year, our performing arts CCAs -- Choir, Handbells and Handchimes Ensemble, Indian Dance, Malay Dance and Chinese Dance -- took part in SYF 2024. It was a memorable experience for all Woodlanders who participated.

As a member of the school choir, this was my first year taking part in SYF. Since the start of the year, other than our usual CCA sessions, choristers would take part in morning practices twice a week. Although we had to wake up a little earlier on those days, I was thankful for it as it gave us more practice and helped us to warm up our voices for the day.

On the day of our performance, we were dressed in our best. We got our hair and makeup done with the help of the parent volunteers and teachers.

During the performance, we were all nervous but well-prepared. We sang our hearts out and felt satisfied once it was done. Regardless of the results, all of us were pleased with the hard and heart work we had put in. I was proud of myself for working so hard and coming this far.

2024 SYF Results

- Chinese Dance:** Distinction
- Indian Dance:** Distinction
- Malay Dance:** Achievement
- Choir:** Distinction
- Handbells:** Distinction



A Walk in the Woods

In Term 1, five Primary 6 pupils from the English Excel Club took part in the Wits and Words Debate Competition. Let's hear from the debaters about their debating journey.

Wits and Words Debate Competition

Debating was fun as it built my confidence and I really bonded with my friends and teacher as we spent a lot of time together, practising.

Shazneen, P6 Innovation 2

Our debate sessions were so enjoyable. We had so much fun discussing the topic. They allowed me to get much closer to my teammates.

Isabelle, P6 Innovation 2

Debate is not about who is the loudest, but rather, who is the most convincing. Speak with confidence and clarity to win minds.

Parineeta, P6 Innovation 2

Although the debates were about topics we were not very familiar with, we tried our best to prepare. We gave our 100%!

Misaki, P6 Innovation 2

We were disappointed when our debate journey came to an end. But win or lose, just participating in the competition was already an achievement.

Annette, P6 Innovation 1



The debaters working together as they practised for a debate.

While the debaters did not make it to the quarter finals of the competition, they made the school proud with their achievements.

They displayed collaboration, passion, respect, resilience and adaptability throughout their journey.



Taking a group photo at Raffles Girls' School (Sec) before a debate.

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!
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