

The image shows the entrance of Springdale Primary School. A large, vibrant living wall made of various green and reddish-brown plants covers the main facade. The school's name, "SPRINGDALE PRIMARY SCHOOL", is displayed in white capital letters on the wall. Several windows are visible, some partially covered by the foliage. In the foreground, there are two potted palm trees, yellow bollards, and a paved area with yellow parking lines. A white banner at the bottom of the image contains the text "Welcome to Springdale Primary".

SPRINGDALE PRIMARY SCHOOL

Welcome to Springdale Primary

OFFICIAL (CLOSED) \ SENSITIVE (NORMAL)



A New Chapter

School Leaders



Mrs Anne Quek
Principal



Mr Shoeb Burhanuddin
Vice-Principal (Academic)



Ms Nadiah Song
Vice-Principal (Student Development)



Madam Lim Bee Tin
Vice-Principal (Administration)



Welcome New Members to the School Management Team



Mr Darren Lim Kiang Shiang
HOD MTL



Ms Darshana Naidu Ananda
HOD Talent Development & Support



Welcome New Members to the School Management Team



Mr Lim Ming En
LH CL



Ms Yasmin Azahari
SH ML



Ms Eleanor Pang
LH Science



Ms Nurdiana Binte Zulkepli
SH Ed Tech



Ms Mary Archana
Assistant Year Head



Ms Shireen Goh
ST (CL)



Internal Appointments



Ms Chen Shihui
SH Partnership & VIA (Internal)



Mrs Michelle Hu
SH 21 CC (Internal)



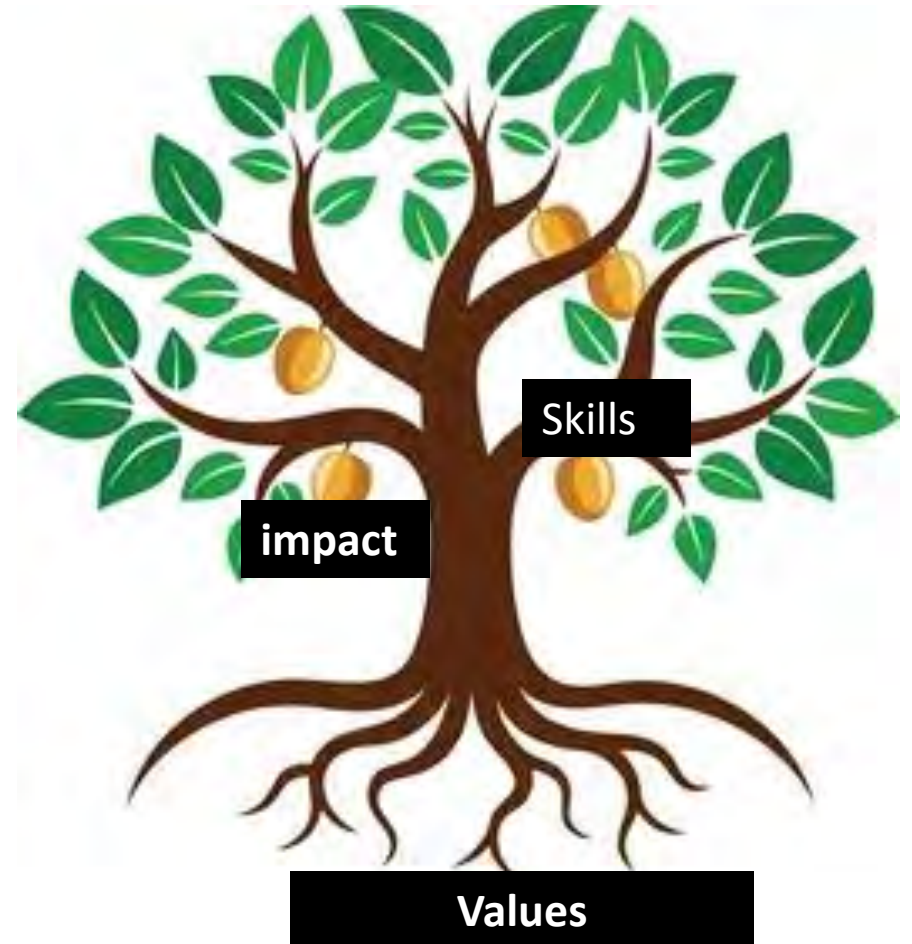
Our Vision: “Thriving Learners, Compassionate Changemakers”

- Our new vision is this:
- Every Springdalite is a Thriving Learner and a Compassionate Changemaker.
- To **thrive** means to grow well — not just to survive or do well in exams, but to grow in heart, mind, and character.
- And to be a **compassionate changemaker** means to make a difference in the world — through your kindness, your courage, and your care for others.

Our Mission: “Learning with Heart”

We nurture and inspire students through **values-driven** and innovative learning experiences that build **character**, foster **well-being**, and develop **lifelong skills**, empowering them to thrive with purpose and lead positive change.

- Through our new mission — we’ll learn with our values, care for our well-being, and grow skills for life.
- Every project, every CCA, every act of kindness helps you grow into the kind of person who can make the world a little better.



The THRIVE Framework

To help you grow strong and happy, we have something new called **THRIVE**.

Let's say it together — T...H...R...I...V...E!

Each letter stands for something special:

- **T – Take Care of Self** → Sleep well, eat well, and move your body.
- **H – Heart Matters** → Be kind, care for others, and build friendships.
- **R – Resilience & Reflection** → When life gives you lemons, make lemonade! 🍋
- **I – Inner Purpose** → Know your “why” — what’s important to *you*.
- **V – Voice & Agency** → Speak up for what’s right, share your ideas.
- **E – Engagement in Life** → Be curious and enjoy learning!



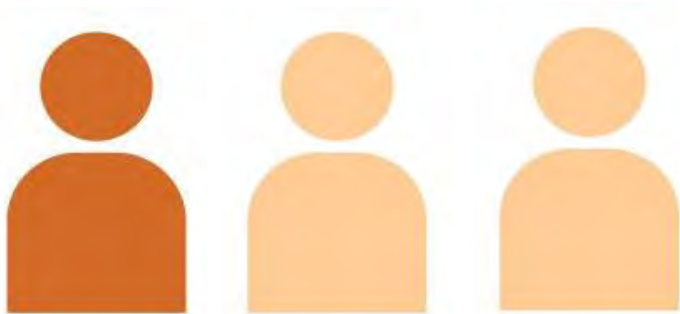
Why Should We Be Concerned About Our Children's Mental Health?

Did you know?



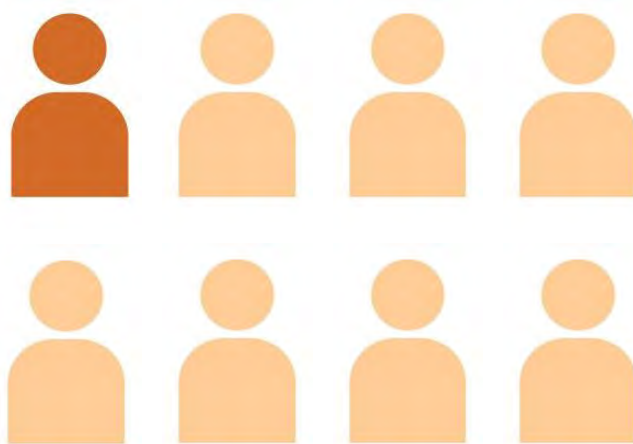
Singapore Youth Epidemiology and Resilience Study (2023)*

1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness⁺



⁺ based on self-reporting scores

1 in 8 youths (12%) had a current mental health condition



Common mental health conditions experienced by children and youth include:



Generalised Anxiety Disorder
(2.75% of those diagnosed)



Major Depressive Disorder
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

** Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.*

Did you know?



**Tinkle
Friend**

Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

What Will Your Child Learn in School?

*Character and Citizenship Education (Form Teacher Guidance Period)

Primary 1 and 2

During CCE
(FTGP) lessons,
students will be
taught:

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

Strengthening Sense of Self & Purpose

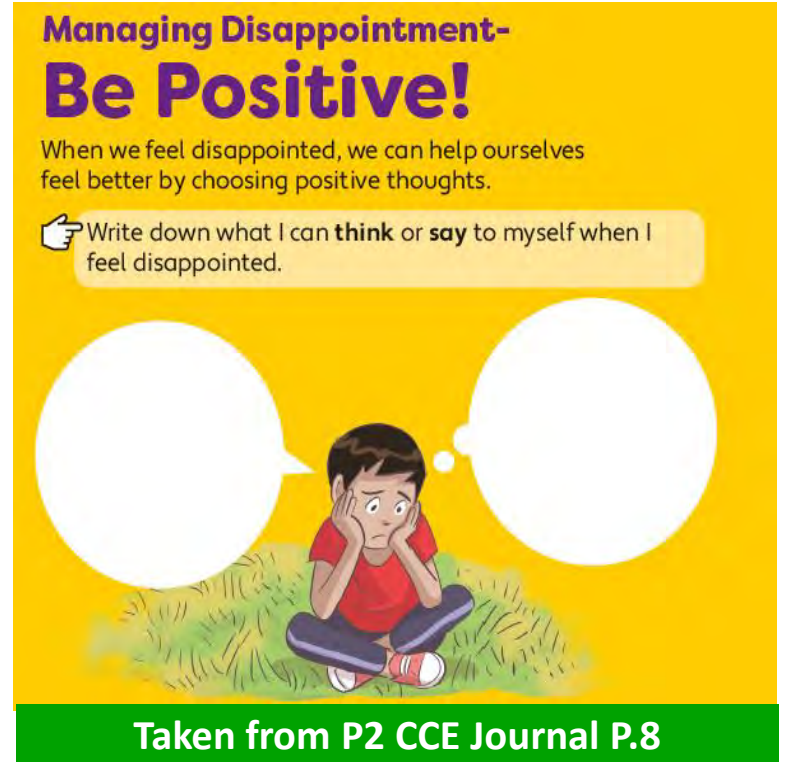
- Identifying and strengthening personal character traits
- Building confidence and self-awareness

Building Positive Relationships

- Developing empathy and care for others
- Embracing diversity and accepting differences

Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations



An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

Primary 3 and 4

During CCE
(FTGP) lessons,
students will be
taught:

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development

We Change as We Grow ② Date: _____

How I Can Support My Friend

C H E E R

- Calm them down**
 - Give your friend time to cool down.
 - Ask your friend to take deep and slow breaths to calm his/her feelings.
- Hear them out**
 - Listen attentively to your friend's words and feelings.
 - Keep an open mind and do not judge.
 - Do not interrupt.
- Empathise with them**
 - Show interest.
 - Check if you had understood your friend's issue and feelings correctly.
- Encourage seeking help**
 - Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.
- Refer to a trusted adult**
 - Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7



Parents can practise the CHEER skills with their child to help them build positive peer relationships.

Primary 5 and 6

During CCE
(FTGP) lessons,
students will be
taught:

Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.
It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
	<input type="checkbox"/> I can _____ _____ _____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3



Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

Together We Thrive

Theme for 2026



- Valuing uniqueness and agency

- Rich, relevant and integrated experiences

Learner

Content

Assess-ment

Pedagogy

- Feedback-driven, reflective, developmental

- Grounded in Productive Failure PSI



Learner — Valuing Uniqueness and Agency

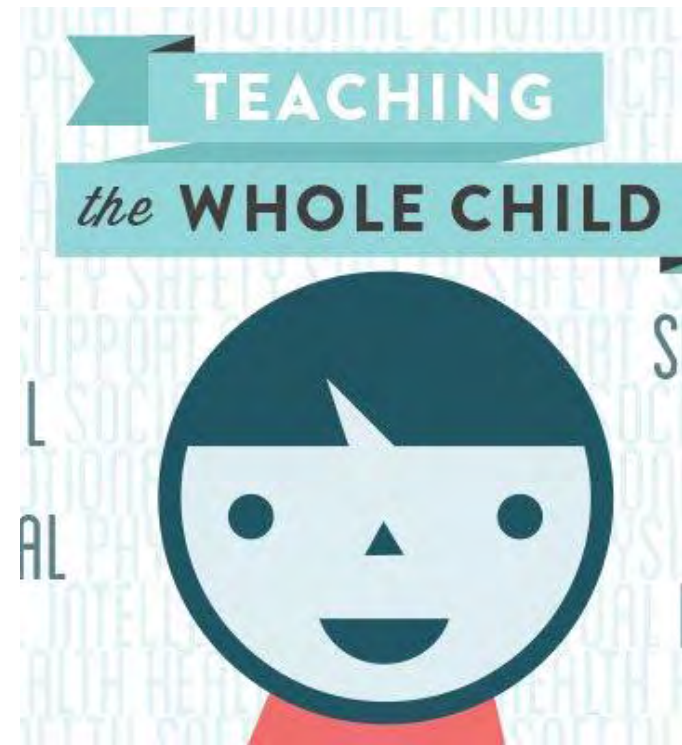
We place every learner at the centre of design. We value their strengths, backgrounds, identities, and needs, and intentionally nurture voice, agency, and well-being across all THRIVE domains.

We commit to:

- Creating safe, caring, and psychologically supportive learning environments
- Empowering students with voice, choice, and ownership
- Designing experiences that respond to diverse starting points and motivations
- Developing resilience, emotional intelligence, and reflective habits

Desired Impact:

Learners who are self-aware, confident, adaptable, and motivated to take responsibility for their learning.



2. Content — Rich, Relevant, and Integrated Experiences

We design curriculum that goes beyond coverage, offering deep, meaningful, and authentic learning that prepares students for an interconnected world.

We commit to:

- Rich and rigorous learning that cultivates deep understanding
- Relevant, real-world contexts that spark curiosity and purpose
- Integrated experiences that develop 21CCs, digital literacy, and civic literacy
- Learning opportunities that strengthen values, empathy, and changemaker mindsets

Desired Impact:

Learners who think critically, make connections, and apply knowledge purposefully.



3. Assessment — Feedback-driven, Reflective, and Developmental

Assessment is used to support learning, guide next steps, and develop self-directed, reflective learners.

We commit to:

- Timely, specific feedback that moves learning forward
- Strengthening students' ability to reflect, set goals, and monitor progress
- Using evidence to inform instructional decisions and personalise support
- Enact assessment practices that reduce fear and promote growth

Desired Impact:

Learners who understand their progress, take ownership of improvement, and demonstrate growth over time.



4. Pedagogy — Grounded in Problem Solving and Progressive Instruction

Our pedagogical stance promotes thinking, exploration, and deep learning. We believe struggle and sense-making are essential for mastery.

We commit to:

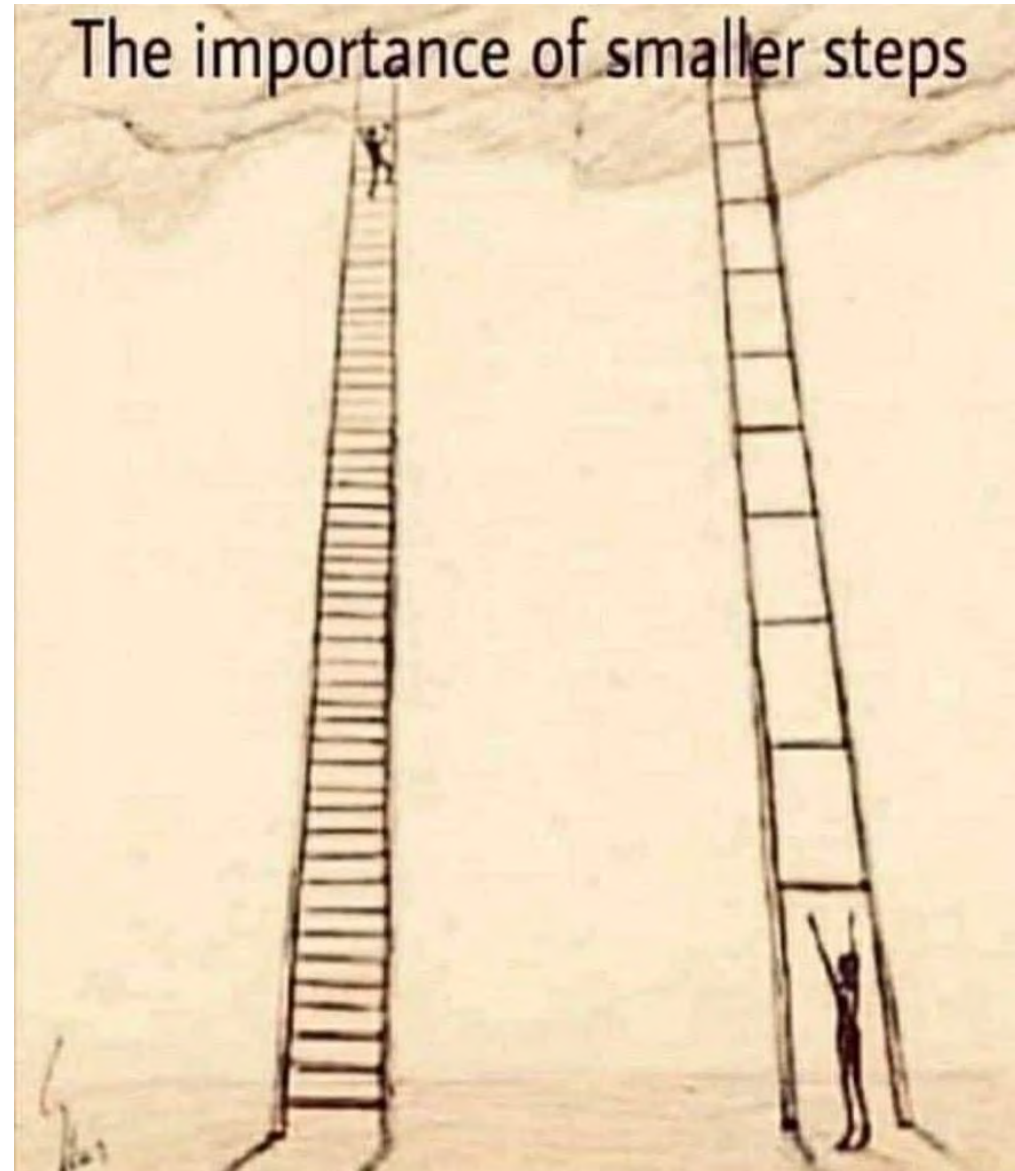
- Productive Failure (PF) to build conceptual understanding and adaptive expertise
- Progressive instruction (e.g., GRR) that provides clarity, modelling, and structured independence
- Inquiry-based, dialogic, and collaborative learning
- Purposeful use of EdTech to personalise and extend learning

Desired Impact:

Learners who explore fearlessly, collaborate confidently, reason deeply, and innovate with purpose.

Building Confidence
through scaffolding
the right Support

- Joy in Learning
- Love for Learning
- Learning for Life



The Future of Learning

- Nurturing every child to be a creator, connector and contributor
- Focus on developing the 21st Century Competencies

Adaptive and Inventive Thinking

- Learning to embrace change
- Learning to create to bring about new improvements

Communication Skills

- connect with individuals from all walks
- show empathy

Civic Literacy

- appreciate our history and contribute to society



Transforming Spaces to enable THRIVE



DENTAL CLINIC

BOOKSHOP

SCHOOL DISMISSAL
CHECKLIST

RESPECT
RESILIENCE
RESPONSIBILITY
INTEGRITY
CARE
HARMONY
THRIVE
COMPASSION

Dental clinic and Bookshop

The Thriving Journey

How we thrive together as Springdalites.



Take Care of Self

I care for my body and mind.

Heart Matters

I'm kind and I care for others.

"When I help a friend, I feel strong." P3

Resilience & Reflection



I grow stronger with every challenge.

Inner Purpose



I know why I learn.

Voice & Agency



My voice is my power.

Longer in the



I keep growing, today to tomorrow.

The Thriving Wall

Heritage Wall

Springdale Primary School
Founded 2013

Our Hands, Our Story
The Springdale Heritage Wall

Class of 2013-2025



Class of 2026

Class of 2027

Class of 2028

Class of 2023

Class of 2029

Class of 2030

Class of 2031

Class of 2031

Class of 2032

Class of 2033

Class of 2033

Class of 2034

Every Springdalite leaves a mark.
Together, we tell our story.

Springdale Primary School
Founded in 2013



The Changemaker Wall

The Changemaker Journey

How we make a difference with the ABCD approach

Assess the Problem

1. Analyse the situation
2. Empathise with our community

1. Analyse the situation
2. Empathise with our community

Brainstorm for Solutions

1. Generate and share ideas
2. Consider various views

ABCD

Innovation Protocol

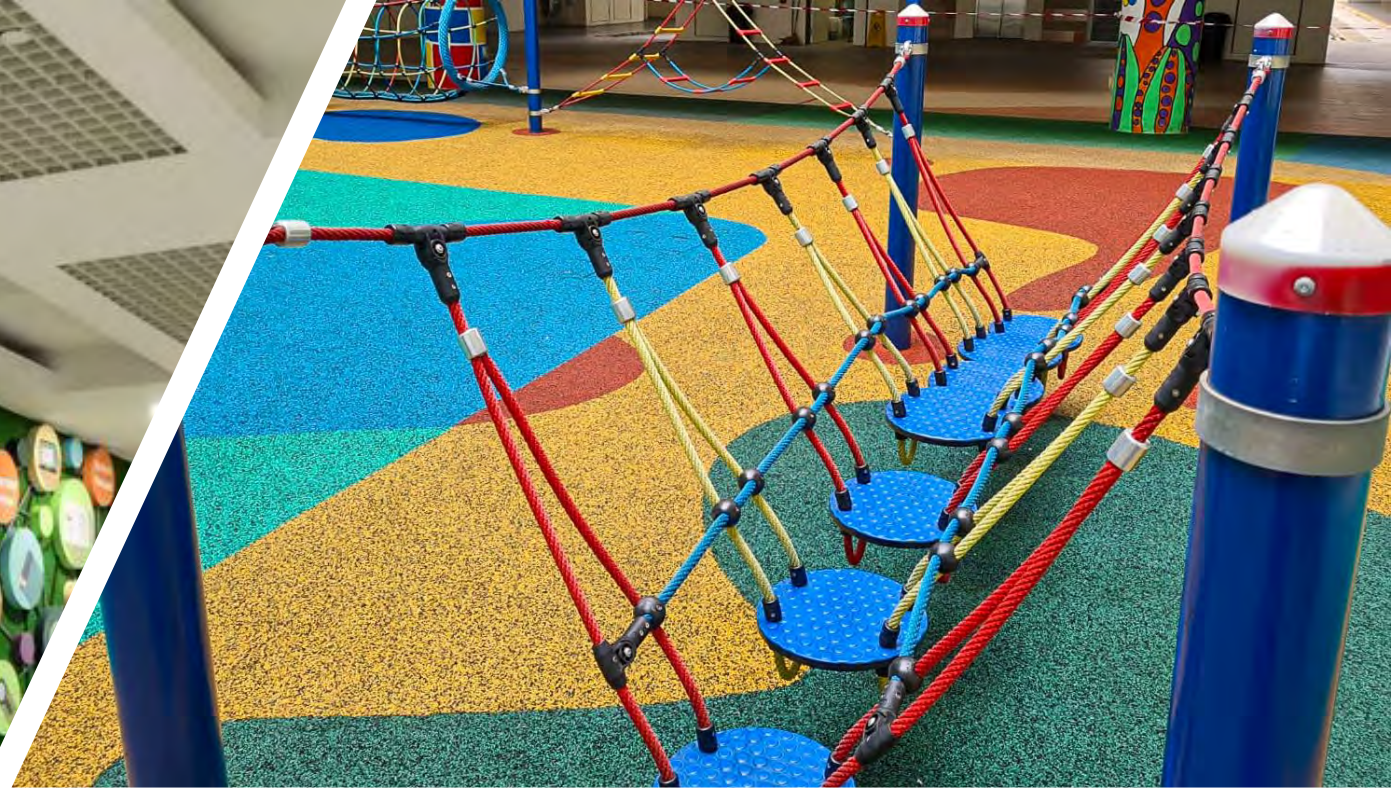
2. Consider various views
3. Build a consensus on ideas

Create Prototype

1. Design artefacts
2. Test and evaluate ideas
Improve ideas

Deliver presentation

1. Consolidate and organise ideas
2. Identify engagement approach
3. Present ideas to audience







Open space next to canteen





Tech farm garden

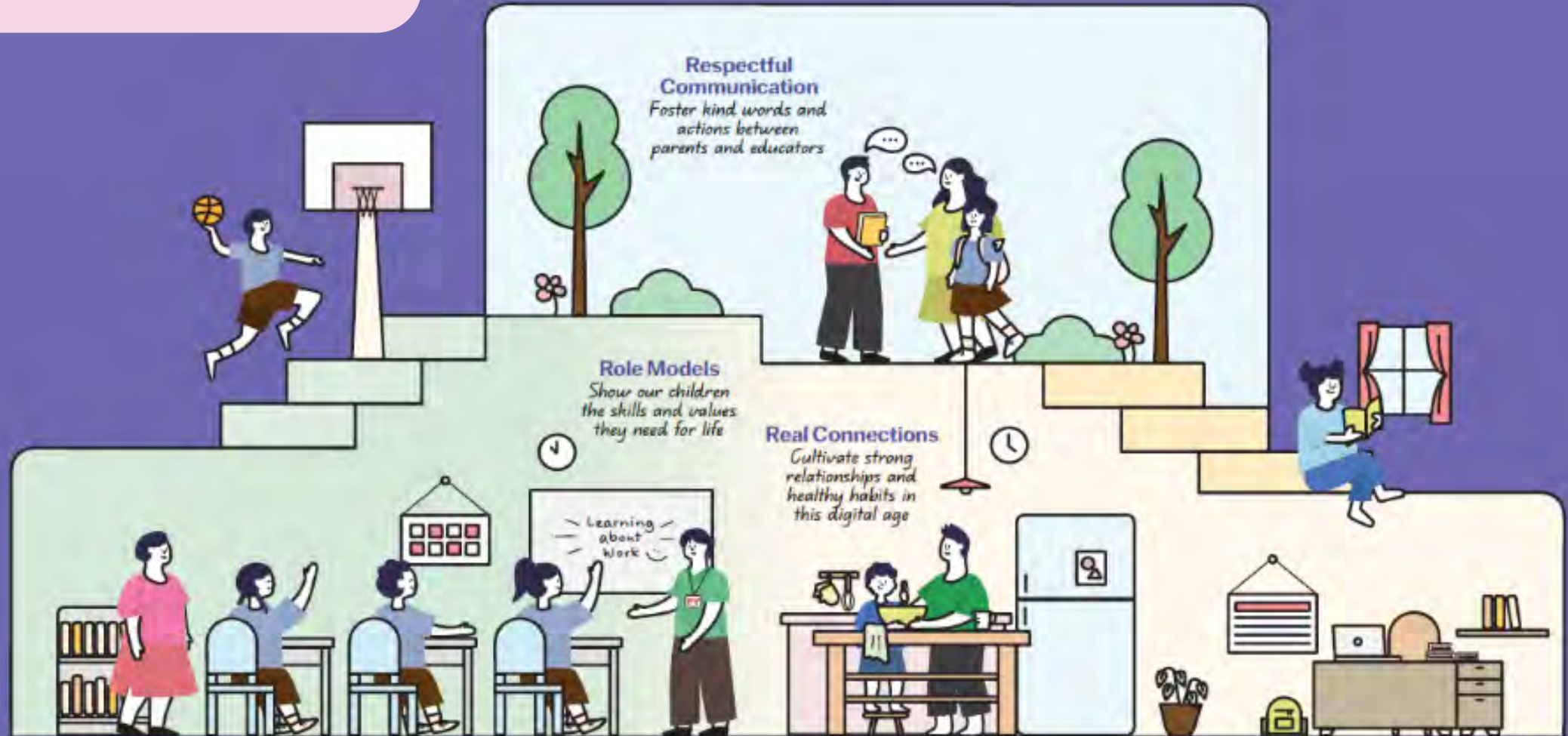
Blooming Garden



Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections

