

AGM 2026 常年会员大会

供会员浏览的详细 2025 年会务报告
Detailed Annual Report 2025 for Members' Viewing

菩提学校 2025 年校务报告

Maha Bodhi School Annual Report 2025

佛总附属教育机构报告

菩提学校

年度：2025 年

1 学校愿景与宗旨

学校愿景

品德高尚的乐学者

学校宗旨

培养心系华夏文化且自信的终身学习者和怀有慈悲心的贡献者

策略重点

ST1: 学生为关注

ST2: 教员为支柱

2 2026 年学校简介

2.1 班级数目和学生人数

级别	总数
一年级 : 11 班 / 330	54 班
二年级 : 11 班 / 324	* 1928 学生
三年级 : 8 班 / 326	
四年级 : 8 班 / 313	
五年级 : 8 班 / 317	
六年级 : 8 班 / 318	

**Excludes (20) LOA students*

2.2 教职员工人数

a) 教师配额

科目	教师人数
英文/数学/科学	66
华文	29
体育	9
美术	4
音乐	4
总数	112

*不包括合约制教师和灵活特约制教师

b) 行政与辅助员工

特殊教育需要指导员	教育协作人员 (辅导)	执行和行政人员 (EAS)
3	1	14

3 人事方面

3.1 人事调动(入校)

学校热烈欢迎以下教职员加入菩提大家庭:

- Ms Zhou Hui Min Rachel (HOD, Student Well-being)
- Mdm Nur Khadijah Bte Abdul Kadir (English Language and Mathematics Teacher)
- Mdm Hoon Siow Hway Wendy (English Language and Mathematics Teacher)

- Mr Ho Hean Thoon Andy (English Language and Mathematics Teacher)
- Ms Tan Pei Ming Elizabeth (English Language and Mathematics Teacher)
- Mdm Lin Hua (Chinese Language Teacher)
- Ms Lim Shi Ying Christine (Special Educational Needs Officer)
- Ms Chan Jin Yin Jean (Special Educational Needs Officer)
- Ms Tan Mui Yee (Corporate Support Officer)
- Ms Sheryl Sim Jia Yun (Senior Teacher, Music)
- Mdm Xu Yuan-Na (Senior Teacher, Chinese Language)
- Mdm Huang Jie (Chinese Language Teacher)
- Ms Erica Tan Yin Jia (English Language and Mathematics Teacher)
- Ms Zhang Yuran (Chinese Language Teacher)
- Mr Ng Eng Hock (Operations Support Officer)

3.2 人事调动（离校）

下列教职员工已离开菩提学校。学校在此要感谢以下教员为学校所作出的贡献，同时也祝他们一切顺利：

教员姓名	备注
Mr Edwin Tan	转校
Ms Yuan Xiaolei	转校
Mdm Sen Puay Hui Jessy	无薪假
Dr Liu Mianjin	无薪假
Mdm Sayedah Begum Binte Peer Mohamed	无薪假
Mdm Yap Li Lian	离职
Mdm Liew Jingyan Katherine	离职
Mr Siteo Yew Sing	离职
Mr Muhammad Ilham	到教育学院受训
Ms Christine Lim Shi Ying	到教育学院受训
Mr Ng Eng Hock	离职

4 教职员的成就

4.1 2025 年委任核心教员职务

我们要恭贺以下教员于 2025 年获得擢升。

S/No	教员姓名
1	Chen Miaoxin
2	Ho Sz Wha
3	Low Tian Chin
4	Shaikh Faliq Abitaleb Bin Shaik Abdul Malek Mattar
5	Lai Yean Pean
6	Loh Kheam Quee Fabian
7	Abdul Khabir Bin Abdul Razak
8	Jacinda Ng Poh Sian
9	Muhammad Zulfadly Bin Zaiman
10	Tan Yi Heng Edwin
11	Ahmad Arif Bin Ibrahim
12	Hu Shanshan
13	Louise Peh Xue Min
14	Ning Fanye
15	Nur Azuriati Bte Azhar
16	Rahayu Binte Haris
17	Yuan Xiaolei
18	Zulhilmi Akmal Bin Supki

4.2 2025 年国庆奖章

我们恭贺以下教员荣获国庆奖章：

S/No	教员姓名	奖项
1	Mdm Tan Miao Ling	表扬奖章
2	Ms Sim Jia Yun Sheryl	表扬奖章
3	Ms Zhou Huimin	表扬奖章
4	Mrs Chung-Wee Shi Ming	长期服务奖章
5	Mdm Gina Ong May Yuen	长期服务奖章

6	Mdm Ng Yueh Yong	长期服务奖章
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4.4 2025 年菩提董事会长期服务奖

以下教员荣膺菩提董事会长期服务奖：

教员姓名	服务年龄
Mdm Leng Bing Ling (Liang Bingling)	10
Mdm Chen Miaoxin	
Ms Lim Mei Xin Josie	
Mdm Lim Siow Chin	15
Mdm Lee Minyu	20
Mdm Zalina Binte Salleh	
Mdm Tay Ai Lee	30

4.5 2025 年杰出贡献奖

学校颁发常年杰出贡献奖以表扬对学校作出杰出贡献的职员。我们很高兴看到共有 11 项提名，其中 7 项获得了奖项。

个人类别的获奖者如下：

贡献领域	获奖者
Digitalising School Processes for Innovation and Efficiency (QR Codes & RFID)	Muhammad Zulfadly Bin Zaiman
Strengthening the Caring and Enabling Culture of the School	Chan Mei Ling
Empowering Pupils through Innovative Teaching and Videography	Lim Mei Xin Josie

MBS ³ : Maximising Built Spaces for Safety & Sustainability	Kwok Ying Kit
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团队类别的获奖者如下:

贡献领域	获奖者
Fostering a Caring and Enabling Environment through SWB's Initiatives	Carolyn Angelina Chan Hui Ming Ho Sz Wha Low Imn Siew Nina Karmiza Bte Kamarozaman Nur Azuriati Bte Azhar Rachel Zhou Huimin Tan Yin Jia Erica
Serve to Lead (Social Mixing Project)	Carolyn Angelina Chan Hui Ming Chan Mei Ling Seah Yee Ping Clifford Ho Sz Wha Huang Jie Muhammad Zulfadly Bin Zaiman Rachel Zhou Hui Min Tan Yin Jia Erica Wee Shi Ming
Strengthening Safety, Awareness and Staff Well-Being through Emergency Preparedness and Conducive Environment Initiatives	Ahmad Arif Bin Ibrahim Chan Mei Ling Ho Sz Wha Kwok Ying Kit Rahmat Sanip Wendy Tan Muhammad Zulfadly Bin Zaiman

为表彰他们的贡献并共享喜悦，每位获奖者都获颁证书和现金奖励。

4.6 新加坡教师学院合作者奖

学术专业发展奖是新加坡教师学院每年颁发的一项全国性奖项，旨在表彰和肯定教职员为其他同行的专业发展所付出的努力和贡献。我们很高兴其中一位教员因其不懈的努力和无私贡献而获奖。

S/No	教员姓名	奖项
1	Mrs Peggy Chan	MOE Academy Awards for Professional Development - Facilitator of Networked Learning Communities

4.7 2025 年学校奖项

学校设立的内部奖项用以激励和肯定那些在教学法和教学方面作出贡献的教师。

以下教员获颁一个牌匾和奖状以资鼓励：

奖项	获奖者
Inspiring Teacher Award (Lower Primary)	Mdm Ning Fanye
Inspiring Teacher Award (Middle Primary)	Mrs Tan-Tay Swee Yen
Inspiring Teacher Award (Upper Primary)	Mdm Rehana Khatun Bte Shaik Daulat Hussain

4.8 教职员联谊日

2025 年 11 月 27 日，学校举办了一年一度的教职员联谊日，旨在促进职员身心健康，并加强同事之间的凝聚力与合作精神。活动首先在校内进行早餐及集体热身活动，随后教职员前往牛车水参加主题为“Makan Kakis Adventure”的团队活动。

在活动中，职员分组前往牛车水一带的小贩中心，完成一系列任务，包括在限定预算内购买食物、参与美食品尝挑战，以及回答有关牛车水历史与小贩文化的问题。

活动需要较多步行，虽具有一定体力挑战，但也增添了趣味与参与感。在完成的过程中，教职员通过合作与交流，展现了良好的团队精神与沟通能力。

活动最后以总结分享、颁奖及大合照圆满结束。此次活动成功结合了学习、体验与团队凝聚，进一步促进了教职员之间的联系，营造了积极正向的校园氛围。

5 2025 年小六会考成绩

5.1

列表 A: 第一组、第二组及第三组课程分组资格

Posting Group	百分比
第三组	81.9
第二组	14
第一组	4.1

列表 B: 普通课程各科成绩表现

科目	百分比	
	AL1-AL4	AL1-AL6
英文	47.9	98.1
华文	74.9	96.3
数学	47.2	96.3
科学	48.7	98.4

列表 C: 高级华文

	百分比
特优 (Distinction)	13.4
优异 (Merit)	59.9
及格 (Pass)	22.5

列表 D: 科目成绩 (基础课程)

科目	百分比考获 A 和 B 等级
基础华文	85.7
基础英文	100
基础数学	100
基础科学	100

列表 E : 表现优异的学生

获得 PSLE 4 至 9 总分数的学生人数	51 pupils
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我们恭贺所有 2025 年小六毕业生考获优异的成绩并祝福他们前程似锦。我们也衷心感谢所有师长、教育协作人员、家长、校友会和董事会不遗余力地支持菩提学校的教育事业，全方位地培育我们的学子。

6 学校的成就

6.1 学生在校外比赛中获得的成就 (全国 / 东区 / 校群)

我们的学生在校外的各个比赛及表演中表现优异让我们感到自豪。他们的热情，辛勤努力和坚定的决心让他们获取了成功。请参阅附录一，我校在各区域和全国赛中的成就；附录二记录了我校艺术团体为社区团体表演所做出的贡献。

6.2 2025 年表现优异奖颁奖典礼 (OPAC)

学校于 2025 年 4 月 1 日举行了第 21 届“卓越表现奖”颁奖典礼。这项年度典礼旨在表彰在小学离校考试中表现优异及取得显著进步的学生。今年共有 52 名来自 2024 届的学生荣获此项殊荣。

本次典礼荣幸邀请到菩提学校董事会主席释广品法师、菩提学校监理员陈友明先生,菩提校友会副主席徐月清女士以及菩提校友会财政陈胤豹先生担任嘉宾,莅临现场,共襄盛举。

菩提校友会亦展现了对母校一贯的支持与关怀,慷慨捐赠,每位获奖学生均获得 100 元的现金奖励。典礼在温馨而喜悦的气氛中圆满结束,家长与获奖学生脸上洋溢着自豪与喜悦,共同见证并庆祝这份努力与成就的成果。

6.3 教育储蓄品德奖和学校品德奖与 iASPIRE 奖项

请参阅附录三

7 学校活动 — 合作伙伴

7.1 学生交流计划 — 国内交流和海外交流

7.1.1 南京浸濡活动 (五年级)

今年 11 月 8 日至 13 日,我校五年级的一组学生参加了为期 6 天 5 夜的南京浸濡学习之旅。南京市行知小学是本次浸濡学习项目的合作学校。在 COVID 疫情期间,相关活动一度改为线上进行。经过长时间的期待,我们终于能够恢复线下的浸濡学习交流互动。

在此次行程中,这组五年级的学生体验了与新加坡截然不同的校园生活。他们有机会到农场亲手采挖番薯,并在校园内参与各种富有文化特色的课程。这一次,他们还与行知小学的伙伴们一起参加了行知小学的英语考试。

有些学生在旅途中想念家人,但在这段经历中,他们学会了自己整理行李、合理安排休息时间、彼此照顾,并向老师表达关心与感谢。学生在海外学习之旅中的成长往往十分显著,而看到这一批学生在整个旅程中不断表达感恩之情,令人感到十分欣慰。他们在海外也展现了良好的纪律与榜样行为,为学校增添了光彩。

7.1.2 台湾慈小与菩提学校线上交流活动（五年级）

作为与台湾慈小浸濡活动的一部分，我们和慈小五年级的学生进行了一场线上讨论活动，为今年的交流活动画上了句号。参与活动的有台湾慈小五年级的学生，以及今年他们七月来访时、与他们结成伙伴的我校大约 25 名五年级的同学。今年的主题聚焦于对自己在网络上的行为和言论负责。此次通过 Zoom 进行、历时约两小时的讨论，对我们的学生来说是一次富有成果且意义深远的学习体验。

7.1.3 台湾慈小与菩提学校交流活动（五年级）

今年，我校有幸接待了两所慈济小学的来访团队。一所来自我校的姐妹校——花莲慈济小学，另一所则来自台南慈济小学。

针对花莲慈济小学的来访，我校安排了一整天的交流活动，其中包括克拉码头一带的城市文化之旅，让他们深入了解新加坡作为港口城市的历史。此外，花莲的同学们还参与了我校的课外活动日，亲身体验了菩提小伙伴们的课外活动。

台南慈济小学虽仅在我校进行半日的交流活动，但同样收获颇丰。他们不仅品尝了本地的印度素食，还与我校学生共同参与学习竹摇课程。除此之外，我校还特别安排了一堂体育交流课，让台南的同学与我校学生一起体验“队长球”——一项在台湾校园中较为少见的运动。

整体而言，这次交流活动为我校学生提供了宝贵的学习契机。学生们不仅结识了来自台湾的新朋友，更拓展了国际视野，体会到不同文化与教育体制的特色。通过接待两所学校的到访，我校也让更多学生有机会参与其中，在过程中体现了适应力、待客之道以及决策能力。

最令人欣慰的是，短短数日间，孩子们在交流中展现了明显的成长。这一切成果离不开教师与学校职员在幕后倾注的辛勤付出与“心力”，也再次彰显了跨校交流的意义与价值。

7.1.4 檳城浸濡活动（六年级）

今年，六年级的学生前往檳城进行学习之旅，是一次难忘且充满收获的体验。旅程中既有欢乐也有许多的探索与发现。我们参访了姐妹学校——檳城菩提小学（SJKC Phor Tay School），与当地学生互动交流，并

了解他们的校园文化。此次为期三天两夜的浸濡学习，还包括了解槟城的文化的学习之旅，地点涵盖甘榜阿贡（Kampong Agong）、周桥（Cian Jetty of Penang）、热带香料园（Tropical Spice Garden）、槟城蝴蝶公园 Entopia（Entopia by Penang Butterfly Farm）以及槟城娘惹博物馆（Penang Peranakan Mansion）。

在甘榜阿贡，我们被郁郁葱葱的自然环境和传统的马来甘榜生活所环绕，是拍照留念和欣赏文化风貌的好地方。参观周桥（Chew Jetty）时，我们亲眼见识到居住在海上的华人宗族社区独特的历史与文化。热带香料园则带来清新而富有教育意义的体验，同学们学习了各种香料及其在烹饪和医药方面的用途。我们的探索之旅随后也来到（Entopia）槟城蝴蝶公园，在那里我们欣赏到色彩斑斓的蝴蝶，并参与了“自然学习课程”，进一步加深了对生物多样性与生态保育的认识。最后，我们参观了槟城娘惹博物馆，深入了解峇峇娘惹文化的丰富历史以及精美珍贵的文物。

这趟旅程不仅充满乐趣，也开阔了我们的视野，让我们留下了美好的回忆，并对槟城多元丰富的文化遗产有了更深的认识与欣赏。

7.2 全面防卫日

2025 年全面防卫日的主题是“你我同心，建立强劲的新加坡”。这一主题提醒学生，每个人在守护国家安全方面都扮演着重要的角色，并在面对危机或突发状况时携手合作，共同维护国家的坚韧与团结。

作为今年纪念活动的一部分，各班班主任于 2 月 10 日的公民与品格教育班主任指导课中向学生介绍了全面防卫的核心理念与重要信息。随后，学校于 2 月 17 日邀请新加坡警察部队带来一场题为“延续甘榜精神”的精彩集会表演。表演强调保持警惕以及做出负责任选择的重要性，以进一步加强社会防卫意识。

在 2 月 18 日至 20 日期间，学校在课间时间举办了一系列互动活动，让学生通过参与式体验，更深入了解和认识全面防卫的六大支柱。

2月21日，学校还举行了一次能源中断模拟活动。在活动期间，全校电力被关闭30分钟。这一体验式学习活动旨在让学生了解当能源供应受到影响时可能出现的情况，并鼓励他们在面对类似挑战时学会灵活应对与适应。

此次纪念活动于2月24日画上圆满句号，由国民教育及社会知识教育副主任 Muhammad Faris Bin Mohamad Yusuf 先生主持总结与反思环节。学生们分享了自己在能源中断模拟活动中的感受与收获，加深了对全面防卫重要性的理解。

7.3 新年庆祝活动

今年，学校调整了新年庆祝活动的形式，以增添节日的热闹气氛。农历新年前夕的庆祝活动作为开场活动，为一系列节庆活动揭开序幕，其中包括班级布置比赛，旨在让学生在整個庆祝期间保持活力与热情。

在农历新年假期后的第三天返校时，学生们参与了以“传统文化”为主题的手工制作活动。他们需要与结对伙伴一起完成手工，不仅增进了活动的乐趣，也加强了高年级与低年级学生之间的联系与情谊。在活动过程中，学生们还为家人准备了一份特别的新年礼物，以表达感恩之情。

在课间休息时间，学校还组织了多种传统游戏，如踩高跷、扯铃和投壶，并安排了传统糖果品尝活动。最后，新年庆祝活动在元宵节当天以课间的汤圆品尝活动圆满结束，为整个节庆画上了欢乐的句号。

7.4 国际友谊日

今年的国际友谊日以“在纷乱的世界中建立友谊”为主题。启动集会于2025年4月7日举行。4月8日至10日期间，学生通过参与课间活动，进一步学习国际友谊日的核心信息。学生了解了全球议题，并认识到在困难时期，东盟及世界各地不同国家人民之间的友谊与合作精神所发挥的重要作用。同时，学生也认识到亚洲多元而丰富的文化与传统，了解其他国家朋友的生活，并培养对在新加坡生活、工作和学习的外国人士所作贡献的欣赏与尊重。4月11日，学生和教师身着各国传统服装来到

学校，为国际友谊日增添了热闹而多元的节日氛围。4月14日，班主任在公民与品格教育班主任指导课中与学生进行讨论，引导学生进一步理解国际友谊日的核心信息。

7.5 体验式学习周

体验式学习周旨在通过为学生提供丰富且实践导向的学习体验，让学习突破传统课堂的局限。该项目分为两个阶段进行，第一阶段于第二学段开展，第二阶段则于第四学段进行。相关活动经过精心设计，旨在促进学生的创造力、协作能力、沟通能力，以及将知识应用于真实情境的能力。

在活动期间，学生参与了多种形式的体验式学习活动，包括编程课程（如 Coding Awbie 和 Code for Fun）、利用 Strawbees 进行的问题解决挑战、包容性游乐场设计任务，以及通过 Shrinky Dinks 和风干黏土制作伙伴礼物等富有意义的手工活动。

此外，学生也在多感官的学习环境中体验并学习语言，通过各种超越课本与练习单的活动加深语言学习体验，例如语文营、班级书籍推荐活动、拼写挑战赛以及你演我猜（Charades）等。

通过参与这些活动，学生得以培养多项 21 世纪核心能力，包括批判性思维、沟通能力以及文化意识，同时也在积极参与的过程中进一步体会到学习的乐趣。

7.6 种族和谐日

学校通过丰富而有意义的活动纪念种族和谐日。庆祝活动由戏剧社在周会上拉开序幕，学生们通过一场引人入胜的小品表演，生动地呈现了新加坡多元种族社会中互相尊重与理解的重要性。在课间休息时间，校园内洋溢着热闹的氛围。学生们参与了多项展示华族、马来族、印度族以及欧亚族文化特色的活动，深入了解各族群丰富多彩的文化传统。本次庆祝活动不仅为学生带来了愉快且富有教育意义的体验，也进一步强化了“多元共融、团结一致”的核心价值观。

7.7 紧急应变演习

学校于 2025 年 9 月 24 日顺利开展了一次紧急应变演习，包括封锁演练与疏散演练。值得一提的是，本年度的演习在未提前通知全体教学人员的情况下进行，以真实检验学校即时应对突发事件的能力。尽管演习具有突发性，全体教职员仍展现出对安全应对程序的充分理解与高度准备。在封锁演练中，各教室迅速完成安全封锁措施，所有学生人数也被迅速而准确地清点确认。随后，三年级学生在教师的引导下，有序地进行疏散，并前往位于 Ubi Grove 的新外部集结区。整体而言，此次未预先通知的演习顺利完成，充分体现了学校紧急应变程序的完善性，以及教职员与学生在应急情况下的高度准备度。

7.8 国庆日庆祝活动

我校今年的国庆庆祝活动充满欢乐与自豪感，全校师生齐聚一堂，共同庆祝新加坡建国 60 周年。在庄严的升旗仪式结束后，庆祝活动以一场精彩的文艺表演拉开序幕。学校管乐队、合唱团以及华族舞蹈团为大家呈献了引人入胜的表演，欢快的音乐、和谐的歌声与优雅的舞姿赢得了观众的热烈掌声。表演结束后，学生们回到各自的班级，参与一系列互动活动。这些活动不仅促进了团队合作与创意表达，也引导学生思考国庆日的意义。本次庆祝活动既振奋人心，又令人难忘，提醒着每一位师生：当我们团结一致时，国家将更加强大。

7.9 教师节庆祝活动

菩提学校的教师节庆祝活动通过一系列富有意义的环节，充分展现了全校师生对教育工作者的感恩与敬意。活动由学校管理委员会主办的午宴拉开序幕，以感谢全体教职员工的辛勤付出与无私关怀。随后，学生们在奉茶仪式中向释产品法师、学校领导、教师及非教职人员表达敬意。庆典的高潮是教师节庆祝会，节目包括真挚的致谢、精彩的表演，以及校友回校探访。整场庆典庄重而温馨，体现了全校社群对教师们的由衷感激。

7.10 中秋节庆祝活动

我校于 2025 年 10 月 2 日（星期四）成功举办了“非凡中秋（Awesome Awetumn）”庆祝活动，将中秋节与儿童节的庆祝活动结合在一起，在一个充满文化气息与欢乐学习氛围的上午展开。释广品法师莅临现场，为庆典增添了精神层面的意义与祝福，也让此次活动尤为意义非凡。

庆典设有三个活动区域，让学生沉浸式体验传统文化。学生们轮流参与不同的活动站，包括传统儿童游戏，如射箭和沙包投掷；以及文化体验活动，如品茶体验、皮影戏表演和糖画示范等。这些亲身参与的体验让学生在欢度佳节的同时，也更贴近和了解自己的文化根源。

除了传统文化活动，当天的节目还包括“与班主任共度欢乐时光”的环节，通过庆祝活动增进班级凝聚力；同时也安排了 Sharity 课程配套活动，强化学生对关爱他人、品格培养以及服务社会等价值观的认识。

本次庆典得以顺利举行，有赖于商家、家长义工以及老师们的通力合作，他们共同负责不同的活动站。释广品法师的莅临更为整个庆典增添了庄重与意义，使活动不仅成为一次节日庆祝，也成为一个弘扬传统、促进学习，并凝聚学生、教师与家长的温馨社区盛会。

7.11 第 77 届荣誉日庆典

菩提学校第 77 届荣誉日庆典旨在表彰学生们的勤奋努力、坚毅不懈与成长。本次庆典肯定了学生们对学习的投入，以及他们作为自主、积极学习者所展现的核心价值观。

庆典上颁发了多个奖项，包括菩提之星奖、学科优异奖、华文进步奖、观音堂佛祖庙课外活动进步奖、弥陀基金人才计划奖、柯英奖学金，以及班级前 10% 优异表现奖。这些奖项旨在肯定学生们的卓越表现、显著进步，以及他们在自我提升方面的努力与坚持。当天的主宾为新加坡佛教总会教育组主任传圣法师。

庆典尾声，大家向即将调任的副校长——梁冰凌女士致以衷心的感谢。学校管理委员会、校领导、校友会及家长志工团队代表向梁副校长献上鲜花与祝福，感谢她多年来的悉心领导与贡献。随后，学校也向家长志工团队成员颁发感谢状，以表彰他们长期以来对学校的支持与贡献。

2025 年荣誉日，是全体师生的重要里程碑，见证了大家的共同努力与丰硕成果。

8 部门活动

8.1 英文部门

8.1.1 1a) 阅读计划

为了培养学生对阅读的兴趣，并鼓励他们积极从学校图书馆借阅书籍，英文部对现有阅读计划进行了检讨，并作出以下调整：

1. 阅读护照电子化

以电子版阅读护照取代纸本护照，以支持环保理念。

- 学生在阅读护照中完成活动并累计获得 10 颗星后，将获颁可收藏的阅读徽章。
- 各班通过阅读统计图记录学生阅读书籍的数量，并与数学部合作，以图表形式呈现阅读数据。

2. 教师在周会上推荐书籍

- 教师在学校周会上向学生推荐优质故事书，鼓励学生扩大阅读范围。

3. 阅读小达人班级书籍推荐活动

- 由阅读小达人 (Reading Champs) 在班级之间进行书籍推荐，分享阅读心得，营造浓厚的阅读氛围。

1b) 应用语言课程 (ALP) —— 口语表达

为了为学生打下扎实的口语沟通基础，英文部编制了一本口语学习手册。该手册精心设计，着重培养学生的基本口语表达技巧，包括音量、语调、语速、重音、咬字发音以及肢体语言的运用。

这些基础口语技巧有助于学生更清晰、自信且具说服力地表达自己的想法，符合 21 世纪核心能力的发展目标。此外，部门也特别设计并制作了相关视频，以提高学生在与同学及成人沟通时展现同理心的重要意识。

在整合阅读与口语两项语言技能方面，学生也运用所学的说服技巧，与不同班级的同学分享自己喜爱的书籍。在分享阅读心得的过程中，学生也学习了口语礼仪及对话技巧。

作为应用语言课程的一部分，小四学生在第二学段参加了演讲技巧工作坊，以实践所学技能。该工作坊旨在培养学生以坚定自信的方式表达观点，并鼓励他人采纳更健康的生活方式。学生通过查找相关资料，撰写具说服力的演讲稿，并在班级同学面前进行演说。

8.2 华文部门

8.2.1 母语双周

母语双周活动在第三学期的第一周和第二周举行。期间开展了各种活动，让学生在愉悦的气氛中学习和使用母语。其中的一些活动包括晨会时的四川变脸表演、本地作者分享绘本创作、24节令鼓，以及与中文相关的活动，如猜谜语、绕口令等。

在课堂上，老师们进行与华文有关的比赛，并与学生们分享了绘本。我们的老师希望这些富有文化内涵的活动能够加深学生对文化根源的理解和欣赏，同时以有趣和互动的方式促进母语的学习。

8.3 数学与科学部

8.3.1 水培种植计划

水培种植计划为四年级学生提供了富有意义的实践学习体验，将科学知识及价值观教育相结合。学生在活动中亲自参与种植、照料及收获蔬菜的过程，从而学习植物生长的原理，并加深对节约用水及可持续粮食生产的理解。

作为计划的一部分，学生们将收获的蔬菜赠送给甘榜乌美居民。这一社区服务环节让学生看见学习与现实生活之间的联系，同时培养他们关爱他人、承担责任以及团队合作的价值观。

整体而言，此项计划不仅提升了学生的学习参与度，也进一步体现了学校在推动可持续发展以及社区合作方面的承诺。

8.3.2 数学探索角落

为提升学生学习数学的兴趣与乐趣，学校设立了数学探索角落。在课间时间，学生可以通过参与数独（Sudoku）、七巧板（Tangram）、逻辑游戏以及数学卡牌游戏等活动，以轻松有趣的方式探索数学。

这些活动不仅让学生在游戏中学习，也鼓励他们积极思考、交流与合作。同时，这些体验式活动有助于培养学生的逻辑思维能力和数学推理能力，让学生在愉快且有意义的学习过程中加深对数学的理解。

8.3.3 光盘行动

学校于8月1日开展了“光盘行动”，旨在提高学生对食物浪费对环境所造成影响的认识，并培养学生珍惜食物、适量取食的良好饮食习惯，从而减少食物浪费。

这项活动由 Food From The Heart (FFTH) 发起。通过参与活动，学生不仅加深了对环境保护的认识，也了解到个人的行动能够为社会带来积极的影响。

此外，每有一名学生参与活动，FFTH 的企业赞助商便会向该组织捐赠1元，用以为社会上有需要的家庭购买食物。今年约有800名学生参与了此次活动，共同为减少食物浪费和帮助有需要的人贡献一份力量。

8.4 德育部

8.4.1 爱心捐献活动

爱心捐献活动是学校在农历新年期间举办的年度活动。在这个充满喜庆与祝福的节日里，学校鼓励学生在感受节日欢乐的同时，也不忘关怀社区中有需要的人，为社会带来温暖与帮助。

学生们受邀通过自愿捐款的方式参与学校举办的“爱心捐献活动”，为学校所关怀的三家机构献上一份心意，分别是 Jamiyah Home for the Aged、Bright Hill Evergreen Home 以及 St Theresa's Home。

今年，学校共筹得 \$14,616.00 的善款。学生们的慷慨捐献不仅让学校能够持续支持社会上有需要的群体，也希望通过这项活动在学生心中播下善良与关怀的种子，让他们在成长过程中学会关爱他人、回馈社会。

8.4.2 培养学生的感恩之心

作为培养学生感恩之心 (Attitude of Gratitude, AOG) 的重要举措之一，学校领导持续鼓励学生每天以一颗感恩的心开始新的一天。以感恩的心情迎接一天的学习与生活，有助于营造积极正面的学习氛围，并促进学生的个人成长。

在课堂上，学生每周都会书写并分享感谢卡或感谢字条。这一简单却富有意义的活动，鼓励学生表达对他人的感激之情，同时培养关爱他人、体谅他人的良好品格。

为了将这种感恩文化从课堂延伸至家庭，学校也在三月份的家长通告中邀请家长共同参与，在家中支持与强化这一理念。家长被鼓励与孩子进行日常交流，分享彼此所感恩的人与事，从而在家庭生活中进一步巩固这些价值观。

通过学校与家庭的共同努力，我们期望学生在充满感恩的环境中成长，成为更快乐、更积极的人，并具备更好的能力去面对人生中的各种挑战。

8.4.3 有效沟通(PACE)

PACE 是学校致力于建设一个关爱且支持性的校园环境的举措之一。这是一项新的倡议，旨在强化清晰且一致的信息传达，从而促进更有意义的交流。保持冷静对于维持掌控力以及清晰表达是非常重要的。

“平静时刻”的准备能帮助我们更清楚地思考，并更有效地表达自己的想法。

Jefferson Fisher 是一位由律师转型为沟通教练的专家，他以帮助人们“少争论，多沟通”而闻名。他教授实用策略，帮助人们在困难的对话中保持冷静、设定清晰目标，并运用同理心进行沟通。他的理念强

调建立理解，而不是赢得争论，把日常对话转化为促进连结与成长的工具。

参考了 Jefferson Fisher 的相关视频，以及特殊教育需要 (SEN) 专员所推荐的实用引导工具，规划出了 PACE 1 和 PACE 2 所涵盖的内容，如下：

PACE1: 当学生表现出不尊重行为时的回应方式

PACE2: 在师生互动中运用 BLOB Tree 作为沟通工具，以便达到与学生更有效的互动和交流方式。

8.4.4 行善运动

配合新加坡“行善运动” (Kindness Movement) 所推动的“新加坡之友” (Friend of Singa) 计划，学校鼓励学生主动传播善意与关怀。在教师的指导下，一支由四年级学生领袖组成的团队开始筹划今年的项目。

经过多次深入讨论后，团队确定以“银龄关怀”为主题，聚焦关爱与感谢社区中的年长者。此次项目名为“Caring Hearts, Happy Seniors” (关怀之心，乐龄欢心)，体现了团队的信念——即使是微小的善举，也能为他人的生活带来温暖与喜悦。

怀着一颗感恩的心，团队希望把爱与关怀传递给身边的长者。在随后的筹备会议中，学生们进一步讨论并确定活动的核心信息，并设计了一系列有意义的活动。活动计划于五月展开，鼓励更多同学参与其中，一同向长者表达关怀与感恩。

8.4.5 学生身心发展部门

a) 伙伴计划 (Buddy Programme)

学生身心发展部推行的伙伴计划通过跨年级配对形式，建立有意义的联系，让高年级学生为低年级学生提供指导与支持。这些互动不仅帮助低年级学生更顺利适应校园生活，也培养了高年级伙伴的同理心、责任感与领导能力。

其中一项重点活动——开学伙伴计划，由四年级学生在课间休息时带领一年级伙伴熟悉校园生活。活动结束后，学生还进行了反思讨论，以加深他们对良好同伴关系的理解。

之后，学校也持续提供不同平台以巩固和深化这些伙伴关系。

例如：

- 1) 二、三年级学生与五、六年级伙伴之间进行手工卡片交换
- 2) 通过轻松有趣的互动游戏增进彼此的友谊

此外，在农历新年手工合作活动中，学生通过共同制作手工艺品，进一步建立友谊，并在合作与庆祝中增进情感联系。

伙伴计划的核心目标是跨越年级建立联系，培养关爱、尊重与善良的价值观，从而塑造一个更紧密、更具同理心的菩提学校社区。

b) 学生福祉周：携手反对霸凌

学生身心发展部举办的无霸凌周为学生提供了宝贵的平台，以加强他们的社会情感能力，并营造一个安全、包容与互相支持的校园环境。

主题一：请别取笑我（Tease Me Not）

本次福祉周重点帮助学生分辨玩笑式取笑与霸凌行为之间的区别。活动在第二学期第三与第四周举行，并通过集会正式启动，向学生介绍相关概念。

随后，在课间休息时开展了一系列互动活动，以提升学生对伤害性行为的认识，并鼓励他们在同伴之间展现善意与同理心。

各年级学生积极参与相关活动。同时，教师也参与专业学习，进一步了解霸凌问题，并探讨有效的应对策略。这些举措也是学校持续提升教师能力建设及维持正向校园文化的重要部分。

主题二：网络安全与健康（Cyber Wellness）

网络健康周以推广安全与负责任的数码生活方式为主题，并在学校教职员及家长支援小组的大力支持下顺利举行。

活动以一场别开生面的表演揭开序幕——《小红帽与网络大野狼》，通过改编经典童话，引导学生思考网络行为如何影响个人安全与声誉。

在休息时间，校园庭院设置了六个互动式网络健康活动站，主题包括：

- 识别人工智能生成的图片
- 学习网络礼仪（Netiquette）
- 运用 S.T.A.R.S. 策略应对网络挑战

学生在各个活动站收集线索，解开特别密码并兑换纪念贴纸。教职员、家长与学生的共同参与营造了积极活跃的学习氛围，鼓励学生成为谨慎、尊重他人且负责任的数码公民。

c) 家长通讯：加强家校合作

学校认识到家长在学生福祉发展中的重要角色，因此通过多项举措加强家校合作。其中一项重要措施是每学段发布家长通讯，为家长提供实用建议与策略。

通讯内容涵盖多个重要主题，例如：

- 管理孩子的屏幕使用时间
- 培养孩子的社交能力
- 应对霸凌问题

这些通讯配合学校的整体家庭参与策略，例如家长工作坊及家长讲座，共同帮助家长在家庭环境中支持孩子的情绪与社会发展，并强化学校所培养的价值观与技能。

d) 提升心理健康意识

学校通过心理健康主题集会、课间互动活动以及家长讲座，促进学生、教职员与家长共同关注心理健康。

在集会中，学生学习认识情绪的重要性，并了解在需要时寻求帮助的意义。活动摊位“**How Have You Bean?**”以轻松有趣的方式鼓励学生反思心理健康，澄清常见误解，并学习积极的情绪调适方法。

此外，新加坡儿童协会也为家长举办了两场讲座，帮助家长提升心理健康素养，包括：

- 识别孩子情绪困扰的早期迹象
- 在家庭中建立开放沟通
- 支持孩子的情绪发展

这些举措共同营造了一个关怀与具心理韧性的学校与家庭环境。

8.4.6 学长入职培训与领袖训练营

年度学长领袖训练营

年度学长领袖训练营于六月举行，共有 86 名学长参加。今年的训练营分别为三、四年级以及五、六年级的学长领袖安排了不同的课程。

初级学长领袖参与了一系列成长型思维（growth mindset）的培训活动，鼓励他们相信能力可以通过努力和从错误中学习而不断提升。他们也根据《领导力挑战》（The Leadership Challenge）的理念提升领导能力，从而更有效地发挥领导作用。此外，他们还参与了协作式问题解决和领导力活动，这些活动促进了团队合作，并增强了他们的自信心。

高级学长领袖则学习了有效的演讲技巧（Effective Public Speaking）以及领导者的批判性思维（Critical Thinking for Leadership）。他们通过练习清晰表达、自信的肢体语言以及吸引人的演讲技巧，提升了公众演讲能力。同时，他们的批判性思维能力也得到加强，使他们能够分析议题、有逻辑地组织观点，并提出结构清晰的论点。此外，他们也强化了领导的沟通能力，学会将公众演讲作为一种工具，用以影响、激励并启发他人。

学长领袖授证典礼

学校于 7 月 29 日举行了学长领袖授证典礼。学长们在服务学校的过程中，一直被要求秉持最高标准的卓越表现。学长领袖委员会的执行委

员会成员（EXCO）由释广品法师和邓丽君校长，为学长们颁发领袖徽章。

在典礼结束时，副校长——黄耀生先生，提醒学长们，在带领他人之前，必须先以身作则，管理好自己，并在领导他人的同时始终秉持学校的核心价值观。

8.4.7 学生领袖入职培训

学生领袖在第一学期的第七周正式接受就职培训。来自各个部门的负责老师通过面对面的培训指导，帮助学生领袖更好地了解他们的角色与职责。

8.4.8 互助领袖培训

互助领袖（PSL）计划

菩提学校的互助领袖（Peer Support Leader, PSL）计划在营造积极、包容与关爱的校园环境方面发挥着重要作用。学校通过清晰且有系统的流程来遴选和培养互助领袖，确保他们具备良好的能力，为同学们提供有意义的支持。

提名阶段

三至六年级的学生可由老师、同学提名，或通过自荐参与遴选。主要根据学生是否有展现出同理心、责任感以及对同伴的正面影响力等特质来决定提名资格。这一阶段有助于发掘具备适当品格与潜质的学生担任互助领袖。

面试阶段

入围的学生随后参加面试，以他们的动机、情绪成熟度以及沟通能力来进行面试。通过这一过程，教师能够选出既有意愿又有能力承担互助领袖职责的学生。

能力培训

被选中的学生正式被确认为互助领袖，并参加专门设计的培训课程。在培训过程中，互助领袖通过互动活动和小组引导讨论，探讨真实生活情境，反思自身角色，并在安全且具支持性的环境中练习关键的同伴互助技能。

通过以上阶段，学校建立了一套完善而严谨的遴选机制，确保被选出的互助领袖能够体现并践行学校的核心价值观。通过他们的领导与付出，互助领袖在为同学提供支持的同时，也在营造安全、包容且充满关怀的校园文化中发挥重要作用，让每一位学生都能感受到被重视，并获得成长与发展的力量。

8.4.9 德育在于行动

2025 年，学校继续深化德育在于行动，贯彻学校致力于培养以价值观为根基、富有同理心并乐于贡献社会的领袖这一使命。

在这一年中，学生们通过不同的学习与实践机会，积极参与服务学习，学会承担责任，并以关怀与同理心服务他人。各年级也开展了各自具有特色的 VIA 项目：

- 一年级 - Project I Can: 学生通过实践简单的善举，学习即使是小小的行动也能带来改变。
- 二年级 - Project I CaRE: 学生学习以关爱与尊重的态度对待他人。
- 三年级 - Project We Can: 学生通过合作，共同为班级与学校社区作出贡献。
- 四年级 - Project We Care: 学生承担更大的责任，积极参与服务他人的活动。
- 五年级 - 可持续发展项目 (Sustainability Project, IPW) : 学生探索环境可持续发展的课题，并倡导负责任的生活方式。
- 六年级 - Project Pay It Forward: 学生通过服务社区回馈社会，并反思服务与付出的意义。

通过这一系列活动，2025 年的德育在于行动计划持续培育学生的品格发展，增强团队合作精神，并培养他们积极回馈社会、承担社会责任意识。

8.5 国民教育/社会知识教育

8.5.1 五年级国庆庆典预演

五年级学生参与了在政府大厦草场举行的国庆庆典预演，度过了一次难忘的学习体验。他们在老师的陪同下，与同学们一起乘搭地铁前往活动地点，共同感受国庆庆典的热烈氛围。

在草场现场，学生们欣赏了精彩纷呈的表演节目，这些节目生动展现了新加坡的历史、核心价值观以及多元文化的特色。

当晚的烟花表演更是整场活动的高潮。绚丽的烟花照亮夜空，也点燃了学生心中的喜悦与自豪。

这是一场既有意义又令人难忘的活动，不仅让学生更深入地了解国庆的意义，也加深了他们作为新加坡人的认同感与自豪感。

8.5.2 实地学习活动

2025 年，学校为各年级学生安排了以下实地学习活动（Field-based Learning, FbL）：

- 一年级：邻里探索之旅（Neighbourhood Trail）
- 二年级：空军博物馆（Air Force Museum）
- 三年级：芽笼士乃文化馆（Geylang Serai Heritage Gallery）
- 四年级：牛车水原貌馆（Kreta Ayer Heritage Gallery）
- 五年级：印度文化中心（Indian Heritage Centre）
- 六年级：亚洲文明博物馆（Asian Civilisations Museum）

通过这些实地学习活动，学生们加深了对新加坡丰富历史与多元文化遗产的认识，更深入地了解我们所生活的国家。

8.6 体育部门

8.6.1 五年级户外探险营

五年级户外探险学习营于2025年5月13日至15日在Jalan Bahtera户外探险学习中心顺利举行。本次营会以“Embrace Our Differences, Unite Our Strengths, and Achieve as One”为主题，为学生带来了一次难忘的经历。

他们参与了丰富多彩的活动，包括户外烹饪、迷你木筏建造、定向导航、低空挑战、攀岩、滑索速降以及高空挑战课程。在这期间，学生不仅玩得尽兴，还学到了宝贵的技能。他们学会了如何使用地图进行导航，在面对挑战时调整和管理情绪，并通过团队合作建立积极的人际关系。每项活动都强调了个体优势的互补性，同时培养了团队精神和凝聚力。

这次营会不仅是一次欢乐的体验，更是一个让学生亲近自然、享受户外活动，并培养重要生活技能的宝贵机会。在这次探险中建立的美好回忆和深厚友谊，将伴随他们远超越这次营会的时光。

8.6.2 运动会

学校今年举办了两场大型的运动会。三至五年级的运动会于6月8日举行，而低年级的运动会则于9月23日举行。

运动会的主要目标是培养团队合作精神、增强学生对班级的归属感，并为他们提供一个在充满乐趣和竞争的环境中练习关键体能技能的机会。

运动会的成功离不开家长支援小组的鼎力协助。他们在赛事管理、裁判工作、记录分数和统计成绩方面发挥了至关重要的作用，确保活动顺利进行，最终取得了圆满的成功。

8.6.3 五年级 Swimsafer 课程

SwimSafer 课程为所有尚未获得 SwimSafer 一级认证的五年级学生而设，重点培养学生水中求生技能以及水中自信心。课程于第一学段和第二学段开展。各别五年级班的级任老师与体育部门的教师轮流在为期八周的课程中监督学生。学生根据游泳能力分组，每组最多 10 名学生，并由专门的教练指导。在整个学习过程中，学生的游泳技能不断提升，在水上进行活动时也更有自信。

8.7 美术部

8.7.1 音乐节

音乐节为学生提供了一个充满活力且引人入胜的平台，让他们展示自己的音乐才华。活动于 7 月 14 日至 18 日在学校食堂举行，并安排在课间休息时间进行，充分展现了学生多元的才艺与能力。

在活动期间，共有超过 130 场现场表演，为观众带来了精彩纷呈的音乐体验。学生们展示了多种形式的音乐表达——从动人的歌声，到充满活力的器乐演奏，包括钢琴、鼓、小提琴、大提琴、长笛、尤克里里、单簧管、琵琶、萨克斯风以及古筝等。

能够在校园中见证如此丰富多彩的音乐才华，既令人感到欣慰，也深受鼓舞，充分展现了学校社区中蓬勃发展的艺术氛围与学生的无限潜能。

8.8 资讯科技部

8.8.1 资讯科技部之编程课程

为培养学生的基本计算思维和编程技能，学校在体验学习周（Experiential Learning Week）期间，由教师及外部机构为二至五年级学生开展了一系列编程课程。二年级学生通过 Coding Awbie 学习

基础的积木式编程（block-based programming）；五年级学生参加了由 IMDA 合作机构开展的 10 小时 “Code for Fun” 编程课程；六年级学生则完成了 8 小时的 “AI for Fun” 人工智能课程。

通过这一系列课程，学生不仅提升了编程能力，也培养了 21 世纪核心能力（21CC），如合作能力、创新思维以及解决问题的能力。

8.8.2 资讯科技部之创客空间活动

资讯科技部门组织并开展了一系列 创客空间（Makerspace）活动，旨在促进学生的创造力、设计思维以及动手探索能力。这些活动根据各年级学生的发展需求进行设计，鼓励学生在为他人创造作品的过程中，有意义地运用科技工具与手工材料进行创作。

9 六年级活动项目

9.1 小六会考后活动

在小学离校考试结束后，学校为六年级学生精心安排了一系列丰富多彩的活动，让学生在完成重要考试后依然能够保持积极而有意义的学习体验。这些活动包括音乐课程、探访老人院的社区服务活动、前往新加坡华族文化中心的学习之旅、小六升中衔接课程、班际比赛、中学升学讲座、紫色大游行以及慈善义卖会等。

在为期四年的音乐课程中，学生学习了尤克里里（Ukulele）和笛子的演奏技巧。小六学生在毕业典礼上通过一段精心制作的视频合集展示他们的音乐学习成果，为在校的音乐学习旅程画上圆满的句点。

在会考后活动期间，学生也投入了大量时间筹备备受期待的义卖会。在学生、教职员、家长以及家长支援小组的慷慨捐赠与鼎力支持下，本次义卖会成功筹得\$23,085.40 元，并将善款捐赠给学校所资助的三间疗养院。

9.2 小六毕业典礼

第 77 届毕业典礼是六年级学生人生中的一个重要里程碑。庆祝活动首先在各班课室进行，学生在班主任的见证下领取毕业证书，并珍惜与同班同学共度的最后校园时光。

随后，庆典在学校礼堂隆重举行，超过 300 名家长齐聚一堂，共同见证孩子们六年来在菩提学校的成长与蜕变。典礼的一大亮点是由教师团队精心制作的纪念视频，回顾学生在校期间的点滴与难忘时刻，令在场师生与家长深受感动。

学校衷心感谢教职员、家长支援小组、校友以及学校管理委员会的鼎力支持，使本次毕业典礼得以顺利举行。释产品法师特别为每一位毕业生准备了刻有个人姓名的中文印章，为典礼增添了独特而深具意义的纪念价值。此外，每位学生也获赠一只菩提泰迪熊作为纪念品。对于 2025 届毕业生而言，这是一场充满喜悦与感动的庆典，也为他们的小学生活画上了难忘而圆满的句点。

10 资优教育甄选

共有 26 名学生入选资优教育计划甄选阶段。该甄选于 2025 年 10 月 14 日至 15 日举行。最终，4 名学生成功获选参加 2026 年小学四年级资优教育计划。学校衷心祝愿他们在新的学习环境中继续发挥潜能、追求卓越。

11 一年级新生报名

11.1 2025 年，一年级共有 11 班，收生人数为 330 人（包括 LOA 学生）。

各阶段的细分如下：

阶段	报名人数	入学学额
1	138	138
2A	121	120
2B	44	23
2C	125	49

Report by SBF's Affiliated Educational Institutions

Name of Institution: Maha Bodhi School (2025)

1 School Vision & School Mission

School Vision

Inspired Learners of Exemplary Character

School Mission

To nurture confident life-long learners and compassionate contributors with a deep connection to the Chinese culture.

School Strategic Thrusts

ST1: Pupils, Our Focus

ST2 : Staff, Our Anchor

2 School Profile 2026 (as of beginning current year)

2.1 No. of Classes & Student Enrolment

Levels	Total
P1 : 11 classes / 330	54 classes
P2 : 11 classes / 324	* 1928 students
P3 : 8 classes / 326	
P4 : 8 classes / 313	
P5 : 8 classes / 317	
P6 : 8 classes / 318	

**Excludes (20) LOA students*

2.2 Staff Profile

a) Teaching Staff Quota

Subject	Staff Strength
EL/MA/SC	66
CL	29
PE	9
Art	4
Music	4
Total	112

**Excludes CAJTs, FAJTs and UTs*

b) Support Staff

SEN Officer	Counsellor	EAS
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3	1	14
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3 Personnel Matters

3.1 Staff Movement – Incoming

The school extends a very warm welcome to the following new officers who joined the school in 2025:

- Ms Zhou Hui Min Rachel (HOD, Student Well-being)
- Mdm Nur Khadijah Bte Abdul Kadir (English Language and Mathematics Teacher)
- Mdm Hoon Siow Hway Wendy (English Language and Mathematics Teacher)
- Mr Ho Hean Thoon Andy (English Language and Mathematics Teacher)
- Ms Tan Pei Ming Elizabeth (English Language and Mathematics Teacher)
- Mdm Lin Hua (Chinese Language Teacher)
- Ms Lim Shi Ying Christine (Special Educational Needs Officer)
- Ms Chan Jin Yin Jean (Special Educational Needs Officer)
- Ms Tan Mui Yee (Corporate Support Officer)
- Ms Sheryl Sim Jia Yun (Senior Teacher, Music)
- Mdm Xu Yuan-Na (Senior Teacher, Chinese Language)
- Mdm Huang Jie (Chinese Language Teacher)
- Ms Erica Tan Yin Jia (English Language and Mathematics Teacher)
- Ms Zhang Yuran (Chinese Language Teacher)
- Mr Ng Eng Hock (Operations Support Officer)

3.2 Staff Movement – Outgoing

We would like to thank the following officers for their contributions to the school and also wish them all the best.

Name of Officer	Remarks
Mr Edwin Tan	Posted out
Ms Yuan Xiaolei	Posted out
Mdm Sen Puay Hui Jessy	No Pay Leave
Dr Liu Mianjin	No Pay Leave
Mdm Sayedah Begum Binte Peer Mohamed	No Pay Leave
Mdm Yap Li Lian	Left Service
Mdm Liew Jingyan Katherine	Left Service
Mr Siteo Yew Sing	Left Service
Mr Muhammad Ilham	NIE Training
Ms Christine Lim Shi Ying	NIE Training
Mr Ng Eng Hock	Left Service

4 Staff Achievements

4.1 Promotion Exercise 2025

We would like to extend our heartiest congratulations to the following staff members (teaching and non-teaching) on their promotion in 2025. The promotees are as follows:

S/No	Name of Officers
1	Chen Miaoxin
2	Ho Sz Wha
3	Low Tian Chin
4	Shaikh Faliq Abitaleb Bin Shaik Abdul Malek Mattar
5	Lai Yean Pean
6	Loh Kheam Quee Fabian
7	Abdul Khabir Bin Abdul Razak
8	Jacinda Ng Poh Sian
9	Muhammad Zufadly Bin Zaiman
10	Tan Yi Heng Edwin
11	Ahmad Arif Bin Ibrahim
12	Hu Shanshan
13	Louise Peh Xue Min
14	Ning Fanye
15	Nur Azuriati Bte Azhar
16	Rahayu Binte Haris
17	Yuan Xiaolei
18	Zulhilmi Akmal Bin Supki

4.2 **National Day Awards 2025**

Heartiest congratulations to the following officers who were conferred National Day Awards:

S/No	Name of Officer	Award
1	Mdm Tan Miao Ling	Commendation Medal
2	Ms Sim Jia Yun Sheryl	Commendation Medal

3	Ms Zhou Huimin	Commendation Medal
4	Mrs Chung-Wee Shi Ming	Long Service Award
5	Mdm Gina Ong May Yuen	Long Service Award
6	Mdm Ng Yueh Yong	Long Service Award

4.4 SMC Long Service Award 2025

The school is appreciative to the following staff members for their years of contributions to the school. The SMC Long Service Awardees are as follows:

Name of Officers	Years of Service in MBS
Mdm Leng Bing Ling (Liang Bingling)	10
Mdm Chen Miaoxin	
Ms Lim Mei Xin Josie	
Mdm Lim Siow Chin	15
Mdm Lee Minyu	20
Mdm Zalina Binte Salleh	
Mdm Tay Ai Lee	30

4.5 Outstanding Contribution Award (OCA) 2025

OCA is one of the platforms for schools to give recognition to all staff - the administrative support staff, Allied Educators and teachers - for their outstanding contributions. We were heartened to see a total of 11 nominations, of which 7 of them were presented with the awards.

The awardees for the individual category are:

Areas of Contribution	Awardees
Digitalising School Processes for Innovation and Efficiency (QR Codes & RFID)	Muhammad Zulfadly Bin Zaiman
Strengthening the Caring and Enabling Culture of the School	Chan Mei Ling
Empowering Pupils through Innovative Teaching and Videography	Lim Mei Xin Josie

MBS3: Maximising Built Spaces for Safety & Sustainability	Kwok Ying Kit
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The awardees for the team category are:

Areas of Contribution	Awardees
Fostering a Caring and Enabling Environment through SWB's Initiatives	Carolyn Angelina Chan Hui Ming Ho Sz Wha Low Imn Siew Nina Karmiza Bte Kamarozaman Nur Azuriati Bte Azhar Rachel Zhou Huimin Tan Yin Jia Erica
Serve to Lead (Social Mixing Project)	Carolyn Angelina Chan Hui Ming Chan Mei Ling Seah Yee Ping Clifford Ho Sz Wha Huang Jie Muhammad Zulfadly Bin Zaiman Rachel Zhou Hui Min Tan Yin Jia Erica Wee Shi Ming
Strengthening Safety, Awareness and Staff Well-Being through Emergency Preparedness and Conducive Environment Initiatives	Ahmad Arif Bin Ibrahim Chan Mei Ling Ho Sz Wha Kwok Ying Kit Rahmat Sanip Wendy Tan Muhammad Zulfadly Bin Zaiman

To affirm their contributions to the school and to celebrate success together as an MBS family, each of the awardees received a certificate and cash awards.

4.6 The Associate of AST Award

The Academy Awards for Professional Development is a national award conferred by Academy of Singapore Teachers (AST) annually to recognize and affirm education officers for their efforts and contributions to the professional development of others in the fraternity. We are proud to have one of our staff receiving the award for her relentless efforts and generous contributions to upskill and enrich other teachers. The staff is:

S/No	Name of Officer	Award
1	Mrs Peggy Chan	MOE Academy Awards for Professional Development - Facilitator of Networked Learning Communities

4.7 School Awards 2025

Our in-house school awards provide more opportunities to recognise officers' contribution in their service, as well as affirm good pedagogical practices in teaching and learning. The following officers were presented with a plaque and a certificate:

Maha Bodhi Inspiring Teacher Award	Awardees
Inspiring Teacher Award (Lower Primary)	Mdm Ning Fanye
Inspiring Teacher Award (Middle Primary)	Mrs Tan-Tay Swee Yen
Inspiring Teacher Award (Upper Primary)	Mdm Rehana Khatun Bte Shaik Daulat Hussain

4.8 Staff Bonding Day

On 27 November 2025, Maha Bodhi School organised its annual Staff Bonding Day to promote staff well-being and strengthen collegial ties. The programme began with breakfast and a mass energiser in school before staff travelled to Chinatown for the main activity, titled "Makan Kakis Adventure."

In teams, staff explored various hawker centres in the Kreta Ayer area and completed a series of engaging tasks. These included purchasing food within a given budget, participating in food tasting challenges, and answering questions related to the history and cultural significance of Chinatown and its hawker heritage.

The activity required extensive walking, making it physically tiring but also adding an element of challenge and resilience. Through collaboration and shared problem-solving, staff demonstrated strong teamwork and communication. The day concluded with a debrief, awards presentation and group photo. Overall, the programme successfully combined fun, learning and bonding, fostering stronger relationships and positive staff morale across the school.

5 2025 PSLE Results

5.1

Table A: Eligibility for Posting Groups 1, 2 and 3

Posting Group	Percentage
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Group 3	81.9
Group 2	14
Group 1	4.1

Table B: Performance by Subject (Standard Course)

Subject	Percentage	
	AL1-AL4	AL1-AL6
English	47.9	98.1
Chinese	74.9	96.3
Mathematics	47.2	96.3
Science	48.7	98.4

Table C: Higher Chinese Language (HCL)

	Percentage
Distinction	13.4
Merit	59.9
Pass	22.5

Table D: Performance by Subjects (Foundation Course)

Subject	Percentage of Students with Grades A and B
FCL	85.7
FEL	100
FMA	100
FSC	100

Table E: Outstanding Achievement

PSLE Score 4-9	51 pupils
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We would like to express our congratulations to the 2025 P6 cohort and wish them well in their continual pursuit for learning. We also would like to express our deepest appreciation to all our teachers, allied educators, staff, parents, MBS Alumni and

School Management Committee for their effort, commitment and strong support all these years in guiding and nurturing our students, ensuring that they grow and develop holistically.

6 School Achievements

6.1 Students' Achievements (National / Zonal / Cluster)

Our students had done us proud in various competitions organised by external organisations. Their commendable enthusiasm, hard work and sheer determination had contributed to their successes.

Please refer to the table in Annex 1 for details of our achievements at national/zonal competitions and Annex 2 for performances by our school Aesthetics groups for the community.

6.2 Outstanding Performance Award Ceremony 2025 (OPAC)

The school held its 21st Outstanding Performance Award Ceremony on 1 April 2025. This is an annual ceremony which gives recognition to the exceptional performance as well as the good progress of our pupils in their Primary School Leaving Examinations. A total of 52 recipients from our class of 2024 received the award this year.

Our Guest of Honour, Venerable Seck Kwang Phing, Supervisor of the School Management Committee, Mr Tan Yew Beng, Vice President of MBS Alumni, Miss Joyce See and Treasurer of MBS Alumni, Mr Tan Yang Pah, graced the occasion. MBS Alumni had also shown their unwavering support with their generous donations of a cash reward of \$100 for each recipient. The ceremony concluded on a joyful note, with parents and recipients beaming in pride as they celebrated their accomplishments.

6.3 Bodhian Stars Awardees and Edusave Character Award (ECHA)/ iASPIRE Award (Annex 3)

Refer to Annex 3

7 School Events / Partnership / Collaboration

7.1 Overseas Exchange Programmes

7.1.1 P5 Immersion with Xing Zhi Primary

A 6-day, 5-night Nanjing immersion programme took place for our Primary 5 pupils from 8 to 13 November this year. Nanjing Xingzhi Primary School is one of our partner schools for the immersion programme. During the COVID period, we switched to online immersion activities. After much anticipation, we were finally able to resume the in-person immersion programme.

Our Primary 5 pupils experienced a different school life from that in Singapore. They had the opportunity to pluck sweet potatoes from the farm and participate in various

cultural lessons on the school campus. This time round, they even sat for the English examination paper together with their Xingzhi buddies.

Some pupils missed home, but along the way, they learned to pack their own bags, manage their time for rest, take care of one another, and show care and appreciation for their teachers. Growth during an overseas trip is often remarkable, and it was heartening to witness this group of pupils demonstrating gratitude throughout the journey. They have also done our school proud by showing exemplary discipline overseas.

7.1.2 P5 Online Taiwan Immersion

As part of our immersion programme with Taiwan Tzu Chi Elementary School, we wrapped up the year with an online discussion activity involving their Primary Five pupils and our Primary Five buddies from the immersion group who visited us in July. The theme this year focused on being responsible for our online actions and speech. The discussion, which lasted about two hours on Zoom, was a fruitful and meaningful experience for our pupils.

7.1.3 P5 Immersion with Tzu Chi Elementary School

The school hosted two Tzu Chi elementary schools this year - Hualien Tzu Chi and Tainan Tzu Chi.

The full-day programme with Hualien Tzu Chi Elementary included a city tour around Clarke Quay to learn about Singapore's history as a port in addition to the school immersion experience. The students also experienced our CCA Day by joining the CCAs of their MBS buddies.

Tainan Tzu Chi Elementary joined us for a half-day immersion in our school. The students enjoyed tasting local Indian vegetarian food and taking part in an angklung lesson with our students. In addition, our partnership committee arranged a fun sports session where they played captain's ball - a game not commonly played in Taiwanese schools - with our students.

Overall, it was a wonderful learning experience for our students as they had the chance to make new friends from Taiwan and broaden their horizons by appreciating the cultural and educational differences between our two countries. The programme also gave our students opportunities to practise adaptability, hospitality, and decision-making.

It is always heartening to see how much children can grow in just a few days, making all the "heart-work" behind the scenes by our teachers and staff truly worthwhile.

7.1.4 Penang Overseas Immersion Programme

Our Primary 6 Immersion trip to Penang was an unforgettable and enriching experience that was filled with fun and discovery. Our team visited our sister school, SJKC Phor Tay School, where we interacted with local students and learned about their school culture. The itinerary for the 3D2N immersion also included sightseeing and learning to Kampong Agong, Clan Jetty of Penang, Tropical Spice Garden, Entopia by Penang Butterfly Farm and the Penang Peranakan Mansion.

At Kampong Agong, we were surrounded by lush greenery and traditional Malay village life, perfect for photo-taking and cultural appreciation. The visit to the Clan Jetty of Penang (Chew Jetty) allowed us to witness the unique heritage of the Chinese clan communities living above the sea. The Tropical Spice Garden offered a refreshing and educational experience as the team learned about various spices and their uses in cooking and medicine. Our adventure continued at Entopia by Penang Butterfly Farm, where we marveled at the vibrant butterflies and took part in the Nature Learning Programme, deepening our understanding of biodiversity and conservation. Finally, a visit to the Penang Peranakan Mansion allowed us to explore the rich history and exquisite artifacts of the Peranakan culture.

The trip was not only fun but also broadened our horizons, leaving us with cherished memories and a deeper appreciation of Penang's diverse heritage.

7.2 Total Defence Day

The 2025 theme for Total Defence Day was "Together We Keep Singapore Strong". It reminded pupils that everyone has a role to play in safeguarding our nation and ensuring we remain resilient and united in the face of crises or disruptions.

As part of this year's commemoration, Form Teachers introduced the key messages of Total Defence during the CCE (FTGP) lessons on 10 February. This was followed by an engaging assembly show by the Singapore Police Force on 17 February, titled "Keep the Kampong Spirit Alive". The performance emphasized the importance of vigilance and making responsible choices to strengthen Social Defence.

From 18 to 20 February, a series of interactive recess activities were conducted to help pupils better understand and appreciate the Six Pillars of Total Defence. On 21 February, pupils participated in an energy disruption simulation, during which electricity was turned off across the school for 30 minutes. This experiential activity aimed to prepare pupils for possible disruptions to our energy supply and to encourage adaptive thinking in such situations.

The commemoration concluded with a reflective debrief session on 24 February, led by Mr Muhammad Faris Bin Mohamad Yusuf, Subject Head (NESS), where pupils shared their thoughts and takeaways from the energy disruption experience.

7.3 **Chinese New Year Celebrations**

This year, the school had adjusted the format of its New Year celebrations to liven up the celebrations. The Chinese New Year's Eve celebration served as the opening event, kicking off a series of festivities, which included the classroom decoration competition, designed to keep pupils energized and enthusiastic throughout the celebration.

Upon returning to school on the third day of the Lunar New Year, pupils participated in craft activity themed around "Heritage," having to do the craft work together with their buddies thereby strengthening the bonds between older and younger pupils. During the activity, pupils also prepared a special New Year gift for their families as a token of gratitude.

During the recesses, the school organised a variety of traditional games such as stilt walking, diabolo spinning, and pitch-pot, along with a traditional candy tasting event. Finally, the New Year celebrations concluded on the Lantern Festival with a tangyuan (sweet rice ball) eating activity during recess, bringing the festivities to a joyful close.

7.4 **International Friendship Day**

The theme for International Friendship Day was "Singapore: Forging Friendships in a Complex World". The assembly launch was held on 7 April 2025. From 8 to 10 April, the pupils continued to learn about key messages through their participation in recess activities. Pupils learnt about global issues and how the spirit of friendship and collaboration among different people in ASEAN and beyond help during difficult times. They also learnt about the diverse and colourful culture and traditions of Asia and the lives of friends in other countries and develop an appreciation for the contributions of foreigners living, working and studying in Singapore. On 11 April, pupils and teachers came to school dressed in their international outfits, contributing to the lively atmosphere of IFD. On 14 April, Form Teachers engaged the pupils in class discussions on the key messages of International Friendship Day during the CCE (FTGP) lessons.

7.5 **Experiential Learning Week (ELW)**

Experiential Learning Week (ELW) was designed as a two-part programme to provide students with rich, hands-on learning experiences beyond the traditional classroom. The first part was conducted in Term 2 and the second part was

conducted in Term 4. Activities were thoughtfully curated to promote creativity, collaboration, communication and real-world application of knowledge.

Students participated in a wide range of experiential activities, including coding programmes such as Coding Awbie and Code for Fun, problem-solving challenges using Strawbees, inclusive playground design tasks, and meaningful craft activities like buddy gift-making with Shrinky Dinks and air-dry clay.

Students also experienced and learnt the languages in a multi-sensory environment through a variety of activities that went beyond texts and learning sheets, such as Language Camps, Interclass Book Recommendation, Spelling Challenge and Charades.

These experiences during the ELW supported the development of 21st Century Competencies such as critical thinking, communication, and cultural awareness, while reinforcing the joy of learning through active participation.

7.6 Racial Harmony Day

The school commemorated Racial Harmony Day with a vibrant and meaningful programme, beginning with a special assembly launch by the Drama Club. Through a captivating skit, the students highlighted the importance of mutual respect and understanding among Singapore's diverse communities. During recess, the school buzzed with excitement as students participated in various activities showcasing the rich cultures of the Chinese, Malay, Indian, and Eurasian communities. The celebration offered students a fun and educational experience that reinforced the message of unity in diversity.

7.7 Emergency Preparedness Exercise

The school successfully conducted its Emergency Preparedness Exercise, comprising a lockdown and evacuation drill, on 24 September 2025. Critically, this year's exercise was unannounced to all teaching staff, providing a genuine test of our immediate response capabilities. Despite the unexpected nature of the drill, the staff demonstrated an excellent understanding of all safety protocols. The lockdown saw all classrooms quickly secured and every student efficiently accounted for. Subsequently, Primary 3 students were guided effectively through the evacuation phase to the new external holding area (EHA) at Ubi Grove. The overall success of this unannounced drill confirms the robustness of our emergency procedures and the high readiness of our staff and students.

7.8 National Day Celebrations

At Maha Bodhi School, this year's National Day celebration was filled with excitement and a deep sense of pride as the entire school community came together to honour Singapore's 60th birthday. Following the observance ceremony, the celebrations started with a concert featuring captivating performances by the school band, choir and Chinese dance troupe, whose lively music, harmonious singing, and graceful choreography delighted the audience. After the concert, students returned to their classrooms for interactive activities that fostered teamwork, creativity, and reflection on the meaning of National Day. The celebration was both inspiring and memorable, reminding everyone of the strength that comes from standing together as one.

7.9 Teachers' Day Celebrations

Maha Bodhi School's Teachers' Day celebration was marked by a series of meaningful events that reflected the school community's spirit of gratitude and respect for its educators. It began with a Hi-Tea Lunch hosted by the School Management Committee, expressing appreciation to all staff for their dedication and care. The celebration continued with a Tea Offering Ceremony, where students paid tribute to Venerable Seck Kwang Phing, school leaders, teachers, and non-teaching staff, and culminated in a Teachers' Day Celebration featuring heartfelt tributes, performances, and visits by former students. Together, these events brought the occasion to fruition with meaning and purpose, embodying the deep appreciation the school community holds for its educators.

7.10 Mid-Autumn Festival

Our school successfully hosted the "Awesome Awetumn" festival on Thursday, 2 October 2025, combining the celebrations of Mid-Autumn Festival and Children's Day in a morning filled with cultural activities and joyful learning. The event was particularly meaningful as Venerable Seck Kwang Phing graced the occasion with his presence, adding spiritual significance and meaning to the festivities.

The festival featured three activity zones that immersed students in traditional cultural experiences. Students rotated through stations offering traditional children's games such as archery and beanbag toss, cultural heritage activities including tea appreciation, shadow puppet shows and sugar painting demonstrations. These hands-on experiences allowed students to connect with their cultural roots whilst enjoying festive celebrations.

Beyond the cultural heritage activities, the day's programme incorporated "Happy Moments with Form Teachers" sessions that strengthened class bonds through celebratory activities, alongside Sharity lesson packages that reinforced important notions of compassion, character development and community service.

This festival was made possible through the collaborative efforts of vendors, parent volunteers, and teachers who staffed the various activity stations. The presence of Venerable Seck Kwang Phing gracing the ceremony elevated the entire celebration, transforming it into a meaningful community gathering that honoured tradition, fostered learning, and brought students, teachers and parents together in the shared spirit of both festivals.

7.11 77th Honours Day Ceremony

Maha Bodhi School's 77th Honours Day celebrated our students' hard work, resilience, and growth. The event affirmed their commitment to learning and the values that guide them as self-directed, motivated learners.

A suite of awards was presented, including the Bodhian Star Award, Outstanding Performance in Subject, Chinese Language Good Progress Award, Kwan Im Thong Hood Cho Temple CCA Good Progress Award, Meetoh Foundation Award for Talent Programme, Kuah Eng Scholarship Award, and the top 10% performance per class. These awards recognised excellence, progress, and the drive to improve. Ven Chuan Sheng, Chairman Education Committee of Singapore Buddhist Federation was the Guest of Honour for the Ceremony.

The celebration concluded with a warm tribute to our outgoing Vice-Principal, Mdm Leng Bing Ling. The School Management Committee, School Leaders, Alumni and PSG thanked Mdm Leng for her dedicated leadership, presenting her with flowers and well-wishes as she prepares for her next posting. This was followed by an appreciation of our Parent Support Group (PSG), with certificates of appreciation presented in recognition of their steadfast support and meaningful contributions to Maha Bodhi School.

Honours Day 2025 was a proud moment, marking our collective efforts and achievements as a school community.

8 Departments Activities

8.1 English Department

8.1.1 1a) Reading Programme

To encourage pupils to develop a love for reading and to borrow books from the school library, the English department reviewed the programmes and made the following changes:

- 1) Digitised Reading Passport to replace the hard copy Reading Passport to save the earth
 - Pupils who complete the activities and collect 10 stars in the Reading Passport will be rewarded with the collectible Reading Badges.

- Tracking the number of books read in every class in the Reading Chart. Collaborate with the Math department in the drawing of graphs.

2) Teachers recommending storybooks at Assembly

3) Interclass Book Recommendations by Reading Champs

1b) Applied Language Programme (ALP) - Speaking

To lay a strong foundation in oral communication, the English department has developed a customised Speaking Booklet, thoughtfully designed to build basic speaking skills—*Volume, Tone, Pace, Stress, Enunciation, and Use of Gestures*. These foundational speaking skills are essential in helping our pupils express themselves clearly, confidently and persuasively, in line with the e21CC. More importantly, videos are specially designed and produced to raise pupils' awareness of the importance of communicating with their peers and adults with empathy.

As part of the department's efforts in integrating two language skills, reading and speaking, pupils also skilfully make use of their persuasive skills acquired to share with their peers in their partner class their favourite books read. While sharing their favourite reads, they also learn speaking etiquette and conversational skills.

As part of ALP, the P4 pupils attend the vendor-led Presentation Skills Workshop in Term 2 where they have the opportunity to apply these skills. The objective of the workshop is for pupils to speak with conviction, motivating and influencing others to embrace healthier lifestyle choices. Pupils research the importance of healthy living, craft persuasive scripts before presenting them in front of the audience in class.

8.2 Chinese Department

8.2.1 Mother Tongue Fortnight

MTL Fortnight was carried out in Term 3 Weeks 1 and 2. A variety of activities were conducted to enable pupils to learn and use MTL while having fun. The activities include Sichuan Face Changing Opera during morning assembly, story-telling sessions by local authors, recess activities where pupils learn about 24 Festive Drums and were engaged in Chinese-related activities like word riddles, tongue twisters etc.

In class, teachers conducted language-based competitions and shared picture books with pupils. Our teachers hope that these culturally rich activities would deepen our pupils' appreciation and understanding of their cultural roots and promote the learning of MTL in a fun and engaging way.

8.3 Mathematics & Science Departments

8.3.1 Hydroponic Programme

The Hydroponics Programme provides the P4 students with meaningful, hands-on learning experiences that integrate Science concepts with values education. Students were involved in planting, maintaining, and harvesting vegetables, gaining an understanding of plant growth, water conservation, and sustainable food production.

As part of the programme, the harvested vegetables were contributed to residents at Kampong Ubi Residents. This community outreach component helped students see the real-world impact of their learning and nurtured values such as care, responsibility and teamwork. Overall, the programme enhanced student engagement while reinforcing the school's commitment to sustainability and community partnerships.

8.3.2 Math Explorer Corner

To promote the joy of learning in Mathematics, we have set up a Math Explorer Corner in the school. During recess, students can explore Mathematics through games such as Sudoku, Tangram, logic games, and card games. These activities encourage students to think, communicate, and collaborate while having fun. At the same time, they help to develop logical thinking and mathematical reasoning in a meaningful and enjoyable way.

8.3.3 Clean Plate Campaign

The school conducted the Clean Plate Campaign on the 1st of August to raise awareness of the impact of food waste on the environment and to instill the good habit of mindful eating among students to reduce the amount of food waste generated. Through the activity initiated by the Food From The Heart (FFTH), students not only learn more about how their actions could have a positive impact on the environment, but their participation in the campaign also brought forth positive societal impacts.

For every participant, corporate sponsors for FFTH would donate \$1 to the organisation, of which the funds would be used to buy food for the society's needy families. This year approximately 800 students took part in the activity.

8.4 Character and Citizenship Education (CCE) Department

8.4.1 Fund Raising – “Blessings From Your Heart” 2025

Blessings from the Heart Donation Drive is an annual event organised by the school during the Lunar New Year festive period. During this celebratory period, we encouraged our pupils to remember the others in the community and make a difference as they partake in the festive joy. Pupils were invited to share their goodwill through voluntary contributions towards the school's “Blessings from the

Heart” Donation Drive for our 3 adopted homes, namely Jamiyah Home for the Aged, Bright Hill Evergreen Home and St Theresa’s Home.

The school collected a total amount of \$14,616.00 this year. While the pupils’ contributions made it possible for our school to continue to support the underprivileged in our society, we hope that this event would imbue them with the values of kindness and compassion.

8.4.2 **Attitude of Gratitude (AOG)**

As part of our efforts to nurture the AOG in our pupils, school leaders continue to encourage them to start each day with a grateful heart. Beginning the day with appreciation helps set a positive tone for learning and personal growth. In the classroom, pupils write and share notes of appreciation on a weekly basis. This simple yet meaningful practice encourages them to express gratitude towards others and fosters a spirit of kindness and empathy.

To extend this culture of gratitude beyond the classroom, we reached out to parents in our March circular, inviting them to support these efforts at home. Families were encouraged to engage their children in regular conversations about what they are thankful for, helping to reinforce these values in their daily lives.

Through these collective efforts, we hope our pupils will grow up surrounded by gratitude—becoming happier, more positive individuals who are better prepared to navigate life’s challenges.

8.4.3 **Purposeful and Consistent Engagement (PACE)**

PACE is part of the school’s efforts to build a caring and enabling school environment. It is a new initiative that aims to reinforce clear and consistent messaging, leading to more meaningful conversations. Staying calm is essential for maintaining control and communicating clearly. “Peace time” preparation enables us to think more clearly and express our ideas more effectively.

Jefferson Fisher is an attorney turned communication coach known for helping people “argue less and talk more.” He teaches practical strategies to stay calm, set clear goals, and use empathy in tough conversations. His philosophy focuses on building understanding, not winning arguments, turning everyday dialogue into a tool for connection and growth. Referencing Jefferson Fishers’ videos and useful facilitation tools recommended by Special Education Needs (SEN) Officers, PACE 1 and PACE 2 covered the following:

PACE 1: Responding to a pupil who has not shown respect
PACE 2: Using the BLOB Tree diagram to engage pupils more effectively at Teacher-Student Interaction

8.4.4 **SKM Friend of Singa**

In line with the Friend of Singa initiative by the Singapore Kindness Movement, which encourages pupils to take the lead in spreading kindness, our teachers-in-charge led a team of Primary 4 Prefects and began their work on this year's project.

After a series of thoughtful discussions, the team chose the theme "Silver Wellness", focusing on showing care and appreciation for the seniors in our community. The project is titled "Caring Hearts. Happy Seniors". It is a reflection of the team's belief that small acts of kindness can brighten the lives of others.

With a grateful heart, the team aims to spread love and kindness to the seniors around them. Subsequent planning sessions centred on identifying key messages and designing meaningful activities to be carried out in May, encouraging their peers to show care and gratitude to seniors.

8.4.5 Student Well-Being

a) Buddy Programme

The Student Well-Being's Buddy Programme fosters meaningful connections by pairing pupils across different levels, enabling older pupils to mentor and support their younger peers. These interactions not only eased transitions for younger pupils but also nurtured empathy, responsibility, and leadership in the older buddies.

One key initiative, the Back-to-School Programme, saw Primary 4 pupils guiding their Primary 1 buddies during recess. These sessions were followed by reflective discussions that deepened pupils' appreciation for positive peer relationships.

Beyond the initial weeks of school, various platforms were created to sustain and strengthen these connections. Activities such as handmade card exchanges between Primary 2 and 3 pupils and their Primary 5 and 6 buddies, alongside fun and interactive games, helped lay the foundation for lasting friendships. The Chinese New Year craft collaboration further enriched the experience, offering pupils a chance to bond through creative teamwork and shared celebration.

At its core, the Buddy Programme aims to build bridges across cohorts, instilling values of care, respect, and kindness and ultimately shaping a more connected and compassionate Maha Bodhi community.

b) Well-Being Week: Standing United Against Bullying

Student Well-Being's Bully-Free Week provided valuable platforms to strengthen pupils' social-emotional skills while cultivating a safe, inclusive, and supportive school culture.

Theme 1: Tease Me Not

This well-being week focused on helping pupils differentiate between teasing and bullying. Held during Term 2, Weeks 3 and 4, the programme was launched with an assembly that introduced key concepts, followed by engaging recess activities aimed at increasing awareness of hurtful behaviours and encouraging kindness and empathy among peers.

The activities received enthusiastic participation from pupils across all levels. In addition, teachers engaged in professional learning during Staff Contact Time, where they deepened their understanding of bullying and explored practical strategies for managing such behaviours, all part of the school's broader effort toward capacity building and sustaining a positive school climate.

Theme 2: Cyber Wellness

Cyber Wellness Week was a vibrant celebration of safe and responsible digital living, made even more meaningful through the strong support of our school personnel and Parent Support Group. The week began with an engaging assembly, "Little Red Riding Hood and the Big Bad Cyber Wolf," a creative twist on the classic tale that encouraged reflection on how our online presence can influence our personal safety and reputation. During recess, the courtyard came alive with six interactive cyber wellness stations covering topics such as spotting AI-generated images, practising netiquette, and using the S.T.A.R.S. strategy to handle online challenges. Students collected clues at each station to unlock a special code and redeem a commemorative sticker. The joint efforts of staff, parents and students created a lively, supportive environment that inspired all to be mindful, respectful and responsible digital citizens.

c) Student Well-Being Newsletters: Supporting a Strong Home-School Connection

Recognising the vital role of parents in student well-being, the Department reaches out through various initiatives to strengthen school-family collaboration. One key initiative is through our termly parent newsletters, which offer practical tips and strategies on important topics such as managing screen time, developing children's social skills, and addressing bullying.

These newsletters complement the school's holistic approach to family engagement, alongside initiatives such as workshops and parent talks. Together, they aim to equip parents with tools to support their children's emotional and social development at home, reinforcing the values and skills nurtured in school.

d) Promoting Mental Health Awareness - Assembly, Recess Activities & Parent Talks

Our school's Mental Health Assembly Programme, recess activities and follow-up Parent Talks aimed to promote mental well-being as a shared community effort among students, staff, and parents. Through engaging assembly sessions, students learned about the importance of recognising emotions and seeking support early. The "How Have You Bean?" activity booth provided a fun and reflective platform for students to explore their mental health, debunk myths, and learn positive coping strategies. Complementing these efforts, two sessions of Parent Talks conducted by the Singapore Children's Society as an aftermath to school engagement equipped parents and caregivers with practical knowledge on mental health literacy—helping them identify early signs of distress, foster open conversations at home, and support their children's emotional well-being. Together, these initiatives cultivated a caring and mentally resilient school and home environment.

8.4.6 Prefect Induction and Training Prefects' Training

The annual Student Leadership camp was held on June. A total of 86 prefects attended the camp. This year, we had split sessions for the P3/P4 and the P5/P6s.

The junior prefects engaged in activities designed to foster a growth mindset, encouraging them to believe that abilities can be developed through effort and learning from mistakes. They also honed their leadership skills in line with The Leadership Challenge, empowering them to lead more effectively. In addition, they participated in collaborative problem-solving and leadership activities that promoted teamwork and built their confidence.

The senior prefects learned about Effective Public Speaking and Critical Thinking for Leadership. They developed public speaking skills by focusing on clear communication, confident body language, and engaging presentation techniques. Their critical thinking abilities were enhanced, enabling them to analyse topics, organize ideas logically, and present well-structured arguments. Additionally, they strengthened their leadership communication by using public speaking as a tool to influence, motivate, and inspire others.

Prefects' Investiture

The school held its Prefect Investiture on 29 July. Prefects are held to the highest standard of excellence as they strive to serve the school. The Prefect badges were presented to the EXCO members of the Prefectorial Board by Venerable Seck Kwang Ping and our Principal, Mrs See. To close the ceremony, Vice Principal, Mr Wee, reminded the prefects to always lead themselves well in upholding the school values as they lead others.

8.4.7 Student Leaders Induction

Student leaders were inducted into their roles in Term 1 Week 7. The teachers-in-charge from the various departments conducted face-to-face induction to help the student leaders better understand their roles and responsibilities.

8.4.8 Peer Support Leaders Training

The Peer Support Leader (PSL) Programme at Maha Bodhi School plays a key role in fostering a positive, inclusive, and caring school environment. A clear and structured process guided the selection and development of Peer Support Leaders (PSLs), ensuring they are well-equipped to support their peers meaningfully.

Nomination

Pupils from Primary 3 to Primary 6 were nominated by teachers, peers, or through self-nomination, based on demonstrated qualities such as empathy, responsibility, and positive peer influence. This initial step helped surface pupils with the right dispositions to take on the role of a peer supporter.

Interview

Shortlisted pupils then underwent a structured interview to assess their motivation, emotional readiness, and communication skills. This process enabled teachers to identify pupils who were both committed and capable of handling the responsibilities of peer leadership.

Identification & Training

Selected pupils were formally identified as PSLs and took part in a dedicated training programme. As part of their training, PSLs engaged in interactive activities and guided group discussions that allowed them to explore real-life scenarios, reflect on their roles, and practise essential peer support skills in a safe and supportive setting.

These stages established a robust process that ensured the thoughtful selection of PSLs who are prepared to embody and uphold the school's core values. Through their leadership, PSLs make a meaningful impact by offering support and playing a key role in fostering a safe, inclusive, and caring school culture where every student feels valued and empowered.

8.4.9 Values in Action

In 2025, the school continued to strengthen the Values-In-Action (VIA) Programme in line with our mission to develop compassionate contributing leaders anchored in values.

Throughout the year, students were given opportunities to be active contributors, fulfil their roles responsibly, and serve others with care and empathy.

Each level carried out its signature VIA project:

- **P1 – Project I Can:** Students practised simple acts of kindness and learned that they can make a difference.
- **P2 – Project I CaRE:** Students demonstrated care and respect towards others.
- **P3 – Project We Can:** Students worked collaboratively to contribute to the class and school community.
- **P4 – Project We Care:** Students took on greater responsibility in serving others.
- **P5 – Sustainability Project (IPW):** Students explored environmental sustainability and promoted responsible living.
- **P6 – Project Pay It Forward:** Students gave back to the community and reflected on the importance of service.

In 2025, the VIA programme continued to nurture students' character, strengthen teamwork, and instil a strong sense of responsibility to contribute positively to society.

8.5 National Education /Social Studies

8.5.1 **P5 NE Show**

The Primary 5 students had an unforgettable experience attending the NE Show at the Padang, travelling together by MRT with their teachers and classmates. At the Padang, they were captivated by the vibrant performances that celebrated Singapore's history, values, and multicultural identity. The highlight of the evening was the spectacular fireworks display, which lit up the night sky and filled the students with pride and joy. It was a meaningful and memorable event that deepened their understanding of National Day and what it means to be Singaporean.

8.5.2 **Field-based Learning**

The school organised the following field-based learning for the levels in 2025:

P1: Neighbourhood Trail

P2: Air Force Museum

P3: Geylang Serai Heritage Gallery

P4: Kreta Ayer Heritage Gallery

P5: Indian Heritage Centre

P6: Asian Civilisations Museum

Through the FbL, the students gained insights into the rich historical and cultural heritage of the nation we are living in.

8.6 **Physical Education Department**

8.6.1 **Primary 5 Residential Outdoor Adventure Camp**

Our Primary 5 Outdoor Adventure Learning Camp was held at Jalan Bahtera Outdoor Adventure Learning Centre from 13 to 15 May 2025. Themed "Unity in Diversity, Strength in Adversity", it was a meaningful and enriching experience for our students.

They took part in a range of engaging activities such as outdoor cooking, building mini rafts, navigating with maps, tackling low elements, rock climbing, zipline abseiling, and completing a high challenge course. These activities provided opportunities for students to apply practical skills, manage their emotions during demanding tasks, and work collaboratively to achieve common goals.

Through teamwork, students learned to appreciate the strengths of their peers while contributing their own abilities. The strengthened friendships and lessons learned will continue to benefit them well beyond this camp experience.

8.6.2 **Mass Games Day**

The school held two Mass Games Day this year. The P3 to P5 Mass Games Day was held on 6 August and the Lower Primary Mass Games Day was held on 23 September.

The main objectives of the event were to foster teamwork, encourage a sense of belonging within their class, and provide an opportunity for pupils to practise key physical skills in a fun, competitive setting.

The success of the Games Day was greatly supported by the Parent Support Group (PSG), whose contributions were instrumental in ensuring the event ran smoothly. The PSG volunteers played a vital role in managing the races, officiating, keeping track of scores, and tabulating results. Overall, the Lower Primary Games Day was a resounding success.

8.6.3 P5 Swimsafer Programme

The SwimSafer Programme was conducted for Primary 5 pupils who had not yet attained SwimSafer Level 1, focusing on water survival skills and building water confidence. Conducted over eight weeks in Term 1 and Term 2, the after-school sessions were supervised by P5 form teachers and PE department teachers. Pupils were grouped by ability, with each group of up to 10 pupils assigned a dedicated instructor. The programme saw pupils making good progress in their swimming skills and gaining confidence in the water.

8.7 Aesthetics Department

8.7.1 Music Matinee

The Music Matinee provided a lively and engaging platform for students to share their musical talents. Held in the canteen from 14 to 18 July during recess, the event celebrated the diversity of our students' abilities. Over 130 live performances captivated audiences, showcasing an impressive range of musical expressions—from soulful vocals to dynamic instrumental pieces on the piano, drums, violin, cello, flute, ukulele, clarinet, pipa, saxophone, and guzheng. It was both heartening and inspiring to witness such a rich tapestry of talent within our school community.

8.8 ICT Department

8.8.1 Coding Programmes

To develop our pupils' basic computational thinking and programming skills, coding programmes were conducted by teachers and vendors for P2 to P5 pupils during Experiential Learning Week. P2 pupils were introduced to basic block-based programming using Coding Awbie, P5 pupils underwent a 10-hour Code for Fun Programme conducted by IMDA vendors and P6 pupils completed an 8-hour module on AI for Fun.

Through the series of programmes, pupils not only developed their programming skills, but also acquired 21CC skills such as collaboration, inventive thinking and problem-solving skills.

8.8.2 Makerspace Activities

The ICT Department facilitated a range of Makerspace activities to promote creativity, design thinking, and hands-on exploration. These activities were aligned with each level's developmental needs and encouraged students to use technology and craft materials meaningfully while creating for others.

9 Programme Activities For Primary 6

9.1 P6 Post-Exam Activities (PEA)

The school organised a range of activities to keep students meaningfully engaged after the PSLE. These included a Music Programme, VIA project to the Old Folks' Home, a learning journey to the Singapore Chinese Cultural Centre, a transition program for P6 students, Interclass Games, Secondary School Engagement Talks, Purple Parade and the Jumble Sale.

In their four-year music programme, where they learned to play the ukulele and dizi, the P6 students demonstrated their musical skills through performances compiled into a video montage for Graduation Day.

During the PEA, students dedicated significant time to preparing for the highly anticipated Pay-It-Forward Jumble Sale. With the generous contributions and support from students, staff, parents, and the Parent Support Group (PSG), the event successfully raised \$23,085.40 for three adopted homes.

9.2 Graduation Day for Primary 6 Students

10 Gifted Education Selection

A total of 26 pupils made it to the Gifted Education Programme Selection Round, which was conducted from 14 to 15 October 2025. 4 pupils were eventually selected for the Primary 4 Gifted Education Programme 2026. We wish them all the best in their new schools!

11 P1 Registration

11.1 There were 11 classes of P1 in 2025 with an intake of 330 (including LOA students). The breakdown for all the phases is as follows:

Phase	No. registered	No. Admitted
1	138	138
2A	121	120
2B	44	23
2C	125	49

Report submitted by:

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