

Primary 4 Parents' Briefing Principal's Address

16 January 2025



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Welcome To All Parents

- **Hope 2025 started well and safe**
- **Looking forward to a strong school-home partnership**



Agenda

Principal's Briefing

1. Introduction of School Personnel
2. School Vision, Mission and Values
3. Parents - Partners in Education
4. PSLE Matters
5. Subject-Base Banding (SBB)
6. Other Important Matters

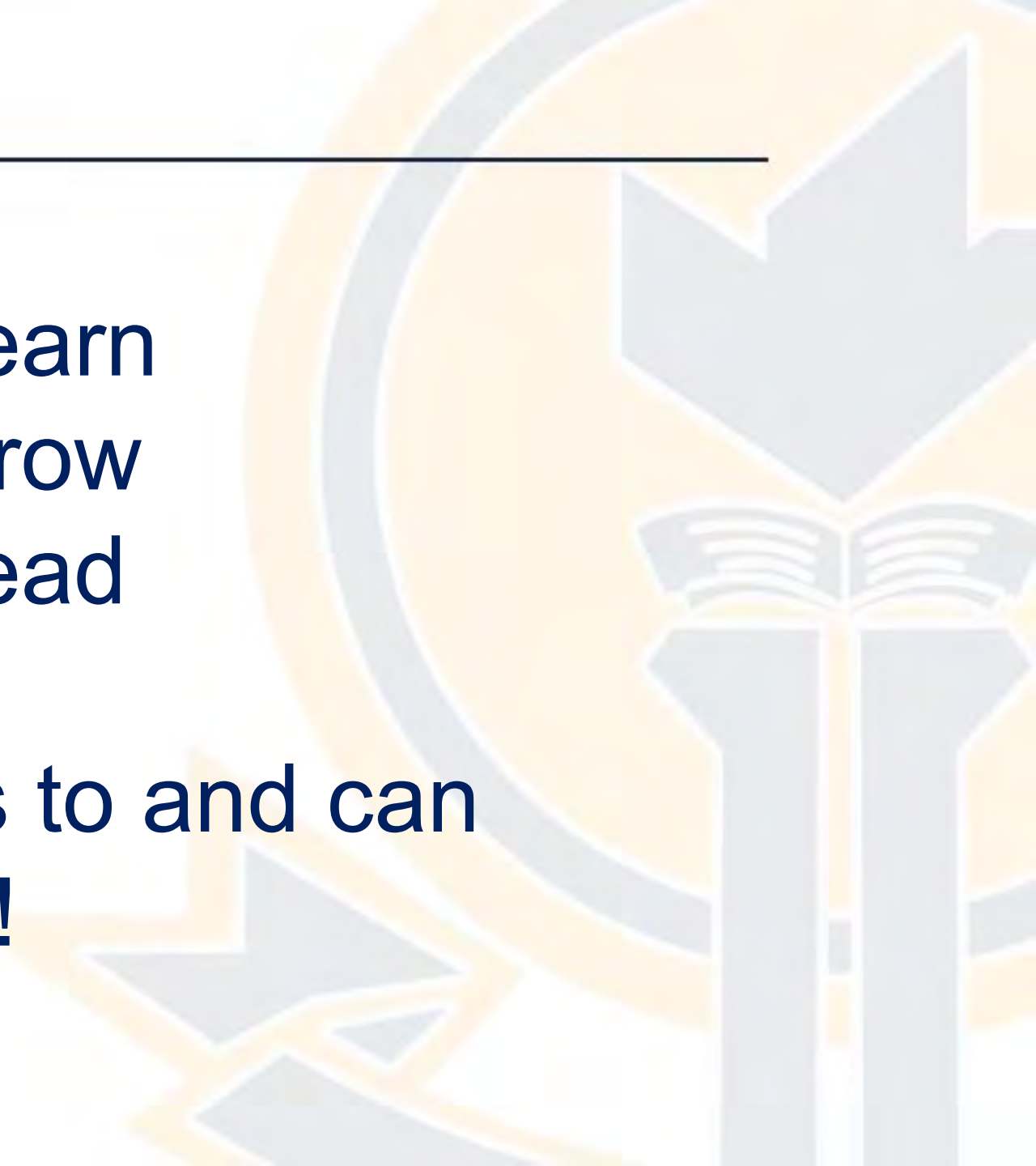
Year Head's Briefing

1. Assessment Matters
2. Level Programmes
3. School-Parent Partnership
4. Parents Kit
5. Subject-Base Banding (SBB) at P4

OUR CORE BELIEF

Every Student Can Learn
Every Student Can Grow
Every Student Can Lead

Every Student wants to and can
Succeed!



Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders



Our Vision

Confident Individuals

**who demonstrate SPARK values,
communicate effectively and
want to make a difference**

Thinking Learners

**who think critically and innovatively,
and learns collaboratively**

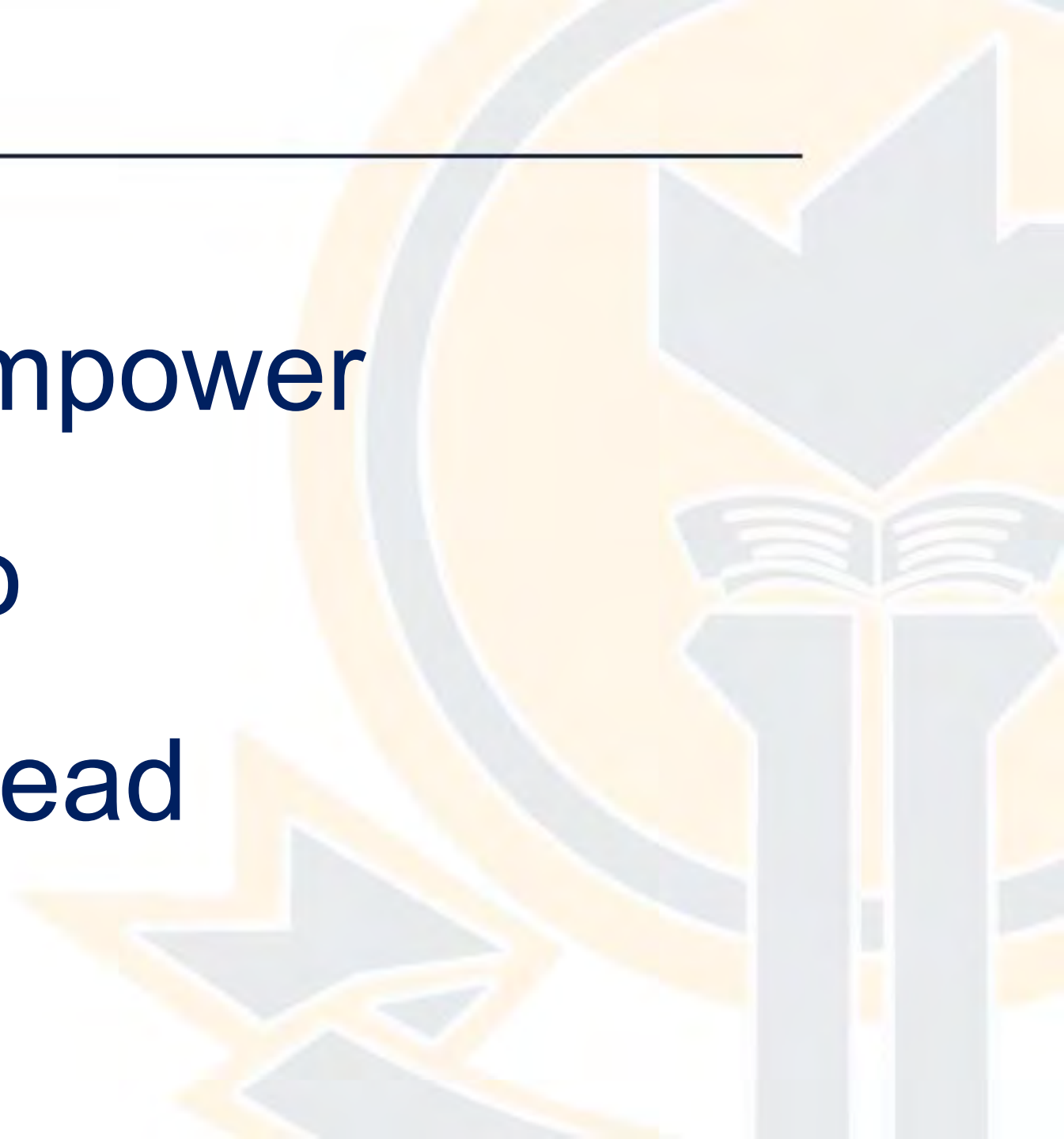
Engaged Leaders

**who care and have the courage to
want to contribute**



OUR MISSION

To nurture and empower
every Damaian to
learn, grow, and lead



Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our **SPARK** Values

Every Damaian has *self-discipline* to uphold our **SPARK** values

Sincerity to self and others

Honesty
Care
Respect

Passion for learning

Responsibility
Self-directedness
Curiosity

Aspiration to succeed

Commitment
Seek to Improve

Resilience in life

Perseverance
Adaptability

Kindness to all

Helpful
Empathy



The Desired Outcomes of Education (DOEs) will continue to drive our 21CC development efforts.

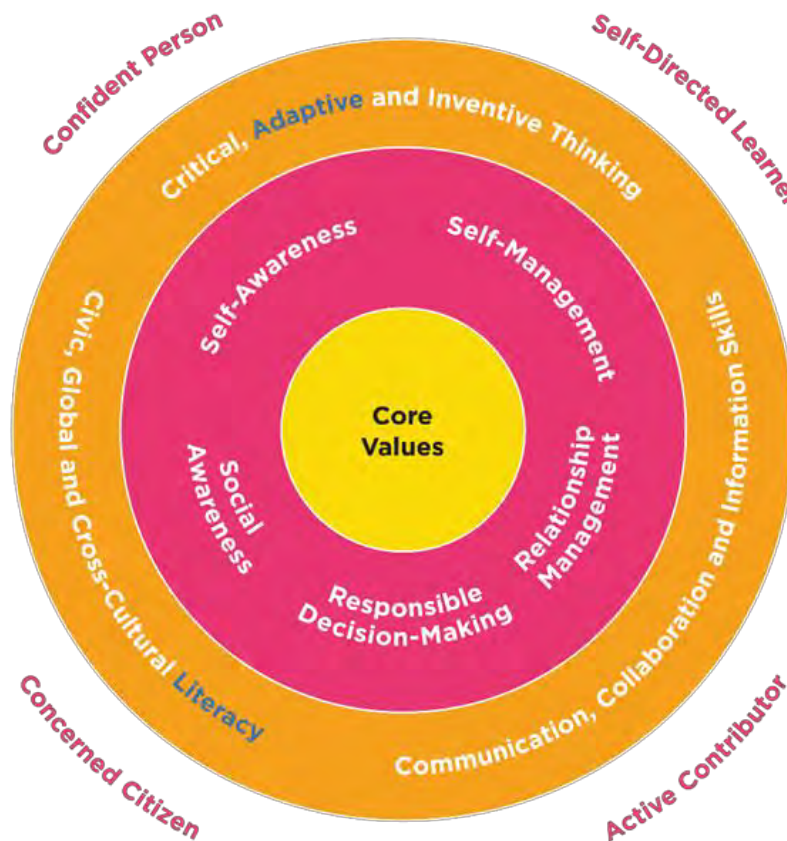
The DOEs are attributes that would enable our students to create, connect and contribute.

Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

Concerned Citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others



Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose

Active Contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

Nationally, these 4 E21CC will be prioritised.

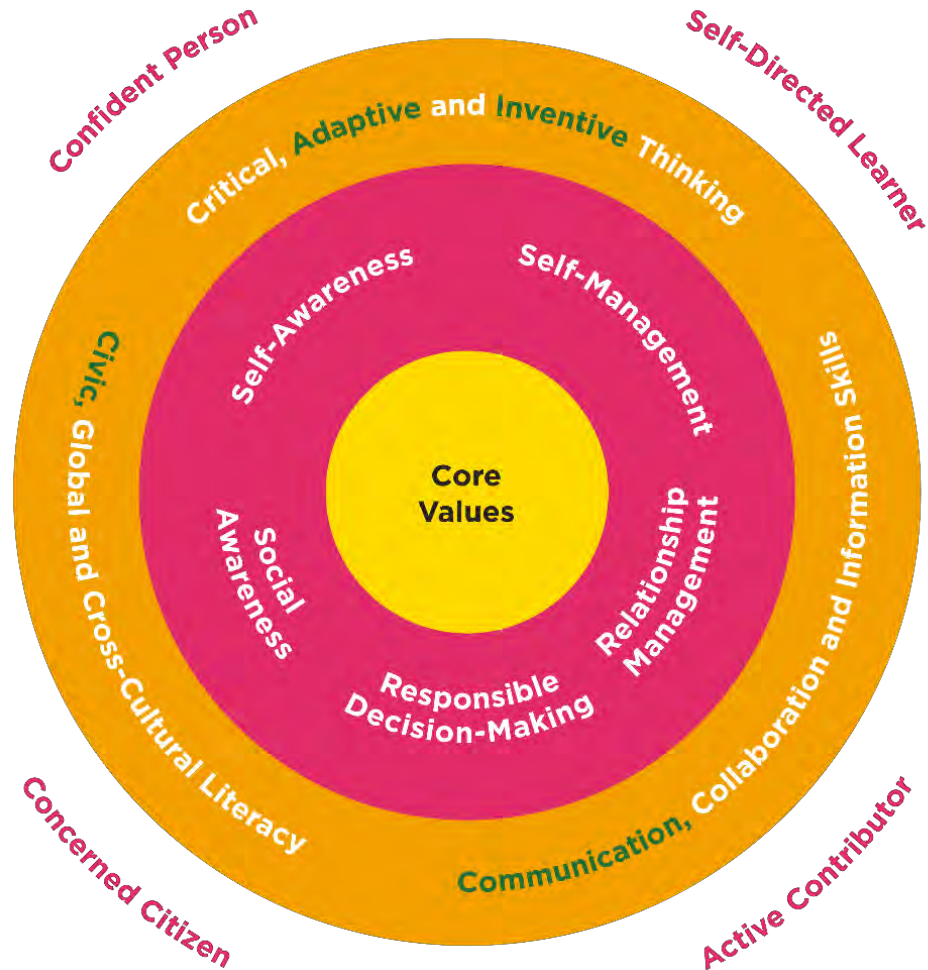
As a school, E21CC will be developed through our programmes and curriculum.

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- All Damaians need to know our school rules and adhere to them as expected
- Our teachers will teach and reinforce the school rules
- Reminders – prohibited items chewing gums, vapes, weapon-like items are not allowed



Good Discipline

- Parents are our partners in this journey
- Help us to educate Damaians
 - must be mindful of own actions/words
 - treat others the way you would like to be treated
 - respect personal space
 - interact / play safely and respectfully
 - have the morale courage to be an upstander



Good Discipline

- When something happened
 - Tell the person to stop what he/she is doing
 - Express you do not like what is being done
 - Inform your teacher soonest possible
- DO NOT take things into your own hands



Good Discipline

- School is a safe place – **Zero Tolerance** for Unacceptable behaviour that
 - is hurtful and undermines others to feel safe and secure
 - hinders effective learning and healthy development
- School will continue to educate Damaians on good behaviour, in partnership with parents



Good Discipline – Beyond School

- **Damaians are our school ambassadors**
- **Safety on school buses**
 - Buckle up and be seated until time to alight
 - No playing and avoid talking loudly on school buses
 - Follow the instructions by driver and bus attendance
- **Safety in Cyber Space**
 - Be respectful
 - Be responsible
 - Be a positive influence

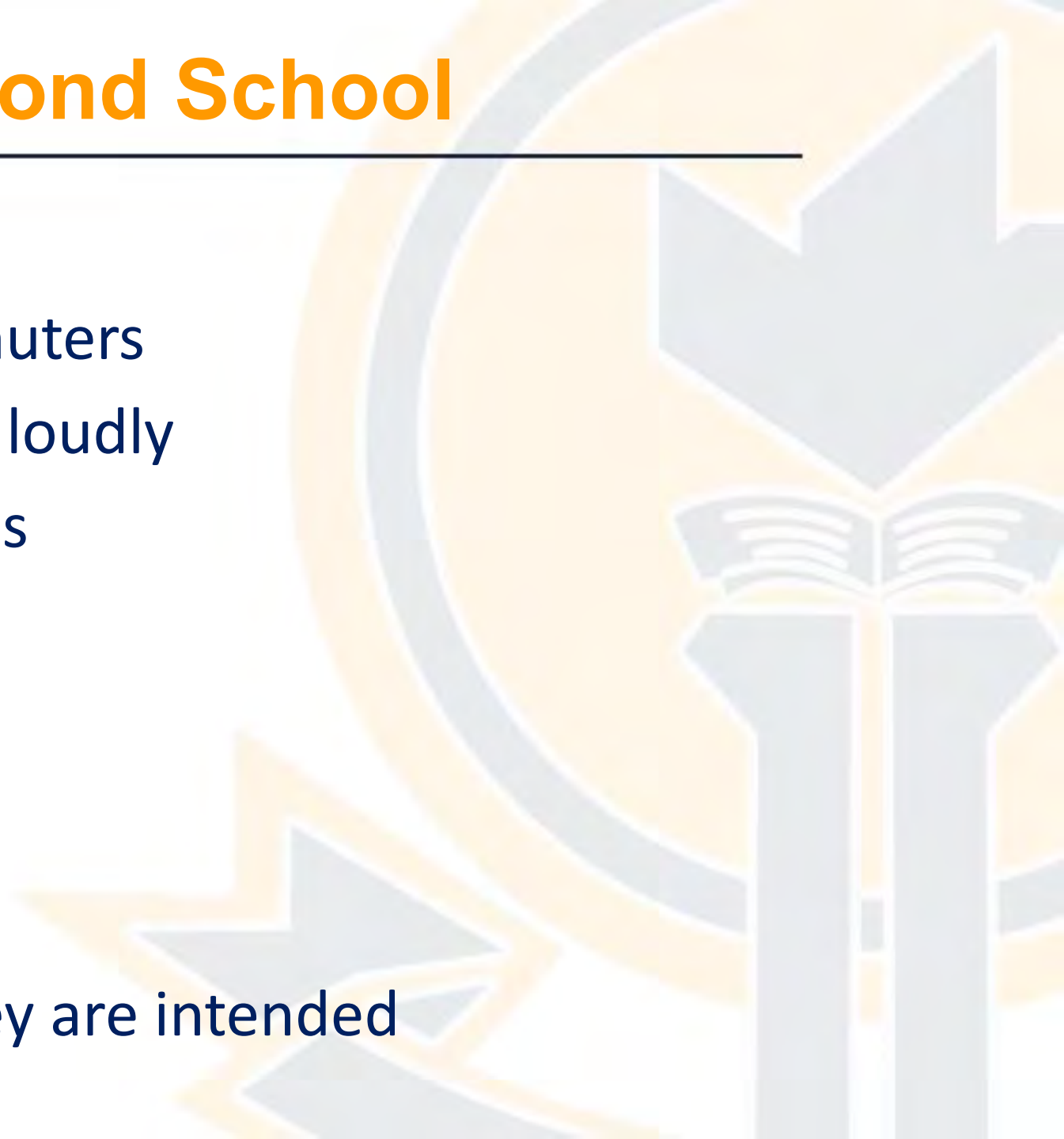
Good Discipline – Beyond School

- **Safety on public transport**

- Be respectful to other commuters
- No playing and avoid talking loudly
- Follow rules and social norms

- **Using of public facilities**

- Be respectful
- Be responsible
- Use all public facilities as they are intended



Reminder for Damaians

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

3) Will my parents/teachers be proud of me?



Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals

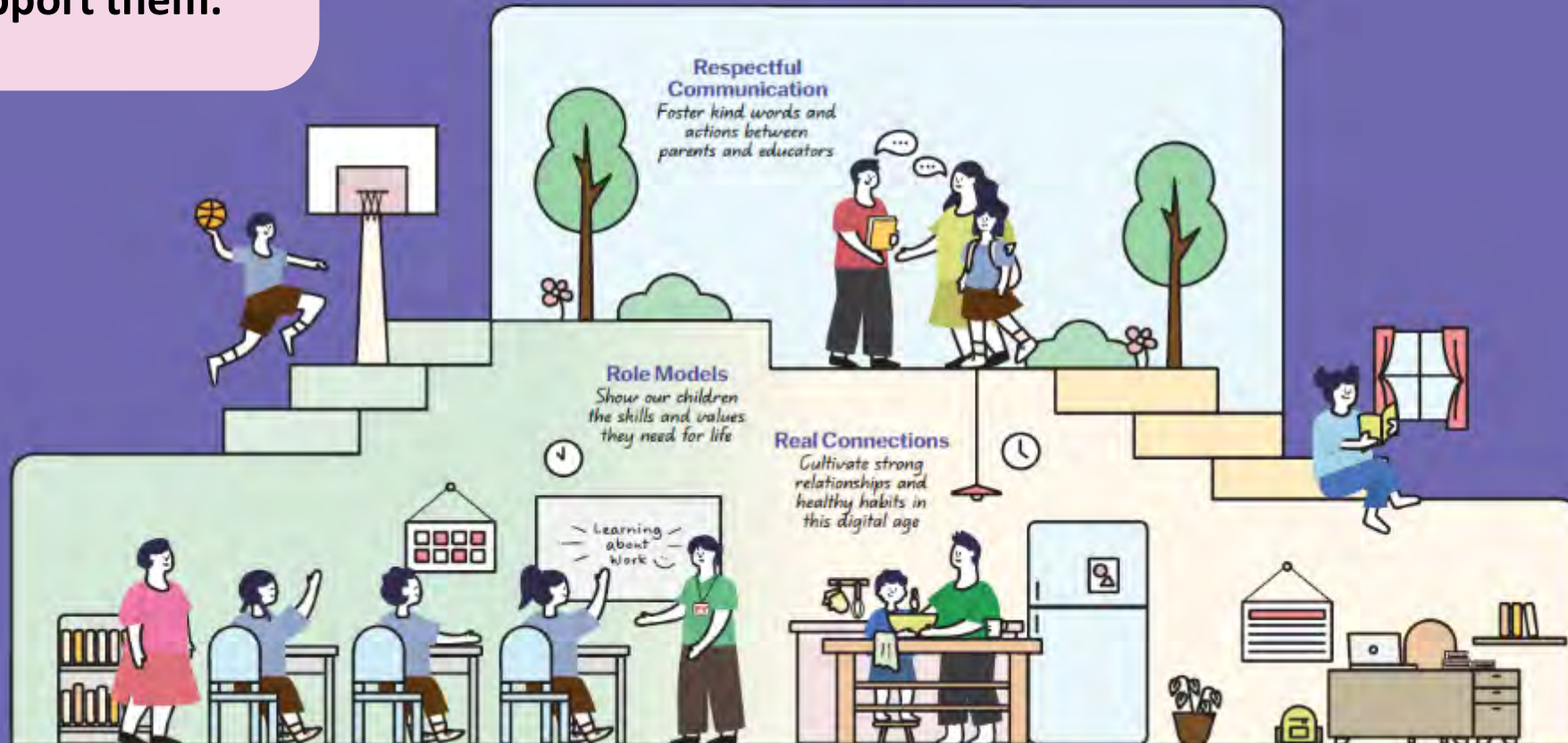


School-Home Partnership

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



Respectful Communication

**Foster kind words and actions
between schools and educators**



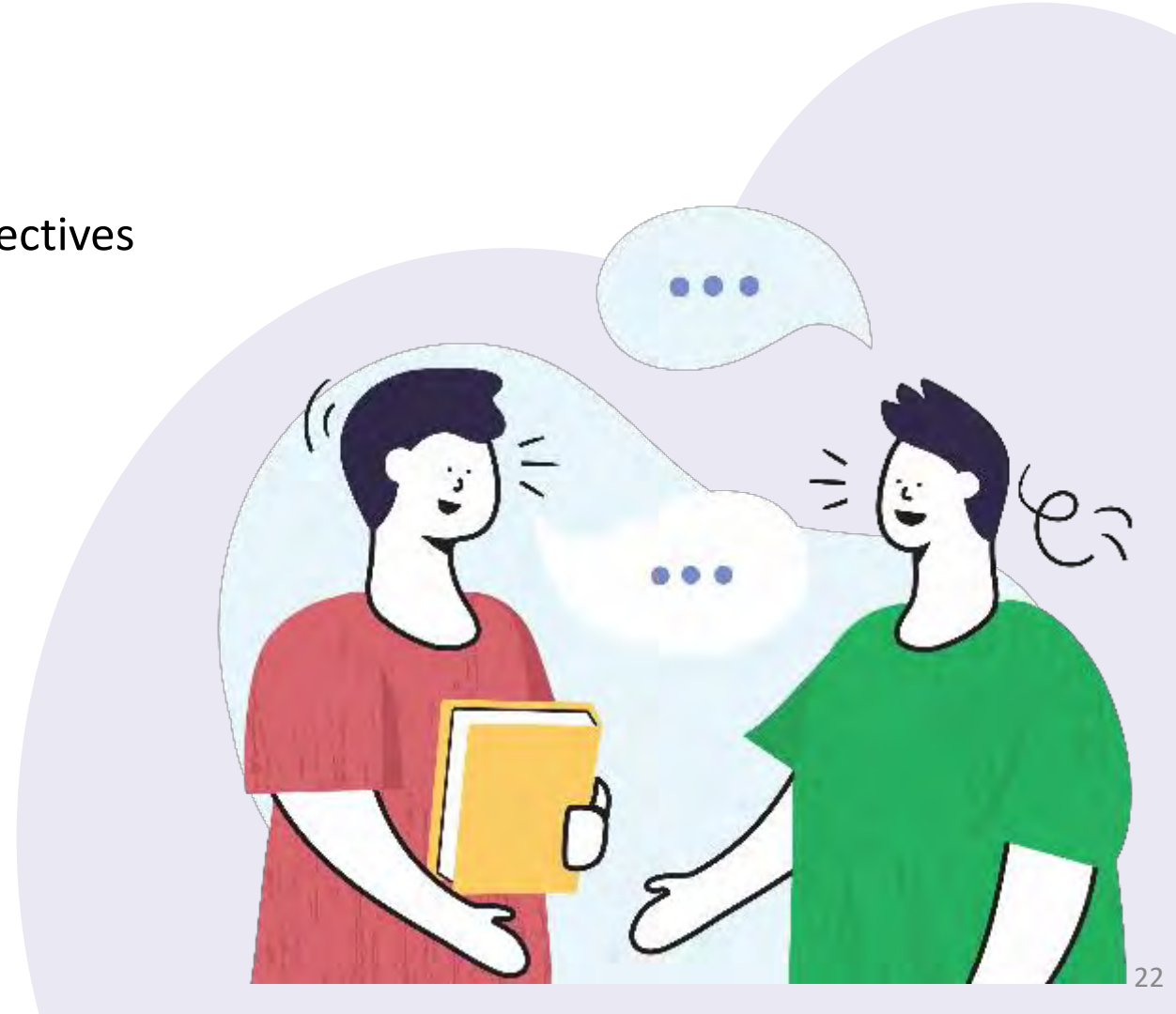
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive, extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.**

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.**

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.**

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

You've Got This!

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.**

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.**

Is your message respectful and empathetic?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Toughful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.**

How do these comments make you feel?
It's okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

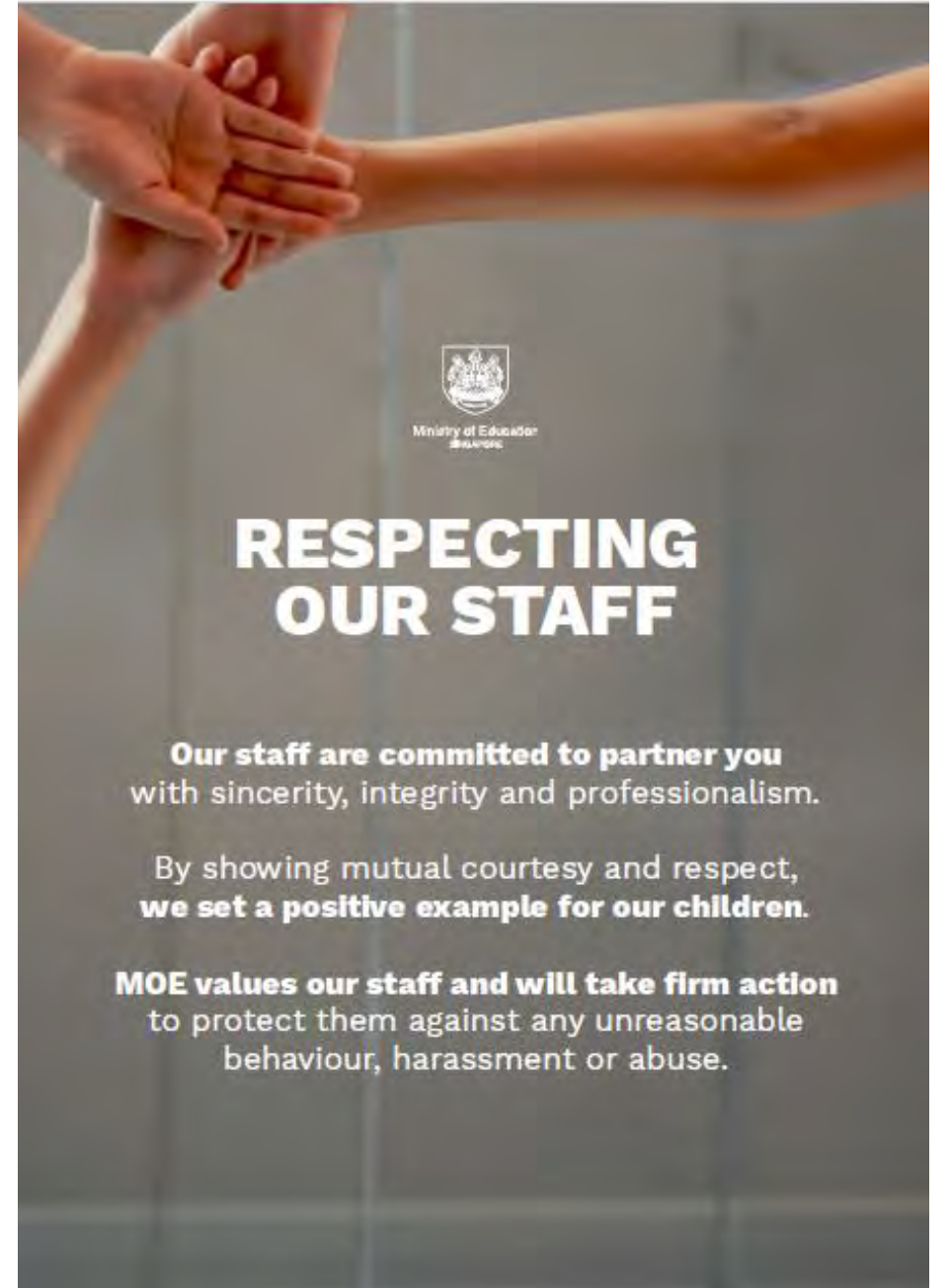
You've Got This!



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Engagement Charter

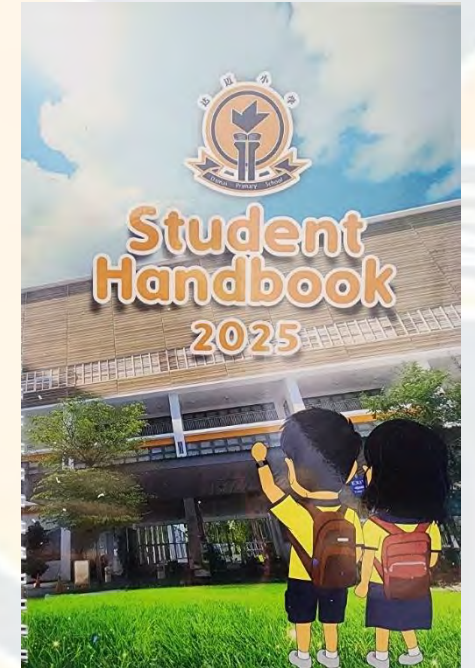
- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin and Operation Managers / School Leaders
- School is still the best point of contact
- School will continue to keep you updated of information
- Do look out for any updates from school via **Parents Gateway (PG) and School Website**

Parent-Teacher Communication

- Teachers are not obliged to share their personal mobile numbers with parents
- Discuss with your child's teacher the preferred mode of communication
- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency
- Teachers may only be able to respond when they are available or on the next working day. Urgent matters, contact the General Office as teachers will not be able to respond to you immediately

School Letters to Parents

- Keep a look out for the school letters including Principal's Letters to parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on
- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.



Attendance in School

- Your child's attendance in school is important and compulsory
- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.
- Plans for holidays or personal matters to be made during school holidays only

Attendance in School

- Child is unwell and needs to be absent from school
 - Supported by medical certificate from doctors
 - Covered by parents' letters/email
 - On 2nd day of self-medication and still unwell, see a doctor
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a smooth transition to Primary 4

Attendance in School

- Cultivate the good habit of responsibility and punctuality
 - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
 - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

Digital Devices


- Students are not allowed to bring handphones / smartwatches to school without obtaining written permission from the school. Parents must fill in a prescribed form to request for permission.. The request for permission is to be applied yearly by parents.
- Permission granted by school comes with conditions for parents and students to adhere.
- The school will not be responsible for the loss of any handphone / smartwatch

Digital Devices

- Students are not to use personal digital devices, including smartphones/smartwatches, during school hours including recess, CCA and all after-school programmes (e.g. supplementary/ enrichment/remedial lessons). Students are only allowed to use personal digital devices after school hours when they are outside school grounds.
- Students who bring such devices are to **put them in their school bags once they enter the school premise before school start time**. They can retrieve the devices after school ends, outside school grounds. Students should bear responsibility for safekeeping of devices.

School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**

Primary 4	Purple	
-----------	--------	-------------------------------------------------------------------------------------



- School driveway – **drop and go**
- Routines – fix the pick up point for dismissal, avoid requesting for a change at last minute
- Safety – utmost importance
Eg Follow safety rules,
Be punctual in picking up your child



Safety Reminders

School Zone and Enhanced School Zone



Lower speed limits in School Zones help create a safer road environment for school-going children.



Prominent “Slow” and “School” markings painted on the road



Red finishing for parts of road surfaces near school gates

Safety Reminders

Road Markings



Continuous white line.
Vehicles should keep to the left of this line. No parking on either side of the road at all times. Violation of this rule attracts a fine.



Single white stop line.
Stop to check the traffic situation ahead before moving off.



Unbroken double yellow lines.
No parking on this side of the road at all times, except for immediate pick-up and drop-off only. Violation of this rule attracts a fine



**No U-turn –
Without U-turn sign available**



**No parking
along this stretch of road**

Parents Must Not:-

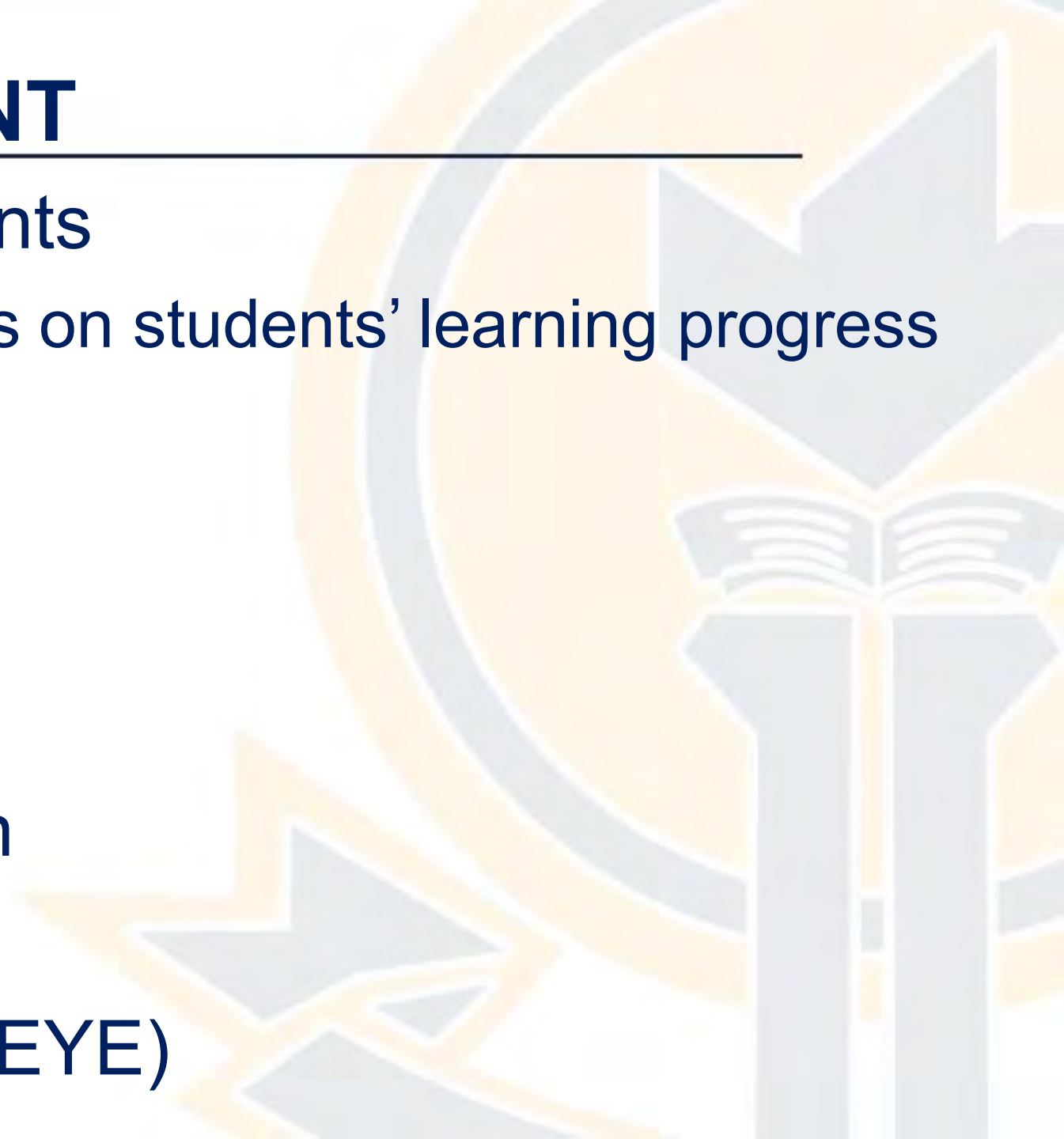
- Do homework or assignments for them
- Make Home Delivery for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

Parents Must Not:-

- Do homework or assignments for them
- Make Home Delivery for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

HOLISTIC ASSESSMENT

- **Non-weighted Assessments**
 - on-going milestone checks on students' learning progress
- **Weighted Assessments**
 - Review Tests
- **No Mid-Year Examination**
- **End-Year Examinations (EYE)**



SUBJECT-BASED BANDING
SBB
(PRIMARY)
OFFERING DIFFERENT SUBJECT
COMBINATIONS



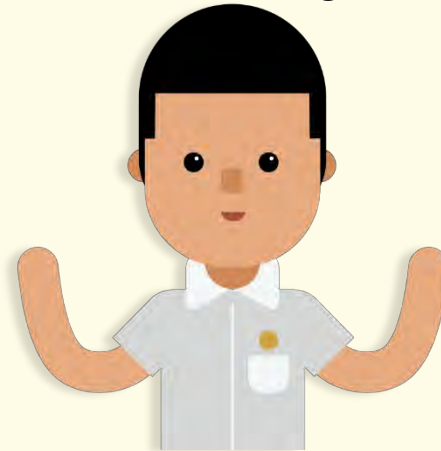
SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



Subject-Based Banding (SBB)
in
Damai Primary School

PRIMARY 4 EXAMINATIONS

- **Progression to P5 will be based on 4 subjects:**
 - **English**
 - **Mathematics**
 - **Science**
 - **Mother Tongue**



SUBJECT COMBINATIONS & RECOMMENDED OPTIONS

5 options available to Parents

Option 1 [4S1H(MT)]

- **Standard English**
- **Standard Mathematics**
- **Standard Mother Tongue**
- **Standard Science**
- **Higher Mother Tongue**

CRITERIA

- **Pass all 4 subjects**
- **Achieve Band 1 (85 and above) for Mother Tongue**

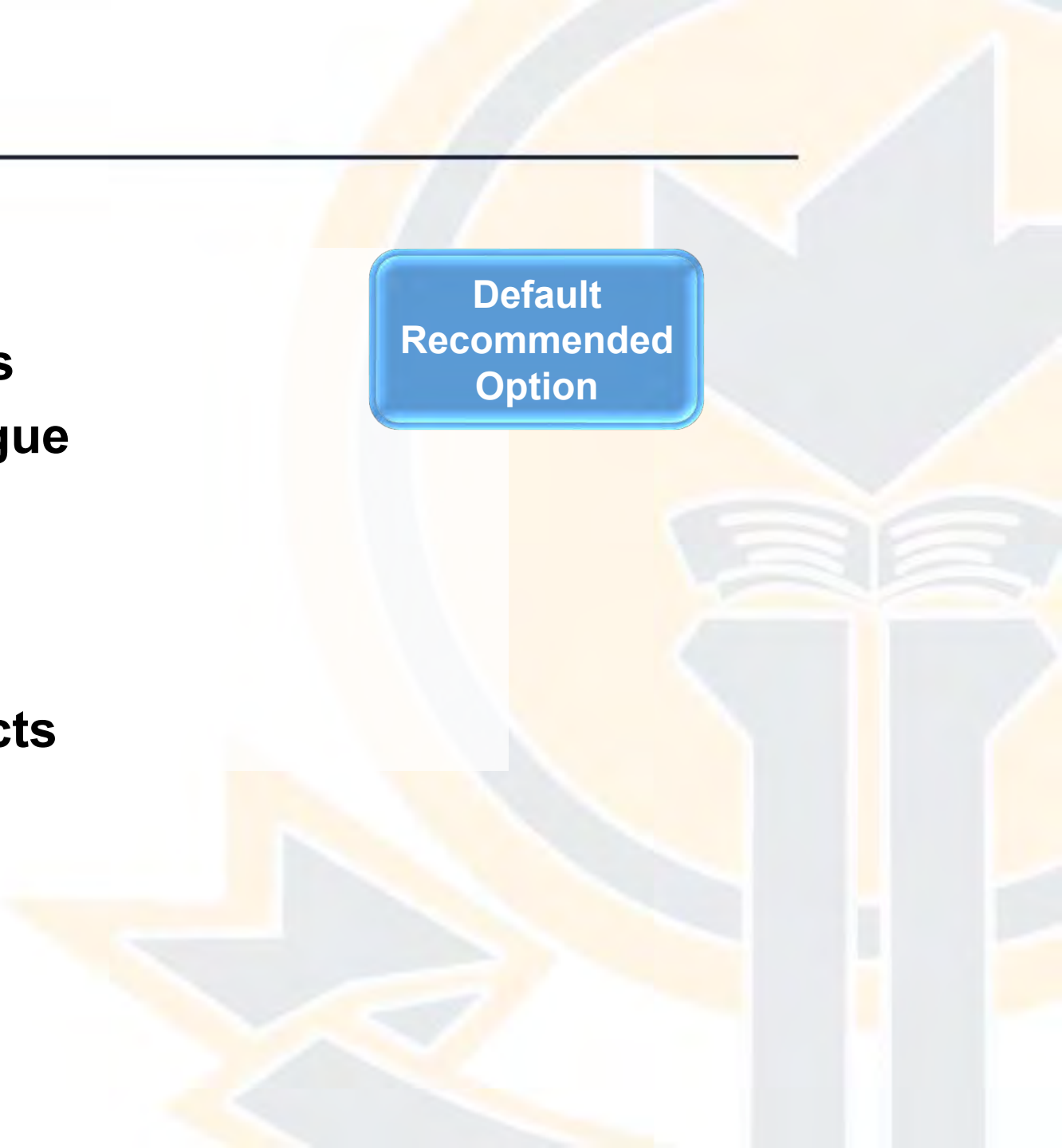
Option 2 [4S]

- **Standard English**
- **Standard Mathematics**
- **Standard Mother Tongue**
- **Standard Science**

CRITERIA

- **Pass 2 or more subjects**

**Default
Recommended
Option**



Option 3 [3S1F(MT)]

- **Standard English**
- **Standard Mathematics**
- **Standard Science**
- **Foundation Mother Tongue**

CRITERIA

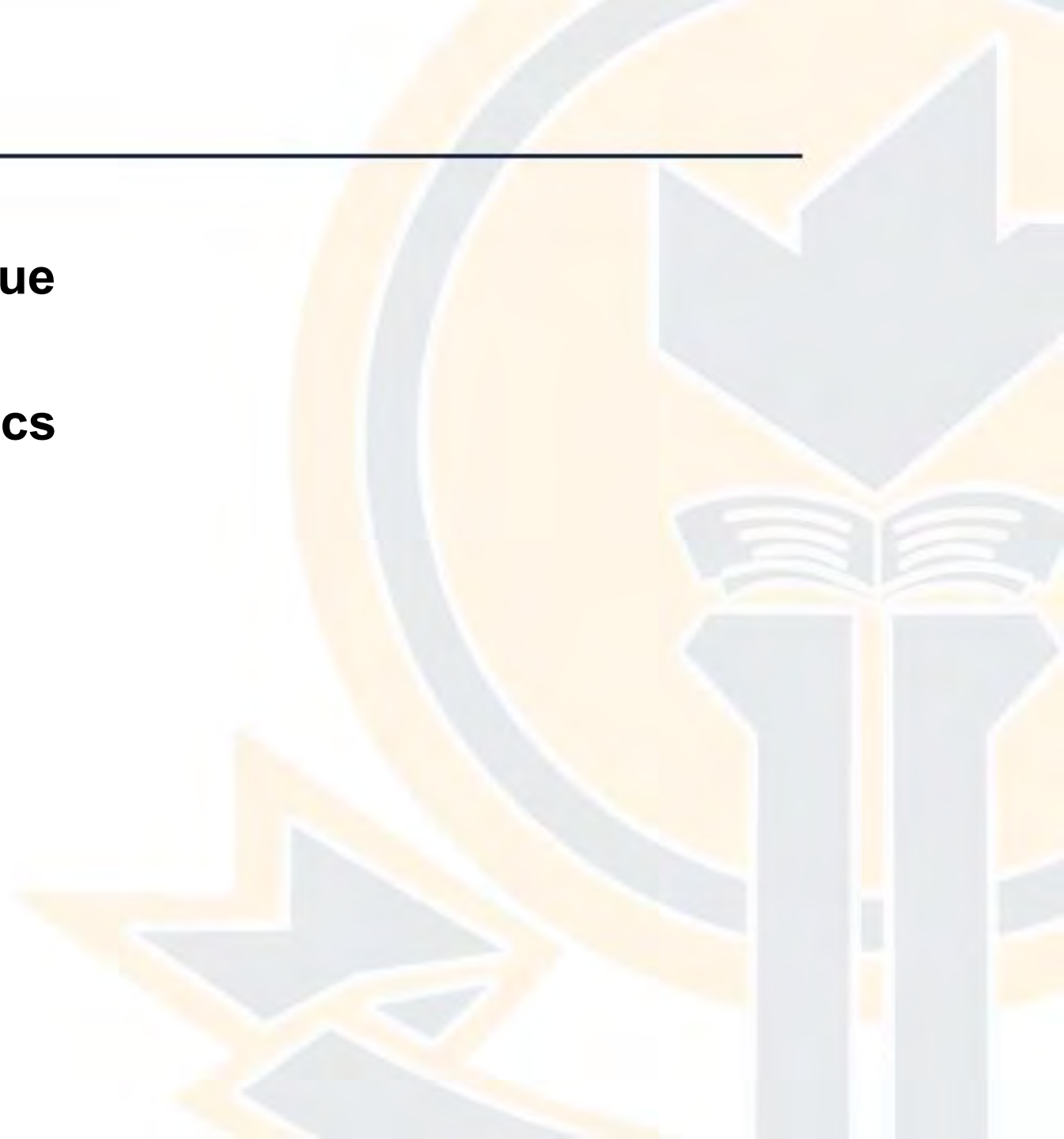
- **Pass 2 or more subjects**
- **Achieve less than 30 marks in Mother Tongue**

Option 4 [1S(MT)3F]

- **Standard Mother Tongue**
- **Foundation English**
- **Foundation Mathematics**
- **Foundation Science**

CRITERIA

- **Did not pass EMS**
- **Pass Mother Tongue**



Option 5 [4F]

- **Foundation English**
- **Foundation Mathematics**
- **Foundation Science**
- **Foundation Mother Tongue**

CRITERIA

- **Did not meet the criteria for Option 1 - 4**

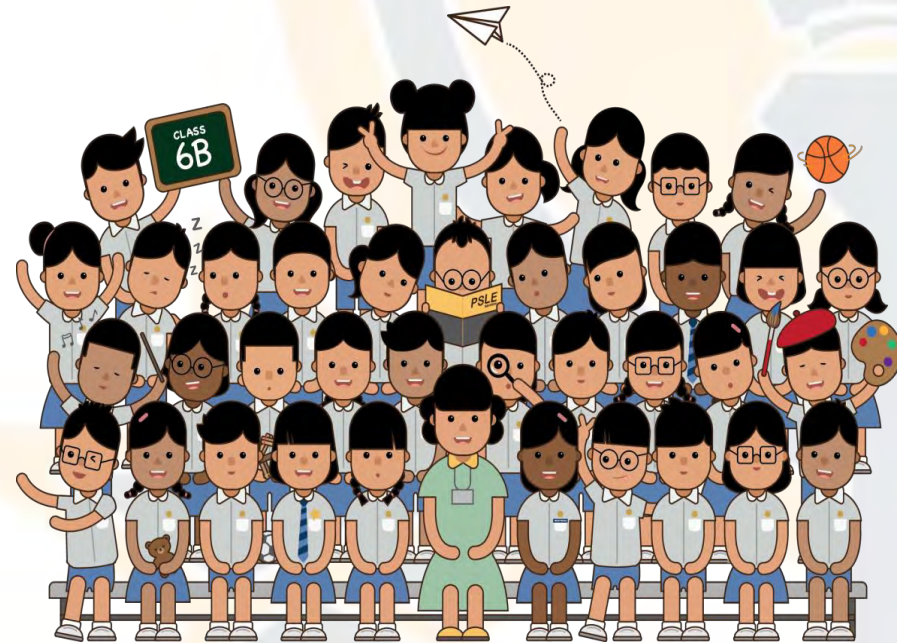
EXERCISE OF OPTION

- **2nd week of November (11 November)**
- **Parents will be given 3 days to consider their options.**

SBB & PSLE MATTERS

SBB BRIEFING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**



Our Focus

Damaians

- **enjoy their learning**
- **have a strong foundation for their learning**
- **have good character and values**
- **demonstrate resilience and social-emotional well-being**
- **exercise self-discipline at all times**
- **have the dispositions to be future ready**
- **be the Best Me everyday**

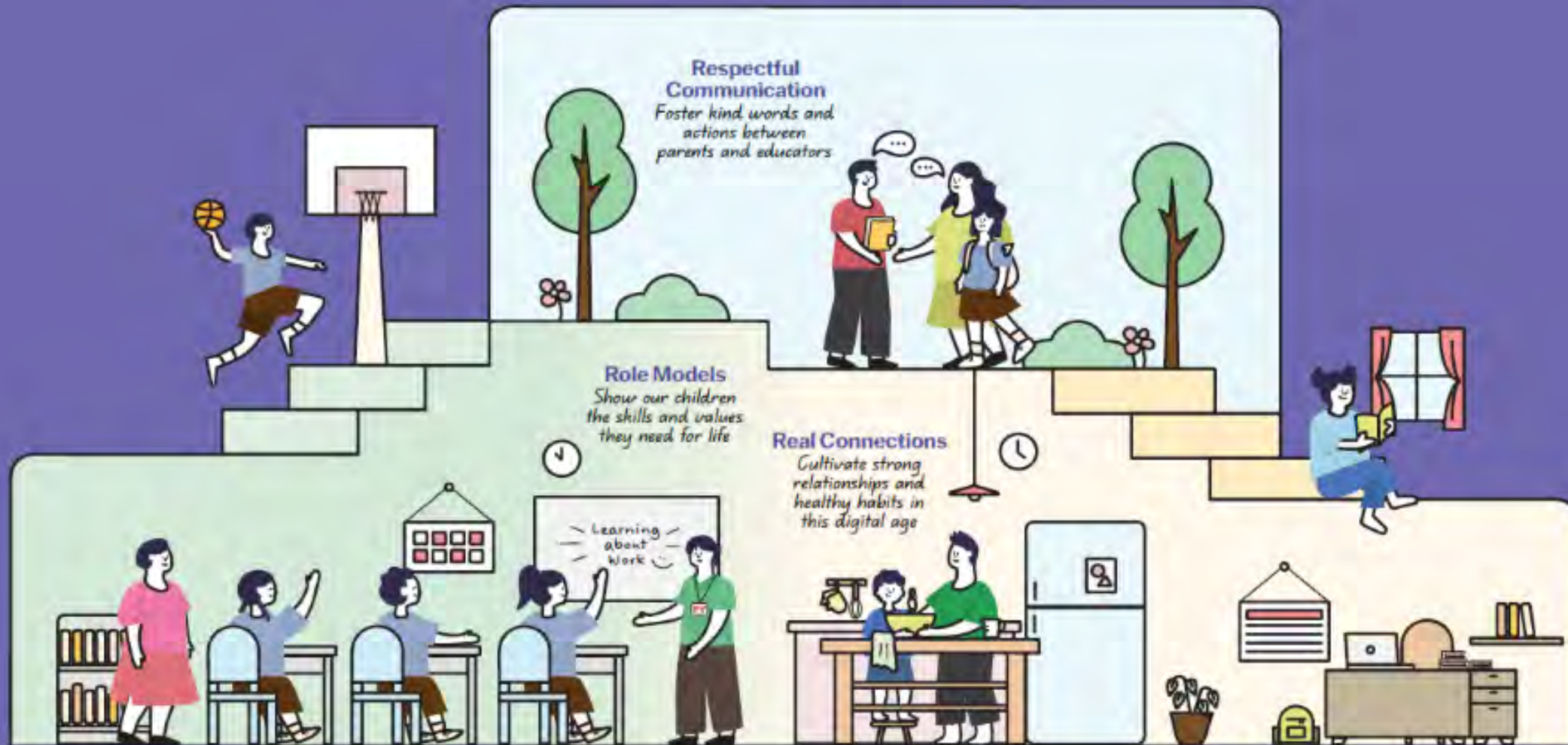
In 2025

- **Start the year right**
- **Partner the teachers**
- **Get your child to make friends**
- **Encourage your child to**
 - **Stay positive**
 - **Have a Growth Mindset**
 - **Be the Best Me Every Day**



Soaring to New Horizons

Raising a Happy, Confident, and Kind Generation Together



Parents Briefing

Ms Laurice Ong

YH/MP



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Starting the year right

- Bonding activities in class to foster positive relationship among peers
- Growth Mindset
- Road Safety Walk




Our Level Programmes

- P4 SwimSafer
- Learning Journeys
- Conversational Chinese and Malay Language (CCM)
- E2K for Math and Science
- Mother Tongue
 - HMT
 - MTSP
- Support Programs
 - Reading Remediation Programme (RRP)
 - School Based Dyslexia Remediation (SDR) Programme
 - Learning Support for Mathematics
- Values In Action Programmes
- Learning for Life Programmes (LLP)
 - SPARK@Play
- Applied Learning Programmes (ALP)
 - IGNITE your CONFIDENCE, EXPRESS Yourself (ICE Yourself)



Academic Matters

Term 1 and Term 3 – Communicating students’ progress in areas like Motivation, Communication and Teamwork

 TERM 3	Developing	Competent	Exceeding
1. Motivation			
• Shows confidence to explore new ways to learn			✓
• Completes tasks / assignments on time		✓	
• Shows passion and enthusiasm towards learning		✓	
2. Communication			
• Is able to carry out instructions		✓	
• Speaks clearly and loudly with confidence			✓
• Expresses ideas, thoughts and feelings clearly		✓	
• Interacts positively with group members		✓	
3. Teamwork			
• Practises turn-taking in conversations		✓	

Academic Matters

- **Topics and Weighting :**
 - Refer to “School Assessment Policy” that will be issued at a later date
- **Absences:**
 - Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
 - There will be no retake for school’s EYE (except for the ORAL exam)

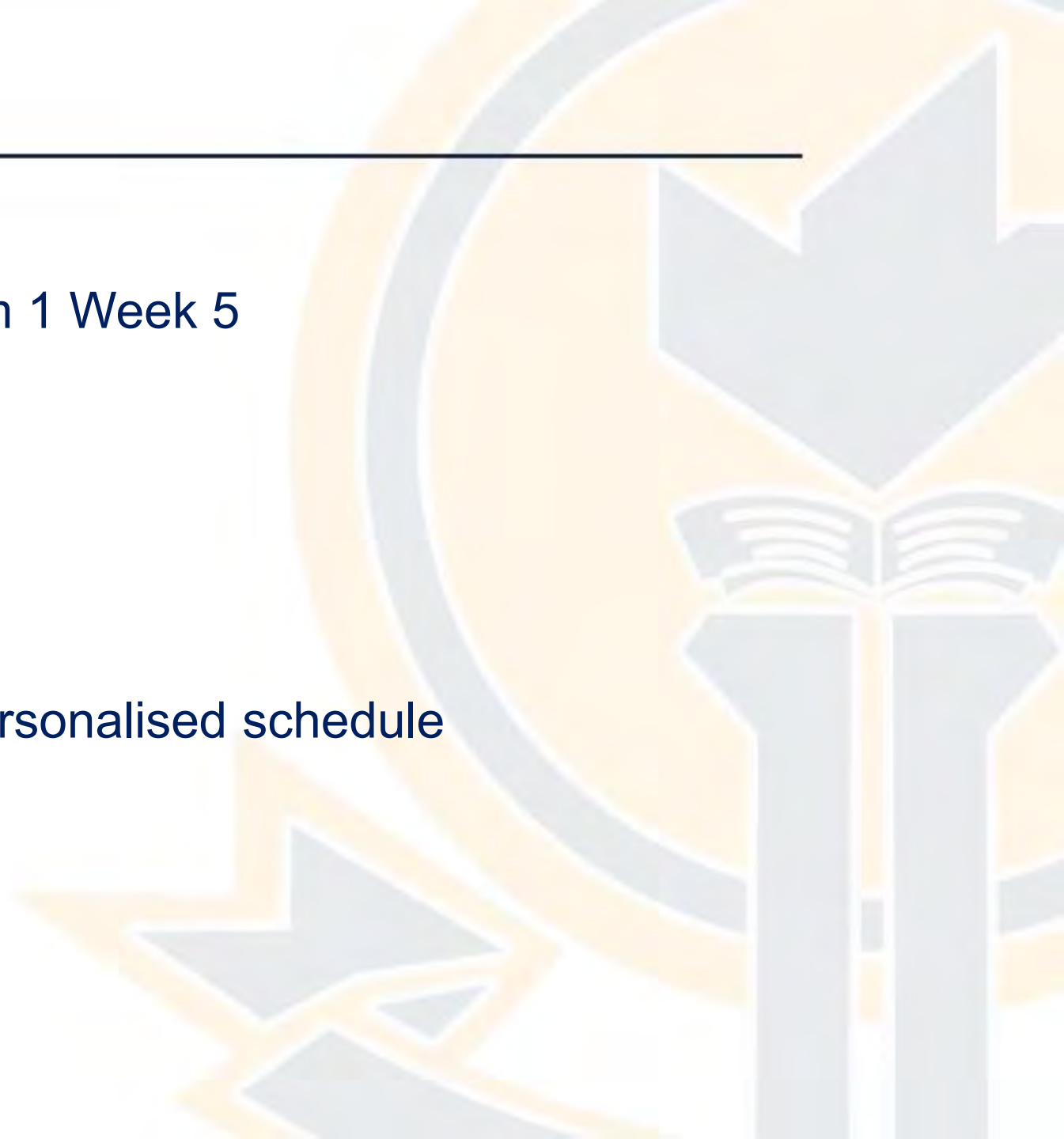
NOTE:-

If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is MOST IMPORTANT.

Academic Matters

- Remedial class will commence in Term 1 Week 5
- Every Monday and Thursday
- 2.00 – 3.00 pm
- Students identified would receive a personalised schedule



Other Academic Matters

- **MT Spelling** : Every Thursday
- **EL Spelling** : Every Tuesday









How Do I Get Involved?

CHOOSE RIGHT

Offer your child snacks that are lower in fat, sugar and salt

Encourage your child to choose healthier options when eating out at hawker centres and fast food restaurants.

LIMIT high-calorie snacks and dishes like:

Chocolate muffin  3 TEASPOONS OF SUGAR	Large chocolate cookie  3.5 TEASPOONS OF SUGAR	Ice-cream cone  3 TEASPOONS OF SUGAR	Chicken cutlet with fries & coleslaw  8 TEASPOONS OF FAT	Fried kway teow  7 TEASPOONS OF FAT	Nasi lemak with fried chicken wing, egg, ikan bilis & peanuts  10 TEASPOONS OF FAT
-----------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Limit high-calorie snacks to 1 to 2 times a week

Limit fried food to 1 to 2 times a week and fast food to once a month

GO for healthier choices like:

<ul style="list-style-type: none"> - Fruit - Carrot/cucumber sticks - Corn on-the-cob 	<ul style="list-style-type: none"> - Wholemeal biscuit - Roasted nuts - Low-fat, plain milk or yoghurt 	<ul style="list-style-type: none"> - Brown rice with stir-fried meat & vegetables - Grilled skinless chicken chop with baked potato and vegetables 	<ul style="list-style-type: none"> - Sliced fish - bee hoon soup - Burger with grilled patty, cup corn/salad and mashed potato
------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

ENCOURAGE YOUR CHILD TO CHOOSE WATER

Teach your child to say 'No' to sweetened drinks

Praise your child for choosing water over sweetened drinks

Drink 3 to 5 cups of water every day

NO

Bring a water bottle to school or when eating out

Add sliced apples, pears, grapes or even cucumber or mint leaves to make water more fun and flavourful



TOO MUCH SUGAR IS UNHEALTHY

Limit your child's sweetened drinks to 1 to 2 cups a week and encourage them to choose drinks with a Healthier Choice Symbol (HCS).

1 CANNED DRINK WITH HCS (300ML)	1 CANNED DRINK (300ML)	1 BOTTLED DRINK WITH HCS (500ML)	1 BOTTLED DRINK (500ML)
			
4 TEASPOONS OF SUGAR	6 TEASPOONS OF SUGAR	7 TEASPOONS OF SUGAR	11 TEASPOONS OF SUGAR

How Do I Get Involved?



The Singapore Integrated 24-Hour Activity Guidelines for Children & Adolescents (7 to 18 years)

For physical, mental and social health, children and adolescents should acquire a lifestyle that integrates regular physical activity, limited sedentary behaviour, adequate sleep and good eating habits within each 24-hour period.

PHYSICAL ACTIVITY			
Accumulate at least an average of 60 minutes of moderate-to-vigorous physical activity each day in a week	Engage in muscle and bone strengthening exercises at least three times a week. This could be part of the daily 60 minutes of exercise	Undertake a variety of light physical activities throughout the day	Take the necessary precautions before, during and after exercise and see a doctor if you feel unwell
SEDENTARY BEHAVIOUR		SLEEP	DIET
Build in regular breaks to move around during times of prolonged sitting or inactivity	Limit recreational screen time as much as possible	Have regular sleep of at least 9 hours for 7 to 13-year-olds, 8 hours for 14 to 17-year-olds and 7 hours for 18-year-olds	Have regular meals consisting of nutritionally balanced food and drink

Aim to achieve most or all recommendations on physical activity, sedentary behaviour, sleep and diet for the best results.

SLEEP DURATION RECOMMENDATIONS

Newborn 0-3 Months	14-17 HOURS	
Infant 4-11 Months	12-15 HOURS	
Toddler 1-2 Years	11-14 HOURS	
Pre-School 3-5 Years	10-13 HOURS	
School Age 6-13 Years	9-11 HOURS	
Teen 14-17 years	8-10 HOURS	
Adult 18-64 Years	7-9 HOURS	
Older Adult 65+ Years	7-8 HOURS	

Source: National Sleep Foundation

Reminder for updating Student Details via SDF Portal

<https://pg.moe.edu.sg/forms/sdf>



Upcoming Parent Engagement Session

Parent-Teacher-Student Conference (PTSC)

- 29 May 2025 (Thursday)**

Parent Briefing (SBB)

- Term 3 - more details would be provided at a later date**

School-Parent Partnership



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

How can we support you better?



- Increased involvement of parents in their child's educational journey
- School-Home Partnership help to clarify what meaningful parent engagement looks like



parenting for Wellness

Toolbox for Parents

Brought to you by



Health
Promotion
Board



Ministry of Education
SINGAPORE



MSF
MINISTRY OF
SOCIAL AND FAMILY
DEVELOPMENT

Starting School Right

Parent Kit

**Missed our
last issue?**

[Click here](#) for our
previous Parent Kits



Ministry of Education
SINGAPORE

Welcome to the new school year!

To ensure our children transit smoothly back to school and complement the efforts of the school, we can equip our children with skills to enjoy their school life.

Read on to find out what you can do at home to help our children develop resilience, set good goals, and teach them how to relate to others.



1. Complement the school's efforts by knowing and supporting your child

Encourage your child to reflect on their experiences in school by having regular conversations with them. By simply recalling and sharing what they have learnt and experienced, they reinforce their learning in school and reflect on their experiences.

These conversations also help us better understand their experiences and allow us to journey with them. Here are some conversation starters:



For Primary Students

- What was your happiest moment in school today?
- Was there anything that didn't go well for you in school today?
- What are you looking forward to in school tomorrow?

2. Help your child think about what they want to achieve this year

These goals could be diverse and simple, like keeping notes for a certain subject, reading more, learning something new in a CCA, or even just wanting to be a kinder person this year.



For younger children, the first step is to slice their goals up into manageable portions. Instead of a chat, **turn it into a fun, crafty activity!** Check out our Instagram account for more details.

LEARN HOW TO
RIDE A BIKE

SLEEP BY 11PM

HELPING OUT
WITH HOUSEWORK

EAT FRUITS
EVERYDAY



DEVELOPING GOOD HABITS

- **How parents can help:**

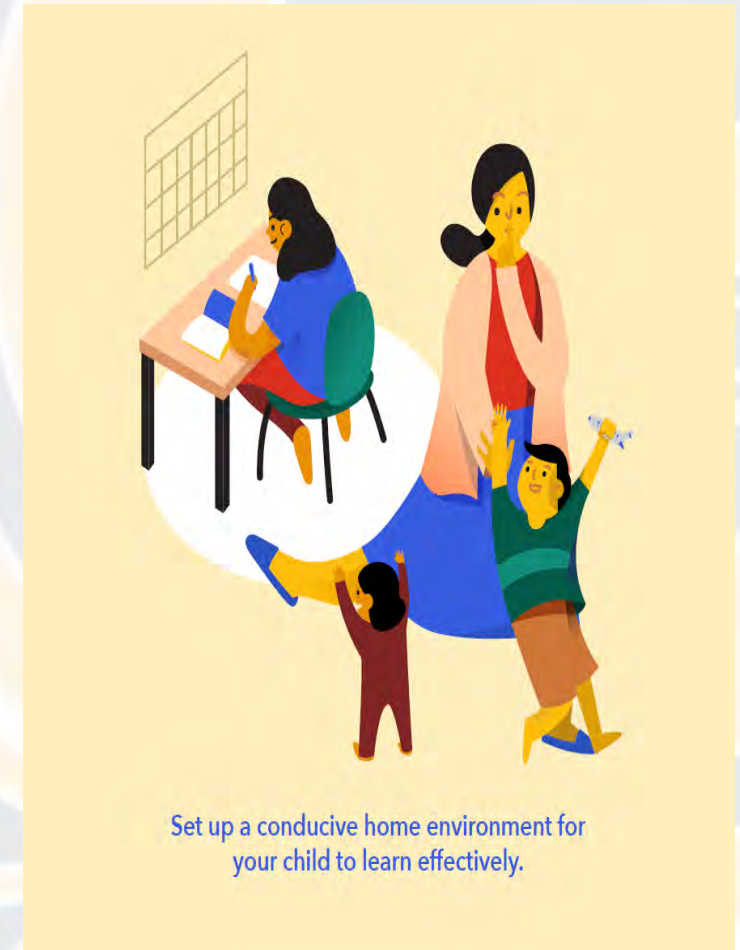
- *Routines at Home*

- Setting up a conducive home environment.

- e.g. At home, set up a well-lit desk and a study area*

- e.g. Parent could read with their children, set them housework etc.*

- Encourage your child to pack his/her own schoolbag and bring required items to school



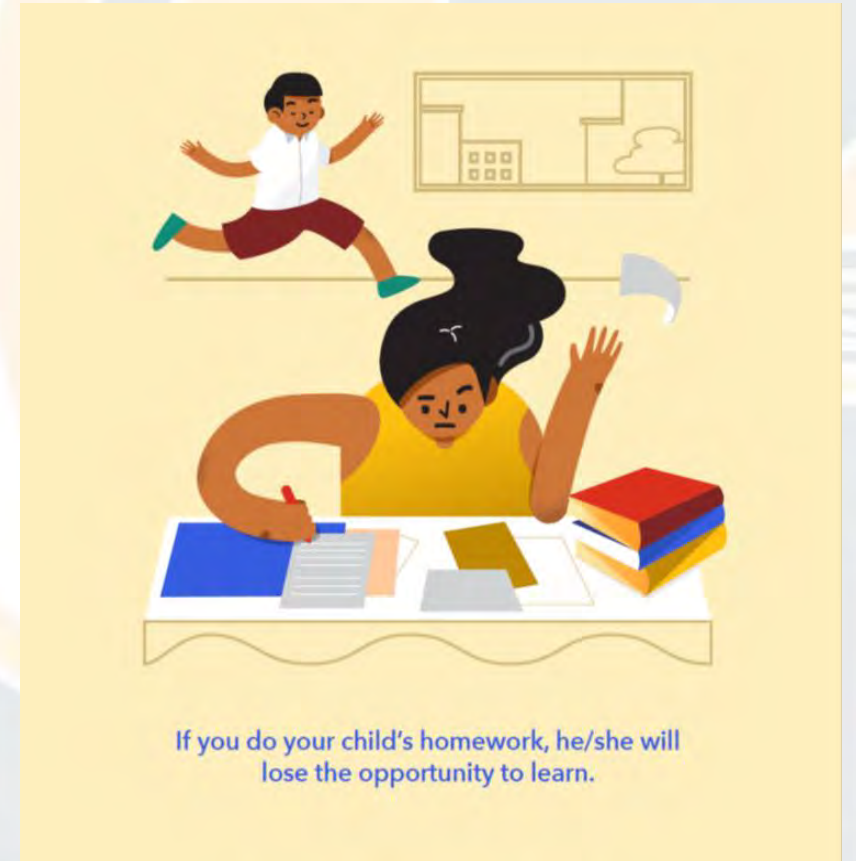
DEVELOPING GOOD HABITS

- **How parents can help:**

- *Self-directed Learner*

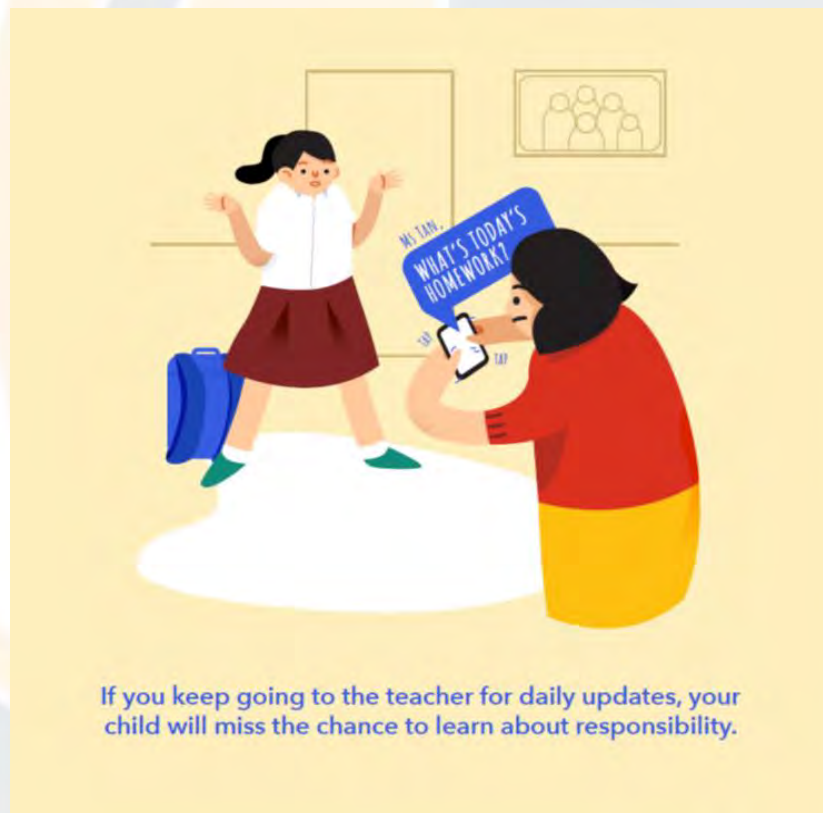
Homework and Learning Support

- Allow your child to attempt the homework on his/her own
- Encourage your child to approach the teacher if he/she needs help with homework
- Parents should ask their child about what they have jotted down in their Student Handbook as opposed to contacting the teacher.



MANAGING SELF

- **How parents can help:**
Self-directed Learner
- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome



3. Help your child relate to others

A large part of what makes school memorable for our children is the friendships forged, but sometimes working up the courage to make new friends can be daunting.

Encourage your child to be kind to others by taking the initiative to talk to their schoolmates. Have your child ask them about their day. A simple "How are you?" and a word of encouragement can make someone's day!



Being kind is one way to make lots of friends! Check out our [Instagram post](#) for some tips.



3. Help your child relate to others

For Primary Students

If your child is in a new class, encourage them to speak to one new person during recess. They could also try speaking to the classmate sitting nearest to them in class. Need tips? Here are some recommendations from some primary school children:

You talk to the person next to you by telling him your name. Then, you wait for him to tell you his. Then, you become friends!

– Brennan, 8 years old

First, breathe in and breathe out. After that, build up your courage so say, “Hi!” But, if the person is still uncomfortable to be your friend, give her some time. You can’t force other people to be your friend.

– Mabel, 8 years old

I would say, “Hi! Do you want to be friends?” I’ll say what my hobbies are.

- Danish, 10 years old



For more activities on making friends, check out the links below to Kindsville Times!

• [Kindsville Times Junior \(P1-2\)](#)

• [Kindsville Times Adventures \(P3-4\)](#)

• [A-OK! \(P5-6\)](#)



Giving Your Child S.P.A.C.E. to Build Resilience



Resilience is not something that you are either born with or not. It is something that everyone can develop and grow. Give your child space to find ways to solve their problems, while remaining available to provide help if and when they reach out. This will help your child see their family as a safe and reliable source of support.



4. Help your child build resilience

Learning from challenges and difficult experiences makes us stronger. It is important to help your child adopt positive mindsets so that they develop the resilience and perseverance to overcome future difficulties.

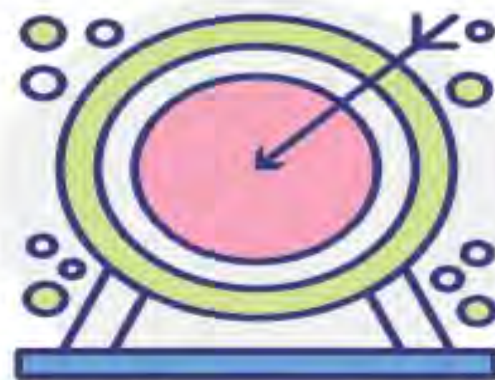


What is a resilient child? It is a child who adapts positively despite setbacks and perseveres in the face of challenges.

Resilience can be nurtured! Here are some ways:

a) When faced with a challenge, guide them to set and move towards their goals.

This encourages them to have a focus and move forward in the face of challenges. Check out page 5 for how you can set goals with your child.



Use the **S.O.D.A.S.** problem-solving approach to break down problems with your child:

Tips

1 Guide your child to identify the **Situation**.

2 Think about the **Options** they have or can take.

3 Weigh the **Disadvantages** of each option.

4 Weigh the **Advantages** of each option.

5 Decide on a **Solution**.

Sample Conversations



1 You seem stressed these days. What's on your mind?

My exams are around the corner. I'm feeling stressed from the constant revising of my notes.



2 Have you taken a break at all? What are some ways you can manage your stress?

I can play computer games or go for a run to destress.



3 What are some possible negative consequences of the options that you shared?

Running will take longer because I'll need to wash up after that. And I might not be able to stop gaming, or be distracted even after I'm done.



4 What are some possible positive outcomes about the options that you shared?

Both will help me feel better, but running is healthier.



5 Which do you think is the better solution?

I think I'll go for a run. Would you like to join me?



Sure!

4. Help your child build resilience

c) If they are unable to think of a solution to their challenges and are feeling anxious, reframe their thinking by asking them these questions:

1

How do you feel about this situation? What's going through your mind?

2

Why are you feeling this way? What caused you to have these thoughts?



3

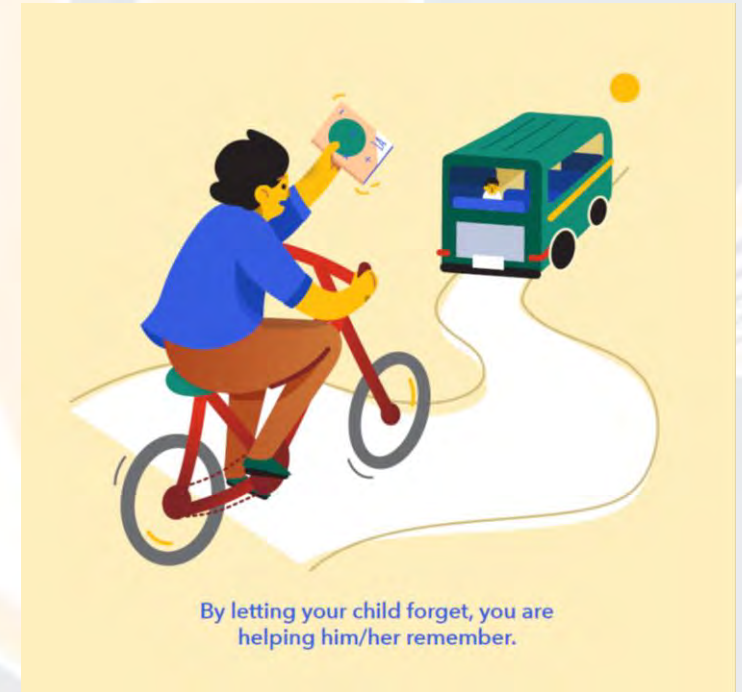
It might seem this way... but is there another point of view we can take?

4

Thinking about it again, how do you feel about the situation now?

MANAGING SELF

- **How parents can help:**
Self Management on Building Resilience
- To try and not to give up if facing challenges
- To manage friendship issue
- To instil self-discipline





Being Present and Showing Positive Attention

Your presence is the greatest present to your child. When you show your child that you take interest in their life and are there for them, they are more likely to share any issues or challenges they may be facing. The key purpose of providing positive attention is to show that you care, and not to monitor them.



✓ Things You Can Do

- ① **You may be busy when your child wants to talk to you. If possible, pause what you are doing, even briefly, to listen to them.**
 - Let them know that you appreciate them opening up to you, and agree on a better time for both of you to have a conversation.
- ② **Regularly set aside time to talk to your child. Give them your undivided attention during this time.**
 - The best conversations can happen naturally any time during the day (e.g. during mealtimes, while travelling somewhere or while playing games together).

SUPPORT YOUR CHILD

BE THERE:

- **Believe** in your child; emphasize on his/her strengths
- **Encourage** your child to give his/her best
- **Treasure** the process of learning, and not just focus on the results
- **Help** your child develop a structure and routine for studying
- **Expect** realistically what your child is capable of; help him/her experience success
- **Recognise** the symptoms of stress/anxiety and address them
- **Empathise** with your child regarding the challenges s/he is facing



Celebrating Your Child's Efforts and Successes



Celebrating your child's efforts and successes helps to reinforce good behaviours. In fact, celebrating and praising efforts are generally more effective ways to encourage lasting behavioural changes, compared to punishment.

✔ Things You Can Do



Celebrate your child's efforts, successes and the experiences gained along the way regardless of the final outcomes.

For younger children:

- 1 Ask your child to write down positive things that they have done or achieved (e.g. being chosen to be a group leader, doing housework, helping a friend out) on a board at home to recognise achievements. Ask them to update the board regularly.



For older children:

- 1 Make a conscious effort to celebrate their milestones and achievements (e.g. graduating from secondary school, finding a part time job).
- 2 Ask how they would like to celebrate and involve them in planning the celebration.
- 3 Discuss with your child and agree on extrinsic rewards.
 - Examples of extrinsic rewards include: more independence (e.g. later curfew), gifts, engaging in meaningful activities (e.g. classes that they are interested in).
- 4 Remember to focus on intrinsic rewards as well by asking them to share their sense of meaning or accomplishment.

○ Things You Can Say

- 1 **Be specific in praising your child's efforts whenever they do something good.**

You were angry just now, but you managed to calm yourself down. That was very mature of you.

- 2 **Tell your child that you are proud of them, e.g. how they had tried their best in overcoming an obstacle.**

I can see how hard you had tried and I'm really proud of you!



Potential Benefits of Social Media Use

When used in a healthy way, social media can offer benefits such as enriching learning experiences and making it easy to stay connected with friends and family.

Social Connections and Support



Social media allows youths to connect with others who share common interests and experiences from all over the world. Online social support can also buffer against stress and anxiety for youths while fostering their social and emotional resilience.

Learn More About the World



Social media can be a valuable source of information and provide platforms to share a variety of views on a wide range of topics and social issues. This can offer opportunities for youths to develop greater awareness of viewpoints beyond their own.

Creativity and Self-Expression



Social media allows youths to express themselves freely. This empowers them to develop their skills, receive validation and gain recognition for their talents, which build confidence and develop their self-identity.

Entertainment



Social media is full of creative and engaging content which can be a good source of entertainment and relaxation.



Concerns Related to Social Media Use

Use of social media without regulation or supervision can increase your child's risk of distress, where they may be overwhelmed and unable to cope with their emotions. As parents, it is critical to look beyond the amount of time your child is spending on social media, and try to understand their actions and experiences.

Greater Impact on Vulnerable Individuals

For those who are already struggling with existing mental health concerns, social media use can affect them more than others. For example, a person experiencing depression or negative body image may be exposed to content that reinforces their low self-worth. They may also see the curated versions of their friends' lives and feel insecure about their own lives.

Lower Self-Esteem



On social media, people usually show highly curated and idealised photos or videos of themselves, which may not be a true reflection of their daily lives. Constant exposure to such content can make youths feel bad about themselves as they struggle to meet such unrealistic standards.

Limited Perspectives



With social media's algorithms, youths are often fed content that matches their interests in order to keep them engaged online. As such, they may not be exposed to multiple perspectives and information that could broaden their understanding and help them develop more balanced viewpoints.

Insufficient Sleep



Youths may find it difficult to disengage from social media at night due to anxiety about missing out on something interesting or exciting that others might be experiencing.

Risk of Exposure to Cyberbullying



Cyberbullying may be more common on social media due to anonymity, resulting in significant distress and potentially poorer mental health in affected youths.



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



Device-free times and places



Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "**I noticed you have been spending a lot of time on your device.**"
 - Ask open-ended questions: "**What do you usually do on your device?**"



Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author



18