

Sharing by Assistant Year Head (P1)



VISION: *Self-Directed Learners, Serving Leaders, Concerned Citizens*

MISSION: *To nurture and empower achievers who Strive, Lead and Serve, anchored on values*



Mdm Jan Lin
Year Head



Mdm Aidah
Assistant Year Head





Our Goals

School Vision, Mission, Values and Motto

- **School Vision**

Self-Directed Learner

Serving Leader

Concerned Citizen



Our Goals

School Vision, Mission, Values and Motto

- **School Mission**

To nurture and empower *achievers who Strive, Lead and Serve, anchored on values

***Achievers who:**

Strive for excellence, with perseverance
Lead with integrity and acceptance
Serve with responsibility



Our Goals

School Vision, Mission, Values and Motto

- **School Values**

Integrity

Responsibility

Excellence

Acceptance

Perseverance

- **School Motto**

With Pride We Excel



Our Goals

A Dazhong student is a...

Self-Directed Learner

Serving Leader

Concerned Citizen



Can you think of examples of the above?

Our Goals

Pupil Outcome Standards (POS)

Self-Directed Learner

Serving Leader

Concerned Citizen



***POS Milestone Checks
in Student Handbook p8-9***

Pupil Outcome Standards (POS)



Giving Dazhong students a STRONG START in secondary school!

Student Outcomes	Areas	Milestone Checks		
		Primary 2	Primary 4	Primary 6
Self-Directed Learner	Ownership of learning 'I own my learning.'	I work towards my learning goals.	I set my own learning goals and work towards them.	I set my own learning goals and work towards them independently.
	Management and monitoring of own learning 'I manage and monitor my learning.'	I check my work and submit it on time. I persevere when working on challenging tasks. I share my ideas with my teachers and classmates.	I plan and manage my learning well. I persevere when working on challenging tasks. I communicate my thoughts and ideas confidently.	I reflect on my own learning and seek self-improvement. I persevere when working on challenging tasks. I communicate my thoughts and ideas confidently and I am receptive to feedback.
	Extension of own learning 'I extend my learning.'	I am curious about what I learn. I ask questions to clarify my understanding.	I am curious about what I learn. I am motivated to find out more.	I am motivated to apply what I have learnt in different areas.
Serving Leader	Model The Way & Inspire A Shared Vision	I am honest and speak the truth.	I do the right thing even when no one is watching.	I set a good example for others and encourage them to demonstrate the school values.
	Challenge The Process	I find ways to solve problems.	I find innovative ways to improve my school.	I challenge others to find innovative ways to improve my community.
	Enable Others To Act	I listen to others and treat them with respect.	I collaborate with others to achieve a common goal.	I encourage others to collaborate and synergise ideas to achieve a common goal.
	Encourage The Heart	I care for others and help my family and friends.	I affirm the strengths of others and celebrate their successes.	I affirm the strengths of others and encourage them to strive for excellence.
Concerned Citizen	Civic Consciousness	I show care for others from different communities.	I appreciate the strengths and uniqueness of friends from different communities.	I take pride in being part of Singapore in relation to Southeast Asia and the world.
	Active Contributor	I am aware of the environmental challenges in our school and community.	I take action to make green solutions to tackle environmental challenges.	I inspire and lead others to care for the environment.



POS for P1



Student Outcomes	Areas	Primary 2
Self-Directed Learner	Ownership of learning 'I own my learning.'	I work towards my learning goals.
	Management and monitoring of own learning 'I manage and monitor my learning.'	I check my work and submit it on time. I persevere when working on challenging tasks. I share my ideas with my teachers and classmates.
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	Active Contributor	I am aware of the environmental challenges in our school and community.



WHAT IS EXECUTIVE FUNCTION

A set of mental skills that we use every day to learn, work, and manage daily life.



**WORKING
MEMORY**

**COGNITIVE
FLEXIBILITY**

(ALSO CALLED
FLEXIBLE THINKING)

**INHIBITORY
CONTROL**

(WHICH INCLUDES
SELF-CONTROL)

EXECUTIVE FUNCTIONING SKILLS

- PAYING ATTENTION
- ORGANIZING, PLANNING, AND PRIORITIZING
- STARTING TASKS AND STAYING FOCUSED ON THEM TO COMPLETION
- UNDERSTANDING DIFFERENT POINTS OF VIEW
- REGULATING EMOTIONS
- SELF-MONITORING (KEEPING TRACK OF WHAT YOU'RE DOING)



Key Level Programmes

English	Math	Mother Tongue
<ul style="list-style-type: none"> • EL Fiesta (Book Character Day) • Learning Support Programme for English (LSP) • Buddy Reading • Speech and Drama (AEP) • Joy To Read 	<ul style="list-style-type: none"> • Factual Fluency • Learning Support Programme for Mathematics (LSM) • Koobits • Learning Journey (TBC) 	<ul style="list-style-type: none"> • MTL Fortnight • Joy to Read





Key Programmes

ICT	PM/CCE	PE	Aesthetics
<ul style="list-style-type: none">• Cyber-wellness• Touch-typing	<ul style="list-style-type: none">• Student Leadership in the Classroom• Gratitude Journal• Heart-to-Heart• FTGP• Values-in-Action: Care for Family	<ul style="list-style-type: none">• Programme for Active Learning (PAL) (Sports & Games)	<ul style="list-style-type: none">• Arts Education Programme (AEP) - String Ensemble (Violin)• PAL (Performing Arts & Visual Arts)



Every Parent ..an Active Supporter



- Promoting Mental Wellness in our Children
- Fostering Resilience in our Children
- Taking time to connect...knowing how your child feels
- Developing your child's digital skills
&
• Promoting Cyberwellness at home



Parenting Tips to Boost your Child's Mental Wellbeing

1. Spend time together.
2. Be attentive to what they say.
3. Be generous with praise.
4. Discipline without labelling.
5. Have realistic expectations.
6. Teach your child to think positively.
7. Focus on their strengths.



Parenting Tips to Boost your Child's Mental Wellbeing

8. **Teach your child to be independent.**
9. **Encourage your child to build meaningful friendships.**
10. **Encourage physical activity.**
11. **Reduce stress together.**
12. **Teach your child how to relax.**
13. **Be a positive role model.**
14. **Share the secret of positive self-talk.**



SOMETIMES THE LOUDEST
HELP IS SIMPLY
A LISTENING EAR.

So, truly, how are you? 

-Azalia
Suhaimi-



Azalia Suhaimi



@azaliasuhaimi



How can you develop your child's digital literacy skills?

Engage your child in the use of technology for everyday situations

Get him/her to:

Research and critically evaluate online information



Find a suitable activity for a family outing



Research a recipe for a family lunch/dinner

Create digital products

Design a digital photo collage after a family outing or celebration



Organise schedules

Organise his/her schedule in an online calendar



How can you promote Cyber Wellness at home for your child too?

Tip 1: Guide your child on time spent online and online etiquette



Ask your child what he/she enjoys doing online.

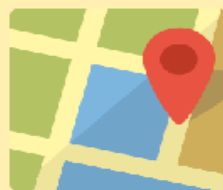
Through your conversations, you can decide together **how much time he/she should spend online**, and **teach online etiquette**.

Consider drawing up a family contract ([click here](#) for sample under #12).

Tip 2: Teach your child to stay safe online



- Remind your child **not to chat with strangers online** or share information that can allow strangers to locate him/her.

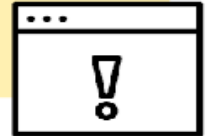


Want more parenting tips on Cyber Wellness?
[Click here.](#)



- Guide your child to **set strong passwords**, and **ignore suspicious links or files** sent by strangers or in pop-up boxes.

- Check with your child about the conversations that go on in their chat groups or social media to assess if he/she is being **bullied online**.



Tip 3: Guide your child to behave responsibly online

CONSUMING INFORMATION ONLINE

- Encourage your child to **verify information** with multiple credible sources.
- Get them to **check with you or a trusted adult** when in doubt.

POSTING INFORMATION ONLINE

- **Co-create guidelines** with your child on what he/she can post online.
- Guide him/her to use the **THINK** framework when creating the guidelines:

Is it **T**True, **H**elpful, **I**nspiring, **N**ecessary, **K**ind?

Before you speak:

T H I N K

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?



RESILIENCE-FOSTERING INTERACTIONS

Give our Children **S.P.A.C.E** to grow

SUPPORT

- Provide positive feedback
- Be willing to listen

PROBLEM SOLVE

- Reflect on setbacks together
- Guide your child to develop alternate plans

AFFIRM

- Affirm strengths and efforts
- Use of effective praise

CHEER

- Cheer your child on for every effort
- Celebrate all successes, even small ones

EMPOWER

- Let your child make decisions
- Encourage your child to voice his/her ideas, and carry out the plans made

PROVIDE ADEQUATE CHALLENGE

- **Stimulating Environment**

- Provide opportunities for challenges
- Nurture your child's talents

- **Structure**

- Set consistent and realistic expectations
- Maintain daily routines with clear boundaries
- Assign responsibilities (e.g. household chores)

- **Supervision**

- Monitor your child's progress
- Look out for signs of distress



PROVIDE HIGH SUPPORT

- **Responsive Environment**

- Know your child's needs
- Be present

- **Role Modelling**

- Role model social skills
- Be consistent in teaching and setting examples

- **Reassurance**

- Encourage your child regularly and intentionally
 - Tell your child "I believe in you"



Peer Support in School

Peer Bonding –

helping students to make friends, creating a sense of belonging to our school.

Peer Influencing

– being a positive peer influence.



Peer Helping –

offering simple practical help and providing emotional and social support to friends in time of need.



Peer Support in School

Key messages to our students:

1. **It's OK if I need help.**
2. **Each one of us can also help our friends.**
3. **We can help to look out for each other.**
4. **When in doubt, we can always check with a trusted adult e.g. our teacher or school counsellors.**



Form Teacher Interaction Time

P1	FT	FT
1I	Meena	Meiling
1R	Haziq	Jingwen
1E	Suriatie	Grace
1A	Cloudi	Edy
1P	Jeffery	Nordiyannah (Ana)
1G	Aidah	Li Bin
1D	Samuel	Mary

- School email: dazhong_ps@moe.edu.sg
- P1 Assistant Year Head: Mdm Aidah



Welcome to Primary 1!



VISION: *Self-Directed Learners, Serving Leaders, Concerned Citizens*

MISSION: *To nurture and empower achievers who Strive, Lead and Serve, anchored on values*

Class Rules / Routines

Rule #1

Follow directions quickly



Eyes
Looking

Mouth
Quiet

Hands
Quiet



Brain
Learning

Ears
Listening

Body
Still

Rule #3

Make smart choices



Rule #2

Raise your hand for permission to speak

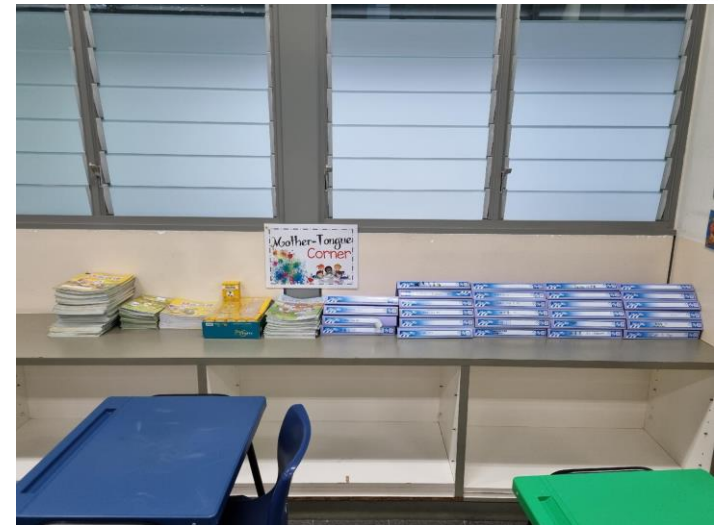


Rule #4

Be kind and respectful to everyone



Class Rules / Routines





- ① Homework file
- ② Handbook
- ③ Thermometer
- ④ Pencil case
- ⑤ A storybook

↳ Put on your table
every morning.

Reminders to parents



1. Bring Mother Tongue Language (MTL) bag every day.
2. Students will bring their MTL books, water bottle, writing materials, homework file and handbook to their MTL classes using this MTL drawstring bag.
3. It would be easier if the MTL books are already packed into this bag.
4. Avoid bringing the entire school bag to MTL lessons.
5. Pack school bag every day; refrain from bringing unnecessary items to school

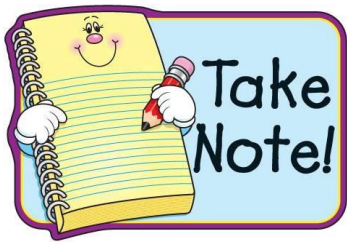


Reminders to parents



1. Alert the teachers about the dates of your child's vaccination. We do not want them doing strenuous activities during PE / PAL.
2. Wear PE attire for days with PE and PAL lessons. Otherwise, your child will have to sit out. You can wear them straight to school (with school skirt for girls). There is no need to bring and change.





Working Together to Help Your Child/Ward Grow



Let's Work Together!



Quick Buzz (3 minutes)!

➤ **Padlet:** <https://padlet.com/dzpsofficial/p1pes2022>

How can I support my child/ward in his/her education journey (as a Self-Directed Learner)?



It takes a village to raise a child....



Let's Work Together!



How can I support my child/ward in his/her education journey (as a Self-Directed Learner)?

Suggestions:

- Set goals **with** my child (What are his/her strengths? Hopes? Fears? Aspirations?)
- **Monitor** my child's daily work (Student Handbook)
- Create a **home environment** conducive for learning (i.e. good light and space for studying, free from distractions)
- Help my child find **joy and interest in learning** e.g. read together; encourage him/her to find out more about what he/she has learnt
- Ask questions to encourage my child to **share about his/her school experience**
- **Praise effort** (not results), and encourage a **growth mindset**

CHANGE YOUR WORDS; CHANGE YOUR MINDSET.

FIXED

I'll never be as smart
as that person.

I can't do it.

This is too hard.

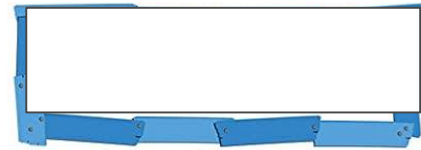
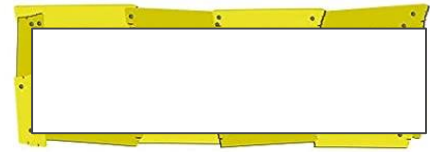
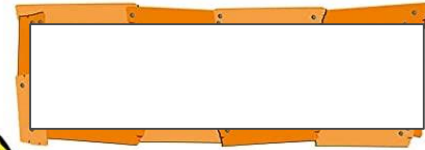
I'm not good at this.

I made a mistake.

I give up.



GROWTH



CHANGE YOUR WORDS; CHANGE YOUR MINDSET.

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GROWTH

Everyone is talented
in many ways.

I'm still learning.
I'll keep trying.

With more practice
it will be easier.

This may take
some time and effort.

Mistakes
help me learn.

I can try a different
strategy.

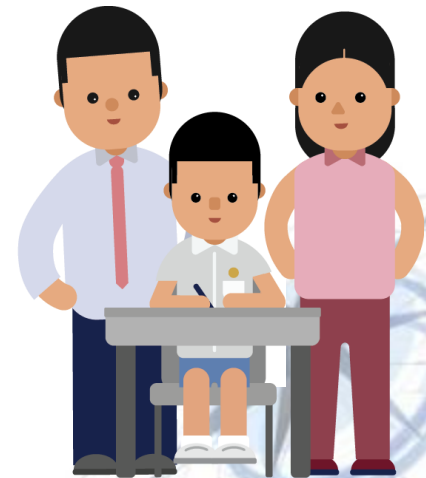


Let's Work Together!



➤ Strengthening Positive Academic Behaviour

- Routines: Checking homework, packing school bag
- Bringing necessary items
- Finishing his/her homework daily
- Praise for **effort** and **perseverance** in completing homework e.g. **annotation**
- Daily revision: Recap **Success Criteria** of that day's lessons; **reflect** on learning and feedback received
- Dare to **respond / ask questions** in class
- Cutting down on the use of electronic devices
- Winding down routine:
 - Sleep by 9 pm every night.



Who is sitting properly?



A



B



Stage 1



How to hold your paper down



Left-handed



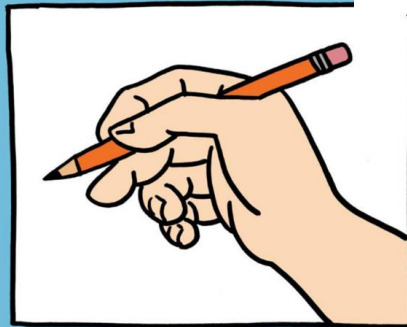
Right-handed

Hold the paper down with your left hand.

Stage 2



How to hold a pen



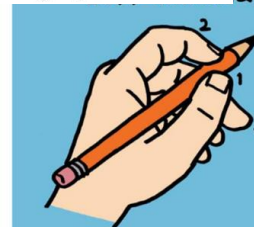
Adaptation Period

Encourage two fingers in proper position to adjust the way of holding pen.

Developing Period

Fish Style grips immobilize the daily writing position to master right posture.

Let's Try!



- 1. Thumb
 - 2. Pointing finger
 - 3. Tall finger
- All fingers are slightly bent.

Right-handed



Let's Work Together!



➤ Executive Functioning

○ P1-2: Impulse Control

Encourage your child to think:

How can I practise Stop-Think-Do?

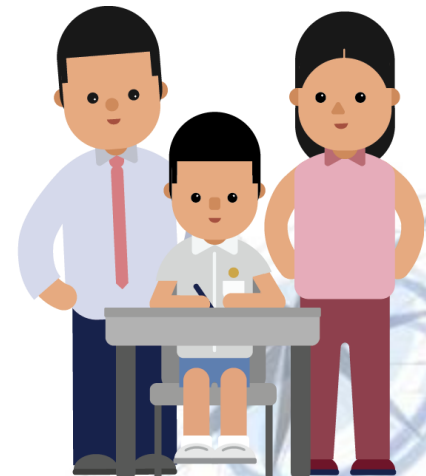
WHAT IS EXECUTIVE FUNCTION

A set of mental skills that we use every day to learn, work, and manage daily life.

- WORKING MEMORY**
- COGNITIVE FLEXIBILITY**
(ALSO CALLED FLEXIBLE THINKING)
- INHIBITORY CONTROL**
(WHICH INCLUDES SELF-CONTROL)

EXECUTIVE FUNCTIONING SKILLS

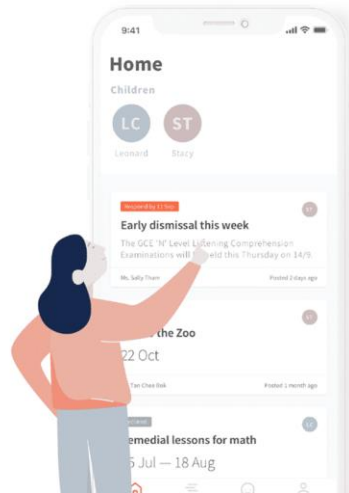
- PAYING ATTENTION
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- UNDERSTANDING DIFFERENT POINTS OF VIEW
- REGULATING EMOTIONS
- SELF-MONITORING
(KEEPING TRACK OF WHAT YOU'RE DOING)



Let's Work Together!

➤ Stay Connected; Be Involved!

- Check Student Handbook regularly. Students are taught to record their homework in their handbook daily.
- Read Termly Letters from the Principal
- Check School Calendar for updates on school programmes
- Download **Parents Gateway** and turn on notifications



Let's Work Together: Communication Channels

- Leave a note in your child's Student's Handbook
- Through **ClassDojo**
- Through email (as provided by FTs)
- For urgent matters, contact Dazhong Primary School General Office (6565 8002).

Let's Work Together: Communication



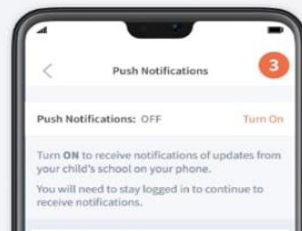
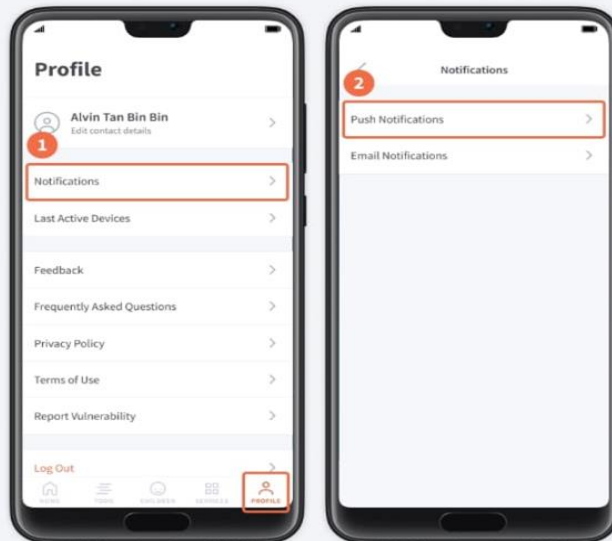
➤ Download Parents Gateway App

Allow notifications (parents must remain logged in)

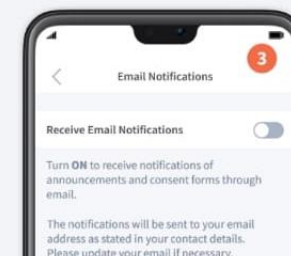
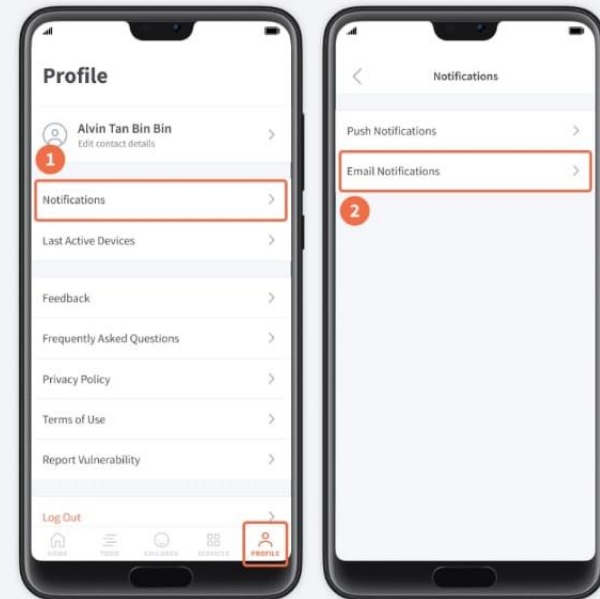


The push notification feature on the phone needs to be enabled.

1. Go to 'Profile' > 'Notifications'
2. Tap on 'Push Notifications'
3. If 'Push Notifications' is 'OFF', tap 'Turn On' to enable it



1. Go to 'Profile' > 'Notifications'
2. Tap on 'Email Notifications'
3. If 'Email Notifications' is turned OFF, tap on the toggle to turn it ON



Self-Leadership: Important Reminders



Self-Leadership: Attendance

- Be in the classroom for flag-raising by 7.30 a.m.
- Attendance
 - All students must attend school during term time. (Refrain from taking leave to travel abroad during school term without the Principal's permission.)
 - Principal's approval must be sought for application of Leave of Absence. Parents will have to submit an application through the General Office.
 - Absence due to medical reasons during tests/examinations must be supported with MC. Marks will not be given to absentees without MCs for all class tests and examinations. Letters from parents/guardians will not be accepted.

Self-Leadership: Attendance

- **Only 5 parent letters** for absences are allowed per semester.
- Please update the FTs in advance (if possible) and provide the MC/letter when your child is back in school.
- If your child is taking the school bus or in Student Care (SCC), please inform the bus company or SCC provider if your child is absent.
- Snack Time: 12 p.m. - 12.10 p.m. (only dry and healthy food)

Please refer to **page 16-22** of the Student Handbook for the School Rules.

Self-Leadership: Staggered Reporting Timings

*(*supersede generic school hours in Student Handbook p10)*

Students should arrive only at the designated reporting time. Students who arrive earlier than their designated reporting times will only be allowed into school at **7.00 a.m.**

Reporting Timing	Students' Levels
7.15 a.m.	P1, 4, 6
7.30 a.m	P2, 3, 5



Self-Leadership: Staggered Dismissal Timings

*(*supersede generic school hours in Student Handbook p10)*

Monday, Tuesday*, Thursday, Friday

Dismissal Venue	1.20 p.m.	1.30 p.m.	1.40 p.m.
Front Pedestrian Side Gate		P4	P5 P6
Vehicular Main gate	P1	P2	P3





Self-Leadership: Staggered Dismissal Timings

*(*supersede generic school hours in Student Handbook p10)*

Wednesday

Dismissal Venue	1.10 p.m.	1.15 p.m.	1.20 p.m.
Front Pedestrian Side Gate		P3	P6 P5
Vehicular Main gate	P1	P2	P4



Self-Leadership: Staggered Recess Timings



Recess

Time	Levels
9.10 a.m. to 9.40 a.m.	P1 and P4
9.40 a.m. to 10.10 a.m.	P2 and P5
10.10 a.m. to 10.40 a.m.	P3 and P6

Alternate Day Rotation:

- **Odd Dates:** P1, 3, 5 (odd number levels) will have their meals at the Canteen. All other levels will eat in their classrooms.
- **Even Dates:** P2, 4, 6 (even number levels) will have their meals at the Canteen. All other levels will eat in their classrooms.
- Students should bring their lunch boxes on days when they are eating in the classroom.
- Students can only pack dry food from canteen up to their classrooms.



It's an exciting school year ahead and there will be many opportunities for us to work hand in hand to bring out the best in your child/ward.

We look forward to partnering you in your child/ward's education!



Encourage your child!

Do take some time to pen down your notes of encouragement for your child.



<https://go.gov.sg/encouragement-dzp1>

s

<https://go.gov.sg/encouragement-dzp1s>



Feedback

We would appreciate if you could take some time to complete the feedback form.



<https://go.gov.sg/dz2022pes>

<https://go.gov.sg/dz2022pes>



thank
you

