

P3 and P4 Parent Engagement Session 2024

DAZHONG PRIMARY SCHOOL



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PRIMARY SCHOOL
With Pride We Excel

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

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



How Can I Support My Child Holistically?





Routines

THE SCIENCE OF ROUTINE

ROUTINES (SUCH AS SHARED MEALS AND SET BEDTIMES) HELP FAMILIES RELIEVE STRESS AND MAKE CHILDREN FEEL SAFE. IT IS IMPORTANT TO MAINTAIN FAMILIAR ROUTINES DURING CHALLENGING TIMES.

THE PREDICTABILITY OF ROUTINES AND KNOWING WHAT TO EXPECT MAKES CHILDREN FEEL CONFIDENT AND SAFE.

FAMILY ROUTINES REDUCE IMPULSIVITY AND MAKE CHILDREN MORE COOPERATIVE AND INDEPENDENT; THIS CAN HELP REDUCE ANGER AND CONFLICTS.

RITUALS AROUND BEDTIME, SUCH AS SHARED MEALS AND A CONSISTENT BEDTIME ROUTINE, MAKE CHILDREN SLEEP LONGER AND BETTER.

SCIENCE SHOWS THAT CONSISTENCY (REPEATING A TASK IN THE SAME ORDER AND CONTEXT) IS THE BEST WAY TO CONVERT BEHAVIORS INTO HABITS.

ROUTINES HELP BOTH PARENTS AND CHILDREN RELIEVE STRESS AND REDUCE ANXIETY AND LIVE HEALTHIER, HAPPIER LIVES.

FAMILY ROUTINES ARE LINKED WITH LANGUAGE DEVELOPMENT, ACADEMIC ACHIEVEMENT AND SOCIAL SKILL DEVELOPMENT.

FAMILY ROUTINES ARE ASSOCIATED WITH PARENTING COMPETENCE, CHILD ADJUSTMENT, MENTAL HEALTH AND MARITAL SATISFACTION.

EDUCATION AND SOCIALIZATION ARE ESSENTIAL ASPECTS OF PARENTING, AND THEY MOSTLY TAKE PLACE THROUGH RITUALIZED ACTIVITIES.

Important to establish **Routines** *at home* from young

Linked to language development, academic achievement and social development

Lack of routines can lead to children developing **anxiety, impulsivity** and the **lack of confidence and independence**

THE SCIENCE OF CARE

Listen First, a UNODC initiative to support happy, healthy and nurturing families.



For more information and references, please visit: www.unodc.org/listenfirst

Made possible with the generous support of France.



Routines

8 WAYS ROUTINES BENEFIT KIDS

Cooperation	Less Power Struggles
Expectations Are Established	Consistency
Confidence & Independence	Stronger Family Connections
Time Management Skills	Stability & Security

- Feel **safe** and **secure**
- Provides **stability**, sense of **responsibility** and **time management skills**
- **Stronger family relationships** help our child to grow into a happy person
- **Consistency** is the best way to convert **behaviors into good habits**
- Able to transit well into the **classroom routines** and **school environment**

DZPS Pupil Outcome Standards

Student Outcomes	Areas	Milestone Checks
		Primary 1 and 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.'	<input type="checkbox"/> I check my work and submit it on time. <input type="checkbox"/> I persevere when working on challenging tasks. <input type="checkbox"/> I share my ideas with my teachers and classmates.
	Extension of own learning 'I extend my learning.'	I am curious about what I learn. I ask questions to clarify my understanding.
Serving Leader	Model The Way & Inspire A Shared Vision	I am honest and speak the truth.
	Challenge The Process	I find ways to solve problems.
	Enable Others To Act	I listen to others and treat them with respect.
	Encourage The Heart	I care for others and help my family and friends.
Concerned Citizen	Civic Consciousness	I show care for others from different communities.
	Active Contributor	I am aware of the environmental challenges in our school and community.
Student Outcomes	Areas	Milestone Checks
		Primary 3 and 4
Self-directed Learner	Ownership of learning 'I own my learning.'	I set my own learning goals and work towards them.
	Management and monitoring of own learning 'I manage and monitor my learning.'	<input type="checkbox"/> I plan and manage my learning well. <input type="checkbox"/> I persevere when working on challenging tasks. <input type="checkbox"/> I communicate my thoughts and ideas confidently.
	Extension of own learning 'I extend my learning.'	I am curious about what I learn. I am motivated to find out more.
Serving Leader	Model The Way & Inspire A Shared Vision	I do the right thing even when no one is watching.
	Challenge The Process	I find innovative ways to improve my school.
	Enable Others To Act	I collaborate with others to achieve a common goal.
	Encourage The Heart	I affirm the strengths of others and celebrate their successes.
Concerned Citizen	Civic Consciousness	I appreciate the strengths and uniqueness of friends from different communities.
	Active Contributor	I take action to make green solutions to tackle environmental challenges.

Student Outcomes	Areas	Milestone Checks
		Primary 5 and 6
Self-directed Learner	Ownership of learning 'I own my learning.'	I set my own learning goals and work towards them independently.
	Management and monitoring of own learning 'I manage and monitor my learning.'	<input type="checkbox"/> I reflect on my own learning and seek self-improvement. <input type="checkbox"/> I persevere when working on challenging tasks. <input type="checkbox"/> I communicate my thoughts and ideas confidently and I am receptive to feedback.
	Extension of own learning 'I extend my learning.'	I am motivated to apply what I have learnt in different areas.
Serving Leader	Model The Way & Inspire A Shared Vision	I set a good example for others and encourage them to demonstrate the school values.
	Challenge The Process	I challenge others to find innovative ways to improve my community.
	Enable Others To Act	I encourage others to collaborate and synergise ideas to achieve a common goal.
	Encourage The Heart	I affirm the strengths of others and encourage them to strive for excellence.
Concerned Citizen	Civic Consciousness	I take pride in being part of Singapore in relation to Southeast Asia and the world.
	Active Contributor	I inspire and lead others to care for the environment.



Supporting my child

Suggestions:

- Set **achievable** 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)
- Ask questions to encourage my child to **share about his/her school experiences** (not just about homework)
- **Praise effort** (not just results), and encourage a **growth mindset**



Screen Time

6 Signs of Too Much Screen Time

- Difficulty sleeping at night
- Daytime exhaustion
- Slow digestion
- Lack of mental clarity
- Burning eyes
- Compulsive scrolling



roundglass

SCREEN TIME: Recommended limits for kids

UNDER 2 YEARS OLD

Zero screen time, except for video chatting with family or friends

2-5 YEARS OLD

No more than one hour per day co-viewing with a parent or sibling

5-17 YEARS OLD

Generally no more than two hours per day, except for homework





Sleeping Habits

At least 8 hours

Healthy Sleep Habits for Babies



iCliniq
The Virtual Hospital



Infants (4 to 12 months)
12 to 16 hours



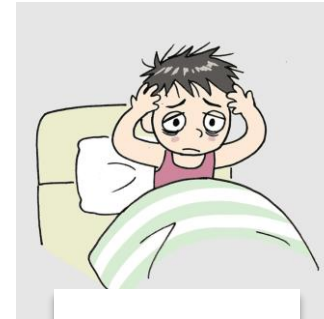
Toddlers (1 to 2 years)
11 to 14 hours



Children (3 to 12 years)
9 to 12 hours



Teens (13 to 18 years)
8 to 10 hours



sleepy



inattentive



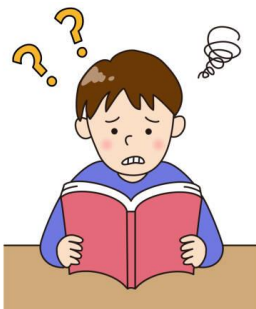
sick



cranky

Social and Emotional Well-being

- ❑ Vital role in your child's academic and personal growth
- ❑ Steady progress in their learning journey
- ❑ Structured environment that can reduce feelings of isolation or disconnection.





- Attending school is important - they should not miss school unless unwell

- Only **5 parent letters** for absences are allowed **each semester**

- Please update the FTs in advance (if possible) and provide the MC/letter when your child is back in school

- If your child takes the School Bus or goes to Student Care, please inform the Bus company or Student Care provider if your child is absent

Channels of Communication

- Parents Gateway
- Termly newsletter
- School calendar
- Student Handbook
- School website: <http://dazhongpri.moe.edu.sg/>
- Telephone: 6565 8002
- School email: dazhong_ps@moe.edu.sg
- Teacher's email address (found on school website)
- YH email address: loh_je_e_yan@moe.edu.sg
- AYH email address:
goh_zong_en_jonathan@moe.edu.sg
- Parent-Teacher Meetings



Catering to Your
Child's Abilities

SUBJECT-BASED BANDING





Why introduce Subject-based Banding (SBB)?

Every child is unique, and has different aptitudes, capabilities and talents

SBB allows **greater flexibility for students to take subjects at different levels** depending on their aptitudes and abilities in these subjects.



How does SBB work?

P4

- Child sits for school-based examinations at P4.
- **School recommends a subject combination** based on student's results.
- Parents fill up an option form (given after P4 SA2 examinations) indicating preferred combination.

P5

- At P5, child takes subject combination chosen by parents.
- School assesses student's ability to cope with the current subject combination.
- At the end of P5 year, **school will recommend changes to subject combination based on student performance.**

P6

- Student takes **subject combination decided by school** and sits for the PSLE at the end of P6.



SBB Recommendation

- Student's **aptitude, motivation and performance** in each subject
- Student's **ability to cope** with a particular **subject combination** (at P5 and P6)





What are some choices available?

	English Language	Mathematics	Science	Mother Tongue Language
Higher				Y
Standard	Y	Y	Y	Y
Foundation	Y	Y	Y	Y





Difference between Standard Subject and corresponding Foundation Subject

- Foundation subjects put **focus** on the **mastery of the core content and skills**, from which higher skills are built upon in the secondary school
- Foundation subjects are **pitched at a lower level** compared to the corresponding standard subject





Offering Foundation Subjects

- Offering subjects at Foundation level is not a disadvantage to students.
- It enables them to **focus on building up strong fundamentals** in these subjects and better prepares them for progression to secondary schools.





Considerations for Higher MTL

- Is student coping well in the standard subjects, i.e. English, Math, Science and MTL?
- Should student be spending more time in the standard subjects, rather than on an additional subject (HMTL) and perhaps, pursue other interests?
- Does student have an interest and a flair for the MTL?
- Overall student well-being and balanced lifestyle



USE OF HCL FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS











EXAMPLE

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

Students with better PSLE Scores will be posted first, even if they did not take HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first





Subject combinations currently offered in DZPS

- 4S + 1HMT
- 4S
- 3S + 1F (FMT)
- 2S + 2F (FMA and FMT)
- 2S + 2F (FMA and FSC)
- 4F





At the end of P5

- School will determine changes to subject combinations, taking into account the following factors:

At the end of P5	School decision
Takes 1 or more foundation subjects and does very well in the subjects	<ul style="list-style-type: none"> • School may allow him to upgrade 1 or 2 subjects to standard level if school believes he can cope; or • Continue the same combination in P6
Takes standard subjects and has difficulty coping	<ul style="list-style-type: none"> • School may allow him to take 1 or more subjects at foundation level in P6
All other students	<ul style="list-style-type: none"> • School will allow them to continue the same subject combination in P6.