

Parents Engagement Session

2 January 2025

Programme

Welcome by School Leader

School-Home Partnership

School Rules and Regulations

Holistic Development

Key Programmes

Vision

Lifelong
Learners,
Leaders of
Character



Mission

Building Character
Enriching Lives
Stretching Po**T**ential



Values

Perseverance

Respect

Integrity

Diligence

Empathy



Student Vision Outcomes

Engaged Learners

- Show curiosity for learning
- Work with others respectfully
- Take responsibility for their own learning
- Think critically and communicate confidently



Student Vision Outcomes

Resilient Learners

- Develop a growth mindset towards learning
- Stay focused and persevere when faced with difficulties
- Reflect on their thoughts and actions and learn from mistakes
- Adapt and explore different solutions to respond to challenges



Student Vision Outcomes

Caring Citizens

- Know and love Singapore
- Show kindness and graciousness to people around us
- Demonstrate sensitivity to customs and cultural practices in Singapore
- Demonstrate awareness and participate actively in school and community events
- Adopt healthy habits, develop an awareness of the arts and care for the environment



Student Vision Outcomes

Leaders of Character

- Demonstrate strong PRIDE values
- Know right from wrong
- Know their strengths and areas for growth
- Lead confidently

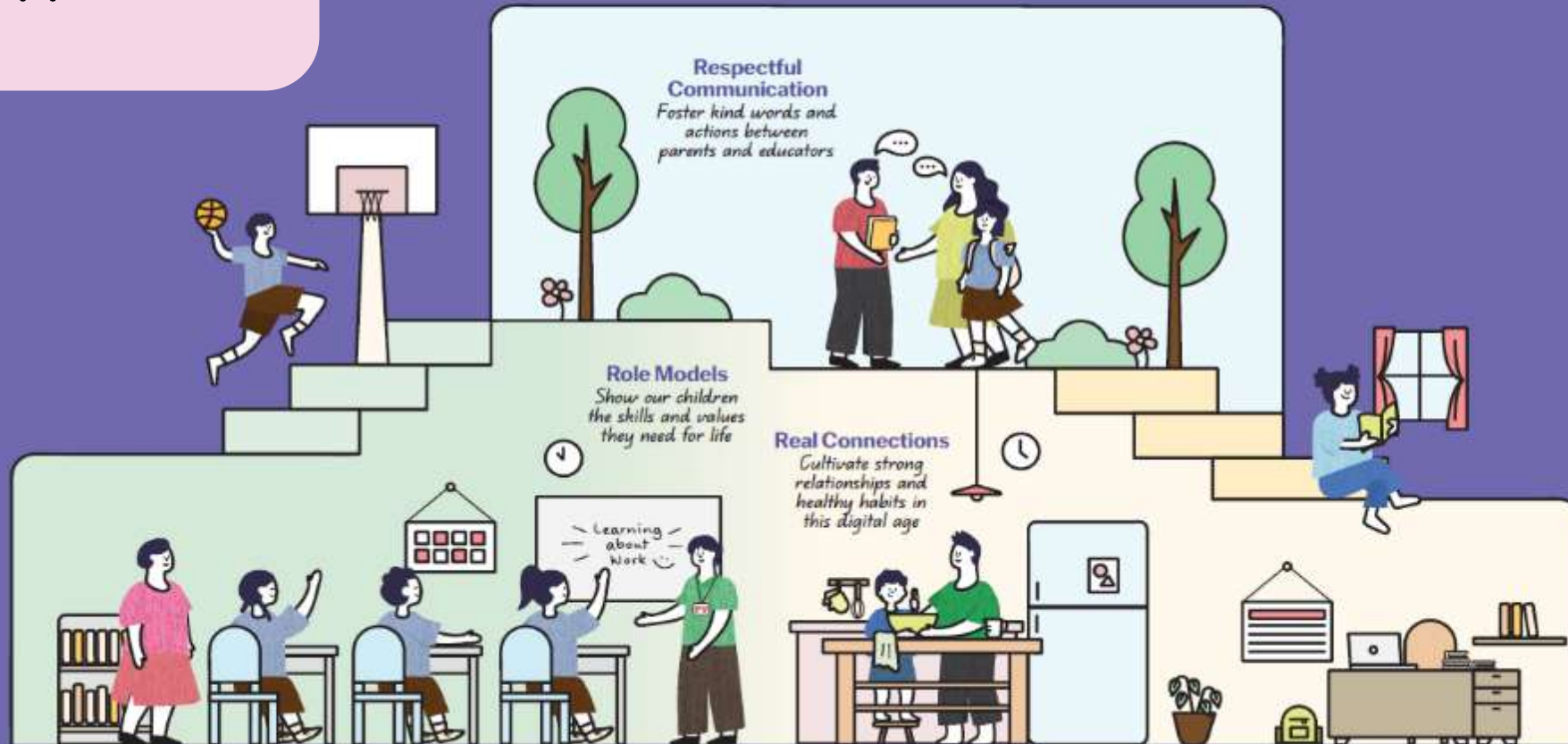


School-Home Partnership

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



Build strong bonds through shared experiences and meaningful conversations

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

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

- 1 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.
- 2 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

- 1 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?
- 2 Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected to 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're not in order to fit, please know that you can come to me to share your thoughts and struggles. We'll work through that together.
- 3 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 24

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

- 1 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.M.A.R.T.** (Source, Understand, Research, and Evaluate).
- 2 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 organised?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- 3 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 to feel upset. It's also okay to respond to those comments. Share with us all 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.




Ministry of Education
Singapore

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.



Communication with School

Response Time From Staff: _____

- For E-mail & phone call correspondence → **3-7-21** guideline applies.
- **3 Days** → Staff will reply within 3 days for straightforward matters.
- **7 Days** – Staff will send a holding reply within 3 days for issues that require further investigation or consultation and respond within **7 to 21** days.



**School Rules
&
Regulations**



- Students are expected to attend school regularly.
- Students will not be granted permission for vacation or overseas trip before the school term ends.



- Attendance in school is compulsory. Absence from school must be covered by a medical certificate.
- A signed letter from the parent/guardian will be taken into consideration on a case-by-case basis.
- The number of signed letters from parent/guardian should not exceed 10 per year.

Attire



- Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- Iron on nametag must be placed above the pocket of shirt/blouse and above the school badge on the PE attire.

Attire



- On days when there are PE lessons, PE attire (shorts and House T-shirt) is to be worn.
- P1 girls can wear shorts and House T-shirt.

Attire



Meranti

Angsana

Tembusu

Cempaka

Casuarina

- Students are to wear white socks. Ankle socks are not allowed.
- Students are to wear white shoes with no high cut or other fanciful/colourful designs.
- Sweaters and wind-breakers should not be outlandish or have offensive messages.

Hair & Appearance

- Students should not wear jewellery.
-
- Girls are allowed to wear only one pair of small plain ear studs. No other jewellery or any item of personal adornment (e.g. bracelets, necklaces, wristbands) is to be worn.
 - All male students must be clean-shaven at all times. Moustache and beards are not allowed.
 - Fanciful hairstyles are not allowed.
 - Hair bands/clips/ribbons must be black or navy blue.

Mobile Phones & Smart Watches

US Surgeon-General calls for mental health warning labels on social media platforms



The push for a working deal sits up with the Biden administration and the technology...
Straits Times 18 June 2024

Singapore to put in place measures to deal with screen time and device use in coming months



Another push to regulate screen time comes as a child's mental well-being is affected by the fringe between the government and...
Straits Times 24 July 2024

- Use of Mobile Phones and Smart Watches in School
 - Students are required to put the mobile phones/smart watches in their **classroom lockers** only. Students are expected to buy a lock to keep their locker secure.
 - After school ends, students can retrieve their mobile phones/smart watches from their lockers and are allowed to contact their parents/guardian at the waiting area beside Gate 1 or Gate 3 just before they leave the school premise.

Mobile Phones & Smart Watches

- Application form can be downloaded from the link provided in the school 1st Keeping in Touch letter.
- Submit the application form to the Form Teacher.

PEIYING PRIMARY SCHOOL
Johor Bahru • Uluwang Laksana, Laksana, Laksana • Johor Bahru
Johor Bahru • Uluwang Laksana, Laksana, Laksana • Johor Bahru

APPLICATION TO WEAR SMART WATCH TO SCHOOL

To: The Principal
I, parent/guardian of _____ (Name of Child/Ward) of Primary ____ would like to seek approval for my child/ward to wear a smart watch to school for the following reason(s):

I have noted the guidelines and agree to the conditions on the use of smart watches in school as described in Annex A. I will undertake to brief my child/ward on the appropriate usage of the smart watch in school and its consequences if the privilege is abused. I understand that the school will not be responsible for any loss or damage to the watch.

Name of Parent/Guardian _____ Signature of Parent/Guardian _____ Date _____
(This portion will be returned to applicant after the Principal's approval)

Date of Approval: _____
Dear Parent/Guardian of _____ Class: _____

Approval to Wear Smart Watch to School
I am pleased to inform you that approval for your child/ward to wear his/her smart watch to school **has been granted**. Please note that the smart watch should only be used to tell time in school. Using the smart watch for communication between parent and child should strictly be used to offer school dismissal. Students are to be solely responsible for their smart watch whilst in school.

Thank you for your understanding and support.
Yours sincerely,
Lee Khion Peng
HOD Student Management

GUIDELINES FOR THE USE OF SMART WATCHES IN SCHOOL

1. The parent/guardian must obtain approval from the Principal for his/her child/ward to bring a smart watch before the device could be brought to the school.
2. The device should only be used as a watch within school hours. Students are not allowed to access the camera, video recording functions or transmit any data within the school compounds.
3. The student must not lend the watch to another student.
4. Whilst in school, the student can use the smart watch only for communication between the student and his/her parent/guardian after dismissal. The designated location for the use of the watch for this purpose is the school general office and/or canteen.
5. Should a student be found to have contravened the guidelines for the use of the device, it will be kept by the teacher and the parent/guardian will be contacted to retrieve the watch from the school office.
6. The student should be solely responsible for the care and safekeeping of the smart watch.
7. The school is not responsible for damage or loss of the smart watch under any circumstances.
8. Students are not allowed to wear smart watches during Weighted Assessment and Semester Assessments. They should remove the smart watches and put them into their school bags during this period.



POSB Smart Buddy Watch & Fitness Tracker

- Students are allowed to wear POSB Smart Buddy Watch and fitness trackers as long as their functions do not extend beyond time-telling, timekeeping and fitness-related tracking (e.g. step count).
- Such devices should not possess communicative features (e.g. messaging and calling apps/social media access) and photo/video capabilities, which distract students during lessons and do not comply with examination regulations.



Holistic Development



What is Primary School about?



1

Laying a strong foundation

2

Nurturing well-rounded individuals & passionate lifelong learners

3

Providing learning opportunities, recognising our children's strengths & developing their potential

4

Preparing our children for the future

5

Providing a safe learning environment to support their well-being

Holistic development at Primary 1 includes:

Offering age-appropriate assessment strategies to support learning

Focus on building greater confidence and nurturing a stronger intrinsic motivation to learn



No examinations and weighted assessments at P1 and P2 to encourage the joy of learning.

Holistic Development

- Use of qualitative descriptors such as ‘Emerging, Developing and Competent’ to report student’s learning progress.



Support in School

Learning Support

Learning Support Programme (LSP)

- To equip students with basic literacy skills.

Learning Support for Mathematics Programme (LSM)

- To bridge the gap for students who do not have foundational numeracy skills and knowledge.



Support in School

Social & Behavioural Support

- TRANSIT Programme

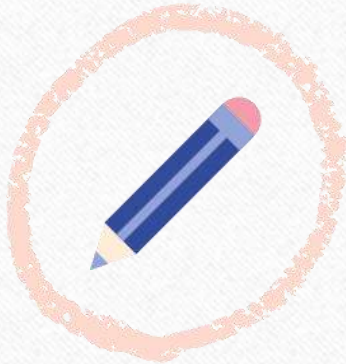


TRANSIT In-Class

- **TRANSIT stands for TRANSition Support for InTegration.**
- **A school-based intervention for Primary 1 students who require support in developing social and behavioural skills to cope independently in class and adjust to the demands of the primary school environment.**
- **A SEN Officer will explicitly teach Self-Management Skills and provide behavioural support during these sessions.**
- **Form Teachers will teach the subject curriculum and infuse learning and practices of Self-Management Skills (SMS) within their subject lessons when appropriate to ensure the application and generalisation of SMS in subject lessons.**

TRANSIT In-Class

Students are equipped with the necessary skills to learn independently through learning Self-Management Skills (SMS).



Classroom Work Habits

- Introducing Yourself
- Learning Classroom Rules
- Focusing Attention



Social & Communication Skills

- Asking for Help
- Turn-taking in Conversations
- Identifying Good Friendship Behaviours



Emotional Regulation Skills

- Identifying Feelings
- Reacting to Failure
- Responding to Teasing



Student Recognition

Character Awards and Recognitions - PRIDE Star Awards



The PRIDE Star Award is a school-based award that recognizes outstanding students who demonstrate our school core values PRIDE.

Edusave Awards for Achievement, Good Leadership & Service (EAGLES)

- The award is given to Singaporean students to recognise those with exemplary leadership qualities, excellence in non-academic achievements, provide exemplary service to the school/community and exhibit consistent demonstration of Emerging 21st-Century Competencies (E21CC).
- Students can also be nominated based on their participation and contributions in various school Curriculum and Co-Curriculum programmes, such as PAL, ALP, LLP, and CCAs.

Edusave Merit Bursary (P1 & P2)

Criteria

- Student who consistently demonstrates positive learning dispositions in the course of the year
- Singapore citizen
- Good conduct
- Satisfy the household income criteria

Maximum **25%** of the total student enrolment per level

Learning Dispositions



Learning
Dispositions

P R I D E	Engaged Learner	<p>Joy of Learning Shows satisfaction from learning skills or discovering new ideas</p>	<p>Regular Attendance Punctual for school Asks questions Respects the opinion shared by others Works harmoniously in a team Does not give up easily when the problem is difficult Completes and hands in class work on time Is clear about his/her goal Is willing to try out ideas Shows strong determination to complete task Ensures task is completed to the best of his/her ability</p>
		<p>Curiosity Open and inquiring mind</p>	
	Leader of Character	<p>Enthusiasm Shows interest in learning things</p>	
	Caring Citizen	<p>Resilience Is not easily discouraged or give up easily.</p>	
	Resilient Learner		

Reporting of P1 & P2 Students' Learning Progress in HDP

Reflection of Learning Outcomes (LOs) & Qualitative Descriptors

For illustrative purposes only.		Holistic Development Profile	
Name	: Jane Ong	Date	: 6 Nov 2021
Age on 1st Jan	: 6	Identification No	: TXXXX345F
Class	: P1-Respect	Course	: Primary One
Form Teacher	: Miss Tan		
Co-Form Teacher	: Miss Lui		
SUBJECT			
MATHEMATICS			
• Understand addition and subtraction		Competent	
• Understand numbers up to hundred		Competent	
• Add and subtract numbers		Developing	
• Identify, name, describe and sort shapes		Competent	
• Read and interpret picture graphs		Emerging	

Key Programmes



PEIYING PRIMARY SCHOOL



SCALE@Peiying

Sports, Character Development & Adventure Learning Experiences

**Primary 1
Student
Reflection
Journal**



ALP - Project T.H.I.N.K. (*Thinking Holistic Innovative Networked Kids*) for Home Earth

Thinking Holistic Innovative Networked Kids

- Connects classroom learning with real-life applications.
- Focuses on igniting curiosity and joy of learning while developing 21CC: critical & inventive thinking, communication & collaborative skills

FOCUS

- Environmental Education

HOW?

- ALP Curriculum
- Additional resources -Wall murals, Learning Journeys, Farm Space
- Design Thinking (pedagogy)

Environment as the 3rd Teacher



Environment as the 3rd Teacher

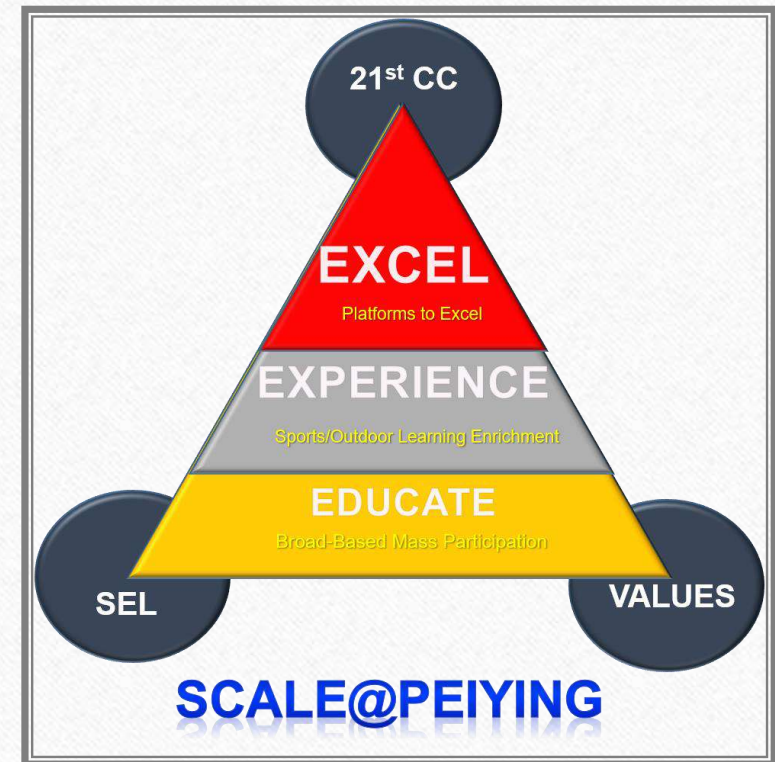
Farm Space – High Tech Farming Techniques

- Hydroponics and Aquaponics
- Vegepods



Learning for Life Programme (LLP) – Sports, Character Development and Adventure Learning Experiences (SCALE) @ Peiying

- Sports, Character Development and Adventure Learning Experiences @ Peiying
- 6-year sports and outdoor education programme that provides students with real-life experiential learning to develop 21st Century Competencies (21CC), Social-Emotional Learning (SEL) and PRIDE values.



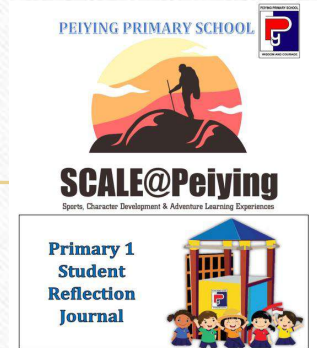
Learning for Life Programme (LLP) – SCALE @ Peiyang

Provides students with real-life experiential learning to develop their character and values, cultivate positive attitudes, self expression and strengthen their people skills.



SCALE Student Reflection Journal and Tokens

- A concrete and reflective documentation of our students' journey in acquiring PRIDE values
- Upon completion of their reflection journal, our students received attractive tokens.





PARTNERSHIP Cyber Wellness

Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

DEVICES USED DAILY BY CHILDREN (%)	CHILDREN (%)			
	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	85	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

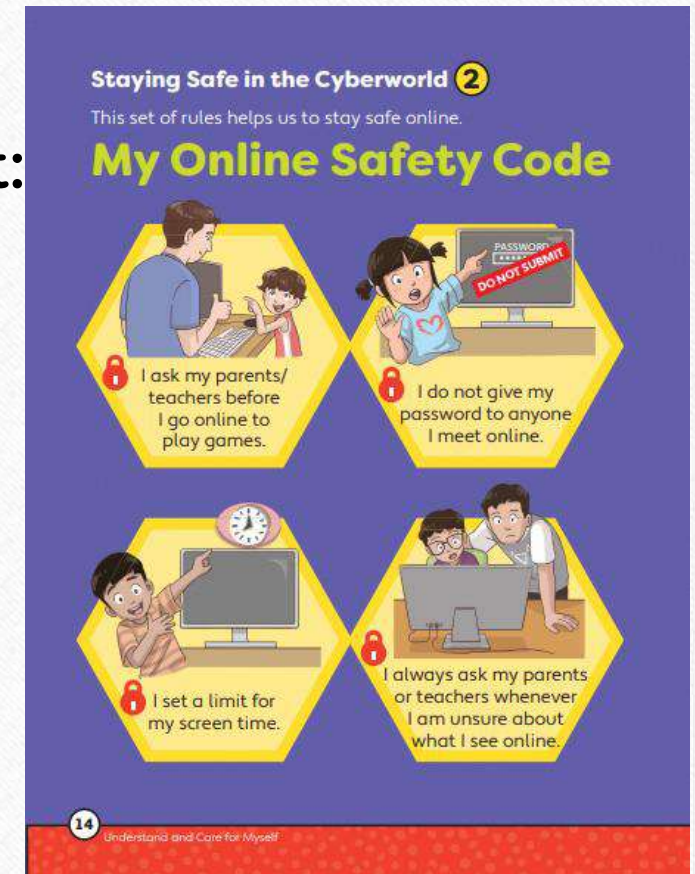
1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- **Basic online safety rules**
 - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
 - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the *Parenting for Wellness* Toolbox for Parents.

Navigating the Digital Age Page 1 of 2



Helping Your Child Manage Device Use & Stay Safe Online



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?"



© 2024 Government of Singapore. Part of these materials were adapted from the Parenting Strategies Program (https://www.parentingstrategies.gov.sg) and the Parenting for Wellness (PFW) Program in Australia in consultation with the Program Lead, Peh Lian Hwee. You may not reproduce or use the material from the PFW Program in government by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License. Found at <https://www.gov.com.sg/parentingforwellness>. Your attention is drawn to Section 5 of the terms of the said license.

you've got this!

Admin Matters

Admin Matters

Dismissal Arrangement for 2 Jan 2025

Recess Time (Staggered)	9 am – 9.30 am (1P, 1R & 1I) 10.15 am – 10.45 am (1D, 1E & 1W)
Snack Break	11.10 am – 11.25 am (1P, 1R & 1I) 9 am – 9.15 am (1D, 1E & 1W)
Dismissal Time (Staggered)	12.50 p.m. (1P & 1R) 1.00 p.m. (1I & 1D) 1.10 p.m. (1E & 1W) (2 Jan – 7 Jan 2025)

Admin Matters

Interaction Session with P1 Teachers

- 7 Feb 2025, Friday afternoon
- Virtual meeting



Reminder – to complete surveys



Thank you

