

Parent Engagement Session 2026 Middle Block (P3 and P4)



A.R.C.H.E.R.

Time	Activity
2.30 p.m.	Vice Principal and Year Head's Address
3.00 p.m.	P4 Subject Based Banding Sharing by Year Head
	Form Teacher Sharing Time



Vision, Mission and Motto

Vision

Every Dazhong Student a High Potential Learner, an Ace Leader and a Greenovator.

Mission

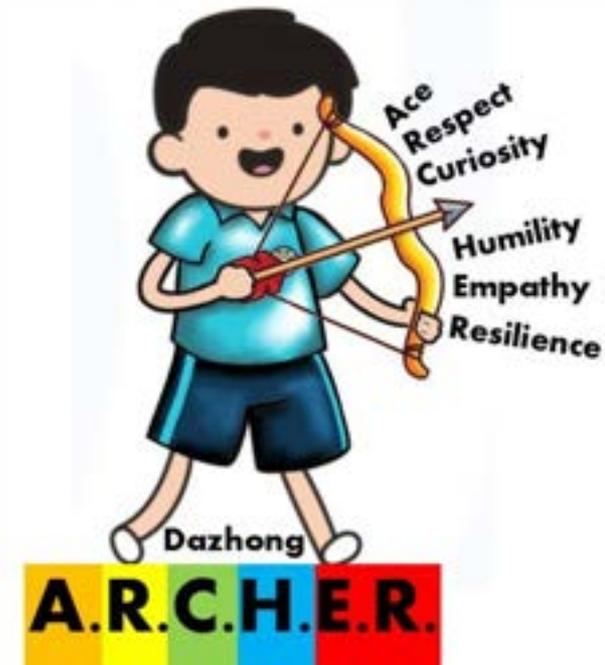
To nurture and inspire excellence in every student anchored on values

Motto

Aim for the Peak

School Values

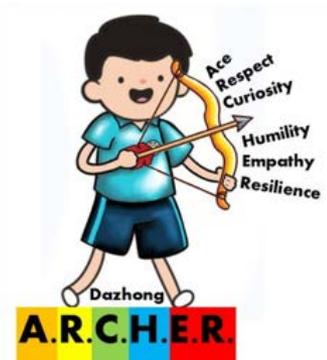
P1	Ace	HPL
P2	Respect	ACE
P3	Curiosity	HPL
P4	Humility	ACE
P5	Empathy	ACE
P6	Resilience	HPL



Primary 3 School Value (Curiosity)

A student who demonstrates that value of **curiosity**:

- has the **desire to explore, ask questions, and seek understanding**
- reflects a **deep interest in learning, discovering new things, and solving problems**
- **actively engages** with the world around them, demonstrating a **passion for knowledge** and a **willingness to challenge assumptions**



Primary 4 School Value (Humility)

A student who demonstrates that value of **humility**:

- is **open to learning**
- **accepts feedback** and acts on it
- **acknowledges one's limitations** without feeling undermined and **appreciates the contributions of others.**
- **values the guidance of teachers, respects peers,** and **remains grounded** despite successes or achievements.



Address by Vice-Principal



Mdm Jannah



Weighted Assessments and Year-End Examinations

Supporting your child's first steps
into formal assessment.



Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations

What your
child may be
experiencing



Tips on how you can support your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the believe that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

Supporting your child



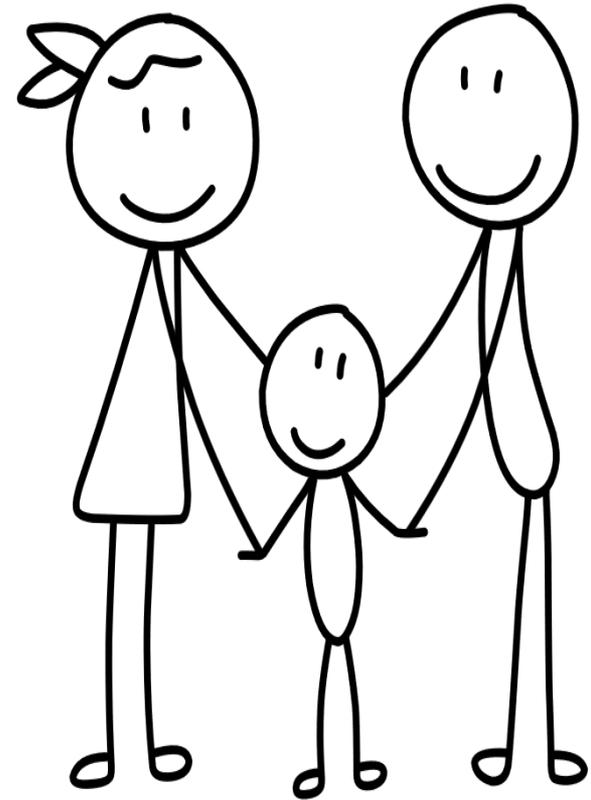
The Crucial Role of Parents

Your partnership with the school
Supporting your child together.



Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**

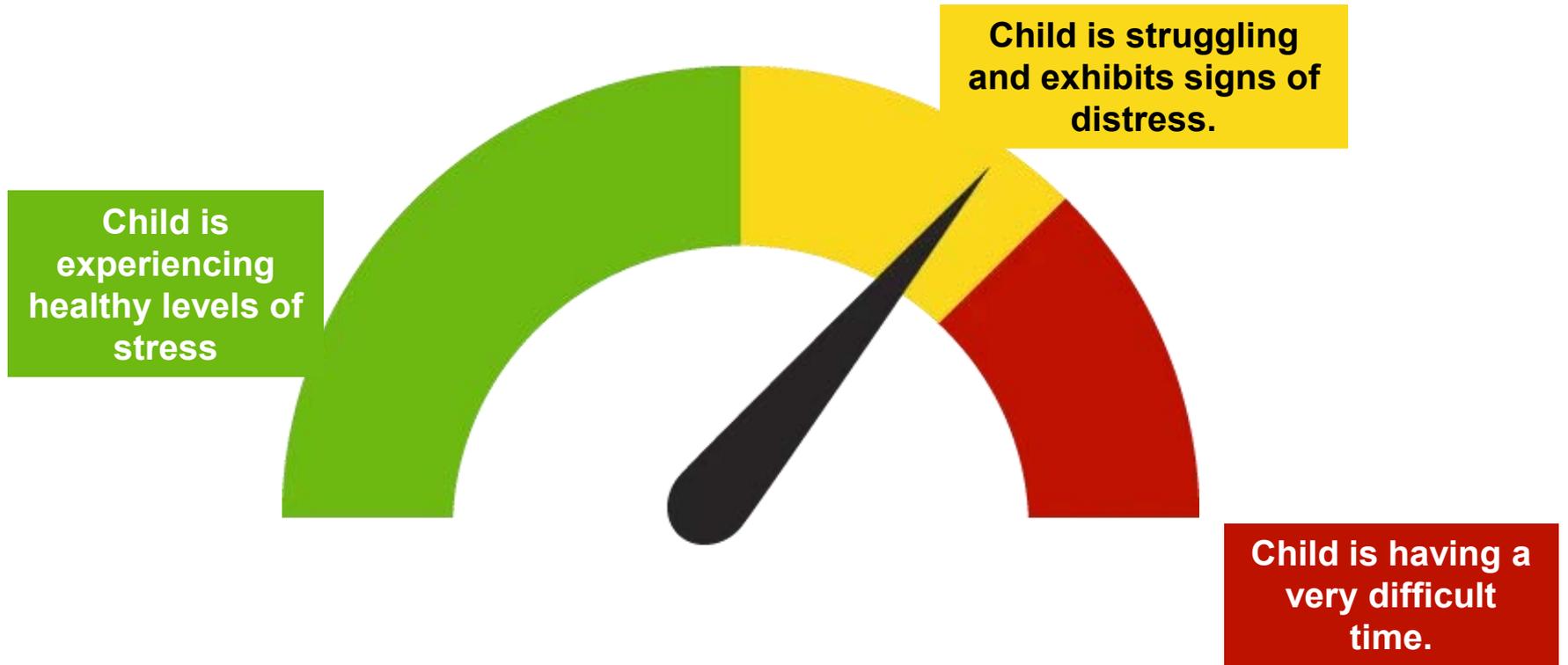


Parents are a predominant source of support for their child.



Did You Know?

The Difference between Stress and Distress



**Stress
Indicator**



Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful
Communication**



2 Role Models

**3 Real
Connections**

Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another



Role Models

Model the skills and values our children need for their mental well-being

 Demonstrate healthy ways to manage stress, setbacks and difficult emotions

 Show children it is okay to ask for help when struggling

 Model self-care



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

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)





Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





Begin your parenting journey with us

[@parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.





- ❑ Attending school is important - they should not miss school unless unwell (includes after school programmes and CCA).
- ❑ **AVOID** special events/ late nights before or on the school day
- ❑ Only **10 parent letters** for absences are allowed **each year**. (A text message is accepted as a letter.)
- ❑ Please **upload** MC on Parents Gateway.

Attendance

- All students **must** attend school during term time. (Refrain from taking leave to travel abroad during school term.)
- Fill in Request for Leave during School Term Google form found on school website.

REQUEST FOR LEAVE DURING SCHOOL TERM

AVE
TERM

REQUEST FOR LEAVE DURING SCHOOL TERM

IENT
e's use

1. Date of application

dd/mm/yyyy



Punctuality

- Be in school for morning assembly by 7.30 a.m. (*encourage to reach at 7.15 am for silent-reading*)
- ❓ Students who are late for school will have to serve recess detention.

Address by Year Heads



- ❑ Level Programmes
- ❑ Key messages from EL, MA, MTL and SC departments
- ❑ Q&A
- ❑ P4 Subject-based banding



Primary 3 Key Programmes (Overview)

- T1: P3 Camp Curiosity + Sports Elective Prog (Kinball) + Zoo LJ
- T2: Black Soldier Flies
- T2: P3 Geylang Serai Heritage Gallery LJ (NE)
- T2: MTL Fortnight activities
- T3: GEP Screening*



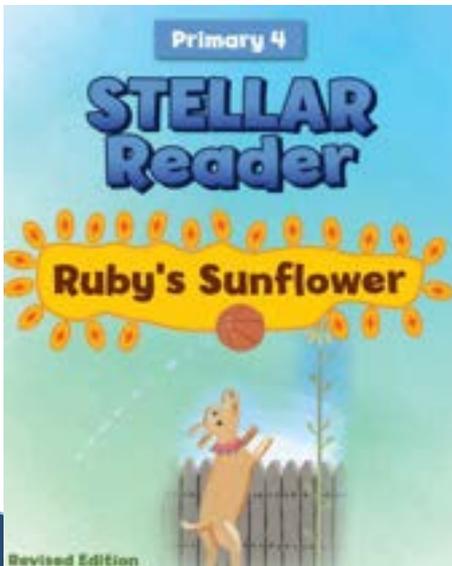
Primary 4 Key Programmes (Overview)



- T1: P1-P4 Buddy Programme
- T1: Swimsafer
- T2: Gardens By the Bay LJ (Science)
- T2: National Gallery LJ (Art)
- T2: MTL Fortnight + P4 Cultural Camp
- T2: P4 NAPFA
- T4: P4 Kreta Ayer Heritage Gallery LJ (NE)



Messages from EMS MTL Heads...

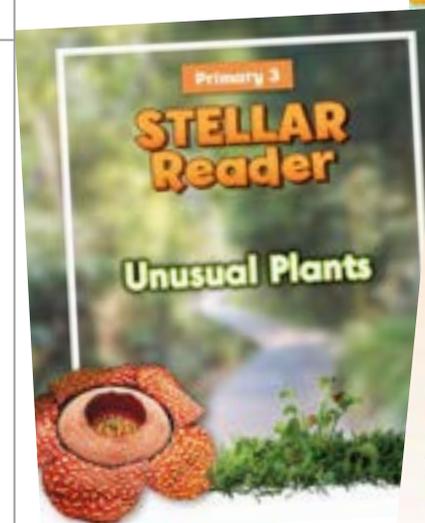


The Big Shift

- **P1 & P2:** Learning to Read (Decoding & Enjoyment)
- **P3 & P4: Reading to Learn** (Gathering Information & Analysis)

Classroom strategies

Supported Reading	KWL	Retelling
Moving from teacher-led reading to independent silent reading	Know - W ant to Know - L earnt - used for reading non-fiction texts	Retell stories to check understanding and practice sequencing



Parent Partnership – How You Can Help



Expand the "Reading Diet"

- Move beyond storybooks.
- Read **newspapers** (e.g., *Little Red Dot*), **recipes**, and **non-fiction books**.

Why? This prepares them for writing and non-fiction text comprehension.



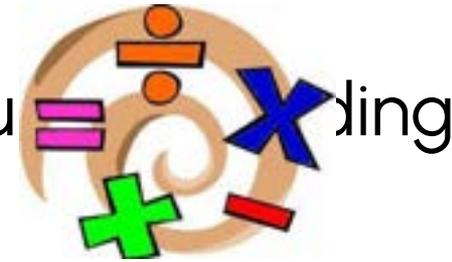
Ask "Why" and "How"

- When you talk about a book or a movie, ask '*Why do you think he did that?*' or '*How would you have solved that problem?*'

Why?: Builds critical thinking for **Open-Ended Comprehension**. and for **Speaking** helps your child to think on their feet and articulate their opinions.

Maths: The Importance of Daily Practice

- Builds **consistency** & strengthens understanding of concepts
- Improves speed, accuracy & problem-solving skills
- Mastery of current topics lay the foundation for future topics
- Gaps in understanding can make future learning more challenging



Math Connect



3

PRIMARY 3

Whole Numbers (Video) (Slides)

Multiplication and Division (Video) (Slides)

4

PRIMARY 4

Whole Numbers (Video) (Slides)

Fractions (Video) (Slides)

5

PRIMARY 5

Whole Numbers (Video) (Slides)

Fractions (Video) (Slides)

6

PRIMARY 6

Word Problems (Video) (Slides)

Geometry and PSLE Prep (Video) (Slides)



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

2026 Topic: Model Drawing

Science: Supporting Your Child's Learning

- Revisit past topics regularly (keep P3-P6 Science textbooks)
- Get your child to explain their thinking
 - Asking "why" and "how" helps them clarify ideas
- Connect Science to everyday life
 - Visit the Science Centre (free admission on weekdays) and parks to observe and discuss the world around them.
- Spark curiosity with hands-on activities
 - E.g. growing plants, build toys



SCIENCE CONNECT

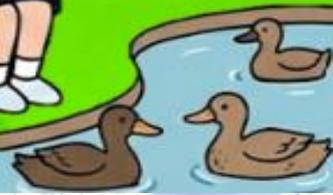
ONLINE WORKSHOP FOR
P3 TO P6 PARENTS

WANT TO BETTER SUPPORT YOUR CHILD
IN LEARNING SCIENCE?

EMPOWER THEM WITH THE RIGHT STRATEGIES!

JOIN OUR PARENT WORKSHOP FOR
PRACTICAL TIPS, SCIENCE STRATEGIES AND
IDEAS FOR FUN HANDS-ON SCIENCE
ACTIVITIES YOU CAN DO AT HOME WITH
YOUR CHILD!

MORE DETAILS TO BE
RELEASED ON PG!



Mother Tongue Language

Supporting Your Child's Learning

Be Positive

Encourage your child to persevere as difficulties can be overcome as long as he/she is willing to work hard.

Have Fun

Let your child acquire the language in an emotionally relaxed state, through participation in language or cultural activities.

Give psychological support

Celebrate small wins when he/she has made some accomplishments in Mother Tongue.

Respond to your child

Your child will feel rewarded when he/she is able to use the language meaningfully in daily life. Help your child achieve his communication needs by responding to him in Mother Tongue language whenever possible.

Encourage intrinsic motivation

Help your child want to learn by letting him/her derive pleasure from learning the language.

Start small

To encourage your child to speak Mother Tongue language, you could start with small steps such as introducing a "Mother Tongue Hour" once or twice every week before increasing the duration or frequency gradually.



Supporting Your Child's Learning

Make good use of the textbook



Use the thematic picture in every lesson to revise the oral vocabulary and sentence structures that your child has learnt in school.



Sing or recite the songs and rhymes with your child or simply be your child's audience.



Support your child and affirm his efforts when he tries to engage you in the "Real-Life Application" activities.

Tune in to Mother Tongue Radio stations

Make good use of time on the way to school by listening to Mother Tongue radio programmes with your child.

Enjoy watching Mother Tongue TV programmes

Choose appropriate programmes to watch with your child such as news, drama series.

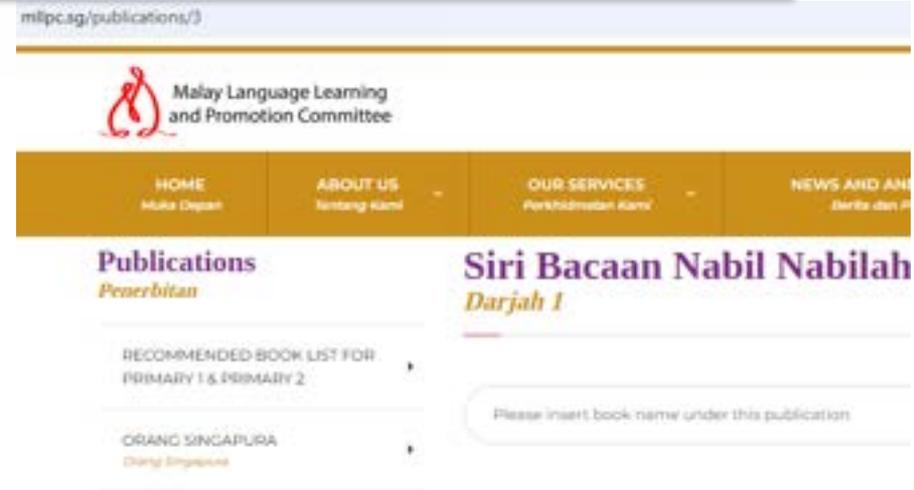
Provide resources for learning

There are a wide range of resources to help your child learn Mother Tongue language. Storybooks, mass media and technology such as audio readings of stories and online videos can help to facilitate language acquisition. Interactive learning applications such as the ezhishi (CL) and Vaandu (TL e-learning) portal are purchased and provided by the school to help your child learn.

Mother Tongue Language



Ezhishi - a CL online learning system which is subscribed for all CL students.



Malay Language Learning and Promotion Committee - free e-books from P1 to P6.



Vaandu - TL e-learning portal (subscribed for all TL students)

Do encourage your child/ ward to access these resources regularly to do assignments, practice or e-reading.

Routines



THE SCIENCE OF CARE

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

- Important to establish first at home from young
- Language development, academic achievement and social development
- Children will develop anxiety, impulsivity and the lack of confidence and independence

Routines

8 WAYS ROUTINES BENEFIT KIDS

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

- Feels 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

The DZPS

3Ps of learning routines



"The first 3 steps of a high potential learner!"

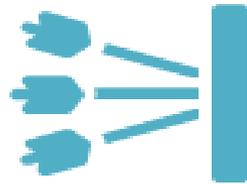
What are the **3Ps** of learning?



Prepare.



Participate.



Practise.





THE DZPS 3PS OF LEARNING

Prepare

- Bring all materials: Books/Files/Pen/Pencils/etc
- Complete homework given by teachers at home
- Be punctual for class & ensure classroom is clean

Participate

- Ask questions when in doubt
- Pay attention & take down notes
- Record homework given in the student handbook

Practise

- Learn from mistakes & avoid repeating them
- Revise & reflect on past homework/assignment
- Apply what have been taught in previous lessons

THE FIRST 3 STEPS OF
A HIGH POTENTIAL LEARNER!

Before lessons

During lessons

After lessons



Sleeping Habits

At least 8 or 9 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.



Screen Time

- Too much screen time affects sleep, mental clarity
- New MOH guidelines on screen use for children under 12:

<https://tinyurl.com/MOHguidelines-screentime>

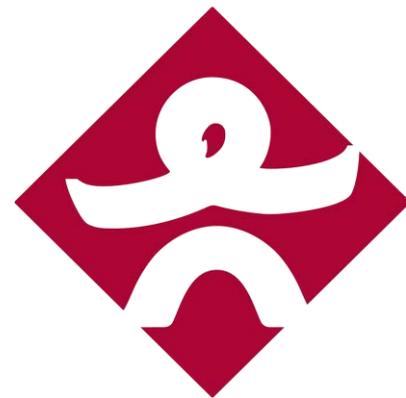
7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

Collaborative Tuition Programme @ Dazhong on Saturdays

- P3 - P6 English and Mathematics
- The student or one of the parents must be a Singapore Citizen or Singapore Permanent Resident.
- Gross monthly household income \$4,800 and below or per capita income \$1,400 and below.
- Small group size: 10-12
- Once-off \$10 registration fee



华社自助理事会
CDAC



Form Teacher Briefing Time (different Microsoft Teams links)

- **P3 parents** – join your respective FT Class Microsoft Teams sessions now
- **P4 parents** – remain in this meeting for P4 SBB Sharing

thank
you



Catering to Your
Child's Abilities

SUBJECT-BASED BANDING

For Primary 4 Parents



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 receive option form (given after P4 SA examinations via PG) indicating school's recommended 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.

Subject combinations Offered

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



Considerations for SBB

- Performance in each subject
- Overall performance at the end of P4
- Past performance as an indication child's potential
- Other holistic factors: student well-being, motivation, learning attitude



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?

If your child (for P4 Overall)	Your child may be recommended to take:
Passes all 4 subjects and performs very well in MTL	4S1H (4 standard subjects + Higher Mother Tongue Language)
Passes all 4 subjects	4S (4 standard subjects)
Passes 3 subjects	4S (4 standard subjects)
Passes 2 subjects or fewer	<ul style="list-style-type: none"> • 4S (4 standard subjects); or • 3S1F (3 standard subjects + 1 other foundation subject); or • 2S2F (2 standard subjects + 2 other foundation subjects); or • 4F (4 foundation subjects)

HIGHER MOTHER TONGUE LANGUAGE (HMTL)



Considerations for Higher MTL

- Does your child have an interest and flair for MTL?
- Is your child coping well in the other Standard subjects, i.e. English, Math, Science?
- Are there other strengths/interests that your child would like to pursue?



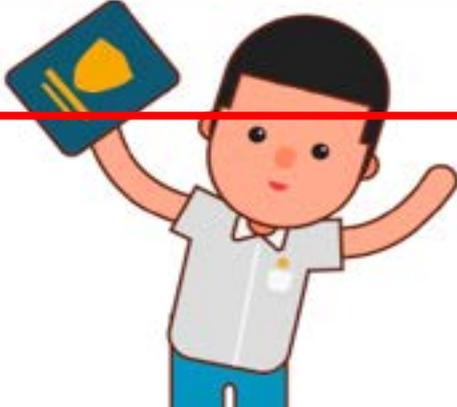
HCL for admission to SAP Schools after PSLE

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	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	



SUBJECTS AT FOUNDATION LEVEL



Studying Subjects at Foundation Level

- Foundation subjects are **pitched at a lower level** compared to the corresponding standard subject
- Enables students to **focus on building up strong fundamentals** in these subjects and better prepares them for **progression to secondary schools.**



Example: Student A

Student A's P4 Overall results

English Language	MTL	Mathematics	Science
64	56	<u>40</u>	<u>44</u>



- Student passed only 2 subjects.
 - Depending on child's learning attitude
 - An additional year to monitor child's progress in the standard subjects



Example: Student A

Student A's P4 Overall results

English Language	MTL	Mathematics	Science
64	56	<u>40</u>	<u>44</u>



- Student passed only 2 subjects.
 - Depending on child's learning attitude
 - An additional year to monitor child's progress in the standard subjects
- School's likely recommendation: **4S**



Example: Student B

Student B's P4 Overall results

English Language	MTL	Mathematics	Science
52	50	<u>28</u>	<u>25</u>



- Student also passed only 2 subjects.
 - Depending on child's learning attitude
 - Seem not to be coping as well as Student A
 - Student B may benefit from doing 2 subjects at the foundation level.

Example: Student B

Student B's P4 Overall results

English Language	MTL	Mathematics	Science
52	50	<u>28</u>	<u>25</u>



- Student also passed only 2 subjects.
 - Depending on child's learning attitude
 - Seem not to be coping as well as Student A
 - Student B may benefit from doing 2 subjects at the foundation level.
- School's likely recommendation: **2S2F**

Example: Student C

Student C's P4 Overall results

English Language	MTL	Mathematics	Science
<u>30</u>	<u>28</u>	<u>25</u>	<u>28</u>



- Student did not pass any subject.
 - Student is not able to cope with doing subjects at the standard level.
 - Better able to focus on building up fundamentals when taking subjects at the foundation level

Example: Student C

Student C's P4 Overall results

English Language	MTL	Mathematics	Science
<u>30</u>	<u>28</u>	<u>25</u>	<u>28</u>



- Student did not pass any subject.
 - Student is not able to cope with doing subjects at the standard level.
 - Better able to focus on building up fundamentals when taking subjects at the foundation level
- School's likely recommendation: **4F**

At the end of P5

At the end of P5	School decision
Most students	<ul style="list-style-type: none">• Continue to study the same subject combination in P6.
Students who take 1 or more Foundation subjects and does very well in the subjects	<ul style="list-style-type: none">• School may allow student to upgrade 1 or 2 subjects to standard level if school believes he/she can cope; or• Continue the same combination in P6
Students who take Standard subjects and has difficulty coping	<ul style="list-style-type: none">• School may recommend student to take 1 or more subjects at foundation level in P6



SCORING FOR FOUNDATION LEVEL SUBJECTS



FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the current PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30



FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30



FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH AL3

FOUNDATION MOTHER TONGUE ALB

FOUNDATION MATHEMATICS ALB

SCIENCE AL5

PSLE SCORE: 22

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA

FOUNDATION LEVEL SUBJECT GRADES

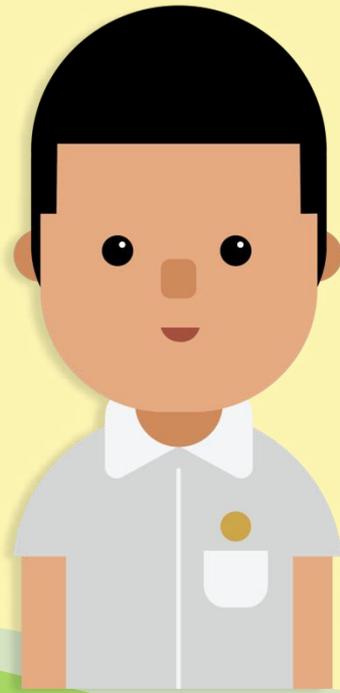
Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30

Foundation Students only learn 70% of the Standard Student's Curriculum

Students should at least be given to exposure to standard stream in P5 to cope with sec school if they are posted to NA.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

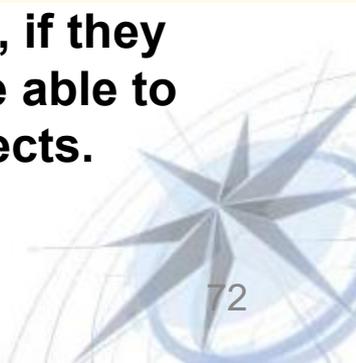
(i) PSLE Score of 8 or better

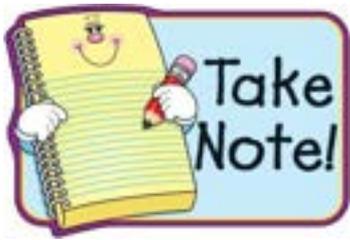
OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.





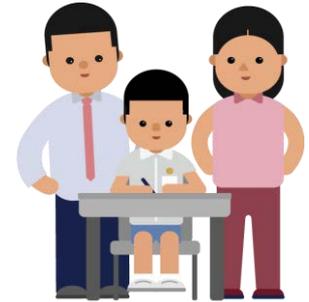
Working Together to Help Your Child/Ward



Let's Work Together!

Strengthening Positive Academic Behaviour

- **Routines:** Checking homework, packing school bag, bringing necessary items



- **Cutting down** on the use of electronic devices and instil **good sleeping habits**
 - Sleep by 9 pm every night.



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

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

OSF HEALTHCARE

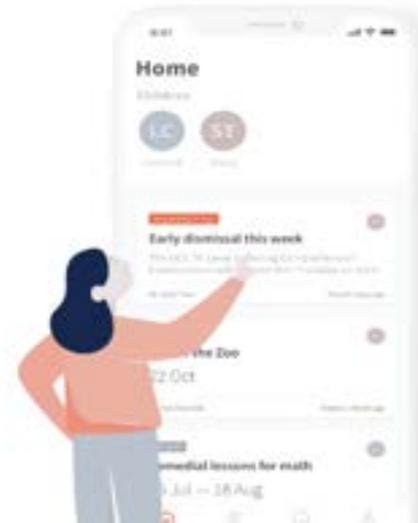


Let's Work Together!



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 via PG
- Check **School Calendar** via PG or updates on school programmes
- Download **Parents Gateway** and turn on notifications



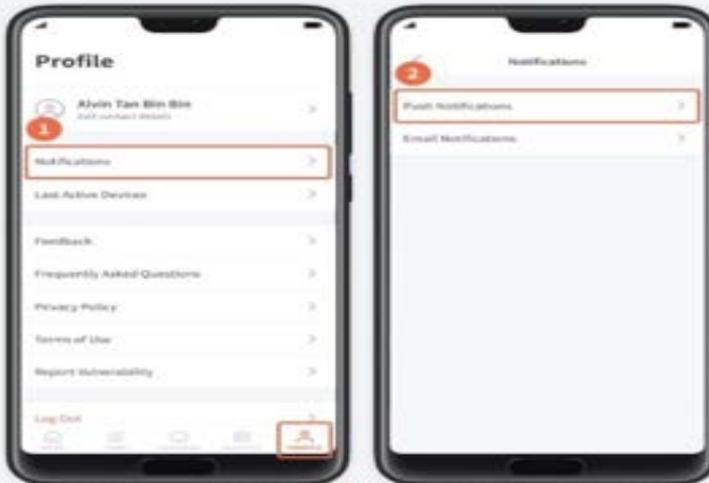
Let's Work Together: *Communication*

- Download Parents Gateway App
Allow notifications (parents must remain logged in)

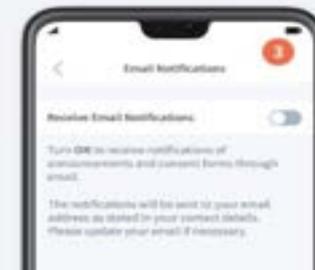
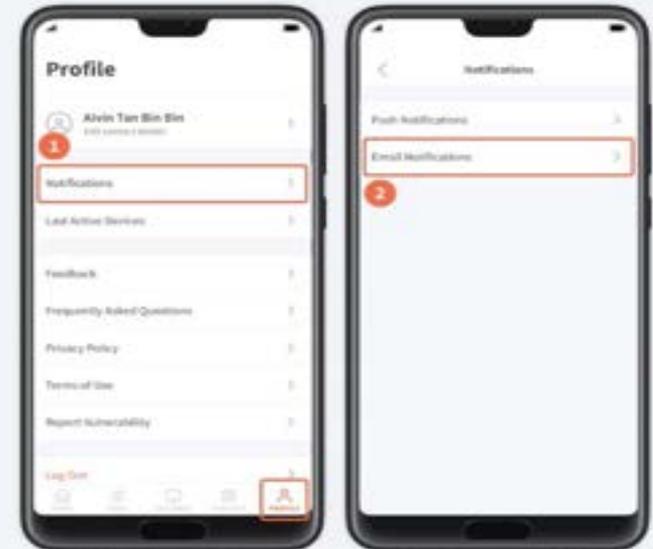


The push notification feature on the phone needs to be enabled.

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



Let's Work Together: Online Learning (School)

Do support your child in logging in at home and **noting the password in the student handbook**

- MIMS
- SLS
- Koobits

Approach the Form Teachers/ Subject Teachers if you are unable to login at home.

MY PASSWORD TRACKER

Student Learning Space			
WEBSITE	https://vle.learning.moe.edu.sg/login	WEBSITE	https://www.koobits.com/
My MIMS Login Details:			
Email:			
Password:			
			
WEBSITE	https://www.getepic.com/students	WEBSITE	https://www.splashlearn.com/
USERNAME		USERNAME	
PASSWORD		PASSWORD	
NOTES		NOTES	
WEBSITE		WEBSITE	
USERNAME		USERNAME	
PASSWORD		PASSWORD	
NOTES		NOTES	

Let's Work Together!

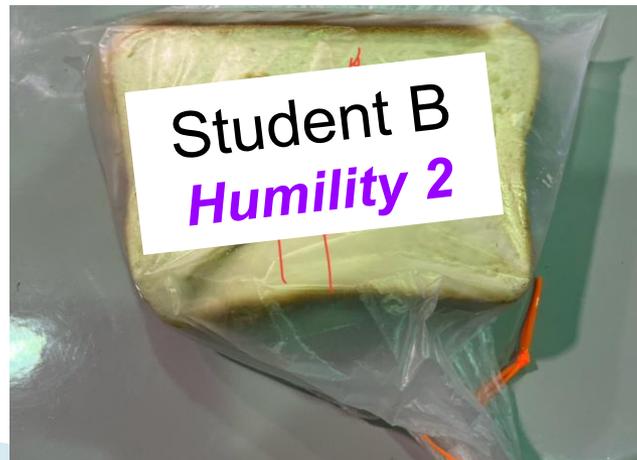
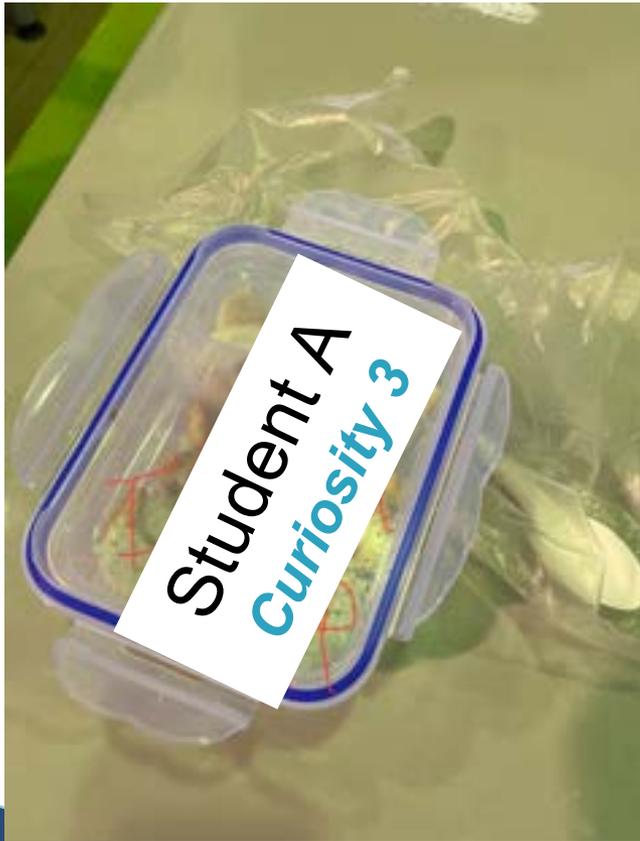
Communication Channels

- Through ClassDojo
- Through email:
 - xxx@moe.edu.sg
 - xxx@moe.edu.sg
- For urgent matters, contact Dazhong Primary School General Office (6565 8002).

Self-Leadership: ★ *Important Reminders* ★



Self-Leadership: *Belongings*

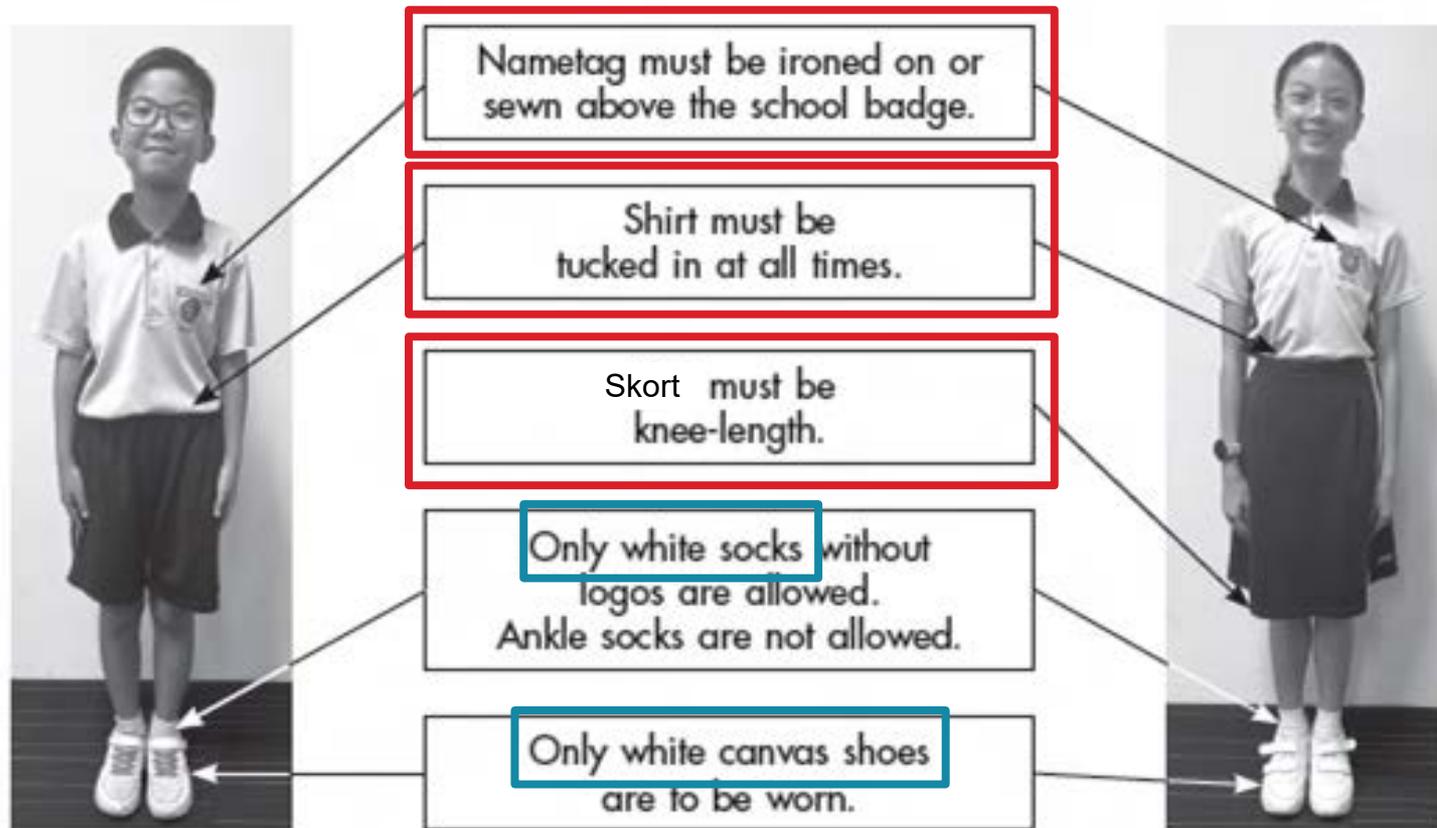


Self-Leadership: School Attire



Wearing the School Uniform

Students must wear the prescribed school uniform without any modifications daily for all lessons. This uniform is suitable for P.E. lessons.



- All students are to wear the prescribed school uniform. Any modification to the school uniform is not allowed.



Self-Leadership: *School Attire*

Proper Hairstyle

Hair must be in its natural colour. No colouring or highlighting is allowed.

- Boys' hair should not touch the eyebrow, top of the ear or the

Appearance

- Spectacle frames should not be colourful/fanciful. Recommended colours for frames are black, brown or blue.
- Boys are not allowed to pierce ear holes or wear earrings/studs.
- Girls are allowed to wear only studs or small earrings. Only one stud/earring is allowed on each ear. Dangling/fanciful earrings are not allowed.
- Fanciful/expensive watches are not allowed.
- No other ornaments or any form of jewellery is to be worn.
- Girls are not supposed to wear makeup and coloured contact lenses.



- when necessary.
- Shoulder-length (or longer) hair should be tied up neatly.
- No ornaments or any form of jewellery is to be worn.
- Girls may wear a pair of simple stud earrings of diameter no longer than 3mm or ear sticks.

Self-Leadership: Smart Watch

Use of Mobile Phone in School

- Students are **not** to use personal digital devices, including smartphones, during school hours including recess, CCA and after-school programmes (e.g. supplementary/enrichment/remedial lessons).
- Students are only allowed to use personal digital devices at the guard house after school hours to contact their parents. Students who bring such devices are to put them in their school bags and bear responsibility for the safekeeping of their devices.

Use of Smart Watch

For security and safety reasons, the school **discourages** students from wearing smart watches in school. Watches with photo-taking, video-recording and/or telecommunication functions are **not allowed** to be worn in school. Students found misusing their personal digital devices or smart watches can have their devices confiscated and returned only to parents.

Self-Leadership: Health

- Healthy Bites

- 12 p.m. - 12.10 p.m. (only dry food)

- **NO** sweets, chocolates or sweet drinks are allowed in the classroom

- Pack snack that your child can eat within 10 minutes



Self-Leadership: Dismissal Timings

	P1 & P2	P3 & P4	P5 & P6	
Monday	7.30 a.m. to 1.30 p.m. everyday	7.30 a.m. to 1.30 p.m.	7.30 a.m. to 1.30 p.m.	
Tuesday			7.30 a.m. to 1.00 p.m. Lunch: 1.00 p.m. to 1.30 p.m. CCA: 1.30 p.m. to 3.30 p.m.	
Wednesday			7.30 a.m. to 1.00 p.m. Lunch: 1.00 p.m. to 1.30 p.m. CCA: 1.30 p.m. to 3.30 p.m.	7.30 a.m. to 1.30 p.m.
Thursday				
Friday				
	P1 & P2*	P3 & P4	P5 & P6	
Recess	9.00 a.m. to 9.30 a.m.	9.30 a.m. to 10.00 a.m.	10.00 a.m. to 10.30 a.m.	



*Let's look forward to working together
to bring out the best in your child.*

