

Parent Engagement Session 2024

Primary 1 and 2

DAZHONG PRIMARY SCHOOL



DAZHONG
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*

Programme

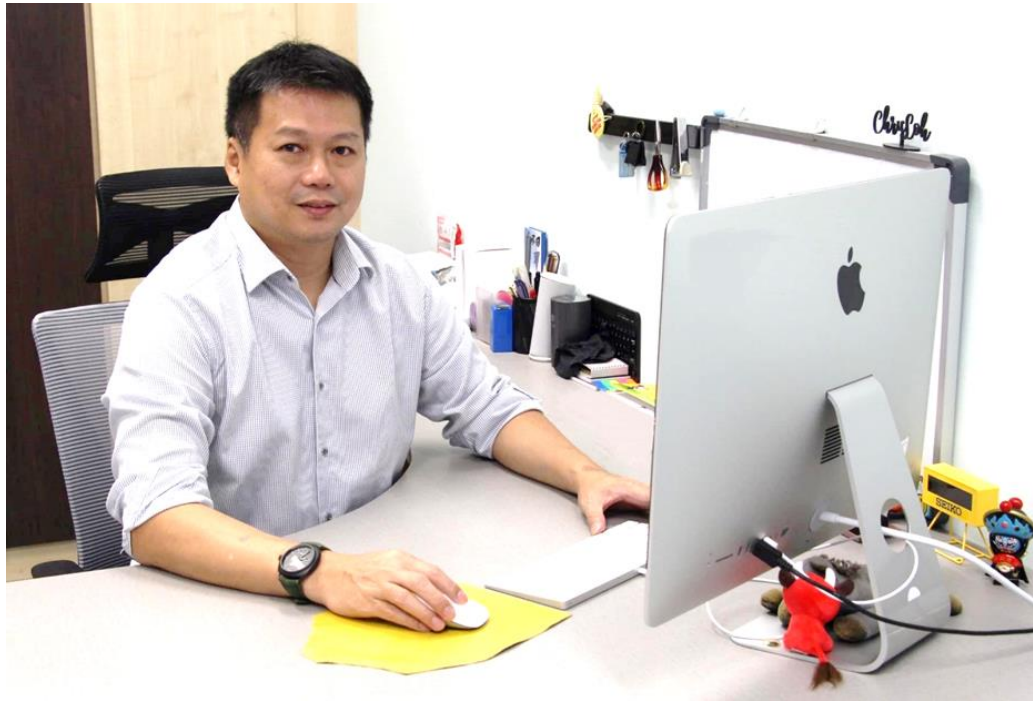


Time	Activity
2.30 p.m.	Principal's Address
2.45 p.m.	Year Head Sharing
	FT Interaction Time





Welcome Address by Principal



Mr Loh

Principal, Dazhong Primary School





How Can I Support My Child Holistically?





A Friend to All



HAPPY NEWS TO SHARE!

[redacted] is able to foster positive relationships with his classmates well. It is wonderful to see the connections he has already built within this short period of time.

Let's work hand in hand to watch [redacted] bloom into a Serving Leader!

Warm regards,

[redacted]
1 February 2024



I just thought that you'd like to know that...

[redacted] deserves a pat on his shoulder as he has successfully achieved the following milestones for the past one month. Hurray!

- ✓ Follow instructions quickly and quietly
- ✓ Listen attentively and respectfully
- ✓ Say kind words to others
- ✓ Take turns to speak
- ✓ Use the 'Hand Signals' for any requests
- ✓ Try my best to write neatly
- ✓ Guide my friend to follow the Dazhong Walk



Warm regards,

[redacted]
31 January 2024

Positive Attitude



[redacted] is a great role model for her classmates and inspires her peers to do the same. She carries herself well by knowing when and how to listen attentively, wait patiently and participate actively. She has demonstrated positive learning attitude and habits in class. What a joy to have her in our class!

Let's team up and nurture [redacted] into a Serving Leader! =)

Warm regards,

[redacted]
31 January 2024



Surprise note
for the P1
Parents!



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 first at home from young
- Language development, academic achievement and social development
- Children will develop **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

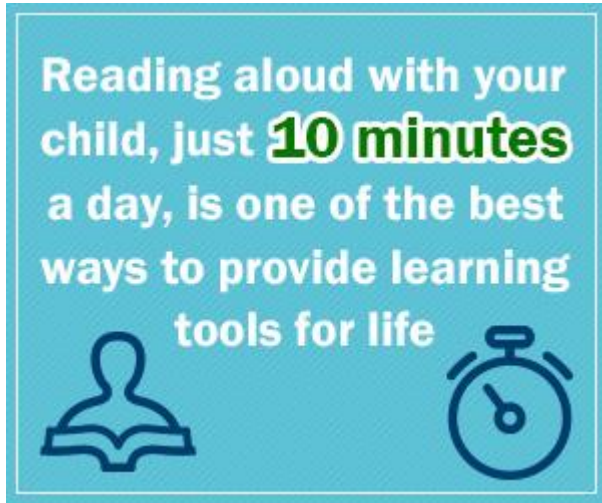
8 WAYS ROUTINES BENEFIT KIDS

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

- 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**



Reading



All 220 Dolch words by grade in frequency order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
the	one	he	now	of	take	would	write	if	full
to	my	was	no	his	every	very	always	long	done
and	me	that	came	had	old	your	made	about	light
a	big	she	ride	him	by	its	gave	got	pick
I	come	on	into	her	after	around	us	six	hurt
you	blue	they	good	some	think	don't	buy	never	cut
it	red	but	want	as	let	right	those	seven	kind
in	where	at	too	then	going	green	use	eight	fall
said	jump	with	pretty	could	walk	their	fast	today	carry
for	away	all	four	when	again	call	pull	myself	small
up	here	there	saw	were	may	sleep	both	much	own
look	help	out	well	them	stop	five	sit	keep	show
is	make	be	ran	ask	fly	wash	which	try	hot
go	yellow	have	brown	an	round	or	read	start	far
we	two	am	eat	over	give	before	why	ten	draw
little	play	do	who	just	once	been	found	bring	clean
down	run	did	new	from	open	off	because	drink	grow
can	find	what	must	any	has	cold	best	only	together
see	three	so	black	how	live	tell	upon	better	shall
not	funny	get	white	know	thank	work	these	hold	laugh
		like	soon	put		first	sing	warm	
		this	our			does	wish		
		will	ate			goes	many		
		yes	say						
		went	under						
		are	please						

- promote healthy brain and language development
- empathy and emotional awareness
- unlikely to have anxiety and literacy issues
- motivation to learn
- reading is the foundation for learning

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 goals that are **achievable 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 experience** (not homework first)
- **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 7 or 8 hours

Healthy Sleep Habits for Babies



iCliniq
The Virtual Hospital



Infants (4 to 12 months)
12 to 16 hours



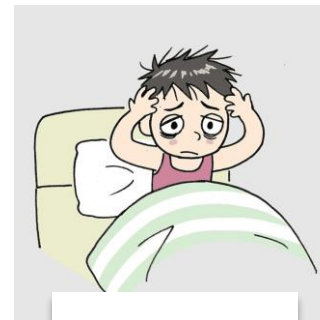
Toddlers (1 to 2 years)
11 to 14 hours



Children (3 to 12 years)
9 to 12 hours



Teens (13 to 18 years)
8 to 10 hours



sleepy



inattentive



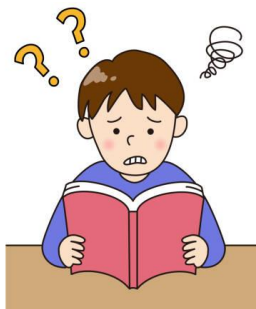
sick



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_Jee_Yan@moe.edu.sg

❑ AYH email address: siti_noraidah_mohamed_sall@moe.edu.sg

❑ Parent-Teacher Meetings in May (all students) and Nov (selected students)