

# Sharing by Year Head (P4)



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

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



# 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**



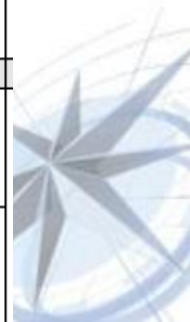
***POS Milestone Checks  
in Student Handbook p8-9***

# 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 P4



Student Outcomes	Areas	Milestone Checks
		Primary 4
Self-Directed Learner	<b>Ownership</b> of learning 'I own my learning.'	I set my own learning goals and work towards them.
	<b>Management and monitoring</b> of own learning 'I manage and monitor my learning.'	I plan and manage my learning well.  I persevere when working on challenging tasks.  I communicate my thoughts and ideas confidently.
	<b>Extension</b> of own learning 'I extend my learning.'	I am curious about what I learn. I am motivated to find out more.
Serving Leader	<b>Model The Way &amp; Inspire A Shared Vision</b>	I do the right thing even when no one is watching.
	<b>Challenge The Process</b>	I find innovative ways to improve my school.
	<b>Enable Others To Act</b>	I collaborate with others to achieve a common goal.
	<b>Encourage The Heart</b>	I affirm the strengths of others and celebrate their successes.
Concerned Citizen	<b>Civic Consciousness</b>	I appreciate the strengths and uniqueness of friends from different communities.
	<b>Active Contributor</b>	I take action to make green solutions to tackle environmental challenges.





# Executive Function



## 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



- Book Character Day
- Math Exploration Week
- Online learning platforms (e.g. EPIC, Koobits, SLS etc)
- MTL Fortnight
- Applied Learning Programme (Greenmakers @Dazhong)
- P1-P4 Buddy Programme
- E2K (selected students)
- Targeted Remediation (selected students)
- School-based Dyslexia Programme – SDR (selected students only)
- Reading Remediation Programme – RRP (selected students only)



# 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.**



# 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.

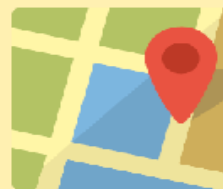
Through your conversations, you can decide together **how much time he/she should spend online**, and **teach online etiquette**.

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.

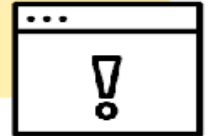


**Want more parenting tips on Cyber Wellness?**  
[Click here.](#)



- 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** rue, **H** elpful, **I** nspiring,  
**N** ecessary, **K** ind?

# 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.





Catering to Your  
Child's Abilities

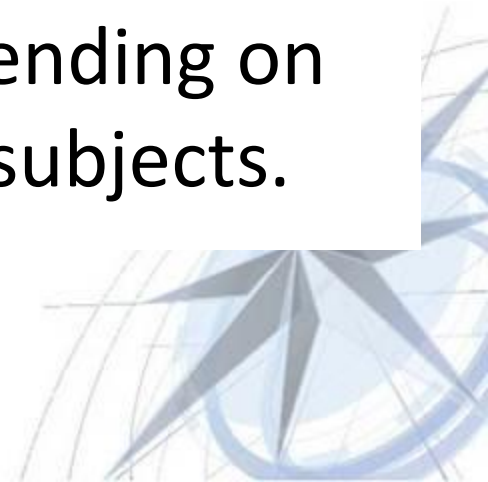
# SUBJECT-BASED BANDING



# 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?

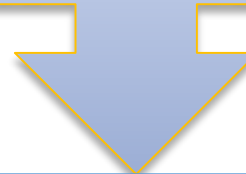
P4

- 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 may recommend changes to subject combination based on student performance.**



P6

- Student takes **subject combination decided by his 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				√
Standard	√	√	√	√
Foundation	√	√	√	√

# 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?



# Example: Student A

## Student A's P4 SA2 results

English Language	MTL	Mathematics	Science
64	<u>40</u>	<u>47</u>	56



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

# Example: Student B

## Student B's P4 SA2 results

English Language	MTL	Mathematics	Science
52	<u>25</u>	<u>32</u>	50



- Student also passed only 2 subjects.
- School's likely recommendation: **2S2F**
  - 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 C

## Student C's P4 SA2 results

English Language	MTL	Mathematics	Science
<u>32</u>	<u>28</u>	<u>29</u>	<u>33</u>



- Student did not pass any subject.
- School's likely recommendation: **4F**
  - 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

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

**QUESTIONS?**  
**ANSWERS!**

**QUESTIONS?**  
**ANSWERS!**

**QUESTIONS?**  
**ANSWERS!**



# Channels of Communication

- **Parents Gateway**
- Termly newsletter
- School calendar
- Termly Holistic Assessment schedule
- Student Handbook
- School website: <http://dazhongpri.moe.edu.sg/>
- Telephone: 6565 8002
- School email: [dazhong\\_ps@moe.edu.sg](mailto:dazhong_ps@moe.edu.sg)
- Teacher's email address (found on school website)
- YH email address: [Lin\\_Shihua@moe.edu.sg](mailto:Lin_Shihua@moe.edu.sg)
- Parent-Teacher Meetings



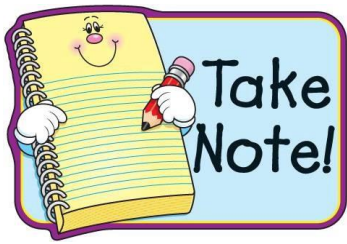
# Welcome to Primary 4 FT Interaction



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





# Working Together to Help Your Child/Ward Grow



# Let's Work Together!



Quick Buzz (3 minutes)!

➤ Padlet: <https://padlet.com/dzpsofficial/p4pes2022>

**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

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.

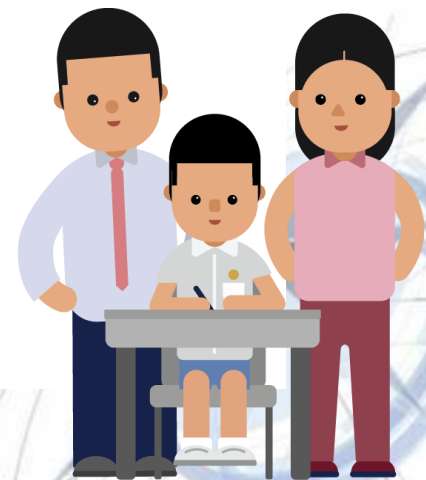


# Let's Work Together!



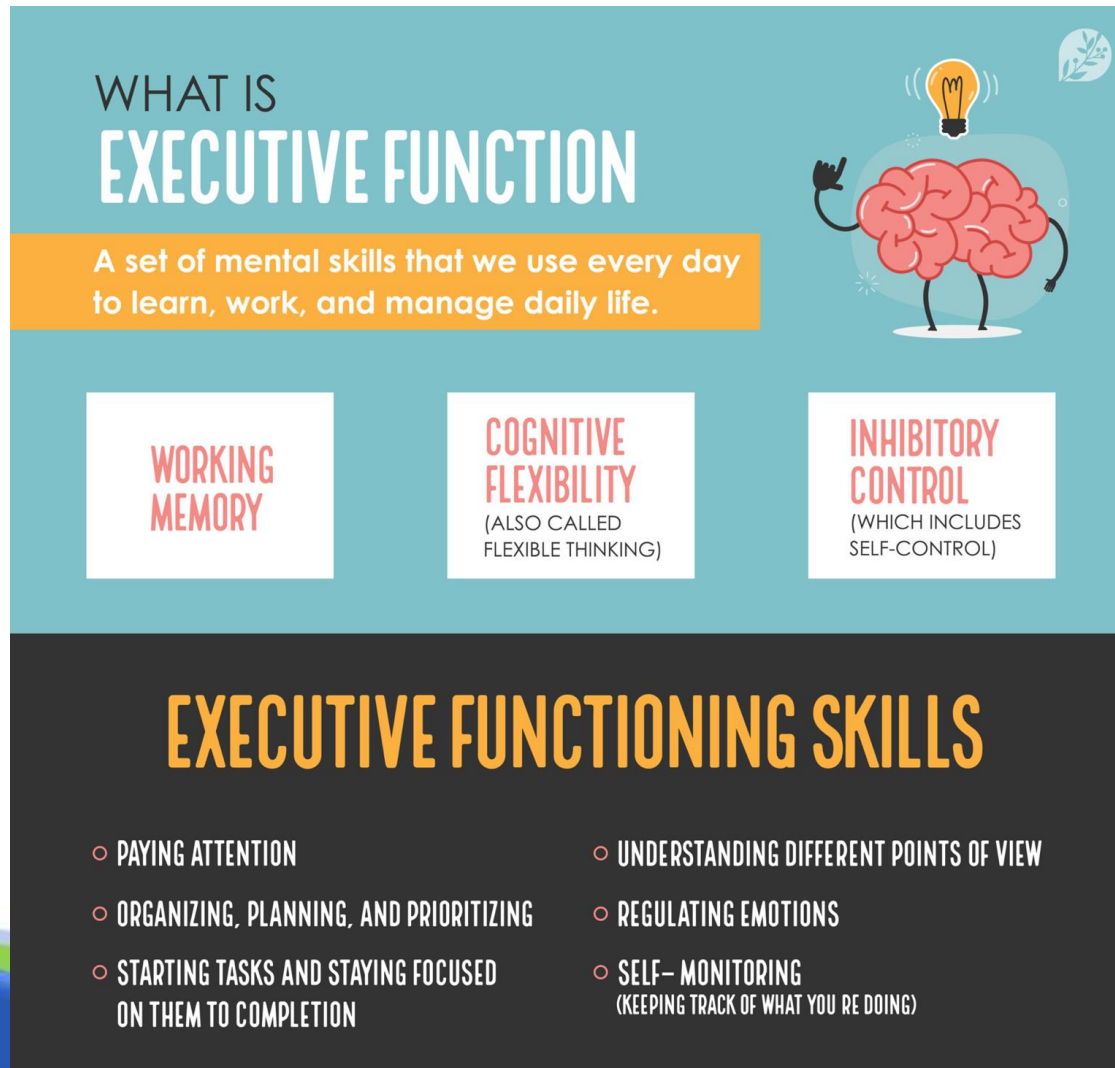
## ➤ Strengthening Positive Academic Behaviour

- 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.



# Let's Work Together!

## ➤ Executive Function



The infographic is set against a teal background. At the top right, there is a small circular icon of a leaf. In the center-right, a pink brain with arms and legs stands on a white oval, with a glowing yellow lightbulb above its head. Below the brain are three white boxes containing the terms 'WORKING MEMORY', 'COGNITIVE FLEXIBILITY (ALSO CALLED FLEXIBLE THINKING)', and 'INHIBITORY CONTROL (WHICH INCLUDES SELF-CONTROL)'. At the bottom, a black box contains the title 'EXECUTIVE FUNCTIONING SKILLS' and a list of eight skills. On the right side of the slide, there is a faint, stylized compass rose graphic.

### 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)

# Let's Work Together!



## ➤ Executive Functioning

### ○ P3-4: Working Memory

Encourage your child to think: **How can I help myself remember things better?**

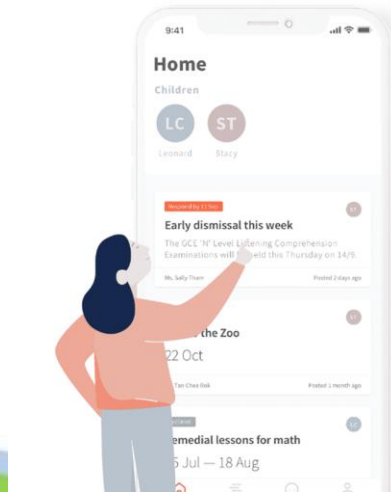
- E.g. what strategies did my teacher use? (Question analysis, annotation)
- E.g. bite-sized practice (Multiplication table; spelling; vocabulary)



# 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 Char



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

# Let's Work Together: Communication



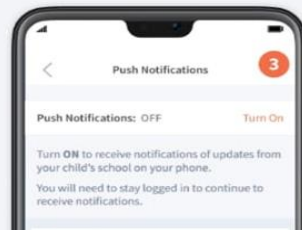
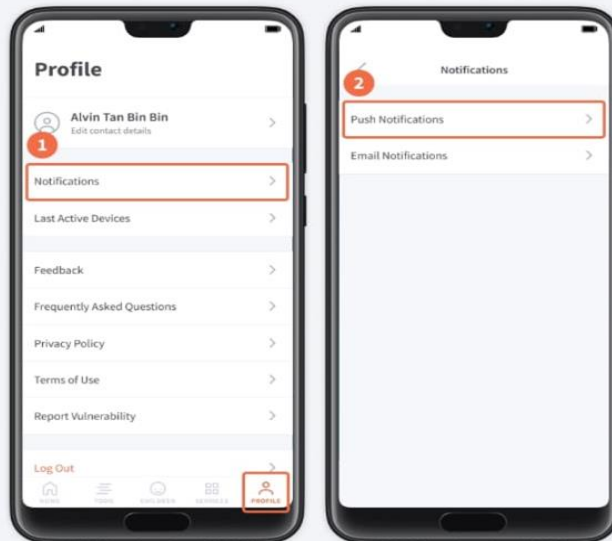
## ➤ Download Parents Gateway App

### Allow notifications (parents must remain logged in)

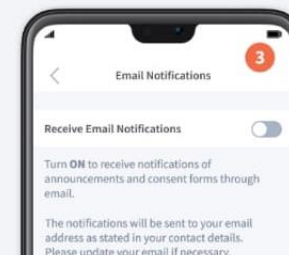
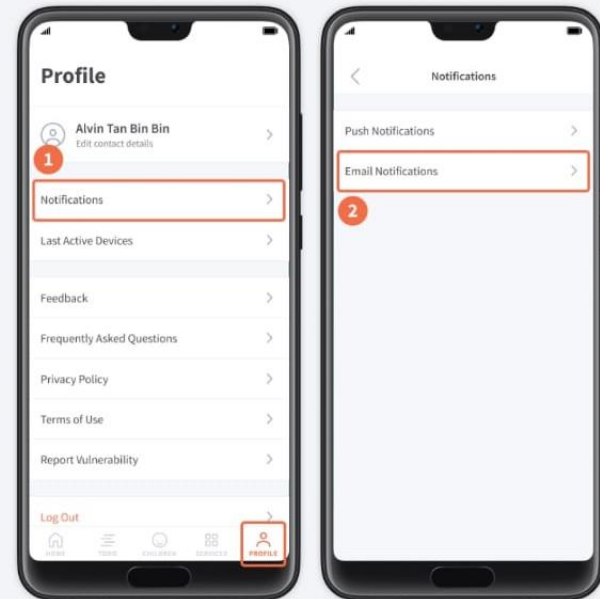


The push notification feature on the phone needs to be enabled.

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 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

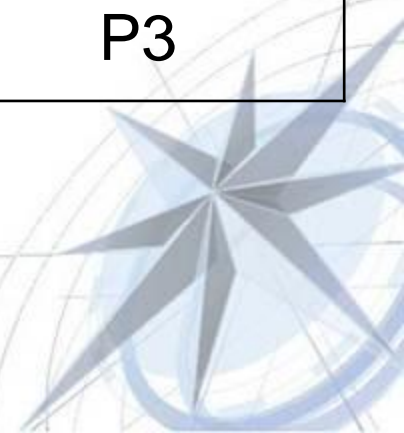


# Self-Leadership: Staggered Dismissal Timings

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

Monday, Tuesday\*, Thursday, Friday

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



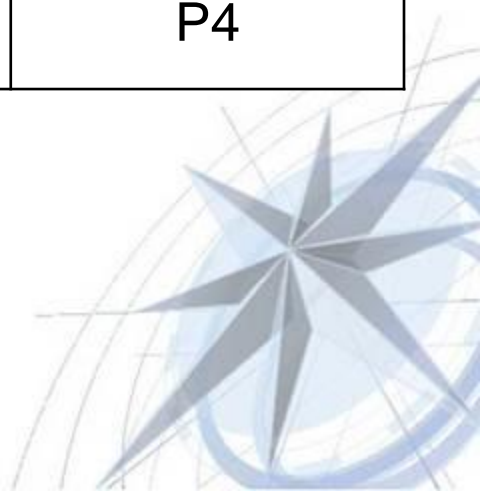


# Self-Leadership: Staggered Dismissal Timings

*(\*supersedes generic school hours in Student Handbook p10)*

## Wednesday

<b>Dismissal Venue</b>	<b>1.10 p.m.</b>	<b>1.15 p.m.</b>	<b>1.20 p.m.</b>
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.

# Programmes after school hours



Programme	Level	Day	Time
e-CCA / In-Person CCA <b>(3 February to 11 March)</b>	P3-P6 students	Tuesday and/or Thursday	2.15 p.m. to 4.15 p.m. / 3 to 5 p.m.
Extended Curriculum	All P6 students	Monday and Friday	2.10 p.m. to 3.40 p.m.
Reading Remediation Programme / School-based Dyslexia Remediation Programme	Selected P3-4 students	Different days of the week	As informed by teachers
<b>(Only from T2)</b> Targeted Remediation	Selected P3-5 students	Monday and Friday	2.10 p.m. to 3.40 p.m.
	Selected P6 students	Thursday	2.10 p.m. to 3.40 p.m.
<b>(Only After Curriculum from T2)</b> Higher Mother Tongue	Selected P5-6 students	Friday	As informed by teachers

Students should **not** be staying back on other days unless consent form has been issued or parents have been notified by teacher I/C.

# Changes to CCA Schedule

## In-Person CCA After Curriculum (3 Feb to 11 March)

- In-person (Face to face) CCA will resume for some CCAs
- Conducted **after** school on Tuesday and/or Thursday
- Parents/Guardians will need to fetch their child/ward after CCA (no school bus arrangement)

## In-Person CCA within Curriculum Time (Term 2)

- In-person CCA **within curriculum time** on Tuesday
- In-person CCA **after** school on Thursday for some CCAs



*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-dzp4>

s

<https://go.gov.sg/encouragement-dzp4s>



# 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

