

P2

Parents' Briefing

23 Jan 2026



Overview

- Introduction of Year Head, Assistant Year Head & Level Guardian
- Discipline
- Cyber Wellness
- Home-School Partnership
- Level Highlights
- Higher Mother Tongue at P3 and P4



Introduction of Year Heads & Level Guardian



Dr Abidah Bibi Marikar
Year Head



Ms Noor Ezaida Binte Abdul Rahman
Assistant Year Head



Mr Muhd Firzan Fakir
Teacher

Supporting P1 and P2 Student Matters

P1 & P2
Discipline Level Guardian



Together We THRIVE

*Creating a Caring and Enabling
School Environment for All*





Discipline is an Educational Process

Educative Discipline Philosophy

Discipline teaches responsibility, empathy, and self-regulation within a safe, caring environment where students thrive.

Promoting Positive Behavior

Discipline helps students build good habits and social-emotional skills for thoughtful, respectful behavior.

Restorative Consequences

Disciplinary consequences are educative, measured, and restorative to help students learn from mistakes.

Customised Support for Growth

Enhanced disciplinary consequences are tailored to support individual student development effectively.

Encouraging Positive Behaviour

In the classroom

- Classroom Routines
- Mindful Breathing
- Mood Meter
- Whole Body Listening

GRIT Routine

We show grit by being **Ready, Respectful** and **Thankful**



Greet

We stand up and say, **"Good morning, teacher!"** with a smile.
Let's start every lesson with respect.



Ready

Our desks are clean and quiet, with only our pencil case on it.
We are ready to learn and listen.



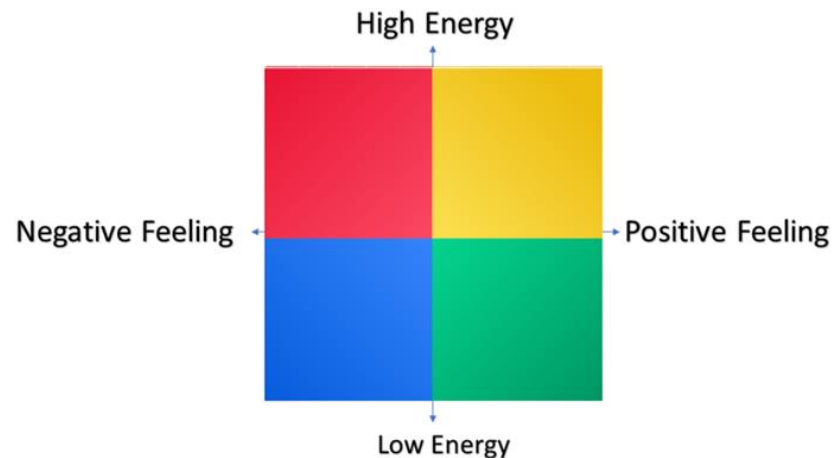
Interact

We take turns to share and listen.
We raise our hands and respect different ideas.
Kind words, curious minds!



Thank

At the end of the lesson, we say **"Thank you, teacher!"** and **"Thank you, friends!"**
We are grateful for every learning moment.



Encouraging Positive Behaviour

During school hours

- Empowering our children to experience a lively recess
- Embracing a range of activities (e.g. Recess buddy programme)



Encouraging Positive Behaviour

Peer support leaders leading our students in anti-bullying and campaign and Special Education Needs (SEN) week



List of Offences

Serious Offences

- Truancy
- Vandalism
- Cheating in assessments
- Theft
- Bullying
- Fighting
- Vaping
- Sexual Harassment

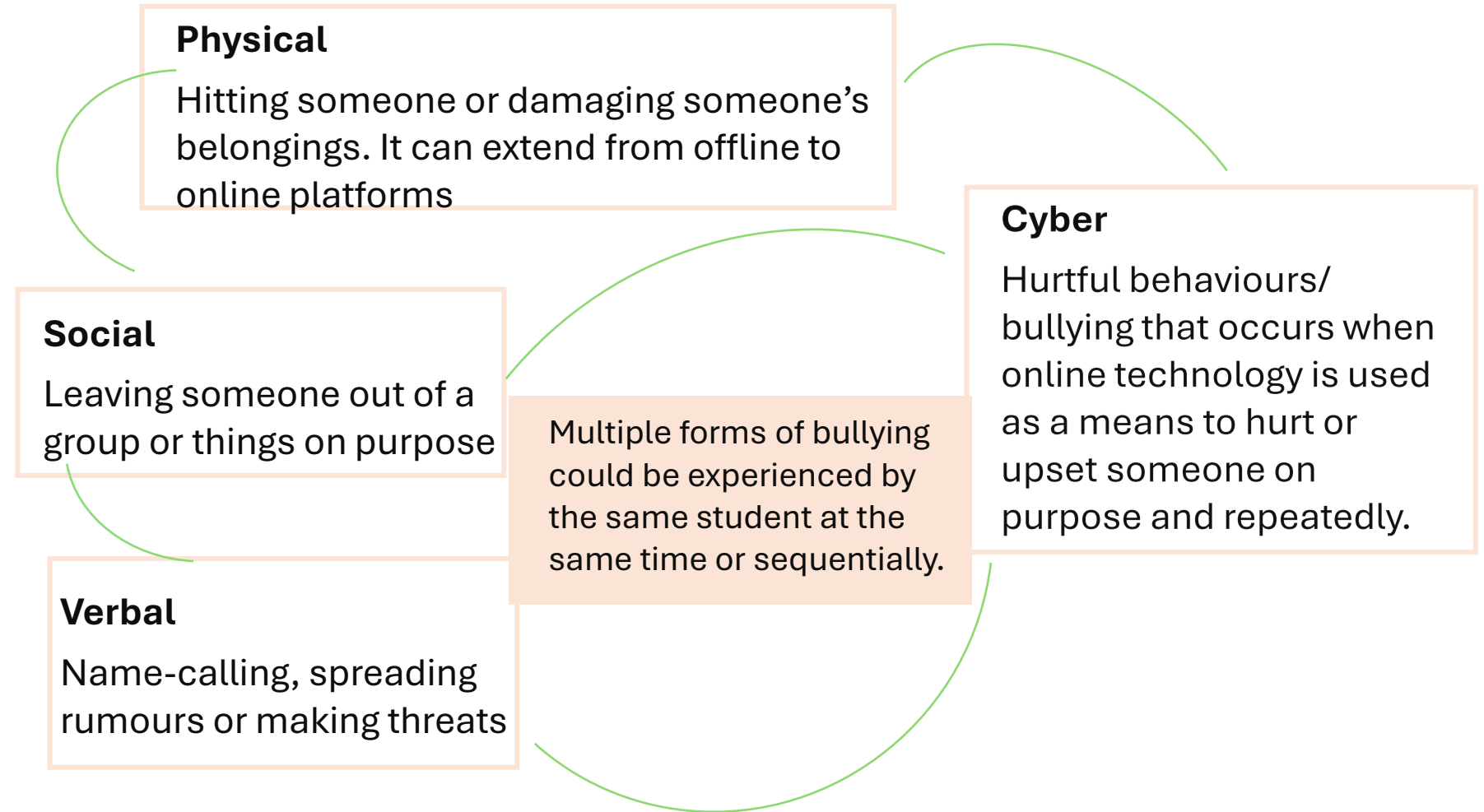
Minor Offences

- Latecoming
- Skipping classes
- Improper attire and grooming
- Littering
- Not doing assignments
- Using vulgar language
- Insensitive acts/remarks

Full list of disciplinary offences and measures are found on Pg 12 of Student Handbook.

Hurtful Behaviours & Bullying

What are hurtful behaviours and bullying?



How can I guide my child to be kind and respectful?

Ask your child if what they are about to say or is... **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind (**T.H.I.N.K.**)?



IS IT TRUE?

Is this a fact or just an opinion or feeling?



IS IT HELPFUL?

Does it help you, them, or the situation?



IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?



IS IT KIND?

Are you saying this with the intention to hurt someone's feelings?

Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.
We will take action when informed of such cases.

- Students, staff and parents can report offences/incidents in these ways:
 - **Verbal**
 - Tell any teacher in the vicinity of the incident
 - Report directly to Discipline Master/Year Head/Form Teacher/Subject Teacher
 - Report directly to School Leaders/General Office
 - **Written/Email**

The school will treat the information with sensitivity. **The identity of the person who reported the case will be kept confidential.**

What happens when an incident is reported?

Address	Correct	Replace	Restore
<ul style="list-style-type: none">• Conduct investigations• Inform parents of both parties in a timely manner• Put in safety measures for all parties	<ul style="list-style-type: none">• Disciplinary consequences and Demerit Points, where necessary	<ul style="list-style-type: none">• Guide students to self-manage and promote positive behavior• Provide support for student(s) involved, with external parties if necessary (e.g. Counselling, referral to REACH)	<ul style="list-style-type: none">• Repair relationships• Resolution of conflict between parties

Demerit Point System: Strengthening Discipline Management in SDPS

Demerit Point System

Why?

- Promote consistency and fairness in the handling of discipline matters
- Provide early monitoring and timely support for students who may need guidance
- Strengthen students' awareness of expectations and consequences
- Support a positive and conducive learning environment for all students

Parents will be **informed via Parents' Gateway** when an offence is recorded.

Demerit Points

General Guidelines of issuing Demerit Points

Minor offences = 1-2 demerit points

Serious offences = 3 or more demerit points

Considerations

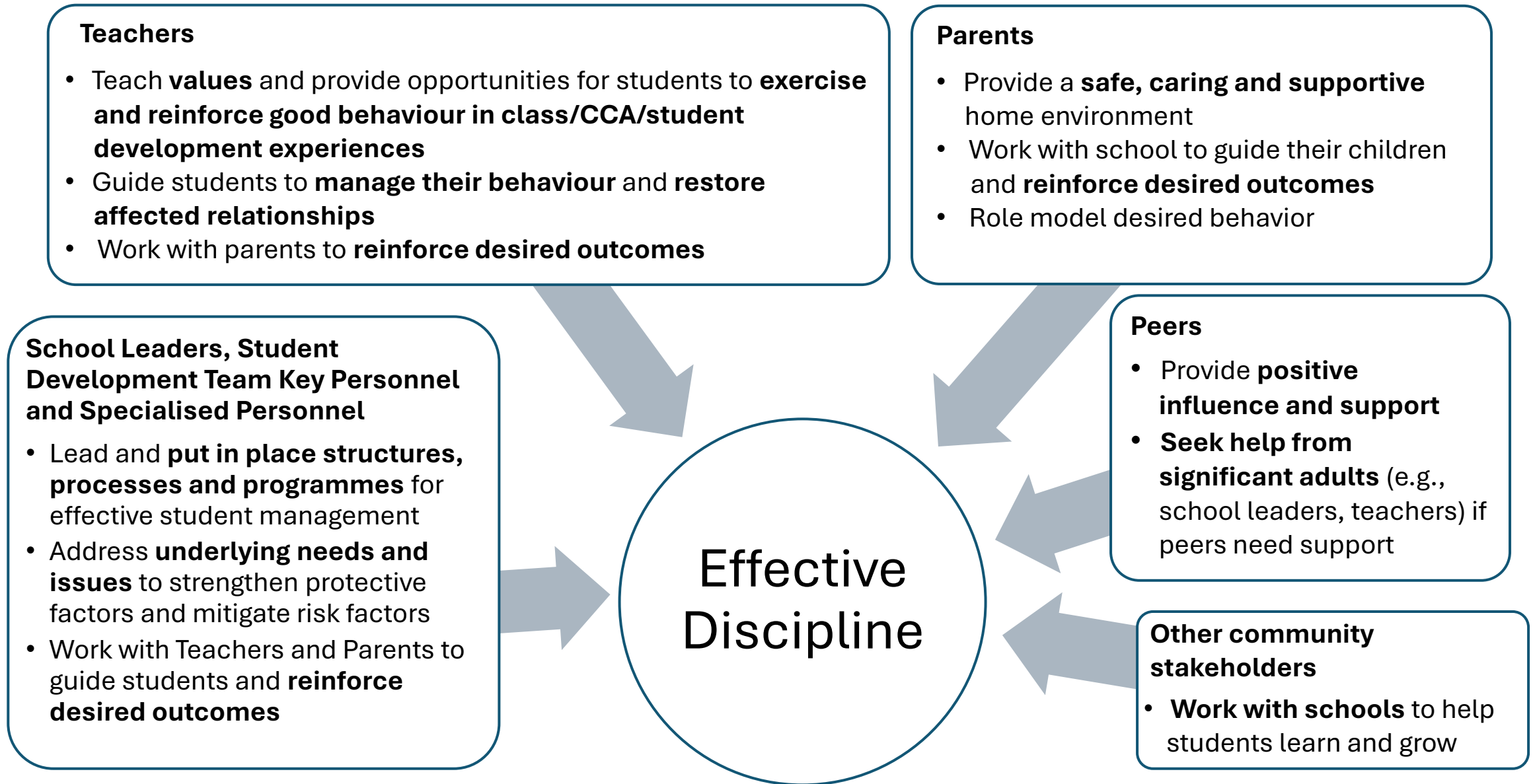
- Age of student, intent of action, impact of actions, number of prior offences

Important points to note

- Parents will receive a Parents Gateway announcement if student commit any offence
- Accumulation of demerit points will provide useful information to assign the student's semestral conduct grade.
- Students will start every semester (half year) with zero demerit points
- Appropriate consequences will be meted out in accordance to nature of offence and demerit points issued



Effective Discipline Requires School-Home-Community Partnership



Cyber Wellness

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

Primary 1 and 2

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

Basic online safety rules

- Talking to only people you know

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

Importance of a balanced lifestyle

- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information

**Family Chat Time!**
Share with your family members:

- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

Parent's / Guardian's signature



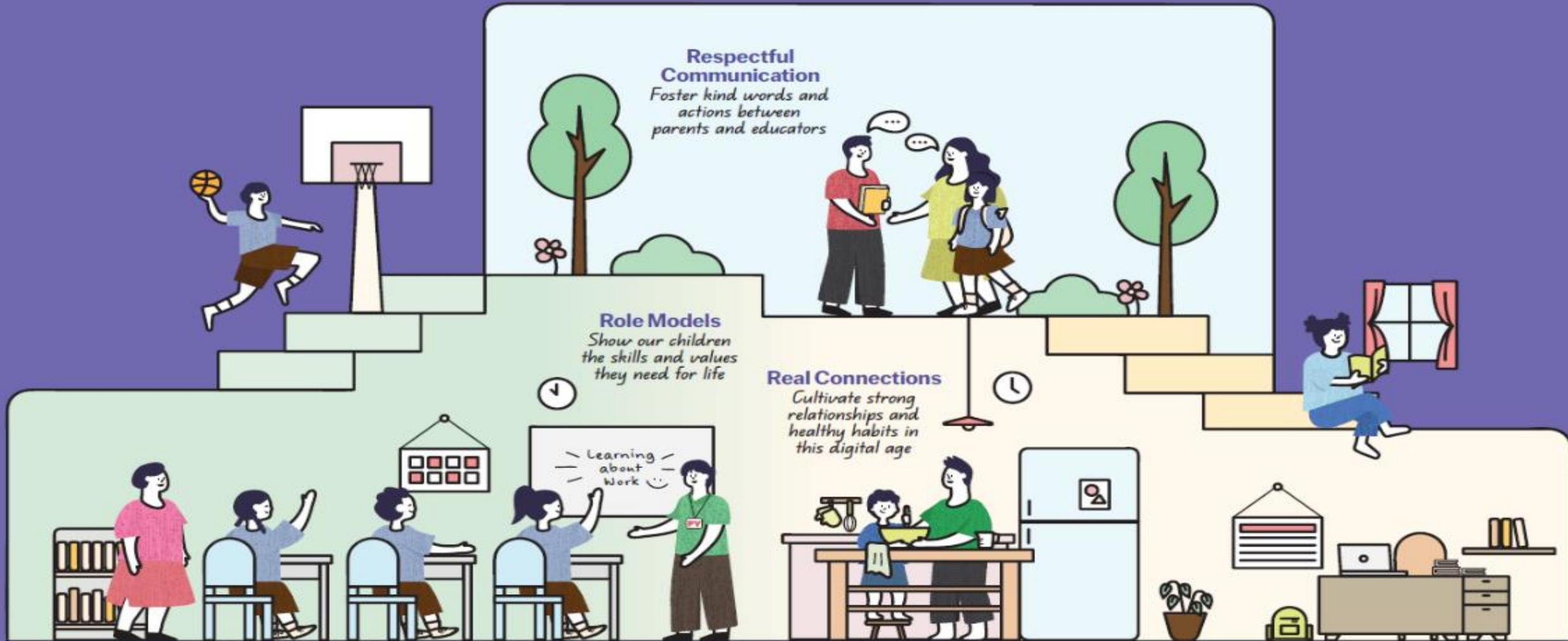
Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal** by participating in “**Family Time**” activities in the journal.

How Can We Partner Up?

Together, we can raise happy, kind and confident children,
ready to thrive in the digital world.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



Respectful Communication

Foster kind words and actions between parents 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



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

Let's Work Together

Save the Date
2026 Parent Child Teacher Conference
Thu, 28 May 2026 (F2F)

Communication Channels

- **Email, Student Handbook, Parent's Gateway**
- **Phone Call:** If parents would like to speak to teachers over a phone call, please arrange for a suitable time before calling as teachers might be engaged in class or meetings.

• Timing

- Teachers will not be able to respond outside of working hours (7.30 a.m. – 5 p.m)
- For urgent matters, parents should call the General Office during school hours



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P5 Camp 2025



National Day



NE SHOW '25



PEN'25



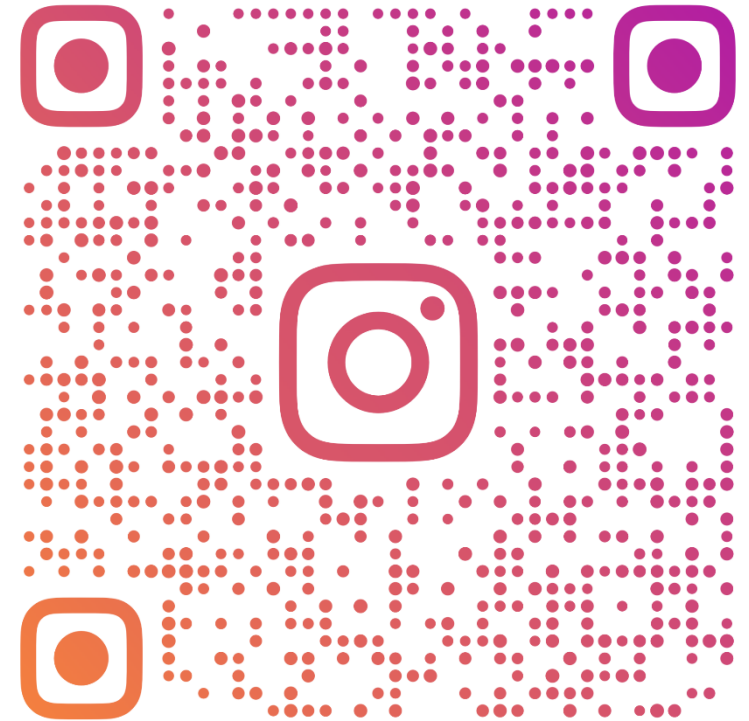
NSG2025



Recess



Assembly



SPRINGDALITES

[instagram.com/springdalites](https://www.instagram.com/springdalites)

P2

Level Highlights





P2 Learning Journeys

- Cohort Learning Journeys
- Subject Specific Learning Journeys



Programme for Active Learning (PAL)

- Platform for explicit teaching of social & emotional (SE) skills
- Platform for students to learn & practise SE skills
- Taught via the following modules:
 - Sports & Games
 - Performing Arts (Dance, Drama, Music)
 - Visual Art
 - Outdoor Education



Recognition of Students' Effort in Learning and Holistic Development

- **Star Springdalites**
 - For displaying R3ICH values

Awards for Singaporean only

- **Edusave Character Award (ECHA)**
- **Edusave Award for Achievement, Good Leadership and Service (EAGLES)**
- **Edusave Merit Bursary Award (EMB)**
- **Good Progress Award (GPA)**



Promotion Exercise

- From P1 to P2 (en-bloc)
- From P2 to P3
 - Class of 40
 - Based on learning progress & social mix
 - Cater to your child's learning needs



Higher Mother Tongue @ P3 & P4



Purpose of offering HMTL

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

To further strengthen the learning of MTL from an early age, primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.



HMTL at P3 & P4

It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.



Criteria

1

For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.

*P2 Learning Outcomes (Mother Tongue Languages)

Learning Outcomes

Semester 1

Listening

LO1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

Speaking and spoken interaction

LO2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.

LO3. Participate in short conversations related to daily life with some guidance.

Semester 2

Reading

LO4. Recognise characters taught in Primary 2. (CL)/ Recognise words taught in Primary 2. (ML)/ Recognise letters and words taught in Primary 2. (TL)

LO5. Read aloud Primary 2 texts with accuracy and fluency.

LO6. Understand Primary 2 texts and are able to identify some details with guidance.

Writing

LO7. Write short sentence(s) about daily life with some guidance.

Criteria

2

Evidence of **students' performance** throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

3

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

HMTL Lessons at P3 & P4

**For HCL, HML
& HTL**

2 periods after school
2.00pm-3.00pm (once a week)

Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



Assessment for HMTL at P3 and P4 level

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The schools would also indicate your child's progress in HMTL in the Holistic Development Profile.

Contact Detail

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Thank You

