

P3

Parents' Briefing

23 Jan 2026



Overview

- Introduction of Year Head, Assistant Year Head & Level Guardian
- Discipline
- Cyber Wellness
- Home-School Partnership
- Level Highlights



Introduction of Year Heads & Level Guardian



Mrs Jaslyn Lim-Cai Yuyu
Year Head



Ms Mary Archana
Assistant Year Head



Mr Kwang Yu Fung (Frank)
Teacher

Supporting P3 and P4 Student Matters

**P3 & P4
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.



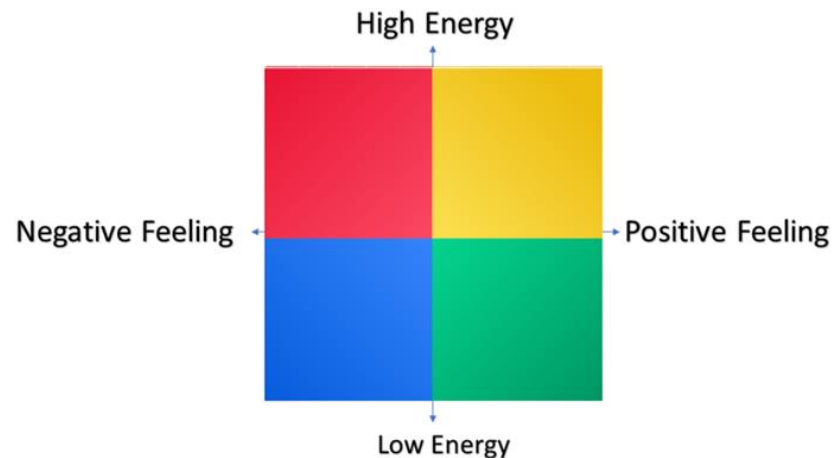
Interact

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

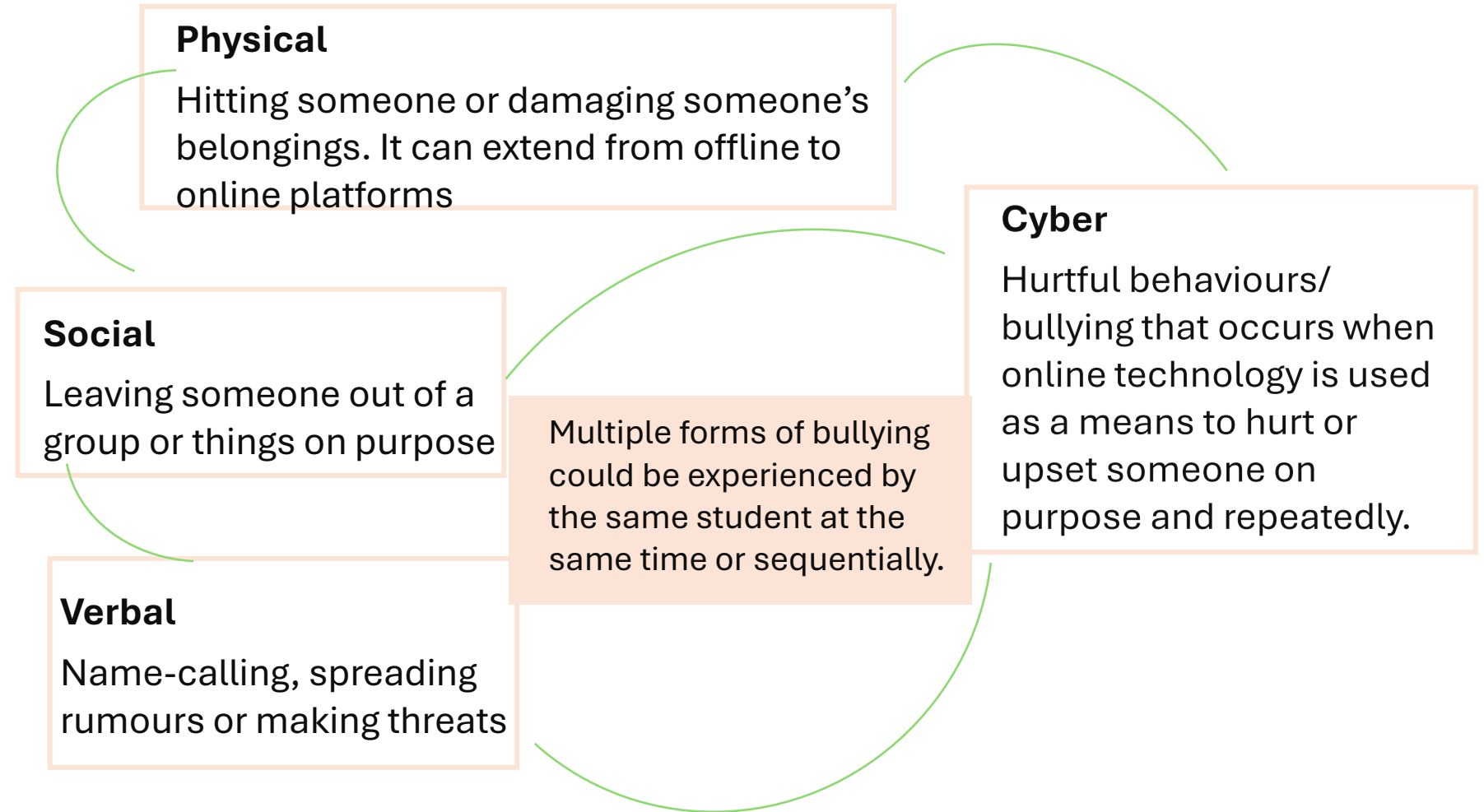
Minor Offences

- 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?



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.**)?

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



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

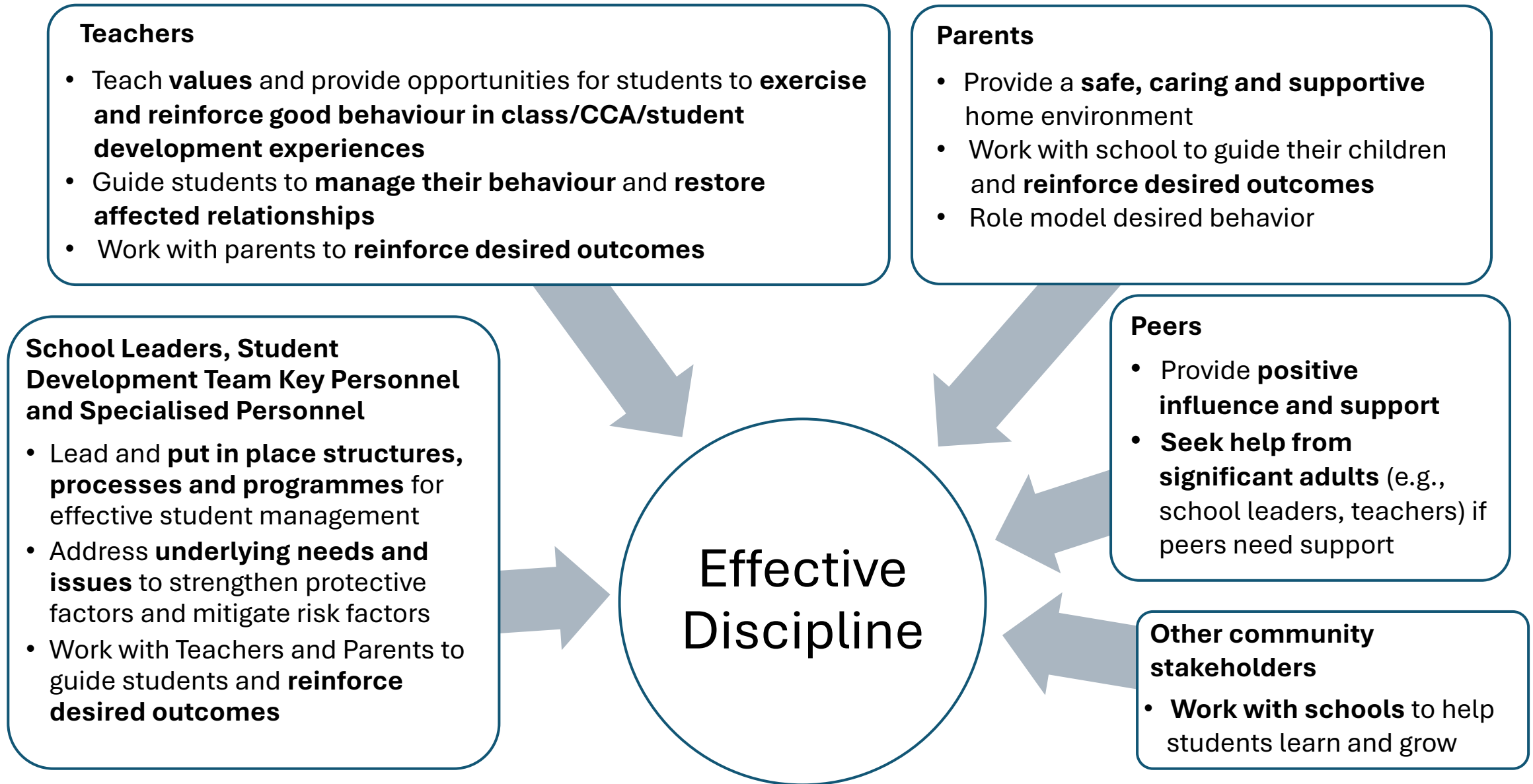
- Age of student, intent of action, impact of actions, number of prior offences

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 3 and 4

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online

- Steps to take to determine if an online friend is trustworthy

My Healthy Screen Time Pledge

I, _____, (my name) pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- ☐ set aside time to complete my homework, rest, exercise and spend time with my family.
- ☐ stop my screen time when having my meals and practise the 20-20-20 rule*.
- ☐ put my devices away at least 60 minutes before bedtime.
- ☐ stop my screen time when I have reached the time limit my parents/guardians have set for me.
- ☐ set the alarm for 30 minutes and stop my screen time when it goes off.
- ☐ stop my screen time when I am feeling tired.
- ☐ seek help from my family when I need support/reminders to manage my screen time responsibly.
- ☐ Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



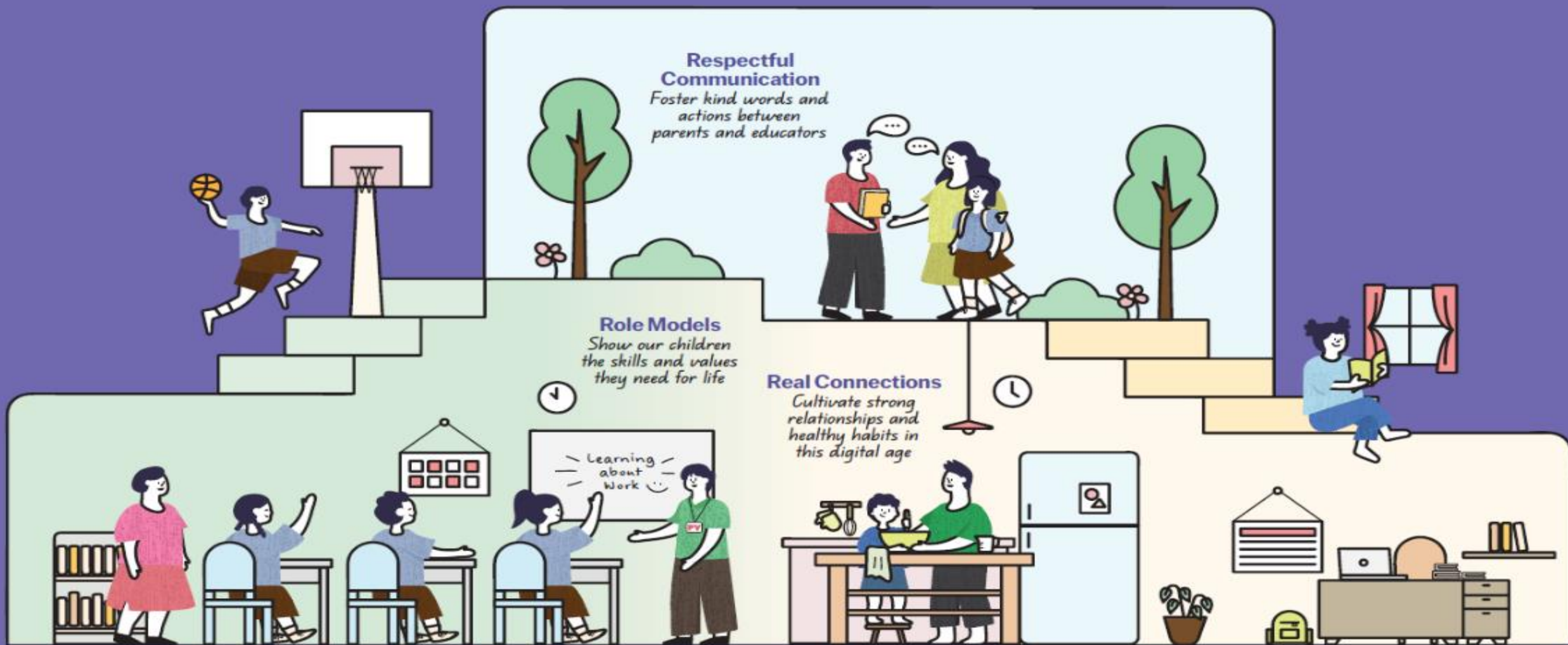
Discuss your child's healthy screen time pledge at home and cultivate accountability.

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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Education

Official account of Springdale Primary School

"Every Springdalite is a Thriving Learner and a Compassionate... more

71 Anchorvale Link, Singapore 544799

www.springdalepri.moe.edu.sg and 3 more

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P5 Camp 2025



National Day



NE SHOW '25



PEN'25



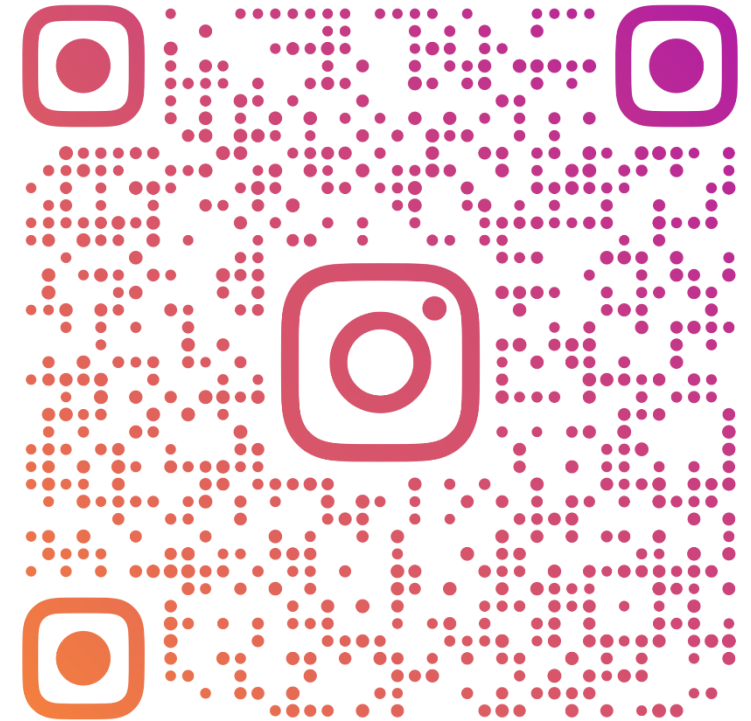
NSG2025



Recess



Assembly



SPRINGDALITES

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

P3

Level Highlights





P3 Learning Journeys

- Cohort Learning Journeys
- Subject Specific Learning Journeys



P3 SwimSafer & Co-Curricular Activities (CCA)



Briefing for P3 Parents on P4 SwimSafer 2.0



Lesson Objectives

- Develop water confidence
- Learn about water safety



Who & Why

- Non-swimmers
- A course of 8 sessions
- Balloting + Swimming capacity

Timeline

- Swimsafer Interest Survey (Sem 2 2026)
- Schedule (Sem 1 2027)
- Starts in Primary 4



Purpose of CCAs

Platform to:

- discover their **interests & talents**
- develop **character, specific attitudes, skills, and knowledge**
- build **friendships &**
- foster **social integration**

CCAs Available

Clubs

- Inno-T(h)inkers Club
- Green Club
- Media Club

Aesthetics

- Choir
- International Dance
- Ukulele
- Art Club

Sports

- Floorball
- Basketball
- Gymnastics
- Badminton

Uniform Groups

- Scouts

CCA Day	Monday	Tuesday	Thursday
School Dismissal	1.30 pm	1.30 pm	1 pm (P1 to P3) 1.30 pm (P4 to P6)
Lunch	1.30pm – 2.30pm	1.30pm – 2.30pm	P3: 1pm – 1.30pm P4 to P6: 1.30pm – 2.15pm
Lunch Arrangements	Home <u>or</u> school canteen		School canteen
CCA Timing	2.30pm – 4.30pm	2.30pm – 4.30pm	2.15pm – 4.15pm
CCAs	<ul style="list-style-type: none"> - Multisports - Badminton - Dance 	<ul style="list-style-type: none"> - Gymnastics (School team) - Floorball (School team) - Basketball (School team) 	<ul style="list-style-type: none"> - Badminton (School team only) - Dance (School team only) - Scouts - Green Club - Media Club - Innothinker - Art Club - Choir - Ukulele - Gymnastics - Floorball - Basketball - Outdoor Adventure

CCA Schedule

- CCAs start from the week of **29 June**
- **Students will choose CCA in T2W7**
- **Results will be sent by T2W10**

Any updates will be:

- Sent via PG by TIC of CCA

CCA Guidelines

CCA @ SDPS

1. Students are strongly encouraged to participate in Co-Curricular Activities (CCAs) as they form an important part of the holistic education. Regular attendance at CCA sessions are essential.
2. Students are encouraged to **remain in their CCA** to deepen their skills, knowledge and friendships in the CCA.

CCA Guidelines

CCA @ SDPS

3. Each student will only be allocated 1 CCA.
4. Students' participation in external activities for the purpose of self-enrichment or social interaction (including those offered in school) **is not considered as CCA.**

Student Development in CCAs

- School Team Representatives may have additional trainings sessions.
- CCA Leaders would be identified from P4 onwards to assist with CCA and school duties.

Contact

- In case of queries or questions during CCA hours, please contact **the General Office.**

School Contact:

- General Office Tel No.: 63157600
- Mr Leonard Toh, Subject Head (CCA)
- Email: toh_jia_bin_leonard@moe.edu.sg

Contact Detail

Mrs Jaslyn Lim (Year Head / Middle Primary)

Email address: cai_yuyu@moe.edu.sg

Ms Mary Archana (Assistant Year Head / Middle Primary)

Email address: mary_archana@moe.edu.sg



Thank You

