

# P4

# Parents' Briefing

**30 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



**Mdm Mary Archana**  
Assistant Year Head

**Supporting P3 and P4 Student Matters**



**Mr Kwang Yu Fung (Frank)**  
Teacher

**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.



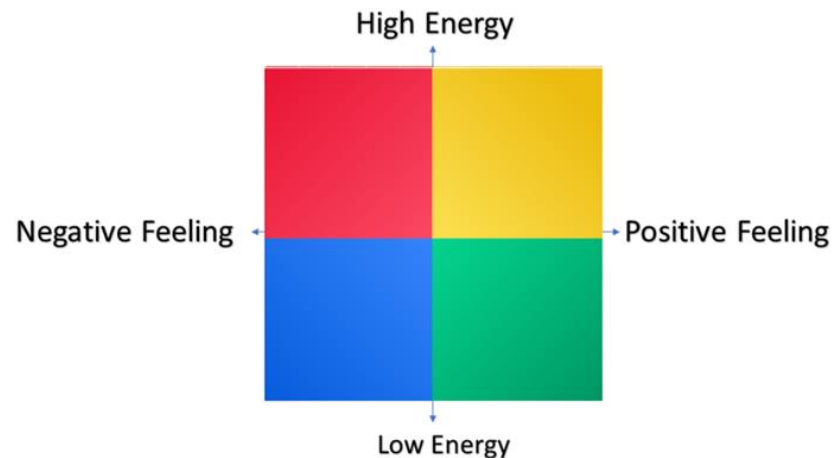
**Interact**

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

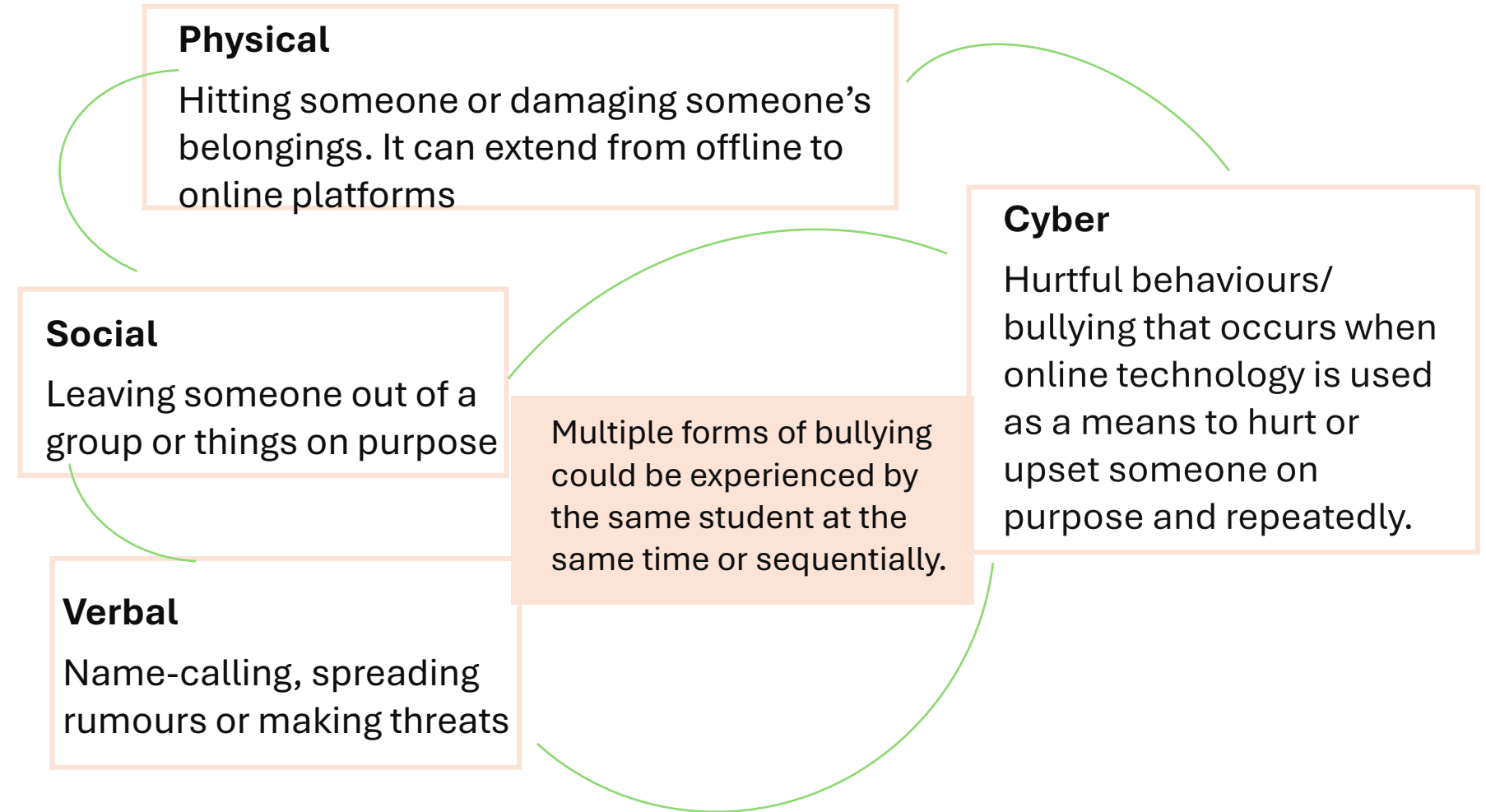
## Minor Offences

- 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?





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

Ask your child if what they are about to say 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"><li>• <b>Conduct investigations</b></li><li>• <b>Inform parents</b> of both parties in a timely manner</li><li>• Put in safety measures <b>for all parties</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Disciplinary consequences</b> and <b>Demerit Points</b>, where necessary</li></ul>	<ul style="list-style-type: none"><li>• Guide students to self-manage and <b>promote positive behaviour</b></li><li>• Provide <b>support</b> for student(s) involved, with external parties if necessary (e.g., Counselling, referral to REACH)</li></ul>	<ul style="list-style-type: none"><li>• <b>Repair</b> relationships</li><li>• <b>Resolution</b> of conflict between parties</li></ul>



# 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

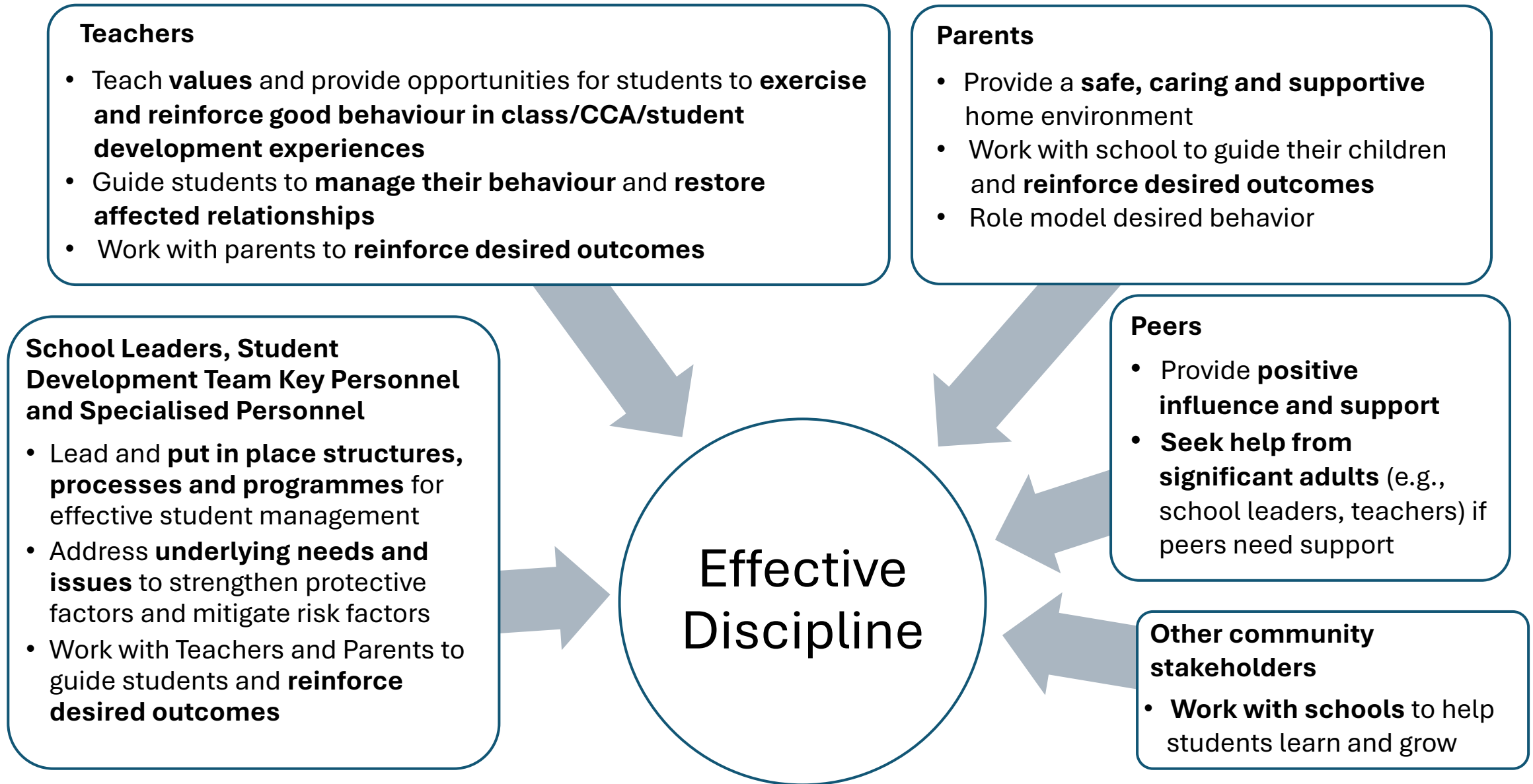
## Important points to note

- 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**



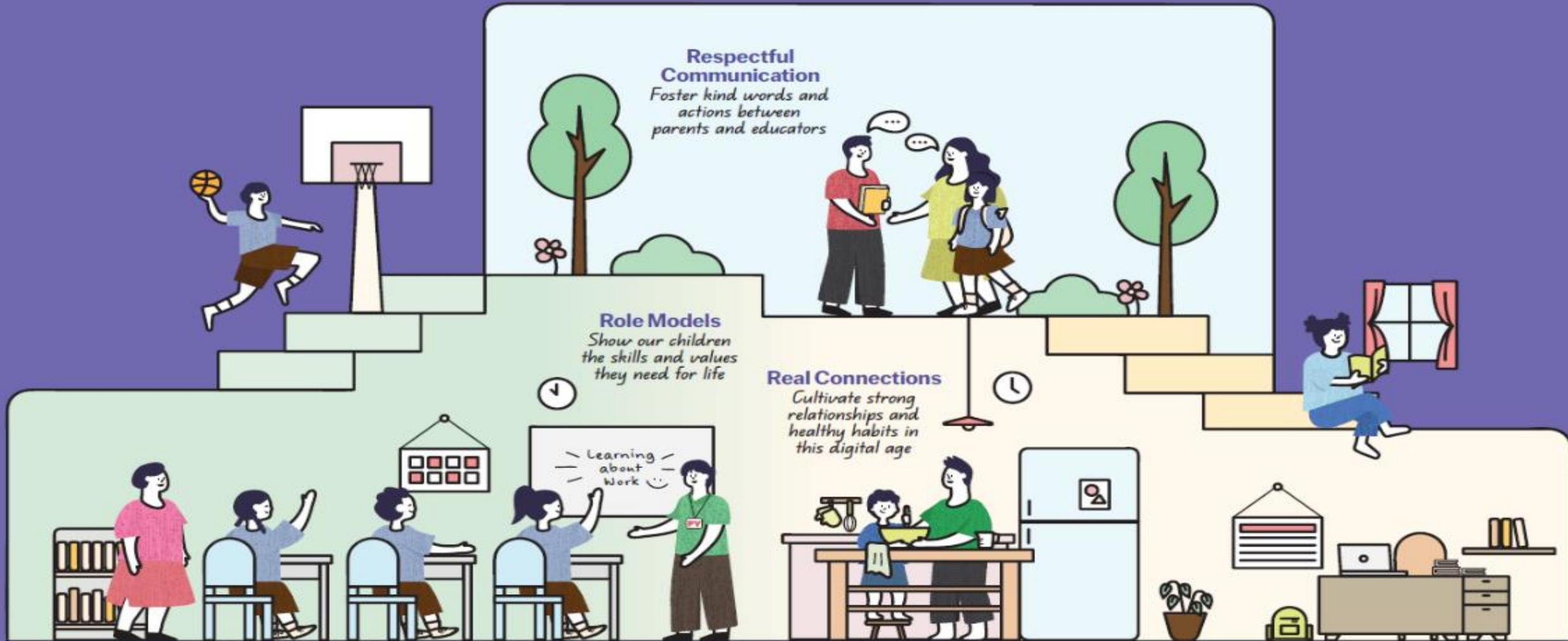
Discuss your child's healthy screen time pledge at home and cultivate accountability.

# 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





# Begin your parenting journey with us

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



# Follow us on Instagram



**springdalites** ⚙️

Springdale Primary School

112 posts 1,142 followers 8 following

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](http://www.springdalepri.moe.edu.sg) and 3 more

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P5 Camp 2025



National Day



NE SHOW '25



PEN'25 🇸🇬



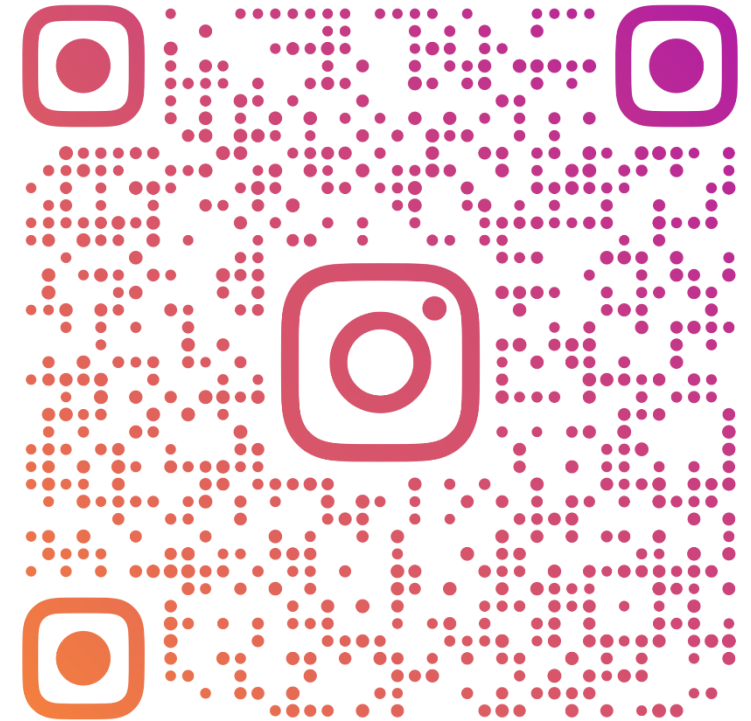
NSG2025



Recess



Assembly 🎉



## SPRINGDALITES

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

# P4

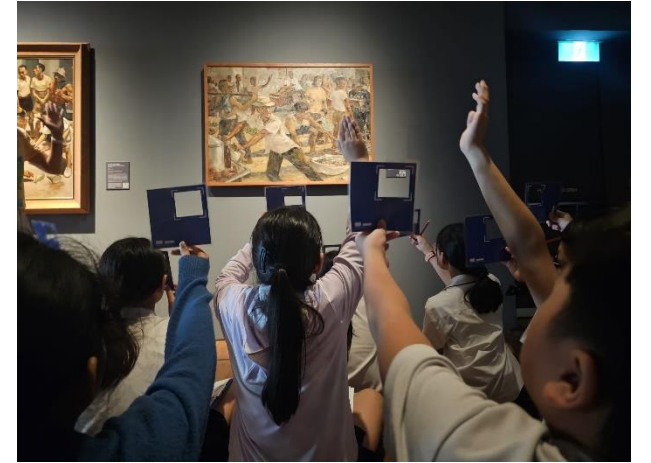
## Level Highlights





# P4 Learning Journeys

- Cohort learning journeys
- Subject specific learning journeys



# **P4 Subject-Based Banding (SBB) Exercise**





# SUBJECT- BASED BANDING (PRIMARY)

- Depending on their strengths, offer students the option of
  - Standard Subjects
  - Foundation Subjects
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in



# SUBJECT- BASED BANDING (PRIMARY)

- Offering subjects at Foundation level is not a disadvantage to the students
- Enable them to build up strong fundamentals in these subjects and better prepare them for progression to secondary school
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination at P4/ P5



## SUBJECT- BASED BANDING (PRIMARY)

- School will continue to recommend based on the following:
  - Student's **aptitude, motivation and performance** in each subject;
  - Student's **ability to cope** with a particular subject combination; and
  - Whether the subject **combination focuses sufficiently on literacy and numeracy**, and facilitates the **student's articulation to secondary school and beyond**.



# SUBJECT- BASED BANDING (PRIMARY)

- **Standard Subject**
  - Undertaken by most students
- **Foundation Subject**
  - Focus on building the fundamentals of the subject
- **Higher Mother Tongue**
  - Offered to those who are proficient in the language and have managed the other subjects relatively well



# SUBJECT- BASED BANDING (PRIMARY)

If your child (at the end of P4)	Your child <u>may be</u> recommended to take
1. Pass <b>all 4 subjects</b> & performs <b>very well in</b> <b>Mother Tongue</b> <b>Language</b>	4 Standard Subjects + Higher Mother Tongue Language
2. Pass <b>3 or 4 subjects</b>	4 Standard Subjects
3. Pass <b>2 subjects or less</b>	Up to 4 Foundation Subjects



# SUBJECT- BASED BANDING (PRIMARY)

**Students who perform very well in MTL and have a strong grounding:**

## **a) SBB offered at P5**

### **i) 4 Standard Subjects + HMT**

- HMT is **not** meant to strengthen MT fundamentals.
- Students must already demonstrate strong proficiency in MT to access and cope with the HMT syllabus.

### **ii) Students who pass 3 or more subjects**

- Offered **4 Standard subjects**

### **iii) Students who pass 2 subjects or fewer**

- May be offered a **combination of Standard and Foundation subjects**.

## **b) SBB offered at P6**

In addition to the SBB at P5, various other combination options, students may be offered **all Standard subjects** or **all Foundation subjects** or a **combination of standard and foundation**, depending on their learning profile and performance.



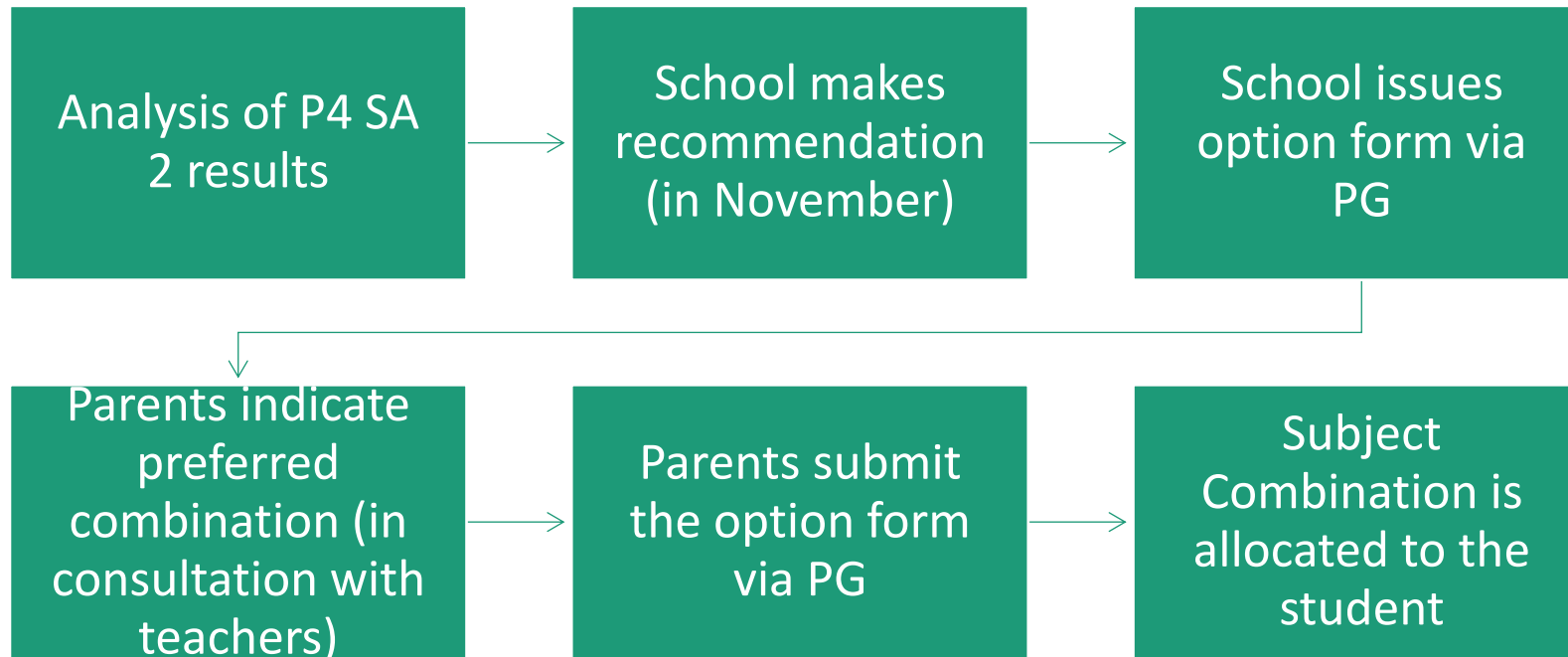
# SUBJECT- BASED BANDING (PRIMARY)

**SBB offered at P5 in Springdale Primary:**

- i. 4 Standard Subjects + Higher Mother Tongue
- ii. 4 Standard Subjects
- iii. 3 Standard Subjects + Foundation Mathematics



## SUBJECT- BASED BANDING (PRIMARY 4)



- School will **send the subject combination recommendation option to parents via PG** at the end of P4, towards the end of Term 4.
- **Parents** can indicate whether to accept the school recommendation or indicate their preferred combination.
- **School's decision at the end of P5** on the subject combination.
- School will engage parents who opt for options that defer from school recommendation.

# DEMANDS OF HIGHER MOTHER TONGUE (HMT)

- **Curriculum hours:** Additional 1h lesson every week (After school)
- **Assessment:** Sit for both MT & HMT papers during WAs & SA
- **Workload:** Additional assignments



# POINTS TO NOTE FOR STUDENTS TAKING HTML

MT Paper 2 Open Ended Questions	HMT Paper 2 Open Ended Questions
Language Use	Language Use
Vocabulary (contextual clues)	Vocabulary (contextual clues)
Comparison	*Rephrasing
Direct questions (factual, quoting)	*Inferential
Open ended	*Open ended
	*Summarisation (Use 15 words to summarise a paragraph) (for HCL)

**Higher Order Thinking Skills**



# Contact Detail

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# Thank You

