

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



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 Educative 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.

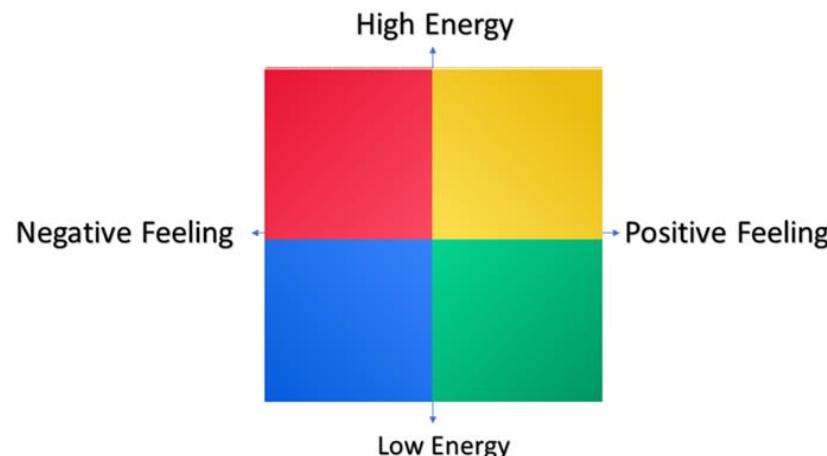
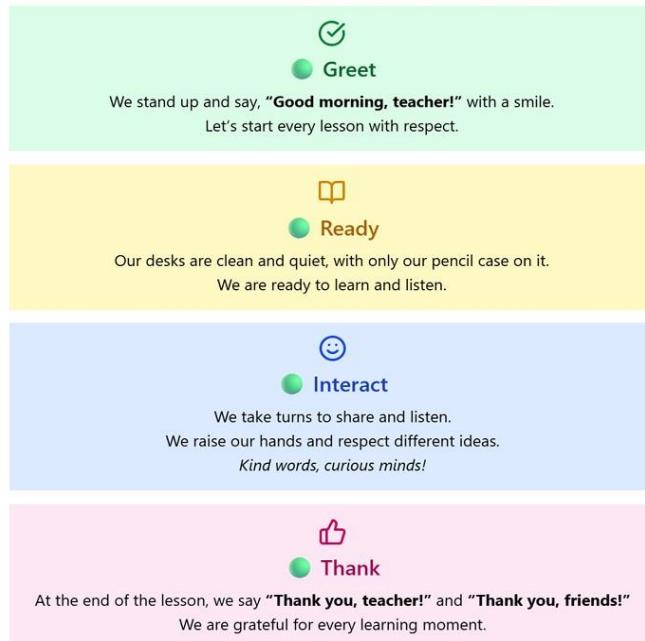
Encouraging Positive Behaviour

In the classroom

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

GRIT Routine

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



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

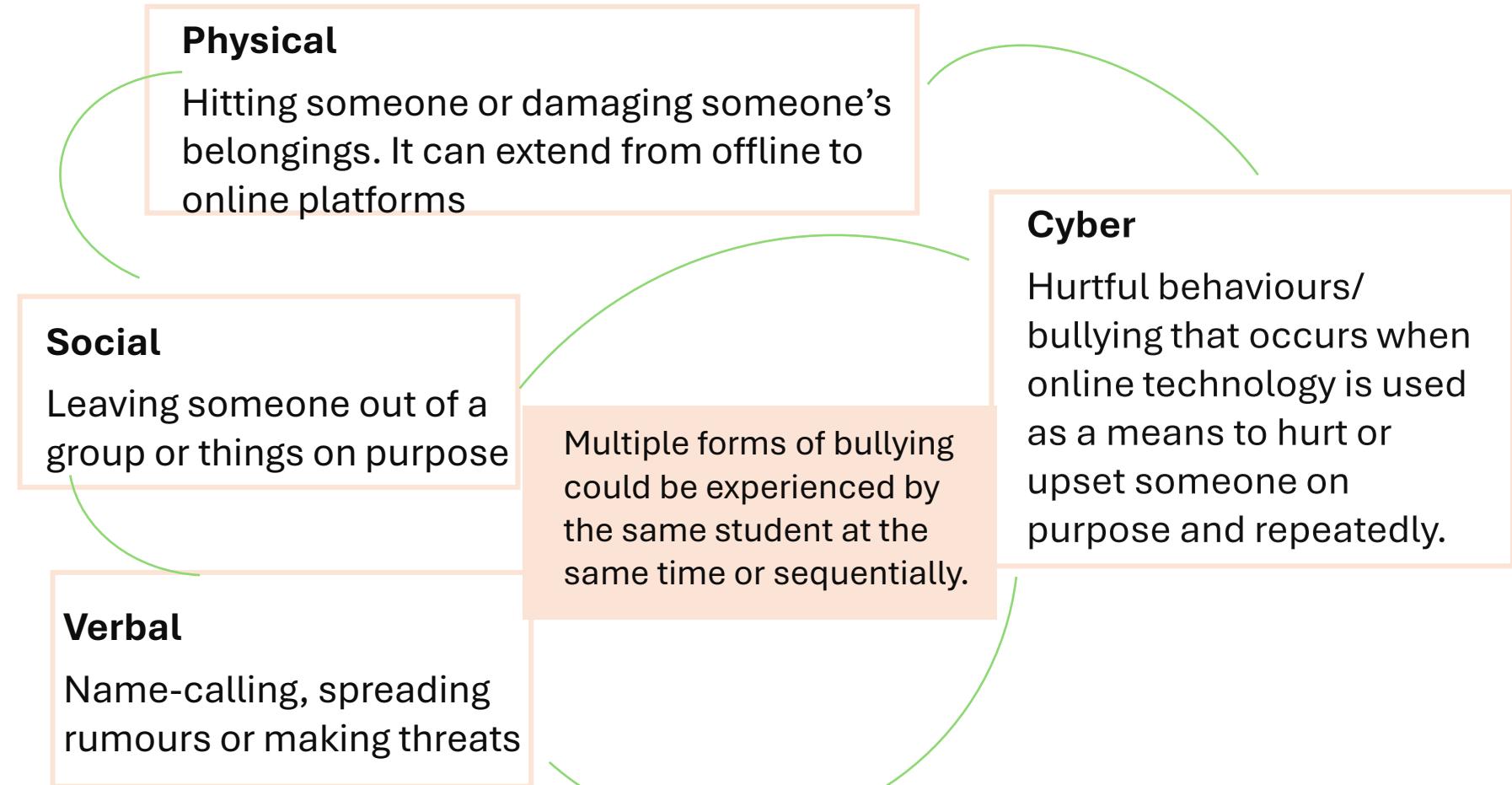
Minor Offences

- 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... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



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 behaviour• 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

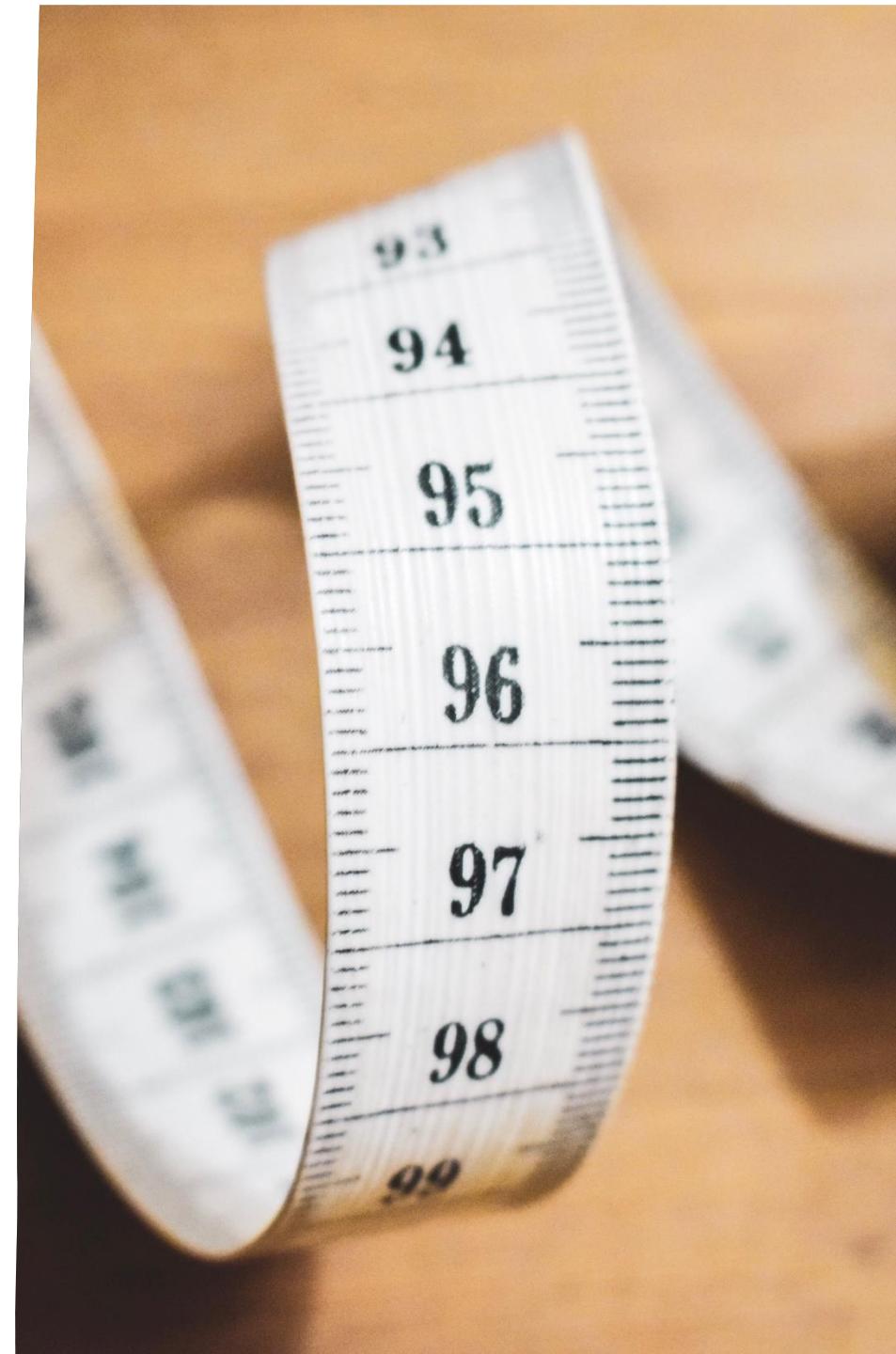
Serious offences = 3 or more demerit points

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

Teachers

- Teach **values** and provide opportunities for students to **exercise and reinforce good behaviour in class/CCA/student development experiences**
- Guide students to **manage their behaviour** and restore **affected relationships**
- Work with parents to **reinforce desired outcomes**

Parents

- Provide a **safe, caring and supportive** home environment
- Work with school to guide their children and **reinforce desired outcomes**
- Role model desired behavior

School Leaders, Student Development Team Key Personnel and Specialised Personnel

- Lead and **put in place structures, processes and programmes** for effective student management
- Address **underlying needs and issues** to strengthen protective factors and mitigate risk factors
- Work with Teachers and Parents to guide students and **reinforce desired outcomes**

Effective Discipline

Peers

- Provide **positive influence and support**
- **Seek help from significant adults** (e.g., school leaders, teachers) if peers need support

Other community stakeholders

- **Work with schools** to help students learn and grow

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.

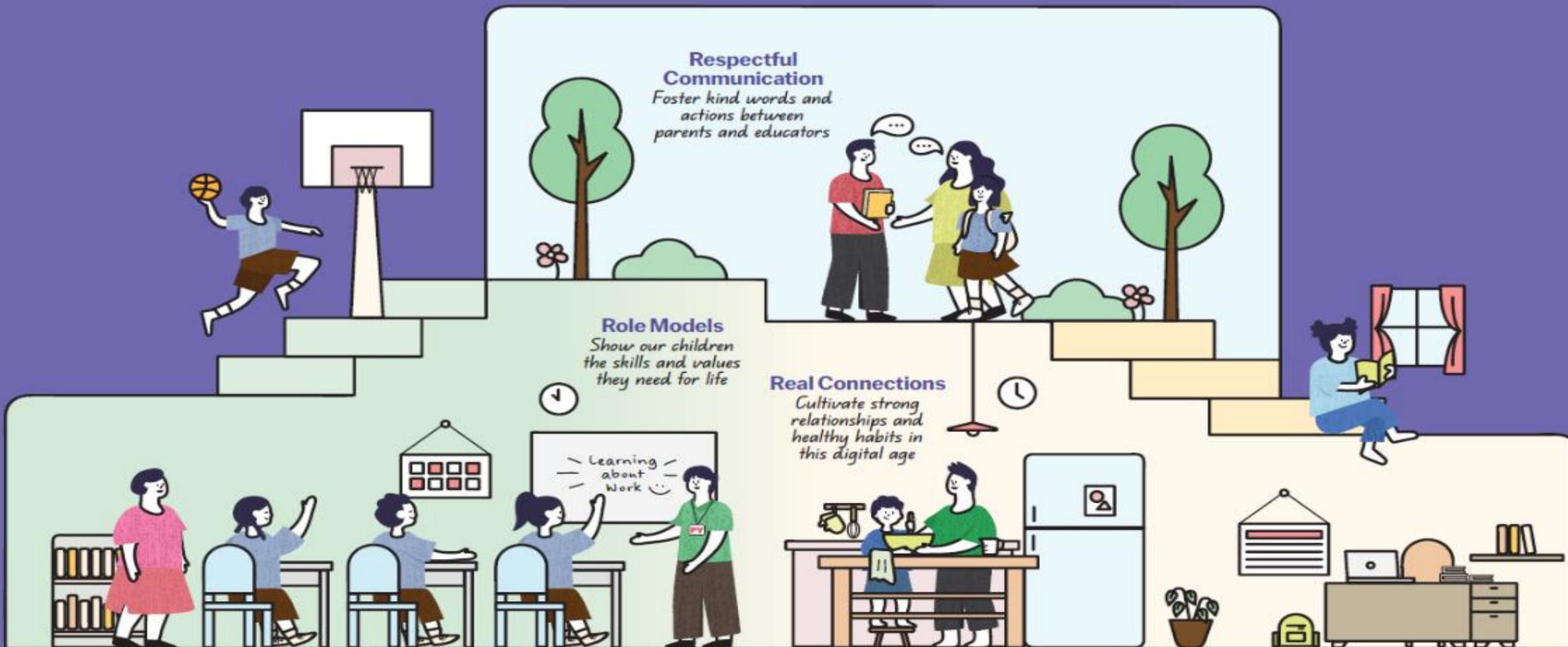


Discuss your child's healthy screen time pledge at home and cultivate accountability.

How Can We Partner Up?

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

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



Follow us on Instagram



Welcome back to school!

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

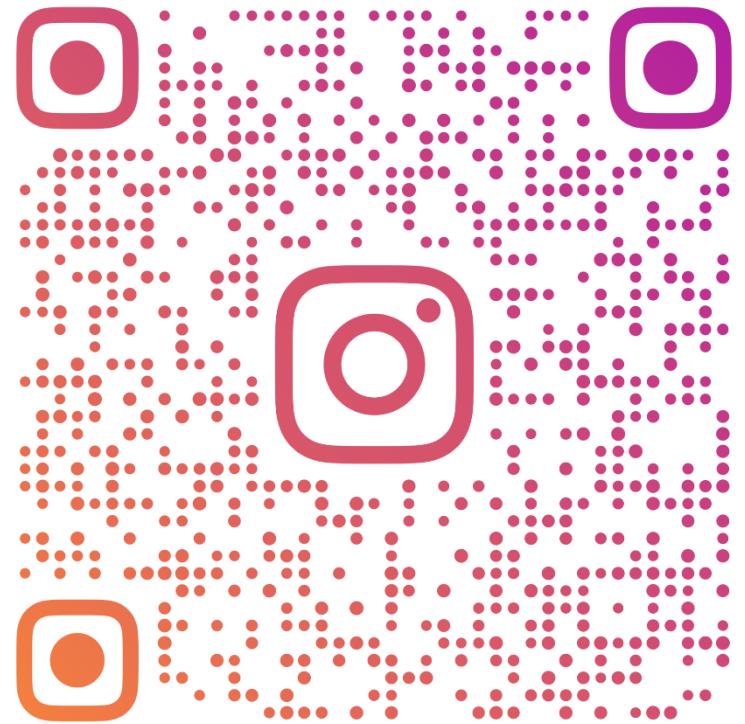
71 Anchorvale Link, Singapore 544799

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

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P5 Camp 2025 National Day NE SHOW '25 PEN'25 NSG2025 Recess Assembly



SPRINGDALITES

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 all 4 subjects & performs very well in Mother Tongue Language	4 Standard Subjects + Higher Mother Tongue Language
2. Pass 3 or 4 subjects	4 Standard Subjects
3. Pass 2 subjects or less	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.



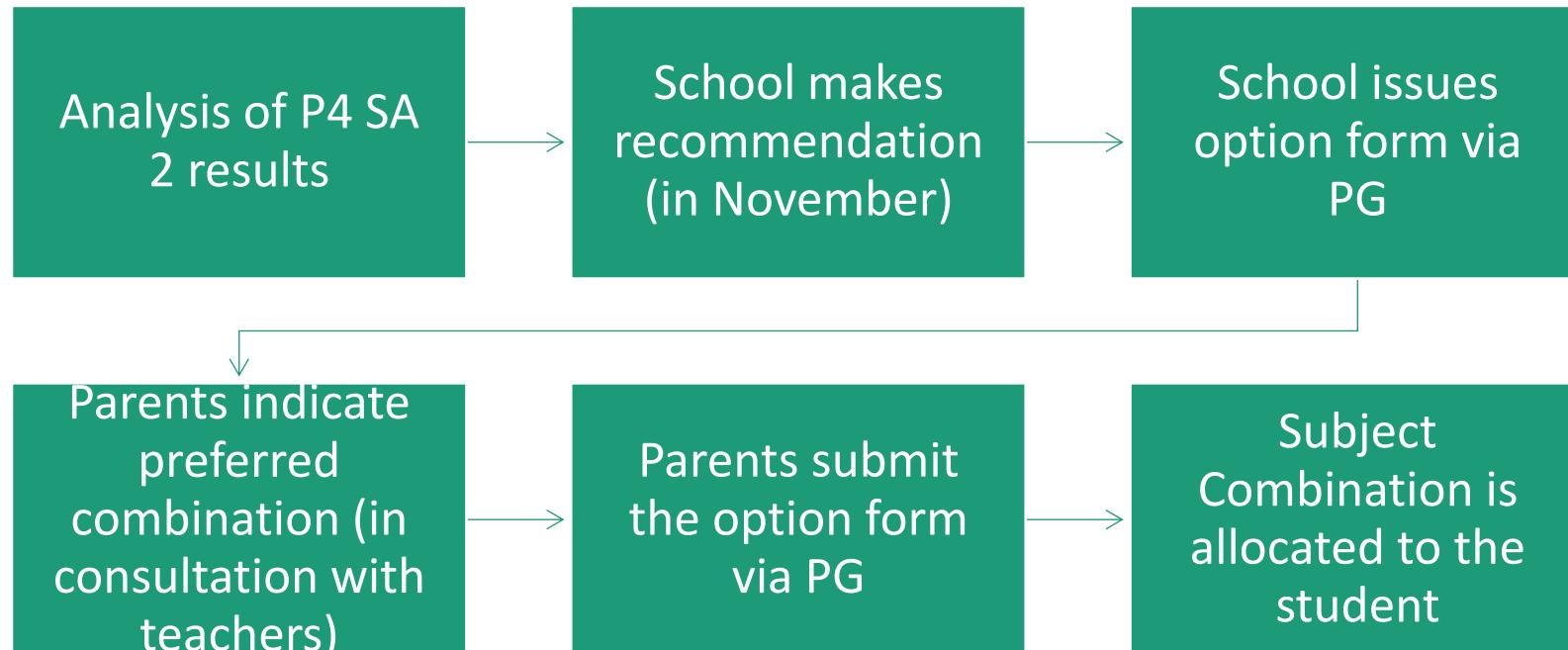
SUBJECT- BASED BANDING (PRIMARY)

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



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Thank You

