



Middle Primary Parents Seminar (Primary Three and Four)

**26 January 2024
2.30 pm - 3.15 pm**



Principal's Opening Address

Partnership based on Mutual Trust and Respect

- ✓ Be Supportive
- ✓ Respect the Teacher's Role
- ✓ Listen Actively
- ✓ Avoid Blaming and Criticising
- ✓ Support School Policy
- ✓ Lead by Example



Outline

- **School Structures and Assessments**
- **Middle Primary Curriculum**
- **Co-Curriculum Experiences**
- **Edusave and School-based Awards**
- **P3 Gifted Education Programme**
- **P4 Subject-Based Banding**
- **Home-School Partnership**
- **FAQs**

Sharing by Mr Rahman

Assistant Year Head (Middle Primary)



School Structures & Assessments



A Day in Riverside Primary

Daily Reporting Time

7.35 am

First Period

7.45 am to 8.30 am

Recess

P3: 10.00 am to 10.30 am

P4: 9.00 am to 9.30 am

Daily Dismissal Time

P3 and P4: 1.30 pm

One 45 min Period Daily

7.45 am to 8.30 am

Snack Break

10 min in the Classroom

12 pm to 12.15 pm

Lunch Break

1.30 pm - 2.00 pm

on days of after-school activities
(e.g. RRP/SDR/HMT/CCA)

2024 Weekly Schedule

Day/Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Reporting Time	All students are to be in school for attendance-taking by 7.35am. Students who arrive at the school foyer after 7.35am will be considered late for school.				
Morning Assembly	The flag-raising ceremony will be held between 7.35am and 7.45am Mon: Parade Square Tue to Fri: Classrooms				
Lessons	7.45am to 1.30pm	7.45am to 1.30pm	7.45am to 1.30pm	7.45am to 1.30pm P6: 7.45am to 4pm (For students taking FEL & FMA) P5: 7.45am to 3pm (For students taking FMA)	7.45am to 1.30pm
Recess	P1/P4: 9am to 9.30am P2/P5: 9.30am to 10am P3/P6: 10am to 10.30am				
Snack Break	Snack Break: Between 12.00pm to 12.15pm				
FTGP or Assembly		7.45am to 9am			
PAL				<u>P2 PAL</u> 12.00pm to 1.25pm	<u>P1 PAL</u> 12.00pm to 1.25pm
Staggered Dismissal	P1/P2: 1.25pm P3/P4/P5/P6: 1.30pm				
Afternoon Activities (Acad Subject & CCA)	Grade Level SDT Meeting: 2.15pm to 2.45pm SCT: 2.45pm	<u>P5/P6 Academic Support (MA/MTL)</u> <u>P4 Enrichment Lessons (MA)</u> 2pm - 4pm	<u>P3/P4/P5/P6 CCA</u> 2pm-4pm	<u>P3/P4/P5/P6 HMT</u> 2pm-4pm	<u>P3/4/5/6 Consultation sessions (SC)</u> <u>P5/6 Consultation sessions (EL)</u> <u>P4 Enrichment Lessons (EL/SC)</u> 2pm-4pm
School Bus Departure	1.45pm	1.45pm 4.15pm TBC	1.45pm 4.15pm TBC	1.45pm 4.15pm TBC	1.45pm

Homework Policy

No Homework Day
Wednesday

School-Based Assessment Structure

Pri 3 and Pri 4

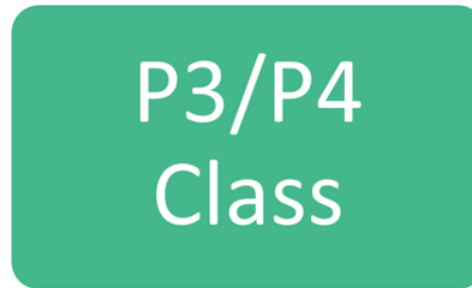
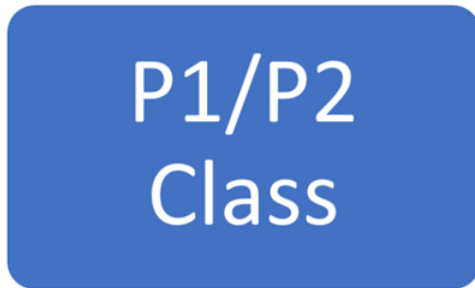
Level	Term I	Term II	Term III	Term IV
P1 /P2	0%	0%	0%	0%
P3	0%	15% (WA)	15% (WA)	70% (EYE)
P4	0%	15% (WA)	15% (WA)	70% (EYE)
P5	0%	15% (WA)	15% (WA)	70% (EYE)
P6	Timed Practice EL: Nil MTL: Nil MA/FMA Booklet B: 35min SC/FSC Booklet B: 1h	Non-weighted Assessment* EL Booklet B: 1h FEL Booklet B: 1h MTL Paper 2: 1h 40min FMTL Paper 1: 40min HMT: 1h 20min MA Paper 1: 1h MA Paper 2: 1h 30min FMA: Paper 1: 1h FMA: Paper 2: 1h SC Booklet B: 1h FSC Booklet B: 1h Timed Practice: EL/MTL Oral	100% (Prelim)	

Class Allocation

Random allocation by
gender and ethnicity



*Remain in the same class for two years
for greater stability and anchor*



Regrouping needed owing to change in
class size

P2 – A max. of 30 students per class

P3 – A max. of 40 students per class

Regrouping needed owing to

**Subject Based Banding
(SBB)**

Curriculum Experiences



English

ENGLISH

ENGAGE

- EL Fiesta (Language activities)
- Reading Programme (P4 Little Red Dot)

SUPPORT

- Reading Remediation Programme (RRP)
- School-Based Dyslexic Remediation Programme (SDR)

CHALLENGE

- P3 Literature through Drama
- P4 Speak Right

Supporting your child

- Make English Language a daily language
- Model the use of speaking and writing in Standard English
- Encourage your child to read widely:
 - ✓ Read newspapers and articles
e.g. The Straits Times, Little Red Dot etc.
 - ✓ Read story books
 - ✓ Watch English Language medium programmes

Mother Tongue Languages

MOTHER TONGUE LANGUAGES

ENGAGE

- Focus on authentic activities to better engage students and develop their communication skills.
- Exposing students to culture & values through MTL learning
 - Reading Programme
 - MTL Fortnight activities
 - Theater Experience

SUPPORT

- Mother Tongue Support Programme (MTSP)
- during curriculum time

CHALLENGE

- HMT (Thu afternoons)
- External competitions

Mother Tongue Languages

Supporting your child

- Speak to your child in MTL as often as possible
- Show interest in your child's MTL learning
- Learn with your child and learn from your child
- Have regular conversations with your child about his/her MTL experience in class
- Use a variety of resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read MTL books or visit the library regularly
- Provide a conducive environment for learning MTL, for e.g.
 - set up a reading corner at home
 - watch suitable TV programmes in MTL

Mathematics

Mathematics

ENGAGE

- Emphasis on authentic learning experiences through the Concrete-Pictorial-Abstract (C-P-A) approach
- School-wide adoption of Polya's problem-solving approach to learning heuristics and solving word problems

SUPPORT

- Learning Support Programme in Mathematics (LSM)
- P4 SEAB MathsCheck

CHALLENGE

- P4 E2K Math programme
- External math competitions

Mathematics

Supporting your child:

- Look for opportunities to have conversations about Math in real life.
 - Talk about financial literacy, such as daily spending in school and saving habits
 - Compare prices at the supermarket to think about trade-offs, discounts, or the best value for money
 - Teach them to pack their rooms to hone visual spatial awareness and how to optimise space
 - Involve your child in simple chores and cooking at home to develop a sense of common measurement units
- Encourage them to persevere and try different methods when they cannot find the solution.
- Help them maintain a Math journal of key concepts learnt through the year.

Mathematics

Supporting your child:

- Engage them through daily revision of concepts taught.
 - ☑ Can you show/tell me what you did during Math lesson?
 - ☑ What did you like best about Math lesson today?
- Emphasise the mathematical process in solving the problem. Help your child visualise the problem concretely and guide them through the thinking processes using “why” and “how” questions.
 - ☑ **Why** did you solve the problem this way?
 - ☑ Can you show me **how** you solve the problem?
- Review questions your child has mistakes in to reinforce conceptual understanding. Ask to attempt the questions again without referring to the solution.

Science



SCIENCE

ENGAGE



- P3 Science Centre Lesson: Magnets (After School)
- P3 Integrated Project -Playworks + VIA + Math + Art (So Car, So Fast)
- P4 Integrated Project- Playworks & VIA (Ice cream Container)
- P4 Learning the use of Data logger and Light/Heat Sensors
- P3 & P4 - SPARKLE KITS (New Syllabus) *
- P3 & P4- Young Scientist Badge Scheme (YSBS) *
- P3 & P4 - Junior Botanist: Exploring the Diversity Garden with QR codes

SUPPORT

- Consultation Sessions (for selected students)
- Using Science Models for T&L

CHALLENGE

- P4 Science E2K
- P4 Science Carnival

SCIENCE

Supporting your child

- Encourage your child to complete the essential reading before lessons:
 - P 3 & 4- “Inspiring Science” Textbook
- Encourage and guide them to make their own notes when reading.
- Use online resources, e.g. KiDs National Geographic You Tube videos & videos and discussions on Science Experiments
- Read Magazines such as KiDs National Geographic & Young Scientist
- Guide your child in conducting simple experiments at home
- Immerse in the outdoors to help your child appreciate nature (e.g. going for walks) so as to make stronger connections between science and their everyday lives (E.g Nparks/Zoo)

<https://www.nparks.gov.sg/activities/walks-and-tours>

- Engage your child by asking questions, drawing attention to their surroundings and encouraging them to observe
- Remind and ensure your child keeps his/her Science Files & Workbooks from Primary 3 till the end of PSLE

Co-Curricular Programme

CCA

Swimsafer

- P3 Swimsafer Programme will be conducted in Semester 2.
- More information will be provided in due course.

CCA Options

	Sports	Arts	Clubs	Uniformed Group
1	Badminton	Choir	Play Club	Scouts
2	Basketball	Modern Dance	Chefs Club	
3	Floorball	String Ensemble	G3 Club	
4	Football	Theatre	Good to Go	
5	Netball	Visual Arts and Design	Green	
6	Track and Field			

- When choosing a CCA for your child, consider his interests, aptitude and time commitment.

Benefits of CCA

- Discover and cultivate interest and talents.
- Develop joyful and productive learners in the chosen CCA
- Cultivate character and citizenship
- Cultivate a sense of belonging
- A platform to develop and demonstrate core values, social and emotional competencies and the emerging 21st century competencies.
- A platform to develop and demonstrate leadership and teamwork.

CCA Fair

CCA Fair 2024

- Date & Time of CCA Fair: 7 Feb 2024 (Wed)@2 to 4pm
- Attended by P3 students

Start of CCA Online Option Exercise for P3 students

- 7 Feb to 11 Feb 2024, by 6pm

For additional information regarding CCA:

- Please consult the CCA notification on Parent Gateway, which will be dispatched closer to the specified date.

Dissemination of CCA info

CCA Commencement at Riverside Primary School

- Most schools start their CCA in Term 1, but at Riverside Primary School, we start CCA for Primary 3 students in Term 2.
- While CCA is not compulsory in a primary school, all Primary 3 and above students are highly encouraged to participate in CCA for a comprehensive and well-rounded educational experience.

Key Physical Fitness Assessments

P4 National Physical Fitness Award (NAPFA)

- **Date:** March 6, 2024
- **NAPFA (5 Static Stations)**
 - i. 4x10m Shuttle Run
 - ii. Sit-up
 - iii. Sit-and-Reach
 - iv. Inclined Pull-up
 - v. Standing Broad Jump
- **1.6 km Run/Walk Test:**
 - Conducted during PE lessons in Term 1, Weeks 8 – 10.

Student Leadership @ RSP

Our Leadership Approach

Belief : Every Riverian can be a Leader!

Our Motto

Service with Pride

Lead with Confidence

Inspire to impact lives

Class-Based Leaders	School-Based Leaders
<ul style="list-style-type: none">• Class Monitors• IT Leaders• PAM Leaders• Green Ambassadors• Peer Support Leaders	<ul style="list-style-type: none">• Junior Prefects (P3&P4)• Senior Prefects (P5&P6)• CCA Leaders• AV Leaders (P5&P6)

Selection Processes

Class-Based Leaders	School-Based Leaders
<ul style="list-style-type: none">Nominated and selected by Form Teachers in consultation with the Subject Teachers based on our school SPARKLES values	<ul style="list-style-type: none">Nominated by Form Teachers or CCA TeachersEndorsed by Year Heads and Assistant Year Heads
<ul style="list-style-type: none">Class Leaders rotate on a semester basis.	<ul style="list-style-type: none">AV Leaders [P5-6]CCA Leaders [P5-6]Junior Prefects [P3-4]Senior Prefects [P5-6]

Leadership Opportunities

- Class Monitors
 - IT Leaders
 - PAM Leaders
- Junior Prefects [P3-4]
- Senior Prefects [P5-6]
- House Captains [P5-6]
 - CCA Leaders [P5-6]
 - AV Leaders [P5-6]
- Peer Supporter Leaders [P1-6]

Leadership Opportunities

Class Leaders	Roles and Responsibilities
Class Monitors	Assist Teachers to manage the class discipline Serves as students' voice within the class Be a positive role model
IT Leaders	Help teacher set up IT equipment such as projector and visualisers
AV Leaders	Operates school PA and AVA system
Green Ambassador	Ensure classroom cleanliness Lead class in managing the class recycling corner, Take initiative in promoting water and energy conservation
Art / Music Leaders	Assist Teachers with materials/instrument and resource management. Assist in Tinkerspace, Music/Art Jam and PAM Carnival activities. Ensure cleanliness of Art/Music Rooms
PE Leaders	Assist PE Teachers During Lessons Organize & lead warPE-related activities during recess. Assist in initiatives like the HAH (Happy Active Healthy) Me!
Peer Support Leaders (PSL)	Be caring and attentive friends. Support peers in times of need. Assist Teachers in identifying distressed classmates.

Level Programme Highlights

P3

- Opening Days Programme
- Positive Pals activities
- PlayWorks: Food Sustainability
- CCA (Start)

- Gifted Education Programme
Screening and Selection exercise

P4

- Opening Days Programme
- Grow with Perseverance activities
- P1P4 Buddy Recess
- Code For Fun Traffic Games @ Road Safety Park
- Virtual Immersion (Vietnam)
- Art LJ to National Gallery

- Subject-based banding

Edusave and School-based Awards



2024 Student Awards (Academic)

2024 Student Awards (Non-Academic)





Academic Awards



Academic Awards (School): Star Learner & Gem Learner Award

Star Learner

P1/2/3

Attainment in
Perseverance,
Adaptability and
Enthusiasm
(PAE)

P4/5/6

Top 3 students
based on EL,
MA, SC & MTL
– Overall

Gem Learner

P1/2/3

Improvement in Perseverance, Adaptability
and Enthusiasm (PAE)

P4/5/6

Improvement in Perseverance, Adaptability
and Enthusiasm (PAE)

Awarded by subject (EL, Math, Sc, CL, ML,
TL)

Generally 3 per class/ subject

Academic Awards (School): Star Learner & Gem Learner Award

No.	SPARKLE Value	Actions/Behaviours
1.	Perseverance · Resilience and grit	<ul style="list-style-type: none">· The student works independently.· The student works towards learning goals in a determined and disciplined manner.
2.	Adaptability · Open-mindedness	<ul style="list-style-type: none">· The student is open to learning in a new situation.· The student acts on feedback and uses it to improve performance.
3.	Enthusiasm · Joy of learning · Curiosity	<ul style="list-style-type: none">· The student participates actively in lessons across subjects.· The student listens attentively and actively.· The student asks questions relevant to the area of learning.· The student seeks clarification when in doubt.

Academic Awards: MOE Edusave Awards

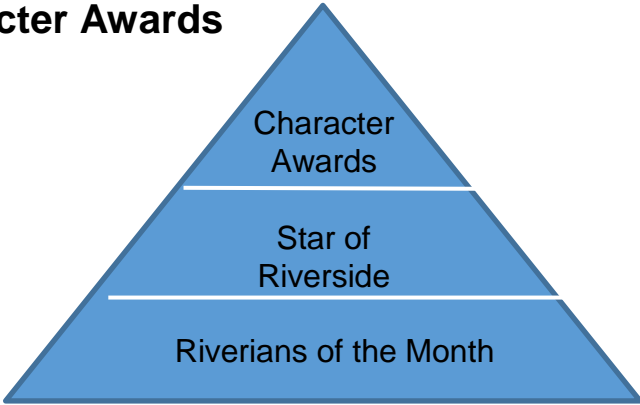
Edusave Scholarship (ES)	Edusave Merit Bursary (EMB)	Edusave Good Progress Award (GPA)
Singapore Citizens	Singapore Citizens	Singapore Citizens
P5 & P6 Students who are within the top 10% of their school's level and course in terms of academic performance, and have demonstrated good conduct.	P1 & P2 Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).	P2 & P3 Students who do not qualify for Edusave Merit Bursary, but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.
	P3 to P6 Students who are within the top 25% of their school's level and course in terms of academic performance, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875). Students must not be recipients of an Edusave Scholarship.	P4 to P6 Students who are within the top 10% of their school's level and course in terms of improvement in academic performance and have demonstrated good conduct.



Non-Academic Awards



Non-academic Awards (School)

Types of Non-academic Awards	
School Based	MOE
<ul style="list-style-type: none">Talent Awards	<ul style="list-style-type: none">Edusave Awards for Achievement, Good Leadership and Service (EAGLES)
<ul style="list-style-type: none">Service Awards	<ul style="list-style-type: none">Edusave Character Awards (ECHA)
<ul style="list-style-type: none">Character Awards<ul style="list-style-type: none">- Riverians of the Month (Monthly, based on monthly SPARKLE Value)- Star of Riverside (Termly, based on 2 SPARKLE Values per term)- Character Awards 	

Non-academic Awards (School)

Talent Award	Service Award	Character Award
Primary 3 - 6	Primary 3 - 6	Primary 1 – Primary 6
Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Very Good” and above
<ul style="list-style-type: none">• Achievements in local/ national/ international competitions• Talent Identification by National Body	<ul style="list-style-type: none">• Serve in a leadership capacity at CCA, School or Community-level on a sustained basis• Active participation in VIA or other community-related projects	<ul style="list-style-type: none">• Demonstrated aspects of the school values, particularly Kindness and Responsibility on a sustained basis• The student must be a role model in his/her conduct, behaviour and actions, and attitude to others

Non-Academic Awards: MOE Edusave Awards

Edusave Award for Achievement, Good Leadership and Service (EAGLES)	Edusave Character Award (ECHA)
P4 to P6	P1 to P6
Singapore Citizens	Singapore Citizens
Attain Conduct Grade of “ Very Good” and above	Attain Conduct Grade of “ Very Good” and above
<ul style="list-style-type: none">• Students who have demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.• 3 areas: Achievement, Leadership, Service	<ul style="list-style-type: none">• Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.• The nominee will be selected from the recipients of the Character Awards OR• Students who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award.

Sharing by Mrs Sharon Sakthi Year Head (Middle Primary)



Gifted Education Programme (GEP) Identification

GEP IDENTIFICATION FOR P3

STAGE 1: SCREENING EXERCISE

Date:	15 August 2024 (Thu)
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Paper:	English and Mathematics
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Venue:	Riverside Primary School
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- All P3 students are invited (and strongly encouraged) to participate. An invitation will be sent via PG, in July.
- Students who are not participating will be engaged in learning activities (focus on Revision).

GEP IDENTIFICATION FOR P3

STAGE 2: SELECTION EXERCISE

Date:	15 and 16 October 2024 (Tue & Wed)
Paper:	English, Mathematics and General Ability
Venue:	To be confirmed
<ul style="list-style-type: none">● Only shortlisted students are invited to participate.	

GEP IDENTIFICATION FOR P3

SUCCESSFUL PARTICIPANTS

- Results of Selection Exercise is usually released in November 2024.
- Parents of selected children will be invited to a briefing session and students will be offered the option to study in the GEP.
- Those taking up the offer will need to select their preferred GEP schools, and the school posting results will usually be released by end November 2024.

P4 Subject-Based Banding (SBB)

P4 SBB

- Implemented by the Ministry of Education (MOE) in Singapore
- To provide a more diverse and personalized learning experience for primary school students.
- Allows students the option of a combination of STANDARD and FOUNDATION subjects based on their strengths and interests in different subjects.

SBB: P5, P6 and PSLE Subjects

<u>Subject</u>	<u>Standard</u> (More demanding)	<u>Foundation</u> (Less demanding)	<u>Higher</u> (Only for MT)
English Language (EL)	EL	FEL	---
Mother Tongue (MT)	MT (CL/ML/TL)	FMT	HMT
Mathematics (MA)	MA	FMA	---
Science (SC)	SC	FSC	---

SBB: Encouraged Subject Combinations

- 4S1H
- 4S
- 3S1F – FMT or FSC
- 2S2F – FMA/FSC or FMT/FSC
- 4F

Note: Students who have MTL exemption owing to exceptional reasons will only have 3 examinable subjects.

SBB: Scoring Systems

P3 and P4 Subject Grading

Band	Percentage Range
Band 1	85% and above
Band 2	70% to 84%
Band 3	50% to 69%
Band 4	Below 50%

SBB: Scoring Systems

P5 & P6 STANDARD Subject Grading

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

P5 & P6 FOUNDATION Subject Grading

FOUNDATION GRADE	RAW MARK RANGE	AL
A	75 – 100	6
B	30 – 74	7
C	< 20	8

HOW IS PSLE SCORE DETERMINED?

- The PSLE Score ranges from 4 to 32, with 4 being the best
- Students will be placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical)

English Language	AL3	PLACEMENT OUTCOME	PSLE SCORE
Mother Tongue Language	AL2	Express	4 – 20
Mathematics	AL1	Express / Normal (Academic) Option	21 – 22
Science	AL2	Normal (Academic)	23 – 24
PSLE SCORE : 8			

SBB: Higher Mother Tongue (HMT)

- ❖ To offer HMT at P5:
 - Show high level of interest in the MTL
 - Perform very well in P4 MT (Band 1 by the end of P4) **and**
 - Perform generally well in EL, MA and SC

- ❖ To continue offering HMT at P6:
 - Achieve AL 1 or AL 2 in P5 Standard MT **and**
 - Pass HMT at the end of P5







- ❖ P5 and P6 HMT lessons:
 - Requires additional time and effort
 - About 1.5 hours weekly on one afternoon (Thu afternoons)

- ❖ P5/P6 HMT Scoring System: Distinction/ Merit/ Pass/ Ungraded

SBB: Higher Mother Tongue (HMT)

HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

SBB: The Process

At the end of P4

- After school-based examinations
- Issue of Option Form (via Parent Gateway) to students indicating recommended subject combination
- Parental option and decision on subject combination

At the end of P5

- School decision on subject combination (and subject level) to be taken by the student in P6

At the end of P6

Note:
PSLE registration is in Feb/Mar.

- Student sits for PSLE based on the subject combination (and subject level) decided at end-P5

SBB: The School's Considerations



How does the school decide?

- Learning Dispositions and Behaviours: Attendance, Active Participation and Attitude to Learning
- Academic Progress: Daily Work and Reviews
- Academic Performance: Assessments and Examinations

Home-School Partnership

Support your child in ...

The Riverside Student Outcomes:

- ❖ Joyful and Purposeful Learners
 - ❖ Confident Person
 - ❖ Self-Directed Learner
 - ❖ Critical and Inventive Thinker
 - ❖ Effective Communicator
 - ❖ Collaborative Problem-Solver
- ❖ Connected Citizens of Good Character
 - ❖ Active Contributor
 - ❖ Concerned Citizen
 - ❖ Service Leader



Support your child by ...

Letting your child know ...

- **Academic grades and scores are not the only indicators of your success.** Instead, you should learn to acquire deep knowledge and skills.
- You should seek to deepen your learning and **develop your strengths and interests.**



Multiple pathways to success:
The spirit of Direct School Admission (DSA)



Support your child in ...

enabling your child to:

- have more time and space to deepen learning
- better enjoy the process of learning
- develop dispositions for lifelong learning

Support your child in his/her ...

Health & Wellness

Concerns

- Stress from various sources
- Self - harm
- Unrestrained access to online content
- Addiction to gadgets

Warning/ Tell-tale signs

- Sudden interest in strange websites / posts on social media
- Out-of-the-norm questions/ habits / injuries
- Uncharacteristic behaviour

Recommendations

- Exercise regularly
- Eat well/ have a balanced diet
- Get sufficient quality sleep & rest
- Spend quality time with loved ones
- Develop positive self-esteem
- Build strong and meaningful friendships



Excessive Internet Use

Excessive Internet Use

- Increasing time spent online to gain satisfaction
- Irritable when not allowed to get online
- Academic performance & health affected
- Prefers internet use to social events or hobbies, leading to strained relationships with family and friends
- Constantly looking out for mobile devices / wifi, feel distressed without it

Negative Impact

- **Physical**
 - Sleep impairment
 - Hand / Wrist pain
- **Social**
 - Increased loneliness
 - Strained real relationships
- **Emotional**
 - Aggressive behaviour / poor impulse control
- **Cognitive**
 - Attention problems
- **Purpose in Life**
 - Loss of interest in real world activities
- **Exposure to other Risks**
 - Cyber Bullying
 - Dangerous online contacts
 - Inappropriate online content
 - Privacy and security risks

How to Support Your Child

- Talk to your child daily
- Set screen time limits
- Set parental controls
- Have tech-free times
- Have tech-free zones
- Role model
- Have conversations about authenticity of information found online

Building Resilience and Character

ADVISORY TO PARENTS: Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head, and the school will look into the matter.

Examples of Issues among Young Children

- | Unintentional gestures/movements | Rough play or behaviour |
- | Name-calling and teasing | Queue-jumping | Broken or spoilt items |
- | Loss of items | Exchange of items in school |
- | Taking things without permission | Accidental marker-marks |
- | Disorderly behaviour on the school bus |



Support your child in ...

Building Resilience and Character

is it
BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Let's have a
shared
understanding.

Source: <https://kyyouth.org/is-it-bullying/>

We are on the Same Team!

- We strive for a Home-School Partnership based on mutual trust, respect and collaboration.
- Keep the communication channels open.
- Give feedback directly to the teachers and the school.
- Be assured that we will never compromise health, safety and learning.
- Give the school the authority to care and discipline.
- Be patient, as education is often a long and slow process.



FAQs



Thank You!



If you have any further questions, please scan the QR code and key in your question(s).

Otherwise, please follow our prefects who will show you
to the classroom for the breakout session with Form Teachers
which starts at **3.20 pm**.

