

Important Information for P3 Parents



SENGKANG **GREEN**
Primary School

A vibrant school with a culture of care and the spirit of excellence

Supporting your child's learning in their primary education



What matters

- Importance of School Theme 2020
- Understanding the transition from P2 to P3
- Key Programmes
- Important dates
- Role of parents

Importance of School Theme 2020

School Theme 2020

“ Be the best that I can be”

Why the
school theme
– “Be the best
that I can be”?

- To augment the school’s effort in the **character development** of our students.



The inaugural Mid-Autumn Festival promotes the values of unity and family bonding

Why the school theme – “Be the best that I can be”

- It stems from the emphasis on **Social Emotional Learning** and seeks to develop greater **self-awareness** and **self-management** in students as these two competencies are key determinants for the holistic development of students and their future success in life.



Why the school theme – “Be the best that I can be”

- It recognizes that each child is unique and challenges each student to improve to become a better learner each day so that he/she is **ready to serve** and **ready for the future**.



Why the
school theme –
“Be the best
that I can be”

- Our students will be encouraged to personify **the spirit of excellence** in our school vision and they will commit to do their best in every endeavour and becoming better becomes a second nature.



Why the
school theme
– “Be the best
that I can be”

- Students becomes conscious to exemplify and practise our ICAR²E values.



Prefect Leaders promoting the value of care through acts of thoughtfulness

The school theme – “Be the best that I can be”

The school theme is not about encouraging our students to focus on only self-interest and take a non-collaborative approach to learning with others. On the contrary, it guides our students to become **more socially aware** and adept at **establishing positive relationships** with others.



P6 students working together to promote their class booth at the "Market Place" activity to raise funds to support charity

Through the school theme

- Our students develop into **individuals with greater self-efficacy**
- They adopt a broader view of life, are balanced in their approach and create a positive impact in their family, the school, the community, the nation and the world



A SKGian facilitating a children's art session at the National Museum

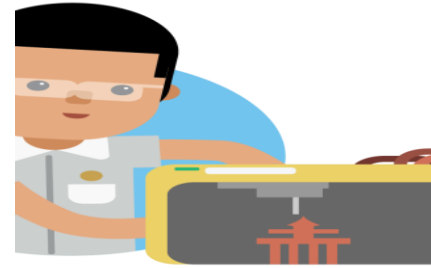
WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



STRONG FOUNDATION

For example:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional core



21ST CENTURY COMPETENCIES

For example:

- Global awareness
- Inventive thinking
- Communication



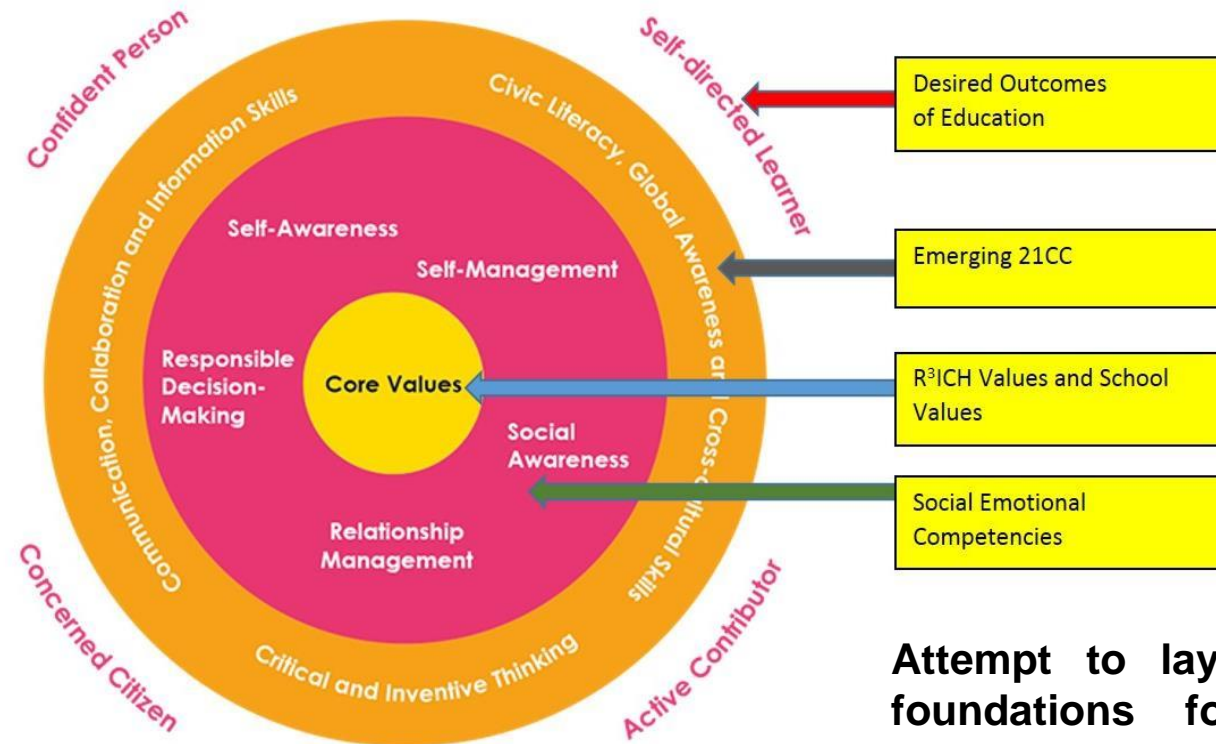
VALUES

For example:

- Resilience
- Integrity
- Care
- Sengkang Green Values

Essential Learning in students that bound our design of learning

21 Century Competencies



Framework for 21st Century Competencies and Student Outcomes
<https://www.moe.gov.sg/education/education-system/21st-century-competencies>

Attempt to lay the strong foundations for them to thrive & achieve success in life

Transition from P2 to P3

- Additional subject
 - Science - content and application of concepts
- Rigour of academic learning is greater
 - Demand of subject
 - Duration of tests is longer
- Bigger class size
 - From 30 to 40 students per class
- Involvement in CCA
 - Opportunity to make friends across levels
 - Learning new skills

Transition from P2 to P3

- Enhanced curriculum on Thursday before CCA (2pm – 3pm)
 - Self-directed learning
- Greater opportunities for collaborative learning and fostering teamwork
 - Through CCAs, Projectwork, etc.
- Developing and honing leadership skills
 - Class leaders
 - CCA leaders
 - Student leaders

There is a need to further develop students' SE competencies

SKGPS Holistic Approach to educating the Whole Child

1. Providing an array of carefully-designed experiences that engage every aspect of the child - the head, heart and hands
 - Some are designed to help understand and stretch a student's strengths and his knowledge ;
 - Some are aimed at building the right values ;
 - Some are meant to help a child discover and build on his interests.

The examinations and PSLE is just one of these many, varied experiences – spread over 6 years of primary school education– that enable your child to understand who he is, and grow into a confident person, who owns his learning and is ready to contribute to our shared future.

SKGPS Holistic Approach to educating the Whole Child

2. Enabling the child to develop his **potential to the fullest** through **character development**
 - Rooted on core values (ICAR²E, moral character, etc.)
 - Empowered with SEL and 21st Century Competencies

GEP Screening

- The GEP identification exercise aims to identify students with high intellectual potential.
- As students develop at different rates, we should allow them to blossom at their own pace.
- Parents should not enrol their children in test-preparation activities for the identification exercise.
- Students who are not ready to handle the intellectual rigour and demands of the GEP will struggle to cope with the enriched curriculum and not benefit fully from it. This would put undue stress on the students, and may even cause them to lose confidence and impact their self-esteem.

GEP Screening

Stage	Month	Participants	Papers
Screening	August	Primary 3 pupils enrolled in government and government-aided schools	English Language Mathematics
Selection	October	Only shortlisted pupils will be invited to the Selection stage	English Language Mathematics General Ability

Some changes to programmes that previously were introduced at P3

- C³ Programme
- Bi-Cultural Programme
- Prebaya Programme

- The three language programmes previously was introduced from P3 onwards.
- Since 2019, the programmes were introduced from Primary 4.
- At P3, students will have to manage several adjustments in their schooling (bigger class size, become familiar with new teachers and peers, learn a new subject - Science, take part in CCA, etc).
- Students will be more ready to develop resilience, self-management, communication skills and strategies for dealing with the rigour and demands of the language-based enrichment programmes at P4 and P5 (when students have made a successful transition from lower to middle primary at the end of P3)

C³ – **Confident and Competent Communicators**

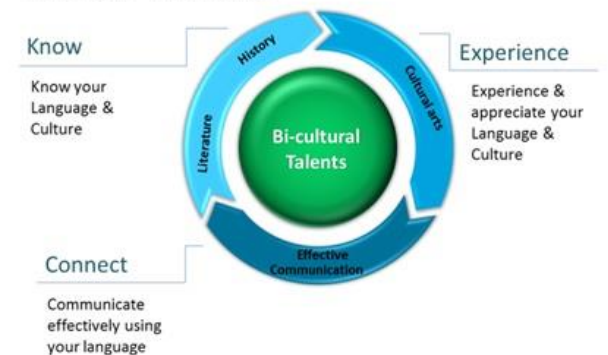
- An English Language enrichment through greater exposure to language arts through the study of literature and drama.
- Aims to develop students to be discerning readers, creative inquirers and empathetic communicators via an integrated, authentic and holistic approach.

Bi-Cultural Bridge (BcB) Programme

- Aims to develop bicultural talents who are passionate about learning the Chinese culture and language.
- Stretches the potential of a student who is proficient in both languages and allows them to appreciate the Chinese culture in greater depth.
- Key programmes include:
 - Appreciation of Children's Classic
 - Cultural workshops such as Chinese Brush Painting

Bi-Cultural Bridge "Know-Experience-Connect"

3-tier BcB^{KEC} Framework



PREBAYA - APRESIASI BAHASA DAN BUDAYA

- A Malay Language programme that aims to develop and stretch pupils who are passionate in both the Malay language and culture.
- This is in line with the Arif Budiman vision - A learned person who contributes to society.

Culture	Language and Literature
<ul style="list-style-type: none">• Traditional Games• Malay Architecture• Folk Songs and Musical Instruments• Malay Dance• Traditional Malay Delicacies• Ethnic Attire	<ul style="list-style-type: none">• Appreciation of Malay Poetry• Review of different prose• Enhancing Oracy Skills

Selection into the three language programmes

- It is not tied to any class at P4
- It will be based on a set of criteria
 - **More information on the programmes and selection criteria will be shared with parents at middle of the year**
- Just like GEP, a child will only benefit from any of the three programmes if the child has already demonstrated performance at a level that enables him to take on the rigour of the programme
- It is important that your child develops good learning habits regardless of whether he is in any of the three programmes

Important Dates

Term 2

Assessment	Date
EL Test 2	11 May 2020 (Mon)
Math Test 2	12 May 2020 (Tue)
Mother Tongue Language Test 2	12 May 2020 (Wed)
Science Test 2	16 May 2020 (Thu)

Term 3

Assessment	Date
EL Test 3	20 August 2020 (Thur)
Math Test 3	21 August 2020 (Fri)
Mother Tongue Language Test 3	24 August 2020 (Mon)
Science Performance Task 2	25 August 2020 (Tue)

Term 4

Assessment	Date
EL/MTL Oral Exams	1 & 2 October 2020 (Thur/Fri)
EL Paper 1 (Writing) & Paper 3 (Listening)	12 October 2020 (Mon)
MTL Paper 1 (Writing) & Paper 3 (Listening)	13 October 2020 (Tue)
EL SA2 Paper 2	23 October 2020 (Fri)
Math SA2	26 October 2020 (Mon)
Mother Tongue Language SA2 Paper 2	27 October 2020 (Tue)
Science SA2	28 October 2020 (Wed)

Important roles of parents

Parents are important partners of the school in our endeavour to develop each student holistically to become a **wholesome individual of good character** and **a responsible citizen**, and a **lifelong learner**.



Classroom celebration of National Day in the Bicentennial Year

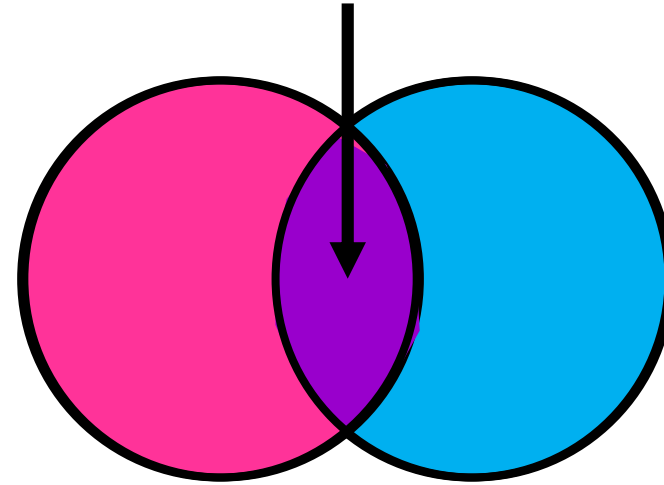
Strategies to support your child



Strategies to Support Your Child

School-wide Strategies

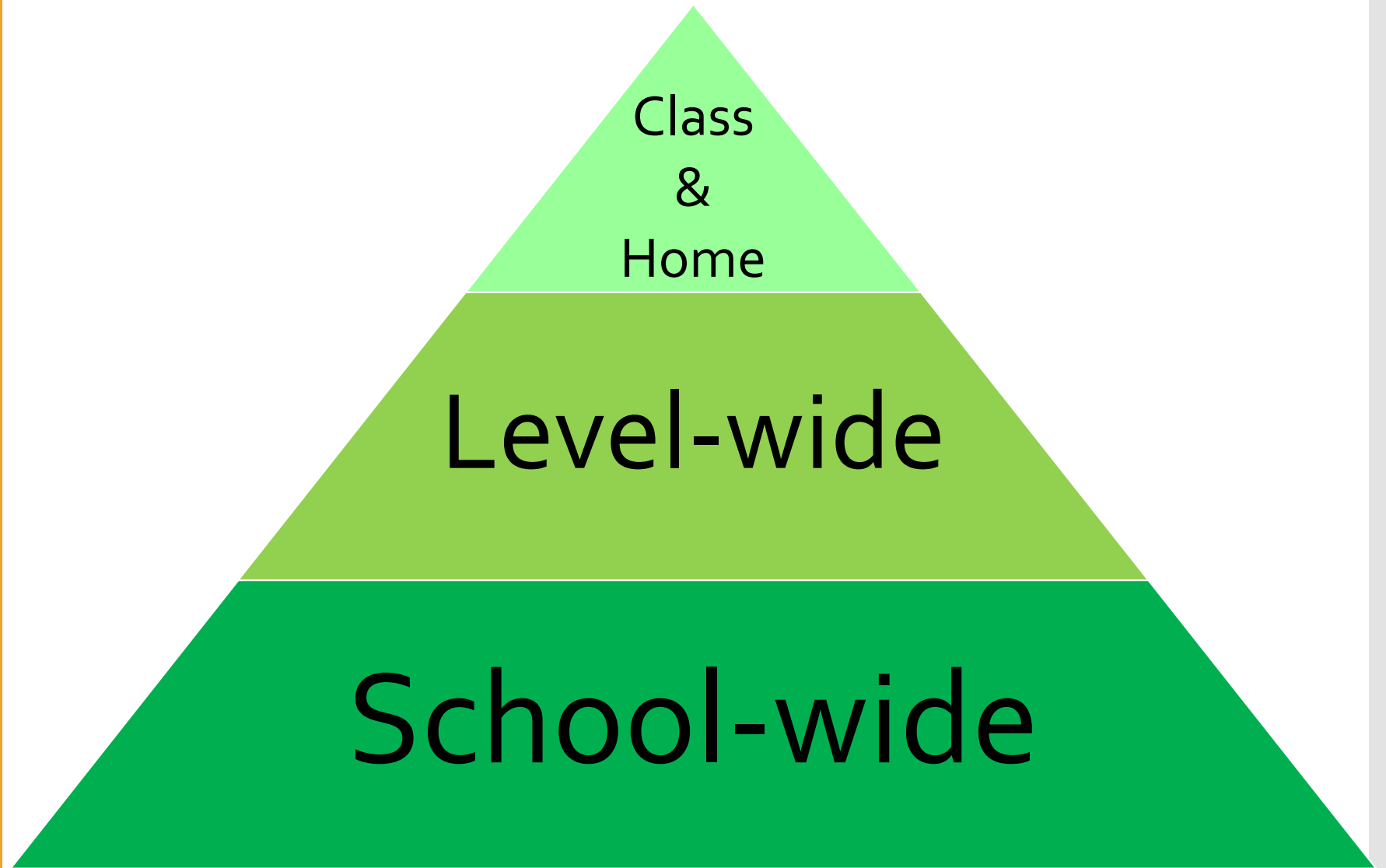
Our Common interest : **your child, our student**



We believe in **working collaboratively** with parents to develop our students **holistically**.

Let us **partner each other** as we **support our students** in their learning.

**Strategies
(targeted at 3
broad levels)**



School-wide Strategies

Regular Communication with parents

SKGian Handbook, School Calendar, School Notifications, Parent Gateway, School Website & SKGian Connect

Sessions	DATE/PERIOD
Parent Teacher Conference	22 May 2020 (Friday)
Parent Teacher Conference	19 & 20 November 2020 (Friday)

School-wide Strategies

Developing Social Emotional (SE) Competencies

Numerous researches highlighted that students' school holistic achievements are closely related to their social emotional competencies.

The school theme for 2020 "Be the best that I can be" highlights the importance of SKGians acquiring the social emotional competencies:

Self
Awareness

Self
Management

Social
Awareness

Relationship
Management

Responsible
Decision-
making

School-wide Strategies

Developing Social Emotional (SE) Competencies

How the “Big 5” in Social Emotional Learning Impact Life Outcomes

August 2018

*...the teaching of social and emotional skills throughout a child's school career...not only impact their lives in the short term, including **ability to respond in a healthy manner to difficult life situations or stress**, but will also play a large role in their success later in life.*

<https://learnwelleducation.com/how-the-big-5-in-social-emotional-learning-impact-life-outcomes/>

School-wide Strategies

Developing Social Emotional (SE) Competencies

The Future of Education Depends on Social Emotional Learning: Here's Why

June 2018

*".... social and emotional learning (SEL) is critical to a child's development, as it directly correlates to **success and happiness as an adult**...Combining...with academic development creates high-quality learning experiences and environments that **empower students to be more effective contributors** in their classrooms today and **in their workplaces and communities tomorrow**"*

<https://www.edsurge.com/news/2018-06-04-the-future-of-education-depends-on-social-emotional-learning-here-s-why>

Graphic to illustrate the importance of Social Emotional Competencies in determining not only success of students now, but in the longer term

Seen

Not Seen

Success

SE Competencies

- Self awareness
- Self management
- Social awareness
- Relationship management
- Responsible decision-making
- Best persons to motivate students are parents & teachers who know them well & matters most to them
- FTGP, Heart-to-Heart, ECG, Motivational Talks
- Essential to reinforce SEL at home
- Engage in conversation with them to keep track of their emotions

- Inner strength possessed
- Highly motivated
- Hunger for success
- Unafraid of hard work
- Persistence
- Self discipline
- Acceptance of failure
- Acceptance of criticism
- Acceptance of change
- Courage
- Dare to take risks
- Relationship management with parents, teachers & friends

School/Level wide Strategies

School/Level-wide Strategies

Target Setting

- Guide students in setting targets for all subjects
- Help students set direction and focus to **realise their academic potential to the fullest**
- Teachers will work with the students to set realistic targets.
- Targets are not meant to stress the students but to help them **keep focus**.
- This will be done also during the **Heart-to-Heart** sessions, which is a one to one session which Form Teacher will have with each student.
- **This will be an on-going exercise for the whole year as the students progress in their learning.**

Level-wide Strategies

Emotional Support to Boost Confidence

Emotional Support by Care Team

- Form Teachers
- Subject Teachers
- School-based Counsellors
- Student Development Team (inclusive of School Leaders and Year Heads)

Motivational Talks

- HODs
- Year Heads

Level/Class Strategies

Emotional Support to Boost Confidence

1. Developing a **Growth Mindset**
2. Developing **self-management skills**
 - Completion of homework
 - Have an afterschool study plan
 - Have a weekend and holiday study plan
3. Display **ICAR²E values** in school as they make use of the enhanced curriculum time on Thursdays to revise for their work

Level/Class Strategies

Remediation Programme

- to strengthen conceptual understanding, skills, strategies
- to develop a positive attitude towards learning

Programme	Timeline
Remediation Programme (Selected students)	Starting from T2 Week 2

Students are selected based on their results and learning needs for the term

Note: Parents to be aware of the schedule and ensure that students attend the programme.

Challenges common to P3 Students

Excessive time spent on smart devices for online activities

Children here spend more time online than global average *The Straits Time, 7 Feb 2018*

Children in Singapore spend more time online compared with those in other countries... they are glued to their screens for 35 hours a week - three hours more than the global average.

<https://www.straitstimes.com/tech/children-here-spend-more-time-online-than-global-average-poll>

Smartphone and Internet addiction can alter teenage brain chemistry *CNA, 4 Dec 2017*

Internet- and smartphone-addicted teenagers may have chemical imbalances in the brain that are similar to people experiencing depression and anxiety...

<https://www.channelnewsasia.com/news/health/smartphone-and-internet-addiction-can-alter-teenage-brain-9467498>

**Overcoming
the
Challenges**

Promote Cyber Wellness at home for your child

Strategies to Promote Cyber Wellness at home

Tip 1: Guide your child on time spent online and online etiquette



Ask your child what he/she enjoys doing online.

Through your conversations, you can decide together **how much time he/she should spend online**, and **teach online etiquette**.

Strategies to Promote Cyber Wellness at home

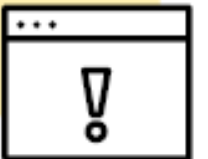
Tip 2: Teach your child to stay safe online



- Remind your child **not to chat with strangers online** or share information that can allow strangers to locate him/her.



- Guide your child to **set strong passwords**, and **ignore suspicious links or files** sent by strangers or in pop-up boxes.
- Check with your child about the conversations that go on in their chat groups or social media to assess if he/she is being **bullied online**.



Strategies to Promote Cyber Wellness at home

Tip 3: Guide your child to behave responsibly online

CONSUMING INFORMATION ONLINE

- Encourage your child to **verify information** with multiple credible sources.
- Get them to **check with you or a trusted adult** when in doubt.

POSTING INFORMATION ONLINE

- **Co-create guidelines** with your child on what he/she can post online.
- Guide him/her to use the **THINK** framework when creating the guidelines:

Is it **T**rue, **H**elpful, **I**nspiring, **N**ecessary, **K**ind?

Strategies to Promote Cyber Wellness at home



Please refer to <https://go.gov.sg/cyberwellness-parents> for more information.

Reinforcing Cyber Wellness at Home



**MODEL & GUIDE
RESPECTFUL, RESPONSIBLE
& HEALTHY MEDIA USE**



**TALK OPENLY WITH YOUR
CHILD ON HIS MEDIA USE**



**SET PARENTAL CONTROLS
AND FAMILY GUIDELINES**



**TEACH CHILD TO BE CAREFUL
WITH DIGITAL FOOTPRINTS**

Strategies to Promote Cyber Wellness at home



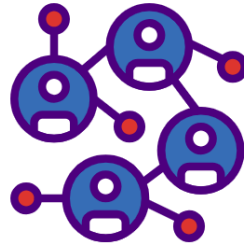
Please refer to <https://go.gov.sg/cyberwellness-parents> for more information.

Reinforcing Cyber Wellness at Home



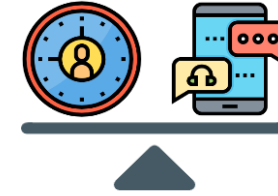
Learn from each other, grow together

Learn about what your children like to do online and let them share with you about tech use. Highlight how to use technology wisely and responsibly.



Make it social, engage together

Turn online activities into time for bonding (e.g. co-view an online video, discuss an online blog post, play an online game together).



Manage digital diet and digital nutrition

Guide your children to monitor their time spent online (digital diet) and make better, 'healthy' choices about their activities online (digital nutrition).



Get involved or be left out

Don't be too critical of your children's online exploration. Get involved so that you are not the last one to know.

Strategies to support your child at home



Supportive Home for your child using S.A.F.E tips

You may refer to the website for more information.

<https://go.gov.sg/myskillsfuture-primary>

SUPPORT

- **Encourage** your child to **talk to a trusted adult** for guidance.
E.g. Family members, school counsellors and teachers.
- **Help** your child **understand decisions** made **and actions** taken. **Share** the **reasons** for them.
- **Keep rules short** and **realistic**.
E.g. No handphones allowed during meal times.

AFFIRM

- **Recognise** his/her demonstration of **good values or social skills**.
E.g. Respect or good time-management.
- **Praise** your child's **efforts regularly**.
Only scolding him/her without providing any justified praise at other times can be demoralizing.

FAMILIARISE

- **Find out** what Primary 5 and 6 is like for students these days. **Moderate your expectations** according to your **child's own strengths** and **development**.
- **Share information** on physical changes during **puberty**; include the range of emotions that may accompany it.

EMPATHISE

- **Show** that you **understand** your child's **concerns**.
Be flexible in guiding your child when necessary.
E.g. Vary your voice tone when you talk to him/her at different times and circumstances.
- **Teach with less talk and more role-modelling**. Children learn a lot by simply watching.



Spend time chatting using T.A.D

You may refer to the
website for more
information.

<https://go.gov.sg/myskillsfuture-primary>



School-Parent Communication

Our common interest: the Best for the Child



We look
forward to
your
partnership



And the school wishes
every P6 student success at PSLE 2020!