Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens

2024
P3 & P4
Briefing for Parents

Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens

Mrs Bay-Teoh Wooi Ling
Year Head
Middle Primary 3 & 4

Mrs Syakilla Bates
Assistant Year Head
Primary 3

Time	Agenda Items	Key Personnel
Hall Segment **8 am – 8.45 am (P4)** **8 am – 9 am (P3)** **Classroom Experience** **9 am – 10 am (P4)** **9.15 am -10. 15 am (P3)**	• Welcome address by Principal • Citizenship & Character Education (CCE)- Cyber-wellness • Discipline matters • Subject-Based Banding (SBB) , Higher Mother Tongue and Gifted Education Program (GEP)	Miss Pearly Ng (Principal) Mr Jevon See (Subject Head Student well-being) Mr Wong Yew Kuan (HOD Student Management) Mrs Bay-Teoh Wooi Ling (Year Head/Middle Primary) Mrs Syakilla Bates (Assistant Year Head/ Middle Primary)
	*** Only for parents of P3 students** • **Science and Assessment matters** • **CCA matters**	**Mrs Su Sze Chia** **(HOD Science)** **Mr Muhd A'srie** **(HOD PE & CCA)**

Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens

Welcome Address

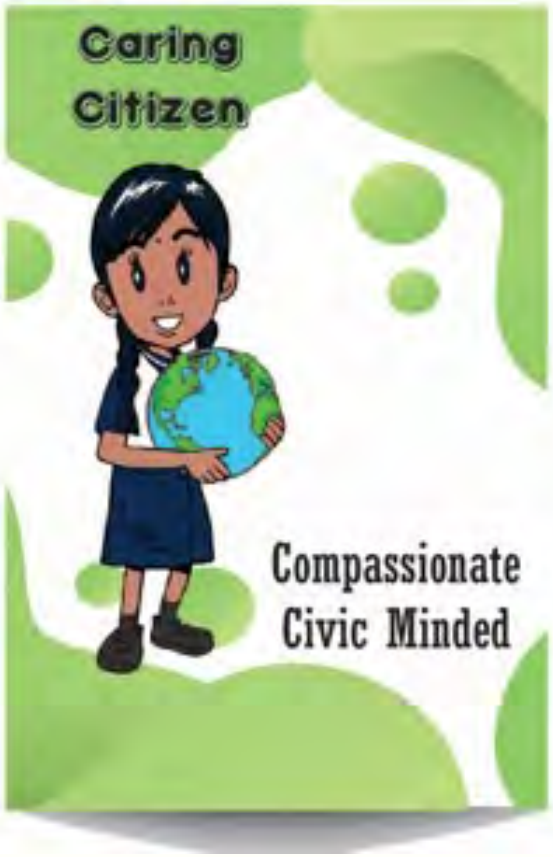
Ms Pearly Ng

Principal

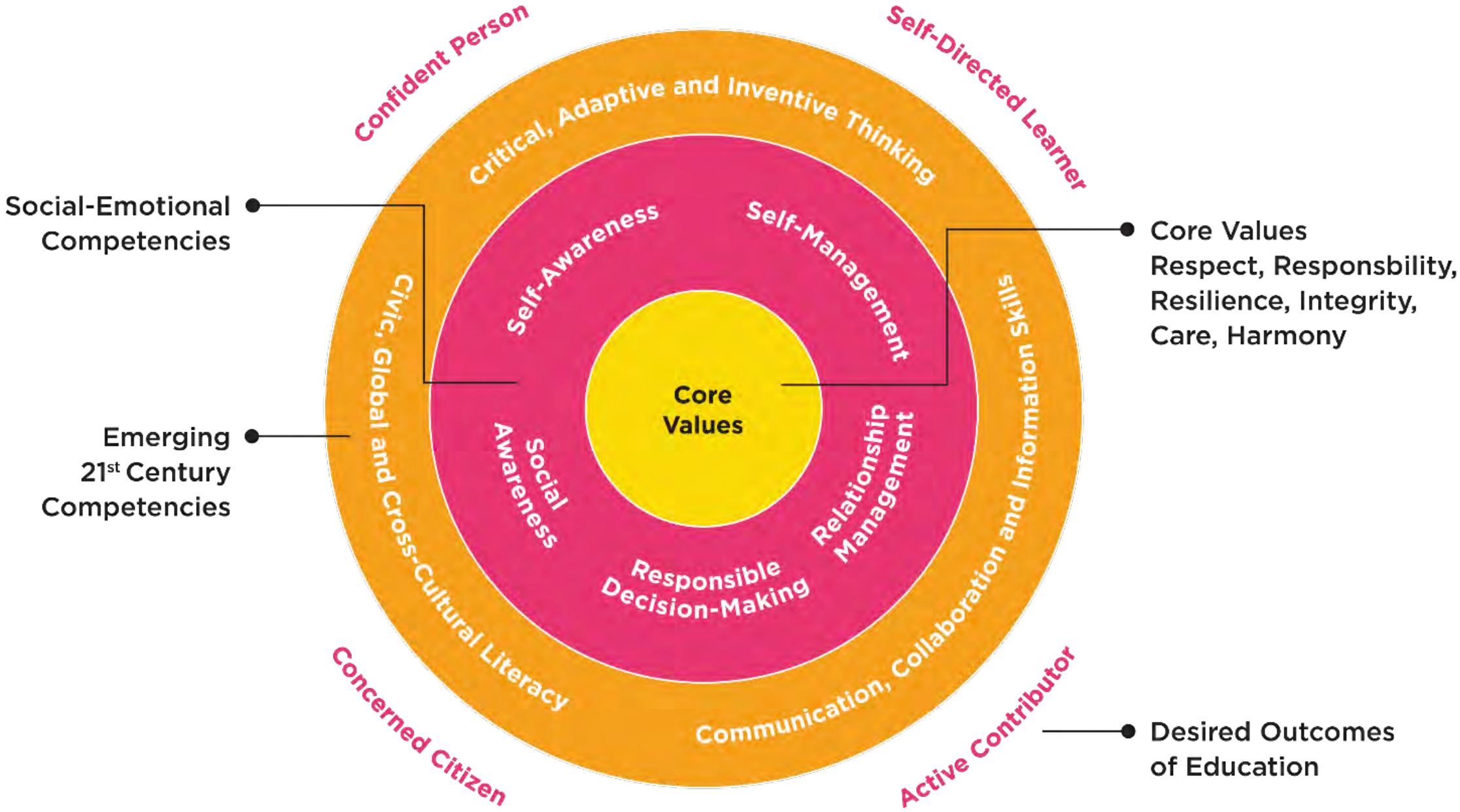
With gratitude

Building Positive Relationships

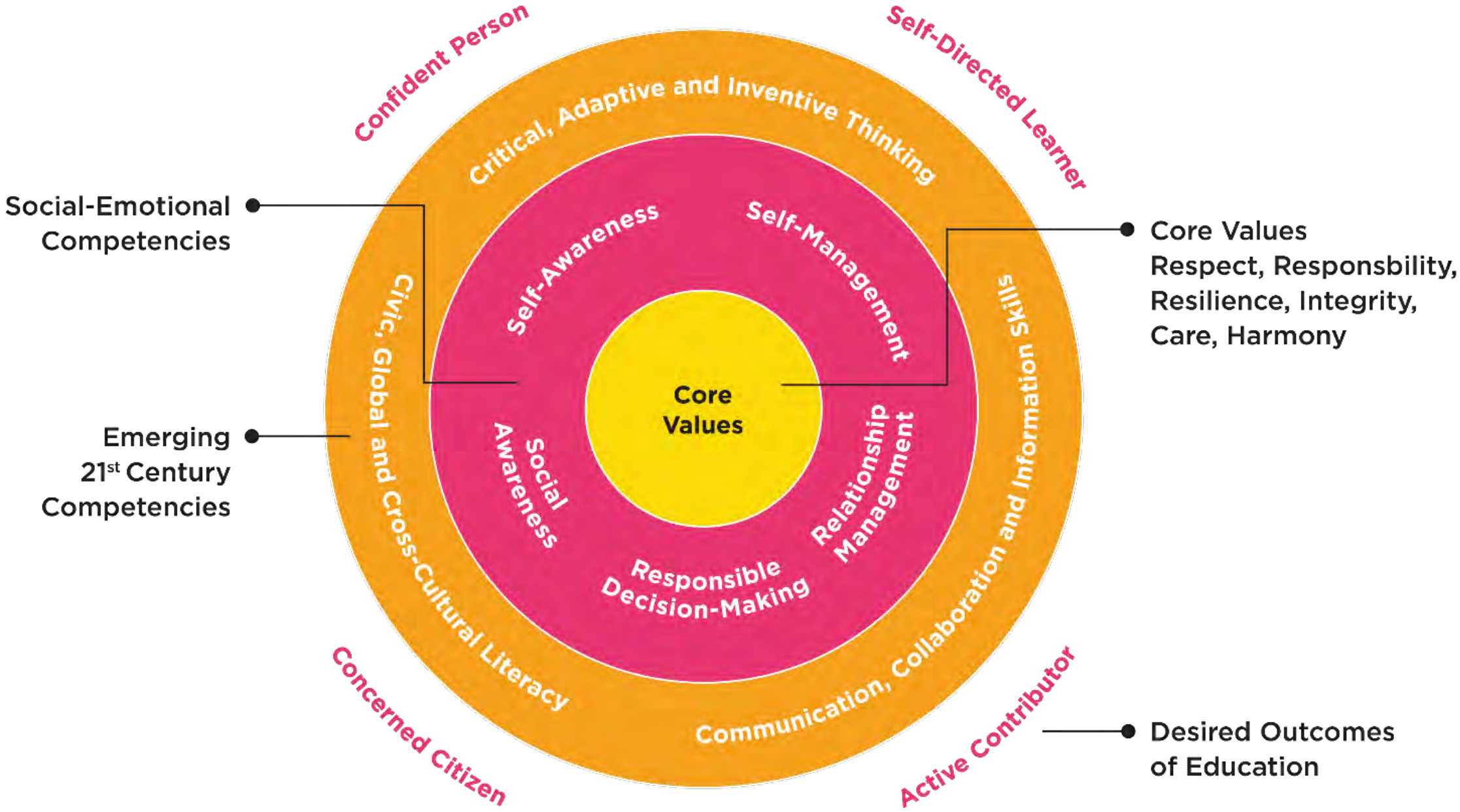
Queenstowner Outcomes (QtOs)



Respect Integrity Resilience Gratitude


Confident Person
Self-Directed Learner
Critical, Adaptive and Inventive Thinking
Social-Emotional Competencies
Self-Awareness
Self-Management
Core Values
Respect, Responsbility, Resilience, Integrity, Care, Harmony
Civic, Global and Cross-Cultural Literacy
Core Values
Social Awareness
Relationship Management
Emerging 21st Century Competencies
Responsible Decision-Making
Communication, Collaboration and Information Skills
Concerned Citizen
Active Contributor
Desired Outcomes of Education

What questions do you ask your child?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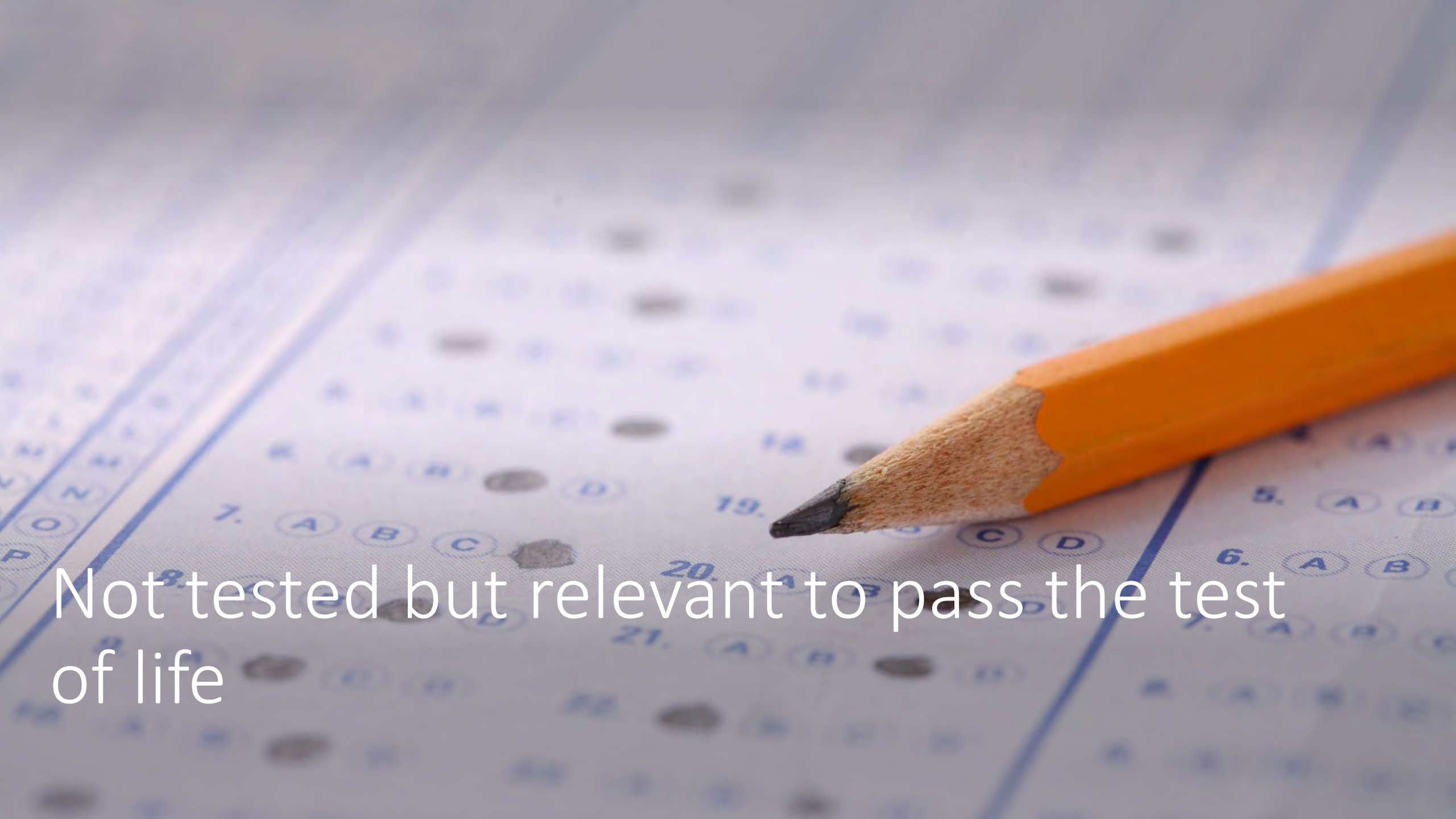
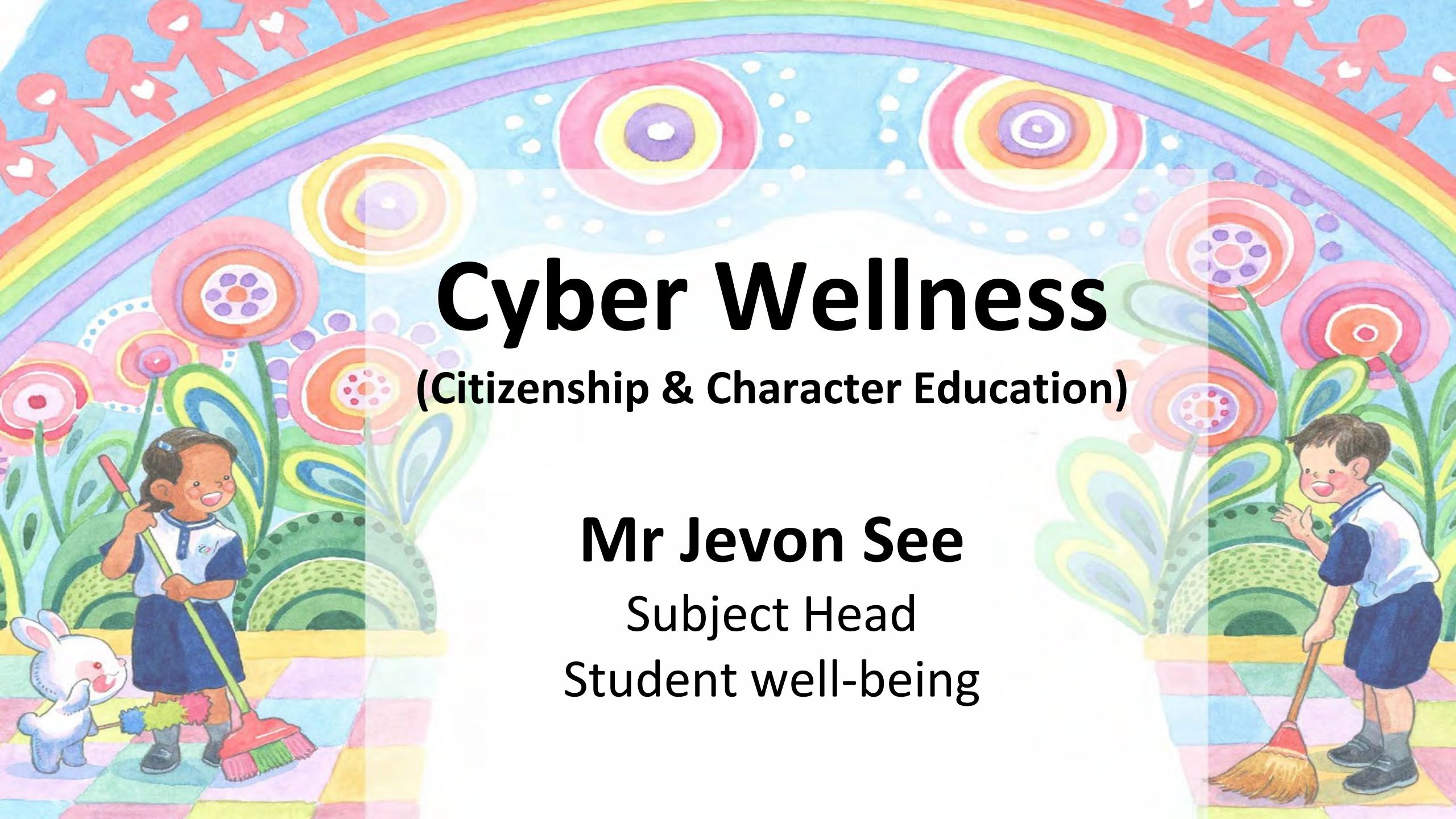


Not tested but relevant to pass the test of life

Curriculum Time is precious



Cyber Wellness

(Citizenship & Character Education)

Mr Jevon See

Subject Head

Student well-being

What is Cyber Wellness

Source: Ministry of Education (MOE)

https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness

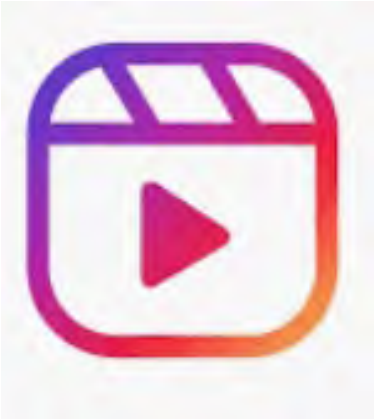
- Cyber Wellness in Character and Citizenship Education (CCE) focuses on the **well-being of our students** as they navigate cyberspace.

- Equip students with the knowledge and skills to harness the **power of ICT** for **positive purposes**, maintain a **positive presence** in cyberspace and be **safe and responsible users** of ICT.

Our Hopes

Visualise well-being for our children both online and offline —a happy balance

Apps



Online Games

Age Restriction

- Almost all social media apps -> at least 13 years old
- Including **Youtube** and **Whatsapp**

You must be at least 13 years old to use the Service; however, children of all ages may use the Service and YouTube Kids (where available) if enabled by a parent or legal guardian. If you are under 18, you represent that you have your parent or guardian's permission to use the Service.

YouTube
https://kids.youtube.com › terms

Terms of Service - YouTube

About minimum age to use WhatsApp

Copy link

If you live in a country in the European Economic Area (which includes the European Union), and any other included country or territory (collectively referred to as the European Region), you must be at least 16 years old (or such greater age required in your country) to register for and use WhatsApp.

If you live in any other country except those in the European Region, you must be at least 13 years old (or such greater age required in your country) to register for and use WhatsApp.

Please refer to our Terms of Service for more information.

Note:

- Creating an account with false information is a violation of our Terms.
- Registering an account on behalf of someone who is underage is also a violation of our Terms.

Source: Channel News Asia
https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166

Commentary

Commentary: Is 13 too young to have a TikTok or Instagram account?

At what age should parents allow children to have their own social media account? Protecting kids from the risks isn't as straightforward as simply raising the minimum user age or banning social media outright, says this academic.

For many parents, schools and cybersafety experts, this minimum age has become something of a benchmark. Many assume it comes with the implicit assurance social media platforms are appropriate and safe for children once they turn 13. Conversely, they also assume they are unsafe for children under 13.

But this is not necessarily the case.

Source: Channel News Asia https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166

WHAT EVIDENCE SAYS ABOUT RISKS OF SOCIAL MEDIA

Social media platforms do present some risks for young people. These include online bullying and harassment, exposure to misinformation and inappropriate content, grooming, privacy breaches and excessive use.

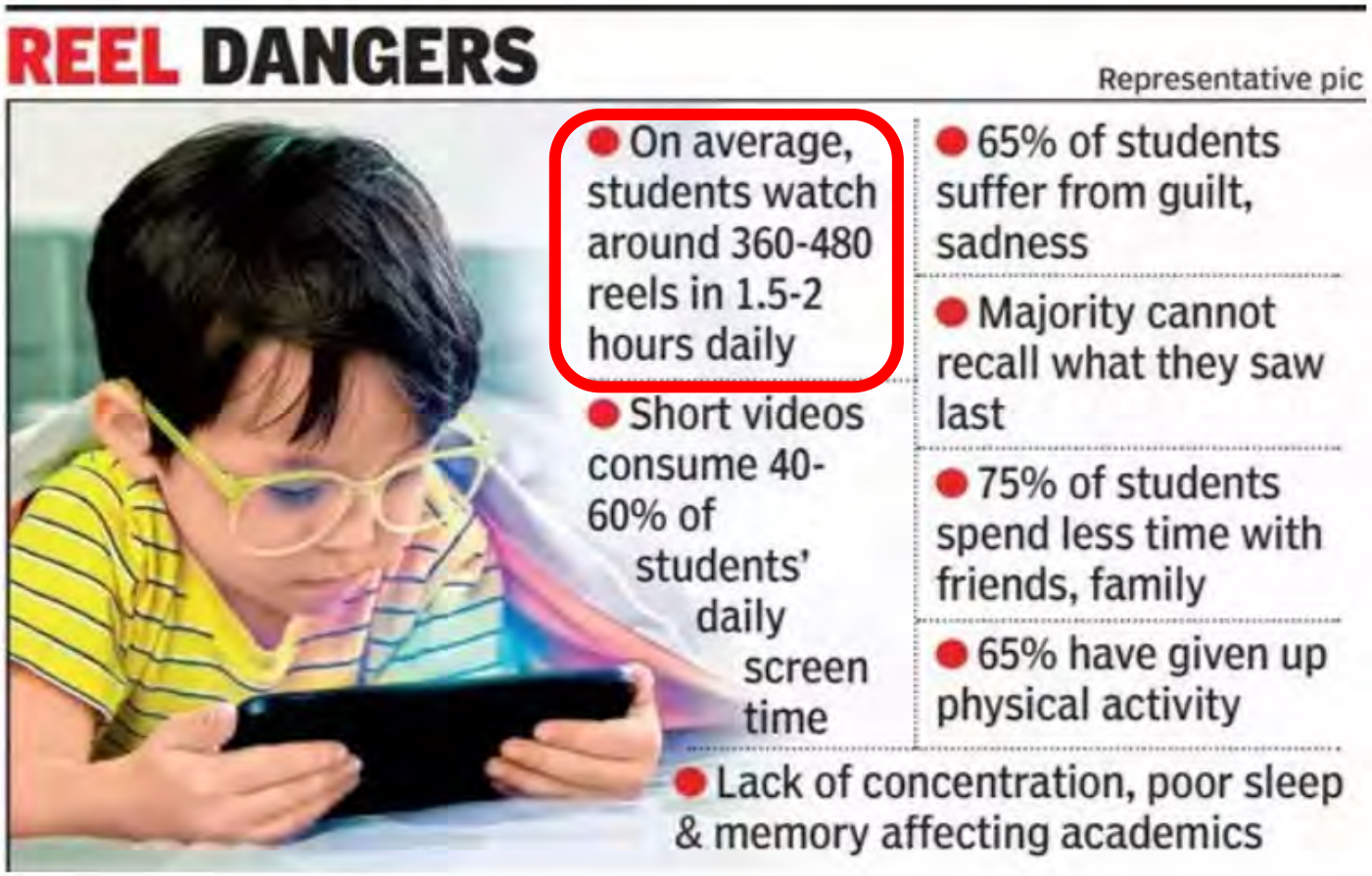
Stories documenting the potentially harmful effects of social media are rarely out of the news. Studies claim links between social media and poor mental health and low self-esteem.

These findings are concerning, and there is no doubt social media may negatively affect some young people's wellbeing. However, it is not a straightforward question.

While these studies might find a correlation or link between excessive social media use and poor self-esteem, for example, they rarely point to direct causation. Young people already experiencing low self-esteem and depression may use social media significantly more than others.

Youtube Shorts, Tik Tok, Facebook/Instagram Reels

Source: Times of India
https://timesofindia.indiatimes.com/city/vadodara/gen-z-watches-450-reels-in-three-hrs-daily/articleshow/100459311.cms?from=mdr



The study revealed this generation spends nearly three hours every day just watching short videos on social media platforms including free video-sharing apps.

Our Fears

Visualise what we wouldn’t want our children to become – hooked into bad habits

Current Trends

On the rise:

- Time spent online for **non-learning purposes** (e.g. watching videos, playing games with many of them **more than 2 hours a day**)
- More than half **felt upset** when they must, or others tried to **cut down their online leisure activities**

Cases that schools are seeing

Joining public/community/group chats and sharing personal information

Inappropriate words, pictures, stickers and content

- Chats (Can result in cyber bullying)
- Posting on stories

Taking pictures of others (both people they know and strangers) and posting them without consent

Confession pages (both sharing and viewing)

What should be the approach?

Everything also say ‘No’

Everything also say ‘Yes’

*__Guide__ and __equip__ our children with the capacity to navigate cyber space

WHY CAN'T PARENTS JUST SAY NO?

Source: Channel News Asia https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166

It is often suggested – by cyber safety experts – that parents just say no. This message has been reinforced by celebrity commentators such as British actress Kate Winslet, who recently told the BBC: "My children don't have social media and haven't had social media".

While these approaches may work with younger kids, older children are unlikely to simply comply. Blanket bans and restrictions not only lead to family conflict, but are also more likely to lead to children using social media without parental consent or knowledge.

This is a problem because parents play an important role in helping children navigate online spaces, including the sometimes fraught nature of peer relationships on social media.

If a child has a social media account without parental permission, they are much less likely to seek out their parents for help if they have a problem online, for fear of getting into trouble or having their device taken away.

Conclusion

The influence of peers increases teenagers' Internet addiction, while the **influence of parents reduces it**. Parents would also need to **actively mediate** their children's online activities.

This document is downloaded from DR-NTU (https://dr.ntu.edu.sg)
Nanyang Technological University, Singapore.

Parents vs peers' influence on teenagers' Internet addiction and risky online activities

Soh, Patrick Chin-Hooi; Chew, Kok Wai; Koay, Kian Yeik; Ang, Peng Hwa

2017

Soh, P. C.-H., Chew, K. W., Koay, K. Y., & Ang, P. H. (2018). Parents vs peers' influence on teenagers' Internet addiction and risky online activities. Telematics and Informatics, 35(1), 225-236. doi: 10.1016/j.tele.2017.11.003

https://hdl.handle.net/10356/84844

https://doi.org/10.1016/j.tele.2017.11.003

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Suggestions

- **Limit** device usage (less than 2 hours a day)

- **Supervise** and **monitor** usage (parental guidance on content)
  - Parental monitoring apps or programme
  - Use of device in an open environment i.e living room
  - Be open and inviting to child's queries so that they are not afraid to consult or let you know of any problems
- **Role-model** positive behaviour and habits
- Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music

START TALKING EARLY

Source: Channel News Asia
https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166

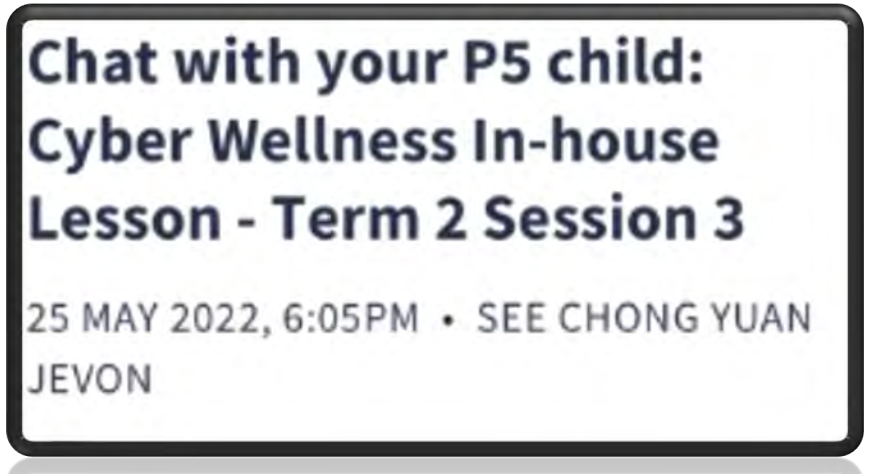
The best thing that parents can do is initiate conversations about social media and the internet early and often.

Many issues that play out on social media are extensions of young people's existing peer relationships. Parents can talk to their children about their friends and peers, show an interest in their child's online activities, and openly discuss their child's rights and responsibilities online.

Some parents may wish to set reasonable expectations and rules about appropriate use of social media. Documenting these expectations through a "family technology agreement" that is negotiated democratically as a family, rather than through top-down rules, is more likely to succeed.

Engaging parents for a home-school collaboration

Parents Gateway Announcement Termly Chat with your Child after our in-house curriculum lessons



Resource and Support

Ministry of Education

- https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness

*More links are found at the bottom of this MOE webpage

Media Literacy Council

- https://www.betterinternet.sg/Resources/Resources-Listing?topic=everything&persona=parents

From MOE

- Parents, the guardians of internet
- Guide for parents on setting parental controls
- Understanding cyber wellness
- Navigating the cyber world safely
- ICT in schools: To use or not to use?
- Play safe – avoid online gaming addiction
- Safeguarding your child online
- Exploring online, safely and confidently
- Keeping our teens safe online
- Parent kit - Supporting your child during full home-based learning
- Parent kit - Cyber wellness for your child

From external agencies

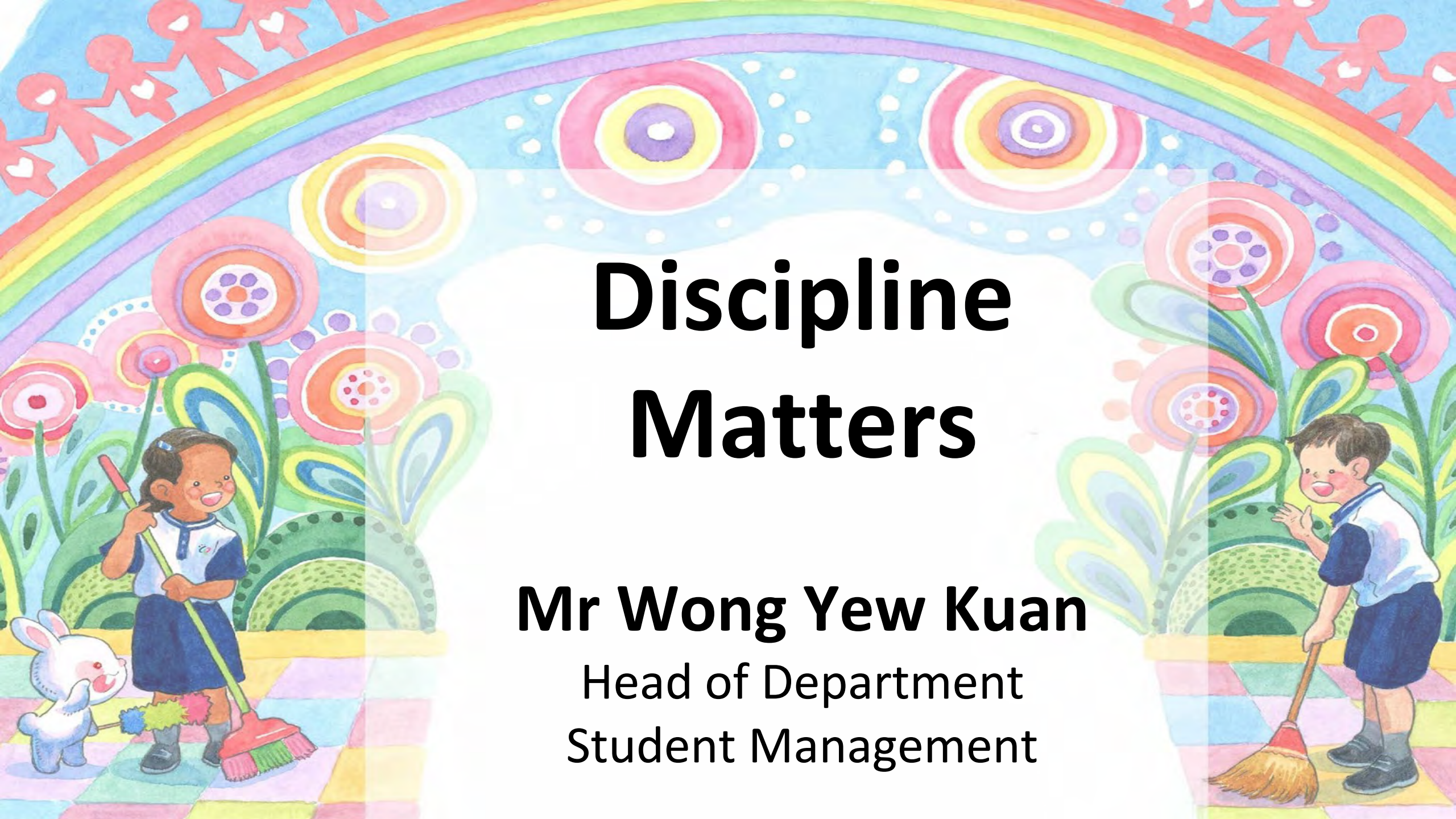
- Media Literacy Council
- National Crime Prevention Council
- S.U.R.E. by National Library Board
- Cyber Security Agency

Our Hopes

Visualise well-being for our children both online and offline —a happy balance

Let us work together to inculcate good Cyber Wellness habits in our students!

If you have any suggestions or feedback, please let us know☺



Discipline Matters

Mr Wong Yew Kuan

Head of Department

Student Management

Discipline Philosophy @ QtPS

Discipline is an **educative process.**

To develop students:

- into individuals with self-discipline
- to take responsibility for their actions
- to demonstrate care for others out of their own choice.

Punctuality

- Students are expected to be seated in the school hall/ classroom **by 7.30 a.m.**
- Students will be booked for late-coming after that.

In a month	
• 3rd time late	• **White letter of advice**
• 6th time late	• **Yellow letter of advice** • Student will serve **one recess detention to write a reflection**.
In a semester	
• 3 Yellow letters or late more than 18 times, whichever comes first	• **"Fair" Conduct Grade** for the semester

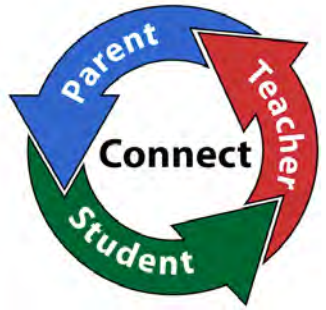
Punctuality

- **Discipline and Responsibility** – Helps students understand the importance of being on time, meeting deadlines and developing good habits.

- **Educational Impact** – Being late can disrupt the learning environment for both the tardy student and their classmates.

- **Preparation for the Real World** – Punctuality is a valuable life skill. Prepare students for the expectations in the workforce.

- Alert the teachers should there be any underlying issues that your child may be facing, such as health concerns, transportation challenges, family issues, etc.



Unpleasant incidents between students in QtPS

- There are over 1300, aged 6 – 12 children, learning and playing in QtPS.
- Conflicts and disputes among students happen in QtPS
- Disagreements, arguments or even physical altercations

Management of incidents

Student reports hurtful behaviour to teacher

Teacher gives time to student(s) to share more details and find out more

Teacher investigates and ensures hurtful behaviour does not escalate

- Restore students' relationships
- Replace inappropriate behaviour with prosocial, appropriate ones
- Parents are kept informed

School as a supportive environment

- QtPS is a place for students to learn and grow.
- Students need care, encouragement and space to learn from mistakes and improve.
- Discipline in schools is an educative process.
- This includes disciplinary measures as a proxy for consequences of the poor choice made.
- For young children, it is best to address the misbehaviour within the school.
- Requires strong support from their parents and teachers who know them better and can adopt developmentally appropriate measures to help them.

System in place to support safe learning

- In QtPS, students are educated on bullying through formal curriculum and school-based programmes.

- These include:

❑ Teaching social skills, respect, empathy, responsibility as bystanders to speak up and support their peers who are bullied

❑ Building positive and supportive relationships between teachers and students

❑ Encouraging students to report bullying cases and seek help from their teachers

Trust and faith in the school

- Instilling good values in students is a shared responsibility among parents, school and community.
- QtPS will continue to strengthen efforts in educating the students against bullying.
- Have faith and trust in the QtPS processes.
- Allow students to learn from their mistakes and to be resilient.

Subject-based Banding (SBB)

Mrs Bay Wooi Ling

Year Head/Middle Primary

Guiding Philosophy: Subject-based Banding

- Premised on **ability-driven education**, based on students' strengths

- Provide students with a **strong foundation** in literacy and numeracy. (Stretch students' potential/ Build up on the fundamentals)

Guiding Philosophy: Subject-based Banding

Schools will continue to recommend based on the following:

- **Aptitude**, **motivation** and **performance** in **<u>each</u>** subject;
- Done in the **best interest of our students**, safe-guard their well-being.

Why Subject-based Banding?

- Student have **different strengths and abilities** in **different subjects**

- To **enable** students to study their strong subjects **to the highest level possible**

What does Subject-based Banding mean for your child?

- Every child will be encouraged to do the subjects at the level that best meet his/ her ability
- Subjects will be offered at **Standard Level** OR at **Foundation Level**
- Foundation subjects are pitched at a lower level than Standard subjects

Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens

Subjects at P5

English	Offered at Standard or Foundation levels
Mathematics	
Science	
*Mother Tongue	Offered at Higher, Standard or Foundation levels

At the end of P4, moving to P5

Subject Combinations - Exercising Options

Options Examples	Combination
1	**4S1H**: 4 Standard + 1 Higher MT
2	**4S**: 4 Standard
3	**3S1F**: 3 Standard + 1 Foundation (MT)
4	**4F**: 4 Foundation

*Students' Handbook Pg 19

Standard and Foundation English Language

STANDARD ENGLISH LANGUAGE

The key learning goal of the EL Syllabus 2020 at the primary level is for students to **build a strong foundation in English** and apply their knowledge, skills and strategies in order to use the language to good effect and to demonstrate learning and mastery.

EL Syllabus 2020 for EL (Pri),p.13

FOUNDATION ENGLISH LANGUAGE

The key learning goal for students offering FEL or N(T) EL is to **strengthen their foundation in English at the upper primary** and lower secondary levels and use the language at an increasingly sophisticated level at the upper secondary levels.

EL Syllabus 2020 for FEL (Pri) & NT (Sec),p.13

Standard and Foundation Mathematics

STANDARD MATHEMATICS

- Continues from Primary 4 syllabus

FOUNDATION MATHEMATICS

- P5 Foundation revisits P3 & P4 topics to bridge students' learning gap
- P6 Foundation covers selected P5 & P6 Standard topics
- Topics not covered in Foundation Mathematics:
  Ratio, Algebra, Circles, Speed, Solid Figures and Nets

Standard and Foundation Science

FOUNDATION SCIENCE

- Lowered difficulty
- Reduced syllabus
- Students can spend more time and resources into building a strong foundation to help prepare them learn Science at a higher level in future

Syllabus Requirement		
Themes	*** Lower Block (Primary 3 and 4)**	****Upper Block (Primary 5 and 6)**
Diversity	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials	
Cycles	• Cycles in plants and animals (Life cycles) • Cycles in matter and water (Matter)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water)
Systems	• Plant system (Plant parts and functions) • Human system (Digestive system)	• Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Cell system • Electrical system
Interactions	• Interaction of forces (Magnets)	• Interaction of forces (Frictional force, gravitational force, force in springs) • Interaction within the environment
Energy	• Energy forms and uses (Light and heat)	• Energy forms and uses (Photosynthesis) • Energy conversion

Topics which are underlined are not required for students taking Foundation Science.

Standard and Foundation Mother Tongue

- **Foundation MT** focuses on listening and speaking whereas **Standard MT** focuses on reading and writing

- Largest score component for Foundation Mother Tongue is Oral Conversation Skills

Subject-based Banding Workflow @ end of P4

Students sit for EOY Exams [mid-Oct]

Based on their overall performance, subject combinations will be **recommended** by Form Teachers

Parents/ Legal Guardian to fill up an option form and return it to school [early-November]

How does Subject-based Banding work?

Student takes a subject combination determined by the school

Students who do not meet expectations

switch some subjects to foundation level

End of P5

All other students

continue with the same subject combination

Decision made by the school is Final

Primary School Leaving Examination (PSLE)

How does Subject-based Banding work?

School recommends a subject combination based on:

- Student's P4 examination results
- Daily work quality and attitude
- Learning progress over the years

- Overall performance -

*Parents will need to fill up an **option form** to indicate your child's preferred subject combination.

At the end of P4

Class Allocation (Primary 4 to 5)

- Heterogeneous classes

Benefits

- Enhanced social skills
- Increased motivation
- Personalised learning
- Real-world preparation
- Inclusivity

Higher Mother Tongue (HTML) & Gifted Education Program (GEP)

Mrs Syakilla Bates

Assistant Year Head/Middle Primary

Higher Mother Tongue Language

- Students who achieve a **good pass for all subjects** and **at least 80 marks for MT** will be recommended to take HMT *(Student Handbook Pg19)*

- At the end of Primary 5, the school will decide if students continue taking HMT in Primary 6, **depending on their overall performance**

- 1 additional hour after school, every week
- Beneficial for application to SAP Schools only
- HMT is also offered in secondary schools

Gifted Education Programme

- Programme seeks to develop the intellectually-gifted students to their full potential in an intellectually-stimulating environment.

- At the end of Primary 6, GEP pupils sit the Primary School Leaving Examination [PSLE] together with pupils in the mainstream.

Gifted Education Programme

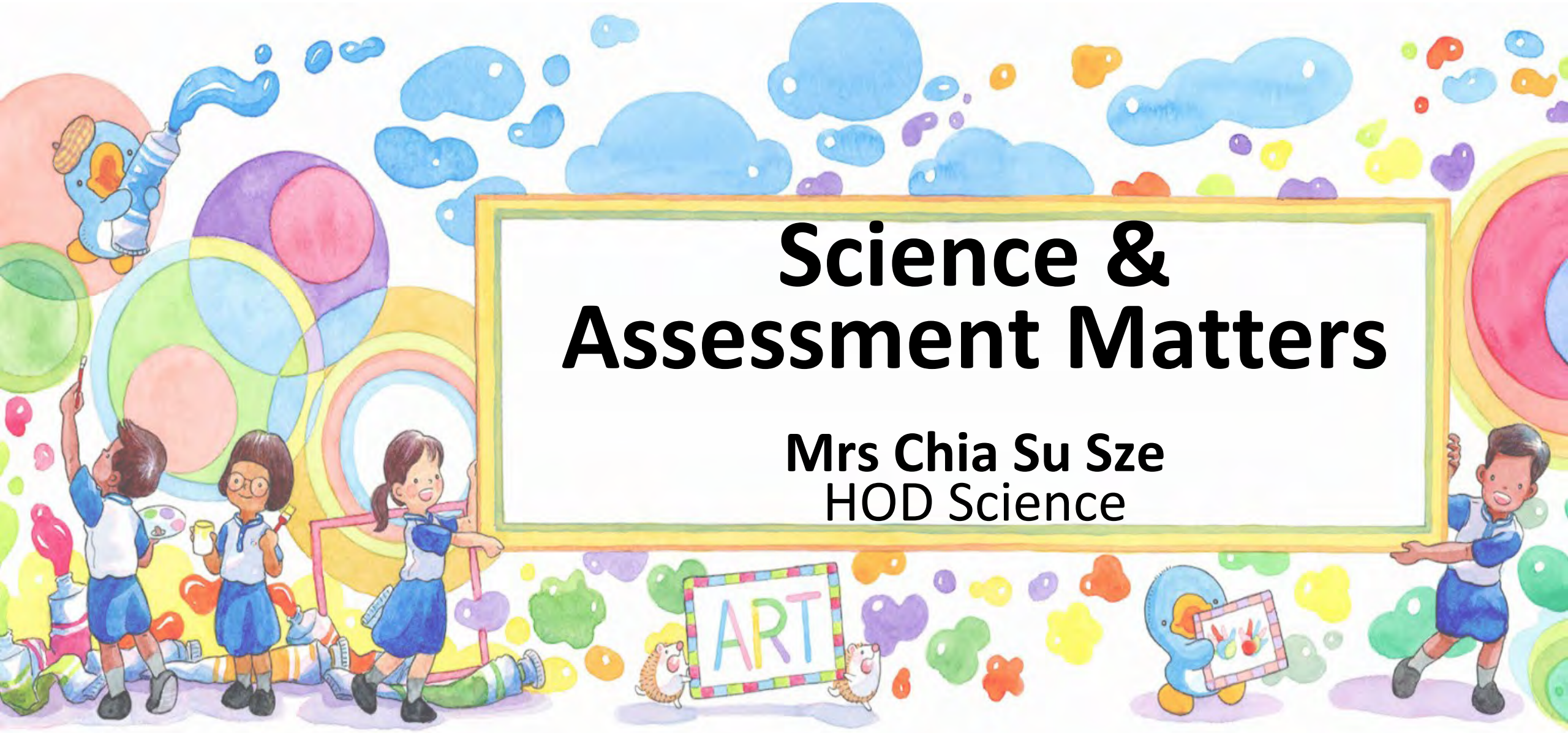
2 Stages of identification in Primary 3:

1. **Screening Stage** – English Language and Mathematics
2. **Selection Stage** – English Language, Mathematics and General Ability

***No preparation is needed.**

More information can be found at
https://www.moe.gov.sg/programmes/gifted-education

Stage	Date	Participants	Papers
GEP Screening Stage	**15 August 2024**	Primary 3 students enrolled in government and government-aided schools	• English Language • Mathematics
GEP Selection Stage	**To be advised**	**<u>Only shortlisted</u>** students will be invited to the Selection stage	• English Language • Mathematics • General Ability



Science & Assessment Matters

Mrs Chia Su Sze
HOD Science

Vision

A Community of Learners, sharing the Joy of Inquiry Science.

Vision

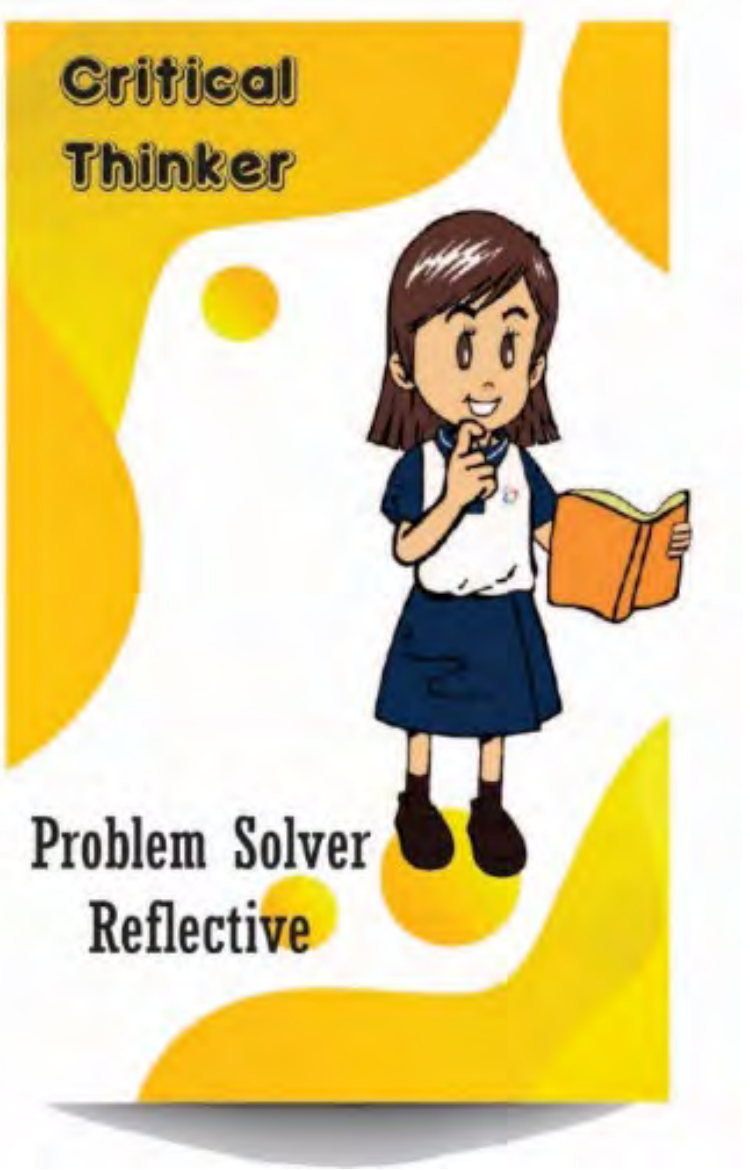
Students enjoy learning

A Community of Learners, Sharing the Joy of Inquiry Science.

Students collaborate and build knowledge together by engaging in productive discussion

Be fascinated about things happening around them and asking questions

ONWARD TO SUCCESS



Teaching & Learning Through Inquiry

- Investigation
- Demonstration
- Field trip
- Questioning
- Projects
- Co-operative learning
- Student learning Space (SLS)

Skills & Processes

Skills

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating

Processes

- Creative problem solving
- Decision-making
- Investigation

Values, Ethics and Attitudes in Science

Curiosity

Desiring to explore the environment and question what is found.

Creativity

Seeking innovative and relevant ways to solve problems.

Integrity

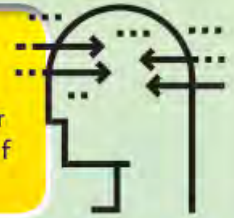
Handling and communicating data and information with honesty.

Objectivity

Seeking data and information to validate observations and explanations without bias.

Open-mindedness

Accepting all knowledge as tentative and suspending judgment. Tolerance for ambiguity. Willingness to change views if the evidence is convincing.



Resilience

Not giving up on the pursuit for answers / solutions. Willingness to take risks and embrace failure as part of the learning process.

Responsibility

Showing care and concern for living things and awareness of our responsibility for the quality of the environment.

Healthy Scepticism

Questioning the observations, methods, processes and data, as well as trying to review one's own ideas.

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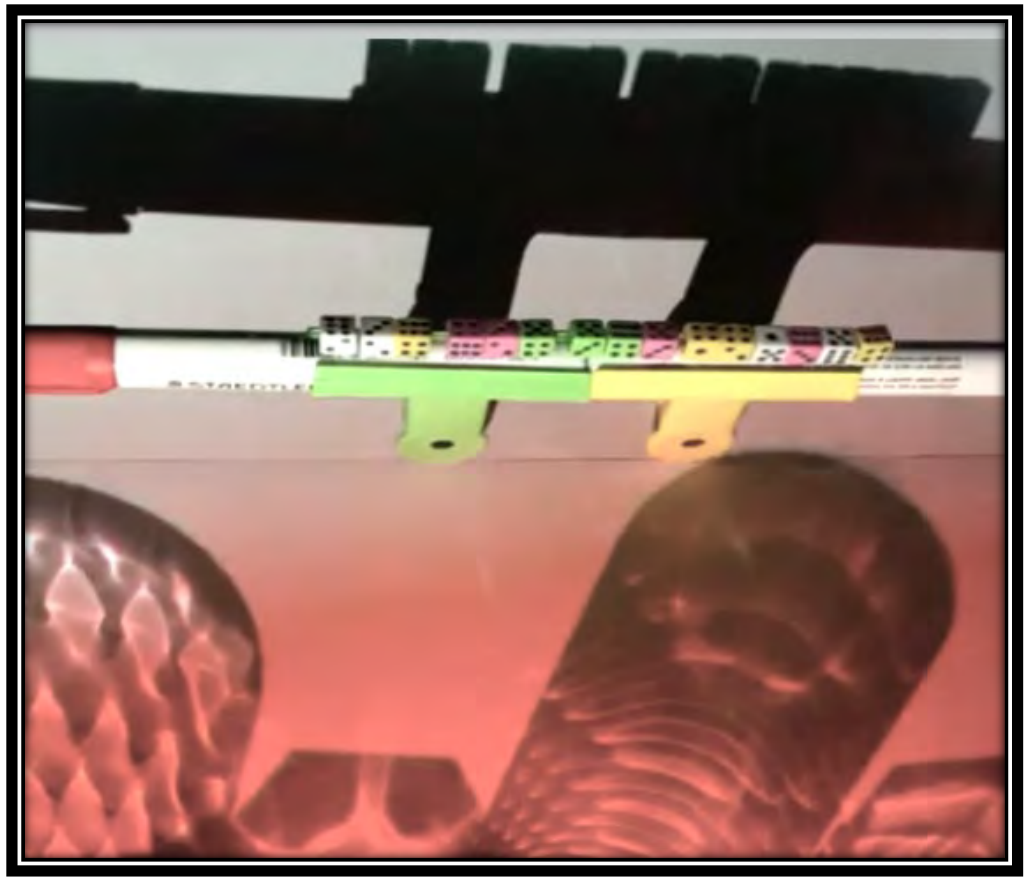
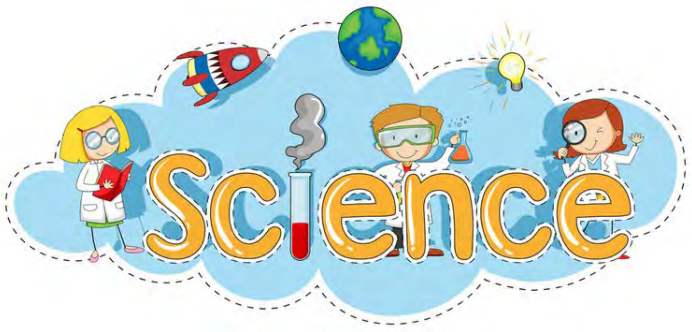
Shadow Art



‘The Crystal City’

‘The Hungry Crocodile’

Themes	Topics	Level
Diversity	• Diversity of living and non-living things • Diversity of materials	P3
Interactions	• Interaction of Forces	P3
Cycle	• Cycles in Plants & Animals • Cycles in Matter & Water	P3 P4
Energy	• Energy Forms & Uses	P4
System	• Human System • Plant System	P4



to raise a Science lover

- ✓ See science everywhere
- ✓ Lead family discussions on science-related topics
- ✓ Do science together

Ask questions

Observing: Invite young eyes and fingers to notice small details.

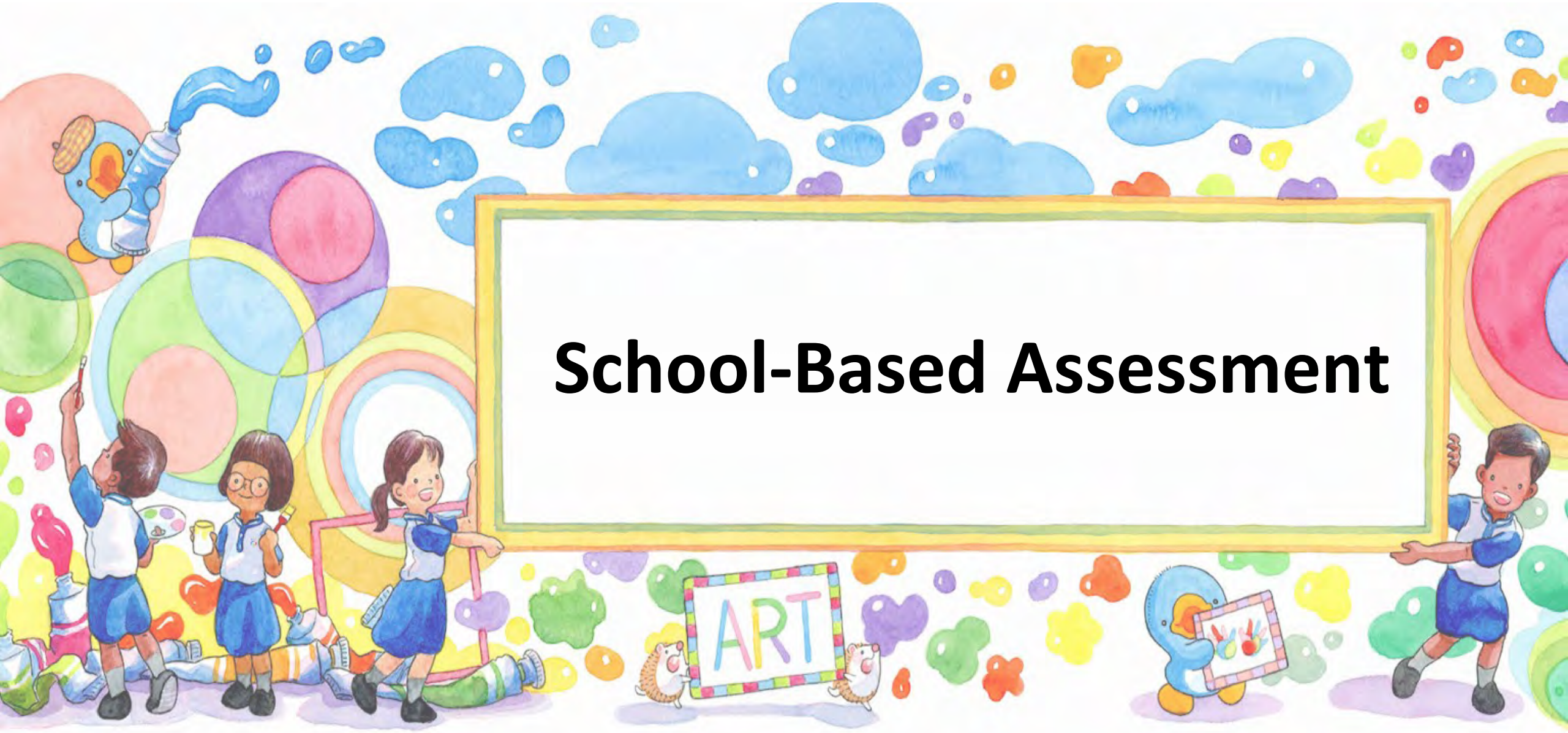
- What shapes do you see in that spider web?

Classifying: Put things in groups based on their characteristics.

- Let's sort the socks by colour.
- Can you think of a way to group your toys according to a property/ characteristics?

Comparing: Look for similarities & differences

- How are the balls similar/ different?


School-Based Assessment
ART

Learn for Life

- A value, an attitude and a skill
- Inculcating a greater joy of learning
- Reducing the over-emphasis of academic results
- Nurturing lifelong learners with stronger intrinsic motivation to learn

Changes at a Glance

Previously

P1

> No examination, but weighted assessments are conducted throughout the year

P2

> Weighted assessments throughout the year and year-end exam

P3-P6

> Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

Secondary level

> Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year

From 2019

Adjusting School-based Assessment Structures

P1 & P2

> Removal of all weighted assessments (including P2 year-end exam)

S1

> Removal of Mid-Year Exam (MYE)

From P3 to S4/5

> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

From 2020 or 2021

P3, P5, S3

> Removal of Mid-Year Exam (MYE)

Examples

- Classwork
- Homework
- Discussion

P3 Assessment Weightage

Term 1 No weighted Assessment	Term 2 Weighted Assessment	Term 3 Weighted Assessment	End-of-Year Examination
-	15%	15%	70%

Thank you, parents.
ART