



Queenstown Primary School

Primary 3

Briefing for Parents 2026



AGENDA



- 01 PRINCIPAL'S ADDRESS**
- 02 TRANSITION TO P3**
- 03 CYBERWELLNESS**
- 04 SWIMSAFER**
- 05 YEAR HEAD ADDRESS & GEP**

Principal's Sharing

Mrs Olivia Cheong



Queenstown Primary School

Confident leaders and caring citizens who are change makers

School Vision
Confident leaders and
Caring Citizens who are
Change Makers





School Mission

**A caring learning community
that nurtures hearts and
empowers all**



GRACE Values

GratITUDE

Resilience

Accountability

Care

Empathy



IMPACT Dispositions

Inventive

Mindful

Proactive

Adaptable

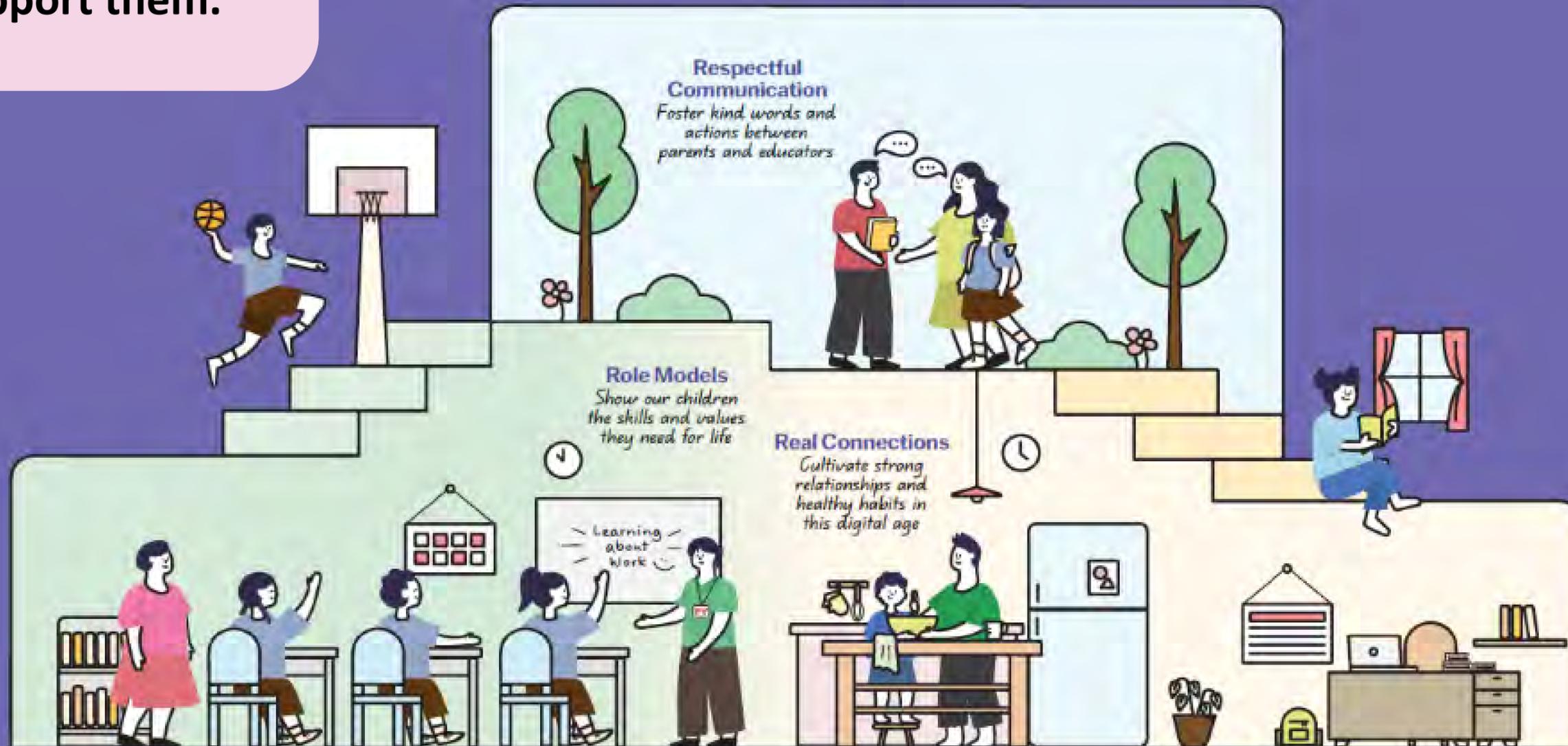
Collaborative

Tenacious

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



Our Approach to Discipline

- Discipline is an **educative** process to guide students to develop self-management, responsibility, and good character.
- Disciplinary measures help students to **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes**.
- We take a positive and pro-active approach to discipline:



- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



A Positive & Proactive Approach to Discipline

- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.



- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.

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 SDT and Parents to **reinforce desired outcomes**

Parents

- Provide a **safe, caring and supportive** home environment
- Work with SDT and Teachers to guide their children and **reinforce desired outcomes**

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**

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

Effective Discipline

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graph TD; Teachers[Teachers] --> Discipline((Effective Discipline)); Parents[Parents] --> Discipline; SchoolLeaders[School Leaders, Student Development Team Key Personnel and Specialised Personnel] --> Discipline; Peers[Peers] --> Discipline; OtherStakeholders[Other community stakeholders] --> Discipline;
```

Parents as Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions
Inculcate good habits – e.g. sleeping early, being punctual in school – seated by 7.30am



What are hurtful behaviours and bullying?

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying

Happens when a person behaves in a way that hurts someone **repeatedly and on purpose**

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.

- We focus on developing a **caring and enabling school environment** by:
 - Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building
 - Developing **peer support culture** among students
 - Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships
 - Fostering **positive teacher-student relationships**
 - Conducting **regular professional learning** for school staff
 - **Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents**

What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice.**"



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious.**"

What can parents do when their child encounters a bullying incident?

If your child is bullied

Remain calm to assess the situation and provide emotional support to your child.

Have a conversation with them using **C.H.E.E.R.** as a guide to understand what they are experiencing.

- Calm them down. Speak in a gentle tone.
- Hear them out. Lend them a listening ear.
- Empathise with and acknowledge their feelings.
- Encourage them to seek help.
- Reassure them that you will always be there to support them and listen to their problems.



What can parents do when their child encounters a bullying incident?

If your child is the bully

Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g., their social media posts
- Reach out for **extra support from school**.



What can parents do when their child encounters a bullying incident?



Telling an adult is helping, not tattling.

If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.

Reporting bullying or instances of hurtful behaviour

- Offences/incidents can be reported by **any member of the school community** (e.g., student, parent, teacher) through the following means:
 - **Verbal** (e.g., report to Form Teacher, Subject Teacher, any teacher in the vicinity of the incident, Discipline Master/Year Head and School Leaders)
 - **Written** (e.g., email/write to Teachers, Discipline Master/Year Head and School Leaders)
- The school will treat the information with sensitivity. **The identity of the person who reported the case will be kept confidential.**

Respectful Communication

Foster kind words and actions between schools 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

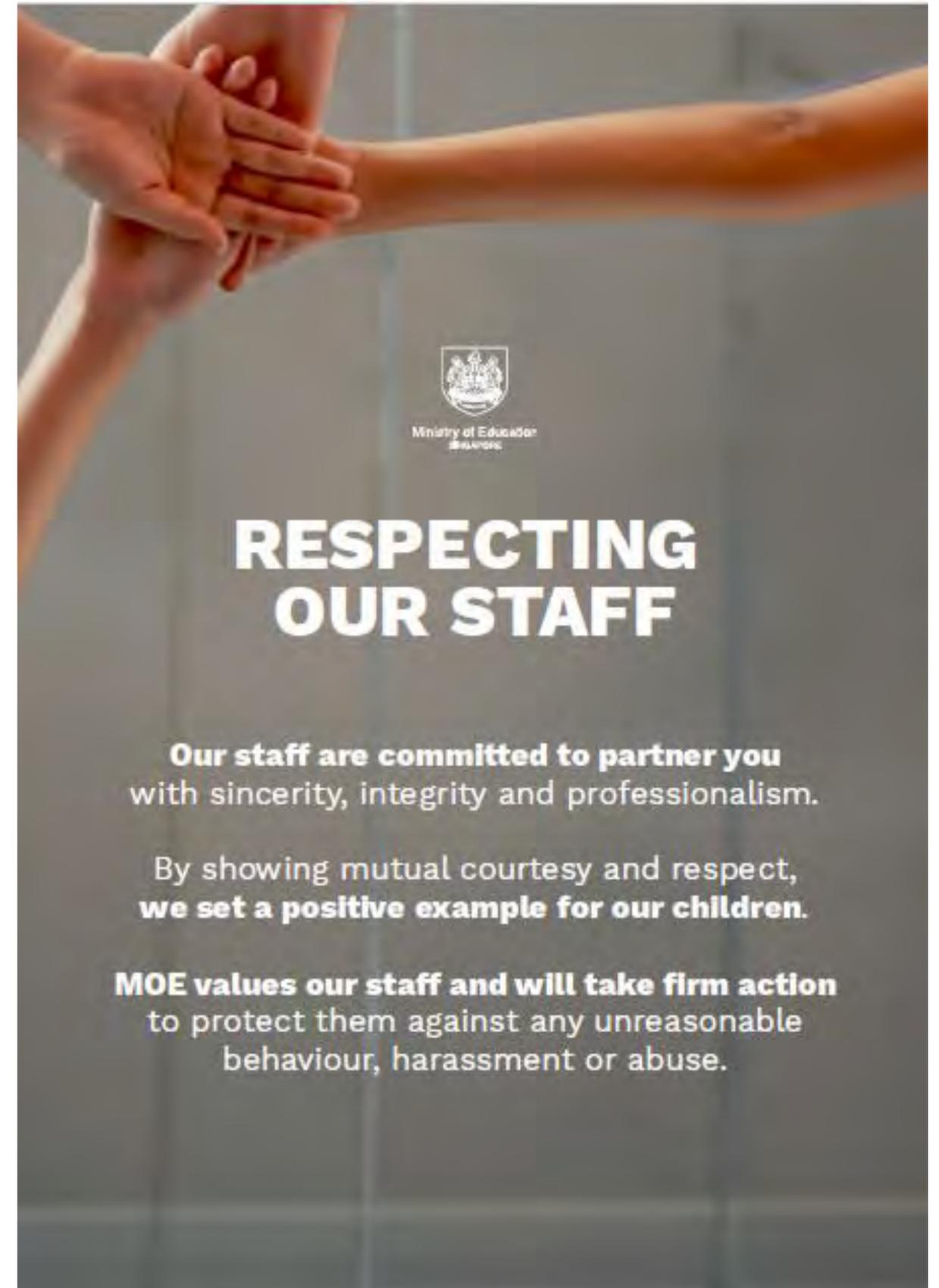


Respect each other's time by communicating during working hours



Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Transition to Primary 3

Mr Max Chua/ Vice-Principal



When your child transits to primary 3 , their experience will include:

New friends and teachers



New routines

New learning experiences and demands

Assessments at P3

- Formative assessments such as classwork, homework, discussion
- Weighted assessments

P3 Assessment Weighting

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



What your child may be experiencing

Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations



Supporting your child

Tips on how you can support your child

- Show **interest** in your child's day in school.
- **Purpose** of assessment. Assessment **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort. Viewing **setbacks as learning opportunities**. Acknowledge their **feelings**.
- Promote a **growth mindset**
- **Manage your own expectations and stress**. Reassure your child that **they are loved** regardless of academic performance.

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

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)



Cyber Wellness

Mr Jevon See

Subject Head / Student Well-Being



Screen Time

Cyber Bullying

Mental Health

Cyber Wellness

It's more than saying no to devices.

Gaming Addiction

AI

Inappropriate content

Cyber Wellness

Safe and confident online

Gratitude

Resilience

Accountability

Care

Empathy

Inventive

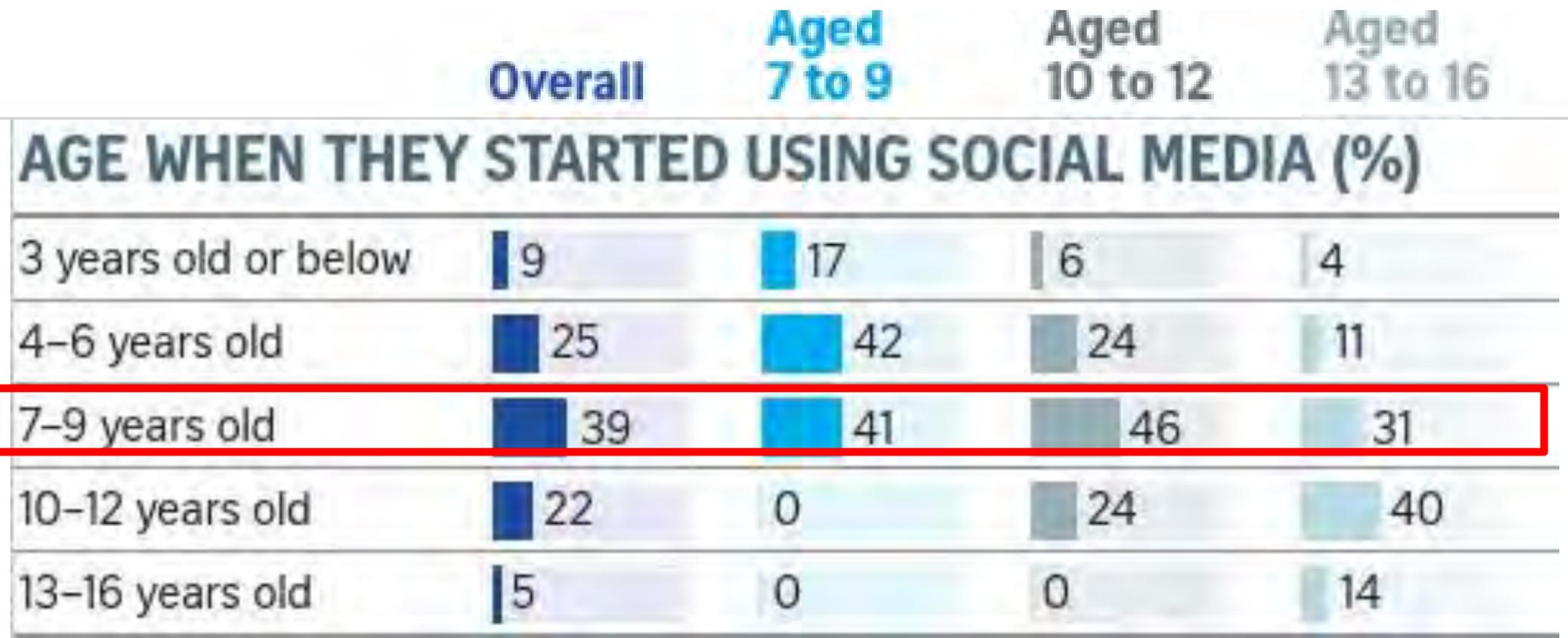
Mindful

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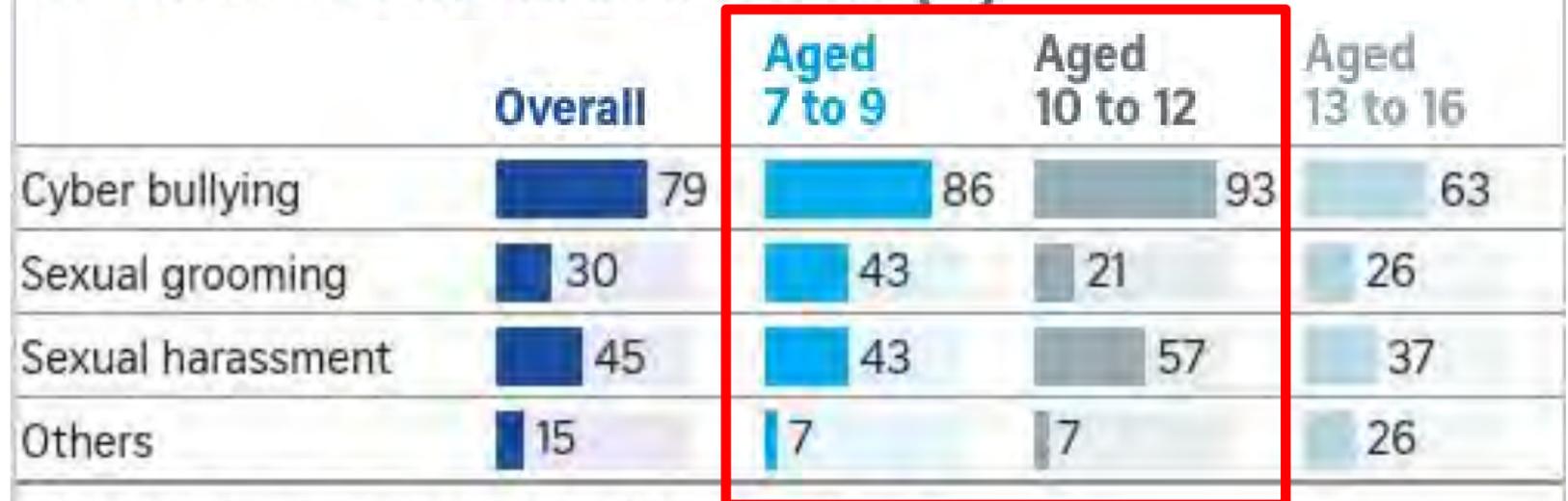
Tenacious



CURRENT REALITY
Children are going online from a younger age

CURRENT REALITY
Types and frequency of harmful content our children are exposed to

TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: **MILIEU INSIG**
 STRAITS TIMES GRAPHICS

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**

- **At least 13** : WhatsApp, Youtube, Instagram, Roblox etc
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media before the recommended ages.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and poorer mental health and well-being.

Whatsapp Groups

BBC

Children added to 'inappropriate' WhatsApp chat

2 October 2025

Share Save

Esme Ashcroft
Gloucestershire political reporter



Gloucestershire Police is investigating a report related to an image sent in the chat

Hundreds of schoolchildren have been added to a group chat on WhatsApp containing what has been described as "inappropriate and illegal content".

<https://www.bbc.com/news/articles/cn82p2yyg4zo>

The Times

Police warning over children in violent and racist WhatsApp groups

Police have issued a warning after children as young as nine were added to WhatsApp groups promoting self-harm, sexual violence and racism.

12 Apr 2024

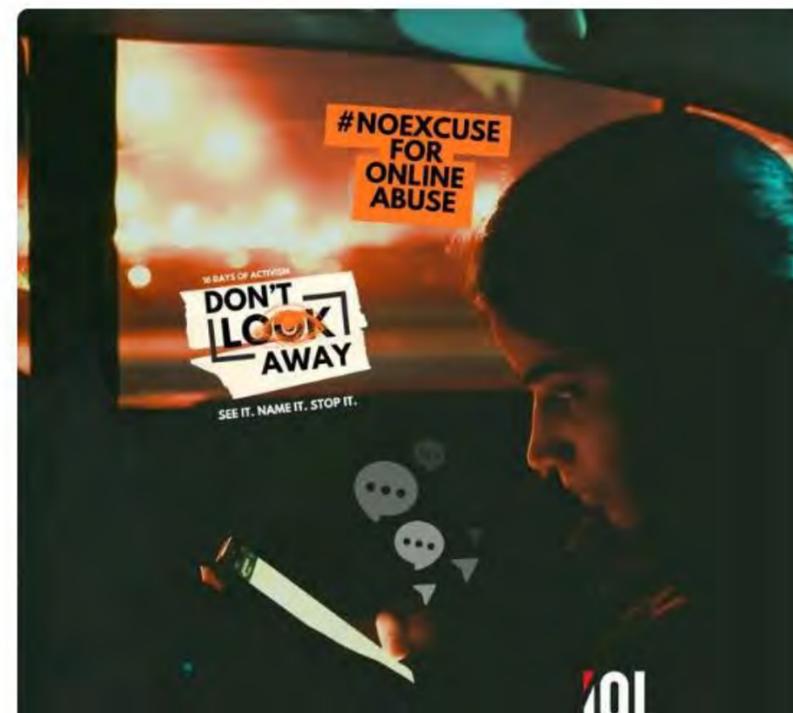


NEWS SOUTH AFRICA

Don't Look Away | Digital Mobs: How WhatsApp group chats are turning SA teens into online bullies

Wendy Dondolo and Xolile Mtembu | Published 1 month ago

5min



Digital group chats, once harmless spaces for school chatter and memes, are increasingly becoming breeding grounds for coordinated online harassment among South African teens.

<https://iol.co.za/news/south-africa/2025-12-06-dont-look-away--digital-mobs-how-whatsapp-group-chats-are-turning-sa-teens-into-online-bullies/>

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>

REEL DANGERS

Representative pic



- On average, students watch around 360-480 reels in 1.5-2 hours daily

- Short videos consume 40-60% of students' daily screen time

- Lack of concentration, poor sleep & memory affecting academics

- 65% of students suffer from guilt, sadness

- Majority cannot recall what they saw last

- 75% of students spend less time with friends, family

- 65% have given up physical activity

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

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>

What will Pri 3 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

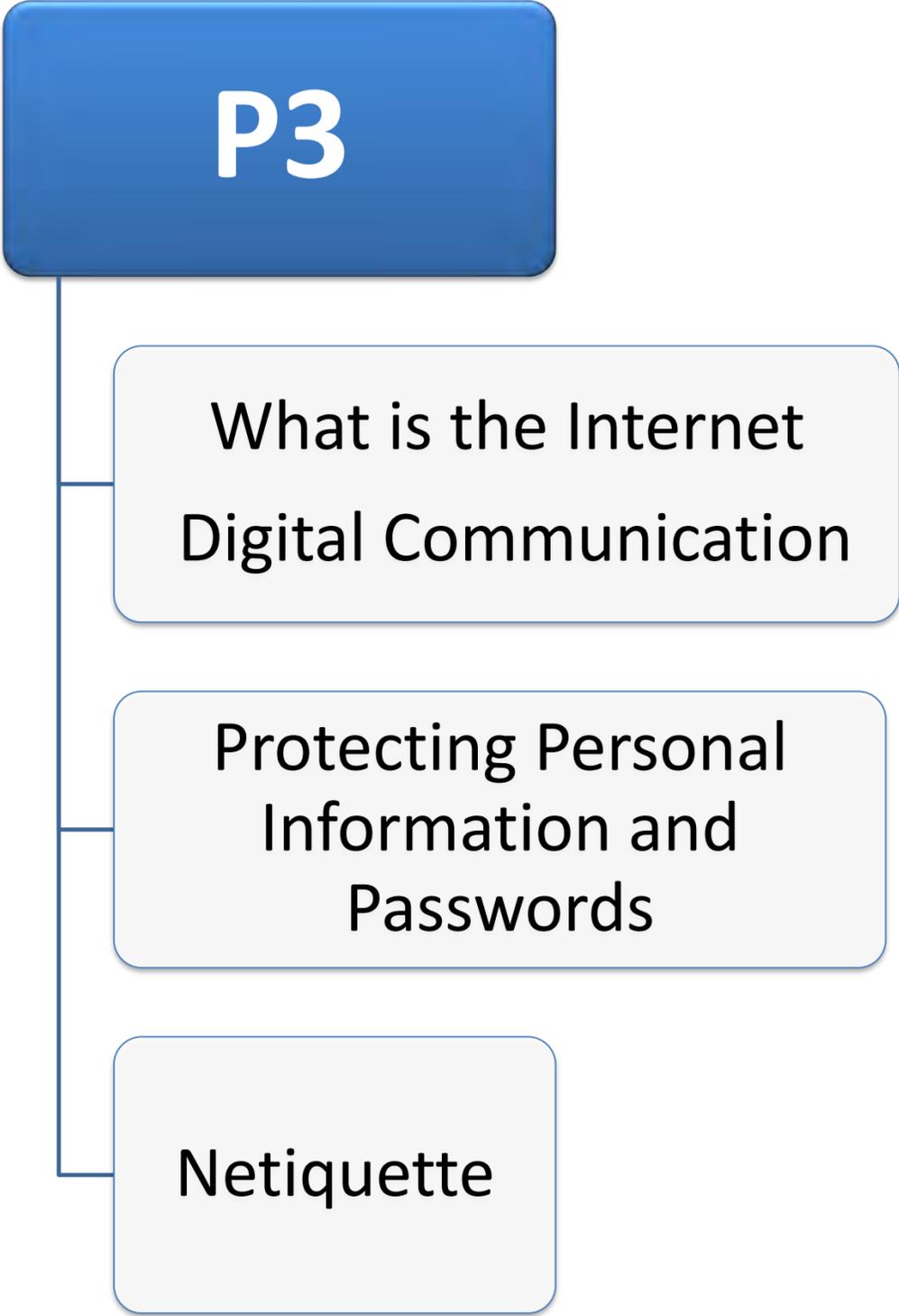
*Character and Citizenship Education(Form Teacher Guidance Period)



Assembly Sharing and Recess Activities



In-house Cyber Wellness Lessons



Engaging parents for a home-school collaboration



Family Activities!
Let's Challenge!
'One Week Unplug and Unwind'

As a family, spend 1 hour every other day doing an activity together that does not involve screen time.

Suggested activities:

- Going out for an evening stroll
- Playing board games
- Reading a story book together

We did it together!

Parent's / Guardian's signature



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

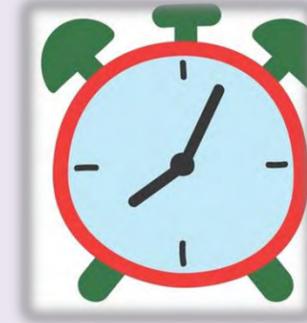
**Chat with your P5 child:
Cyber Wellness In-house
Lesson - Term 2 Session 3**

25 MAY 2022, 6:05PM • SEE CHONG YUAN
JEVON



Suggestions

Role-model positive behaviour and habits



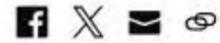
Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



Children are more likely to succeed if they live in this type of environment

By Megan Marples, CNN

🕒 4 minute read · Published 7:50 AM EDT, Fri May 20, 2022



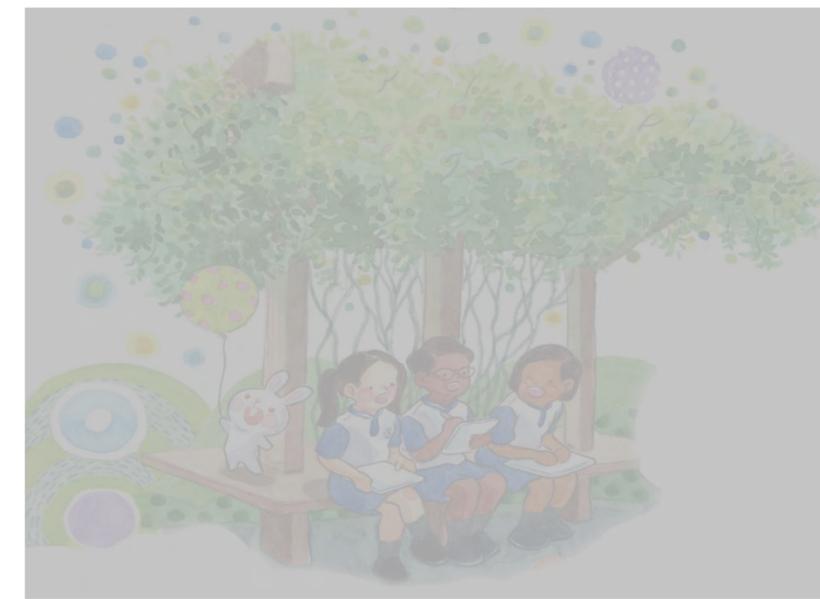
Kids flourish when they have strong family connections, which can be strengthened around the dinner table. The Good Brigade/Digital Vision/Getty Images

(CNN) — Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

CNN

— Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

Source: CNN <https://edition.cnn.com/2022/05/20/health/family-connections-flourish-parenting-study-wellness/index.html>



Additional Resources:

Parenting for Wellness



For more bite-sized, practical tips and strategies on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

You can also access the **Parenting for Wellness website** on Parent Hub (hosted by HPB) for personalised access to the full content!

Scan here to access the PFW Toolbox for Parents:



<https://go.gov.sg/pfw-all-summaries-modules>

Positive Use Guide on Technology and Social Media

Scan here to access the Positive Use Guide:



The **Positive Use Guide on Technology and Social Media** draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

<https://go.gov.sg/positive-use-guide>

Positive Use Guide

Evidence-Based Insights on the Impact of Digital Devices on Child and Adolescent Wellbeing



Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here!](#)

Resources on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG



<https://go.gov.sg/cwresources-parent>

<https://go.gov.sg/cwresources-parents>



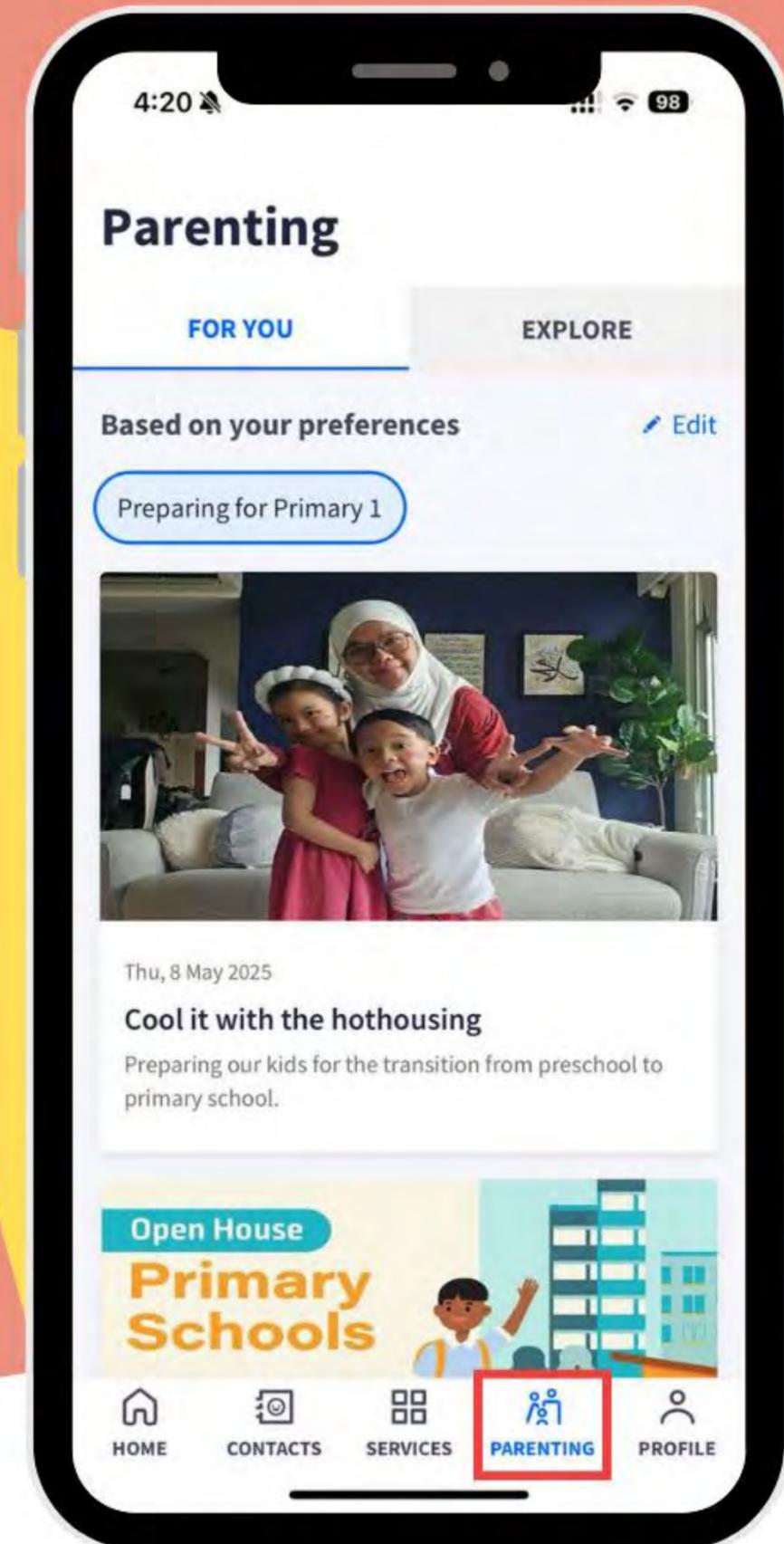


Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

<https://go.gov.sg/pg-app-schoolbag>





Begin your parenting journey with us

@parentingwith.moesg

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



<https://go.gov.sg/parentingwithmoe-sg>

THANK YOU!

Give us your feedback



<https://go.gov.sg/qtpsparentcwfeedback>

If you require a response regarding Cyber Wellness issue, you may email me at

see_chong_yuan_jevon@moe.edu.sg

SwimSafer





About SwimSafer

It is a National Water Safety Programme in Singapore designed to teach participants how to stay safe around aquatic environments.

The programme aims to teach swimming proficiency and water survival skills in a fun manner.



There are 6 progressive levels

Level
1

Introduction to
Water Skills

Level
2

Fundamental
Water Skills

Level
3

Personal &
Stroke
Development
Skills

Level
4

Bronze
Personal Survival
& Stroke
Improvement Skills

Level
5

Silver
Intermediate
Personal Survival
& Stroke
Refinement Skills

Level
6

Gold
Advance Personal
Survival &
Swimming Skill
Proficiency

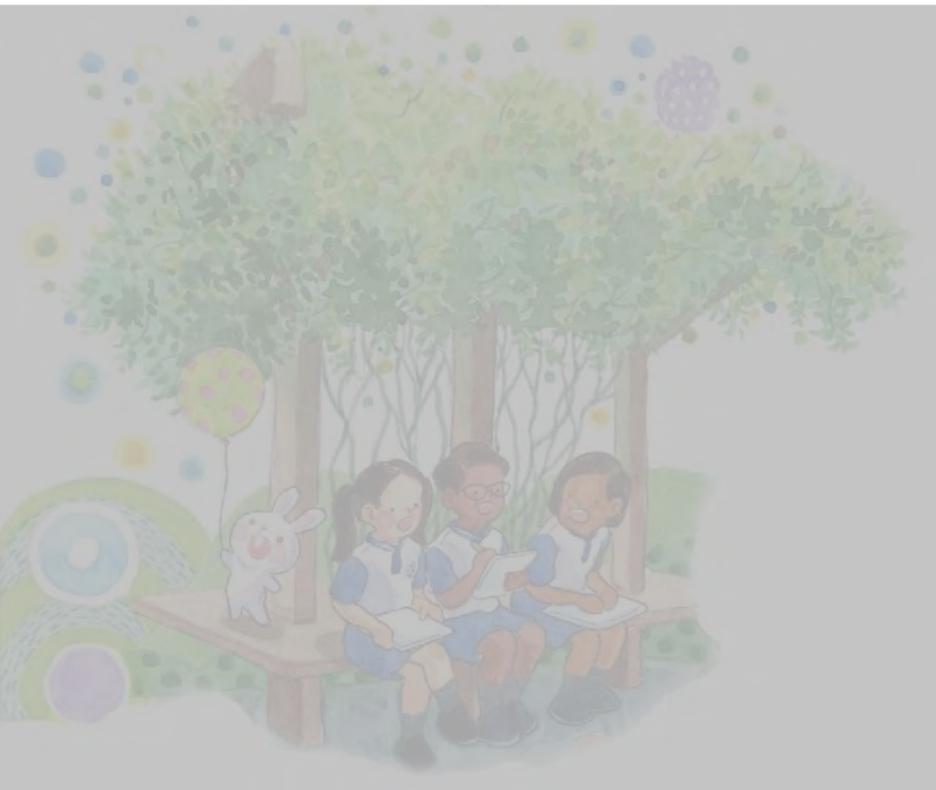
Parents will need to inform the school (via Parents Gateway) of their child's current swimming certification.



The SwimSafer Programme will be conducted in **Term 2 at MOE (Evans Rd) Swimming Complex or Queenstown Swimming Complex.**

Each class will attend **once a week** on **Monday, Tuesday, Wednesday, or Thursday,** from **9.00 a.m. to 11.30 a.m.**

More details will be shared via **Parents Gateway.**

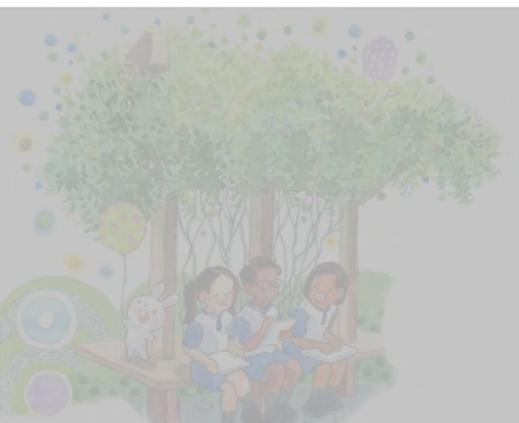


Time	Activity
7.30am – 9.00am	Lessons as per timetable
9.00am – 9.30am	Board bus for swimming complex. Change into swimwear.
9.30am - 11.00am	SwimSafer Lesson
11.00am - 11.30am	Rinse and change into school uniform. Snacks. Board bus and return to school.
11.30am – 12.00pm	Recess
12.00pm – 1.30pm	Lessons as per timetable

*Please ensure that your child has his/her breakfast before coming to school

We are looking for Parent Volunteers!

- Meet in sch → Bus to pool → swimming lesson → Bus to sch
- Assist PE teachers in ensuring students' safety and wellbeing
- Sign up through the Parents Gateway Message
- Briefing for Parent Volunteers before the start of programme



Year Head Address

Mrs Syakilla Bates



Student Well-being

Supporting students holistically

Year Head

Partnership with parents

Crafting shared goals with Form Teachers

Level Theme: Growing Together, Making a Difference

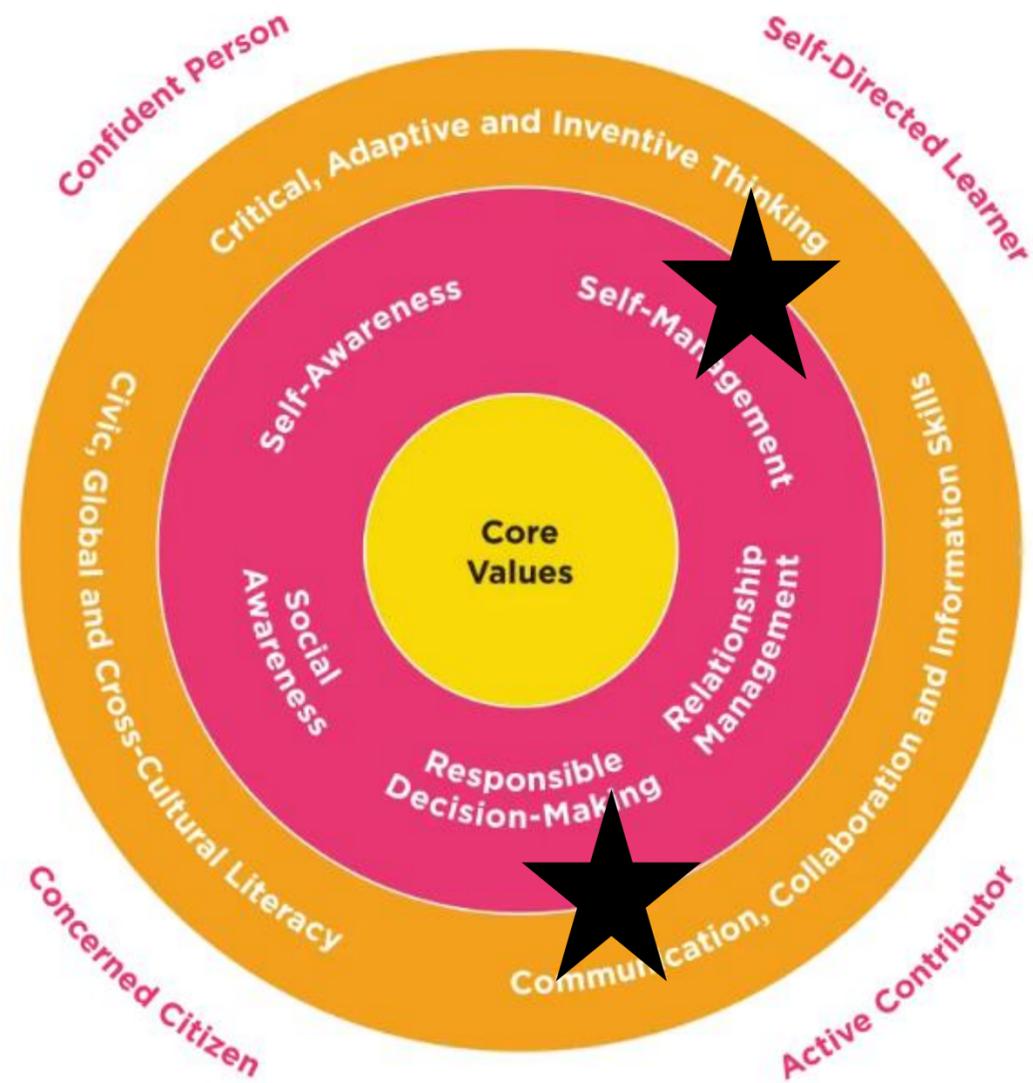
- Learning and growing with others
- Building confidence, responsibility and care
- Understanding the impact of our actions
- Making a difference through every-day choices



Being Proactive

- **Taking initiative in learning, behaviour and relationships**
- **Speaking up when help or clarification is needed**
- **Stepping in to support others when appropriate**
- **Making thoughtful choices that benefit the community**

Partnership with Parents



- Encourage your child to take initiative in managing daily routines
- Guide your child to pause, think and act when facing challenges
- Provide opportunities for your child to plan and initiate actions
- Build habits that develop ownership and proactive decision-making

Gifted Education Programme

- Revamp of GEP
- More students supported
- No more designated GEP schools
- More holistic identification
- Flexible entry points
- **No preparation is needed**

Information can be found at

<https://www.moe.gov.sg/education-in-sg/our-programmes/gifted-education>

Singapore

Revamped GEP to start with 2024 Primary 1 cohort, 10% of students to be selected for high-ability programmes

Students will take one standardised selection test at Primary 3, but can also be selected to join the new programmes "at multiple junctures" from Primary 4 to 6, says MOE.



Ang Hwee Min

19 Aug 2024 06:00PM
(Updated: 23 Aug 2024 10:13AM)

File photo of primary school students in a classroom. (Photo: Facebook/Chan Chun Sing)



Gifted Education Programme

Stage	Date
GEP Screening Exercise	26 August 2026



Classroom Segment



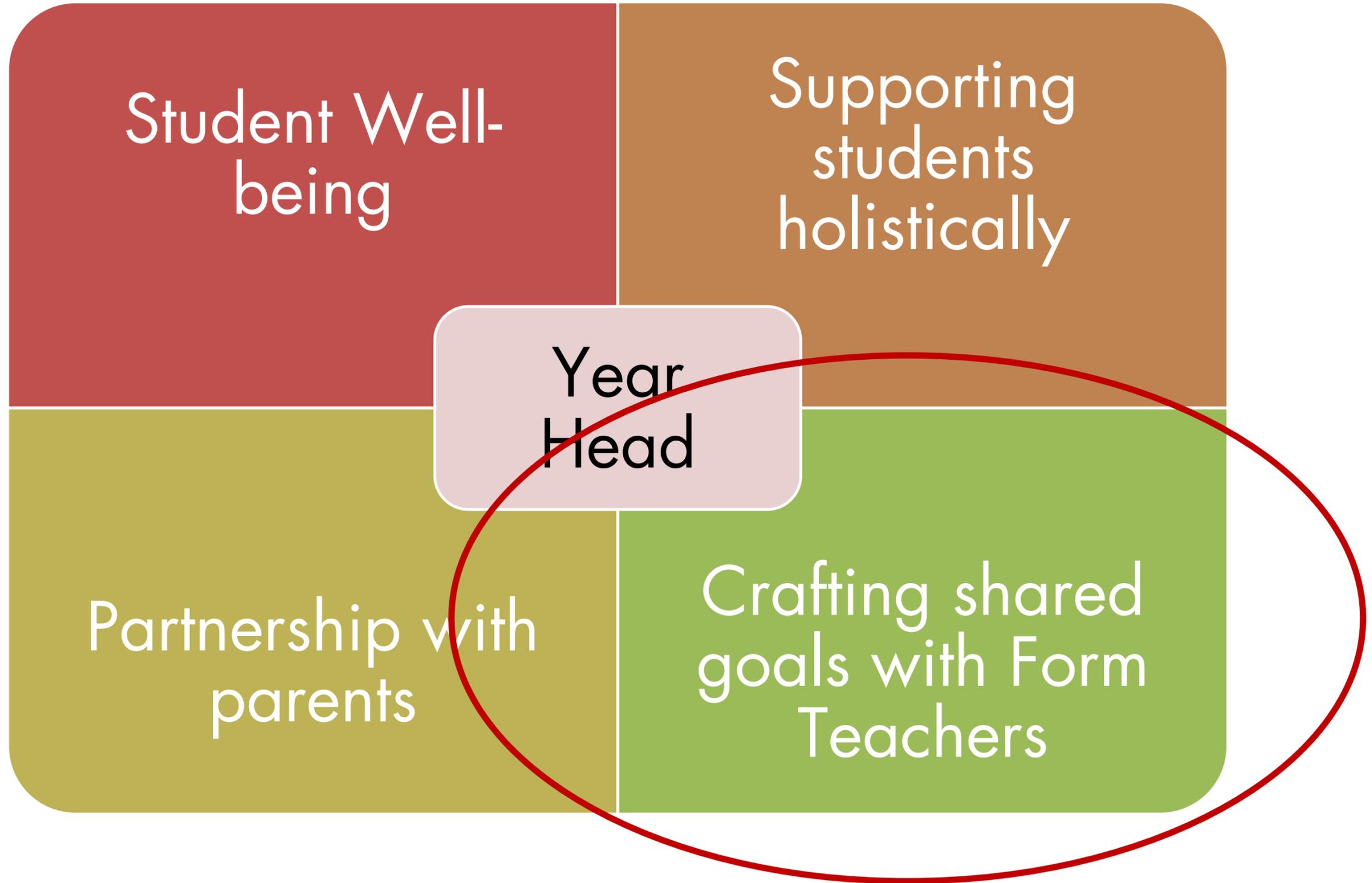
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Supporting students holistically

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Thank You

