



# Queenstown Primary School

## Primary 4

### Briefing for Parents 2026



# AGENDA



- 01 PRINCIPAL'S ADDRESS**
- 02 CYBERWELLNESS**
- 03 SUBJECT-BASED BANDING**
- 04 HIGHER MOTHER TONGUE LANGUAGE**
- 05 YEAR HEAD ADDRESS**

# 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

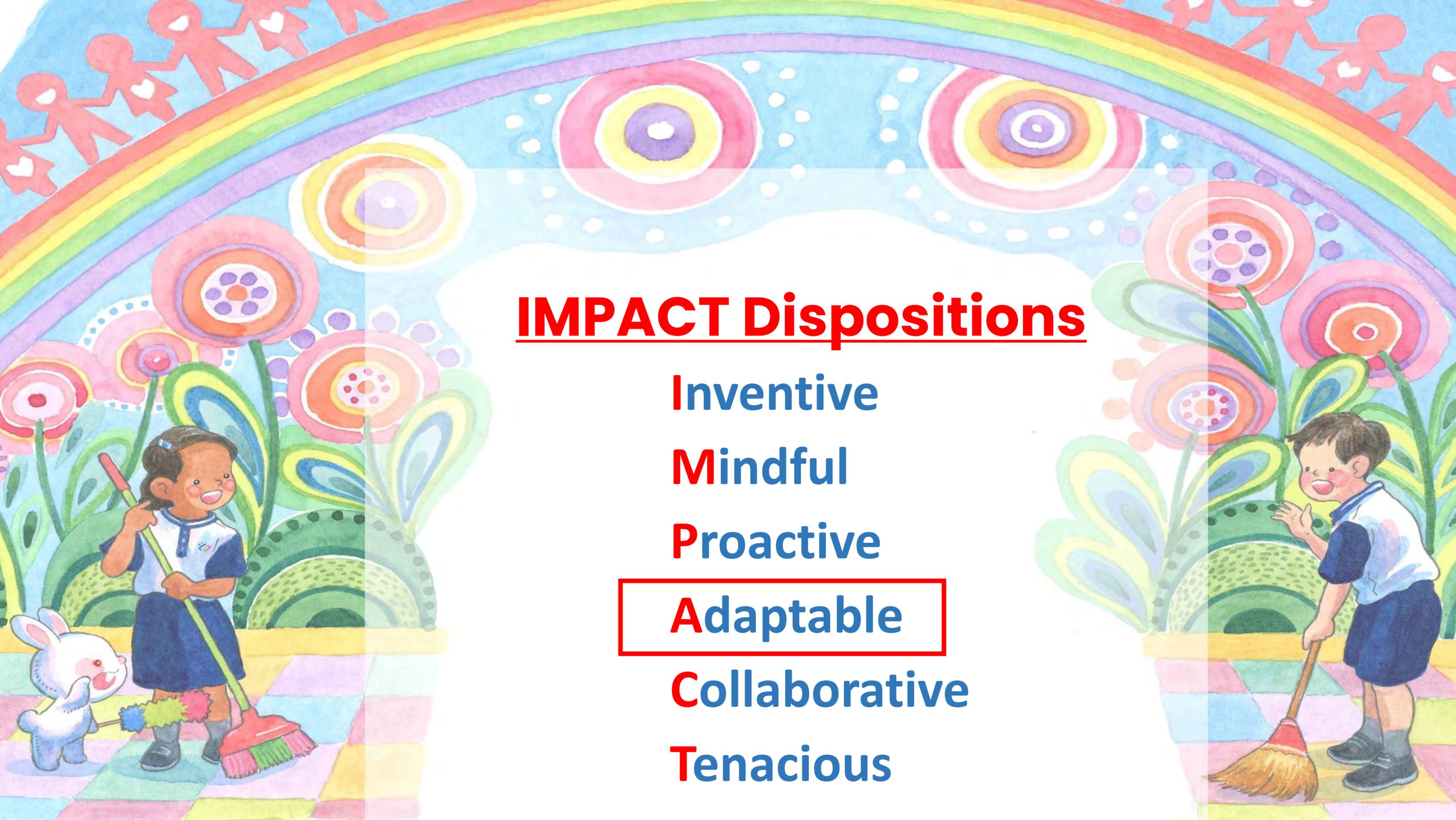
**G**ratITUDE

**R**esilience

**A**ccountability

**C**are

**E**mpathy



# IMPACT Dispositions

**Inventive**

**Mindful**

**Proactive**

**Adaptable**

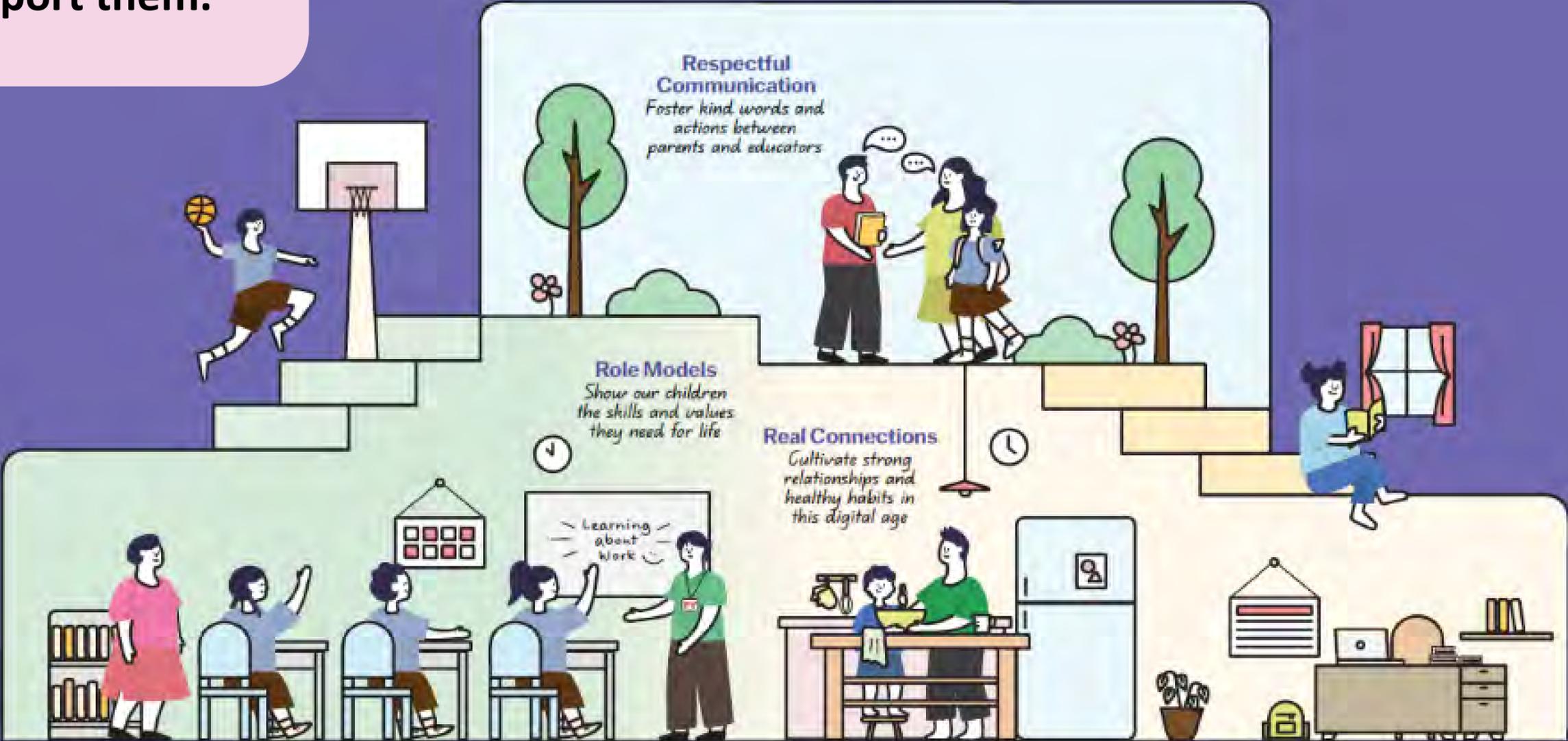
**Collaborative**

**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



### Respectful Communication

Foster kind words and actions between parents and educators

### Role Models

Show our children the skills and values they need for life

### Real Connections

Cultivate strong relationships and healthy habits in this digital age

# 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.



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

# 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**

## ROLE OF PARENTS

# 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**.



## ROLE OF PARENTS

# 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

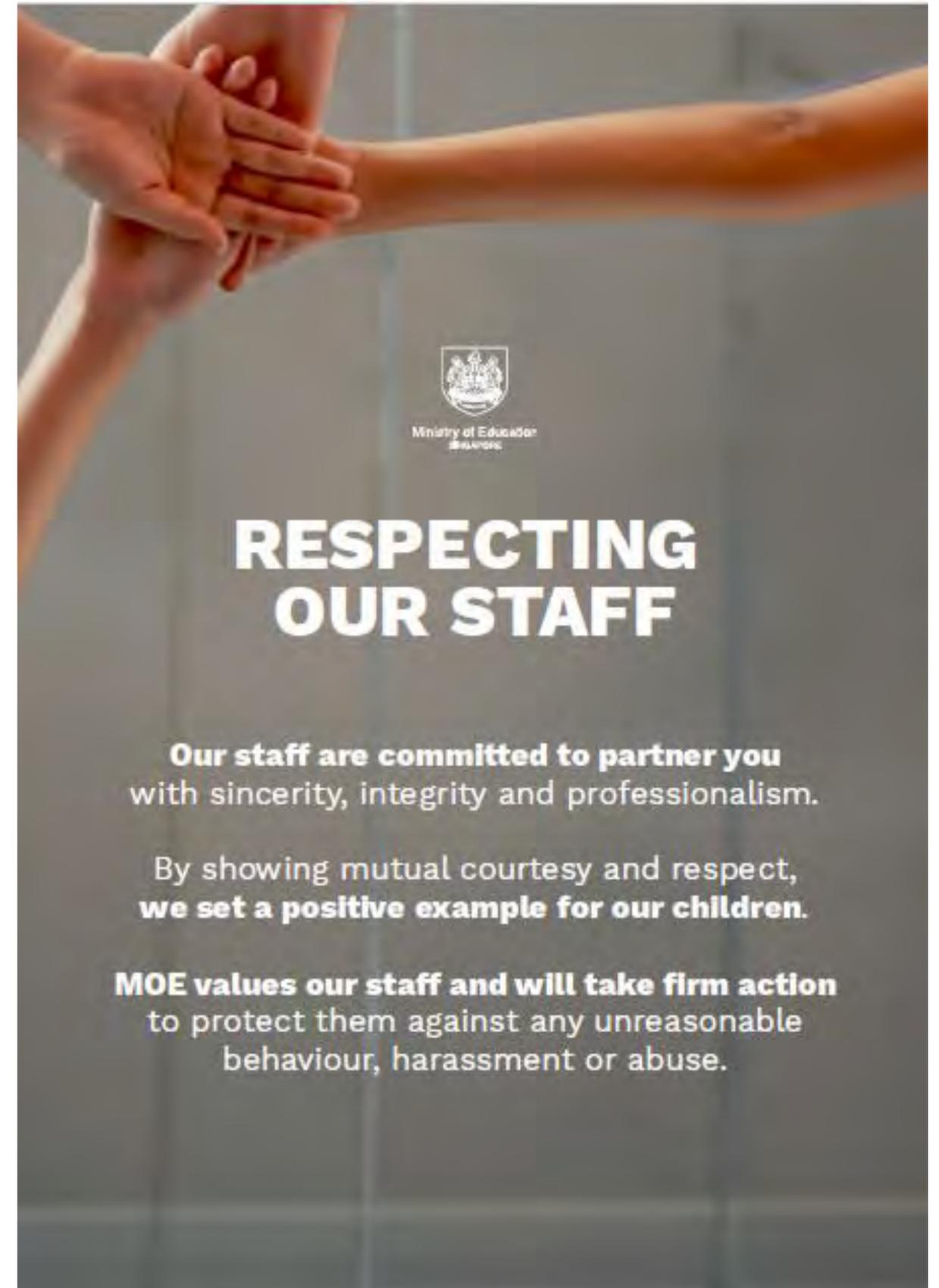


Respect each other's time by communicating during working hours



# 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.



# **Citizenship & Character Education (CCE)**

## **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

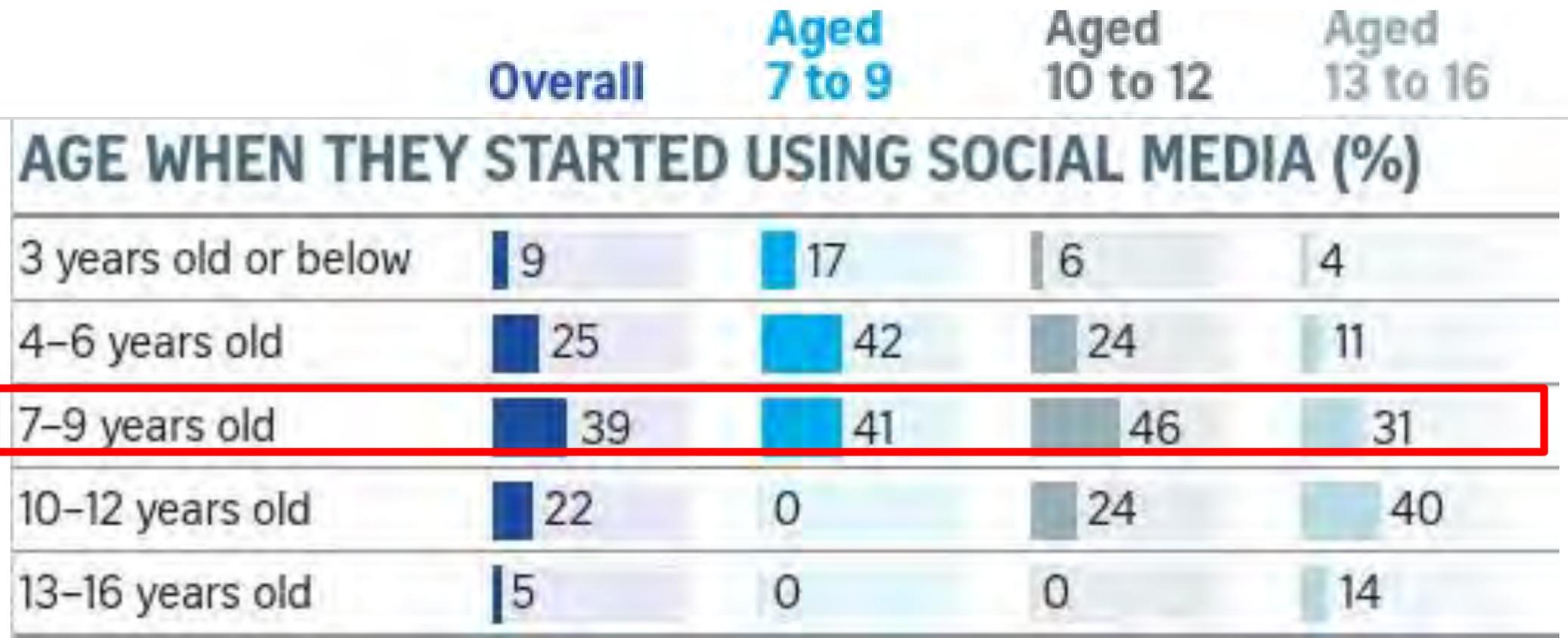
Mindful

Proactive

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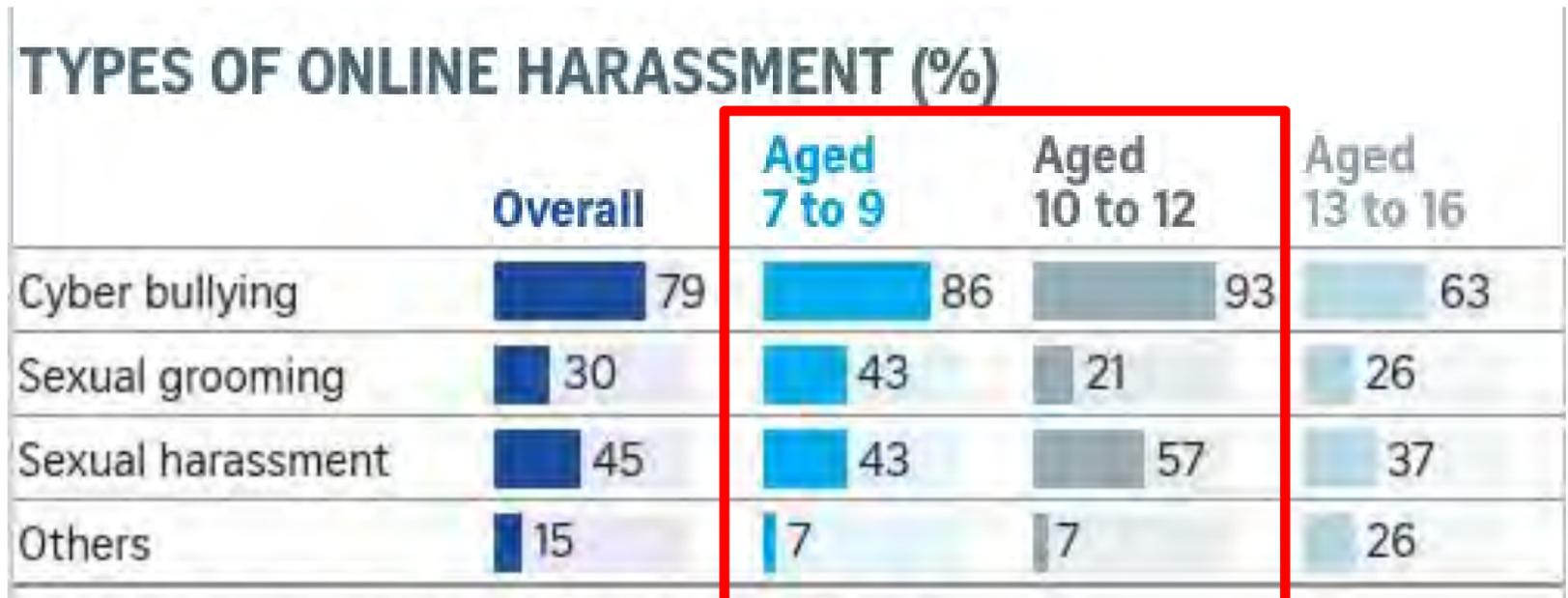
Collaborative

Tenacious



**CURRENT REALITY**  
**Children are going online from a younger age**

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



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?

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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

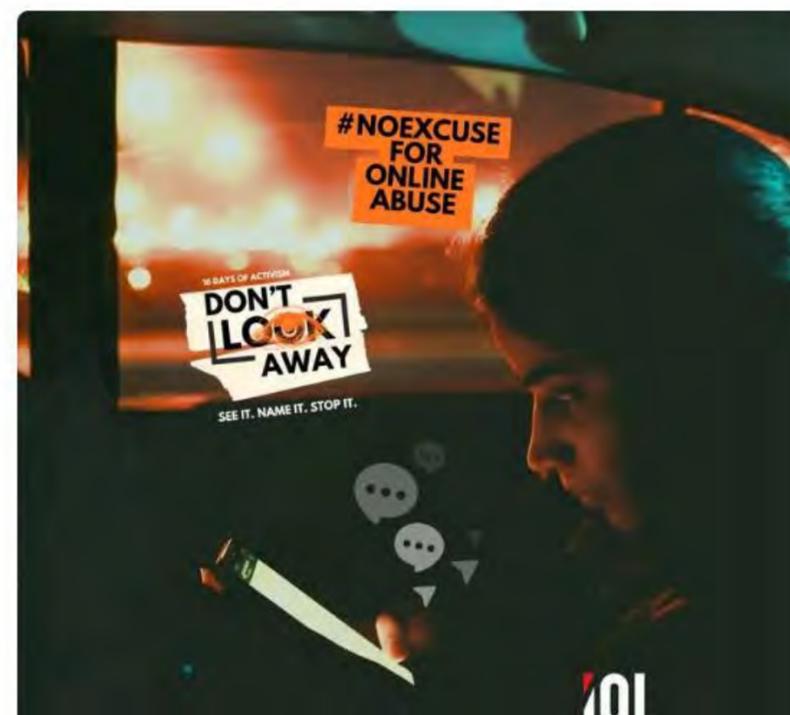


NEWS SOUTH AFRICA

## 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 4 students learn about Cyber Wellness during CCE (FTGP)\* lessons?

During CCE(FTGP)\* lessons, students will be taught:

- **Stand up against cyber bullying**
  - What to do when encountering cyber bullying
  - How to speak up and stand up against cyber bullying
- **How to stay safe online**
  - Steps to take to determine if an online friend is trustworthy

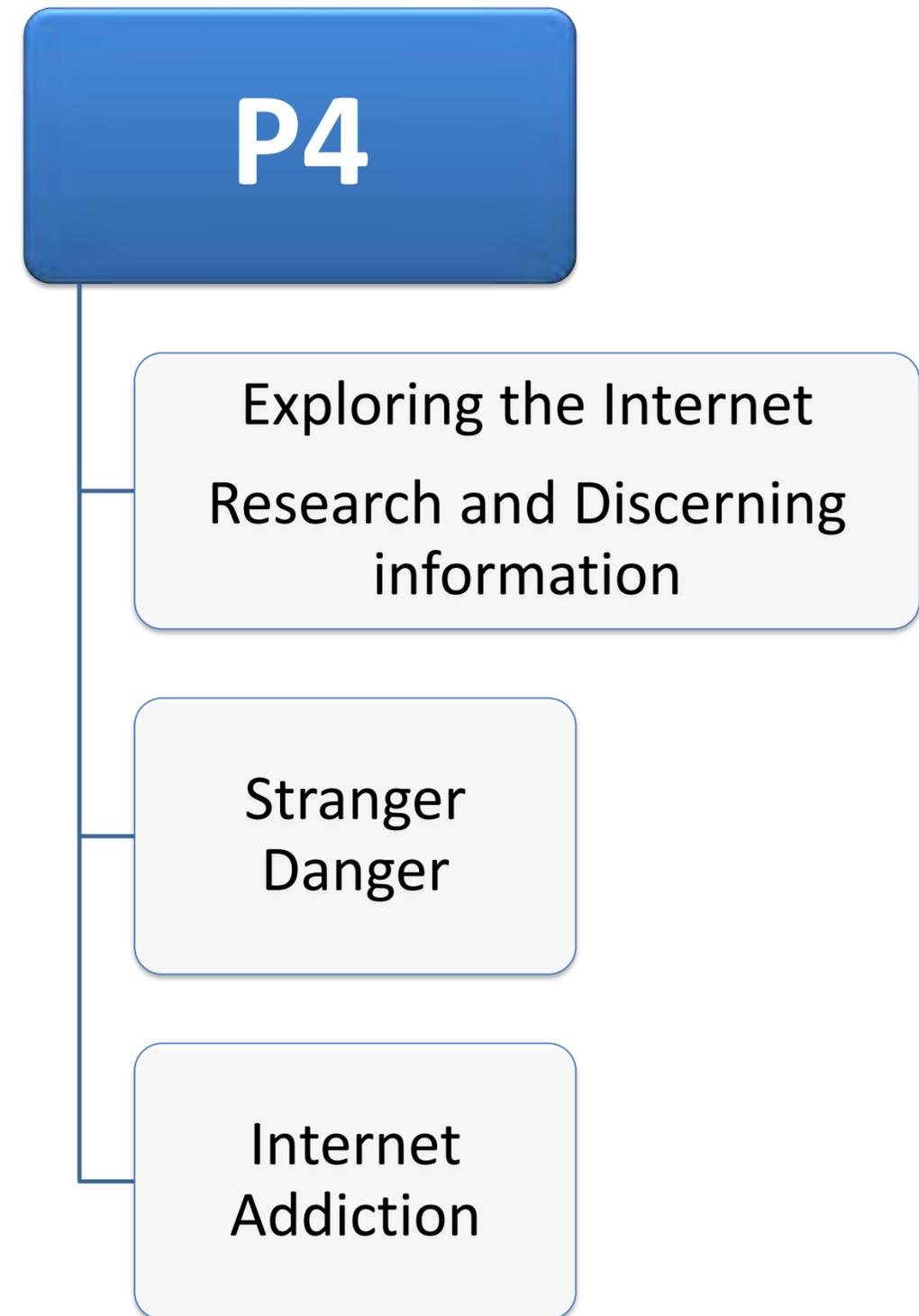
\*Character and Citizenship Education(Form Teacher Guidance Period)



# Assembly Sharing and Recess Activities



# In-house Cyber Wellness Lessons



# Engaging parents for a home-school collaboration



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

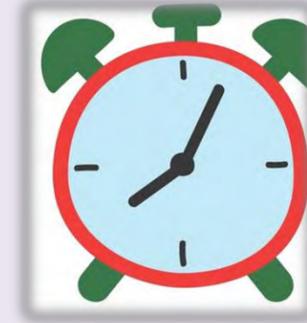
**Chat with your P5 child:  
Cyber Wellness In-house  
Lesson - Term 2 Session 3**

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



# Suggestions

**Role-model** positive behaviour and habits



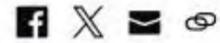
Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



# 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



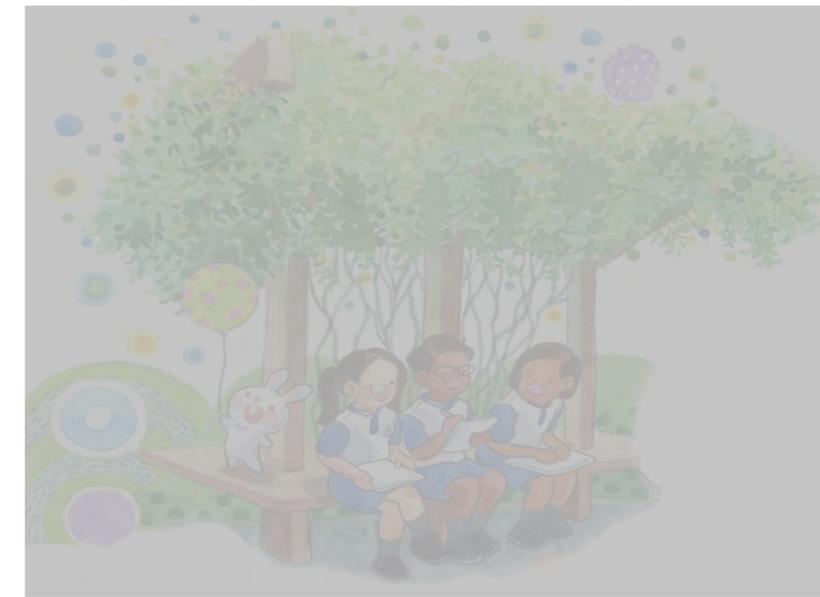
Kids flourish when they have strong family connections, which can be strengthened around the dinner table. The Good Brigade/Digital Vision/Getty Images

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

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

## CNN

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



# 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>



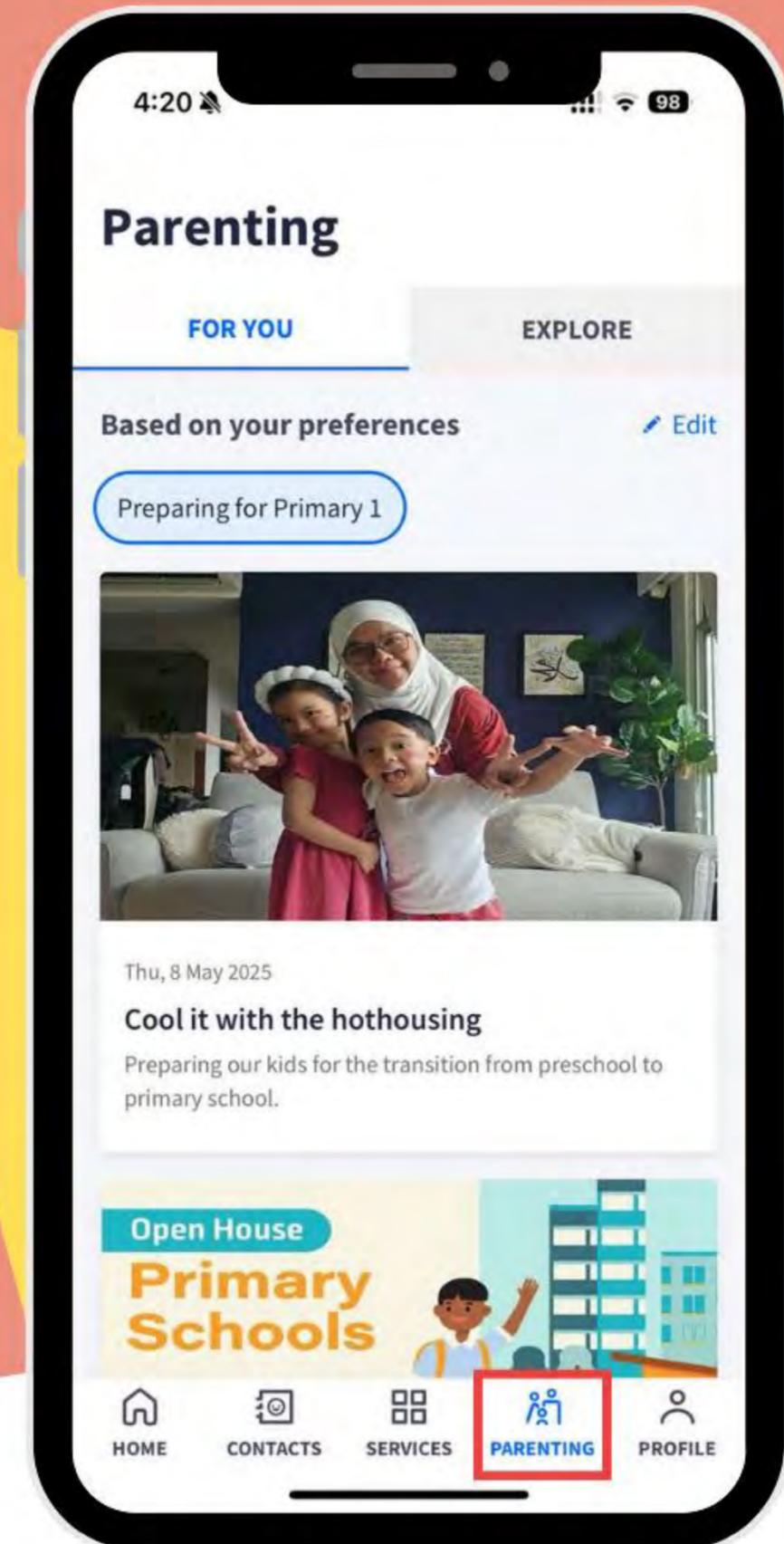


# Parenting Resources on Parents Gateway (PG)



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](mailto:see_chong_yuan_jevon@moe.edu.sg)

# Year Head Address

Mrs Nur 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

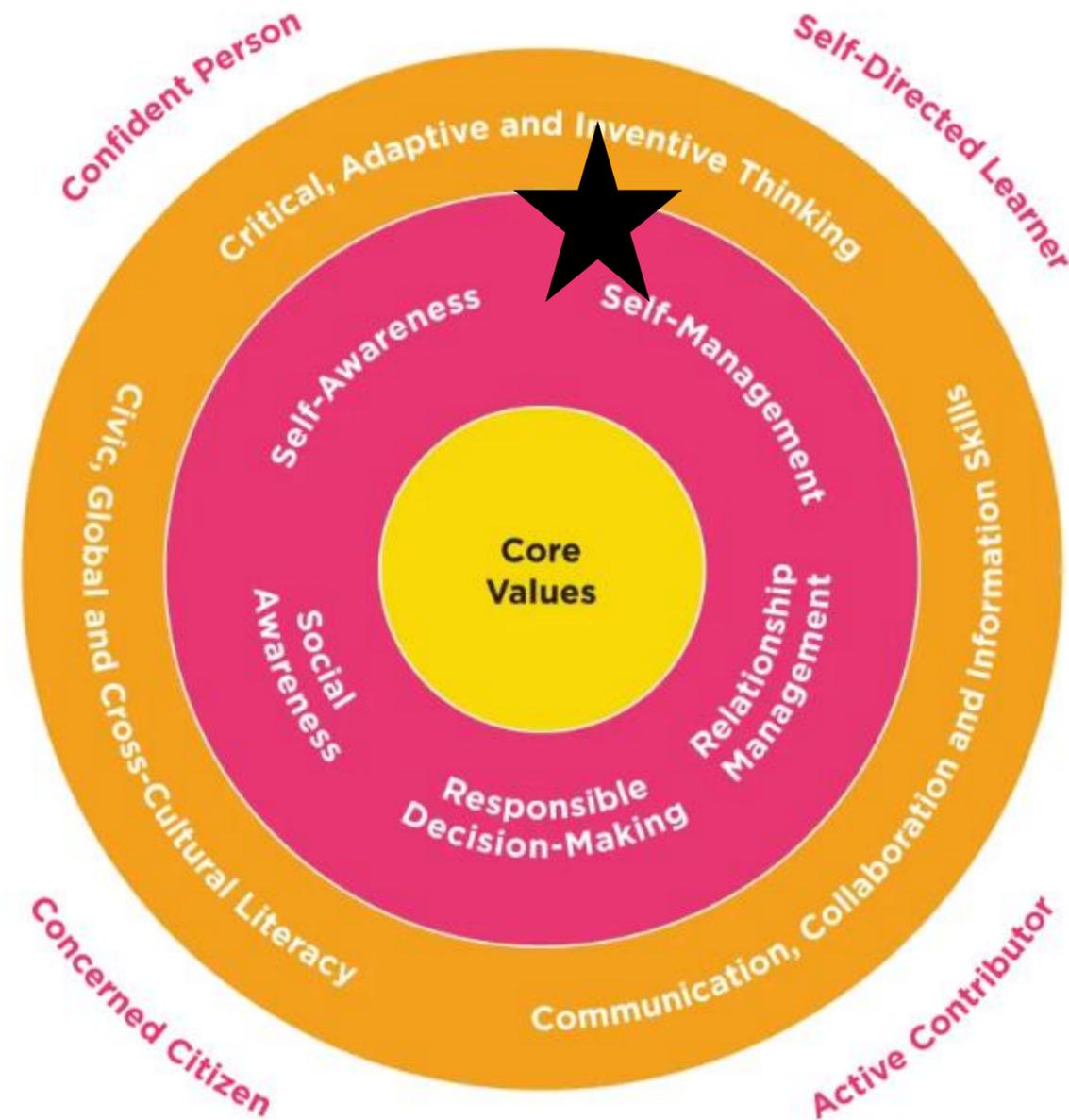
- Learning and growing with others
- Building confidence, responsibility and care
- Understanding the impact of our actions
- Making a difference through every-day choices



# **Being Adaptable**

- **Responding calmly when things do not go as planned**
- **Trying alternative strategies**
- **Accepting feedback and making adjustments**
- **Managing emotions during challenges and setbacks**

# Partnership with Parents



- Encourage your child to pause and think when challenges arise
- Allow your child to try different ways to solve a problem before stepping in
- Use mistakes as opportunities to grow
- Model positive coping strategies

# Subject-based Banding (SBB) Briefing



# GUIDING PHILOSOPHY

- Premised on ability-driven education
- Provides students with strong foundation in literacy and numeracy
- Balance of aptitude, ability and motivation



# WHAT IT MEANS FOR STUDENTS

- 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

# SUBJECTS AT P5

Subjects at P5	
English	Offered at <u>Standard</u> or <u>Foundation</u> levels
Mathematics	
Science	
*Mother Tongue	Offered at <u>Higher</u> , <u>Standard</u> or <u>Foundation</u> levels



# SUBJECT COMBINATIONS EXAMPLES

## Subject Combinations - Exercising Options

Examples of Options	Combination
1	<b>4S1H:</b> 4 Standard + 1 Higher MT
2	<b>4S:</b> 4 Standard
3	<b>3S1F:</b> 3 Standard + 1 Foundation (MT)
4	<b>4F:</b> 4 Foundation

# FOUNDATION LEVEL SUBJECTS

- Builds fundamentals in conceptual understanding for the subjects to better prepare students for Secondary education
- In the interest of well-being of our students
- Gives them time to work on other subjects they are stronger in

# 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 P4 syllabus

## FOUNDATION MATHEMATICS

- ❑ P5 Fdn revisits P3 & P4 topics to bridge students' learning gap
- ❑ P6 Fdn covers **selected** P5 & P6 Std topics
- ❑ Topics not covered in Fdn:
  - Ratio
  - Algebra
  - Circles
  - Speed
  - Solid Figures and Nets

# STANDARD AND FOUNDATION MOTHER TONGUE LANGUAGE

## FOUNDATION MOTHER TONGUE LANGUAGE

- ❑ Focuses on listening and speaking whereas Standard MT focuses on reading and writing
- ❑ Largest score component for Fdn MT is Oral Conversation Skills



# Higher Mother Tongue Language

Mr Kwek Hong Wee

ST/CL



# HIGHER MOTHER TONGUE

- Students who achieve quality pass for all subjects and at least 85 marks for MT will be recommended to take HMT (*Student Handbook Pg21*)
- At the end of Primary 5, school will decide if students should still be taking HMT depending on their overall subject performance

# HIGHER MOTHER TONGUE

- 1 additional hour after school, every week
- Sit for both Standard and HMTL papers for WA, EOY and PSLE
- Beneficial for application to SAP Schools

# HIGHER MOTHER TONGUE

Impact if a child drops out at the end of Pri 5:

- Morale affected
- New adjustments to be made

**HIGHER MOTHER TONGUE E**



# HIGHER MOTHER TONGUE

(Q13-Q14) 试根据篇章内容, 比较“我”所想和“我”看到的饭桌上的情景, 以及“我”的感受, 完成以下表格。(4分)

		饭桌上的情景	“我”的感受
Q13	“我”所想的		
Q14	“我”看到的		

Q16 试从以下的两个选项中, 选一个最适合作为这篇短文的题目。这两个选项只有一个是适当的, 请为正确的答案打钩(√), 并从短文中找出支持你答案的理由。(4分)

(1)	我的生日惊喜	
(2)	一碗长寿面	

Q21 请用不超过 15 个字, 写出短文中第四段的段落大意。(4分)


# HIGHER MOTHER TONGUE

**Q1.** 根据以下的题目和情境写作。

## 一次可贵的合作经验

有一次，老师安排了你和同学完成一项具有挑战性的任务。你们遇到了不少困难，还因意见不合而吵了起来。最后，你们还是齐心协力完成了任务。这次的合作经验还让你学到了宝贵的教训。

**Q2.** 试以下面的情节作为开头，完成这篇文章。

放学了，我独自向校门走去。突然，我的好朋友小光流着眼泪来到我面前，对我说：“你怎么可以这样对我？我对你太失望了。”我……

**Intent of  
HMTL:  
Differentiated  
needs of  
learners**



## Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	



# COMMON QUESTIONS

- 1) Our family speaks MTL at home, my child is able to speak his MTL very well, he should be able to cope
- 2) Will My Child be disadvantaged if he DOES NOT take hmtl
- 3) Can my child take HMTL in future if he is not offered this year?

# Classroom Segment



Student Well-being

Supporting students holistically

Year Head

Partnership with parents

Crafting shared goals with Form Teachers



Thank  
You

