Primary 2 Parents' Briefing

Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

2nd February 2026

Primary 2 Parents' Briefing Principal's Address

Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

2nd February 2026

Welcome To All Parents

- **Hope 2026 started well and safe**
- **Looking forward to a strong school-home partnership**

Agenda

Principal's Briefing	Year Head's Briefing
1. Introduction of School Personnel	1. General Matters
2. School Vision, Mission and Values	2. Assessment Matters
3. Social Emotional Learning (SEL)	3. Holistic Reporting
4. Parents - Partners in Education	4. P2 Level Programmes for the Year
5. Other Important Matters	5. Upcoming Parents' Engagement
	6. Parents Kit – Starting School Right
	7. Interaction & Briefings – Form Teachers in the Form Class

OUR CORE BELIEF

Every Student Can Learn
Every Student Can Grow
Every Student Can Lead

Every Student wants to and can
Succeed!
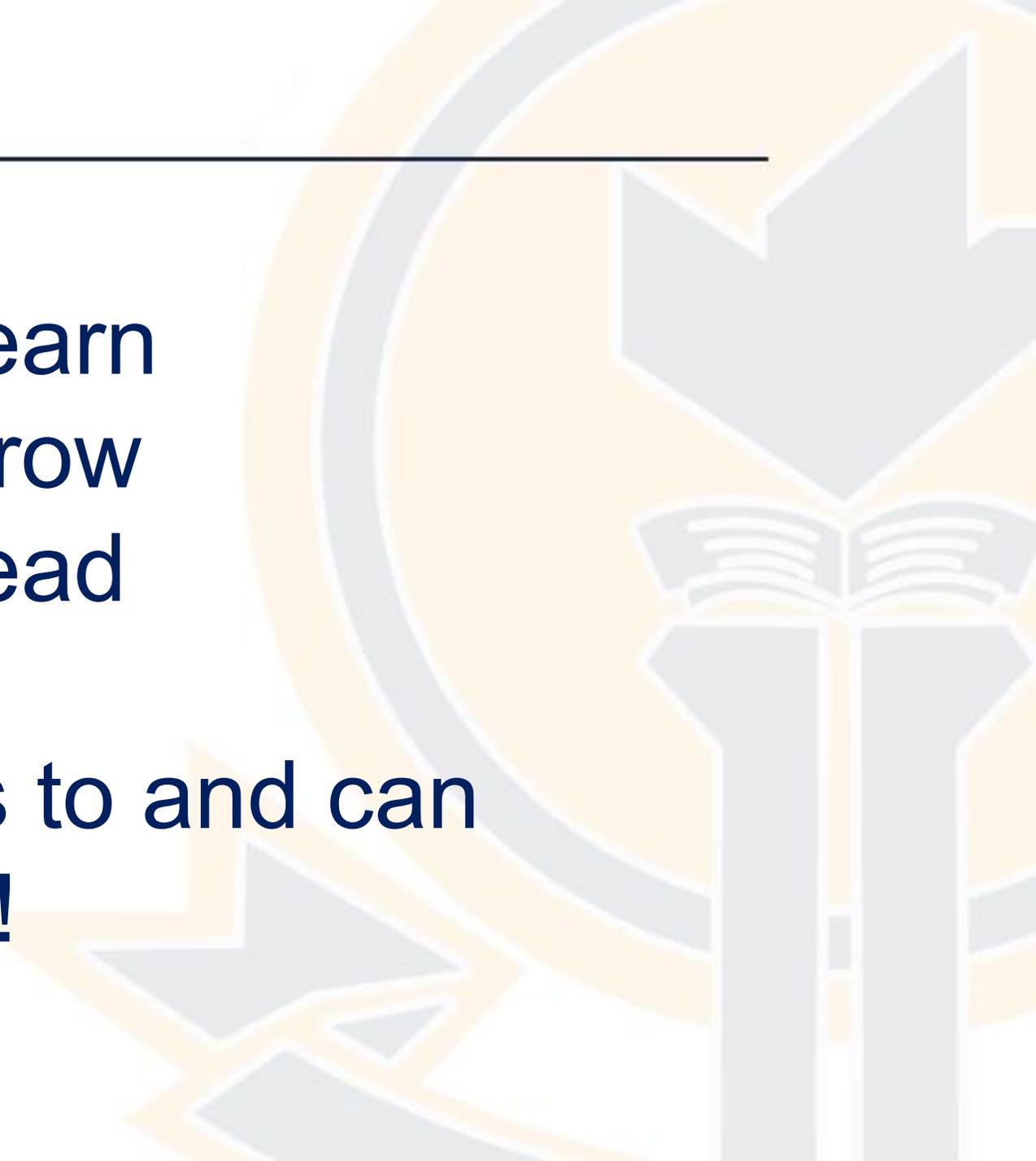
Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders

Our Vision

Confident Individuals	who demonstrate SPARK values, communicate effectively and want to make a difference
Thinking Learners	who think critically and innovatively, and learns collaboratively
Engaged Leaders	who care and have the courage to want to contribute

OUR MISSION

To nurture and empower every Damaian to learn, grow, and lead

Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all

Our SPARK Values

| Every Damaian has *self-discipline* to uphold our SPARK values	
Sincerity to self and others	**Honesty** **Care** **Respect**
Passion for learning	**Responsibility** **Self-directedness** **Curiosity**
Aspiration to succeed	**Commitment** **Seek to Improve**
Resilience in life	**Perseverance** **Adaptability**
Kindness to all	**Helpful** **Empathy**

Social Emotional Learning (SEL)

- Social Emotion Learning refers to the acquisition of skills for students to:
  - Recognise and manage emotions
  - Develop care and concern for others
  - Make responsible decisions
  - Establish positive relations
  - Handle challenging situations effectively

Social Emotional Learning (SEL)
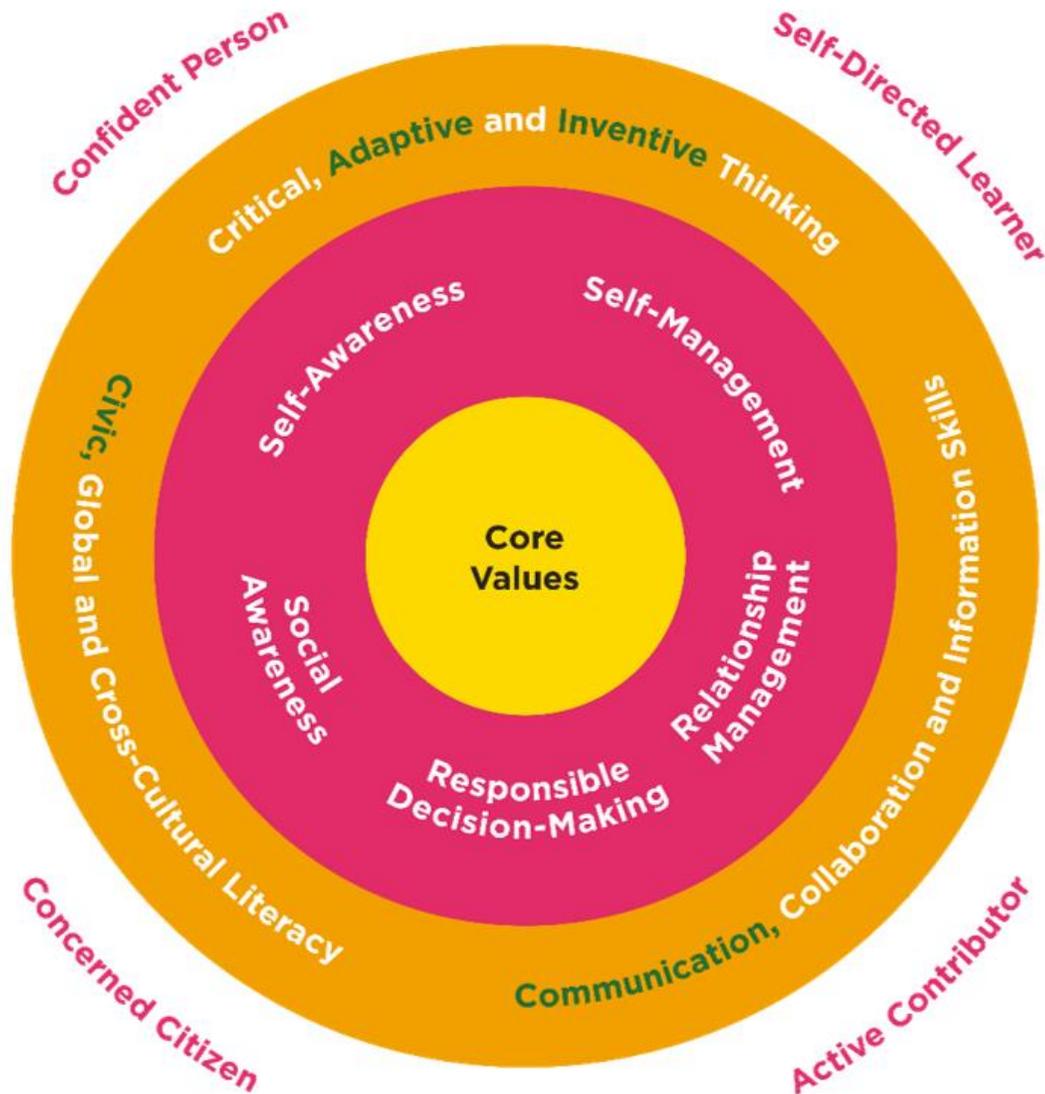
- SEL competencies can be categorised into five interrelated domains:
  - Self-awareness
  - Self-management
  - Social awareness
  - Relationship management
  - Responsible decision making

SEL Competencies	Domains	Description
Self Awareness	Relate to the understanding of self which helps in managing one's emotions and personal behaviours	A person who understands his own emotions, strengths, inclinations and weaknesses is able to develop positive self-concept and self-worth.
Self Management		A person who manages himself effectively is able to manage his own emotions, exercise self-discipline and display strong goal-setting and organisation skills.

SEL Competencies	Domains	Description
Social Awareness	Relate to one's social interactions	A person who has social awareness is able to accurately discern different perspectives, recognise and appreciate diversity and demonstrate empathy and respect for others.
Relationship Management		A person who manages relationships well is able to establish and maintain healthy relationships through effective communication and is able to work with others to resolve conflicts.

SEL Competencies	Domains	Description
Responsible Decision Making	Relate to how one handles oneself, relate to others and deal with challenging situations when making moral and ethical choices	A person who makes responsible decisions is able to identify and analyse the implications and consequences of decisions made based on sound moral considerations.

Outcomes of SEL

- Through SEL, our students acquire skills, knowledge and dispositions to manage self and relationships effectively and make responsible decisions essential for personal and social well-being.

- Research shows a strong link between SEL and student outcomes in the areas of mental well-being, character development, school success, career success and responsible citizenship.

# The Desired Outcomes of Education (DOEs) will continue to drive our 21CC development efforts.

The DOEs are attributes that would enable our students to create, connect and contribute.

Confident person
Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

Self-Directed Learner
Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose

Concerned Citizen
Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others

Active Contributor
Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

Confident Person · Self-Directed Learner · Active Contributor · Concerned Citizen

Critical, Adaptive and Inventive Thinking
Civic, Global and Cross-Cultural Literacy
Communication, Collaboration and Information Skills

Self-Awareness · Self-Management · Social Awareness · Relationship Management · Responsible Decision-Making

Core Values

©2023 Ministry of Education, Singapore

# Nationally, these 4 E21CC will be prioritised.
As a school, E21CC will be developed through our programmes and curriculum.

Adaptive Thinking

i. Assesses different contexts and situations in order to make connections and draw new insights

ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

i. Demonstrates understanding of values, ideals and issues of personal, community and national significance

ii. Plays active and constructive roles to improve the school, community and nation
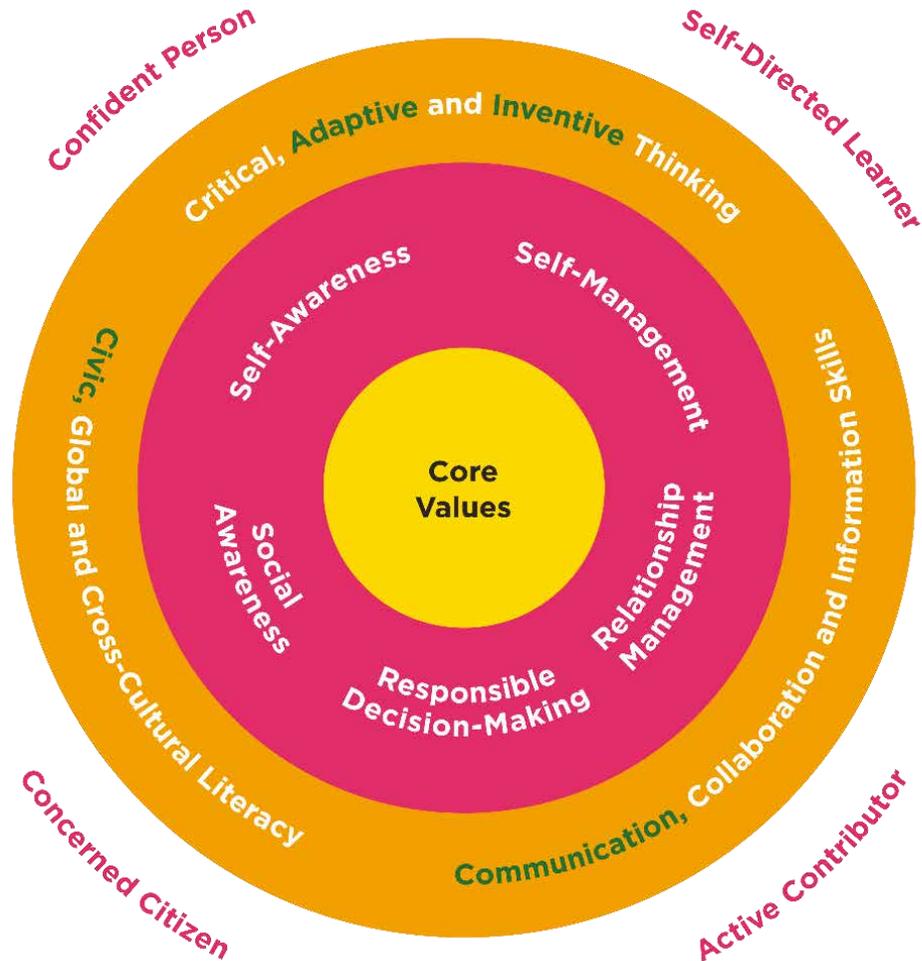
Inventive Thinking

i. Explores possibilities and generates novel and useful ideas

ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

i. Effectively communicates information and co-constructs meaning

ii. Engages empathetically with diverse perspectives

Confident Person

Self-Directed Learner

Critical, Adaptive and Inventive Thinking

Civic, Global and Cross-Cultural Literacy

Self-Awareness

Self-Management

Core Values

Social Awareness

Relationship Management

Responsible Decision-Making

Communication, Collaboration and Information Skills

Concerned Citizen

Active Contributor

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students

- All Damaians are to demonstrate positive student behaviour, have self-discipline and good character and be responsible and respectful individuals

Good Discipline

School is a safe place – **Zero Tolerance** for <u>Unacceptable</u> behaviour

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 <u>and</u> on purpose**

- **Examples of Hurtful Behaviours**

Physical
- Hitting, tripping, kicking or pushing someone
- Taking or damaging someone's belongings

Verbal
- Using unkind or disrespectful words
- Name-calling, spreading rumours or making fun or threats

Any form of hurtful behaviour is **wrong** and **unacceptable**.
School will take action when informed of such cases.

Social
Leaving someone out of a group or things on purpose

Cyber
Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Good Discipline

- Parents are our partners in this journey
- Help us to educate Damaians
  - must be mindful of own actions/words
  - treat others the way you would like to be treated
  - respect personal space
  - interact / play safely and respectfully
  - have the morale courage to be an upstander

Good Discipline

- When something happened
  - Tell the person to stop what he/she is doing
  - Express you do not like what is being done
  - Inform your teacher soonest possible
- **DO NOT** take things into your own hands

Reminder for Damaians

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

3) Will my parents/teachers be proud of me?

Good Discipline – Beyond School

- **Damaians are our school ambassadors**

- **Safety on school buses**
  - Buckle up and be seated until time to alight
  - No playing and avoid talking loudly on school buses
  - Follow the instructions by driver and bus attendance

- **Safety in Cyber Space**
  - Be respectful
  - Be responsible
  - Be a positive influence

Good Discipline – Beyond School

- **Safety on public transport**
  - Be respectful to other commuters
  - No playing and avoid talking loudly
  - Follow rules and social norms

- **Using of public facilities**
  - Be respectful
  - Be responsible
  - Use all public facilities as they are intended
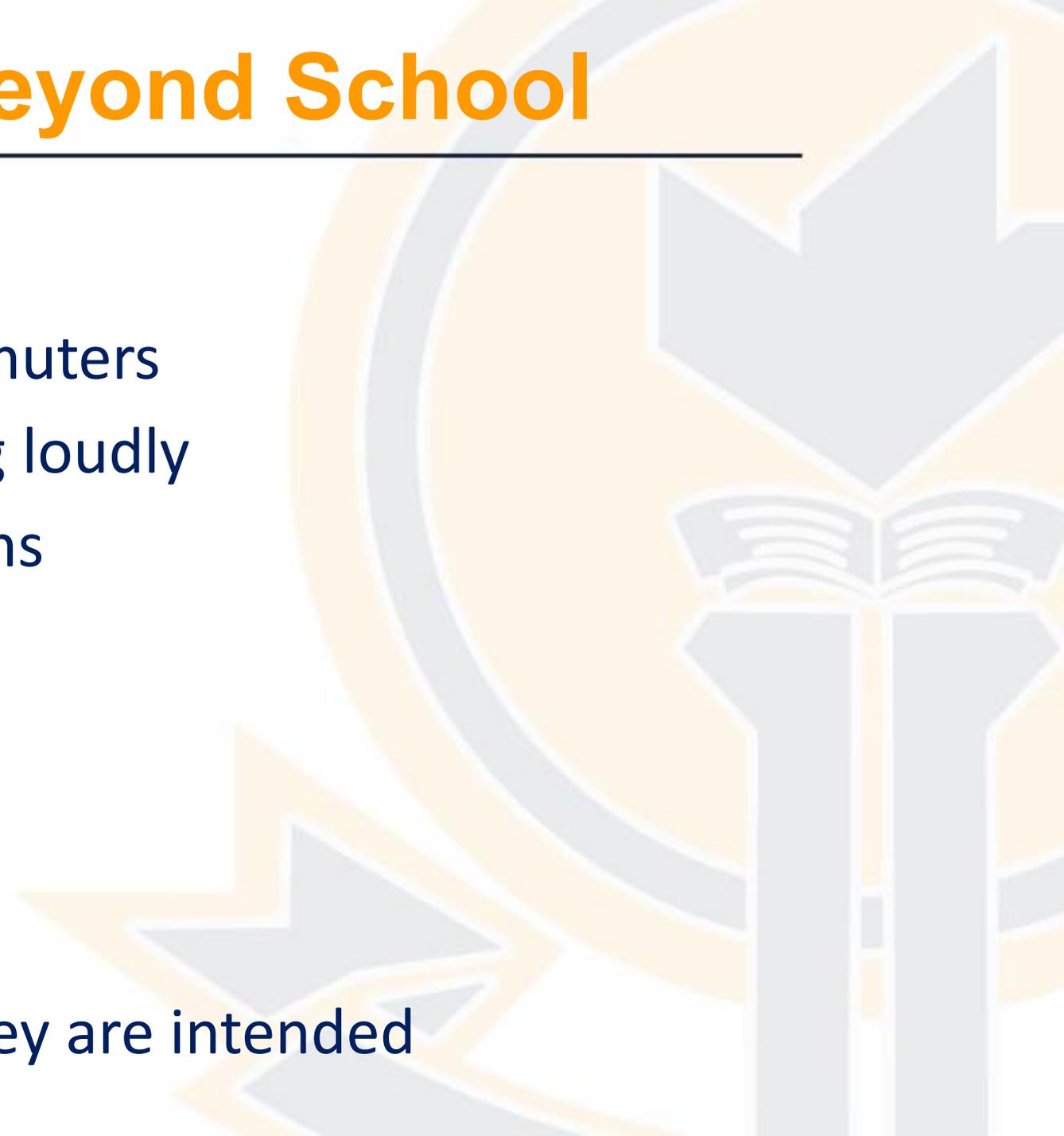
Cyber Wellness

It's more than saying no to devices.

Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

#1 **Resources** on balanced and purposeful screen use are available at the end of the presentation.

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

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

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Parents might not be aware, but…

1 in 3 children has chatted with strangers online	**1 in 3** children has been exposed to pornographic materials	**1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

#2 **Resources** on parental controls are available at the end of the presentation.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)				
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75
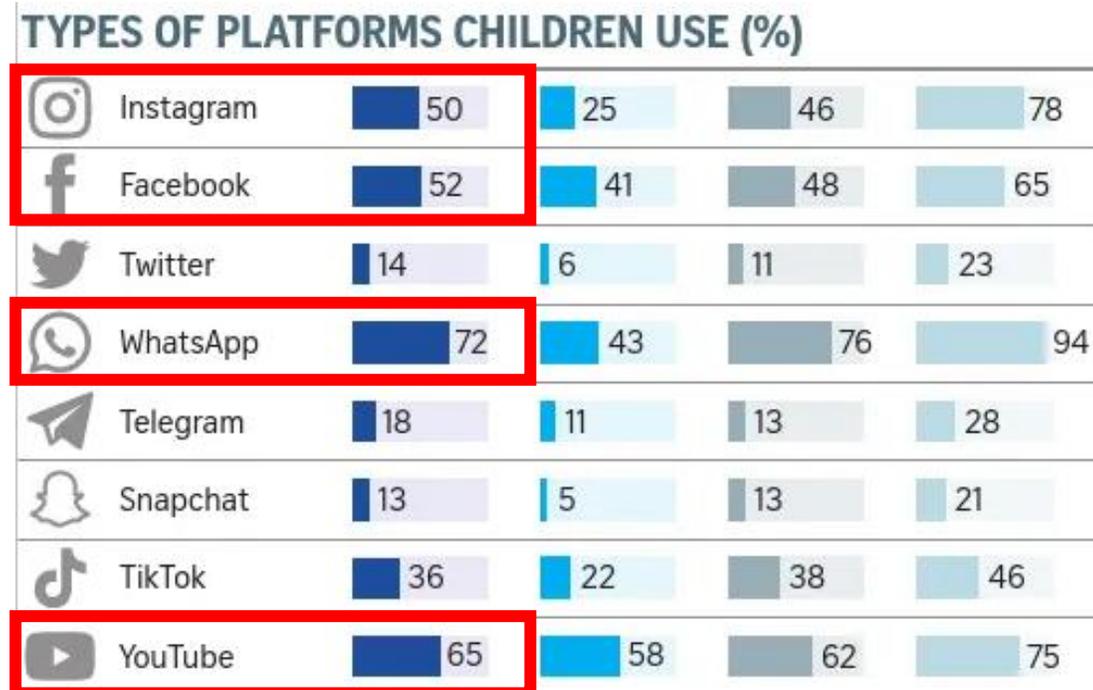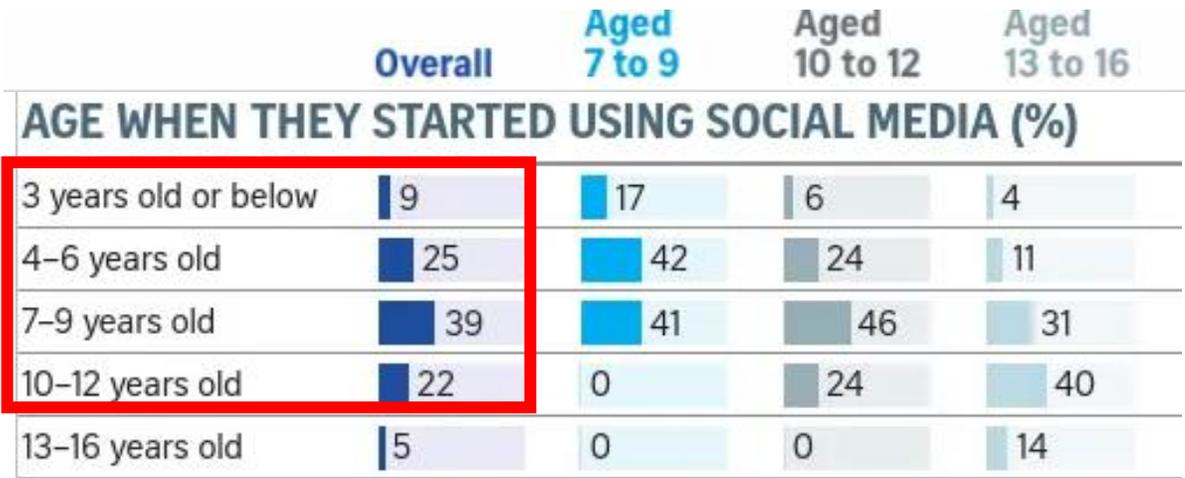
CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**
- **12+** : WhatsApp, Instagram, Roblox
- **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 mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

#3 **Resources** from Grow Well SG are available at the end of the presentation.

Unlocking their First Smartphone or Watch

How can we prepare ourselves and our children?

At what **age** should I give my child their first smartphone or watch?

How do I **prepare** my child for their first smartphone or watch?

How do I **monitor** my child's online activities and keep them safe?

How do I **prepare** my child for their first smartphone or watch?

Playing Online Games

Navigating the world of digital entertainment, together.

What do I need to know about online games?

What can I do if I am concerned about the gaming habits of my child?

Cyberbullying

Building Resilience and Character
while creating safe spaces for our children

How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind (**T.H.I.N.K.**)?

T **IS IT TRUE?**
Is this a fact or just an opinion or feeling?

H **IS IT HELPFUL?**
Does it help you, them, or the situation?

I **IS IT INSPIRING?**
Would it encourage, motivate, and make someone feel better?

N **IS IT NECESSARY?**
Does it really have to be said, or you just want to or feel like saying it?

K **IS IT KIND?**
Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is "No", they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.

Before you post anything online, ask yourself: would you say this in front of me or your teacher?

How can I help if my child is a victim?

Strategy to Deal with Cyber Bullying

Be S.A.F.E. against Cyber Bullying

S Stop all interactions with the bully. Block them if necessary.

A Assess the situation. Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.

F Find and save evidence of the incident (e.g. photos, online chats). Note down what happened.

E Engage a trusted adult and/or peer. Report the incident to the school and/or through the in-app reporting function.

Unsure of how to use the in-app reporting function?
Scan the QR code to learn how to report hurtful and/or inappropriate content.

Feeling Down?
Speak with your parents, other trusted adults in school (e.g. form teacher, school counsellor), or contact these available helplines.

Helpline	Contact Details	
Samaritans of Singapore (SOS)	1767	9151 1767
Mindline	1771	6669 1771
Help123 (for cyber issues)	1800 6123 123	
Tinkle Friend	1800 2744 788	

#14 **Resources** on how to report incidents through online platforms are available at the end of the presentation.

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 Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

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

Damai Cyber Wellness Curriculum

Student Handbook 2026 (Pg 20 – 21)

- **Overview of lessons**
- **Goal of lessons**
- **Student Pledge**
- **Parent's Acknowledgement**

Damai Cyber Wellness Curriculum

The goal of Cyber Wellness lessons is to equip students with life-long **social-emotional competencies** and sound **values** so that they can become **safe, respectful** and **responsible** users of Information Communications Technology (ICT).

3 Big Ideas	4 Themes	8 Topics
Identity	* Cyber Identity: - Healthy self-identity	* Online Identity and Expression
	* Cyber Use: Balanced life and balanced use	* Balanced Use of ICT
Relationships	* Cyber Relationships - Safe and meaningful	* Netiquette * Cyber Bullying * Online Relationship
Choices	* Cyber Citizenship: - Positive presence	* About the Cyber World * Handling Online Content and Behaviour * Cyber Contacts

CYBER WELLNESS

Cyber Wellness means **staying safe** and happy when you use the internet. It is also about **protecting yourself, making smart choices** and being **kind to others** in the cyberspace.

KEY MESSAGES FOR STUDENTS

- Have fun with technology but also remember to play outside, read books, and spend time with family and friends.
- Use technology to learn, share and make the world a better place.
- Spread kindness and positivity on the internet.
- Be a safe and responsible user of ICT.

Damai Primary School Cyber Wellness Pledge

Safe and Responsible Use

- I will keep my personal information (e.g. name, age, address, phone number, photographs) private.
- I will take steps to avoid dangers I may encounter online.
- I will practice healthy online habits (e.g. limit my time online, take regular breaks from online activities).

Respect self & others online

- I will only share appropriate content online.
- I will participate in only legal online activities.
- I will seek permission when using other people's work and give credit(s) where necessary.
- I will not share hurtful materials online.

Positive Peer influence

- I will only share healthy and positive content online.
- I will report to a trusted adult (parent or teacher) if I see anything that makes me or my friends feel angry, sad or uncomfortable.

STUDENT	PARENT/ GUARDIAN
I, _____, of class _____ pledge to be a responsible digital learner. My signature: _____ Date: _____	I noted my child/ward's pledge to be a responsible digital learner. Parent/ Guardian's signature: _____ Date: _____

CYBER WELLNESS

Primary 1 and 2

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

Basic online safety rules
- Talking to only people you know

Cyber Contacts
- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle
- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information
- Understand the risks of disclosing personal information

Family Time

Family Chat Time!
Share with your family members:
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

Parent's / Guardian's signature

Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal by participating in "Family Time"** activities in the journal.

School Programmes and Initiatives

- Cyber Wellness Engagement for students
    - Termly pre-assembly Talks
    - Termly recess activities
    - Special programmes such as Anti-scam talk in Jan, Safer Internet Talk in Feb
    - Cyber Wellness microsite for students (School Website – coming in Term 2)

- Cyber Wellness Engagement for parents
    - Quarterly Cyber Wellness tips for parents via Principal's letter
    - Cyber Wellness microsite for parents (School Website – coming in Term 2)

School Rules on Digital Device Use

- Students are not allowed to bring handphones / smartwatches to school without obtaining written permission from the school. Parents must fill in a prescribed form to request for permission. The request for permission is to be applied yearly by parents.

- Permission granted by school comes with conditions for parents and students to adhere.

- The school will not be responsible for the loss of any handphone / smartwatch

School Rules on Digital Device Use

- Students are not to use personal digital devices, including smartphones/smartwatches, during school hours including recess, CCA and all after-school programmes (e.g. supplementary/ enrichment/remedial lessons). Students are only allowed to use personal digital devices after school hours when they are outside school grounds.

- Students who bring such devices are to **turn off and put the devices in their school bags once they enter the school premise**. They can retrieve the devices after school ends, outside school grounds. Students should bear responsibility for safekeeping of devices.

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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

Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.

Have regular and genuine conversations with your child
- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

Communicate your actions and rationale.
- Let your child know **you care for them** and **want them to be safe online**.

Discuss with your child as you set parental controls to manage device use and stay safe online.

#4 **Resources** on underlined open conversations about digital habits are available at the end of the presentation.

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.

Role model healthy use of devices and social media, and good online behaviour for your child/ward.
- E.g. parents/guardians not using devices during mealtimes, respectful online communication

Role modelling respectful conversations.
- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

#5 **Resources** on <u>role modelling respectful communication</u> are available at the end of the presentation.

Real Connections

Cultivate strong relationships and healthy habits in this digital age.

Provide a safe space for conversations
- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do.** Help them **feel safe** expressing themselves with you.

Provide a balanced mix of engaging online and offline activities
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).

#6 **Resources** on providing a safe space for conversation are available at the end of the presentation.

51

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.

GO.gov.sg

Parenting

FOR YOU | EXPLORE

Based on your preferences ✏ Edit

Preparing for Primary 1

Thu, 8 May 2025
Cool it with the hothousing
Preparing our kids for the transition from preschool to primary school.

Open House
Primary Schools

HOME | CONTACTS | SERVICES | **PARENTING** | PROFILE
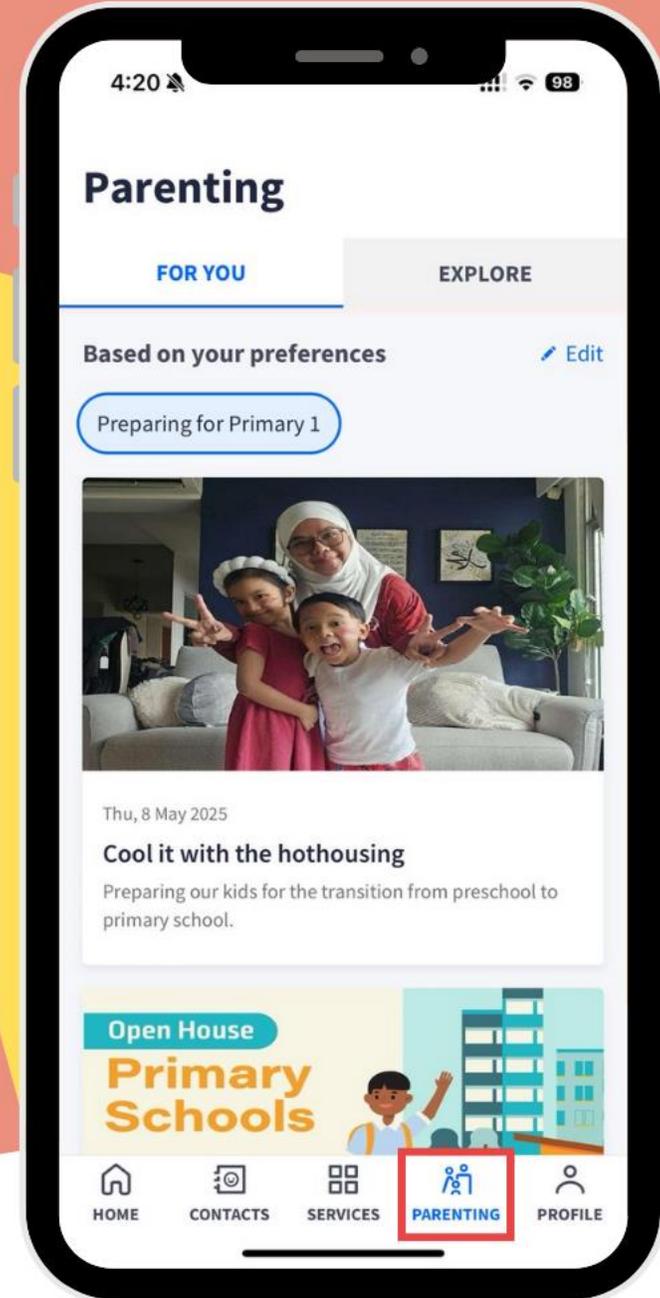
Begin your parenting journey with us

@parentingwith.moesg

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

School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**

Primary 2	Red	

- School driveway – **drop and go**

- Routines – fix the pick up point for dismissal, avoid requesting for a change at last minute

- Safety – utmost importance
  Eg Follow safety rules,
  Be punctual in picking up your child

Safety Reminders

School Zone and Enhanced School Zone

Lower speed limits in School Zones help create a safer road environment for school-going children.

Prominent "Slow" and "School" markings painted on the road

Red finishing for parts of road surfaces near school gates

Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting
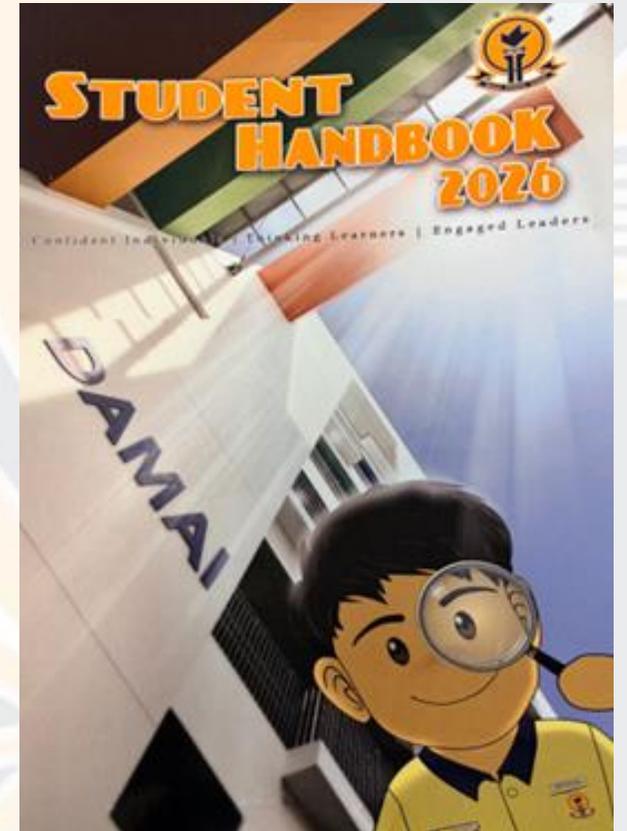
Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers

- Level-related matters – Year Heads

- School-related matters – Admin and Operation Managers / School Leaders

- School is still the <u>best point of contact</u>

- School will continue to keep you updated of information

- Do look out for any updates from school via **Parents Gateway (PG) and School Website**

Parent-Teacher Communication

- Teachers are not obliged to share their personal mobile numbers with parents

- Discuss with your child's teacher the preferred mode of communication

- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency

- Teachers may only be able to respond when they are available or on the next working day. Urgent matters, contact the General Office as teachers will not be able to respond to you immediately

School Letters to Parents

- Keep a look out for the school letters including Principal's Letters to parents

- Important information is available for parents to allow you to keep posted of the school matters
  - Through Parent Gateway (PG)
  - Keep your PG notification on

- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.

Attendance in School

- Your child's attendance in school is important and compulsory

- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.

- Plans for holidays or personal matters to be made during school holidays only

Attendance in School

- Child is unwell and needs to be absent from school
  - Supported by medical certificate from doctors
  - Covered by parents' letters/email
  - On 2nd day of self-medication and still unwell, see a doctor

- Only when your child is in school will we be able to nurture him/her

- Let's work to support your child to have a smooth transition to Primary 2

Attendance in School

- Cultivate the good habit of responsibility and punctuality
  - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
  - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly

- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school

- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

Our Focus

Damaians

- enjoy their learning

- have a strong foundation for their learning

- have good character and values

- demonstrate resilience and social-emotional well-being

- exercise self-discipline at all times

- have the dispositions to be future ready

- be My Best Self everyday
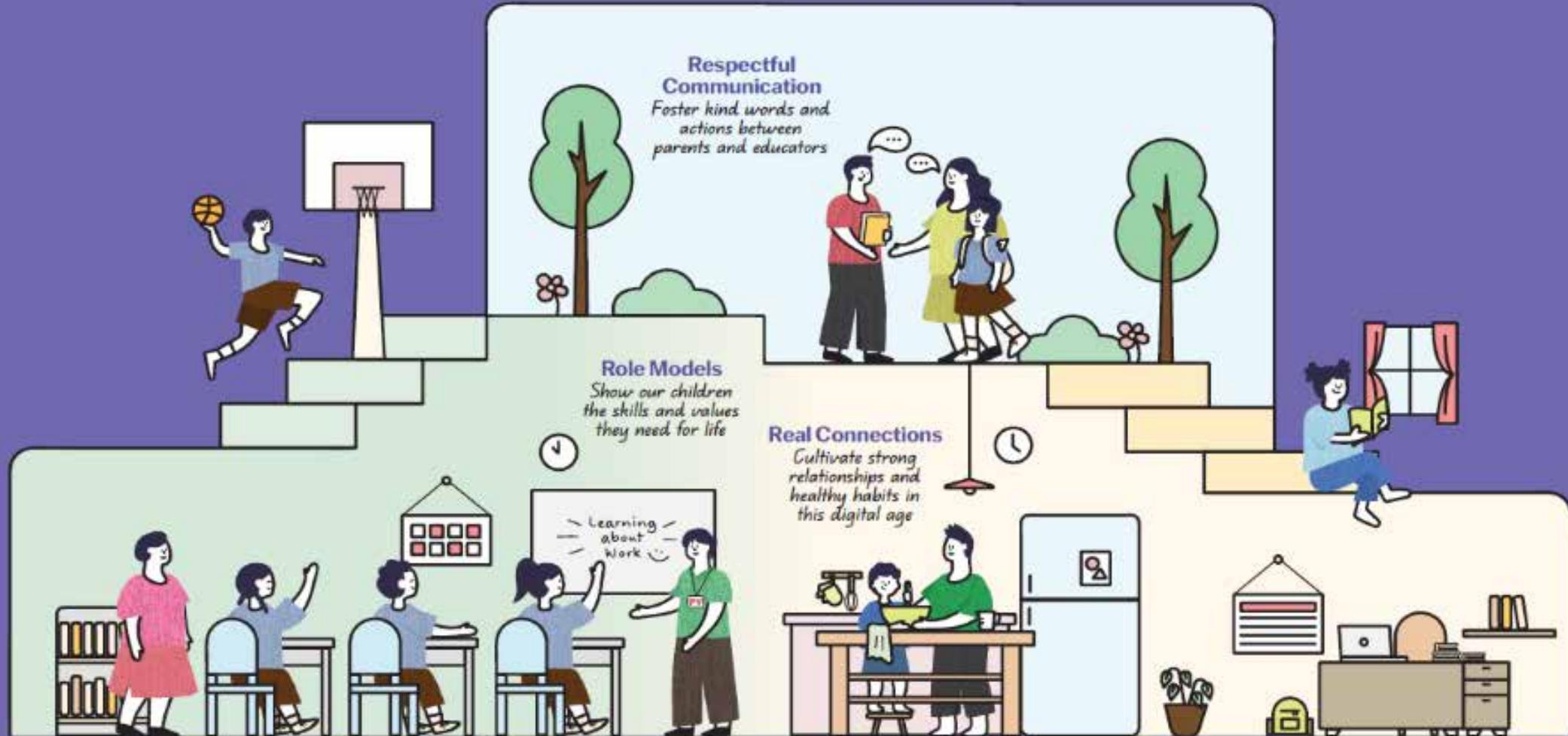
P2 Parents' Briefing

YH Sharing

Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Mrs Nadira Khan
Year Head (Lower Primary)

Year Head (Lower Primary)

Mrs Nadira Khan

Email   : nadira_abdullah@schools.gov.sg
Telephone   : 64456483
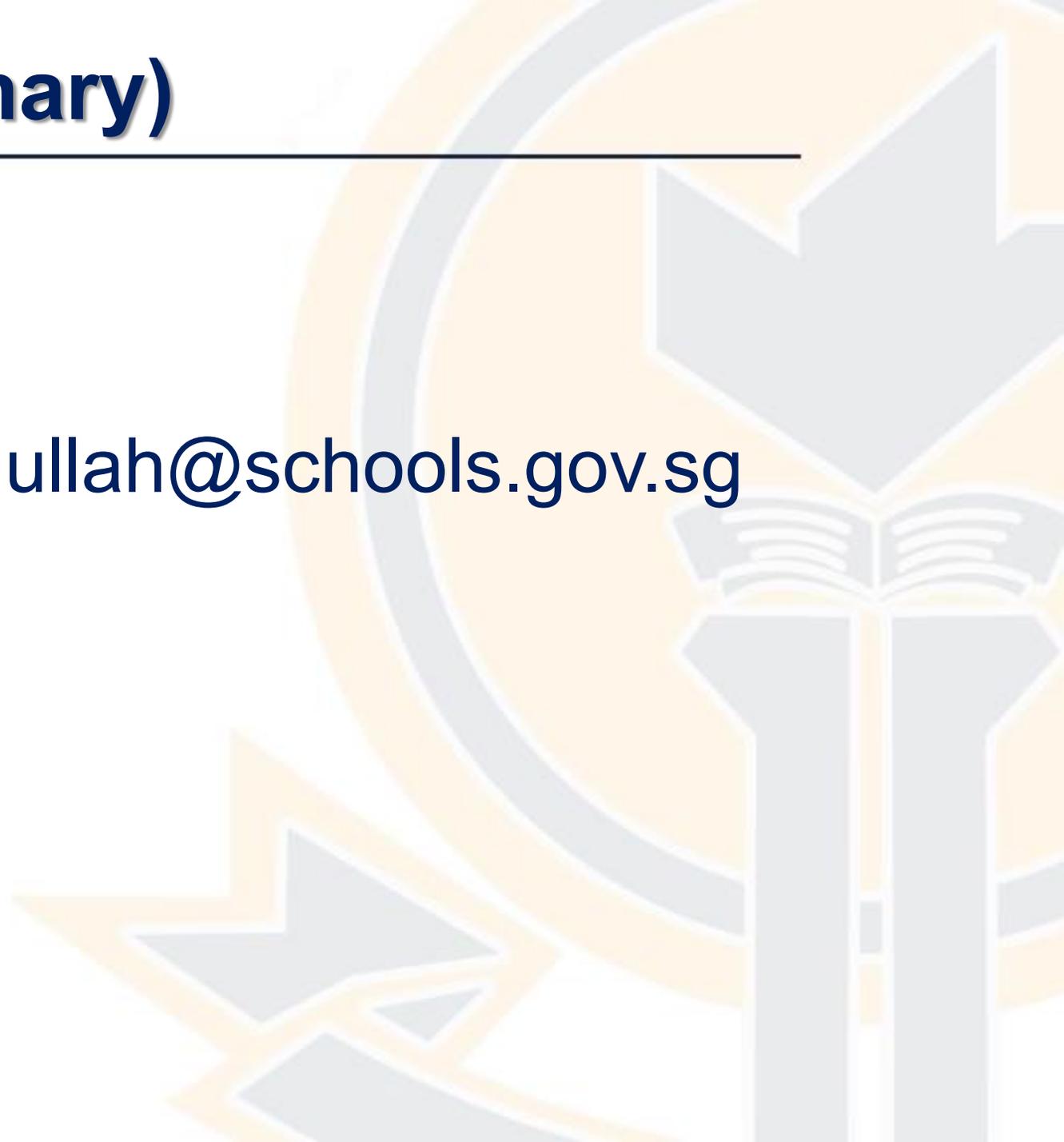
Agenda

Briefing by Year Head

- General Matters

- Assessment Matters

- Understanding Mental Health and Well-Being

- Starting School Right – Parent Kit

- School-Parent Partnership

- Upcoming Parents' Engagement

- Interaction & Briefings – Form Teachers in the Form Class
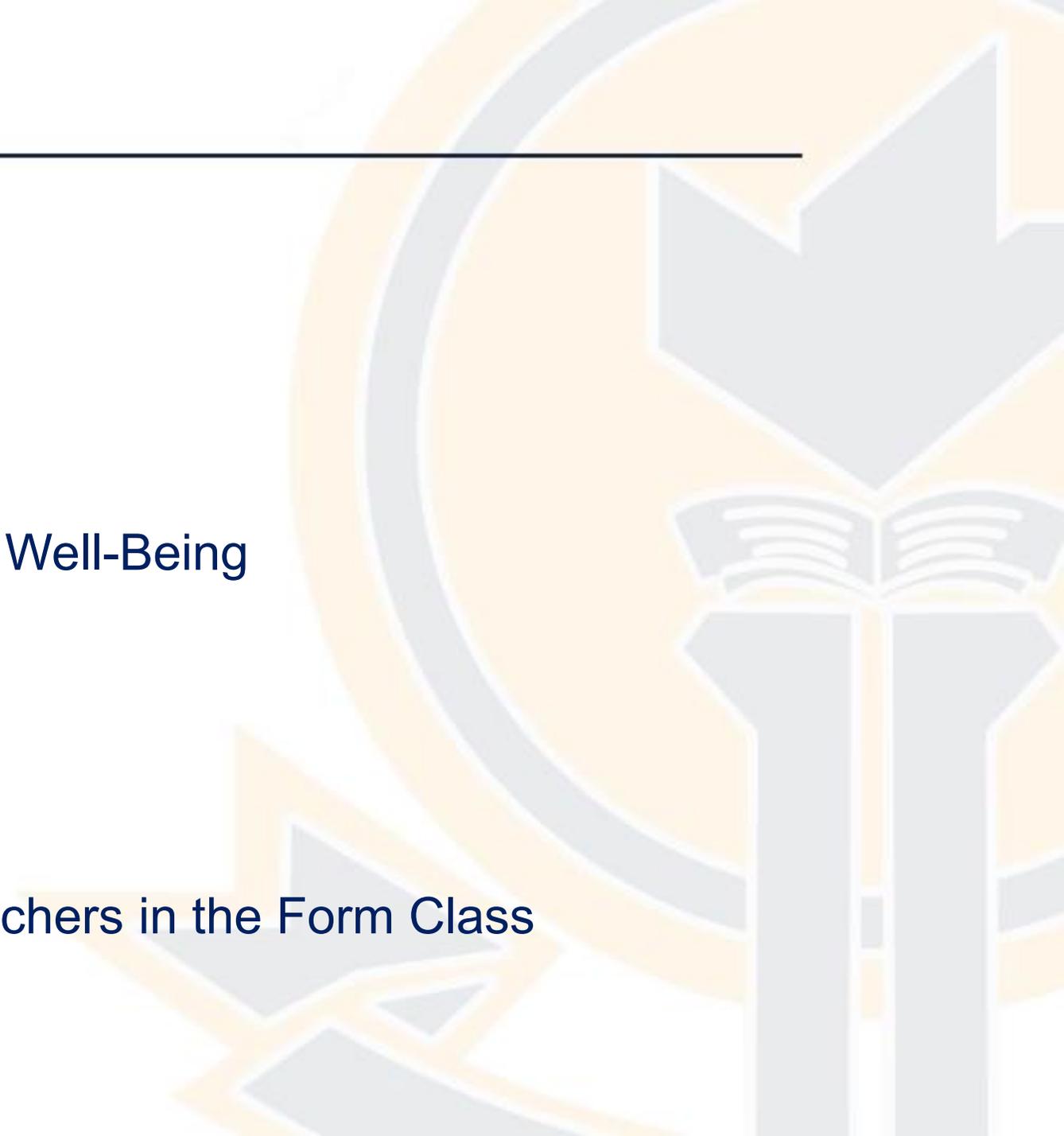
General Matters

Starting Our Year Right – Start-it Right Programme

Forming habits for the year

To help our students understand and regulate their behaviour, emotions, and thoughts.

- **Transit routines – daily, repeated behaviours**

- **Internalise expectations**

- **Respect for self and others**

Looking forward to..

- PAL Lessons – Outdoor activities, Visual Arts, Sports & Games and Performing Arts

- Mother Tongue Speech & Drama

- Learning Journey to National Orchid Garden

- Aesthetics Learning Journey to Esplanade

- Mother Tongue Fortnight

Snack Break (10 mins @ 11.20am)

- Important part of a child's diet
- Manage hunger and fill nutrients gaps
- Boost well-being

Choose something which is healthy, simple and fast to prepare!

Reminder for updating Student Details via SDF Portal

https://pg.moe.edu.sg/forms/sdf

Medical Declaration on SDF Portal

- Parents will be required to write a letter or email to Form Teachers if inhaler is no longer required for asthma declared on SDF
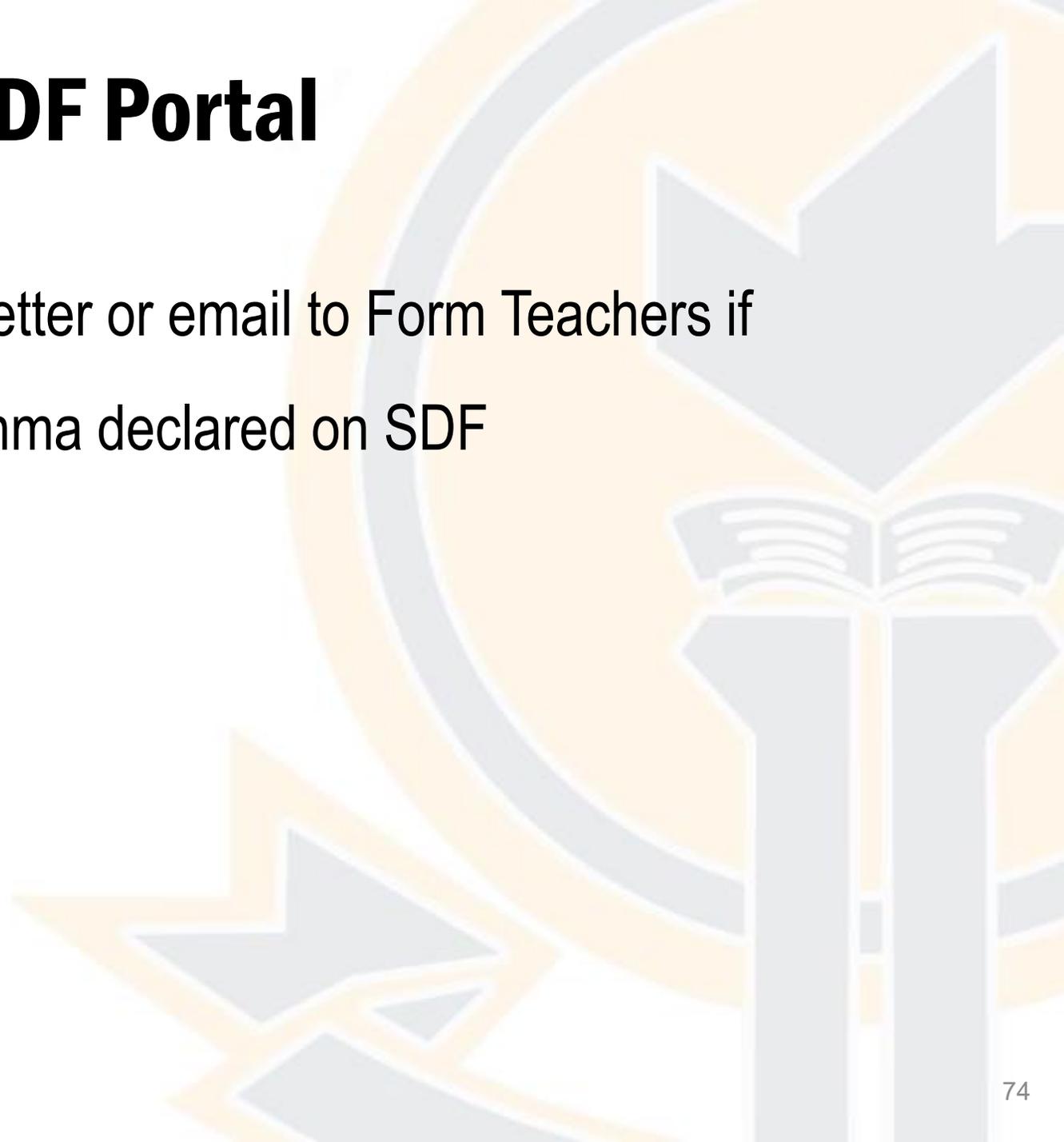
Student Absence feature on Parents Gateway

Submit child's reason for absence after receiving notification (1/3)
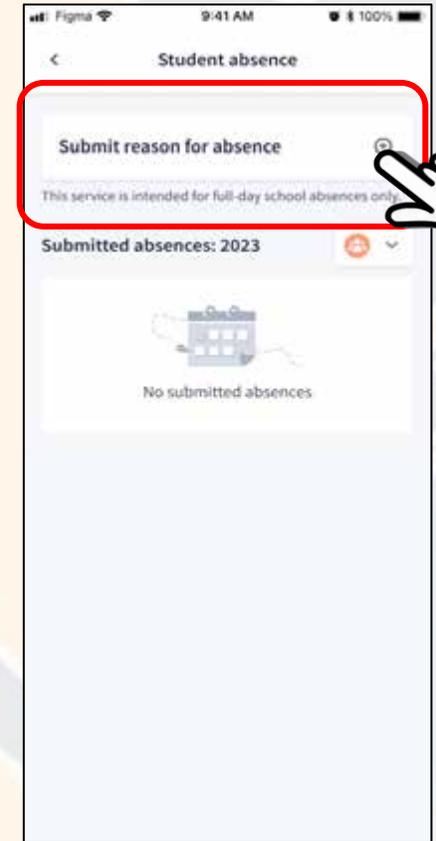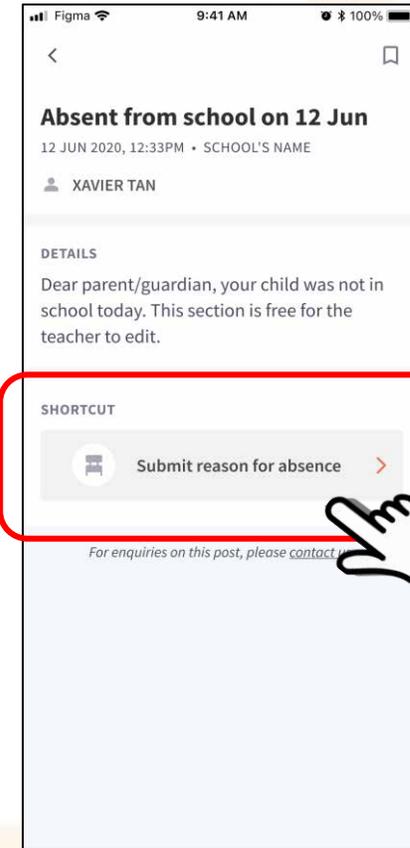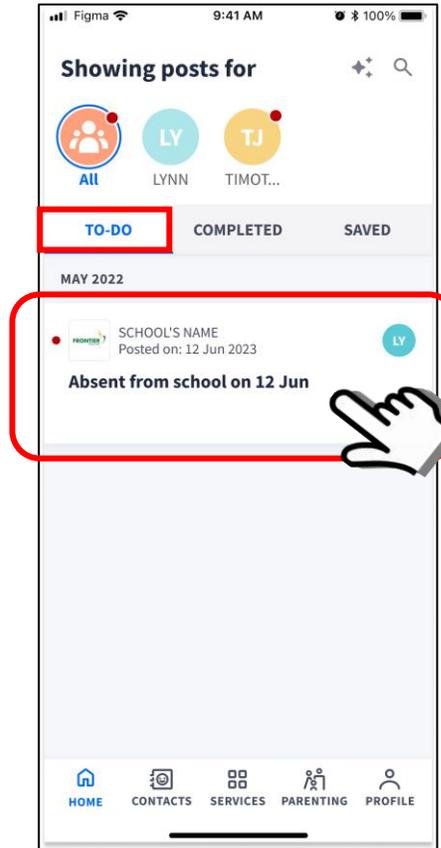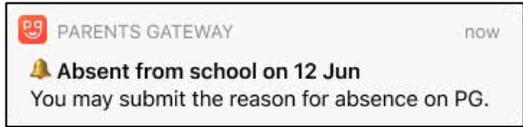
1. Parents will receive notification from school. Click on notification to go to PG app

2. Click on the absence notification under "TO-DO" tab

3. Click on "Submit reason for absence" in the details page.

4. Click on the "+" to add submission

Copyright © Ministry of Education, Singapore.

Submit child's reason for absence after receiving notification (2/3)

5. Select the child you are submitting the reason for.

6. Click on "Next" to input absence details.

7. Click on box to activate calendar for selection of date.

Submit child's reason for absence after receiving notification (3/3)
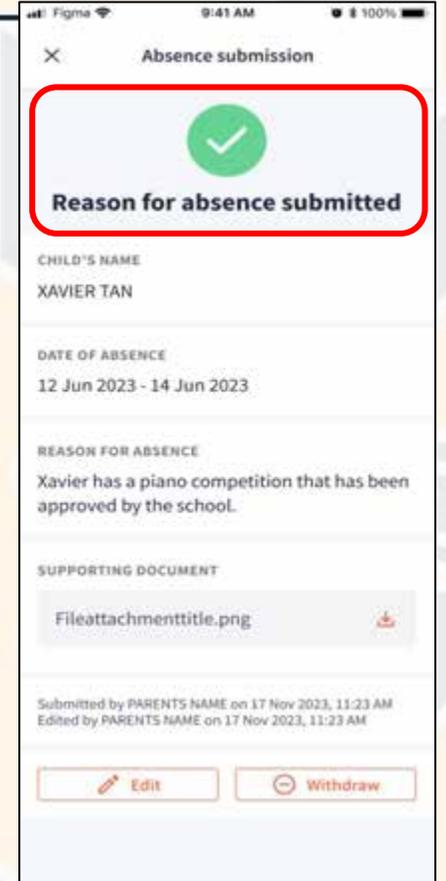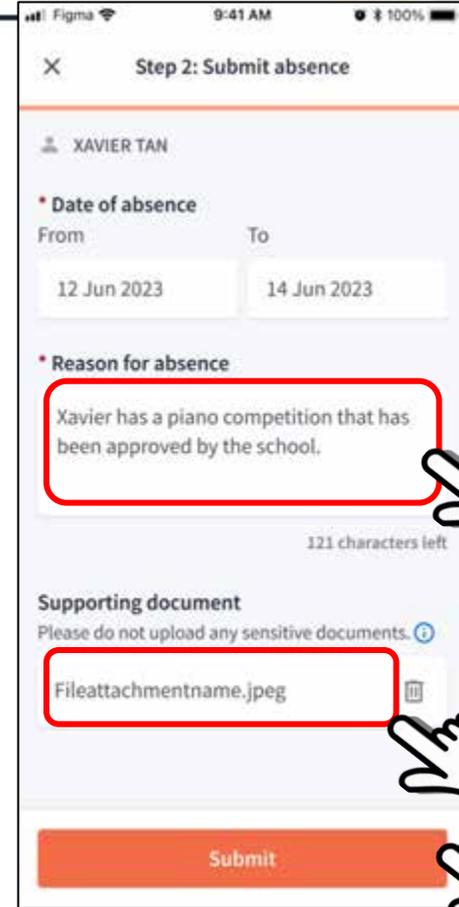
8. Select the date(s) of absence.

9. Select reason for absence.

10. a) Type in reason for absence.
    b) Upload medical certificate/ relevant documents[1].
    c) Click on "Submit".

11. You will see a ✓ once your submission is successful.

[1] Do not upload documents that are sensitive in nature (detailed medical records, court documents, etc.)

Parent to submit absence without prompt from school
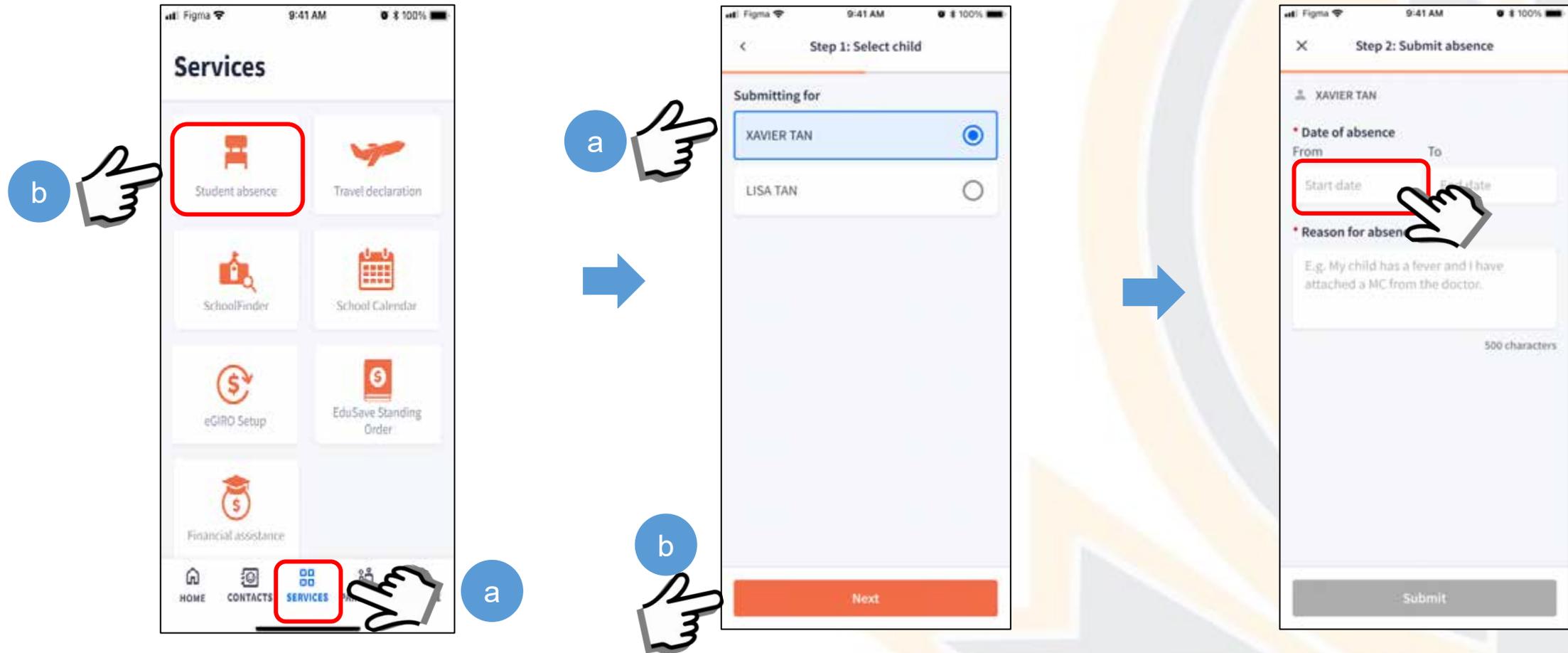
1. a) Go to "SERVICES" tab.
   b) Click on "Student absence"

2. a) Select your child's name
   b) Click on "Next"

3. Click on box to activate calendar for selection of date.