

# 2024 Briefing for P2 Parents





**Mrs Diana Ho**  
**Year Head of**  
**Lower Primary**

# Introduction to Year Head and Assistant Year Head

**Miss Julie Hong**  
**Assistant Year Head of**  
**Lower Primary(Covering)**



## Agenda

### Time

### Items

### Personnel

9.15am – 10.15am

- Introduction  
Mrs Diana Ho (YH/Lower Pr)
- Welcome Address  
Ms Pearly Ng (Principal)
- Sharing on Cyber Wellness  
Mr Jevon  
(SH/Student Wellbeing)
- Sharing on Discipline Matters  
Mr Wong Yew Kuan  
(HOD/Student Management)
- Sharing on Higher MTL in  
Middle Primary  
Mr Yeo Chee Wee  
(HOD/Mother Tongue Language)
- Sharing on P2 CCA Fair  
Mr A'srie  
(HOD/PE and CCA)



# Welcome Address

**Ms Pearly Ng  
Principal**

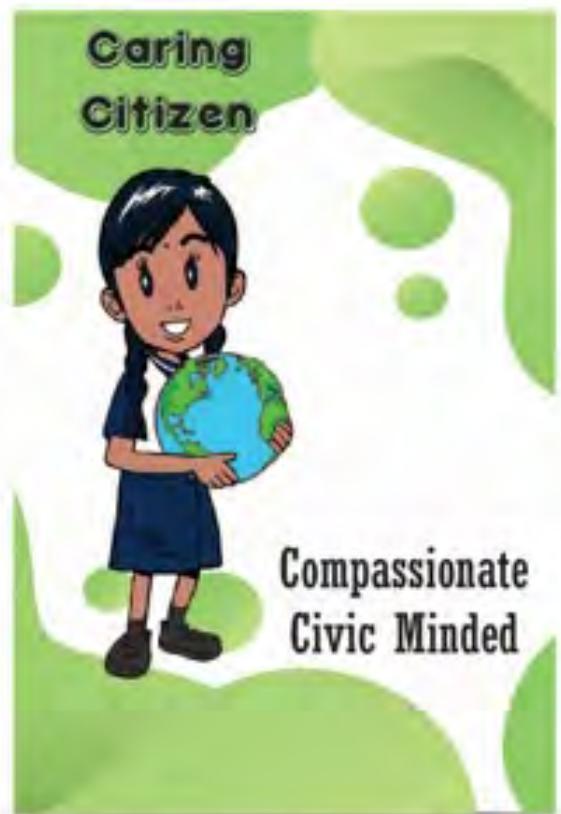


A close-up, low-angle shot of a group of people's hands coming together in a circular motion, palm up. The hands belong to diverse individuals of different ages and skin tones. The background is blurred, showing more people in what appears to be a conference room or a large hall.

With gratitude

Building Positive Relationships

# Queenstowner Outcomes (QtOs)

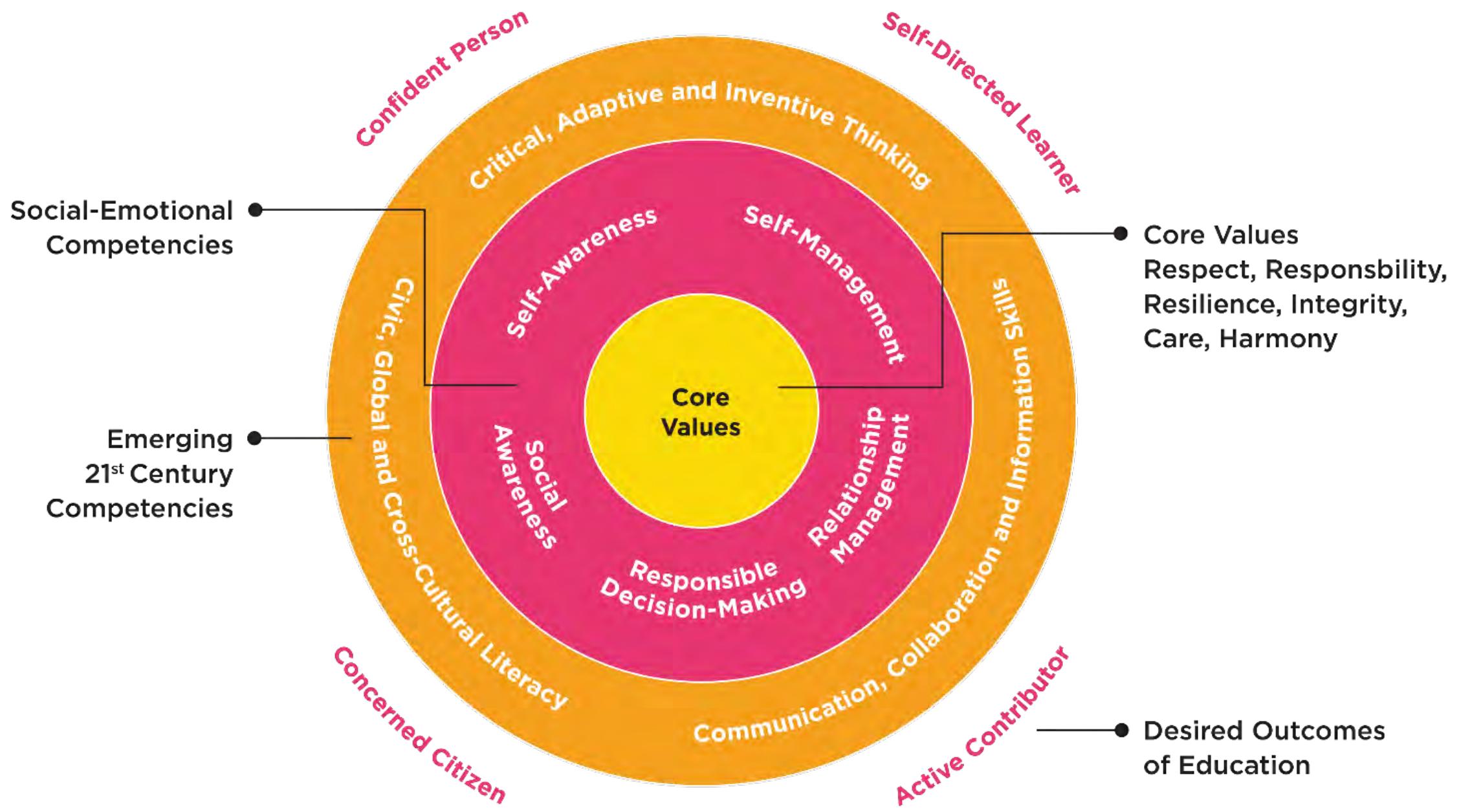


Respect

Integrity

Resilience

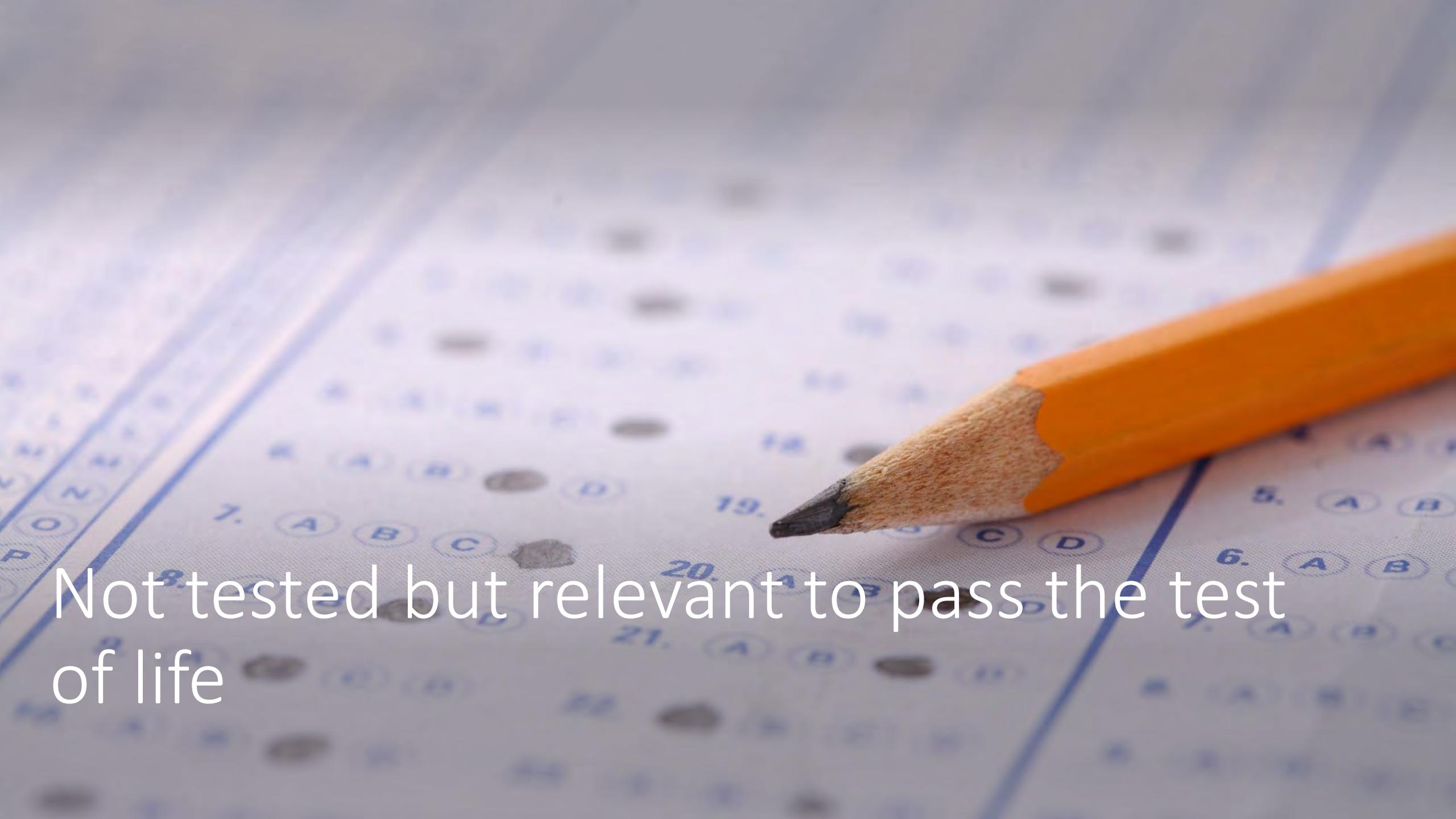
Gratitude





What questions do you ask your child?

Not tested but relevant to pass the test  
of life

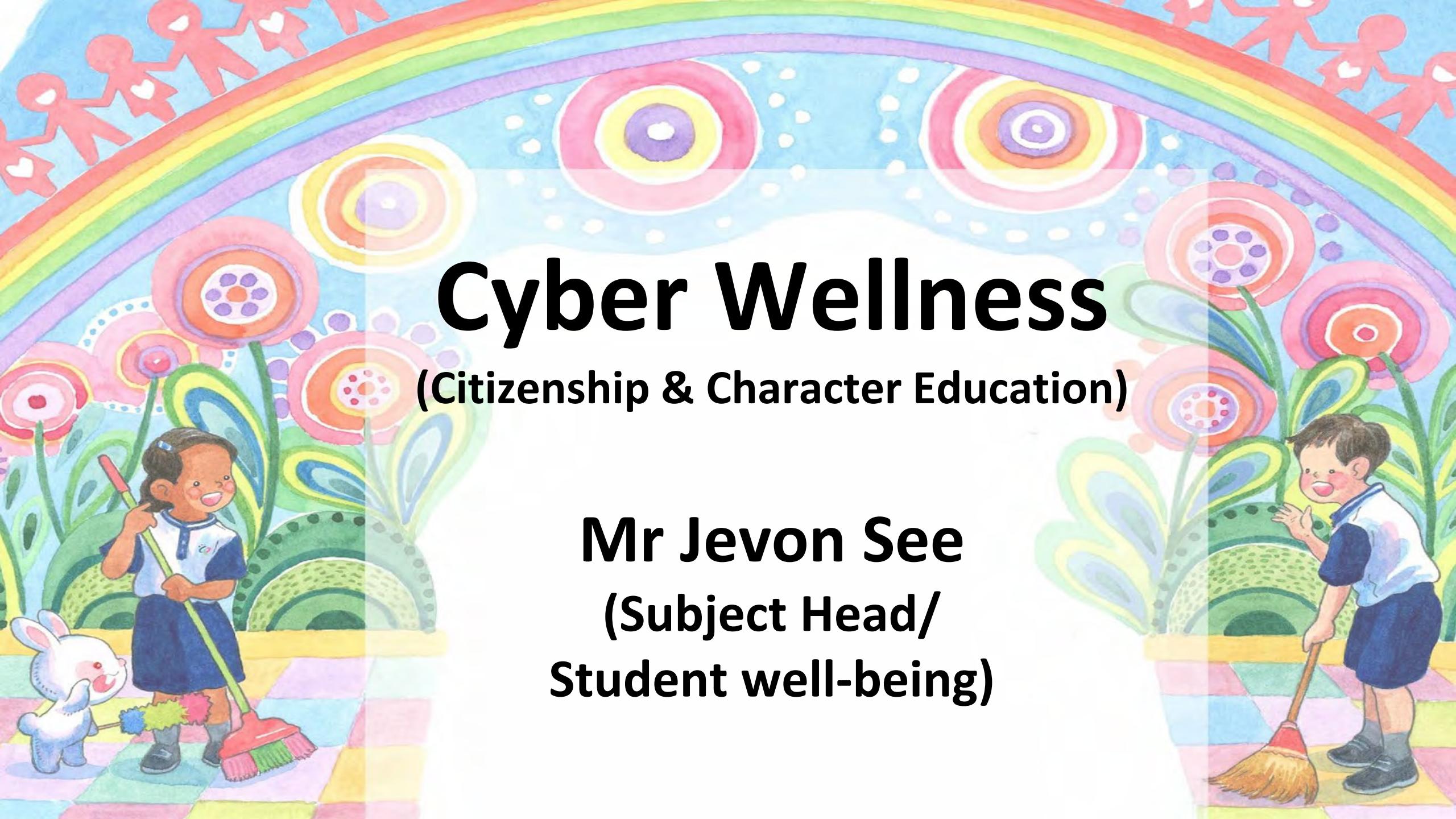




# Curriculum Time is precious

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# **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>

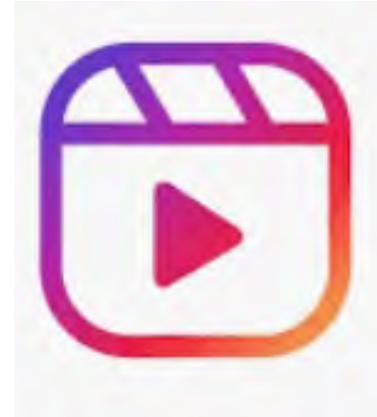
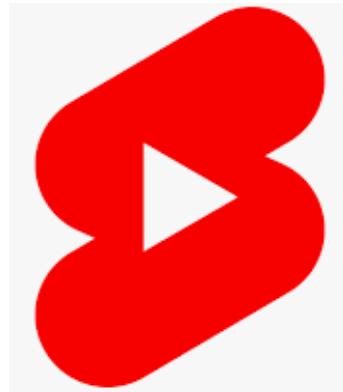
- Cyber Wellness in Character and Citizenship Education (CCE) focuses on the **well-being of our students** as they navigate cyberspace.
- Equip students with the knowledge and skills to harness the **power of ICT** for **positive purposes**, maintain a **positive presence** in cyberspace and be **safe 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.

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

## 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

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://doi.org/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



## Family Activities

Together with your family, conduct an online search on yourself to see what your digital footprints are! Share how your family can avoid leaving negative digital footprints using **T.H.I.N.K.**

We did this 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

# 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

• 3 <sup>rd</sup> time late	• <u>White letter of advice</u>
• 6 <sup>th</sup> time late	<ul style="list-style-type: none"><li>• <u>Yellow letter of advice</u></li><li>• Student will serve <u>one recess detention to write a reflection.</u></li></ul>

## In a semester

• 3 Yellow letters or late more than 18 times, whichever comes first	• “Fair” Conduct Grade for the semester
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# 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.

# ATTIRE AND APPEARANCE

- All schools prescribe uniforms and guidelines for grooming.

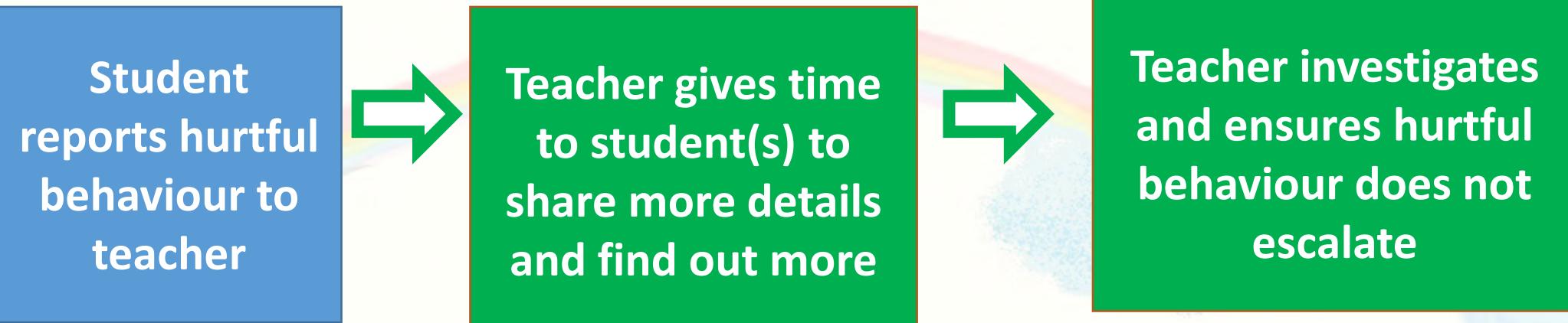
## In QtPS

- Look smart and foster a collective spirit and pride.
- Minimise visible distinctions and distractions based on appearance.
- Inculcate a sense of discipline and order; a standardised dress code fosters a more focused atmosphere and promotes a conducive learning environment.

## **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



- 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 continues 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.

# Thank You

# HIGHER MOTHER TONGUE CURRICULUM IN MID LEVELS (P3 & P4)

**Mr Yeo Chee Wee**  
**Head of Department**  
**Mother Tongue Language**

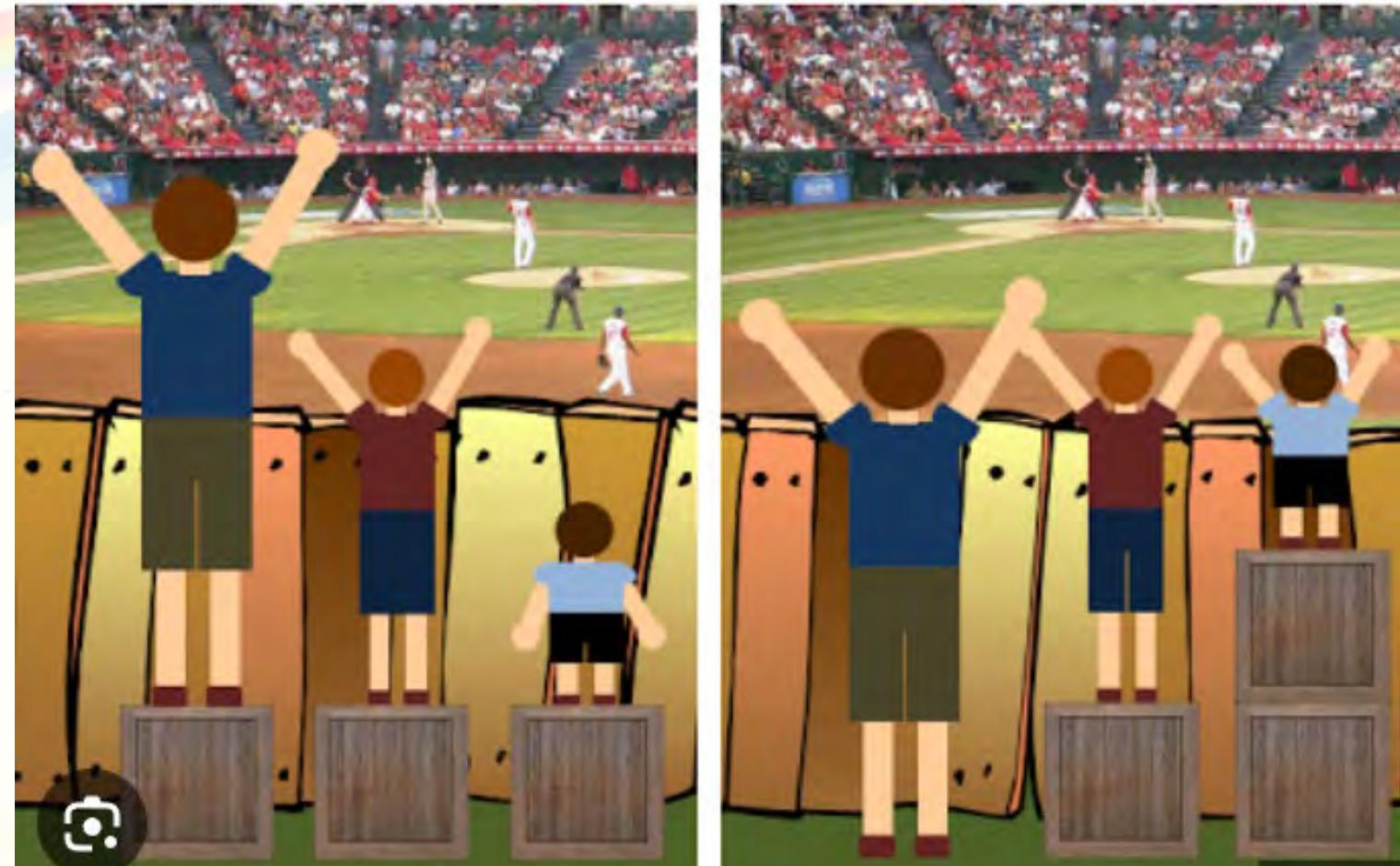


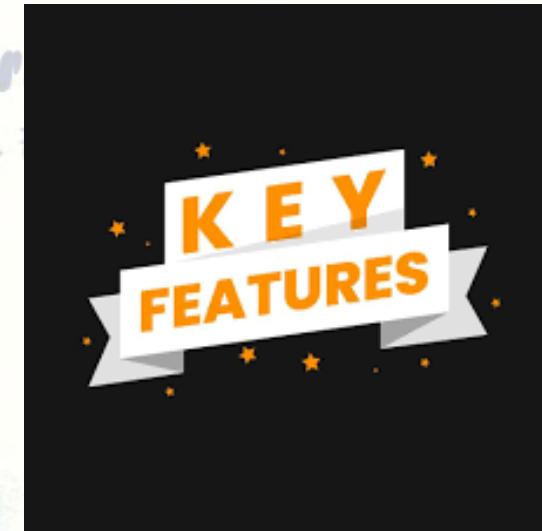


# AGENDA

- Intent of HMTL
- Key Features
- Key Considerations
- Identification Process
- Common Questions

# Intent of HMTL: Differentiated needs of learners





- Using of HMTL Textbooks
- Enhanced Cultural Content
- Focus of Teaching
- Extended Curriculum Hour

# Extended Curriculum Hour

- **EVERY WEDNESDAYS (2024)**

- **1.45pm - 2.45pm**

- As one additional hour of lessons will be inserted into the curriculum, students need to make alternative arrangements if the lessons clash with his/her afternoon activities.

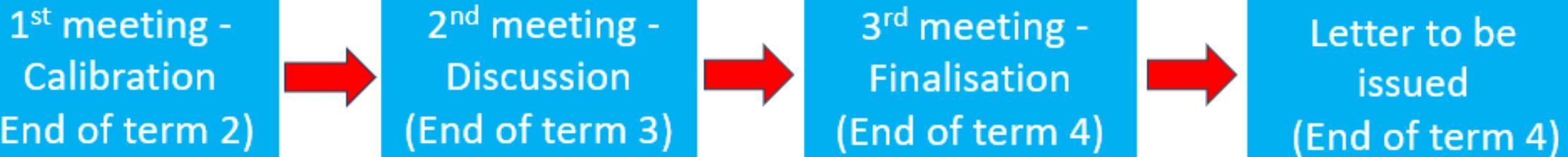




## Key Considerations

- **Strong in Language Foundation**
  - Not only Listening and Speaking but also Writing and Word Recognition (daily observations by teachers)
- **Learning Behaviours and Attitude**
  - - Submitting homework on time
  - - Participating actively in class activities
  - - Handing in quality assignments
  - - Showing interest in the subject
- **Abilities to Cope**
  - - New Subject – Science
  - - CCA

# Identification Process



# 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?

# Thank You

# P2 CCA Fair

Mr A'srie  
Head of Department  
PE and CCA



**Why should my child join a CCA?**

**How does the school support my  
child in selecting a CCA?**



# School of the 21<sup>st</sup> Century, Committed to providing a *Holistic Education* to all students

Confident  
Individual



Positive thinker  
Self-Assured

Critical  
Thinker



Problem Solver  
Reflective

Caring  
Citizen



Compassionate  
Civic Minded

Effective  
Leader



Good Communicator  
Team Player



# Goals of CCA

Character  
Development



Student  
Wellbeing



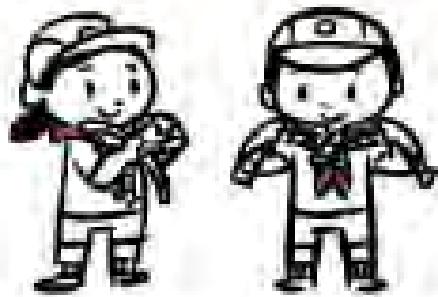
Student  
Achievement



# Our students have different **interests**, **strengths** and **areas to develop**



## Co-Curricular Activities (CCAs)



uniformed Groups

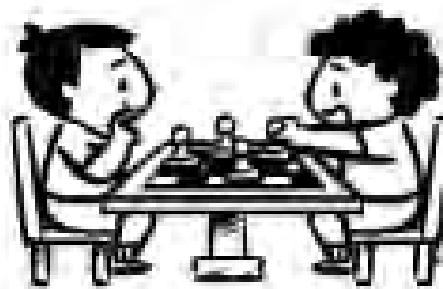


Visual and  
Performing  
Arts



Physical  
Sports

Clubs and  
Societies



# Sports



Badminton



Football



Swimming



Basketball



Softball



# Performing Arts



Chinese Dance



Indian Dance



Malay Dance



International Dance



Choir



Drama Club

# Clubs & Uniformed Groups



InfoComm Club



International Chess Club



Science & Green Club



Visual Art Club



Weiqi Club



Boys' Brigade



Girls' Brigade

# CCA Selection Process (Semester 2)

01

## Preference Survey

Select 3 CCAs from each category

1. Sports
2. Clubs
3. Performing Arts & Uniform Groups

02

## P2 CCA Fair (2 days)

Experience the CCAs that students are allocated to.

Learn about the various CCAs

03



# CCA Selection Process (Semester 2)

01

## Preference Survey

Select 3 CCAs from each category

1. Sports
2. Clubs
3. Performing Arts & Uniform Groups

02

## P2 CCA Fair (2 days)

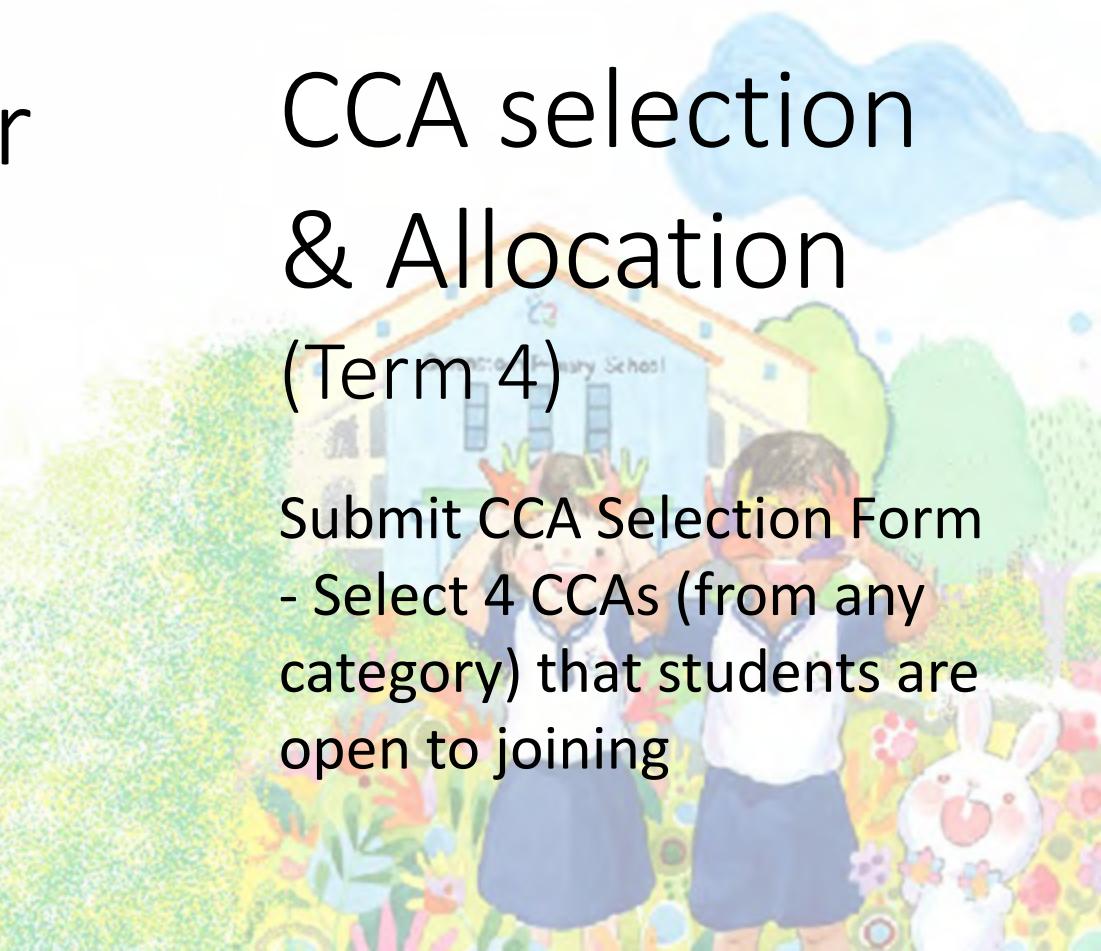
Experience the CCAs that students are allocated to

Learn about the various CCAs

03

## CCA selection & Allocation (Term 4)

Submit CCA Selection Form  
- Select 4 CCAs (from any category) that students are open to joining

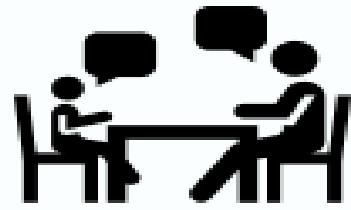


# How do I help my child?

Interests  
and goals

Being open  
minded

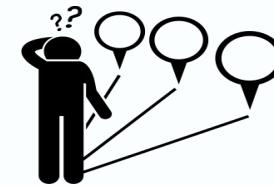
P2 CCA Fair



Motivation



Curiosity



Decision Making

**Thank you  
for attending  
our briefing session**

