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# P3 & P4 Parents' Information Day 2026



**ST JOSEPH'S INSTITUTION JUNIOR**

*A Lasallian School of the De La Salle Brothers*



# P3 & P4 Level Outcomes

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## SJIJ Level Outcomes



Thoughtful and  
emphathetic

Being thoughtful and reflective  
Showing empathy and seeking  
first to understand others



Share views  
respectfully

Confidence in speaking and  
sharing views respectfully  
Thinking win-win



Proactively help  
my peers and  
juniors

Being a peer supporter  
Include each other  
Lead as excellent role models

# P3 & P4 Level Expectations

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- Our focus this year is **not just on academics**, but on **building a community of support** where every child **feels safe to grow, to make mistakes, and discovers his potential**.
- Work hard! Try your best in everything you do.

# P3 & P4 Level Expectations

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- Be a **good example**, showing others how to behave the RIGHT WAY!
- Be a **good friend** and help others – work with your friends to fix a problem.
- Be ready to bring the best of you to your community and in school.

**Be proud of being a Josephian!**

# A Typical School Day for P3/P4 Pupil

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Arrival and Morning Assembly	Hall / Classroom (Wed – Hall)	7.20 am Bring a book to read
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Snack Break		8.30 am in class (P4) 12 noon in class (P3)
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Recess	School Canteen	
	P3	9.30 – 10 am
	P4	10 – 10.30 am

Dismissal		1.30pm
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# Creating a Supportive Home

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A stressed mind cannot learn effectively. Let's prioritize:

- **Sleep:** Aim for 9-10 hours. It's when the brain cements learning!
- **Play:** Unstructured time is vital for creativity and decompressing.

# Creating a Supportive Home

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- **Provide conducive environment:** Set up a quiet, comfy study space.
- **Establish a routine:** Help your child stick to a study schedule.
- **Be involved, not intrusive:** Check progress without nagging.

# Creating a Supportive Home

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- **Encourage breaks and self-care:** Balance study with rest and activities.
- **Communicate with teachers:** Stay updated on your child's performance.



# Creating a Supportive Home

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- **Safe Harbour:** Make home a place where they can relax and be themselves after a long day.
- **Connect Daily:** Ask "What was the best part of your day?" instead of just "Do you have homework?"
- **Celebrate Effort:** Praise the hard work they put in, not just the marks they get back.

## *How can we help our boys achieve their goals?*

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Your child is never alone in school.

- **Form Teachers:** The first line of care. We check in daily.
- **School Counsellors:** A listening ear for any worries, big or small.

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# Important Events of 2026



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## Assessment and important dates

Dates	Events
Term 1 Term 2 (4- 8 May) Term 3 (17 – 21 Aug) Term 4 (26 – 30 Oct)	No Weighted Assessment Weighted Assessment Weighted Assessment End of Year Assessment
Term 2 Week 1 Fri Lasallian Staff training day	Home Based Learning



# Assessment Policy & Guidelines

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- Any student who is **absent** for ALL **examination** papers will need to produce a **medical certificate** from a doctor in order for the teacher to key in '**VR**' (Valid Reason) in the report book.
- Medical certificates must be obtained from a medical practitioner registered with the Singapore Medical Council or from a dental practitioner registered with the Singapore Dental Council.
- Handwritten letters by parents will **not** be accepted.



# PARENT-TEACHER MEETING (PTM)

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**To meet Form & Co-Form Teachers  
(booking system)**

**Monday 18 May 2026**  
**Tuesday 19 May 2026**



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# We value your partnership to raise a *‘Happy, Kind, and Confident Generation Together’.*

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**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# Respectful Communication

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*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



Listen to and understand each other's perspectives and concerns regarding your child



Communicate kindly and respectfully with one another





# Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

# 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

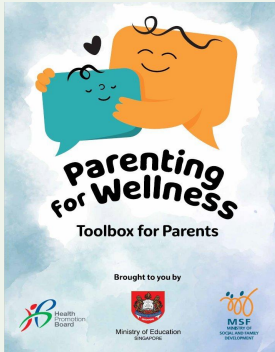
Teach children to recognise and communicate their emotions effectively

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



# Providing a safe space for conversations

## Tips taken from Parenting For Wellness Toolkit (p.11)



*This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.*

### ✓ Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

### 🗨️ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.  
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

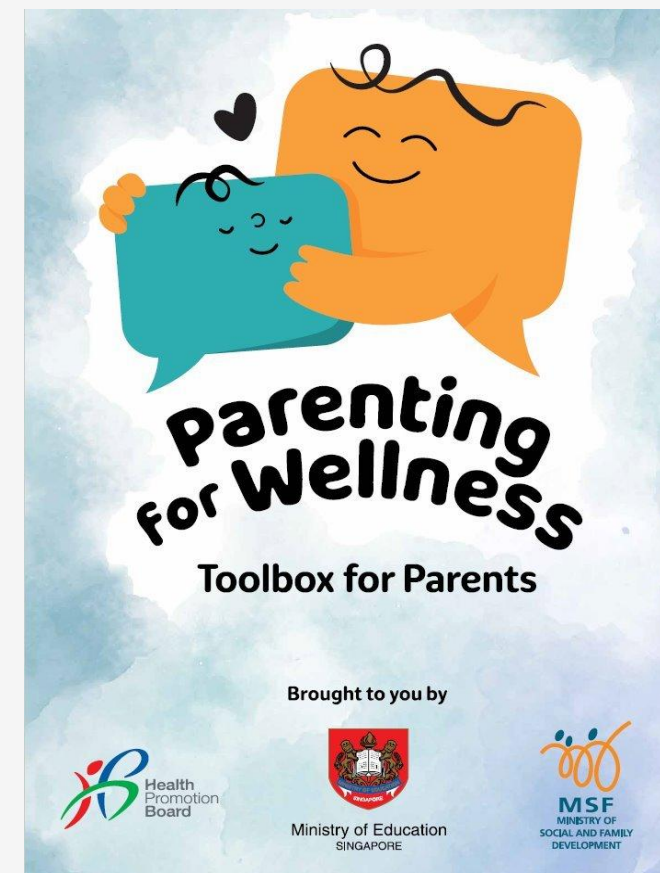


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



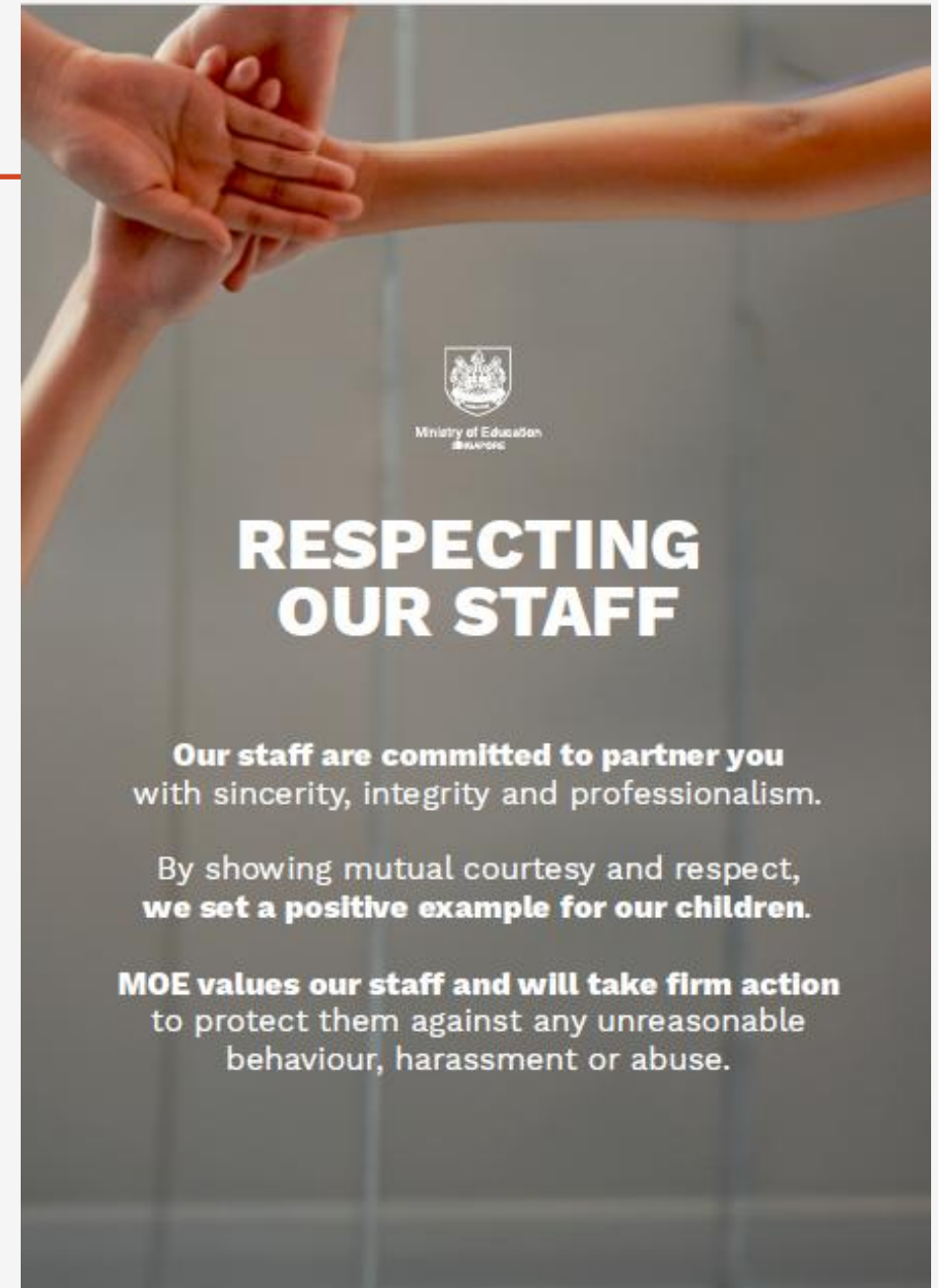
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# Borrowed Shoes Theory

# Engagement Charter

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- 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.





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# Together, let's make 2026 a memorable year.

- Firm and lasting friendships
- New habits that enrich
- Pride in achievements
- Gratitude for opportunities given



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# Thank You!

Do help to keep the chairs to the left side of the hall. (on your left)