

# Primary 3 Parents' Briefing Principal's Address

22 January 2026



**Damai Primary School**

**Confident Individuals | Thinking Learners | Engaged Leaders**

# Welcome To All Parents

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



# Agenda

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7	Principal's Briefing	Year Head's Briefing
1.	Introduction of School Personnel	1. Start It Right
2.	School Vision, Mission and Values	2. Level Programmes
3.	Parents - Partners in Education	3. Academic and Assessment Matters
4.	Holistic Assessment	4. School-Parent Partnership
5.	Other Important Matters	

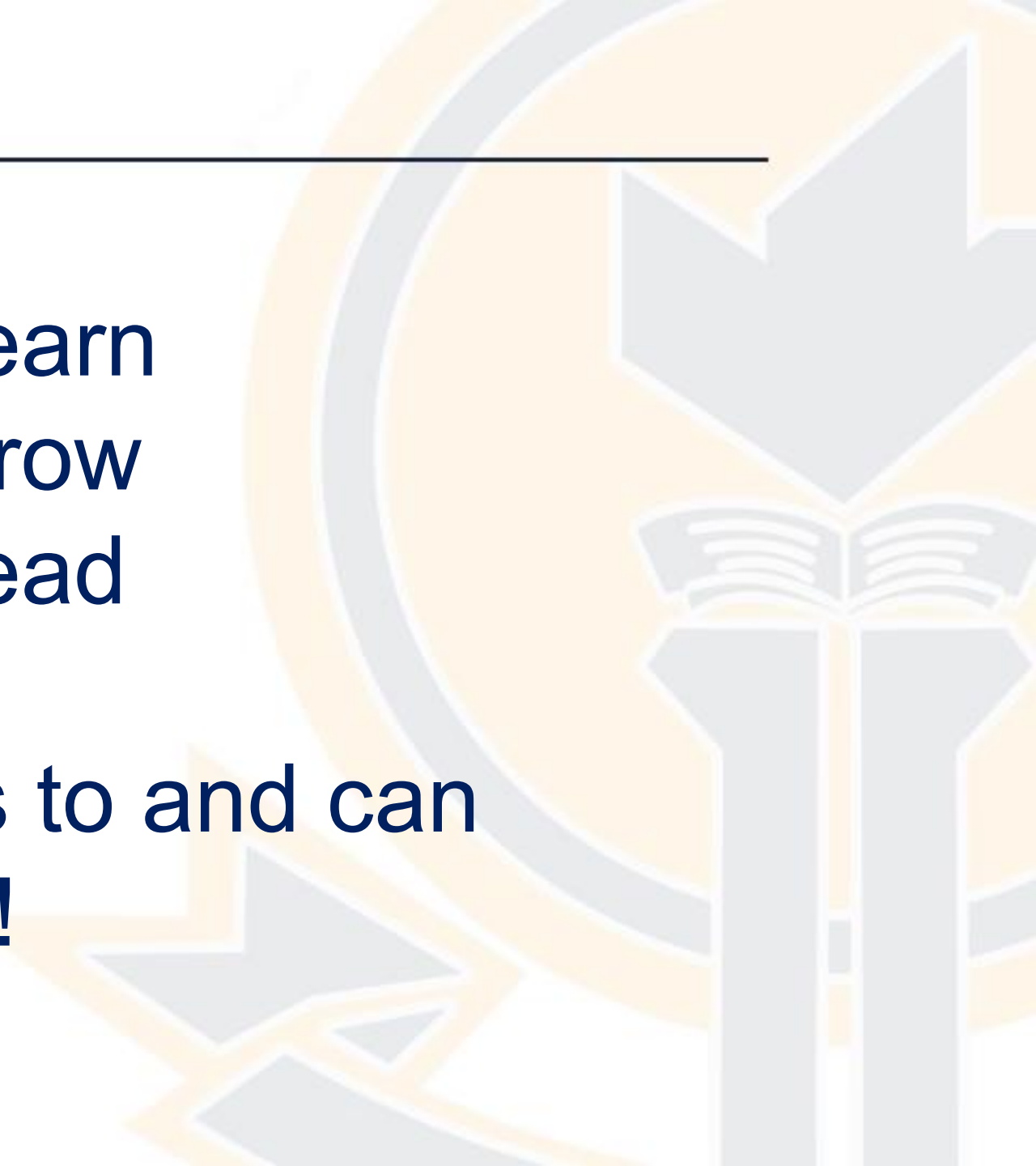
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# OUR CORE BELIEF

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

Every Student wants to and can  
**Succeed!**



# Our Vision

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**Confident Individuals**  
**Thinking Learners**  
**Engaged Leaders**





# Our Vision

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



# **OUR MISSION**

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



# Our **SPARK** Values

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**S**incerity to self and others

**P**assion for learning

**A**spiration to succeed

**R**esilience in life

**K**indness to all





# Our **SPARK** Values

Every Damaian has *self-discipline* to uphold our **SPARK** values

**S**incerity to self and others

Honesty  
Care  
Respect

**P**assion for learning

Responsibility  
Self-directedness  
Curiosity

**A**spiration to succeed

Commitment  
Seek to Improve

**R**esilience in life

Perseverance  
Adaptability

**K**indness to all

Helpful  
Empathy



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

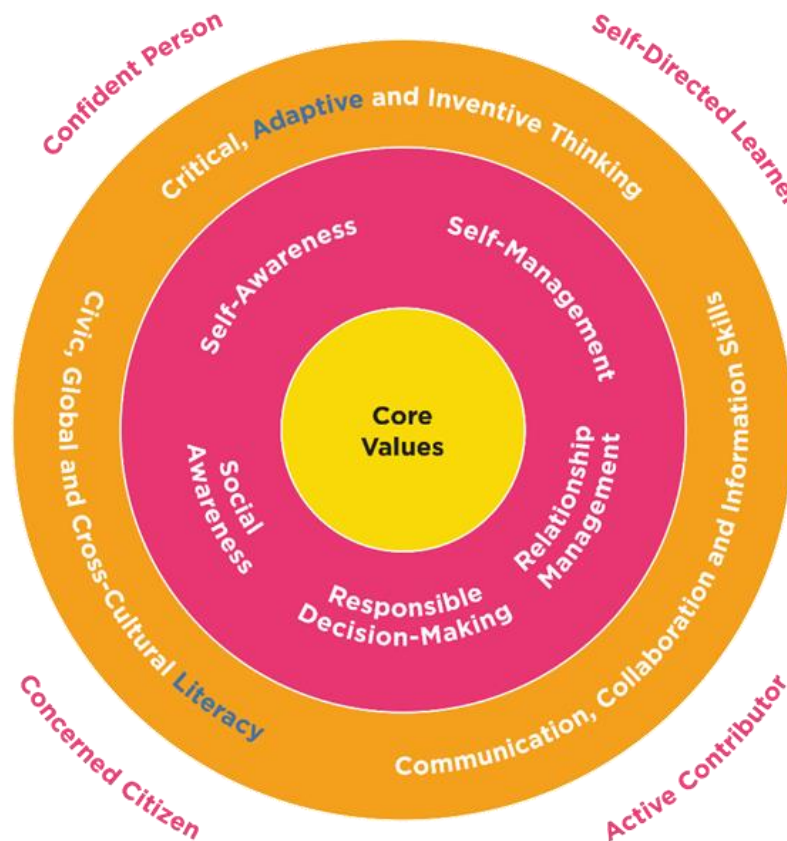
The DOEs are attributes that would enable our students to create, connect and contribute.

## 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

## 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



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## 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

## 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

## Nationally, these 4 E21CC will be prioritised.

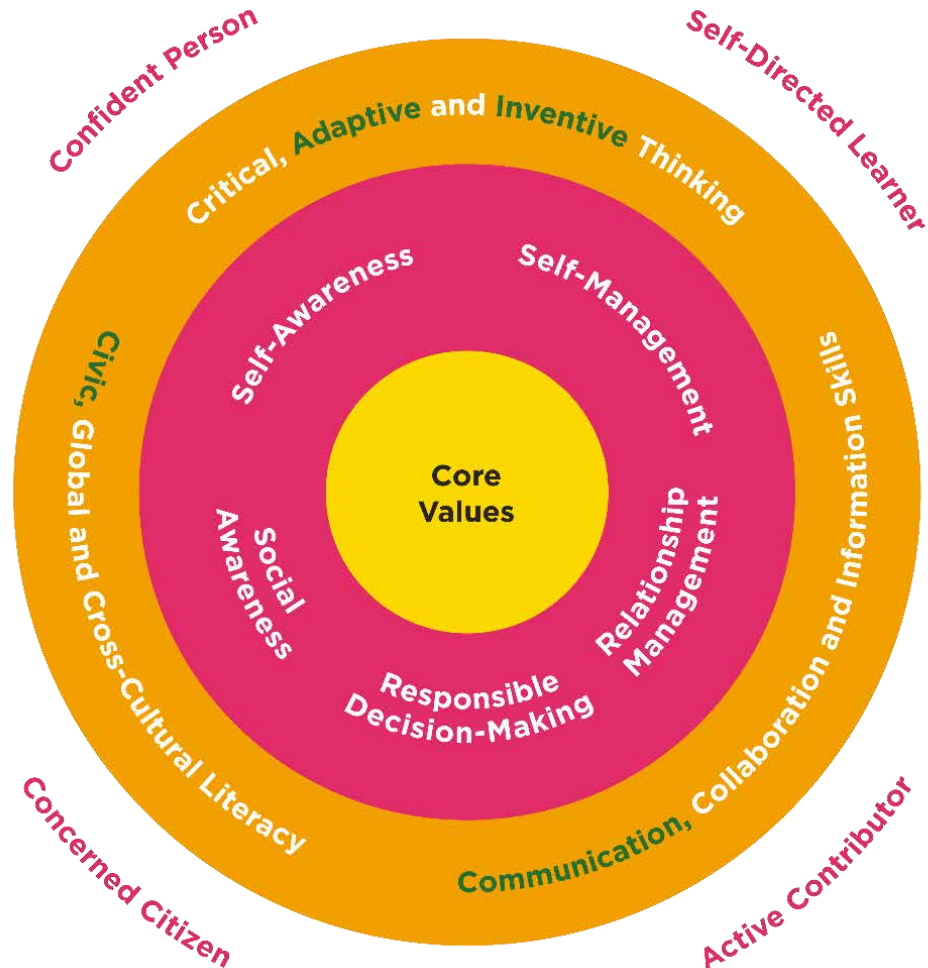
As a school, E21CC will be developed through our programmes and curriculum.

### 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

# 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 Unacceptable 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 and 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

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- 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

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- 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

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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?



# Cyber Wellness

It's more than saying no to devices.

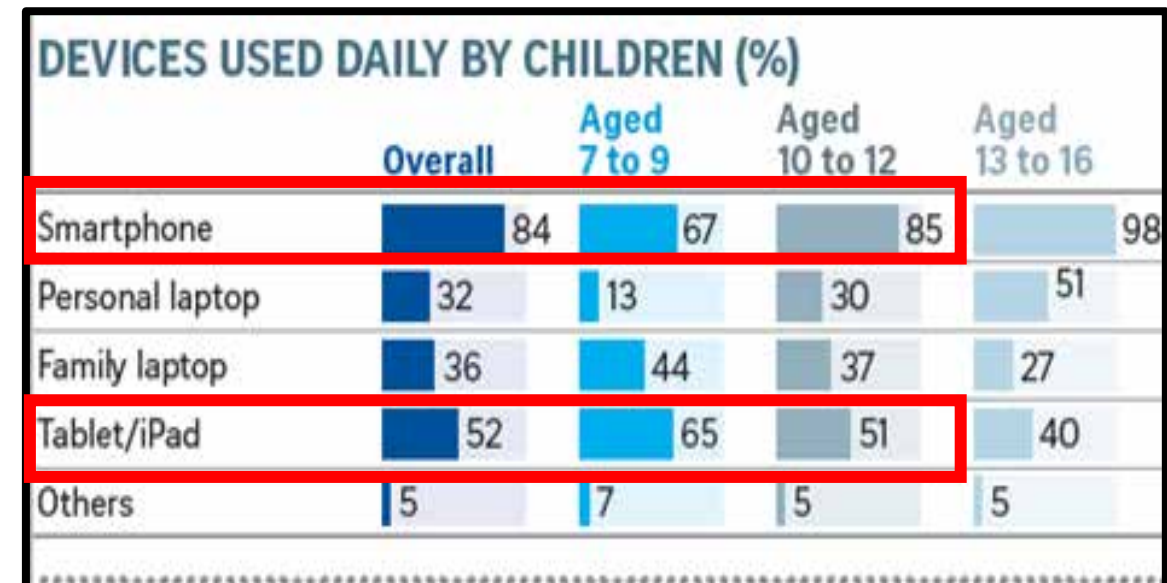
# Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.



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

CURRENT REALITY  
**Two-thirds of these children use a smartphone and/or a tablet/iPad daily.**





## 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**.

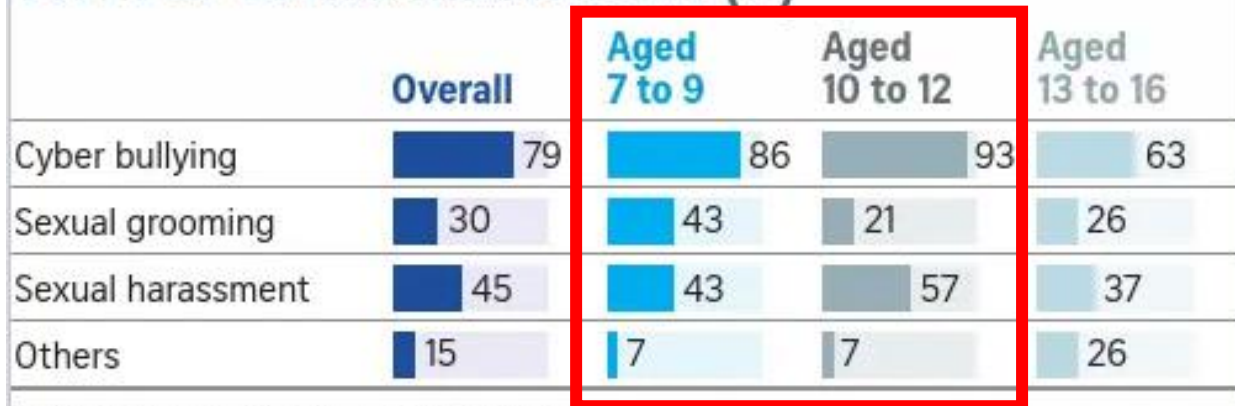
Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

## 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 (%)



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)



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.

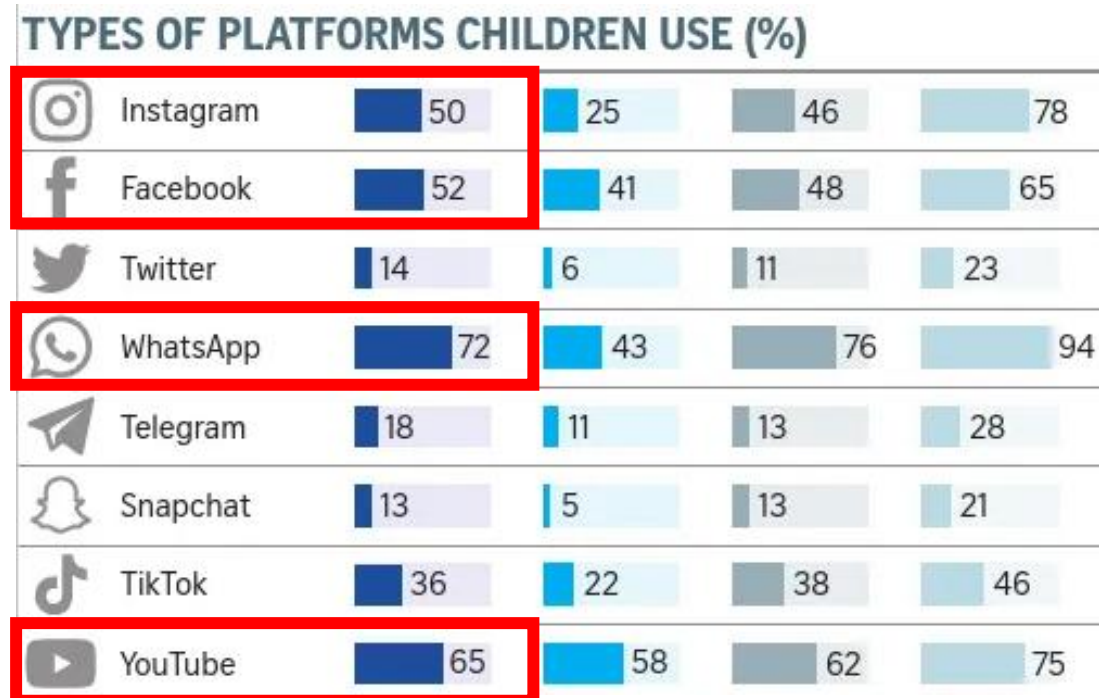
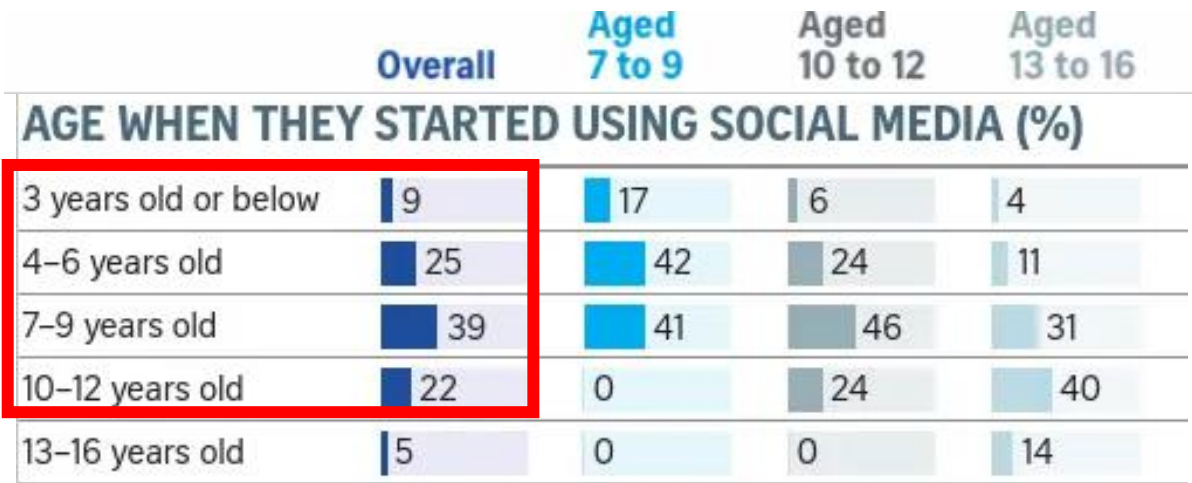
However, **not all parents are aware** of the **online risks**.

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

## 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.



## 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. 25



# 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... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



### IS IT TRUE?

Is this a fact or just an opinion or feeling?



### IS IT HELPFUL?

Does it help you, them, or the situation?



### IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



### IS IT NECESSARY?

Does it really have to be said, or you just want to or feel like saying it?



### 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?



**#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	* <u>Cyber Identity</u> : - Healthy self-identity	* Online Identity and Expression
	* <u>Cyber Use</u> : Balanced life and balanced use	* Balanced Use of ICT
Relationships	* <u>Cyber Relationships</u> : - Safe and meaningful	* Netiquette * Cyber Bullying * Online Relationship
Choices	* <u>Cyber Citizenship</u> : - 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**

I, \_\_\_\_\_, of \_\_\_\_\_ class \_\_\_\_\_, pledge to be a responsible digital learner.

My signature: \_\_\_\_\_


Date: \_\_\_\_\_

**PARENT/ GUARDIAN**

I noted my child/ward's pledge to be a responsible digital learner.

Parent/ Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_



**CYBER WELLNESS**

# Primary 3 and 4

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

## Balanced use of digital devices

- Time management and spending time on screen-free activities

## Netiquette

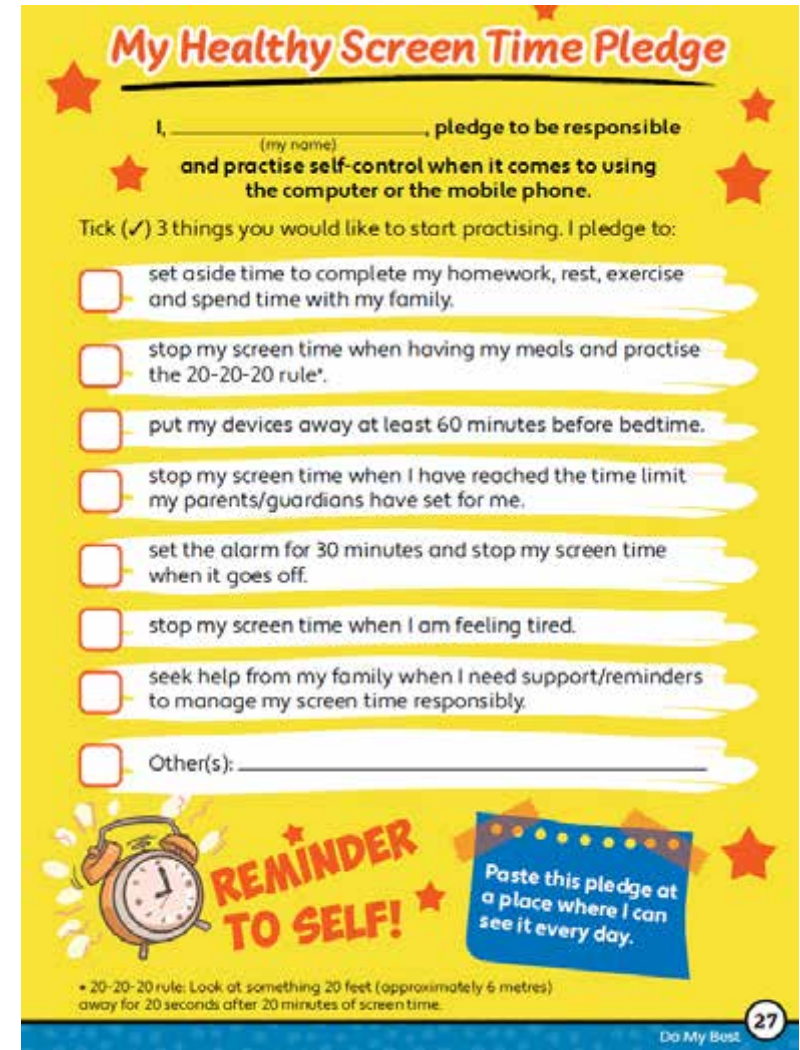
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

## 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



**My Healthy Screen Time Pledge**

I, \_\_\_\_\_, pledge to be responsible  
(my name)  
and practise self-control when it comes to using  
the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- ☐ set aside time to complete my homework, rest, exercise and spend time with my family.
- ☐ stop my screen time when having my meals and practise the 20-20-20 rule\*.
- ☐ put my devices away at least 60 minutes before bedtime.
- ☐ stop my screen time when I have reached the time limit my parents/guardians have set for me.
- ☐ set the alarm for 30 minutes and stop my screen time when it goes off.
- ☐ stop my screen time when I am feeling tired.
- ☐ seek help from my family when I need support/reminders to manage my screen time responsibly.
- ☐ Other(s): \_\_\_\_\_

**REMINDER TO SELF!**

Paste this pledge at a place where I can see it every day.

\* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



Discuss your child's healthy screen time pledge at home and cultivate accountability.

# Primary 3 and 4

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

## Strengthening Resilience and Well-being

- Developing resilience

## Strengthening Sense of Self & Purpose

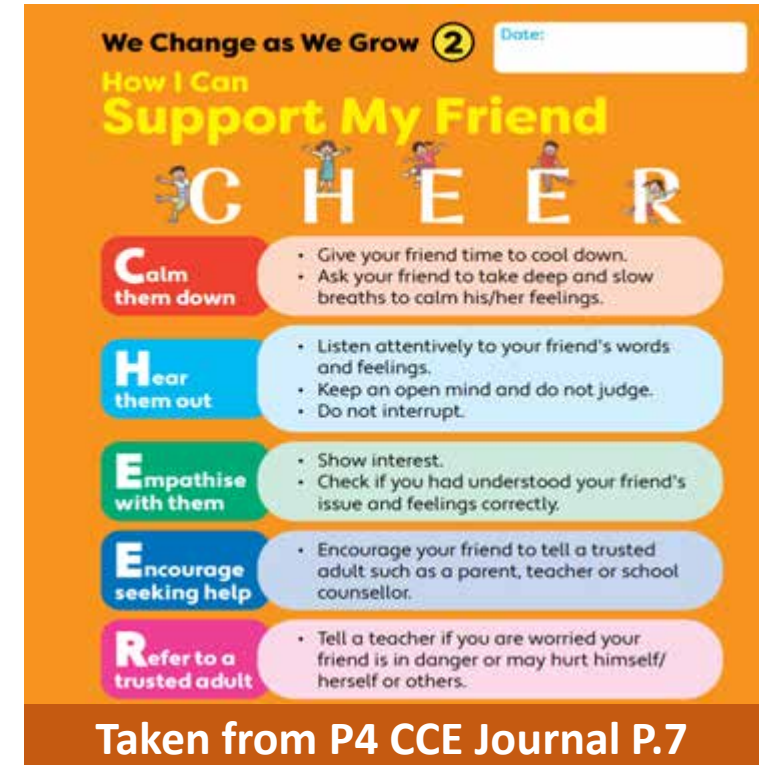
- Developing deeper self-understanding
- Setting meaningful goals

## Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

## Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development



Parents can practise the CHEER skills with their child to help them build positive peer relationships.

# 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.

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

## 1 Respectful Communication

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

## 2 Role Models

## 3 Real Connections





# 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 having 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 role modelling respectful communication 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).



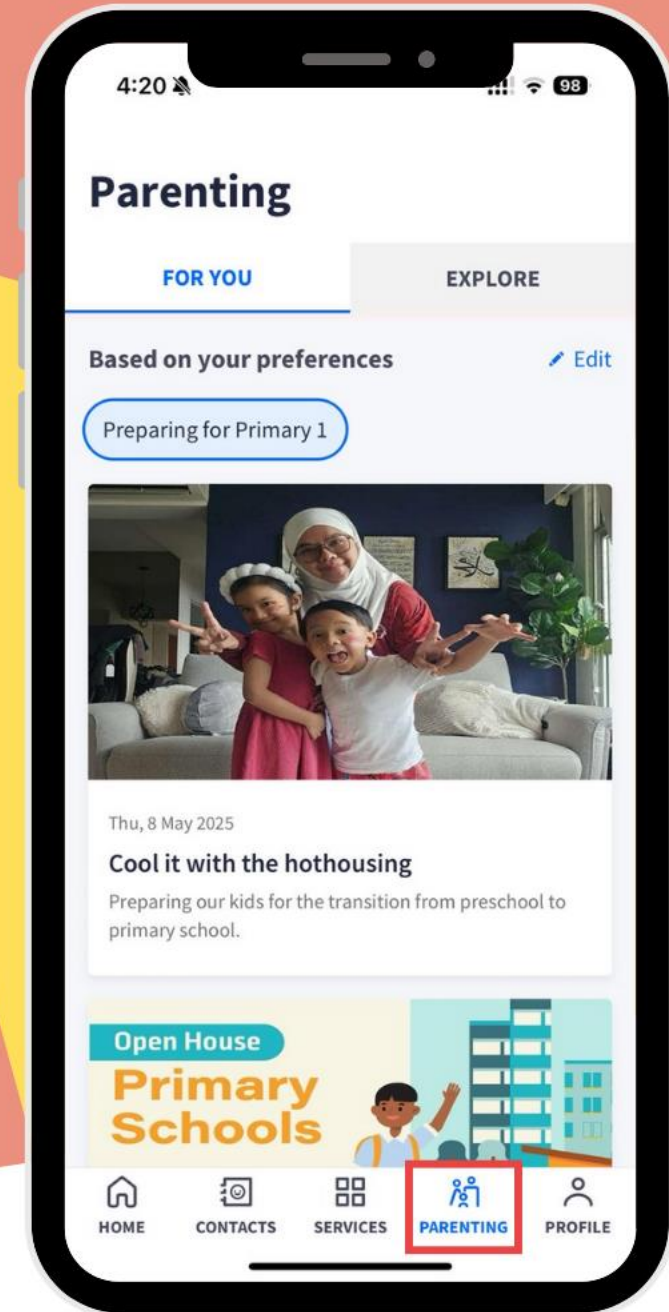
**#6 Resources** on providing a safe space for conversation are available at the end of the presentation.



# 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.







# 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.



# 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



# School-Home Partnership

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

Primary 3	Blue	ISSAC NG YONG YI
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- 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**

# Our Focus

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## 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

# **HOLISTIC ASSESSMENT**

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- Non-weighted Assessments
  - on-going milestone checks on students' learning progress
- Weighted Assessments
  - Review Tests
- No Mid-Year Examination
- End-Year Examinations (EYE)

