



Welcome to *Bedok Green Primary School*

2 January 2024



EMPOWER@BGPS

Empowered Learners,
Persons of Strength & Character

PHOTOGRAPHY AND VIDEOGRAPHY AT SCHOOL EVENTS/ PUBLICATION OF STUDENTS' WORK

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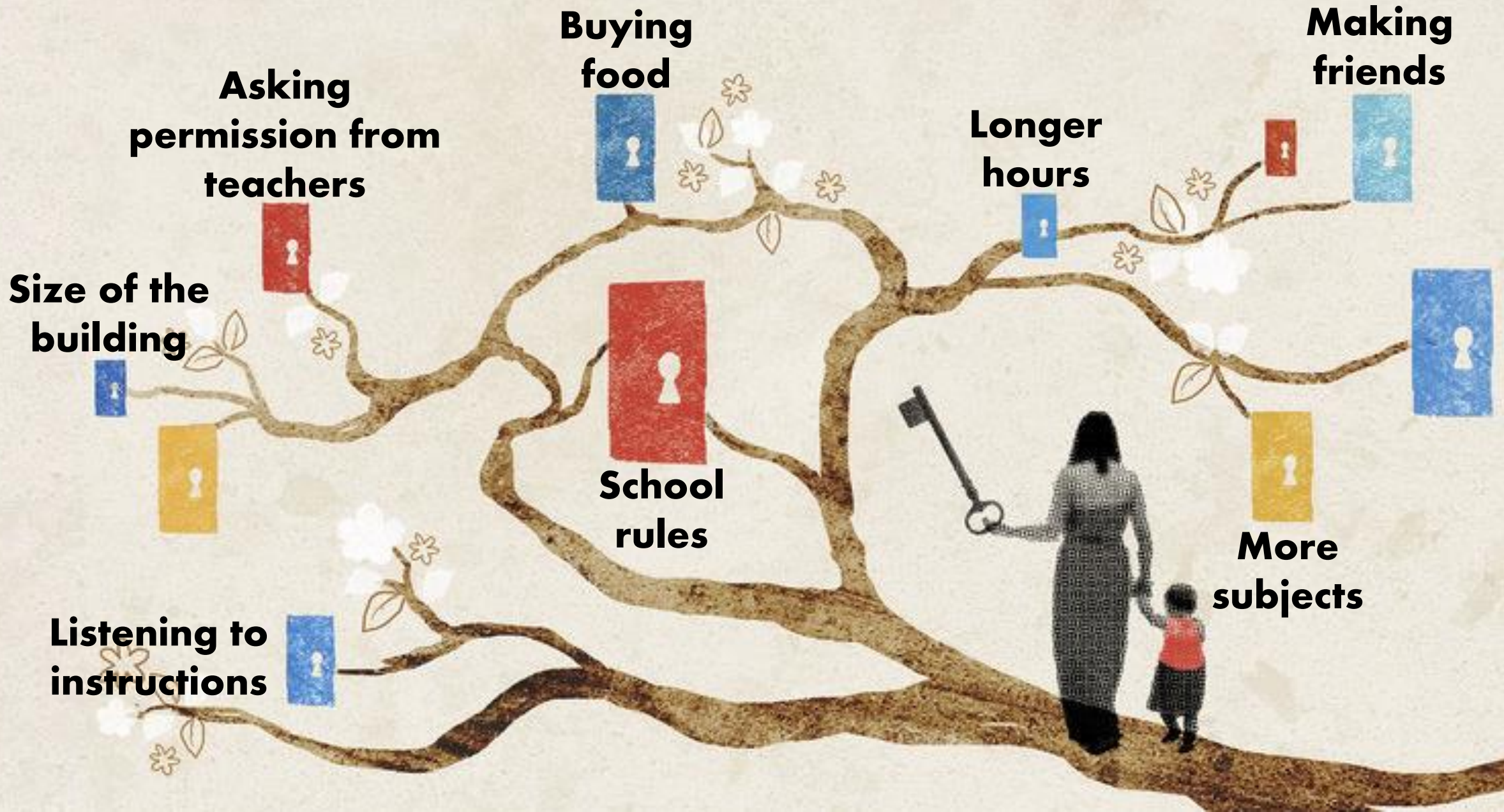
WELCOME ADDRESS



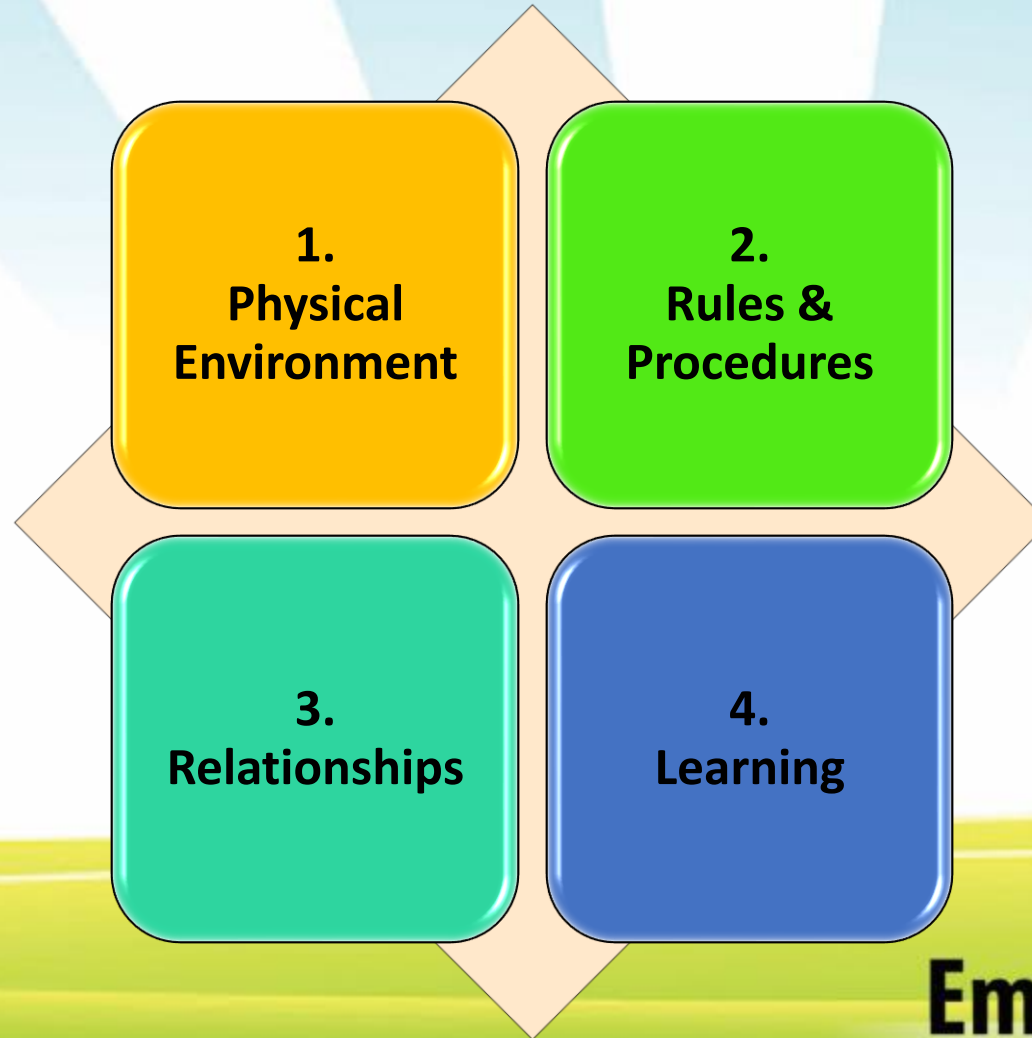
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Transition

- A process of adapting to changes
- Strong connections between home and school can help ease a child's transition into school.
- It means accurate information about the child is given to the school, meeting and communicating with new teachers, attending school programmes, adapting to school policies.



The Key Changes for Your Child



Tips to Ease the Transition



1. Use S.A.F.E. communication
2. Cultivate independence skills
3. Develop social emotional skills
4. Manage the academic workload
5. Ensure punctuality and attendance

PARENTS BEING THE SUPPORTIVE PARTNERS

1. Use S.A.F.E. Communication



- **SUPPORT**



- **AFFIRM**



- **FAMILIARISE**



- **EMPATHISE**

1. Use S.A.F.E. Communication

SUPPORT



- **Talk about fond memories of your own school days.**
e.g. What you did in Primary One; kind teachers and cheeky classmates you had.
- **Talk about concerns of transition.**
e.g. like new environment, school rules, friends or fears.

Pisa scores

Results affirm S'pore approach, but reveal areas to improve in

Singapore has done well in Pisa 2022, but we have to ask ourselves: How well are we learning?

Liew Wei Li

Have you sat an examination without prior knowledge of the types of questions it would pose? That happened to me in my university science course when a few professors got creative. It was an interesting experience, having to recollect what I had learnt and apply the relevant concepts and ideas to complete the exam.

Yet this exact situation is what we face in our normal, everyday work lives, which demand that we rise to the occasion and find the confidence to deal with the unknown, equipped with the knowledge, competencies and skills that we can apply to the tasks at hand, and rely on a cultivated ability to learn on the go.

A random selection of our

15-year-olds across 149 secondary schools and 15 private schools participated in the Programme for International Student Assessment (Pisa) from April to May 2022, conducted by the Organisation for Economic Cooperation and Development (OECD). At the time, Singapore was only beginning to emerge from the shadow of the Covid-19 pandemic. Our students were not told to prepare for the assessment, or even told what to expect. Nobody in Singapore's Ministry of Education knew what to expect, either, in terms of the results.

SIGN OF RESILIENCE THROUGH THE PANDEMIC

In December 2023, the OECD announced that Singapore had emerged top in reading, mathematics and science across

81 education systems.

While this was not the first time that Singapore was participating (in fact, it was the fifth), the latest results were particularly significant for two reasons.

First, these were the first set of internationally comparable results for our secondary school students following Covid-19. The results showed how the students continued to learn and emerged stronger than before, despite the significant disruptions to learning and life during the pandemic.

I attribute this largely to the steadfast dedication of our teachers and their can-do spirit in pivoting quickly to online learning during the early days of the pandemic. I am also grateful for the teachers' tireless efforts in paying attention to the students' well-being, especially to those who lacked support at home.

Earlier in 2023, we shared the results from the Progress in International Reading Literacy Study (Pirls) 2021, which showed that our Primary 4 pupils continued to demonstrate very strong reading literacy skills. Together with the Pirls findings, the Pisa 2022 results reflect the resilience of our education system through the pandemic.

AFFIRMATION OF RECENT EDUCATIONAL REFORMS

Second, our students' performance in Pisa 2022 continued the consistently good performance over previous Pisa cycles, not only in reading,



mathematics and science literacies, but also in important 21st-century competencies such as collaborative problem-solving (in Pisa 2015); and global competencies, or the ability to understand global issues and communicate across cultures (in Pisa 2018).

All these affirm the recent shifts made in the education system, especially considering the fact that Pisa was designed not to test how much students know, but as a gauge of how well they can apply what they know in

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All these affirm the recent shifts made in the education system, especially considering the fact that Pisa was designed not to test how much students know, but as a gauge of how well they can apply what they know in real-world situations.

This ability to reason and think critically when navigating real-world challenges will become increasingly important as our students chart their paths in a fast-changing and complex world.

The results suggest Singapore is

the bottom 25 per cent, in terms of socio-economic background, exceeds that of the OECD average.

The Pisa scores should reinforce our conviction regarding Singapore's current direction in

Some Suggestions for Parents' Consideration

- Pisa is holistic, and the latest survey suggests areas worth looking into in the pursuit of holistic education. From the results, we found that **Singapore students reported they were less physically active after school compared with those from other systems**. Only 22 per cent of Singapore students said they exercise or participate in sports at least four days a week after school, compared with the OECD average of 39 per cent. And 29 per cent of Singapore students reported not exercising at all after school, while the OECD average was 20 per cent.
- Singapore **students also perceived their families to be less supportive of their learning and well-being, compared with their peers in OECD**. Only about half of our students said that their parents took an interest in what they were learning, or that they were able to tell them about problems they faced at school, compared with about 60 per cent in the OECD. Even though many parents are already involved in their children's development, there may be scope for them to spend quality time and strengthen their relationship with their children, particularly during their teenage years. Perhaps we should run in our parks and play sports together, thereby improving both our health and relationships.



1. Use S.A.F.E. Communication

AFFIRM



- **Encourage your child when he/she makes observations.**
e.g. “That’s interesting!” and ask why he/she said that.
- **Recognise small successes.**
e.g. “You’ve made another new friend in class. Well done!”

1. Use S.A.F.E. Communication

FAMILIARISE

- **Do practical things to ease your child into new routines.**
e.g. Plan the daily routines together, practise how to buy food during recess



1. Use S.A.F.E. Communication

EMPATHISE



- **Teach your child words that describe feelings. Acknowledge your child's emotions.**
e.g. "It's okay to feel anxious about starting school."
- **Understand your child's needs.**
e.g. Start bedtime early. Children need a lot of sleep.



IS YOUR CHILD GETTING ENOUGH SLEEP? —

When your little one has enough sleep, he or she should feel refreshed and have enough energy to go out and play! Having sufficient hours of sleep means at least 10 hours a day if they are 3 to 5 years old and at least 9 hours a day if they are 6 to 13 years old.

SLEEP DURATION RECOMMENDATIONS

School Age 6-13 Years

9-11 HOURS



Teen 14-17 Years

8-10 HOURS



2. Cultivate Independence Skills



- **Encourage** self-help skills



- **Promote** a sense of responsibility



- **Teach** your child to care for his/her belongings



- **Involve** your child in making decisions

School-Ready Independence Skills

- Packing his/her own bag
- Dressing himself/herself
- Eating well during recess
- Regulating toilet habits
- Alighting with bag from vehicle
- Being ready for Student Care



School-Ready Independence Skills

- Highlighting letters/messages from the school/teachers
- Showing your note in the Student Handbook to the teacher
- Approaching the teachers or the General Office



3. Develop Social Emotional Skills



- **Teach** friendship skills



- **Encourage** sharing and taking turns



- **Involve** your child in conversations



- **Help** your child to manage his/her emotions

4. Manage the Academic Work



- **Introduce** early literacy and numeracy skills



- **Know** your child's school schedule and events



- **Communicate** regularly with the teachers

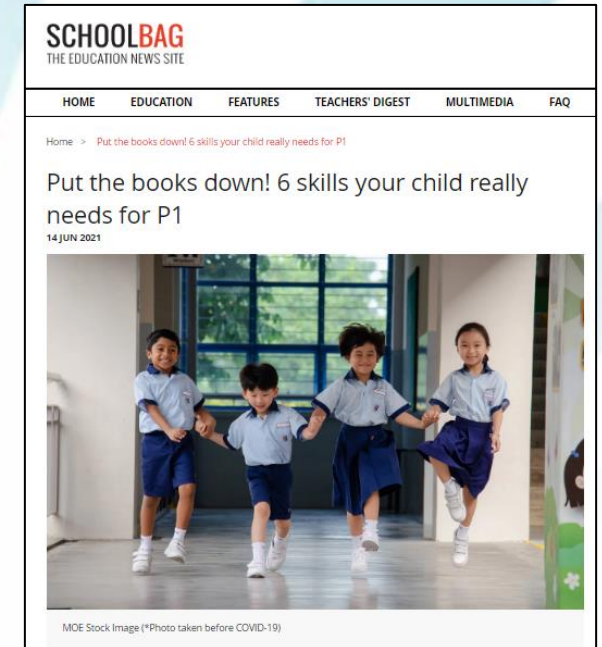


- **Check** your child's handbook daily

What does my child need at Primary 1?

Every child develops at a different pace. We will continue nurturing the knowledge, skills and dispositions that your child has developed at preschool:

Values, Social-Emotional Competencies, Citizenship Dispositions	<ul style="list-style-type: none"> • Understand and Care for Oneself • Show Care and Respect for Others • Make Responsible Decisions and Act on Them
Art	<ul style="list-style-type: none"> • Enjoy Participating in Art • Express Ideas and Feelings through Art • Demonstrate Awareness of Art from Different Cultural Groups
English Language	<ul style="list-style-type: none"> • Listen and Speak for Enjoyment and Information • Read with Enjoyment and Understanding • Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes
Mathematics	<ul style="list-style-type: none"> • Basic Understanding of Numbers Up To 10 • Recognise Simple Patterns • Compare Quantities Between Two Groups of Objects
Mother Tongue Languages	<ul style="list-style-type: none"> • Enjoy and Show an Interest in Learning Mother Tongue Language. • Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language. • Demonstrate Awareness of Local Ethnic Culture
Music	<ul style="list-style-type: none"> • Enjoy Participating in Music and Movement Activities • Express Ideas and Feelings through Music and Movement Activities • Demonstrate Awareness of Music and Movement from Different Cultural Groups
Physical Education	<ul style="list-style-type: none"> • Enjoy Physical Activities • Display Coordination in Motor Tasks • Demonstrate Awareness of Healthy Habits and Safety




SCHOOLBAG
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > Put the books down! 6 skills your child really needs for P1

Put the books down! 6 skills your child really needs for P1
14 JUN 2021



MOE Stock Image (*Photo taken before COVID-19)



5. Ensure Punctuality and Attendance



- **Set up** a regular bedtime and morning routine



- **Develop** backup plans for coming to school on time



- **Avoid** medical appointments and extended trips during the school term



- **Determine** if your child's complaint of stomachache/headache is genuine

Parent-Child Digital Activity Book



FOR YOU & YOUR CHILD

PARENT-CHILD ACTIVITY BOOK

Tips & Activities for a Great Start to Primary School



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Parent-Child Digital Activity Book – Relating To Others



Build your child's interpersonal skills by:

- Modelling the use of friendly and polite phrases
 - “Hello! My name is... what is your name?”
 - “May I please...”
- Providing opportunities for your child to share and take turns during playtime with other children.
- Teaching them coping mechanisms (e.g. deep breaths, quiet corner, stop-think-do) to enable them to manage their emotions.



(Practise)

Making Friends Is Fun!

Show your child how to say hi to a new friend at school.
Ask your child to pretend they are meeting you for the first time and practise introducing themselves.

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Parent-Child Digital Activity Book – Developing Good Habits

Guide your child to do the following independently:

- Keep to a regular bedtime
- Make healthy food choices
- Pack their bag
- Dress themselves
- Buying food at the canteen

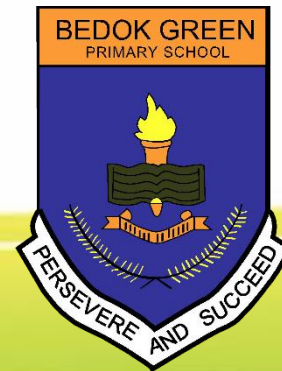


Dismissal (1.25pm)

Lower Pri classes to be dismissed from this gate:

Gate 1	
Primary 1 (1.15pm)	Primary 2 (1.20pm)
P1COM	P2COM
P1BRV	P2BRV

Gate 4	
Primary 1 (1.15pm)	Primary 2 (1.20pm)
P1GRA	P2GRA
	P2PSV



Gate 5	
Primary 1 (1.15pm)	Primary 2 (1.20pm)
P1INT	P2INT
P1RES	P2RES
P1RPS	P2RPS
P1RSL	P2RSL

We appreciate your feedback on today's orientation programme!



<https://go.gov.sg/bgpsp1orientationfeedback>



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Thank You



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