

P4 Parents Engagement Session

Saturday, 15 January 2022

English Language (EL)

Language Areas

- ❖ Listening and Viewing
- ❖ Speaking and Representing
- ❖ Reading and Viewing
- ❖ Writing and Representing
- ❖ Grammar
- ❖ Vocabulary

STrategies for English Language Learning And Reading (STELLAR)



Language Area	Strategy
Reading & Viewing	<ul style="list-style-type: none">• Sustained Silent Reading (SSR)• Supported Reading• KWL• Retelling• Annotation• Reading for Pleasure (through Extensive Reading)
Writing & Representing	<ul style="list-style-type: none">• Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)
Oracy	<ul style="list-style-type: none">• Weaved in areas of language learning• Explicit Instruction
Vocabulary	<ul style="list-style-type: none">• Taught in context
Grammar	<ul style="list-style-type: none">• Explicit teaching of language items, structures and skills• Sentence Manipulation

English Language

❖ Level Programmes

- a) Read @ ZPS - Teachers will conduct activities based on the magazine purchased in class
 - Little Red Dot
- b) School-based Dyslexia Remediation (For selected students – whole year)
- c) Reading Remediation Programme (For selected students – whole year)

❖ School-Level Programmes

Sustained Silent Reading, DEAR, English Language Week, NLB activities

Assessment Format (SA1 & SA2)



Component	P4
Paper 1 – Composition	20 marks (20%)
Paper 2 – Language Use & Comprehension	50 marks (50%)
Paper 3 – Listening Comprehension	14 marks (14%)
Paper 4 – Oral Communication	16 marks (16%)

Paper 1 (Composition)

Write a composition of at least 120 words about a forgetful person.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- When and where did the incident take place?
- What did the person do?
- What happened in the end?
- How did the person feel after the incident?

You may use the points in any order and include other relevant points as well.

Helping words:

- rang the doorbell
- checked schoolbag
- left keys behind
- no choice but to wait outside
- sat on doorstep
- neighbour came back



- Write a composition of **at least 120 words** on a given topic.
- Helping words will be given

Total Duration: 50 min
(20 marks)

Paper 2 (Language Use and Comprehension)



Content	Marks
Vocabulary MCQ	6 marks
Grammar MCQ	10 marks
Grammar Cloze	8 marks
Vocabulary Cloze	5 marks
Synthesis	3 marks
Comprehension 1	8 marks
Comprehension 2	10 marks
Total marks	50 marks

Total Duration: 1 h 15 min



Learning School • **GIVER'S**
heart

Paper 3 (Listening Comprehension)

P4 LC (approximately 20 min)

Total Marks: 14 marks

- Picture Matching & Sequencing (6 marks)
- Note-taking (5 marks)
- Comprehension MCQ (3 marks)

Paper 4 (Oral Communication)

Reading Aloud (6 marks)

- *read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)*

Stimulus-based Conversation (10 marks)

- *give personal response to a visual stimulus and engage in a conversation on a relevant topic*

Total marks: 16 marks

Both components are linked by a common broad theme.

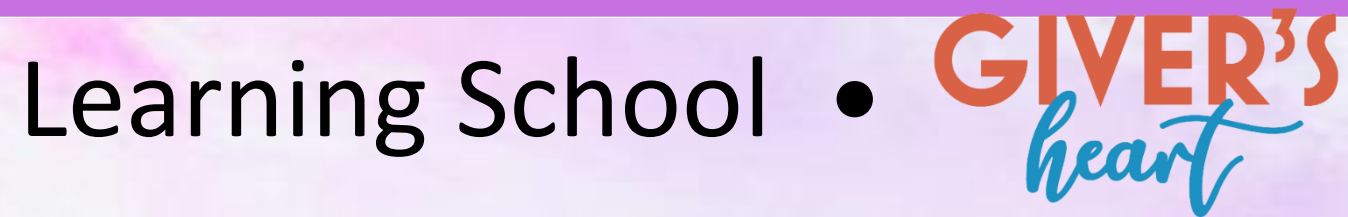
What Parents Can Do to Help

- Get your child to **READ WIDELY AND EXTENSIVELY**
e.g. story books, magazines, newspaper articles and other materials
- **Provide exposure** to listening, speaking, reading and writing opportunities and activities
- **Role models** – Read with them, write notes and messages to your child using standard English

What Parents Can Do to Help

Encourage your child to :

- **use Standard English in both writing and speaking.**
- **use the EL strategies** (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- **write neatly and legibly**
- **use a dictionary** to learn meaning and pronunciation of new words and how to use them appropriately in context
- **learn spelling / dictation well**



Mathematics Curriculum



Primary 3

Numbers & Algebra

Whole Numbers

Fractions

Money

Measurement & Geometry

Length, Mass & Volume

Time

Area & Perimeter

Angles

Perpendicular & Parallel Lines

Statistics

Bar Graphs

Primary 4

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Measurement & Geometry

Time

Area & Perimeter

Symmetry

Squares & Rectangles

Angles

Statistics

Tables & Line Graphs

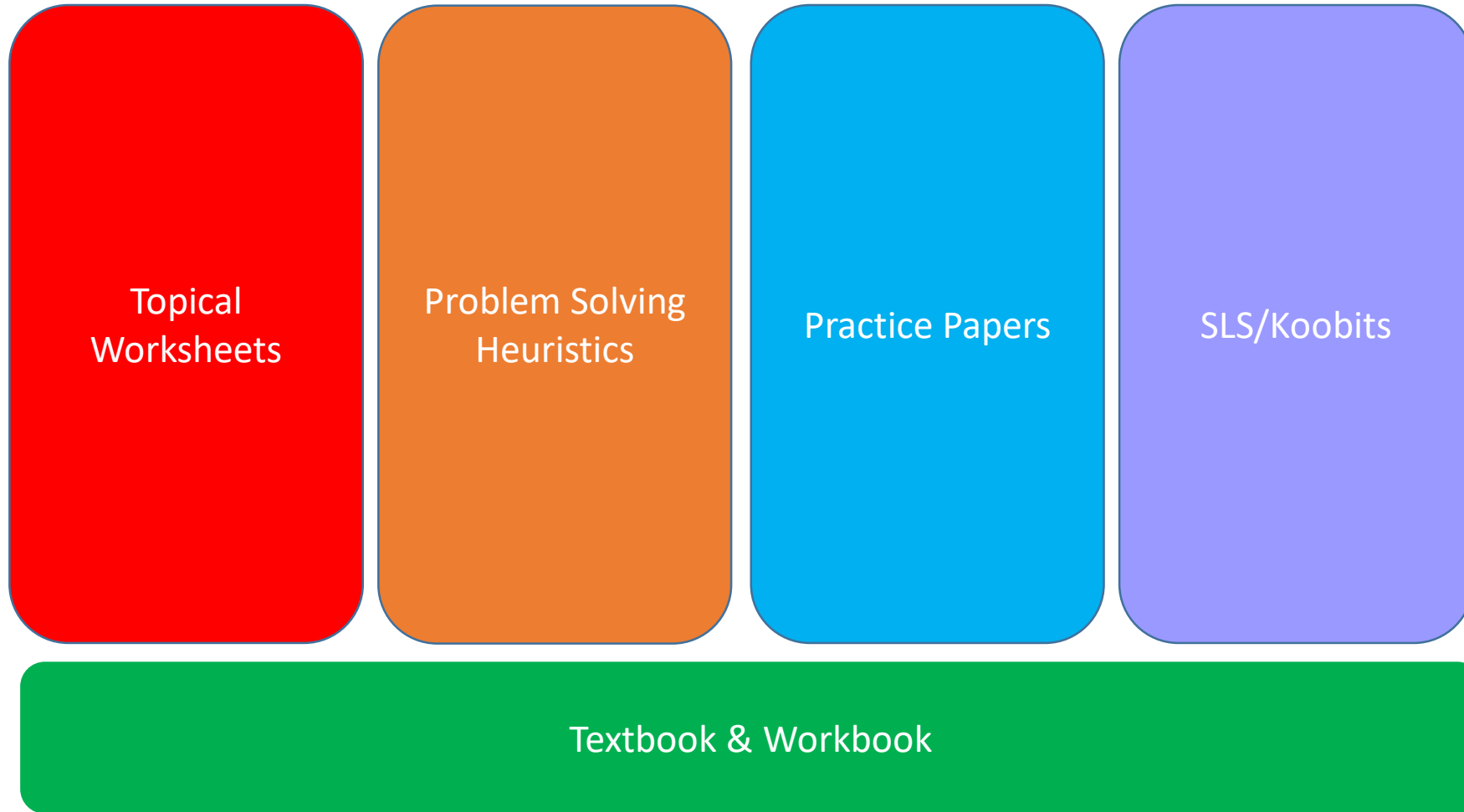
Challenges

- Time Management to complete the paper
- Accuracy in calculations
- Understanding the questions
- Checking the solutions and answers
- Persisting when faced with difficulties

Strategies

- Have timed-based practice
- Master computational skills
- Have good understanding of skills and concepts
- Develop a range of problem-solving strategies
- Show solutions clearly and systematically
- Inculcate good habits :
 - Strive for accuracy – check your work
 - Persistence – never give up

Mathematics Teaching & Learning Resources





GIVER'S
heart



Differences between P3 and P4 Mathematics Paper



Primary 3	Primary 4
Section A : 32 marks Section B : 32 marks Section C : 16 marks Total : <u>80 marks</u> Duration: 1 h 45 min	Section A : 30 marks Section B : 50 marks Section C : 20 marks Total : <u>100 marks</u> Duration: 1 h 45 min

How can I help my child?



Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
 - Estimation
 - Shopping
 - Budgeting
 - Advertisements/receipts
 - Flight schedules
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. numerator, denominator, digits
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation
- Practise factual fluency

Mathematics Programmes @ Zhangde

- ❖ Learn to solve word problems using different heuristics
- ❖ Learning Experiences e.g Math Activities, Math Trail

For selected students:

- ❖ Math remedial lessons
- ❖ Math E2K programme

Mother Tongue Languages (MTL)

Objectives of Learning MTL



Culture

- Understand & develop our unique identity through deeper appreciation of culture, traditions & history

Communication

- Valuable skill for life and work
- Ability to communicate in MTL gives Singaporeans a competitive edge

Connection

- Able to connect with communities across Asia and the people who speak that language

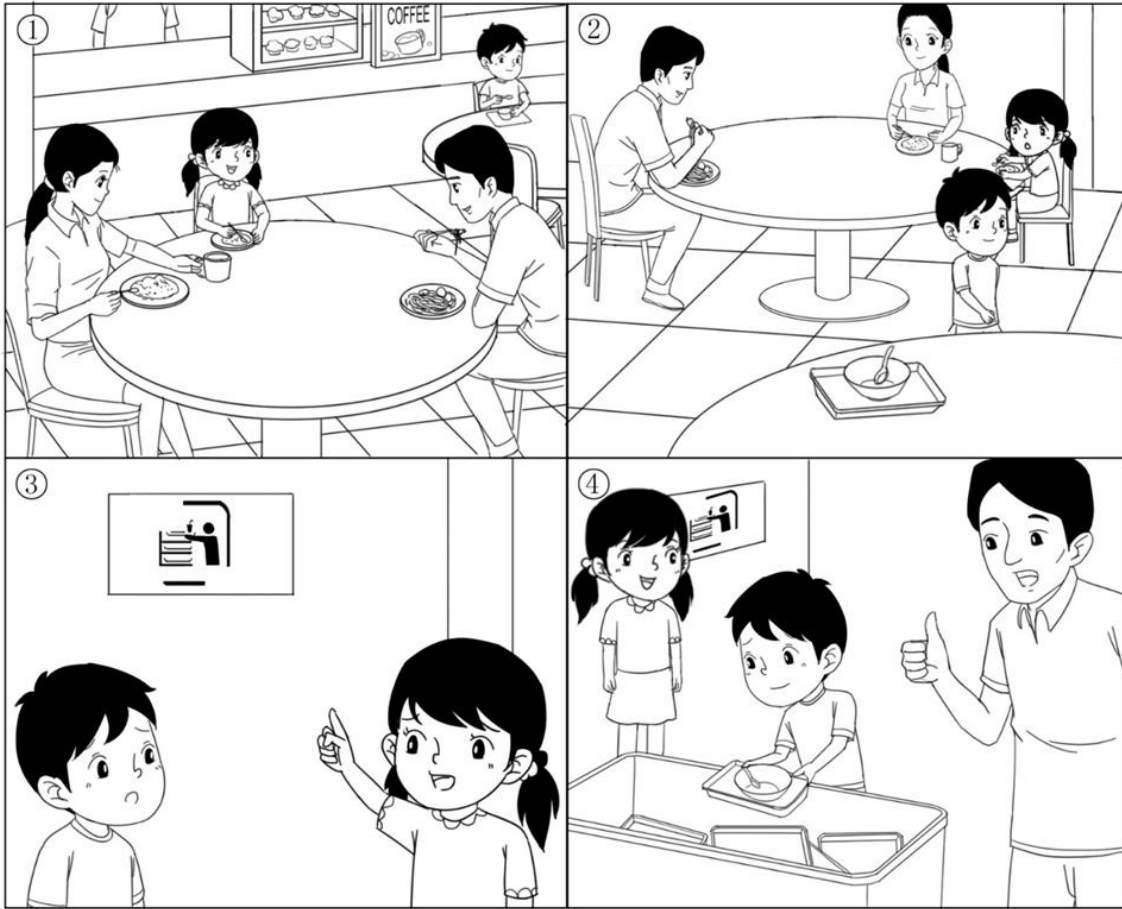


Examination Format



Component	P4
Paper 1 – Composition	15 marks (15%)
Paper 2 – Language Use & Comprehension	45 marks (45%)
Paper 3 – Oral	30 marks (30%)
– Listening Comprehension	10 marks (10%)

MTL – Paper 1 (Composition)



- Picture Composition
(4 series of pictures)
- write at least 100 words
- helping words will be given

MTL – Paper 3 (Oral)

Reading Aloud

- ☐ short passage
- ☐ about 80 words

Picture Description and Conversation

- ☐ Picture related to a theme – e.g. family

Example:

1. Talk about the picture. (Description)
2. Share one activity that you have done with your family. (Conversation)

1

MTL – Paper 3 (Listening Comprehension)



Listening Comprehension

- ☐ Picture matching
- ☐ Complete a dialogue
- ☐ Three short text passages

MTL P4 Teaching Resource



Teaching & Learning in classroom

Printed Materials

Textbook, Activity Book, Reading Card, Picture Card

ICT Resources

Video, Audio, Song, Reading Material, Interactive Game, Interactive Book

Games Tool Kit

Board Game, Grammar Card, 'Values' Card, Picture Card

Teaching & Learning at home

Printed Materials

Small Book, Activity Book

ICT Resources

Interactive Game, Post-Reading

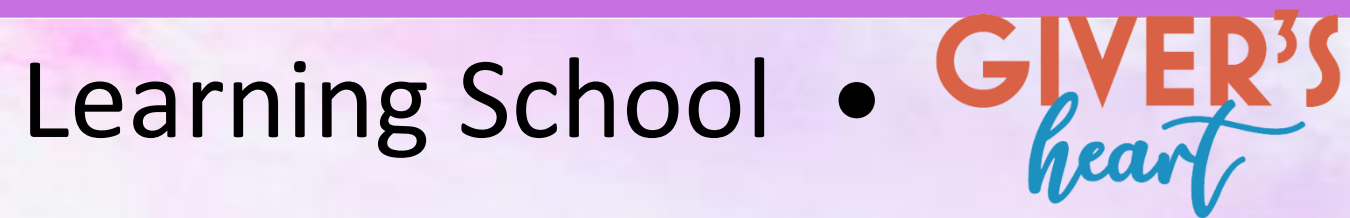
Language & Cultural Exposure



Mother Tongue Fortnight

Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.





Outline on Presentation

- Topics covered in P4
- Curriculum Expectations
- Assessment Format in P4 Science
- Science Topics covered at Assessments
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P4

Topics Covered in P4 Science

Term 1	Term 2	Term 3	Term 4
<u>Systems Chap 1:</u> Your amazing body as a system	<u>Cycles Chap 3:</u> Matter	<u>Energy Chap 1:</u> Light and Shadows	<u>Energy Chap 2:</u> Heat and Temperature (continued)
<u>Cycles Chap 1:</u> Life cycles of some animals		<u>Energy Chap 2:</u> Heat and Temperature	Revision
<u>Cycles Chap 2:</u> Life cycle of plants			

Curriculum Expectations

- 3 Workbooks:- 1 for Systems, 1 for Cycles and 1 for Energy
- Science Notes (will be given)
- Topical Worksheets
- Vitamindz Booklets _ Einstein Series

Assessment Structure for P4 Science



- 2 Semestral Assessment
 - Term 2 – First Semestral Assessment – (30%)
 - Term 4 – Second Semestral Assessment – (70%)
- Non- Weighted Assessments in Term 1 to 3 (to provide feedback to parents and students on their progress in the learning of Science)

Assessment Format for P4 SA1 and SA2 Science



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	28	2	56	56
B	OE (open-ended)	12-13	2-5	44	44
Total				100	100

Topics covered for Assessments

In SA1

- selected P3 topics will be tested
- **ALL** P4 topics learned will be tested

In SA2

- **ALL** P3 and P4 topics learned will be tested

Expectations in Science Learning

- Students must take all written assignments seriously.
- Science reasoning must be seen.
 - highlighting clues,
 - writing concepts
 - writing short notes (thinking aloud)
- Hence, students must revise these topics on a regular basis.
- A timetable must be planned to study and revisit previous topics taught.
- Concepts must be memorised for each topic. This is vital in answering questions. Concept maps is a great way to consolidate learning.

Strategies to answer Science questions

- Students tend to rush through MCQ.

Use the Elimination Technique







- Basically means to look at the options and to use logical reasoning to remove obvious distractors.
- Encourage your child to do working by using ticks (✓) for options that he agrees and (X) for those that he disagree

A Sample

Study the table below.

Which item is classified **wrongly**?

- (1) gold ring
- (2) copper coin
- (3) steel needle
- (4) aluminium foil

Magnetic	Non-magnetic
 copper coin	aluminium foil 
iron nail 	wooden block 
steel needle 	gold ring 

Answer: (2) Copper coin

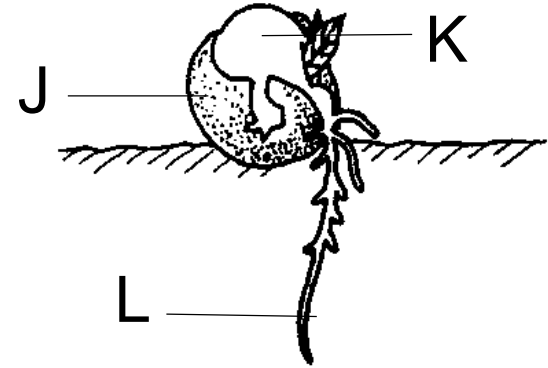
Open – ended questions



- Must attempt all questions given in the assignment.
- Questions that begin with 'Name', 'State', 'List' and 'What'
 - often require short answers.
- Questions that begin with 'Explain', 'Why', 'How', 'Describe'
 - often require detailed complete answers.
 - concepts must be clearly written appropriately in the answers.

The diagram below shows a seedling.

(a) Which part of the seedling, J, K or L, is the first part to grow when the seed germinates?



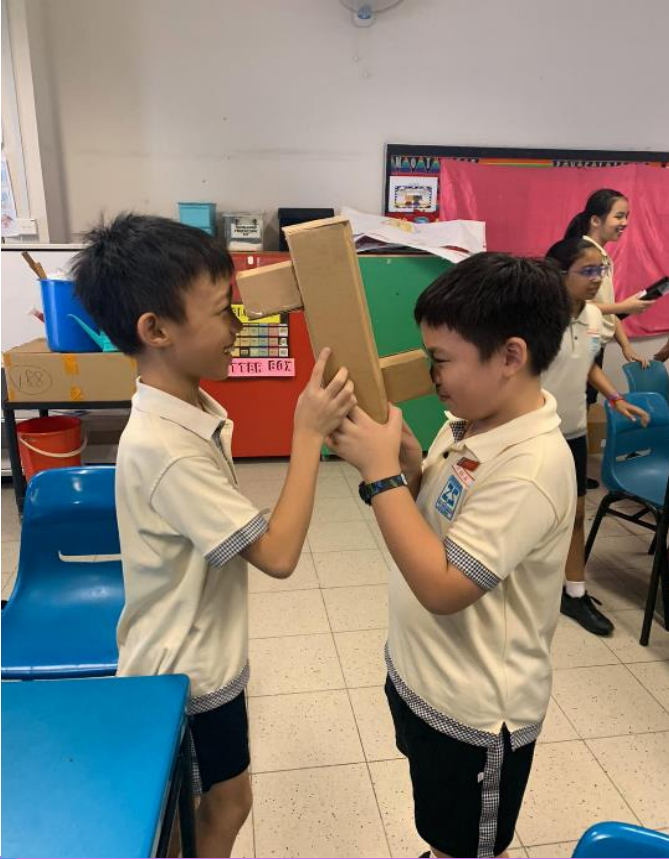
Part L

(b) Explain your answer in (a).

Part L is the roots. It absorbs water for the seed to grow

Learning and Applying Science

Students applying light concepts in designing a periscope



Students making simple systems using recycled materials

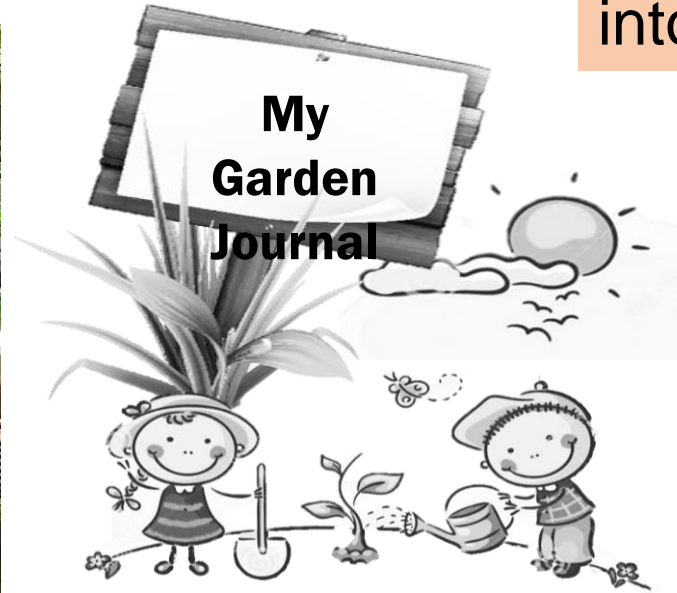
A Digestive system model made by a student with his parents



Science Programmes at P4 level

❖ Garden Curriculum @ Zhangde

Learning about life cycles of plants by growing seedlings into our garden plots



Name: _____ ()

Class: Primary 4 ____



Other Science Programmes at P4 level

- ❖ Garden Curriculum – Growing plants
- ❖ Science Centre Lessons (tentative)
- ❖ Science Olympiad

(Selected Students with very good Aptitude in Science)

- ❖ E2K for Selected students.

ASSESSMENT MATTERS

Weighting of Termly Assessments and End of Year Examinations for Primary 4

	Term 1 Weighted Assessment	Term 2		Term 3 Weighted Assessment	Term 4	
		Weighted Assessment	Mid-Year Examination		Weighted Assessment	End-of-Year Examination
P4	-	-	30%	-	-	70%

P4 Subject Based Banding (SBB)

MOE Direction: Subject Banding

- Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.
- Subject-based Banding (Pri) was introduced as a refinement to the streaming process to help each child realise his/her potential, based on his strengths and needs.

MOE Direction: Subject Banding

- Standard subjects – in Primary schools, the focus is on the mastery of core content and skills.
- Foundation subjects – pitched at a lower level than Standard Subjects.

Year End Student Movement



Primary 3 to Primary 4 Criteria / Considerations

Students' 2021 P3 total marks in English Language, Mathematics and Science were taken into consideration in the allocation of classes.

Students' Mathematics marks were also the primary factor in distributing students to a few selected classes to allow for better pacing and pitching of the lessons to our students.

2022 Primary 4 to 2023 Primary 5 Criteria / Considerations

Based on 2022 P4 Subject Based Banding (Standard / Foundation Subject Combination).

- Subject combinations – not a choice. School's recommendation:
 - Students' 2022 P4 total marks in English Language, Mathematics and Science will be taken into consideration in the allocation of classes.
 - Students' Mathematics marks will also be the primary factor in distributing students to a few selected classes to allow for better pacing and pitching of the lessons to our students.

Zhangde Primary Subject Combination Options



1	English Language, Mathematics, Mother Tongue Language and Science [4S]
2	Higher Mother Tongue Language, English Language, Mathematics, Mother Tongue Language and Science [4S1H]
3	English Language, Mathematics, Science and Foundation Mother Tongue Language [3S1F(FMT)]
4	English Language, Mother Tongue Language, Science and Foundation Mathematics [3S1F(FMA)]
5	Foundation English Language, Foundation Mathematics, Foundation Mother Tongue Language and Foundation Science [4F]

NOT A CHOICE – RECOMMENDATION ON ONLY ONE COMBINATION THAT WOULD BE BEST FOR THE STUDENT.



Learning School • **GIVER'S**
heart

SCHOOL'S RECOMMENDATION ON STUDENT'S PRIMARY 5 SUBJECT COMBINATION FOR 2023

Subject Based Banding: 4S



Option	Subject Combination	School's Recommendation	Parents' Option
1	English Language, Mother Tongue Language, Mathematics and Science [4S]		
2	<p>Higher Mother Tongue Language, English Language, Mother Tongue Language, Mathematics and Science [4S1H]</p> <p>Higher Mother Tongue is an optional subject offered to eligible students who demonstrate interest in learning the subject and have the capability to pursue Mother Tongue language at a higher level.</p> <p>Notes on Higher Mother Tongue Language (HMTL)</p> <p>(1) Students will not be allowed to drop HMTL during the year 2022.</p> <p>(2) 1 hour of lesson will be conducted on Friday from 2.00 p.m. to 3.00 p.m.</p> <p>To remain in the P6 HMTL Class in 2024:</p> <p>(3) Students' year end Standard MTL results must be 70% and above.</p> <p>(4) Students must pass HMTL.</p>		



Learning School •



SCHOOL'S RECOMMENDATION ON STUDENT'S PRIMARY 5 SUBJECT COMBINATION FOR 2023

Subject Based Banding: 4S1H



Option	Subject Combination	School's Recommendation	Parents' Option
1	<p>Higher Mother Tongue Language, English Language, Mother Tongue Language, Mathematics and Science [4S1H]</p> <p>Higher Mother Tongue is an optional subject offered to eligible students who demonstrate interest in learning the subject and have the capability to pursue Mother Tongue language at a higher level.</p> <p><u>Notes on Higher Mother Tongue Language (HMTL)</u></p> <p>(1) Students will not be allowed to drop HMTL during the year 2022.</p> <p>(2) 1 hour of lesson will be conducted on <u>Friday from 2.00 p.m. to 3.00 p.m.</u></p> <p>To remain in the P6 HMTL Class in 2024:</p> <p>(3) Students' year end Standard MTL results must be 70% and above.</p> <p>(4) Students must pass HMTL.</p>		
2	English Language, Mother Tongue Language, Mathematics and Science [4S]		



Learning School •



SCHOOL'S RECOMMENDATION ON STUDENT'S PRIMARY 5 SUBJECT COMBINATION FOR 2023

Subject Based Banding: 4F



Option	Subject Combination	School's Recommendation	Parents' Option
1	Foundation English Language, Foundation Mother Tongue Language, Foundation Mathematics and Foundation Science [4F]		
2	English Language, Mother Tongue Language, Mathematics and Science [4S]		

SCHOOL'S RECOMMENDATION ON STUDENT'S PRIMARY 5 SUBJECT COMBINATION FOR 2023

Subject Based Banding: 3S1F(MT)



Option	Subject Combination	School's Recommendation	Parents' Option
1	English Language, Mathematics, Science and Foundation Mother Tongue Language [3S1F(MT)]		
2	English Language, Mother Tongue Language, Mathematics and Science [4S]		



Learning School •



SCHOOL'S RECOMMENDATION ON STUDENT'S PRIMARY 5 SUBJECT COMBINATION FOR 2023

Subject Based Banding: 3S1F(MA)

Option	Subject Combination	School's Recommendation	Parents' Option
1	English Language, Mother Tongue Language, Science and Foundation Mathematics [3S1F(MA)]		
2	English Language, Mother Tongue Language, Mathematics and Science [4S]		

Student Movement: Subject-Based Banding



End of P4	End of P5	Start of P6
<ul style="list-style-type: none">• Overall marks based on whole year assessments.• School recommends a subject combination based on the students' results.• Parents fill up the option form indicating either. A) 4 Standard or B) Given Subject Combination by the school. <p>NOTE: Parents cannot choose to do a Foundation Subject if they are not offered this.</p>	<ul style="list-style-type: none">• Students study the subjects based on the combination given at the end of P4.• School assesses students' ability to cope with the current subject combination.• Final decision on Standard or Foundation Subjects will be decided based on students' overall results for the year.• No parental consent required.	<ul style="list-style-type: none">• Students study the subjects based on the combination given at the end of P5.

SBB and Secondary School Admission

- ❖ Progression to secondary school depends on your child's PSLE score.
- ❖ Different expectations of Standard and Foundation subjects will be taken into consideration when your child's PSLE score is calculated.
- ❖ Offering subjects at the foundation level is not a disadvantage to your child. Your child will be able to focus on building up strong fundamentals in those subjects.
- ❖ If he/she excels in the subject, he/she will have the opportunity to pursue higher level options at the secondary school.

Subject-based Banding (SBB)

You can refer to the website for more details.

<https://beta.moe.gov.sg/primary/curriculum/subject-based-banding/>



Catering to Your Child's Abilities

SUBJECT-BASED BANDING

FOR PRIMARY SCHOOLS

Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.

Subject-based Banding (SBB) was introduced as a refinement to the streaming process to help each child realise his potential, based on his strengths and needs.

WHAT IS SUBJECT-BASED BANDING (SBB)?

Subject-based Banding (SBB) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

SUBJECT-BASED BANDING (SBB) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.

WHAT ARE SOME CHOICES AVAILABLE?

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or 3 standard subjects + 1 other foundation subject; or 2 standard subjects + 2 other foundation subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects

HOW DOES SUBJECT-BASED BANDING (SBB) WORK?

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

WE ARE ALWAYS HERE TO HELP

Schools will help recommend subject combinations, based on your child's needs and abilities.

If you have any questions on Subject-based Banding (SBB), you should approach your child's school for help.

www.moe.gov.sg/education/primary/subject-based-banding/primary/

www.facebook.com/moesingapore

contact@moe.gov.sg

6872 2220



Ministry of Education
Singapore

The information in this brochure is correct as of December 2017.
Produced by Communications and Engagement Group, MOE



GIVER'S
heart

Learning School • GIVER³S Heart

School Mission:

To nurture thinking individuals and gracious citizens

School GIVER³S Values:

Graciousness, Integrity, Versatility, Empathy, Responsibility, Respect, Resilience & Sincerity

School Motto:

Zeal Progress Success

STUDENTS THE FOCUS



Learning School • **GIVER'S**
heart

Forms of Communication

- Leave a message in the Student's Handbook
- Leave a note message with the receptionist (School Tel. No.: 62740357)
- Class Dojo
- Email the teacher
- Monthly Open Letter
- School Website

Daily Essentials

- Student's Handbook
- Storybook (EL storybook for all days)
- Stationery
- Thermometer
- Lesson materials (to refer to Timetable)
- Homework file
- Snacks for Snack Break at 9 a.m.

Class Expectations

- **There are G.I.V.E.R³.S among us.**

Practise the G.I.V.E.R³.S values without being told.

- Listen and Look to Learn
- Keep trying and not give up
- Help one another as **“Together is better”**.

STUDENT MANAGEMENT MATTERS

STUDENT MANAGEMENT MATTERS

We need your **support** and **cooperation**
to develop self-discipline in your child.

Discipline Policy – ABC Way



Abide by the School Rules at all times.

Refer to Student Handbook (SH) pages 12 – 14 and Parent Handbook (PH) pages 16-18

1. Attendance and Punctuality (SH page 12, PH page 18)
2. Zero Tolerance to Bullying and Mobile Phone Policy (SH page 13, PH page 17)
3. Items not be brought to school (SH page 12)
4. What should your child do when there is a problem.

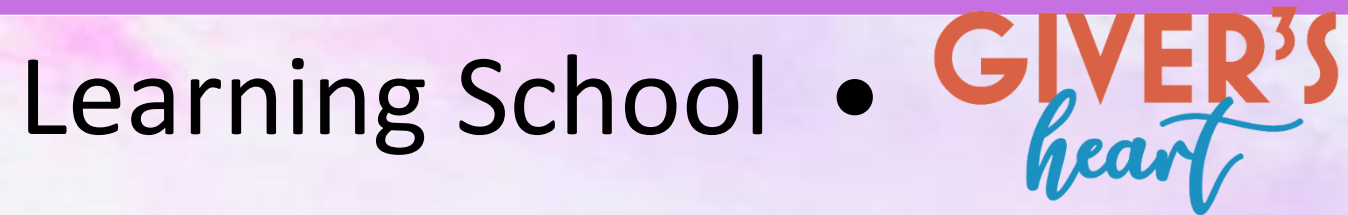
Attire – Proud to be a Zhangderen!



- Name tags must be attached to the students' school uniform.
- If students do not have name tags, they are to place an order at the bookshop.
- All students are expected to have their name tags by the end of February 2022. (Refer to SH pages 21-22, PH page 4)

What if my child is absent...

- Please inform school/the Form Teachers through telephone / e-mail / Class Dojo on the day of absence.
- Try to complete whatever work missed and hand in as soon as possible.
- Submit Medical Certificate / Letter to Form Teachers upon return to school.



Parental Support



Please ensure that your child:

- attends school **daily** and **punctually**
- completes **all** the assigned work with effort and submits them **on time**
- **reads** extensively
- **revises** work regularly
- has a home timetable for daily revision
- has **sufficient** sleep
- has an **appropriate** amount of **screen time**



Learning School



Parental Support

Know your child:

- Work with the teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Ask the teachers about his/her behaviour in school, what he/she enjoys doing, how he/she interacts with peers, and overcomes challenges.
- Don't just focus on his / her marks.



Parental Support



Develop your child:

- Partner the school in the holistic development of your child
- Allow your child to attempt the homework on his/her own
- Encourage your child to approach the teacher if he/she needs help with homework or has any other challenges.

Parental Support



Develop your child:

- Encourage your child to pack his/her own schoolbag and bring required items to school. If he / she forgets, let him / her face the consequences
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome

Parental Support

Help your child:

- Monitor your child's online activities
- Discuss with them about their Internet activities
- Create a conducive learning environment at home

PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK

- We would like to inform you that photographs/ videos of students/ parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time.
- Please notify the school in writing if you do not wish to grant such permission.

THANK YOU!

