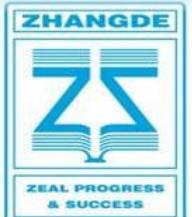


# 2026

# P3 Parent Engagement

Friday, 23<sup>rd</sup> January 2026



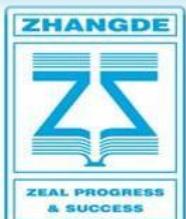
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# Photography and Videography Publication of Students' Work

- 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. school website & Instagram) 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.



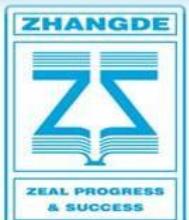
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# Creating a Caring and Enabling School Environment for All

Holistic Well-Being & Student Management Matters

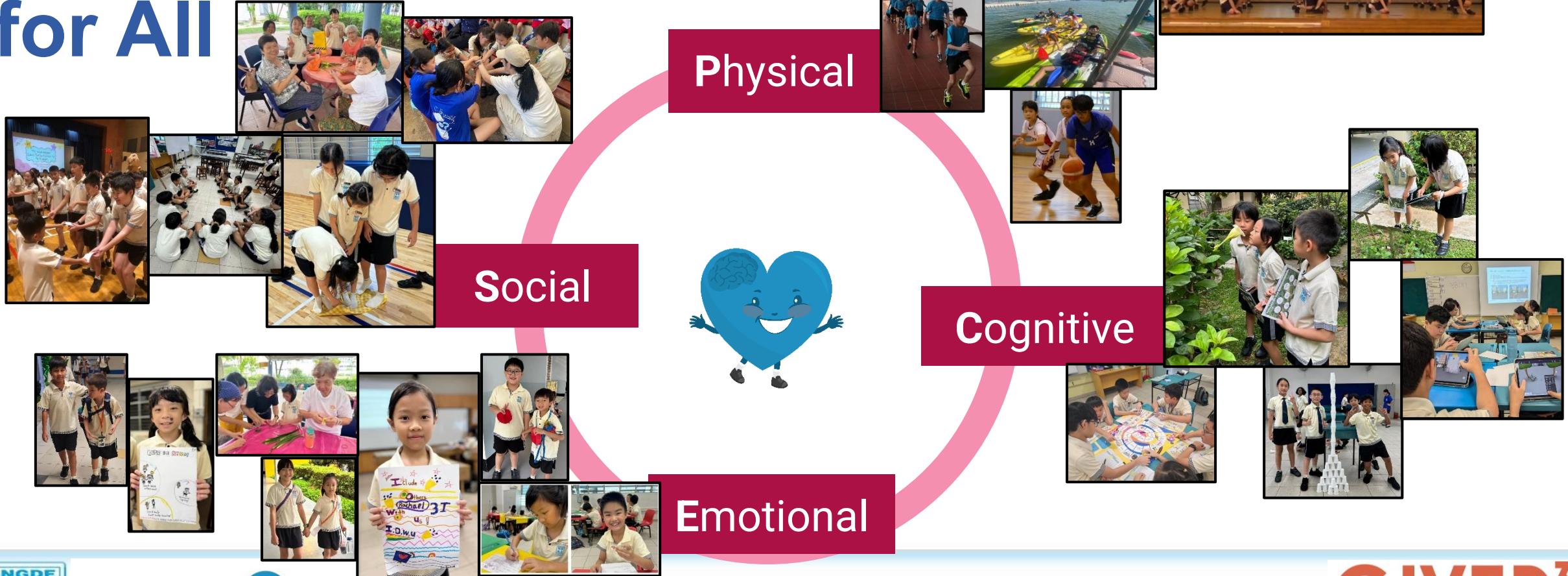


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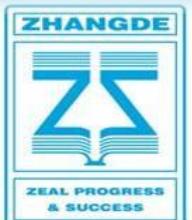
# A Caring and Enabling School Environment for All



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# Holistic Well-Being of Our Students

## Managing Thoughts, Feelings & Behaviour

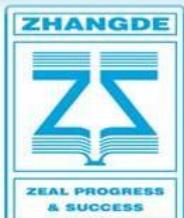
- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

## Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

## Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being



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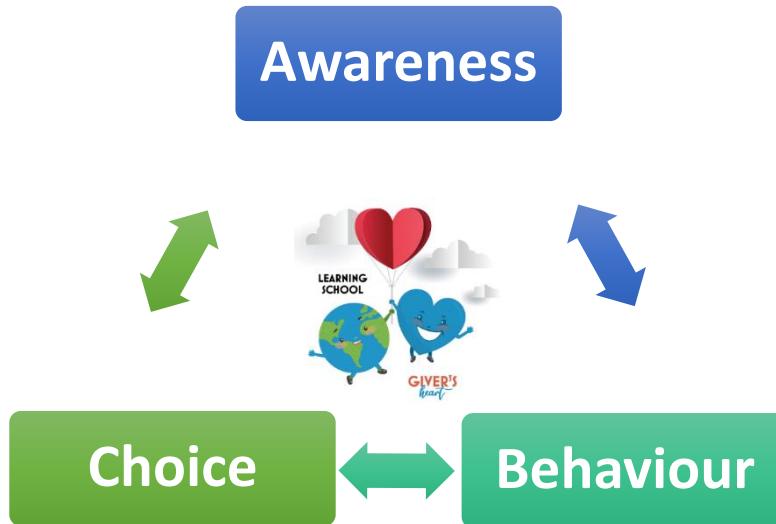
# Our Approach to Discipline

## Making the right decisions

- How do I ensure I continue to do the right thing?
- How might I help influence my friends to do good too?

Knowing myself and my actions

- What did I do?
- What should I have done?



The **ABC Approach** is a 3-step method recommended for all students

## Building relationships with others around me

- How do my actions affect others?
- Is my behaviour a positive one?

**Summary of Offences and Corresponding Consequences on page 17 of Student Handbook.**

ABC Approach	Strategy
Awareness (A)	Be aware of how your action/behaviour may contribute to the incident.
Behaviour (B)	Understand how your action/behaviour impacts their relationships with others.
Choice (C)	Make right choices based on your GIVER <sup>3</sup> S Heart.



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# What our students would like their parents to know

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

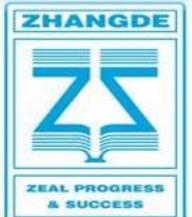
"We want you to **partner** our teachers, working together with them to tackle concerns effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."



# Key Change from Primary 2 to Primary 3

- **Classroom Dynamics** – Bigger class size
- **Increased Independence** – more independent work
- **New Subjects** - Science & CCA
- **Curriculum Load** – higher content rigour and expectations
- **Assessment & Structure** – formal weighted & year-end assessments



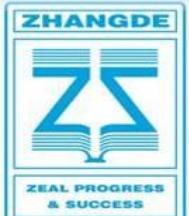
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# Weighted Assessments and Year-End Examinations

Supporting your child's first steps  
into formal assessment.



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# Assessment

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-year Examination (70%)



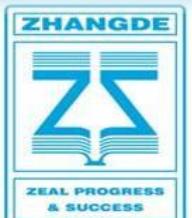
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# Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations



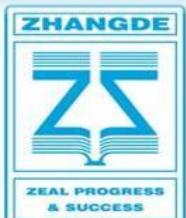
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# Tips on how you can support your child

- Know your child's strengths, interests, weaknesses – guide and support
- Nurture your child – recognise and praise
- Help your child – monitor and guide, not enforce
- Keep in touch with Form and Subject teachers



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