



# CANTONMENT PRIMARY SCHOOL



**Touch Base Meeting for  
Primary 2 Parents  
22 January 2025  
5.30pm – 7pm**



# School Leadership Team

**Ms Grace Foo**

Principal

**Ms Cheng Shin Miin**

Vice-Principal (Academic)

**Mrs Jane Cheah**

Vice-Principal (Academic)

**Mr Loh Siang Kiang**

Vice-Principal (Admin)

# Officers Overseeing Lower Primary

Ms So Bee Soon – Year Head

Mdm Adeline Ong – Assistant Year Head

## **Education Support**

Ms Ooi Hui Shan – Senior School Counsellor

Ms Ariela Yap – Special Education Needs Officer

Ms Diana Ho – Student Welfare Officer

# Shaping the Future of Learning Together

- What context surrounds the Future of Learning?
- How are we preparing our students?
- How can you partner us to prepare your child?

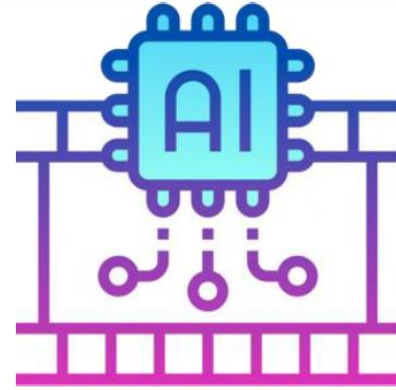
# What characterizes the context we are in?



**Domestic  
Challenges**



**Climate  
Change**



**Technological  
Disruption**



**Geopolitical  
Uncertainty**

**UNCERTAINTY**

**CHANGE**

**COMPLEXITY**

# Future of Learning

The Future of Learning is a movement to transform **what** and **how** our students learn so that they are able to **thrive** and **harness opportunities** of our **rapidly changing world**.

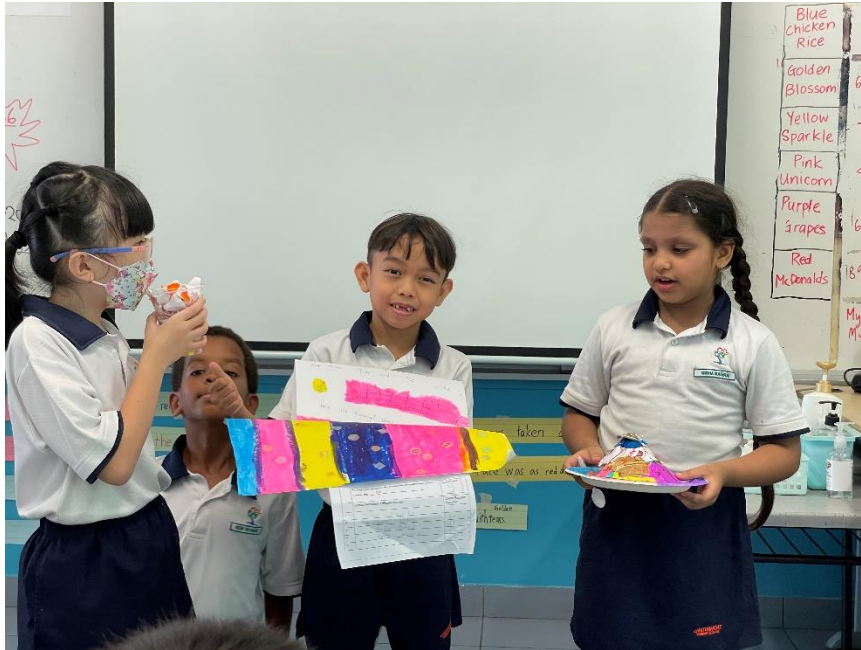


# Learn for Life

## 21<sup>st</sup> Century Competencies



Social-emotional learning through Outdoor Education.



Learning Communication and Collaboration skills in Project Work incorporating thinking routines.



*Concerned Citizens, Innovative Thinkers, Passionate Learners*

# Embrace All Learners



Showcasing performance talent in  
Circus Arts Programme



Celebrating cultural diversity on  
Racial Harmony Day



# Enhance Student Well-Being

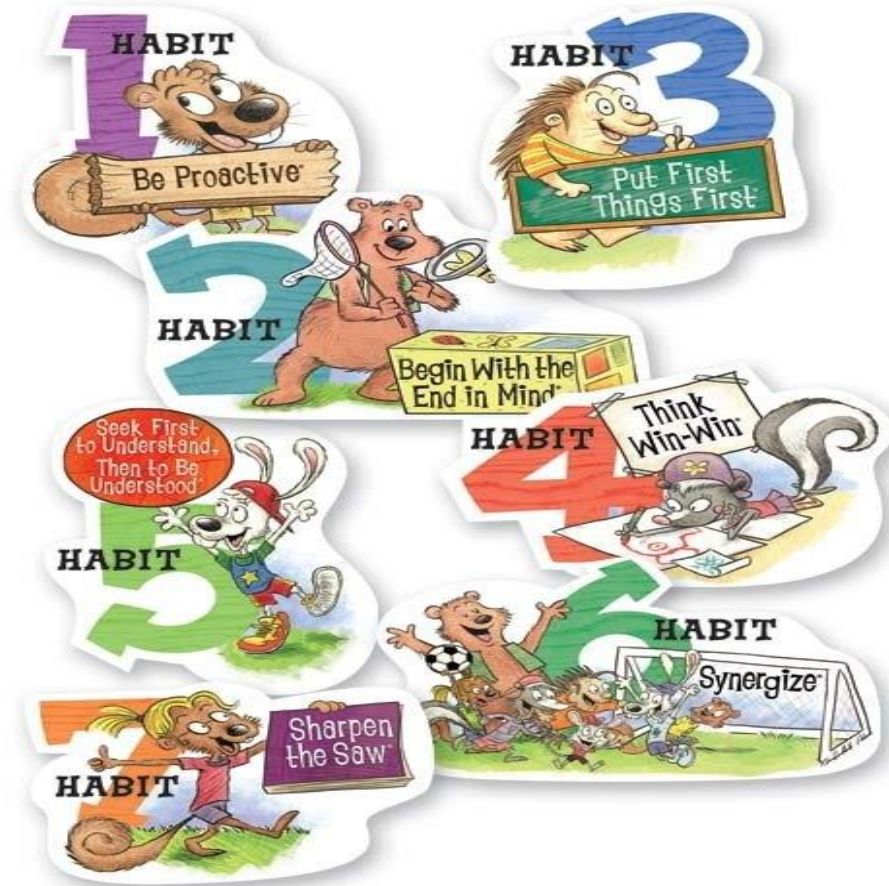
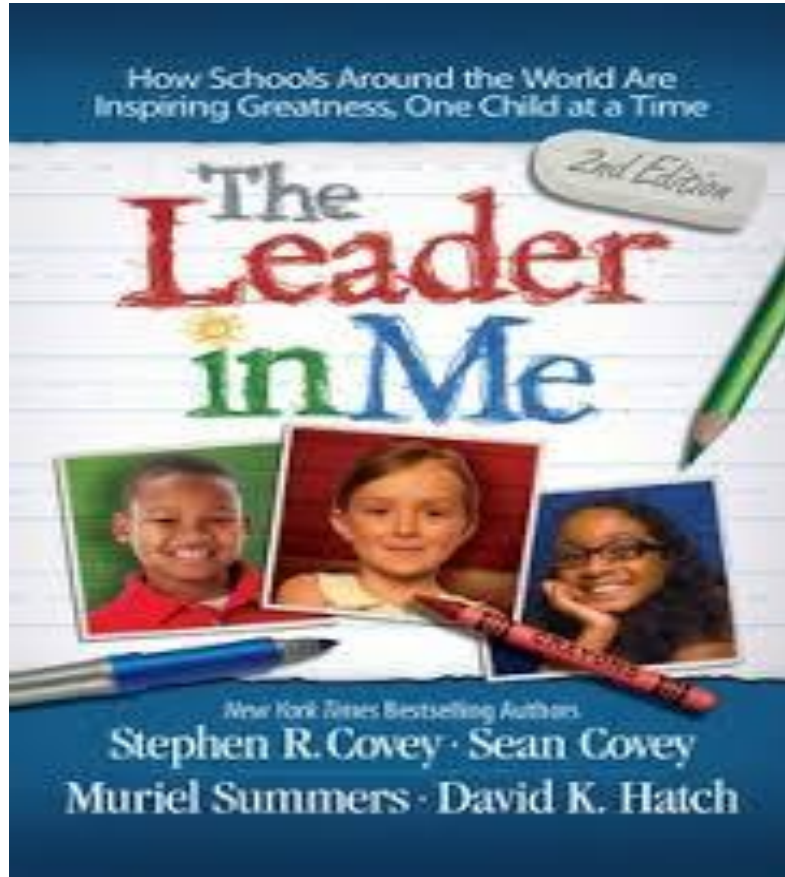


A calm moment of Mindful Breathing



Playing Hopscotch during Class Bonding to build peer-to-peer relationships

# Student Empowerment Nurturing Leaders





# Developing Good Habits

**Routines help your child build confidence and learn to manage themselves.**

**Guide your child to do the following independently:**

- Pack their bag
- **Alight from the car on their own**
- **Check their homework from the Student Handbook**
- **Be punctual for school**



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

## 1 Respectful Communication



## 2 Role Models

## 3 Real Connections

### New MOH guidelines on screen use for children under 12



#### BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

#### 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

#### 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

# What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- **Basic online safety rules**
  - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
  - Understand the risks of disclosing personal information



\*Character and Citizenship Education(Form Teacher Guidance Period)



# What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Cyber Contacts**
  - Understand that the profiles of strangers that we see online may not be their real identities
  - Recognise the dangers of chatting with strangers online
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the **CCE (FTGP) Journal** with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

# Home-School Communication

## School level:

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference / Parent-Teacher Meeting (End of Term 2)
- Parents Gateway
- Parent Support Group (PSG)



## Getting in touch with teachers: Student Handbook, Email and Whatsapp Business

Mon, Wed-Fri: 7.30 a.m. to 5p.m

Tues: 7.30am to 5.30pm

Teachers will try their best to get back to you within 3 working days.

**Your child's Form Teachers  
will be your first point of contact.**

# Every Child Can Learn and Wants to Learn

**It takes one's belief to spark a child's  
potential**

**It starts with what the child can do  
Sometimes we meet with resistance**

**But we persevere**

**Celebrate every effort**

**Soon, they grow grow in confidence**

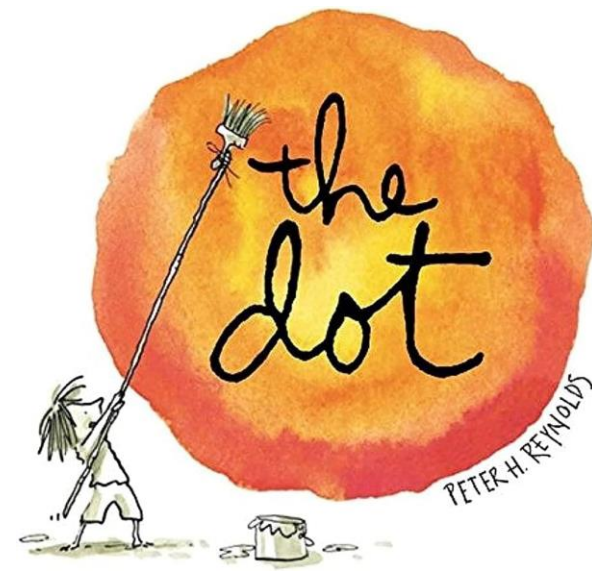
**Discover their own strengths**

**Inspires others too**

**to**

**“Just make a mark and see where it  
takes you.”**

*Reflections by Ms Grace Foo on  
The Dot by Peter H. Reynolds*



# Thank you



*Concerned Citizens, Innovative Thinkers, Passionate Learners*

# Information Session for Primary 2 Parents

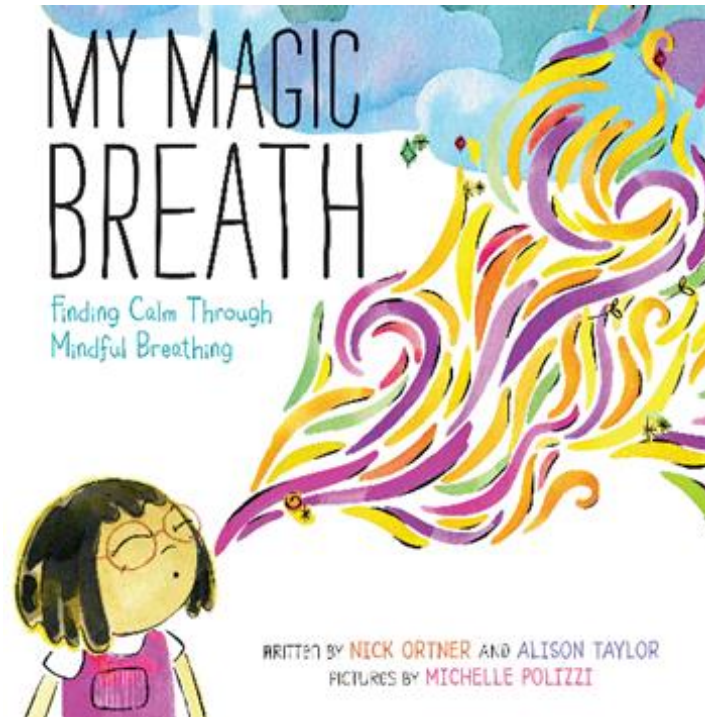
- Enhanced Student Wellbeing
- Discipline Approach
- Assessment at Primary 2
- Primary 2 Level Programmes
- Looking Ahead (Primary 3)



# Enhanced Student Wellbeing



1-1 Let's CHAT  
Student-Form Teacher Conversation



Mindful Breathing



Cyber Wellness -Digital safety

# Cyber Wellness

## How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
  - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
  - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
  - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the [Parenting for Wellness](#) Toolbox for Parents.

Page 1 of 2

Helping Your Child  
**Manage Device Use  
& Stay Safe Online**



### Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.  
Your screen use rules can include:
  - Device-free times and places
  - Time limit for devices
- **“What are some suggestions on when and where devices should not be used?”**
- **“What should we do if we break our agreement?”**
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
  - **“What screen-free activities do you think we can do together?”**
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
  - **“What do you think of our screen use rules?”**

### Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
  - State observation: **“I noticed you have been spending a lot of time on your device.”**
  - Ask open-ended questions: **“What do you usually do on your device?”**



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you've got this!

# Cyber Wellness

## How can parents better communicate with their child on digital habits and matters?

<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations</b> to better understand what your child does online.<ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>

## What are the school rules on digital device use?

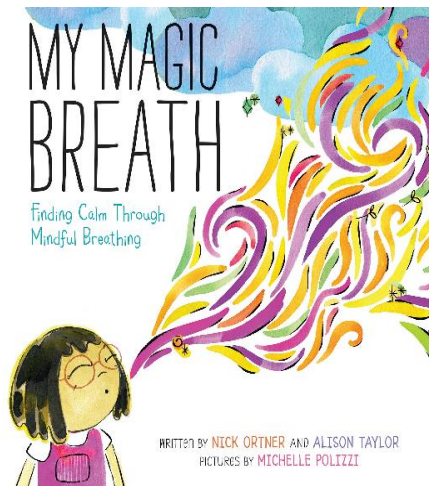
- Students are not to use smartphone and/or smartwatches<sup>^</sup>, during school hours including recess, CCA and after-school programmes (e.g. supplementary/enrichment /remedial lessons).
- Students who bring such devices are to put them in their school bags before school start time. They can only use these devices outside of school after school hours.
- Students should bear responsibility for safekeeping these devices.

*<sup>^</sup>Exclude non-telecommunication devices, e.g. POSB Smart Buddy Watch, which allows contactless payment in school.*




# School Practices

- Mindful Breathing After Recess
- STOP THINK DO
- Voice Levels
- Snack Breaks



 <b>Stop-Think-Do</b>		
ACTION	WHAT IT MEANS	ASK YOURSELF
<b>STOP</b>	<ul style="list-style-type: none"> <li>• Stop what I am doing.</li> <li>• Calm down &amp; breathe.</li> <li>• Reflect on my feelings.</li> <li>• Clarify the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• How am I feeling?</li> <li>• Why do I feel this way?</li> </ul>
<b>THANK</b>	<ul style="list-style-type: none"> <li>• Think of different choices.</li> <li>• Consider the different consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• What can I try without hurting myself, others or things?</li> </ul>
<b>DO</b>	<ul style="list-style-type: none"> <li>• Choose the responsible decision.</li> <li>• Seek help when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the right thing to do?</li> <li>• Who can help me?</li> </ul>

 <b>Classroom Voice Levels</b>	
TYPE OF VOICE	WHAT IT MEANS
<b>LEADER VOICE</b>	I use my leader voice when I need to present or share something important with the whole class.
<b>GROUP VOICE</b>	I use my group voice to speak with my group members; only those in my group should be able to hear me.
<b>WHISPER VOICE</b>	I use my whisper voice to speak with my partner; only my partner should be able to hear me.
<b>NO VOICE</b>	I will not talk as it is time to listen to the speaker or it is time to concentrate on my own work.



# School's Approach to Student Discipline & Growth

## Building Good Behaviour

We believe in balancing firm rules with care and encouragement to help students learn good behaviour, not just correct inappropriate behaviour.

## Supporting Positive Choices

When students misbehave, we explain why it's wrong and help them fix their mistakes. We also encourage them to support each other in behaving well.



## Teaching Values and Skills

We teach students important values and essential life skills to help them make good choices and understand the consequences of their actions.

## A Safe Learning Environment

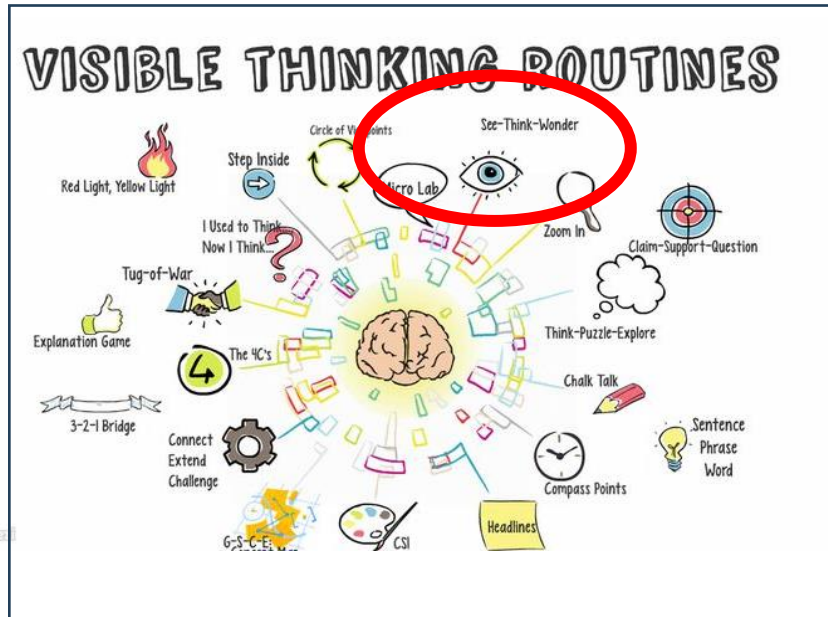
For serious misbehaviour, we take appropriate action to keep everyone safe. We work with students to understand their actions and take responsibility.

# Assessment at P2

- Assessment is integral to the teaching and learning process and helps our children become self-directed, lifelong learners, as they monitor, assess, and improve their own learning.
- Assessment will take the form of monitoring of learning with formative assessment tools such as FAST kit, quiz, exit ticket. Students will receive feedback on their learning.
- **At Primary 2, assessments conducted will not be counted to form any overall mark or grade.** This is to allow teachers to pace out teaching and learning, and adopt a wider repertoire of teaching strategies that provide students with rich and meaningful learning experiences.

# Primary 2 Level Programmes

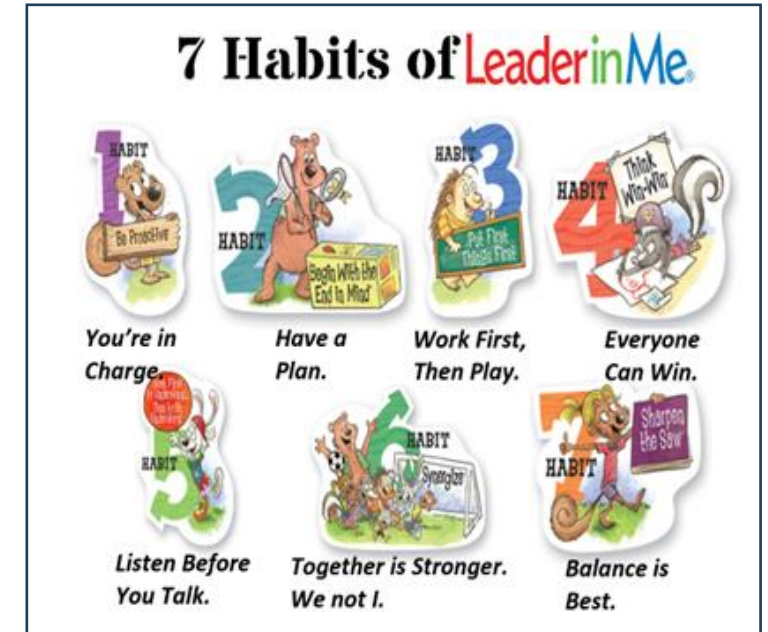
## ALP– Thinking Curriculum



## LLP - PAVE



## Leader-in-Me





# Primary 2 Level Programmes

Learning Journey – Science Centre



Lower Primary Games Day



# Primary 2 Level Programmes

Learning Journey – Heritage Trail  
(Interdisciplinary Project Work (IPW))





# Looking Ahead – P3 Class Allocation

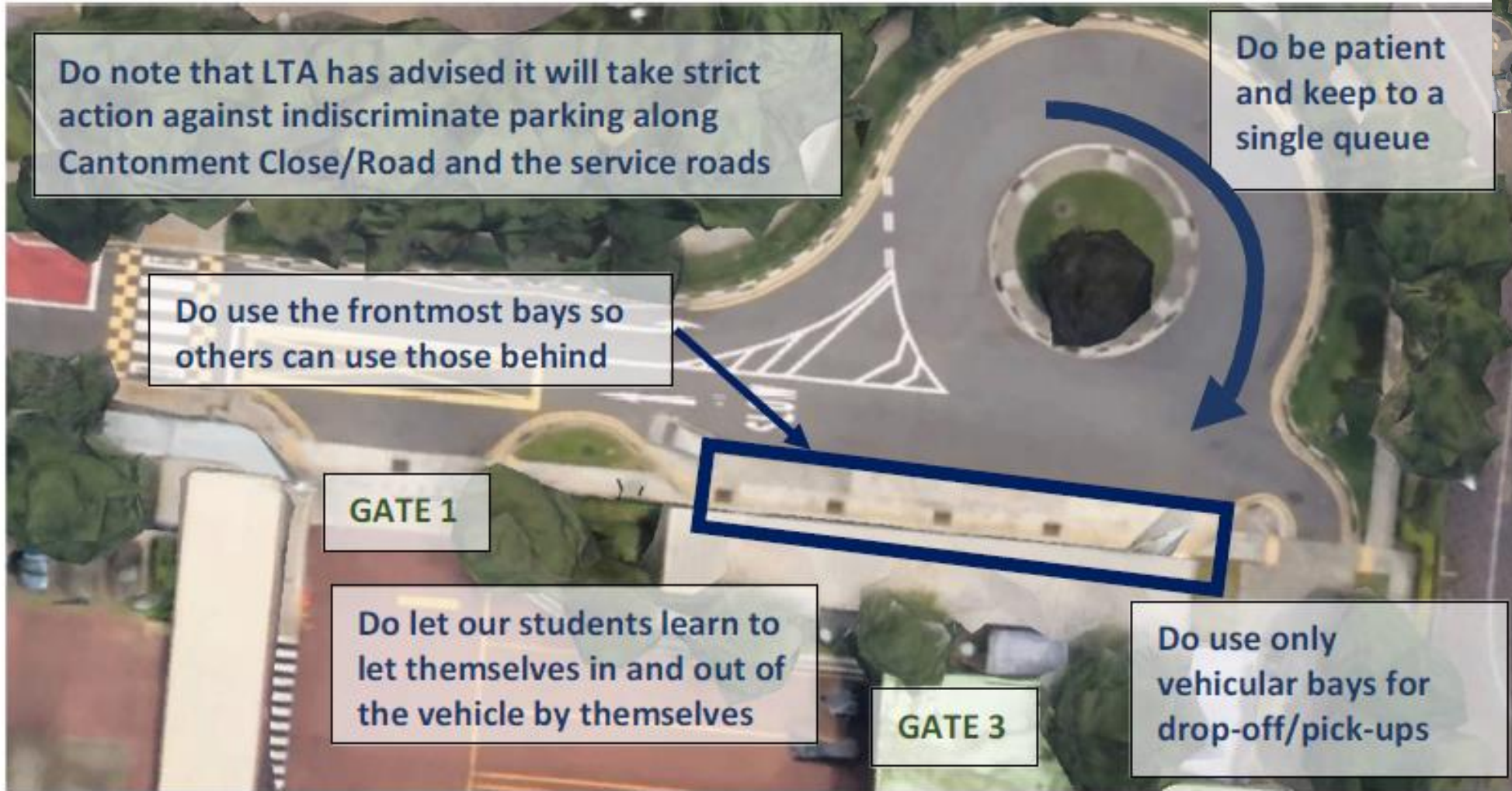
- The school will allocate students to Primary 3 classes to ensure a good mix of gender, race and learning ability.
- This creates a rich learning environment for students to learn holistically, enhance their socio-emotional competencies and broaden their perspectives.

# Mother Tongue Programmes offered in P3

Our school has different types of programmes for MTL in P3 to better cater to the needs of the different learners.

Programme	Description
P3 Higher Mother Tongue Languages (HMTL)	For students who show strong proficiency and interest in Mother Tongue Language (MTL).
P3 Mother Tongue Support Programme (MTSP)	For students who require additional support in learning MTL.

# Pick Up and Drop Off



ers

# Leaving School Early

- During official school hours, no student may leave the school without obtaining permission from the Principal or Vice-Principals. Parent/guardian must fill in a “Request for Student Early Dismissal” form at the General Office if they wish to take their child home.
- Students may be granted permission to leave school early if the child is not well or has valid reasons.
- Parents/ Guardians must present the form at the Security Post before the student can leave the school. Students should not leave school to take their lunch should they have afterschool programme. They can have their lunch at the school canteen.

# School Security

- For the safety of all our students, all parents/ guardians should make an appointment to see teachers only after curriculum hours.
- All parents/ guardians should refrain from dropping their child's belongings at the Security Post/ General Office as students should learn to be responsible for their own belongings.
- All parents/ guardians who visit the school must register their visits at the Security Post with their personal identification before entering the school.
  - A visitor's pass will be issued to the parent/ guardian and the parent/ guardian should proceed to the General Office for assistance



# Student Records

- Administrative Records
  - Keep the school updated e.g. address, family circumstances and arrangements
- Medical Records
  - Update student medical records by 31 January (Refer to PG message)
  - Approach teachers if any special medical procedures or treatment are needed

