



CANTONMENT

PRIMARY SCHOOL

Future-Ready Learners. Active Contributors.

Primary 3 and 4 Touch Base Meeting

21 January 2026





Future-Ready Learners. Active Contributors.





School Leadership Team

Ms Grace Foo

Principal

Mr Yeo Sho Hor

Vice-Principal (Academic)

Mrs Jane Cheah

Vice-Principal (Academic)

Mr Loh Siang Kiang

Vice-Principal (Admin)

Officers Overseeing Middle Primary

Ms Lim Guat Hwa

Covering Year Head

Educational and Social-Emotional Support

Ms Ooi Hui Shan

Senior School Counsellor

Ms Ariela Yap

Senior Special Education Needs Officer

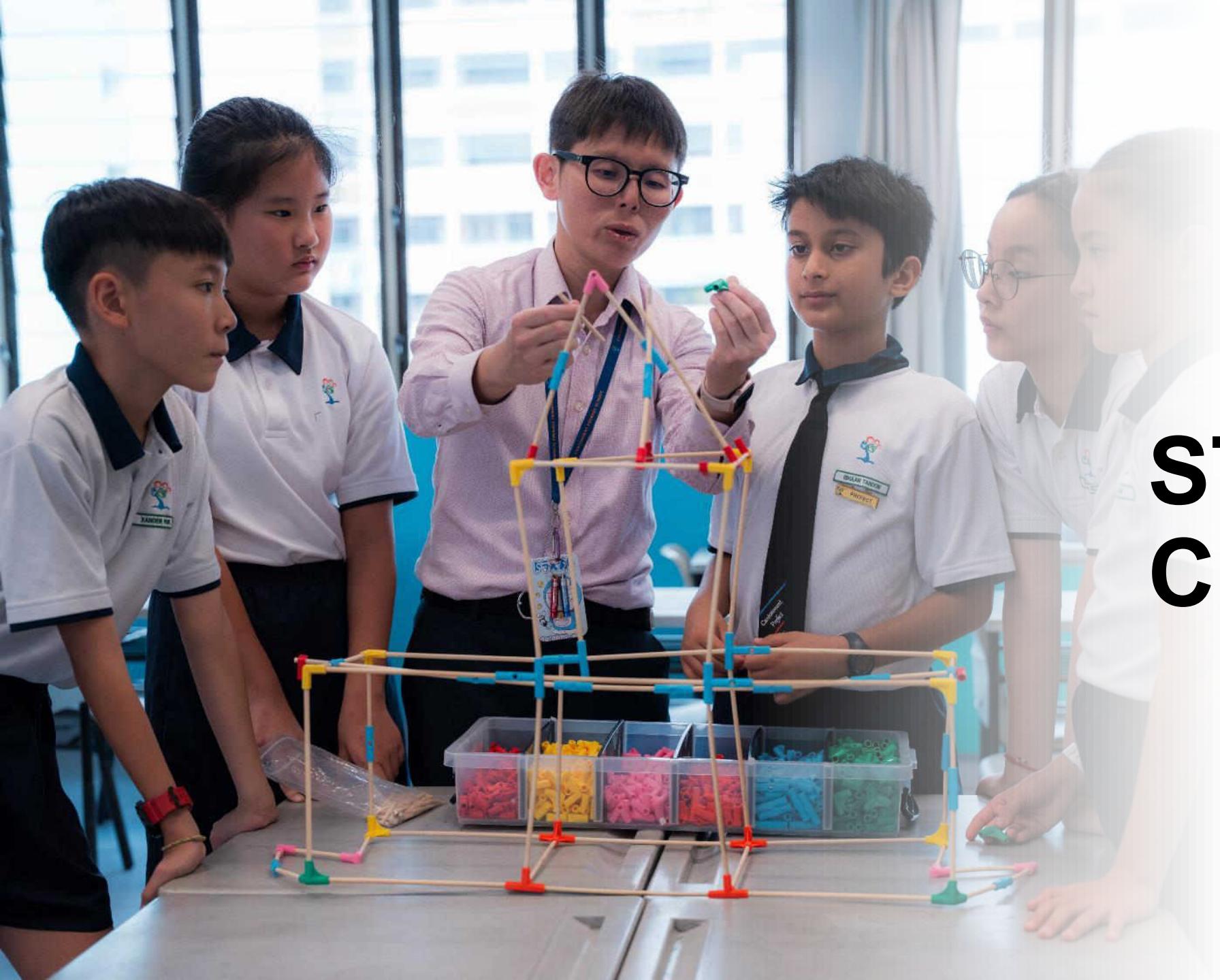
Ms Diana Ho

Student Welfare Officer

Agenda

- **New Vision**
- **Home-School Partnership**
- **Punctuality**
- **Late Day**
- **Communication Platforms**
- **Class Size (Primary 3 parents only)**

STEM Challenge





STEM Playground Week



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STEM Playground Week



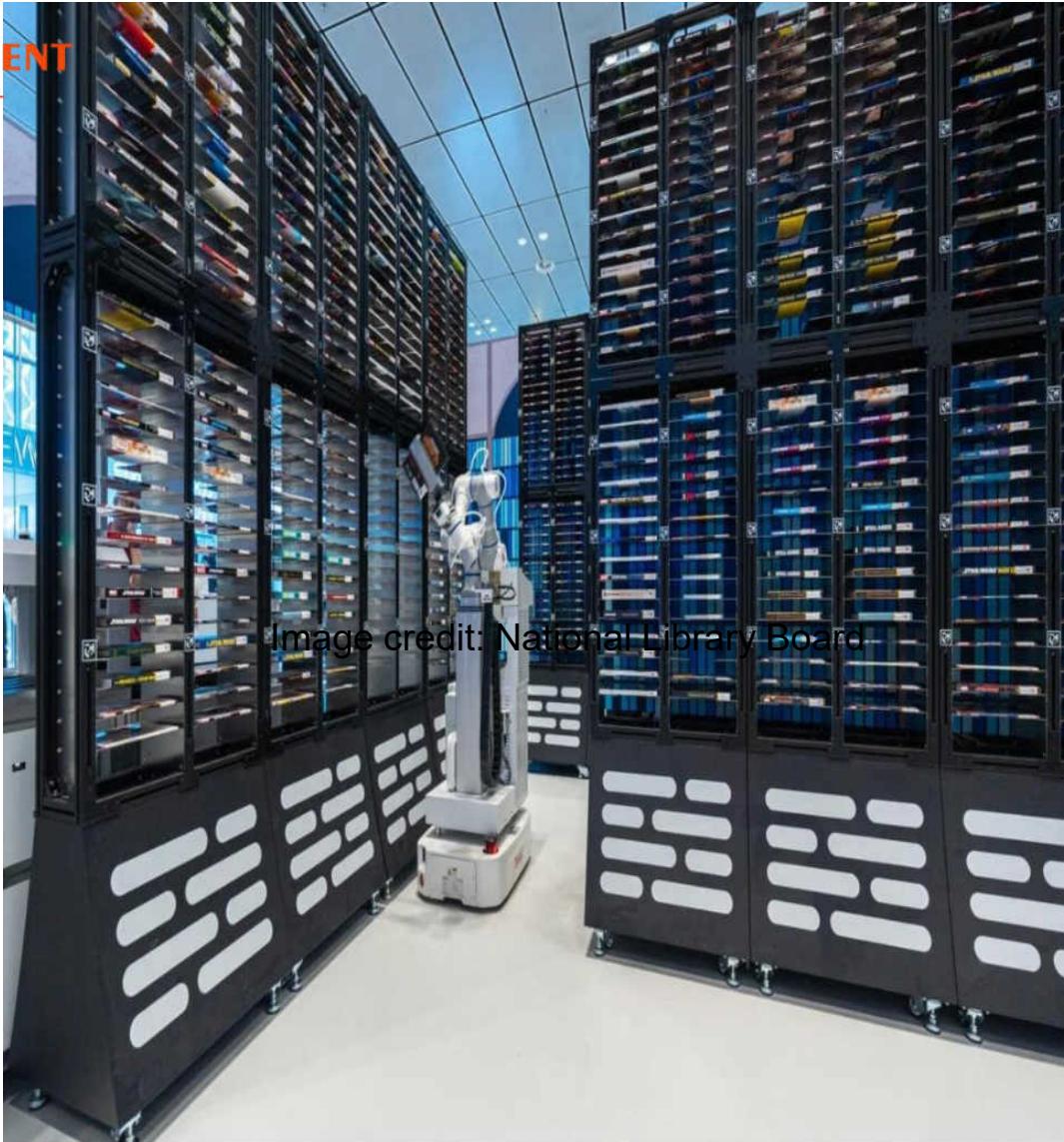
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What Does the Future Hold?



*"Robot
"librarian"
will do all the
heavy lifting,
from
fetching your
title to
sending it to
a collection
point".*

*-8 August
The Smart
Local*



**Star Wars Pop-Up Library at
Changi Airport Terminal 3**
Image: National Library Board

Collecting your passport and IC takes just 5 minutes with ICA's new robots

[Sign up now](#): Get ST's newsletters delivered to your inbox



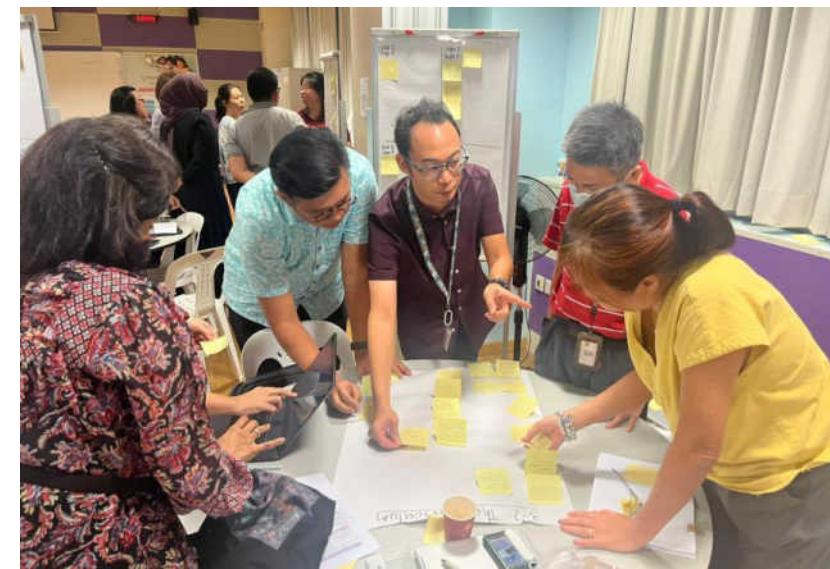
An automated robot retrieving a passport from a storage shelf inside the central repository at ICA Services Centre (ISC) on Dec 22, 2025.

The Straits Time 3 Jan 2026

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Our Hopes and Dreams for CPS

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Active Contributors.*



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Vision:
Future-Ready Learners
Active Contributors



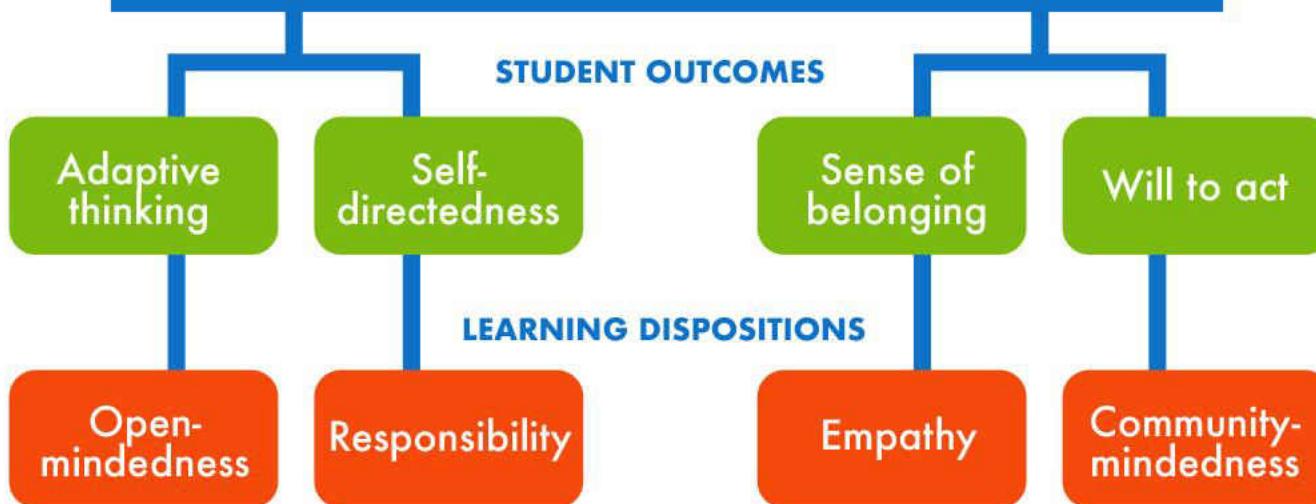


VISION



MISSION

To nurture and empower our students to realise their potential and aspirations so as to have a positive impact in the school and the community.



CANTONMENT
PRIMARY SCHOOL

Under-girded by values:

Respect
Care
Integrity
Resilience
Graciousness

Enablers:

Curriculum
Environment
Staff
Partnerships



- 1 Future-Ready Learners and Active Contributors
- 2 Inspiring and Inclusive Learning Environment
- 3 Innovative and Flourishing Professionals
- 4 Collaborative and Strategic Partnerships

Future-Ready Learners

Adaptive Thinking



Future-Ready Learners

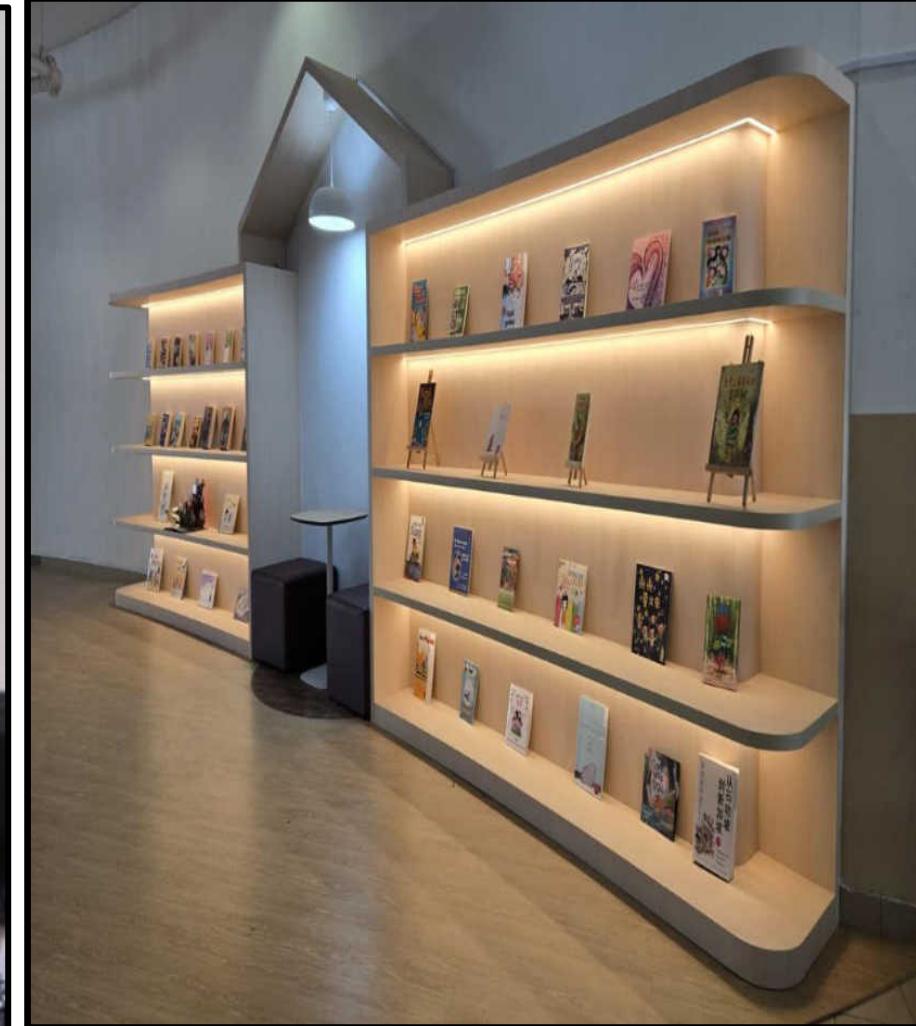
Self-Directed Learners



Student Leaders leading the assembly programmes



Gems Jam



Reading Nook

Future-Ready Learners

Self-Directed Learners



Students returning to classes on
their own

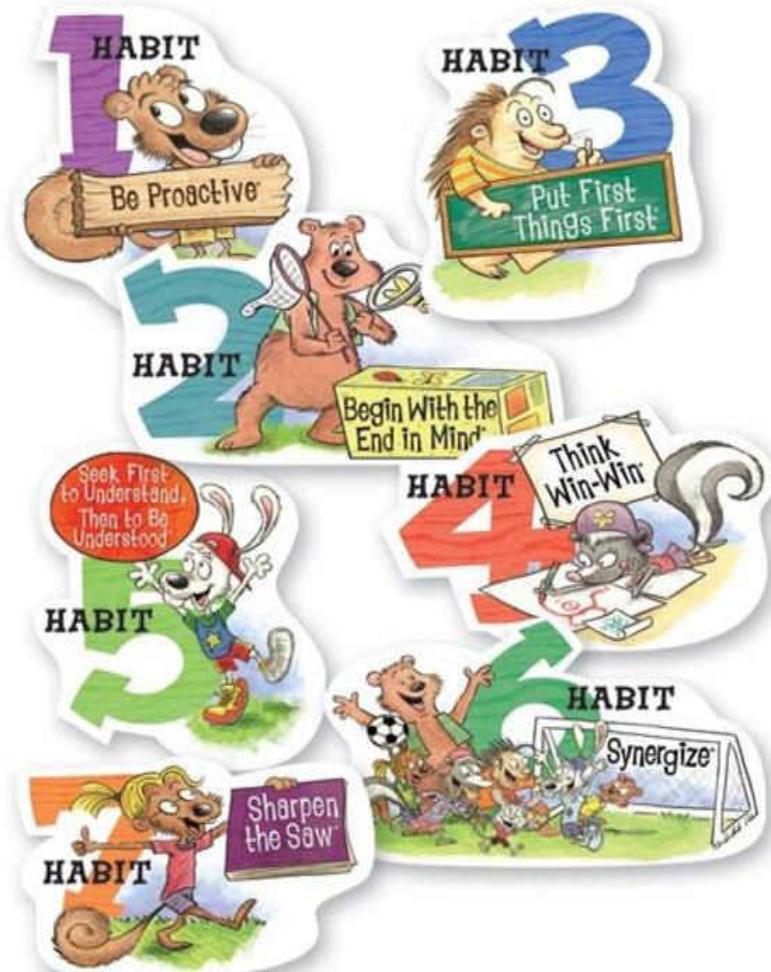
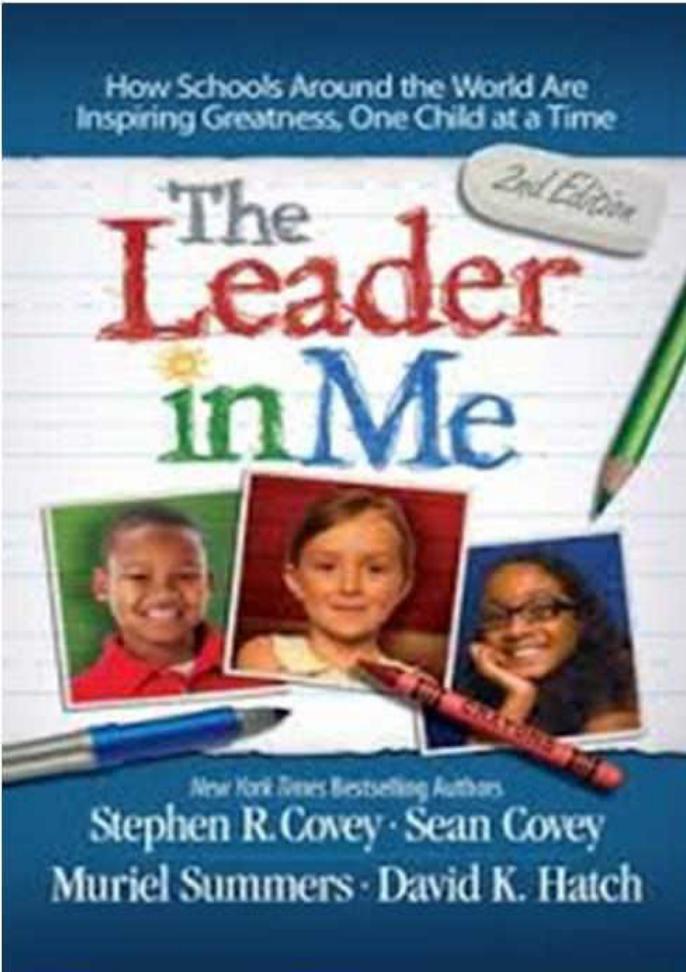
A Self-Directed Learner's Plan	
Habits that I would like to have (✓ - tick your responses):	
<input type="checkbox"/> Handing in homework on time <input type="checkbox"/> Neat handwriting <input type="checkbox"/> Eating healthily <input type="checkbox"/> Exercise regularly <input type="checkbox"/> Sleeping early <input type="checkbox"/> Revising my work / learning <input type="checkbox"/> Contributing actively in lesson / school <input type="checkbox"/> Managing screen time <input type="checkbox"/> Helping my peers <input type="checkbox"/> Be an upstander <input type="checkbox"/> Other _____	
How I would achieve my goal: (what are some Leader in Me Habits I can practise to achieve my goal(s)?) <hr/> <hr/> <hr/> <hr/>	
I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)	
Term 2 Strength: Area for growth:	Term 4 Strength: Area for growth:
Parent's Signature: _____ Date: _____	
Parent's Signature: _____ Date: _____	

The subject teachers will lead you to set your personal academic goals.

Student Diary on Goal Setting

Future-Ready Learners

Self-Directed Learners



Active Contributors

Will To Act



Wushu Students



Wushu Students



Creative Design Club

Active Contributors

Sense of Belonging



Circle Time



1-1 Let's Chat



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Active Contributors

Sense of Belonging



Intentional Your Partnership

**Being Future-Ready
includes your child
academics**

...and PSLE

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

A group of approximately ten school children, mostly of East Asian descent, are shown in a classroom setting. They are all wearing white polo shirts with dark blue collars and dark blue skirts or trousers. Many of the girls have backpack straps across their chests. The children are smiling and raising their right hands, likely to answer a question. In the background, there are green walls decorated with colorful drawings of stars and clouds. A window is visible on the right side of the frame.

Punctuality

Punctuality Matters

Be in school by 7.35am



**Late
Day**

Why Does CPS End Later on Tuesdays?

Standard Curriculum Hours

Later Reporting Time

Factoring Lunch Break

Tensions and Trade-offs

Earlier Start and End Times

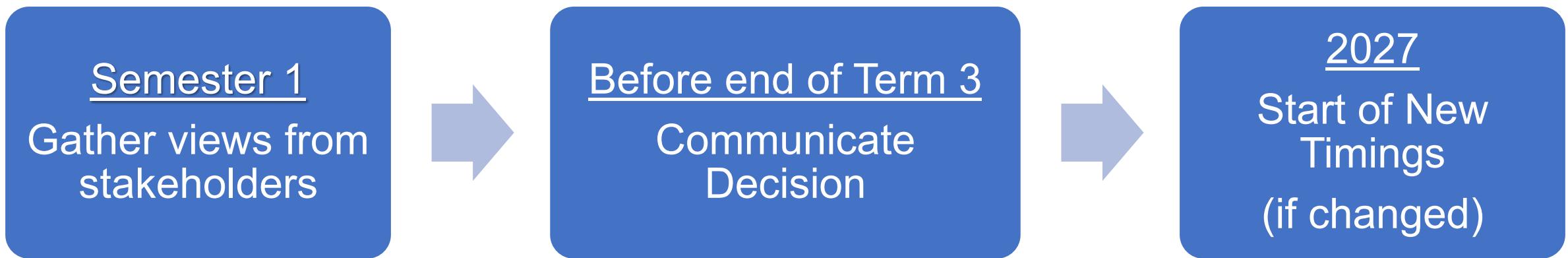
Waking Up Earlier

Later Start Time on all days

One Extra Long Day (current)
Later Lunch on All Days

Varying Family and Transport Needs

Timeline of Review



Home-School Communication

School level:

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference (End of Term 2)
- Parents Gateway
- Parents Information Sheet (Termly)
- Cantonment Times (Semester – school website)
- School Facebook
- Parent Support Group (PSG)



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Communication

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 for non-urgent matters.

**FORM
TEACHER
1st Point of
Contact**

Teachers' email link on school website

Teachers' what's app Business
(on school weekdays and before 5pm only)

**School's
General Office
& What's App
Business**

6511 9555

School's Email

cantonment_ps@moe.edu.sg





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Middle Primary

Year Head Sharing

21 Jan 2026



A photograph showing a group of six students in white shirts and dark shorts, some wearing glasses and ties, gathered around a man in a green polo shirt who is holding up a large sheet of paper. The man appears to be explaining something to the students. They are indoors, possibly in a school hallway or lobby, with modern lighting fixtures and a large window in the background.

Agenda

Agenda

1. Level Programmes
2. Student Well-Being
3. AI & EdTech in School
4. School Attire & Expectations
4. Family Support

A photograph showing a group of students in white school uniforms with blue collars and ties, standing behind a yellow and green padded mat. They are all raising their right hands in the air. A female teacher in a black t-shirt and dark shorts stands to the left, also with her hands raised. The background shows a wooden floor, some gym equipment, and a digital scoreboard displaying '10:00'.

Level Programmes

Primary 3 Level Programmes



Swimsafer Programme

LJ to
Geylang Serai Heritage
Gallery

Changes to GEP

- School-based programmes for high ability learners will be extended to more students.
- Students will remain in their own schools at upper primary, and no longer need to transfer at Primary 4 into one of the nine primary schools that run the GEP.
- Those who benefit from further development can choose to attend after-school modules at designated nearby schools.
- Students can be identified to join these school-based programmes and after-school modules at multiple junctures from Primary 4 to 6.
- The process of selecting higher-ability learners will also be more holistic. Only one stage of standardised GEP selection test at Primary 3 instead of two.
- More information can be found here:
[Strengthening Support for Higher-Ability Learners | MOE](#)

Primary 4 Level Programmes



LJ to
Kreta Ayer
Heritage Gallery



Navigating Around Our
Neighbourhood



LJ to
National Gallery

Subject Based Banding at end of P4

- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities
- Subject-based Banding (SBB) was introduced to Primary 5 in 2008 (Removal of streams in Primary 5 and 6)
- Provides more flexibility to students with strengths and abilities that vary across subjects
- Encourages greater interaction among students with different strengths

For more information, please refer to the Student Handbook (pages 28 to 29)

How SBB Works? At Primary 4

At Primary 4

Students sit for the SBB End-of-Year Examinations (EYE). School will recommend a subject combination based on results.[#]

not just based on one EYE results, but observations of learning throughout the year



At the end of Primary 4

Parents exercise option to choose the combination proposed by the school or another combination offered by the school.



Students take subject combination recommended by school or chosen by parents.

Assessment

- Assessment is integral to the teaching and learning process.
- Helps our children become self-directed, lifelong learners, as they monitor, assess, and improve their own learning.
- Helps to gather evidence of students' progress for
 - (i) timely and targeted feedback to move learning forward, and
 - (ii) improve teaching practices.

Format	Explanation	Examples
Non-weighted assessments	Does not count to overall result for the subject for the year	<ul style="list-style-type: none">• Daily work, quizzes, performance tasks, topical reviews (ongoing, no prior notice)
Weighted assessments	Counts to overall result for the subject for the year	<ul style="list-style-type: none">• Class tests, quizzes, presentations, performance tasks• Year-End Assessment (examinations including oral and listening components)

Assessment for Learning for EL, MA, SC & MTL

TERM 1	TERM 2	TERM 3	TERM 4
Non-Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-Year Examination
0%	15%	15%	70%

A photograph of a group of school children in a classroom. In the foreground, two girls are smiling and raising their hands. The girl on the left is wearing glasses and a white polo shirt with a blue backpack. The girl on the right is wearing a white polo shirt with a name tag that reads "AMBER CHIA". Other children are visible in the background, some holding water bottles. The classroom has colorful murals on the walls.

Student Well- Being

Mental Well-Being

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

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

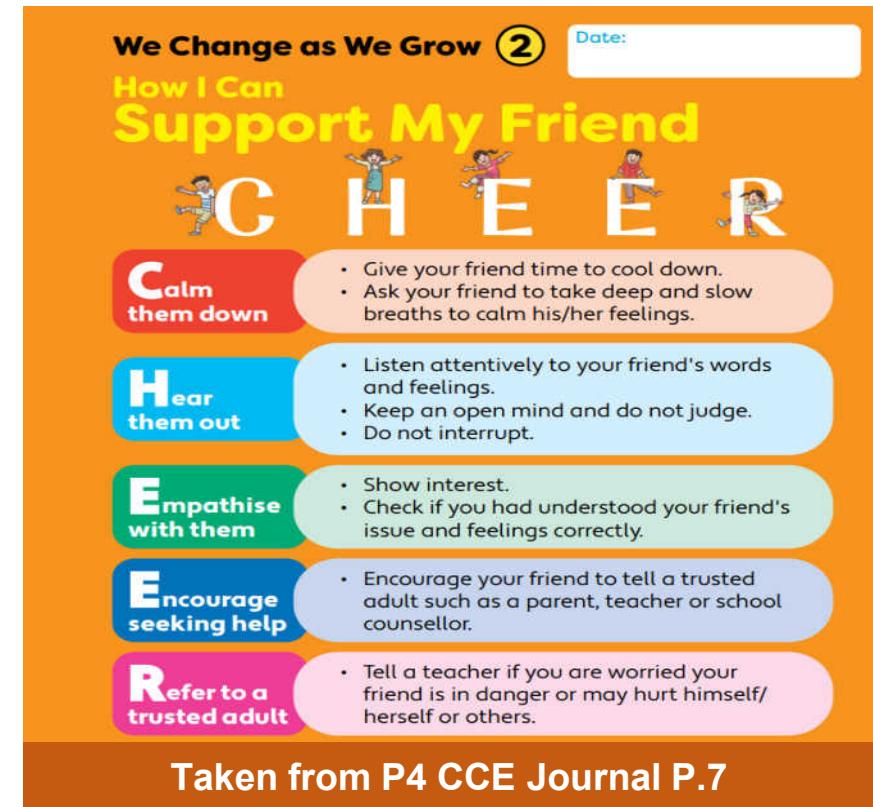
- Developing deeper self-understanding
- Setting meaningful goals

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.

Managing Academic Stress

Supporting your child's first steps into formal assessment.

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

Tips on How You Can Support Your Child

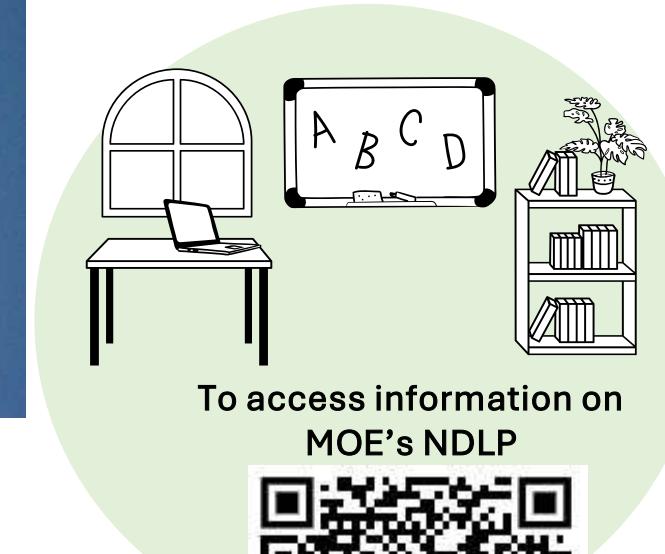
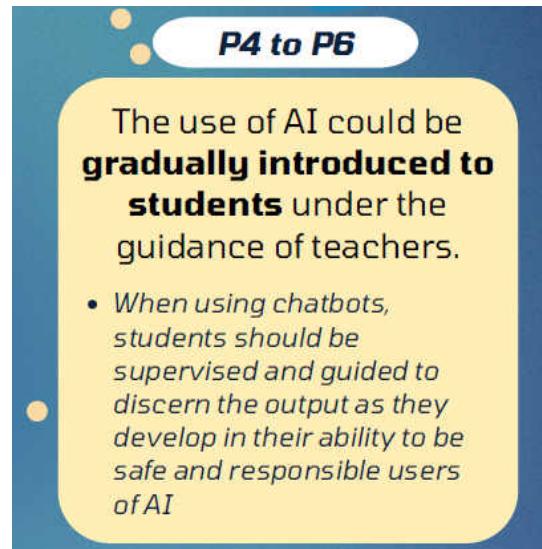
- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

A photograph of two young girls in school uniforms, both wearing white shirts with blue collars and small logos on the chest. The girl on the left has dark hair and pink glasses, smiling down at her work. The girl on the right has light-colored hair and is also smiling. They are both looking at a piece of paper on a desk, with one holding a pen. In the foreground, a blue pencil case with a floral pattern is partially visible.

AI & EdTech in School

AI & EdTech in School: Safe, Purposeful Use for Young Learners

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
2. Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**. (Scan QR code on the right)



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.

School Programmes and Initiatives

Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

Importance of cybersecurity

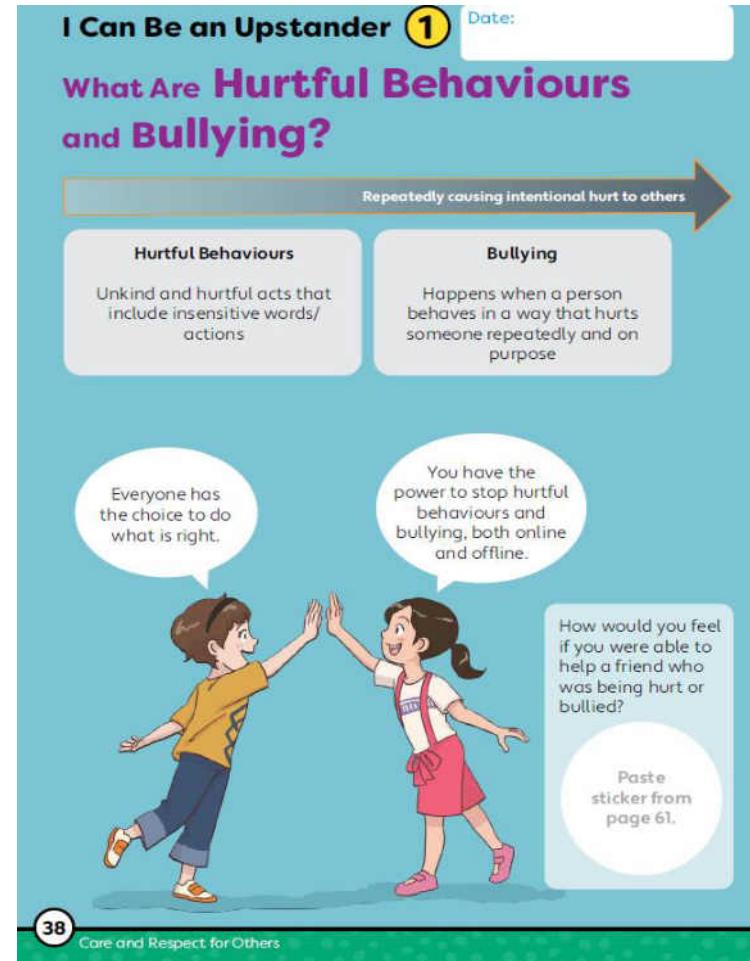
- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods

- Use S.U.R.E.* to verify information online

Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the ‘Stop-Think-Do’ strategy.



Encourage our children to share their experiences as they navigate friendships.

A group of young school children, likely primary school students, are standing in a hallway or classroom. They are all wearing white polo shirts with a small logo on the chest and dark trousers. Many of them have backpacks and water bottles. The children are smiling and waving their hands up towards the camera. In the background, there are colorful wall decorations and large windows. The overall atmosphere is bright and cheerful.

School Attire & Expectations

School Attire & Expectations

1. Name tags:

- Pls ensure your child has name tags on their uniforms.

2. Donning of accessories (of any form):

- Students should not wear accessories (e.g. bracelets, ring, necklace, chains, brooches, wristbands, amulets) with the school uniform.

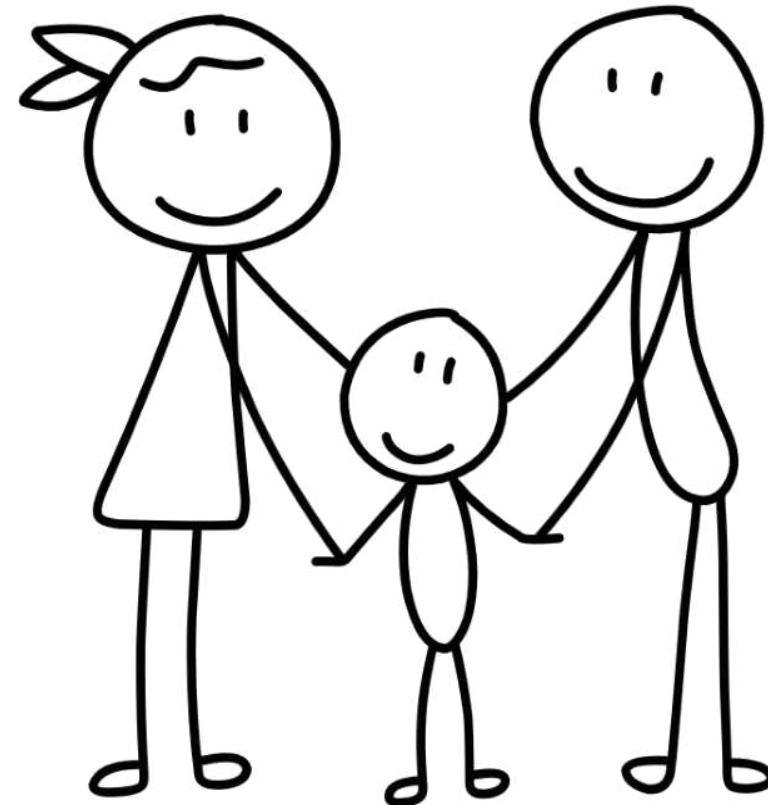


A photograph of two young boys, likely in primary school, sitting at a desk in a classroom. They are both wearing white polo shirts with dark blue collars and a small logo on the chest. The boy on the left is wearing glasses and has a wide smile. The boy on the right is also wearing glasses and is looking down at a worksheet they are both working on. They appear to be in a classroom setting with other students and classroom materials visible in the background.

**Family
Support**

Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



Parents are a predominant source of support for their child.

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

Build strong bonds
through shared
experiences and
meaningful
conversations

Teach children to recognise
and communicate their
emotions effectively

Establish routines
that support mental
wellness (outdoor
time, sufficient sleep,
family time, limit
screen time, etc)



Together We Support!

- **Parents play a key role as role models**
- Parents are invaluable partners and role models in supporting their children's learning and behaviour.
 1. Parents **role model healthy use** of devices and social media and **good online behaviour**
 - how to explore digital frontiers and stay safe online
 - what respectful online communication looks like
 - 2. Role modelling respectful conversations.
 - 3. To support our children to be happy, confident and kind, it's important to work with the teachers and school. Respectful communication forms the basis of this relationship between schools and parents.



Thank you



Future-Ready Learners. Active Contributors.