



CANTONMENT
PRIMARY SCHOOL

Future-Ready Learners. Active Contributors.

Primary One Touchbase Meeting

2 January 2026





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 Lower Primary

Ms Malinda Lim

Year Head

Educational and Social-Emotional Support

Ms Ooi Hui Shan

Senior School Counsellor

Mdm Jenny Wong

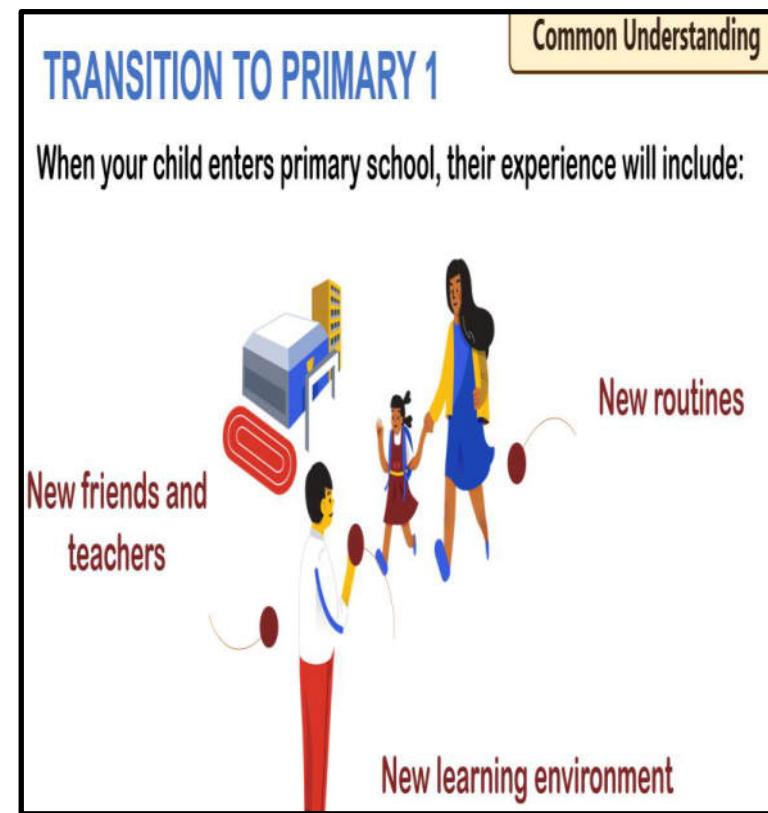
Senior Special Education Needs Officer

Ms Diana Ho

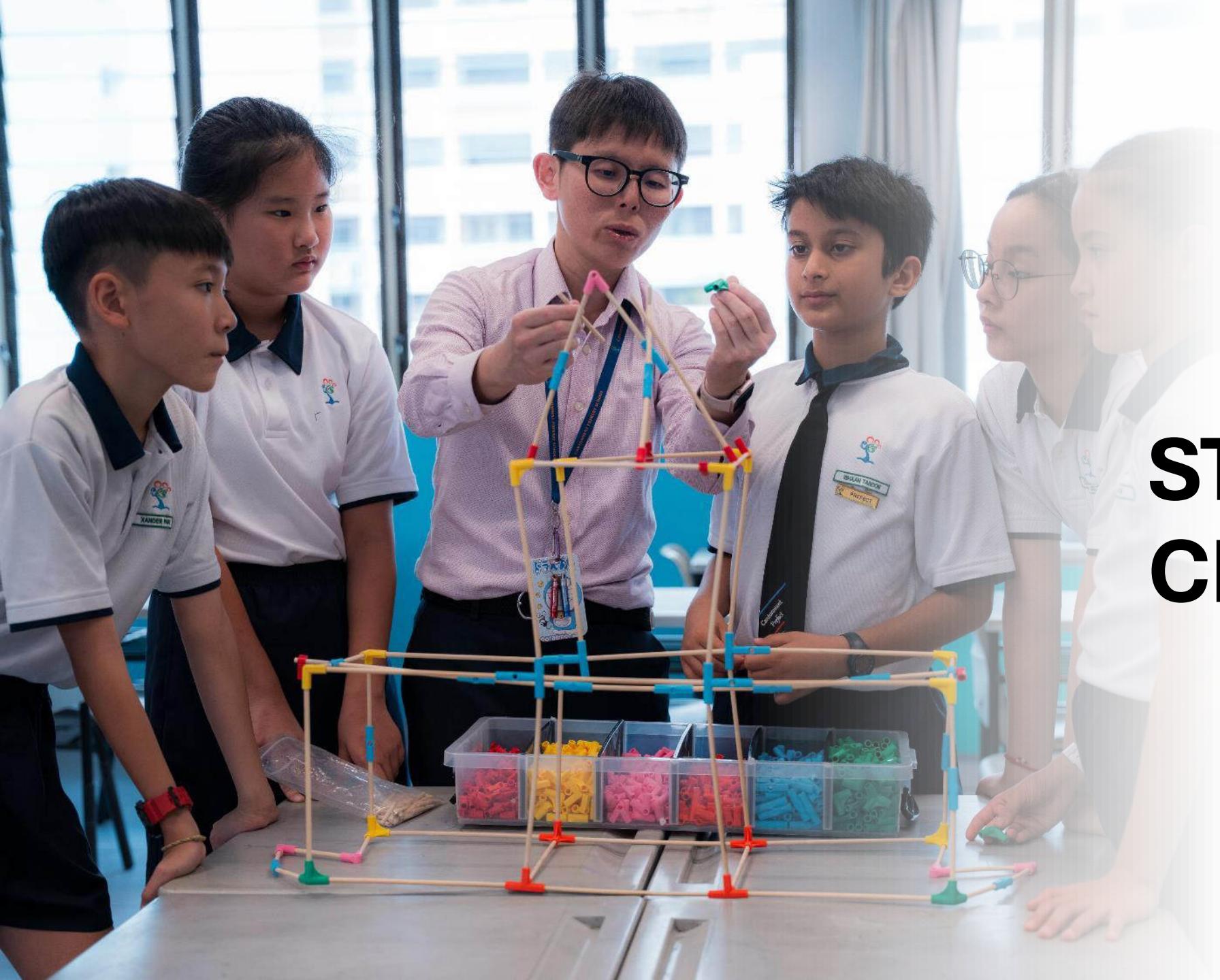
Student Welfare Officer

What was shared on 11 Nov 2025

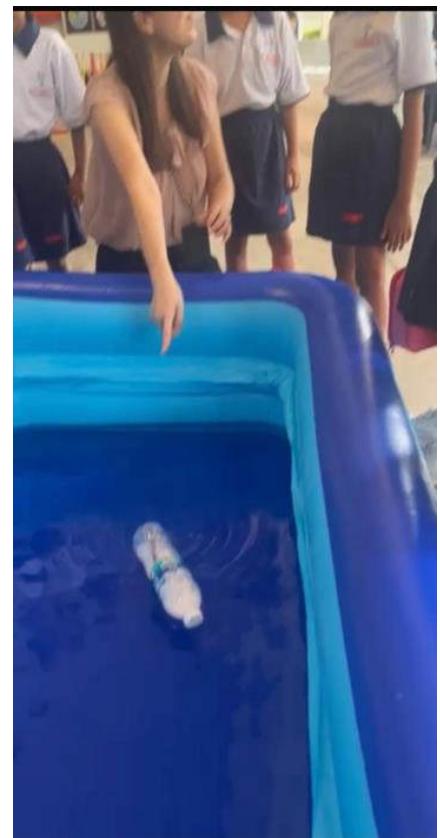
- What Primary School Is About
- Aligning our Understanding and Focus Areas
- How Parents Can Better Prepare Your Child For Primary One



STEM Challenge



STEM Playground Week



STEM Playground Week





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PRIMARY SCHOOL



Our Hopes and Dreams for CPS

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Active Contributors.*



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Vision:
Future-Ready Learners
Active Contributors



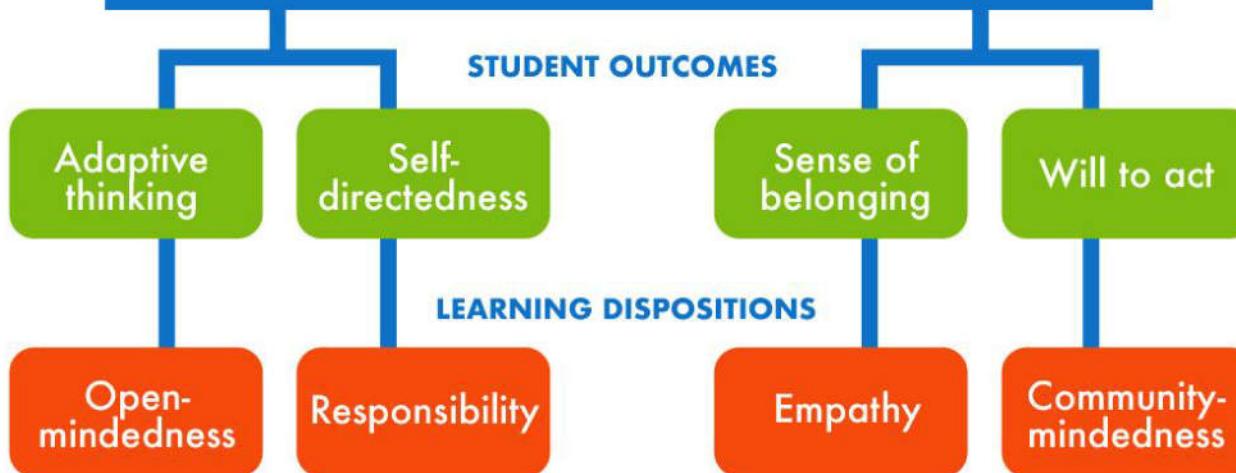


VISION



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.



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

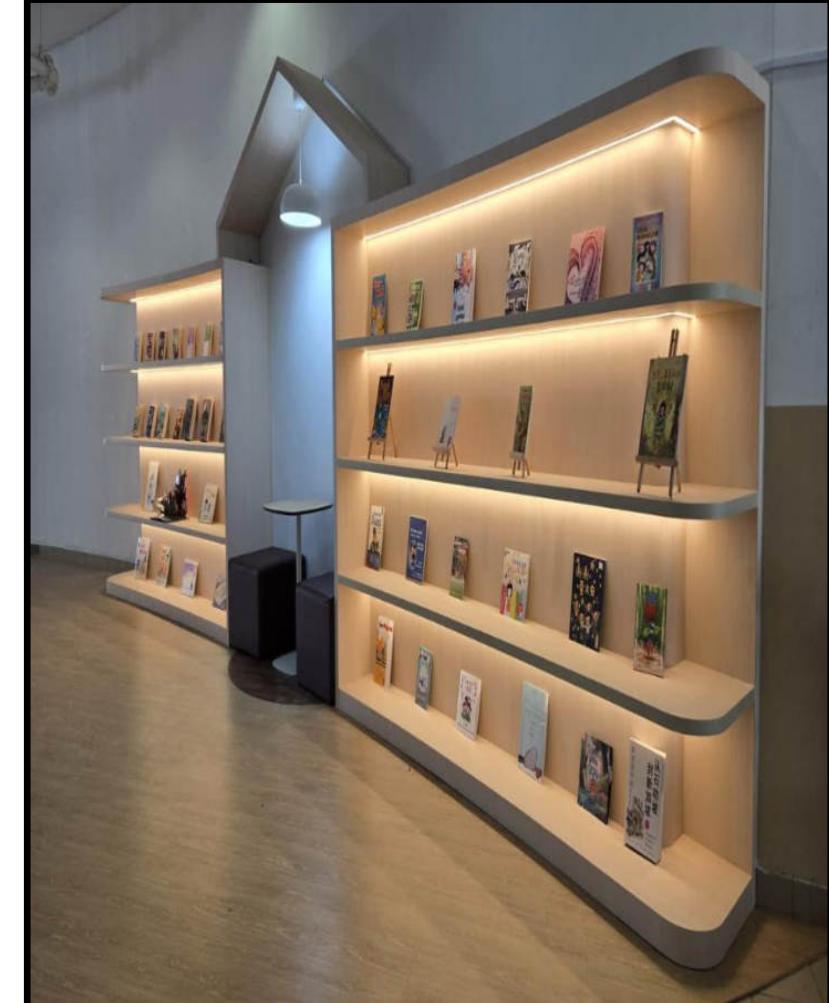
Self-Directed Learners



 Student Leaders leading the assembly programmes



Gems Jam



Reading Nook
Future-Ready Learners. Active Contributors.

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)?)**

I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)

Term 2	Term 4
Strength:	Strength:
Area for growth:	Area for growth:
Parent's Signature:	Parent's Signature:
Date: _____	Date: _____

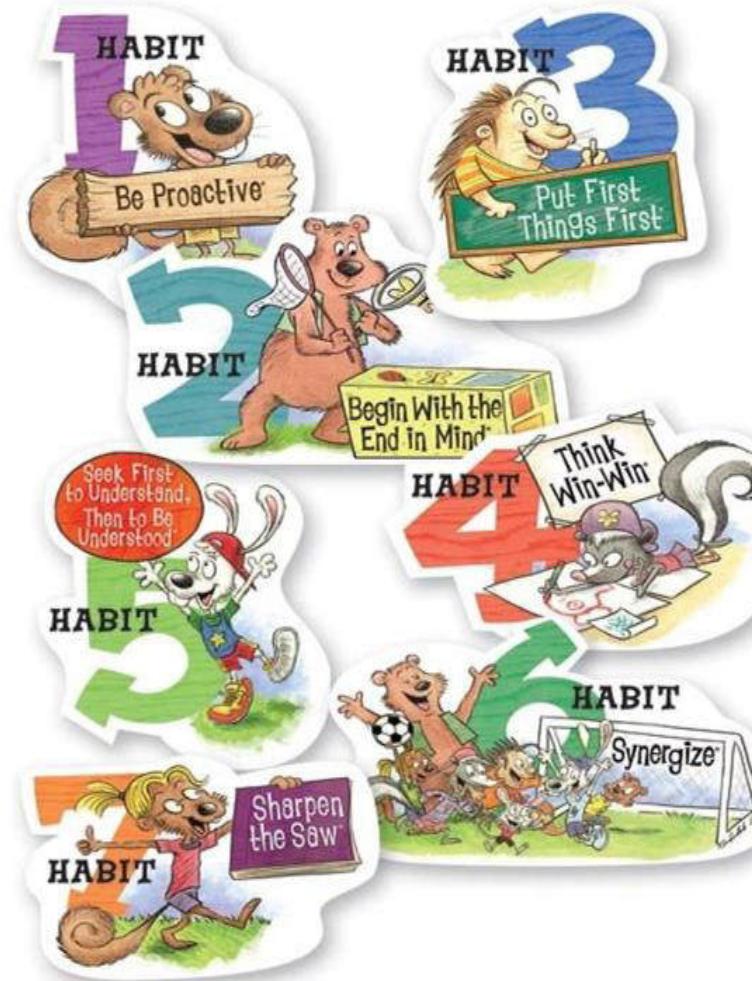
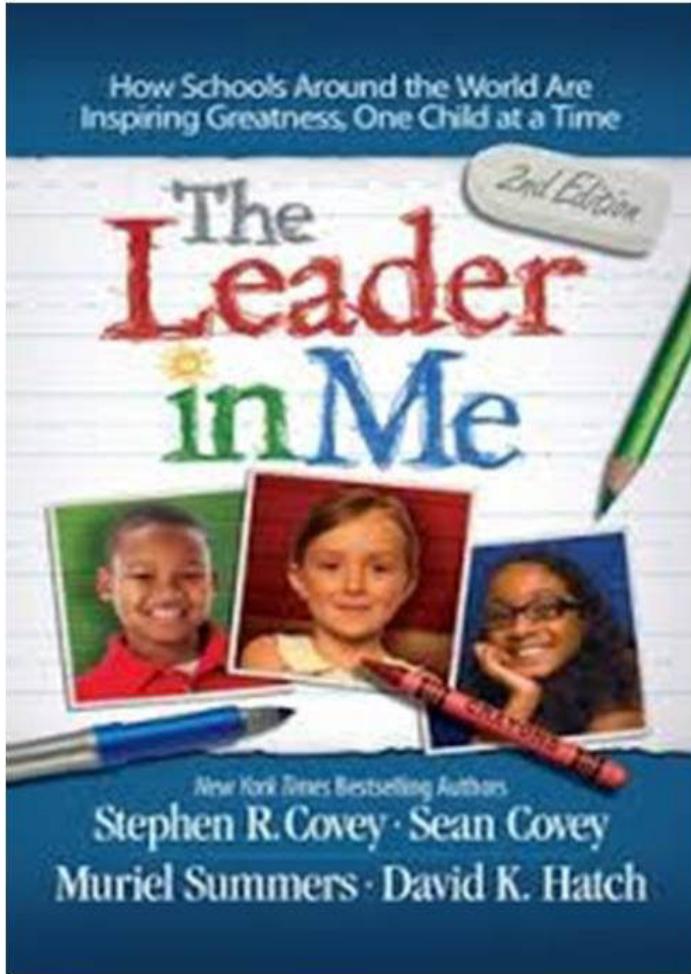
The subject teachers will lead you to set your personal academic goals.

Student Diary on Goal Setting

Future-Ready Learners. Active Contributors.

Future-Ready Learners

Self-Directed Learners



Active Contributors

Will To Act



Wushu Students



Creative Design Club
Future-Ready Learners. Active Contributors.

Active Contributors

Sense of Belonging



Circle Time



1-1 Let's Chat

Active Contributors

Sense of Belonging



Intentional Your Partnership

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

...and PSLE

Partners in Education

Our children do best when
SCHOOL and **PARENTS**
WORK HAND in HAND
to support them.



Punctuality Matters

Be in school by 7.35am

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

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
- 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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Lower Primary (Year Head)

Welcome message
2 Jan 2026



A photograph of a group of primary school children in a classroom. In the foreground, two girls are smiling and waving their hands. The girl on the left wears glasses and a blue backpack with a white water bottle. The girl on the right has her hair in pigtails and also wears a blue backpack. Other children are visible in the background, some with their hands raised. The classroom has green walls with colorful murals.

Needs of a Lower Primary child

Settling In: Helping Your Child Adjust to the School Term & Year

- **What your child may be experiencing**

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

- **How you can support your child**

- Find time for **regular conversations**.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence**



Scan this QR code to read a Schoolbag article on preparing your child for primary school.

Growing Well: Supporting Your Child's Social & Emotional Well-Being

- **Managing Thoughts, Feelings & Behaviour**
 - Understanding and managing emotions
- **Strengthening Sense of Self & Purpose**
 - Identifying and strengthening personal character traits
 - Building confidence and self-awareness
- **Building Positive Relationships**
 - Developing empathy and care for others
 - Embracing diversity and accepting differences
- **Overcoming Challenges; Managing Changes and Transitions**
 - Managing change and new experiences
 - Developing coping strategies for various situations

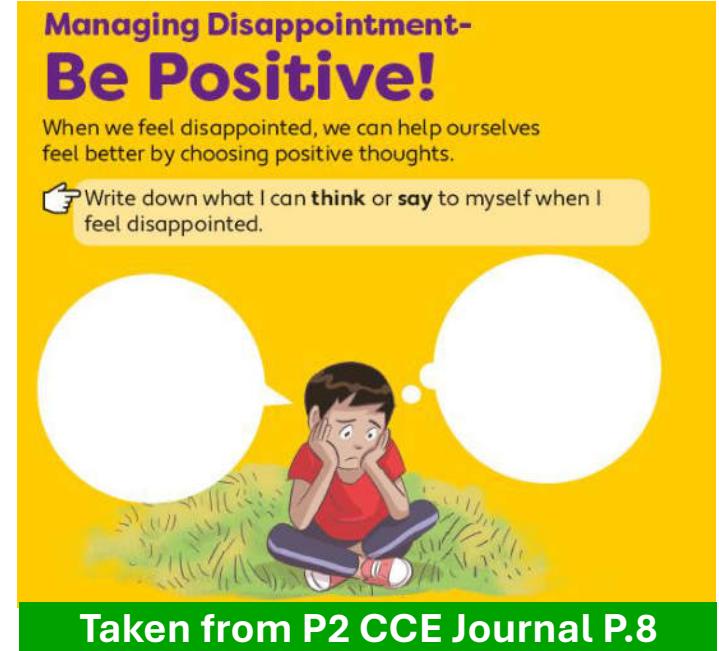


A photograph showing a group of students and a teacher in a classroom. The teacher, a woman with brown hair in a blue and white striped shirt, is pointing at a colorful craft project on a table. Several students, wearing white school uniforms with name tags, are looking at the project. The craft appears to be made of clay or plasticine, featuring various shapes like flowers and animals. The background shows teal-colored walls and windows.

School Programmes

School Programmes and Initiatives

- CCE FTGP Lessons
- Let's CHAT 1-1 by Form Teachers
- Circle Time



Taken from P2 CCE Journal P.8



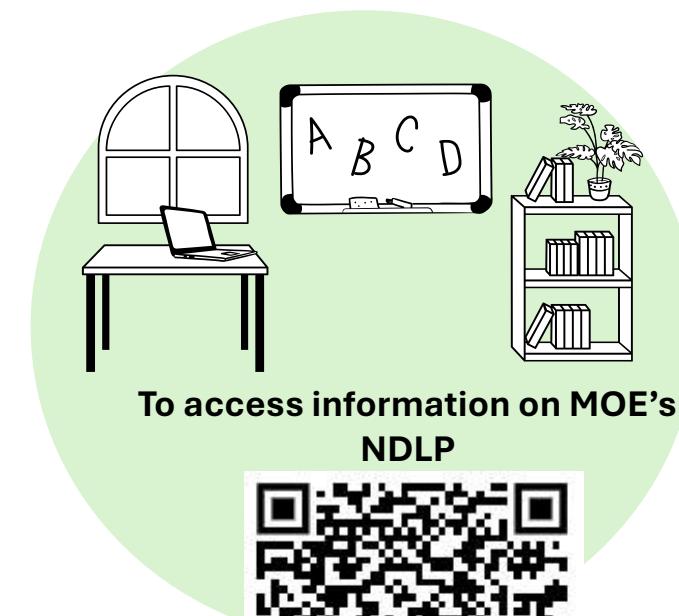
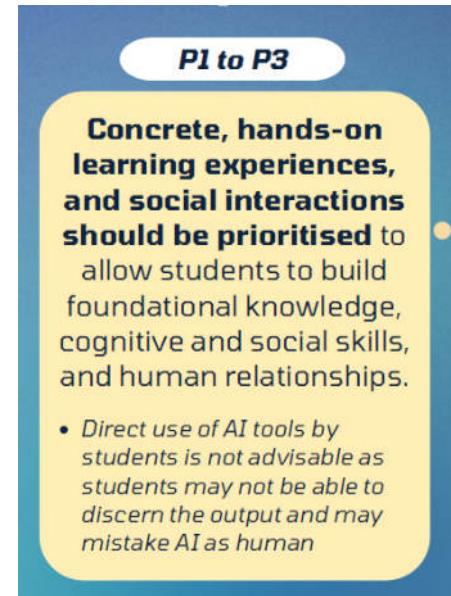
An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

The use of AI & EdTech at Lower Primary



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

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
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)

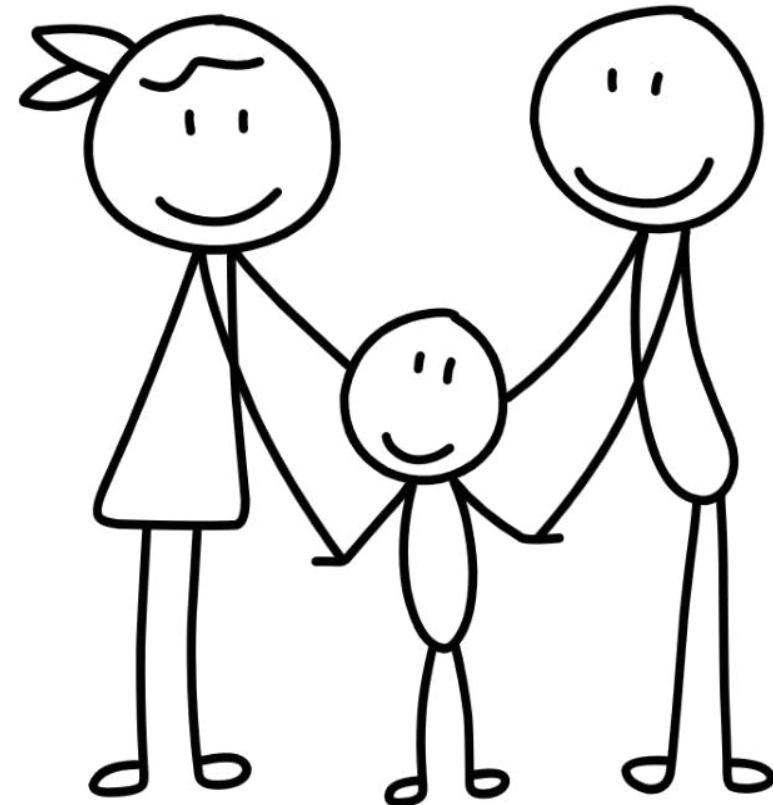


A photograph showing a young teacher and a student in white school uniforms with blue collars and small emblems on the chest. They are both smiling and looking down at a piece of paper on a desk. The teacher is wearing pink-rimmed glasses. In the foreground, a blue pencil case with a floral pattern is partially visible.

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.

