



# CANTONMENT PRIMARY SCHOOL



**Touch Base Meeting for  
Primary 3 and 4 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 Middle Primary

Ms Malinda Lim – Year Head

## **Education Support**

Ms Ooi Hui Shan – Senior School Counsellor

Ms Ariela Yap – Special Education Needs Officer (P3)

Ms Jane Chong – Special Education Needs Officer (P4)

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?

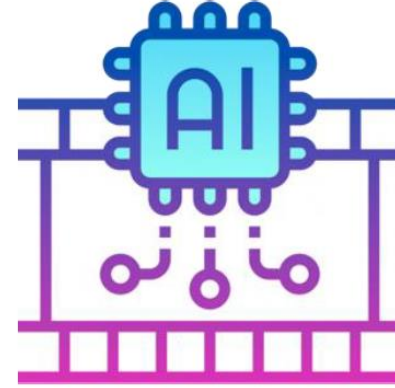
# What characterizes the context we are in?



**Domestic  
Challenges**



**Climate  
Change**



**Technological  
Disruption**



**Geopolitical  
Uncertainty**

**UNCERTAINTY**

**CHANGE**

**COMPLEXITY**



**CANTONMENT  
PRIMARY SCHOOL**

*Concerned Citizens, Innovative Thinkers, Passionate Learners*

# What context surrounds the Future of Learning?

**Lit:** Exciting or excellent.

**Ghosting:**  
Suddenly cutting off all communication.

**Bussin:** Really good, often used to describe food.

**Tea:** Gossip or news.

**Vibe check:**  
Assessing the mood or atmosphere.

**Low-key:** Slightly or secretly.

**High-key:**  
Obviously or strongly.

**Slaps:** Something that is very good, often referring to music.

**Cap:** Lie or falsehood. ("No cap" means you're telling the truth.)

**Stan:** An enthusiastic fan.

# 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



### Communication and Collaboration skills in Celebration of Thinking



### Developing thinkers in a Math class

**What makes you say that, CHEETAH?**

Names: Disha, Sharyl and Hai Yan

Which fraction is greater,  $\frac{3}{9}$  or  $\frac{7}{9}$ ?

The fraction  $\frac{7}{9}$  is greater than  $\frac{3}{9}$ .

$\frac{3}{9}$

$\frac{7}{9}$

$\frac{7}{9}$  is the greater fraction because 7 is greater than 3. They are from the same whole so it depends on the numerator.

**What makes you say that, DRAGON?**

Names: Ajay, Wei Qi and Maral

Which fraction is greater,  $\frac{1}{3}$  or  $\frac{1}{8}$ ?

Ajay:  $\frac{1}{3}$  is greater than  $\frac{1}{8}$  because  $\frac{1}{8}$  means we need to share with eight people so we get a smaller piece.

$\frac{1}{3}$

$\frac{1}{8}$

Maral: ( $\frac{1}{3}$  - numerator,  $\frac{1}{8}$  - denominator) The smaller the denominator, the bigger the fraction when you are comparing fractions with the same numerator.

this part

this part is bigger than

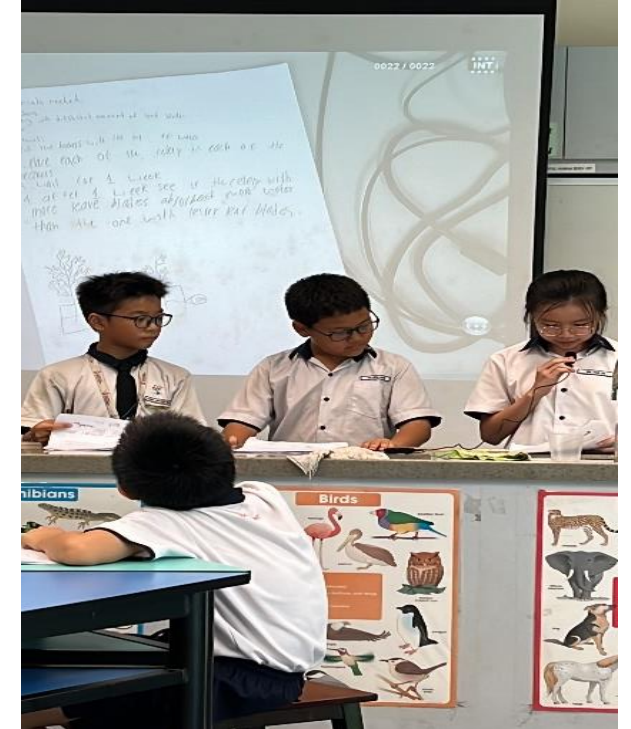
Applied Learning Programme - Thinking Curriculum



# Embrace All Learners



**Student  
Leadership  
in action**



**Talent Development  
Support programme**





# Enhance Student Well-Being



**After-recess Mindful Breathing**

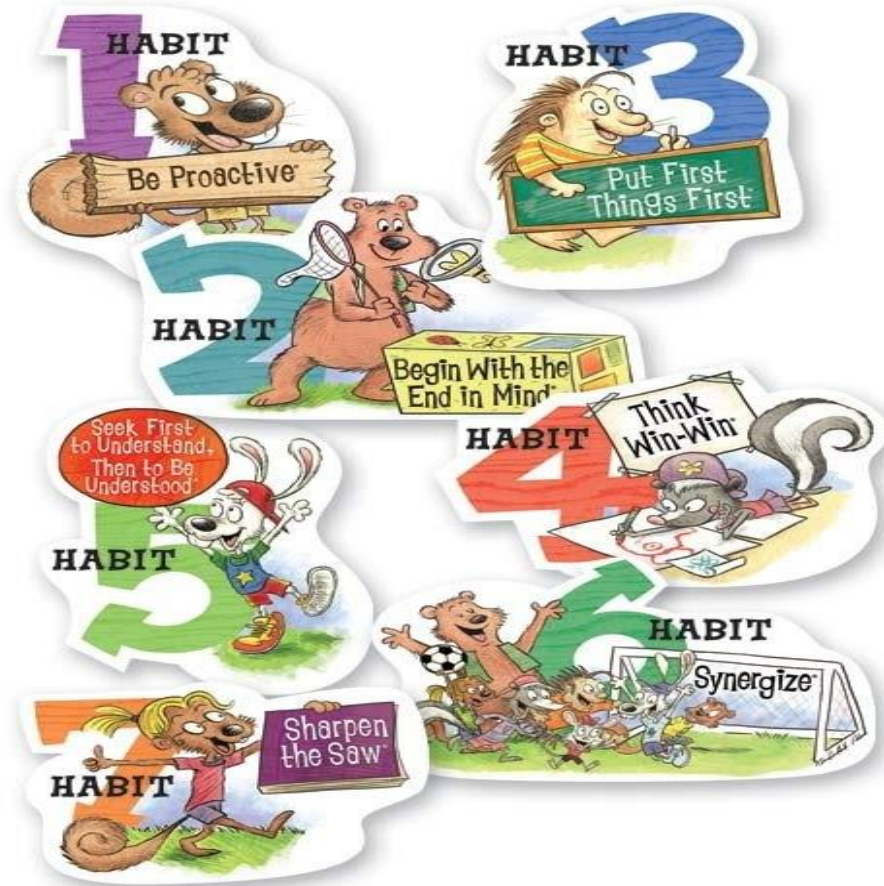
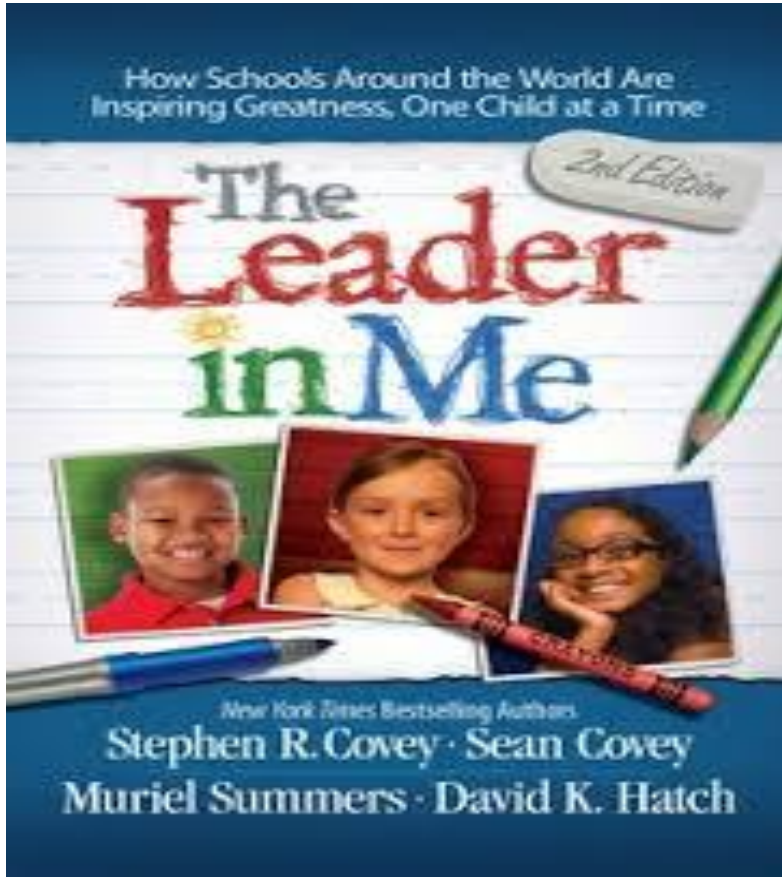
**Peer Support**



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# Student Empowerment Nurturing Leaders



# Developing Good Habits

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

- 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

# 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.**





*Reflections*

A young boy came across a butterfly cocoon and brought it into his house. He watched, over the course of hours, as the butterfly struggled to break free from its confinement. It managed to create a small hole in the cocoon, but its body was too large to emerge. It was tired and became still.



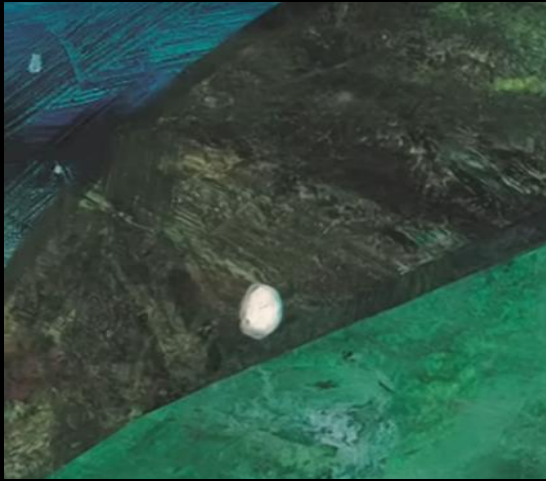
Wanting to help the butterfly, the boy snipped a slit in the cocoon with a pair of scissors. But the butterfly was small, weak, and its wings crumpled. The boy expected the insect to take flight, but instead it could only drag its undeveloped body along the ground. It was incapable of flying.



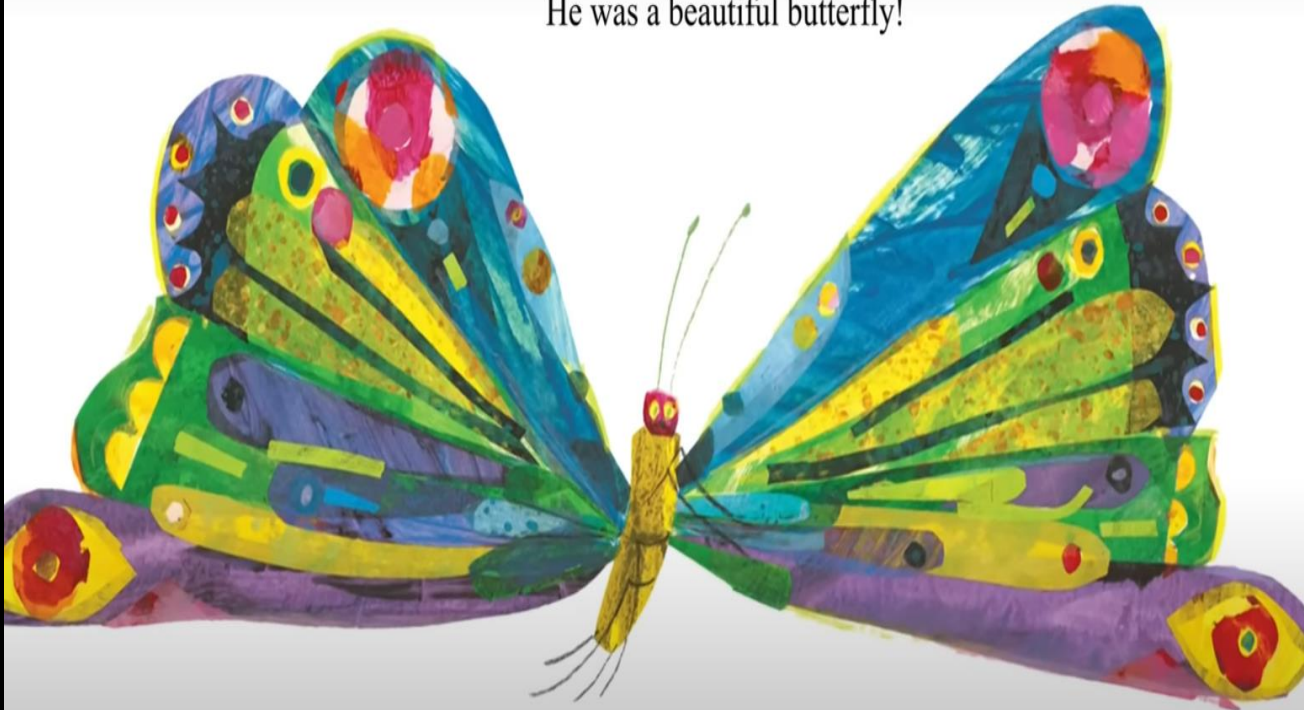
The boy, in his eagerness to help the butterfly, stunted its development. What he did not know was that the butterfly needed to go through the process of struggling against the cocoon to gain strength and fill its wings with blood.

**It was the struggle that made it stronger.**





He was a beautiful butterfly!

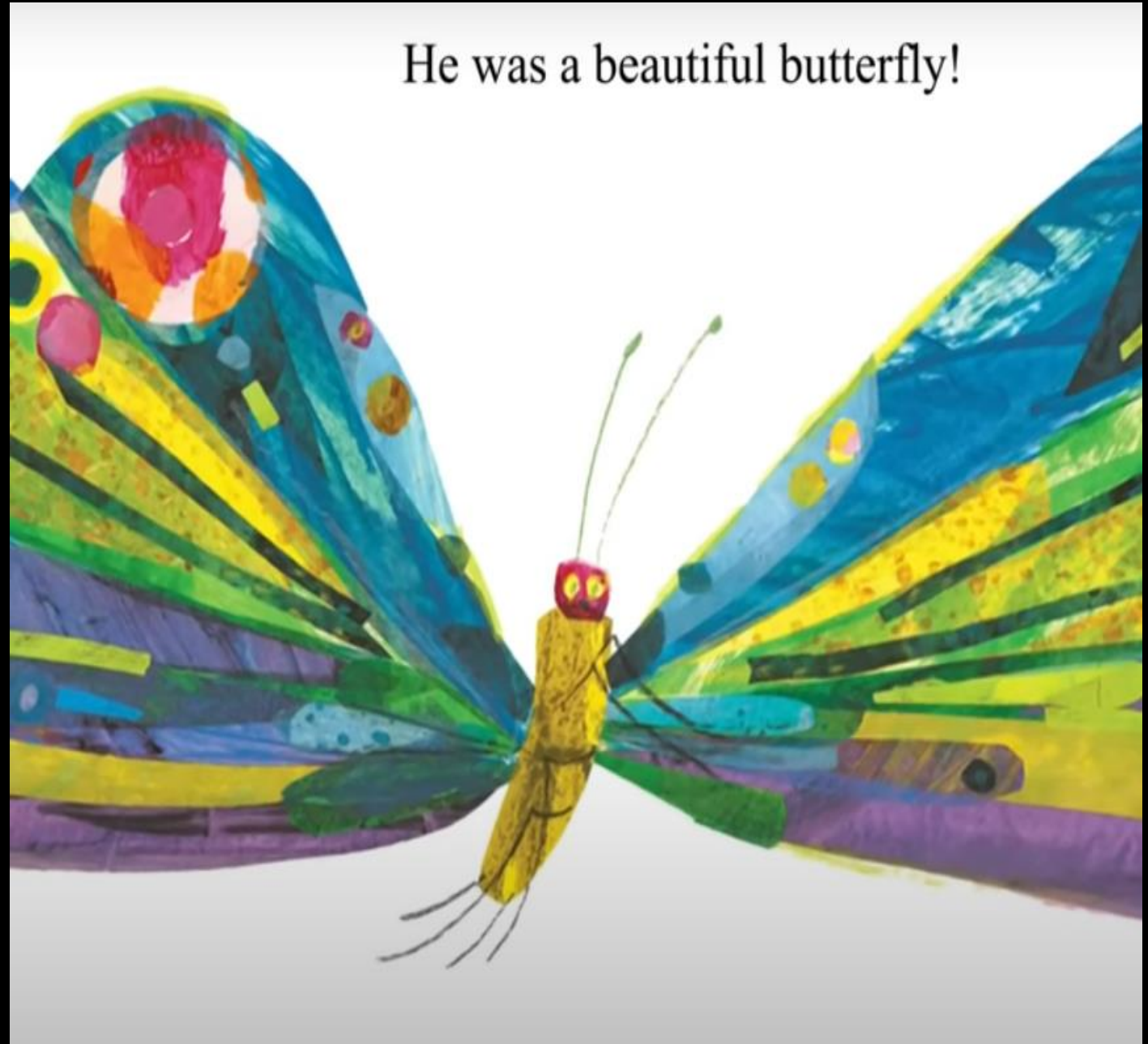


*Pictures adapted  
The Very Hungry  
Caterpillar  
by Eric Carle*

*Growth Takes Time*

*Struggle is necessary for  
strength*

*Transformation requires  
letting go of our comfort  
zones, habits and  
mindsets.*





He was a beautiful butterfly!



**THE STRUGGLE  
YOU'RE IN TODAY IS  
DEVELOPING THE  
STRENGTH YOU NEED  
FOR TOMORROW.  
DON'T GIVE UP.**

— Robert Tew



# Thank you



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# STUDENTS WELLBEING

# What will Pri 3 and 4 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- **Balanced use of digital devices**
  - Time management and spending time on screen-free activities
- **Netiquette**
  - Show respect to others online
  - Be considerate when posting opinions online
  - Reflect on how our interactions can affect others online

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

# What will Pri 3 and 4 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Stand up against cyber bullying**
  - What is cyber bullying
  - What to do when encountering cyber bullying
  - How to speak up and stand up against cyber bullying
- **How to stay safe online**
  - Steps to take to determine if an online friend is trustworthy
- **Respecting copyright**
  - Take steps to credit the works by others and avoid plagiarism
- 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.

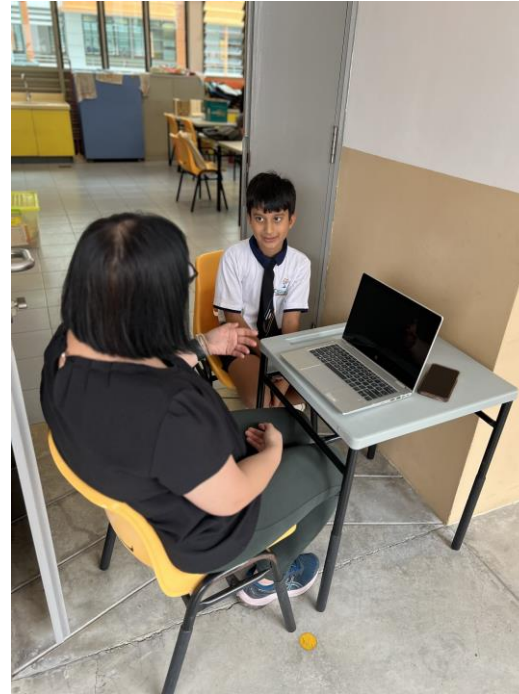


Family Time in one of the P3/P4 lessons

# Enhanced Student Wellbeing



Cyber Wellness -Digital safety



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

# POSITIVE SCHOOL CULTURE



# 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.

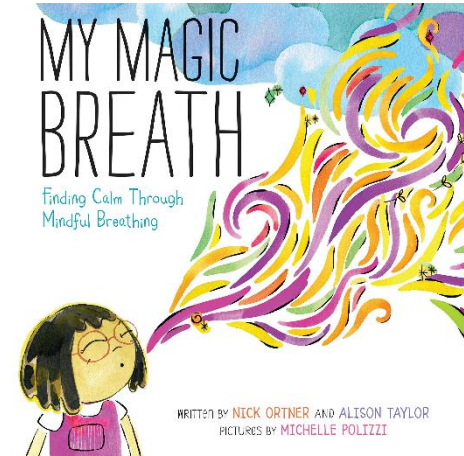
# SCHOOL PRACTICES


# Good 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>THINK</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.

# **LEARNING AT PRIMARY 3 & PRIMARY 4 LEVELS**

# 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"><li>• Daily work, quizzes, performance tasks, topical reviews (ongoing, no prior notice)</li></ul>
Weighted assessments	Counts to overall result for the subject for the year	<ul style="list-style-type: none"><li>• Class tests, quizzes, presentations, performance tasks</li><li>• Year-End Assessment (examinations including oral and listening components)</li></ul>

# P4 SUBJECT-BASED BANDING



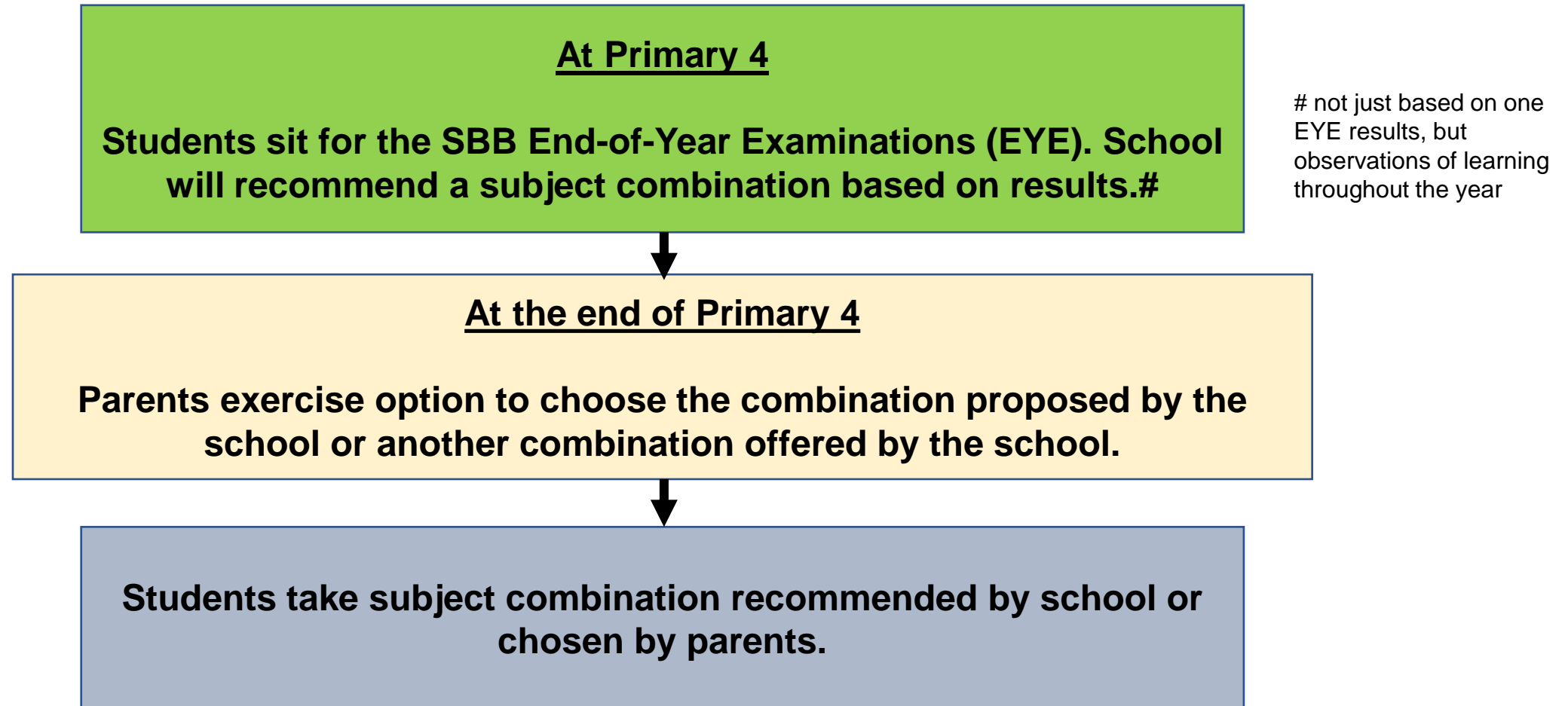
# What is SBB (Pri)?

- 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)

# Why SBB?

- To provide more flexibility to students with strengths and abilities that vary across subjects
- To encourage greater interaction among students with different strengths

# How SBB works (at Primary 4)



# Wrapping up...

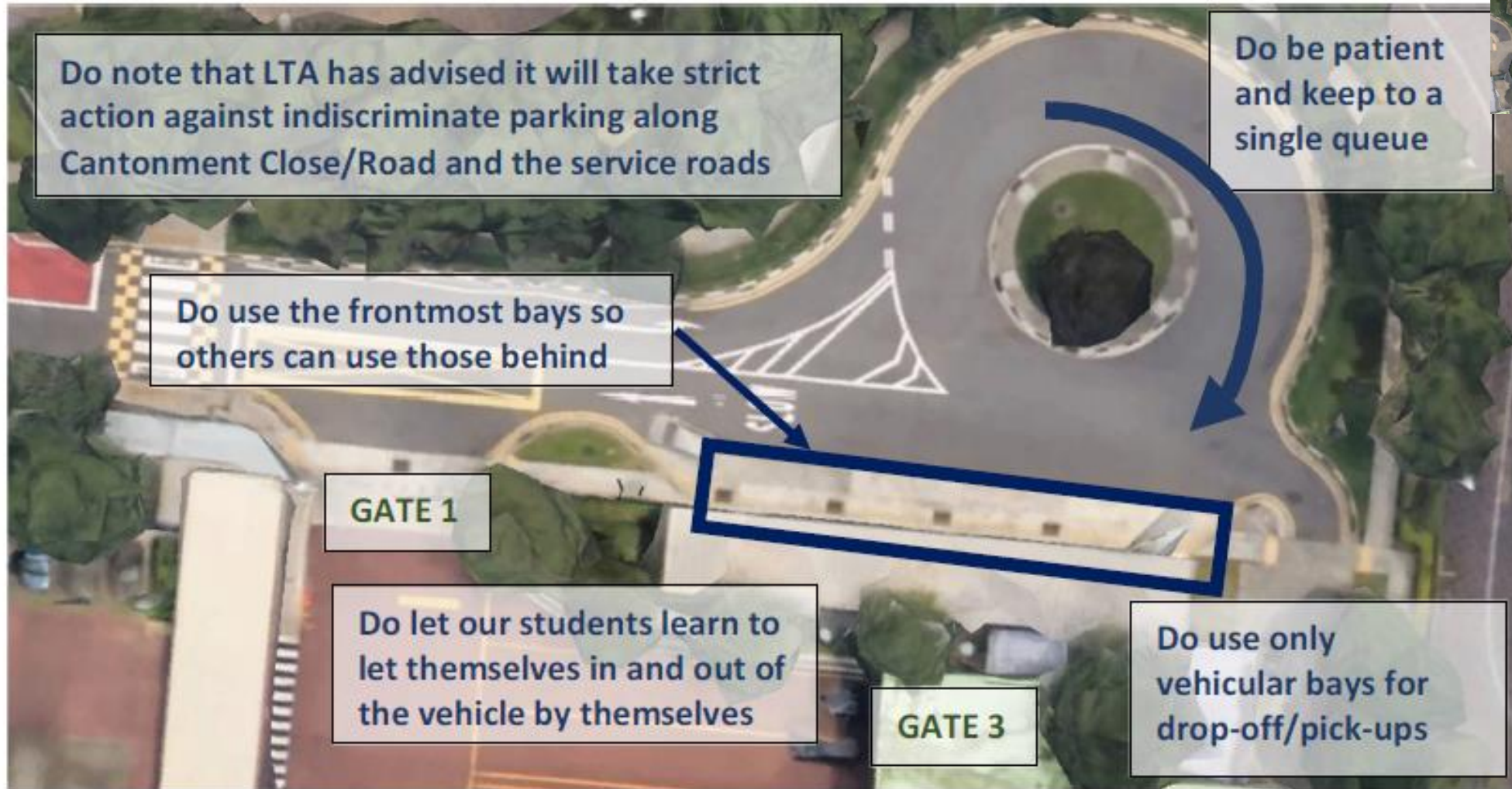
- **On managing workload:**

1. Prioritise tasks
2. Create a schedule
3. Set realistic goals
4. Set consistent habits

- **On stress management:**

1. Encourage open communication
2. Model stress management
3. Promote healthy outlets
4. Limit screen time and distractions

# 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

# Thank you



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