



**CANTONMENT
PRIMARY SCHOOL**



**Touch Base Meeting for
Primary 5 and 6 Parents
23 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 Upper Primary

Mrs Chen Yi Fang – Year Head

Mr Noorul Ameen – Assistant Year Head

Education Support

Ms Ooi Hui Shan – Senior School Counsellor

Mdm Jenny Wong – Special Education Needs Officer (P6)

Ms Jane Chong – Special Education Needs Officer (P5)

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?

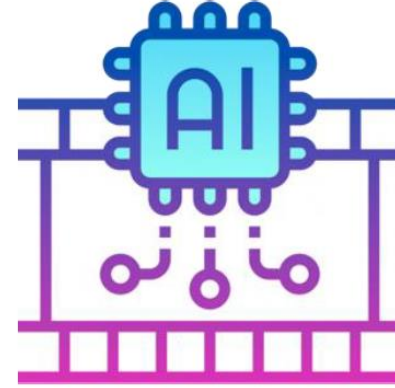
What characterizes the context we are in?



**Domestic
Challenges**



**Climate
Change**



**Technological
Disruption**



**Geopolitical
Uncertainty**

UNCERTAINTY

CHANGE

COMPLEXITY



**CANTONMENT
PRIMARY SCHOOL**

Concerned Citizens, Innovative Thinkers, Passionate Learners

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

21st Century Competencies



**Primary 5
Outdoor Adventure Camp**



Learn for Life

21st Century Competencies



ThinkHub Project

Embrace All Learners



**Differentiated
Cultural Bonding
Games**



**Transformers
Programme**



Enhance Student Well-Being



Circle Time



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.**

PSLE Matters

PSLE Achievement Levels

Subjects at the Standard Level

AL	Raw Mark Range
1	≥ 90
2	85 – 90
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

Subjects at the Foundation Level

Grading	AL	Raw Mark Range
A	6	≥ 75
B	7	30 – 74
C	8	< 30

Full Subject-Based Banding (Secondary)

PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1

Full Subject-Based Banding (Secondary)

Mixed form classes

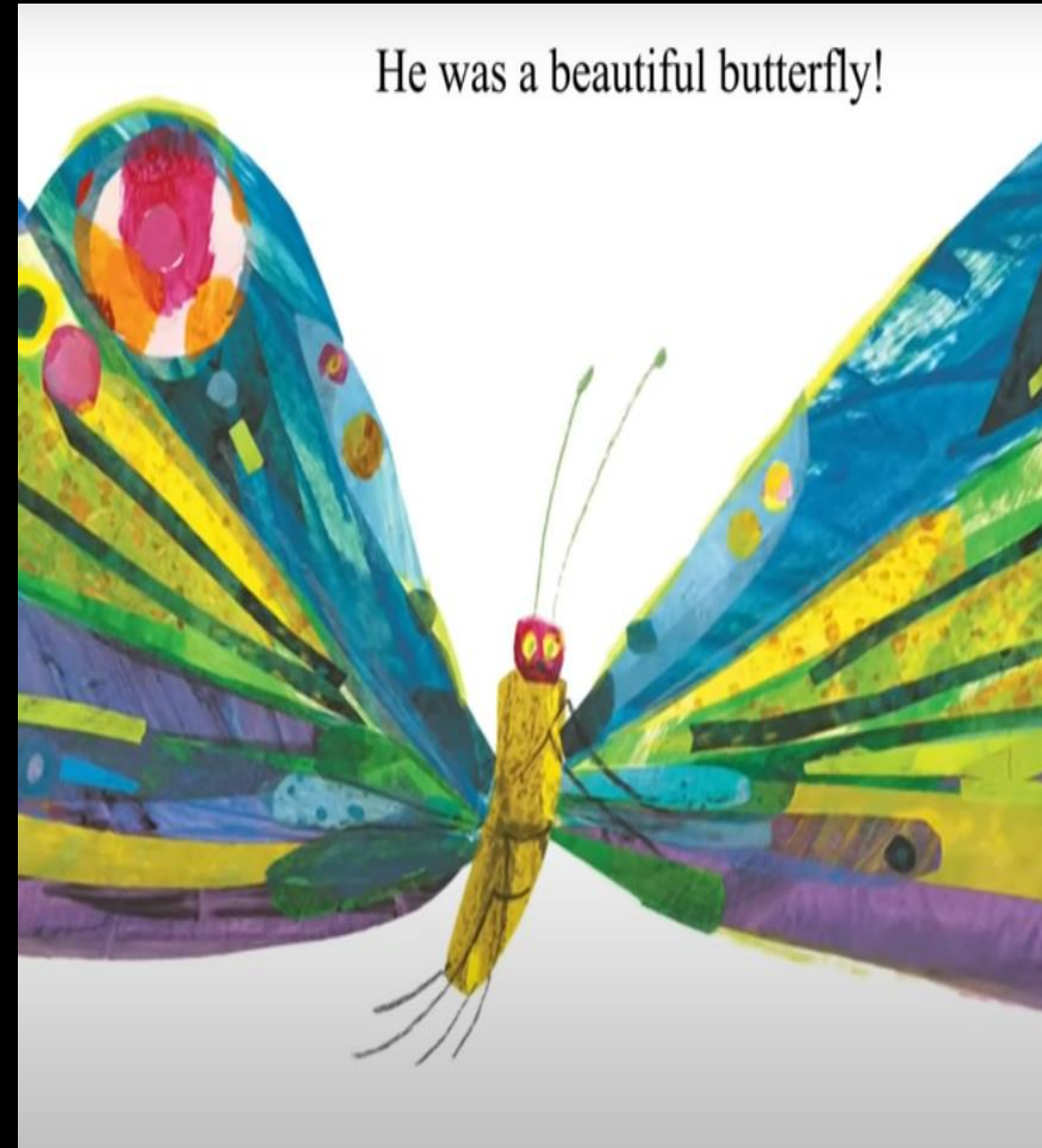
Once students enter secondary school, they will be grouped into mixed form classes comprising students from different Posting Groups and will have opportunities to interact and learn with peers of different backgrounds, strengths, and interests.

A Year of Change ...

- Richer curriculum content
- Inevitably, more homework
- Changes to the format of examinations
- Longer duration, more papers
- Additional topics, increase content coverage



P Process of Growth
S Strength
L Life Lessons
E Endurance



Thank you



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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.

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Navigating the Digital Age

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?"



Cyber Wellness

What will Pri 5 and 6 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Importance of cybersecurity**
 - Identify inappropriate online content or people with malicious intent
 - Protect oneself from phishing, spam, scams and hacking
- **How to verify online falsehoods**
 - What is online falsehoods?
 - Use S.U.R.E. to verify information online
- **Be a positive peer influence online**
 - Speak up and stand for what is right regardless of peer pressure
 - Seeking help from trusted adults/sources when needed

Cyber Wellness

What will Pri 5 and 6 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Digital Footprints**
 - What are digital footprints
 - Manage one's digital footprints
 - Maintain a positive online presence
 - Review privacy setting
- 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.

Enhanced Student Wellbeing



Cyber Wellness
Digital safety



Mindful
Breathing



1-1 Let's Chat

SCHOOL PRACTICES


School Practices



**Mindful
Breathing**

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

Stop-Think-Do

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

Voice Levels



Snack Breaks

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.

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)

Direct School Admission (DSA)

DSA-Secondary seeks to broaden the recognition of **talents and achievements beyond academic grades**. Primary 6 students can gain direct entry to certain secondary schools based on their talent in sports, CCAs and specific academic areas before taking the Primary School Leaving Examination (PSLE).

Schools participating in the DSA-Secondary offer talent development programmes in the following categories:

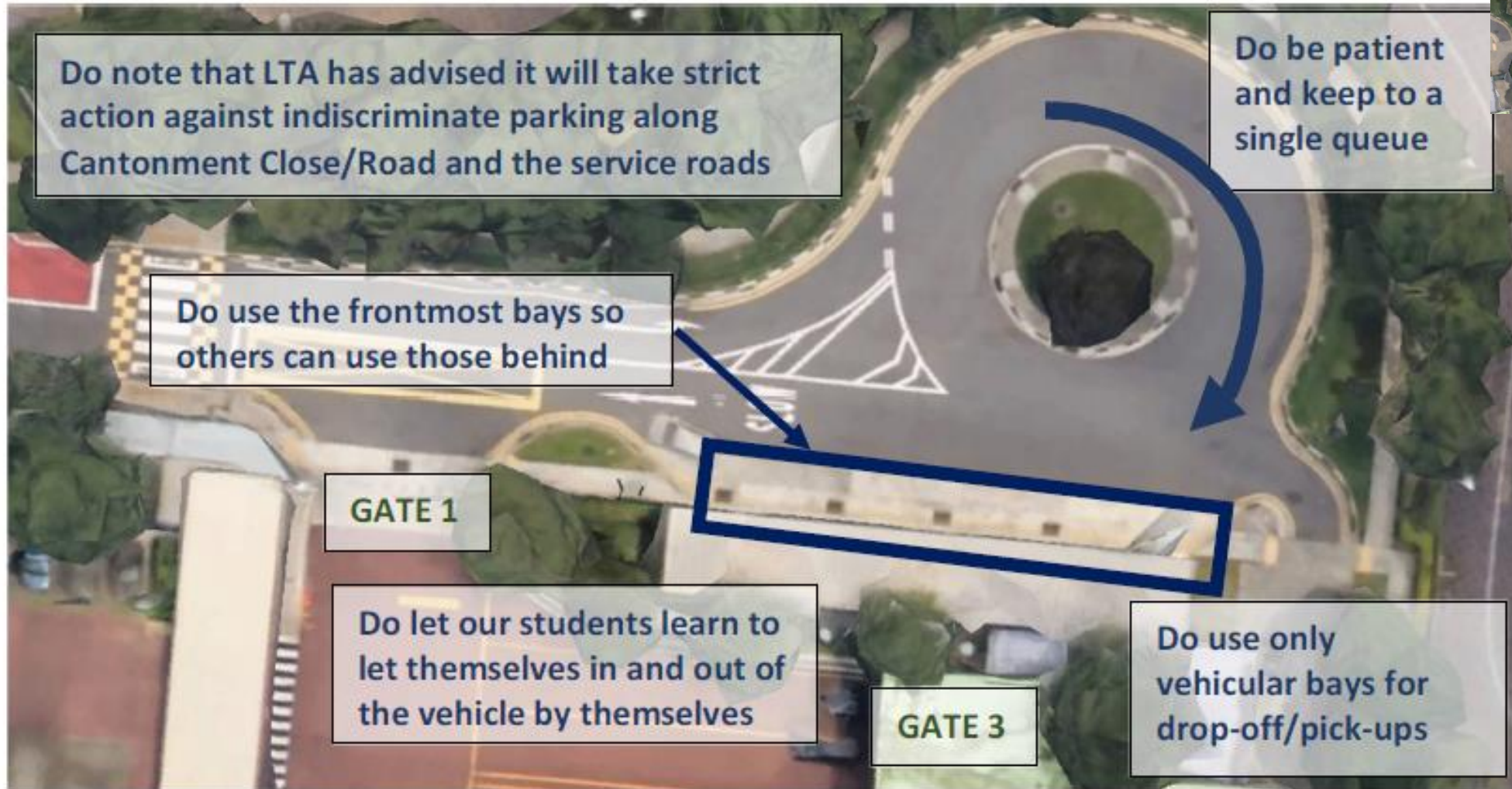
- ***Sports and Games***
- ***Visual, Literary and Performing Arts***
- ***Debate and Public Speaking***
- ***Science, Mathematics and Engineering***
- ***Languages and Humanities***
- ***Uniformed Groups***
- ***Leadership***

Direct School Admission (DSA)

More details about DSA-Secondary will be out on a later date.

In the meantime, you can discuss with your child about his/her area of interest (if they have one) and explore secondary schools.

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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