

A Warm Welcome to our Primary 1 Orientation



**CHUA CHU KANG
PRIMARY SCHOOL**

Empowered Leaders

Programme overview

- 1 Principals' Addresses
- 2 Year Head's Address
- 3 Transit Talk / School Tour
- 4 Canteen Experience



Welcome Address

by our Principals



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders.

Principal



Mrs Sheree Chong



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.

A quick poll....

- (1) You were Ex Students of CCKPS
- (2) You were Parent Volunteers
- (3) You have other children in CCKPS
- (4) You live within 1km and were balloted in



Let's support our children from the inside out

Parents play a crucial role in helping children develop a strong sense of self which gives them the confidence and resilience to become the best version of themselves.

Sun Xueling

Singapore is a small island city-state. This naturally limits the number and combination of industries, schools, work and lifestyle choices, and even personal connections. It is a great outcome of being in a small society.

The idea that any person can be successful in anyone else on the planet through an airbridge of transportation likely starts at just two degrees in Singapore, or even less with social media.

I live in Singapore and thus feel lifted and inspired because almost everyone I encounter at school, work and home is from an Asian society. There is no need to travel to compare and do the "right thing".

In this climate, how do young people gain the courage to pursue their dreams of success and develop grit to become the best version of themselves?

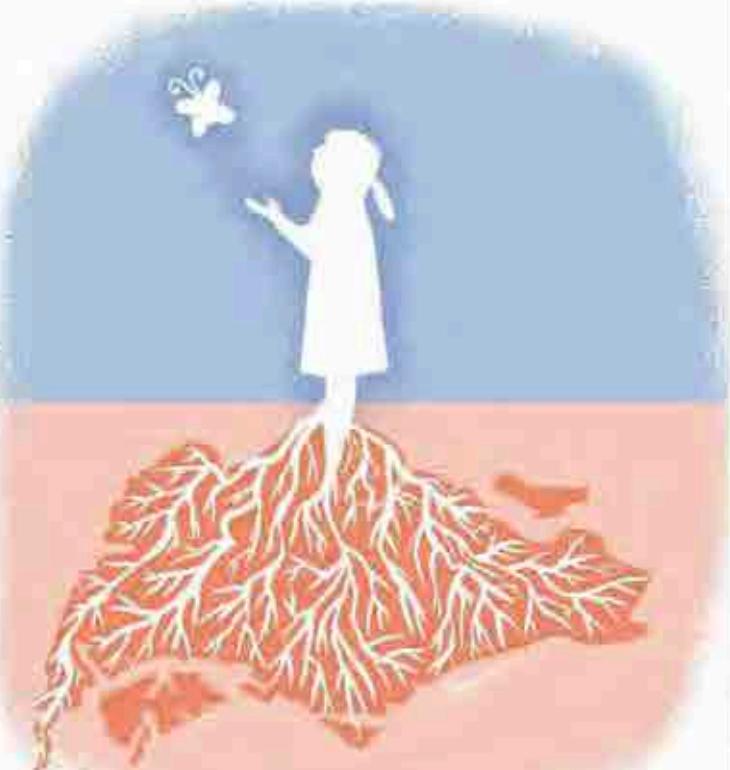
A SENSE OF SELF

During the recent Jane Ballakers' *I took my children to watch Inside Out 2*, I had a theory this about the growing-up pains of a young girl. The movie draws on insights from renowned psychologists from the University of California Berkeley and others.

Cultivating resilience is the best that an individual's past experiences and interactions with others shape a belief system that defines their sense of self. This sense of self, or lack of own, perception of what defines them, is displayed as a core value when looks involved in the protagonist's lived experiences, such as the values of her parents.

When combined with the need to make decisions, it is this sense of self which guides the protagonist, motivates her, creates that arise from the outcomes of these decisions, and constantly renews or refreshes the view of self.

Why bring up the concept of a sense of self? To pursue one's own goals, to have a sense of self which can take the view towards a unique definition of success and achievement; to



pursue a dream that may not be common, and the resilience to carry on until they may.

PARENTING AND THE CHILD'S DEVELOPMENT OF A SENSE OF SELF

For a young child and youth, their sense of self is inevitably tied up with their lived experiences with their family, friends, school, a range of pastimes and play. As they grow up, the child will still develop a sense of self. But it would be one guided by the benefits of the lived experience of adults, value-

Responsible parenting has too easily been seen in recent times to mean investing in more tuition and enrichment classes to boost a child's likelihood of success. As parents, we often hesitate to admit that we have limited knowledge of the world our children will face as they grow up. They are experiencing times vastly different from those we knew in our youth.

Parents thus play an important role in the formation of a sense of self of a young child. Research from the Centre for Holistic Initiatives for Learning and Development (CHILD) shows that caregivers' sensitivity in the early years impacts the ability of the child to develop strong self-knowledge, self-control and resilience. When a parent with a positive attitude, the child learns the capacity to respond to their behavioural cues and this in turn gives them confidence to navigate their surroundings. The child also finds it easier to develop positive regard for others as they feel protected and loved. This gives the young child confidence to invest in strong entrepreneurial activities.

Septicite, developing resilience in a child is important

in itself and will also contribute to an appreciation of challenges.

Again, research has found that good parenting is often the most significant factor for boosting resilience in a child.

The Singapore Youth Resilience Scale (SYRS) developed by the NUS Department of Psychological Medicine and the NUS-NTU Asia School of Education measures 10 different domains of resilience. Among these, three are resilience: domains of positive self-image/optimism, personal control, relationships/social support and emotional regulation were measured as being the strongest buffers against internalising (anxious, angry and nervous) or externalising (hyperactive and oppositional) problems in the child at 14 years old.

Like the research stated by CHED, parental warmth, responsiveness and sensitivity are key in helping children develop confidence, exercise self-regulation and personal control. A willingness to invest in relationships and social support help to boost the child's resilience.

What if resilience, a young child may not be able to withstand the struggle that comes with pursuing their dreams, or develop the grit and gumption to become the best version of themselves?

LET US SUPPORT OUR YOUNG

Prime Minister Lee Hsien Loong shared his thoughts (from a statement of higher learning) at a dialogue at Singapore Management University on July 2 that we all have our own abilities and strengths and there is no need to compare with others we are not meant to fit.

Having the courage to pursue one's own definition of success and the right balance of our beliefs in the feasibility of dreams makes it made much easier for young people to perceive their inherent and recognise the real capabilities that they have.

Responsible parenting has too easily been seen in recent times to mean investing in more tuition and enrichment classes to boost a child's likelihood of success.

As parents, we often forget to admit that we have limited knowledge of the world our children will face in their growth up. They are experiencing times vastly different from those we knew in our youth.

It is also important to have control over the daily challenges our children will face and the decisions they have to make. After all, resilience in personal development is built when a child becomes stronger, set in confidence with a strong sense of self, anchored by positive emotions and beliefs and enriched with the good experiences they have had with us.

This would give them the courage to pursue their dreams, and the resilience to strive to be the best version of themselves.

• Sun Xueling is Minister of State for Home Affairs and Minister of State for Social and Family Development.

Parents play a crucial role in helping children develop a strong sense of self which gives them the confidence and resilience to become the best version of themselves

JONATHAN
HAIDT

The Anxious
Generation



How the Great Rewiring
of Childhood is Causing
an Epidemic of Mental Illness

How devices are harming our children:

- Social Deprivation
- Sleep Deprivation
- Attention Fragmentation
- Addiction

JONATHAN

HAIDT

The Anxious Generation



How the Great Rewiring
of Childhood is Causing
an Epidemic of Mental Illness

Four Reforms

- No smartphones before secondary school
- No social media before 16
- Phone-free schools
- More supervised play and childhood independence



Protect your children



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.

thank you

Thank you for trusting us!



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders

Principal-Designate



Mr Quek Swee Nee



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.

Our Vice Principals



Mrs Low Boon Hwee
VP (EO)



Ms Pusphaalatha Ayavoo
VP(A)



Mrs Joyce Lim
VP (EO)
Joining CCKPS on 15 Dec 2025

Administration & Operations



Mr Steve Lin
Administration Manager



Mr Sathasivam Rajasegaran
Operations Manager

Our Year Heads

Mrs Karyn Hon



Mdm Rasidah



Our Assistant Year Heads

**Mr Mohd
Hamdan**



**Mdm Junie
Lim**



**Mr
Muhammad
Shukur**



2026 Primary 1 Teachers

We seek parents' understanding that there is a possibility that your child's form class may change based on the child's learning needs.

Class	FT		FT
1 CARE 1	MDM SERENE KOH	&	MDM VETHIYA D/O SUTARSAN
1 CARE 2	MDM LIM WAN FONG	&	MDM ZURAIDA BINTE ISAMAWEE
1 CARE 3	MS TEO SIEW PENG	&	MRS KAREN YEO
1 CARE 4	MDM TAN JIA HUI	&	MDM ROHANA HAMID
1 CARE 5	MDM SRI PRIYA D/O KISNAN	&	MRS TAN-CHNG MIANG KHEE, MAGGIE
1 CARE 6	MDM DIAN FITRIANI	&	MR YIP YEW WING
1 CARE 7	MDM FAUZIAH OTHMAN	&	MS CANDICE CHEN
1 CARE 8	MS NUR DIANA	&	MDM ZHANG ZHITING

2026 1 CARE 1 Form Teachers

Mdm SERENE KOH

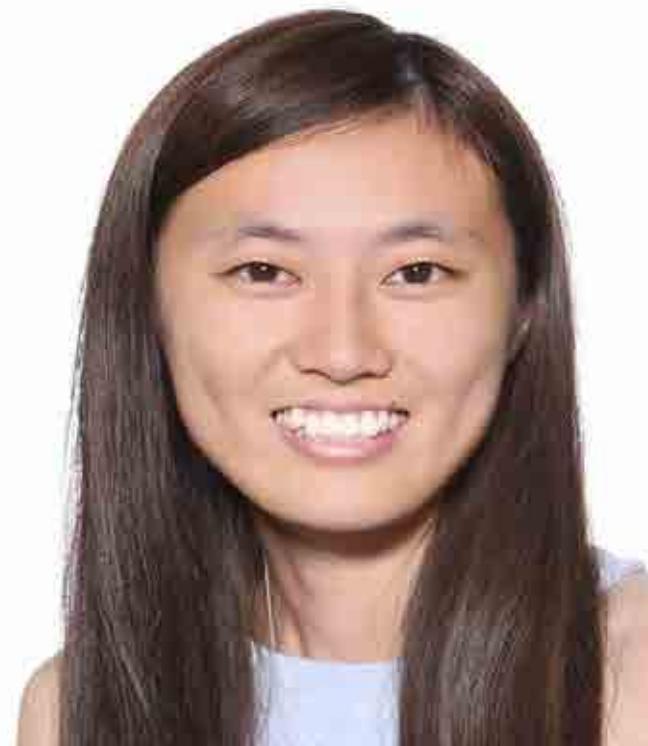


**Mdm VETHIYA
D/O SUTARSDN**



2026 1 CARE 2 **Form Teachers**

**Mdm LIM WAN
FONG (MRS YONG)**



**Mdm ZURAIDA
BINTE ISAMAWEE**



2026 1 CARE 3

Form Teachers

**Ms TEO
SIEW PENG**



Mrs KAREN YEO



2026 1 CARE 4 Form Teachers

Ms TAN Jia Hui



**Mdm ROHANA
HAMID**



2026 1 CARE 5

Form Teachers

**Mdm SRI PRIYA D/O
KISNAN**



**Mrs TAN-CHNG
MIANG KHEE,
MAGGIE**



2026 1 CARE 6 Form Teachers

Ms DIAN FITRIANI



Mr YIP YEW WING



2026 1 CARE 7

Form Teachers

**Mdm FAUZIAH
OTHMAN**



Ms CANDICE CHEN



2026 1 CARE 8

Form Teachers

Ms NUR DIANA



**Mdm ZHANG
ZHITING**



**Your child is well-supported by
the whole team in CCKPS.**



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders.

Our School Vision: Empowered Leaders



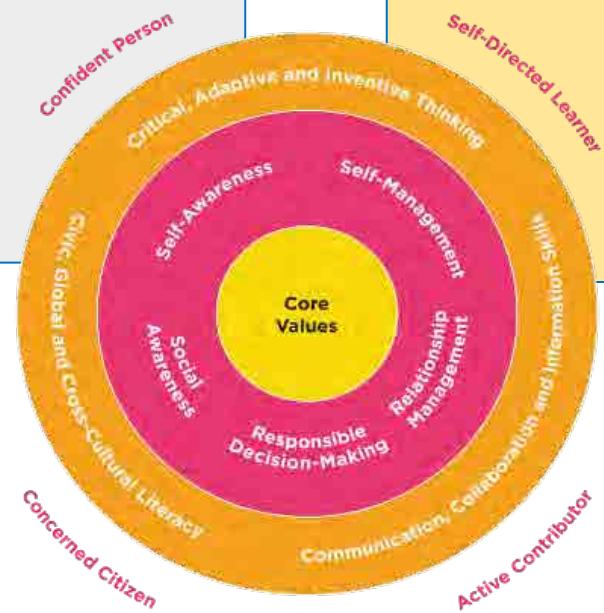
Our Mission: Bringing out the Best in Every Child



Student Outcomes

CCKPS 3Cs

***Confident
Competent
Creative***



MOE 21st Century Competencies

***Confident Person
Self-directed Learner
Active Contributor
Concerned Citizen***

Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:

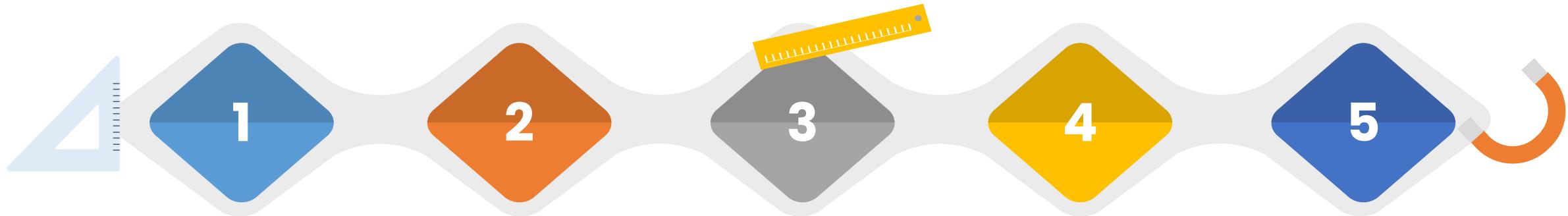
New friends and
teachers



New routines

New learning environment

What is Primary School about?



Laying a strong foundation

Nurturing holistic individuals and continuous learning

Providing learning opportunities, recognising our children's strengths & developing their potential

Preparing our children for the future

Providing a safe learning environment
to support their well-being



Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The lower primary curriculum nurtures students' joy of learning, builds on pre-school foundations, and promotes dispositions and attitudes for lifelong learning.
- The following are professionally determined expectations on what most children should be equipped with at the start of P1. Our teachers will continue to build on these to strengthen our students' foundations and nurture active, curious learners.



**Values, Social-
Emotional
Competencies,
Citizenship
Dispositions**



Art



**English
Language**



Mathematics



**Mother Tongue
Languages**



Music



**Physical
Education**

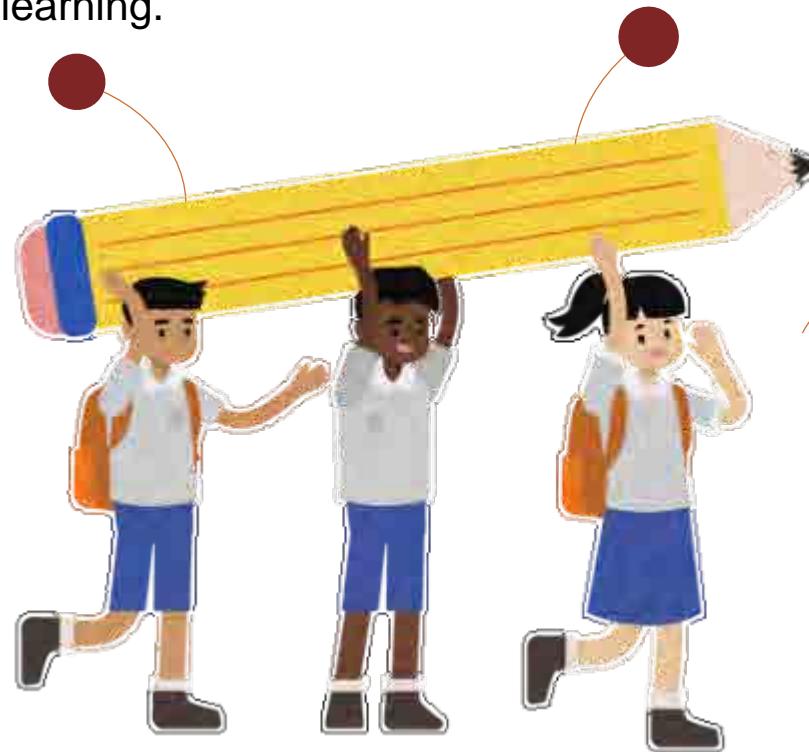
<ul style="list-style-type: none"> Develop understanding of self and manage own behaviours Communicate, interact and build caring and respectful relationships with others Take responsibility for own actions 	<ul style="list-style-type: none"> Enjoy Participating in Art Express Ideas and Feelings through Art Demonstrate Awareness of Art from Different Cultural Groups 	<ul style="list-style-type: none"> Listen and Speak for Enjoyment and Information Read with Enjoyment and Understanding Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes 	<ul style="list-style-type: none"> Basic Understanding of Numbers Up To 10 Compare Quantities Between Two Groups of Objects within 10 Recognise Simple Patterns 	<ul style="list-style-type: none"> Enjoy and Show an Interest in Learning Mother Tongue Language Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language Demonstrate Awareness of Local Ethnic Culture 	<ul style="list-style-type: none"> Enjoy Participating in Music and Movement Activities Express Ideas and Feelings through Music and Movement Activities Demonstrate Awareness of Music and Movement from Different Cultural Groups 	<ul style="list-style-type: none"> Enjoy Physical Activities Display Coordination in Motor Tasks Demonstrate Awareness of Healthy Habits and Safety
---	---	---	--	--	--	--

Building Strong Foundations: How is it achieved?

Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.

Differentiated support for children with differing learning needs



No examinations and weighted assessments at P1 and P2 to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.

Learning Experiences in Primary 1



Classroom Activities

**National Education
Commemorative Events**

Learning Experiences in Primary 1



Enrichment & Innovation Day

Picnic

Learning Experiences in Primary 1



Book Character Day

Recess

Learning Experiences in Primary 1



Learning Journey to the Zoo

Taking Care of our Learning Environment

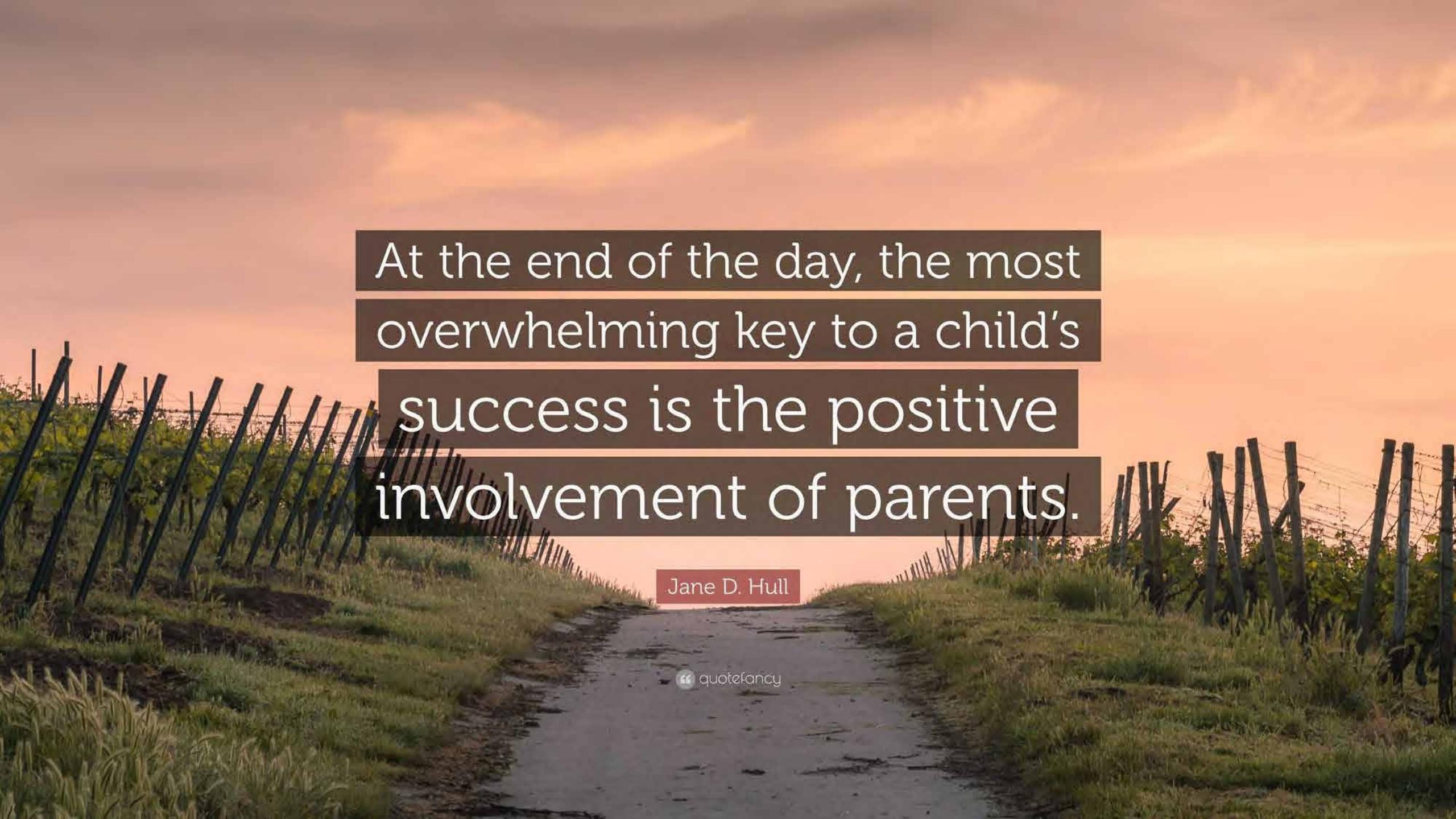
3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



A photograph of a dirt path winding through a vineyard. The vines are trained in a vertical trellis system. The sky is a warm, golden-orange color, suggesting sunset. The path leads towards a dark, rectangular area where the quote is displayed.

At the end of the day, the most
overwhelming key to a child's
success is the positive
involvement of parents.

Jane D. Hull



Join Us! **Parent Support Group (PSG)**

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and school activities.



Parenting is both an art & science

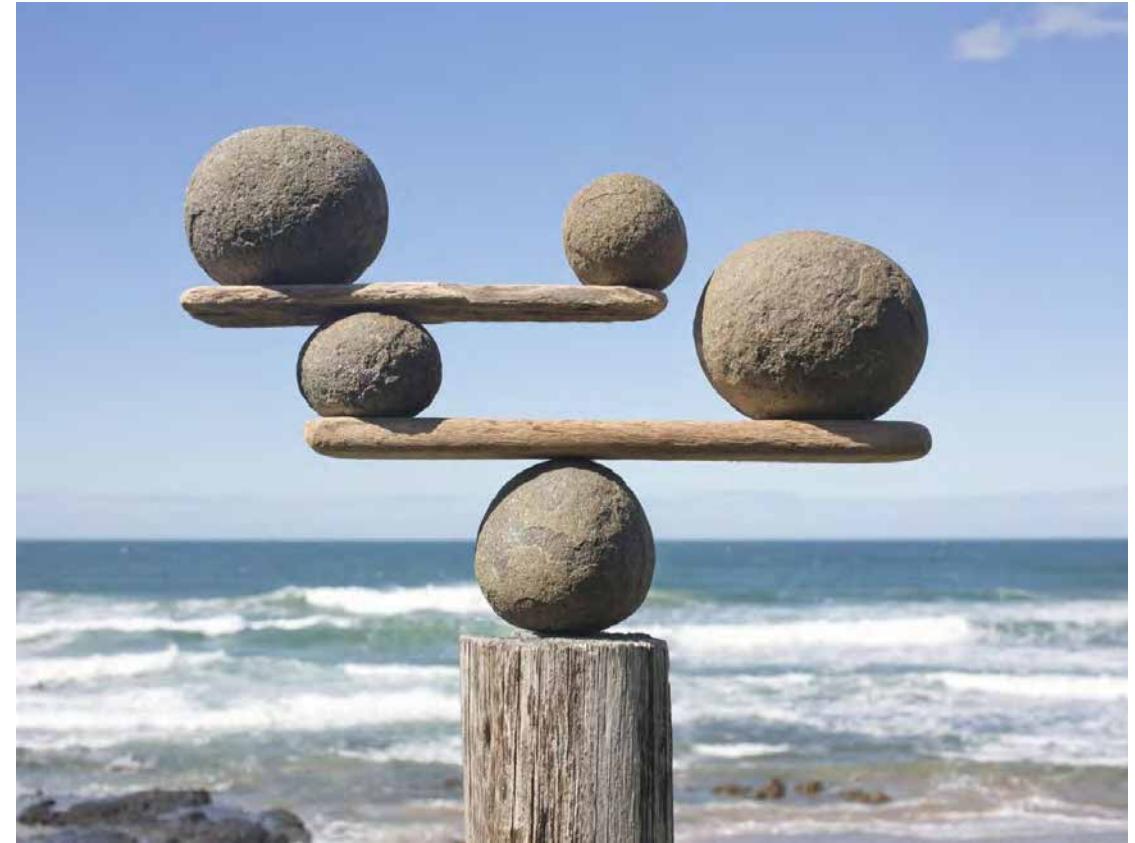
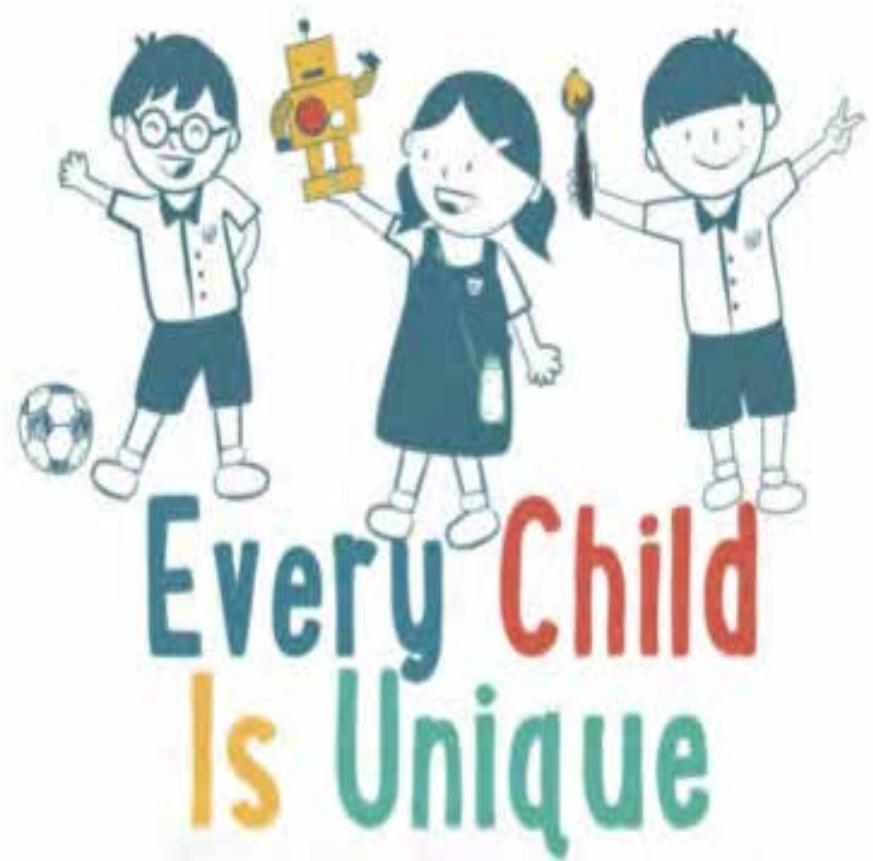
Being Involved and Over-Parenting



How can I support my child's learning & development?

Preparing our Children for the Future





We may not be able to
prepare the future for
our children.

But we can at least
prepare our children for
the future.



thank's
you



CHUA CHU KANG
PRIMARY SCHOOL

Empowered Leaders

Words from Year Head

Mrs Karyn Hon



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders

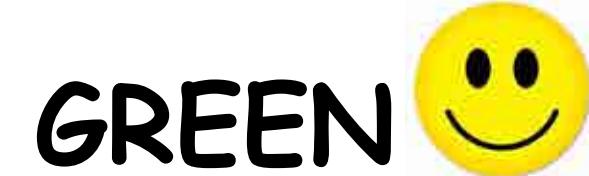
How are you feeling? Scan to check.



BLUE



GREEN



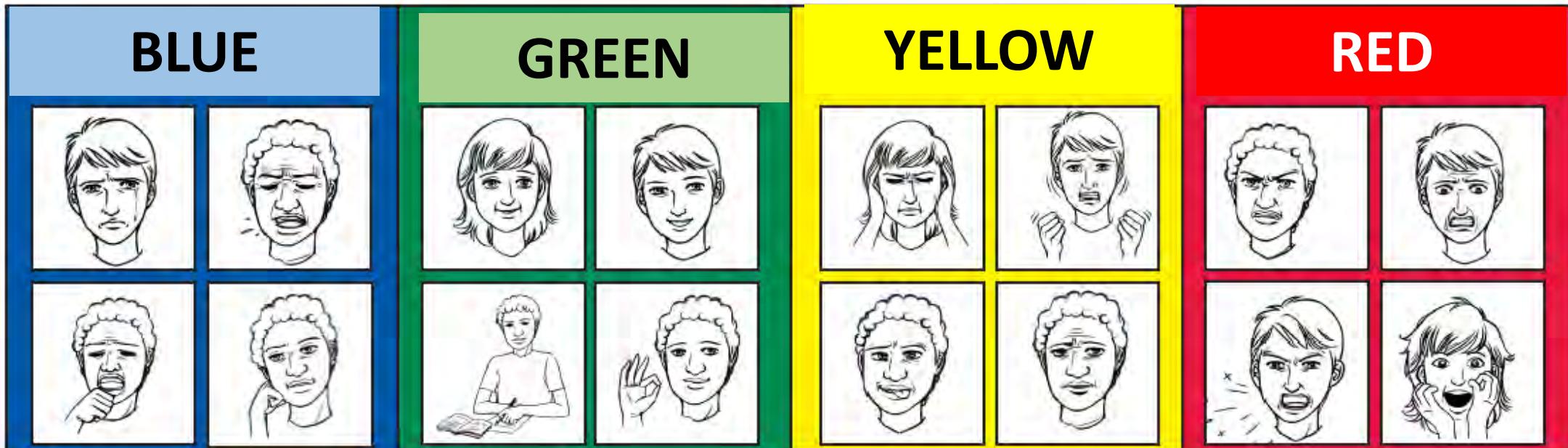
YELLOW



RED



What the child is feeling/acting in the different Zones of Regulation



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

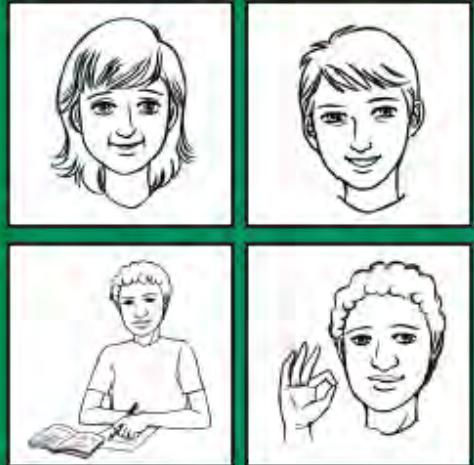
Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control

Strategies to help child cope

BLUE



GREEN



YELLOW



RED



- Rest for 5 minutes
- Take a toilet break
- Drink water

- Listen in class
- Stay focused
- Complete my work

- Take deep breaths
- Count to 10
- Ask for help

- Squeeze a toy
- Tell a teacher
- Go to a safe space

Primary 1



Level Focus

I am Ready



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.



Preparing your child for school

Transition to
Primary 1



New
Routines

New
Teachers
& Friends

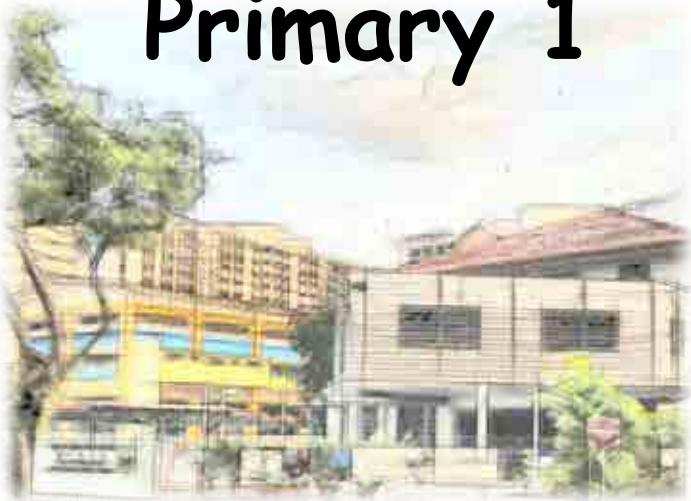
New
Learning
Environment



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.



Transition to Primary 1



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.

Preparing your child for school

New Routines

- *Adapting to longer school hours and new routines

- *Learning to be more independent and responsible
 - pack bag
 - go to toilet
 - buy food



Routines



Readiness

Night before school

- Pack school bag
- Get uniform ready
- Routines to get ready for bed
- Fixed bed time

Morning of school

- Take breakfast
- Get changed
- Pep talk

After school

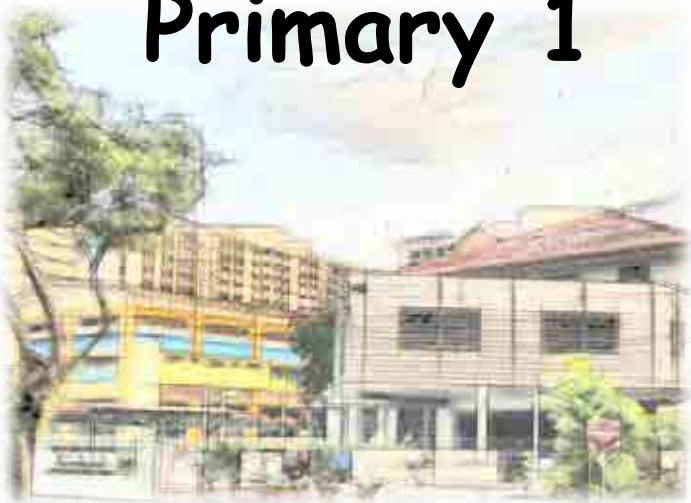
- Share stories
- Take dinner
- Family time

Practise these ahead of Day 1





Transition to Primary 1



Preparing your child for school



New Teachers & Friends

- * Interacting with new teachers & classmates
 - ask for permission
 - control emotions & tantrums



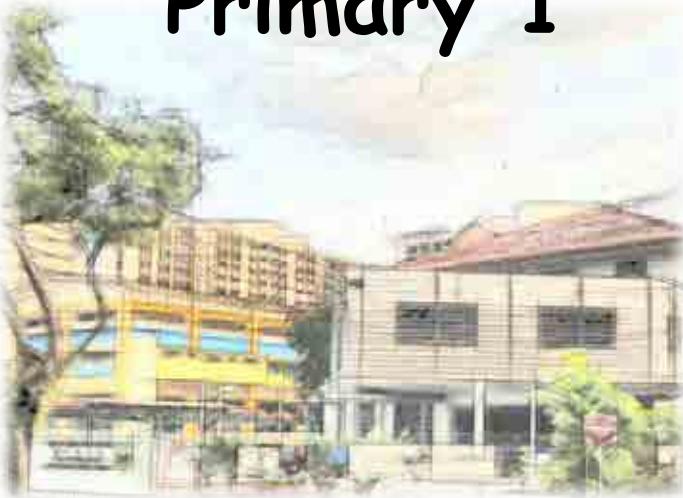
CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.



Preparing your child for school



Transition to Primary 1



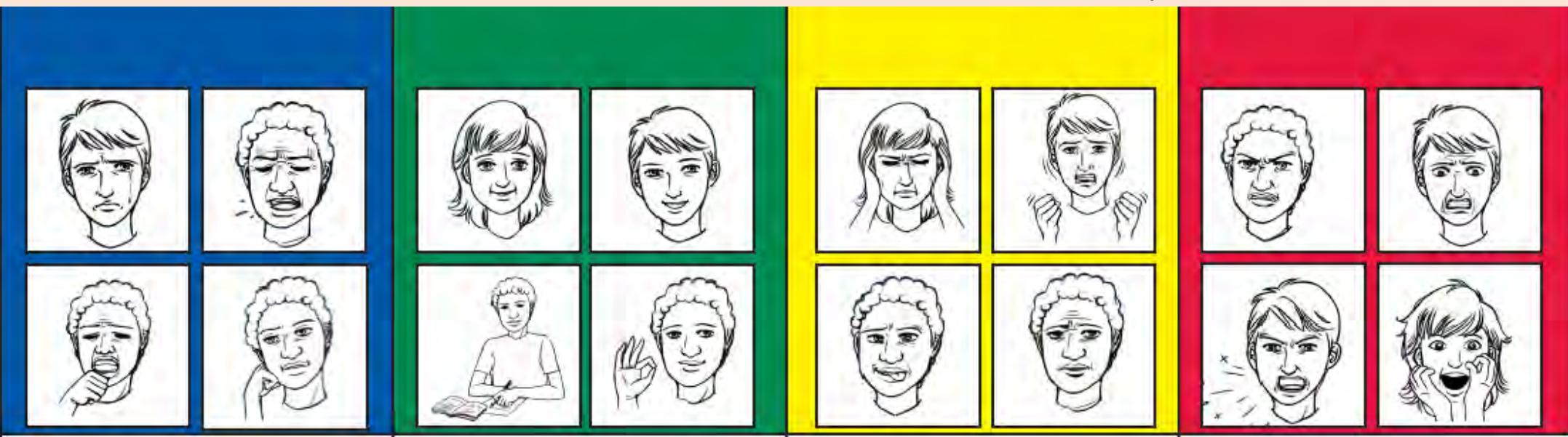
New Learning Environment

- * Adjusting to a larger environment
- * Taking the initiative to ask for help
- * Developing coping skills to manage stress and challenges of being in a new environment
 - reach out to teachers and peers



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.

Use Zones of Regulation to teach child to help self-regulate



- Rest for 5 minutes
- Take a toilet break
- Drink water

- Listen in class
- Stay focused
- Complete my work

- Take deep breaths
- Count to 10
- Ask for help

- Squeeze a toy
- Tell a teacher
- Go to a safe space



I am Ready to

come to
school daily



make new
friends and
Maintain
positive peer
relationship



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.



Attendance in School

In the event that your child is absent from school, your child must **submit the relevant documents** to his form teacher upon his return to school.

Eg. Medical Certificates



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders.





Our children do best when parents and school work hand in hand to support them.



School-Home Partnership



Respectful Communications

- Modes
- Timing

Be Good Role models

- positive thoughts
- positive words
- positive actions

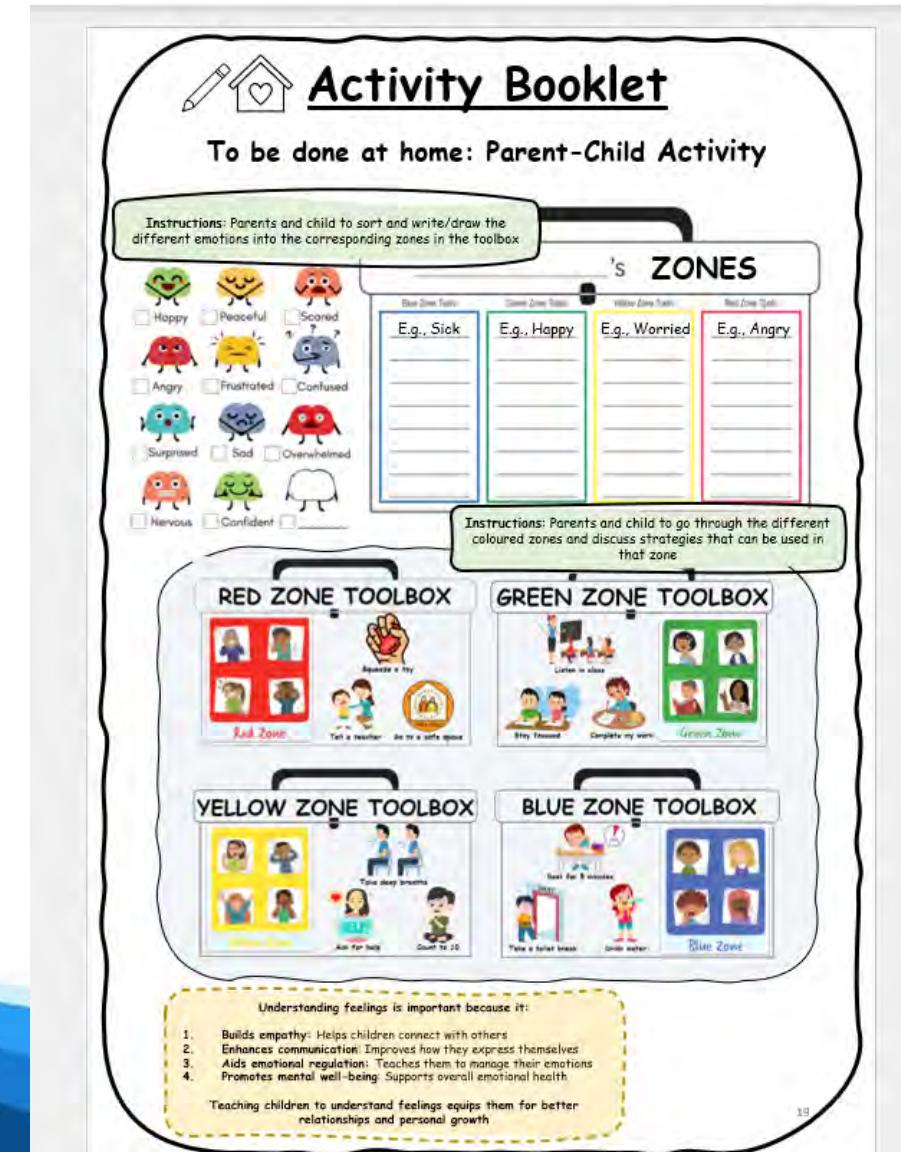
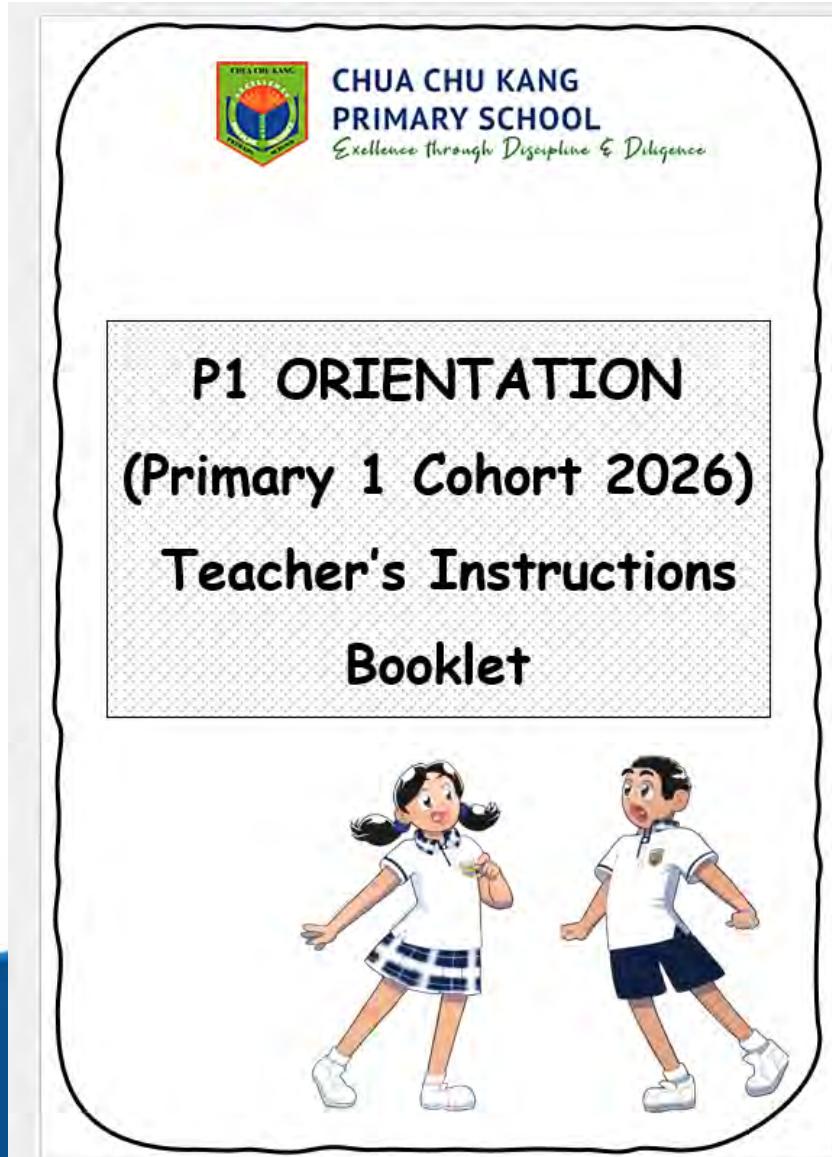
Trust the school

Teachers will do their best for your child



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders

Homework for Parent & Child



Homework for Parents

Please fill in the information for your child

Chua Chu Kang Primary School

KARYN HON

1-CA1

Name & Contact Number of main contact person:

Name: _____

Contact No: _____

*Father/Mother/Guardian/Others: _____

*please delete accordingly



Homework for Parents

Please fill in the information for your child

2026 Dismissal Arrangements		DAY 1 Fri, 2 Jan (Pls tick ✓)	DAY 2 Mon, 5 Jan (Pls tick ✓)	DAY 3 Onwards (Pls tick ✓)
1	Pick up by parents/ guardians at FRONT GATE (GATE 1) Please indicate who will be fetching <hr/>			
2	Go home with siblings from other level(s) Please indicate name of sibling & class <hr/>			
3	STUDENT CARE CENTRE Name: <hr/>			
4	SCHOOL-BASED STUDENT CARE CENTRE (YMCA) <hr/>			
5	SCHOOL BUS Bus No.: <hr/>			



**First day of school
2nd January 2026, Friday**

Report to school at 7.15 a.m.

End time: 11.00 a.m.



From
5th January 2026 onwards

Report to school at 7.15 am

End time: 1.30 am

Recess time: 9am to 9.30am

Snack break: 11.30am to 11.40am



What happens on 2nd January 2026, Friday?

- Class Photo-taking with Form Teachers
- Start It Right Programme



What to pack for school for Day 1

1. Pencil case (3 sharpened pencils, 1 eraser, 1 ruler)
2. Colour pencils
3. 5 pockets Yellow file (file worksheets and time table)
4. Water bottle, money, food for recess

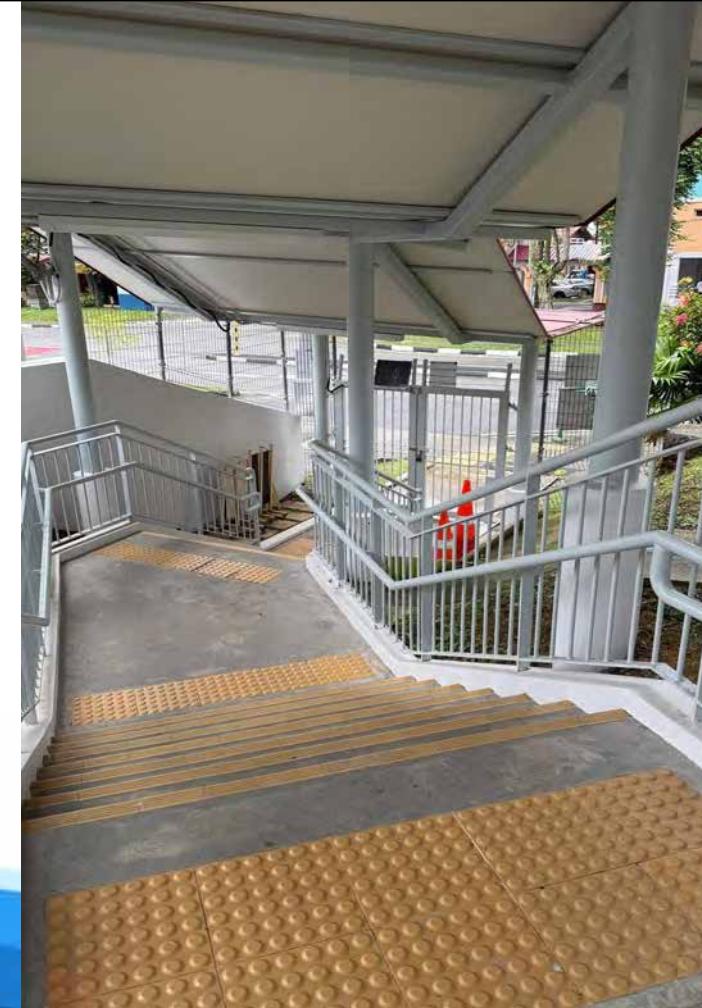


Arrival Information - Walk

Walk in by Gate 1
(opposite Blk 295)



Walk in by Gate 4
(opposite Blk 271)



Arrival Information – by vehicles

Drive in by
Gate 4
(opposite Blk 271)



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders

Dismissal Information - Walk

Sunny weather
Gate 1
Children will walk
out using the
unsheltered road.



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders

Dismissal Information - Walk

**Rainy weather
Gate 1**

Parents are allowed
to come into the
sheltered porch to
wait for child.



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders

Dismissal Information – by Vehicles

Drive in by
Gate 1
(opposite Blk 295)

after 1.45pm



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders

Application for Car Decal - Security

Car decals will be issued to your child on Day 1 of school.

You can still drive in on Day 1 without it.



<https://go.gov.sg/carparkdecal>



**CHUA CHU KANG
PRIMARY SCHOOL**
Empowered Leaders

MOE Financial Assistant Scheme (FAS)

- MOE provides financial assistance to needy Singaporean students in Government and Government-Aided schools.
- Application form is available from the General Office.
- For parents applying for FAS, please do not make any purchases from the school vendors before you are advised on the application outcome.



Every child

- learns & grows at a different pace
- has different talents & strengths





**CHUA CHU KANG
PRIMARY SCHOOL**

Empowered Leaders