

# **WELCOME TO P2 PARENT-TEACHER MEETING**

The slides for today's presentation will be uploaded to our school website by the end of next week.

*Please note that there is music playing in the background for you to test your audio.*



# **WELCOME TO P2 PARENT-TEACHER MEETING**

**Ms Yue Siew Poh  
Year Head (P1/ P2)**



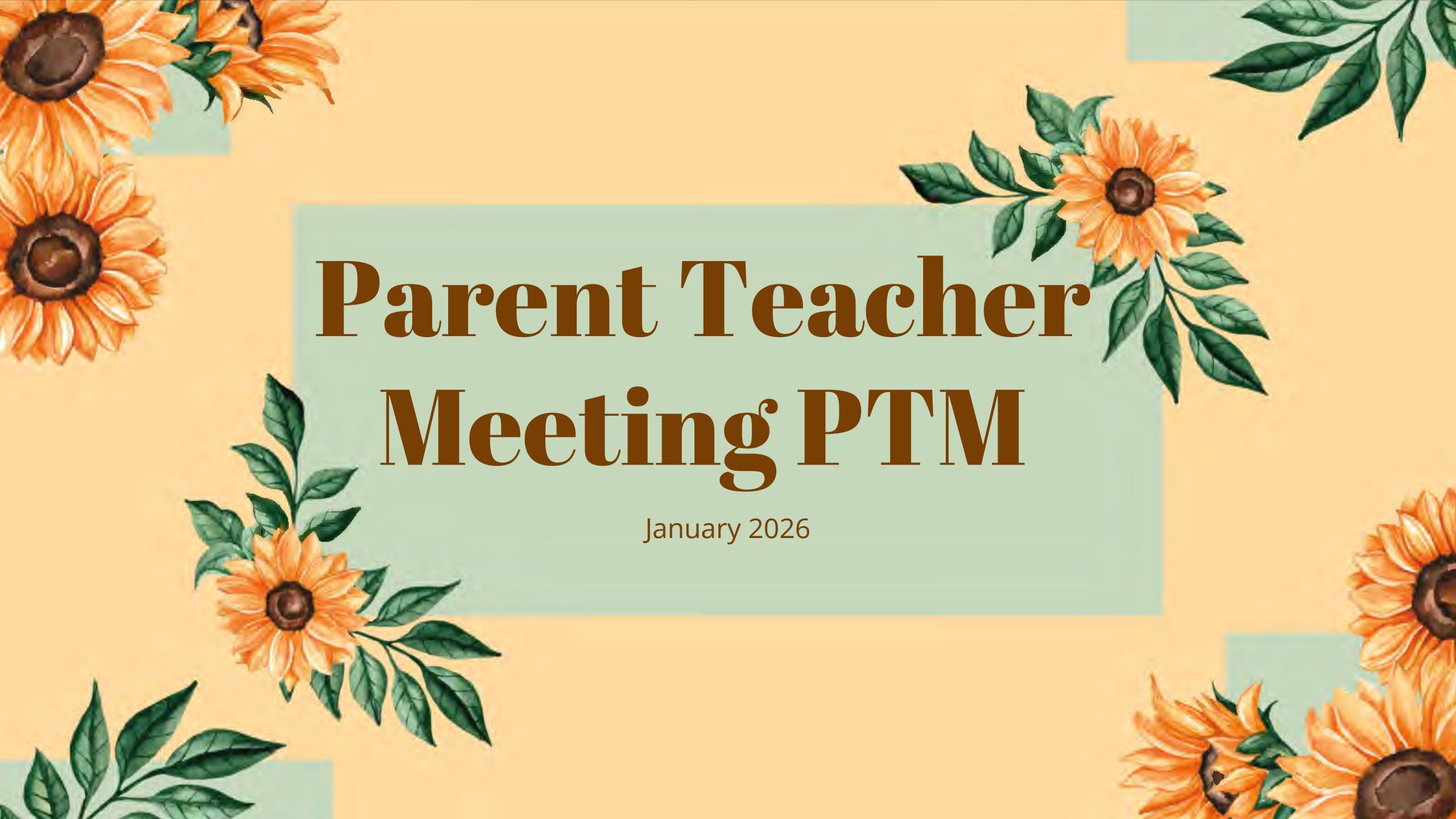
# PROGRAMME OUTLINE

Time	Programme
2.30pm to 3.15pm	<ul style="list-style-type: none"><li>• Principal's Address</li><li>• Briefing on Level Matters</li><li>• Briefing on Character Education</li></ul>
3.30pm to 3.50pm	<ul style="list-style-type: none"><li>• Meeting with Form Teachers (via Teams)</li></ul>



# **Principal's Welcome Address**





# Parent Teacher Meeting PTM

January 2026

# Agenda

Introduction to school leaders  
School Vision & Values  
School Direction 2026  
Our Partnership  
Traffic Reminders





# SC

**School Leaders:**  
Principal: Mrs Elaine Quek  
VP1: Ms Kong Su May  
VP2: Ms Sujatha Paramathayalan  
VPA: Mr Loh Yuh Por



The background of the image is a scenic view of a sunflower field at sunset. The sunflowers are in various stages of bloom, with many fully open flowers facing towards the right. The leaves are large and green. In the foreground, the back of a person's head is visible, showing long dark hair and a light-colored straw hat. The sky is a warm, golden color, suggesting the time is either sunrise or sunset. The overall atmosphere is peaceful and natural.

## School Vision & Values

### **Vision**

A Vibrant Community of Creative  
Thinkers, Lifelong Learners and  
Values-based Leaders

# School Vision & Values

## **Values**

Graciousness

Gratitude

Integrity

Responsibility

Resilience

Refer to Pg 9 of Handbook



## 4 Gs School Direction/Strategic Thrusts

- Glow from Within/Leaders of Character & Service to Community
- Grow through Learning/Women of Excellence
- Get Green and Love Earth/ Collaborative Partnerships
- Go Forth and Strive Towards Our Goals/Engaged & Inspiring Staff



Glow from Within



Glow from Within

# HAPPINESS ISN'T ABOUT GETTING A LOT OF THINGS, IT'S ABOUT LOVING THE TIME. IT'S ABOUT LOVING

You can give here a brief description of the topic you want to talk about. For example, if you want to talk about Mercury, you can say that it's the smallest planet in the Solar System

# A Holistic Approach to Support Student Wellbeing

## - Key Protective Factors for All Students

### A Strong Identity

- Healthy sense of self worth
- Positive outlook
- A sense of meaning and purpose



### Positive Relationships

- With friends and significant adults
- Connectedness with family, friends and the community



### Responsible Choices for Life

- Healthy diet
- Active lifestyle
- Healthy digital device use
- Good management of time and schedule
- Balance of work and play
- No substance abuse

Glow from Within

# GROWTH

## Mindset Statements

I can learn anything I set my mind to.	I am capable of achieving great things.	Every setback is a setup for a comeback.	Mistakes are opportunities to grow.
Learning is a lifelong journey			Persistence leads to progress.
Challenges help me to improve.			Failure is a stepping stone to success.
Effort is the path to mastery.	I can always improve with practice.	Feedback is a gift that helps me learn.	I can achieve my goals through effort.



# From “I Can’t” to “I Can”

X I can't do this  
✓ I can't do this yet  
✓ I can do this now!





I want to  
be like a  
**SUNFLOWER**  
so that even on  
the darkest days  
I will always  
stand tall  
and find the  
**SUNLIGHT.**

FB / BRITISHBIRD

# Glow from Within **KINDNESS**

is a gift everyone can afford to give, and its ripple effects are truly remarkable. A single act of kindness can positively alter the course of someone's life, reminding them that goodness exists in this world.

©2024 MINERVA ROILES  
COME OUT AND SHINE



# Grow though Learning

## Handbook

- School Hours Pg 4
- School Expectations Pg 10 &11
- School Rules Pg 8 - 21
  - Rules on the Use of Smartphone & Smartwatch
  - Bus Safety Rules
  - Internet Safety Rules
  - Student Offences
  - Home School Agreement
  - Parent Acknowledgement Pg 21
- How to Study Pg 24
- Managing Your Time Well Pg 25
- Setting Goals and Achieving Them Pg 26 & 27
- Achieving Goals for Examinations Pg 11



# Grow through Learning

What your child can say or do:

I do not give up even though I am having difficulty .

I keep working at a task to complete it.

I ask my teachers for advice or help.

I discuss ideas with my friends.

I listen to the views of my friends and appreciate what they say during group discussions.

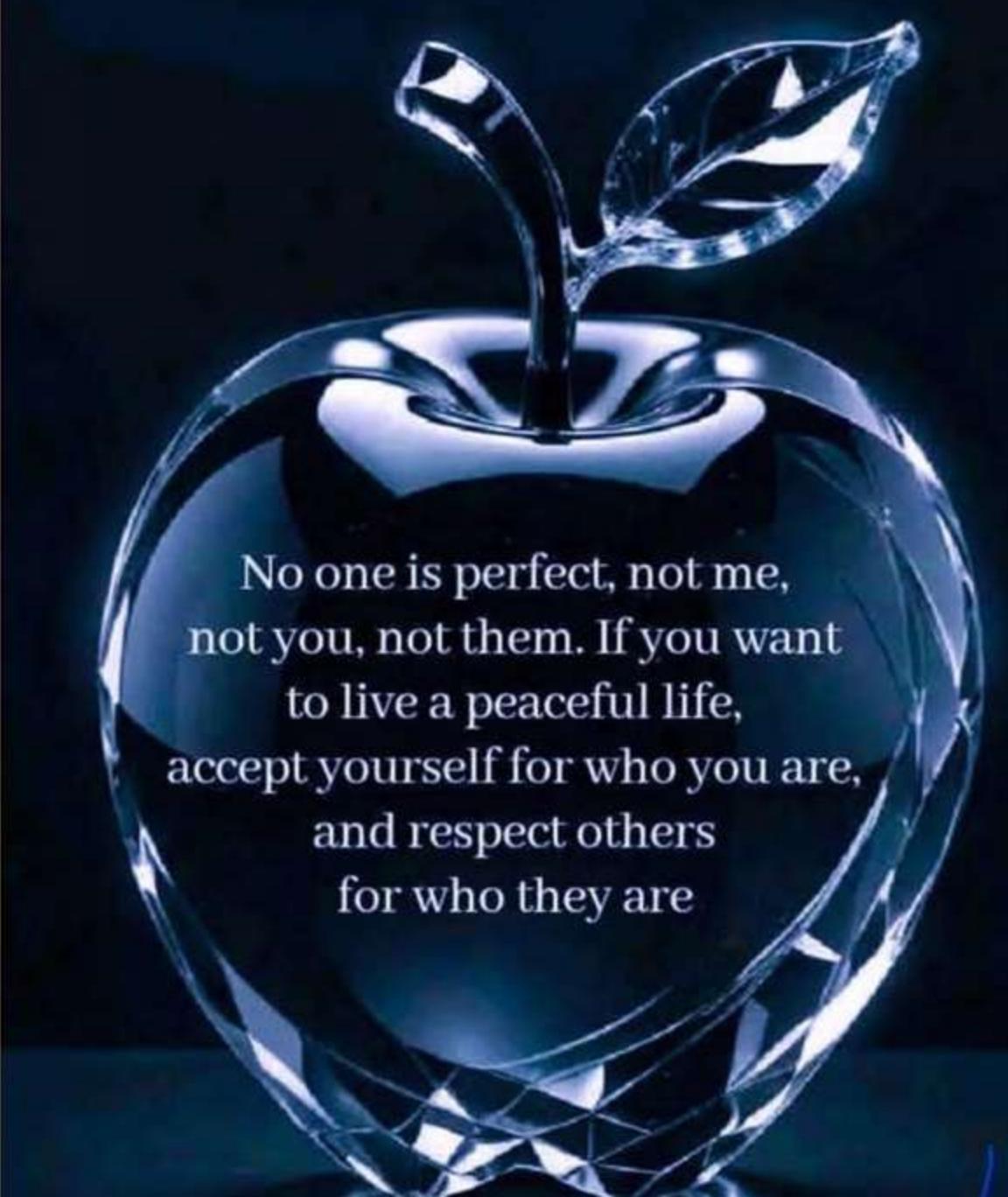
I respect my friends for who they are and want to learn from them and with them.

I can think of different ways to solve problems.

I can ask questions politely on why things happen and how things work



- Let's value our girls and not be so quick to compare them with others.
- Manage expectations and cheer them on.



No one is perfect, not me,  
not you, not them. If you want  
to live a peaceful life,  
accept yourself for who you are,  
and respect others  
for who they are

# Get Green & Love Earth



Recycle paper in class

Bring your own containers to buy food home  
after school

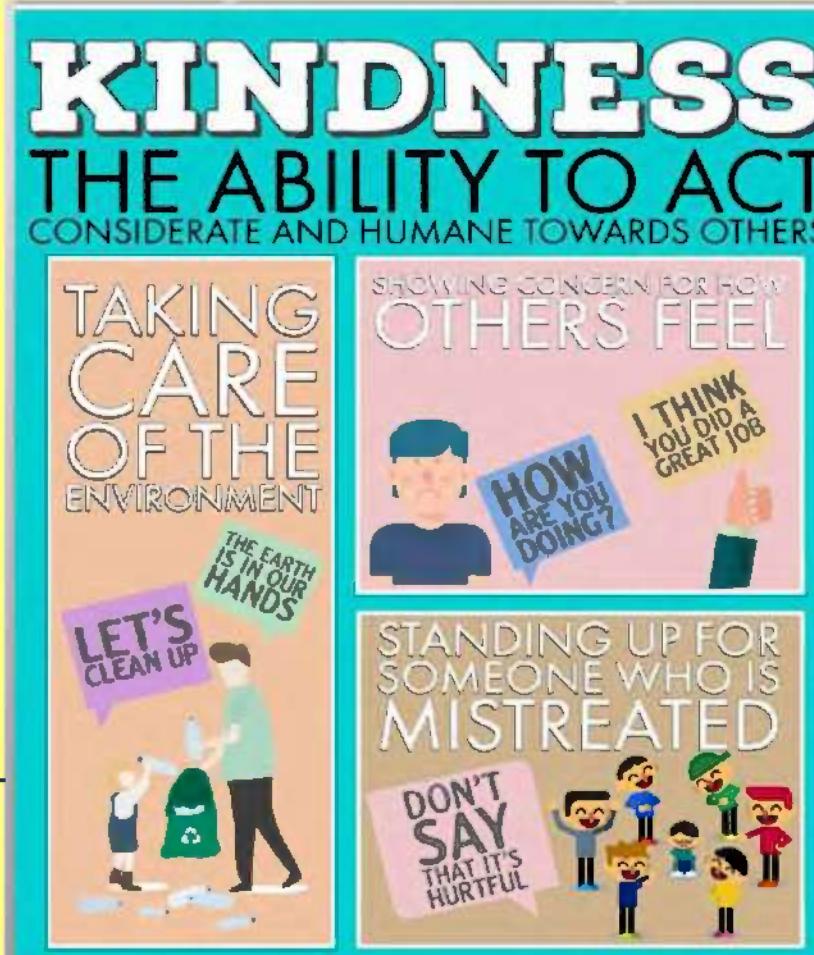
Carry a reusable bag to continue purchases at shops  
and supermarkets

Grow vegetables at home for consumption.

Donate items in good condition to Salvation Army or  
the textile recycling bin

# You Are Ready to Shine!

- ✓ You can grow
- ✓ You can be kind
- ✓ You are a valued member of our school
- ✓ You are all our RGPS Girls!





# You Are Ready to Shine!

I promise to do my best  
Even when things are hard  
I promise to keep learning  
And growing every day.  
  
I promise to be kind,  
And be a good friend,  
So our school will be  
A happy place for everyone!





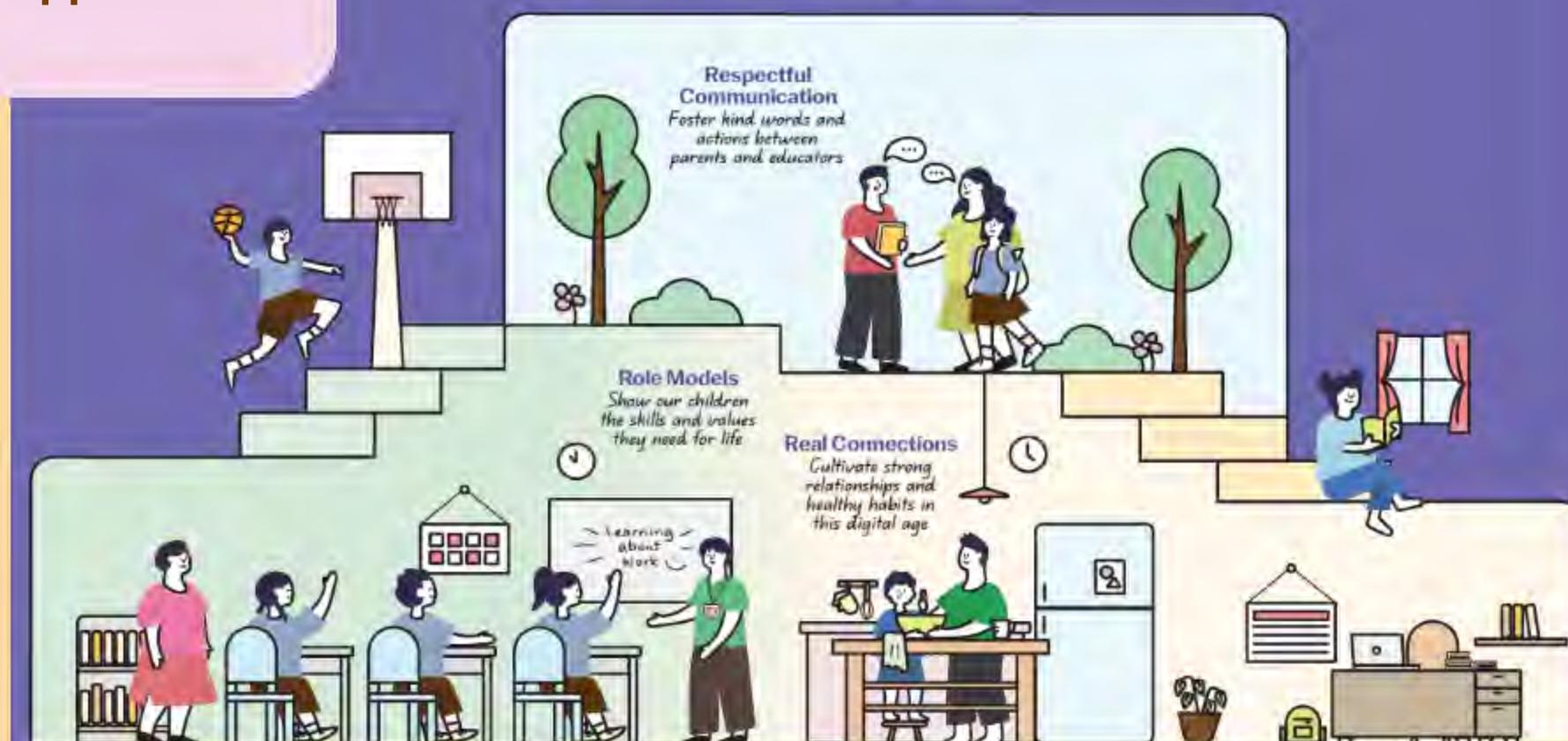
# Our Partnership

# School-Home Partnership

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

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



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

**1 Respectful  
Communication**



**2 Role Models**

**3 Real Connections**

# Respectful Communication

## Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions

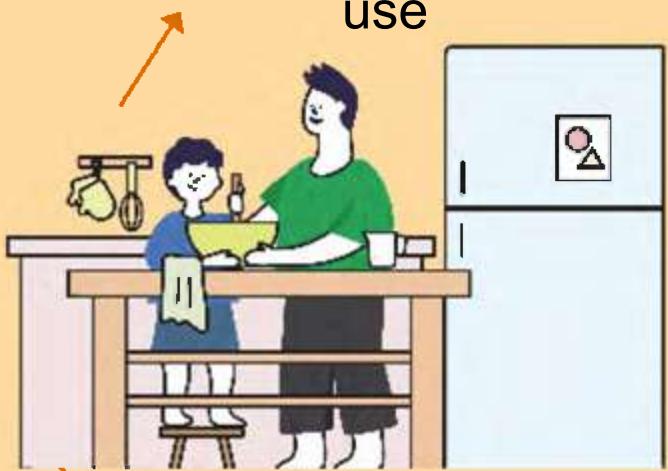


*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

This screenshot shows a page titled "Helping Your Child Build Healthy Relationships". It features a QR code at the top right. Below the title is a sub-section titled "Helping Your Child Thrive in the Online Space". The main content includes a section on "Things You Can Do" and "Things You Can Say" to encourage healthy relationships. It also includes a "Teacher Tip" and a "Parent Tip".

This screenshot shows a page titled "Helping Your Child Thrive in the Online Space". It features a QR code at the top right. The main content includes sections on "Things You Can Do" and "Things You Can Say" to help children thrive in the online space. It also includes a "Teacher Tip" and a "Parent Tip".



Check *Parenting for Wellness Toolbox* for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



# Join Us! **Parent Volunteer Group (PVG)**

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 Career Talks for P5 and P6 students.

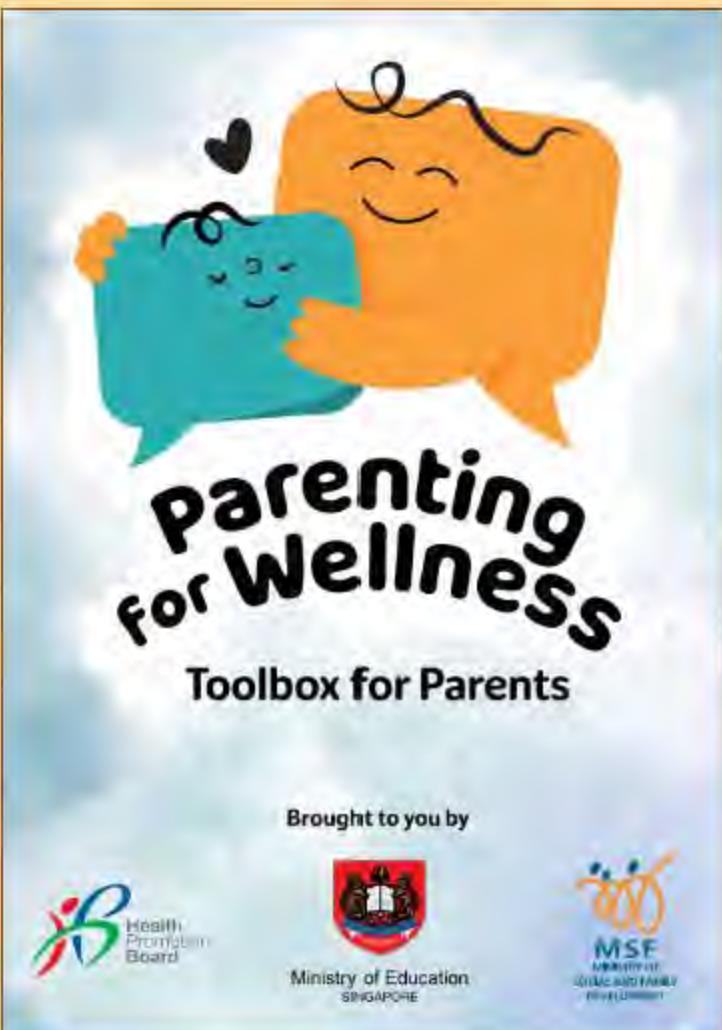
RGPS PVG – Raffles Girls'  
Primary School Parent  
Volunteer Group  
<https://rgpspvg.org>

# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



# Latest Resource: Parenting for Wellness Toolbox



This image shows a single page from a children's magazine. The top half features a large title "Helping Your Child Build Healthy Relationships" with a QR code. Below the title, there are several sections: "Building Relationships" with a person icon, "Helping Your Child Develop Good Daily Habits" with a QR code, and a section on "Important ideas in our lives (in which to build healthy daily habits)". The page is filled with various icons representing healthy habits like eating, exercising, sleeping, and using technology. The bottom half contains detailed text for each habit category, such as "Have a balanced diet of nutritious food", "Exercise", "Sleep", and "Digital". A sidebar on the left lists "Health", "Relationships", "Safety", and "Growth". A QR code is also present at the bottom right.

An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



# Check out Parenting Resources on Parents Gateway (PG)

**Repository of parenting resources**

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.

The screenshot shows the Parents Gateway (PG) homepage. At the top, there are two tabs: "FOR YOU" (which is underlined in blue) and "EXPLORE". Below this is a section titled "Highlights" with a post from "Thu, 10 Oct 2024" about "Refreshed Guidelines for School-Home Partnership". A blue circle highlights the "PARENTING" tab in the bottom navigation bar, which includes links for HOME, CONTACTS, SERVICES, PARENTING (highlighted), and PROFILE.

The screenshot shows the "Education Stages" section of the Parents Gateway (PG). It features a tab for "Preparing for Primary 1" which is highlighted in red. Below it, it says "13 resources available" and shows a thumbnail for a resource titled "How to pack a schoolbag". Further down, there is another resource titled "P1 cheat sheet: How to pick and pack your schoolbag".



Find out more about Parents Gateway here.

# Check out more resources from MOE

## Parent Kit



## Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

## MOE Social Media Platforms



[www.instagram.com/parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)



[www.instagram.com/  
moesingapore](https://www.instagram.com/moesingapore)



[www.facebook.com/moesingapore](https://www.facebook.com/moesingapore)



[www.youtube.com/  
moespore](https://www.youtube.com/<br/>moespore)

# Sg60 & Beyond

## Our Singapore Spirit

To keep Singapore going, we must be a “We-First” society. Because if everyone only thinks about “me”, and puts “me” ahead of “we”, then we are finished. Society will fray, and things will fall apart. But if each of us does our part for the “we” – care, contribute, and look out for one another – then the “me” will thrive and flourish too. Because when the whole is strong, each of us becomes stronger too.

And that is how we strengthen the Singapore Spirit. And so we have to do more to encourage Singaporeans to step forward. To take responsibility for one another. And to shape the character and future of our society.



[Source: National Day Rally 2025 | gov.sg](https://www.gov.sg)



# Traffic Reminders

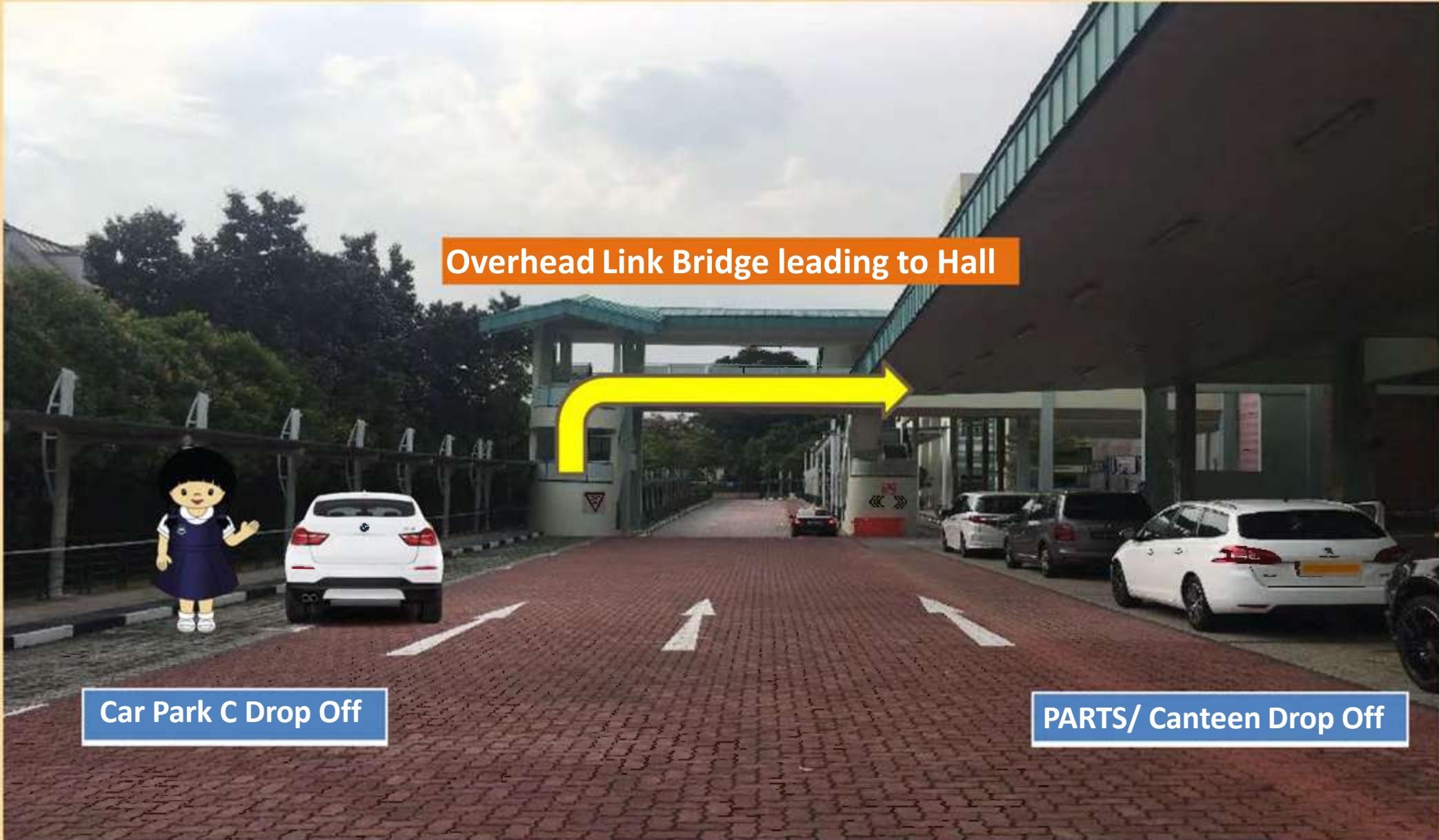
PG Notification 30 Dec 2025

RGPS-LTA and PUB Traffic Advisory

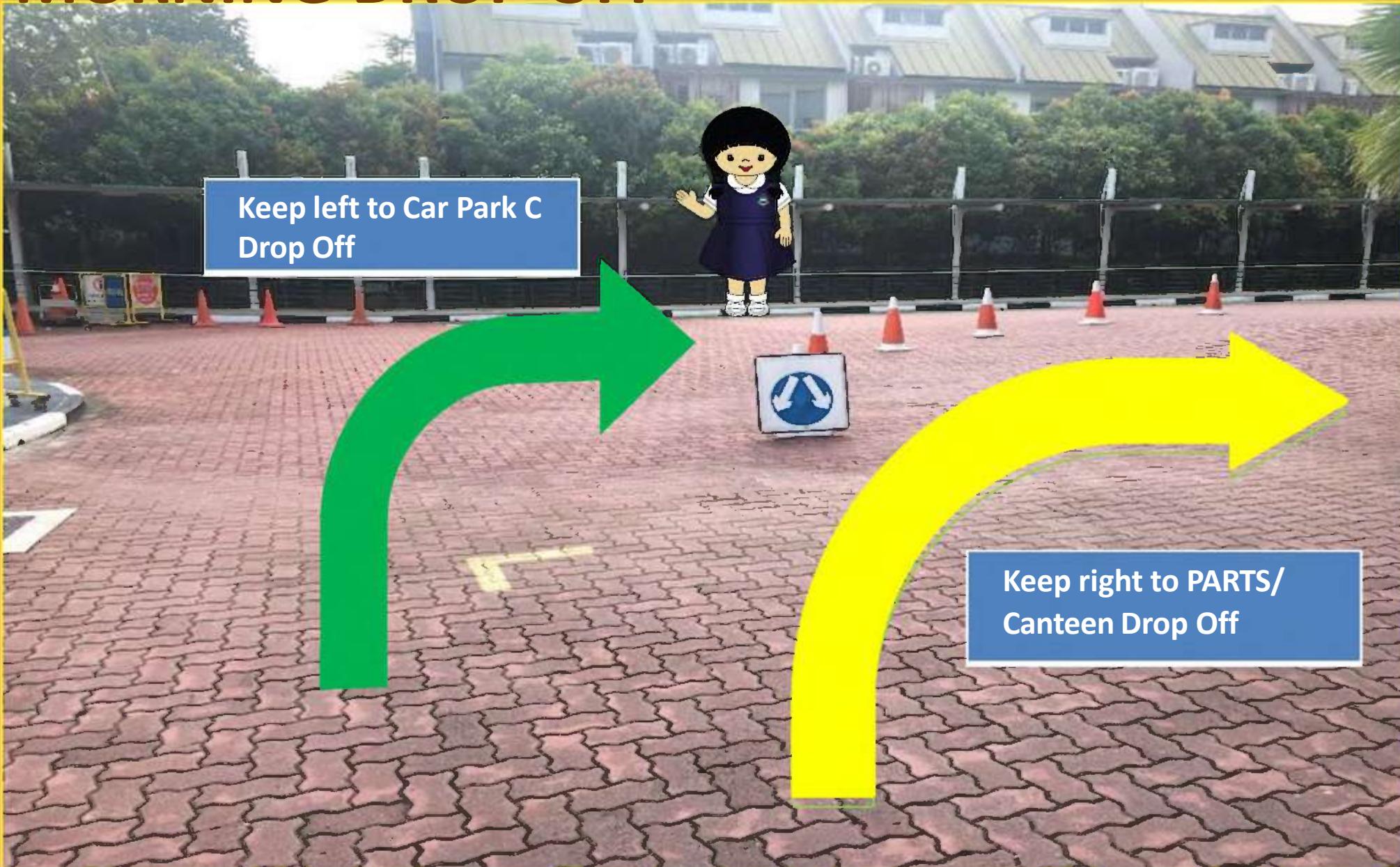
**PARKING REGULATIONS ALONG DUNEARN ROAD & HILLCREST ROAD OF  
RAFFLES GIRLS' PRIMARY SCHOOL**



# ALIGHTING POINTS



# MORNING DROP OFF





**Let's work in partnership  
together for our girls' wellbeing.  
Thank you & have a wonderful  
2026!**

# Sharing by Year Head

- Mental Health and Well-being
- Level Programmes & Activities
- School-Home Partnership



# Understanding Mental Health and Well-being

## Check-in Activity: What do you understand by mental health?

1. What comes to mind when you hear the term 'mental health'?
2. Why do you think mental health is important?
3. Why should we be concerned about our children's mental health?





## What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



# Did you know?

## Did you know?

Singapore Youth Epidemiology and Resilience Study (2023)\*

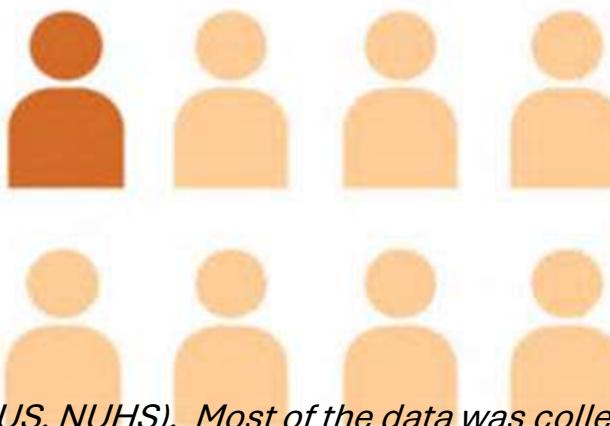


## Singapore Youth Epidemiology and Resilience Study (2023)\*

1 in 3 youths (37.2%) in Singapore,  
aged 10-18, experienced  
symptoms such as sadness,  
anxiety and loneliness<sup>+</sup>,  
such as sadness, anxiety and  
loneliness<sup>+</sup>



1 in 8 youths (12%) had a current  
mental health condition  
1 in 8 youths (12%) had a current  
mental health condition



\*Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.

<sup>+</sup> Based on self-reporting scores

+ based on self-reporting scores

\* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.

Common mental health conditions experienced by children and youth include:  
Common mental health conditions experienced by children and youth include:



Generalised Anxiety Disorder  
(2.75% of those diagnosed)  
(2.75% of those diagnosed)



Major Depressive Disorder  
(2.37% of those diagnosed)  
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

## Did you know?



# Tinkle Friend

### Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became one of the top five most common topics that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly aged 13 and below – include self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.

image struggles and emotional distress that

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times,

2024

Source: The Straits Times, 2024

# **Getting Ready for Primary Two**

Helping your child make the smooth transition  
from P1 to P2.



# Transition from Pri 1 to Pri 2



Independence

Academics

Pri 1



Pri 2

New teachers



## Supporting your child

### 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**. Encourage your children to share their thoughts and feelings openly. Let them know that you will listen with an open mind too.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence** (e.g. celebrating effort and small improvements, share stories of your own school challenges, etc.)



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



# Level Programmes and Activities

- Holistic education
  - ✓ knowledge
  - ✓ skills
  - ✓ values
- Well-being



# Student Well-being

- Welcome Back to School Programme (Term 1 and Term 3)
- Termly Check-in Surveys and Activities
- Teacher-Student Dialogue Sessions
- Learn & Bond Programme
- R U OK Campaign
- Learning Journeys
- Raffles Fiesta
- Extended Recess (Unstructured playtime)
- Character Development Programme (CDP)



# Student Well-being

WBTS-Term 1 and Term 3



# WBTS-Term 1

## Getting to know how you feel

How do you feel about starting Primary One? What makes you feel this way?



TIME TO SHARE!

Interaction 3



## Getting to know our subjects and teachers

### School timetable

	1	2	3	4	5	6	7	8	9
Mon	Form Teacher Guidance Period		English and Social Studies		Music				
Tue		Mother Tongue		Character and Citizenship Education					
Wed	Mathematics								
Thu	Physical and Health Education	Art							
Fri		Programme for Active Learning							

CHECK IN

SHARE

Interaction 3



# Student Well-being

## Teacher-Student Dialogue Sessions

What do you like to do during your free time?

- Reading books
- Playing with my brother/sister/friend
- Exercising/playing in the park
- Doing art and craft (for example, drawing)
- Playing computer/online games
- Watching TV/online videos
- Others



# Student Well-being

## Extended Recess



Library



Tinkering Courtyard



Makers Corner



Playground



# SCHOOL-HOME PARTNERSHIP



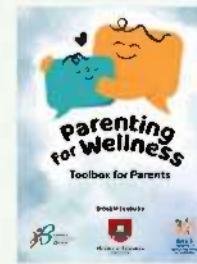
# The Crucial Role of Parents

Your partnership with the school: Supporting your child together.



# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

The poster has a light blue background. At the top, there is a small illustration of three children: two boys sitting on a red bench and a girl lying down on the right side. To the right of the children, the text 'ARE YOU FEELING TOO MUCH STRESS?' is written in large, bold, black capital letters. Below this, the text 'We can **LOOK** out for:' is written in large, bold, red capital letters. A yellow rectangular box contains five items, each starting with a large colored letter (L, O, O, K) and followed by a description of a sign of stress. In the bottom right corner of the poster, there is a small circular logo with the text 'GIRLS' PR SCHOOL' around the edge and a green and white design in the center.

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.

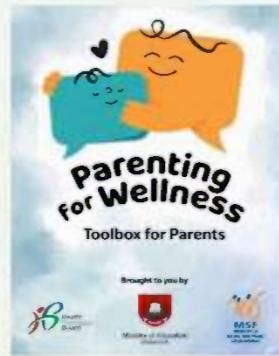


Source: Parenting For Wellness Toolkit



# Providing a safe space for conversations

Tips taken from Parenting For Wellness Toolkit (p.11)



<https://go.gov.sg/pfwp11>

This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

## Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

## Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.  
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

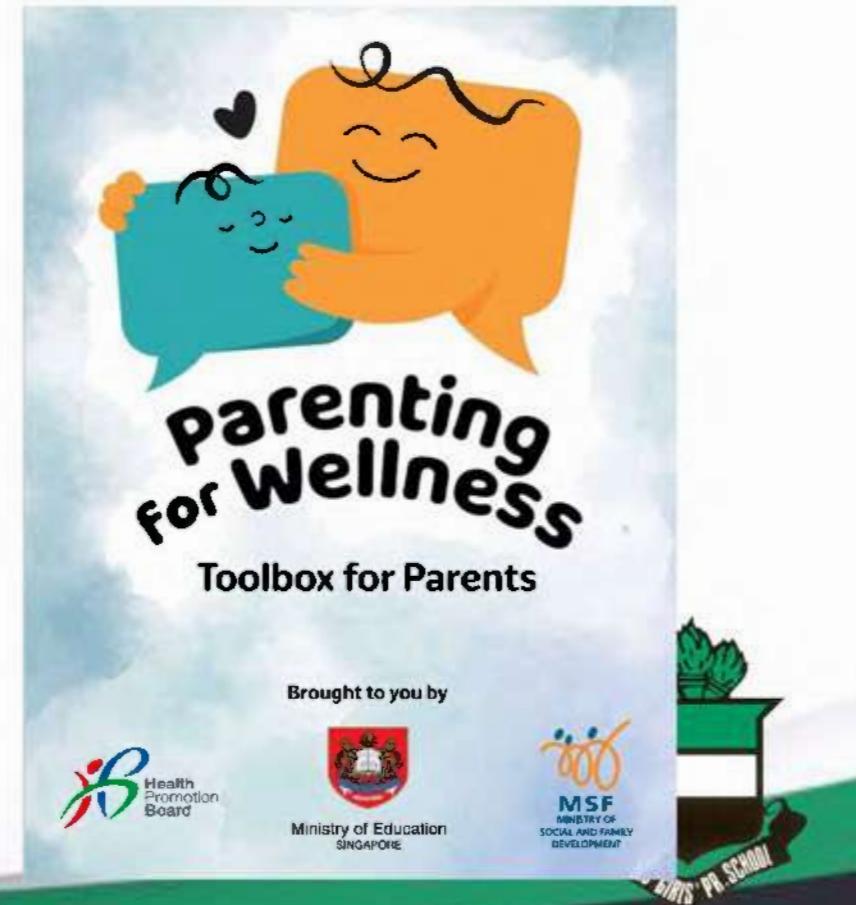


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



## **School Counsellor**

Ms Audrey Leong Yoke  
Leng

Audrey\_Leong\_Yoke\_Leng@schools.gov.sg



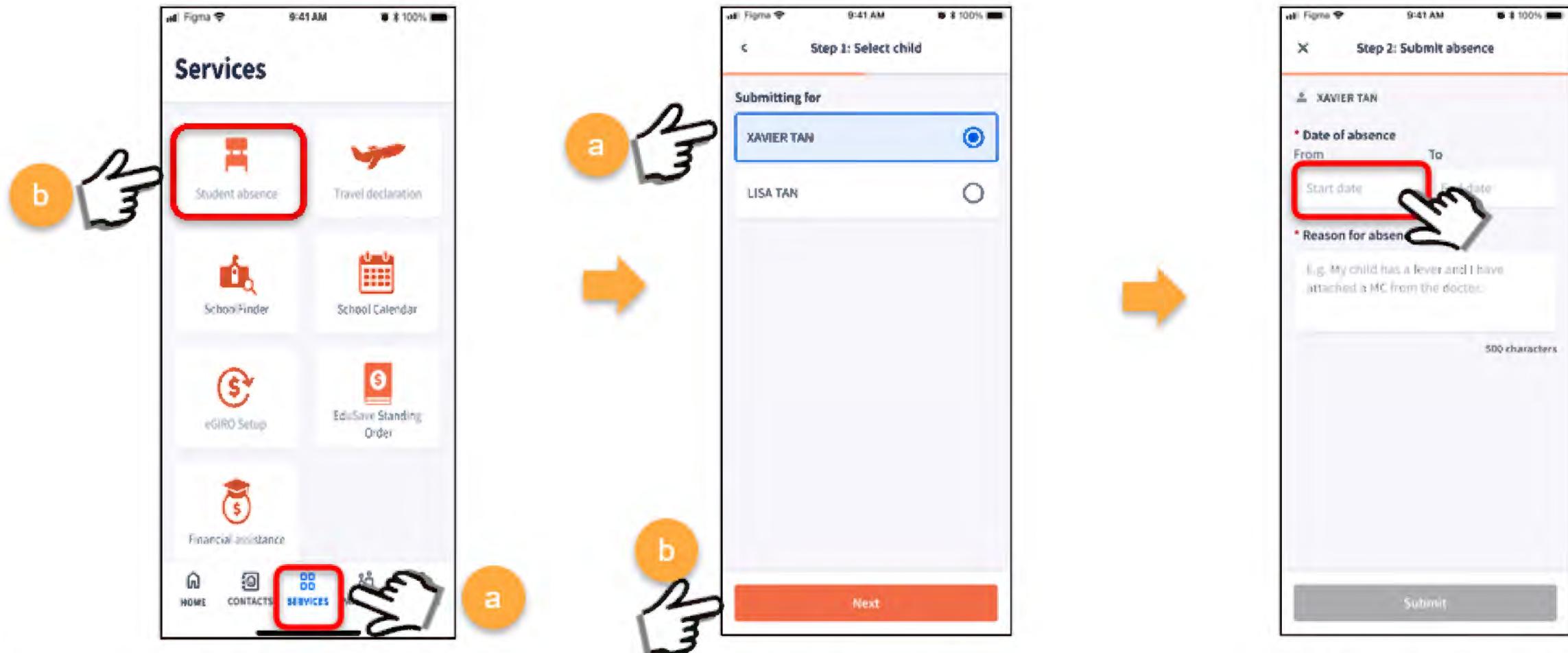
## **Parents Gateway**



- Get access to all school announcements and updates
- Give consent for your daughter/ward participation in school activities anytime, anywhere
- Book your preferred slots for Parent-Teacher Conference
- Declare any travel plan of your daughter/ward.



# New Feature in PG-SCM (for submission of MC or other reasons)



1. a) Go to "SERVICES" tab.  
b) Click on "Student absence"
2. a) Select your child's name  
b) Click on "Next"
3. Click on box to activate calendar for selection of date.

# Monitor the use of online devices : Set up screen time limits



**Share your concerns with your child and reach a common understanding on:**

- the **time they should turn off** their laptops/phones
- when **device usage should be paused**, such as during mealtimes and family activities
- when and how often they should **take breaks from the screen**, or get up to move about
- **what they can do online**, such as seeking out online entertainment and learning, accessing news, staying connected with peers
- **what they should avoid**, such as chatting with strangers, sharing personal details (home address, phone number), excessive sharing of pictures/videos of themselves



# **RESOURCES FOR PARENTS**



# Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	<a href="http://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="http://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the social-emotional learning of their children.	<a href="http://go.gov.sg/selhome">go.gov.sg/selhome</a>
MOE Parent Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	<a href="http://go.gov.sg/prepforprisch">go.gov.sg/prepforprisch</a>

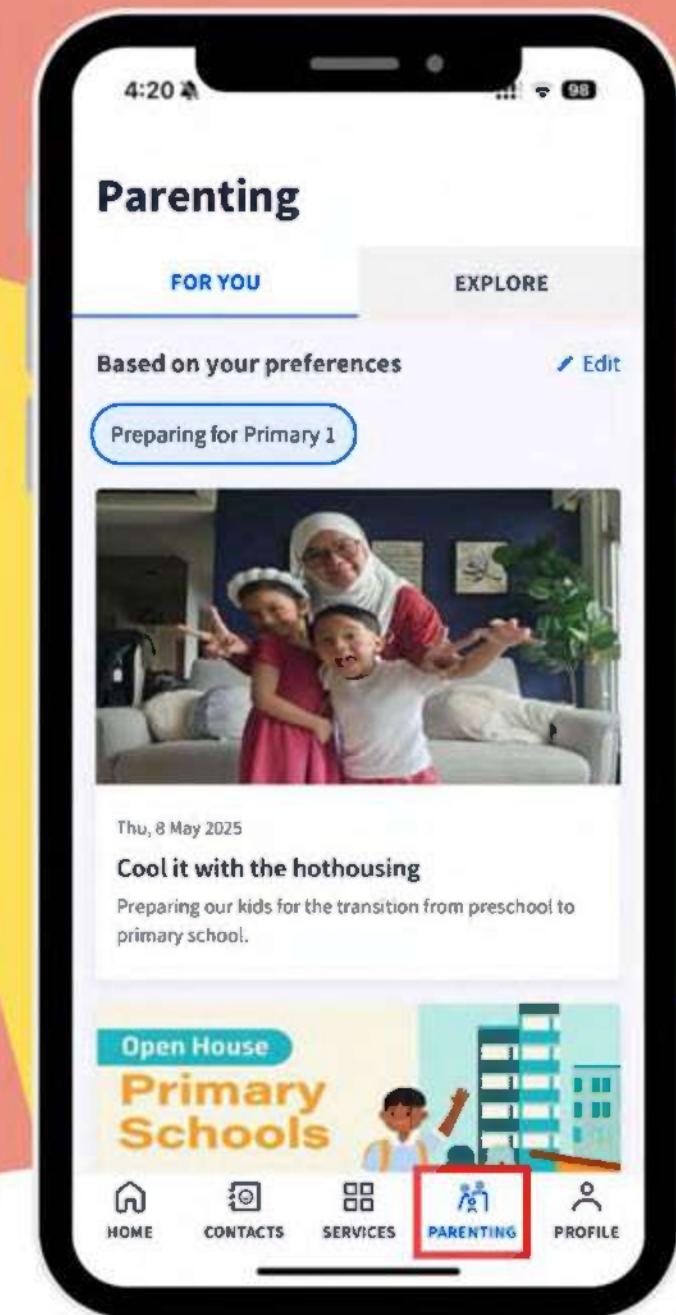


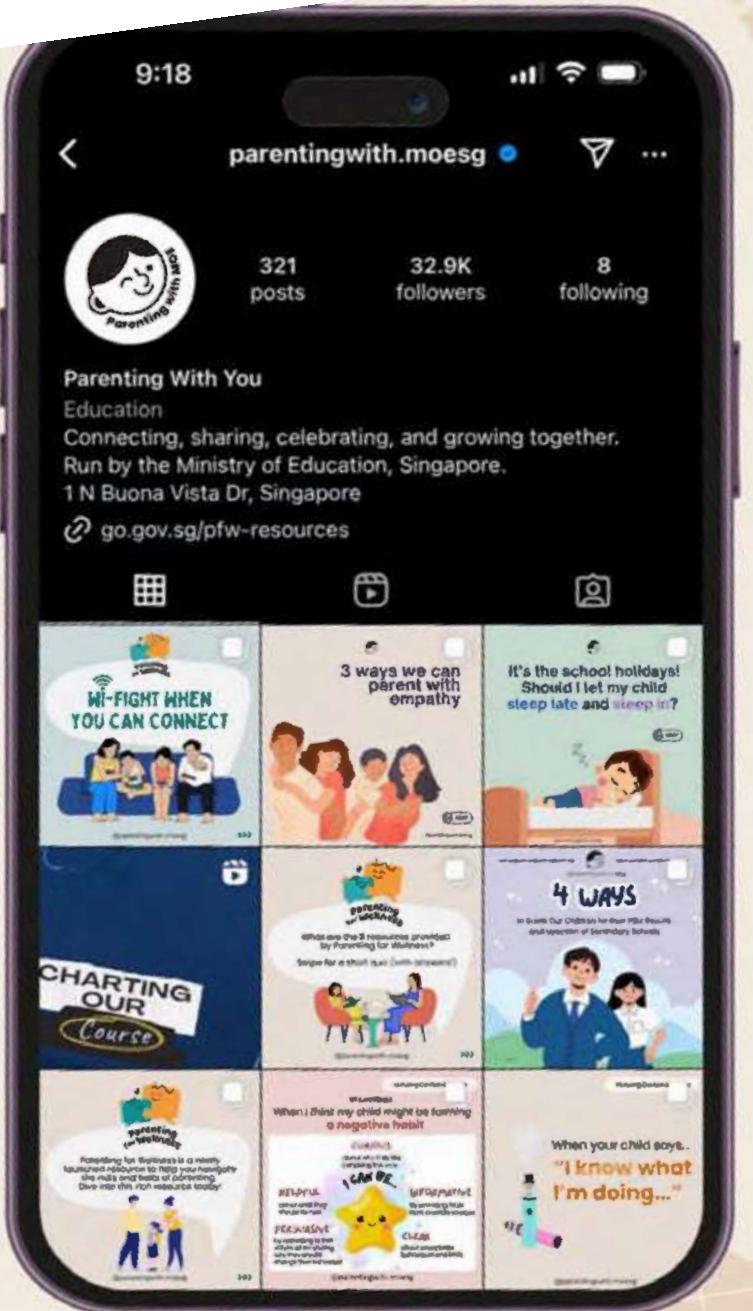


# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





# Begin your parenting journey with us

@parentingwith.moesg

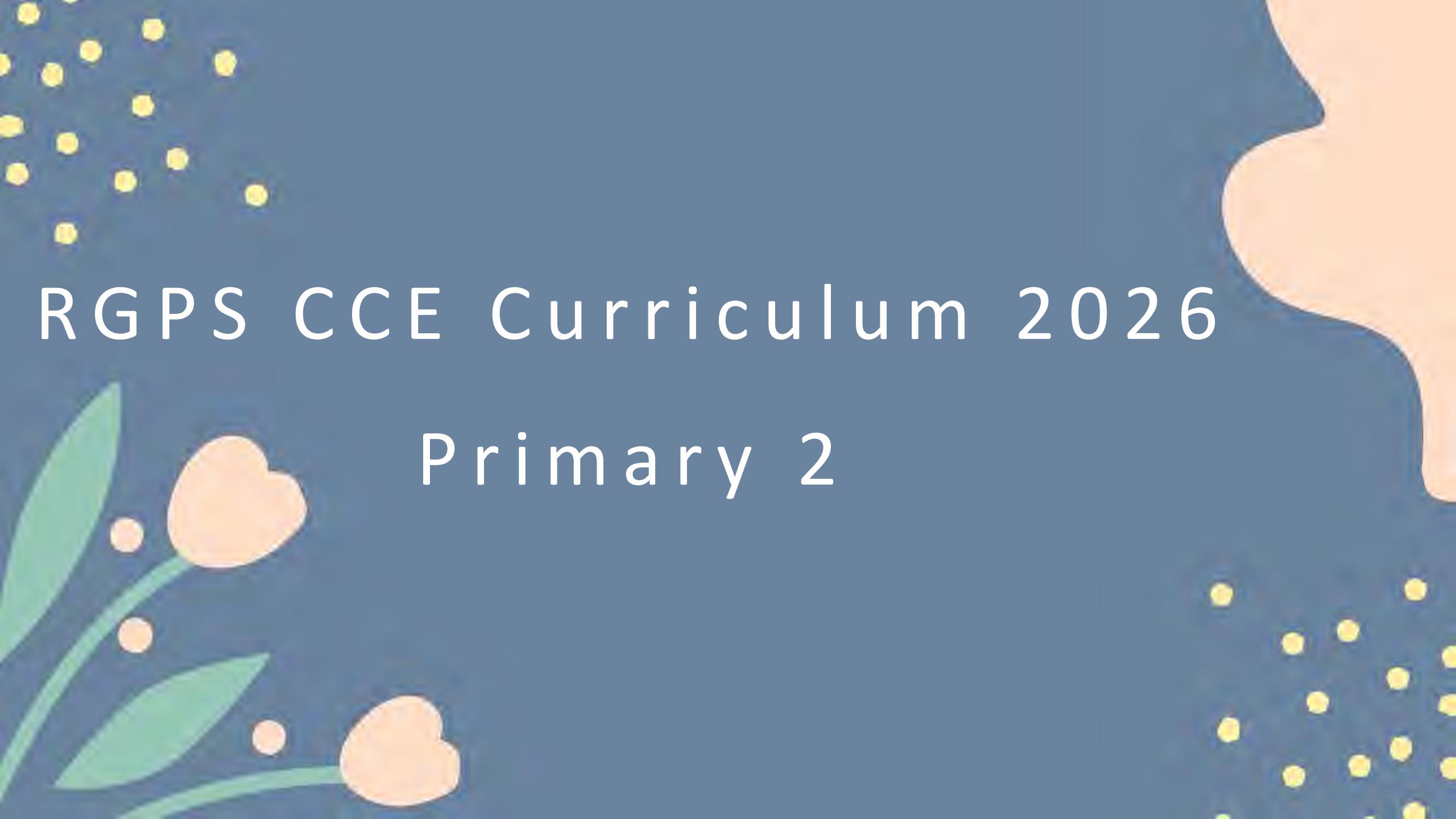
Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.





Yue siew poh@schools.gov.sg (YH)  
lim pheh fuen@schools.gov.sg (AYH)





RGPS CCE Curriculum 2026

Primary 2

# **What Will Your Child Learn in School?**

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)\*** lessons and other programmes.

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

# Primary 2

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

## 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

## Managing Disappointment- **Be Positive!**

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

☞ Write down what I can think or say to myself when I feel disappointed.



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.

# Key Programmes



## P2 Care in Action

(VIA)

- Caring for My Friends
- Objectives: To help students to understand that caring and respectful words and actions have an impact on people. Our caring actions allow us to express our love, care and support for our friends.
- Term 2, Week 7

# Extending CCE beyond school

**Explore the Mental Well-being messages with your child**

**Every child will have a CCE (FTGP) Journal.**

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

**An example of a Family Time Activity taken from the P2 CCE Journal (P.12)**



Family Activities  
Do we match?

- 1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: <hr/> <hr/>		

- 2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

# THANK YOU

