

**Welcome & Programme**

**By Mrs Shrlinda Lee, Year Head  
(Lower Primary)**

**P1**  
**Assistant Year Head**



Mdm Foo Wan Qing

**P2**  
**Assistant Year Head**



Ms Humairah



*A Lifelong Learner, A Gracious Citizen*

**好的开始就是成功的一半**

**A good start is half the battle won**



# Programme For The Day

Time	Programme
7.50 a.m.	Parents be seated
7:50 a.m. to 8:00 a.m.	Welcome & Programme <ul style="list-style-type: none"><li>Parents who have not registered for the Parenting Talk, please kindly scan the QR code and register now.</li></ul> 

# Programme For The Day

Time	Programme
8:00 a.m. to 8:15 a.m.	Principal's Address
8:15 a.m. to 8:35 a.m.	Sharing on CCE Curriculum , Growth & Benefit Mindset
8:35 a.m. to 8:45 a.m.	Sharing on Cyber Wellness
8:45 a.m. to 9:45 a.m.	Parenting Talk
9:45 a.m. to 9:50 a.m.	Parents move to respective venues for activities <b>(Please do not go to your child's classroom)</b>



# Programme For The Day

Time	Programme	
9:50 a.m. to 10:10 a.m.	<b>1A to 1D parents</b> Proceed to the canteen to <b>join your children for</b> <b>recess</b> (Use Staircase E1 & E2)	<b>1E to 1H parents</b> Proceed to the Science Rooms or Art Rooms at Block A to <b>write a note for</b> <b>your child.</b> (Use Staircase A1 & A2) 1E – Science Rm 1 1F – Science Rm 2 1G – Art Rm 1 1H – Art Rm 2
10:10 a.m. to 10:30 a.m.		<b>1E to 1H parents</b> <b>School Tour</b> (Teachers will pick you up)



# Programme For The Day

Time	Programme	
10:30 a.m. to 10: 50 a.m	<b>1A to 1D parents</b> Proceed to the Science Rooms or Art Rooms at Block A to <b>write a note for your child.</b> (Use Staircase A1 & A2) 1A – Science Rm 1 1B – Science Rm 2 1C – Art Rm 1 1D – Art Rm 2	<b>1E to 1H parents</b> Proceed to Canteen to <b>join your children for recess</b>
10:50 a.m. to 11:10 a.m.	<b>1A to 1D parents</b> <b>School Tour</b> (Teachers will pick you up)	



# Programme For The Day

Time	Programme
11:10 a.m. to 11:20 a.m. (movement to venues)	All parents move to the respective venue for Parent-Child bonding activities: <ul style="list-style-type: none"><li>• 1A parents &amp; students – Band Room</li><li>• 1B parents &amp; students – PAL Rm 1 &amp; 2</li><li>• 1C parents &amp; students – Hall (front)</li><li>• 1D parents &amp; students – Hall (back)</li><li>• 1E parents &amp; students – Art Room 1 &amp; 2</li><li>• 1F parents &amp; students – Science Rm 1 &amp; 2</li><li>• 1G parents &amp; students – Music Room 1</li><li>• 1H parents &amp; students – Music Room 2</li></ul>
11:20 a.m. to 11:25 a.m. (Parents present the note to their child)	
11:25 a.m. to 12:20 p.m. (Maker Activity)	
12:20 p.m. to 12: 30 p.m. (Clean up)	
12:30 p.m. - Dismissal	





TO LEARN TO LEAD TO SERVE  
**Waterway**  
Primary School

## ***Principal's Address***

***By Mr Wilbur Wong***



***Growth & Benefit Mindset  
and CCE Curriculum***

***By Ms Neo Chai Lee, HOD CCE***

# Sharing Outline

- 1. Introduction to Growth and Benefit Mindset**
- 2. How mindsets affect the learner**
- 3. How can you play a part in cultivating a Growth Mindset in your child**
- 4. What your child can look forward to**



# Introduction to Growth and Benefit Mindset



- Term coined by Dr Carol Dweck
- The **belief** that a person's abilities and intelligence **can be developed** through dedication and hard work.

# Introduction to Growth Mindset



- Find **meaning and purpose** in things they do
- Perceive **challenges and mistakes as opportunities**
- **Love for learning and resilience**





# Growth Mindset

Everyone can learn

We love challenges

Mistakes are opportunities for learning

Feedback is a gift

# Introduction to Benefit Mindset



- Takes growth mindset one step further
- Growing to be his best and apply his strengths to benefit others around him
- Meaningful contributions make child happy



# Benefit Mindset

**Everyone has something to contribute**

**Change starts with me**

**A better me, a better community**



## How mindsets affect learners?

# School

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# The Mindset CONTINUUM

Going beyond "Fixed V's Growth"  
to a deeper understanding of Mindsets



# How Mindsets Affect the Learner

Taking on challenges

Accepting feedback & criticism

Perseverance and Focus

Learning from mistakes

"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"  
"My abilities are unchanging"

"I don't like to be challenged"  
"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Taking risks



# How Mindsets Affect the Learner



## Fixed Mindset

- Feels threatened by feedback and may avoid it altogether.
- Criticism and constructive feedback are seen as a reason to quit.

Accepting  
feedback &  
criticism

## Growth Mindset



- Invites and is motivated by feedback and criticism.
- Applies new strategies as a result of feedback.
- Thinks of feedback as being a supportive element in the learning process.

# How Mindsets Affect the Learner

Taking on challenges



## Fixed Mindset

- Doesn't want to take on challenges on his/her own.
- Feels that challenges are to be avoided.
- Has little persistence on learning goals and task.
- Gives up at the first sign of a struggle.

Perseverance and Focus

## Growth Mindset



- Looks forward to the next challenge
- Makes long range plans for new challenges.
  - 'stick to it' and have stamina for the task(s).
  - Keeps working confidently until the task is completed.



# How Mindsets Affect the Learner



Taking  
risks



## Fixed Mindset

- **Does not take risks**, and if something is too hard, he/she hands in blank or copied work, if anything at all.
- **Not engaged** in the process or task.



## Growth Mindset



- Begins tasks **confidently**
- **Risks making errors**
- **Openly share** the work produced.

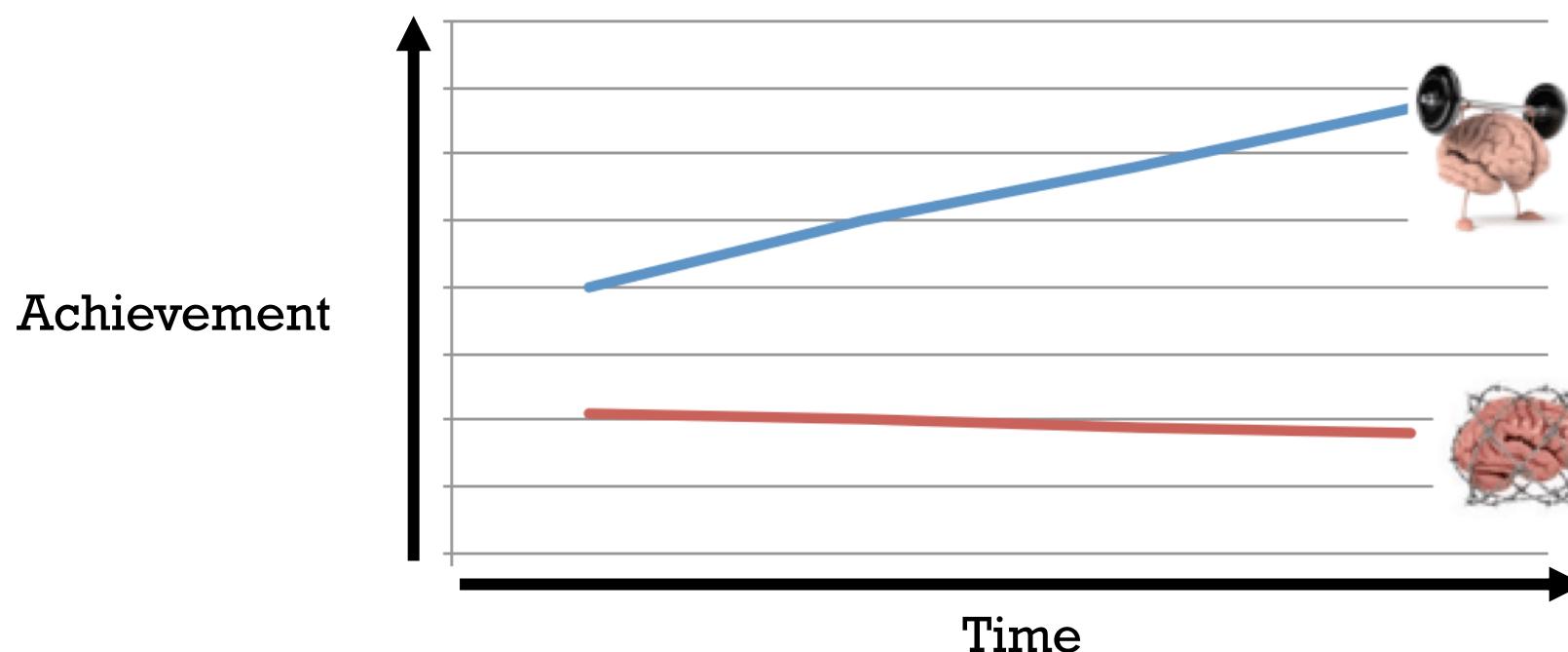


Chart adapted from: <https://www.youcubed.org/evidence/believe-brain-operates-differently/>

- Students with **fixed mindsets** are likely to plateau early and achieve less than full potential.
- Students with **growth mindsets** reach ever higher levels of achievements.



**How can you play a part in  
cultivating a Growth & Benefit  
Mindset in your child?**

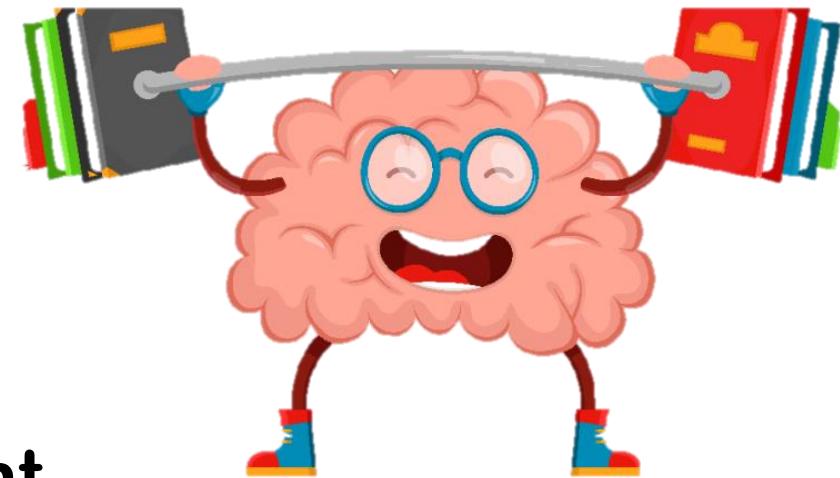
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# How YOU can play a part in inculcating a Growth Mindset in your child?

- **Talk about the brain**
  - It is more malleable than we thought
  - Brains physically change with effort, it leads to increased motivation and achievement



# How YOU can play a part in inculcating a Growth & Benefit Mindset in your child?



- **Talk with your child**
  - What did you do that was difficult? How did you overcome it?
  - Have you helped someone today? How did you feel?

# How YOU can play a part in inculcating a Growth & Benefit Mindset in your child?



- **Model the mindset**
  - Speak candidly about mistakes you have made and what you have learned from them
  - Trying hard things is what helps us grow
  - Share how your actions and words have benefitted others and how you feel from these contribution to inspire your child



# Practise Saying This and Not That

**“I can see that you worked so hard on this!”**

*(It helps your child to understand that you value effort.)*



**“You are so smart!”**

*(It makes your child think of intelligence as a fixed quality.)*

# Practise Saying This and Not That

**“That’s not right. You do not understand this *yet*. What strategies can you try to understand it better?”**

*(Be honest with your child about what he knows and doesn’t know. But also explain that you believe in his capacity to improve.)*



**“That’s not right! Are you paying attention in class? It seems like you’re not even trying.”**

# Practise Saying This and Not That

**“That was really hard.  
Your effort has paid off!  
Next time you’ll be ready  
for this kind of  
challenge!”**

*(Reminding your child of how he was  
able to overcome challenges by putting  
forth a lot of effort cultivates a growth  
mindset.)*



**“That was really hard.  
I’m so glad that it’s over  
and you do not have to do  
it again.”**

*(There will always be more  
challenges and your child should  
feel that he has the tools for what  
comes next.)*



**What your child can look  
forward to?**

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# CCE in WAPS

**3 Big Ideas**

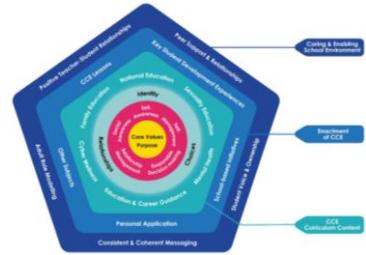
**Identity**



**Relationship**



**Choices**



**Approach**



**Curriculum**

**CCE (FTGP) Form Teachers Guidance Period**

**Social Studies**

**CCE (MTL) Mother Tongue Languages**

**Programme for Active Learning (PAL)**

**Growth & Benefit Mindset Lessons**

**Recognition**

**EduSave Character Award (ECHA)**

**Model Students**

**RISING Stars**

**Sparkling Class Awards (Termly)**

**Best Improvement in Cleanliness (Semester)**

**Culture**

**Culture of Care & inclusivity**

**Every Teacher A CCE Teacher**

**Termly Check-in Activities & Survey**

**Growth & Benefit Mindset Language**

**Common Experiences**

**Start It Right**

**Good Morning School**

**4 National Education Commemorative Events**

**“A Letter to My Junior”**

**Cohort Learning Journeys**



**Application of Learning**

**P1 Life Skills Programme**

**VIA Projects**

**Student Leadership**

**SHINE Read & Reflect**

**Interaction with others**

**Enactment of CCE**

**Caring & Enabling School Environment**

**Enactment of CCE**

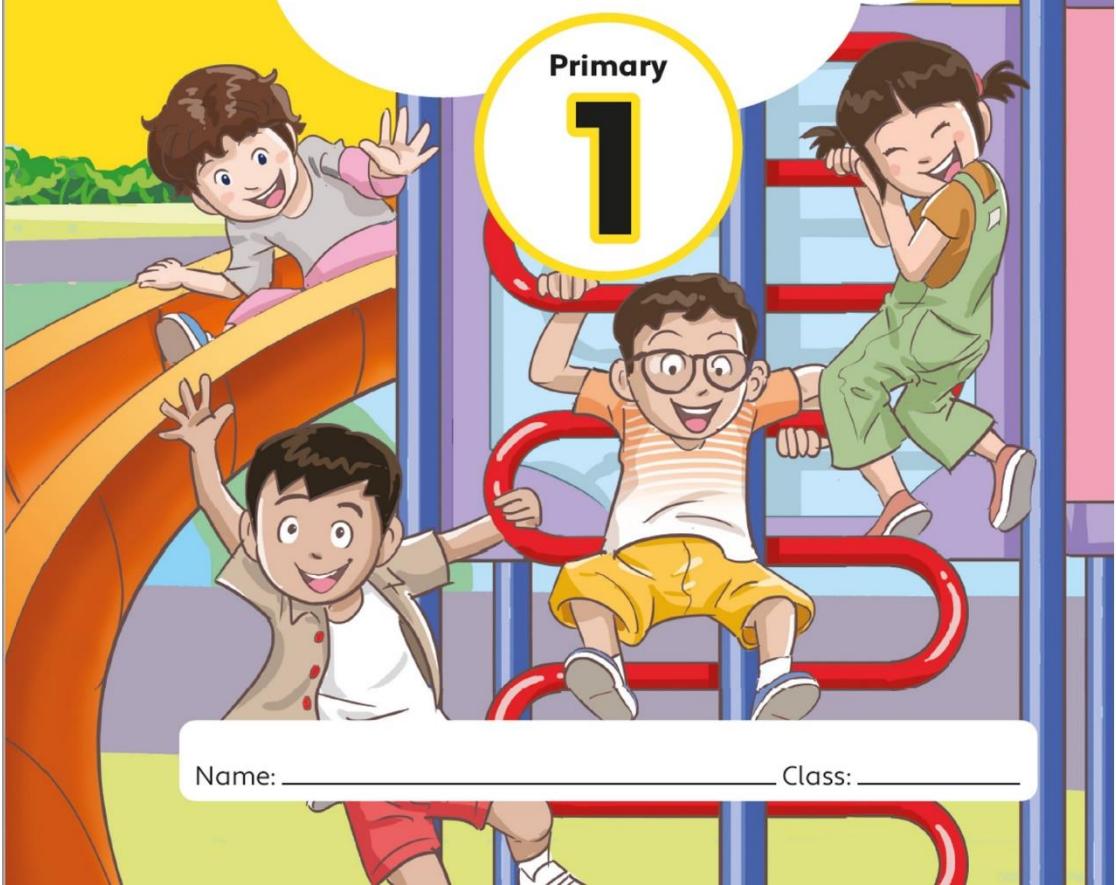
# **Character and Citizenship Education**

(Form Teacher Guidance Period)

Primary

**1**

Name: \_\_\_\_\_ Class: \_\_\_\_\_



Dear Parents and Guardians,

You are key to supporting your child/ward in his/her social and emotional learning and values development.

Family Time in Character and Citizenship Education (FTGP) provides suggested activities for families to bond.

These activities also enable you to partner with schools in this meaningful journey of supporting your child/ward in his/her learning of social-emotional competencies and values.



# Family Chat Time!

**In My New School 3**

**Family Chat Time!**

I can...

- Ask my family members/guardians:
  - » What was your primary school like?
  - » What did you enjoy about primary school?
- Share with my parents/guardians:
  - » How I feel about my new school.
  - » What I have learnt in school.

We enjoyed Family Time!

Parent's / Guardian's signature

**A Note to Parents/Guardians:**

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- Supporting Transition (<https://go.gov.sg/piftgp-transitionsupport>)
- Social Skills (<https://go.gov.sg/piftgp-socialskills>)

Understand and Care for Myself 5

**Understanding My Feelings 4**

**Family Chat Time!**

Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

**My child did a good job!**

Parent's / Guardian's signature

**A Note to Parents/Guardians:**

**Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS**

- Take time to actively notice and name your child's/ward's emotions together.
- Connect with your child/ward on an emotional level.  
E.g. Make talking about their feelings a natural part of conversations.
- Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- Discuss how your child/ward can manage his/her negative emotions.  
E.g. Practise the breathing or squeezing exercise.
- Role model how you manage your emotions appropriately.  
E.g. Calmly admit that you are upset and take a 10-minute time-out.
- Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- Guide your child/ward to accept situations that he/she cannot change.
- Have your child/ward share three things that he/she feels thankful about each day.

Understand and Care for Myself 12

# Family Activities

## What Is Important ④

### Family Activities

Share with your parents/guardians how you have been spending time.

Is there anything that you would like to change?

Circle your answer. **Yes / No**

If yes, discuss with your parents/guardians what you would like to change.

Write or draw what you want to spend **more** time on.

Write or draw what you want to spend **less** time on.



## Good Touch, Bad Touch ③

### Family Activities

Complete this word search together with family members and share with them what you have learnt.

## Words to search for:

1 (**Secrets**) that make you confused or if someone gives you a bad touch and if you keep it a secret, it is time to tell a trusted adult.

2 (**Meeting**) strangers alone is very if they seem nice, seem to know your name or claim to have permission to take you somewhere.

3 (**Always**) tell your parents or family where you are going, who you are with and any changes in school activities.

4 (**Respect**) your body and remember that no one has the right to touch your private areas.

5 (**Tell**) your parents, teachers or anyone else if someone or something makes you uncomfortable or frightened.

T	K	X	S	E	C	R	E	T	S	Y	Z
F	M	E	E	T	I	N	G	J	V	I	Y
N	L	W	T	E	L	L	R	D	Q	H	G
Z	X	R	C	Q	B	K	W	L	N	H	K
U	U	H	A	L	W	A	Y	S	A	K	W
M	S	H	H	M	U	S	C	B	B	G	S
B	T	J	Q	O	C	T	N	V	G	J	A
V	R	E	S	P	E	C	T	B	H	Z	K

## Word Search



### Family Chat Time

Have a conversation with your parents/guardians about keeping safe.

**We did this together!**

**Parent's / Guardian's signature**

**22**

*Understand and Care for Myself*

**Family  
Time**

# Family Activities



## ASEAN Story



The graphic features the ASEAN logo (a red circle with yellow vertical stripes) in the center. Surrounding it are the names of the ten ASEAN member countries: Singapore (top right), Malaysia (right), Indonesia (bottom right), Vietnam (far bottom right), Myanmar (bottom right), Brunei Darussalam (bottom center), Lao PDR (center), Philippines (left), Thailand (top left), and Cambodia (top left). The background has a blue gradient with radial lines emanating from the center. At the bottom, there's a yellow-bordered box containing the "Family Time" logo and text about "Family Activities".

**Family Activities**

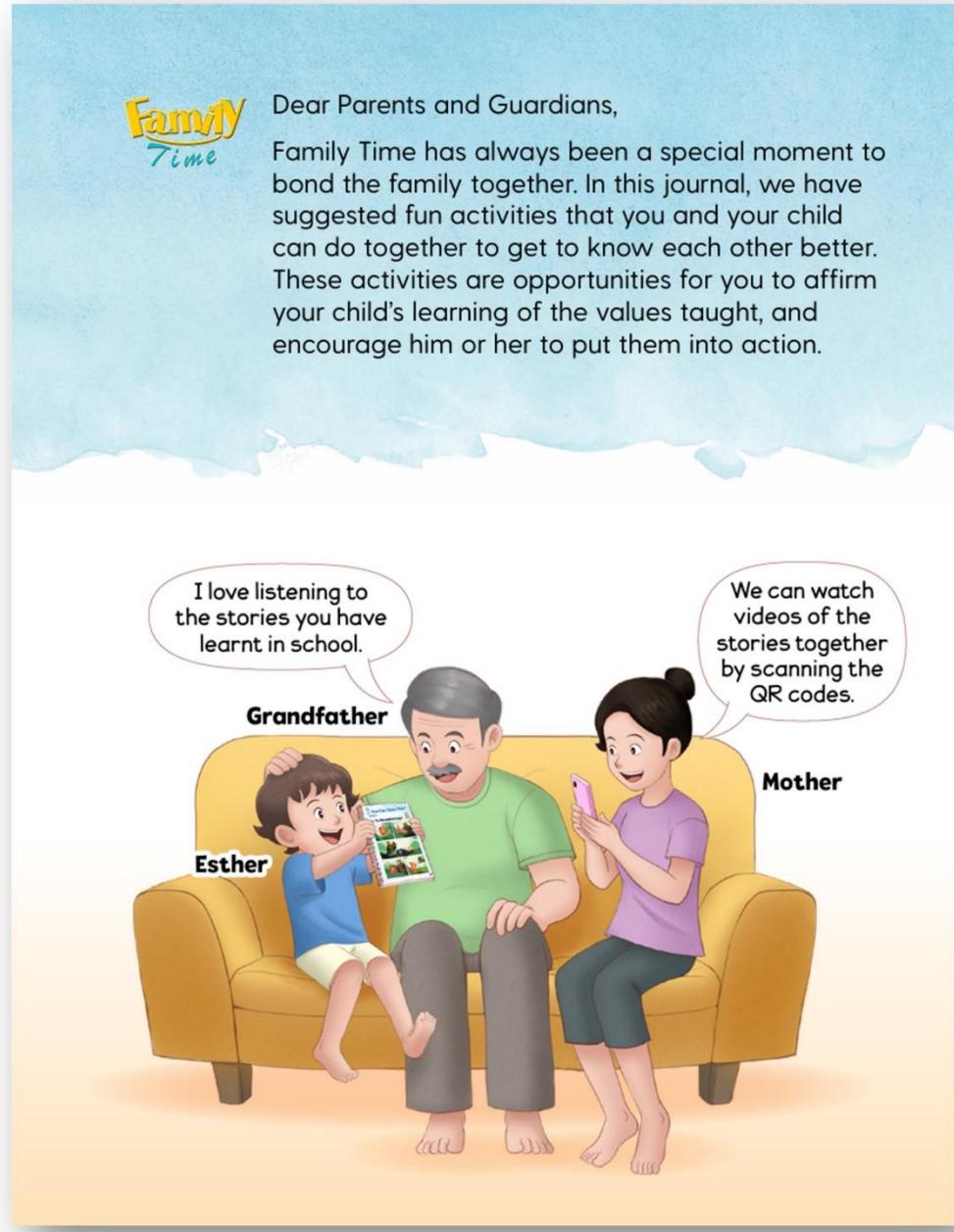
Look out for the International Friendship Day edition of Kindsville Times Junior! You'll find interesting stories and fun activities that you can share with your family.

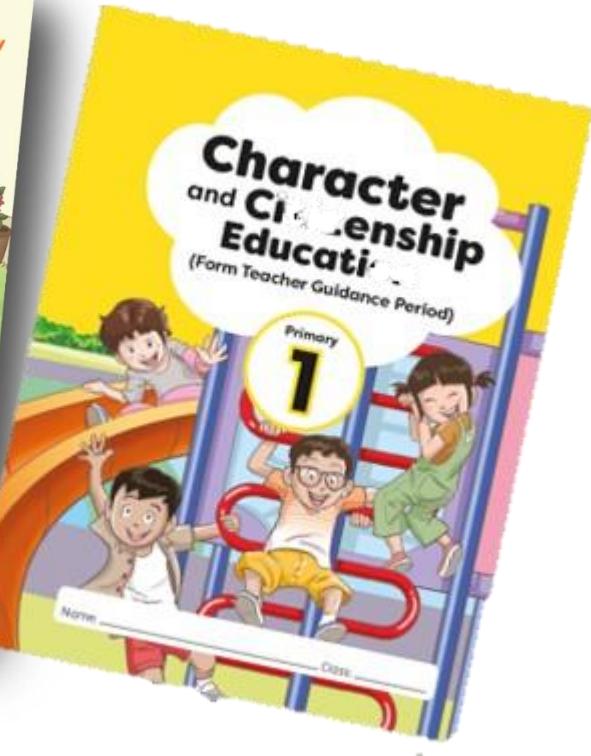
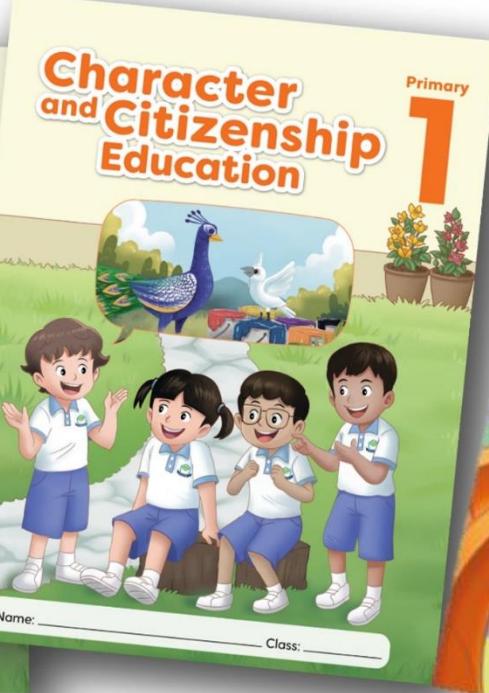
**We did it together!**

Parent's / Guardian's signature

# CCE (MTL) Student's Journal







Thank  
you!





# Write a letter to your child

Encourage your child on his/her first day in primary school

Assure your child of your support and presence in this new journey

Affirm your child for his/her growth in preparation for a new school

Share some interesting experiences you had in your primary school days

Share how proud or happy you are to see your child growing up or getting more independent





TO LEARN TO LEAD TO SERVE

**Waterway**  
Primary School

## **Briefing on Cyber Wellness**

**By Mrs Shrlinda Lee**

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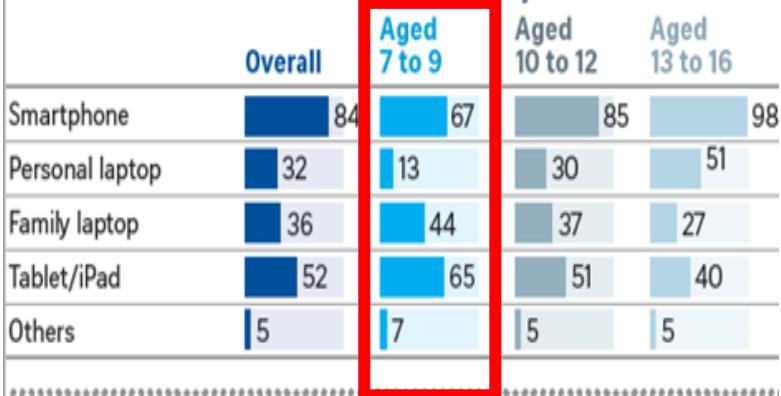
**How to role model good digital habits for our children ?**



# Did you know?

**67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media**

DEVICES USED DAILY BY CHILDREN (%)



Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Source: The Straits Times, 7 Feb 2021

**Parents may not be aware of the online risks**

Parents might not be aware, but...

**1 in 3** children has chatted with strangers online

**1 in 3** children has been exposed to pornographic materials

**1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

# What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
  - This is done through our curriculum which aims to equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.



# What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- Basic online safety rules
  - Talking to only people you know
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting Personal Information
  - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

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

# What will our Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

## ● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

## ● Parents are encouraged to try the “Family Time” activities in the CCE (FTGP) Journal with your children to emphasise the different cyber wellness messages at home



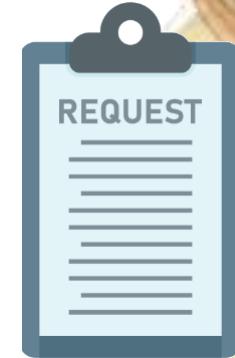
E.g. Family Time in the lesson on Staying Safe in the Cyberworld



# WAPS Smart Device Policy

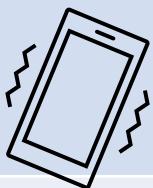
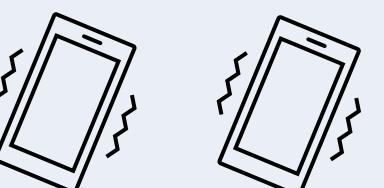
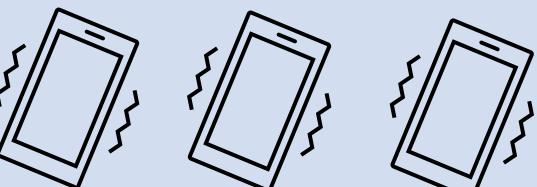
Reflected in Student Handbook 2025

- **No more smart device agreement forms** for parents.
- **Students should NOT bring personal digital device(s) without parent's approval.**
- Students who bring such devices
  - **MUST switch the device off and keep it in their bag** when in school
  - should bear responsibility for safekeeping of devices
  - **Must not use the device** during school hours including recess, CCA and after-school programmes (e.g. enrichment/remedial lessons).
  - are only allowed to use personal digital devices at the stipulated locations **after school hours – the general office, foyer and security guard post near the gate.**



# Consequences

Students must adhere to the rules of using the device(s) in school. Inappropriate use and abuse of the personal digital device(s) in school would result in consequences [e.g. confiscation of device(s)].

No. of times caught (FT to track)	Follow-up actions
1 	<ul style="list-style-type: none"><li>- Stern warning.</li><li>- Remind students of the smart device policy</li><li>- <b>Inform FT</b></li><li>- <b>Inform Parent (via PG)</b></li></ul>
2 	<ul style="list-style-type: none"><li>- Confiscate Smart device till end of the day</li><li>- Remind students of the smart device policy</li><li>- <b>Inform FT</b></li><li>- <b>Engage Parent</b></li><li>- <b>LM to issue Behavioural Agreement (BA)</b></li></ul>
3 or more 	<ul style="list-style-type: none"><li>- Confiscate Smart device till parent collects</li><li>- Remind students of the smart device policy</li><li>- <b>Inform FT, CC AYH/LM</b></li><li>- <b>Engage Parent</b></li><li>- <b>Other corrective consequences will apply, depending on the nature of use.</b></li></ul>

# Additional resources for parents



This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.

Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!

# How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
  - Use parental control settings to monitor and ensure children access to age-appropriate content;
  - Develop a timetable or screen use agreement to balance screen time and family bonding and;
  - Avoid screen use during mealtimes and one hour before bedtime.
- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use



# How to have open communication with our children?

- Open communication is critical in building a positive-child relationship.
- Talk to our children about their online activities in everyday conversations:
  - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
  - Have you seen or heard anything online that bothered or worried you? Tell me about it.



# How to have open communication with our children?

- Create a safe environment for our children to express their thoughts and feelings.
  - Find a place where your child is more comfortable to talk
  - Teach your child to use words to describe different emotions, e.g. “I see you’re frowning, are you feeling sad?”
  
- Let them know that you are there for them when they need support, care or help.
  - Regularly show interest in their thoughts and feelings.
  - Listen to understand, make eye contact, nod to show you have heard them.



Parenting Instagram live on  
The HeART of Conversation

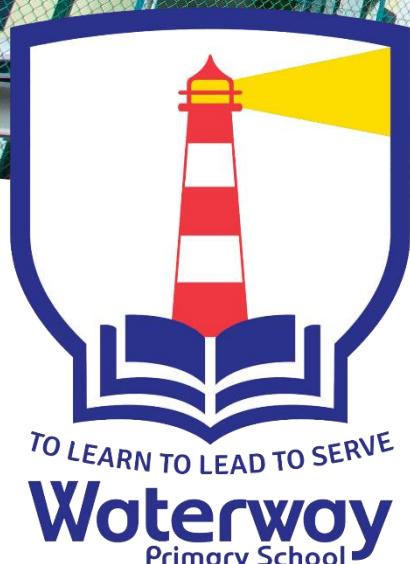
# How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
  - When using your devices, consider whether it interrupts your interactions with them.
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



Parenting Instagram post on supporting our children to be responsible users of the cyber space.





# ***Briefing on A Smooth Transition: Empowering Your Child for Success***

***By Ms Dorothy Png***

# **Announcement/Reminder**

- Meet your child's FT if you have not informed us of the dismissal mode and also go to PG to update this afternoon.**
- Do not bring any Mother Tongue (MT) Books until MT inform the parents.**
- Do not remove the colour tag on your child's bag for a month.**





Thank You