

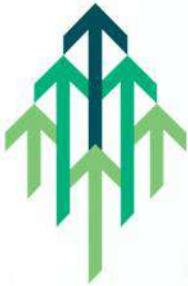
WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session

Primary 2

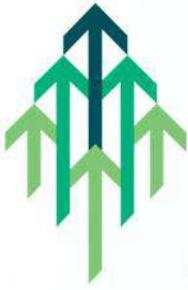
23 Jan 2021 (Saturday)

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



Agenda

1	Agenda
2	What's unique about Westwood: Positive Education
3	Personalised slides: Class teachers Class rules Class routines Class requirements Modes of communication
4	Homework guidelines
5	HA plans
6	MT information
7	Strategies for Parents' Cooperation
8	Q & A
9	Scan QR code for feedback



What's unique about Westwood

WESTWOOD
PRIMARY SCHOOL

Focus Areas for POSITIVE Education

THINK MINDFULLY	HEALTHY COPING	RELATING WELL	IN THE MOMENT	VALUES-DRIVEN ACTIONS	EMOTIONS OF POSITIVITY
Helping pupils develop mindful habits	Developing resilient pupils	Building strong communities	Creating an innovative, engaging curriculum	Empowering pupils with purpose and meaning	Nurturing happy, appreciative children
I am a Self-Directed Learner	I am a Trustworthy Friend	I am a Confident Person	I am a Compassionate Leader	I am a Positive Person	Pupil Outcomes
I stop and think before doing anything.	I treat everyone with courtesy and respect.	I can remain focused on a task.	I take the initiative to help others.	I thank everyone who has helped me.	
I set out to learn something new every day.	I help my family, teachers and friends.	I contribute my ideas and thoughts in discussions.	I step forward to lead my friends.	I am contented with and grateful for what I have.	
I know that with effort, I can improve.	I work well with others.	I am keen to explore new ideas or ways of doing things.	I take care of my environment.	I recognise and appreciate others' contributions.	
I reflect on my weaknesses and work on my strengths to achieve my personal best.	I can be trusted to do what I said I would do.	I reach my goals despite all challenges.	I use my talents and skills to benefit others.	I encourage my friends to express their gratitude.	
I will keep learning throughout my life.	I do what is best for my team or community.	I am able to learn and adapt in every situation.	I lead and serve with my heart.	I am thankful when I have challenges.	
Resilient Mindset	Passion for Community	Future-Ready Confidence	Passion for Community	Heart of Gratitude	= Character Strengths

THE FLOURISHING WESTWOOD PUPIL

Westwood Primary aims to nurture Flourishing Pupils through its **THRIVE** Framework for Positive Education. Ultimately, we hope for every pupil to be happy, resilient and engaged. We want pupils to find meaning and joy in learning, as well as in relating with their friends and contributing to the community.

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Positive Education@Westwood

**Weekly ‘What Went Well’ sessions
on Friday mornings**

Read your
child’s
reflections & get
them to share
with you!

	What went well
Objective:	Cultivate gratefulness & habit of reflection
Activity:	Reflection in handbook

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Positive Education@Westwood

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Clean & Green @Westwood

Objective: To provide each class a sense of ownership and belonging, and nurture pupils' self-management skills and positive hygiene habits.

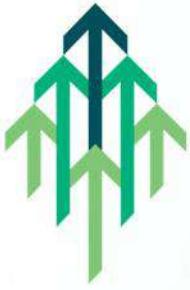
For the last 5 minutes of every day, teachers will guide pupils to tidy up their classrooms .

This will include:

- Tidying their individual desks
- Arranging their desk and chairs
- Placing recyclable papers in the recycle bin

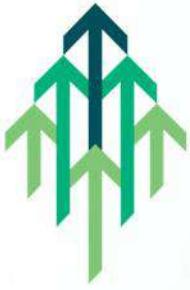


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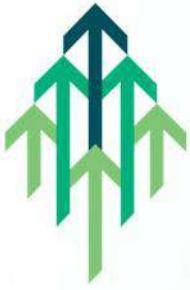
Class Rules

- Hand up all homework/form(s) **punctually**
- **Should raise hand** before asking a question
- Use **quiet voice** when talking
- **Respect** and **love** one another
- **STOP, THINK, DO** before any actions
- **LISTEN, THINK, DO** when instructions are given



Class Requirements

- **Five** sharp pencils and a box of colour pencils to be placed in the school bag
- **Bring one** water bottle fill with **ONLY plain water**
- **Ask permission** to go to the school's bookshop or dentist before recess

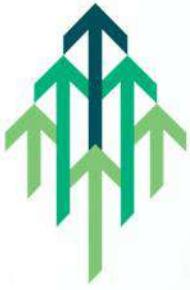


Modes of communication

- Parent Gateway - Letters and notifications
- Pupil handbook
- Email (*Refer to letter given on 1st week of school*)
- Classdojo
- Phone call (School office: 6412 1690)
- Appointments for face-to-face meet-up sessions
- If child is unwell, parents kindly email or call office to inform teacher in the morning.

→**Submit Medical Certificate or letter the next day**

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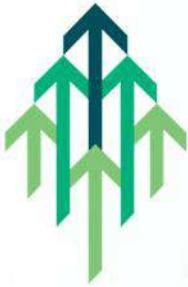
Parent – Teacher Communication

Parents Gateway: A Quick Overview



- **one-stop mobile app** for parents and schools to better support their children's educational journey through **improved communications**
- allows schools to **send updates on programmes and activities**
- allows parents to **perform administrative functions** such as providing consent for their children to participate in school activities
- parents can use their SingPass accounts, SMS 2FA or OneKey Token to gain access
- parents with more than 1 child only need 1 account

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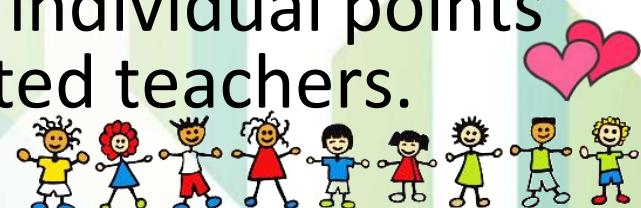
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Parent – Teacher Communication

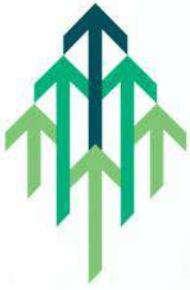
Class Dojo



- To **disseminate ‘just-in-time’ information**
 - Most of our information will still be given out through school letters/Parent Gateway to the pupils
- Communication only on school matters
- Replied on weekdays during school hours, within 3 working days
- **Points system:** The Class Dojo's individual points system is adopted only by selected teachers.



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flourishes and thrives*



Positive Routines

Daily Mindfulness practice in the classroom

Objective: Help pupils to focus, settle down and
be in a calm state, ready for lessons

Be Present
Be Mindful

Be there . . .

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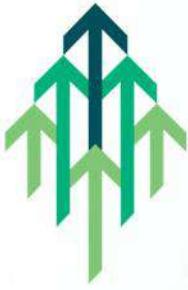


Positive Routines

1. Pupils will rest their heads on the table and close their eyes.
2. Listen to the chime and raise their hands.
3. The teacher will sound the chime 3 times with intervals.
4. Get ready for lesson.

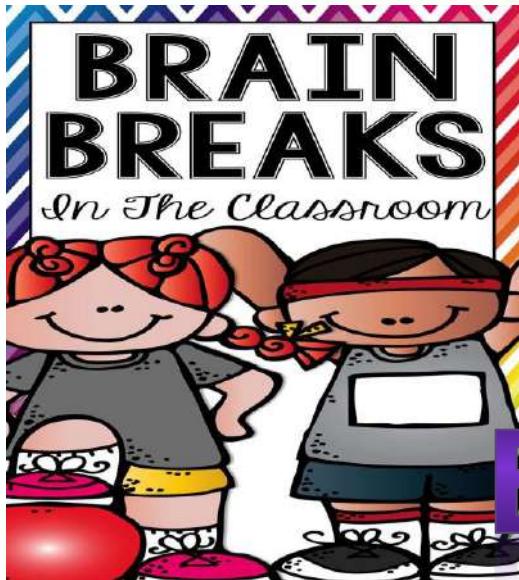


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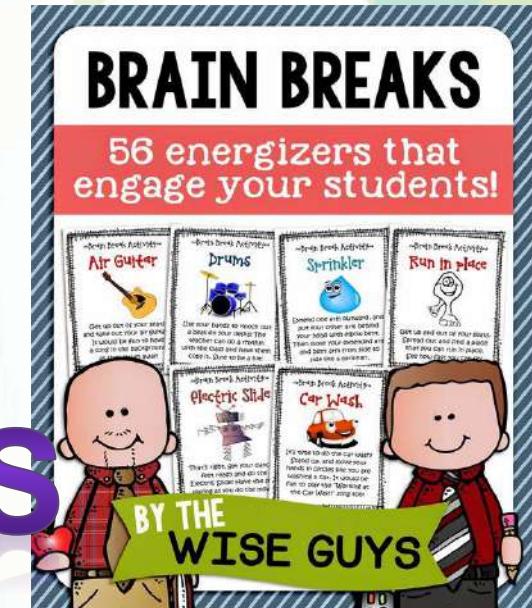


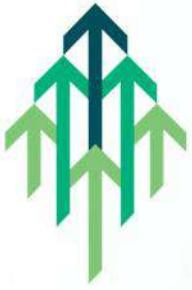
Brain Breaks

Brain breaks are used when lessons are long, to get pupils' attention by using physical activities.



**GAMES
DANCE
EXERCISES**





Homework Guidelines and Expectations

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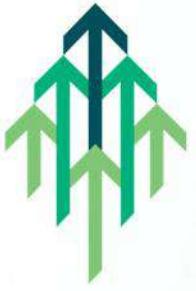
Teachers will assign homework that

- reinforces what was taught in class
- could be unfinished class work or corrections

Homework should take between 30 – 45 min to complete.

Teachers will get pupils to take note of Homework in the Pupil Handbook, and worksheets for will be placed in the Homework file.

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Homework Guidelines and Expectations

Parents can support your child by

- Checking the Pupil Handbook and Homework file for Homework assignments for the day
- Checking that your child has completed the homework for the day
- Ensuring your child places completed worksheets in the Homework file
- Supporting your child in preparing for weekly spelling quizzes
- Signing the Learning Sheets/Worksheets after each unit
- Signing and providing encouraging comments for the weekly Spelling tasks



Ministry of Education
SINGAPORE

Programme for Active Learning



PAL Objectives

Provides pupils broad exposure to the 4 PAL domains.

Nurtures pupils in the 3Cs and social-emotional competencies.

5 PAL Learning Characteristics

1 Experiential in nature

2 Encompasses learning in a creative way

3 Provides opportunities for children to create

4 Incorporates values and social-emotional learning

5 Fun and enjoyable

PERFORMING ARTS

SPORTS AND GAMES

OUTDOOR EDUCATION

VISUAL ARTS

PAL Learning Outcomes

Nurturing the 3Cs:
Confidence, Curiosity and Cooperation Skills in pupils

5 Key Practices of the PAL Teacher

1 Models curiosity and expresses joy in learning

2 Uses varied and engaging pedagogies to facilitate creative and hands-on learning

3 Allows pupils' inquiry and interest to drive the direction of learning during lessons

4 Facilitates pupils' learning with open-ended questions that prompt sharing and reflection

5 Creates a learning environment that welcomes play, exploration and teamwork



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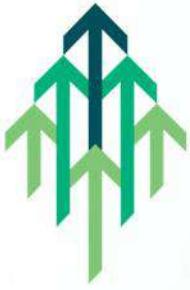
Programme for Active Learning

Difference Between PE & PAL

PAL is meant to be fun!

- ✓ P1 & P2 only
- ✓ Play And Learn
- ✓ No test or spelling!
- ✓ Focus on soft skills: 3Cs – Confidence, Curiosity, Cooperative
- ✓ 4 modules: Outdoor Education, Sports & Games, Visual Arts & Performing Arts (drama)
- ✓ PE, on the other hand, teaches pupils skills and movement concepts





Holistic Feedback @ Westwood Primary

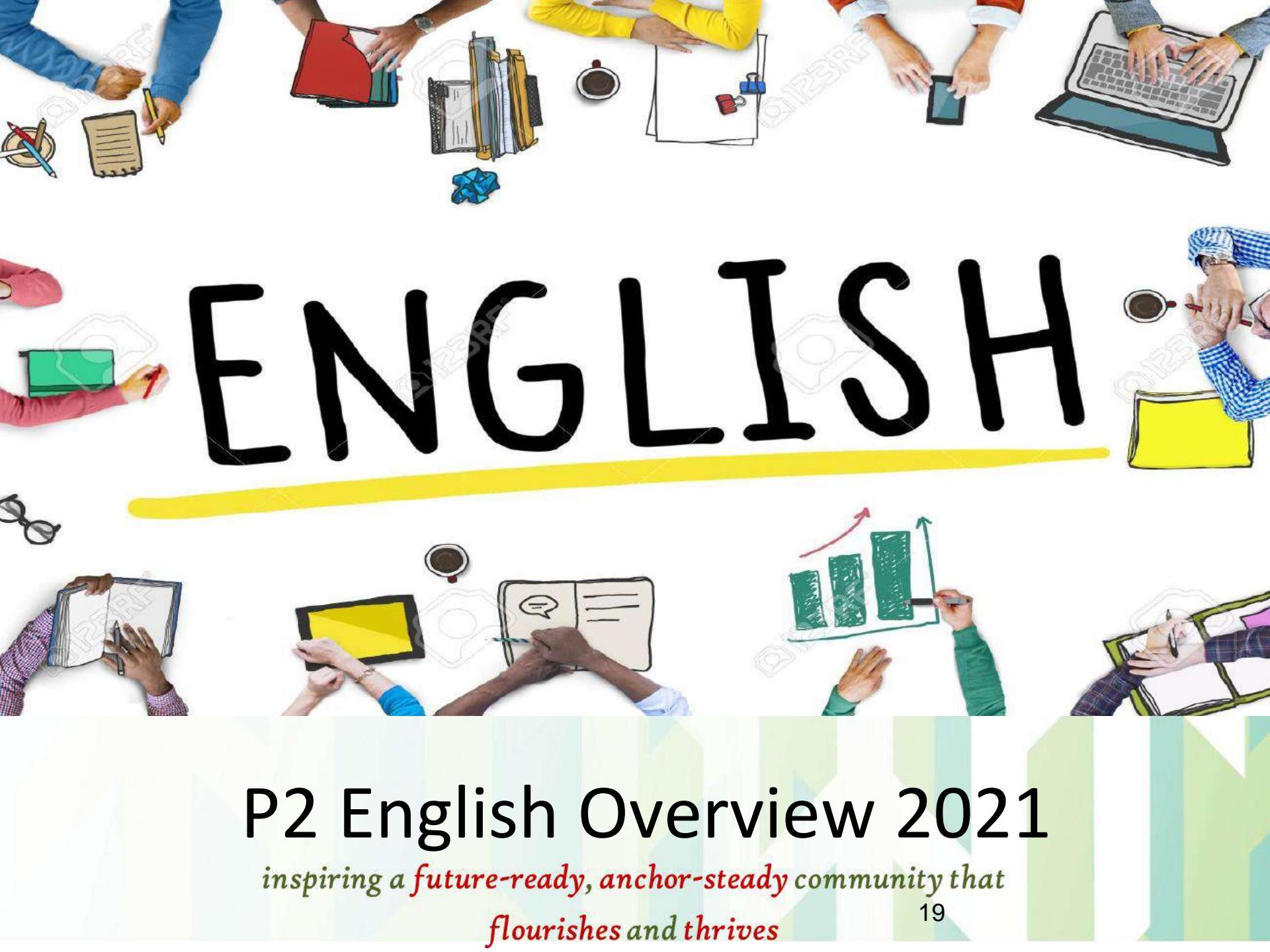
Modes of Monitoring Progress

Formative

(Meant to provide feedback to pupils and parents. Not weighted)

- Quizzes
- Tasks with rubrics
- Classwork
- Informal observations
- Bite-sized tasks

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ENGLISH

P2 English Overview 2021

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STELLAR 2.0 EL Curriculum

The STELLAR 2.0 curriculum aims to:

- Inculcate a love for reading
- Build a strong foundation in the English Language
- Develop values, skills and dispositions to listen actively to multiple perspectives



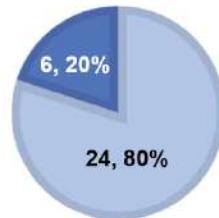
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P2 Planned Curriculum Time

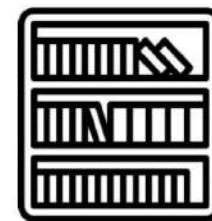
Planned Curriculum Time



14 units, 28 weeks



- STELLAR 2.0
- School-based



24 periods/unit

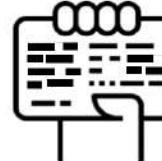
1 ER lesson/week



Big Books



Instructional Materials



Word Cards



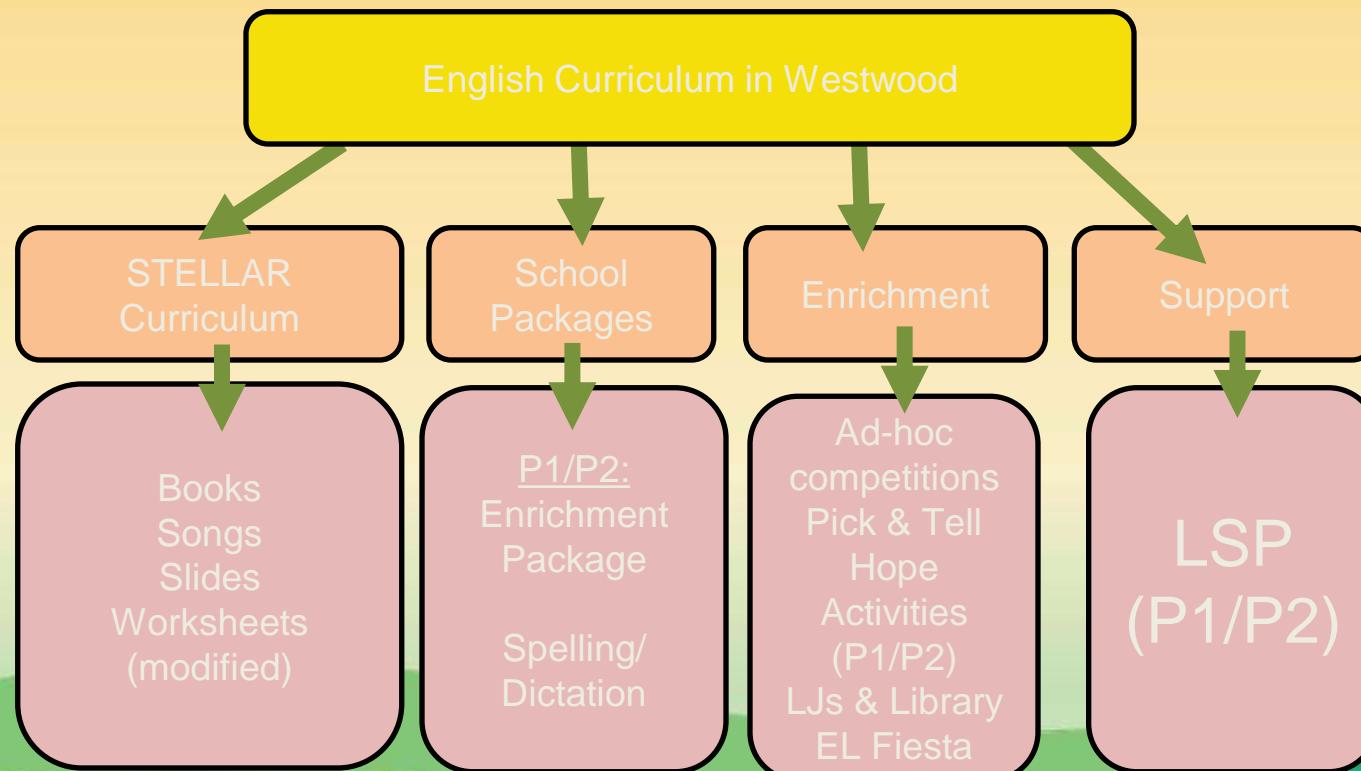
Literacy Stations package

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P2 English Curriculum in Westwood

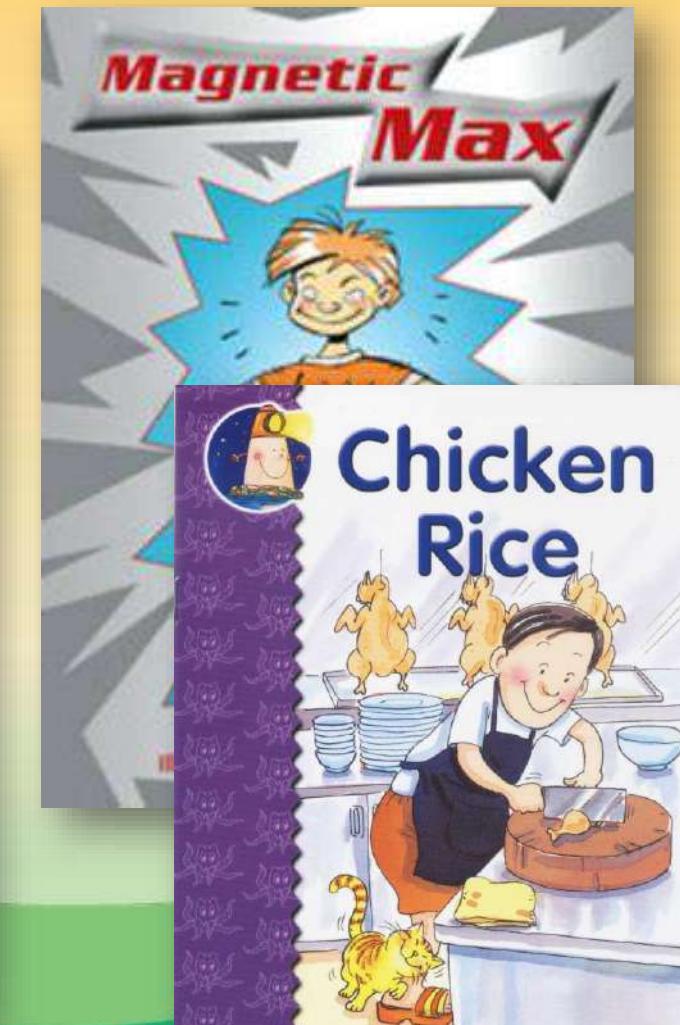


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Big books used in the P2 curriculum

Term	Unit	Teaching Titles
1	1	Chicken Rice
	2	Bad Dreams
	3	Mr Gumpy's Outing
	4	A Day in the Kitchen with Grandma
2	5	A Butterfly is Born
	6	Life in a Shell
	7	The Growl
	8	<i>Roti Prata</i>
3	9	Magnetic Max
	10	A Snake in the Garden
	11	The Feast
4	12	Willy and Hugh
	13	Postcards to David
	14	The Bicycle Race





P2 STELLAR LEARNING SHEETS

Unit 1 : Chicken Rice

Draw your own cover page for the unit in the box provided.

Name: _____ ()

Class:

Parent's Signature:

No	Components	Activities	Page(s)	Self-
1.	Reading/Listening	Let's Sing		
2.	Comprehension	Reading Comprehension		
3.	Grammar	Oracy		
4.	Grammar	Vocabulary		
5.	Grammar	Proper Nouns		
6.	Adjectives	Comparative, Superlatives		
7.	Grammar	DFL word study		
8.	Grammar	DFL word study		
9.	Grammar	DFL word study		
10.	Positive Education	Reflection		
11.	Writing	Planning Template		
12.	Writing	My Favourite Food - Individual Writing		

Colour the  to show your understanding of the components:

I can do it!	Red: I still do not
I need help!	

Contents for Unit 1

Primary 2 Unit 1 Big Book Title: Chicken Rice

Name: _____ Date: _____ Vocabulary LS1.3

We Are Learning To (WALT):
1. use words and phrases related to food.

Put the words and phrases in the correct groups in the boxes below.

chicken	delicious	fish	fresh	mashed potatoes	lamb
prawn	rice	salad	supermarket	wet market	spicy

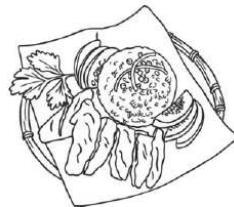
Types of meat		Taste	

What to eat it with		meat	Places to buy



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Westwood Primary School



Primary Two Term 1 (2021) English Spelling & Dictation Lists

Name: _____ ()

Class: Primary 2 _____

Parent's Signature: _____

WESTWOOD PRIMARY SCHOOL
PRIMARY TWO 2021
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (2)

Name: _____ ()
Class: Primary 2 _____
Date of dictation: _____

Our Favourite Food
(Term 1 Week 4)

Dictation

My favourite dish is fishball noodle at Siti's Delight from canteen. It costs one dollar. I have the least three times a week. I like this dish because the noodles are soft and delicious. The fishballs are chewy.

I have learnt my dictation.
I have checked the meanings of the words in the dictation.



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Primary Two English Language Supplementary Worksheets Term 1 (Part 1)

Name: _____ ()

Class: _____

Parent's Signature: _____

Name: _____ Sentence Completion
Class: _____ Date: _____

Writing : Sentence Structures
Use suitable phrases to fill in the blanks. You may use each phrase only once.

A. sand, water and shells on the beach
B. he refuses to sleep
C. as she has a lot of work to complete

1. _____ because he is afraid to be alone.
2. She has to stay up late _____
3. They like to play with _____

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P2 English Learning Outcomes

Primary 2	
Semester 1	Semester 2
<u>Listening</u> Listen attentively and identify relevant information.	<u>Listening</u> Listen attentively and identify relevant information.
<u>Speaking</u> Speak clearly to express their thoughts, feelings and ideas.	<u>Speaking</u> Build on others' ideas in the conversations or discussions respectfully.
<u>Reading</u> Read multi-syllabic words accurately.	<u>Reading</u> Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
<u>Reading</u> Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.
<u>Writing</u> Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	<u>Writing</u> Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



Qualitative Descriptors for Learning Outcomes

LO No.	Primary 2			
	Semester 1			
1	Listen attentively and identify relevant information.			
	Beginning	Developing	Competent	Accomplished
	Is unable to listen attentively and identify relevant information in listening exercises most of the time	Is somewhat able to listen attentively and identify relevant information in listening exercises sometimes	Is able to listen attentively and identify relevant information in listening exercises most of the time	Is able to listen attentively and identify relevant information in listening exercises all of the time
Evidence of Learning	Daily observations, listening exercises from Learning sheets & LC formative task (T1) - Sem 1			

Example



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P2 Learning Support (LSP)

Learning Support Programme (LSP)

A specialised early intervention programme taught by qualified Learning Support Coordinators (LSCs)

Identified P1 pupils with weak oral and reading skills in English are taught in smaller groups

Taught basic oral language, reading and spelling skills to enable pupils to learn meaningfully in regular classes

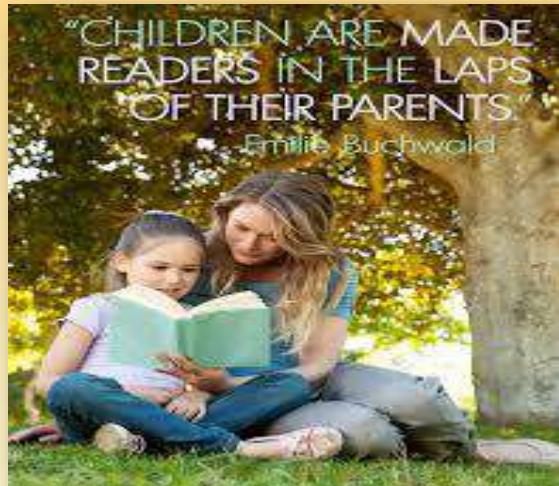
LSP supports identified pupils for 1 to 2 years





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Some English Activities to do with your child at home



Reading

- 1) **Read aloud** a book and ask your child to identify words beginning with the same sound, for example, 'cr' – *crane, crawl, cry, crab, crib*, etc.
- 2) Help your child learn more interesting words by thinking of **opposite words to replace known words**, for example, '*small*' –*enormous*, '*hot*'-*freezing* etc.



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Some English Activities to do with your child at home

HIGH FREQUENCY WORDS

a	cover	him	now	their	who
about	day	his	of	them	why
after	did	how	off	then	will
all	do	I	old	there	with
am	down	if	on	these	word
an	each	in	or	they	would
and	eat	into	other	this	you
are	find	is	out	time	your
as	for	it	part	to	
ask	from	like	play	up	
at	fun	long	ride	us	one
be	get	look	run	use	two
been	girl	made	said	want	three
big	give	make	saw	was	four
boy	go	many	see	way	five
but	good	may	she	we	six
by	had	me	so	went	seven
call	has	more	some	were	eight
can	have	my	tell	what	nine
car	he	new	than	when	ten
come	her	no	that	where	
could	here	not	the	which	

<http://www.starfall.com/>

The screenshot shows the Starfall website homepage. At the top, there is a navigation bar with links for "How to Join", "Log In", and "Starfall Parent-Teacher Center™ • Starfall Store™". Below the navigation bar, there are four main sections: "1 ABCs" (purple), "2 Learn to Read" (green), "3 It's Fun to Read" (blue), and "4 I'm Reading" (yellow). Each section has a small icon and a brief description. To the right, there is a sidebar titled "Get more from Starfall—Join today!" which includes links for "Mathematics", "Selected Kind Grade Math Skills", "Reading", and "Songs". The sidebar also features icons for numbers, shapes, letters, and various educational concepts.

High Frequency Words

Phonics

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Some English Activities to do with your child at home



- 1) Play charades.** Act out a word and get your child to guess. Take turns!

- 2) Play Word Marathon games.** Give your child a random long word and get them to come up with as many words as possible!

Games

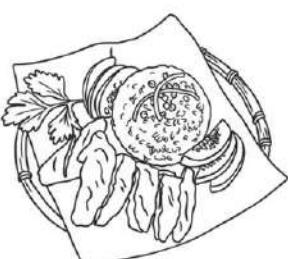
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Some English Activities to do with your child at home

Westwood Primary School



Primary Two Term 1 (2021) English Spelling & Dictation Lists

Name: _____ ()

Class: Primary 2 _____

Parent's Signature: _____

WESTWOOD PRIMARY SCHOOL
PRIMARY TWO 2021
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (2)

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P2 Mathematics 2021

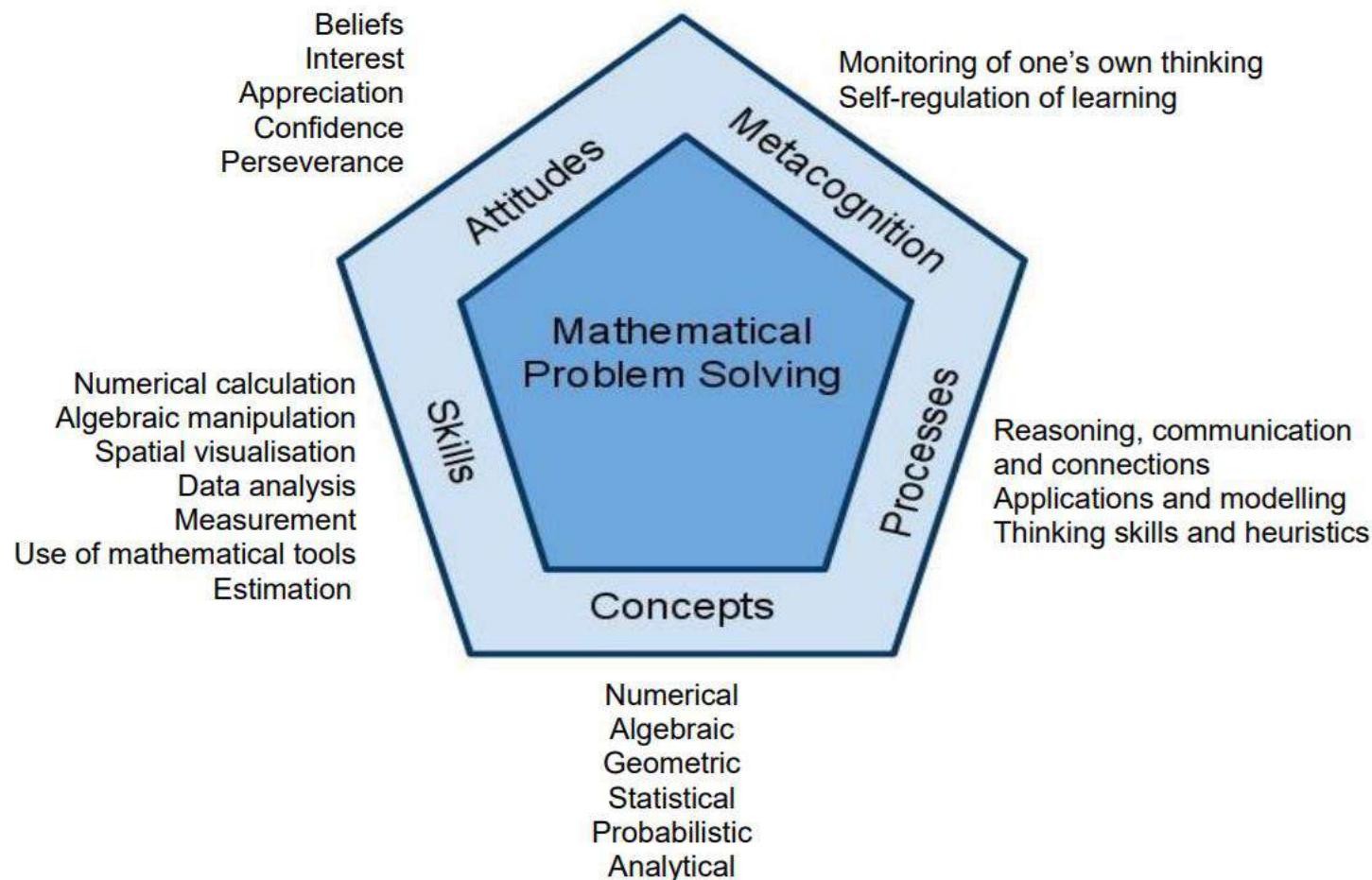


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Singapore Mathematics Curriculum Framework



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P2 Mathematics



Concrete- Using concrete objects to solve problems. It brings learning to life by allowing the children to handle physical objects

Pictorial- Using representations of the objects in problem solving. Makes connection between physical object and abstract understanding by drawing or looking at diagrams/models

Abstract- Using abstract symbols to model and solve math problems



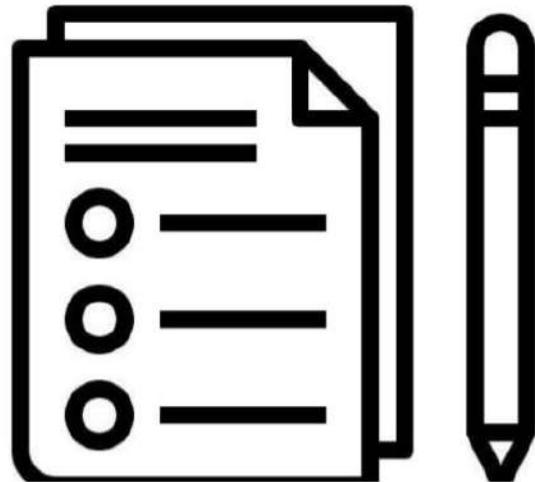
P2 Mathematics Syllabus

- | | |
|---------------|---|
| Term 1 | Numbers to 1000
Addition & Subtraction Within 1000
Word Problems: Addition & Subtraction
Multiplication & Division |
| Term 2 | Multiplication Tables (2, 3, 4, 5 and 10)
Word Problems: Multiplication & Division
Length
Volume |
| Term 3 | Mass
Fractions
Picture Graphs |
| Term 4 | 2-D & 3-D Figures
Time
Money |



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P2 Mathematics



No
Weighted Assessment



Focus on
Formative Assessment



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P2 Mathematics

P2 Learning Outcomes (LOs)

LOs	Semester 1	LOs	Semester 2
LO 1	Understand numbers up to thousand	LO 1	Compare and order objects by length, mass , or volume
LO 2	Solve mathematical problems involving addition and subtraction	LO 2	Understand fractions
LO 3	Multiply and divide numbers within multiplication tables	LO 3	Read and interpret picture graphs with scales.
LO 4	Compare and order objects by length , mass, or volume	LO 4	Identify, name, describe and sort shapes and objects.
		LO 5	Tell time to 5 minutes.



P2 Mathematics

Example on using descriptors to assess pupil's understanding of learning outcome

Compare and order objects by length, mass, or volume.

Beginning	Developing	Competent	Accomplished
Pupil needs much guidance to measure the mass of an object.	Pupil is able to measure the mass of one of the objects correctly.	Pupil is able to measure the mass of two of the objects correctly.	Pupil is able to measure the mass of all three objects correctly.

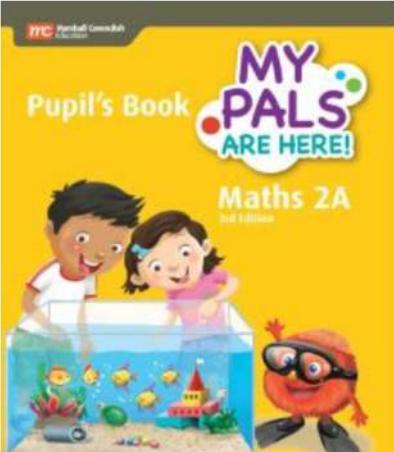
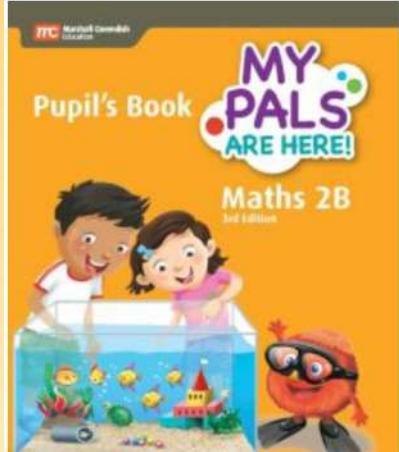
Example



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Learning Resources

My Pals Are Here!



School-based worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning



Add-venture Learning Magazine

Worksheet 2
Solve these pictorial word problems.

(1a)

There are 4 girls.
There are 2 boys.
How many children are there altogether?

There are _____ children altogether.

(1b)

There are 4 girls.
2 more girls join in.
How many girls are there altogether?

There are _____ girls altogether.

Learning Experience 1
Understanding the term 'longest'.

Work in groups for this activity.

TASK

1. Form the longest line within 8 minutes.
2. It must be a continuous line.
3. You can use any of your body parts, socks and/or shoes.
4. Inform the teacher once your group is ready.

Example of a continuous line:

Example of a non-continuous line:

Extension Worksheet:
Completing number bonds with three or more numbers.

1. Complete the number bonds with the numbers 2, 4, 5 and 6.
Each $\circ-\circ-\circ$ must make 10.
Each number can be used once only.

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Learning Math at Primary 2

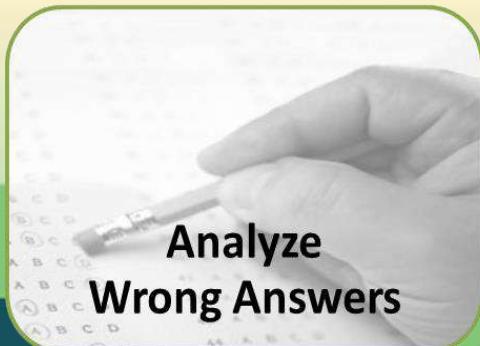
Encourage a “growth mindset”



Mastery of Basic Math Facts
Multiplication Tables



Experiencing
SUCCESS



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How Parents Can Help Your Child in Math Learning

- Talk about math in a positive way. A **positive attitude** towards math is infectious.
- **Connect math to everyday life.** Help your child understand how math influences them (i.e. shapes of objects, walking distance to school, telling time, using money to buy things).
- Encourage your child to **talk** about and show a math problem in a way that **makes sense** (i.e., draw a picture or use object like macaroni).
- **Encourage perseverance.** Some problems take time to solve.
- **Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Bingo, Lego, computer math games.



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Websites for Parents & Child

- <https://www.mathsisfun.com>
- <https://www.coolmathgames.com/>
 - <https://www.youcubed.org/>
- Login to SLS, click “MOE Library” to watch teaching videos & play interactive games



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Learning Mother Tongue Languages at P2

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P2 MT's Weighting

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	0%	0%	0%	0%

Acquisition of P2 MT Language Skills

Pupils will learn the following skills:

- **Listening**
- **Reading**
- **Speaking**
- **Written**
- **Spoken Interaction**
- **Written Interaction**

**Holistic feedback will be given to pupils.
(eg. Oral and Show & Tell rubrics)**



P2 MT

Term 3 (Book review, non-weighted)

- Respective MT teacher will teach and guide the pupils accordingly .
- Rubrics (non-weighted) will be given to parents.



P2 MT

Term 1 to Term 4

Paper-and-Pencil Mini Exercises (non-weighted)

- When pupils have learnt some chapters of the textbooks, there will be a Paper and Pencil exercise given to pupils so that teachers, parents and pupils can gauge the pupils' learning.
- Generally, the content of the exercises are similar to the questions of the workbook /worksheets which the pupils have done or learnt previously.



P2 MT

Subscription of MT magazines

- Respective MT teachers will advise pupils on the subscription of CL magazines and TL newspapers (student edition).

Filing of worksheets and notes

- Usually worksheets (including Paper and Pencil exercises) to be filed in the blue ring file.
- Extra notes to be filed in the thin blue file.
- Some exercises (as advised by the teachers) to be filed in the pupils' portfolio files.



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P2 MT

Tips of learning MT:

- Always revise what the teacher has taught in class.
- Always read 2 MT storybooks per week .
- Revise the notes given by teachers consistently.
- Read the passages and do the questions found in the respective MT magazine.
- Access MOE's MT portals to revise and learn the MT language.
- Converse in MT language at home with family and in public places.



Self Directed Learning using the following Portals:

Pupils can access MOE's portal to revise CL:

https://www.mtl.moe.edu.sg/xuele/MOE_web/main.html

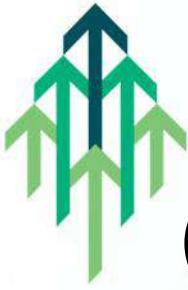
Pupils can access MOE's portal to revise ML:

<https://www.mtl.moe.edu.sg/ecekap/>

Pupils can access MOE's portal to revise TL:

<https://www.mtl.moe.edu.sg/theenthamizh/primary.html>

SLS: Pupils need to know the SLS password to do Home-Based Learning (HBL) assignments and e-reading.



Joy of Learning Booklet

(issued during Parents' Engagement Day in 2020)

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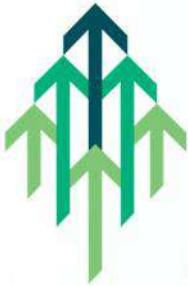
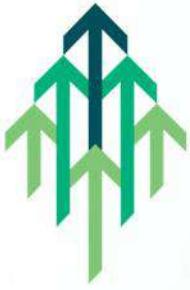


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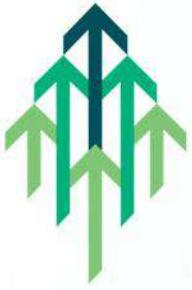


Changes to Information stated in the Joy of Learning Booklet (Printed in 2020)

The English Language STELLAR curriculum has undergone an update and it is now referred to as the STELLAR 2.0 version. It has been implemented with effect from 2020 (for P1 level) and for 2021 (both P1 and P2 levels). As such, the following are the updates to the information provided in **pages 4 - 6** in the Joy of Learning Booklet (Printed in 2020).

**To refer to the letter posted on Parent Gateway on 15 January
for more details.**

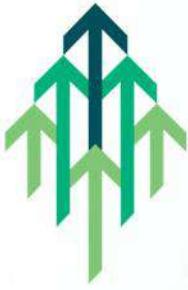
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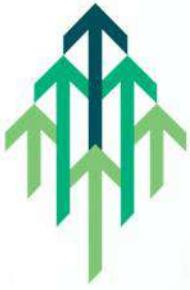
Partnering Parents



Strategies to Support Your Child

Ensure punctuality

- All pupils should report to their classrooms by **7.30am** sharp. Pupils to reach the school gate by 7.25am.
- Pupils will be considered late for school if he or she is not present at the classroom at 7.30am.

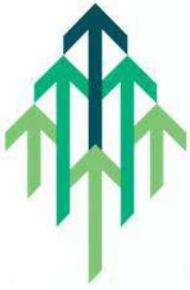


Strategies to Support Your Child

Monitor attendance

- **Support your child in attending school regularly.**
- If your child has been absent from school, kindly email or call office to inform teacher in the morning.
- Ask your child to submit Medical Certificate or letter to the Form teacher when your child returns to school.
- Do also check with teachers on work that has been missed and ensure your child spends more time completing it

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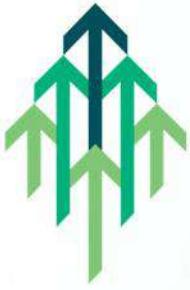


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Strategies to Support Your Child

- Monitor your child's completion of homework and packing of schoolbag
- Get involved in school activities as a Parent Helper, where possible
 - Check updates on school website and school Facebook for school programmes

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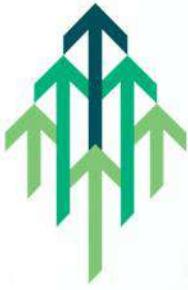


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Strategies to Support Your Child

- Connect with your child and talk about both academic and non-academic topics
- Encourage your child
- Connect with your child's teachers ☺

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Strategies to Support Your Child

- Remind your child to bring a storybook for silent reading daily.
- Encourage your child to take part in the Silent Reading Programme before 7.25am daily.

Mondays, Tuesdays	English storybooks.
Wednesdays, Thursdays	Mother Tongue storybooks
Fridays	Books of any language



FAQs

School Policies

Primary 1- 3

Q: *Can my child go home on his/her own?*

A: The school's stance is that Lower Primary pupils should NOT go home alone unaccompanied, as there are concerns about their safety and well-being.

Primary 3 pupils will be allowed to go home alone on a case-by-case basis. Parents are advised to arrange for this only if they believe that the child is responsible, safety-conscious, and ready to travel home independently. After parents inform the Form teacher of the arrangement, a Permission Pass will be issued to the P3 pupil. Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.



FAQs

School Policies

Q: Can my child celebrate his/her birthday in school?

**No more school-based birthday
celebrations...**



WHY NOT?



- **Not every child** gets his/her birthday celebrated
- The school is **not a birthday venue**
 - > Canteen operating at maximum capacity
 - > Time constraints
- **Security concerns**
- **Food concerns**
 - > Sugar-highs
 - > Possible food allergies
 - > Abandoned 'healthy' food

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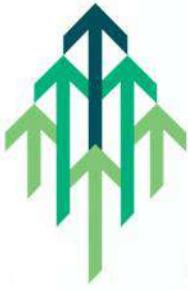
WHAT ABOUT GOODIE BAGS etc?

- Also discouraged, but FTs can distribute if left at office
- Students will be asked to bring goody bags home and ask parents for permission to consume due to food concerns
 - > Sugar-highs
 - > Possible food allergies
 - > Halal certification (Muslim pupils)



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<https://go.gov.sg/m2q6xy>

Please scan the above QR code for the Feedback Form.
Thank you and have a great weekend!

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