



**CANTONMENT**  
PRIMARY SCHOOL

*Future-Ready Learners. Active Contributors.*

## Primary One Touchbase Meeting

2 January 2026





# CANTONMENT PRIMARY SCHOOL

*Future-Ready Learners. Active Contributors.*



# School Leadership Team

**Ms Grace Foo**

Principal

**Mr Yeo Sho Hor**

Vice-Principal (Academic)

**Mrs Jane Cheah**

Vice-Principal (Academic)

**Mr Loh Siang Kiang**

Vice-Principal (Admin)

# Officers Overseeing Lower Primary

**Ms Malinda Lim**

Year Head

## **Educational and Social-Emotional Support**

**Ms Ooi Hui Shan**

Senior School Counsellor

**Mdm Jenny Wong**

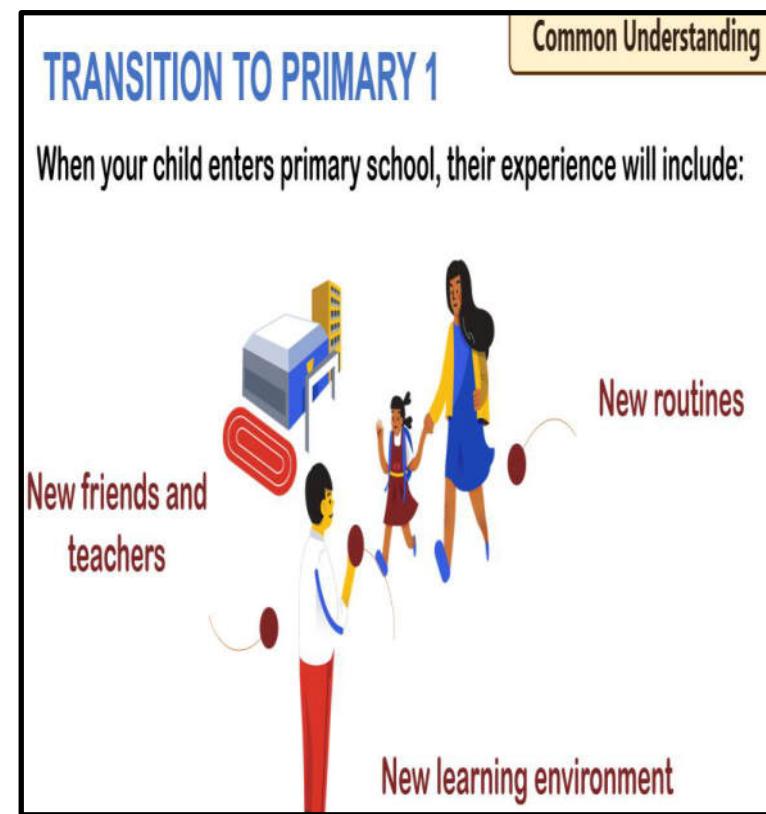
Senior Special Education Needs Officer

**Ms Diana Ho**

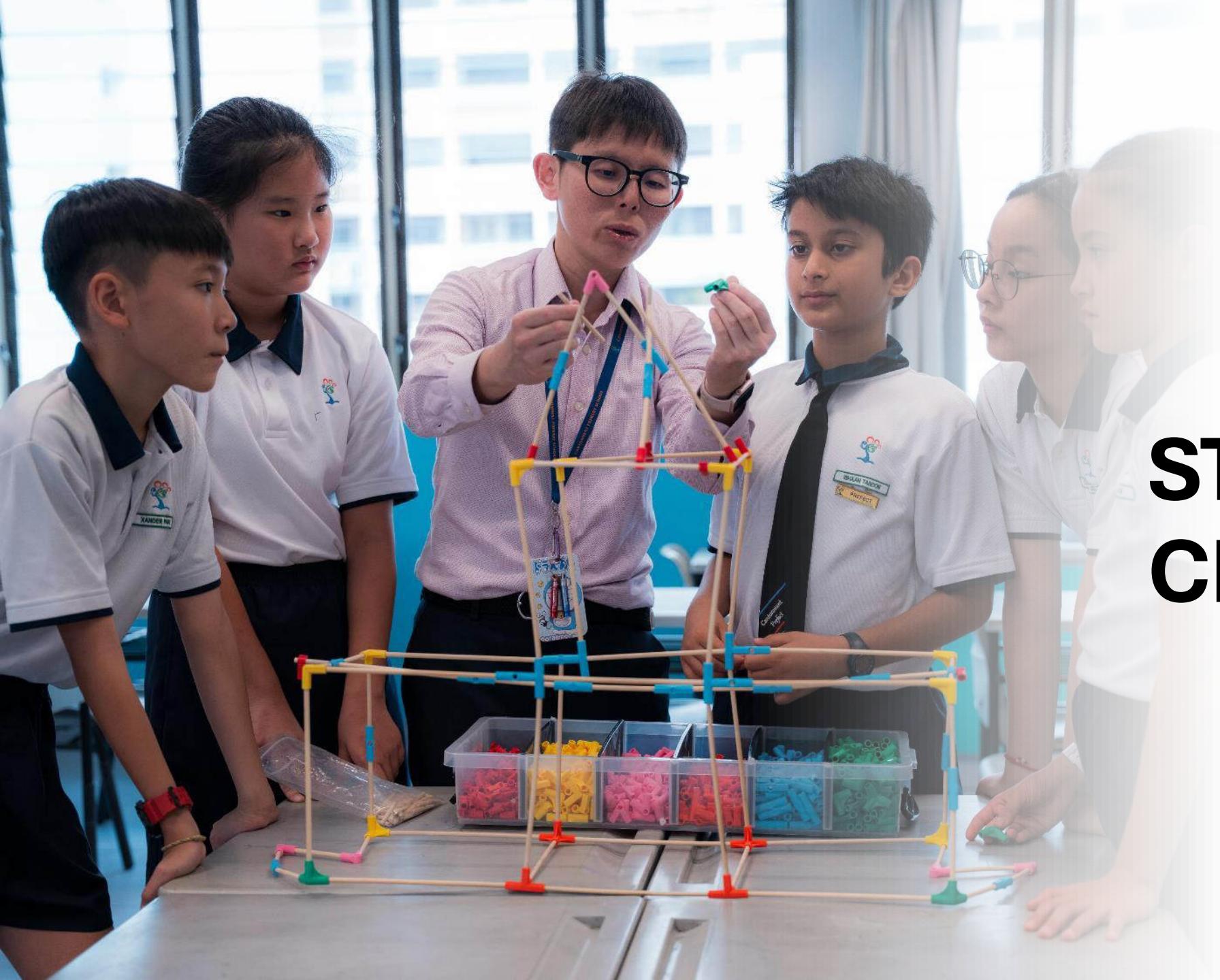
Student Welfare Officer

# What was shared on 11 Nov 2025

- What Primary School Is About
- Aligning our Understanding and Focus Areas
- How Parents Can Better Prepare Your Child For Primary One



# STEM Challenge



# STEM Playground Week



# STEM Playground Week





CANTONMENT  
PRIMARY SCHOOL



# Our Hopes and Dreams for CPS

*Future-Ready Learners.  
Active Contributors.*



**CANTONMENT**  
PRIMARY SCHOOL  
*Future-Ready Learners. Active  
Contributors.*

**Vision:**  
**Future-Ready Learners**  
**Active Contributors**



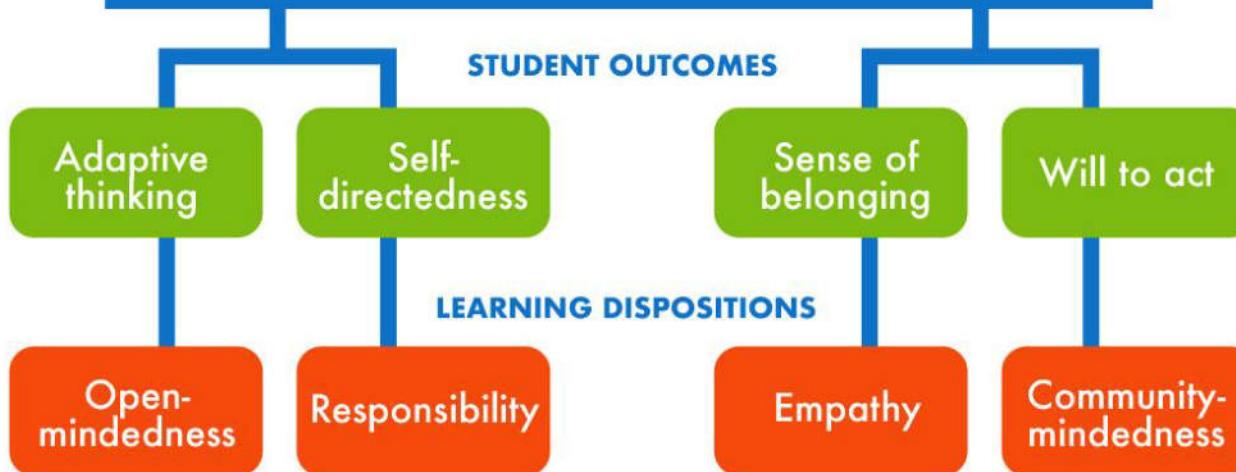


# VISION



## MISSION

To nurture and empower our students to realise their potential and aspirations so as to have a positive impact in the school and the community.



**Under-girded by values:**

Respect  
Care  
Integrity  
Resilience  
Graciousness

**Enablers:**

Curriculum  
Environment  
Staff  
Partnerships



- 1 Future-Ready Learners and Active Contributors
- 2 Inspiring and Inclusive Learning Environment
- 3 Innovative and Flourishing Professionals
- 4 Collaborative and Strategic Partnerships

# Future-Ready Learners

## Adaptive Thinking



# Future-Ready Learners

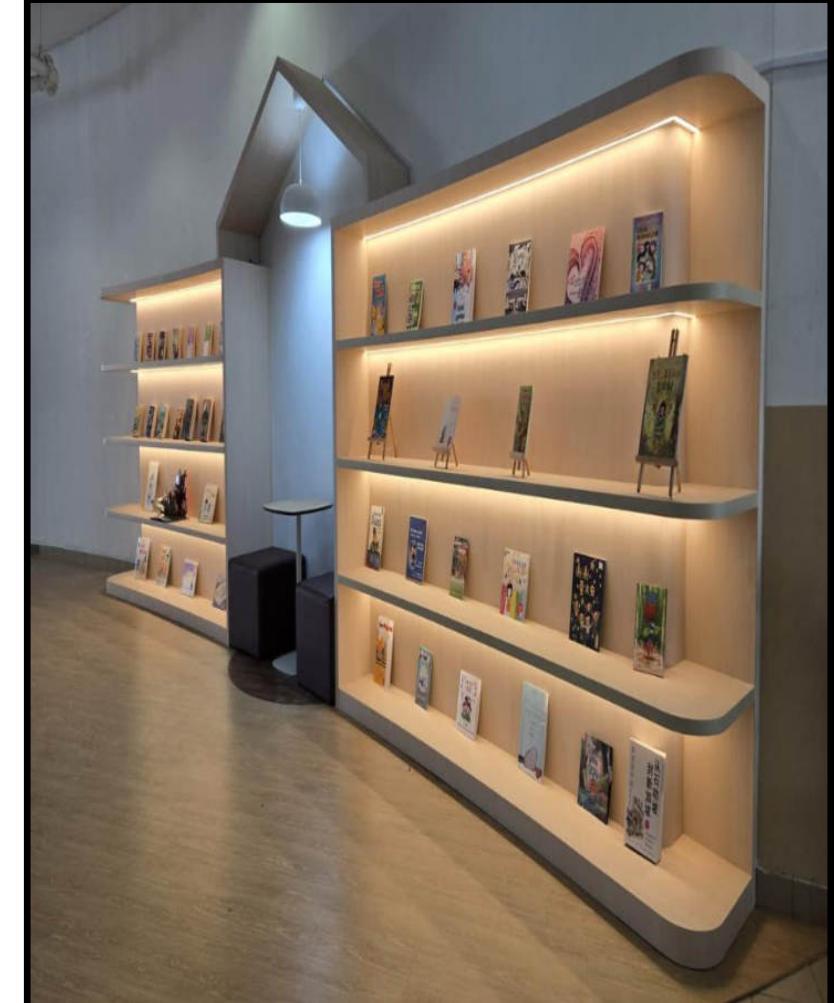
## Self-Directed Learners



**Student Leaders leading the assembly programmes**



**Gems Jam**



**Reading Nook**  
*Future-Ready Learners. Active Contributors.*

# Future-Ready Learners

## Self-Directed Learners



Students returning to classes on their own

**A Self-Directed Learner's Plan**

**Habits that I would like to have (✓ - tick your responses):**

<input type="checkbox"/> Handing in homework on time
<input type="checkbox"/> Neat handwriting
<input type="checkbox"/> Eating healthily
<input type="checkbox"/> Exercise regularly
<input type="checkbox"/> Sleeping early
<input type="checkbox"/> Revising my work / learning
<input type="checkbox"/> Contributing actively in lesson / school
<input type="checkbox"/> Managing screen time
<input type="checkbox"/> Helping my peers
<input type="checkbox"/> Be an upstander
<input type="checkbox"/> Other: _____

**How I would achieve my goal:  
(what are some Leader in Me Habits I can practise to achieve my goal(s)?)**


**I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)**

Term 2	Term 4
Strength: _____	Strength: _____
Area for growth: _____	Area for growth: _____
Parent's Signature: _____	Parent's Signature: _____
Date: _____	Date: _____

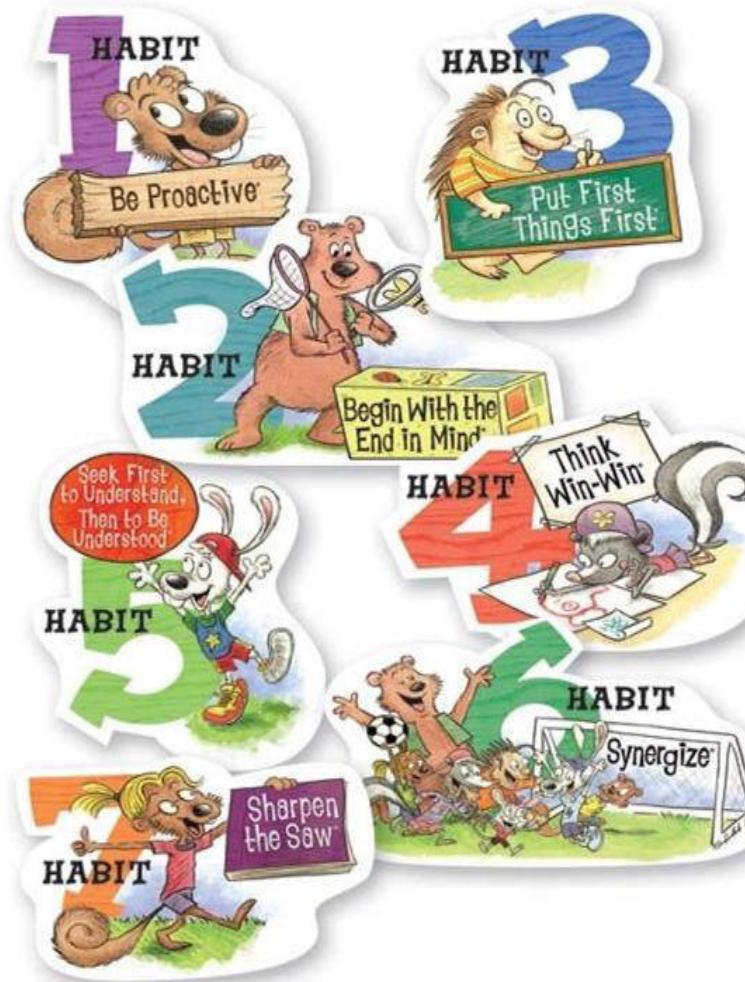
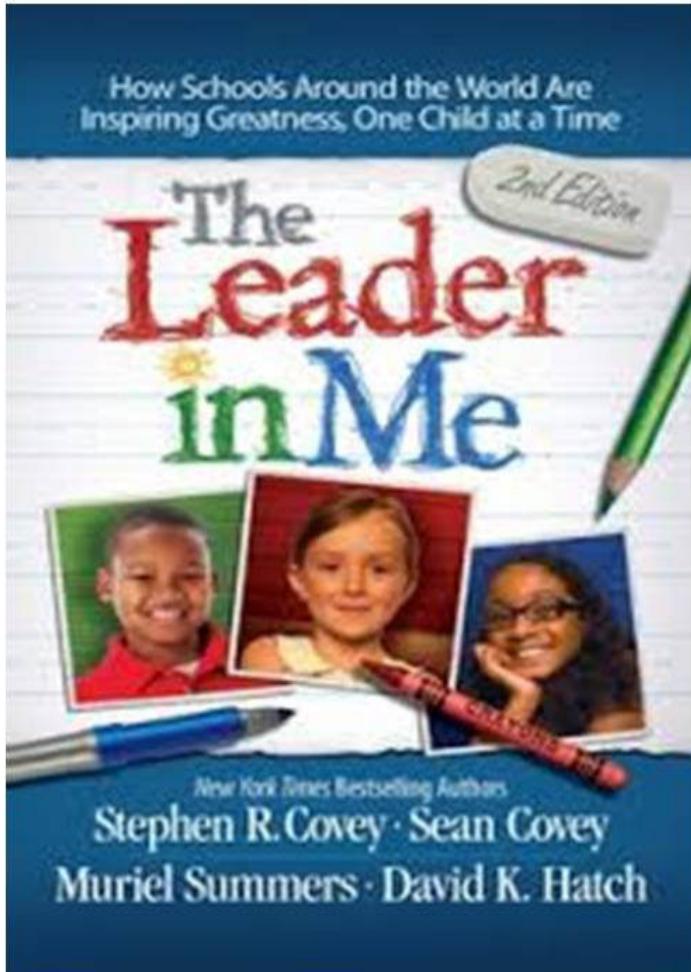
The subject teachers will lead you to set your personal academic goals.

**Student Diary on Goal Setting**

*Future-Ready Learners. Active Contributors.*

# Future-Ready Learners

## Self-Directed Learners



# Active Contributors

## Will To Act



**Wushu Students**



**Creative Design Club**  
*Future-Ready Learners. Active Contributors.*

# Active Contributors

## Sense of Belonging



**Circle Time**



**1-1 Let's Chat**

# Active Contributors

## Sense of Belonging



# **Intentional Your Partnership**

**Being Future-Ready  
includes your child  
academics**

**...and PSLE**

# Partners in Education

Our children do best when  
**SCHOOL** and **PARENTS**  
**WORK HAND in HAND**  
to support them.



# **Punctuality Matters**

**Be in school by 7.35am**

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

## 1 Respectful Communication



## 2 Role Models

## 3 Real Connections

### New MOH guidelines on screen use for children under 12



#### BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

#### 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

#### 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

# Home-School Communication

## **School level:**

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference / Parent-Teacher Meeting (End of Term 2)
- Parents Gateway
- Parents Information Sheet (Termly)
- Cantonment Times (Semester – school website)
- School Facebook
- Parent Support Group (PSG)

# Communication

Mon, Wed-Fri:  
7.30 a.m. to 5p.m

Tues:  
7.30am to 5.30pm

Teachers will try their best to get back to you within 3 working days for non-urgent matters.

**FORM  
TEACHER  
1<sup>st</sup> Point of  
Contact**

Teachers' email link on school website

Teachers' what's app Business (on school weekdays and before 5pm only)

**School's  
General Office  
& What's App  
Business**

**6511 9555**

**School's Email**

**cantonment\_ps@moe.edu.sg**



**CANTONMENT**  
PRIMARY SCHOOL  
*Future-Ready Learners. Active  
Contributors.*

## ***Lower Primary (Year Head)***

Welcome message  
2 Jan 2026





# Needs of a Lower Primary child

# Settling In: Helping Your Child Adjust to the School Term & Year

- **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**.
  - Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
  - **Build their confidence**



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

# Growing Well: Supporting Your Child's Social & Emotional Well-Being

- **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

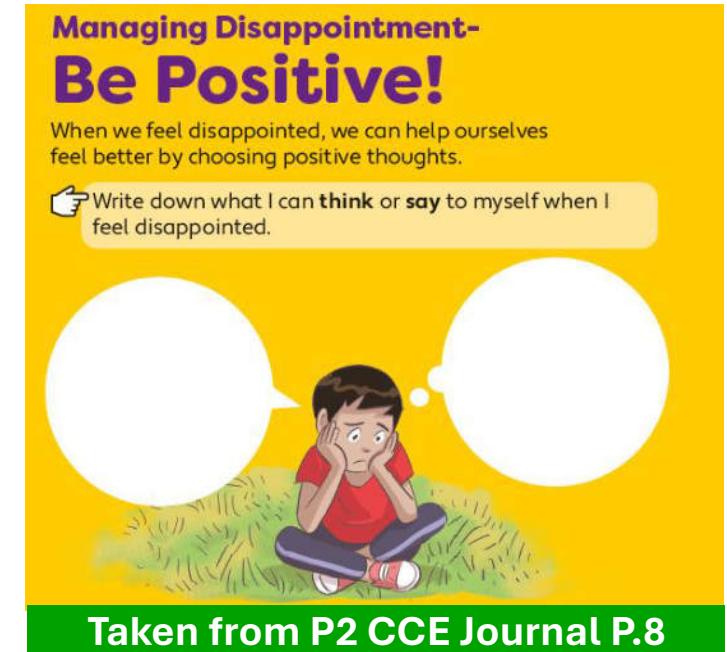


A photograph showing a teacher and three students in a classroom. The teacher, a woman with brown hair in a blue and white striped shirt, is pointing at a colorful craft project on a table. Two students, a boy and a girl, are looking at the project. The girl is wearing a white school uniform with a name tag that reads 'DWAH AYUHAK'. The boy is also in a white school uniform with a name tag that reads 'DWAH AYUHAK'. The teacher is pointing at a red and blue paper craft. The boy is pointing at a green and yellow paper craft. The girl is pointing at a red and white paper craft. The teacher is smiling. The classroom has blue and white walls. There is a red triangle hanging from the ceiling. The table is blue. The students are wearing white school uniforms. The teacher is wearing a blue and white striped shirt. The name tags on the students' uniforms are blue. The paper crafts are colorful. The teacher is pointing at the red and blue paper craft. The boy is pointing at the green and yellow paper craft. The girl is pointing at the red and white paper craft. The teacher is smiling. The classroom has blue and white walls. There is a red triangle hanging from the ceiling. The table is blue. The students are wearing white school uniforms. The teacher is wearing a blue and white striped shirt. The name tags on the students' uniforms are blue. The paper crafts are colorful.

# School Programmes

# School Programmes and Initiatives

- CCE FTGP Lessons
- Let's CHAT 1-1 by Form Teachers
- Circle Time



Taken from P2 CCE Journal P.8



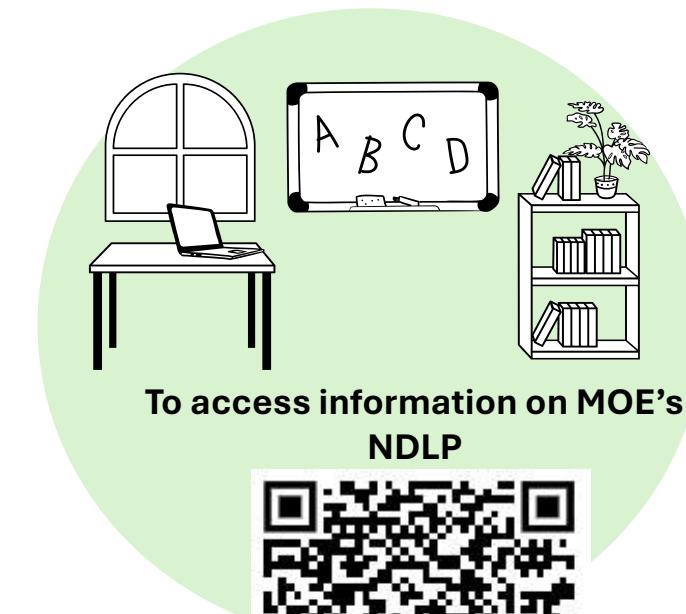
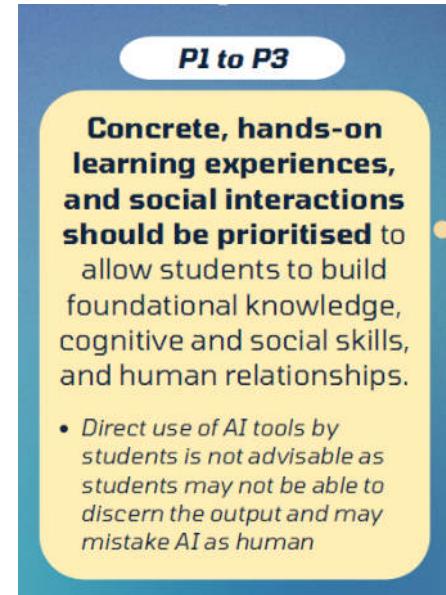
An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.



# The use of AI & EdTech at Lower Primary

# AI & EdTech in School: Safe, Purposeful Use for Young Learners

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
  - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
2. Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**.  
(Scan QR code on the right)

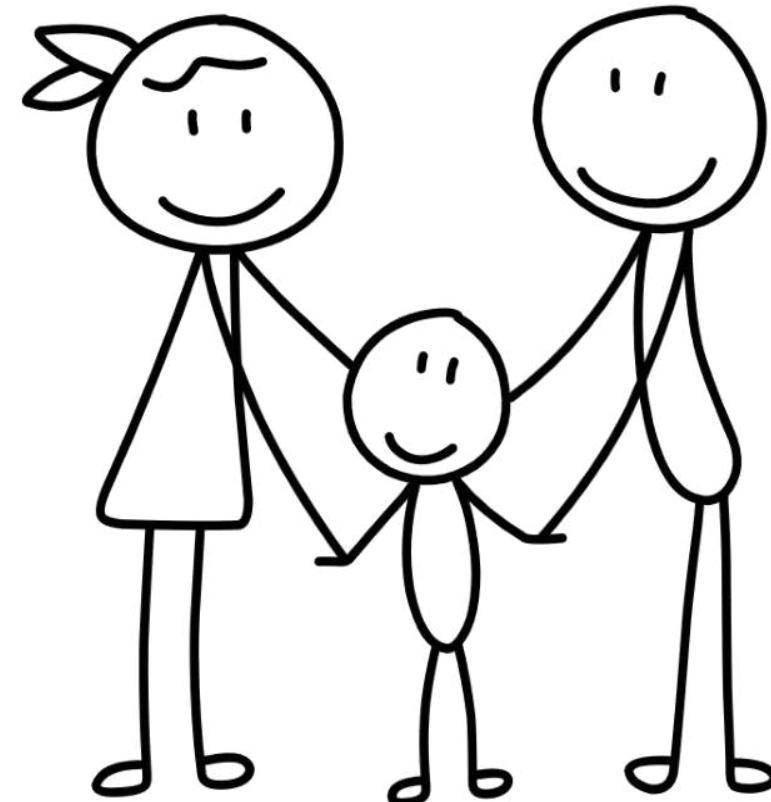




# Family support

# Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



**Parents** are a predominant source of support for their child.

# Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)



# Together We Support!

- **Parents play a key role as role models**
- Parents are invaluable partners and role models in supporting their children's learning and behaviour.

1. Parents **role model healthy use** of devices and social media and **good online behaviour**

- how to explore digital frontiers and stay safe online
- what respectful online communication looks like

• 2. Role modelling respectful conversations.

• 3. To support our children to be happy, confident and kind, it's important to work with the teachers and school. Respectful communication forms the basis of this relationship between schools and parents.

