



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

# Primary 3 and 4 Touch Base Meeting

## 21 January 2026





# 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 Middle Primary

**Ms Lim Guat Hwa**

Covering Year Head

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

**Ms Ooi Hui Shan**

Senior School Counsellor

**Ms Ariela Yap**

Senior Special Education Needs Officer

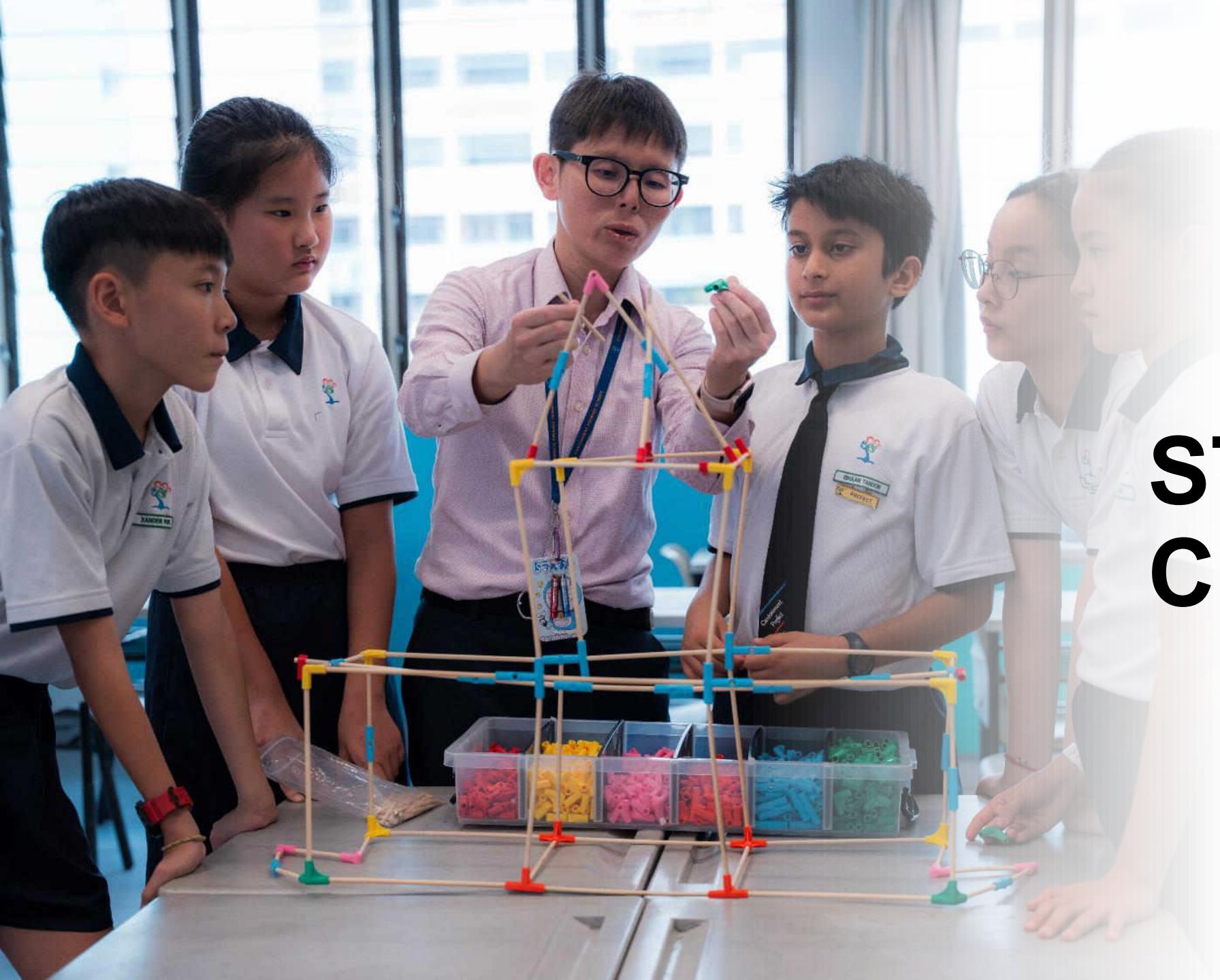
**Ms Diana Ho**

Student Welfare Officer

# Agenda

- **New Vision**
- **Home-School Partnership**
- **Punctuality**
- **Late Day**
- **Communication Platforms**
- **Class Size (Primary 3 parents only)**

# STEM Challenge





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# STEM Playground Week



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# STEM Playground Week

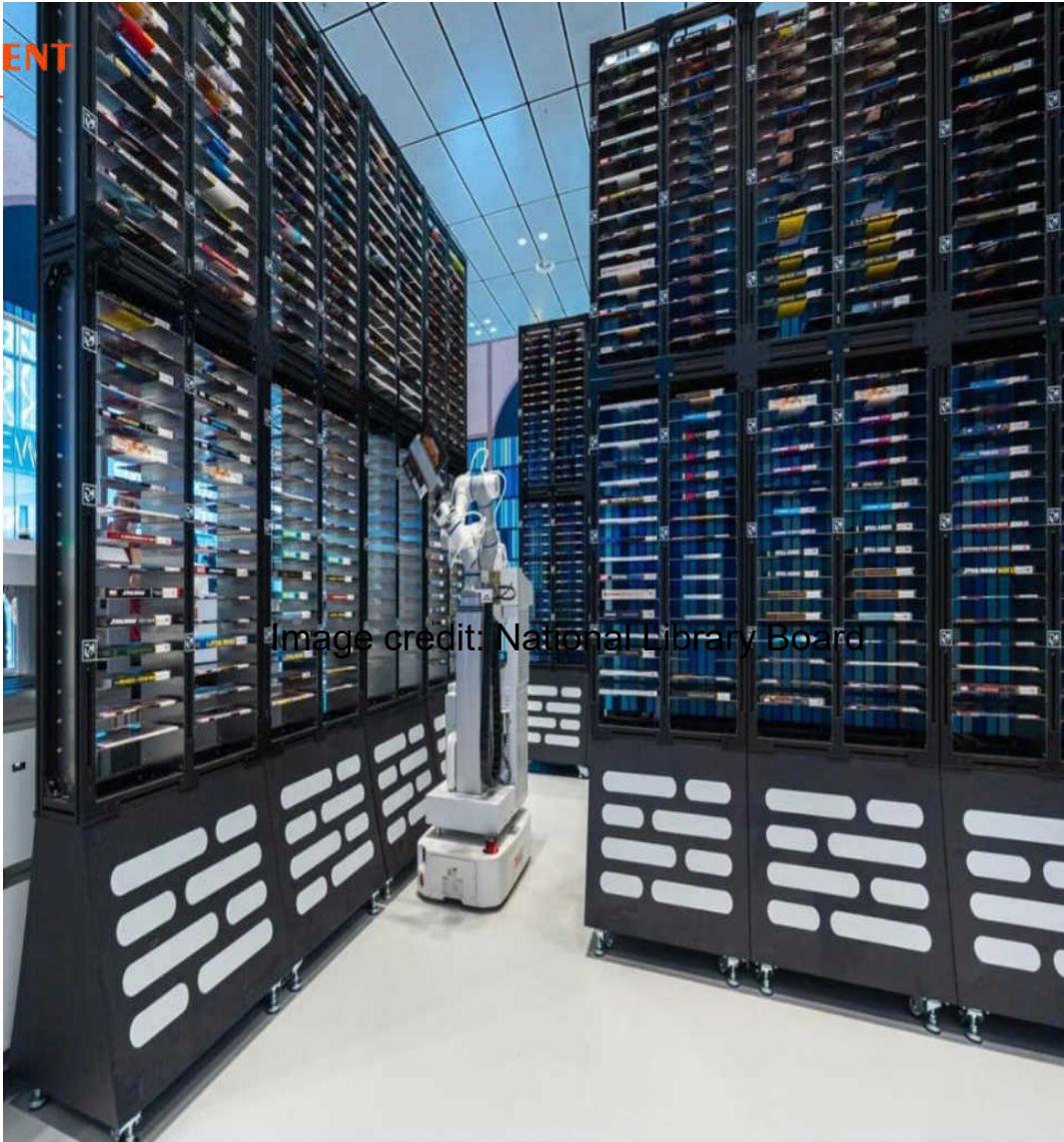


# What Does the Future Hold?



*"Robot  
"librarian"  
will do all the  
heavy lifting,  
from  
fetching your  
title to  
sending it to  
a collection  
point".*

*-8 August  
The Smart  
Local*



**Star Wars Pop-Up Library at  
Changi Airport Terminal 3**  
Image: National Library Board

## Collecting your passport and IC takes just 5 minutes with ICA's new robots

[Sign up now](#): Get ST's newsletters delivered to your inbox



An automated robot retrieving a passport from a storage shelf inside the central repository at ICA Services Centre (ISC) on Dec 22, 2025.

The Straits Time 3 Jan 2026

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# Our Hopes and Dreams for CPS

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



# VISION



## Active Contributors



## 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.

### STUDENT OUTCOMES

Adaptive thinking

Self-directedness

Sense of belonging

Will to act

### LEARNING DISPOSITIONS

Open-mindedness

Responsibility

Empathy

Community-mindedness



**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

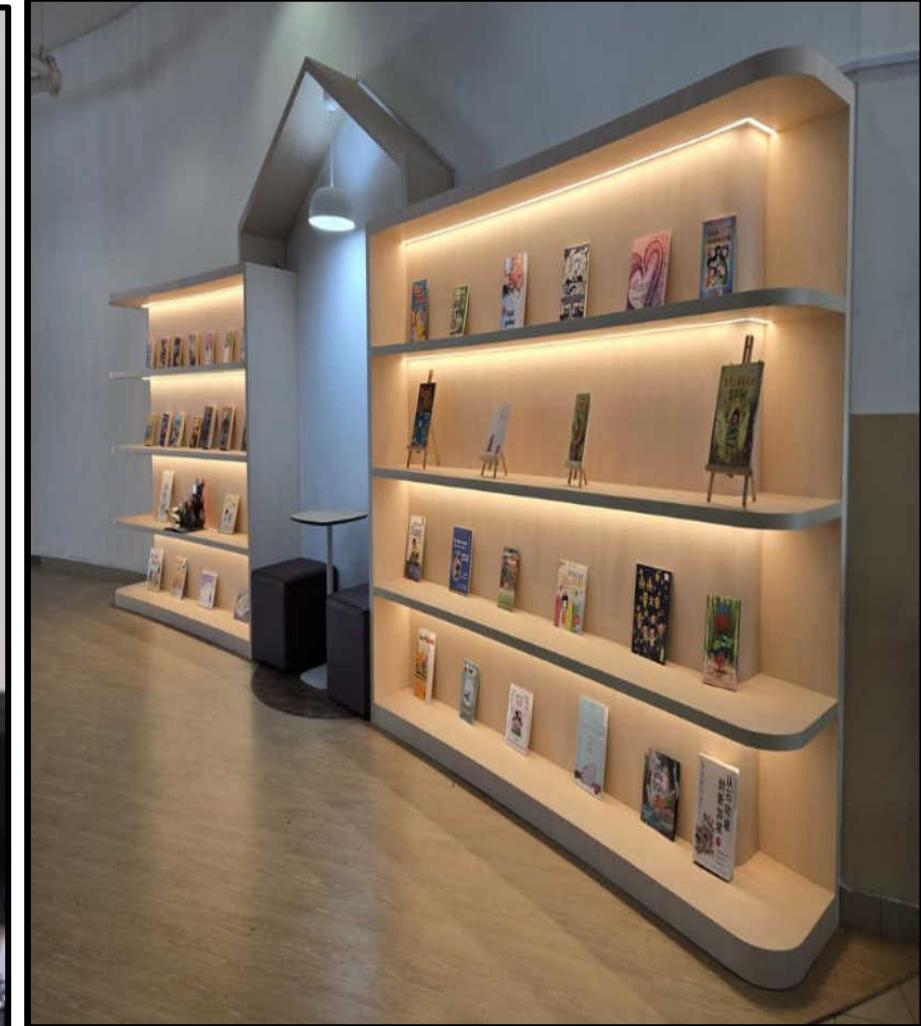
## Self-Directed Learners



Student Leaders leading the assembly programmes



Gems Jam



Reading Nook

# Future-Ready Learners

## Self-Directed Learners



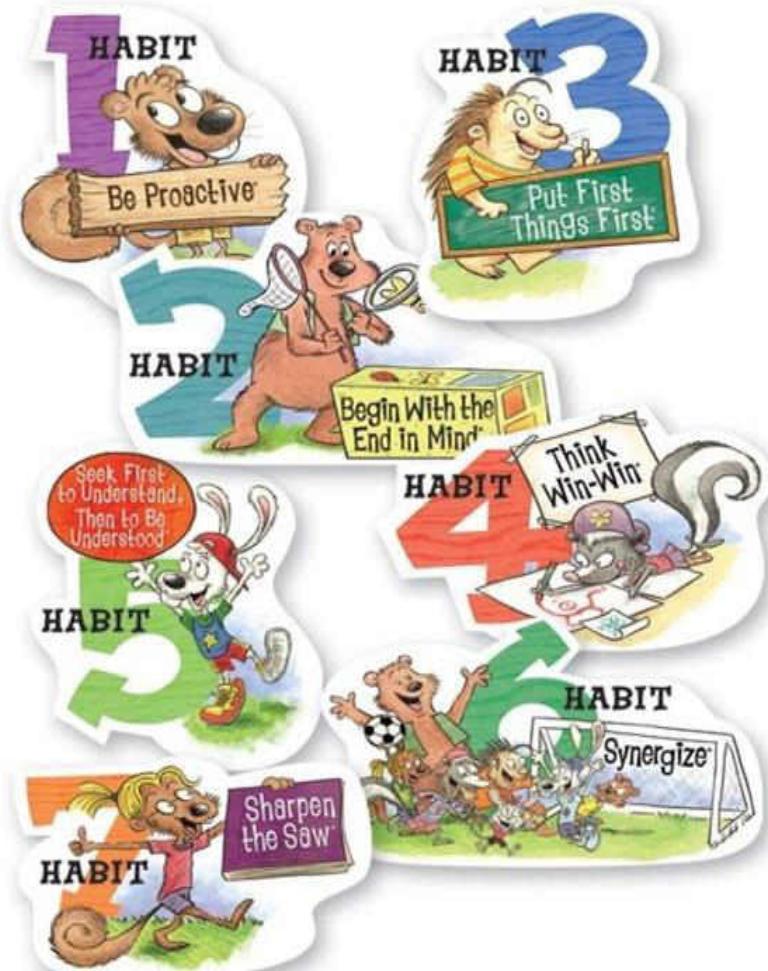
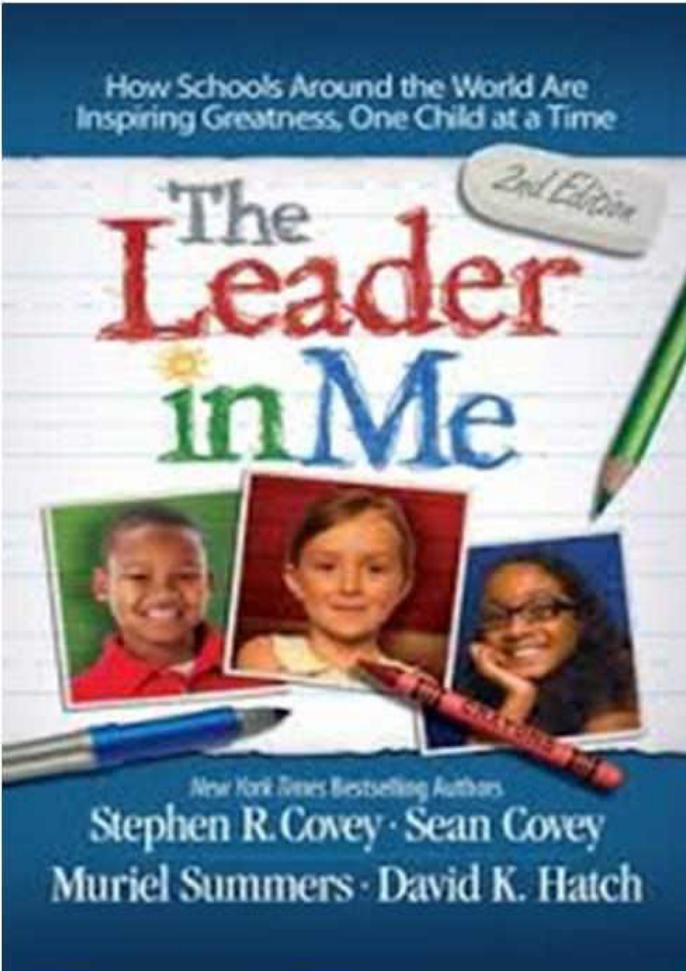
Students returning to classes on  
their own

A Self-Directed Learner's Plan							
<b>Habits that I would like to have (✓ - tick your responses):</b>							
<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 _____							
<b>How I would achieve my goal: (what are some Leader in Me Habits I can practise to achieve my goal(s)?)</b>  <hr/> <hr/> <hr/> <hr/>							
<b>I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)</b>							
<table border="1"><thead><tr><th>Term 2</th><th>Term 4</th></tr></thead><tbody><tr><td>Strength:  Area for growth:</td><td>Strength:  Area for growth:</td></tr><tr><td>Parent's Signature: _____ Date: _____</td><td>Parent's Signature: _____ Date: _____</td></tr></tbody></table>		Term 2	Term 4	Strength:  Area for growth:	Strength:  Area for growth:	Parent's Signature: _____ Date: _____	Parent's Signature: _____ Date: _____
Term 2	Term 4						
Strength:  Area for growth:	Strength:  Area for growth:						
Parent's Signature: _____ Date: _____	Parent's Signature: _____ Date: _____						
The subject teachers will lead you to set your personal academic goals.							

Student Diary on Goal Setting

# Future-Ready Learners

## Self-Directed Learners



# Active Contributors

## Will To Act



**Wushu Students**



**Wushu Students**



**Creative Design Club**

# 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**

# 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



# Punctuality

## **Punctuality Matters**

**Be in school by 7.35am**



**Late  
Day**

# Why Does CPS End Later on Tuesdays?

**Standard Curriculum Hours**

**Later Reporting Time**

**Factoring Lunch Break**

## Tensions and Trade-offs

Earlier Start and End Times

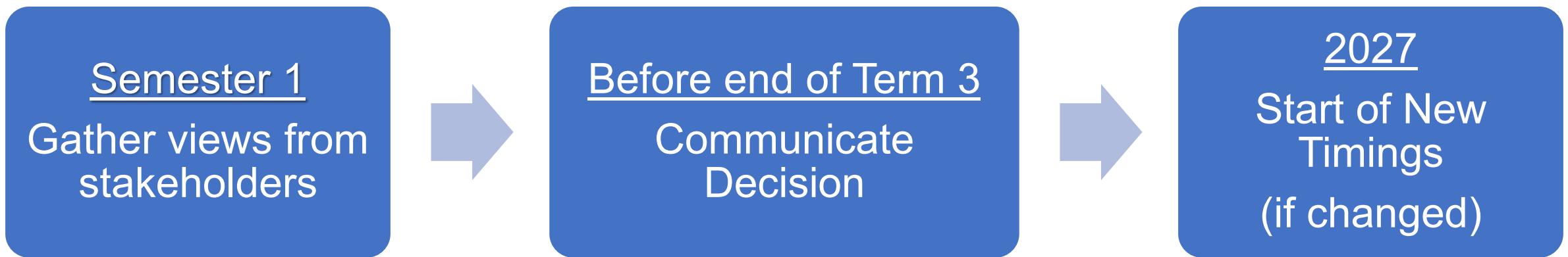
Waking Up Earlier

Later Start Time on all days

One Extra Long Day (current)  
Later Lunch on All Days

Varying Family and Transport Needs

# Timeline of Review



# Home-School Communication

## **School level:**

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference (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**





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# ***Middle Primary***

## ***Year Head Sharing***

**21 Jan 2026**



# Agenda



# Agenda

1. Level Programmes
2. Student Well-Being
3. AI & EdTech in School
4. School Attire & Expectations
4. Family Support



# Level Programmes

# Primary 3 Level Programmes



Swimsafer Programme

LJ to  
Geylang Serai Heritage  
Gallery

# Changes to GEP

- School-based programmes for high ability learners will be extended to more students.
- Students will remain in their own schools at upper primary, and no longer need to transfer at Primary 4 into one of the nine primary schools that run the GEP.
- Those who benefit from further development can choose to attend after-school modules at designated nearby schools.
- Students can be identified to join these school-based programmes and after-school modules at multiple junctures from Primary 4 to 6.
- The process of selecting higher-ability learners will also be more holistic. Only one stage of standardised GEP selection test at Primary 3 instead of two.
- More information can be found here:  
[Strengthening Support for Higher-Ability Learners | MOE](#)

# Primary 4 Level Programmes



LJ to  
Kreta Ayer  
Heritage Gallery



Navigating Around Our  
Neighbourhood



LJ to  
National Gallery

# Subject Based Banding at end of P4

- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities
- Subject-based Banding (SBB) was introduced to Primary 5 in 2008 (Removal of streams in Primary 5 and 6)
- Provides more flexibility to students with strengths and abilities that vary across subjects
- Encourages greater interaction among students with different strengths

For more information, please refer to the Student Handbook (pages 28 to 29)

# How SBB Works? At Primary 4

## At Primary 4

Students sit for the SBB End-of-Year Examinations (EYE). School will recommend a subject combination based on results.<sup>#</sup>

# not just based on one EYE results, but observations of learning throughout the year



## At the end of Primary 4

Parents exercise option to choose the combination proposed by the school or another combination offered by the school.



Students take subject combination recommended by school or chosen by parents.

# Assessment

- Assessment is integral to the teaching and learning process.
- Helps our children become self-directed, lifelong learners, as they monitor, assess, and improve their own learning.
- Helps to gather evidence of students' progress for
  - (i) timely and targeted feedback to move learning forward, and
  - (ii) improve teaching practices.

Format	Explanation	Examples
Non-weighted assessments	Does not count to overall result for the subject for the year	<ul style="list-style-type: none"> <li>• Daily work, quizzes, performance tasks, topical reviews (ongoing, no prior notice)</li> </ul>
Weighted assessments	Counts to overall result for the subject for the year	<ul style="list-style-type: none"> <li>• Class tests, quizzes, presentations, performance tasks</li> <li>• Year-End Assessment (examinations including oral and listening components)</li> </ul>

# Assessment for Learning for EL, MA, SC & MTL

TERM 1	TERM 2	TERM 3	TERM 4
Non-Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-Year Examination
<b>0%</b>	<b>15%</b>	<b>15%</b>	<b>70%</b>

A group of diverse school children, mostly of Asian descent, are in a classroom. In the foreground, a young girl with dark hair, wearing a white polo shirt and dark pants, is smiling broadly and raising her right hand. Behind her, another girl with glasses and a white polo shirt is also smiling. The background shows other children and classroom decorations, including a green wall with colorful shapes and a window. The overall atmosphere is bright and positive.

# Student Well- Being

# Mental Well-Being

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

## Strengthening Resilience and Well-being

- Developing resilience

## Strengthening Sense of Self & Purpose

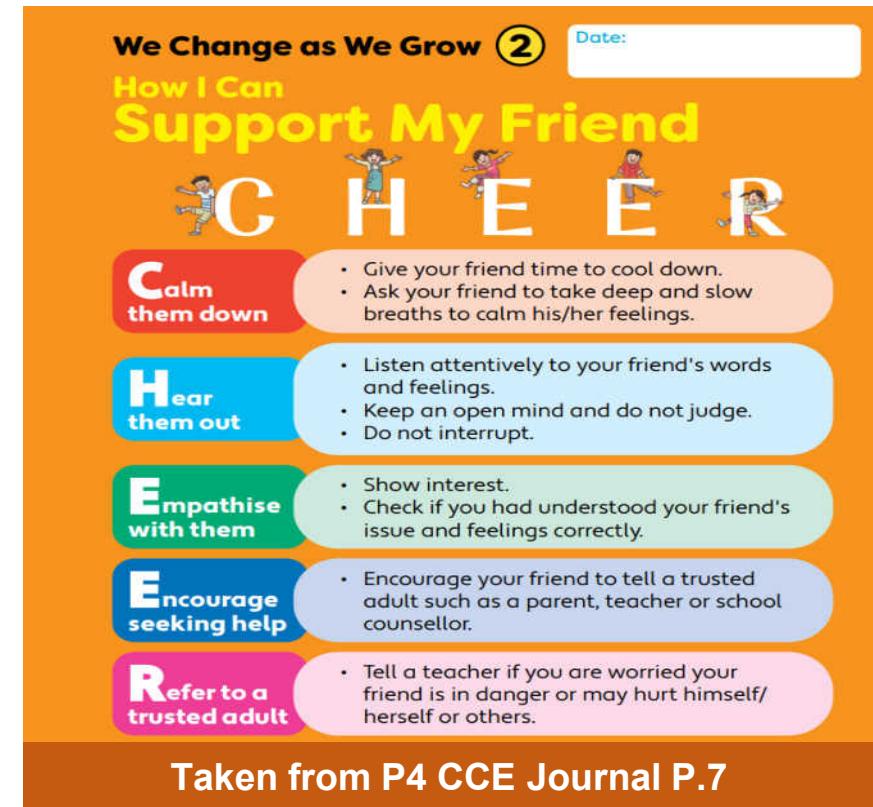
- Developing deeper self-understanding
- Setting meaningful goals

## Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

## Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development



Parents can practise the CHEER skills with their child to help them build positive peer relationships.

# Managing Academic Stress

**Supporting your child's first steps into formal assessment.**

**Your child may be experiencing**

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations

# Tips on How You Can Support Your Child

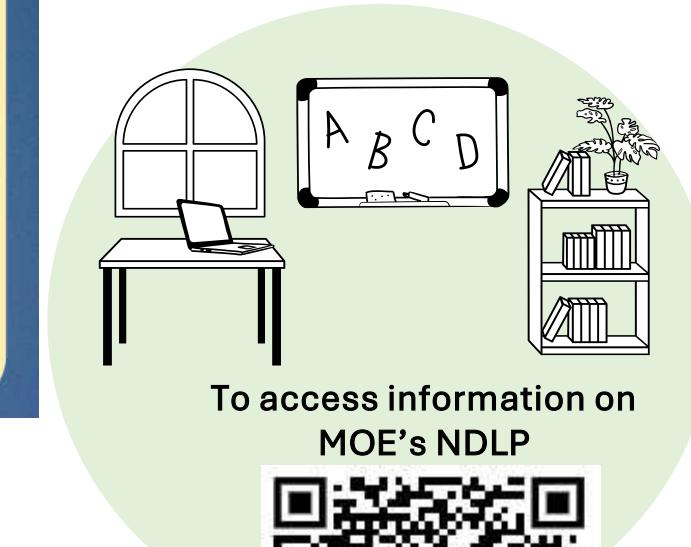
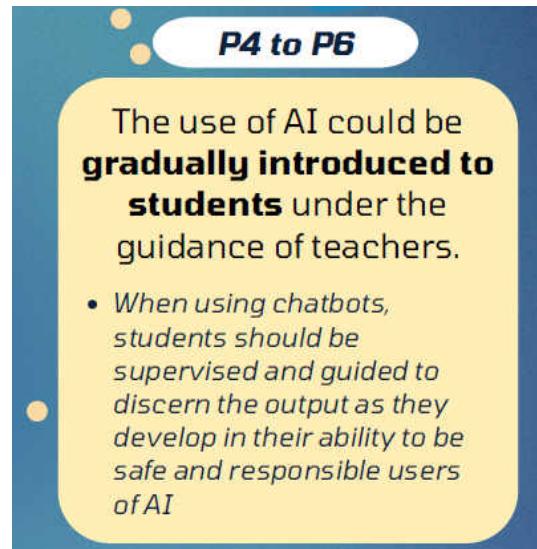
- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

A photograph of two young girls in school uniforms, both wearing white shirts with blue collars and small logos on the chest. The girl on the left is wearing pink-rimmed glasses and is smiling while looking down at a notebook. The girl on the right is also smiling and looking towards the camera. They are both holding pens and appear to be writing in their notebooks. In the foreground, a blue pencil case with a floral pattern is partially visible. The background is slightly blurred, showing what looks like a classroom setting with blue walls.

# AI & EdTech in School

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

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
  - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
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)



## Did you know?

Most social media platforms and popular games have **App Store age-ratings**:

- 12+ : WhatsApp, Instagram, Roblox
- 17+ : Telegram and Discord

But the **majority of our children** have access to social media before the recommended ages.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

## What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

# School Programmes and Initiatives

## Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

## Importance of cybersecurity

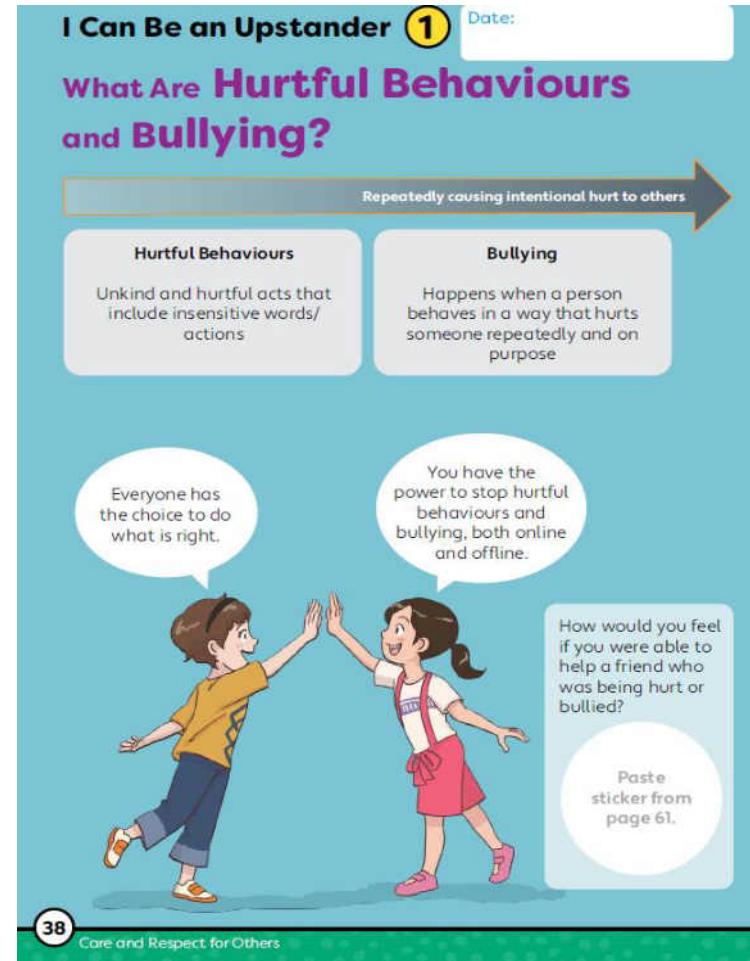
- Protect oneself from phishing, spam, scams and hacking

## How to verify online falsehoods

- Use S.U.R.E.\* to verify information online

## Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the ‘Stop-Think-Do’ strategy.



Encourage our children to share their experiences as they navigate friendships.



# **School Attire & Expectations**

# School Attire & Expectations

## 1. Name tags:

- Pls ensure your child has name tags on their uniforms.

## 2. Donning of accessories (of any form):

- Students should not wear accessories (e.g. bracelets, ring, necklace, chains, brooches, wristbands, amulets) with the school uniform.



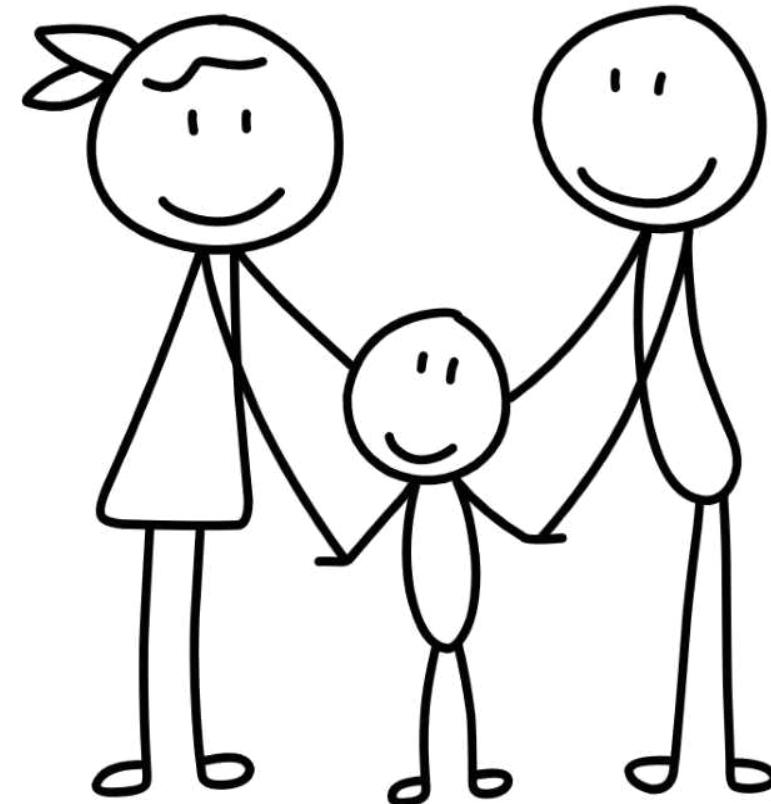
Example: Name-tag on PE T-shirt

A photograph of two young boys, likely in primary school, sitting at a desk and working on a worksheet together. They are both wearing white shirts with dark collars and are wearing glasses. The boy on the right is wearing a school uniform with a logo on the chest. They are looking at a worksheet with a grid of numbers. The background is a classroom setting with shelves of books and toys.

**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.



# Thank you