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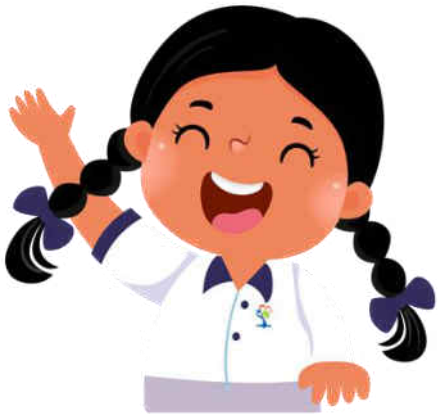
Primary 5 and 6 Touch Base Meeting
22 January 2026



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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)

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Officers Overseeing Upper Primary

Mr Ameen
Covering Year Head

<u>Educational and Social-Emotional Support</u>
Ms Ooi Hui Shan
Senior School Counsellor
Ms Jane Chong
Special Education Needs Officer
Ms Diana Ho
Student Welfare Officer

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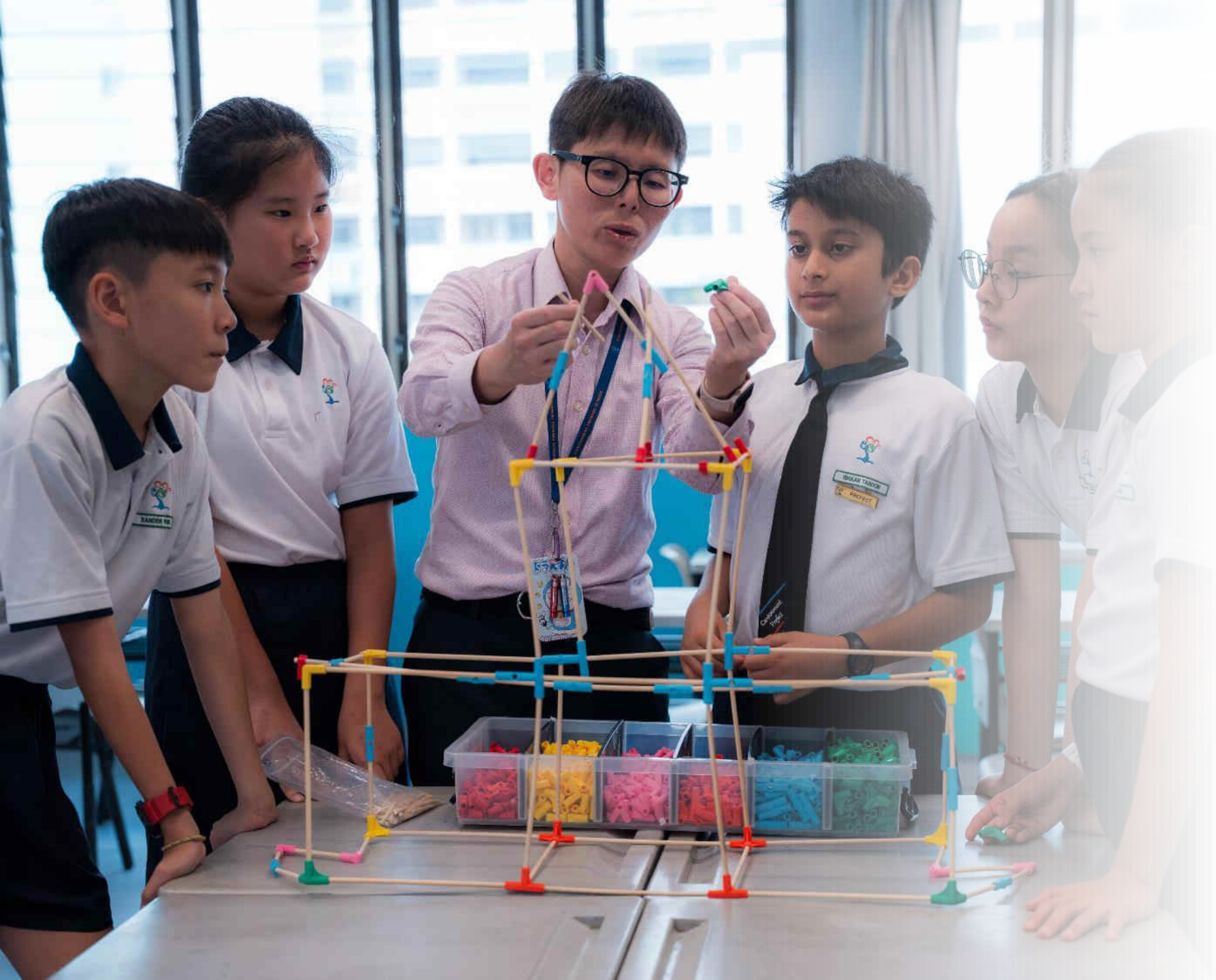
Agenda

- New Vision
- PSLE Matters
- Home-School Partnership
- Punctuality
- Communication Platforms
- Late Day (Primary 5 parents only)



STEM Challenge

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STEM Playground Week

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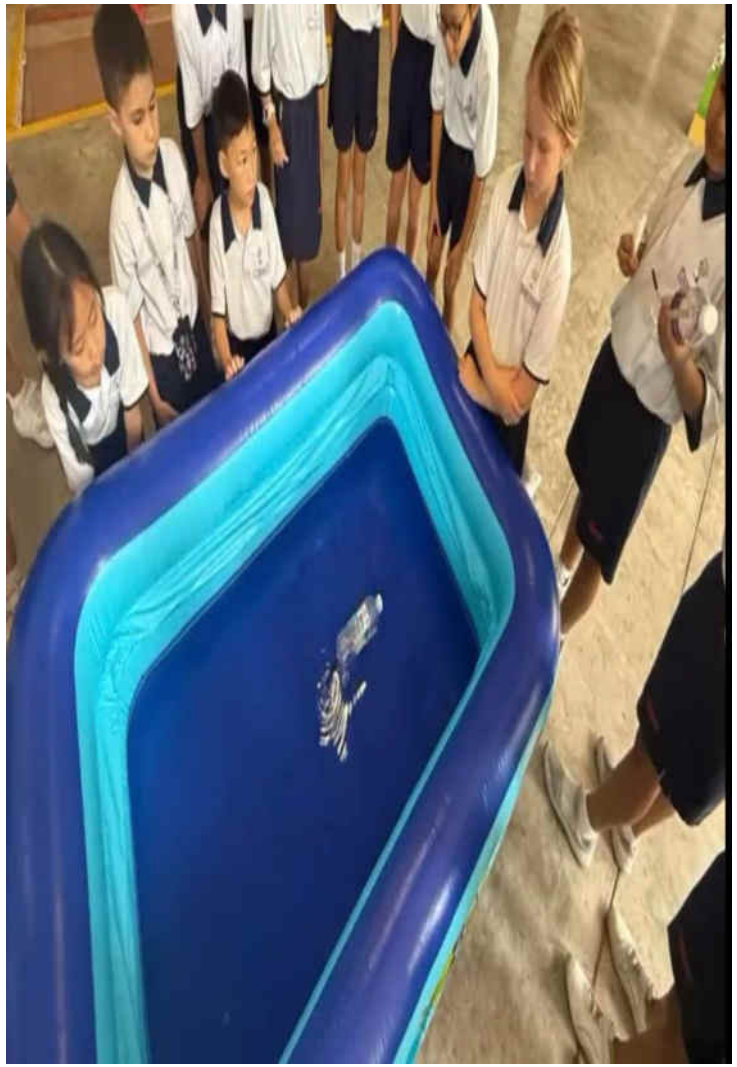
STEM Playground Week



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STEM Playground Week

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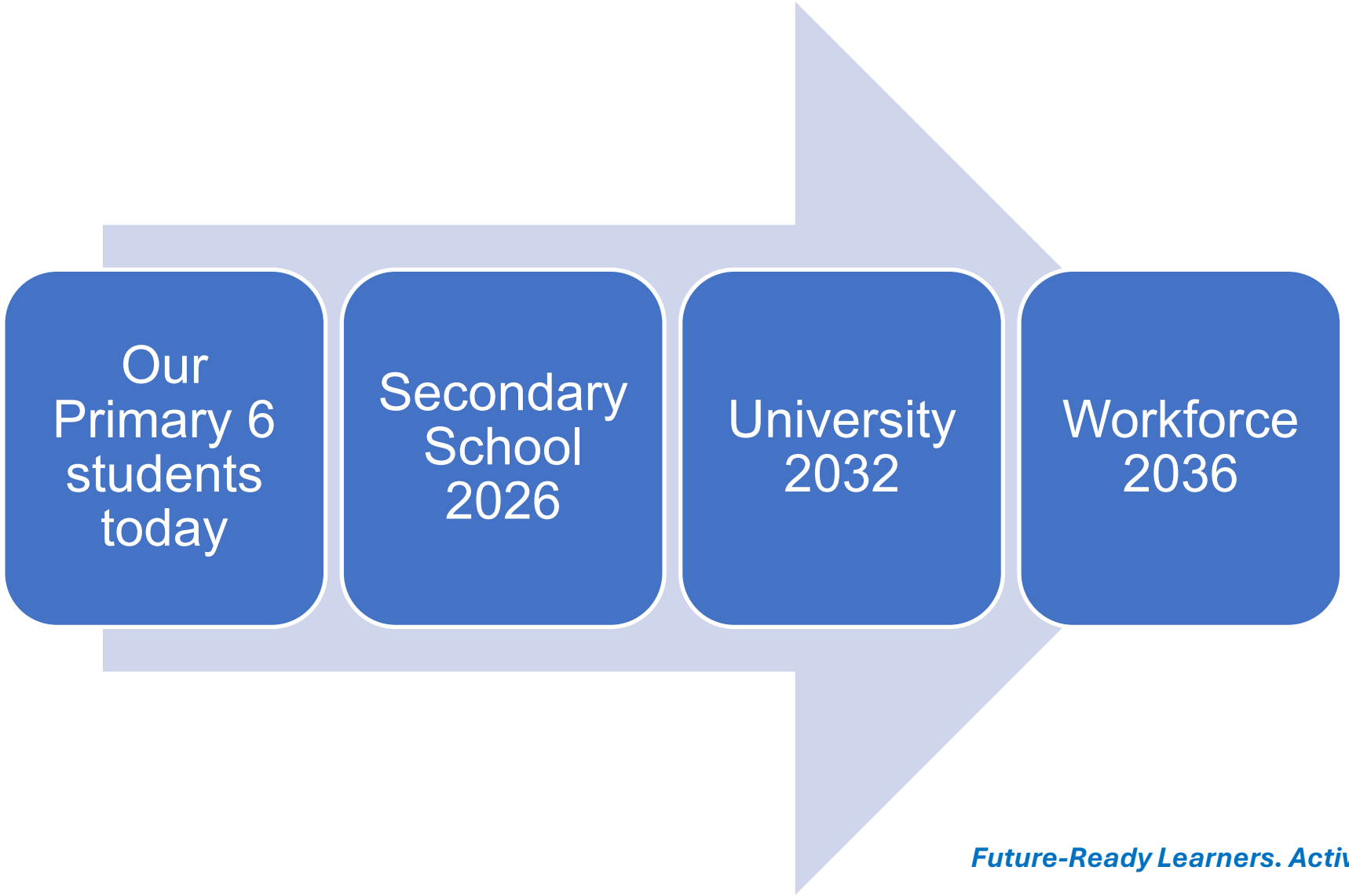
What Does the Future Hold?



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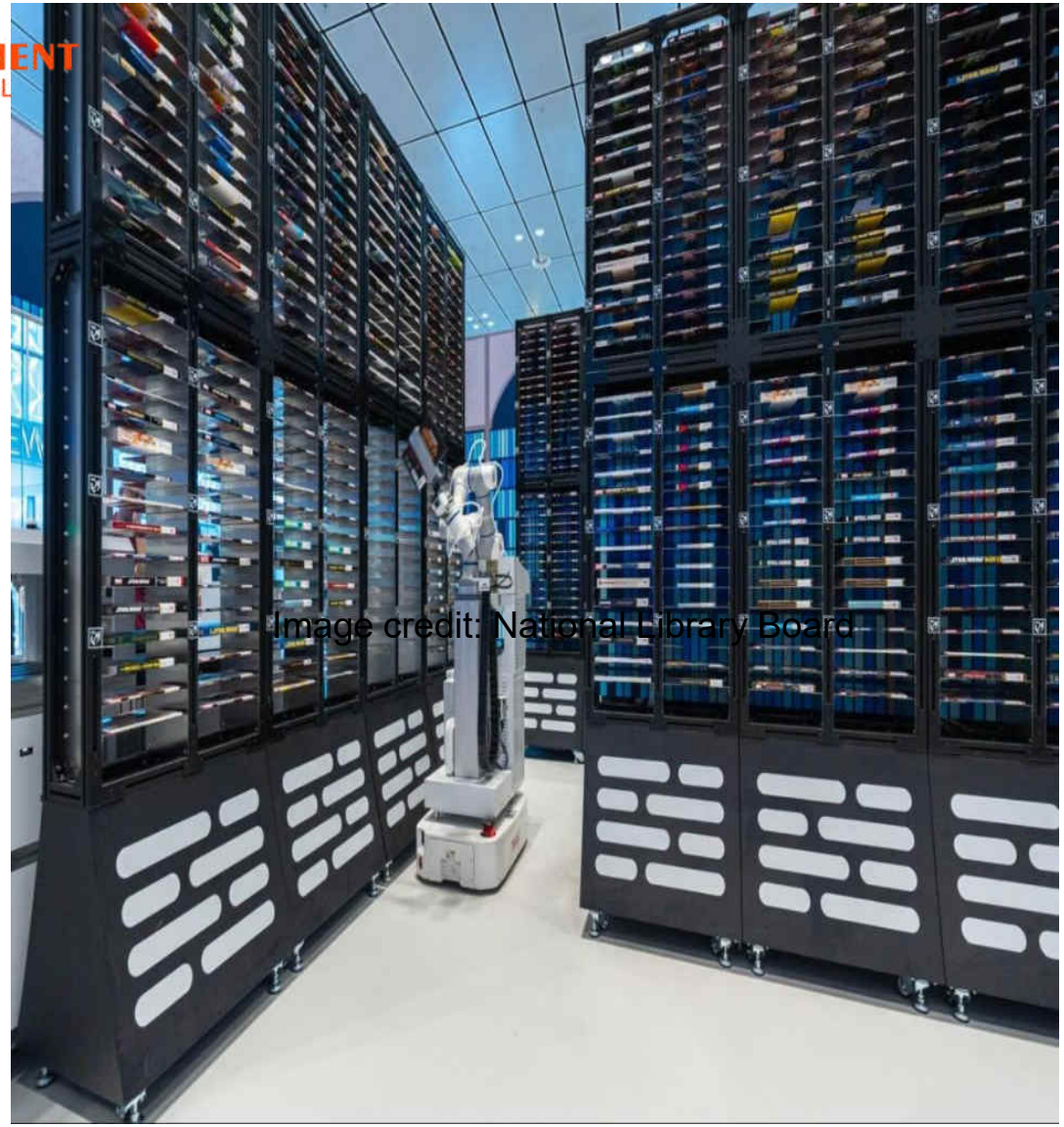
"Robot "librarian" will do all the heavy lifting, from fetching your title to sending it to a collection point".

-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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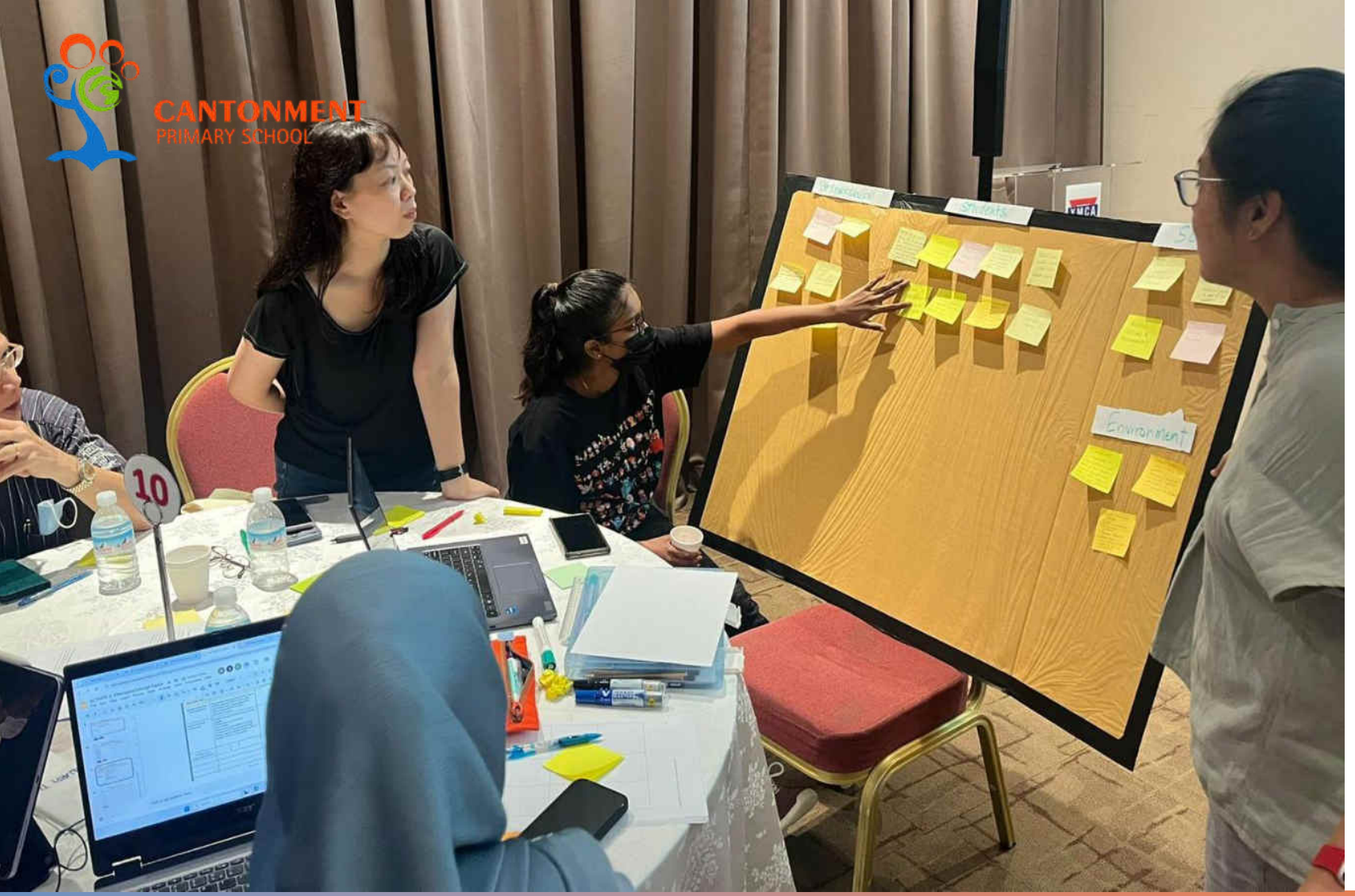

Our Hopes and Dreams for CPS

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Vision:
Future-Ready Learners
Active Contributors

VISION

Future-Ready Learners

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

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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

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Adaptive Thinking

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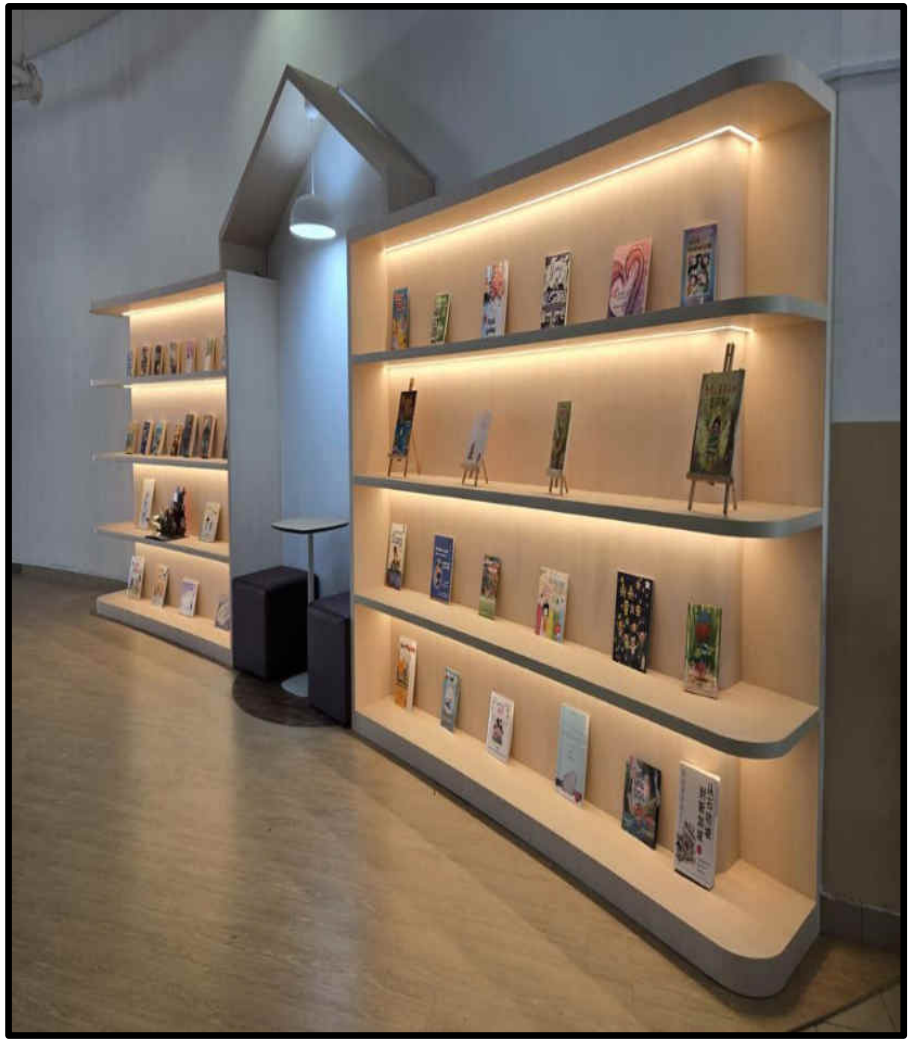
Future-Ready Learners

Self-Directed Learners

Student Leaders leading the assembly programmes

Gems Jam



Reading Nook

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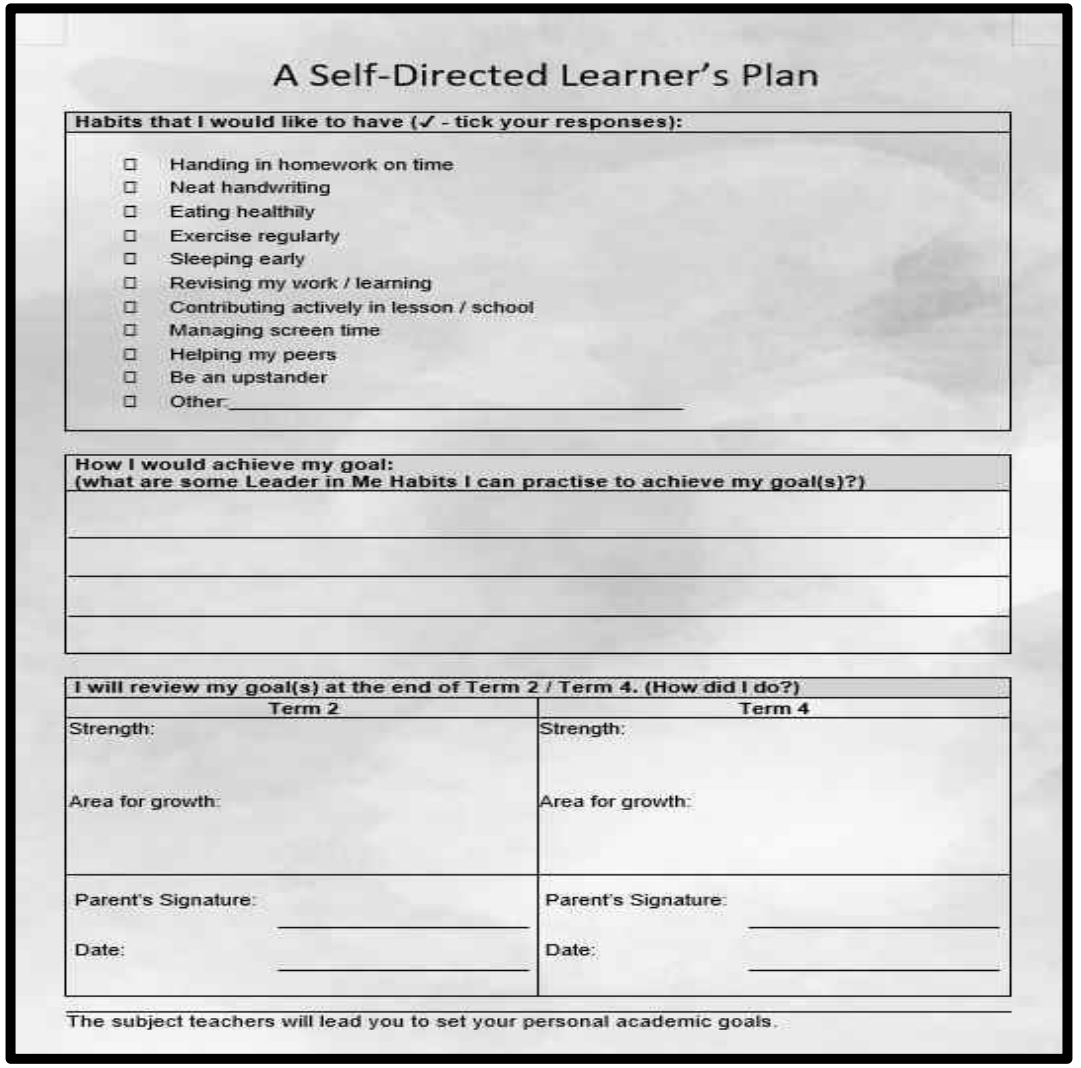
Self-Directed Learners

Students returning to classes on their own



A Self-Directed Learner's Plan

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

- ☐ Handing in homework on time
- ☐ Neat handwriting
- ☐ Eating healthily
- ☐ Exercise regularly
- ☐ Sleeping early
- ☐ Revising my work / learning
- ☐ Contributing actively in lesson / school
- ☐ Managing screen time
- ☐ Helping my peers
- ☐ Be an upstander
- ☐ 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

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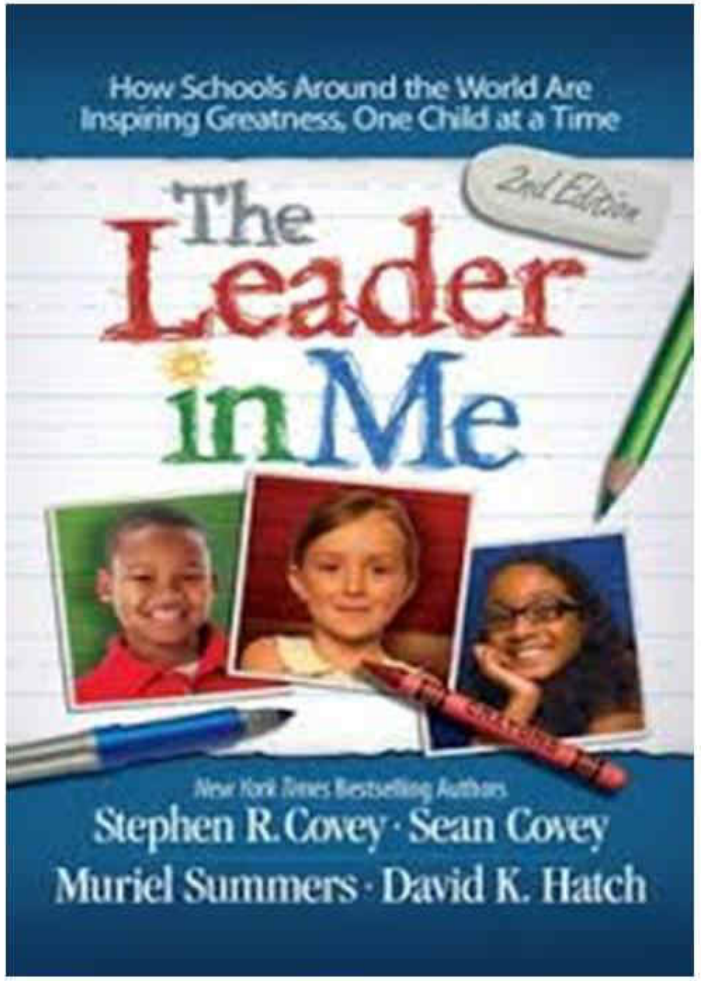
Future-Ready Learners

Self-Directed Learners



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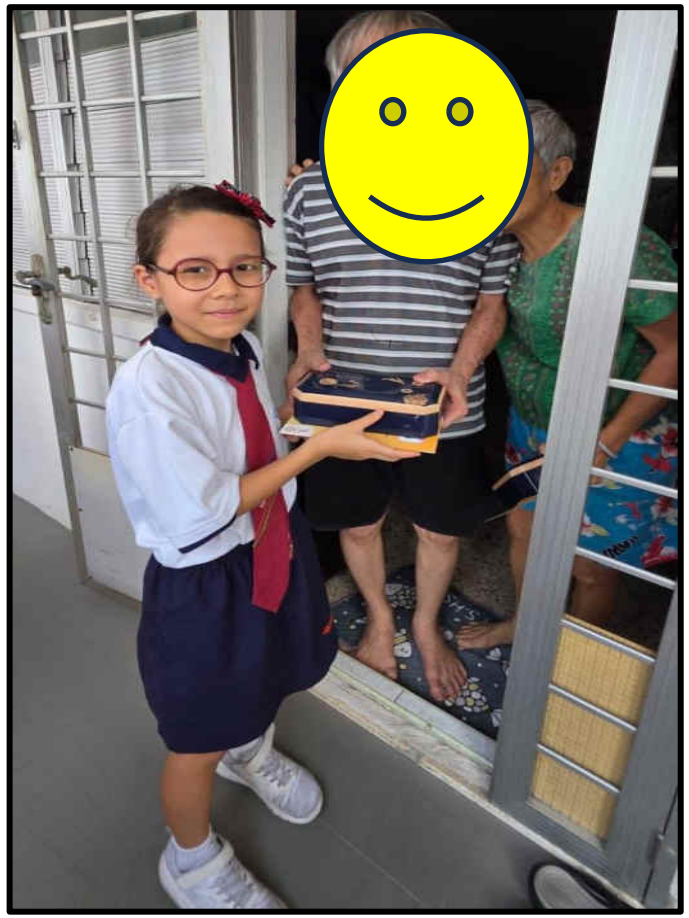
Active Contributors

Will To Act

Wushu Students



Wushu Students

Creative Design Club

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Sense of Belonging

Circle Time

1-1 Let's Chat

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Active Contributors

Sense of Belonging

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Intentional

Your Partnership

Being Future-Ready includes your child academics

...and PSLE

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PSLE Matters

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PSLE Achievement Levels

Subjects at the Standard Level

AL	Raw Mark Range
1	≥ 90
2	85 – 90
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

Subjects at the Foundation Level

Grading	AL	Raw Mark Range
A	6	≥ 75
B	7	30 – 74
C	8	< 30

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Full Subject-Based Banding (Secondary)

PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1

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Full Subject-Based Banding (Secondary)

Mixed form classes

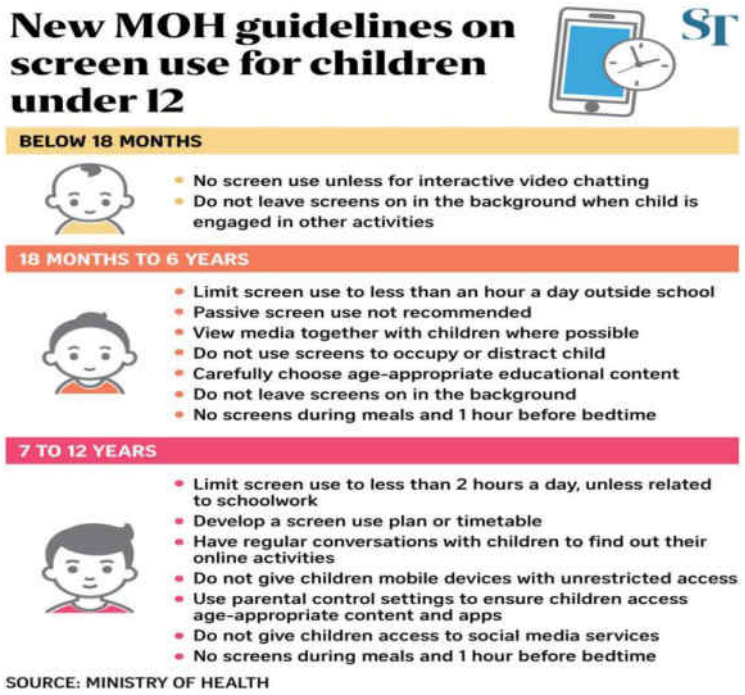
Once students enter secondary school, they will be grouped into mixed form classes comprising students from different Posting Groups and will have opportunities to interact and learn with peers of different backgrounds, strengths, and interests.

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

1 Respectful Communication

2 Role Models

3 Real Connections



Punctuality

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Punctuality Matters

Be in school by 7.35am

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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)

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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 **1st 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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A Year of Change …

- Richer curriculum content
- Inevitably, more homework
- Changes to the format of examinations
- Longer duration, more papers
- Additional topics, increase content coverage

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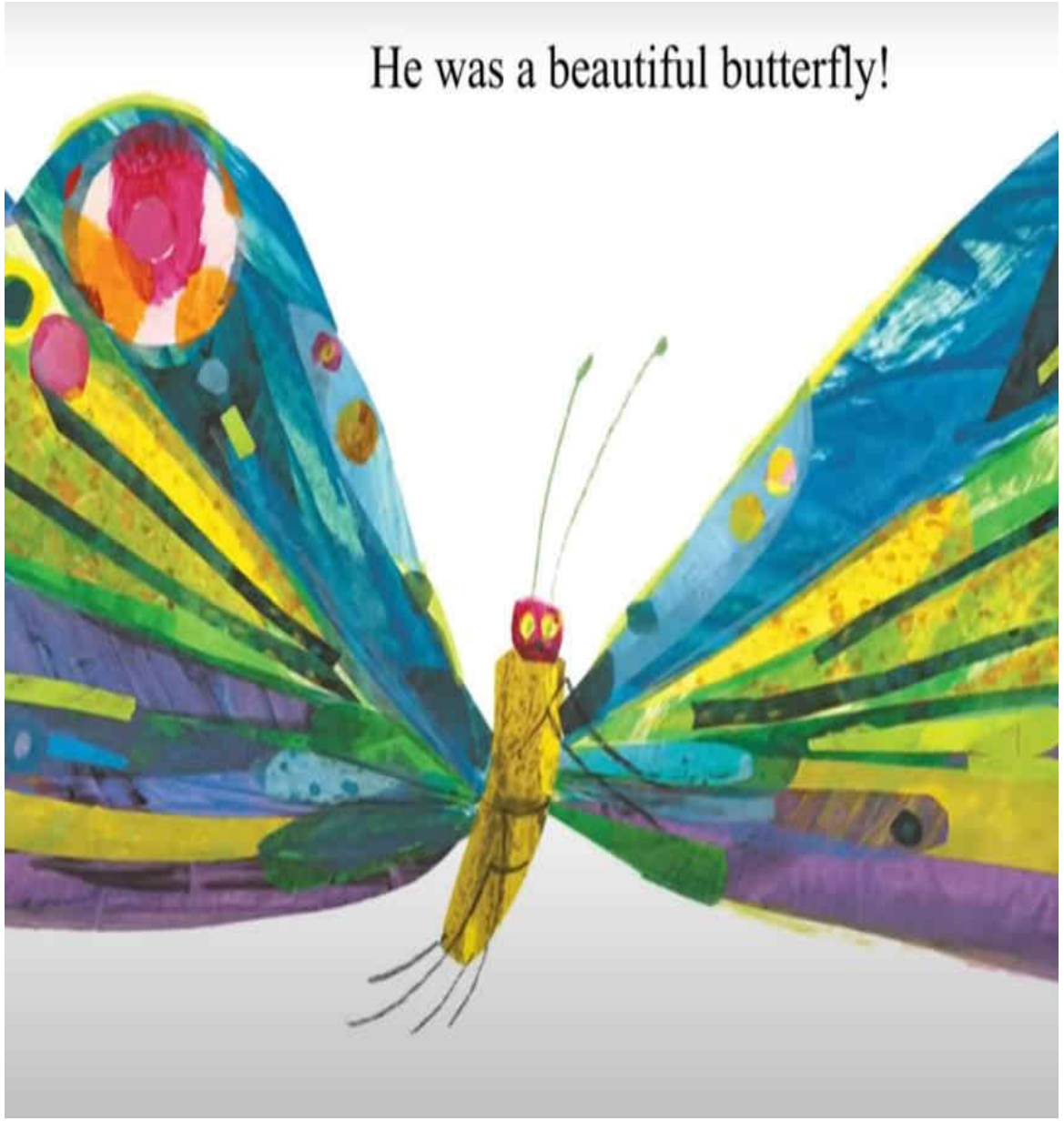
P Process of Growth
S Strength
L Life Lessons
E Endurance



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Thank you

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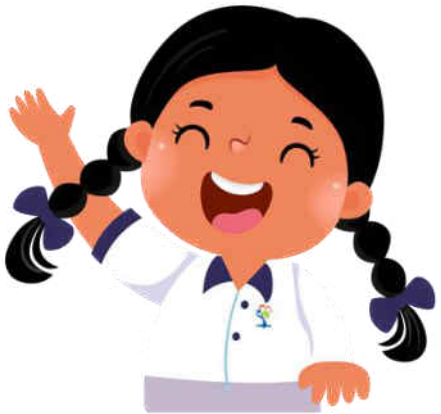
Upper Primary

Year Head Sharing

22 Jan 2026



Agenda

Agenda

1. Level Programmes
2. Transition Into Upper Primary
3. AI & EdTech in School
4. School Attire and Expectations
5. Family Support

Level Programmes

Primary 5 Level Programmes

Code For Fun

Bonding Day

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Primary 5 Level Programmes

National Education (NE) Show

3D/2N Outdoor Adventure Camp

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Primary 5 Level Programmes

Stretch Programmes

- E2K Science
- Reading Circles

Holistic Development of Students

- Remediation Programme
- Circus Arts Programme

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Primary 6 Level Programmes

Games Day

Learning Journey

Secondary School Talks

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Primary 6 Level Programmes

Career Guidance Sharing

PAVE LLP Dance

Personal Grooming, Social and Fine Dining Etiquette Workshop

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Primary 6 Level Programmes

P6 Graduation Lunch

Primary 6 Level Programmes

Holistic Development of Students

- Remediation Programme
- Transformers – Motivational and Study Skills Support Group

Transition into Upper Primary

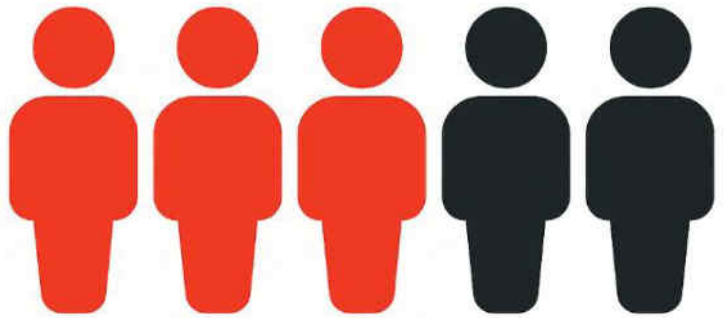
Transition into Upper Primary

- Higher academic expectations
- Broader and more demanding curriculum
- Increased workload and independence
- Preparation for upper primary assessments

Transition into Upper Primary

About **3 in 5** of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

"I feel stressed about my studies because my parents will be disappointed if I don't do well."



3 in 5 worry about disappointing their parents

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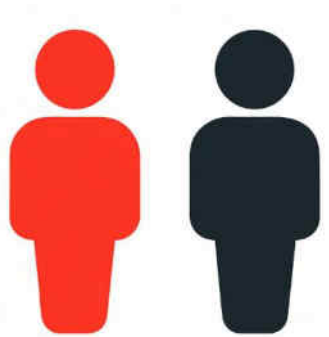
Transition into Upper Primary

1 in 2 of our Primary 5 & 6 students indicated the following in the Termly Check-in Survey:

"I feel stressed about my studies because I expect myself to do very well."



1 in 2 have high self-expectations for their academic results

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Your child may be experiencing:

- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA), the End-of-Year Examination (EYE), and the upcoming PSLE
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested

Tips to support your child

- Assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve.
- Assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process

Tips to support your child

- **Manage your own expectations and stress.** Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- **Agree on realistic and specific goals** so that revision is manageable and is something a child feels he has control over.
- Find out exactly what your child is struggling with so you can **get the right help**.

Tips to support your child

Physical changes impact emotions

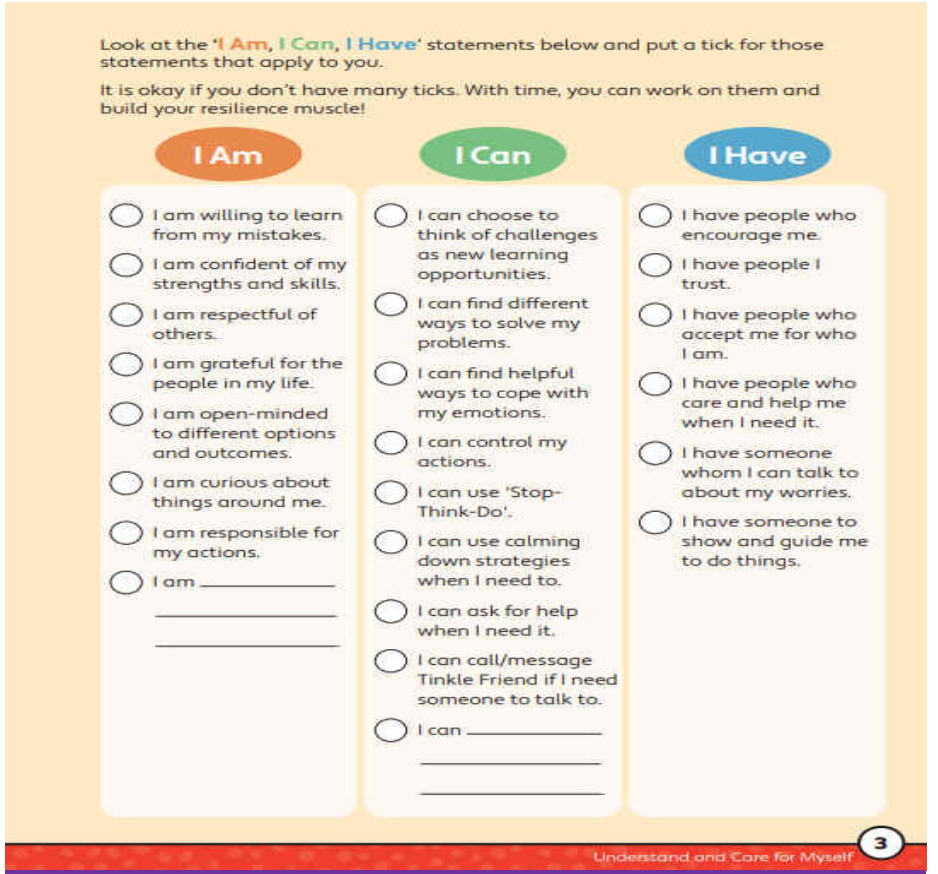
- Anxiety and confusion about physical changes
- Mood fluctuations and increased sensitivity
- Increased self-esteemed challenges

Be a safe harbour during these stormy years

- Create safe spaces for conversations
- Keep communication channels open
- Validate their feelings
- Be patient and understanding

School Programmes and Initiatives

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



Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

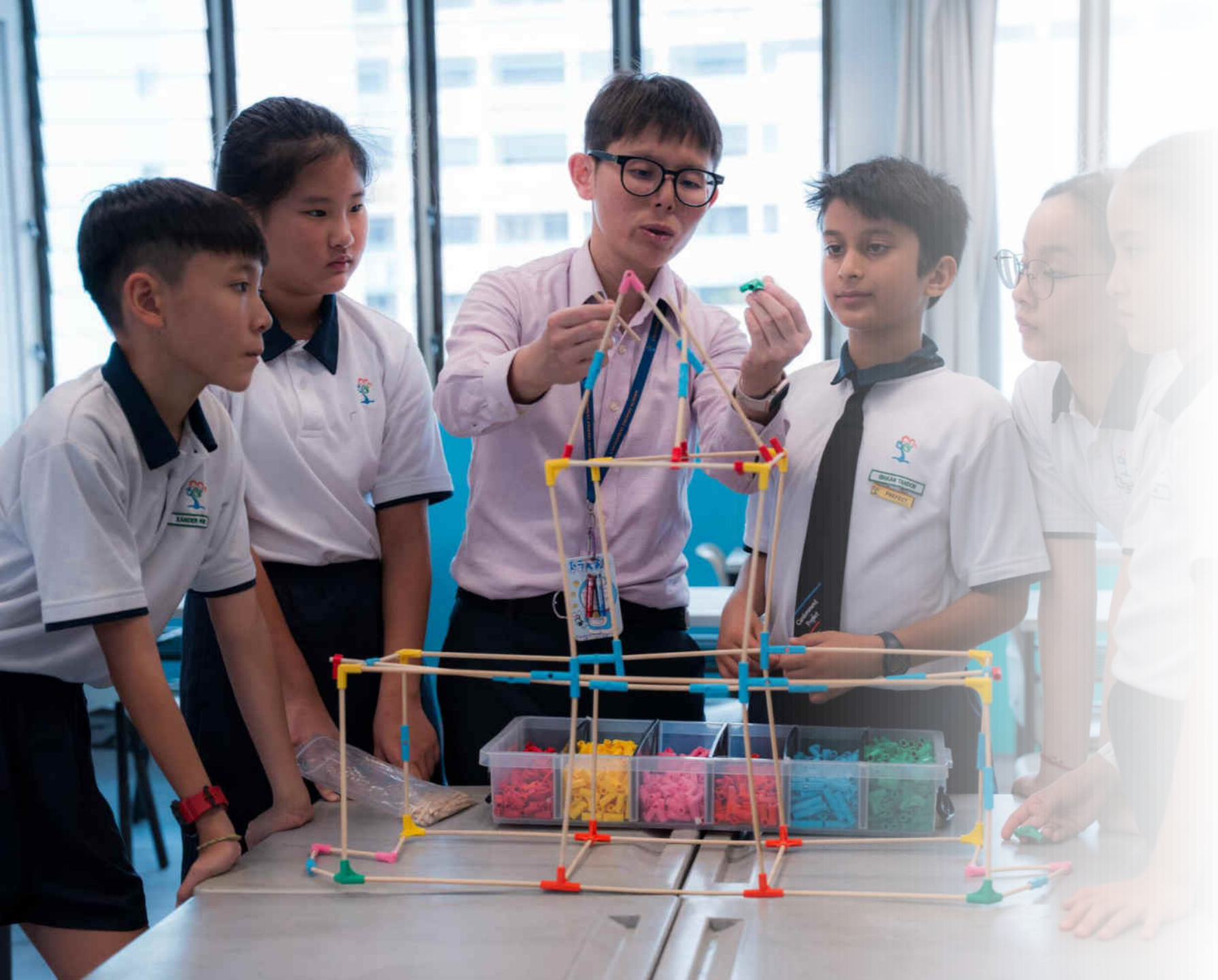
It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
◯ I am willing to learn from my mistakes.	◯ I can choose to think of challenges as new learning opportunities.	◯ I have people who encourage me.
◯ I am confident of my strengths and skills.	◯ I can find different ways to solve my problems.	◯ I have people I trust.
◯ I am respectful of others.	◯ I can find helpful ways to cope with my emotions.	◯ I have people who accept me for who I am.
◯ I am grateful for the people in my life.	◯ I can control my actions.	◯ I have people who care and help me when I need it.
◯ I am open-minded to different options and outcomes.	◯ I can use 'Stop-Think-Do'.	◯ I have someone whom I can talk to about my worries.
◯ I am curious about things around me.	◯ I can use calming down strategies when I need to.	◯ I have someone to show and guide me to do things.
◯ I am responsible for my actions.	◯ I can ask for help when I need it.	
◯ I am _____	◯ I can call/message Tinkle Friend if I need someone to talk to.	
_____	◯ I can _____	
_____	_____	
	_____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3

Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.



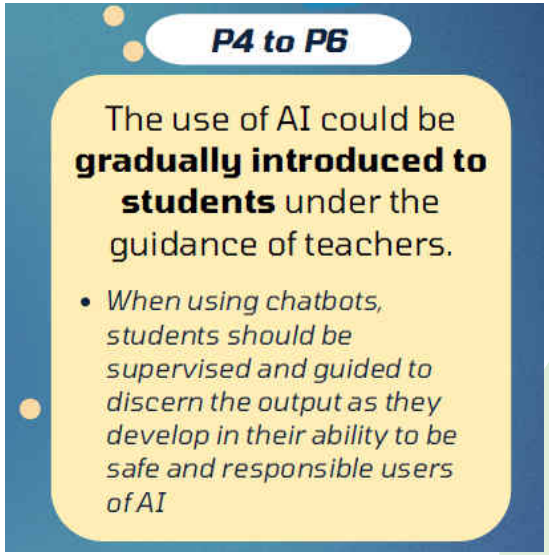
AI & EdTech in School

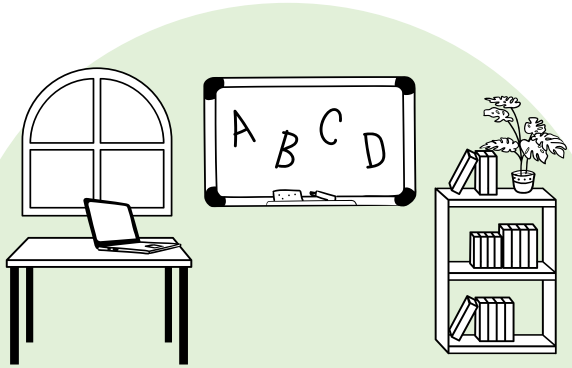
AI & EdTech in School:
Safe, Purposeful Use for Young Learners

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)





To access information on MOE's NDLP

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

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.

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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.

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School Attire & Expectations

School Attire & Expectations

1. **Name tags:**

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

Example: Name-tag on PE T-shirt

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.

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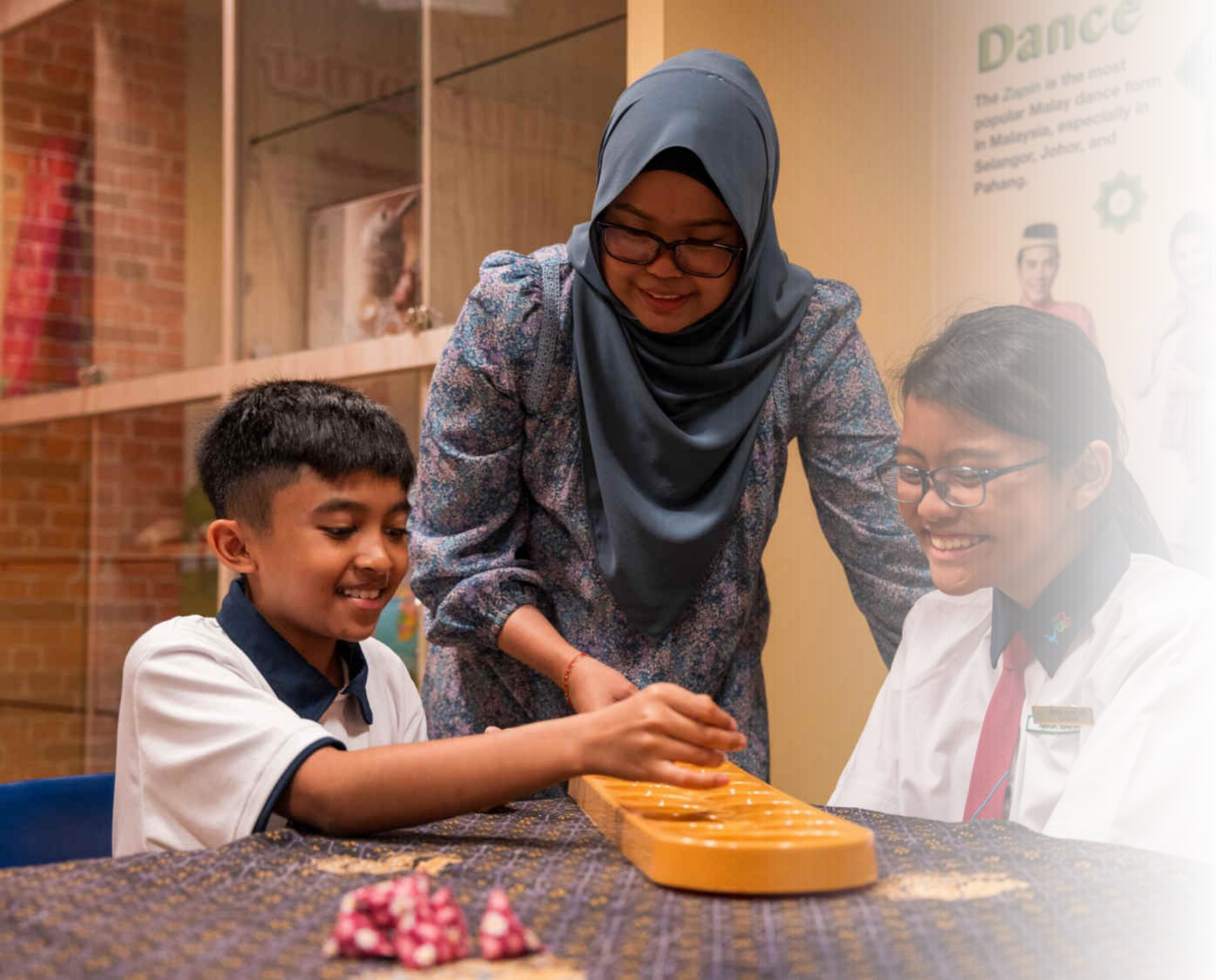
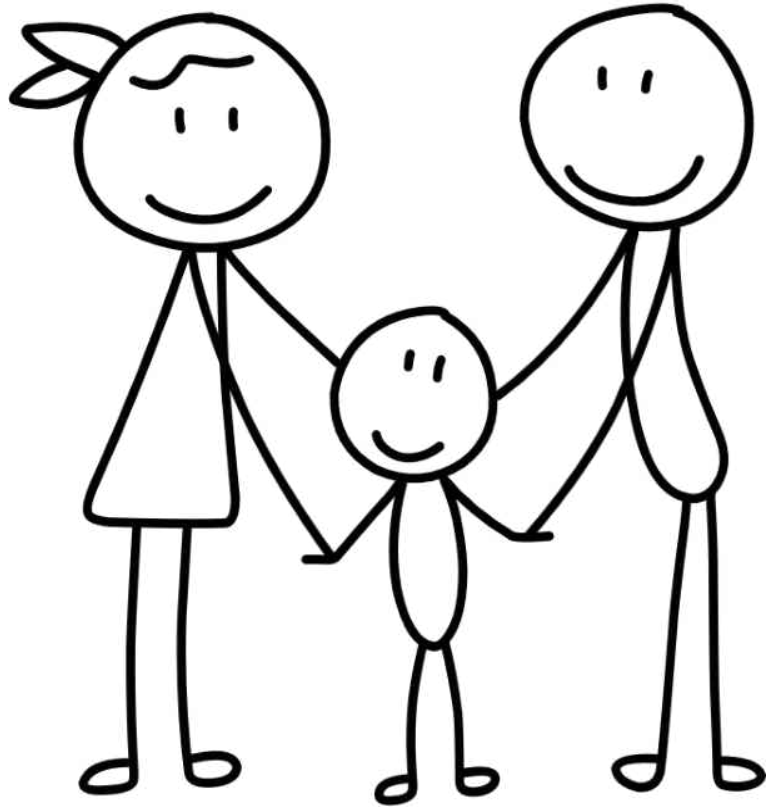


Family Support

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

Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

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.

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Late Day

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Why Does CPS End Later on Tuesdays?

Standard Curriculum Hours

Later Reporting Time

Factoring Lunch Break

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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	

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Timeline of Review

Semester 1
Gather views from stakeholders

Before end of Term 3
Communicate Decision

2027
Start of New Timings
(if changed)

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