

# WELCOME TO P3 PARENT-TEACHER MEETING

*The slides for today's presentation will be uploaded on our school website by end of next week.*

*Please note that there is music playing at the background for you to test your audio.*



# PROGRAMME OUTLINE

Time	Programme
2.30pm to 2.55pm	<ul style="list-style-type: none"><li>• Principal's Address</li><li>• Briefing on Level Matters and Character &amp; Citizenship Education by Year Head</li></ul>
3.00pm to 4.00pm	<ul style="list-style-type: none"><li>• Briefing on Physical Education, Art &amp; Music (PAM) by Heads of Department</li><li>• Briefing on English, Math, Science and Mother Tongue curriculum matters by Heads of Department/ Subject Heads</li></ul>
4.15pm to 4.30pm	<ul style="list-style-type: none"><li>• Meeting with Form Teachers (via Zoom)</li></ul>

**Note:**  
The slides for today's presentations will be uploaded on school website by end of week 2.



# Sharing by Year Head

- ☐ Well-Rounded Curriculum
- ☐ Student Well-being
- ☐ Character & Citizenship Education
- ☐ School-Home Partnership



# WELL-ROUNDED CURRICULUM

- Holistic education
  - ✓ knowledge
  - ✓ skills
  - ✓ values
- Well-being



# Student Well-being

- Welcome Back to School Programme
- Termly Check-in Surveys and Activities
- Teacher-Student Dialogue Sessions
- CCE-FTGP Lessons/ CCE-MTL Lessons
- Learn & Bond Programme
- Peer to Peer Activities
- R U OK Campaign
- Learning Journeys



# Student Well-being

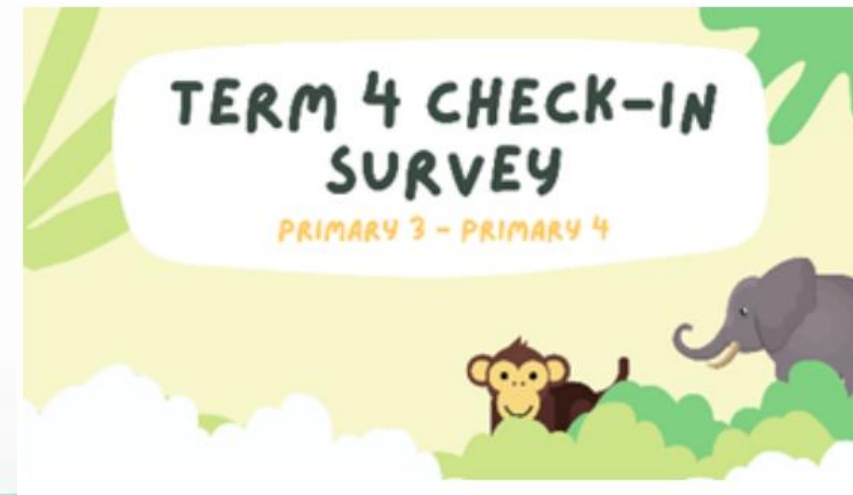
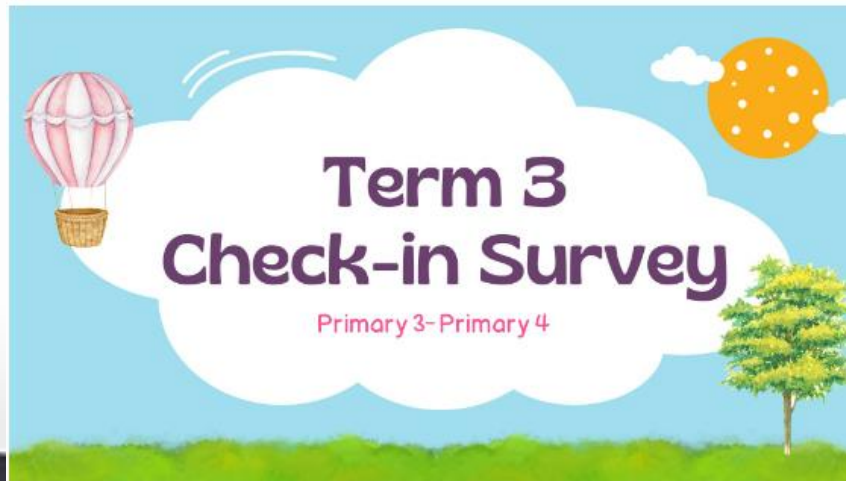
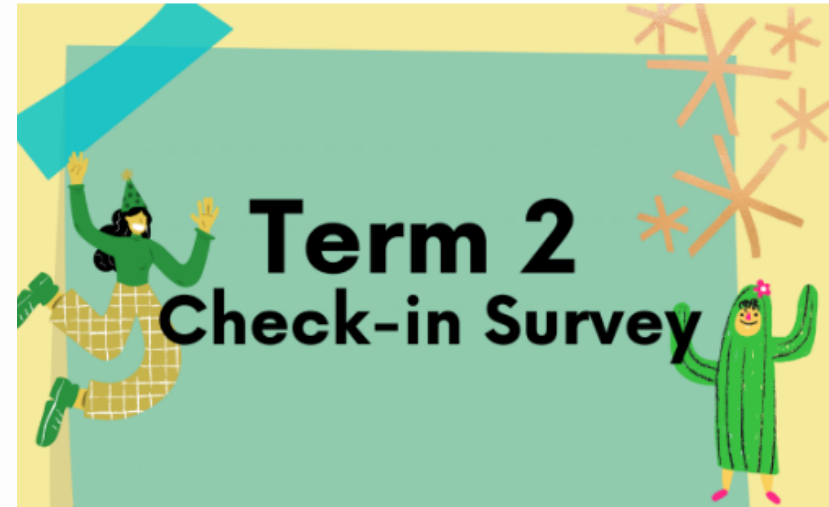
WBTS





# Student Well-being

## Termly Check-in Surveys and Activities



# Student Well-being

## Teacher-Student Dialogue Sessions





# GROWTH MINDSET

## Fixed Mindset

A student with a fixed mindset struggles with writing and claims, “I just can’t write compositions.” As a result, she does not enjoy writing, does not complete her writing tasks at times and sees her grade decline, confirming her belief.

## Growth Mindset

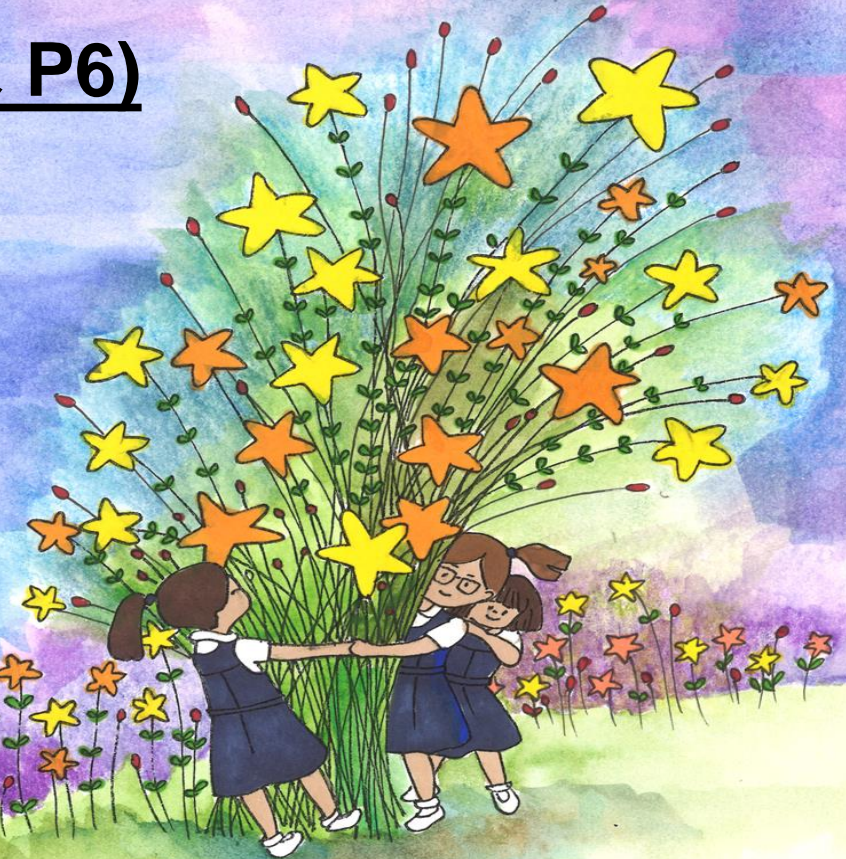
A student with a growth mindset seizes multiple chances to write. She is receptive to her teacher’s feedback knowing that the suggestions will make her a better writer.





# Student Well-being

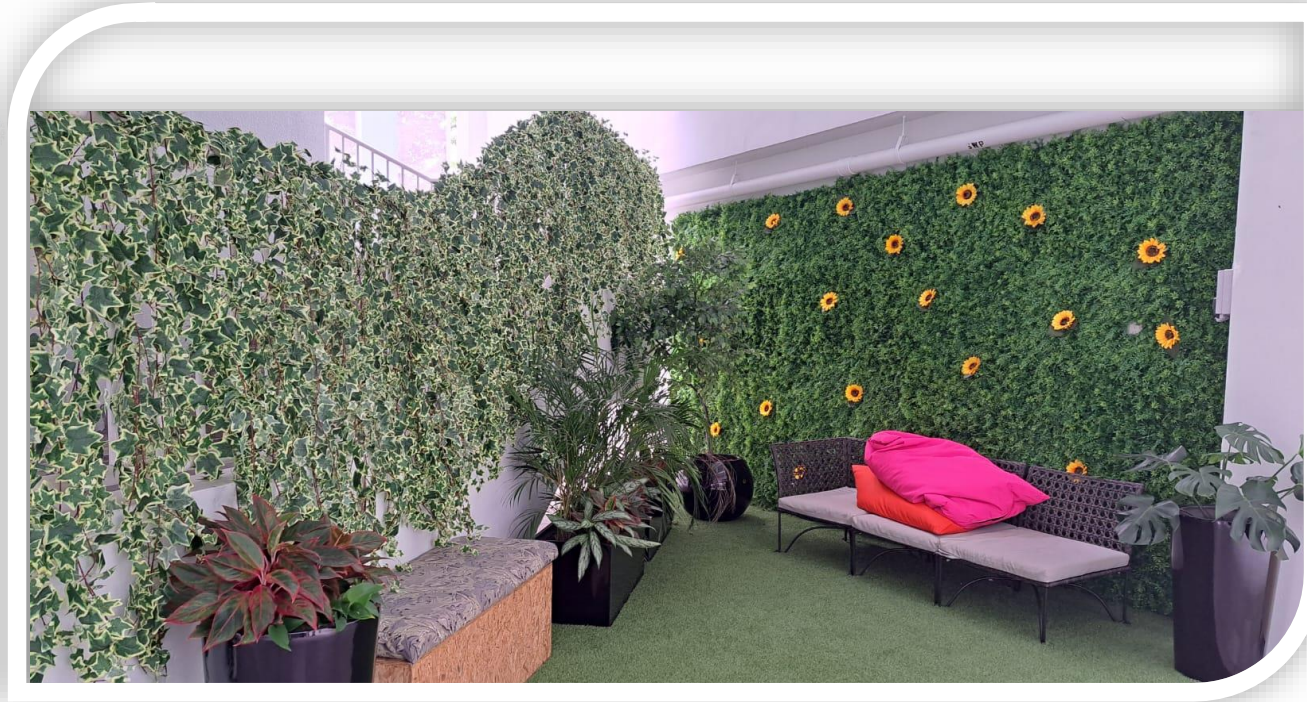
## Peer-to-Peer Activities (P3 & P6)





# Student Well-being

## R U OK Campaign & Corner



# Student Well-being

## School Counsellors

Ms Audrey Leong Yoke  
Leng

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Ms Hui Yoke Cheng  
Von

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# **Character and Citizenship Education (CCE)**





# OBJECTIVES

**Good character:** Have a sound moral compass and a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence

**Resilience and social-emotional well-being:** Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation.

**Future readiness:** Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work and life.

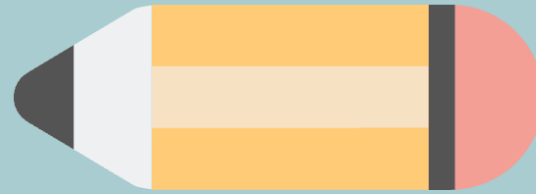
**Active citizenship:** Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation.



# CCE Lessons



CCE Form Teacher  
Guidance Period  
(FTGP)



CCE Mother Tongue  
(MTL)



The curriculum content of CCE is based on the three big ideas of Identity, Relationships, and Choices, and comprises the teaching and learning of core values, and social-emotional competencies with a focus on developing a sense of purpose in our students.



Identity



Relationships



Choices



# P3 CCE LESSON FOCUS

## P3&4 CCE LESSON FOCUS

1

National  
Education  
(NE)



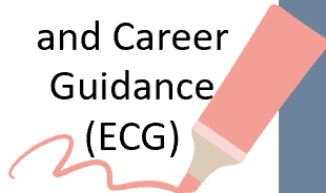
2

Mental  
Health  
(MH)



3

Education  
and Career  
Guidance  
(ECG)



4

Cyber  
Wellness  
(CW)



5

Family  
Education  
(FE)



6

Values in  
Action  
(VIA)



## P3&4 CCE LESSON FOCUS



# SCHOOL-HOME PARTNERSHIP





# SCHOOL-HOME PARTNERSHIP

## Parents Gateway

- Get access to all school announcements and updates
- Give consent for your daughter/ward participation in school activities anytime, anywhere
- Book your preferred slots for Parent-Teacher Conference
- Declare any travel plan of your daughter/ward.



# SCHOOL-HOME PARTNERSHIP

## Calendar of Events – 2022 Term 1

Week	Date	Day	School Event
1	3 Jan	Tue	First Day of School – P1
	4 Jan	Wed	First Day of School – P2 to 6
	5 Jan	Thu	P6 Parent-Teacher Meeting
	6 Jan	Fri	P5 Parent-Teacher Meeting
2	9 Jan	Mon	P3 Parent-Teacher Meeting
	10 Jan	Tue	P2 Parent-Teacher Meeting
	11 Jan	Wed	P1 Parent-Teacher Meeting
	12 Jan	Thur	P4 Parent-Teacher Meeting
3	CCA & Enrichment start		
4	20 Jan	Fri	Chinese New Year Celebration <i>[No Early Dismissal]</i>
	23-24 Jan	Mon - Tue	Chinese New Year Holiday <i>[No School]</i>
	25 Jan	Wed	Follow timetable for <b>Monday</b> (7.30am to 1.30pm only) * Activities after 1.30pm are as usual
5	After-school HMT lessons start		



# SCHOOL-HOME PARTNERSHIP

## STUDENT ATTENDANCE

- Students are expected to be regular in their attendance. Parents/guardians are strongly discouraged from taking the students out of school during term time for extended holidays or other reasons. Permission has to be sought from the Principal for such matters.



# SCHOOL-HOME PARTNERSHIP

## STUDENT ATTENDANCE

- Students who are absent must produce a Medical Certificate or a letter of explanation from parents on the day they return to school.
- For safety reasons, students are not allowed to leave the school during lunch time unless parents' letters of request are given to the form teachers. Students are strongly encouraged to eat in the school canteen.



# SCHOOL-HOME PARTNERSHIP

## Monitor the use of online devices : Set up screen time limits



**Share** your concerns with your child and reach a common understanding on:

- the **time they should turn off** their laptops/phones
- when **device usage should be paused**, such as during mealtimes and family activities
- when and how often they should **take breaks from the screen**, or get up to move about
- **what they can do online**, such as seeking out online entertainment and learning, accessing news, staying connected with peers
- **what they should avoid**, such as chatting with strangers, sharing personal details (home address, phone number), excessive sharing of pictures/videos of themselves





*Thank  
you*



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