

# 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 in the background for you to test your audio.*



# **WELCOME TO P3 PARENT-TEACHER MEETING**

**Ms Tan Li Peng**  
**(P3 & P4 Assistant Year Head)**



# PROGRAMME OUTLINE

Time	Programme
2.30pm to 3.15pm	<ul style="list-style-type: none"><li>• Vice-Principal's Address</li><li>• Briefing on Level Matters</li><li>• Briefing on Character Education</li></ul>
3.30pm to 3.50pm	<ul style="list-style-type: none"><li>• Meeting with Form Teachers (via Teams)</li></ul>



# **Vice-Principal's Welcome Address**



The background features a light green rectangular area in the center. Surrounding this area are several watercolor-style illustrations of orange flowers with dark brown centers and green leaves. These illustrations are positioned in the corners and along the sides of the central text area. 

# Parent Teacher Meeting PTM

January 2026

# Agenda

Introduction to school leaders  
School Vision & Values  
School Direction 2026  
Our Partnership  
Traffic Reminders







## **School Leaders:**

Principal: Mrs Elaine Quek

VP1: Ms Kong Su May

VP2: Ms Sujatha Paramathayalan

VPA: Mr Loh Yuh Por





## School Vision & Values

### **Vision**

A Vibrant Community of Creative  
Thinkers, Lifelong Learners and  
Values-based Leaders



# School Vision & Values

## **Values**

Graciousness

Gratitude

Integrity

Responsibility

Resilience

Refer to Pg 9 of Handbook



## 4 Gs School Direction/Strategic Thrusts

Glow from Within/Leaders of Character &  
Service to Community

Grow through Learning/Women of Excellence

Get Green and Love Earth/ Collaborative  
Partnerships

— Go Forth and Strive Towards Our  
Goals/Engaged & Inspiring Staff



# A Holistic Approach to Support Student Wellbeing

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## A Strong Identity

- Healthy sense of self worth
- Positive outlook
- A sense of meaning and purpose

## Positive Relationships

- With friends and significant adults
- Connectedness with family, friends and the community


## Responsible Choices for Life

- Healthy diet
- Active lifestyle
- Healthy digital device use
- Good management of time and schedule
- Balance of work and play
- No substance abuse



# GROWTH

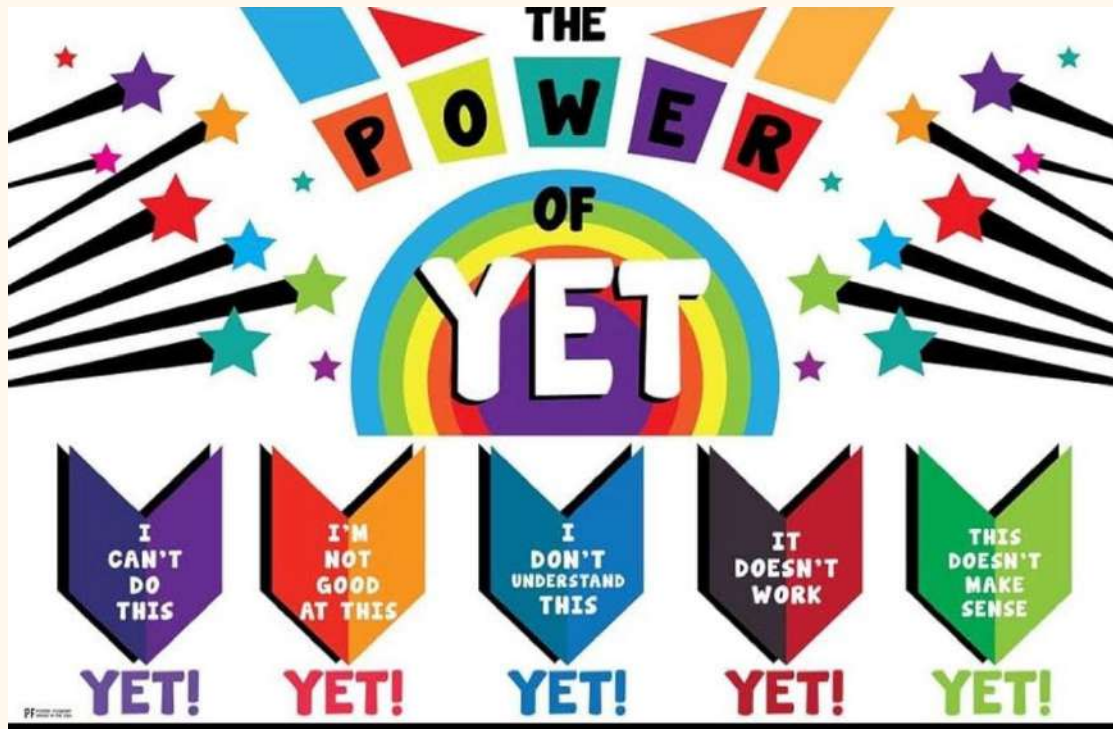
## Mindset Statements

I can learn anything I set my mind to.	I am capable of achieving great things.	Every setback is a setup for a comeback.	Mistakes are opportunities to grow.
Learning is a lifelong journey			Persistence leads to progress.
Challenges help me to improve.			Failure is a stepping stone to success.
Effort is the path to mastery.	I can always improve with practice.	Feedback is a gift that helps me learn.	I can achieve my goals through effort.

**Glow from Within**



# Growth Mindset



From "I Can't" to "I Can"

X I can't do this

✓ I can't do this yet

✓ I can do this now!

# Grow though Learning

## Handbook

- School Hours Pg 4
- School Expectations Pg 10 & 11
- School Rules Pg 8 - 21
  - Rules on the Use of Smartphone & Smartwatch
  - Bus Safety Rules
  - Internet Safety Rules
  - Student Offences
  - Home School Agreement
  - Parent Acknowledgement Pg 21
- How to Study Pg 24
- Managing Your Time Well Pg 25
- Setting Goals and Achieving Them Pg 26 & 27
- Achieving Goals for Examinations Pg 11



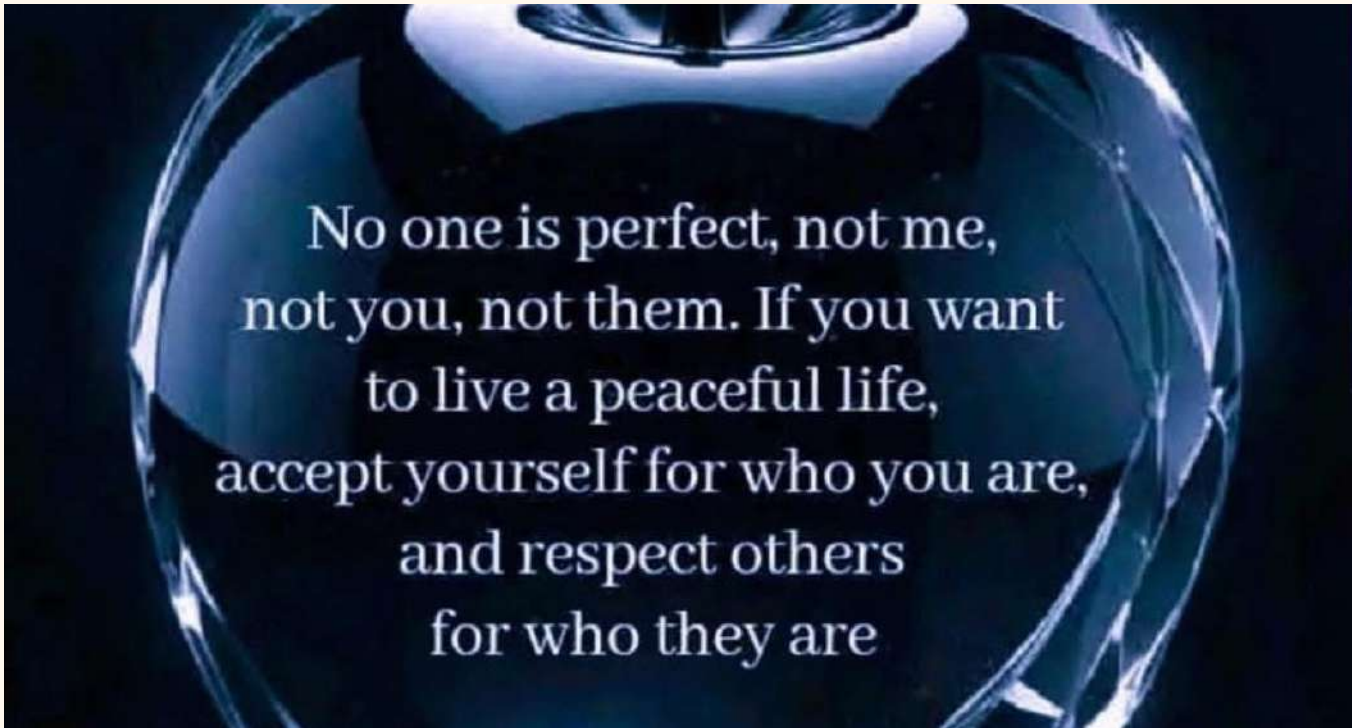
# Grow though Learning

What your child can say or do:

- I do not give up even though I am having difficulty .
- I keep working at a task to complete it.
- I ask my teachers for advice or help.
- I discuss ideas with my friends.
- I listen to the views of my friends and appreciate what they say during group discussions.
- I respect my friends for who they are and want to learn from them and with them.
- I can think of different ways to solve problems.
- I can ask questions politely on why things happen and how things work



# Encourage our girls



- Let's value our girls and not be so quick to compare them with others.
- Manage expectations and cheer them on.



# Get Green & Love Earth



- ❖ Recycle paper in class
- ❖ Bring your own containers to purchase food after school
- ❖ Carry a reusable bag to continue purchases at shops and supermarkets
- ❖ Grow vegetables at home for consumption.
- ❖ Donate items in good condition to Salvation Army or the textile recycling bin

# KINDNESS

## THE ABILITY TO ACT CONSIDERATE AND HUMANE TOWARDS OTHERS

TAKING  
CARE  
OF THE  
ENVIRONMENT



SHOWING CONCERN FOR HOW  
OTHERS FEEL



STANDING UP FOR  
SOMEONE WHO IS  
MISTREATED



- ✓ You can grow
- ✓ You can be kind
- ✓ You are a valued member of  
our school
- ✓ You are all our RGPS Girls!

**You Are Ready to Shine!**

**I promise to do my best**

**Even when things are hard**

**I promise to keep learning**

**And growing every day.**

**I promise to be kind,**

**And be a good friend,**

**So our school will be**

**A happy place for everyone!**

## **The RGPS Girl**

Creative Thinker

Life-long Learner

Value-based Leader





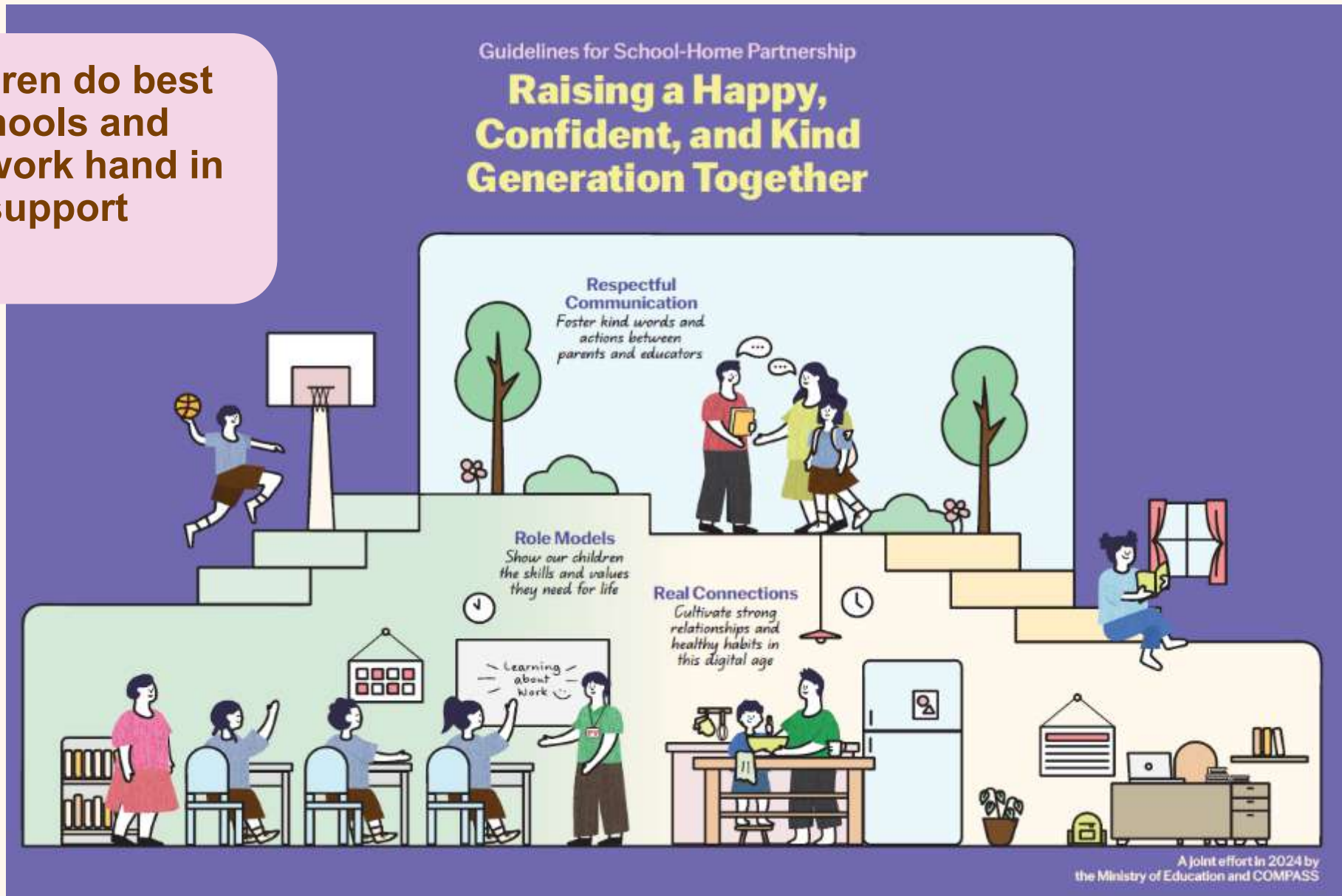
# Our Partnership





# School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.



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

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**



# Respectful Communication

## Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

**Show our children the skills and values they need for life**



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*



# Real Connections

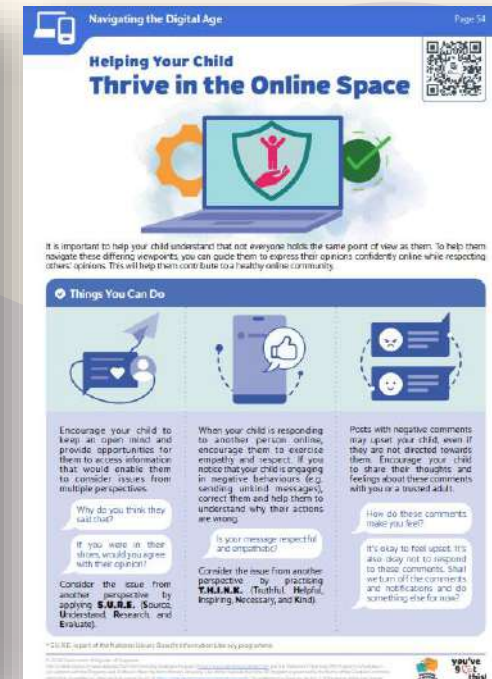
## Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.



# Join Us! **Parent Volunteer Group (PVG)**

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.

RGPS PVG – Raffles Girls'  
Primary School Parent  
Volunteer Group  
<https://rgpspvg.org>

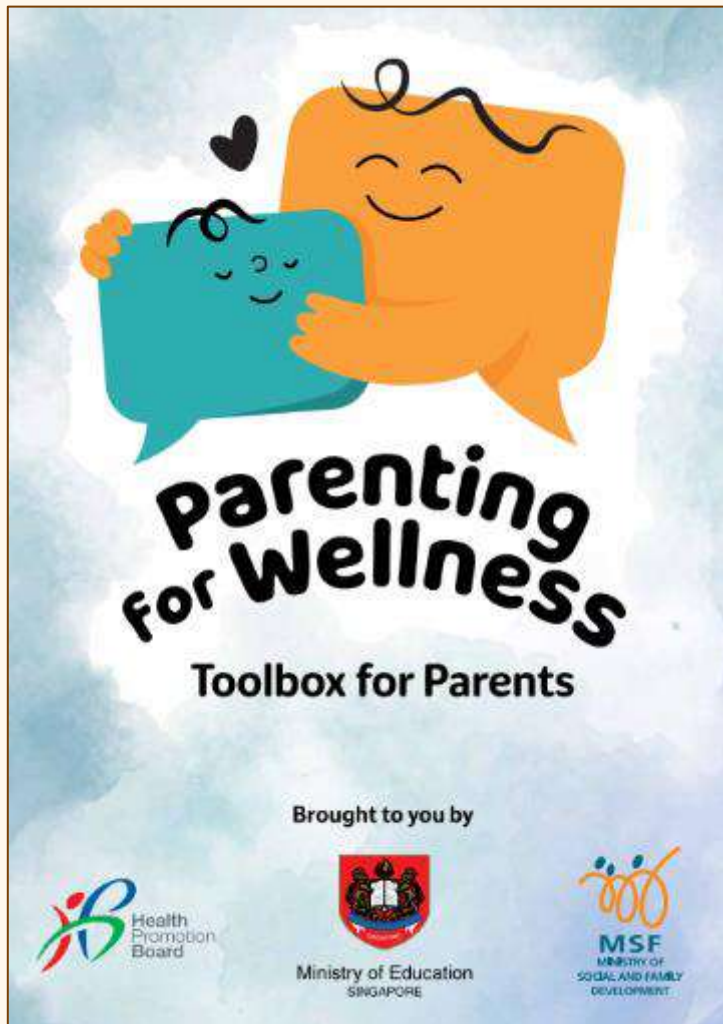
# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.





# Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

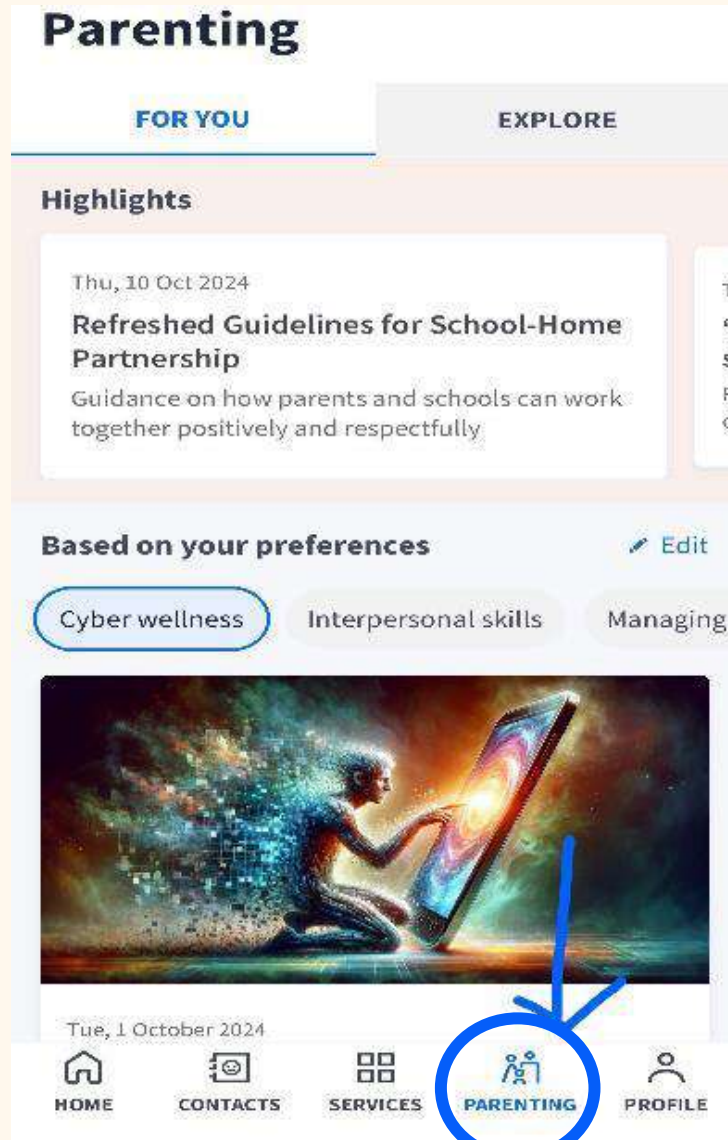




# Check out Parenting Resources on Parents Gateway (PG)

## Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

# Check out more resources from MOE

## Parent Kit



## Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

## MOE Social Media Platforms



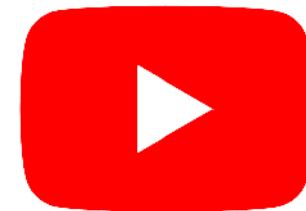
[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



[www.facebook.com/moesingapore](http://www.facebook.com/moesingapore)



[www.instagram.com/moesingapore](http://www.instagram.com/moesingapore)



[www.youtube.com/moespore](http://www.youtube.com/moespore)

# Sg60 & Beyond

## Our Singapore Spirit

To keep Singapore going, we must be a “We-First” society. Because if everyone only thinks about “me”, and puts “me” ahead of “we”, then we are finished. Society will fray, and things will fall apart. But if each of us does our part for the “we” – care, contribute, and look out for one another – then the “me” will thrive and flourish too. Because when the whole is strong, each of us becomes stronger too.

And that is how we strengthen the Singapore Spirit. And so we have to do more to encourage Singaporeans to step forward. To take responsibility for one another. And to shape the character and future of our society.



Source: National Day Rally 2025 | gov.sg





# Traffic Reminders

PG Notification 30 Dec 2025

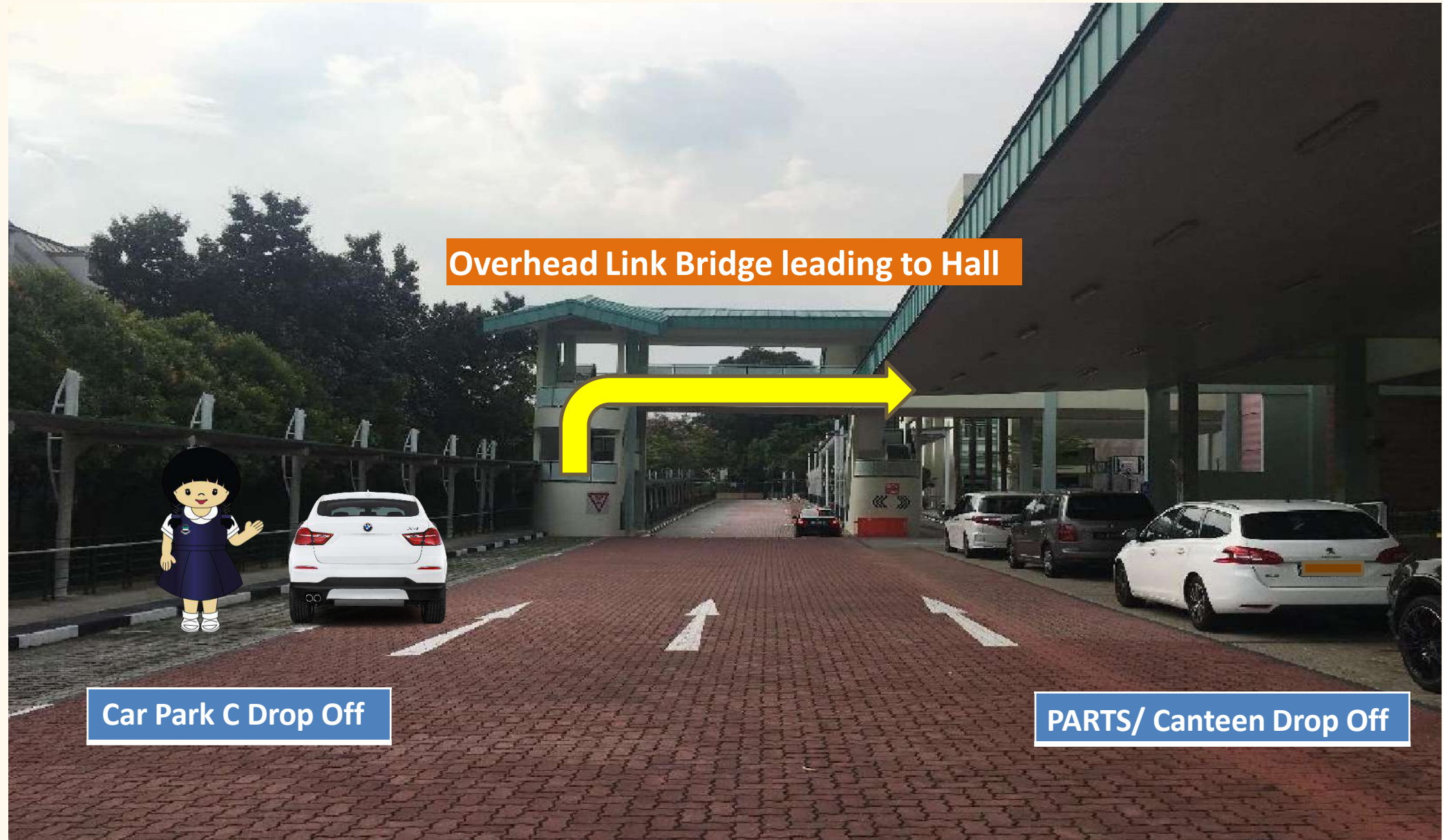
RGPS-LTA and PUB Traffic Advisory

**PARKING REGULATIONS ALONG DUNEARN ROAD & HILLCREST ROAD OF  
RAFFLES GIRLS' PRIMARY SCHOOL**





# ALIGHTING POINTS



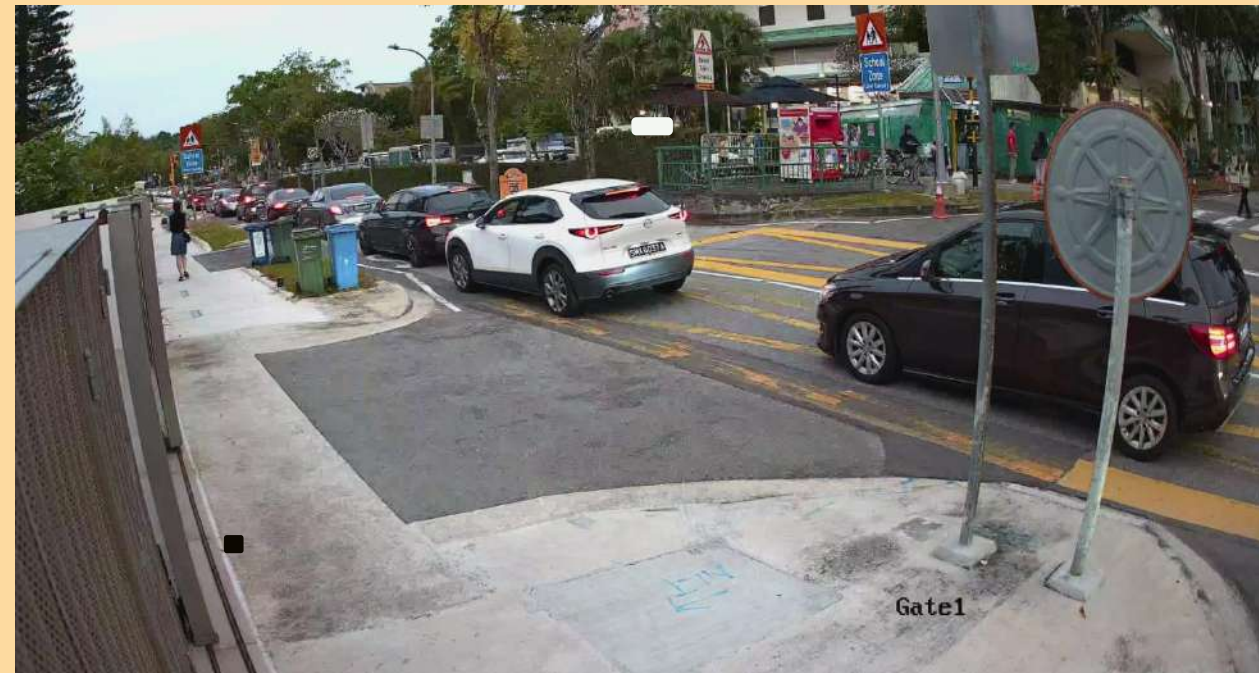


# MORNING DROP OFF





# STOPPING INSIDE YELLOW BOX ROAD MARKINGS





**Let's work in partnership  
together for our girls' wellbeing.  
Thank you & have a wonderful  
2026!**





# Sharing by Assistant Year Head

- ❑ Understanding Mental Health and Well-being
- ❑ Transition from Primary 2 to Primary 3
- ❑ Level Programmes & Activities
- ❑ School-Home Partnership



# Understanding Mental Health and Well-being

## What do you understand by mental health?

1. What comes to your mind when you hear the term 'mental health'?
2. Why do you think mental health is important?
3. Why should we be concerned about our children's mental health?





# What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

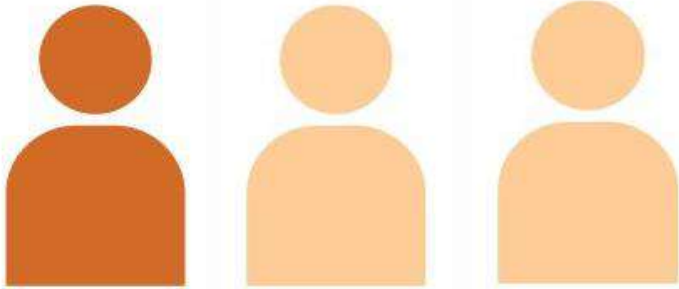


# Did you know?

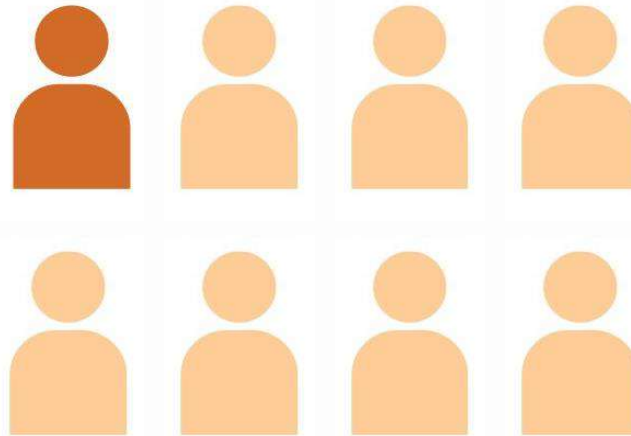


## Singapore Youth Epidemiology and Resilience Study (2023)\*

**1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>**



**1 in 8 youths (12%) had a current mental health condition**



**Common mental health conditions experienced by children and youth include:**



**Generalised Anxiety Disorder**  
(2.75% of those diagnosed)



**Major Depressive Disorder**  
(2.37% of those diagnosed)

*\* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.*

<sup>+</sup> based on self-reporting scores

Graphics Source: Parenting for Wellness Toolbox





# Did you know?



**Tinkle  
Friend**

## Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times,  
2024



# Transition from Primary 2 to Primary 3



# Transition from Primary 2 to Primary 3

Independence

Academics

Pri 2



Pri 3

New teachers  
& friends



## What your child may be experiencing

### 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





## Supporting your child

### 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 believe 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.



# Level Programmes and Activities

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



# Level Programmes and Activities

- Welcome Back to School Programme (Term 1 and Term 3)
- Termly Check-in Surveys and Activities
- Teacher-Student Dialogue Sessions
- CCE-FTGP Lessons/ CCE-MTL Lessons
- Learn & Bond Programme
- R U OK Campaign
- Learning Journeys
- Raffles Fiesta





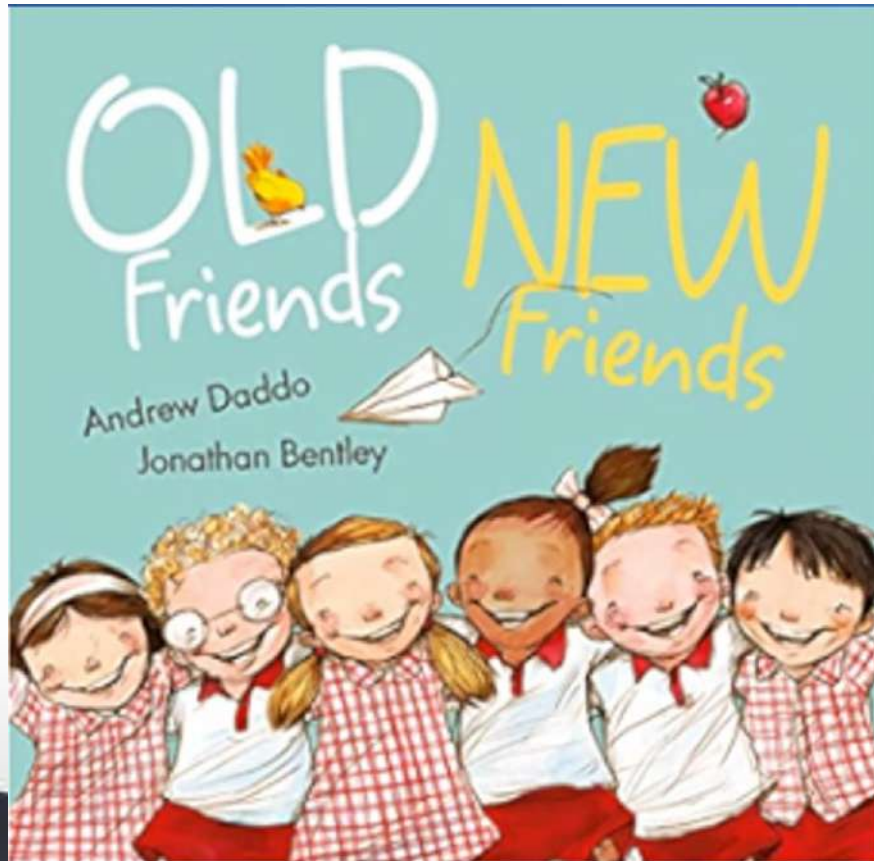
# Student Well-being



WBTS-Term 1



HOW DO YOU  
FEEL ABOUT  
STARTING P3?



WE ALL HAVE DIFFERENT STRENGTHS!

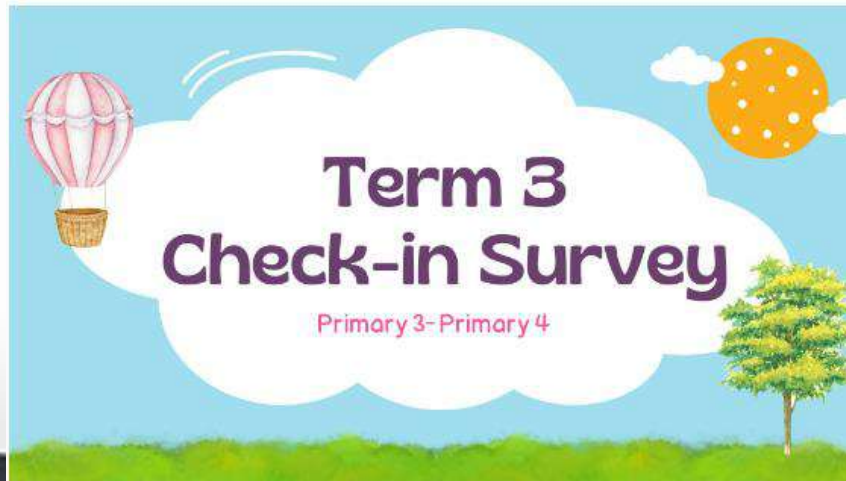
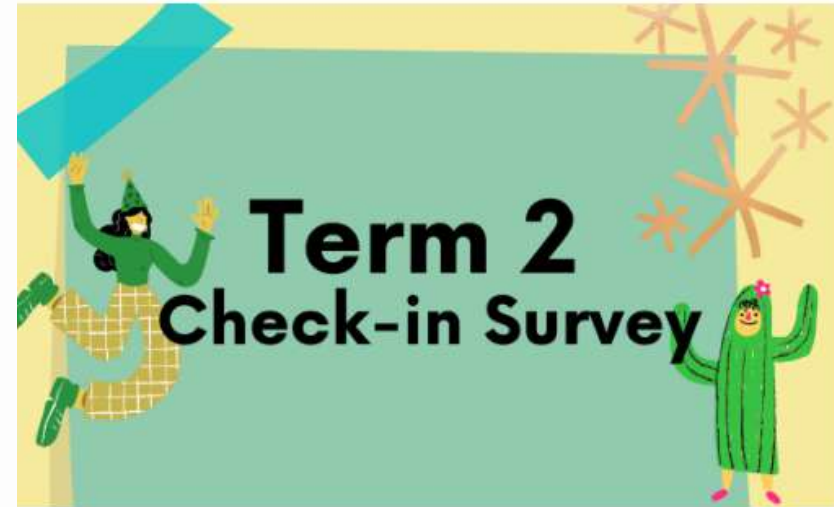


WHEN WE WORK TOGETHER AS A CLASS,  
WE ARE STRONGER!





# Student Well-being





# Student Well-being

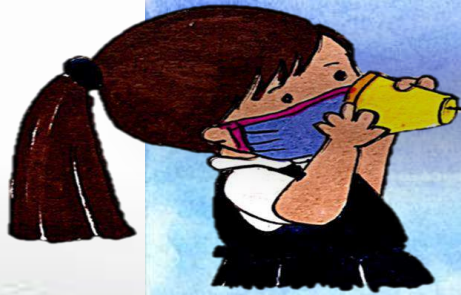
## Teacher-Student Dialogue Sessions





# Student Well-being

## Peer-to-Peer Activities



# SCHOOL-HOME PARTNERSHIP





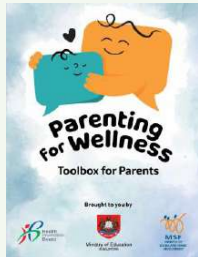
# The Crucial Role of Parents

Your partnership with the school: Supporting your child together.



# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.



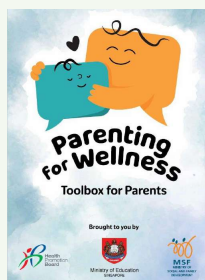
## ARE YOU FEELING TOO MUCH STRESS?

We can **LOOK** out for:

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual



If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



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

Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



**C**alm them down



**H**ear them out



**E**mpathise with their feelings



**E**ncourage them to seek help



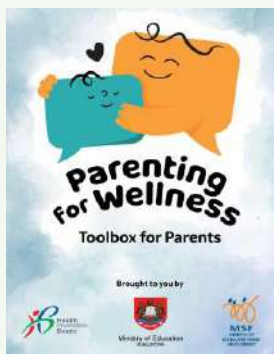
**R**eassure them





# Providing a safe space for conversations

## Tips taken from Parenting For Wellness Toolkit (p.11)



*This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.*

## ✓ Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

## ○ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.  
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?



# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

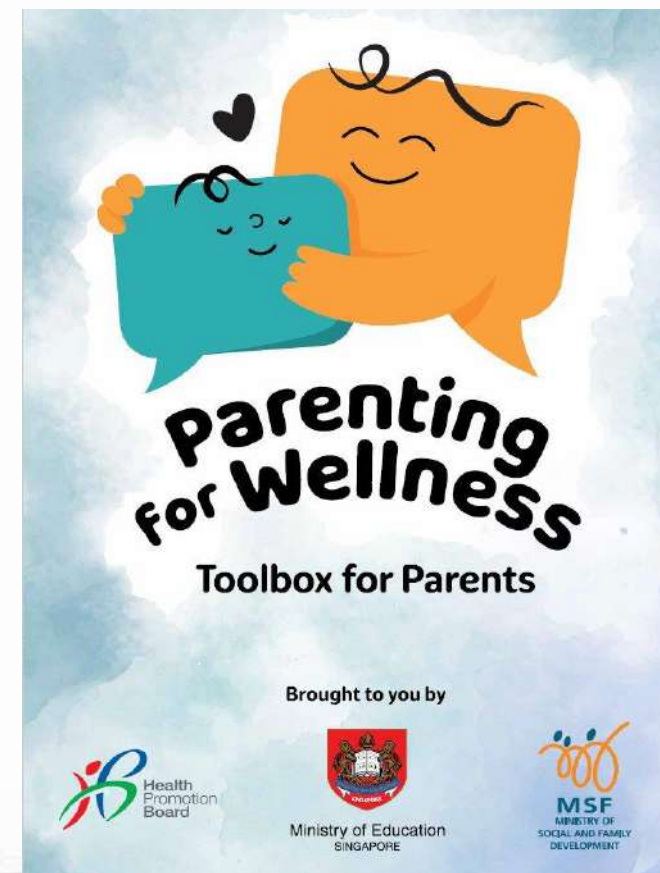


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



# SCHOOL-HOME PARTNERSHIP

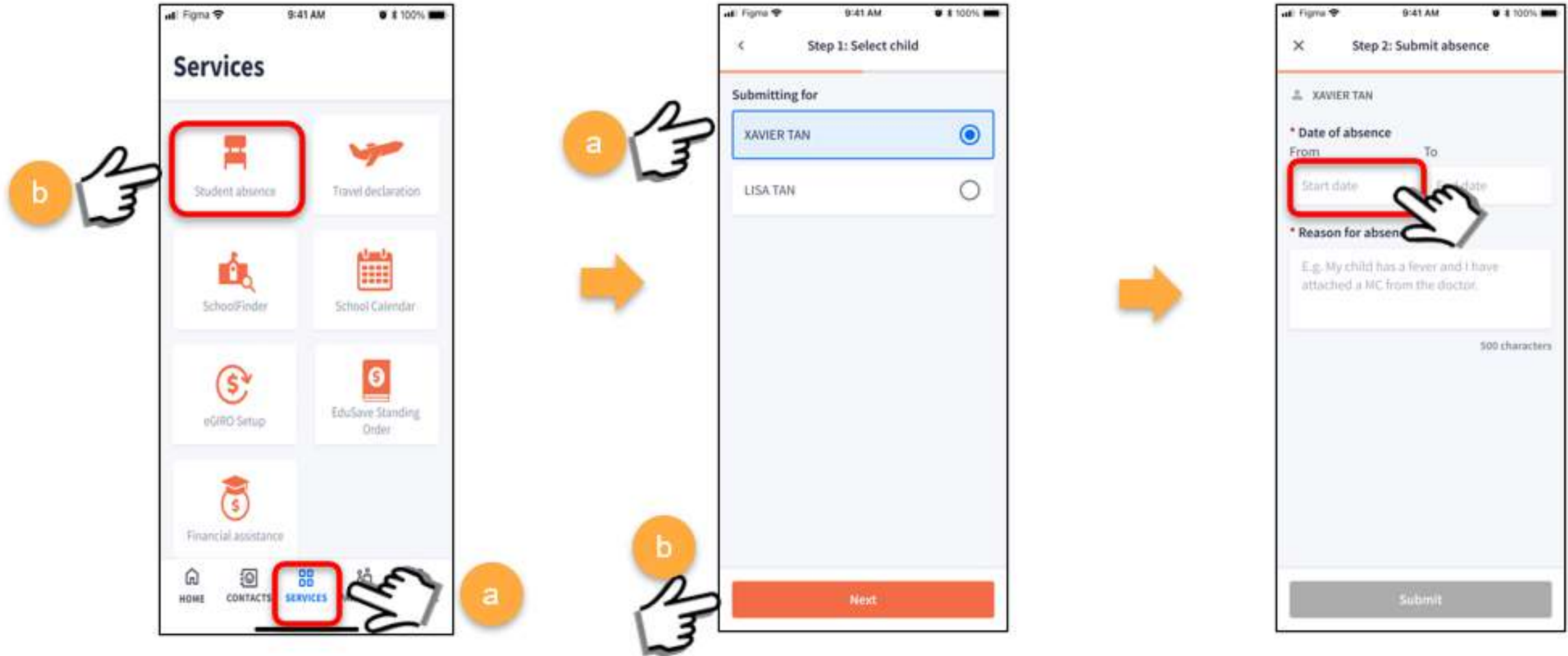
## Parents Gateway

- 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.



# New Feature in PG-SCM

## (for submission of MC or other reasons)



1. a) Go to "SERVICES" tab.  
b) Click on "Student absence"

2. a) Select your child's name  
b) Click on "Next"

3. Click on box to activate calendar for selection of date.

# 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





# RESOURCES FOR PARENTS



# Compilation of Useful Resources

Parenting for Wellness Toolbox for Parents (condensed info)	<a href="https://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="https://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the social-emotional learning of their children.	<a href="https://go.gov.sg/selhome">go.gov.sg/selhome</a>
MOE Parent Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>
Schoolbag article “Next Stop, Primary School: Preparing the Child, and the Parent”	<a href="https://go.gov.sg/prepforprisch">go.gov.sg/prepforprisch</a>

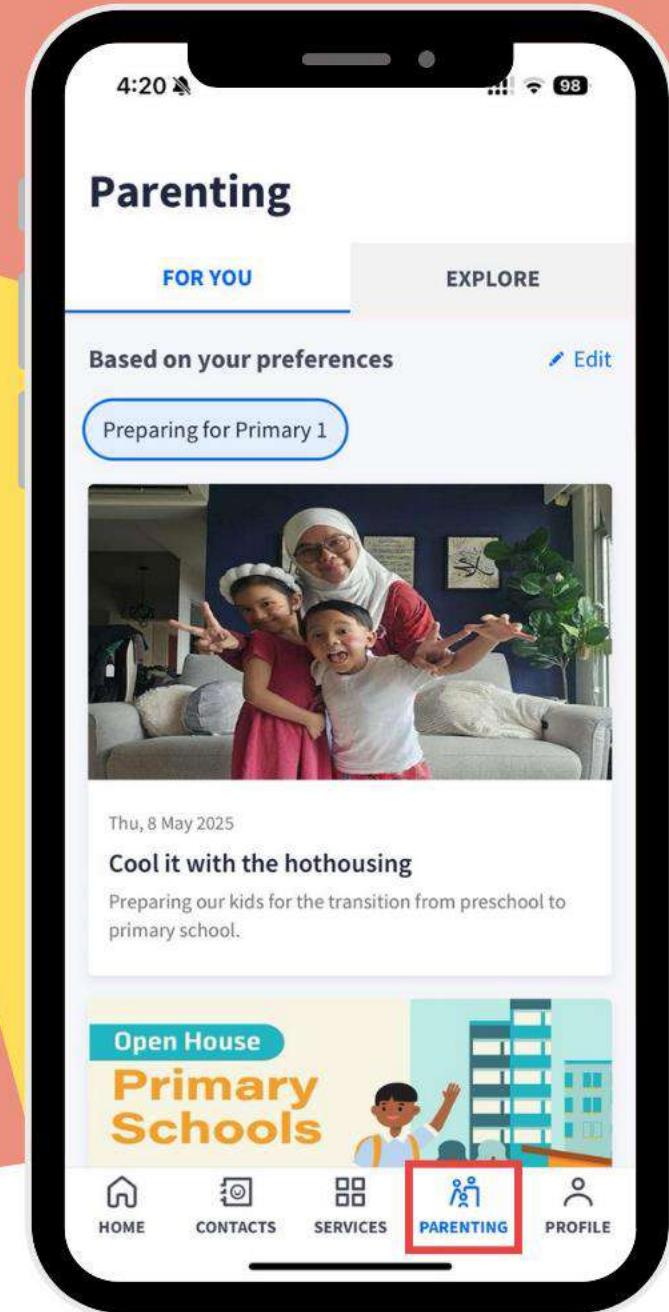




# Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.







# Begin your parenting journey with us

**@parentingwith.moesg**

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.



*Thank  
you*



[tan\\_li\\_peng@schools.gov.sg](mailto:tan_li_peng@schools.gov.sg) (AYH)

[yeo\\_hwei\\_hwei\\_janice@schools.gov.sg](mailto:yeo_hwei_hwei_janice@schools.gov.sg) (YH)





# RGPS CCE Curriculum 2025



## Primary 3



# What Will Your Child Learn in School?

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)\*** lessons and other programmes.

# Primary 3

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

## Strengthening Resilience and Well-being

- Developing resilience

## Strengthening Sense of Self & Purpose

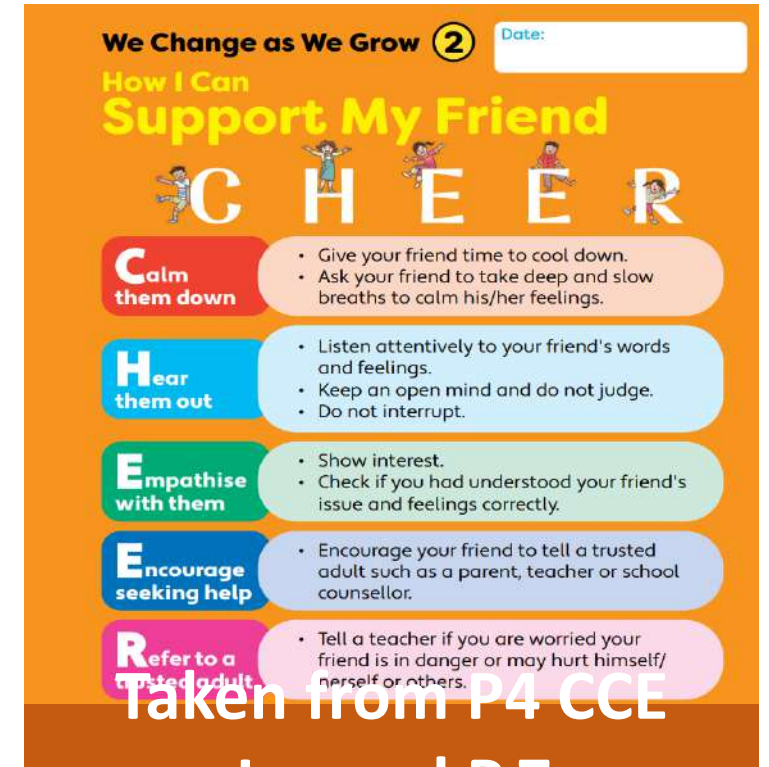
- Developing deeper self-understanding
- Setting meaningful goals

## 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.

# Extending CCE beyond school

## Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal**.

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

## An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



**Family Activities**  
Do we match?

- 1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/ guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent / Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____ _____		

- 2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature



# Kindness in Action (VIA)

## 1. Objectives:

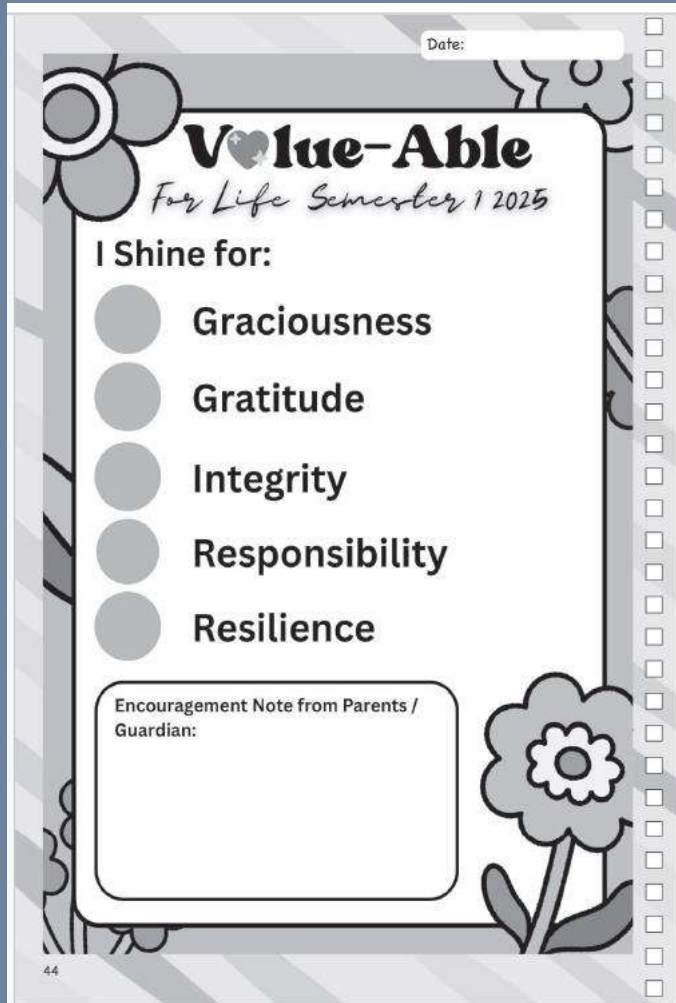
- Teach students that small acts of kindness can positively impact others.
- Encourage students to work collaboratively to create a class commitment to kindness and respect.
- Provide opportunities for students to participate in a class VIA project that emphasizes spreading kindness and fostering positive relationships within their classroom community.

## 2. Term 2, Week 5





# V lue-Able for



The worksheet is titled "Value-Able For Life Semester 1 2025" and features a decorative border with flowers and a spiral binding on the right. It includes a "Date:" field at the top right. The main section is titled "I Shine for:" and lists five values with corresponding radio buttons: Graciousness, Gratitude, Integrity, Responsibility, and Resilience. At the bottom, there is a box for an "Encouragement Note from Parents / Guardian:" and a small flower illustration.

Date: \_\_\_\_\_

**Value-Able**  
*For Life Semester 1 2025*

**I Shine for:**

- ☐ Graciousness
- ☐ Gratitude
- ☐ Integrity
- ☐ Responsibility
- ☐ Resilience

Encouragement Note from Parents / Guardian:

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## Objectives:

- To nurture character development in students by encouraging them to internalize and display the school's core values of responsibility, resilience, integrity, gratitude, and graciousness.
- Fosters a holistic approach to education, emphasizing values both within and beyond the classroom, while engaging students, teachers, and parents in collaborative efforts to affirm and cultivate these virtues.

# THANK YOU

