

Arrangement for 2 Jan 2026

Time	Activities
From 7:00 am to 7:30 am	Parents are allowed to accompany their child to the classroom.
From 7:35 am to 9:00 am	Parenting Workshop titled “ <i>Before IT all happen</i> ” on managing <u>Screen Time</u> for all P1 Parents. Venue will be advised.
From 9:00 am to 9:30 am	P1 Recess at school canteen. Parents are to leave school compound after recess.
At 1:30 pm	Pick up your child at the Gate adjacent to the Polyclinic.





Welcome to Jurong West Primary School



JWPS Website

01

<https://www.jurongwestpri.moe.edu.sg/>



JWPS Facebook

02

<https://www.facebook.com/JurongWestPrimarySchool/>



Parents' Gateway App

03

An initiative by MOE to enable parents with SingPass to interact with schools on administrative matters.

Keeping in
touch with
latest
updates





Jurong West Primary School P1 Orientation

.....

21 November 2025





Our School Vision, Mission & Values





Our School Vision



Learner

Lifelong Learner



Thinker

Critical & Adaptive
Thinker



Leader

Leading self
before others





Our School Mission

To develop ...

01

A Confident Person

Believe in oneself

03

A Concerned Citizen

Others before self

02

An Active Contributor

Always giving
selflessly

04

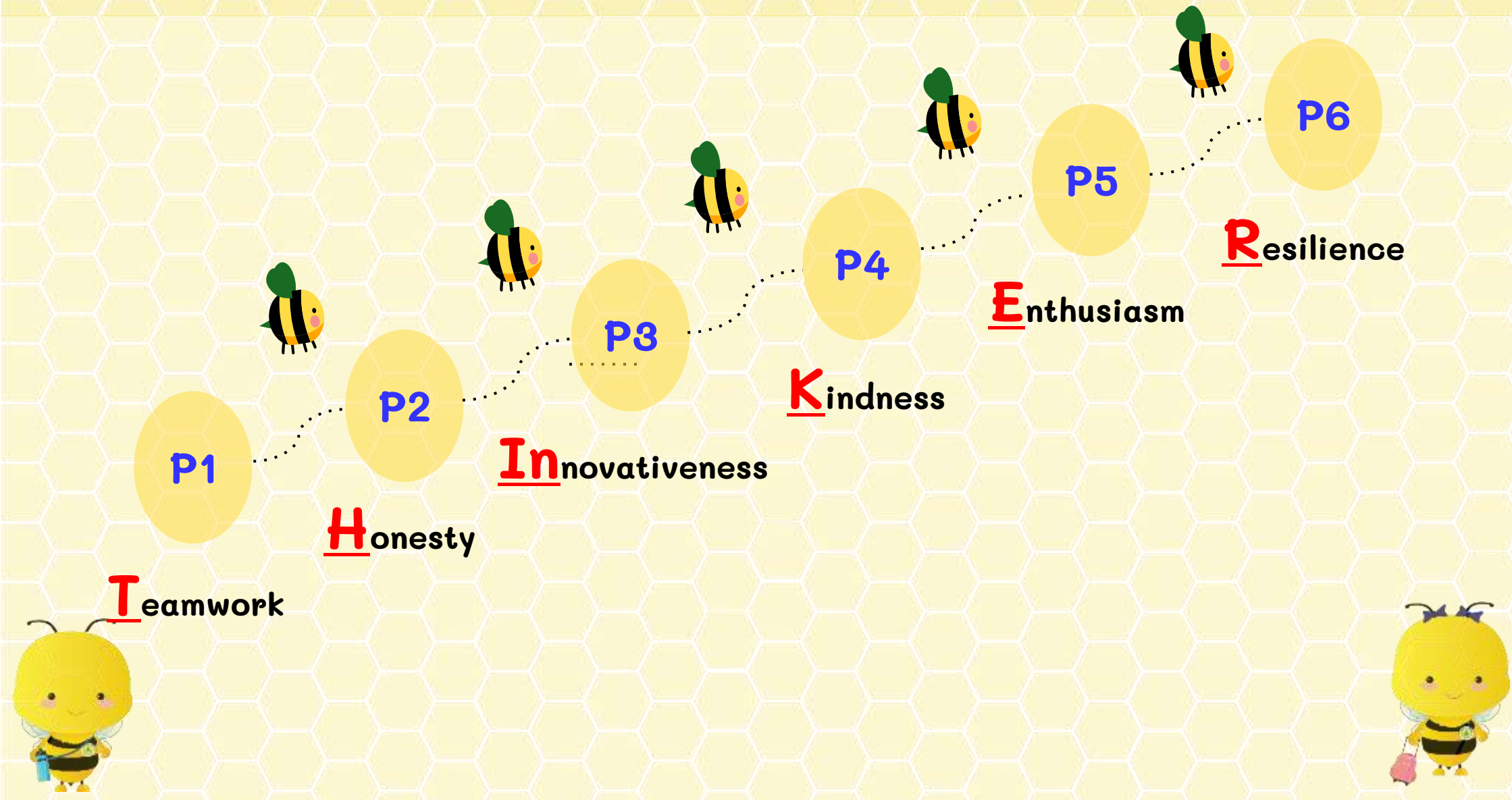
A Conscientious Learner

Love for Learning





Our School Values





02

Our People



Our School Management Team



Mrs Christina Tan
Principal



Ms Tan Wan Kheng
Vice Principal (Academic)



Mdm Patricia Sim
Vice Principal (Academic)



Mr Lim Chin Guan
Vice Principal (Admin)



Ms Rena Tan
School Staff
Developer



Mr Md Irwan
HOD EL



Mdm Radin Anita
HOD Math



Mdm Patricia Goh
HOD Science



Ms Wong Sheau Yun
HOD MTL



Ms Lim Tien Juan
HOD PAM



Ms Wai Lai May
HOD Student
Management



Mdm Nor Hazilah
HOD CCE



Ms Carol
Cheong
HOD ICT



Mr Benson Pang
LH EL



Ms Esther Neo
LH Math



Mrs Seng-Liu
Hong Ping
LH Science



Mdm Pua Chia Wei
SH CL



Mdm Norliah Abdul
Latif
SH ML



Ms Jamie Gu
SH PE & CCA



Ms Tan Chee Keng
SH CCE



Ms Seah Hui Yan
SH ICT



Ms Sharifah Ali
AM



Ms Tan Chiaw Chiet
AM



Mr Chris Ng
OM



Our YHs & AYHs

Lower Primary



Ms Lau Chin Yong
Year Head (Lower)



Ms Tay Siew Hwee
Assistant Year Head
(Lower)

Middle Primary



..... Ms Wen Hui
Year Head (Middle)



Ms Yvonne Chew
Assistant Year Head
(Middle)

Upper Primary



Mrs Tan-Tan Mei Ching
Year Head (Upper)



Ms Emily Lim
Assistant Year Head
(Upper)



P1 Form Teachers

Teamwork 1	Mrs Vasu	Mr Ali
Teamwork 2	Mdm Serene Tan	Mdm Sopianti
Teamwork 3	Mdm Noorwanie	Ms Kelly Tan
Teamwork 4	Mdm Dina	Mdm Irene Francis
Teamwork 5	Mdm Morni	Mdm Yan Bing
Teamwork 6	Mdm Norlia Safi'ee	Ms Fiona Chui

Note: We seek parents' understanding that there is a possibility that the child's form class may change, if the child is identified for support programmes.



Allied Educators



**What is Primary
Education about?**



1

Laying a strong foundation

2

Nurturing holistic individuals and continuous learning

3

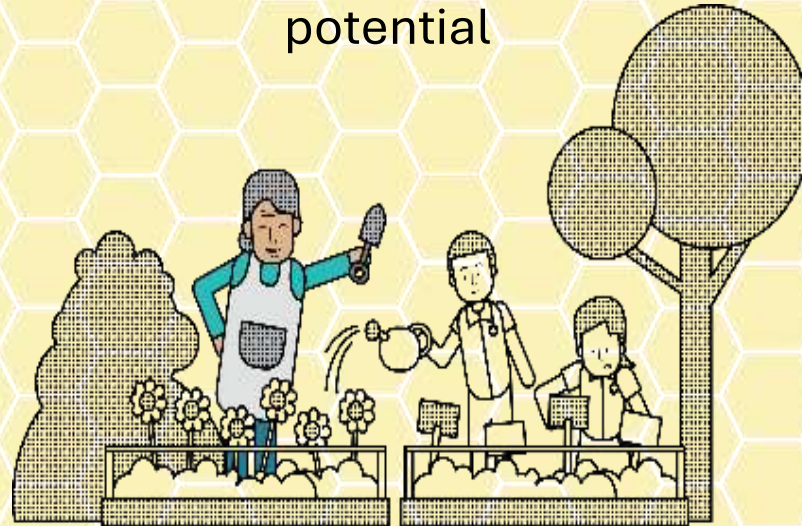
Providing learning opportunities, recognising our children's strengths & developing their potential

4

Preparing our children for the future

5

Providing a safe learning environment to support their well-being



Holistic Development

Prioritising the development of soft skills, including values, social-emotional competencies and self-help skills

Focusing on building learning dispositions for Lifelong Learning, including curiosity, confidence and nurturing the joy of learning

Building strong foundations in literacy and numeracy

Strengthening 21st Century Competencies and Digital Literacy in an age-appropriate manner



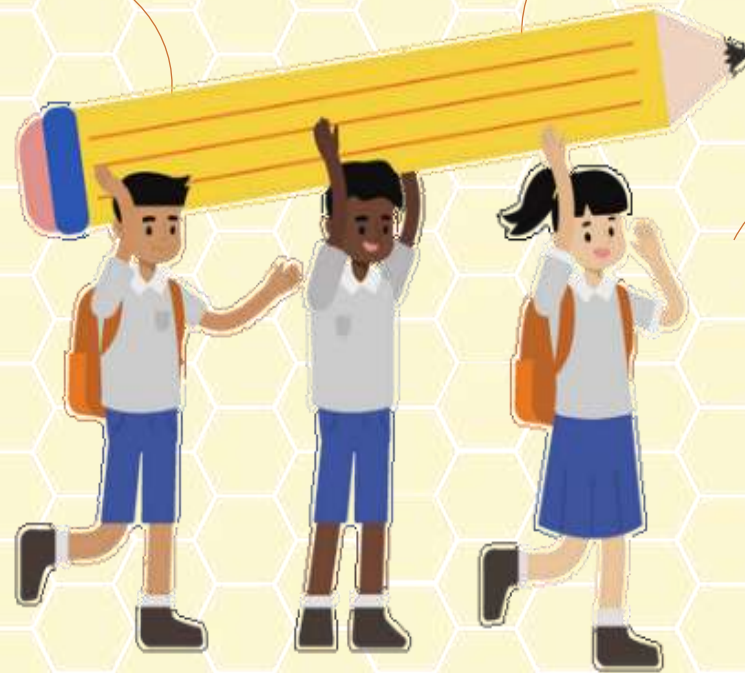
How to Build Strong Foundations

Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

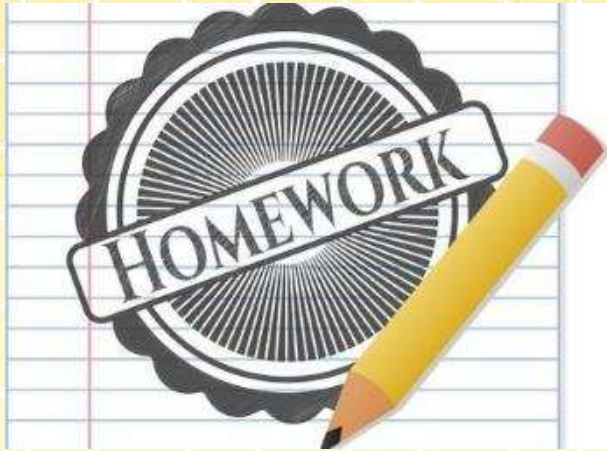
Differentiated support for children with differing learning needs

No examinations and weighted assessments at P1 and P2 to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.



Learning In School & At Home



- Homework Policy is in place to guide parents on the extent of offline and occasional online homework that is given to the students.
- Homework helps teachers to assess students' understanding of their learning so that timely feedback can be given to support their learning.



- Digital Tools used by to support and complement classroom teaching and learning, e.g. Singapore Student Learning Space (SLS)



SLS onboarding information will be shared with parents via PG announcement by school.

What is SLS?

Our national online learning portal with curriculum-aligned resources for students to learn at their own pace and collaboratively.

How and when will P1 students use SLS?

Students will learn with technology progressively, with light use at P1 [after Term 1] in an age-appropriate manner.

SLS homework are occasionally used to reinforce learning.



Building Partnership with the School



Respectful Communication

- Maintain regular communication through official school channels.
 - ✓ Listen to and understand each other's perspectives and concerns regarding each child
 - ✓ Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
 - ✓ Ask the teachers for the best way and time to contact them



How can I
support my child's
learning &
development?

SLEEP SCREEN TIME



Role Models

- Show our children the skills and values they need for life by:
 - ✓ Finding joy in everyday experiences with our children
 - ✓ Instilling confidence by encouraging responsibility and believing in our children's abilities
 - ✓ Modelling good values in words and actions



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

Build strong
bonds through
..... shared
experiences
and
meaningful
conversations

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



SLEEP

THE STRAITS TIMES

May 20, 2024



Minor Issues

More sleep makes for smarter and healthier kids

Research has found that sleep is critical in children's neural development and too little of it can be detrimental



Abel Ang

More than a decade ago, the United States Centers for Disease Control and Prevention declared sleep deprivation a public health epidemic.

In the last 10 years, the situation has only worsened. With the rise of smartphones and addictive apps such as TikTok, Netflix and online games, people are getting less sleep than before.

A 2023 report by the Asia Pacific Sleep Survey, which surveyed Singaporeans as the third most sleep-deprived city in Asia, behind Tokyo and Seoul.

According to it, only one in five people get more than seven hours of sleep daily, and less than one in five respondents sleep through the night.

There is a sleep crisis going on in society and in our learning children.

Sleep research from MIT's Yong Lai Lee School of Medicine Professor Michael Chee and his team found that kids aged between 11 and 16 sleep only an average of 5½ hours a night. Alarmingly, less than one in five kids get the recommended eight hours a night that they need.

While many parents say that sleep is important for their child's development, it would appear that not many are prioritising it.

WHY SLEEP IS IMPORTANT

In the best-selling book *Why We Sleep* (2023), Professor Matthew Walker, the renowned sleep researcher from University of Berkeley in the US, writes that sleep gives people "an abundant concentration of cognitive benefits that service both our bodies and our brains". Specifically for kids, sleep is

critical to their neural development. From birth, infants spend almost all of their time in a sleep state because that is when the brain is undergoing its greatest period of development.

Even though the current understanding of what causes autism is incomplete, Prof Walker believes there is a link between autism and sleep. He points to the irregular sleep patterns of young children diagnosed with autism, and their difficulty in getting enough sleep, as a critical link.

One way to think about sleep in early childhood is that it helps to build up neural capacity and infrastructure that are the foundation of a young brain.

As a child moves into the adolescent years, the neural capacity which was developed needs to be directed and refined for what the adolescent will need to do.

An analogy for sleep in the early years is that it is like building up the CPU – or central processing unit – capacity in the child's brain. The CPU determines the raw power that a computer has for processing digital tasks.

As the child moves into the teenage years, the refinement that happens is to convert some of the CPU capacity into artificial intelligence specialised processing capacity. The mechanical steps for such capacity is GPU.

GPU capacity is similar to CPU capacity but is a processing unit. GPUs are able to handle tasks simultaneously, while CPUs tend to handle tasks one after another.

It does not make sense to build up a good amount of sleep in a child's early years, only to lose out on the following work that takes place during the teenage years.

When teenagers do not get enough sleep, the ability to refine their brains could be affected, preventing them from reaching their full intellectual potential.

According to Prof Walker, "Students with longer total sleep time develop superior IQ, with higher grades having consistently higher IQs. It is as if teenagers more than those who were not to develop lower IQ".

This is an important argument for the importance to have later school start times in Singapore.



Prof Chee has advised his this. His team found that a 45-minute delay in school start time increased time spent in bed by 23 minutes.

In addition, his team found that "students who gained more in sleep enjoy greater improvement in attention, have more trouble staying awake, and show greater reduction in depressive symptoms".

PRIORITY SLEEP

My wife and I have always prioritised the sleep of our kids. In a trade-off between homework and sleep, we would often prioritise sleep, preferring to let the kids go to school with unfatigued homework.

To help the kids fall asleep, we established sleep routines for them in early childhood. The sequence of shower, reading and some chatting in the dark before sleep has been a fixture since they were babies.

Due to my frequent travels overseas, it was my wife who bore the brunt of the task in putting the kids to bed.

The command during it, at the

boys' request, until they were well into their late teens, often staying with them until both had fallen asleep before she left their bedrooms.

By prioritising sleep and following a regular sleep routine, we were able to ensure that the boys got enough sleep.

Years later, it was gratifying to hear one of our sons remark that "one of the best things that you did for us was to get us to sleep early each night".

AVOIDING CAFFEINE

One area of concern, says Prof Walker, is the amount of caffeine that kids are getting today.

Caffeine is the "only addictive substance that we readily give to our children and teens", he writes of the soft drinks and meals laced with it.

My wife and I have been vigilant about the caffeine consumption of our kids. The boys were not allowed to drink or eat anything with the standard would sell into their teenage years.

The vigilance is in part when our older boy, R, got his hands on a bottle of Mountain Dew soda

during a birthday celebration as a young child. He impulsively consumed the bottle of soda early in the evening and did not sleep that whole night.

After that, we became extremely cautious. Tea and coffee were offered to them as beverage options only when they were in their late teens and more capable of regulating their own sleep.

As the kids have grown older, we have made them accountable for managing their own sleep.

There is a saying that if you raise children in the way they should go, they will not depart from the way in their old age.

What we have found is that the habits formed in childhood and youth have endured thus far with our 22-year-old and 19-year-old.

May they always enjoy a good night's sleep.

Kenny Pang

One of my patients, a student, told me recently: "I study at night because I think I focus better. But during the day I am so tired that I can't seem to recall what I studied."

Many parents and educators will be familiar with comments like this. The student, like many young people, had been burning the midnight oil studying because exams were coming up.

Ironically, before that, he had been staying up late gaming for the past few months, neglecting his studies like many young people do.

Sleep is a very basic human fundamental need – especially for growing adults – and yet it is often neglected and not fully understood.

Some believe that sleep is habitual, meaning that we can train ourselves to sleep less, as we may have different sleep requirements, patterns or cycles.

However, studies have shown that sleep is more than a habit. The lack of it – either in terms of quality or quantity – can lead to excessive daytime sleepiness, poor reflexes, poor concentration, mood changes, irritability, depression and other health issues such as high blood pressure, strokes and heart attacks.

It's a common sight – students seated at 24-hour coffee joints late at night with their large drinking mugs, huge headphones playing music, a thick stack on the table as they read intensely and make notes. They are hoping to cram in all the knowledge they can, with an added boost from the liquid stimulant, caffeine. But is this the correct or most efficient method to study?

It is a common misconception that one can sacrifice sleep in order to study into the night and still obtain that top grade. Regular, full sleeping hours are essential for the mind to stay sharp and alert. With consecutive or many nights of little sleep, the brain's mental ability, sharpness and capacity also slows down. Memory is also affected and any recall function decreases due to cognitive impairment.

SLEEP AND MEMORY

Sleep is an active process involving complex interactions with increased metabolic functions and activities within the brain.

There are two main types of sleep – dream sleep (REM, rapid eye movement) and non-dream sleep.

Metabolic brain scans have

June 6, 2024

THE STRAITS TIMES



For youth, is it worth sacrificing sleep for study?

Constant late-night cramming can affect memory and cause cognitive impairment.



ST PHOTO: JIM GUNN

With this prolonged sleep deprivation, the body builds up a sleep debt, and it becomes harder to focus and concentrate. Memory recall is also slowed down; mood is affected, irritability surfaces and productivity reaches a point of diminishing return.

shown that during dream sleep – the deepest form of sleep – brain activity is more intense and active compared with non-dream sleep and in the awake state.

Dream sleep is important in rejuvenation, repair and memory rebuilding of the brain – so the more one dreams, the more refreshed one will be.

A study by NUS-Duke Medical School on over 39,000 undergraduates showed that early morning classes were associated with lower grades and attendance. This can be partly attributed to the fact that some students study late into the night and are unable

to concentrate early in the morning.

In addition, with the advent of social media and gaming, the excess amount of blue-light – the light from screens of digital devices – that our children's eyes and faces are exposed to is phenomenal. The blue-light exposure affects their sleep quality and also stimulates neurons in the brain and might be associated with sleeplessness.

With this prolonged sleep deprivation, the body builds up a sleep debt, and it becomes harder to focus and concentrate. Memory recall is also slowed down; mood

Regular sleeping hours are vital, as the body and brain follow a circadian rhythm that is finely controlled by melatonin and other factors including the stress hormone cortisol, and the happy, feel-good hormone, serotonin.

Dr Kenny Pang is an ear, nose and throat (ENT) specialist at Asia Sleep Centre, a specialised sleep disorder clinic.

is affected, irritability surfaces and productivity reaches a point of diminishing return.

No amount of cramming will help score extra credits and grades when your mental capacity has reached bottom.

Indeed, many of my patients admit that they study late into the night for months on end to complete an assignment, but find that their productivity is affected – and that they inevitably "crash" into sleeping for a whole day, just to play sleep catch-up.

The quantity of sleep that a human requires varies with age. Teenagers need eight to nine hours. For an adult, it is an average of six to seven hours a day.

The sleep hormone melatonin produced in the pineal gland of the brain primarily causes drowsiness and enhances deeper and more natural sleep. It is usually produced at about 11pm at night and peaks at about 1am to 2am, dwindling after that. So it is crucial to sleep during this period to experience enhanced sleep quality.

This means regular sleeping hours are vital, as the body and brain follow a circadian rhythm that is finely controlled by melatonin and other factors including the stress hormone cortisol, and the happy, feel-good hormone, serotonin.

On the extreme side, being too sleep-deprived can lead to the mind going into involuntary "micro-sleep" events. What this means is that the brain does off for a few seconds, for example while driving or operating machinery, which can potentially be fatal.

It would be better to get as much work done as possible, but sleep by midnight and wake up earlier in the morning to continue the task, where productivity is better after a night's sleep.

For youth who are regularly burning the midnight oil and throwing caffeine into the mix, cognitive and mental performance during the exam and the day's task can be severely affected.

Sure, a student might pull the occasional long-nighter close to exam season or specific assignments or work tasks, and be okay. However, recurrent consecutive all-nighters for months on end are not recommended. Don't make it the norm.

Prioritising sleep is of utmost importance for us to function well in the day. The youth need to understand the impact of perpetually sacrificing sleep.

Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media

Parents may not be aware of the online risks

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



SLEEP SCREEN TIME

Source: Singapore Integrated 24-Hour Activity Guidelines for Children & Adolescents (7 to 18 years old) by KKH



Daily Recreational Screen Time:

- Less than 2 hours

Daily recreational screen time of > 2 hours is associated with the negative health effects such as weight gain, poor motor & mental development, & poor psychosocial health



Recommended Hours of Sleep Daily:

- 9 hours (7 to 12 years old)

Achieving the recommended hours of sleep regularly is associated with better attention, learning, behaviour, emotional regulation, mental & physical health

Insufficient sleep increases the risk of obesity, hypertension, diabetes & depression in the long term.



What is Cyber Wellness?

1. **Cyber Wellness is about our students being able to navigate the cyber space safely.**
2. **This is done through our curriculum which aims to**
 - **equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes;**
 - **maintain a positive presence in cyberspace; and**
 - **be safe and responsible users of ICT.**



What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

- Basic online safety rules
 - Talking to only people you know
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting personal information
 - Understand the risks of disclosing personal information

*Character and Citizenship Education(Form Teacher Guidance Period)



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld



What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Cyber Contacts**
 - Understand that the profiles of strangers that we see online may not be their real identities
 - Recognise the dangers of chatting with strangers online
- Parents are strongly encouraged to participate in the “Family Time” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld



How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - Role model good digital habits for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - Have regular conversations with your child to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - Discuss and develop a timetable with your child to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.



Navigating the Digital Age Page 1 of 2

Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:

- Device-free times and places
- Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



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Part of these resources were adapted from the Parenting Strategies Program (https://www.parentingstrategies.gov.sg) and the Partnership Parenting (PP) Program in Australia in consultation with the Program Lead, Professor Helen Hippenheaux, and the Program's Steering Committee. The PP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at: https://creativecommons.org/licenses/by-sa/4.0/. Your attention is drawn to Section 5 of the terms of the said license.

you've got this!

How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations	<ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.
Role modelling respectful conversations	<ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions.
Have regular and open conversations	<ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online.

Set expectations before meals

Consistency

Role-Model Desired Behaviours

Establish a routine

Engage in Conversations

Nurture & Encourage



THE STRAITS TIMES
July 29, 2024

Eating out with kids

Goodbye devices, hello happy meals

It is possible to keep children occupied at mealtimes sans devices – here are some tips from parents and experts

CHILDREN UNDER 18 MONTHS OLD

- Discourage any screen use unless it is for interactive video chatting. Reduce background screen use.

CHILDREN BETWEEN 18 MONTHS AND SIX YEARS OLD

- Less passive screen use is recommended, and this should be balanced with active, interactive and educational screen use. Total screen use should be limited to less than one hour a day.
- Watch media with children where possible. Talk to them about what they are viewing to keep them actively engaged.
- Carefully choose educational content for children and ensure that the content is age-appropriate.
- Avoid harmful content such as those that contain references to violence, sexual behaviour, suicide, self-harm, or cyberbullying.
- Avoid screen use during meals and one hour before bedtime.

CHILDREN BETWEEN SEVEN AND 12 YEARS OLD

- Develop a screen-use plan or timetable for the family to help achieve a balance between screen use and other activities, such as family bonding, homework and exercise.
- Have regular conversations with children to find out what they are doing online.
- Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online.
- Consider using parental control settings to monitor and ensure children access age-appropriate content.

Elsha Tushara

THE STRAITS TIMES
July 29, 2024

Eating out with kids

Setting expectations and being a role model

Here are some tips from parents and experts

WHY IT MATTERS

It is easier said than done to get children to eat without distractions. But if you can get them to eat without distractions, it can help them develop healthy eating habits.

1. Set expectations

Before you go to a restaurant, talk to your children about the rules. Let them know that they need to sit at the table and eat without distractions. This will help them understand the importance of eating without distractions.

2. Be a role model

Children learn by example. If you are eating without distractions, they will learn to do the same. If you are eating with distractions, they will learn to do the same.

3. Engage in conversations

Children love to talk. Engage them in conversations about the food they are eating. Ask them questions about the food and their preferences. This will help them stay engaged and focused on the meal.

4. Offer choices

Give your children choices when it comes to food. Let them choose between different options. This will help them feel more in control and engaged with the meal.

5. Keep the atmosphere positive

Make the mealtime a fun and enjoyable experience. Avoid arguments and negative comments. Focus on the positive aspects of the meal and the time spent together.

6. Be consistent

Stick to the rules you set. Consistency is key. If you are inconsistent, your children will learn that the rules are not important. Stick to the rules every time you eat out.

7. Offer rewards

Give your children a reward when they follow the rules. This could be a small treat or a special privilege. This will help them understand the importance of following the rules.

8. Be patient

It takes time to teach children to eat without distractions. Be patient and consistent. You will see progress over time.

9. Offer alternatives

If your child is not interested in the food, offer them an alternative. This could be a different dish or a different part of the meal. This will help them stay engaged and focused on the meal.

10. Be a role model

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Stick to the rules you set. Consistency is key. If you are inconsistent, your children will learn that the rules are not important. Stick to the rules every time you eat out.

7. Offer rewards

Give your children a reward when they follow the rules. This could be a small treat or a special privilege. This will help them understand the importance of following the rules.

8. Be patient

It takes time to teach children to eat without distractions. Be patient and consistent. You will see progress over time.

9. Offer alternatives

If your child is not interested in the food, offer them an alternative. This could be a different dish or a different part of the meal. This will help them stay engaged and focused on the meal.

10. Be a role model

Children learn by example. If you are eating without distractions, they will learn to do the same. If you are eating with distractions, they will learn to do the same.

Parents' Role in Homework Matters

- Check your child's Handbook

.....

- Check your child's Homework File



Preparing your child for school



Preparing your child for school

New Teachers & Friends



**TRANSITION TO
PRIMARY 1**



New Routines



New Learning Environment



Preparing your child for school

Meet new people on their own

- ✓ Interacting with new teachers and classmates
- ask for permission
- control their emotions and throw a tantrum



Preparing your child for school

New learning environment

- ✓ Adjusting to a larger environment
- ✓ Taking the initiative to ask for help
- ✓ Reach out to teachers and peers
- ✓ Developing coping skills to manage stress and challenges of being in a new environment



Preparing your child for school

New routines

- ✓ Adapting to longer school hours and new routines
- ✓ Learning to be more independent and responsible
 - go to the toilet
 - buy food



Preparing your child for school

- **Support**

- your child and encourage them to overcome challenges with your care

- **Affirm**

- your child by recognising small successes and praising their efforts

.....

- **Familiarise**

- your child with new routines gradually and share your experiences in primary school

- **Empathise**

- with and acknowledge your child's feelings



Preparing your child for school

Help your child to
enjoy the journey
by developing
these skills:

01

Relating
well
to others

02

Developing
good habits

03

Nurturing
positive
learning
attitudes

04

Encouraging
them to
learn
from their
mistakes



Preparing your child for school

Relating well
WITH OTHERS



RELATING WELL WITH OTHERS

Modelling the use of friendly and polite phrases



“May I please...” ..

“Hi! My name is...What is your name?”

“Could you help me with...”



Providing opportunities for your child to share and take turns during playtime with other children



Preparing your child for school

Developing
GOOD HABITS



GOOD HABITS



Be independent

- Ask for permission & seek help when needed



- Clean themselves after using the toilet;
Wash hands

.....



- Take their temperature using a thermometer



- Buy food at the canteen; Make healthy food choices



GOOD HABITS

Be independent — attire & appearance

- ✿ Students are to put on the prescribed uniforms. Modification to the school uniform is not allowed.
- ✿ Students are expected to have their name tags ironed/sewn on the school uniform, above the school crest.
- ✿ Jewellery/ Ornaments/ Accessories
 - 1 pair of small and simple ear-studs for girls only
 - Black/Dark blue hair accessories are permitted.



GOOD HABITS

Pack their own school bag



- Guide your child with simple questions when packing their bag.

“What are some items you will need?”

I will need my pencil case, school diary, hand sanitiser, water bottle...



Tomorrow I have English lessons, I should bring my exercise book...



**“What lessons do you have tomorrow?
What books do you need for these lessons?”**



GOOD HABITS

Pack their own school bag

- Items to bring to school everyday



- ✓ Water bottle

- ✓ Student Handbook (to be distributed on 1st day of school)



- ✓ Pencil case (with at least 3 pencils sharpened, an eraser and a ruler)



- ✓ A suitable storybook for silent reading



- ✓ File/ folder for keeping homework and letters



GOOD HABITS

Pack their own school bag

- All essential learning items will be collected on the first few days of school. Please refer to the list in Parents Gateway.
- Pack items according to Class Timetable
- Discourage the use of trolley bag



GOOD HABITS

Pack their own school bag

- Ensure your child's belongings are labelled with a permanent marker/ waterproof sticker

- ✓ All Learning materials

- ✓ Water bottle

- ✓ Food containers (box and lid)

- ✓ Wallet



- Before Writing/Fixing their name, remove any plastic wrap



Preparing your child for school

Nurturing

POSITIVE ATTITUDES



Nurturing POSITIVE ATTITUDES

Encourage your child to:



Ask questions about their experiences and their observations on the world around them



Reflect on learning experiences, learn from mistakes and try ways to do something better



Persevere even when faced with challenges



Nurturing POSITIVE ATTITUDES

- ✓ Attends school regularly and punctually
- ✓ Follows instructions
- ✓ Is ready for lessons
- ✓ Takes pride in his/her work
- ✓ Works on his/her own
- ✓ Works well in groups
- ✓ Participates actively in discussions
- ✓ Is enthusiastic about learning new things
- ✓ Does not give up easily
- ✓ Acts on feedback to improve performance



Be a HERO



Here
Everyday
Ready
On Time



School Hours

7:30 am to 1:30 pm

.....



Be Punctual for School

- All students are to be in school by 7:30am
- Help your child get used to regular wake-up and bedtime schedules before school starts.



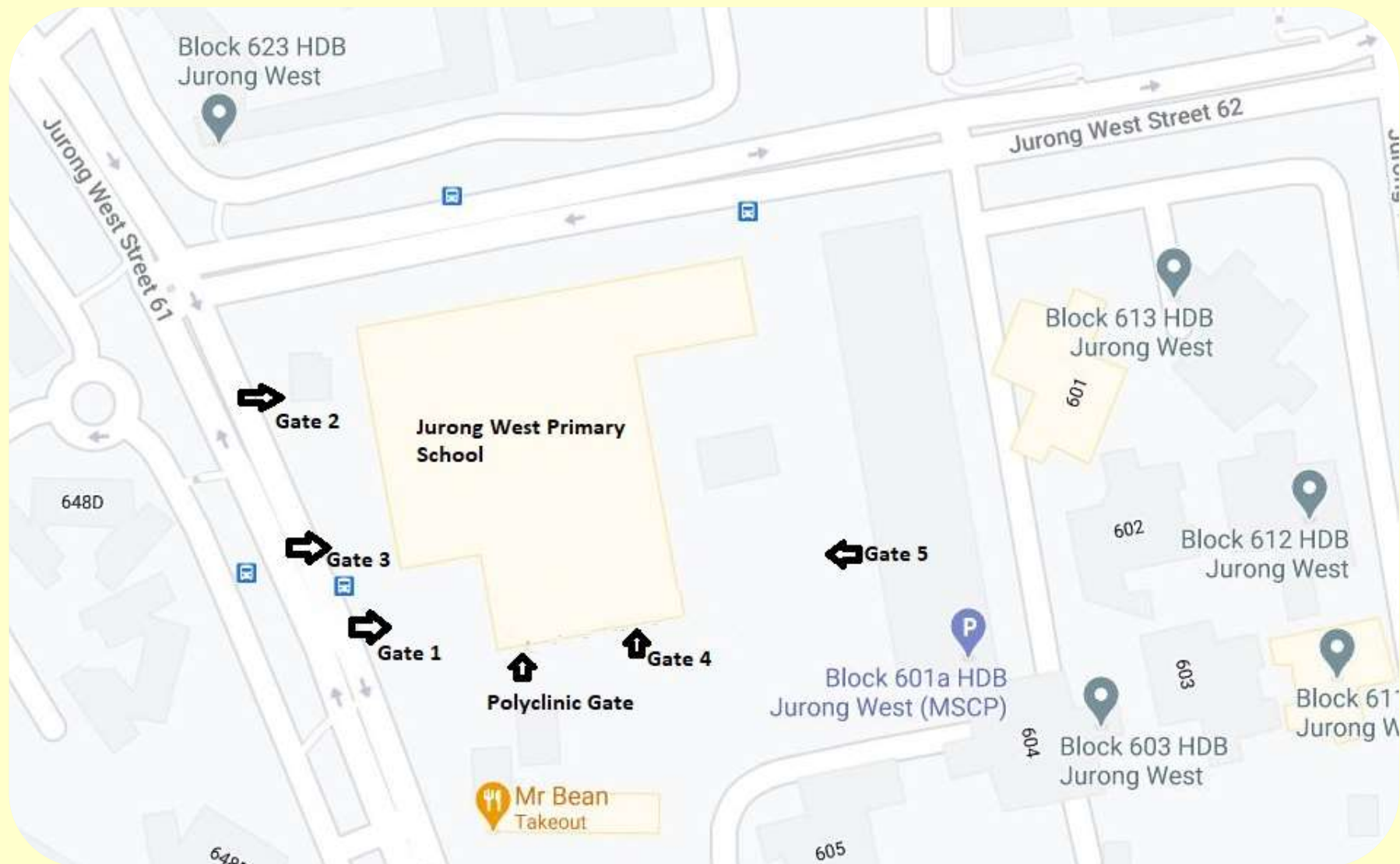
Attendance in School

- Attend school regularly.
- Avoid going on vacation during term time.
- In the event that your child is absent from school, your child must submit the relevant documents to his form teacher upon his return to school.

E.g. Medical Certificates



Coming to School



Walking to School

- Not sheltered
- In operation in the morning during good weather



Gate 2
(opens at 7:00am)



Gate 4
(opens at 7:00 am)



Side Gate 3
(opens at 7:00am)



Gate 1
(opens at 6:30am)

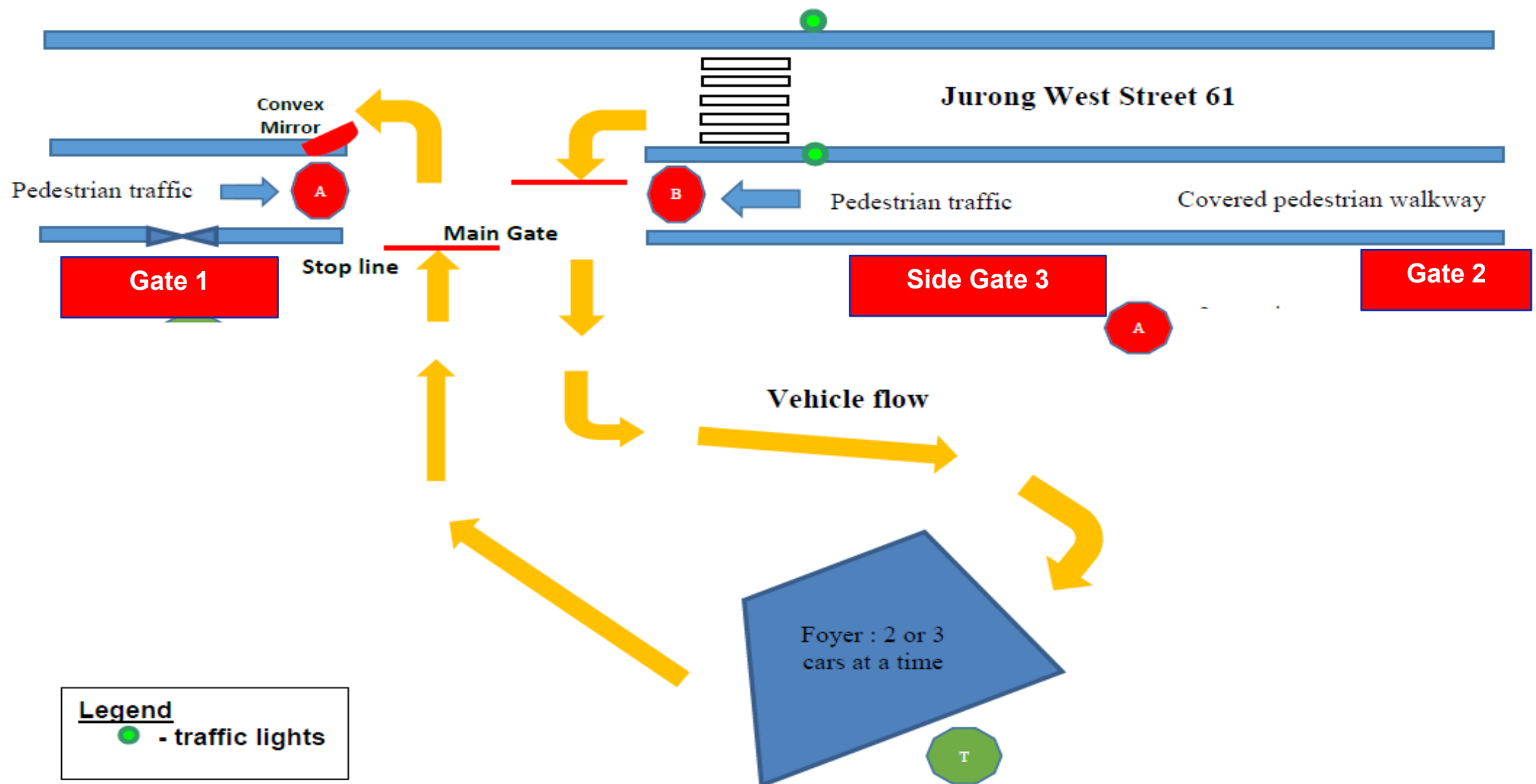


Driving to School

- ✿ You may drive into the school to drop off your child.
- ✿ Do not park along the main road.
- ✿ Gantry closes at 7:30am.



Driving to School



Recess

9:00 am to 9:30 am



Recess



Form teachers will be assisting the students

- **closely guide them in learning key routines**
- **monitor how fast and well the students adapt to the new environment**
- **build rapport with your child**



Snack Break (optional)

- About 12 noon
- Eat as lesson continues
- Bring healthy food suitable for 5 min break
- Tidbits are not allowed
- Pack food in container
- Bring wet tissue to wipe fingers



School Dismissal

Please fetch your child punctually from the gate at 1:30pm.

Polyclinic Gate



School Dismissal

To facilitate dismissal, please help to pin the name badge from school bus vendor or the respective student care centres on the students' bag for 2 weeks.

Venues:

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- Car porch
- Pavilions
- Basketball court
- Canteen



Support for the Students



MOE Financial Assistance Scheme (FAS)

- MOE provides financial assistance to needy Singaporean students in Government and Government-Aided schools.
- Application form is available from the General Office.
- For parents applying for FAS, please do not make any purchases from the school vendors before you are advised on the application outcome.



Frequently Asked Questions



Frequently Asked Questions

Are students allowed to wear SMART watches?

-After school for communication with parents

.....

Is there CCA selection in P1?

-Term 4 (Primary 2)



“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.”

—Jane D. Hull





THANK YOU

