

Future-ready Leaders with the Heart for Others

PARENT-TEACHER MEETING 1

Primary 2
30 January 2026



AGENDA

②

**Expectations and
Routines**

①

**Form and Co-Form
Teachers**

③

**School's Focus and
Key Outcomes**

④

**Programmes
and Highlights of the
Year**

⑤

Partnering with You

Respectful Communication between Teachers and Parents



Understand each other's perspectives and concerns regarding each child.



Communicate kindly using official channels (*refer to list on the next slide*).



Communicate during working hours.
We may not be able to respond immediately, but we will respond as soon as we can.



Communication Channels

Parent to School & School to Parent

CLASSDOJO

One of the platforms for communication between subject teachers and parents.

For:

- Daily reminders
- Clarification of matters
- Sharing of updates of child

STUDENT ORGANISER / EMAIL / PHONE CALL*



***NOTE:** Teachers will use the school phone to share updates instead of personal mobile phones.

School to Parent

PUNGGOL GREEN PRIMARY SCHOOL'S WEBSITE

Website:

punggolgreenpri.moe.edu.sg/

Phone Number: 65383011

For:

- Termly newsletters
- Consent forms
- Latest updates on school matters
 - Travel declaration
 - Reasons for Absence (Medical Certificate/Letters)

PARENTS GATEWAY



Expectations and Routines



FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

School Curriculum Hours

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	7.25 a.m.				
Dismissal	1.30 p.m. (for Primary 1 and 2) 1.40 p.m. (for Primary 3 to 6)				12.40 p.m.
After School Programme	CCA Session 1 (2.15 - 4.15 p.m.) Session 2 (3.45 - 5.45 p.m.)	Supplementary/ Remedial Slot 1 (2.15 - 3 p.m.) Slot 2 (3 - 3.45 p.m.)	N/A	Supplementary/ Remedial Slot 1 (2.15 - 3 p.m.) Slot 2 (3 - 3.45 p.m.) CCA (3.45 - 5.45 p.m.)	HMTL

School Expectations and Routines



Regular Attendance

- All absence from school must be accompanied by a medical certificate or parent letter.
- Students are encouraged **not** to plan overseas trips for family vacations during school terms.

Punctuality

- Students will be considered as late if they report to school after 7.30 a.m.
- Students should report to school on time to participate in pre-assembly activities planned for them.

Pre-Assembly Activities (7.20a.m. onwards)

- [Mon & Fri] Students will report to the School Hall.
- [Tues – Thurs] Students will report to the classrooms.
- Students should bring a story book (Mon to Wed – EL book, Thurs to Fri – MT book) for silent reading every day.

A Few Reminders...

Prescribed uniform must worn to school at all times. This includes;

- School socks
- Black canvas shoes (all black)

Name tags on the school shirt should be positioned slightly above the school crest.



Carrying handphones and smart watches in school must be accompanied by an online request by the parent. (Link sent through PG). Cycling to school must be accompanied by a signed consent form.

No jewellery of any form and/or fancy watch are to be worn by students.

- For more details, please refer to the Student Handbook (Pg 7 to 14).

Smartphone and/or Smartwatch Policy

To minimise distractions during school hours, students are **strongly discouraged** from bringing smartphones and/or smartwatches to school.

Students are **not allowed to use** smartphones or smartwatches during school hours, including recess, CCA sessions, and after-school programmes (e.g. remedial or enrichment lessons).

All devices must remain in your child's school bag until the end of school hours or after-school programmes. Student can take out the device to contact parents after passing the school guards' areas.

In case of misuse, the mobile phone may be confiscated and will only be returned in your presence. Please also note that the school is not responsible for any loss of smartphones and/or smartwatches. Should you need to contact your child for urgent matters, you may call the school's General Office at **+65 6538 3011**.



Class Rules and Expectations

Class Rules

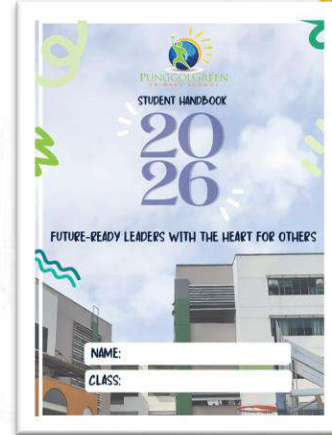
- Raise your hand and wait for your turn if you wish to share your response or ask a question.
- Be kind, courteous and helpful.
- Be the best that we can be – *It is okay not to know; It is not okay not to try.*



Class Rules and Expectations

Expectations

- Students should bring the Student Handbook daily.
- Students should take responsibility for their learning.
- A safe, respectful and inclusive classroom environment is built by everyone.
- Homework given should be completed by the next day unless otherwise stated, aligning to our school's Homework Policy.



Homework Policy @ PGPS

Scan to read in detail



Rationale and Intent of Homework

- Meaningful and relevant homework assignment forms an integral part of students' learning process as **homework allows students to deepen their understanding and facilitates better retention of learning** through:
 - ✓ Practising skills acquired
 - ✓ Reinforcing concepts taught
 - ✓ Applying knowledge learnt
- Homework provides students with the opportunity to **learn beyond the classroom and nurtures greater self-discipline, time management and self-directedness in learning.**
- Allows teachers to **effectively identify students' learning gaps** so that appropriate intervention and support can be provided to enhance students' learning.
- Through homework submissions, **teachers can formatively assess students' learning progress and share timely feedback** with parents so that you can be more involved in your child's learning.

Developing Self-Directed Learners

Responsibilities of Students

Students should be self-directed and take ownership of their own learning by:

- **Exercising personal responsibility** in recording their daily assignments (including deadlines) in their Student Handbook.
- **Seeking clarifications** if they are unclear with any assignment task or instructions.
- **Taking pride** in completing their assignments, ensuring that they put in their best effort to produce quality work for submission.
- **Exercising self-discipline** in submitting all assignments (including corrections) on time.

School-Home Partnership

Parents' Role

With strong **School-Home Partnership**, parents can work closely with your child's form and subject teachers, to play an active role in **supporting your child's learning** through:

- **Checking your child's Student Handbook** and supervising them in their homework completion.
- **Providing a conducive environment at home** (i.e. having a quiet study area that is well-lit and free from distractions) for your child to revise and complete their assigned homework.
- **Establishing daily routines with your child** to work on their assigned homework for the day, while ensuring that there is ample rest and play time set aside for their well-being.
- **Guiding your child** when they face difficulties in completing their assignments and encouraging them to make an attempt to do the assignment even if they find them challenging.

School's Focus and Key Outcomes



Student Outcomes

SELF-DIRECTED LEARNERS

- Have a lively curiosity about things
- Take responsibility for their own learning
- Take pride in their work
- Have healthy habits and an awareness of the arts

CONFIDENT LEADERS

- Know their strengths and areas for growth
- Think for themselves
- Express themselves confidently
- Know right from wrong and choose to do what is right

INNOVATIVE COLLABORATORS

- Are creative and inventive
- Exercise initiative
- Work effectively in teams
- Strive for excellence to achieve a common goal despite challenges

CARING CITIZENS

- Know and love Singapore
- Empathize and share with others
- Care for others and the environment
- Take action to improve the lives of others

S.T.R.I.V.E. Values



Self-Discipline

Integrity

Teamwork

Valour

Responsibility

Empathy

S.T.R.I.V.E. Values

Values	Tagline	Desired Behaviour (I will...)
Self-Discipline	Choose to do what is right	<ul style="list-style-type: none"> Set personal goals and work hard towards achieving them Think before I act and manage my own behavior Abide by the school rules Adopt healthy habits
Teamwork	Work collaboratively with others to achieve a common goal	<ul style="list-style-type: none"> Participate and contribute actively to the team Encourage and motivate others Listen and respect the opinions of others Work and play with peers regardless of background (race/religion/language etc)
Responsibility	Take ownership of my own learning and my actions	<ul style="list-style-type: none"> Remain curious and be self-motivated to learn Carry out work/duties given with diligence and complete them on time Take pride in producing good work Own up when I make mistakes and be willing to accept the consequences
Integrity	Be honest even when no one is watching	<ul style="list-style-type: none"> Be honest in words and deeds Lead by example Uphold the good name of the school Keep to my words and promises
Valour	Show courage even in the face of challenges	<ul style="list-style-type: none"> Show confidence in my own ability Embrace challenges Stand up for what is right Dare to try new learning experiences
Empathy	Seek to understand and show care for others	<ul style="list-style-type: none"> Be mindful of others' feelings Help others in need Show respect to teachers and be courteous to others Look after the class, school and the environment

Learning Dispositions

Learning Disposition	Description	Behavioural Descriptors
Curiosity and Self-Directedness	I am interested to learn and motivated to find out more.	<ul style="list-style-type: none">• Stays focused during lesson• Participates in class discussions
Responsibility and Diligence	I take ownership of my learning. I am driven to give my best.	<ul style="list-style-type: none">• Submits assigned homework on time• Puts in effort to submit quality work
Perseverance and Resilience	I am determined to keep going despite challenges. I am willing to pick myself up after setbacks.	<ul style="list-style-type: none">• Embraces challenging tasks• Shows willingness to try again despite setbacks
Collaboration and Open-mindedness	I am willing to work with others to achieve a shared goal. I consider the opinions of others.	<ul style="list-style-type: none">• Contributes to group work


Programmes and Highlights of the Year



P2 Programmes to Develop Self-Directed Learners

PPS MT1 Library Book

Teacher's signature: _____



Title of book: Matilda


Author: Quentin Blake

Book #2

☒ EL book
☐ MT book

Genre: likes to read

Face of the book: _____




My favourite character is
Matilda

I can describe this character as:

- someone who likes to read
- someone very smart

Draw a picture of this character!



Colour the smiley face and circle the word

My rating: ☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

would / would not* recommend this book

Book Buffs@PGPS



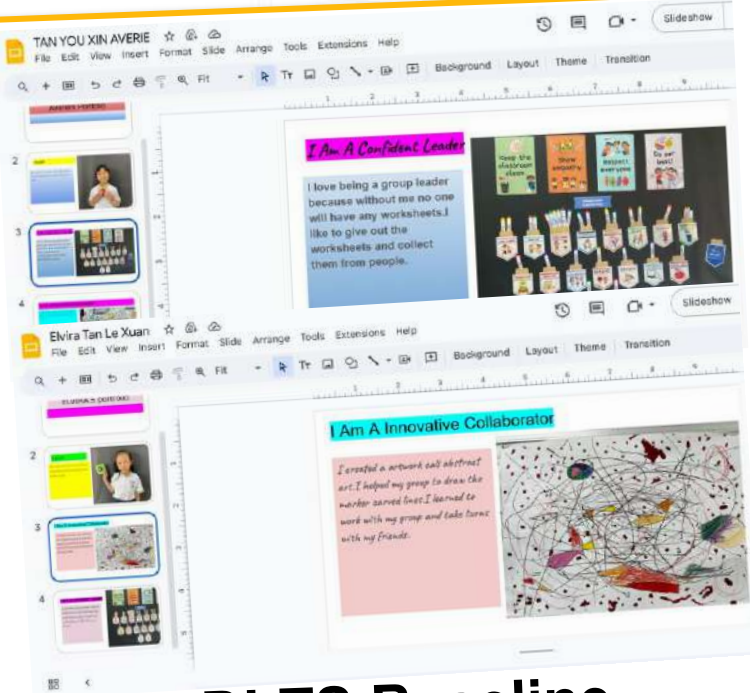
EL Library Programme



MTL Oral Interactive Tasks



P2 Programmes to Develop Self-Directed Learners



DLTS Baseline

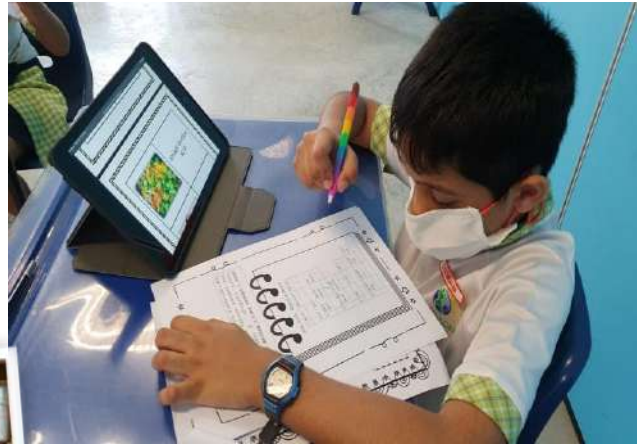


**Self-directed learning on
Student Learning Space!**

P2 Programmes to Develop **Self-Directed Learners**



Arts Fiesta



**3 Habits of Mother
Tongue Language
Learners**

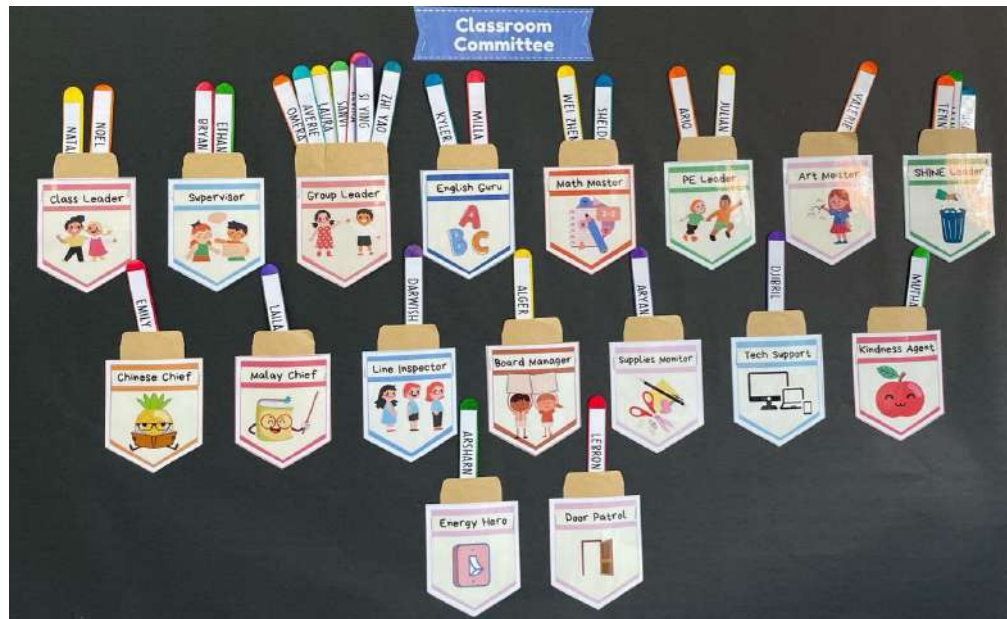


Math Around Us



Little Math Genius

P2 Programmes to Develop **Confident Leaders**



Class Committee



S2T Week

P2 Programmes to Develop **Confident Leaders**



EL Week



**Making My School Values
Visible in MTL**

P2 Programmes to Develop **Confident Leaders**



Music Appreciation Day



PGPS' Got Talent!



Music Busking



P2 Programmes to Develop **Innovative Collaborators**



**MTL Reading
Programme**



4 Domains of PAL
(Visual Arts, Performing Arts,
Sports & Games, Outdoor
Education)



S2T Week

P2 Programmes to Develop **Caring Citizens**



Green Week

Values in Action (VIA):

- **School-wide VIA – SHINE@PGPS**
- **Level VIA – Secret Card Friend**



**Red Packet
Recycling
Initiative**

P2 Programmes to Develop **Caring Citizens**



National Education

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

P2 Programmes to Develop **Caring Citizens**



- To encourage the S.T.R.I.V.E. values, we recognise students through various character awards that celebrate not just academic achievement, but also the development of strong moral character and positive values.
- These awards include the Termly Class S.T.R.I.V.E. Award and Model Class Award.



Partnering With You



Cyber Wellness

It's more than saying no to devices.

Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.



Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

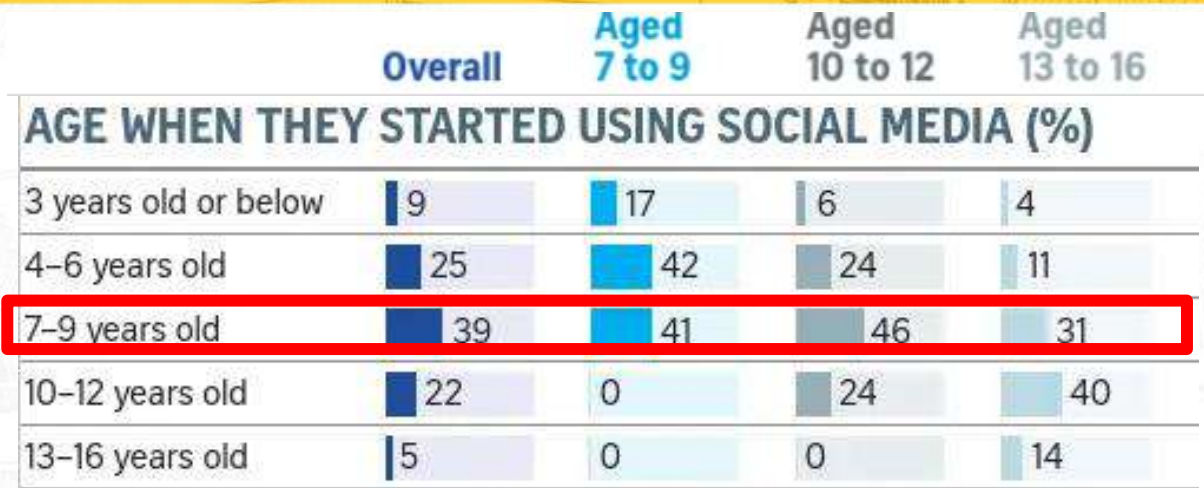
Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

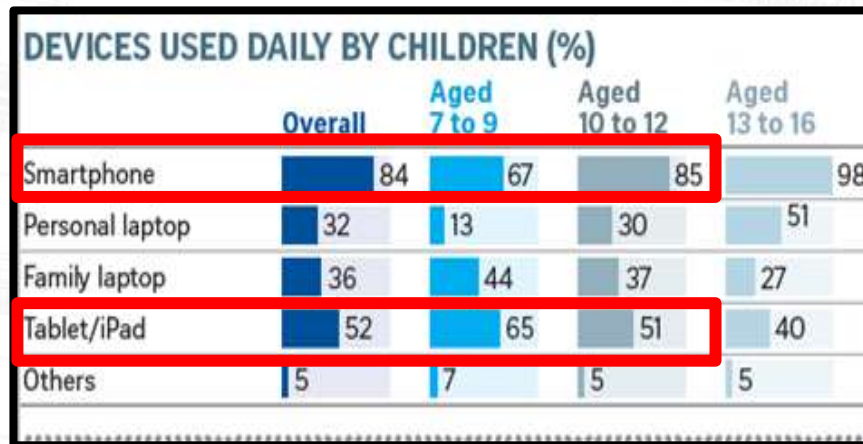
1 **Resources** on balanced and purposeful screen use are available at the end of the presentation.





CURRENT REALITY
Children are going online from a younger age

CURRENT REALITY
Two-thirds of these children use a smartphone and/or a tablet/iPad daily.



Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

What does this mean?

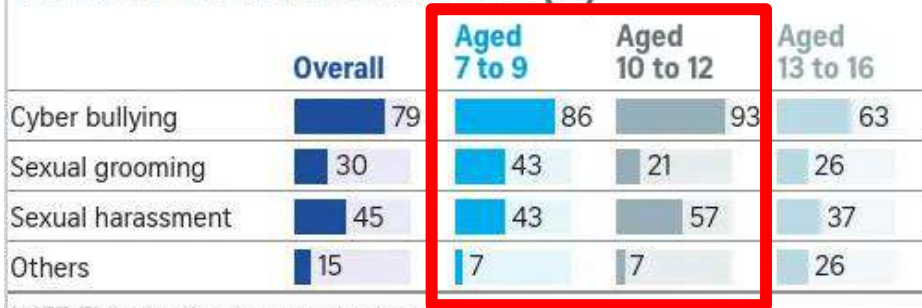
We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

#2

Resources on parental controls are available at the end of the presentation.



TYPES OF ONLINE HARASSMENT (%)



NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, *reported by the Straits Times* (Feb 2021)

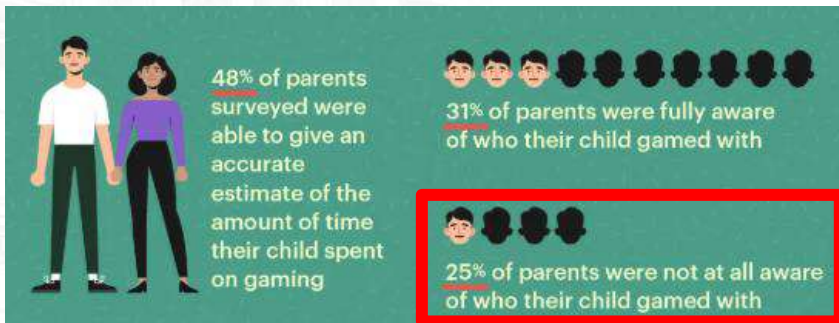
Parents might not be aware, but...

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* (30 Nov 2023)



Source: *MDDI Survey* (Feb 2024)

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.









#3

Resources from Grow Well SG are available at the end of the presentation.



	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
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	0	24	40
13-16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)

 Instagram	50	25	46	78
 Facebook	52	41	48	65
 Twitter	14	6	11	23
 WhatsApp	72	43	76	94
 Telegram	18	11	13	28
 Snapchat	13	5	13	21
 TikTok	36	22	38	46
 YouTube	65	58	62	75

CURRENT REALITY

About
a third
of parents



with children aged
seven to 12 said they
had Instagram accounts

Source: Milieu Insights, *reported by the
Straits Times* (Feb 2021)

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) 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**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

What Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)



Primary 1 and 2

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

Basic online safety rules

- Talking to only people you know

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

Importance of a balanced lifestyle

- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information



Family Chat Time!

Share with your family members:

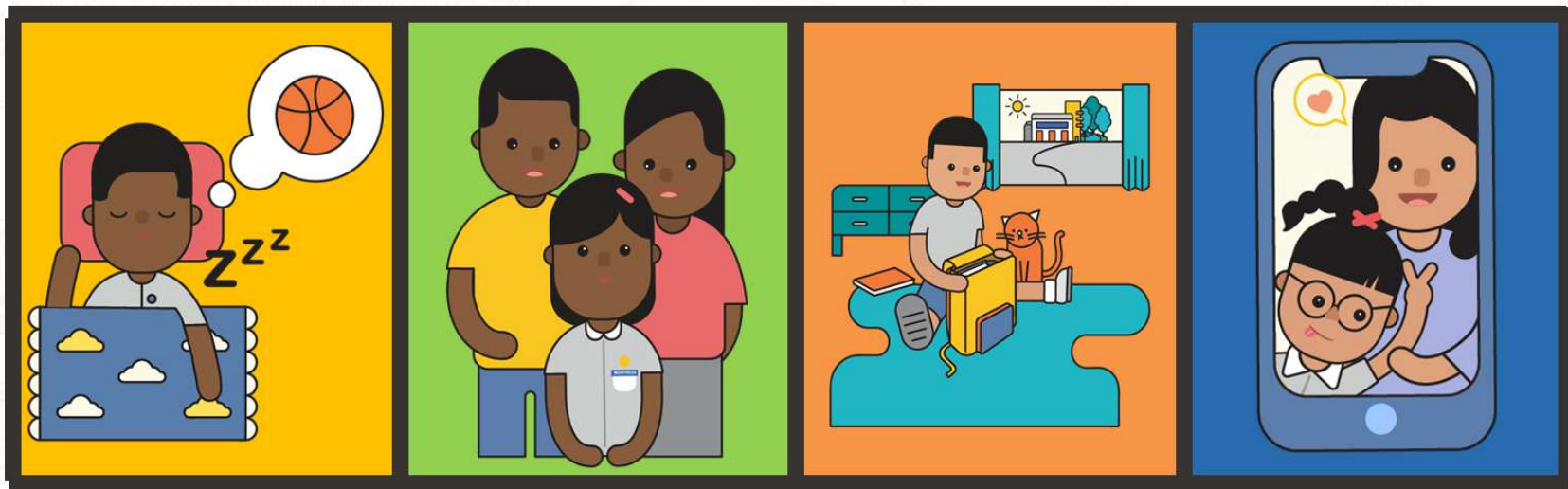
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to
keep safe in the cyberworld!

Parent's / Guardian's signature



Explore Cyber Wellness
messages with your child
through the **CCE (FTGP) Journal**
by participating in “**Family
Time**” activities in the journal.



***How can we partner up to raise a happy, confident and kind generation together?
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

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

2 Role Models

3 Real Connections



Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.



Have regular and genuine conversations with your child

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.



Communicate your actions and rationale.

- Let your child know **you care for them** and **want them to be safe online.**



Discuss with your child as you set parental controls to manage device use and stay safe online.



4

Resources on having open conversations about digital habits are available at the end of the presentation.



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PRIMARY SCHOOL

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.



Role model healthy use of devices and social media, and good online behaviour for your child/ward.

E.g. parents/guardians not using devices during mealtimes, respectful online communication



Role modelling respectful conversations.

- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

#5 **Resources** on role modelling respectful communication are available at the end of the presentation.



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PRIMARY SCHOOL

Real Connections

Cultivate strong relationships and healthy habits in this digital age.



Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do**. Help them **feel safe** expressing themselves with you.



Provide a balanced mix of engaging online and offline activities

- **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** (less than 2 hours daily, excluding school work).



#6

Resources on providing a safe space for conversation are available at the end of the presentation.



Grow Well SG

Grow Well SG (GWSG) is a new national strategy introduced in 2025, led by MOH, MOE and MSF to help families create a healthier home environment in the digital age.

GWSG focuses on helping children **eat, sleep, learn and exercise well**, aiming to establish healthy habits early for a better future.

To support this, as part of their health plan, students will be given personalised lifestyle prescriptions, based on the Child Lifestyle Questionnaire done during the Annual Health Screening.



Grow Well SG

PGPS will continue to advocate healthy habits through our PE lessons and programmes. Here are also some useful resources available on HealthHub for parents, specifically on Grow Well SG.



FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

Parents, You Are Our Key Partners

- Together, we can create a positive and supportive environment for our children to thrive both in and out of school.
- Let us lead by example and communicate with kindness, and build strong school-home partnerships for our children.

It takes a village to raise a child.



General Tips for Parents

- Encourage your child to express themselves freely and be curious.
- Affirm your child's strengths, interests and efforts.
- Check your child's activity books and files regularly.
- Make sure assignments are carefully completed and concepts are understood.
- Encourage your child to pack their bag on their own.

We Seek Your Support...

Student Handbook

- Ensure that your **Personal Particulars** (Pg 1) are filled in correctly.
- Read through the **updated School Rules** (pg 13) and **acknowledge** by signing Pg 14.

Personal Particulars

Name: _____

Index No: _____ Class: _____

Blood Group: _____ Medical Condition / Allergy: _____

School Bus No: _____ School Bus Operator Tel: _____

Food Restrictions: Vegetarian / N/A: _____

In Case of Emergency

Name of Parent(s) / Guardian(s) / Caregiver(s): _____

Relationship: _____

Telephone: _____ (Mobile) _____

Name of Parent(s) / Guardian(s) / Caregiver(s): _____

Relationship: _____

Telephone: _____ (Mobile) _____

My Form Teachers are _____ and _____

My Subject Teachers are:

English		Mathematics	
Mother Tongue		Science	
Character and Citizenship Ed		Physical Education	
Art & Craft		Music	
Social Studies			

1

Serious Offences

The following are considered to be serious offences and may lead to a student being expelled or in the removal of the consequences stated on the previous section under School Rules or in the form of censure (for boys only) under suspension from school.

Behaviour Offences	Truancy
Leaving school grounds without permission	
Disciplinary Offences	
Truancy	Open defiance / defiance to school staff
Using weapons	Harassment / physical / verbal / cyberbullying
Disruptive behaviour	Cheating in assessments / tests / examinations
Unauthorized access to others' accounts	
Other Serious Offences	
Drugs	Smoking / Drinking
Peeking	Pornography
Stalking	Substance abuse
Corruption	Immigration of weapons
Corruption	

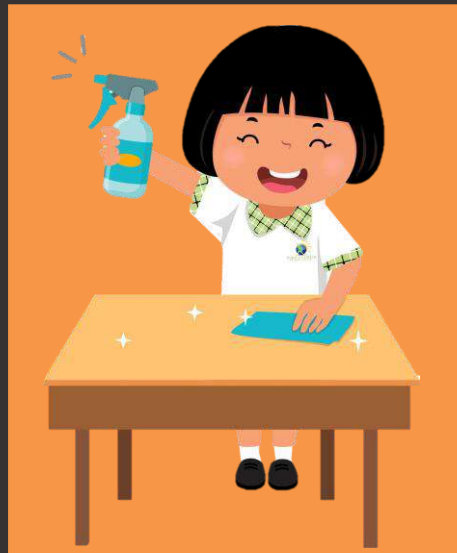
This is to acknowledge that I have read and understand the school's policy on serious offences and I agree to abide by it. I have signed this form in the presence of the school staff, and I understand the consequences of my actions.

I have taken note of the school rules, expected conduct and serious offences.

Student's signature: _____

Parent/Guardian's signature: _____

14



***Thank you for attending today's session.
Please share with us any questions you
may have.***