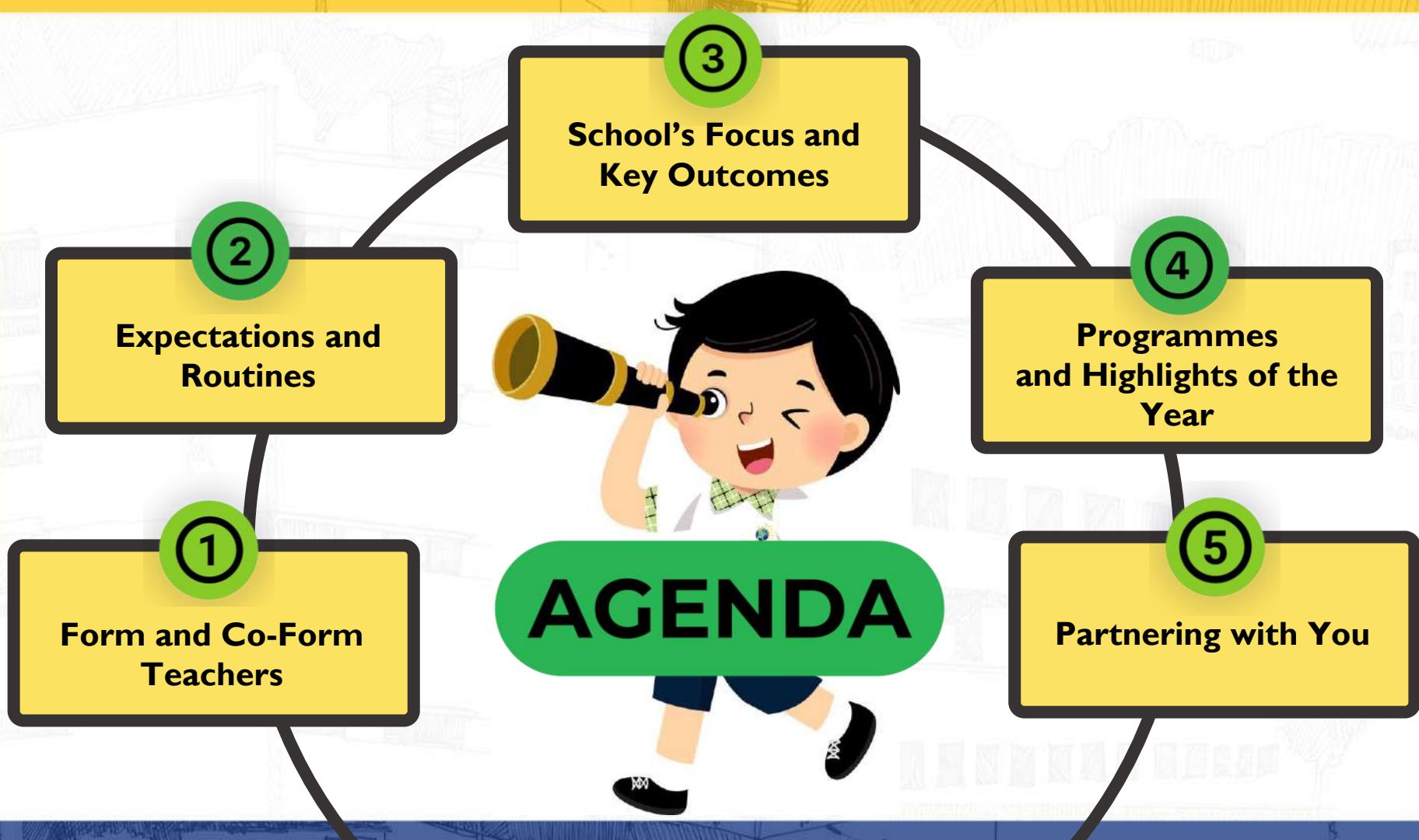




*Future-ready Leaders with the Heart for Others*

# **PARENT-TEACHER MEETING 1**

**Primary 2**  
**30 January 2026**



# 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.*



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PRIMARY SCHOOL

# 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/](http://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	<b>CCA</b>  Session 1 (2.15 - 4.15 p.m.) Session 2 (3.45 - 5.45 p.m.)	<b>Supplementary/ Remedial</b>  Slot 1 (2.15 - 3 p.m.) Slot 2 (3 - 3.45 p.m.)	N/A	<b>Supplementary/ Remedial</b>  Slot 1 (2.15 - 3 p.m.) Slot 2 (3 - 3.45 p.m.)  <b>CCA</b> (3.45 - 5.45 p.m.)	<b>HMTL</b>

# 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



FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

# 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



FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

# Student Outcomes

## INNOVATIVE COLLABORATORS

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



## 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



## 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



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

# Learning Dispositions

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

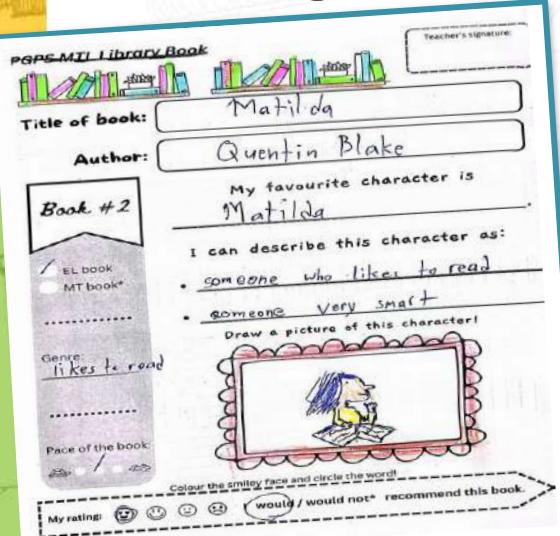
# Programmes and Highlights of the Year



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



# Book Buff@PGPS



# EL Library Programme



# MTL Oral Interactive Tasks



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# P2 Programmes to Develop Self-Directed Learners

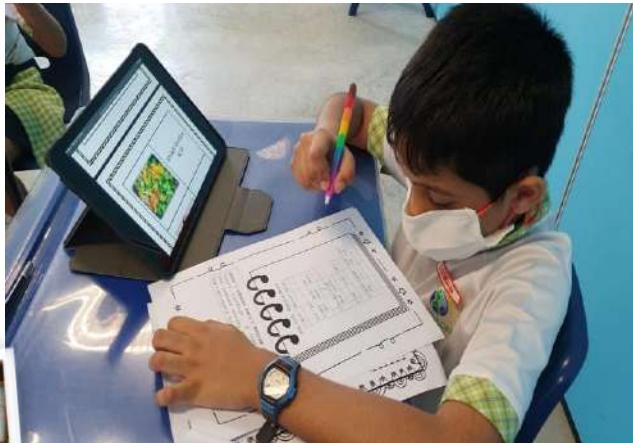
**DLTS Baseline**



# P2 Programmes to Develop Self-Directed Learners



Arts Fiesta



3 Habits of Mother Tongue Language Learners

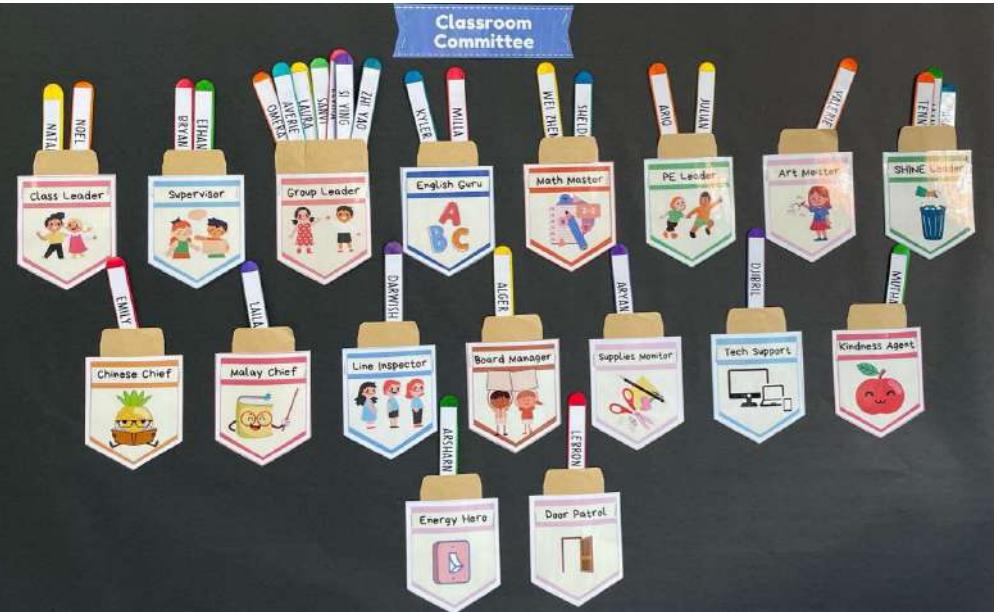


Math Around Us



Little Math Genius

# P2 Programmes to Develop Confident Leaders



## Class Committee



## S2T Week



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# P2 Programmes to Develop Confident Leaders



EL Week



*Making My School Values  
Visible in MTL*



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# P2 Programmes to Develop **Confident Leaders**



**Music Appreciation Day**



**PGPS' Got Talent!**



**Music Busking**



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**FUTURE-READY LEADERS WITH THE HEART FOR OTHERS**

# P2 Programmes to Develop Innovative Collaborators



**MTL Reading  
Programme**



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



**S2T Week**



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# 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



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# P2 Programmes to Develop Caring Citizens



## National Education

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



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# 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



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FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

# Cyber Wellness

It's more than saying no to devices.



# Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.



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# 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?

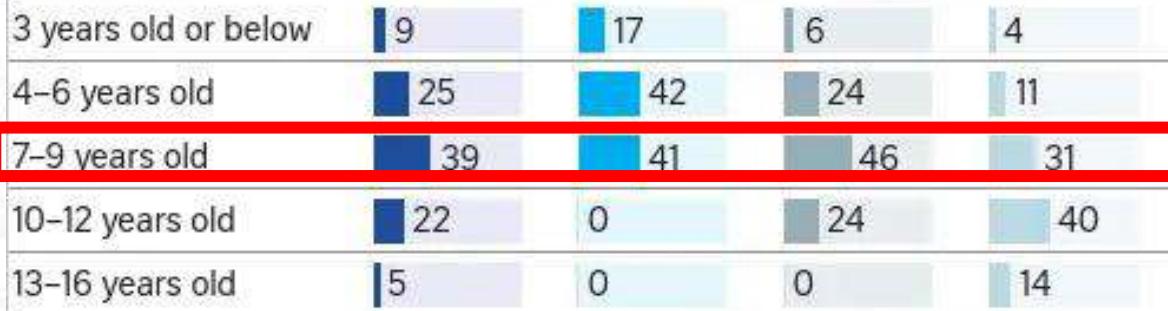
We need to help our children achieve **balanced and purposeful screen use**.

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



Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
---------	-------------	---------------	---------------

## AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

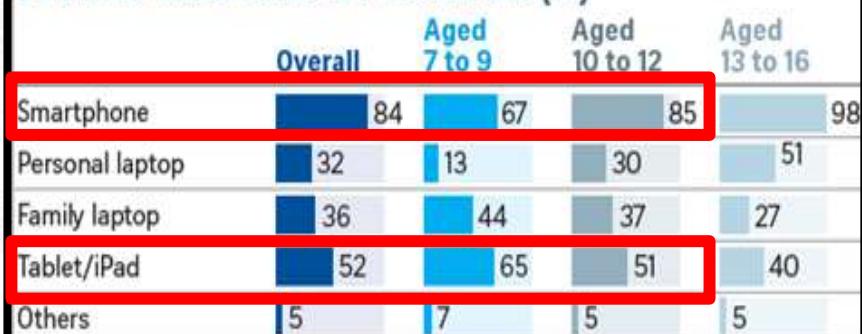


**CURRENT REALITY**  
**Children are going online from a younger age**

## CURRENT REALITY

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

## DEVICES USED DAILY BY CHILDREN (%)



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...

**I in 3** children has chatted with strangers online

**I in 3** children has been exposed to pornographic materials

**I 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?

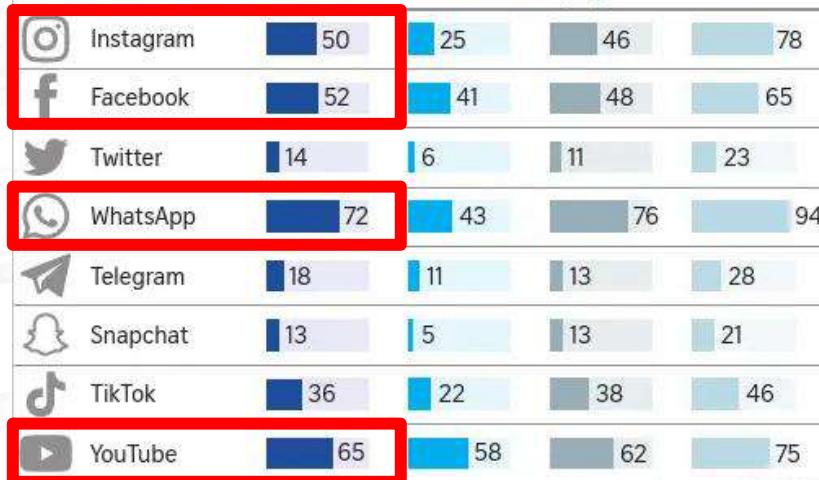
We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

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





#### TYPES OF PLATFORMS CHILDREN USE (%)



#### 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)



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# 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>



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# 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:

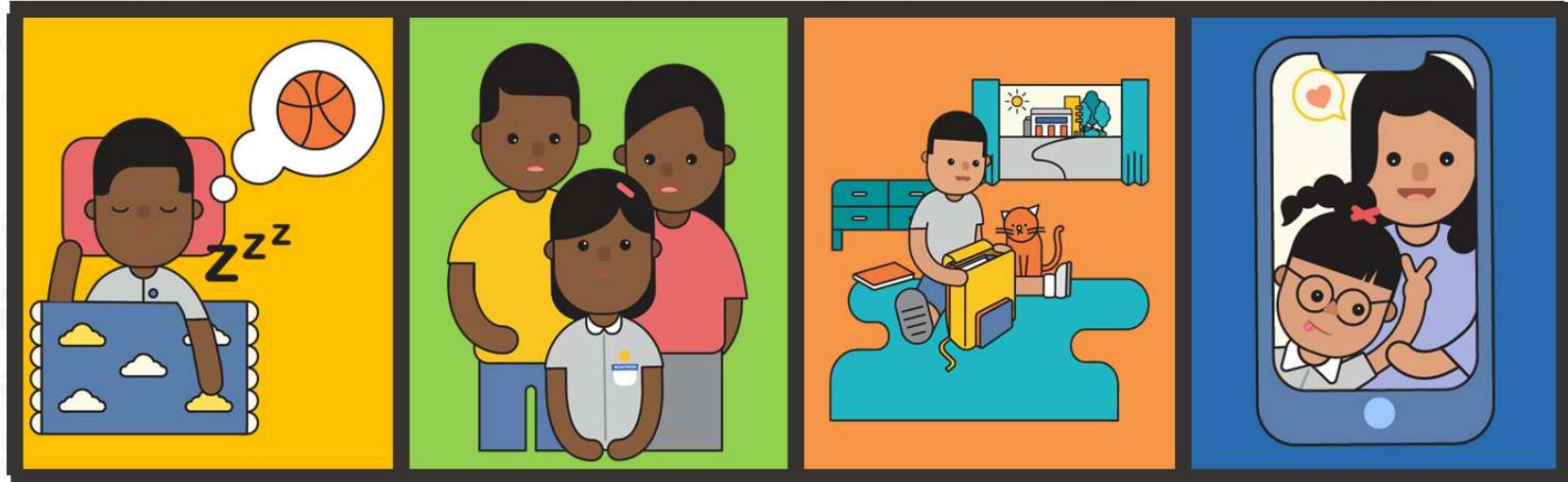
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

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.***



**FUTURE-READY LEADERS WITH THE HEART FOR OTHERS**

# 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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# 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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# 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.



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# 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.



healthhub.sg

HealthHub

My e-Services

Home / Health Programmes

Parent Hub: Grow Well SG

**you've got this!**

**MAKE EVERY HEALTHY MOMENT A FAMILY MOMENT**

Healthy habits can be simple, playful and part of everyday family life. With Grow Well SG, you'll find practical tools and ideas to turn healthy activities into fun bonding opportunities that bring you and your children closer!

Add your child's profile on Healthy 365 for personalised tips and activities!



# 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.



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## 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: _____	Class: _____
Inter. No: _____	Class: _____
Blood Group: _____	Medical Condition / Allergy: _____
School Bus No: _____	School Bus Operator Tel: _____
Food Restrictions: Vegetarian / N/A: _____	
<b>In Case of Emergency</b>	
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 _____	
<b>My Subject Teachers are:</b>	
English	Mathematics
Mother Tongue	Science
Character and Citizenship Ed	Physical Education
Art & Craft	Music
Social Studies	_____
1	
<b>Serious Offences</b>	
The following are considered to be serious offences and may lead to a student being suspended in the form of the consequences stated (in the previous section under School Rules or in the form of caning (for boys only) and/or suspension from school).	
<b>Attendance Offences</b>	
Leaving school grounds without permission	Truancy
<b>Misconduct Offences</b>	
Forgery	Open defiance / harassment to school staff
Using vulgarities	Malicious pranks, verbal or cyberbullying
Disruptive Behaviour	Cheating in assessments / tests / examinations
Unauthorised access to other's account	
<b>Other Serious Offences</b>	
Assault	Spitting / smoking
Fighting	Profanity
Gangbing	Substance abuse
Gangsterism	Possession of weapons
Violation	
The school believes that building good self-discipline is part of the school's responsibility in providing a holistic education for its students. However, no success depends very much on the understanding and support of parents from the parent-teacher guidance of the students.	
I have taken note of the school rules, expected conduct and serious offences.	
Student's signature: _____	
Parent/Guardian's signature: _____	



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

