Future-ready Leaders with the Heart for Others

PARENT-TEACHER MEETING 1

Primary 3
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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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

FUTURE READY LEADERS WITH THE HEART FOR OTHERS

Expectations and Routines

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.*
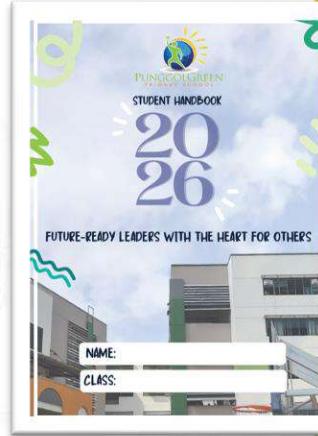
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Class Rules and Expectations

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

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.

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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

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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

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

Values	Tagline	Desired Behaviour (I will…)
Self-Discipline	Choose to do what is right	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

Learning Dispositions

| Learning Disposition	Description	Behavioural Descriptors
Curiosity and Self-Directedness	I am interested to learn and motivated to find out more.	• Stays focused during lesson • Participates in class discussions
Responsibility and Diligence	I take ownership of my learning. I am driven to give my best.	• 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.	• 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.	• Contributes to group work
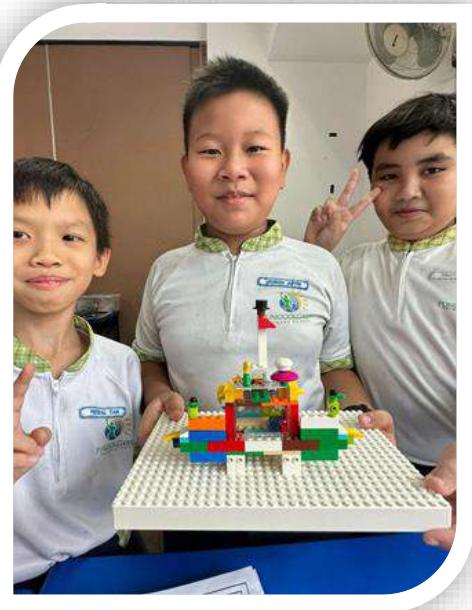
Programmes and Highlights of the Year

P3 Programmes to Develop Self-Directed Learners

Book Buffs@PGPS
EL Reading Programme

Math Around Us

Joy of Learning Projects

P3 Programmes to Develop Self-Directed Learners

Interdisciplinary Project Work

DLTS in FTGP

ICT-Math Authentic Learning Tasks

P3 Programmes to Develop Self-Directed Learners

MTL Competitions

3 Habits of Mother Tongue Language Learners

Arts Fiesta

P3 Programmes to Develop Self-Directed Learners

Learning Journey to Geylang Serai Heritage Gallery

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P3 Programmes to Develop Confident Leaders

Leadership Opportunities:

Class Committee   CCA Leaders

Student Leaders   PAM Ambassadors   MTL Support Leaders

Green leaders   EL Library Leaders

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

P3 Programmes to Develop Confident Leaders

Music Busking

PGPS' Got Talent!

P3 Outdoor Leadership Day Camp

P3 Programmes to Develop Innovative Collaborators

Conversational Chinese and Malay Programme

STRIVE 2 Thrive Week

SC Eco Week

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P3 Programmes to Develop Caring Citizens

Red Packet Recycling Initiative

SC Eco Week

P3 Planting

MTL Experiential Learning

Values in Action (VIA):
- School-wide VIA – SHINE@PGPS
- Level VIA – EAS & Support Staff Appreciation Day
- i-Care in conjunction with VIA

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P3 Programmes to Develop Caring Citizens

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

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P3 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.

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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**.

What does this mean?
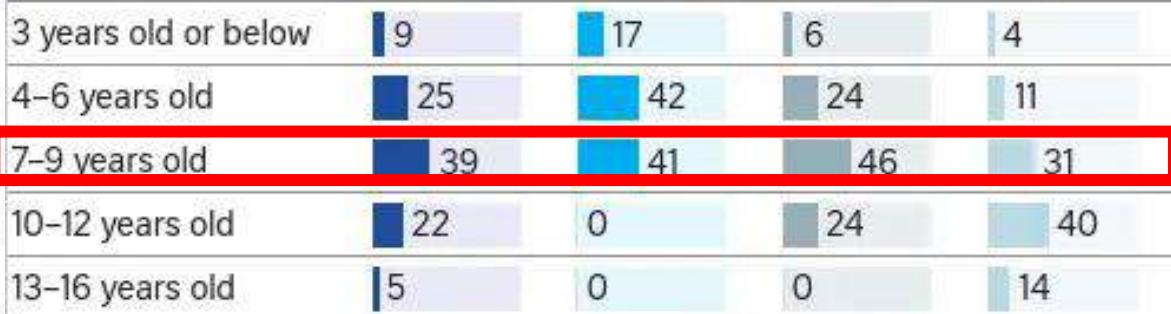
We need to help our children achieve **balanced and purposeful** screen use.

#1   **Resources** on <u>balanced and purposeful screen use</u> are available at the end of the presentation.

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

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

	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
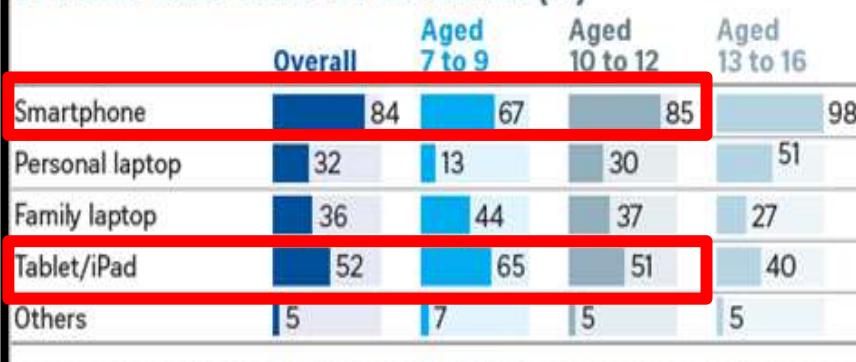
CURRENT REALITY
Children are going online from a younger age

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

DEVICES USED DAILY BY CHILDREN (%)	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: Milieu Insights, reported by the Straits Times (Feb 2021)

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

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**.

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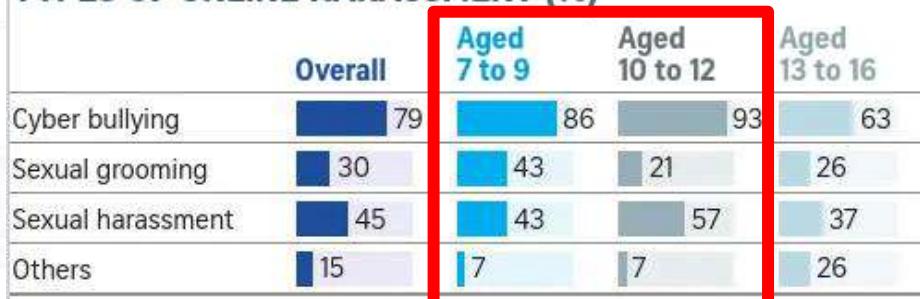
We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

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

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

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

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
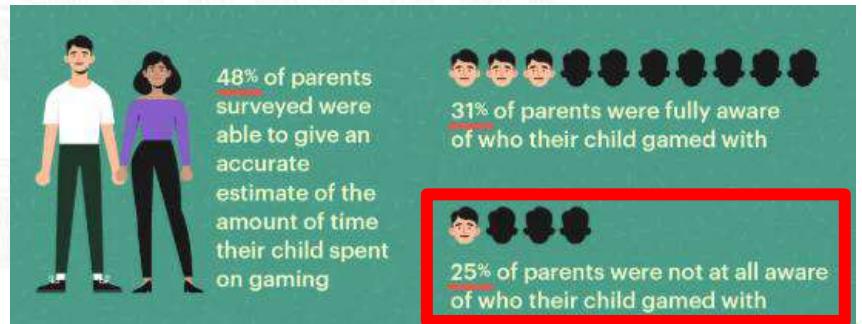
Source: MLC-TOUCH Parent Child Poll Findings (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

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FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

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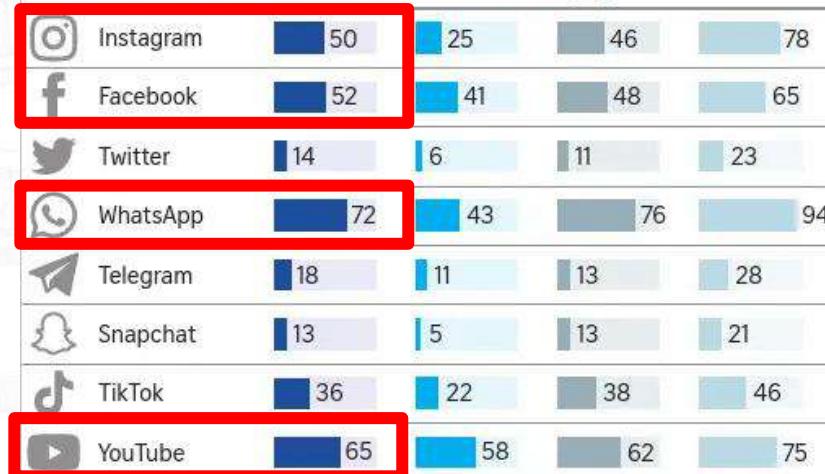
We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

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

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

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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)

FUTURE-READY LEADERS WITH THE HEART FOR OTHERS

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)

Balanced use of digital devices
- Time management and spending time on screen-free activities

Netiquette
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying
- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online
- Steps to take to determine if an online friend is trustworthy

My Healthy Screen Time Pledge

I, _____ (my name), pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.
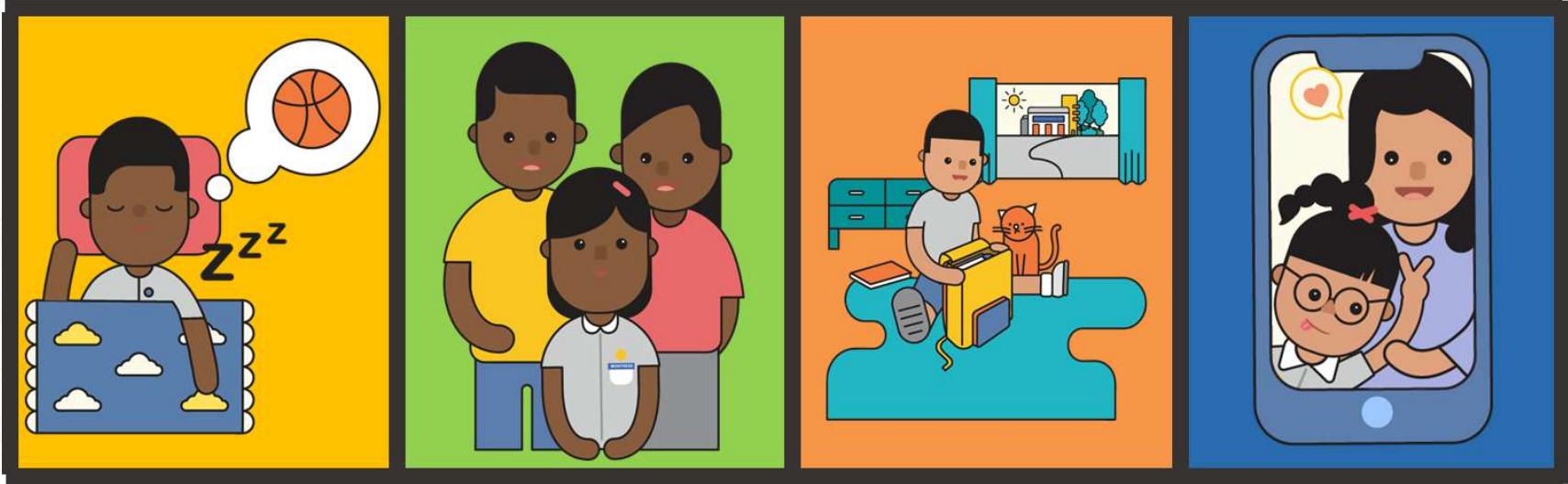
Tick (✓) 3 things you would like to start practising. I pledge to:

- ☐ set aside time to complete my homework, rest, exercise and spend time with my family.
- ☐ stop my screen time when having my meals and practise the 20-20-20 rule*.
- ☐ put my devices away at least 60 minutes before bedtime.
- ☐ stop my screen time when I have reached the time limit my parents/guardians have set for me.
- ☐ set the alarm for 30 minutes and stop my screen time when it goes off.
- ☐ stop my screen time when I am feeling tired.
- ☐ seek help from my family when I need support/reminders to manage my screen time responsibly.
- ☐ Other(s): _____

REMINDER TO SELF!

Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best 27
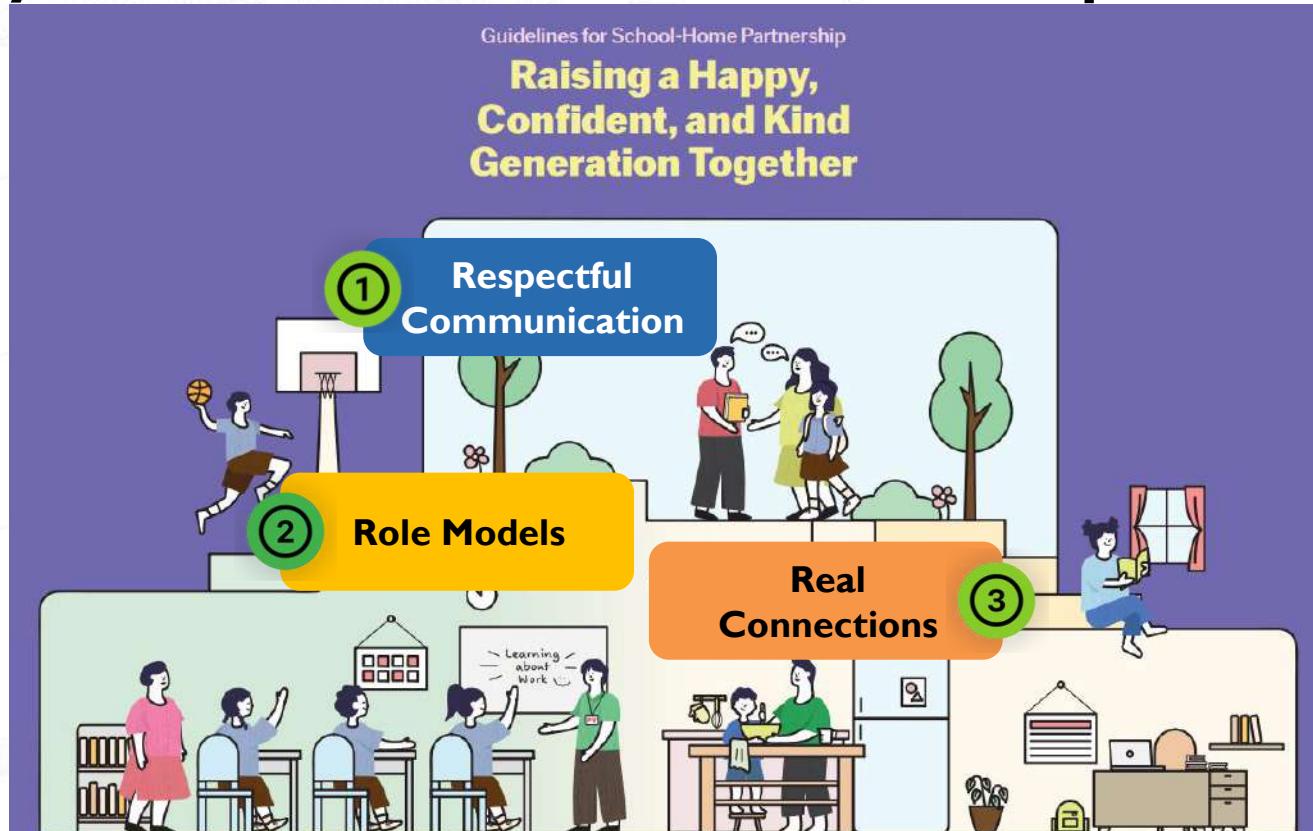
Discuss your child's healthy screen time pledge at home and cultivate accountability.

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 Ways to Build School-Home Partnership

Guidelines for School-Home Partnership
Raising a Happy, Confident, and Kind Generation Together
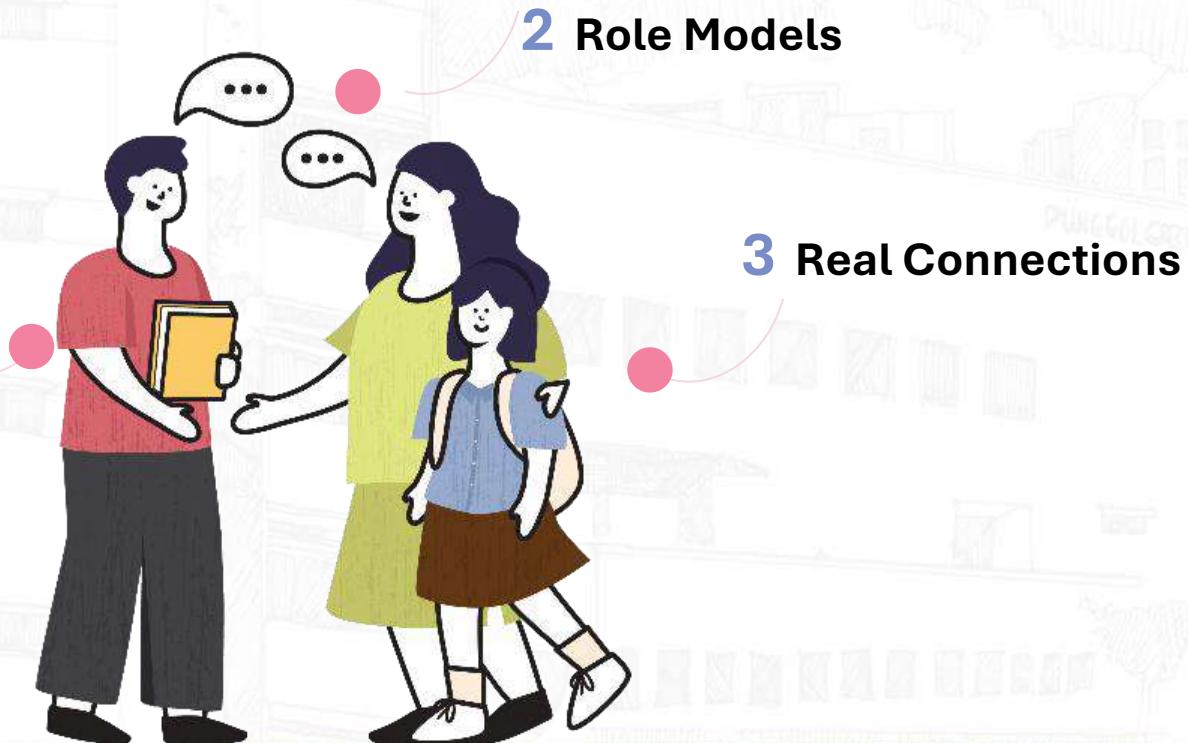
① **Respectful Communication**

② **Role Models**

③ **Real Connections**

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

2 Role Models

1 Respectful Communication

3 Real Connections

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

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 some useful resources available on HealthHub for parents, specifically on Grow Well SG.

CCA at PGPS

Physical Sports	Visual & Performing Arts	Uniformed Groups	Clubs & Societies
• Badminton (Boys & Girls) • Basketball (Boys & Girls) • Football (Boys Only)	• Angklung Ensemble • Art Club • Choir • Dancetopia • English Drama	• Marlin Cub Scouts	• I-STEM Club • Multimedia • Robotics

Days & Time

- **Mondays (Developmental):** 2.15 to 3.45 p.m.
- **Mondays (Performance):** 3.45 to 5.45 p.m.
- **Thursdays (Perf.):** 3.45 to 5.45 p.m.

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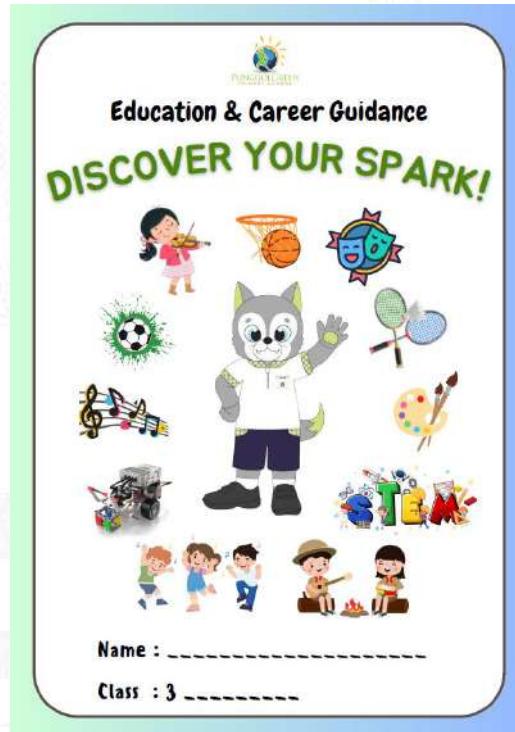
CCA Experience & Selection

- CCA will commence in **Term 3** for P3 students.
- Students will get to experience the CCA offered in **Term 2**, so that they can make a well-informed decision on their choices.
- After the CCA Experience, students will get to choose 4 CCAs, and we will make every effort to allocate your child's **top three choices**.
- This is to avoid oversubscription in some CCA, ensuring an optimal learning experience for our students.
- More details will be shared in due course about our CCA Experience and Selection.

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CCA Experience & Selection

- As part of our Education & Career Guidance (ECG) efforts, we will also be sharing ECG resources with you and your child to guide the exploration and selection process.
- Take time together to discuss their CCA options and consider their interests and strengths.
- Encourage your child to explore new interests and activities, as these experiences can help them discover and develop their abilities.

Education & Career Guidance

DISCOVER YOUR SPARK!

Name : _____

Class : 3 _____

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Parents, You Are Our Key Partners

It takes a village to raise a child.

- 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.

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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.

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We Seek Your Support...

Student Handbook

- Ensure that your **Personal Particulars** (Pg 1) are filled in correctly.

- Read through the **updated School Rules** and **acknowledge** by signing Pg 14.

- **Set personal goals together** with your child on Pg 20 *(This will be a work in progress, and it would be beneficial to revisit this with your child from time to time).*

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