



Wellington Primary School

To empower every individual,
nurture talents and groom leaders



**Town Hall cum
Meet-the-Parents
Session
31 January 2026**



2026 Primary 3 Form Teachers

Form Teachers

3A	Ms Zhou Huiru	Mr Airi	
3B	Mrs Ang XJ	Ms Judy	Mdm Noormarlina
3C	Mr Hakim	Ms Shanu	
3D	Mr Jeremy Chan	Ms Nuruzzulfaa	
3E	Mrs Chen	Mr Daniel Lim	Mr Indra
3F	Mr Kareem	Mdm Lee WF	

2026 Primary 4 Form Teachers

Form Teachers

4A	Mr Cayman Loh	Mdm Faridah	
4B	Mdm Paramesh	Mr Patrick Kong	
4C	Ms Fadilah	Mdm Loh TT	Mrs Gina Tan
4D	Mdm Zulaiha	Mdm Wang GH	
4E	Ms Adelene	Ms Lai Li Fei	
4F	Ms Kristine Loh	Mr Tan Wee Loon	

WELCOME



Wellington Primary School
To empower every individual, nurture talents and groom leaders



more than
It takes a
kampong to
raise a child.

Mission

To empower every individual, nurture talents and groom leaders

Vision

Becoming an excellent institution that grows future-ready leaders

Motto

Empowerment through Education



- ✓ Build strong foundations in holistic development
- ✓ Balance academic rigor with learning dispositions, 21st century competencies, values and character development
- ✓ Grow Well SG
- ✓ Partnership with Parents



What does future-ready look like? How can we help our children be future-ready?



Power of Care



Actions of
Excellence



Wellington Primary School Vision

**"Becoming an
excellent institution
(school)
that grows
future-ready leaders
(students)."**

Respect | Responsibility | Innovation | Integrity
Care | Community | Excellence | Empowerment



The Joy of
Gratitude



Yes, I can!
Yes, I will!

The Wellington Way



Power of Care



Actions of
Excellence

FIRST, WE
FORM
OUR WINNING HABITS,
THEN  **OUR**
WINNING HABITS
FORM US.



The Joy of
Gratitude



Yes, I can!
Yes, I will!

The Wellington Way

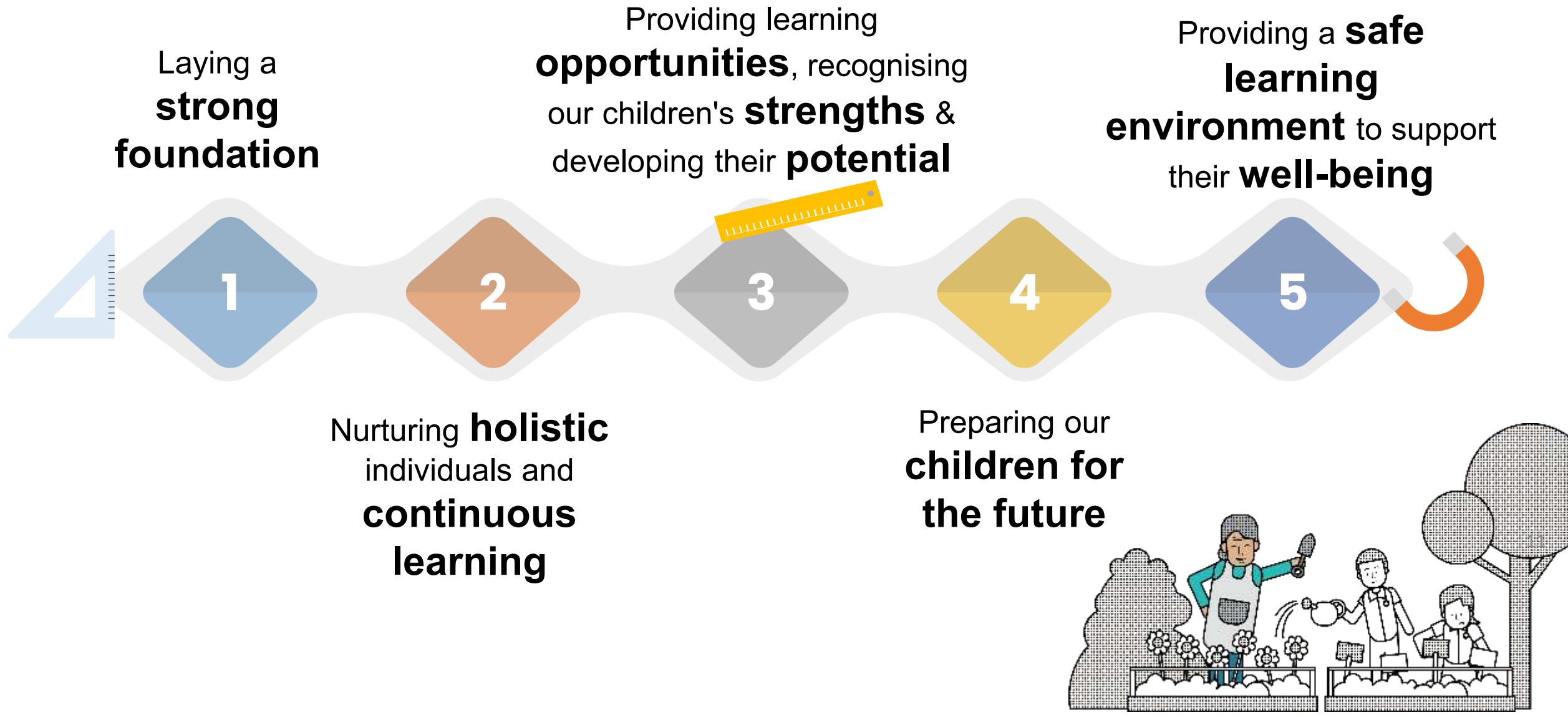
Our school values – (RICE)²

R	RESPECT	R	RESPONSIBILITY
I	INTEGRITY	I	INNOVATION
C	CARE	C	COMMUNITY
E	EXCELLENCE	E	EMPOWERMENT



Wellingtonians –
A Community of Responsible Citizens

WHAT IS IT LIKE IN PRIMARY SCHOOL?



Holistic development includes:

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



6-year Progression in Cultivating Winning Habits

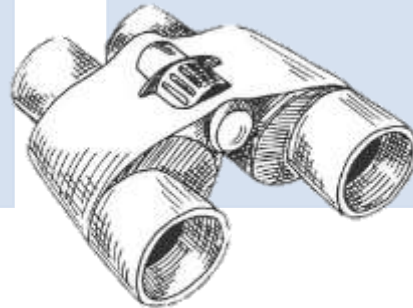
Lower Primary

Building Roots
Values & Attitudes



Middle Primary

Nurturing Peer
Leaders with a
Growth
Mindset



Upper Primary

Developing
future-ready
learners
geared for
lifelong
learning



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Building Strong Foundations: How is it achieved?

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

Balancing rigour with joy of learning to develop the necessary skills and attitudes towards lifelong learning.

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



Deploy engaging pedagogies for joyful and quality learning including 21CC

Language Learning Activities with emphasis on Socratic Questioning in English



P3 Creating a Supernova Creature



P4 Growing a Plant



P5 Writing to PenPal in Xishan Pri



P5 Suggestions to improve
P5 Camp



Whole school Reading Festival



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Immersive & joyful environment for love and effective use of Mother Tongue Language



P3 Cultural Performances at public performing arts venues



Mother Tongue Language Fortnight to promote joy, deepen appreciation of culture heritage and hone communication skills



P5 Hosting of International Visitors



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



P1 to P5 students playing Mathematics Games designed by P6s – hands-on, generate interest, application



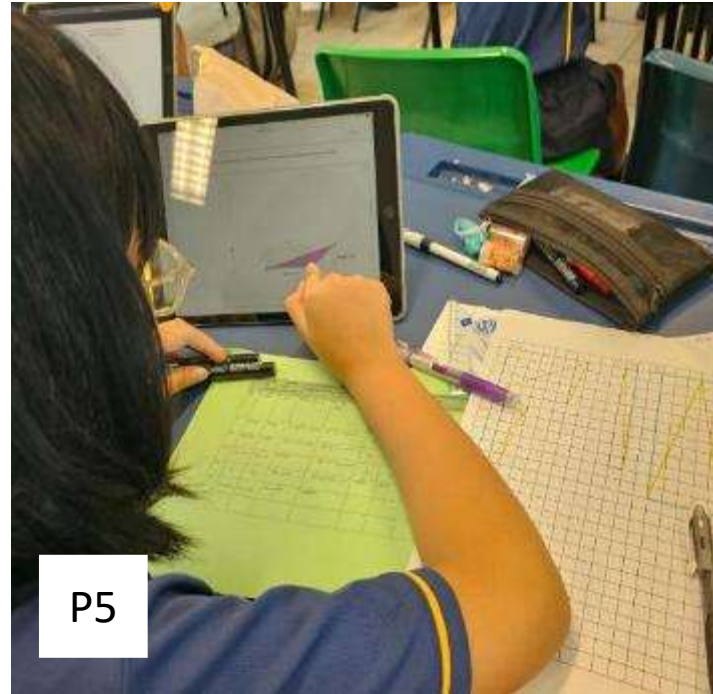
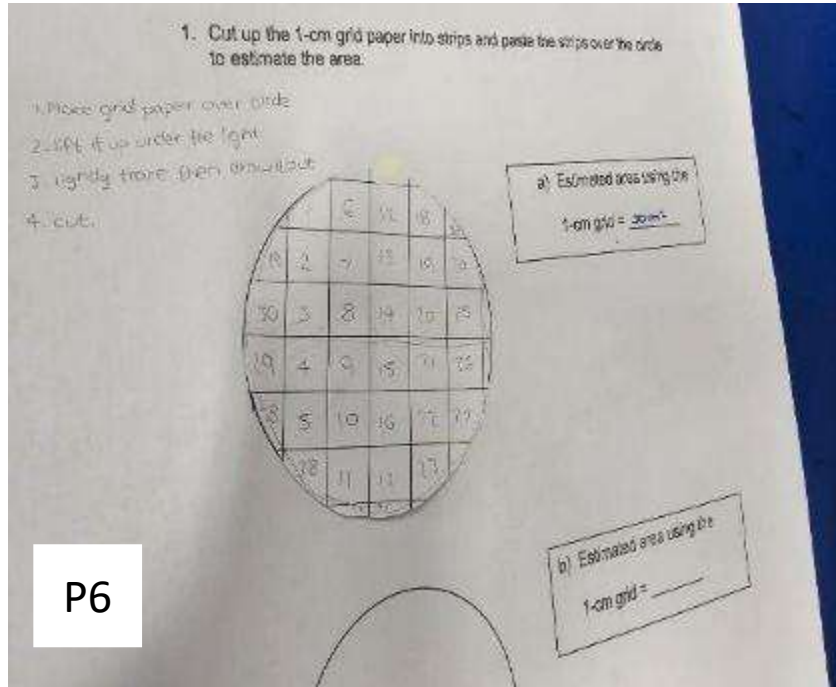
P5 Making own manipulatives to reinforce concept



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



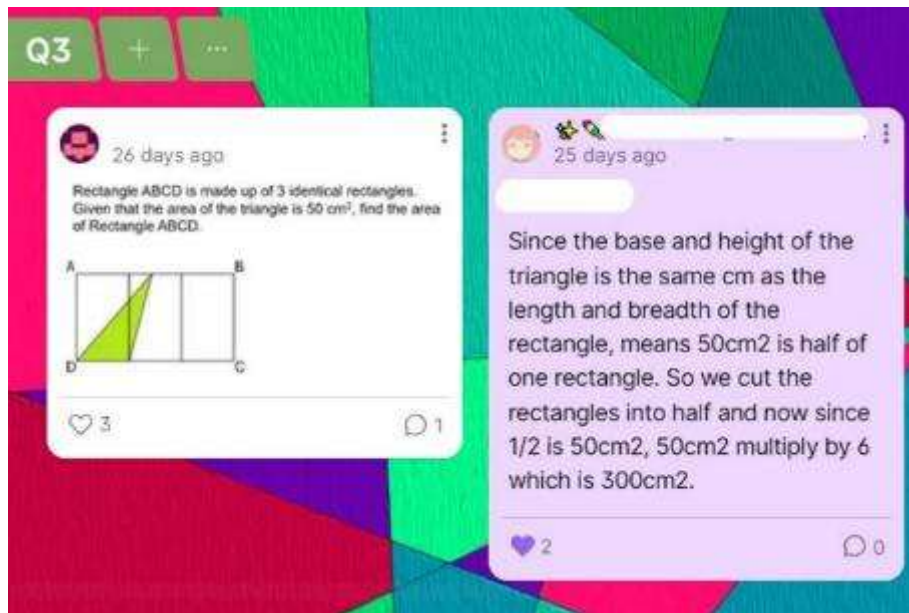
Inquiry learning both online and in person to explore possibilities, reason, evaluate, refine ideas and decision making – CAIT & collaboration



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



Collaborative learning both online and in person to reason, evaluate, refine ideas and decision making – CAIT & collaboration



Actions of Excellence



Power of Care



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Students as Science Inquirers – Ways of Thinking & Doing like a Scientist



Experiential Learning



STEM Challenges

Hands on challenges for critical, adaptive and inventive thinking and collaboration



Practices of Science: conducting experiments, outdoor observations & reading science articles



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Students as Science Inquirers – Ways of Thinking & Doing like a Scientist



**Workshops @
Singapore
Science Centre**



**Science Workshop for
Parents**



**Discovering the
World of STEM
exhibition (with
NTU)**

Partnerships beyond school to facilitate learning in various contexts to help students appreciate the application of Science in their daily lives, society and the environment.



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Deploy engaging pedagogies for joyful and quality learning including 21CC



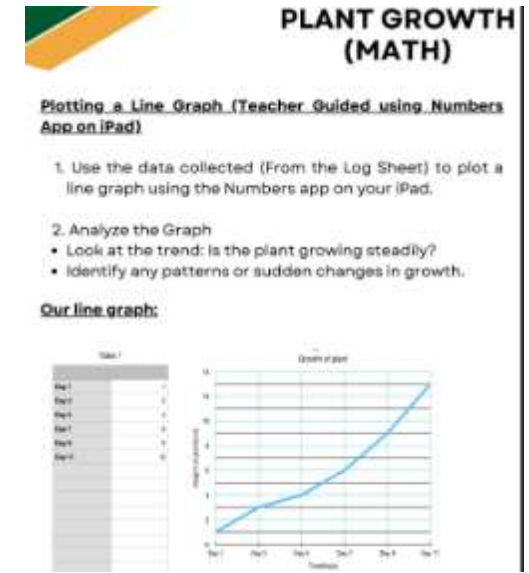
P4 Interdisciplinary Project Work

Key Elements of your Project Work

- **Critical Thinking:** You'll observe your plant carefully, track its growth, and analyze what helps it grow best.
- **Problem Solving:** If something goes wrong with your plant, you'll figure out how to fix it.
- **Creativity:** You'll write an article about your experience and share your learning in an engaging way.
- **Collaboration:** Working with your group, you'll share ideas and help each other with your plant observations and record-keeping.
- **Communication:** You'll document your progress, write a letter, and present your findings to others.



Experiential learning - Growing a plant and documenting their journey.



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Applied Learning Programme – Makers@WTP

Objective(s):

- Develop 21st CC through making with technology
- Provide meaningful and purposeful age-appropriate opportunities for real-life application of learning
- Provide opportunities for experimentation, self-discovery, and joy of learning through Maker Education



Sphero Bolt & Halocode

Examples of platforms:

1. ScratchJr and Bee-Bot
2. 3D Gello Pen and Matatalab
3. Electronic Cutting
4. Sphero Bolt and Halocode
5. Quarky
6. Thunkable App



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Stretch & Support for our Students

To cater to students according to their varied learning needs and progress, besides **Differentiated Instruction during curriculum**, school also has the following **learning support & stretch** for our students:

Support Programme (after-school) for respective subjects

P3-P5 Termly selection by subject teachers, based on aptitude

Stretch Programme (after-school) eg E2K MA, E2K SC, school-based HAL

P3-P5 Yearly selection by subject teachers, based on aptitude & attitude

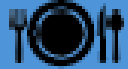
Other Learning Support offered in line with MOE initiatives:

- Learning Support for Math (P1-P4)
- Learning Support Programme (P1-P2)
- Reading and Remediation Programme (P3-P4)
- School Dyslexic Remediation (P3-P4)
- Mother Tongue Support Programme (P3-P4)

* Yearly selection guided by MOE

Grow Well SG is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young

1



Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2



Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4



Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

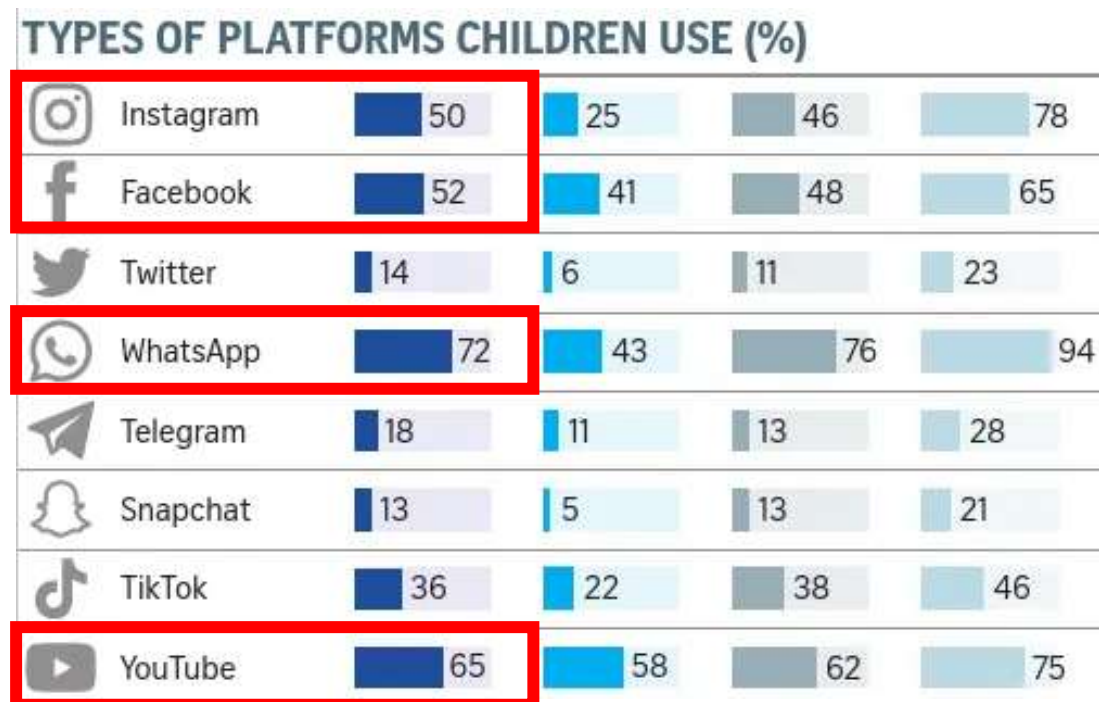
Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

Grow Well
SG



CURRENT REALITY

About
a third
of parents



with children aged
seven to 12 said they
had Instagram accounts

CURRENT REALITY

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

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

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)

In school during FTGP & other programmes

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>

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.

Primary 3 and 4

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

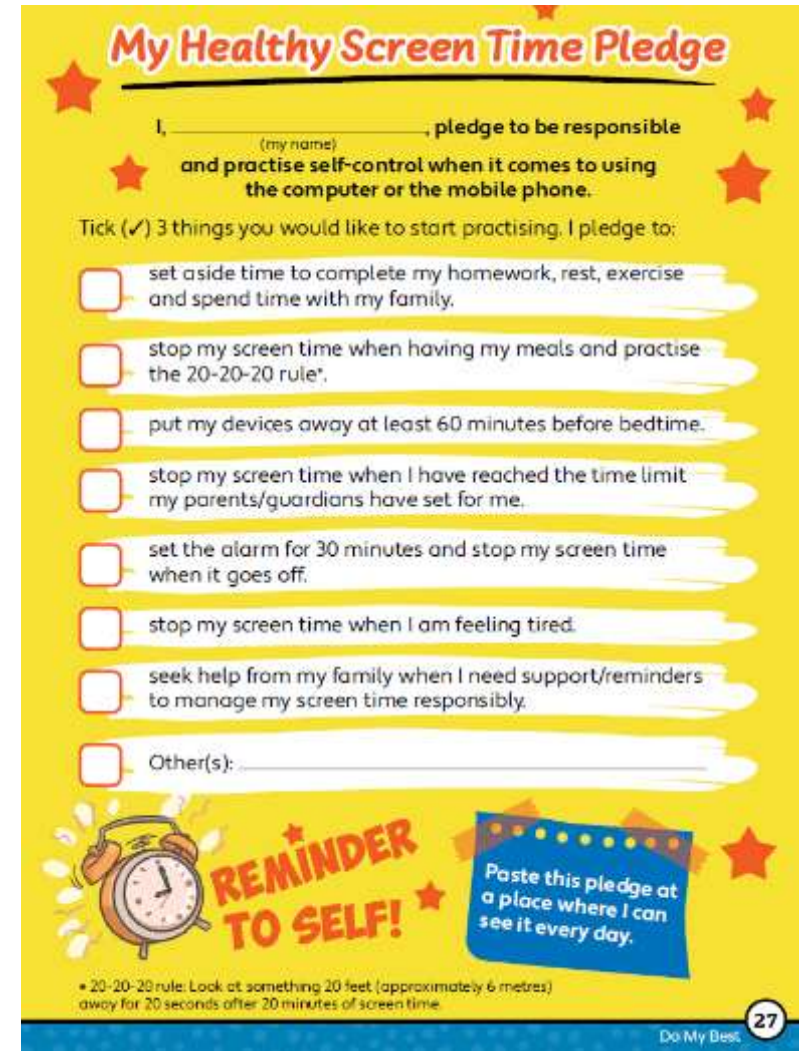
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

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.

Primary 5 and 6

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

Be a positive peer influence online and manage digital footprints

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods

- Use S.U.R.E.* to verify information online

Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

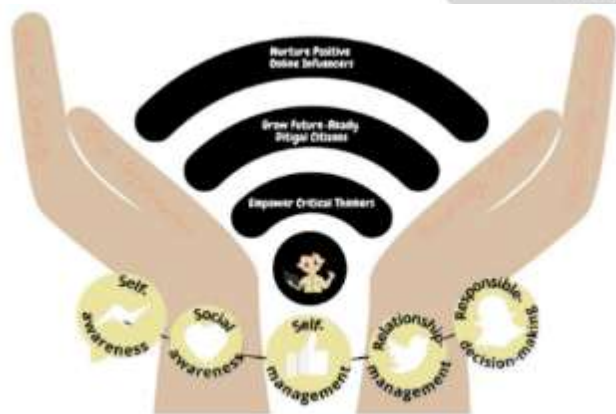
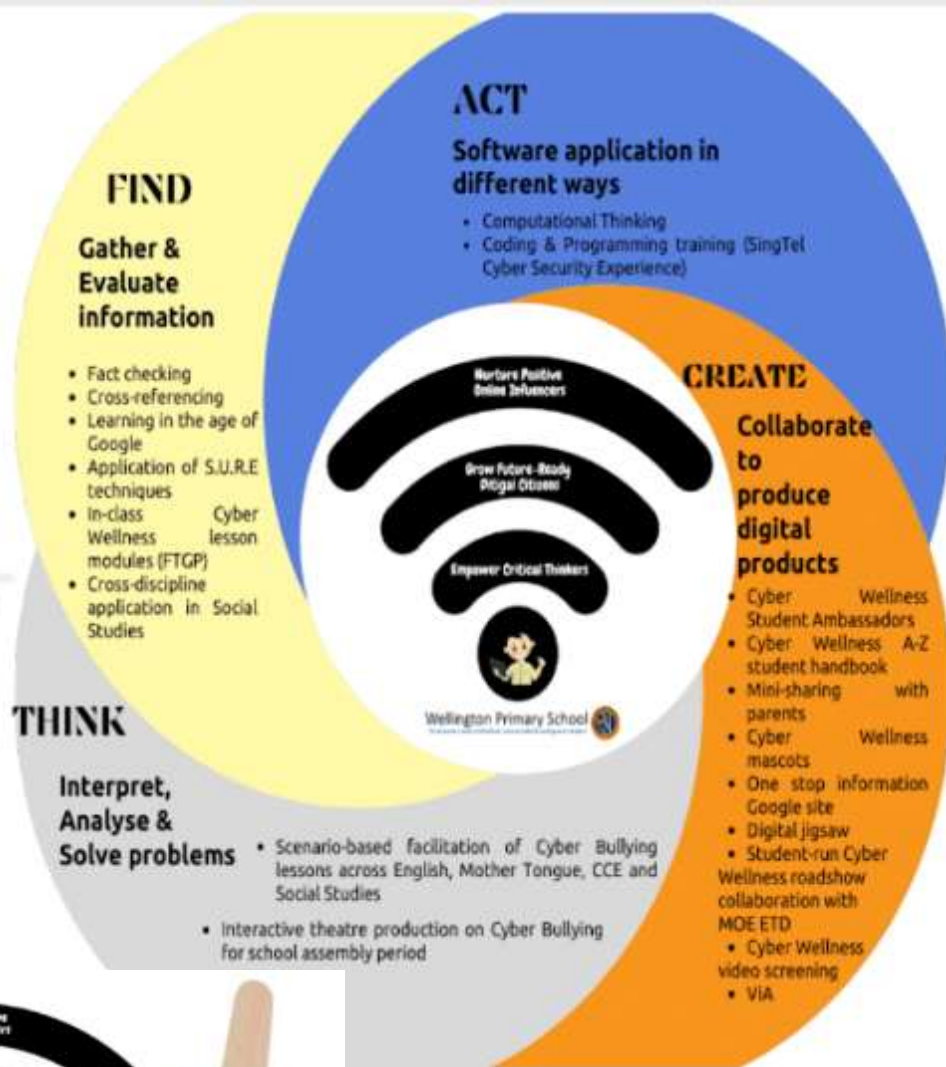
*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.
It is part of National Library Board's Information Literacy Programme.*



Encourage our children to share their experiences as they navigate friendships.



Cyber Wellness Education @ WTPS Programmes



Created by: Ms Fadilah@ | Wellington Primary School | 2021

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What is Generative AI (Gen AI)?



What opportunities & risks does it present?

Gen AI is a type of AI that is probabilistic and predicts the most likely answer. E.g.,  Gemini

Opportunities:

- Supports learning through **personalised and instant feedback**
- Assists with **ideation**
- Provides an avenue to **improve** digital literacy, critical thinking, and problem-solving **skills**



Risks:

- May give **inaccurate or biased** answers
- Tendency for **over-reliance** when overused
- May pose risks if **personal information** is shared
- Can **sound confident even when it is wrong**
- Responds like a person, but it does not truly understand or experience emotions.



About **1 in 3** teens use AI companions for social interaction and **find them as satisfying or more satisfying** than those with real-life friends.¹

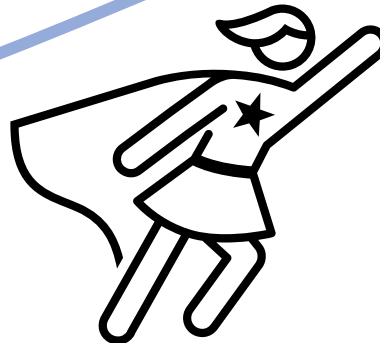
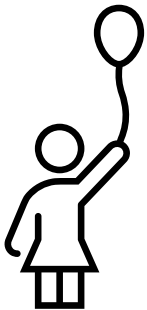
About **1 in 2** teens would **trust AI-generated news story to the same extent or more** than one written by a human.

Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (Scan QR code on the right)
- Students will develop AI literacy over their educational journey.



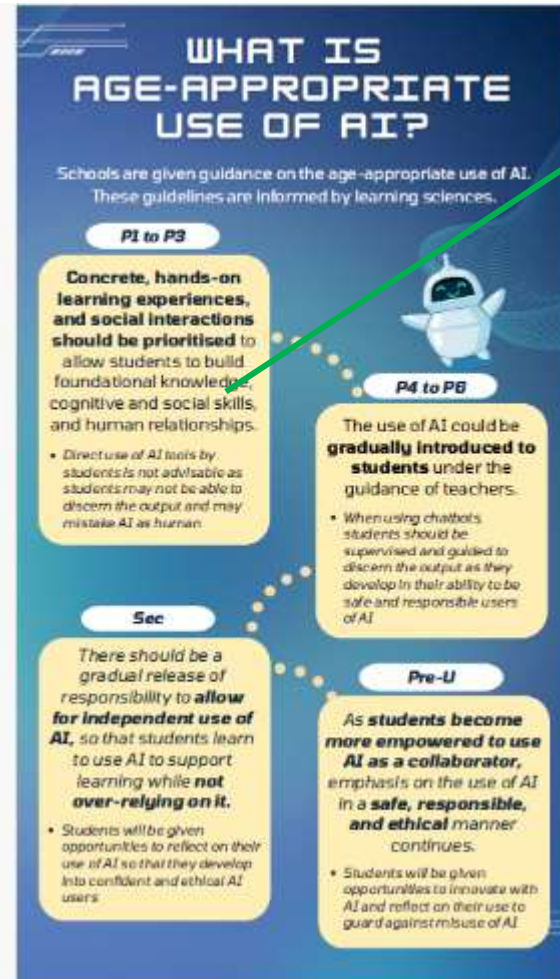
Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Primary 1 to 3

How will your
child use AI for
his/her
learning?



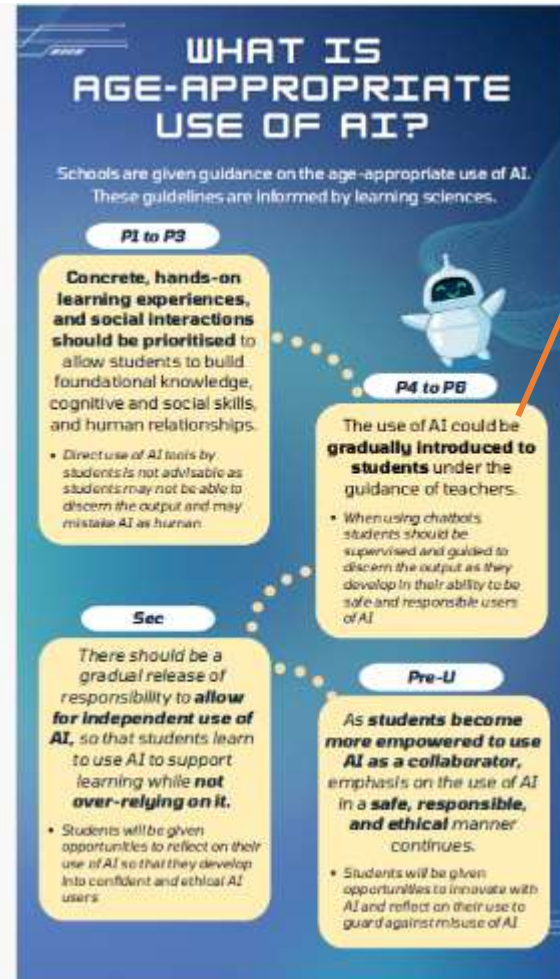
P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- *Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human*

Primary 4 to 6

How will your
child use AI for
his/her
learning?



P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

- *When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI*

P4 Code for Fun Programme & P5 AI for Fun includes an introduction to emerging technologies (e.g. AI) so that students understand how AI learns using data and can appreciate the benefits, risks, and limitations of using AI.

Digital literacy



In school...

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

A structured approach to integrating basic digital skills in teaching and learning, natural key junctures and platforms are identified:

- Primary 1, students are introduced to school-provisioned devices and given access to their MIMS and SLS accounts.
- **Primary 3 onwards, students progressively experience an increased use of devices for T&L.**
- Secondary 1, students receive their Personal Learning Device (PLD).



In school...

3



Learn Well

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E.I.G.H.T Programme v 2.0

***Nurture active self-directed learners
through purposeful integration of ICT into
curriculum***

- Balance between engaged and self-directed learning with guardrails to safeguard wellbeing
- School-based iPad for P3s from 2026
- P4-P6 continue to bring their own iPads (existing guidelines for use in school and screen use restrictions at home apply)

Tightened guidelines for use of smart devices in secondary schools



Students will not be allowed to use smartphones and smartwatches during all school hours.

This applies to non-lesson time too – recess, CCAs, and supplementary, enrichment or remedial lessons.



Devices will be kept in designated storage areas or school bags during school hours.



Schools may allow students to use smartphones by exception where necessary.

Singapore

Singapore secondary schools to forbid smartphone use during recess, CCA hours

An existing MOE guideline that already prohibits smartphone and smartwatch use during lesson time will be expanded in 2026 to cover all school hours, including supplementary, enrichment or remedial lessons.



Secondary 2 students with their personal learning devices during a subject-level mathematics class at Jurong West Secondary School. (File photo: CNA/Raydza Rahman)

Listen 4 min

Rationale: Cultivate Balanced screen use habits from young to reduce distractions and safeguard mental health

Wellington Digital Device Use Policy

WePO p.12

- Students are not allowed to bring mobile phones, smartwatches (*with advanced features e.g., wireless communication and photo/video capture*) to schools. Parents will need to inform school in writing for permission to be sought for child to bring such smart device(s) to school. Once permission is granted, students must lock their smart device(s) in the phone lockers located near the General Office during school hours. Students should bear responsibility for safekeeping of their device(s).
- Students are not allowed to use mobile phones or smartwatches to text or call during school hours including CCA and after-school programmes. They are only allowed to use them to call or text at the school foyer before they leave for home.
- The school will not be held responsible for any loss or damage to smart device(s) brought to school. If smart device is found in student's possession without school's permission, school will confiscate the smart device. Parents will have to come to school to collect it. Any offences (including cyber-offences such as cyber bullying, accessing or posting inappropriate content) involving the use of smart device(s) may result in the device(s) being confiscated as a disciplinary measure or for the purpose of investigation. Disciplinary action will be taken against the student.



3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

At home....

- ❖ Create a family media use plan.
- ❖ It must be made to suit you, your family values and parenting style.
- ❖ Know what platforms, software, and apps your children are using, what sites they are visiting on the web, and what they are doing online.
- ❖ Discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development
- ❖ Talk to your child's Form teacher if there is any concern.

Develop healthy sense of self, rooted in strong character, values, empathy



Managing Disappointment- Be Positive!

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

Write down what I can think or say to myself when I feel disappointed.



Taken from P2 CCE Journal P.8

We Change as We Grow ②

Date: _____

How I Can Support My Friend



Calm them down

- Give your friend time to cool down.
- Ask your friend to take deep and slow breaths to calm his/her feelings.

Hear them out

- Listen attentively to your friend's words and feelings.
- Keep an open mind and do not judge.
- Do not interrupt.

Empathise with them

- Show interest.
- Check if you had understood your friend's issue and feelings correctly.

Encourage seeking help

- Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.

Refer to a trusted adult

- Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

Taken from P4 CCE Journal P.7

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am

- ☐ I am willing to learn from my mistakes.
- ☐ I am confident of my strengths and skills.
- ☐ I am respectful of others.
- ☐ I am grateful for the people in my life.
- ☐ I am open-minded to different options and outcomes.
- ☐ I am curious about things around me.
- ☐ I am responsible for my actions.
- ☐ I am _____

I Can

- ☐ I can choose to think of challenges as new learning opportunities.
- ☐ I can find different ways to solve my problems.
- ☐ I can find helpful ways to cope with my emotions.
- ☐ I can control my actions.
- ☐ I can use 'Stop-Think-Do'.
- ☐ I can use calming down strategies when I need to.
- ☐ I can ask for help when I need it.
- ☐ I can call/message Tinkle Friend if I need someone to talk to.
- ☐ I can _____

I Have

- ☐ I have people who encourage me.
- ☐ I have people I trust.
- ☐ I have people who accept me for who I am.
- ☐ I have people who care and help me when I need it.
- ☐ I have someone whom I can talk to about my worries.
- ☐ I have someone to show and guide me to do things.

Understand and Care for Myself ③

Taken from P5 CCE Journal P.3

Performance Character Programme



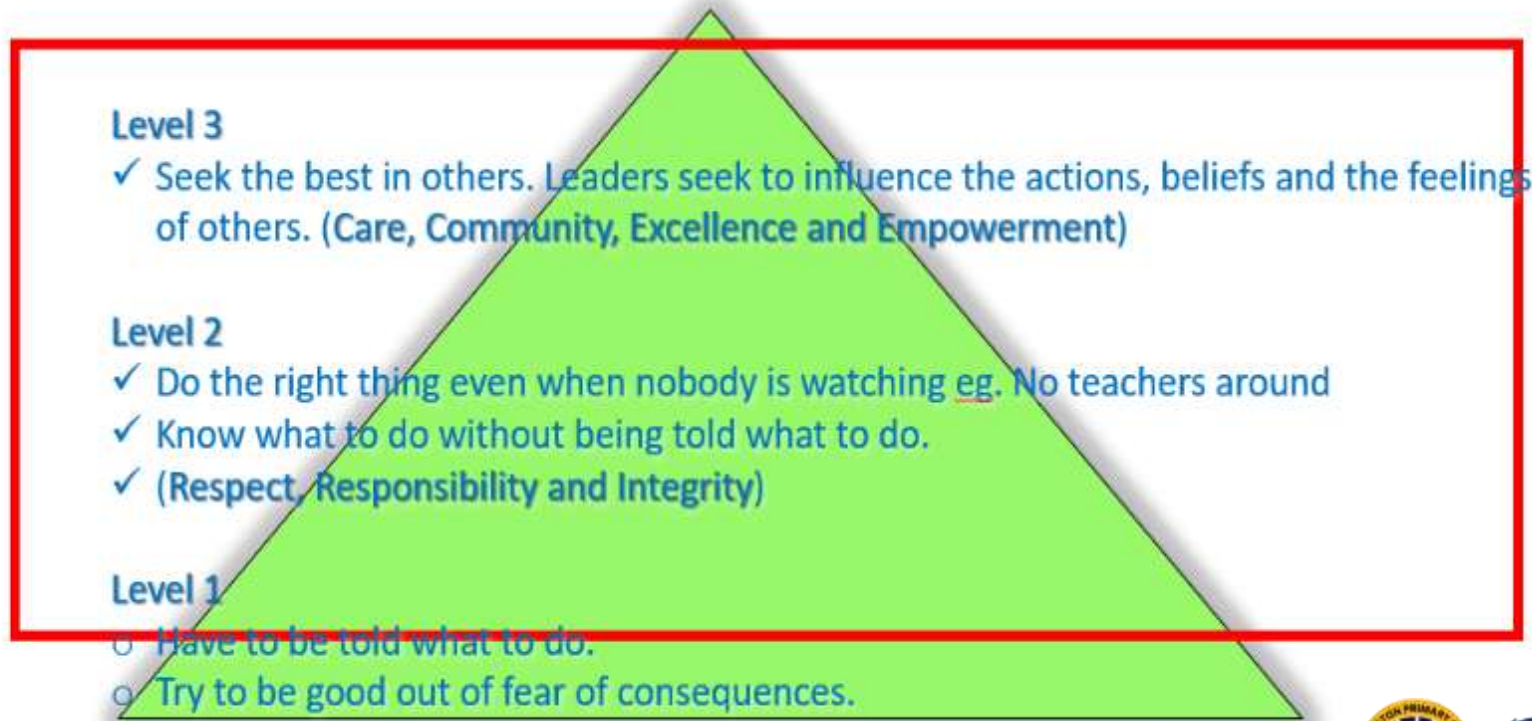
- Goal Setting
- Growth Mind-set
- Sphere of influence
- Chatter
- Delayed Gratification
- Illusion of Success
- Hare and Tortoise Story
- Forgetting Curve
- I can sleep when the wind blows
- 90/10 Principle



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The Wellington Way

Code of Conduct



✓ **Strive for at least Level 2 behaviour**

✓ **Stop, Think Level 2, Do Level 2**

✓ **Good Audience Behaviour**



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Civic consciousness & Community Spirit through sorting out bowls, plates, cutlery after meals...



Power of Care



Actions of Excellence



... & arranging chairs, picking up litter, returning misplaced items



Exceptional care through bonding and food



P1 Food from the Heart



P2 Sun Plaza



P3 Loving Sembawang



Digital Literacy for Seniors from Resident Network of Wellington [Info Comm CCA]



P4 Bonding with Seniors



P5 Racial Harmony Day PA



P6 World Water Day with PUB



Bulan Bahasa 2025



Scouts Founders Day [Scouts]



PassionArt for SG60 [Art Club]



Power of Care



The Joy of Gratitude



Holistic development in lessons & CCAs and various Performing Arts and Sporting platforms



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CATEGORY A

The Playground That Connects Us

Mixed Media

Wellington Primary School



Student Artist(s)

Choi Yee Ning,
Edan Lee Ho Zi,
Hafika Inayya Binte Muhammad Khair,
Joanne Taw Zi En,
Lin Shi Qiang,
Mikayla Aina Muhammad Farid,
Ong Hyun Nis Avery,
Poh Zi Xuan, Jovye,
Wei Lechen Ivy

Artist Statement

Our artwork features the Dragon Playground, a tiny wonder and beloved icon of Singapore, created using paint and inspired by Van Gogh's night sky. Children of different cultures play together, symbolising how shared spaces unite us. This artwork reflects our dream of harmony and blending in a multicultural Singapore.

Teacher Mentor's Comment

Throughout this project, my students demonstrated strong collaboration, staying focused on a common goal. They shared ideas, solved problems together, and taught one another new techniques. Their ability to work harmoniously mirrors the message of their artwork — diverse individuals coming together to create something meaningful as one.

Ms Lim Li Pei



SYF Visual Arts 2025



NSG 2025



Wellington Primary School
To empower every individual, nurture talents and groom leaders

Preparing our children for the Future...

**Grow their resilience,
adaptability and
adversity quotient**

**Children are
antifragile**

**Guide them to
problem-solve
and face the
consequences
rather than
rescue and
solve the
problem for
them**

**Let them make
mistakes,
forget things...
it's ok!**



... by providing them with a safe learning environment to support their well-being

Whole-school educative process of discipline

“discipline” means “to learn” – self management, responsibility & good character

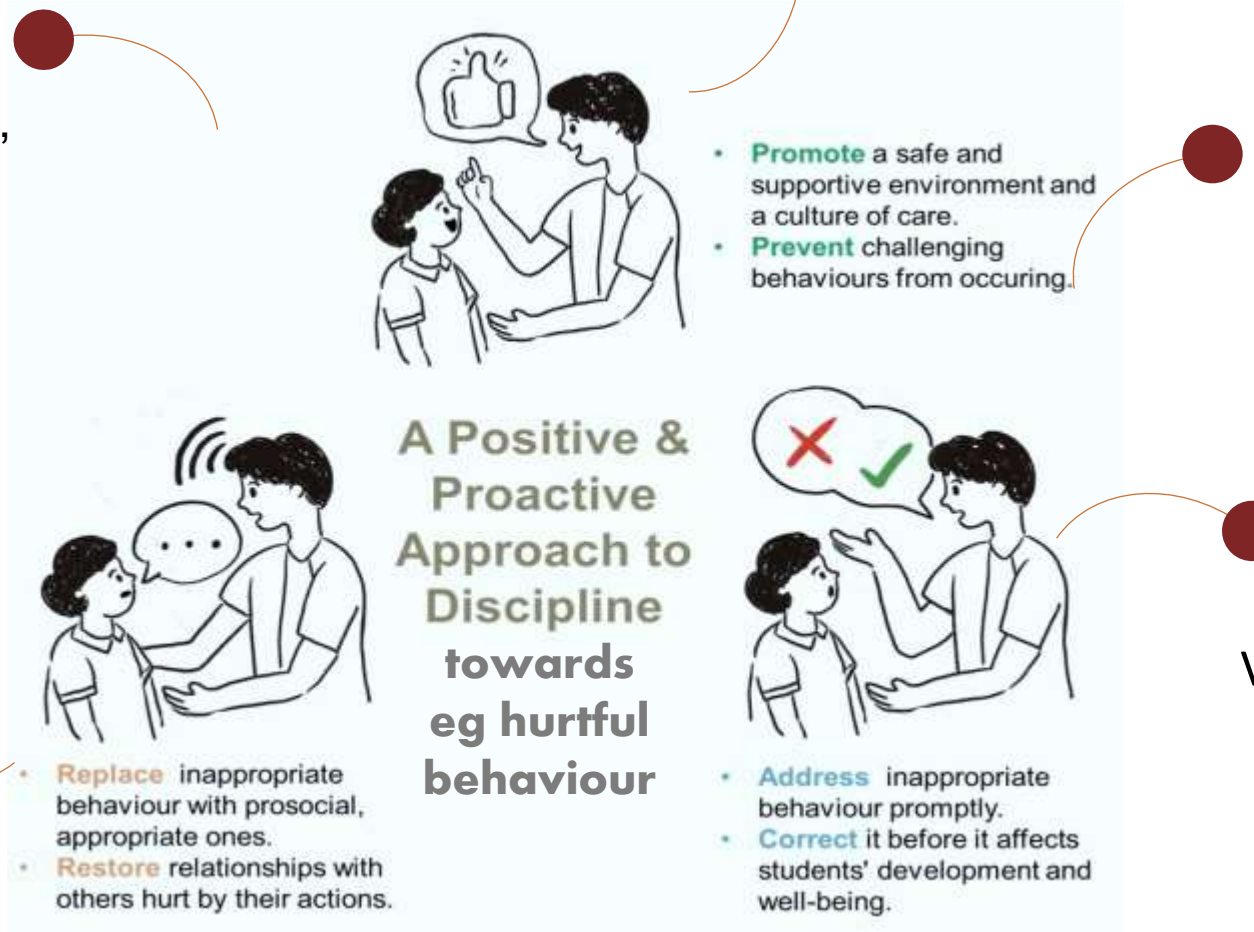
Support and restore relationships

Firm but caring & respectful

Consequences to help child learn when poor choices are made

Work with school to support your child

Verbal or Written report to teacher / YH / School



Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

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



**Respectful
Communication**
*Foster kind words and
actions between
parents and educators*



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



Real Connections
*Cultivate strong
relationships and
healthy habits in
this digital age*



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

Respectful Communication

Foster kind words and actions between parents and educators



- Listen to and understand each other's perspectives and concerns regarding each child.
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.

Role Models

Show our children the skills and values they need for life



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

Real Connections

Cultivate strong relationships and healthy habits in this digital age



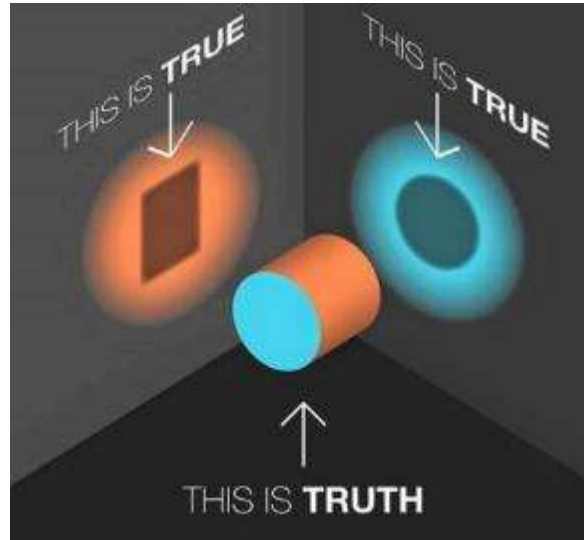
- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

Respectful Communication

Foster kind words and actions
between schools and educators



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



Respectful Communication

**Foster kind words and actions
between schools and educators**



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



Communicate kindly using official channels eg 3rd party app, school phone, email, face-to-face. Teachers are not required to share their personal mobile numbers.



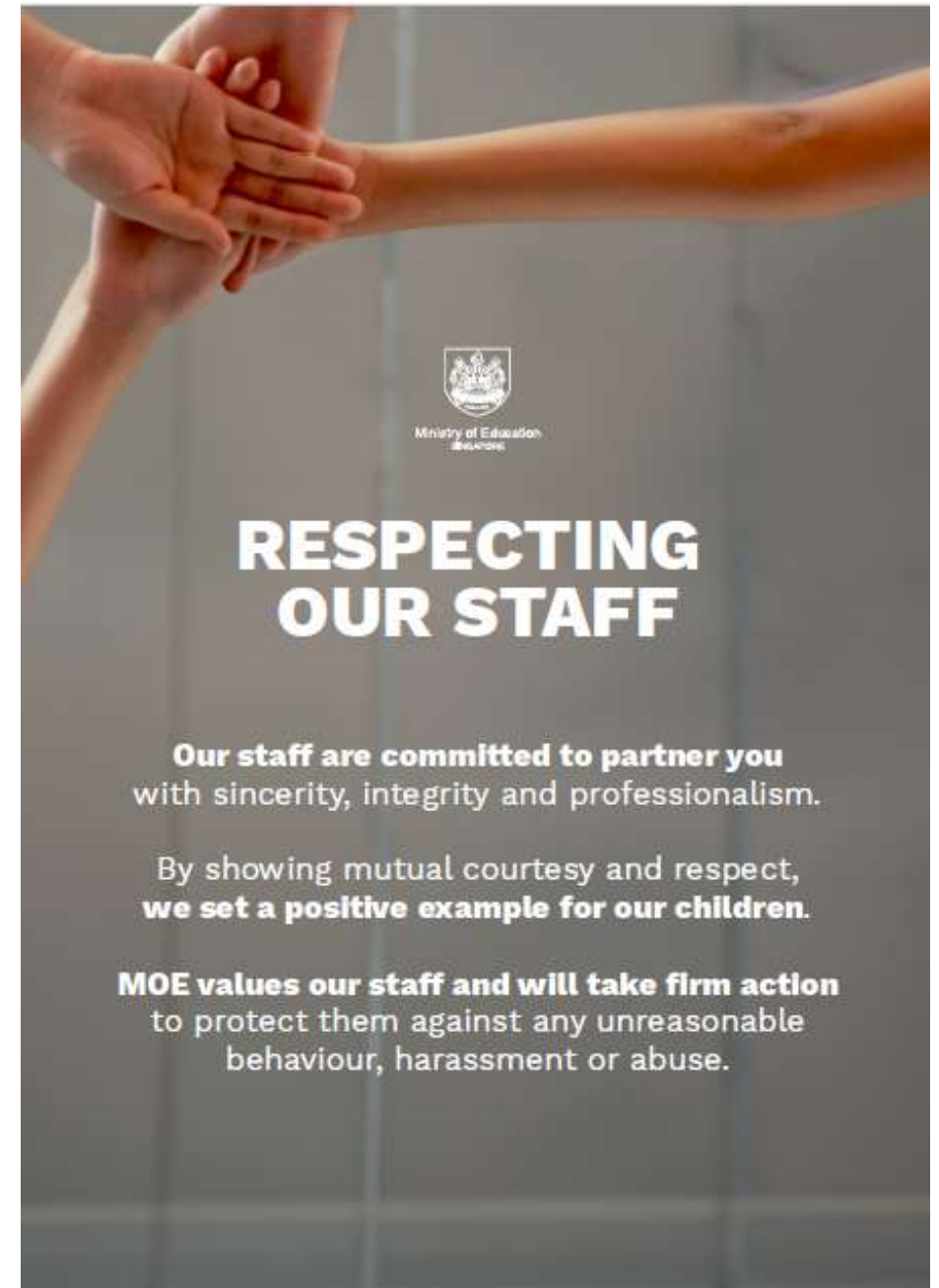
Respect each other's time by communicating during working hours.
Staff working hours 7.15am – 5.30pm



*refrain from making same day
changes to plans that require
urgent or immediate
communication with teachers
to convey to students*

Engagement Charter

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



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

Real Connections

Cultivate strong relationships and healthy habits in this digital age

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

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



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



Check out the refreshed Guidance on Screen Use in Children by MOH.



Supporting Your Child's Mental Health Page 1 of 2

Addressing Barriers to Reaching Out for Support

Here are clarifications to the concerns you and other parents may have:

You may think...	In reality...
I don't want others to treat my child differently.	- Receiving professional help is key to preventing mental health concerns from worsening. - Your child's needs should be your first priority. - The opinions of others should not prevent you from ensuring that your child gets the right support they need.
I don't want my child to have a mental health record that might negatively affect their future.	- Government policies and guidelines require fair hiring practices for all, including those with mental health conditions. - Agencies are educating employers to ensure that they understand and follow these guidelines.
I don't know if mental health treatment will work for my child.	- The mental health professional will involve you in discussions on your child's treatment options and answer any questions that you or your child may have. - This helps to ensure that the treatment is suitable and effective for your child.
I don't want my child to suffer from the side effects caused by medication.	- Medication is not always necessary. - If prescribed, your child should follow the recommended treatment plan. - The mental health professional will advise you on possible side effects and how to manage them. - This treatment plan will be adjusted according to your child's needs.

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A TOOLBOX OF STRATEGIES TO EMPOWER YOU ON YOUR PARENTING JOURNEY

MODULES WILL BE AVAILABLE FROM JAN 2023

parenting for wellness

Building Relationships

How You Parent vs. How You Were Parented

Understanding Yourself as a Parent

Take some time to reflect on the following:

- What were your parents' values when they were raising you?
- What values are important to you as a parent, and why do they matter?
- What are your spouse's values, and how are they similar to or different from yours?
- What did the significant adults in your life do or say to make you feel important, loved and cared for? What do you plan to do so that your child can feel the same way?

Your Relationship with Your Child

Take some time to reflect on the following:

- What are your biggest hopes, dreams, and worries for your child?
- How are your interactions with your child? How would you like your interactions to be?
- Which topics typically lead to more heated or tense discussions with your child? How can you approach these topics more sensitively?

Tips

- Share the values that matter to you.
- Ask your child what they value and discuss how those values can guide family interactions.
- Draw links between the behaviour you are hoping to teach and the values behind them that are important to you and your family.

Sample Conversations

1. I know when we talk about your studies, we often end up arguing. I'd like to hear what you are discussing. I hope we can have respectful conversations. How do you think we can improve our communication?

2. You always call me 'lazy' when we talk about my studies. I don't like it because I've actually been working very hard.

3. Thank you for sharing with me. It's important to me that you feel safe to share your honest feelings and thoughts. As long as you try your best at your studies and don't give up easily when you can't resolve the problem, I'm proud of you.

Navigating the Digital Age

Helping Your Child Manage Device Use & Stay Safe Online

Page 1 of 2

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 device
- 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 linking 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?"

you've got this!

WELCOME EXPECTING 0-2 YEARS 3-6 YEARS 7-12 YEARS TEENS **NAVIGATING THE DIGITAL AGE** PARENTING FOR WELLNESS EVENTS

HOW WILL WE... NURTURE HEALTHY MOMENTS CHILD HEALTH PLAN MEDICAL CONDITIONS STORIES SUPPORT PAGE

MAKE EVERY HEALTHY MOMENT A FAMILY MOMENT

It's a bold, brave, playful, and fun way of seeing family. It's the idea that you'll find great fun and joy in the time you spend with your family. It's the idea that you'll find joy in the time you spend with your family.

Add your child's profile on the mySG for personalisation and analytics.

Toolbox



Website



Parenting for Wellness Toolbox, Conversation Kit and Website

Grow Well SG Parent Hub

**Prepare our children for
the test of life and not a
life of tests.**





Wellington Primary celebrates
25 years in 2026!

The Wellington Way

My school is like my second home, where I learn and grow

The Wellington Way focuses on fostering respect, teamwork, and responsibility among our students.



Middle Primary Focus

TO NURTURE STUDENTS INTO **PEER LEADERS** WITH A
GROWTH MINDSET



OUR SCHOOL VALUES – (RICE)

Level 3 (MP)

- ✓ Seek the best in others. Leaders seek to **INFLUENCE** the actions, beliefs and the feelings of others.
(Care, Community, Excellence and Empowerment)

Level 2

- ✓ Do the right thing even when nobody is watching eg. No teachers around
- ✓ Know what to do without being told what to do.
- ✓ (Respect, Responsibility and **Integrity**)

Level 1

- Have to be told what to do.
- Try to be good out of fear of consequences.



Building Culture Together

Our Nation - United as One

Understanding how we connect as a community helps us appreciate our shared values and encourages **responsible citizenship** and safe interactions among everyone.



Our national identity
and unity as
Singaporeans



A place where we learn
and grow together as a
community



A place where we play
and interact safely and
learn the cause and
effect of choices

Fabric of Our Nation, Our School, Our Class

Each
piece is
unique,
just like
you, just
like your
friends.



And when all
the pieces are
joined
together, it
becomes a
beautiful
blanket,
colourful and
unique in
every way.

The Moral Compass: Finding True North

Navigate
Choices

Navigate
choices



Understand
right from
wrong

Intentionality



**I STOP, THINK, AND CHOOSE
THE RIGHT ACTION.**



It counts even when no one is watching!

Form Winning Habits

1. Punctuality
2. Bow and Greet
3. Clean-UP!
4. Power of Care



Calibrating Our Volume: Voice Levels



Eyes
Looking

Mouth
Quiet

Hands
and
Feet
Still

 WELLINGTON PRIMARY SCHOOL
VOICE LEVELS

4	 Outdoor Buzz 
3	 Presenter Talk Time
2	 Group Discussion 
1	Whisper Time 
0	 No Talking



Right Time, Right Place for Everything



We tell our brain what to do!

Make good choices
Keep problem SMALL

Hands and Feet: Help, Not Hurt

Hurtful Actions



Purposeful exclusion ("You can't play")
Rough play
Ignoring classmates

Helpful Actions



Collaboration
Friendly greetings
Including someone new

We choose to create a safe space.

Words Can Build or Break

Build



Using words to
foster friendship.

T

– True?

H

– Helpful?

I

– Inspiring?

N

– Necessary?

K

– Kind?

Break



Avoid name-calling,
laughing at mistakes,
or spreading rumors.

Respect Starts with ME

Take pride in how you present yourself. Wearing the uniform shows honor to the school and yourself.

Hair (Boys/Girls)

Neatly cropped (boys) or tied up (girls). No fringes covering eyebrows.

Name Tag & Badge

Name tag sewn 2cm above the school badge.

Shirt & Tuck

Shirts tucked in at all times.

Socks

Socks at least 7cm above the ankle.

Shoes

Clean, all-black shoes.



Respecting Our Shared Home



Taking care of the environment is an act of Gratitude for those who care for us.



Return
equipment
properly.



Keep
classrooms
tidy.

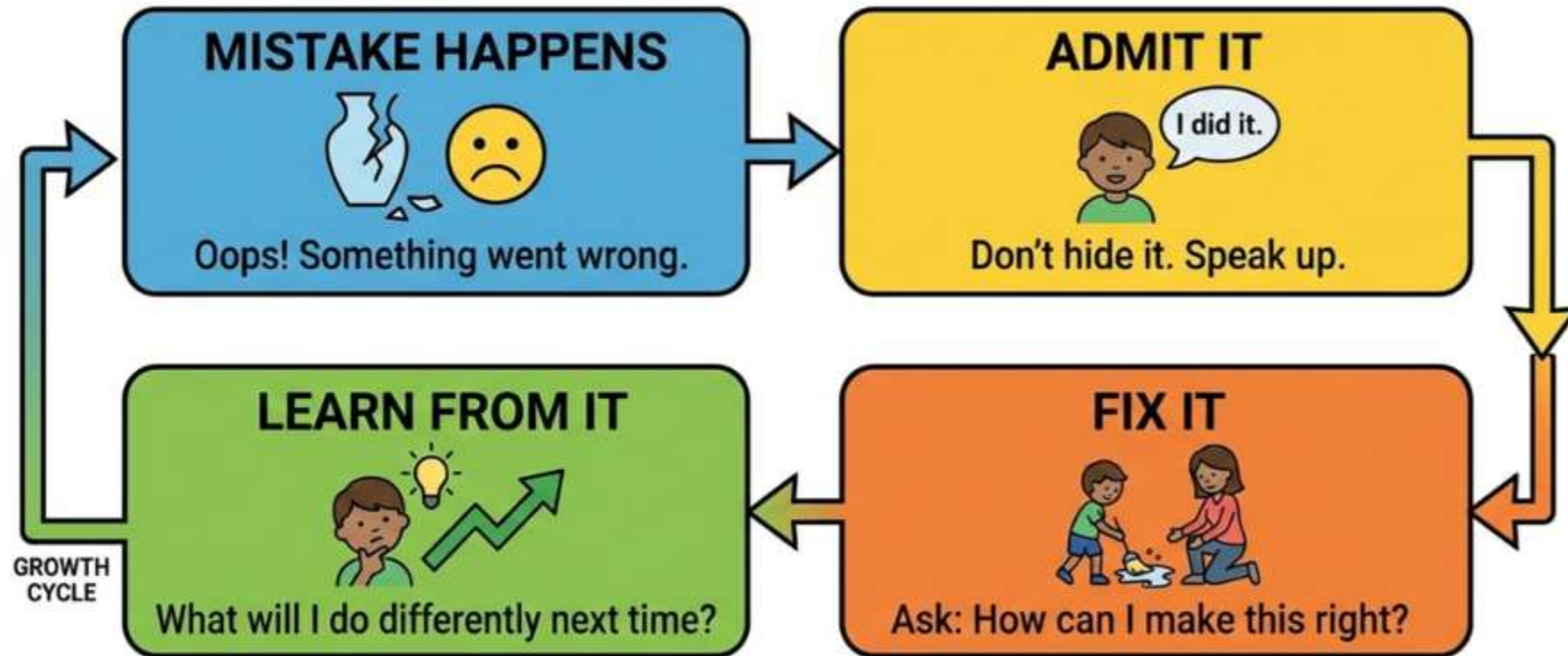


Take care of
books and art.



BE A WELLINGTON HERO! RESPECT ALL!

THE RESPONSIBILITY PROCESS: HANDLING MISTAKES LIKE A PRO



Taking ownership leads to learning and growth! ✨

A mistake is only a failure if you blame it on someone else.

The Superpower of Responsibility



Responsible Decision-Making with the Squad!



1. Identify the Problem!



Spot the challenge early!

2. Evaluate Consequences!



Think about what happens next!

3. Take Action!



Do something positive to fix it!



Be a Responsible Learner! Make Smart Choices!



THE POWER OF RESPONSIBILITY: UNLOCKING YOUR POTENTIAL

GAINING TRUST



EARNING FREEDOM



BUILDING CONFIDENCE



STRENGTHENING RELATIONSHIPS



RESPONSIBILITY = YOUR SUPERPOWER!

Being the boss of your own actions is the coolest power you can have!

Challenge of the Week

Pick Your Mission:

Pack your own backpack tonight.

Make your bed every morning.

Be the boss of your own screen time.

Can you do it without being reminded?

Small Actions Matter



I was kind to someone today, and they smiled. I don't know what they were going through—but maybe that smile mattered.

The Wellington Challenge

- ☐ Listen fully to one person today.
- ☐ Include someone new in a game/conversation.
- ☐ Clean up one thing that isn't yours.



I choose v

CHERISH

Creating Helpful &
Empathetic, Resilient
Individuals in our ScHool

Power of Care and students' active contribution as concerned citizens



CHERISH framework

Student's
holistic
development



Winning habits

TO BE A BETTER
PERSON(LEVEL 3)



To develop and
implement a
programme to
inculcate values in
the students to
develop them to be
individuals who are
socially
responsible
citizens



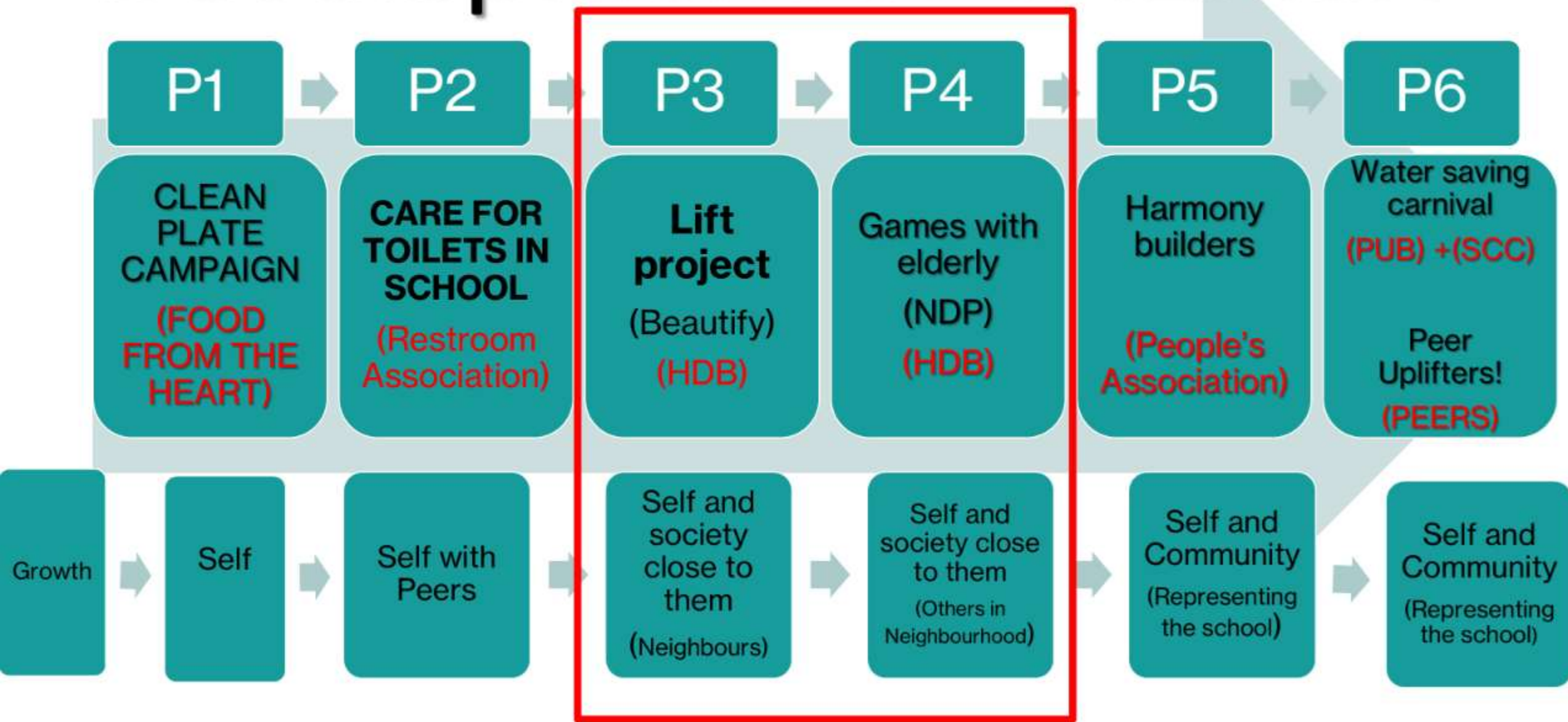
CHERISH will help
to inform and
enrich student's
with knowledge,
skills and values
and create a
platform where
they get to show
what they have
learnt.



Wellington Primary School
To empower every individual, nurture talents and groom leaders



Development of CHERISH



P3 –(VIA) Partners: HDB M.Y.WORLD People's Association Resident's Network



A VALES IN ACTION PROJECT

SEMBAWANG SERENITY

This project is brought to you by Wellington Primary School's Primary 3 students. Their vibrant nature-inspired geometric artworks, enhanced with drawings from the community, aim to enliven the neighbourhood and celebrate Sembawang Town's history and landmarks.

Check out these murals at the Level 1 void decks of EastLink 1 and EastLink 2 and see if you can spot your artistic handiwork!

This mural shows the beautiful geometric pattern which captures the ever-evolving landscape of Sembawang, known for its peaceful suburban environment, historical military significance, and natural attractions.

The harmonious community is strengthened by the beautiful diversity of residents and the people who help make Sembawang our 'kampung'. Can you spot Grassroots Adviser Ong Ye Kung's signature in the artwork?

Scan the QR code or visit <https://www.singapore.gov.sg/1660372> to share your thoughts about the project.



Upon scanning, you will be directed to a link that contains going.

Organised by:



Funded by:



Supported by:



Displayed at Eastlink 1 and Eastlink 2
Canberra

NDP EVENT



Seniors painted the lanterns for the KWSH



2026 Primary 3 Form Teachers

Form Teachers			
3A	Ms Zhou Huiru	Mr Airi	
3B	Mrs Ang Xi Jun	Ms Judy	Mdm Noormarlina
3C	Mr Hakim	Ms Shanu	
3D	Mr Jeremy Chan	Ms Nuruzzulfaa	
3E	Mrs Bernadette Chen	Mr Daniel Lim	Mr Indra
3F	Mr Kareem	Mdm Lee Wai Fong	

Segment 2: Primary 4

- DIRECT SCHOOL ADMISSION
- SUBJECT-BASED BANDING



Wellington Primary School

Direct School Admission for Secondary Schools

DSA-Sec



Direct School Admission (DSA)

What is DSA-Sec?

- ❖ Giving P6 students the option to apply to some secondary schools before taking the PSLE.
- ❖ Students apply based on their interests, aptitude, and potential, beyond their performance at PSLE.



Is it too early?

- Preparation of portfolio
(e.g. SOTA Visual Arts DSA requires 5 pieces of student's artwork created between P4 to P6)
- Setting a target / goal with your child

What are the domains?

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

Sports and games

Visual, literary and performing arts

Debate and public speaking

Science, mathematics and engineering

Languages and humanities

Uniformed groups

Leadership



Wellington Primary School
To empower every individual, nurture talents and groom leaders



Eligibility

Applicants must be able to demonstrate their talent, potential, passion and character through their school track record and online DSA applications.

For example, your child might have:

- ❖ Represented the school in a CCA.
- ❖ Held a role in a play or performance.
- ❖ Done well in a subject such as mathematics or creative writing.
- ❖ Held a leadership role in class or a CCA.

Applicants who do not have prior experience may also apply. The school will assess applicants based on the selection criteria, which may include assessing the potential of the applicants.

Choosing the Right School

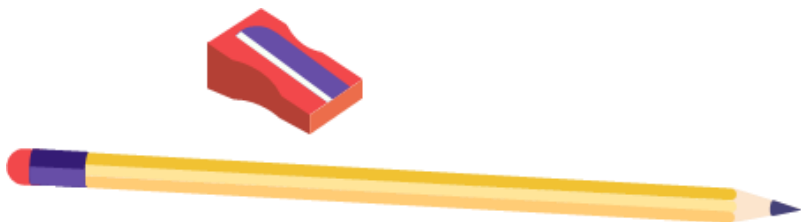
Look for a school with programmes that **match your child's strengths, interests and learning styles.**

Get the latest information about what each school offers by:

- ❖ Visiting the school's website
- ❖ Attending the school's Open House
- ❖ Visiting MOE's DSA-Sec Website



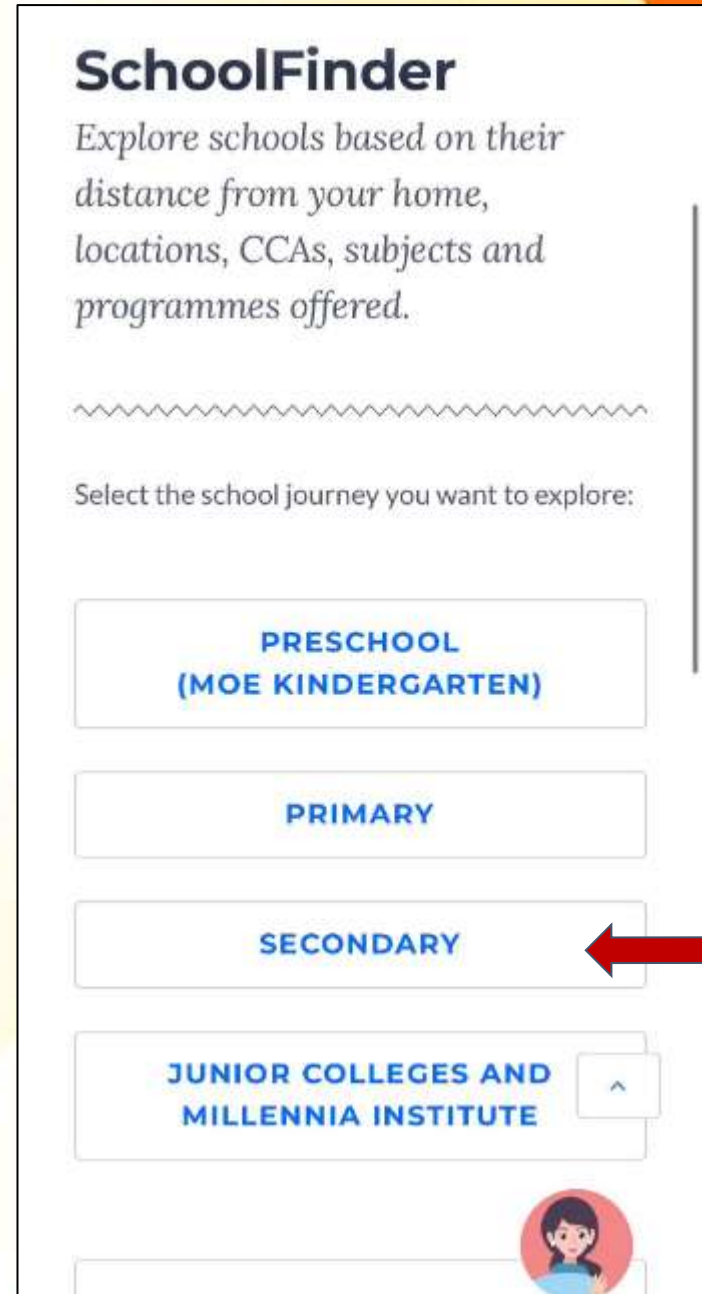
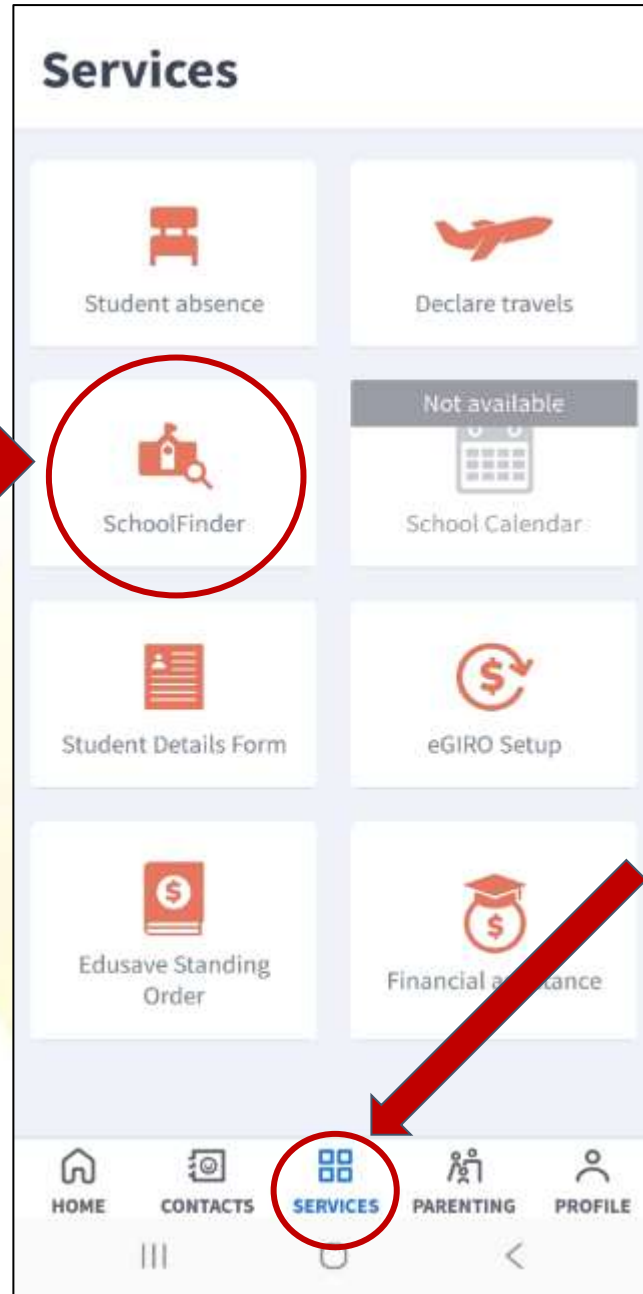
[How to Choose](#)



Wellington Primary School
To empower every individual, nurture talents and groom leaders



Parents Gateway



What's next?

Parents may want to:

1. Find out more about your child's interest level and involvement in his/her CCA (***Interest must come first!**)
1. Explore the options available by using the School Finder website
1. Discuss with your child's teachers and make informed decisions with your child (Changing of CCA is subject to vacancies)
1. Set a goal/target with your child on his/her choice of school (***PSLE results matters**)

The Wellington Way

My school is like my second home, where I learn and grow



Subject-based Banding

Background

- Implemented in 2008 for Primary 5 cohort
 - To give students the opportunity to take a combination of subjects at standard and foundation levels depending on their aptitudes and ability in these subjects
 - Subject-based banding is premised on ability-driven education
-

Why introduce Subject-based Banding (SBB)?

- To provide more flexibility to students with strengths and abilities that vary across subjects
- To encourage greater interaction among students with different strengths

HOW DOES SBB WORK?



- Students can take a mix of standard and foundation subjects through SBB at P5 and P6. This would allow your child to:
- Stretch their potential in subjects they are strong in.
- Build up their understanding in subjects they need more help with.

How SBB works

Primary 4

- Your child sits for the school exams.
- School recommends a subject combination based on their exam results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

Sample of Option Form

SCHOOL'S RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2025

Name of Pupil: _____

Class: **P4-F**

Reg. No.: **1**

Your child/ward has completed four years of primary education. Based on his/her academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 next year:

<u>4S</u>

How SBB works

Primary 5

- Your child takes their preferred subject combination.
- School assesses your child's ability to cope with the subjects at the end of the year.
- Adjustments to the subject levels are made if needed.

Primary 6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.

TO RECAP

- Students are encouraged to do the subjects at the levels that best meet his/her abilities
- Consider your child's overall performance in all subjects
- Take into account your child's aptitude, ability and motivation for each subject



ELIGIBILITY FOR STANDARD SUBJECTS

- Examinable results at the end of the P4 year*
- Subject teachers' recommendation based on:
 - Attendance in school
 - Quality of daily class work
 - Attitude towards the subject
 - Results at other assessments
- Conduct and discipline

**EYA/Overall*

SELECTION CRITERIA & CONSIDERATIONS



The *possible* subject combinations are as follows:

NO.	COMBINATION	DESCRIPTION
1	4S1HMT	All Standard Subjects with Higher MT
2	4S	All Standard Subjects
3	3S1F (FMA or FMT)	All Standard Subjects except Math or MT
4	2S2F (FMA & FMT)	2 Standard Subjects 2 Foundation Subjects
5	1S3F	1 Standard Subject 3 Foundation Subjects
6	4FDN	All Foundation Subjects

ELIGIBILITY FOR HIGHER MOTHER TONGUE

- Good overall results for EL, MA, SC & MT
- Form Teacher & Mother Teachers' recommendation on child's ability to cope with the additional subject and demands. Students must also be self-directed.

HIGHER MOTHER TONGUE (HMT)

- Higher Chinese / Higher Malay / Higher Tamil
- Students take up HMT to deepen their interest in the Mother Tongue language and cultural heritage
- Students who do well in HMT (Chinese only) for PSLE will have a better chance of entering the Special Assistance Plan (SAP) schools in their secondary school stage, subject to the cut-off point of the SAP school.

PSLE SCORING SYSTEM



PSLE SCORING SYSTEM AND ELIGIBILITY TO SECONDARY SCHOOL

Changes to Secondary 1 posting

- Starting from the 2024 Sec 1 cohort, Pri 6 students will be admitted to Sec 1 through three posting groups
- Posting groups are assigned based on PSLE scores, mapped from existing PSLE score ranges for Express, N(A) and N(T) streams

PSLE Score	Posting Group	Subject level for most subjects
4-20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	1	G1

AL	RAW MARK RANGE
1	≥ 90
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	< 20

Using HCL for Admission into SAP Schools

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

Students with better PSLE Scores will be posted first, even if they did not take HCL.

Amongst students with the same PSLE Score, those with better HCL grades will be posted first.



Foundation Subjects

- Focus on mastery of core content and foundational skills in literacy & numeracy
 - Offered to students who face difficulties in coping with more than one standard subject
 - Provide weaker students with a differentiated curriculum that would best maximise their potential
-

Standard vs Foundation Subjects

- Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school.
 - Foundation subjects are pitched at a relatively simpler level in terms of content and expectations.
 - Standard subjects require greater content knowledge, mastery and application.
-

Key Considerations

- No student is worse off compared to previously in terms of curriculum choice and match.
 - Students' differentiated potential should be optimized.
 - All students will be encouraged to offer subjects at the highest level that they can achieve and benefit from.
-

FEEDBACK



Your valuable feedback greatly appreciated and will be used to improve and enhance future sessions.



designed by  freepik.com

Looking forward to our school-home partnership!