

A Warm Welcome to our Primary 1 Orientation



**CHUA CHU KANG
PRIMARY SCHOOL**

Empowered Leaders

Programme overview

- 1 Principals' Addresses
- 2 Year Head's Address
- 3 Transit Talk / School Tour
- 4 Canteen Experience



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Welcome Address

by our Principals



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PRIMARY SCHOOL**
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Principal



Mrs Sheree Chong



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A quick poll....

- (1) You were Ex Students of CCKPS
- (2) You were Parent Volunteers
- (3) You have other children in CCKPS
- (4) You live within 1km and were balloted in



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Let's support our children from the inside out

Parents play a crucial role in helping children develop a strong sense of self which gives them the confidence and resilience to become the best version of themselves.

Sun Xueling

Singapore is a small island city state. This naturally limits the number and variety of industries, schools, sports clubs, lifestyle choices, and even personal connections. It's a practical outcome of being in a small place.

The idea that any person can be successful in a career that is not connected to the island's main industries is a fantasy. It's a fantasy that is not realistic.

Living in Singapore is a challenge. It's a challenge because everyone knows everyone, and everyone knows everyone's business. It's a challenge because everyone knows everyone's business.

In this climate, how do young people gain the courage to pursue their own definition of success and develop the resilience to become the best version of themselves?

A SENSE OF SELF

During the recent June holidays, I took my children to watch Inside Out 2, a Disney film about the growing-up pains of a young girl. The movie draws on insights from renowned psychologists from the University of California, Berkeley and others.

Central to the movie is the idea that an individual's own experience and imagination with others shape a belief system that defines their sense of self. This sense of self, or one's own perception of what defines them, is depicted as a tree with deep roots anchored in the protagonist's lived experiences, seen in the colors of her emotions.

When confronted with the need to make decisions, it is this sense of self which guides the protagonist, providing her wisdom that also from the consequences of these decisions, and eventually matures to further develop the sense of self.

Why do I bring up the concept of a sense of self? In previous times, one's dream and definition of success, it requires a strong sense of self which can light the way towards a unique definition of success and achievement. In

parent a dream that may not be common, and the resilience to carry on when things go wrong.

PARENTING AND THE CHILD'S DEVELOPMENT OF A SENSE OF SELF

For a young child and youth, their sense of self is inevitably tied up with their lived experiences with their family, friends, school, and society.

Let us face it, even a child will still develop a sense of self. But it would be one engendered by the benefits of the lived experience of adults, who

Responsible parenting has too easily been seen in recent times to mean investing in more tuition and enrichment classes to boost a child's likelihood of success. As parents, we often hesitate to admit that we have limited knowledge of the world our children will face as they grow up. They are experiencing times vastly different from those we knew in our youth.

systems, values and social norms which a nurtured and guided caregiver could provide.

Parents then play an important role in the formation of a sense of self of a young child.

Research from the Centre for Holistic Initiatives for Learning and Development (CHILD) shows that caregiver sensitivity in the early years impacts the child's ability to develop strong self-identity, self-control and social skills. This is because with a sensitive caregiver, the child knows the caregiver is responding to their behavioural cues and this in turn gives them

confidence to navigate their surroundings. The child also tends to have a better sense of self-worth and respect for others as they feel supported and loved. This gives the young child confidence to move in strong interpersonal relationships.

Similarly, developing resilience in a child is important as the sense of self will inevitably come up against life's challenges. Again, research has found that good parenting is often the most significant factor in boosting resilience in a child.

The Singapore Youth Resilience Scale (SYRS) developed by the NUS Department of Psychological Medicine and the NUS-NUS Mind Science Centre measures 10 different domains of resilience. Among them, the four emotional domains of positive self-regulation, personal control, interpersonal support, and emotional regulation were measured as being the strongest buffers against internalising (anxiety, worry and mood) or externalising (impulsivity and aggression) problems in the face of adversity.

Like the research shared by CHILD, personal maturity, responsibility and sensitivity are key in helping children develop confidence, exercise self-regulation and personal control. A willingness to serve in relationships and social support helps to boost the child's resilience.

Without resilience, a young person may not be able to withstand the struggle that comes with pursuing their dreams, or develop the grit and gumption to become the best version of themselves.

LET US SUPPORT OUR YOUTH

Prime Minister Lawrence Wong shared with students from institutions of higher learning at a Dialogue at Singapore Management University on July 2, that we all have our own challenges and strengths and there is no need to compare ourselves as we are not meant to fit.

Having the courage to pursue one's own definition of success and the grit to labour on to become the best version of themselves is made much easier for young people if parents come onboard and recognise the real responsibilities that they have.

Responsible parenting has too easily been seen in recent times to mean investing in more tuition and enrichment classes to boost a child's likelihood of success.

As parents, we often hesitate to admit that we have limited knowledge of the world our children will face as they grow up. They are experiencing times vastly different from those we knew in our youth.

It is also impossible to have control over the daily challenges our children will face and the decisions they have to make.

Further than invest in their development in topics which may become obsolete, let us equip them with a strong sense of self, anchored by positive emotions and beliefs, and enriched with the lived experiences they have had with us.

This would give them the courage to pursue their dreams, and the resilience to move on to the best version of themselves.

Sun Xueling is Minister of State for Social and Family Development.

Parents play a crucial role in helping children develop a strong sense of self which gives them the **confidence and resilience** to become the best version of themselves

JONATHAN
HAIDT
*The Anxious
Generation*



How the Great Rewiring
of Childhood is Causing
an Epidemic of Mental Illness

How devices are harming our children:

- ☐ Social Deprivation
- ☐ Sleep Deprivation
- ☐ Attention Fragmentation
- ☐ Addiction

JONATHAN
HAIDT
*The Anxious
Generation*

How the Great Rewiring
of Childhood is Causing
an Epidemic of Mental Illness

Four Reforms

- ☐ No smartphones before secondary school
- ☐ No social media before 16
- ☐ Phone-free schools
- ☐ More supervised play and childhood independence



Protect your children



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thank you

Thank you for trusting us!



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Principal-Designate



Mr Quek Swee Nee



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Our Vice Principals



Mrs Low Boon Hwee
VP (EO)



Ms Pusphaalatha Ayavoo
VP(A)



Mrs Joyce Lim
VP (EO)

Joining CCKPS on 15 Dec 2025

Administration & Operations



Mr Steve Lin
Administration Manager



Mr Sathasivam Rajasegaran
Operations Manager

Our Year Heads

Mrs Karyn Hon

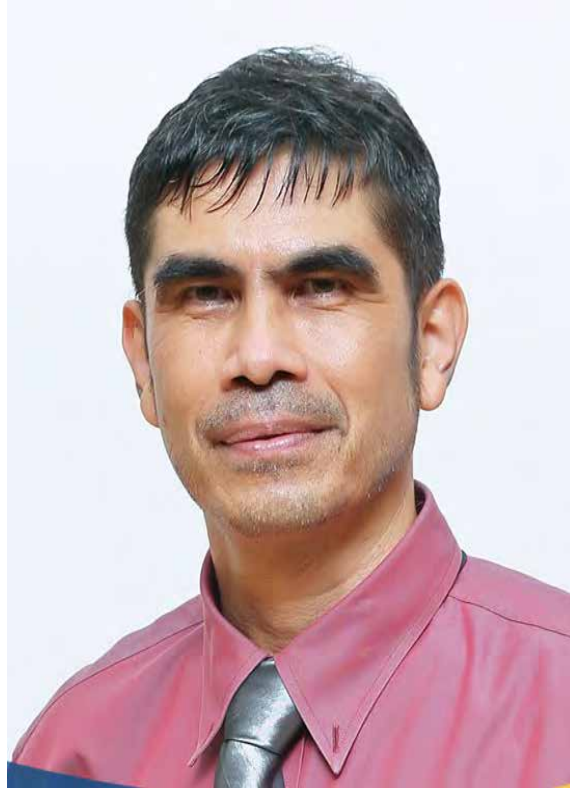


Mdm Rasidah

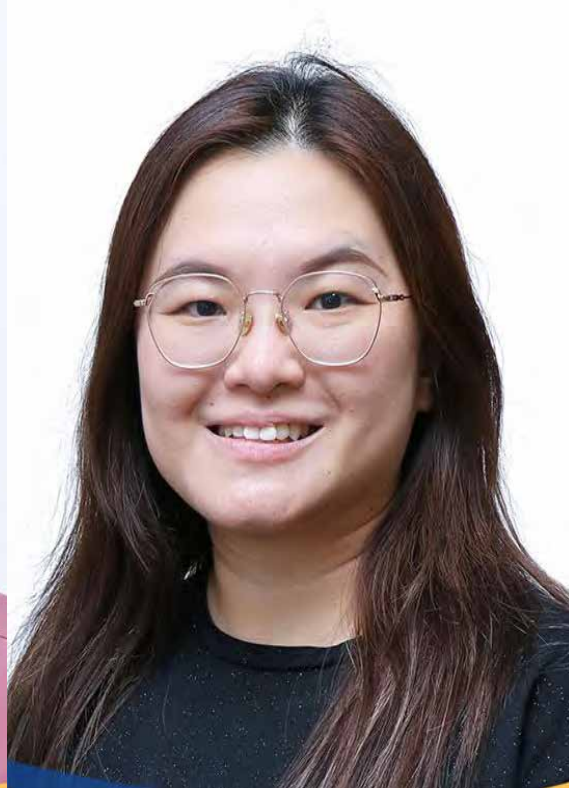


Our Assistant Year Heads

Mr Mohd
Hamdan



Mdm Junie
Lim



Mr
Muhammad
Shukur



2026 Primary 1 Teachers

We seek parents' understanding that there is a possibility that your child's form class may change based on the child's learning needs.

Class	FT		FT
1 CARE 1	MDM SERENE KOH	&	MDM VETHIYA D/O SUTARSAN
1 CARE 2	MDM LIM WAN FONG	&	MDM ZURAIDA BINTE ISAMAWEE
1 CARE 3	MS TEO SIEW PENG	&	MRS KAREN YEO
1 CARE 4	MDM TAN JIA HUI	&	MDM ROHANA HAMID
1 CARE 5	MDM SRI PRIYA D/O KISNAN	&	MRS TAN-CHNG MIANG KHEE, MAGGIE
1 CARE 6	MDM DIAN FITRIANI	&	MR YIP YEW WING
1 CARE 7	MDM FAUZIAH OTHMAN	&	MS CANDICE CHEN
1 CARE 8	MS NUR DIANA	&	MDM ZHANG ZHITING

2026 **1 CARE 1** Form Teachers

Mdm SERENE KOH

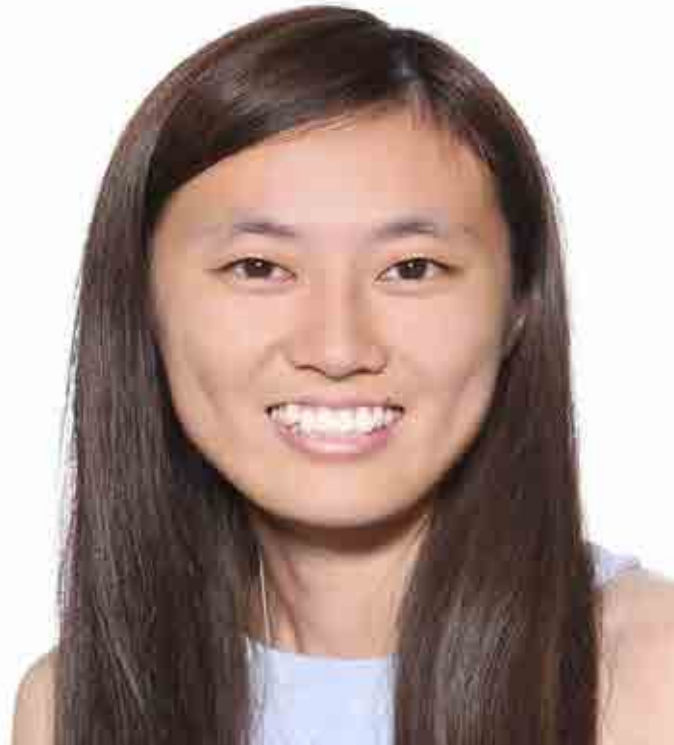


Mdm VETHIYA
D/O SUTARSAN



2026 **1 CARE 2** Form Teachers

Mdm LIM WAN
FONG (MRS YONG)



Mdm ZURAIDA
BINTE ISAMAWEE



2026 **1 CARE 3** Form Teachers

Ms TEO
SIEW PENG



Mrs KAREN YEO



2026 **1 CARE 4** Form Teachers

Ms TAN Jia Hui



Mdm ROHANA
HAMID



2026 **1 CARE 5** Form Teachers

Mdm SRI PRIYA D/O
KISNAN



Mrs TAN-CHNG
MIANG KHEE,
MAGGIE



2026 **1 CARE 6** Form Teachers

Ms DIAN FITRIANI



Mr YIP YEW WING



2026 **1 CARE 7** Form Teachers

Mdm FAUZIAH
OTHMAN



Ms CANDICE CHEN



2026 **1 CARE 8** Form Teachers

Ms NUR DIANA



Mdm ZHANG
ZHITING



**Your child is well-supported by
the whole team in CCKPS.**



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Empowered Leaders

Our School Vision: Empowered Leaders



Our Mission: Bringing out the Best in Every Child



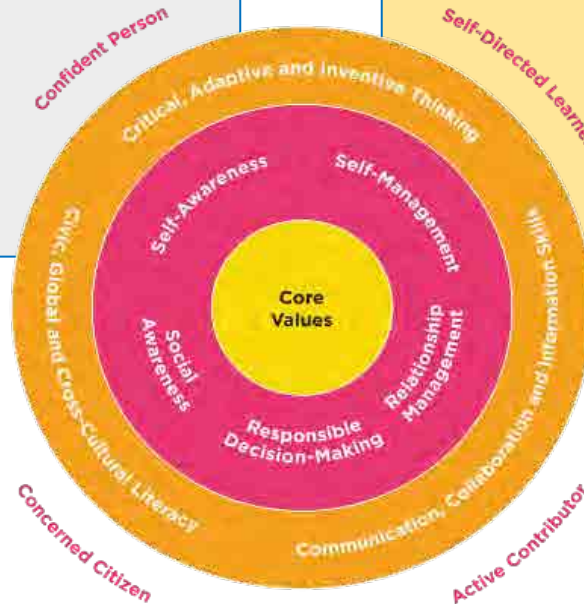
Student Outcomes

CCKPS 3Cs

***Confident
Competent
Creative***

MOE 21st Century Competencies

***Confident Person
Self-directed Learner
Active Contributor
Concerned Citizen***

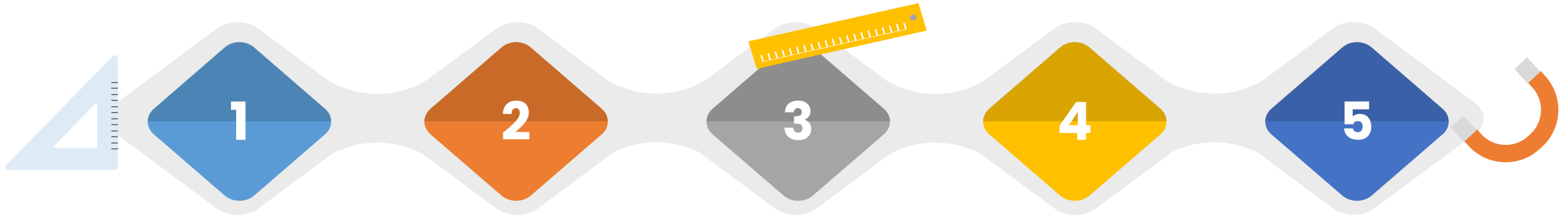


Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:



What is Primary School about?



Laying a strong foundation

Nurturing holistic individuals and continuous learning

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

Preparing our children for the future

Providing a safe learning environment
to support their well-being



Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The lower primary curriculum nurtures students' joy of learning, builds on pre-school foundations, and promotes dispositions and attitudes for lifelong learning.
- The following are professionally determined expectations on what most children should be equipped with at the start of P1. Our teachers will continue to build on these to strengthen our students' foundations and nurture active, curious learners.



Values, Social-Emotional Competencies, Citizenship Dispositions



Art



English Language



Mathematics



Mother Tongue Languages



Music



Physical Education

• Develop understanding of self and manage own behaviours • Communicate, interact and build caring and respectful relationships with others • Take responsibility for own actions	• Enjoy Participating in Art • Express Ideas and Feelings through Art • Demonstrate Awareness of Art from Different Cultural Groups	• Listen and Speak for Enjoyment and Information • Read with Enjoyment and Understanding • Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes	• Basic Understanding of Numbers Up To 10 • Compare Quantities Between Two Groups of Objects within 10 • Recognise Simple Patterns	• Enjoy and Show an Interest in Learning Mother Tongue Language • Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language • Demonstrate Awareness of Local Ethnic Culture	• Enjoy Participating in Music and Movement Activities • Express Ideas and Feelings through Music and Movement Activities • Demonstrate Awareness of Music and Movement from Different Cultural Groups	• Enjoy Physical Activities • Display Coordination in Motor Tasks • Demonstrate Awareness of Healthy Habits and Safety
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Building Strong Foundations: How is it achieved?

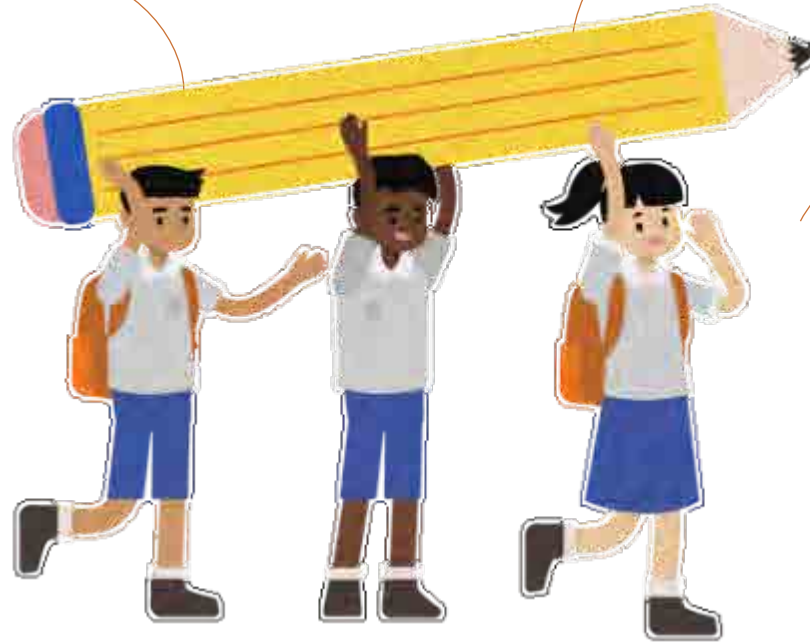
Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

Differentiated support for children with differing learning needs

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

No examinations and weighted assessments at P1 and P2

to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.



Learning Experiences in Primary 1



Classroom Activities



**National Education
Commemorative Events**

Learning Experiences in Primary 1



Enrichment & Innovation Day

Picnic

Learning Experiences in Primary 1



Book Character Day



Recess

Learning Experiences in Primary 1



Learning Journey to the Zoo



**Taking Care of our
Learning Environment**

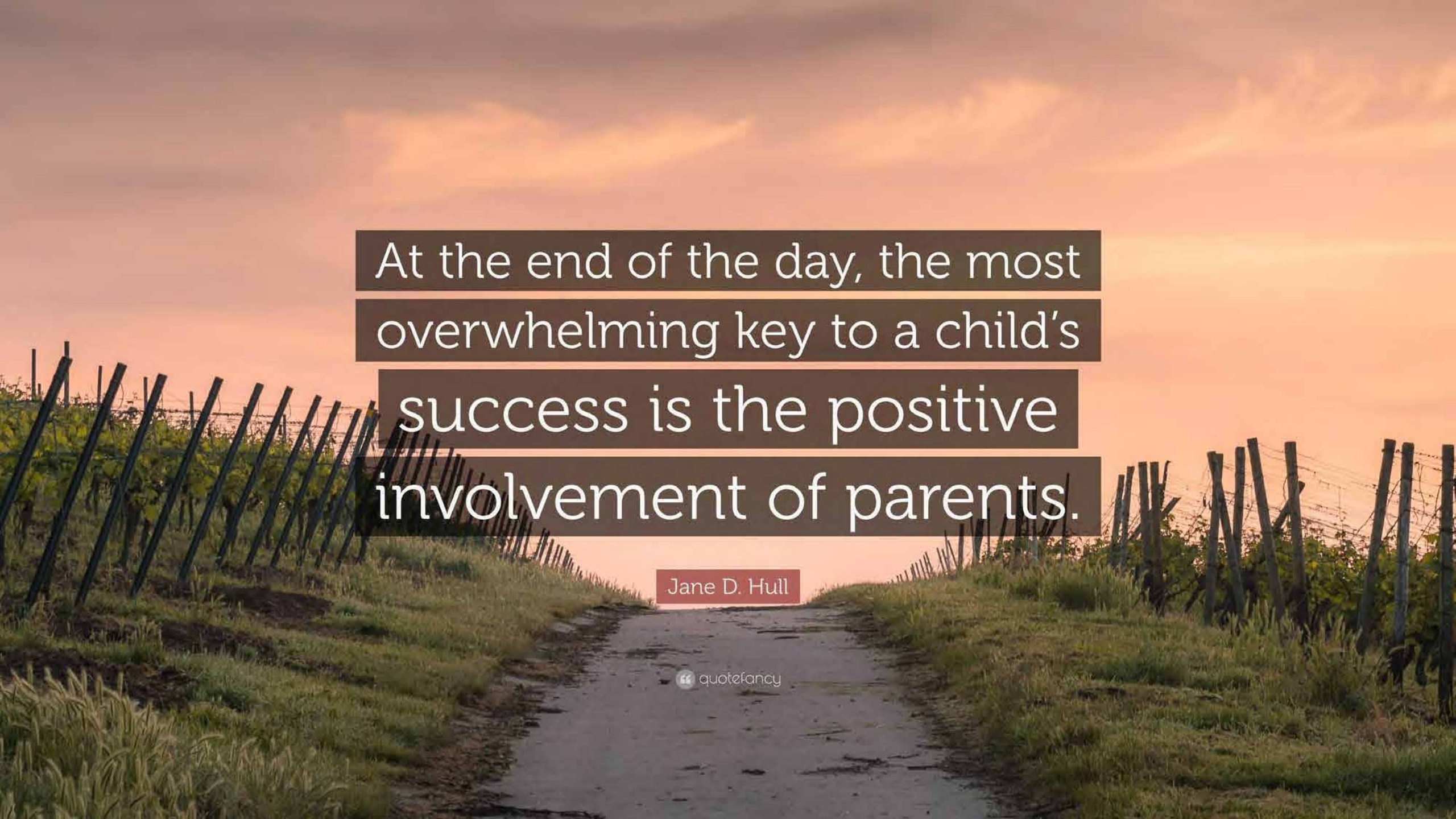
3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



A photograph of a vineyard at sunset. The sky is a mix of orange, pink, and grey clouds. In the foreground, a muddy path leads through the vineyard. The vines are supported by wooden stakes and are covered in green leaves. The quote is overlaid on the image in white text on a dark background.

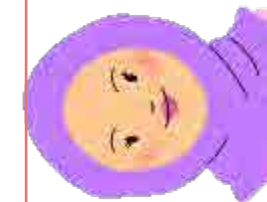
At the end of the day, the most
overwhelming key to a child's
success is the positive
involvement of parents.

Jane D. Hull



Join Us! Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and school activities.



Parenting is both an art & science

Being Involved and Over-Parenting



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

Preparing our Children for the Future





We may not be able to
prepare the future for
our children.

But we can at least
prepare our children for
the future.



Thank's you



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Words from Year Head

Mrs Karyn Hon



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How are you feeling? Scan to check.



BLUE



GREEN



YELLOW



RED



What the child is feeling/acting in the different Zones of Regulation

BLUE	GREEN	YELLOW	RED
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Strategies to help child cope

BLUE



- Rest for 5 minutes
- Take a toilet break
- Drink water

GREEN



- Listen in class
- Stay focused
- Complete my work

YELLOW



- Take deep breaths
- Count to 10
- Ask for help

RED



- Squeeze a toy
- Tell a teacher
- Go to a safe space



Primary 1

Level Focus

I am Ready



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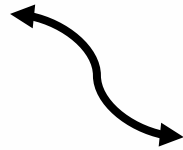


Preparing your child for school

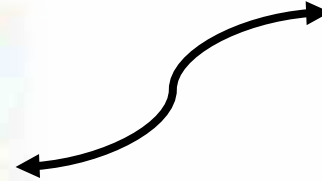
Transition to Primary 1



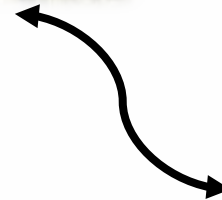
**New
Routines**



**New
Teachers
& Friends**



**New
Learning
Environment**



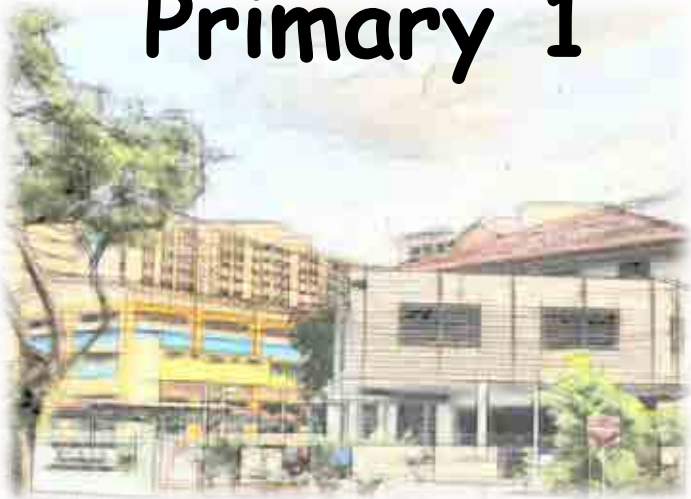
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Preparing your child for school

Transition to Primary 1



New Routines

- *Adapting to longer school hours and new routines
- *Learning to be more independent and responsible
 - *pack bag*
 - *go to toilet*
 - *buy food*



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Routines



Readiness

Night before school

- Pack school bag
- Get uniform ready
- Routines to get ready for bed
- Fixed bed time

Morning of school

- Take breakfast
- Get changed
- Pep talk

After school

- Share stories
- Take dinner
- Family time

**Practise these
ahead of Day 1**



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Preparing your child for school

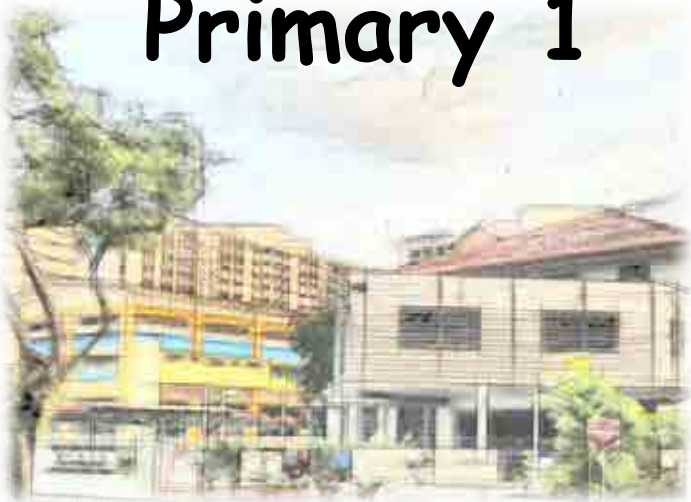


Transition to Primary 1

New Teachers & Friends

* Interacting with new teachers & classmates

- *ask for permission*
- *control emotions & tantrums*



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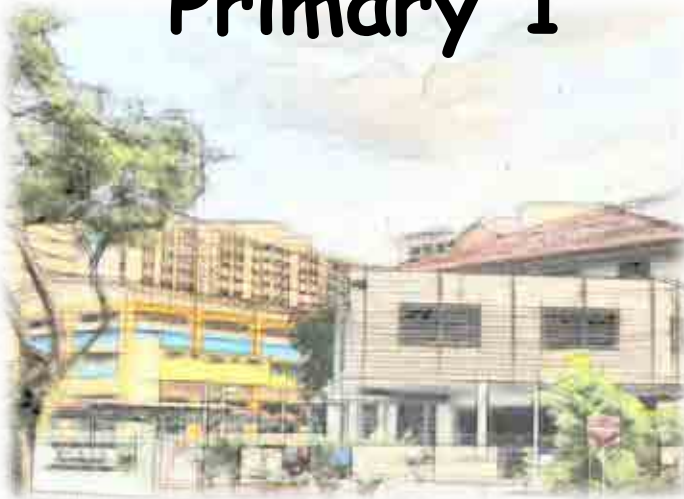


Preparing your child for school



New Learning Environment

Transition to Primary 1



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



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Use Zones of Regulation to teach child to help self-regulate

			
• Rest for 5 minutes • Take a toilet break • Drink water	• Listen in class • Stay focused • Complete my work	• Take deep breaths • Count to 10 • Ask for help	• Squeeze a toy • Tell a teacher • Go to a safe space

I am Ready to



come to
school daily



make new
friends and
maintain
positive peer
relationship



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Attendance in School

In the event that your child is absent from school, your child must submit the relevant documents to his form teacher upon his return to school.

Eg. Medical Certificates



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



School-Home Partnership



Respectful Communications

- Modes
- Timing

Be Good Role models

- positive thoughts
- positive words
- positive actions

Trust the school

Teachers will do their best for your child



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Homework for Parent & Child



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Excellence through Discipline & Diligence

P1 ORIENTATION (Primary 1 Cohort 2026) Teacher's Instructions Booklet



Activity Booklet

To be done at home: Parent-Child Activity

Instructions: Parents and child to sort and write/draw the different emotions into the corresponding zones in the toolbox



's ZONES

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
E.g., Sick	E.g., Happy	E.g., Worried	E.g., Angry

Instructions: Parents and child to go through the different coloured zones and discuss strategies that can be used in that zone

RED ZONE TOOLBOX



GREEN ZONE TOOLBOX



YELLOW ZONE TOOLBOX



BLUE ZONE TOOLBOX



Understanding feelings is important because it:

1. Builds empathy: Helps children connect with others
2. Enhances communication: Improves how they express themselves
3. Aids emotional regulation: Teaches them to manage their emotions
4. Promotes mental well-being: Supports overall emotional health

Teaching children to understand feelings equips them for better relationships and personal growth

Homework for Parents

Please fill in the information for your child

Chua Chu Kang Primary School

KARYN HON

1-CA1

Name & Contact Number of main contact person:

Name: _____

Contact No: _____

*Father/Mother/Guardian/Others: _____

**please delete accordingly*



Homework for Parents

Please fill in the information for your child

2026 Dismissal Arrangements		DAY 1 Fri, 2 Jan (Pls tick ✓)	DAY 2 Mon, 5 Jan (Pls tick ✓)	DAY 3 Onwards (Pls tick ✓)
1	Pick up by parents/ guardians at FRONT GATE (GATE 1) Please indicate who will be fetching _____			
2	Go home with siblings from other level(s) Please indicate name of sibling & class _____			
3	STUDENT CARE CENTRE Name: _____			
4	SCHOOL-BASED STUDENT CARE CENTRE (YMCA)			
5	SCHOOL BUS Bus No.: _____			



First day of school
2nd January 2026, Friday

Report to school at **7.15 a.m.**

End time: **11.00 a.m.**



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**From
5th January 2026 onwards**

**Report to school at 7.15 am
End time: 1.30 am**

**Recess time: 9am to 9.30am
Snack break: 11.30am to 11.40am**



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What happens on **2nd January 2026, Friday?**

- Class Photo-taking with
Form Teachers
- Start It Right Programme



What to pack for school for Day 1

1. Pencil case (3 sharpened pencils, 1 eraser, 1 ruler)
2. Colour pencils
3. 5 pockets Yellow file (file worksheets and time table)
4. Water bottle, money, food for recess

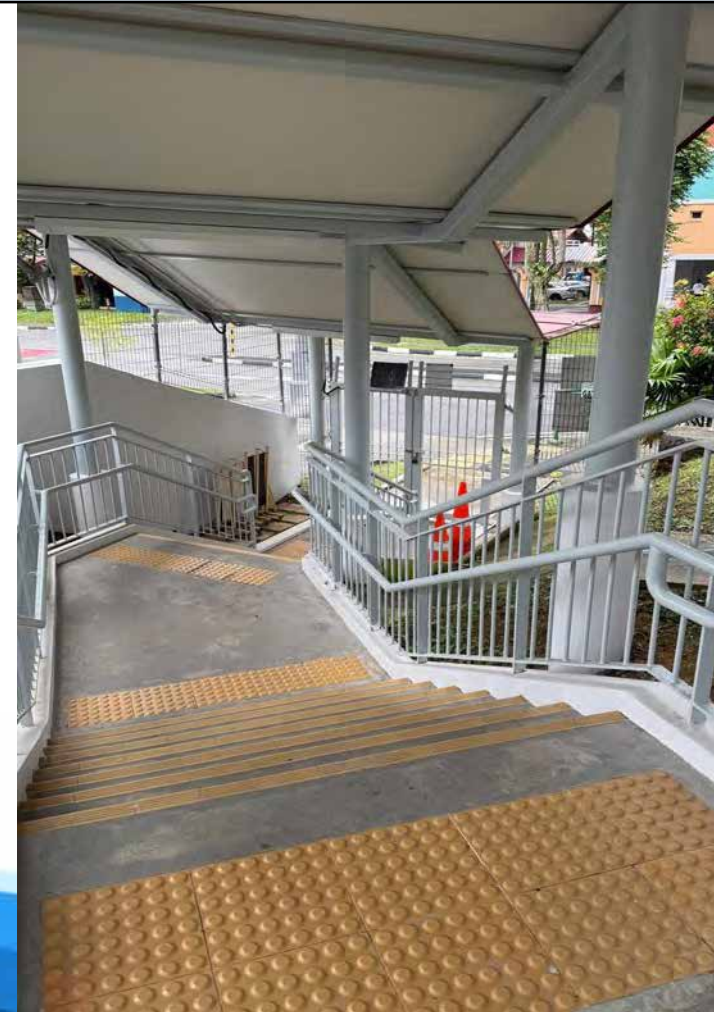


Arrival Information - Walk

Walk in by *Gate 1*
(opposite Blk 295)



Walk in by *Gate 4*
(opposite Blk 271)



Arrival Information – by vehicles

Drive in by
Gate 4
(opposite Blk 271)



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Dismissal Information - Walk

Sunny weather

Gate 1

Children will walk
out using the
unsheltered road.



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Dismissal Information - Walk

Rainy weather
Gate 1

Parents are allowed
to come into the
sheltered porch to
wait for child.



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Dismissal Information – by Vehicles

Drive in by
Gate 1
(opposite Blk 295)
after 1.45pm



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Application for Car Decal - Security

Car decals will be issued to your child on Day 1 of school.

You can still drive in on Day 1 without it.



<https://go.gov.sg/carparkdecal>



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MOE Financial Assistant Scheme (FAS)

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



Every child

- learns & grows at a **different pace**
- has **different talents & strengths**





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