

# MIDDLE PRIMARY

# PARENT ENGAGEMENT SESSION

12<sup>th</sup> January 2026



CHUA CHU KANG  
PRIMARY SCHOOL  
Empowered Leaders

# CONTENTS OF PRESENTATION

- 1 Principal's Address on
  - General School Directions
  - Home-School Partnership
- 2 YH / AYH Address



# Principal's Address



Mr Quek Swee  
Nee



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**We celebrate with all Primary 3 and 4 parents and guardians as your child/ward progress in their next education milestone!**



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# Our Vice Principals



**Mrs Low Boon Hwee**  
**VP (EO)**



**Ms Pusphaalatha Ayavoo**  
**VP(A)**



**Mrs Joyce Lim**  
**VP (EO)**



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# Administration & Operations



Mr Steve Lin  
Administration Manager



Mr Sathasivam Rajasegaran  
Operations Manager



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# Our Year Heads



**Mrs Karyn Hon**



**Mdm Rasidah**



**Ms Wang Xiaoxuan**



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# Our Assistant Year Heads



Mr Mohd Hamdan



Mdm Junie Lim



Mr Muhd Shukur



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# Our School Directions

Vision and  
Mission

Values

Learn for Life  
Programme (LLP)

School  
Attendance

Assessment

# 7 HABITS

## Habit 1

### Be Proactive

- I am free to choose and am ultimately responsible for my happiness.



## Habit 5

### Seek First to Understand, Then to Be Understood

- I have greater influence with others if I truly understand them first.



## Habit 2

### Begin With The End In Mind

- Clearly defining my vision and purpose in life will make all the difference.



## Habit 3

### Put First Things First

- I spend time on what is most important.



## Habit 4

### Think Win-Win

- There is plenty out there for everyone and more to spare.



## Habit 6

### Synergize

- Let us come up with something that is better than what either of us has in mind.



## Habit 7

### Sharpen the Saw

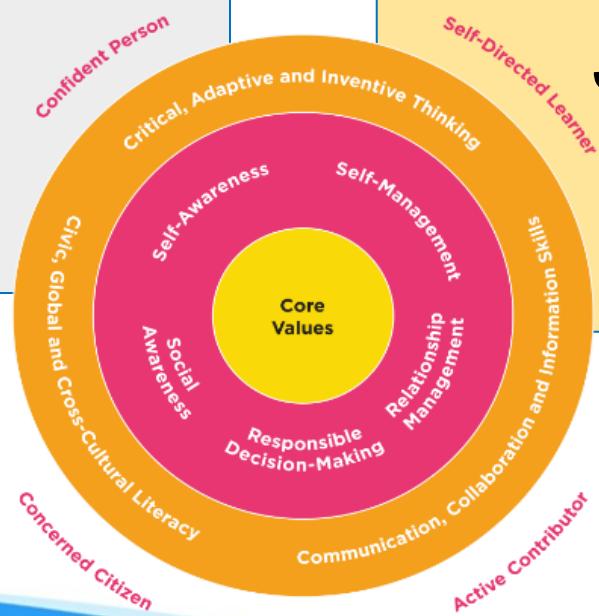
- I take time for myself every day because it gives me the ability to do everything else.



# Student Outcomes

## CCKPS 3Cs

***Confident  
Competent  
Creative***



## MOE 21<sup>st</sup> Century Competencies

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



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# **MOE Guidelines for School Attendance (for compliance)**



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# Importance of School Attendance

1. School attendance is a **critical factor for student learning, development and well-being**. For students who are frequently absent, timely intervention and support are necessary to ensure the students keep abreast with the learning in school.
1. When your child is not in school, please inform the FTs of the reason for his/her absence. If not, **FTs will contact you for the reason** because the reasons need to be updated in the system.
3. If your child is absent without a valid reason (or frequent absences with valid reasons via parents' letters) , school will conduct **home visits** to find out the reason, so that your child could be supported with the most appropriate assistance.

# Attendance Guidelines

## For Compliance

### **What are valid reasons for your child's absence?**

- Student is unwell with MC from doctor
- Student is still unwell after days of MC given by doctor
- Bereavement or serious illness of a family member
- Funeral rites
- Participation in an external, non-school activity that is deemed valid by the school

**Will be recorded as 'Absent with Valid Reasons'**

### **What are non-valid reasons for your child's absence?**

- Festival or religion related
- Going on a trip to visit a relative
- Going on holiday
- Need to take care of siblings

**Will be recorded as 'Absent without Valid Reasons'**

# Parents Gateway

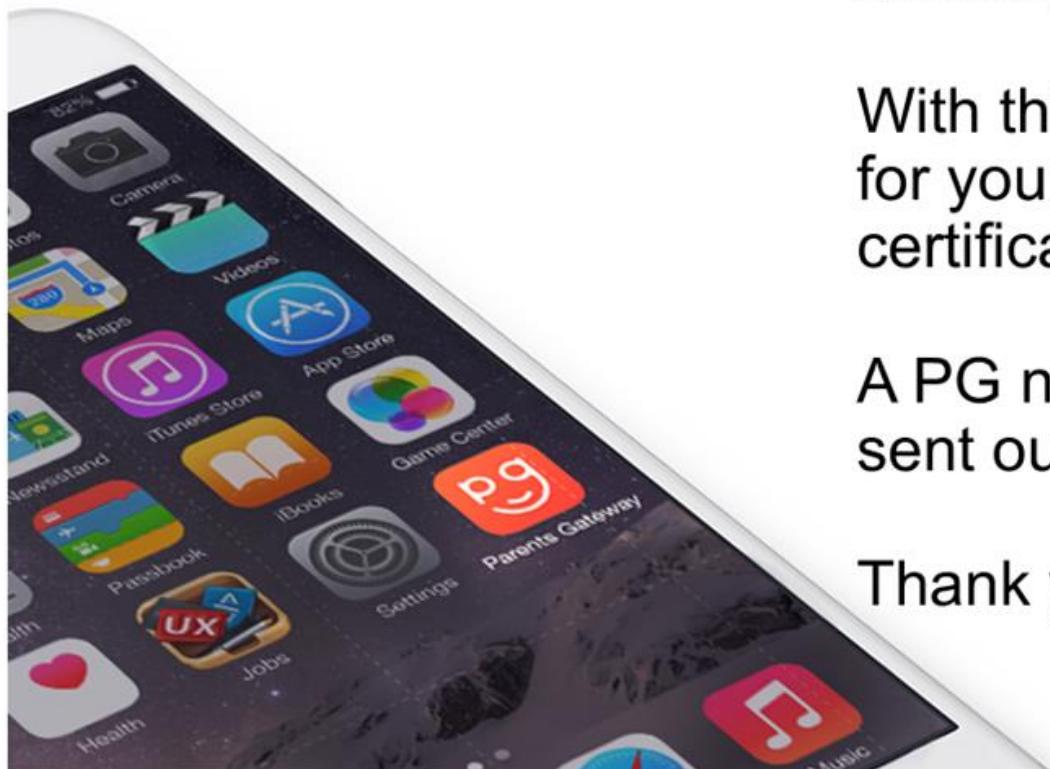
## Absence Notification in PG app

The new Student Absence feature on Parents Gateway (PG) will be made available to our school in January 2026.

With this feature, you will be able to submit reasons for your child's absence, and attach medical certificates and/or documents – all on the PG app.

A PG notification with the user guide and FAQ will be sent out for reference.

Thank you!



# Summary of Assessment (2026)

Level	Term 1		Term 2		Term 3		Term 4
P3 & P4	Termly Review (TR)	Weighted Assessment (WA)	Termly Review (TR)	Weighted Assessment (WA)	Termly Review (TR)	Weighted Assessment (WA)	End-of-Year Exam (EYE)
Weighting	-	10%	-	15%	-	15%	60%

# ASSESSMENT MATTERS

## Weighted Assessments (WA)

### **Important Updates:**

**Please note that Weighted Assessments (WA) will not be administered on stipulated dates with effect from 2024. They will be conducted within the assigned week as reflected in the Weighted Assessment (WA) table (refer to Principal's Letter).**

### **Weighted Assessment (WA)**

- Refers to assessments where the scores form part of the computation of a students' overall results in a subject for the year
- Will build on the learning from the earlier Termly Reviews
- Will not be conducted under high-stakes examination conditions
- Will only begin in Primary 3
- Will be conducted during respective subject periods in the week



# SUBJECT-BASED BANDING

**Subject-based banding (SBB) gives your child the opportunity to take a combination of subjects at standard and foundation levels based on their strengths.**



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# SUBJECT-BASED BANDING

## Primary 4

- Your child sits for the school exams
- The 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'
- Student takes subject combination **chosen by parents**

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>



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# SUBJECT-BASED BANDING

## Subject Combination

- Most students will be recommended to take 4 Standard Subjects (EL, MA, SC & MT)
- Higher Mother Tongue Language may also be offered if your child passes 4 subjects and does very well for Mother Tongue Language.



# SUBJECT-BASED BANDING

- Students who pass 2 subjects or less will be offered the following choices:
  - 4 Standard Subjects
  - 3 standard subjects + 1 foundation subject
  - 2 standard subjects + 2 foundation subjects
  - 1 standard subject + 3 foundation subjects
  - 4 foundation subjects



# SUBJECT-BASED BANDING

## Primary 5

- At the start of P5, students take their preferred subject combination.
- At the end of the year, the school reviews each student's ability to manage the subjects and adjustments to the subject levels are made if needed.
- The final subject combination for P6 will be determined by the school at the end of P5.

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>



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# SUBJECT-BASED BANDING

## 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.

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>



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# Home-School Partnership



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# How can you support your child?

## Support

your child and encourage them to overcome challenges with your care

## Affirm

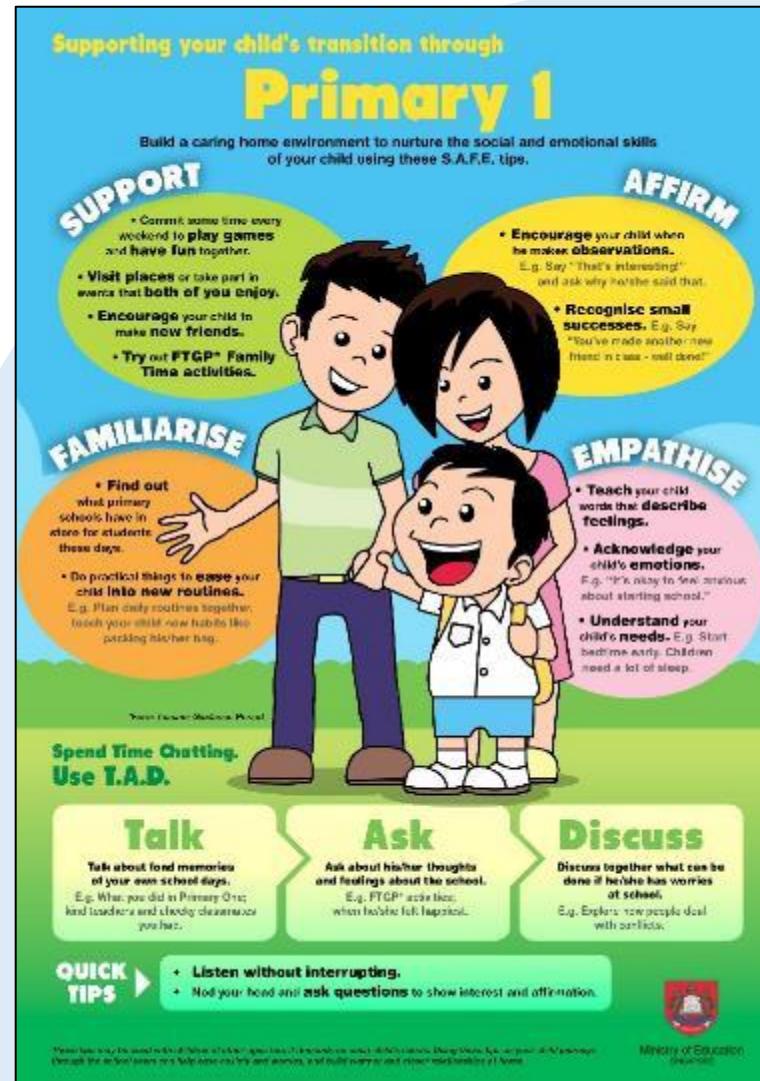
your child by recognising small successes and praising their efforts

## Familiarise

your child with new routines gradually and share your experiences in primary school

## Empathise

with and acknowledge your child's feelings



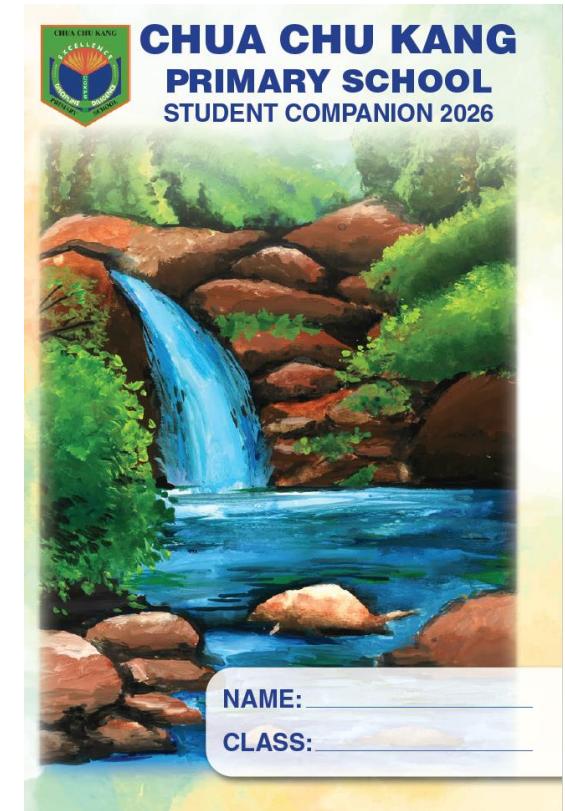
# STAY CONNECTED WITH US

- Check the **Student Companion** regularly
- **Read Termly Letters** from the Principal and YH/AYH via PG
- Check **Parents Gateway** and turn on notifications

## You may

- leave a note in your child's Student Companion
- send the form teachers an email / a message on WhatsApp or Class Dojo

***For urgent matters, contact the General Office (6766 1574)***



## Cyber Wellness



### For Parents of Primary 3 and 4 Students





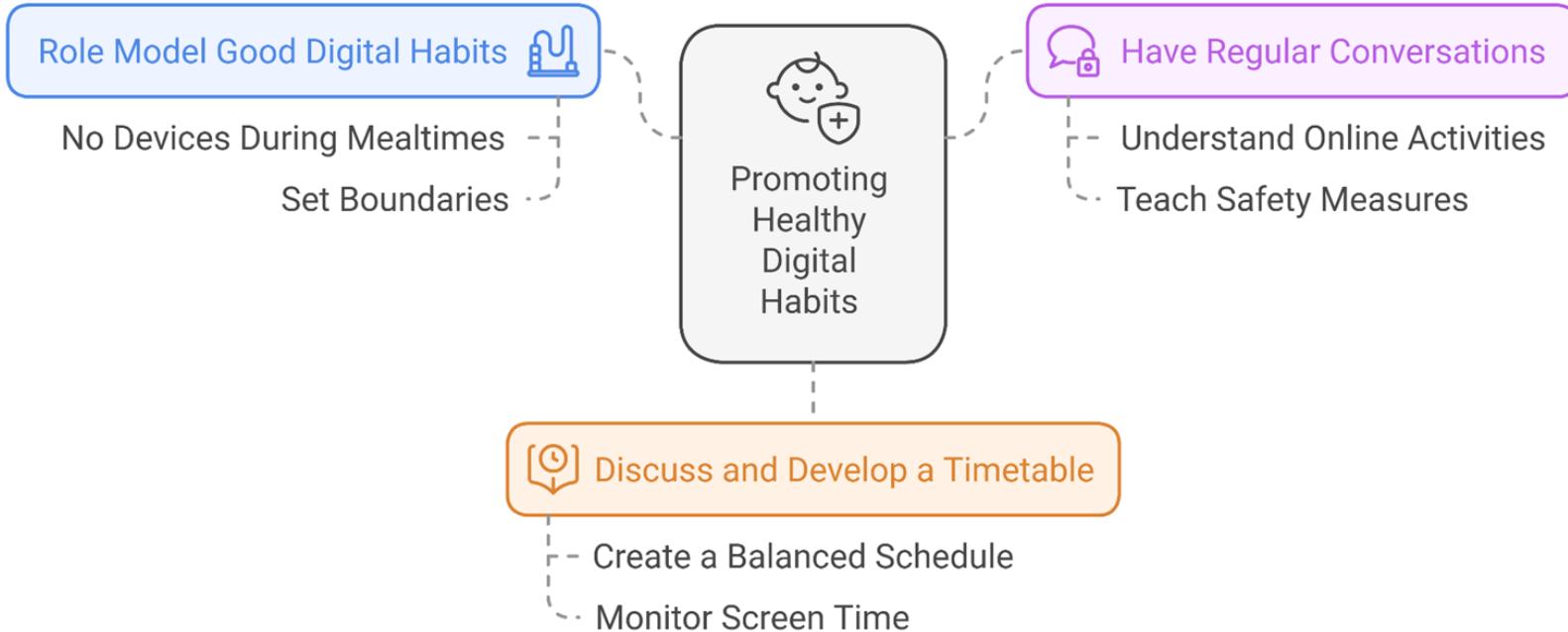
# What are the school rules on digital device use?

In order to create a safe and supportive environment for students to learn, Students should not be distracted from the notifications and use of personal smartphones/smartwatches during school hours.

- **No smartphones/smartwatches are allowed**
- **If parents need child/ward to bring smartphones/smartwatches, they need to write in to the school for permission. Reviews are conducted on a case-by-case basis.**



# How can parents help their child develop good digital habits?



- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.

**Navigating the Digital Age**

**Helping Your Child Manage Device Use & Stay Safe Online**

Page 1 of 2

**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?"

**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 devices

- "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 inviting 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?"

**you've got this!**

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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.com>) and the Partners in Parenting (PIP) Program in Australia. In consultation with the Program lead, Professor Maru Yip, from Monash University. Use of the material from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International license, found at <https://creativecommons.org/licenses/by-nd/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

# PARTNERING YOU IN EDUCATION

**As we journey with our children,**

- Maintain a ***Growth Mindset***.
- ***Keep exploring*** our children's strengths and interests.
- Give our children ***SPACE*** (Support, Problem Solve, Affirm, Cheer, Empower).
- Assure them that ***it is okay*** to feel overwhelmed at times and if they do, encourage them to speak to you or someone about it.



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# PARTNERING YOU IN EDUCATION

As we journey with our children,

- Practice ***positive thinking***.
- Encourage them to ***build meaningful relationships*** with the people around them especially with friends.
- ***Reduce stress together*** by spending time together often.
- ***Be a positive role model***.



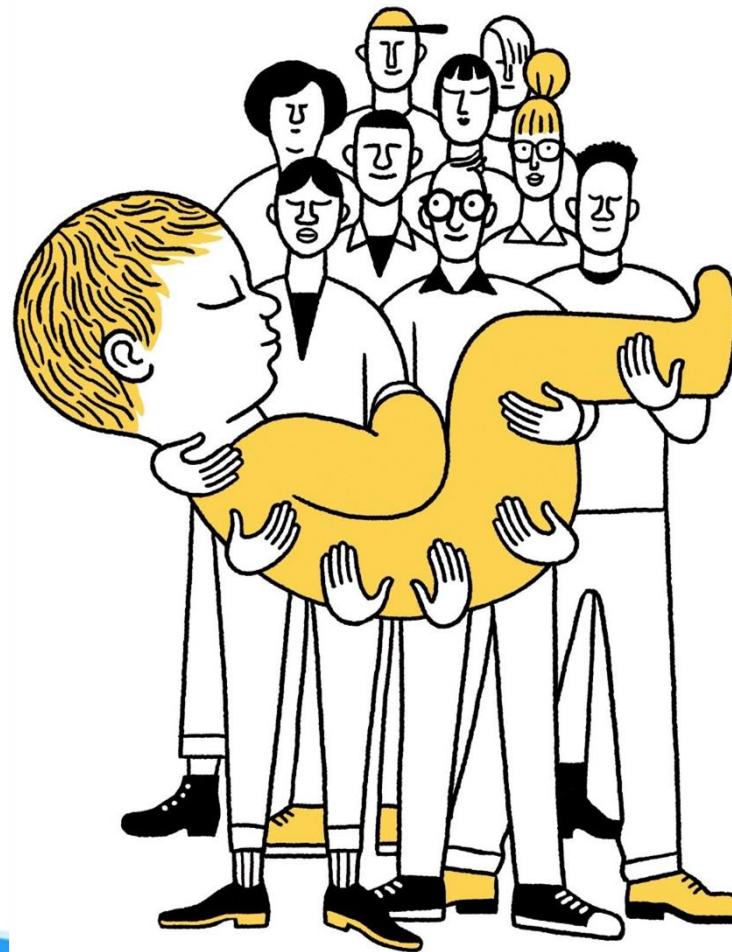
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Praise effort  
and  
encourage a growth mindset



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# PARTNERING YOU IN EDUCATION



It takes  
a village...



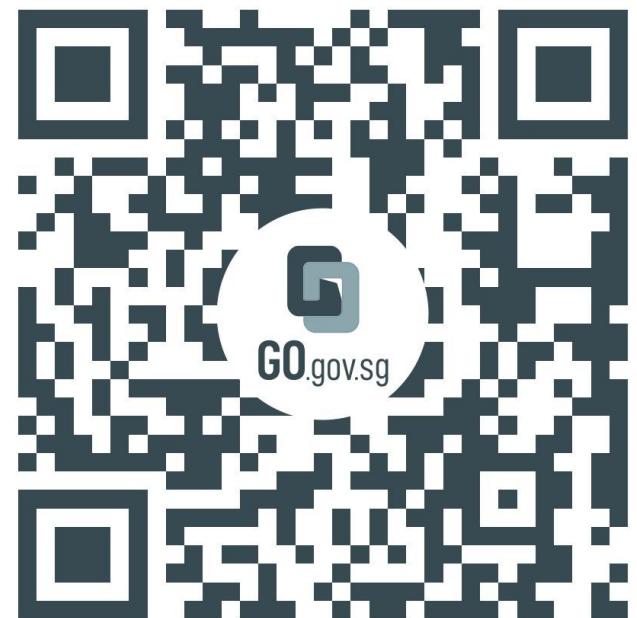
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**Cars are allowed to drive into the porch  
only during arrival and dismissal times  
(Term Time)**

**6.15am to 7.30am  
1.45pm to 2.00pm**

**Entry Permit labels will be issued through  
the Form Teachers**

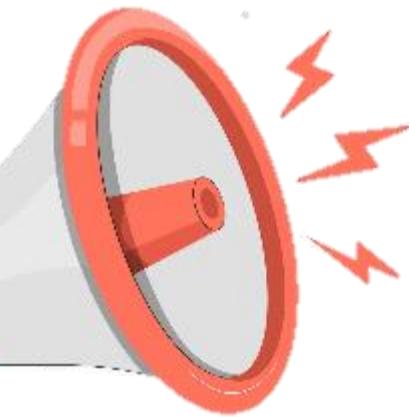
**Scan to apply  
for a Car Decal**



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



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# 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.



thank  
you



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# Year Head's & Assistant Year Head's Addresses



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- 1 Our Teachers
- 2 Our Students, Our Focus
- 3 P3 Level Activities
- 4 P4 Level Activities
- 5 Partnering you in Education



# **Primary 3 and Primary 4**

## **Team of**

## **DEDICATED TEACHERS**



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# Primary 3 Form Teachers

Class	Form Teachers
3RP1	<b>Mdm Josephine Pang, Mdm Fadilah &amp; Mdm Huang Yue</b>
3RP2	<b>Mrs Faith Teng, Mdm Stella Jean &amp; Mdm Nur Kamilah</b>
3RP3	<b>Ms Esther Tioh, Mdm Nurafizah &amp; Mdm R Krishnaveeni</b>
3RP4	<b>Mrs Alison Ho &amp; Mr Logesh</b>
3RP5	<b>Mdm Angela Albert, Mdm Juita &amp; Mdm Xi Jun</b>
3RP6	<b>Mr Chin Loke Ping &amp; Mdm Neo Shi Rong</b>



# 3RP1



**Mdm Huang Yue, Mdm Fadilah & Mdm Josephine Pang**



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# 3RP2



**Mrs Faith Teng**



**Mdm Stella**



**Mdm Nur Kamilah**



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# 3RP3



**Mdm Krishnaveeni, Mdm Nurafizah & Ms Esther Tioh**



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# 3RP4

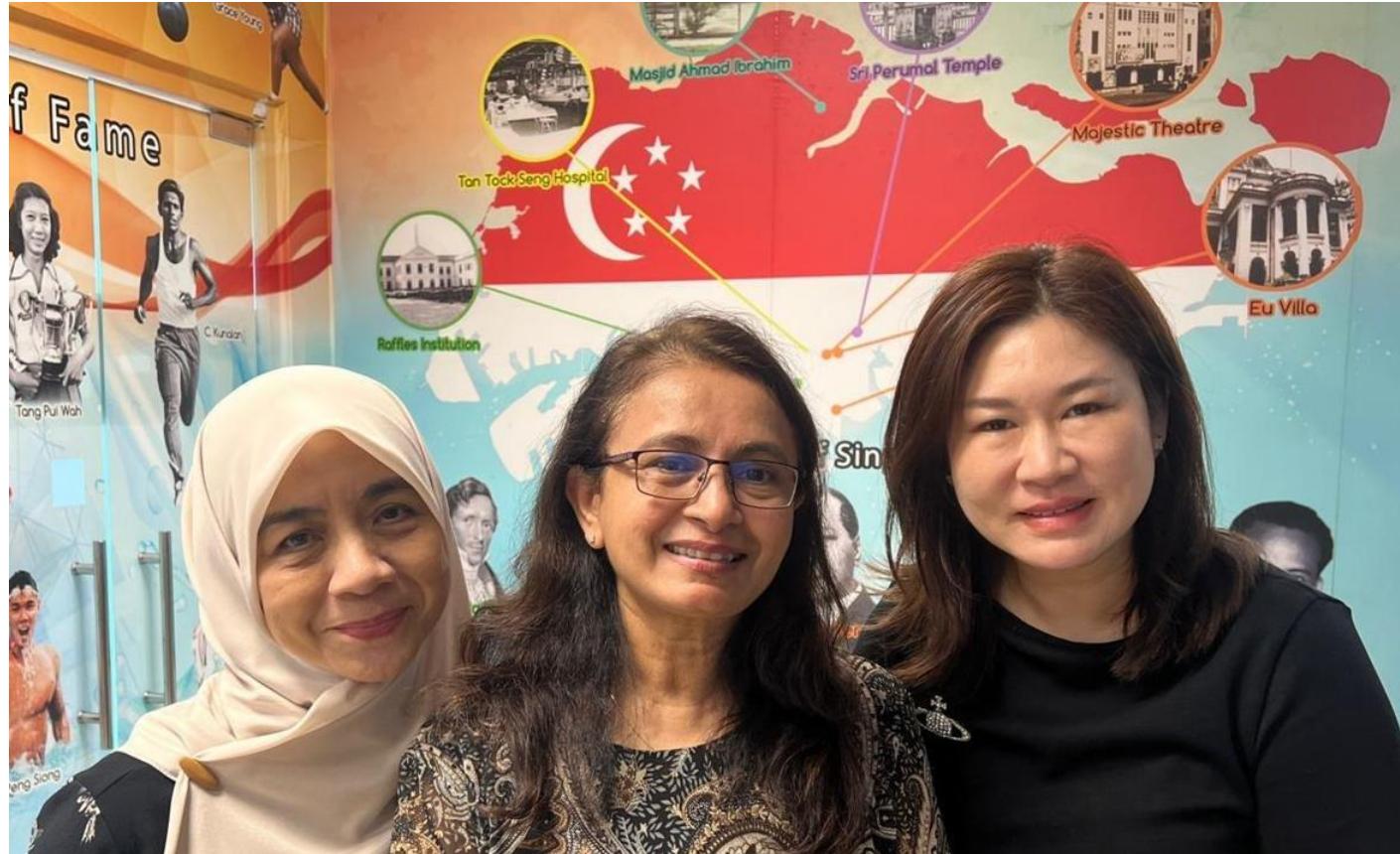


**Mr Logesh & Mrs Alison Ho**



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# 3RP5



## Mdm Juita, Mdm Angela Albert & Mdm Xi Jun



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# 3RP6



**Mr Chin Loke Ping & Mdm Neo Shi Rong**



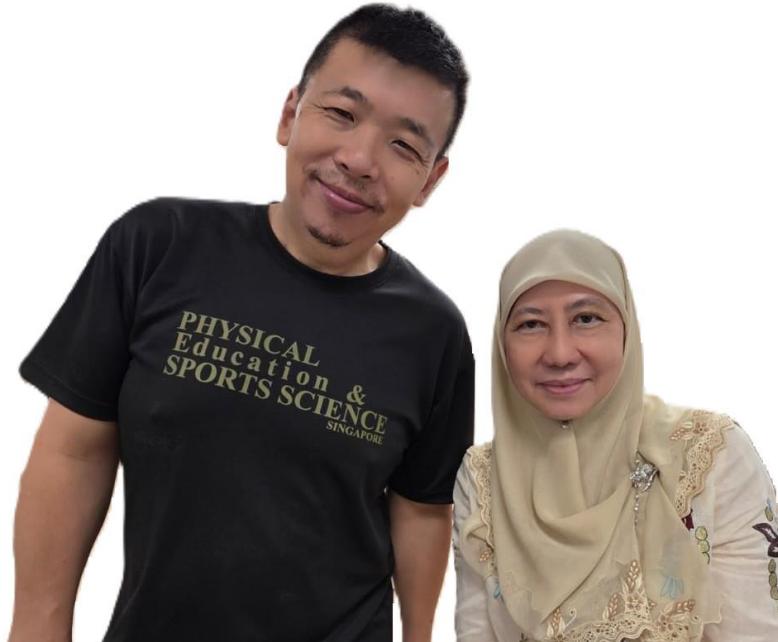
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# Primary 4 Form Teachers

Class	Form Teachers
4IN1	<b>Mdm Azizah &amp; Mr Philip Chua</b>
4IN2	<b>Ms Ker Bee Leng &amp; Mdm Jameela</b>
4IN3	<b>Mr Senthil &amp; Mdm Vivien Gwee</b>
4IN4	<b>Mr Chiam Kim Yeow &amp; Mdm Chen Xifang</b>
4IN5	<b>Ms Mundzirah &amp; Mdm Siti Aisyah</b>
4IN6	<b>Ms Alyssa, Mr Mohamed Fizifirdaus &amp; Mdm Nuraisah</b>



# 4IN1



**Mr Philip Chua & Mdm Azizah**



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# 4IN2



**Ms Ker Bee Leng & Mdm Jameela**



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# 4IN3



**Mdm Vivien Gwee & Mr Senthil**



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# 4IN4



**Mr Chiam Kim Yeow & Mdm Chen Xifang**



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# 4IN5



**Ms Mundzirah & Mdm Siti Aisyah**



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# 4IN6



**Ms Alyssa, Mr Mohamed Fizifirdaus & Mdm Nuraisah**



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# Middle Primary

- Skill Building & Belonging

Focus

I Am Steady



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# Middle Primary - I Am Steady

## Developmental Stage

- Transitioning from concrete to early abstract thinking
- Increasing awareness of peers and building social belonging
- Developing the ability to reflect with guidance



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# Middle Primary - I Am Steady

## Key Milestones

- Applying foundational skills more independently
- Learning to cooperate, negotiate, and manage friendships
- Developing a sense of fairness and rules



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# Middle Primary - I Am Steady

## Changes from Lower to Middle Primary

- **More ready for responsibility**

Children can take on simple roles and tasks. They still need reminders and support.

- **Friends matter more**

Behaviour and motivation are influenced by friendships and group expectations.



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# Middle Primary - I Am Steady

## Changes from Lower to Middle Primary

- Starting to explain their thinking**

Children can talk about their learning when adults ask guiding questions.



# Middle Primary - I Am Steady

## How Can We Support

- **Build responsibility with guidance**

In school and at home, they are given simple roles and tasks. Adults check in and provide reminders when needed.

- **Support positive friendships**

Teachers and parents talk with them about friendships. They help children make kind choices and work well with others.



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# Middle Primary - I Am Steady

## How Can We Support

- **Encourage thinking and reflection**

In class and at home, adults ask guiding questions. This helps children explain their thinking and learn from experiences.



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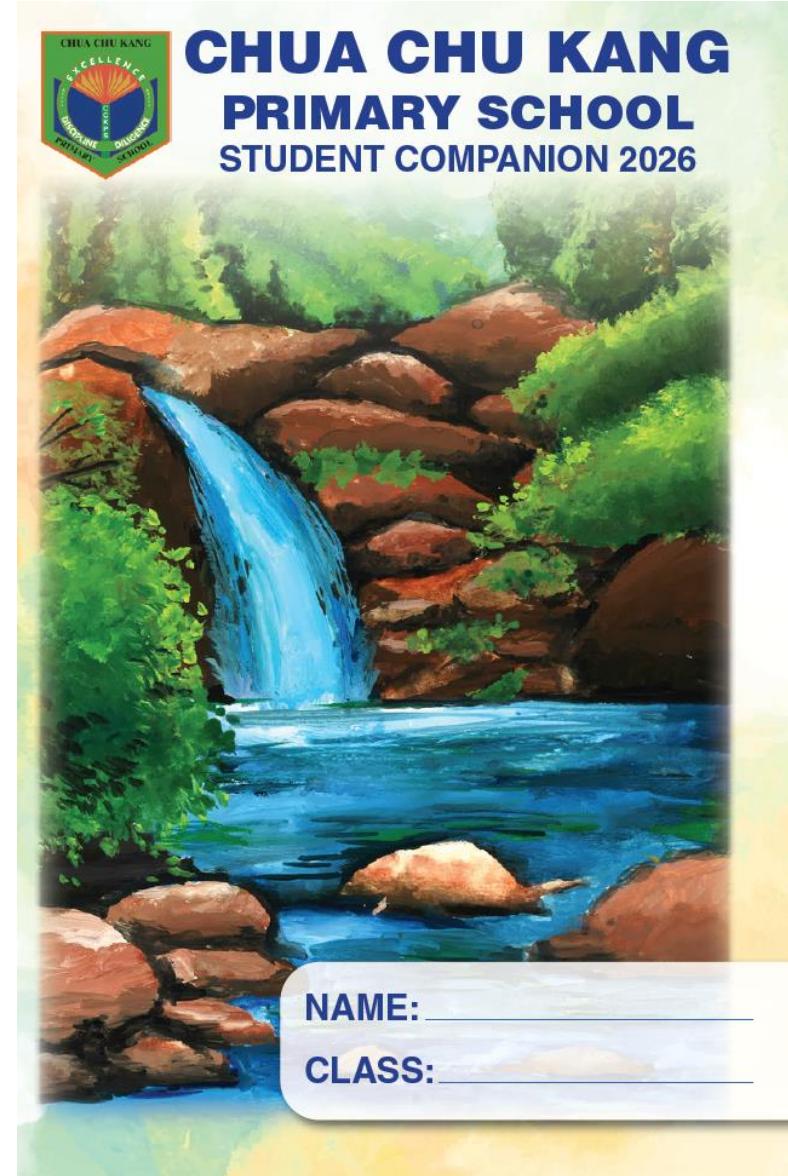


# How the School Guides Behaviour

The  
C.A.R.E.  
Approach  
Leads to ...  
*Responsible and  
self-disciplined  
leaders who make  
good choices*



*Families are encouraged  
to refer to the  
**Student Companion**  
**(Pages 20–34)**  
for a shared  
understanding  
as we work together to  
**Bring Out The Best In  
Every Child.***



# Primary 3

# Level Activities



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# Level Activities

- **Start It Right Programme (Week 1, first 2 days)**
- **FTGP Lessons**
- **Let's Chat**
- **7 Habits Programme**
- **Affirmation Day & Achievers' Award**
- **Learning Journeys**



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# Primary 4

# Level Activities



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# Level Activities

- **Start It Right Programme (Week 1, first 2 days)**
- **Buddy to P1s**
- **FTGP Lessons**
- **Let's Chat**
- **7 Habits Programme**
- **Affirmation Day & Achievers' Award**
- **Learning Journeys**



# Partnering YOU In Education



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PARTNERING YOU

**to develop your child's sense of RESPONSIBILITY**

- Attendance
- Punctuality



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PARTNERING YOU

**to develop your child's sense of RESPONSIBILITY**

- Attendance
- Punctuality



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PARTNERING YOU ...  
to develop your child's sense of **RESPONSIBILITY**

## **Curriculum time is precious**

We seek the understanding from you to protect your  
child's curriculum time and allow your child to be in school  
when he/she is expected to.



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# PARTNERING YOU

## to develop your child's sense of RESPONSIBILITY

- All students **must attend** school during term time.
- If your child/ward needs to be absent, **inform the form teacher in advance or in the morning** and provide the reasons for the absence. Submit a medical certificate, or reasons and documents for absence via PG.
- **Absence due to medical reasons during examinations must be supported with MC.** Marks will not be given to absentees without MCs for all class examinations. Letters from parents/guardians will not be accepted.



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# PARTNERING YOU

## to develop your child's sense of RESPONSIBILITY

**Being PUNCTUAL :**

- helps students to follow a **positive routine**.
- has a **direct impact on academic performance**.
- teaches students the **importance of time management** and how their time is precious as well as others.
- is **valued by peers and teachers**.



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PARTNERING YOU ...

# to develop your child's sense of RESPONSIBILITY

- Arrive in school early for silent reading and pre-assembly activities (7.15 a.m. onwards)
- **Be seated by 7.25 a.m.** for flag-raising ceremony at 7.30 a.m.
- Arrival after 7.30 a.m. will be considered **LATE**.
- Dismissal: 1.30 p.m. at Gate 1 or 4 (*unless there is CSP/ASP/CCA/school activities*)



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# PARTNERING YOU ...

- Arrival after 7.30 a.m.:

Number of times late in the term	Follow-up actions
1 <sup>st</sup>	<b>verbal reminder</b>
2 <sup>nd</sup>	<b>written reminder</b> (letter to parents/caregivers)
3 <sup>rd</sup> and 4 <sup>th</sup>	<b>recess reflection</b> on the day student is late
5 <sup>th</sup> and 6 <sup>th</sup>	One day morning reflection on the next day from 7.00 a.m. to 7.30 a.m. <i>Should a student be absent from morning reflection session, he/she would serve <b>after school detention and reflection</b> from 2 p.m. to 3 p.m. on the same day.</i>
7 <sup>th</sup> and more	<b>One week morning reflection</b> starting the next day from 7.00 a.m. to 7.30 a.m. After school detention on the day student is late (2 hours) <i>Should a student be absent from morning reflection session, he/she would serve <b>after school detention</b> from 2 p.m. to 3 p.m. on the same day.</i>

- Dismissal: 1.30 p.m. at **Gate 1 or 4** (unless there is ASP/CCA/school activities)



# ACADEMIC EXPECTATIONS

- All homework will be written on the board. **Students will take note of the homework in their Student Companion independently.**
- Books/ Worksheets/ files will be sent back for parents' endorsement on a regular basis.



Homework  
Completion



Active participation  
in lessons



Commitment to doing  
his/her best



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# BEHAVIOUR EXPECTATIONS

In alignment with School Values



**Integrity**



**Care**



**Resilience**



**Respect**

Follow Class Rules and Routines

Show Respect and Kindness to others

Take ownership of their learning and actions.



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# PARTNERING YOU IN EDUCATION

## SCHOOL – HOME COMMUNICATION

- Check the Student Companion regularly
- Monitor your child's learning and communicate with teachers
- Email the YH/FTs/ Subject teachers or school at [cckps@moe.edu.sg](mailto:cckps@moe.edu.sg)
- Call the General Office at **6766 1574**
- Visit our school website <https://www.chuachukangpri.moe.edu.sg/>
- Connect with us on Instagram
- Parents Gateway



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# Parent -Teacher Conference

Term	Date
2	29 May 2026



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# THANK YOU



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