

UPPER PRIMARY PARENT ENGAGEMENT 2026

13 January 2026



CHUA CHU KANG
PRIMARY SCHOOL
Empowered Leaders

CONTENTS OF PRESENTATION

Principal's Address

- General School Directions
- Specific focus for Primary 5 and 6
- Home-School Partnership

YH/AYH Address



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PRINCIPAL'S ADDRESS

2026



Mr Quek Swee Nee



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To all Parents/Guardians,
let's celebrate your child/ward
progressing to **Primary 5 & 6!**



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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



Ms Wang Xiaoxuan



Mdm Rasidah



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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 and 7
Habits

Learn for Life
Programme (LLP)

School
Attendance

Assessment

Our School Mission

Bringing out the Best in Every Child



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Our School Vision

EMPOWERED LEADERS

Confident	Competent	Creative
<input type="checkbox"/> Communicates Effectively <input type="checkbox"/> Believes in oneself	<input type="checkbox"/> Applies Relevant Knowledge and Skills <input type="checkbox"/> Effective Problem-Solving Skills	<input type="checkbox"/> Inventive <input type="checkbox"/> Curious



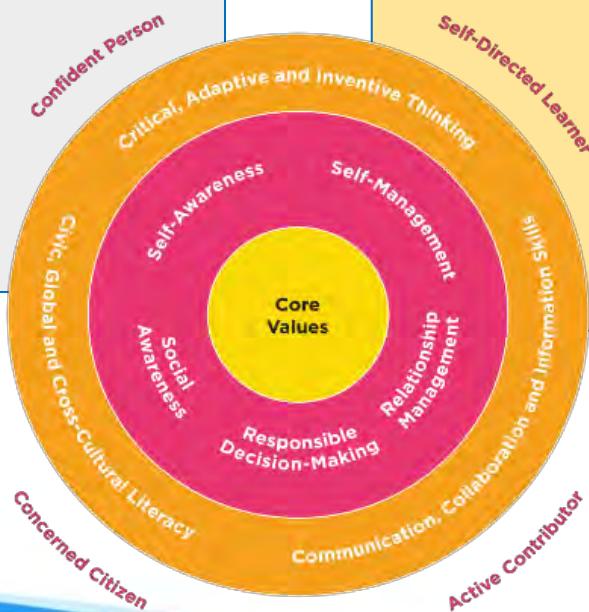
Student Outcomes

CCKPS 3Cs

***Confident
Competent
Creative***

MOE 21st Century Competencies

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



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CCKPS LEADERS are anchored on VALUES

Integrity

- I speak the truth at all times.
- I do the right thing even when no one is watching.
- I admit my mistakes with courage.
- I take responsibility for my mistakes and learn from them.



Care



- I use kind words.
- I think about the feelings of others
- I put myself in the situation of others
- I strive to be the best version of myself; learning is not a competition



Resilience



I do my best at all times.

I think positively.

I do not give up.

I will give my best effort and focus on improvements.

Respect



- I listen attentively at all times.
- I speak courteously to everyone.
- I accept others for who they are.
- I show appreciation, say thank you and am grateful always.



LEARNING FOR LIFE PROGRAMME

The 7 Habits

Habit 1 Be Proactive

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



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.



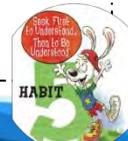
Habit 4 Think Win-Win

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



Habit 5 Seek First to Understand, Then to Be Understood

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



Habit 6 Synergize

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

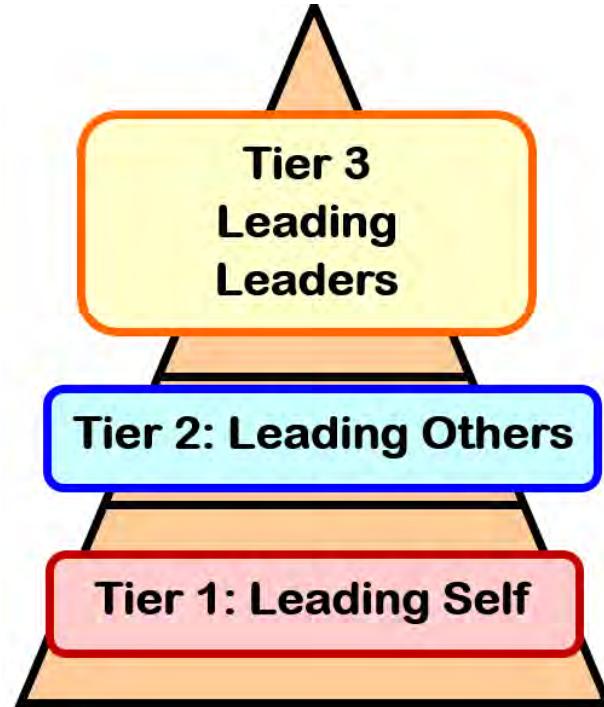


Habit 7 Sharpen the Saw

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



Learning for Life - Student Leadership



3 Tiers of Student Leadership		
Tier	Dimension	Scope of leadership role
1	Leading Self Each student will be given a leadership role	<ul style="list-style-type: none">• Leads self /• Leads others within class
2	Leading Others	<ul style="list-style-type: none">• Leads others beyond class
3	Leading Leaders	<ul style="list-style-type: none">• Leads leaders within school



SUMMARY OF ASSESSMENTS

Level	Term 1		Term 2		Term 3		Term 4
P5	Termly Review (TR)	Weighted Assessment (WA)	Termly Review (TR)	Weighted Assessment (WA)	Termly Review (TR)	Weighted Assessment (WA)	End of Year Examination (EYE)
Weighting	-	10%	-	15%	-	15%	60%
P6	Termly Review (TR)	Timed Practice (TP)	Termly Review (TR)	Weighted Assessment (WA)	Termly Review (TR)	Prelim Exams	PSLE
Weighting	-	0%	-	0%	-	100%	



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 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

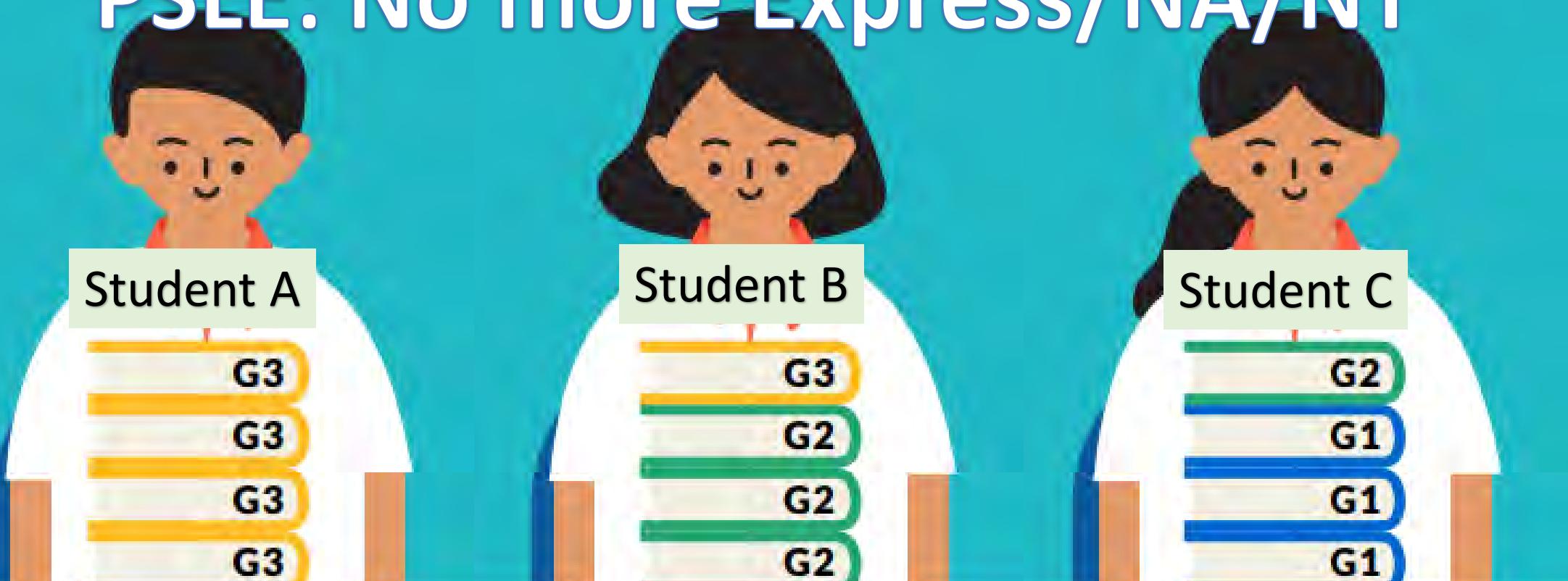
- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.

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



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PSLE: No more Express/NA/NT

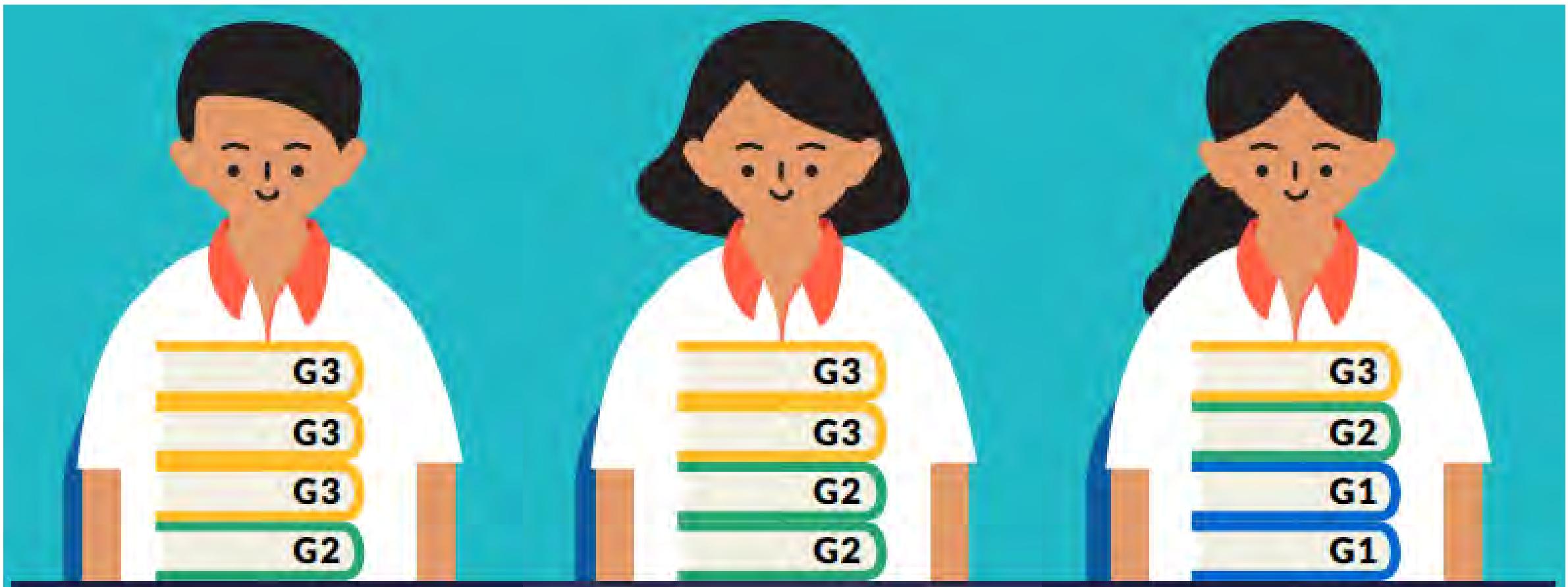


Posting Group 3

Posting Group 2 or 3

Posting Group 1 or 2

Start of Sec 1
Subject levels are assigned
based on PSLE results



Beyond Sec 1, it depends
on the students' hard work and abilities



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Direct School Admission For Secondary Schools (DSA-Sec)

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises
- Allow students to access school programmes to develop their talents

More details will be shared closer to the date for P6 parents and students.



MOE Guidelines for School Attendance (for compliance)



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PARTNERING YOU IN EDUCATION

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.
2. 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.



PARTNERING YOU IN EDUCATION

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

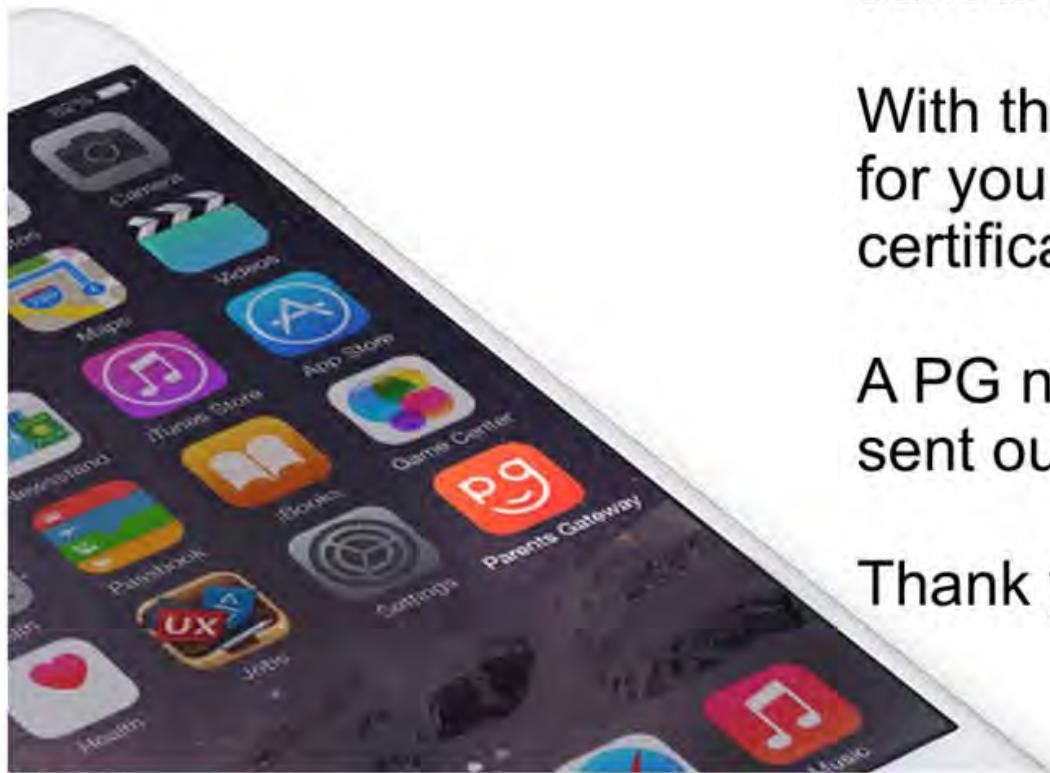
Absence Notification in PG app

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!



Home-School Partnership



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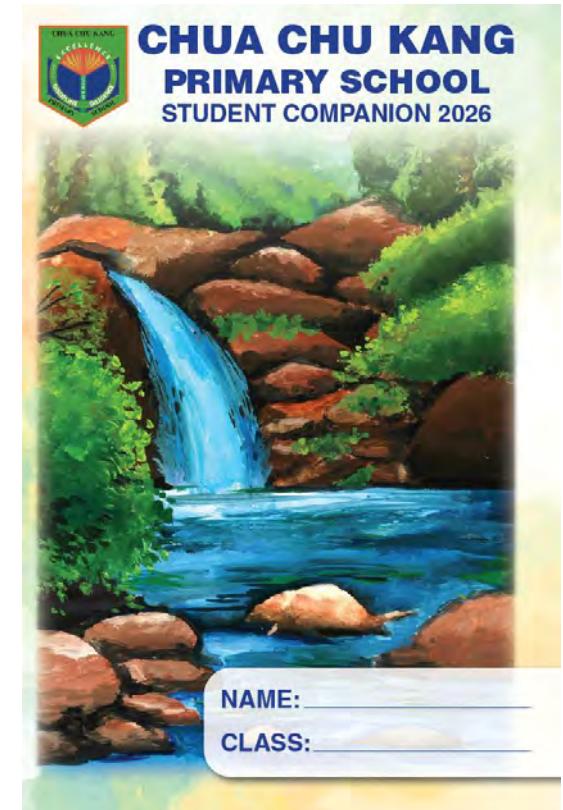
STAY CONNECTED WITH US

- 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)



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What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:



<https://go.gov.sg/moe-cw-education>

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

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

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

1 Respectful Communication

Listen, understand, and foster kind words and actions between you and your child



2 Role Models

Role model healthy use of devices and social media, and good online behaviour for your child/ward.
Role model respectful conversations.

3 Real Connections

Cultivate strong relationships and healthy habits in this digital age.

DELAYING SMARTPHONES AND SMARTWATCHES: A SHARED RESPONSIBILITY

- **Primary school is about readiness**

We prioritise self-management, attention, and responsibility before device ownership.

Please refer to page 27 of the Student Companion for more details.

- **Safety is already assured in school**

Students are supervised throughout the day, and **Primary 1 students are handed over directly at dismissal**.

- **Aligned with MOE & MOH guidance**

MOH advises **delaying smartphones and smartwatches** for young children to support healthy development and reduce screen dependency.

- **Devices can distract from learning and routines**

Notifications and device management add cognitive load that young children are not developmentally ready for.

- **Consistency and fairness matter**

Clear, school-wide rules help children understand boundaries and develop discipline



DELAYING SMARTPHONES AND SMARTWATCHES: A SHARED RESPONSIBILITY

Based on **MOH guidance**, parents should ***delay giving children*** unrestricted mobile devices.

Ask yourself: Can your child ***keep track of belongings independently, handle responsibilities without reminders, obey guidelines, and differentiate appropriate content?***

Partnership Approach

We are **empowering** our children for future success.

Let's work together to build strong **life foundations first** - independence, responsibility, and self-regulation. When these skills are solid, our children will be truly ready to thrive with technology.

Building strong foundations for lifelong digital success



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Parents as key partners



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Working Together for a Strong Education System

- Support our teachers, school administrators and allied educators to deliver good quality education
- Parents as key partners
 - Strengthen how parents and teachers work together to support our children's mental health and emotional resilience, through the Guidelines for School-Home Partnerships and the Parenting for Wellness initiative

PARTNERING YOU IN EDUCATION

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



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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

Have a wonderful

2026



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TextStudio

Programme Overview for Upper Primary (2026)

Mdm Rasidah

&

Mr Shukur



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CONTENTS OF PRESENTATION

- 1 Upper Primary Block Focus
- 2 P5 and 6 Form Teachers
- 3 School Admin Matters
- 4 Level Activities
- 5 DSA
- 6 Sexuality Education- Growing Years Programme
- 7 Partnering you in Education



Upper Primary Block Focus 2026: “I Am a Leader”

As students progress through Primary 5 and Primary 6, the upper primary years are a crucial phase where they deepen academic competencies, strengthen their social-emotional skills, and prepare for the transition to secondary school.

Beginning 2026, the combined Upper Primary Block will anchor our focus on developing every student as a **Leader** — of self, of learning, and of their choices.



UPPER PRIMARY LEVEL FOCUS

I AM A LEADER

I am	I can	I have
a responsible, resilient, and confident learner who makes good choices and models school values.	use strategies to learn well, manage my emotions, communicate respectfully, and take the lead in class and school.	supportive teachers, friends, and family; clear routines; and opportunities to grow into a leader with a strong sense of purpose.



Upper Primary Block Focus

This block focus unifies both levels and reflects the core message we want every child to carry:

- ***Leadership begins with me — my choices, my learning, my relationships, and my well-being.***

*I am
a
LEADER*



Our Team of Dedicated & Committed P5 Form Teachers



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Our Team of Dedicated & Committed

P5 Form Teachers

5HM1

Mdm ANG SHUYU

&

Ms WONG LIYUN



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P5 Form Teachers



5HM2

Mrs GOH SHITING

&

**Mrs PEREIRA
(MELANIE NG)**



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Our Team of Dedicated & Committed

P5 Form Teachers

5HM3

Ms SITI SALMAH

& Mr TIMOTHY CHEN



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P5 Form Teachers



5HM4

Mr COLIN CHAN

&

Mdm MELATI
HALLEL



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Our Team of Dedicated & Committed P5 Form Teachers



5HM5

Ms KORINA SHALINI

&

Mr PETER HO



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Our Team of Dedicated & Committed

P5 Form Teachers

5HM6

Mdm LIM HUI HUI

&

Mdm NORANISAH



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Leading the P5 Form Teachers and the level/Upper Primary Block



**Primary 5
YH Upper
Primary**

Mdm Rasidah



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Our Team of Dedicated & Committed P6 Form Teachers



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Our Team of Dedicated & Committed

P6 Form Teachers



6 RL 1

Mr ALAN YANG

& Mdm ZHAN YING



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6 RL 2

Mr MARK TAN

& Mdm WENDY TAN



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6 RL 3



Ms ADELE YEO

&

Mdm CHARLINE
ANG



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6 RL 4

Mr ANG GP

& Ms NUR FARHANAH



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P6 Form Teachers



6 RL 5

Mdm MICHELLE FOO

&

Mr SOH ENG KIAN



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P6 Form Teachers



6 RL 6

Mr DOMINIC SIEW

&

Mdm NG HUI YIN



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Leading the P6 Form Teachers and the level



**Primary 6
AYH**

Mr Shukur



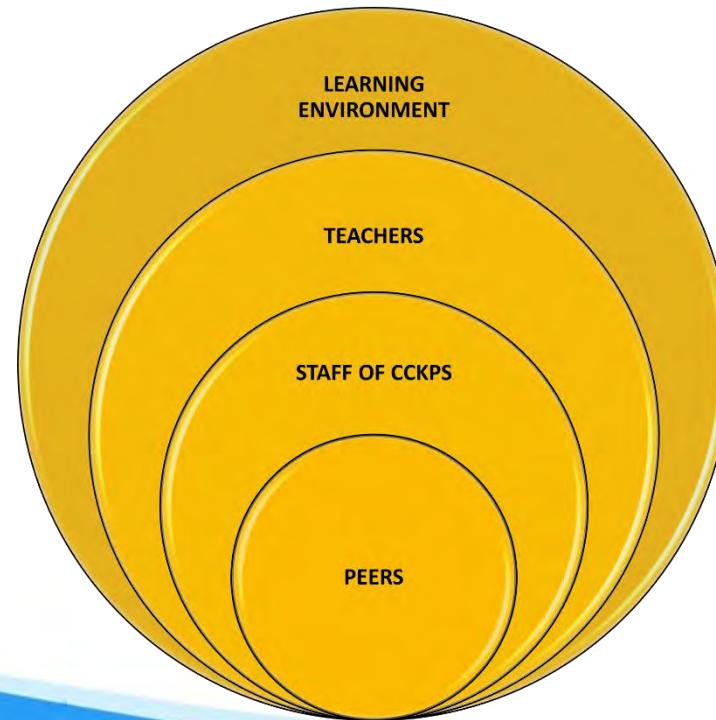
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BEHAVIOUR



Respect

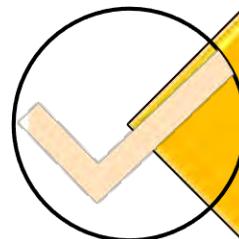
- I listen attentively at all times.
- I speak courteously to everyone.
- I accept others for who they are.



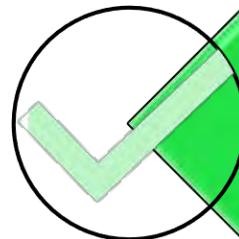
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ACADEMIC EXPECTATIONS

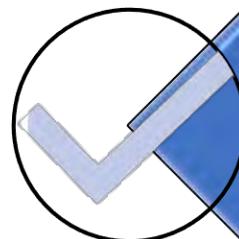
- All homework will be written on the board. **Students will take note of the homework in their Student Companion independently.**
- Books/ Worksheets/ files will be sent back for parents' endorsement on a regular basis.



Homework Completion



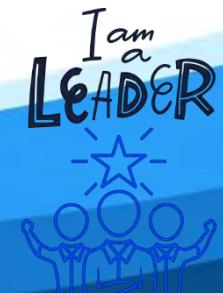
Active participation in lessons



Commitment to doing his/her best



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STUDENT MANAGEMENT at CCKPS

I AM A LEADER

UPPER PRIMARY

Building Self-discipline And Leadership

Students manage themselves independently, uphold school values, and positively influence others through their actions.

Why this matters:

Students develop integrity, resilience, and readiness by leading themselves and supporting others.

How Families Can Support:

Encourage accountability, discuss real-life choices and consequences, and reinforce values-based decision-making at home.



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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*



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Level Activities: Student Development

Primary 5

- Orientation Week : Start it Right! Programme
- Form Teacher Guidance Period (FTGP) Lessons
- Student Contact Time (SCT)
- Affirmation Day + Achievers Award
- **P5 Level Camp**
- **P5 NE Show**
- **P5 Growing Years**

Primary 6

- Orientation Week : Start it Right! Programme
- Form Teacher Guidance Period (FTGP) Lessons
- Student Contact Time (SCT)
- Affirmation Day + Achievers Award
- **P6 Growing Years**
- **Sunrise Programme (selected students)**
- **Focused Revision Programme (FRP) & After School Programme (ASP)**
- **Checkpoint Award**
- **Post- PSLE Programmes**
- **P6 Prize Giving and Graduation**



Direct School Admission For Secondary Schools (DSA-Sec)

Since **2019 DSA-Sec**, students have been able to apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.

The portal will simplify and streamline the DSA application process, making it convenient for all students.



Should I apply for DSA-Sec for my child?

Talent

Commitment

Passion

If your child has specific **talents** which a school offers the DSA-Sec in

Is **passionate** about and **committed** to develop his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



Which school should my child apply to for?

Look for a school with programmes that match your child's strengths and interests

- Schools are looking out for students whose interests and talents they can develop further.
- Learn more about the secondary school's pace of learning and overall range of programmes

Get the latest information about what each school offers by:

- Visiting schools' websites
- Attending schools' Open Houses to also experience their environments and cultures
- Visiting the MOE's DSA-Sec website (will be updated around April each year)



DSA-Sec: Timeline based on 2025



DSA-Sec: What are schools looking for?

- Selection process differs across schools and DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

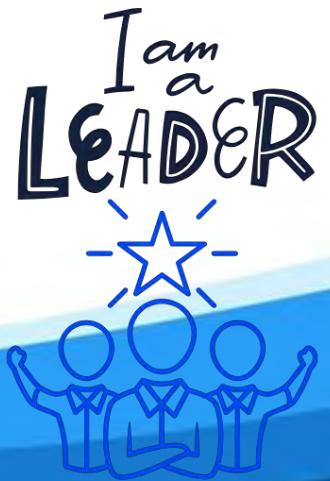
- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.



P5 & P6 Growing Years (Sexuality Education)



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Why have Sexuality Education?

Our children are growing up with a **wide range of influences through the internet**.

Sexuality Education aims to:

- Support students in **managing their physiological, social and emotional changes** as they grow up and **develop healthy relationships**.
- **Guide students to make wise, informed and responsible decisions** on sexuality matters.
- **Help students develop a moral compass and respect** for themselves and others by having **positive mainstream values and attitudes about sexuality** that are premised on the **family as the basic unit of society**.



The 6 guiding principles of sexuality education are:

1. **Parents play the primary role** in educating their children and are responsible for teaching and transmitting values on sex and sexuality.
2. **Our educators will impart knowledge, skills and values** that reflect that of Singapore's mainstream society so that students will make informed and responsible decisions on sexuality matters.
3. **Aligned with our national values of encouraging heterosexual married couples to have healthy relationships** with each other, and to **build stable nuclear family units** with extended family support.
4. Only **specially selected and trained teachers** will teach Sexuality Education.
5. **Students and teachers are to respect the different attitudes, values and beliefs that different communities may have.**
6. **Relevant community resources that are aligned and approved by MOE** may be used to supplement schools' programmes.



IMPORTANT DATES

Date	Event
12 to 23 January 2026	Health Check-up
13 March 2026	P6 Parent-Teacher Conference 1
29 May 2026	P1-5 Parent-Teacher Conference
1 and 2 September 2026	P6 Parent-Teacher Conference 2 *selected P6 students

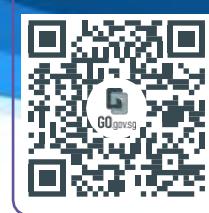
**Note: Please complete the consent for immunisation online via PG.
The notification was sent out by Mr Hamdan.**





Building Relationships

Giving Your Child S.P.A.C.E. to Build Resilience



Resilience is not something that you are either born with or not. It is something that everyone can develop and grow.

Give your child space to find ways to solve their problems, while remaining available to provide help if and when they reach out. This will help your child see their family as a safe and reliable source of support.

Tips

1 Support

- Let your child know that you are there for them
- Be willing to listen to your child

2 Problem-solve

- Guide your child in solving problems together

3 Affirm

- Affirm your **child's** strengths and effort
- Provide your child with words of encouragement

4 Cheer

- Cheer your child on for the effort that they make
- Share inspirational stories of how you or others had overcome challenges

5 Empower

- Let your child make decisions
- Encourage your child to voice their ideas, and to carry out plans that they have made

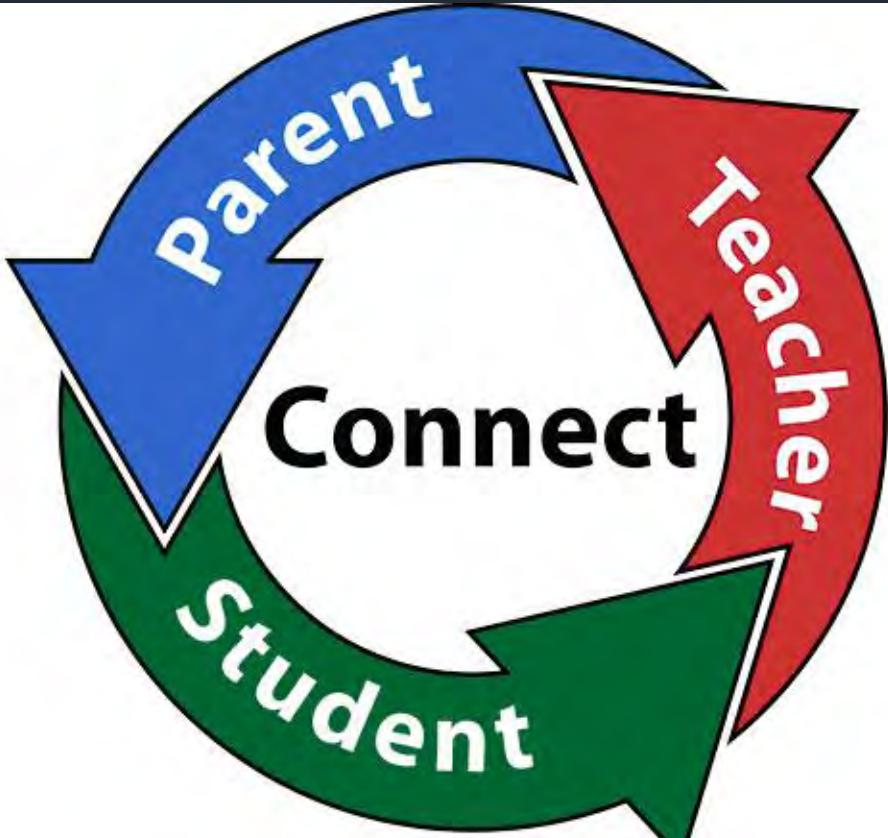


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I am
LEADER
of



THANK YOU PARENTS



Parents and teachers, in partnership, can give every child the opportunity to succeed.

Let's collaborate to provide the loving care, support and encouragement of learning at home and in CCKPS!