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	

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

Wellington Primary School Vision

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

The Joy of Gratitude

Actions of Excellence

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

Yes, I can!
Yes, I will!

Our school values – (RICE)^2

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

Power of Care

Actions of Excellence

Wellingtonians –

A **Community** of **Responsible** Citizens

WHAT IS IT LIKE IN PRIMARY SCHOOL?

Laying a **strong foundation**

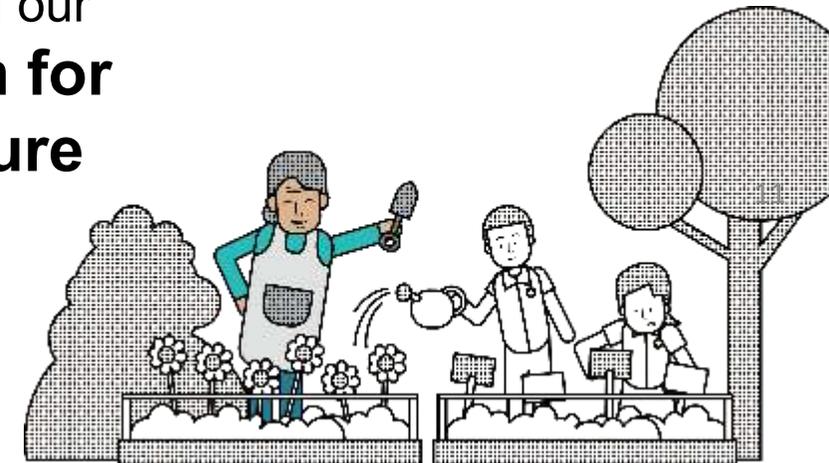Providing learning **opportunities**, recognising our children's **strengths** & developing their **potential**

Providing a **safe learning environment** to support their **well-being**

1 **2** **3** **4** **5**

Nurturing **holistic** individuals and **continuous learning**

Preparing our **children for the future**

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
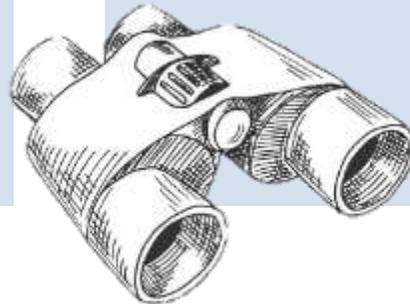
6-year Progression in Cultivating Winning Habits

Lower Primary	Middle Primary	Upper Primary
Building Roots Values & Attitudes	Nurturing Peer Leaders with a Growth Mindset	Developing future-ready learners geared for lifelong learning

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

13

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.

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

Whole school Reading Festival

P5 Writing to PenPal in Xishan Pri

P5 Suggestions to improve P5 Camp

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

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

P3 **Cultural Performances** at public performing arts venues

P5 **Hosting** of International Visitors

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

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

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
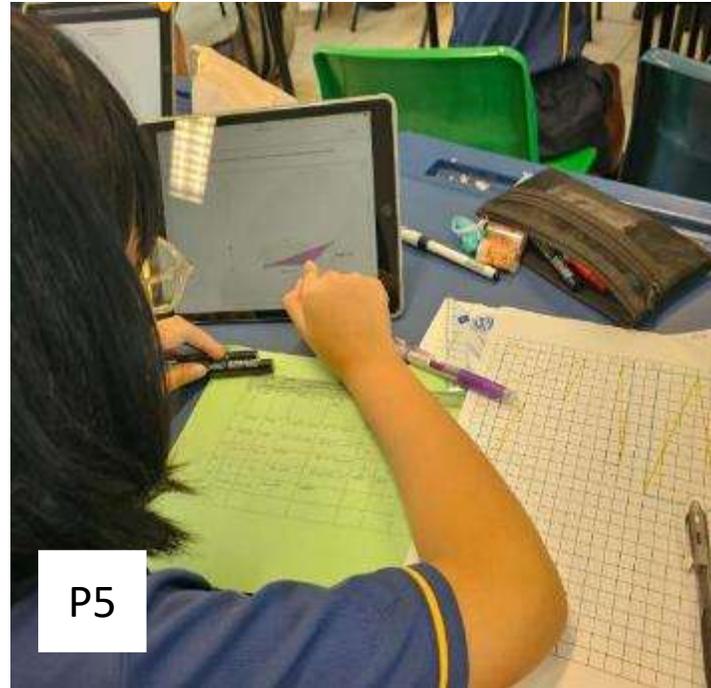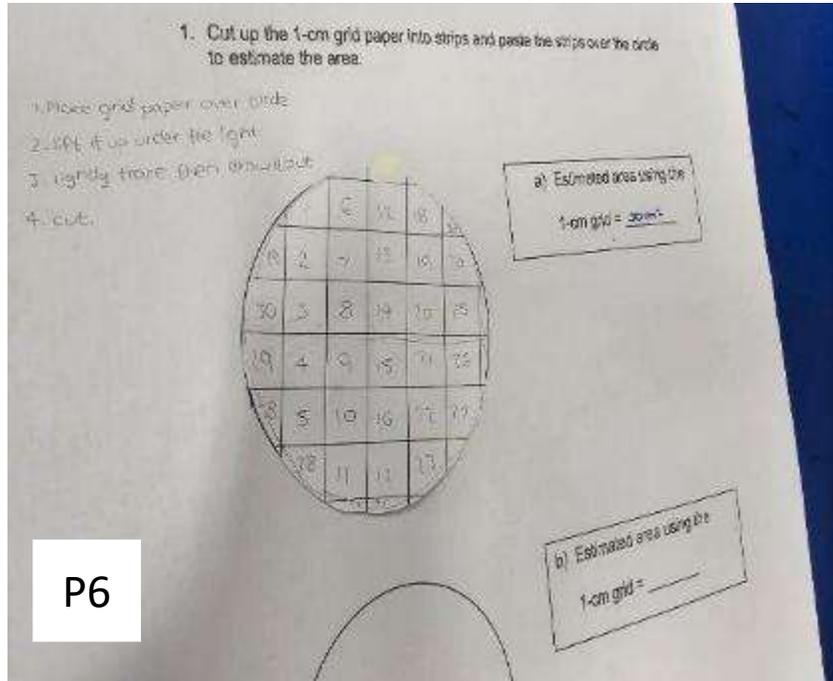
P5 Making own manipulatives to reinforce concept

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

Emphasis on hands-on collaborative problem solving competencies in Mathematics
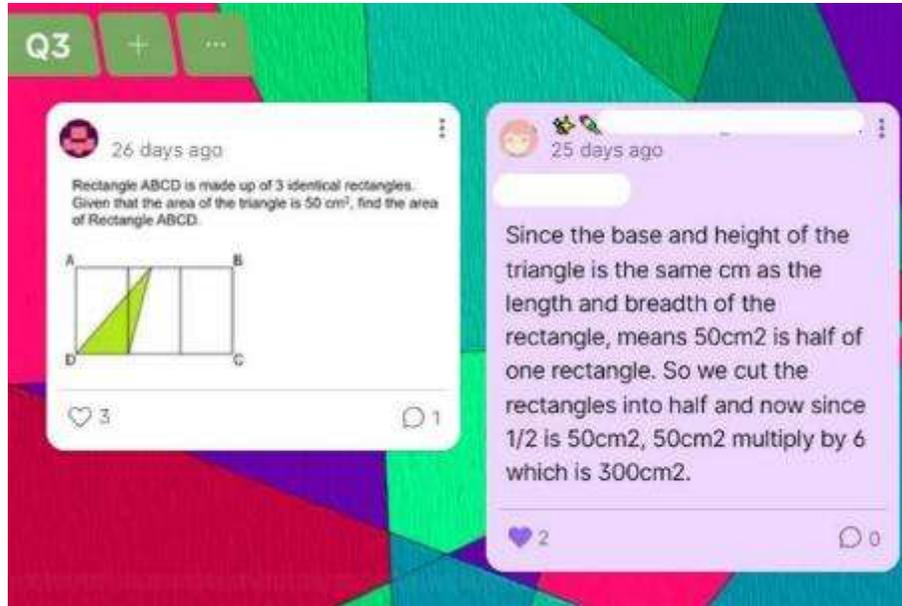

P6

P5

P5

Inquiry learning both online and in person to explore possibilities, reason, evaluate, refine ideas and decision making – CAIT & collaboration
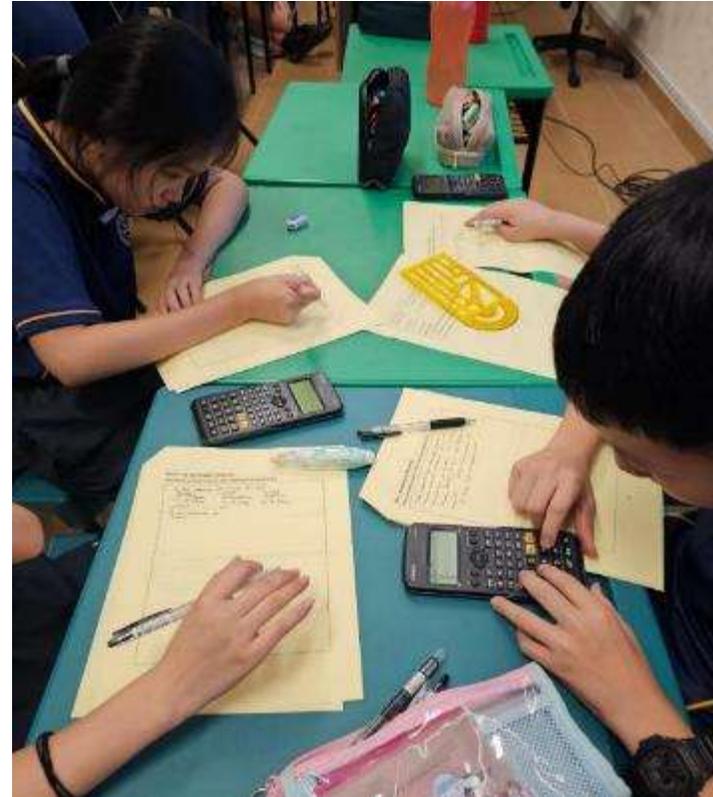
Wellington Primary School
To empower every individual, nurture talents and groom leaders

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

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

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

Wellington Primary School

To empower every individual, nurture talents and groom leaders

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

Workshops @ Singapore Science Centre
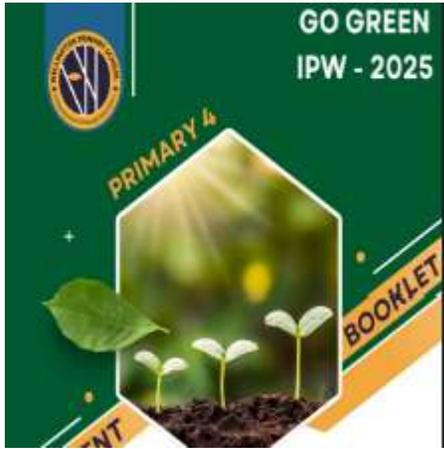

Science Workshop for Parents

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.

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

P4 Interdisciplinary Project Work

GO GREEN
IPW - 2025
PRIMARY 4
BOOKLET

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.

PHOTO JOURNAL (SCIENCE)

This photo is about green bean seeds in a plastic plate growing, my group felt pretty sad when the edusmart pupils stole our seeds. In our opinion, this project was quite successful.

PLANT GROWTH (MATH)

Plotting a Line Graph (Teacher Guided using Numbers App on iPad)

1. Use the data collected (From the Log Sheet) to plot a line graph using the Numbers app on your iPad.

2. Analyze the Graph
- Look at the trend: Is the plant growing steadily?
- Identify any patterns or sudden changes in growth.

Our line graph:

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

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

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

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)

24

* 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.
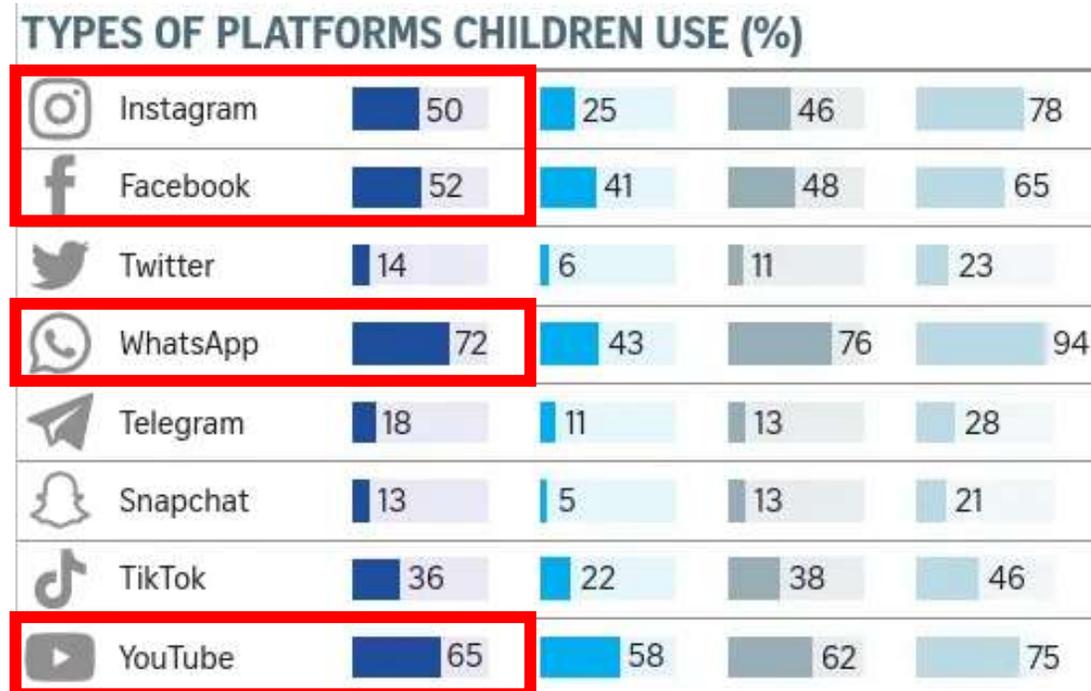
4

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

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)				
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

CURRENT REALITY

About a third of parents

with children aged seven to 12 said they had Instagram accounts

CURRENT REALITY

Children are going online from a younger age

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

TYPES OF ONLINE HARASSMENT (%)

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

NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

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

Parents might not be aware, but…

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)

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

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

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

Source: MDDI Survey (Feb 2024)

27

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 Time

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
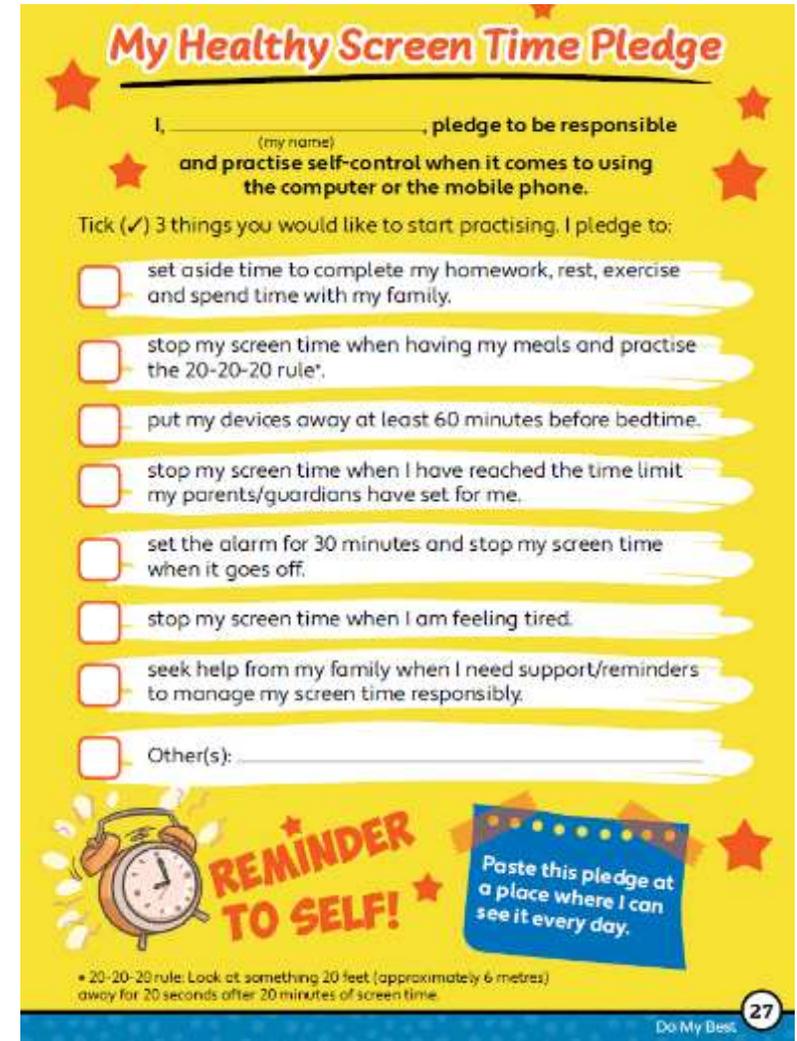
Discuss your child's healthy screen time pledge at home and cultivate accountability.

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

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

*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.

31

Cyber Wellness Education @ WTPS

Programmes

FIND
Gather & Evaluate information

- Fact checking
- Cross-referencing
- Learning in the age of Google
- Application of S.U.R.E techniques
- In-class Cyber Wellness lesson modules (FTGP)
- Cross-discipline application in Social Studies

ACT
Software application in different ways

- Computational Thinking
- Coding & Programming training (SingTel Cyber Security Experience)

CREATE
Collaborate to produce digital products

- Cyber Wellness Student Ambassadors
- Cyber Wellness A-Z student handbook
- Mini-sharing with parents
- Cyber Wellness mascots
- One stop information Google site
- Digital jigsaw
- Student-run Cyber Wellness roadshow collaboration with MOE ETD
- Cyber Wellness video screening
- ViA

THINK
Interpret, Analyse & Solve problems

- Scenario-based facilitation of Cyber Bullying lessons across English, Mother Tongue, CCE and Social Studies
- Interactive theatre production on Cyber Bullying for school assembly period

Nurture Positive Online Influencers
Grow Future-Ready Digital Citizens
Empower Critical Thinkers

Wellington Primary School

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

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

What is Generative AI (Gen AI)?
What opportunities & risks does it present?

ChatGPT

Gemini

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

Opportunities:

VS

- 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

To access information on MOE's NDLP

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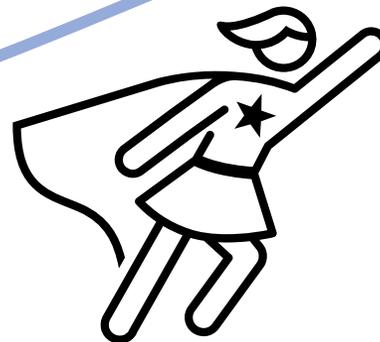
Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

Primary 1 to 3

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

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

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.

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.

Sec

There should be a gradual release of responsibility to **allow for independent use of AI,** so that students learn to use AI to support learning while **not over-relying on it.**

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users.

Pre-U

As **students become more empowered to use AI as a collaborator,** emphasis on the use of AI in a **safe, responsible, and ethical** manner continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI

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?

WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

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.

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

Sec

There should be a gradual release of responsibility to **allow for independent use of AI,** so that students learn to use AI to support learning while **not over-relying on it.**

- Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users

Pre-U

As **students become more empowered to use AI as a collaborator,** emphasis on the use of AI in a **safe, responsible, and ethical** manner continues.

- Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI

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

Grow Well SG

In school...

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…

Grow Well SG

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.

WELLINGTON PRIMARY SCHOOL — Empowerment Through Education

L.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.

Top Stories   Latest News   Singapore   Asia   ›

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.

At home….

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.

❖ 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.

4

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

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

We Change as We Grow (2) Date:

How I Can
Support My Friend
C H E E R

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 Can	I Have
○ I am willing to learn from my mistakes.	○ I can choose to think of challenges as new learning opportunities.	○ I have people who encourage me.
○ I am confident of my strengths and skills.	○ I can find different ways to solve my problems.	○ I have people I trust.
○ I am respectful of others.		○ I have people who accept me for who I am.
○ I am grateful for the people in my life.	○ I can find helpful ways to cope with my emotions.	○ I have people who care and help me when I need it
○ I am open-minded to different options and outcomes.	○ I can control my actions.	○ I have someone whom I can talk to about my worries.
○ I am curious about things around me	○ I can use 'Stop-Think-Do'.	○ I have someone to show and guide me to do things.
○ I am responsible for my actions.	○ I can use calming down strategies when I need to.	
○ I am _____	○ I can ask for help when I need it.	
	○ I can call/message Tinkle Friend if I need someone to talk to.	
	○ I can _____	

Taken from P5 CCE Journal P.3

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

The Wellington Way

Code of Conduct

Level 3
✓ 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.

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

✓ **Stop, Think Level 2, Do Level 2**

✓ **Good Audience Behaviour**

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

43

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

Power of Care

The Joy of Gratitude

P1 Food from the Heart

P2 Sun Plaza

P3 Loving Sembawang

DIGITAL SKILLS FOR SENIORS

P4 Bonding with Seniors

P5 Racial Harmony Day PA

P6 World Water Day with PUB

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

Bulan Bahasa 2025

Scouts Founders Day [Scouts]

PassionArt for SG60 [Art Club]

Singapore International
Choral Festival 2025 - Silver Award

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

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

CATEGORY A

The Playground That Connects Us

Mixed Media

Wellington Primary School

Student Artist(s)

Choi Yue Ning
Eldon Lee Ho Ze
Harika Indaya Binte Muhammad Khairi
Isaac John Lim
Joanne Tiew Zi En
Lin Shi Qing
Mikayla Binte Muhamad Farid
Ong Hyun Na Avery
Poh Zi Xuan, Jovie
Wei Lechen Ivy

Artist Statement

Our artwork features the Dragon Playground, a tiny wonder and beloved icon of Singapore, created using pointilism 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 friendship 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 Lai Li Fei

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

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

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

If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.

By letting your child forget, you are helping him/her remember.
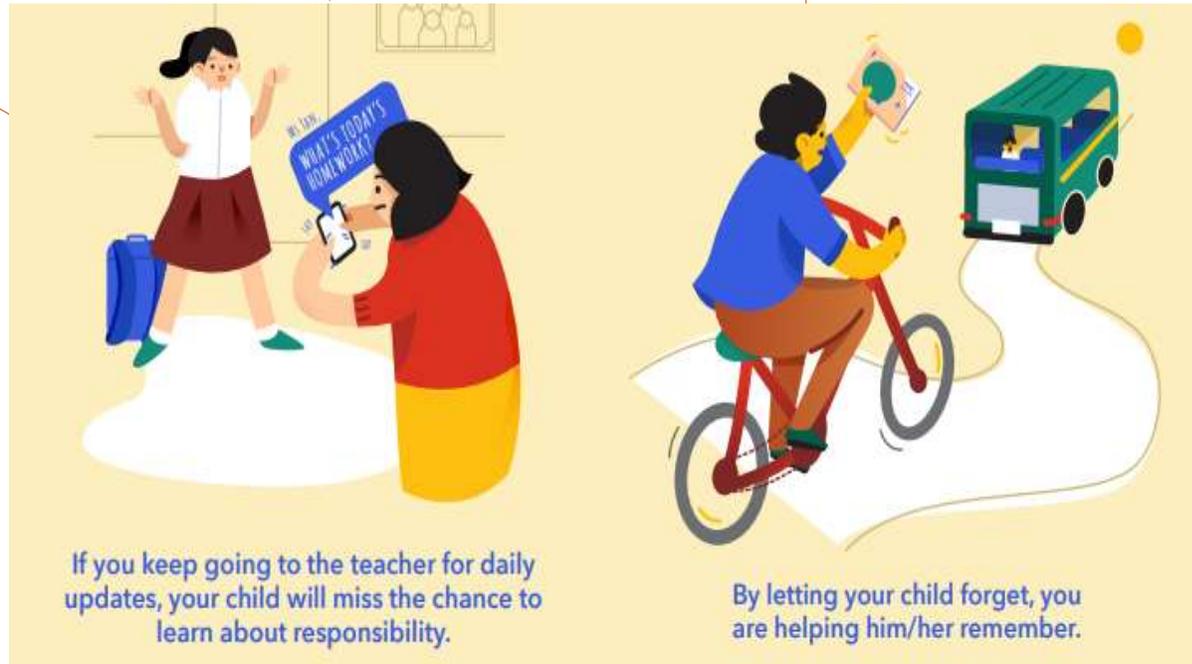
... by providing them with a safe learning environment to support their well-being

Whole-school educative process of discipline

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

Firm but caring & respectful

Consequences to help child learn when poor choices are made

- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occuring.

A Positive & Proactive Approach to Discipline
towards eg hurtful behaviour

- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.

- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.

Support and restore relationships

Work with school to support your child

Verbal or Written report to teacher / YH / School

49
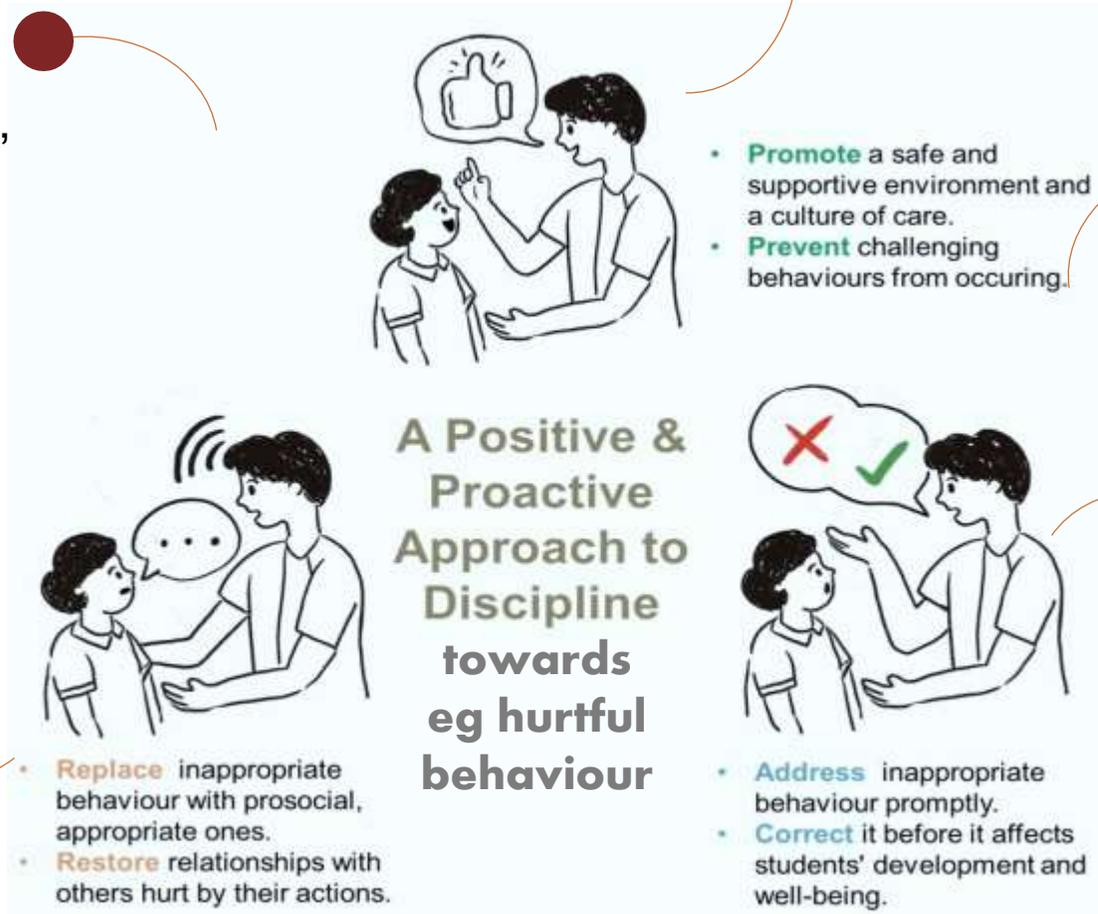
Raising a Happy, Confident, and Kind Generation Together

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

Learning about Work

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,

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

Respectful Communication

Foster kind words and actions between schools and educators

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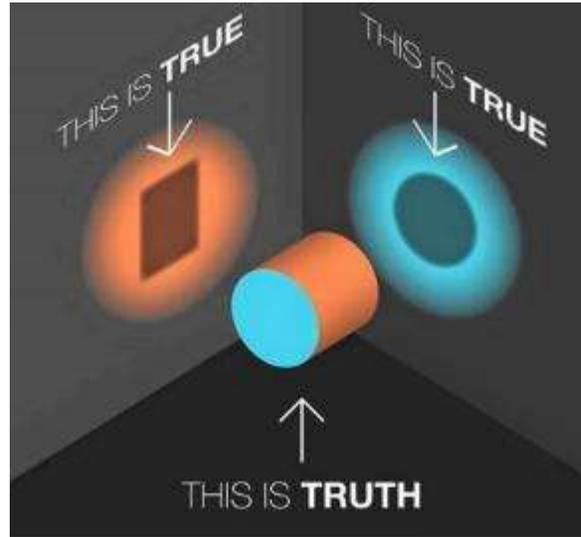
Respectful Communication

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

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

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

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

Wellington Primary School

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.

Actions of Excellence

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.