



Wellington Primary School

To empower every individual,
nurture talents and groom leaders



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



2026 Primary 5 Form Teachers

Form Teachers

5A	Mr Kwan	Ms Joanne Goh	Ms Than
5B	Mr Thomas Ho	Mrs Jennifer Tan	Ms Rashida
5C	Ms Wendy Au	Mdm Sumathi	Ms Siti Aishah
5D	Ms Anastassia	Mr Wong KK	
5E	Mrs Mabel Goh	Mr Roy Ren	Mrs Susie Lee
5F	Ms Liyo	Mr Danny Ling	

WELCOME



Wellington Primary School

To empower every individual, nurture talents and groom leaders



more than

It takes a
[^]
kampong to
raise a child.

Mission

To empower every individual, nurture talents and groom leaders

Vision

Becoming an excellent institution that grows future-ready leaders

Motto

Empowerment through Education



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



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



Power of Care



Actions of
Excellence



Wellington Primary School Vision

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

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



The Joy of
Gratitude



Yes, I can!
Yes, I will!

The Wellington Way



Power of Care



Actions of Excellence

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



The Joy of Gratitude



Yes, I can!
Yes, I will!

The Wellington Way

Our school values – (RICE)²

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



Wellingtonians –

A Community of Responsible Citizens

WHAT IS IT LIKE IN PRIMARY SCHOOL?

Laying a **strong foundation**

1

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

2

3

4

5

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

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

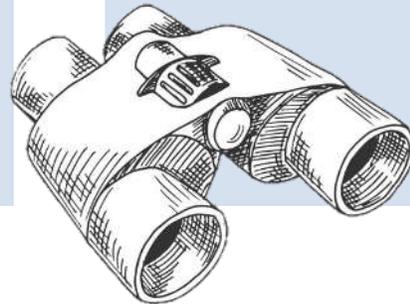
Lower Primary

Building Roots
Values & Attitudes



Middle Primary

Nurturing Peer
Leaders with a
Growth
Mindset



Upper Primary

Developing
future-ready
learners
geared for
lifelong
learning



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Building Strong Foundations: How is it achieved?

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

Differentiated support for children with differing learning needs

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

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



Deploy engaging pedagogies for joyful and quality learning including 21CC

Language Learning Activities with emphasis on Socratic Questioning in English



P3 Creating a Supernova Creature



P4 Growing a Plant



P5 Writing to PenPal in Xishan Pri



P5 Suggestions to improve P5 Camp



Whole school Reading Festival



Deploy engaging pedagogies for joyful and quality learning including 21CC

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



P3 Cultural Performances at public performing arts venues



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



P5 Hosting of International Visitors



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



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

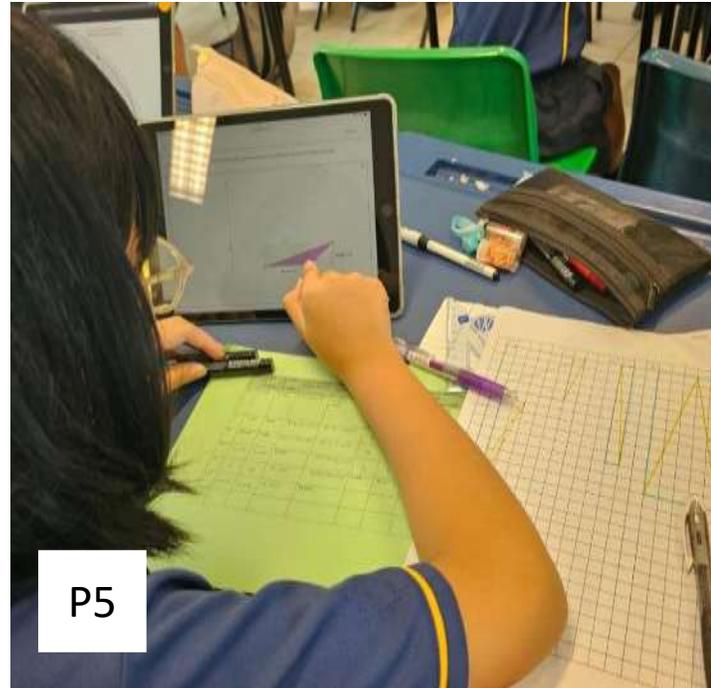
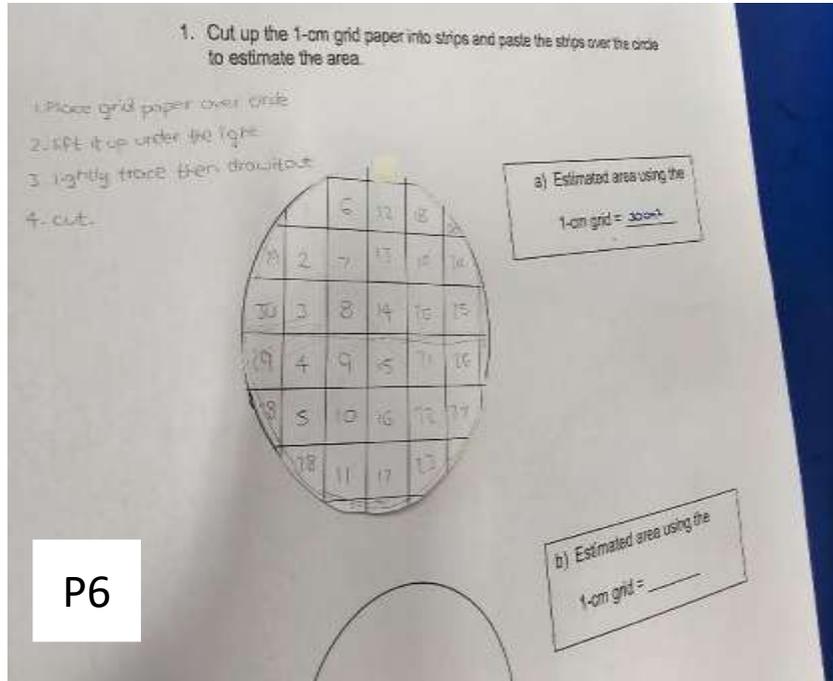


P5 Making own manipulatives to reinforce concept



Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics

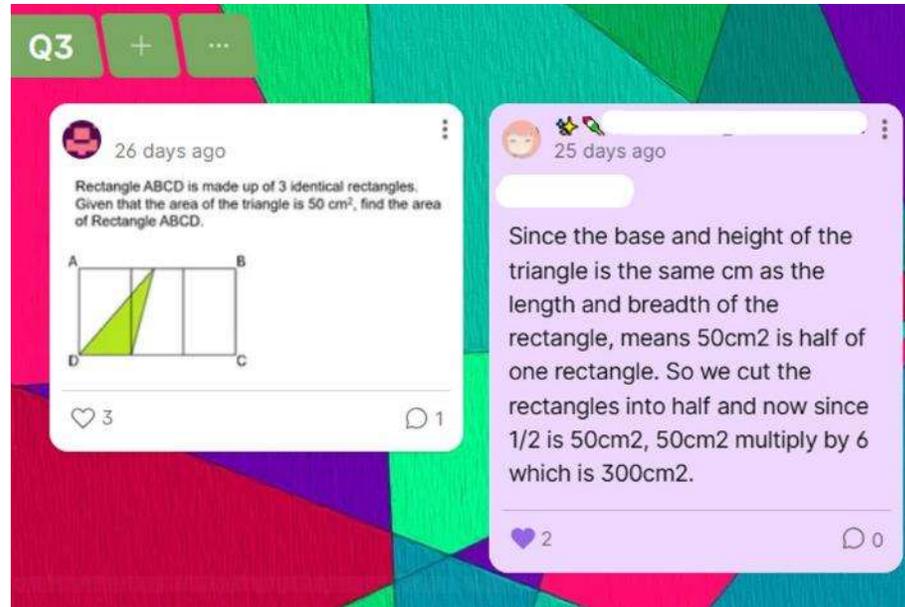


Inquiry learning both online and in person to explore possibilities, reason, evaluate, refine ideas and decision making – CAIT & collaboration



Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



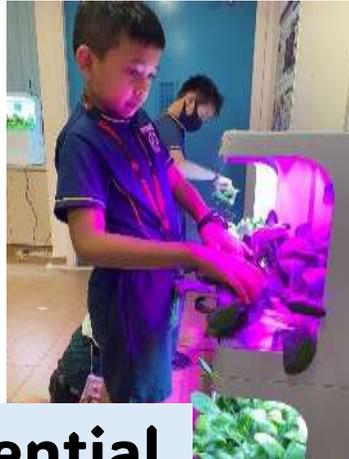
Collaborative learning both online and in person to reason, evaluate, refine ideas and decision making – CAIT & collaboration



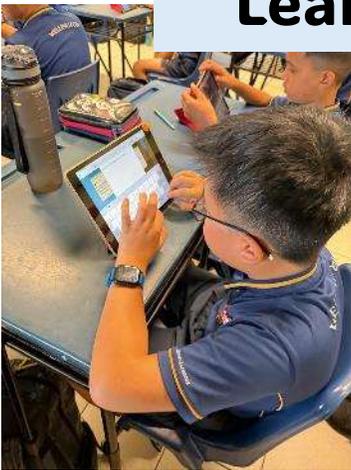
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Deploy engaging pedagogies for joyful and quality learning including 21CC

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



Experiential Learning



STEM Challenges



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

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



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Deploy engaging pedagogies for joyful and quality learning including 21CC

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



**Workshops @
Singapore
Science Centre**



**Science Workshop for
Parents**



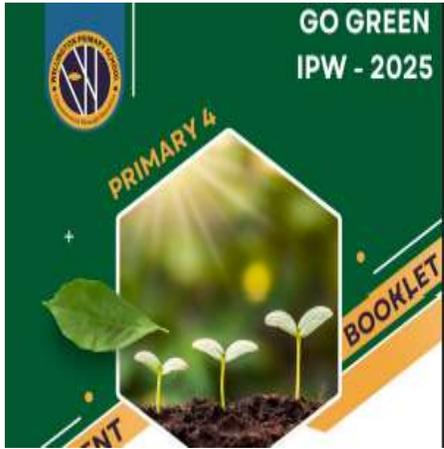
**Discovering the
World of STEM
exhibition (with
NTU)**

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



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Deploy engaging pedagogies for joyful and quality learning including 21CC



P4 Interdisciplinary Project Work

Key Elements of your Project Work

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



Experiential learning - Growing a plant and documenting their journey.



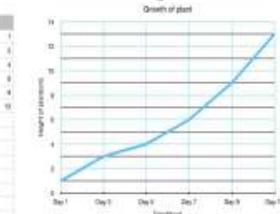
PLANT GROWTH (MATH)

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:

Day	Height of plant (cm)
Day 1	1
Day 4	2
Day 7	4
Day 9	8
Day 11	14



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Applied Learning Programme – Makers@WTP

Objective(s):

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



Sphero Bolt & Halocode

Examples of platforms:

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



Stretch & Support for our Students

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

Support Programme (after-school) for respective subjects

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

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

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

Other Learning Support offered in line with MOE initiatives:

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

* Yearly selection guided by MOE

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

1



Eat Well

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

2



Sleep Well

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

3



Learn Well

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

4



Exercise Well

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

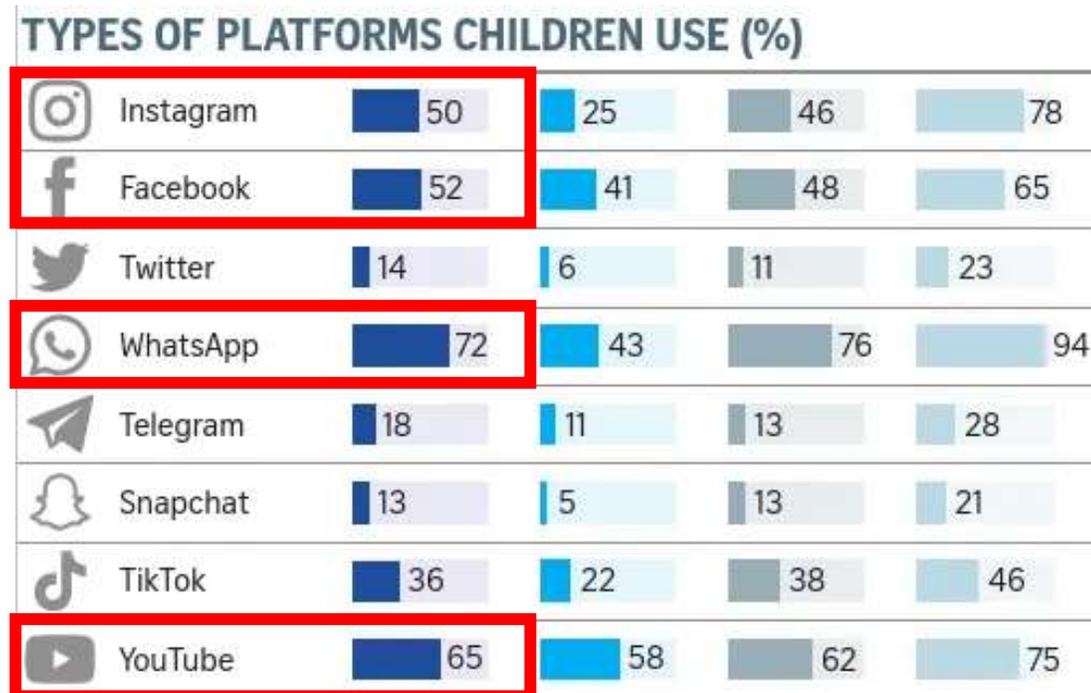
Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

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





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)



CURRENT REALITY

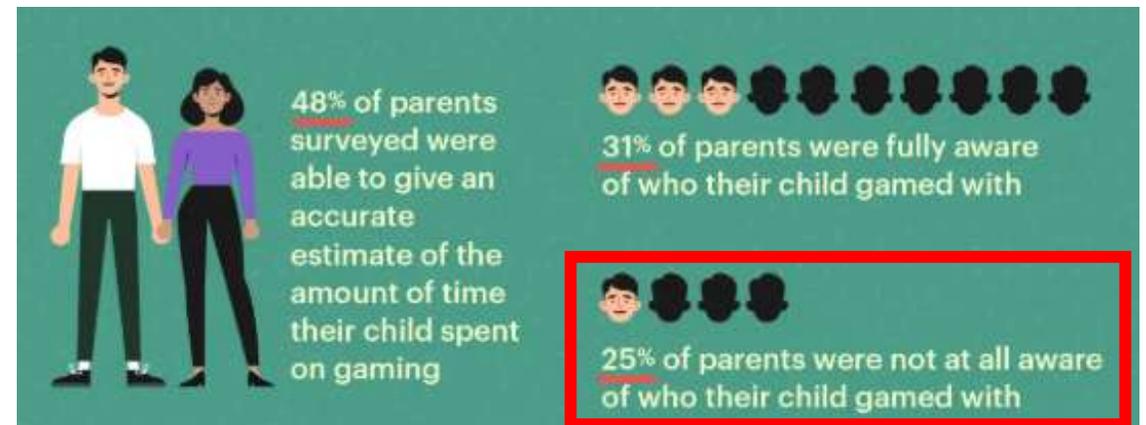
Types and frequency of harmful content our children are exposed to

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
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Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



Source: [MDDI Survey](#) (Feb 2024)

In school during FTGP & other programmes

What is Cyber Wellness?

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

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

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

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

Resources

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



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

Primary 1 and 2

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

Basic online safety rules

- Talking to only people you know

Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle

- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information



Family Chat Time!
Share with your family members:

- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

Parent's / Guardian's signature



Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal** by participating in “**Family Time**” activities in the journal.

Primary 3 and 4

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

Balanced use of digital devices

- Time management and spending time on screen-free activities

Netiquette

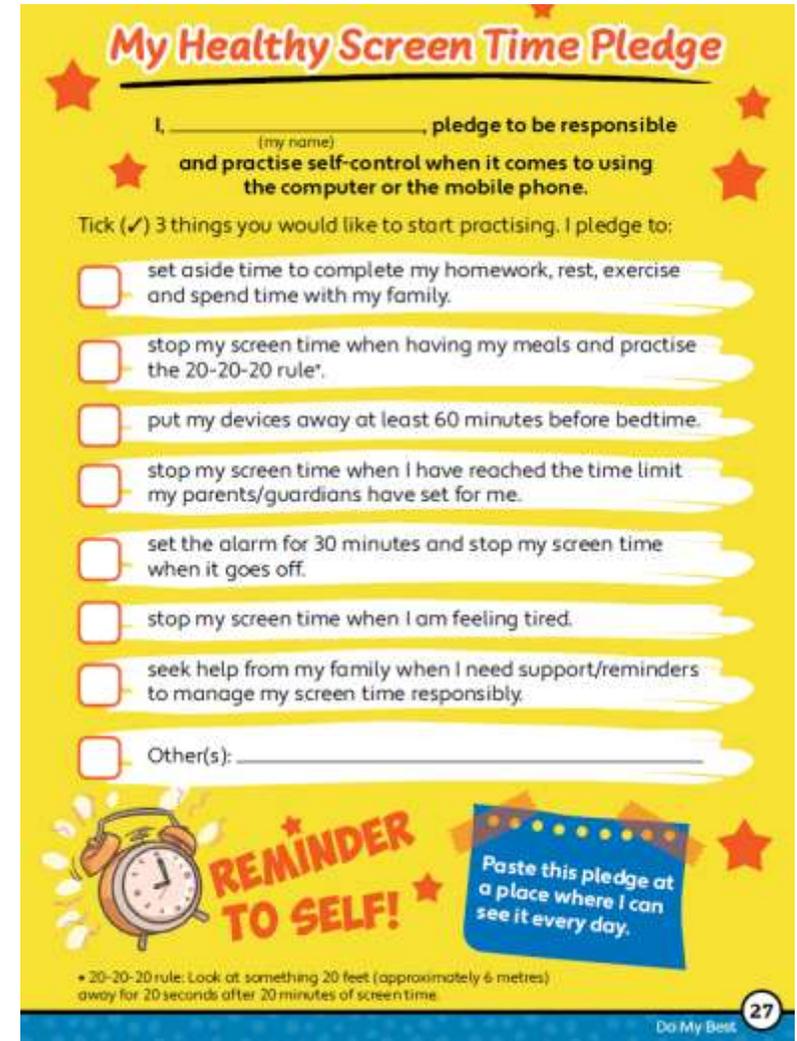
- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

How to stay safe online

- Steps to take to determine if an online friend is trustworthy



My Healthy Screen Time Pledge

I, _____, (my name) pledge to be responsible and practise self-control when it comes to using the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): _____

REMINDER TO SELF! Paste this pledge at a place where I can see it every day.

* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



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

Primary 5 and 6

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

Be a positive peer influence online and manage digital footprints

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

Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods

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

Staying Safe from Pornography

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

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.*

It is part of National Library Board's Information Literacy Programme.



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



Cyber Wellness Education @ WTPS Programmes

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

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

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



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

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What is Generative AI (Gen AI)?



What opportunities & risks does it present?

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



Opportunities:

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



Risks:

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



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

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

Students will develop AI literacy throughout primary school

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



To access information on MOE's NDLP



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.

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Primary 4 to 6

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

WHAT IS AGE-APPROPRIATE USE OF AI?

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P1 to P3

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

Digital literacy



In school...

3



Learn Well

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

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

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



In school...

3



Learn Well

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.



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

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

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

Tightened guidelines for use of smart devices in secondary schools



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

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



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



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

Singapore

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

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



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

Listen 4 min

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

Wellington Digital Device Use Policy

WePO p.12

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



3



Learn Well

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

At home....

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

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



Managing Disappointment- Be Positive!

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

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

Taken from P2 CCE Journal P.8

We Change as We Grow 2

Date: _____

How I Can Support My Friend

CHEER

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

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3

Performance Character Programme

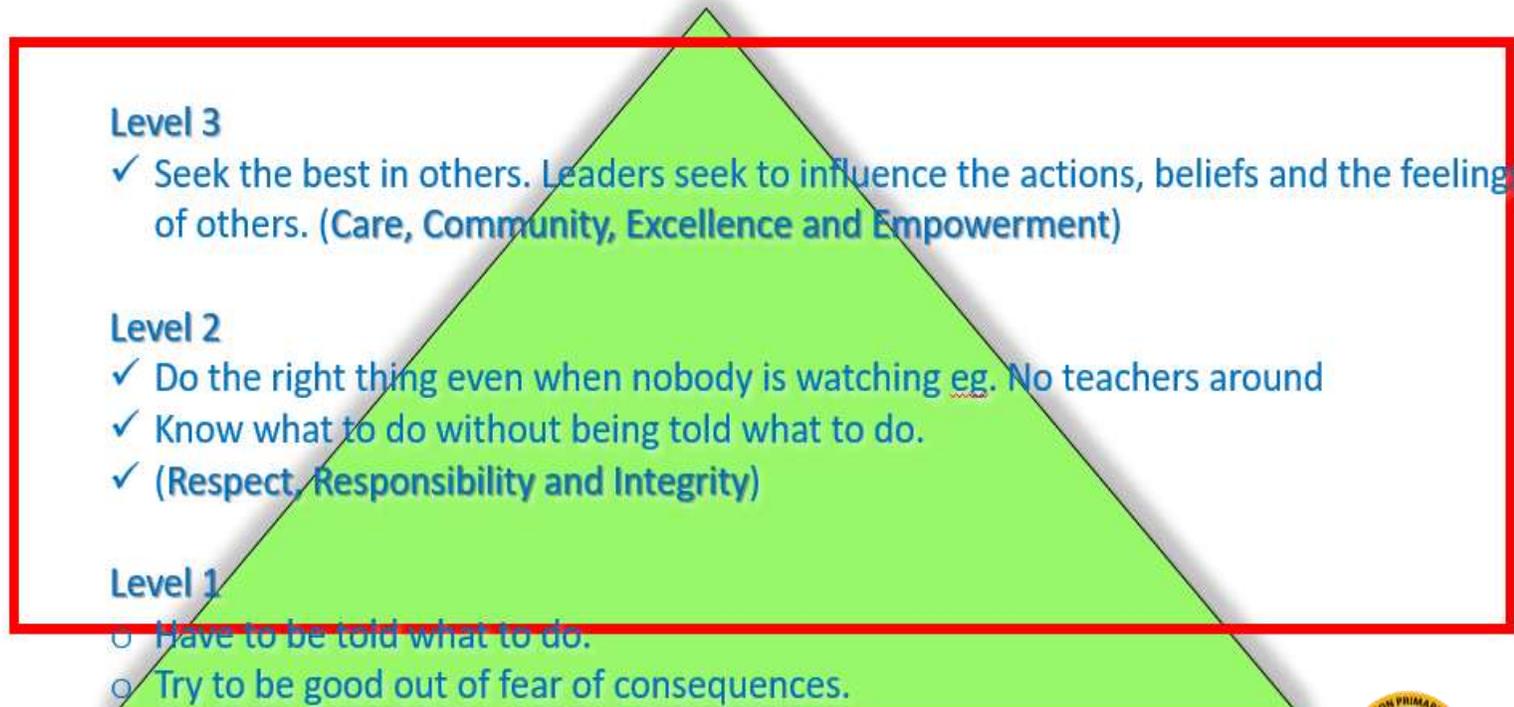
- Goal Setting
- Growth Mind-set
- Sphere of influence
- Chatter
- Delayed Gratification
- Illusion of Success
- Hare and Tortoise Story
- Forgetting Curve
- I can sleep when the wind blows
- 90/10 Principle



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

The Wellington Way

Code of Conduct



- ✓ **Strive for at least Level 2 behaviour**
- ✓ **Stop, Think Level 2, Do Level 2**
- ✓ **Good Audience Behaviour**





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



Power of Care



Actions of Excellence



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



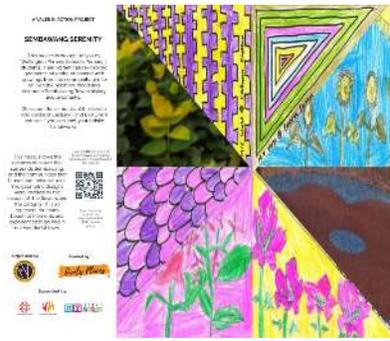
Exceptional care through bonding and food



P1 Food from the Heart



P2 Sun Plaza



P3 Loving Sembawang



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



P4 Bonding with Seniors



P5 Racial Harmony Day PA



P6 World Water Day with PUB



Power of Care



The Joy of Gratitude



Bulan Bahasa 2025



Scouts Founders Day [Scouts]



PassionArt for SG60 [Art Club]



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



Wellington Primary School
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CATEGORY A

The Playground That Connects Us

Mixed Media

Wellington Primary School



Student Artist(s)

Chai Yee Ning
Eban Lee Ho Ja
Hafika Inayya Srik Muhamad Khalil
Isaac John Lim
Joanna Tew Zi En
Lin Shi Qiang
Mikayla Srik Muhamad Fazel
Ong Hyun Na Avery
Peh Si Xuan, Joviv
Wei Lechen Ivy

Artist Statement

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

Teacher Mentor's Comment

Throughout this project, the 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 means 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

Enriching and Holistic P5 Experiences

- P5 Camp
- NE Show
- Overseas Learning Journey* & hosting overseas visitors

** Parents of students who are shortlisted will be informed*



Understanding your child's changes in Upper Primary



**HEAR
THEM OUT**
Listen and be open.
Don't be too quick to nag
or be angry.

From Child to Tween

Physical changes impact emotion

- Children may experience **anxiety or confusion** about their physical changes
- Hormonal shifts often lead to **mood fluctuations and increased sensitivity**
- Increased **self-esteem challenges** arising from concerns about physical appearance and social acceptance

Be a safe harbour during these stormy years

- Create **safe spaces** for conversations
- **Keep communication channels open** at all times
- **Validate** their feelings without dismissing them
- **Be patient and understanding** with their mood fluctuations and heightened sensitivity

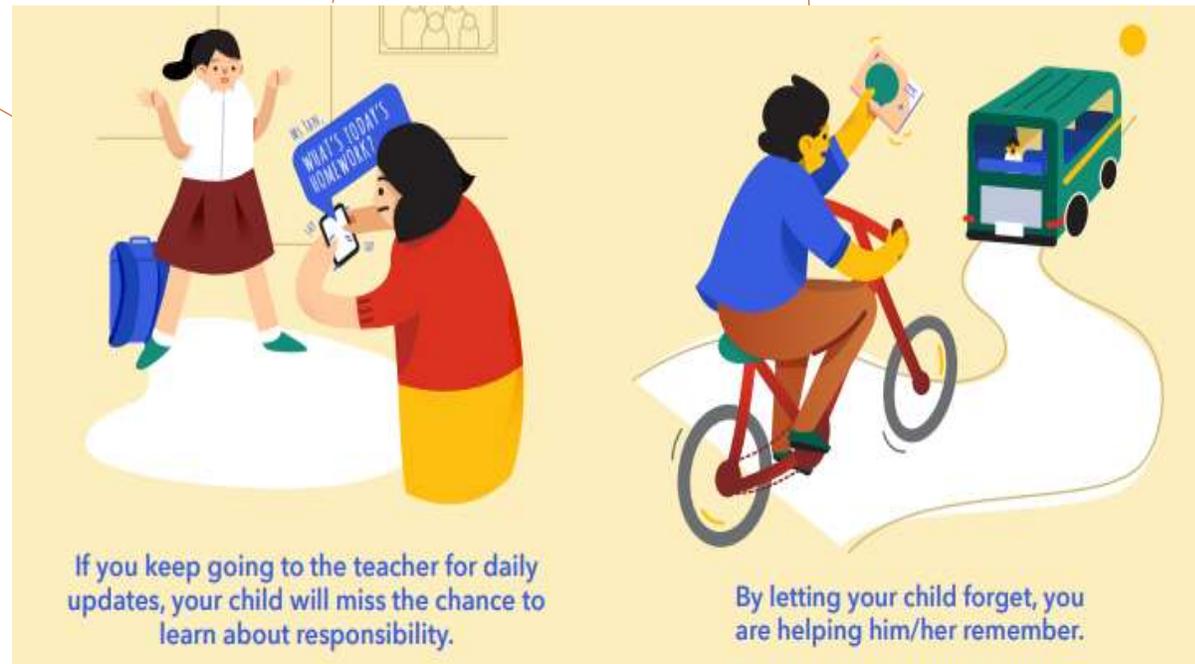
Preparing our children for the Future..

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

**Children are
antifragile**

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

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



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

Whole-school educative process of discipline

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

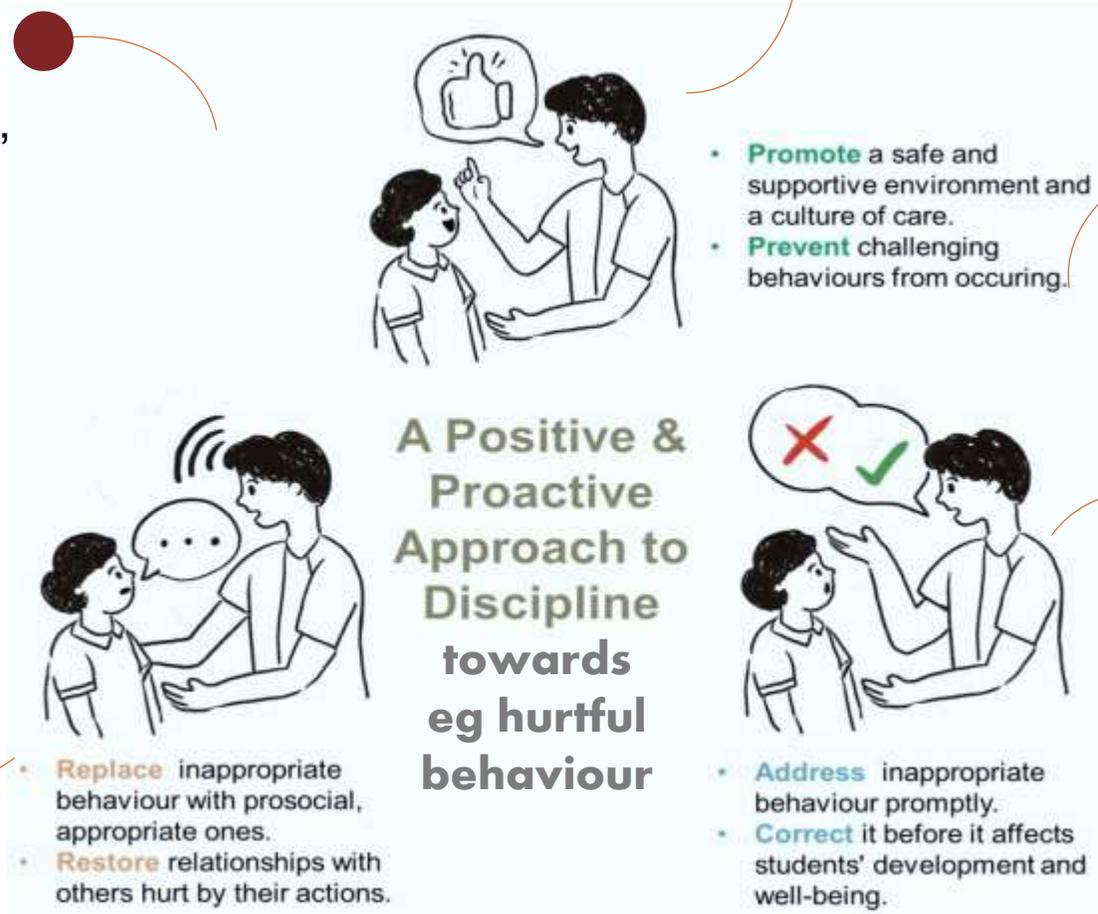
Support and restore relationships

Firm but caring & respectful

Consequences to help child learn when poor choices are made

Work with school to support your child

Verbal or Written report to teacher / YH / School



Raising a Happy, Confident, and Kind Generation Together

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



Respectful Communication

Foster kind words and actions between parents and educators



Role Models

Show our children the skills and values they need for life



Real Connections

Cultivate strong relationships and healthy habits in this digital age



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

Respectful Communication

Foster kind words and actions between parents and educators



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

Role Models

Show our children the skills and values they need for life



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

Real Connections

Cultivate strong relationships and healthy habits in this digital age



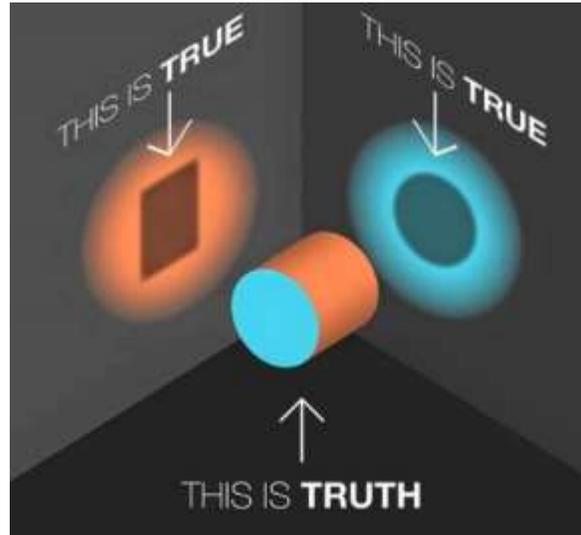
- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

Respectful Communication

Foster kind words and actions between schools and educators



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



Respectful Communication

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



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



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



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



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

Engagement Charter

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



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

Real Connections

Cultivate strong relationships and healthy habits in this digital age

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

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



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



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



Addressing Barriers to Reaching Out for Support



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

You may think...



I don't want others to treat my child differently.



I don't want my child to have a mental health record that might negatively affect their future.



I don't know if mental health treatment will work for my child.



I don't want my child to suffer from the side effects caused by medication.

In reality...

- Receiving professional help is key to preventing mental health concerns from worsening.
- Your child's needs should be your first priority.
- The opinions of others should not prevent you from ensuring that your child gets the right support they need.

- Government policies and guidelines require fair hiring practices for all, including those with mental health conditions.
- Agencies are educating employers to ensure that they understand and follow these guidelines.

- The mental health professional will involve you in discussions on your child's treatment options and answer any questions that you or your child may have.
- This helps to ensure that the treatment is suitable and effective for your child.

- Modification is not always necessary.
- If prescribed, your child should follow the recommended treatment plan.

- The mental health professional will advise you on possible side effects and how to manage them.
- The treatment plan will be adjusted according to your child's needs.



A TOOLBOX OF STRATEGIES TO EMPOWER YOU ON YOUR PARENTING JOURNEY

Parenting For Wellness

MODULES WILL BE AVAILABLE FROM JAN 2025

Building Relationships

How You Parent vs. How You Were Parented



Understanding Yourself as a Parent

As you embark on your journey to understand your parenting approach and learn ways to better support your child, one of your first steps is to reflect on the values and beliefs that you were raised with and hold dear to. These values guide your parenting decisions and directly impact your relationship with your child.

Take some time to reflect on the following

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



Your Relationship with Your Child

As a parent, your values in parenting can affect the way you communicate and interact with your child. This contributes to how they see the world and form their own values. It is also important to understand how you are feeling and how to manage your emotions. Reacting to a situation emotionally can confuse your child as what you say or do may not accurately reflect your true intentions in the moment.

Take some time to reflect on the following

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

Tips	Sample Conversations
<ol style="list-style-type: none"> Show the values that matter to you. Ask your child what they value and discuss how these values can guide family interactions. Draw links between the behaviour you are hoping to teach and the values behind them that are important to you and your family. 	<p>I know when we talk about your studies, we often end up arguing. No matter what we are discussing, I hope we can have respectful conversations. How do you think we can improve our communication?</p> <p>You always call me 'lazy' when we talk about my studies. I don't like it because I've actually been working very hard.</p> <p>Thank you for sharing with me. It's important to me that you feel safe to share your honest feelings and thoughts. As long as you try your best at your studies and don't give up easily when you can't resolve the problem, I'm proud of you.</p>

Helping Your Child Manage Device Use & Stay Safe Online



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.

- 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?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:

- State observation: "I noticed you have been spending a lot of time on your device."
- Ask open-ended questions: "What do you usually do on your device?"



you've got this!

WE'RE EXPECTING 0-2 YEARS 3-6 YEARS 7-12 YEARS TEENS GROW WELL SG PARENTING FOR WELLNESS EVENTS

GROW WELL SG NURTURE HEALTHY BEHAVIOURS CHILD HEALTH PLAN MEDICAL CONDITIONS STORIES SUPPORT FAQs

MAKE EVERY HEALTHY MOMENT A FAMILY MOMENT

Healthy habits can be simple, playful and part of everyday family life. With Grow Well SG, you'll find practical tools and ideas to turn healthy activities into fun bonding opportunities that bring you and your children closer.

Add your child's profile on Healthy365 for personalised tips and activities.

Toolbox



Website



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





Wellington Primary celebrates
25 years in 2026!

FEEDBACK



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



designed by  freepik.com

Looking forward to our school-home partnership!