



P1 Parent Engagement

2 January 2026

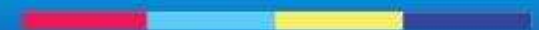
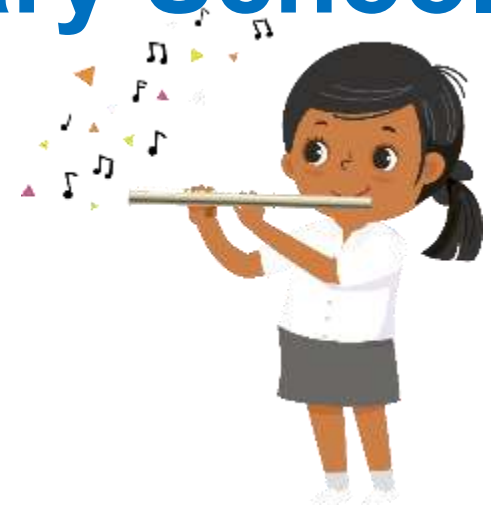




Mr Richard Chia
Principal



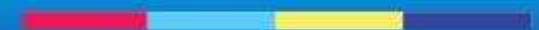
A Warm Welcome to Naval Base Primary School





Programme

1. Sharing by Principal
2. Sharing by Vice- Principals
3. Sharing by Lower Primary Year Head





Naval Base Primary School

VISION

Confident Learners,
Compassionate Leaders

MISSION

We Care,
We Collaborate,
We Empower

VALUES

C

CURIOSITY

I can... ask questions
create new things
try out new things
discover things around me



R

RESPONSIBILITY

I will... reflect and improve
take pride in my work
take care of self and others
choose to do the right thing
be motivated, independent and take initiative
understand my strengths and areas for growth



E

EMPATHY

I will... include others
help others in need
be sensitive to others
show care and concern
listen and show respect
be kind in words and actions



D

DETERMINATION

I will... never give up
dare to speak up
show confidence in my own ability
have courage to overcome challenges
try my best even when something is difficult



I

INNOVATION

I can... adjust when things change
consider different viewpoints
check facts and make good decisions
think of new ideas to do things or solve problems



T

TEAMWORK

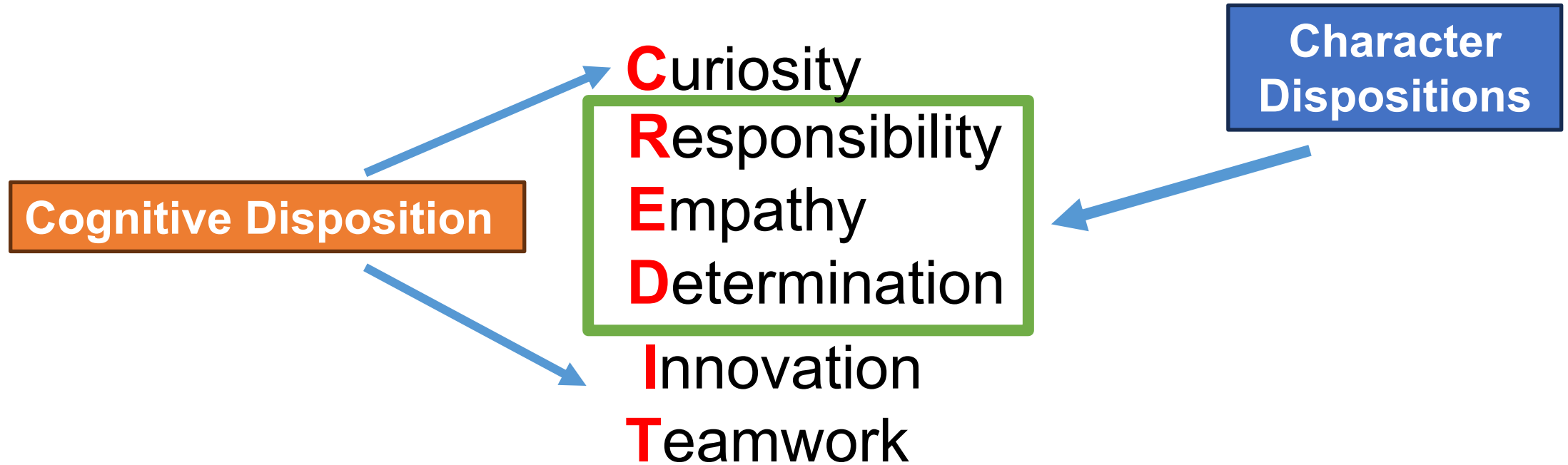
I can... communicate clearly
share and contribute ideas
work effectively with others
listen and clarify to understand



CREDIT Lesson Package



Our School Values



Confident Learners, Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork

Vision

Navalites' Outcomes

Confident Learners

Focus Area 1: Growing Minds

Outcome 1.1 Empowered Learners

(**C**uriosity, **R**esponsibility)

Outcome 1.2 Innovative Thinkers

(**I**nnovation, **D**etermination)

Compassionate Leaders

Focus Area 2: Growing Hearts

Outcome 2.1 Caring Contributors

(**E**mpathy)

Outcome 2.2 Collaborative Team Players

(**T**eamwork)

Focus Area 3: Growing Staff

Outcome 3.1 Caring, Collaborative, Empowered Staff

E21CC Adaptive, Inventive

E21CC Civic Literacy

E21CC Communication

Values
(**CREDIT**)

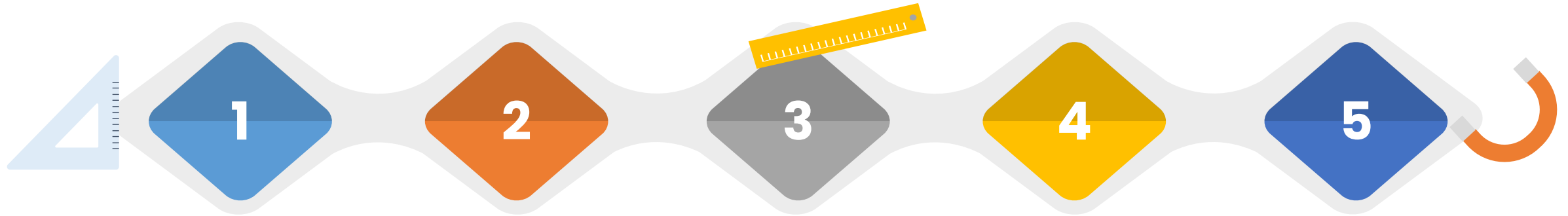
Mission

We **C**are

We **C**ollaborate

We **E**mpower

What is Primary School about?



Laying a strong **foundation**

Nurturing **holistic** individuals and continuous learning

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

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

Preparing our children for the **future**





Holistic development for Primary 1 includes:

Strengthening **21st Century Competencies** and Digital Literacy in an age-appropriate manner

Prioritising the development of **soft skills**, including values, social-emotional competencies and self-help skills



Building **strong foundations** in literacy and numeracy

Focusing on building **learning dispositions** for Lifelong Learning, including curiosity, confidence and nurturing the joy of learning



CCE – Caring Culture



- 1) **Caring Environment** - Staff & Student Well-being (e.g. Build trust & relationship - TSR, PSR, FTGP)
- 2) **Safe-to-Fail Environment** for Staff and Students (e.g Student Voice, Staff Voice)



CCE – Caring Culture



3) Positive Environment

e.g.

- Strength-based approach (build motivation & confidence)
- Growth mindset
- Recognition and affirmation
- Promote positive values & behaviour

4) Safe & Inclusive Environment

e.g.

- Zero tolerance to bullying
- Differentiated support for students with differing needs





CCE – Caring Culture



*Environment
as the third
teacher*

5)Conducive Environment

e.g.

- Transforming learning spaces

6) UPLIFT students to fulfil their potential

e.g.

- Learning Support e.g. Captain Programme
- Stretch opportunities e.g. Admiral Programme
- Targeted Support



CCE – Collaborative Culture



- Raising aspirations: a ‘we-first’ culture grounded in CCE culture
- Supporting one another’s growth and success as a community
- Creating opportunities for students to uplift themselves



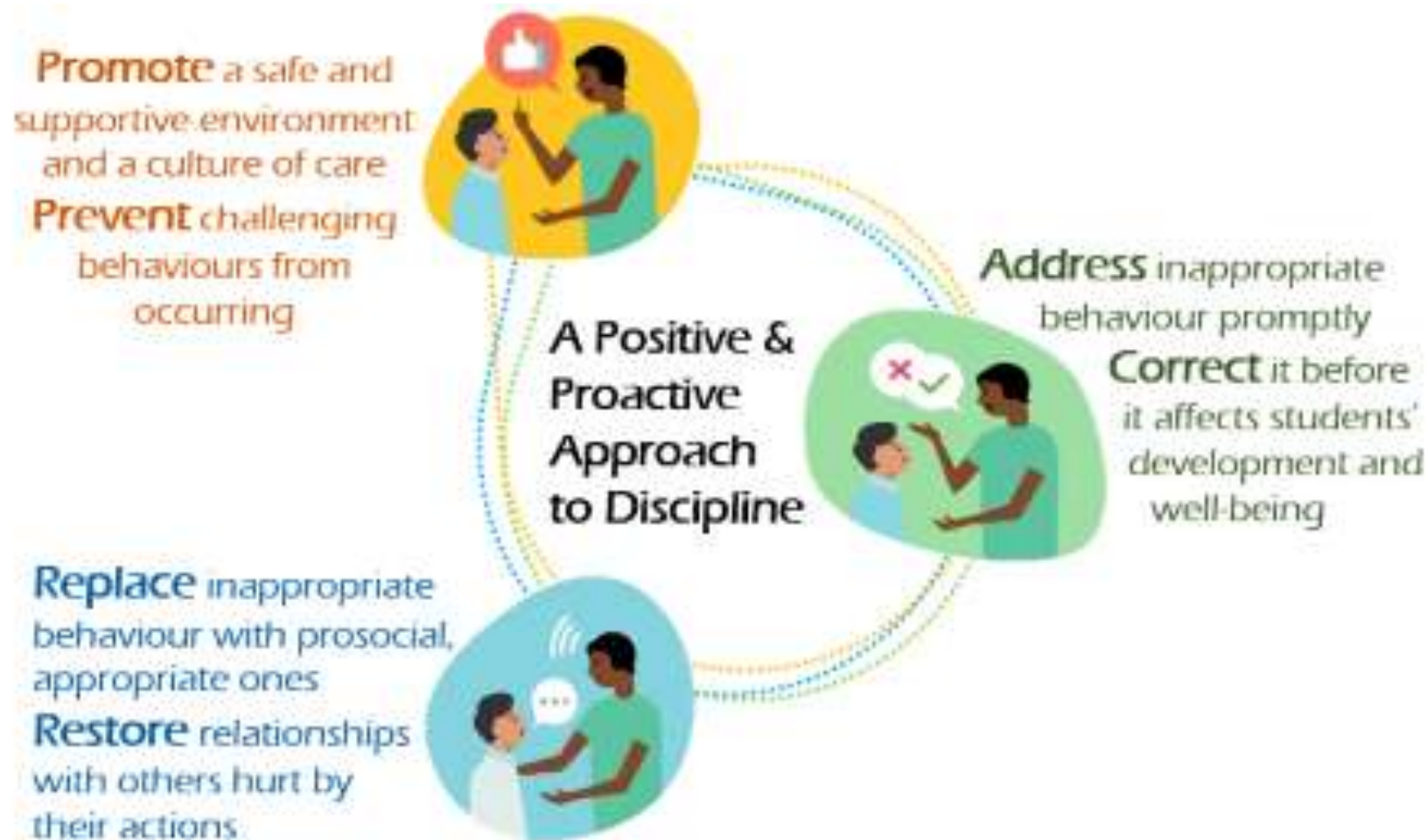
CCE – Empowering Culture



**Empowering Students as Agents of Change:
The Power of Student Voice**



Holistic Approach to Discipline



Eight schools fill up at least half their places after first phase of P1 registration exercise

Find out what's new on [ST website](#) and app.



Phase 1, which is for children with older siblings already enrolled in the school, took place from July 1 to 3.
PHOTO: ST FILE

- Our school is oversubscribed for Phase 2A and 2C

A Team of Caring, Collaborative and Empowered Staff



Elisha Tushara +

Follow topic:

Primary school +

Published Jul 09, 2025, 04:32 PM

Updated Jul 10, 2025, 03:51 PM

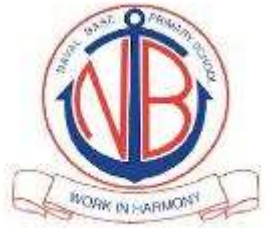


SINGAPORE – Eight primary schools have filled at least half their total spots, according to results of the first phase of the 2025 Primary 1 registration exercise announced on July 9.

Phase 1, which is for children with older siblings already enrolled in the school, took place from July 1 to 3.

According to figures published on the Ministry of Education's (MOE) website on July 9, the schools that have filled at least 50 per cent of their total vacancies are Angsana Primary School, Concord Primary School, Greenwood Primary School, Naval Base Primary School, Rulang Primary School, South View Primary School, Valour Primary School and Waterway Primary School.

What to look forward to ?



New Playground



Confident Learners, Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork

What to Look Forward to?

VIBRANT LEARNING ENVIRONMENT

1. Every space a learning space
2. Every space provides opportunities for quality interactions and collaboration
3. Flexible use of space, furniture & resources effectively engage children in learning



What to look forward to ?

Fun Games Zone



Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork

What to look forward to ?



Examples:

- More exciting JOL Recess Activities
- New PE equipment for Recess Play
- New Coat of Fresh Paint
- New Flexi- Furniture
- New Toilets
- New Learning Spaces
- Navalites Bonding Day

Confident Learners, Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork

Let's Work Together to Bring Out the BEST in Your Child

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



Building Strong Foundations



Values, Social-
Emotional
Competencies,
Citizenship
Dispositions



Mathematics

• Knowledge



• Skills

• Dispositions



Physical
Education



Music



English
Language



Mother Tongue
Languages



Art





Building Strong Foundations

Knowledge, Skills & Dispositions (KSDs) at the Start of P1



Values, Social-Emotional Competencies, Citizenship Dispositions



Art



English Language



Mathematics



Mother Tongue Languages



Music



Physical Education

- | | | | | | | |
|---|---|---|--|--|---|--|
| <ul style="list-style-type: none"> • Develop understanding of self and manage own behaviours • Communicate, interact and build caring and respectful relationships with others • Take responsibility for own actions | <ul style="list-style-type: none"> • Enjoy Participating in Art • Express Ideas and Feelings through Art • Demonstrate Awareness of Art from Different Cultural Groups | <ul style="list-style-type: none"> • Listen and Speak for Enjoyment and Information • Read with Enjoyment and Understanding • Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes | <ul style="list-style-type: none"> • Basic Understanding of Numbers Up To 10 • Compare Quantities Between Two Groups of Objects within 10 • Recognise Simple Patterns | <ul style="list-style-type: none"> • Enjoy and Show an Interest in Learning Mother Tongue Language • Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language • Demonstrate Awareness of Local Ethnic Culture | <ul style="list-style-type: none"> • Enjoy Participating in Music and Movement Activities • Express Ideas and Feelings through Music and Movement • Demonstrate Awareness of Music and Movement from Different Cultural Groups | <ul style="list-style-type: none"> • Enjoy Physical Activities • Display Coordination in Motor Tasks • Demonstrate Awareness of Healthy Habits and Safety |
|---|---|---|--|--|---|--|



Continuing Pre-school Learning

- Develop essential literacy and numeracy skills
- Grasp fundamental concepts, build confidence and master learning outcomes

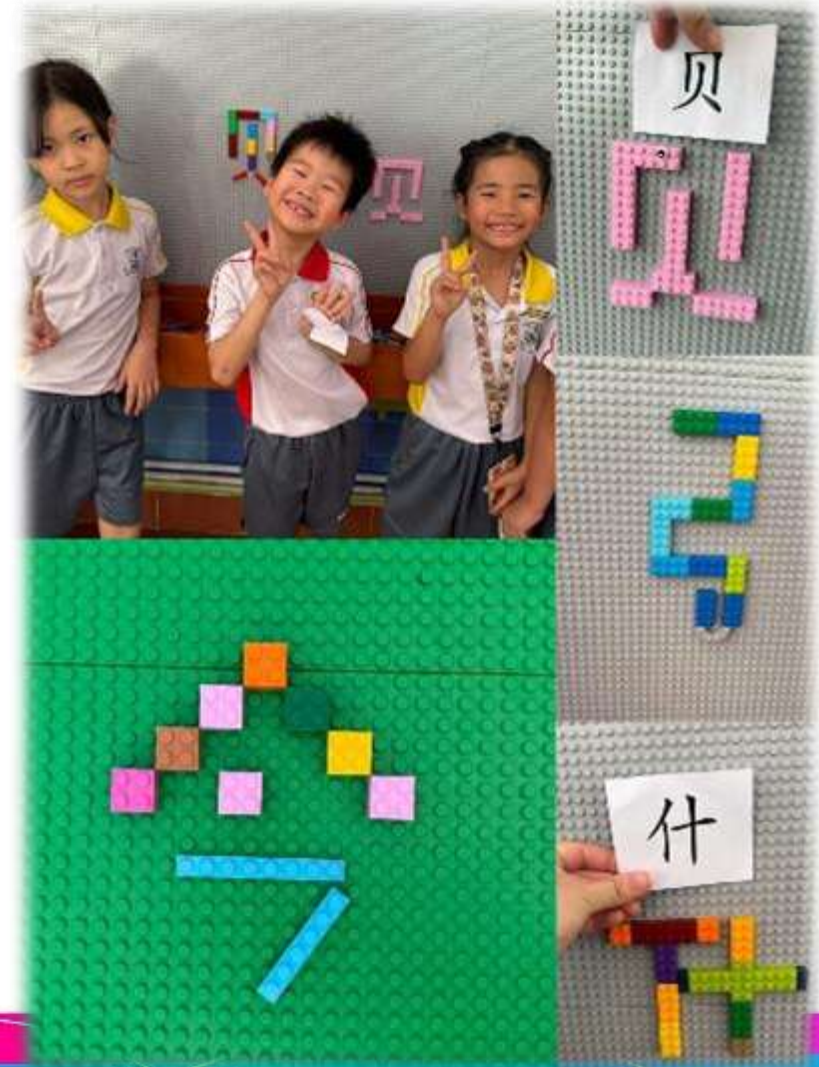


Continuing Pre-school Learning

- Support every student to learn and use their MTL as a living language
- Cultivate a love of reading MTL books to enhance bilingualism

MTL SOAR

1. Spark interest,
2. Open minds,
3. Appreciate cultural roots, and
4. Rise as a bilingual reader.



Authentic Learning Experiences

- Provide experiential and authentic learning
- Increase student engagement



Joy of Learning

- Have the curiosity to discover new knowledge and skills
- Develop an intrinsic motivation to learn



**Developing A
Growth Mindset**



I Can Do This!



Joy of Learning

- Develop students holistically
- Strengthen their social-emotional competencies
- Ignite their joy of learning



Building Strong Foundations: How is it achieved?

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

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



Differentiated support for children with differing learning needs



No examinations and weighted assessments at P1 and P2

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



Play Pedagogy for Teaching & Learning

Purposeful Play



Child-centred learning

- Lessons start from students' **interests, questions, and experiences**
- Students have **choices** in how they engage with tasks



Teachers as facilitators

- Designs rich play environments
- Observes learning
- Asks guiding questions
- Extends thinking ("What happens if...?")



Blending learning and curriculum goals

- Play pedagogy is **planned and intentional**, aligned with curriculum outcomes.

Literacy – Storytelling, role play corners
Numeracy – Board games, block building



Support for Teaching & Learning

- Cater to students' diverse learning needs and wide range of experiences
- Enact the curriculum in developmentally-appropriate ways
 - Learning Support Programme (LSP) in English Language
 - Learning Support in Mathematics (LSM)
 - TRANSIT for learning of self-management skills
 - In-class learning support through Differentiated Instructions



Feedback for Learning

• Adopt Assessment for Learning (AfL) strategies




Subject	Skills and Competencies	Learning Outcomes
English	Listening	LO 1: Listens attentively and follow simple instructions.
	Speaking	LO 2: Speak clearly to express their thoughts, feelings and ideas.
	Reading	LO 4: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).
		LO 5: Read aloud Primary 1 texts (STELLAR Books) with accuracy, fluency and expression.
	Writing	LO 7: Develops writing readiness and penmanship.
	Language Use (Grammar & Vocab)	LO 9: Apply knowledge of grammatical rules at word, phrase and sentence level. LO 10: Develop word consciousness and use metalinguage in building vocabulary knowledge.

SIGHT WORDS

Can you read these words? Put a tick (✓) in the boxes after reading them by yourself. Then, read again to your parent / teacher.

No.	Words	Self (✓)	Parent / Teacher (✓)
1.	the		
2.	a		
3.	is		
4.	you		
5.	to		
6.	and		
7.	we		
8.	that		
9.	it		
10.	not		

Subject	Skills and Competencies	Learning Outcomes
Math	Mathematical Concepts	LO 1: Understand numbers up to hundred.
		LO 2: Understand addition and subtraction.
	Mathematical Skills	LO 5: Identify, name and describe and sort shapes.
	Mathematical Concepts	LO 3: Add and subtract numbers.
	Mathematical Skills	LO 6: Read and interpret picture graphs.

Proficient – Able to complete task independently	 You mastered the topic!
Satisfactory – Able to complete task with minimal help	 You understood the concept but need more practice.
Emerging – Able to complete task only with teacher's guidance	 Don't give up, you can do it with more revision and practice!

CHAPTER 1: NUMBERS TO 10		
Learning Outcomes	Qualitative Descriptors	Teacher's Comments
Understand Numbers up to Hundred <ul style="list-style-type: none"> Counting to tell the number of objects in a given set (up to 10) Number notation and representations (up to 10) Reading and writing numbers in numerals and words (up to 10) Comparing numbers (up to 10) Patterns in number sequence 	Proficient	Teacher will input their comments here. Merge cells if QD is "Proficient" or "Satisfactory"

	Proficient	Satisfactory	Emerging
LO 1: Listens attentively and follow simple instructions. <ul style="list-style-type: none"> LC Assessment (Rubrics) – Practice 4 (14 marks) Listening Comprehension Exercises in LC Booklet Listening skills during lessons 	1. LC Assessment: 13-14 marks 2. Usually gets 13 marks and above in class practices 3. Always listens attentively and is able to follow instructions	1. LC Assessment: 8-12 marks 2. Usually gets 8 marks and above in class practices 3. Listens attentively and is able to follow instructions most of the time	1. LC: 7 and below 2. Usually gets 7 marks and below in class practices 3. Need constant reminders to pay attention and listen to instructions
LO 2: Speak clearly to express their thoughts, feelings and ideas. <ul style="list-style-type: none"> Show & Tell Assessment (Rubrics) - 9 marks - My Favourite Book Character Communication skills during class and group discussions 	1. ST Assessment: 8-9 marks 2. Able to speak clearly and confidently	1. ST Assessment: 5-7 marks 2. Able to speak clearly	1. ST Assessment: 4 marks and below 2. Have difficulty in expressing himself or herself.





Feedback for Learning

- Report holistically on student's learning

Students' Learning Progress

NAVAL BASE PRIMARY SCHOOL
Every Navvite A Leader
Holistic Development Profile
 For Year 2022

Page: 1 of 4
 Date: 23 May 2022

Name : [REDACTED]
 Age on 1st Jan : 6
 Class : 1 INDEPENDENCE S/N : 12 Identification No. : [REDACTED]
 Form Teacher : [REDACTED]
 Co-Form Teacher : [REDACTED]

SUBJECT	SEMESTER 1
English Language	
Listening: Listen attentively and follow simple instructions.	Satisfactory
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Satisfactory
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Proficient
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Proficient
Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Satisfactory
Chinese Language	
Listening: Listen attentively to short, simple spoken content related to daily life.	Proficient
Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.	Proficient
Speaking: Ask and/or respond to simple questions related to daily life.	Satisfactory
Reading: Recognise characters taught in Primary 1.	Satisfactory

Achievement Levels:

- Beginning
- Developing
- Competent
- Accomplished

SUBJECT	SEMESTER 2
English Language	
Speaking: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.	Proficient
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Proficient
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Proficient
Reading: Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Proficient
Writing: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Proficient



Positive Environment for Learning

- Support learning in a caring and safe environment
- Devote time to build relationships
- Create a positive environment for learning



Learning in school and at home



- **Homework Policy** is in place to guide parents on the extent of offline and occasional online homework that is given to the students.
- Homework helps teachers to assess students' understanding of their learning so that timely feedback can be given to support their learning.



- **Digital Tools** used by to support and complement classroom teaching and learning, e.g. Singapore Student Learning Space (SLS),



SLS onboarding information will be shared with parents via PG announcement by school.

What is SLS?

Our national online learning portal with curriculum-aligned resources for students to learn at their own pace and collaboratively.

How and when will P1 students use SLS?

Students will learn with technology progressively, with light use at P1 [after Term 1] in an age-appropriate manner.

SLS homework are occasionally used to reinforce learning.



Transition To Primary One

Smoothening the transition to Primary 1





Smoothing the transition to Primary 1

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

New friends and teachers



New routines

New learning environment



Larger Learning Environment



More Interaction with students and teachers





Smoothening the transition to Primary 1

1. Transition is the process in which a child moves into a new environment

2. When moving from pre-school to primary, a child will have to adapt to unfamiliar setting and routines

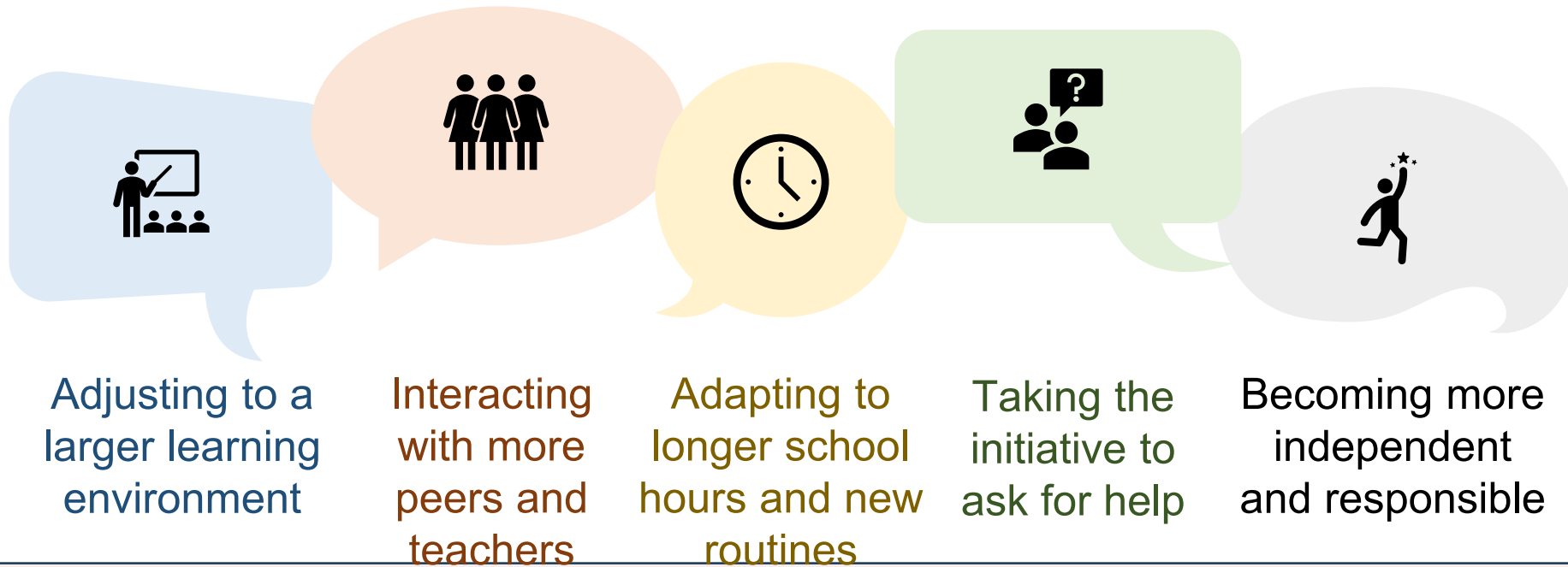
When your child has transited well, he/she will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/or peers for support when needed



How can you prepare your child for Primary 1?

You can start talking to your child about the following:



Try these conversation starters:

Mummy had an enjoyable day at work today. Let's share which was the most enjoyable part of our day.

Let's both remember someone that we met today who did a kind deed for us?

I learnt something new at work today. I am sure you did too. Can we teach each other what we learnt?

How else can you support your child?

Support

your child and encourage them to overcome challenges with your care

Affirm

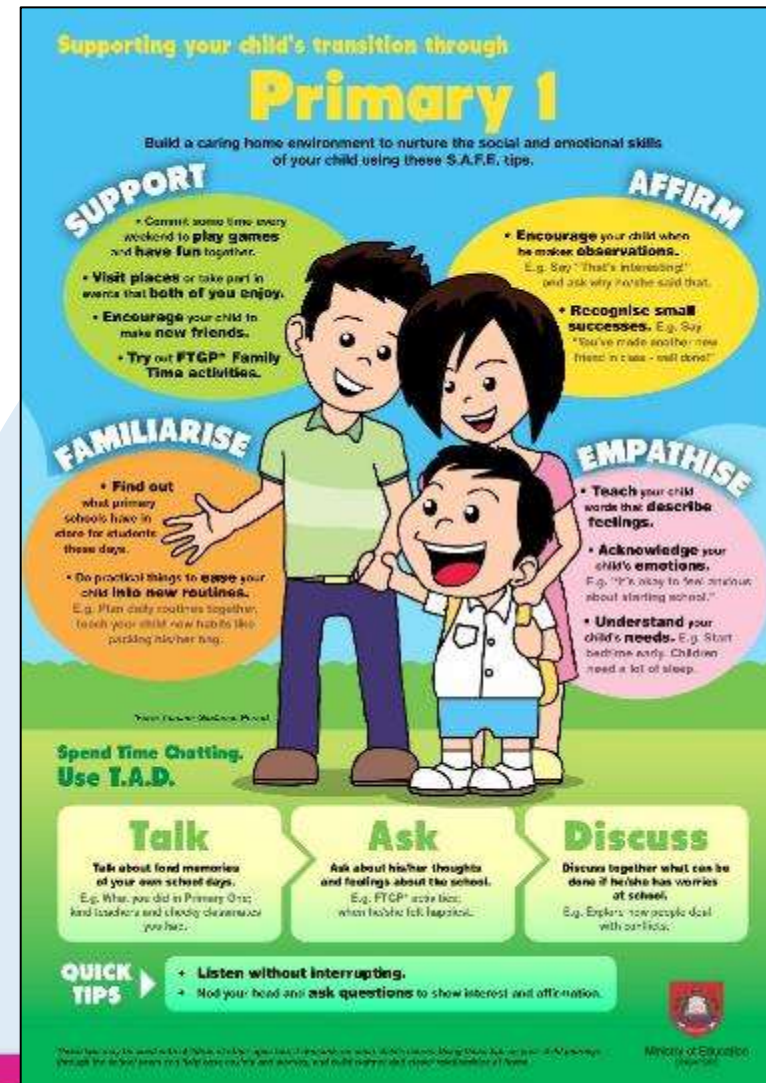
your child by recognising small successes and praising their efforts

Familiarise

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

Empathise

with and acknowledge your child's feelings



Supporting your child's transition through Primary 1

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

- SUPPORT**
 - Commit some time every weekend to **play games** and **have fun** together.
 - **Visit places** or take part in events that **both of you** enjoy.
 - **Encourage** your child to **make new friends**.
 - Try out **FTGP* Family Time** activities.
- AFFIRM**
 - **Encourage** your child when he **makes observations**.
E.g. Say "That's interesting!" and ask why he/she said that.
 - **Recognise small successes**. E.g. Say "You've made another new friend! Well done!"
- FAMILIARISE**
 - **Find out** what primary schools have in store for students these days.
 - Do practical things to **ease your child into new routines**.
E.g. Plan daily routines together, teach your child new habits like packing his/her bag.
- EMPATHISE**
 - **Teach** your child words that **describe feelings**.
 - **Acknowledge** your child's **emotions**.
E.g. "It's okay to feel nervous about starting school."
 - **Understand** your child's **needs**. E.g. Start bedtime early. Children need a lot of sleep.

Spend Time Chatting. Use T.A.D.

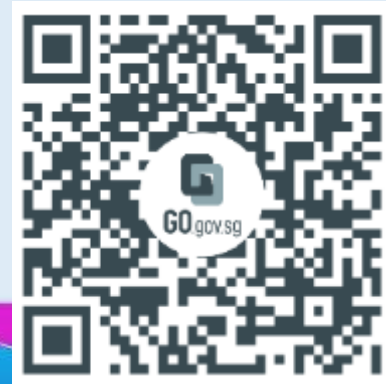
- Talk**
Talk about fond memories of your own school days.
E.g. What you did in Primary One; kind teachers and friendly classmates you met.
- Ask**
Ask about his/her thoughts and feelings about the school.
E.g. FTGP* activities; when he/she felt happy/sad.
- Discuss**
Discuss together what can be done if he/she has worries at school.
E.g. Explore how people deal with our fears.

QUICK TIPS

- **Listen** without interrupting.
- **Nod** your head and **ask questions** to show interest and affection.

*Please refer to the end of this booklet for more tips on how to help your child adjust to the new school environment. Through the school years and help from teachers and advisors, our child will grow into a confident and capable individual.

Ministry of Education Singapore





How else can you support your child?

**Primary 1 is an exciting and fun stage for your child.
Help your child to enjoy the journey by developing these skills:**



Nurture a love for reading
Sign your child up for a free Library membership and myLibrary ID to enjoy NLB's e-resources!



Relating Well to Others

Build your child's interpersonal skills by:

01

Modelling the use of friendly and polite phrases

"Hi! My name is...What is your name?"

"Could you help me with..."

02

Providing opportunities for your child to share and take turns during playtime with other children

03

Modelling respectful interactions

"May I please..."

"It's okay if I can't join in..."

"I am sorry I ..."



MAKE NEW FRIENDS

What your child may learn in school

JOINING IN ACTIVITIES

1. Choose a good time.
2. Look at the person.
3. Ask in a friendly way, "Hi, may I join you?"
4. Accept the answer by saying "Thank you" or "Okay".

What you can do at home

SAY HELLO AND SMILE

Hi!

My name is ...!

Practice all steps with your child to help her/him relate with others and make friends easily. Encourage them to say hello, greet good morning and smile at their new friends and teachers. These greetings are a great way to connect with people.

Making friends will help your child to adapt quickly to the new school environment, as school becomes more enjoyable with their new friends. They can also learn and play well together.

Quick Info:

- The Programme for Active Learning (PAL) helps your child to discover his/her interests and how to relate and work with peers through Sports and Games, Outdoor Education, Performing Arts (Dance, Drama and Music) and Visual Arts.

Do a short role-play with your child to practise these steps for joining in activities:

- saying hello with a smile and introducing him/herself
- asking politely if he/she can join the group
- thanking them for choosing to include him/her
- saying and feeling okay even if they choose not to

Are you excited to meet your new friends? What do you do or say when you meet your new classmates or join them in group activities? Let's try it!

Explain how doing the above helps him/her to:

- make others feel comfortable
- prevent conflict with new classmates
- be confident

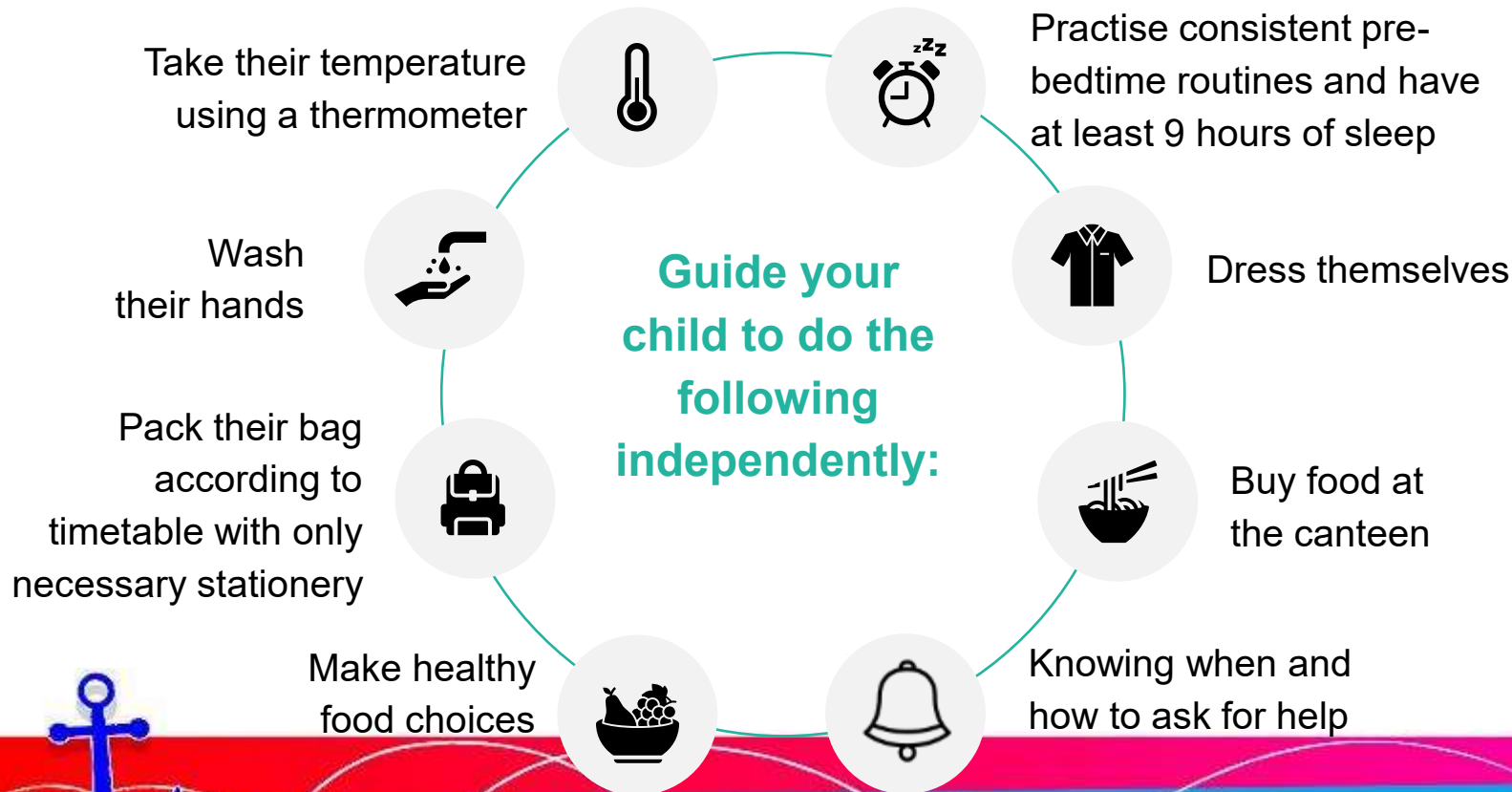
Read more: <https://www.schoolbag.sg/story/how-to-help-your-child-ace-the-first-week-of-school>



Find out more activities from the P1 Parent-Child Role Playing Activity Kit

Developing Good Habits

Routines help your child build confidence and learn to manage things by themselves.



Developing Good Habits

Children need sufficient sleep (~ 9 hours of sleep for primary school children) to be able to learn well.



Agree on a bedtime with your child and let them practise going to bed by that time for a week.



Developing Good Habits

You can establish a routine for getting ready for school. Be consistent so that your child can get used to the routine.

Preparing their uniform for school



Packing their
school bag



Waking up with enough time
to get ready for school



Developing Good Habits

Packing the school bag

Help your child develop the habit of packing their school bag to prepare for activities the next day.



You may start by asking them to practise packing for family outings.

- Ask them if they have everything they need for their activities the next day.
- Walk them through the process the first few times to show them how it is done.



- Once you feel they are ready to try it themselves, let them try.
- Check in with them every day, then gradually let them pack on their own.



Developing Good Habits

Packing the school bag



Guide your child with simple questions when packing their bag.

"What are some items you will need?"

"What lessons do you have tomorrow? What books do you need for these lessons?"

I will need my pencil case, school diary, hand sanitiser, water bottle...

Tomorrow I have English lessons, I should bring my exercise book...



Developing Good Habits

Encourage positive learning behaviours.

- Have your child design a daily timetable and put it up somewhere prominent e.g. on the wall near the study area.
- Allocate some time each day for the family to read or share something interesting.



- Have a no-TV or no-digital device time zone.
- Encourage your child's learning by displaying their work in the house.





Practise with your child when and how to ask for help. Remember to affirm them for their efforts.

Asking for help may not seem obvious to a child.

Teach your child how to ask for help:

Step 1: Look for someone who can help

Step 2: Check if that person has the time to help; if not, look for another suitable person

Step 3: Share what the problem is and how they feel

Step 4: Listen carefully to the advice given

Step 5: Thank the person for the help



I'm worried my child won't eat at recess. He'll go hungry!



Remind your child that eating during recess is important as it helps them with the physical energy to continue focusing and learning in class.

Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher



Nurturing Values and Positive Attitudes

Values guide our words and actions and develop character strengths and dispositions. You can encourage your child to:



Reflect on how to show care and concern, and respect for their friends and family members



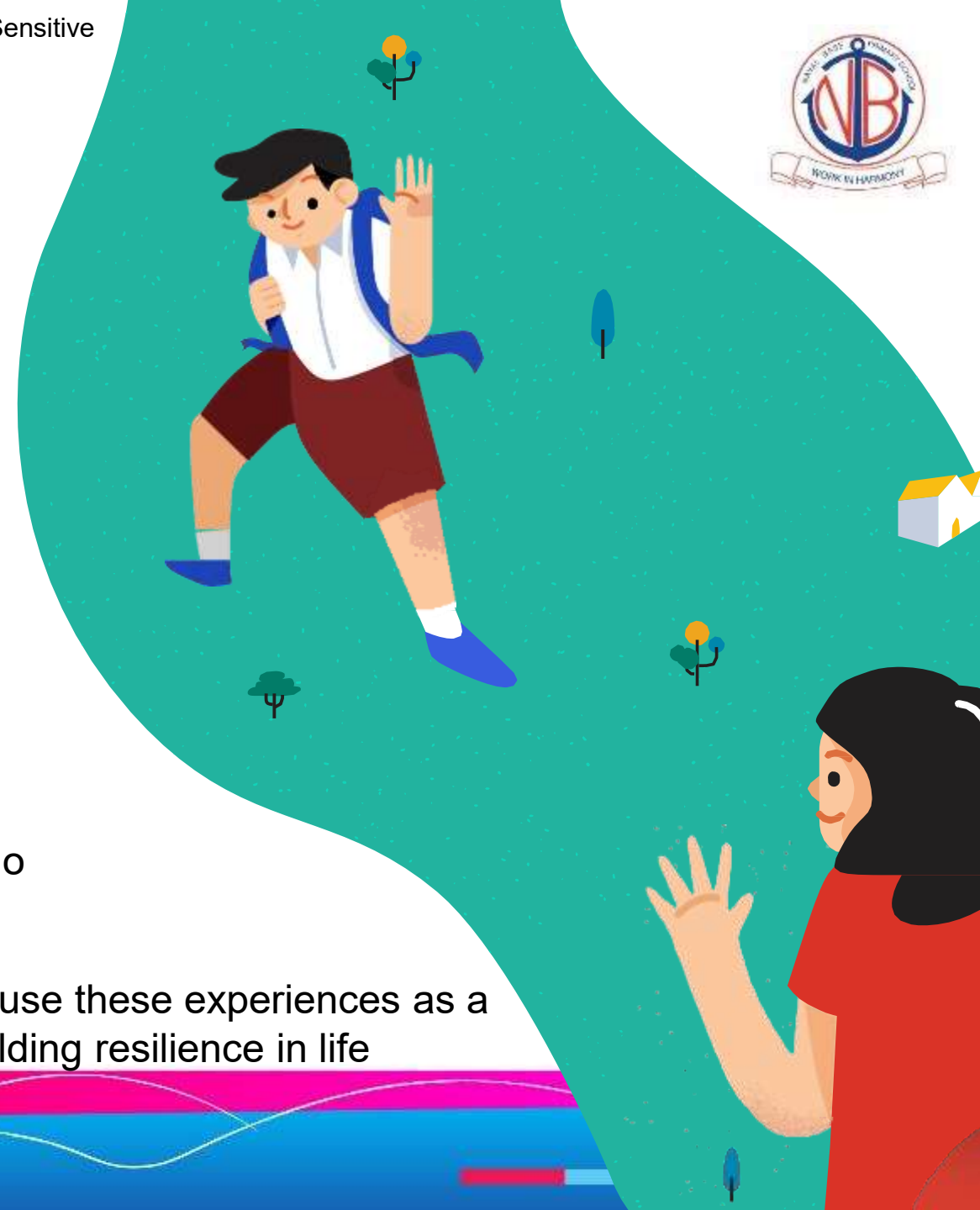
Ask questions about their experiences in school, at home and of the world around them



Reflect on learning experiences and try ways to do something better



Persevere even when faced with challenges and use these experiences as a teachable moment to share the importance of building resilience in life



Available online!

Parent-Child Activity Book



10 TIPS FOR PARENTS

to help you navigate your child's first year in primary school.



Chat with your child

Boost their confidence

Practise various scenarios

Create something interesting

Thank others for their help

Pledge to do things together

A Singapore Government Agency Website [How to identify](#)

Ministry of Education

MOE

Parent kit

View the various parent kits available.

Education Stages

Tips and resources to strengthen family relationships and bonds with your child

[Click here to access the Parent-Child Activity Book \(PCAB\).](#)

The Nasi Lemak Recipe for Holiday Fun

THE *Nasi Lemak* RECIPE FOR HOLIDAY FUN

Think of the December holidays as a satisfying plate of Nasi Lemak. Every ingredient contributes to the enjoyable experience of the holiday, fueling meaningful moments with your children.

1 CRACK A CONVERSATION
SCHEDULE TIME FOR BONDING DAILY

Help us improve



Confident Learners, Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork



Parent-Child Activity Book

The Parent-Child Activity Book (PCAB) is specially designed to help your child transit from preschool to P1. The PCAB includes 10 tips, and is filled with fun and meaningful parent-child activities for you to try with your child.

A Great Start To Primary School



Talk about your child's likes in this 'About Me' activity and commemorate the first day with your child.



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Partnership & Communication



Our Anchor, Our Strength: **Staff** • Students • **Parents**



**OUR CHILDREN DO BEST WHEN
SCHOOLS AND PARENTS WORK
HAND IN HAND TO SUPPORT THEM**



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Guidelines for School-Home Partnership

Raising a **Happy**, **Confident** and **Kind** Generation Together

3 main areas :

RESPECTFUL COMMUNICATION 1

Foster kind words and actions between parents and educators



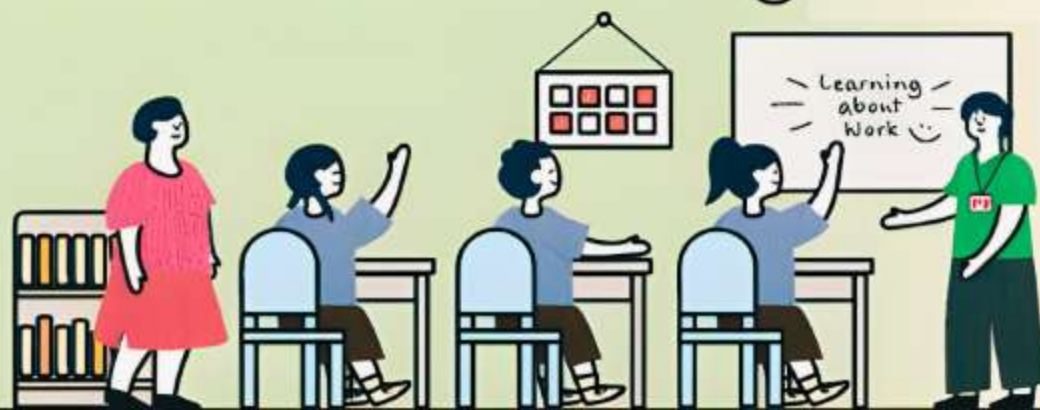
2 ROLE MODELS

Show our children the skills and values they need for life



3 REAL CONNECTIONS

Cultivate strong relationships and healthy habits in this digital age

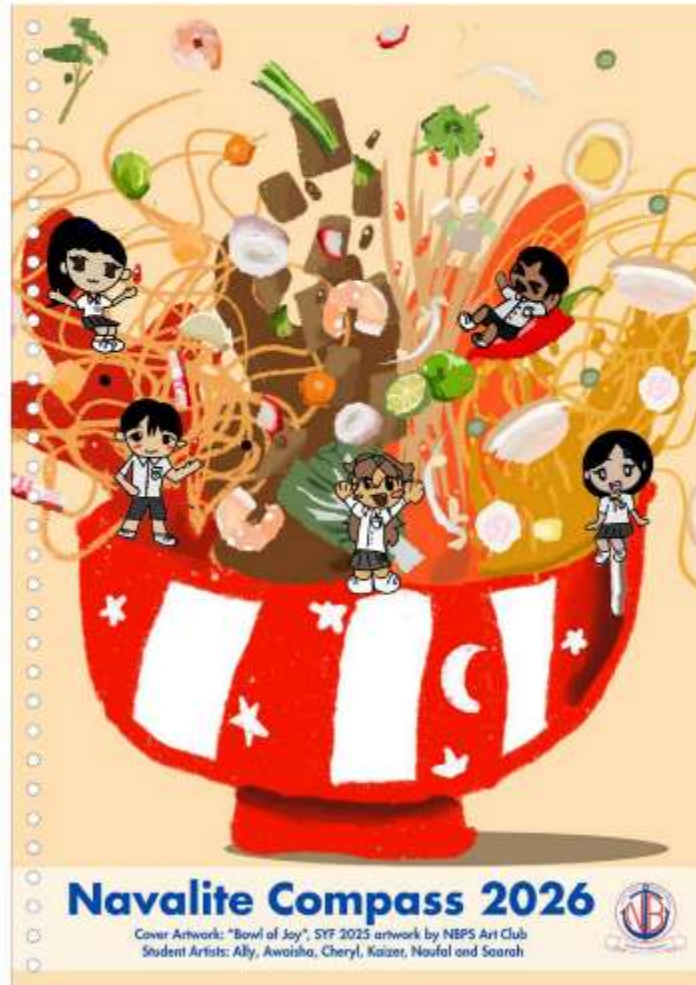




1

Respectful Communication

“Foster kind words and actions between schools and educators”



The information in the following slides can also be found in your child student handbook, known as Navalite Compass (page 7)

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1 Respectful communication

- 1a. Listen to and understand each other's perspectives and concerns regarding each child



We hope to have regular conversations, in both academic and non-academic areas. This will help to better guide our children's development.

- 1b. Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Instead, check on the teachers' preferred mode of communication

- 1c. Respect each other's time by communicating during working hours (not beyond 5.30pm)



We to seek your understanding that teachers may not be able to respond to your queries immediately.



1 Respectful Communication

“Foster kind words and actions between schools and educators”

1a. Parents Gateway (PG)

- pls download and ensure notification is on
- pls visit the website [<https://pg.moe.edu.sg/>] and refer to the FAQs for any issues

1b. The Navalite Compass



1c. School Website: <http://www.navalbasepri.moe.edu.sg/>

1d. School Tel: 6753 7114

1e. Email:

- School's email : nbps@moe.edu.sg 
- Teachers' email addresses @ school website

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2 Role Models

*PARENTS ARE A CHILD'S FIRST ROLE MODELS
AND THEIR MOST IMPORTANT TEACHERS.*

2a. Find joy in everyday experiences with our children

Sharing Stories at Dinner



Learning Through Play



2

Role Models

*PARENTS ARE A CHILD'S FIRST ROLE MODELS
AND THEIR MOST IMPORTANT TEACHERS.*

2a. Find joy in everyday experiences with our children

2b. Instill confidence by encouraging responsibility and believing in our children's abilities



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



2 Role Models

*PARENTS ARE A CHILD'S FIRST ROLE MODELS
AND THEIR MOST IMPORTANT TEACHERS.*

- 2a. Find joy in everyday experiences with our children
- 2b. Instill confidence by encouraging responsibility and believing in our children's abilities

2c. Model good values in words and actions

By having good home routines, you are setting your child up for life



Respect the teacher's time, contact the teacher during school operation hours only.

3 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



School Rules on the Use of Digital Devices

1. PERMISSION

Write in to the school, through the FTs, to request for child to bring smartphone / smartwatches to school

(only if necessary)

2. STORAGE

Students are to put the devices in their school bags **before** 7.35 a.m.

Devices are to be switched off.

They are responsible for the safekeeping of the devices.

USAGE

Students are **not** to use the devices during school hours (including recess and after-sch progs– CCA, remedial, LJ etc)

They can only use the phone after school hours at the area outside the dental area.

How can parents better support their child's digital habits?

1. Know what digital materials they access. Do you know the age limit for tik-tok?
2. Look at official websites to look at resources
e.g. <https://parentingforwellness.hpb.gov.sg/Resources>
e.g [Guidance on screen use in children \(updated\)](#)
3. Discuss with your child the need to use digital media

How can parents better support their child's digital habits?

These are some suggested recommendations taken from the earlier website

Guidance for children 7 to 12 years old

- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ **Be familiar with how to safeguard children from possible harmful online influences.**
- ✓ **Have regular conversations with children** to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! **Do not give your child mobile devices with unrestricted access to the internet and applications.**

- ✓ **Use parental control settings** to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! **Parents should not give your child access to social media services.** Major social media services require users to be at least 13 years old.
- ! **Do not use screens during meals and one hour before bedtime.**
- ✓ **Take appropriate steps** if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

How can parents better support their child's digital habits?



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thank you



Administrative Matters



Monday, 5th January 2026 onwards

Reporting Time: By 7.35 a.m.

Parents are to drop their children at the school gates

Entry Points

- Main Gate
- Side Gate H (in front of Blk 864)*
- Back Gate D (in front of Blk 854)*

**side gate and back gate will only open at 7.00 am*

- Students will proceed to the hall at Level 2

Dismissal Time: 1.25 p.m.

Exit Points

- Main Gate
- Side Gate H (in front of Blk 864)*
- Back Gate D (in front of Blk 854)*

**side gate and back gate will only open from 1.25 p.m. to 2 p.m.*



DISMISSAL-Main gate Waiting Area Near the Canteen at 1.20 p.m.



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Safety (Pick-Up and Drop-off)



**Please DO NOT stop along
Yishun Avenue 4**



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Gate H (Side gate in front of Blk 864)



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Gate D (Back gate in front of Blk 854)



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