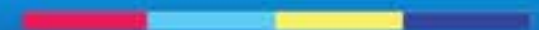




P1 Parent Engagement

2 January 2025





Programme

1. Sharing by Principal
2. Sharing by Vice- Principals
3. Sharing on P1 Matters
4. Sharing of Administrative Matters





Mr Richard Chia
Principal



Warm Welcome to Naval Base Primary School





Aim of Primary Education

- Lay a strong foundation
- Nurture well-rounded individuals and passionate lifelong learners
- Prepare the child for the future



DEVELOPMENTS IN PRIMARY EDUCATION

Move away from over-emphasis on academic grades

- Review of PSLE scoring(AL)
- Reduction of school-based assessments and removal of Exams in P1-2 and Mid-Year Exams
- Full Subject-Based Banding (Full SBB)

Nurturing a well-rounded individual

- Applied Learning Programmes (ALP) – Constructionist Game Design
- Lifelong Learning Programme (LLP) – HOPES (Healthy Living, Outdoor Appreciation, Personal Effort & Service)
- Refreshed Character and Citizenship Education (CCE) Curriculum

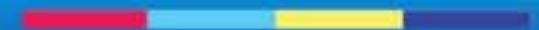
Student care centre (SCC) services

- SCCs in all primary schools

Opportunities for students with Special Educational Needs

- Specialised support provided in mainstream primary schools for students with Autism Spectrum Disorder (ASD) and Attention Deficit/Hyperactivity Disorder (ADHD).
- School-based Dyslexia Remediation (SDR) programme now available to all primary schools

SCHOOL as our SECOND HOME

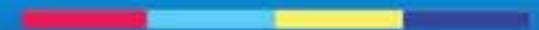




Culture of Care – School as our Second Home



- 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)





Culture of Care – School as our Second Home

3) Positive Environment

e.g.

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

4) Safe & Inclusive Environment

e.g.

- Zero tolerance to bullying
- Support for SEN





Culture of Care – School as our Second Home

5) Conducive Environment

e.g.

- Revamp of spaces in the school

6) UPLIFT students to fulfil their potential

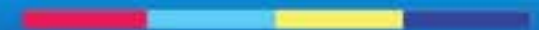
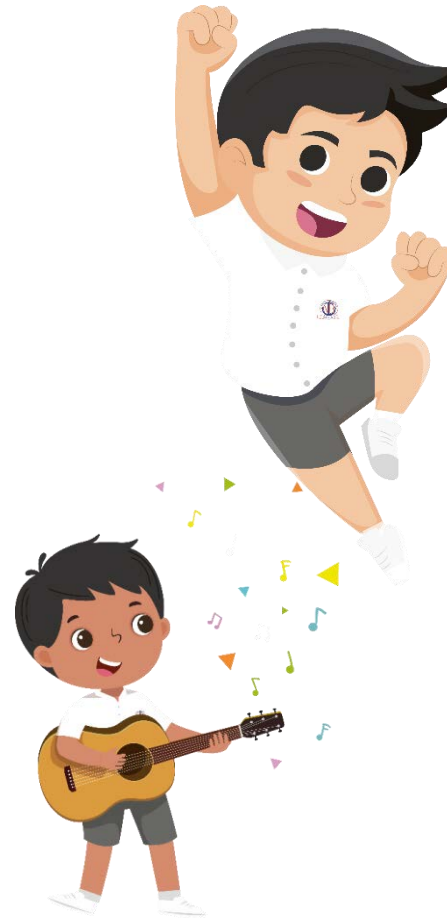
e.g.

- Learning Support for low progress learners
- Stretch programme for HAL
- Students at-risk etc





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





Teaching and Learning

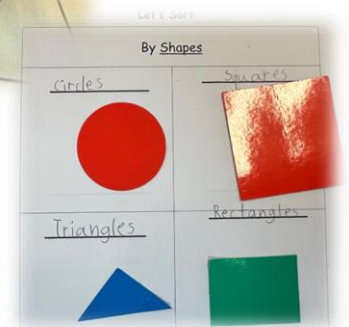
Every Navalite A Leader

Self-Discipline | Integrity | Respect | Compassion | Learning



Strong Foundations

- Pace students' learning in literacy and numeracy



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Strong Foundations



- 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.



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Strong Foundations

- Adopt Assessment for Learning 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 about Primary 1 texts (STELLAR Books) with accuracy, fluency and expression.
	Writing	LO 7: Develops writing readiness and permanence
Language Use (Grammar & Vocab)	LO 9: Apply knowledge of grammatical rules at word, phrase and sentence level.	
	LO 10: Develop word consciousness and use meta-language 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.	is		
3.	in		
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 8: 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	YOU DID IT! 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 Exciting 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.

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Strong Foundations

- 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] Course : NA
 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:

- Emerging
- Satisfactory
- Proficient

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



Authentic Learning Experiences

- Provide experiential and authentic learning
- Increase student engagement



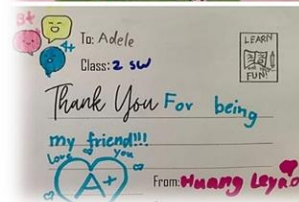
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Self-Discipline | Integrity | Respect | Compassion | Learning



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!





Appropriate Approaches 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



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Positive Environment for Learning

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





Values, Social-Emotional Competencies & Citizenship Dispositions

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



Playing group games to learn about personal space and communicating well with each other



Expressing ourselves through readers theatre, puppetry and more



Being curious about the types of trees and leaves we can find in the garden

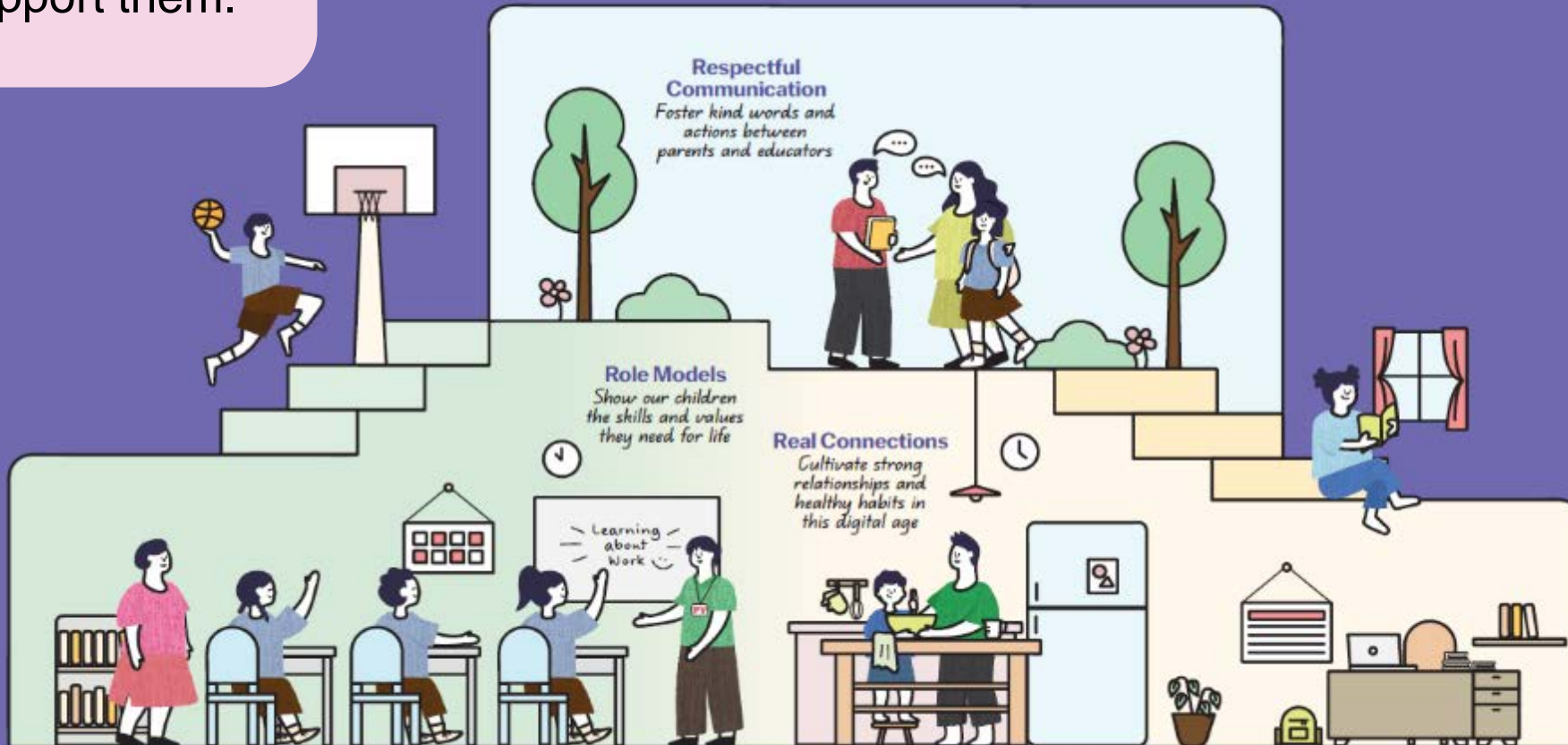




Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

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



Be A Leader



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

1 Respectful Communication

2 Role Models

3 Real Connections



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Self-Discipline | Integrity | Respect | Compassion | Learning



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. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



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Communication Channels



Parents Gateway (PG)



The Navalite Compass



6753 7114



School's email address: nbps@moe.edu.sg

Teachers' email addresses which can be found in our school website

<http://www.navalbasepri.moe.edu.sg/>





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

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Real Connectio

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



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

Build strong bonds through shared experiences and meaningful conversations

Page 1 of 2

Navigating the Digital Age

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.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modeling 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?"



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School Rules on the Use of Digital Devices



Permission

Write in to the school, through the FTs, to request for child to bring smartphone / smartwatches to school (only if necessary)

Storage

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

They are responsible for the safekeeping of the devices.

Usage

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

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

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

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.





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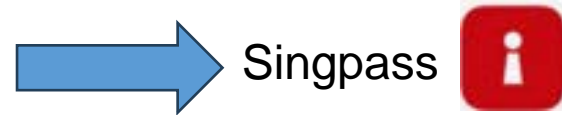
BROUGHT TO YOU BY MOE COMMUNICATIONS AND ENGAGEMENT GROUP

A Leader

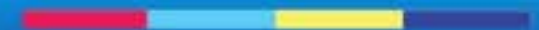


Consent required for School Health and Dental Screening

- ✓ Complete health and dental consent via the consent portal <https://go.gov.sg/hpb-ccp> to allow your child to receive any necessary vaccinations and undergo dental screening.



- ❖ If you do not wish for your child to undergo HPB's health screening in school, please write to Contact_YPS@hpb.gov.sg
- ❖ Please look out for our Parent Gateway (PG) letter **on 6 Jan 2025.**
(Do note that HPB's Consent Portal will not be ready till 5th Jan 2025)





Student Details Form Portal

- MOE captures Parent's/Legal Guardian's and Student's/Ward's information via the Student Details Form (SDF) Portal
- Parents/Legal Guardians may login to the SDF portal using your Singpass account
- Authorised Caregivers can only submit your own information.
- SDF portal will be accessible till the last day of Term 4 for timely updates of Parent/Legal Guardian's and child/ward's information

Note: All Parents will receive Parents of Primary 1 students do not need to resubmit information on the SDF portal if they have already done so at the end of 2024, unless there are updates.





School Smart Card (SSC) Photo-Taking Exercise on 23 & 24 Jan 2025

MOE will be conducting the yearly photo-taking exercise for all students in Primary One (P1) and Primary Six (P6) for the purpose of generating the School Smart Card (SSC). The SSC serves as the student's identification card and can be used for concessionary travel on public transport and to borrow library books from the National Library Board and the school's library.

P1 students will get their SSCs approximately in March/April 2025. Pending the receipt of the SSCs, P1 students can continue to use the Child Concession Card. More details via Parent Gateway (PG) in due course.





Emergency Preparedness

- ✓ Temperature Taking Exercise for each semester (all P1 will be issued with a thermometer)
- ✓ Annual Fire Drill
- ✓ Annual Lock-down and Evacuation To External Holding Area





If my child is unwell

Social Responsibility

- ✓ If your child/ward is unwell, please ensure that he/she stays at home and seeks medical attention if necessary.
- ✓ If your child/ward is recovering from respiratory-related illnesses, please encourage him/her to exercise social responsibility (e.g., by wearing a mask, minimising social interactions with big groups). Child/ward to alert teacher esp. PE
- ✓ Remind child/ward to inform teacher if feeling unwell while in school.
- ✓ Parent will be contacted to fetch their child from General Office if child is unwell.

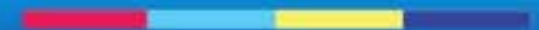




Safety (Pick-Up and Drop-off)



Along Yishun Avenue 4





Gate 2 (Side gate in front of Blk 864)



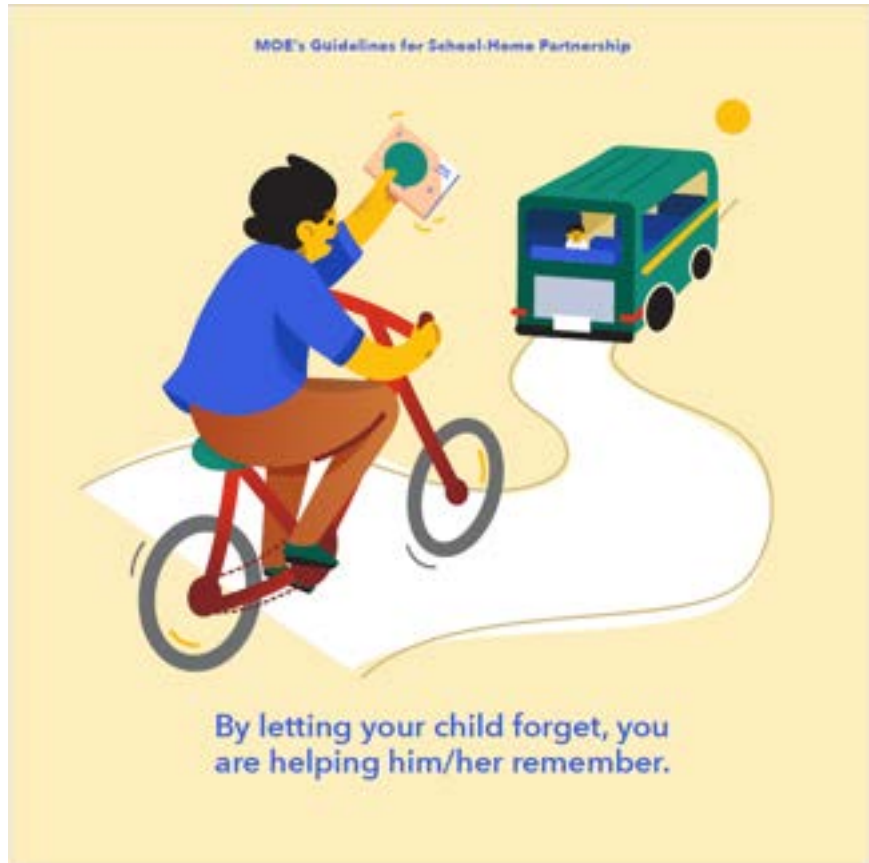


Gate 3 (Back gate in front of Blk 854)





Partner Us



- Let's inculcate independence and responsibility in our children
- Need not bring items to the General Office if our children have forgotten them :
 - Homework
 - water bottle – *water coolers around school*
 - money for recess – *we have biscuits*

