



SENGKANG GREEN  
Primary School



Becoming a future-ready learner

# ENHANCING READING LITERACY

A vibrant school with a culture of care and the spirit of excellence

PRIMARY TWO  
PARENT ENGAGEMENT SESSION



9 February 2026



SENGKANG GREEN  
Primary School

# 马到成功



MCCY Facebook, 30 Dec 2025



<https://www.vecteezy.com>

# Objectives of Today's Session

 **Education Shifts & 2026 School Theme**

 **Learning in Primary 2**

 **School-Home Partnership**

# School Leaders



**Mr Gau Poh Teck**  
Principal



**Mdm Ginny Chua**  
Vice-Principal  
(Admin)

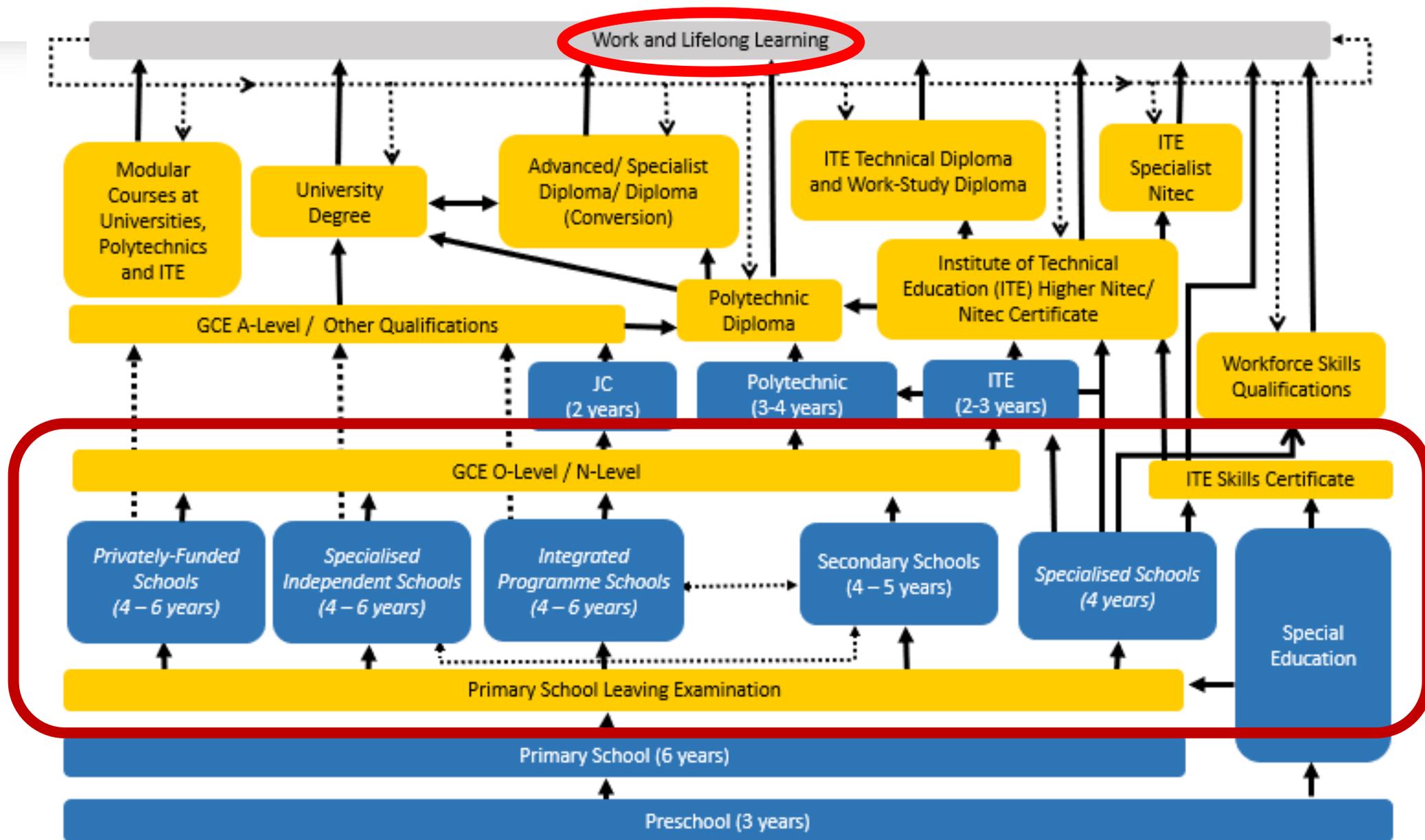


**Ms Adila Ong**  
Vice-Principal  
(Academic)

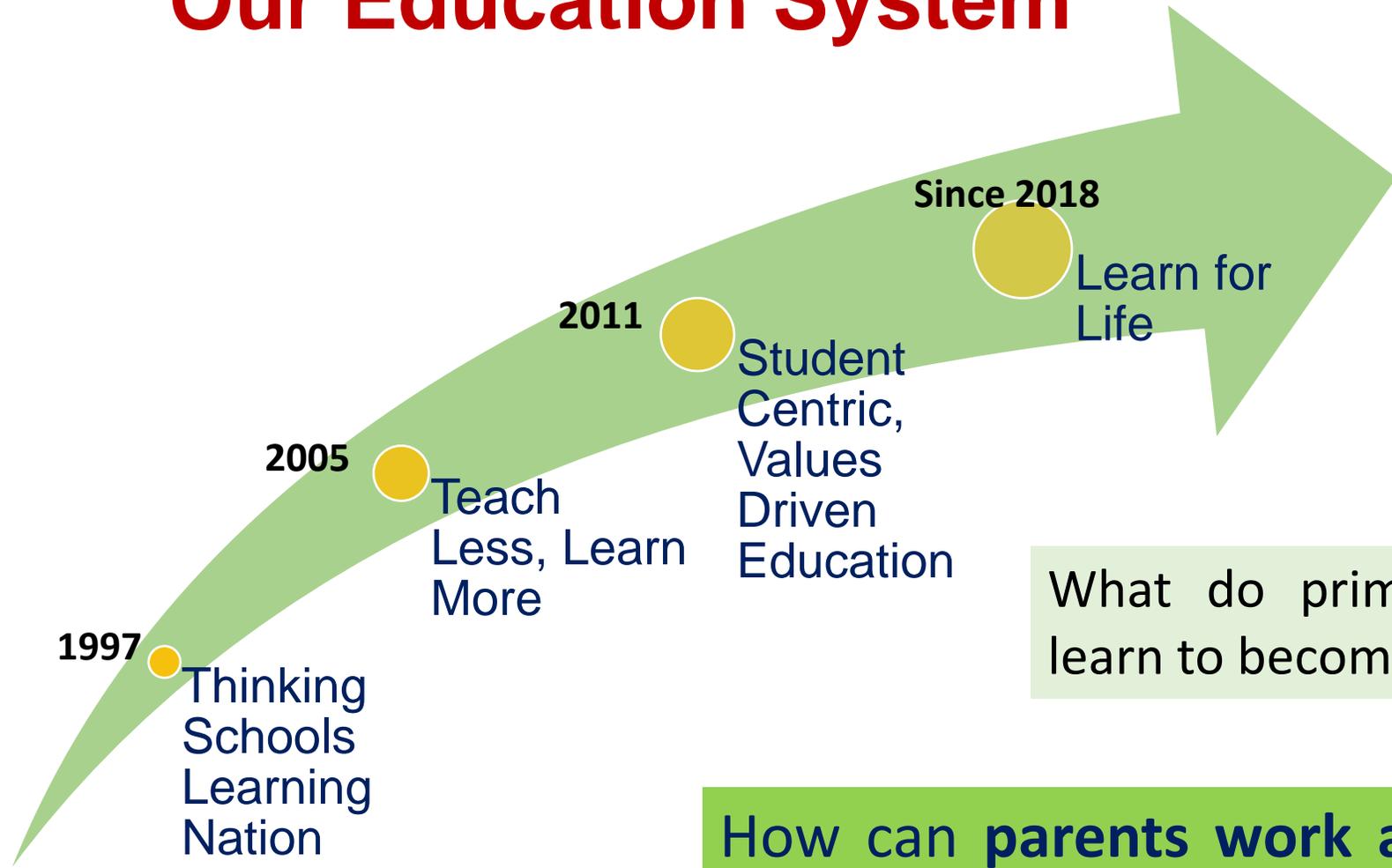


**Mr Jeremy Tan**  
Vice-Principal  
(Academic)

# Educational Pathways Today that Starts with Pre-School Education



# Our Education System

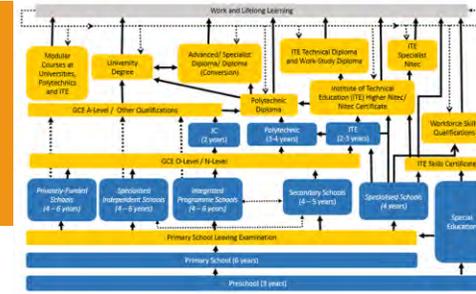


View education as a **lifelong journey**, take a long-term view of the decisions we make in educating our students

What do primary school students need to learn to become effective lifelong learners?

How can **parents work alongside the school** to nurture the lifelong learners in our students?

# WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



## STRONG FOUNDATION

Examples:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional skills (self & interpersonal)



## 21<sup>ST</sup> CENTURY COMPETENCIES

Examples:

- Adaptive thinking
- Inventive thinking
- Civic Literacy
- Communication



## VALUES

Examples:

- Our school ICAR<sup>2</sup>E Values
- Kindness (We before me)
- Resilience (mindset & actions)

# WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?

## 21st Century Competencies - **strong foundations**

### Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

### Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



### Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

### Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives



SENGKANG GREEN  
Primary School

## School Vision

A vibrant school with a culture  
of care and the spirit of  
excellence

## School Vision

**I**ntegrity

**C**are

**A**ctive Teamwork

**R**espect & Responsibility

**E**xcellence



## School Mission

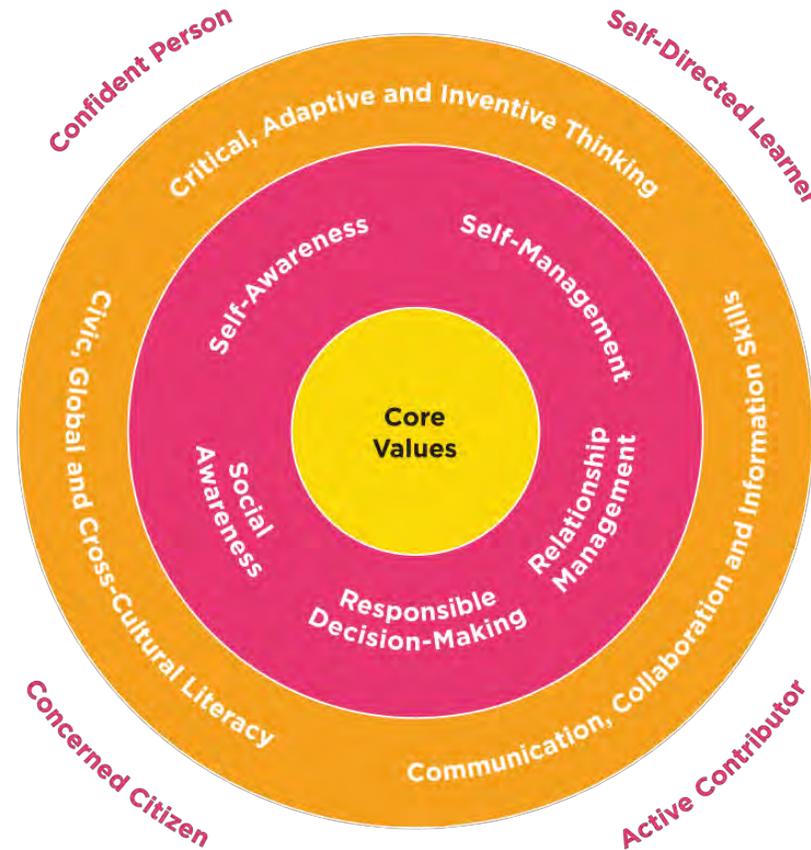
To nurture healthy and happy individuals  
with strength of character, ready to serve,  
ready for the future

## Executive Functioning Skills from Preschool

EF skills include:

- paying attention
- remembering and following rules
- regulating emotions
- taking turns
- self-control
- flexible thinking

## 21<sup>st</sup> Century Competencies from Primary 1



## SKGian Character beyond SKGPS



Qualities of our SKGians

- **Future-ready life-long learners**
- **Strong and resilient**
- Maintain **good character** to withstand negative influences
- **Contribute** to home, school and the community



# Education Post-Covid: To Better Prepare our SKGians to be Future-Ready

2024 Theme:

**MK 2**

Becoming a  
Future-Ready  
Learner

– **Promoting  
Holistic Health**

2025 Theme:

**Primary 1**

Becoming a  
Future-Ready  
Learner

– **Learning With  
Technology**

2026 Theme

**Primary 2**

Becoming a Future-  
Ready Learner

– **Enhancing  
Reading Literacy**

2027 Theme:

**Primary 3**

Becoming a  
Future-Ready  
Learner

– **Developing  
Eco-Stewardship**



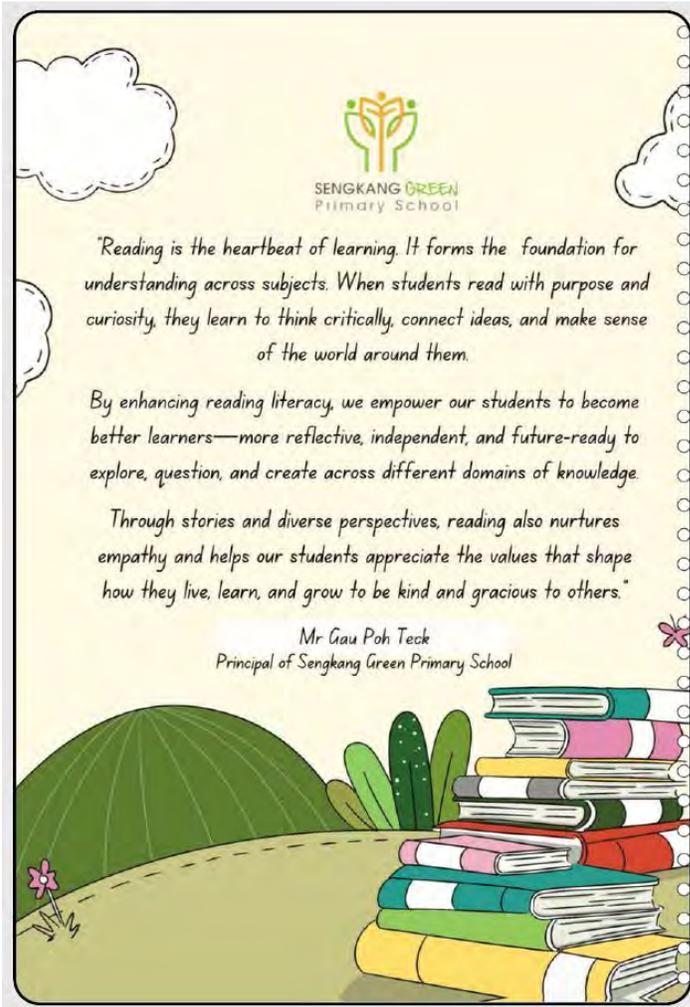
# School Theme 2026

**Reading is the heartbeat of learning.**

It forms the ***foundation of learning across subjects***. When students read with purpose and curiosity, they learn to think critically, connect ideas, and make sense of the world around them.

By enhancing reading literacy, ***we empower our students to become better learners*** - more reflective, independent, and future-ready to explore, question, and create across different domains of knowledge.

Through stories and diverse perspectives, reading also ***nurtures empathy and helps our students appreciate the values*** that shape how they live, learn and grow to be kind and gracious to others.



# School Theme 2026

## How READING can enhance SKGPS ICAR<sup>2</sup>E Values

### **R – Respect & Care**

Builds **empathy** and **respect**

### **E – Ethical Thinking (Integrity)**

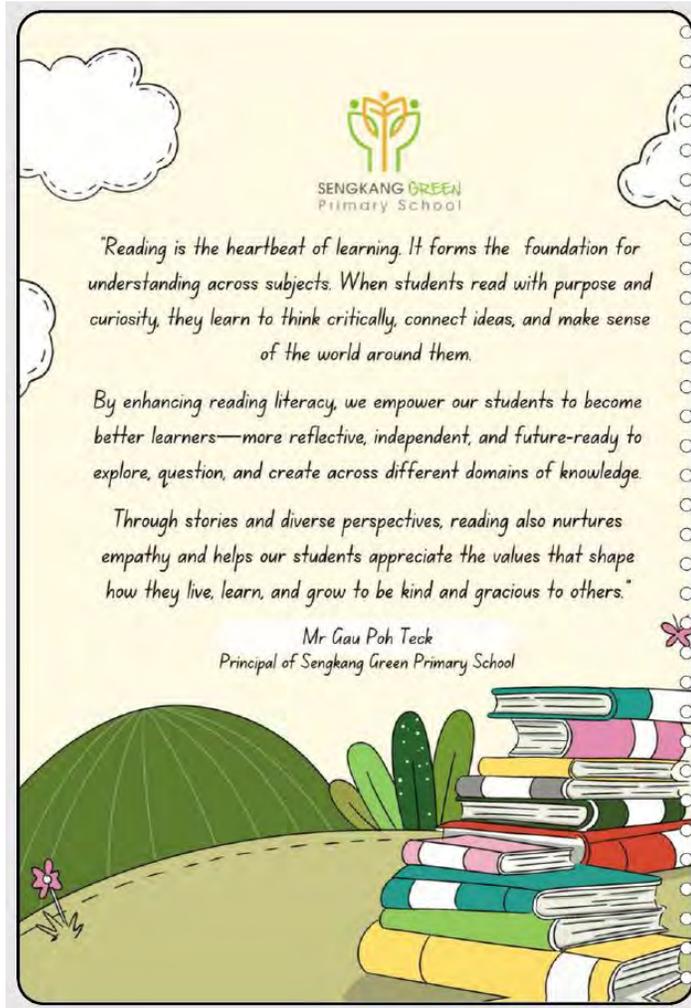
Develops **moral choices** – Stop, Think, Do with Kindness

### **A – Accountability (Responsibility)**

Encourages learning **responsibility, discipline** and **productive struggle**

### **D – Drive for Excellence**

Inspires **curiosity** and **personal best**



# What is Reading Literacy?

More than just reading words. Foundational skill for lifelong learning.

It means to have the ability to:



Understand what we read

- print and digital
- e.g. signs, stories, advertisements, labels



Think about the texts

Ask relevant questions

Seek clarification



Make sense of information

Form sensible opinions

Use it for learning and daily life



## School Themes: Promoting **Holistic Health** (2024), Learning with **Technology** (2025) & Enhancing **Reading Literacy** (2026)

Don't shield students from screens, but teach them to use devices purposefully:  
Chan Chun Sing



Despite potential dangers, students should not be prevented from using devices, but be taught how to use them purposefully. ST PHOTO: JASON DUAH

The Straits Times, 2 Jan 2025

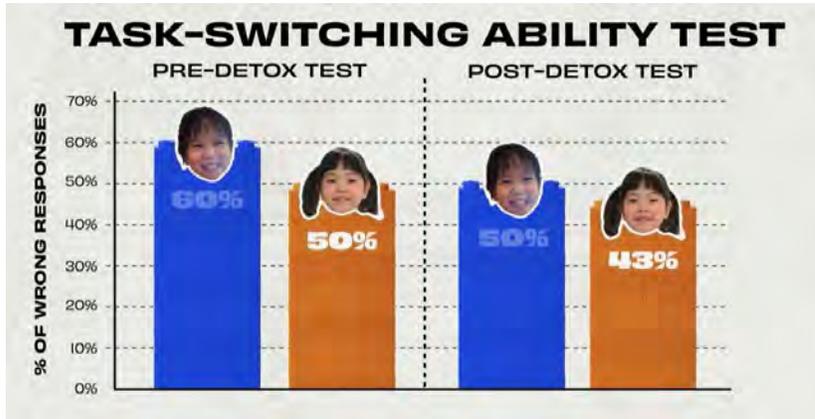
*“It’s a bit like discovering fire... Fire can be **both good and bad**. If you don’t know how to use it, you burn down everything. Use it properly, and you can use it to cook and generate electricity”*

Mr Chan Chun Sing, former Education Minister

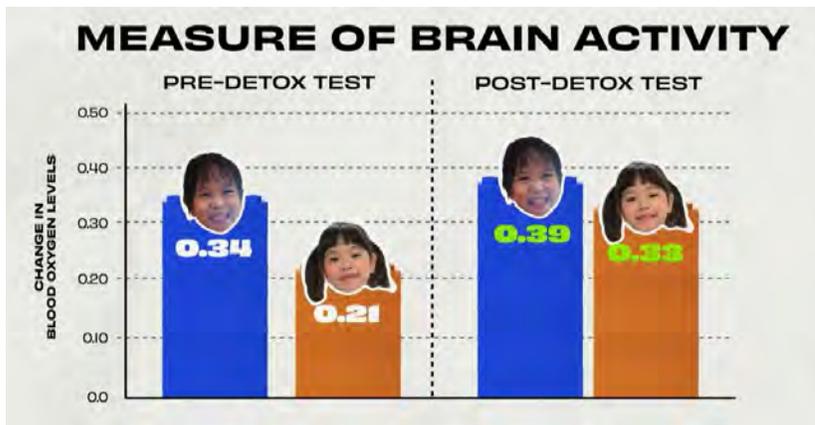
A local research effort in child development showed:

- **detrimental cognitive impacts** when children are exposed to screen time before the age of two.
- **unsupervised** consumption of videos for more than two hours could result in **a drop in IQ** by the time a child turns seven years old.

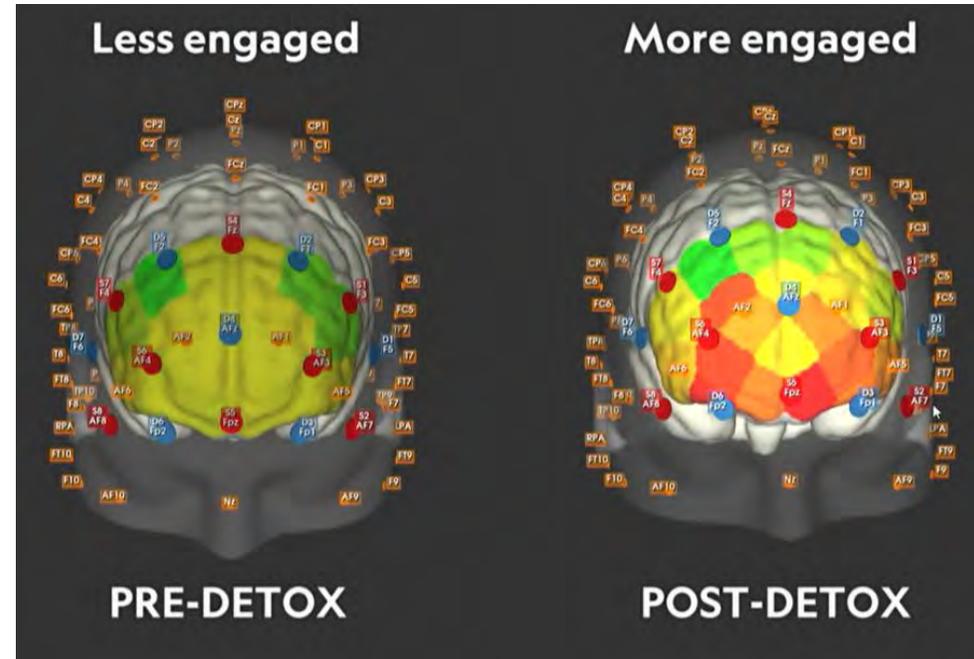
# What Happens When Device-Hooked Preschoolers Go On A 3-Week Screen Detox? — CNA Talking Point, 20 Jan 2026



Post-Detox: Drop in wrong responses



Post-Detox: Brain is more engaged



More orange & red, brain is more engaged



<https://for.edu.sg/screendetox>

[for.edu.sg/screendetox](https://for.edu.sg/screendetox)



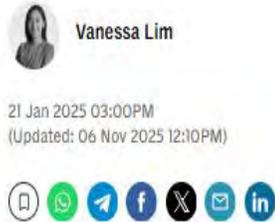
Singapore

## Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



(From R to L) Health Minister Ong Ye Kung, Minister of State for Education and for Manpower Gan Siow Huang and Minister of State for Social and Family Development Sun Xueling speaking to a student at Temasek Primary School on Jan 21, ...see more



## MOH's new screen time guidelines for kids under 12



### Below 18 months



- **No screen time** (except for video calls)
- Do not leave screens on in the background

### 18 months to 6 years old

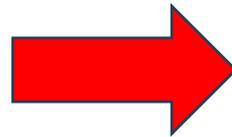


- Screen time: **Under 1 hour daily** outside school
- Watch media with kids when possible
- Do not use screens to occupy or distract children
- Choose age-appropriate educational content
- Do not leave screens on in the background
- **No screens during meals and before bedtime**

### 7 to 12 years old



- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media



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A vibrant school with a culture of care and the spirit of excellence

Infographic: Clara Ho

Source: Ministry of Health, Jan 21, 2025





## Higher rates of problematic gaming among young adults in Singapore: Study

### Helplines

**MENTAL WELL-BEING**

- National Mindline: 1771 (24 hours) / 6669-1771 (via WhatsApp)
- Samaritans of Singapore: 1997 (24 hours) / 9351-7767 (24-hour CareText via WhatsApp)
- Singapore Association for Mental Health: 1800-283-7089
- Silver Ribbon Singapore: 6386-8228
- Chai, Centre of Excellence for Youth Mental Health: 6493-6500/1
- Women's Helpline (Aware): 1800-777-5555 (weekdays, 10am to 5pm)
- The Seniors Helpline: 1800-555-5555 (weekdays, 9am to 5pm)
- Tinkle Friend (for primary school-age children): 1800-2744-788

**COUNSELLING**

- Touchline (Counselling): 1800-377-2282
- Touch Care Line (for caregivers): 6804-6555
- Counselling and Care Centre: 6536-6366
- We Care Community Services: 365-8007
- Shan You Counselling Centre: 6741-9293
- Clarity Singapore: 6757-9990
- Care Corner Counselling Centre: 6353-1880

**ONLINE RESOURCES**

- mindline.sg/fmh
- eC2.sg
- chat.mentalhealth.sg
- careycarecorner.org.sg (for those aged 13 to 25)
- limitless.sg/talk (for those aged 12 to 25)

Experts point to need for a 'third space' outside home and school or work

Gabrielle Chan



A study has found higher rates of problematic gaming and related problems, such as excessive gaming and depression, among young adults in Singapore than those reported abroad.

The study, led by Associate Professor in Psychology Peter Chew from James Cook University, looked at how common internet gaming disorder (IGD) and gaming disorder (GD) are among young adults here.

Both are behavioural addictions involving excessive, compulsive gaming, and have been recently added to two classification systems for mental disorders.

The study found that 10.3 per cent of participants met the criteria for IGD, while 5 per cent met the criteria for GD.

In comparison, prevalence rates for problematic gaming – an umbrella term used when assessing gaming issues broadly – are about 5.08 per cent in Asian regions and 2.72 per cent in Europe.

The study by Prof Chew, whose primary aim of research is on behavioural addictions, surveyed 1,008 participants aged 18 to 40 and offers new local insights on the scale of gaming-related disorders among young adults.

Conducted in 2023, it was published in academic journal *Psychiatric Quarterly* in February 2025.

Observers said the findings point to a deeper need for connection and a "third place" – what urban sociologists call a social space outside home and school or work – with gaming increasingly filling that role for youth here.

Similar studies here have reported problematic gaming rates of 8.7

per cent among primary and secondary school children, and 15.4 per cent for college students.

Prof Chew's study defined IGD as excessive online gaming marked by symptoms such as loss of control, tolerance and withdrawal.

GD is referred to as persistent gaming behaviour, offline and online, that takes priority over other activities and causes impairment in daily life.

But in Singapore, these outlets are relatively costly or restricted, he said.

In contrast, gaming and social media are easily accessible.

Other "push" factors that drive problematic gaming include a search for connection, said Ms Carmen Lee, lead social worker at youth organisation Tylee.

She added that many youth she works with create virtual worlds where they can become the person they want to be.

"They may not have a good relationship with their family, but online, they may be able to have a different persona," Ms Lee said. "This makes them feel needed, useful, and they want to continue to play that role."

Ms S. Il. Vakeesan, principal counsellor at the National Addictions Management Service at the

Institute of Mental Health, said games today are becoming increasingly immersive, with technologies such as augmented reality and artificial intelligence.

"You can have relationships in games, meet people," he said. "This can pull people in, especially those going through a stressful period in their lives."

Some games also feature gambling-like elements, such as loot boxes or in-game purchases, which can make them more addictive.

For children, phones offer a quick escape in a country where opportunities for play can seem limited, with restrictions around open spaces and schedules filled with tuition and extracurricular activities, Ms Lee said.

Some like Mr Narasimman Tivashila Mani, co-founder of Impart, believe that gaming is not all bad.

Many young people use games as a space to explore their identity and connect with peers, he said.

"A lot of youth spaces nowadays have adults there, but what young people need are third spaces where they are seen... where they can connect with other young people," Mr Narasimman said, adding that this is part of Impart's mission as it works with youth facing adversities.

"Providing them positive childhood experiences in these spaces can be a buffer for adversities they face in their life," he added.

Mr Calvin Leong, who oversees community programmes at Impart, said third places allow youth to be curious about their lives and behaviours – including gaming – without immediate judgement.

Such spaces, which could be online or offline, like gyms and gatherings over hobbies, help build social skills, resilience and confidence.

Games help youth with low self-esteem find purpose, he said. "(They) show them that they can learn, and have the potential to do more than what they think they can."

Instead of demonising gaming, Mr Narasimman and Mr Leong distinguish between healthy gaming – which focuses on mastery, teamwork and connection – and unhealthy gaming, which encourages players to keep playing, often by giving small, frequent rewards and which features extreme violence.

Minecraft is an example of a "healthy game" which Impart uses to reach out to youth.

When gaming becomes problematic, Impart encourages youth to reflect on what the gaming experience provides for them, mirroring the approach used in third places.

"We want to let youth know that it's okay to be curious, it's okay to want to explore," Mr Leong said. "We want our youth to find that spark in them again through these third spaces."

Ms S. Il. Vakeesan, principal counsellor at the National Addictions Management Service at the

gab@uan@ch.com.sg

... internet gaming disorder (IGD) and gaming disorder (GD) ...

Both are behavioural addictions involving excessive, compulsive gaming, and have been recently added to two classification systems for mental disorders..

IGD as excessive online gaming marked by symptoms such as loss of control, tolerance and withdrawal.

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For children, phones offer a quick escape in a country where opportunities for play can seem limited. ST PHOTO: KEVIN LIM



A vibrant school with a culture of care and the spirit of excellence

The Straits Times, 2 Feb 2026



# Higher rates of problematic gaming among young adults in Singapore: Study

Experts point to need for a 'third space' outside home and school or work



A schoolmate in Indonesia. Prevalence rates for problematic gaming are about 6.8 per cent in Asia and 2.72 per cent in Europe. The Singapore study found that 10.3 per cent of participants met the criteria for internet gaming disorder. PHOTO: IGT

A study has found higher rates of problematic gaming, and related problems, such as excessive gaming and depression, among young adults in Singapore than those reported abroad.

The study, led by Associate Professor in Psychology here, Chew from James Cook University, looked at how common internet gaming disorder (IGD) and gaming disorder (GD) are among young adults here.

Both are behavioural addictions involving excessive, compulsive gaming, and have been recently added to two classification systems for mental disorders.

The study found that 10.3 per cent of participants met the criteria for IGD, while 5 per cent met the criteria for GD.

In comparison, prevalence rates for problematic gaming – an umbrella term used when assessing gaming issues broadly – are about 5.68 per cent in Asian regions and 2.72 per cent in Europe.

The study by Prof Chew, whose primary area of research is on behavioural addictions, surveyed 1,068 participants aged 18 to 40 and offers new local insights on the scale of gaming-related disorders among young adults.

Conducted in 2023, it was published in academic journal *Psychiatric Quarterly* in February 2025. Observers said the findings point to a deeper need for connection and a 'third place' – what urban sociologists call a social space outside home and school or work – with gaming increasingly filling that role for youth here.

Similar studies here have reported problematic gaming rates of 8.7

per cent among primary and secondary school children, and 18.4 per cent for college students.

Prof Chew's study defined IGD as excessive online gaming marked by symptoms such as loss of control, tolerance and withdrawal.

GD is referred to as persistent gaming behaviour, offline and online, that takes priority over other activities and causes impairment in daily life.

Males were more at risk than females, with 7.2 per cent of them meeting the criteria for the disorder, compared with 2.8 per cent to 6.2 per cent for females.

Participants reported their gaming behaviours over 12 months in an online survey measuring their gaming motivations, mental health and sleep quality.

Those with disorders reported more time spent gaming, stronger desire for gaming motivations like fantasy and competition, more negative emotions like anxiety, and poorer sleep than those without.

Experts and youth counsellors said "push" factors such as stress, boredom and emotional struggles, alongside "pull" factors like immersive design and built-in rewards, can fuel problematic gaming.

Institute of Mental Health, said games such as augmented reality and artificial intelligence.

"You can have relationships in games, meet people," he said. "This can pull people in, especially those going through a stressful period in their lives."

Some games also feature gambling-like elements, such as loot boxes or in-game purchases, which can make them more addictive.

For children, phones offer a quick escape in a country where opportunities for play can seem limited, with restrictions around open spaces and schedules filled with tuition and extracurricular activities, Ms Lee said.

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Mr S. R. Vahsan, principal counsellor at the National Addictions Management Service at the

# How to identify signs of harmful gaming

- Preoccupation with gaming at the expense of other activities
- Isolation from family, friends, or previously enjoyed social activities
- Avoiding responsibilities or basic self-care (for example, skipping meals and neglecting hygiene)
- Secretive behaviour around gaming or screen use
- Anxiety, irritability or aggression when devices are taken away or access is restricted
- High levels of stress, negative emotions, or mood swings tied to gaming
- Declining school or work performance
- Difficulty waking up in the morning or maintaining a regular sleep schedule
- Financial strain from in-game purchases, subscriptions
- Relationships with partners, peers or family suffering due to excessive gaming

# Tips for parents to manage gaming

- Use the internet with your children
- Take interest in the games they are playing and friends they are making online
- Teach children to recognise unhealthy behaviour like neglecting schoolwork, sleeping late
- Take time daily to check in with your children on their school life, relationships
- Establish clear family rules for internet use
- Choose video games that are child-friendly and age-appropriate; try playing them first
- Use parental controls to limit screen time and monitor game usage
- Help children develop offline coping skills to manage stress, anxiety or other difficult emotions

Helpline

**MENTAL WELL-BEING**  
 • National Helpline: 1771 (24 hours) / 6669-1771 (via WhatsApp)  
 • Samaritans of Singapore: 7977 (24 hours) / 9831767 (24-hour CareText via WhatsApp)

• Singapore Association for Mental Health: 1800-283-7009  
 • Silver Ribbon Singapore: 6366-8928

• Chi, Centre of Excellence for Youth Mental Health: 6491-650071  
 • Women's Helpline (Aware): 1800-773-5555 (weekdays, 9am to 6pm)

• The Seniors Helpline: 1800-555-5555 (weekdays, 9am to 5pm)  
 • Think Friend (for primary school-age children): 1800-2754-7988

**COUNSELLING**  
 • Touchline (Counselling): 800 277 2252  
 • Touch Care Line (for caregivers): 6894-6855

• Counselling and Care Centre: 6336-6366  
 • We Care Community Services: 865-8087

• Shan Yin Counselling Centre: 6744-7951  
 • Clarity Singapore: 6757-7990

• Care Corner Counselling Centre: 6333-8800

**ONLINE RESOURCES**  
 • mindline.sg/tech  
 • eCaring  
 • chat.mentalhealth.sg/carecentre/eng/sg (for those aged 13 to 25)  
 • mindline.sg/talk (for those aged 12 to 25)

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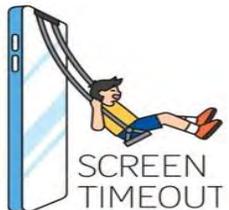
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# THE SUNDAY TIMES

MDDI (P) 047/10/2025

A NEW YEAR-LONG SERIES EXPLORES DEVICE USE AMONG KIDS, TEENS AND ADULTS



**'I just wanted to stay home and play'**  
Gaming took over his life until he found muay thai

**'I have seen his face... My parents have to trust me'**  
Her online relationships worry her parents

**'I didn't realise the slippery slope I was on'**  
Porn addiction leads to criminal conviction  
| A2-4

The Straits Times, 25 Jan 2026



SINGAPORE – **Something is not right** with the way our children are growing up with screens, and the hold the gadgets have over them.

Families sit around the same table, yet **conversation is minimal**. Children watch shows or play games on their devices, while adults scroll on their own phones.

Ms Andrea Chan, the group head of TOUCH Counselling and Psychological Services:

- The easy accessibility of digital devices often makes them **a go-to solution**, and the constant stream of stimulation can be **highly addictive**, leading to extended periods of screen time.
- **Lacking the maturity and skills to manage screen time responsibly** also makes young children vulnerable to screen dependency and addiction issues.



# “ ... reading can counteract brain changes”

Babies with too much screen time may become anxious teens with slower decision-making: Singapore study

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Researchers at A\*STAR's IHDP said this study explains why limiting screen time in the first two years is crucial.  
PHOTO: ST FILE

But all is not lost – parent-child activities like reading can counteract brain changes

The Straits Times, 1 Jan 2026

A Singapore study links **high screen time** for children below age two to **slower decision-making** and **increased anxiety** in their teenage years due to altered brain development.

Parents **reading** to children at age three can reduce the negative effects of screen time on the brain, emphasising the **importance of parental engagement**.

MOH recommends screen time guidelines, with experts suggesting **responsible use with parental involvement** and **less stimulating content**.



# Learning with Technology to be future-ready

## How to do that?

### **Guide use of device for learning**

Help your child use devices purposefully, not passively.

### **Set clear screen time limits**

Balance screen time with reading, play, and rest.

### **Be involved**

Know what your child watches, reads, and plays online.

### **Teach cyber safety**

Remind your child to be safe, kind, and respectful online.

### **Work with the school**

Children succeed best when parents/adults, students, and teachers work together.



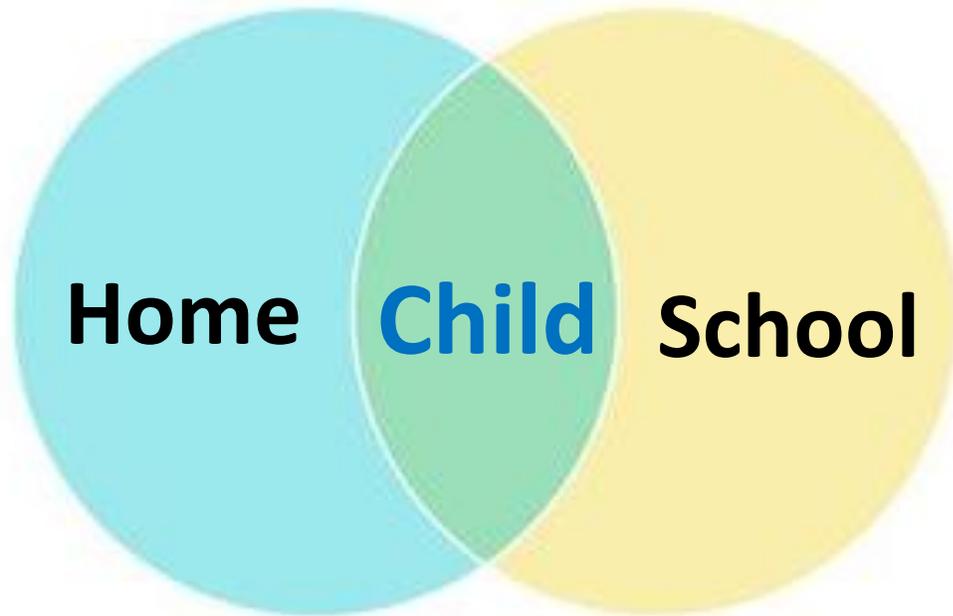
# Mobile and Smart Device Policy

- Students are not allowed to bring mobile and smart electronic devices to school. For e.g. mobile phones, ipads and smart watches. This is to avoid distractions from lessons and the loss of such valuables.
- It is important to nurture students to be responsible and discerning users of technology.
- Students are to use the pay phones located near the canteen if they need to contact their parents during school hours or after school.
- Any parent with exceptional reason for his/her child to bring electronic devices to school, must seek the Principal's prior permission in writing.
- The permission of the Principal will be valid up to 31 Dec of the year and fresh permission has to be sought on a yearly basis.



# School-Home Partnership

## Our common interest: the Best for the Child



# School-Home Partnership

-  Our Shared Goal - **Wellbeing of Our Students, Our Children**
-  Build on **mutual respect and trust**

 **Respectful communication supports better learning**

Benefit from clearer guidance and stronger learning support

 **Shared responsibility strengthens attendance**

Develop positive routines, punctuality, and responsibility for school

 **A safe, supportive environment builds positive behaviour**

Promote positive emotional regulation, prosocial interaction skills and resilience

# School-Home Partnership

## Communication Channels

<b>School Website</b>	<p>Check the school website regularly for important updates, including the <b>School Calendar</b>.</p> <ul style="list-style-type: none"><li>• Semester 1 schedule – available from Friday, 9 January 2026</li><li>• Semester 2 schedule – available from Monday, 2 February 2026</li></ul> <p>The Principal's Message for 2026 was uploaded on 31 December 2025.</p>
<b>Parent Gateway (PG)</b>	<p>PG is our main digital communication platform where we share notifications about school events and programmes. Check your PG regularly for notifications and updates.</p>



# School-Home Partnership

## Communication Channels

**Handbook page 15 and 16**

<b>Student Handbook</b>	Write your feedback in your child's handbook and ask them to show it to their teachers. Teachers will acknowledge your message after reading it.
<b>Email</b>	Form teachers will provide their email addresses at the start of the year. They will respond to your emails within three working days.
<b>Telephone</b>	To speak to a teacher by phone, call the school main line at <b>63864255</b> during office hours. Provide your name, your child's name and class, and your contact number to the receptionist. As teachers will be teaching during curriculum time, they can only return your call after lessons.
<b>In-person meetings</b>	To meet your child's teacher, please arrange an appointment. Meetings are scheduled after curriculum hours to allow teachers to focus on their teaching duties.



# Engagement Charter

## Role Modeling:

Let us strive to communicate graciously and respectfully.

## Duty of Care:

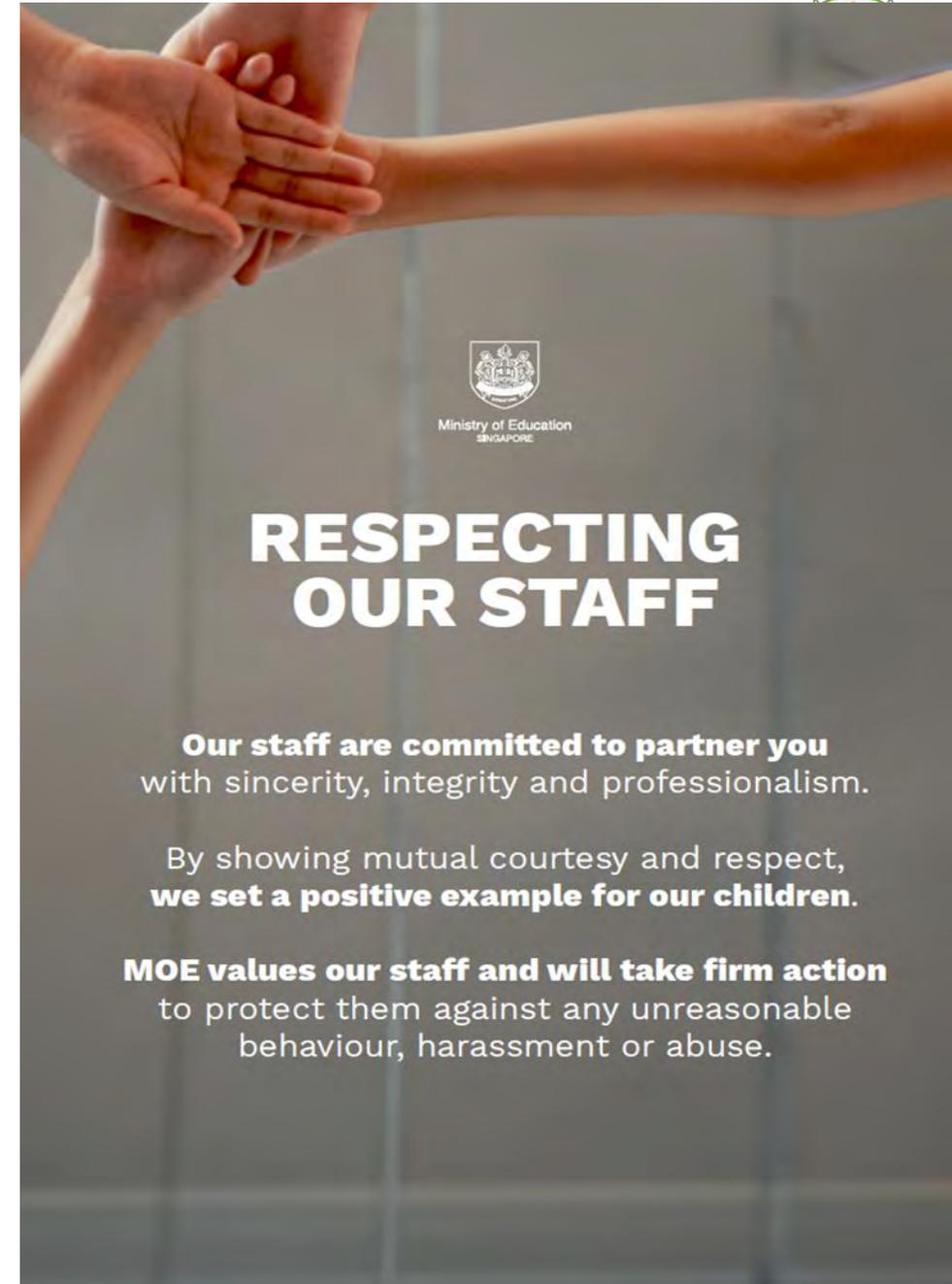
The school is committed to protecting the well-being of its teachers and staff.

## Safe Environment:

We are dedicated to preventing intimidating or threatening behaviours in any form.

## Engagement Policy:

Please note that the school reserves the right to limit engagement with parents in circumstances of inappropriate communication.



## RESPECTING OUR STAFF

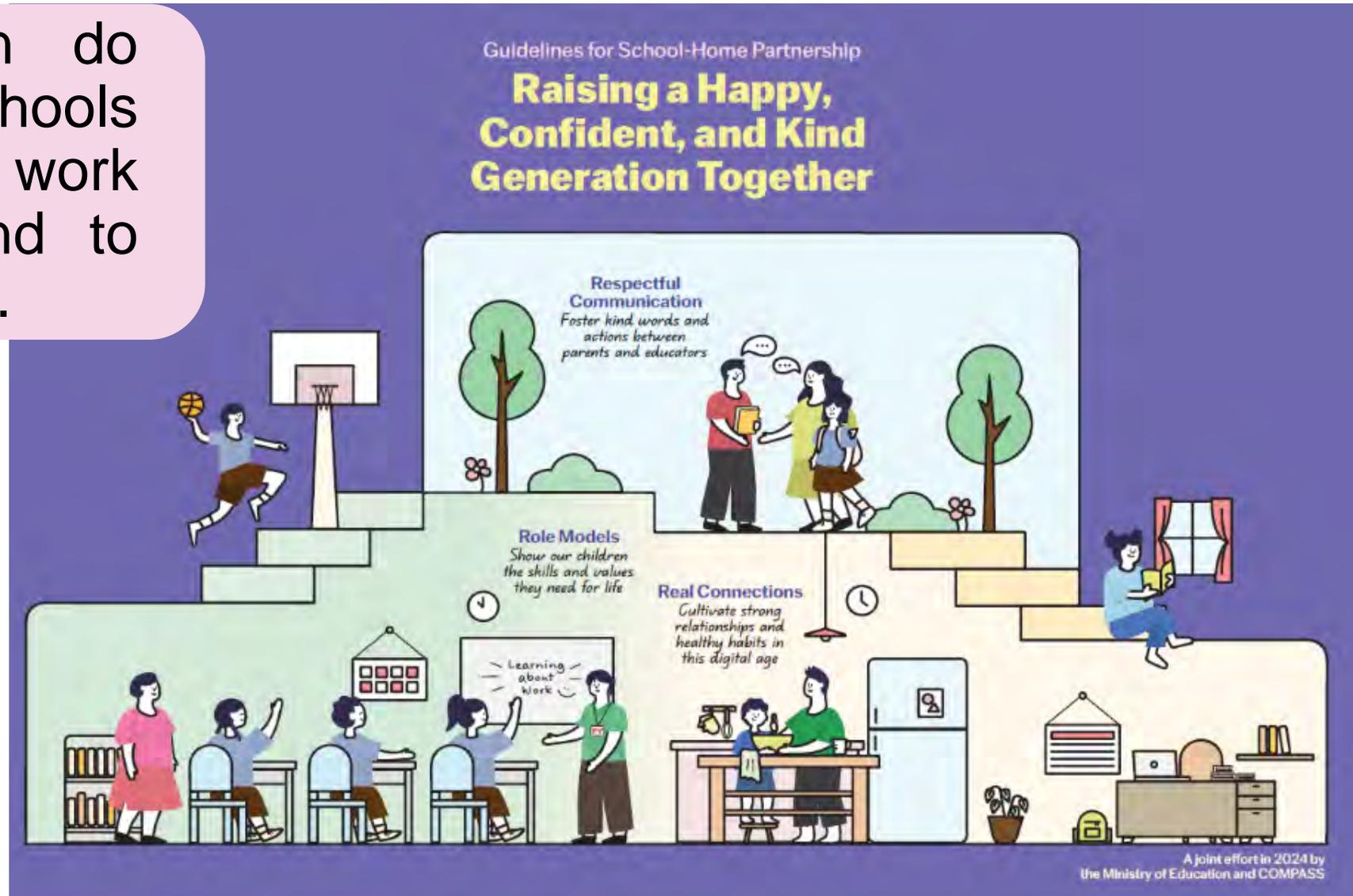
**Our staff are committed to partner you** with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

**MOE values our staff and will take firm action** to protect them against any unreasonable behaviour, harassment or abuse.

# School - Home Partnership

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





# YEAR HEAD'S TIME





image from: <https://www.skullbasedisease.org/support>

# Transition to Primary 2

Supporting students' readiness and confidence, continuing from Primary 1

## Executive Function (EF)

- Sustaining attention and following classroom routines confidently
- Developing independence in managing learning materials and tasks

## Social-Emotional Learning (SEL)

- Managing emotions and behaviour appropriately
- Practising respect, care and teamwork when interacting with others

## Foundation Literacy & Numeracy

- Strengthening foundational reading, writing & numeracy skills
- Applying these skills confidently across learning activities

*These skills are developed progressively with guidance and support provided in school.*



# HOLISTIC EDUCATION

Built on several domains that ensure a student is ready for life, not just exams:

**Cognitive**

**Social &  
Emotional**

**Character  
& Moral**

**Physical**

**Aesthetic**





# Our SKGIAN Learning Dispositions



At Sengkang Green, every SKGian grows with these dispositions:

Positive behaviours and attitudes which are important to promote the joy of lifelong learning

**S**

## Sense of Curiosity



Ask questions, explore new ideas and never stop learning.

**K**



## Knowledge of the World

Learn about people, cultures and the environment around us.

**G**

## Grit



Persevere and stay strong even when things get tough, and embrace mistakes as part of learning.



**I**

## Inventiveness

Be creative, try new ways of solving problems, and think out of the box.

**A**

## Appreciation



Show respect and be grateful to people, nature and given opportunities.

**N**

## eNgagement



Be motivated and self-directed, participate actively and give your best in everything you do.

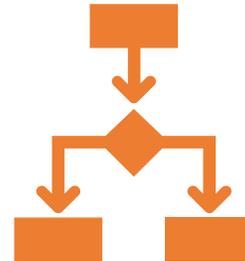


# Transition to Primary 2

## Confident Lifelong Learners



Relationship



Choices



Growth Mindset



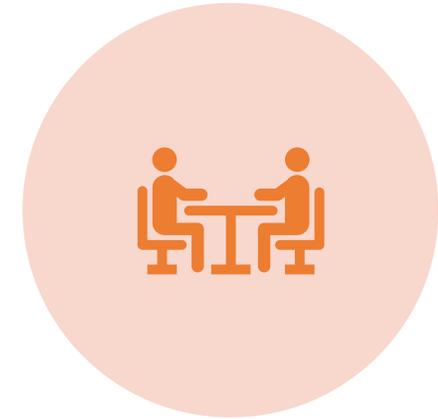
# CARING AND ENABLING SCHOOL



**SCHOOL-WIDE /  
COHORT-BASED**



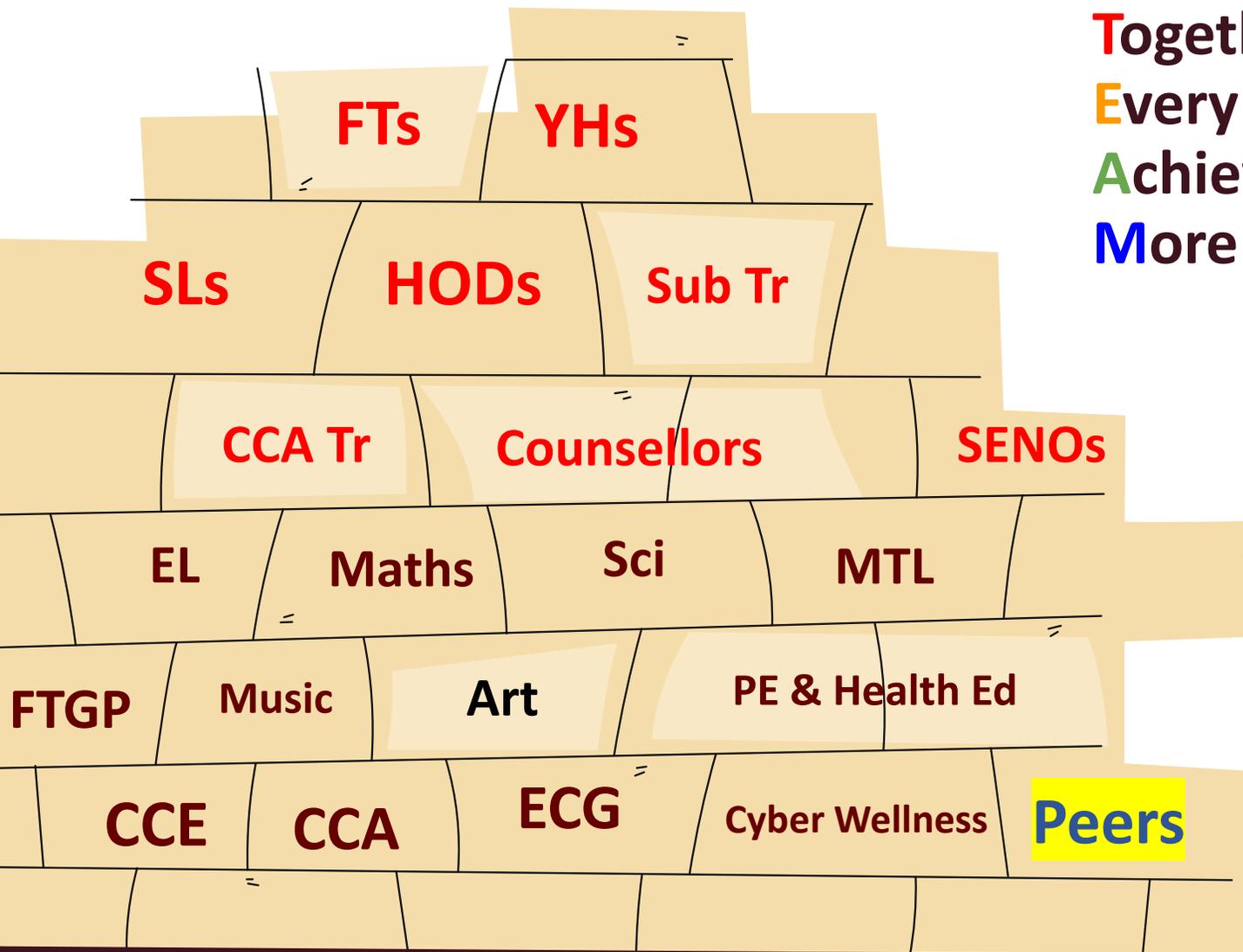
**CLASS-BASED**



**SCHOOL-HOME  
PARTNERSHIP**



# WELL BEING AND MOTIVATIONAL SUPPORT



**T**ogether  
**E**very SKGian  
**A**chieves  
**M**ore holistically



Strength of Character

Ready to serve

Ready for the future



# Well-being and Emotional Support

## Care Team

- Form Teachers & Subject Teachers
- Allied Educators (e.g. School Counsellors)
- Student Development Team (e.g. Year Heads, HOD Student Management, Discipline Master)

## Peer Support Structure

- Every Student a Peer Supporter
- Be a Positive Peer to one another



vibrant school with a culture of care and the spirit of excellence

# P2 Key Programmes

Becoming a future-ready learner

ENHANCING READING LITERACY



## Values

Character and  
Citizenship  
Education(CCE)

Form Teacher  
Guidance period  
(FTGP)

Programme for  
Active Learning  
(PAL)

E21st Century  
Competencies

KNOWLEDGE, SKILLS,  
VALUES, HOLISTIC HEALTH

Instructional  
programmes EL, MA,  
MT and SS

Optional  
Enrichment  
Programme

PAM  
(Physical Education, Art  
and Music)

Social Emotional  
Competencies

**T**ogether  
**E**very SKGian  
**A**chieves  
**M**ore holistically

Lifelong Learners

Ready to serve

Ready for the future

# Morning Assembly with Form Teachers



**GROWTH MINDSET**  
Term 1 Week 2

There may be things I don't know right now, but

**I CAN**



**learn**

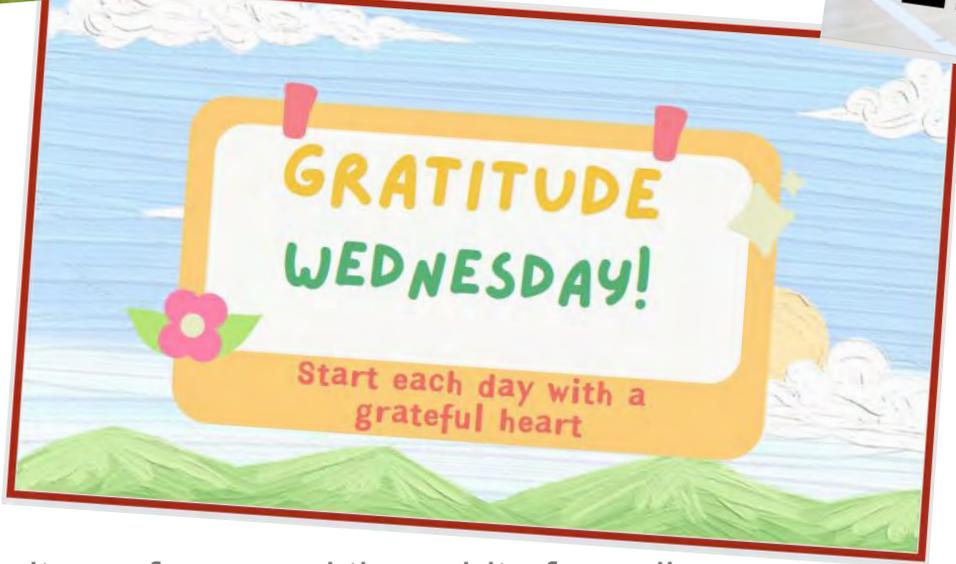


Mindfulness in Gratitude 2

**I AM GRATEFUL TO HAVE YOU AS MY FRIEND**

Who are the friends that you are grateful to have.  
Why are you grateful to have them as friends?

Make a class friendship tree!



**GRATITUDE WEDNESDAY!**

Start each day with a grateful heart

Today's Health Quote

**AN APPLE A DAY KEEPS THE DOCTOR AWAY**



# Physical health Education, Art and Music (PAM)



# Programme for Active Learning (PAL)



Outdoor  
Education

Visual Art

Sports and  
Games

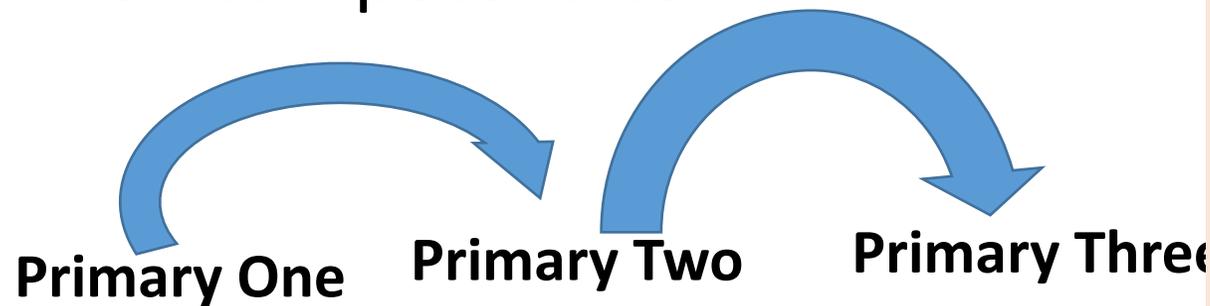
PAL Drama  
(Performing  
Art)

- Fun & Enjoyable
- Experiential in Nature
- Encompasses Learning in a Creative Way
- Provides Opportunities for Children to Create
- Facilitates Peer Interaction
- Incorporates Values Education & Social-Emotional Learning
- Allows Self Discovery



# Getting Ready for P3 Curriculum

- Good habits and routines of learning
- Build a strong foundation
- SE competencies



- Bigger class size
- Making new friends
- Learning a new subject (Science)
- Increase in the rigor of academic learning
- Greater opportunities for collaborative learning and fostering teamwork (Project Work)
- Developing and honing leadership skills through class and outside class opportunities
- Involvement in CCA

## Edusave Merit Bursary

Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).

<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>

A vibrant school with a culture of care and the spirit of excellence

## Good Progress Award

Students who do not qualify for Edusave Merit Bursary but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.



<https://go.gov.sg/cld0qb>

<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>



# How will my child be selected for Edusave Academic Awards?

## Evaluating Positive Learning Dispositions



**S** **Sense of Curiosity**   
Ask questions, explore new ideas and never stop learning.

**K**  **Knowledge of the World**  
Learn about people, cultures and the environment around us.

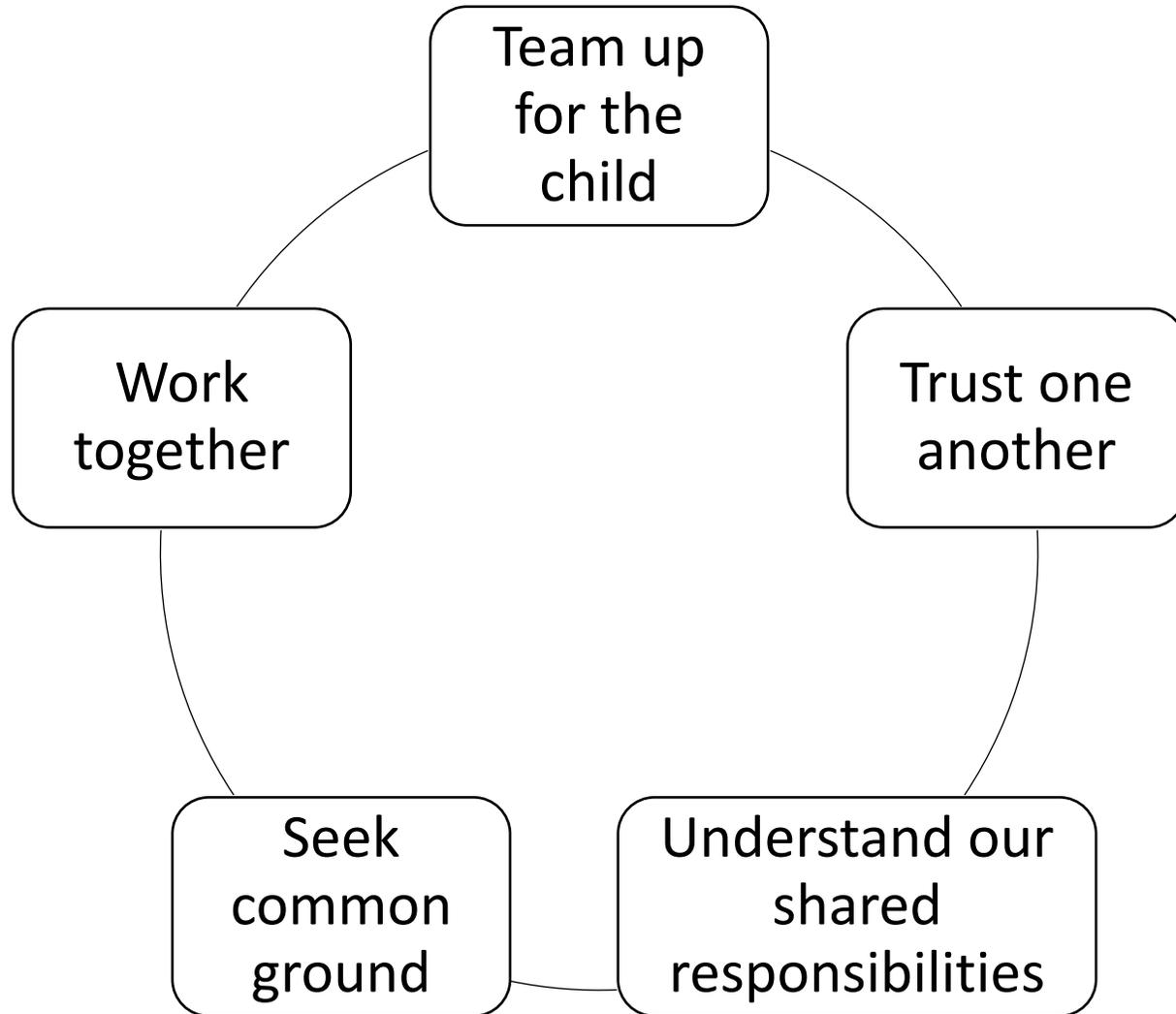
**G**  **Grit**  
Persevere and stay strong even when things get tough, and embrace mistakes as part of learning.

**I**  **Inventiveness**  
Be creative, try new ways of solving problems, and think out of the box.

**A**  **Appreciation**  
Show respect and be grateful to people, nature and given opportunities.

**N**  **eNgagement**  
Be motivated and self-directed, participate actively and give your best in everything you do.





## Our Common interest : Your child, Our student

Let's support one another jointly  
as we **support and encourage** our  
**children** in primary school education.



# School-Home Partnership

## Regular Communication with parents

Student Handbook, Email, Telephone Calls, PG, School Calendar (school website)

Sessions	DATE
P2 Parent Engagement Session	<b>8 February 2026</b>
Parent-Child-Teacher Conference [PCTC] (For selected students)	<b>12 &amp; 13 March 2026</b>
Parent-Child-Teacher Conference [PCTC] (For all students)	<b>28 &amp; 29 May 2026</b>
Parent-Child-Teacher Conference [PCTC] (For all students)	<b>19 &amp; 20 Nov 2026</b>



# Using the SKGian Handbook as a Resource

## Pg 42

Continue conversation on target setting with your child at home.

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>SPECIFIC</b>	<b>MEASURABLE</b>	<b>ATTAINABLE</b>	<b>RELEVANT</b>	<b>TIME-BASED</b>
				
Make goals clear and <b>specific</b> .	Define <b>measurable</b> assets.	Confirm your goals are <b>attainable</b> .	Verify your goals are <b>relevant</b> .	Set up a <b>time-based</b> plan.

**CLASS VISION AND FOCUS**

A class vision helps everyone in our class know what we want to become together. When we have a shared vision, we know what's important – like being kind, trying our best, and helping each other grow. It helps us stay focused, work as one team, and make our classroom a happy and safe place to learn.

**CLASS VISION AND FOCUS**

**Termly Focus**

Term 1	Term 2
Term 3	Term 4

**Remember!**

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. – Joel A. Barker

# Using the SKGian Handbook as a Resource

Pg 33

Motivate & guide your child in completing Grow Well Challenge

### Grow Well Challenge

Let's grow stronger together—one healthy habit at a time! Join the challenges and track your progress daily. Each challenge focuses on one key to feeling your best: Eat Well, Sleep Well, Exercise Well, Learn Well and Bond Well.

**Eat the Rainbow Challenge**  
 - Eat at least 2 servings of fruits and vegetables each day.  
 - Try to eat a rainbow—different colors give you different nutrients!

Day	Fruits/Vegetables I ate today	2 servings of fruits ✓	2 servings of vegetables ✓
Mon			
Tue			
Wed			
Thu			
Fri			
Sat			
Sun			

**ZZZZ... Quiet**  
 - Sleep at least 9 hours each night for one full week.  
 - Power down your device 1 hour before bedtime!

Day	Time I slept	Time I woke up	Hours slept	Did I manage 9 hours of sleep? ✓
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

**60 minutes Mission**  
 - Did moving for at least 60 minutes a day—any kind of activity counts!  
 - PE lessons, CDA sessions, try walking, dancing, cycling, skipping, or any of your favourite sport.

Day	What I did (list activities)			Time spent (input time on activity 1, 2, 3)			60 minutes or more? ✓
	1	2	3	1	2	3	
Mon							
Tue							
Wed							
Thu							
Fri							
Sat							
Sun							

**Screen Smart Project**  
 - Keep screen time under 2 hours a day and take regular screen breaks.  
 - Spend more time connecting face-to-face or enjoying offline hobbies!

Day	Screen use (list activities)			Time spent (input time on activity 1, 2, 3)			Time spent on screen
	1	2	3	1	2	3	
Mon							
Tue							
Wed							
Thu							
Fri							
Sat							
Sun							

## EARLY INTERVENTION IN FOUR KEY AREAS

**Eat Well**



Good nutrition can support growth and enhance overall health and development.

**Sleep Well**



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

**Learn Well**



Engage in diverse learning experiences for holistic development.

**Exercise Well**



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

*An equally important area:*

**Bond Well**

Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles.



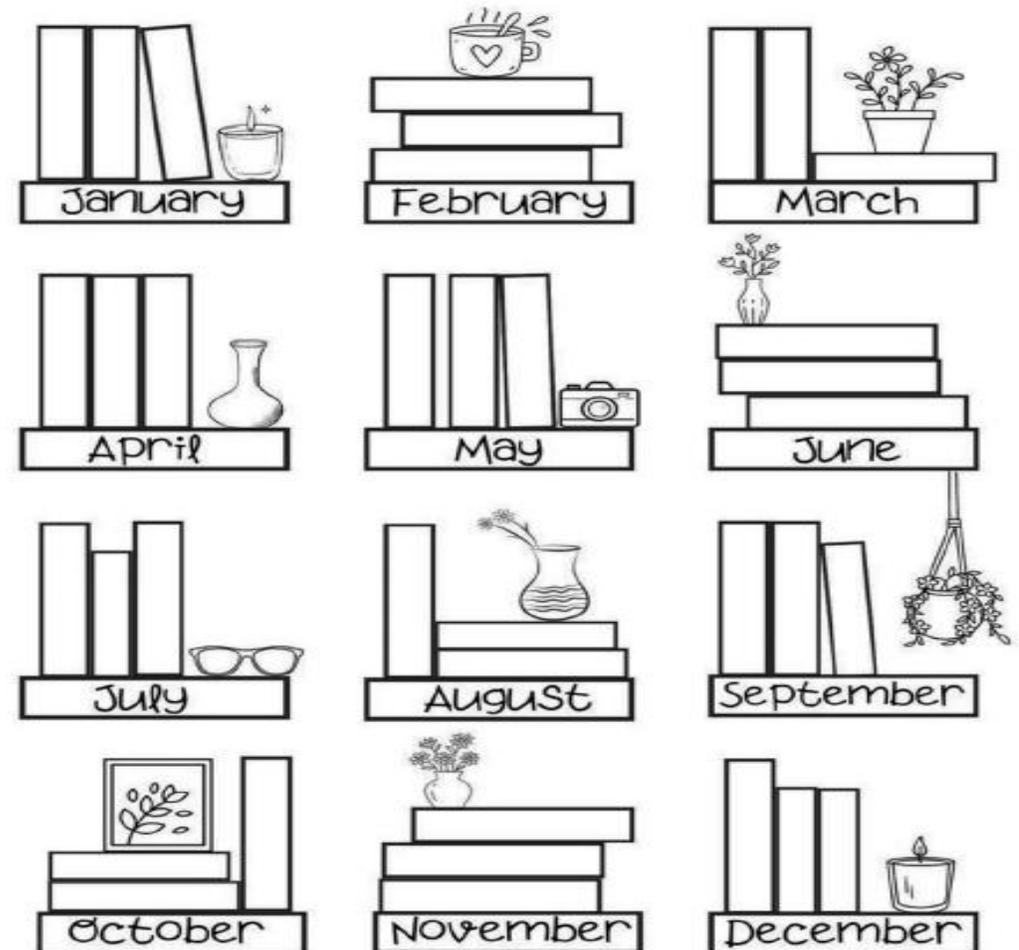
# Using the SKGian Handbook as a Resource

## Pg 37

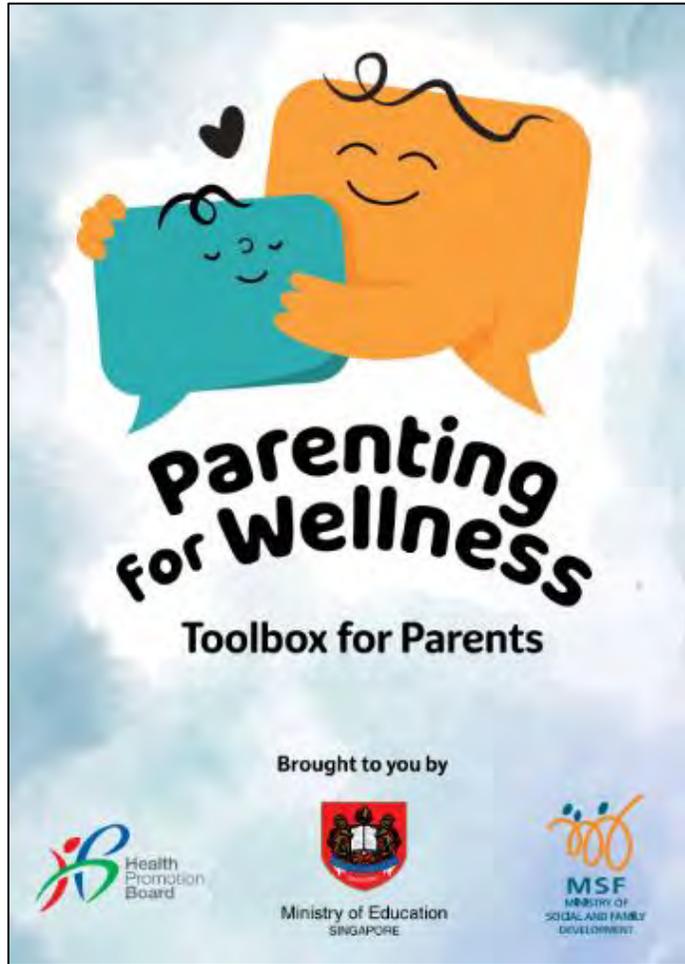
Bring your child to the library  
Encourage your child to read  
1 book each week

## My Bookshelf

**GOAL: I will read 1 book each week.**  
When you finish a book, colour one book on your bookshelf.  
You may also write the book's title on the spine.



# Latest Resource: Parenting for Wellness Toolbox



Comprises bite-sized practical tips and strategies for parents, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

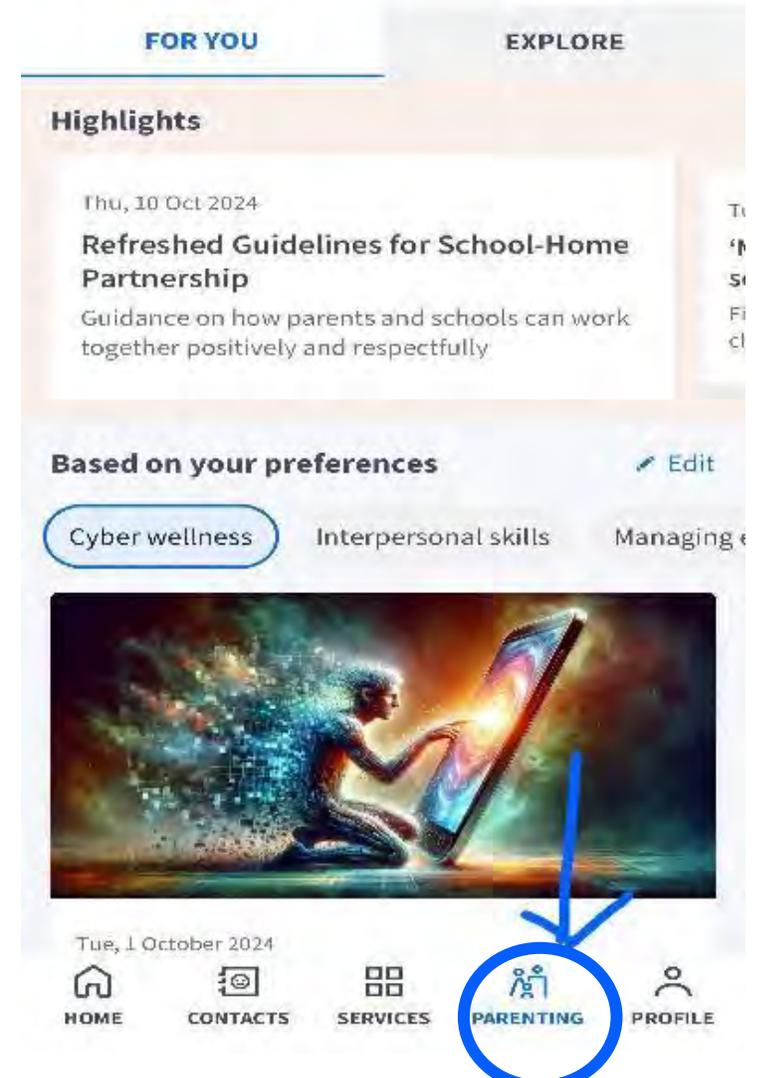


# Check out Parenting Resources on Parents Gateway (PG)

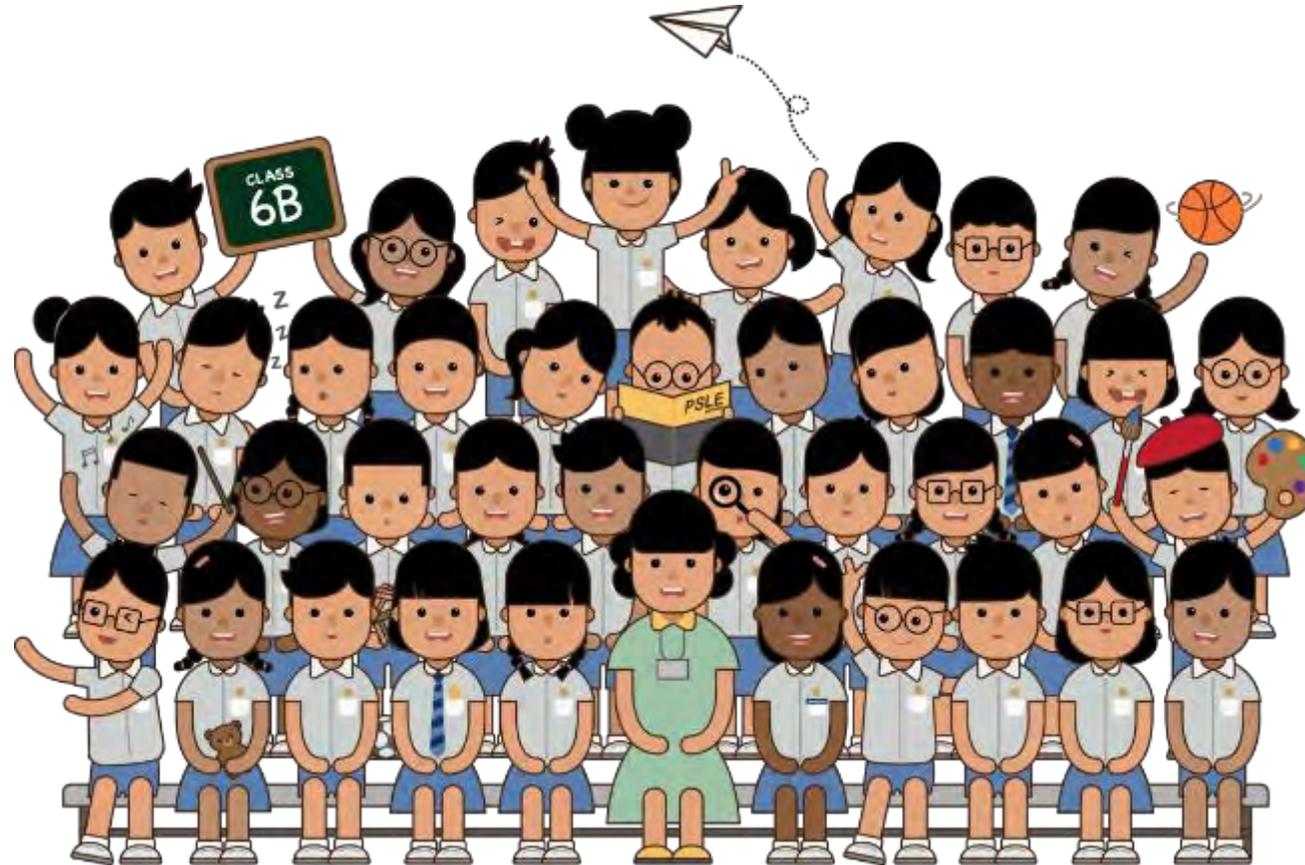


Parents Gateway

## Parenting



# THANK YOU



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