



Lower Block Parent Engagement Session

30 January 2026



JWPS GEMs – Good behaviour, Excel in all areas, Mindful in words and actions



School Leader's Address





Our School Vision



LEARNER

Loves Learning
Takes Feedback & Learns from Mistakes
Works Hard & Perseveres



THINKER

Asks Questions
Looks for Solutions
Reflects on Decisions



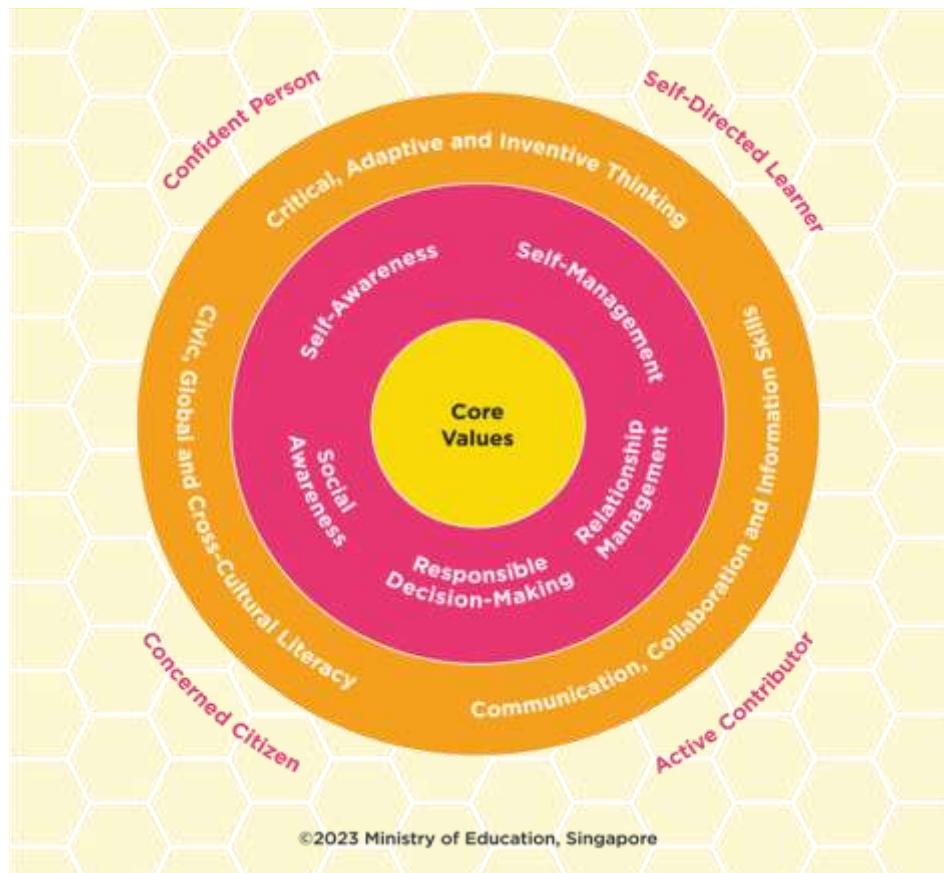
LEADER

Takes Responsibility
Makes Good Choices
Helps Others





Emerging 21st Century Competencies



- **Critical, Adaptive and Inventive Thinking**
- **Communication, Collaboration and Information Skills**
- **Civic, Global and Cross-Cultural Literacy**



Facelift of the School





Facelift of the School



Beyond a Facelift, Built on Beliefs



1 Strong habits & routines are the foundation for learning.

2 Learning comes alive through experience.

3 Growth is a journey and not an event.

JADE Garden:

Journey of **A**spiration, **D**iscovery and **E**xploration

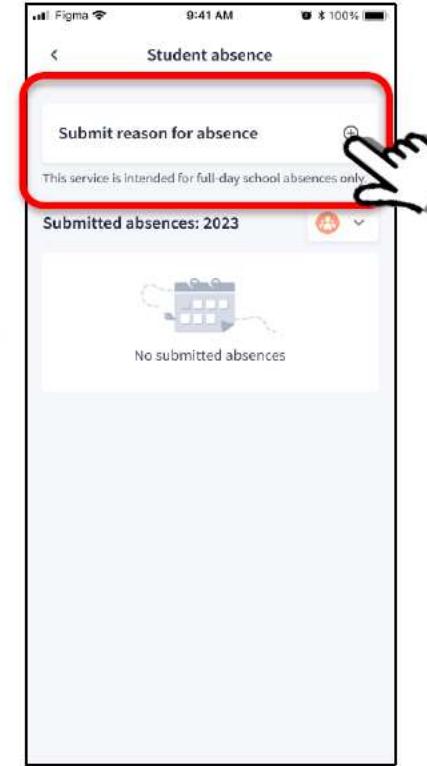
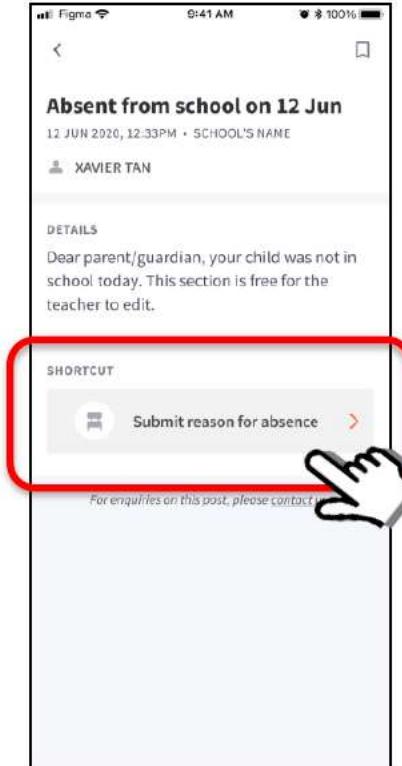
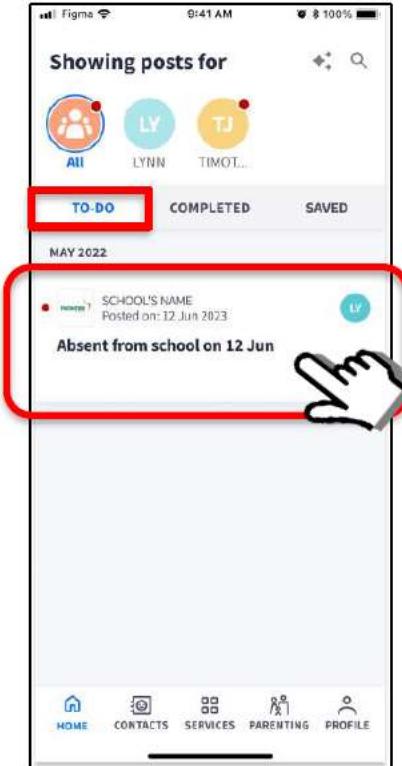
4 Our GEMs will thrive when they feel belonged.

School Attendance

- Attendance is **compulsory** for all students during school term. This includes remedial and supplementary lessons.
- **No student should leave for holidays before the term ends.** Your child's attendance will be marked as **Absent without Valid Reason** in such cases.
- If a student is absent, a **medical certificate** must be submitted to the school. Parents are required to submit reason for absence after receiving absence notification from school.



School Attendance



1. Parents will receive notification from school. Click on notification to go to PG app
2. Click on the absence notification under “TO-DO” tab
3. Click on “Submit reason for absence” in the details page.
4. Click on the “+” to add submission

In the event that your child is absent from school, please submit the supporting documents via PG



Punctuality



- School starts at 7.30 a.m. Students are encouraged to be in their classroom/school hall **by 7.25 a.m.** Being punctual shows respect for learning and helps everyone start the day smoothly. **Students will be issued a warning if he/she is repeatedly late.**



School Rules on Communication



For students who bring mobile devices, the following rules apply:

- Devices should **not** be seen, heard, or used during school hours.
- After school, mobile phones may only be used to contact parents or caregivers in the Canteen, at the Foyer, or outside the General Office.
- Students are responsible for the safekeeping of their devices. The school will **not** be liable for any loss or damage, nor will it conduct investigations into such cases.



School Rules on Communication

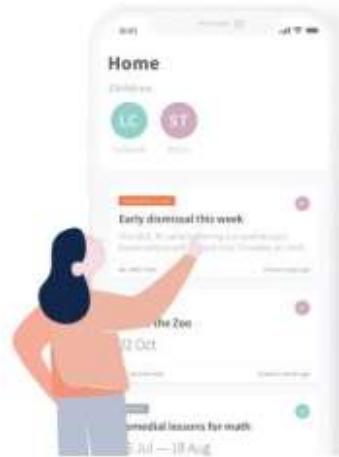


Non-compliance on the use of devices in school will result in the following consequences:

- Devices used inappropriately will be **confiscated and handed to HOD Student Management**. Parents must personally collect the devices from HOD Student Management.
- Repeat offenders may lose the privilege of bringing mobile devices to school.



Official Modes of Communication



PG: MC and Letters via PG



Email

jwps@moe.edu.sg



General Office

[6793 3419](tel:67933419)



Student's Handbook

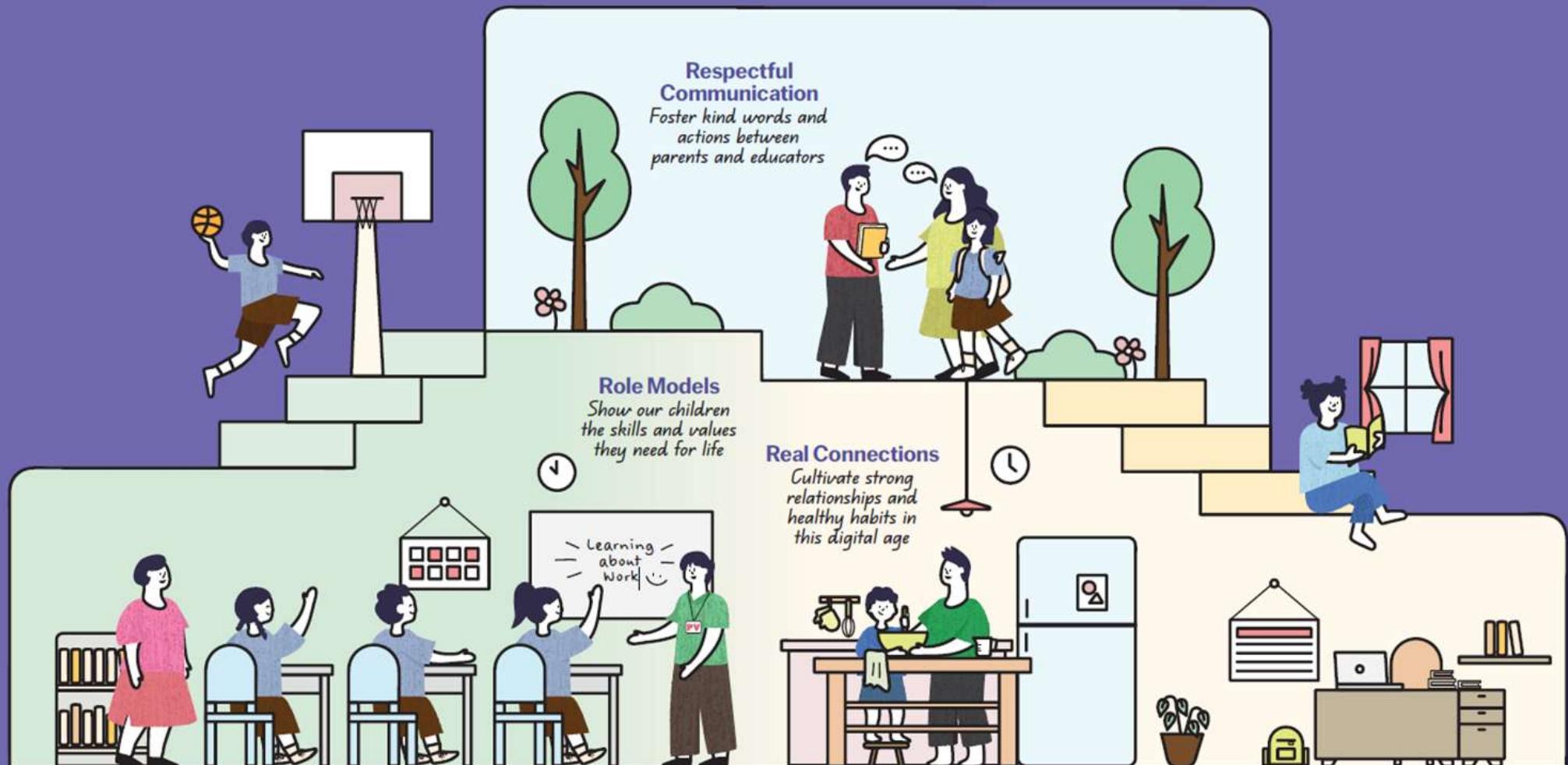


MOE SCHOOL-HOME PARTNERSHIP

It takes a Village to Raise a Child

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

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



Engagement Charter



**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.

Ministry of Education
Singapore

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



SINGAPORE



Give children space to grow and be independent: Chan Chun Sing

Amelia Teng
Assistant News Editor
The Straits Times

UPDATED: 2 hours ago

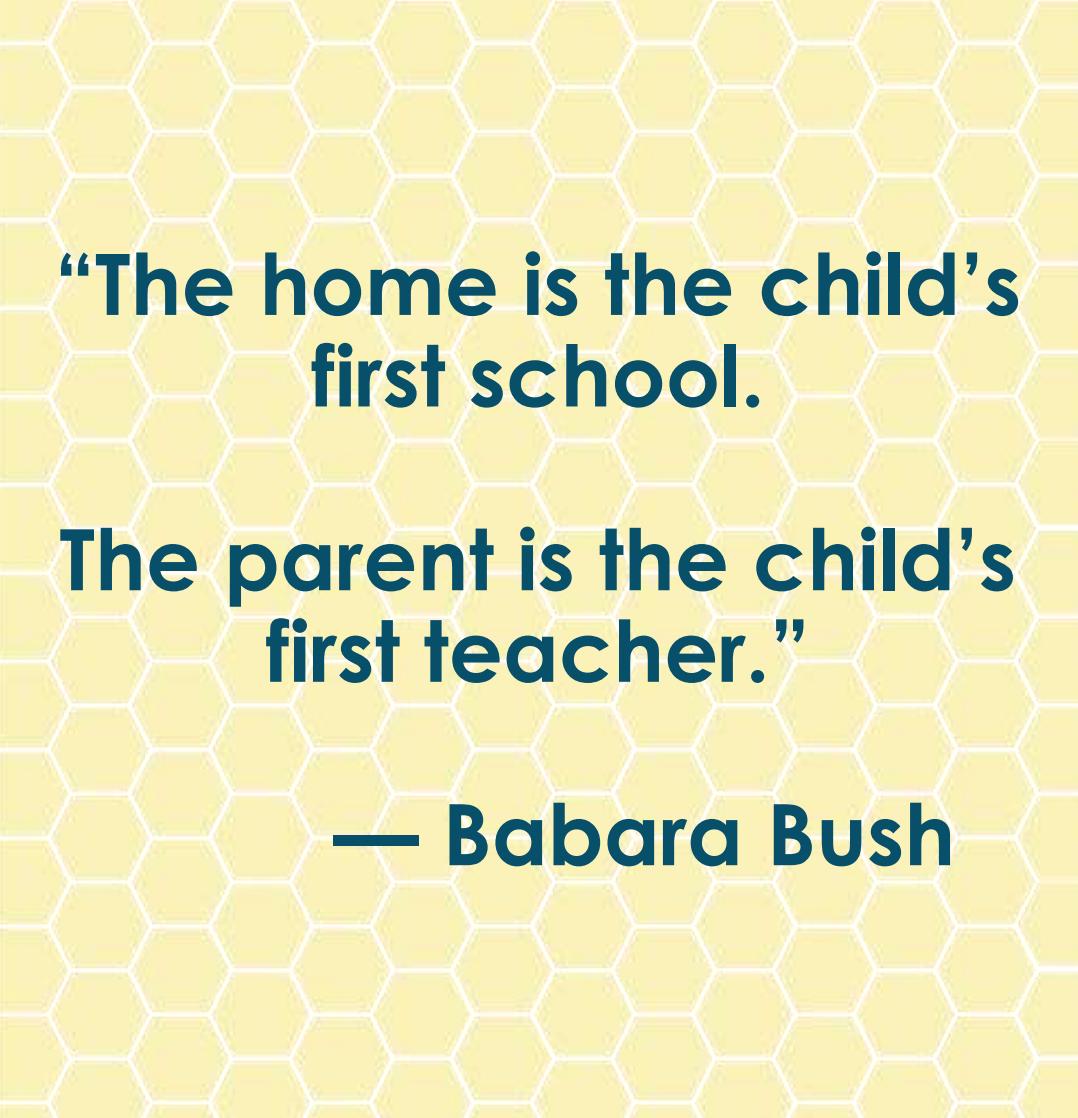
A B N

A screenshot of a news article from The Straits Times. The article features a portrait of Chan Chun Sing, a man in a suit, with a red and white shield emblem in the background. The headline reads "Give children space to grow and be independent: Chan Chun Sing". Below the headline is a byline for Amelia Teng, Assistant News Editor of The Straits Times. At the bottom of the screenshot, there are update and sharing icons.

“...need to find a delicate balance between being overly controlling and being completely hands-off...”

“...give children the space to grow and the chance to be independent.”

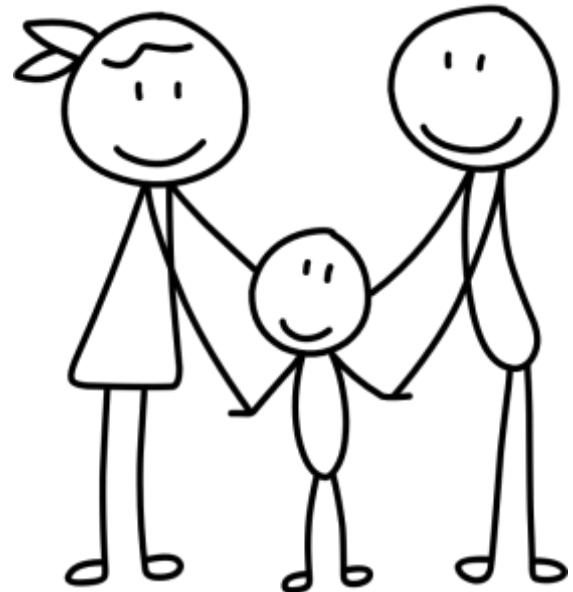




**“The home is the child’s
first school.**

**The parent is the child’s
first teacher.”**

— Babara Bush



Parents are a predominant source
of support for their child.

Cyber Wellness – Support at Home

Parents are **crucial partners** in guiding students to be responsible and discerning users of the digital space.

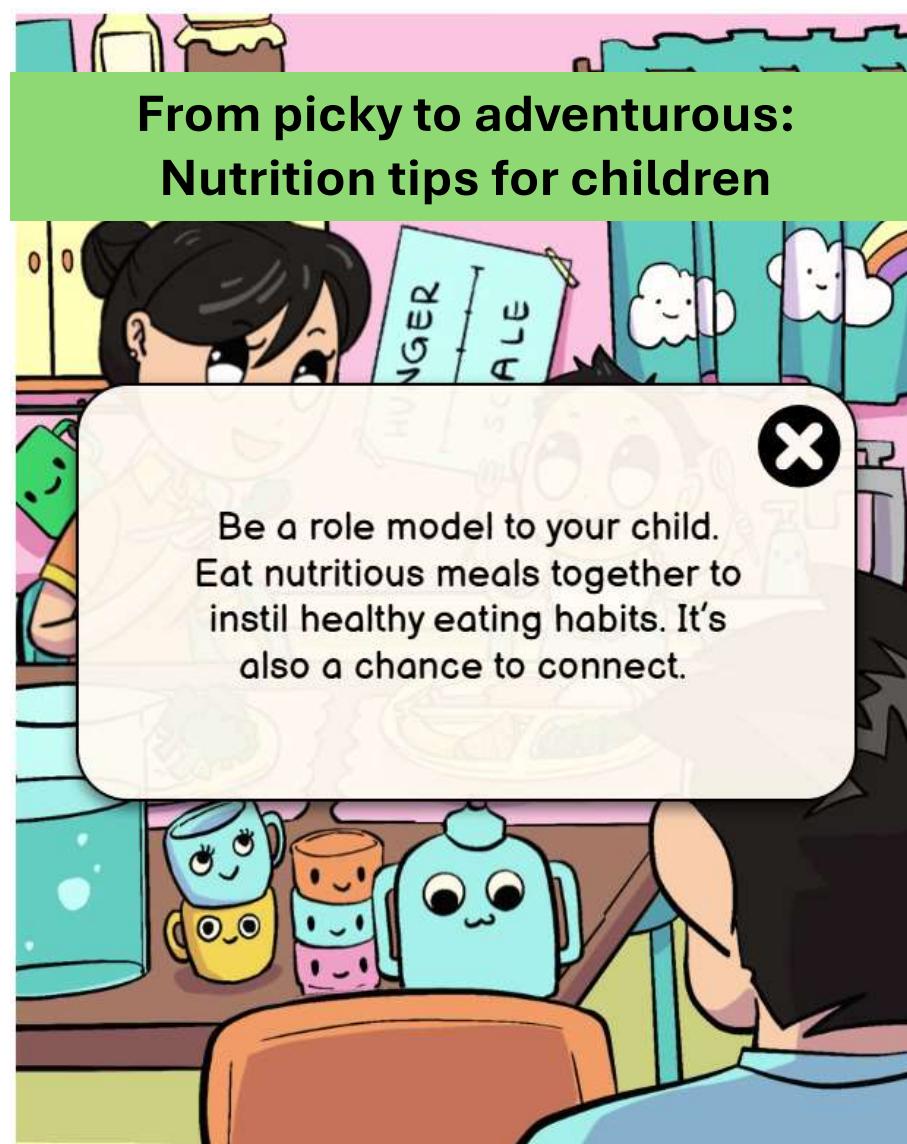
We need to help our children achieve **balanced and purposeful** screen use.

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

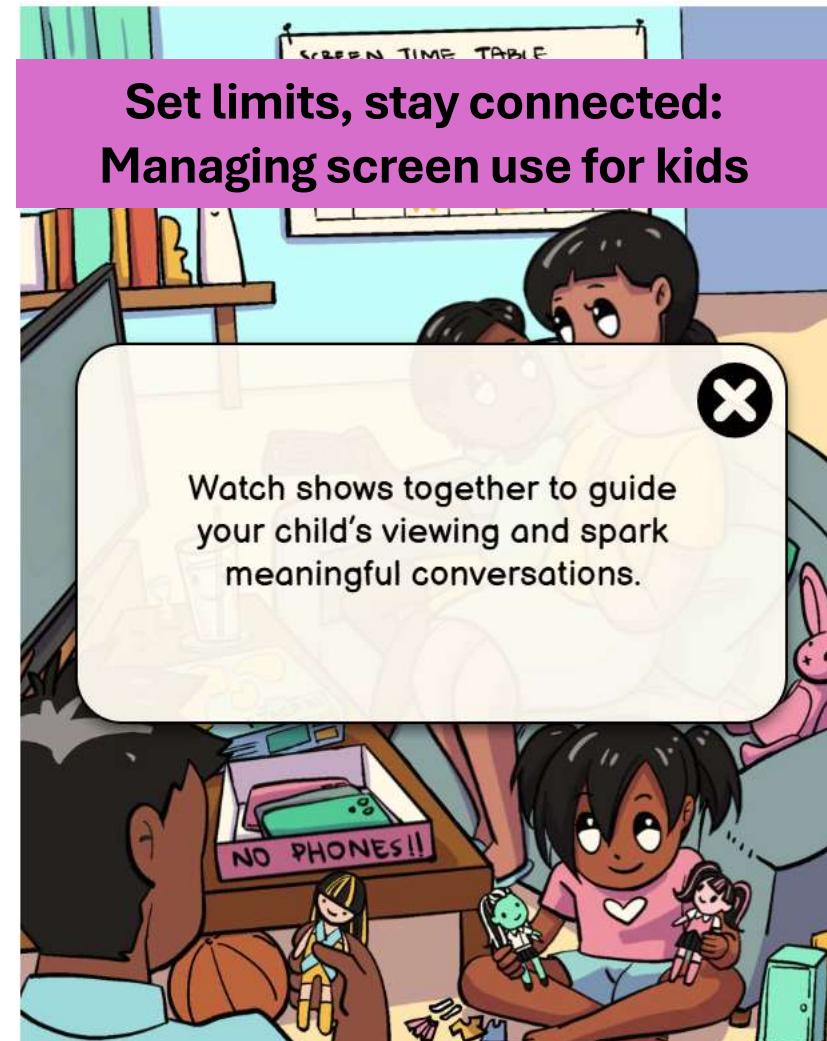
Calmer bedtime routines, smarter screen habits, easy family fun: Practical ways to raise healthier children

A few small shifts, like using parental controls on the television or trying free activities through the Healthy 365 app, can positively impact your child's well-being.
The Straits Times, Sep 10, 2025



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The Straits Times, Sep 10, 2025



What Parents Can Do



- Having open communication with your child
- Modelling positive behaviour
- Setting clear boundaries
- Establishing device-free times and good sleep habits
(*at least 9 hours of sleep*)
- Supervising and monitoring
- Staying updated on online safety



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



<https://go.gov.sg/moesparenting2>



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

MOE Instagram: Parenting with MOE

Digital for Life portal



Parent-Teacher-Conference (May) New Format



- (NEW!) Meet the Form Teachers face-to-face in school
- Focus on **Holistic Development** (i.e., values, learning disposition, emotional well-being) of your child to reduce the overemphasis on academic pursuit





Sharing by YH & AYH



Getting Ready For P1

What your child may be experiencing

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

How you can support your child

- Find time for **regular conversations**. Encourage your children to share their thoughts and feelings openly. Let them know that you will listen with an open mind too.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence** (e.g. celebrating effort and small improvements, share stories of your own school challenges, etc.)



Scan this QR code to read a Schoolbag article on preparing your child for primary school.



Focus for Lower Primary Students



Academic Stretch &
Support Programmes



Learning Journeys



CCA

1. Developing good habits
2. Developing socio-emotional competencies
e.g., self-awareness, self-management, responsible decision making, social awareness, relationship skills)
3. Primary Education Review and Implementation (PERI) Holistic Assessment





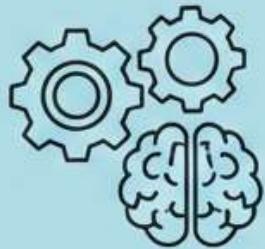
1. Developing Good Habits



1. Why Good Habits Matter?



They help children feel safe, confident, and to learn.



They support both learning and behaviour.



School and home must work together for habits to stick.



1a. Start Right, Stay Bright and Succeed with Might (S³ Programme)



START RIGHT

Establish strong foundations

- Introduce routines, expectations and values
- Understand what good habits look like
- Sets a positive tone for learning and behaviour



STAY BRIGHT

Reinforce and sustain habits

- Reflect on their habits and behaviour
- Reinforce positive learning behaviours



SUCCEED WITH MIGHT

Consolidate learning and character growth

- Reflect on their growth
- Celebrate character strengths and achievements



1a. Start Right, Stay Bright and Succeed with Might (S³ Programme)



1b. Healthy Routines

- ✓ Sleep Habits
- ✓ Managing Screen Time (Finding balance)
- ✓ Snack Break and Recess



1b: Healthy Routines (Sleep Habits)

- ✓ Recommendations by MOH
 - P1 & P2: 9 to 11 hours a day
- ✓ Regular sleep supports:
 - Attention and memory
 - Emotional control
 - Energy level in school



CONSISTENT SCHEDULE

Go to bed & wake up
same time daily

RELAXING ROUTINE

Read, warm bath, no
screens before bed



1b. Healthy Routines (Managing Screen Time)



SET LIMITS

Limit screen use to less than 2 hours a day, unless related to schoolwork



SCHEDULE SMART

Develop a collaborative screen use plan or timetable



UNPLUG & PLAY

Do not use screens during meals and one hour before bedtime



1b. Healthy Routines (Managing Screen Time)



SET BOUNDARIES

- Restrict mobile device access
- Limit social media use
- Encourage your child to practise the 20-20-20 rule

USE SAFEGUARDS

- Use parental control settings

CONNECT & COMMUNICATE

- Engage in regular conversations with your child



1b. Healthy Routines (Snack Break & recess)



RECESS: 30 MIN



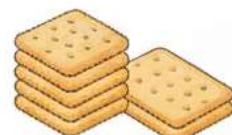
SNACK BREAK
5 MIN (OPTIONAL)



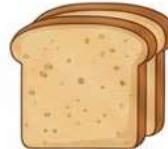
✓ RECOMMENDED



Fresh Fruit



Wholegrain Crackers



Crackers



Yogurt



Nuts

✗ NOT RECOMMENDED



Sugary snacks and drinks



Chips, sweets and chocolates



1b. Healthy Routines (Snack Break & recess)



WET TISSUES:
For quick clean-ups.



**EASY-TO-OPEN
FOOD CONTAINERS:**
Kid-friendly latches!



MINI FORK/SPOON:
If needed for yogurt or pasta.



**WRAPPERS
CUT OPEN:**
Less mess, more independent!



WATER BOTTLE:
Stay hydrated all day!



School-Home Partnership in developing good habits

Consistency is the Key!

Children thrive when messages are consistent



Aligning Home & School Expectations
Helps Habits Form Faster



-  **Let children pack their own bags**
With guidance and reminders, not doing it for them.

-  **Encourage them to solve small problems**
Guide with questions instead of giving answers.

-  **Talk through choices and consequences**
Help children see how decisions lead to outcomes.

-  **Praise effort and improvement**
Focus on progress, not perfection.

-  **When children are trusted with responsibility, confidence follows.**



2. Developing Social-Emotional Learning Competencies



2a. Programme for Active Learning (PAL)

Ministry of Education SINGAPORE

Programme for Active Learning

PROGRAMME FOR ACTIVE LEARNING

PAL Objectives

- Provides pupils broad exposure to the 4 PAL domains
- Nurtures pupils in the 3Cs and social-emotional competencies

5 PAL Learning Characteristics

- 1 Experiential in nature
- 2 Encompasses learning in a creative way
- 3 Provides opportunities for children to create
- 4 Incorporates values and social-emotional learning
- 5 Fun and enjoyable

OUTDOOR EDUCATION

PERFORMING ARTS

SPORTS AND GAMES

VISUAL ARTS

PAL Learning Outcomes

- Nurturing the 3Cs: Confidence, Curiosity and Cooperation Skills in pupils

5 Key Practices of the PAL Teacher

- 1 Models curiosity and expresses joy in learning
- 2 Uses varied and engaging pedagogies to facilitate creative and hands-on learning
- 3 Allows pupils' inquiry and interest to drive the direction of learning during lessons
- 4 Facilitates pupils' learning with open-ended questions that prompt sharing and reflection
- 5 Creates a learning environment that welcomes play, exploration and teamwork

Useful links to PAL resources on OPAL: <http://subjects.opal.moe.edu.sg/pal>

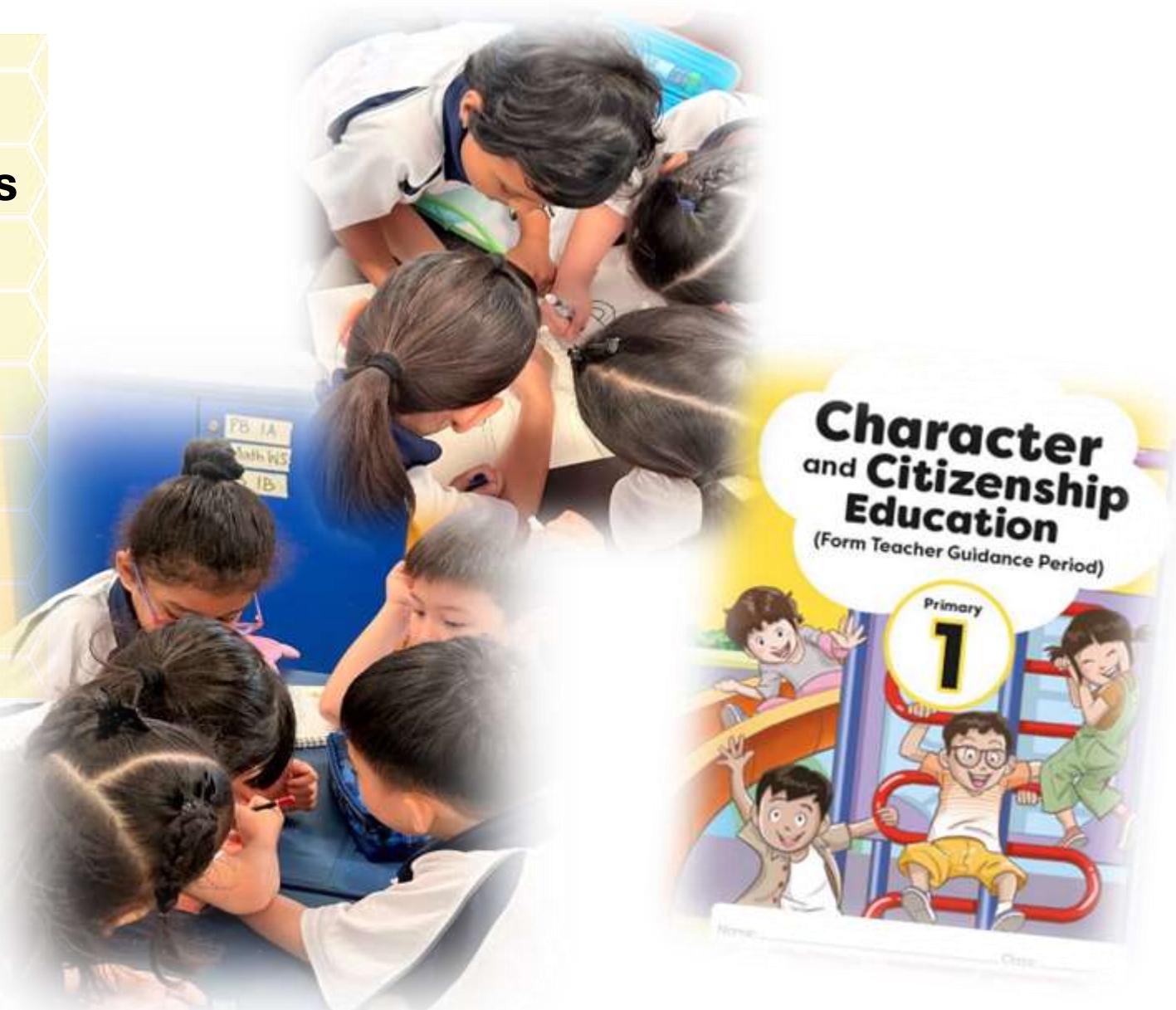
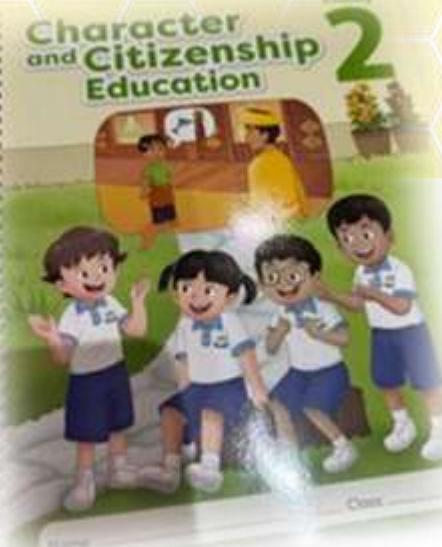
2a. Programme for Active Learning (PAL)



2b. CCE (FTGP)

Interaction time between Form Teachers and students

- ✓ Peer Support Lessons
- ✓ Lessons on Social and Emotional Learning (SEL)
- ✓ Lessons on Cyber Wellness

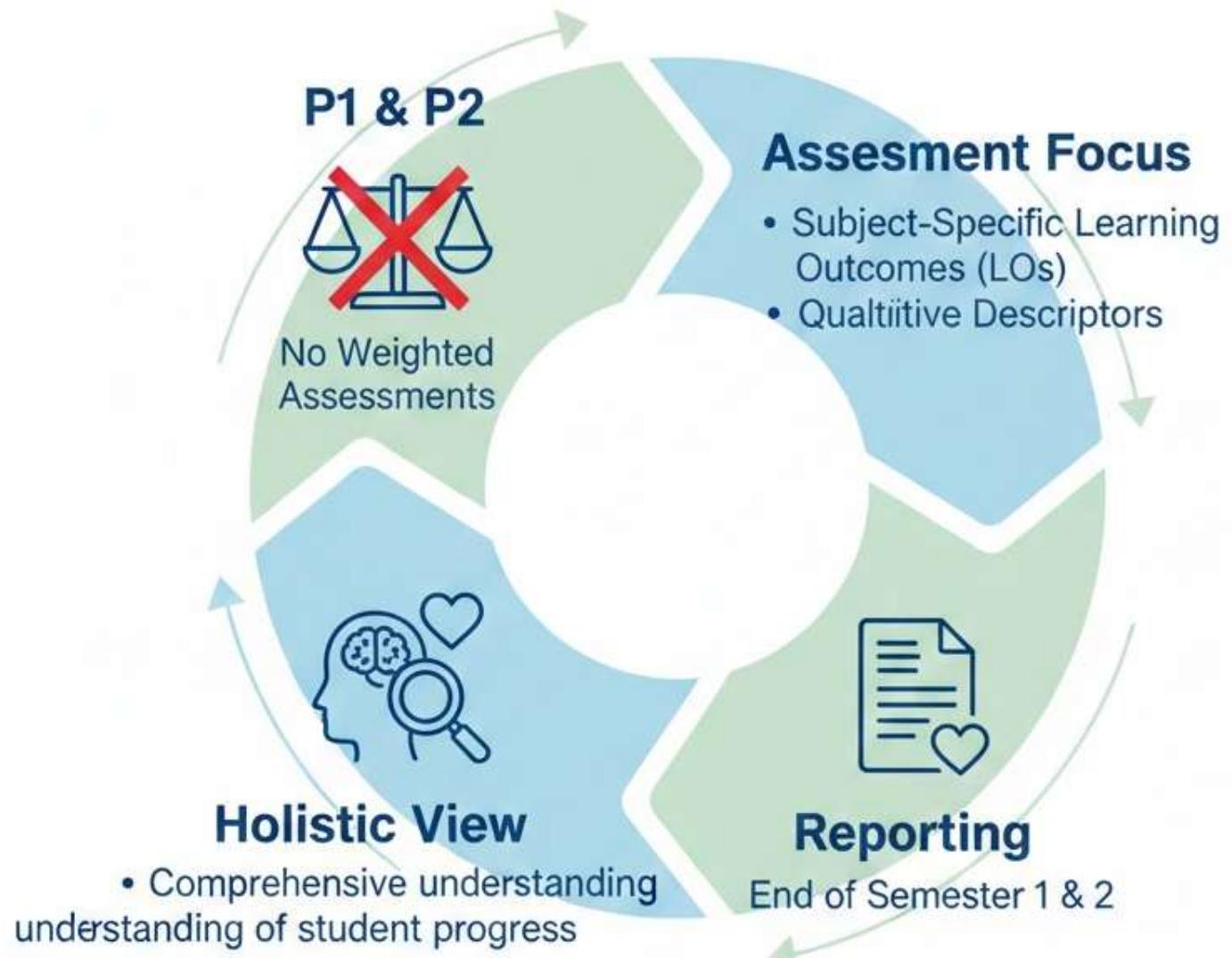




3. MOE initiatives



3a. PERI Holistic Assessment



3a. PERI Holistic Assessment

Holistic Development Profile For Year 2025

Name : [REDACTED] Identification No [REDACTED]

Page : 2 of 5
Date : 01 Jul 2025

SUBJECT	SEMESTER 1
Mathematics	
Understand numbers up to hundred.	Approaching expectations
Understand addition and subtraction.	Approaching expectations
Add and subtract numbers.	Approaching expectations
Identify, name, describe and sort shapes.	Meeting expectations
Read and interpret picture graphs.	Approaching expectations
Social Studies	
Recognise that everyone is unique.	Meeting expectations
Describe people, places and events by making careful observations, with teacher guidance.	Approaching expectations
Share thoughts and feelings with group members, with teacher guidance.	Approaching expectations
Ask questions to learn more about self, people and places.	Approaching expectations
Art	
Draw to express curiosity, ideas and things that relate to personal interests and experiences	Exceeding expectations
Play with a variety of materials and tools to create different effects in their art	Meeting expectations
Share and talk about their artworks using appropriate art vocabulary	Meeting expectations

Holistic Development Profile For Year 2025

Page : 5 of 5
Date : 01 Jul 2025

Name : [REDACTED] Identification No : [REDACTED]

Personal Qualities	Assessments	Rating
1. LEARNING DISPOSITION	SEMESTER 1	Excellent
a. Attends school regularly and punctually.		
b. Follows instructions.	SEMESTER 1	Good
c. Is ready for lesson.	SEMESTER 1	Good
d. Takes pride in his/her work.	SEMESTER 1	Good
e. Works on his/her own.	SEMESTER 1	Good
f. Works well in groups.	SEMESTER 1	Good
g. Participates actively in discussions.	SEMESTER 1	Good
h. Is enthusiastic about learning new things.	SEMESTER 1	Very Good
i. Does not give up easily.	SEMESTER 1	Good
j. Acts on feedback to improve performance.	SEMESTER 1	Good



How Parents Can Monitor Their Child's Progress?



Observe Daily Learning Habits at Home

Notice homework habits, attention span, and problem-solving.



Talk to Your Child About Learning

Discuss what they enjoyed, found challenging, or needed help with.

What was the best part of your day?



Review Schoolwork and Feedback

Look over assignments and teacher comments.



Monitor Reading and Basic Skills

Listen to your child read and practise key skills.



How Parents Can Monitor Their Child's Progress?



Attend Parent-Teacher Meetings

Get updates on progress and discuss any concerns.



Communicate Early with Teachers

Reach out if you notice struggles, or have questions.

Can we discuss his recent homework?



When parents are engaged, children flourish!





“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.”

— **Jane D. Hull**





Resources for Parents



Parenting for Wellness

MODULE 1

Understanding Yourself as a Parent



MODULE 2

Developing and Strengthening Your Parent-Child Relationship



MODULE 3

Guiding Your Child's Behaviour



MODULE 4

Helping Your Child Develop Independence and Social Skills



MODULE 5

Supporting Your Child in Building Resilience



MODULE 6

Understanding Your Child's Mental Health and Well-Being



MODULE 7

Supporting Your Child in Managing Their Mental Health and Well-Being



MODULE 8

Caring for Yourself



MODULE 9

Understanding the Digital Landscape



MODULE 10

Empowering Your Child to Manage Their Use of Digital Technology



MODULE 11

Guiding Your Child to Manage the Harms and Risks of the Online Space



Scan here to access the PfW Toolbox for Parents:



Social and Emotional Learning

PROVIDING SOCIAL AND EMOTIONAL SUPPORT FOR YOUR CHILD

A Collection of Resources for Parents



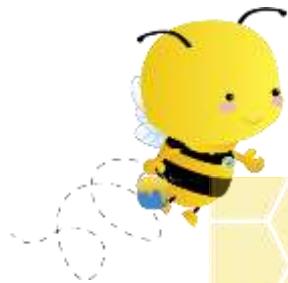
This section features a large, colorful infographic titled 'Primary 1' with the subtitle 'Build a strong foundation in emotional intelligence for your child'. It includes a cartoon illustration of three children (two boys and one girl) in a classroom setting. The infographic is divided into several sections: 'SUPPORT', 'PRAISE YOUR CHILD', 'GRATITUDE*', 'TEACH YOUR CHILD SOCIAL EMOTIONAL SKILLS', 'BUILD COMPETENCE', 'MANAGING CHALLENGING SITUATIONS EFFECTIVELY', and 'ENCOURAGE AND SUPPORT'. Each section contains text, icons, and small illustrations related to the topic.





4. Sharing by HOD PE & CCA





Co-curricular Activities (CCA)

Mdm Lim Tien Juan, HOD PAM

Ms Jamie Gu, SH CCA



Purpose of Co-Curricular Activities (CCA)

- Serves as a platform for students to discover their interests & strengths
 - Broad Exposure | Opportunities for Specialisation
- 2. Provides a common space for friendship building & social integration
 - Socio-Emotional Competencies | Holistic Development
- 3. Develop self-motivated & confident individuals with a love for physical activity and/ or an artistic or intellectual pursuit that can help them lead well-balanced lives in the future.
 - Student Well-Being



Purpose of Co-Curricular Activities (CCA)

Character & Citizenship Education
(CCE) in CCA:

A Key Student Development Experience



Objectives & Learning Outcomes



- Learn Core Values, Socio-Emotional Competencies, 21st Century Competencies
- Develop Passion & Enthusiasm for chosen CCA
- Develop Leadership Skills
- Promote Friendships & Teamwork
- Develop stronger sense of identity & sense of belonging to school & CCA
- Progressive development of CCA-specific knowledge & skills



Objectives & Learning Outcomes



Physical Sports

- Robustness (health)
- Sportsmanship (fair play, teamwork, kindness)
- Resilience

Visual & Performing Arts

- Graciousness & appreciation for the Arts
- Skills in artistic and/or musical performances

Clubs & Societies

- Explore interest
- Expand skills and knowledge in specialized areas

Uniform Groups

- Resilience
- Discipline
- Spirit of service to others



JWPS CCAs



Physical Sports	Visual / Performing Arts	Clubs & Societies	Uniformed Groups
Badminton	Brass Band	Digital Media Club	Scouts
Basketball (B)	Chinese Dance		
Football (B)	Choir	S.T.E.M. Club (Science, Technology, Engineering, Math)	
Netball (G)	Hip Hop		



Physical Sports

Weekly Training, Inter-school Friendly Games, National School Games, External sports carnivals etc...

Visual & Performing Arts

Weekly training, Festive Internal Performances, External Community Performances, Singapore Youth Festival

Clubs & Societies

Tiered programme based on length of participation, Projects that will cumulate in a recess interlude showcase, External competitions

Uniform Groups

Weekly Training, Showcase during National events, Cluster Camps and Events, Values-in-Action Projects, Scouting Achievement Badges & Awards



JWPS CCA Schedule 2026

	Mondays (2 – 4pm)	Wednesdays (2 – 4pm)
Badminton	☺	☺
Basketball (B)	☺	☺
Football (B)	☺	☺
Netball (G)	☺	☺
Band *	☺ (2 – 5pm)	☺ (2 – 5pm)
Chinese Dance		☺
Choir *		☺ (2 – 5pm)
Hip Hop		☺
Digital Media Club		☺
S.T.E.M.	☺	
Scouts	☺	



CCA Recruitment Exercise

Phase 1 EXPERIENTIAL SESSIONS

Term 3 Wk 8 to 10

For each CCA, students will go through a 1-hour experiential session during either: 1) during PAL/PAM lessons or 2) after school CCA sessions (3 afternoon session in all)

Badminton, Football, Hockey, Chinese Dance & Choir

Instructors come down during curriculum time according to the timetable and conduct an experiential session for each of the Primary 2 classes during PAM or PAL lessons.

Basketball, Netball , Band, Choir, Hip Hop, Creative Media Club, S.T.E.M.

Each class will get to experience 2 CCAs in a day after school (3 days in all). CCA teachers will oversee the Primary 2 classes assigned to them for that particular session.





**Each of the following CCAs will host the Primary 2s for 1 hour each
CCA teachers will oversee the Primary 2 classes assigned to them for that particular session.**

		Session 1 (Wk 8)	Session 2 (Wk 9)	Session 3 (Wk 10)
MON	Scouts	H1 - 2pm to 3pm H2 - 3pm to 4pm	H5 - 2pm to 3pm H6 - 3pm to 4pm	H3 - 2pm to 3pm H4 - 3pm to 4pm
	Basketball/ Netball	H2 - 2pm to 3pm H1 - 3pm to 4pm	H6 - 2pm to 3pm H5 - 3pm to 4pm	H4 - 2pm to 3pm H3 - 3pm to 4pm
WED	Creative Media Club	H3 - 2pm to 3pm H4 - 3pm to 4pm	H1 - 2pm to 3pm H2 - 3pm to 4pm	H5 - 2pm to 3pm H6 - 3pm to 4pm
	Hip Hop	H4 - 2pm to 3pm H3 - 3pm to 4pm	H2 - 2pm to 3pm H1 - 3pm to 4pm	H6 - 2pm to 3pm H5 - 3pm to 4pm
MON	Band	H5 - 2pm to 3pm H6 - 3pm to 4pm	H3 - 2pm to 3pm H4 - 3pm to 4pm	H1 - 2pm to 3pm H2 - 3pm to 4pm
	STEM	H6 - 2pm to 3pm H5 - 3pm to 4pm	H4 - 2pm to 3pm H3 - 3pm to 4pm	H2 - 2pm to 3pm H1 - 3pm to 4pm

CCA Recruitment Exercise

Phase 3 PREFERENCE COLLECTION

Term 3 Wk 10 to
Term 4 Wk 1

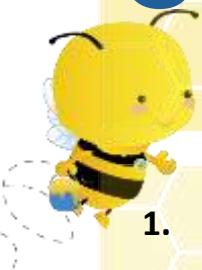
Parents are informed through Parent Gateway of the CCA Selection Exercise (Term 3 Week 10)

All Primary 2 students and newly admitted middle and upper primary students will indicate their top 3 CCA choices via the CCA Selection Form. (Over the Sep Hols; Form closes end of Term 4 Wk 1)

Guidance on CCA categories and school expectations can be found on the JWPS CCA webpage



CCA-related FAQs



- 1. When does CCA registration take place?**
 - Semester 2. Do look out for the announcement on PG.

- 2. How will my child know which CCA to sign up for?**
 - Your child can learn more about the different CCAs in Semester 2 through the CCA sharing by the CCA leaders during morning assemblies.
 - Discuss with your child and select a CCA that aligns with your child's interest or talent.

- 3. What happens if my child is unable to attend CCA?**
 - A medical certificate or a valid supporting document must be produced to explain your child's absence from CCA.

CCA-related FAQs



4. **Can my child change his/her CCA if he/she does not like it?**
 - We strongly encourage students to stay in the same CCA for the **whole year** to fully benefit from the CCA programme.
 - We will allow the change at the **end of each year** for the students to try another CCA of his/ her interest.

5. **What are the transport arrangements on CCA days?**
 - Student Care – Child to be picked up at 4pm
 - Own transport

Swimsafer 2027



All P3 students will have to go through a swimsafer programme as a fulfilment of the MOE Physical Education Curriculum.

This programme provides students with the opportunity to learn the important life skill of swimming and life saving at your child's ability level.

Our plan for the P3 2027 cohort is to complete this programme in Term 1. More information will be provided through Parents' Gateway in Term 4.

Thank You

