



# P2 Meet & Greet

15 January 2026



# Our School Leaders. . .



**Mdm Teresa Kelly Len**  
**Principal**



**Mrs Tan-Kay Hwee Geak**  
**Vice Principal**  
**(Academic)**



**Mr Mark Chan**  
**Vice Principal**  
**(Academic)**



# Our Key Personnel. . .



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

# Our Team of Class Mentors ...



Mdm Siti Aisha



Ms Irene Lee



Ms Sim Chor Klang



Mrs Dorcas Tan



Ms Yoong Keng Ch



Ms Jennifer

## Responsibility 1

## Responsibility 2



# Our Team of Class Mentors ...



Ms Wang Pei Shan



Mr Liew Wai Kee



Mdm Sapia



Ms Ng Lilian

## Responsibility 3

## Responsibility 4

# Our Team of Class Mentors ...



Ms Cheng Hui Meng



Mr Lim Peng Yiam



Mrs Teo SN



Ms Maureen Grant



Mr Ng Peng Kuan

## Responsibility 5

## Responsibility 6

# Our Team of Class Mentors ...



Ms Sharon Tan



Mdm Nirisha



Ms Ong Pyng Jing



Ms Soon Meiling

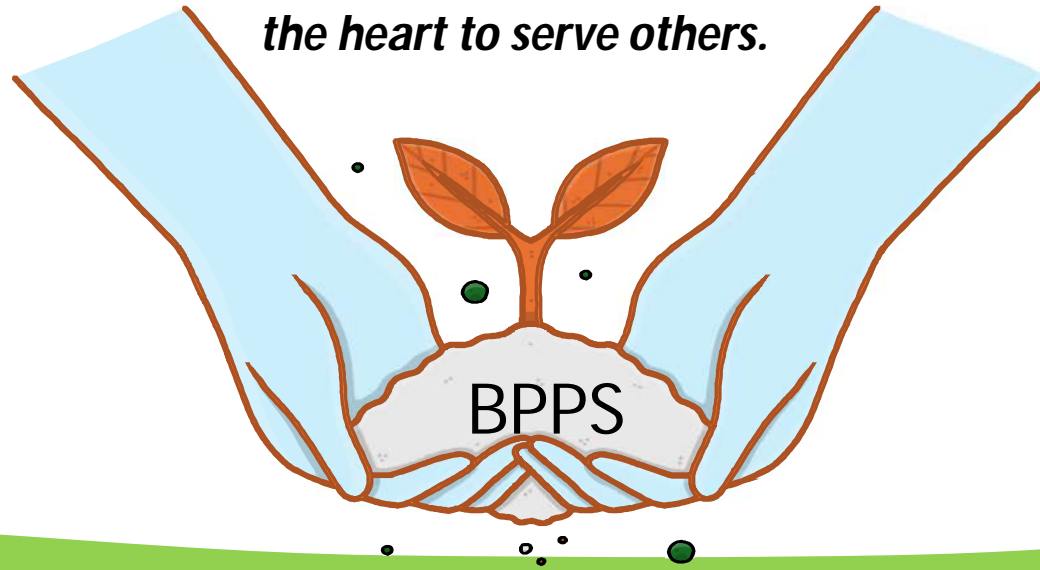
## Responsibility 7

## Responsibility 8



## **Vision: Future Leaders, Concerned Citizens**

Every learner an adaptable and **empathetic** leader who is grounded in school values and **has the heart to serve others.**



**MISSION: DEVELOPING OUR STUDENTS HOLISTICALLY IN A VIBRANT AND CARING ENVIRONMENT**

*To provide students with **rich and positive learning experiences** to nurture and develop **respectful** and **responsible** students who show **compassion** and **gratitude** towards others, while upholding **integrity** and staying **resilient**.*

**Respect, Responsibility, Compassion, Integrity, Resilience, Gratitude**



# School Values

Respect, Responsibility, Resilience, Integrity, Compassion, Gratitude

Levels	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Values	RESPECT	RESPONSIBILITY	COMPASSION	INTEGRITY	RESILIENCE	GRATITUDE
Our Definition	Care towards someone or something	Ability to make good decisions on your own	Feeling of sympathy and sadness for the suffering of others and a wish to help them	Quality of being honest and having strong moral principles	Ability to be happy and successful again after something difficult or bad.	Strong feeling of appreciation to someone or something for what the person has done to help you
Tagline	Give respect to Get respect!	Take ownership of your actions!	See it with your heart!	Do good, even when no one is watching!	Each failure is a step towards success!	Show gratitude. Let thank you be your attitude!



# Allocation at end of P2 . . .

- Allocation of the students will be need-based to facilitate the teaching and learning of the students
- Parallel classes are conducted to better cater to the needs of the students
- Remedial classes for selected students; not on-going basis



# School Attire . . .

- Refer to Student Diary, pg 8:
- All students must be in school uniform during school days except for days when they have PE, Modular CCA and PAL.

There are certain period in the year which the school gives allowance for PE attire to be worn.

(Parents will be informed through In Touch or PG)



# BPPS Communication Policy (Parents)

The school believes in fostering close partnership with parents to guide our students in their holistic development. We trust that parents will support the school in looking into the well-being of BPPS staff. The school has put in place the following communication guidelines.

Bukit Panjang Primary's official modes of communication with parents comprising the following:

School phone	6769 1912
School email	bpps@moe.edu.sg
School mailing address	109 Cashew Road Singapore 679676
School website	<a href="https://www.bukitpanjangpri.moe.edu.sg">https://www.bukitpanjangpri.moe.edu.sg</a>
School Facebook	<a href="https://www.facebook.com/profile.php?id=100063784636440">https://www.facebook.com/profile.php?id=100063784636440</a>
Staff official school email address	<a href="https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff">refer to school website https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff</a>
Parents Gateway	<a href="https://pg.moe.edu.sg/">https://pg.moe.edu.sg/</a>
School Publications	Student's Diary In Touch E-newsletter (Every Term) Endeavour Yearbook (Yearly)



# BPPS Communication Policy (Parents)



- Communication and engagement with teachers to be kept within the school hours (7.30 am to 5.00 pm) on working weekdays and during school term.
- Teachers are not expected to respond to parents' and/or students' queries after school operating hours, during weekends and on school and public holidays.
- For urgent matters, parents may contact the General Office if teachers are uncontactable during school hours.
- Teachers are not expected to provide their personal mobile numbers to parents and/or students.



# BPPS Communication Policy (Parents)



- Appointments for face-to-face meetings with staff should be made **at least 3 days in advance** (either through email with staff or leave a message with the admin staff at the General Office) to avoid disappointments and to minimize disruption to the staff's working schedule.
- Parents will receive a response to their email queries within 3 working days for general query, 7 working days for queries which require some investigation and 21 working days for queries with complexities, to ensure queries are duly addressed.
- The school reserves the right not to engage with any parent who is disrespectful, rude and abusive to our staff.
- All Civil Servants are protected by Protection from Harassment Act (PoHA).



# School Discipline

## - Serious Offences



# Serious offence

- An offence is considered serious when a student:
  - a) causes **serious harm and/or disruption to self**
  - b) causes **serious harm and/or disruption to others,**
  - c) causes **serious damage to property or resources**
  - d) shows **defiance against authorities**





# Examples of Serious offence

1. Smoking, Vaping, Pornography, Leaving school grounds without permission, Truancy, Cheating in assessment, Gambling
2. Assault, Bullying, Fighting, Gangsterism, Sexual Misconduct, Theft, Disruptive Behaviour
3. Arson, Cybersecurity Violations, Trespassing, Vandalism, Possession of weapon,
4. Open Defiance to School Personnel



	Vaping	Vaping with Etomidate
<b>First-time offenders</b>	<ul style="list-style-type: none"> <li>• 1 to 3 days of detention and/or suspension; and/or</li> <li>• 1 stroke of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• 3 to 5 days of detention and/or suspension; and/or</li> <li>• Up to 2 strokes of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment (no better than 'Fair')</li> </ul>
<b>Second-time offenders</b>	<ul style="list-style-type: none"> <li>• 3 to 5 days of detention and/or suspension; and/or</li> <li>• Up to 2 strokes of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment (no better than 'Fair')</li> </ul>	<ul style="list-style-type: none"> <li>• 5 to 14 days of detention and/or suspension; and/or</li> <li>• Up to 3 strokes of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment ('Poor')</li> </ul>
<b>Subsequent offenders</b>	<ul style="list-style-type: none"> <li>• 5 to 14 days of detention and/or suspension; and/or</li> <li>• Up to 3 strokes of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment ('Poor')</li> </ul>	<ul style="list-style-type: none"> <li>• 5 to 14 days of detention and/or suspension; and/or</li> <li>• Up to 3 strokes of the cane (for boys only)</li> <li>• <b>AND</b> conduct grade adjustment ('Poor')</li> </ul>

# Consequences for Serious Offences

1. Detention / Suspension from school
2. Caning for upper primary boys
3. Adjustment of Conduct Grade



# Parental Control: Guiding Children in the Modern World



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS



# Introduction

## Why Talk About Parental Control?

- Children face new challenges today
- Technology is growing rapidly
- Parenting methods must adapt



# What Is Parental Control?

## Understanding the Concept

- Guidance, not domination
- Setting rules with love
- Helping children make safe choices



# Challenges Children Face Today



Modern-  
Day Risks



Excessive  
screen  
time



Social  
media  
pressure



Cyberbullying



Exposure  
to  
inappropri  
ate  
content



# Screen Time Guidelines



## Ages 7 to 12

Less than 2 hours daily (excluding schoolwork)

No screens during meals and one hour before bedtime for all ages



## At what **age** should I give my child their first smartphone or watch?

Based on MOH's Guidance on Screen use in Children, parents should not give children mobile devices with unrestricted access to internet and applications. Parents can **delay the provision of smartphone and smartwatches** to their children.

### Consider these questions:

<b>Are they ready?</b>	Can your child: <ul style="list-style-type: none"><li>• keep track of their belongings independently?</li><li>• handle their own responsibilities without constant reminders?</li><li>• obey rules and guidelines set in place?</li><li>• differentiate between appropriate and inappropriate content?</li></ul>
<b>Are you and your family ready?</b>	Can you be a good role model for your child, and establish and enforce rules with your child's smartphone usage, including monitoring apps, screen time and internet use?

If you answer 'no' to any of these questions, it is wise to wait until your child is older – **ideally when your child is in secondary school**. Children who are already facing challenges (such as low self-esteem, poor self-control, bullying, or high stress) are more vulnerable to problematic screen use.

## How do I **prepare** my child for their first smartphone or watch?

### If you determine that you and your child are ready...

Tips	Conversation starters
Reflect on safe and responsible smartphone use	"How will you show me you will use your smartphone responsibly, respectfully, and safely?"
Co-create a family screen use plan	"Let's come up with a set of family rules on how we should use our smartphones." "Let's think about what should happen if anyone breaks any of the rules."
Include the setting of Parental Controls in your conversations	"The online space can be dangerous, and we would like to keep you safe. These parental controls that we put in will help to protect you. Let's set a date in 6 months' time to see if we should adjust the controls."

### If you think you and your child might not be ready yet, here are some alternatives:

- Set a date/age to review your child's readiness for a smartphone/watch.

## How do I **monitor** my child's online activities and keep them safe?

When you decide that your child is ready to own a phone, it's important to **provide structure and support** and not simply hand over the device.

Experts recommend that parents:

- build on having a warm relationship with their child,
- set and communicate limits regarding phone use,
- pair rules with active supervision, and
- have regular conversations about your child's phone use.

In addition to these strategies, **take time to set up parental controls** on your child's device. Most phones allow you to:

<b>Limit usage times</b>	Control what time of the day and for how long the phone can be used.
<b>Restrict content</b>	Block access to content that is not age appropriate.
<b>Manage activities</b>	Allow only certain games or apps to be used, decide who can be added as friends, and determine whether private messaging is allowed.
<b>Safeguard against unwanted spending</b>	Restrict app store and in-app purchases.

It's important that you **actively monitor and discuss these controls** — especially at the beginning.

How do I **prepare**  
my child for their  
first smartphone  
or watch?



**Your child's smart use of their phone  
starts with you**

**#9 Watch** this video to discover how to have conversations with your child about their first smartphone/watch.

[Their First Phone: A Big Call for Parents](#)



# Digital Parental Control

Managing  
Technology  
Use

Know the  
apps  
children  
use

Set screen-  
time limits

Use  
parental  
control  
settings



# Parental Control on Devices



**Smartphones**



Tablet



Smart TVs



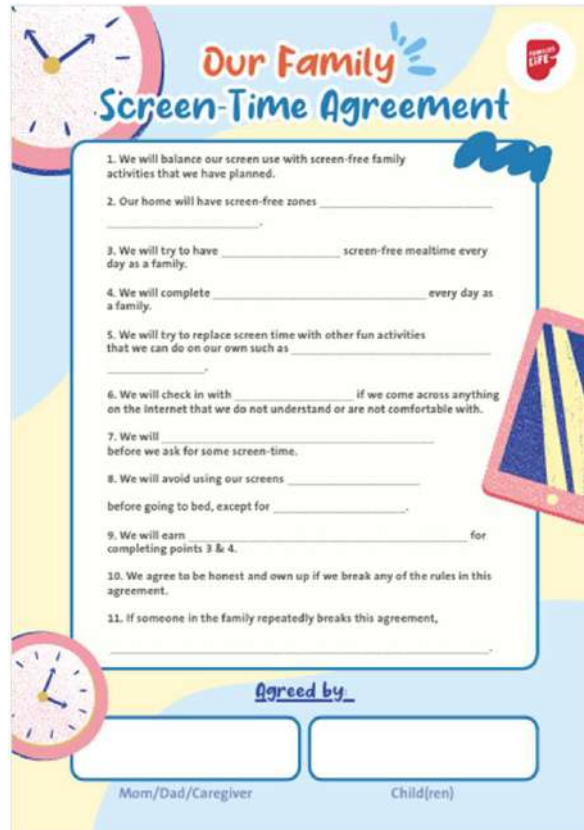
# Setting Healthy Boundaries

## Rules That Help, Not Hurt

- Fixed study and sleep times
- Limited gadget use
- Clear expectations



# Family Agreement



The form is titled "Our Family Screen-Time Agreement" in a playful font. It features a clock icon in the top left, a "Screen Time" logo in the top right, and a smartphone illustration on the right side. The form contains 11 numbered rules for screen use, followed by a signature section with two boxes labeled "Mom/Dad/Caregiver" and "Child(ren)".

**Our Family Screen-Time Agreement**

1. We will balance our screen use with screen-free family activities that we have planned.
2. Our home will have screen-free zones \_\_\_\_\_.
3. We will try to have \_\_\_\_\_ screen-free mealtime every day as a family.
4. We will complete \_\_\_\_\_ every day as a family.
5. We will try to replace screen time with other fun activities that we can do on our own such as \_\_\_\_\_.
6. We will check in with \_\_\_\_\_ if we come across anything on the Internet that we do not understand or are not comfortable with.
7. We will \_\_\_\_\_ before we ask for some screen-time.
8. We will avoid using our screens \_\_\_\_\_ before going to bed, except for \_\_\_\_\_.
9. We will earn \_\_\_\_\_ for completing points 3 & 4.
10. We agree to be honest and own up if we break any of the rules in this agreement.
11. If someone in the family repeatedly breaks this agreement, \_\_\_\_\_.

Agreed by

\_\_\_\_\_  
Mom/Dad/Caregiver

\_\_\_\_\_  
Child(ren)





**Discipline teaches responsibility.**

**Calm correction is more effective.**



# Leading by Example



**Practice What We Teach**



**Respect others**



**Control our own screen time**



**Show patience and honesty**



**Talk, Listen,  
Understand**

Encourage  
honest  
conversations

Listen without  
judgment

Create a safe  
space at  
home

Thus . . .

01

**Balanced  
Parenting Is  
the Key**

02

Control with  
care

03

Freedom with  
responsibility

04

Love with  
guidance



Let's recap what our children went through in 2025...



# Learning Beyond the Curriculum ...

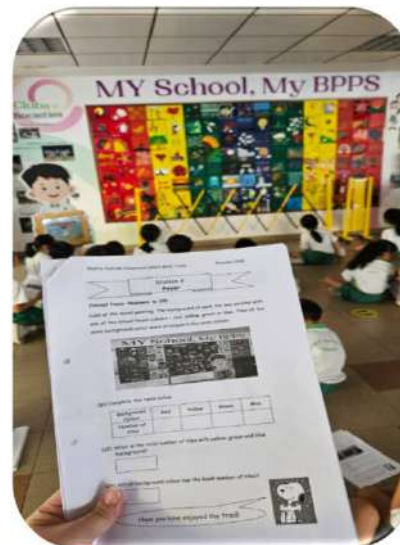
## Modular CCA

Term 1	Term 2	Term 3	Term 4
ICT skills Readers Theatre	Readers Theatre	I2canDance	CCA Experience



## Bukit Panjang Learning Experiences

- Show and Tell
- Learning Journeys
- Math Learning Trail
- Literacy Centres
- Project Work





**P2s guiding the P1s ( 5 to 7Jan)**



# ChangeMakers (ALP) Overview and Objectives

The Changemakers@BPPS is a progressive programme that seeks to empower students to **innovate for the benefit of others and take the initiative to make positive impact on their community**. It adopts the Design for Change (DFC) approach to create and implement interdisciplinary learning experiences. This programme embraces the **four-stage process – Feel, Imagine, Do, and Share** – to empower students to identify real-world problems, foster empathy, develop actionable solutions, and grow as **concerned citizens and active contributor**



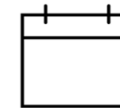
# ChangeMakers P2: Happy Plate

## Overview

Students learn about nutrition, balance meal and food sustainability. They learn to be grateful for the food that they have and make healthier choice when choosing their food.



Date



Term 4





# Holistic Assessment

- Building child's confidence and desire to learn
- Assessment focus more on information on learning progress
- Richer feedback on your child's development



# Assessment@BPPS for P1 & 2s



**NO** Weighted Assessment

On-going process

Bite-sized practices and alternate modes of evaluations will be done

Qualitative feedback

Learning outcomes

Project Work ( ChangeMakers )

# Learning Outcomes (from MOE syllabus)

- English
- Mathematics
- Mother Tongue
- Physical Health Education
- Music
- Art
- Social Studies



## BPPS Assessment Descriptors

### P1 & P2 Qualitative Descriptors

Beginning	Developing	Competent	Accomplished
Able to perform the tasks required with a lot of assistance	Able to perform the tasks required with some assistance	Able to perform the tasks required independently	Able to perform the tasks required independently and communicate understanding to others clearly

Pg 34 of Student's Diary

# English Language



## Listening

Listen attentively and identify relevant information



## Speaking

Speak clearly to express their thoughts, feelings and ideas  
Build on others' ideas in the conversations or discussions respectfully



## Reading

Read multi-syllabic words accurately  
Read aloud Primary 2 texts (eg. STELLAR texts) with accuracy, fluency and expression  
Understand Primary 2 texts (eg. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events



## Writing

Apply basic spelling strategies using knowledge about phonic elements and spelling rules  
Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately

# Mathematics



Understand numbers up to thousand



Solve mathematical problems involving addition and subtraction



Multiply and divide numbers within multiplication tables



Identify, name, describe and sort shapes and objects



Tell time to the minute



Compare and order objects by length, mass or volume



Read and interpret picture graphs with scales



Understand fractions

# Mother Tongue Language

## Listening

- Listen attentively to short, simple spoken content related to daily life

## Speaking and Spoken interaction

- Speak with correct pronunciation using vocabulary and sentence structures from
- Primary 2 texts
- Participate in short conversations related to daily life with some guidance

## Reading

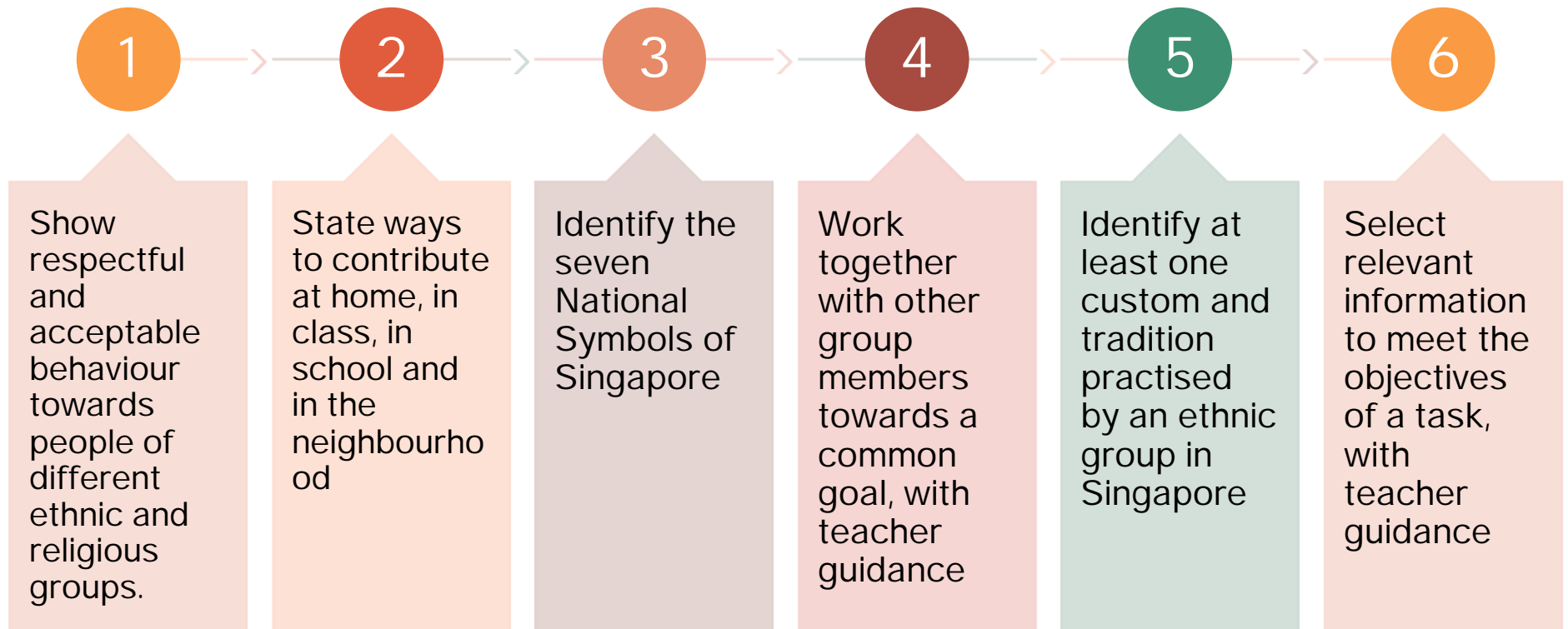
- Recognise characters taught in Primary 2 (CL)/ Recognise words taught in Primary 2. (ML)/ Recognise letters and words taught in Primary 2. (TL)
- Read aloud Primary 2 texts with accuracy and fluency
- Understand Primary 2 texts and are able to identify details with some guidance

## Writing

- Write short sentence(s) about daily life with some guidance



# Social Studies



# Art

- Identify simple visual qualities in what they see around them
- Draw to express curiosity, ideas and things that relate to personal interests and experiences
- Identify simple visual qualities in what they see around them
- Explore and use visual qualities, materials, and artistic processes to share personal interests, imagination and curiosity in their art making
- Collect artefacts/learning evidence for portfolio based on given criteria
- Discuss and relate artworks created by others to their own artworks and experiences.



# Music

Describe the sound produced by instruments (e.g., low, high, jingling) and how they are played (e.g., blown, hit/stuck, shaken, scraped, bowed)

Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform (e.g., listen to peer performances and describe how dynamics are used to portray music in celebrations).

Create rhythmic ostinato of at least 2 bars to accompany a melodic piece

Create a melodic phrase of at least 2 bars, based on the C-pentatonic scale

Create and perform soundscapes to a given stimulus (e.g., poem, story, visuals)

Use graphic (e.g., lines, colour blocks, shapes) or standard notation (e.g., stick notation) and /or technology to record music ideas

Sing with accuracy and expression (e.g., appropriate tempo, dynamics, articulation and phrasing). Singing may be accompanied with movement and/or body percussion (e.g., action songs and singing games)

Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively (e.g., appropriate tempo, dynamics, articulation and phrasing), and with accurate rhythm and pitch

# Physical Education

## Games and Sports

- Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects

## Gymnastics

- Perform a gymnastic sequence of two different movements with smooth transition,
- and different start and end body positions.

## Dance

- Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (ie. Mirror, match, lead/follow)

## Outdoor Education

- Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself

## Physical Health and Fitness

- Acquire a range of safety practices while playing, using the road, and in public places
- Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities

## Physical Health and Safety

- Understand the importance of engaging in regular physical activity and understand the importance of making healthier food choices

# Student Recognition

1. Edusave Awards
2. Termly STAR Students



# Edusave Awards for P2s. . .

The **Edusave Awards** in Singapore recognize students' various achievements and contributions to their schools and communities. Selection criteria vary based on the type of award, emphasizing academic performance, leadership, good conduct, and holistic development.

In Singapore, **Primary 2 students** are eligible for the

- **Edusave Character Award (ECHA),**
- **Edusave Merit Bursary (EMB)**
- **Edusave Good Progress Award (GPA).**





# Edusave Awards for P2s. . .

Here is an overview of the key **Edusave Awards**:

## 1. Edusave Character Award (ECHA)

- Recognizes students who demonstrate exemplary values and outstanding personal qualities.
- Awarded to students who are **good role models** in school and demonstrate strong character traits such as integrity, care, and resilience.
- Students must display **good conduct and a positive influence** on their peers.



# Edusave Awards for P2s. . .

## 2. Edusave Merit Bursary (EMB)

- Students who have consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7500 (or per capita income does not exceed \$1,875).



# Edusave Awards for P2s. . .

## 3. Edusave Good Progress Award (GPA)

- 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.



# Termly STAR Student. . .



## STAR Student

- Nominated by Class Mentors
- Consistently exhibits good behaviour throughout the term

*Respect - Responsibility -  
Compassion  
Integrity - Resilience -  
Gratitude*







# Parent-Child- Teacher Conference (PCTC)

**29 May 2026 (Fri)**



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS



# LESS IS MORE

Less of	More
Fancy stationery	<ul style="list-style-type: none"><li>• Focus during lesson</li></ul>
Doing things <b>for</b> your child	<ul style="list-style-type: none"><li>• Independence</li><li>• greater responsibility</li></ul>
Solving issues/ challenges for your child	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Problem solving skills</li></ul>

Next up,

**Meeting with Class Mentors . . .**



- RSP 1 <https://meet.google.com/fik-junf-nzb>
- RSP 2 <https://meet.google.com/xzu-mhwt-crg>
- RSP 3 <https://meet.google.com/ekh-spgx-nfo>
- RSP 4 <https://meet.google.com/xcf-tocb-gvo>
- RSP 5 <https://meet.google.com/oqu-qmgi-omf>
- RSP 6 <https://meet.google.com/gir-wxxt-iso>
- RSP 7 <https://meet.google.com/jmi-qvus-tnk>
- RSP 8 <https://meet.google.com/qfm-qqqt-mfe>



# THANK YOU

