



Meet & Greet P3

13 January 2026



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

Agenda:



1. Welcome
2. Address by Principal
3. Sharing by HOD Science
4. Sharing by Assistant Year Head





Address By Principal

Mdm Teresa Kelly Len



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Our School Leaders. . .



Mdm Teresa Kelly Len
Principal



Mrs Tan-Kay Hwee Geak
Vice Principal
(Academic)



Mr Mark Chan
Vice Principal
(Academic)

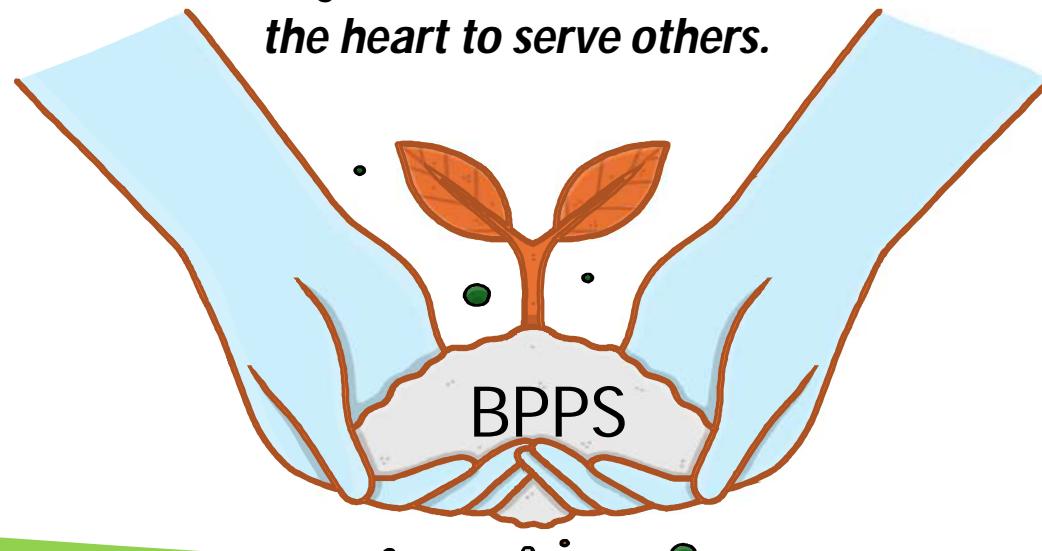


Our Key Personnel . . .



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

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 | <i>Care towards someone or something</i> | <i>Ability to make good decisions on your own</i> | <i>Feeling of sympathy and sadness for the suffering of others and a wish to help them</i> | <i>Quality of being honest and having strong moral principles</i> | <i>Ability to be happy and successful again after something difficult or bad.</i> | <i>Strong feeling of appreciation to someone or something for what the person has done to help you</i> |
| 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 P3 . . .

- Allocation of the students is need-based to facilitate the teaching and learning of our students
- Parallel classes are conducted to better cater to the needs of the students
- Subject-based Remedial classes for selected students in the afternoon; not on-going basis





School-based Weighted Assessment (WA)



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Weighted Assessment . . .

- Assessments are conducted at regular checkpoints teach our children to take charge of their own learning, which would benefit them in the long run. In fact, with too many exams, your child may end up feeling anxious and demotivated.
- Besides, all school-based assessments, including year-end exams, are not meant to be high stakes. They are meant for school and teachers to assess how well their students have learnt and to identify areas the students may need support in.



Weighted Assessment

- As the Weighted Assessments are not meant to be high stakes, it is thus, important to make use of the opportunities to create space for the students to learn to take charge of their own learning. The students need to develop work habit of consistency in support of their learning.
- Schedule of the WA is provided with a duration of week to ensure that the readiness of the students in different classes can be catered to and to develop the students to be consistent in learning effort and not at the last minute basis.



Weighted Assessment

- There is **no weighted assessment for P3 Higher Mother Tongue**. Students' progress in Higher Mother Tongue will be reflected in the Holistic Development Profile.



Our children value our support and may feel a need to rise up to our expectations.

"Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don't reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam."

- Pri sch student

"I think it is a fact that parents compare. For me, I have older siblings, so my parents say 'Oh I expect you to do better than them.' But they have done very well so it just stresses me out... the **comparison stresses me** out."

- Sec sch student

* These quotations are taken from responses to a survey on student well-being conducted in February 2024.



Every child is unique and requires different forms of support and motivation.

"I would like my parents to provide me with **moral support**. For example, **encouraging me to do my best.**"
- Shaun Sanjay

"I wish that my parents would nag less, and give me more alone time so that I can **spend time with my friends** too."
- Zafran

"I would like my parents to support me by **revising with me** the work that I've done."
- Shane Sanjiv



@parentingwith.moesg

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* These quotations are taken from primary school students featured in an Instagram post on parentingwith.moesg



We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. This prepares them better to be lifelong learners and face the challenges of the future.

"We are not interested in getting our students to know how to solve yesterday's problems with yesterday's solutions; what we want is that our students are able to face tomorrow's challenges with tomorrow's solutions."

Quote from :
Mr Chan Chun Sing
Then Minister of Education



Assessment is more than just marks and grades. It provides feedback that affirms our children's progress and identifies strengths and areas for growth.

We can encourage our children to reflect on feedback from both School-Based Assessment (SBA*) and classroom assignments to identify strengths and act on areas for growth.

We can also reinforce teachers' efforts to help our children take assessments as opportunities for learning and affirm their progress.



While some children may find assessment stressful, let us help them understand that there is “good stress” that can be harnessed.

*“Good stress **energises** you to perform at your best, and gets you excited to **face challenges** and **motivated** to finish tasks. Good stress gives us the added ‘push’ or drive to hit our life goals.”*

1. Use the adrenaline rush from exam stress to build your performance
2. Tame your fear of failing
3. Redefine “failure” and “success”
4. Turn your worries into problem-solving skills
5. Use the stress of challenging circumstances to learn and grow
6. Be inspired and keep a positive outlook”

The screenshot shows the HealthHub website's navigation bar with links for 'Healthier SG', 'Health A-Z', 'Live Healthy', 'Mental Well-Being', and 'Parent Hub'. Below the navigation is a breadcrumb trail 'HOME > LIVE HEALTHY'. The main title of the article is 'Signs of Stress: Could Stress Be Good for You?'. The article content discusses how stressful situations can lead to stress symptoms and asks if stress is always bad for mental health, encouraging users to learn more about its effects.

[https://www.healthhub.sg/live-healthy/stress_can_be_good_for_you](https://www.healthhub.sg/live-healthy/stress-can-be-good-for-you)

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[https://www.healthhub.sg/live-healthy/_6_ways_to_make_exam_stress_work_for_you](https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you)



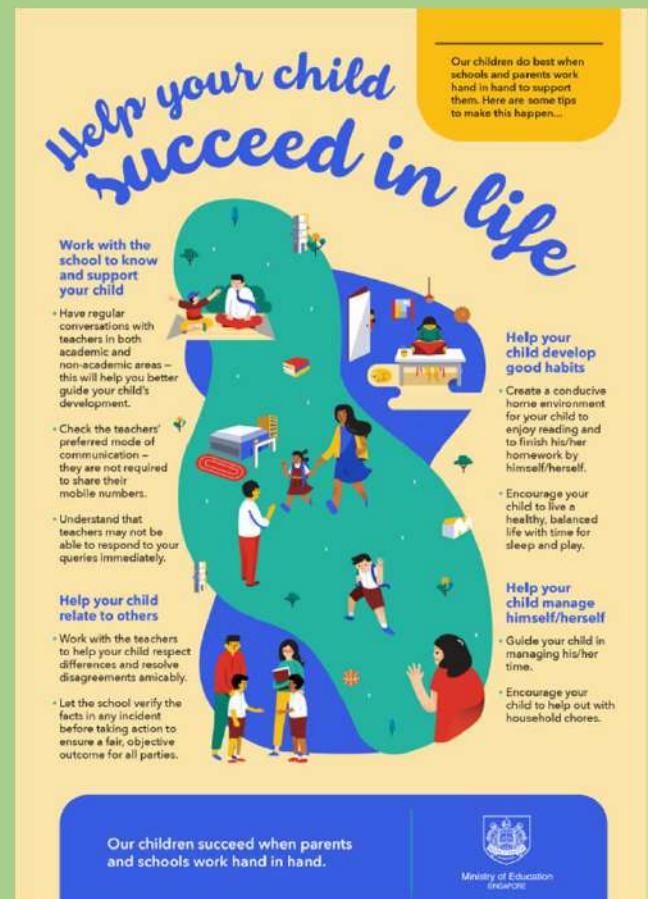
By encouraging our children to do their best and focusing on their holistic development, we help them develop the skills to succeed in life.



WELL done

YOU GOT THIS

*"As parents, we tend to focus on what we can do to help our child in the "now" (e.g. bringing our children's homework to school so they don't get into trouble) instead of what **qualities our child needs to thrive in the long run** (e.g. being responsible for tasks assigned to them)." - Ms. Nicole Liaw, Parent*



Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Help your child succeed in life

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

Ministry of Education Singapore

<https://moe.gov.sg/-/media/files/parent-kit/school-home-partnership.pdf>



"Sometimes my parents also **help me and encourage me**. It's just an exam, a step you have to take... something you have to complete. And just because you do badly doesn't mean you won't go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps."

- Pri sch student



- Let us continue to be our children's biggest **cheerleader** and help them face
- the journey ahead with a positive spirit!

"My parents have been **very supportive and encouraging**. During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC."

- JC student

* These quotations are taken from responses to a survey on student well-being conducted in February 2024.





2026 HAL Identification Exercise

- 26 August 2026, Wednesday (Tentative)
- Conducted in school
 - English
 - Mathematics
- Students who are identified, in P4
 - School-based programme
 - Out-of-school Advanced Modules
- More details will be sent via PG at a later date.



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 | https://www.bukitpanjangpri.moe.edu.sg |
| School Facebook | https://www.facebook.com/profile.php?id=100063784636440 |
| Staff official school email address | refer to school website https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff |
| Parents Gateway | https://pg.moe.edu.sg/ |
| 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:
 - causes **serious harm and/or disruption to self**
 - causes **serious harm and/or disruption to others**,
 - causes **serious damage to property or resources**
 - 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 |
|------------------------------|--|--|
| First-time offenders | <ul style="list-style-type: none"> • 1 to 3 days of detention and/or suspension; and/or • 1 stroke of the cane (for boys only) • AND conduct grade adjustment | <ul style="list-style-type: none"> • 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair') |
| Second-time offenders | <ul style="list-style-type: none"> • 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair') | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') |
| Subsequent offenders | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') |



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



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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
inappropriate
content



Digital Parental Control



Managing
Technology
Use

Know the
apps
children
use

Set screen-
time limits

Use
parental
control
settings



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

Parental Control on Devices



Smartphones



Tablet



Smart TVs



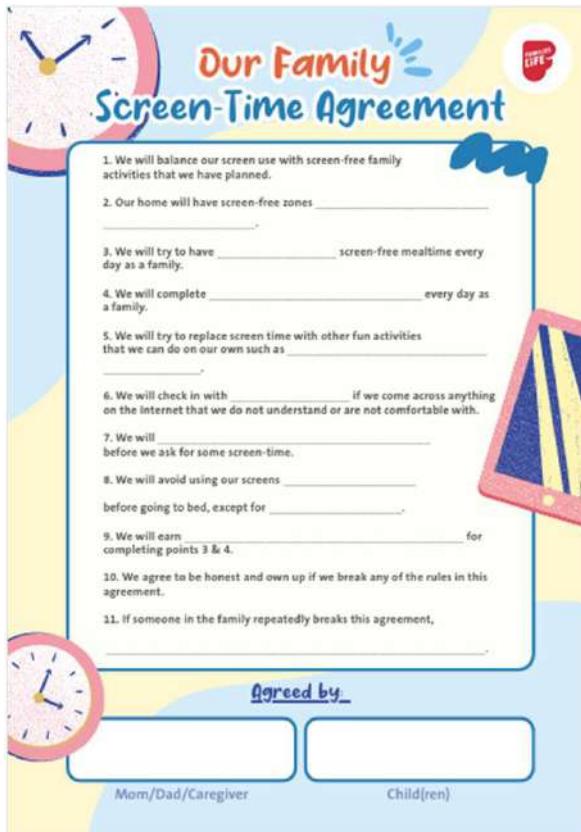
Setting Healthy Boundaries

Rules That Help, Not Hurt

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



Family Agreement



Discipline teaches responsibility.

Calm correction is more effective.



Leading by Example



Practice What We Teach



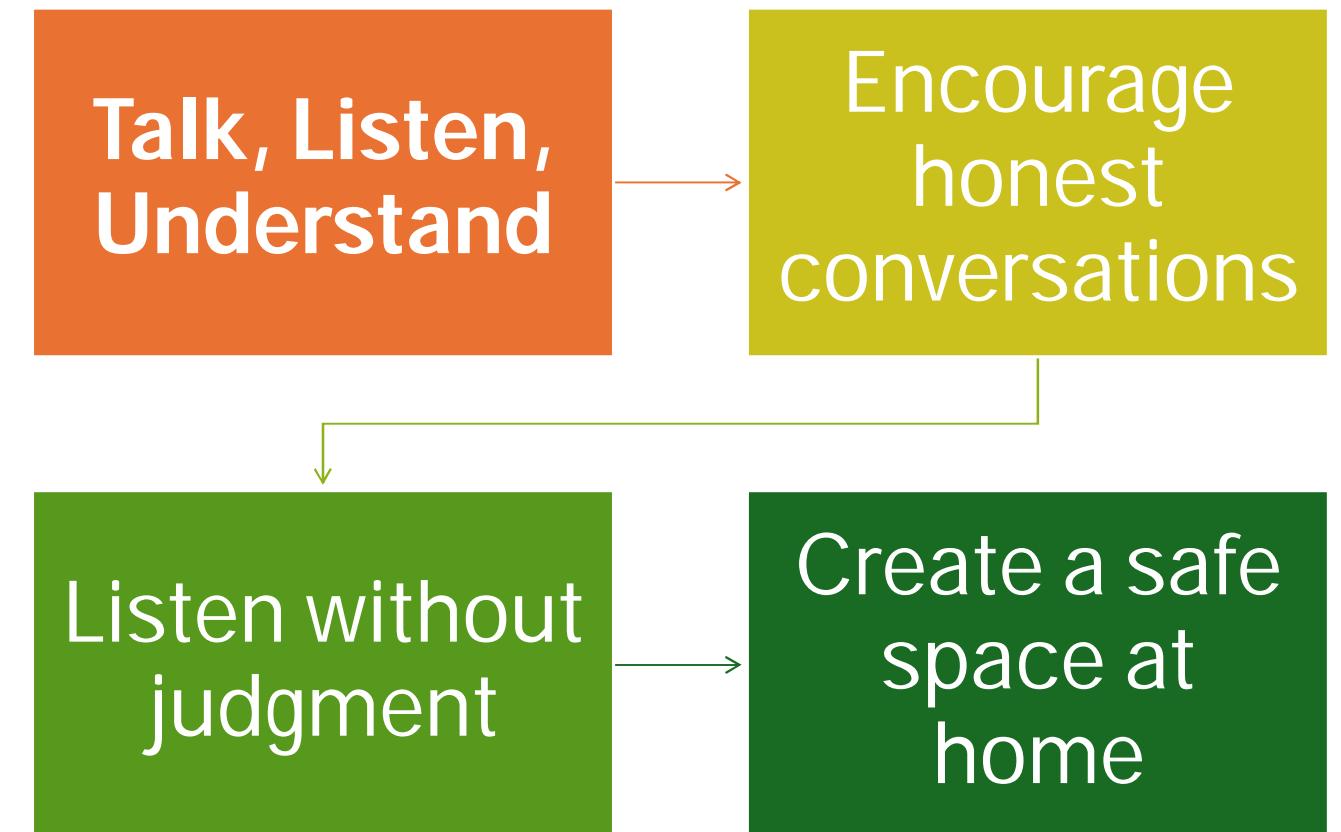
Respect others



Control our own screen time



Show patience and honesty



Thus . . .

01

**Balanced
Parenting Is
the Key**

02

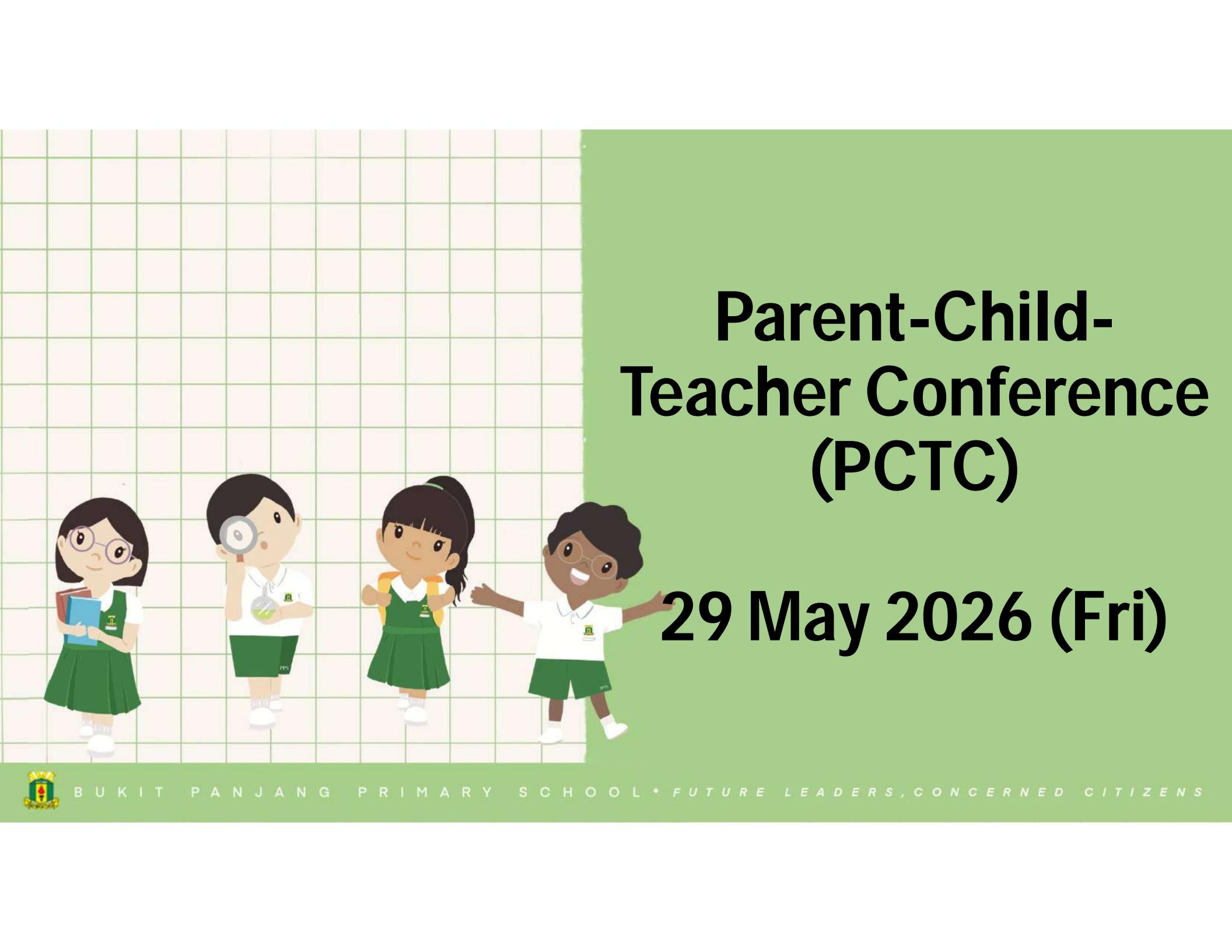
Control with
care

03

Freedom with
responsibility

04

Love with
guidance



Parent-Child- Teacher Conference (PCTC)

29 May 2026 (Fri)



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Meeting with Class Mentors . . .

- General Sharing by the class mentors
 - Expectations
 - Rules of the class
 - Support can render to their children generally
 - Individual questions will be addressed separately via email.



Sharing By Assistant Year Head (Primary 3)



P3 Class Mentors

| Compassion 1 | Compassion 2 |
|---|--|
|  A portrait of a woman with dark hair, wearing a long-sleeved, patterned blouse and dark trousers, standing with her hands clasped in front of her. |  A portrait of a woman with dark hair, wearing a dark green, floral-patterned dress, standing with her hands clasped in front of her. |
| Mdm Eisma | Ms Winnie Ng |
|  A portrait of a man with a shaved head, wearing a dark blue and white checkered shirt over a white t-shirt, and a blue and pink tie, standing with his hands in his pockets. |  A portrait of a woman with dark hair, wearing a bright yellow sleeveless dress, standing with her hands clasped in front of her. |
| Mr Vanan | Mdm Sun Ying |



P3 Class Mentors

| Compassion 3 | | Compassion 4 | | |
|--|--|---|--|--|
|  |  |  |  |  |
| Mdm Eng Mei Chen | Ms Ng Li Xuan | Mrs Pearlie Lim | Mr Nizam | Mdm Lalitha |



P3 Class Mentors

| Compassion 5 | | Compassion 6 | |
|--|--|--|--|
|  |  |  |  |
| Ms Grace | Mrs Phyllis Lim | Ms Foong Kah Yin | Ms Jiang Wei |



Transitioning from P2 to P3



Transitioning from P2 to P3

- New teachers
- New classmates
- New environment (From Blk A to Blk B)
- New morning assembly venues:
Mon, Wed, Fri – Hall
Tue, Thur – Classroom
- New Subject – Science
- CCA



Primary 3 Learning Experiences



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CCA

- Friday
- 7.30 am – 9.00 am
- Students are allowed to wear PE attire



CCA

- The first CCA session is this Friday (16 Jan)
- If you have any queries about CCA, please approach your child's Class Mentors



Swimsafer Programme

- To develop students' water confidence, understand the principles of water safety, and learn techniques to prevent drowning
- To be held in Semester 2 during school hours
- More information will be shared nearer the start of the programme



NE Learning Journey at Geylang Serai Heritage Centre

- Compassion 3 & 4: 8 January
- Compassion 5 & 6: 9 January
- Compassion 1 & 2: 24 July

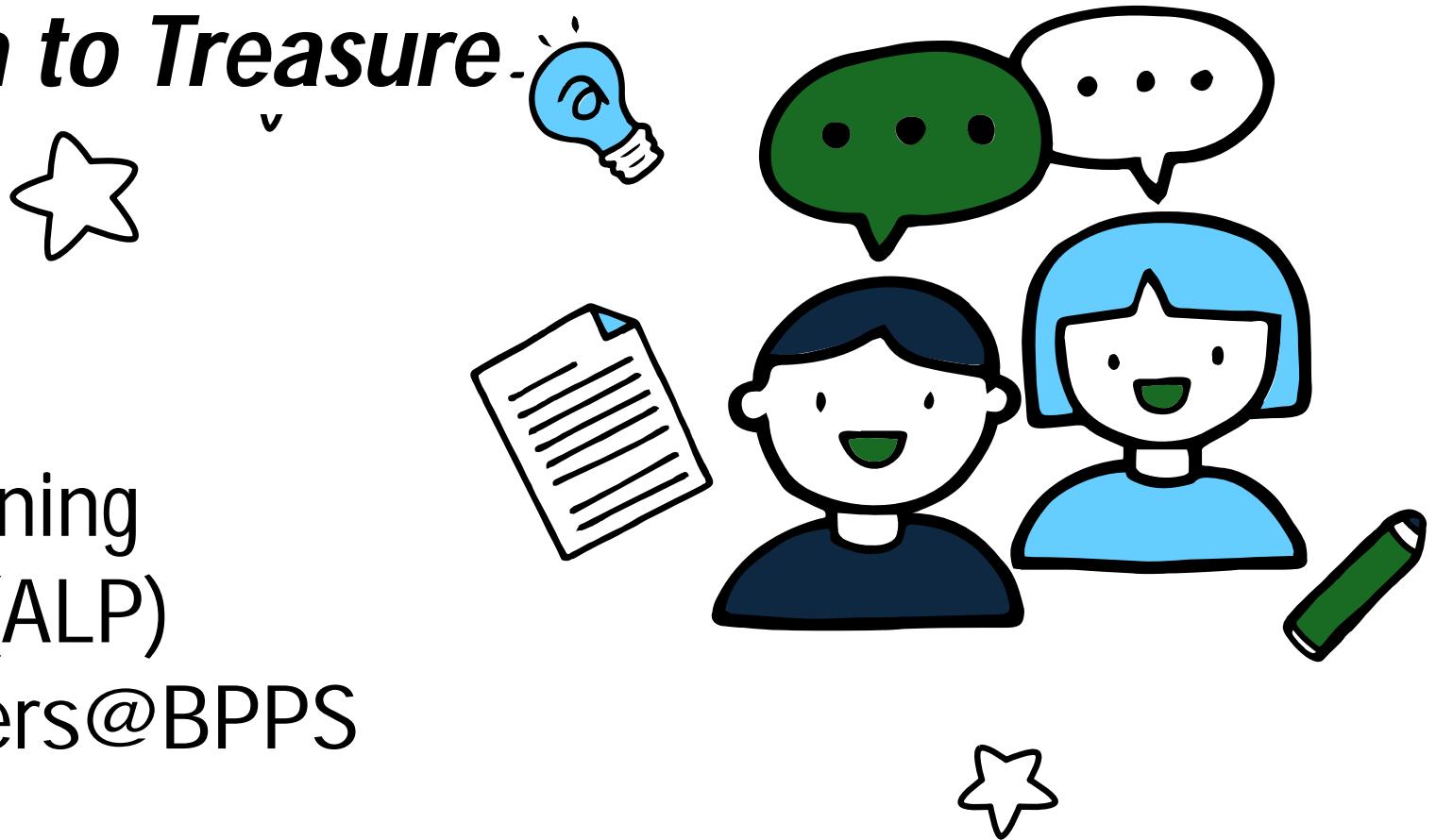


Scratch Jr Coding Programme

- Programme to commence in Semester 2
- Students learn to code using the school's Ipad



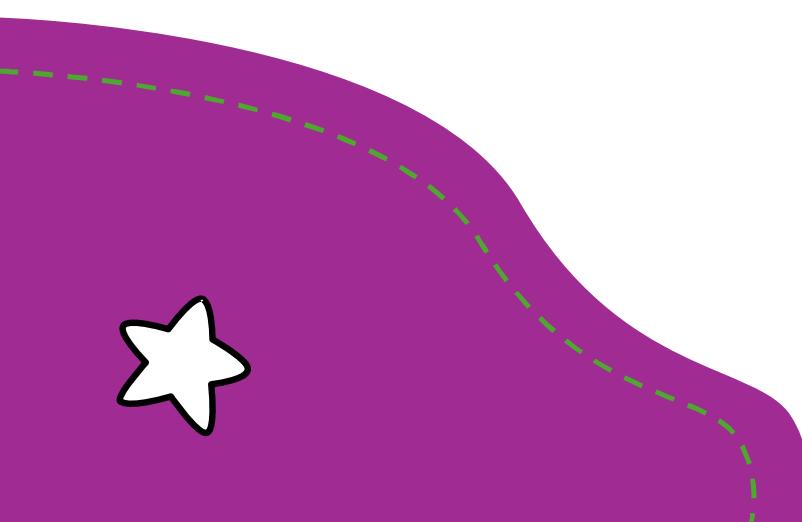
From Trash to Treasure.



Applied Learning
Programme (ALP)
Changemakers@BPPS

Term 4, 2026

OBJECTIVES OF THE PROJECT WORK



- 01
- 02
- 03

Understand the types of wastes in Singapore and the importance of waste management.
(Social Studies)

Understand why waste can be a problem for our small country.

Conceptualise and design a prototype of an upcycling product.
(Science)



Meeting Your Child's Class Mentors

- 1) The Meet & Greet session will end at 4.30 pm.
- 2) For discussions regarding your child's learning and developmental progress, please schedule a separate conference at a later date.

