



2026/182

11 May 2026

Dear Parents and Guardians,

1. **Our Students, Our Ambassadors**

Our students are our pride and joy, and they represent the future of our nation. We are always heartened to witness their growth, development, and achievements both in and beyond school. From time to time, we celebrate and share in the joy of the accolades they receive for their accomplishments.

At the same time, there are occasional instances where members of the public provide feedback regarding undesirable behaviours observed outside of school. As we continue working together to nurture our students into gracious and responsible individuals, we seek your kind support in reminding them of the following:

On Public Transport

- Avoid speaking loudly, and be polite and considerate towards other passengers
- Use appropriate and respectful language when communicating with others
- Refrain from playing, eating or drinking
- Dispose of litter responsibly and help keep the environment clean
- Offer seats to those who may need them more, such as the elderly, pregnant women, or individuals with mobility needs

In Public Spaces

- Use pavements and staircases instead of walking on grass patches and damaging the turf
- Avoid shouting, screaming, or talking loudly, which may disturb the peace
- Use pedestrian crossings and overhead bridges, and comply with traffic rules
- Pay for purchases honestly and avoid taking more than what was paid for
- Dispose of litter responsibly and help keep public spaces clean

2. **Holistic Reporting**

For the Semester 1 holistic reporting, the learning progress of Primary 2 students will be reflected based on identified learning outcomes for each subject. For students in Primary 3 to Primary 5, their report books will reflect the results of weighted assessments conducted on specific topics.

All assessment tasks will be compiled in the Holistic Assessment Portfolio, which parents may refer to for an overview of their child's progress across subjects. These portfolios will be brought home on Friday, 29 May 2026 for parental endorsement and should be returned to the school when Term 3 begins on Monday, 29 June 2026.



3. Parent Teacher Meeting

Our annual Parent–Teacher Meeting (PTM) will be held on Thursday, 28 May 2026. The meeting aims to keep parents informed of your child’s holistic progress in school, strengthen home–school collaboration through meaningful communication between parents and teachers, and provide an opportunity for your child to share his or her learning experiences with you personally. Detailed information on the timing and booking procedures has been shared via Parents Gateway.

We look forward to your participation in this meaningful conversation about your child’s learning journey.

4. Collection of Report Book

The report book will be issued during the face-to-face Parent-Teacher Meeting (PTM) for selected students on Thursday, 28 May 2026. For students whose parents are attending the PTM online, the report book will be issued on Friday, 29 May 2026. Students are to return their report books to their form teachers when Term 3 begins on Monday, 29 June 2026.

5. Emerging 21st Century Competencies [E21CCs]

The school is committed to nurturing well-rounded, future-ready learners. While we celebrate students’ academic accomplishments, we also believe it is equally important to recognise the Emerging 21st Century Competencies (E21CCs) that students demonstrate in their daily learning experiences.

These competencies include:

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

We hope to reinforce the message that success extends beyond examination results. Attributes such as resilience, adaptability, collaboration, empathy, initiative, and a positive learning mindset are equally valuable in helping our students thrive in an ever-changing world. The descriptors for these competencies can be found in the Holistic Assessment Progress Cards issued in Terms 1 and 3.

The school will intentionally observe and recognise the positive E21CC attributes displayed by students during curriculum time throughout the year. Teachers will look out for how students interact with others, respond to challenges, contribute during lessons, demonstrate responsibility, and apply their learning meaningfully in authentic contexts.

We hope to celebrate a wider spectrum of student growth and achievements, and to encourage every child to recognise that learning is not only about attaining good grades, but also about developing the character, competencies, and dispositions needed to succeed in life.

We thank you for your continued partnership and support in nurturing our students holistically.



6. Perfect 10 – Term 2

Students can look forward to ending Term 2 on a high note with the second edition of Perfect 10 – a programme specially designed to promote self-directed and collaborative learning beyond the textbook through authentic, meaningful, and hands-on experiences. Through these experiential learning opportunities, students will be encouraged to explore, create, and think critically while developing confidence, curiosity, and a deeper joy of learning. The programme also aims to equip our students with important future-ready skills and dispositions.

Student Well-being:

Affirmation Cards

As part of Affirmation Week in Week 10, students will write affirmation cards to their peers to foster positive relationship management, strengthen meaningful friendships, and cultivate a grateful heart. Through simple yet sincere words of encouragement and appreciation, students will learn to recognise and value the kindness, strengths, and efforts of their classmates and schoolmates. More importantly, this initiative seeks to help students understand that kindness and respect towards others begin with self-awareness and self-respect.

Through these affirmations, we hope to nurture empathy, kindness, and mutual respect, while fostering a school culture rooted in gratitude, inclusivity, and belonging. By expressing appreciation regularly, students can build confidence, strengthen relationships, and contribute to a caring and supportive environment where everyone feels valued and encouraged.

Talentine@Damai

We would like to thank all parents who have supported your child’s interest in participating in Talentine@Damai. All shortlisted students will get to display talents to their peers in a special assembly programme on Monday, 26 May 2026.

Level-Specific Programmes

There will also be level-specific programmes for the following levels:

Primary 2	Basic Module on AI Math Exploration Day P2 Prata Making Activity @ MPH
Primary 3	Basic Module on AI Storytelling Toy Making Activity
Primary 4	Public Speaking Competition
Primary 5	Math Exploration Day and Toy Making Activity
Primary 6	National Kidney Foundation Talk [Values in Education]



7. CCA Stand Down for Students in Primary 6

The school understands that Primary 6 students require more time to focus on their studies in preparation for the PSLE. As such, the school would like to support our students in prioritising their commitments and focusing on what is necessary during this crucial period. Hence, Primary 6 students will stand down from their CCAs during curriculum time and after-school in Term 3. The remaining CCA sessions in Term 2 will continue as scheduled. CCA will resume after PSLE.

8. Semester 2 Primary 6 Supplementary Class

Primary 6 Supplementary Class will commence from the first week of Term 3. The consent form and schedule have been issued via Parents Gateway. Please refer to the schedule for the specific date and time.

9. Semester 2 Primary 3 to 5 Remedial Class

Primary 3 to 5 Remedial Class will commence from the third week of Term 3. The consent form and schedule will be issued when the new term begins. Please refer to the schedule for the specific date and time.

10. PSLE Score Calculator

Since 2024, the Express, Normal (Academic) and Normal (Technical) streams have been replaced by a subject-based banding approach under Full Subject-Based Banding (Full SBB). Students will be posted to secondary schools through Posting Groups 1, 2 and 3 to guide their initial subject levels at Secondary One. They will take subjects at G1, G2 or G3 levels (mapped from the previous N(T), N(A) and Express standards respectively), with flexibility to adjust subject levels over time according to their strengths, interests and learning needs. Parents are encouraged to use the Score Calculator to better understand the subject levels their child may offer at the start of Secondary One and to support informed planning for the transition ahead.

<https://www.moe.gov.sg/microsites/psle-fsbb/resources/score-calculator.html>

11. NAPFA Test

The National Physical Fitness Award (NAPFA) test is conducted in primary schools to assess students' overall physical fitness and to encourage the development of healthy and active lifestyles. The test comprises components such as sit-ups, inclined pull-ups, sit-and-reach, standing broad jump, shuttle run, and a 1.6 km / 2.4 km walk-run. These activities enable the school to monitor students' strength, flexibility, agility, and cardiovascular endurance.

Please note that the NAPFA test will be conducted on various dates for the different classes. A Parents Gateway notification has already been sent to all Primary 6 students. Information for Primary 4 students will be shared at a later date.

Preparing well for the NAPFA test can help your child/ward perform to the best of his/her ability. We encourage parents to ensure that their child/ward gets at least 8 to 9 hours of sleep each night so that he/she is well-rested. Please also prepare comfortable sports attire and suitable footwear for the test day and ensure that your child/ward brings along a water bottle. Do remind your child/ward to stay hydrated and approach the test with a positive mindset.



12. School Health Service

The School Health Services (SHS) in primary schools support early detection of health issues and promote healthy habits. Led by the Health Promotion Board (HPB), the programme includes vision, hearing, and growth (height and BMI) assessments. Students needing further checks will be referred to the Student Health Centre at HPB. for follow-up care to ensure their health and learning are well supported.

As part of the Grow Well SG (GWSG) initiative, Primary 1 to 5 children will receive a Health Plan as part of HPB's screening. This plan will include personalised lifestyle advice tailored to your child's interests and habits, based on both the health screening and the Child Lifestyle Questionnaire you complete.

Gentle reminder to all parents/ guardians to:

- Complete pending Health and Lifestyle forms via the Consent Portal (link below).
- Update vaccine records on the National Immunisation Registry (NIR) website (link below).
- Parents of Primary 5 students: Submit Hardcopy health booklets to the school for review of records.

Thank you for partnering with us to support your child's health!

Child consent portal: <https://go.gov.sg/hpb-ccp>

NIR IMM Portal: National Immunisation Registry

Please note that the SHS will be carried out in our school from 29 June 2026 to 8 July 2026.

13. Refreshed Approach to Support Primary Students with Academic Strengths and Talents

From 2027, the Ministry of Education (MOE) will implement a refreshed approach to support primary school students with academic strengths and talents and discontinue the Gifted Education Programme (GEP) in its current form.

Primary 3 students this year will be the first batch of students to undergo the refreshed identification process in August 2026. This process involves a standardised one-stage identification exercise in Primary 3, replacing the previous two-stage screening and selection tests for the GEP. Beyond the entry point at the start of Primary 4, students can be identified at the end of each semester in Primary 4 and 5 to join school-based provisions and/or optional centre-based advanced modules (English, Math, Science or interdisciplinary). The school's designated centre is at Yu Neng Primary School. More details of the identification exercise will be provided via PG in July.



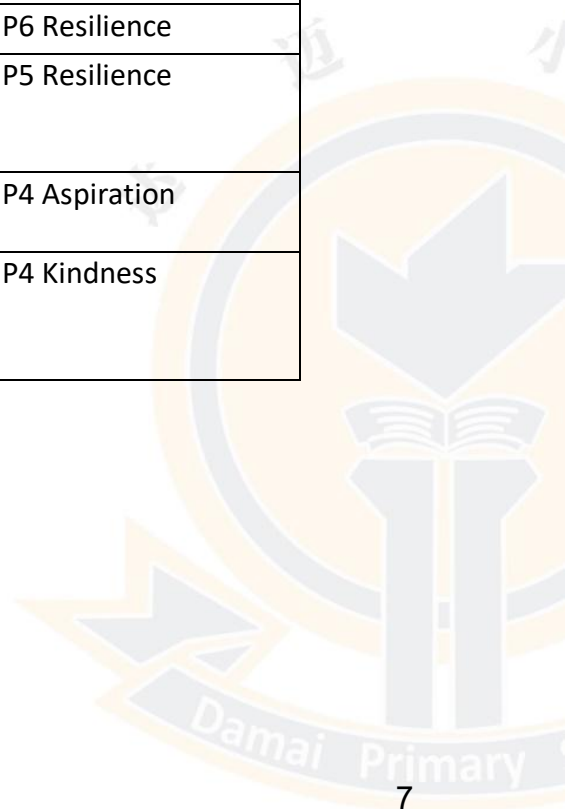
14. Our Damaians, Our Pride

We would like to congratulate our students for their outstanding achievements in representing the school in various competitions this semester. Their success reflects their hard work, dedication, resilience, and commitment to excellence. Beyond the accolades received, we are proud of the confidence, sportsmanship, and perseverance they displayed throughout their journey

Categories	Awards	
National School Games 2026 Floorball Senior Boys Team	League 1 Division – 1st	
National School Games 2026 Floorball Senior Girls Team	League 1 Division – 2 nd	
National School Games 2026 Rugby Senior Boys Team	League 2 Division – 2 nd	
National School Games 2026 Wushu Senior Boys	32-Style Taiji Jian – 1 st	Yang Kaizun [P6 Resilience]
	24-Style Taiji Quan – 2 nd	
	5-Duan Cudgel – 8 th	Guo Yiheng [P6 Aspiration]
2026 SYF Arts Presentation – Malay Dance	Distinction	
2026 SYF Arts Presentation – Chinese Dance	Accomplishment	
2026 SYF Arts Presentation – Modern Dance	Accomplishment	
2026 Singapore Fo Guang Shan “Three Acts of Goodness” Art Competition	Te Cheng Leng [P6 Aspiration]	1 st Prize
	Ideeva Zela Kaelyna [P4 Sincerity]	2 nd Prize
	Alya Saleeha Firman [P5 Sincerity]	Three Acts of Goodness Award 三好奖
	Wang Shiyi [P5 Passion]	



Categories	Awards	
First Lego League (FLL) Challenge (Ages 9–16)	Overall Champion – Schools Category <i>(Best in Robot Performance, Robot Design, and Innovation Project)</i>	
	Nguyen Xuan Thang	P6 Resilience
	Saathvik	
	Ng Yu Bin	P6 Aspiration
	Isaac Lau Jiale	
	Nguyen Xuan Thanh	P4 Aspiration
	Robot Performance – 1st Place <i>(Schools Category)</i>	
	Tristan Chua	P6 Kindness
	Esaa	P6 Kindness
	Thng Kun Han	P6 Aspiration
	Asher Nolan Yang	P6 Resilience
	Cui Jiale	
Red Cross Youth Excellent Unit Award 2026 (YOA 2025)	Gold Award	
Red Cross Youth - Ambassadors of Blood Donation Competition	Gold Award	
Red Cross Youth - First Aid Championship 2026	Silver Award	
	TE CHENG LENG	P6 Aspiration
	LOW SHOU EN	
	SONG YUXUAN	P6 Resilience
	TABITHA ARDIANA AQUINO D/O ABDUL SHAMEER	P5 Resilience
	NOUR SHADRINA BINTE IMRAN	P4 Aspiration
	MARYAM	P4 Kindness
	AADHANYA PRABAKARAN	





Categories	Awards	
Red Cross Youth - Disaster Management Risk Reduction Competition	Silver Award	
	TABITHA ARDIANA AQUINO D/O ABDUL SHAMEER	P5 Resilience
	NOUR SHADRINA BINTE IMRAN	P4 Aspiration
	MARYAM	P4 Kindness

15. Conclusion

As we come to the end of the semester, we would like to express our sincere appreciation to all parents for your continued partnership and support. Your encouragement and involvement have played an important role in supporting our students' growth and learning journey.

We wish all families a restful and meaningful holiday break. May this holiday provide everyone with the opportunity to rest, recharge, and spend quality time together before the start of the new semester.

To our Muslim families celebrating Hari Raya Haji, we extend our warmest wishes for a blessed and joyous occasion with your loved ones.

Please also note that a termly Cyber Wellness tip has been appended to this letter for your reading. We encourage parents to take a few moments to go through it with your child/ward as we continue working together to promote the safe and responsible use of technology.

Yours faithfully,

Mrs Jenny Leong





Annex 1

Guiding Our Children to Build Healthy Cyber Relationships

Just as children learn to manage friendships in the physical world, they must navigate the cyber world with responsibility. While digital platforms like messaging and gaming can strengthen bonds, they can also cause misunderstandings or hurt if not handled thoughtfully. To support our students, we utilise the **Sense-Think-Act** framework:

- **Sense:** Students are taught to identify red flags and recognize unhealthy online behaviours, such as mean comments, exclusion from groups, or impersonation. We encourage them to "sense" when an interaction feels uncomfortable or emotionally distressing.
- **Think:** We remind students that every person behind a screen has real feelings. They are encouraged to "think" about the impact of their words, as careless remarks or emojis can be easily misunderstood and cause deep hurt. Reflection on empathy and respect is essential for safe online communication.
- **Act:** Taking positive action is vital for safety. This includes acting responsibly by protecting digital identities and never using someone else's account, even as a joke. Crucially, students should seek help from a trusted adult (parent or teacher) if they feel unsafe or unsure.

By discussing these principles at home, we can guide our children to communicate respectfully and build positive cyber relationships. Thank you for your continued partnership in this cyber wellness journey.

