

Queenstown Primary School

Confident leaders and caring citizens who are change makers

2026

Briefing for P1 & P2 Parents



Flow of Programme for the Day

Time	Programme / Location
3.00 pm – 3.40 pm	Hall Segment
3.45 pm – 4.30 pm	Classroom Segment



Principal's Sharing

Mrs Olivia Cheong
Principal



Queenstown Primary School

Confident leaders and caring citizens who are change makers

School Vision
Confident Leaders and
Caring Citizens who are
Change Makers



All Queenstownners can
be Change Makers!

Live with **GRACE**

Reach with **IMPACT**





GRACE Values

GratITUDE

Resilience

Accountability

Care

EmPathy

ACCOUNTABLE CHILDREN

- ✓ TELL THE TRUTH
- ✓ ADMIT WHEN THEY CAUSED A PROBLEM
- ✓ SAY SORRY
- ✓ TRY TO MAKE THINGS RIGHT



- Caring means noticing.
- Caring means asking, "Are you okay?"
- Caring means helping or getting help.

THE RESILIENCE TOOLBOX

 Take deep breaths when frustrated

 Ask for help when needed

 Say positive things to yourself like "I can do this" or "I'm getting better"

 Break big tasks into smaller steps

 Remember that mistakes help us learn

 Celebrate small wins along the way

What is Empathy?

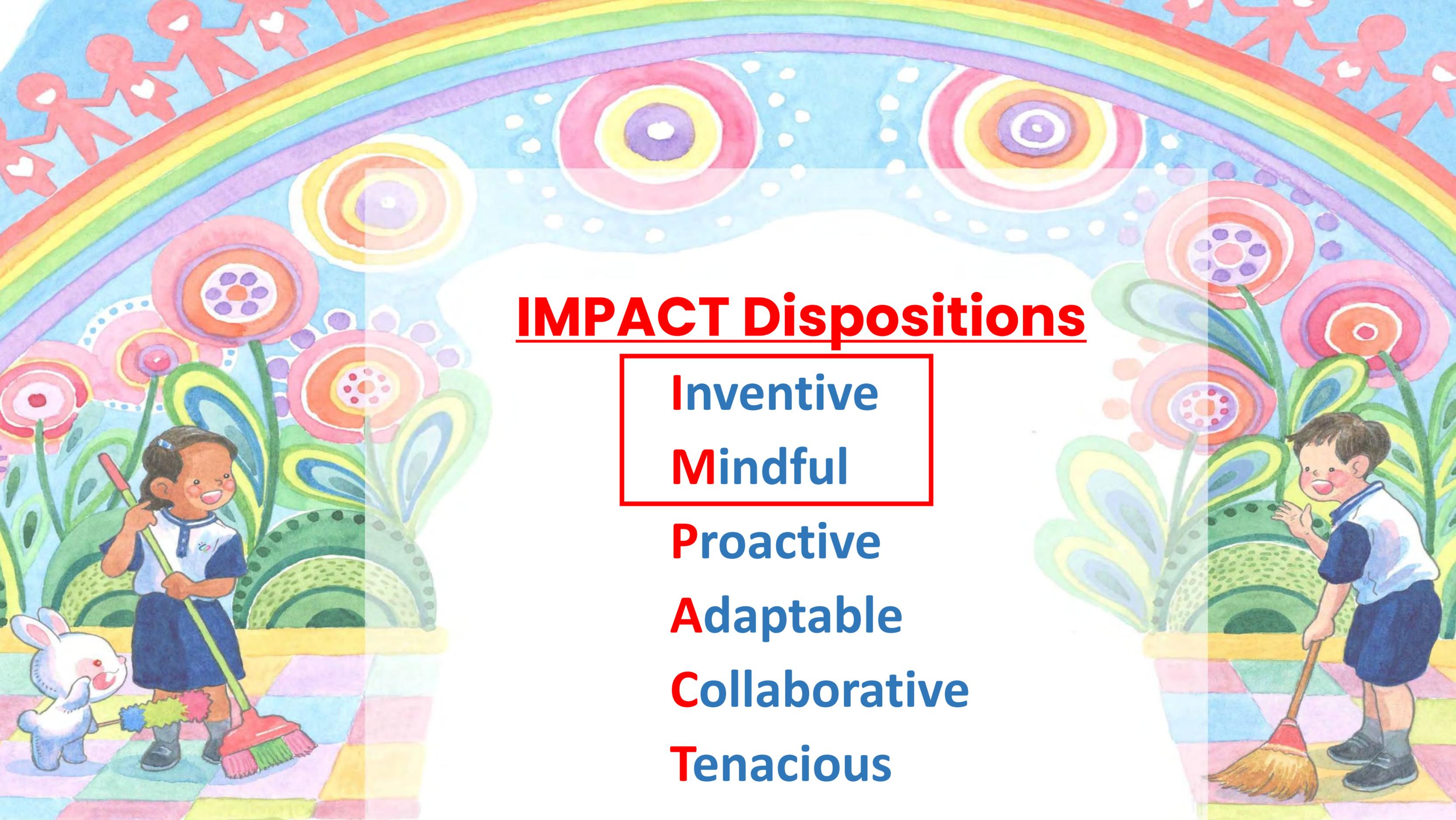
"I listen with understanding"

- I try to see things from other's point of view.
- I listen when friends talk about their feelings

Gratitude

taking care of my personal belongings

being thankful for the things given to me



IMPACT Dispositions

Inventive

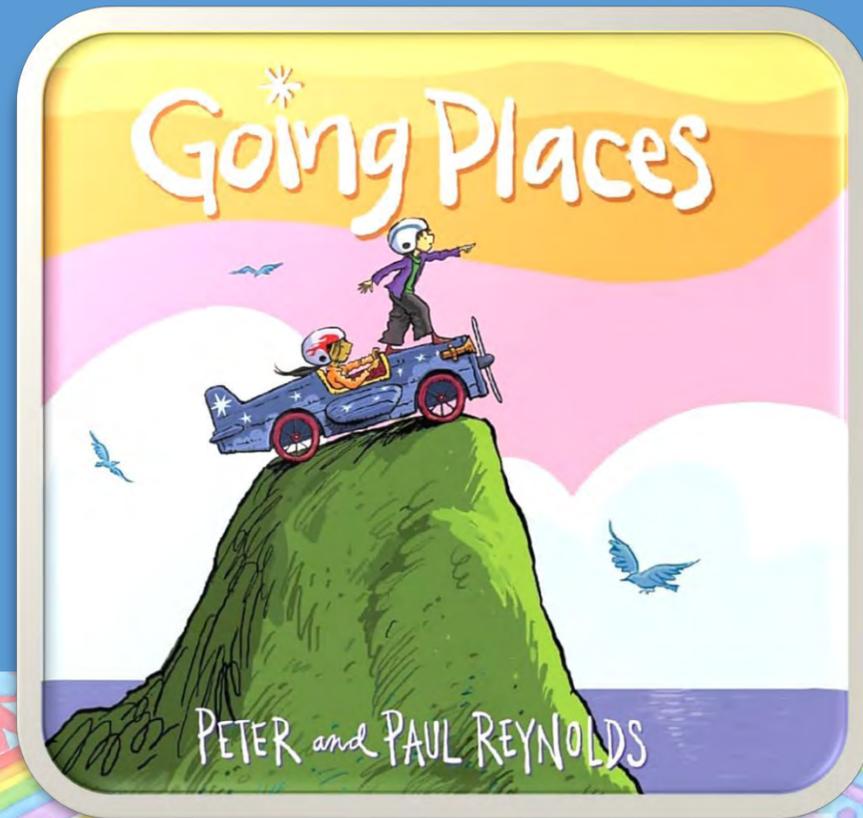
Mindful

Proactive

Adaptable

Collaborative

Tenacious



Inventive

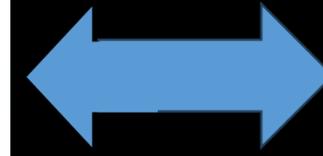
- Being *curious* and *creative*
- Showing *wonder* about the world
- Wanting to *ask questions, discover, and create new solutions*



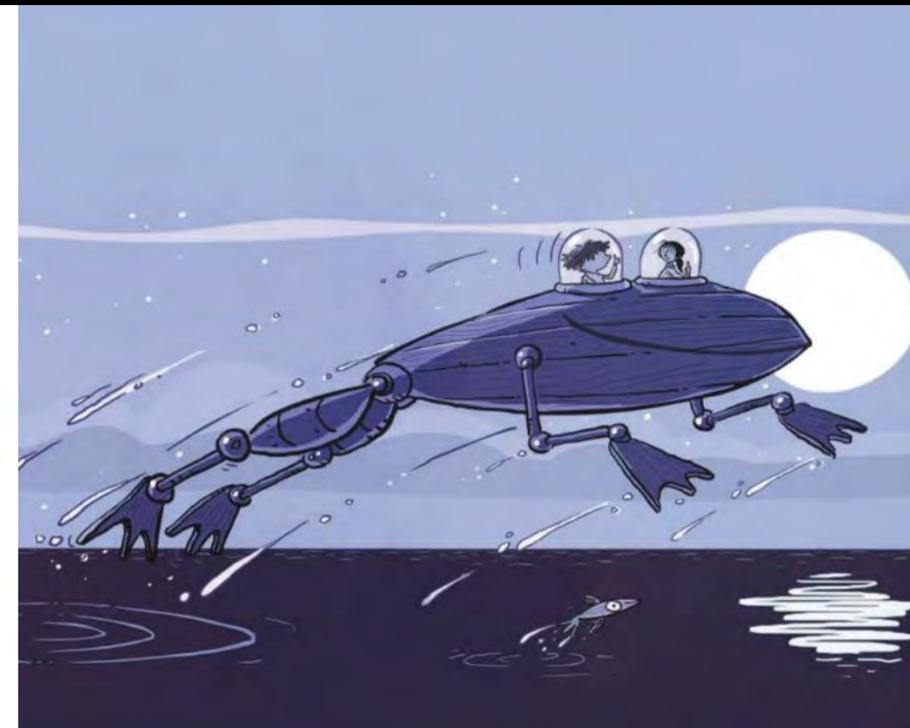
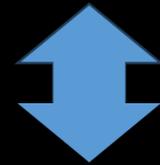
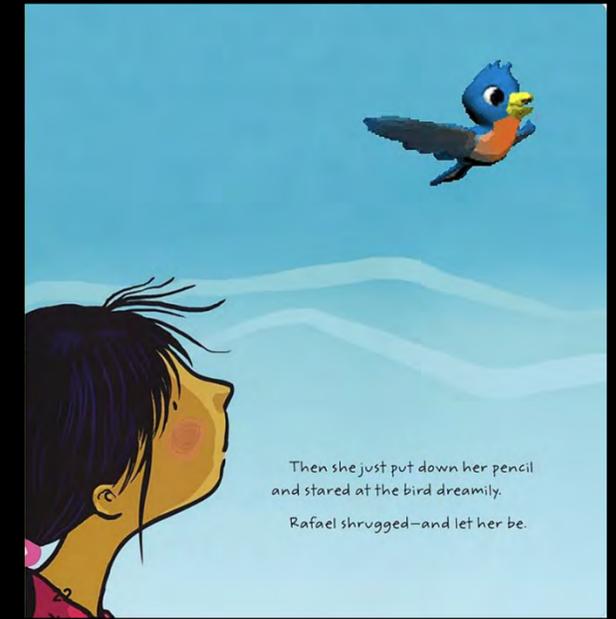
Mindful

- Being *thoughtful* and *aware*
- *Reflecting* on experiences to
 - *Understand*
 - *Respect self*
 - *Respect others*

Be curious



Discover



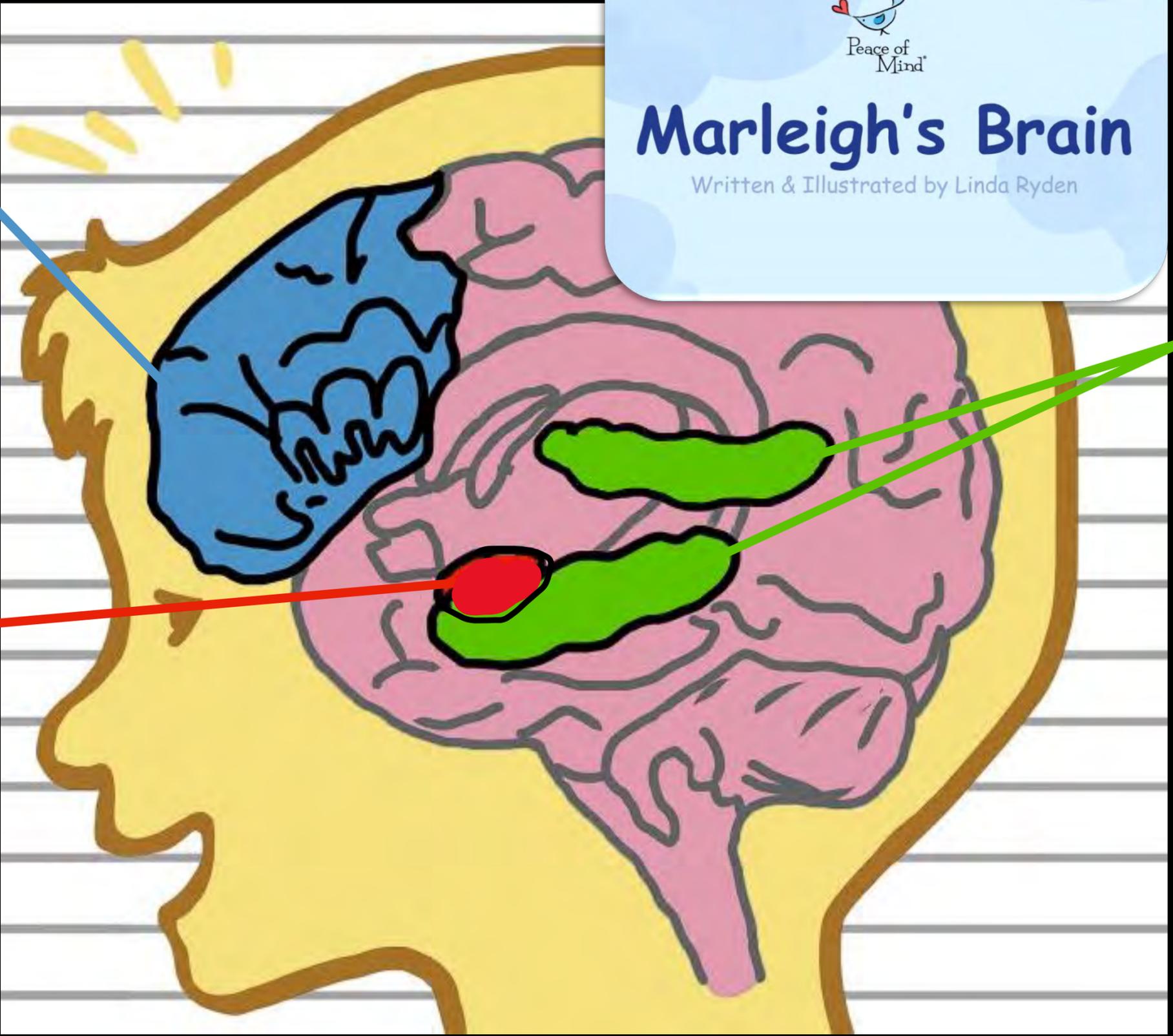
Create new solutions



Prefrontal Cortex



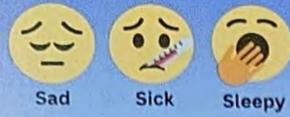
Amygdala



Hippo-campus



BLUE



Low or no energy
Feel uncomfortable
Cannot think clearly



Calming Methods

- Talk to someone you trust
- Do some stretching exercises
- Drink water
- Wash my face
- Ask for a short break

GREEN



Body feels relaxed
Feel calm and ready to learn
Can focus in class



Calming Methods

- Smile
- Help others to reach or stay in the green zone

Which Zone Am I In?

YELLOW



Heart beats fast
Breathing gets faster
A lot of thoughts racing in head



Calming Methods

- Take 10 deep breaths slowly
- Squeeze a stress ball
- Ask for a break
- Think of happy things
- Write or draw out your thoughts

RED



Heart beats fast
Fist or jaws are clenched
Body feels hot



Calming Methods

- Take 10 deep breaths slowly
- Ask an adult for help
- Stop whatever you are doing and ask for a break
- Drink water

SOCIAL SKILLS

CHEERING MYSELF ON

- 1 Think about a good thing that I have done.
- 2 Say to myself, "I did a good job!"



ASKING FOR HELP

- 1 Look for someone who can help me.
- 2 Check if the person has time to help.
- 3 Tell the person my problem and how I feel.
- 4 Listen to the advice given.
- 5 Thank the person.



COMPLETING CLASSWORK WELL

- 1 Listen carefully to instructions.
- 2 Begin my work without delay.
- 3 Focus and finish my work. Ignore distractions.
- 4 Check my work.



INVITING OTHERS TO JOIN IN

- 1 Look at the person.
- 2 Ask in a pleasant tone, "Would you like to join ...?"
- 3 Accept the answer by saying, "Okay".



RECOGNISING OTHERS' FEELINGS

- 1 Observe what the person does and says.
- 2 Think about my own feelings when I look and sound the same way.
- 3 Name what I think the person is feeling.
- 4 Ask in a concerned way, "Are you feeling...?"



OFFERING HELP

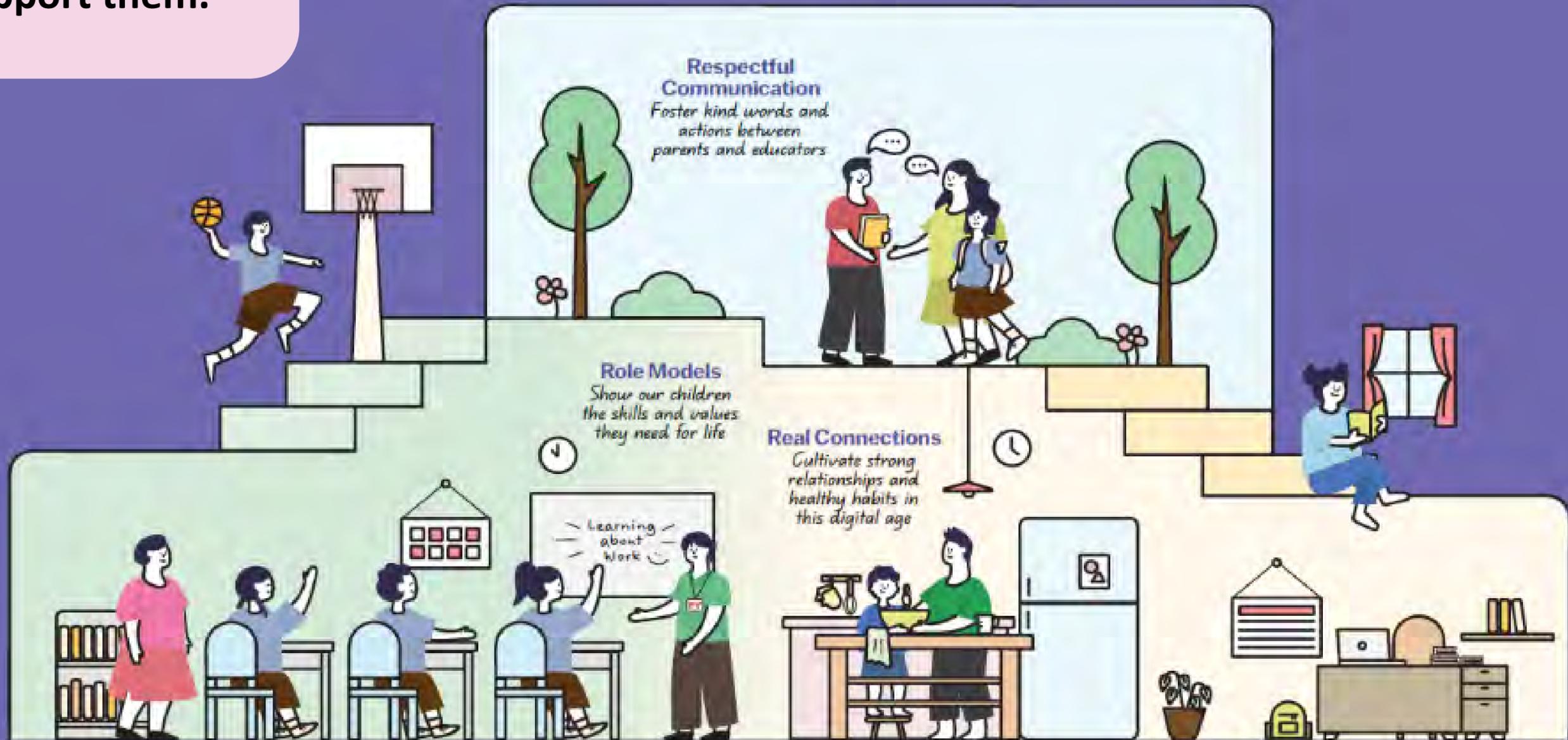
- STOP** 1 What do I see or hear?
- THINK** 2 Does the person need help? How can I help the person?
- DO** 3 Ask sincerely, "Can I help you with...?"
- 4 Listen to what the person needs.
 - 5 Help the person.



Guidelines for School-Home Partnership

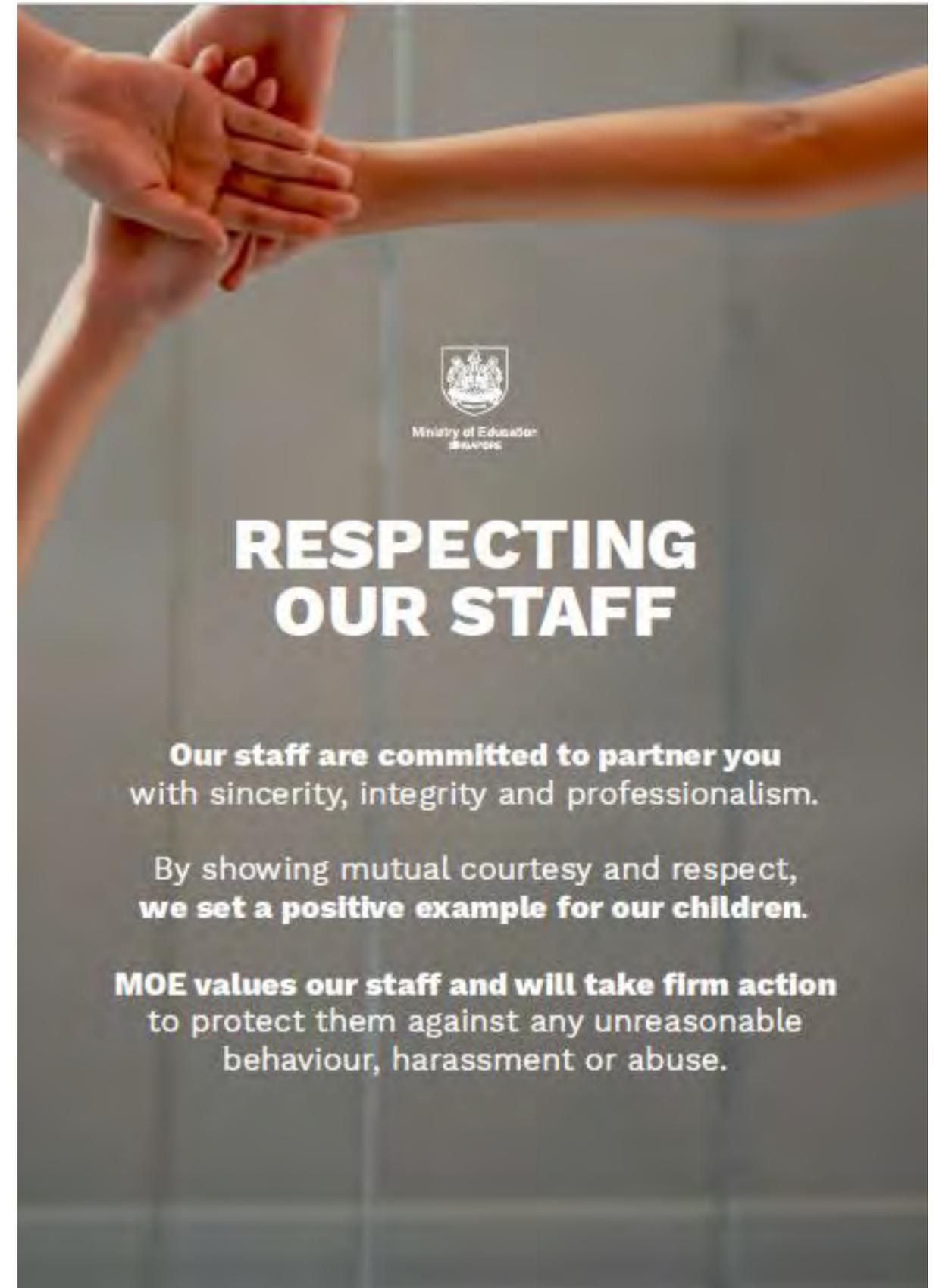
Raising a Happy, Confident, and Kind Generation Together

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



Engagement Charter

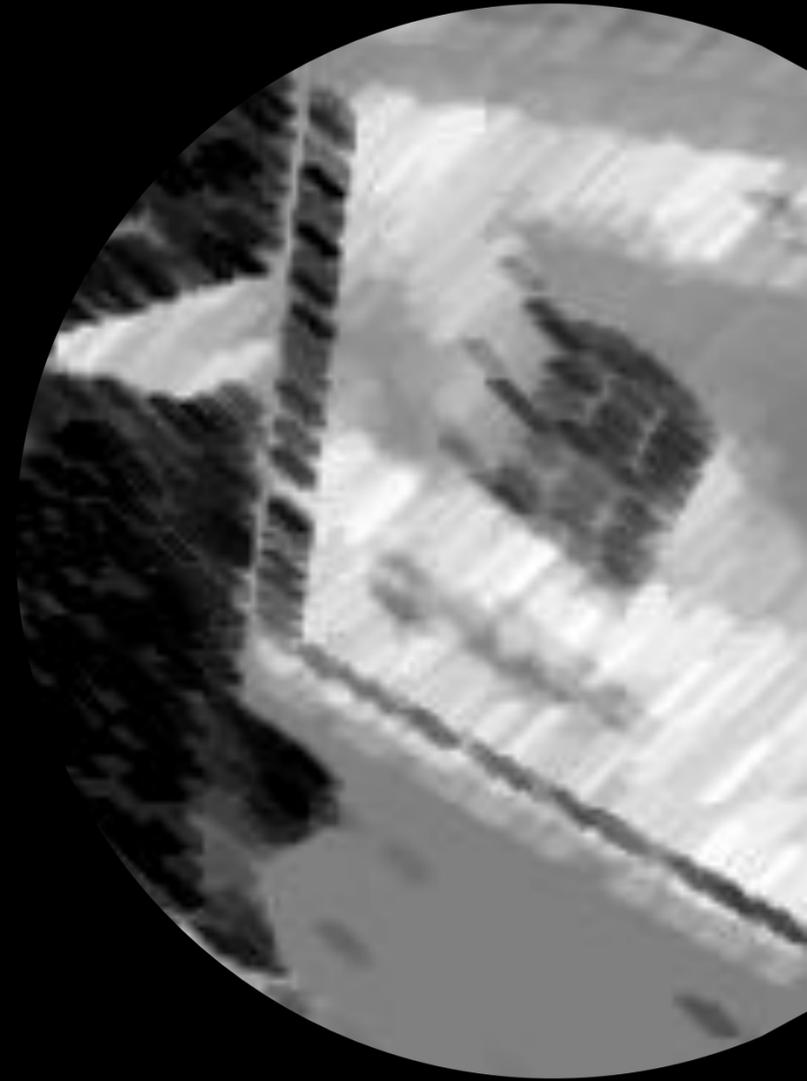
- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.

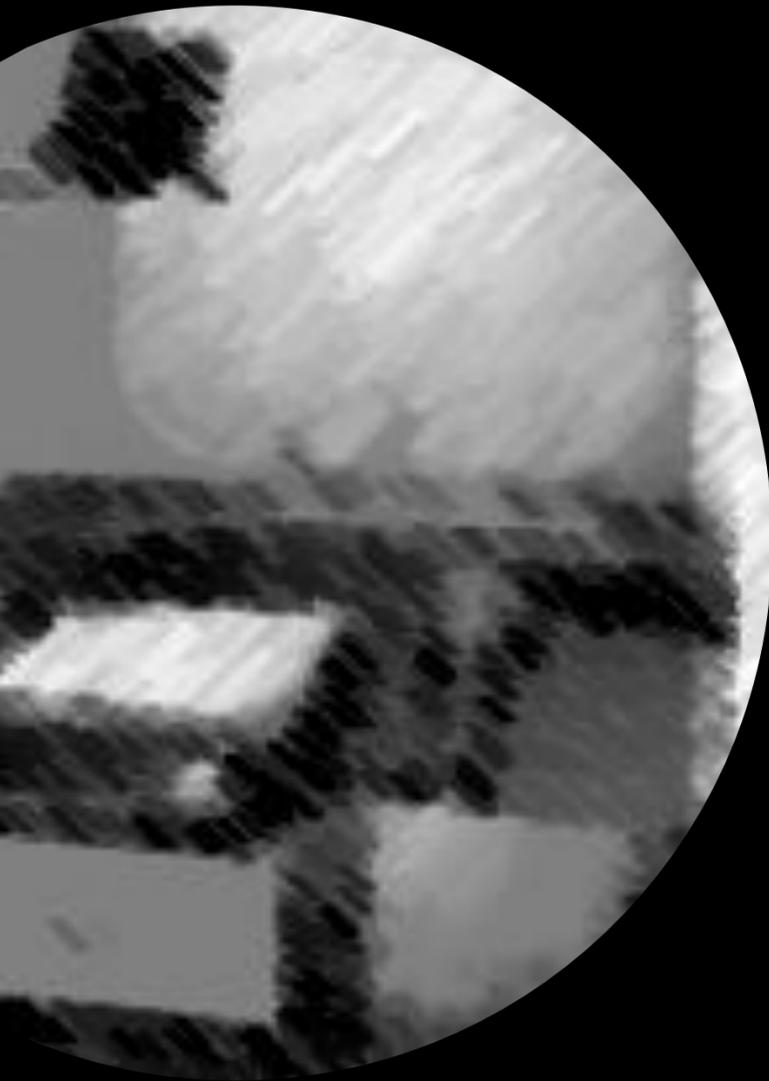


P1 ICT Onboarding

Mr Noor
HOD ICT







Schools to start full ho
g from May 19 amid spike
id-19 cases

up now: Get tips on how to help your child succeed



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Ministry of Education
SINGAPORE

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Last Updated: 12 Jan 2026

“Transforming Education through Technology” Masterplan 2030

Gain insights on the strategic focus of our “Transforming Education through Technology” Masterplan 2030.



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“Transforming Education through Technology” Masterplan 2030

Gain insights on the strategic focus of our “Transforming Education through Technology” Masterplan 2030.

Students: Digitally-empowered, future-ready learners and innovators



Digitally-empowered 21st century learners who are:

- Self-directed in setting goals and managing their learning using a range of digital tools and resources.
- Collaborative and connected in using digital tools to co-construct and share knowledge with others.

Digitally literate learners who:

- Apply digital literacy and technological skills to “distil and discern” through the effective use of technology.
- Exercise Cyber Wellness to use technology in a safe and discerning manner.

Empathetic, technologically-adept innovators who:

- Use human-centred methodologies to “discover” needs and “develop” solutions to real-world problems.
- Skilfully leverage a range of digital tools to create solutions.

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Leverage EdTech Tools to develop **21st Century Competencies**

How do we leverage EdTech in QtPS?

Know the parts of a computer and laptop

Is able to log in to the laptop and other MOE websites

Can make their thinking visible on the iPad

Primary 1



Engage in an online discussion

Create a Powerpoint slide on the life cycle of a mosquito

Create videos advocating for the environment

Collaborate, in real time, on a project using various digital tools

Save their work in the cloud

Send an email to their teachers

Code a robot to dance

Primary 6

Based on your Insect shape art, circle which level you are at.

P2 Digital Shape Art Rubrics



Learning Objectives	Assessment Criteria	Suggested Evidences of Learning	☆☆☆	☆☆	☆
Play with a variety of materials and tools to make art.	Use of tools and materials	Display spontaneity and confidence in exploring and using tools/functions in SeeSaw App to create their Shape Art by choosing appropriate template.	Use of more than 3 shapes and other tools in Seesaw neatly arranged to create a detailed shape art.	Use of at least 2 shapes in Seesaw arranged to create a shape art.	Use of at least 2 Shapes in Seesaw somewhat arranged to create a shape art.
Share their imagination, thoughts and feelings through art making.	Personal Response	Create visuals in SeeSaw App to show learning (in terms of ideas that informed their imaginations, thoughts and feelings) from artwork.	Creating Shape Art showcasing in detail an activity they do with their friends that can be easily identified.	Creating Shape Art showcasing an activity they do with their friends which is not obvious.	Creating a Shape Art that is not related to the theme of an activity they do with their friends.

Plan what will you do for your next shape art activity by typing or recording in the space below.



WEEK TO-DO

1. FINISH STORYBOARD THUMBNAILS
2. CALL KENT ABOUT STUDIO RENTAL
3. DISCUSS SCRIPT REVISIONS
- CONFERENCE CALL
4. SOURCE LOCAL EXTRAS FOR 5/21
5. LOCK-IN COMPOSER/SONG RIGHTS
6. EMAIL SARAH ABOUT BUDGET

KENT: 315-555-4218

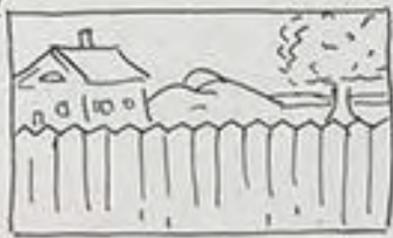
SARAH: SARAH@PROJECTIONHAUS.COM

STORYBOARDS

#1



#2



#3



#4



#5



#7

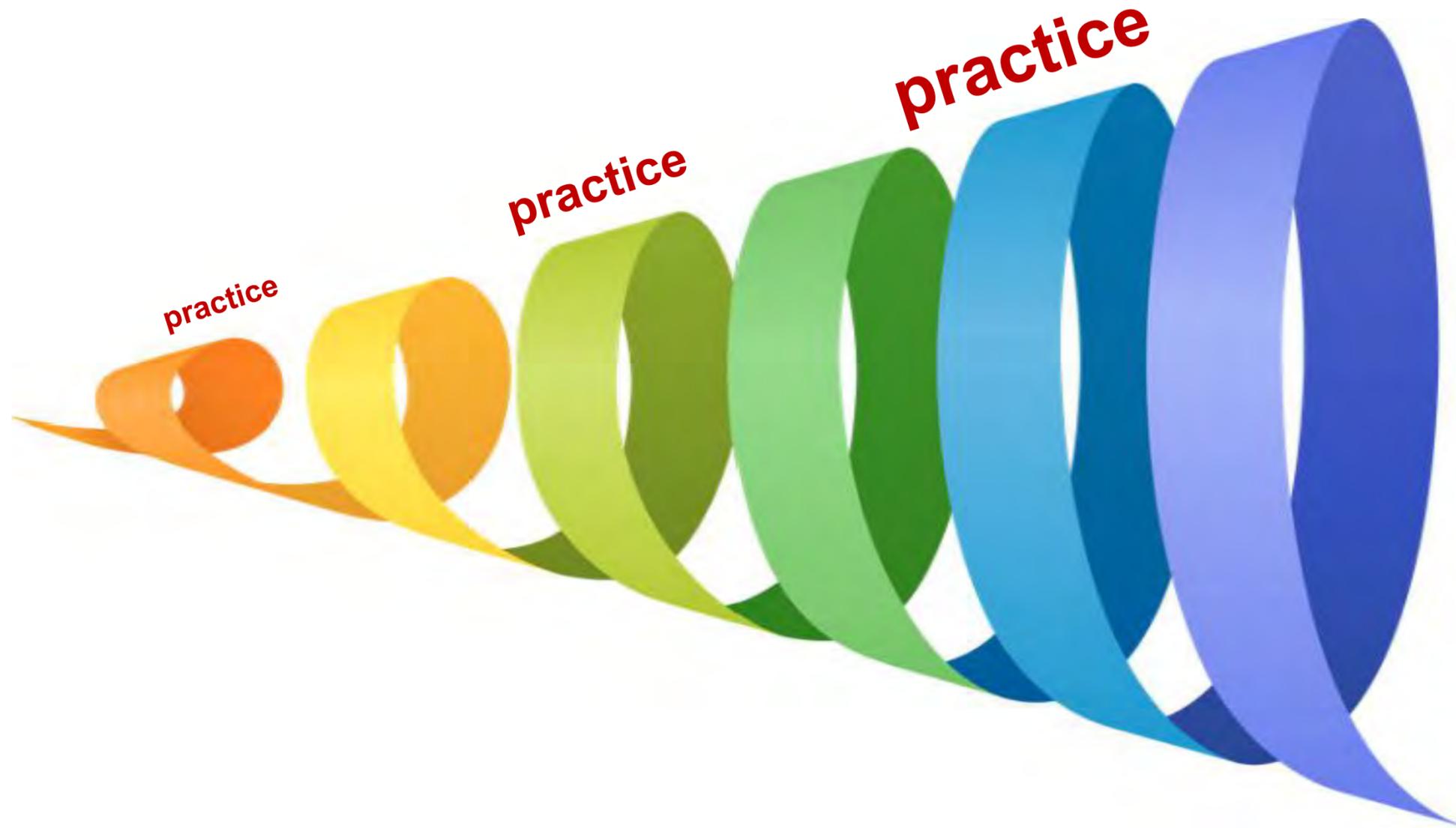


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Is able to log in to the laptop and other MOE websites

Can make their thinking visible on the iPad

Primary 1



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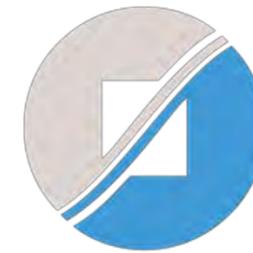
Code a robot to dance

Primary 6

Logging in with MIMS

SINGPASS MOBILE

More than just a login!



INLAND REVENUE
AUTHORITY OF
SINGAPORE





Microsoft 365



Google Workspace



Your digital ID for all MOE applications

MIMS works as your digital identity for MOE digital services. When you log in to MOE applications, MIMS is the 'key' to securely unlock access to the digital services.



ONE digital login ID to all MOE applications



Your 'key' to MOE applications



Stronger security for our MOE applications

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 Microsoft 365



Google Workspace



Mindful

Is able to log in to the laptop and other MOE websites

practice

1. Activation of SLS Account
2. Termly Check In
3. (Recommended) Disable auto-login from home

IMPACT DISPOSITIONS

Dispositions are enduring traits that drive behaviour across diverse contexts and are cultivated alongside knowledge, skills and values to support the development of 21st Century Competencies. At Queenstown Primary, we intentionally develop the following IMPACT dispositions to nurture our students to lead with confidence, care for others, and actively shape a better future.

Inventive	Being curious and creative, showing wonder about the world and wanting to ask questions, discover, and create new solutions
Mindful	Being thoughtful and aware, reflecting on experiences to understand and respect themselves and others
Proactive	Being confident and taking action, willing to try new things and acting early to make a difference
Adaptable	Showing openness and flexibility, willing to try new ideas and welcoming different experiences with a positive attitude
Collaborative	Recognising what each person brings to the group and showing inclusiveness in teamwork
Tenacious	Having the moral courage to do what is right and persevering through challenges while working towards personal and shared goals

QUEK AUDREY (1 CREATIVITY)

quek_audrey@students.edu.sg

Q+ps [redacted]
↳ zero

Term 1



QUEENSTOWN PRIMARY SCHOOL

310 Margaret Drive, Singapore 149303
Tel: 6474 1044/6474 8393 Fax: 6471 3840

28 Jan 2026

Dear Parents/Guardians of <name> (<reg>) from Class <class>

ACCESS TO SINGAPORE STUDENT LEARNING SPACE (SLS)

- The SLS is an online platform with tools and curriculum-aligned resources for all students to learn at their own pace and collaboratively. With the SLS, students can take greater ownership of their learning and pick up skills and habits that prepare them for lifelong learning. Teachers will also use the SLS to complement classroom teaching and learning. Please follow the steps closely to activate the account.

Step 1: Activate your child/ward's SLS account

- Your child's SLS account needs to be activated before he/she can start using it for his/her learning. Please refer to Annex A for the detailed steps to activate the account.

SLS Username	Temporary SLS password	New SLS password

Step 2: Guide your child/ward in logging in to SLS with his/her MIMS details

- While account activation requires students to log in with their SLS username and password, the SLS website provide students the option to log in either with the SLS username or MIMS for subsequent logins.
- In Queenstown Primary School, we encourage students to log in to all MOE-related websites e.g. SLS website, with their MIMS username and password. This eliminates the need to remember an additional set of username and password specifically for SLS.
- We encourage you to guide your child/ward in logging in to SLS with his/her MIMS details for the first login. Please refer to Annex B for the detailed steps. (Note: Your child's Form Teacher has helped to change his/her MIMS password to a standardized format of QtpsDDMMa where DD and MM refers to the date and month of birth respectively. For e.g. a child born on 1 Jan will have his password set to Qtps0101a. If you were to change this password, please record it in the Student Handbook)

MIMS Username	New MIMS password
<insert MIMS username>	Qtps2025a

- For technical issues and Frequently Asked Questions, you may refer to the 'Accounts and Login Troubleshooting' link on the log in page <http://psu/www.learning.moe.edu.sg/sls/students/faq/technicalsupport.html> or contact the school at 6474 1044.

Let's work together to support your child's learning! Thank you.

Regards,
Mt Noor
HOD ICT
Queenstown Primary School

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QUEK AUDREY (1 CREATIVITY)
quek_audrey@students.edu.sg

QtPS [redacted]
↳ zero

Term 1



WELCOME

QtPS 2026 (PRIMARY 5 & 6) Term 1 Check-in Survey

FORM INSTRUCTIONS

Instructions to students

Welcome to the new year!

This termly check-in survey is to help me get to know you better.

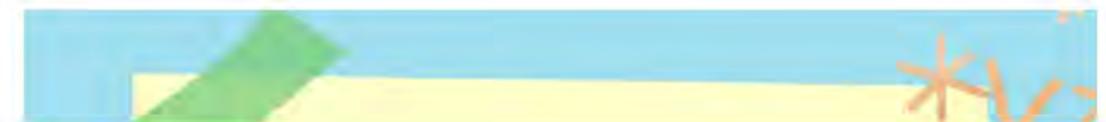
You may find it easier to share your thoughts through this survey than in person. You may also wish to share any other thoughts or worries in the last question below.

Throughout the year, we will find time to talk about how you are, either as a class or individually.

SECTION 1

How have you been?

IMAGE 1



For Students

For Students

For Parents

For Teachers

For Vendors 

School Calendar of
Events

- [2026 Start-IT-Right ICT Matters](#) 
- [QtPS eLearning Instructions](#) 
- [Student Learning Space](#) 
- [Student ICON](#) 
- [MIMS Self-Service Password Reset Service](#) 
- [Caught Doing Right](#) 



What's next?

Schools to start full ho
ing from May 19 amid spike
id-19 cases

up now: Get tips on how to help your child succeed



?



A.I.

What is Generative Artificial Intelligence (GenAI) and how can we tap its opportunities whilst mitigating its risks?

What is Generative AI (Gen AI)?

What opportunities does it present?

*‘Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn**. While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being**’ – ¹UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback
- Assists with ideation
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.



About 1 in 2 teens would trust AI-generated news story to the same extent or more than one written by a human.²

¹Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, <https://www.common sense media.org/press-releases/nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds> (accessed on 23 October)

²UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots>

³Parents, *More Kids Are Turning to AI Companions—And It's Raising Red Flags* <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today>

How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of concerns.
- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.
- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.
- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions³.



About 1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.¹

¹Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, <https://www.common sense media.org/press-releases/nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds> (accessed on 23 October)

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³Parents, *More Kids Are Turning to AI Companions—And It's Raising Red Flags* <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today>

How will your child use AI to learn in school?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum

Students will use GenAI to learn in an age-appropriate manner

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
 - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
 - **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

Three AI-enabled systems in the Singapore Student Learning Space (SLS):

AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING

MOE harnesses Artificial Intelligence (AI) as a strategy¹ to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):

- Adaptive Learning System**
- Teaching and Learning Assistants**
- Learning Feedback Assistants**

GREATER CUSTOMISATION OF LEARNING

- **Adaptive Learning System (ALS)** provides personalised learning pathways to enable students to learn at their own pace.
- **Teaching and Learning Assistants (LEA)** guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

PERSONALISED FEEDBACK FOR LEARNING

Learning Feedback Assistants (LFAs) provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning and higher-level thinking.

SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

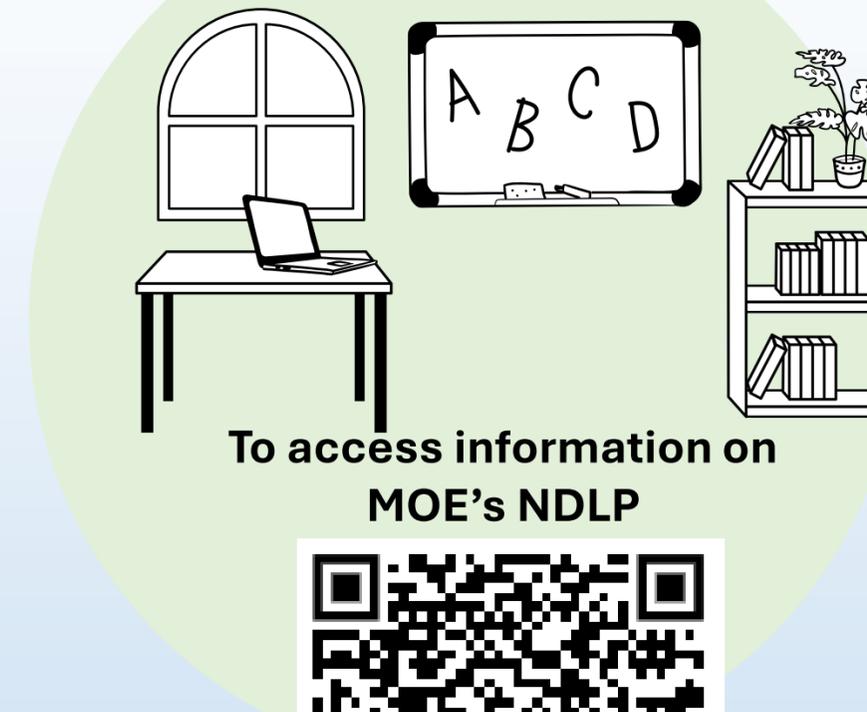
Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like **Authoring Copilot (ACP)** help teachers generate lesson ideas and activities, while **Data Assistant (DAT)** allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE >>>

¹ The National AI strategy announced in November 2019 outlined a plan for Singapore to deepen our understanding and use of AI technologies to improve lives. MOE's Ethical Plan also guides the development of these AI systems for learning.

Students will develop AI literacy throughout primary school

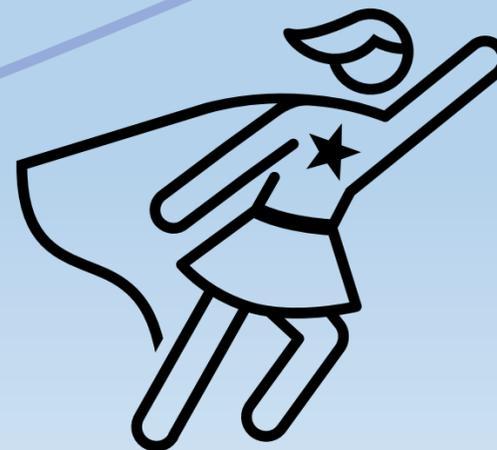
- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame. (Scan QR code on the right)
- Students will develop AI literacy over their educational journey.



To access information on MOE's NDLP



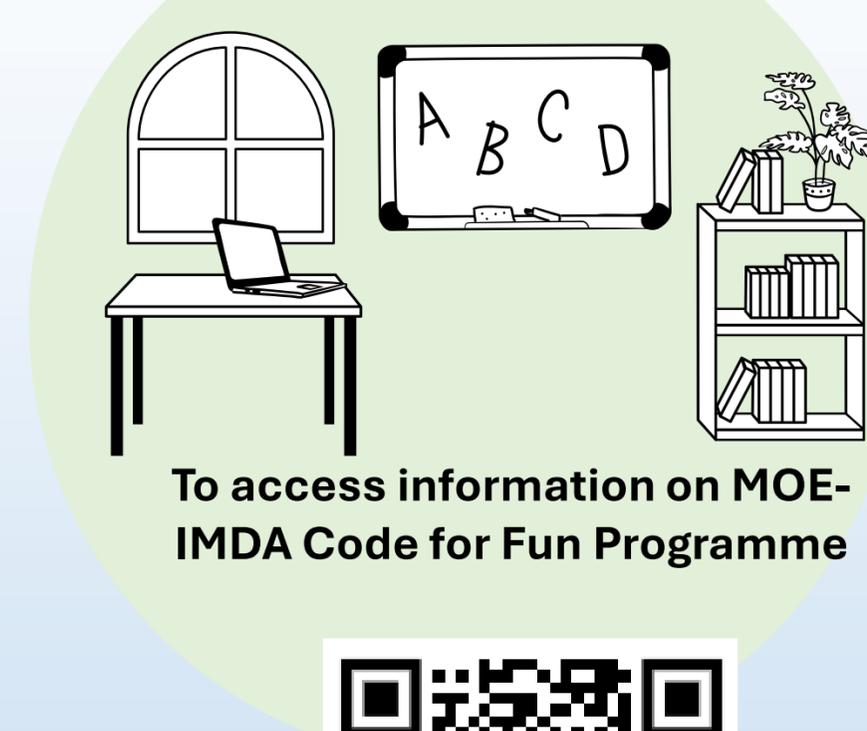
Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment

‘Code For Fun’ Programme

- At Primary 5, your child will go through the “Code for Fun” programme which includes an introduction to emerging technologies (e.g. AI) so that students understand how AI learns using data and can appreciate the benefits, risks, and limitations of using AI. (Scan QR code on the right)

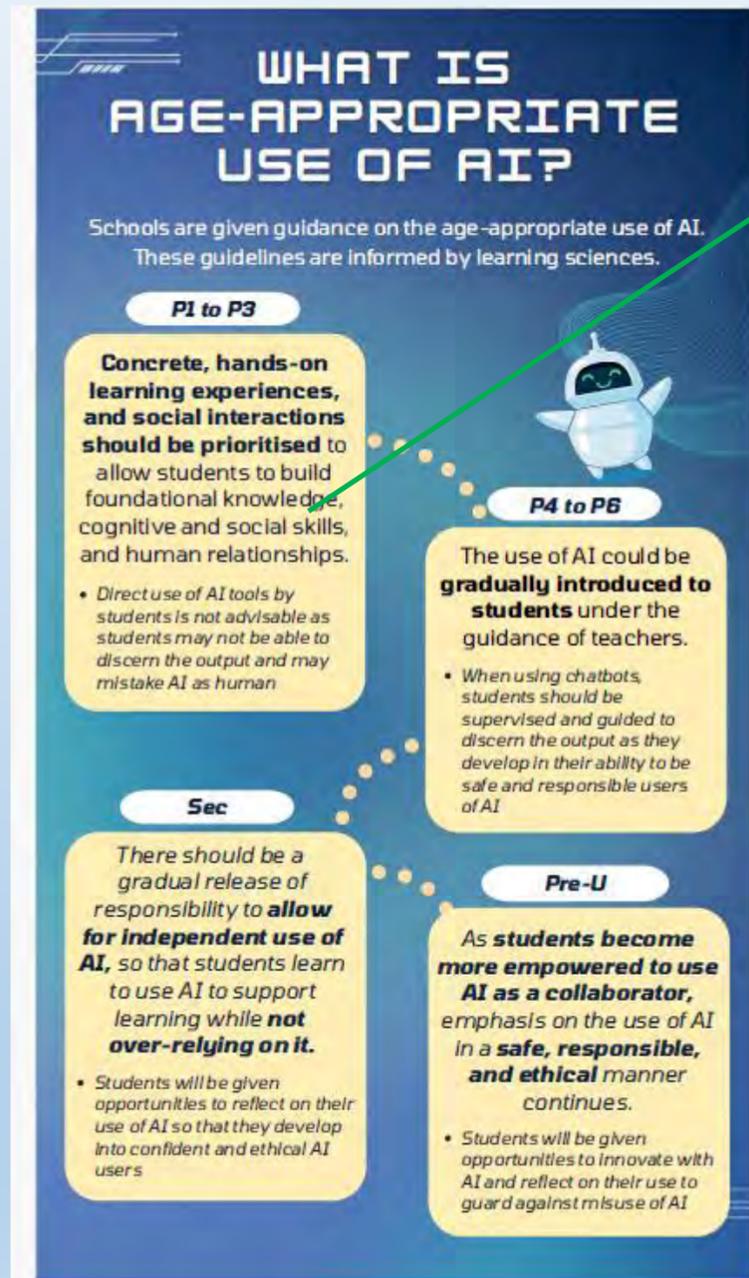


To access information on MOE-
IMDA Code for Fun Programme



Primary 1 to 3

How will your
child use AI for
his/her learning?



P1 to P3

Concrete, hands-on learning experiences, and social interactions should be prioritised to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- *Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human*