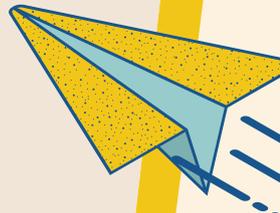


NEWSLETTER

JULY TO DECEMBER 2025



Our Mission

Hougang Sheng Hong Student Care Centre has been in operation since January 2001. Our mission is to be a partner to working parents in providing a safe, homely and nurturing environment for school-going children to safeguard their basic care, maximize their learning experience and to develop their potentials.

Character and Values Building

- Jan : Orientation/Negative Speech
- Feb : Attentiveness
- Mar : Kindness
- Apr : Honesty
- May : Responsibility
- July : Respect
- August : Self-Control
- September : Forgiveness
- October : Caring & Compassion

Centre Closure Dates for 2026



Date	Day	Event
Jan 1, 2026	Thursday	New Years' Day
Jan 2, 2026	Friday	Staff Training
Feb 17, 2026	Tuesday	Chinese New Year*
Feb 18, 2026	Wednesday	Chinese New Year
Mar 23, 2026	Monday	Hari Raya Puasa (Off-in-lieu)
Mar 27, 2026	Friday	Staff Training
Apr 3, 2026	Friday	Good Friday
Apr 22, 2026	Wednesday	Organisation Townhall
May 1, 2026	Friday	Labour Day
May 27, 2026	Wednesday	Hari Raya Haji
Jun 1, 2026	Monday	Vesak Day (Off-in-lieu)
Jul 3, 2026	Friday	Staff Training
Aug 10, 2026	Monday	National Day (Off-in-lieu)
Sep 4, 2026	Friday	Teachers' Day
Sep 18, 2026	Friday	Staff Training
Nov 9, 2026	Monday	Deepavali (Off-in-lieu)
Dec 18, 2026	Friday	Spring Cleaning
Dec 25, 2026	Friday	Christmas Day*
Dec 28, 2026	Thursday	Staff Training



*Centre will be closed at 2pm on the eve of Chinese New Year, Christmas Day and New Year. Lunch will not be provided on these days.

Note: Centre closure dates are subject to change when necessary, caregivers will be given advance notice whenever possible.



KIDS AMAZE SAFRA JURONG

7 July
2025



"We went to an indoor playground. We were running around and playing catch. It was tiring, but very fun also!"
- Vaishnavee, P3

"The playground was kind of like a maze. I had so much fun, and my favourite part was the slide!"
- Keighley Sim, P4

Outdoor play foster creativity, builds resilience, and helps children develop a sense of wonder and connection with the world around them.

(Kuo et al., 2019; Fuller et al., 2017; Chawla et al., 2014; Maynard & Waters, 2007)



VIA YUYING SCHOOL DRAMA CLUB

14 July
2025



"I learned a new CCA and I had so much fun! My favourite part of this experience was discussing with my teammates and working together to make our scene."

- Lim Cen Yu, P3

Drama nurtures imagination, builds confidence and helps children explore emotions, fostering empathy and creative expression.

(O'Toole, Stinson, & Moore, 2009; Nicholson, 2011)

VIA YUYING UKELELE CLUB

18 July
2025



"I learnt how to play 'Baa Baa Black Sheep' on the ukelele! It was very exciting."

- Tan Zhi Xin, P2

Learning to play the ukulele not only brings joy through music but also boosts concentration, fine motor skills, and self-expression in a fun, accessible way.

(Kaufman & Kaufman, 2014; Hallam, 2015)



VIA YUYING UKELELE CLUB

18 July
2025



"I enjoyed this activity a lot. I love the 'Chan Mali Chan' performance done by the students the most!"

- Jasper Chua, P1



"This activity was very fun and interesting. I managed to learn a few new songs and improve my skills."

-Lim Zhen Yu, P5



SIA OPEN HOUSE

20 July
2025



"I was happy to visit the SIA Open House because I got to see pilots! I like wearing the life vest and we experienced seating on business class seats which were very comfortable."

- Lim Xin Ru, P3

"I enjoyed going to the SIA Open House a lot. I took many photos with the pilots. I got to sit on the inflatable slide as well. My favourite part was the pilot training machine! It was very fun."

- Atlas Tan, P1





SIA OPEN HOUSE

20 July
2025



Hougang Sheng Hong Student Care Centre



"I loved this SIA Open House. One thing I remembered the most and learnt about was finally seeing the first class and the first class suites. I got to wear the pilot's hat as well!"

- Harsha Avula, P4



"I had an awesome time there. I liked the aeroplane food as it was very yummy and I also liked the ball throwing game which I won a prize from!"

- Natalyn Ho, P1



VIA REGEANT SECONDARY SCHOOL

25 July
2025



"I did clay making. I made use of my creativity to make anything I wanted! I had a lot of fun with my friends, Javen, Matt and Teng Yi."
- Lim Cen Yu, Primary 3



"I got to showcase my baseball batting skills to shoot down all the bottles using the ball."
- Lau Jing Yang, P4



Playing baseball and badminton helps children improve hand-eye coordination, agility, and focus, while having fun and building resilience through active teamwork and friendly competition.

(Gabbard, 2018; Weiss & Ferrer-Caja, 2002)

VIA YUYING BADMINTON

28 July
2025



“This activity was very fun. It was very exciting when my friends chased each other during ‘Duck Duck Goose’ game!”

- Angelia Ang, P3





VIA CEDAR GIRLS' SCHOOL

18 Aug
2025



"Through this activity I got to know my friends better as we had to share about ourselves to one another! I also had fun making cute socks."

- Zoey Kok , P4



"I had a great time making my own socks. I remember that I had to paint and wait for a long time before the painting dried. I was so excited to wear them."

- Tee Kai Feng, P2

Painting socks lets children express creativity, improve motor skills, and build resilience through fun and hands-on learning.

(Eisner, 2002; Malchiodi, 2012)





S'PORE CHINESE CULTURAL CENTRE

8 Sep
2025



"I remember the part where the light projected out a table of food! I got to pretend to eat traditional chinese food with my friend, Jenevieve."

- Qisha, P4

Learning about different cultures through interactive games helps to cultivate cultural awareness in the child.

(Banks, 2015; Gay, 2018)



SCHOOL HOLIDAY PROGRAMME - SYMMETRY

9 Sep
2025

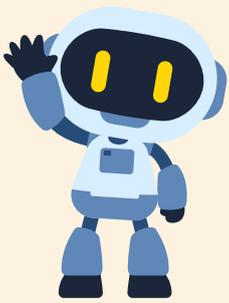


"I had a lot of fun learning about symmetry. I got to draw things that are symmetrical like butterfly."
- Qisha, P4

"I learnt about the symmetry in our body and got to share my knowledge with everyone."
- Jasper Chua, P1

Learning to draw symmetry helps children develop focus, spatial awareness, and creativity while building problem-solving skills in a fun way.

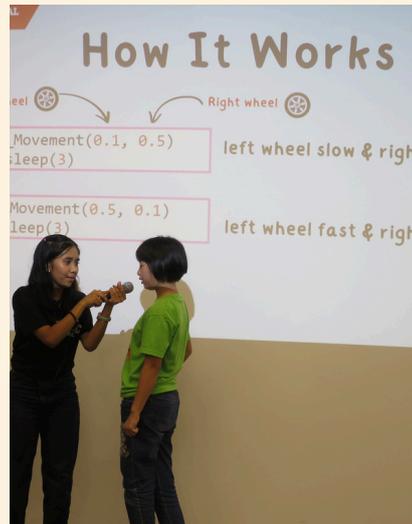
(Clements & Sarama, 2011; Lowrie & Diezmann, 2017).



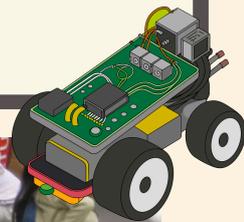
REPUBLIC POLY AI & AUTO



“We got to play Kahoot to learn more about robots. I won and got key chain and drink as a prize!”
- Angelia Ang, P3



“I learnt how to use the computer to make the robot car move on its own! It was very cool!”
- Kayden Mook, P3



Learning about robots and AI helps the child develop critical thinking as they need to think of ways to command the robot to do what they want.
(Eguchi, 2014; Bers, 2020)



FRIENDSHIP DAY MCDONALD'S

26 Sep
2025

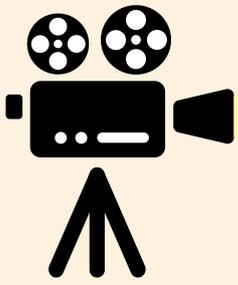


"I had a lot of fun as they played my favourite songs from Kpop Demon Hunter! We also learnt how to dance McDonald's 'Donald's song'."
- Yi Xuan, P3



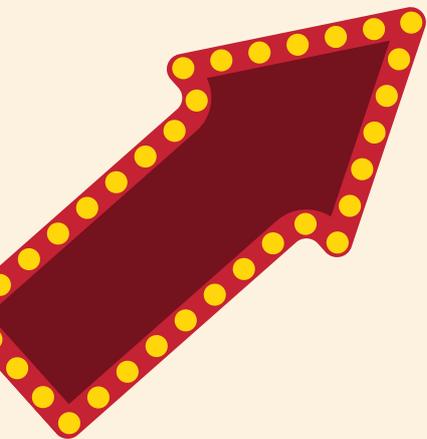
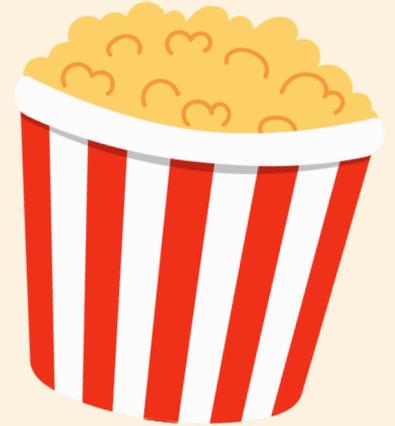
"We were split into groups and had to compete with one another to see who got the most ping pong balls in the cup. It was so hard to score but I had a lot of fun!"
- Xinru, P3



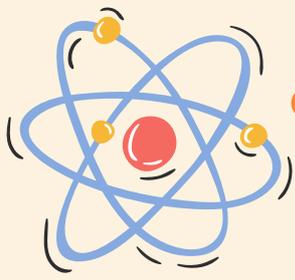


MOVIE OUTING

3 Oct
2025



“We watched a movie about two teammates fighting with each other but they made up with each other in the end. This taught me about forgiveness.”
- Jia Qi, P4



SINGAPORE SCIENCE CENTRE

14 Nov
2025



"I remember using a computer to adjust the position of two 'different' tables, only to find out they are actually the same shape and size!"

- Jian Xuan, P3



"My favorite part was the maze. It was so challenging to navigate through it. There were also mini quizzes in order to pass the stage."

- Luqman, S2

Learning about how science is integrated into our daily activities helps children understand real-world applications of scientific concepts.

(Bybee, 2013; National Research Council, 2012).





BOUNCE INC

17 Nov
2025



“My favourite part was doing tricks on the trampoline and the section with the obstacle course.”

-Wong Zi Ning, P5

“The free jumping area was the most fun. I would run up the slope, bounce on my back and then bounce up again, landing on my feet.”

- Yip Zhun Ka, P3



Jumping on the trampoline can help children train their balance and motor skills.

(Vandorpe et al., 2012;
Faigenbaum et al., 2011).

VIA ASRJC STAGE CLUB



"We had fun reading the script and acting parts of the story 'Red Riding Hood!'"
- Riean Chong, P1

"We did the 'Three Little Pigs' story. I was happy to be part of the play."
- Willivia Tang, P1



VIA SAJC RED CROSS

20 Nov
2025



"I had fun playing the matching game. We also enjoyed the part when we were bandaging each other. It was a good learning experience."

- Yip Zhun Ka, P3





NAVY @ VIVOCITY

24 Nov
2025



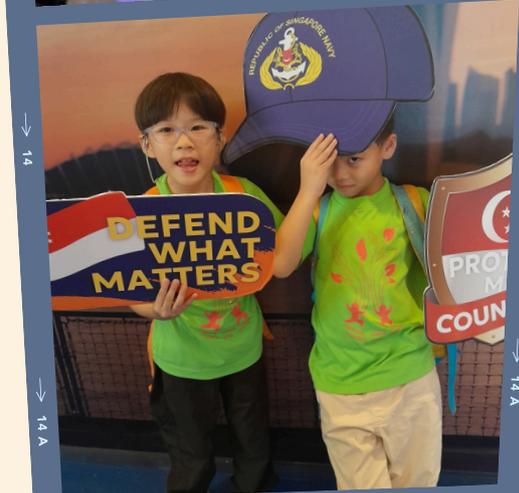
FILM NEGATIVE



FILM NEGATIVE



FILM NEGATIVE



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FILM NEGATIVE





YEAR END PARTY

12 Dec
2025



FILM NEGATIVE

13

13 A



FILM NEGATIVE

13

13 A



FILM NEGATIVE

14

14 A



FILM NEGATIVE

14





YEAR END PARTY



12 Dec
2025



13

13 A

FILM NEGATIVE



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FILM NEGATIVE





YEAR END PARTY



13

13 A



FILM NEGATIVE

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14

14 A



FILM NEGATIVE

14

14 A





BIRTHDAY CELEBRATIONS



Lim Xin Ru's Birthday Celebration



Fong Jia Qi's Birthday Celebration

Happy birthday!
We wish you a life
filled with laughter,
cake and everything
that makes you smile!

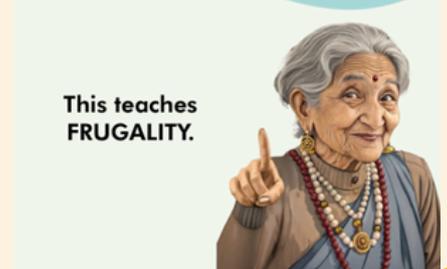
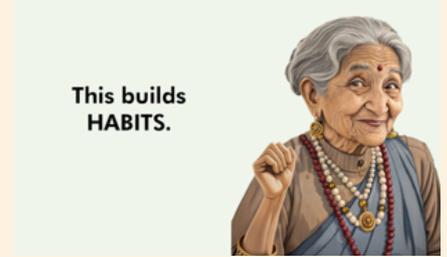
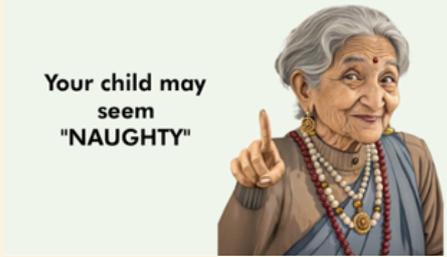
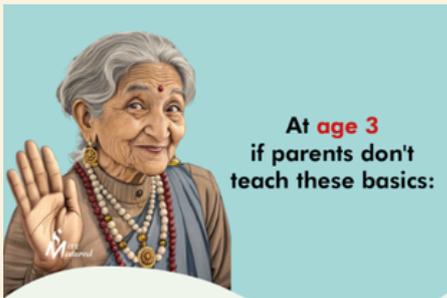


Rei Ong's Birthday Celebration



Lim Zheng Yu's Birthday Celebration

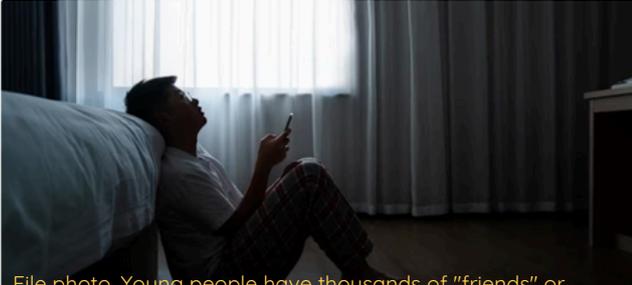
FOOD FOR THOUGHT



Commentary: Teenagers are dying by suicide in a world that looks connected, but isn't



Commentary
Commentary: Teenagers are dying by suicide in a world that looks connected, but isn't



File photo. Young people have thousands of "friends" or followers online, but few have really good friends they can call, vent to or cry with when things get hard. (Photo: iStock/baona)

SINGAPORE: One morning five years ago, I was scrolling through Facebook when a post from a former junior college classmate made me jump out of bed in shock.

I'll call him "Sean". His son, just 17, the same age as mine, had died. I messaged him immediately. He told me his son had been struggling with mental health issues and decided to end his life.

The boy's death was an earthquake that tore through the family. Looking back, Sean said, there had been small tremors along the way, early signs of anxiety and depression. But no one knew how deep his struggles were. The finality of that random afternoon in January sits like a rock in Sean's heart, to this day.

The world marks Suicide Prevention Day on Wednesday (Sep 10). Globally, suicide accounts for one in every 100 deaths, according to a World Health Organization report published last week. For each death, there are 20 suicide attempts.

In Singapore, suicide is the leading cause of death among those aged 10 to 29, based on recent figures from the Samaritans of Singapore. Last year, 69 people in this age group died by suicide, accounting for 22 per cent of all such deaths. It is worth noting that the figures are provisional and may be updated.

Sean's account of his son's struggles is part of a two-episode CNA podcast special exploring the mental health challenges facing young people in Singapore.

To understand the issue more deeply, I spoke with individuals across the ecosystem, from parents and students to mental health professionals. Producing this series taught me many things, but one insight stood out above the rest.

IN A DIGITAL WORLD, WHO IS MY FRIEND?

Nearly every mental health professional I spoke to pointed at the impact of early social media use on how young people make sense of the world - and their worth.

While there's an ongoing debate on device controls and age gating to rein in demonstrable harms like bullying and distorted beauty standards, something far more fundamental is also happening - the inability to make friends.

Why is something so basic as making a friend, something most of us take for granted, now so difficult?

"When you ask (young people) who they'd go to if they just wanted to talk about something they were really troubled about, they would say 'no one,'" Dr Vivien Yang, who runs Bloom Child Psychology, told me.

A highly scheduled life is one factor. Dr Yang told me that even if her teenage son has a free day, his friends usually don't - everyone is busy with tuition, enrichment classes or sports.

Children are also more comfortable texting rather than talking. Some of her sessions with young clients take place over text, where they share their troubles. This lack of face-to-face interaction can have an impact on the depth of connection and friendships.

Also, in a society where smaller families are the norm and many children grow up without siblings, learning how to form friendships may not come naturally to them, said Dr Daniel Fung, CEO of the Institute of Mental Health.

Making friends is not a simple matter of just saying hello or sharing your stationery with a classmate sitting next to you, and then fast forward 20 years, and he's the best man at your wedding, said Dr Fung.

"Not everyone has the natural instinct, or be chirpy like me in the morning, to be able to communicate. And some people are rather shy, so you have to give them time and space," said Dr Fung.

Credit : Crispina Robert is an executive editor with the training unit in CNA.

This article was first published on CNA Commentary on 10th Sept 2025

<https://www.channelnewsasia.com/commentary/world-suicide-prevention-day-teenagers-young-people-mental-health-5339896>

Commentary: Teenagers are dying by suicide in a world that looks connected, but isn't

CONNECTED BUT LONELY

You may have heard of the loneliness epidemic and young people are not spared. A 2021 study that analysed data from over a million teenagers across 37 countries found that the number of young people who felt lonely at school had nearly doubled between 2000 and 2018. Researchers noted that this rise coincided with the use of smartphones.

What a strange paradox - on the one hand, young people have thousands of "friends" or followers online. But when they hit a wall - maybe someone breaks their heart or they bomb a test - they don't have someone to call, vent to or cry with.

There is a vulnerability in building friendships, said Dr Fung. People need to take a risk, by sharing something deeply personal or maybe even shameful. Until Dr Fung framed it this way, I hadn't considered that sturdy friendships require a certain kind of bravery - kids must be honest without feeling like they will be judged, ostracised or rejected.

Let's face it, when we fall out with friends, it hurts way more than a scraped knee. Overcoming that kind of vulnerability is what helps build strong bonds, explained Dr Fung. Without similar experiences, it's harder for young people to build social resilience.

I grew up in the 1970s. My parents were too busy to watch over me and my siblings, and we spent hours -and I mean hours- at the playground. My friendships with other children were developed over petty quarrels, hide and seek, finding and pocketing money and running away from stray dogs.

When one of us was rejected by a crush, the rest gathered to close the circle in solidarity. It didn't take the heartache away, but it lessened it so much more.

My sons, now young men, have the same sort of friendships - people they can count on, the holders of secrets I will never know. Partly, it was because they were lucky to grow up just before the digital wave came. Partly it was because their father and I were what people call "free-range" parents.

They had so many sleepovers and "chalets", I've lost count. Mind you, if I had done an audit on their pals then, a good few would not have passed the role model test (and if I am being honest, neither would my boys).

There is no manual for making friends, just as there isn't a manual for falling in love. The kernel of this corn lies in allowing children to have time - what experts now call "unstructured time" - to find their own little circles.

This requires something extremely difficult from parents - resisting the urge to control every aspect of a growing child's life. This act of letting go, perhaps bit by bit - less hovering, less auditing, less debriefing and analysing - is a good thing.

Dr Fung asked a rhetorical question: "What's the use of being the top in PISA tests and not being able to care for your fellow human being, or not having a friend?"

Extended "hang out" time with friends may seem highly inefficient in our highly scheduled lives. But perhaps in the long run, this is exactly what our children need so they have a friend to call when the storms and stresses of life arrive.

Teenagers are always online, yet it seems they feel more alone than ever. On World Suicide Prevention Day, CNA's Crispina Robert explores why deep, real-life friendships matter.

Commentary: Shifting focus beyond grades!



Singapore shifts focus beyond grades to nurture every child's unique strengths

For years, grades and the PSLE have been seen as the key markers of success. Now, Singapore is moving towards a broader, fairer approach that values every child's strengths and talents.

This shift means less pressure from exams and more opportunities for children to grow in different areas, with stronger support for families and communities too.

Do you welcome this change in our education system?



Problem Identified

Singapore's education system has placed heavy emphasis on PSLE and exam grades.

This pressure has created intense competition among children and often leaves those from less advantaged backgrounds at a disadvantage.

theAsianparent



Proposed Changes

The government now wants to reduce the high stakes tied to exams like the PSLE.

Greater importance will be placed on **recognising diverse strengths beyond academics**, while more support will be given to children from lower-income families.

theAsianparent



Raising Confident Kids

With these changes, children will have the chance to shine in different ways, **not just through grades.**

Parents can expect schools to **focus on holistic development, that help every child thrive.**

theAsianparent

Credit :

This article was first published on theAsianparent on 26th Sept 2025

<https://www.facebook.com/theasianparent/posts/singapore-shifts-focus-beyond-grades-to-nurture-every-childs-unique-strengthsfor/1288587639974299/>

PSLE:

Will removing it make it less stressful for our students?

Should we remove the PSLE?

Some parents see it as a make-or-break moment. Teachers view it as a checkpoint in learning. Students experience it as their first major national exam. But behind these varying perspectives of the Primary School Leaving Examination (PSLE) lies a more fundamental question: what purpose should this examination serve in today's educational landscape?

Over the years, Singapore's education system has progressively implemented moves to reshape how we think about learning and assessment and create more space for holistic development.

We want to:

- Reduce academic stress on young children
- Promote greater social mixing in schools
- Ensure inclusiveness across our education system

As part of these shifts in our education system, we introduced the PSLE Achievement Level (AL) scoring system in 2021 so that results are less finely differentiated and reflect students' objective performance. We hope to encourage students to focus on their own progress instead of comparing themselves to their peers.

Some have asked whether more fundamental changes are needed to better equip our students to meet future challenges, such as a through-train education system from primary to secondary school. Others have called for the PSLE to be removed or made optional, so that it would reduce our emphasis on academic achievements and create a less stressful learning environment for our students.

Let's talk about the stress issue.

Proponents of removing the PSLE often cite it as the solution to reducing student stress and unnecessary competition. However, if PSLE is removed and secondary school admission is based on which primary school the child is registered in, would the pressure point be shifted earlier to Primary 1 registration? Will the stress on our younger children start earlier? Will it build up even more pressure at a later examination point, such as at the GCE O-Levels?

The deeper issue lies in understanding the true source of stress. Is it the PSLE itself, or our mindsets toward exams and why we place such stakes on PSLE achievements? Are we narrowly defining "success" for students as only achieving a low PSLE score? How much attention should we pay to the holistic development of students from the primary to secondary school years? What type of school environment can better serve the different needs of students?

Moreover, eliminating the PSLE raises both the policy and practical challenge of how students should be posted to secondary schools in a meritocratic manner. If too many students opt for a preferred school, should we allocate the limited places by balloting? How then can we help students and parents accept more uncertainty in posting outcomes?

If we continue to regard examinations as a high-stakes proxy for success instead of right-sitting our students for the next step of their learning journey, it is unlikely that removing the PSLE alone will address the source of stress. The root cause of stress will not be reduced. Instead, the stress will continue, build up and simply be transferred.

In fact, exams such as the PSLE serve as useful checkpoints for students to gauge their learning and progress smoothly to suitable learning environments. All exams will create some amount of pressure. Our starting point should not necessarily be to remove all stressors for our students, but to teach them the skills to manage pressure, as well as the mindset to view assessments as essential to learning and growth. Parents play a key role in cultivating this mindset, and with MOE's shifts in our education policy, it is time to stem this anxiety together.

Credit :

This article was first published on NewsEdTalks on 4th April 2025

<https://www.moe.gov.sg/news/edtalks/psle-will-removing-it-make-it-less-stressful-for-our-students>

PSLE:

Will removing it make it less stressful for our students?

How has education in Singapore changed over the years?

Beyond changes to the PSLE scoring system, MOE has introduced several policy moves over the years to ensure open access to schools, broaden the definition of success, reduce an overemphasis on academic grades, nurture greater joy of learning in our students, and enhance holistic development:

- Primary 1 registration framework ensures that our mainstream schools remain accessible to children from all backgrounds, while preserving strong ties to the community and culture that our schools have built up over the years.
- Full Subject-Based Banding has increased flexibility for students to take their subjects at appropriate levels throughout secondary school, based on their strengths, interests and learning needs. This aids in reducing the stakes of the PSLE as students' PSLE scores and their streams no longer constrain their secondary experience and post-secondary articulation.
- Removal of mid-year examinations for all primary to pre-university students has freed up more time and space for students to pursue their interests, undertake self-directed learning, & develop skills like critical thinking.



- Direct School Admission (DSA) provides a pathway for students to gain entry to secondary schools and junior colleges based on diverse talents and strengths that may not be demonstrated at the national examinations. The aptitude-based admissions for students applying to Institutes of Higher Learning (IHLs) have also been expanded to recognise and celebrate our students' diverse talents.
- Revised JC admission criteria aims to increase the scope for students to recalibrate their curriculum load by offering one fewer subject, & to use the freed-up time to strengthen their development of 21st Century Competencies (21CC) and pursue their interests.
- Changes to the GCE A-Level curriculum & Autonomous University admission, namely for Project Work to be graded as a "Pass/Fail" subject and to count the fourth content-based subject for university admissions only if it improves a candidate's score, were intended to rebalance the overall A-level curriculum load on students, lower the assessment stakes, & provide more time and space for students to develop 21CC.

Today, there are diverse educational pathways to cater to our students' different interests, strengths and learning needs. We have schools that specialise in science and technology, arts, and sports, schools that offer more hands-on & vocational learning experiences, and schools that cater to students with special educational needs. But we should not stop here. How can we further strengthen the foundations that we have built today?

Credit :

This article was first published on NewsEdTalks on 4th April 2025

<https://www.moe.gov.sg/news/edtalks/psle-will-removing-it-make-it-less-stressful-for-our-students>

PSLE:

Will removing it make it less stressful for our students?

Can we be less school-focused, and be more child-focused instead?

Can we be less school-focused, and be more child-focused instead?

The future of Singapore's education system is not just about choosing to keep or eliminate PSLE.



It is about how we can customise learning pathways to meet the diverse abilities, needs, interests, and aspirations of future generations. It is about how we can embrace learning beyond schools and books, and help students discover the joy of learning to lay the foundations for self-motivated, lifelong learning.



We must continue evolving our systems and initiatives, while simultaneously transforming our mindsets around education and success. Parents, educators and society at large must collectively move away from asking "Which is the best school?" to "Which school best suits my child's needs?"; from "What is my child's grade?" to "What has my child learned?".

For every child, a good school; at every age, a good learner.

Our education system must constantly strive to strengthen our commitment to recognise and develop diverse talents, help every child reach their full potential, and encourage education as a lifelong journey. To achieve this, MOE will continue to pursue structural changes in our policies and programmes, but we must also collectively change our hearts and minds as a society.

Credit :

This article was first publish on NewsEdTalks on 4th April 2025

<https://www.moe.gov.sg/news/edtalks/psle-will-removing-it-make-it-less-stressful-for-our-students>



Thank you for reading our newsletter! We are thankful to have you as part of our community and look forward to many more meaningful moments together as we support our children in learning, growing, and discovering their strengths.

