



Welcome to P2 Parent Conference 10 February 2023





Vision:
Caring Community
Innovative Leaders
 愿景: 博爱, 创新, 引领

恭 **Graciousness**
Respect
Harmony

宽 **Magnanimity**
Generosity
Care

信 **Trustworthiness**
Integrity
Responsibility

敏 **Diligence**
Alertness
Resilience

Mission:

To nurture joyful learners with exemplary character through a caring culture



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OUR RSS BELIEFS

- Every RSS student is important to us, and we keep our students at the centre of everything we do
- Every RSS student can learn, and we are committed to helping our students discover the joy of learning at every opportunity
- Every RSS student can be a leader, and we must anchor our students strongly in values and positive character traits



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Our Signature Programmes

- Every RSS Student A Leader

Learning
for Life
Programme
(LLP)



- Tinker to Thinker

Applied
Learning
Programme
(ALP)



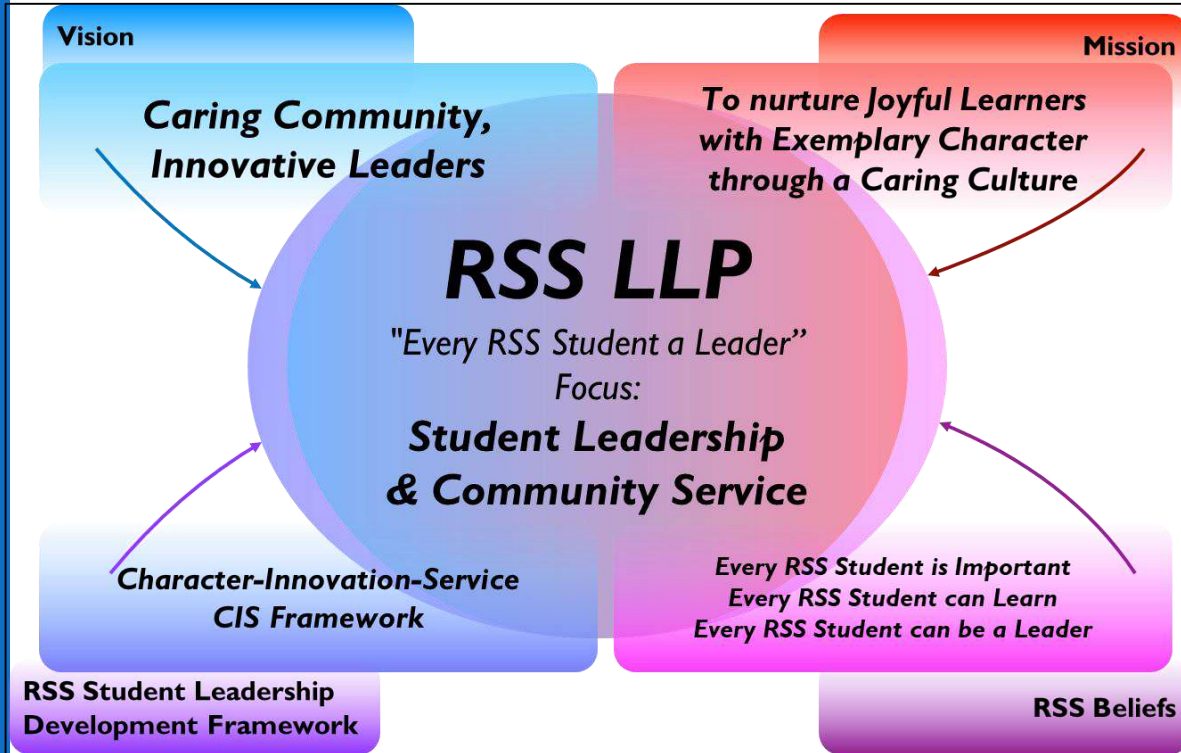
- 文化育苗,
花开卅慈

Special
Assistance
Plan (SAP)
Programme



Learning for Life Programme (LLP)

Every RSS Student A Leader



LLP: Every RSS Student A Leader

***Character, Innovation, Service
(CIS) Framework***

Learning for Life Programme (LLP)

Every RSS Student A Leader

CHARACTER 品德

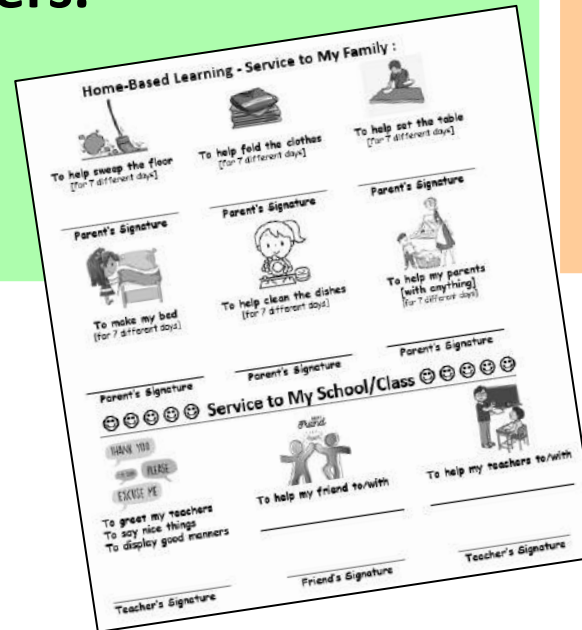
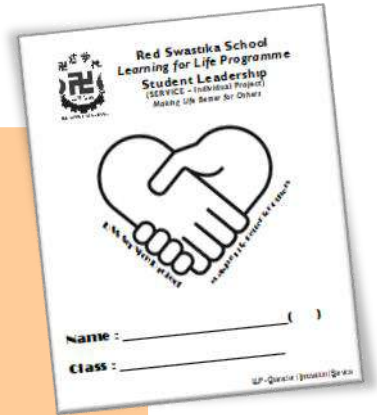
Students are developed to possess the character traits necessary to be an innovative leader.

INNOVATION 创新

Students develop Design Thinking Skills to make life better for others.

SERVICE 服务

Students participate in age-appropriate service platform (VIA) to experience and promote authentic innovative leadership.



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Our Applied Learning Programme - Tinkers to Thinkers (T2T)

A child who tinkers is constantly involved in the thinking process. By allowing our students the opportunity to tinker with block-based coding supported with relevant technological trends, we aim to develop in students:

- computational thinking & 21 CC skills;
- raise awareness on how coding and technology can be used in real world situations; and
- even to challenge them to think of solutions to solve real world problems.

Tier 1 –All students

Stage 1 Imagine through PLAY

Students are given the space to explore, be curious and tinker through coding carnival and screen-less hands-on set in P1 & P2

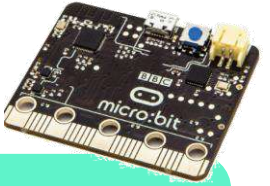


Stage 2 Ignite the PASSION

P3 & P4 students learn the basics of coding and develop awareness of how coding & technology can be applied in real world situations.

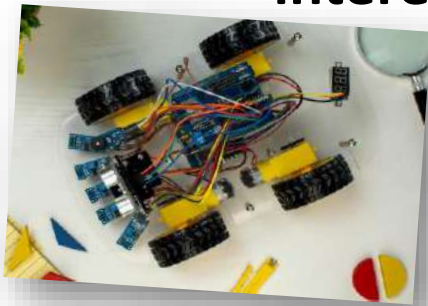
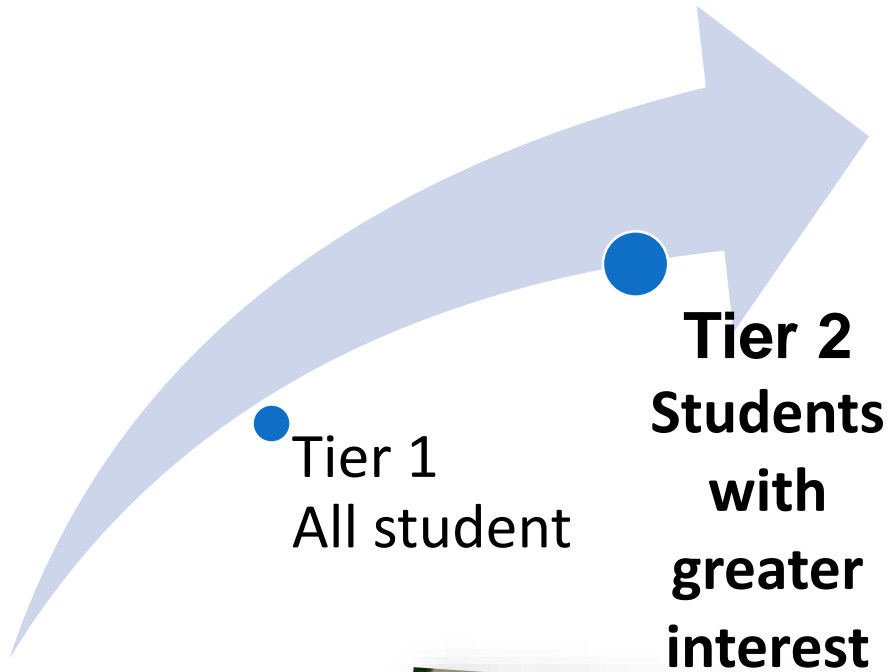
Stage 3 Innovate with PURPOSE

Building on the awareness and knowledge gained earlier, P5 & P6 students apply & extend their learning to generate solutions to solve real life problems.



Our Applied Learning Programme - Tinkers to Thinkers (T2T)

Progressing from providing all students the opportunity to tinker to nurturing students with greater interest.



Students with interest in coding can join the Robotics Club where they hone their coding skills, progressing to designing and building robots.

Students will also be enrolled in various competitions where they are challenged to solve problems, build and programme robots.

Special Assistance Plan (SAP) Programme @ RSS 特选辅助计划

中华文化课程

Chinese Cultural Lessons

驻校中华文化大使

Chinese Language Ambassadors-in-Residence
(CLARs)

国际与文化交流

Overseas Learning Journey

农历新年母语双周活动

Mother Tongue Fortnight

特选周会 SAP Assembly Programme

户外学习体验 Outdoor Education Experience

学段末特选活动 SAP Post-exam activity

跨学科特选活动 Integration of SAP in other subjects

文化育苗
花开正慈



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P1 TO P6 SCHOOL-BASED ENRICHMENT – CHINESE CULTURE PROGRAMME

卍慈学校中华文化课程 《文化育苗，花开卍慈》

一年级：
三小故事



二年级：
传统节日
故事



三年级：
故事王国



四年级：
《西游记》



五年级：
生活



六年级：
《三国演义》



二年级文化课：传统节日故事

唐诗朗诵



Our Yearly Themes

2019

Learn **New** Things
Make **New** Friends
Create **New** Memories

2020

Aspire
Believe
Commit

2021

RSS **Celebrates**
(our 70th Anniversar in 2021)

2022

Learn **C**are **L**ead

2023

Connect
Collaborate
Create



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小先生
Little Teacher

小朋友
Little Friend

小主人
Little Master

Vice-Principal's Sharing



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Joy of Learning @ RSS



- Happy faces
- Engaging looks
- On task (focused)
- Positive Teacher-student interactions
- Enthusiastic
- Asking questions (being inquisitive)
- Raising of hands
- Teamwork
- Independent learners
- Extension of learning



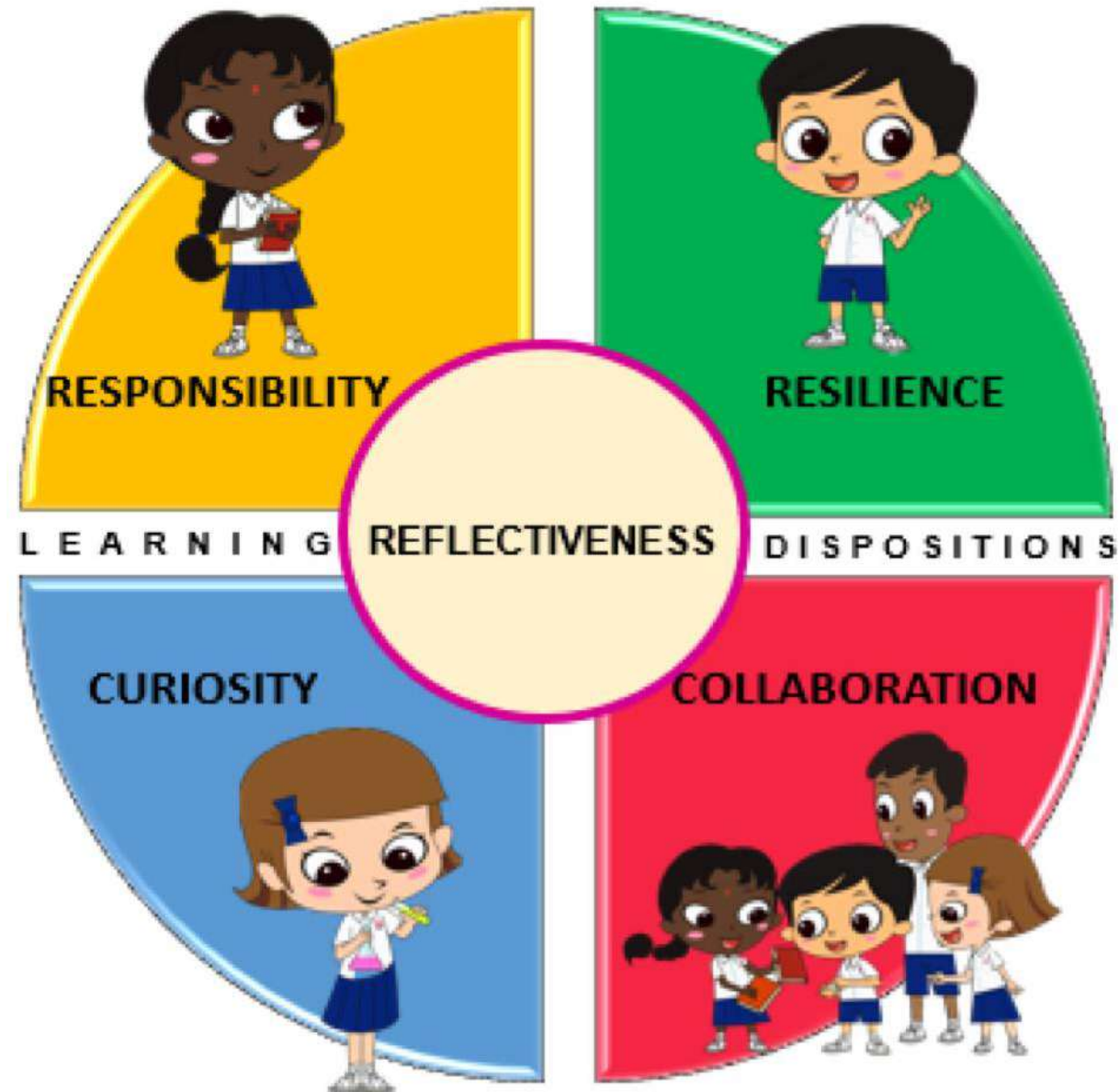
- Constructive, productive noise
- Meaningful conversations
- Positive encouragement
- Seeking clarifications
- Laughter
- Cheers
- Moment of silence



- Motivated to deepen learning
- Looking forward to more of such learning
- Confident/empowered
- Positive frustration
- Satisfied
- Achievement
- Challenged
- Time passes quickly
- Safe & Non-threatening
- Relaxed
- Energetic

Engaged Learning

RSS Learning Dispositions



RSS Learning Dispositions

Learning Disposition	Learning Actions
Responsibility	<ul style="list-style-type: none">• Put in my best to learn, without the need to be reminded• Participate enthusiastically in learning• Put in my best to learn because I enjoy learning and want to become better
Resilience	<ul style="list-style-type: none">• Make the effort to think of and try out solutions even when the work is challenging• Do my best to complete the activities in every assignment• Receptive to feedback given• Want to know what has gone wrong and how to improve in my learning
Curiosity	<ul style="list-style-type: none">• Show excitement and a keen interest in learning• Ask useful questions that are related to the topic to seek clarification• Readily find out more about a topic I am learning• Readily share what I have learnt with others
Collaboration	<ul style="list-style-type: none">• Encourage my peers to work together and learn from one another• Support my peers in their learning by sharing what I know and by guiding them• Encourage my peers to use what they are good at to help others

RSS Assessment Plan for 2023

Level	Term 1	Term 2	Term 3	Term 4
P1	No Weighted Assessment (WA) - only Non-weighted Formative Assessment (FA)			
P2				

Subject-specific learning outcomes (LOs) & 3 levels of qualitative descriptors (QDs) are used to report P1/P2 students' learning progress for all subjects at the end of each Semester.

Level	Qualitative Descriptor
Level 1	Emerging
Level 2	Making Progress
Level 3	Competent



To gain holistic understanding of students' progress, teachers gather and triangulate assessment information from multiple sources.

In promoting the **culture of care**, we:

Care for our students;

Affirm the good work of our students and celebrate their successes; build positive

Relationships with our students; and

Educate our students to demonstrate the right values

Student Development Team

Year Heads/
Level
Managers

HOD Student
Mgt &
SH Student
Well-being

HOD CCA &
PE

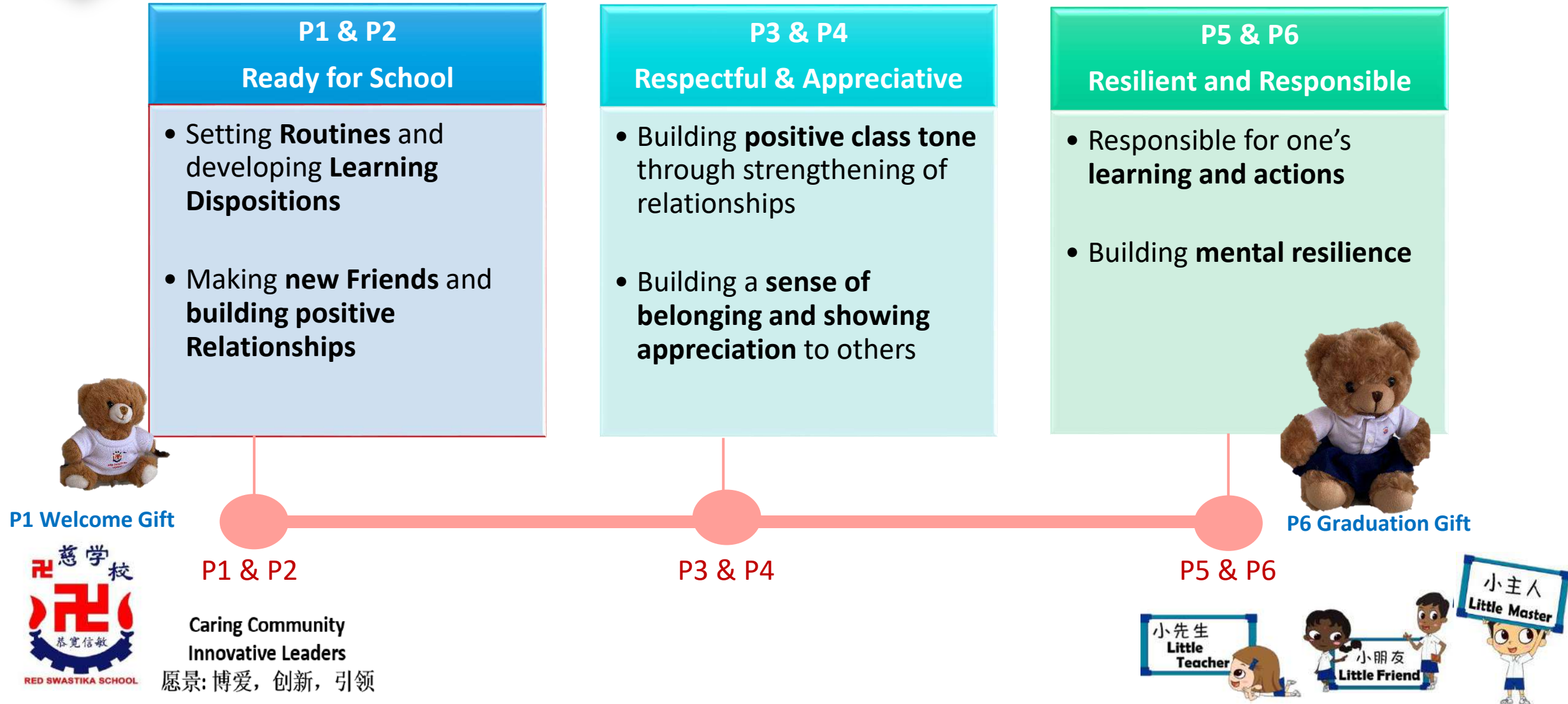
HOD CCE &
SH CCE

SH Student
Leadership

Start It Right & End It Right Programmes in each Term

Focus of each Term			Beginning of each Term	End of each Term
Term 1	恭	Graciousness <i>Respect</i> <i>Harmony</i>	Start It Right Programme – <i>to ease students' transition to the new term</i>	End It Right Programme – <i>to conclude the learning for the term</i>
Term 2	宽	Magnanimity <i>Generosity</i> <i>Care</i>		
Term 3	信	Trustworthiness <i>Integrity</i> <i>Responsibility</i>		
Term 4	敏	Diligence <i>Alertness</i> <i>Resilience</i>		

Level-Focused Student Development Programmes



Our Positive Discipline Approach

Reflecting on Self as a Three Little

8. Which school values have I not upheld? (self-awareness)

Little Friend	Little Master	Little Teacher
<input type="checkbox"/> Respect	<input type="checkbox"/> Integrity	<input type="checkbox"/> Harmony
<input type="checkbox"/> Harmony	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Generosity
<input type="checkbox"/> Generosity	<input type="checkbox"/> Alertness	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Care	<input type="checkbox"/> Resilience	<input type="checkbox"/> Resilience





Reflection

*Have I been a Little Friend,
Little Master or
Little Teacher?
How could I have done
better?*



Consequences for Actions – 3Rs anchored on reflection

Restitution –
Making
amends/Fixing
the problem

Reconciliation –
Restore
relationships hurt
by one's actions

Reflection

Resolution – Prevent
the problem from
happening again

CULTURE
OF CARE

Three Littles Mailbox - 'Catch' them Right during Class Appreciates!

Values	Caught [✓]
Respect	
Harmony	
Generosity	
Care	

Please tick the relevant values.

from Primary _____
was caught for exemplifying the
values of a **Little Friend!**

He/ She _____

Positive act caught by: (Your Name) _____

小朋友
Little Friend

Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

Please tick the relevant values.

from Primary _____
was caught for exemplifying the
values of a **Little Master!**

He/ She _____

Positive act caught by: (Your Name) _____

小主人
Little Master

Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

Please tick the relevant values.

from Primary _____
was caught for exemplifying the
values of a **Little Master!**

He/ She _____

Positive act caught by: (Your Name) _____

小主人
Little Master



CULTURE OF CARE

Home-School Partnership

Work with the school to know and support your child

- Regular conversations with your child's teachers
- Check with teachers' preferred mode of communication



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



Tips to help our children
succeed in life through
home-school partnership



Help your child relate to others

- Work with teachers to help your child respect differences and resolve disagreements amicably
- Let the school verify the facts in any incident between students.

Help your child manage himself/herself

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



Year Head's Sharing

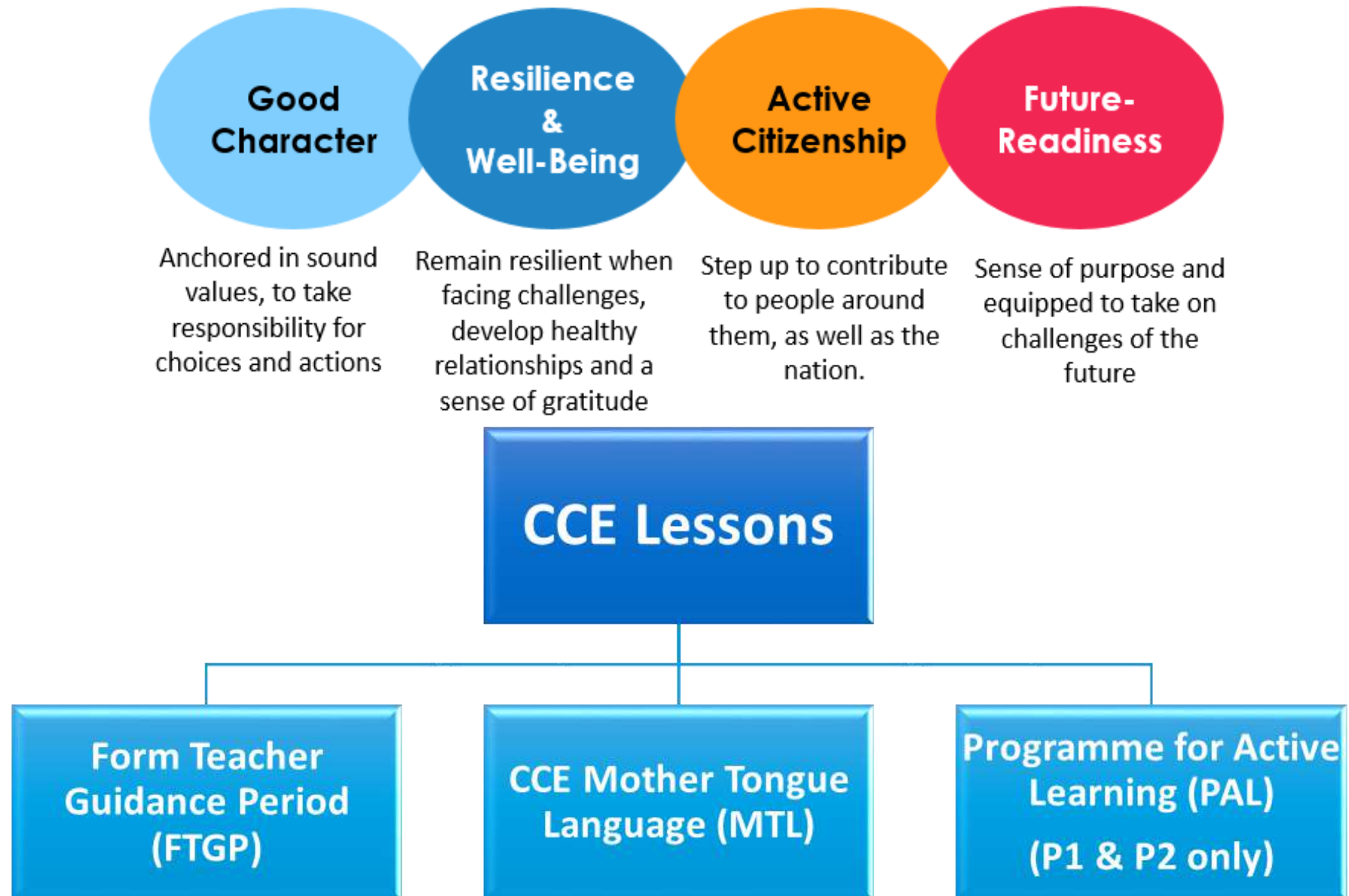


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CHARACTER & CITIZENSHIP EDUCATION (CCE)

Goals of CCE 2021 Curriculum



Lessons on Mental Well-being and Cyberwellness



Seeing a glass
as half-full

How I Feel ② Date:

**Managing Disappointment-
Be Positive!**

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

✎ Write down what I can **think** or **say** to myself when I feel disappointed.



Write or draw what I can **do** when I feel disappointed.

8 Understand and Care for Myself

Importance of a
positive mindset

Do I Know You? ②

**What Do We Know about
Tricky People?**

- It is difficult to tell tricky people from the way they look.
- Tricky people tend to ask children for help even though there are other adults who could help them.
- Tricky people gain children's trust by offering sweets, money or things they like.
- Tricky people may ask children to keep secrets.

**What Do We Know about
Tricky People
Online?**

- It is difficult to identify tricky people based on their behaviour since we cannot see them online.
- The things tricky people write or share about themselves are not true.
- Tricky people may share information (e.g. links, photos) that is not suitable for children.



15 Understand and Care for Myself

Lesson on
Cyberwellness

CHARACTER & CITIZENSHIP EDUCATION (CCE)

Programme for Active Learning (PAL)

Sports &
Games

**P1: Play Well
& Safe**

**P2: Play
Together**

Outdoor
Education

**P1: Exploring
the Outdoors**

**P2: Let's go
Camping!**

Performing
Arts

P1: Drama

P2: Culture

Visual
Arts

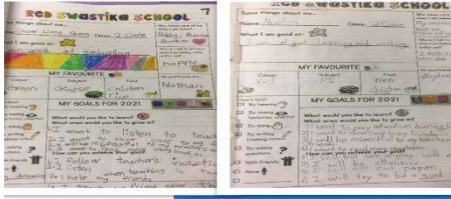
P1: Explore Art

P2: Express Art

Nurtures 3Cs (Confidence, Curiosity, Cooperation Skills) & Social-emotional Competencies

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Building Positive Teacher-Student Relationship (TSR)



My Letter to my
Teacher' - From
Students



Reply to 'My Letter
to my Teacher'
- From Teachers



Thank you Cards
- From Students



One to One
Chit-Chat Time



Birthday Cards
- From Teacher



Positive
TSR



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Building Positive Student-Student Relationship (SSR)

Tier 2

Student Peer Supporters

Develop Student Peer Supporters in each class to play a proactive role in looking out and providing support for peers in need



Tier 1

Every RSS student, A Little Friend

Develop a supportive mindset in every student through peer bonding, peer helping and peer influencing



Parent Engagement

Engagement Session	Focus
Parent Conference	♥ Getting to know the Form Teachers ♥ Sharing on Curriculum Matters
Parent-Child-Teacher Conference	♥ Sharing on child's holistic development
Positive Parenting Programme (Triple P)	♥ Equip parents with parenting skills to promote their children's psychological, social and emotional competence



Regular Communication with parents via these channels:

- ❖ Emails/ Phone calls
- ❖ Student Handbook
- ❖ Parents Gateway
- ❖ School Website
- ❖ RSS Link (Newsletter)
- ❖ RSS Instagram (https://www.instagram.com/redswastikaschool_official/)

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Other useful information/reminders



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Class Allocation @ P3

Movement from P2 to P3

**Not
streamed
/banded**

✓ **Mixed Abilities in each
class**

**Re-
allocation
of
Classes**

✓ **More students (from 30 to 40)**

**Offering
an
additional
subject**

✓ **Students will offer Science from P3**

- **Social responsibility** - If your child is unwell, please advise him/her to stay home and seek medical attention immediately.
- Do allow your child to rest at home for the full duration of the MC.
- For illnesses that are contagious (e.g. HFMD, chicken pox), do inform your child's/ward's Form Teachers as soon as possible and ensure that he/she has fully recovered before returning to school.

Ensuring Student Well-being

Students who have just received a vaccination dose or recovered from COVID-19 infection will be exempted from strenuous physical activities, including recess play, for two weeks from the date of the vaccination / first positive COVID-19 test.

- Teachers-in-charge will also check in with students to verify their vaccination/COVID-19 information before the start of every strenuous physical activity.
- Please inform your child's/ward's form teachers if your child has just received the vaccination dose/recovered from COVID-19 infection. This is to ensure that the information received by the school is accurate. You may update your child's Form Teachers via email.



Road Safety – Use Only Gates 1A, 4 and 5

DO NOT let your child alight outside Gates 1 and 3 (vehicular gates)

Also, please **do not** alight your child along Bedok North Ave 3



Students who come from Bedok Reservoir area /MRT station should enter the school via **Gate 1A**

Ensuring Student Safety - Road Safety

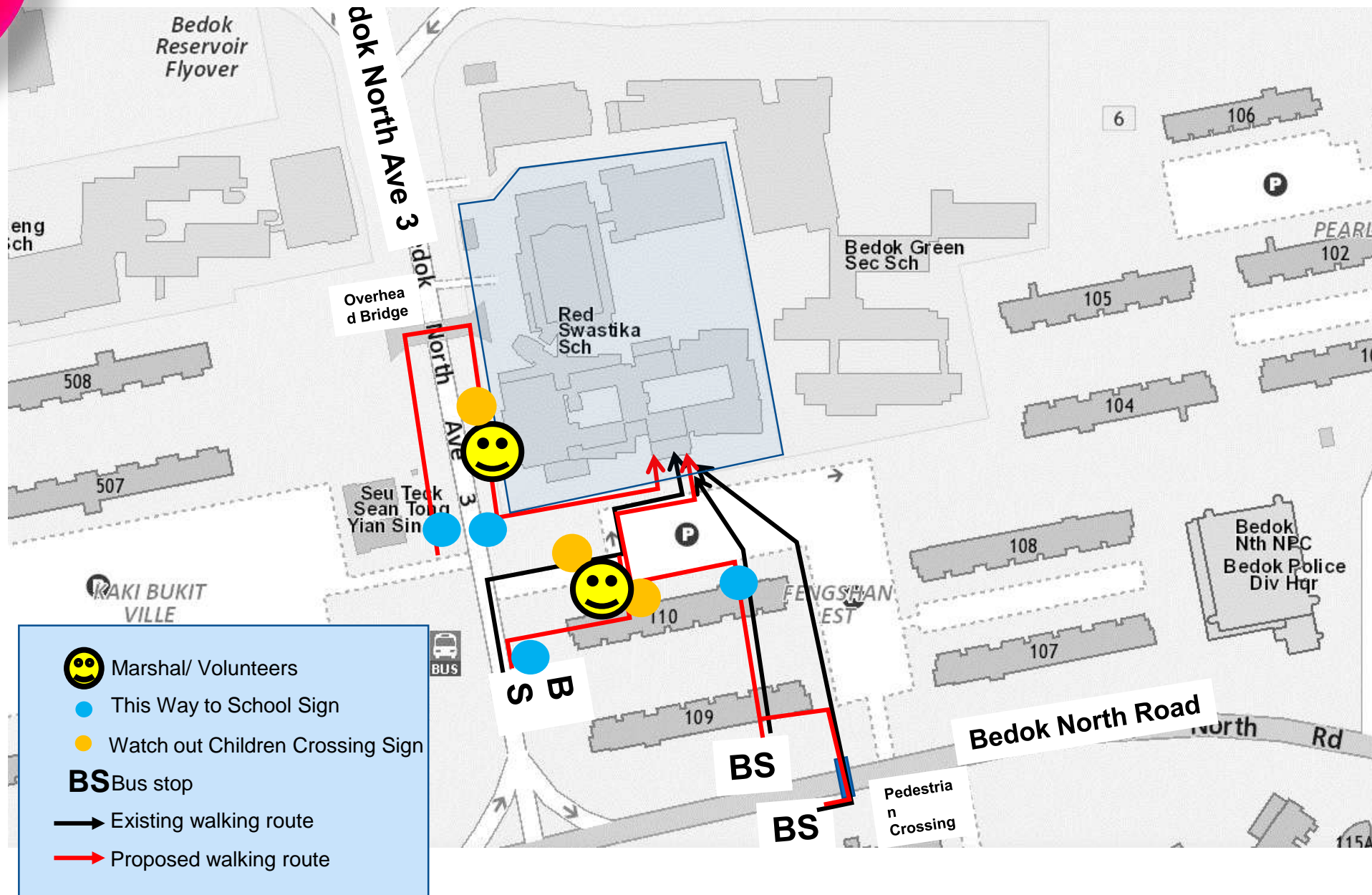
Please take note of the safety of parents and students

- crossing the carpark, especially near the gantry and
- boarding/alighting from vehicles.

Please:

- Drive patiently and carefully – pay attention and give way to children and others
- **Do not** weave in and out of traffic as it may result in accidents.
- **Do not** obstruct traffic while waiting for your child to board/alight from the vehicle.
- When using the yellow box, please take care not to block cars that are going straight

Safe Walking Route to School and going Home from School



CULTURE
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Our School Website

<http://redswastika.moe.edu.sg>



Red Swastika School



Follow RSS on Instagram



https://www.instagram.com/redswastikaschool_official/

认识卍慈 About RSS

- Principal's Message
- Our History
- Our School Crest, Motto, Vision, Mission and Values
- RSS Three Littles
- Our People**
- Our Financial and Non-Financial Information
- Contact Us

家长 For Parents

- Communication
- School Hours and School Procedures
- School Rules
- Health and Safety Matters
- Support for Students
- School Service Providers
- Quick Links
- Others

课程 Curriculum

- English
- Chinese
- Mathematics
- Science
- Aesthetics
- Character and Citizenship Education
- Co-Curricular Activities
- Information and Communications Technology / ALP

合作伙伴 Our Partners

- Alumni Association
- Parent Support Group
- Parent Volunteers
- Overseas Partners
- School Management Committee



Thank You!



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