



***Caring Community  
Innovative Leaders***



# P4 Parent Conference

**8 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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愿景: 博爱, 创新, 引领

# 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



# Our Learning for Life Programme (LLP)

## Every RSS Student A Leader



***LLP: Every RSS Student A Leader***

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



# 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.



# 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

# 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》





# 四年级文化课：《西游记》



## 水墨画



# Our Yearly Themes

2019

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

2020

**A**spire  
**B**elieve  
**C**ommit

2021

RSS **Celebrates**  
(our 70<sup>th</sup> Anniversary in 2021)

2022

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

2023

**C**onnect  
**C**ollaborate  
**C**reate



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# Vice Principal's Sharing

*A Season of Growth*

*~ Learning to build strong, lasting relationships with others*



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# Benefits of High Self-Esteem

Source: <https://kidshealth.org/en/parents/self-esteem.html>

## Children with Positive Self-esteem:

- feel liked and accepted
- feel confident
- feel proud of what they can do
- think good things about themselves
- believe in themselves

## Children with Low Self-esteem:

- are self-critical and hard on themselves
- feel they're not as good as other children
- think of the times they fail rather than when they succeed
- lack confidence and doubt they can do things well



# How Parents Can Build Self-Esteem

Source: <https://kidshealth.org/en/parents/self-esteem.html>

- 1) **Encourage your child to keep learning to do new things.**
  - Do not help him/her with everything, let them learn.
- 2) **When teaching your child how to do things, show and help him/her at first.**
  - Don't make new challenges too easy — or too hard.
- 3) **Praise your child, but do it wisely.**
  - **Don't overpraise.** For example, telling a child he played a great game when he knows he didn't, feels hollow and fake. It's better to say, "I'm proud of you for not giving up."
  - **Praise effort, progress and attitude.** Focus on strengths but do not praise your child for a good grade or a fixed quality (e.g. being smart or athletic).



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It's ok to be different.



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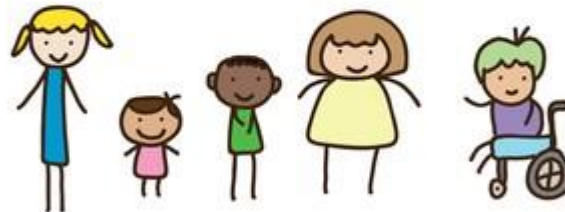


# How Parents Can Build Self-Esteem

Source: <https://kidshealth.org/en/parents/self-esteem.html>

- 4) **Be a good role model.**
  - Show your child how you put great effort into tasks and do them cheerfully.
- 5) **Ban harsh criticism at home.**
  - What children hear about themselves will translate into how they feel about themselves.
- 6) **Let your child help and give at home.**
  - Self-esteem grows when children get to see that what they do matters to others.

It's ok to be different.



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# Important Social Skills to Teach Children

- Understand how others feels
  - Respect their feelings and choices
  - Be kind and help others to feel good about themselves
- Connect with others
  - Appreciate others' strengths & qualities; be interested to know them better
  - Listen patiently and speak kindly
  - Be ready to stand up to what is wrong



Find interesting activities to do with your child and build his/her social skills:

<https://parentingscience.com/social-skills-activities/>

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

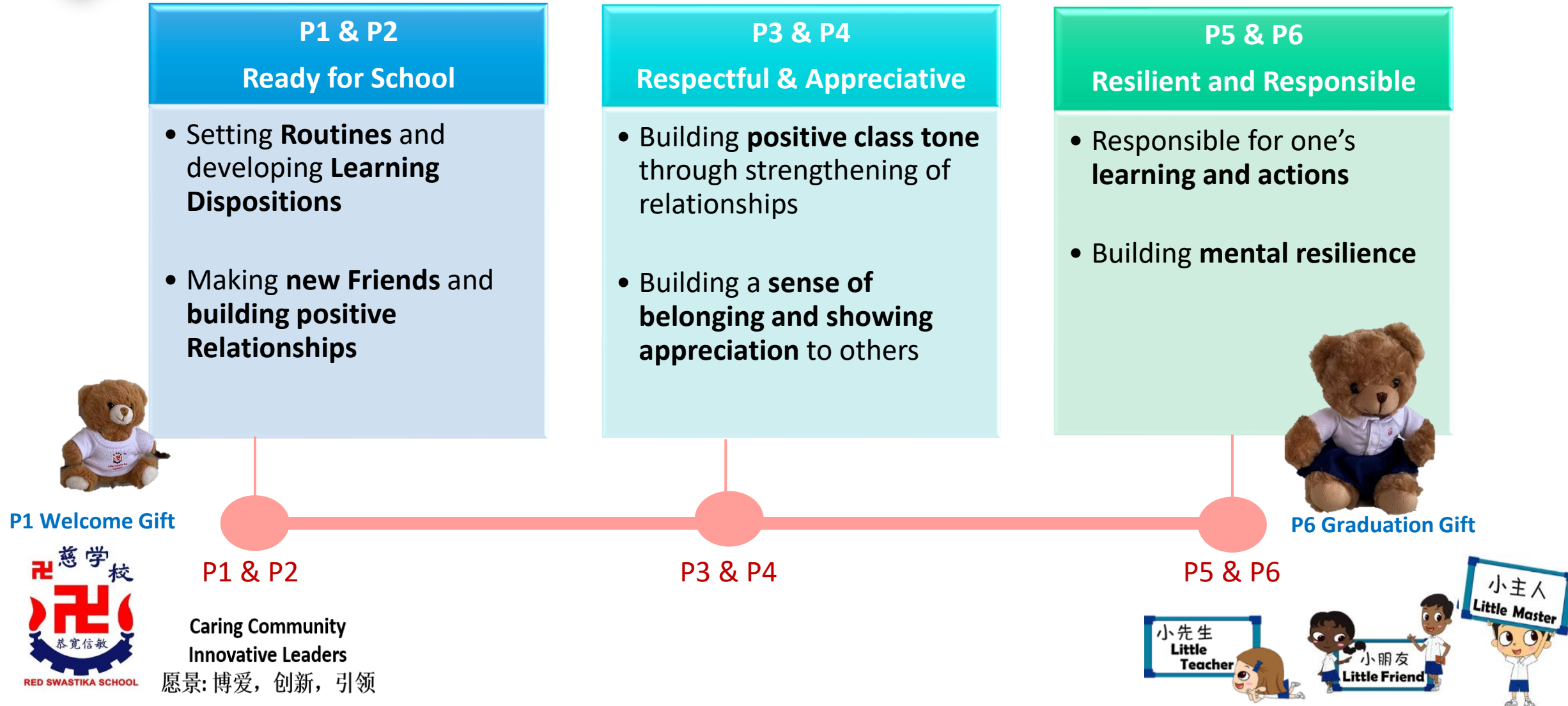
HOD Student  
Management  
&  
SH Student  
Well-being

HOD CCA &  
PE

HOD CCE &  
SH CCE

SH Student  
Leadership

# Level-Focused Student Development Programmes



# 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*



# Our Positive Discipline Approach

## Reflecting on Self as a Three Little

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

<u>Little Friend</u>	<u>Little Master</u>	<u>Little Teacher</u>
<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

# 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 \_\_\_\_\_

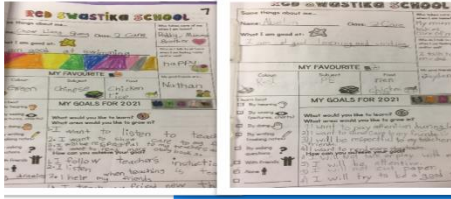
Positive act caught by: (Your Name) \_\_\_\_\_

小主人  
**Little Master**



CULTURE  
OF CARE

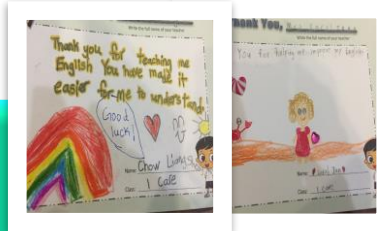
# Building Positive Teacher-Student Relationship (TSR)



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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# 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 Respect Harmony	Start It Right Programme – to ease students' transition to the new term	End It Right Programme – to conclude the learning for the term
Term 2	宽	Magnanimity Generosity Care		
Term 3	信	Trustworthiness Integrity Responsibility		
Term 4	敏	Diligence Alertness Resilience		



# CHARACTER & CITIZENSHIP EDUCATION (CCE)

## Goals of CCE 2021 Curriculum

**Good  
Character**

Anchored in sound values, to take responsibility for choices and actions

**Resilience  
&  
Well-Being**

Remain resilient when facing challenges, develop healthy relationships and a sense of gratitude

**Active  
Citizenship**

Step up to contribute to people around them, as well as the nation.

**Future-  
Readiness**

Sense of purpose and equipped to take on challenges of the future

**CCE Lessons**

**Form Teacher  
Guidance Period  
(FTGP)**

**CCE Mother Tongue  
Language (MTL)**

**Programme for Active  
Learning (PAL)  
(P1 & P2 only)**



# Year Head's Sharing



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# *Strengthening the Culture of Learning*



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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

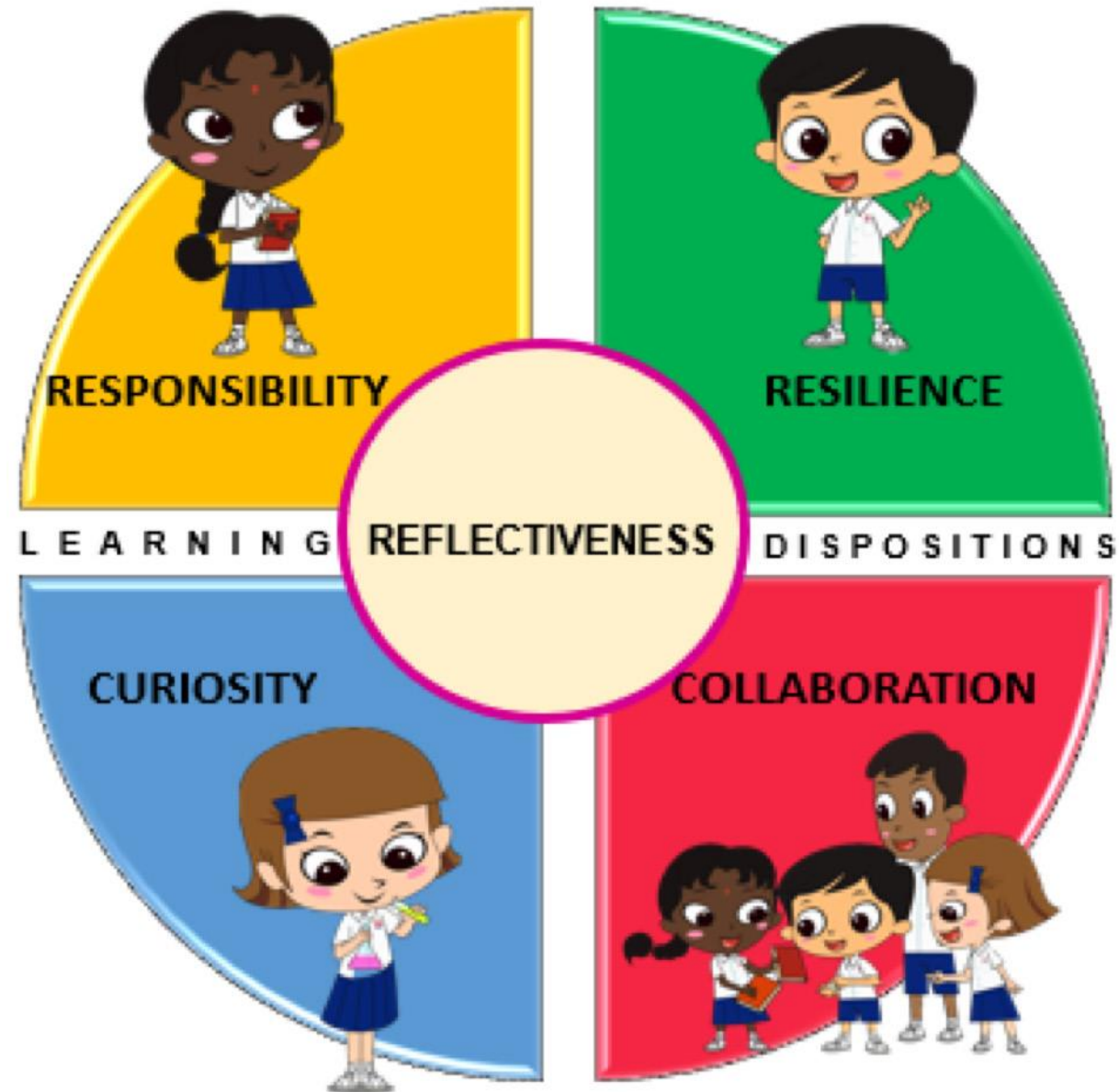


- Motivated to deepen learning
- Looking forward to more of such learning
- Confident/empowered
- Positive frustration
- Satisfied
- Achievement
- Challenged
- Time passes quickly
- Safe & Non-threatening
- Relaxed
- Energetic

## Engaged Learning



# RSS Learning Dispositions



# RSS Learning Dispositions

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



# RSS Assessment Plan for 2023

Level	Term 1	Term 2	Term 3	Term 4
P4	Formative Assessment	Weighted Assessment	Weighted Assessment	Year End Exam



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# SUBJECT-BASED BANDING (PRIMARY)

- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- Offers students the option of Standard and Foundation Subjects, depending on their strengths.



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# Subject-Based Banding

## @ PRIMARY 4

**Student sits for school-based examinations**

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

## @ PRIMARY 5

**Student takes subject combination chosen by parents**

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

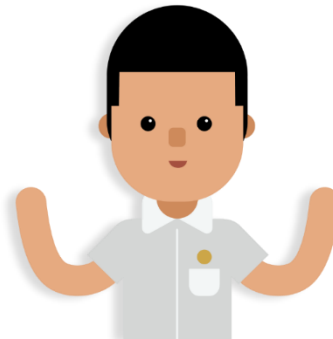
School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

## @ PRIMARY 6

**Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.**

# SUBJECT-BASED BANDING (PRIMARY)

- Recommendations are made based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Taking subjects at Foundation level is **does not disadvantage a student**. Instead, it enables the child to focus on building up strong fundamentals in these subjects and be better prepared for progression to secondary school.



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# Subject Combinations Available

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or 3 standard subjects + 1 other foundation subject; or 2 standard subjects + 2 other foundation subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects



# SUBJECT-BASED BANDING (PRIMARY)

## Higher Chinese Language (HCL) in P5 & P6

### Recommendation for taking HCL in P5:

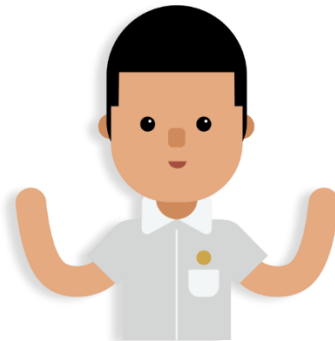
Pass all subjects and attain at least 85 marks for Chinese Language at the end of P4.

### Requirement for taking HCL in P6:

To continue taking HCL in P6, P5 HCL students are required to attain a passing score (Overall Results).



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## **Q: What is the difference between CL and HCL?**

Compared to CL, HCL contains around 20% to 30% more words to be learned every chapter. It also focuses more on composition and comprehension.

In Assessment, P5 and P6 HCL does not have any listening or oral components. Students are tested for writing (composition and comprehension) only,



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**Q: Should my child take up HCL from P5?**

What you should consider:

- Does he/she have an interest and a flair for CL?
- Does he/she plan to take HCL in secondary school?
- Is he/she coping well in EL, MA, SC, CL? Or should he/she be spending more time on these subjects?





## Q: Can I choose HCL for my child when it is not recommended by the school?

- HCL provides more in-depth learning, and with a greater emphasis on comprehension and writing
- Aptitude and interest are important for child to enjoy learning HCL
- Additional 2 periods of HCL lessons are conducted after school from 2 pm to 3 pm on Mondays (for P6) and Fridays (for P5). \*Attendance is compulsory for students who are taking HCL
- Your child must be able to cope with the additional curriculum demands of HCL



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# HCL at PSLE

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# HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:



7

NO HCL

Students with better PSLE Scores will be posted first, even if they did not take HCL



8

DISTINCTION



8

MERIT



8

PASS

Amongst students with the same PSLE Score, those with better HCL grades will be posted first



8

NO HCL



9

DISTINCTION

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

小先生  
Little Teacher



小朋友  
Little Friend

小主人  
Little Master

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# ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

## ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

# Information on P4 Level Programmes

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## P4 Level Programmes

- Traffic Games at Road Safety Community Park
- Learning Journeys for CCE
- Museum-based Art Learning Journey
- Learning Journey to the Science Centre
- Swim Safer 2.0 Programme



- The SwimSafer 2.0 programme for 2023 will be conducted in Semester 2 after curriculum hours.
- The programme is for students with all levels of swimming proficiency, including those who have not yet learnt how to swim.
- Opt-in basis. The form to indicate interest to participate in the programme has been sent via PG on 11 Jan.
- More details will be provided once available.



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# Other Useful Information

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# Parent Engagement

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



## Regular Communication with parents via these channels:

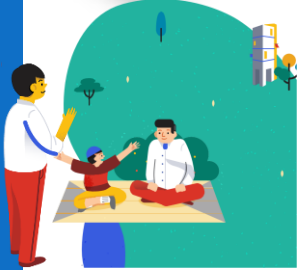
- ❖ Emails/ Phone calls
- ❖ Student Handbook
- ❖ Parents Gateway
- ❖ School Website
- ❖ RSS Link (Newsletter)
- ❖ RSS Instagram ([https://www.instagram.com/redswastikaschool\\_official/](https://www.instagram.com/redswastikaschool_official/))

## 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



- **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

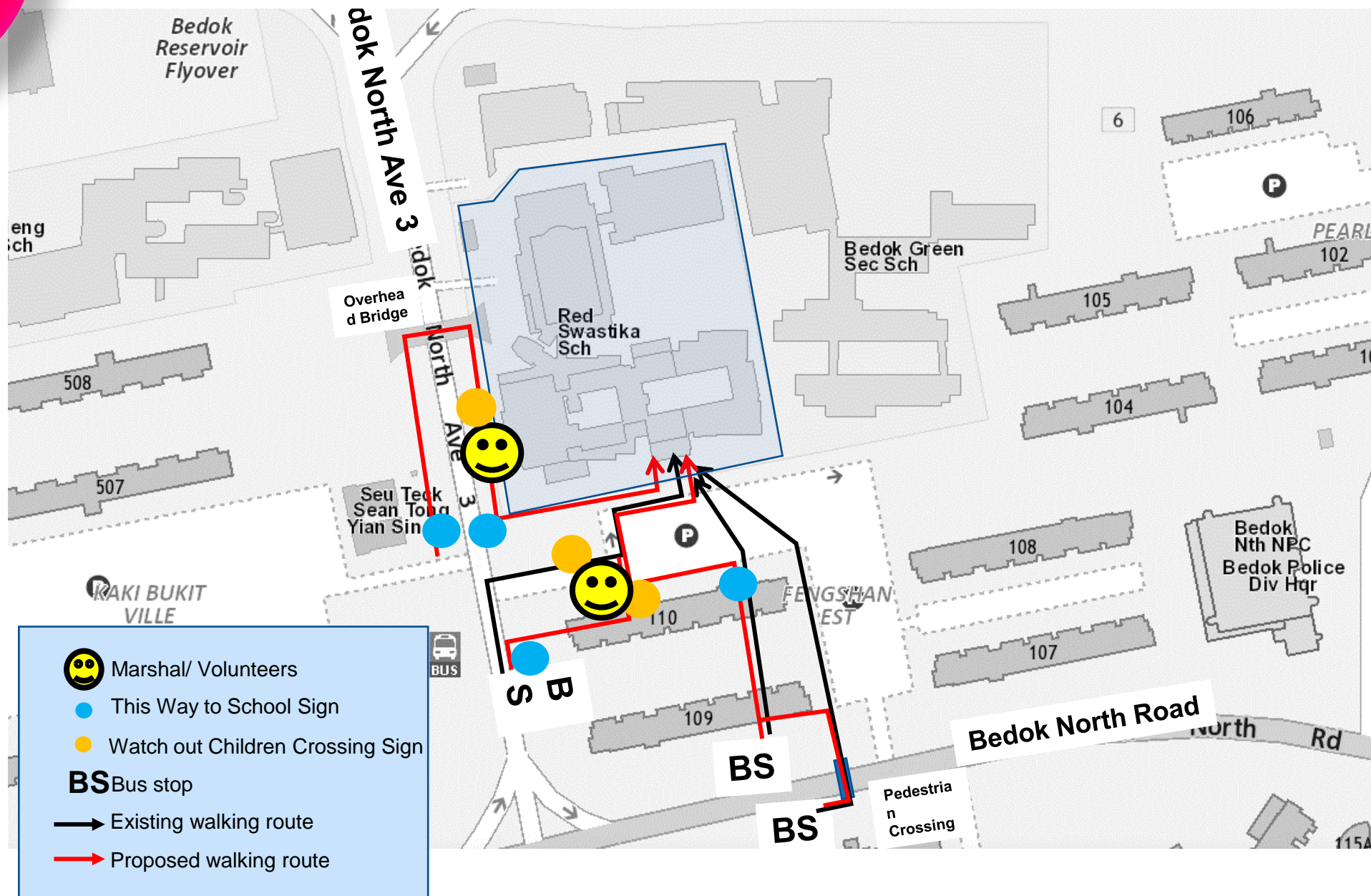
Please take note of the safety of parents and students

- 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  
OF CARE

## Our School Website

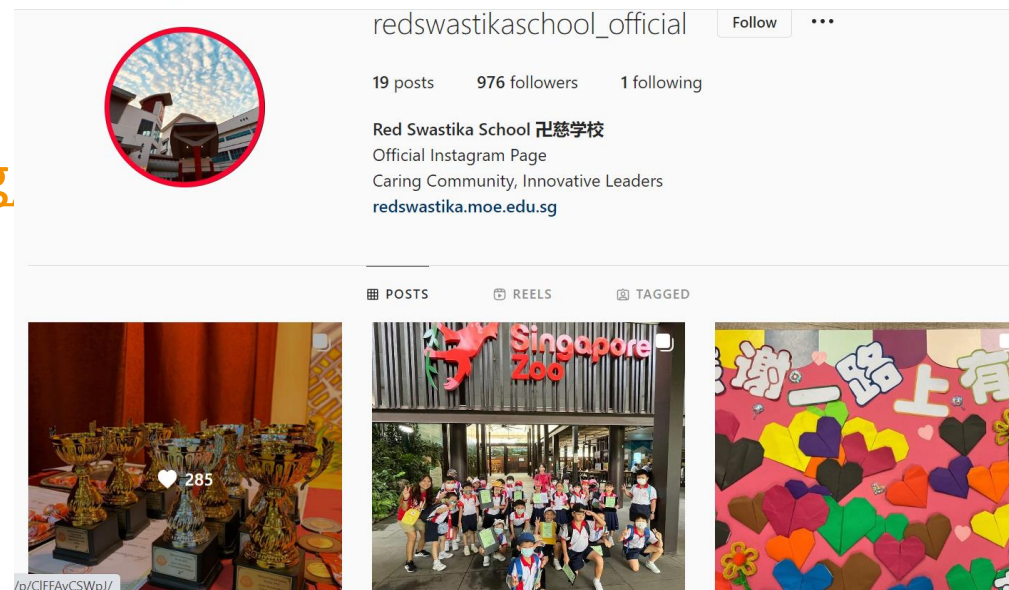
<http://redswastika.moe.edu.sg>



Red Swastika School



## Follow RSS on Instagram



[https://www.instagram.com/redswastikaschool\\_official/](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





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