



***Caring Community
Innovative Leaders***



P5 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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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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Supporting and Caring for our Students



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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

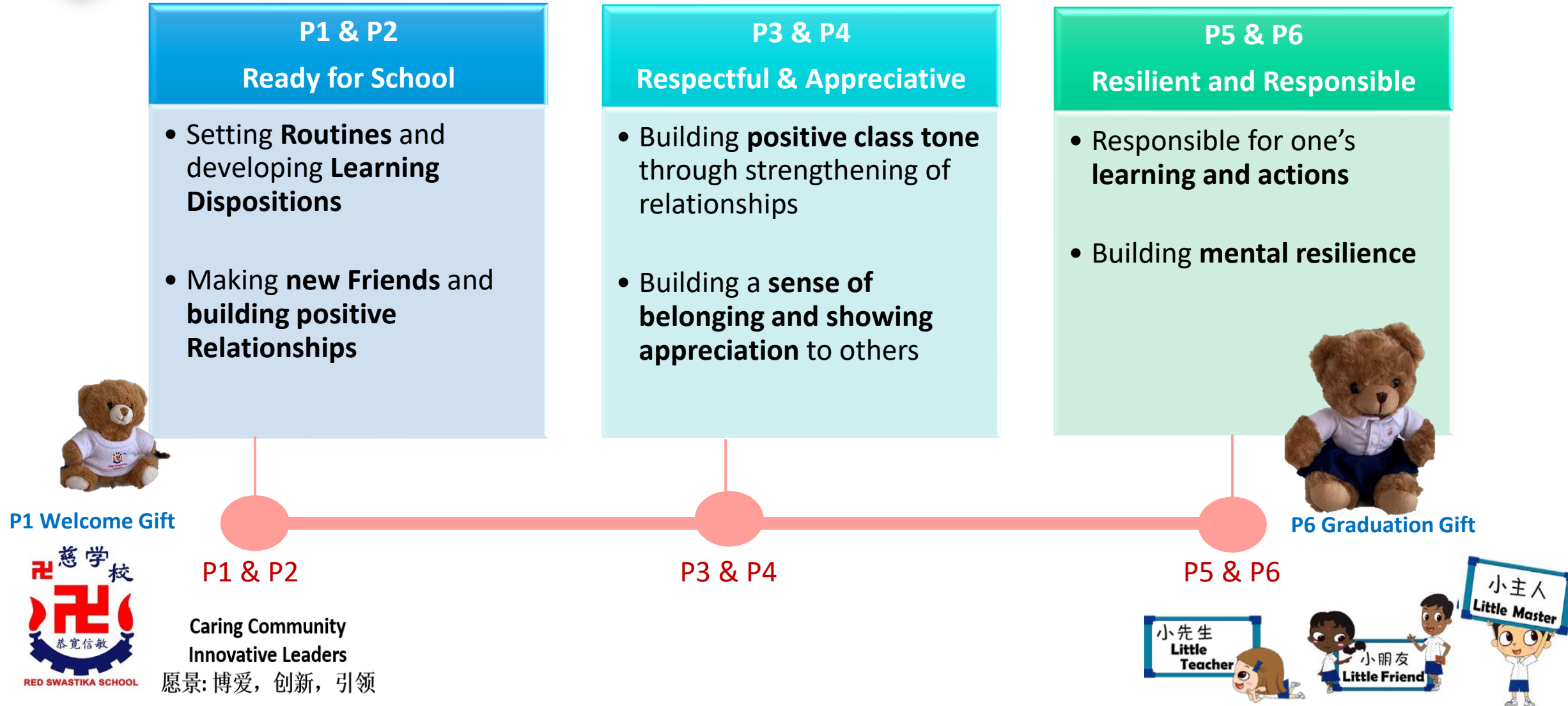
HOD CCE &
SH CCE

SH Student
Leadership

Start It Right & End It Right Programmes in each Term

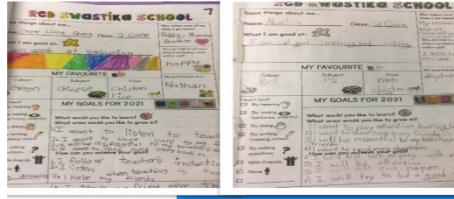
Focus of each Term			Beginning of each Term	End of each Term
Term 1	恭	Graciousness Respect Harmony	Start It Right Programme – to ease students' transition to the new term	End It Right Programme – to conclude the learning for the term
Term 2	宽	Magnanimity Generosity Care		
Term 3	信	Trustworthiness Integrity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

Level-Focused Student Development Programmes



CULTURE
OF CARE

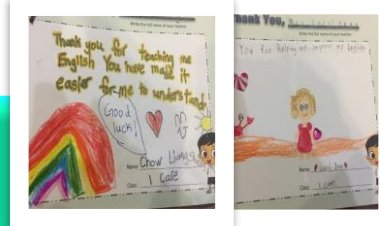
Building Positive Teacher-Student Relationship (TSR)



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

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

小朋友 Little Friend

小主人 Little Master

小先生 Little Teacher

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

Learning Support Programme for English and Math

Early Literacy Indicators
for English & Early
Numeracy Indicators for
Math are conducted in
January.

Learning and Behavioural Needs

Students who need more
specialised interventions
are supported by our
Special Needs Officers.

**Care for
Students**

Financial Assistance

MOE Financial
Assistance Scheme &
Bursaries by School
Management
Committee

Emotional Needs

Our School Counsellor
offers support to students
with social, emotional &
behavioural issues.
Referrals can be made
through your child's FT.

Our Signature Programmes



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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.

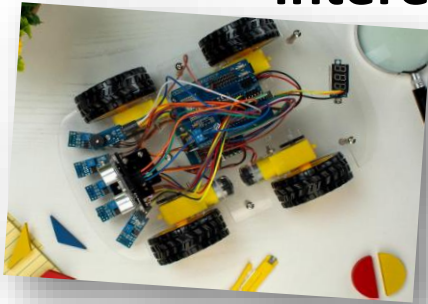
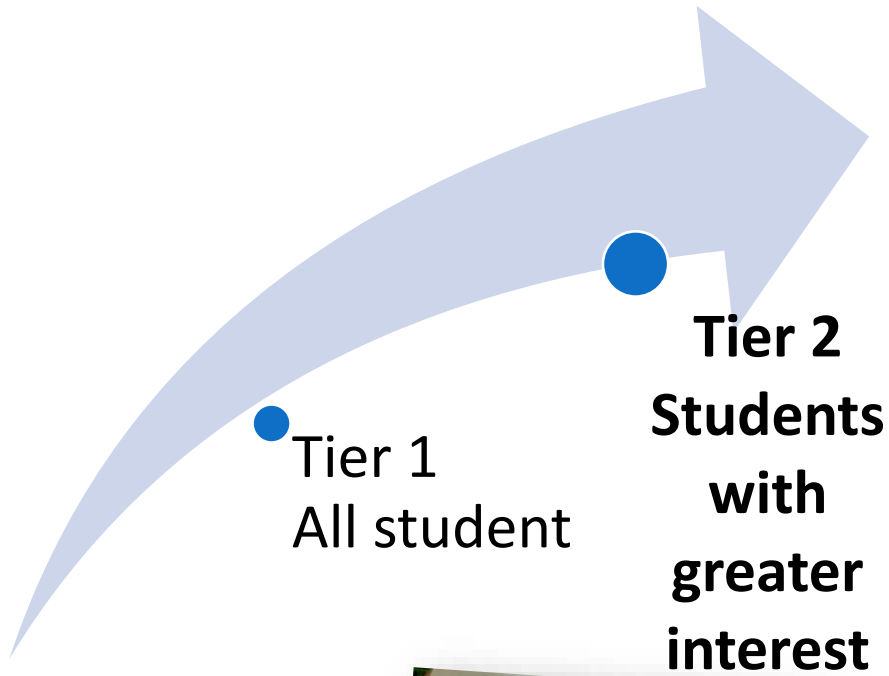
Stage 3 Innovate with PURPOSE

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



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

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》



Our Yearly Themes

2019

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

2020

Aspire
Believe
Commit

2021

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

2022

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

2023

Connect
Collaborate
Create



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Vice Principal's Sharing

A SPECIAL SEASON

~ The Early Adolescence Years



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Transition to P5

Changes experienced by our P5 students:

- Increased rigor of the curriculum
- Time and workload management
- Self-actualization – Goal setting and expectations
- New class setting with new teachers and classmates
- Physical and emotional changes



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Child – Adolescent – Adult

Source: <https://parentandteen.com/understanding-how-teens-think/>

CHILDREN = CONCRETE THINKERS

They see things as they seem. They don't imagine themselves very far into the future or foresee how their actions lead to future circumstances. They tend to think about how things affect them now and don't tend to see the complexity in situations or underlying motives of people. This way of thinking is known as concrete thinking because things are exactly as they seem.

ADULTS = ABSTRACT THINKERS

We see complexity. We can see into the future and understand how things that offer immediate pleasure might have long term consequences. We are less easily manipulated and can consider the short as well as the long-term effects of our choices.

OUR P5 PRE-TEENS

In between. Early adolescents are closer to concrete, and later adolescents may have fully reached abstract thought.



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Child – Adolescent – Adult

Source: <https://parentandteen.com/understanding-how-teens-think/>

What we need to know about **HIGHLY STRESSED THINKING**

Every one of us goes back to Concrete Thought when we are highly stressed. Therefore when we stress our kids out, even those who have achieved abstract thought, they suddenly can only see what is in front of them. They lose the ability to plan ahead, to consider consequences, and to grasp the complexity of human behavior.

Why? Think of stress as being faced with a tiger. We don't negotiate with a tiger nor think about what the tiger may be feeling. We run from a tiger! **Therefore, sometimes, it takes only a disappointed glance or some harsh words from us to immobilize our children's thinking!**



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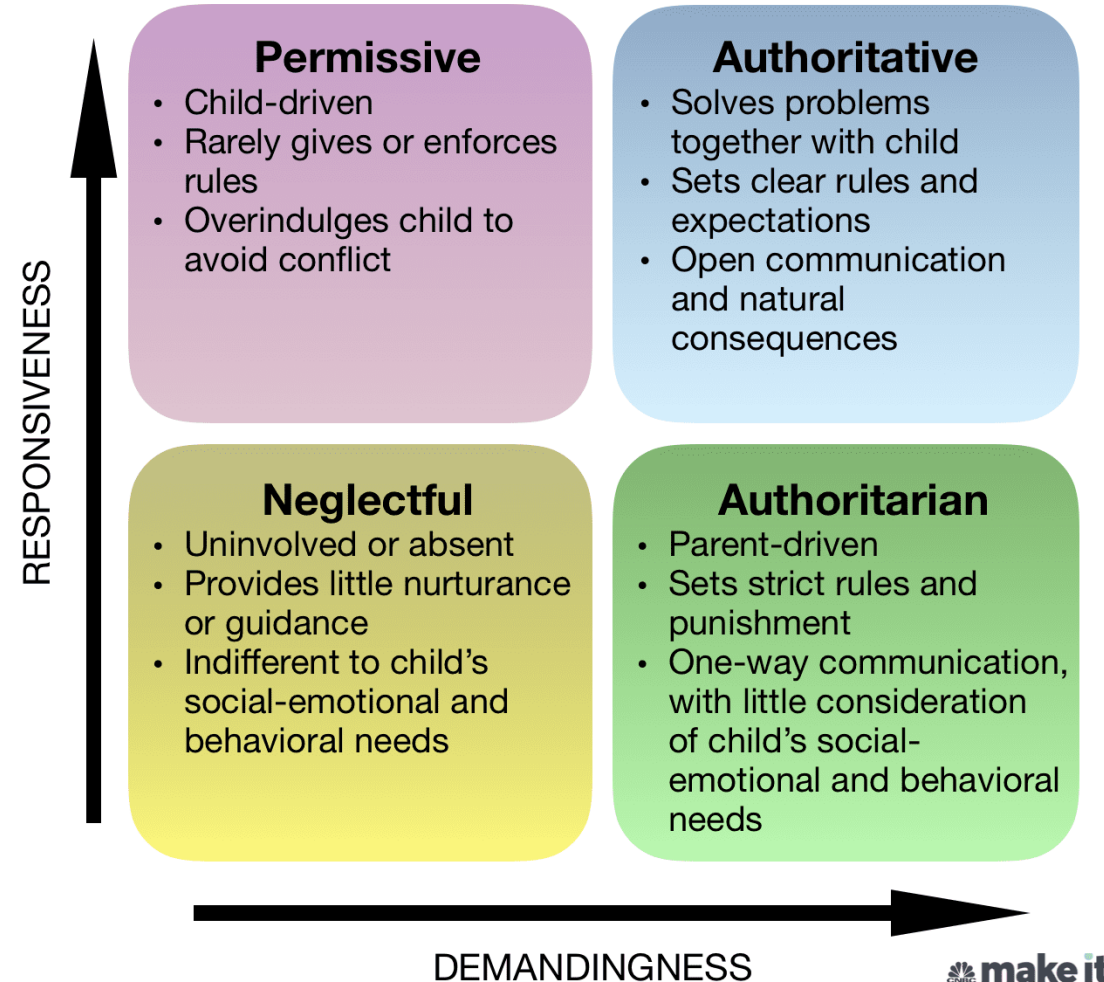
How then do we better support our P5 Children?

1) Understand Ourselves as Parents

– Are you Authoritative (Democratic) ,
Authoritarian (Disciplinarian), Permissive
(Indulgent) or Neglectful (Uninvolved)?

based on the work of developmental psychologist,
Diana Baumrind, University of California, further
developed by Maccoby, E. E., & Martin, J. A. (1983)

The 4 Parenting Styles



How then do we better support our P5 Children?

2a) Teach & Guide Them but Allow Them to Arrive at Their Own Solutions

When teens arrive at their own solutions, they feel in control. They have no need or desire to rebel. When we talk down to them, they reject our ideas. First, nobody likes to be controlled. Second, they may not even understand a word we are trying to get across. Lectures therefore often backfire badly.

What do we teach?



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How then do we better support our P5 Children?

2b) An Example: Effective Study Habits

- **Adopt the right study mindset**
 - Have a Growth Mindset, not a Fixed Mindset.
- **Know the expectations***
 - Understand what is 'Good' (e.g. oral reading, compo writing, math solution, science open-ended response etc.)
- **Choose an effective study location**
 - Free from distractions
 - Different strokes for different folks - E.g. Some of us listen to music to concentrate better – some experts however believe that listening to just melody (i.e. no singing) while studying is the best for most learners.

How then do we better support our P5 Children?

2b) An Example: Effective Study Habits

- **Have the right study materials***
 - Good collations of subject notes, supplementary materials to complement learning in school (e.g. a good vocabulary phrase book for writing) etc.
- **Use helpful study strategies***
- **Collaborate with peers** – observe others, discuss strategies, study together etc.
- **Set a well-designed schedule** – disciplined and reasonable.
- **Practice self-care** – sufficient sleep, regular exercise and breaks etc.

*Encouraged to seek Subject Teachers' guidance if unsure.

How then do we better support our P5 Children?

Meeting the needs of the heart  and teaching our children how to love themselves more.

Let's:

- Listen more, speak less
- Spend quality time with our children every day
- Find out their Love Language
(<https://5lovelanguages.com/>)
- Assure our children every day of our love for them
(do it your way, the way you are comfortable with)

A Final Note on Growth Mindset

Growth Mindset

- A belief that we can change the outcome with perseverance and effort, better strategies and by learning from others.

Fixed Mindset

- A belief that our learning outcomes cannot be changed even if we try. That we will have to live with what we are born with.

E.g. A child who has a Growth Mindset will not be fixated on a poor grade – he will think deeply about how he can do better the next time, work hard and seek help readily.



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Supporting the transition to Primary 5 – knowing about PSLE

PSLE Scoring [from 2021]

- How it works

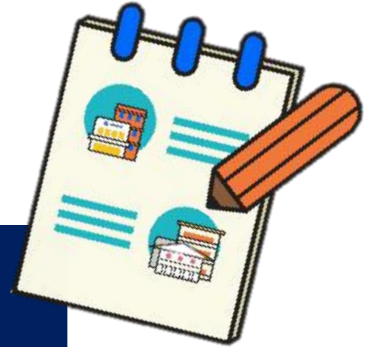


WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



The current PSLE Scoring system enables us to move away from an over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.

PSLE SCORING BY ACHIEVEMENT LEVELS

Reflecting a student's individual level of achievement

Students' AL for each subject* will reflect their level of achievement, rather than how they have performed relative to their peers.

*Consult teachers for more information on the mapping of Foundation Subject grades

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



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PSLE SCORE

- The PSLE Score replaces the T-score aggregate (old system)
- The PSLE Score is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.

Computation of PSLE Score (An example)

ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8



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USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS



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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.

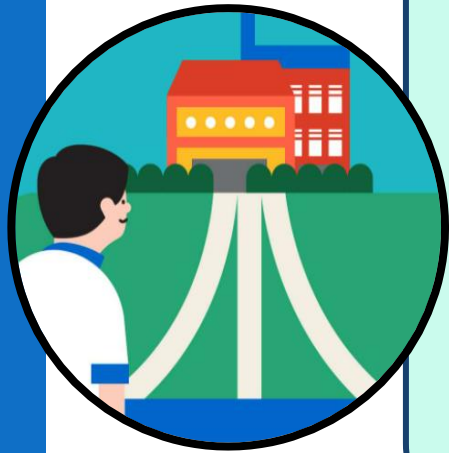
小先生
Little Teacher

小朋友
Little Friend

小主人
Little Master

FULL SUBJECT-BASED BANDING (FULL SBB)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.
- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, students will:



- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

FULL SUBJECT-BASED BANDING (FULL SBB)

• The following are changes that students will experience from Full SBB:

- Removal of Express, N(A) and N(T) courses
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations (SEC)
- Post-secondary Admissions

(More information will be made available at a later date.)



FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

Link to PSLE-FSBB Microsite



<https://go.gov.sg/pslefsbb>



2020

Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.

**31
schools**

2022

Full SBB will continue to be rolled out to more schools in phases.

**Next
phase of
schools**

2023

**Final
phase of
schools**

2024

From 2024,

- There will no longer be Express, N(A) and N(T) courses.
- Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.

**Common
National
Exam**

2027

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.



What is Full SBB?

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.



Secondary school experience under Full SBB

Find out more about Secondary 1 postings, form classes, subject offerings, Common Curriculum and other changes under Full SBB.



Which schools are currently implementing Full SBB?

By 2023, about 90 schools would have implemented Full SBB.



FAQ

Read this list of commonly asked questions and answers on Full SBB.

Timeline

2020

Start of Full SBB pilot in 28 secondary schools

2021

First cohort of Primary 6 students undergo new PSLE scoring and Secondary 1 (S1) posting system

2022-2024

Progressive roll-out of Full SBB to more secondary schools

2027

First cohort of students to sit for a common national examination, and receive a common national certification

2028

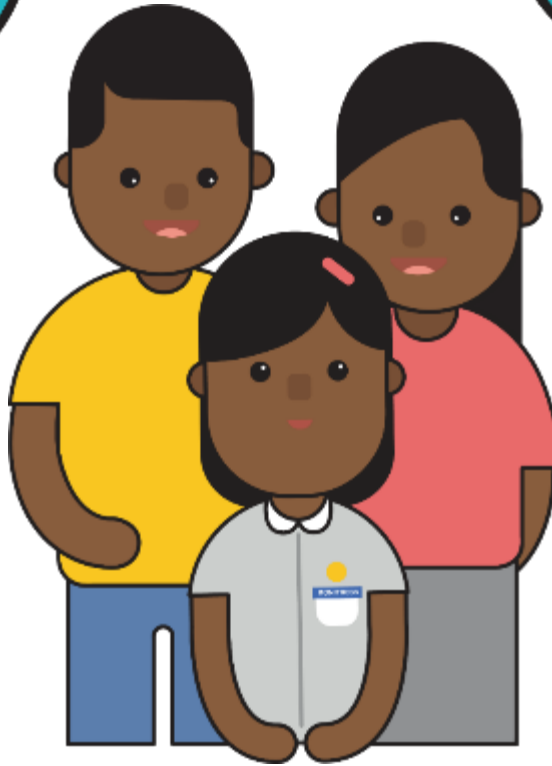
First cohort of students to be admitted to Post-Secondary Education Institutes (PSEIs) under revised admissions criteria

TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her interests and aspirations.



Affirm your child and offer support when he/she shares his/her plans with you.

Year Head's Sharing



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Direct School Admission (DSA-Sec)



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Entering a Secondary School



PSLE/S1 Posting Process

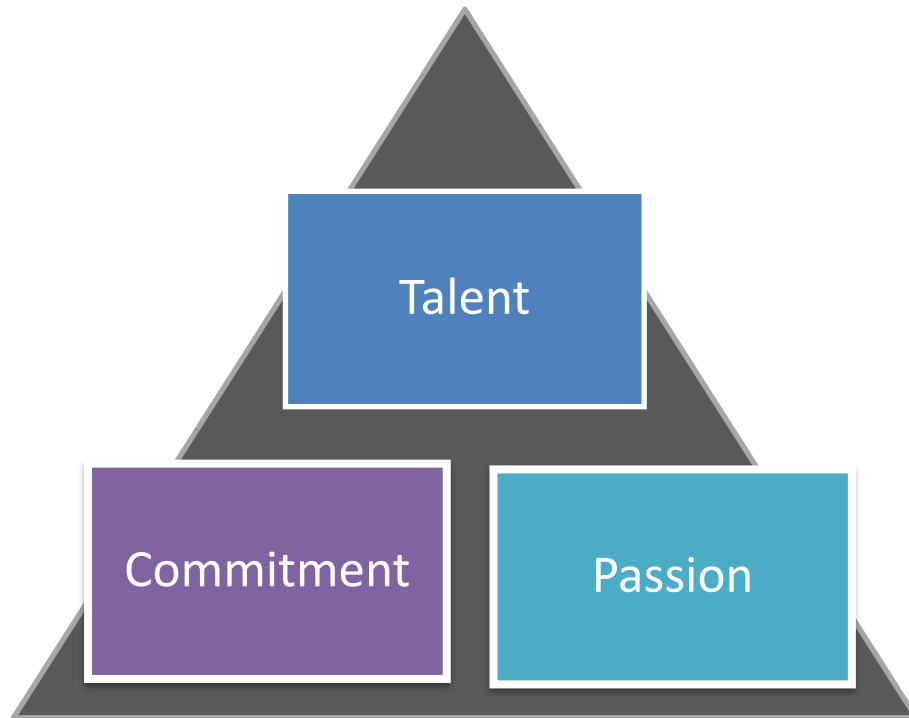
- Based on a student's **PSLE AL score**
- **Most students enter secondary schools this way**



DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

Is the DSA-Sec suitable for my child?



If your child:

- has specific **talents** which a school offers the DSA-Sec in
- is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area

What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

We encourage students to be sincere and be themselves – this is the best way for each to be matched with a school that suits.

Where can I find more information on DSA-Sec?

- Check the **MOE DSA-Sec website** for important dates and timelines, and for information on how DSA-Sec will be conducted.
- The updated 2023 DSA-Sec information will be published around April 2023.
- The MOE DSA-Sec website also contains information on DSA categories and secondary schools offering them.



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Other Important Information for P5



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RSS Assessment Plan for 2023

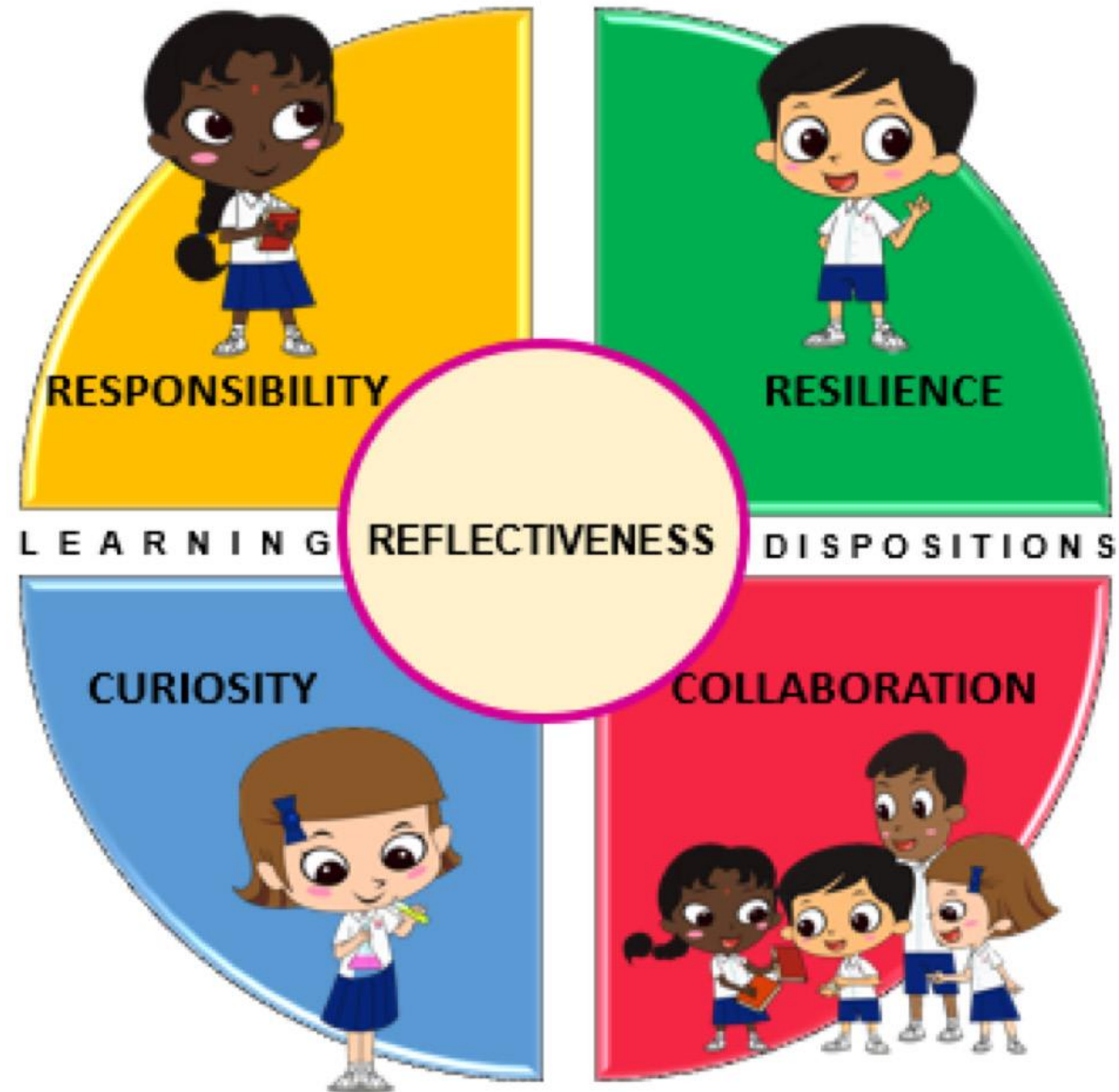
Level	Term 1	Term 2	Term 3	Term 4
Primary 5	Formative Assessment	Weighted Assessment	Weighted Assessment	End-of-Year Exam



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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

P5 Leadership Adventure Camp (Term 3 2023)

- This non-residential camp is a milestone Character Development programme for RSS students who are mostly attending a camp for the first time.
- The camp focuses on bringing out the RSS outcomes of Every RSS student a Little Friend, Little Master and Little Teacher.
- **More details on the camp will be shared closer to the date.**

DISCOVER



LEAD

LEARN

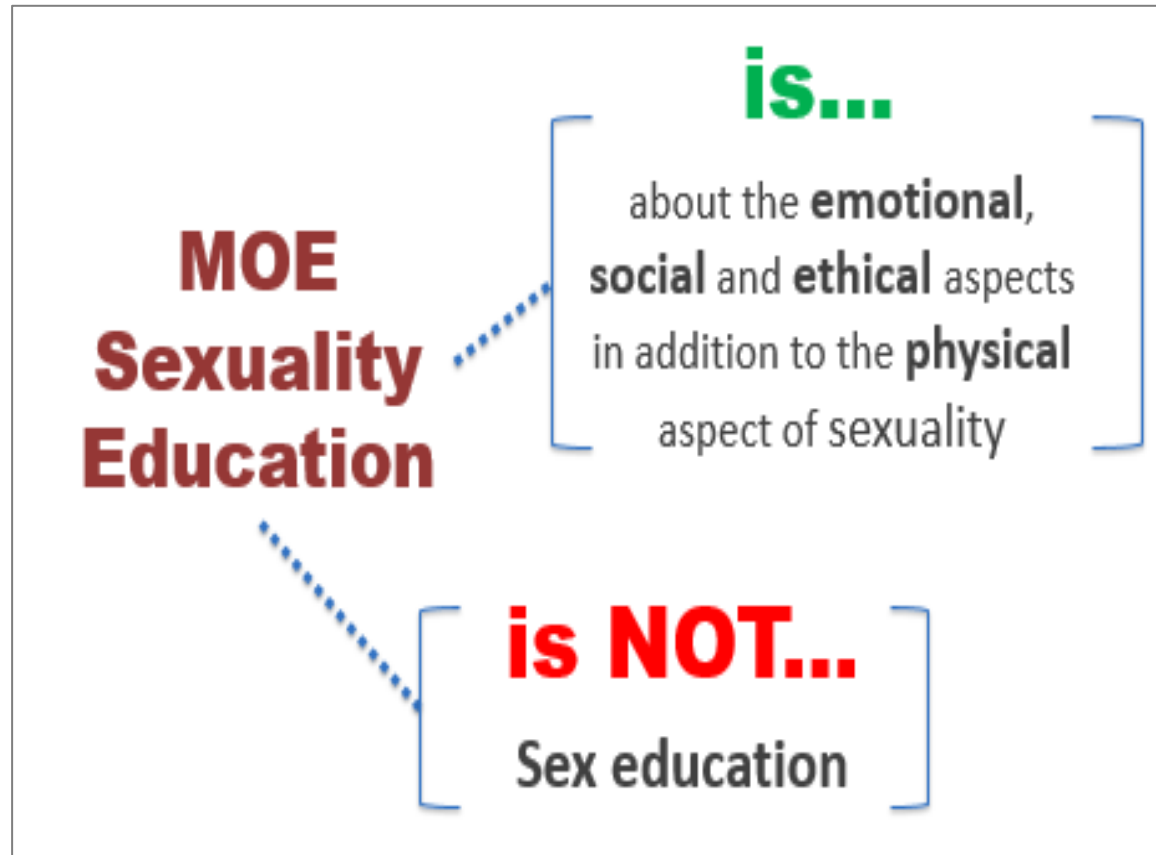


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MOE Sexuality Education

What Sexuality Education is all about:



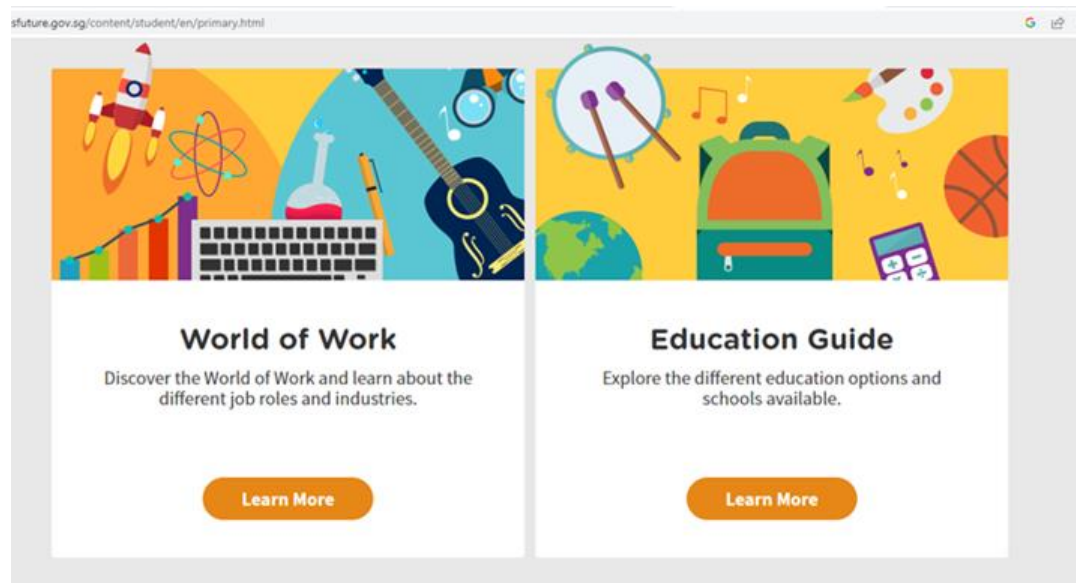
How parents can support their children learning:

- By engaging your child in age-appropriate conversations about the concerns they may have with growing up
- By directing your child to useful and appropriate resources from which they can learn useful knowledge

MOE Education & Career Guidance

My Skills Future Student Portal

<https://www.myskillsfuture.gov.sg/content/student/en/primary.html>



Helping our students to explore pathways, learn about choices on hand and set goals to work towards their dreams.

Other P5 Programmes

P5 NE Show	P5 Study Skills Workshop	P5 Mental Well-being Workshop
<p>The National Day Parade (NDP) National Education (NE) Show.</p> <p>One Saturday in July [Date to be confirmed]</p>	<p>Empower students with practical strategies and tools to build good study habits.</p> <p>(Semester 1)</p>	<p>Heightening of self-awareness and learning self-care.</p> <p>(Semester 2)</p>

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



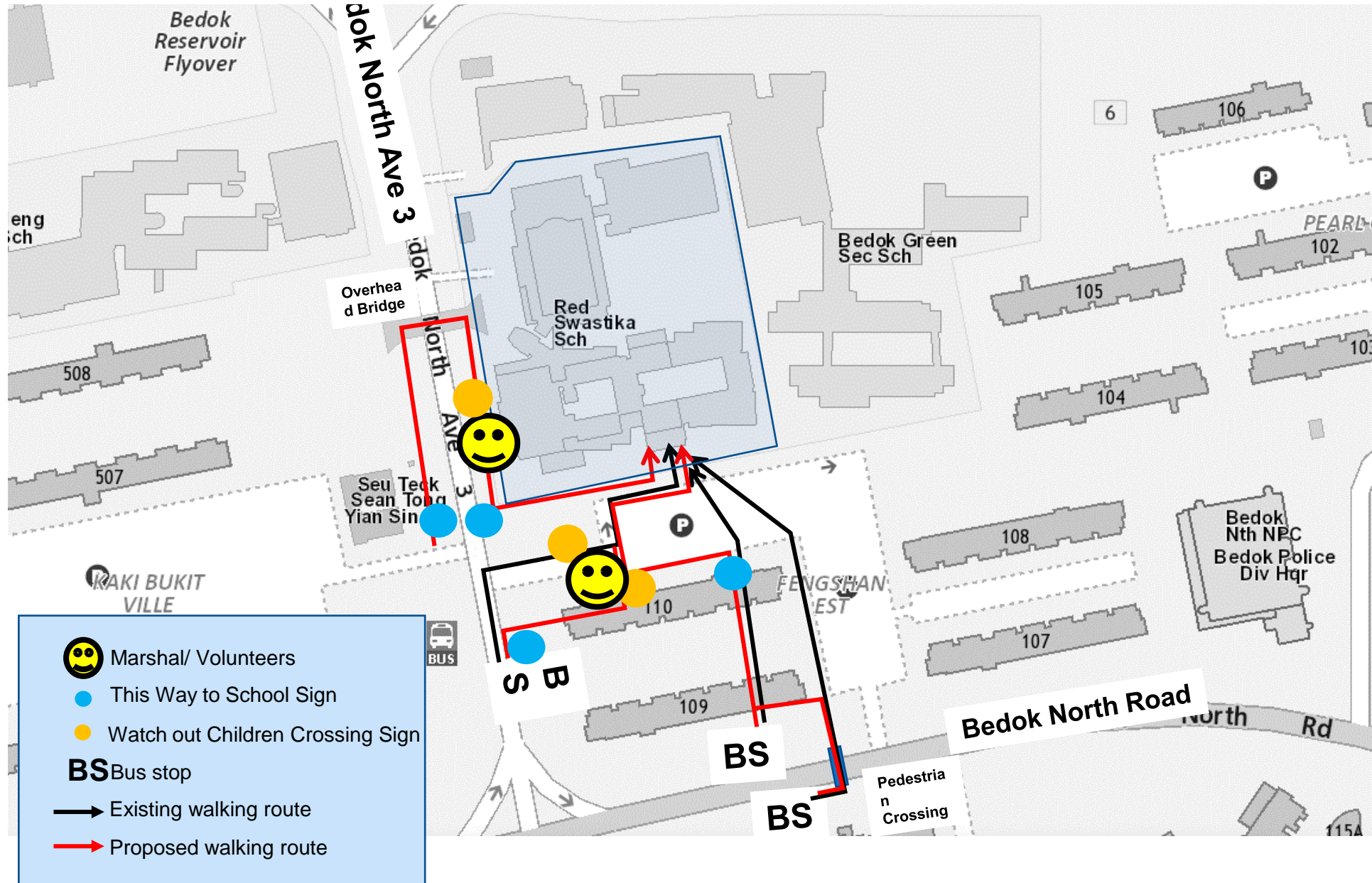
Students who come from Bedok Reservoir area /MRT station should enter the school via **Gate 1A**



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Safe Walking Route to School and going Home from School



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



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Our School Website

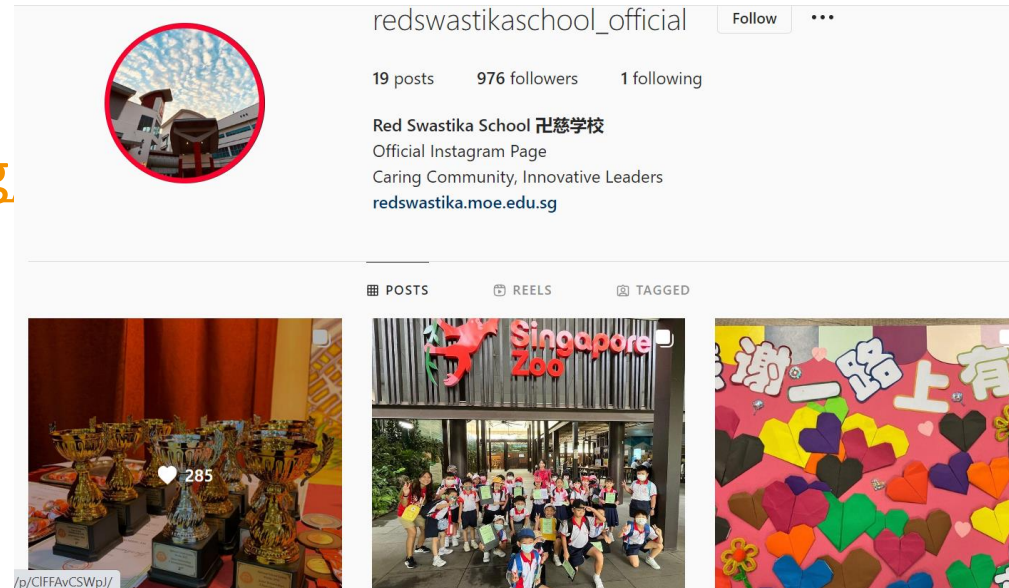
<http://redswastika.moe.edu.sg>



Red Swastika School



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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!



Caring Community
Innovative Leaders
愿景: 博爱, 创新, 引领

