



*Caring Community
Innovative Leaders*

P4 Parent Conference

8 February 2023



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**



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



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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)



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- Tinker to Thinker



Applied
Learning
Programme
(ALP)



- 文化育苗,
花开正慈



Special
Assistance
Plan (SAP)
Programme



Our Learning for Life Programme (LLP)

Every RSS Student A Leader



LLP: Every RSS Student A Leader

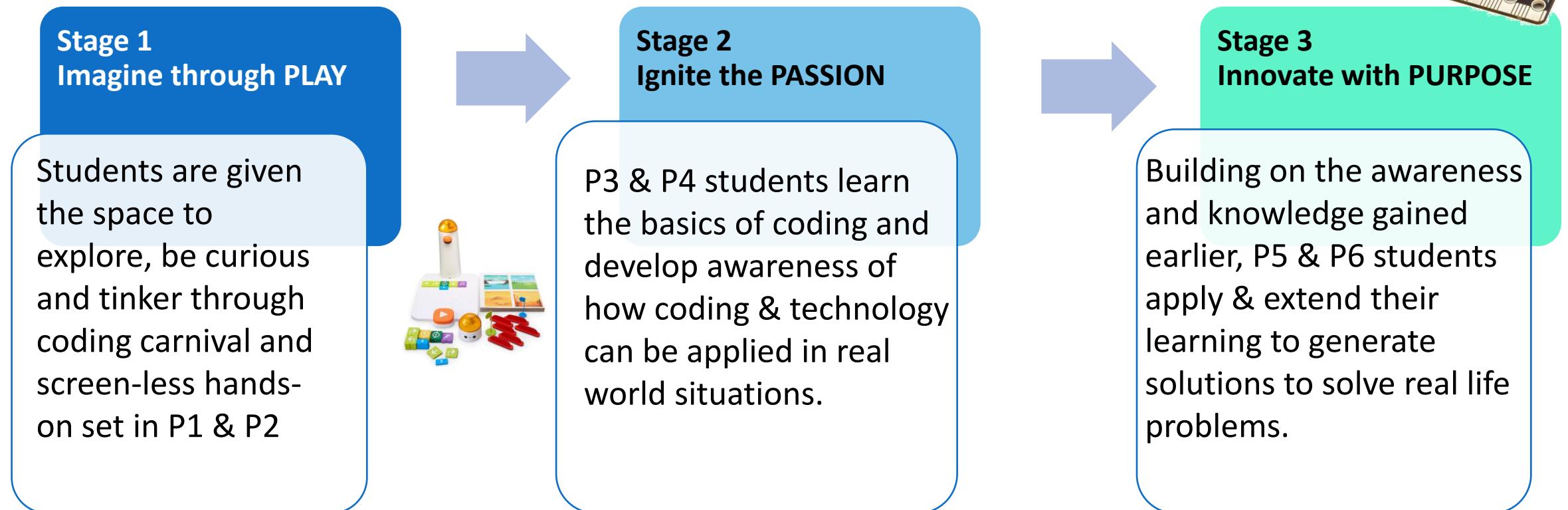
Character, Innovation, Service (CIS) Framework

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



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

花开见慈

文化育苗



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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

正慈学校中华文化课程
《文化育苗，花开正慈》



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四年级文化课：《西游记》



水墨画



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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 Care Lead

2023

Connect
Collaborate
Create



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Vice Principal's Sharing

A Season of Growth

~ Learning to build strong, lasting
relationships with others



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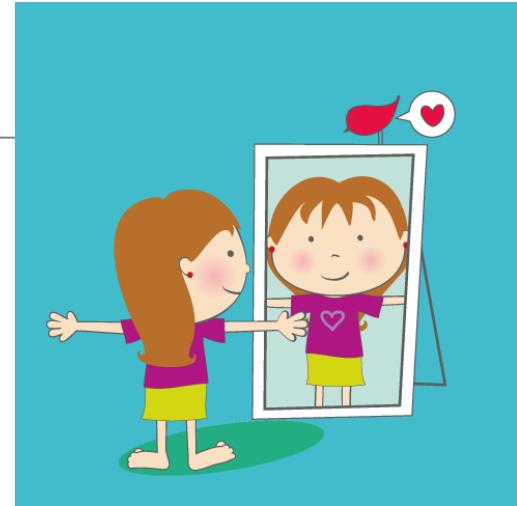


Benefits of High Self-Esteem

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



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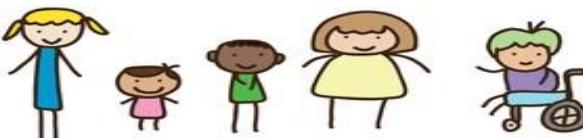


How Parents Can Build Self-Esteem

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).

It's ok to be different.



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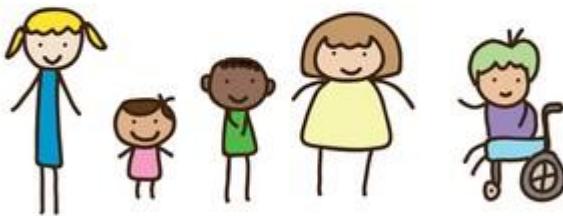


How Parents Can Build Self-Esteem

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



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

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

An Enabling environment for our students to learn and grow

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

P1 & P2

Ready for School

- Setting **Routines** and developing **Learning Dispositions**
- Making **new Friends** and **building positive Relationships**



P1 Welcome Gift



P1 & P2

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P3 & P4

Respectful & Appreciative

- Building **positive class tone** through strengthening of relationships
- Building a **sense of belonging and showing appreciation** to others



P3 & P4



P6 Graduation Gift

P5 & P6



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



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Our Positive Discipline Approach

Reflecting on Self as a Three Little



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

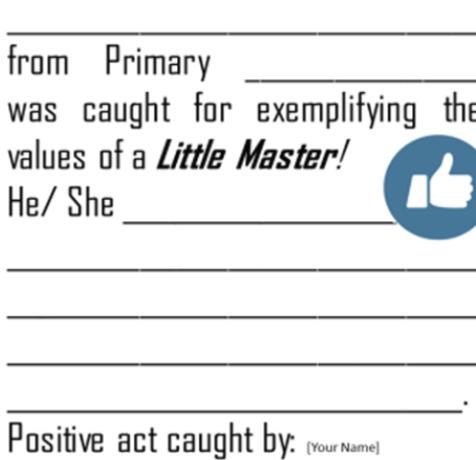
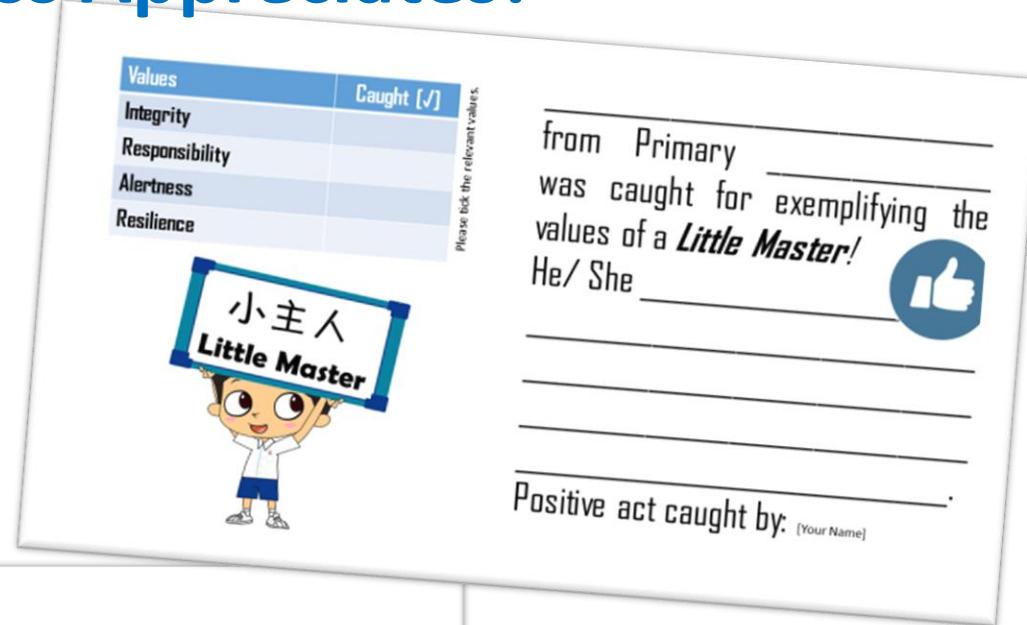
Restitution –
Making
amends/Fixing
the problem

Reflection

Resolution – Prevent
the problem from
happening again

Reconciliation –
Restore
relationships hurt
by one's actions

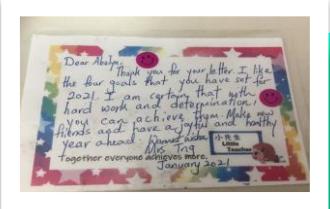
Three Littles Mailbox - 'Catch' them Right during Class Appreciates!



Building Positive Teacher-Student Relationship (TSR)



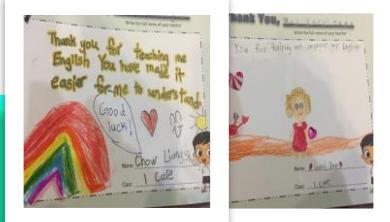
My Letter to my Teacher' - From Students



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



Positive
TSR



Thank you Cards - From Students



One to One Chit-Chat Time



Birthday Cards - From Teacher



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



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CHARACTER & CITIZENSHIP EDUCATION (CCE)

Goals of CCE 2021 Curriculum

Good Character

Resilience & Well-Being

Active Citizenship

Future-Readiness

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

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

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

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

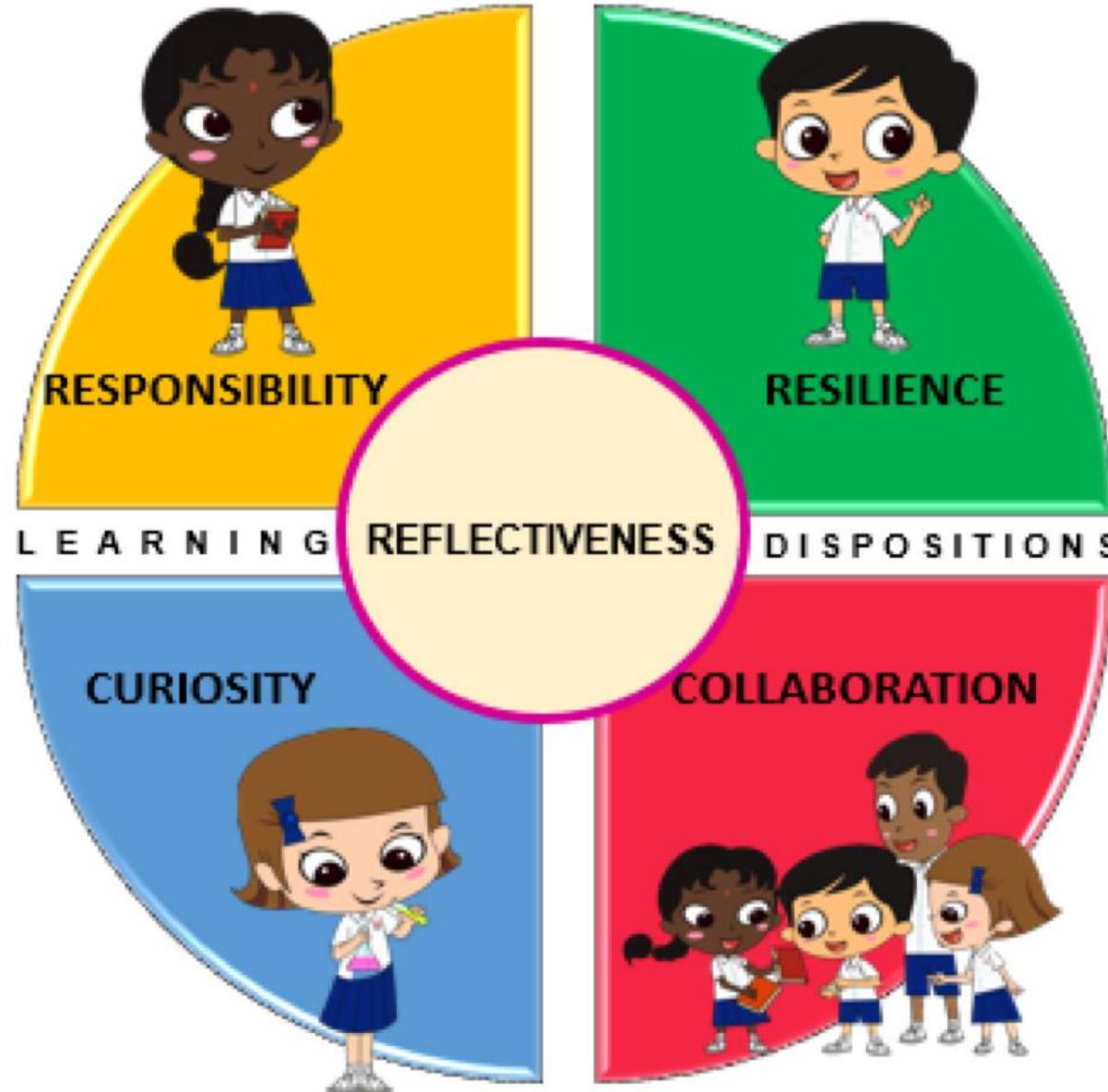
Engaged Learning



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RSS Learning Dispositions



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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
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

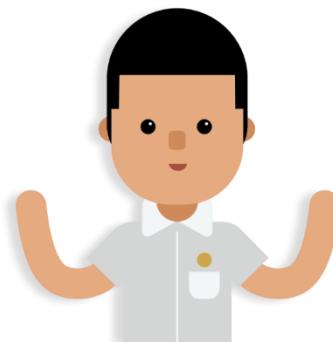
Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

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



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SUBJECT-BASED BANDING (PRIMARY)

Higher Chinese Language (HCL) in P5 & P6

Recommendation for taking HCL in P5:

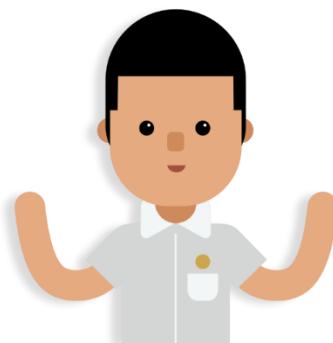
Pass all subjects and attain at least 85 marks for Chinese Language at the end of P4.

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?



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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



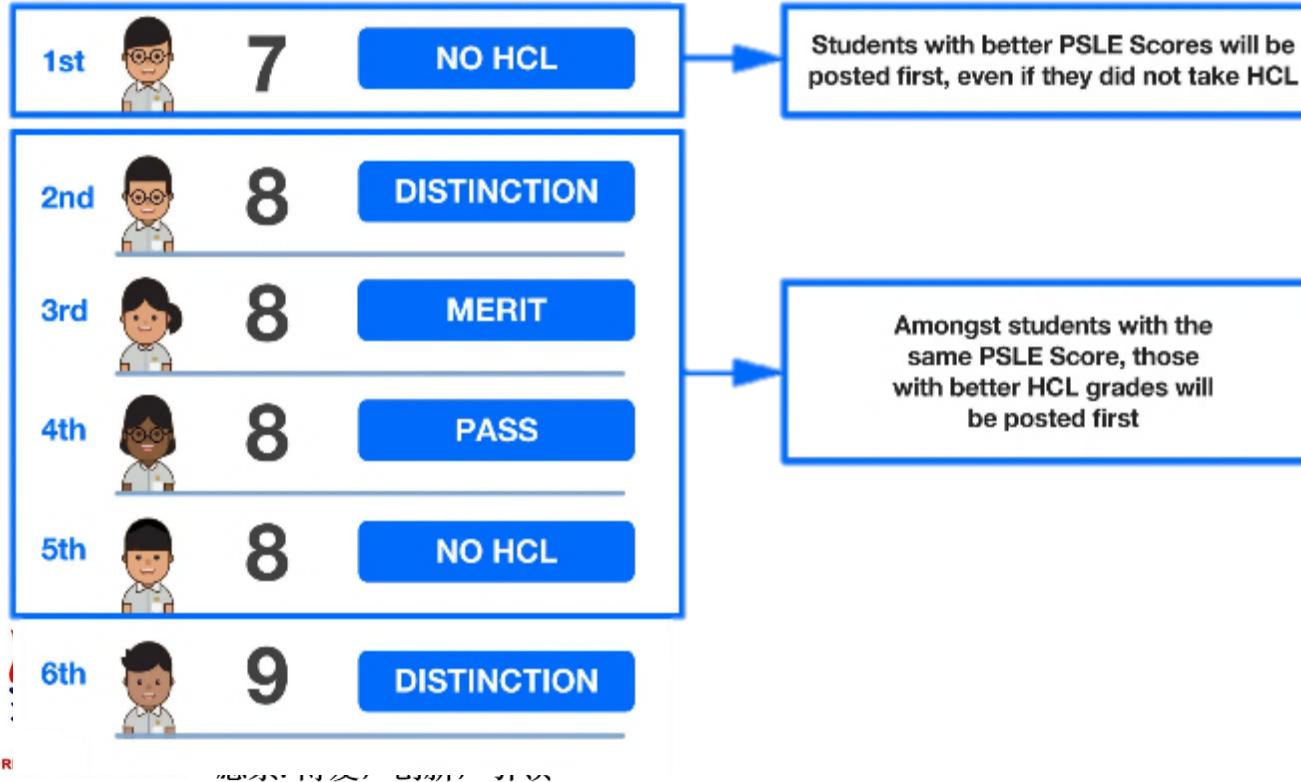
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HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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:



- 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.



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



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- 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
Parent Conference	<ul style="list-style-type: none">♥ Getting to know the Form Teachers♥ Sharing on Curriculum Matters
Parent-Child-Teacher Conference	<ul style="list-style-type: none">♥ Sharing on child's holistic development
Positive Parenting Programme (Triple P)	<ul style="list-style-type: none">♥ 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/)

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 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 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 manage himself/herself

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



Ensuring Student Well-being

- **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.



Ensuring Student Safety – Road Safety

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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Ensuring Student Safety - Road Safety

Please take note of the safety of parents and students

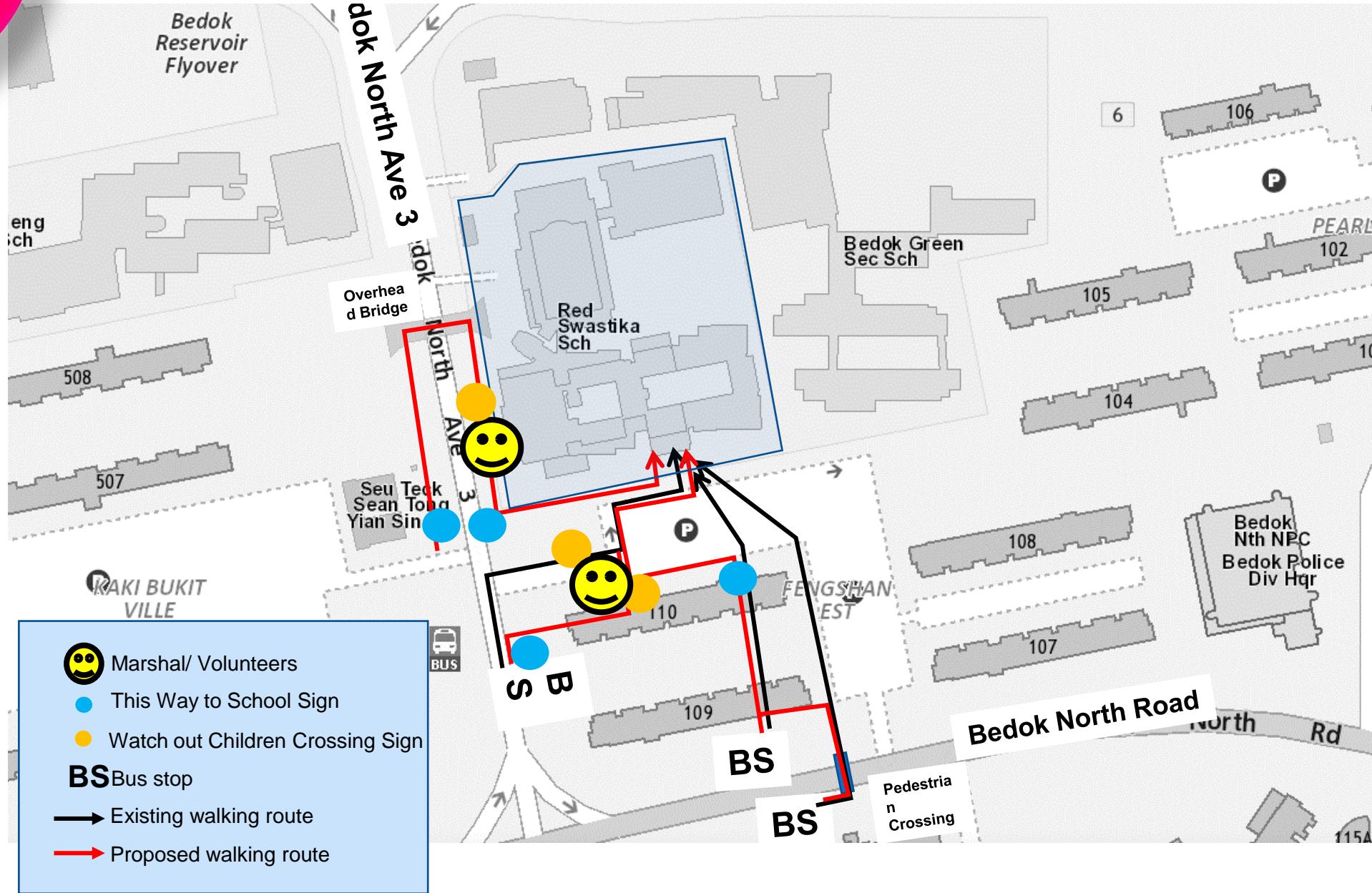
- crossing the carpark, especially near the gantry and
- boarding/alighting from vehicles.

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



Our School Website

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



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

Follow RSS on Instagram

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redswastikaschool_official

19 posts · 976 followers · 1 following

Red Swastika School 卍慈学校
Official Instagram Page
Caring Community, Innovative Leaders
redswastika.moe.edu.sg

POSTS REELS TAGGED

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





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