

WELCOME TO ROSYTH SCHOOL

Principal's Address
2 January 2026



Journeying 70 together
TREASURING OUR PAST, INSPIRING OUR FUTURE



***Learn with Passion
Serve with Compassion
Lead with Vision
Innovate for Excellence***

OVERVIEW



Journeying **70** together
TREASURING OUR PAST, INSPIRING OUR FUTURE

1 What is it like in Rosyth School?



3 School-Home Partnership

2 Transition to Primary 1



1 What is it like in Rosyth School?



WHAT IS IT LIKE IN ROSYTH SCHOOL?

Our School Focus

Our
Motto

Ready to Serve

Our
Mission

Nurturing Lives through the
Development of Mind, Body and Soul



Our Vision

A future-ready community that
Learns with Passion, Serves with Compassion,
Leads with Vision and Innovates for Excellence

Our Desired Student Outcomes

By the time our students graduate from Rosyth School, they should be...

Passionate
Lifelong Learners



Compassionate
Citizens



Collaborative
Leaders



Innovative
Creators



Our Values: I-CARE

Integrity

Care & Empathy

Gratitude

Respect and Resilience

InnovativE Spirit



Nurturing a well-rounded individual



- Applied Learning Programme (ALP) in Materials Science (STEM)
- Lifelong Learning Programme (LLP) in Artistic and Creative Expressions (ACE)
- Unique Period PHI innovation-focused curriculum
- Variety of sports programmes, CCA experiences & school-curated learning journeys

Prioritising children's wellbeing – physical & psychological

Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children



1



Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2



Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4



Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

Having better understood our school context, how can you help your child succeed in primary school?

Key priorities should be to:

- support child's **transition, socio-emotional development and wellbeing;**
- **prepare selves** for transition

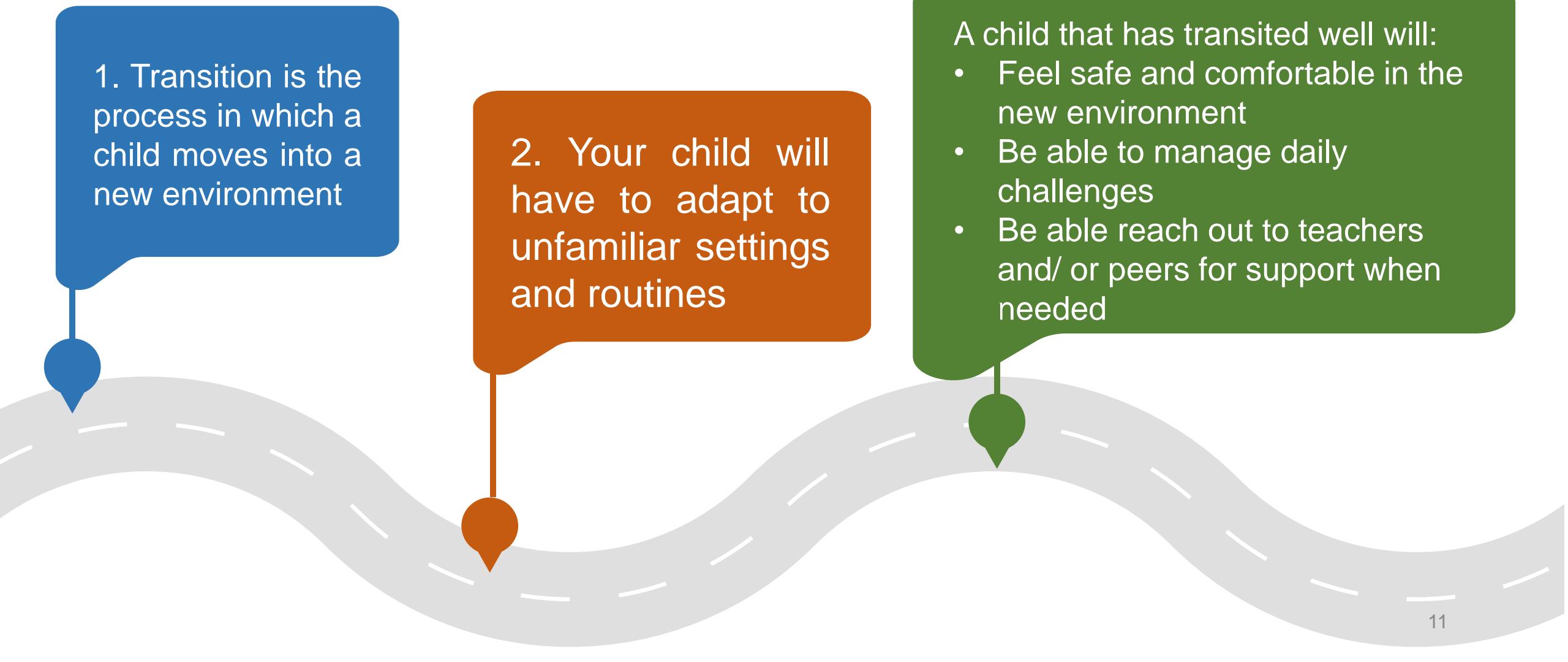




2 How to prepare for transition to P1?

TRANSITION TO PRIMARY 1

Understanding my child's transition



1. Transition is the process in which a child moves into a new environment

2. Your child will have to adapt to unfamiliar settings and routines

A child that has transited well will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/ or peers for support when needed

TRANSITION TO PRIMARY 1

Understanding my child's transition

When your child enters primary school, differences with their pre-school experience typically include:

More interactions with new friends and teachers



New routines and longer school hours

New and larger learning environment

TRANSITION TO PRIMARY 1

Preparing my child for transition

A smooth transition occurs when your child feels **safe**. You can:

Support

your child and encourage them to overcome challenges with you



Affirm

your child by recognising small successes and praising their efforts

Familiarise

your child by easing them into new routines and sharing with them your experiences in primary school

Empathise

with and acknowledge your child's feelings

Tips on how parents can offer home support to help your child cope with transition

The infographic is titled "Supporting your child's transition through Primary 1" and aims to build a caring home environment to nurture the social and emotional skills of your child using three S.A.F.E. steps. It features a central illustration of a family (a father, a mother, and a child) and is divided into four main sections: SUPPORT, AFFIRM, FAMILIARISE, and EMPATHISE, each with specific tips and examples.

- SUPPORT:**
 - Concentrate some time every weekend to play games and have fun together.
 - Visit places or take part in events that both of you enjoy.
 - Encourage your child to make new friends.
 - Try out FTGP® Family Time activities.
- AFFIRM:**
 - Encourage your child when he makes observations. E.g. Say: "That's interesting!" and ask why/what/so that.
 - Recognise small successes. E.g. Say: "You've made another new friend - well done!"
- FAMILIARISE:**
 - Find out what primary schools have in store for students these days.
 - Do practical things to ease your child into new routines. E.g. Plan daily routines together; finish your child's school bag, packing lunch bag.
- EMPATHISE:**
 - Teach your child words that describe feelings.
 - Acknowledge your child's emotions. E.g. "I'm going to feel anxious about starting school."
 - Understand your child's needs. E.g. Start bath time early. Children need a lot of sleep.

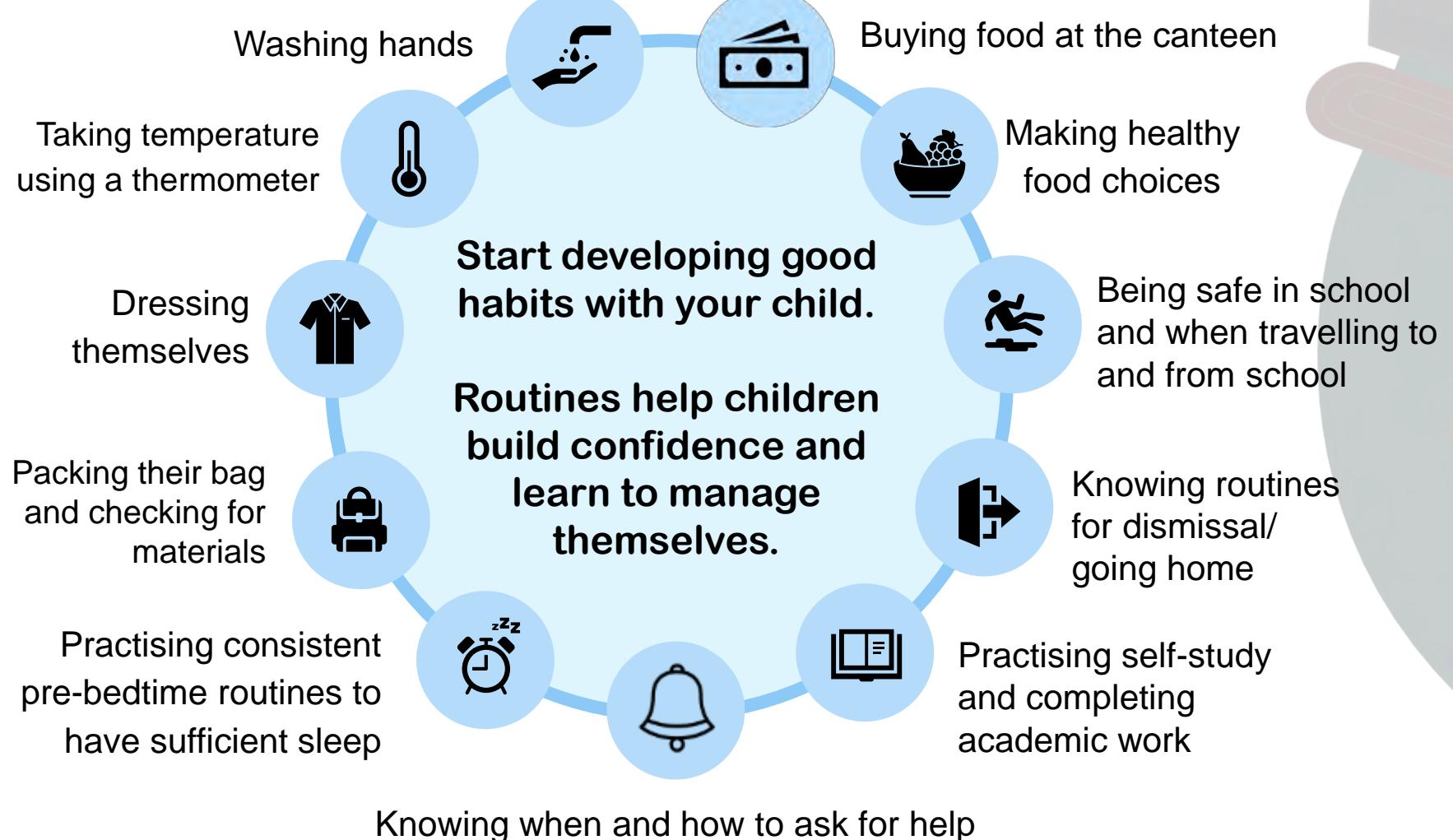
QUICK TIPS:

- Listen without interrupting.
- Hold your head and ask questions to show interest and affirmation.

Source: Ministry of Education, Singapore. © 2013. All rights reserved. This document may be reproduced for personal use only. It may not be reproduced in whole or in part, or given to others without the express permission of the Ministry of Education, Singapore.

TRANSITION TO PRIMARY 1

Developing good habits in my child



TRANSITION TO PRIMARY 1

Preparing parents for transition

2 Fostering your child's agency

1 Knowing
your child

3 Building strong
school-home
partnerships



1 Knowing Your Child



**Behaviour is
communication,
not character**

WHAT DOES THIS MEAN?



Every behaviour tells a story



Tears, tantrums, shyness, frustration



We read communication

I'm overwhelmed.

I don't have the words yet.

I need help with these feelings.



We don't judge the child



A behaviour is not a character flaw - it's a skill being learned.



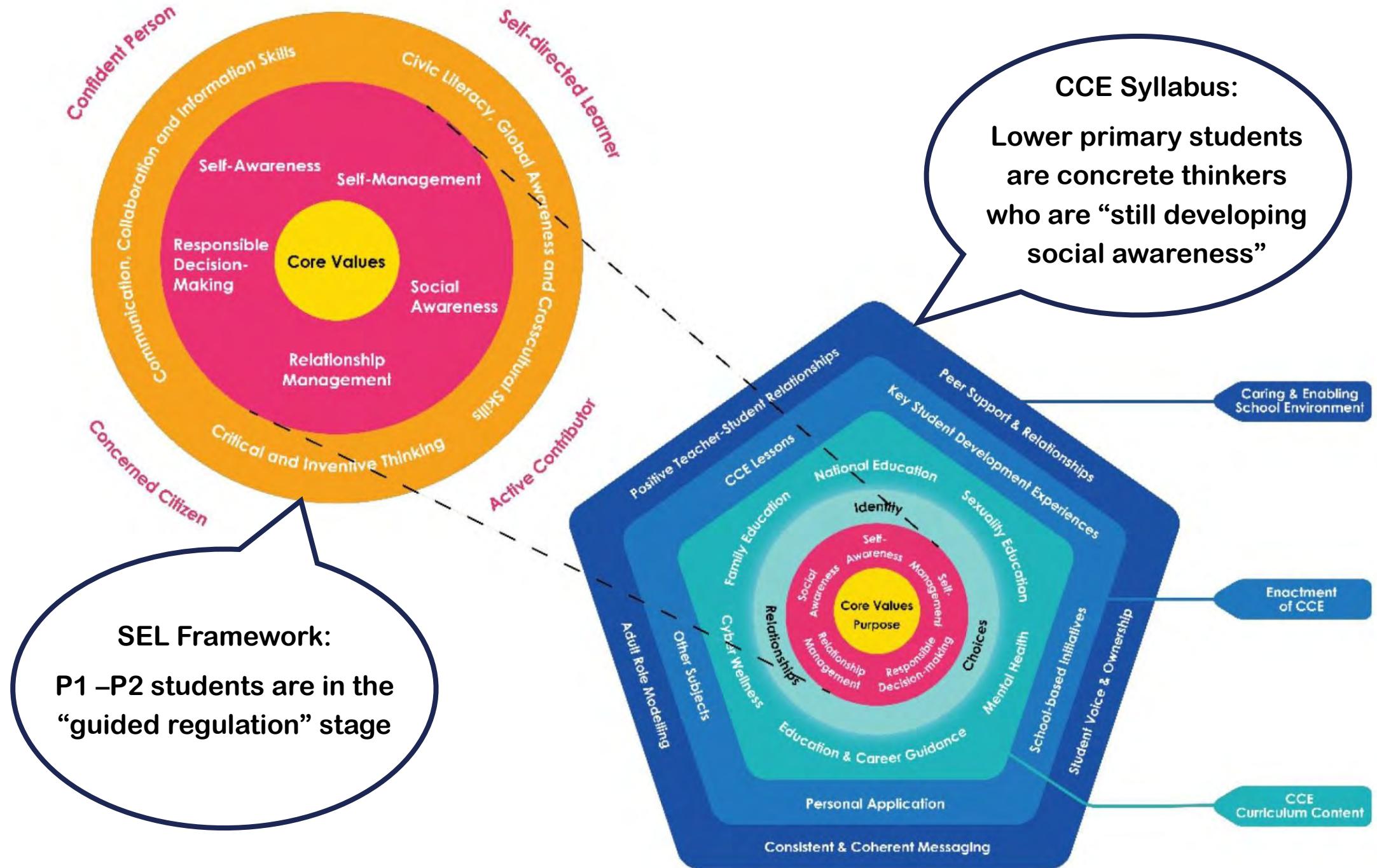
Your child is safe to grow here

We guide with steadiness, not criticism.

EXAMPLE

During recess...





It's a Journey, Not a Destination

Ages 7-12

Age 6-7 (P1)



High energy

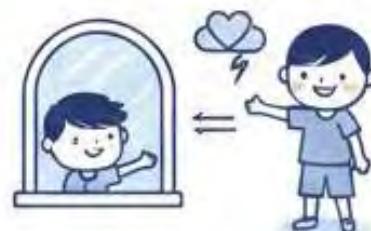
Testing boundaries

Age 8-9 (P2-P3)



Peer relationships intensify

Age 10 (P4)



More self-regulation

Social comparison begins

Age 11-12 (P5-P6)



Identity formation

Independence

SOME COMMON BEHAVIOURS AND WHY THEY HAPPEN

LYING

Honesty is not automatic but a taught skill in early primary

At a young age, lying is:

- wishful thinking
- avoidance
- protection of friends
- seeking affirmation, acceptance
- imagination spilling into speech



EXCLUDING FRIENDS

Exclusion is seldom malicious – it is developmental

Children aged 4–7 categorise strongly based on similarity because it helps them make sense of the social world.

- early friendships are fluid
- children prefer sameness
- they are still learning empathy



INAPPROPRIATE LANGUAGE

Still learning emotional vocabulary and tone

Bandura's Social Learning Theory explains why children repeat words without understanding.



EMOTIONAL FLOODING / MELTDOWNS

Developing emotional awareness

Emotional systems mature before regulatory systems.

P1–P2 as a “developing emotional awareness” stage.

- Children here have big feelings and small containers.
- They borrow our calmness until they build their own.



IMPULSIVITY AND RULE- BREAKING

Impulse control is one of the last skills to mature

Children even into early teenage years

- **act impulsively**

Students at lower and at times middle primary

- struggle with waiting
- need reminders to follow rules



DIFFICULTY UNDERSTANDING TIME & OLD INCIDENTS

Confuse timelines and recall emotional incidents as recent

Young children:

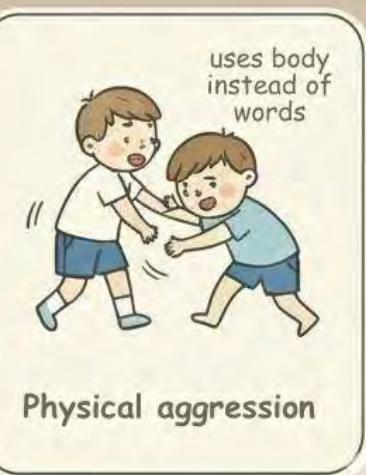
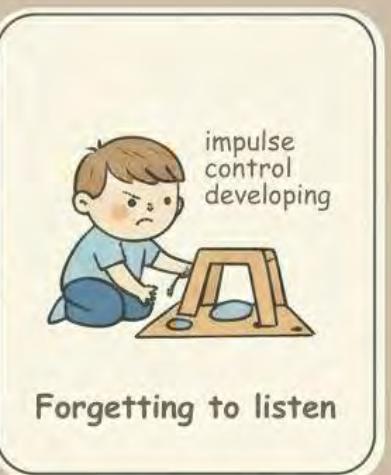
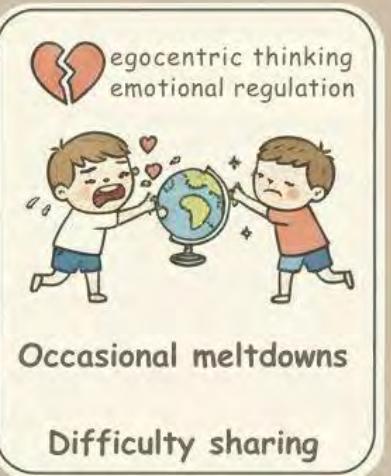
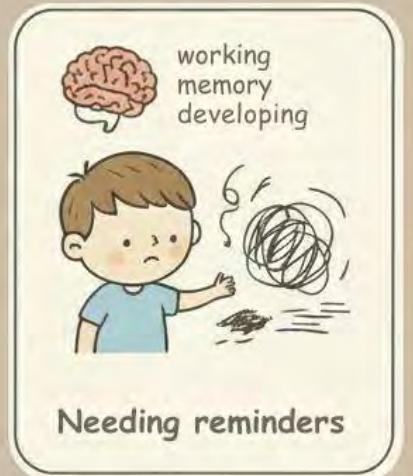
- confuse yesterday, last week, last month
- recall emotional events as if they are recent
- cannot sequence time reliably

A child bringing up a months-old incident as if “it just happened” is not necessarily lying. It is a developmental process. This is why adults must verify timelines calmly before reacting.



Normal, Developmental Behaviours in Primary 1

PARENTS: Remember, it's work in progress!!



Typical developmental behaviours:

- Needing reminders about following instructions (still developing working memory)
- Occasional tears, meltdowns (emotional regulation is a skill being built)
- Difficulty sharing and turn-taking (egocentric thinking is normal at this age)
- Testing boundaries / "No!" responses (independence emerging)
- Shyness or social hesitation (some children need time to warm up)
- Forgetting to listen when excited (impulse control still developing)
- Physical aggression (hitting, pushing—not able to express feelings effectively yet, so uses body)

WHY GOOD CHILDREN DISPLAY SUCH BEHAVIOURS

These behaviours are:

- developmental
- situational
- emotional
- temporary

They come from:

- tiredness
- feeling overwhelmed
- insecurity
- curiosity
- limited language to express feelings



How Rosyth Supports Your Child

Our approach aligns with the following:

- MOE SEL
- MOE CCE
- Restorative practices
- iCARE values



We:

- build routines
- model kindness
- teach social and emotional skills
- use restorative conversations
- coach emotional regulation
- guide gently towards responsibility



Education is the focus

How we support your child at school

- Consistent routines
- Explicit teaching
- Positive reinforcement
- Observation & communication
- Patience & scaffolding
- Form Teacher as anchor



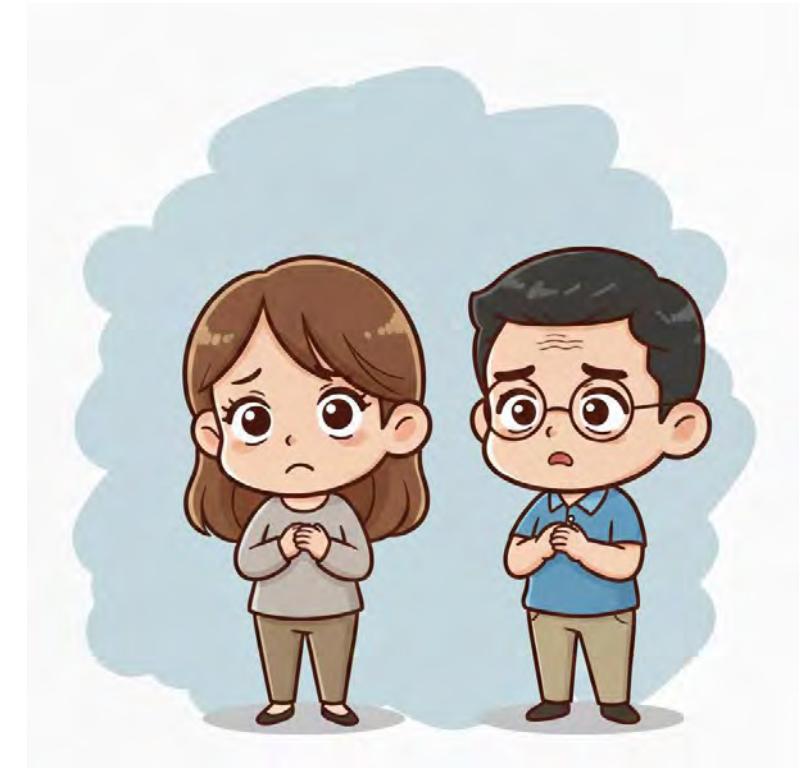
How you can support your child at home

- Predictable routines
- Naming emotions
- Active listening
- Celebrate effort, not perfection
- Stay curious, not reactive
- Open communication with school

WHEN SHOULD PARENTS BE CONCERNED?

If behaviours are:

- persistent over months
- present in both home and school
- escalating
- causing repeated harm
- accompanied by sudden emotional changes



LET'S PAUSE FOR A BRIEF REFLECTION



Before reacting strongly to a child's mistake,
here's a simple but important question:

“At what age would you accept it as reasonable if a police report is made against your child?”

When things go wrong - KEEP CALM

School is a place to experiment, make mistakes and learn

- Avoid imposing adult world standards on children just starting out
- Remember that even in the adult world, all of us make mistakes, have to deal with issues like relationships and collaboration



Strong partnerships are built on trust, understanding and respect

- Discuss with us to help your child respect differences and resolve disputes amicably
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties
- School may not be able to respond to queries immediately

SYNERGY
 $1+1=2$



Knowing Your Child

Recognise that child development is not static

- Appreciate child development stages
- Work with our teachers to **understand your child's strengths, interests and development**
- Have **regular** conversations with your child's teachers in **both academic and non-academic areas; don't wait for parent-teacher meetings**
- Ask your child about their thoughts and feelings regarding school

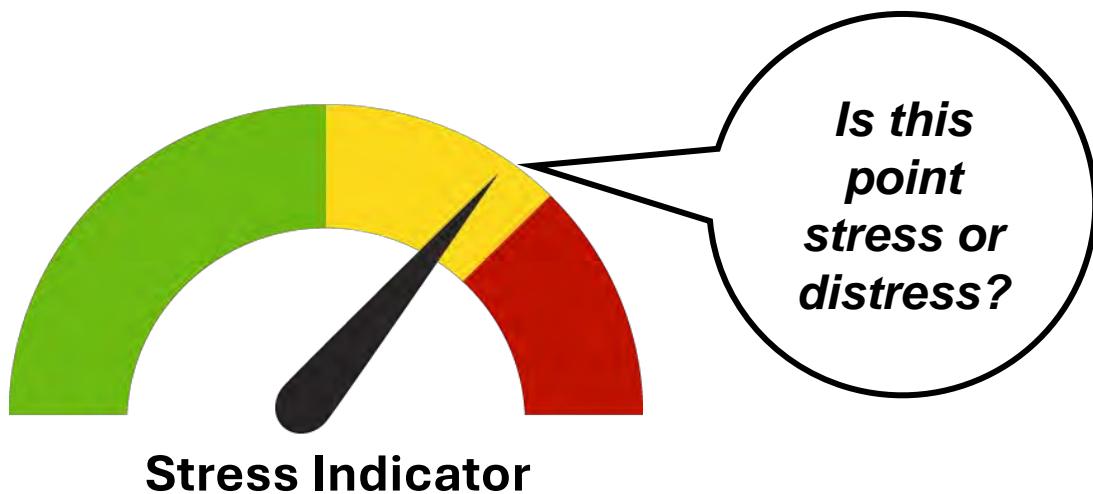
Younger children are...

- > experimenting with the world
- > expressing their imagination
- > playing with ideas
- > testing ideas and hypotheses
- > seeking affirmation
- > afraid to disappoint those they love



Knowing Your Child

Identify the difference
between stress and distress



Child is experiencing healthy levels of stress	Child is struggling and exhibits signs of distress	Child is having a very difficult time
--	--	---------------------------------------

How to tell when stress is becoming distress

We can **LOOK** out for:

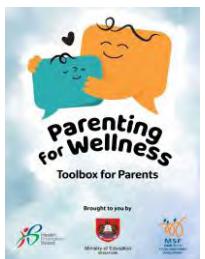
Loss of interest in hobbies

Overly tired, sad, worried or upset

Often posting moody messages or talking about hurting yourself

Keeping away from people you are usually close to, or being quieter than usual

Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox



Knowing Your Child

Understand mental health in children

- Good mental health is **more than just the absence of mental illness**
- State of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives
- Data shows our children struggle if they had **experienced cyberbullying, have body image concerns & spent >3h daily on social media**



Singapore Youth Epidemiology and Resilience Study (2023)

1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness

1 in 8 youths (12%) had a current mental health condition

Common mental health conditions experienced by children and youth include Generalised Anxiety Disorder and Major Depressive Disorder

Mental health one of the top reasons primary school kids called helpline in 2023

Source: The Straits Times, 2024

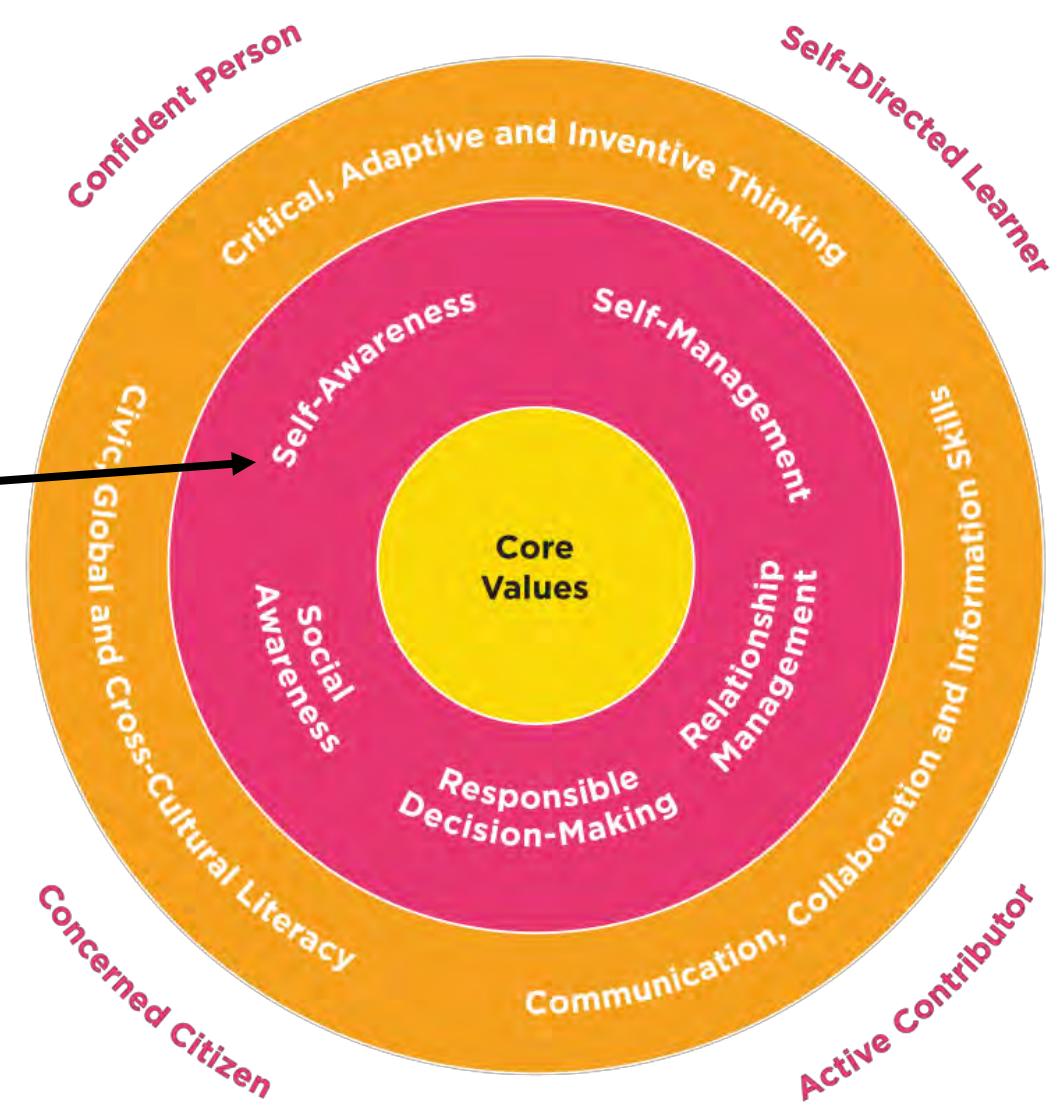
Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly aged **13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods**.

2 Fostering your child's agency

In line with our efforts to develop 21st Century Competencies in our students, there is a need for adults to:

- Provide children with the space to learn and develop **social-emotional competencies**
- Develop children's leadership competencies and risk-assessment skills
 - **Empower our young** to make decisions and become more independent
 - Nurture a sense of **responsibility** in our children to **not only look out for themselves but for others too** – “We First”



2 Fostering your child's agency

Allow your child to develop independence (e.g. attempt homework/pack schoolbag on their own)

Encourage your child to approach their teachers/ School Leaders if they feel they need help

Show your child ways to manage challenges and stressors they may face in school (e.g. talking with others about it, creating a support network by building relationships with teachers and peers)



Encourage your child to participate in school activities and affirm their efforts

For a start, emphasise application of the school ICARE Values, especially Integrity, Care, Empathy, Respect, and Resilience

Raising a Happy, Confident, and Kind Generation Together

3 How to build strong School-Home Partnerships?

Respectful
Communication
*Foster kind words and
actions between
parents and educators*

Role Models
*Show our children
the skills and values
they need for life*

Real Connections
*Cultivate strong
relationships and
healthy habits in
this digital age*

3 Building strong school-home partnerships

Our children do best
when schools and
parents work hand in
hand to support them

**1 Respectful
Communication**

2 Role Models

3 Real Connections





SCHOOL-HOME PARTNERSHIP

Respectful communication

Foster kind words and actions between parents and school



Be open to receiving and understanding each other's perspectives regarding each child.



Communicate kindly using official channels. Staff are not required to share their personal mobile numbers.



Share honestly about your observations of your child's emotional state, stress levels and social interactions.



Respect each other's time by communicating during working hours (7.30am till 5pm on school days), **unless in cases of emergency.**



Listen attentively and paraphrase to clarify each other's views.



SCHOOL-HOME PARTNERSHIP

Role models

Show our children the skills and values they need for their life and wellbeing, in school and at home



Demonstrate healthy ways to manage stress, setbacks and difficult emotions.



Model good values in words and actions, being aware that you are an example they can imitate



Show children it is okay to ask for help when struggling. Create a safe space for them to share their feelings.



Instill confidence by encouraging responsibility and believing in our children's abilities, not spoon-feeding or being overly protective



Practise self-care and seek support from family, community, school and referral agencies when needed.



Find joy in everyday experiences with our children, not narrowly focusing on their schooling performance. What questions will you ask your child at the end of a school day?



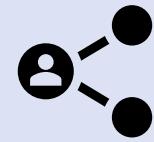
For more tips on supporting your child's social-emotional learning



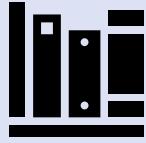
SCHOOL-HOME PARTNERSHIP

Real connections

Cultivate strong relationships and healthy habits
in this digital age



Build strong bonds with children through shared experiences and meaningful conversations.



Provide a balanced mix of engaging online and offline activities, at school and at home. Cultivate reading habit – English and Mother Tongue.



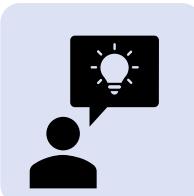
Manage screen time. Establish home boundaries and routines for children to stay confident and in control of their technology use.



Exercise empathy in difficult conversations to appreciate the child's and/or staff's experience and perspective.



Maintain focus on the child's wellbeing to find common goals and build consensus during disagreements.



Invite feedback and co-solutioning from the child or staff about overcoming issues.



*Check out the
refreshed Guidance
on Screen Use in
Children by MOH*



KNOW SCHOOL POLICIES & PROCEDURES

Let's stay connected and communicate!

- Letters for parents
- Introductory meeting with Form Teachers
- Student Handbook
- Parents Gateway Portal – **are you onboard?**
- School website <http://www.rosyth.moe.edu.sg> where you can also find staff emails
- School Facebook Page <https://www.facebook.com/RosythSchoolOfficial/>
- **School Instagram**
- General Office **(6481 2273 / 6483 4020)** – you can request for relevant staff to return your call
- Parents' talks, briefings and workshops

Please adhere to all traffic and security procedures and ensure all relevant caregivers are aware.

Every Parent a Supportive Partner

“Every parent, hopes for his child to grow up to be at his best. **We share the same goal.** When parents, teachers and the community work together, **we multiply our efforts** to make every student an engaged learner. **We multiply the domains** in which our children can find success. **We multiply the pathways** to success and indeed **together we create new pathways to success.**”



*Mr Heng Swee Keat, Minister for Education
Work Plan Seminar Speech, 22 Sept 2015*



**YOUR CHILD IS READY.
ARE YOU?**



Over the next 6 years in Rosyth, we look forward to working with you to develop and grow the potential of your child, our Rosythian.



Looking forward to our committed partnership!

Thank you!



Journeying 70 together
TREASURING OUR PAST, INSPIRING OUR FUTURE