



***Caring Community  
Innovative Leaders***



# P6 Parent Conference

**3 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

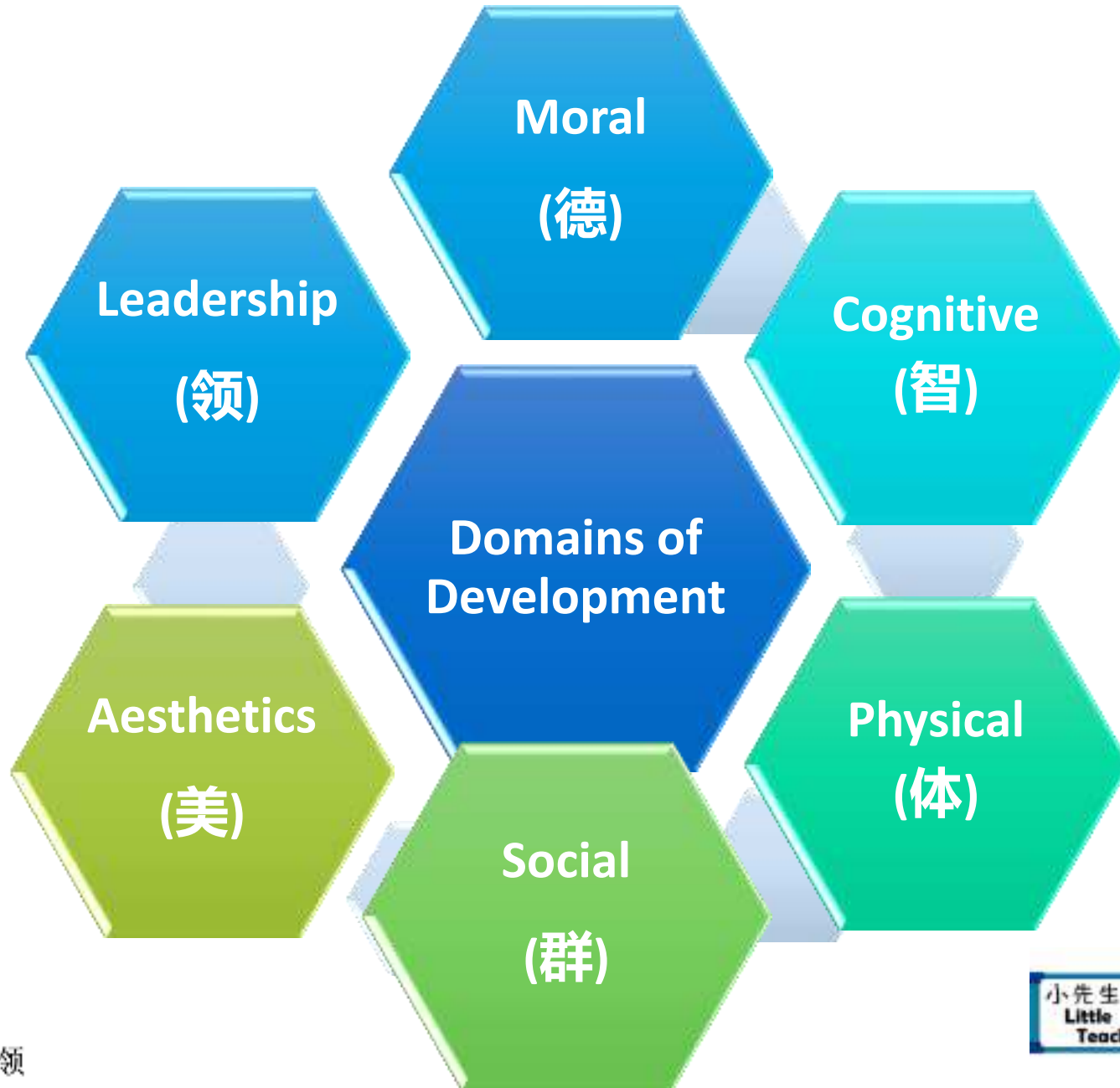
- Every RSS student is important to us, and we keep our students at the centre of everything we do
- Every RSS student can learn, and we are committed to helping our students discover the joy of learning at every opportunity
- Every RSS student can be a leader, and we must anchor our students strongly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



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# Holistic Education @ RSS



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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



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小先生  
Little Teacher



小朋友  
Little Friend

小主人  
Little Master





# 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

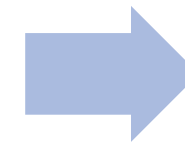
### Stage 1 Imagine through PLAY

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



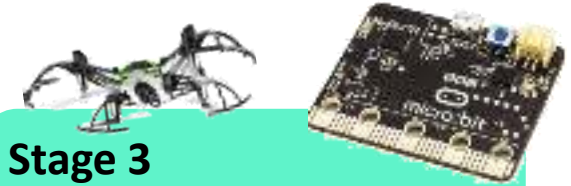
### Stage 2 Ignite the PASSION

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

花开正慈  
文化育苗



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



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# 六年级文化课：《三国演义》



## 华族乐器 体验课



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

# 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

P3 & P4

Respectful & Appreciative

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

P3 & P4

P5 & P6

Resilient and Responsible

- Responsible for one's **learning and actions**
- Building **mental resilience**



P6 Graduation Gift



P1 & P2

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P5 & P6

小先生  
Little Teacher





# Our Positive Discipline Approach

## Reflecting on Self as a Three Little

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

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

### Reflection

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



## Consequences for Actions – 3Rs anchored on reflection

**Restitution** –  
Making amends/Fixing the problem

**Reconciliation** –  
Restore relationships hurt by one's actions

**Reflection**

**Resolution** – Prevent the problem from happening again

CULTURE  
OF CARE

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

Values	Caught [✓]
Respect	
Harmony	
Generosity	
Care	

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

He/ She \_\_\_\_\_

Positive act caught by: (Your Name)



Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

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

He/ She \_\_\_\_\_

Positive act caught by: (Your Name)




Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

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

He/ She \_\_\_\_\_

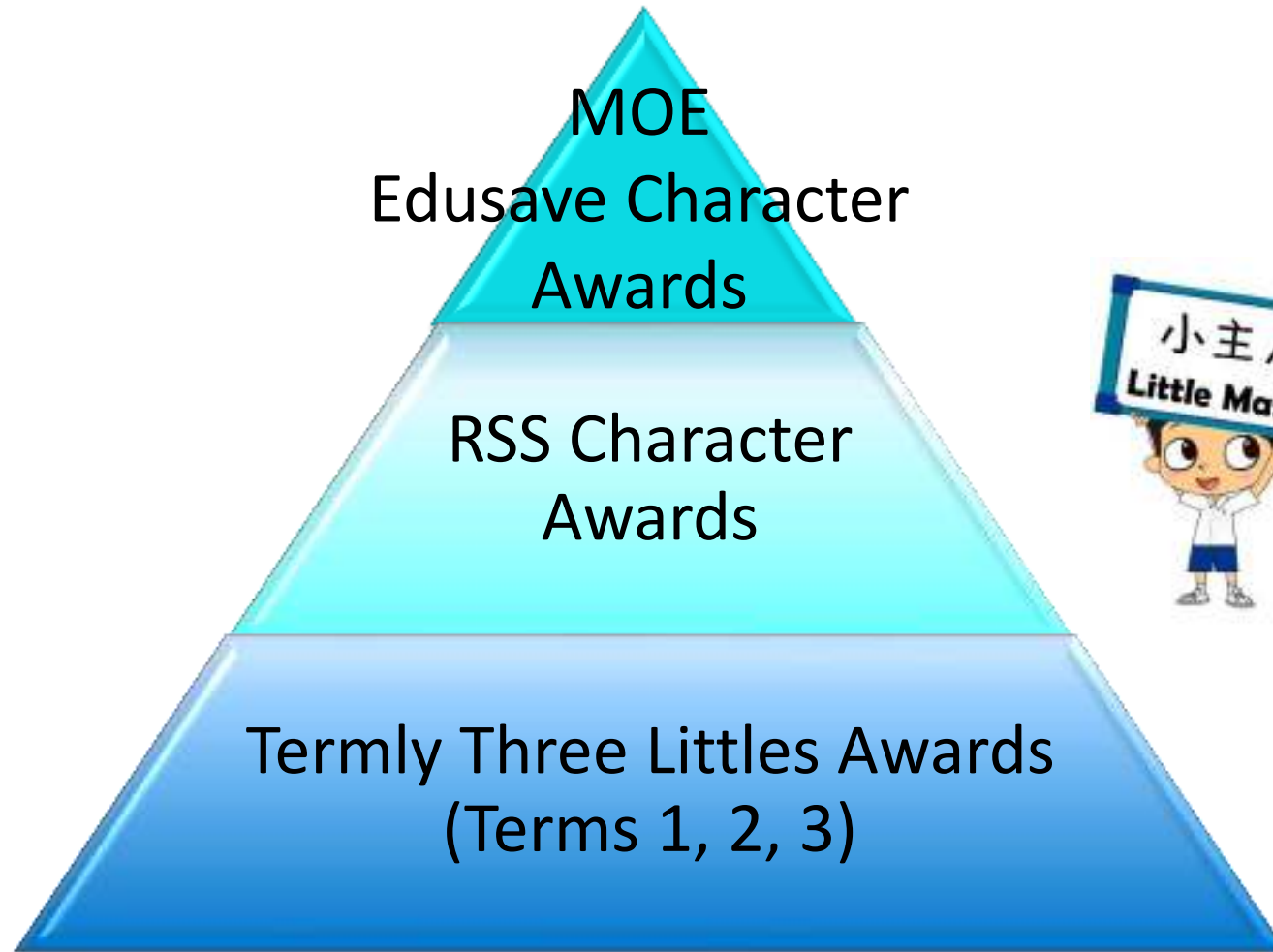
Positive act caught by: (Your Name)



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# Character Awards @ RSS



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# Vice Principal's Sharing

*A SPECIAL SEASON*

*~ The Early Adolescence Years*



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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 P6 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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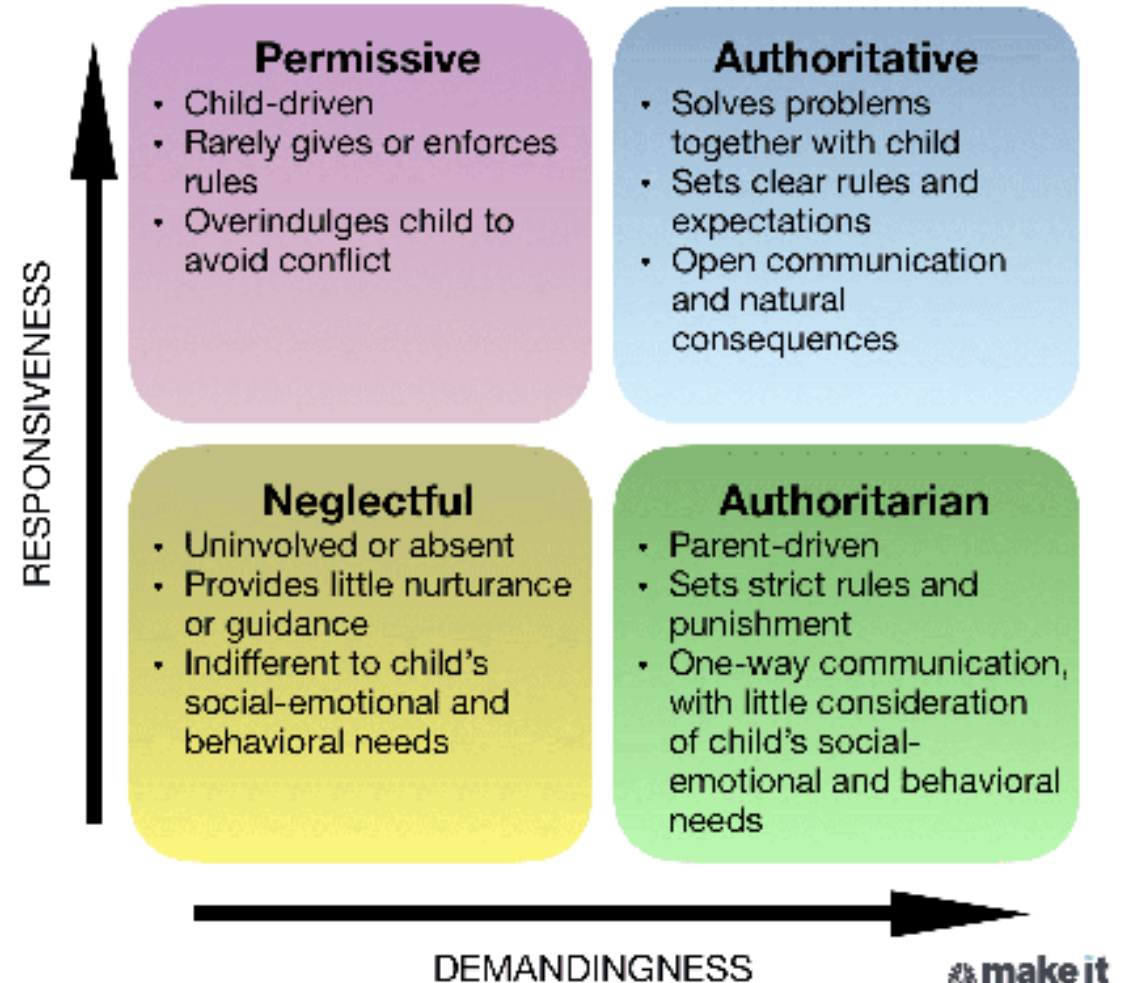
# How then do we better support our P6 Children?

## 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



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DEMANDINGNESS

make it

# How then do we better support our P6 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 P6 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 P6 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.



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# How then do we better support our P6 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)



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# 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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# PSLE Scoring [from 2021]

- How it works



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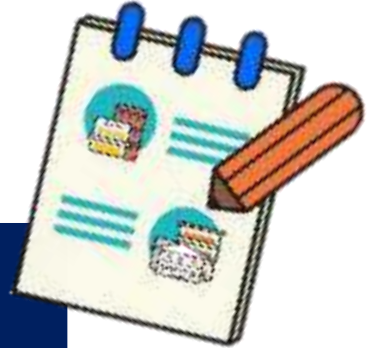


# WHAT IS THE INTENT OF THE PSLE?



**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**

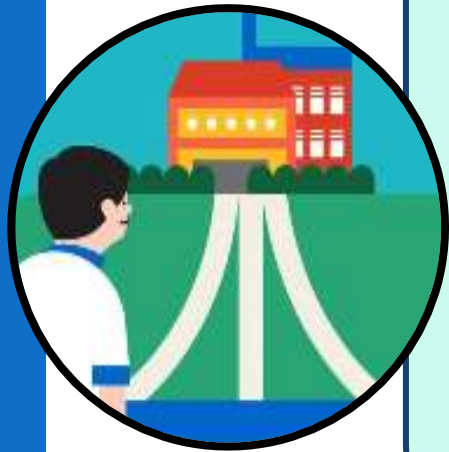


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# FULL SUBJECT-BASED BANDING (FULL SBB)

- 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.)*



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# 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



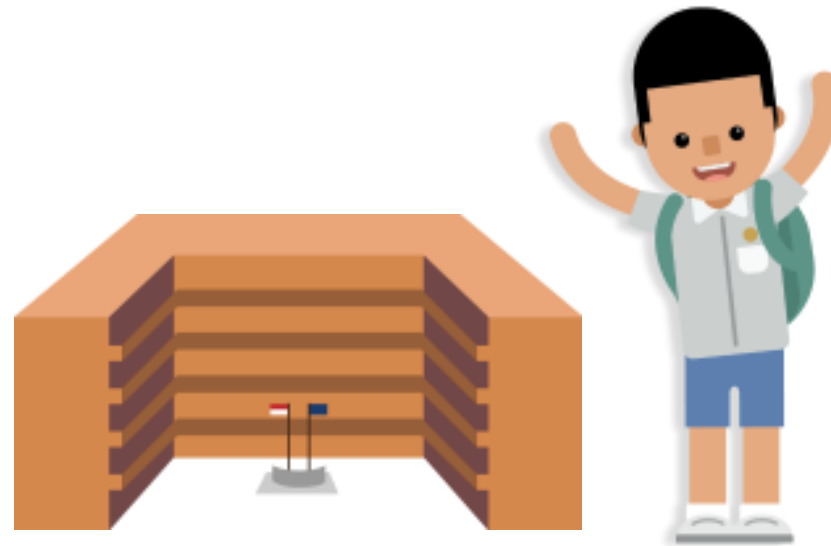
# Year Head's Sharing



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# HOW S1 POSTING WORKS



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# CHOICE ORDER OF SCHOOLS MATTERS MORE

- Students continue to have **six choices** in selecting their secondary schools.
- Similar to past years, students continue to be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **school choice order**.
- If there are two or more students with the same PSLE Score vying for the last remaining place(s) in a school, the following tie-breakers will be used in the following order:
  1. **CITIZENSHIP**
  2. **CHOICE ORDER OF SCHOOLS (New tie-breaker from 2021 onwards)**
  3. **COMPUTERISED BALLOTING**
- The new tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



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# Tie-breakers

## in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.


Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

<b>Jane</b> Singapore Citizen 16 pts	SCHOOL CHOICES: 1) Sch A 2) Sch ... 3) Sch ... 4) Sch ...	
<b>Bryan</b> Singapore Citizen 20 pts	SCHOOL CHOICES: 1) Sch B 2) Sch ... 3) Sch ... 4) Sch ...	
<b>Mary</b> Singapore Citizen 20 pts	SCHOOL CHOICES: 1) Sch A 2) Sch B 3) Sch C 4) Sch ...	
<b>Alan</b> Permanent Resident 20 pts	SCHOOL CHOICES: 1) Sch A 2) Sch B 3) Sch D 4) Sch ...	
<b>Rina</b> Permanent Resident 20 pts	SCHOOL CHOICES: 1) Sch A 2) Sch B 3) Sch D 4) Sch E	

- Students with better scores will be posted first
- Tie-breaker #1: Citizenship
- Tie-breaker #2: Choice order of schools
- Tie-breaker #3: Computerised balloting

Jane has a better PSLE score. She will be posted first, to **School A**.





Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

➤ Tie-breaker #1: Citizenship


Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.


Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

➤ Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.




Since Bryan has taken the last place in School B, Mary will be posted to **School C**.




Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

➤ Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



# 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

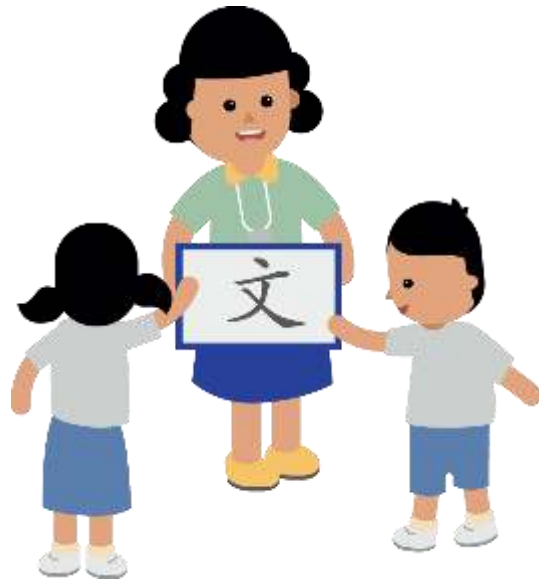
(ii) PSLE Score of 9 to 14 inclusive; and attain

- 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.



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

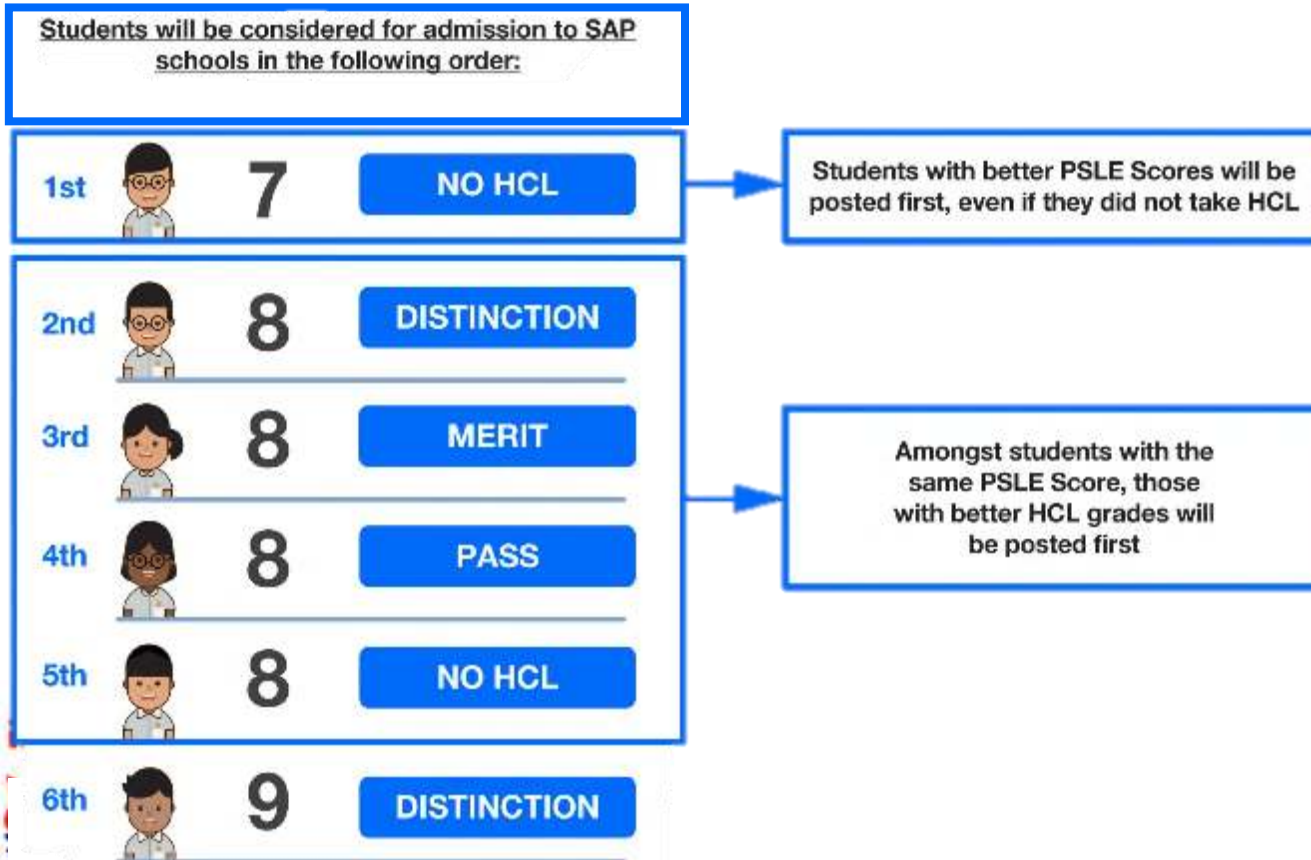


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# HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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' 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.



# CHOOSING A SUITABLE SECONDARY SCHOOL



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# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The 2022 PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> at a later date. They reflect the PSLE scores of the student posted into these schools at the 2022 S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and may vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



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## SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>

## MySkillsFuture Student Portal (Primary)



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

# SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.

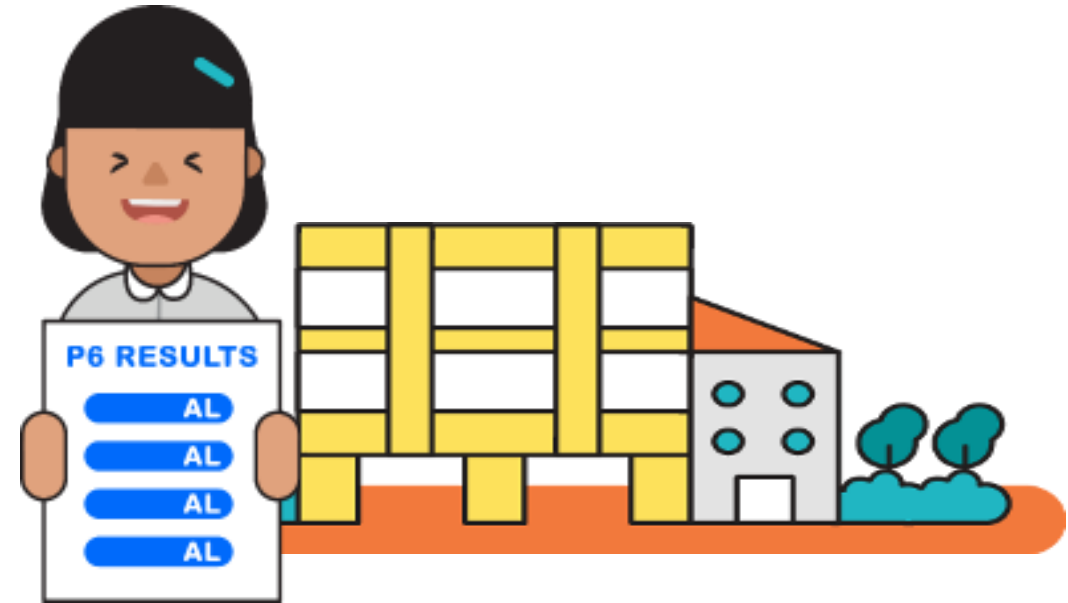


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# PREPARING FOR THE S1 POSTING EXERCISE



Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serves as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.


# PREPARING FOR THE S1 POSTING EXERCISE




Shortlist schools that offer programmes that cater to the your child's strengths and interests, and that provide suitable learning environments.

Rank your child's preferred school higher in the school choice order. This will increase your child's chances of being posted to that school, if tie-breakers are required.

# PREPARING FOR THE S1 POSTING EXERCISE

- Release of **S1 Posting results** 

- Release of **PSLE results**
- Submission of **Secondary 1 Option Form** 



**OCTOBER**

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**NOVEMBER**

**DECEMBER**



# 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.



# 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

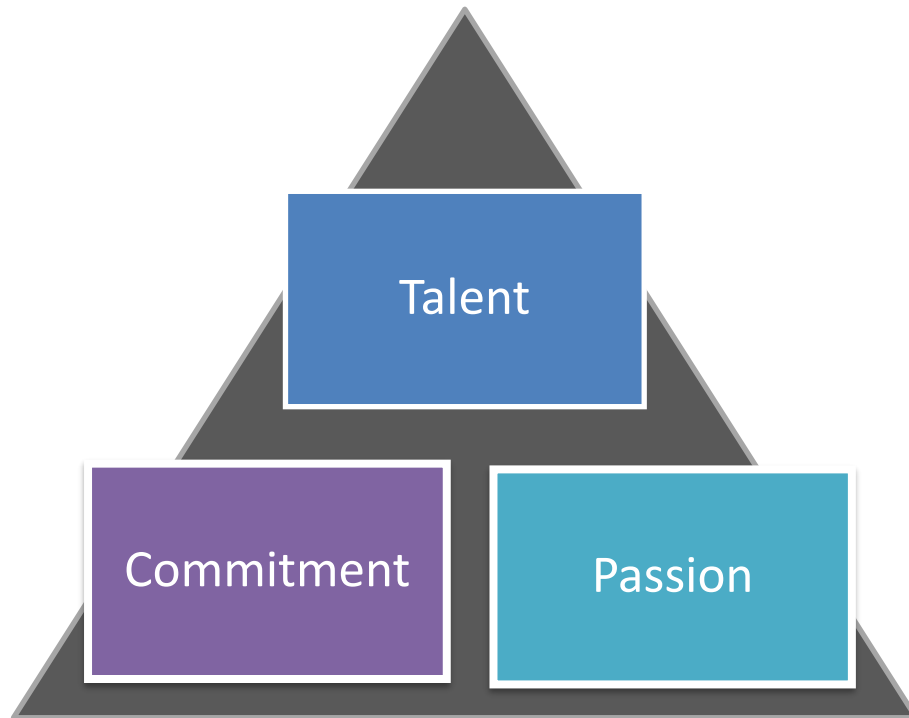
- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**



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# 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

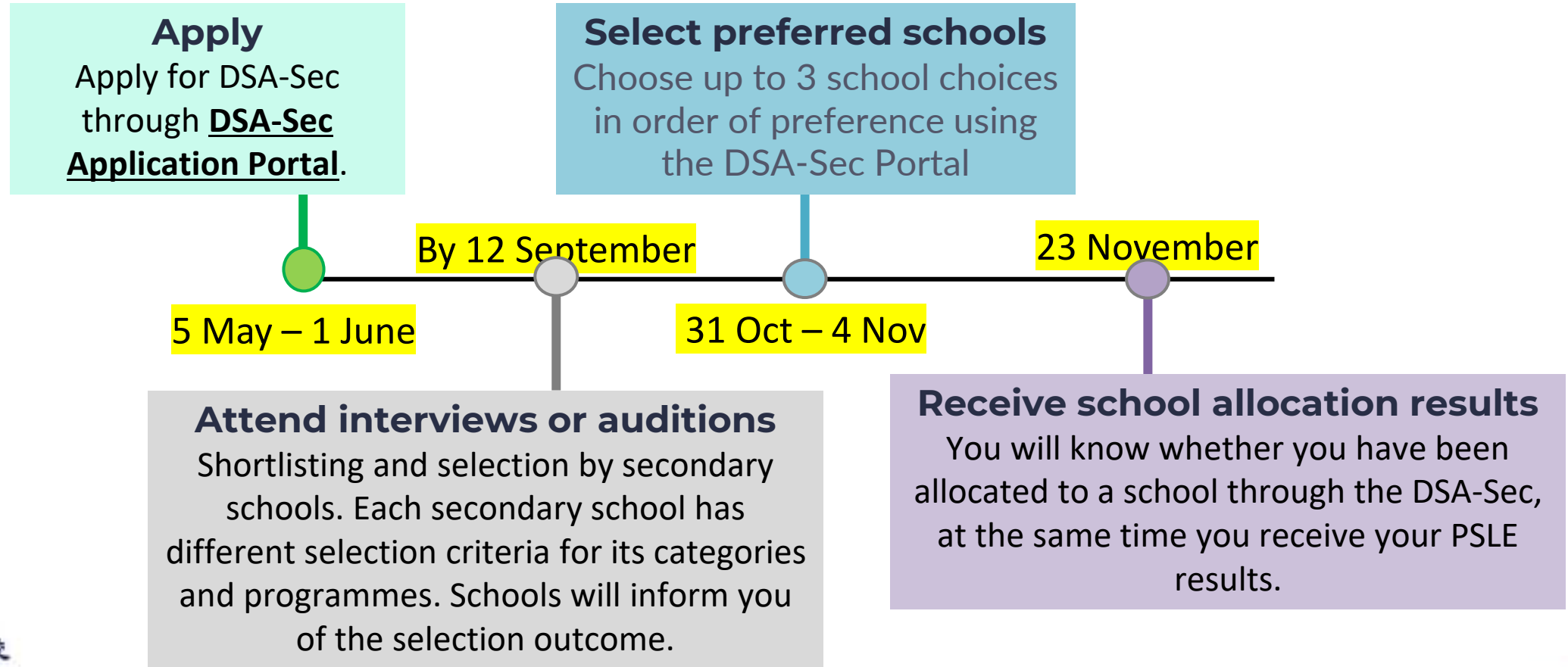
DSA-Sec can support his/her development in that talent area



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# Timeline for DSA-Sec Application (Based on 2022 Dates) – To be updated



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# DSA-Sec Application Portal

- All students\* apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.
- \*except applications for School of the Arts (SOTA) & Singapore Sports School (SSP)
- The simplified and streamlined process also means that students do not need to submit achievement records separately to the secondary school.
- The submission of testimonials has been discontinued.



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# DSA-Sec Application Portal

## Making choices in the DSA-Sec portal\*

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate up to 3 choices. For each choice, you will need to choose a secondary school and a talent area from that school.
- The order of the choices does not matter during application.
- Of the 3 choices, up to 2 choices may be used to apply to the same school, for 2 different talent areas of that school. This is to cater to your child's multiple interests, and allow your child to choose different schools.
- **Please consider your choices carefully** and manage the time and effort required for multiple trials and interviews.



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\*Students need to apply separately to School of the Arts and Singapore Sports School,



# Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)	Your child can apply to <u>up to three different schools</u> , with no restrictions on the talent areas.
	Choir	School A	
	Choir	School B	
	Choir	School C	
EXAMPLE 2	Talent(s)	School(s)	If your child chooses two areas in one school, he/she can apply to <b>two different schools only</b> ,
	Choir	School A	
	String Orchestra	School A	
	Choir	School B	
EXAMPLE 3 (Not allowed)	Talent(s)	School(s)	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	Choir	School A	
	String Orchestra	School A	
	<b>Mathematics</b>	<b>School A</b>	



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# 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 the 2023 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 Useful Information

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# RSS Assessment Plan for 2023

Level	Term 1	Term 2	Term 3	Term 4
Primary 6	Weighted Assessment	Weighted Assessment	Prelim	PSLE

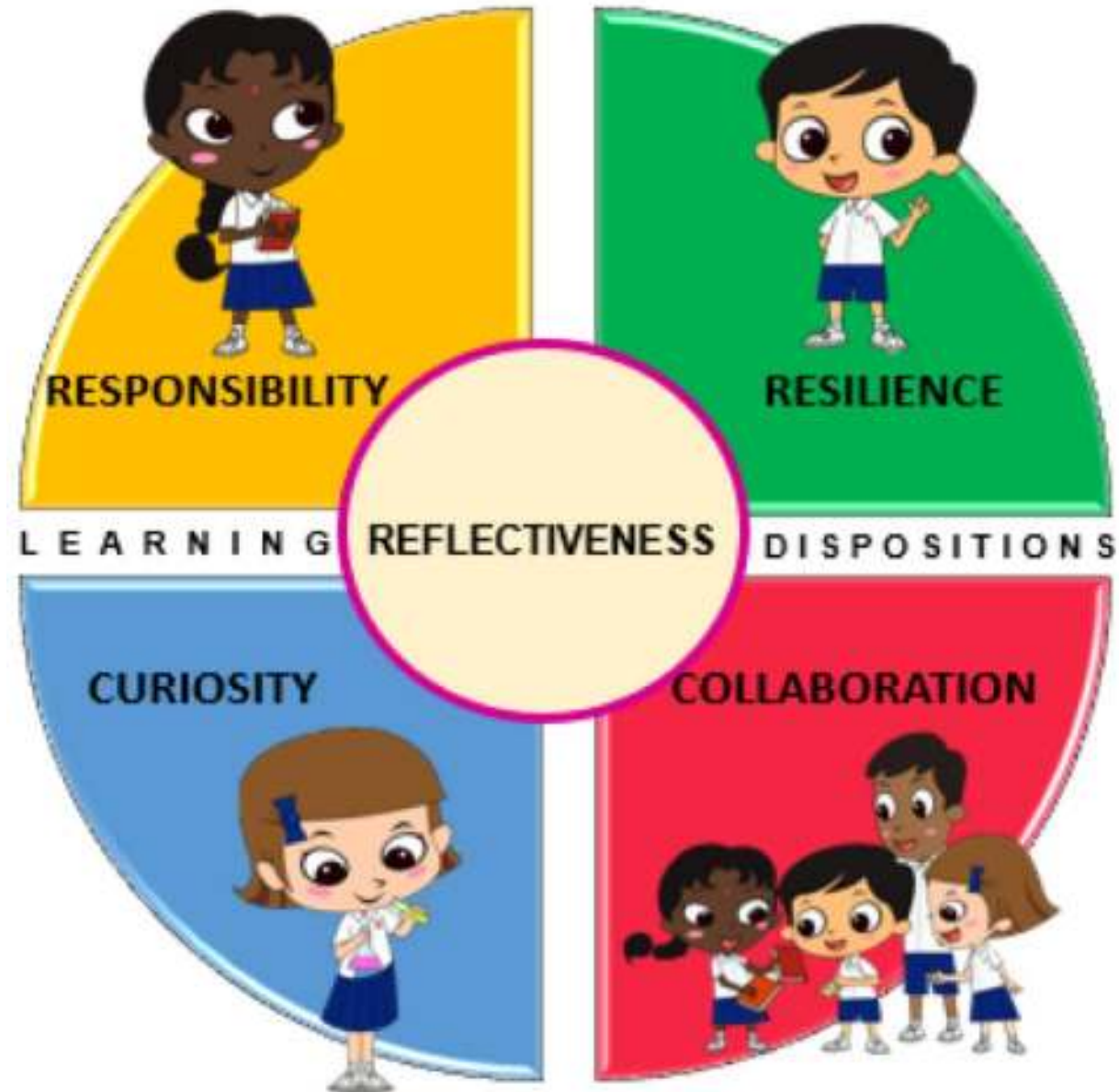


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# RSS Learning Dispositions



# 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>

## Specific Support for P6 Students

- P6 Learning Week in June
- School Leaders' Class Talks on Motivation
- Monitoring of Well-Being by Teachers
- Counsellor's Class Talk on Stress Management
- P6 Motivation Day
- Motivation Care Pack
- Encouragement
  - Well Wishes from P5-P6
  - Teachers' Well Wishes
  - Graduation Bear
  - Gifts of Love by PSG



# Post PSLE Programme

- Transition to Secondary 1 Programme
- Secondary Schools Talk and Fair
- Post-Exam Games and Learning Journeys
- P6 Graduation Concert
- Social Etiquette Workshop
- First Aid Programme
- LLP Day + Values-in-Action Programme
- DISC Personality Profiling
- Financial Literacy Programme
- SAP and FTGP Lessons

**\* Students will continue to be observed for character and attendance after PSLE.**



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# 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**

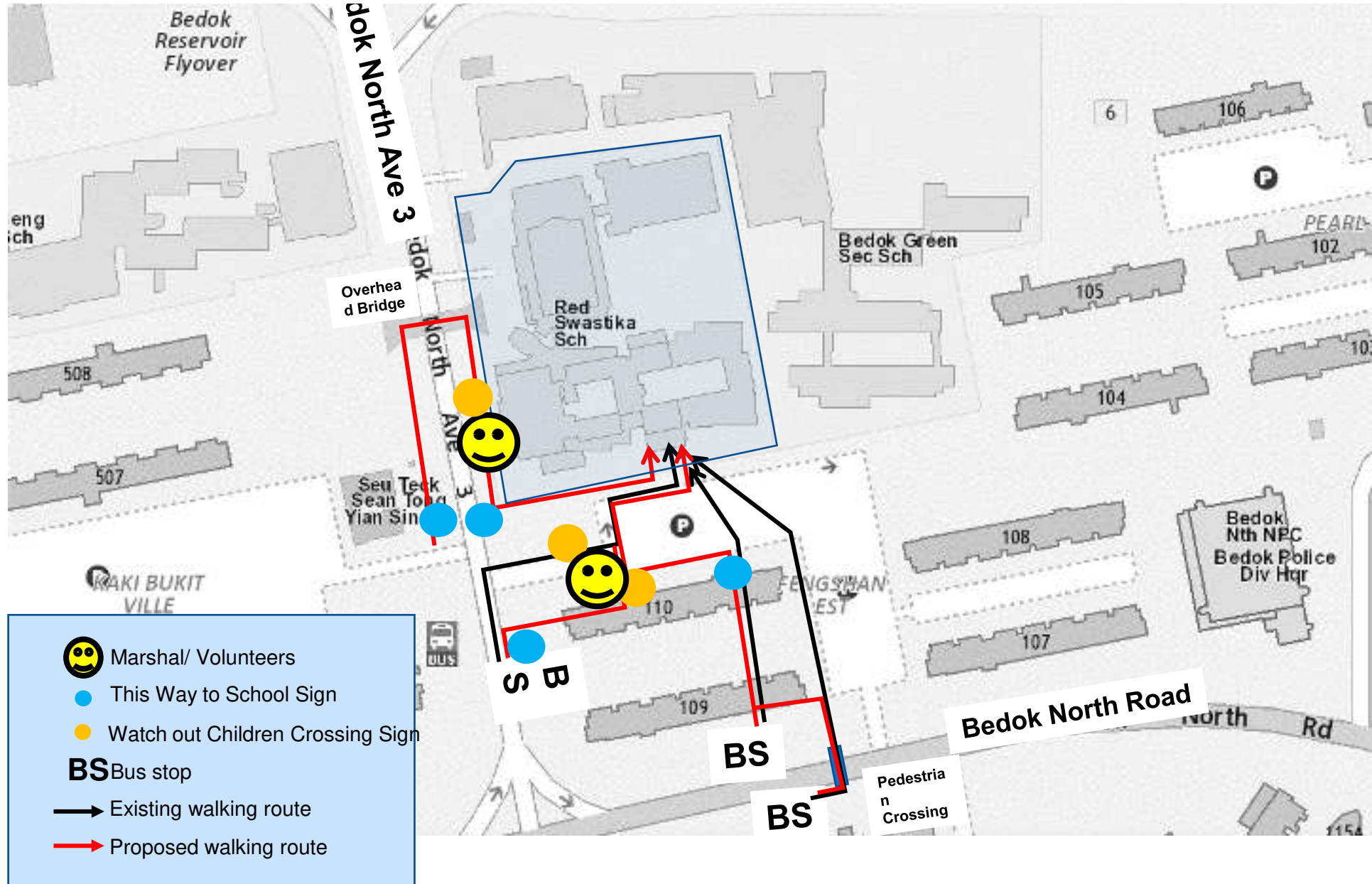


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# Safe Walking Route to School and going Home from School



# 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



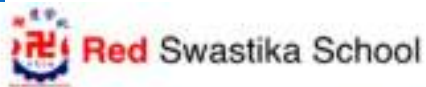
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CULTURE  
OF CARE

## Our School Website

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



## 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





**Thank You!**



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