

慈學校



RED SWASTIKA SCHOOL



**Caring Community  
Innovative Leaders**



# *A GREAT START TO PRIMARY SCHOOL*





# Primary 1 Parent Conference

2 January 2024



恭  
**Graciousness**  
*Respect  
Harmony*

宽  
**Magnanimity**  
*Generosity  
Care*

信  
**Trustworthiness**  
*Integrity  
Responsibility*

敏  
**Diligence**  
*Alertness  
Resilience*

# *Principal's Address*

## 校长致辞

Primary 1  
Parent Conference  
2024



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# Your Journey Together As A Family

MOMMY

DADDY

CHILDREN



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# Our Journey Together As Partners In Education

SCHOOL

PARENTS

CHILDREN



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# Our Journey Together As Partners In Education

ROLE  
MODELLING

SCHOOL

PARENTS

CHILDREN

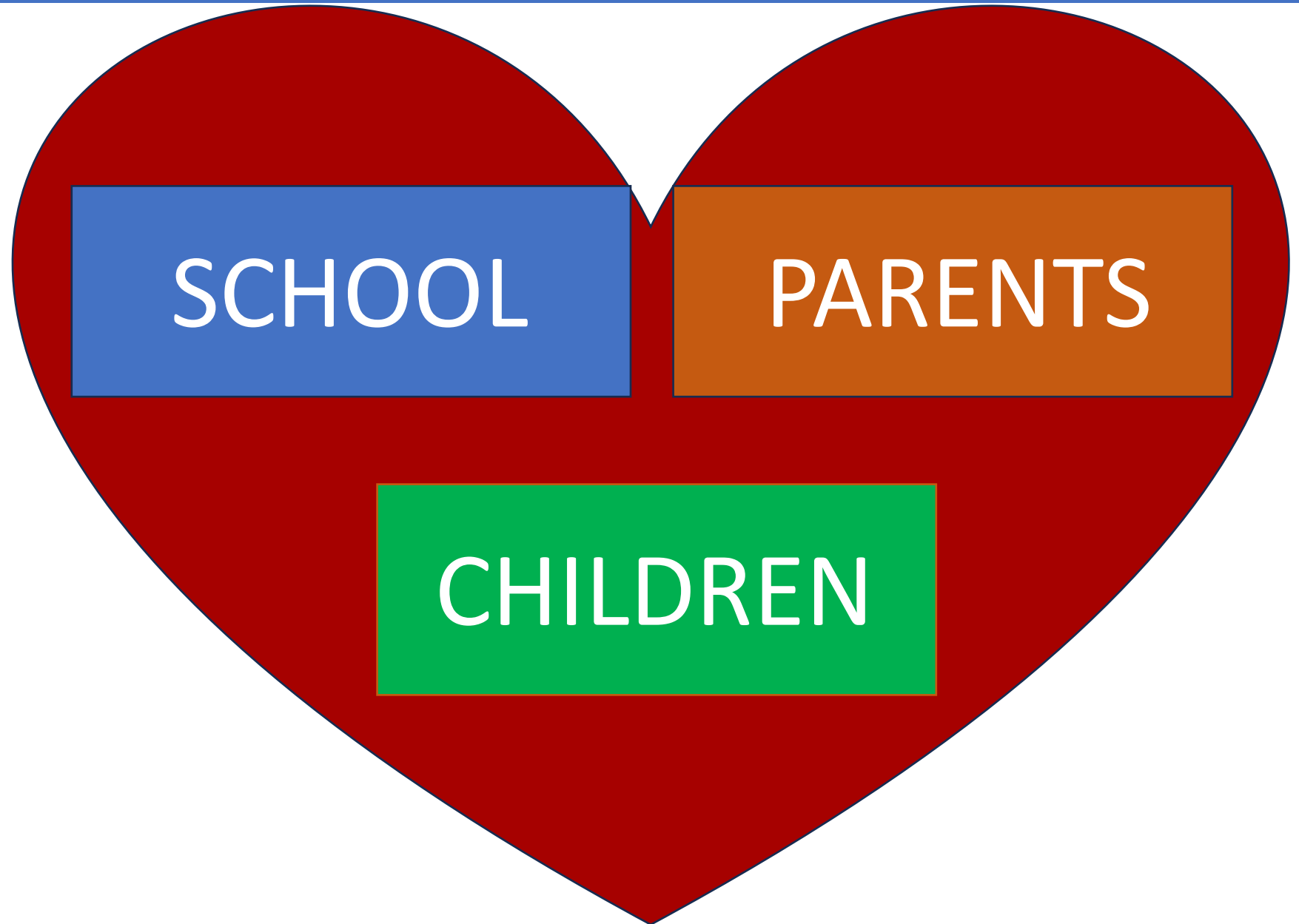


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# Our Journey Together As Partners In Education

ROLE  
MODELLING





# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

Our Students Have Performed Consistently Well Across All International Benchmark Studies...

THE STRAITSTIMES

Singapore's Primary 4 pupils are world's best in reading



More than a third of Singapore pupils achieved the highest "advanced" level in the study, which refers to high competency in reading difficult texts. ST PHOTO: GIN TAN

Singapore students top maths, science rankings for second consecutive edition of international study



Singapore students rank top in maths, science and reading in OECD study



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Since Our Students Are Already Doing So Well...Do We Have Any Concerns?

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PIRLS

TIMSS



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## 10 – 15 Years

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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

Since Our Students Are Already Doing So Well...Do We Have Any Concerns?

10 – 15 Years

.....Workforce

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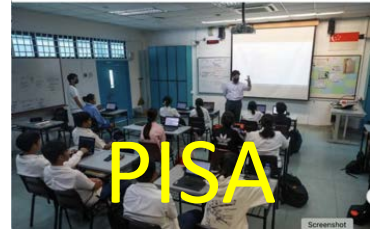


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Since Our Students Are Already Doing So Well...Do We Have Any Concerns?

10 – 15 Years

.....Workforce.....Retirement

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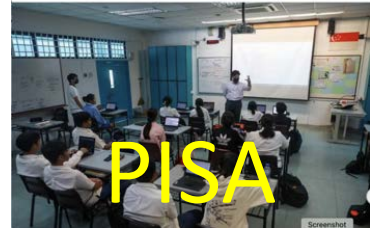


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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

Since Our Students Are Already Doing So Well...Do We Have Any Concerns?

10 – 15 Years

40 – 50 Years

.....Workforce.....Retirement

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10 – 15 Years

40 – 50 Years

.....Workforce.....Retirement

What are the skillsets, value-sets and mindsets our children would need for their future?

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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

How can Parents and School Co-create A Learning Experience Together ?

10 – 15 Years

40 – 50 Years

.....Workforce.....Retirement

What are the skillsets, value-sets and mindsets our people would need for Singapore's future?

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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

What Are Some of The Outcomes That We Can Achieve Together As Partners?

Build Character

Values-Driven

Growth Mindset

Life-Long Learning

Broadening The Definition Of Success

Making Our Society A More Inclusive One

Leveraging More On Technology (Cyberwellness)

Holistic Well-Being

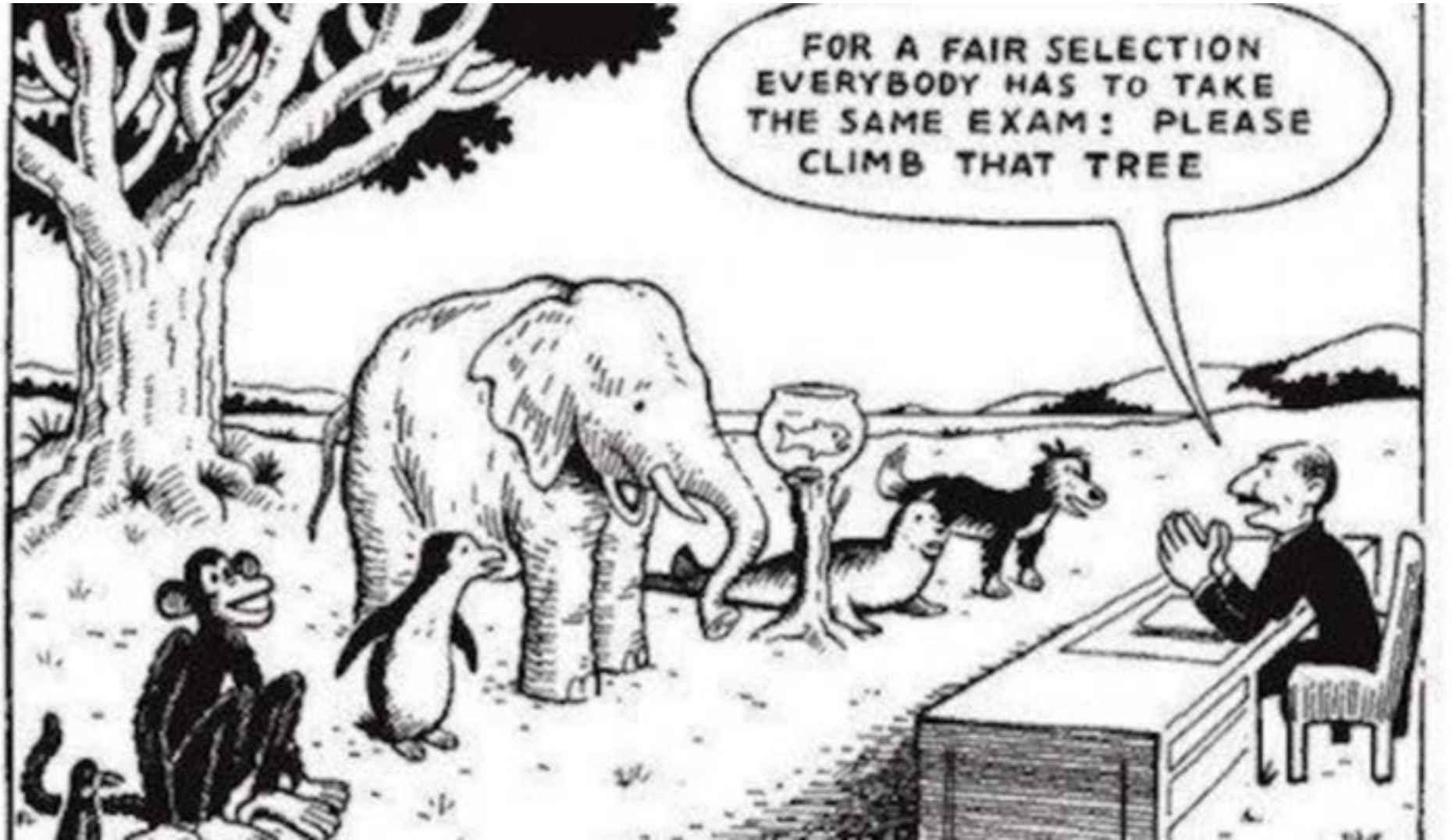
Adaptive, Caring, Resilient and Innovative Dispositions

Bilingualism



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# HELPING EVERY CHILD TO DISCOVER HIS/HER UNIQUE STRENGTH



“ Everyone is unique.  
But if you judge  
a fish by its ability  
to climb a tree,  
it will live its whole life  
believing that it is stupid. ”





# HELPING EVERY CHILD TO DISCOVER HIS/HER PATH TOWARDS SUCCESS



## CREATE THE PLOT TWIST

As a school community, we ought not to create an impression on our children that “only the fastest matters” or “the fastest will always win”. If we believe that the make-up of every child is unique, then our role as adults and guardians to our children is to understand their unique tendencies and to help them find success in their unique settings.

The hare has the absolute advantage only when the race is entirely a land race, likewise for the tortoise for its disadvantages. However in life we know that not everything needs to be perceived as a race, and not all races are “land races”. The tortoise Our role in nurturing our young is always about helping them to discover themselves, and to later encourage them to take a path that best suits them. Is there a possibility of even creating a unique path of their own? Absolutely yes! Hence we have terms like “Trail Blazers” or “Game Changers” to describe those who have ventured into the unknown.

More often than not, in life we don’t walk alone...it’s good for us to build collaborative skillsets in our young so that they can always take on any type of race as a team. The hare could bring the tortoise along while they are on dry land and the tortoise can give the hare a lift when they need to cross the waters. There’s the saying of “if you want to go fast, go alone. If you want to go far, go together”. When our children are able to discover their own talents, they can join the type of race That best suits them. But if they also become good at harnessing the talents of others, then they will be able to adapt to any type of race that come their way...



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# *P1 Curriculum Sharing - Part 1*

*By Ms Angela Goh  
(Vice-Principal)*



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# 创校历史，使命，理念

## 传承与贯穿在今天的卍慈

- Founded by the World Red Swastika Society (Singapore Administration Centre) as an extension of its **charitable mandate** and to achieve the noble objective of transforming **people through education**
- Then President of the Society, Mr Quek Shin, saw the need to provide free primary education for the poor and to aid in the promotion of education in the outlying areas
- Originally known as “Wan Tzu School”, the school was later renamed Red Swastika School. The foundation stone was laid at the school opening ceremony on 13th January 1951.



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RED SWASTIKA SCHOOL



恭

**Graciousness**  
*Respect*  
*Harmony*



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



宽

**Magnanimity**  
*Generosity*  
*Care*



信

**Trustworthiness**  
*Integrity*  
*Responsibility*

**Mission:**  
**To nurture joyful learners with exemplary character**  
**through a caring culture**

敏

**Diligence**  
*Alertness*  
*Resilience*



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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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# NAMING OF OUR P1 CLASSES

## School Motto

恭	<b>Graciousness</b> <i>Respect</i> <i>Harmony</i>	1 Respect
宽	<b>Magnanimity</b> <i>Generosity</i> <i>Care</i>	1 Generosity
信	<b>Trustworthiness</b> <i>Integrity</i> <i>Responsibility</i>	1 Integrity
敏	<b>Diligence</b> <i>Alertness</i> <i>Resilience</i>	1 Alertness

## School Vision

	爱	1 Care
<b>Caring Community</b> <b>Innovative Leaders</b> 博爱，创新，引领	领	1 Leadership
	新	1 Innovation
	献	1 Service

# Our RSS Three Littles

恭

Graciousness  
Respect  
Harmony



宽

Magnanimity  
Generosity  
Care



信

Trustworthiness  
Integrity  
Responsibility

敏

Diligence  
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Harmony

宽

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Generosity

信

Trustworthiness  
Responsibility

敏

Diligence  
Resilience



- Little Friend **cares** for, and **respect** others.

- Little Master is **responsible** and **resilient**.

- Little Teacher seeks to **make life better for others** through innovative ways of doing things better and **leads by example**.

互相关心 互相尊重

诚实守信 做事负责

敢于创新 造福人群

宽以待人 和谐相处

乐于学习 坚毅勤敏

以身作则 勇于引领

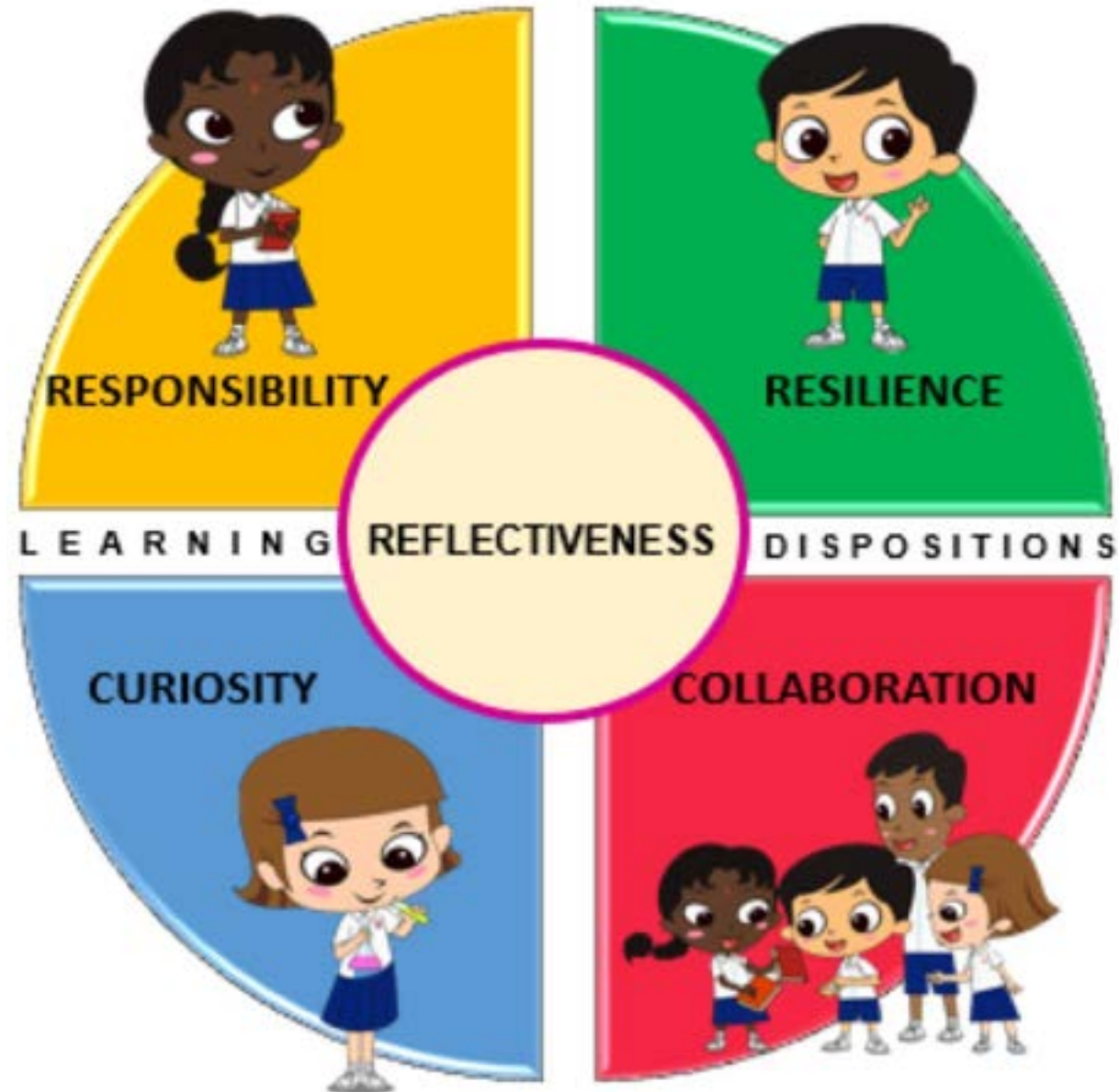
# JOY OF LEARNING @ RSS



- 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



# RSS Learning Dispositions



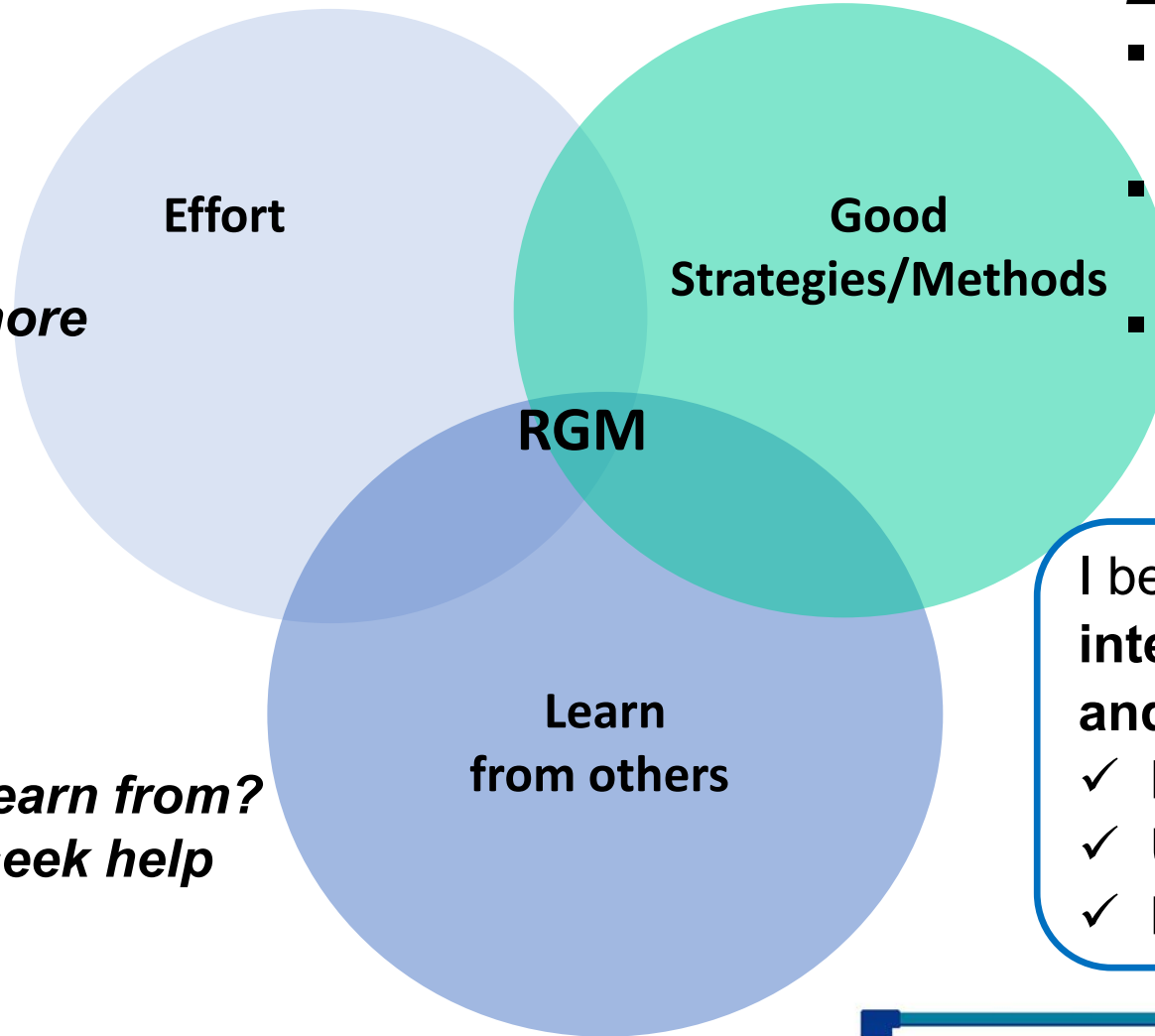
# RSS Learning Dispositions

Learning Disposition	Learning Actions
<b>Responsibility</b>	<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>
<b>Resilience</b>	<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>
<b>Curiosity</b>	<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>
<b>Collaboration</b>	<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>

# WHAT IS RSS GROWTH MINDSET (RGM)?

*E.g.,*

- *Have I put in the effort?*
- *What can I do to make my effort more productive?*



*E.g.,*

- *What can I learn from this experience/mistake?*
- *How will I do it differently the next time?*
- *What other strategies/methods can I try?*

*E.g.,*

- *Who can I learn from?*
- *Who can I seek help from?*

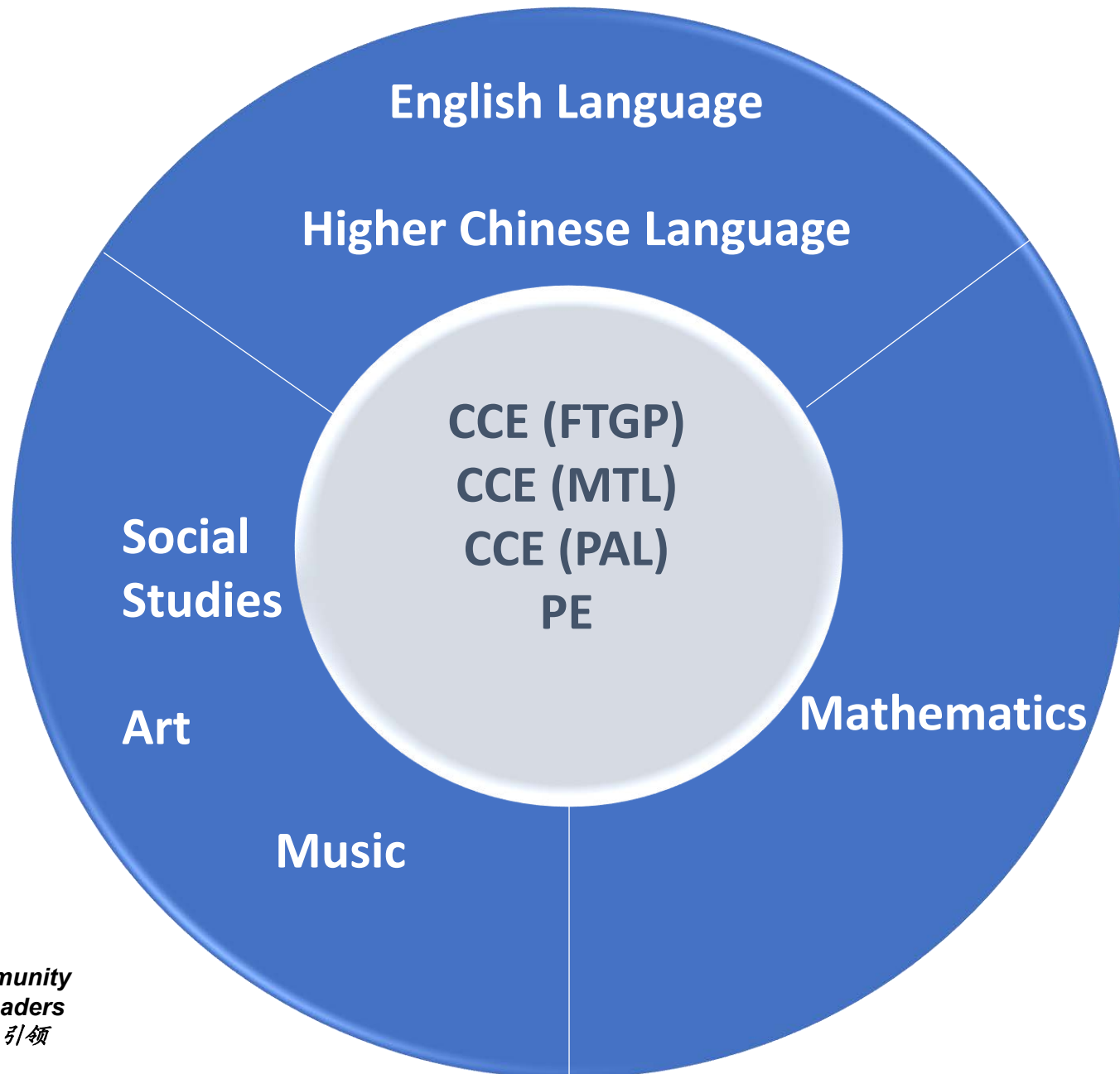
I believe that my **ability and intelligence can be developed and grow over time** if I

- ✓ Put in **Effort**
- ✓ Use **good Strategies/Methods**
- ✓ **Learn from Others**

I have an RSS Growth Mindset (RGM)



# SUBJECTS AT PRIMARY ONE



## Legend

- CCE: Character and Citizenship Education
- FTGP: Form Teacher Guidance Period
- Cyberwellness
- MTL: Mother Tongue Language
- PAL: Programme for Active Learning
- PE: Physical Education

# CHARACTER & CITIZENSHIP EDUCATION (CCE)

## Goals of CCE 2021 Curriculum



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)

# DID YOU KNOW?

**67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media**

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

**Parents may not be aware of the online risks**

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



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# WHAT IS CYBER WELLNESS?

**Cyber Wellness** is about our students being able to navigate the cyber space safely.

- This is done through our curriculum which aims to equip students with the **knowledge and skills** to harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive presence in cyberspace and be **safe and responsible** users of ICT.

# WHAT WILL OUR PRI 1 & 2 STUDENTS LEARN ABOUT CYBER WELLNESS DURING CCE (FTGP) LESSONS?

During CCE(FTGP)\* lessons, students will be taught:

## ❖ Basic online safety rules

- Talking to only people you know

## ❖ Importance of a **balanced lifestyle** in exercise, sleep and screen time for health and well-being

## ❖ Protecting Personal Information

- Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

\*Character and Citizenship Education(Form Teacher Guidance Period)



# WHAT WILL OUR PRI 1 & 2 STUDENTS LEARN ABOUT CYBER WELLNESS DURING CCE (FTGP) LESSONS?

## ❖ Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

❖ Parents are encouraged to try the “**Family Time**” activities in the CCE (FTGP) Journal with your children to emphasise the different cyber wellness messages at home



**Family Chat Time!**  
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

**We did this together!**

Parent's / Guardian's signature

E.g. Family Time in the lesson on **Staying Safe in the Cyberworld**

# Additional resources for parents



This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.

Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!

# How can parents help our children develop good digital habits?

- ❖ Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- ❖ Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
  - Use parental control settings to monitor and ensure children access to age-appropriate content;
  - Develop a timetable or screen use agreement to balance screen time and family bonding and;
  - Avoid screen use during mealtimes and one hour before bedtime.
- ❖ Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use

# How to have open communication with our children?

- ❖ Open communication is critical in building a positive-child relationship.
- ❖ Talk to our children about their online activities in everyday conversations:
  - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
  - Have you seen or heard anything online that bothered or worried you? Tell me about it.

# How to have open communication with our children?

- ❖ Create a safe environment for our children to express their thoughts and feelings.
  - Find a place where your child is more comfortable to talk
  - Teach your child to use words to describe different emotions, e.g. “I see you’re frowning, are you feeling sad?”
- ❖ Let them know that you are there for them when they need support, care or help.
  - Regularly show interest in their thoughts and feelings.
  - Listen to understand, make eye contact, nod to show you have heard them.



Parenting Instagram live on  
The HeART of Conversation



# How to role model good digital habits for our children?

- ❖ Children often mirror what their parents do.
- ❖ We can role model positive digital habits for our children.
  - When using your devices, consider whether it interrupts your interactions with them.
- ❖ We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



Parenting Instagram post on supporting our children to be responsible users of the cyber space.



# WHAT ARE THE SCHOOL RULES ON DIGITAL DEVICE USE?

- ❖ Possession of **mobile phones** is **strongly discouraged** and devices must not be turned on while in school.
- ❖ Electronic devices such as electronic games, digital cameras, scanning devices, smart watches, step-trackers etc, are not allowed in school.
- ❖ Please refer to Acceptable Use Policy (pg 15), Discipline Guidelines (pg 16) and Safety Guidelines (pg 18) in the Student Handbook for more information.



**Student Handbook 2024**

# CHARACTER & CITIZENSHIP EDUCATION (CCE)

## Programme for Active Learning (PAL)

Sports &  
Games

**P1: Play Well  
& Safe**

**P2: Play  
Together**

Outdoor  
Education

**P1: Exploring  
the Outdoors**

**P2: Let's go  
Camping!**

Performing  
Arts

**P1: Drama**

**P2: Culture**

Visual  
Arts

**P1: Explore Art**

**P2: Express Art**

**Nurtures 3Cs (Confidence, Curiosity, Cooperation Skills) & Social-emotional Competencies**

# Social and Emotional Learning @ Home: The What, Why and How



Access the video at:

<https://www.moe.gov.sg/education-in-sg/our-programmes/social-and-emotional-learning/sel-resources-for-parents>

# Providing Feedback on Students' Learning at P1 & P2

## P1 & P2 Assessment Plan for 2024

Level	Term 1	Term 2	Term 3	Term 4
P1	No Weighted Assessment (WA) - only Non-weighted Formative Assessment (FA)			
P2				

**Subject-specific learning outcomes (LOs) & 3 levels of qualitative descriptors (QDs)** are used to report P1/P2 students' **learning progress** for all subjects at the end of each Semester.

Level	Qualitative Descriptor
Level 1	Emerging
Level 2	Making Progress
Level 3	Competent



To gain **holistic** understanding of students' progress, teachers gather and triangulate **assessment information** from **multiple sources**.



# *P1 Curriculum Sharing - Part 2*

*By Mrs Carol Tng  
(Year Head Lower  
Primary)*



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# OUR SIGNATURE PROGRAMMES

- Every RSS Student A Leader

Learning for Life Programme (LLP)



- Tinker to Thinker

Applied Learning Programme (ALP)

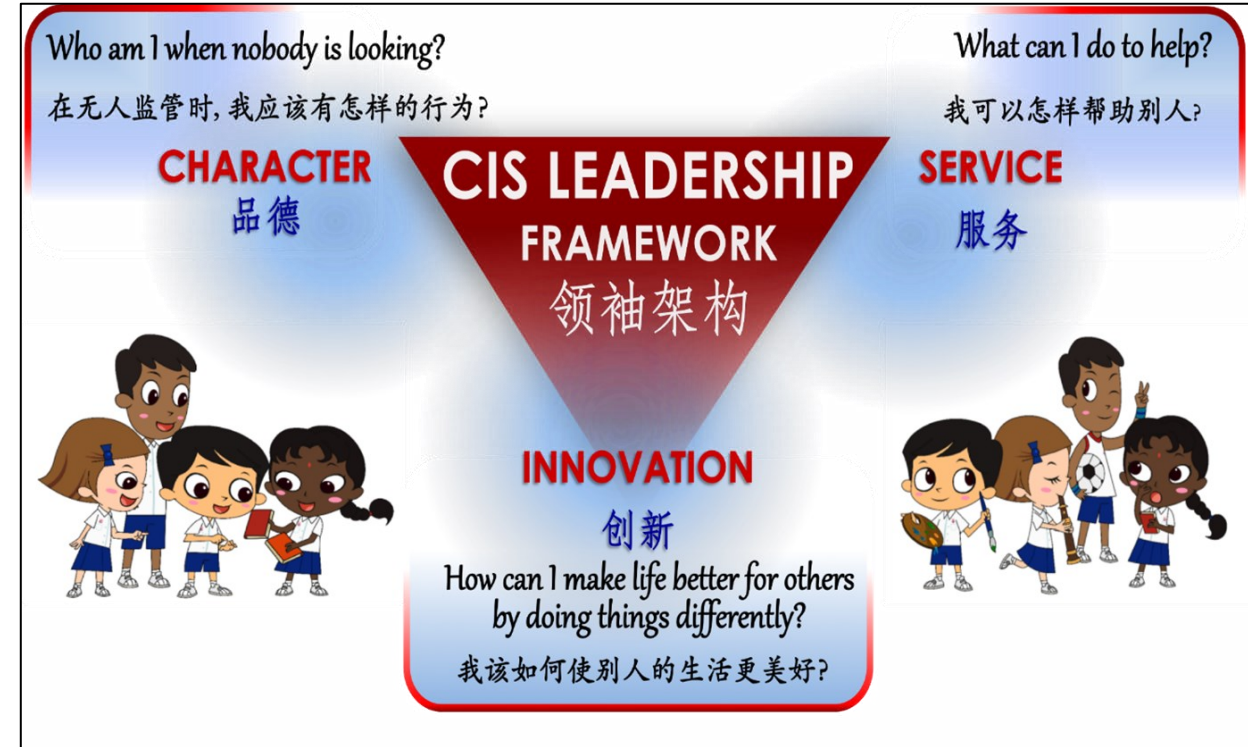


- 文化育苗，花开卍慈

Special Assistance Plan (SAP) Programme



## EVERY RSS STUDENT A LEADER



**LLP: Every RSS Student A Leader**

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



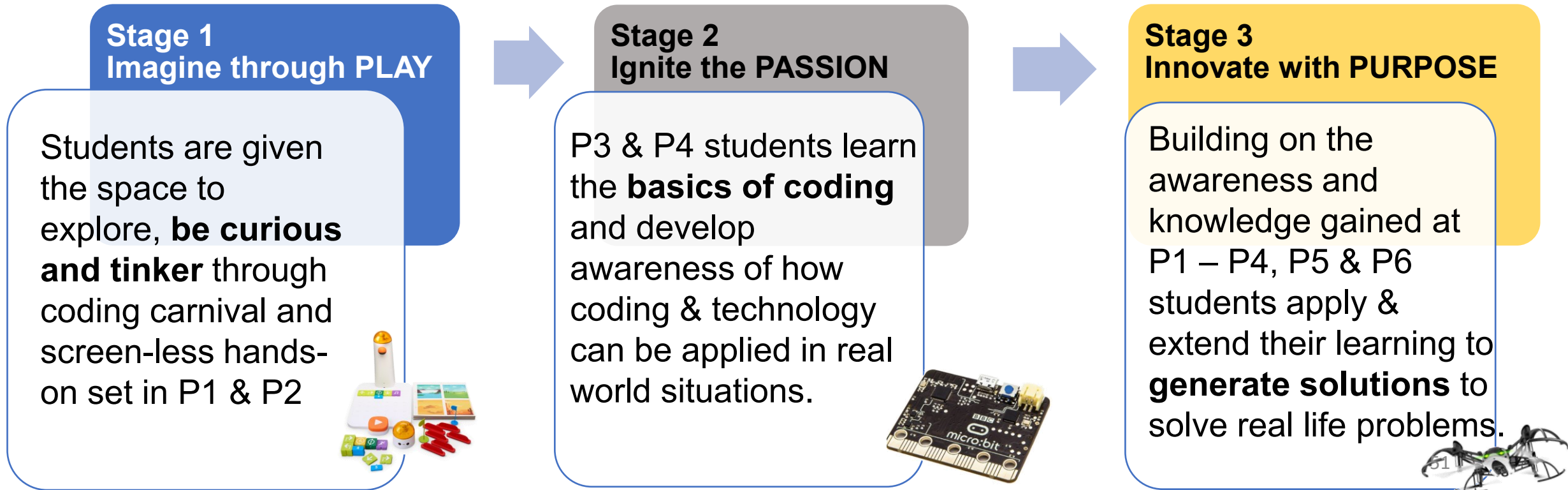
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# OUR APPLIED LEARNING PROGRAMME 应用学习项目 - TINKERS TO THINKERS

**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 our students:

- **computational thinking & 21 CC skills;**
- raise awareness on how **coding** and **technology** can be used in **real world situations**; and
- challenge them to **think of solutions** to **solve real world problems.**

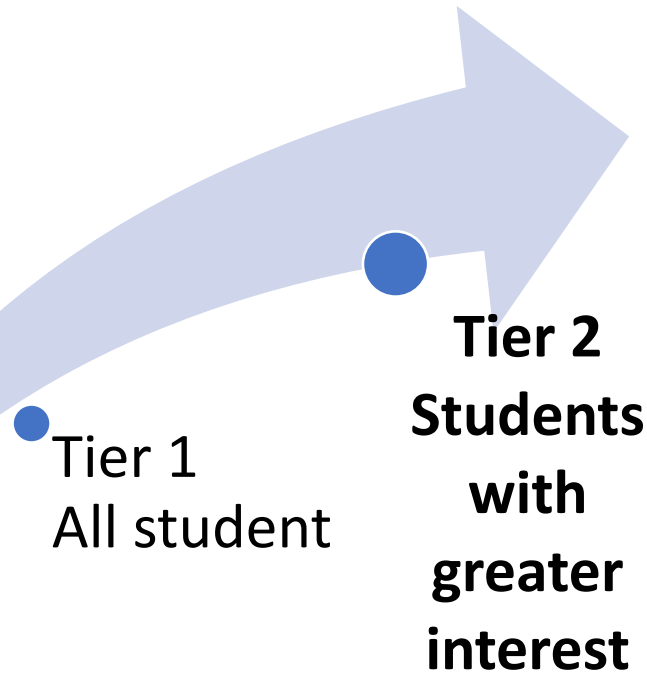
## • Tier 1 – All students





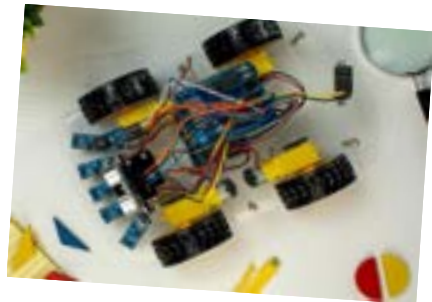
# OUR APPLIED LEARNING PROGRAMME - TINKERS TO THINKERS

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.





1

Provide a bilingual and bicultural learning environment

2

Contribute towards nation building through greater appreciation of cultural diversity in Singapore

3

Develop a global outlook in our students

花开卍慈

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

母语双周活动

Mother Tongue Language Fortnight

特选周会 SAP Assembly Programme

户外学习体验 SAP Outdoor Experiential Learning

学段末特选活动 SAP School Based Enrichment

跨学科特选活动 Integration of Cultural Learning 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



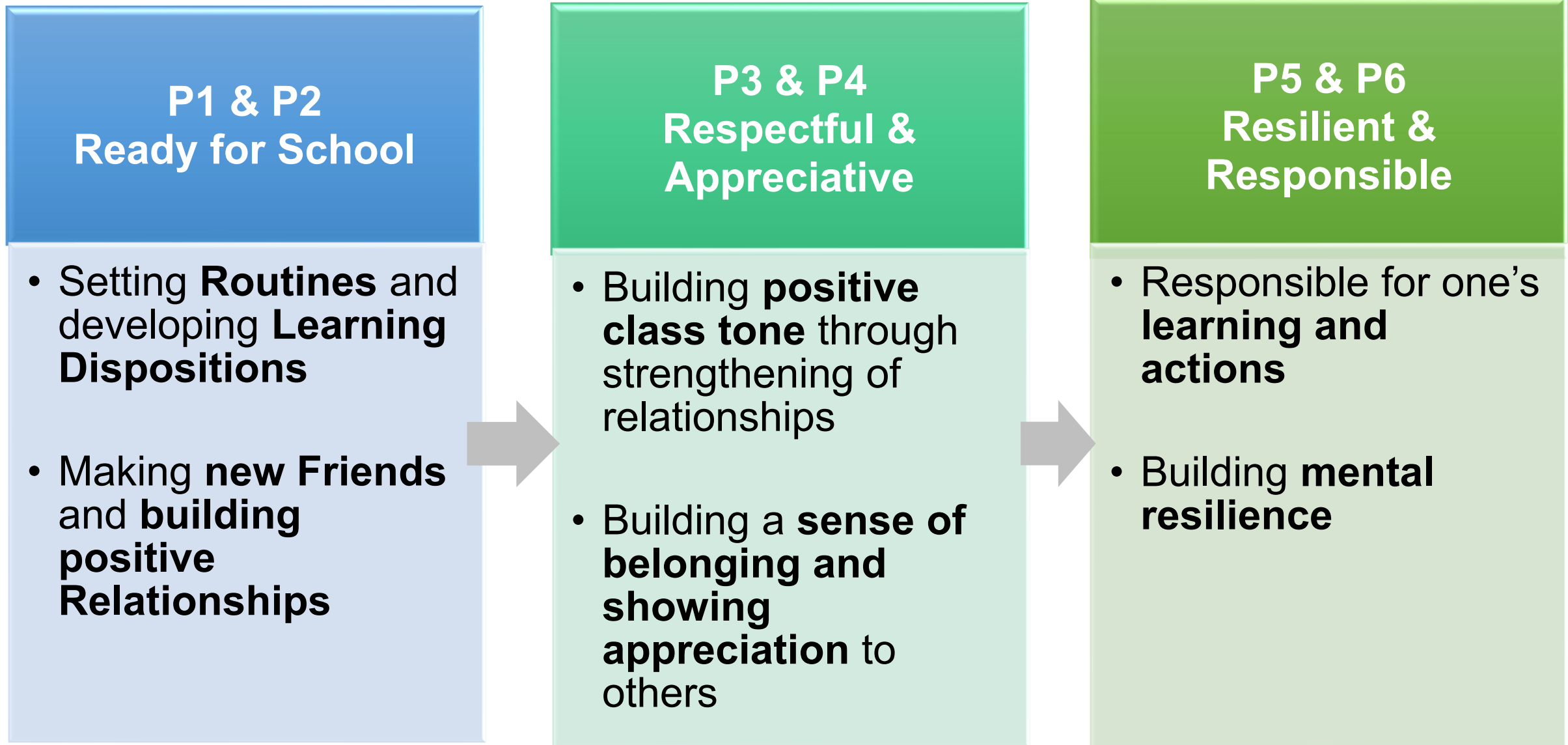
五年级：  
生活



六年级：  
三国演义



# LEVEL-FOCUSED STUDENT DEVELOPMENT PROGRAMMES



# Start It Right & End It Right Programme

Term	Focus of each Term	Beginning of each Term	End of each Term
Term 1	Care for Self	<b>Start It Right</b> Programme – <i>to ease transition to the new term</i>	<b>End It Right</b> Programme – <i>to experience joy of learning beyond the usual curriculum subjects</i>
Term 2	Care for family		
Term 3	Care for teachers and friends		
Term 4	Care for community and the world		

# SOCIAL SKILLS TAUGHT AT P1 AND P2

**Being prepared for Class**

Place handbook and pencil case on desk at start of lesson

Sit up straight, listen to the teacher, quiet hands

Raise your hand if you want to speak

Asking for help in school

Asking for help from staff at the General Office

Asking for help from teachers

Asking for help from peers



# SETTING ROUTINES AND DEVELOPING LEARNING DISPOSITIONS



Walk into the school hall quietly.



Sit down, with your bag in front of you. Do your silent reading.

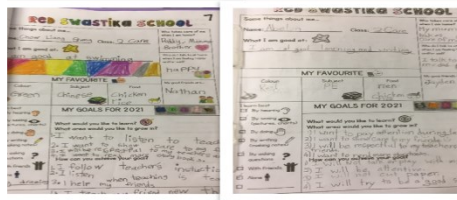


Bring an EL storybook on Monday, Tuesday and Wednesday.



Bring a CL storybook on Thursday and Friday.

# BUILDING POSITIVE TEACHER-STUDENT RELATIONSHIP(TSR)



My Letter to my Teacher' - From Students



Thank you Cards - From Students



One to One Chit-Chat Time



Birthday Cards - From Teacher



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



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



### 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



# OUR POSITIVE DISCIPLINE APPROACH

- Work with the school when managing conflicts among children:
  - Seek assistance from school
  - Allow time for school to conduct the necessary investigation
  - Do not confront students or their parents/guardians



Not handling conflict well could harm kids later on in life



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RED SWASTIKA SCHOOL

Singapore

Man jailed for pushing son's 10-year-old 'bully' in school, causing fracture



Father jailed for slapping Primary 3 daughter's 'bully'



STATE COURTS



# OUR POSITIVE DISCIPLINE APPROACH

## 'CATCH' STUDENTS DOING RIGHT DURING CLASS APPRECIATES!


Values	Caught [✓]
Respect	
Harmony	
Generosity	
Care	

Please tick the relevant values.

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

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

Positive act caught by: [Your Name]




Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

Please tick the relevant values.

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

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

Positive act caught by: [Your Name]




Values	Caught [✓]
Integrity	
Responsibility	
Alertness	
Resilience	

Please tick the relevant values.

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

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

Positive act caught by: [Your Name]




# CHARACTER AWARDS @ RSS

MOE  
Edusave Character  
Awards

RSS Character  
Awards

Termly Three Littles  
Awards (Terms 1, 2, 3)





# MOE EDUSAVE AWARDS

CULTURE  
OF CARE

EDUSAVE AWARDS	ELIGIBILITY CRITERIA
Edusave Character Award	Students who demonstrated exemplary character and outstanding personal qualities through their behaviour and actions.
Edusave Merit Bursary	<u>For Primary 1 and 2 Students</u> Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).
Edusave Good Progress Award	<u>For Primary 2 and 3 Students</u> Students who do not qualify for Edusave Merit Bursary, but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.

To know more about MOE Edusave Awards, please visit the MOE website:

<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>



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# CARE FOR OUR STUDENTS

## 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.

# CARE FOR OUR STUDENTS

## TRANSITION Support for InTegration (TRANSIT) Programme in 2024

**NEW!**

**Social and behavioural needs**

**Develop foundational self-  
management**



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## MOE Financial Assistance Scheme

The MOE Financial Assistance Scheme (FAS) provides needy students with free textbooks, school attire, transport and meal subsidies, and waiver of standard miscellaneous fees.

## Bursaries

The RSS School Management Committee (SMC) has set up 3 bursaries to provide financial assistance to students from low-income families:

- ❖ **The World Red Swastika Society Bursary**
- ❖ **Goh Keng Swee Foundation Bursary**
- ❖ **Choong Yeok Yin Bursary**

\* Look out for the application form in Term 4 this year for the bursaries in 2024.

# 'LET'S CELEBRATE!' – P1 PORTFOLIO DAY

- ♥ Provide a platform for P1 students to showcase their social and communication skills
- ♥ Give recognition to P1 students and celebrate their small successes at the end of their first formal schooling year (milestone event)

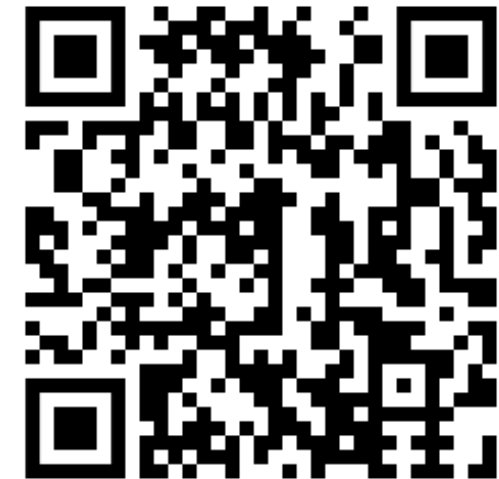
# Other useful information/reminders



# Parent Engagement

Engagement Session	Focus
Parent Conference	<ul style="list-style-type: none"><li>♥ Getting to know the Form Teachers</li><li>♥ Sharing on Curriculum Matters</li></ul>
Parent-Child-Teacher Conference	<ul style="list-style-type: none"><li>♥ Sharing on child's holistic development</li></ul>
Positive Parenting Programme (Triple P)	<ul style="list-style-type: none"><li>♥ Equip parents with parenting skills to promote their children's psychological, social and emotional competence</li></ul>

## Follow RSS on Instagram



# ENSURING STUDENT SAFETY

We seek your support on the following:

- SOPs and procedures
- Read the **P1 information booklet** (sent via PG in late November)
- Morning traffic/drop-off – **follow security instructions**
- **Patience and cooperation** with the school

# Welcome to the Classroom Interaction Session with Form Teachers

2 January 2024



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# Classroom Interaction Session with Form Teachers

## Sharing Overview

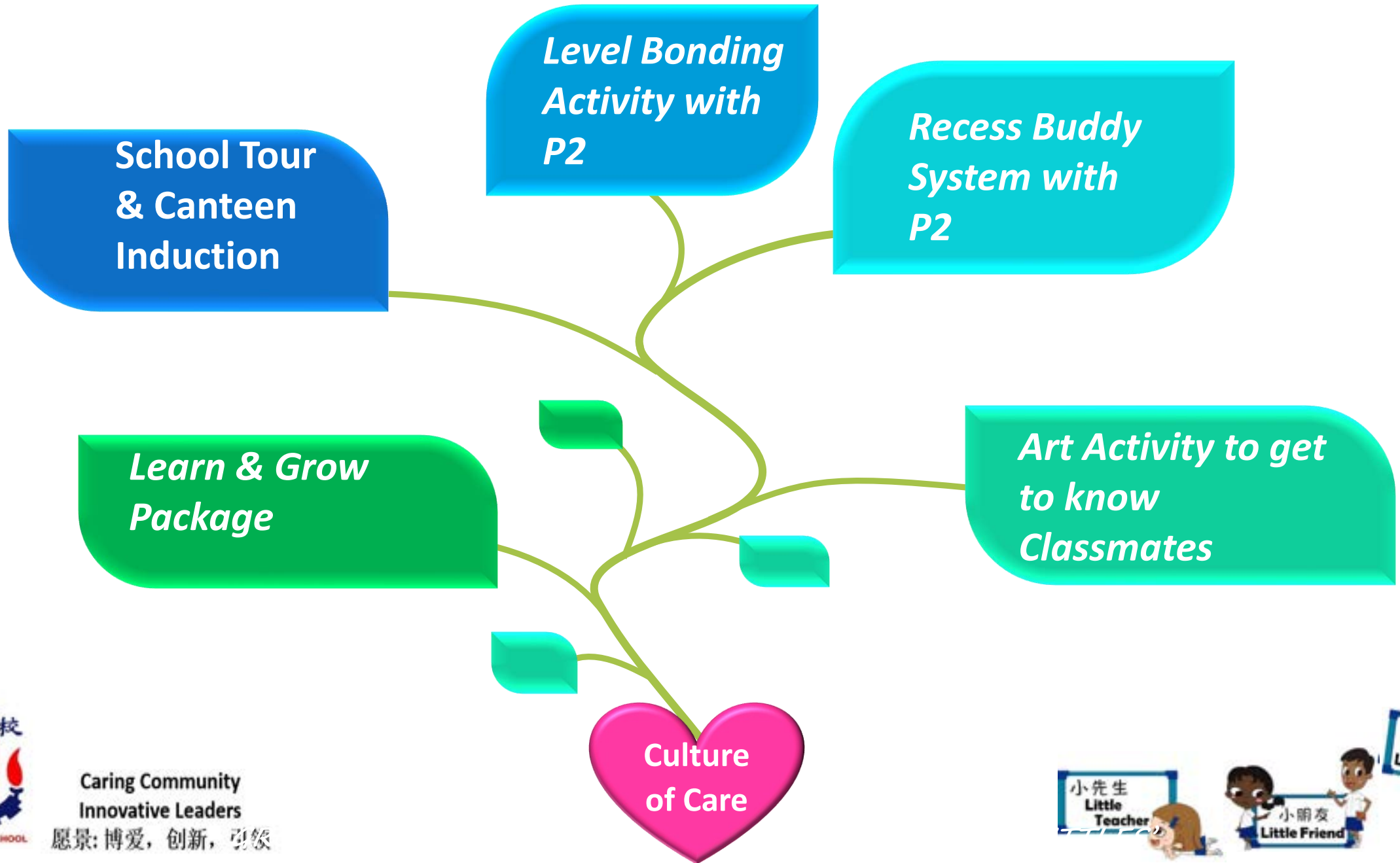
- ♥ Start it Right Programme
- ♥ Recess Arrangements for Week 1
- ♥ Reporting & Dismissal
- ♥ Healthy Sleeping Habits
- ♥ What to do if my child forgets his pocket money/ homework/ other items?
- ♥ Student Learning Space Login
- ♥ Note of Encouragement for your child
- ♥ Feedback on P1 Parent Conference



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# START IT RIGHT PROGRAMME IN WEEK 1



Weeks/ Time	Recess Arrangement/Time		Meal Break Timing	
<b>Week 1</b>	<b>8am to 8.45am</b>	<b>8.45am to 9.30am</b>		
Wednesday to Friday (3 to 5 January 2024) <ul style="list-style-type: none"> <li>• P1 Recess Buddy System with P2</li> <li>• Teachers on duty at canteen to assist students</li> </ul>	P1 & P2 Respect	P1 & P2 Care	11.25am-11.35am	
	P1 & P2 Generosity	P1 & P2 Leadership		
	P1 & P2 Integrity	P1 & P2 Innovation		
	P1 & P2 Alertness	P1 & P2 Service		
<b>*Week 2</b>	<b>8.30am to 9am</b>			
Monday to Thursday (8 to 11 January 2024)	All P1 Classes Teachers will be on duty at canteen to assist P1 students.			
*Friday (12 January 2024)	Students will be dismissed earlier due to our 73 <sup>rd</sup> Anniversary Founder's Day celebrations.			



# HOW YOU CAN SUPPORT YOUR CHILD'S TRANSITION FOR RECESS?

## Information on Canteen Stalls

Stall No.	2	4	5	6	7	8
Stall Name	Muslim Food	Noodle Shop	Japanese Food	Mixed Vegetables and Rice	Hot Drinks & Snacks	Sandwiches & Buns

- ♥ If your child is purchasing food or drinks (using the vending machines) from the canteen, do provide coins as pocket money to your child.
- ♥ **Daily pocket money of \$2.00 to \$2.50 is sufficient for your child.**
- ♥ Teach your child to decide which item to buy and join the queue quickly.
- ♥ Get ready the correct amount so that he/she can pay the stall Aunty or Uncle promptly when it reaches his/her turn.

# RECESS AND MEAL BREAK ARRANGEMENT

- ♥ Parents are encouraged to pack food for their child for recess, especially if your child has special dietary requirements.
- ♥ All students would need to bring their own snacks for the daily meal break.
- ♥ No sharing of food among students is allowed as individuals may have allergies.
- ♥ Snack items should be in line with the healthy meal programme.



# REPORTING & DISMISSAL

<b>Reporting</b>	<ul style="list-style-type: none"><li>• Assemble at school hall by 7.30 am</li><li>• Silent Reading before 7.30 am</li></ul>
<b>Dismissal</b>	<ul style="list-style-type: none"><li>• P1 students will be dismissed at 1.20pm</li></ul>
Students taking the school bus	<ul style="list-style-type: none"><li>• Assemble at the school Hall</li><li>• Led to the buses by the bus drivers.</li><li>• Buses will leave at about 1.40pm, when all P1 to P6 students have boarded.</li></ul>
Students enrolled in RSS SCC , WRSS SCC, Bethesda SCC for after-school care	<ul style="list-style-type: none"><li>• Students assemble at the student care centre's reporting area at the school Hall.</li></ul>
Students going home with elder siblings	<ul style="list-style-type: none"><li>• Led to Gate 5 and wait under the awning for their elder siblings.</li></ul>
All other students	<ul style="list-style-type: none"><li>• Led to Gate 5 at 1.20pm</li></ul>

# DISMISSAL ON DAYS OF SPECIAL SCHOOL EVENTS

## Curtailment of school hours on:

- ♥ Founder's Day (12 Jan 2024)
- ♥ Eve of Chinese New Year (9 February 2024)
- ♥ Eve of National Day (8 August 2024)
- ♥ Last Day of school in Term 4 (15 November 2024)

Level	P1	P2	P3	P4	P5	P6
Reporting Time	7.30am					
Dismissal Time	10.30am		10.35am		10.40am	

Parents would need to make the necessary transport arrangements for their child after school if your child is not taking school bus. School buses will leave the school at approximately 10.50am when all students have boarded.



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# SAFETY & BEHAVIOUR ON THE SCHOOL BUS

- ♥ Be the 3 *Littles* as expected in school
- ♥ Sit down quickly and fasten seat belt at all times.
- ♥ Do not stand or move about when the bus is moving
- ♥ Follow the instructions of the bus driver and bus attendant
- ♥ All students taking the school bus must sit at their assigned seats at all times.

\*Consequences for poor behaviour on the school bus:  
**Will not be allowed to take the school bus.**



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# INCULCATE HEALTHY SLEEPING HABITS FROM YOUNG

Having enough sleep is important for your child's development.  
A well-rested child learns better.



School Age 6-13 Years

9-11 HOURS



For resources on good sleeping habits for your child, you may refer to:  
<https://www.healthhub.sg/programmes/117/goodsleep#>



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# What if my child forgets to bring his books/homework or other items to school?



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# NO 'HOME DELIVERY'

Instil **responsibility** in your child – work with your child to bring things that he/she needs for school.



Please refrain from providing 'home delivery' for your child when he/she informs you of missing item(s).

- ♥ Teach them to approach their **teacher(s)** or **General Office staff** for help.
- ♥ **Students are not allowed to borrow money from classmates.** They may borrow money from our staff at the General Office to purchase food for recess.



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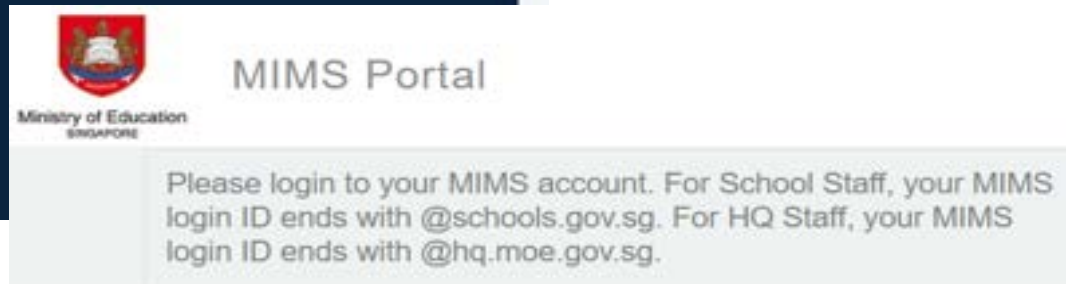


# ONLINE LEARNING PORTAL FOR STUDENTS

MOE's core platform for teaching and learning to transform the learning experiences of students through the **purposeful use of technology**

SINGAPORE

**Student  
Learning  
Space**



- *2024 FTs will be sharing with you*
  - ***SLS Login Username & Password***
  - ***MIMS Login Username (Student iCON email address) and Password in January 2024!***

  
  
  
[Forgot Password?](#)

**Having difficulties signing into your MIMS/Student iCON account?**

Inform your **Form Teachers** and they will help you with the activating your account or password reset!

**Thank You!**

