



***Caring Community  
Innovative Leaders***



# P4 Parent Conference

**31 January 2024**



# *Principal's Address*

## 校长致辞

Primary 4  
Parent Conference  
2024



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博爱，创新，引领

RED SWASTIKA SCHOOL

# Your Journey Together As A Family

MOMMY

DADDY

CHILDREN



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RED SWASTIKA SCHOOL

# Our Journey Together As Partners In Education

SCHOOL

PARENTS

CHILDREN



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RED SWASTIKA SCHOOL

# Our Journey Together As Partners In Education

ROLE  
MODELLING

SCHOOL

PARENTS

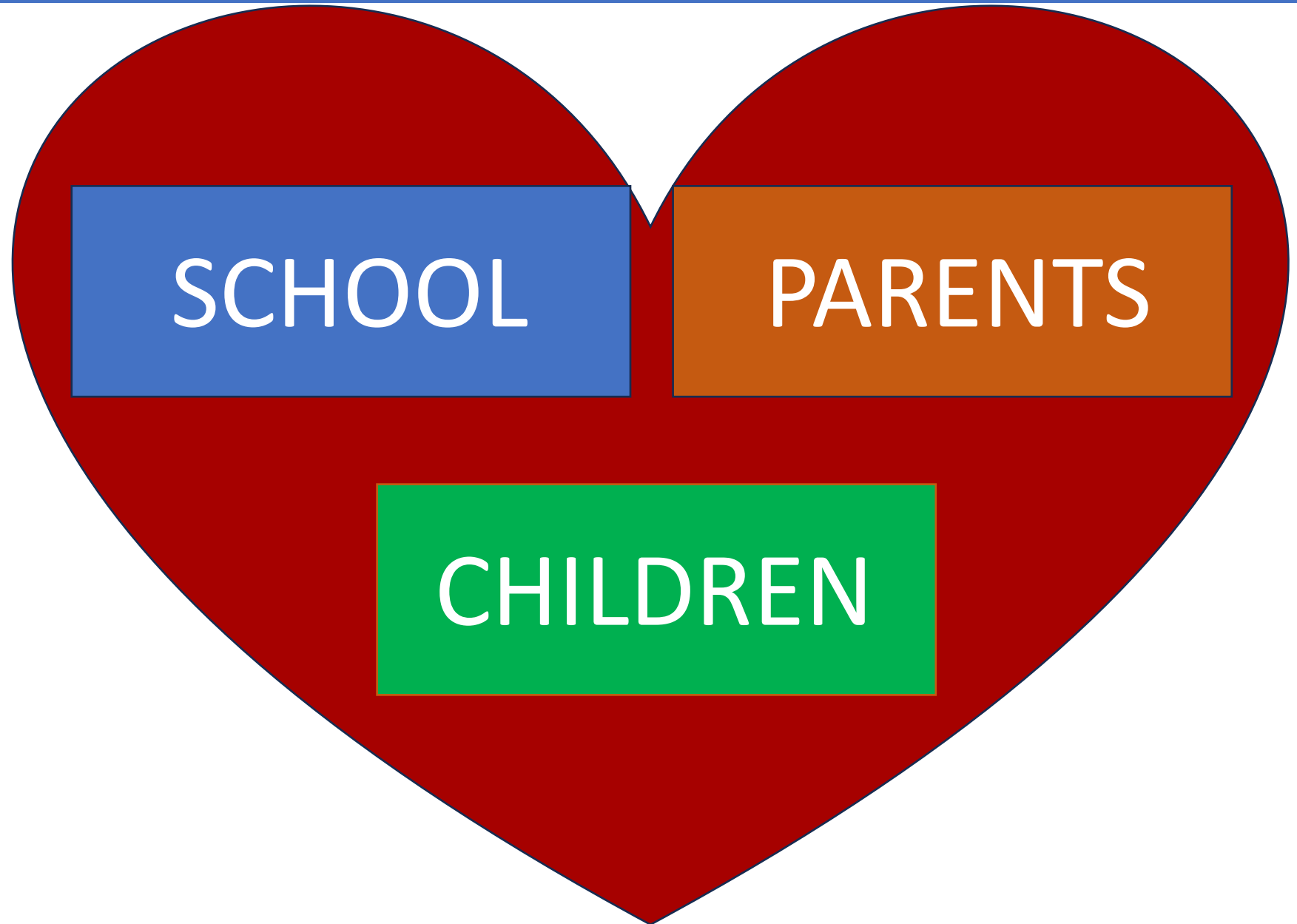
CHILDREN



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# Our Journey Together As Partners In Education

ROLE  
MODELLING



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# Additional Support For All Students For Mathematics

- **Supplementary Online Resources For all Students**
- **Alignment with MOE Syllabus, accessible anywhere**
- **Free account provided by the school**
- **Not meant to overload the child, but rather to discover more about the child's way of understanding and support them better in their learning.**



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# Well-Being For Our Children ( & Parents) As A Community

- **Adopt a long-term perspective on learning, don't define your child or yourself(parenting) based on examinations.**
- **Continue to develop other interests and passion in them.**
- **Always have conversations that's non-judgmental on their performance, maintain that close connection.**
- **Don't compare them with others. Many students that I have spoken to are stressed over not able to meet the expectations of their parents.**



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# Our Partnership with Parents As A School Community

## Communication

- **Accessibility / Supporting The Child (Needs Based)**
- **Platforms –**
  - **Structured ones – Parent-Teacher Conference**
  - **On-going, based on needs – emails, phonecalls, zoom**
  - **PSG parent chatgroup**
  - **Class Dojo (standardising in 2025)**

**Parents need not wait for the structured session for interaction to take place, parents can partner closely with the teachers throughout the year.**



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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

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

THE STRAITS TIMES

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: GUN 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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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

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

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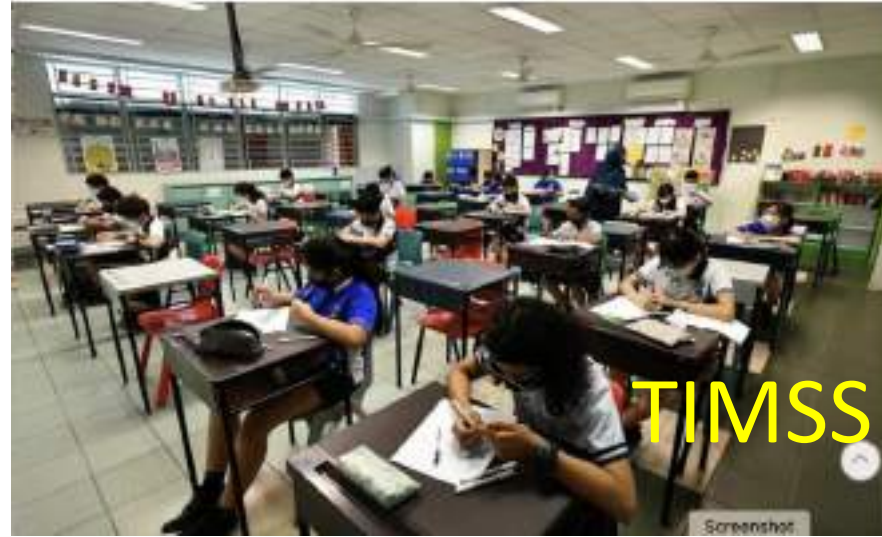
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PIRLS

TIMSS



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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

THE STRAITS TIMES

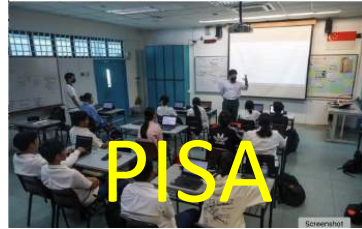
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# TAKING A LONGER & BROADER VIEW OF OUR EDUCATION SYSTEM

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

## 10 – 15 Years

.....Workforce

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# 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.....Retirement

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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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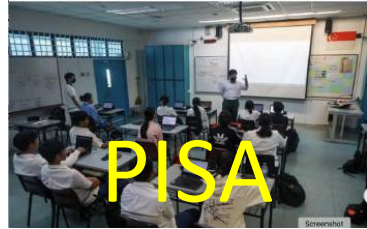
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[ScreenShot](#)

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[ScreenShot](#)



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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

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

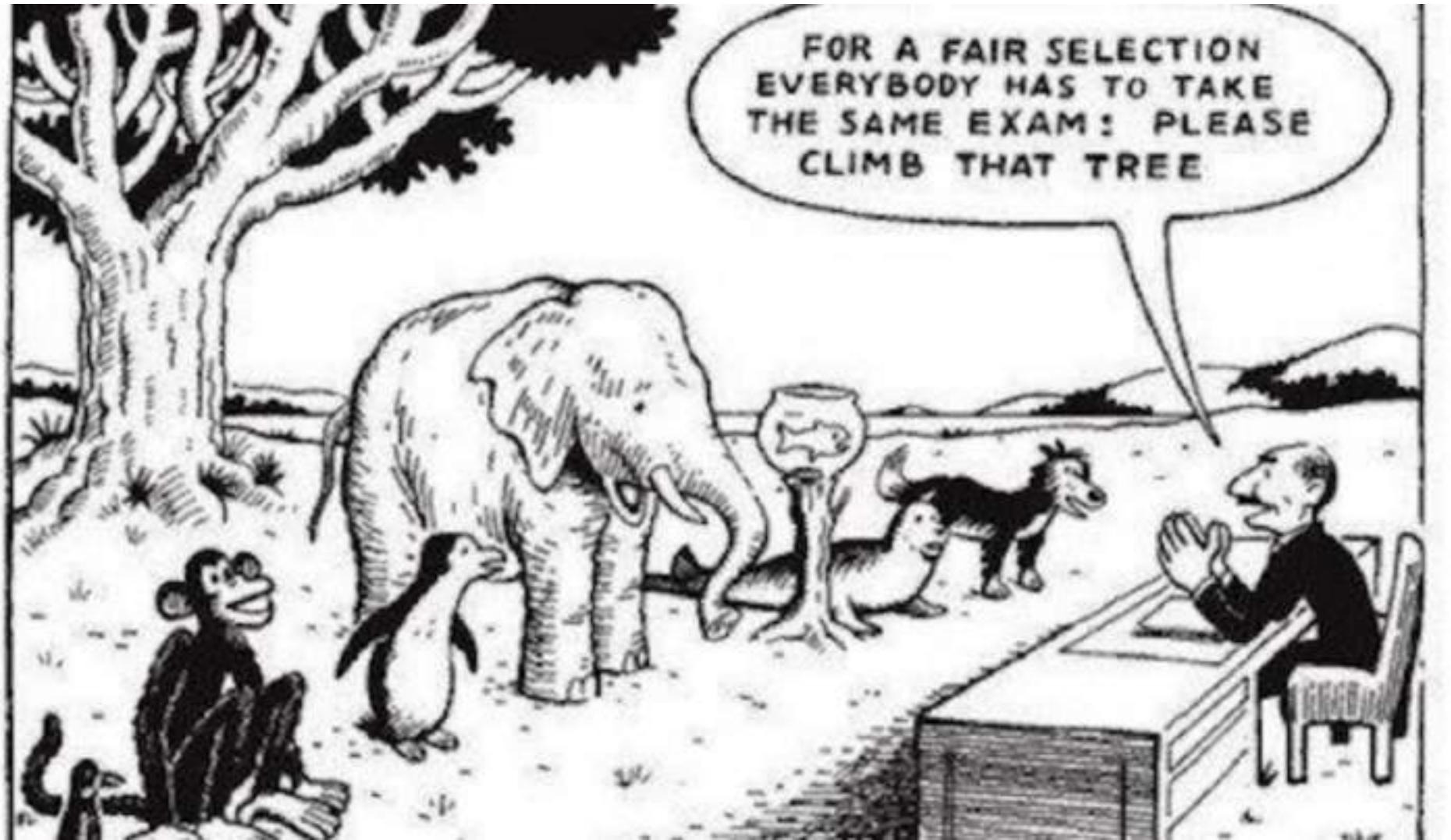
Adaptive, Caring, Resilient and Innovative Dispositions

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

# *Year Head's Address*

Ms Tan Zhi Ling



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# Changing landscape for our students



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## Accelerated technological changes

*Increasing pace of disruption*



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## Increasingly fragmented world

*Uncertain external environment*



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## Evolving social fabric

*Diverse perspectives, ideas and values*



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# Some of the skills needed in the future:

- Able to communicate empathetically
- Being adaptable
- Being solutions-focussed
- Being resourceful
- Being self-directed
- Able to collaborate with others



TIME MANAGEMENT



CREATIVE THINKING



NETWORKING

**SOFT  
SKILLS**



TEAMWORK



CONFLICT RESOLUTION



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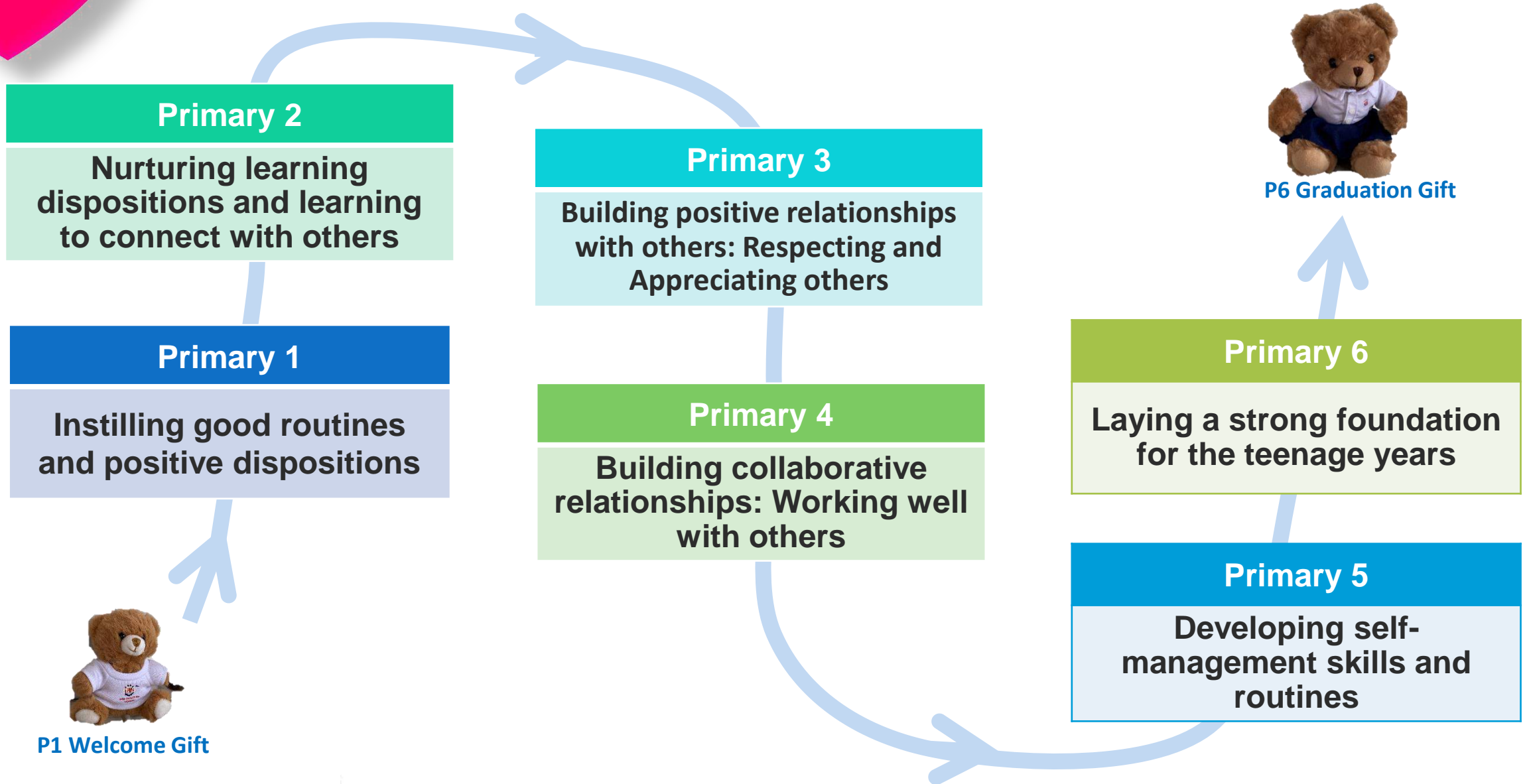


# Start It Right & End It Right Programmes in each Term

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

CULTURE  
OF CARE

# Level Focus for P1 to P6



# Important Social Skills to Teach Children

- **Understand how others feels**
  - Respect their feelings and choices
  - Be kind and help others to feel good about themselves
- **Connect with others**
  - Appreciate others' strengths & qualities; be interested to know them better
  - Listen patiently and speak kindly
  - Be ready to stand up to what is wrong



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

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

## Social skills for P3 and P4



P3	P4
Conflict management skills	Stress management skills
Managing disagreements	Resolving disagreements
Dealing with teasing	Practising self-control
Active listening (showing respect to others) Team building (communicating respectfully)	



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# Class and Level bonding activities to strengthen peer relationships



Learning how to work with others to complete a task



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Having fun interacting with others



# 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



# Strengthening the Culture of Learning

When facing the challenges increase in the rigour of academic learning, students need to:

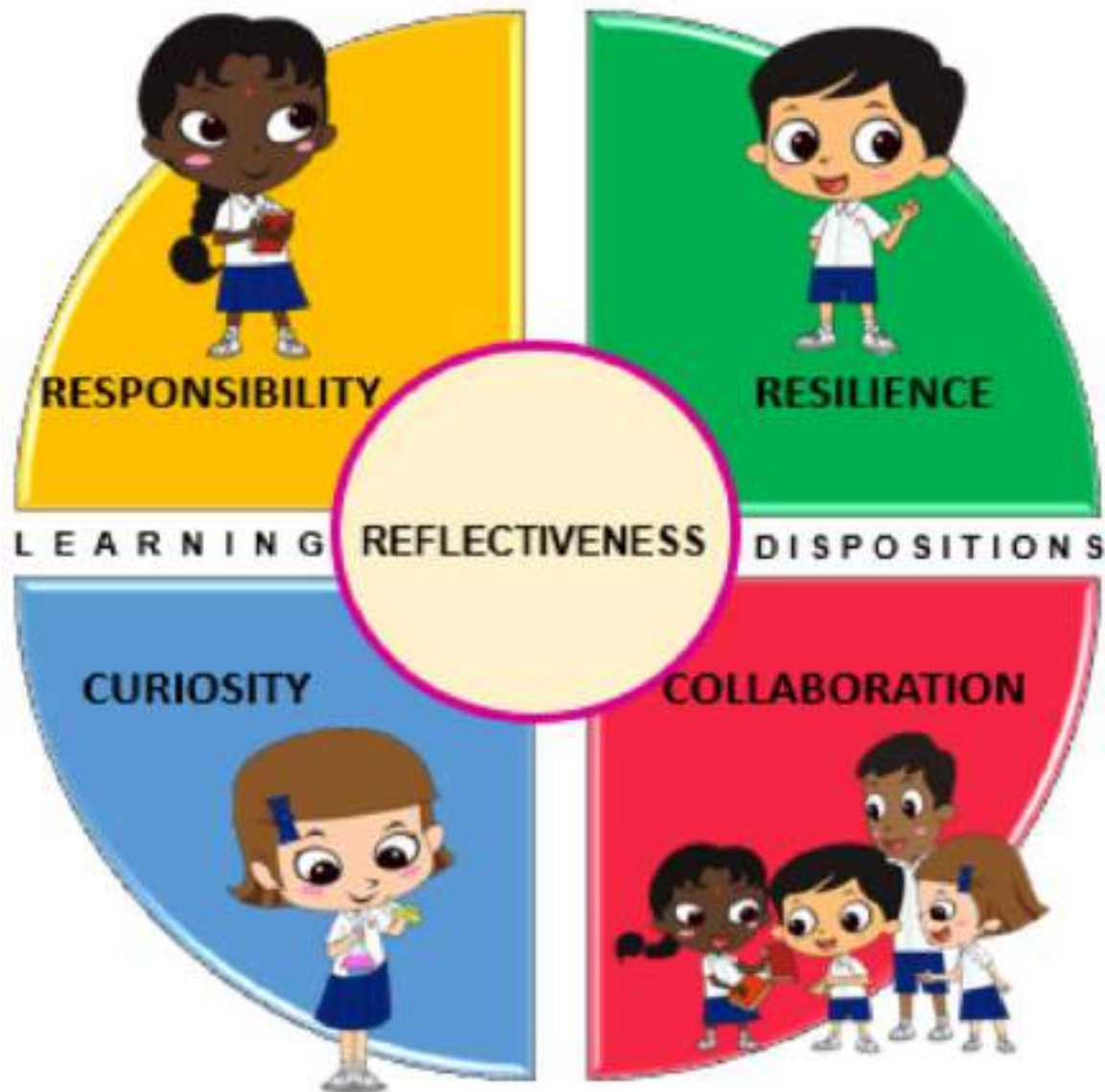
- Stay confident in the face of challenges
- Be disciplined and stay focused over a longer time span
- Develop social emotional competencies to deal with the challenges
- Develop a Growth Mindset



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# RSS Learning Dispositions



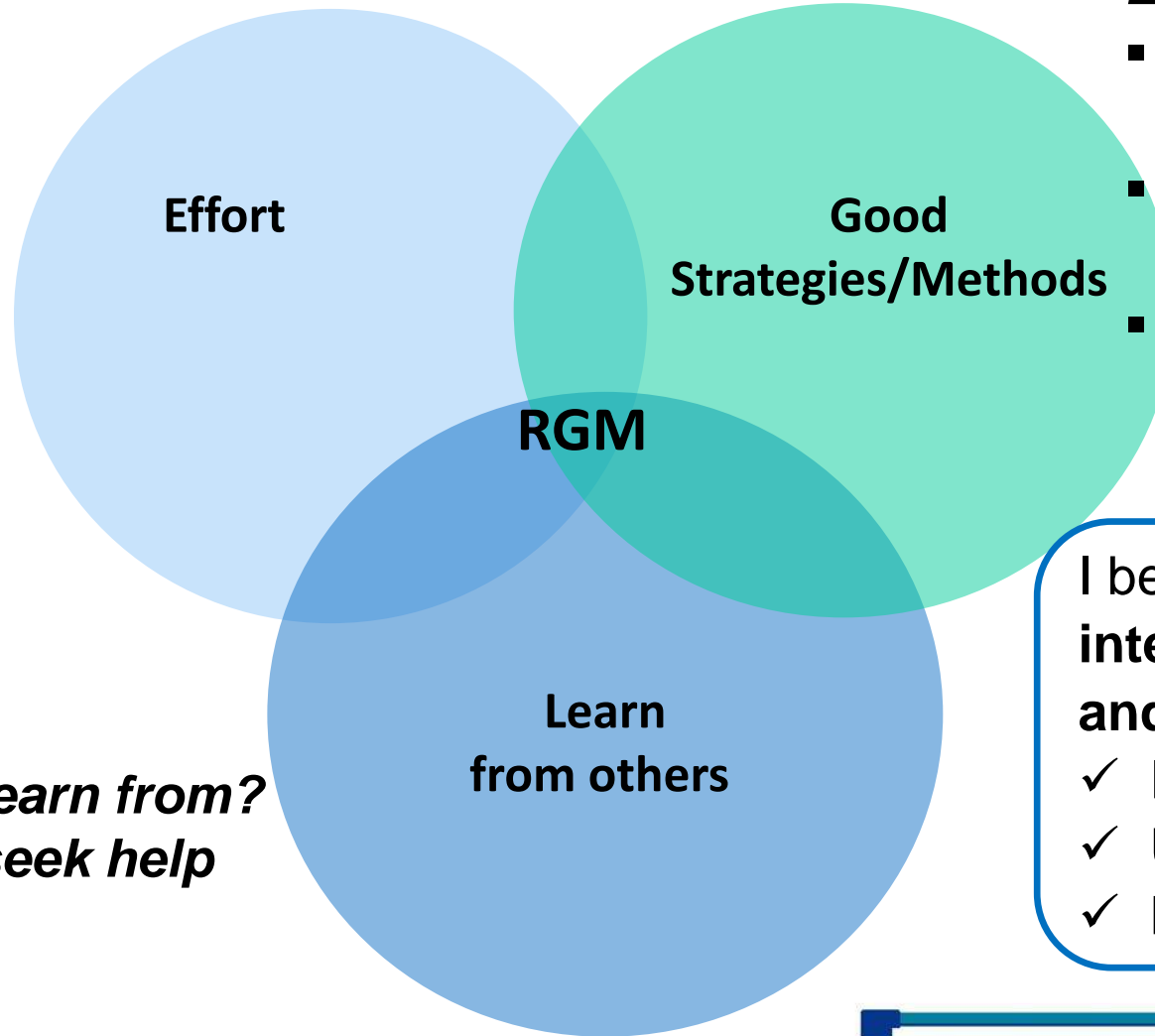
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# WHAT IS RSS GROWTH MINDSET (RGM)?

*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**



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I have an RSS Growth Mindset (RGM)



# RSS Assessment Plan for 2024

Level	Term 1	Term 2	Term 3	Term 4
P4	Formative Assessment	Weighted Assessment	Weighted Assessment	Year End Exam



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# SUBJECT-BASED BANDING (PRIMARY)

- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- Offers students the option of Standard and Foundation Subjects, depending on their strengths.



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# Subject-Based Banding

## @ PRIMARY 4

**Student sits for school-based examinations**

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

## @ PRIMARY 5

**Student takes subject combination chosen by parents**

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

## @ PRIMARY 6

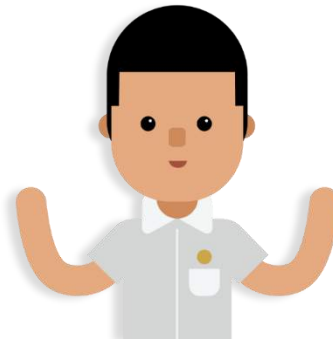
**Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.**

# SUBJECT-BASED BANDING (PRIMARY)

- Recommendations are made based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Taking subjects at Foundation level is **does not disadvantage a student**. Instead, it enables the child to focus on building up strong fundamentals in these subjects and be better prepared for progression to secondary school.



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# Subject Combinations Available

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or 3 standard subjects + 1 other foundation subject; or 2 standard subjects + 2 other foundation subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects



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# SUBJECT-BASED BANDING (PRIMARY)

## Higher Chinese Language (HCL) in P5 & P6

### Recommendation for taking HCL in P5:

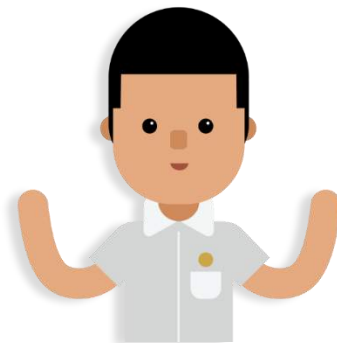
Pass all subjects and attain at least 85 marks for Chinese Language at the end of P4.

### Requirement for taking HCL in P6:

To continue taking HCL in P6, P5 HCL students are required to attain a passing score (Overall Results).



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## Q: What is the difference between CL and HCL?

Compared to CL, HCL contains around 20% to 30% more words to be learned every chapter. It also focuses more on composition and comprehension.

In Assessment, P5 and P6 HCL does not have any listening or oral components. Students are tested for writing (composition and comprehension) only,



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**Q: Should my child take up HCL from P5?**

What you should consider:

- Does he/she have an interest and a flair for CL?
- Does he/she plan to take HCL in secondary school?
- Is he/she coping well in EL, MA, SC, CL? Or should he/she be spending more time on these subjects?



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## Q: Can I choose HCL for my child when it is not recommended by the school?

- HCL provides more in-depth learning, and with a greater emphasis on comprehension and writing
- Aptitude and interest are important for child to enjoy learning HCL
- Additional 2 periods of HCL lessons are conducted after school from 2 pm to 3 pm on Mondays (for P6) and Fridays (for P5). \*Attendance is compulsory for students who are taking HCL
- Your child must be able to cope with the additional curriculum demands of HCL



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# HCL at PSLE

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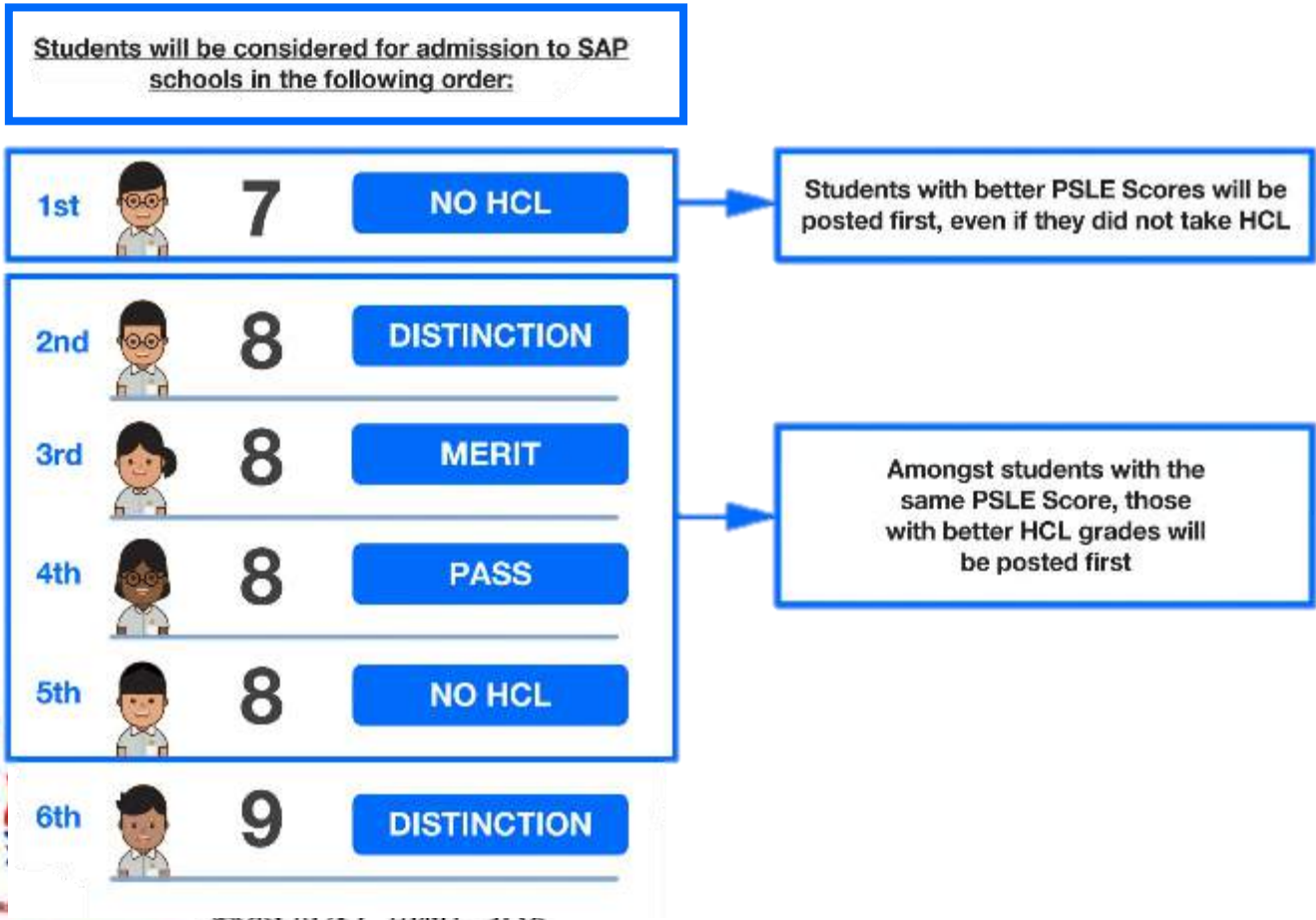


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# HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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.





# 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.

# Rethink Success – Build on Interests and Strengths

- Academic results are not the only measure of success
- Value your child based on the level of effort put in to achieve his/her goals and build on their strengths
- Encourage your child to focus on the learning process rather than the outcome

*Many pathways and opportunities!*



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# Information on P4 Level Programmes

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# Our Signature Programmes

- Every RSS Student A Leader

Learning for Life Programme (LLP)



- Tinker to Thinker

Applied Learning Programme (ALP)



- 文化育苗，花开卍慈

Special Assistance Plan (SAP) Programme



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小先生  
Little Teacher



# Our Learning for Life Programme (LLP)

## Every RSS Student A Leader



**LLP: Every RSS Student A Leader**

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



# Learning for Life Programme (LLP)

## Every RSS Student A Leader

### LLP Lessons during School-based Enrichment



All students are developed as Innovative Leaders through CIS lessons during LLP SBE lessons.

### CCA (Pinnacle) Leadership Training



CCA Leaders go through leadership training to lead their CCAs.

### Tier 1 + Tier 2 Leadership Training



Tier 1 & Tier 2 Leaders are provided with relevant training to perform their leadership roles.

### Prefects Leadership Training

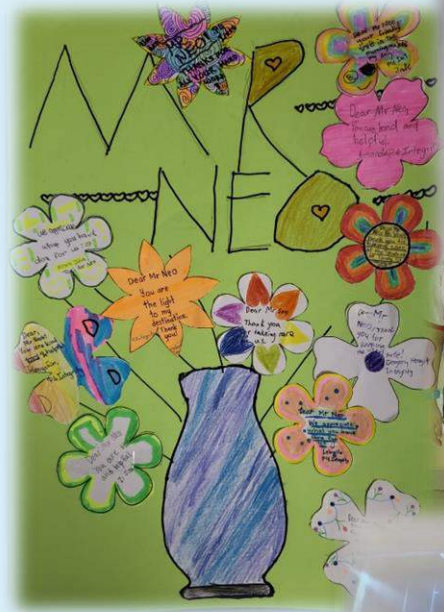


All prefects are developed as leaders through leadership training and Service opportunities.

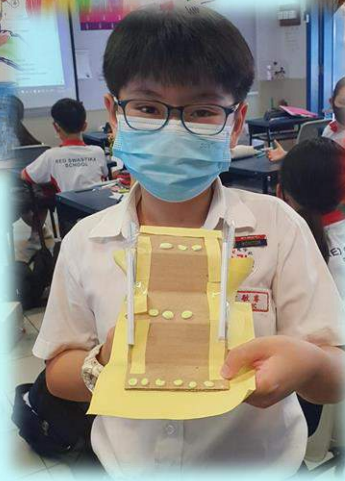
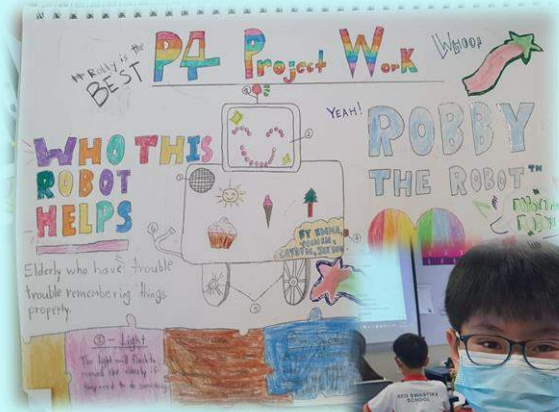


# Learning for Life Programme (LLP)

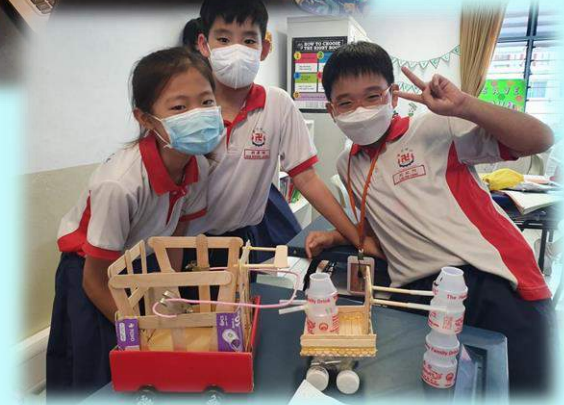
## VIA Project



## Project Work



*Making life better for others in the school and community*





# RSS Voice - Giving Students a Voice & Empowering Students to Take Ownership of Making Life Better for Everyone in School



**Student Feedback**



**Prefect-Led & Student Ownership**

**Culture-building Student Empowerment**

RSS Voice	Impact on School Life
<ul style="list-style-type: none"> <li>Cleaner toilets</li> </ul>	<ul style="list-style-type: none"> <li>Curtain in the boys' toilets for privacy</li> <li>Light sensor in the toilets</li> <li>Fans installed in the toilets for ventilation</li> </ul>
<ul style="list-style-type: none"> <li>Sink area at the canteen is always wet during recess.</li> <li>Better hygiene at taps.</li> </ul>	<ul style="list-style-type: none"> <li>Anti-slip mats in the canteen                             <ul style="list-style-type: none"> <li>- Less slippery</li> <li>- Prevent accidents</li> </ul> </li> <li>Installed sensor-taps</li> </ul>
<ul style="list-style-type: none"> <li>Request to celebrate Mid-Autumn Festival in School</li> </ul>	<ul style="list-style-type: none"> <li>Prefect Master initiated and organised inaugural RSS Mid-Autumn Festival in 2017 and 2019 with Prefects' assistance</li> </ul>
<ul style="list-style-type: none"> <li>Vending machines for more drink options</li> </ul>	<ul style="list-style-type: none"> <li>Vending machines acquired for the students</li> </ul>



**EXAMPLES**

# 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



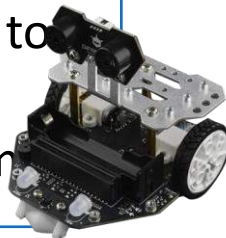
### Stage 2 Ignite the PASSION

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 at P1 – P4, P5 & P6 students apply & extend their learning to generate solutions to solve real life problems





# Our Applied Learning Programme - Tinkers to Thinkers (T2T)

## A snapshot of P4 students in action...



Students coding the CuteBot to stop when encountering obstacles and to move by recognising lines. Testing out the codes to see if edits are needed!



Presenting to our peers and P3 juniors, sharing how technology combined with Micro:Bits can make life better for others.

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

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 (CLARs)

Chinese Language Ambassadors-in-Residence



国际与文化交流 Overseas Learning Journey

农历新年 + 母语双周活动

CNY + Mother Tongue Fortnight



特选周会 SAP Assembly Programme

户外学习体验 Outdoor Education Experience



特选校本活动 SAP School Based Enrichment

跨学科特选活动 Integration of SAP in other subjects



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Innovative Leaders  
愿景: 博爱, 创新, 引领



# 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》



加油!  
All the best!  
小朋友加油!  
Little Friends encourage one another!

小朋友  
Little Friend

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



# 四年级文化课：《西游记》



## 水墨画



Caring Community  
Innovative Leaders  
愿景: 博爱, 创新, 引领

小先生  
Little Teacher

小朋友  
Little Friend

小主人  
Little Master





## P4 Level Programmes



- Traffic Games at Road Safety Community Park
- Museum-based Art Learning Journey
- Learning Journeys for CCE
- Learning Journey to the Science Centre
- Swim Safer 2.0 Programme



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Innovative Leaders  
愿景: 博爱, 创新, 引领





- The SwimSafer 2.0 programme for 2024 will be conducted in Semester 2 after curriculum hours.
- The programme is for students with all levels of swimming proficiency, especially those who have not yet learnt how to swim.
- Opt-in basis. Please refer to PG sent out on 22 Jan 2024 for more details



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Innovative Leaders  
愿景: 博爱, 创新, 引领



# Home-School Partnership



## Work with the school to know and support your child

- Regular conversations with your child's teachers
- Check with teachers' preferred mode of communication



## Help your child relate to others

- Work with teachers to help your child respect differences and resolve disagreements amicably
- Let the school verify the facts in any incident between students.

Tips to help our children succeed in life through home-school partnership



## Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself
- Encourage your child to live a healthy, balanced life with time for sleep and play



## Help your child manage himself/herself

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





**C**ommitment to work together to develop your child with positive habits and routines.



**C**ollaboration between teachers and parents to support your child in learning.

Regular **C**ommunication between parents and teachers to ensure consistency in nurturing your child.



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