



***Caring Community
Innovative Leaders***



P5 Parent Conference

31 January 2024



Principal's Message



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愿景: 博爱, 创新, 引领



Your Journey Together As A Family

MOMMY

DADDY

CHILDREN

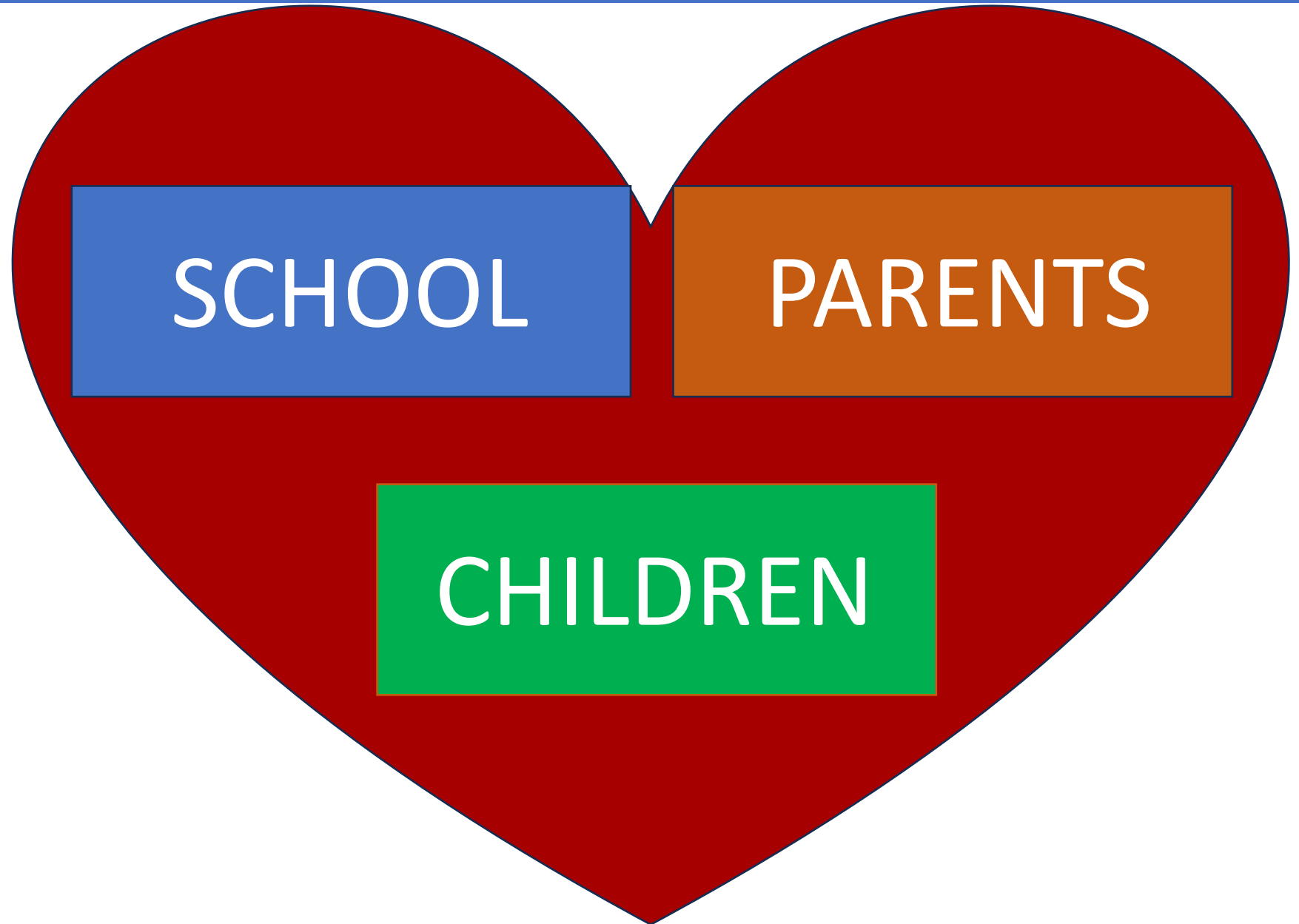


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RED SWASTIKA SCHOOL

Our Journey Together As Partners In Education

ROLE
MODELLING



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Additional Support For All P6 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 fearful of not being 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, phone calls, zoom
 - PSG parent chatgroup
 - Class Dojo (standardising in 2025)

Parents need not wait for the structured session for interaction to take place – You are encouraged to partner teachers closely throughout the year.



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Year Head's Sharing



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Vision:

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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

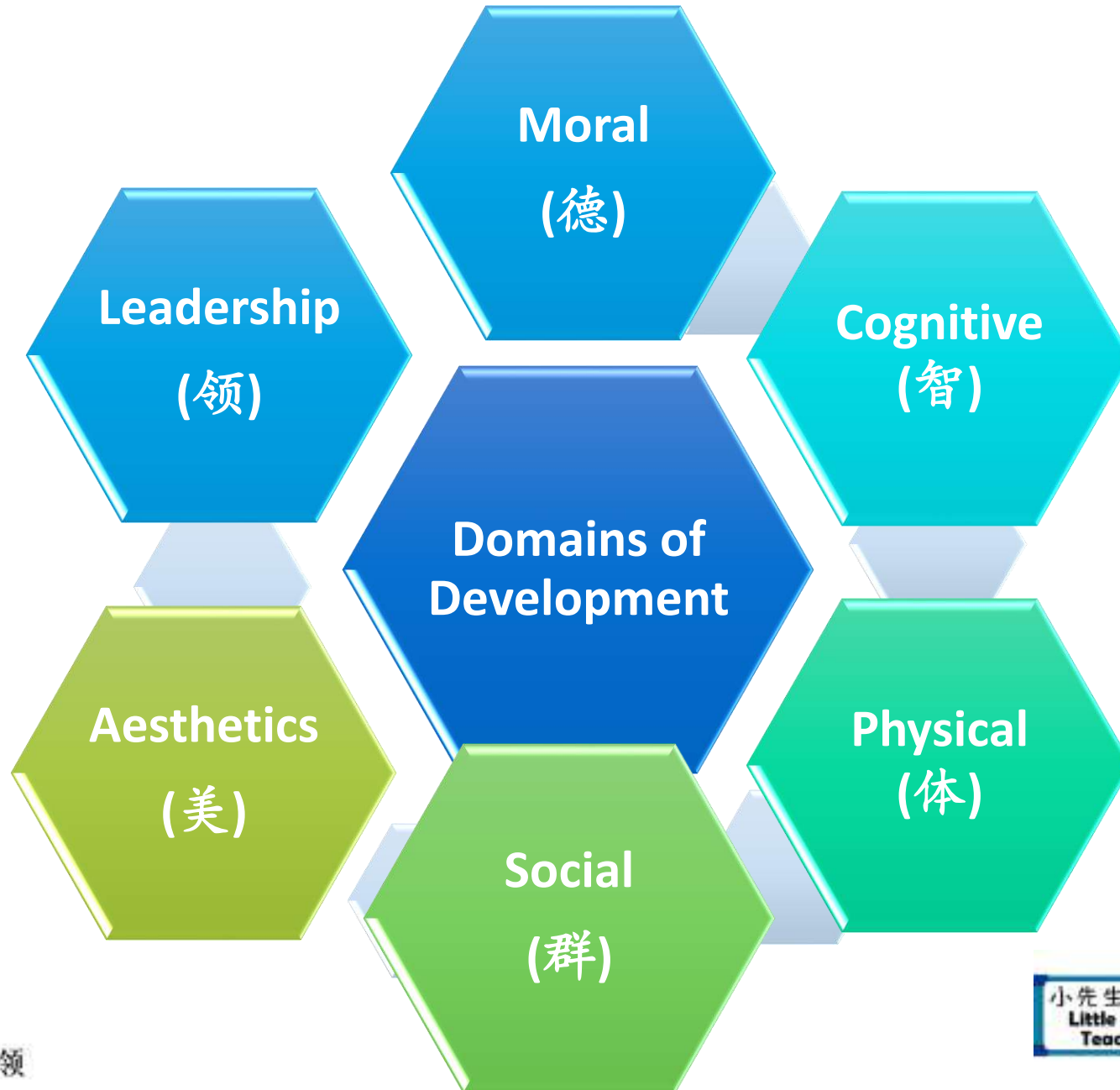
- Every RSS student is important to us, and we keep our students at the centre of everything we do
- Every RSS student can learn, and we are committed to helping our students discover the joy of learning at every opportunity
- Every RSS student can be a leader, and we must anchor our students strongly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

Special Assistance Plan (SAP) Programme



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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.

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"> Cleaner toilets 	<ul style="list-style-type: none"> Curtain in the boys' toilets for privacy Light sensor in the toilets Fans installed in the toilets for ventilation
<ul style="list-style-type: none"> Sink area at the canteen is always wet during recess. Better hygiene at taps. 	<ul style="list-style-type: none"> Anti-slip mats in the canteen <ul style="list-style-type: none"> - Less slippery - Prevent accidents Installed sensor-taps
<ul style="list-style-type: none"> Request to have more play areas during PERI Upgrading 	<ul style="list-style-type: none"> Prefects set up Rest & Relax Room with X-Box and Nintendo Switch Prefects set up Board Games station at canteen and manned a foosball table
<ul style="list-style-type: none"> Request to celebrate Mid-Autumn Festival in School 	<ul style="list-style-type: none"> Prefect Master initiated and organised inaugural RSS Mid-Autumn Festival in 2017 and 2019 with Prefects' assistance



EXAMPLES

Learning for Life Programme (LLP)

Commitment to Community Service & Eco-Stewardship

Eco-Stewardship

Community Service



Eco-Stewardship Public Advocacy Project



Love and Joy Service Project



Gardens by the Bay Race to Sustainability



RSS Gives – RSS Donation Drive



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



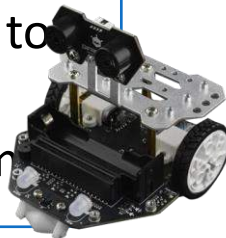
Stage 2 Ignite the PASSION

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 P5 students in action...



Working together to code the programme through block-based coding.



Students learning 'computer vision', converting inputs through their actions into data for machine learning.

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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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
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

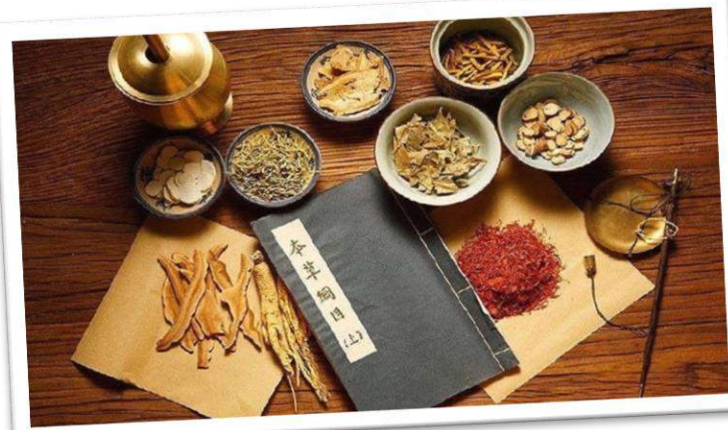


五年级:
生活



六年级:
三国演义

五年级文化课：《传承》



中国象棋



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小先生
Little Teacher

小朋友
Little Friend

小主人
Little Master



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

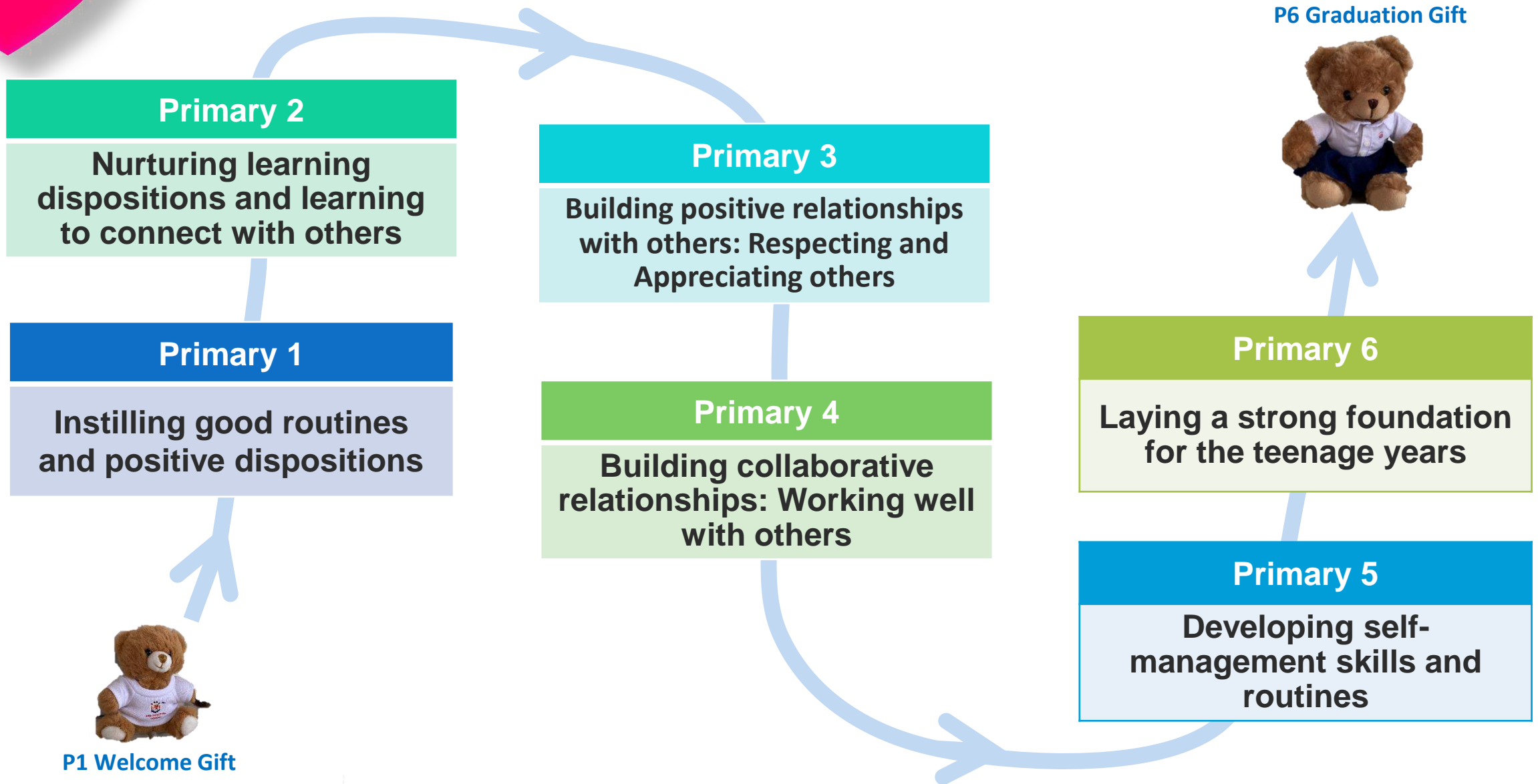
HOD CCA &
PE

HOD CCE &
SH CCE

SH Student
Leadership

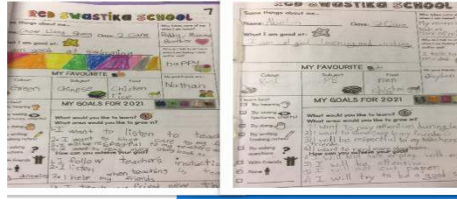
CULTURE
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Level Focus for P1 to P6



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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



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Building Positive Student-Student Relationship (SSR)

Tier 2

Student Peer Supporters



Develop Student Peer Supporters in each class to play a proactive role in looking out and providing support for peers in need

Tier 1

Every RSS student, A Little Friend



Develop a supportive mindset in every student through peer bonding, peer helping and peer influencing

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	

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 _____

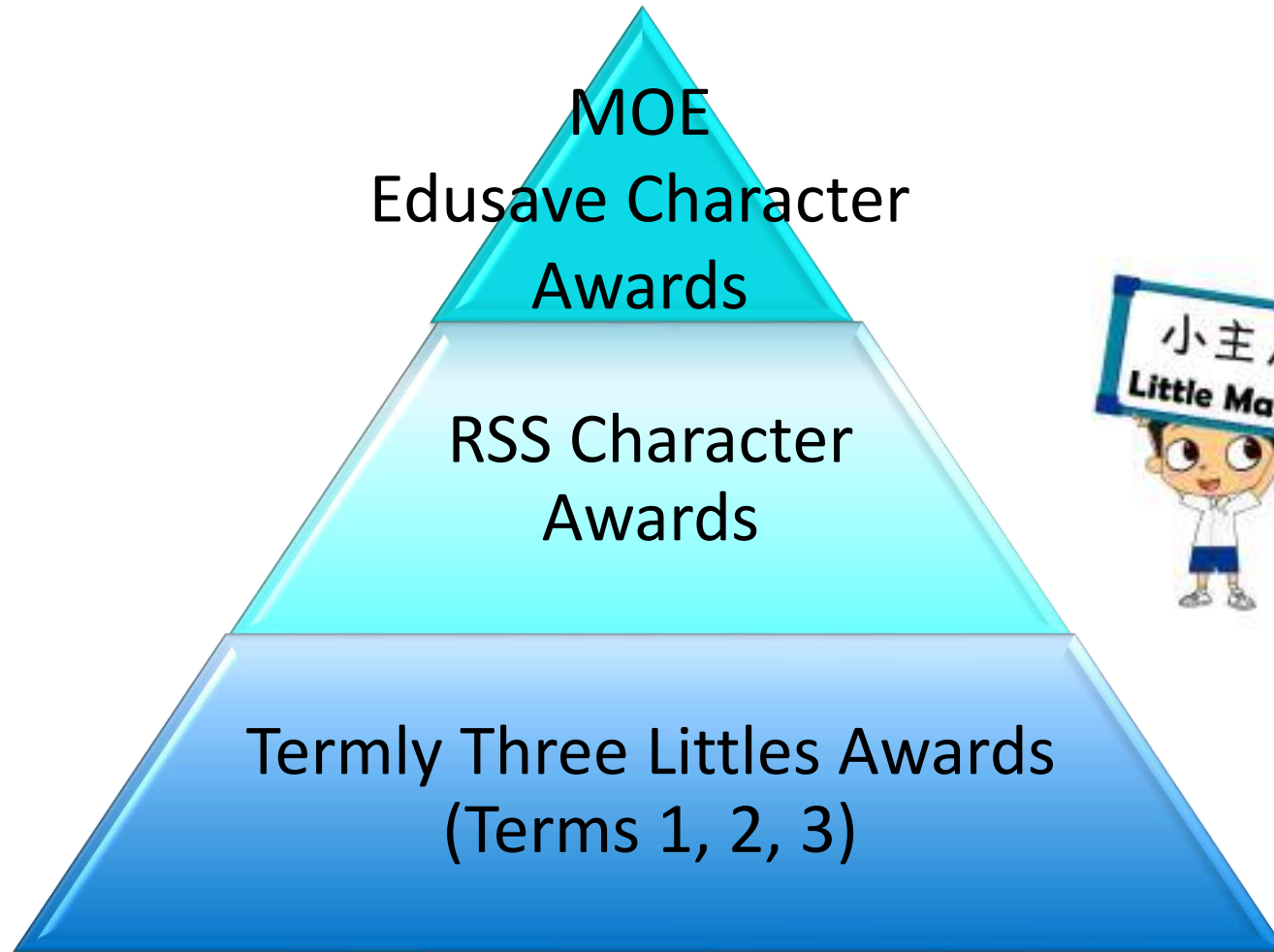
Positive act caught by: (Your Name) _____




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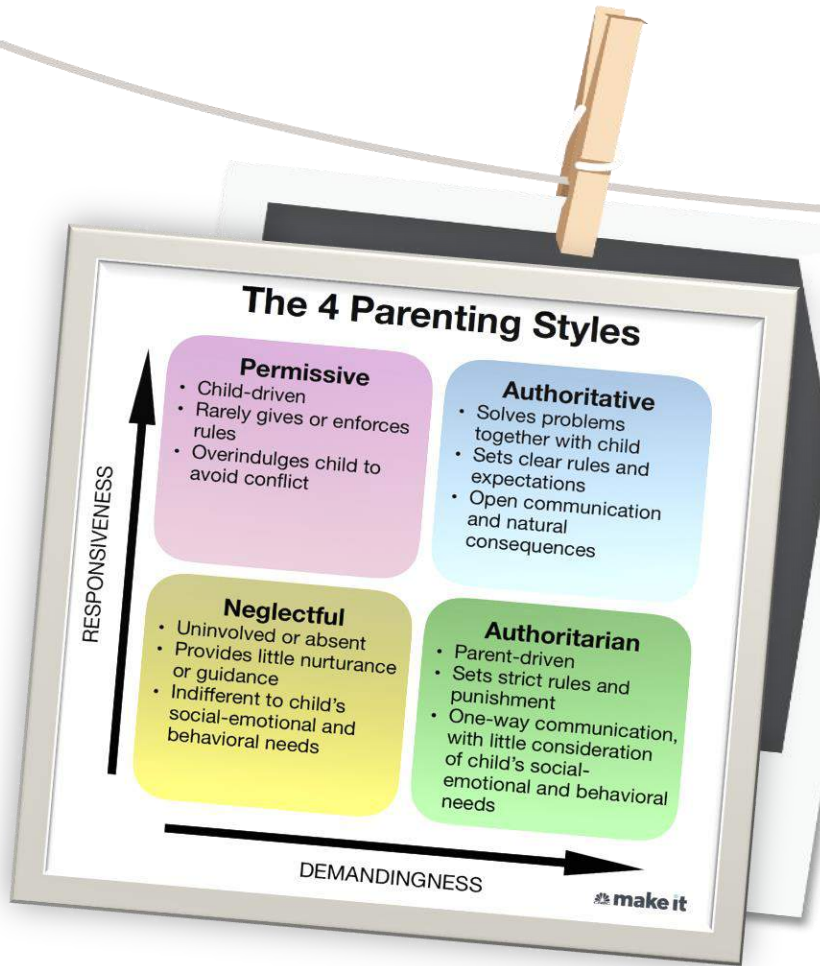
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Character Awards @ RSS



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How do we better support our P5 children?



Encourager



Energiser



Builder

Transition to P5

Changes experienced by our P5 students:

- Increased rigor of the curriculum
- Time and workload management
- Self-actualization - Goal setting and expectations
- New class setting with new teachers and classmates
- Physical and emotional changes



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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 P5 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

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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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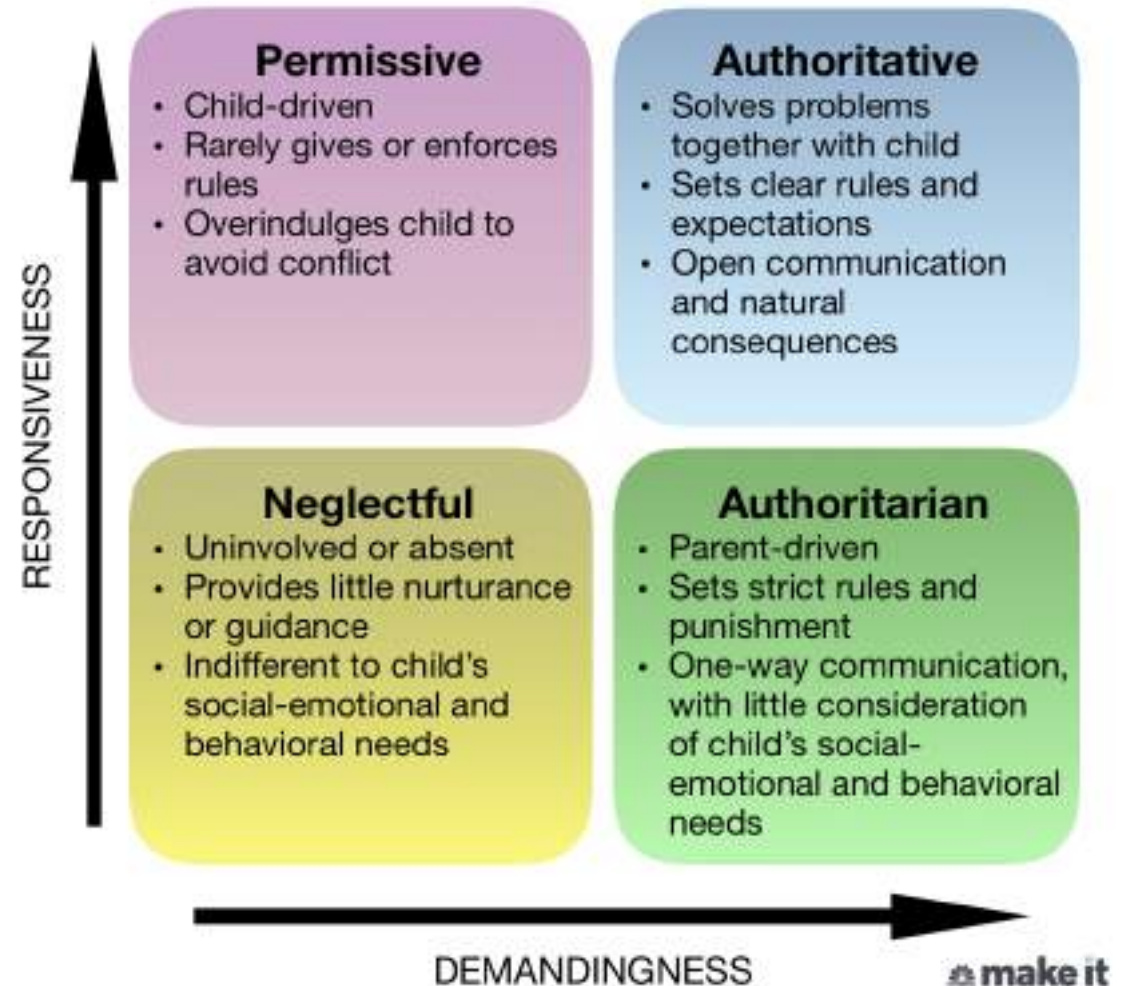
How then do we better support our P5 Children?

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



How then do we better support our P5 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 P5 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 P5 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.



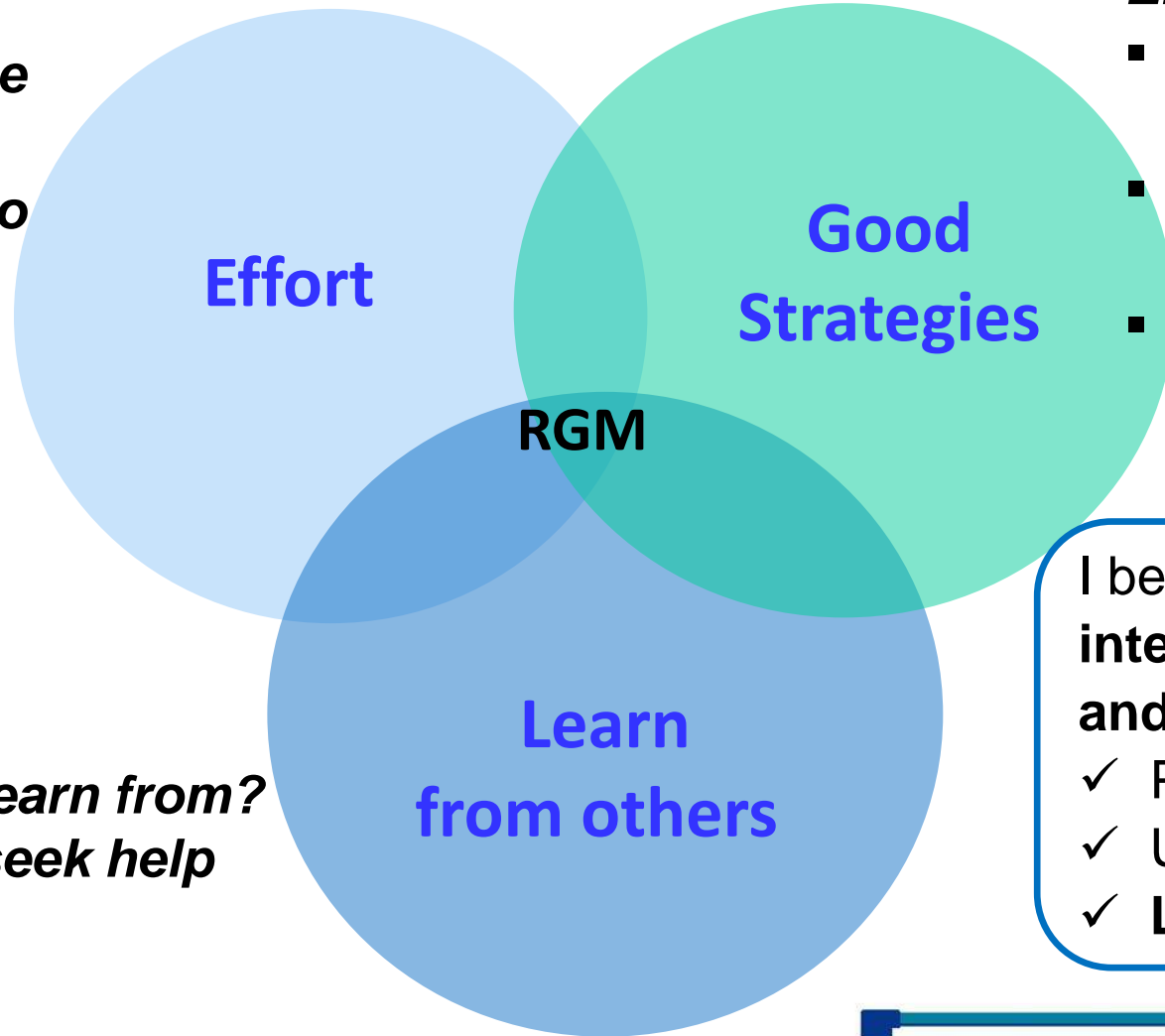
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HAVING A POSITIVE MINDSET - RSS GROWTH MINDSET (RGM)

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)



Supporting the transition to Primary 5 – knowing about PSLE

HOW THE PSLE SCORING WORKS



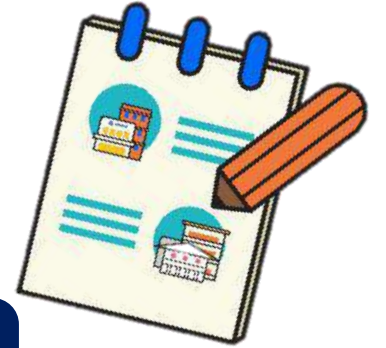
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WHAT IS THE INTENT OF THE PSLE?



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.

FROM T-SCORE TO SCORING BANDS

a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into scoring bands measured in 8 Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best, instead of over 200 possible T-scores.

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

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

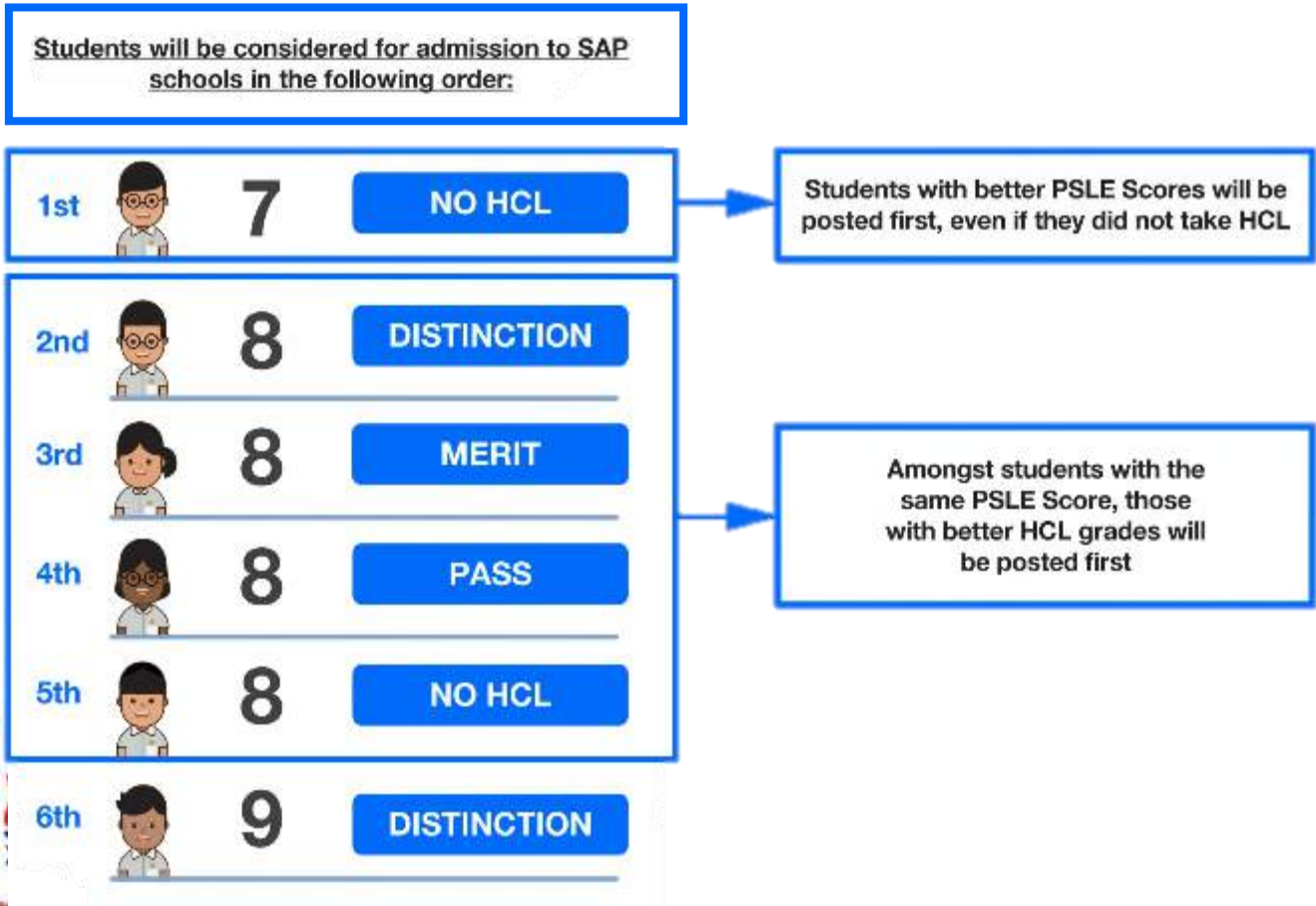


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HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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.



FULL SUBJECT-BASED BANDING (FULL SBB)



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FULL SUBJECT-BASED BANDING (FULL SBB)

- Full SBB has been implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



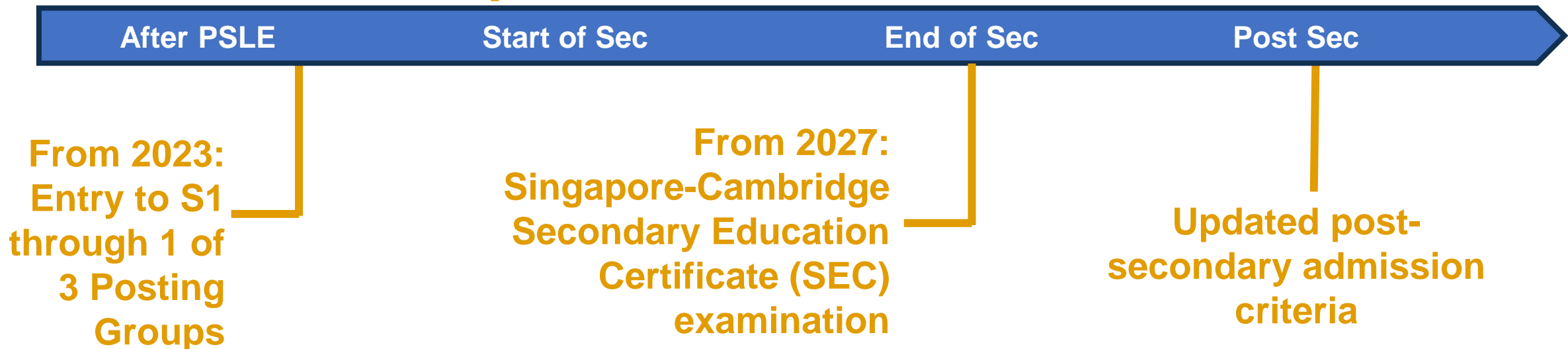
2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**



S1 POSTING UNDER FULL SBB

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE facilitates the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

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)



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Entering a Secondary School



PSLE/S1 Posting Process

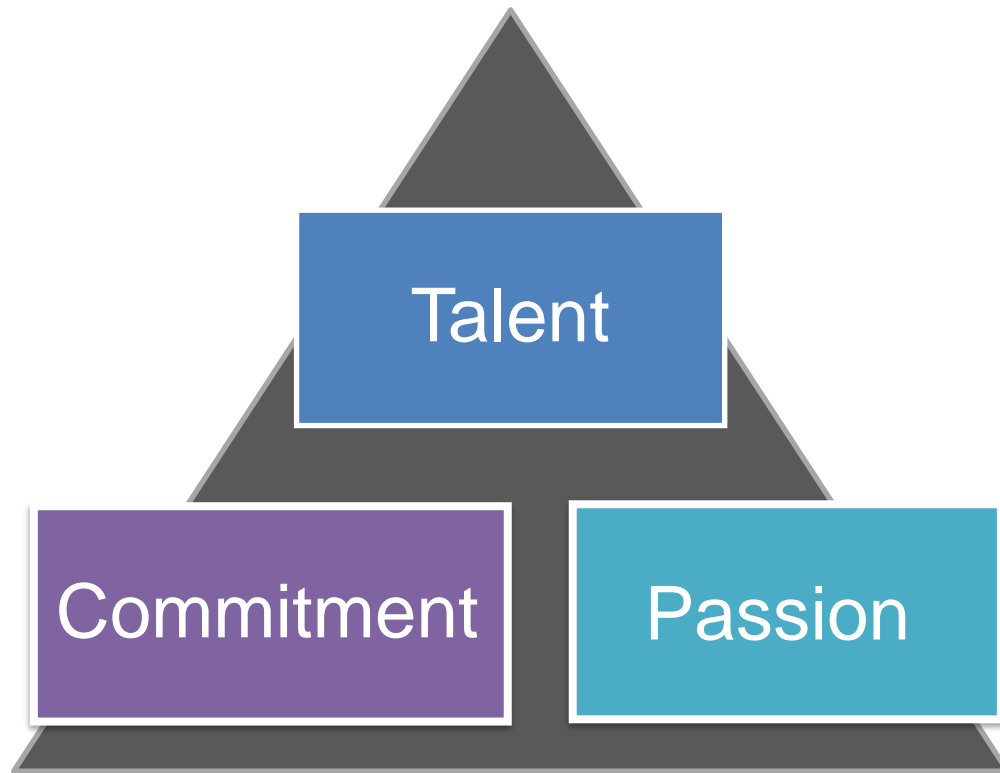
- Based on a student's **PSLE AL score**
- **Most students enter secondary schools this way**



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**

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

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 2024 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 2024 DSA-Sec information will be published around April 2024.
- The MOE DSA-Sec website also contains information on DSA categories and secondary schools offering them.

OTHER USEFUL INFORMATION



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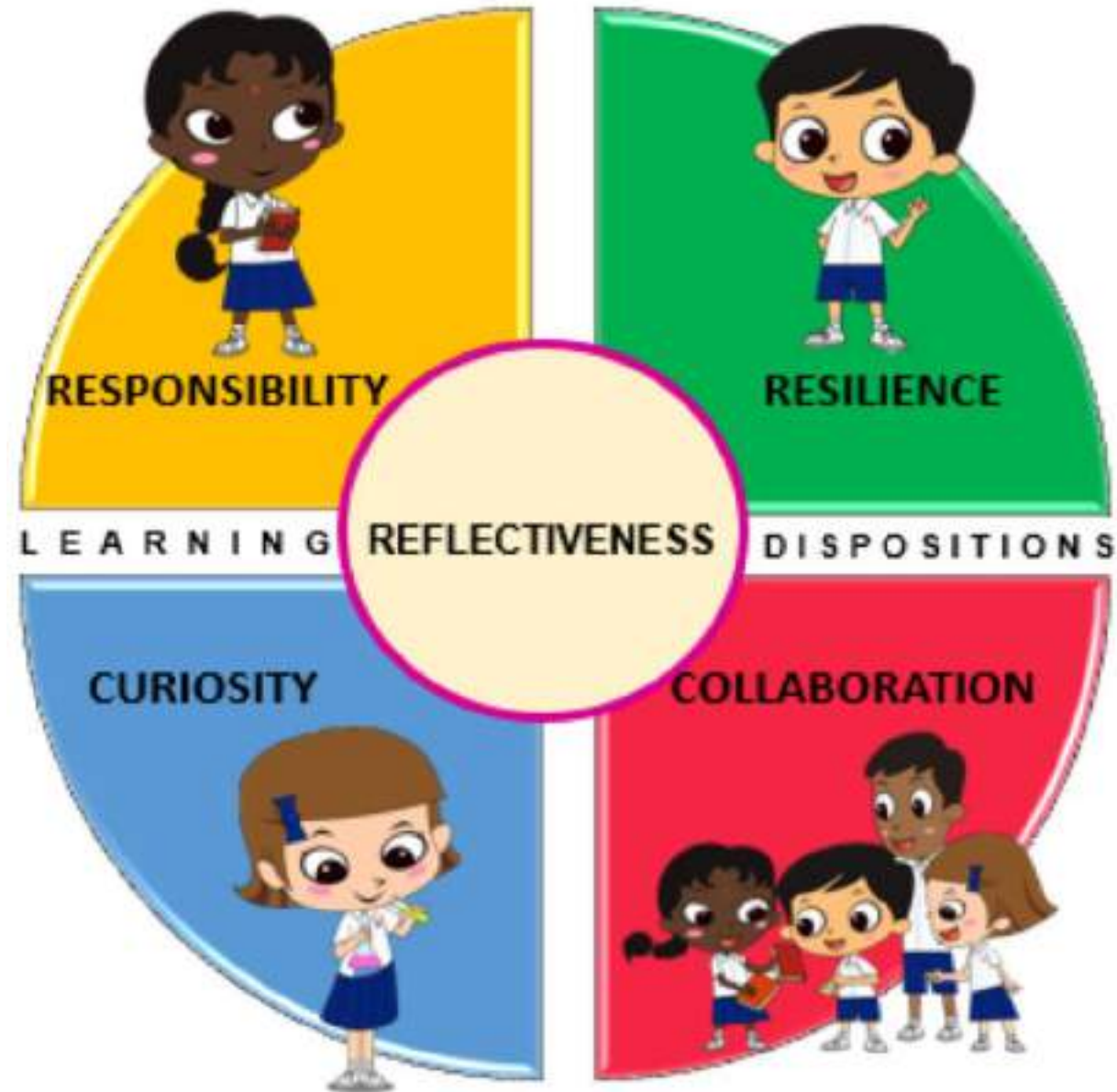


RSS Assessment Plan for 2024

Level	Term 1	Term 2	Term 3	Term 4
Primary 5	Formative Assessment	Weighted Assessment	Weighted Assessment	End-of-Year Exam

Parents and students will be informed of the dates of WA at the beginning of each Term, and the Preliminary Examinations (P6 only) and End-of-Year Examinations (P3 – P5) nearer the dates of the examinations.

RSS Learning Dispositions



RSS Learning Dispositions

Learning Disposition	Learning Actions
Responsibility	<ul style="list-style-type: none">• Put in my best to learn, without the need to be reminded• Participate enthusiastically in learning• Put in my best to learn because I enjoy learning and want to become better
Resilience	<ul style="list-style-type: none">• Make the effort to think of and try out solutions even when the work is challenging• Do my best to complete the activities in every assignment• Receptive to feedback given• Want to know what has gone wrong and how to improve in my learning
Curiosity	<ul style="list-style-type: none">• Show excitement and a keen interest in learning• Ask useful questions that are related to the topic to seek clarification• Readily find out more about a topic I am learning• Readily share what I have learnt with others
Collaboration	<ul style="list-style-type: none">• Encourage my peers to work together and learn from one another• Support my peers in their learning by sharing what I know and by guiding them• Encourage my peers to use what they are good at to help others

P5 Leadership Adventure Camp (Term 3 2024)

- This **residential camp** is a milestone Character Development programme for RSS students
- The camp focuses on bringing out the RSS outcomes of Every RSS student a Little Friend, Little Master and Little Teacher.
- **More details on the camp will be shared closer to the date.**



DISCOVER



LEAD

LEARN

Healthy Eating Initiative

Concerns:

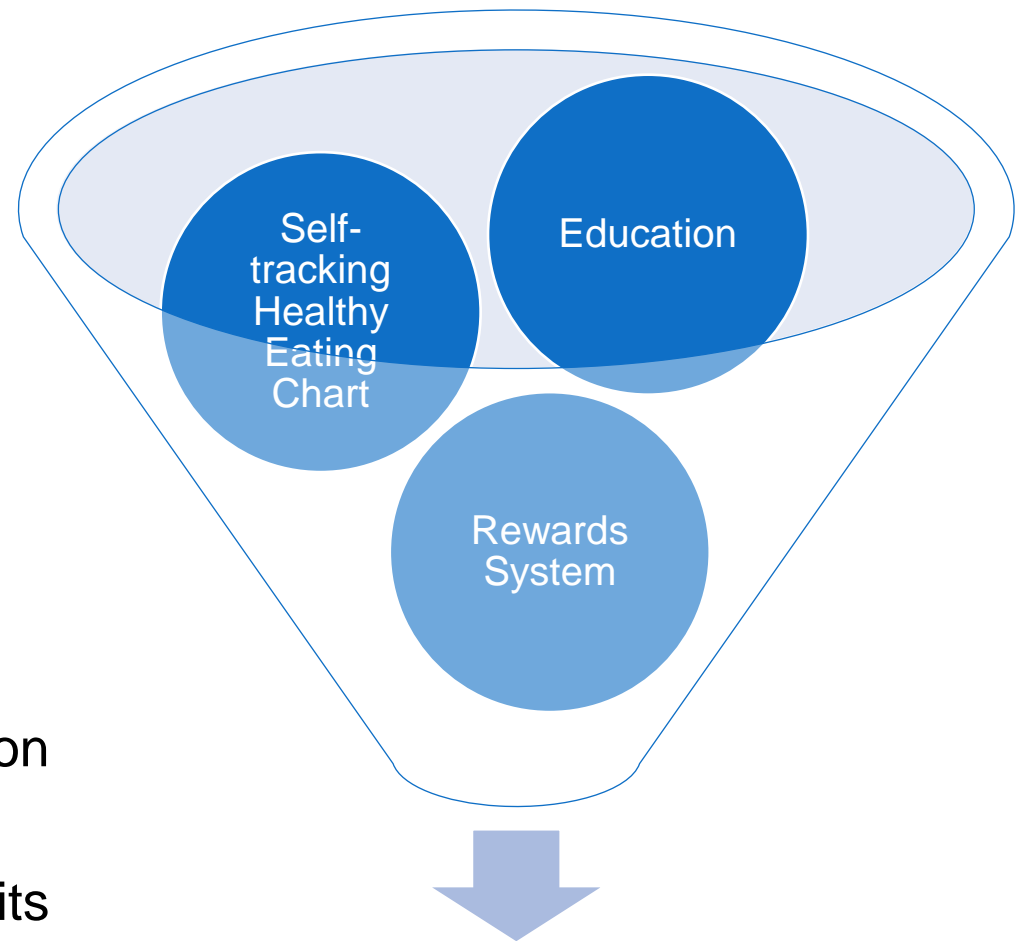
1. Students are observed to be consuming excessive sweet drinks.
2. Students are observed to not consume fruits during recesses.

Students are encouraged to:

- Choose water as beverage of choice. Cut down on consumption of sweet drinks.
- Eat 2 servings of fruits each day. Make eating fruits part of their good habits.



Encourage your child towards healthier eating habits at home!

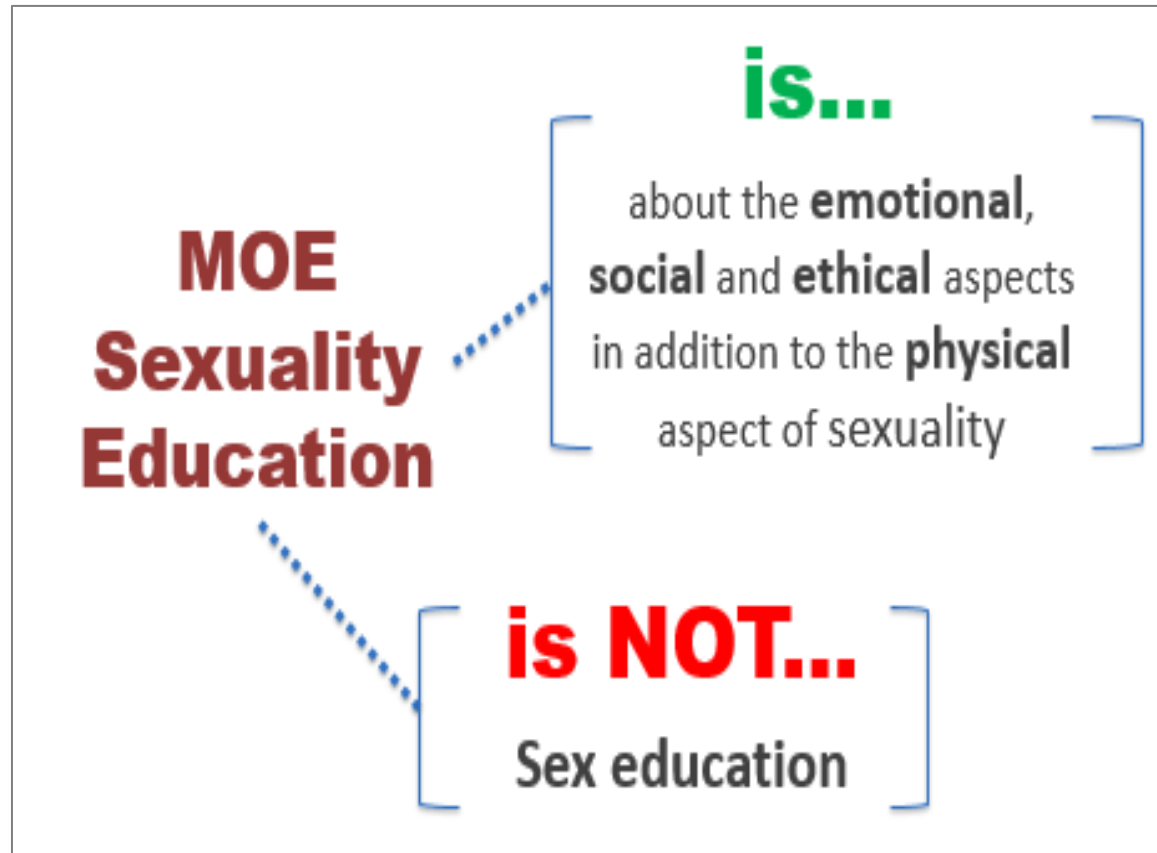


Healthy Eating Habits



MOE Sexuality Education

What Sexuality Education is all about:



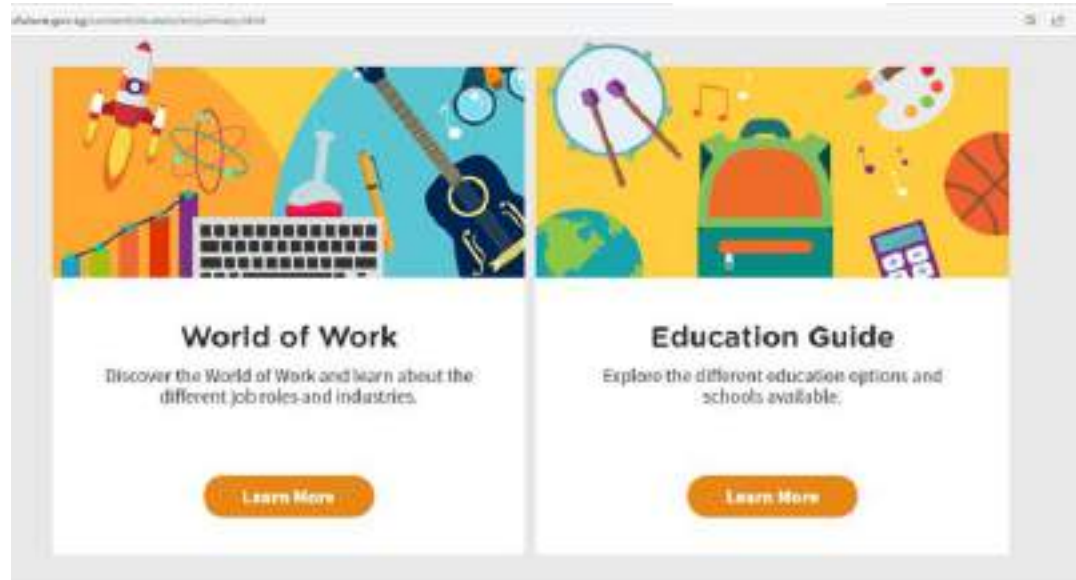
How parents can support their children learning:

- By engaging your child in age-appropriate conversations about the concerns they may have with growing up
- By directing your child to useful and appropriate resources from which they can learn useful knowledge

MOE Education & Career Guidance

My Skills Future Student Portal

<https://www.myskillsfuture.gov.sg/content/student/en/primary.html>



What's Happening
Tell your parents about it!



Helping our students to explore pathways, learn about choices on hand and set goals to work towards their dreams.

Other P5 Programmes

P5 NE Show

The National Day Parade (NDP)
National Education (NE) Show.

One Saturday in July
[Date to be confirmed]

P5 Study Skills Workshop

Empower students with
practical strategies and tools to
build good study habits.

(Semester 1)

P5 Mental Well-being Workshop

Heightening of self-awareness
and learning self-care.

(Semester 1)



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



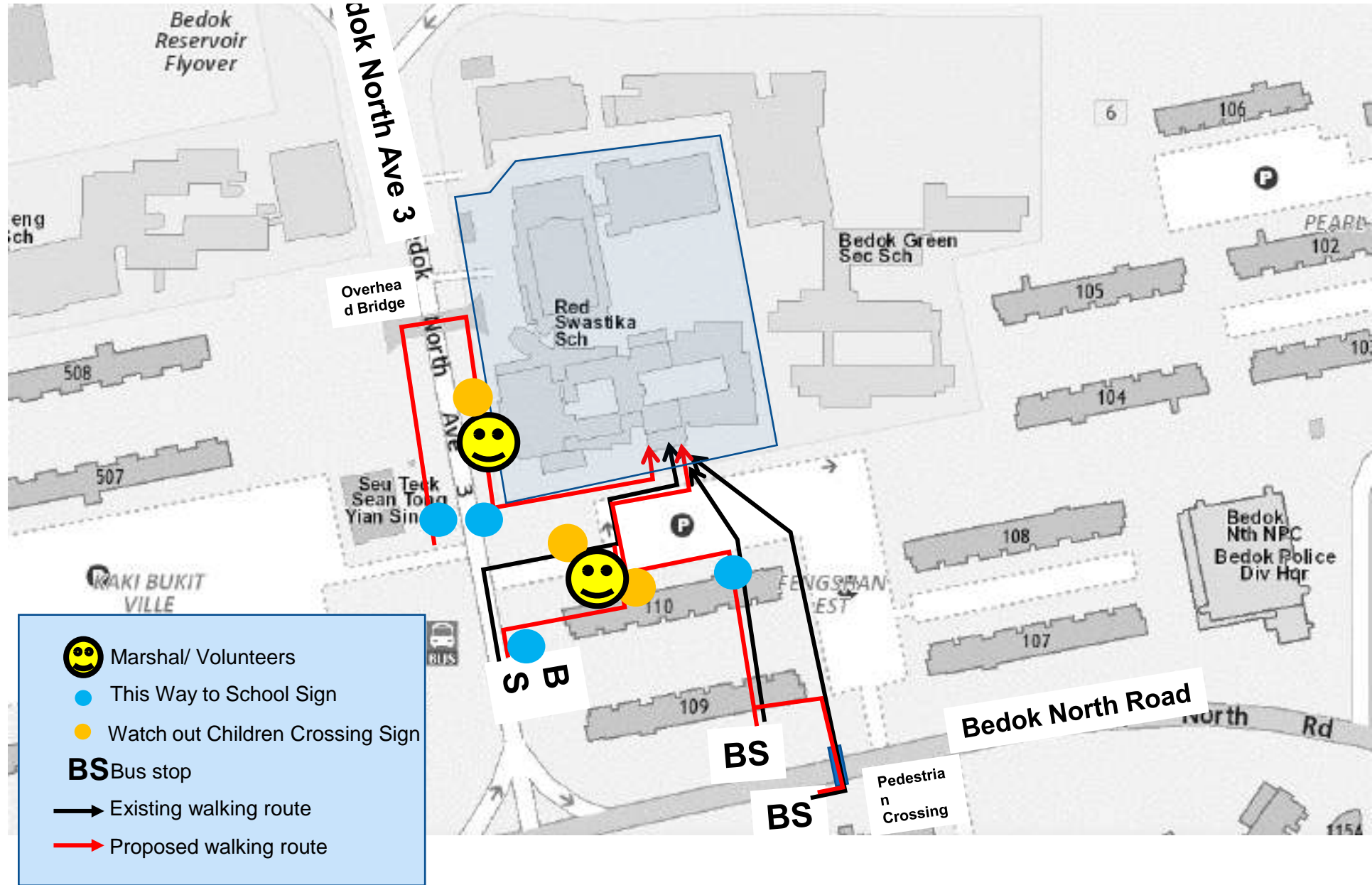
Students who come from Bedok Reservoir area /MRT station should enter the school via **Gate 1A**



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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/

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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