



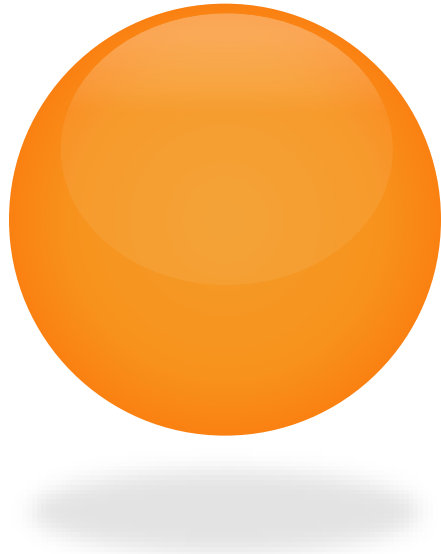
# Principal's Tea Session with P2 Parents



**28 February 2017**



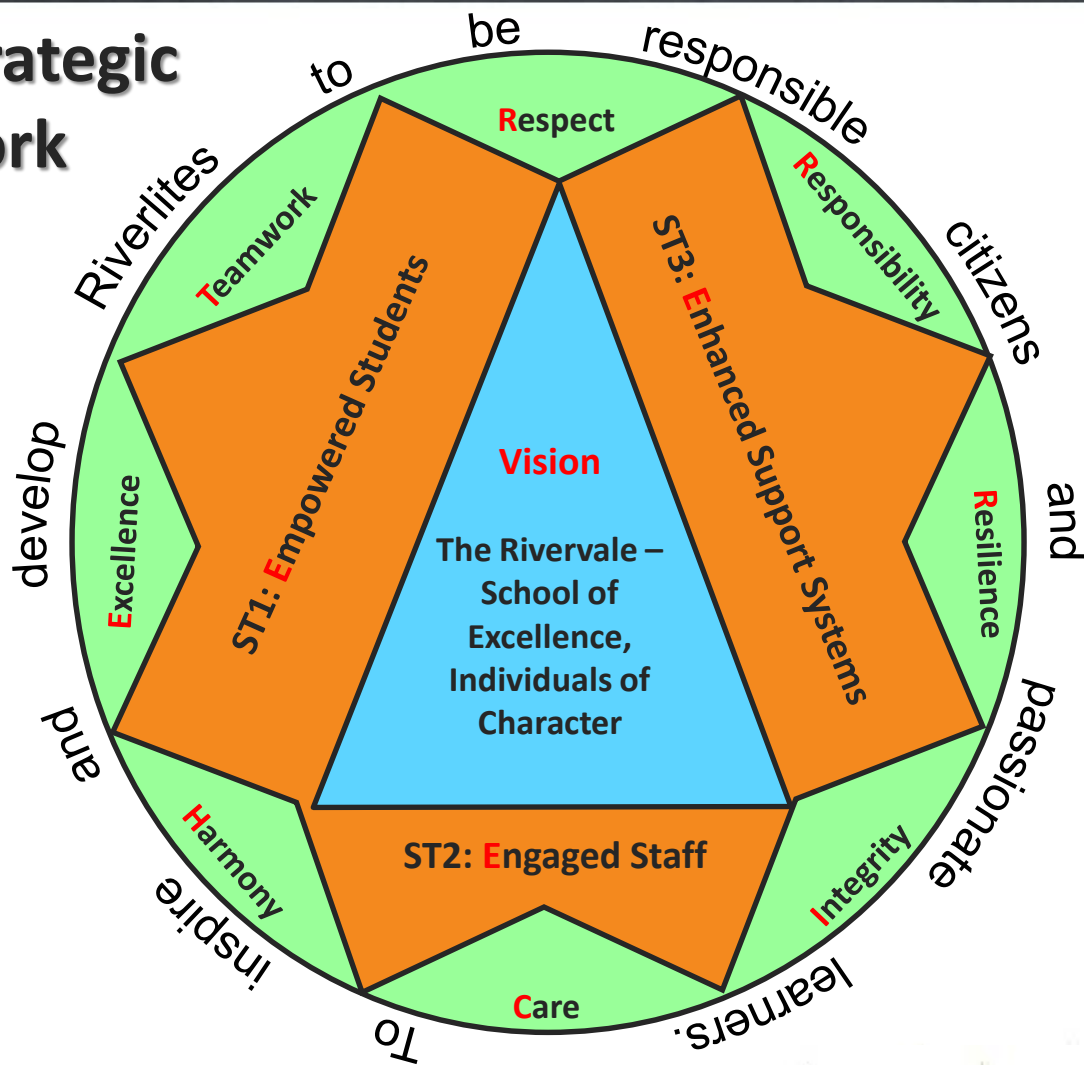
# Objectives of Tea Session



- **Sharing of the new Strategic thrusts and directions of the school.**
- **Sharing with parents the P2 key plan 2017.**
- **Updating parents on some of the key operational refinements**



# RiVPS Strategic Framework



**Vision:** The Rivervale – School of Excellence, Individuals of Character

**Mission:** To inspire and develop Riverlites to be Responsible Citizens and Passionate Learners

**Core Values:**

Respect      Responsibility      Resilience      Integrity      Care      Harmony      Excellence      Teamwork

**ST1**  
Empowered Students

**ST2**  
Engaged Staff

**ST3**  
Enhanced Support Systems

**LTG1.1**  
Character  
Excellence

**LTG1.2**  
Well-being  
Excellence

**LTG1.3**  
Academic  
Excellence

**LTG2.1**  
Professional  
Excellence

**LTG2.2**  
Service  
Excellence

**LTG3.1**  
Administration  
Excellence

**LTG3.2**  
Operations  
Excellence

**LTG3.3**  
Partnership  
Excellence

**STG1.1.1**  
Every student,  
a self-  
disciplined  
learner

**STG1.2.1**  
Every student,  
a healthy  
individual

**STG1.3.1**  
Effective  
teaching and  
learning  
processes

**STG2.1.1**  
Every staff, a  
caring  
educator

**STG2.2.1**  
Quality Staff  
Well-Being  
processes

**STG3.1.1**  
Efficient  
management  
processes

**STG3.2.1**  
A Safe,  
Green  
SMART  
Learning Hub

**STG3.3.1**  
Every parent, a  
Collaborative  
Partner

**STG1.1.2**  
Every student,  
a servant  
leader

**STG1.2.2**  
Every student,  
a team  
member with  
talents

**STG1.3.2**  
Every student,  
a critical and  
innovative  
thinker

**STG2.1.2**  
Every staff, an  
active  
contributor

**STG2.2.2**  
Quality  
Stakeholder  
Service

**STG3.3.2**  
Sustained  
purposeful key  
partnerships

**Stretched Goal:** Singapore Quality Class

# ST1: Empowered Students

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## **LTG1.1**

Character  
Excellence

## **LTG1.2**

Well-being  
Excellence

## **LTG1.3**

Academic Excellence

### **STG1.1.1**

Every student, a self-  
disciplined learner

### **STG1.2.1**

Every student, a  
healthy individual

### **STG1.3.1**

Effective teaching and  
learning processes

### **STG1.1.2**


Every student, a  
servant leader

### **STG1.2.2**

Every student, a  
team member with  
talents

### **STG1.3.2**

Every student, a  
critical and innovative  
thinker



# ST2: Engaged Staff

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## **LTG2.1**

Professional Excellence

### **STG2.1.1**

Every staff, a caring educator

### **STG2.1.2**

Every staff, an active contributor

## **LTG2.2**


Service Excellence

### **STG2.2.1**

Quality Staff Well-Being  
processes

### **STG2.2.2**

Quality Stakeholder Service



# ST3: Enhanced Support Systems

## **LTG3.1**

Administration  
Excellence

## **LTG3.2**

Operations  
Excellence

## **LTG3.3**

Partnership  
Excellence

### **STG3.1.1**

Efficient  
management  
processes

### **STG3.2.1**

A Safe, Green  
SMART Learning  
Hub

### **STG3.3.1**

Every parent, a  
Collaborative Partner

### **STG3.3.2**

Sustained purposeful  
key partnerships

# P2 Key activities 2017

## TERM 1 AND 2

S/N	Date	Activity
1.	28 February	SL Tea session with Parents – P2
2.	23 March	Math Workshop
3.	19-27 March	MTL Fortnight
4.	11 April	P2 LC
5.	12 April	P2 Oral
6.	13 April	E-Learning



# P2 Key activities 2017

## TERM 1 AND 2 (CON'T)

S/N	Date	Activity
7.	26 April – May 4	SA1
8.	15 May - 16 May	P2 NE Learning Journey
9.	22 May	P2 PTC

# P2 Key activities 2017

## TERM 3 AND 4

S/N	Date	Activity
1.	11 July – 21 July	School Health Service
2.	8 August	National Day Celebration Lower Primary Sports Day
3.	26 September	SA2 LC
4.	28 September to 29 September	E-Learning
5.	6 October	Children's Day

# P2 Key activities 2017

## TERM 3 AND 4 (CON'T)

S/N	Date	Activity
6.	11 October	SA2 Oral
7.	19 October – 24 October	PSLE Marking Days
8.	25 October – 30 October	SA2
9.	16 November	Speech Day

# Operational Refinements 2017

SN	AREA/RECOMMENDATIONS	RATIONALE	Action by																				
1	<p><b><u>ASSESSMENT</u></b>            Conducting only 2 summative assessments in Term 2 and 4, and 2 practice papers in Term 1 and Term 3</p> <table border="1"> <thead> <tr> <th></th> <th>PP1 CA1</th> <th>SA1</th> <th>PP2 Prelim</th> <th>SA2</th> </tr> </thead> <tbody> <tr> <td>P1&amp;2</td> <td>Nil</td> <td>20%</td> <td>30%</td> <td>50%</td> </tr> <tr> <td>P3-P5</td> <td>Nil</td> <td>40%</td> <td>Nil</td> <td>60%</td> </tr> <tr> <td>P6</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>Nil</td> </tr> </tbody> </table>		PP1 CA1	SA1	PP2 Prelim	SA2	P1&2	Nil	20%	30%	50%	P3-P5	Nil	40%	Nil	60%	P6	100%	100%	100%	Nil	<ul style="list-style-type: none"> <li>• Allows for more time for deeper teaching and learning rather than using the time for drilling and revising for the written papers.</li> <li>• Emphasizes more on use of formative assessment tools to check progress of students and implement remediation strategies just in time.</li> </ul>	<ul style="list-style-type: none"> <li>• Angie - Student Handbook</li> <li>• Wanhui – SC</li> <li>• VP – Communication with Parents</li> </ul>
	PP1 CA1	SA1	PP2 Prelim	SA2																			
P1&2	Nil	20%	30%	50%																			
P3-P5	Nil	40%	Nil	60%																			
P6	100%	100%	100%	Nil																			
2	<p><b><u>PARENT-TEACHER CONFERENCE</u></b></p> <ul style="list-style-type: none"> <li>• Revision of schedules:               <ul style="list-style-type: none"> <li>- P5 &amp; P6 in Term 1</li> <li>- P1 – P4 in Term 2</li> <li>- Targeted student parents in Term 4</li> </ul> </li> <li>• Parents to book 10-min slots with respective Form Teachers only. Both Form Teachers to know the progress of the students through discussions with Subject Teachers, and provide strategies to further develop the student holistically during the session.</li> <li>• Parents should be able to contact subject teachers anytime if necessary and need not wait till PTC sessions. Parents could also seek assistance during the Subject-based workshops</li> <li>• A Template to facilitate updating of information by all subject teacher for cascading to parents will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Allows every parent to have a session with Form Teachers, who are the ones who know the students best and holistically.</li> <li>• Supports development of stronger TSR.</li> <li>• Enhances school-family partnerships.</li> <li>• Communicates the idea of holistic education and not just focusing on academic achievements.</li> <li>• Enhances teamwork amongst teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• SDT – Operations planning</li> <li>• Wanhui – system for booking of slots</li> <li>• VP - Communication with Parents</li> </ul>																				

# Operational Refinements 2017

S N	AREA/RECOMMENDATIONS	RATIONALE	Action by
6	<p><b><u>STUDENT VOICE</u></b></p> <ul style="list-style-type: none"> <li>● Classroom protocols to be established for the different levels of students. e.g. Place bags on the floor and pick up litter around you.</li> <li>● Class Team comprising the Tier 1 Leaders to be formed. Twice a term meetings to be conducted during FTGP lessons. Student suggestions to be submitted after each meeting.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures a conducive teaching and learning environment across classes.</li> <li>● Establishes good personal and social habits.</li> <li>● Promotes student voice and suggestions.</li> <li>● Encourages creativity.</li> <li>● Develops student leadership skills e.g. listening and facilitating.</li> </ul>	<ul style="list-style-type: none"> <li>● SMT</li> <li>- Planning of protocols to be put up in every class and monitoring adherence</li> <li>- Briefing Form Teachers</li> <li>● Student Leadership</li> <li>- Training of Tier 1 Leaders</li> <li>- Planning for the collation and evaluation of student suggestions</li> </ul>
7	<p><b><u>CCA</u></b></p> <ul style="list-style-type: none"> <li>● V10 programme to be established where students will be taught school values related to the lessons explicitly (E.g. teamwork when planning for event) in the first 5 min and reflect on the manifestation of the value in the Student Handbook in the last 5 min of the CCA.</li> <li>● VIA platform to be integrated where each CCA will decide on a community project to demonstrate values learnt during Global Classrooms Week.</li> <li>● Implementing D3 programme, CCA training after school will be confined to Mondays and Wednesdays. AEDs will be deployed to manage the CCAs in the afternoon, thus not be deployed on Fridays.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhances CCA as a platform for the teaching and learning of values.</li> <li>● Provides opportunities to build leadership and social skills.</li> <li>● Ensures 'free' Fridays for students and teachers to pursue other interests.</li> </ul>	<ul style="list-style-type: none"> <li>● Emily – work on the SOWs with CCA teachers</li> <li>● Wan Jun/Bi Yun – work on VIA projects with CCA teachers</li> <li>● Angie – Include Reflection Template in Student Handbook</li> </ul>

# HOLISTIC ASSESSMENT TO SUPPORT LEARNING

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- Holistic Assessment emphasises the development of skills and values, as well as the acquisition of knowledge to enable your child to build greater confidence and develop a stronger desire to learn. This will in turn help him to fully develop his potential.
- With Holistic Assessment, schools are moving beyond tests and exams, and are using assessment to provide useful information that supports your child's learning and holistic development.

# Importance on Literacy and Numeracy

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## Literacy Skills

- Literacy is the ability to read, write, speak and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. Reading and writing, when integrated with speaking, listening and viewing and critical thinking, constitutes valued aspects of literacy in modern life.
- Singapore exhibited one of the strongest relationships between proficiency in literacy/numeracy and wages.



# Importance on Literacy and Numeracy

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## Numeracy Skills

- Numeracy is defined as the ability to access, use and interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.





# Importance on Literacy and Numeracy

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## Numeracy Skills

- Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities. We need numeracy to solve problems and make sense of numbers, time, patterns and shapes for activities like cooking, reading receipts, reading instructions and even playing sport.



# Importance on Literacy and Numeracy

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- Literacy and numeracy help people gain the fundamental skills necessary to achieve success in life.
- Improving literacy and numeracy help support students to live a satisfying and rewarding life as well as being an active participant as an active and well informed citizen.





# Q&A





**Thank You**

