



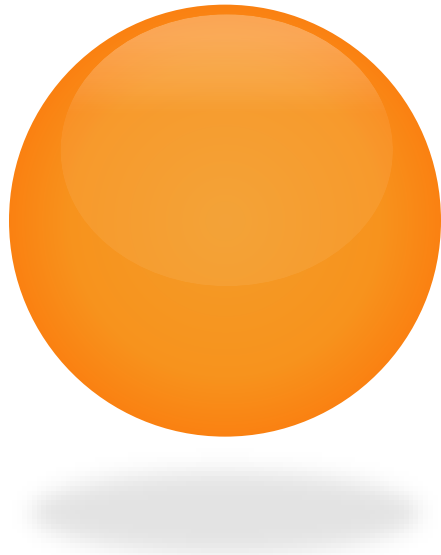
# Principal's Tea Session with P3 Parents



**21 February 2017**



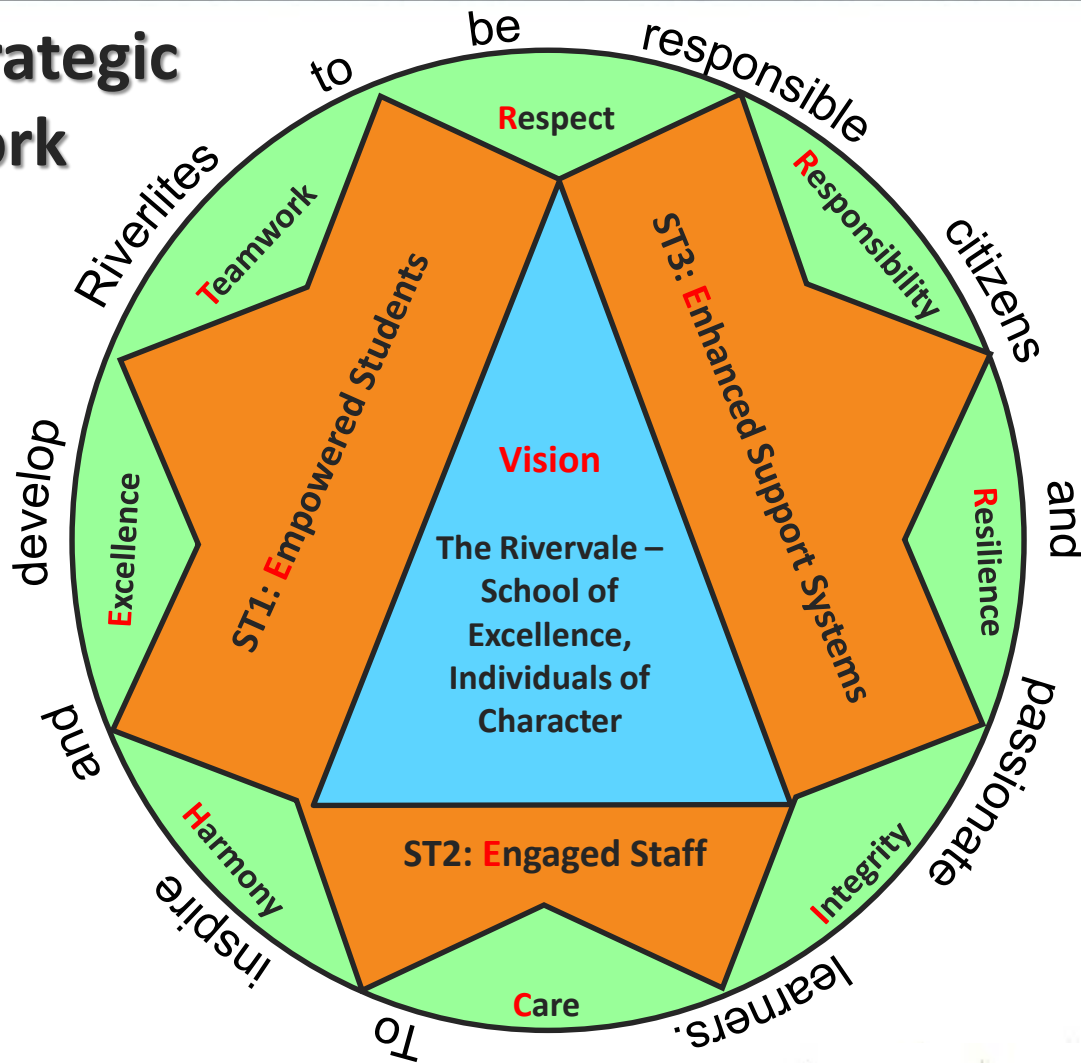
# Objectives of Tea Session



- **Sharing of the new Strategic thrusts and directions of the school.**
- **Sharing with parents the P3 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

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## **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



# P3 Key activities 2017

## TERM 1 AND 2

S/N	Date	Activity
1.	10 January onwards	P3 SwimSafer Programme
2.	21 February	SL Tea session with Parents – P3
3.	4 March	Language Assessment Workshop
4.	23 March	Math Workshop
5.	19-31 March	MTL Fortnight



# P3 Key activities 2017

## TERM 1 AND 2 (CON'T)

S/N	Date	Activity
1.	08 April	Science Workshop for Parents
2.	11 April	P3 LC
3.	12 April	P3 Oral
4.	13 April	Sports Carnival
5.	26 April – May 4	SA1
6.	18 May - 19 May	P3 SEL Camp
7.	22 May	P3 PTC

# P3 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
3.	23 August	GEP Screening Exercise
4.	26 September	SA2 LC
5.	6 October	Children's Day

# P3 Key activities 2017

## TERM 3 AND 4 (CON'T)

S/N	Date	Activity
1.	11 October	SA2 Oral
2.	13 October	SA2 HMT
3.	19 October – 24 October	PSLE Marking Days
4.	19 October - 20 October	GEP Selection Exercise
5.	25 October – 30 October	SA2
6.	7 November	P3 SEL workshop
7.	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

SN	AREA/RECOMMENDATIONS	RATIONALE	Action by																												
5	<p><b>AFTER-SCHOOL PROGRAMME: D<sup>3</sup> (Discover, Delight, Design) Programme</b></p> <ul style="list-style-type: none"> <li>All P3 to P5 students will stay back at most 3 days per week after school. Every student must have at least 2 days off per week from school to complete their homework, play, refresh, pursue other interests, etc.</li> <li>Each IP subject area to ensure that academic-based programmes are not worksheet-driven sessions but delightful, allows for student discovery and differentiated to meet the needs of specific group of students. The programmes for the students should be progressive from level to level: <ul style="list-style-type: none"> <li>- LP students: <b>Achievers</b> programmes by IP Team teachers</li> <li>- MP students: <b>Conquerors</b> programmes by IP Team</li> <li>- HP students: <b>Explorers</b> programmes by vendors</li> </ul> </li> </ul> <table border="1"> <thead> <tr> <th>LV</th> <th>Mon</th> <th>Tue</th> <th>Thu</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td></td> <td>LP Groups</td> <td>LP Groups</td> </tr> <tr> <td>P2</td> <td></td> <td>LP Groups</td> <td>LP Groups</td> </tr> <tr> <td>P3</td> <td>SDR &amp; RR MT(LP Groups)</td> <td>SDR &amp; RR EL MA</td> <td>SDR &amp; RR SC SC</td> </tr> <tr> <td>P4</td> <td>SDR &amp; RR MT(LP Groups)</td> <td>MA SDR &amp; RR EL</td> <td>SDR &amp; RR SC SC</td> </tr> <tr> <td>P5</td> <td>HMT/MT</td> <td>EL MA</td> <td>SC SC</td> </tr> <tr> <td>P6</td> <td>HMT/MT</td> <td>MA EL</td> <td>SC SC</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Each session is 1-h (from 1430 to 1530, and 1540 to 1640). Each teacher will either be deployed on one full day or 2 half days.</li> <li>No homework, except for weekly Spelling, to be given on D3 days.</li> <li>Subject-based learning journeys could be conducted during days.</li> </ul>	LV	Mon	Tue	Thu	P1		LP Groups	LP Groups	P2		LP Groups	LP Groups	P3	SDR & RR MT(LP Groups)	SDR & RR EL MA	SDR & RR SC SC	P4	SDR & RR MT(LP Groups)	MA SDR & RR EL	SDR & RR SC SC	P5	HMT/MT	EL MA	SC SC	P6	HMT/MT	MA EL	SC SC	<ul style="list-style-type: none"> <li>Provides extension programmes to cater to the varied academic needs of the students.</li> <li>Protects curriculum hours for the delivery of main content objectives.</li> <li>Ensures student well-being, allowing time to experience childhood and explore other interests.</li> <li>Ensures staff well-being, allowing time for marking and preparation of effective lessons.</li> <li>Makes learning joyful, meaningful and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>IP Team – Planning of programmes that are aligned to objectives</li> <li>VP – Communication with Teachers and Parents</li> </ul>
LV	Mon	Tue	Thu																												
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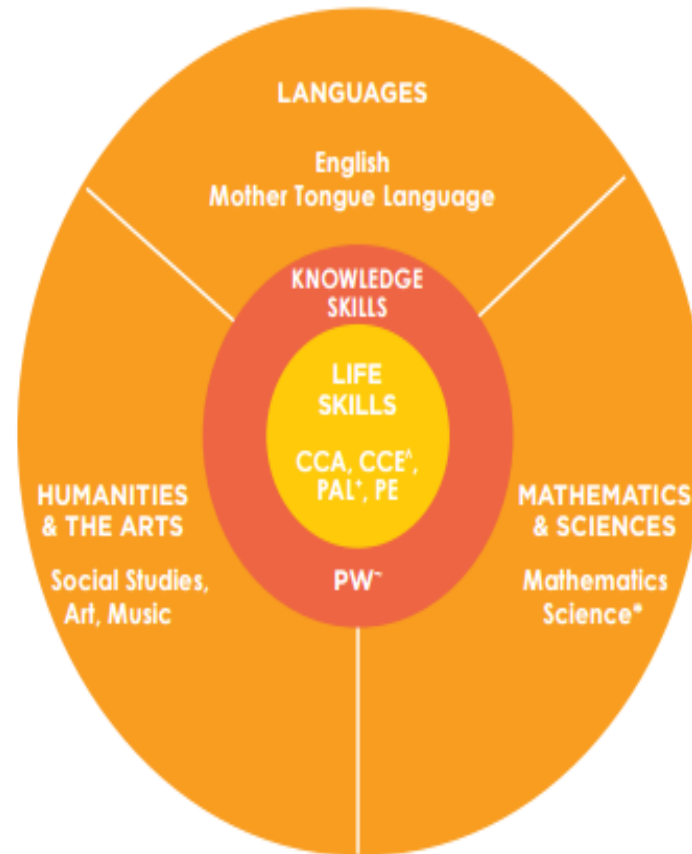
# Operational Refinements 2017

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>

# Transition from P2 to P3

- From 3 to 4 subjects
- Emphasis is still on building a strong foundation for the students.

## PRIMARY SCHOOL CURRICULUM



## SUBJECTS TESTED IN PSLE#

### Standard Subjects:

English, Mother Tongue Language, Mathematics, Science

### Foundation Subjects:

Foundation English, Foundation Mother Tongue Language, Foundation Mathematics, Foundation Science

### Optional Subject:

Higher Mother Tongue Language

### LEGEND

CCA	Co-curricular Activities
CCE	Character and Citizenship Education
PAL	Programme for Active Learning
PE	Physical Education
PW	Project Work

- Students offer standard or foundation subjects based on their aptitude in each subject.
- Science is taught from Primary 3 onwards.
- \* CCE includes National Education (NE), Values in Action (VIA) and Form Teacher Guidance Period (FTGP).
- PAL will be progressively rolled out to all primary schools by 2017.
- Project Work is conducted during curriculum time but is a non-examinable subject.

# GIFTED EDUCATION PROGRAMME IDENTIFICATION EXERCISE (GEP)

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Aim:

- To identify suitable students with high intellectual potential.
- Will be based on the Primary 1 to Primary 3 English Language and Mathematics syllabuses.
- All topics in the Primary 3 Mathematics syllabus are included except for topics on “Area and Perimeter”, “Geometry” and “Time”.



# GIFTED EDUCATION PROGRAMME IDENTIFICATION EXERCISE

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- Test-preparation activities could inflate students' scores and not reflect their actual potential.
- Students who are not ready to handle the intellectual rigour and demands of the programme will struggle with the enriched curriculum and not benefit fully from it.
- Urge Parents not to conduct test-preparation activities to prepare their child for the GEP Identification Exercise.



# Q&A





**Thank You**

