



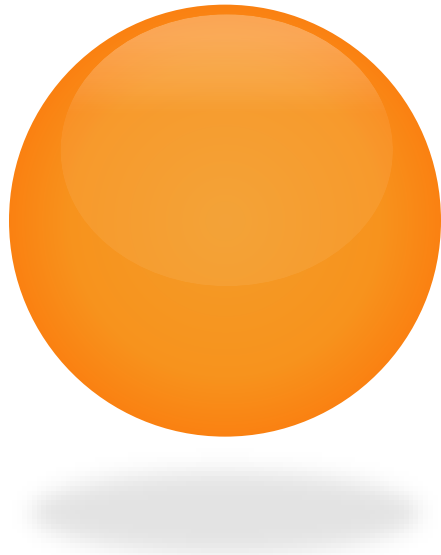
Principal's Tea Session with P3 Parents



21 February 2017

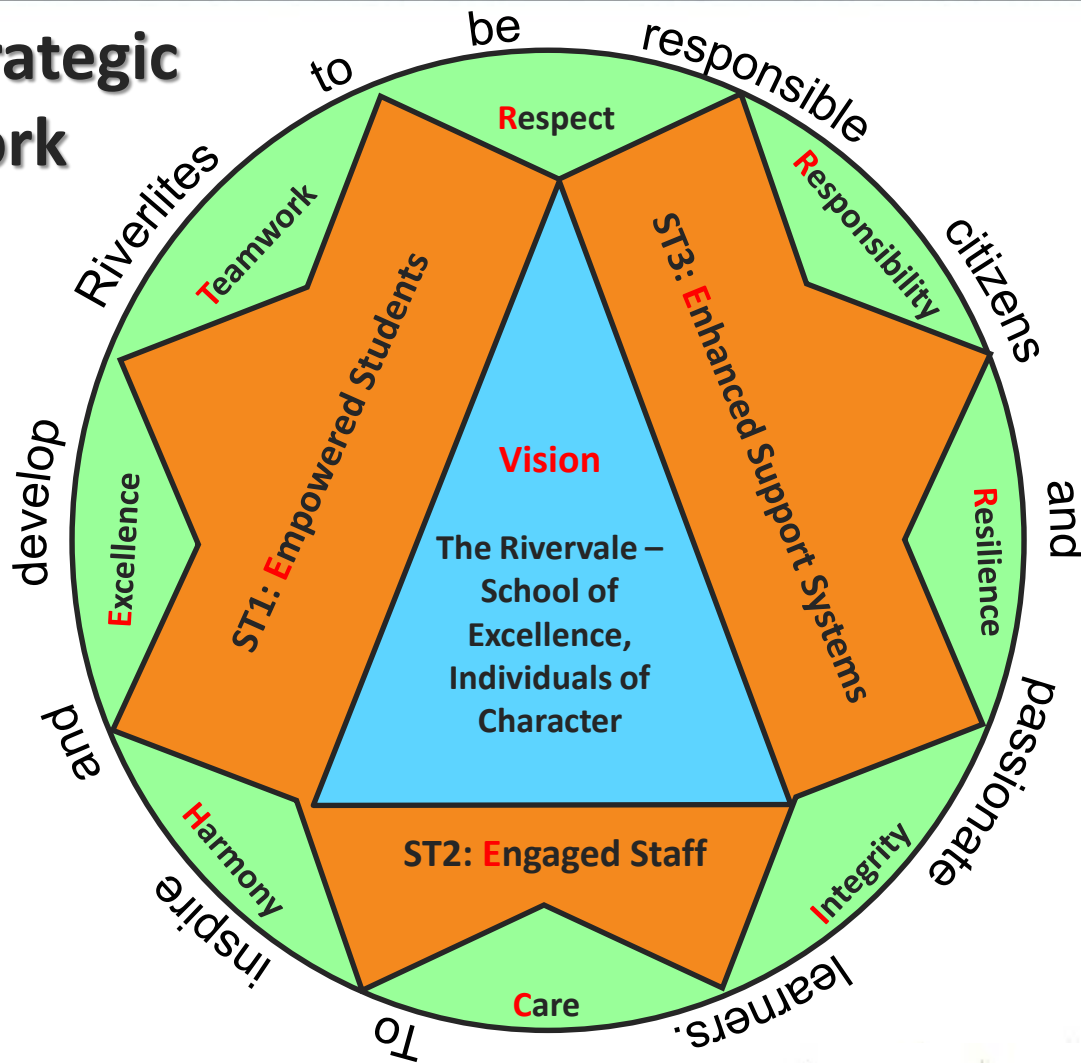


Objectives of Tea Session



- **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

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

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



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><u>ASSESSMENT</u> 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&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"> Allows for more time for deeper teaching and learning rather than using the time for drilling and revising for the written papers. Emphasizes more on use of formative assessment tools to check progress of students and implement remediation strategies just in time. 	<ul style="list-style-type: none"> Angie - Student Handbook Wanhui – SC VP – Communication with Parents
	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><u>PARENT-TEACHER CONFERENCE</u></p> <ul style="list-style-type: none"> Revision of schedules: <ul style="list-style-type: none"> - P5 & P6 in Term 1 - P1 – P4 in Term 2 - Targeted student parents in Term 4 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. 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 A Template to facilitate updating of information by all subject teacher for cascading to parents will be used. 	<ul style="list-style-type: none"> Allows every parent to have a session with Form Teachers, who are the ones who know the students best and holistically. Supports development of stronger TSR. Enhances school-family partnerships. Communicates the idea of holistic education and not just focusing on academic achievements. Enhances teamwork amongst teachers. 	<ul style="list-style-type: none"> SDT – Operations planning Wanhui – system for booking of slots VP - Communication with Parents 																				

Operational Refinements 2017

SN	AREA/RECOMMENDATIONS	RATIONALE	Action by																												
5	<p>AFTER-SCHOOL PROGRAMME: D³ (Discover, Delight, Design) Programme</p> <ul style="list-style-type: none"> 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. 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"> - LP students: Achievers programmes by IP Team teachers - MP students: Conquerors programmes by IP Team - HP students: Explorers programmes by vendors <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 & RR MT(LP Groups)</td> <td>SDR & RR EL MA</td> <td>SDR & RR SC SC</td> </tr> <tr> <td>P4</td> <td>SDR & RR MT(LP Groups)</td> <td>MA SDR & RR EL</td> <td>SDR & 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"> 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. No homework, except for weekly Spelling, to be given on D3 days. Subject-based learning journeys could be conducted during days. 	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"> Provides extension programmes to cater to the varied academic needs of the students. Protects curriculum hours for the delivery of main content objectives. Ensures student well-being, allowing time to experience childhood and explore other interests. Ensures staff well-being, allowing time for marking and preparation of effective lessons. Makes learning joyful, meaningful and appropriate. 	<ul style="list-style-type: none"> IP Team – Planning of programmes that are aligned to objectives VP – Communication with Teachers and Parents
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																												
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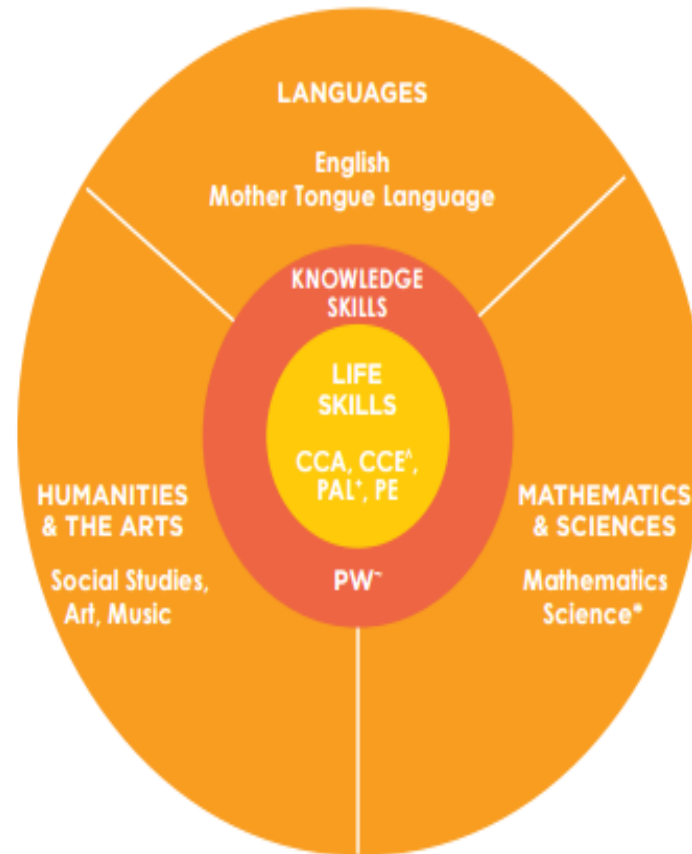
Operational Refinements 2017

S N	AREA/RECOMMENDATIONS	RATIONALE	Action by
6	<p><u>STUDENT VOICE</u></p> <ul style="list-style-type: none"> ● Classroom protocols to be established for the different levels of students. e.g. Place bags on the floor and pick up litter around you. ● 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. 	<ul style="list-style-type: none"> ● Ensures a conducive teaching and learning environment across classes. ● Establishes good personal and social habits. ● Promotes student voice and suggestions. ● Encourages creativity. ● Develops student leadership skills e.g. listening and facilitating. 	<ul style="list-style-type: none"> ● SMT - Planning of protocols to be put up in every class and monitoring adherence - Briefing Form Teachers ● Student Leadership - Training of Tier 1 Leaders - Planning for the collation and evaluation of student suggestions
7	<p><u>CCA</u></p> <ul style="list-style-type: none"> ● 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. ● VIA platform to be integrated where each CCA will decide on a community project to demonstrate values learnt during Global Classrooms Week. ● 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. 	<ul style="list-style-type: none"> ● Enhances CCA as a platform for the teaching and learning of values. ● Provides opportunities to build leadership and social skills. ● Ensures 'free' Fridays for students and teachers to pursue other interests. 	<ul style="list-style-type: none"> ● Emily – work on the SOWs with CCA teachers ● Wan Jun/Bi Yun – work on VIA projects with CCA teachers ● Angie – Include Reflection Template in Student Handbook

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)

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

- 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

