

WELCOME TO ROSYTH SCHOOL

**Principal's Address
2 January 2026**



Journeying 70 together
TREASURING OUR PAST, INSPIRING OUR FUTURE



*Learn with Passion
Serve with Compassion
Lead with Vision
Innovate for Excellence*

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OVERVIEW



Journeying 70 together
TREASURING OUR PAST, INSPIRING OUR FUTURE

1 What is it like in Rosyth School?

2 Transition to
Primary 1

3 School-Home
Partnership



READ @ ROSYTH

1 What is it like in Rosyth School?



WHAT IS IT LIKE IN ROSYTH SCHOOL?

Our School Focus

**Our
Motto**

Ready to Serve

**Our
Mission**

**Nurturing Lives through the
Development of Mind, Body and Soul**



Our Vision

**A future-ready community that
Learns with Passion, Serves with Compassion,
Leads with Vision and Innovates for Excellence**

Our Desired Student Outcomes

**By the time our students graduate
from Rosyth School, they should be...**

**Passionate
Lifelong Learners**



**Compassionate
Citizens**



**Collaborative
Leaders**



**Innovative
Creators**



Our Values: I-CARE

Integrity

Care & Empathy

Gr**A**ttitude

Respect and **R**esilience

Innovativ**E** Spirit



Nurturing a well-rounded individual



- Applied Learning Programme (ALP) in Materials Science (STEM)
- Lifelong Learning Programme (LLP) in Artistic and Creative Expressions (ACE)
- Unique Period PHI innovation-focused curriculum
- Variety of sports programmes, CCA experiences & school-curated learning journeys

Prioritising children's wellbeing – physical & psychological



Focus on 4 key areas to lay the foundation for healthy habits early and pave the way for a better future for our children

1



Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

2



Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.

3



Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

4



Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

Having better understood our school context, how can you help your child succeed in primary school?

Key priorities should be to:

- support child's **transition, socio-emotional development and wellbeing;**
- **prepare selves** for transition





2 How to prepare for transition to P1?

TRANSITION TO PRIMARY 1

Understanding my child's transition

1. Transition is the process in which a child moves into a new environment

2. Your child will have to adapt to unfamiliar settings and routines

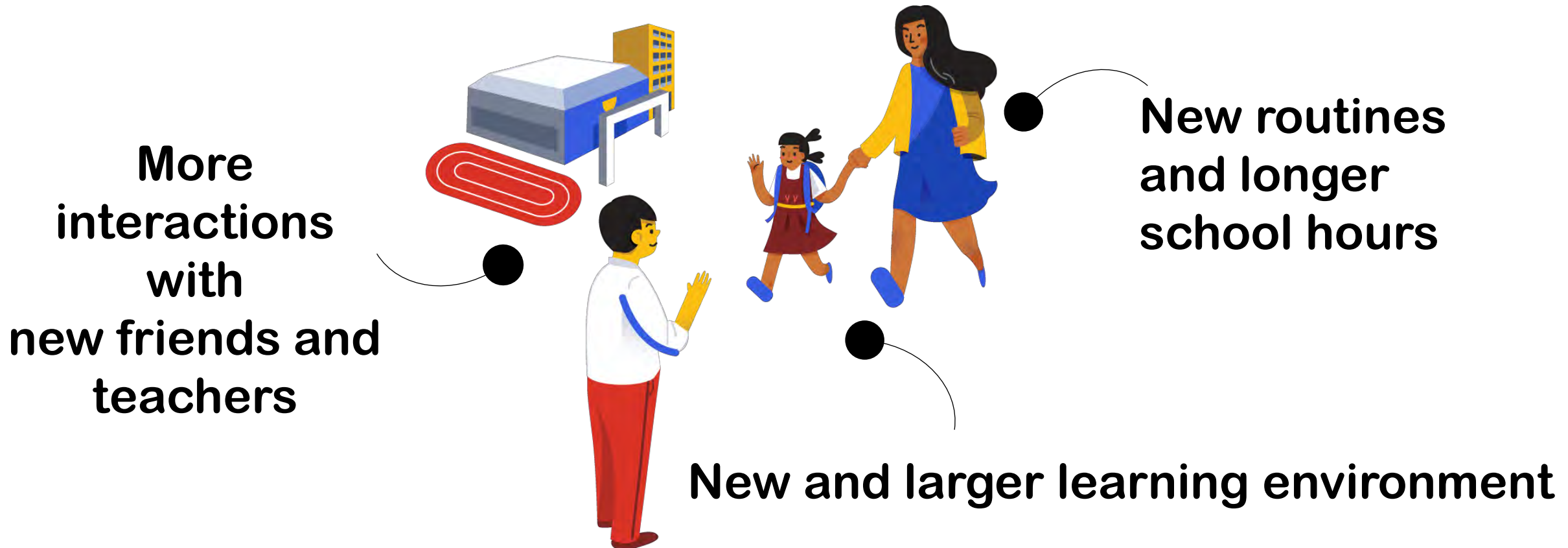
A child that has transitioned well will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/ or peers for support when needed

TRANSITION TO PRIMARY 1

Understanding my child's transition

When your child enters primary school, differences with their pre-school experience typically include:



TRANSITION TO PRIMARY 1

Preparing my child for transition

A smooth transition occurs when your child feels **safe**. You can:

Support

your child and encourage them to overcome challenges with you

Affirm

your child by recognising small successes and praising their efforts

Familiarise

your child by easing them into new routines and sharing with them your experiences in primary school

Empathise

with and acknowledge your child's feelings



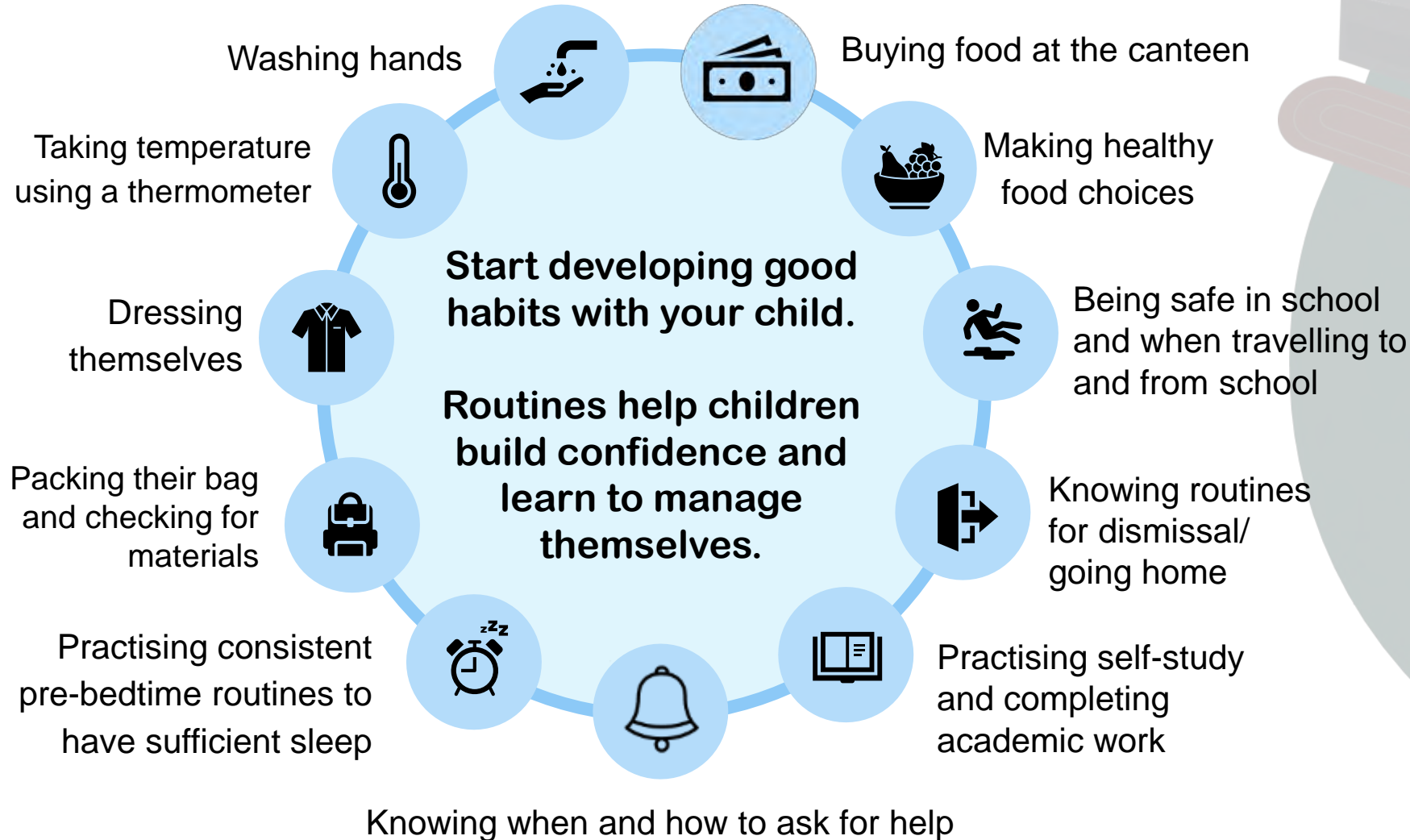
Tips on how parents can offer home support to help your child cope with transition



RECAP

TRANSITION TO PRIMARY 1

Developing good habits in my child



TRANSITION TO PRIMARY 1

Preparing parents for transition

2 Fostering your child's agency

1 Knowing your child

3 Building strong school-home partnerships



1 Knowing Your Child



**Behaviour is
communication,
not character**

WHAT DOES THIS MEAN?



Every behaviour tells a story



Tears, tantrums, shyness, frustration



We read communication

I'm overwhelmed.

I don't have the words yet.

I need help with these feelings.



We don't judge the child



A behaviour is not a character flaw - it's a skill being learned.



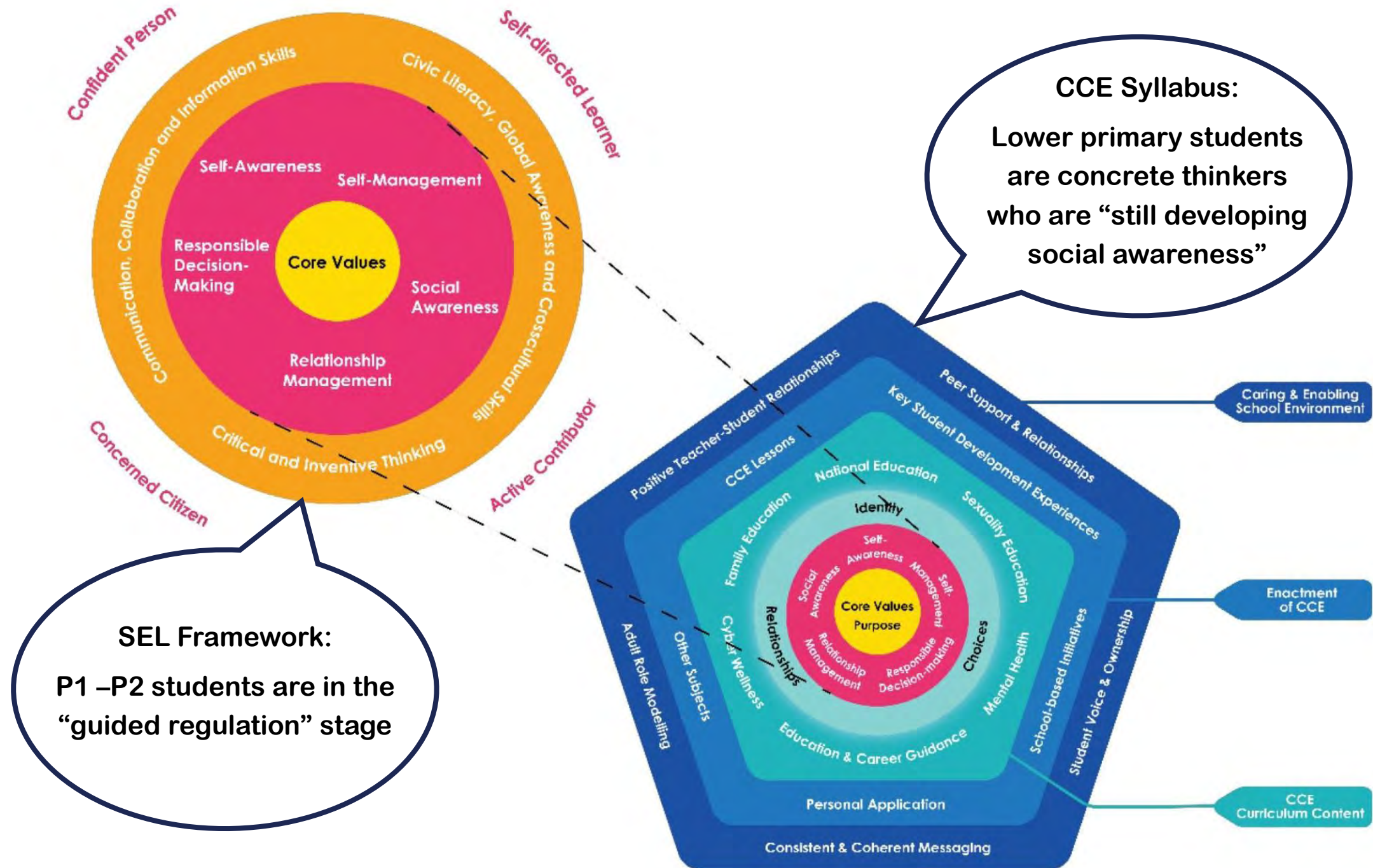
Your child is safe to grow here

We guide with steadiness, not criticism.

EXAMPLE

During recess...





It's a Journey, Not a Destination

Ages 7-12

**Age 6-7
(P1)**



High energy

Testing
boundaries

**Age 8-9
(P2-P3)**



Peer relationships
intensify

**Age 10
(P4)**



More self-regulation

Social comparison
begins

**Age 11-12
(P5-P6)**



Identity formation

Independence

SOME COMMON BEHAVIOURS AND WHY THEY HAPPEN

LYING

Honesty is not automatic but a taught skill in early primary

At a young age, lying is:

- wishful thinking
- avoidance
- protection of friends
- seeking affirmation, acceptance
- imagination spilling into speech



EXCLUDING FRIENDS

Exclusion is seldom malicious – it is developmental

Children aged 4–7 categorise strongly based on similarity because it helps them make sense of the social world.

- early friendships are fluid
- children prefer sameness
- they are still learning empathy



INAPPROPRIATE LANGUAGE

Still learning emotional vocabulary and tone

Bandura's Social Learning Theory explains why children repeat words without understanding.



EMOTIONAL FLOODING / MELTDOWNS

Developing emotional awareness

Emotional systems mature before regulatory systems.

P1–P2 as a “developing emotional awareness” stage.

- Children here have big feelings and small containers.
- They borrow our calmness until they build their own.



IMPULSIVITY AND RULE- BREAKING

Impulse control is one of the last skills to mature

Children even into early teenage years

- **act impulsively**

Students at lower and at times middle primary

- struggle with waiting
- need reminders to follow rules



DIFFICULTY UNDERSTANDING TIME & OLD INCIDENTS

Confuse timelines and recall emotional incidents as recent

Young children:

- confuse yesterday, last week, last month
- recall emotional events as if they are recent
- cannot sequence time reliably

A child bringing up a months-old incident as if “it just happened” is not necessarily lying. It is a developmental process. This is why adults must verify timelines calmly before reacting.



Normal, Developmental Behaviours in Primary 1

PARENTS: Remember, it's work in progress!!



working
memory
developing



Needing reminders



egocentric thinking
emotional regulation



Occasional meltdowns

Difficulty sharing

independence
emerging



Testing boundaries



some need time
to warm up

Shyness or
social hesitation



impulse
control
developing

Forgetting to listen



uses body
instead of
words

Physical aggression

Typical developmental behaviours:

- Needing reminders about following instructions (still developing working memory)
- Occasional tears, meltdowns (emotional regulation is a skill being built)
- Difficulty sharing and turn-taking (egocentric thinking is normal at this age)
- Testing boundaries / "No!" responses (independence emerging)
- Shyness or social hesitation (some children need time to warm up)
- Forgetting to listen when excited (impulse control still developing)
- Physical aggression (hitting, pushing—not able to express feelings effectively yet, so uses body)

WHY GOOD CHILDREN DISPLAY SUCH BEHAVIOURS

These behaviours are:

- developmental
- situational
- emotional
- temporary

They come from:

- tiredness
- feeling overwhelmed
- insecurity
- curiosity
- limited language to express feelings



How Rosyth Supports Your Child

Our approach aligns with the following:

- MOE SEL
- MOE CCE
- Restorative practices
- iCARE values



We:

- build routines
- model kindness
- teach social and emotional skills
- use restorative conversations
- coach emotional regulation
- guide gently towards responsibility



Education is the focus

How we support your child at school



- Consistent routines
- Explicit teaching
- Positive reinforcement
- Observation & communication
- Patience & scaffolding
- Form Teacher as anchor



How you can support your child at home

- Predictable routines
- Naming emotions
- Active listening
- Celebrate effort, not perfection
- Stay curious, not reactive
- Open communication with school

WHEN SHOULD PARENTS BE CONCERNED?

If behaviours are:

- persistent over months
- present in both home and school
- escalating
- causing repeated harm
- accompanied by sudden emotional changes



LET'S PAUSE FOR A BRIEF REFLECTION



Before reacting strongly to a child's mistake, here's a simple but important question:

“At what age would you accept it as reasonable if a police report is made against your child?”

School is a place to experiment, make mistakes and learn

- Strong partnerships are built on trust, understanding and respect**

- 
- SYNERGY
- $1+1 > 2$



Knowing Your Child

Recognise that child development is not static

- Appreciate child development stages
- Work with our teachers to **understand your child's strengths, interests and development**
- Have **regular** conversations with your child's teachers in **both academic and non-academic areas; don't wait for parent-teacher meetings**
- Ask your child about their thoughts and feelings regarding school

Younger children are...

- > experimenting with the world
- > expressing their imagination
- > playing with ideas
- > testing ideas and hypotheses
- > seeking affirmation
- > afraid to disappoint those they love



Knowing Your Child

Identify the difference between stress and distress



Stress Indicator

Child is experiencing healthy levels of stress

Child is struggling and exhibits signs of distress

Child is having a very difficult time

How to tell when stress is becoming distress



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox



<https://go.gov.sg/pfwdistress>



Knowing Your Child

Understand mental health in children

- Good mental health is **more than just the absence of mental illness**
- State of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives
- Data shows our children struggle if they had **experienced cyberbullying, have body image concerns & spent >3h daily on social media**

Mental health one of the top reasons primary school kids called helpline in 2023

Source: The Straits Times, 2024

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress** that presents as fear, anger, anxiety and low moods.



Singapore Youth Epidemiology and Resilience Study (2023)

1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness

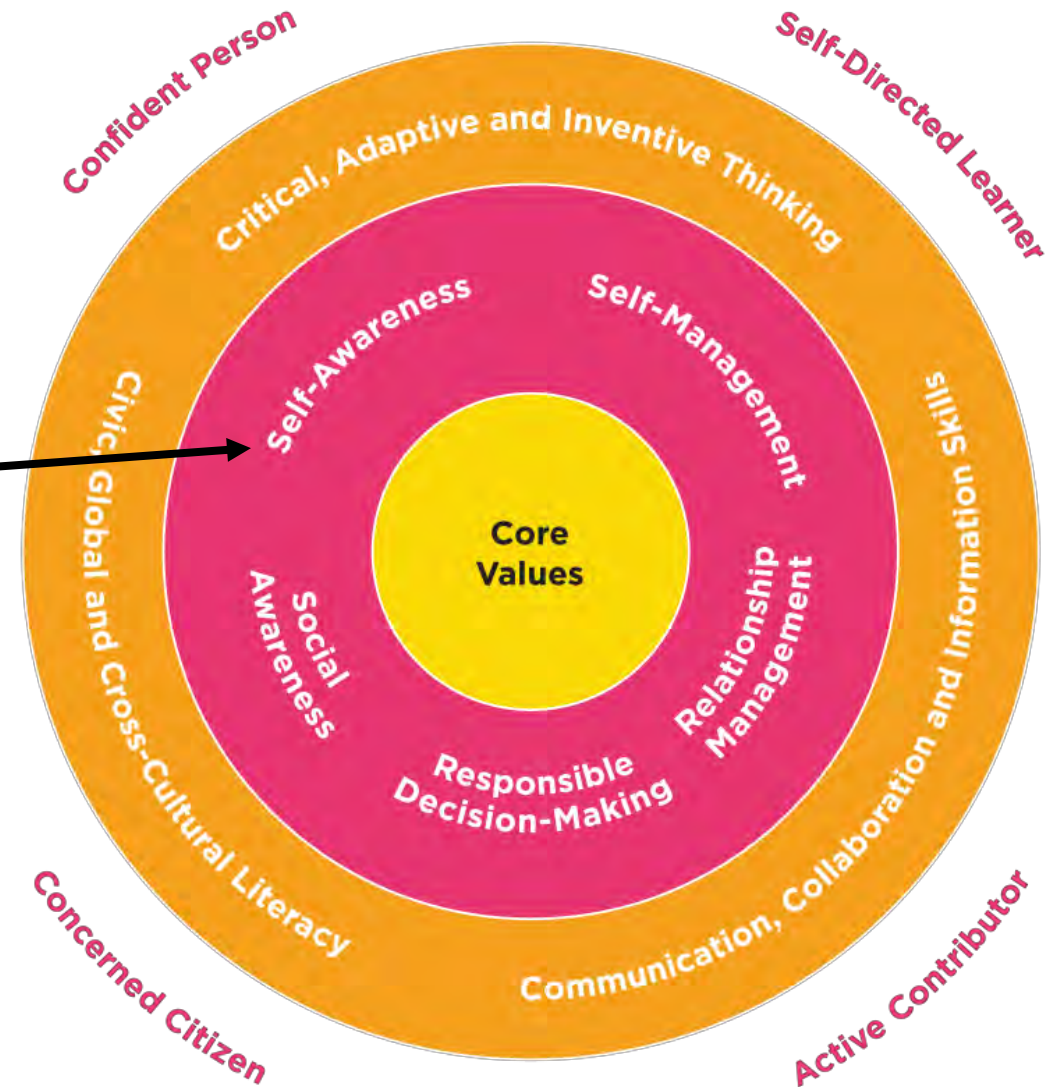
1 in 8 youths (12%) had a current mental health condition

Common mental health conditions experienced by children and youth include Generalised Anxiety Disorder and Major Depressive Disorder

2 Fostering your child's agency

In line with our efforts to develop 21st Century Competencies in our students, there is a need for adults to:

- Provide children with the space to learn and develop **social-emotional competencies**
- Develop children's leadership competencies and risk-assessment skills
 - **Empower our young** to make decisions and become more independent
 - Nurture a sense of **responsibility** in our children to **not only look out for themselves but for others too** – “We First”



2 Fostering your child's agency

Allow your child to develop independence (e.g. attempt homework/pack schoolbag on their own)

Encourage your child to approach their teachers/ School Leaders if they feel they need help



Show your child ways to manage challenges and stressors they may face in school (e.g. talking with others about it, creating a support network by building relationships with teachers and peers)

Encourage your child to participate in school activities and affirm their efforts

For a start, emphasise application of the school ICARE Values, especially Integrity, Care, Empathy, Respect, and Resilience

Raising a Happy, Confident, and Kind Generation Together

3 How to build strong School-Home Partnerships?

**Respectful
Communication**
*Foster kind words and
actions between
parents and educators*

Role Models
*Show our children
the skills and values
they need for life*

Real Connections
*Cultivate strong
relationships and
healthy habits in
this digital age*

3 Building strong school-home partnerships

Our children do best when schools and parents work hand in hand to support them

1 Respectful Communication

2 Role Models

3 Real Connections





SCHOOL-HOME PARTNERSHIP

Respectful communication

Foster kind words and actions between parents and school



Be open to receiving and understanding each other's perspectives regarding each child.



Communicate kindly using official channels. Staff are not required to share their personal mobile numbers.



Share honestly about your observations of your child's emotional state, stress levels and social interactions.



Respect each other's time by communicating during working hours (7.30am till 5pm on school days), **unless in cases of emergency.**



Listen attentively and paraphrase to clarify each other's views.



SCHOOL-HOME PARTNERSHIP

Role models

Show our children the skills and values they need for their life and wellbeing, in school and at home



For more tips on supporting your child's social-emotional learning



Demonstrate healthy ways to manage stress, setbacks and difficult emotions.



Model good values in words and actions, being aware that you are an example they can imitate



Show children it is okay to ask for help when struggling. Create a safe space for them to share their feelings.



Instill confidence by encouraging responsibility and believing in our children's abilities, not spoon-feeding or being overly protective



Practise self-care and seek support from family, community, school and referral agencies when needed.



Find joy in everyday experiences with our children, not narrowly focusing on their schooling performance. What questions will you ask your child at the end of a school day?



SCHOOL-HOME PARTNERSHIP

Real connections

Cultivate strong relationships and healthy habits in this digital age



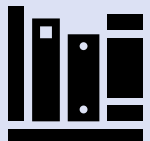
Check out the refreshed Guidance on Screen Use in Children by MOH



Build strong bonds with children through shared experiences and meaningful conversations.



Exercise empathy in difficult conversations to appreciate the child's and/or staff's experience and perspective.



Provide a balanced mix of engaging online and offline activities, at school and at home. Cultivate reading habit – English and Mother Tongue.



Maintain focus on the child's wellbeing to find common goals and build consensus during disagreements.



Manage screen time. Establish home boundaries and routines for children to stay confident and in control of their technology use.



Invite feedback and co-solutioning from the child or staff about overcoming issues.



KNOW SCHOOL POLICIES & PROCEDURES

Let's stay connected and communicate!

- Letters for parents
- Introductory meeting with Form Teachers
- Student Handbook
- Parents Gateway Portal – **are you onboard?**
- School website <http://www.rosyth.moe.edu.sg> where you can also find staff emails
- School Facebook Page <https://www.facebook.com/RosythSchoolOfficial/>
- **School Instagram**
- General Office **(6481 2273 / 6483 4020)** – you can request for relevant staff to return your call
- Parents' talks, briefings and workshops

Please adhere to all traffic and security procedures and ensure all relevant caregivers are aware.

Every Parent a Supportive Partner

“Every parent, hopes for his child to grow up to be at his best. **We share the same goal.** When parents, teachers and the community work together, **we multiply our efforts** to make every student an engaged learner. **We multiply the domains** in which our children can find success. **We multiply the pathways** to success and indeed **together we create new pathways to success.**”



*Mr Heng Swee Keat, Minister for Education
Work Plan Seminar Speech, 22 Sept 2015*



YOUR CHILD IS READY.
ARE YOU?



Over the next 6 years in Rosyth, we look forward to working with you to develop and grow the potential of your child, our Rosythian.



Looking forward to our committed partnership!

Thank you!



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