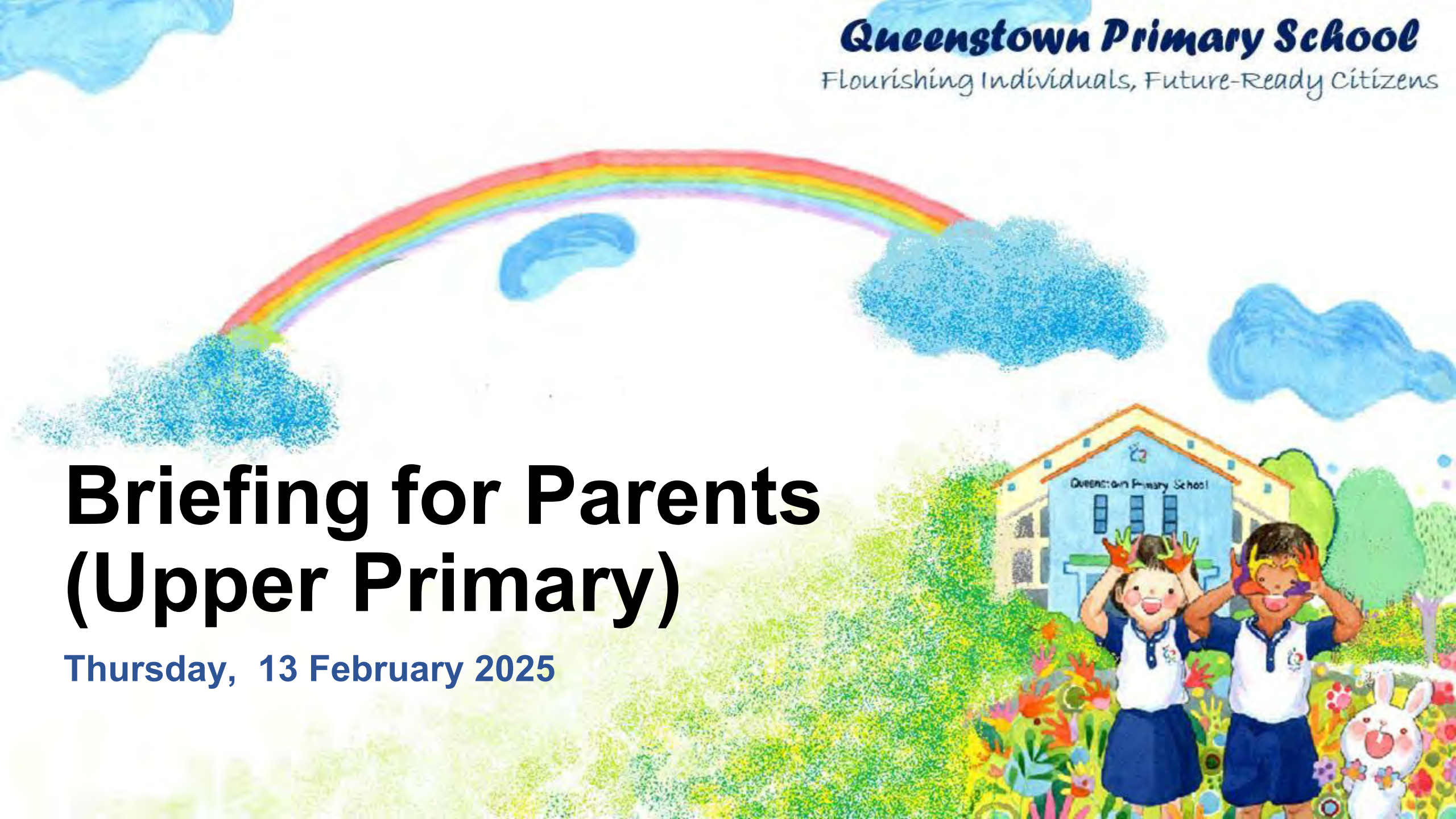


Briefing for Parents (Upper Primary)

Thursday, 13 February 2025



Focus on Growth

FIXED MINDSET



I WANT TO AVOID MAKING MISTAKES.

I'LL NEVER BE THAT SMART.

I GIVE UP.

I KNOW BEST.

THIS IS GOOD ENOUGH.



GROWTH MINDSET



FEEDBACK IS VALUABLE.

I IMPROVE WITH PRACTICE.

IS THIS MY BEST WORK?

I WON'T GIVE UP.

MISTAKES HELP ME LEARN.

Agenda

- Principal's Sharing
Mrs Olivia Cheong, Principal
- CCE Cyber Wellness
Mr Jevon See, Subject Head for Student Well-being
- PSLE Scoring, Sec 1 Posting and Direct School Admission
Ms Kang, Year Head Upper Primary
- Mental Health
Ms Christine Chng, School Counsellor
- [P5] P5 Camp
Mr Muhammad A'srie, HOD PE & CCA
- [P5] Form Teachers' Time



Principal's Sharing

Mrs Olivia Cheong

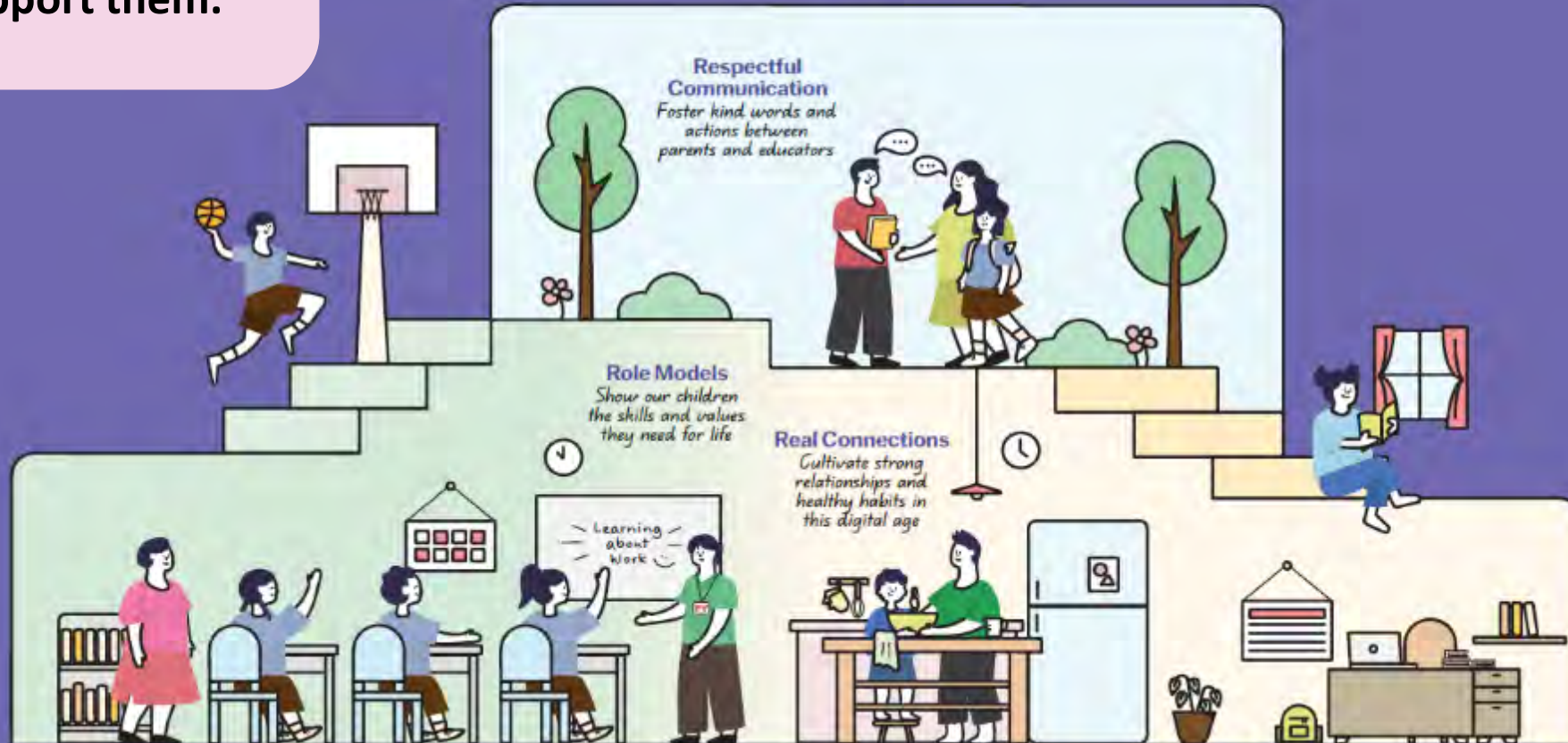


School-Home Partnership

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

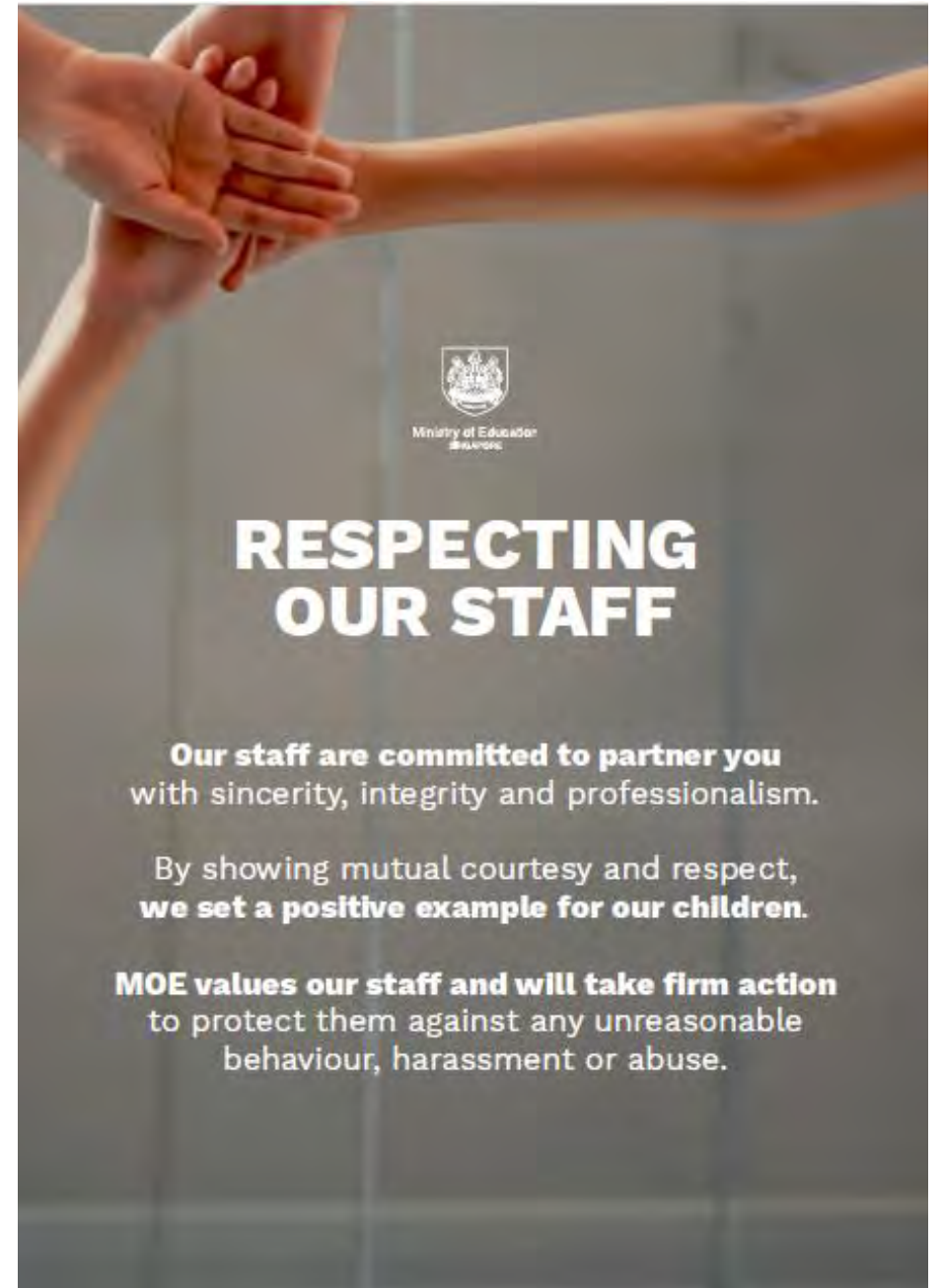
Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

**Foster kind words and actions
between schools and educators**



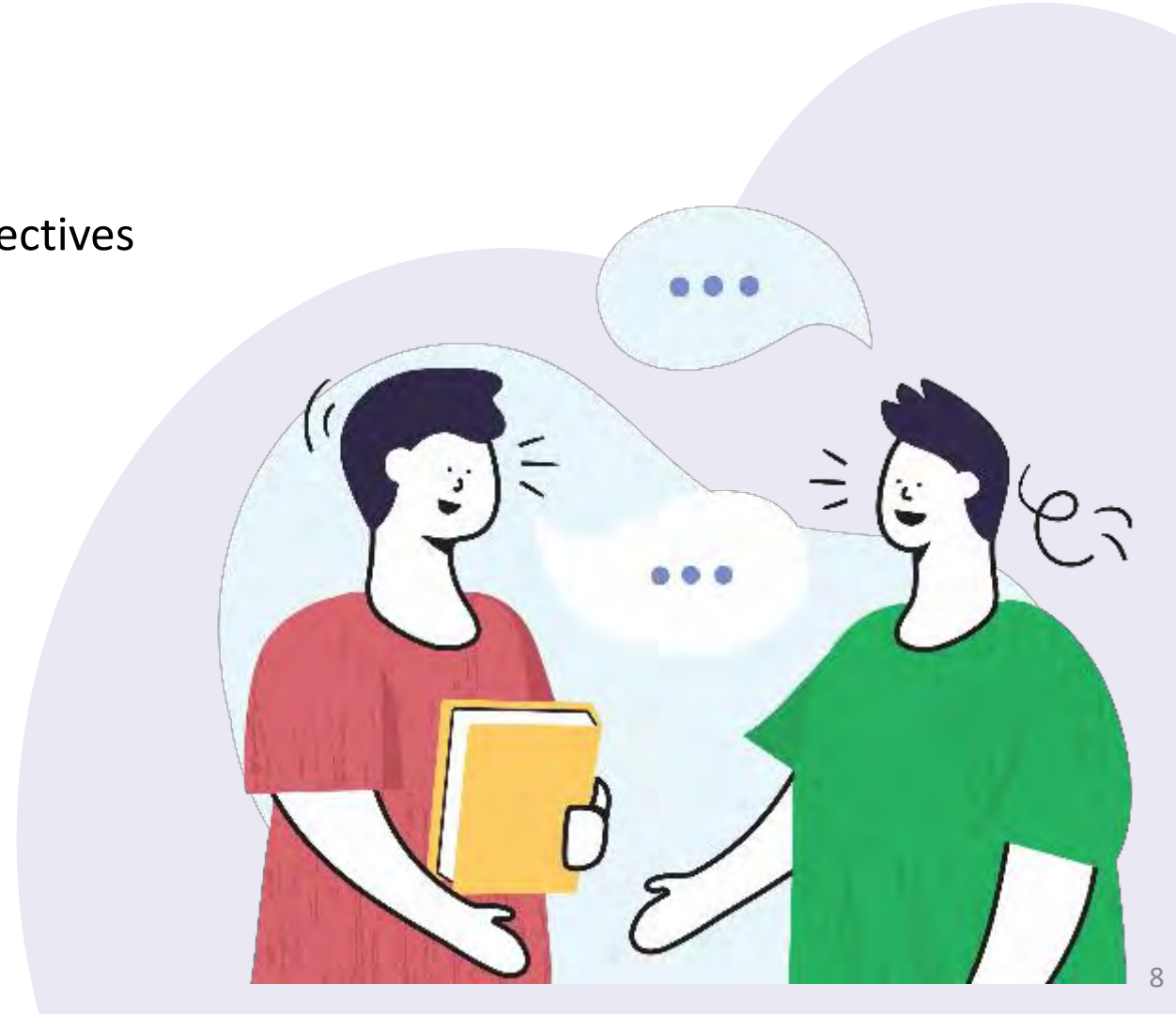
Listen to and understand each other's perspectives and concerns regarding each child



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



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive, extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

You've Got This!

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Toughful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?
It's okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

You've Got This!



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Journeying Together

As our children progress to Upper Primary, they will have new experiences both at school and home. These experiences may change how they wish to be supported. Let's give them the space to grow as they:

- discover new strengths and interests
- perform tasks more independently
- experience academic demands
- develop new friendships and expand their social circles

Our presence will be reassuring, and our words of encouragement will boost their self-confidence.



1

Be our children's cheerleaders.

There may be more demands on their time as they learn to manage their studies, CCAs, social activities and friendships. We can offer support as they go through these changes.

2

Create a cosy, personalised space, where possible.

Create some space for learning and playing. Consider adding personal touches like a display of their favourite quotes or storage for their belongings. Involve them in the set up so that the space reflects their preferences and needs, fostering a sense of ownership.

3

Practice calming and relaxation techniques together.

Self-regulation promotes personal well-being.
Practicing self-regulation together with your child can strengthen bonds.

How can I have a conversation with my child about his/her learning?

Get your child to own his/her learning



Focus on getting your child to learn from the experience, instead of what cannot be changed.

- *“Your effort for Math paid off! What was it that worked well this time?”*
- *“You did not manage to achieve your goal for English, what could be the reasons?”*

With your support, they can develop a love of learning and the resilience to view challenges and failures as opportunities to improve.

How can I motivate my child to take ownership of his/her learning?

IF YOUR CHILD IS...

- Procrastinating because he/she is anxious
- Distracted by digital devices
- Stuck in his/her revision because he/she has forgotten concepts learnt previously

YOU CAN TRY TO...

- Guide him/her to break down revision into smaller, more achievable tasks.
- Set ground rules together e.g. 10 mins of play after each task is completed. The key is to be consistent and to lead by example!
- Encourage your child to revisit the earlier chapters. If needed, ask them to approach his/her teachers and/or older siblings for help.

How can I motivate my child to take ownership of his/her learning?

IF YOUR CHILD IS...

- Lethargic and lacks energy to do anything

YOU CAN TRY TO...

- Guide your child to draw up a schedule which includes time for homework, revision, play, exercise and rest. Recreational activities and rest are key to helping the child de-stress and can boost their mood and energy.

Parents can also approach your child's teacher to discuss concerns about your child, so that together, better support can be provided.

4

Observe for any signs of stress in your child and offer support when needed.

Share with your child that stress is a common response to everyday pressures and is a natural part of our daily lives. Some amount of stress can help us to grow when we find ways to manage it.

Some signs of S.T.R.E.S.S



S
T
R
E
S
S
S

Struggles to pay attention or complete tasks

Tiredness, loss of appetite or sleep

Rebellious behaviour

Excuses to miss school or activities

Stays away from social interactions

Sulkiness and moodiness that persists

What can I do to help my child manage his/her stress?

Be mindful of what you say, your reactions, and the body language you display. For example, parents may say, *“If you don’t do well, you will not have a good future”*. Parents may use this with the best intentions, to motivate their child to score his/her best.

However, the child may see it as an expectation to score high marks so as not to disappoint their parents.

When communicating with your child, focus on positivity, reassurance and calm to keep stress levels low.



5

Celebrate your child's efforts.

Recognise their attempts and efforts. Encourage them to keep striving towards their goals.

- As they progress, it is natural for them to encounter experiences that require greater effort, including in their studies and social interactions.
- Encourage them to develop their character, resilience and social skills. Celebrate their efforts in these aspects along the way.
- For their academic development, remind them that education is a lifelong journey and everyone can progress at their own pace.

Your presence is the most important present for your child !

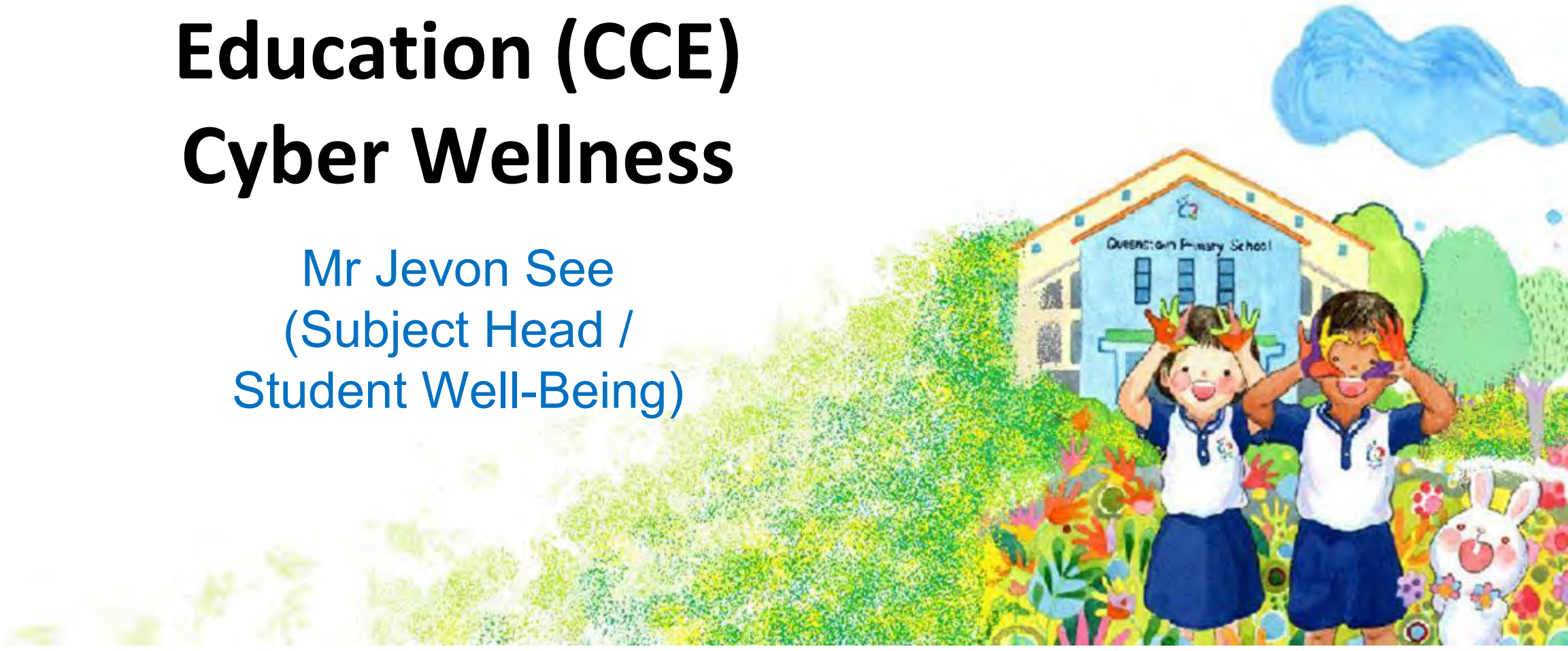
Being a **P**resent
Supportive **P**arent
Loving
Encouraging





Citizenship & Character Education (CCE) Cyber Wellness

Mr Jevon See
(Subject Head /
Student Well-Being)

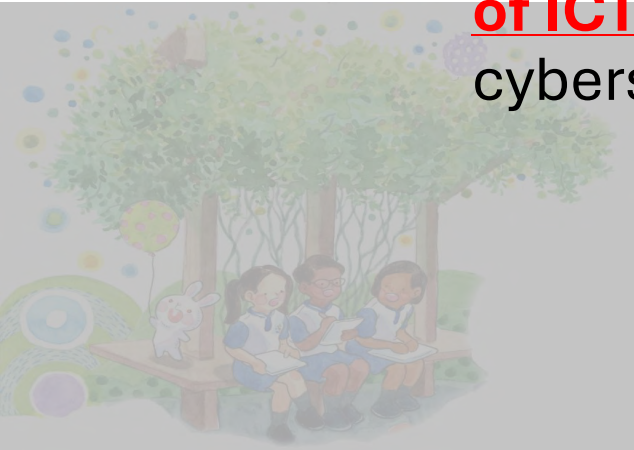


What is Cyber Wellness

Source: Ministry of Education (MOE)

<https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>

- Cyber Wellness in Character and Citizenship Education (CCE) focuses on nurturing responsible digital learners and ensuring students' well-being as they navigate cyberspace.
- Equip students with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.



What will Pri 5 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP) lessons, students will be taught:

- **Importance of cybersecurity**
 - Identify inappropriate online content or people with malicious intent
 - Protect oneself from phishing, spam, scams and hacking
- **How to verify online falsehoods**
 - What is online falsehoods?
 - Use S.U.R.E. to verify information online
- **Be a positive peer influence online**
 - Speak up and stand for what is right regardless of peer pressure
 - Seeking help from trusted adults when needed



What will Pri 6 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Digital Footprints**
 - What are digital footprints
 - Manage one's digital footprints
 - Maintain a positive online presence
 - Review privacy setting



Assembly Sharing and Recess Activities

In-house Cyber Wellness Curriculum



P5

Social Media

Minimising Security Risk

Cyber Bullying

P6

Internet Usage

Online Spams and Scams

Internet Addiction and Its Harmful Influence

What are the school rules on digital device use?

- Students who need to bring a mobile phone for the purpose of keeping in touch with family members can only use the mobile phone after school hours and only at the school foyer.
- No usage of mobile phones or smart devices (other than the POSB Smart Buddy Watch) during school hours (including recess, CCA and after-school programmes).
- Placed in their school bags before the start of the school day.



Engaging parents for a home-school collaboration



Family Activities

Together with your family, conduct an online search on yourself to see what your digital footprints are! Share how your family can avoid leaving negative digital footprints using **T.H.I.N.K.**

We did this together!

Parent's / Guardian's signature



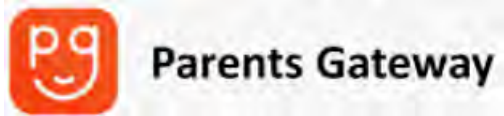
Parents Gateway
Announcement
Termly Chat with
your Child after our
in-house curriculum
lessons

**Chat with your P5 child:
Cyber Wellness In-house
Lesson - Term 2 Session 3**

25 MAY 2022, 6:05PM • SEE CHONG YUAN
JEVON

Our Hopes





Grow Well SG

MINISTRY OF EDUCATION
Posted on: 22 Jan 2025



New Parenting Resources: Updated Guidance for Screen Use in Children(0-12yrs) and Parenting for W..

Delete

Unsave




An updated Guidance on Screen Use in Children aged 0-12 years old


A new website, hosting the whole suite of Parenting for Wellness (PFW) resources has been launched.



Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



Please scan the QR code to access the **Parenting for Wellness** Toolbox for Parents.



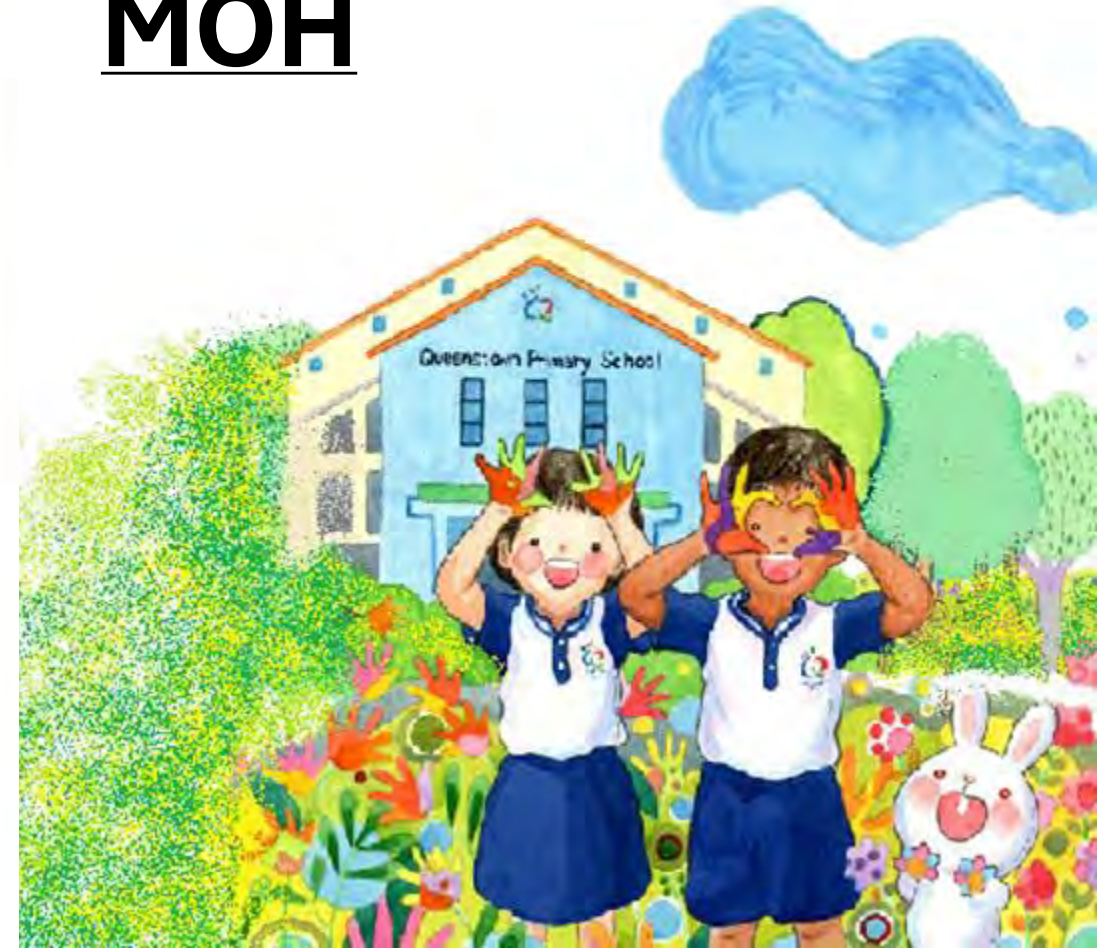
Guidance on Screen Use - MOH

7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.

- ✓ When using screens:
 - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
 - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
 - ! You should not give your child access to social media services.
 - ! Do not give your child mobile devices with unrestricted access to internet and applications.

- ✓ If you have concerns that your child has problems with screen use
 - ✓ Speak to your child, develop and agree on a realistic screen use timetable to balance their screen use with other activities.
 - ✓ Seek help from the school, community partners or professionals, if the problem persists.



7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.

YouTube Shorts, Tik Tok, Facebook/Instagram Reels

Source: Times of India

<https://timesofindia.indiatimes.com/city/vadodara/gen-z-watches-450-reels-in-three-hrs-daily/articleshow/100459311.cms?from=mdr>

REEL DANGERS

Representative pic



- On average, students watch around 360-480 reels in 1.5-2 hours daily

- Short videos consume 40-60% of students' daily screen time

- Lack of concentration, poor sleep & memory affecting academics

- 65% of students suffer from guilt, sadness

- Majority cannot recall what they saw last

- 75% of students spend less time with friends, family

- 65% have given up physical activity

The study revealed this generation spends nearly three hours every day just watching short videos on social media platforms including free video-sharing apps.

7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.

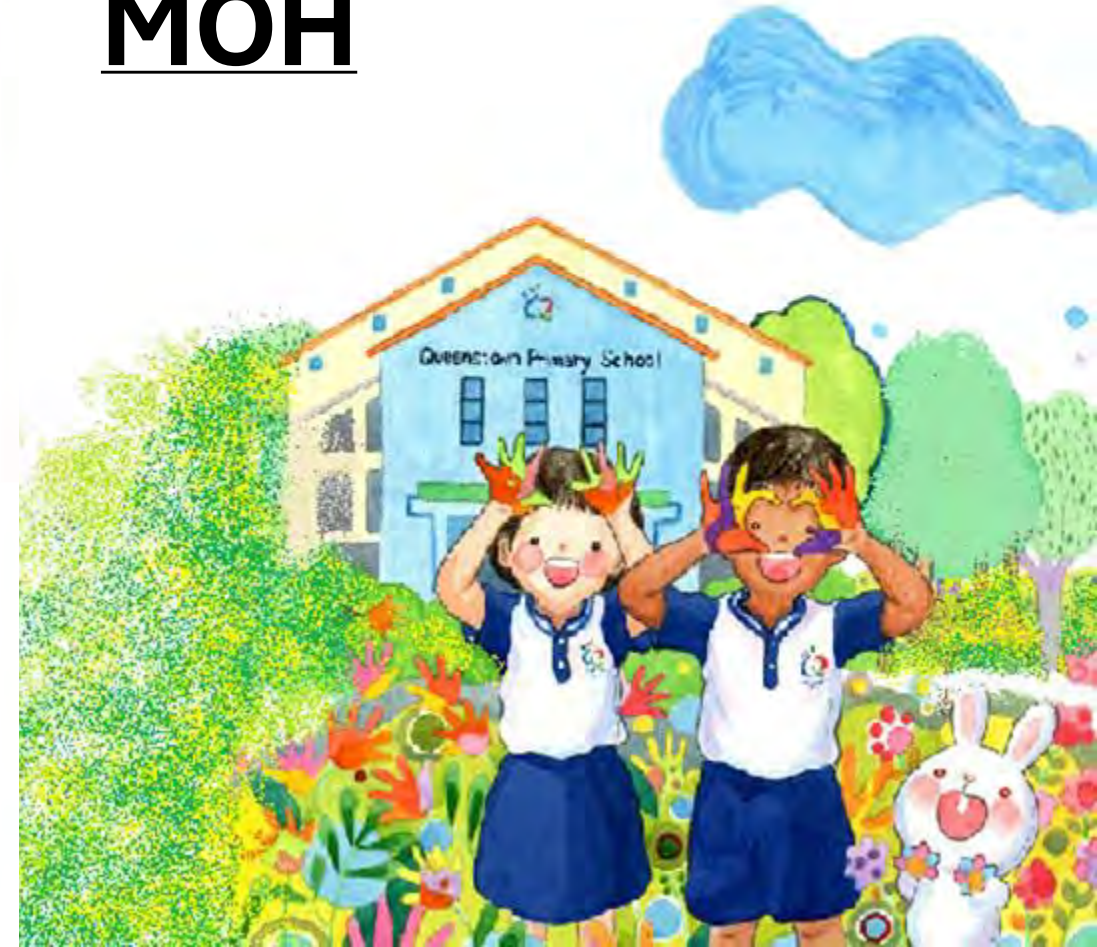
Guidance on Screen Use - MOH

7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.

- ✓ When using screens:
 - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
 - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
 - ! You should not give your child access to social media services.
 - ! Do not give your child mobile devices with unrestricted access to internet and applications.

- ✓ If you have concerns that your child has problems with screen use
 - ✓ Speak to your child, develop and agree on a realistic screen use timetable to balance their screen use with other activities.
 - ✓ Seek help from the school, community partners or professionals, if the problem persists.



When using screens:

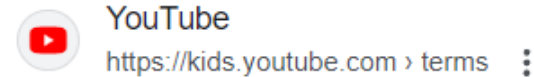
- ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
- ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
- ! You should not give your child access to social media services.
- ! Do not give your child mobile devices with unrestricted access to internet and applications.

Age Restriction

- Almost all social media apps -> at least 13 years old
- Including Youtube and Whatsapp



You must be at least 13 years old to use the Service; however, children of all ages may use the Service and YouTube Kids (where available) if enabled by a parent or legal guardian. If you are under 18, you represent that you have your parent or guardian's permission to use the Service.



[Terms of Service - YouTube](https://kids.youtube.com/terms)

About minimum age to use WhatsApp

[Copy link](#)

If you live in a country in the European Economic Area (which includes the European Union), and any other included country or territory (collectively referred to as the [European Region](#)), you must be at least 16 years old (or such greater age required in your country) to register for and use WhatsApp.

If you live in any other country except those in the [European Region](#), at least 13 years old (or such greater age required in your country) to register for and use WhatsApp.

Please refer to our [Terms of Service](#) for more information.

Note:

- Creating an account with false information is a violation of our Terms.
- Registering an account on behalf of someone who is underage is also a violation of our Terms.

3. Students' Use of WhatsApp and Cyber Wellness

We are aware that some of our students with mobile phones are using WhatsApp and have formed or joined WhatsApp chat groups. There have been reports of students engaging in ungracious messaging behaviour, including the use of inappropriate language, and sharing of inappropriate images and stickers. If your child is part of any such chat groups, we strongly advise them to leave these groups promptly.

As shared during the Parents' Briefing in January, the minimum age for using WhatsApp regardless of parental permission, is 13 years old. The school strongly encourages strict adherence to the age restriction. You may refer to this link for more information:

https://faq.whatsapp.com/695318248185629/?helpref=uf_share



Source:
Channel
News Asia
<https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166>



WHAT EVIDENCE SAYS ABOUT RISKS OF SOCIAL MEDIA

Social media platforms do present some risks for young people. These include online bullying and harassment, exposure to misinformation and inappropriate content, grooming, privacy breaches and excessive use.

Stories documenting the potentially harmful effects of social media are rarely out of the news. Studies claim links between social media and poor mental health and low self-esteem.

These findings are concerning, and there is no doubt social media may negatively affect some young people's wellbeing. However, it is not a straightforward question.

While these studies might find a correlation or link between excessive social media use and poor self-esteem, for example, they rarely point to direct causation. Young people already experiencing low self-esteem and depression may use social media significantly more than others.

Source:
The Straits Times

<https://www.straitstimes.com/asia/australianz/update-1-australia-passes-social-media-ban-for-children-under-16>

Australia passes social media ban for children under 16



THE STRAITS TIMES

The law is expected to take effect in November 2025. PHOTO: AFP

Source:
The Straits Times

<https://www.straitstimes.com/singapore/politics/spore-in-talks-with-australia-over-social-media-ban-for-young-users>



UPDATED JAN 10, 2025, 08:09 PM -



SINGAPORE - Singapore shares the same objectives as Australia in legislating age limits for social media access to protect young users and is engaging its Australian counterparts and social media platforms to understand their views, said Minister of State for Digital Development and Information Rahayu Mahzam in Parliament on Jan 7.

SINGAPORE

LOG IN SUBSCRIBE

Singapore in talks with Australia over social media ban for young users





Social Media: Is Your Child Ready for It?



While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. **However, is age the only consideration in determining if your child is ready?**



The **maturity** of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

What are some potential dangers of oversharing personal information?

What does healthy social media use look like?

How do we keep ourselves safe on social media?

What are some ground rules we can establish as a family?

Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens

- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.
- <https://parentingforwellness.hpb.gov.sg/Resources>



Other Suggestions

- **Role-model** positive behaviour and habits



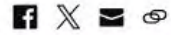
- Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



Children are more likely to succeed if they live in this type of environment

By Megan Marples, CNN

🕒 4 minute read · Published 7:50 AM EDT, Fri May 20, 2022



Kids flourish when they have strong family connections, which can be strengthened around the dinner table. The Good Brigade/Digital Vision/Getty Images

(CNN) — Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

CNN

— Children with strong family connections are associated with a high likelihood of flourishing in life, a new study found.

Source: CNN <https://edition.cnn.com/2022/05/20/health/family-connections-flourish-parenting-study-wellness/index.html>



Studies in Singapore have shown that excessive screen time is linked to

reduced attention span



cognitive delays



health issues like obesity and myopia



Source: The Straits Times

<https://www.straitstimes.com/singapore/screen-time-linked-to-impaired-brain-function-may-affect-learning-beyond-childhood-study>

Improved cognitive performance and more after a 10-day smartphone detox



Hooked On Screens: Can Five Teens Survive 10 Days Without Smartphones? | No Screen, No Life - Part 1:

<https://www.youtube.com/watch?v=pE8rQ5-2LEw>

Testing Five Teens After 10-Day Digital Detox: How Will They Perform? | No Screen, No Life - Part 2

<https://www.youtube.com/watch?v=y4AvIAUYWEM>

Let us work together to inculcate good
Cyber Wellness habits in our students!

If you have any suggestions or
feedback, please let us know😊



PSLE Scoring, Sec 1 Posting and Direct School Admission

Ms Kang Li Ping
Year Head Upper Primary



PSLE Scoring from 2021

Standard

Score	AL
90 & above	1
85-89	2
80-84	3
75-79	4
65-74	5
45-64	6
20-44	7
<20	8

Foundation

Score	AL
75 & above	A (6)
30-74	B (7)
<30	C (8)



Sec 1 Posting: How does it work?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit (i.e., PSLE Score)** and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Make use of ALL 6 choices!



Sec 1 Posting: Full Subject-Based Banding

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

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



Posting Groups (wef 2023)

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



Posting Results for 2024 Cohort

Course Eligible For	2024 (%)
PG3	57.4
PG2 or 3	12.6
PG2	13.5
PG1 or 2	4.8
PG1	9.6
% eligible for Secondary Schools	97.8

Banding to Support Students' Learning

When is banding done?

- From P4 to P5; and
- From P5 to P6



Taking Subjects at Foundation Level

- Builds **fundamentals** in conceptual understanding for the subjects to better **prepare students** for secondary education
- Gives them **time** to work on other subjects they are stronger in
- Takes care of **well-being** of our students



Sec 1 Posting: How can I help my child?

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 strengths, interests, abilities, talents and aspirations.



Affirm your child and offer support when he/she shares his/her plans with you.

Sec 1 Posting: How can I help my child?

- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.



Factors to Consider as You Explore Options With Your Child

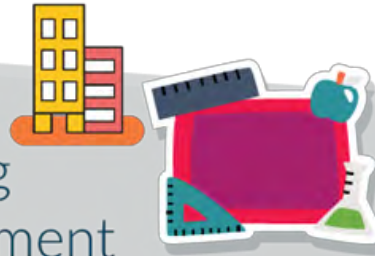
01



School Culture

What is the school's culture and ethos?

02



Learning Environment

How do I feel about the school based on what I saw at the Open House?

03



Programmes

Does the school have programmes I would enjoy?

04



CCAs

Are there CCAs that interest me and can nurture my strengths?

05



Subjects

What subjects are offered in the school?

06



Location

How long will it take for me to travel to school and back home?

Useful resources

Quick tips on shortlisting secondary schools

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD
Help them match the school to their strengths and interests.

ASK:
What are their strengths, interests, and abilities?
- What kind of academic programmes and extracurriculars will develop theirs?
- Will the pace of learning be suitable for them?

CONSIDER:
- School Culture
- Courses
- Programmes, Subjects and CCA's Offered
- Location and Transport
- If your child has Special Educational Needs
Select schools with specialised facilities or resources.

SUBMIT:
- 6 School Options
So that your child is more likely to get into a school of choice.
- Schools with Different Cut-Off Points
Compare all local 5-8 schools where your child will be. Choose a further away to school's Cut-Off Point.

REFER TO:
MOE's SchoolFinder
Check out schools based on school's offered Co-Curricular Activities, location and contact information.



Tools to use to explore secondary schools

SCHOOL FINDER



MySKILLSfuture



More information on Full Subject-Based Banding

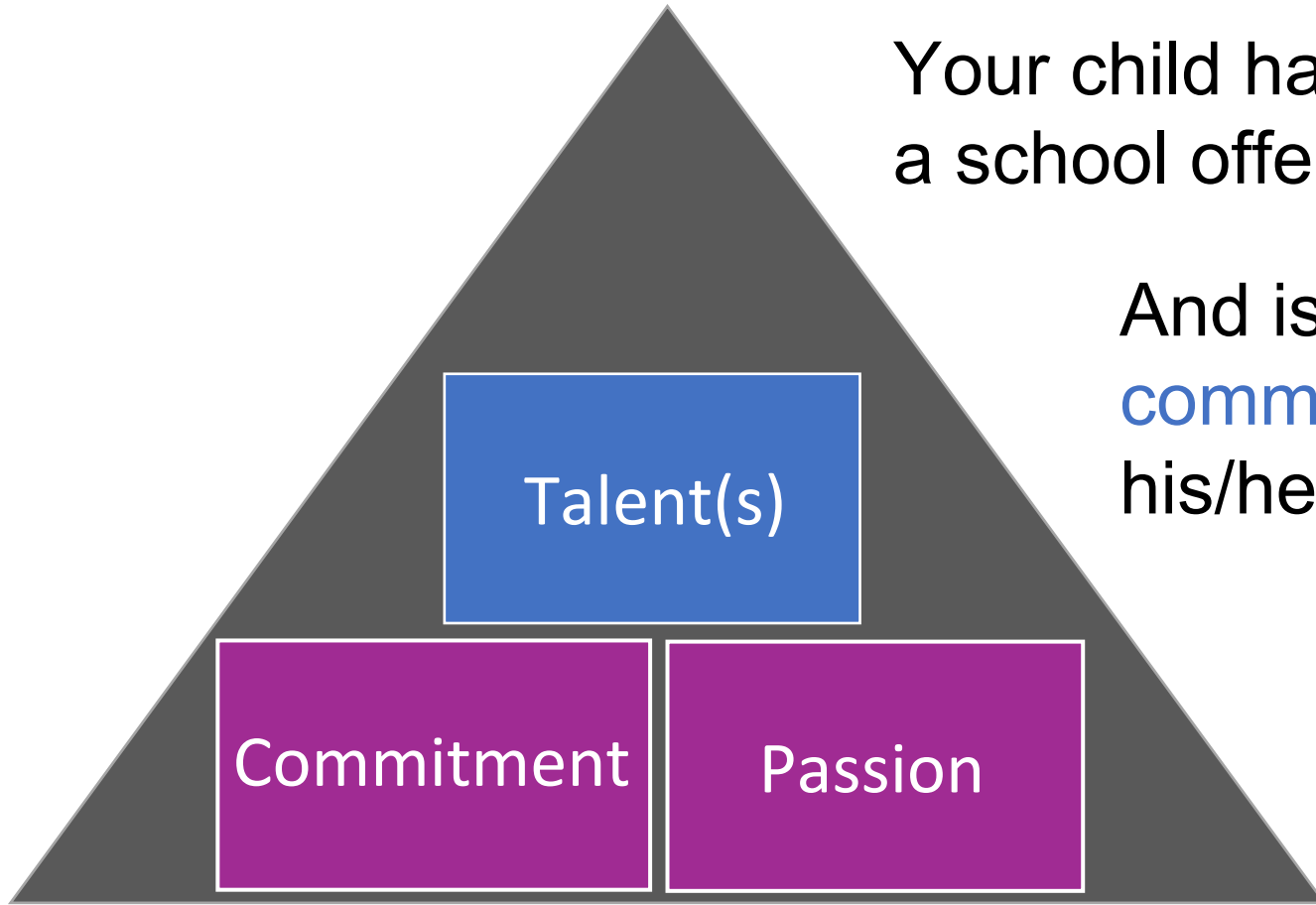


Entering A Secondary School



PSLE-S1 Posting Process	DSA-Sec
<ul style="list-style-type: none">• Based on a student's PSLE score• Most students enter secondary schools this way	<ul style="list-style-type: none">• Based on a student's talent in sports, CCA and specific academic areas, beyond what the PSLE recognises• Allows students to access school programmes to develop their talents

Is the DSA-Sec right for my child?




Your child has specific **talents** which a school offers the DSA-Sec in


And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.

Categories to choose from:

 Sports and Games

 Visual, Literary and Performing Arts

 Languages and Humanities

 Debate and Public Speaking

 Uniformed Groups

 Leadership (for example, prefects)

 Science, Mathematics and Engineering



What is the approximate* timeline for DSA-Sec?

Jan to May	Explore school choices
May	Apply online through DSA-Sec Portal
Late Jun to Mid Sep	Shortlisted applicants will attend interviews, auditions or trials
Mid Sep	Selected student will receive offers from the secondary school directly
Oct <i>(for all DSA-Sec schools and SOTA)</i>	Select and submit up to 3 choices in order of preference using DSA-Sec Portal
End Nov	Receive school allocation together with PSLE results

**This is an approximate timeline for DSA-Sec application, please check MOE DSA-Sec website for the 2025 timeline.*

How to apply for DSA-Sec?

Since 2019 DSA-Sec, students apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.

1. Centralised online applications

- Applications are centralised across all participating secondary schools
 - Do not submit testimonials or hardcopy documents to the secondary school during application. Submit via DSA-Sec Portal.

2. Application using *Singpass*

- Both parents are required to log in using *Singpass* with 2-factor Authentication (2FA) to submit their preferences.
 - One parent to log in first and submit, followed by the other parent to log in in a separate session to verify and confirm. Do save the PDF file of your completed submission.

Key Features of the DSA-Sec Portal

Making choices in the DSA-Sec portal

- You may indicate **up to three choices**. For each choice, you will need to choose **a secondary school** and **a talent area** from that school.
- The **order of the choices does not matter** during application.
- Of the three choices, **up to two choices** may be used to apply **to the same school, for two different talent areas** of that school. This is to cater to your child's multiple interests and allow your child to choose different schools which can develop his/her strengths and interests.
- You and your child are encouraged to **consider your choices carefully** and manage the time and effort participating in multiple trials and interviews.

Note: Students can apply **separately** to School of the Arts and Singapore Sports School, on top of the DSA-Sec choices made through the DSA-Sec Portal.

Examples of Possible Choice Combinations

	Talent(s)	School(s)
EXAMPLE 1	Choir	School A
	Choir	School B
	Choir	School C

Your child can apply to up to three different schools, with no restrictions on the talent areas.

	Talent(s)	School(s)
EXAMPLE 2	Choir	School A
	String Orchestra	School A
	Choir	School B

If your child chooses two areas in one school, he/she can apply to two different schools only.

	Talent(s)	School(s)
EXAMPLE 3 (Not allowed)	Choir	School A
	String Orchestra	School A
	Mathematics	School A

Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.

When will I know the DSA allocation results?



Students who have submitted the School Preference Submission (SPS) will receive the **DSA allocation results** together with **PSLE results**.

Successful DSA-Sec students are not allowed to:

- Opt for schools in S1 Posting but may indicate **Posting Group option** and/or **Third Language**, if eligible.
- Transfer to another school after the release of PSLE results as they are expected to honour the commitment to the allocated DSA school for the entire duration of the programme.

Students who are not given a place through DSA-Sec, must take part in S1 Posting exercise, if eligible.



Please note for application to Singapore Sports School (SSP):

- Do not submit DSA-Sec school preference if your child wishes to accept SSP's offer.
- If both offers from SSP and DSA-Sec schools have been accepted, the SSP offer will be voided.
- Students who have accepted SSP's offer, must still participate in the S1 Posting Exercise after the release of PSLE results.

Where can I find more information on DSA-Sec?

MOE DSA-Sec website



<https://go.gov.sg/dsa-sec-one>

Singapore Sports School



<https://go.gov.sg/admissions-ssp>

School Of The Arts



<https://go.gov.sg/admissions-sota>



Supporting Your Child's Mental Health

Ms Christine Chng
School Counsellor



The Brain – A Work in Progress

- Brain still developing: Prefrontal cortex (for emotion regulation, decision-making and impulse control) is still maturing.
- Emotional Regulation:
 - May struggle with mood swings and self control
- Decision-making challenges:
 - Relies more on emotions than logic.
- Highly sensitive to stress
 - Feels pressure but lacks strong coping skills.



Key Stressors for Upper Primary Students in Singapore

- Academic pressure (PSLE, tuition, high expectations)
- Social Stress (friendship issues, peer pressure, self-esteem issues)
- Family expectations (performance pressure, comparison)
- Physical & Emotional Changes (puberty, mood swings, anxiety)



- Normal to feel concerned and frustrated
- Parenting upper primary students comes with unique challenges
- You are not alone; many parents feel the same way
- Your support matters greatly - even when they push you away, they still need you.

How You Can Support Your Child?

- Balance study & well-being
- Open, non-judgmental communication
- Manage expectations
- Teach coping skills
- Ensure sufficient sleep & nutrition



Have you noticed how your child have been behaving lately?

When to Seek Extra Support?

Look out for signs such as:

- Persistent stress, anxiety & withdrawal.
- Sudden changes in behaviour or academic performance
- Excessive negative self-talk.



Where to Get Help

School- Based Support

- Form Teachers & School Counsellors

Community agencies support

- Health Hub - *Parenting for Wellness*
(Scan QR Code)
- Helplines & online support



- Your child's well-being matters.
- Let's support them together.
- Thank you!





Thank you, P6 parents!