



How Parents can Play a Supportive Role

11 Jul 2025

BRINGING OUT THE BEST IN OUR CHILDREN, TOGETHER

Every Parent A Supportive Partner



Direct School Admission (DSA) - Sec

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DSA-Sec aims to:

- Provide P6 students an opportunity to seek admission to a secondary school based on a diverse range of talents and achievements that may not be demonstrated at PSLE, e.g sports, aesthetics, student leadership and other talent areas
- Promote holistic education
 - However, though final PSLE score doesn't need to match the Cut-Off Point of the school, it needs to satisfy the minimum score for the stream (e.g. for Govt/Govt-Aided Schools G3 suite with SEC exams route is 22)

Direct School Admission (DSA) – Areas of Strengths

- Creativity, Entrepreneurship and Innovation
- Languages and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering, Maths (STEM)
- Sports and Games
- Visual Arts and Media

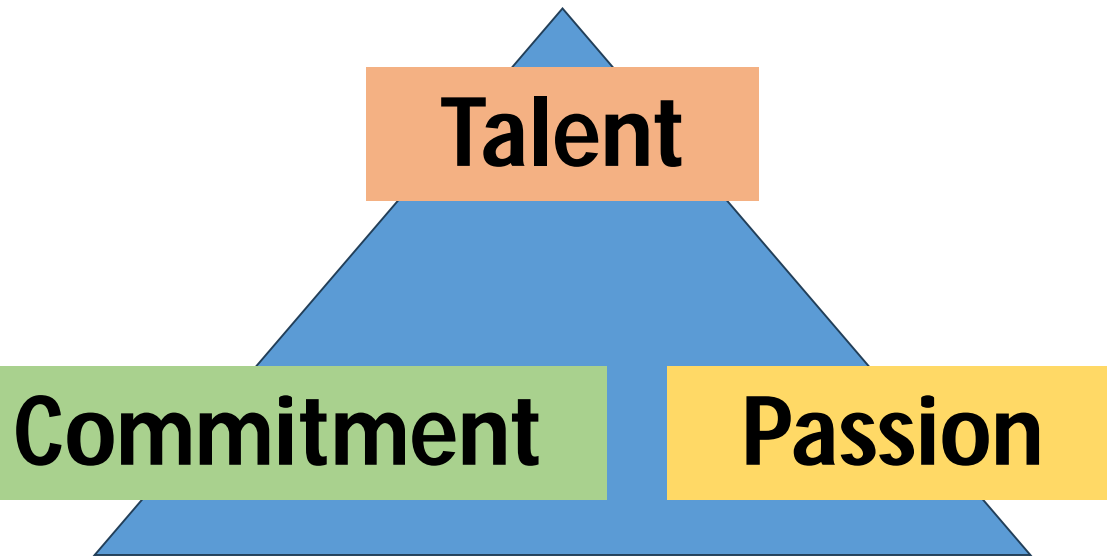


Should my child apply for DSA?

Yes, if your child has talent in an area which the school offers the DSA in and he/she is passionate about and committed to developing his/her strengths in that area in that school.



Direct School Admission for Secondary Schools (DSA-Sec)



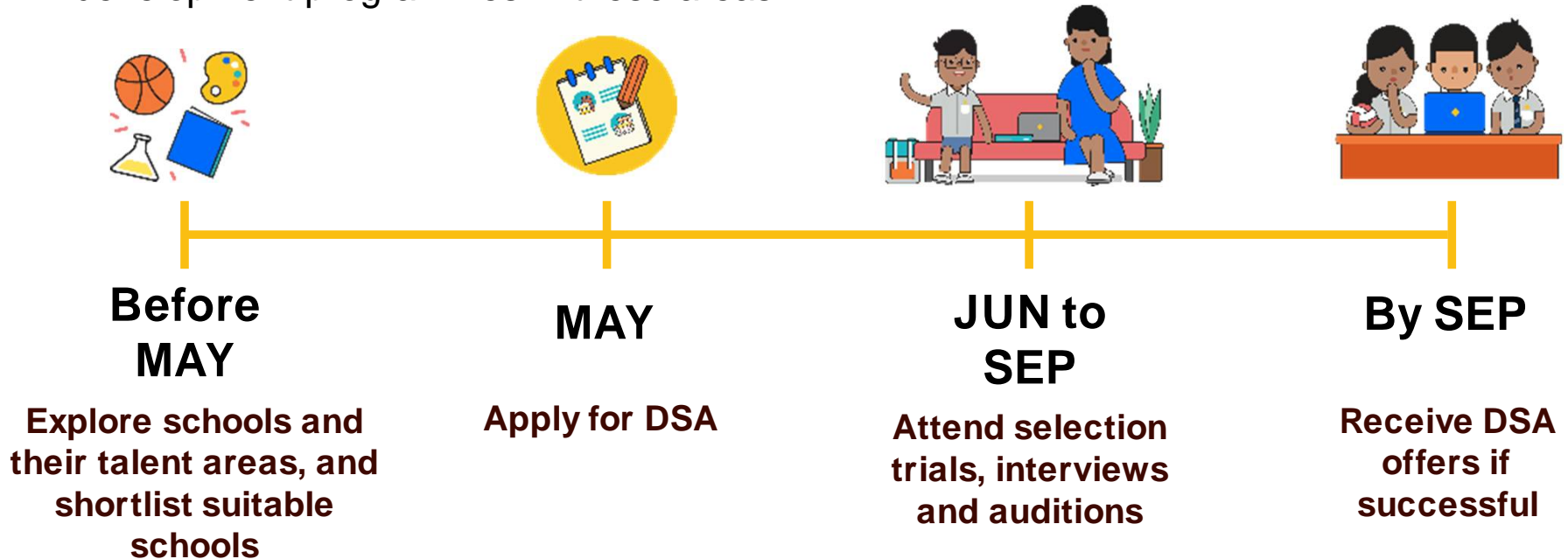
Is DSA-Sec an appropriate pathway for your child?

Carefully consider

- your child's strengths and interests, and
- the school's programmes and their ability to develop specific talent.

ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



IN SUMMARY

- P6 students have a choice whether or not to participate in the DSA-Sec. If they choose not to participate in the DSA-Sec, they will participate in the Secondary One Posting Exercise after the release of the PSLE results.
- Students who opt for a school under DSA-Sec must achieve PSLE results that would enable them to be eligible for admission to the posting group being offered by their opted DSA-Sec schools.

IN SUMMARY

- Students admitted to a school through DSA-Sec will not be allowed to participate in the annual Secondary One Posting Exercise. They will also not be allowed to appeal to other secondary schools.
- Students who are admitted to the secondary schools because of their CCA achievements will be obliged to continue in that CCA.

Information on DSA

Direct School Admission (MOE)



<https://www.moe.gov.sg/secondary/dsa>

SCHOOL INFORMATION FOR DSA

<https://moe.gov.sg/schoolfinder>

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

SchoolFinder Tool



MySkillsFuture Portal





5 Learning Dispositions



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



Learner Agency Self-directedness

Students who are self-directed are not easily discouraged when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

Students who are self-directed are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.

Students who are self-directed have a natural interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

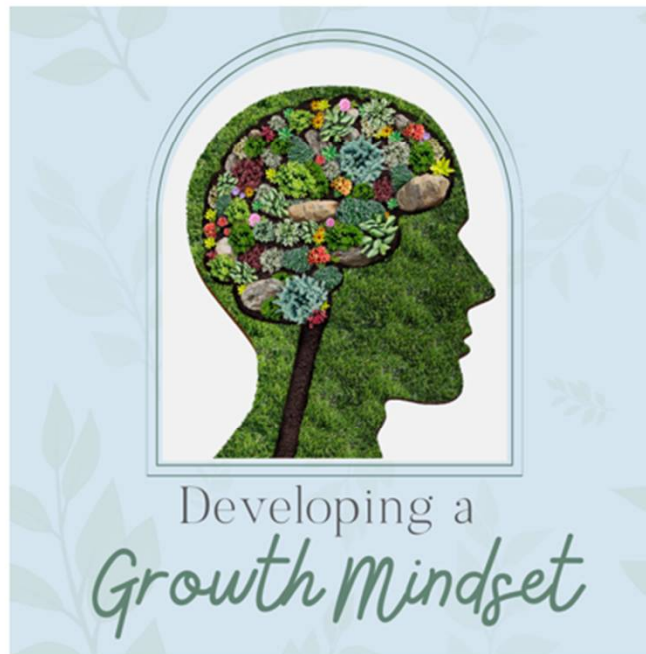
Developing A Growth Mindset

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I Am A Self Leader

Log in to SLS for I Am A Self Leader lesson (T1W8)



MY POSITIVE
TS

with my

SAY:

AS LONG AS
KEEP TRYING

MY BRAIN BY
NEW THINGS

I WILL KEEP
TILL I GET IT

THING NEEDS
EFFORT

DO AT IT YET.
BECAUSE I WILL BE
GREAT



Daily Dose of Positive Education (PosEd)

Even though it wasn't the outcome I hoped for, I am pleased that I have learned a lot about myself.

Student's response




I aim to better myself...

I can use what I have learnt about myself to my advantage ...

Positive Self-Talk

Forging a strong School-Home Partnership

The **ZONES** of Regulation

		
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control

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 From The Zones of Regulation™ by Leah M. Kuypers • Available at www.thinksocialpublishing.com

Getting to the Green Zone

The following are some possible strategies that can be taught to students to help them move towards the green zone.



Yellow/Red Zone – decrease level of arousal

- Talk to parents/friends about your feelings
- Sensory supports
 - Coping Skills Box (Refer to Annex A for more details)
- Calming techniques
 - Six Sides of Breathing (Refer to Annex B for more details)
 - Count to 20
 - Listen to soft and slow music
 - Go for a walk
- Thinking Strategies
 - Inner Coach vs Inner Critic

Common Challenges faced by our students



Managing
expectations
from parents
and self



Time and Device
Management



Peer
Relationships



Physiological changes /
Emotional resilience

Forging a strong School-Home Partnership



A large orange shape on the left side of the slide, consisting of a rectangle with a quarter-circle cutout on its right side.

PARENTS as PARTNERS- IN- EDUCATION

“Parents are a child’s first teachers. Parents are our most important partners. Teachers cannot be surrogate parents. I hope parents value teachers as their partners too.”

Minister Heng Swee Keat

A decorative yellow dashed line in the bottom right corner, consisting of several short, curved segments.

How can you support your child?

1. Environment

Supportive Environment
& Positive Engagement

- ☐ Work together to encourage and support your child
- ☐ Open communication – regular feedback about progress
- ☐ Goal setting
- ☐ Clear expectations
- ☐ Routines & Structures
- ☐ Affirm your child's effort

2. Self-Directedness

Self-management & ownership

- ☐ Completing & handing in work assignments
- ☐ Punctuality & regular attendance
- ☐ Organisational skills e.g. filing of worksheets

How can you support your child?

- **Attendance**

- Attend all lessons (including CARE)
- If genuinely unwell (e.g. with flu-like symptoms), see a doctor and obtain an MC (refrain from taking self-medication/home remedies)

- **Punctuality**

- Be punctual for all lessons
- We are monitoring late-coming cases, and if necessary, will work with parents to identify the root cause of chronic late-coming

What can you do as a parent?

1. SUPERVISE

Look out for signs of distress, and monitor your child's progress.

Noticed any of the following signs that is out of the norm for your child?

- Struggles to pay attention in studies or activities
- Tiredness
- Rebellious streak
- Excuses to miss school/class
- Stays away from others
- Sulking

It may be an indication of too much stress.



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

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2. PROVIDE

Know your child's needs and be present.

Be willing to listen and communicate frequently in an open and supportive manner.

Give them your attention.



What can you do as a parent?

3. ROLE MODEL

Role model resilient behaviour and positive mindsets in everyday situations.

Share with your child some of the challenges and setbacks you've faced, and how you managed and maintained positivity.



4. REASSURE

Encourage your child regularly.

Provide positive feedback and cheer your child on for every effort.



"Every Child deserves

A CHAMPION

an adult who will **never** give up on them
who understands the power of connection
and **INSISTS** that they
become the best
they can possibly be."

-Rita Pierson

-inthelandofteaching-

<https://www.moe.gov.sg/parentkit>



THANK YOU!