Our P5 & P6 Programmes

Science Learning Journey - Diversity of Cells (TBC)

Main Aim: To understand that a cell is a basic unit of life and show curiosity in exploring the microscopic world.

National Education Show

Main Aim: To promote sense of belonging, love and appreciation of Singapore

Code for Fun Programme

Main aims:

- Expose pupils to coding and computational thinking

- Equip pupils with basic coding and computational thinking skills.

P6 Programmes

Secondary School Publicity Talks

Main aim: To create awareness of secondary school life

Some of these schools include:

- ❖ Anglican High School
- ❖ Bedok View Secondary School
- ❖ Bedok Green Secondary School
- ❖ Bedok South Secondary School
- ❖ Temasek Junior College

P6 Education & Career Guidance (ECG)

Main aims: To create awareness and foster understanding of how the different industries function and introduction to upcoming industries for the future

P6 Programmes

Leaving a Legacy

Main aim: To show gratitude, give back to the school community and display a Champion Mindset.

Assessment Structure 2024

Level	Term 1	Term 2	Term 3	Term 4
P5	Weighted Assessments *(Weighting – 15%)*	Weighted Assessments *(Weighting – 15%)*	Weighted Assessments *(Weighting – 15%)*	End of Year Assessments *(Weighting – 55%)*

Holistic Assessment Reporting 2024

Level	Term 1	Term 2	Term 3	Term 4
P5	Feedback on Weighted Assessments	Feedback on Weighted Assessments Mid-Year Report Book Parent-Teacher-Child conference (PTC)	Feedback on Weighted Assessments	Year-End Report Book

P6 Assessment Structure 2024

Term 1	Term 2	Term 3	Term 4
Formative Assessments (Weighting: **0**%)	Formative Assessments (Weighting: **0**%)	Preliminary Examinations (Weighting: 100%)	PSLE

P6 Holistic Assessment Reporting 2024

Term 1	Term 2	Term 3	Term 4
Feedback on Formative Assessments	Feedback on Formative Assessments Mid-Year Holistic Development Profile (Report book with results & qualitative remarks) Parent-Teacher-Child Conference (PTC)	Feedback on Preliminary Examinations	Year-End Holistic Development Profile (Report book with results & qualitative remarks)

SUBJECT-BASED BANDING (SBB)

OFFERING DIFFERENT SUBJECT COMBINATIONS

SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their **strengths**.

- Allow students to focus on and stretch their **potential** in the subjects they are strong in while building up the **fundamentals** in the subject they need more support in.

- The new PSLE scoring system **<u>will not change</u>** the considerations for deciding on a student's subject combination at P4/ P5.

SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
    - Student's **aptitude**, **motivation** and **performance** in each subject;
    - Student's ability to cope with a particular subject combination; and
    - Whether the subject combination focuses sufficiently on literacy and numeracy, and **facilitates the student's articulation to secondary school and beyond**.

- Offering subjects at Foundation level is **<u>not a disadvantage to the students</u>**. It enables them to focus on building up **strong fundamentals** in these subjects and better prepares them for **progression to secondary school**.
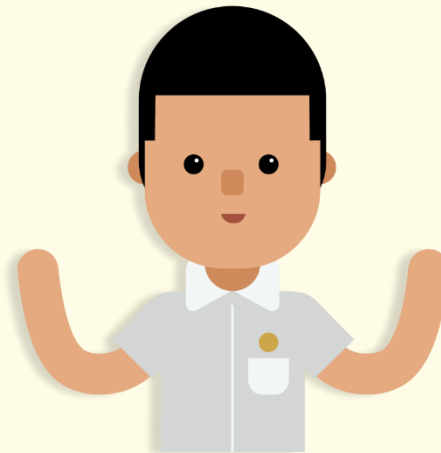
SBB Process

At Primary 4
- School recommends a subject combination based on P4 examination results
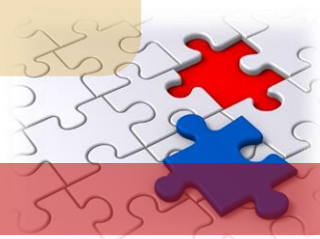- Parents to select preferred combination

At Primary 5
Pupil takes subject combination chosen by parents

End Primary 5 Going to Primary 6
Final decision on subject combination by school

End of Primary 5

End of P5
Pupil takes a subject combination determined by the school

Pupils who <u>meet</u> expectations
Continue with the same subject combination at P6

Pupils who <u>do not</u> meet expectations
- The school makes the final decision on the subject combination to be taken by the child in P6 based on P5 SA2 results.
- The school may switch some or all standard subjects for the pupil to foundation subjects.
- The child may have to drop HMT if he/she is not coping well.

Important Information

After End of Year (EOY) examinations
- The pupils will check their scripts and teachers will go through their mistakes with them. The scripts will be returned to the pupils.
- At the end of the year, parents will exercise their decision on the subject combination for the following year.
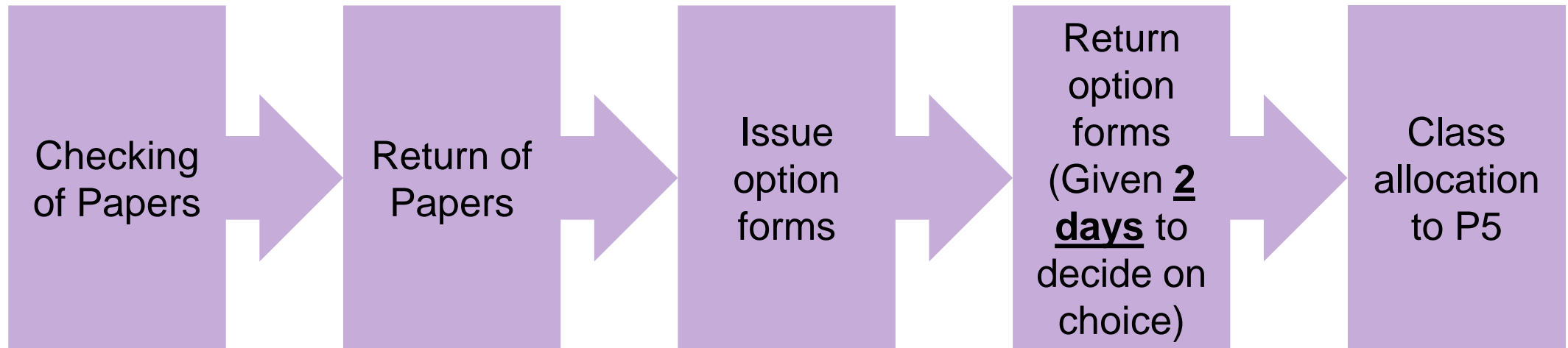
Criteria for Subject-Based Banding
- The criteria for the SBB may vary from year to year depending on the performance of the pupils.

Workflow After EOY Exams

Checking of Papers → Return of Papers → Issue option forms → Return option forms (Given **2 days** to decide on choice) → Class allocation to P5

Class Allocation Process

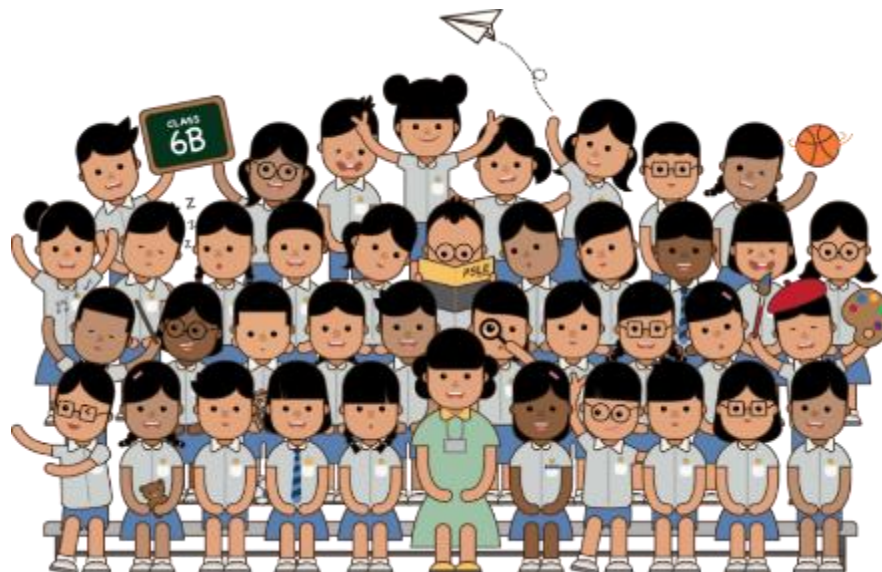| Level	Process
P5	At the end of P5, SBB will happen (School decision)
P6	Most pupils will continue with the subject combinations at the end of P5.

The PSLE SCORING and S1 POSTING

SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE

Briefing Deck to P5 and P6 Parents

From today's session, you will walk away with…

- A better understanding of the support that your child may need in the transition journey from primary to secondary school

- Understanding Full Subject-Based Banding (Full SBB)

- Information on what to expect in secondary school

Sharing About PSLE Matters

How does the PSLE Scoring & S1 Posting work?

How are students posted to secondary schools?

WHAT IS THE INTENT OF THE PSLE?

A useful checkpoint at the end of primary school

A fair way to determine secondary school posting

Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1 Reducing fine differentiation of students' examination results at a young age.

2 Recognising a student's level of achievement, regardless of how his/her peers have done.

3 Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.

WHAT ARE ACHIEVEMENT LEVELs (AL)? WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.

- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

HOW DOES THE
PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**

- **The PSLE Score can range from 4 to 32, with 4 being the best.**

Elena	PSLE Score 14
PSLE Subject	**AL Score**
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4

GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.

- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.

- This mapping is based on the learning and assessment load of the subjects and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL
(i) An overall PSLE Score of 8 or better or **(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain** • **AL 1 / AL 2 in MTL** or • **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

HOW DOES THE S1 POSTING 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.

Tie-breakers
in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

> **Students with better scores will be posted first**
> **Tie-breaker #1: Citizenship**
> **Tie-breaker #2: Choice order of schools**
> **Tie-breaker #3: Computerised balloting**

Jane
Singapore Citizen
16 pts
SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...

Bryan
Singapore Citizen
20 pts
SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...

Mary
Singapore Citizen
20 pts
SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...

Alan
Permanent Resident
20 pts
SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...

Rina
Permanent Resident
20 pts
SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E

Jane has a better PSLE score. She will be posted first, to **School A**.

Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.

Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.

Since Bryan has taken the last place in School B, Mary will be posted to **School C**.

Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Through computerised balloting, Alan is posted to **School D**.

Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

58

HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

1st	7	NO HCL	
2nd	8	DISTINCTION	
3rd	8	MERIT	
4th	8	PASS	
5th	8	NO HCL	
6th	9	DISTINCTION	

Students with better PSLE Scores will be posted first, even if they did not take HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).

- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.

- Students are ranked taking into account their performance in HCL.

- This posting advantage applies before the tie-breakers for S1 Posting.

Understanding Full Subject-Based Banding (Full SBB)

What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:

Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.

Develop a growth mindset and an intrinsic motivation to learn for life.

Have more opportunities to interact with friends of different strengths, interests, abilities and talents.

Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)

2020
- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.

2022-2023
Progressive rollout of Full SBB
- Around 90 schools have implemented aspects of Full SBB by 2023.

2024
- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.

2027
- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects at Lower Secondary.**
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

| After PSLE | Start of Sec | End of Sec | Post Sec |

From 2023:
Entry to S1 through 1 of 3 Posting Groups

From 2027:
Singapore-Cambridge Secondary Education Certificate (SEC) examination

Updated post-secondary admission criteria

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

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

Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.
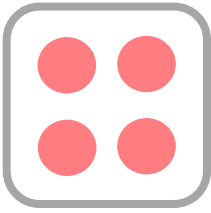
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 *(with AL 7 in EL and MA)*	1	G1

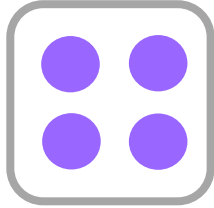# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

Form classes arranged by academic stream in schools yet to implement Full SBB
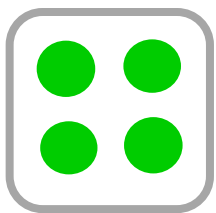
| Students in Exp stream | Students in N(A) stream | Students in N(T) stream |

With Full SBB:
Mixed form classes

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.

  - Provides students with **more opportunities** to interact with other students of different strengths and interests.

  - Enables students to **build meaningful friendships and learn to value different perspectives**.

🟠 Students posted through **PG3**

⚫ Students posted through **PG2**

🔴 Students posted through **PG1**

FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:
- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:
- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.

  o These subjects will be taught and assessed at a common level that is accessible to all students.

  o Teachers will adopt a range of approaches to cater to the different learning needs of their students.

- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a <u>more demanding level</u> based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	**PSLE SUBJECT LEVEL**	**PSLE AL FOR SPECIFIC SUBJECT**	**OPTION TO TAKE THE S1 SUBJECT AT :**
• **English Language** • **Mother Tongue Language** • **Mathematics** • **Science**	**Standard**	**AL 5 or better**	**G3 or G2**
		AL 6	**G2**
	Foundation	**AL A**	**G2**

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.

- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL^	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

^ *Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.*

- Studen

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.

  - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.

  - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.

  - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.

- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.
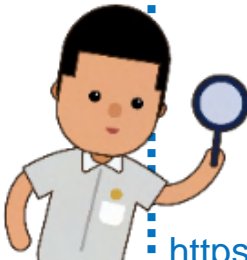
Choosing Suitable Secondary Schools

Factors to Consider

Preparing for S1 Posting Exercise

PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's **distinctive programmes**, **Co-Curricular Activities (CCA)**, **culture**, **ethos**, and **proximity to home** when shortlisting school choices that would best fit a student's educational needs.

- The PSLE Score ranges for individual secondary schools will be available for your reference on https://moe.gov.sg/schoolfinder and https://go.gov.sg/exploreschools.They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.

- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and **vary from year to year**, depending on the **cohort's PSLE results and their school choices** in that year's S1 Posting Exercise.

SchoolFinder Tool	MySkillsFuture Student Portal (Primary)
https://www.moe.gov.sg/schoolfinder	https://go.gov.sg/exploreschools

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the <u>first and last student</u> admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School
PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the <u>first</u> student posted into the school in the respective PG.

PSLE Score of the <u>last</u> student posted into the school in the respective PGs [i.e., the school's <u>**Cut-Off Point**</u> **(COP)**].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

EXAMPLE OF AN SAP SCHOOL's PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School
PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	5 (D) – 12 (P)
Posting Group 2	
Posting Group 1	

PSLE Score and HCL grade of the <u>first</u> student posted into the school through PG3.

PSLE Score and HCL grade of the <u>last</u> student posted into the school through PG3 [i.e. the school's <u>Cut-Off Point (COP)</u>].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

SCHOOL CHOICE JOURNEY

- 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.

PREPARING FOR THE S1 POSTING EXERCISE

Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.
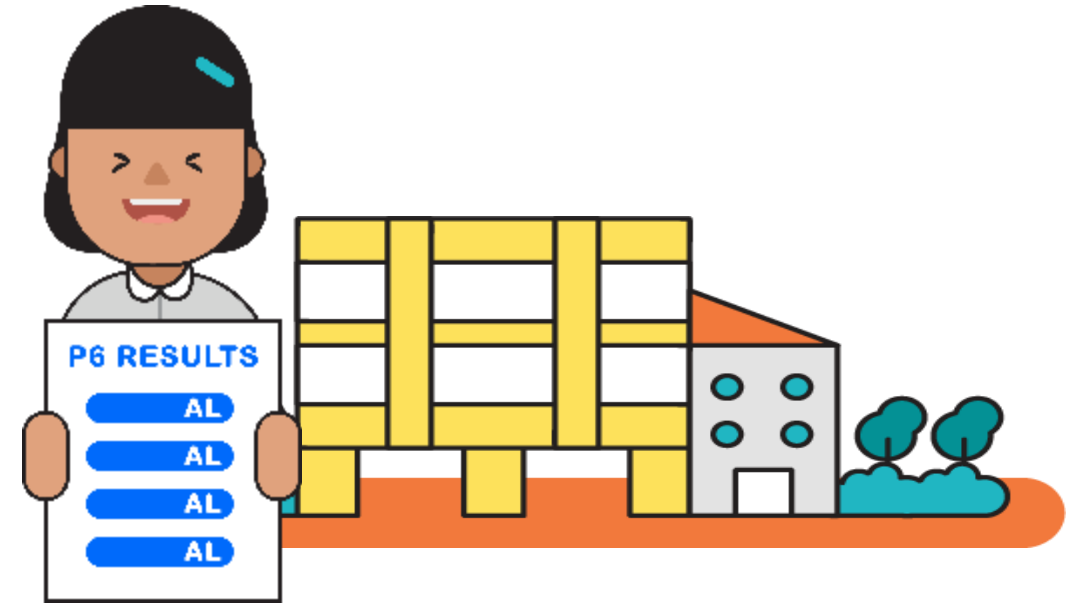
Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE
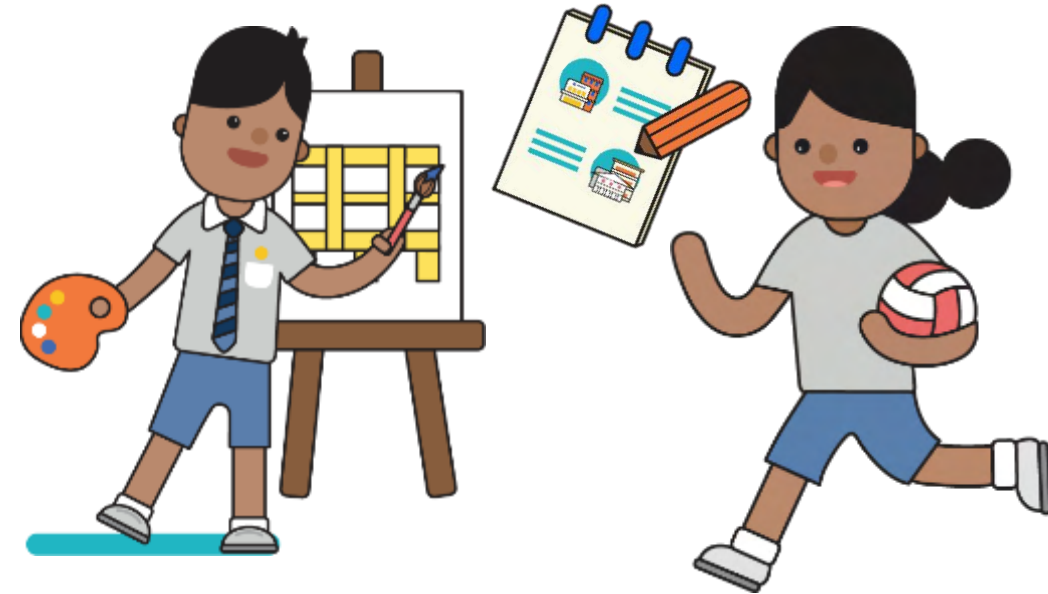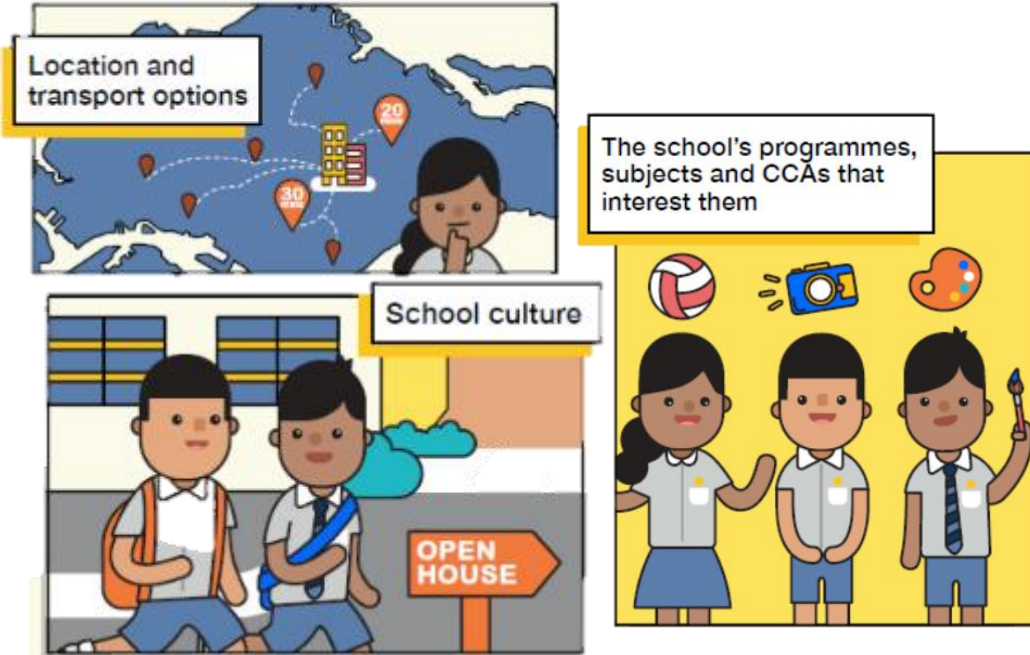
Shortlist schools that
offer programmes that cater to your
child's strengths, interests, abilities,
talents and learning needs, as well as
provide suitable learning environments.

Rank your child's preferred school higher
in the choice order of schools.
This will increase your child's chances of
being posted to that school, if they need
to undergo tie-breaking.

TIPS FOR PARENTS!

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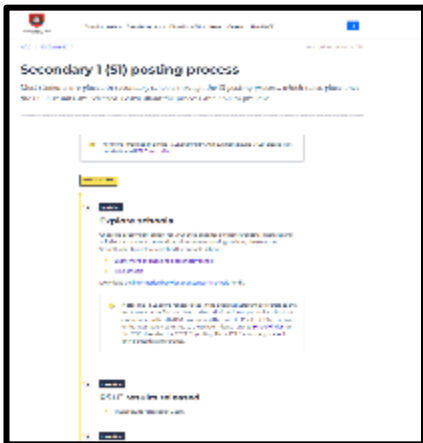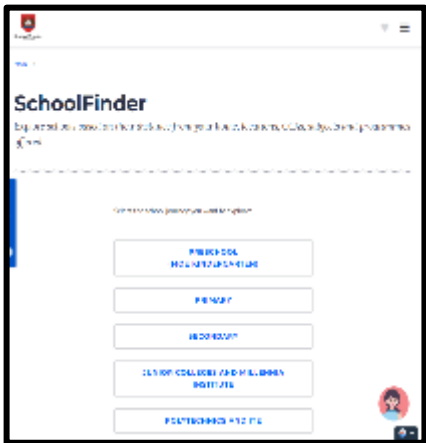
Affirm your child and offer support when he/she shares his/her plans with you.

Entering a Secondary School

PSLE/Sec 1 Posting Exercise	Direct School Admission (DSA)
• Based on a student's **PSLE score** • **Most students enter secondary schools this way**	• Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises** • Allows students to **access school programmes to develop their talents**

ENTERING SCHOOLS THROUGH DSA-SEC

- There is <u>no change</u> 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.

Before MAY	**MAY**	**JUN to SEP**	**By SEP**
Explore schools and their talent areas, and shortlist suitable schools	Apply for DSA	Attend selection trials, interviews and auditions	Receive DSA offers if successful

Changes to the DSA

| 2017 DSA Exercise (2017 P6 Cohort) | 2018 DSA Exercise (2018 P6 Cohort) | 2019 DSA Exercise (2019 P6 Cohort) |

Moving to an improved DSA

More choices and opportunities for students

Schools may offer DSA in more areas
Check the MOE DSA website in May for latest info on participating schools and DSA areas

Schools may stop using general academic ability tests to select students
Check schools' websites for selection requirements

All schools allowed to take in up to 20% of S1 non-IP intake through the DSA

All schools to stop using general academic ability tests to select students

Common online portal for DSA application
Students can apply online, through a single form

DSA

CHOPE!

DSA-Sec Application Portal

- To encourage students to tap on the expanded DSA opportunities, the DSA-Sec application process will be simplified

- From the **2019 DSA-Sec**, students will be able to apply for DSA through a <u>centralised **DSA-Sec Application Portal**</u>, using a common application form.

- The portal will simplify and streamline the DSA application process, making it convenient for all students.
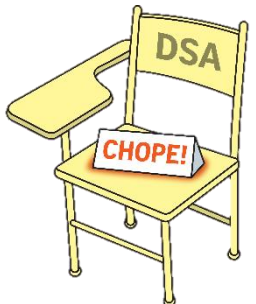
Features of the DSA-Sec Portal

1. **Centralised online applications**
    - Applications will be centralised across all participating secondary schools
    - The form will be **easy to fill** – you only have to key in contact details and your school and talent choices. ***Optional***: The portal will also allow you to indicate any non-school-based achievements and activities related to the talent areas you applied for.
    - You **do not need to submit testimonials or hardcopy documents** to the secondary school during application.

2. **Application using Singpass**
    - Parents can access the Portal via their SingPass login. Only **one** parent's SingPass login is required.
    - Parents who are unable to access their SingPass can approach the primary school for assistance.

Features of the DSA-Sec Portal (Cont')

3. No application fees
- No fees charged for DSA-Sec application and selection.
- **MOE encourages all students who are passionate about and committed to developing particular talents to apply**, regardless of family backgrounds.

4. Making choices in the DSA-Sec portal
- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can 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.

Features of the DSA-Sec Portal (Cont')

- 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 <u>multiple interests</u>, 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

EXAMPLE 1	Talent(s)	School(s)	Your child can apply to up to **three different schools**, with no restrictions on the talent areas.
	Choir	School A	
	Choir	School B	
	Choir	School C	

EXAMPLE 2	Talent(s)	School(s)	If your child chooses two areas in one school, he/she can apply to **two different schools only,**
	Choir	School A	
	String Orchestra	School A	
	Choir	School B	

EXAMPLE 3 (Not allowed)	Talent(s)	School(s)	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	Choir	School A	
	String Orchestra	School A	
	~~Mathematics~~	~~School A~~	

What are the possible DSA outcomes?

- **CO- Confirmed Offer** → You have a place reserved in the school as long as you qualify for a course the school offers [i.e. Express, Normal (Academic) or Normal (Technical)]. You must then <u>opt</u> for the school.

- **WL- Wait List** → This means you will only be considered if other students with Confirmed Offer choose not to go to that school during the School Preference stage. Allocation will be based on students' rank on the school's Wait List.

- **Unsuccessful** → If you are unsuccessful in all your applications, but still wish to enter the schools you applied for in the DSA, you can consider them again during the S1 Posting Exercise based on your PSLE results.
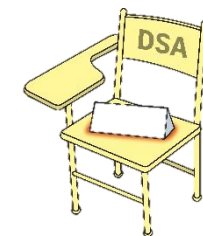
DSA: PSLE Result Release

DSA results will be released together with PSLE results

<u>Successful DSA Candidates</u>
- S1 Option Form for application of Foreign Languages / Elective Programmes / Course Options
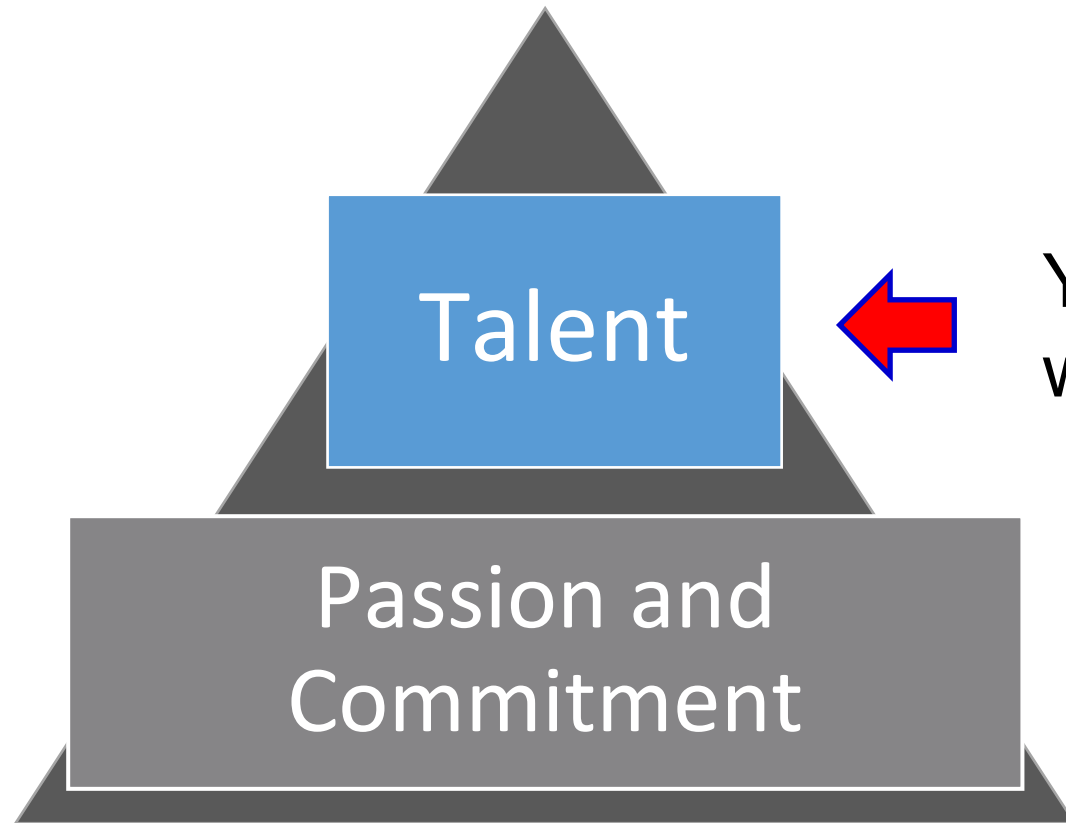
<u>Unsuccessful DSA Candidates</u>
- S1 Option Form to participate in S1 Posting Exercise

<u>Unsuccessful DSA Candidates Who Failed PSLE</u>
- A letter to inform them on the outcome

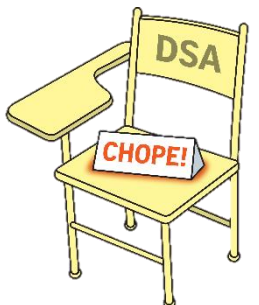# Is the DSA right for me?
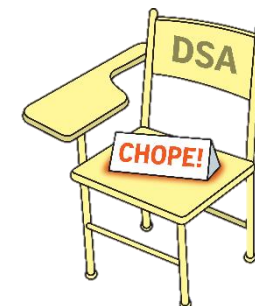
Talent

Passion and Commitment

Yes, if you have **talent in an area** which a school offers the DSA in.

And are **passionate** about and **committed** to developing your talents/strengths **in that area in that school**.

Other important questions to ask

- **Am I able to cope with the school's academic curriculum?**
  - Learn more about the school's academic standards
  - Consult primary school teachers and your parents

- **How many schools should I apply to?**
  - Instead of applying to many DSA schools, what matters more is choosing 1 or 2 schools that are just right for you. Remember every application takes time and effort.

What are schools looking for?

Every school has a slightly different set of selection considerations and processes. Some organise **auditions, trials, tests, selection camps etc.** depending on the talent that is being assessed. Some may require **personal statements and/or character references**. Generally, schools are looking for candidates with:

Talent, passion, commitment	Strong personal qualities	Good academic fit
• Schools may ask you to submit a **portfolio** showcasing your talents and achievements e.g. participation in the Junior Sports Academy or other programmes / competitions	• Schools may look at your CCA record, participation in VIA, personal statements, or character references	• Schools may look at your Primary school results

*Be sincere, be genuine, and **be yourself** –*
*if you are a good fit for the school, it **will** show.*

How are DSA places allocated?

Example: Confirmed Offer vs Being Wait listed

Merlion Secondary School placed John on the <u>*Wait List*</u>. John selected *Merlion Secondary* as his <u>1st choice</u>.

Ahmad is given <u>*Confirmed Offer*</u> by *Merlion Secondary*. Ahmad selected *Merlion Secondary* as his <u>2nd choice</u>.

Who will be considered for a place in Merlion Secondary?

Ahmad will be considered for a DSA place in *Merlion Secondary*, before John, as he has a <u>*Confirmed Offer*</u>.

If I have a DSA Confirmed Offer, does it mean that my PSLE results will not matter?

- Your PSLE results will still be **used to determine the secondary school course you are eligible** for [i.e. Express, Normal (Academic), Normal (Technical)]

- Even if you have a confirmed offer, you **must qualify for a course offered by the school** to be successfully admitted through the DSA.

Example:
Jane has a DSA confirmed offer given by *Merlion Secondary School*, which offers the **Express Course** only. However, Jane's PSLE results qualify her for the **Normal (Academic) course**. Hence, Jane will **not** be able to go to *Merlion Secondary School* and will take part in the S1 Posting Exercise.

DSA - To Conclude

Look for a school whose **programmes match your interests and talents**
- Schools are looking out for students whose interests and talents they can develop further

- **No transfer is allowed** after your child has exercised his / her option or after successful allocation

- Criteria set by secondary schools – contact the secondary schools, attend schools' Open Houses or visit their websites for details

- Refer to MOE website for actual dates, list of participating schools and application procedure (*https://www.moe.gov.sg/admissions/direct-admissions/dsa-sec/overview*)

Parental Support

Support of Parents

- **BE THERE**. Spend time with your child.

- Be their **Pillar of Strength and Support.**

- Reinforce what your child learn in school

  - Values emphasize in school CARES pect ponsibility ilience

  - Champion Mindset

  - Bucket Filler mentality

Support of Parents

- Create the ideal environment for studying at home

- Motivate and encourage your child

- Monitor your child and his / her homework

- Set targets / goals in what he / she wants to achieve