

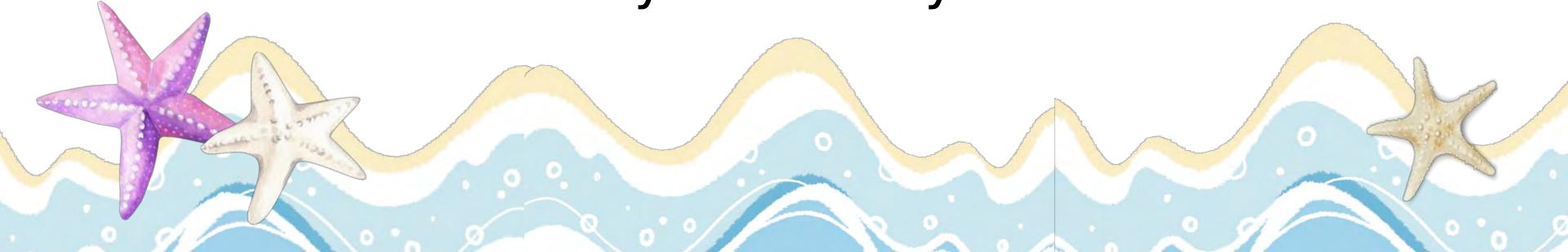


*Grow & Glow*

Confident Learners • Active Citizens • Touching Lives • Inspiring Future

# How Parents can Play a Supportive Role

Friday 6 February 2026



# BRINGING OUT THE BEST IN OUR CHILDREN, TOGETHER

*Every Parent A Supportive Partner*



# Direct School Admission DSA



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# **Direct School Admission for Secondary Schools (DSA-Sec)**

DSA-Sec allows P6 students to apply to some secondary schools before taking the Primary School Leaving Examination (PSLE).



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



# Direct School Admission (DSA) Route

- For students with talents and achievements beyond those that can be demonstrated at PSLE
- To seek admission to schools that can develop their talents (academic and non-academic) further ***even before taking PSLE***
  - The final PSLE score needs to satisfy the minimum score for the Posting Group of the respective schools

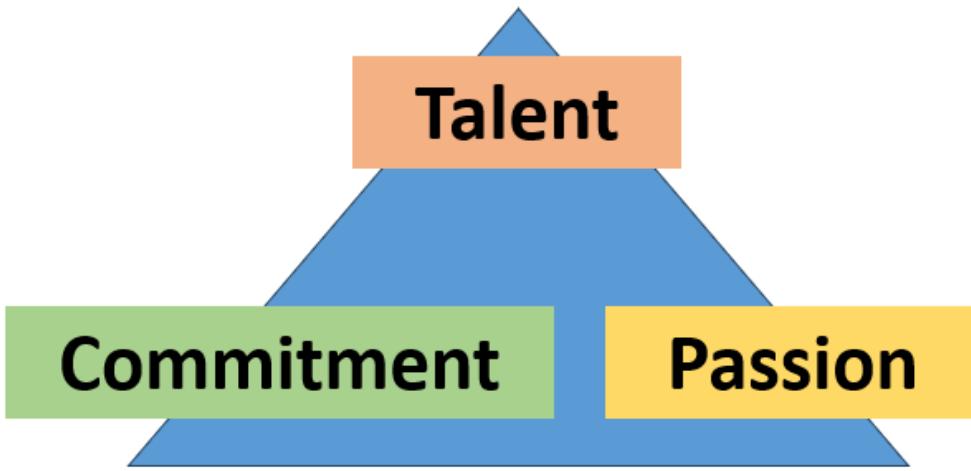


# Direct School Admission (DSA) Areas of Strengths

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership



# 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.



# ENTERING SCHOOLS THROUGH DSA-SEC

- Apply via the DSA-Sec Portal with your Singpass Two-Factor Authentication (Singpass 2FA).
- Students will be able to apply for DSA through a centralised DSASec Application Portal, using a common application form
- No need to submit testimonials or hardcopy documents to the secondary school during application
- Indicate up to 3 choices and 3 talent areas. You may indicate up to 2 talent areas for the same school. If you want to apply for 2 talent areas at the same school, you must indicate both as separate choices.

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

# S1 Posting

- PSLE Students (non-DSA) and unsuccessful DSA candidates will participate in the S1 posting exercise to opt for secondary schools
- Successful candidates will participate in the S1 posting exercise to opt for foreign languages/elective programmes/course options if eligible

# 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.



# IMPORTANT FACTORS TO CONSIDER WHEN CHOOSING SECONDARY SCHOOLS

## 01 SCHOOL CULTURE



What is the school's culture and ethos?

## 04 CCAs



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

## 02 LEARNING ENVIRONMENT



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

## 05 SUBJECTS



What subjects are offered in the school?

## 03 PROGRAMMES



Does the school have programmes I would enjoy?

## 06 LOCATION



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

# WHICH SCHOOLS SHOULD MY CHILD SHORTLIST?



Want to know more about yourself?  
Embark on a journey in **Career Quest** on  
the [MySkillsFuture Student Portal  
\(Primary\)](#) now!

- What are your child's interests?
- What does your child enjoy doing?



- Which secondary schools have programmes and CCAs that can develop your child's strengths, interests, abilities and talents?
- \*You may also visit the schools' Open Houses and their websites!*

Want to learn more about different schools? Explore the **Education Guide** on  
the [MySkillsFuture Student Portal  
\(Primary\)](#) now!

# 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.

# Useful resources

## Quick tips on shortlisting secondary schools



## Tools to use to explore secondary schools

SCHOOL  
FINDER



My SKILLS Future



## How-to-Guides to equip parents on how to use the tools

How to Use  
SchoolFinder

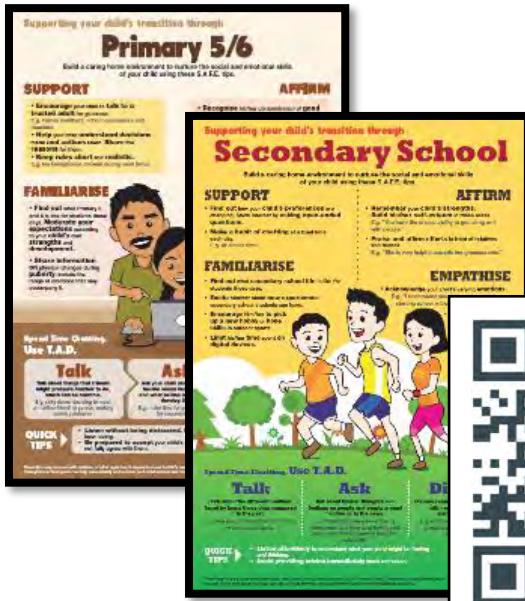


<https://go.gov.sg/school-finder>



# Useful resources

## Transition Materials



## Resilience Boosters



# Forging a strong School-Home Partnership (SHP)



# Supporting Your Child Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**



# **Understanding Mental Health and Well-Being**

Mental health: Beyond what you might expect



## What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a 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.

# **Areas of Concern in Upper Primary**

- **Understanding your child's mental health and well-being**
  - Academic pressures and expectations
  - Digital wellness challenges (Cyber Wellness, Online Gaming, Cyberbullying, Exposure to Pornography)
- **Recognising when your child may need extra support**
- **Supporting and guiding your child through these challenges**



# **Why Should We Be Concerned About Our Children's Mental Health?**

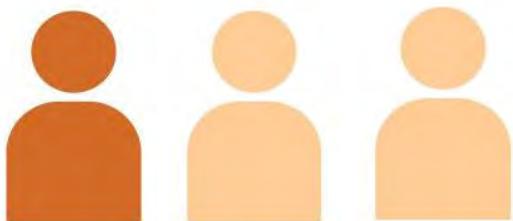
What does the data tell us?

# Did you know?



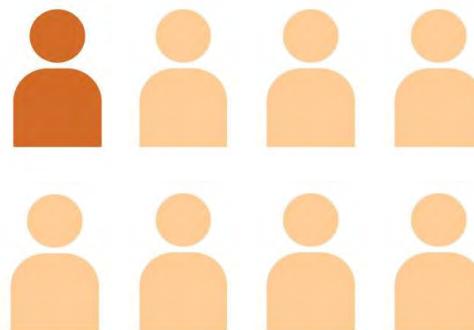
## Singapore Youth Epidemiology and Resilience Study (2023)\*

**1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness<sup>+</sup>**



+ based on self-reporting scores

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



**Common mental health conditions experienced by children and youth include:**



**Generalised Anxiety Disorder**  
(2.75% of those diagnosed)



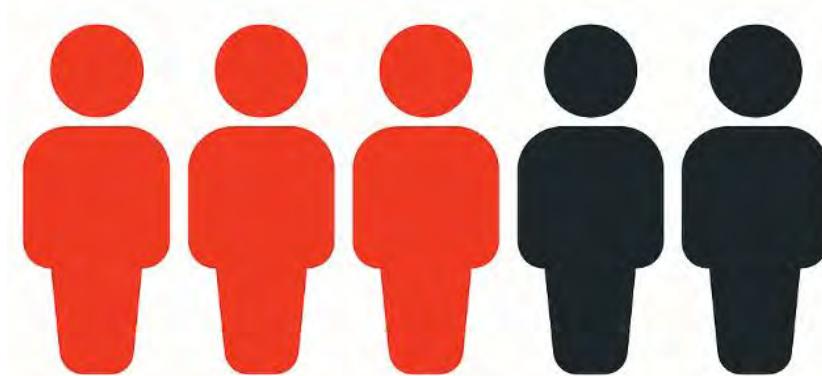
**Major Depressive Disorder**  
(2.37% of those diagnosed)

*Graphics Source: Parenting for Wellness Toolbox*

\* Conducted by Yeo Boon Khim Mind Science Centre (NUS, NUHS). Most of the data was collected from 2020-2022 and results were published in 2023.

## Did you know?

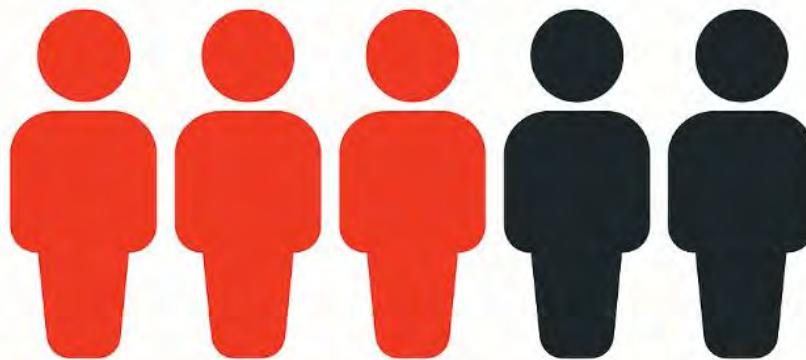
About **3 in 5** of our Primary 6 students indicated the following in the Termly Check-in Survey:



***“I’m scared I will fail PSLE.”***

## Did you know?

About **3 in 5** of our Primary 6 students indicated the following in the Termly Check-in Survey:



*“I have quite high expectations of myself and will feel dejected if I don't meet them.”*

## Did you know?



**Tinkle  
Friend**

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

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**.

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

# **What Will Your Child Learn in School?**

Find out what your child will learn about **Mental Health and Well-being** during **CCE (FTGP)\*** lessons and other programmes.

\*Character and Citizenship Education (Form Teacher Guidance Period)

# Primary 5 and 6

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

## Managing Thoughts, Feelings & Behaviour

- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

## Strengthening Sense of Self & Purpose

- Building strong sense of identity during developmental changes

## Building Healthy Habits to Maintain Well-being and Safety

- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am	I Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
<input type="checkbox"/> I am _____ _____	<input type="checkbox"/> I can _____ _____	

Understand and Care for Myself 3

Taken from P5 CCE Journal P.3



Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

# Extending CCE beyond school

**Explore the Mental Well-being messages with your child**

**Every child will have a CCE (FTGP) Journal.**

We encourage parents to participate in the “**Family Time**” activities inside the journal with your child to reinforce their learning.

An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



Family Activities  
Do we match?

- 1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent/Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: <hr/> <hr/>		

- 2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

# School Programmes and Initiatives

P6 Students have been told to do target-setting at the beginning of January. They will be introduced to the importance of having **grit** in Term 2.



**Work** towards a goal

**Over**

**Stick** to achieving the goal

Why should you care about GRIT?

INTELLIGENCE OR NATURAL  
ABILITY IS NOT AS  
POWERFUL AS **GRIT**

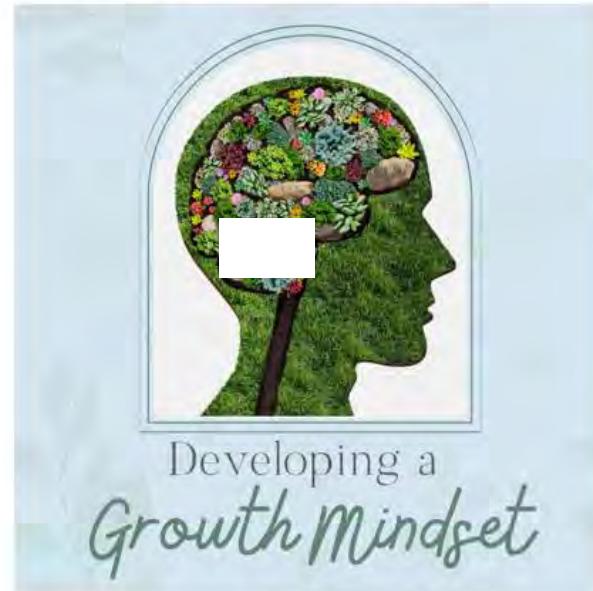
WITH GRIT, YOU CAN DEVELOP YOUR ABILITY  
GET STRONGER  
BETTER  
AT SOMETHING  
IF YOU WORK  
LONG AND HARD  
AT IT

**GRIT**

# Developing A Growth Mindset

## I Am A Self Leader

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



Deve  
Grow

- We
- self
- ever
- know
- self

GOOD AT THIS

WITH PRACTICE I WILL BE GREAT



KidsnClicker.com

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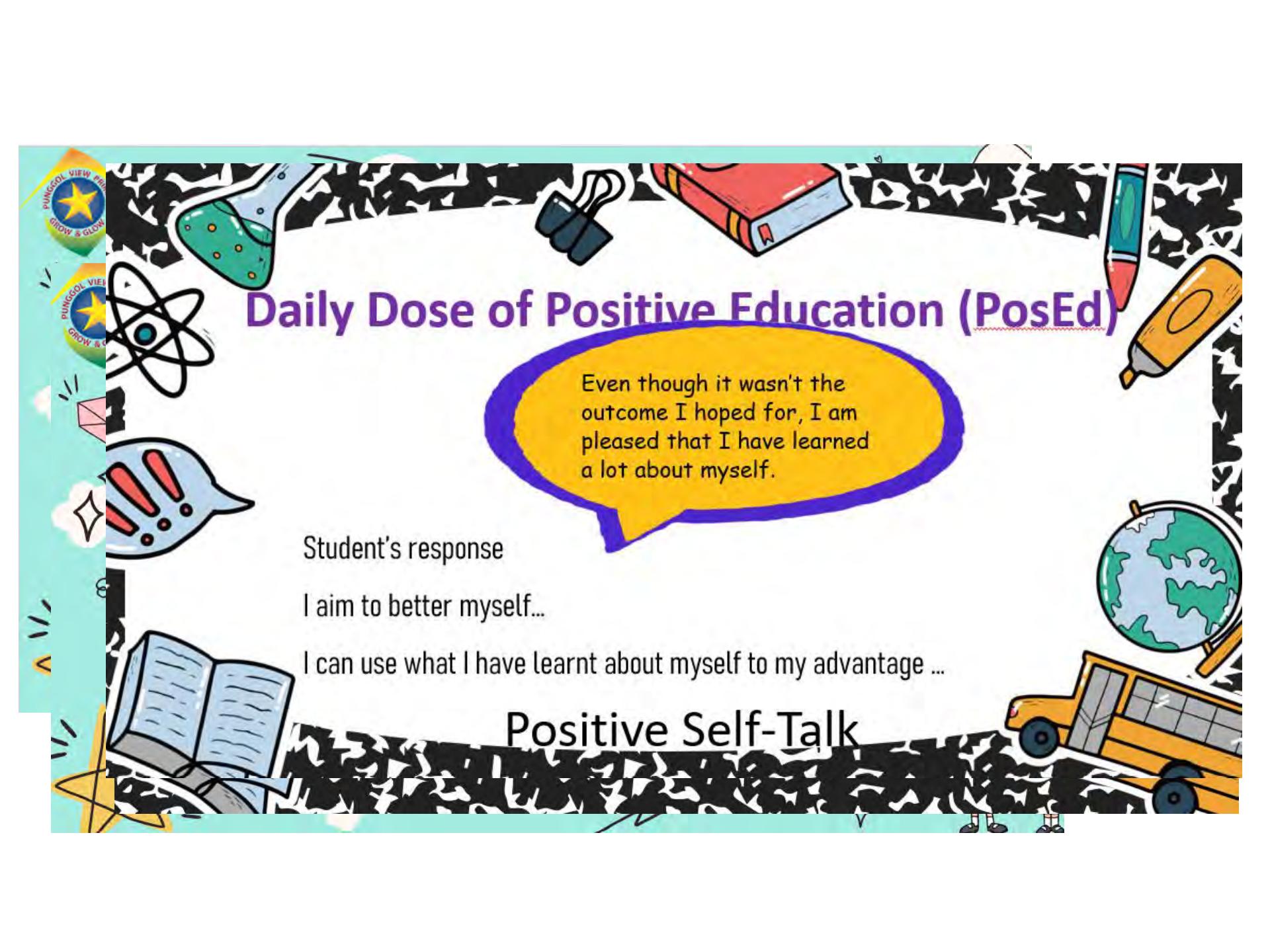
LONG AS  
> TRYING

BRAIN BY  
/ THINGS

ILL KEEP  
. I GET IT

G NEEDS  
EFFORT

IT YET.  
WITH PRACTICE 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

# The **ZONES** of Regulation™



## Toolbox

The next time  
your ch...

Encour...



### Blue Zone Toolbox



exercise



think happy  
thoughts

To rest or gain some energy and motivation to participate in an activity



hugs



rest



listening to  
music



get a drink



# 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

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

to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.

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.

# Primary 6 Check-ins



## Mental Check-In

- At Primary 6, teachers do a weekly check-in with the students.
- Check-in is done every Monday or after a long holiday break
- Students indicate how they feel using post-it notes
  1. Take a post-it paper
  2. Write name/ number at the back of the post-it
  3. Paste it on the poster which relates to how you are feeling

**Confidentiality:**

# **ZONES** of Regulation @PGVP

## Check-ins

### Checking in at home

PGVP ZoR

Home About Parent's Guide Resources Cont

### Zones of Regulation



Checking in with your child

The PGVP Parent's Guide contains information and step by step instructions on how to facilitate and provide a conducive environment for the check in.

Let's start by asking how their day was and then encourage them to describe their feelings.



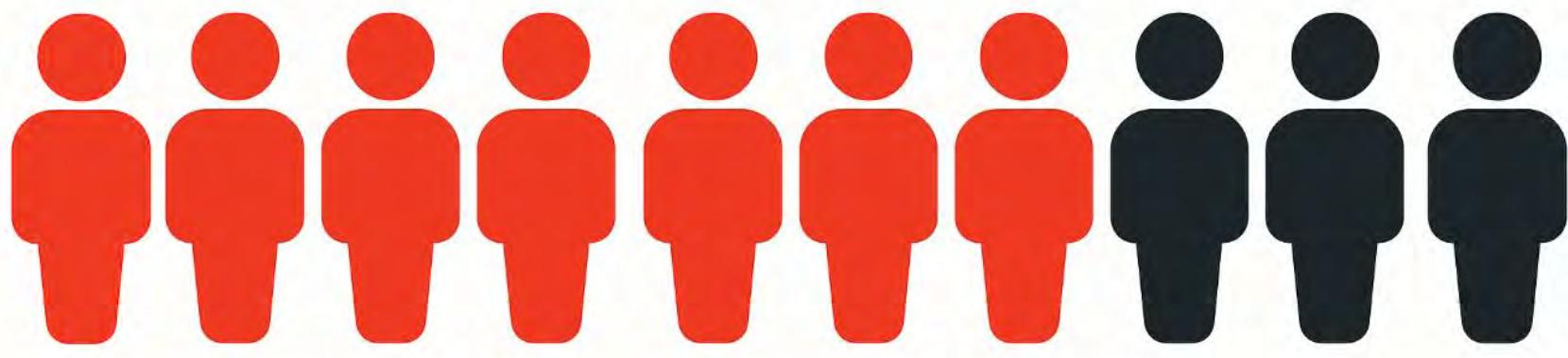
### PGVP Parents' Guide

# **The Crucial Role of Parents**

Your partnership with the school: Supporting your child together.

## Did you know?

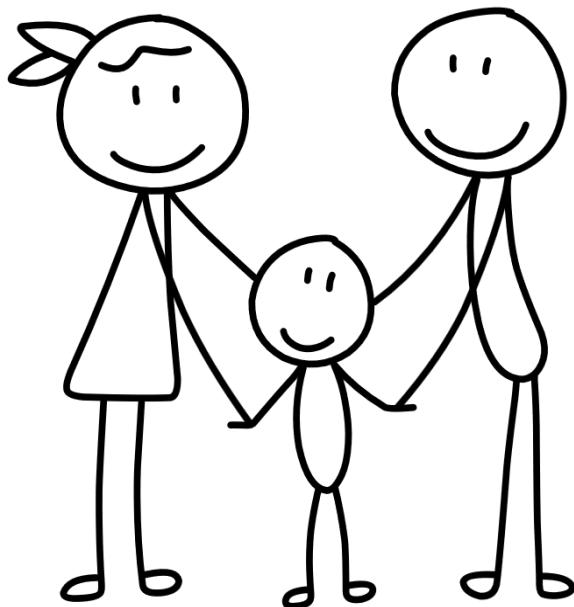
About **7 in 10** of our Primary 6 students indicated the following in the Termly Check-in Survey:



***70 % of our students turn to their family when they need help.***

# Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



**Parents** are a predominant source of support for their child.



## What your child may be experiencing

### Your child may be experiencing

- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA), the End-of-Year Examination (EYE), and the upcoming PSLE
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested



# Supporting your child

## Tips on how you can support your child

- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve.
- Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.



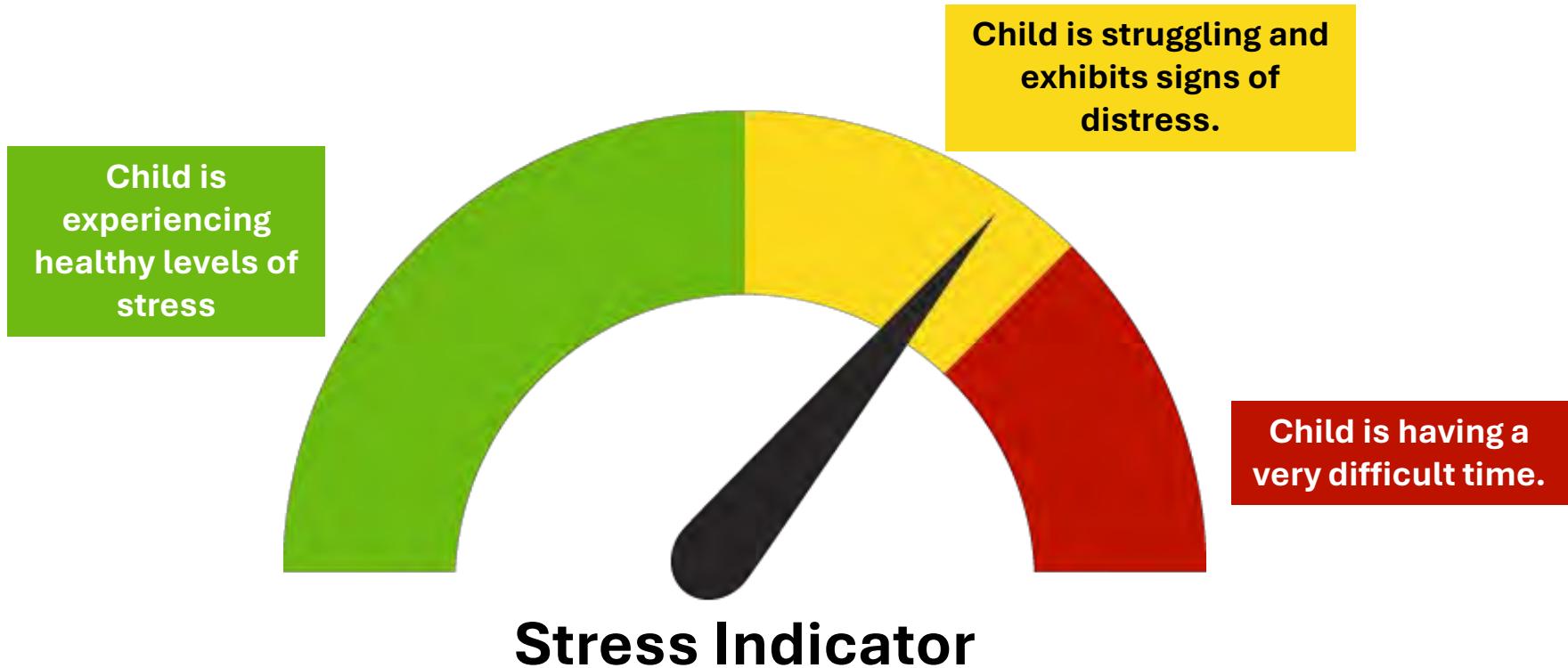
# Supporting your child

## Tips on how you can support your child

- **Manage your own expectations and stress**, including in relation to PSLE performance and secondary school choices, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- Together with the child, **agree on realistic and specific goals** so that revision is manageable and is something a child feels he has control over.
- Find out exactly what your child is struggling with so you can **get the right help**. This also teaches them that asking for support is normal.

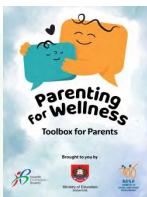
## Did You Know?

### *The Difference between Stress and Distress*



# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

An illustration of three children. On the left, a boy is sitting on a red bench, looking down with his head in his hands. In the center, another boy is sitting on the same bench, looking towards the right. On the right, a girl is lying on a blue mat, also with her head in her hands. Above them, the text "ARE YOU FEELING TOO MUCH STRESS?" is written in large, bold, black letters. Below this, the text "We can **LOOK** out for:" is written in large, bold, red letters.

**L**oss of interest in hobbies

**O**verly tired, sad, worried or upset

**O**ften posting moody messages or talking about hurting yourself

**K**eeping away from people you are usually close to, or being quieter than usual

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



<https://gs.gov.sg/pfcheer>

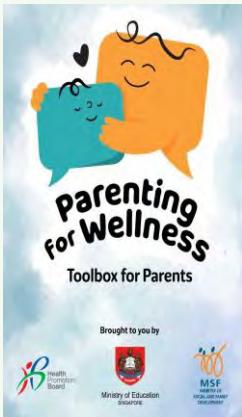
Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Source: Parenting For Wellness Toolkit

# Providing a safe space for conversations

Tips taken from  
Parenting For  
Wellness Toolkit  
(p.11)



This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

## Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

## Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.  
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

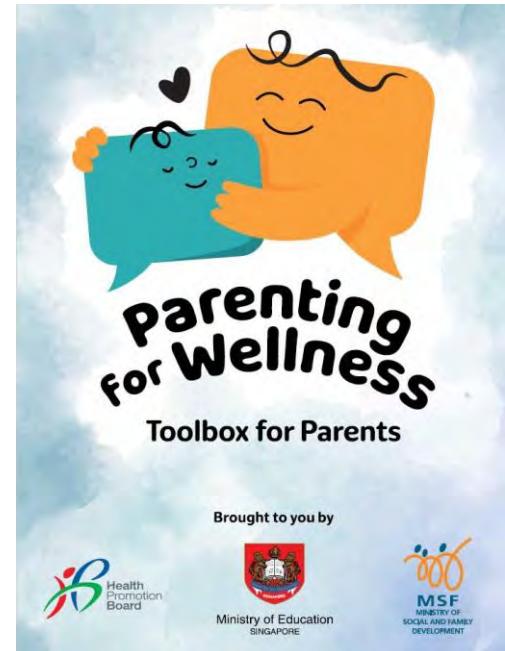


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



# Be a P.S.L.E. parent

**P – PROACTIVE**

**S – SUPPORTIVE**

**L – LOVING**

**E – EMPOWERING**

"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

-in the land of teaching

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



Confident Learners • Active Citizens • Touching Lives • Inspiring Future



**THANK YOU**

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