



Wellington Primary School

To empower every individual,
nurture talents and groom leaders



**Town Hall cum
Meet-the-Parents Session
31 January 2026**



2026 Primary 6 Form Teachers

Form Teachers

6A	Ms Nadiah	Ms Lucy Kuang	
6B	Mr Mark	Mdm Fara	Mr Loh Guan Yuan
6C	Mdm Rahaini	Ms Fannie Woo	Mr Shahrin
6D	Ms Selena Ng	Mr Shah	Mrs Clairra Aw
6E	Mrs Anitha	Mr Khaarthik	
6F	Mdm Gu Yao	Mdm Siti Zelaha	Mdm Vijayanand

Event	Date	Day
PSLE Oral Examination	12-13 August	Wednesday & Thursday
PSLE Listening Comprehension	15 September	Tuesday
PSLE Written Examination	24 September – 30 September	Thursday to Wednesday
PSLE Marking Day	12- 14 October	Monday - Wednesday
Release of PSLE Results & P6 Graduation Ceremony	November (1 st week of Dec holidays)	

All dates to be confirmed

School Holidays Schedule

June Holidays

25 & 26 June (Thurs & Fri)

September Holidays

10 & 11 September (Thurs & Fri)



Wellington Primary School

Primary 6

Secondary Schools & Career Fair



(Tentative Schedule: more details will be shared nearer the date)

14 October 2026

Wednesday

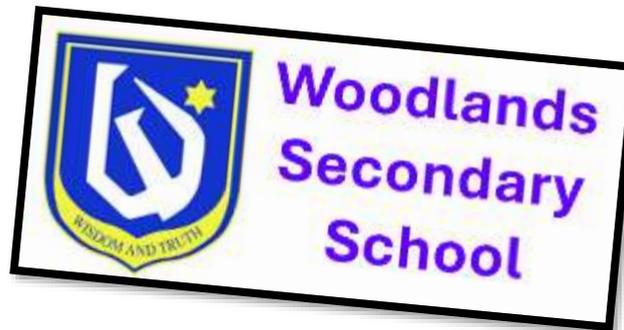
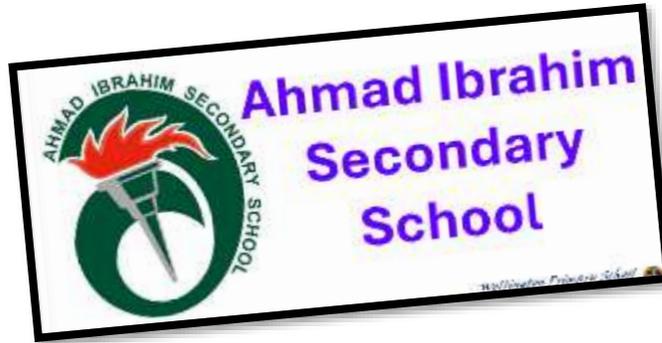
9.00am



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Participating Schools in 2025



The Wellington Way



Power of Care



Actions of Excellence

FIRST, WE
FORM
OUR WINNING HABITS,
THEN  **OUR**
WINNING HABITS
FORM US.



The Joy of Gratitude



Yes, I can!
Yes, I will!

6-year Progression in Cultivating Winning Habits

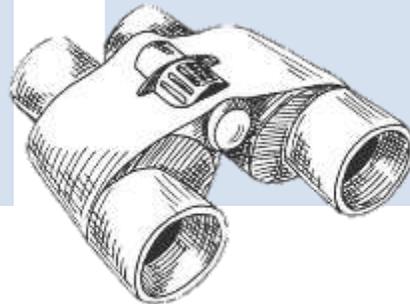
Lower Primary

Building Roots
Values & Attitudes



Middle Primary

Nurturing Peer
Leaders with a
Growth
Mindset



Upper Primary

Developing
future-ready
learners
geared for
lifelong
learning



Wellington Primary School
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DO NOT CROSS THE RED LINE

**Protect Our Children's
Motivation & Confidence towards
future examinations & more importantly, the
future of learning**

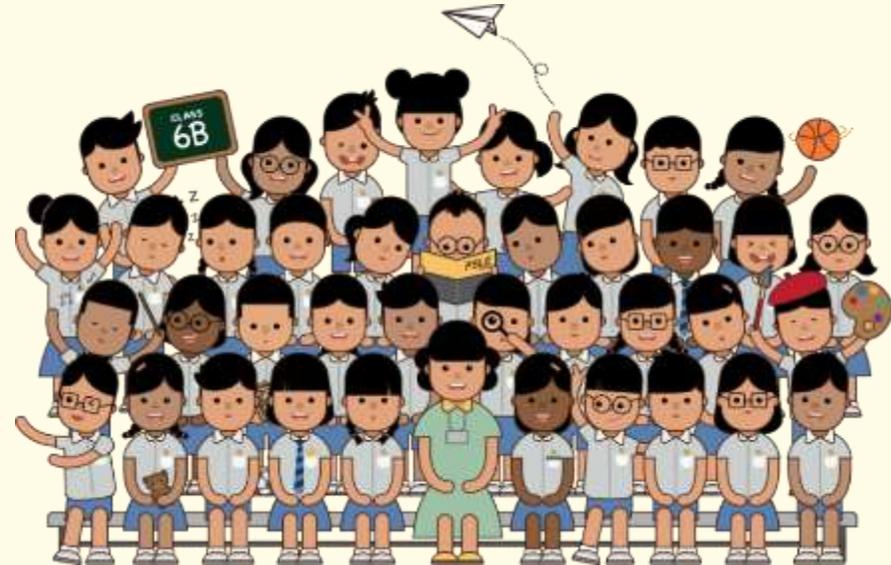
Work In Partnership with Teachers

Our teachers know what they are doing

They have a plan for each child

**DON'T
CROSS
THE LINE**

PSLE 2026



ASK NOT

HOW PSLE SCORING WORKS?

ASK INSTEAD

WHAT IS PSLE FOR?

PSLE tests students' proficiency in English Language, Mother Tongue Languages (Chinese, Malay or Tamil), Mathematics and Science. It is a **mid-journey checkpoint**. **Students will continue learning these subjects in secondary school.**



PSLE ACHIEVEMENT LEVELS



ACHIEVEMENT LEVEL	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

If we first ask

HOW PSLE SCORING WORKS?

Answer:

20 and 44 marks → same grade,
so 20 or 44 marks makes no difference

If we first ask

WHAT PSLE IS FOR?

Answer:

Although 20 and 44 marks → same grade,
44 marks indicate a stronger foundation.
Less catching up to do in secondary school.

THE PSLE REMAINS AS A USEFUL CHECKPOINT

- The PSLE is a **useful checkpoint** at the end of primary school to help students, parents and teachers determine where each child's academic strengths lie.
- It **guides students to a suitable academic programme** and subject levels in secondary school – one that best suits their learning needs. In this way, students can learn and progress at a comfortable pace.
- Get our children to learn, study and apply what they have learned to the best of their ability to help students, parents and teachers determine where each child's academic strengths lies.

*The PSLE is not the destination.
It is part of our children's education and lifelong learning journey.*



THE PSLE REMAINS AS A USEFUL CHECKPOINT

- The PSLE result also serves as a fair and transparent mechanism to **determine secondary school posting**.

*The PSLE is not the destination.
It is part of our children's education and lifelong learning journey.*

RESTRICTED/NON-SENSITIVE



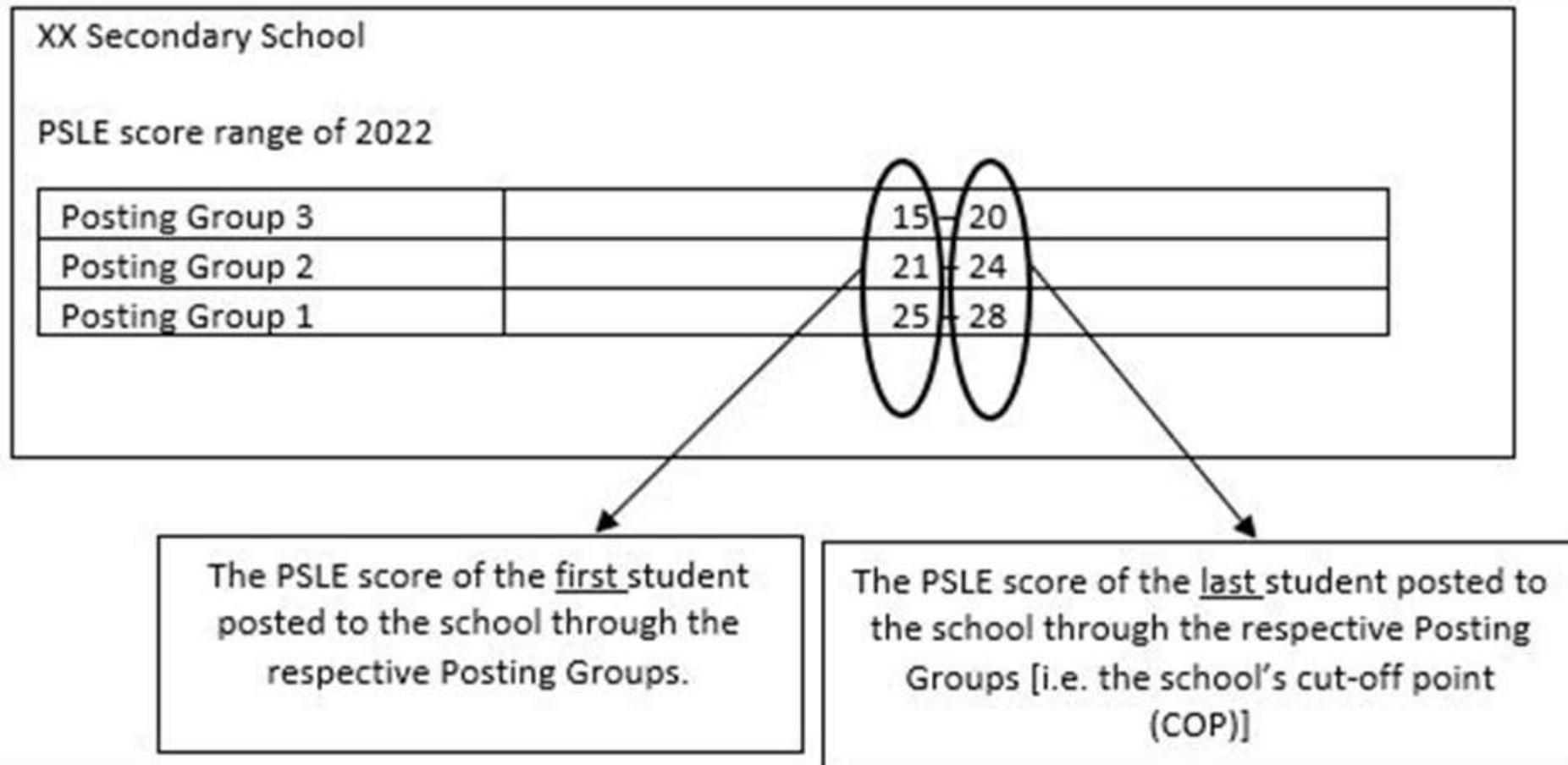
HOW PSLE SCORING WORKS



RESTRICTED/NON-SENSITIVE

The PSLE result also serves as a fair and transparent mechanism to determine secondary school posting.

No more Express & Normal Stream
Posting Groups 1 to 3

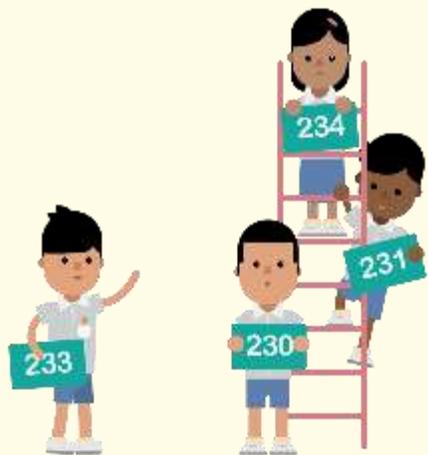


FROM T-SCORE TO SCORING BANDS

Unlike the T-score system, the students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

SUBJECT	GRADE
ENGLISH LANGUAGE	A
MOTHER TONGUE	A
MATHEMATICS	A*
SCIENCE	A*
T-SCORE AGGREGATE	244
SECONDARY SCHOOL COURSE ELIGIBLE FOR	EXPRESS

ENGLISH	AL 3
MOTHER TONGUE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
<hr/>	
PSLE SCORE: 8	
AL3 + AL2 + AL1 + AL2 = 8	



4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score replaces the T-score Aggregate.
- The PSLE Score can range from 4 – 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE Score



ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
Posting Group 3	4 – 20
Posting Group 3 / 2	21 – 22
Posting Group 2	23 – 24
Posting Group 2 / 1	25
Posting Group 1	26 – 30, with AL 7 or better in both EL and MA

**No requirement of scoring AL 7 or better in EL and/or MA*

As announced in COS 2019, the Express, N(A) and N(T) courses will be phased out by 2024.

THE PSLE REMAINS AS A USEFUL CHECKPOINT

- **Step 1** : Get our children to learn, study and apply what they have learned to the best of their ability to help students, parents and teachers determine where each child's academic strengths lies.
- **Step 2** : Closer to the PSLE, teachers may advise our students to focus a bit more of their efforts on certain subjects.

*The PSLE is not the destination.
It is part of our children's education and lifelong learning journey.*



FOUNDATION LEVEL SUBJECT GRADES WILL ALSO BE LESS FINELY DIFFERENTIATED

- Foundation subject grades will also be graded in scoring bands from **AL A to C**.
- For the purpose of S1 Posting, AL A to AL C for Foundation level subjects will be **mapped to AL 6 to AL 8 of Standard level subjects respectively**, to derive a student's overall PSLE Score.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

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

SUBJECT-BASED BANDING (SECONDARY)

[SBB (SEC)] ELIGIBILITY CRITERIA

- SBB (Sec) provides students posted to the Posting Group 1 and 2 courses with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths and aptitudes.
- Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

FOR STUDENTS OFFERED THE N(A) OR N(T) COURSE	
PSLE SUBJECT GRADE	OPTION TO TAKE SUBJECT AT
AL 5 or better in a Standard level subject	G3 level
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	G2 level

- As students progress in secondary school, they will continue to have more opportunities to take subjects at more demanding levels based on their performance in school.

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

English

Mother Tongue

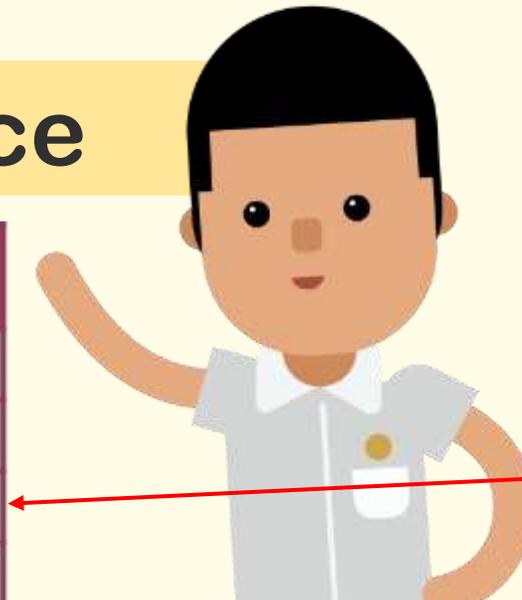
Bryan

Math

Science

ENGLISH	AL6
MOTHER TONGUE	AL6
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 23
Posted via Group 2 group



PLACEMENT OUTCOME	PSLE SCORE
Posting Group 3	4 – 20
Posting Group 3 / 2	21 – 22
Posting Group 2	23 – 24
Posting Group 2 / 1	25
Posting Group 1	26 – 30, with AL 7 or better in both EL and MA

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

G2
English

G2
Mother Tongue

G3
Math

G2
Science

With SBB



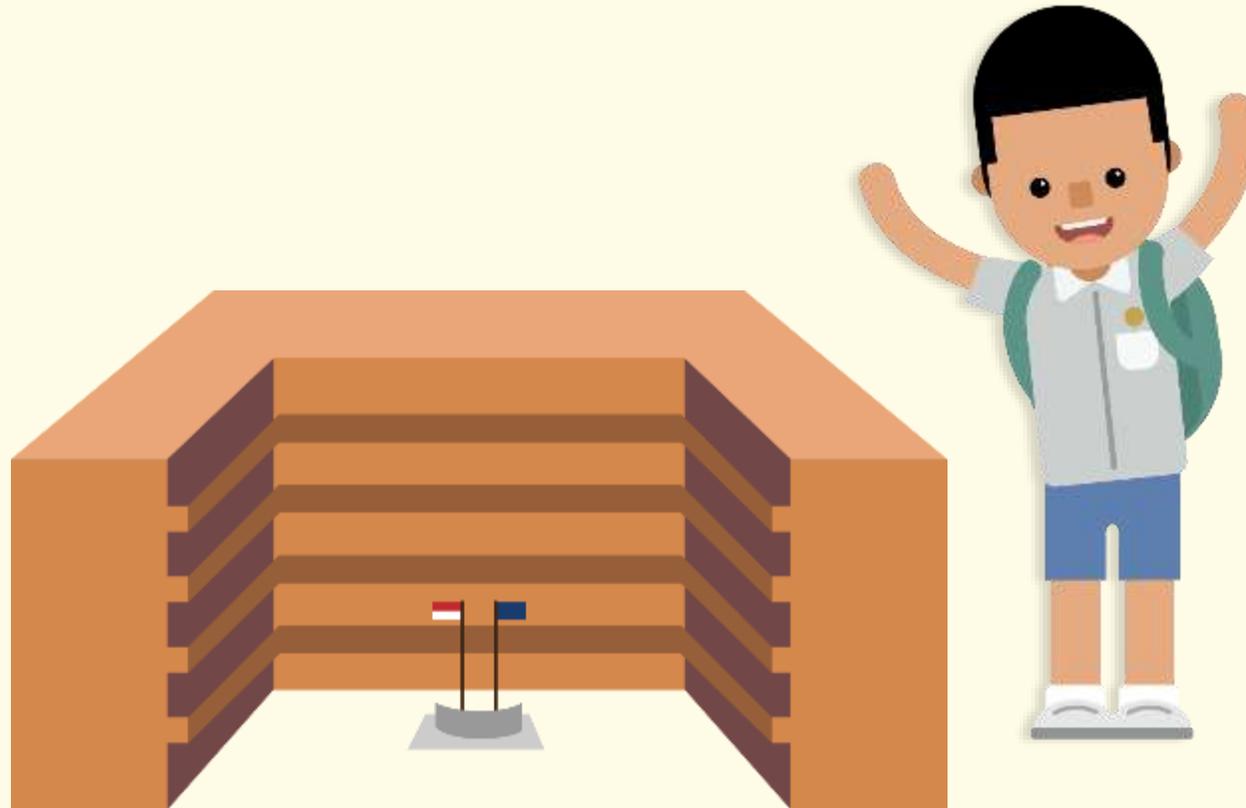
Bryan

ENGLISH	AL6
MOTHER TONGUE	AL6
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 23

Posted via Group 2 group

HOW S1 POSTING WORKS



RESTRICTED/NON-SENSITIVE

CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students continue to have **six choices** in selecting their secondary schools.
- Students will be posted to a secondary school based on **academic merit, i.e. PSLE Score**, and their **school choice rank order**.
- If two students with the same PSLE Score vie for the last remaining place in a school, the following tie-breakers will be used in the following order:
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**
- The new 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

Here's a simplified example.

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

Jane
Singapore Citizen
16 pts

SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...



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



Bryan
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...



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

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




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



Mary
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...



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



Alan
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...



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**.

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

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**.



Rina
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E



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



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**
- (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.

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	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	

- 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.

ENTERING A SECONDARY SCHOOL



PSLE/S1 Posting Process

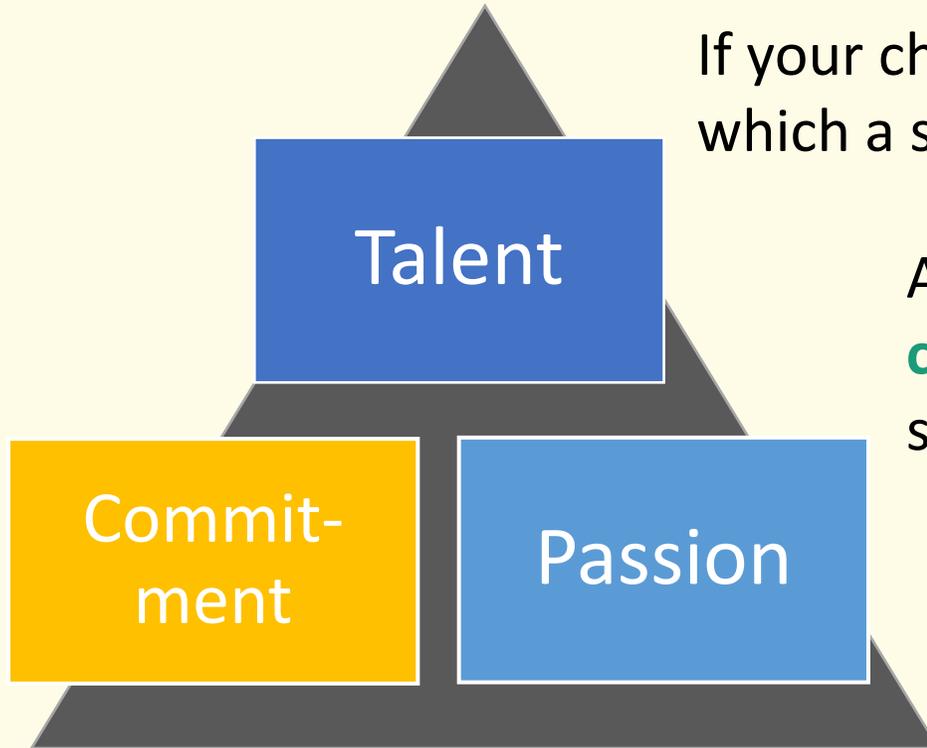
- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA-Sec

- 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**

Is the DSA-Sec right for my child?



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

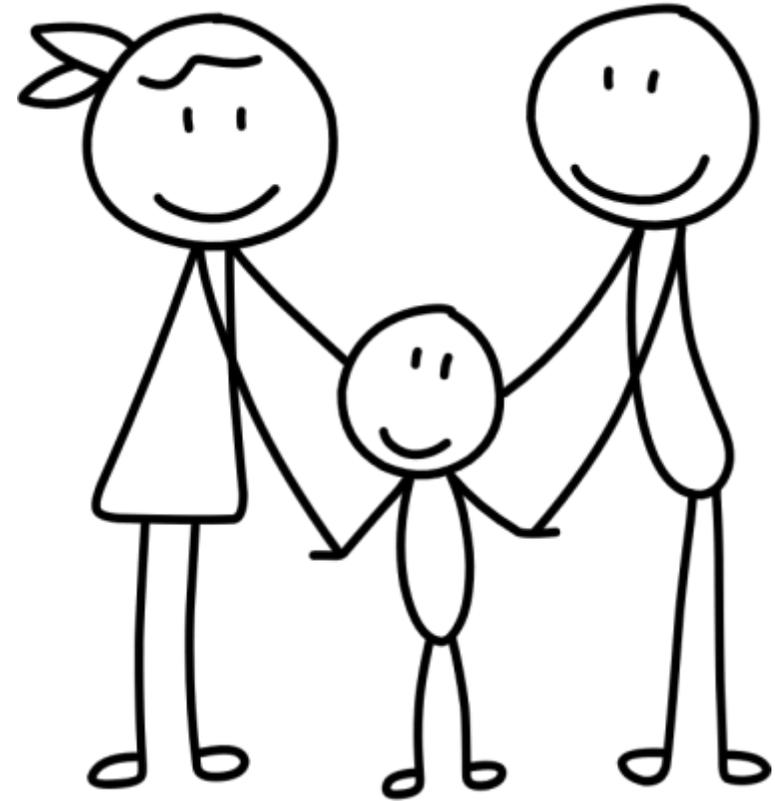
And is **passionate** about and **committed** to developing his/her strengths and interests

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



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.

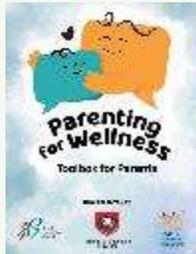
Did You Know?

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.



ARE YOU FEELING TOO MUCH STRESS?

We can **LOOK** out for:

- 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

SUPPORTING CHILDREN FOR LEARNING



Menu Weekly edition Search

Anxiety during the *preparations* negatively impact results more

Science & technology | Exam nerves' real effect

Anxiety does not cause bad results in exams

The problem is in the run-up, not the main event



Nov 2nd 2022

Share

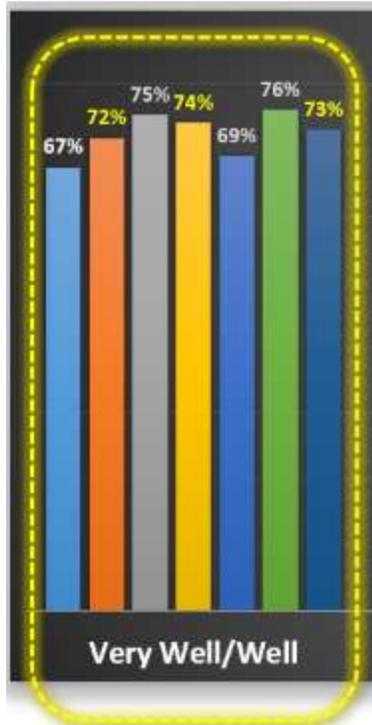
EXAMS ARE nerve-racking, especially for those already of an anxious disposition. The silence of the hall; the ticking of the clock; the beady eye of the invigilator; the smug expression of the person sitting at the neighbouring desk who has finished 15 minutes early. It therefore seems hardly surprising that

Tuition for toddlers – necessary or over the top?

Elizabeth Soh - Elizabeth Soh
10 DECEMBER 2014



How well children think they have enjoyed the experience of preparing for the PSLE?



Grow Well SG is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young

1



Eat Well

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

2



Sleep Well

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

3



Learn Well

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

4



Exercise Well

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

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

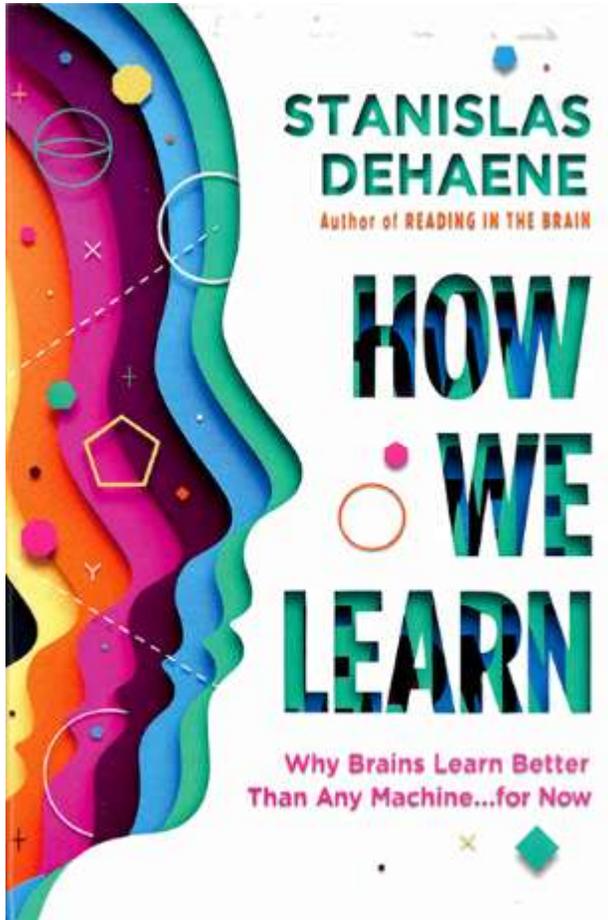


Bond Well

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



4 Pillars of Learning



2



Sleep Well

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

Attention 1. 2. Active Engagement
Error Feedback 3. 4. Consolidation

SLEEP is especially
important for
consolidation and
better attention!

Adequate sleep is important for optimal well-being and learning



Sleep inadequacy increases risks of:



*Feeling low and sad, hopeless or anxious¹,
and experiencing mental health
problems²*

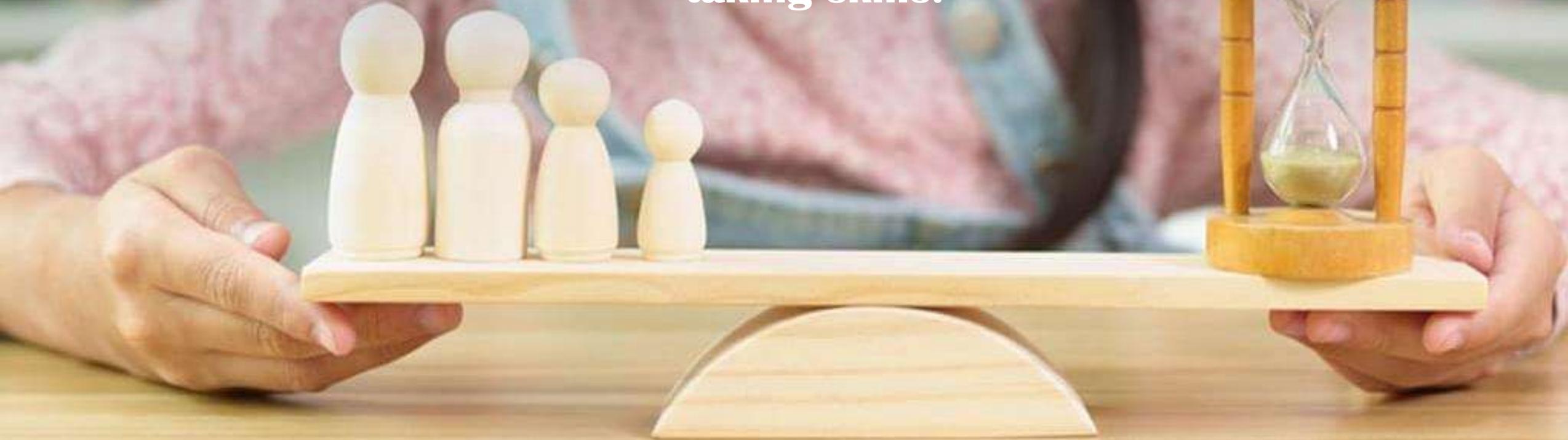


*Impairing learning (e.g. working memory³)
and cognitive functions (e.g. increases
impulsivity^{4,5,6})*

Restricted/Sensitive Normal

MOE NOV 2025

“The **PSLE** serves as a useful checkpoint on students’ mastery of the primary school curriculum. It is designed to assess core concepts and skills in the primary school curriculum, **including the ability to think critically and apply concepts in different contexts.** The PSLE **does not emphasize rote learning or test-taking skills.**”



Deploy engaging pedagogies for joyful and quality learning including 21CC

Language Learning Activities with emphasis on Socratic Questioning in English



P3 Creating a Supernova Creature



P4 Growing a Plant



P5 Writing to PenPal in Xishan Pri



P5 Suggestions to improve
P5 Camp



Whole school Reading Festival



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Deploy engaging pedagogies for joyful and quality learning including 21CC

Immersive & joyful environment for love and effective use of Mother Tongue Language



P3 Cultural Performances at public performing arts venues



Mother Tongue Language Fortnight to promote joy, deepen appreciation of culture heritage and hone communication skills



P5 Hosting of International Visitors



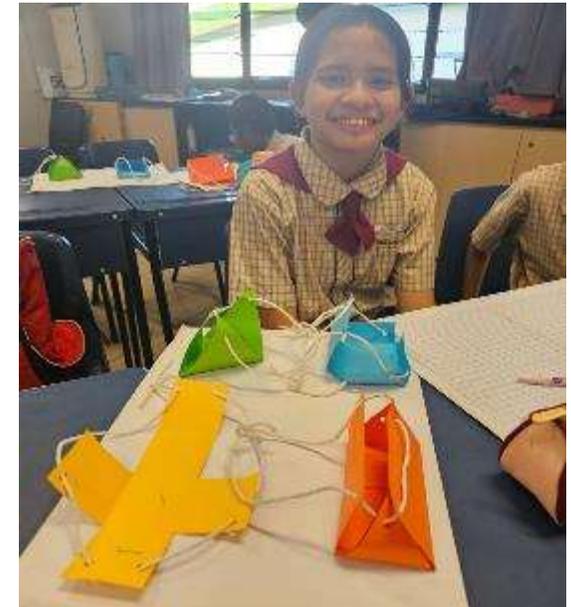
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Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



P1 to P5 students playing Mathematics Games designed by P6s – hands-on, generate interest, application

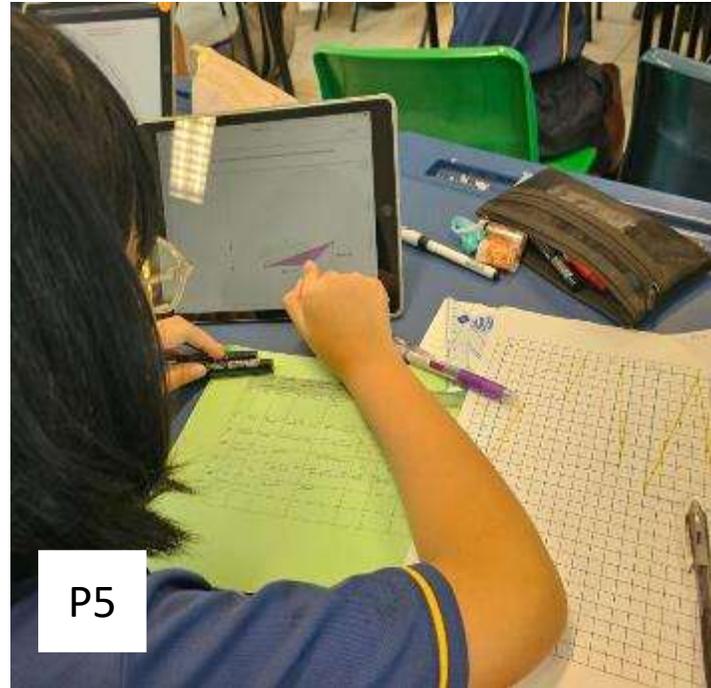
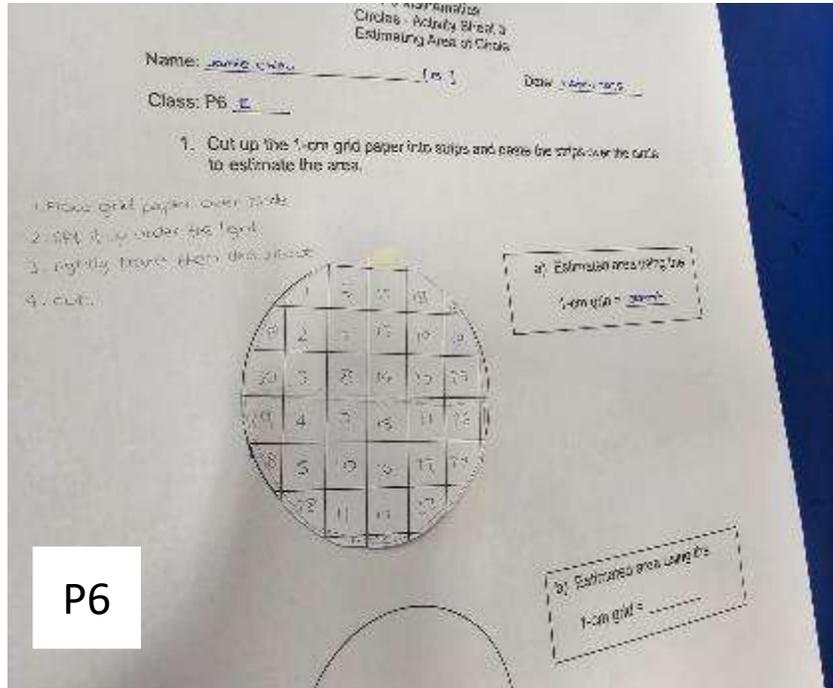


P5 Making own manipulatives to reinforce concept



Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics

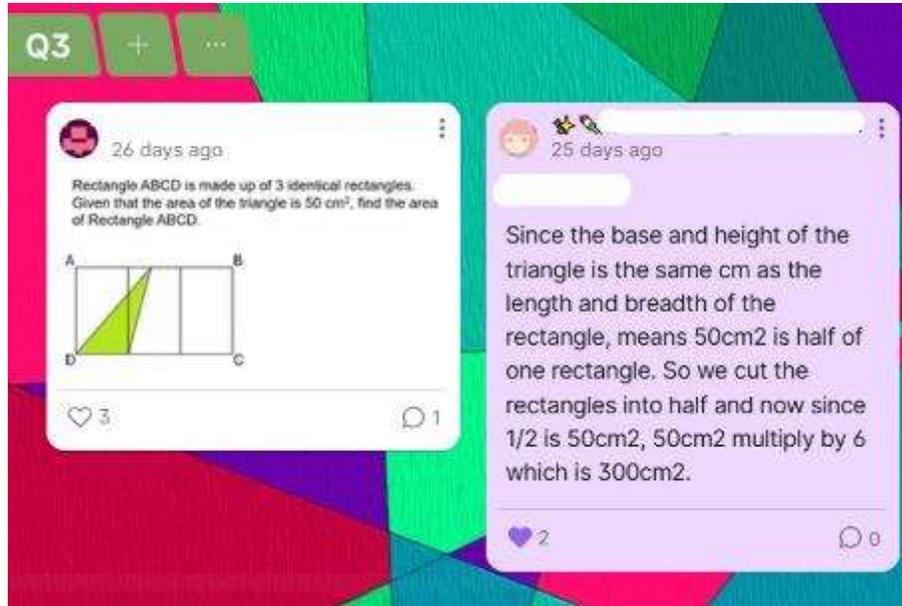


Inquiry learning both online and in person to explore possibilities, reason, evaluate, refine ideas and decision making – CAIT & collaboration



Deploy engaging pedagogies for joyful and quality learning including 21CC

Emphasis on hands-on collaborative problem solving competencies in Mathematics



Collaborative learning both online and in person to reason, evaluate, refine ideas and decision making – CAIT & collaboration



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Students as Science Inquirers – Ways of Thinking & Doing like a Scientist



Experiential Learning



STEM Challenges

Hands on challenges for critical, adaptive and inventive thinking and collaboration



Practices of Science: conducting experiments, outdoor observations & reading science articles



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Students as Science Inquirers – Ways of Thinking & Doing like a Scientist



**Workshops @
Singapore
Science Centre**



**Science Workshop for
Parents**



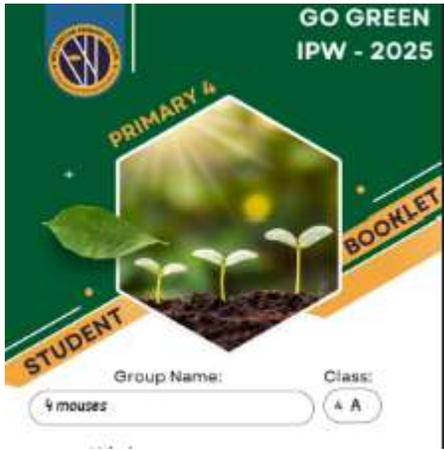
**Discovering the
World of STEM
exhibition (with
NTU)**

Partnerships beyond school to facilitate learning in various contexts to help students appreciate the application of Science in their daily lives, society and the environment.



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Deploy engaging pedagogies for joyful and quality learning including 21CC



P4 Interdisciplinary Project Work

Key Elements of your Project Work

- **Critical Thinking:** You'll observe your plant carefully, track its growth, and analyze what helps it grow best.
- **Problem Solving:** If something goes wrong with your plant, you'll figure out how to fix it.
- **Creativity:** You'll write an article about your experience and share your learning in an engaging way.
- **Collaboration:** Working with your group, you'll share ideas and help each other with your plant observations and record-keeping.
- **Communication:** You'll document your progress, write a letter, and present your findings to others.



Experiential learning - Growing a plant and documenting their journey.



PLANT GROWTH (MATH)

Plotting a Line Graph (Teacher Guided using Numbers App on iPad)

1. Use the data collected (From the Log Sheet) to plot a line graph using the Numbers app on your iPad.
2. Analyze the Graph
 - Look at the trend: Is the plant growing steadily?
 - Identify any patterns or sudden changes in growth.

Our line graph:

Week	Height (cm)
Week 1	2
Week 2	4
Week 3	6
Week 4	10
Week 5	15
Week 6	20



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Applied Learning Programme – Makers@WTP

Objective(s):

- Develop 21st CC through making with technology
- Provide meaningful and purposeful age-appropriate opportunities for real-life application of learning
- Provide opportunities for experimentation, self-discovery, and joy of learning through Maker Education



Sphero Bolt & Halocode

Examples of platforms:

1. ScratchJr and Bee-Bot
2. 3D Gello Pen and Matatalab
3. Electronic Cutting
4. Sphero Bolt and Halocode
5. Quarky
6. Thunkable App



Stretch & Support for our Students

To cater to students according to their varied learning needs and progress, besides **Differentiated Instruction during curriculum**, school also has the following **learning support & stretch** for our students:

Support Programme (after-school) for respective subjects

P3-P5 Termly selection by subject teachers based on aptitude
P6 whole class, teachers practise differentiated support during these session

Stretch Programme (after-school) eg E2K MA, E2K SC, school-based HAL

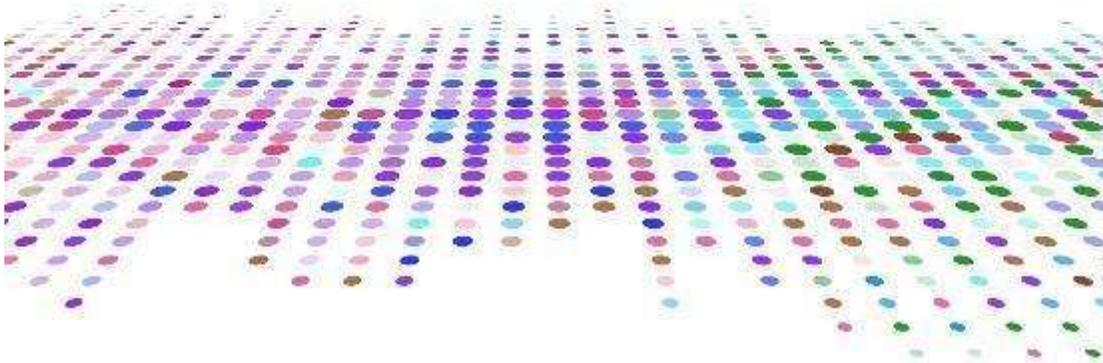
P3-P5 Yearly selection by subject teachers, based on aptitude & attitude

Other Learning Support offered in line with MOE initiatives:

- Learning Support for Math (P1-P4)
- Learning Support Programme (P1-P2)
- Reading and Remediation Programme (P3-P4)
- School Dyslexic Remediation (P3-P4)
- Mother Tongue Support Programme (P3-P4)

* Yearly selection guided by MOE

Stretch & Support for our Students



After-school study groups

After-school study groups provide a supportive & conducive environment where students not only revise academic content and seek help from peers or teachers.

Pri 6



Civic consciousness & Community Spirit through sorting out bowls, plates, cutlery after meals...



Power of Care



Actions of Excellence



... & arranging chairs, picking up litter, returning misplaced items



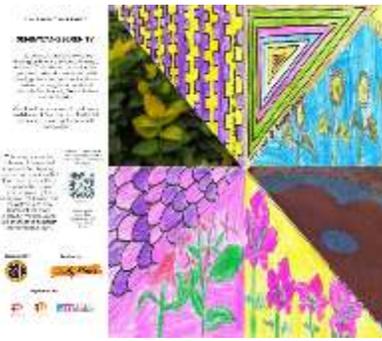
Exceptional care through bonding and food



P1 Food from the Heart



P2 Sun Plaza



P3 Loving Sembawang



Digital Literacy for Seniors from Resident Network of Wellington [Info Comm CCA]



P4 Bonding with Seniors



P5 Racial Harmony Day PA



P6 World Water Day with PUB



Power of Care



The Joy of Gratitude



Bulan Bahasa 2025



Scouts Founders Day [Scouts]



PassionArt for SG60 [Art Club]



Holistic development in lessons & CCAs and various Performing Arts and Sporting platforms



Wellington Primary School
To empower every individual, nurture talents and groom leaders

CATEGORY A

The Playground That Connects Us

Mixed Media

Wellington Primary School



Student Artist(s)

Chai Yue Ning
Ethan Lee Ho Ze
Halika Isaya Brite Muhammad Khaki
baac John Lim
Joanne Tew Zi En
Lin Shi Qian
Mikayla Saira Muhammad Fozal
Cng Hyun Na Avery
Poh Zi Kuan Jovio
Wei Lechen Ivy

Artist Statement

Our artwork features the Dragon Playground, a tiny wonder and beloved icon of Singapore, created using paint-stem and inspired by Van Gogh's night sky. Children of different cultures play together, symbolising how shared spaces unite us. This artwork reflects our dream of harmony and bonding in a multicultural Singapore.

Teacher Mentor's Comment

Throughout the project, my students demonstrated strong collaboration, staying focused on a common goal. They shared ideas, solved problems together, and taught one another new techniques. Their ability to work harmoniously mirrors the message of their artwork — diverse individuals coming together to create something meaningful as one.

Ms Lai Lifen



SYF Visual Arts 2025



NSG 2025



Wellington Primary School
To empower every individual, nurture talents and groom leaders

Provide them with a safe learning environment to support their well-being

Whole-school educative process of discipline

“discipline” means “to learn” – self management, responsibility & good character

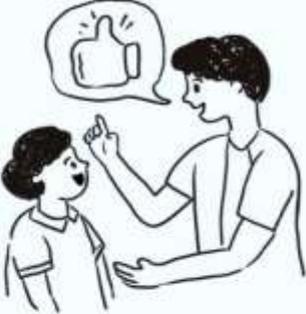
Support and restore relationships

Firm but caring & respectful

Consequences to help child learn when poor choices are made

Work with school to support your child

Verbal or Written report to teacher / YH / School



- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.

A Positive & Proactive Approach to Discipline

towards eg hurtful behaviour



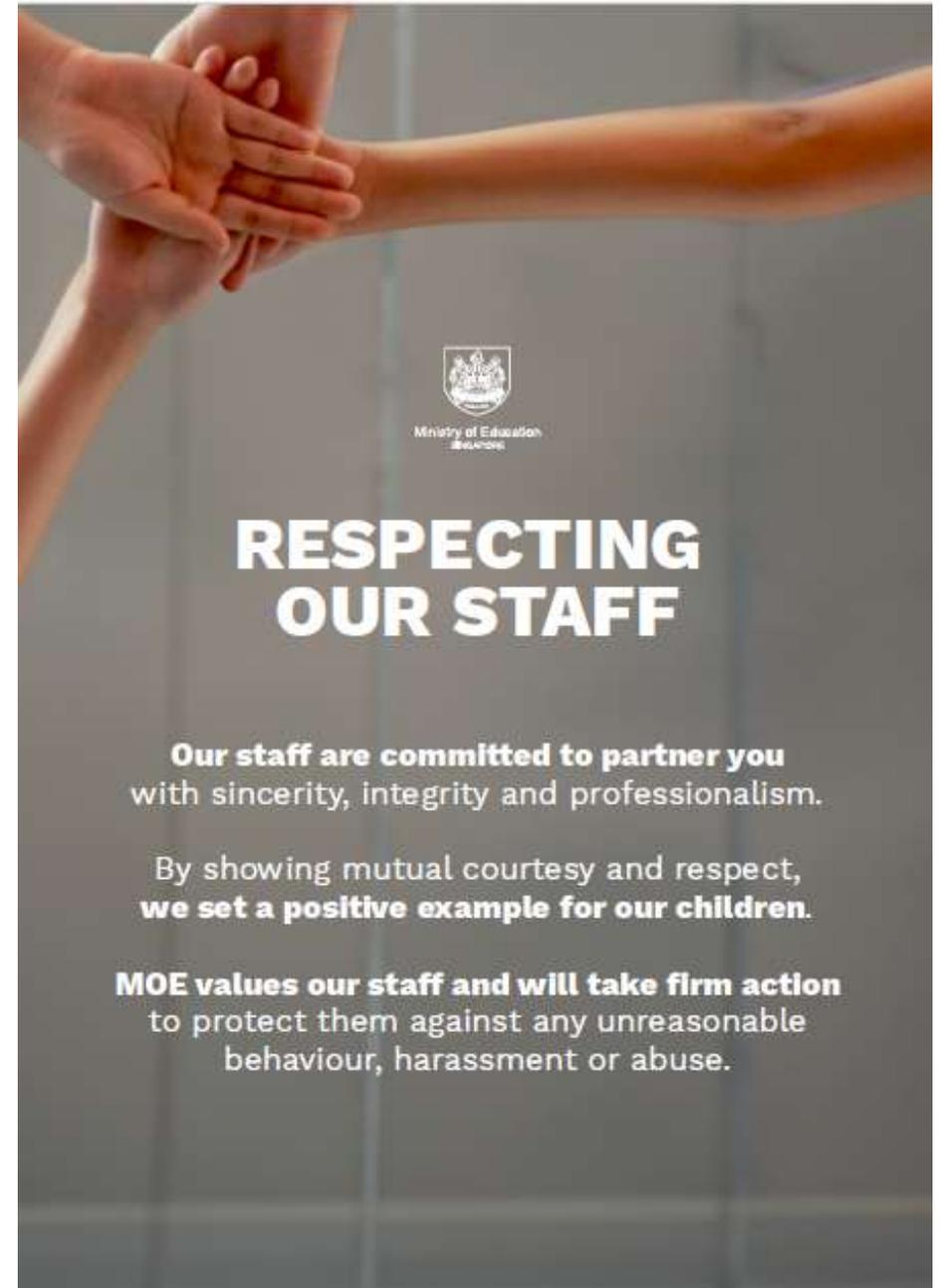
- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.



- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.

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.



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 eg 3rd party app, school phone, email, face-to-face. Teachers are not required to share their personal mobile numbers.



Respect each other's time by communicating during working hours.
Staff working hours 7.15am – 5.30pm



refrain from making same day changes to plans that require urgent or immediate communication with teachers to convey to students



Wellington Primary celebrates
25 years in 2026!

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.

PREPARING FOR THE S1 POSTING EXERCISE



- Release of **PSLE** results
- Online Submission of **S1 School Choices and Options**

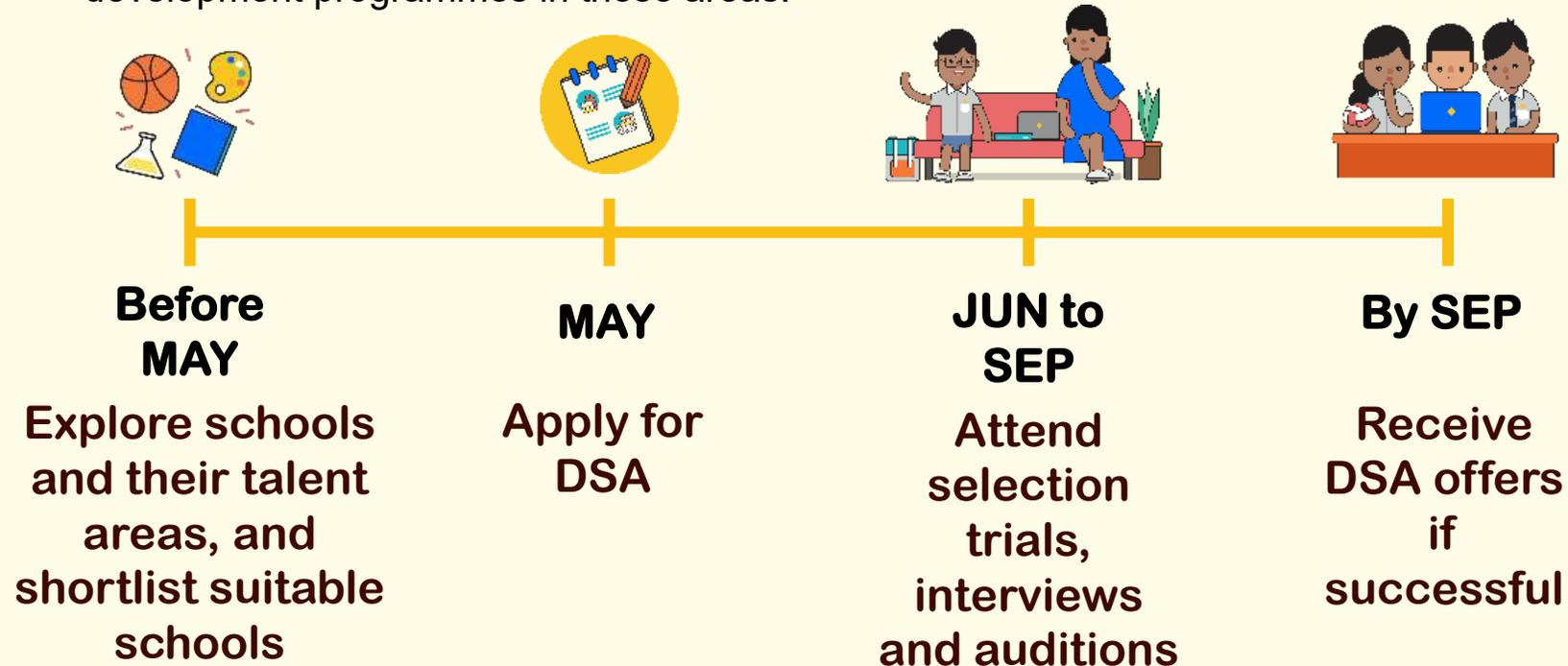


- Release of **S1 Posting results**



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.



Useful resources

Quick tips on shortlisting secondary schools

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD
Help your child find the school in their area that's just for them.

ASK:
What are their strengths, interests, and abilities?
• What subjects do they offer?
• What are their extracurricular activities?
• Are there any special facilities or clubs?
• How do they support students with special needs?

CONSIDER:
• School history
• Courses
• Programmes, subjects and OCAK offered
• Location and transport
• If your child has Special Educational Needs, how does the school support them?

SUBMIT:
• E-School Choice form
• Complete your school preferences in an online school choice form.
• Schools with Different Start-Off Points
• Transfer of school choice between schools and OCAK (see School Choice and OCAK on the School Choice website).
• Refer to the School Choice website for more information.

REFER TO:
• MDEC's School Finder
• Check out schools based on different criteria. Go to the School Finder website: www.mdec.gov.my/schoolfinder

YOUR RANK OF SCHOOL CHOICES
You can rank your school preferences in order of preference. The school with the highest rank will be your first choice. You can also rank your school preferences in order of preference. The school with the highest rank will be your first choice.

Tools to use to explore secondary schools

SCHOOL FINDER



MySKILLSfuture



FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

OTHER RESOURCES

SchoolFinder
Tool

**SCHOOL
FINDER**



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

“Welcome to Secondary
School” video



<https://go.gov.sg/welcome-to-secondary-school>

OTHER RESOURCES

ECG Tips For Parents



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

MySkillsFuture Student Portal



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

ECG What's Next



<https://go.gov.sg/whats-next-psle>

FEEDBACK





Thank
You



Wellington Primary School

Direct School Admission for Secondary Schools

DSA-Sec



Direct School Admission (DSA)

What is DSA-Sec?

- ❖ Giving P6 students the option to apply to some secondary schools before taking the PSLE.
- ❖ Students apply based on their interests, aptitude, and potential, beyond their performance at PSLE.



Direct School Admission (DSA)

What is DSA-Sec?

If your child is admitted to a secondary school through DSA-Sec, they are not allowed to:

- Submit school choices during the Secondary 1 (S1) posting process.
- Transfer to another school. They **must** commit to their chosen school for the duration of the programme.



Who can apply?

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

Sports and games

Visual, literary and performing arts

Debate and public speaking

Science, mathematics and engineering

Languages and humanities

Uniformed groups

Leadership



Eligibility

Applicants must be able to demonstrate their talent, potential, passion and character through their school track record and online DSA applications.

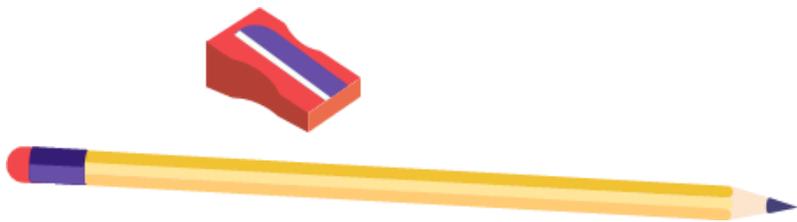
For example, your child might have:

- ❖ Represented the school in a CCA.
- ❖ Held a role in a play or performance.
- ❖ Done well in a subject such as mathematics or creative writing.
- ❖ Held a leadership role in class or a CCA.

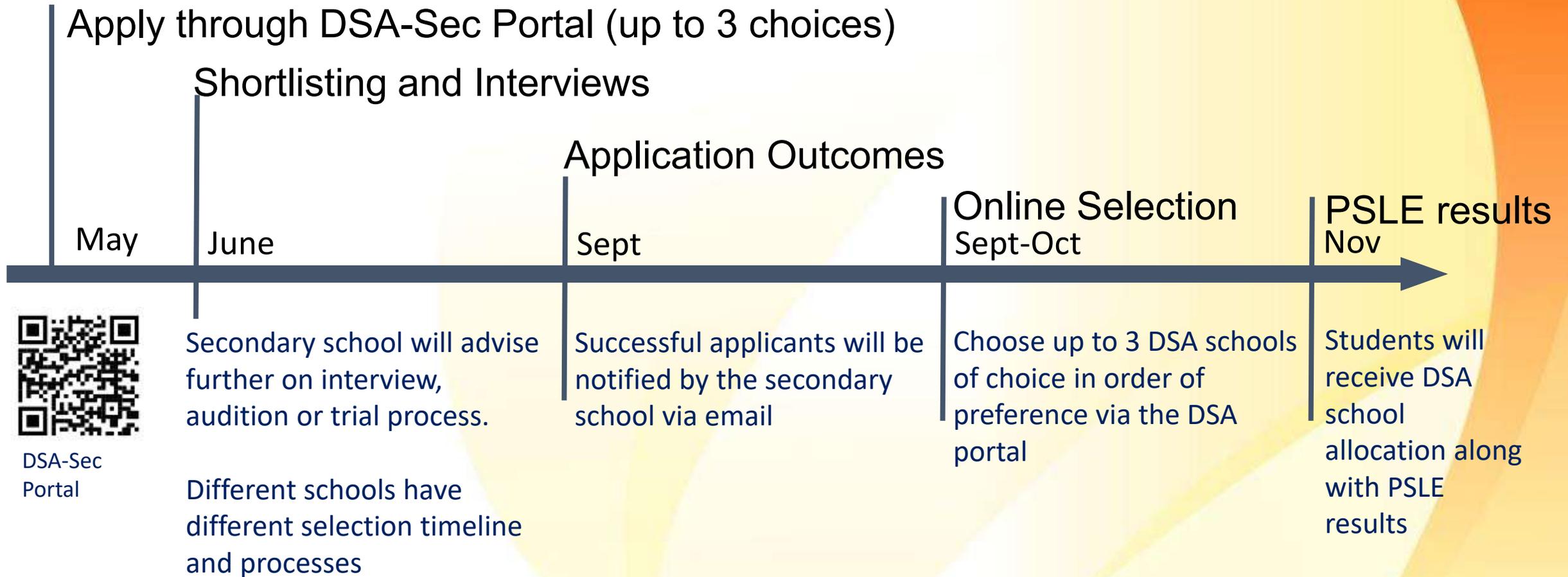
Applicants who do not have prior experience may also apply. The school will assess applicants based on the selection criteria, which may include assessing the potential of the applicants.

How to apply?

- ❖ Students can apply through the DSA-Sec portal. There are no application fees.



Estimated Timeline for P6 2026 cohort



Note: You do not need to submit testimonials or hard copy documents to the secondary school during application.

DSA-Sec Application

- ❖ For each choice, applicants will need to choose a secondary school and a talent area offered by that school.
- ❖ 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.

Example 1

The applicant can apply to three different schools, with no restrictions on the choice of talent areas.

Choice (unranked)	DSA school choice (dropdown list)	DSA talent area (dropdown list)
(1)	School A	Art
(2)	School B	Art
(3)	School C	Art

Example 2

The applicant will have the flexibility to apply to up to two talent areas in each school, as he/she may have strengths in more than one area. He/she will be able to indicate another school and talent area if he/she wishes to.

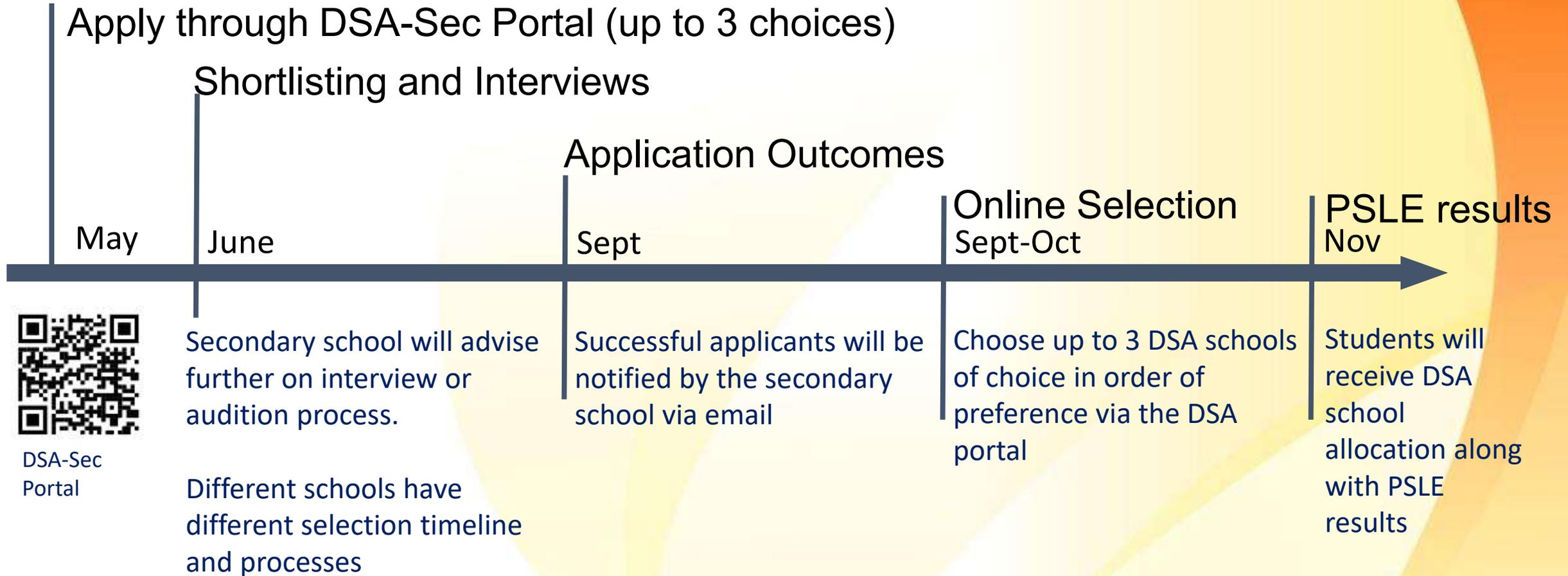
Choice (unranked)	DSA school choice (dropdown list)	DSA talent area (dropdown list)
(1)	School A	Art
(2)	School A	Tennis
(3)	School B	Art

Example 3

If the applicant wishes to apply to one school only, he/she can apply to two talent areas from that school and leave choice (3) blank.

Choice (unranked)	DSA school choice (dropdown list)	DSA talent area (dropdown list)
(1)	School A	Art
(2)	School A	Tennis
(3)	<Blank. Applicant will not be able to choose School A>	<Blank>

Estimated Timeline for P6 2026 cohort



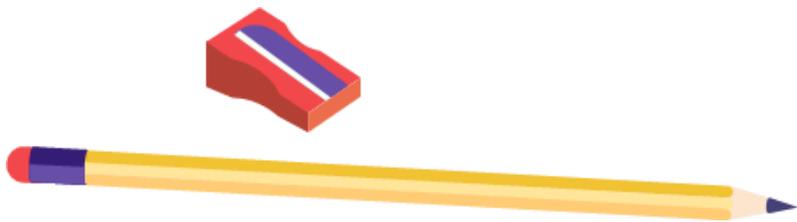
Note: You do not need to submit testimonials or hard copy documents to the secondary school during application.

School Preference Submission

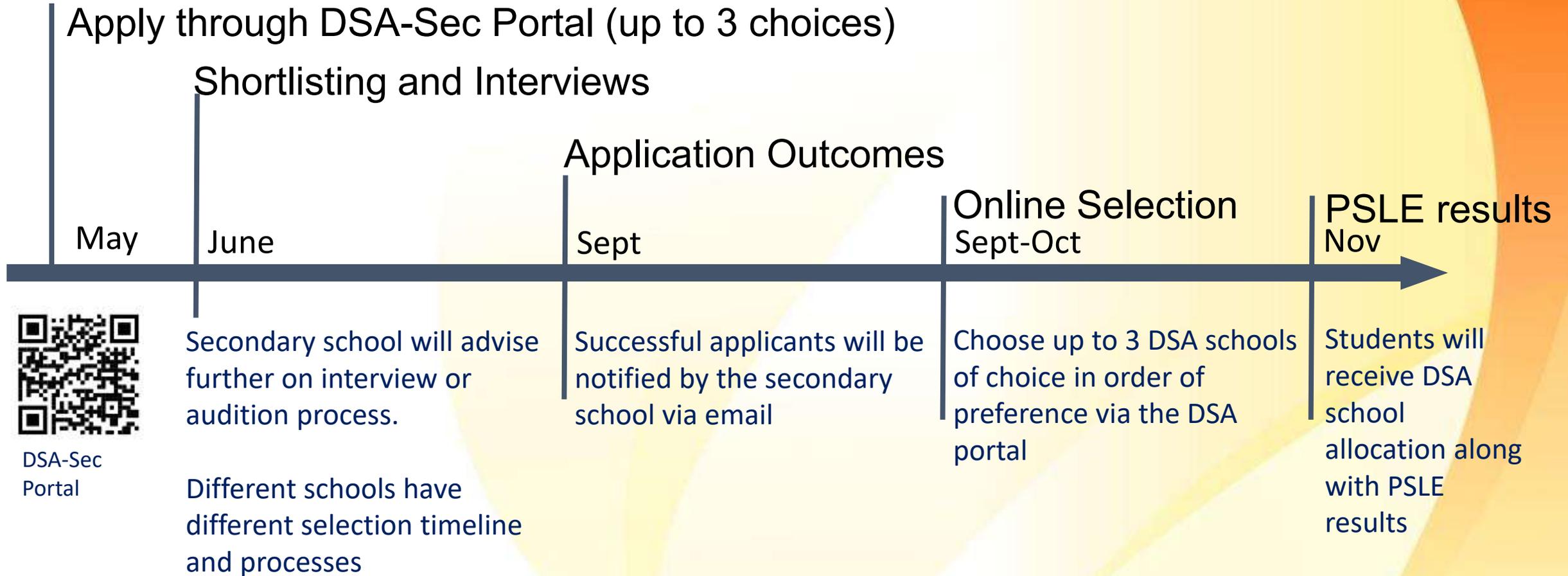
- ❖ DSA-Sec students with offers **should not** submit school preference if they are:
 - Interested to take up Singapore Sports school (SSP offers); or
 - Intend to participate in S1 Posting
- ❖ Unsuccessful DSA-Sec students will participate in S1 Posting to opt for schools

Things to note:

- ❖ Your child's PSLE score still matters. A student who takes up a DSA-Sec confirmed offer is guaranteed a place in that secondary school, provided that his/her **PSLE result meets the minimum requirement for a Posting Group that the school admits students from.**



Estimated Timeline for P6 2026 cohort



Note: You do not need to submit testimonials or hard copy documents to the secondary school during application.

Choosing the Right School

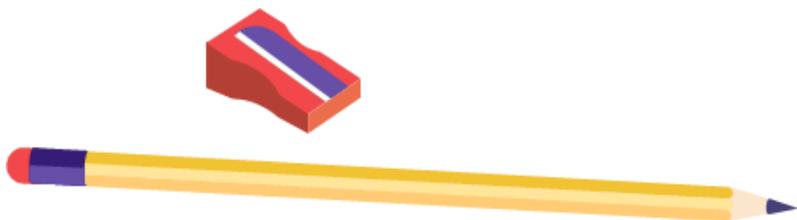
Look for a school with programmes that **match your child's strengths, interests and learning styles.**

Get the latest information about what each school offers by:

- ❖ Visiting the school's website
- ❖ Attending the school's Open House
- ❖ Visiting MOE's DSA-Sec Website



[How to Choose](#)



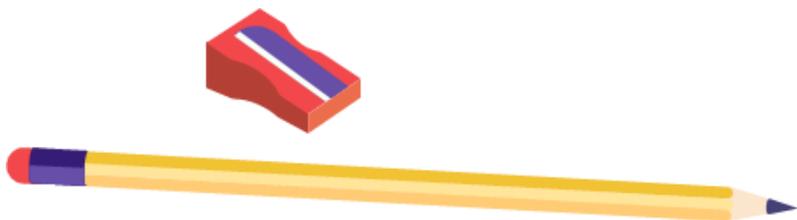
Choosing the Right School

Schools that **only** participate in DSA-Sec, not in Secondary 1(S1) posting

- ❖ School of the Arts (SOTA) - *school's own Talent Academy Portal*
- ❖ School of Science and Technology (SST) - *Centralised MOE DSA-Sec Portal*
- ❖ NUS High School of Mathematics and Science - *Centralised MOE DSA-Sec Portal*

School that **only** conducts school-based admission

- ❖ Singapore Sports School - *school's own application form*



Things to note:

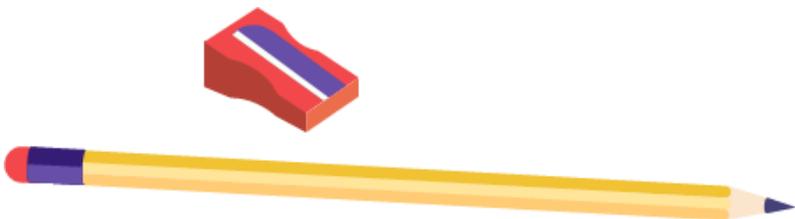
Application period and format is different for the following schools:

❖ **Singapore Sports School**

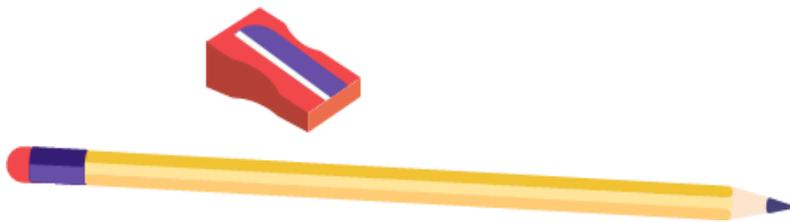
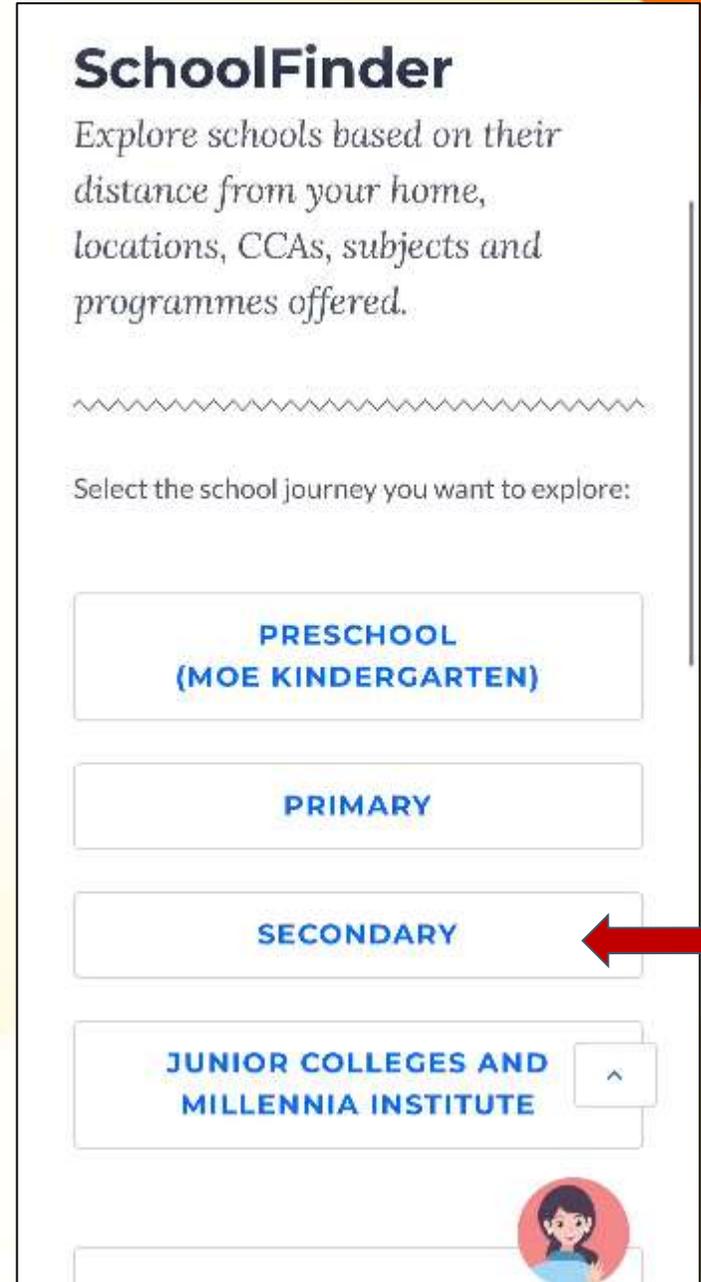
P6 Application Window starts in **February** through their school website.

❖ **School of the Arts (SOTA)**

Online application through their Talent Academy Portal starts in **March**.
In the past years, interviews were conducted during the June Holidays.



Parents Gateway



Step 1

SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.

Secondary ▼ Search for a school or keywords e.g. "Admiralty" or "football"

Start searching by entering your query

(e.g. residential area or CCA name) in the search bar.

FILTER

Criteria

Location

Search for schools near you

Enter your postal code

OR

Search for schools by area

Select an area

Alternatively, you can use the various filters found in the "Criteria" section to find suitable schools.

Step 2

Secondary schools

1 of 8

Showing 152 Secondary schools:

Admiralty Secondary School

Woodlands
31 Woodlands Crescent, 5737916

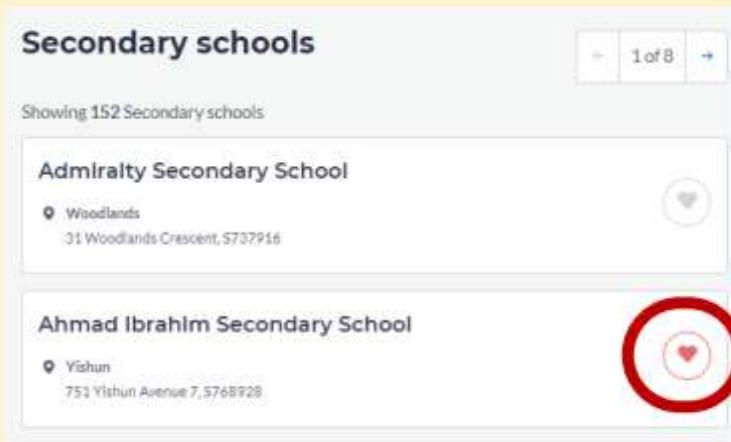
Ahmad Ibrahim Secondary School

Yishun
751 Yishun Avenue 7, 5748928

Select the school card to view subjects offered, electives and programmes, CCAs, locations and contact details.

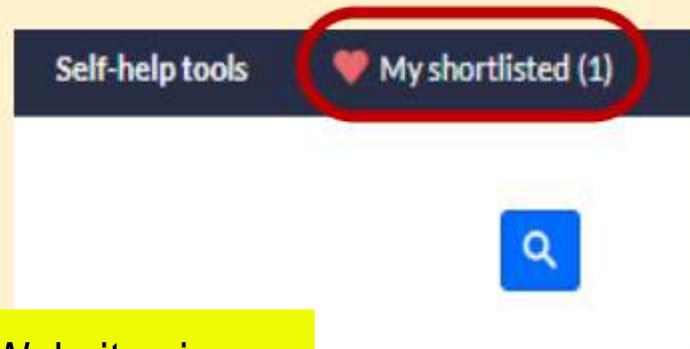
Use the SchoolFinder at <https://go.gov.sg/schoolfinder> to search and shortlist schools based on your criteria.

Step 3



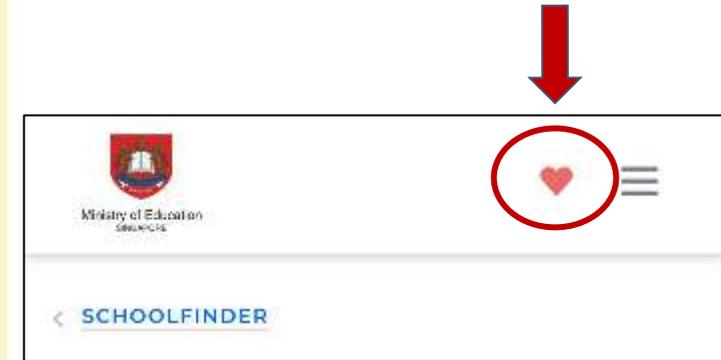
Shortlist the school by selecting the “heart” icon.

Step 4



Website view

View your shortlisted schools.



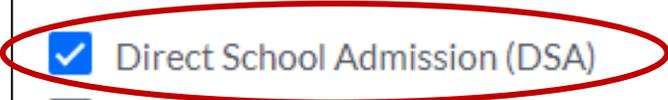
Mobile view

Note: You do not need to submit testimonials or hard copy documents to the secondary school during application.

To take note:

If searching by DSA Talent area, do check out all the options, as some options do not stack.

Admission type 

Direct School Admission (DSA) 

Integrated programme

DSA main Category

Visual Arts Design and Media

DSA talent areas [Clear](#)

Visual Arts 

- [Visual Arts \(Girls and Boys\)](#)
- [Visual Arts \(Boys\)](#)
- [Visual Arts \(Boys\) - IP](#)
- [Visual Arts \(Girls\)](#)

DSA talent areas [Clear](#)

Look up

Visual Arts (Girls and Boys) 

DSA talent areas [Clear](#)

Look up

Visual Arts (Boys)  Visual Arts (Boys) - IP 

DSA talent areas [Clear](#)

Look up

Visual Arts (Girls) 

HOME / DIRECT SCHOOL ADMISSION / DIRECT SCHOOL ADMISSION (DSA)

Direct School Admission (DSA)



Admission

Direct School Admissions (DSA)

Returning Singaporeans

International Students

School Transfer

PSLE scoring/S1 posting system

Services

2024 Secondary 1 Registration [↗](#)

Direct School Admission
(DSA)

DSA (Sec) ▾

DSA (JC)

Direct School Admission (DSA)

Direct School Admission Exercise for Secondary Schools (DSA-Sec)

P6 students can seek admission to certain secondary schools based on their talent in sports, CCAs and specific academic areas. Learn if your child is eligible and how to apply.



DSA Talent Areas, Criteria and Selection Process

We invite Primary 6 students with strong interest in the following CCAs to apply through the DSA-Sec Exercise.

DSA Domain	Talent Area	Criteria	Selection Process
Performing Arts <i>(For boys and girls unless otherwise stated)</i>	Chinese Dance (Girls)	<ul style="list-style-type: none">Participation in relevant competitions and obtained achievements in national and/or international competitions	Auditions and interview for shortlisted applicants (late July-August)
	Modern Dance	<ul style="list-style-type: none">Relevant qualification in dance theory and/or performance (e.g. Royal Academy of Dance (RAD) or Beijing Dance Academy (BDA), min. Grade 2)Consistent academic performance for P5 overall or its equivalent	
Sports <i>(For boys and girls unless otherwise stated)</i>	Chinese Orchestra	<ul style="list-style-type: none">Participation in relevant competitions and obtained achievements in national and/or international competitions	Auditions and interview for shortlisted applicants (late July-August)
	Choir	<ul style="list-style-type: none">Relevant qualification in music theory and/or performance (e.g. ABRSM or Trinity, min. Grade 2)	
	Concert Band	<ul style="list-style-type: none">Consistent academic performance for P5 overall or its equivalent	
	Guzheng Ensemble	<ul style="list-style-type: none">Consistent academic performance for P5 overall or its equivalent	
Sports <i>(For boys and girls unless otherwise stated)</i>	Basketball (Boys)	<ul style="list-style-type: none">Participation in relevant competitions and obtained achievements in zonal, national and/or international competitions	Selection trials and interview for shortlisted applicants (late July-August)
	Volleyball	<ul style="list-style-type: none">Is medically / physically fit (if taken, possesses minimally a Silver Award in NAPFA test)	
	Wushu	<ul style="list-style-type: none">Consistent academic performance for P5 overall or its equivalent	

Meeting all the criteria does not guarantee the student will be shortlisted/given an offer. Short-listed applicants will be informed of the date, time and other important details for their



DSA Coordinator

Ms Sim Chin Mei

Level Head (PE)

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