

Cedar Primary School
2023 P5 & P6 Parents Engagement
Frequently Asked Questions

1. What is DSA-Sec?

Direct School Admission for secondary schools (DSA-Sec) allows students to gain direct entry to certain secondary schools based on their talent in sports, CCAs and specific academic areas. The application is typically in May each year.

The DSA-Sec aims to promote holistic education by giving schools greater flexibility to recognise a more diverse range of student achievements and talents for admission to secondary schools.

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 their programme.

2. What will I need to provide during the DSA-Sec application?

- Log in to the DSA-Sec portal with your Singpass Two-Factor Authentication (Singpass 2FA). Find out how to register for a Singpass and 2FA if you don't have one.
- 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.
- Your child's primary school information will automatically be shared with the applied DSA-Sec school(s). This information includes your child's P5 and P6 academic results, Co-curricular Activities (CCA), Values in Action (VIA) involvement, School-based achievements and awards such as Edusave awards, NAPFA result, National School Games and Junior Sports Academy participation. You do not need to input this information.
- You may provide information on non-school based activities and achievements, which are related to your child's chosen talent areas. This section is non-compulsory, with a limit of 10 entries and no supporting documents are needed.
- Enter your contact details correctly. This allows the schools to contact you if your child is shortlisted for the selection process.
- You can update, withdraw and re-submit your application during the application period.

5. Do the students need to have any form of testimony or background to go for the DSA?

There is no need to submit additional hardcopy testimonials and documents via the DSA-Sec Portal. Your child's primary school information will be shared with the secondary schools that you have applied to. This includes your child's P5 and P6 academic results, Co-curricular Activities (CCA), Values in Action (VIA) involvement, School-based achievements/awards such as Edusave awards, NAPFA results, Junior Sports Academy and National School Games participation. You may indicate in the optional field any non-school-based activities and achievements related to your child's talent, which your child may have participated outside school.

6. When a student is posted into a secondary via DSA, does he still need to achieve a PSLE Score within the cutoffs for that school?

To be successfully admitted to a school through DSA, your child's PSLE results must qualify them for the course offered by the school. This is to ensure that your child can continue to thrive in his/her DSA area as well as cope with the rigor and demands of the course offered by the school.

7. How do I find information on DSA-Sec?

You can find out more information about:

- DSA-Sec process on [MOE website](#).
- Participating schools using the [SchoolFinder](#).

8. Will the school be organising open house visits to secondary schools?

As part of the post-PSLE programme, the school will invite secondary schools to have talks with the P6 cohort. Information on the different secondary school open houses will also be shared with our students. Parents are encouraged to go to these open houses with your child as it is an opportunity for you to have conversations with your child to choose a suitable secondary school together. You may also visit the various secondary schools' website for more information on their open house.

9. Is there any banding at the P5 level for students?

In Cedar Primary, we ensure diversity in each class to encourage social mixing. Hence, apart from academic results, we also take into consideration non-academic factors such as the students' strengths, interests, learning profiles and ability. At the end of Primary 4, all students will go through subject-based banding. Reallocation of classes is done at Primary 5 as students may have different subject combination, including a mix of students taking subjects at Standard and Foundation levels. This helps to stretch their potential in the subjects they are strong in or build up their understanding in subjects they need more help with.

10. Can parents request for their P5 child to take certain subjects at the foundation level at the end of Term 1 or 2 if the child is struggling?

Subject-based banding (SBB) gives your child the opportunity to take a combination of subjects at standard and foundation levels based on their strengths. With higher content rigour and expectations at P5, students will need time to adjust to the increased curriculum demands.

The school will assess your child's ability to cope with the subjects that he/she takes at the end of the year. Adjustments to the subject levels will be made then if needed. In the meantime, do allow time and space for your child to adjust and cope with the new rigour.

More details on SBB in primary school can be found [here](#).

11. When will P6 students be posted to Secondary 1 through Posting Groups 1, 2 and 3?

P6 students will be posted into secondary schools through the three Posting Groups – Posting Groups 1, 2, and 3 from this year onwards. The PSLE score ranges for the three Posting Groups will be mapped from the existing N(T), N(A) and Express streams respectively. Posting Groups will only be used for the purposes of admitting students into secondary school and to guide the initial subject levels students can offer at the start of Secondary One.

12. As the students posted into the different Posting Groups may be assigned to the same class in Secondary School, how will the learning experience be like?

Once posted into the full SBB school, students will be grouped into mixed form classes, with each form class comprising students taking different courses. Mixed form classes present more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.

They will spend about a third of their curriculum time taking a set of Common Curriculum subjects together as a Form Class i.e. Art, Character and Citizenship Education (CCE), Design

and Technology (D&T), Food and Consumer Education (FCE), Music, and Physical Education (PE). For other subjects, the students will be assigned to classes based on their subject-specific strengths at G1, G2 or G3 levels. For more information, you may visit the following website:

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html>

13. With the implementation of full subject-based banding, will there be a Secondary 5?

By 2024, all students enrolling into Sec 1 will go through a four-year curriculum for all subject bands.

14. How do we communicate with the subject teacher to help the children?

You can communicate with the teachers through email. All the teachers' email addresses can be found on our school website. You may also call the general office to leave a message for your child's teachers to call you back or to make an appointment to meet with your child's teachers.

We will also be making use of the Parents Gateway (PG) to disseminate information, and seek parents' consent on admin matters. The Parents Gateway is available on IOS and Android. You can use your SingPass account, SMS 2FA or OneKey Token1 to gain access to Parents Gateway. A guide to access Parent Gateway can be found on our online Parent Portal at <https://cedarpri.moe.edu.sg>

15. How does the school support students who are struggling emotionally?

The first point of contact for the students is their form teachers. When a teacher observes that a student may be struggling with some issues, they will engage the student in one-to-one conversations to better understand and support. If the issues shared are of concern or if the teacher observes signs of distress, the student will be referred to our School Counsellor who will then meet with the student before embarking on the next course of action. As we believe that a community of support is important, the Year Head will also be updated and work together with the School Counsellor to support the student. Parents will also be informed so that the student can also receive the necessary support at home.

Note:

The DSA-Sec information provided in this set of FAQs is based on the 2022 DSA-Sec. The 2023 DSA-Sec information will be updated in the DSA-SEC [webpage](#) once it is available.