



# *Welcome to Unity Secondary*

Principal's Address  
Mdm Adel Ong  
9 Jan 2026



# Students Indicating Unity as **1<sup>st</sup> and 2<sup>nd</sup>** Choice posted to Unity

 Lifelong Learners  
Inspiring Leaders

## 2026 USS Secondary One Cut-Off-Point

- G3: 12-18
- G2: 21-24
- G1: 25-28

**84-93% indicating USS as their  
**1<sup>st</sup> or 2<sup>nd</sup>** Choice**

## **VISION**

**Lifelong learners, Inspiring Leaders**

## **MISSION**

**To develop Unitians to be resilient and future-ready with the passion to serve and lead**

## **MOTTO**

**Leading Self, Serving Others  
Actualising Self, Inspiring Others**

## **VALUES**

**ReC2IPE: Respect, Commitment, Compassion, Integrity, Perserverence**

## **STUDENT OUTCOMES**

**Confident Person. Conscientious Learner. Critical & Inventive Thinker.**

**Concerned & Caring Citizen.**



# Key Pillars

Designation	Name
Vice-Principal	Mr Alan Lim
Vice-Principal	Ms Yuen Chai Lin



# School Management Committee

Designation	Name
School Staff Developer (Ag)	Ms Ong Pei Ee
Asst Year Head (Sec 1)	Mr Ng Yan Kit
Year Head (Sec 2)	Ms Neo Ruey Ning Fiona
Asst Year Head (Sec 3)	Mr Tan Han Xiong
Year Head (Ag) (Sec 4/5)	Mr Alvin Lee
HOD/Student Management and Guidance	Mr Chew Thiam Teck Scott
SH/Student Management	Ms Hor I Wei
HOD/PE CCA	Mr Low Yee Fun
ST/PE	Mr Teng Han Yong
HOD/CCE	Mdm Jeslyn Cheong
SH/Student Leadership	Ms Sherry Goh

SSD & SDT Team

# School Management Committee

Designation	Name
HOD/ Craft and Technology	Ms Fathiah Bte Borhan
ST/Music	Ms Christine Tang
HOD/ English	Mr Ng Lip Siang Adrian
SH/English & Literature	Ms Janet Xu
HOD/MTL	Mr Tie Hieng Han
LH/Chinese Language	Ms Ng Pin Leng
ST/Tamil Language	Mr Jaya Kumar
HOD/ Humanities	Mdm Khairunisa
SH/Geography	Mrs Jasmin Mariya d/o Madasamy
SH/History	Mr Wong Jing Jie

IP Team

# School Management Committee



*Lifelong Learners  
Inspiring Leaders*

Designation	Name
HOD/ CIT	Dr Faizal
SH/ICT	Mr Lee Yuen Lim
HOD/ Mathematics	Mr Tan Yee Kee
LT /Learning Support	Mdm Rohaila bte Sanusi
LH/Maths	Ms Chen Yi
HOD/ Science	Ms Liang Yen Shan
LT/ Biology	Ms Jacqueline Tan Lin Yin
LH/Science	Ms Sumitha
SH/ALP & Innovations	Mr Ho Kian Tong
Administration Manager	Ms Chua Bee Kuan
Administration Manager/ICT	Mr Jeremy Yong
Operation Manager	Mr Yeo Lay Kin
Operation Manager	Mr Kenny Kuek
ICT Associate	Mdm Shanthly

IP & Admin Team

# Care Team

Designation	Name
<b>Snr School Counsellor</b>	<b>Mdm Michelle Ong</b>
<b>School Counsellor</b>	<b>Mdm Sumarni</b>
<b>Snr Learning Behaviour Support Counsellor</b>	<b>Ms Nurul Soffiah Binte Yusoff</b>
<b>Education Career Guidance Counsellor</b>	<b>Mr Peter Phoa</b>

# CULTURE OF CARE



# Character Coaches



Lifelong Learners  
Inspiring Leaders

2 CCAs Mix Form Class	Character Coaches (LS)
<u>1 Lead 1</u> BasketBall Speech and Drama	Ms Pek Geok Kim (Lorraine) Mr Victor Tan
<u>1 Lead 2</u> NPCC Media Production	Ms Khalaiarasi Ms Hamida
<u>1 Serve 3</u> Football Modern Dance	Mr Siva Ms Elene Phang
<u>1 Serve 4</u> Volleyball NCC	Mr Justin Tan Ms Jason Khoo

# Character Coaches



Lifelong Learners  
Inspiring Leaders

2 CCAs Mix Form Class	Character Coaches (LS)
<u>1 Actualise 5</u> Track and Field Art and Crafts	Ms Suhaila Ms Janet Xu
<u>1 Actualise 6</u> Concert Band Scouts	Ms Chen Yi Ms Farah
<u>1 Inspire 7</u> Table Tennis Girls' and Boys' Brigade	Mdm Ng Lee Choo Ms Li Xu
<u>1 Inspire 8</u> Choir Eco-Explorers	Ms Leow Yu Huey Mr Sony

# Unity Total Curriculum

- All of the experiences, planned and unplanned, which a learner encounters in Unity Secondary School

## Active Learning

### Academic Programme

- Languages
- Humanities
- Maths & Science
- PE, Art, Music, D&T, FCE, PoA
- Talent Development Programmes
  - Leaders of English
  - Young Scientists
  - Advanced Mathematics
  - Design Innovation
- Applied Learning Programme
  - GreenovA tors In Action (GAIA)

**GReAT Routines**  
**Growth Mindset**

### Student Development Programmes

- Character & Leadership Programme
  - Character & Leadership Education lessons
  - Student Leadership Development Programme
  - Values in Action Programme
  - Cyberwellness Programme
  - Mental Wellness Carnival
  - Sexuality Education Programme
  - National Education
  - Cohort Camps (Sec 1: Orientation Day Camp  
Sec 2 & 3 overnight camps)
- CCAs
- Education & Career Guidance Programmes
  - Advanced Elective Modules & Elective Modules
  - Jobs Taster Programme
- Learning for Life Programme
  - Lead Through Outdoor & sporting Adventures
- Aesthetics Education
- Internationalisation Programme



# Every Unitian an Active Learner. Active Learning Approach

(Activate Learning; Promote Thinking & Discussion & Demonstrate Understanding)

- Student-Centered,
- Self-Paced,
- Blended Learning

Do to Learn; Learn with Others and  
constantly Assess their Self Learning.

*Technology is harnessed to make learning and teaching visible in our classrooms.*





# ALP: GreenovAtors In Action (GAIA)

## Key Features of Sec 1 Programme

- ★ Involve students in **Singapore's Sustainable Development Movement (Singapore Green Plan 2030)**



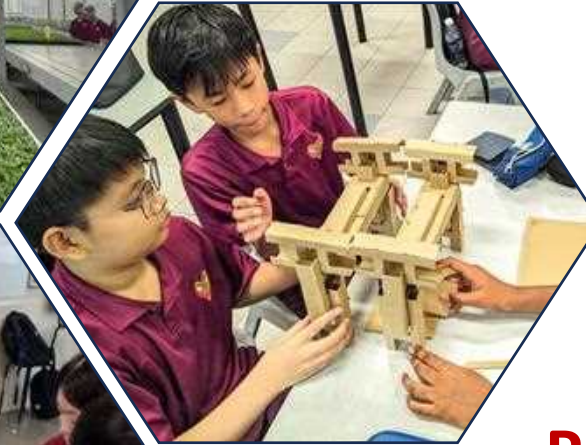
### Food Sustainability Concepts

Understand the Singapore Food Story & high-tech food production



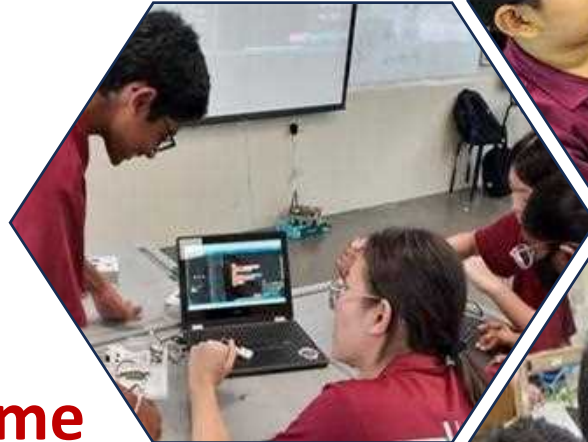
### Smart Home Farming System

Design & Build Prototype



### Code for Fun Programme

Code suitable sensors such as light and temperature



### Product Advertisement

Present prototype to a live audience





# APPLIED LEARNING PROGRAMME

## Sustainability Education @Unity Sec





# LLP: Lead through Outdoor and Sports Adventures

## Programme for Sec 1

- 1. Unity Run (Term 2 Week 4)
- 2. Sport Experience Program during Leadership Learning week (Term 2 week 9)
- 3. Sports Fiesta (Term 3 week 2)





*Lifelong Learners  
Inspiring Leaders*



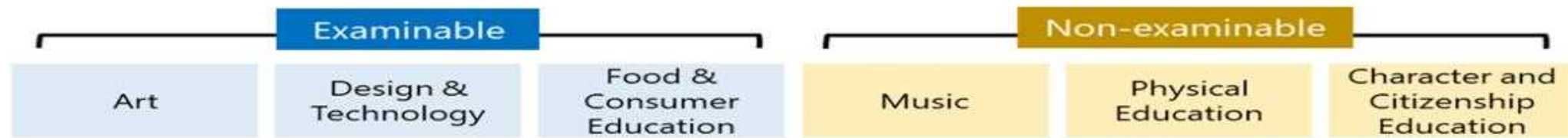
# Organisation of Sec 1 classes

Mixed CCA Form Classes  
6 Common Curriculum  
Subjects  
Offering More Demanding  
Level Subjects



# Full Subject Based Banding: Subjects Learning: Common Curriculum & Learning Group

- Students from the **3 posting groups** will take **6 Common Curriculum subjects together:**



- Opportunities to spend curriculum time together in these subjects
- Teachers will differentiate and adopt a range of teaching approaches to meet the different learning needs and pace of their students in the class
- Learning Groups:** i.e. English, Mathematics, Science, Mother Tongue Language and Humanities subjects, students will be **grouped in different classes** based on the levels at which they take for each subject



# 2 CCA Mix Form Classes & Character Coaches

## 2 CCA Mix-Form Classes

- Interaction with students from different courses (FSBB)
- Greater **diversity and synergy** through CCA collaboration
- Development of **interdisciplinary and 21CCs**  
(collaboration, communication, adaptability)
- Stronger peer relationships through CCA and Form Class

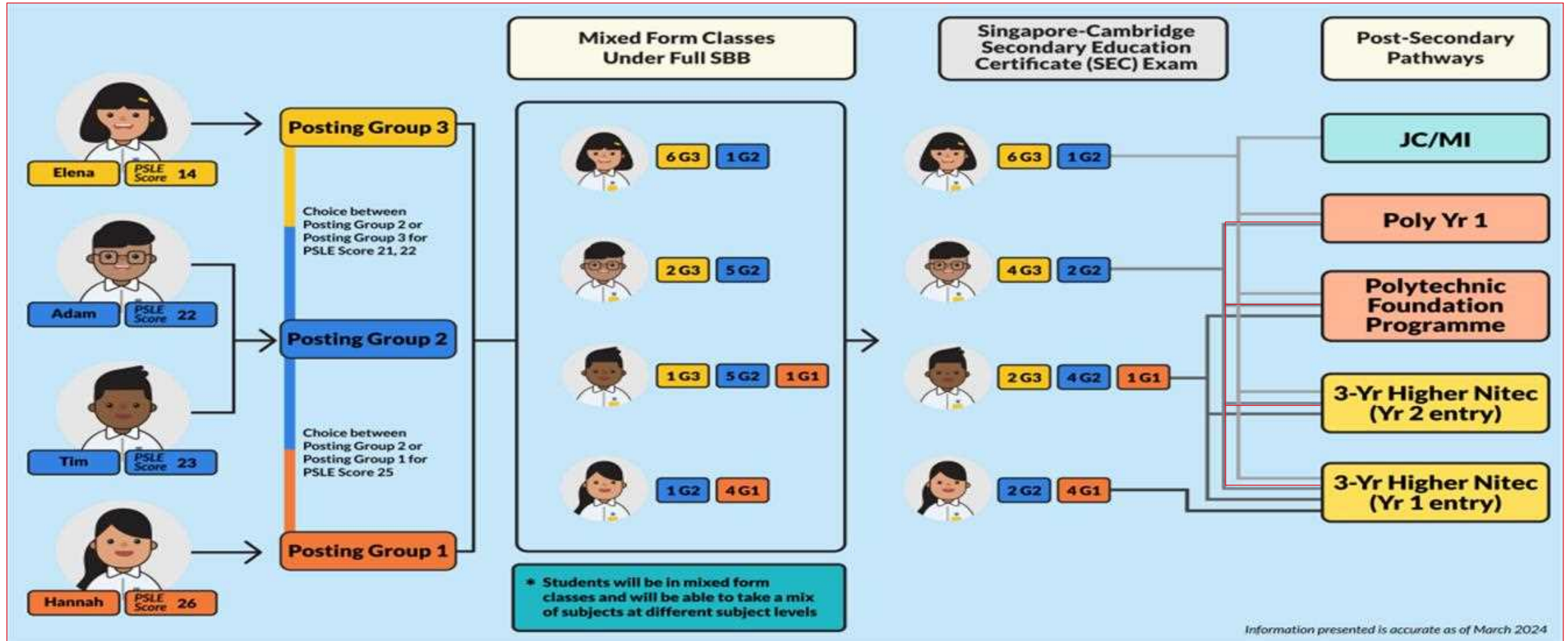
## Character Coaches (Form Teachers)

- CCA teachers as Character Coaches
- Regular **character development touchpoints** (weekly CCE lessons, CCA training)
- Smaller **teacher–student ratio** for closer monitoring of holistic development
- Sustained **teacher–student relationships** throughout the Unity Sec journey



# Changes in the Education Landscape

Greater customization and flexibility in learning  
More paths, and more porosity in between





# Changes to Post-secondary School Admissions

Increased access to post-secondary pathways

**From 2028,  
more post-secondary options  
will be available.**

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

\*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

For admission to Polytechnic Year 1, starting from the Academic Year 2028 intake, students can offer one [B] subject taken at either G2 or G3 in their ELR2B2 aggregate score. The remaining four subjects must continue to be offered at G3 to ensure that students can cope with the academic rigour in the polytechnics. Students who offer both [B] subjects at G3 will have their [B] subject with a lower grade mapped from G3 to G2.

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



**How can your child be offered More Demanding Level (MDL) subject(s)?**

<b><u>English Language, Mathematics, Science, Mother Tongue Languages</u></b>		
<b>Current subject level</b>	<b>School-based results</b>	<b>Option to offer subject at</b>
<b>G1</b>	<b>≥75%</b> in the specific subject	<b>G2</b>
<b>G2</b>	<b>≥75%</b> in the specific subject	<b>G3</b>

# How can your child be offered More Demanding Level (MDL) subject(s)?

## Humanities (Geography, History, Literature in English)

Current subject level	Humanities subjects	Eligibility Criteria School-based results	Option to offer subject at
G1	Humanities <ul style="list-style-type: none"> <li>• Social Studies component</li> <li>• Humanities Exposure Modules (HEMs) in Geography, History and Literature in English</li> </ul>	<p>≥ 75% overall in G1 English Language (or ≥50% overall in G2 English Language)</p> <p>&amp;</p> <p>A <b>Pass with Distinction grade</b> for both G1 Humanities (Social Studies component) <b>Performance Tasks</b> in Semesters 1 and 2</p>	<p><b>G2</b></p> <p>Geography, History and/ or Literature in English</p>
G2	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Literature in English</li> </ul>	<p><b>75% or higher</b> in specific subject</p>	<p><b>G3</b></p> <p>Geography, History and/ or Literature in English</p>

# Changes in the Education Landscape

What could your children's secondary school experience look like  
with Full Subject-Based Banding?



The infographic features a central text area with a light yellow background. Surrounding this area are various educational icons: a blue book, a yellow palette, musical notes, a red and white volleyball, a computer monitor, a soccer ball, a chemistry flask, a globe, and a red and white cube. Labels G1, G2, and G3 are placed near some of these icons. The text 'Full Subject-Based Banding' is in a large, bold, teal font, and 'Where to next, after secondary school?' is in a smaller, bold, teal font below it.

**Full Subject-Based Banding**  
**Where to next, after secondary school?**



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

# Changes in the Education Landscape

**For More Information**

**Full-Subject Based Banding  
Microsite**



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

**EDTALKS – What you need to  
know about Full SBB**



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

# 4+1 Timetable School Hours

## Monday to Thursday (SEM1)

- Academic Learning - Start Time: 7.30am
- End Time for Secondary One
- **Monday:** All Sec 1s: 2pm
- **Tuesday:** All Sec 1s: 3.45pm
- **Wednesday, Thursday:** All Sec 1s: 2.15pm
- **Thursday:** 2.45 pm to 3.45 pm - Higher Mother Tongue Languages

## Friday (Character Day: CCE+CCA)

### CCA Days:

Most CCAs are held on  
Monday, Wednesday (2.30pm/3.45pm – 6pm)  
and/or  
Friday  
(Between 8am – 12.30pm OR 1pm-5.30pm)

### Academic Consultation

Monday, Wednesday: 2.45pm – 3.45pm

### Student Development/Enrichment

Tuesday: 3.45pm onwards

**7.30 am-8.00 am – Morning Assembly**

**\*8.00 am to 10.00 am – CCA**

**\*10.30 am to 12.30 pm – Character & Citizenship Lessons**

**1.00pm – 4.30pm/5.30pm – CCA training for some CCA groups**

***Sequence of timing will vary for some CCAs.***

***Recess staggered on Friday.***





# Student Handbook in the School Website

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<https://www.unitysec.moe.edu.sg/students/students-resources/std-handbk/>

## Let's have a **G.R.E.A.T** learning day ahead!

**GREETING:**

- CCA leaders and subject rep to **lead in greeting/ thanking** in class and hall
- Command: Class Stand, Class Tidy, Class Greet

**READY FOR SCHOOL:**

- Be in **school and class** on time. Be in **proper attire and look neat**
- Store all other electronic devices in Electronic Device Lockers before 7:25am
- Bring **fully charged PLD**
- Safe keep** valuables properly

**ACTIVE LEARNING:**

- Participate** (Paying attention, doing work and responding to questions)
- Invest** (Asking questions, taking notes, peer learning)
- Drive** (Setting goals, seeking feedback and doing self assessment)

**TIDINESS:**

- Clean** at start/end of each day
- Clean** at start/End of each lesson

BROUGHT TO YOU BY THE 13TH UNITY COUNCIL



# Weighting for Weighted Assessment (WA) & Semestral Assessment (SA) for Sec 1 (No Mid-Year Exams)

Term 1	Term 2	Term 3	Term 4	Overall
WA1	WA2	WA3	End of Year Exams (SA)	100%
10%	15%	15%	60%	

Weighted Assessments (WAs) can be in the form of individual or group projects; assessment of practical skills /oral skills ; written tests

# Format of Weighted Assessment (WA)

*(Refer to the USS Assessment Letter that will be sent to all parents in mid Jan)*

- For **Secondary 1 to 3 students**, each WA is aligned with the school-wide Active Learning approach to ensure coherence between learning, feedback and assessment.
- Each WA comprises two components:
- **Task 1 (20%)**
- **Self-paced consolidation activities designed to check students' understanding.** This component is largely **self-directed** and allows students to **consolidate their learning**.
- **Deadline:** Submission of the task must be completed **before the start of Task 2.** **Failure to complete Task 1 by the deadline will result in a zero mark for this component.**
- **Task 2 (80%)**
- A summative assessment task, typically **conducted in one sitting** to assess students' mastery of the learning outcomes.





child has grown up  
I can relax now!



# The Age of Opportunity

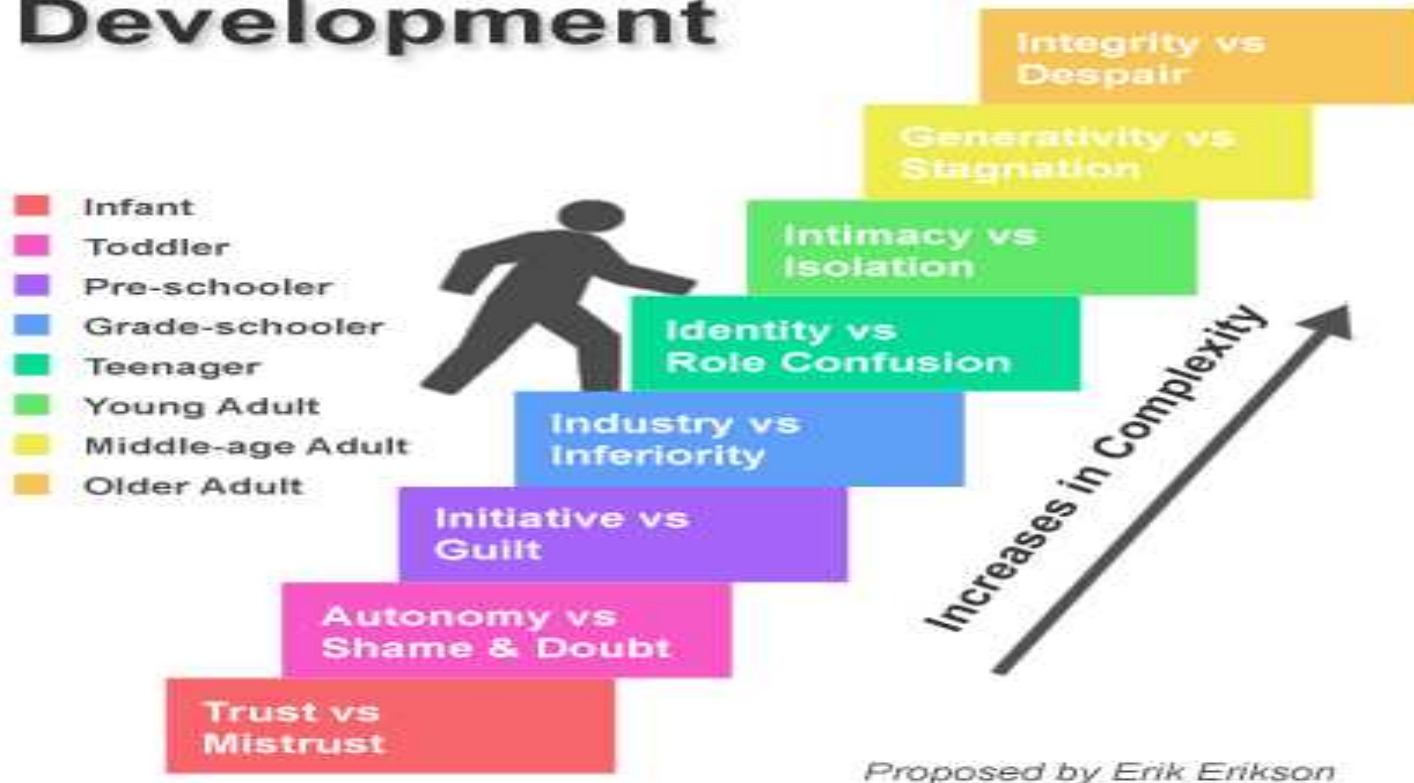


Lifelong Learners  
Inspiring Leaders

Adolescence (12-18 years)

The Phase of  
*Identity vs Role Confusion*

## Stages of Psychosocial Development



# Grow Up Well

# Helping Your Child

Stabilise your child with

## Protective Factors

Protective factors contribute to an individual's capacity to cope with challenges in life.



Risk factors increase the likelihood of developing a mental illness. As risk factors accumulate, more protective factors are needed to compensate for them.



## Examples of protective and risk factors commonly found in children and youth

Types of factors	Protective factors	Risk factors
Individual	<ul style="list-style-type: none"> <li>• Good level of physical activity</li> <li>• Good physical health</li> <li>• Good intellectual capacity</li> <li>• Good life skills: problem-solving skills, social skills, communication skills, willingness to seek help</li> <li>• Good social emotional development</li> <li>• Easy-going temperament</li> <li>• Good sense of independence</li> <li>• Good sense of self-efficacy/ internal locus of control</li> <li>• Good self-esteem/self-worth/ self-confidence</li> <li>• Good sense of personal competence</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Genetic (e.g. family history of mental illness)</li> <li>• Personality and temperament (e.g. anxious disposition)</li> <li>• Adverse early childhood experiences or chronic trauma (e.g. physical, emotional and sexual abuse, neglect, domestic violence and bullying)</li> <li>• Experience of losses (e.g. parent, family member, or close friend)</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Supportive family</li> <li>• Good family support for school success</li> <li>• Good relationship with parents</li> <li>• Parents with good emotional stability</li> <li>• Stable financial situation</li> </ul>	<ul style="list-style-type: none"> <li>• Divorce</li> <li>• Inconsistent care-giving in the family</li> <li>• Poor family discipline</li> <li>• Death of a family member</li> </ul>
School	<ul style="list-style-type: none"> <li>• Supportive teachers</li> <li>• Positive relationships with peers/fitting in at school</li> <li>• Positive school experience</li> <li>• Involvement in school-based activities</li> <li>• Feeling cared for and respected by peers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure from exams and school placement</li> <li>• Poor academic performance</li> <li>• Problems with classmates and schoolmates (e.g. bullying, isolation)</li> <li>• Inadequate/inappropriate provision of education</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Good social support</li> <li>• Good social inclusion</li> <li>• Economic stability of neighbourhood</li> <li>• Good access to health care and recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Substance abuse</li> <li>• Poverty</li> <li>• Crime</li> <li>• Lack of a sense of belonging</li> </ul>

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together

**Respectful Communication**  
*Foster kind words and actions between parents and educators*



**Role Models**  
*Show our children the skills and values they need for life*



**Real Connections**  
*Cultivate strong relationships and healthy habits in this digital age*



# 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. Teachers are not  
required to share their personal  
mobile numbers



**Respect each other's time** by  
communicating during working  
hours

## MOE Engagement Charter



### RESPECTING OUR STAFF

**Our staff are committed to partner you**  
with sincerity, integrity and professionalism.

By showing mutual courtesy and respect,  
**we set a positive example for our children.**

**MOE values our staff and will take firm action**  
to protect them against any unreasonable  
behaviour, harassment or abuse.



# Communications with School



**Within school hours  
(7.30 a.m. – 6 p.m.),  
on working weekdays,  
and  
during school terms**



**Teachers  
are not  
expected  
to provide  
their  
personal  
mobile  
numbers**



**Urgent  
messages  
to teachers  
may be  
directed to  
the school's  
General  
Office**



**Appointments  
for face-to-face  
meetings made  
at least 3 days  
in advance**

**Response  
Time  
3-7-21**



# To build a **Caring** and **Enabling** School Environment

## Student Well-being

Promote healthy balance between online & offline activities  
Authentic F2F social interactions  
Reduce screen time dependency  
Support mental wellness

## Safety

- Secure storage of valuable devices
- Prevent unauthorized recording/photography in school
- Reduce cyberbullying incidents during school hours

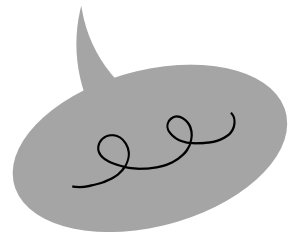
SAFETY FIRST

## Learning Engagement

- Reduce distractions during lessons
- Enhance lesson engagement and focus
- Develop SRL in technology use

For urgent matters or emergencies, please contact the school at 6767 1070.

**Phone-Free School**  
Students must phone in by **7.25am** and phone out **ONLY** upon leaving the school.







# Parental Involvement

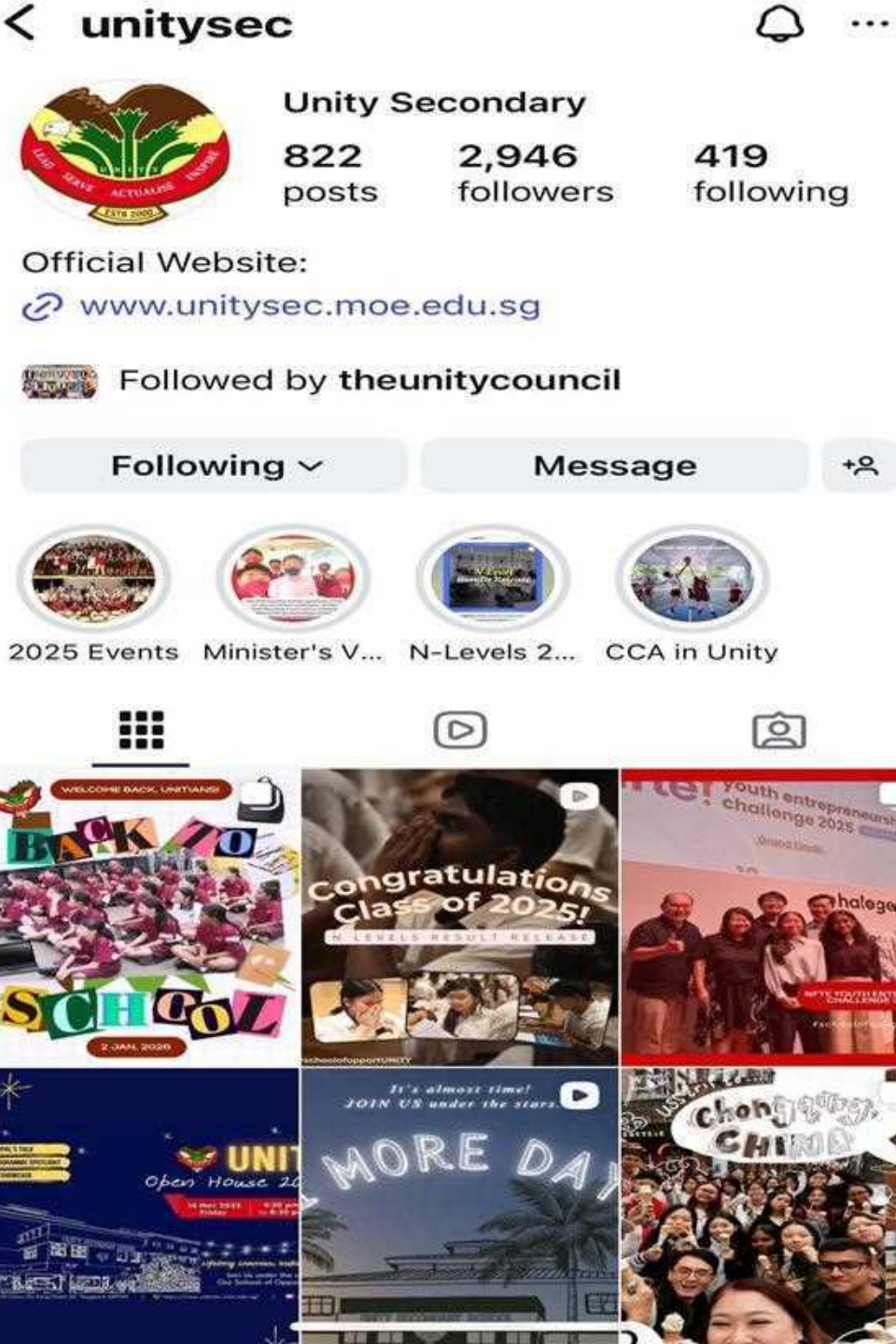
## Protective Factor

Join Unity Parent Support Group

Partners in Education for Students

Unity Secondary's Parent Support Group (PSG) organises programmes and events to provide a platform for parents to **come together**, to **support one another** and to **support the school in nurturing our children**.

*Examples: The Games and Sports Sessions, workshops, inspirational sharing and PSG Family Day, PSG Racial Harmony Day Booths etc*



# Unity's Communication Channels with Parents

- Termly School Letter (Home-School-Connect) to Parents via PG
- Semestral Unity Newsletter (eg sch experiences)
- Parents' Briefings
- Parent Teacher Meeting (29 May 2026)
- Email to school's generic email: [unity\\_ss@moe.edu.sg](mailto:unity_ss@moe.edu.sg)
- or teachers' emails found in School Website
- Follow us on Unity's Instagram: <https://www.instagram.com/unitysec/>
- SMS Attendance Updates





# Conducive Environment for Self-study in School:

Library, Study  
Corners (Levels  
1-3), Canteen





**Children are the Priority.  
Changes are Reality.  
Collaboration is the Strategy.**