

2026 Sec 1 Parents Briefing Q&A

Two-CCAs Mixed Form Class and Character Coaches

Q1 How does the mixed CCA form class work?

Secondary school education is moving towards Full Subject Based Banding (FSBB), where students learn each subject at the level that best caters to their overall strengths, interests and learning needs. Under Full SBB, there will no longer be Express, N(A), and N(T) streams, and students will be in mixed form classes where they can interact with peers of different strengths and interests.

In Unity Secondary School, we have organised and grouped students in form classes based on their CCAs as CCAs act as an organic platform for students to interact with other students taking different subject combinations, and with different strengths and interests. Through carefully designed student development experiences, CCA presents opportunities for students to mingle, build meaningful friendships, and appreciate different perspectives.

The CCA-centric structure will also present opportunities for students' to develop their leadership competencies as senior CCA leaders will act as mentors to their junior CCA peers. Such experiences will instil in students a sense of belonging and responsibility to the school and community. This also give opportunities for students to interact with other students from different courses and different subjects as well as different levels. Eg in Lower Sec NPCC, form class will comprise students from across the three courses and Sec 1s and 2s. They will attend CCA trainings together as well attend Character & Citizenship Education lessons together. There will also be opportunities for the senior students to lead the juniors.

The form teachers guiding the students are known as Character Coaches. The role of the Character Coaches is to ensure the total well-being and character development of the students. They will nurture and develop the character of the students through CCA trainings as well as weekly CCE lessons. They will also monitor the students' academic progress and school attendance during both curriculum and CCA time. In our school, every Friday is set aside as 'Character Day' for CCA training and Character and Citizenship Education (CCE) lessons which will be conducted by the Character Coaches.

The Character Coaches will stay with the students throughout the education in Unity Sec. This will enable the students to have stronger teacher-student relationship with their teachers who are their character coaches. With this structure, the character coaches will be able to monitor and growth and development of their students.

Q2 When will parents of Secondary 1 students be able to meet their form teachers (Character Coaches)?

Our classes are organised based on CCAs (mixed CCA form class). After your child has successfully been allocated to their CCAs, likely week 3 onwards, they will the Character Coaches will get in touch with parents via Parents Gateway. In the interim, our Secondary 1 students are organised in their orientation groups and each orientation group is under the care of two Character Coaches (form teachers). You may also reach out to these teachers to get to know them.

Within the year, there are other touchpoints which parents could meet up with their child's Character Coaches, such as Parent Teacher Conference which takes place during mid-year and end of year. Parents may also contact their child's Character Coaches during the term time for specific queries or needs via email or phone call.

Q3 How can we receive updates on our child's progress and development?

We are committed to ensuring a smooth and supportive transition for your child, and we value keeping parents informed.

In addition to briefings for parents at the start of the year, our school uses Parents Gateway, our School website, our semestral newsletter and our school's official Instagram (<https://www.instagram.com/unitysec/>) to share updates on school-related matters. We will also update parents on school related matters every term through the Home-School Connect shared via Parents Gateway.

Within the year, there are touchpoints which parents could meet up with their child's Character Coaches, such as Parent Teacher Conference which takes place during mid-year and end of year. At these sessions, Character Coaches will engage parents on the academic performance and holistic development of their child.

Parents may also contact their child's Character Coaches during the term time for specific queries or needs via email or phone call, or reach out to the school via our email address (unity_ss@moe.edu.sg)

Transition to Secondary 1

Q4 How can my child adapt to a new school?

We understand that every child's transition from Primary 6 to Secondary 1 is a significant step, and some students and their parents may be concerned during this period of adjustment. Please be assured that supporting our Sec 1 students is a key priority for the school.

Some of the ways we help students settle in

Character Coaches: Each class has two Character Coaches who serve as the first point of contact. They actively monitor students' well-being and adjustment in the first term. Our Character Coaches also call out conversations with their students individually, through our Let's Talk programme to get to know each student individually and will be able to support their students based on their needs.

Orientation and peer support: We have designed a structured orientation programme led by upper secondary student leaders (e.g., Unity Council, CCA Leaders who guide and befriend the Sec 1 cohort. In our CCA based form class structure, the senior CCA leaders will act as mentors to their junior CCA peers, thus inducting them well into the school.

CCE Lessons: Our Character and Citizenship Education curriculum includes explicit lessons on building resilience, managing time, and navigating new friendships.

Open Communication: We encourage students to speak with their form teacher, year head, or school counsellor if they feel overwhelmed. We also welcome parents to contact us if signs of difficulty persist at home.

Parents are welcome to contact your child's Character Coaches to discuss your child's specific situation further. We believe that with time, structured support, and encouragement, most students find their footing and begin to thrive. Adaptation can take a few weeks to a full term, and each child's pace is different.

Q5 How can parents help their child to achieve the best in his secondary school life?
These are some support strategies and tips for parents.

1. Support – Be a steady presence

- Children do better when they know they are not facing challenges alone.
- Provide a stable routine at home (sleep, meals, study time).
- Check in regularly, even with simple questions like "How was your day?"
- Encourage effort and responsibility, rather than perfection.
- Reach out to the school early if there are concerns—we work best as a team.

 Your calm and consistent support helps your child feel secure and ready to learn.

2. Affirm – Focus on strengths, not just results

- Secondary school can be demanding, and students may begin to doubt themselves.
- Notice and acknowledge your child's strengths, effort, and small improvements.
- Praise persistence, responsibility, and positive attitudes—not only grades.
- Remind your child that results show progress, not their worth.

 When children feel valued for who they are, they gain confidence to keep trying.

3. Familiarise – Understand the secondary school environment

- Secondary school is very different from primary school.

- Learn about the school's routines, expectations, and support structures.
- Talk to your child about subjects, teachers, and daily schedules.
- Help your child plan ahead and manage time gradually.

 When parents understand the school context, children feel less overwhelmed and more guided.

4. Empathise – Listen before solving

- Adolescence is a time of emotional and social change.
- Listen without immediately correcting or advising.
- Acknowledge your child's feelings, even when you may not agree.
- Use phrases like "I can see this is difficult for you" or "Thank you for telling me."

 Feeling understood helps children open up and build resilience.

Communication between Parents and Child

Q6 How do parents communicate with our child when there is emergency since the use of handphone during school hours are not allowed?

We appreciate parents' partnership and support for our Electronic Device Locker Policy. This is in line with MOE guidelines whereby students are not permitted to use electronic devices (e.g., smartphones, smartwatches, etc.—excluding Personal Learning Devices) during school hours, including CCA and intervention sessions. They are required to place their devices in their assigned lockers upon entering the school compound and may retrieve them only after the last scheduled lesson, intervention, or CCA, before leaving the school premises.,

By placing their devices safely locked away in their assigned lockers upon while in school, this helps students remain focused during lessons and provide opportunities for them to interact and play with their peers.

Should there be urgent matters that require you to contact your child/ward, please contact the school's General Office at 6767 1070. and we will relay the message at an opportune time. Please rest assured that our General Office will remain accessible to students who have urgent need to contact their parents/guardians as well.

CCA Matters

Q7 Can my child change his/her CCA after Secondary 1? Does the CCA choice ranking matter?

It is important for students to consider their interests, passion and talent areas when choosing and ranking CCA choices during the CCA selection exercise so as to encourage commitment to allow for skill development and contribution to the preferred CCA.

While we strive to allocate students to their top choices, placement is subject to availability, suitability, and selection trials (e.g., for sports or performing arts). Ranking helps us understand your child's interests if the first choice is unavailable.

Changes in CCA after the first year is possible and such requests are reviewed on a case-by-case basis. If your child wishes to request a change later, they should first discuss it with their current CCA teacher-in-charge. The change of CCA may affect their CCA participation level and the CCA bonus points that they may attain. The change to the student's preferred CCA is also subject to availability of vacancies.

Q8 My child would like to know more about joining Basketball CCA and school team.
We thank you for your interest in our Basketball CCA and school team.

Our training sessions are held three times per week (Mondays, Wednesdays, and Fridays). The CCA is supported by four qualified coaches—two for the boys' team and two for the girls' team. Each team operates with a quota of 12 student-athletes to ensure focused coaching and development. We are happy to share that our Basketball CCA has a strong track record of achievement in the NSG.

We welcome enthusiastic and committed students who are eager to develop both their skills and teamwork. Interested students will attend a selection trial and selection is based on skill level, attitude, and commitment. Interested students can speak with our Basketball teachers in charge to find out more.

Q9 Does the school have plans to consider badminton as sports CCA in near future?
We appreciate the suggestion and thank you for your interest in badminton as a CCA.

Badminton is not currently offered as a CCA. We wish to assure you that students will have the opportunity to learn and play badminton as part of our PE curriculum. This ensures all students gain exposure to the sport.

Our CCA programme is curated to maintain quality and depth. This includes our Sports CCAs, such as Basketball, Football, Volleyball and Table Tennis, which are well-established based on our school's strengths, coaching expertise, and available resources, such as venue capacity.

Several considerations guide our current CCA programme, such as ensuring there CCAs can sustain a critical mass of dedicated students, meaningful and quality of student participation and experience, resourcing, sustainability.

Therefore, there are no immediate plans to introduce Badminton as a CCA. We will continue to review our CCA offering from time to time as part of our ongoing programme development.

Academic Matters

Q10 What are the subjects and learning experiences for secondary students in Unity Secondary?

At Secondary 1, students will offer English Language, Mother Tongue Languages, Mathematics, Science, and Humanities subjects. Students will be grouped in different classes based on their subject level, G1, G2 or G3 for each subject.

In their mixed form classes, students will spend around one-third of their curriculum time offering a set of six common curriculum subjects, Art, Design and Technology, Food and Consumer Education, Music, Physical Education and Character and Citizenship Education. These subjects develop leadership, aesthetics, and physical well-being, supporting students' holistic development. Teachers will adopt a range of teaching approaches to meet the different learning needs and pace of their students in the same form class.

Beyond the academic domains, we have also designed student learning experiences to develop students' character and competencies and seek to foster a supportive environment where every student can explore their interests and develop their full potential—academically, physically, and socially.

Q11 Currently my child is offering two subjects at G2 level and two subjects at G1 level. What is the criteria for my child to offer his/her current G1 subjects at G2 next year? What is the criteria for my child to continue offering his/her G2 subjects at the G2 level next year?

Under Full Subject Based Banding, students can offer subjects at three subject levels, known as G1, G2, G3. Students will have the flexibility to adjust their subject levels at appropriate junctures, based on their strengths, interests and learning needs. Students will subsequently access programmes and post-secondary pathways based on their various subjects and subject level combinations.

If your child is able to score $\geq 75\%$ for specific subjects (English / Mathematics / Science / Mother Tongue Languages), he/she will be eligible to be offered the subject at a more demanding level in the following year.

If students are unable to cope with the subject levels at which they are offering the subject(s), there is flexibility beyond S1 to offer the subject(s) at a less demanding level based on the school's considerations, after considering other options to support the students. We recommend students should obtain a pass for the subject as an indication of having grasped the foundation well to progress to the next level.

Q12 Is there any additional support for students who have difficulties with certain topics taught in class?

We believe it's important to identify why a student is facing difficulty; whether it's a knowledge gap, confidence issue, or need for a different learning method. We encourage students to first speak with their subject teacher who would be better positioned to understand the student and recommend the next steps.

For students who may need help with specific topics or concepts, we provide a structured system of support. Our Teachers use differentiated instructional strategies and scaffolds to cater to students with different learning readiness and styles. Extension questions may be provided to stretch students with higher readiness. Subject-specific resources are available on the Student Learning Space and students are encouraged to be self-directed to access and review the learning materials.

For students who may have relatively weaker foundation in the subject, e.g. offered subjects at the foundation level or need more support in learning the subject, a bridging programme will also be conducted in to support students in gaining a good grasp of the skills and concepts.

Students who need further support will be engaged by their subject teachers for consultation sessions after school, through the After-School Academic Intervention Programme.

School Uniform

Q13 Can the price of the school uniform be reviewed?

We appreciate parent's feedback regarding the price of the Secondary 1 school uniforms. We understand that costs are an important consideration for families.

We are committed to ensuring every student is comfortably and appropriately attired for school. Our school uniforms are supplied by an appointed vendor, and the pricing is reviewed regularly in accordance with school guidelines and quality standards. The uniform items are designed to be durable, comfortable, and suitable for daily school activities throughout the year.

For families facing financial difficulty, there are financial assistance schemes that can help with uniform expenses. Please contact our General Office directly for more information.

Parents Support Group

Q14 Is there any parent support group in Unity Secondary School?

We invite you to join our Parents Support Group (PSG). PSG complements the school by aligning with the school's objectives, supporting and strengthening the school's programme to improve our children's wellbeing and learning. It offers parents a platform

for peer support, sharing of experiences, while also helping schools by providing feedback, volunteering time/talents, and increasing parental involvement to foster a better learning environment for children's holistic development and well-being. They provide a community for emotional support, practical parenting advice, and opportunities to bond,

Parents can find out more about our USS PSG here: <https://www.unitysec.moe.edu.sg/unity-partners/psg/> or join us using the link at our website: https://docs.google.com/forms/d/e/1FAIpQLSeZjZtTbmZu7klbx2T6yGDe8M5-D394u_69tyi1URd8BxbFlg/viewform