



Welcome to Unity Secondary

Principal's Address
Mdm Adel Ong
10 Jan 2025



Students Indicating Unity as 1st and 2nd Choice posted to Unity

 Lifelong Learners
Inspiring Leaders

2025 USS Secondary One Cut-Off-Point

- G3: 12-18
- G2: 21-24
- G1: 25-27

77%-95% indicating USS as their 1st or 2nd
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, Perseverance

Philosophy

Every Unitian is Unique, has Potential and can be an Inspiration.



USS 4Cs' STUDENT OUTCOMES

CONFIDENT PERSON

- Thinks independently
- Questions and perseveres
- Uses technology adeptly
 - Curate, Communicate, Collaborate, Create

CONSCIENTIOUS LEARNER

- Takes responsibility for own learning
- Manages and monitors own learning
- Reflects and learns beyond

CRITICAL & INVENTIVE THINKER

- Explores possibilities and generate ideas
- Exercises sound reasoning, decision making and metacognition
- Manages complexities and ambiguities

CONCERNED & CARING CITIZEN

- Empathises and respects others
- Aware of community and national issues, and plays a part to improve the community and nation
- Aware of global issues and trends, and their implications on Singapore

Celebrating All-Round Excellence

LIM XINNI RIKO
S417- Girls' Brigade
Academic Excellence: L1R5= 10

Inspiring Leader

and

Lifelong Learner



**Lifelong Learners
Inspiring Leaders**

Inspiring Leader

- Vice President of Unity Council
- Head of Student Voices in Unity Council
- Company Sergeant Major-Girls' Brigade
- Peer Support Leader

All Round Excellence Achievements

- Eagles (Leadership) Award in 2024
- ECHA Award in 2023 and 2024
- MOE Good Progress Award in 2024

Lifelong Learner and Active Contributor

- Leaders in English Programme
- Young Scientist Programme

Celebrating All-Round Excellence

CELESTIA MAYE CHOO
S418- Choir
Academic Excellence: L1R5= 6

Inspiring Leader

and

Lifelong Learner



**Lifelong Learners
Inspiring Leaders**

Inspiring Leader

- Singapore National Youth Orchestra
- Special Project Leader - Choir

All Round Excellence Achievements

- Unity Role Model Award in 2022
- Unity Secondary 1 to 3 TOP student and Valedictorian

Lifelong Learner and Active Contributor

- Advanced Mathematics Programme
- Honourable Mention for the 'Singapore & Asian Schools Math Olympiad' in 2022
- Led her team to achieve a 'Merit' grade in the prestigious 'International Mathematical Modeling Challenge'

**"Faith-Fuelled Triumph:
Defying the Odds!"**

This achievement is a testament to the unwavering support and guidance from my parents, teachers and peers. Whatever the challenges may be, my faith has always been my stronger anchor, pushing me to keep trying.

CELESTIA MAYE CHOO
 CHOIR
 SEC 3 EXPRESS
 UNITY TOP STUDENT
 2023



Celebrating All-Round Excellence

NEO WEI JIE RICARDO
S417- Boys' Brigade
Academic Excellence: L1R5= 11

**Inspiring Leader
and
Lifelong Learner**



**Lifelong Learners
Inspiring Leaders**

Inspiring Leader

- Recipient of the Founders' Award in Boys' Brigade
- Company Sergeant Major - Boys' Brigade
- Attain rank of Warrant Officer
- Committee Head of Student Voice - Unity Council EXCO

All Round Excellence Achievements

- Eagles (Leadership) Award in 2024
- Eagles (Service) Award in 2023
- ECHA Award in 2023 and 2024
- Edusave Merit Bursary in 2024
- Edusave Scholarship in 2021 and 2022

2024 O Level Performance

- 3 'O' Level Passes for Sec 5N: 94.7%
- Eligibility for Poly or JC for Sec 4E: 97.3%
- **Marked Improvements for Sec 4E/5N: 15 Top Performers (at least 2 Distinctions for Sec 5NA): 2**
- **Top Performers (10 or below for Sec 4E): 13**



Key Pillars

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

School Management Committee



Lifelong Learners
Inspiring Leaders

Designation	Name
School Staff Developer (Ag)	Ms Ong Pei Ee
Year Head (Sec 2)	Ms Neo Ruey Ning Fiona
Asst Year Head (Sec 1)	Mr Ng Yan Kit
Asst Year Head (Sec 3)	Mr Alvin Lee
Sec 4/5 Year Head (Covering)	Mdm Chong Shur Chin & Mr Tan Yee Kee
HOD/Student Management and Guidance	Mr Chew Thiam Teck Scott
HOD/PE CCA	Mr Low Yee Fun
ST/PE	Mr Teng Han Yong
HOD/CCE (Ag)	Mdm Jeslyn Cheong
SH/Student Leadership & Student Well-Being	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
ST/ English	Mr Andrew Lim You Shun
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	Ms Chong Shur Chin
SH/ICT	Mr Lee Yuen Lim
HOD/ Mathematics	Mr Tan Yee Kee
LT /Learning Support	Mdm Rohaila bte Sanusi
ST/Maths	Mr Liew Kok Keong
HOD/ Science (Ag)	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
Operation Manager	Mr Yeo Lay Kin
ICT Manager	Mr Jeremy Yong

IP & Admin Team



Care Team

Designation	Name
Snr School Counsellor	Mdm Michelle Ong
School Counsellor	Mdm Sumarni
Snr Learning Behaviour Support Counsellor	Ms Wendy Lin
Education Career Guidance Counsellor	Mr Peter Phoa
Student Health Advisor	Ms Samantha

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 Sherry Goh/Mdm Hong Wan Mei Mdm Yenty Bte Ramli
<u>1 Lead 2</u> NPCC Media Production	Mr Wong Jing Jie Mr Siow Wee Koon
<u>1 Serve 3</u> Football Modern Dance	Mdm Fadilah Bte Mohamed Ms Nur Syazwani Binte Nordin
<u>1 Serve 4</u> Volleyball NCC	Mdm Chen Bi Qing Mr Shen Yanru (Andrew)



Character Coaches

2 CCAs Mix Form Class	Character Coaches (LS)
<u>1 Actualise 5</u> Track and Field Art and Crafts	Mdm Zhou Yongping Mr Lee Yuen Lim
<u>1 Actualise 6</u> Concert Band Scouts	Ms Chow Wai Yi Mr Arab Hussain Jagur Hussain
<u>1 Inspire 7</u> Table Tennis Girls' and Boys' Brigade	Mr Alex Lim Mdm Mok Lee Huang
<u>1 Inspire 8</u> Choir Eco-Explorers	Mdm Li Xu Ms Chua Sock Sian

Unity Total Curriculum

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

G
R
O
W
T
H

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**
 - Sustainability Education

GReAT Routines

Student Development Programmes

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

M
I
N
D
S
E
T



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: Sustainability Education

Key Features of Sec 1 Programme

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



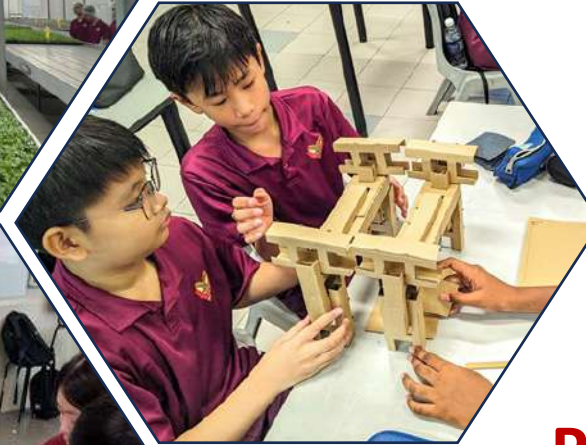
Food Sustainability Concepts

Understand the Singapore Food Story & high-tech food production



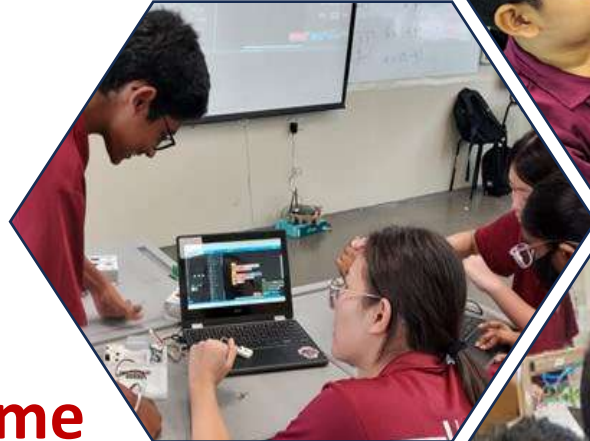
Smart Home Farming System

Design & Build Prototype



Code for Fun Programme

Code suitable sensors such as light and temperature



Product Advertisement

Present product through video / infographics or to a live audience



Modular Approach to Sec 1 Curriculum



Introduction to ALP

- A:** Team-Building Skills
- B:** Effective internet search
- C:** Building of E-Portfolio



Understand the ALP Context

- A:** Set Group Goals + Introduce Problem Task
- B:** Concept 1: Food Sustainability
- C:** Concept 2: High-Tech Production



Innovate

- A:** Code for Fun Programme
- B:** Design, Build and Present Prototype



LLP: Lead through Outdoor and Sports Adventures

Programme for Sec 1

- 1. Unity Run
- 2. Sports Fiesta (Term 2 week 8)
- 3. Sport Experience Program during Leadership Learning week (Term 2 week 10)





*Lifelong Learners
Inspiring Leaders*



Organisation of Sec 1 classes

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

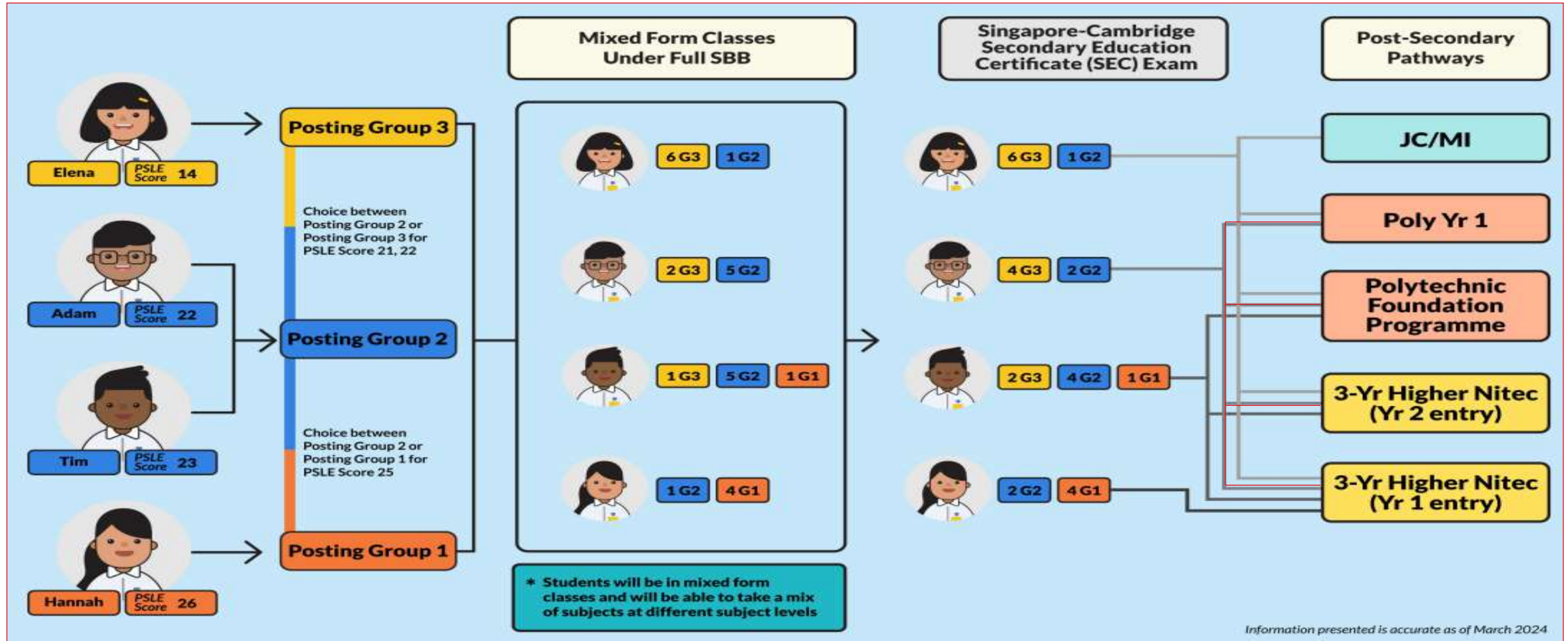


Full Subject Based Banding: Subjects Learning: Common Curriculum & Learning Group

- Students from the **3 posting groups** will take **6 Common Curriculum** subjects together:
 - **Art, Design and Technology, Food and Consumer Education, Music, Physical Education**
- 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


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

Students taking at least	POST-SEC PATHWAYS					
	3-year ITE Higher Nitec	Year 2 of 3-year ITE Higher Nitec	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
6 G3 subjects	✓	✓	NEW ✓	✓	✓	✓
5 G3 subjects	✓	✓	NEW ✓	✓	✓	
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

*For students who meet ITE's Year 1 academic requirements

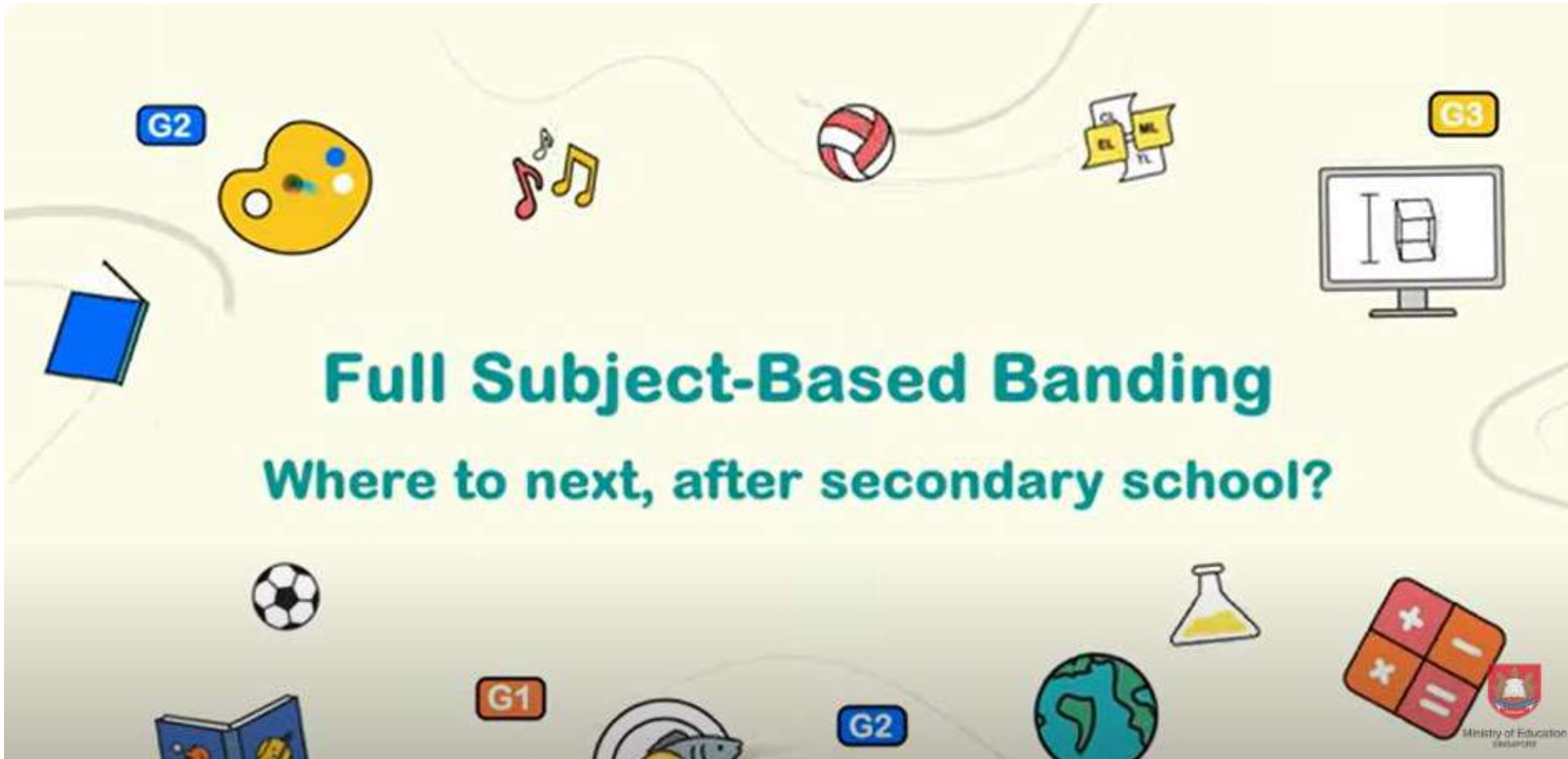
The infographic includes a footnote (*For students who meet ITE's Year 1 academic requirements) which states that entry into ITE Year 2 for students with 4 G1 subjects depends on them meeting ITE's academic requirements in Year 1.

Students who offer 4 G1 subjects may first progress to Year 1 of the 3-year Higher Nitec. Those who meet academic requirements during their Year 1 Semester 1 examinations may be offered the option for in-flight acceleration, which allows direct progression directly to Year 2 in the following semester.



Changes in the Education Landscape

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



<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>



2 CCA Mix Form Classes & Character Coaches

2 CCA Mix Form Classes

- Opportunities for students to interact with other students from **different courses**
- Opportunities for **more diversity and synergy where CCAs can collaborate and learn inter-disciplinary skills.**
- Hone students' **21st century competencies** such as collaboration, communication and adaptability skills.
- Deepen **students' relationships through CCA and Form Class**

Character Coaches (formerly known as Form Teachers)

- **CCA teachers** (e.g. 1 Lead 1: Basketball and Speech and Drama)
- More opportunities to develop the character (e.g. **weekly CCE lessons, CCA trainings**)
- Smaller Teacher-Student Ratio (**Closer monitoring of students' holistic development**)
- Stay with students throughout their journey in Unity Sec (**Stronger Teacher-Student Relationship**)



School Hours

Monday to Thursday

- **Academic Learning - Start Time: 7.30am**
- **End Time for Secondary One**
- **Monday:** All Sec 1s: 2pm
- **Tuesday:** All Sec 1s: 3.45pm
- **Wednesday:** All Sec 1s: 2.15pm/ Sec 1Inspire8: 2.45pm
- **Thursday:** All Sec 1s: 2.15pm
- 2.45 pm to 3.45 pm - Higher Mother Tongue Languages

Friday

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.

CCA Days:

Most CCAs are held on Monday, Wednesday (3.45pm – 6pm) and/or Friday (Between 8.00am – 12.30pm OR 1pm-5.30pm)

Academic Consultation

Monday, Wednesday: 2.45pm – 3.45pm

Student Development/Enrichment

Tuesday: 3.45pm onwards



Student Handbook in the School Website

Contents

1 Our Nation	3
1.1 National Flag.....	3
1.2 National Coat of Arms (State Crest)	3
1.3 National Anthem.....	4
1.4 The Pledge	5
2 Our School	6
2.1 Our History	6
2.2 Our School Crest.....	7
2.3 Our School Flag and School Song	8
2.4 School Philosophy, Culture and Ethos.....	9
2.5 School Motto and Values in Action	10
2.6 Culture of Excellence	11
3 Academic Learning	12
3.1 Course of Study & Academic Progression (for S1 cohort in 2024 and beyond)	12
3.2 Course of Study & Academic Progression (for S1 cohorts in 2023 and earlier)	17
3.3 School Based Assessment	19
3.4 Instructions for School Examination.....	20
3.5 How to Take Notes in Class.....	21
3.6 Use of Graphic Organisers (GOs) for Making my Thinking and Learning Visible	23
4 Leadership Learning	32
4.1 Co-Curricular Activities (CCA)	32
4.2 L.E.A.P.S. 2.0.....	34
4.2.1 Details on Levels of Attainment for Each Domain.....	35
4.2.2 Levels of Attainment – Examples	39
4.3 Student Leadership Development in Unity.....	40
5 Pastoral Care and Discipline	41
5.1 School Counselling	41
5.2 Education and Career Guidance Counselling	43
5.3 Discipline	44
5.3.1 School Rules & Code of Conduct	44
5.3.2 Classroom Expectations & Routines	51
6 Growth Mindset & Target Setting	53
6.1 Self-Regulated Learning and Growth Mindset	53
6.2 Study Habits Self-Assessment.....	55

6.3 Target Setting and Review	58
7 Student Administration Matters	61
7.1 School Contact and Other Useful Contacts.....	61
7.2 Information on Financial Assistance	62
7.3 School Administration Procedures.....	63
7.3.1 Attendance Matters.....	63
7.3.2 Reporting of Loss.....	64
8 School Facilities and Safety Management	65
8.1 School Layout.....	65
8.2 School Safety.....	66
8.2.1 Road Safety.....	66
8.2.2 Safety in School Building and its Environment	67
8.2.3 Safety in PE and CCA.....	68
8.2.4 Safety in Special Rooms	69
8.3 Emergency Evacuation Instructions	74
9 School Terms and Holidays 2025	75

https://www.unitysec.moe.edu.sg/files/Student_eHandbook_2025__updated_.pdf



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



OR

FACT

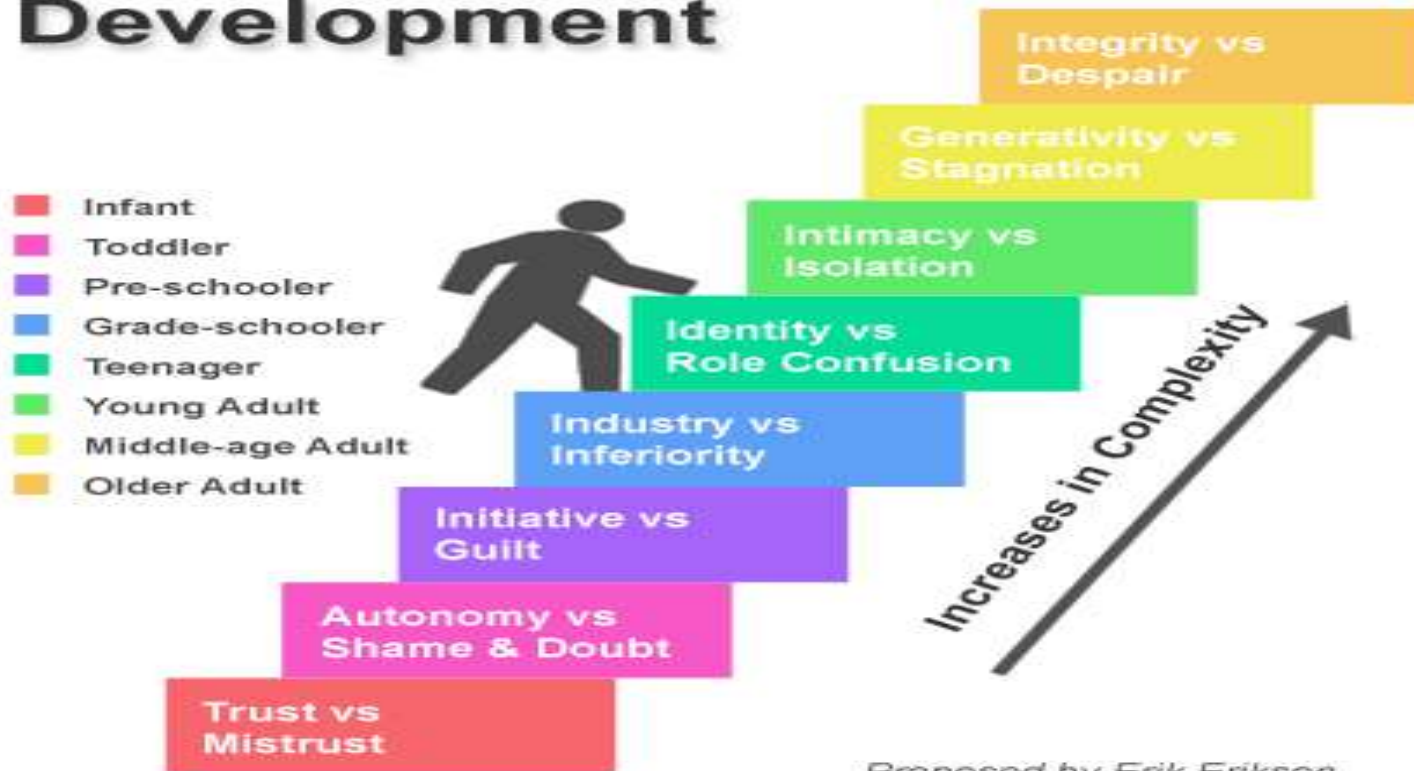
MYTH?

child has grown up
I can relax now!



The Phase of Identity vs Role Confusion

Stages of Psychosocial Development



Proposed by Erik Erikson

Adolescence (12-18 years)



Stabilise your child with

Protective Factors

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



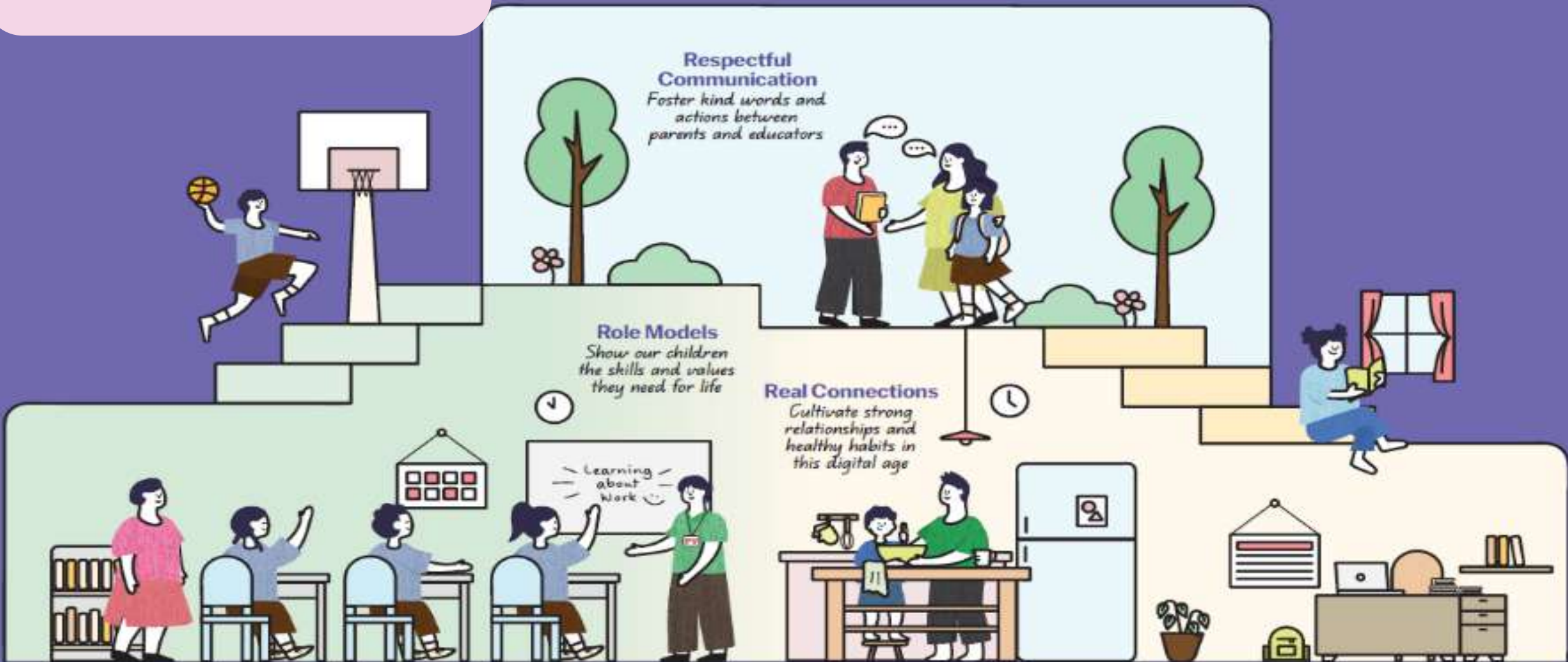
Risk factors increase the likelihood of developing a mental illness. As risk factors accumulate, more protective factors are needed to compensate for them.

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

Raising a Happy, Confident, and Kind Generation Together

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



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**



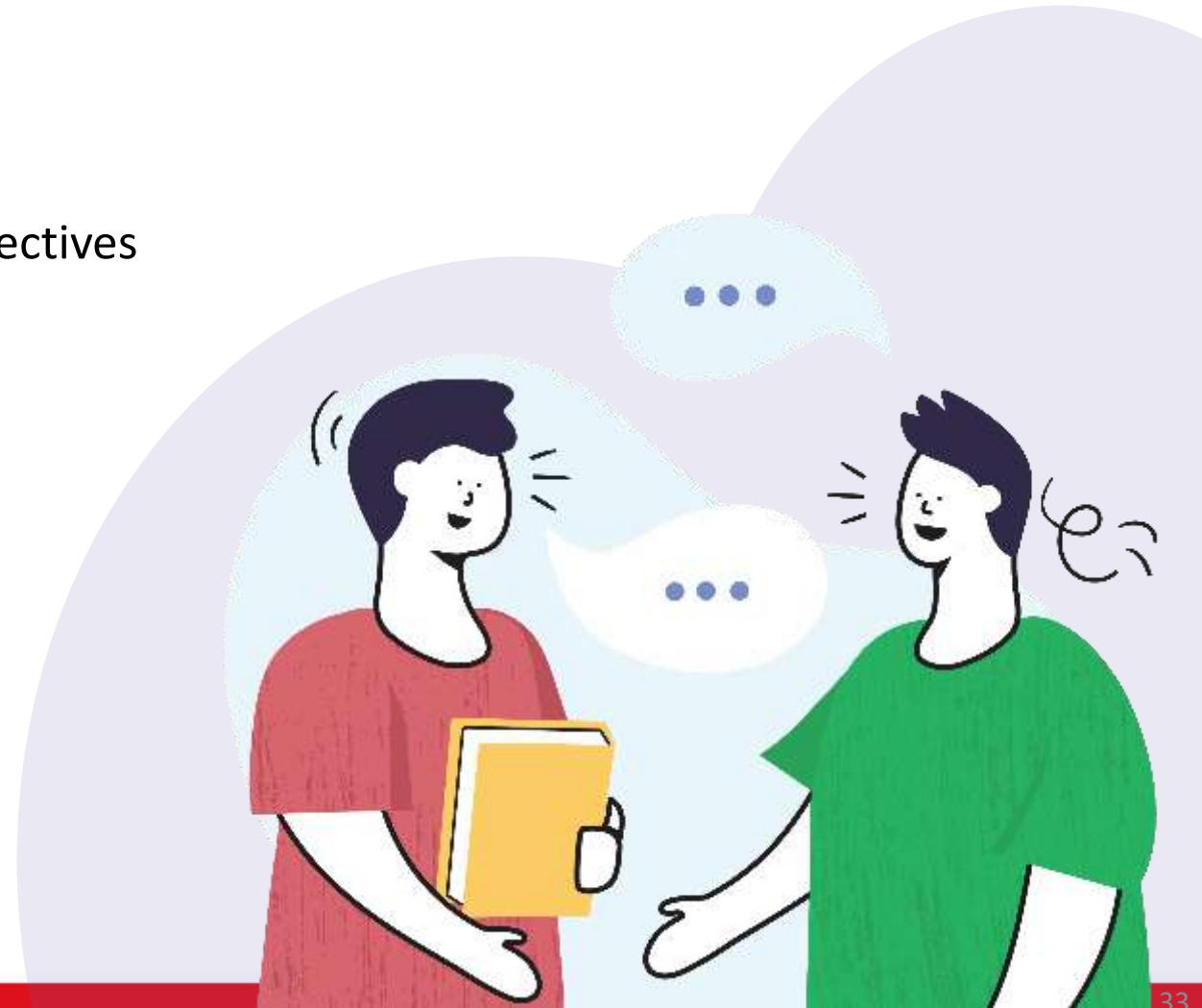
Listen to and understand each other's perspectives and concerns regarding each child



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





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**



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.



Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Other children are often figuring out the balance between being themselves and fitting in with others. Stay connected to your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We'll work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

© 2018 Singapore Education Board. All rights reserved.

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?

If you were in their shoes, would you agree with their comment?

Consider the issue from another perspective by practicing **S.U.B.L.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and organised?

Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?

It's okay to feel upset. It's also okay not to respond to these comments. Share with us all the comments and notifications and do something else for now!

© 2018 Singapore Education Board. All rights reserved.



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

School's Mobile Phone Policy

Conducive & Psychological Safe Environment

1. Policy Rationale

- Minimise learning distractions
- Enhance social interaction and growth

2. Phone usage ONLY in the **Green Zones**:

RED ZONES: - Phones are to be stored in bags in all academic blocks, all special rooms, hall, ISH, toilets, library and walkways.

- Usage is allowed only with teacher permission.

GREEN ZONES: - Canteen and GO foyer designated for mobile phone use.

- Permitted to use during recess and before-&-after school hours.

3. Consequences for Misuse:

- Mobile phone will be safekept by teacher and kept at School's General Office
- Student can collect their phone at 5 pm on the same day at GO.
- Repeat offenses may lead to extended safeguarding of the handphone or electronic gadgets by the school.



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



581
Posts

2,061
Followers

447
Following

Unity Secondary

Official Website:

www.unitysec.moe.edu.sg/

Following ▾

Message



Minister's V...



N-Levels 2...



CCA in Unity



Lifelong Learners
Inspiring Leaders

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 (30 May 2025)
- Email to school's generic email: 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

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.





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.**