UNITY SECONDARY SCHOOL

Student Handbook 2025

Leading Self, Serving Others; Actualising Self, Inspiring Others

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

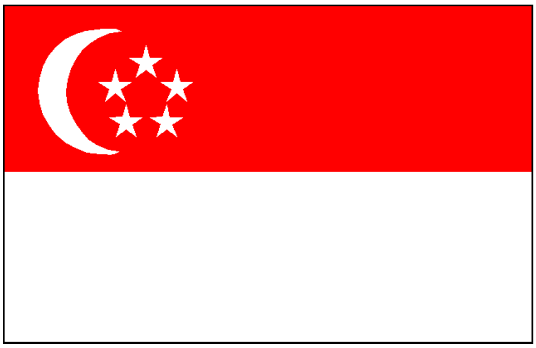
6.1 Self-Regulated Learning and Growth Mindset ... 53

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

1 Our Nation

1.1 National Flag



Origin
The National Flag of Singapore is a symbol of statehood. It replaced the Union Jack which had flown over Singapore for 140 years (1819-1959). It was the committee headed by Dr Toh Chin Chye (the then Deputy Prime Minister) which first conceived of and created the flag. Together with the State Crest and the National Anthem, it was unveiled on 3 Dec 1959, at the installation of the new Head of State, the Yang di-Pertuan Negara, at the City Hall steps. Upon independence in 1965, it was adopted as the National Flag.

Meaning
Our National Flag consists of two equal horizontal sections, red above white. In the top left canton is a white crescent moon beside five white stars within a circle. The features of the flag were not arbitrarily chosen. Each feature has its own distinctive meaning and significance: red symbolises universal brotherhood and equality of man; white signifies pervading and everlasting purity and virtue; the crescent moon represents a young nation on the ascendant; and the five stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

1.2 National Coat of Arms (State Crest)

Origin
The National coat of Arms (State Crest) was first launched on 3 Dec 1959 together with the National Flag and National Anthem at the installation of the Yang di-Pertuan Negara at the City Hall steps.

Meaning
The State Crest of Singapore consists of a shield emblazoned with a white crescent moon and five white stars against a red background. Red is symbolic of universal brotherhood and equality of man, and white signifies pervading and everlasting purity and virtue. The five stars represent the five ideals of democracy, peace, progress, justice and equality. Supporting the shield are a lion on the left, and a tiger on the right. Below the shield is a banner inscribed with the Republic's motto. Majulah Singapura. The lion represents Singapore itself and the tiger, the island's historical links with Malaysia.

1.3 National Anthem

Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist over the heart.

Our National Anthem	English Translation
Majulah Singapura *Music and Lyrics by Zubir Said* Mari kita rakyat Singapura Sama-sama menuju bahagia Cita-cita kita yang mulia Berjaya Singapura Marilah kita bersatu Dengan semangat yang baru Semua kita berseru Majulah Singapura Majulah Singapura	***Onward Singapore*** We, the people of Singapore Together march towards happiness Our noble aspiration To make Singapore a success Let us all unite In a new spirit Together we proclaim Onward Singapore Onward Singapore
Chinese Translation	**Tamil Translation**
前进吧，新加坡！ 来吧，新加坡人民， 让我们共同向幸福迈进； 我们崇高的理想， 要使新加坡成功。 来吧，让我们以新的精神， 团结在一起； 我们齐声欢呼： 前进吧，新加坡！ 前进吧，新加坡！	**முன்னேறட்டும் சிங்கப்பூர்** சிங்கப்பூர் மக்கள் நாம் செல்வோம் மகிழ்வை நோக்கியே சிங்கப்பூரின் வெற்றிதான் சிறந்த நம் நாட்டமே ஒன்றிணைவோம் அனைவரும் ஓங்கிடும் புத்துணர்வுடன் முழங்குவோம் ஒன்றிணைந்தே முன்னேறட்டும் சிங்கப்பூர் முன்னேறட்டும் சிங்கப்பூர்

Origin

The National Anthem was written in the wake of nationalism during 1956-57. Its composer, the late Encik Zubir Said, had written it on the basis of two words, “Majulah Singapura” or “Onward Singapore”. The patriotic song was first performed by the Singapore Chamber Ensemble at the opening ceremony of the newly-renovated Victoria Theatre. It was launched on 3 Dec 1959, together with the National Flag and the State Crest, at the installation of the new Head of State, Yang di-Pertuan Negara, at the City Hall steps. Upon independence in 1965, “Majulah Singapura” was adopted as the republic’s National Anthem.

1.4 The Pledge

We, the citizens of Singapore,
pledge ourselves as one united people,
regardless of race, language or religion,
to build a democratic society
based on justice and equality
so as to achieve happiness, prosperity and
progress for our nation.

我们是新加坡公民，
誓愿不分种族、言语、宗教，
团结一致，
建设公正平等的民主社会，
并为实现国家之幸福、繁荣与进步，
共同努力。

Kami, warganegara Singapura,
sebagai rakyat yang bersatu padu,
tidak kira apa bangsa, bahasa, atau ugama,
berikrar untuk membina suatu masyarakat
yang demokratik,
berdasarkan kepada keadilan dan persamaan
untuk mencapai kebahagiaan,
kemakmuran dan kemajuan bagi negara
kami.

சிங்கப்பூர் குடிமக்களாகிய நாம், இனம்,
மொழி, மதம் ஆகிய வேற்றுமைகளை
மறந்து, ஒன்றுபட்டு, நம் நாடு மகிழ்ச்சி,
வளம், முன்னேற்றம் ஆகியவற்றை
அடையும் வண்ணம் சமத்துவத்தையும்,
நீதியையும் அடிப்படையாகக் கொண்ட
ஜனநாயக சமுதாயத்தை
உருவாக்குவதற்கு உறுதி
மேற்கொள்வோம்.

Origin

Initially penned by Mr S Rajaratnam in 1966, the Pledge was written against the backdrop of racial riots in the ‘50s and ‘60s. Mr Rajaratnam revealed that the dream was about building “a Singapore we are proud of”. He believed that language, race and religion were divisive factors, but the Pledge emphasizes that these differences can be overcome if Singaporeans cared enough about their country. The draft text was handed to the then Prime Minister, Mr Lee Kuan Yew, who polished the text before submitting it to Cabinet.

2 Our School

2.1 Our History

Unity Secondary School was established in January 2000 with 17 staff and 364 pupils. Mr N Satianathan, who was appointed Principal-designate in July 1999, became the school's first Principal.

The official opening ceremony of the school was held on 15 November 2001. The opening ceremony was officiated by Mr Yeo Cheow Tong, then Minister for Communications & Information Technology and MP for Hong Kah GRC. Since the inception of the school, the set of five School Values – *Respect, Commitment, Integrity, Compassion and Perseverance*" has been established to guide every cohort of Unitians in their character building.

In 2004, the school celebrated 5 Years of Unity (5th School Anniversary) with the production of the musical "To Oz in Unity".

On 19 December 2005, Miss Tan Siew Piang took over as the second principal of the school. The vision of developing Unity Secondary School into "*A school where students and staff have the Passion to Learn, Drive to Excel and Commitment to Serve*" was formulated to provide clear directions for the staff and students to embark on the journey of achieving school excellence.

In 2009, the school celebrated its 10th Anniversary with a fun-fair to raise funds for needy students.

Unity Secondary School welcomed her third Principal, Mr Chan Ying Yin, on 15 December 2009. A holistic student development framework was formulated to guide the school in Academic Education and Character and Citizenship Education. With the focus on leadership learning as a key platform for student development, the School Motto was reformulated as "*Leading Self, Serving Others; Actualising Self. Inspiring Others*". It espouses the aspiration of every Unitian to be a leader of self and others.

In 2010, the school hosted one of the legs of the torch relay, the Journey of the Youth Olympic Flame, of the inaugural Youth Olympic Games.

In 2014, the school celebrated 15 Years of Unity (15th School Anniversary) by setting two records in the Singapore Book of Records: achieving the **"Most Number of People Bouncing Basketball at the Same Time"** in the event "The Unity Bounce" and creating the **"Largest Thumbprint Art"** in the project "Thumbs-up in Unity". The talents of Unitians and parents were showcased in "The Unity Spirit Art Exhibition" and musical "Rhapsody in Unity III".

On 15 December 2015, Mdm Aini Maarof took over as the fourth principal of the school. Under her leadership Unity Secondary School continues to strive towards the School Mission to *"Develop Unitians to be Resilient and Future-Ready with the Passion to Serve and Lead"*, guided by the Unity Thrust of developing students holistically, strengthening staff professional growth built upon effective organisation as the foundation.

Unity Secondary School welcomes our fifth principal Mdm Adel Ong on 16 December 2022. She will continue to lead the school to be a #School_ of_ OpportUNITY in providing **R**ich Opportunities for students through our En**R**iching, **R**igorous and **R**elevant Programmes and classroom practices that are anchored in strong **R**elationships built between our Character Coaches, teachers and students.

As a testament to the efforts and contributions of staff, students and our partners in the journey towards school excellence, Unity Secondary School made significant achievements in many areas. The school is accorded niche school status by MOE in Basketball since 2009 and in Uniformed Groups since 2012. For a holistic student-centric, values-driven education, the school has developed and implemented two distinctive programmes in 2015 aligned to the School Motto. These distinctive programmes aim to develop our students into Confident Persons, Conscientious Learners, Concerned & Caring

Citizens, and Critical & Inventive Thinker as spelt out in the student outcomes of the MOE 21st Century Competencies Framework. The Unity Applied Learning Programme (ALP), "*Sustainability Education @ Unity Secondary*", enables students to understand the relevance of STEM (Science, Technology, Engineering, and Mathematics) education in solving real life problems. The Unity Learning for Life Programme (LLP), "*Lead through Outdoor and Sports Adventures*", entails a three-year self-discovery leadership journey where students learn to lead themselves, others and teams.

2.2 Our School Crest

The Eagle (Sharp and Soaring)

The Eagle symbolizes our School Vision. Like a soaring eagle with sharp vision, all Unitians pledge strong commitment to actualize the vision of building Unity Secondary School into a school where students and staff have the Passion to Learn, Drive to Excel and Commitment to Serve.

The Royal Palm (Rooted and Upright)

The Royal Palm represents our School Values. Like the tall and upright royal palm trees, all Unitians are rooted by good values in their thinking and actions. Upright and unwavering, they uphold the School Values with strong commitment. The five leaves of the royal palm represent the five school values of Respect, Compassion, Integrity, Perseverance and Commitment.

The Red Banner (Pride and Honour)

The Red Banner represents a strong sense of pride and honour in our School Motto. Printed on the Red Banner are the four words that characterize our school motto – Lead, Serve, Actualise, Inspire. As espoused in our School Motto, all Unitians are committed to Leading Self, Serving Others, Actualising Self and Inspiring Others with a great sense of pride and honour.

Every Unitian puts on a collar school badge that has the school crest printed on it when he or she is wearing the school uniform. The wearing of the school badge identifies the student as a member of the Unity Community who takes pride in being a leader and who pledges to be guided by the school motto and the school values in actualizing the school vision of Lifelong Learners, Inspiring Leaders.

2.3 Our School Flag and School Song

We belong to Unity
United we will stand
Loyal as we can be to our Nation, our family,
to Unity!

It is we who climb the mountains
It is we who reach the peak
As majestic as an eagle
We will soar to victory

With strength to be strong
The wisdom to be wise
The vision we dream of
We will achieve it all!

We belong to Unity
United we will stand
Loyal as we can be to our Nation, our family,
to Unity!

(Written by Chua Wei Jian, Sec 1 student in Year 2000)

The School Flag has the school crest printed on a white background. It represents the honour and pride of the school.

Our School Song espouses our aspiration to achieve the school vision together as a team in Unity. We pledge our loyalty to our Nation, Family and School.

When the School Flag is raised on occasions of achievement and joy, all Unitians will sing the School Song with pride and honour.

2.4 School Philosophy, Culture and Ethos

The school places the needs of its students at the centre of all its decisions. It strongly believes that every student is unique, can be developed to their fullest potential and can positively influence their peers and ultimately the community and society. The school believes that both academic and character developments are needed to nurture all its students. Through its various programmes anchored on the school values of respect, compassion, integrity, commitment and perseverance, all teachers in Unity are committed to develop students to be resilient and future-ready with the passion to serve and lead. To achieve this, the school believes in providing a joyful, caring and nurturing environment to promote personal, social and intellectual growth of students at all levels.

School Philosophy: Every Unitian is unique, has potential and can be an inspiration

We believe that every Unitian (staff and students) is able and gifted in different way, has innate abilities and can positively influence their peers and ultimately the community and society.

School Mission: To develop Unitians to be resilient and future-ready with the passion to serve and lead

The school exists to develop every Unitian (staff and students) to be adaptable, persevering and confident to respond to a changing world so that they can serve and lead others in the society.

School Vision: Lifelong Learners, Inspiring Leaders

All Unitians (staff and students) to have a mindset of continually striving towards greater excellence through knowledge acquisition and skill upgrading so as to remain relevant in an ever-changing world. As they journey towards excellence, their thoughts and actions are guided by our school values and motto. In the process, they become inspiring leaders who put the needs of others first, and help others develop and perform to their best

2.5 School Motto and Values in Action

School Motto	School Motto in Action	School Value
Leading Self	* Carry oneself with dignity and decorum	Respect
	* Treat others with care and empathy	Compassion
	* Do what is right even if no one is looking	Integrity
	* Strive to do one's best and follow through with what one begins	Commitment
	* Press on in the face of challenges	Perseverance
Serving Others	* Show respect for others	Respect
	* Encourage and help others	Compassion
	* Speak up for what is right	Integrity
	* Contribute and give time and resources for others	Commitment
	* Continue to put in time and effort to contribute and help others despite challenges	Perseverance
Actualising Self	* Develop one's potential and seek to improve oneself	Respect
	* Build trust and confidence	Compassion
	* Stand firm on sound values system	Integrity
	* Put one's knowledge and beliefs into actions	Commitment
	* View challenges as opportunities to learn and realise one's passion and ambitions	Perseverance
Inspiring Others	* Lead others by example	Respect
	* Influence others positively through good deeds	Compassion
	* Serve as a role-model to others	Integrity
	* Mentor and develop others	Commitment
	* Persevere despite challenges and inspire others to follow	Perseverance

2.6 Culture of Excellence

Unity Secondary School

Culture of Excellence

Growth Mindset

Effort Base Belief Cycle

- Effective effort leads to positive outcome
- Accepting feedback for improvement

Lifelong Learning

Self Directedness

- Motivated and self driven
- Desire in learning and developing new and relevant Skills, Knowledge
- Encouragement of innovation and creativity

Caring Environment

Abundance Mindset

- Mutual support for each other's success
- Supporting the well-being of one another
- Everyone is a unique individual with intrinsic worth

3 Academic Learning

3.1 Course of Study & Academic Progression (for S1 cohort in 2024 and beyond)

Starting from the 2024 Secondary One cohort, Full Subject Based Banding (Full SBB) will be implemented in our secondary education system.

Under the Full SBB, students are posted to secondary schools through Posting Groups 1, 2 and 3 respectively. As the progress through secondary school, they will have greater 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.

PSLE Score	**Posting Group(s)**	**Indicative level for <u>most</u> subjects at <u>start of Secondary 1</u>**
4 - 20	3	G3
21 - 22	2 or 3	G2 or G3
23 - 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 or better in EL and MA)	1	G1

<u>Subjects offered at Lower Secondary</u>

	Offered at G1, G2, G3 (based on PSLE achievement level)	**Common Curriculum**
Languages	English Mother Tongue Languages G2, G3 English Literature	
Mathematics	Elementary Mathematics	
Science	General Science	
Humanities	G1 Humanities Exposure Module (HEM) G2, G3 History, Geography	
Craft and Technology		Design & Technology Food & Consumer Education
Aesthetics		Art Music (non-examinable)
Non-examinable		Physical Education Character and Citizenship Education

Offering subjects at a more demanding level (MDL)

At the start of Secondary One

Eligible students can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE Achievement Level (AL) for each of these subjects.

Eligibility criteria			
Indicative Level of Most Subjects at Start of S1	**PSLE Standard grade**	**PSLE Foundation grade**	**Option to offer subject at**
G2	AL 5 or better	-	G3
G1	AL 5 or better	-	G2 / G3
	AL 6	AL A	G2

Beyond the start of Secondary One

From Secondary 2 (S2), students will also be able to offer **Humanities subjects** (Geography, History, and Literature in English) at a more demanding level. The criteria for taking Humanities at a more demanding level will be based on students' aptitude for and interest in these subjects at S1.

Eligibility criteria			
Humanities subject level at S1	**Humanities subjects**	**School-based assessment**	**Option to offer Humanities at a more demanding level from S2:**
G2	• Geography • History • Literature in English	Aptitude and interest for specific subject	G3 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)

G1	• Humanities
	  ○ Social Studies component
	  ○ Humanities Exposure Modules (HEMs) in Geography, History and Literature in English
		Aptitude in English Language and G1 Humanities	G2 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)

Offering subjects at a less demanding level (LDL)

At the start of Secondary One

For students who offered English, Mathematics and/or Science at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (i.e., G2), in consultation with their secondary schools.

Students who face exceptional difficulties coping with their Mother Tongue Languages (MTL) will have the option to offer G1 or G2 MTL. At the start of Secondary One, students can offer MTL at a less demanding level based on the following criteria:

Indicative Level of Most Subjects at Start of S1	PSLE Grade (Standard MTL)	PSLE Grade (Foundation Mother Tongue Language)	Option to offer MTL at
G3	AL 6	AL A	G2
	AL 7-8	AL B-C	G1 or G2
G2	AL 7-8	AL B-C	G1

Beyond the start of Secondary One

Students may offer subjects at a less demanding level, based on their performance and schools' holistic assessment, to calibrate their academic load.

Schools will also have the discretion to allow students with difficulties coping with MTL to offer MTL at a less demanding level, based on holistic considerations.

Students who offer subjects at a less demanding level may subsequently offer the subjects at a more demanding level as they gain greater competence and confidence in the subjects.

The increased flexibility empowers students to take greater ownership of their learning according to their subject-specific strengths and interests.

Subjects offered at Upper Secondary

At the end of Secondary Two, all students will take part in the **Subject Option Exercise** to decide the subject combinations they will offer at the upper secondary levels.

The Subject Option Exercise allows students and parents to discuss on the subjects for Secondary Three in the following year. During the period of Subject Option Exercise, students will be introduced the subjects that are offered in Secondary Three. The combination of the subjects offered every year, may differs.

The streaming team in the school adhere to the following guiding principles at placement.

1. Merit – Overall percentage for Sec 2 academic performance AND subject specific performance
   e.g. For Double Pure Chemistry/ Pure Biology or Pure Chemistry/Pure Physics : ≥65% overall Science & Math marks
2. Choice – Combination of subject chosen in rank order, 1st choice will be considered **If results meet criteria**.
3. Vacancies – Within school constraint; availability of manpower and workshop/laboratory/ classroom space.

**Subjects offered (subjected to change)

	Students offering most subjects at G3	**Students offering most subjects at G2**	**Students offering most subjects at G1**
Total number of subjects offered	7	6	6
Compulsory Subjects	English Mother Tongue Languages[1] Elementary Mathematics Science - Pure Biology - Pure Chemistry - Pure Physics - Science (Chemistry/Biology) - Science (Chemistry/Physics) Humanities[2] - Social Studies/Geography - Social Studies/History	English Mother Tongue Languages Elementary Mathematics Science - Science (Chemistry/Biology) - Science (Chemistry/Physics) Humanities[2] - Social Studies/Geography - Social Studies/History	English Mother Tongue Languages Elementary Mathematics Science[3] Humanities[2]
Elective subjects (take at level suited to their interest and strength)	Additional Mathematics Principles of Accounts Art Design and Technology Food and Nutrition	Principles of Accounts Design and Technology Food and Nutrition	Computing Design and Technology Art
Non-examinable subjects	Physical Education Character and Leadership Education	Physical Education Character and Leadership Education	Physical Education Character and Leadership Education Music

[1] *Eligible students may offer HMTL instead of MTL.*

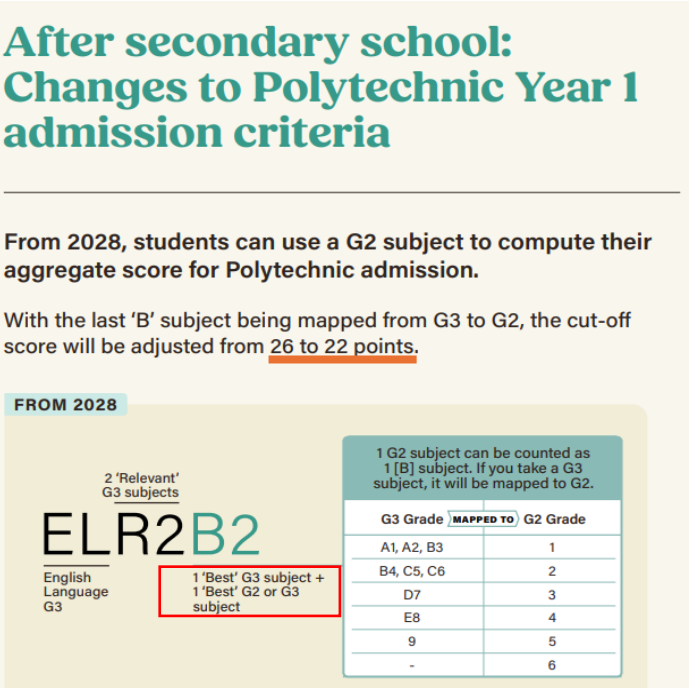
[2] *Upper secondary G1 Humanities will comprise Social Studies and one Humanities Exposure Module (HEM) in Geography, History or Literature in English. G2/3 Humanities will comprise Social Studies and choice of one elective in Geography, History or Literature in English or Literature in Mother Tongue Languages (offered at G3 only).*

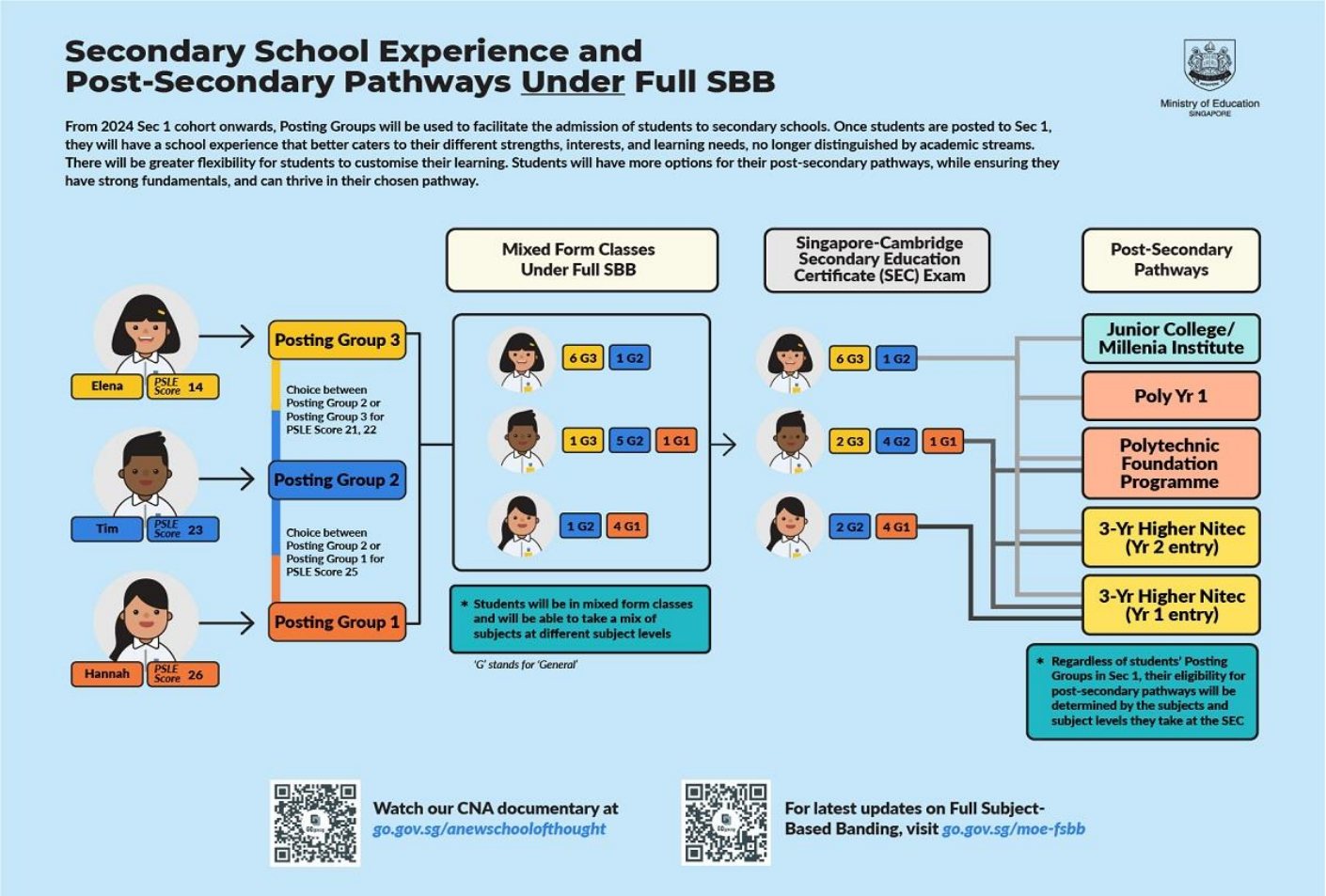
[3] *Students offering mainly G1 subjects at upper secondary must offer at least one of the following subjects – Computing or Science.*

Post Secondary Pathway

From 2027 graduating cohort, students will sit for the new Singapore-Cambridge Secondary Education Certificate (SEC) examinations at the end of Secondary 4, comprising different papers for each subject level. Students will receive an SEC that reflects the subjects and subject levels that students offer.

There are more post-secondary options available from 2028.





3.2 Course of Study & Academic Progression (for S1 cohorts in 2023 and earlier)

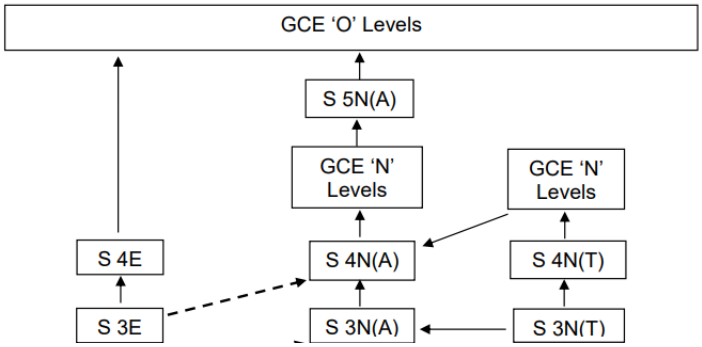
For 2025 Secondary 3, 4 and 5 Only

Based on the results of the Primary School Leaving Examination (PSLE), students are promoted to Secondary One in one of the three courses, namely the Normal Academic [N(A)], Normal Technical [N(T)] and Express (E).

Students in the Express Course take the GCE 'O' Level examination at the end of their 4th year.

Students in the N(A) and N(T) Courses sit for the GCE 'N' Level Examination at the end of the 4th year. Those who do well in N(A) course will be eligible for Sec 5N, at the end of which they take the GCE 'O' Level Examination.

Students can move from one course to another based on their performance and the assessment of the school.



Annual Promotion

Promotion to the next level is not automatic. Students must fulfil the promotion criteria before they can be promoted. Students who do not meet the promotion criteria may be retained or transferred to a less demanding course.
To allow for holistic development in all our students, the school may take into consideration assessments in other development areas such as character development and conduct in deciding promotion.

Promotion Criteria to Secondary 4

To be promoted to Secondary 4, a student in the Express Stream must secure a minimum Grade 6 in at least 3 subjects including English Language. A student in the Normal Stream must obtain a minimum Grade 5 in English Language and two other subjects to be promoted to Secondary 4.

For more details, please refer to the following tables:

Express Course

Level	Criteria for Promotion	Pass	Failed
3E	Grade 6 or better in EL and 2 other subjects	Promoted to 4E	Retained in 3E (Below maximum age)/ Transferred to 4N(A) (at or above maximum age)
	Failed EL but obtained Grade 6 or better in 5 subjects	Advanced to 4E	-

Normal (Academic) Course

Level	Criteria for Promotion	Pass	Failed
3N(A)	Grade 5 or better in EL & 2 other subjects or 4 subjects	Promoted to 4N(A)	Retained in 3N(A)
4N(A)	An aggregate of 19 points or less in EL, Math and best 3 other subjects in GCE N-level Exam. All 5 subjects must have Grade 5 or better. **<u>Additional Pathways</u>** • An aggregate of 19 points or less in EL, Math and best 3 other subjects. A Grade 4 or better in both EL and Math. • An aggregate of 12 points or less in EL, Math and best 3 other subjects. A Grade 3 or better in EL, Math and 3 other subjects.	Promoted to 5N(A) Enrol directly into Direct-Entry-Scheme to Polytechnic Programme (DPP) taking Higher Nitec at ITE. Apply through ITE website during Joint Intake Exercise (JIT) in December. Option of enrolling in the Polytechnic Foundation Programme (PFP).	Retained in 4N(A) If aggregate score does not exceed 21 points for EL, Math and best 3 subjects; or if aggregate score does not exceed 14 points for Math and best 3 subjects and has sat for GCE N-Level Exam for the 1st time in the current year.
* Applicable only to students below the maximum age			

Normal (Technical) Course

Level	Criteria for Promotion	Pass	Failed
3N(T)	Grade 5 or better in 2 subjects, one of which should be EL or Math	Promoted to 4N(T)	Retained in 3N(T)
4N(T)	Grade 1 in EL and Math and a grade 3 in a 3rd subject		No retention. Apply for Admission to ITE for post-secondary education.
* Applicable only to students below the maximum age			

3.3 School Based Assessment

School Assessments

Assessment is an integral part of the learning process. It should motivate and facilitate meaningful learning and help learners to achieve the learning outcomes. Assessment should produce both quantitative and qualitative descriptions of learner performance to provide feedback for improving future teaching, learning and performance.

The school adopts a balanced Learning Assessment that helps the students to improve his learning and evaluate the outcome of learning both in the academic and leadership learning. This includes the use of

- Assessment of Learning – summative evaluation of outcome
- Assessment for Learning – formative use of assessment to improve learning
- Assessment as Learning – assessment being part of learning

In addition to the daily classroom practices such as questioning and observations by the teachers as well as students' work, Weighted Assessments (WA) are conducted for the students in both Semesters, and Semestral Assessments (SA) at the end of the year.

Weighted Assessments (WA) and Semestral Assessments (SA) are the means used by the school for the purpose of promotion, retention or transfer of students at the end of the year. WA1, WA2 and WA3 are carried out through written tests, assignments, project, presentation and/ or class work during Semester 1 and Semester 2 respectively.

End-of-Year Examination conducted in August and September (Sec 4 and 5) and in October (Sec 1 – 3).

Weighting for Weighted Assessments and Semestral Assessments

The following table gives the weightings for Weighted Assessments (WA) and End-of-Year Examinations (EOY)/ Preliminary Examination.

Level	Term 1	Term 2	Term 3	Term 4	Overall
Sec 1, 2, 3	WA1 (10%)	WA2 (15%)	WA 3 (15%)	EOY (60%)	100%
Sec 4/5	WA1 (-) *	WA2 (-) *	Preliminary Exam 100%		100%

Absence from Tests and Examinations

Students who are absent from a test or examination without Medical Certificate will get zero mark for that test or examination (**only** Medical Certificates from Singapore general practitioners, Polyclinics and Hospitals are recognised and accepted).

3.4 Instructions for School Examination

1. Students must strictly adhere to the Examination Regulations and Instructions when they are sitting for all written and practical tests, listening comprehension tests, oral tests, Weighted Assessment, End-Of-Year Examinations, N-level Preliminary Examination and O-level Preliminary Examination.

2. Students must strictly adhere to the examination time-table. Examination papers will start and end according to the time stipulated. For the second paper of the day, they have to be in the examination venue about 15 minutes before it starts.

3. Students are to remain silent the moment they enter the examination venue and until they leave. They should sit according to the seating plan which will be according to the class register numbers.

4. Students are to place all textbooks, notebooks, other relevant notes and handphones into their bags and place them neatly in the front or at the sides of the examination venue as instructed by the invigilators.

5. Students are not permitted to borrow any form of stationery while the examination is in progress. They are expected to bring their own pens, pencils, eraser, compasses, calculators, dictionaries and other materials required for the examination. They will be penalised if they do not have the necessary materials with them.

6. Students are not allowed to use corrective fluid or correcting tape.

7. Students are to report immediately to the General Office if they are late for the examination and give the reasons for being late. If they are late for more than 30 minutes, they will need to seek the approval of the Principal/Vice Principal to sit for the paper.

8. Students must not communicate verbally or pass information to others when the examination is in progress. They must not hold up any scripts or leave any sheet of paper in such a position that other students can read them. Disciplinary action will be taken against students found cheating, attempting to cheat or helping others to cheat.

9. A student will have his/ her examination cancelled, if he/she
   (i) attempts unfair assistance, and/or
   (ii) copies from another student or allows his/her answers to be copied by another student, and/or
   (iii) commits any forms of dishonest act, and/or
   (iv) commits any forms of disruptive act that jeopardises the integrity of the examination,

   Zero mark will be given to the student. In addition, an adverse remark on the dishonest act will be recorded in the report book.

10. Students are to stop writing immediately as soon as the announcement to stop writing is given. Failure to follow the instruction may be taken as a dishonest act.

11. Students are to make sure that all sheets are tied loosely but securely when handing in the answer scripts, folded answer scripts will not be accepted by the invigilators.

12. Students are to remain seated and be quiet while the answer scripts are being collected. Failure to comply may be taken as a dishonest act.

13. Students are not allowed to take any writing paper (used or unused) out of the examination venue. All unwanted papers are to be removed and disposed of into the waste-paper baskets before they leave the examination venue.

14. Students are not allowed to leave the examination venue 15 minutes before the end of the paper. They are to make full use of the time. Students will not be allowed to go to the toilet for the first and last 30 minutes of the exam. However exceptions to this rule may be allowed in cases where there is a genuine need.

15. If a student is unable to sit for a paper due to an illness or other acceptable reasons, he/ she is to inform the General Office. He/ she is advised to rest at home if he/ she is issued with a Medical Certificate. “Zero” mark will be given to students who are absent without medical certificate or valid reason.

3.5 How to Take Notes in Class

How to take notes in class

In our learning journey, most of us attend classes to learn various topics. How do we sieve through the information we receive to decide on the important points? Can we retrieve and locate the information easily at any time? An easy way to achieve these goals is to take notes in class!

What is note-taking?

Note-taking involves writing down important points from the lesson. The notes should be able to help you process and understand the content in a more effective manner.

Why should you take notes?

- You will be forced to listen to the teacher carefully
- To retain information better
- Helps to recap and review what was taught in class
- Notes taken can be used as study material for exams

Steps to note-taking:

1. BEFORE A LESSON

Be prepared

- Look through the outline of the lecture and get a rough idea of the important concepts
- Get ready to listen out for them during class

Highlight unfamiliar terms

- Think about terms and concepts that you are unsure of
- Get ready to clarify these during class

2. DURING A LESSON

Keep organised

- Always make sure you start on a new page for each lesson
- Date and title your notes
- Number all chapters or pages

Be objective

- Keep in mind the purpose of the lesson. This prevents cluttering your notes with unnecessary information

Listen attentively

- Listen for keywords, note down only important information, not everything

3. AFTER A LESSON

Write legibly
- Keep notes short and brief, use symbols, shorthand or visual aids
- Leave extra space for additional comments when you review your notes after the lesson

Review
- Identify and clean up parts that are not clear or illegible
- Fill in further facts and examples to clear concepts

Summarise
- Highlight keywords and important points that should be memorised

Evaluate
- Check that the information you have is accurate against other sources such as a textbook
- Consult your teacher if you are still unclear

Store
- Store your notes (whether physical or digital version) in a safe place for easy retrieval.

NOTE-TAKING AIDS:

Use the following aids to organise information

SYMBOLS & SHORTCUTS

Symbol	Description/meaning
[ ] or ( )	Information that belongs together
⟶	Leads to, becomes
c.f.	compare
∵	because
∴	therefore
decrg	Use g to represent ing endings e.g. decrg (decreasing), ckg (checking)
s/t or s/o	something or someone

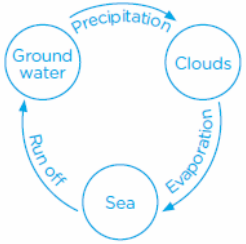
MAPS & DIAGRAMS

Concept map

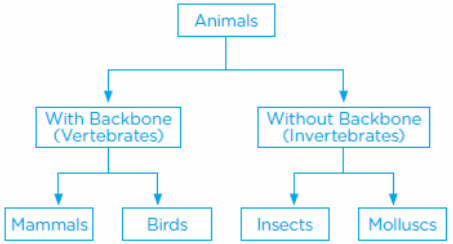
T-charts

Advantage	Disadvantage

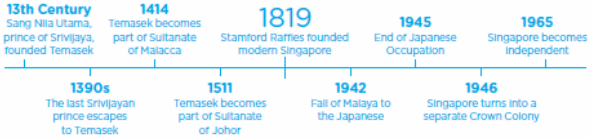
Process diagrams



Branching diagrams



Time lines



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www.nlb.gov.sg/sure

Source — Look at its origins. Is it trustworthy?

Understand — Know what you're reading. Search for clarity.

Research — Dig deeper. Go beyond the initial source.

Evaluate — Find the balance. Exercise fair judgement.

s.u.r.e. Source · Understand · Research · Evaluate

3.6 Use of Graphic Organisers (GOs) for Making my Thinking and Learning Visible

WHAT are GOs?
A visual and graphic display that depicts the *relationships* between facts, terms and concepts.

WHY use GOs?

- To *clarify*, *organise*, *understand* and *retain* information and key concepts
- To actively *construct* own understanding during learning
- To *assess* own learning

In the process, develop thinking skills e.g. compiling information, generating ideas, analysing or evaluating ideas, and reflecting

WHY create own GOs?

- For *self-learning* e.g. note-taking, planning, presentation and review

WHEN & HOW to use GOs?
Self-assessment GOs

- ***KWHL*** - To identify "What I already know?", "What I want to know?", "How will I find out?" and "What have I learnt?"

K WHAT I KNOW	W WHAT I WANT TO KNOW	H HOW WILL I FIND OUT?	L WHAT HAVE I LEARNT?
• Cryonics is the low-temperature preservation of humans and other animals • Resuscitation may be possible in the future • Human cryopreservation is not currently reversible • Cryonics can only be legally performed on humans after pronounced legally dead in USA • Scientist plans to build cryonics centre in Australia or New Zealand.	• Why do people want to be frozen when they die? • How long will the body last? • How many people have been preserved using cryonics? • Is it legal in Australia/ New Zealand?	• www.cryonics.org/ resources/ • alcor.org/ AboutCryonics/index. html • Library books – Physics of Cryogenics By Zohuri – Freezing People Is (Not) Easy: My Adventures in Cryonics by Bob Nelson, Kenneth Bly, and Sally Magaña • Ask scientist	• Cryonics is like placing material in a time capsule- storing something of the present for the future. • People want to be frozen so they can be cured of their illness by medical developments of the future. • As of 2014, 250 people had been cryopreserved and another 1500 had signed up. • Cryonics is legal in Australia and New Zealand but the body must be pronounced dead before the process can commence.

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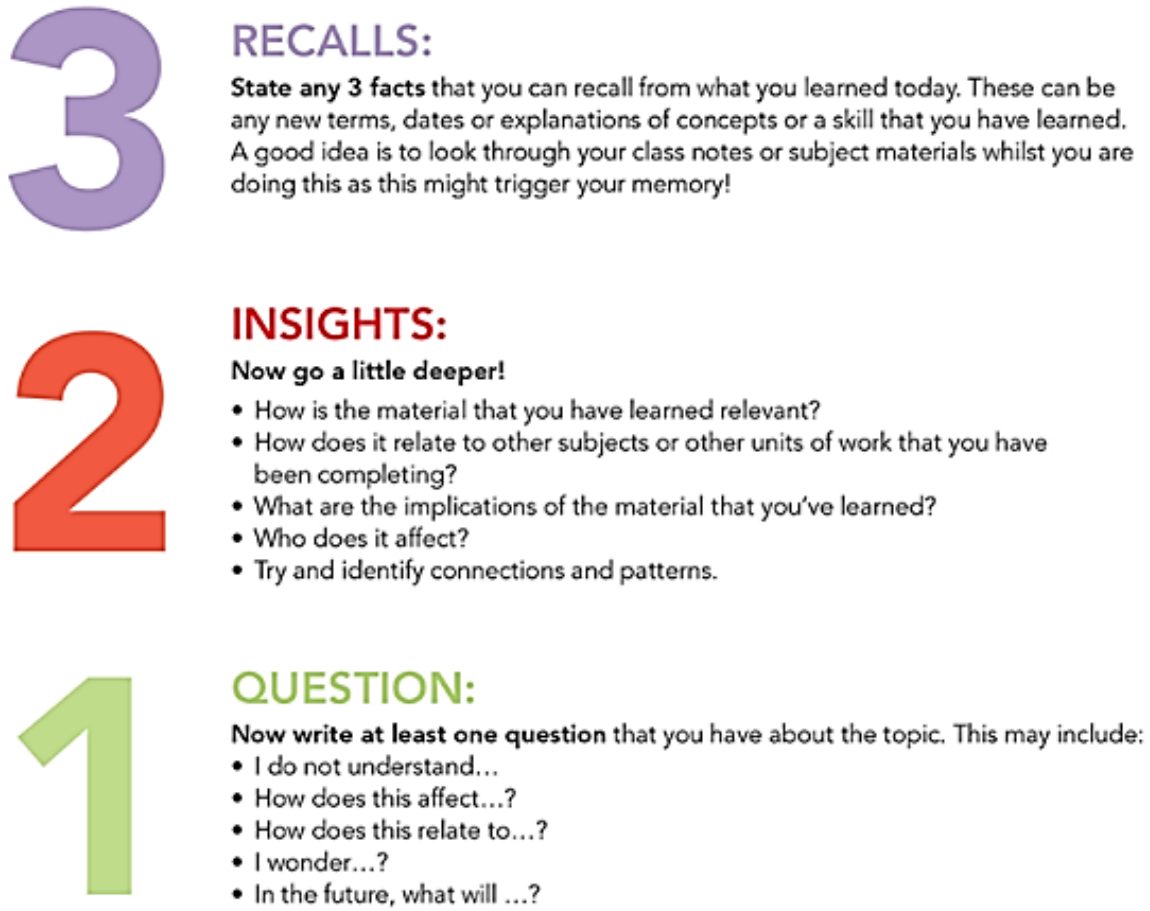
- ***3:2:1:RIQ (Recall: Insights: Questions)*** - To consolidate learning



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- ***Engagement Scale*** – To assess own participation during a lesson/activity

Disengagement			Engagement		
☐ Disrupting *e.g. distracting others, disrupting learning*	☐ Avoiding *e.g. looking for ways to avoid work, off-task*	☐ Withdrawing *e.g. being distracted, physically separating from group*	☐ Participating *e.g. doing work, paying attention, responding to questions*	☐ Investing *e.g. asking questions, valuing the learning*	☐ Driving *e.g. setting goals, seeking feedback, self-assessment*

Amy Berry, 2020

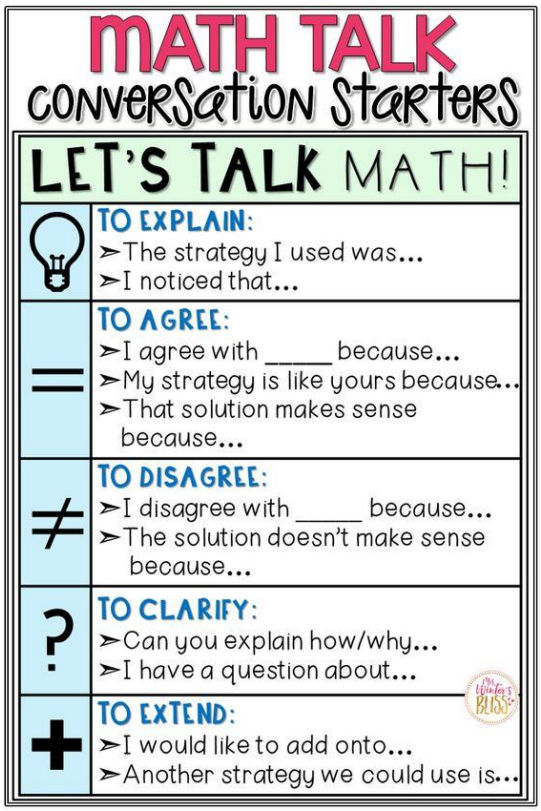
Math GOs

- ***Self-assessment scale*** - To assess own understanding and to ask for help after a lesson/activity
- ***Frayer Model*** - To summarise and define concepts, which may include facts, characteristics or properties, and examples & non-examples

Start of lesson					My Learning Goals. When this unit is completed, I will be able to ……		End of lesson					Scan QR Code to access lesson
☹	🙁	😐	🙂	😎			☹	🙁	😐	🙂	😎	
					1							
					2							
					3							
					4							
					5							

Definition	Characteristics/ Draw
Topic	
Examples	Non- Examples

- ***Let's Talk Math!*** - To discuss strategies used to solve a problem e.g. explain the strategy used, agreeing or disagreeing with the solution, pose clarifying questions, extend the use of other strategies



Science GOs

- ***Claim-Evidence-Reasoning (CER)*** - To generate a claim, investigate and explain own claims with evidence to form new conclusion(/s).

Think like a Scientist:

Using Claim-Evidence-Reasoning

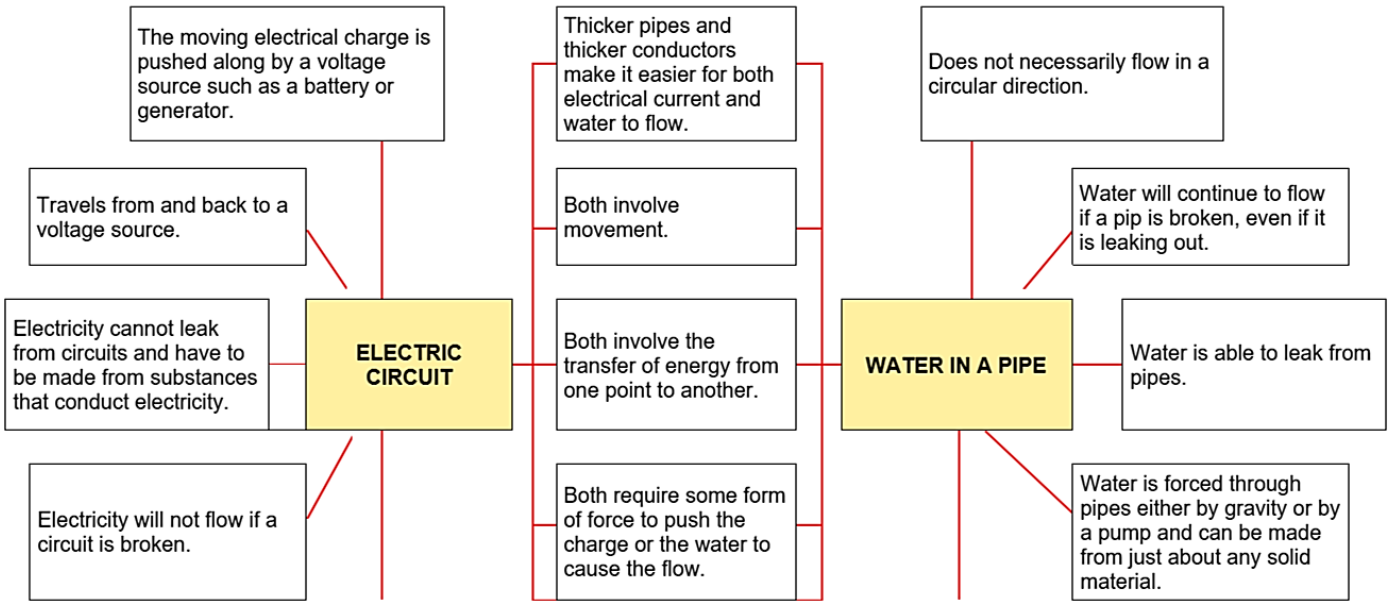
Claim, Evidence and Reasoning help you work through problems to arrive at a scientific explanation.
Approaching a question using C-E-R helps you develop a better understanding of the problem and gives you the ability to communicate tour thoughts clearly and scientifically.

	Guiding Qn	What is it?	Sentence Starters
Claim	What do you conclude from your observation?	• A one-sentence answer to the question • Should not start with yes or no. • Describe the relationship between the independent and dependent variables (what happened)	• I observed _____ when _____. • I compared _____ and _____. • I noticed _____, when _____. • The effect of _____ on _____ is _____.
Evidence	What data proves this claim?	• Use data that support your claim (leave out information that does not support the claim) • Data are observations or measurements OR results from an experiment • Specific examples • Use numbers and data table information.	• In the data ... • The evidence I use to support _____ is _____. • I believe _____ (statement) because _____ (justification). • I know that _____ is _____ because _____. • Based on _____, I think _____. • Based upon _____, my hypothesis is _____
Reasoning	How does the evidence support the claim?	• Explains why the evidence supports the claims, providing a logical connection between the evidence and claim. • Include general scientific principle • Shows how or why the data counts as evidence to support the claim • Provide the justification for why this evidence is important to this claim	• Based on the evidence, we conclude _____ because _____ • The most logical conclusion we can draw from this evidence is that _____ because _____ • These facts work together to build a case that _____ because _____ • All of these prove that _____ because _____ • The reason I believe _____ is _____

- ***Double Bubble Map / Venn Diagram*** – To compare similar and/or different information or concept

TOPIC: **Electricity and Water** (Science, Yr.6: ACSSU097)

TASK: ***Compare*** electricity moving through a circuit to water moving through a pipe.



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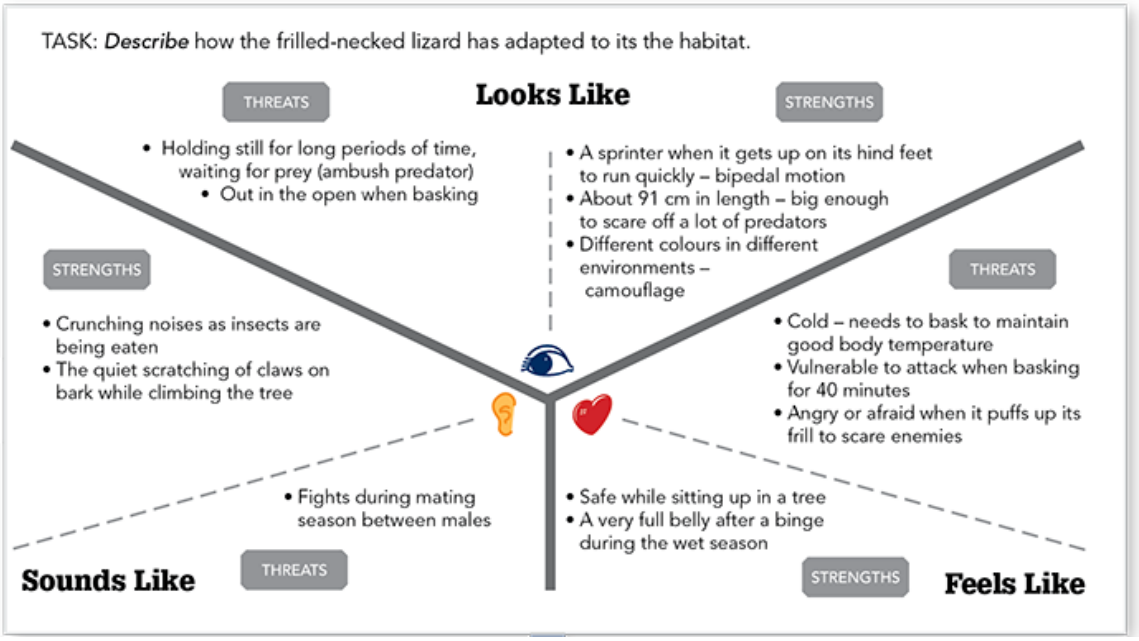
Craft & Technology, Language & Humanities GOs

- ***5Ws1H*** – To gather information or problem solve.

- ***Y-chart*** – To identify and describe what "I see", "I hear", "I feel" or what "I imagine" might be there, including positive/negative, fair/unfair, safe/unsafe, easy/difficult, strengths/threats, etc.



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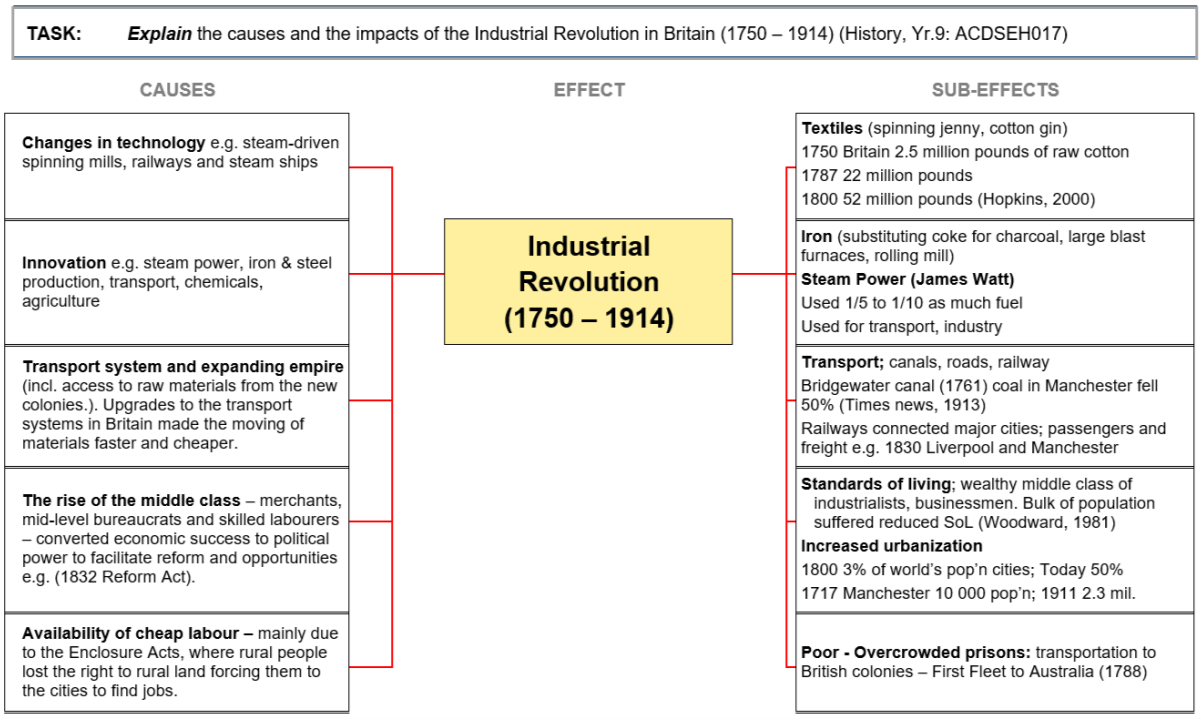
- ***Cause-and-Effect*** – To identify and analyse the cause(s) and effect(s) of an event or process e.g. one cause leading to multiple events, multiple causes leading to one event, chain of cause and effect events, loops of cause and effect events



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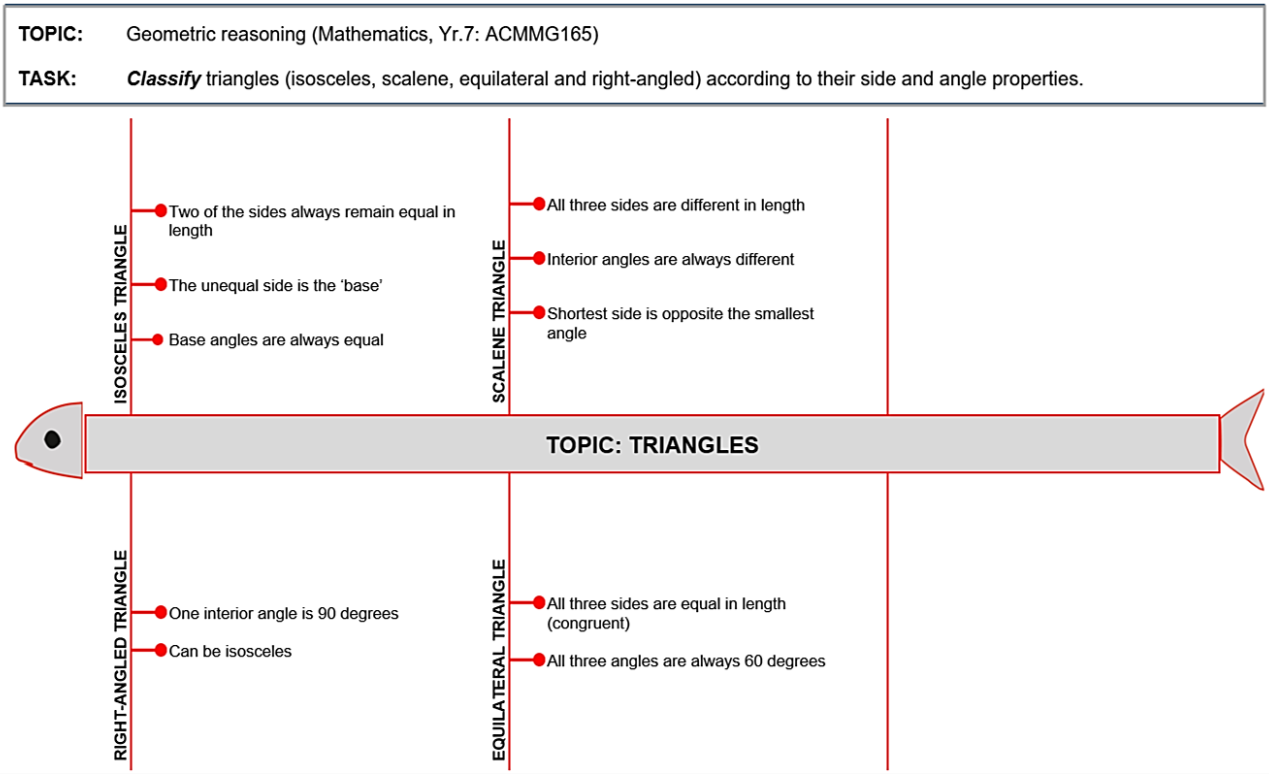

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- ***Problem-Solutions*** - To pose and evaluate possible solutions to problems

A THE PROBLEM Traffic congestion in cities	**TOPIC:** Strategies to enhance the liveability of places (ACHGK047) **TASK:** ***Recommend*** a package of solutions to improve traffic congestion in a major city.

B SUB-PROBLEMS (LIST)	C SUB-PROBLEMS (CHOOSE FIVE)	D SOLUTIONS FOR EACH SUB-PROBLEM (GENERATE TWO FOR EACH CHOICE)	E CRITERIA FOR THE DECISION-MAKING MATRIX (GENERATE 4-6)
• Too many cars • Only 1 person in car • Public transport not reliable, limited timetable • Public transport too expensive • Culture of driving own car • Workplaces long way from home • People don't care • Too much parking available • Old cars breakdown consequences • Too many trucks on major roads and in the CBD	• Too many cars (CHOICE 1) • Only one person in each car (CHOICE 2) • Public transport not reliable, has limited timetable and is expensive (CHOICE 3) • Workplaces are a long way from home (CHOICE 4) • Too many trucks on major roads and in the CBD (CHOICE 5)	• Design a cheap vehicle (SOLUTION 1) • Permit for city driving (SOLUTION 2) • Car pooling (SOLUTION 1) • Single passenger cars allowed after peak hour (SOLUTION 2) • Improve public transport (SOLUTION 1) • Reduce fares or offer free (SOLUTION 2) • Decentralise workplaces (SOLUTION 1) • Provide park and ride (SOLUTION 2) • Trucks allowed delivery in city in off-peak hours (SOLUTION 1) • Design special small vehicle for city deliveries	1. Cost effective 2. Fair to all 3. Able to be implemented 4. Changes behavior of drivers

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- ***Pros-Cons-Questions*** – To take a position on an issue, by comparing and contrasting points of views/perspectives/criteria (with supporting and opposing evidence) and drawing a conclusion

TOPIC:	The significance of World War 11 to Australia's international relationships in the twentieth century (History, Yr.10: ACDSEH110)
TASK:	***Argue*** whether the fall of Singapore actually saved Australian and New Zealand from Japanese occupation in WWII

	PERSPECTIVES (PERSPECTIVES)	PROS (ADVANTAGES/ POSITIVES/ GOOD POINTS)	CONS (DISADVANTAGES/ NEGATIVES/ WEAK POINTS)	QUESTIONS (QUESTIONS/ POSSIBILITIES/ INSIGHTS)	RATING	EXTENT BAROMETER
1	**Australian and New Zealand Military**	• Australian troops hold the advance, particularly in Malaya • New Zealand obtain US assurances to defend New Zealand for leaving troops	• Loss of Australia's 8th Division and troops needed to defend Australia • Heavy losses by New Zealand	• How many Australian and New Zealand troops survived captivity?	50	TOTALLY FAIRLY HIGH (75) MEDIUM (50) LOW (25) NONE AT
2	**John Curtin (Australia) and Peter Fraser (New Zealand) – war Prime Ministers**	• Became more authoritative in dealings with the British • Aligns strategy with US strategy • Cements status as a US ally	• Curtin had a rocky relationship with Churchill • Fraser had a rocky relationship with US Secretary of State	• How did members of their cabinets view aligning with the US?	50	
3	**The United States**	• Contributed to the realization that the War in the Pacific was America's war	• Now had to rely on their own capabilities with minimal support from the British	• Where were the nearest US forces?	75	
4		•	•			

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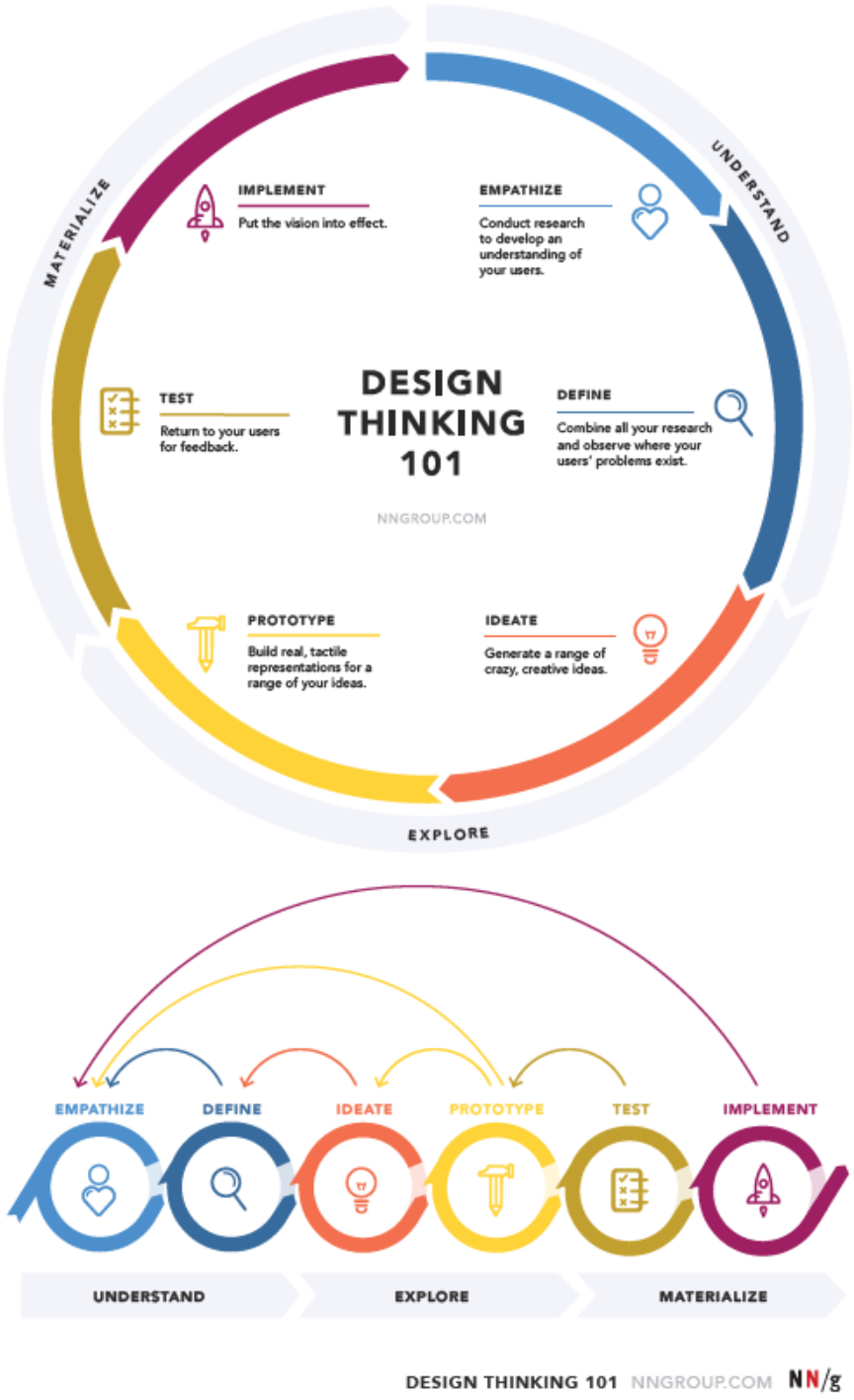
- ***Design Thinking Framework*** – An iterative process that provides a solution-based approach to solving problems by identifying challenges, gather information, generate potential solutions



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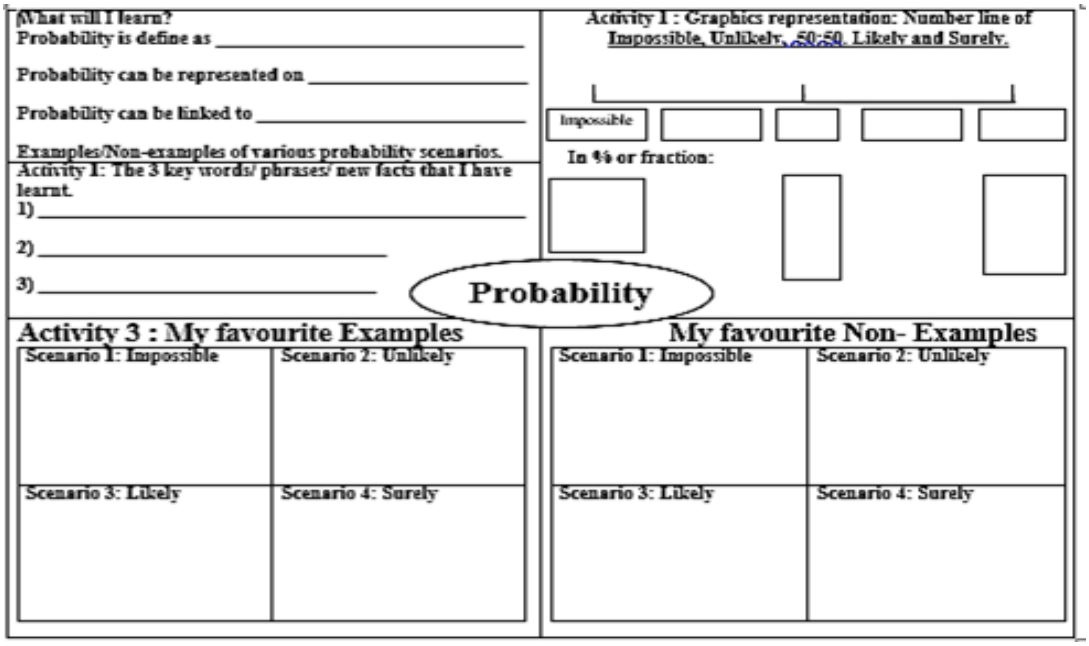
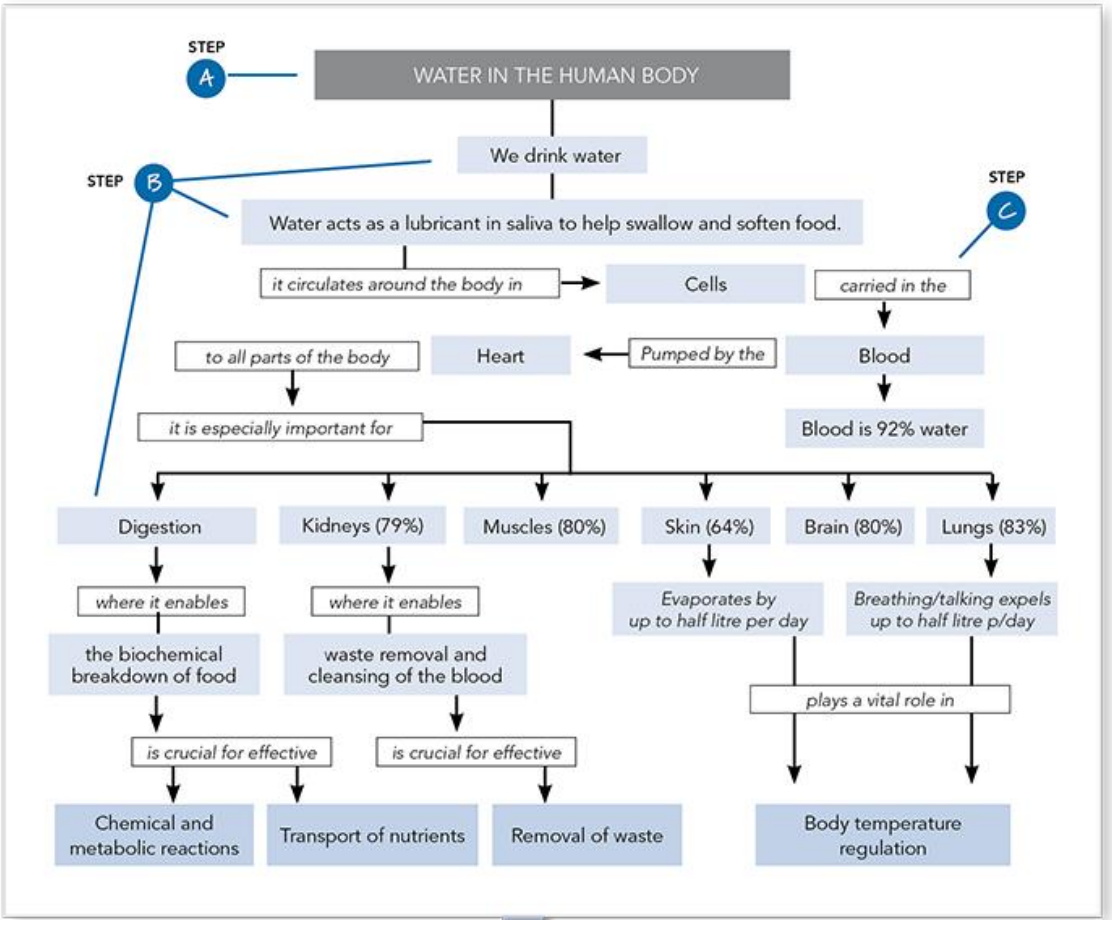
Concept GOs

- ***Frayer Model*** - To summarise and define concepts, which may include facts, characteristics or properties, and examples & non-examples



- ***Concept Map*** – To summarise and review different points of a topic that relate to one another.



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4 Leadership Learning

4.1 Co-Curricular Activities (CCA)

1. The Unity CCA Framework

A holistic education provides students with a broad and deep foundation for lifelong learning. Our school offers a broad-based and ability-driven CCA programme that will help to develop and maximise the potential and talents of our youth beyond the academic aspect. Our CCA programme strives to complement different areas of education in achieving the Desired Outcomes of Education. The framework of our CCA programme seeks to inculcate Character and Leadership learning in all our students, with the Unity school values and motto as the foundation of the programme. The school aims to provide an enjoyable, meaningful and experiential CCA experience for students.

2. Co-Curricular Activities Offered to Sec 1 in 2025

	CCA	Gender
	Uniform Groups	
1	NCC (Air)	Mixed
2	NPCC	Mixed
3	Scouts	Mixed
4	Boys' Brigade and Girls Brigade	Mixed
	Sports Groups	
1	Basketball	Male / Female
2	Cross Country/ Track & Field	Male / Female
3	Table Tennis	Male / Female
4	Football	Male
5	Volleyball	Female
	Performing Arts Groups	
1	Symphonic Band (Concert Band)	Mixed
2	Unique Dance Fusion (Modern Dance)	Mixed
3	UniqVoices (Choir)	Female
4	UP: ON stage (Speech and Drama)	Mixed
	Services Groups	
1	Eco-Explorers	Mixed
2	Unique Productions (Media Production)	Mixed
3	Art Club	Mixed

3. Unity CCA Baseline Programme

Unity CCA baseline programme will enable all students to achieve a **minimum Good** co-curricular attainment, during the 4 years in Unity Secondary, based on the requirement that all students attend their CCAs sessions and ***achieve 75% attendance each year for all 4 years.***

Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition. (See Table 2 Below)

Without regular participation in any CCA to achieve 75% attendance, opportunities for students to attain Level 2 or higher in other three domains will be limited to other school and academic areas. CCA remains the main platform to provide opportunities for your child to attain the minimum Level 2s in other three domains.

Therefore, it is important for parents to support and encourage your child to attend his / her CCA regularly in order to attain Excellent or Good Co-Curricular attainment which can be converted to bonus point to increase your child's chance to enter the post-secondary education course of his / her choice.

4.2 L.E.A.P.S. 2.0

LEAPS 2.0 is a framework to recognise secondary school students' holistic development. Students will be recognised with levels of attainment in four domains: ***Participation, Achievement, Leadership and Service***.

Participation

This domain recognises students' participation in one school-based Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

Service

This domain recognises students' development as socially responsible citizens who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community. They can choose to embark on a Values-In-Action project (VIA). Students will be recognised for the time they put into planning, service and reflection, when participating in a VIA project.

Leadership

This domain recognises students' leadership development. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

Achievement

This domain recognises students' representation and accomplishment in co-curricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline, resilience and develop their character. Students may represent the school or organisations endorsed by the school. Recognising external opportunities better caters to students' diverse interests and talents. It also recognises the community's role in developing the child.

Representation

Representation refers to being ***selected and endorsed by the school or an organisation endorsed by the school*** (e.g. the community club or national association) to contribute, perform or compete. It need not be tied to his/her CCA in school. Accomplishment refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

The details on the levels of attainment for each of the domains are found on the next few pages.

4.2.1 Details on Levels of Attainment for Each Domain

PARTICIPATION (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
• Participated in any CCA for 2 years with at least 75% attendance for each year	• Participated in any CCA for 3 years with at least 75% attendance for each year	• Participated in any CCA for 4 years with at least 75% attendance for each year	• Participated in any CCA for 5 years with at least 75% attendance for each year	
		• Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	• Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	• Participated in the same CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution
			• Participated in the same CCA for 4 years with at least 75% attendance for each year	• Participated in the same CCA for 5 years with at least 75% attendance for each year

SERVICE (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
• At least 24 to less than 30 hours of service	• At least 30 to less than 36 hours of service	• At least 36 hours of service		
	• Completed at least one VIA project that impacts the school or community	• Completed at least two VIA projects that impact the school or community		
		• Completed at least 24 hours of service and at least one VIA project that impacts the school or community	• Completed at least 24 hours of service and at least two VIA projects that impact the school or community	• Completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project
Note: One example of an approach to VIA is Service-Learning. Time spent on VIA projects, including the planning, service and reflection components, will count towards the minimum hours of service stated in the above criterion.				

LEADERSHIP (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
School-based Leadership Opportunities	• Completed 2 leadership modules of at least 3 hours each	• Class Committee • Committee for student-initiated or student-led projects, approved by school (or equivalent)	• Class Chairperson • Prefect • Peer Support Leader • Committee for school-wide events[1] • Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent)	• Senior Prefect • Chairperson/Vice-Chairperson for school-wide events (or equivalent)	• Executive Committee[2] of Student Council / Prefectorial Board (or equivalent)
		• Lower Sec CCA Committee (or equivalent)	• Lower Sec CCA Executive Committee • Upper Sec CCA Committee (or equivalent)	• Upper Sec CCA Executive Committee (or equivalent)	• CCA Captain/ Chairperson (or equivalent)
National Youth Achievement Award		• NYAA Bronze	• NYAA Silver and above		
Uniformed Groups (Rank)	• Lance Corporal (or equivalent)	• Corporal • Patrol Second • Assistant Patrol Leader (or equivalent)	• Sergeant • Patrol Leader (or equivalent)	• Staff Sergeant • Assistant Company Leader • Senior Patrol Leader (or equivalent)	• Warrant Officer • Master Sergeant • Station Inspector • Troop/ Company Leader (or equivalent)

[1] Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

[2] Executive Committee (applies to all subsequent mentions) – may include Secretary, Treasurer and Heads of sub-committees

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
Representation[3]	• Represented class / house / CCA at intra-school event[4]	• Represented school / external organisation at local / international event[5] for 1 year	• Represented school / external organisation at local / international event for 2 years	• Represented school / external organisation at local / international event for 3 years or more • Represented UG HQ at international event[6]	• Represented Singapore Schools at local / international competition • Represented Singapore at international event endorsed by national bodies • Represented National Project of Excellence[7] at local / international concert • Represented MOE at local / international event • Represented UG HQ at international competition

[3] Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition. Involvement in events whereby participation is mass in nature and/or does not require training, preparation or selection will also not be recognised in this domain.

[4] Intra-School Events refer to intra-school competitions, festivals, school performances / concerts, exhibitions and conferences. These events primarily do not include student participation from other schools and/or members of the public.

[5] Events refer to competitions, festivals, school performances / concerts, exhibitions, conferences and symposiums. Local refers to school cluster/zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National Schools Games, etc.), as well as community-organised events which primarily involves student participation from other schools and / or members of the public.

[6] UG HQ International Events refer to exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

[7] This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

Accomplishment			• Represented school / external organisation at local / international event and achieved the following (for 1 year): ○ Top 4 (or equivalent) team placing ○ Top 8 (or equivalent) individual placing ○ Gold/Silver/ Bronze/Merit award / certification[8] (or equivalent) ○ SYF Arts Presentation Certificate of Distinction /Accomplishment ○ SYF Art Exhibition Certificate of Recognition (Special Mention) /Recognition ○ Presented original research paper / project accepted at the platform	• Represented school / external organisation at local / international event and achieved the following (for 2 years or more): ○ Top 4 (or equivalent) team placing ○ Top 8 (or equivalent) individual placing ○ Gold/Silver/ Bronze/Merit award / certification[11] (or equivalent) ○ SYF Arts Presentation Certificate of Distinction /Accomplishment ○ SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition ○ Presented original research paper / project accepted at the platform	• Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition OR • Represented Singapore at international event, endorsed by national bodies AND achieved the following: ○ Top 4 (or equivalent) team placing ○ Top 8 (or equivalent) individual placing ○ Gold/Silver/ Bronze award / certification (or equivalent) ○ Presented original research paper / project accepted at the platform
Uniformed Groups Achievement Badges	• Bronze Badge (or equivalent)	• Silver Badge (or equivalent)	• Gold Badge (or equivalent)	• Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent)	• Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)

[8] This applies to events that present different levels of award or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold- Bronze award/certification.

4.2.2 Levels of Attainment – Examples

Example A: Student has attained a minimum Level 3 in all four domains and at least Level 4 in one domain (Participation). Hence, the student's co-curricular attainment is recognised as Excellent.

Domain	Description of Attainment	Level
Participation	Participated in the same CCA for 4 years with at least 75% attendance for each year	4
Achievement	Represented school at local competition / conference / festival / exhibition for 2 years	3
Leadership	Committee for school-wide events	3
Service	Completed at least 24 hours of service and at least one VIA project that impacts the school or community	3

Example B: The student has attained a minimum of Level 1 in all domains with at least Level 2 in three domains. Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 3 years with at least 75% attendance for each year	2
Achievement	Represented class / house / CCA at intra-school event	1
Leadership	Class Committee	2
Service	Completed at least one VIA project that impacts the school or community	2

Example C: The student has attained a minimum of Level 1 in all domains, with at least Level 2 in one domain (Achievement) and Level 3 for another domain (Participation). Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Represented school at local competition / conference / festival / exhibition for 1 year	2
Leadership	Lance Corporal (NCC)	1
Service	Completed at least 24 to less than 30 hours of service	1

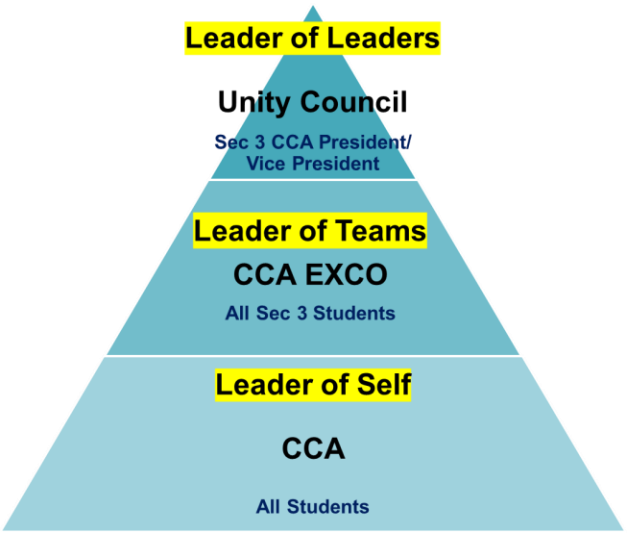
Example D: The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognised as Fair.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Did not represent class / house / CCA / school in any event	0
Leadership	Completed 2 modules on leadership	1
Service	Completed at least 24 to less than 30 hours of service	1

4.3 Student Leadership Development in Unity

In Unity, “Every student, an Inspiring Leader”, the school has been intentional in imparting values and cultivating leadership competencies and dispositions in all our students, in preparation for them to thrive and make a positive impact and difference in their sphere of influence.
The school adopted the **Leadership Challenge Model (LCM)** by Jim Kouzes and Barry Posner. We use the 5 leadership practices to train our students. Refer to the LCM handbook by scanning the QR code below.

Our Student Leadership Framework
We believe that every student can be developed to be a leader. The structure for student leadership in Unity is illustrated in the diagram below:



At Tier 1, all Unitians are imparted with self-management and self-regulation skills to grow them to be **Leaders of Self**. Students also learn more about the Student Leadership Challenge through meaningful discussions during Student Leadership CCE lessons and CCA throughout the year. They will deepen their understanding of the five Student Leadership Challenge practices in Secondary Two. Selected lower secondary students may have the opportunity to be appointed as the lower secondary committee members.

At Tier 2, all Sec 3 students are developed to be **Leaders of Teams** where they will receive more targeted training to give them exposure and experience on working with diverse groups of people. They will apply the five Student Leadership Challenge practices through planning of CCA activities and school events.

At Tier 3, selected CCA EXCO of each CCA, will be developed to be **Leaders of Leaders.** They will form the Unity Council, to represent the different segments of students' voices in the school, engage in meaningful conversations with the school management team and influence decision making across wide-ranging aspects of their learning and learning environment in the school. They also engage the CCA leaders to collectively influence the development of school rules, policies and make improvement to the student-related activities. Besides working with fellow student leaders within the Student Council, they are also given opportunities to reach out and collaborate with the community.

5 Pastoral Care and Discipline

5.1 School Counselling

School Counselling is an integral part of the Pastoral Care programme in Unity Secondary School. For the development of our students into healthy and effective individuals, their social-emotional development is as crucial as their physical and intellectual developments.

School Counselling offers support for students who are:

(a) dealing with the challenges at school or at home
(b) interested in understanding themselves better
(c) experiencing relationship difficulties
(d) feeling depressed or anxious
(e) experiencing loss or bereavement
(f) facing a significant turning point

Through counselling, our students could get better support in the following areas:

(a) Have a better understanding of the origins and development of emotional difficulties which enable them to have better control of their feelings and actions;
(b) Develop a more positive attitude towards their self and acknowledge their strengths and weaknesses;
(c) Learn to analyse a problem and develop strategies to work towards a solution;
(d) Learn to acquire social and interpersonal skills such as effective communication and anger control etc.
(e) Learn more information on time management and stress management

Referral for School Counselling

Character Coaches/ Subject teachers can identify and refer students who need counselling support to School Counsellors.

Students Self-Referral:

Call School Counsellors: Ext 325 (Ms Michelle Ong)
Ext 324 (Ms Sumarni Ismail)

Walk in: Student Service Hub at Block D, Level 3 (Beside Learning Space 2)

Available days & timing: Monday to Friday from 0730 to 1530 (appointments preferred)

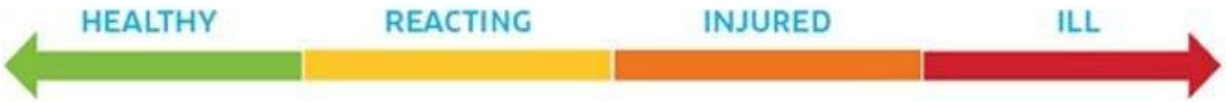
Parents Referral:

Call General Office at 6767 1070 or email school counsellor to request for a discussion of concerns.

Ms Michelle Ong (ong_siew_hong@schools.gov.sg)

Ms Sumarni Ismail (sumarni_ismail@schools.gov.sg)

MENTAL HEALTH CONTINUUM MODEL



HEALTHY	REACTING	INJURED	ILL
• Normal fluctuations in mood • Normal sleep patterns • Physically well, full of energy • Consistent performance • Socially active	• Nervousness, irritability, sadness • Trouble sleeping • Tired/low energy, muscle tension, headaches • Procrastination • Decreased social activity	• Anxiety, anger, pervasive sadness, hopelessness • Restless or disturbed sleep • Fatigue, aches and pains • Decreased performance, presenteeism • Social avoidance or withdrawal	• Excessive anxiety, easily enraged, depressed mood • Unable to fall or stay asleep • Exhaustion, physical illness • Unable to perform duties, absenteeism • Isolation, avoiding social events

Actions to Take at Each Phase of the Continuum

• Focus on task at hand • Break problems into manageable chunks • Identify and nurture support systems • Maintain healthy lifestyle	• Recognize limits • Get adequate rest, food, and exercise • Engage in healthy coping strategies • Identify and minimize stressors	• Identify and understand own signs of distress • Talk with someone • Seek help • Seek social support instead of withdrawing	• Seek consultation as needed • Follow health care provider recommendations • Regain physical and mental health

Something weighing you down?

Here are some help resources for youth and young adults in Singapore:

TOUCHline

Renders emotional support and practical advice to youth

TOUCHline: 1800-377-2252
Website: www.touch.org.sg

Help123

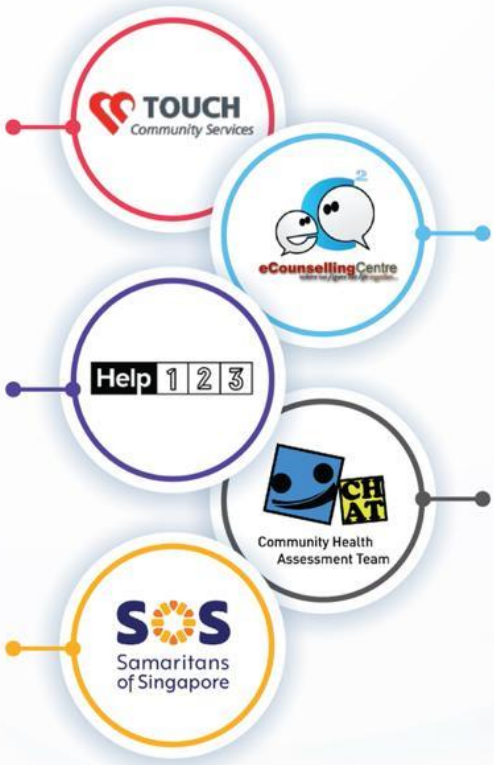
Cyber Wellness Community Support

Helpline: 1800-6123-123
Mon to Fri: 10am to 6pm
Email: hello@help123.sg

Samaritans of Singapore

Provides confidential emotional support for those in crisis, thinking of suicide or affected by suicide

Tel: 1800-221-4444
Email: pat@sos.org.sg



ec2.sg

eC2 is an e-Counselling Centre where you can talk to a trained counsellor about the issues you are facing, right where you are

Chat with a counsellor online at www.**eC2.sg**

CHAT

CHAT (Community Health Assessment Team) has been helping and supporting young people with mental health concerns since 2009.

CHAT provides confidential and personalised mental health check for young persons between 16 and 30 years old.

Website
www.chat.mentalhealth.sg

Information is correct as at Mar 2020

5.2 Education and Career Guidance Counselling

The goals of ECG (Figure 1) are to support students in:

- **Discovering purpose** - Who am I?
  Nurture students' self-awareness to support them in discovering how they can meaningfully play a part in their community.
- **Exploring opportunities** - Where do I want to go?
  Develop students' self-directedness and confidence to explore and leverage education and career opportunities while respecting the value of all occupations.
- **Staying relevant** - How do I get there?
  Build students' adaptability and resilience to embrace the need for lifelong learning.

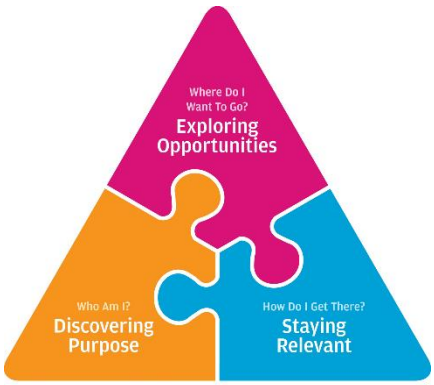


Figure 1

Working with your Child

The My SkillsFuture Portal is a one-stop portal with information and tools to explore various education and career pathways for all students from Primary 5 to junior colleges and Millennia Institute.
You and your child can use your child's account to explore the student portal and take the opportunity to begin an ECG conversation.
https://www.myskillsfuture.gov.sg/content/student/en/secondary.html

ECG Counselling

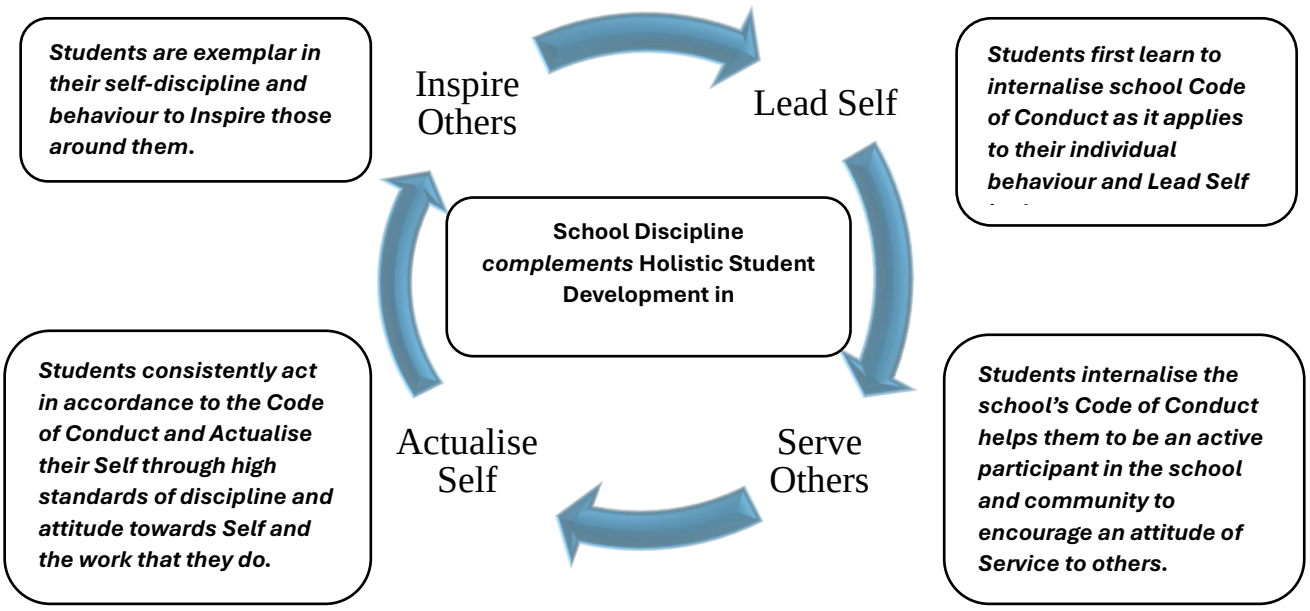
We have an ECG counsellor in school to offer support for students having queries regarding educational courses & career options by helping them identify their personal work values, career interests and preferences to increase motivation for studies.

Call ECG Counsellor: Ext. 268 (Mr Peter Phoa)
Email: phoa_ang_hiok@schools.gov.sg
Walk in: Student Service Hub at Block D, Level 3 (Beside Learning Space 2)
Available day & timing: Every Monday and Thursday from 8am to 5pm

5.3 Discipline

5.3.1 School Rules & Code of Conduct

The school's School Rules and Code of Conduct are set up to inculcate good habits and internalise our school values of **Respect, Compassion, Commitment, Integrity and Perseverance**. As students apply themselves to the Code of Conduct, they will grow to be Unitians who can **Lead Self, Serve Others, Actualise Self and Inspire Others**.



1. **Pride and Respect for Nation and School**
   Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist over the heart.
   All students must attend the daily flag-raising and pledge-taking ceremony. Non-citizens must stand at attention during the entire ceremony. All students must sing the school song with pride.

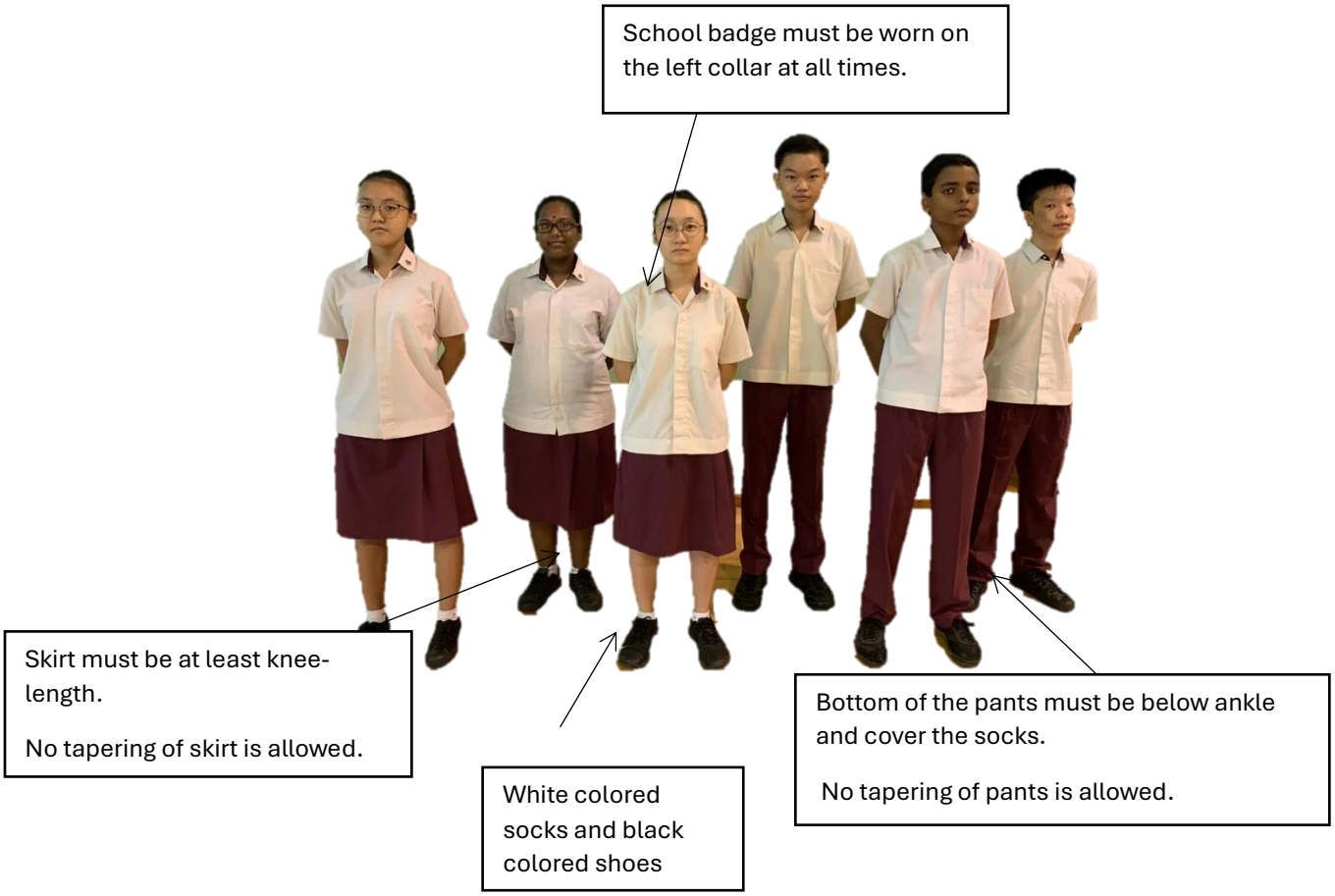
2. **Integrity for Self and Respect for Other**
   a. All students must put on their best behaviour both in and out of school at all times.
      All students should behave in a respectful manner and be courteous to all staff members and their peers.
   b. All students are ambassadors of Unity Secondary School and should carry themselves in a manner appropriate to the occasion when they are in and out of school.

3. **Personal Decorum**
   a. School Uniform
      All students are to wear the prescribed school uniform and modification to the uniform is NOT allowed.
      It consists of:
      a. School collared shirt and pants;
      b. School blouse and skirt;
         [Only plain and simple sweaters are allowed during cold/rainy weather]

      c. School collar badge (pinned on the left collar);
      d. School white coloured socks and black coloured shoes (with black laces).
         [Note: Students with medical conditions must seek special permission to wear special footwear. Students must submit a copy of the medical report to the character coaches.]

Mondays: Full school uniform.
Tuesdays to Thursdays: Half school uniform.
Fridays: CCA attire.
Special Attire Days: Specific attire mandated on sanctioned occasions (e.g. NDP, RHD, commemoration days etc).
School Holidays: Half school uniform (e.g academic lessons or consultations) or Specific attire (e.g CCAs).

Figure 1



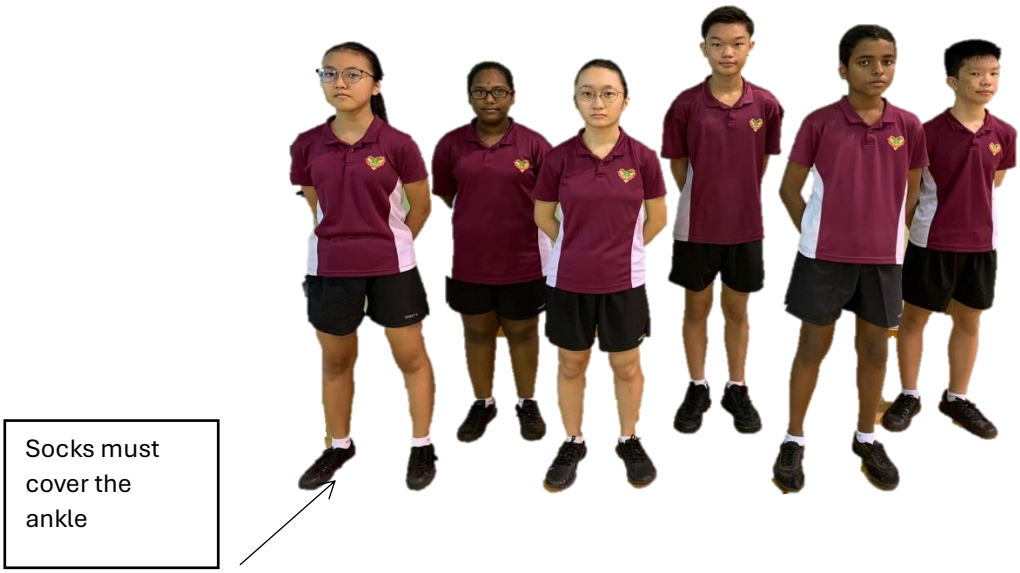
b. PE Attire

The PE attire should be worn during PE lessons and other official school events organized by the schoo1, as prescribed by a teacher. It consists of:

a. School PE T-shirt,
b. School PE shorts.

Please note the following for wearing the PE attire:

Figure 2



c. Class T-Shirt
Design must be vetted and approved by the Student Management Committee. The print should include "'Unity Secondary School' or 'USS' with class slogan. All prints should be free from grammatical error. It should only be worn with approval from the teachers in charge of the programmes.

d. Accessories and Make-up
All students are not allowed to wear jewellery or accessories when in school uniform / PE attire.
a. Females are allowed to wear only 1 pair of ear studs.
b. Makeup on the face or body; tattoos and/or any form of body art is not allowed.

e. Hairstyle and Personal Hygiene
All students must adhere to the following guidelines at all times.
For boys
a. All males must keep their hair short, neat and tidy. DO NOT colour/tint/perm their hair. Fringe must not cover the eyebrow when combed down. Hair at the back and sides should not touch the collar and ears respectively. Side-burns are not allowed.
b. All males must be clean shaven (no facial hair) and neat in appearance. Beard and moustache are not allowed.
c. All males should keep their fingernails short and unvarnished.

Hairstyles
BOYS

For girls
a. All females must keep their hair neat and tidy. DO NOT colour/tint their hair. Fringe must not cover the eyebrow.
[Note: Long hair must be tied up neatly with simple hair accessories that are black in colour only.]
b. All females should keep their fingernails short and unvarnished.

Hairstyles
GIRLS

4. School Property and Cleanliness

School property should be handled with pride and care. There must be no misuse or act of vandalism of school property. Students should report any damaged property to the Operations Manager immediately.

a. Students must return all furniture, equipment, or instruments to their respective places/classrooms after use.
b. No student is allowed to enter the Staff Room, Staff Lounge, Staff Toilets, and Special Rooms such as the science and computer laboratories, food laboratories, and technical workshops without the presence of a teacher or school staff.

Leading Self, Serving Others

5. Punctuality and Attendance

Punctuality is an important habit to be cultivated among students.

Punctuality

a. All students are to attend the morning assembly, scheduled lessons, CCA sessions and school events punctually.
b. A student is considered to be late for school when he/she fails to be with his/her class at the point of assembly at the prescribed time.
c. Students who are late must take responsibility of his/her attendance by:
    a. Proceeding to the General Office (G.O) to obtain a late-coming slip from the G.O staff
    b. Submitting the late-coming slip to the character coaches/ subject teacher for permission to join the class.
    c. Students who arrive more than 30 minutes late for school without valid reason may be internally suspended with parent notification.
d. On the third time that a student is late for school, the student will be required to do reflection, replacement behaviour actions and/or responsible thinking worksheet. For fourth or more time onwards, the school will take additional action to help students inculcate the good value of punctuality.

Absence

a. Students who are absent from school must inform their character coaches or their parents to call up the school to inform the General Office staff on the same morning of their absence.
    a. The School may seek clarification with parent/ guardian and reserve the right not to accept letters.
    b. Letters of Excuse from parents/guardians are not valid for absence from a class test or examination.
b. Students must submit their medial certificates (MC) or parents' letter on the day they return to school. Students will be considered to be playing truant if no supporting documents are submitted within **2** working days upon the student's return.
c. Students who do not achieve 75% attendance within a school year may be deemed ineligible to take the school's examinations.

6. Safety and Personal Belongings

Students are discouraged from bringing expensive items/gadgets, or large amounts of cash to school. To help ensure students' personal safety and protection, students should practice vigilance at all times.

a. Students are to keep their valuables with them at all times. Personal valuables should not be left in a classroom or open space unattended.
b. It is students' individual responsibility to ensure that their belongings are kept safe or in-sight at all times.
c. Students may opt to make use of school lockers to safe keep their belongings.

7. Cyber Wellness

All students must be responsible for their actions and words online. Respect and compassion should be demonstrated in students' use of social media platforms or any online applications. Inappropriate usage of online platforms and tools will not be tolerated.

a. Students should protect themselves from cybercrimes by observing good and safe practices online; report any inappropriate activities to the school.
b. Any form of cyber-bully will be taken seriously by the school authorities.
c. Disciplinary actions may be taken against the student(s) who engaged in cyber-bully.

8. Electronic Devices

Electronic devices should not serve as distractions during lessons or school activities.

a. Students are not to use personal digital devices, including smartphones, during lessons unless explicit permission is given by the teacher.

b. Electronic devices must be kept in the school bag and not to be left on or under the desk unattended.

c. Students must ensure that their mobile phones are switched to silent mode during lessons.

d. Charging of electronic devices in school is not allowed.

e. Students shall be responsible and accountable for the safe-keeping of their personal devices. The school is not responsible for the loss of any personal devices.

f. Students who infringe rules on the usage of mobile phones and other personal electronic devices will be subjected to current school disciplinary action and protocols.

Handphone Policy Overview

There will be Zone Classification on school grounds. The Red and Green Zones.

RED ZONES: Handphones 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 handphone use. Permitted to use during recess and before-&-after school hours.

Consequences for Misuse:

- Initial misuse: hp will be removed by teacher

- Letter of Safekeeping (L.O.S) will be used to record misuse

- student can collect it 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.

9. Unauthorized Items

All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.

Unauthorised items such as dangerous weapons or weapon-like items. illegal substances, e-cigarettes and peripheral, cigarettes or lighters are strictly prohibited.

a. All such items will be removed from the student.

b. Students in possession of such items are deemed to have committed a major offence.

c. Disciplinary action will be taken accordingly to ensure the safety of the school community.

10. Major Offences

The School reserves the right to take actions on a student, who has committed major offences, in the best interest of the students and staff. The School also reserves the right to review the School Rules and Code of Conduct and make amendments whenever necessary.

a. Parent/Guardian-Teacher conferences will also be conducted as part of our efforts to partner with parents and guardians in the support of students.

b. Students who have committed major offences may not be allowed to represent Unity Secondary School for any events. They may not be eligible for any awards, incentives and/ or go on overseas trips.

Major Offences

Major offences refer to but are not limited to those listed below.
The school reserves the right to regard any offences not listed as a major offence.

5.3.1.1 *Attendance*

- Leaving school grounds without permission
- Truancy from any school activity / event
- Poor attendance in CCA
- Wilful absenteeism (reflects poor attitude or defiance)
- Frequent late coming for school and/or class

5.3.1.2 *Theft / Damage of Property*

- Theft
- Vandalism
- Arson
- Failure to return library books or other school property upon deadline

5.3.1.3 *Others*

- Assault/ Fighting
- Gambling
- Vaping/ Smoking / Substance abuse
- Possession of unauthorised items
- Gangsterism
- Pornography

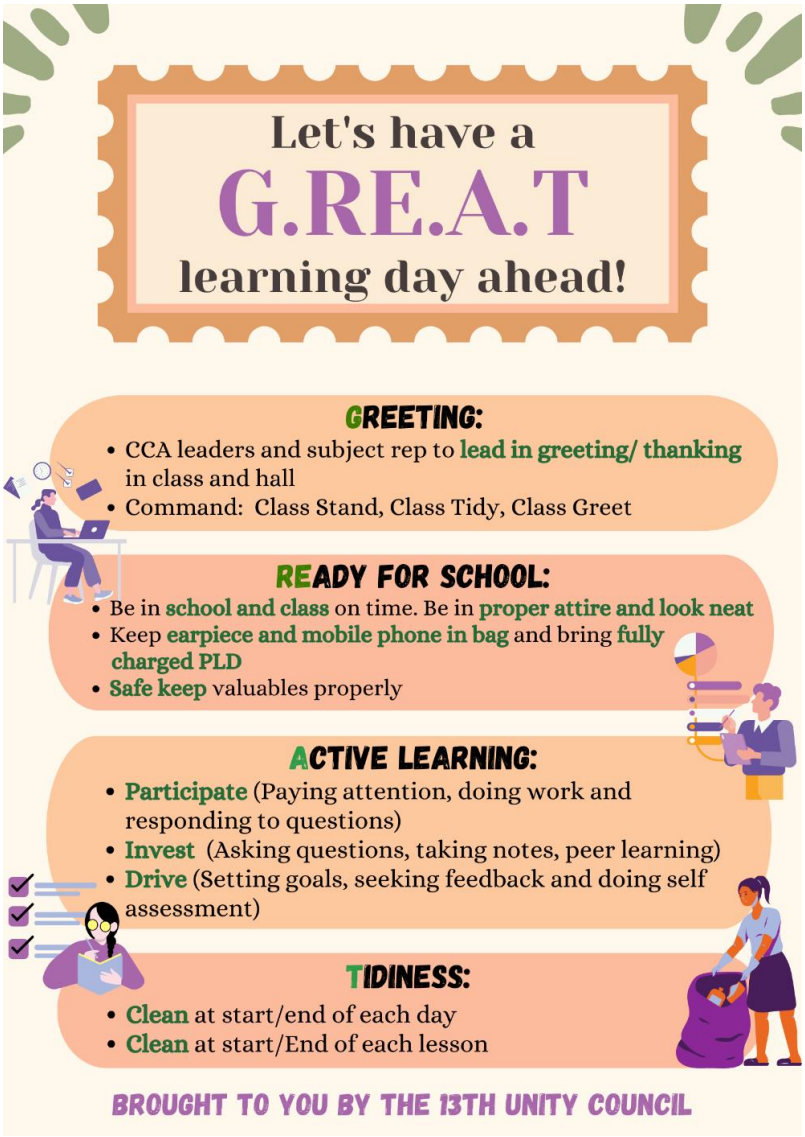
5.3.1.4 *Misconduct*

- Cheating or copying in assessments / tests / examinations
- Plagiarism
- Forgery
- Amending test mark / answer after return of paper
- Open defiance and / or rudeness
- Bullying / Cyber-bullying / Cyber-baiting
- Repeatedly failing to meet curriculum expectations
- Disruptive behaviour
- Abuse of technology
- Defamatory blog / Facebook, etc
- Persistent late-coming and repeated offence (reflects poor attitude or defiance)
- Non-compliance with personal decorum
- Non-adherence of Code of Conduct
- Rash acts causing hurt to others
- Any act that tarnishes image of school

The School reserves the right to review the School Rules and Code of Conduct and make amendments whenever necessary.

5.3.2 Classroom Expectations & Routines

(adapted from A Continuum of Engagement by Amy Berry)



Before lessons

1. I will be punctual for all my lessons.
2. I will adhere to the commands of the subject representative for class greetings.

Class stand	Class tidy	Class greet
Get ready. Mobile devices kept in school bag.	Check for litters, tables, chairs and board.	Good morning / afternoon Mr/Mdm

3. I will ensure that my learning device is fully charged at the start of the day.
4. I will complete all pre-lesson activities and assignments.

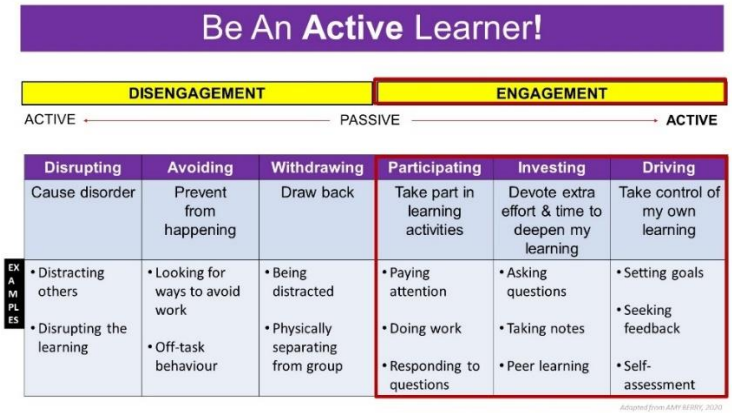
During lessons

1. I will **TAKE OWNERSHIP** of my learning by:
    - **setting** and **monitoring my personal learning goals.**
    - planning a schedule to manage my pace of learning.

2. I will engage in **ACTIVE LEARNING** by**:**
    - **asking and responding to questions** to clarify my doubts.
    - practising the skills, processes and content using learning tools and strategies to check my understanding.
    - **giving** constructive comments **and obtaining specific feedback** based on rubrics or success criteria to refine my understanding.
    - explaining my reasoning using knowledge learnt to solve problems.
    - **reflecting** on how the lesson activities have increased my understanding using thinking routines and learning tools.
    - completing all assigned lesson activities within the time given.

3. I will engage in **COLLABORATIVE LEARNING** by:
    - being responsible in carrying out my assigned role in the group.
    - listening and speaking respectfully with my group members who may have different views.
    - designing group goals and co-constructing knowledge.
    - proposing solutions to achieve the group goals.

4. I know everyone has right to a safe and conducive learning environment. No one has the right to **disrupt learning**.
5. I will not engage in **disruptive behaviour** that **causes distraction** to myself and others.
6. I will have to face the consequences should I fail to behave responsibly.
7. I will abide by the Acceptable Use Policy (AUP) regarding the use of electronic learning devices.



After lessons

1. I will adhere to the commands of the subject representative to thank the teacher to show my gratitude.

Class stand	Class tidy	Class greet
Pack and get ready.	Check for litters, tables, chairs and board	Thank you Mr/Mdm……

2. I will strive to submit quality work and hand in all my assignments and projects punctually because I pursue excellence and am responsible.
3. I will ensure that my learning device is secured safely (with a cable lock) when I am away from it.
4. I will proceed **immediately** to the next learning venue.
5. I will seek approval from the subject teacher to use the 'Permission to Leave Classroom' (PLC) pass. It is my responsibility to put the pass back in the correct place after use.

6 Growth Mindset & Target Setting

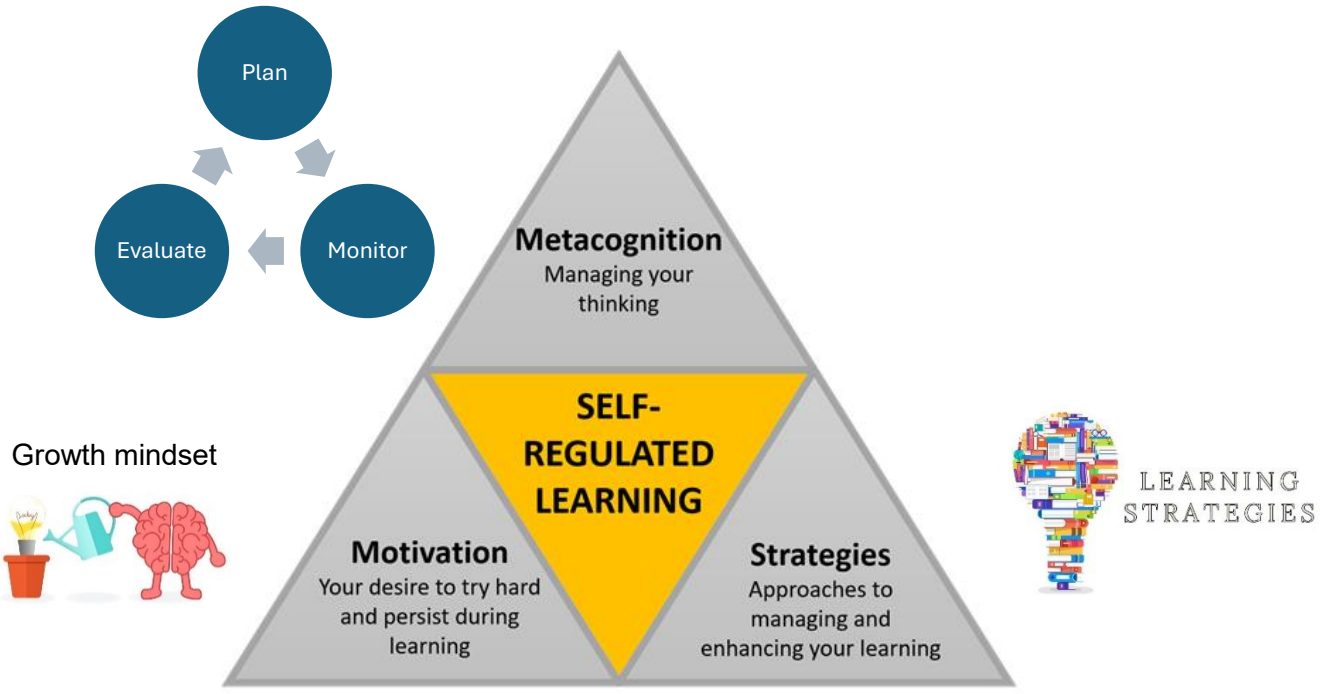
6.1 Self-Regulated Learning and Growth Mindset

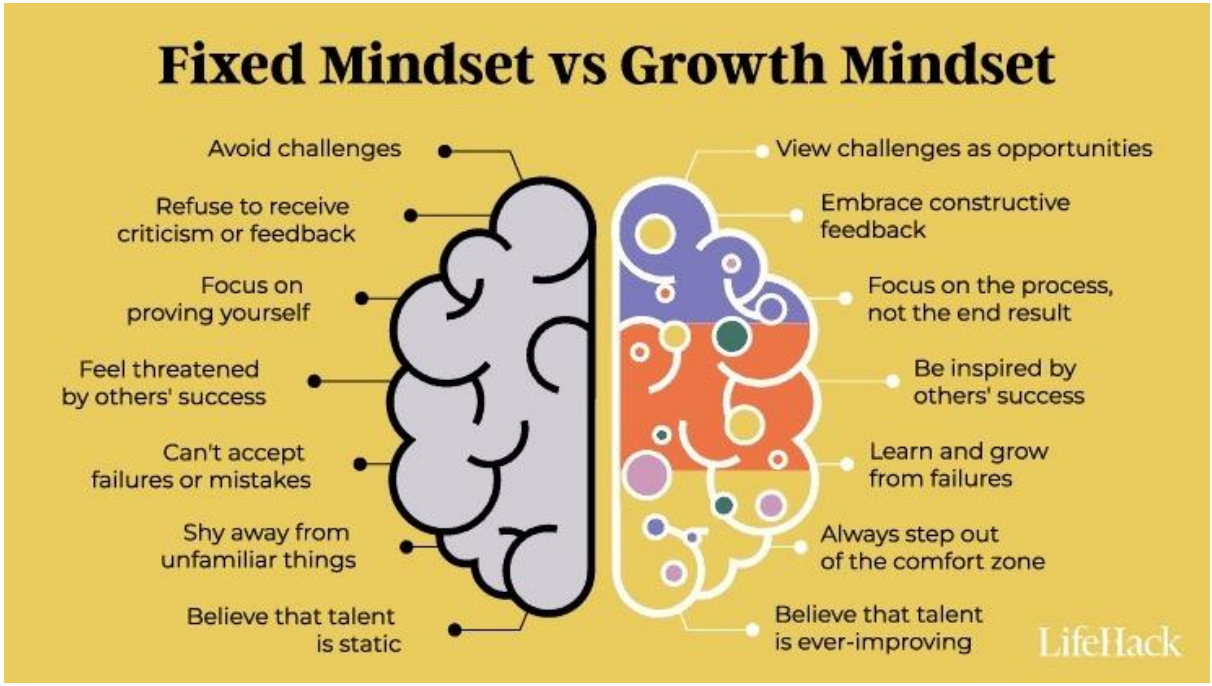
Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

Self-regulated learners strategically manage how they learn in order to meet their goals.
Self-regulation **strategies** help you achieve more academically and study more efficiently.

The triangle below shows 3 key elements of self-regulated learning:

- Metacognition
- Motivation
- Strategies

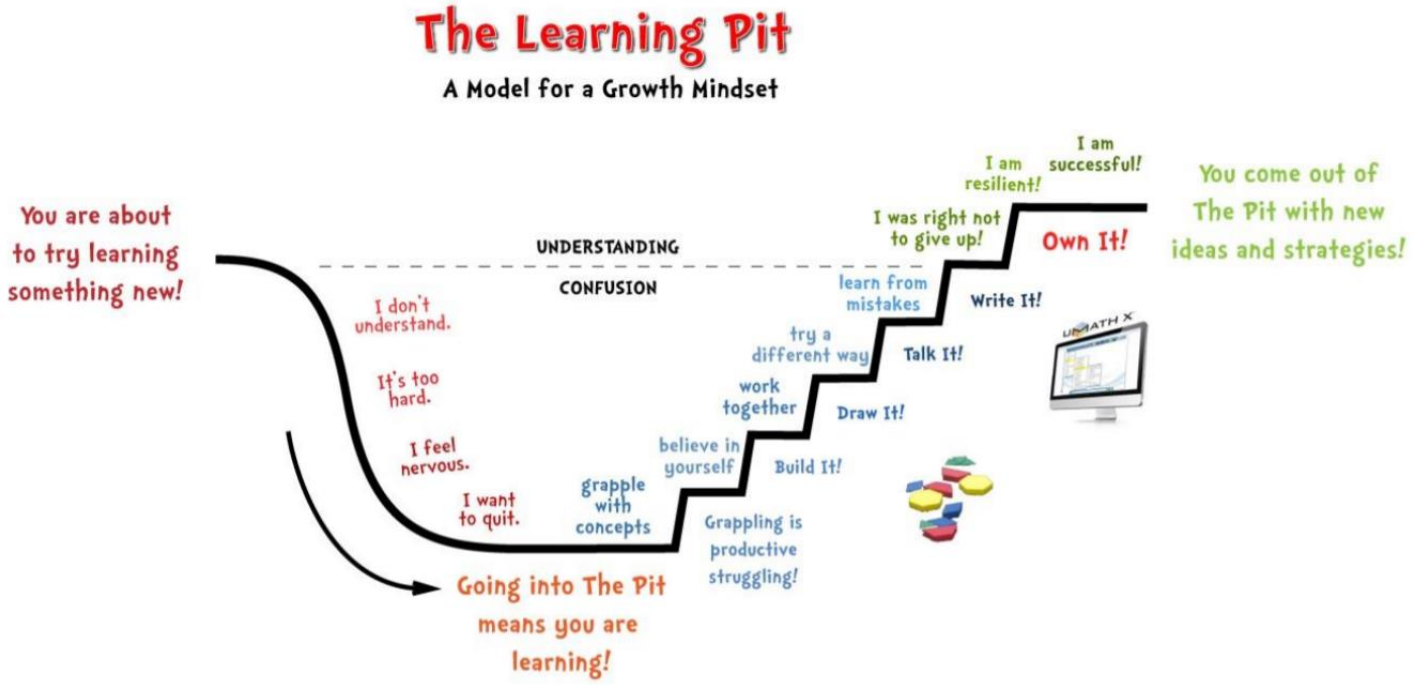




Which mindset do you have?

In order to maximise your potential, let's adopt a Growth Mindset!

Adopting a Growth Mindset would help you to keep going when it is tough.



6.2 Study Habits Self-Assessment

It is important to be aware of how you learn, so that you know what you need to work on.

Reflect on how you learn and prepare for test/ exam.
For each statement, tick the box that best describe your study habits.

Explanation notes

- **Often – I am already doing it! Keep it up!**
- **Sometimes – How can I be more consistent?**
- **Never – I have never done this. I need to do something about it!**

		Often	Sometimes	Never
Planning to Learn				
1	I read the success criteria at the beginning of each lesson/ learning activity.			
2	Before I start on my assignment, I understand the requirements (e.g. rubrics) needed to complete it.			
3	I can determine the best way to complete my assignments.			
Monitoring my Learning				
1	I pause and check how well I understand a topic when studying.			
2	I ask myself how well I understand the materials when studying.			
3	I refer back to the success criteria of the topic to check if I understand.			
Evaluating my Learning				
1	I reflect on the effectiveness of the learning strategies I use.			
2	I assess what I need to do differently to improve.			
Learning Environment				
1	I study in a quiet place.			
2	I keep my study desk neat and free of distractions. (keep my mobile phone)			
3	When I sit down to study, I ensure I have the materials I need.			
4	I change where or how I am studying to avoid distractions.			

		Often	Sometimes	Never
Time Management				
1	I finish my school work before I do anything else.			
2	I consider how much time I need for each task (assignment/ test/ exam) to be completed.			
3	I start work/ revise early to ensure I have enough time to complete the necessary.			
3	I keep a written study schedule to show the time I plan to set aside each day for completing assignments and studying.			
4	I use a calendar to help me think ahead about when I study for tests and exam.			
5	I take breaks between assignments or study sessions.			
Managing Understanding				
1	I make sure I know what I need to learn before every lesson using the success criteria.			
2	I test or quiz myself to ensure I have learnt.			
3	I ask myself the “Why” and “How” when I am learning a new concept.			
4	I connect new information to things that I have already learnt.			
5	I use graphic organisers/ concept maps to combine materials and to understand the relationship between different topics.			
6	When studying materials to be remembered, I summarized it to make it easier to memorise.			
Help Seeking				
1	In addition to reading notes/ textbooks, I look things up online (SLS, YouTube videos, etc) to help me understand.			
2	I ask my friends for help when I am confused or stuck.			
3	I ask my teachers questions when I am confused or stuck.			

Summary

For each category, total up the number of ticks in each column and record the number in the table below.

	Category	Often	Sometimes	Never
1	Planning to Learn [3]			
2	Monitor my Learning [3]			
3	Evaluate my Learning [2]			
4	Learning Environment [4]			
5	Time Management [5]			
6	Managing Understanding [6]			
7	Help Seeking [3]			

I will continue to …

I need to work on …

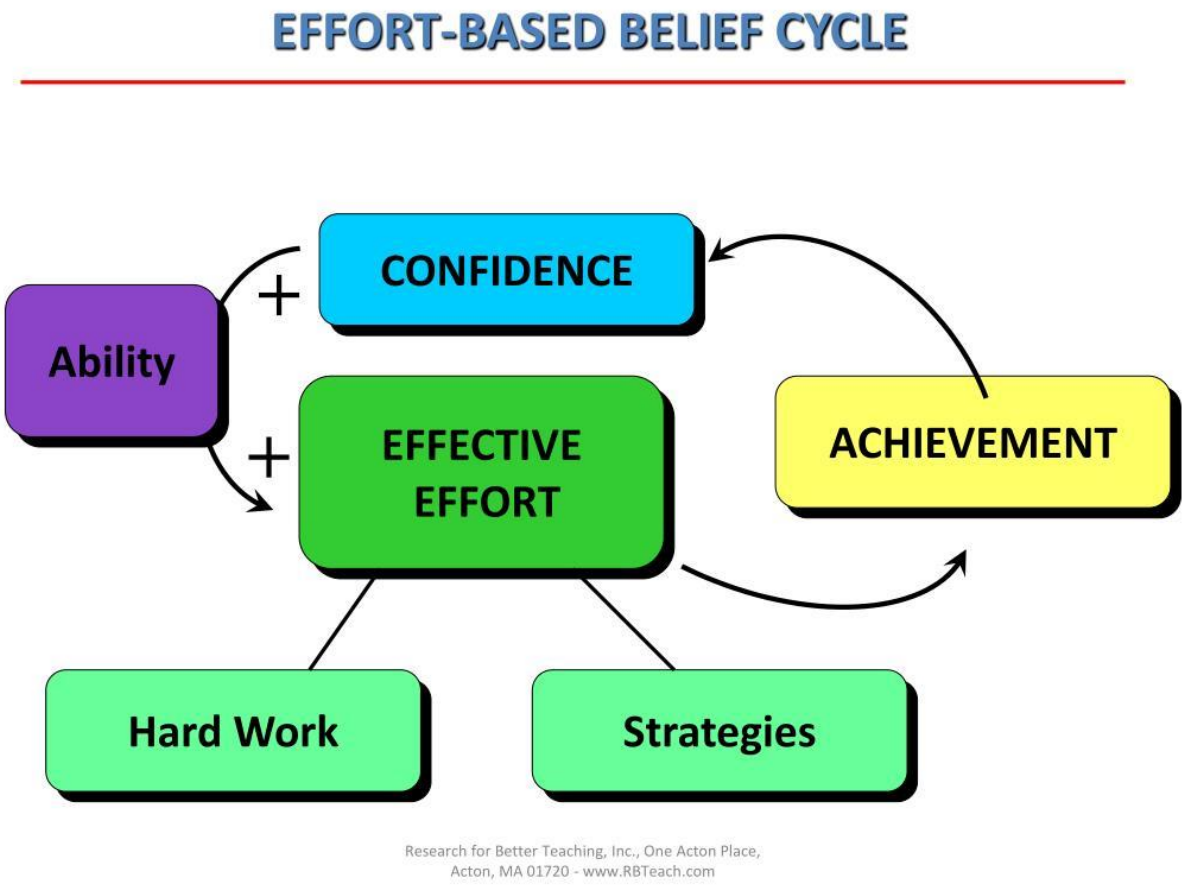
6.3 Target Setting and Review

What is Target Setting?

Setting **goals** gives you long-term vision and short-term motivation. It focuses on what you need to learn, and helps you to organize your time and your resources so that you can make the most of your time. This is part of self-regulation!

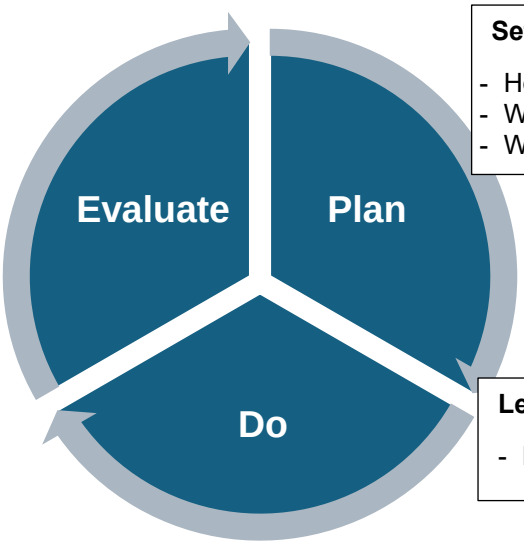
Why set Target?

Because you want to work towards climbing out of the learning pit. Because every time you manage to, you will feel more confident!



How to Set and Review your Targets?

Evaluate
- Did the plan work?
- What to continue doing?
- What to change?



Set Goals + Plan your Action

- How did you do previously?
- What do you aim to achieve?
- What strategies can I try?

Let's do it!

- How do I know I am doing it?

Guiding Questions:

<u>On your own</u>, reflect on your study habits and academic results:

(a) Identify **one area/ strategy** that you have put in effort to practise last year/ previous term.

- From a scale of 0-10, rate how satisfied you are with the results of your effort last year/ previous term.

- Write down 1 - 2 things you will do differently to move the rating by at least 1 point.

(b) Identify **one area/ strategy** that you have **<u>not</u>** practise before and would like to focus for next term. Write down 1 – 2 things you will start doing in 2025.

<u>With your buddy/ partner,</u>

(a) [2 min] Share your reflection with your buddy/ partner.

(b) [1 min] Buddy/ partner share how to support you in your new action/s.

Use your reflection to formulate your next course of action.

Formulating your Action Plan - Suggested Strategies

Now that you have identified the area(s) you need to work on (page 19), pick some strategies to try to overcome your challenges.

Strategies for		**Suggestions:**
Managing understanding	How to use different learning strategies to understand new material and remember information?	□ Stop and re-read when information is not clear or confusing. □ Draw pictures or diagrams to help me understand information. □ Test and quiz myself to see if I understand the information. □ Summarize what is learnt (after class/ studying). □ Use success criteria to help me focus on what I need to learn. □ Explain information and procedures to myself to understand them better. □ Relate new terms or concepts to words or concepts I already know. □ Use rubrics (if available) to check and improve my assignment before I submit. □ Practice important facts when I study for a test. □ Link what I have learnt to what I already know. □ Use what I have learnt from old assignments to do new assignments.
Managing learning - learning environment	How can you eliminate or reduce distractions?	□ Study in a place that has no distractions (low noise level, no people talking) □ Keep electronic devices (computer, laptop, mobile phones) away. □ Ensure no one disturbs me when I study. □ In class, be actively engaged in the learning activities designed by my teacher.
Managing learning – time management	How do you manage multiple tasks to avoid becoming overwhelmed?	□ Finish all of my schoolwork before I do anything else. □ Pace myself when learning/ studying/ revising so that I have enough time to complete. □ Use a calendar (weekly/ monthly planner) to organize my time to complete my schoolwork and revise.
Managing learning – help seeking	How do you develop this important survival skill?	□ Ask others (friends/ teachers) for help when I don't understand something. □ Arrange for consultation with teachers to close my learning gaps. □ Look up on the internet when I don't understand something.

Your subject teachers will share more subject specific strategies with you! ☺

7 Student Administration Matters

7.1 School Contact and Other Useful Contacts

Matters	Contact	
All school enquiries	General Office Operating hours: Monday to Friday (7.00 am to 6.00 pm) Saturday and Sunday (Closed)	Tel: 6767 1070 Fax: 6765 4189 Email: unity_ss@moe.edu.sg
General school information	School Website	http://www.unitysec.moe.edu.sg
Edusave Account Balance	Edusave Hotline	Tel: 62600777
Bookshop purchases	School Bookshop Operating hours: Monday to Friday (7.00 am to 3.00 pm)	Tel: 6766 8300
School Uniform purchases	Hong Kong Tat Kee Tailor Blk 3012 Bedok North Ave 4 #03-2030 Bedok Industrial Park E S489978 * Students can purchase school uniforms at the School Bookshop	Tel: 6241 1933
General MOE information	MOE website	http://www.moe.gov.sg
FSBB Information	FSBB Microsite	https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html

7.2 Information on Financial Assistance

Financial Assistance

Students who require financial assistance in schooling may apply for the following financial assistance.

Application forms are obtainable from the General Office.

Application can be made at any time of the school year but is renewable on a yearly basis at the end of the school year.

Type of Assistance	For Whom	Benefits	How to Apply	When to Apply
MOE Financial Assistance Scheme	• Singapore Citizen • Gross Household Income (GHI) not exceeding S$3,000 per month or • Per Capita Income (PCI) not exceeding S$750 per month	• Waiver of School Fees • Waiver of Standard Miscellaneous Fees • Free Textbook • Free School Attire • Transport Subsidy • Meal Allowance	• If you meet the application criteria, application form is available at our school website/ General Office • Submit with all support documents to General Office or via email.	• As and when required, but it is renewable on a yearly basis at the end of the school year.
School Based Financial Assistance Scheme	• Singapore Citizen • Gross Household Income (GHI) not exceeding $3,001 and $4,400 • Per Capita Income (PCI) between S$751 - S$1,100	Fee Subsidy as base aid • Waiver of School Fees • Waiver of Standard Miscellaneous Fees		
	• Singapore Citizen • Per Capita Income (PCI) between S$751 - S$899 Priority will be given to families who have lower PCI.	• Free Textbook • Free School Attire • Transport Subsidy • Meal Allowance		

7.3 School Administration Procedures

7.3.1 Attendance Matters

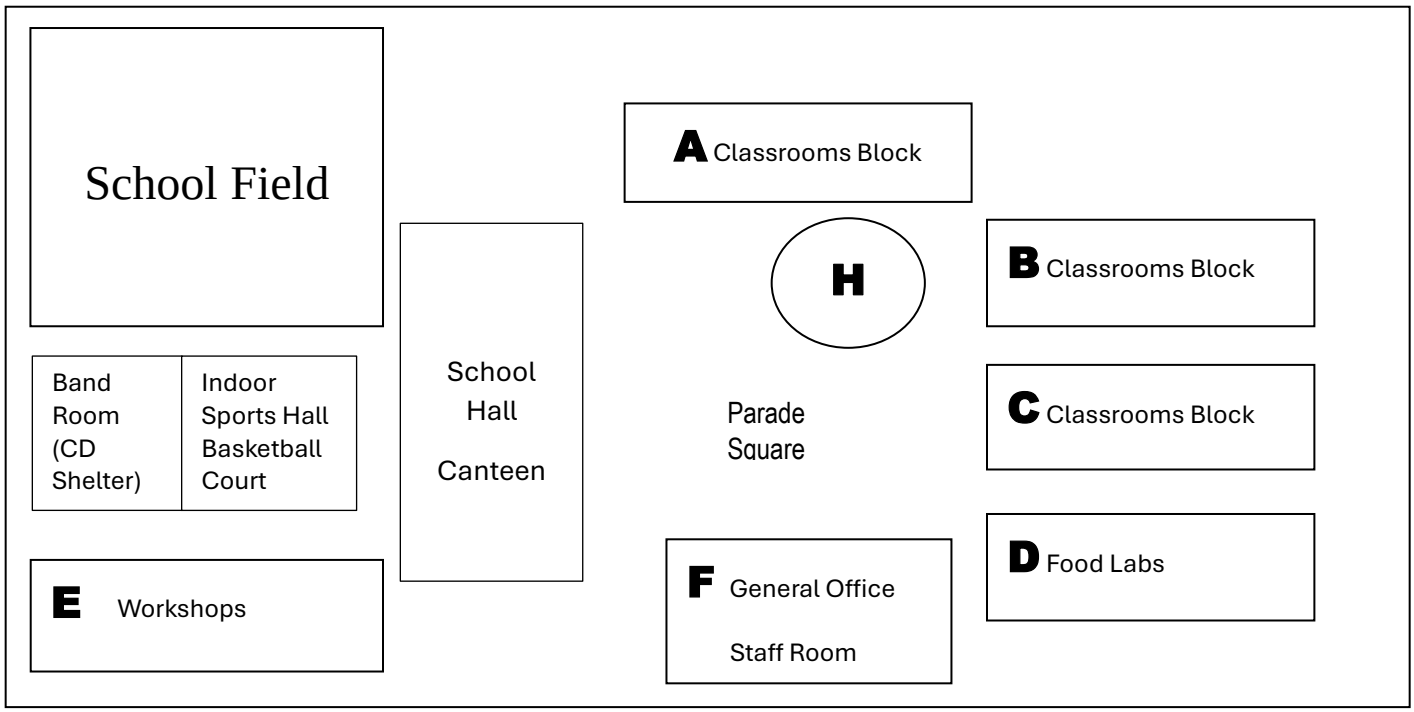
	Procedures
Absence from school	Parents are to call the General Office at Tel: 67671070 before 7.30 am to inform about the absence and the reason for absence. Student to inform their Character Coach of their absence and the reason for absence. Absence from school or other school activities must be covered by: a. A medical certificate (**only** Medical Certificates from Singapore general practitioners, Polyclinics and Hospitals are recognised and accepted), or b. A letter of excuse from parents/guardians stating valid reasons (max 5 per semester). Overseas travels for recreational reasons <u>will not be accepted</u>. Absences without valid reasons will be considered as **truancy** which is a **major school offence** under the school rules and it may affect students conduct grade.
Late for school	Students are to report to the General Office before proceeding to class. The school places strong emphasis on punctuality. Repeated late-coming will be taken as a major school offence under the school rules.
Early dismissal from school (due to parents' request)	Parents are to inform the Character Coaches through writing at least one day in advance. Parents need to state the arrangement for the student to depart from the school. Approval will need to be sought from the Principal and will only be granted for good reasons such as those on medical ground and compassionate ground.
Early dismissal from school (due to sickness)	When a student is not feeling well during curriculum hours, he/she should inform the teacher in class who will make arrangement for him/her to be brought to the Sick Bay. If the school assess that the student is not fit to continue lesson, parents will be informed to come to the school to fetch the student home.
Home emergency during curriculum hours	Parents are to call the General Office and inform the school of the arrangements needed for the student.

7.3.2 Reporting of Loss

	Procedure
Replacement of loss or faulty School Smart Card	Students can apply online at http://www.transitlink.com.sg or apply personally at the Transitlink Card Replacement Office at Choa Chu Kang Bus Interchange.
Reporting Loss of PLD	Students must promptly inform their Character Coach, Subject Teacher, and the ICT Centre. The ICT Centre can secure the Chromebook to prevent unauthorized access. If a Personal Learning Device (PLD) is misplaced within the school, students should check under the desk where it was last seen and retrace their steps to areas such as CCA rooms, the canteen, or the library. If the PLD is misplaced outside of school, students are required to file a police report.
Reporting of Loss of other Items	Students are to report loss of personal items to the General Office. The school will investigate if theft is involved. Students are reminded to always take care of their personal belonging and not to bring valuable or expensive items to school.

8 School Facilities and Safety Management

8.1 School Layout



	Level 1	Level 2	Level 3	Level 4
A	Chemistry Lab 1 Chemistry Lab 2 Classroom	Classrooms	Classrooms	Classrooms
B	Science Hub Biology Lab	Classrooms	Classrooms	Classrooms
C	Classrooms Physic Lab 1 Physics Lab 2	Classrooms	Classrooms	Classrooms
D	Food Lab 1 Food Lab 2 Conference Room	Art Room1 Art Room 2 HOD Room Student Health Advisor and ECG Room	Media Recording Studio Learning Space 1 Learning Space 2 Counseling Rooms	Learning Design Studio Learning Lab Learning Space 3
E	D & T Workshop 1 Timber Store Wood Machine Shop Girls' Brigade Room	NPCC Room NCC Room D & T Workshop 2 Design Studio	Choir Room AVA Room	
F	General Office Principal Office Vice-Principals Office	Staff Room Staff Lounge	Library	
G	Canteen Gymnasium Student Development Office (SDO) Boys' Brigade Room Scout Room Unity Council Room Bookshop	Hall	AV Control Room	
H	Indian Orchestra Room	IT Office	Music Room	Water Tank

8.2 School Safety

8.2.1 Road Safety

Road safety is the responsibility of all staff, parents and students.

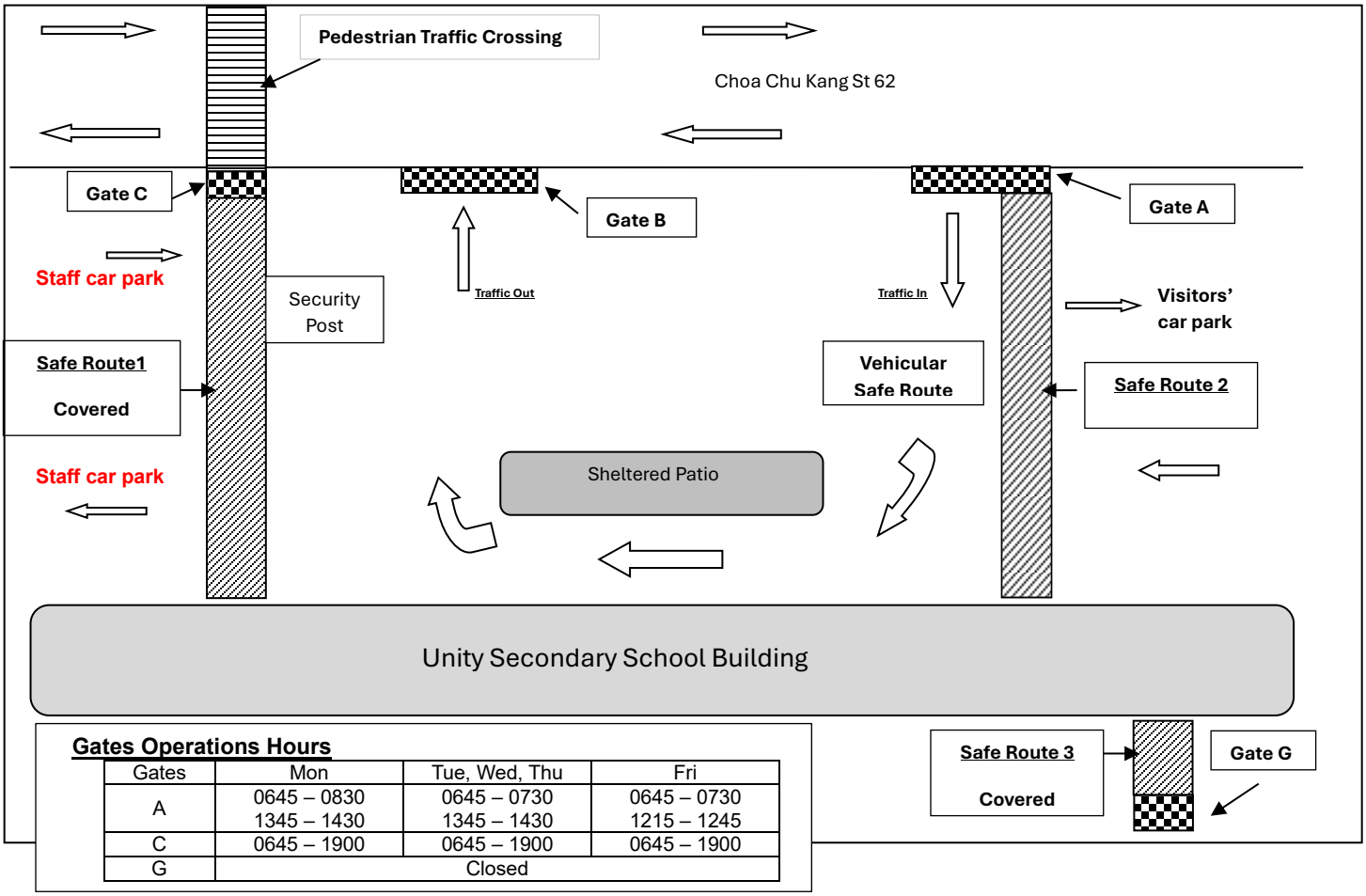
Students are to practise the following when crossing roads and entering into the school compound:

- Always use pedestrians' traffic crossings such as traffic lights and zebra crossing and strictly abide by traffic rules.
- Do not cross when the 'green man' is flashing as you will not be able to complete the crossing.
- Do not rush and always look out for traffic in all directions (look right-left-right).
- Do not stand in between parked vehicles or in front of stationary buses/big vehicles as the drivers may not see you.
- Be considerate and cross the road as soon as you can safely.
- Refrain from doing things that might distract you while crossing such as using the phone.
- Use only Safe Route 1, 2 and 3 to enter the school compound.

Parents are to take note of the following when dropping off students in the school compound

- Strictly follow Safe Route to drop off your child as shown below.
- Always keep a good lookout for students when driving into the school compound.
- Keep to the 15 km/h speed limit while driving into the school compound.
- Do not use handphone while driving.
- Obey directional signs and follow lane markings that have been set up.
- Students are to alight at the designated drop off point (in front of foyer) and not anywhere else.
- Lorry with 2500 kg ULW will not be permitted to drop off students into the school compound.

Safe Routes to enter Unity Secondary School



Gates Operations Hours

Gates	Mon	Tue, Wed, Thu	Fri
A	0645 – 0830 1345 – 1430	0645 – 0730 1345 – 1430	0645 – 0730 1215 – 1245
C	0645 – 1900	0645 – 1900	0645 – 1900
G	Closed		

8.2.2 Safety in School Building and its Environment

When lightning warning is received or likely to occur:

- Do not stay in opens areas such as open fields and parade square.
- Take shelter in the school building such the canteen, hall, or classroom.
- Do not stand under tall trees.
- Stay off bicycles and motorcycles.
- Do not hold metal objects such as umbrellas or bicycles.

When caught in a lightning storm in a vast open area (open field, parade square, etc) especially if your skin tingles and you feel your hair stand on end:

- Adopt a Lightning Crouch Position. Squat with both feet close together supporting yourself on the balls of your feet. Do not put a hand down to come into contact with the ground.
- If in a group, spread out; do not stand next to one another.

8.2.3 Safety in PE and CCA

HEAT INJURIES

Definition of Heat Injuries

- Heat injuries, heat disorders, heat-related illness refer to the same entity namely a medical condition arising from failure of the body to properly regulate its heat level, resulting in over-heating.

Causes of Heat Injuries

- Heat injuries occur when the body is unable to manage the rise in body temperature. Thus heat injuries result from an imbalance between the heat gained by the body during physical exercise, and attempts by the body to shed this heat.

Factors Increasing Risk of Heat Injuries

- Weather conditions: Hot, humid and sunny environments are associated with higher incidence of heat injuries.
- Prolonged, high intensity physical exercise or activity
- Insufficient hydration status
- Illness
- Insufficient cardiovascular & sweating response

Signs of Heat Injury

- Heat injuries represent a continuum of medical condition rather than the usual perception of distinct injuries: heat cramps, heat exhaustion, and heat stroke. The current opinion on muscle cramps is that these arise from muscle fatigue and not from over-loss of electrolytes.
- Heat exhaustion is conventionally considered as due to the inability of the cardiovascular system to meet the needs of both the contracting muscles and the supply of blood to the skin for sweating processes. The common signs of this include thirst, fatigue, weakness, and headaches.
- Heat stroke is generally considered when the body core temperature exceeds 40 deg C, and represents a failure of the body's temperature regulation mechanisms. The person will have experienced the signs of heat exhaustion and may then show signs of decreased sweating, feeling faint or dizzy, mental irritation (confusion, altered consciousness, irrational behaviour), and he/she will finally collapse.
- In addition, there may be feelings of thirst, by which time the body has already started to dehydrate. Salt staining of clothing indicates a loss of minerals associated with excessive sweating.

Preventive Measures for Heat Injuries

- Awareness of heat injuries
- Wearing loose woven, light-coloured clothing. Synthetic materials with tight weaving should be avoided
- Regular and adequate hydration
- Self-reporting of signs of not feeling well, especially signs of heat injury
- Reducing exertion level or stopping the activity when feeling unwell.

Importance of Hydration

- Hydrate before the physical exercise and as part of recovery from the previous exercise or activity
- Drink right up to the commencement of the physical exercise
- Drink during the exercise, especially if this is prolonged
- Apart from water, it is recommended that the hydration fluid contains carbohydrate to replace energy used during the physical exertion, as well as electrolytes
- Cooler fluids assist in cooling the body, and are absorbed faster by the body

8.2.4 Safety in Special Rooms

Safety in Science Laboratories

Before entering the laboratory

- The laboratories are out of bounds to all students unless a teacher is present.
- Students should line up quietly along the wall outside the laboratory, until the teacher indicates they may enter the laboratory.

After entering the laboratory

- Students must sit ONLY at the benches allotted to them.
- Laboratory materials, switches and instruments should be handled ONLY with the approval of the teacher.
- Laboratory materials, switches and instruments are to be used in the laboratory only. Nothing is to be taken from the laboratory.
- At the start of each laboratory session, pupils must check the condition of their benches, sinks and apparatus and report to the teacher any damage or vandalism.
- Students are not to leave the laboratory without permission from the teacher-in-charge.
- Laboratory storerooms and preparation rooms are out of bounds to all students.
- Long hair should be tied up neatly to avoid any interference with laboratory work.
- Eating and drinking are prohibited in laboratories.
- Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.
- Safety goggles must be worn whenever there is any risk of injury to the eyes.
- Protective gloves and clothing must be worn when handling hazardous materials.
- Hands must always be thoroughly washed before leaving the laboratory, regardless of whether gloves are worn.
- Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.
- Damaged equipment, breakages, accidents and spillage should be reported immediately to the teacher.
- Unlabelled chemicals should not be used. Unlabelled containers should be reported to the teacher.
- Students should not take apparatus or chemicals out of the laboratory without the permission of the teacher.
- Unauthorised experiments are prohibited.
- Pipetting should always be carried out using a pipette aid and never by mouth.
- Sharp objects (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. A sturdy container should be used for disposal of sharp objects.
- Chemical and biological wastes must be disposed appropriately.

Accidents

- Report at once mishaps, cuts, burns, scalds, and chemicals in the mouth or on clothes to the teachers. Nothing may be tasted unless instructed by the teacher.
- Any chemical on the skin or clothes must be washed away with plenty of water.

Fire Precaution

- Do not panic in the event of a fire. Remain calm; alert your teacher and laboratory staff who will extinguish the fire.
- If your clothes catch fire, the flames should be immediately smothered by rolling on the floor.
- If the fire is due to gas or electricity, the first action is clearly to turn off the main stop tap or switch.

Safety in Design & Technology Workshops

Before entering the workshops

- Students are not allowed to enter the workshop or food lab without the presence of a teacher/instructor/teacher helper.
- Students should line up quietly along the corridor outside these venues, until permission is given to enter.

After entering the workshop

- No activity is to be carried out by students without the presence of the teacher/instructor/teacher helper.
- Students must not use the machines unless they have been instructed on their correct use.
- The Wood Machine shop is out-of-bounds to all students.
- Students are not allowed to talk or walk unnecessarily in the workshop.
- Always use the right tools for the right job and return it to its proper place after use. Observe extreme care when handling sharp-pointed or sharp-edged tools/utensils.
- Do not use tools that are blunt, badly worn, mushroomed or in poor condition.
- Do not handle electrical points when the hands are wet.
- Wear aprons or dustcoats during practical sessions.
- Put on safety goggles, face masks, or protective gloves in situations which require these respective protections.
- Do not wear long-sleeved shirts, school-ties, watches, rings, bracelets and bangles during practical sessions.
- Long hair should be neatly tied up during practical sessions.
- Do not rush. Watch your step while in the workshop.
- Clean up the work area after each practical session.
- When in doubt, always ask.

Accidents

- All accidents and injuries no matter small or serious must be reported to the teacher/instructor/teacher helper immediately.

Fire Precaution

- In the event of a fire, do not panic. Immediately alert the teacher/laboratory staff to take the necessary action to extinguish the fire.
- If necessary, evacuate the premises when instructed to do so, according to the school evacuation procedures.
- Ensure that the emergency stop button is activated and main gas tap is turned off before evacuation.

Safety in Nutrition and Food Science Labs

Before entering the food labs

- Students are not allowed to enter the food lab without the presence of a teacher/instructor/teacher helper.
- Students should line up quietly along the corridor outside these venues, until permission is given to enter.

After entering the food labs

- Every student should wear an apron and covered non-slip shoes during practical sessions.
- Long hair should be plaited or tied. Nails should be kept short and clean.
- Do not run and speak loudly in the food lab.
- Always wash hands with water and soap. Dry hands before handling food.
- Hands must be dry before operating electrical appliances.
- Clean surfaces and wash utensils before and after use.
- Extreme care should be taken when using sharp-pointed / sharp-edged equipment / appliances and fragile glassware such as beakers and test tubes.
- Extreme care should be taken when handling hot liquid (e.g. boiling and steaming), hot oil (e.g. deep frying) and hot oven (e.g. baking). The handles of pots and pans should be turned inwards and away from the edge of the stove to prevent knocking over.
- Open the lids of hot pots, steamers and pans away from your face. Stand back when opening the oven or microwave oven door to prevent being scalded by hot air/ steam.
- Students should not have access to sharp-pointed / sharp-edged equipment. They should only be issued by the teacher during practical lessons when needed and kept them properly after use.
- Use separate chopping boards and crockery when preparing raw and cooked food to prevent cross contamination.
- Report all breakages and accidents such as cuts, burns to teacher in charge for immediate first aid treatments.
- Clean up spills on the floor immediately to prevent slips or falls.
- All chairs should be kept away when practical session is on-going to prevent tripping.
- Safety goggles should be worn when conducting potentially dangerous food science experiments (e.g. smoking point of fats).

When operating gas/electric cookers:

- All combustible materials: e.g. papers, towels, cloths, curtains, spray cans etc. should be kept away.
- The stove should not be left unattended when cooking.
- The stove should be kept clean and in good working order.
- Access to the gas control valve at the gas meter should be kept clear from obstruction.
- All gas control valves should be turned off when not in use.
- All stoves and ovens must be properly switched off when not in use.

Accidents

- All accidents and injuries no matter small or serious must be reported to the teacher/instructor/teacher helper immediately.

Fire Precaution

- In the event of a fire, do not panic. Immediately alert the teacher/laboratory staff to take the necessary action to extinguish the fire.
- If necessary, evacuate the premises when instructed to do so, according to the school evacuation procedures.
- Ensure that the emergency stop button is activated and main gas tap is turned off before evacuation.

Safety in Art Rooms

Before entering the Art room

- Students are not allowed to enter the Art rooms without the presence of a teacher.
- Students should line up quietly along the corridor outside these venues, until permission is given to enter.

After entering the Art room

- Every student should wear an apron and covered non-slip shoes during practical sessions.
- Long hair should be plaited or tied. Nails should be kept short and clean.
- Do not run and speak loudly in the Art room.
- Hands must be dry before operating electrical appliances.
- Clean surfaces and wash utensils before and after use
- Extreme care should be taken when using sharp-pointed / sharp-edged equipment / appliances
- Tools/equipment in the art room must only be used under close supervision of the teacher.
- Report all breakages and accidents such as cuts, burns to teacher in charge for immediate first aid treatments.
- Clean up spills on the floor immediately to prevent slips or falls.
- Protective gears such as safety glasses, dust or respiratory masks, ear plugs, gloves and aprons should be worn when using materials and equipment that may cause toxic fumes, burns, flying chips or corrosion.

Accidents

- All accidents and injuries no matter small or serious must be reported to the teacher.

Fire Precaution

- In the event of a fire, do not panic. Immediately alert the teacher/laboratory staff to take the necessary action to extinguish the fire.
- If necessary, evacuate the premises when instructed to do so, according to the school evacuation procedures.
- Ensure that the emergency stop button is activated and main gas tap is turned off before evacuation.

Safety in Library

- The Library may be used by Unity personnel. All persons entitled to make use of the full range of Library facilities must be registered members and must be able to produce, on request, their identification pass.
- Members may borrow only those materials, which can be loaned for the designated period of time.
- No books or materials may be removed from the library until they have been processed and issued on loan by the staff. Violators may be denied entry to the library.
- Books and materials may be loaned to individual departments for a period of time not exceeding one academic year if they are not in use at that time.
- Photocopying of reference materials must comply with the Singapore Copyright Act 1987.
- **Bags are allowed to be brought into the library and kept in the shelf inside the library.** All materials and personal belongings taken out of the library must be shown to the staff/librarian on duty.
- **The library staff has the discretion to ask anyone to leave the library for any reason whatsoever**.
- **All lost books will have to be replaced by the students. If a student has owed a book for more than 3 months, it will be deemed as a lost book. The student will be asked to replace the book.**
- **Disciplinary actions will be taken against the student with overdue books/materials (repeat offenders). Their exam transcript will be withheld, and a photocopied transcript will be given to the student instead.**
- Library opening hours:

  Monday - Friday 8.30am - 5.30pm
  Lunch Break 12.25pm - 1.00pm (Library will be closed during lunch break).

Safety in Computer Laboratory (Learning Space 1 & 2)

- Students are not allowed to change hardware, network, display or any settings on the computers.
- Any network password issued to student is to be kept strictly confidential. No sharing of network accounts and passwords are allowed.
- Students are not allowed to install, copy or play computer games in the computer laboratory.
- **Instant messaging, chat rooms, online meeting sites and online games are not allowed.**
- Students are to report any malfunction, missing hardware or vandalism immediately to the teacher or Technical Assistant.
- Any use of Unity Secondary School's internet facilities for illegal, inappropriate or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall include accessing or posting anything distasteful, undesirable or derogatory which is prejudicial to the good name of Unity Secondary School.
- **No downloading of videos and music files. Copying programmes or data protected by copyright or by special license is also prohibited.**
- No food or drinks are to be brought into the computer laboratory.
- Students must sit only at the terminals allotted to them.
- **Bags and personal diskettes/CD-ROMs/DVD-ROMs or any other memory storage devices cannot be brought to the terminals without the permission of the teacher/Technical Assistant.**
- Teacher/Technical Assistant has the right to refuse usage of computers to any students who do not follow instruction. Disciplinary actions will be taken accordingly.
- **Before leaving the computer lab, students are expected to:**
  a) **shut down computer,**
  b) **clean up their workstation,**
  c) **place keyboard and mouse back in original positions**
  d) **push in chairs**

8.3 Emergency Evacuation Instructions

1. Students will be evacuated to a place of safety either in a drill or in an actual situation by the teachers whom they are with at that point in time.

2. Everyone is to use the nearest staircase (if necessary) and the shortest route to reach the Assembly Area, that is, the school field quickly and orderly.

3. No one is to remain in the school building no matter under what circumstances.

4. Students are to be familiar with the evacuation routes. A plan showing the evacuation routes is displayed in each classroom permanently.

5. General Procedure:
   (a) A continuous ringing of the siren or of the hand-held bell signifies an evacuation.
   (b) Principal & Vice-Principal will give instruction to evacuate.
   (c) The siren or the hand-held bell will resume ringing.
   (d) Everyone within the building is to stop whatever he or she is doing. No one is to pack his or her bag.
   (e) Students to line up quickly and orderly and move off quietly together to the school field.
   (f) The CCA leader/ safety monitor to lead the class in front while the teacher follows at the rear.
   (g) Once at the school field, members of the Assembly Area Group will take the class attendance & report to the Assembly Area Group Head who will then report to the Operations Head at the Operation Centre.
   (h) All staff who are not members of the Assembly Area Group are to report for duty at their respective assembly points.

9 School Terms and Holidays 2025

School Term

Semester I	
Term I	Tue 2 Jan to Fri 14 Mar
Term II	Mon 24 Mar to Fri 30 May
Semester II	
Term III	Mon 30 Jun to Fri 5 Sep
Term IV	Mon 15 Sep to *Fri 21 Nov

**The last day of the final school term for schools which will be used as venues for the GCE O Level written examinations will be Friday, 24 October 2025.*

School Vacations

Between Terms I & II	Sat 15 Mar to Sun 23 Mar
Between Semesters I & II	Sat 31 May to Sun 29 Jun
Between Terms III & IV	Sat 6 Sep to Sun 14 Sep
At End of School Year	Sat 22 Nov to Wed 31 Dec

Scheduled School Holidays

Youth Day	*Sun 6 Jul *(The following Mon 7 Jul will be a scheduled school holiday)*
Teachers' Day	Fri 5 Sep

Public Holidays

Term I	New Year's Day	Wed 1 Jan
	Chinese New Year	Wed 29 Jan
		Thu 30 Jan
Term II	Hari Raya Puasa	Mon 31 Mar
	Good Friday	Fri 18 Apr
	Labour Day	Thu 1 May
	Vesak Day	Mon 12 May
Term III	Hari Raya Haji	*Sat 7 Jun
	National Day	*Sat 9 Aug
Term IV	Deepavali	Mon 20 Oct
	Christmas Day	Thu 25 Dec
**Mon, 9 Jun will be a designated day off-in-lieu, and Mon, 11 Aug will be a school holiday and a designated day off-in-lieu. Schools will be closed, including the General Office, Student Care Centres and Kindergarten Care (KCare) Centres.*		