



## Post Secondary One Parent's Briefing FAQs

General Queries From Parents		
1.	How can we as parents work with the school to ensure that our students have a balance lifestyle?	It will be helpful for parents to familiarize yourself with your child's involvement in school. This is to avoid arranging for other additional external programmes such as tuition on days where your child has his/her CCA in school. Parents can also partner the school in monitoring your child's usage of their digital devices. Setting healthy boundaries can help your child develop good time management and self-regulation skills in balancing work cum play.
2.	How can we create an awareness to motivate students to be more aware of what is happening around the world?	Unity leverages on CCE lessons and Assembly Programme as key platforms to actively engage students in discussing current affairs issues. Unity Sec adopts the Context-Dimension Framework (a systematic approach in promoting thinking through Contemporary Issues Discussion) where students learn to take a stand on current affairs issues through interaction and discussion with their peers and teachers. In addition, students also get to learn about global issues during English Language (EL) and Humanities lessons. An overarching aim of the EL syllabus is to develop students to be discerning readers who possess broad world views by staying well informed. To this end, our EL teachers use curated reading articles on current affairs themes like environmental conservation and the responsible use of technology to develop critical reading skills so students can discern facts from misinformation.
3.	Any student support for coping with stress and emotional issues?	Our school has two Full-Time School Counsellors, one SEN officer, one Student Welfare officer (SWO) and one Education and Career Guidance (ECG) Officer. Together with our Year Head team, we support students in coping with stress and emotional issues. At the start of the year, we will brief students on how they can contact and seek help from the school counsellors when necessary. During morning assemblies, we will also have sharing sessions (at least once a term) by the school counsellors on strategies to cope with stress and maintaining emotional well-being. Our ECG Counsellor also conducts career and interests' exploration sessions and

		counselling to help students know their interests and the pathways they can pursue. Students who need any form of counselling are free to see the counsellors in their counselling rooms.
4.	How and when does the school start to assist students who require more guidance in their academic?	Teachers conduct structured remedial lessons after school to help students close learning gaps. Remedial lessons are targeted at closing identified learning gaps and may take the form of individual or small group sessions. The remedial sessions usually take place from 2.30pm to 3.30 pm on weekdays (different subjects hold remediation on different days). For students with special learning needs, teachers work with the school's SEN officer and FTSCs in implementing classroom learning strategies or study skills to help them master key skills or concepts taught.
<b>Parent-Teacher Communication</b>		
5.	Will there be any channels to communicate directly with subjects or form teachers?	<p>Once your child is allocated to their CCA homegroup, the Character Coaches will establish contact with parents/guardians and provide information on how you can contact them. The school also holds a Parent-Teacher Conference at the end of Term 2 where you will meet the CCs face-to-face. Parents can also call the General Office during school hours to look for the Character Coaches or subject teachers when necessary. Our teachers' email addresses are also available on our school website:</p> <p><a href="https://unitysec.moe.edu.sg/ourpeople/organisation-chart/teaching-staff">https://unitysec.moe.edu.sg/ourpeople/organisation-chart/teaching-staff</a></p>
<b>SBB and CCA</b>		
6.	Could you elaborate more on subject based banding?	<p>SBB started in 2012. SBB (Sec) allow students to take English Language, Mathematics, Science and Mother Tongue Language at a more demanding level when they enter Secondary 1, based on their performance in these subjects at the PSLE. For instance, an eligible Sec 1 NA student can take Sec 1 Express subjects if he/she meets the SBB requirements at Sec 1. Students will have the opportunity to take up to a maximum of 3 SBB subjects if they meet the assessment requirements at the end of the year. A student could also qualify to take SBB subjects at secondary 2 or 3.</p> <p>To help students be ready for the new year if they take up SBB, bridging lessons will be conducted in October/November to bridge the topics they missed so they can be ready for the new year. Teachers will also provide intervention after school curriculum hours to support the students, when necessary.</p>
7.	For SBB students, how will the school help with the academically weaker students?	The school's active learning approach (ALP) identifies and addresses the respective learning needs of these students during normal curriculum lessons. For SBB students and those requiring more help, teachers design lessons with different levels of support or scaffolding to help students

		achieve the learning objectives. Teachers and students can make arrangements to have individual or small group consultations after school to clarify doubts or questions.
8.	Will a student posted to NT still get a chance to go to Express if she studies well in sec 1 and be able to complete her O level in 4 years? If so, being an NT student will they be eligible to go poly directly after O levels?	<p>MOE has enhanced the progression pathways for the various streams. For example, previously, for a Sec 4NA student to progress to polytechnic, they must clear their O Levels. Now, they can also progress to polytechnics via a different pathway by doing well for their N Levels and progress either to DPP or PFP which will also allow them to progress to polytechnic.</p> <p>For an NT student to eventually take O Levels in 4 years, it is possible. For example, a student who does very well in Sec1NT is able to be laterally transferred to Sec 2NA. When the student performs very well again in Sec 2NA, he or she can be laterally transferred to Sec 3 Express. The child would need to be very disciplined and work hard throughout his years in Secondary School. After O Levels, depending on his/her performance, he/she may consider going to JC, Polytechnics or MI(3 year JC course).</p>
9.	I would like to know more about how the students are grouped together for their class based on their CCAs.	Our form class is grouped based on CCA. Each CCA home group will be divided into lower sec and upper sec. Students will have opportunities to mix with their peers across levels during their CCA and CCE lessons on every Friday. As their CCA teacher is also the Character Coach, should your child have any issues, they can approach their Character Coaches for advice. The CCA home group gives the Character Coaches more opportunities to interact with your child during CCA and CCE and will allow the teacher to have a more holistic understanding of the child. Friendships forged between peers in the homegroup will also be stronger due to more contact points created through CCAs and CCE lessons where they will learn and work together in different settings.
10.	Are there sufficient time for academic learning with a full Friday being allocated to CCA?	The school has grouped other curricular sessions such as CCE and Assembly sessions on the Fridays instead of having it throughout the week. This allows students to have deeper discussions and opportunities for students to lead in their homegroups and CCAs. The school did not compromise on the curriculum time needed for academic learning. The school has also done reviews and engaged our stakeholders for their feedback on this approach. Both students and teachers have given very positive feedback. Students reported that they feel that this approach enables them to be more focused on academic learning from Mon-Thurs, instead of feeling drained and stretched by long curriculum school days throughout the week. They have also shared that the Friday Character Education and CCA time allow them to lead and learn from teachers and peers where they develop 21 CC competencies such as leadership, resilience, and critical thinking skills, which are essential for their future.

11.	Is my child allowed to change CCA?	Yes, your child will be allowed to change CCA if there are strong reasons for it. The period of CCA change is in term 1 of the year. However, it is important to note that with the change in CCA, your child will also have a new Character Coach and will join the new CCA homegroup for CCE lessons.
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