



# UNITY SECONDARY SCHOOL

## Student Handbook 2024

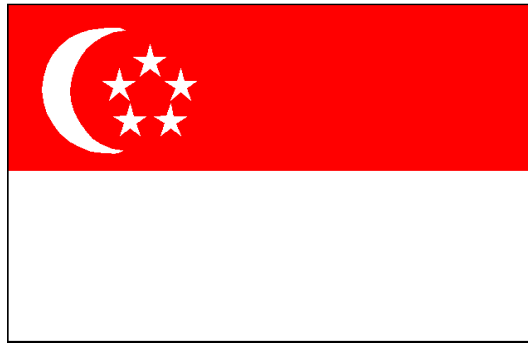
*Leading Self, Serving Others; Actualising Self, Inspiring Others*

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## 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.

## 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.

# The 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.

<b>Our National Anthem</b>	<b>English Translation</b>
<p><b><u>Majulah Singapura</u></b> <i>Music and Lyrics by Zubir Said</i></p> <p>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</p>	<p><b><u>Onward Singapore</u></b></p> <p>We, the people of Singapore Together march towards happiness Our noble aspiration To make Singapore a success</p> <p>Let us all unite In a new spirit Together we proclaim Onward Singapore Onward Singapore</p>
<b>Chinese Translation</b>	<b>Tamil Translation</b>
<p><b><u>前进吧，新加坡！</u></b></p> <p>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。</p> <p>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！</p>	<p><b><u>முன்னேறட்டும் சிங்கப்பூர்</u></b></p> <p>சிங்கப்பூர் மக்கள் நாம் செல்வோம் மகிழ்வை நோக்கியே சிங்கப்பூரின் வெற்றிதான் சிறந்த நம் நாட்டமே</p> <p>ஒன்றிணைவோம் அனைவரும் ஓங்கிடும் புத்துணர்வுடன் முழங்குவோம் ஒன்றிணைந்தே முன்னேறட்டும் சிங்கப்பூர் முன்னேறட்டும் சிங்கப்பூர்</p>

## **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.

# 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.

# 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 (5<sup>th</sup> 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 (15<sup>th</sup> 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 **E**n**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 21<sup>st</sup> 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.

# 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.**

# 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.



# 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

# School Motto and Values in Action

School Motto	School Motto in Action	School Value
<b>Leading Self</b>	* 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
<b>Serving Others</b>	* 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
<b>Actualising Self</b>	* 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
<b>Inspiring Others</b>	* 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

# 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

# Course of Study

Starting from the 2024 Secondary One cohort, Full SBB will be implemented in our secondary education system. Secondary One students in 120 secondary schools will benefit from the Full SBB experience, which provides greater customisation and flexibility for each student's learning.

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.

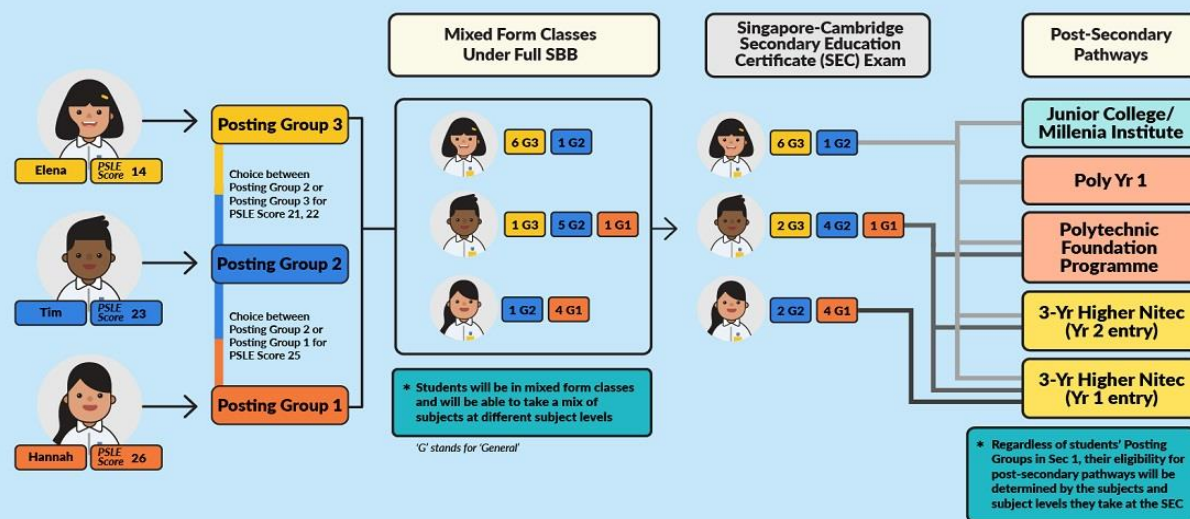
## Subjects offered at Lower Secondary (NEW!)

	Offered at G1, G2, G3 (based on PSLE achievement level)	Common Curriculum
Languages	English, Mother Tongue Languages, English Literature	
Mathematics	Elementary Mathematics	
Science	General Science	
Humanities	G1 Humanities 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

## Secondary School Experience and Post-Secondary Pathways Under Full SBB



From 2024 Sec 1 cohort onwards, Posting Groups will be used to facilitate the admission of students to secondary schools. Once students are posted to Sec 1, they will have a school experience that better caters to their different strengths, interests, and learning needs, no longer distinguished by academic streams. There will be greater flexibility for students to customise their learning. Students will have more options for their post-secondary pathways, while ensuring they have strong fundamentals, and can thrive in their chosen pathway.



Watch our CNA documentary at [go.gov.sg/aneewschoolofthought](https://go.gov.sg/aneewschoolofthought)



For latest updates on Full Subject-Based Banding, visit [go.gov.sg/moe-fsbb](https://go.gov.sg/moe-fsbb)

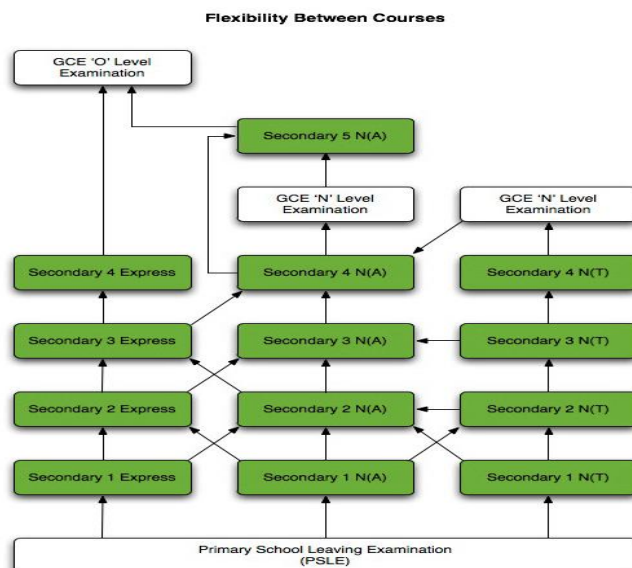
## Courses of Study

Based on the results of the Primary School Leaving Examination, 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 4<sup>th</sup> year.

Students in the N(A) and N(T) Courses sit for the GCE 'N' Level Examination at the end of the 4<sup>th</sup> 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.



## Subjects offered at Secondary Two

Course	Express and Normal Academic	Normal Technical
Languages	English, Mother Tongue Languages	English Mother Tongue Languages
Mathematics	Elementary Mathematics	Elementary Mathematics
Science	General Science	General Science
Humanities	History, Geography, English Literature	Humanities Elective Modules
Craft and Technology	Design & Technology, Food & Consumer Education	Design & Technology, Food & Consumer Education
Aesthetics	Art, Music	Art, Music
Non-examinable	Physical Education Character and Leadership Education	Physical Education Character and Leadership Education

## Subjects offered at Upper Secondary (Secondary Three to Five) – Still applicable under FSBB

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.

Express Course	Normal Academic Course	Normal Technical Course
7 O-Level examinable subjects: English, Mother Tongue Languages Elementary Mathematics Additional Mathematics Pure Biology Pure Chemistry Pure Physics Science (Chemistry/Biology) Science (Chemistry/Physics) Social Studies/Geography Social Studies/History Principles of Accounts Art Design and Technology Food and Nutrition	6 N(A)-Level examinable subjects: English, Mother Tongue Languages Elementary Mathematics Science (Chemistry/Biology) Science (Chemistry/Physics) Social Studies/Geography Social Studies/History Principles of Accounts Design and Technology Food and Nutrition  *Eligible students may sit for the O-Level Examination at the end of Sec 4 for up to 4 subjects	6 N(T)-level examinable subjects: English, Mother Tongue Languages Elementary Mathematics Science Computer Applications Design and Technology Art  *Eligible students may sit for the N(A)-Level and O-Level Examination at the end of Sec 4 for up to 4 subjects
Physical Education Character and Leadership Education	Physical Education Character and Leadership Education	Physical Education Character and Leadership Education Music

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 :  $\geq 65\%$  overall Science & Math marks*
2. Choice – Combination of subject chosen in rank order, 1<sup>st</sup> choice will be considered **If results meet criteria.**
3. Vacancies – Within school constraint; availability of manpower and workshop/laboratory/ classroom space.

# Academic Learning Assessment and Promotion

## 1. **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 and WA2 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).

## 2. **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%

## 3. **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).

## 4. **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.

## 5. **Lateral Transfer and Promotion to More Demanding Course**

Students who have performed well academically and demonstrated readiness for a more demanding course will be considered for lateral transfer on a case-by-case basis. The following lateral transfers are possible:

Sec 1NT to Sec 2NA

Sec 2NT and Sec 3NT to Sec 2NA and Sec 3NA respectively

Sec 1NA and Sec 2NA to Sec 2E and Sec 3E respectively

### Promotion to Secondary 2 and 3

To ensure a pass and be promoted, a student in the Express Stream must obtain 50% or more in English Language and a pass percentage in the average of all subjects. A student in the Normal Stream must obtain 50% or more in English Language and two other subjects.

### Promotion 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.

### Promotion Criteria at a glance

For more details, please refer to the following tables:

#### Express Course

Level	Criteria for Promotion	Pass	Failed
1E	Pass EL and a pass percentage in the average for all subjects	Promoted to 2E	Transferred to 2N(A)
2E	Pass EL and a pass percentage in the average for all subjects	Promoted to 3E	Transferred to 3N(A)
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
1N(A)	Grade 5 or better in EL & 2 other subjects or 4 subjects	Promoted to 2N(A)	Retained in 1N(A)
2N(A)	Grade 5 or better in EL & 2 other subjects or 4 subjects	Promoted to 3N(A)	Retained in 2N(A)
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.  <b>Additional Pathways</b> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>	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
1N(T)	Grade 5 or better in 2 subjects, one of which should be EL or Math	Promoted to 2N(T)	Retained in 1N(T)
2N(T)	Grade 5 or better in 2 subjects, one of which should be EL or Math	Promoted to 3N(T)	Retained in 2N(T)
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



# **Instructions for School Examinations**

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.



# 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

## ✓ Evaluate

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

## ✓ Summarise

- Highlight keywords and important points that should be memorised

## ✓ 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
decr	Use g to represent ing endings e.g. decr (decreasing), ckg (checking)
s/t or s/o	something or someone

### MAPS & DIAGRAMS

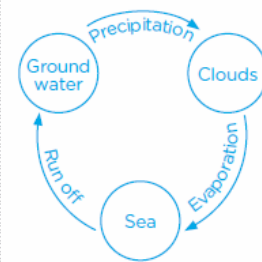
#### Concept map



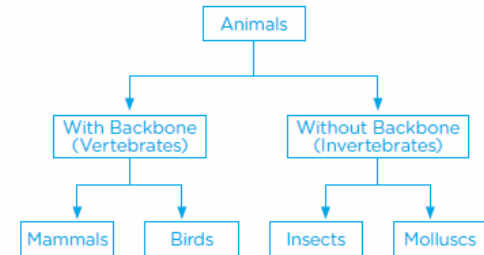
#### T-charts



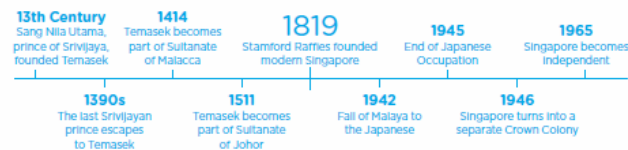
#### Process diagrams



#### Branching diagrams



#### Time lines



#### References:

Student Learning Centre, (2013) 'Effective Note-taking', Retrieved from <http://slc.berkeley.edu/studystrategies/calren/notetaking1.html> on 5 Dec 2013  
 'Common Note-taking Symbols and Shortcuts', Retrieved from [http://www.cayuga-co.edu/pdf/academics/studyskills/symbols\\_shortcuts.pdf](http://www.cayuga-co.edu/pdf/academics/studyskills/symbols_shortcuts.pdf) on 5 Dec 2013  
 Alexandria Technical and Community College (2013), 'Methods of Note-taking', Retrieved from <http://www.altech.edu/en/collegeservices/SupportServices/StudySkills/LectureNoteTaking/MethodsOfNoteTaking.aspx> on 4 Dec 2013  
 University of Reading (2013), 'Effective Note-taking' Retrieved from <http://www.reading.ac.uk/Internal/studyadvice/Studyresources/Reading/sta-effective.aspx> on 6 Dec 2013  
 Reading Rockets (2013), 'Classroom Strategies: Concept Maps', Retrieved from [http://www.readingrockets.org/strategies/concept\\_maps/](http://www.readingrockets.org/strategies/concept_maps/) on 6 Dec 2013

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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.



# 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?”

STEP A	STEP B	STEP C	STEP D
K WHAT I KNOW	W WHAT I WANT TO KNOW	H HOW WILL I FIND OUT?	L WHAT HAVE I LEARNT?
<ul style="list-style-type: none"> <li>• Cryonics is the low-temperature preservation of humans and other animals</li> <li>• Resuscitation may be possible in the future</li> <li>• Human cryopreservation is not currently reversible</li> <li>• Cryonics can only be legally performed on humans after pronounced legally dead in USA</li> <li>• Scientist plans to build cryonics centre in Australia or New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people want to be frozen when they die?</li> <li>• How long will the body last?</li> <li>• How many people have been preserved using cryonics?</li> <li>• Is it legal in Australia/ New Zealand?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cryonics.org/resources/">www.cryonics.org/resources/</a></li> <li>• <a href="http://alcor.org/AboutCryonics/index.html">alcor.org/AboutCryonics/index.html</a></li> <li>• Library books               <ul style="list-style-type: none"> <li>– Physics of Cryogenics By Zohuri</li> <li>– Freezing People Is (Not) Easy: My Adventures in Cryonics by Bob Nelson, Kenneth Bly, and Sally Magaña</li> </ul> </li> <li>• Ask scientist</li> </ul>	<ul style="list-style-type: none"> <li>• Cryonics is like placing material in a time capsule- storing something of the present for the future.</li> <li>• People want to be frozen so they can be cured of their illness by medical developments of the future.</li> <li>• As of 2014, 250 people had been cryopreserved and another 1500 had signed up.</li> <li>• Cryonics is legal in Australia and New Zealand but the body must be pronounced dead before the process can commence.</li> </ul>

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

# 3

## RECALLS:

**State any 3 facts** that you can recall from what you learned today. These can be any new terms, dates or explanations of concepts or a skill that you have learned. A good idea is to look through your class notes or subject materials whilst you are doing this as this might trigger your memory!

# 2

## INSIGHTS:

**Now go a little deeper!**

- How is the material that you have learned relevant?
- How does it relate to other subjects or other units of work that you have been completing?
- What are the implications of the material that you've learned?
- Who does it affect?
- Try and identify connections and patterns.

# 1

## QUESTION:

**Now write at least one question** that you have about the topic. This may include:

- I do not understand...
- How does this affect...?
- How does this relate to...?
- I wonder...?
- In the future, what will ...?

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

Disengagement			Engagement		
<input type="checkbox"/> <b>Disrupting</b> <i>e.g. distracting others, disrupting learning</i>	<input type="checkbox"/> <b>Avoiding</b> <i>e.g. looking for ways to avoid work, off-task</i>	<input type="checkbox"/> <b>Withdrawing</b> <i>e.g. being distracted, physically separating from group</i>	<input type="checkbox"/> <b>Participating</b> <i>e.g. doing work, paying attention, responding to questions</i>	<input type="checkbox"/> <b>Investing</b> <i>e.g. asking questions, valuing the learning</i>	<input type="checkbox"/> <b>Driving</b> <i>e.g. setting goals, seeking feedback, self-assessment</i>

*Amy Berry, 2020*

**Math GOs**

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

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


<b>Definition</b>	<b>Characteristics/ Draw</b>
<b>Examples</b>	<b>Non- Examples</b>

- *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

# MATH TALK

## CONVERSATION STARTERS

### LET'S TALK MATH!

	<b>TO EXPLAIN:</b> > The strategy I used was... > I noticed that...
$=$	<b>TO AGREE:</b> > I agree with _____ because... > My strategy is like yours because... > That solution makes sense because...
$\neq$	<b>TO DISAGREE:</b> > I disagree with _____ because... > The solution doesn't make sense because...
?	<b>TO CLARIFY:</b> > Can you explain how/why... > I have a question about...
$+$	<b>TO EXTEND:</b> > I would like to add onto... > Another strategy we could use is...

### 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

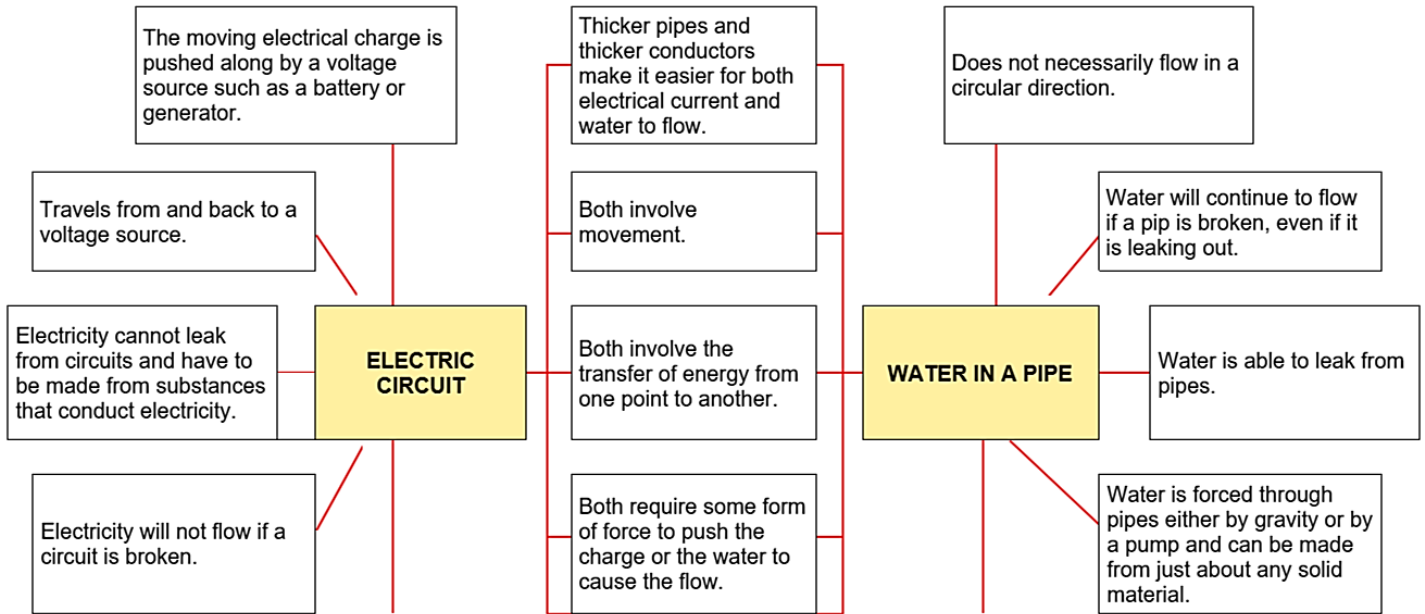
Claim, Evidence and Reasoning help you work through problems to arrive at a scientific explanation. Approaching a question using C-E-R helps you develop a better understanding of the problem and gives you the ability to communicate your thoughts clearly and scientifically.

	Guiding Qn	What is it?	Sentence Starters
<b>Claim</b>	What do you conclude from your observation?	<ul style="list-style-type: none"> <li>• A one-sentence answer to the question</li> <li>• Should not start with yes or no.</li> <li>• Describe the relationship between the independent and dependent variables (what happened)</li> </ul>	<ul style="list-style-type: none"> <li>• I observed _____ when _____.</li> <li>• I compared _____ and _____.</li> <li>• I noticed _____, when _____.</li> <li>• The effect of _____ on _____ is _____.</li> </ul>
<b>Evidence</b>	What data proves this claim?	<ul style="list-style-type: none"> <li>• Use data that support your claim (leave out information that does not support the claim)</li> <li>• Data are observations or measurements OR results from an experiment</li> <li>• Specific examples</li> <li>• Use numbers and data table information.</li> </ul>	<ul style="list-style-type: none"> <li>• In the data ...</li> <li>• The evidence I use to support _____ is _____.</li> <li>• I believe _____ (statement) because _____ (justification).</li> <li>• I know that _____ is _____ because _____.</li> <li>• Based on _____, I think _____.</li> <li>• Based upon _____, my hypothesis is _____</li> </ul>
<b>Reasoning</b>	How does the evidence support the claim?	<ul style="list-style-type: none"> <li>• Explains why the evidence supports the claims, providing a logical connection between the evidence and claim.</li> <li>• Include general scientific principle</li> <li>• Shows how or why the data counts as evidence to support the claim</li> <li>• Provide the justification for why this evidence is important to this claim</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the evidence, we conclude _____ because _____</li> <li>• The most logical conclusion we can draw from this evidence is that _____ because _____</li> <li>• These facts work together to build a case that _____ because _____</li> <li>• All of these prove that _____ because _____</li> <li>• The reason I believe _____ is _____</li> </ul>

- *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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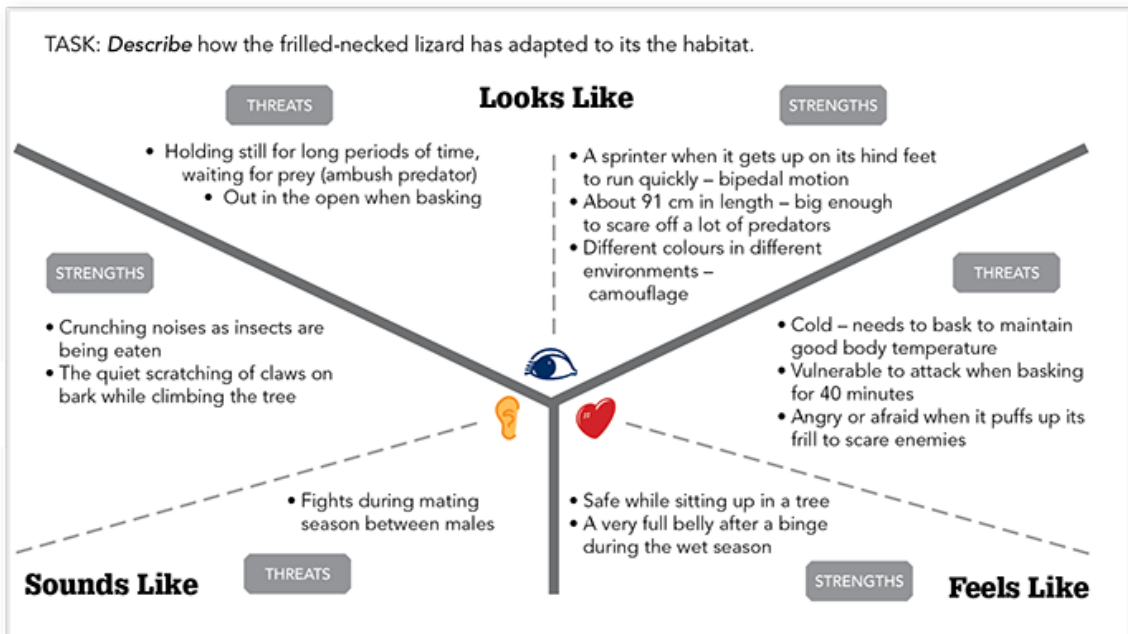
### Craft & Technology, Language & Humanities GOs

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



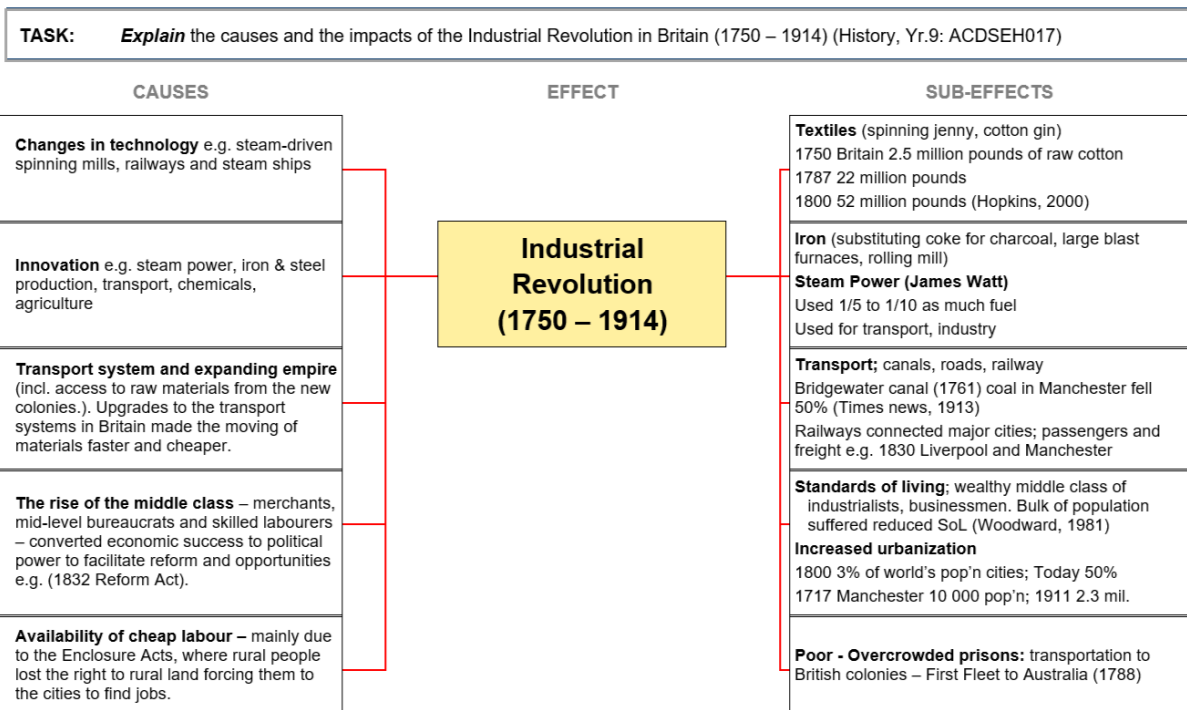
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- *Y-chart* – To identify and describe what “I see”, “I hear”, “I feel” or what “I imagine” might be there, including positive/negative, fair/unfair, safe/unsafe, easy/difficult, strengths/threats, etc.



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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

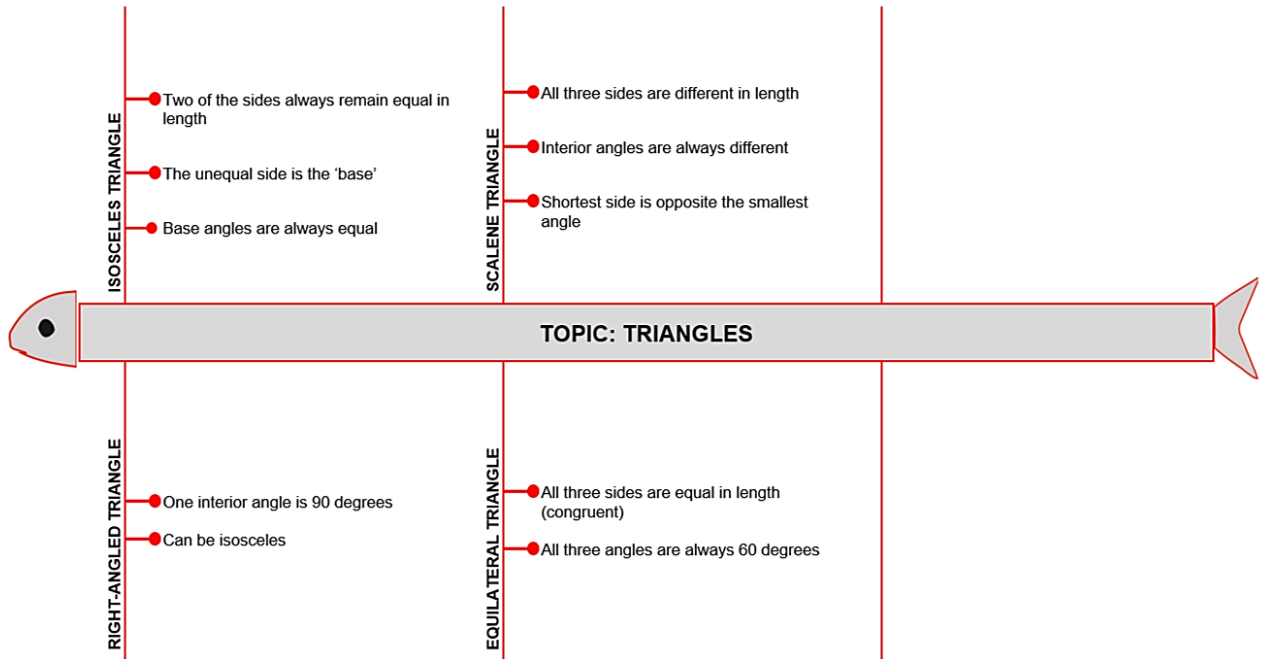


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**TOPIC:** Geometric reasoning (Mathematics, Yr.7: ACMMG165)

**TASK:** *Classify* triangles (isosceles, scalene, equilateral and right-angled) according to their side and angle properties.



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

<b>A THE PROBLEM</b> Traffic congestion in cities		<b>TOPIC:</b> Strategies to enhance the liveability of places (ACHGK047) <b>TASK:</b> <i>Recommend</i> a package of solutions to improve traffic congestion in a major city.	
<b>B SUB-PROBLEMS</b> (LIST)	<b>C SUB-PROBLEMS</b> (CHOOSE FIVE)	<b>D SOLUTIONS FOR EACH SUB-PROBLEM</b> (GENERATE TWO FOR EACH CHOICE)	<b>E CRITERIA FOR THE DECISION-MAKING MATRIX</b> (GENERATE 4-6)
<ul style="list-style-type: none"> <li>Too many cars</li> <li>Only 1 person in car</li> <li>Public transport not reliable, limited timetable</li> <li>Public transport too expensive</li> <li>Culture of driving own car</li> <li>Workplaces long way from home</li> <li>People don't care</li> <li>Too much parking available</li> <li>Old cars breakdown consequences</li> <li>Too many trucks on major roads and in the CBD</li> </ul>	<ul style="list-style-type: none"> <li>Too many cars (CHOICE 1)</li> <li>Only one person in each car (CHOICE 2)</li> <li>Public transport not reliable, has limited timetable and is expensive (CHOICE 3)</li> <li>Workplaces are a long way from home (CHOICE 4)</li> <li>Too many trucks on major roads and in the CBD (CHOICE 5)</li> </ul>	<ul style="list-style-type: none"> <li>Design a cheap vehicle (SOLUTION 1)</li> <li>Permit for city driving (SOLUTION 2)</li> <li>Car pooling (SOLUTION 1)</li> <li>Single passenger cars allowed after peak hour (SOLUTION 2)</li> <li>Improve public transport (SOLUTION 1)</li> <li>Reduce fares or offer free (SOLUTION 2)</li> <li>Decentralise workplaces (SOLUTION 1)</li> <li>Provide park and ride (SOLUTION 2)</li> <li>Trucks allowed delivery in city in off-peak hours (SOLUTION 1)</li> <li>Design special small vehicle for city deliveries</li> </ul>	<ol style="list-style-type: none"> <li>Cost effective</li> <li>Fair to all</li> <li>Able to be implemented</li> <li>Changes behavior of drivers</li> </ol>

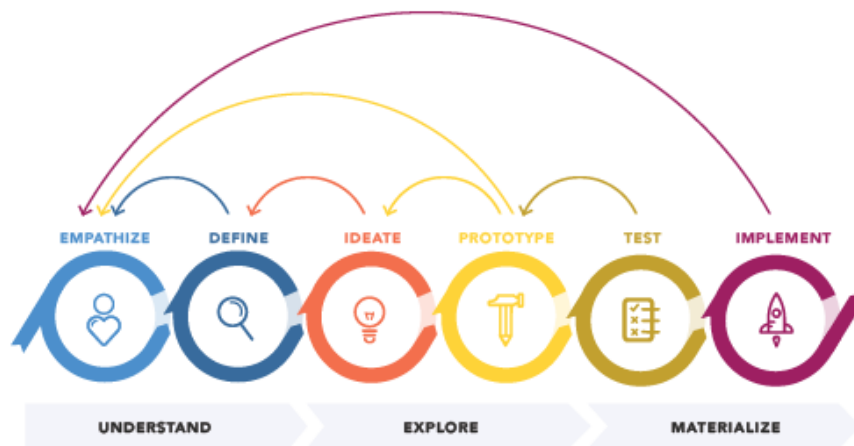
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- *Pros-Cons-Questions* – To take a position on an issue, by comparing and contrasting points of views/perspectives/criteria (with supporting and opposing evidence) and drawing a conclusion

**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 <b>Australian and New Zealand Military</b>	<ul style="list-style-type: none"> <li>• Australian troops hold the advance, particularly in Malaya</li> <li>• New Zealand obtain US assurances to defend New Zealand for leaving troops</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of Australia's 8<sup>th</sup> Division and troops needed to defend Australia</li> <li>• Heavy losses by New Zealand</li> </ul>	<ul style="list-style-type: none"> <li>• How many Australian and New Zealand troops survived captivity?</li> </ul>	50 	<table border="1"> <tr><td></td><td>TOTALLY</td></tr> <tr><td></td><td>FAIRLY HIGH (75)</td></tr> <tr><td></td><td>MEDIUM (50)</td></tr> <tr><td></td><td>LOW (25)</td></tr> <tr><td></td><td>NONE AT</td></tr> </table>		TOTALLY		FAIRLY HIGH (75)		MEDIUM (50)		LOW (25)		NONE AT
	TOTALLY														
	FAIRLY HIGH (75)														
	MEDIUM (50)														
	LOW (25)														
	NONE AT														
2 <b>John Curtin (Australia) and Peter Fraser (New Zealand) – war Prime Ministers</b>	<ul style="list-style-type: none"> <li>• Became more authoritative in dealings with the British</li> <li>• Aligns strategy with US strategy</li> <li>• Cements status as a US ally</li> </ul>	<ul style="list-style-type: none"> <li>• Curtin had a rocky relationship with Churchill</li> <li>• Fraser had a rocky relationship with US Secretary of State</li> </ul>	<ul style="list-style-type: none"> <li>• How did members of their cabinets view aligning with the US?</li> </ul>	50 											
3 <b>The United States</b>	<ul style="list-style-type: none"> <li>• Contributed to the realization that the War in the Pacific was America's war</li> </ul>	<ul style="list-style-type: none"> <li>• Now had to rely on their own capabilities with minimal support from the British</li> </ul>	<ul style="list-style-type: none"> <li>• Where were the nearest US forces?</li> </ul>	75 											
4	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>													

- *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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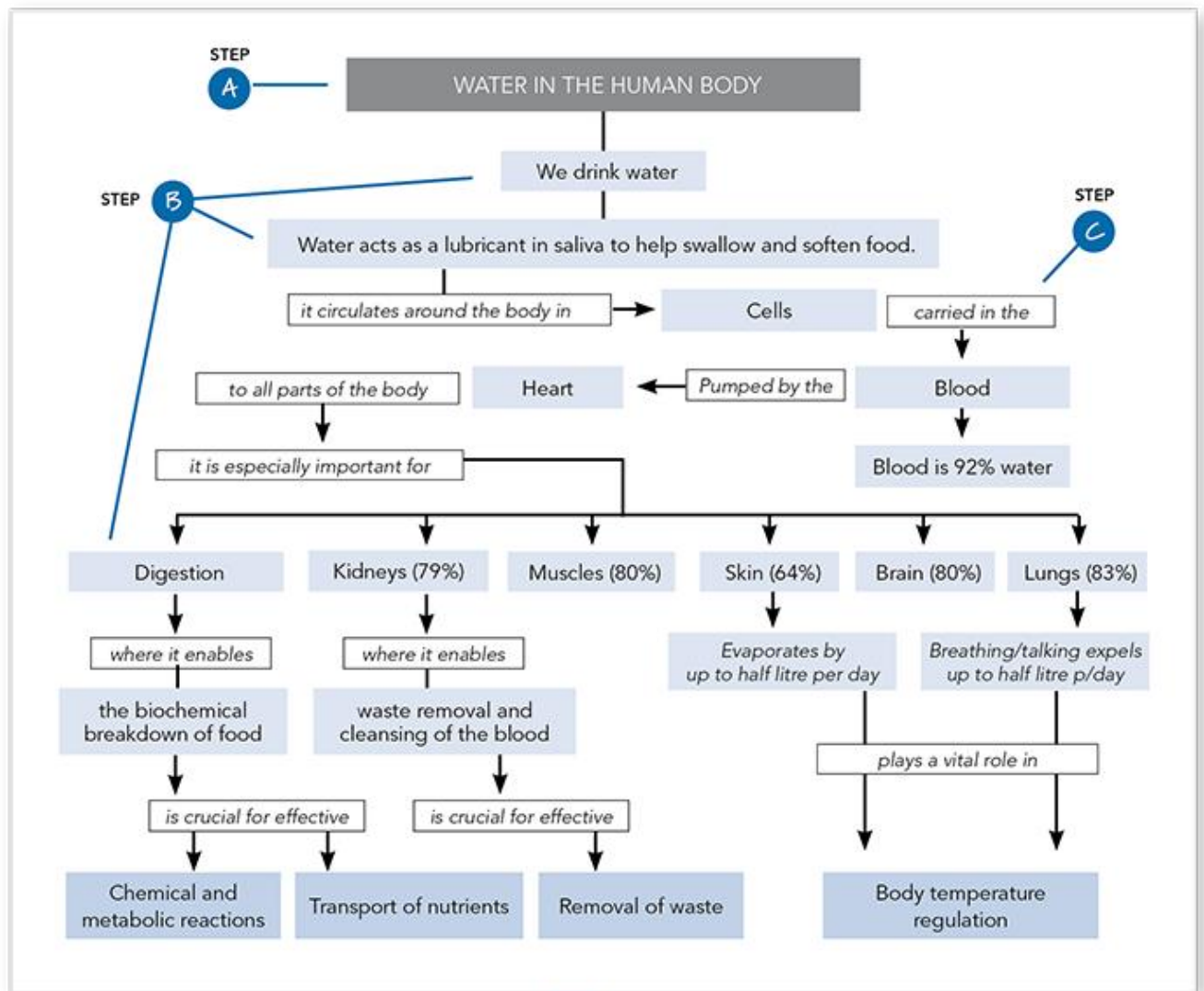
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**Concept GOs**

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

<p><b>What will I learn?</b>          Probability is define as _____</p> <p>Probability can be represented on _____</p> <p>Probability can be linked to _____</p> <p><b>Examples/Non-examples of various probability scenarios.</b>  <b>Activity 1: The 3 key words/ phrases/ new facts that I have learnt.</b>          1) _____          2) _____          3) _____</p>	<p><b>Activity 1 : Graphics representation: Number line of Impossible, Unlikely, 50:50, Likely and Surely.</b></p> <div style="text-align: center; margin-bottom: 5px;"> <span style="margin: 0 10px;"> </span> <span style="margin: 0 10px;"> </span> <span style="margin: 0 10px;"> </span> <span style="margin: 0 10px;"> </span> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Impossible</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table> <p style="text-align: center; margin-top: 5px;"><b>In % or fraction:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20%; height: 40px;"></td> <td style="border: 1px solid black; width: 40%; height: 40px;"></td> <td style="border: 1px solid black; width: 40%; height: 40px;"></td> </tr> </table>	Impossible							
Impossible									
<div style="border: 2px solid black; border-radius: 50%; width: 150px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;"><b>Probability</b></p> </div>									
<p><b>Activity 3 : My favourite Examples</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 60px; vertical-align: top;">Scenario 1: Impossible</td> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 60px; vertical-align: top;">Scenario 2: Unlikely</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; height: 60px; vertical-align: top;">Scenario 3: Likely</td> <td style="border: 1px solid black; padding: 5px; height: 60px; vertical-align: top;">Scenario 4: Surely</td> </tr> </table>	Scenario 1: Impossible	Scenario 2: Unlikely	Scenario 3: Likely	Scenario 4: Surely	<p><b>My favourite Non- Examples</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 60px; vertical-align: top;">Scenario 1: Impossible</td> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 60px; vertical-align: top;">Scenario 2: Unlikely</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; height: 60px; vertical-align: top;">Scenario 3: Likely</td> <td style="border: 1px solid black; padding: 5px; height: 60px; vertical-align: top;">Scenario 4: Surely</td> </tr> </table>	Scenario 1: Impossible	Scenario 2: Unlikely	Scenario 3: Likely	Scenario 4: Surely
Scenario 1: Impossible	Scenario 2: Unlikely								
Scenario 3: Likely	Scenario 4: Surely								
Scenario 1: Impossible	Scenario 2: Unlikely								
Scenario 3: Likely	Scenario 4: Surely								

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



# Co-Curricular Activities (CCA) (LEAPS 2.0)

## 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 2024

Uniform Groups		Gender
1	NCC (Air)	Mixed
2	NPCC	Mixed
3	Scouts	Mixed
4	Boys' Brigade and Girls Brigade	Mixed
Sports Groups		Gender
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		Gender
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		Gender
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. CCA Policy For LEAPS 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 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 pages 30 – 34.**

## 5. Recognition of Students' Level of Attainment

At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent/Good/Fair. The level of attainment will be converted to a bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Education (JC/Poly/ITE). Please refer to examples on page 34.

<b>Co-Curricular Attainment</b>	<b>Details</b>
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
Good (1 bonus point)	Student who attains a minimum Level 1 in all four domains with any one of the following: i. At least Level 2 in three domains; ii. At least Level 2 in one domain and at least Level 3 in another domain; or iii. At least Level 4 in one domain.
Fair	Student's attainment in co-curricular will not translate into any bonus points.

TABLE 1: CRITERIA FOR CO-CURRICULAR ATTAINMENT

## 6. Application to JC/Pre-U, Polytechnics and ITE

The Co-Curricular Attainment Levels may be used in their application to Millennia Institute, Junior Colleges, Polytechnics and Institutes of Technical Education.

- (a) Pre-U Courses (Millennia Institute)
  - Bonus points awarded can be used
- (b) Junior Colleges
  - Bonus points awarded can be used
- (c) Polytechnics
  - Bonus points awarded can be used
- (d) Institutes of Technical Education
  - Bonus points awarded can be used

## 7. Routines and Procedures for CCA Participation

- Students must be in appropriate attire for their CCA sessions.
- Students must observe proper decorum and good behaviour at all times.
- Students must strictly comply with safety precautions and instructions given by the teachers/instructors at all times.
- Students who are unable to attend CCA must produce a medical certificate. Parent's letter will only be accepted for urgent private matters.
- Students are responsible for the equipment, facilities as well as the cleanliness of training venues.
- Students must take care of their own personal belongings. However, they may seek teacher's assistance for custody.



**TABLE 2: DETAILS ON LEVELS OF ATTAINMENT FOR EACH DOMAIN**

**PARTICIPATION (Level of Attainment)**

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Participated in any CCA for 2 years with at least 75% attendance for each year</li> </ul>	<ul style="list-style-type: none"> <li>Participated in any CCA for 3 years with at least 75% attendance for each year</li> </ul>	<ul style="list-style-type: none"> <li>Participated in any CCA for 4 years with at least 75% attendance for each year</li> </ul>	<ul style="list-style-type: none"> <li>Participated in any CCA for 5 years with at least 75% attendance for each year</li> </ul>	
		<ul style="list-style-type: none"> <li>Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul>	<ul style="list-style-type: none"> <li>Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul>	<ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution</li> </ul>
			<ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year</li> </ul>	<ul style="list-style-type: none"> <li>Participated in the <u>same</u> CCA for 5 years with at least 75% attendance for each year</li> </ul>

**SERVICE (Level of Attainment)**

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>At least 24 to less than 30 hours of service</li> </ul>	<ul style="list-style-type: none"> <li>At least 30 to less than 36 hours of service</li> </ul>	<ul style="list-style-type: none"> <li>At least 36 hours of service</li> </ul>		
	<ul style="list-style-type: none"> <li>Completed at least one VIA project that impacts the school or community</li> </ul>	<ul style="list-style-type: none"> <li>Completed at least two VIA projects that impact the school or community</li> </ul>		
		<ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community</li> </ul>	<ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least two VIA projects that impact the school or community</li> </ul>	<ul style="list-style-type: none"> <li>Completed at least 24 hours of service <u>and</u> at least one <u>student-initiated</u> VIA project that impacts the community beyond the school <u>and</u> at least one other VIA project</li> </ul>

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
<b>School-based Leadership Opportunities</b>	<ul style="list-style-type: none"> <li>Completed 2 leadership modules of at least 3 hours each</li> </ul>	<ul style="list-style-type: none"> <li>Class Committee</li> <li>Committee for student-initiated or student-led projects, approved by school (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Class Chairperson</li> <li>Prefect</li> <li>Peer Support Leader</li> <li>Committee for school-wide events<sup>1</sup></li> <li>Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Senior Prefect</li> <li>Chairperson/Vice-Chairperson for school-wide events (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Executive Committee<sup>2</sup> of Student Council / Prefectorial Board (or equivalent)</li> </ul>
			<ul style="list-style-type: none"> <li>Lower Sec CCA Committee (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Lower Sec CCA Executive Committee</li> <li>Upper Sec CCA Committee (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Upper Sec CCA Executive Committee (or equivalent)</li> </ul>
<b>National Youth Achievement Award</b>		<ul style="list-style-type: none"> <li>NYAA Bronze</li> </ul>	<ul style="list-style-type: none"> <li>NYAA Silver and above</li> </ul>		
<b>Uniformed Groups (Rank)</b>	<ul style="list-style-type: none"> <li>Lance Corporal (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Corporal</li> <li>Patrol Second</li> <li>Assistant Patrol Leader (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Sergeant</li> <li>Patrol Leader (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Staff Sergeant</li> <li>Assistant Company Leader</li> <li>Senior Patrol Leader (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Warrant Officer</li> <li>Master Sergeant</li> <li>Station Inspector</li> <li>Troop/ Company Leader (or equivalent)</li> </ul>

<sup>1</sup> 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.

<sup>2</sup> 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
<b>Representation<sup>3</sup></b>	<ul style="list-style-type: none"> <li>• Represented class / house / CCA at intra-school event<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Represented school / external organisation at local / international event<sup>5</sup> for 1 year</li> </ul>	<ul style="list-style-type: none"> <li>• Represented school / external organisation at local / international event for 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Represented school / external organisation at local / international event for 3 years or more</li> <li>• Represented UG HQ at international event<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Represented Singapore Schools at local / international competition</li> <li>• Represented Singapore at international event endorsed by national bodies</li> <li>• Represented National Project of Excellence<sup>7</sup> at local / international concert</li> <li>• Represented MOE at local / international event</li> <li>• Represented UG HQ at international competition</li> </ul>

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

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

<sup>7</sup> This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

<b>Accomplishment</b>			<ul style="list-style-type: none"> <li>• Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> <li>○ Top 4 (or equivalent) team placing</li> <li>○ Top 8 (or equivalent) individual placing</li> <li>○ Gold/Silver/ Bronze/Merit award / certification<sup>8</sup> (or equivalent)</li> <li>○ SYF Arts Presentation Certificate of Distinction /Accomplishment</li> <li>○ SYF Art Exhibition Certificate of Recognition (Special Mention) /Recognition</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> <li>○ Top 4 (or equivalent) team placing</li> <li>○ Top 8 (or equivalent) individual placing</li> <li>○ Gold/Silver/ Bronze/Merit award / certification<sup>11</sup> (or equivalent)</li> <li>○ SYF Arts Presentation Certificate of Distinction /Accomplishment</li> <li>○ SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Represented Singapore at international event, endorsed by national bodies</li> </ul> <p>AND achieved the following:</p> <ul style="list-style-type: none"> <li>○ Top 4 (or equivalent) team placing</li> <li>○ Top 8 (or equivalent) individual placing</li> <li>○ Gold/Silver/ Bronze award / certification (or equivalent)</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul>
<b>Uniformed Groups Achievement Badges</b>	<ul style="list-style-type: none"> <li>• Bronze Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Silver Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Gold Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Top Award for each UG (e.g. Camp Pinnacle Badge, President’s Guide Award, Chief Commissioner’s Award)</li> </ul>

<sup>8</sup> 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.

## 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 <u>same</u> 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 <u>and</u> 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

# Student Leadership Development in Unity

In line with Strategic Thrust 3 – 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.

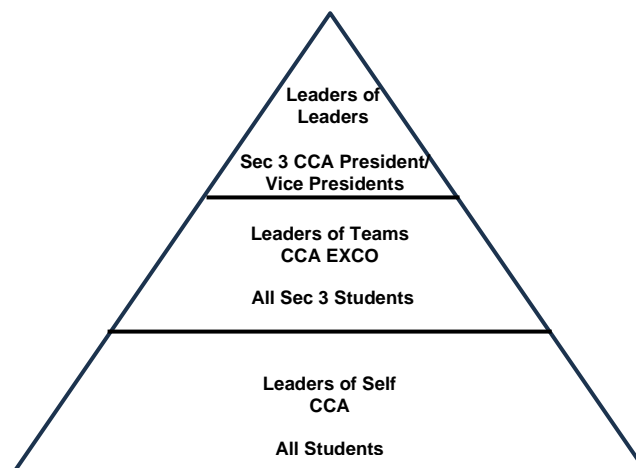
The school adopted the **Student Leadership Challenge** by Jim Kouzes and Barry Posner. We use the 5 leadership practices to train our students.

The 5 Leadership Practices



## 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.

# **School Counselling**

## **Objectives**

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 324 (Ms Michelle Ong)

Ext 325 (Ms Wendy Loh)

Walk in: Counselling Room at Block D, Level 3 (Beside Computer Lab 1)

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 Wendy Loh

### **Education & Career Guidance (ECG) counselling:**

Offers 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. 250 (Mr Peter Phoa)

Email: phoa\_ang\_hiok@schools.gov.sg

Walk in: ECG Room, Block D Level 2 (Beside Art Room)

Available day & timing: Every Monday from 8am to 5pm



# 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](http://www.touch.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](http://www.ec2.sg)

**Help123**

Cyber Wellness Community Support

Helpline: 1800-6123-123  
Mon to Fri: 10am to 6pm  
Email: [hello@help123.sg](mailto:hello@help123.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](http://www.chat.mentalhealth.sg)

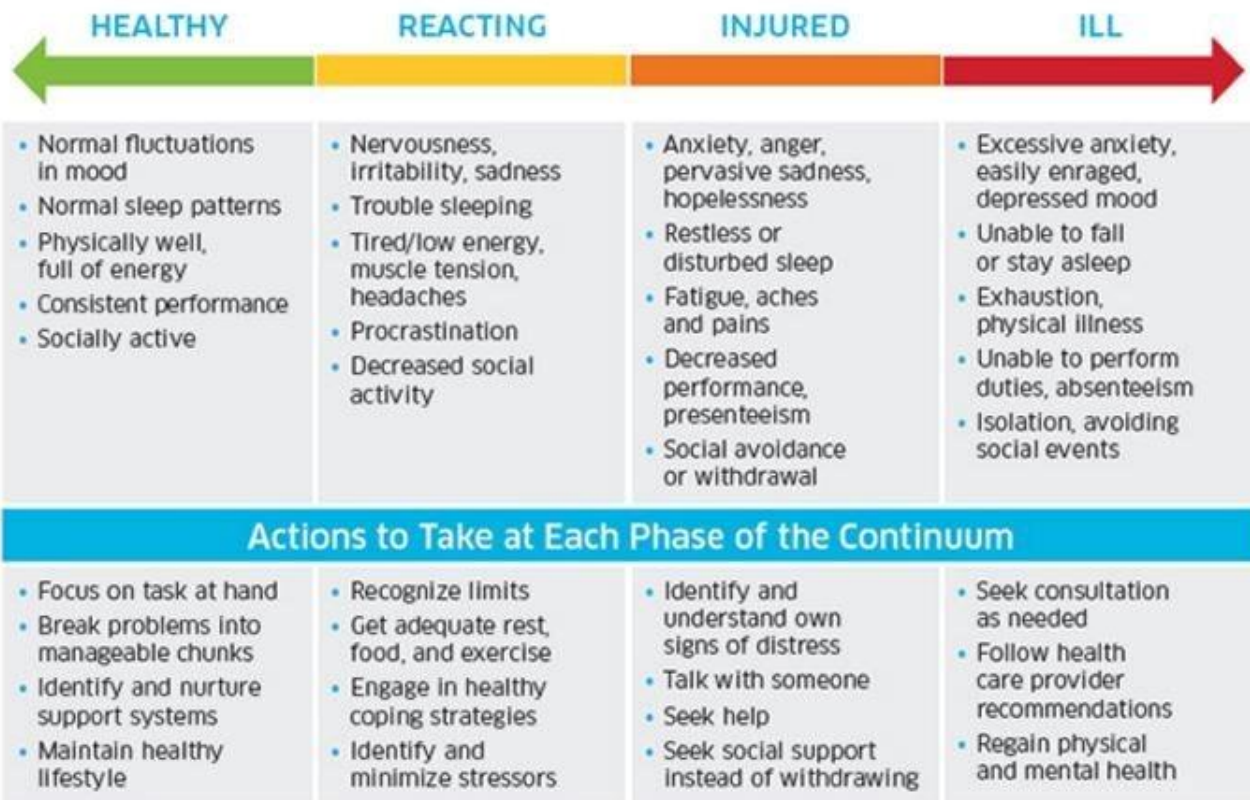
**Samaritans of Singapore**

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

Tel: 1800-221-4444  
Email: [pat@sos.org.sg](mailto:pat@sos.org.sg)

Information is correct as at Mar 2020

## MENTAL HEALTH CONTINUUM MODEL





## How counselling helps



OFFERS EMOTIONAL  
SUPPORT



FACILITATES RELEASE  
OF EMOTIONS &  
HELPS YOU HANDLE  
EMOTIONS



REDUCES STRESS &  
ANXIETY



FINDING YOUR  
PURPOSE



HELPS YOU DISSECT A  
PROBLEM -- THEN  
HELP YOU FIGURE OUT  
HOW TO SOLVE IT



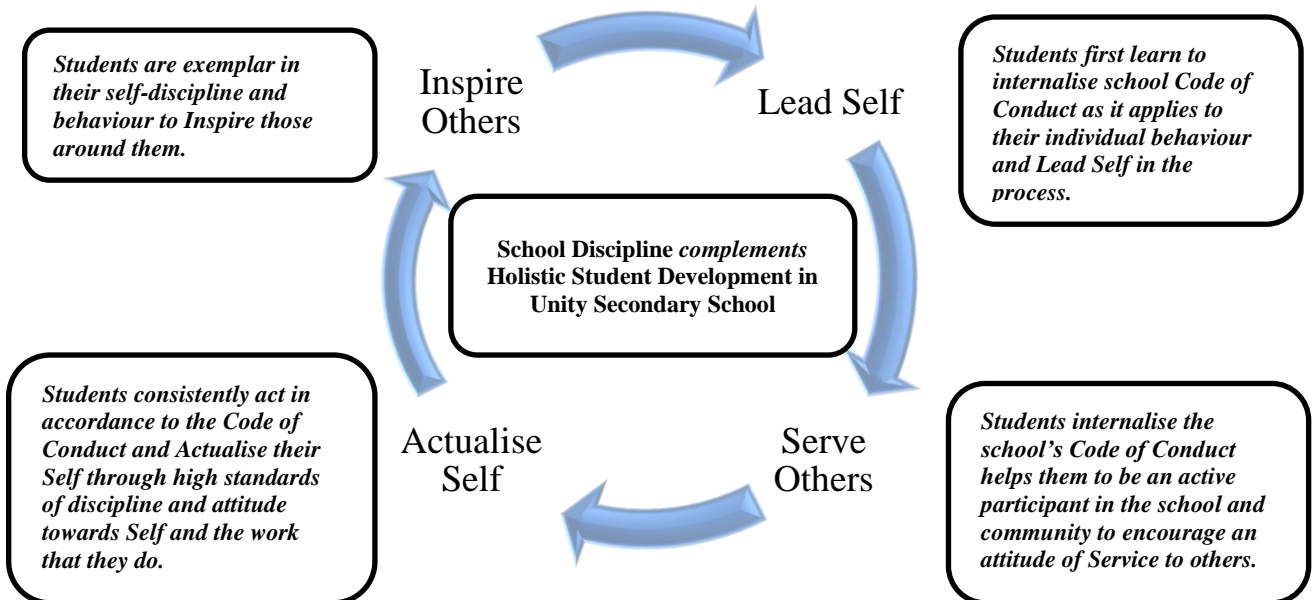
GREATER SELF-  
CONFIDENCE

**IT'S  
OKAY  
TO ASK  
FOR  
HELP.**



# 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**.



## *Actualising Self, Inspiring 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;

d. School white colored socks and black colored 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.]

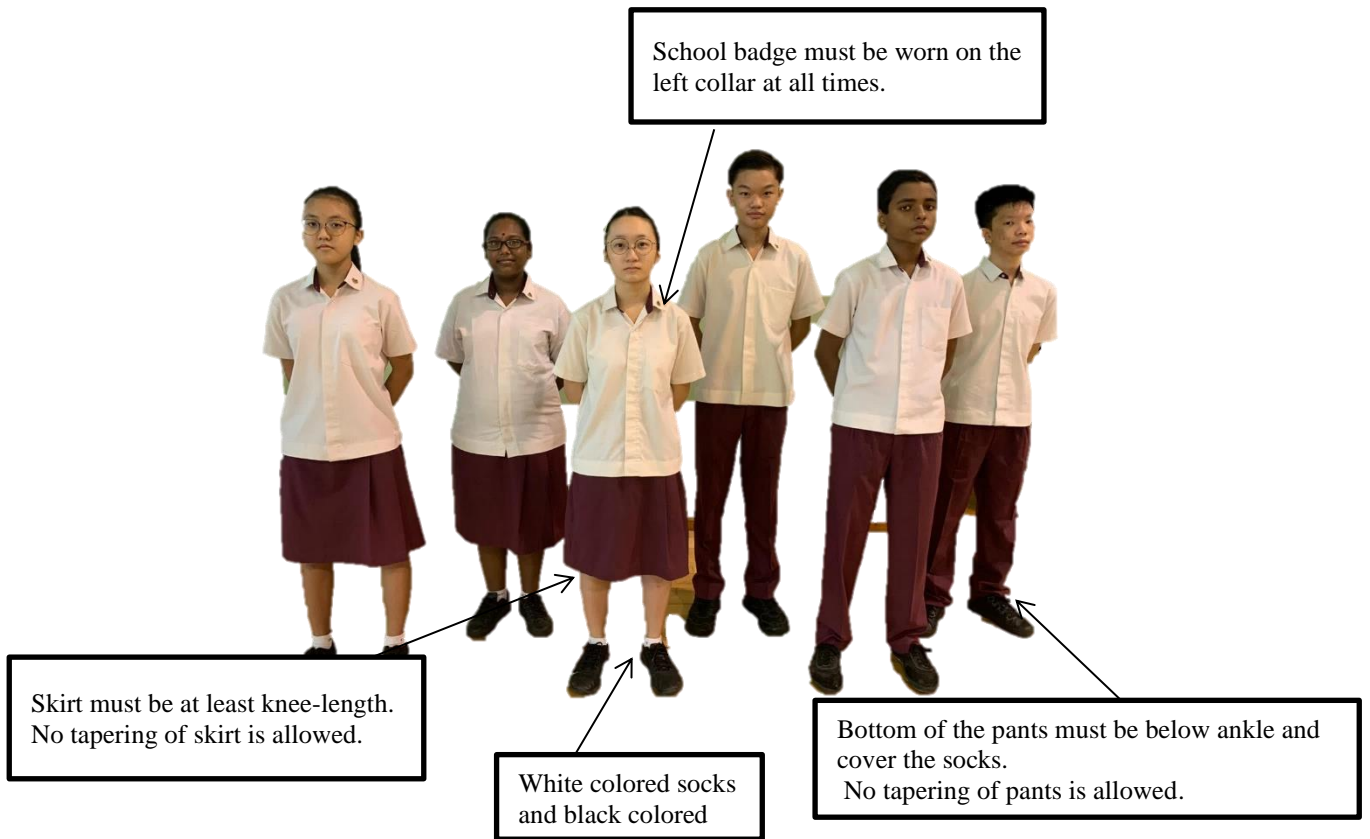
**Mondays:** Full uniform.

**Tuesdays to Thursdays:** Half uniform.

**Fridays:** CCA attire.

**Special Attire Days:** Specific attire mandated on sanctioned occasions (e.g. NDP, RHD, commemoration days etc).

**Figure 1**



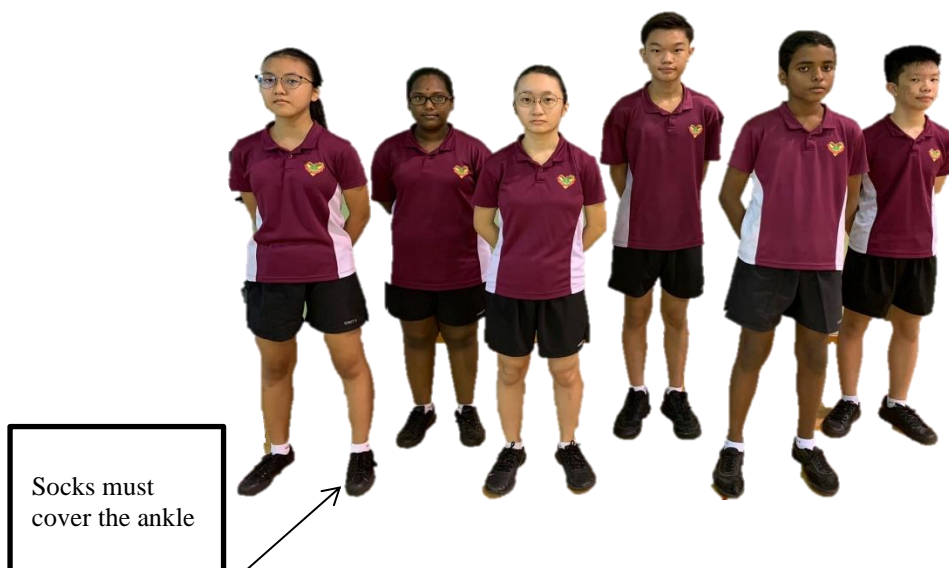
**b. PE Attire**

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

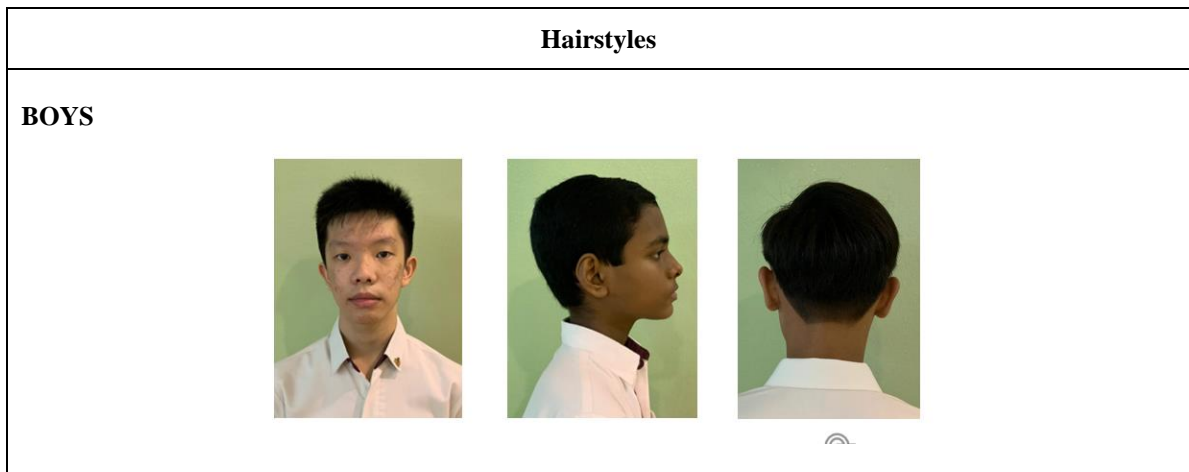
- a. School PE T-shirt,
- b. School PE shorts.

Please note the following for wearing the PE attire:

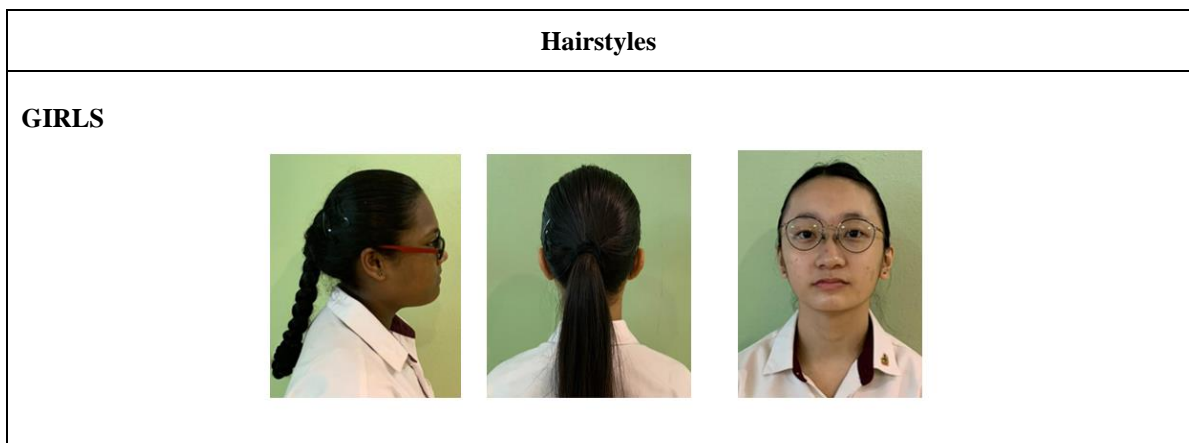
**Figure 2**



- 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 color/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 and neat in appearance. Beard and moustache are not allowed.
    - c. All males should keep their fingernails short and unvarnished.



- For girls**
  - a. All females must keep their hair neat and tidy. DO NOT color/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.



#### 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 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 medical 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. The use of electronic devices is not allowed during official school activities unless sanctioned by the teacher-in-charge.
- 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 (2024)

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 offences 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.

### 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

### Theft / Damage of Property

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

### Others

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

### 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.**

# Classroom Expectations and 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.

<b>Class stand</b>	<b>Class tidy</b>	<b>Class greet</b>
Get ready. Mobile devices kept.	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.

<b>Class stand</b>	<b>Class tidy</b>	<b>Class greet</b>
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 (inside the metal cabinet or 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.

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

**GREETING:**

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

**READY FOR SCHOOL:**

- Be in **school and class** on time. Be in **proper attire and look neat**
- Keep **earpiece and mobile phone in bag** and bring **fully charged PLD**
- **Safe keep** valuables properly

**ACTIVE LEARNING:**

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

**TIDINESS:**

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

**BROUGHT TO YOU BY THE 13TH UNITY COUNCIL**

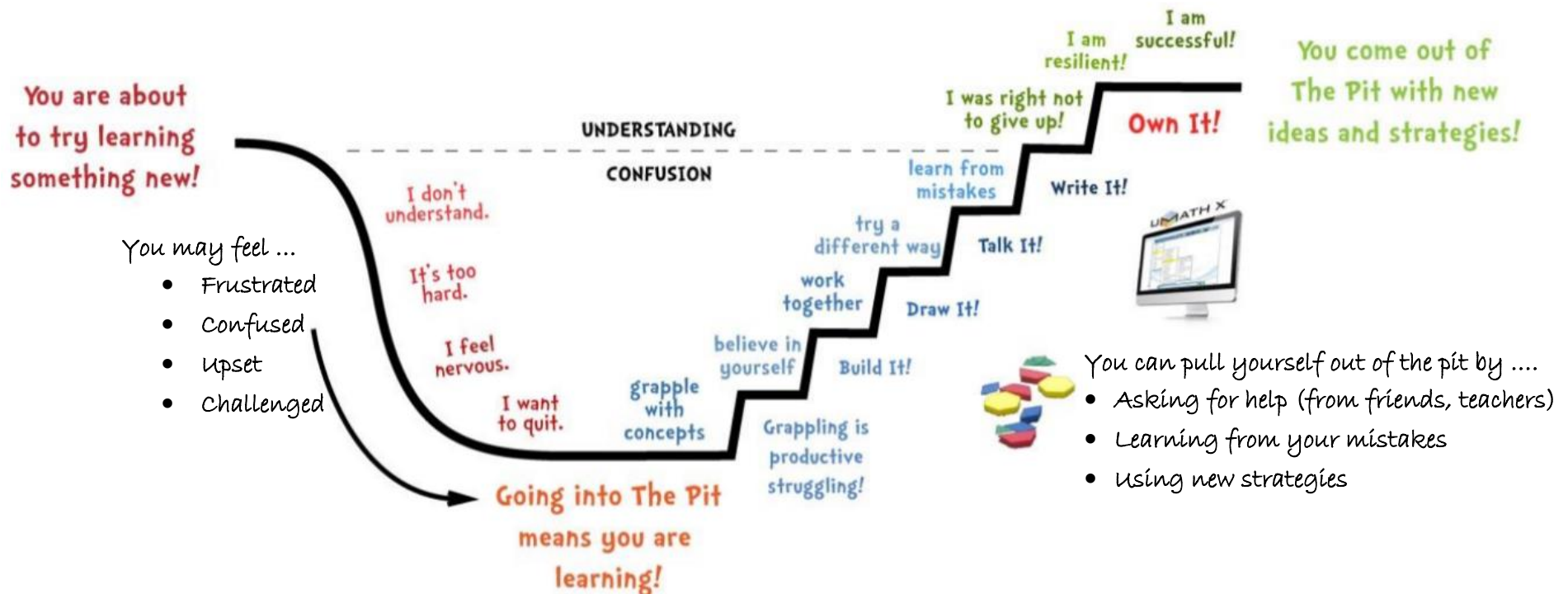
# GROWTH MINDSET AND TARGET SETTING

## Do you know?

For learning to take place, you will definitely find yourself falling into a pit, called ...

## The Learning Pit

A Model for a Growth Mindset



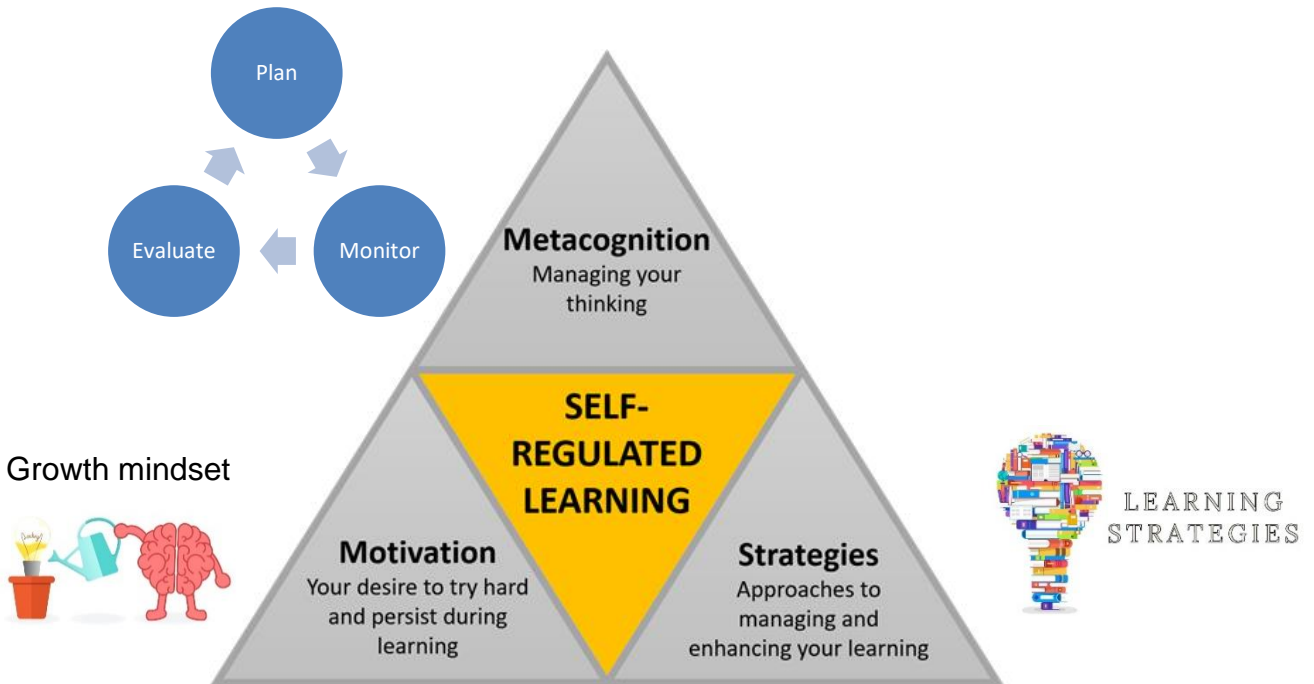
# Self-Regulated Learning

**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:

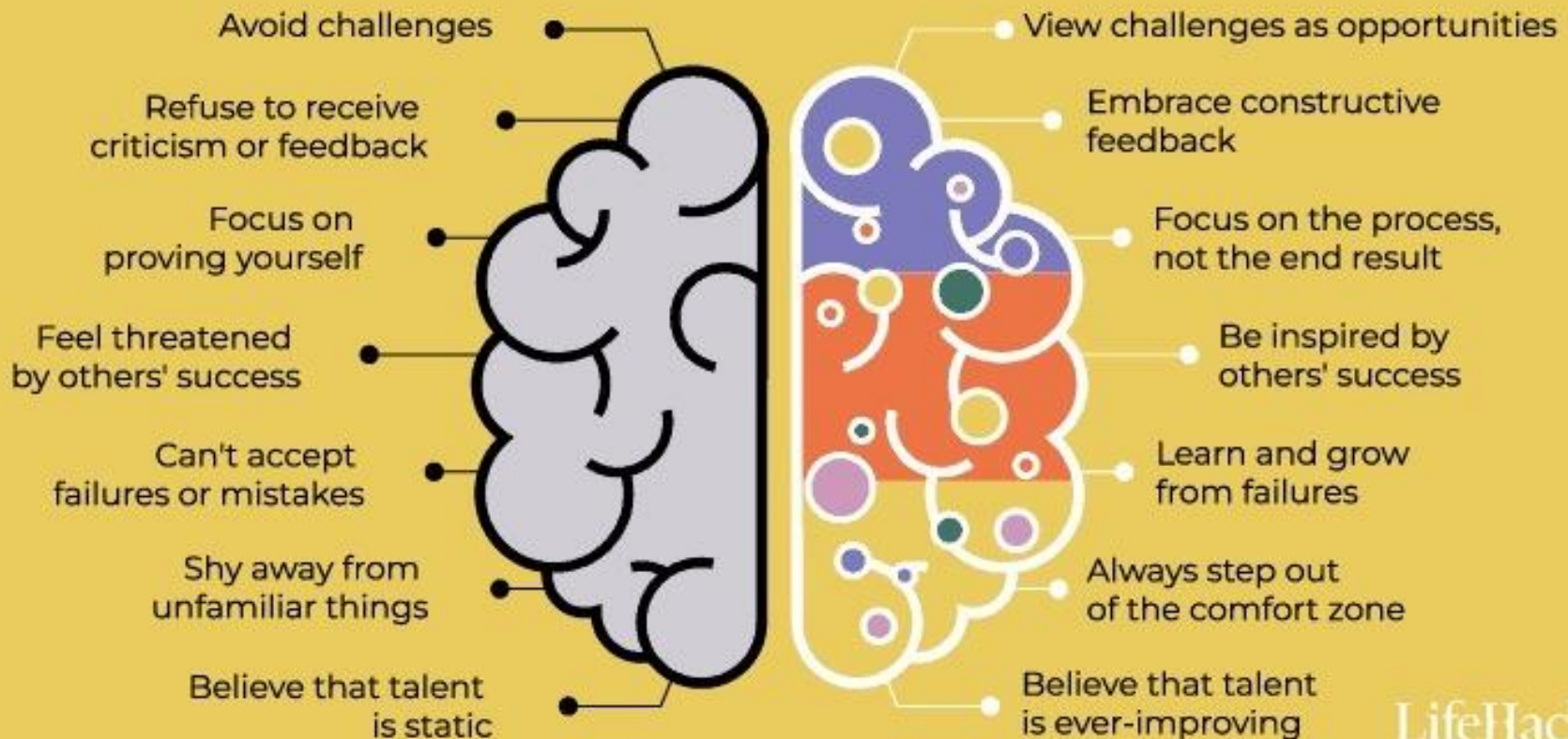
- Metacognition
- Motivation
- Strategies



## 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.

# Fixed Mindset vs Growth Mindset



## 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
<b>Planning to Learn</b>				
<b>1</b>	I read the success criteria at the beginning of each lesson/ learning activity.			
<b>2</b>	Before I start on my assignment, I understand the requirements (e.g. rubrics) needed to complete it.			
<b>3</b>	I can determine the best way to complete my assignments.			
<b>Monitoring my Learning</b>				
<b>1</b>	I pause and check how well I understand a topic when studying.			
<b>2</b>	I ask myself how well I understand the materials when studying.			
<b>3</b>	I refer back to the success criteria of the topic to check if I understand.			
<b>Evaluating my Learning</b>				
<b>1</b>	I reflect on the effectiveness of the learning strategies I use.			
<b>2</b>	I assess what I need to do differently to improve.			

		Often	Sometimes	Never
<b>Learning Environment</b>				
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.			
<b>Time Management</b>				
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.			
<b>Managing Understanding</b>				
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.			

		Often	Sometimes	Never
6	When studying materials to be remembered, I summarized it to make it easier to memorise.			
<b>Help Seeking</b>				
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 ...**



# Target Setting & 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!

## EFFORT-BASED BELIEF CYCLE

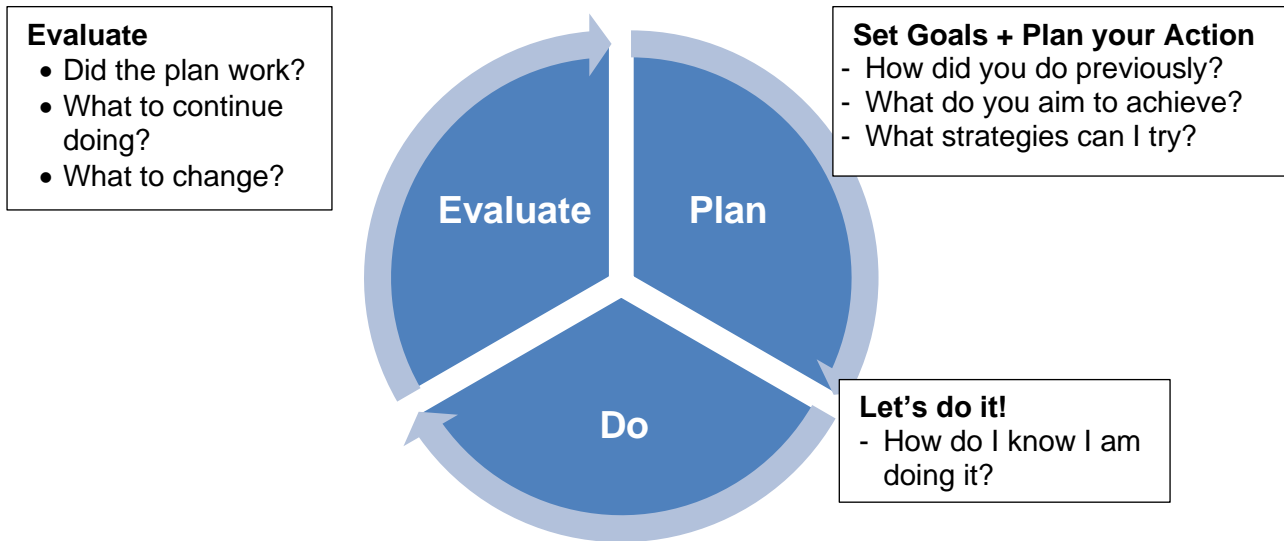
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# How to Set and Review your Targets?



## Guiding Questions:

**On your own**, 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 **not** practise before and would like to focus for next term. Write down 1 – 2 things you will start doing in 2022.

## **With your buddy/ partner,**

- (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 you need to work on (page 5), pick some strategies to try to overcome your challenges.**

Strategies for		Suggestions:
Managing understanding	<p>How to use different learning strategies to understand new material and remember information?</p> <div style="border: 1px dashed blue; padding: 5px; margin: 10px 0;"> <p>Your subject teachers will share more subject specific strategies with you! 😊</p> </div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stop and re-read when information is not clear or confusing.</li> <li><input type="checkbox"/> Draw pictures or diagrams to help me understand information.</li> <li><input type="checkbox"/> Test and quiz myself to see if I understand the information.</li> <li><input type="checkbox"/> Summarize what is learnt (after class/ studying).</li> <li><input type="checkbox"/> Use success criteria to help me focus on what I need to learn.</li> <li><input type="checkbox"/> Explain information and procedures to myself to understand them better.</li> <li><input type="checkbox"/> Relate new terms or concepts to words or concepts I already know.</li> <li><input type="checkbox"/> Use rubrics (if available) to check and improve my assignment before I submit.</li> <li><input type="checkbox"/> Practice important facts when I study for a test.</li> <li><input type="checkbox"/> Link what I have learnt to what I already know.</li> <li><input type="checkbox"/> Use what I have learnt from old assignments to do new assignments.</li> </ul>
Managing learning - learning environment	How can you eliminate or reduce distractions?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study in a place that has no distractions (low noise level, no people talking)</li> <li><input type="checkbox"/> Keep electronic devices (computer, laptop, mobile phones) away.</li> <li><input type="checkbox"/> Ensure no one disturbs me when I study.</li> <li><input type="checkbox"/> In class, be actively engaged in the learning activities designed by my teacher.</li> </ul>
Managing learning – time management	How do you manage multiple tasks to avoid becoming overwhelmed?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finish all of my schoolwork before I do anything else.</li> <li><input type="checkbox"/> Pace myself when learning/ studying/ revising so that I have enough time to complete.</li> <li><input type="checkbox"/> Use a calendar (weekly/ monthly planner) to organize my time to complete my schoolwork and revise.</li> </ul>
Managing learning – help seeking	How do you develop this important survival skill?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask others (friends/ teachers) for help when I don't understand something.</li> <li><input type="checkbox"/> Arrange for consultation with teachers to close my learning gaps.</li> <li><input type="checkbox"/> Look up on the internet when I don't understand something.</li> </ul>

## School Contact and Other Useful Contacts

Matters	Contact	
All school enquiries	<p>General Office</p> <p>Operating hours: Monday to Friday (7.00 am to 6.30 pm) Saturday and Sunday (Closed)</p>	<p>Tel: 6767 1070 Fax: 6765 4189 Email: <a href="mailto:unity_ss@moe.edu.sg">unity_ss@moe.edu.sg</a></p>
General school information	School Website	<a href="http://www.unitysec.moe.edu.sg">http://www.unitysec.moe.edu.sg</a>
Edusave Account Balance	Edusave Hotline	Tel: 62600777
Bookshop purchases	<p>School Bookshop</p> <p>Operating hours: Monday to Friday (7.00 am to 3.00 pm)</p>	Tel: 6766 8300
School Uniform purchases	<p>Hong Kong Tat Kee Tailor</p> <p>Blk 3012 Bedok North Ave 4 #03-2030 Bedok Industrial Park E S489978</p> <p>* Students can purchase school uniforms at the School Bookshop</p>	Tel: 6241 1933
General MOE information	MOE website	<a href="http://www.moe.gov.sg">http://www.moe.gov.sg</a>
Parents in Education Portal	MOE PIE Portal website	<a href="http://parents-in-education.moe.gov.sg/">http://parents-in-education.moe.gov.sg/</a>

## 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	<ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• Gross Household Income (GHI) not exceeding S\$3,000 per month or</li> <li>• Per Capita Income (PCI) not exceeding S\$750 per month</li> </ul>	<ul style="list-style-type: none"> <li>• Waiver of School Fees</li> <li>• Waiver of Standard Miscellaneous Fees</li> <li>• Free Textbook</li> <li>• Free School Attire</li> <li>• Transport Subsidy</li> <li>• Meal Allowance</li> </ul>	<ul style="list-style-type: none"> <li>• If you meet the application criteria, application form is available at our school website/ General Office</li> <li>• Submit with all support documents to General Office or via email.</li> </ul>	<ul style="list-style-type: none"> <li>• As and when required, but it is renewable on a yearly basis at the end of the school year.</li> </ul>
School Based Financial Assistance Scheme	<ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• Gross Household Income (GHI) not exceeding \$3,001 and \$4,400</li> <li>• Per Capita Income (PCI) between S\$751 - S\$1,100</li> </ul>	Fee Subsidy as base aid <ul style="list-style-type: none"> <li>• Waiver of School Fees</li> <li>• Waiver of Standard Miscellaneous Fees</li> </ul>		
	<ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• Per Capita Income (PCI) between S\$751 - S\$899</li> </ul> <p>Priority will be given to families who have lower PCI.</p>	<ul style="list-style-type: none"> <li>• Free Textbook</li> <li>• Free School Attire</li> <li>• Transport Subsidy</li> <li>• Meal Allowance</li> </ul>		

# School Administration Procedures

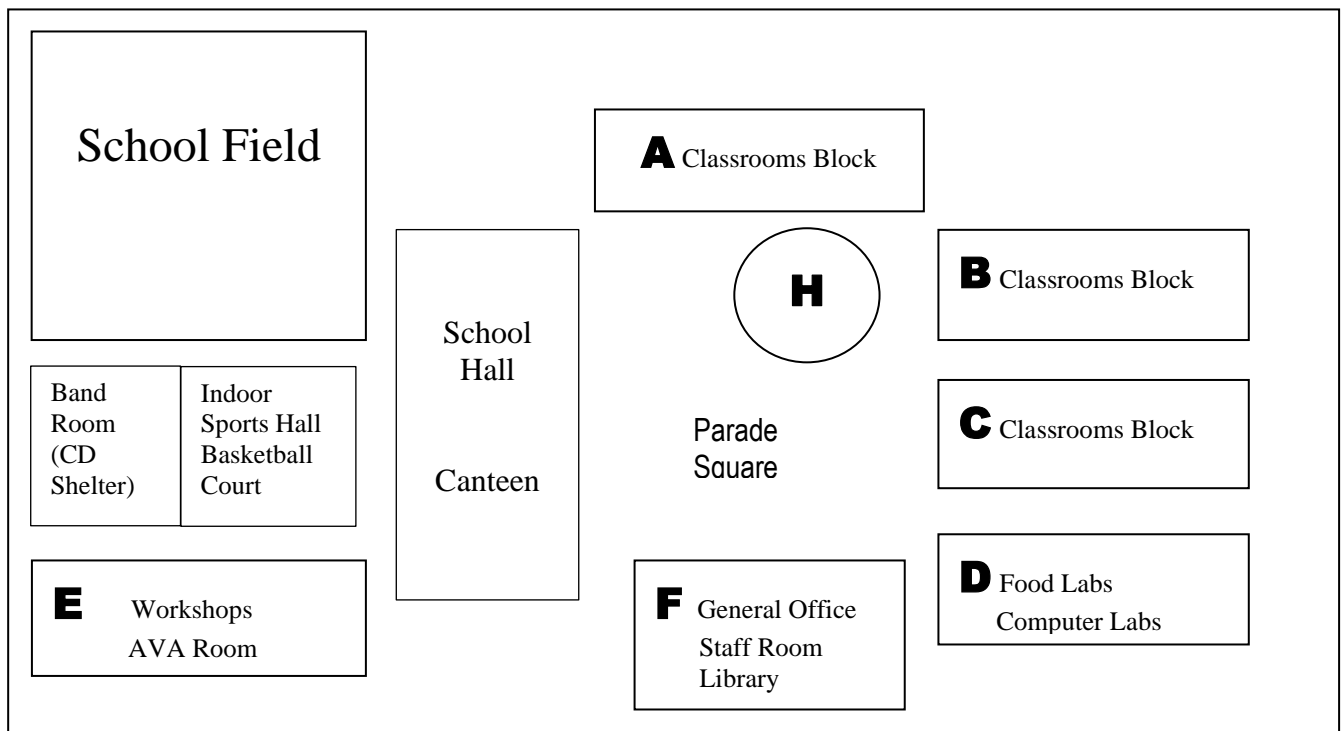
## Attendance Matters

Matters	Procedures
Absence from school	<p>Parents are to call the General Office at Tel: 67671070 before 7.30 am to inform about the absence and the reason for absence.</p> <p>Absence from school or other school activities must be covered by:</p> <ol style="list-style-type: none"> <li>a. A medical certificate (<b>only</b> Medical Certificates from Singapore general practitioners, Polyclinics and Hospitals are recognised and accepted), or</li> <li>b. A letter of excuse from parents/guardians stating valid reasons (max 5 per term).</li> </ol> <p>Overseas travels for recreational reasons will not be accepted.</p> <p>Absences without valid reasons will be considered as <b>truancy</b> which is a <b>major school offence</b> under the school rules and it may affect students conduct grade.</p>
Late for school	<p>Students are to report to the General Office before proceeding to class.</p> <p>The school places strong emphasis on punctuality. Repeated late-coming will be taken as a major school offence under the school rules.</p>
Early dismissal from school (due to parents' request)	<p>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.</p> <p>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.</p>
Early dismissal from school (due to sickness)	<p>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.</p> <p>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.</p>
Home emergency during curriculum hours	<p>Parents are to call the General Office and inform the school of the arrangements needed for the student.</p>

## Other Matters

Matters	Procedures
Replacement of loss or faulty School Smart Card	<p>Students can apply online at <a href="http://www.transitlink.com.sg">http://www.transitlink.com.sg</a> or apply personally at the Transitlink Card Replacement Office at Choa Chu Kang Bus Interchange.</p>
Reporting of Loss	<p>Students are to report loss of personal items to the General Office. The school will investigate if theft is involved.</p> <p>Students are reminded to take care of their personal belonging at all time and not to bring valuable or expensive items to school.</p>

# School Layout



Block	Level 1	Level 2	Level 3	Level 4
<b>A</b>	Chemistry Lab 1 Chemistry Lab 2 Classroom	Classrooms	Classrooms	Classrooms
<b>B</b>	Science Hub Biology Lab	Classrooms	Classrooms	Classrooms
<b>C</b>	Classrooms Physic Lab 1 Physics Lab 2	Classrooms	Classrooms	Classrooms
<b>D</b>	Food Lab 1 Food Lab 2 Conference Room	Art Room 1 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
<b>E</b>	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	
<b>F</b>	General Office Principal Office Vice-Principals Office	Staff Room Staff Lounge	Library	
<b>G</b>	Canteen Gymnasium Student Development Office (SDO) Boys' Brigade Room Scout Room Unity Council Room Bookshop	Hall	AV Control Room	
<b>H</b>	Indian Orchestra Room	IT Office	Music Room	Water Tank

# School Safety

## 1. Road Safety

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

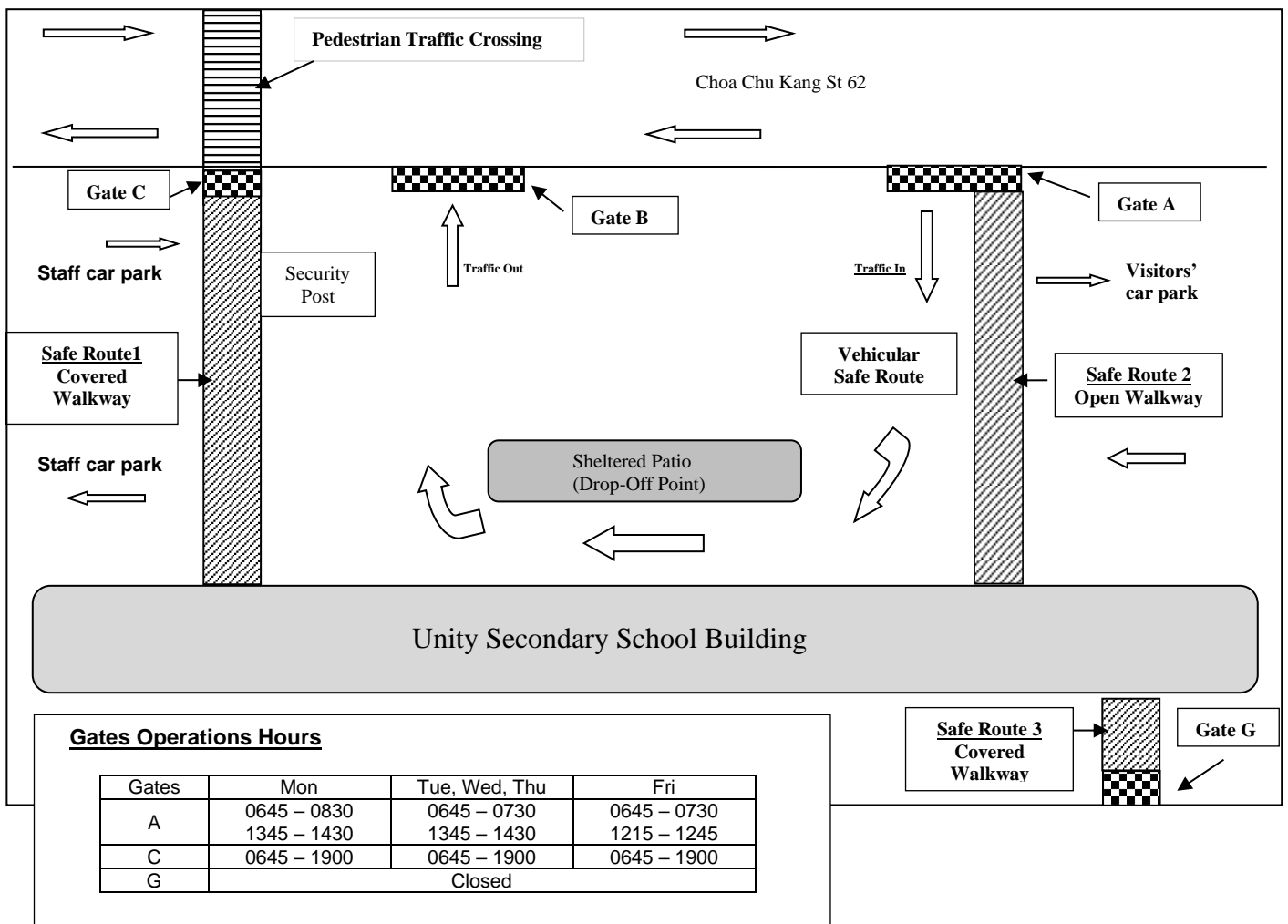
**Students are to practise the following when crossing roads and entering into the school compound:**

- 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



## **2. Safety in School Building and Its Environment**

When lightning warning is received or likely to occur:

- Do not stay in open areas such as open fields and parade square.
- Take shelter in the school building such as 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.

## **3. Safety in Physical Education & Co-curricular Activities**

### **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



## **4. Safety in Special Rooms**

### **4.1 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.

### **4.2 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.

### 4.3 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.

### 4.4 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.

### 4.5 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).

### 4.6 Safety in Computer Laboratory

- 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 (including Thumbdrives, MP3, iPODs, etc.) 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.**

## **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.

## School Terms and Holidays 2024

### School Term

Semester I	
Term I	Tue 2 Jan to Fri 8 Mar
Term II	Mon 18 Mar to Fri 24 May
Semester II	
Term III	Mon 24 Jun to Fri 30 Aug
Term IV	Mon 9 Sep to *Fri 15 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, 25 October 2024.*

### School Vacations

Between Terms I & II	Sat 9 Mar to Sun 17 Mar
Between Semesters I & II	Sat 25 May to Sun 23 Jun
Between Terms III & IV	Sat 31 Aug to Sun 8 Sep
At End of School Year	Sat 16 Nov to Tue 31 Dec

### Scheduled School Holidays

Youth Day	*Sun 30 Jun <i>(The following Mon 1 Jul will be a scheduled school holiday)</i>
Teachers' Day	Fri 1 Sep

### Public Holidays

Term I	New Year's Day	Mon 1 Jan
	Chinese New Year	Sat 10 Feb Sun 11 Feb*
Term II	Good Friday	Fri 29 Mar
	Hari Raya Puasa	Wed 10 Apr
	Labour Day	Wed 1 May
	Vesak Day	Wed 22 May
Term III	Hari Raya Haji	Mon 17 Jun
	National Day	Fri 9 Aug
Term IV	Deepavali	Thu 31 Oct
	Christmas Day	Wed 25 Dec

*\*Mon, 12 Feb will be a public holiday and Tue, 13 Feb 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.*