



UWC South East Asia  
**ANNUAL REPORT**

2018/2019

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## MESSAGE FROM

# CHAIR OF BOARD OF GOVERNORS



Welcome to the UWCSEA 2018/2019 Annual Report, which provides an overview of the College's achievements over the year. This year, the report has been developed to better reflect life at the College. While the statistics are as useful as ever, the inclusion of student achievement 'in action' stories in this report speaks to the heart of who we are. Read in partnership with the Impact of Giving Report, we see a community united in common purpose, equipping our diverse group of incredible students with the skills and qualities to create a more peaceful and sustainable world, in the fulfillment of the UWC mission.

The 2018/2019 year was the first full year of the implementation of the UWCSEA strategy. As the year unfolded, the relevance of the strategy to our long-term future became increasingly apparent. The launch of a review of the learning programme with the Future of Education in mind; the diversity cafés, which brought the community together to define the concept of diversity for UWCSEA; the development of a peace curriculum transferable to multiple contexts; further progress on a sustainable approach to food service; the further development of policies and procedures to support safeguarding practices; the reinforcement of the UWCSEA Culture of Care; and the implementation of budgeting, procurement and fundraising compliance structures—all of these efforts will benefit us as we head towards 2021 and the celebration of 50 years of UWCSEA in Singapore.

The celebration will look as much to the future as it does the past, and our

vision for our next 50 years will build on strategy and practices put in place today. Our educators are acutely aware of the importance of making 'education a force' in today's world, and they are working tirelessly to empower our students to lead the way in finding their sense of purpose, realising their individual potential and making an impact on the world, whether it be in the arts, science, politics, commerce or a field that few of us can even conceptualise today.

2018/2019 was also a year of transition. The Greek philosopher Heraclitus said that the only constant is change, and international communities are more susceptible than most to changes in leadership and staff. While the UWCSEA community is unusually stable (with only 6.7% of families leaving in June 2018, compared with a 15% average in like schools in the region), the size of our community does mean we say goodbye to many families and to staff each year. Last year we bid farewell our Head of College after a five-year tenure, and so a key focus of the year was the recruitment of a College President.

The re-imagining of the President role was part of a wider restructuring of the leadership teams to better reflect the strategic direction of the College. The President's main focus is to ensure that the College's external-facing responsibilities and opportunities (including with the UWC movement and the Singapore authorities) are fulfilled, while the Heads of Campus guarantee the quality of the learning programme and the student experience. The search took place over seven months

and involved people from across all stakeholder groups. We were delighted to identify and secure Carma Elliot, who began her new role in August 2019, and whose already significant impact will be reported on in next year's report.

The role of the Board of Governors is to ensure that the College is run in line with our mission, values and strategy. The Board has a significant fiduciary responsibility to ensure that the College has appropriate systems and processes in place to both further its objectives today and safeguard what we value for the future. Each quarter, Governors review a dashboard, which contains main metrics for success, as agreed with the leadership teams. These metrics include, among other things, academic achievement data and student participation and wellbeing data; financial, admissions and HR data; key risks for the College; and achievements against the strategy. At the same time, each quarter, each of the six Board committees conduct 'deep dives' into specific topics in their subject area. For example, in 2018/2019 the Education and Talent Committee reviewed the recruitment and retention process for Teachers while the Audit and Risk Committee commissioned an internal audit on the Activities programme. This approach ensures that committees can work closely with leadership teams to support and enhance critical functions at the College.

Volunteering is a feature of life at UWCSEA and the parent community dedicates countless hours to support the College in fulfilling our mission. I am very grateful to all our volunteers,

not least to the 17 Governors and seven advisers to the Board who work tirelessly behind the scenes to ensure that the College is operating at the highest standards of governance.

The 2018/2019 year was another exceptional year for UWCSEA, made possible by committed staff, supportive parents, a huge number of dedicated volunteers, partners and supporters, and of course our exceptional students, whose endless optimism and boundless energy embody the spirit of UWCSEA. On a more personal note, and since this will be my last message as Chair of the Board of Governors, I would like to say what a privilege and pleasure it has been to work alongside such a talented and committed group of people for the last eight years.

Thank you all.



**Anna Lord**





*"I've always had with me the activism and the motivation to do something for others but at UWCSEA I've learned how to do it and that I can do it."*

VALERIA OBREGON DIAZ '19, UWC National Committee Scholar from Mexico



**UWCSEA GUIDING STATEMENTS,  
GOVERNANCE AND LEADERSHIP**

# UWCSEA GUIDING STATEMENTS

The mission of the UWC movement is to make education a force to unite people, nations and cultures for peace and a sustainable future. As both the starting point and the end goal of a UWCSEA education, our mission guides every decision made at the College as we strive to educate individuals to embrace challenge and take responsibility for shaping a better world.



The diagram describes how our educational goal springs from our mission. By establishing our learning principles and developing knowledge and understanding through the five elements of the UWCSEA learning programme, we strive to develop skills and qualities in our students that will enable them to fulfil our educational goal—and therefore our mission.



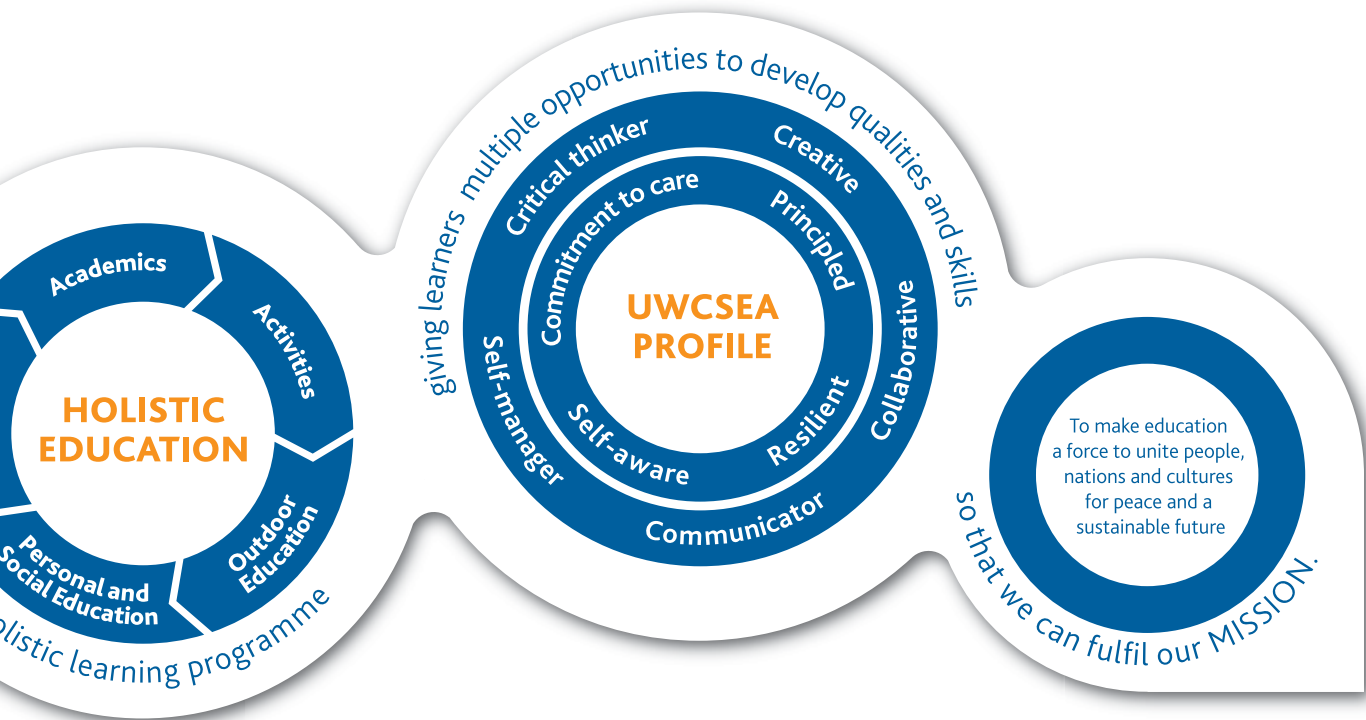
## UWCSEA LEARNING PRINCIPLES

Our **learning principles** are based on the understanding that learning is a life-long process in which the learner engages with and reflects upon information and experiences to construct new or modify existing understanding as well as develop and apply qualities and skills.

We know that learning is effective when learners:

- **construct** new understanding by activating prior knowledge and experience
- use timely and goal directed **feedback**
- **collaborate**
- are **challenged**
- feel **secure** and **supported**
- construct meaning by seeing patterns and **making connections**
- actively **process** and **reflect**
- apply **meta-cognitive** skills
- understand the **purpose** of the learning
- have **ownership** of their learning

**UWCSEA Ambition:** Our ambition is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic, values-based education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.



## UWCSEA LEARNING PROGRAMME

Our learning programme consists of five interlinking elements: **academics, activities, outdoor education, personal and social education and service.** The elements combine to provide our students with a holistic, values-based education that develops them as individuals and as members of a global society.








## UWCSEA PROFILE

We have identified the **qualities and skills** needed by our community to help to fulfil our mission. Students are given multiple, age-appropriate opportunities to develop the following:

### Qualities

-  Commitment to care
-  Principled
-  Resilience
-  Self awareness

### Skills

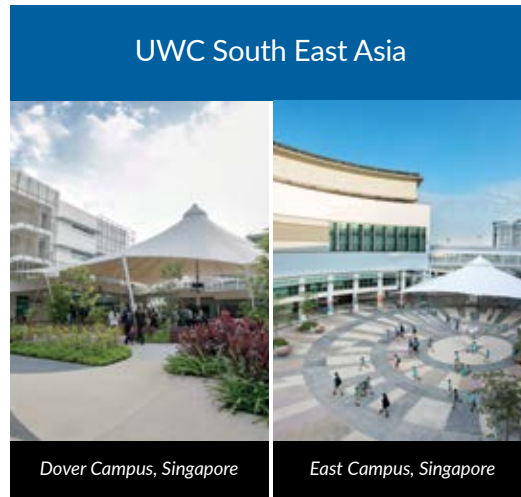
-  Critical thinker
-  Creative
-  Collaborative
-  Communicator
-  Self manager

# UWC MOVEMENT

UWCSEA is a member of the UWC movement, which was founded in 1962 by the influential educationalist Kurt Hahn. Opened by the then Prime Minister Mr Lee Kuan Yew as Singapore International School in 1971, UWCSEA was the second member of the UWC movement. Since then, UWCSEA has expanded to become a K–12 school of more than 5,500 students over two campuses, making it the largest UWC in the movement, and one of only seven that enrol students before the IB Diploma in Grade 11.

The 17 schools and colleges in the movement are supported by a network of National Committees, made up of volunteers in 150 countries worldwide, who help to find and select many of the Grade 11 and 12 students who attend the colleges around the world as National Committee scholars.

This information is as at 31 July 2019. In August 2019, UWC East Africa (UWCEA) became the 18th member of the UWC movement.



Dover Campus, Singapore

East Campus, Singapore

Opened in  
**1971**

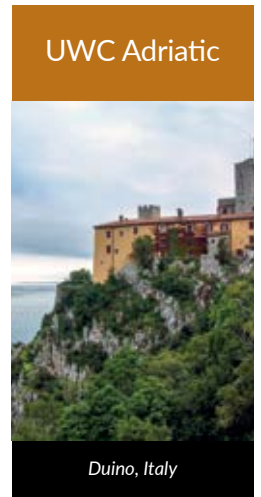
Student population  
**3,035**

Age group  
**4–18**

Opened in  
**2008**

Student population  
**2,557**

Age group  
**4–18**



Duino, Italy

Opened in  
**1982**

Student population  
**182**

Age group  
**16–19**



UWC Atlantic College  
Vale of Glamorgan, United Kingdom

Opened in  
**1962**

Student population  
**350**

Age group  
**15–19**



UWC Changshu China  
Changshu, Jiangsu Province, China

Opened in  
**2015**

Student population  
**443**

Age group  
**15–18**



UWC Costa Rica  
San José, Costa Rica

Opened in  
**2006**

Student population  
**175**

Age group  
**16–19**

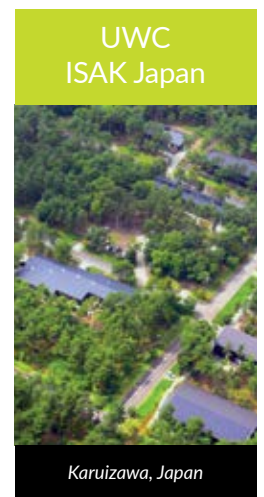


UWC Dilijan  
Dilijan, Armenia

Opened in  
**2014**

Student population  
**219**

Age group  
**16–18**



UWC ISAK Japan  
Karuizawa, Japan

Opened in  
**2014**

Student population  
**175**

Age group  
**15–19**

Li Po Chun UWC



New Territories,  
Hong Kong SAR, China

Opened in  
**1992**

Student population  
**256**

Age group  
**16–18**

UWC Maastricht



Maastricht, Netherlands

Opened in  
**2009**

Student population  
**915**

Age group  
**4–18**

UWC Mahindra



Pune, Maharashtra, India

Opened in  
**1997**

Student population  
**240**

Age group  
**16–18**

UWC in Mostar



Mostar, Bosnia  
and Herzegovina

Opened in  
**2006**

Student population  
**200**

Age group  
**16–19**

Pearson College  
UWC



Victoria, British  
Columbia, Canada

Opened in  
**1974**

Student population  
**200**

Age group  
**16–19**

UWC Red Cross  
Nordic



Flekke, Norway

Opened in  
**1995**

Student population  
**205**

Age group  
**16–20**

UWC Robert  
Bosch College



Freiburg, Germany

Opened in  
**2014**

Student population  
**200**

Age group  
**16–19**

UWC Thailand



Phuket, Thailand

Opened in  
**2008**

Student population  
**460**

Age group  
**2–18**

UWC-USA



Montezuma,  
New Mexico, USA

Opened in  
**1982**

Student population  
**235**

Age group  
**17–19**

Waterford  
Kamhlaba UWC



Mbabane, Eswatini

Opened in  
**1963**

Student population  
**600**

Age group  
**11–20**

# UWCSEA GOVERNANCE AND LEADERSHIP

## OVERVIEW

UWCSEA is committed to the highest standards of corporate governance. The UWCSEA Board of Governors recognises good governance as critical in supporting the school in achieving its mission and educational goal. Good governance begins with the Board of Governors and requires that they set the tone for the organisation.

The Board of Governors is one of the principal bodies with the fiduciary obligation to ensure that the College acts to further its stated objectives, and that the College has appropriate systems in place to properly account for and safeguard the funds and assets of the College. The Board of Governors works closely with the management and stakeholders of the College to shape the vision, chart the major directions, and develop programmes and initiatives to produce a strong and enduring impact for the College in Singapore and beyond.



## UWCSEA BOARD OF GOVERNORS

The UWCSEA Board of Governors comprises 17 members. The Board includes respected business and industry leaders, academics, educators, entrepreneurs and professionals. All members serve on a voluntary basis.

### Size, Committees and Meetings

The maximum number of Governors is 21. The Board has six committees:

- **Education and Talent**, which sets and oversees education and talent management strategies
- **Finance and Infrastructure**, which oversees the College's finances and its physical and digital infrastructure
- **Governance**, which is responsible for nominations and governance matters
- **Audit and Risk**, which oversees audit and risk matters
- **Engagement**, which is responsible for improving the engagement and outreach of the College locally and globally, including the UWCSEA Foundation
- **Committee of Chairs**, which functions as a coordinating and management committee among the Chairs of the Board and Committees

Governors periodically re-evaluate the committee structure to ensure it is effective, strategic and forward-looking.

The Board meets four times each year. Each Governor is usually a member of one committee, which also meets four times per year.

### Board Effectiveness Review

The Board carries out formal Board effectiveness reviews, externally every five years and internally every two years. Heidrick & Struggles were commissioned to conduct an external Board effectiveness review and their report and the Board's response were made available to the College community in May 2019.

Heidrick & Struggles concluded that the Board is effective and that we should celebrate the achievements made in recent years towards effectiveness and impact. As requested, they also recommended a number of ways in which the Board can improve, including providing assurance to key stakeholders on important issues.

As part of efforts to implement the recommendations of the report, work on re-evaluating the College values has already taken place. Work has also commenced on evaluating and redrafting the Terms of Reference of each committee and the Board Charter. Other key pieces of work include:

- Improving documentation to clarify the independence of all Governors, including those elected by parents and/or staff
- Creating efficiencies by streamlining Board and committee papers
- Improving induction and support for new Governors and Advisers
- Providing useful and tailored training, engagement and team building opportunities for Governors, Advisers and management

The Board has committed to report to the College community on progress every six months, within the Board minutes.

## Composition

The Board consists of three groups of Governors:

- **Ad Personam Governors** – the majority of Governors are appointed by the Board itself through a rigorous selection process. Many *Ad Personam* Governors are parents of current students of the College. To ensure the Board benefits from independent thinking, there are also several non-parent Governors.
- **Ex officio Governors** – in 2018/2019, the Head of College (Chris Edwards)
- **Interested Party Governors** – these are elected directly by their constituencies and include two parent-elects and two teacher-elects, one from each campus.

## Governor Recruitment, Selection and Induction

The Board recruits *Ad Personam* Governors through a robust process that responds to clearly defined skill requirements for the Board. Candidates are first co-opted as Advisers to Board Committees. New *Ad Personam* Governors are usually only selected from that pool of Advisers who have served on a Committee. Appointments are based on an assessment of the following factors:

- Professional skills and fit with Board requirements
- Role models for UWC values, culture and alignment with the mission
- Demonstrated ability to contribute to a Board
- Past contributions to UWC/service institutions
- Impact on Board diversity
- Leadership potential
- Positive impact on government relations

There is a comprehensive induction programme for all Advisers and Governors that includes information about the College and the Board, an induction session with the Board Secretary, and meetings with the Chair of the Board and other Governors.

## Term Limits and Reviews

Governors serve a maximum of two, three-year terms. Only the Chair may serve up to two additional terms of three years.

The College and the Board holds its Governors and Advisers to a high standard and regularly evaluates each Governor against the following criteria:

- is prepared for meetings
- listens to and challenges others, when appropriate, while maintaining an atmosphere of respect
- contributes and participates in a manner consistent with UWCSEA values
- has made meaningful contributions to key decisions
- attends most meetings and is highly attentive when present
- contributes overall

## Whistle Blowing Policy

The College has a Whistle Blowing policy through which members of the UWCSEA community may, in confidence, raise concerns about possible wrong-doing or improprieties in financial or other matters within the organisation. The Board thoroughly and appropriately investigates matters brought to its attention through the policy and takes appropriate follow-up action.

## Conflict of Interest

The College policy requires Board and staff members to disclose any conflict of interest in the performance of their duties. In the case of the Board, the policy requires Governors and Advisers to report potential conflicts to the Governance Committee, which may impose remedies specific to the situation.

## Policies on corporate and individual behaviour

The Board also adheres to the College's policies on corporate and individual behaviour, including the Board of Governors Guidelines, Confidentiality Policy, Harassment Policy, Staff Safeguarding Code of Conduct, and the Equal Opportunities, Access and Disabilities Policy.

## Commissioner of Charities Oversight

The Board has adopted best practices in key areas of governance that are closely aligned with the Code of Governance for Charities and Institutions of a Public Character (the "Code"). In line with the Commissioner of Charities requirements, UWCSEA's Governance Evaluation Checklist can be found via the Charity Portal website [www.charities.gov.sg](http://www.charities.gov.sg).

## UWCSEA/UWCSEA-EAST/UWCSEA FOUNDATION BOARD MEMBERS



**Anna Lord**  
*Chair*  
*Ad Personam Governor*  
*Committee of Chairs*



**Priti Devi**  
*Chair of Engagement*  
*Committee*  
*Ad Personam Governor*  
*Committee of Chairs*



**Subodh Chanrai '82**  
*Chair of Governance*  
*Committee*  
*Ad Personam Governor*  
*Committee of Chairs*



**Surinder Kathpalia**  
*Chair of Audit and Risk*  
*Committee*  
*Ad Personam Governor*  
*Governance Committee*  
*Committee of Chairs*



**Heather Carmichael**  
*Chair of Education and*  
*Talent Committee*  
*Ad Personam Governor*  
*Audit and Risk Committee*  
*Committee of Chairs*



**Sajjad Akhtar**  
*Chair of Finance and*  
*Infrastructure Committee*  
*Ad Personam Governor*  
*Committee of Chairs*



**Benjamin Hill  
Detenber**  
*Ad Personam Governor*  
*Education and Talent*  
*Committee*



**Christopher Edwards**  
*Ex-Officio Governor*  
*Head of College*



**Heinrich Jessen '86**  
*Ad Personam Governor*  
*Governance Committee*



**Kim Teo '76**  
*Ad Personam Governor*  
*Governance Committee*



**Margarita  
Encarnacion**  
*Interested Party Governor*  
*– Parent Representative*  
*Education and Talent*  
*Committee*  
*Audit and Risk Committee*



**Mark Porter**  
*Interested Party Governor*  
*– Teacher Representative*  
*Education and Talent*  
*Committee*



**Pamela Kelly Wetzell**  
*Interested Party Governor*  
*– Teacher Representative*  
*Education and Talent*  
*Committee*



**Vivek Kalra**  
*Ad Personam Governor*  
*Finance and Infrastructure*  
*Committee*



**Seng Chee Ho**  
*Ad Personam Governor*  
*Education and Talent*  
*Committee*



**Davy Lau**  
*Ad Personam Governor*  
*Governance Committee*



**Caroline McLaughlin**  
*Interested Party Governor*  
*– Parent Representative*  
*Engagement Committee*

## INDEPENDENT DIRECTORS: THE UWCSEA FOUNDATION LIMITED

Andrew Budden

## UWCSEA BOARD ADVISERS

Philip Motteram

Steve Okun

WT Cheah

Sumitra Pasupathy

Sharat Sinha

Leon Toh

Tara Garson Flower

## UWCSEA/UWCSEA-EAST/UWCSEA FOUNDATION COMMITTEES

### Audit and Risk Committee

Surinder Kathpalia, Chair

Heather Carmichael

Margo Encarnacion

WT Cheah (Adviser)

### Education and Talent Committee

Heather Carmichael, Chair

Chris Edwards

Seng Chee Ho

Benjamin Detenber

Margarita Encarnacion

Mark Porter

Sumitra Pasupathy (Adviser)

### Engagement Committee

Priti Devi, Chair

Caroline McLaughlin

Chris Edwards

Steve Okun (Adviser)

Leon Toh (Adviser)

### Foundation Investment and Disbursement Committee

Andy Budden, Chair

Kim Teo '76

Chris Edwards

### Finance and Infrastructure Committee

Sajjad Akhtar Chair

Vivek Kalra

Chris Edwards

Philip Motteram (Adviser)

Tara Garson Flower (Adviser)

Sharat Sinha (Adviser)

### Governance Committee

Subodh Chanrai '82, Chair

Chris Edwards

Davy Lau

Surinder Kathpalia

Heinrich Jessen '86

Pamela Kelly Wetzell

Kim Teo '76

### Committee of Chairs

Anna Lord, Chair

Heather Carmichael

Subodh Chanrai '82

Priti Devi

Surinder Kathpalia

Sajjad Akhtar

Andy Budden



"I believe you can fulfil the UWC mission if you are running a global bank, or a suburban home with three children, or an NGO in sub-Saharan Africa, or even if you're sitting silently atop a mountain planning your next novel."

CHRIS EDWARDS, Former Head of College, UWCSEA in *Dunia* magazine, December 2018



**UWCSEA STRATEGY 2018–2023**

# UWCSEA STRATEGY 2018–2023

During the 2018/2019 year, the campuses embarked on enacting the College's Strategy, based on the Strategic Vision which describes the intended five-year outcome in each of the four Areas of Focus.

The four Areas of Focus identify 10 strategies that have become strands that will help the College to realise these outcomes. These strands then guide planning and decision-making for campuses, schools and operational areas at the College.

During 2018/2019, each campus and operational area began implementation of the multi-year plans for the various projects that will bring these strategies to life. Note that some strands will have been prioritised to receive focus in this first reported school year, while other strands will be reported in more detail in later years. This priority will necessarily be different on each campus given the operational maturity and priorities of each, as identified in the campus-specific strategies that were developed in response to the launch of the College-wide strategy.

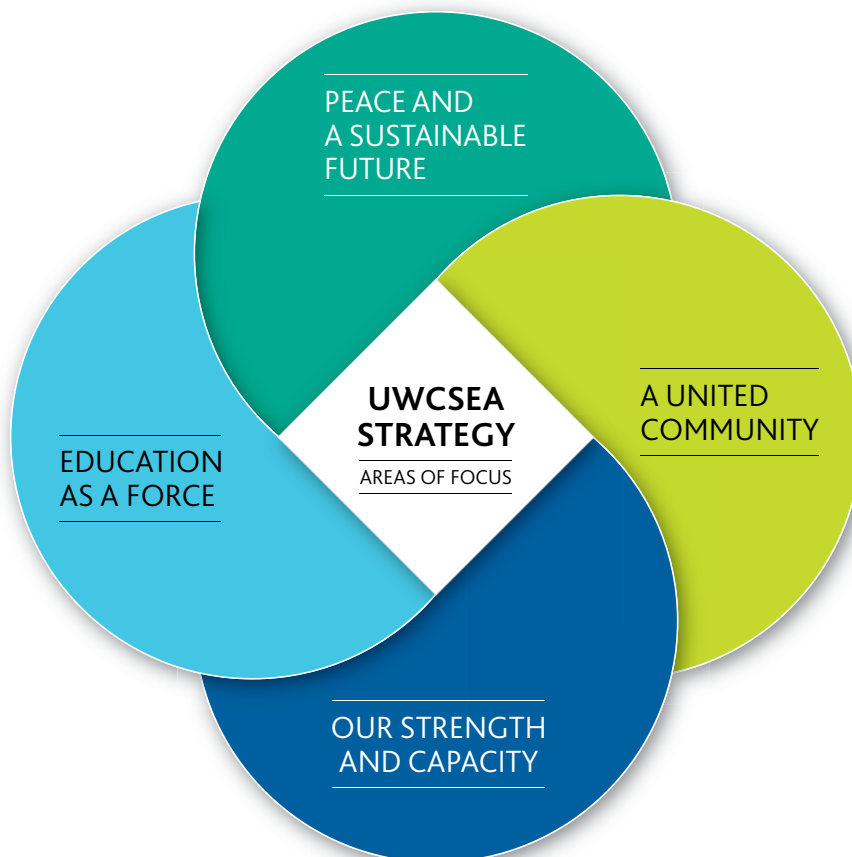
The Board of Governors oversees progress through a report on an Area of Focus at each of the four meetings during the year, while the senior leadership teams monitor the detailed projects.

The following is an outline of the UWCSEA Strategy 2018–2023, highlighting 2018/2019 outcomes.

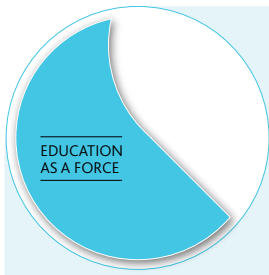
## UWCSEA STRATEGIC VISION

Students will be equipped with the qualities and skills to become compassionate, engaged global citizens who seek to make a positive contribution towards peace and a sustainable future. To achieve this, a diverse, united and caring College community will focus creatively on students learning through a dynamic, holistic programme that supports individuals, their well-being and their readiness for an uncertain future.

Effective operational practices will provide for the College's long-term future in Singapore.







## Education as a Force

At UWCSEA, we educate our students to impact on individuals and society in accordance with the UWC mission. Through a holistic Learning Programme,

students develop the skills and qualities (which meld to form the UWCSEA Learner Profile) to fulfil their potential and become life-long learners and ethical agents for change.

We understand educational excellence to be manifested by student learning across all five elements of our Learning Programme. This spirit of excellence, balanced with a serious commitment to well-being, will help inspire our community to rich experiences and high achievement.

Our innovation will align with our values. We will take scalable, safe-to-fail approaches to probe and test the boundaries of our strategies and practices.

Within the contexts of Singapore and our Learning Programme, we will seek to be inclusive and diverse, in accordance with our definitions of these concepts, and we will recognise the importance of intercultural competence.

Key developments during 2018/2019 year:

### Strategy E1: Extending Excellence

- Embedding of pedagogical approaches to concept based teaching and learning
- Development of our structures to support digital learning, creating significant coherence between campuses
- College wide development of data analysis to inform learning and strategy
- Launch of a review of the learning programme, evaluating current guiding statements and future development

### Strategy E2: Deliberate Innovation

- Working groups to review innovative approaches to school timetabling convened
- Development of pilot courses in Grade 9 and 10 to support Diploma Learning in Grade 12 and personal growth for students

### Strategy E3: Diversity and Inclusion

- Two World Cafés allowing the community to come together to define the concept of diversity for UWCSEA
- Follow-up survey and analysis of data from World Café process



## Peace and a Sustainable Future

Our community is strengthened by diversity and united in common purpose. On local, national and global platforms, we will seek to

engage with and impact positively on individuals and communities who hold similar, disparate and diverse ideas.

All members of our community should understand Peace to include concepts such as justice, equality and human rights and to be more than the absence of conflict. Our Learning Programme will help seed and nurture these concepts. We aspire to promote Peace in all of its contexts—for the individual, our communities and our global societies. We will embed structures to support learning for Peace and its systematic implementation across the College, and develop meaningful links with like-minded organisations that are in pursuit of the same goals.

Sustainability as a systemic response means aligning ourselves to the UN Sustainable Development Goals to end poverty, protect the planet and ensure prosperity for all within the means of nature. We will engage with these challenges by deepening our intellectual and moral capacities, and building our collective wisdom. We will develop our curriculum to ensure that sustainability is woven into all five elements of our learning programme from K–12. We will also develop our community's capability in systems thinking.

Key developments during 2018/2019 year:

### Strategy P1: Working for Peace

- Engagement of a team to develop a Peace curriculum that will be transferable to multiple contexts (and potentially other schools)

### Strategy P2: Sustainability as a Systemic Response:

- Redesign of the leadership teams to establish campus based leadership
- Review of the interaction between Service and environmental sustainability
- Further progress on solar panel projects and sustainability learning spaces
- Further progress with Sodexo caterers on sustainable approaches to food service
- Sustainable approaches to parent sponsored events introduced



## A United Community

A strong College community, based on shared values, is fundamental to our success. Our community members will demonstrate respectful attention to diverse needs

and perspectives, and compassionate engagement with others.

We seek to promote the educational significance of UWC residential life and will seek to harmonise the best of the day and residential experiences. We will strengthen relationships with one another, between campuses and with those outside our immediate community of students, staff and parents. We will build strategic relationships that extend our reach and deepen our impact. We will intensify the focus of the UWCSEA Foundation, enhance Alumni engagement, and continue to dedicate an agreed percentage of our annual turnover to scholarships.

Our fundamental responsibility to our community members is to keep them safe, well and secure at all times and in all situations. We will continue to develop robust safeguarding practices, and empower our community to identify and respond to safeguarding situations. We will implement policies, practices and programmes to support staff and student wellness and safeguard everyone in our community.

Key developments during 2018/2019 year:

### Strategy C1: Strengthening our Community

- Strategic planning for the future of Boarding embracing structures, staffing and the Residential Life curriculum
- Refinement of induction and on-boarding practices for students and staff
- Adoption of middle leadership development plan
- Review of the Personal Learning Programme on Dover Campus
- Parents' Association developed additional programmes to further support College initiatives

### Strategy C2: Keeping People Safe and Well

- Creation and update of policies and procedures to support safeguarding practices, including compulsory training for all staff
- Development of *UWCSEA Culture of Care* providing an overarching approach to wellbeing
- Incorporation of Safe Behaviours learning into the PSE curriculum, adapted to UWCSEA context from Keeping Safe: Child Protection Curriculum



## Our Strength and Capacity

UWCSEA puts people, not systems, first. Our plan for sustainable growth will be transparent and support our community, while

reflecting and responding to current realities and future possibilities. We will guarantee the financial security of the College while balancing present and future educational, environmental and organisational needs.

In order to retain education as our focus, we recognise the necessity of humane, sustainable and effective systems.

We will develop operational systems that set a positive, data-informed culture around rigorous practices, adhering to all external regulatory requirements. In adapting to any changes, we will support our community and protect the College's ethos and values.

We will establish decision-making processes and leadership structures that enhance operational effectiveness while retaining flexibility to adapt to changing circumstances.

Key developments during 2018/2019 year:

### Strategy S1: Ensuring Long-term Financial Sustainability

- Implementation of zero-based budgeting to increase visibility and management for budget holders
- Implementation of new procurement policy
- Decision to create an investment sub-committee to oversee management of College reserves

### Strategy S2: Embedding Effective Systems

- Preparation for implementation of new, efficient modes of invoicing and payment eg. online invoicing of school fees; enabling payments via PayNow
- Implementation of a formal and standardised performance management system for administrative and support staff
- Comprehensive compliance structures to support student fundraising

### Strategy S3: Establishing Effective Decision-Making Structures

- Establishment of College Leadership Team (CLT), representing both educational and operational leadership, and including the new role of College President
- Recruitment of College President



*"While statistics are useful, the 'in action' stories in this report speak to the heart of who we are: a community united in common purpose, equipping a diverse group of incredible students to create a more peaceful and sustainable world."*

ANNA LORD, Chair, Board of Governors



**STUDENT ACHIEVEMENT**

# STUDENT ACHIEVEMENT

Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. In order to prepare our students to meet this ambitious goal, our holistic learning programme has been deliberately designed to encompass five interlinking elements: academics, activities, outdoor education, personal and social education and service. These elements combine to provide our students with a values-based education that develops them as individuals and as members of a global society.

Through the learning programme, students develop disciplinary knowledge, skills and understandings alongside the skills and qualities of the UWCSEA Learner Profile. Rationales are written for all five of our programme elements, outlining the purpose for its inclusion in the UWCSEA learning programme. In the 2018/2019 school year, the rationale for the Activities element of the programme was reviewed and refinements were agreed for implementation in the following school year.

## LEARNING IN ACTION

The five elements of our learning programme complement each other to create a whole that is greater than the sum of the parts. This is a carefully planned and purposeful process, where students develop understanding in disciplinary and interdisciplinary ways. For example, students gain deep disciplinary understanding in our academic programme, which may be applied in outdoor education or service when students encounter and grapple with real world situations.



The case studies included in this section of the report have been selected to illustrate the learning taking place across the College, highlighting both the concept-based nature of the curriculum and the intentionally interconnected nature of the five elements of our learning programme.

## UWCSEA CONCEPT-BASED CURRICULUM

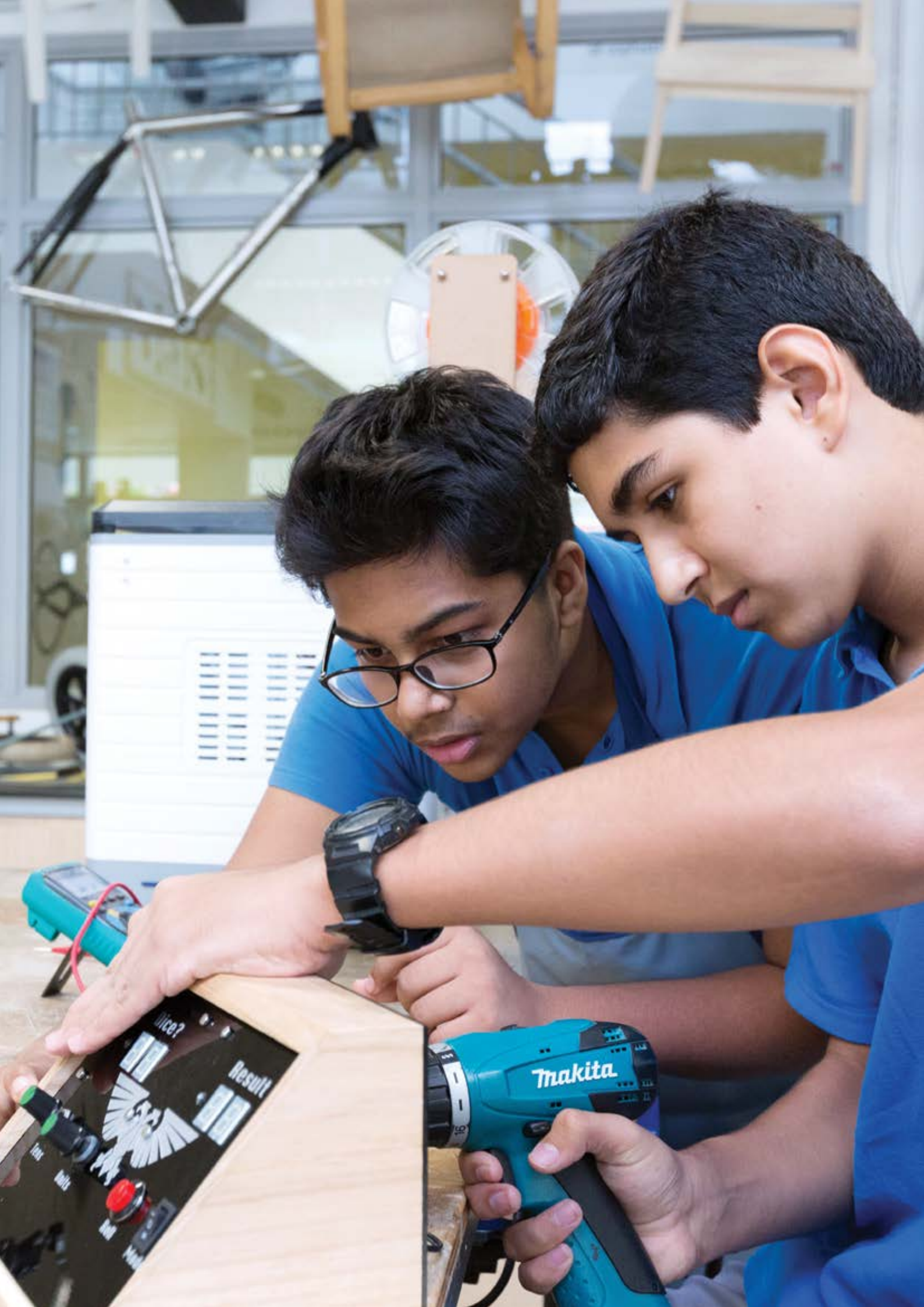
The bespoke concept-based K-12 curriculum was designed to develop the knowledge, skills and understandings that will challenge our students to make their education a force to unite people, nations and cultures for peace and a sustainable future. Through exposure to the five elements of our learning programme students:

- learn to think independently, laterally and critically about the world
- form an understanding of sustainable development, integral to the UWC mission
- develop cultural awareness, through language learning and College diversity
- recognise complexity and the interconnectedness of issues
- are prepared to lead and act with integrity in a globalised, rapidly changing world

UWCSEA was the first educational institution in the world to develop and implement a concept-based learning programme in all learning areas, extending a common structure across four of the five elements of our learning programme: Academics, Outdoor Education, Personal and Social Education and Service.

## UWCSEA LEARNER PROFILE

Opportunities to develop the skills and qualities identified in the UWCSEA Learner Profile are embedded in all five elements of the programme. Where a meaningful connection is made, intentional development of a specific aspect of the UWCSEA Learner Profile has been explicitly linked to the associated benchmark to indicate the profile skill or quality that is being developed. These are then used in our communication to teachers, students and parents.





## LEARNING PROGRAMME: ACADEMICS

The academic learning programme allows students to experience the challenge of intellectual pursuit and the joy of scholarly engagement. While gaining a deep understanding of individual disciplines, students investigate the connections between these disciplines and look to solve complex problems using different approaches.

The design of the curriculum is informed by the UWCSEA mission, educational goal, values, the needs of our student body, the depth of experience of our teachers and research-based best practice. When constructing the learning goals of our K–12 academic curriculum, we took into account the requirements of external examining bodies that set the (I)GCSE and IB Diploma examinations in Grade 10 and Grade 12. This allowed us to work backwards and develop rigorous, developmentally appropriate learning goals for all our students.

## IB DIPLOMA RESULTS

In May 2019, 561 UWCSEA students took the IB Diploma exams. A full breakdown of their achievement can be seen in the following pages.

### College

IB Diploma students

**561**

Average IB Diploma score

**36.8**  
UWCSEA

**29.7**  
Worldwide

Pass rate

**98.8%**  
UWCSEA

**77.8%**  
Worldwide

Percentage receiving 40+ points

**31%**  
UWCSEA

**7.6%**  
Worldwide

Percentage receiving Bilingual Diploma

**21%**  
UWCSEA

**23.8%**  
Worldwide

**115**

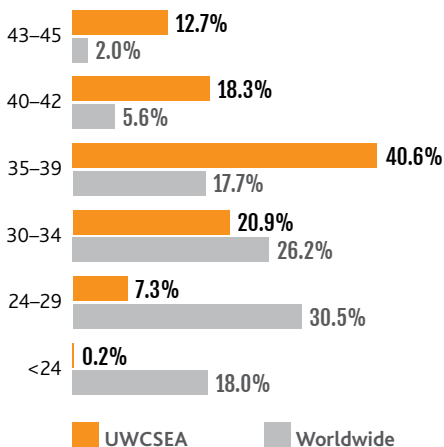
Students awarded a Bilingual Diploma

**23**

Languages in which Bilingual Diploma was awarded

Amharic; Burmese; Chinese; Dutch; Dzongkha; English; Filipino; French; German; Hebrew; Hindi; Hungarian; Indonesian; Italian; Japanese; Khmer; Korean; Mongolian; Portuguese; Russian; Spanish; Swahili; Vietnamese

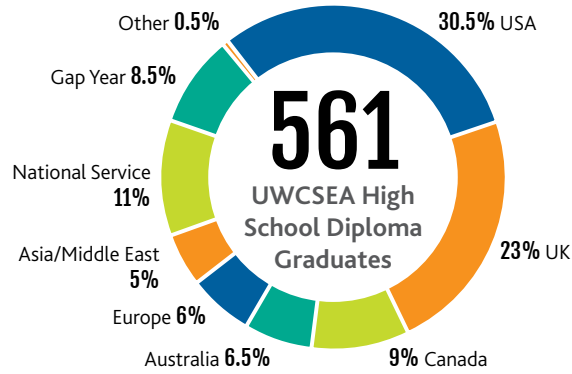
### IB Diploma score comparison



### IB Diploma five-year comparison

| Year | Number of candidates         | UWCSEA pass rate | Worldwide average pass rate | UWCSEA average diploma score | Worldwide average diploma score |
|------|------------------------------|------------------|-----------------------------|------------------------------|---------------------------------|
| 2019 | 561 (Dover: 319   East: 242) | 98.8%            | 77.8%                       | 36.8                         | 29.7                            |
| 2018 | 572 (Dover: 318   East: 254) | 97.9%            | 78.2%                       | 36.2                         | 29.8                            |
| 2017 | 572 (Dover: 325   East: 247) | 98.4%            | 78.4%                       | 36.7                         | 29.9                            |
| 2016 | 500 (Dover: 328   East: 172) | 99.0%            | 79.3%                       | 36.4                         | 30.0                            |
| 2015 | 498 (Dover: 322   East: 176) | 98.4%            | 80.8%                       | 36.2                         | 30.2                            |

## CLASS OF 2019 DESTINATIONS

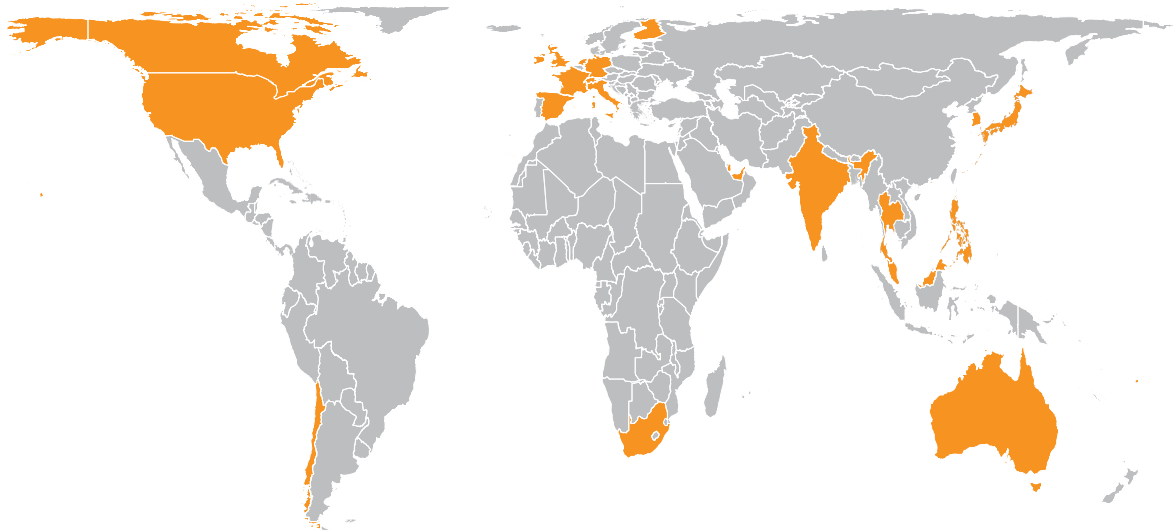


**4.2**

Average number of university offers per student

**320**

Visits to each campus by university representatives



## 25 Countries where graduates enrolled in university

Australia; Canada; Chile; Fiji; Finland; France; Germany; Hong Kong; India; Ireland; Italy; Japan; Malaysia; Netherlands; Philippines; Qatar; Singapore; South Africa; South Korea; Spain; Switzerland; Thailand; United Arab Emirates; United Kingdom; United States

## University Destinations

Below is a list of universities that UWCSEA students were accepted to between 2017 and 2019

### Australia

Australian National University  
Bond University  
Deakin University  
Monash University  
National Institute of Dramatic Art  
University of Melbourne  
University of Queensland  
University of Sydney  
University of Western Australia  
University of New South Wales

### Canada

British Columbia Institute of Technology  
Carleton University  
Concordia University  
Emily Carr University of Art + Design  
Huron University  
McGill University  
McMaster University  
Queen's University  
Quest University Canada  
Simon Fraser University  
University of Alberta  
University of British Columbia  
University of Guelph  
University of New Brunswick  
University of Toronto  
University of Victoria  
University of Waterloo  
York University

### Hong Kong

Chinese University of Hong Kong  
Hong Kong University of Science and Technology  
University of Hong Kong  
SCAD Hong Kong

### Ireland

National University of Ireland, Galway  
Royal College of Surgeons in Ireland  
University College Cork

University College Dublin  
Trinity College Dublin

### Japan

International Christian University  
Okayama University  
St. Luke's International University  
Temple University Japan  
University of Tokyo  
Doshisha University  
Keio University  
Keio University Mita  
Waseda University  
Waseda University School of International Liberal Studies

### Netherlands

Amsterdam University College  
Erasmus Universiteit Rotterdam  
Erasmus University College  
Hogeschool van Amsterdam  
Hotelschool The Hague  
Leiden University College The Hague  
Rijksuniversiteit Groningen  
Technische Universiteit Delft  
Technische Universiteit Eindhoven  
Tilburg University  
Universiteit Leiden  
Universiteit Maastricht  
Universiteit Twente  
Universiteit van Amsterdam  
University College Utrecht  
University of Groningen

### Rest of Europe

Carl Benz School (Germany)  
ESADE (Spain)  
ESSEC Business School (France)  
IE University (Spain)  
Instituto Europeo di Design - Madrid Campus (Spain)  
Paris College of Art (France)  
Sciences Po - Columbia University Dual BA Degree (France)  
Universita Bocconi (Italy)

University of Freiburg (Germany)  
University of Tampere (Finland)

### Rest of World

Ateneo de Manila University (Philippines)  
King Mongkut's Institute of Technology Thonburi (Thailand)  
Northwestern University in Qatar  
PSG Institute of Medical Science & Research (India)  
Universidad de Chile  
University of the South Pacific (Fiji)  
Chulalongkorn University (Thailand)  
International Medical University (Malaysia)  
New York University Abu Dhabi (UAE)  
Stellenbosch University (South Africa)  
University of the Philippines Diliman

### Singapore

James Cook University Singapore  
LASALLE College of the Arts  
Nanyang Technological University  
National University of Singapore  
SIM Global University  
Singapore Management University  
Singapore University of Social Sciences  
Singapore University of Technology and Design  
Yale-NUS College

### South Korea

Ewha Womans University  
Korea Advanced Institute of Science & Technology  
Seoul National University  
Yonsei University

### Switzerland

École hôtelière de Lausanne  
ETH Zurich  
Glion Institute of Higher Education  
Les Roches International School of Hotel Management

University of Fribourg  
University of St. Gallen

### United Kingdom

Architectural Association School of Architecture  
Bath Spa University  
Bellerbys College  
Brunel University London  
Canterbury Christ Church University  
Cardiff University  
Central St Martins College of Art & Design  
City University of London  
Dauphine Londres  
Durham University  
Edge Hill University  
Edinburgh Napier University  
Goldsmith's, University of London  
Heriot-Watt University  
Hull York Medical School  
Imperial College London  
King's College London  
Kingston College  
Lancaster University  
Leeds College of Art  
Loughborough University  
Manchester Metropolitan University  
MetFilm School, London  
Mountview Academy of Theatre Arts  
Newcastle University  
Norwich University of the Arts  
Oxford Brookes University  
Queen Mary, University of London  
Regent's Business School  
Royal Conservatoire of Scotland  
Royal Holloway, University of London  
Royal Veterinary College  
School of Oriental and African Studies, University of London  
Solent University, Southampton  
St. George's, University of London  
Swansea University  
The London School of Economics and Political Science  
University College London  
University for the Creative Arts at Farnham

University of Aberdeen  
University of Bath  
University of Birmingham  
University of Bristol  
University of Cambridge  
University of Central Lancashire  
University of Chester  
University of Dundee  
University of East Anglia  
University of Edinburgh  
University of Essex  
University of Exeter  
University of Glasgow  
University of Hull  
University of Kent  
University of Lancaster  
University of Leeds  
University of Leicester  
University of Liverpool  
University of Manchester  
University of Nottingham  
University of Oxford  
University of Plymouth  
University of Reading  
University of Sheffield  
University of St Andrews  
University of Stirling  
University of Surrey  
University of Sussex  
University of the Arts London  
University of the West of England, Bristol  
University of Warwick  
University of Westminster  
University of York  
Writtle College

### United States

American University  
Babson College  
Barnard College  
Bates College  
Bennington College  
Bentley University  
Berklee College of Music  
Biola University  
Boston College

Boston University  
Bowdoin College  
Brandeis University  
Brigham Young University  
Brown University  
Bryant University  
Bucknell University  
California Polytechnic State University, San Luis Obispo  
Carleton College  
Carnegie Mellon University  
Case Western Reserve University  
Chapman University  
Claremont McKenna College  
Colby College  
Colgate University  
College of the Atlantic  
College of William & Mary  
Colorado College  
Colorado State University  
Columbia University  
Cornell University  
Dartmouth University  
Davidson College  
Drexel University  
Duke University  
Earlham College  
Embry-Riddle Aeronautical University  
Emerson College  
Emory University  
Fordham University  
Franklin & Marshall College  
Georgetown University  
Georgia Institute of Technology  
Harvey Mudd College  
Haverford College  
Indiana University at Bloomington  
Johns Hopkins University  
Kenyon College  
Lake Forest College  
Lehigh University  
Lewis & Clark College  
Loyola Marymount University  
Luther College  
Luther College - Decorah  
Macalester College  
Manhattan School of Music

Methodist University  
 Michigan State University  
 Middlebury College  
 Minerva Schools at KGI  
 Mount Holyoke  
 New York Institute of Technology  
 New York University  
 Northeastern University  
 Northwestern University  
 Occidental College  
 Pennsylvania State University  
 Pepperdine University  
 Pitzer College  
 Pomona College  
 Pratt Institute  
 Princeton University  
 Purdue University  
 Rensselaer Polytechnic Institute  
 Rhode Island School of Design  
 Rice University  
 San Diego State University  
 Santa Clara University  
 School of the Art Institute of Chicago  
 School of Visual Arts  
 Scripps College  
 Skidmore College  
 Smith College  
 St. Lawrence University

St. Olaf College  
 Stanford University  
 Suffolk University  
 Swarthmore College  
 Syracuse University  
 The Citadel, The Military College of South Carolina  
 The College of Idaho  
 The College of Wooster  
 The Cooper Union for the Advancement of Science and Art  
 The George Washington University  
 The New School  
 The New School, Parsons School of Design  
 The New School, School of Jazz  
 The Ohio State University  
 Trinity College  
 Tufts University  
 University of Arizona  
 University of California, Berkeley  
 University of California, Davis  
 University of California, Irvine  
 University of California, Los Angeles  
 University of California, Riverside  
 University of California, San Diego  
 University of California, Santa Barbara  
 University of Chicago

University of Florida  
 University of Illinois at Urbana-Champaign  
 University of Maryland, College Park  
 University of Miami  
 University of Michigan  
 University of North Carolina at Chapel Hill  
 University of Notre Dame  
 University of Oklahoma  
 University of Oregon  
 University of Pennsylvania  
 University of Richmond  
 University of Rochester  
 University of San Diego  
 University of San Francisco  
 University of Southern California  
 University of Texas, Austin  
 University of Virginia  
 University of Washington  
 University of Wisconsin, Madison  
 Vanderbilt University  
 Wartburg College  
 Wellesley College  
 Wheaton College Massachusetts  
 Williams College  
 Worcester Polytechnic Institute  
 Yale University



## Academics in action

Derived from UNESCO's Education for Sustainable Development Goals and through a collaboration with our educational partners the Ellen Macarthur Foundation, the concepts embedded in our K-12 curriculum are shaped by our mission and educational goal and guided by the UWCSEA Learner Profile and learning principles.

As a result, the academic curriculum provides students with opportunities to develop the understandings necessary to build peace and a sustainable future in age-appropriate ways. This case study demonstrates the way that students are actively engaged in learning linked directly to our mission through our bespoke programme.

As well as deliberately creating opportunities to develop the skills and qualities of the UWCSEA Learner Profile, many of the concepts introduced in the academic curriculum are reinforced through linkages to the other four elements of our Learning Programme.

*"I learned that we don't have to do something big, we can start from small things."* – GLORIA

## FOUNDATION IB STUDENTS DRIVE SUSTAINABILITY AGENDA

Sustainability, ecological footprint and climate change are buzzwords of today. In 2018/2019, the UWCSEA-designed Foundation IB (FIB) Science course revised the year-end project with the aim of equipping students with greater understanding of the complexity described by these words.

A multidisciplinary course, the one-year FIB programme prepares students for the last two years of High School. FIB Science provides multiple opportunities to acquire and refine the research and evaluation skills needed to succeed in any of the IB Group 4 Sciences courses. On the East Campus the year-end Sustainability Unit project challenged students to demonstrate research skills gained over the course of the year, as they gained a greater appreciation of how Science can be a tool to help create a peaceful and sustainable future.

The question driving the project was: "How can we help our community to become more sustainable?" Following a kick-off discussion around definitions and different sustainability models, students examined concepts and ideas highlighting the interconnectedness of environmental, social and economic systems. They were then challenged to calculate their ecological footprint and were staggered to discover that current consumption rates will require at least four Earths to sustain humanity and the planet. The next step was to question which of their own actions were the greatest contributors to unsustainable practices.

As a way of applying their learning, students were then given the role of 'sustainability consultants' and allocated a teacher as a 'client'. This involved preparing interview questions before meeting their 'clients' to find out more about their lifestyles in a discovery session. They then used this data to calculate current consumption levels and to make individualised recommendations. At first, discussion centred around cutting down air travel, recycling more and switching to reusable bags. But as students delved deeper, their solutions became more creative and by the second week they were discussing sustainable credit cards, toiletries and cat products, and the differences between the A380 and A350 airplanes (the A350 being much more sustainable).

A collaboration with FIB Digital Perspectives subject team equipped students with skills to use accessible, relevant media to present articulate information and convincing arguments as they presented the results of their project to their clients. Fully referenced findings and recommendations were collated on individualised websites which included text, video, podcasts, infographics and space for client feedback.

In their final client meetings, students presented the science behind the sustainable choices and changes they were recommending. Student feedback reflected the value of having an authentic audience, and the clients reported receiving professional and articulate reports. "The group gave background knowledge and practical steps for moving forward—I can make changes today that will support my own wellbeing, my pocket and local and global sustainability—what a win!" said High School Vice Principal Cathy Jones.

The students' final reflections demonstrated academic learning about scientific methods, as well as about systems and sustainability which are by students in the Science curriculum. They showed a growing awareness of their own capacity to effect change, and a sense of responsibility and individual agency. By ending their FIB year with concrete knowledge of how to reduce their ecological footprint, and with the inspiration and motivation to make a change—no matter how small—we hope that they will be encouraged to carry this forward over the next two years, and into their life beyond the College.

# LEARNING PROGRAMME: ACTIVITIES

A starting point for developing lifelong interests, the Activities programme aids students to develop their personal identity and explore personal interests and passions. It is a key way in which students are able to connect into the wider UWCSEA community. Our extensive Activities programme provides a broad and balanced range of opportunities for students to apply the qualities and skills of the UWCSEA Learner Profile.

Choice is a key principle of the programme. Organised around four 'seasons' students have opportunities to sign-up for individual seasons or make year-long commitments, depending on their interests.

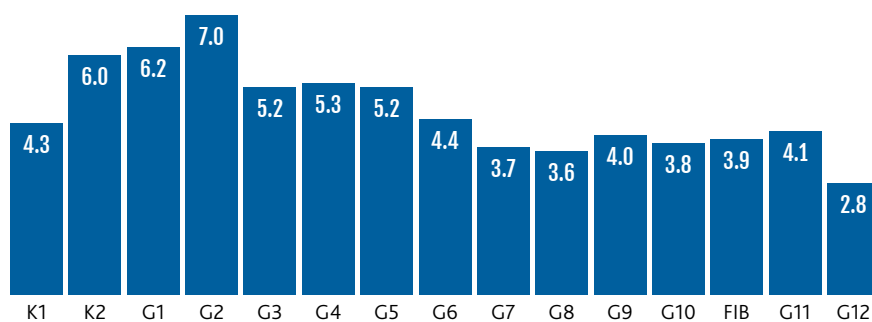
One of the benefits of the scale of UWCSEA is the sheer number of opportunities we are able to offer students. Most activities are led by UWCSEA teachers who are keen to share not only their interests but to support students in developing important skills such as collaboration, leadership and self management that will serve them for life.

Students are vital to the building and the leadership of the Activities programme. Councils in the Junior, Middle and High Schools are responsible for giving a student voice in the activities on offer. From Sports Councils to Publications and Academic Societies, UWCSEA students take important leadership roles.

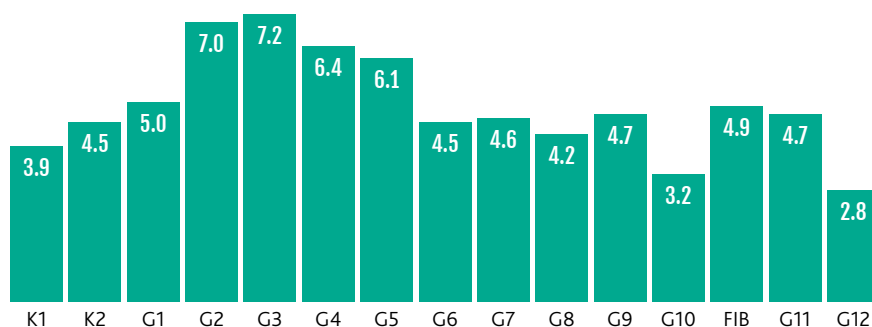


The chart below shows the average number of activities that students in each grade take throughout the year. It indicates that students in all grades are taking full advantage of the offerings from the Activities programme.

### Activities at Dover Campus



### Activities at East Campus





## STRATEGIC DEVELOPMENT: HOME LANGUAGES PROGRAMME

After piloting on Dover Campus in the 2017/2018 school year, the Home Languages Programme (HLP) was also launched on East Campus in August 2018. The HLP provides personalised lessons for students who want to maintain a language spoken at home but who cannot study this language as part of the academic curriculum during the school day.

By providing personalised lessons our aim is to support biliteracy rather than simply bilingualism. Students are taught in age and ability groups where ever possible, by qualified, native-speaker teachers using resources developed to support literacy skill development.

In K1 to Grade 1 the focus is on maintaining or expanding a student's exposure to their home language in an environment other than home.

A particular focus on developing the literacy skills of reading and writing is introduced from Grade 2. For older students, the programme is intended to assist them maintain a level of proficiency that may allow them (if desired) to move into classes offered in the academic curriculum in Middle or High School, including the option of School Supported Self Taught Language courses from Grade 9. Although the intent of the programme is the same, there are slight differences by campus, including the languages on offer, as these are subject to community demand.

In the 2018/2019 school year, the following languages were offered through the Home Languages Programme:

**230**

Dover students enrolled in HLP

**157**

East students enrolled in HLP

**11**

Home Languages taught at the Dover Campus

Bahasa Indonesian; Danish; Dutch; French; German; Hebrew; Hindi; Italian; Japanese; Portuguese; Spanish

**18**

Home languages across College

**16**

Home Languages taught at the East Campus

Bahasa Indonesian; Bengali; Cantonese; Dutch; French; German; Hindi; Italian; Japanese; Korean; Malay; Russian; Spanish; Tamil; Thai; Urdu

## STRATEGIC DEVELOPMENT: SPORTS, FITNESS AND WELLNESS

Both campuses focus on offering a wide range of wellness for life opportunities, recreational and developmental sports programmes, in addition to the wide-ranging representative sports programmes.

429

Sports and wellness activities offered on Dover Campus

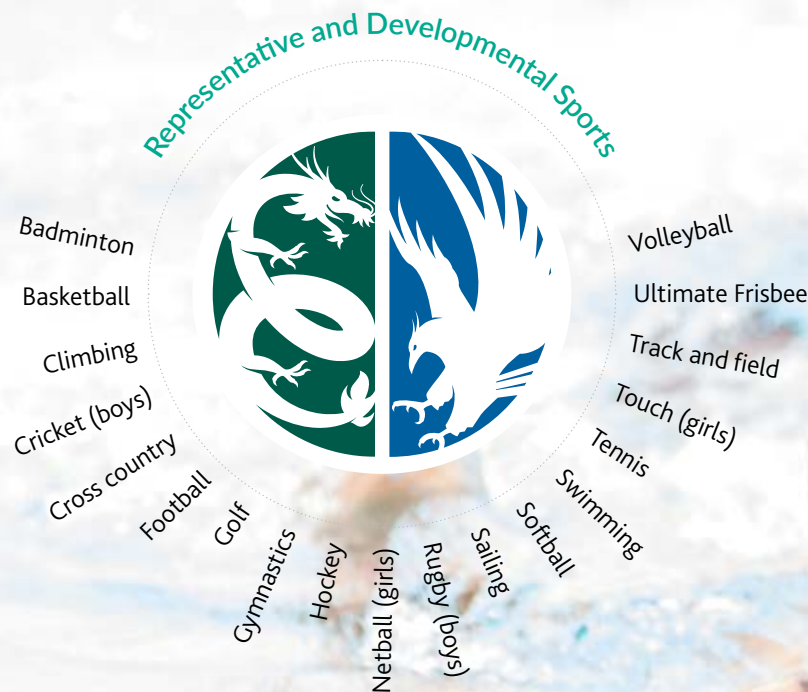
359

Sports and wellness activities offered on East Campus

### Representative and Developmental Sports

Sport is an integral part of school life at UWCSEA. Our goal is to involve, excite and motivate our students in physical activity. We offer a vibrant, exciting programme of competitive and non-competitive sporting activities to encourage maximum participation, individual aspiration, team achievement and personal excellence.

The Singapore-based ACSIS (Athletic Conference of Singapore International Schools) has 28 member international schools, and a number of Singaporean schools who compete in individual disciplines. ACSIS runs 14 different sports competitions across three seasons per year, with teams ranging in age from 8U to 19U. In 2018/2019, Dover and East had some of the highest participation rates in almost all sports in ACSIS of any schools in Singapore, often fielding multiple teams in each age division. The aim is to allow as many students as possible to experience representative and competitive sports leagues, and for them to have the opportunity through this avenue to develop the skills and qualities of the UWCSEA Learner Profile.



In addition to the Singapore leagues, 31 teams from Dover and 27 teams from East travelled overseas to compete in 2018/2019. The majority of these trips were for our senior athletes to compete in SEASAC (South East Asia Student Activities Conference), an overseas international student conference with 16 member schools in seven countries across Asia. Our two campuses send representative teams to compete in 14 sports competitions as well as the MUN and Arts Festival events.

Both campuses also hosted a series of sports events and travelled extensively to sporting events in Singapore and overseas in the region outside ACSIS and SEASAC.

### Fitness and Wellness Activities

Through a very broad range of activities, students at UWCSEA are given the opportunity to further their personal lifelong fitness, health and wellness goals.

In 2018/2019 the options on offer to students through the Activity programme reflected the increased intentional strategic focus on wellbeing which, while driven through the Personal and Social Education programme, manifests itself across all areas of the learning programme.

As part of the review of the Activity programme rationale, the classification of 'Wellness for Life' activities were added to the East Campus programme as a pilot for the College. It is intended that Dover Campus implement the same model in the following school year.



### Fitness and Wellness Activities

|                              |              |                              |                       |
|------------------------------|--------------|------------------------------|-----------------------|
| Aerial Skills                | Fencing      | Olympic Wrestling            | Synchronised Swimming |
| Athletics                    | Floorball    | Parkour                      | T-Ball                |
| Badminton                    | Football     | Rock Climbing                | Table Tennis          |
| Basketball                   | Golf         | Rugby                        | Taekwondo             |
| Boot Camp                    | Gym Fitness  | Running                      | Tennis                |
| Boxing                       | Gymnastics   | Sailing                      | Touch                 |
| Bronze Medallion Life Saving | HIIT         | Scuba Diving                 | Track and Field       |
| Circuit Training             | Hockey       | Self Defence                 | Triathlon             |
| Circus Skills                | Judo         | Skate Boarding               | Ultimate              |
| Climbing                     | Karate       | Softball                     | Frisbee               |
| Cricket                      | Kayak Polo   | Sports Nutrition and Anatomy | Volleyball            |
| Cross Country                | Meditation   | Strength and Conditioning    | Water Polo            |
| Cross Fit                    | Mindfulness  | Swimming                     | Weight Training       |
| Dance                        | Muay Thai    |                              | Yoga                  |
| Duathlon                     | Multi-Sports |                              | Zumba                 |
|                              | Netball      |                              |                       |



## Activities in action

At UWCSEA, we believe that powerful learning happens when we create opportunities to build bridges and connect within and outside our community. The Activities programme intentionally brings students from different grades and staff from different departments together to provide a truly holistic experience that allows students to explore interests and pursue passions outside of their academic timetable.

By identifying deliberate areas of focus, students are encouraged to take a balanced approach to planning their participation in the programme: Arts and Performance, Create and Innovate, Learn and Lead, Wellness for Life, Mind Matters, Representative Sports and Home Languages.

Through Arts and Performance, students are given multiple opportunities to explore creative and artistic pursuits, including to contribute to the biennale staging of a full-scale musical production as part of a collaborative, multi-disciplinary arts project. Both campuses offer this opportunity to students regardless of whether they are taking arts subjects as part of their academic package. This case study highlights the East Campus production, staged in January 2019.

## AIDA COLLABORATION

Following months of hard work and rehearsals, the four sold-out performances of AIDA received an overwhelming response from over 1,600 audience members.

Originally an opera set in the Old Kingdom of Egypt against a backdrop of war with Nubia, the story of AIDA was popularly remade by Elton John and Tim Rice in a modern-day musical adaptation. It was this version that was licensed by the East Campus to be staged in the Black Box Theatre under the co-direction of Lindsey Stirrat, Head of Arts Faculty and Bronwyn Bye, Head of Drama.

AIDA teaches lessons of strength, cross-cultural alliances and friendship. These are values that UWCSEA, through the learning environment it nurtures, encourages in its student community. "One of the things that attracted us to (AIDA) was the idea of a cross-cultural love story. That sits really well with our UWCSEA mission and love of transcending the cultural and other constructs that we build around ourselves."

Student participants were drawn from across the High School, offering opportunities for all, whether or not they were studying drama or music in the academic curriculum. Auditions for cast, crew and musicians were open to all High School students. The final production saw 78 students making up two casts of lead actors, and one orchestra of student and staff musicians supported by a willing crew who worked on stage, sets, choreography, costumes and make-up.

Bringing UWCSEA values to the stage, the participating students were involved in far more than simply putting together an adaptation of a musical. They had a hand in pruning, shaping and offering individual perspectives and cultural knowledge, so that the production was as authentic as it could be. "The African scholars really helped with some of the initial stimulus and design ideas for costumes, (offering) their perspectives on some of the artistic decisions and what that means in their culture," said Lindsey Stirrat.

In bringing AIDA to life on stage, the talented cast, crew and ensemble outdid themselves, coming out of the months-long journey having embraced new challenges and explored their capabilities. The learning and personal development that students take away from these experiences is a demonstration of the contribution of the Activities programme to the holistic educational experience at UWCSEA.

2

Casts of lead characters

78

Cast members

15

Student and staff musicians

10

Student crew members

200+

Hours of rehearsals

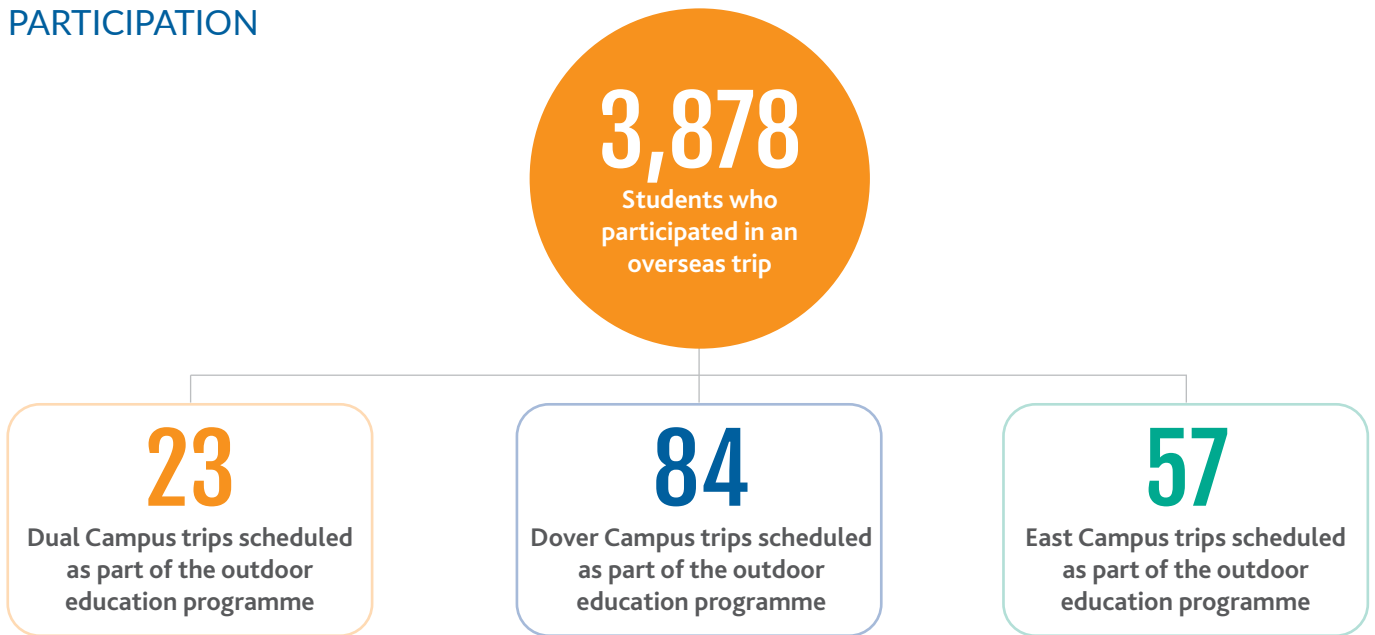
# LEARNING PROGRAMME: OUTDOOR EDUCATION

The Outdoor Education programme is a powerful part of the UWCSEA experience, providing students across the school with opportunities to develop the UWCSEA Learner Profile qualities of resilience, commitment to care, self management, communication and collaboration.

During 2018/2019 the outdoor education curriculum gave experiential learning opportunities to all students in a programme that was carefully constructed around K–12 standards in the four areas of:

- 1. personal identity
- 2. healthy relationships
- 3. connectedness to nature
- 4. expedition skills

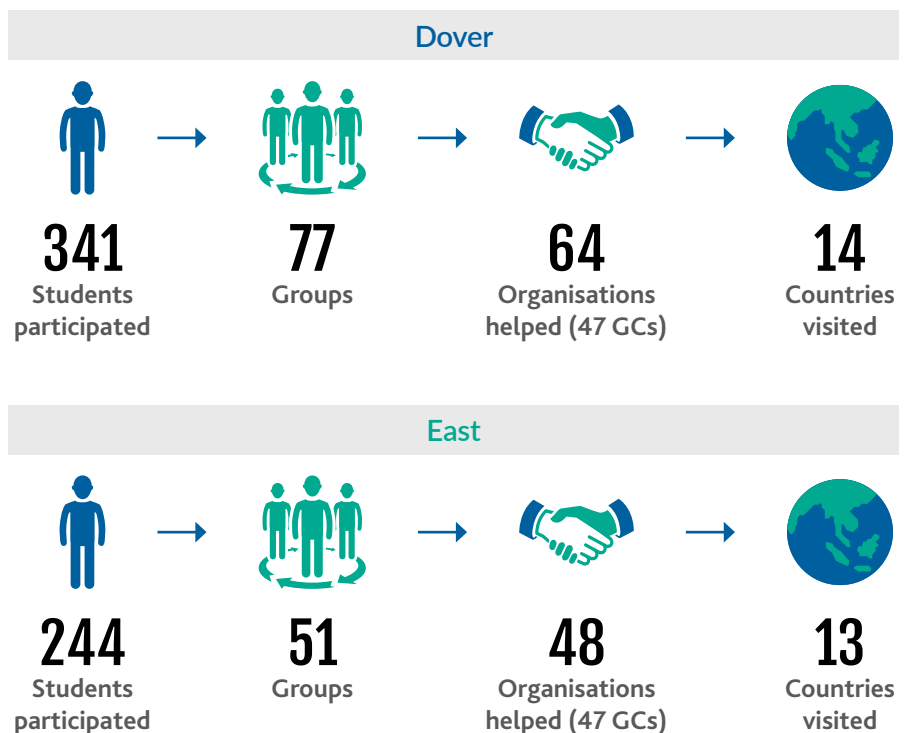
## PARTICIPATION



## GRADE 11 PROJECT WEEK

The culmination of the Outdoor Education programme students are challenged to research, plan, organize, and then carry out an independent low budget trip to a place where they can make a difference.

Expedition planning takes place through a carefully managed programme launched in Term 1 of Grade 11. Guided by staff mentors, students are required to work in groups and demonstrate their readiness for the challenges, by taking responsibility for all elements of their trip. There are strong links with the Personal and Social Education and Service elements of the Learning Programme, as evidenced by the number of Global Concern partner organisations visited by students.



## STRATEGIC DEVELOPMENT: OREGON STATE UNIVERSITY LONGITUDINAL STUDY

The OSU study is a comprehensive evaluation aiming to understand the effectiveness of UWCSEA's expedition programme, by attempting to answer some challenging and complex questions on the emotional, psychological and overall well-being impact of the Outdoor Education programme on students. It aims to give insight into what we have observed anecdotally and learned through experience: that outdoor education experiences have a positive, long term impact on students that stays with them and is transformational.

Researchers, Michael Gassner, PhD and Christopher Wolsko, PhD are experts in experiential education and social psychology. The benefit of a longitudinal study lies in the ability to analyse patterns that emerge over time. It gives us an in depth perspective on student learning within outdoor education and over the last few years, the study has affirmed the role that resilience, commitment to care, and communication play during expeditions.

During this year's visit, the researchers presented findings that demonstrate substantial and consistent changes in the students' skills and qualities associated with the learner profile. The data analysis indicated that the College's Outdoor Education curriculum in the Middle and High School provides avenues for growth in these elements of the UWCSEA Learner Profile:



Resilience



Communication



Self-Management



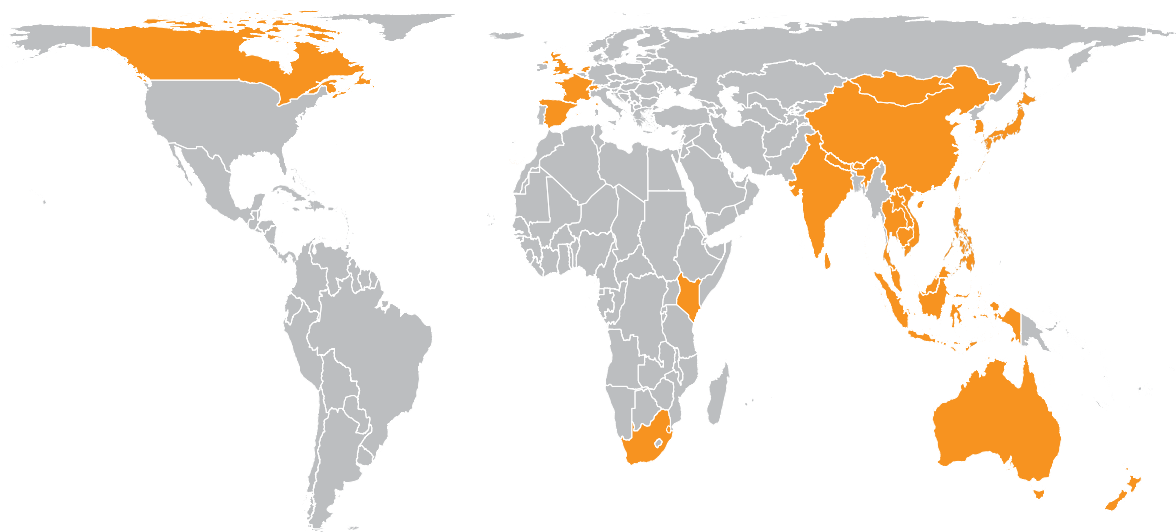
Commitment to Care



Collaboration

In addition to the long view, we also look forward to unpacking the annual research results because this allows the Outdoor Education team to continually improve our expeditions. In 2018/2019, a night time activity on the Grade 6 Tioman trip was modified after the data showed that it was pushing students further out of their comfort zone than intended. In addition, the redevelopment of the Grade 8 expedition into "one continuous journey" was implemented, aided by programme evaluation work done by one of the researchers as a participant observer and informed by student insights.

The research study is hugely beneficial to student learning in both the long term and short term. The research also provides insights into some of the interdependencies between elements of our learning programme. Data collection will continue for another two years.



### 31 Countries visited as part of experiential learning trips

Australia; Bhutan; Brunei; Cambodia; Canada; China; Eswatini; France; Hong Kong; India; Indonesia; Japan; Kenya; Korea; Laos; Malaysia; Maldives; Mongolia; Nepal; Netherlands; New Zealand; Philippines; South Africa; Spain; Sri Lanka; Switzerland; Taiwan; Thailand; Timor Leste; United Kingdom; Vietnam

## STRATEGIC DEVELOPMENT: PROGRESSION OF OUTDOOR EDUCATION PROGRAMME

There was some refinement in the programme in the 2018/2019 school year, with the Infant School formalising the Outdoor Education programme in K1 and K2 by offering deliberate, planned experiences in nature (outside the classroom) as part of the implementation of an outdoor education curriculum.

In the Junior School, the Dover Campus Grade 5 expedition successfully transitioned from Bali, Indonesia to Gopeng, Malaysia. This brought the programme into alignment with the East Campus Grade 5 expedition, which was established in the new Malaysian location in previous school years.

Findings from the data collected in the Oregon State University study informed refinements in the Middle School expedition programme which were incorporated this year, including modification of a component of the Grade 6 Tioman trip and the redevelopment of the Grade 8 Chiang Mai expedition programme into a continuous journey model.

- K1-2** Weekly outdoor experiences on campus
- G1** Overnight stay in their classroom
- G2** Overnight camp at Singapore Zoo
- G3** Three-day forest adventure in Gunung Ledang, Malaysia
- G4** Four-day trip to Pulau Sibu in Malaysia
- G5** Five-day adventure camp in Gopeng, Malaysia
- G6** Five-day trip to Tioman Island in Malaysia
- G7** Five-day coastal exploration in sea kayaks to Pulau Sibu, Malaysia
- G8** Ten-day continuous journey to Chiang Mai, Thailand
- Students join at least one of over 20 expeditions from trekking in Japan, Wales or Ladakh, to Tall Ship Sailing or Mountain Biking in Australia or even White Water kayaking in Nepal
- G9**
- FIB** Seven-day trip to Nan in Thailand (Dover)  
Six-day trip to Tioman Island in Malaysia (East)
- G11** Project Week—independently planned trips by small groups of students





Grade 5 Five-day adventure camp expedition in Gopeng, Malaysia; *photo credit Dave Caleb*



# Outdoor Education in action

The opportunities for learning at UWCSEA extend far beyond the classroom as students take on experiential challenges that build resilience, collaboration and leadership. Our Outdoor Education programme offers an incremental progression of age-appropriate experiences. While the culmination of the Outdoor Education programme is Project Week in Grade 11 (which sees students challenged to research, plan, organize, and then carry out an independent low budget trip to a place where they can make a difference), students begin their Outdoor Education learning from their earliest years at the College.

In the Infant School there are strong links to the Personal and Social Education element of the Learning Programme, as teachers and staff guide students in age-appropriate learning opportunities constructed around each of the four strands: personal identity, healthy relationships, connectedness to nature, and expedition skills.

## BRINGING LEARNING OUTSIDE: EXPLORING THE NATURAL ENVIRONMENT

Outdoor Education is embedded throughout the K1 curriculum, developing students' emotional connection to nature as well as an understanding of how learning explored within Academics applies to the world outside the classroom.

Outdoor learning spaces are valued extensions of the classroom for our youngest students. All K1 classrooms have direct access to outside learning spaces, and regular opportunities are provided for all students to intentionally explore the active, natural, growing, creative and social spaces of the outdoor environment on both campuses. Students engage in a range of activities such as collecting leaves, looking for living things and making collages using twigs, rocks and other natural items.

All students participated in regular outside learning opportunities on campus, including weekly experiences in the K1 outdoor learning space and Forest Schools-inspired sessions in the school's Enchanted Garden and Edible Garden. From 2018/2019, these experiences were linked directly to the standards described in the Outdoor Education curriculum, and designed to build students' confidence, willingness to take risks and try new things and their lateral thinking, as they tried out ideas in novel but authentic contexts and settings.

Using the outdoor setting to build opportunities to develop the qualities and skills of the UWCSEA Learner Profile, students are also encouraged to make mindful choices and solve problems as they observe and investigate the natural world around them. They are encouraged to safely challenge their own capabilities, both independently and in collaboration with others. All of these experiences pave the way for students to learn more about themselves and others and to provide opportunities for them to develop age-appropriate agency, resilience and self-management skills.

On-campus activity is extended through a range of off-campus field trips that encourage students to form connections in meaningful contexts within the wider Singapore landscape. These trips engage students in real life experiences that enable them to consolidate and deepen classroom learning. K1 students take regular trips both within their local community and further afield in Singapore, for example to Chinatown during Chinese New Year as well as to green spaces such as Gardens by the Bay.

# LEARNING PROGRAMME: PERSONAL AND SOCIAL EDUCATION

The Personal and Social Education (PSE) programme helps to ensure that students feel secure and valued. In turn, this provides an effective base that encourages their learning, growth and social development.

PSE underpins our entire programme, and is informed by both our mission and our Singapore context. It supports our international student community so that they feel truly valued by the adults who are leading their learning. The intent is so that they can continue to grow in self awareness, gaining an understanding of themselves and how they interact with those around them so as to develop effective and open-minded responses to personal and cultural differences.

Time is dedicated each week for the intentional delivery of this important part of the student experience. However, student welfare is not limited to the allocated PSE time with their classroom teacher/mentor. Student welfare is also encompassed by safeguarding, learning support, wellness centre and counselling support, university advising, Heads of Grade and Vice Principals in supporting social and emotional needs of students.

While all members of staff have a responsibility for the well-being of students, the learning support and wellness/counselling teams are central and work closely with teachers to ensure that students are supported both within and outside of the classroom.

Broadly, the PSE curriculum content is classified in three overarching concepts:

- individual wellbeing
- relationships and community (interpersonal) wellbeing
- student ability to engage with global issues (global wellbeing)

During the 2018/2019 year, the rationale and standards for the PSE curriculum from K1 to Grade 12 were refined. As part of our PSE curriculum, these concepts are revisited each year with students, in a spiral structure which is designed to build on the understanding and skills of students at age-appropriate developmental levels.

## STRATEGIC DEVELOPMENT: SAFEGUARDING

At UWCSEA we define safeguarding as the proactive measures that we take to protect our students from maltreatment; to prevent impairment to their health and development; ensuring they are able to grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, 2019). This creates the conditions that underpin the effective delivery of our PSE curriculum.

### Safe Behaviours curriculum

The 2018/2019 saw the development and integration of Safe Behaviours learning as part of the College's PSE curriculum. As part of our PSE Strands on Personal Safety, Digital Safety, and Healthy Relationships, elements of the Keeping Safe: Child Protection Curriculum have been modified for our unique school and national context and added to our programme. This world-class, evidence-based child safety programme, developed by the South Australian Department of Education, is used by a number of international schools around the world. Adapted after careful review of available resources, it provides UWCSEA with a robust international benchmark for safeguarding learning.

### Embedding policies and training

During 2018/2019, the role of designated safeguarding leads was embedded across the College and all school sections. As a result, students were able to identify a number of adults who they were able to approach should they have a concern for themselves or another member of the community. 'Who Can I Talk To' communications (posters, web pages, notices etc) were highlighted to students, outlining a number of specially trained adults that students could approach in addition to their mentor/classroom teacher.

Across the College, the continued development of capacity in safeguarding and child protection included training identifying and responding to child protection concerns. The College also began implementation of systematic professional safeguarding training for safeguarding leads, school leadership, teaching and non-teaching staff, and began plans to extend this to volunteers following feedback.

## STRATEGIC DEVELOPMENT: UWCSEA CULTURE OF CARE AND WELLBEING PRINCIPLES

During the 2018/2019 year the Learning Leadership Team developed a shared statement setting out the College's aspiration to develop a culture of care and wellbeing for the benefit of all in our community. These wellbeing principles acknowledge the complex interplay of individual feelings of wellbeing that can change over the annual cycle of the school year as individuals look to fulfill varied responsibilities across the matrix of all five elements in our learning programme.

The statement recognises that there is a shared commitment between all members of the community to cultivate wellbeing, and sets out the College's responsibility for providing the conditions for community wellbeing to flourish—for students, staff and parents alike.

Three particular states or feelings were identified that contribute to overall wellbeing for individuals. These are:

1. **Connected:** We feel connected when we feel known by others, heard by other and cared for by others.
2. **Autonomous:** We feel autonomous when we are trusted to make our own decisions according to what is best for our own wellbeing, as well as that of others, and when we have time to reflect on our own perspective and actions.
3. **Competent:** We feel competent when we have opportunities to play to our strengths and are able to meet the demands made on us, confident that we have the resources to cope and be effective.

In order to support the whole community to feel connected, autonomous and competent, the UWCSEA Culture of Care and Wellbeing outlines the following actions:

- We build strong, trusting relationships that celebrate a diversity of perspectives
- We unite around our shared common purpose ie the UWCSEA Mission and the welfare of young people
- We empower everyone to make choices regarding their own individual wellbeing and we pro-actively support those who are struggling
- We ensure that people have time to reflect and build self-awareness around their actions and choices
- We support everyone in their individual personal and professional growth through our learning programme
- We design systems that support and, where possible, simplify demands on individuals





# Personal and Social Education in action

The College's strategic commitment to wellbeing is woven throughout the five elements of our learning programme. A strong central pillar of this is the focus on enhancing personal growth and resilience of our students and our school community. Whether this is done through the PSE curriculum, via individualised counselling and peer support, or through awareness-building events and activities that the College participates in or initiates, its effects ripple out to our students, staff and parents.

Each year, the PSE curriculum revisits topics at relevant points of the year, with the aim to build on the understanding and skills of the previous year. In this case study, a Dover Campus High School student highlights elements of their individual journey through the PSE programme, describing how their understanding has grown over time.

## ASKING FOR HELP

*By Hanmin Lee, now Grade 12, Dover Campus*

The first time I remember hearing the words 'mental health' in a classroom was in Grade 7. My Life Skills teacher taught us that, just as we'd see a doctor for colds or use plasters for cuts, it was important to care for our mental wellbeing. As my 13-year-old self did with most things, I assumed I was still years away from having to worry about it.

High School came, however, which was when I began noticing more and more people around me feeling strained. For some of them, it seemed like they had entirely forgotten what it was like to be themselves. That point also came to me a few years ago. I felt plagued with emptiness and a sense of complete disconnection from everything around me.

There wasn't a concrete reason for me to feel this way—I had great teachers, financial security, friends and family. But for some reason, an intangible something left a gaping hole inside me. I always knew help was there for me, but I decided that staying silent was the best option.

It was overwhelming trying to hold in everything. I think the reason so many of us try to keep things in is that, at some point, we assume we've lost our merit to ask for help. Only when I broke my silence and reached out for help did I start to piece together what was actually going on was going on in my head. By having conversations with the people around me, I realised that my perception of mental health couldn't have been more wrong. I found that 'me too' were the most comforting words in the world, and the more 'me too's I heard, the less reserved I became.

I've taken a more active stance on mental health over the past few months, and I've been surprised at just how many people have had a story to share. I've noticed that, in an odd way, mental illness is like the clubs we have in school—you don't really pay attention to who's there at first, but take a closer look and you'll be surprised to find even the most unexpected people as members. Anyone can join, regardless of where they're from or how old they are. This 'mental health soc' has a catch though—every single member is tricked into thinking that they're the only member, no matter how many of us there really are.

We're all a part of the same, wider community. I'm sharing this for the sake of my past self, the people who have shared their experiences with me, and those who find themselves struggling right now—let's work towards an open community, where our actions are driven by compassion and acceptance.

# LEARNING PROGRAMME: SERVICE

UWCSEA believes in the transformative nature of the experience of serving others and in the responsibility we have to one another and the planet. Our Service learning programme fosters empathy and helps students to recognise that part of being human is seeking opportunities to put yourself aside in the service of others.

While the context of each service interaction is different across our campuses, regardless of campus, grade, classroom or activity, all students are striving for learning in each of the three identified Service curriculum standards:

1. **Awareness:** by developing, skills and qualities, individuals can become determined global citizens who recognise their ability to enact positive change
2. **Sustainable Development – Systems Thinking:** individuals and groups can plan to engage effectively in the sustainable development of local and global communities
3. **Taking Action – Being Changemakers:** by taking informed, purposeful action, individuals and groups can act as changemakers, contributing to the sustainable development of local and global communities



## STRATEGIC DEVELOPMENT: SERVICE LEARNING IN THE TIMETABLE

In 2018/2019 Service was incorporated into the timetable in the Infant, Junior and Middle Schools across both campuses, with additional lunch and after school opportunities offered to students who wish to explore and extend interests that they identify personally with.

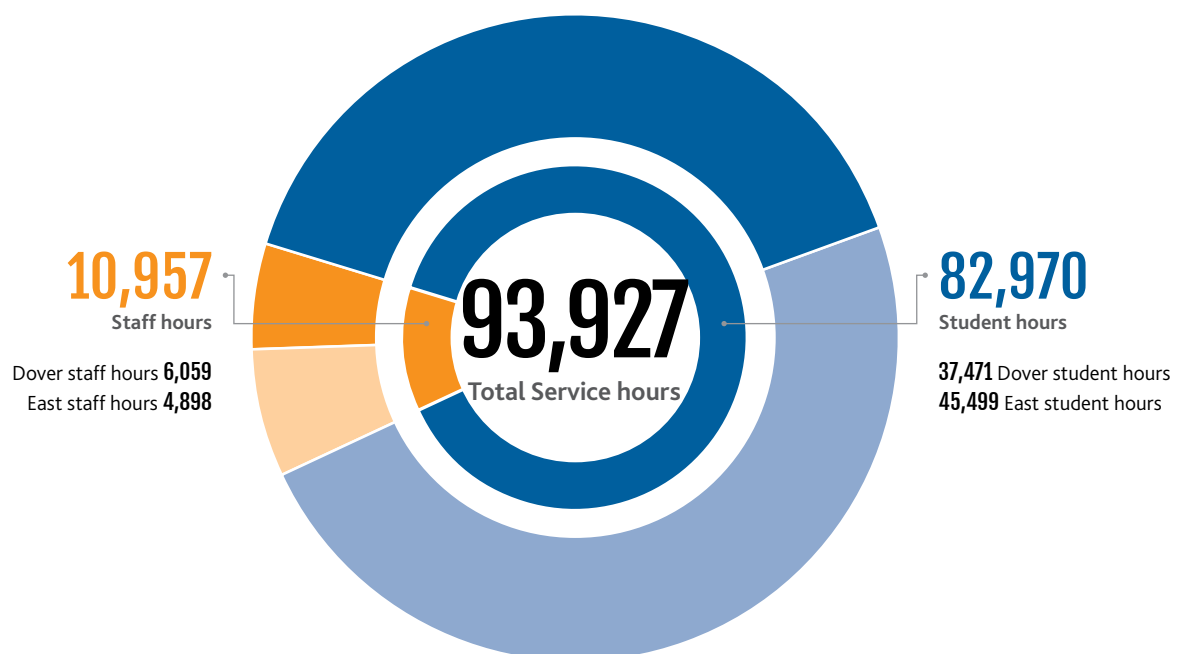
The following anecdote illustrates the way in which Service Learning occurs as students are given the opportunity to identify natural links by being presented with case studies about concepts related to both the academic and service learning standards identified in the curriculum:

*It's a typical day in the Dover Campus Primary School (if there is such a thing), and K2 students are learning about ACRES, the Infant School Global Concern in connection with their Unit of Study 'Feathers, Fur and Fins.' With a focus on endangered animals, Mr Matthews, a Grade 4 teacher and ACRES volunteer, has visited the grade to speak to the students about the organisation, including its activities and challenges. Lucas happens to lose his tooth later that afternoon. Before bed, he writes a letter to the tooth fairy, "Dear Tooth fairy, can you please give me money to help ACRES Animal Rescue Centre?" The generous tooth fairy arrives that night and fulfills his wish. Lucas is able to give his tooth fairy money to ACRES.*

This very neatly demonstrates the synergy between the Service and Academic curricula. And while the donation of Lucas' tooth fairy money supported one of our Global Concern partners, we also have an ongoing commitment to our College and local Singapore Service projects. All three are integral to our written Service curriculum.

In the High School our Service Learning curriculum develops into an intentionally facilitated programme that encourages students to become changemakers for the future in causes they feel most passionately about. Service in the High School takes place at lunchtime and after school.

## LOCAL SERVICE BY THE NUMBERS



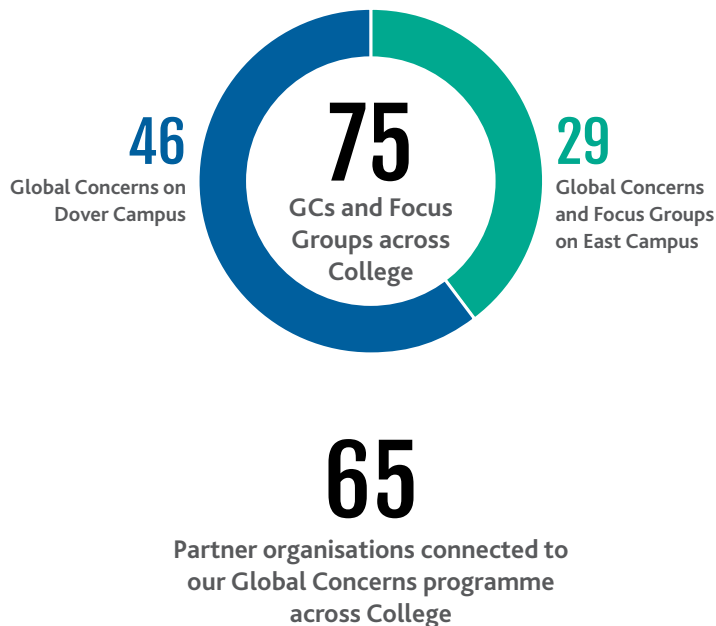
**1.5** Average number of hours volunteered weekly by students and service leaders

**53** Service partners in Singapore

## STRATEGIC DEVELOPMENT: IMPLEMENTING OPERATIONAL IMPROVEMENTS

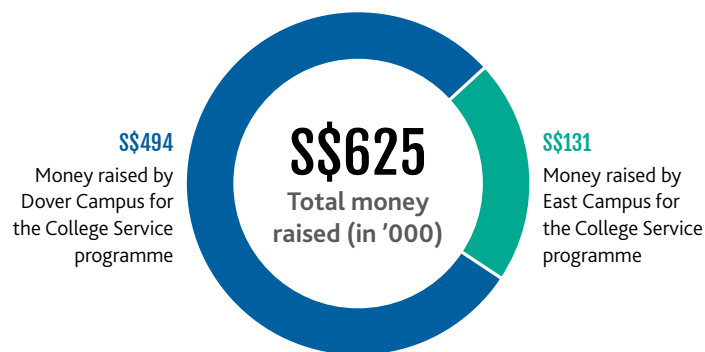
UWCSEA’s unique Global Concerns (GC) programme is a student-focused global service programme, enabling students to raise awareness and to take action in addressing human development and environmental concerns through their support of grassroots organisations. Our projects address the United Nations Sustainable Development Goals, providing opportunity, empowering communities and addressing social, economic, gender, education and health disparities.

The College began the 2018/2019 year with renewed framework for operations of the global service programme, following a review of fundraising, cash collection and disbursement concluded in the 2017/2018 year. This was particularly important for our Global Concerns programme as this allowed us to continue to deliver learning outcomes for students while developing and renewing our supportive partnerships with our service clients and partners in Singapore and overseas.



### Fundraising for Service

All money raised at the College is independently audited annually.





BUILD THE  
CHANGE



# Service in action

In 2018/2019, our Service programme embedded a systems-based five-stage service learning model, influenced by the work of Catherine Berger Kaye, across the College. Illustrated by the case study, learning emerges through the five-stage cycle of: initial investigation, intentional preparation, considered and purposeful action, reflection and, finally, demonstration.

## A STUDENT JOURNEY WITH APEX HARMONY LODGE

Opened in 1998, Apex Harmony Lodge is a purpose-built home for people in Singapore with dementia. While East Campus students have been regular volunteers since 2011, between 2016 and 2018 they continued to provide residents with positive experiences while also contributing to a study which aimed to understand the science of music therapy. Through the 'Music with Reminiscence' programme 33 students were trained in the Observed Emotions Rating Scale (OERS) and Personal Enhancers (PEs). For the 61 residents involved in the study, the results indicated a statistically significant increase in scores of positive emotions. For our students, there was a significant increase in their understanding of people living with dementia and the positive impact of music, and personal interactions more generally, on the elderly.

Students identify individual interests and skills they can offer to service partners. In this example, students may have musical skills, be interested in working with elderly patients or have personal experience of people living with dementia.

Students receive training in any skills they need to be effective, e.g., OERS, mindfulness, body relaxation, personal enhancers, ways to show respect. They also learn about any restrictions on their activity e.g., compliance regulations and any legal frameworks that govern their interactions.

Using available data and understanding, students write their service goals, including setting measurable KPIs using a UWCSEA-designed framework and template. These are then mapped to the UN Sustainable Development Goals.

A



Step 1: Investigation

B

Students research the systemic issues that impact on people living with dementia and their families e.g., issues of inclusion, diversity, inequality and social integration.

C

Students visit Apex Harmony Lodge to conduct research, including interviewing staff, observing spaces and cataloging available resources. The data is used to inform the SMART goals that are set for the year.

D

Step 2: Preparation



E

F

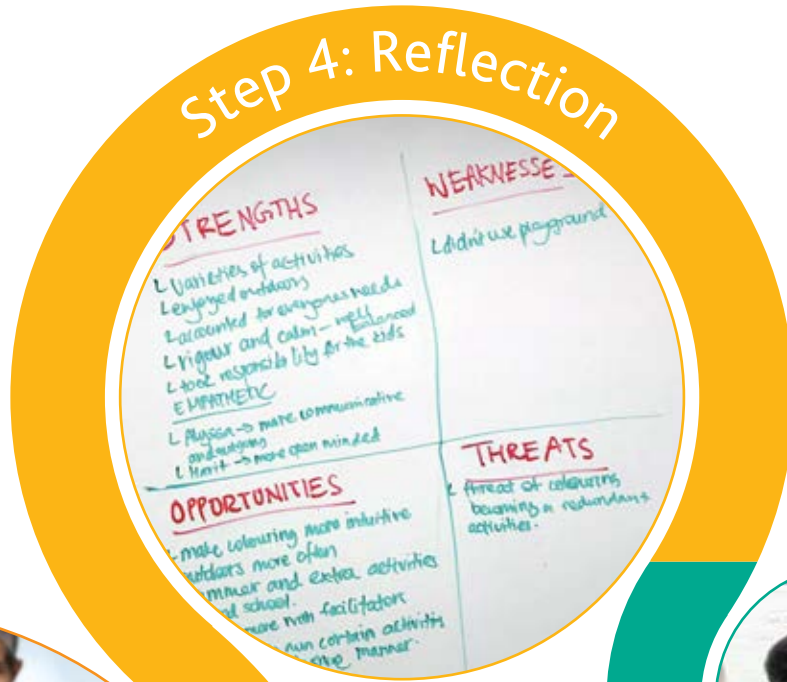
Students visit Apex Harmony Lodge at least once a week, leading games and activities with the residents and, above all, listening to and making music with them.

Step 3: Action

At the end of the year, students review their goals and KPIs, obtain feedback from Apex Harmony Lodge staff and reflect on their journey, identifying questions and considering improvements for the following year. This reflection often leads to new action.

I

## Step 4: Reflection



ion with value, meaning and purpose

G

After six weeks, students complete a SWOT analysis which helps measure progress and to identify areas for improvement and additional support or training needed.

H

Students then adjust the programme and implement any changes, watching for indicators of improvement. A second SWOT analysis is completed later in the year.



## Step 5: Demonstration

J

Students solidify their learning through demonstration: by sharing their stories in person and through multimedia such as blogs, news stories, learning journals, and presentations to friends, peers and family—all these raise awareness of the impact of service and inspire others to believe that they can make a difference in their communities.



*"Societies can only be truly prosperous, stable and peaceful if they include everyone. As citizens we have rights, but we also have obligations, and you know this because you have had the privilege of learning and living in a place that promotes understanding and tolerance."*

PASCALE MOREAU '79, Director of Europe Bureau, UNHCR speaking at UWCSEA Dover graduation, May 2019



OUR COMMUNITY

# OUR COMMUNITY

The UWCSEA community is a vibrant, truly international group of students, boarders, scholars, staff, alumni and parents who are united in a common purpose. This section of the report provides some statistics and information about our community.

## STRATEGIC DEVELOPMENT: ACTION FOR DIVERSITY

The UWC mission compels us to strive for intentional and deep intercultural skill building. In turn, this drives our aspiration to have inclusive and equitable organisational learning environments and operational systems. It is because of this, the UWCSEA Strategy highlights diversity and inclusion as a strategic area of focus.

As we began to explore how we might support diversity to flourish throughout UWCSEA in the future, the starting point was to engage with the members of our community to learn more about what aspects of diversity matter to them; in their roles as student, teacher, staff, parent, governor, alumnus - or likely, some combination of these roles.

The 'world café' process, hosted on both campuses at the end of Term 2, created an opportunity to share ideas and contribute to outcomes through development of an Action for Diversity strategic plan for the College. The world café format of structured dialogue provided the means to elicit deep conversation. This was important at both an individual and a collective level as it allowed participants to deepen their understanding of their own and of one another's perspectives.

What emerged from the two world cafés was fascinating, demonstrating first and foremost that diversity is valued by our community. Through dialogue, it was clear that diversity is complex. While one might initially think that an international school would focus on visual diversity such as nationality, race and gender, our community extends the thinking to embrace notions that include such things as cognitive, ability, language and political diversity. Several of our boarding students also pointed to the differences in experience between day students who may have grown up as 'Third Culture Kids' (TCKs) and scholars whose childhoods are firmly rooted in their family's culture. Our scholars are selected in part because of their ability to contribute to cultural diversity, but their cultural identity is different from our TCKs in ways that may not be immediately obvious. This adds to the intricate tapestry of student diversity at UWCSEA.

A common refrain with reference to the concept of diversity was that "it's not about ticking a box" and it is clear that the community values these conversations and the opportunity to explore these ideas through dialogue, with a view to addressing bias and uncovering unconscious bias. In Term 3, parents were invited to complete a community survey that included diversity-focused questions. Further data gathering, community outreach, and expert consultation in the development of an action plan were designated for the following school year.

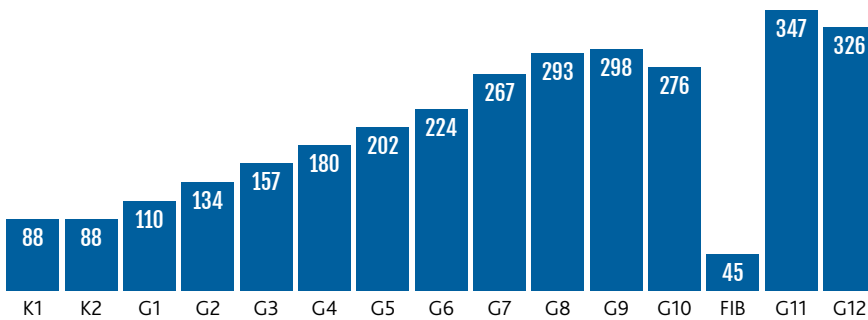
Numerous requests to hold more world cafés and to further explore and develop opportunities in which our entire community can learn together has identified this as an area for future consideration. Conversation and making meaning together is a powerful vehicle to raise awareness and push towards a greater understanding of one another.



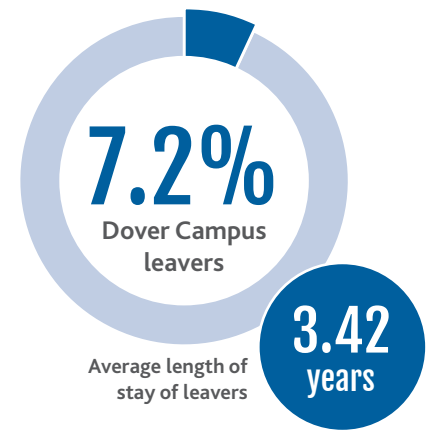
# STUDENTS AND FAMILIES

In keeping with our mission and values, our diverse student community represents a variety of backgrounds and experiences. Our students' learning, interactions, and growth through the five elements of our learning programme is all the more exciting and enriching because they interact with peers who bring a diversity of backgrounds, life experiences, and perspectives to campus and classroom.

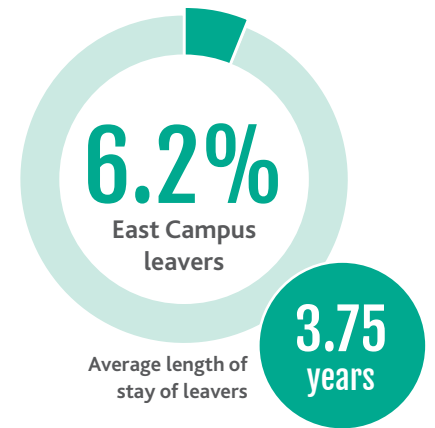
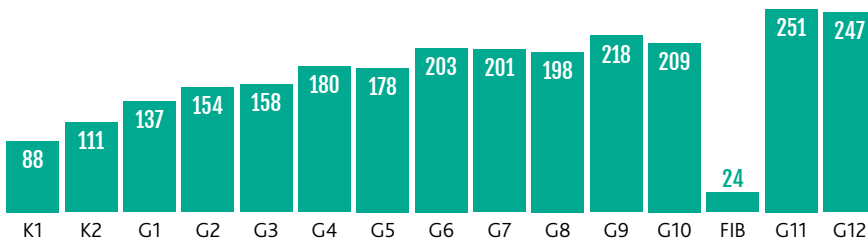
**Dover Campus** Students: 3,035; Families: 2,073



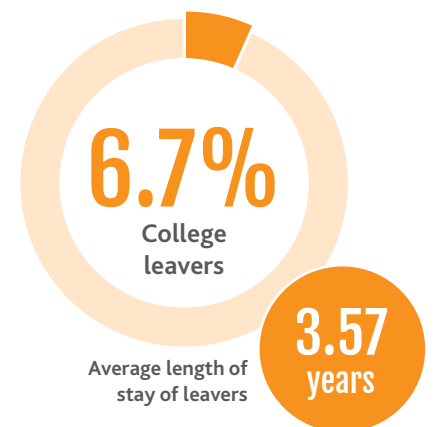
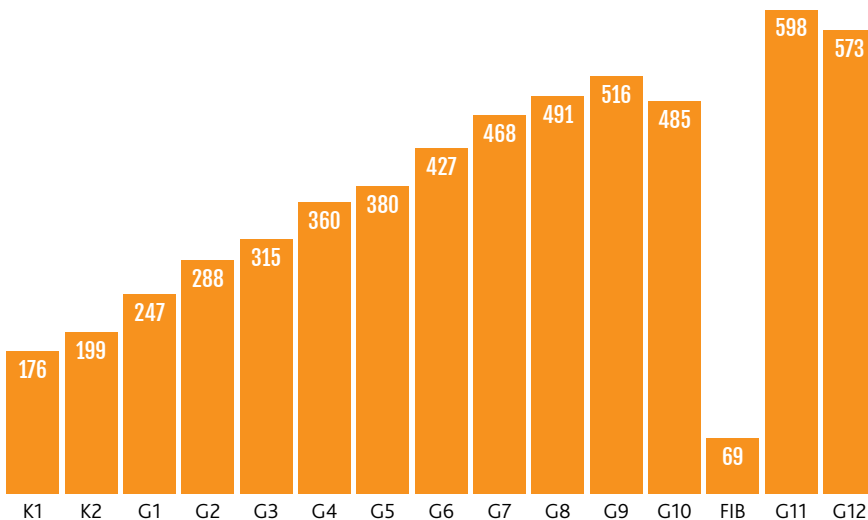
## TRANSITION

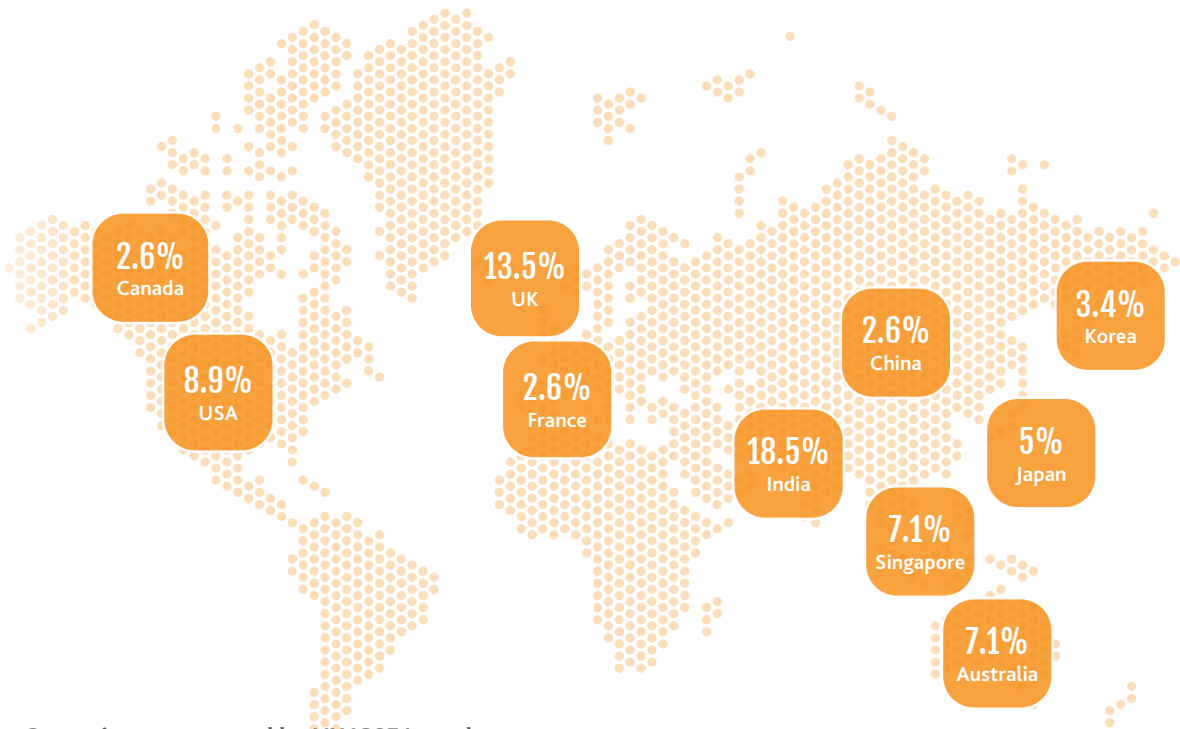


**East Campus** Students: 2,557; Families: 1,806



**College** Students: 5,592; Families: 3,877





## 87 Countries represented by UWCSEA students

Argentina; Armenia; Australia; Austria; Bangladesh; Belarus; Belgium; Bhutan; Bolivia; Brazil; Brunei; Bulgaria; Burkina Faso; Cambodia; Canada; China; Columbia; Croatia; Czech Republic; Denmark; Estonia; Ethiopia; Fiji; Finland; France; Germany; Ghana; Greece; Guatemala; Guyana; Honduras; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Israel; Italy; Jamaica; Japan; Kazakhstan; Kenya; Korea; Laos; Luxembourg; Macao; Macedonia; Malaysia; Maldives; Mauritius; Mexico; Monaco; Mongolia; Myanmar; Nepal; Netherlands; New Zealand; Nigeria; Norway; Pakistan; Peru; Philippines; Poland; Portugal; Romania; Russia; Saint Kits and Nevis; Senegal; Serbia; Singapore; Slovenia; South Africa; Spain; Sri Lanka; Sweden; Switzerland; Taiwan; Tanzania; Thailand; Turkey; Uganda; Ukraine; United Kingdom; United States; Uruguay; Vietnam



# BOARDERS AND SCHOLARS

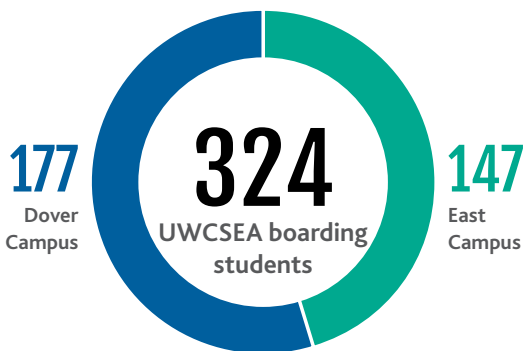
Kurt Hahn, the founder of the UWC movement, believed the experience of boarding with other young people from around the world should be at the heart of UWC’s philosophy. In 2018/2019, the residential communities in the Kurt Hahn and Nelson Mandela Houses on Dover Campus and Tampines House on East Campus provided a residential boarding experience aligned with our mission.

The College community benefits tremendously from the presence of scholarship students. The diversity of background, culture, socio-economic status and life experience our scholars bring enriches the everyday life of our whole community, and this is particularly true of the UWCSEA boarding experience.

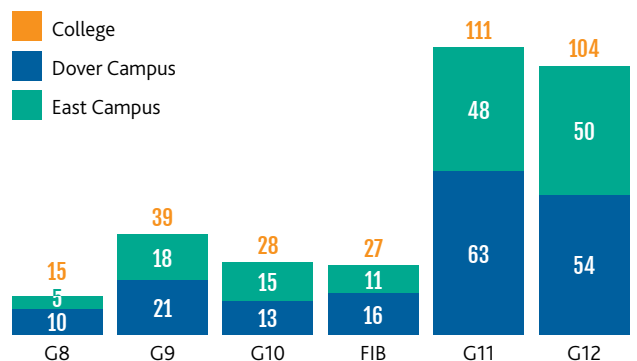
In 2018/2019, the UWCSEA community welcomed 89 scholars from 45 countries to our boarding community in Singapore, and supported another nine to attend our sister UWC’s around the world. This included four refugee scholars who attended UWC Dilijan, UWC Mostar and UWC Atlantic, a Singaporean scholar at UWC Costa Rica and four staff-funded scholarships at UWC Mahinda and Waterford Kamhlaba UWC.

In the same way as all other UWCSEA High School students, scholarship recipients are also selected on the basis of their potential to have a positive impact on their local and global community, and must have the academic ability to meet the demands of the UWCSEA learning programme. Some scholars are selected by the College directly, but most are selected through their country UWC National Committees.

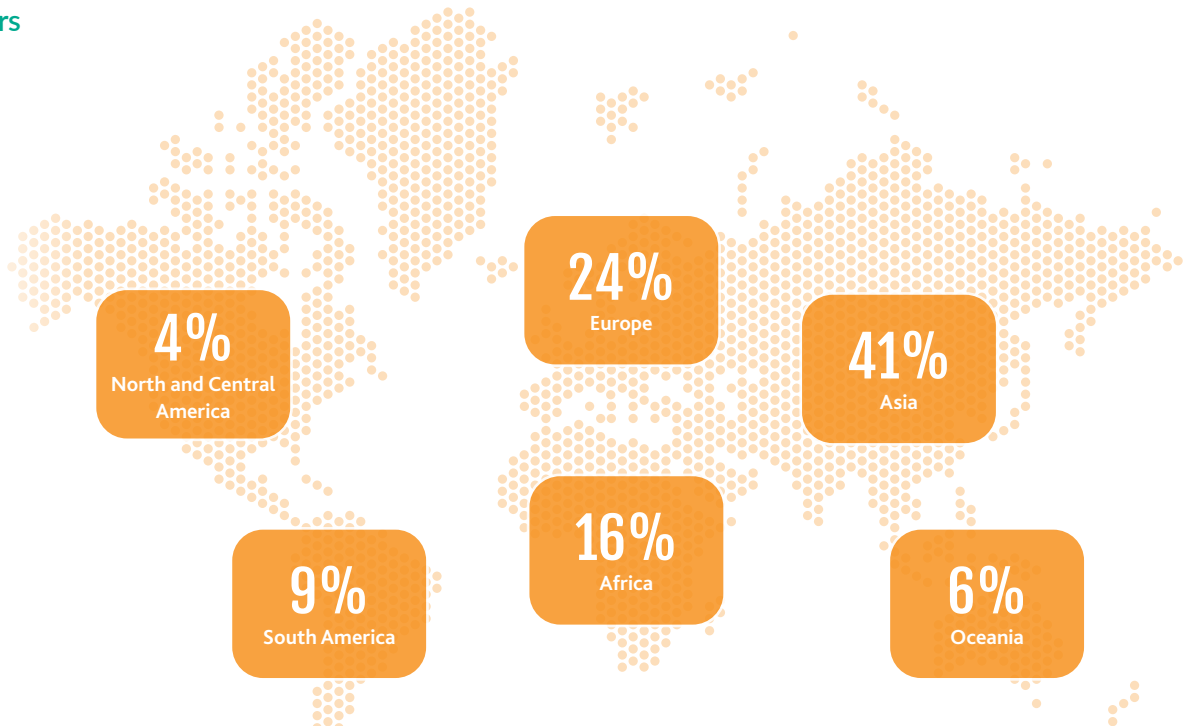
## Boarders



## Boarding enrolment



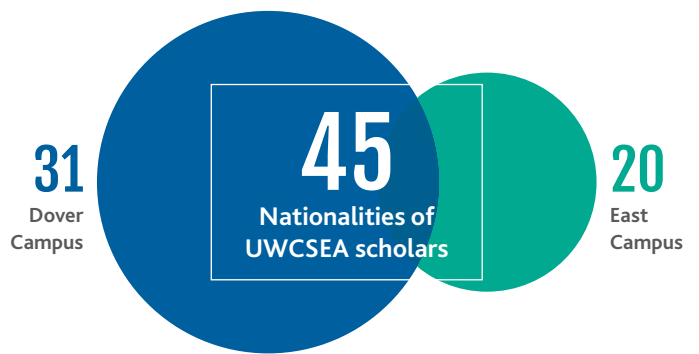
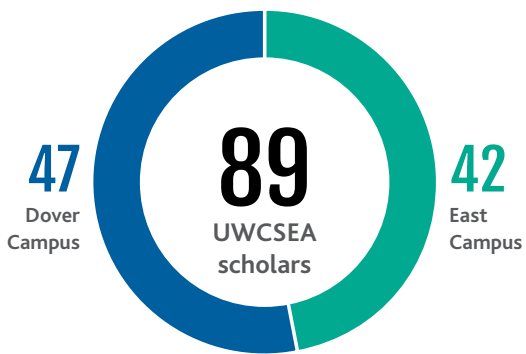
## Scholars



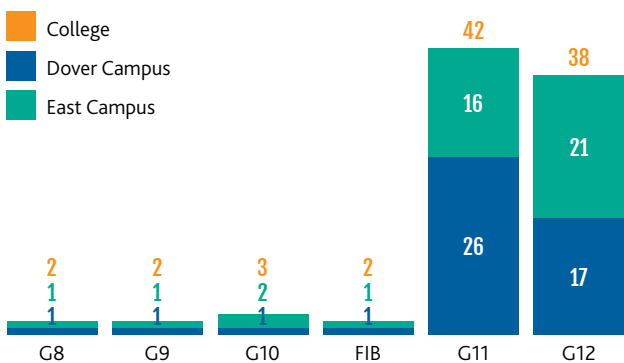
45

### Countries represented by scholars

Argentina; Belarus; Belgium; Bhutan; Brazil; Burkina Faso; Cambodia; China; Columbia; Denmark; Estonia; Ethiopia; Fiji; Germany; Ghana; Guatemala; Guyana; Honduras; Hong Kong; Hungary; India; Indonesia; Israel; Italy; Kazakhstan; Kenya; Laos; Malaysia; Mexico; Mongolia; Myanmar; Netherlands; Peru; Philippines; Portugal; Russian Federation; Senegal; Serbia; Spain; Taiwan; Tanzania; Uganda; United States; Uruguay; Vietnam

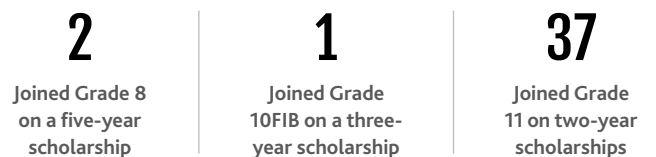


## Scholar enrolment



40

### New scholars were welcomed to UWCSEA in 2018/2019

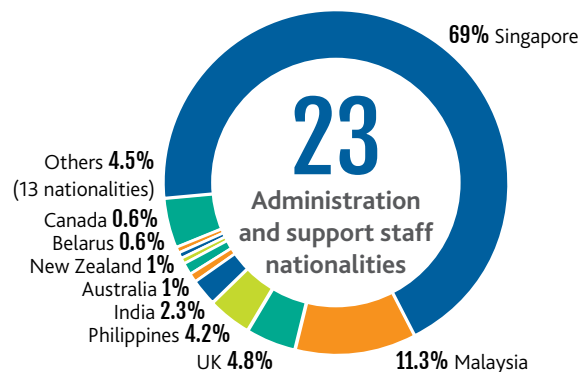
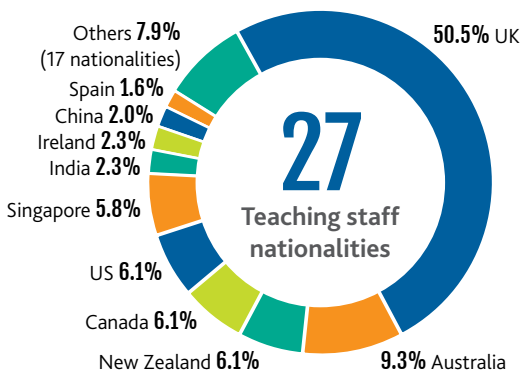
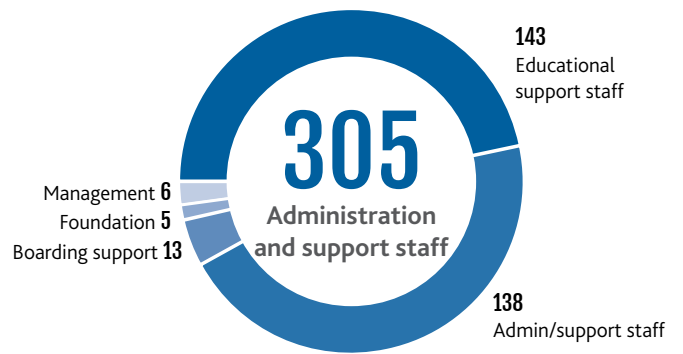
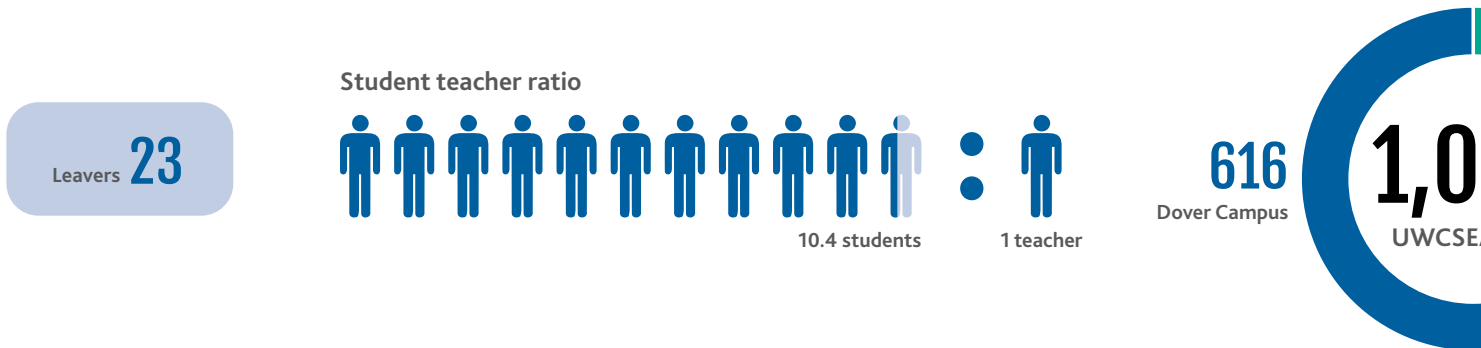


# STAFF

UWCSEA's vision is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic, values-based education. The recruitment and retention of excellent staff remains central to this vision.

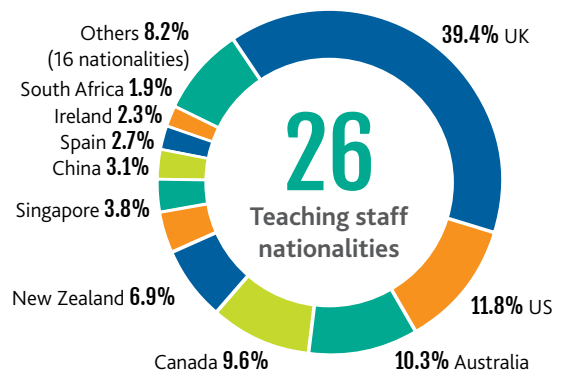
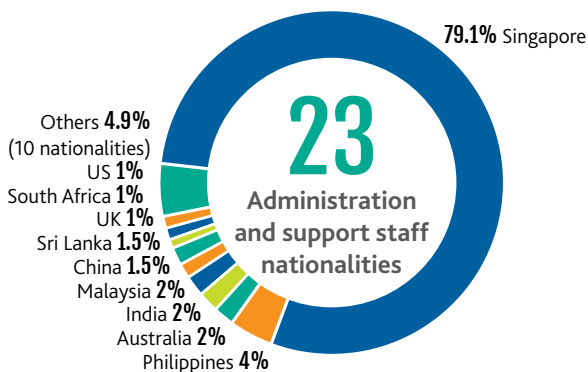
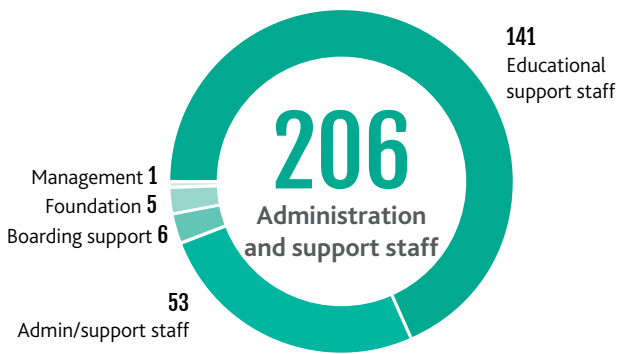
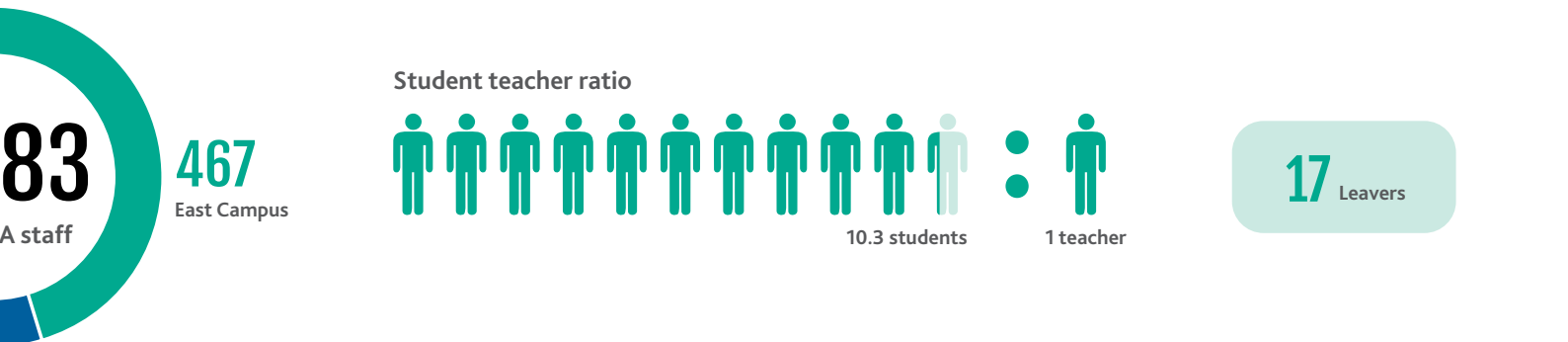
The College provides specialist teaching staff for students of all ages, recruiting fully qualified teachers who have experience in teaching in international environments. Many have postgraduate qualifications, ensuring that we are able to offer the highest-quality experience to our students. The extensive business operations of the College are supported by similarly qualified and experienced staff.

## Dover Campus



Our support and administrative staff provide our teaching staff with support that enables them to focus their energy on providing an outstanding educational experience for our students. This includes provision of teacher assistants in the Primary School, technical and laboratory assistants in specialist classrooms and laboratories, as well as professionally experienced support staff in the drama and music departments. In addition, many of our support and administrative staff are Singaporean and provide a unique connection with the community in which we live and learn.

East Campus



# ALUMNI

At the heart of the College's alumni engagement programme is the opportunity for the UWCSEA community to remain connected—with each other, with the UWC movement and with the ideals of the mission—by encouraging life-long connections and mutually beneficial relationships.

UWCSEA alumni are invited to get involved and give back in many ways. The Alumni Relations team continued to offer opportunities for our network of alumni around the world to stay connected with the College through events and communication services including e-newsletters, the website and the publication of the 16th edition of One°North magazine. Highlights of the 2018/2019 year included:

## Engagement

# 125

Alumni hosted on campus visits by the Alumni Relations team

# 13,845

Contactable alumni

**62%** Of total alumni

# 50

UWCSEA brand advertising campaign Alumni Ambassadors

## Reunion events



# 16

Alumni reunion events worldwide



# 1,026

Attendees at events, including the milestone reunion in Singapore



# 38

Countries that alumni travelled to Singapore from for the milestone reunion

## Careers and University Mentoring

# 93

Alumni participants in University and Careers Week events

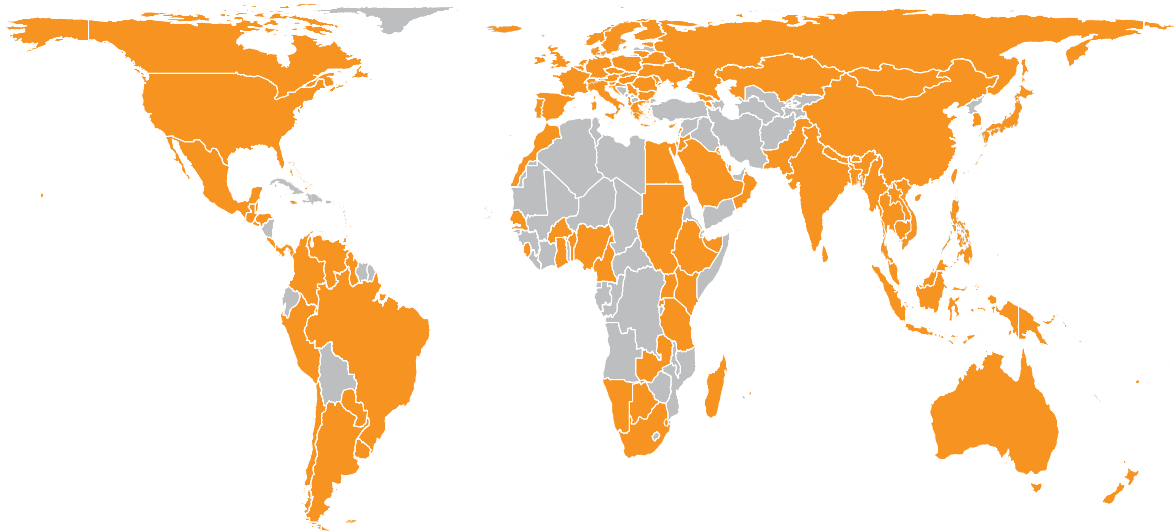
# 961

University mentors

**232** New volunteer mentors

# 291

Universities represented by alumni mentors



135

### Countries in which alumni are located

Albania; Argentina; Armenia; Aruba; Australia; Austria; Bahamas; Bahrain; Bangladesh; Barbados; Belarus; Belgium; Belize; Benin; Bermuda; Bhutan; Botswana; Brazil; Brunei; Bulgaria; Burkina Faso; Cambodia; Cameroon; Canada; Cayman Island; Chile; China; Colombia; Costa Rica; Croatia; Cyprus; Czech Republic; Denmark; Dutch Caribbean; Egypt; El Salvador; Estonia; Ethiopia; Falkland Islands (Malvinas); Faroe Islands; Fiji; Finland; France; Georgia; Germany; Ghana; Greece; Guam; Guatemala; Guyana; Honduras; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Israel; Italy; Jamaica; Japan; Jersey; Jordan; Kazakhstan; Kenya; Kuwait; Laos; Lebanon; Lithuania; Luxembourg; Macao; Madagascar; Malaysia; Maldives; Malta; Marshall Islands; Mauritius; Mexico; Moldova; Monaco; Mongolia; Morocco; Myanmar; Namibia; Nepal; Netherlands; New Zealand; Nigeria; Norway; Oman; Pakistan; Panama; Papua New Guinea; Paraguay; Peru; Philippines; Poland; Portugal; Qatar; Romania; Russia; Rwanda; Samoa; Saudi Arabia; Senegal; Serbia; Sierra Leone; Singapore; Slovakia; Slovenia; South Africa; South Korea; South Sudan; Spain; Sri Lanka; Swaziland; Sweden; Switzerland; Taiwan; Tanzania; Thailand; Timor-leste; Trinidad And Tobago; Turkey; Turks And Caicos Islands; Uganda; Ukraine; United Arab Emirates; United Kingdom; United States of America; Uruguay; Venezuela; Vietnam; Virgin Islands; Zimbabwe

## ALUMNI GRADUATION SPEAKERS

### Dover Campus



**Pascale Moreau '79**, Director of the Bureau for Europe of the United Nations High Commissioner for Refugees (UNHCR) spoke to the **Dover graduating cohort** of the importance of inclusion. "Societies can only be truly prosperous, stable and peaceful if they include everyone. As citizens we have rights, but we also have obligations, and you know this because you have had the privilege of learning and living in a multicultural diversity that promotes understanding and tolerance." This was the 11th year an alumnus shared their story with the graduating class.

### East Campus



**Hadim Sovichea Kon '18**, a Cambodian Scholar who was on a gap year seeking work experiences in Cambodia as well as spending eight months in Senegal as a fellow to Global Citizen Year before commencing study at St. Olaf College in Minnesota, USA, described his gap year to the **East graduating cohort** as an important year of 'learning about what he still has to learn', as well as a year of practical application where all of his learnings from UWCSEA were put to the test. This was the 5th year an East Cambodian scholar alumnus returned to speak to the graduating cohort.



# PARENT COMMUNITY

We are fortunate to have an active and engaged parent community, and enjoy an exceptional level of support from parent volunteers.

## Parents' Associations

On both campuses our hard-working Parents' Associations (PA) are managed by an elected committee of enthusiastic volunteers—all parents at the school, who offer their time to serve the school community. In addition, a large number of parent volunteers support the many events and programmes run by the PA throughout the year. By helping parents connect with one another and to other important groups, the PA contributes significantly to one of the College's most important strategic goals: to build a united, diverse and strong community.

The PA's organise an exciting and diverse array of events and activities, from large, campus-wide events, to social coffees and lunches, to regular and one-off activities or outings.

In addition to the annual flagship events, the Dover Campus Community Fair and the East Campus Family Festival, volunteers in our PA's were integral to the success of Graduation, the annual High School Careers Fair and Transition to University events, the annual Admissions Open Days, and in supporting scholars and boarders.

Numerous volunteers also contribute as class or grade-level and nationality representatives to coordinate information flow and feedback, as well as coffee mornings and meet-ups.

The annual PA organised parent buddy programme helped to welcome families to the community on each campus, and volunteers also host well-attended Staff Appreciation events for UWCSEA staff.

Both Parents' Association are registered as a society in Singapore under the Societies Act. They operate individually and have independent constitutions and Managing Committee structures which are governed by a constitution and bye-laws, with independently audited financial statements available to members each year.

## Parents' Action for Community and Education (PACE)

A volunteer, parent-led organisation that falls under the Service umbrella of the College, PACE serves the UWCSEA parent community across both campuses. A full annual schedule of activities and events provides both a social network and many opportunities to contribute to the Singapore community, and beyond.

For the last 10 years, PACE volunteers have visited HCA Hospice Care, a registered Singapore charity providing comfort and support to patients with life-limiting illnesses and their families. PACE volunteers organise entertainment, celebrate many different cultural events, keep patients company and learn about their lives and stories through twice monthly visits. On Friday, 10 May 2019, 18 visitors from the HCA Hospice Care were welcomed to the Dover Campus on a customised, wheelchair-friendly Sustainability Tour coordinated by PACE volunteers.

Over the last 20 years PACE volunteers have: set up two libraries in Myanmar, built nine schools in Cambodia and two in Myanmar, provided 10 years of hospice service in Singapore, donated over 200,000 lunches to children in need and helped over 100 children graduate from college in the Philippines.

## UWCSEA Foundation Parent Ambassadors

The UWCSEA Foundation Parent Ambassadors are a group of over 100 passionate and committed parents who represent the Foundation within the UWCSEA community.

Easily spotted by their bright orange lanyards, they champion and support activities and events, increasing awareness of the impact of giving to the College. They represent the Foundation at numerous parent coffee mornings and community events, encouraging members of the community to make a contribution through time, treasure or talent.

In a new initiative in 2018/2019, the 'Home Away from Home' initiative was co-organised by the Foundation Parent Ambassadors and the Parents' Associations on each campus. Over a weekend in March 2019, 30 UWCSEA day families opened their homes and offered a warm welcome to over 50 students from our boarding houses, bringing them together to share a delicious home-cooked meal, great conversation, and cultural traditions.

The UWCSEA Foundation Parent Ambassadors also run Dinner with Scholars events on both campuses and sustainability tours. In 2018/2019 they initiated Sustainability Tours of the campuses in Mandarin, and amidst the hustle and bustle of the Dover Community Fair and the East Family Festival, were key instigators of choreographed flash mobs designed to spread the message of unity through diversity.





*"What gets me up every morning is not my alarm, but the will to be educated, to make a difference, to learn everyday something new, and to give back to society."*

AALIYA ABDULRAZZAK MULLA '20, Changemaker Scholar, India



# BUSINESS REPORT

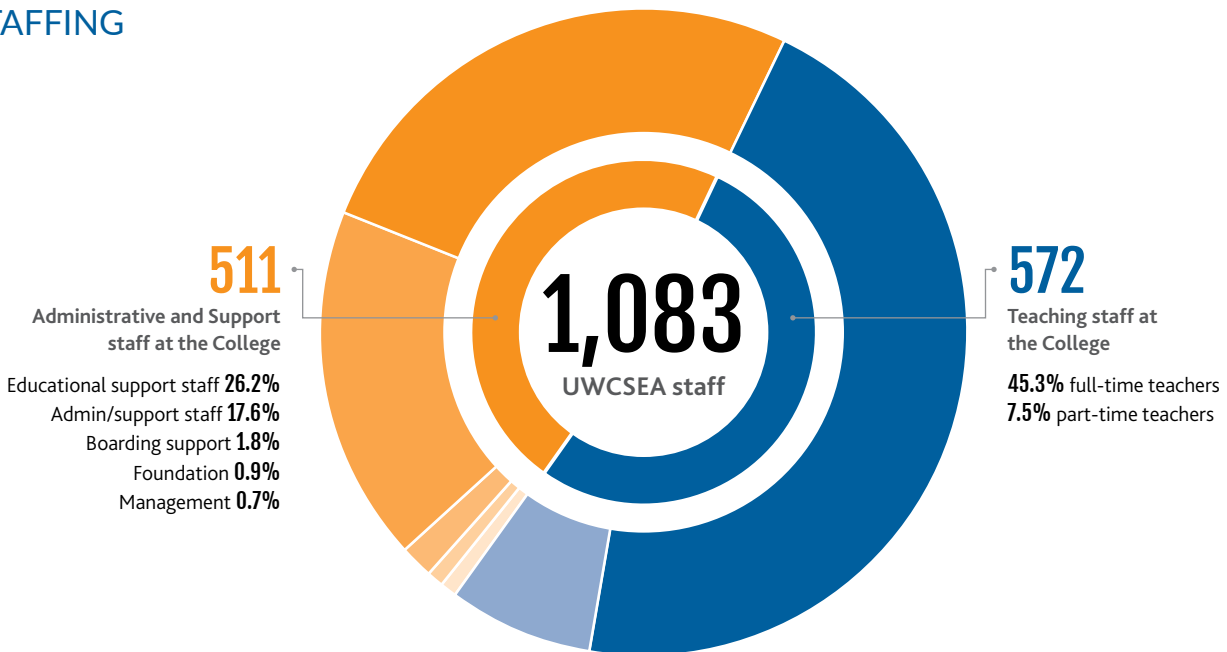
# BUSINESS REPORT

The College has significant business operations. This section of the report provides an overview of Human Resources, Admissions, Finance and the UWCSEA Foundation for the 2018/2019 school year.

## HUMAN RESOURCES

UWCSEA’s ambition is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic, values-based education. The recruitment and retention of excellent teachers and administrators who support the mission of the College remains central to this vision.

### STAFFING



Student teacher ratio across College



### STAFF RECRUITMENT

**209** Posts advertised for teaching, administrative and support staff positions

**8,082** Applications received

**38** Average number of applications per vacancy

## STRATEGIC DEVELOPMENT: PROFESSIONAL LEARNING AND DEVELOPMENT

In support of the UWCSEA Strategy, the College launched a new approach to Professional Learning and Development in July 2018, with implementation rolling out in eight core areas across the 2018/2019 school year. The activity was led by the Professional Learning and Development team.

| Initiative  | Action  |
|---|---|
| <b>Introduce comprehensive inductions</b>                                 | <p>Introduced in November 2018, 130 staff were welcomed through a new comprehensive induction programme which is run every month.</p> <p>In February 2019 the programme was extended to include relief teachers.</p>  |
| <b>Develop, document and launch new philosophy, policy and guidelines</b> | A new policy and guidelines were introduced in the last quarter of 2018.  |
| <b>Engage staff to identify Learning and Development needs</b>            | <p>The College surveyed all support staff in September 2018 to identify learning needs, and one-to-one meetings were subsequently held with department heads to coordinate priorities for the year.</p> <p>Work continued across the year to support emerging needs.</p>  |
| <b>Commence week-long holiday break 'training festivals' for staff</b>    | Three 'Professional Development Fests' in the October, December and April breaks saw 813 registrations for courses across both campuses.  |
| <b>Create a centralised Professional Learning Hub for all staff</b>       | The Professional Learning Hub was launched in January 2019, centralising the location for all learning and professional development resources for staff.  |
| <b>Formalise learning access for middle leaders</b>                       | The College researched and developed detailed competency descriptors on leading and managing skills, informing work on new 'leading and managing' learning pathways, which will be launched next school year.   |
| <b>Introduce culture of appraisal, review and development</b>             | <p>In January 2019, the performance management system was formally launched to include an appraisal system, following refinements informed by a trial in the previous year.</p> <p>All support managers received 1.5 days of learning on developing staff and coaching conversations.</p> <p>A self-access module in the College Information Management System was also created to support goal-setting and review conversation for staff and line managers</p>   |
| <b>Offer and promote regular opportunities for learning</b>               | <p>The College has introduced a range of ways to engage in learning, including:</p> <ul style="list-style-type: none"> <li>• Monthly High Ts (launched In January 2019), on topics requested by the community, led by community experts</li> <li>• Book Clubs based on themes raised in survey feedback</li> <li>• Centralised registration for external courses, conferences and workshops</li> <li>• Organisation of events and workshops with external experts on campus</li> <li>• Onsite courses contextualised to UWCSEA needs e.g. First Aid certification</li> <li>• Online self-access learning modules e.g. performance management</li> <li>• 'At your desk' resources made available through a 'Learn Now' feature on the Professional Learning Hub</li> </ul> |

# UWCSEA FOUNDATION

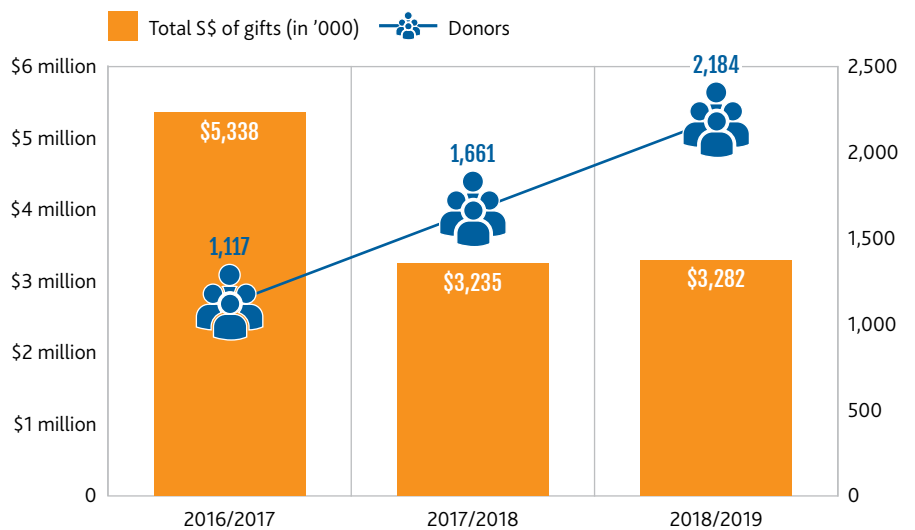
The UWCSEA Foundation is the fundraising arm of the College. In 2018/2019, the Foundation was part of the Department of College Advancement, together with the Alumni Relations office and the Corporate Relations function, which manages the UWCSEA Nominee Programme.

In Term 3 of 2018/2019, a realignment of the College’s operational structure saw the Department of Engagement and External Relations created through a merger of the Department of College Advancement, the Department of Communications and Marketing and the Department of Admissions. This section of the report is concerned with the activities of the UWCSEA Foundation.

## TOTAL GIFTS AND DONORS

Since its inception in 2008, the collective generosity of donors, through gifts large and small, has helped the Foundation to raise nearly S\$30 million.

The total gifts reflects the amount gifted by donors in this financial year. This does not include interest and dividends earned through investment of the endowment fund, which is reflected below in total donations.



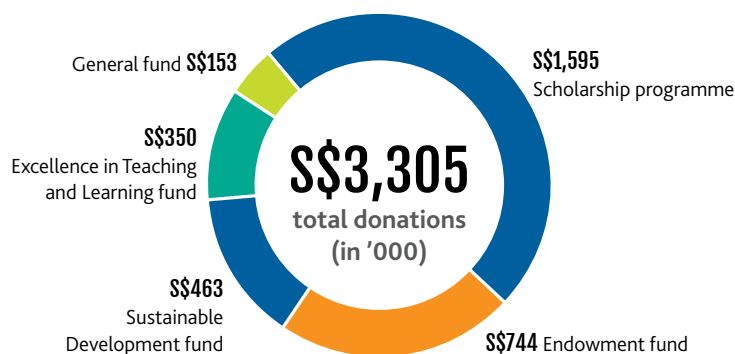
## FOUNDATION OPERATING COSTS

The total operating funds were S\$1,245,000.

Out of the operating funds, staff cost made up 83% of the total, which the College supported as a donation to the Foundation. The remaining 17% are attributable expenses in running the Foundation.

## DONATIONS

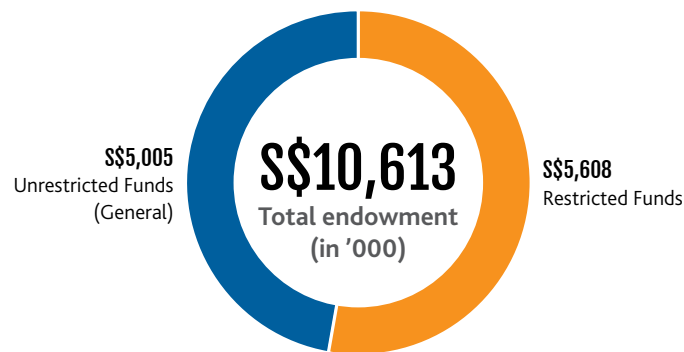
100% of gifts supported the continued development of the College and the UWC movement through four key programmes: scholarships, sustainable development, teaching and learning, and endowment.



## ENDOWMENT FUND

The Foundation Investment and Disbursement Committee (FIDC) oversees the Foundation endowment, allocating the funds over two asset classes with long-term investment horizons.

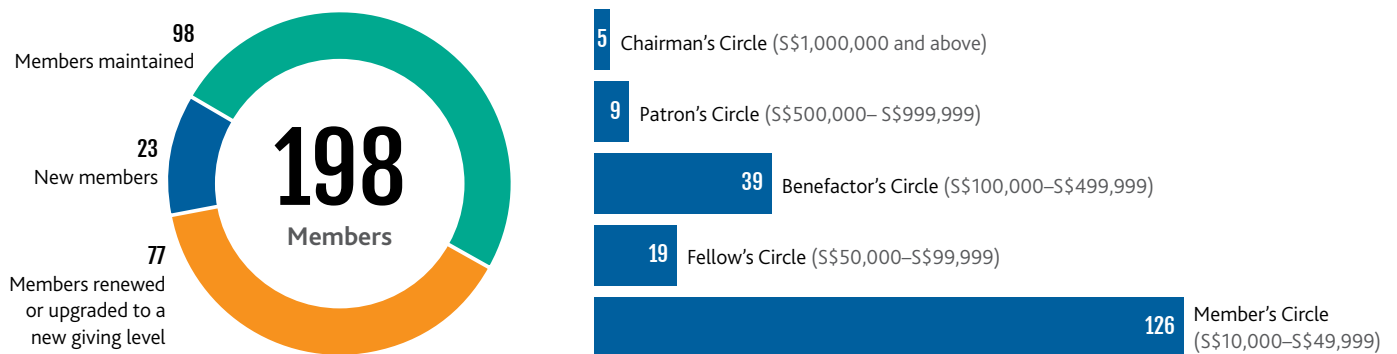
Endowment funds are split between restricted and unrestricted, with restricted endowment money reserved for specific purposes, as directed by donors and/or the College. The FIDC takes advice from the College on how to apply unrestricted funds.



## DONOR RECOGNITION SOCIETIES

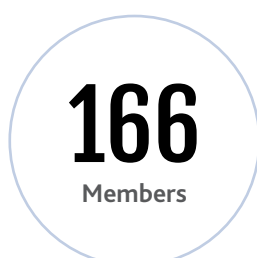
### 1971 Society

Recognises cumulative lifetime gifts in five giving levels. 31 members of the 1971 Society are UWCSEA alumni.



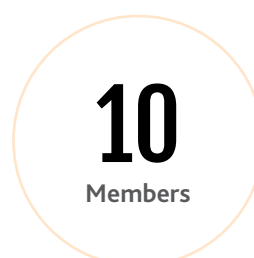
### Globe Giving Club

Recognises gifts of \$1,000 or more made during the current financial year.



### Kurt Hahn Society

Recognises those who plan to leave a bequest to the College.



# FINANCE

This section of the report outlines financial information for the 2018/2019 year for the College.

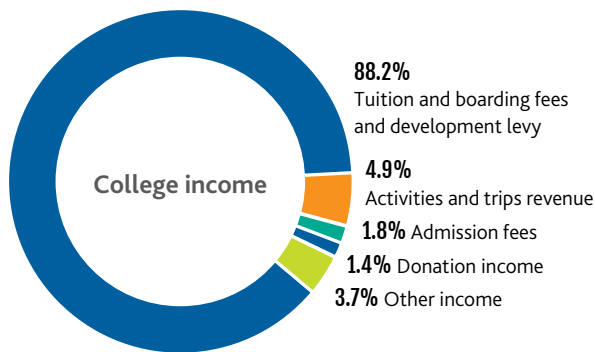
UWCSEA is incorporated in the Republic of Singapore. As a non-for-profit organisation, the College uses any financial surplus from the campuses for the sole purpose of betterment of the College. Every dollar of school fees supports the provision of our holistic learning programme, including provision of educational resources, staff recruitment, development and training, and development and maintenance of facilities.

We are pleased to report that our audited financial results for the year 2018/2019, ending in July 2019, compare favorably to the budget approved by the Board of Governors.

A number of adjustments due to changes in accounting policies were reflected in 2018/2019 financial statements. Adjusted for these changes, revenue grew 6.2% versus budget supported by continued solid enrolment numbers. Operating expenses were in line with budget. Overall, the net surplus amounted to S\$16.4m or 8.1% of revenue, which was favorable to budget by S\$13.2m. All surpluses were allocated to the College cash reserves, with the long term aim of ensuring the financial sustainability of the College.

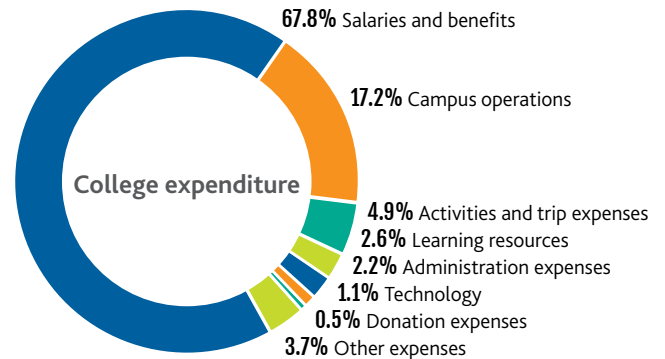
## INCOME

Enrolment-related income comprises 90% of total revenue. Donations, investment income and other income contributes to 5.1%. Trips and activities, which represent 4.9% of the College's revenue, are offset by an equal expense.



## EXPENDITURE

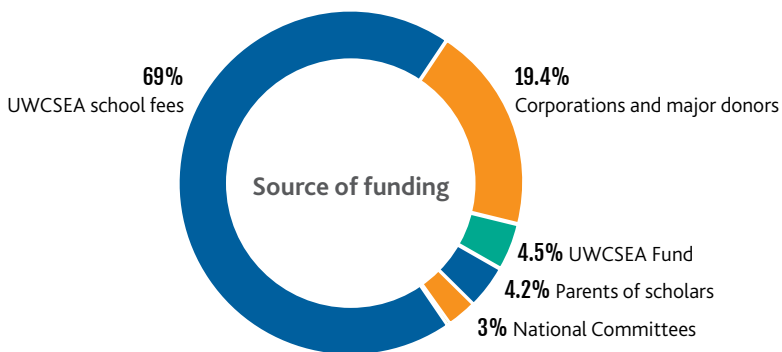
67.8% of the College's expenses are derived from salaries and benefits. Campus operations represent the next biggest expense, comprising 17.2% of the total. Learning resources, technology, administration, donation and other expenses constitute another 10.1%. Trip and activities expenses represent 4.9% of total expenses, offset by an equal income.



## FINANCIAL SUPPORT: SCHOLARSHIP PROGRAMME AT UWCSEA

Funding for scholarships is generated through school fees, the UWCSEA Nominee Programme (UNP), corporations, foundations, National Committees, and parent, alumni and staff donations. A total of S\$7.12 million was given to scholarships during the 2018/2019 school year, enabling the UWCSEA community to welcome 89 scholars from 45 countries to our boarding community in Singapore.

### Funding for UWCSEA-enrolled scholars



**S\$7.12 million**  
Total financial support

In addition, fundraising through the UWCSEA Foundation supported another nine scholars to attend other UWC's around the world:

- 1 UWCSEA Refugee Scholarship at UWC Dilijan (South Sudanese)
- 2 UWCSEA Refugee Scholarships at UWC Mostar (Palestinian and South Sudanese)
- 1 UWCSEA Refugee Scholarship at UWC Atlantic (Sri Lankan)
- 1 Singaporean scholar at UWC Costa Rica
- 2 UWCSEA staff-funded scholarships at Waterford Kamhlaba UWC
- 2 UWCSEA staff-funded scholarships at UWC Mahindra



# ADMISSIONS

The Admissions Department is responsible for all aspects of the admission of students to the College and compliance with Singapore government regulations for admission of students to foreign system schools in Singapore.

During 2018/2019, the Admissions Department continued to process a large number of applications for entry to the College.

Kindergarten to Grade 8 applications follow a process of online application with supporting documents, including interviews and in-person assessments arranged where necessary. In K1 this can involve an observation session held at the school.

The High School admissions process involves an 'immersion day' for all applicants that gives prospective students and their families a better insight into what a UWCSEA education entails and the mission and values of the UWC movement. A day of activities, discussions and assessments gives applicants an opportunity to demonstrate how they would fit with and benefit from the education at the College. As part of this process, current students work with applicants in group discussions and forums and provide a voice for current students during the selection process.

## APPLICATIONS



**2,450** Applications for August 2018 entry

**496** 'Dual campus' applications

**914** Places available for entry in 2018/2019

Average applications for each available place



2.14 applications

1 place

## TRANSITION

The Admissions Department also looks after the process of ensuring a smooth transition out of our community for graduates and other families leaving the College. There were 934 students who left UWCSEA in 2018/2019, including 561 graduates in the Class of 2019.





小调查 (Survey): 你喜欢吃什么?

Name (名字): \_\_\_\_\_

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UWCSEA

Ying Ying Amy  
Asian Language  
DONOR





UWCSEA Dover is registered by the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG) | CPE Registration No. 197000825H

CPE Registration Period 18 July 2017–17 July 2023 | Charity Registration No. 00142

UWCSEA East is registered by the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG) | CPE Registration No. 200801795N

CPE Registration Period 10 March 2017–9 March 2023 | Charity Registration No. 002104

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