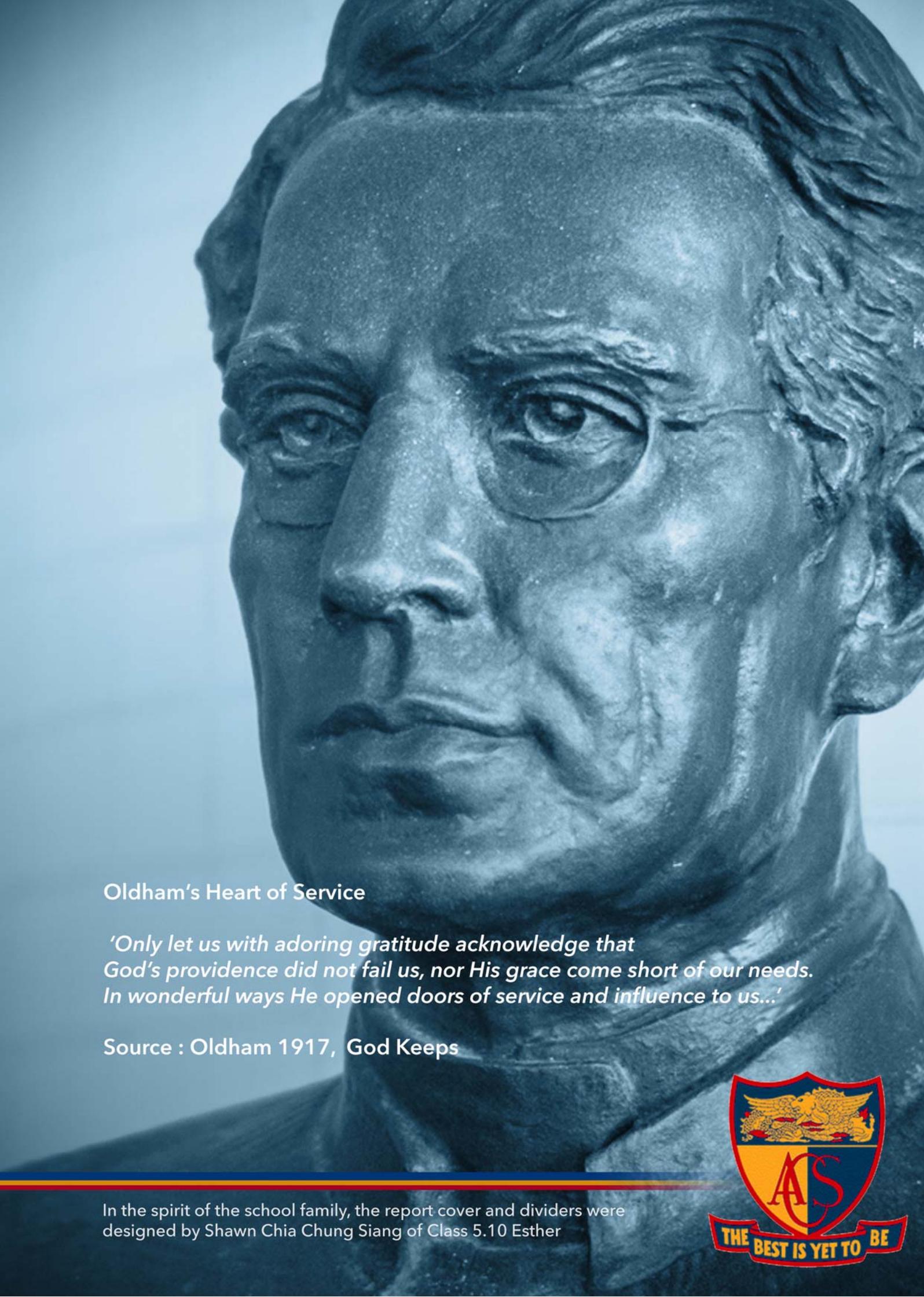




ANGLO-CHINESE SCHOOL  
(INDEPENDENT)





## Oldham's Heart of Service

*'Only let us with adoring gratitude acknowledge that God's providence did not fail us, nor His grace come short of our needs. In wonderful ways He opened doors of service and influence to us...'*

Source : Oldham 1917, God Keeps

In the spirit of the school family, the report cover and dividers were designed by Shawn Chia Chung Siang of Class 5.10 Esther



# Contents

<b>1.</b>	<b>PREFACE - ORGANISATIONAL PROFILE</b>	<b>1 - 6</b>
<b>2.</b>	<b>LEADERSHIP</b>	<b>7 - 15</b>
<b>3.</b>	<b>PLANNING</b>	<b>16 - 20</b>
<b>4.</b>	<b>INFORMATION</b>	<b>21 - 24</b>
<b>5.</b>	<b>PEOPLE</b>	<b>25 - 32</b>
<b>6.</b>	<b>PROCESSES</b>	<b>33 - 38</b>
<b>7.</b>	<b>CUSTOMER</b>	<b>39 - 44</b>
<b>8.</b>	<b>RESULTS</b>	<b>45 - 54</b>
<b>9.</b>	<b>GLOSSARY</b>	<b>G1 – G2</b>







**AC(S)I win but Barker stand tall**

By GUY LIM

At the International Baccalaureate (IB) diploma ceremony at the Dover Road campus yesterday, the ACS(I) students celebrated their success in the IB diploma programme. The school's IB diploma programme has been a success story for many years, and the school's IB diploma programme has been a success story for many years.

**HOME**

THE STRAITS TIMES SATURDAY, JANUARY 7, 2012 \$1

HOME MONEY



**ACS(I) tops in IB exams again**

29 students achieve perfect score; SJI International has one perfect scorer

By AMELIA TAN

When it comes to clinching out perfect scores in the International Baccalaureate (IB) diploma programme, Anglo-Chinese School (Independent) is looking like a veritable juggernaut.

Announced the results yesterday, was greeted by rapturous applause from 454 students, which announced the results of the exam. The tally of perfect scorers was one better than last year's number that stood at 20.

Mr. Hodgson, who became principal in June last year, attributed the success to the school's dedication and the fact that they could build skills and deepen knowledge through independent research projects, presentations, discussions and extensive writing.

The students also lauded their teachers for their dedication and hard work. The perfect scorer Shaun Lim, 18, announced the results yesterday, was greeted by rapturous applause from 454 students, which announced the results of the exam.

national, Anglo-Chinese School (International) and Hwa Chong International. Mr. Koh Koh, principal of Hwa Chong International said: "There is a high concentration of top students at ACS(I) as well as including students from different academic abilities."

The average score in the student intakes is 41.36, compared with last year's 40.8. At SJI International, where 87 students scored 40 points and above, and one had a perfect score.

For ACS International, with 120 IB students, 13 per cent achieved 40 points or more, and two top scorers obtained 44 points.

More than 90 per cent of Hwa Chong International's 43 IB students passed, and its top performer scored 42 points. The Swiss-based International Baccalaureate Organisation, is more broad-based than the A level, requiring students to take six subjects and Theory of Knowledge, a course that combines philosophy, religion and logical reasoning.

It is also compulsory to take a second language. In addition, students must undertake research, write a 4,000-word project and launch a community service project.

A student needs 24 points to pass and above is considered excellent. Ms Hazel Poo, who runs popular tutoring centre SmartLab, said ACS(I)'s high performance at a relatively new type of exam is unsurprising because Singaporean students are trained from a young age to study and do well in exams.

"It doesn't matter if it is a system that Singaporean students are not familiar with. We are so used to preparing for great emphasis on grades, so students spend much time fulfilling that expectation."

amtan@sph.com.sg

**OVERCOME SAINTS**

TODAY WEDNESDAY 29 AUGUST 2012

Despite the pressure, the Saints (in white) made much-needed changes to their tactics, with power kicking and several changes to line possession. The Saints (in white) made much-needed changes to their tactics, with power kicking and several changes to line possession.



**DARREN MAKES WAVES**

Smashing 50m mark set 18 years he breaks it again

By GUY LIM

From ACS (Barker Rd) signalling that he is No. 1 after winning the C boys' 50m freestyle in a new U18 mark of 24.40sec, he will try to go under 24sec in the 100m. The younger brother of national swimmer Shaun Lim is aiming high and going for the U-17 record next. PHOTO: JASON COOH

Then, he erased not just one, but two of former freestyle King Ng Joo's record books last month at the Singapore National Age Group Championships.

Prior to that, Darren had set the U18 mark in the 50m and 100m free.

He was set to 2004 - four years before Darren was even born.

But the Republic's latest swimmer was not just a prodigy, but a champion. Darren's latest swim was a record-breaking 24.40sec in the 50m freestyle, a time that is faster than the 24.40sec mark set by Darren's father, Shaun Lim, in 2004.



**Teen sails the world**

Sherlyn Chen, 19, got her father's blessings to take a year off studies for a yacht race

By GUY LIM

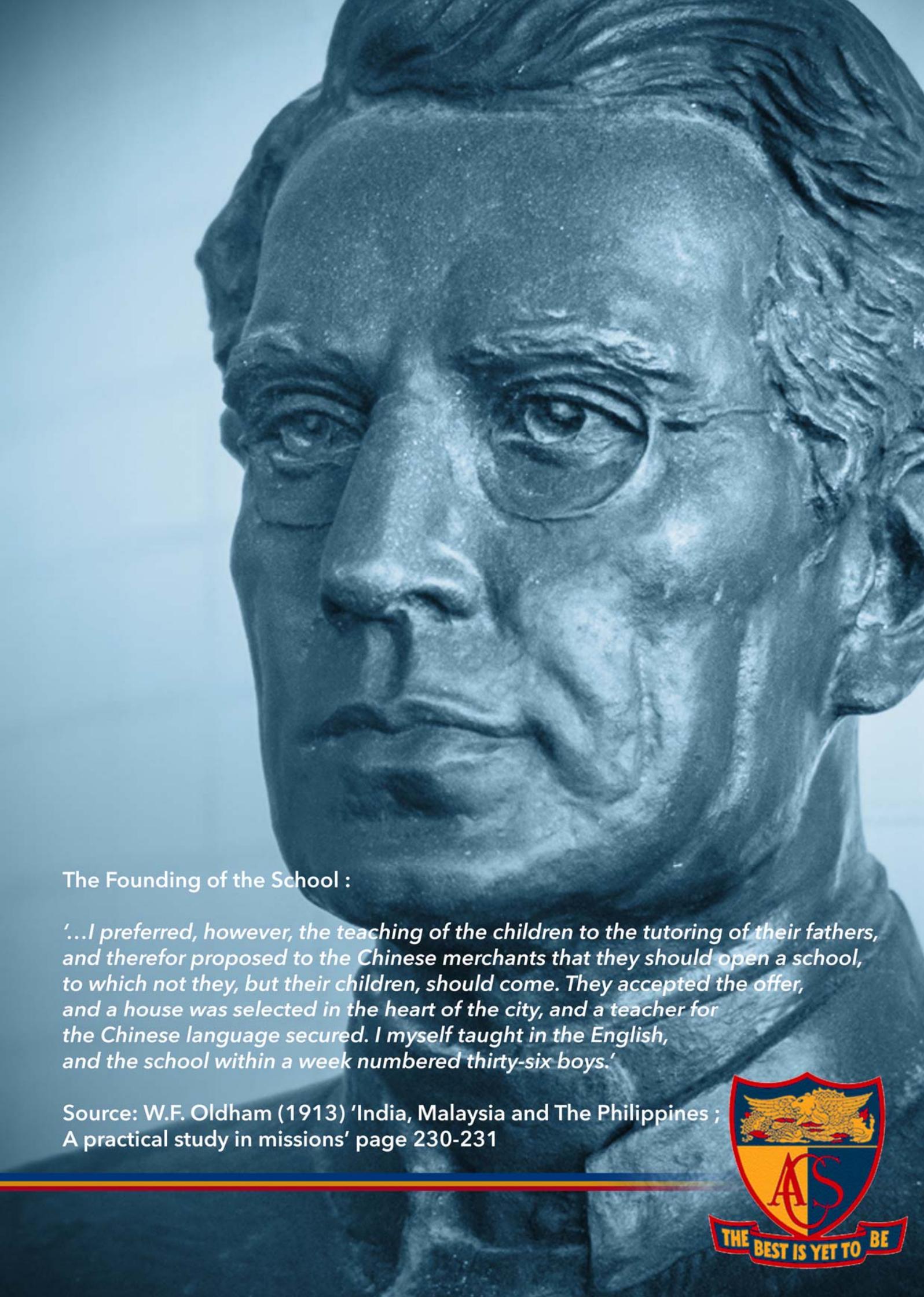
Most parents might balk at their children taking a year off school to sail the world. Sherlyn Chen, 19, got her father's blessings to take a year off studies for a yacht race.

**ACS(I) OVERCOME SAINTS**

TODAY WEDNESDAY 29 AUGUST 2012

Despite the pressure, the Saints (in white) made much-needed changes to their tactics, with power kicking and several changes to line possession. The Saints (in white) made much-needed changes to their tactics, with power kicking and several changes to line possession.





The Founding of the School :

*'...I preferred, however, the teaching of the children to the tutoring of their fathers, and therefor proposed to the Chinese merchants that they should open a school, to which not they, but their children, should come. They accepted the offer, and a house was selected in the heart of the city, and a teacher for the Chinese language secured. I myself taught in the English, and the school within a week numbered thirty-six boys.'*

Source: W.F. Oldham (1913) 'India, Malaysia and The Philippines ; A practical study in missions' page 230-231



## PREFACE: ORGANISATIONAL PROFILE

### ORGANISATIONAL DESCRIPTION

#### 1. Organisational Environment

ACSI was founded in 1886 by Bishop William F. Oldham. He envisioned a Christ-centred educational institution where students were nurtured to become young people with Godly values, life skills and the disposition to serve “God and humanity<sup>1</sup>”.

129 years on, ACSI continues in the tradition set by our founder to serve God and Humanity in all that we do as individuals and a school, and to be faithful to our calling to be stewards of young lives in order to ensure that their future will always be one where the best is yet to be. Currently, the school has an enrolment of approximately 2,900 students aged 13 – 18 years old. We are a dual track school offering:

- the four-year Express programme leading to the GCE O Level Examination, and
- the six-year Integrated Programme (IP) leading to the International Baccalaureate Diploma Programme (IBDP).

A Methodist Institution, our school’s core purpose is to nurture our students to be catalysts for change with Godly values and robust character, equipped and willing to serve and lead in the family, nation and the global community.

Our vision for Year 1 to 4 students is ‘Nurturing the Scholar, Officer, Gentleman; Catalysts for Change, For God & Humanity’. For Year 5 and 6 students, the vision is ‘Nurturing the Scholar, Leader, Global Citizen; Catalysts for Change, For God & Humanity’. The Year 5 and 6 vision was adapted to include our female students and is in alignment to the IB learner profile.

Our mission is to be “a beacon of truth and light, a world-class institution through the holistic development of our students”. As a mission school, we are inspired by the values espoused from the life and teachings of Christ. Our school values are represented by the acronym – SHIELD, which stands for Steadfastness, Humility, Integrity, Empathy, Loyalty and Diligence.

Figure 1 shows the elements that make up the Distinctive Characteristics & Identity (DCI) of ACSI. The DCI which gives the school its unique and inspiring quality – continues to be built upon and consolidated, making the school one that stands out from other schools, both locally and internationally. The DCI is a key asset of the school – and its identifiable branding, its quest for excellence and focus on all-round, values-centric development, anchored in a school environment of family and community, make ACSI a highly favored school of choice for both local and international students and their parents.

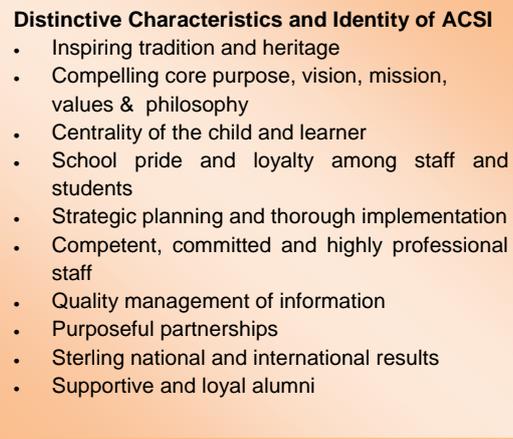
- 
- Distinctive Characteristics and Identity of ACSI**
- Inspiring tradition and heritage
  - Compelling core purpose, vision, mission, values & philosophy
  - Centrality of the child and learner
  - School pride and loyalty among staff and students
  - Strategic planning and thorough implementation
  - Competent, committed and highly professional staff
  - Quality management of information
  - Purposeful partnerships
  - Sterling national and international results
  - Supportive and loyal alumni

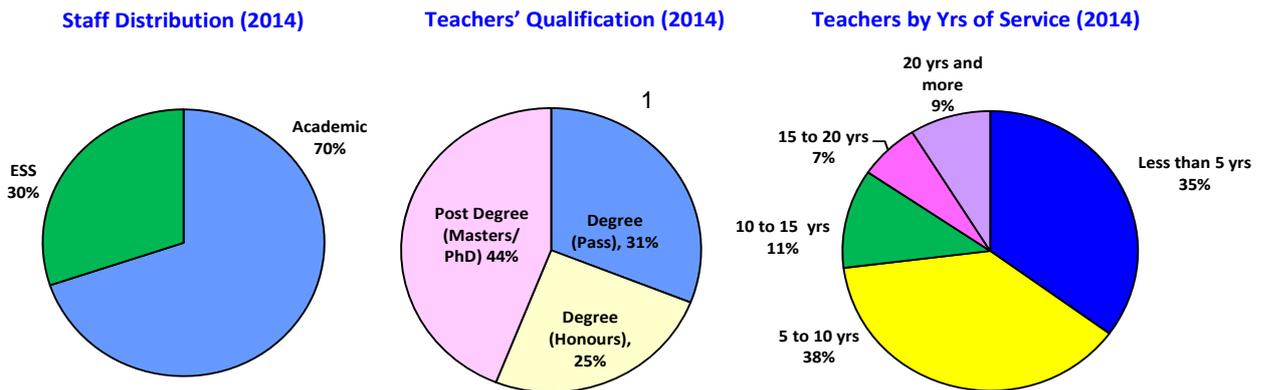
Figure 1 DCI of ACSI

Our core competencies are providing an affective education and nurturing our students’ holistic development through a variety of programmes. In terms of academic results, our Express students’ GCE ‘O’ Level results have consistently been above national average in terms of passing and distinction rates, with about 97% of our students qualifying for pre-university education. The school’s IBDP results are among the top rankings internationally. For example, in the 2013 examination, 32 of the 43 Singapore students who achieved a perfect score were from ACSI. This accounts for 14.5% of the 221 perfect scorers globally. The school’s sports, performing arts and uniformed groups consistently

<sup>1</sup> Testimonial Dinner Address of Bishop William Fitzjames Oldham at the Broad Street Methodist Episcopal Church, Columbus, Ohio. December 17, 1929.

emerge top in the national school rankings and competitions, and our students have represented Singapore in various international Science and Mathematics Olympiads. Our school's support for community service – both locally and internationally – is extensive and involves all staff and students. Our belief in a global education is borne by our commitment to whole-cohort overseas educational programmes for Years 2,3,4 and 5.

Key to our success as a school are our teachers who deliver the ACS brand of education and see themselves as stewards of young lives. The school has about 260 teachers, with almost 70% of them possessing an Honours or post graduate degree. Many of them are experienced teachers who have grown with the school and are committed to the ACS brand of education (Figure 2). The Executive and Support Staff (ESS) strength is about 110 and encompasses the Estate, Finance and Human Resource(HR), Information Technology (IT) and Laboratory functions.



**Figure 2 The ACSI Staff**

Our school has invested in technology and infrastructure to boost learning and development and provide an all-round education for our students. For instance, to nurture the sports and artistic talents, the school has two purpose-built multi-purpose halls, swimming pools, squash and tennis courts, gymnasium, running track and fields, co-curricular activity rooms, a centre for performing arts and dance rooms. In 2014, the school sports facilities will undergo much needed upgrading to serve our students better. Classrooms, lecture theatres, special rooms and laboratories are fully equipped with whiteboards and projectors to facilitate the use of info-communication technologies. Wireless internet access is available throughout the school.

The school has also tapped on various online platforms to enhance the school-home communication and partnership. This includes the School Management System (SMS), Learning Management System (LMS) and the Parent's Portal or intranet.

The regulatory environment within which our school operates is in strict compliance with that of the MOE, the International Baccalaureate Organisation (IBO) and the Methodist Church. The school also works closely with the relevant authorities on matters of safety and health.

## 2. Organisational Relationships

ACSI is one of 11 mixed level schools under MOE which offer both secondary and pre-university education. As an Independent School (IS), the school has autonomy in curricular innovations, implementation of school programmes, administration and student admissions. This independence plays an important role in blazing the trail for new approaches of developing and stretching students with a strong academic and values foundation, ultimately benefiting the whole educational system. These include piloting and developing the Level Head Management System, the introduction of whole-level overseas learning journeys, 2-CCA policy, dual-track IP schools and service learning focus, among others.

The relationship of our school with the MOE is direct at all levels, with the South 2 Cluster Superintendent acting as Reporting Officer. MOE provides support through its various work units at MOE.

Having fulfilled the stringent criteria to be recognized as an IB World School, we share the mission and commitment of the IBO to quality international education and to play an active and supporting role in the worldwide community of IB schools. This is done through close partnership with the Asia Pacific IBO office in Singapore and the IB Curriculum & Assessment Centre in Cardiff.

The IBO

- allows IB World Schools to deliver the IBDP and to use the related materials under the conditions provided in these 'Rules for IB World Schools: Diploma Programme'<sup>2</sup>.
- allows IB World Schools to offer the IBDP to its students through a combination of classroom-based courses and online courses provided that such online courses are offered through the engagement of an IB-approved online course provider.
- approves and monitors online course providers to offer their courses for the IBDP to schools, if those providers meet the IB standards for development and delivery of such courses.
- establishes the assessment procedures, including the schedules for examinations in May and November, and will take all reasonable measures to ensure the integrity and security of all forms of assessment.

As an IB World School, ACSI complies with the 'Rules for IB World Schools' which is a legal document that sets out the relationship between the IBO and IB World Schools. In turn, we support the IBO with several ACSI staff members serving as consultants and assessors.

As a Methodist Institution, we are under the mandate of The Methodist Church in Singapore and work closely with the Methodist School Foundation on tenets and values of a Christian education.

### ***Relationship with customers:***

Our students are our customers and are at the centre of all our endeavours at ACSI. Our students with their diverse abilities, talents and interests are admitted to customized curriculum programmes. Unique to ACSI is the transition of our students from customers to partners with deep roots to the school when they graduate and continue to support us as alumni.

Whatever the talents, interests or academic ability of our students, our challenge and responsibility as a school family and community is to provide each ACSian with a conducive environment, ample opportunities and the influence, guidance and mentorship of significant adults for a holistic education. Such an education will build an individual with a strong moral compass, empathy and respect for others, courage and tenacity to act, and perseverance and humility to serve God and humanity.

Our curriculum focuses on holistic development and aims to arouse curiosity and encourage exploration and experimentation in our students so as to cultivate a joy and love of learning in them that can be sustained throughout their lives. Our curriculum nurtures principled thinkers who approach complex problems critically and creatively, making sound and ethical decisions. It develops independent, caring and open-minded, life-long learners who are equipped and ready for current and future challenges. Our academic and co-curricular programmes are balanced and varied, purposefully designed and creatively delivered to engage our learners in active and reflective learning, while catering to their different needs.

To maximize our student's potential and build on his or her specific interests, our school offers many MOE scholarships and elective programmes. For instance, the six year IP caters to academically-strong students who prefer a more independent and less-structured learning style. Given the strong academic aptitude of its students, the IP aims to stretch the potential of its students in non-academic aspects by engaging them in broader learning experiences beyond the confines of the academic curriculum.

---

<sup>2</sup> 'Rules for IB World Schools' document (<http://www.ibo.org/become/resources/>)

In addition to the MOE programmes, the school has also developed in-house programmes and differentiated curriculum for the highly able students and those talented in specific areas, thus allowing them to excel in the areas they are gifted in e.g. sports, music and the various academic subjects. To help needy students and their families, the school has MOE and school-based financial assistance schemes. Students with special needs, such as Attention-Deficit Hyperactivity Disorder (ADHD), Aspergers' Syndrome, Dyslexia, are provided with the support needed for them to succeed.

### ***Relationship with suppliers and/or partners:***

The responsibility of educating a child cannot be the purview of a school alone. A school must work with suitable and committed suppliers and partners to widen the educational and learning opportunities for both students and staff. ACSI has a system to work with a variety of suppliers and partners to strengthen its organizational effectiveness, programme offering and learning opportunities for staff and students. Selection of suppliers, e.g. coaches, travel agents, equipment suppliers, etc., has to fulfil stringent criteria and adhere to processes of procurements for the purpose of accountability, transparency and fair competition.

Partners are also carefully selected based on the quality and dependability of the support provided for school programmes and activities.

Our parents play a fundamental role as a key partner of the school. At the student level, the school builds on the foundations laid by parents and the home. As such, the partnership and support of parents are vital in creating the appropriate environment for each child to learn, grow and excel. While the focus of parents' and teachers' efforts centres on the child, this may not always result in a unity of purpose or shared understanding. It is critical to continually build constructive alliances between the school and home. A strong alliance of significant adults comprising parents and teachers has many benefits to learning and the inculcation of values. Mutual respect and collaboration between parent and teacher creates a climate of trust where differences can be aired and discussed and problems solved amicably, leading ultimately to a rewarding relationship. Our extensive communication platforms to inform, update and elicit support from our parents and the active Parents Support Group (PSG) are but two mechanisms to engage this special sector of our partners.

## **ORGANISATIONAL CHALLENGES**

### **1 Competitive Environment**

ACSI continues to make strides in the development of its unique brand of education, despite facing increased competition in the attraction of student talent, staff and resources e.g., funding, sponsorship and supporters.

In this environment, our competitive strengths are our capacity to

- capitalize and build on ACSI's DCI (Distinctive Characteristics and Identity);
- deliver a holistic education for students anchored in sound values and robust character;
- harness the commitment and expertise of our teachers to achieve the core purpose of the school;
- secure the steadfast support of the ACS community, in particular the Board of Governors (BOG), Board of Management (BOM), Anglo-Chinese School Old Boys Association (ACSOBA) and alumni to further the ACS brand of education.

We will continue to leverage this strong foundation to expand and deepen our network of partners with the aim of enhancing our education offering.

### **2 Strategic Challenges**

In light of our competitive environment, the school has identified three key challenges:

- (1) **Fidelity: Staying true to our core purpose as a school:** With the school facing challenges in its operating environment and the high and varied expectations from our customers and stakeholders, staying true to the core purpose of the school is a continual challenge. It requires sustained and rigorous effort to find the optimal balance in the school's approach to holistic education anchored in values inculcation as well as securing support and strong buy-in from our customers and stakeholders.
- (2) **Enhancement: Improving the quality of student experience for all students:** ACSI is proud to continue to admit students with diverse academic abilities, possessing different strengths and talents and who have varying learning and developmental needs. To cater to the different needs and abilities of our students, the school offers several programmes/tracks, i.e., Express, IP, IP (SBGE), IBDP. It is an ongoing challenge to ensure equitable yet varied approaches to meet the needs of different groups of students. To bring out the best in every child requires each group of students to be well supported and taken to their highest potential by the teachers and well designed and delivered programmes. This requires an appropriate level of customisation of each programme to ensure every child's potential is developed.
- (3) **Equipping: Building staff capacity to meet current and future challenges:** The quality of our school programmes and the achievement of our school's core purpose are directly dependent on the quality of our staff. The recruitment and retention of quality teachers and ESS and the systematic building of staff capacity after they have joined us is a critical facet of the school's success. Recruiting excellent teachers in terms of their expertise, ethos of care and commitment to the ACS brand of education is increasingly challenging in view of the wide choice available to such teachers, both from local and international schools.

### **3 Organisational Directions**

As part of its organizational review, six strategic thrusts have been identified as follows:

(1) **Curriculum**

To design and develop an innovative school programme that delivers a rigorous educational experience to nurture each child holistically with a focus on 21st century competencies, values, leadership and service.

(2) **Environment**

To establish a safe, caring and conducive environment for optimum learning and development among students, staff and stakeholders through personal and communal responsibility and accountability.

(3) **Staff**

To attract, develop and retain quality staff with a strong sense of calling and who will excel professionally to realize the strategic objectives of the school.

(4) **Talent Development**

To identify and provide opportunities for students to explore, develop and nurture their talent, passion and interest.

(5) **Partnerships**

To identify new partners, build upon and expand relationships with existing partners in order to provide our students and staff with opportunities for growth and development and to increase organizational capabilities and capacity.

(6) **Organisational Excellence**

To continually innovate and improve the efficiency and effectiveness in the design and delivery of our programmes and services to our students, staff and stakeholders.

#### 4 Performance Improvement System

Internally, the school employs the PDCA (plan–do–check–act) cycle model as part of the school's performance improvement system.

The four-step cycle in Figure 3 is built into our school's work processes and helps us review and improve our planning and implementation processes from curriculum design and delivery, staff goal-setting and evaluation, provision of student services and support services and classroom instruction.

Sinek's 'Power of Why' (POW) model has also been applied extensively to re-examine the rationale of school policies, programmes and activities.

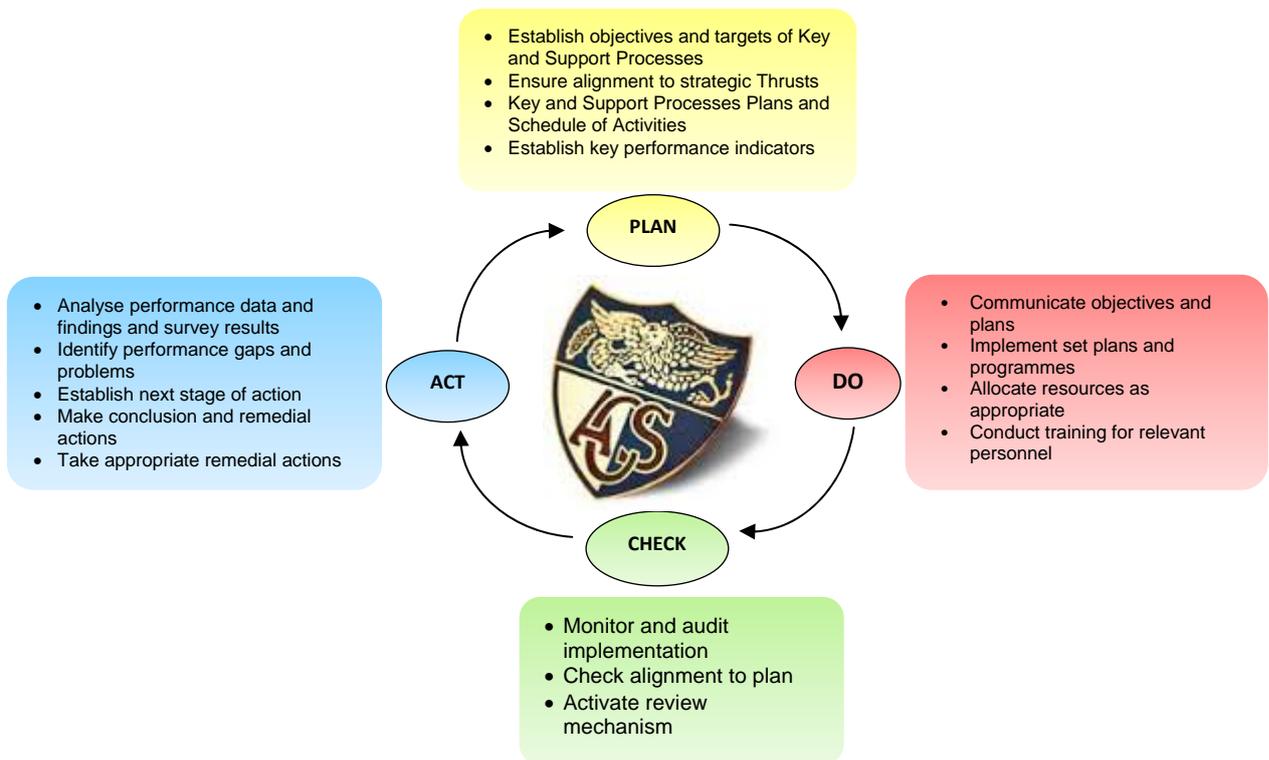


Figure 3 PDCA Key and Support Processes Management Tool

Internal and external surveys and assessments help to gauge the school performance and engagement with key stakeholders. The school has traditionally scored well in the MOE's Quality of School Experience (QSE) which obtains feedback from our customers (students) on the effectiveness of schools in providing a positive and enriching school experience. This QSE is a survey that reflects the students' perception of their school experience. This was developed by MOE based on international standards and conventions for psycho-educational instruments and is administered to all Year 2, 4 and 6 students without the presence of their teachers. The performance improvement system establishes a shared understanding of what needs to be achieved and provides clarity to achieve the targeted results.

In terms of improving staff engagement and commitment, the school has also done well in MOE's School Climate Survey (SCS). The survey is a useful tool in enabling MOE and school management to understand the school climate, staff engagement levels and identify areas of strength. In addition, the school will improve and act on areas that have the biggest impact on engagement. In terms of teachers' appraisal, a number of key performance indicators complement the Enhanced Performance Management System (EPMS) as the School adopts a three-prong approach in the appraisal of teaching staff.

Internally, the school has provided an open platform for staff and students to provide suggestions for continuous improvements through the Education Staff Suggestion Scheme (ESSS), Ideas Week and MyIdeas platform.



# LEADERSHIP





For God and Humanity

*'Then, under the pressure of necessity and of the eager desire, a school was founded. There are today over three thousand boys in that school, and braching out from it were other schools, until probably about fifteen thousand young people are in the hands of the Methodist Church. All these schools are doing something for God and humanity.'*

Source : W F Oldham (1929) Testimonial Dinner Address



# 1. Leadership

## 1.1 Senior Leadership

---

### 1.1 How senior leaders guide and sustain the organization towards excellence

---

A key asset of ACSI which differentiates our school from others is its DCI. This asset, which supports the school's quest for excellence, is meticulously guarded, strengthened and enhanced by the SA through its leadership in planning, monitoring, reviewing and putting in place processes to create value and to fortify what is unique to the school.

One critical way the Senior Administration (SA) guides and sustains the school towards excellence is through its organizational structure with its well-defined roles and responsibilities in terms of the tiers of leadership and scope of responsibility and oversight over all the areas of school planning and operations. The school is led by the SA, which comprises the Principal and Deputy Principals (DPs). The second tier of leadership comprises the Deans and Directors (DDs) and managers who oversee the academic and affective areas and the non-academic areas respectively. The DDs are assisted by the Deputy Deans and Directors, as well as various Coordinators, Senior Teachers (ST) and other key appointment holders, who may be appointed to oversee specific committees and areas of responsibilities. (Figure 1.1.1)

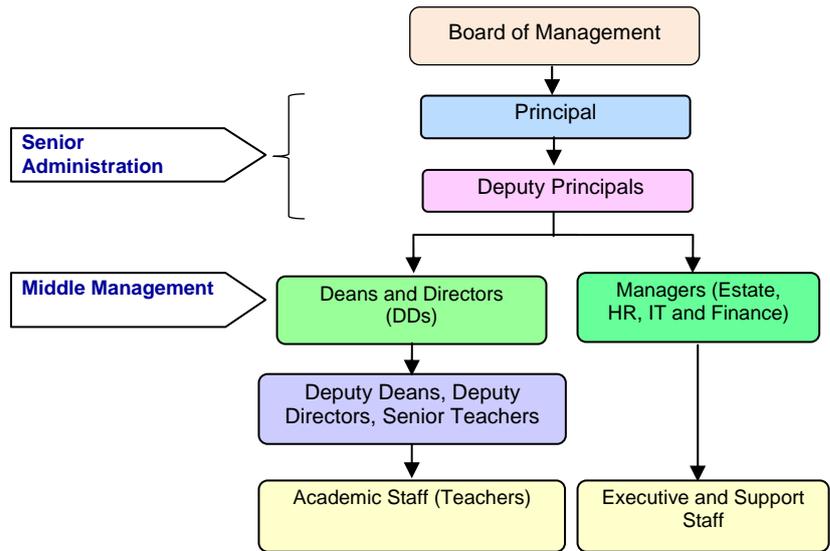


Figure 1.1.1 Organizational Structure of ACSI

One unique feature of our school's organizational structure is the clarity in terms of job-scopes and responsibilities as presented both internally and externally to our customers and stakeholders. This is the result of the re-scoping of the responsibilities of the SA as a result of the latest Strategic Planning Process. Each of the DPs in SA takes ownership of a school-wide programme (i.e. IBDP, Y1-Y2, Y3-Y4 IP, Y3-Y4 Express, Student Development), allowing for a coherent and comprehensive approach taken in enhancing the quality of our students' experience in each programme. The various academic departments also come under the purview of a specific DP, so there is systematic and structural clarity in terms of the line of reporting. This structure provides members of the SA with transparency about the responsibilities and roles of staff, allowing them to be personally involved not only at the strategic levels but also with the day-to-day running of the school. This personal involvement and approach ensures that the SA is constantly in touch with the deployment and operational aspects of our school, and is able to provide leadership and guidance.

The SA is actively involved in the school's journey of excellence. It meets weekly to set direction, plan, review and deliberate ACSI's key policies and operational and organizational matters. In addition, the SA convenes weekly meetings with the DDs. Other than decision-making, DDs meetings also serve as a platform for building a shared culture, understanding and communicating rationale and processes of key decisions taken by the SA and DDs team. These regular meetings ensure that our school is always nimble and forward-looking, has a collective leadership position in anticipating and responding in a timely manner to changes in both the internal organization and external environments.

---

1.1a *How senior leaders develop the purpose, vision and values for the organization.*

---

As part of the strategic planning process for the 2013 – 2017 time frame, SA led the whole staff in a two-year envisioning process to review and revamp the school direction in terms of its core purpose, vision, mission, values, school philosophy and its key strategic focus. SA also led in various platforms of planning, communication and discussion to ensure that the aspirational aspects of the ACS brand of education were accurately distilled and articulated in line with the strong sense of loyalty and mission-mindedness of our school staff. More importantly, the envisioning exercise provided staff the opportunity to reflect on the core purpose, vision and mission of the school and their role in guiding and sustaining the school towards excellence amidst the changing landscapes both internally and externally.

The approach and deployment in the development of the purpose, vision and values for the school have always been optimally cascaded and aligned with the ethos of the school. The SA takes care in ensuring that each and every decision in terms of policy execution and programme implementation is in line with the core purpose of the school.

The SA leadership is proactive and initiates changes in readiness for future situations and adapts readily and in a timely way to changes articulated by the MOE and the Government by implementing relevant programmes and setting new goals as required, e.g. formulating own organizational structures, financial control systems, international staff and student recruitment, innovation and enterprise e.g. Bizworld, Business@School as well as offering alternatives such as the IBDP in the IP.

The SA also ensures that the management system is well developed, deployed and integrated into the entire school. Recognition of best practices of outstanding schools in the US, Australia, Korea and Sweden has been included in the school's approach and deployment as well as for benchmarking in some of our programmes, systems and activities, e.g. PCCG, ISO, VIA, school-wide OEP and part-time teaching.

---

1.1b *How senior leaders communicate, demonstrate and reinforce the organizational purpose, vision and values to employees and other stake holders.*

---

The SA places high priority in being personally involved in direction setting and modeling the way for staff and students. As such, it sets a substantial part of its time to communicate and explain to the school family, especially its staff, students and parents, the school's major directions, the rationale behind key initiatives and to seek direct input and feedback from both employees and other stakeholders for sustained improvement and to engender buy-in. A range of platforms is engaged for this purpose – online, face-to-face, by levels, by departments, by committees etc. These platforms help build a sense of engagement among ACSI staff and help them better understand the school's strategic focus, policies and programmes.

At the systemic level, the school's core purpose, mission, vision, values and philosophy are emphasized in daily devotions, assemblies, programmes, camps and reiterated at all school functions. They are also well integrated in published materials such as the School Handbook and Teachers' Record Files as well as school publications like the school magazine, Echo and ACSpress issues. These are also shared with all ESS members and canteen operators using appropriate language for their understanding. Regular reviews and evaluation are carried out at SA meetings, DDs' meetings and Boarding School management and resident team meetings, termly departmental and level meetings.

Over the years, our staff has developed a sense of mission-mindedness largely in part due to its conscious decision to communicate and reinforce the core purpose, mission, vision, values of the school through various platforms with consistency. Regular review and innovation in terms of performance review and improvement of staff, training and development, staff recognition, staff induction and other measures have contributed to this. Some of the new platforms utilized in the last two years include fortnightly Professional Learning Time (PLT) and annual Professional Learning Day for staff development; MyIdeas Submission Portal and ImaginaXium event to encourage innovation; and a series of revamped Staff Induction Sessions to help new staff integrate into the school.

## Parents / Partners

The SA has identified its key stakeholders and addresses stakeholders' concerns regularly through various means such as the website, school publications, talks, meetings, letters, qualitative and quantitative reports, meetings, interviews. The school especially provides for timely information to parents. There is a system for feedback through the Parents Support Group (PSG). These approaches are implemented in a structured way through the PSG, termly letters to parents, the school website, ECHO and ACS Press. As parents have been identified as a key partner, the Principal customizes the first parents' talk for each level, delivering cohort talks at the start of the school term. New platforms include the Partners Award, Conference on Character Development and parenting seminars organized by the PSG.

## Customers / Students

Communications with our students are deliberately planned, with intensive orientation sessions for new students. The cascading of core purpose, mission, vision and the inculcation of values follows a structured approach for all students. New platforms implemented in the last few years include the CCA Commissioning Ceremony, Badge Pinning Ceremony for Y1 students, Town Hall Meetings between students and the SA, and also via Student Leadership training courses conducted for various tiers of student leadership. The SA is actively and personally involved in engaging with students in key aspects of school life such as academic target setting, the presentation of prizes, school discipline and safety matters and matters related to the responsibility and accountability of being inheritors of the ACS heritage and tradition.

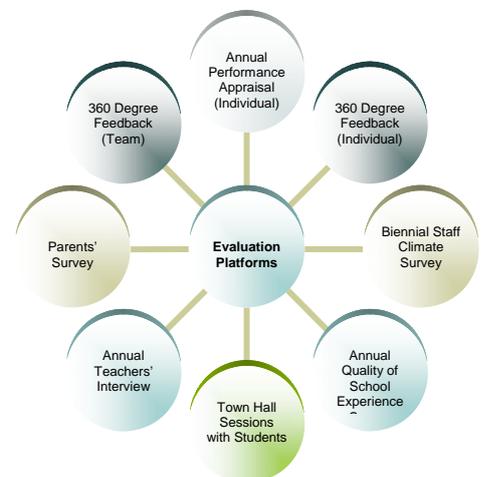
---

### 1.1c *How senior leaders evaluate and improve the effectiveness of their personal leadership and involvement.*

---

The SA evaluates and reviews its leadership effectiveness at both the individual and group level through structured platforms as shown in Figure 1.1.2. The biennial Staff Climate Survey is one key feedback channel as it involves all the academic and ESS staff.

In addition to specifically improving the effectiveness of SA's personal leadership and involvement, the school also has a whole-school approach in term of review, evaluation and improvement and innovation in systems and processes. Changes to the systems and appointments were made following regular reviews with the intent of establishing or improving programmes in alignment with fulfilling the school vision and the needs of our customers - our students. Additionally, new appointments at Middle Management level also create opportunities for greater feedback and the relevant input necessary for SA to improve the effectiveness of their personal leadership and involvement.



**Figure 1.1.2 Platforms to Evaluate SA's Effectiveness of its Leadership and Involvement**

Besides the annual planning cycle and long-term and short-term strategic plans for the school, systems and processes are reviewed and evaluated in a systematic manner annually. The first level is at SA meetings; the second level is at the Deans and Directors level where strategic thrusts and short-term and long-term goals and plans are cascaded and reviewed at the departmental level; the third level is at the Departmental and Year level at the end of the year where departmental and year systems are evaluated and reviewed for greater improvement in the new year; the last level is at individual work review meetings where staff have opportunities to provide feedback on school processes. This approach is consistent across the school and staff and students are able to find relevant platforms to provide feedback. This, in turn, provides an avenue for the SA to evaluate and improve the effectiveness of their personal leadership and involvement.

## 1.2 Organisational Culture

### 1.2 How does the organization develop a culture that is consistent with its values, and which encourages learning, innovation and achievement of the organisation's objectives

ACSI's culture is built on its Methodist foundation and its founding values and heritage. Also contributing to this culture are the school's unique DCI, its tradition of service and its unrelenting quest for excellence, as espoused in the school motto, "The Best is Yet to Be." Culture building is led notably by the Principal and members of SA and the school culture pervades every aspect of school life. All stakeholders and the community are committed to the shared values and school philosophy which have provided the school with inspiration, stability and continuity in times of strength and turbulence.

#### Re-visioning by School Leaders

The SA led the school in its review of the school's strategic plans, including a re-examination of its core purpose, vision, mission, values and school philosophy. Figure 1.2.1 encapsulates the relationship of the school's vision, mission, values and school philosophy in achieving its core purpose. Envisioning retreats took place from 2011 – 2013, beginning with the DDs and later, with the entire staff. The retreat design was not merely to communicate but to actively seek the views, aspirations and ideas of our staff regarding the future of the school, its direction and most critically, what its focus should be in the education of ACSians. SA led the staff to also consider their role in the creation and delivery of an ACS brand of education and how each staff member brought his or her gifts to the school and their students. The school's envisioning took place against the backdrop of a renewed focus by MOE on values and character education and its release of the new framework for Character and Citizenship Education (CCE). This direction is very much in tune with the founding values of the school since its inception in 1886.

#### Articulating School Culture via our School Philosophy

The SA leads in the culture building activities in the school. They not only articulate and expound on the school's core purpose, vision, mission, values and school philosophy to staff, students, parents and stakeholders in numerous platforms, but also connect them to all the programmes, systems, processes or school activities and events. To further strengthen school culture, all department meetings include on its agenda a discussion on the school's values. School culture is also included in our student and staff orientation programmes, leadership training and in pastoral care lessons. Overall, the effect is a school where values are deeply entrenched in the day to day experience of our students and staff.

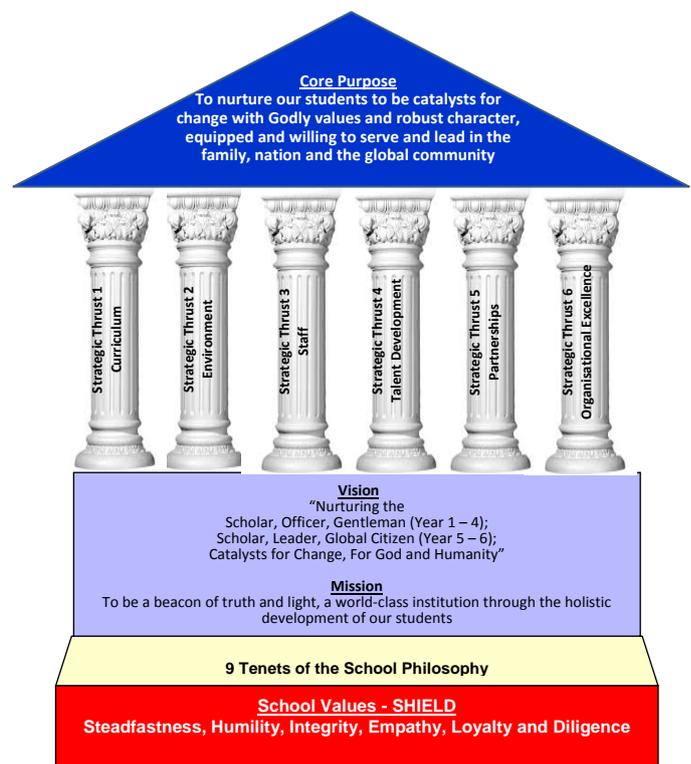


Figure 1.2.1 Relationship of core purpose to the school's vision, mission, values and school philosophy

### 1.2a How the organization translates its values into policies, practices and behaviours

School values are meticulously translated into policies, practices and behaviours to build up an identity unique to our school.

## **Leading by Example**

The SA takes the lead in steering the direction and development of the school culture by embracing its Methodist heritage, values and a spirit of excellence. The SA is highly visible and participates actively in creating new and improving current systems and processes to ensure that cultural fidelity is not compromised in the translation of school values into policies and programmes. SA's adoption of Sinek's POW as a planning and review tool to deliberately focus on the "Why" was a further step to maintain fidelity and to avoid mission drift. Subsequently, the DDs and Managers align their departmental and level goals with the school's goals. A whole-school approach is adopted to reinforce school values by translating them into practices and activities through action plans and schemes of work (SOW).

## **Emphasis on Teacher Development**

The SA invests in teacher development. In 2010, the Staff Developer was appointed to look into the professional development needs of teachers. In 2011, induction series were carried out by the Staff Developer to align all new teachers to the school values and practices (Refer to Criterion 4.3b). In 2014, Director of Curriculum and Assessment was appointed to sharpen academic and affective pedagogies and classroom practices. The culture of continual improvement was further strengthened among teachers by the introduction of Professional Learning Time (PLT) and Professional Learning Day (PLD).

## **Valuing Partnerships**

The appointment of a Corporate Communication Manager was effective in building relationships with the partners that help our students develop their skills and values in their lives. The Partners Award in 2014 was given out to individuals and organizations to recognize their contributions in nurturing academic and character development among our students.

---

### *1.2b How the organization creates and permeates a culture consistent with its values, and which encourages and supports learning, innovation and achievement of organization's objectives*

---

Our school culture has a distinct flavour which reflects the underlying values and philosophy held by the SA, the staff, our students and our stakeholders. Our school values, SHIELD, provide the overarching framework in driving us to achieve our core purpose and mission. We take a whole-school approach in creating and permeating our school culture such that it retains the heritage and history of the past while staying relevant to future trends and meeting the needs of the nation and global community. Spurred on by our motto, 'The Best is yet to Be', the school continually innovates to achieve excellence in all its endeavours.

## **Emphasising Innovation and Best Practices**

With clear direction from the SA, the DDs and various teachers develop its distinctive and unique programmes and activities that create an innovation ecosystem across the various levels and disciplines that promote the school's learning culture and values. Such trail blazing initiatives include the Dr Goh Keng Swee (GKS) Nation Building Series, Future Thinking Challenge, EDB National Economics Short Film Competition, TOK Focus Day, ACS International Model United Nations Conference, Higher Education and Careers Fair, Math-lympic Competition, ImaginaXium, Art Exhibitions, IP Symposium and the inaugural Hi 5! programme at the end of 2013 which exposed Year 4 IP students to industry internships and attachments. Other activities include sporting competitions, debating competitions, Creative Arts Programme (CAP), and the School's annual Festival of Arts (FOA). These programmes and activities cater to the diverse needs and talents of staff and students. Many of these activities are conceptualized, designed and developed by our teachers and partners and showcase the pervasive culture of innovation in our school while supporting learning and engagement.

## Empowering Staff for Excellence

In order to foster a climate of innovation and collegial collaboration amongst teachers, regular PLT was instituted and refined progressively over time. The fortnightly PLT was given priority in the school and in 2013, the annual PLD was instituted to showcase the best teaching and learning practices of various departments. Plenary sessions provided exchange of ideas and implementation of projects across different subjects and disciplines. Teachers are also encouraged to present at national and international platforms such as the Academy of Singapore Teachers Conferences to share their expertise with the wider teaching fraternity.

To encourage ideas and innovation, MyIdeas was created as a platform where staff submit suggestions and improvements more efficiently. The school was able to harness the synergy between the PLT, PLD and MyIdeas to have the sharing of best ideas beyond the school extending to the cluster and even at the National level. Funding for the implementation of outstanding original projects is readily available. The School Staff Developer (SSD), in collaboration with the SA and middle managers, ensures that potential gaps in learning competencies are met with relevant in-house and external courses/workshops/conferences. IB teachers are identified to attend the level 2/3 regional IB workshops to maintain high levels of competencies with timely follow-up sharing in their respective departments. Having offered the IBDP for nine years, the school is equipped with the necessary and relevant experience to provide the climate and support for teachers to take on roles in the IBO as assistant examiners, examiners, senior examiners and workshop leaders.

## Nurturing Student-Leaders with a Spirit of Excellence & Service

Students contribute in many significant ways to shape the school culture. Student leaders in particular are fully involved in transmitting school values. The whole-school approach is evident from the structure in place: the Student Council, the Prefectorial Board, the JCRC, the newly revamped House Committee, Class Committees, the UG and CCA committees. The dedication and involvement of student leaders exemplify the qualities of the school's vision. Student leaders encourage ideas and creativity in projects, both within and outside the school. These include the annual Model United Nation Conference, science projects and debates. In addition, many students have formulated and successfully organized innovative, creative and meaningful projects that have engaged the student population and made a positive impact on the community.

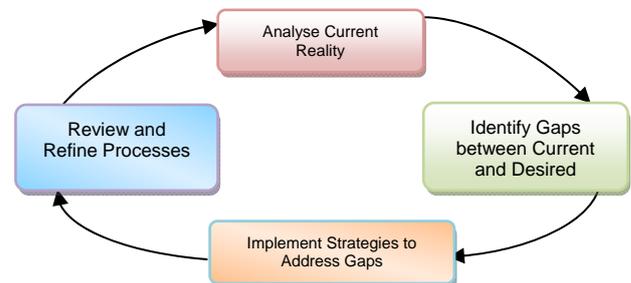
---

### 1.2c *How the organization overcomes any differences between the current culture and the desired culture*

---

The school leadership has taken steps to close the gap between current culture and the desired culture. Articulating the core purpose of the school signals strongly the central position of the student in all the processes and practices. The inclusion of the qualifying phrase, 'Catalysts for Change' highlights the action oriented outcome of an ACSian education. Its purpose is to serve and lead, with each child being inspired to make positive change for 'God and Humanity', the latter being the goal articulated and embodied by our founder.

Differences between the current culture and the desired culture are overcome via a review loop as shown in Figure 1.2.2.



**Figure 1.2.2 Approach in overcoming differences between current culture and desired culture**

In addition, to the above approach, review and improvement processes are cascaded in a systematic manner annually via the annual planning cycle, long-term and short-term strategic plans. Feedback from the SQA exercise in 2009 was also taken into consideration. The leadership team has led the school in the revision and revitalisation of the core purpose, mission, vision, school values, school philosophy following an envisioning exercise from 2012 – 2013. In addition, there has also been a redeployment of portfolios and programme oversights for the SA.

As feedback is highly valued, staff retreats are organized to provide opportunities for staff to express their hopes and aspirations as well as discuss ways to overcome challenges, so as to make teaching and learning more impactful. Through various feedback channels, the SA has identified certain gaps in the current and desired school culture.

### 1.3 Corporate Social Responsibility

1.3a *How the organization establishes its policy and goals in relation to its contribution to the community and the environment in which it operates.*

In ACSI, we recognize that we have been blessed and in turn, we seek to be a blessing to the community and environment. Our Corporate Social Responsibility (CSR) policy and goals are derived from our school's core purpose and vision to nurture ACSians to be catalysts for change with Godly values and robust character, equipped and willing to serve and lead in the family, nation and global community. Guided by our school's core values SHIELD, in particular, the value of Empathy, our staff and students are committed to actively contribute to and create a positive impact on the community and environment in two main areas of focus as seen in the ACSI CSR Framework in Figure 1.3.1.

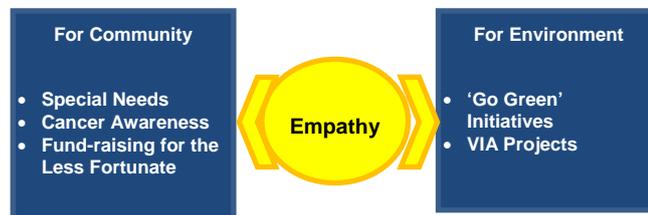


Figure 1.3.1 ACSI CSR Framework

To ensure that its CSR arm is aligned with the school's core purpose, ACSI reviews its policy and goals through the CSR process as seen in Figure 1.3.2.

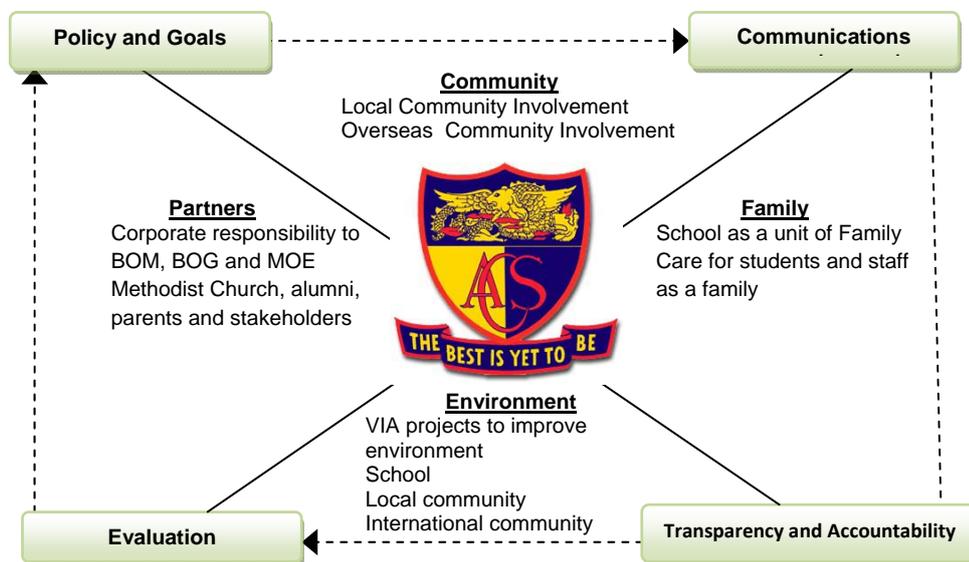
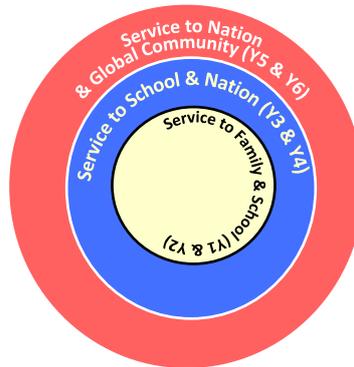


Figure 1.3.2 The CSR Process

In the CSR process, our school will first establish policy and goals which are then communicated to our students, parents, staff and external parties. A governance system for transparency and accountability is established to audit our corporate functions. Subsequently, policy and goals are modified based on an evaluation process conducted by leaders and partners of the school. The four key areas, Family, Partners, Environment and Community, guide the school in formulating our policy and goals in our plans to reach out for the betterment of the community and environment.

In the light of growing national emphasis on student involvement in community work, the school's CSR initiatives under its Community Involvement Programme (CIP) was reframed to place greater emphasis on students acquiring values. The CIP, now known as 'Values in Action' (VIA) (Figure 1.3.3), is a spiral framework allowing for students to develop from service to family and school, to nation and to the global community as they progress from Year 1 to Year 6.



**Figure 1.3.3 VIA Framework**

---

1.3b *How the organization communicates its policy and goals to employees and external parties and involves them in achieving the goals.*

---

The school uses multiple platforms to communicate its policy and goals to staff, students and external parties. As communication is key to obtaining our stakeholders' understanding and buy-in to fulfil our CSR, school leaders take ownership to front all communication to employees and external parties. The SA chairs key meetings and takes ownership of important communication platforms like assemblies, parents' briefings, coaches seminar and others

In addition, from 2009, the school has initiated new measures in addition to existing channels (e.g. ACS Press, school magazines) to communicate our policy and goals. These measures include:

#### **Communication to Students / Parents**

- **Introduction of EMAS:** The EMAS was launched to achieve timely dissemination of information via email to parents in addition to other channels like the Principal's circular, school website updates and parents portal.
- **Town Hall meetings with students:** Town Hall meetings with specific target groups of students were launched in 2011 to allow students to have face-to-face feedback sessions with the Senior Administration and for the School Leadership to communicate the school's policy and goals to the student body.
- **"Bring Your Parents to School Day":** The inaugural "Bring Your Parents to School Day" was organised in September 2013 for parents of Year 1 students to get to know the teachers better and attend lessons with their children as well as to increase parents' understanding of the school's vision, mission and core purpose.

#### **Communication to Staff**

- **Strategic Planning Sessions:** The School Leadership is involved in regular strategic Planning Sessions in which school policy and goals are discussed and evaluated.
- **Building Shared Vision:** The Building Shared Vision workshops in 2013 allowed for whole staff involvement in the formation and development of the school's vision, mission and core purpose.

## Communication to External Parties

- The Year Level Directors actively communicate with our VIA partners through emails and meetings to ensure that our students meet the goals of the VIA's projects.

---

*1.3c How the organization establishes its governance system for transparency and accountability that is consistent with statutory and regulatory requirements or guidelines, and the protection of stakeholder interests, as appropriate.*

---

As a national educational institution, we continue to have a strong governance system under the supervision of the ACS BOG and BOM. To ensure accountability, the school goes through the annual governance compliance checklist and works with MOE to formulate and implement programmes in alignment with national policies and directives. The regulations and requirements of the Methodist Church are also adhered to in order to safeguard the interests of our stakeholders. The school is also subjected to regular checks by both the internal audit and external audit including the IBO on our IBDP.

---

*1.3d How the organization evaluates and improves its governance system and its contribution to the community, society and the environment.*

---

The school continues to conduct regular reviews on the effectiveness of its CSR and governance system by scanning the environment to ensure its relevance to the community. Internal meetings held at multiple levels such whole-school level, middle-management level, year level and department level are platforms for collecting of feedback and adjusting for improvements. External meetings including BOG meeting, BOM meeting, the Methodist Schools Board meeting, OBA (Alumni) and DOS meeting are dedicated platforms to ensure that evaluation and improvement of its governance system is carried out.





## The Impact of a School

*'The influence of this school is very marked. Nothing like it has ever been seen here and we find that our school work opens our way in every other direction. Merchants and officials are astonished to see how influential we are in the Chinese circles. The children of nearly all the leading Chinamen of this port are in our school. These lads are now receiving definite instruction. Several of them are deeply affected.'*

Source : Theodore R Doraisamy 1979  
'Oldham- Called of God' pp37, 40.



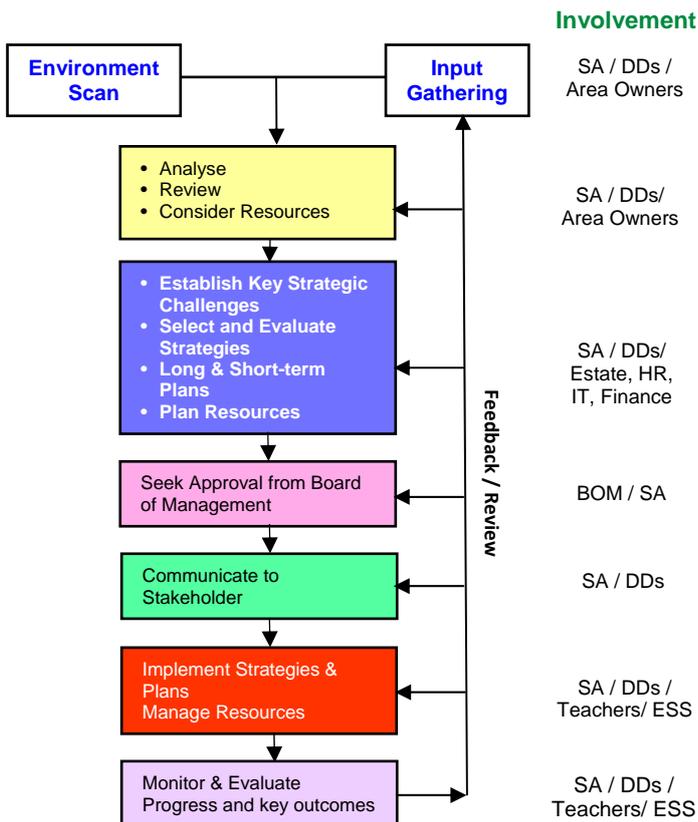
## 2. Planning

### 2.1 Strategy Development & Deployment

2.1a *How the organisation determines its strategic challenges and how it develops its strategy and strategic objectives to address these challenges. Include how the organisation adopts a global perspective in its planning. Summarise the organisation's key strategic short-term and long-term objectives and goals.*

#### Overview of the Strategic Planning Process

ACSI's Strategic Planning framework (Figure 2.1.1) operates on a five-year cycle, building on the work of its previous strategic plans and incorporating the key findings of extensive reviews, environment scans and input gathering. The strategic plan provides the school with its long-term strategic direction and identifies key areas of focus which are translated into long and short term goals, targets, KPIs and area owners.



**Figure 2.1.1 ACSI Strategic Planning Process**

curriculum focus and international mindedness, and (3) the Methodist Church for its moral and spiritual inspiration and covering. Also significant are the developments in and feedback from the institutions of higher learning that our students progress to. As one long term objective of any education programme is the preparation of students for the work force, the school pays much attention to the qualities that employers desire in their workforce such as the ability to problem-solve, collaborate and communicate effectively in multi-cultural settings. In line with our school's mission to be a "world class institution," the school is mindful that our strategic planning process should actively consider pertinent global trends in education, media, technology and culture.

Internal factors are extensively mined and incorporated in our strategic planning process. These include using information from various feedback platforms involving students (e.g. QSE, Town Hall meetings, Student Leaders meetings), staff (SCS, Annual Staff Interviews, MyIdeas Forum), parents (PSG, parents feedback, PTMs) and BOG and BOM (Board meetings, specific committees). Other rich sources of information are derived from our participation and achievements in the academic and co-curricular programmes, staff training sessions and the resource allocation of the school.

From the environmental scanning, input gathering and SWOT analysis, the key challenges to the school are reviewed and identified and specific strategies are developed to address these challenges. A major concern in the 2008-2012 Strategic Plan was the acceptance of the new qualification and university admission of our IBDP graduants since our school had just introduced the IBDP. This is no longer an issue

as the pathways for university education have been firmly established for our students both locally and internationally. In the 2013-2017 Strategic Plan, 3 new challenges have been identified, including

1. **Fidelity:** Staying true to the core purpose of the school
2. **Enhancement:** Improving the quality of student experience for *all* students
3. **Equipping:** Building staff capacity to meet current and future challenges

Six broad strategic thrusts have been formulated to address our key challenges and provide direction to the school for its new 5 year plan. Figure 2.1.2 describes each strategic thrust and the rationale for its inclusion. Each strategic thrust is then translated into long and short terms goals, with KPIs, targets and time frames.

Strategic Thrust/ Area of Focus/ Enablers	Description	Rationale
<b>Strategic Thrust 1 Curriculum</b>	To design and develop an innovative school programme that delivers a rigorous educational experience to nurture each child holistically with a focus on 21 <sup>st</sup> century competencies, values, leadership and service.	Curriculum is the backbone of the school. A well designed and holistic curriculum will ensure that every student receives a quality education to meet the demands and challenges of the future.
<b>Strategic Thrust 2 Environment</b>	To establish a safe, caring and conducive environment for optimum learning and development among students, staff and stakeholders through personal and communal responsibility and accountability.	A safe, supportive and conducive environment is necessary for learning and development.
<b>Strategic Thrust 3 Staff</b>	To attract, develop and retain quality staff with a strong sense of calling and who will excel professionally to realise the strategic objectives of the school.	The education that the school provides is only as good as the quality of its staff. Staff needs to have the skills and expertise to ensure excellent delivery of the curriculum.
<b>Strategic Thrust 4 Talent Development</b>	To identify and provide opportunities for students to explore, develop and nurture their talent, passion and interests.	This is to ensure that the education is not a one-size-fits-all approach but that it caters to the talents and passions of every student.
<b>Strategic Thrust 5 Partnerships</b>	To identify new partners and build upon and expand relationships with existing partners in order to provide our students and staff with opportunities for growth and development and to increase organisational capabilities and capacity.	The school recognizes that there is a large pool of expertise that it can tap on from alumni, parents, and organisations. Moreover, such synergistic partnership allows our students to receive a higher quality of education than what the school alone can provide.
<b>Strategic Thrust 6 Organisational Excellence</b>	To continually innovate and improve the efficiency and effectiveness in the design and delivery of our programmes and services to students, staff and stakeholders.	The culture of wanting to innovate, improve and excel is paramount to the school's efficiency and effectiveness in all its programmes and services.

**Figure 2.1.2 Strategic Thrusts**

The 2013-2017 strategies have affirmed many key school policies and programmes that arose from the earlier strategic plans. This includes the need to retain the school's 2 CCA policy for Year 1-4 students and to further strengthen our focus on the school as a family and community with deep traditions in view of our Key Challenges 1 and 2. However, a number of changes were enacted from 2013 at the policy and

programme levels in alignment with the 2013-2017 Strategic Plan such as the adoption of the ACSI Teaching and Learning Framework, Town Hall Meetings to elicit feedback from students, the establishment of the PDU, the Dr Thio Chan Bee Leadership Academy, the ACSI Sports Academy, the Inaugural Partner Awards. In addition, revisions were made to the school's vision, mission, values and school philosophy.

2.1b *How the organisation converts its strategic objectives into action plans. Include how the financial and other risks associated with the plans are managed and how resources are allocated to support these plans*

The establishment of the key strategic challenges, the selection of the strategies to address them and the setting of the long and short term goals are conducted at planning retreats by the school leaders. This approach brings different perspectives to the planning discussions so that issues and implications can be filtered through various lenses such as the academic, CCA, resource, finance and infrastructural. Such a thorough and systematic process makes certain that all aspects of a possible recommendation are taken into account before it is adopted for implementation. This ensures that a systems approach is taken when these school wide strategies are finally adopted. This planning approach also builds a common collective understanding among the school leaders of the rationale for the school direction and the key focus areas which will help in maintaining fidelity in implementation and communications across the school staff. In addition, there is greater sense of ownership of the areas of oversight when the school plans are implemented by the respective area owners in the departments, committees and units.

### Alignment of Strategic Plans with Action Plans

Once the key strategies are decided, the school leaders work in teams to draw out the long and short term goals, possible time frames, KPIs and targets. Each team presents their recommendations to all the school leaders who further deliberate, revise and modify the plan. Once this is completed, the identified area owners (DDs and Unit Heads) then take off with specific parts of the strategic plan that apply to their respective departments/committees/units and produce their department and unit action plans. This way, all departments produce their action plans in direct alignment to the school's Strategic Plans. The teachers and ESS in the respective departments and units, in turn, prepare their work assignments based on their department/unit action plan, thus fostering close alignment to the school's Strategic Plans (Figure 2.1.3). The departmental/unit action plans – with their KPIs and targets are then monitored every semester by the respective overseeing DP, while the individual work assignment is reviewed by the respective ROs at the 2 annual work review sessions.



Figure 2.1.3 Cascading of Strategic Plans to Action Plans

The school adopts a cascading model for communicating the strategic plans of the school. As all school leaders are intimately involved in the school planning cycle, they have first-hand knowledge of the process, the rationale for the decisions made and the various aspects of the plan, including their role in achieving it. This enables them to share the information with their staff members and lead in the change management at departmental or committee platforms. In addition, the SA regularly shares the School Strategic Plan with the school leaders, and all staff at DD meetings, staff meetings and Contact Time. All staff are also provided a copy of the key strategic thrusts and main components of the strategic plan for their reference. Aspects of

the School Strategic Plan are also shared with parents and stakeholders e.g. our alumni through our publications, talks and meetings. Students are also updated regularly on aspects of the school plans at assemblies, Townhall meetings and at Student Leaders' meetings.

**Resource Management & Optimisation**

**Human Resource:**

As the quality of a school is directly related to the quality of its staff, the school places much emphasis on recruiting suitable staff, developing their capacity and capability to deploy them in areas where their strengths are harnessed for the achievement of our school's objectives. Through feedback from Annual Staff Interviews, the SA is able to gain a better understanding of the staff deployment, workload and training needs. Middle Management will use these inputs to plan and allocate their staff workload. At the systemic level, SA uses the data for the school manpower projection. The school also plans its overall School Training Directions to ensure systematic and sustained staff capacity building to support the school's plans. Figure 2.1.4 encapsulates the school's Human Resource Planning.



**Figure 2.1.4 Deployment of Human Resources**

**Financial Resource:**

The school has established an effective budget allocation system to ensure that all key school activities are adequately supported and the overall cost of education is kept affordable. Owners of key activities are required to propose annual budgets that are analysed and reviewed before the start of the financial year. They are monitored throughout the year by the owners, the Finance Department, SA and the Finance Committee appointed by the BOM.

**Infrastructural Resources:**

The school uses information in its master-plan of school facilities to constantly review and ensure that the facilities are strategically and optimally used for all its activities. Information from the master-plan also allows the school to identify short falls, inadequacies and surplus areas in infrastructure, leading to timely intervention such as the construction of the Student Development Block and the upgrading of the school's sports facilities.

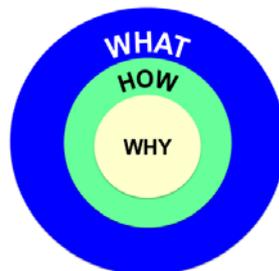
---

*2.1c How the organisation reviews its performance relative to its plans, and how it establishes and deploys modified plans in a timely manner*

---

Sinek's The Power of Why (POW, Figure 2.1.5) has been deployed to re-examine the rationale for policies and programmes and to decide whether they require modification or need to be discontinued.

The focus of all school reviews is on the intended educational rationale, implementation processes and the achievement of the outcomes for the plan and its unintended consequences. Inputs collected are then used to improve or modify existing plans.



**Figure 2.1.5 Simon Sinek's "The Power of Why" Model**

The review of the strategic planning process is carried out annually at the systemic level and that of the component parts and key strategic areas. At the systemic level, the strategic planning process, timelines and flow, analytical tools and key components such as the translation process of strategic thrusts to long and short term goals and the communication plans are reviewed and improvements made.

Other tools used for reviews include our extensive feedback platforms, from which key improvements are distilled and incorporated into the planning process. For example, the introduction of the PLT in 2012 and the change in the timetable in 2014 to incorporate PLT on alternate Wednesday mornings came about through teacher feedback channels. In addition, the plan to set up the Student Plaza to provide students with more informal recreational and performance space came through feedback from students in Town Hall meetings.

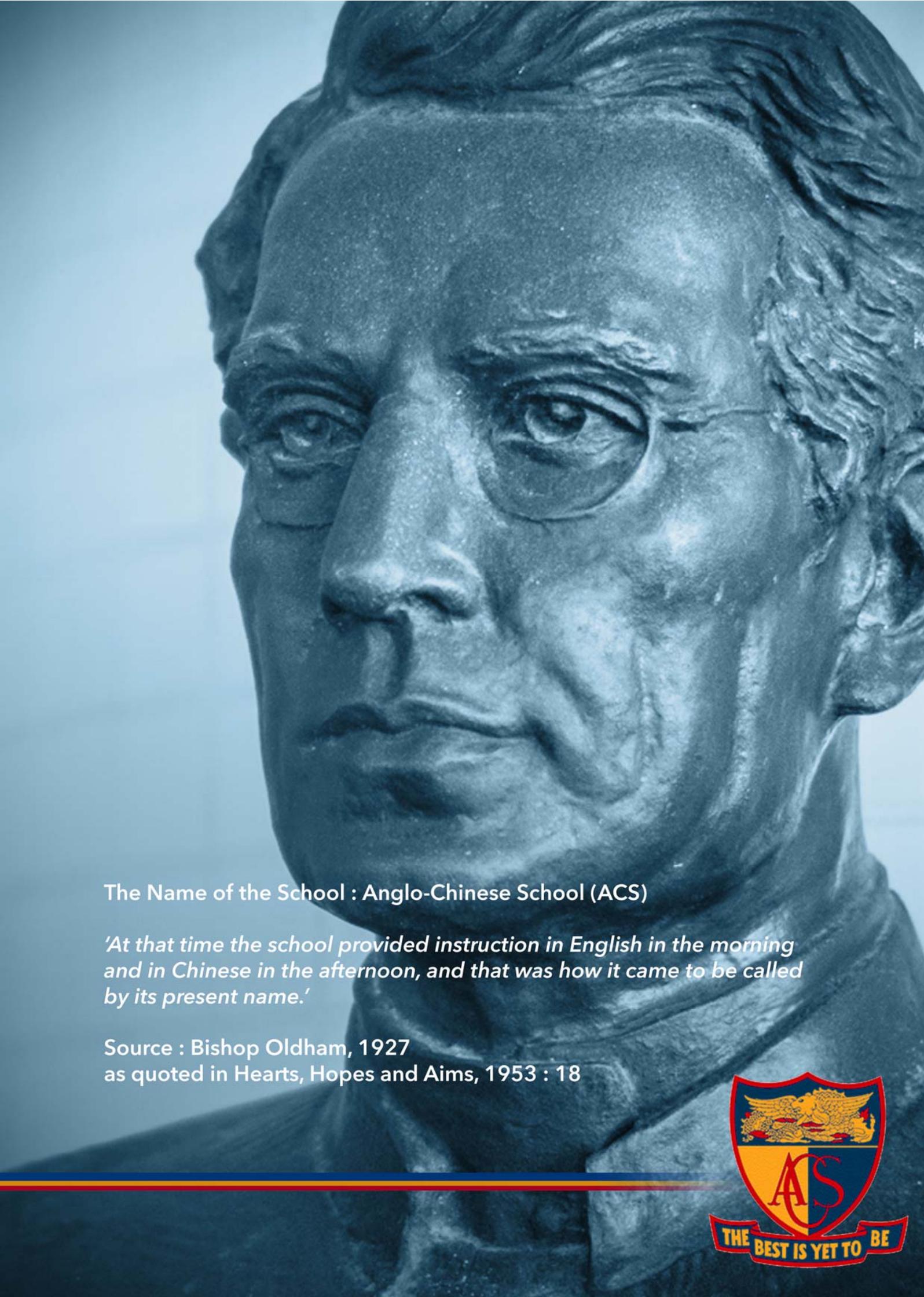
The main imperative in all the reviews carried out by the school is to enhance the quality of our students' school experience. In addition, the reviews ensure alignment to the mandates of the Ministry of Education, the IBO and the Methodist Church and the general expectations of parents and our stakeholders. These systemic level mandates are translated with fidelity into programmes with clear goals and learning outcomes based on the school's belief in a holistic education. The programmes cover all aspects of school life – the academic, CCA, Pastoral Care, enrichment, leadership and other forms of talent development.





# INFORMATION





The Name of the School : Anglo-Chinese School (ACS)

*'At that time the school provided instruction in English in the morning and in Chinese in the afternoon, and that was how it came to be called by its present name.'*

Source : Bishop Oldham, 1927  
as quoted in Hearts, Hopes and Aims, 1953 : 18



### 3. Information

#### 3.1 Management of Information and Knowledge

3.1a *How information needed to drive planning, day-to-day management and improvements to the organisation's performance is selected and collected. List the key types of information and describe how they are related to the organisation's performance objectives and goals.*

The knowledge management of the school has been guided by the Socialisation, Externalisation, Combination and Internalization (SECI) model by Nonaka and Takeuchi (1995) where both explicit and tacit knowledge interact continuously to create spiraling and deepening levels of knowledge in the organization. Figure 3.1.1 summarises how the school adopts the SECI Model to encourage knowledge sharing, creation and value.

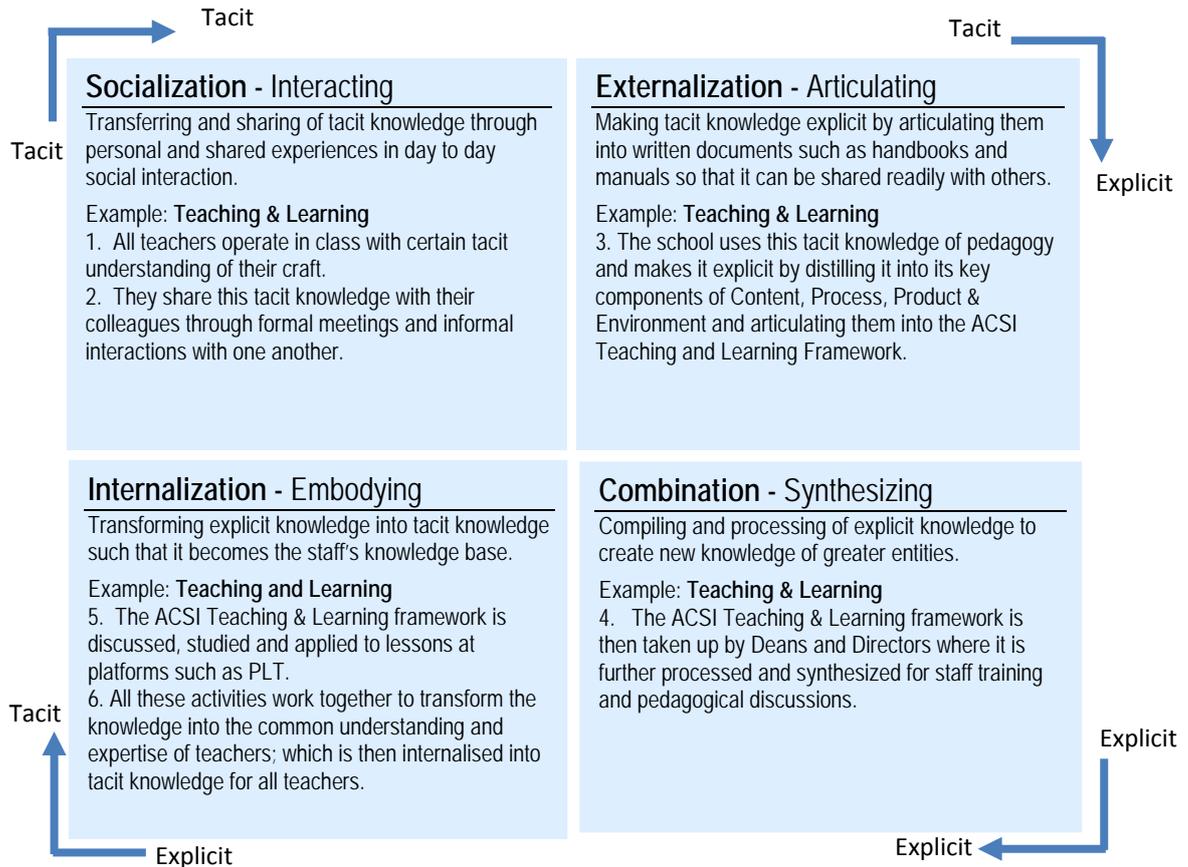


Figure 3.1.1: Adoption of the SECI model in the school context

3.1b *How the organization ensures that information is reliable, accessible and disseminated quickly to employees, suppliers/partners and customers. Include how the organization shares information to encourage learning and innovation.*

**Protection of Data.** Information protection and data reliability in the school is ensured through a comprehensive IT system of backup servers and tape drives. Patch servers which automatically push timely upgrades of software especially virus scanning software have been implemented to ensure data is protected. The school has reviewed its Disaster Recovery Plan to further ensure that its business continuity plan will not be compromised. Down-time is kept to a minimum so as not to hinder the running of programmes in the school. Audit checks continue to be carried out to ensure that information and data collected are up to date and reliable. The school ensures that data collection is carried out by designated key personnel who are responsible for the analysis and dissemination of information in the school.

**Accessibility of Data.** Currently, all information is housed and accessible to staff in a variety of platforms; School Cockpit, School Management System (SMS), LMS with E-learning resources, Shared Folder, ACSinet (Staff Intranet), MOE Intranet and school website.

**Dissemination of Data.** Most information is disseminated to the staff through a variety of mediums: emails, LMS, paper circulars, memos and reports, notice board postings. It is imperative that the IT platforms are kept running at a high performance to ensure the smooth dissemination of information, so no effort is spared in ensuring that the network systems are regularly serviced and maintained with stringent firewalls to prevent virus attacks. Critical information is disseminated to parents through circulars. The EMAS (Electronic Mail Automated System) is an email system which disseminates announcements to the appropriate groups of parents.

**Learning and Innovation.** ACSI has a strong culture for learning and innovation. The I&E Committee consisting of representatives from each department, meets regularly to share information and knowledge and ensure that innovative ideas are cascaded down to the departments. A Deputy Principal and Director, I&E (a new appointment) oversee this committee. Learning and innovation is strongly encouraged during department / level meetings and fortnightly PLT. The establishment of an online MyIdeas platform simplifies the process of contributing ideas for improvements or innovation.

---

**3.1c How information is analysed and used to support organizational planning and review.**

---

The following key information and data are collected and analyzed to support and improve school programmes (Figure 3.1.2).

SN	Types of Information	Purpose
1.	Student academic performance	For the purpose of remediation and enrichment, tracking the results for all students is done across all levels, and under-performing students in Year 4 and 6 meet the Principal together with their parents whilst students from other levels meet the Deputy Principals. Qualitative subject reports for under-performing Year 5 and 6 students are done on a regular basis to allow the teachers and parents to have a holistic picture of the areas for improvement.
2.	Subject performance	Allows the Deans to re-look deployment of staff, remediation programmes or teaching methodology.
3.	Social economic status of students	Helps teachers understand the background of students.
4.	Student participation	Data of involvement in CCAs, competitions, community service, mentorship and attachment programmes, exchange programmes allow the evaluation and review of the programme.
5.	Fitness characteristics of each student	Allows the customisation of the Physical Education programme. Data performance in sport CCAs is collated and used in assigning students to specific events. Other CCA data monitors attendance, CCA participation and progress and for the review of staff deployment.
6.	Data on staff capabilities, training, expectations, preferences and needs	Data obtained through annual interviews and needs analysis allow for more effective deployment of teaching classes and CCA assignment.
7.	Staff identified with high CEP	Tracked to match personnel with appropriate tasks/duties. This is used to deploy teachers in areas which best match their abilities while providing challenge, meeting their needs and catering to their preferences.
8.	HR data	A comprehensive HR cost analysis of staffing that cuts across all levels and departments and used for optimization of teaching resources.
9.	Data on physical resources, library books loans, IT and MR teaching resources and equipment loans and utilities consumption	These determine if more rooms are needed, if rooms are used productively and efficiently, if different types of books and teaching resources need to be purchased or careful monitoring of operating costs. The number of classes catering to specific subject combinations and the degree of student differentiation supported by the time-table are both determined with this information. This data helps the school to determine short term goals and plan for upgrading or expansion of facilities.
10.	Debrief and feedback sessions of major school programmes	Provides information that can be used for future planning and improvements. Programmes like the OEP and WOW have benefitted from the feedback obtained.
11.	Financial resource data	Used for planning at all management levels. Analysis and scenario planning are carried out for academic and CCA to determine the best strategies to meet the strategic goals within the constraints of the operating budget of the school. This planning involves external and internal stakeholders, academic and non-academic staff at all levels. The planning is guided by strict financial procedures and regular reviews at weekly SA meetings and termly Finance meetings.

**Figure 3.1.2 Types of Information Collected and Intended Purpose**

---

3.1d *How the organization manages knowledge to create value. Include how knowledge is used or acted upon for business improvements.*

---

Through the various platforms such as the school website, intranet, LMS and SMS, basic information is easily accessible to students, staff and parents. Data is organized, categorized and stored for use in teaching, analysis, target setting and tracking. Professional knowledge is transferred or obtained via meetings, workshops and briefings to raise the capacity of staff. It is also captured through manuals, minutes and circulars. To incubate innovative ideas, the procedure to submit ideas has been simplified. They are managed by Director, I&E, who will screen ideas and obtain approval from SA for implementation.

Data and information are examined periodically so that trends may be spotted and actions taken to review targets, redeploy staff, restructure programmes, and improve school processes, programmes and other services, as deemed necessary.

---

3.1e *How the organization evaluates and improves its management of information and knowledge.*

---

The school continually seeks to improve its knowledge management system through structured reviews carried out during meetings and discussions. The school takes active and prompt action in responding to feedback on information collection, accessibility and analysis. New IT applications were developed and existing applications were further enhanced. In seeking to further improve the management of information and knowledge, the school recognizes the need to appoint relevant key personnel as well as a committee to manage the school's data and information system.

## 3.2 Comparison and Benchmarking

---

3.2a *How comparative and benchmarking information is selected to improve the organisation's performance.*

---

### Comparative information

The continuous and conscious effort to identify partners to increase capabilities in order to avoid organization 'blindness' where we continue to operate at our comfort zone has helped the school to reinvent certain processes, change perspectives and challenge our practices. The benchmarking process in ACSI which follows the 5-stage Be's for the process of benchmarking has been refined and streamlined to assist in the formulating the strategic thrusts, stretch goals and also to launch new initiatives and to provide review and evaluation. The effort helps maintain a robust curriculum and best practices to keep up with the changing times. The search for partners and comparable Information remains a priority to maintain and indeed improve our standards. Such a mind-set remains a top priority in the school.

### Criteria for benchmarking

To align our process with the stretch goals and challenges, the process of benchmarking has been regrouped from two broad categories ie. from the initial practice of only internal and external comparisons to four categories namely a. Data-driven b. Process-driven c. People-driven d. Strategy-driven.

These 4 categories do not stand alone but are used inter-dependently for optimization. The 4 categories are:

- a. **Data-driven:** Information derived from surveys, feedback, sharing sessions, publication, etc, are analysed to identify gaps.
- b. **Process-driven:** Current process is redefined and opportunities are identified for improvements.
- c. **People-driven:** Best practice partnerships set up and participations enlisted both internally and externally.
- d. **Strategy-driven:** Moving away from parity to understanding the spectrum of possible and realistic performances.

---

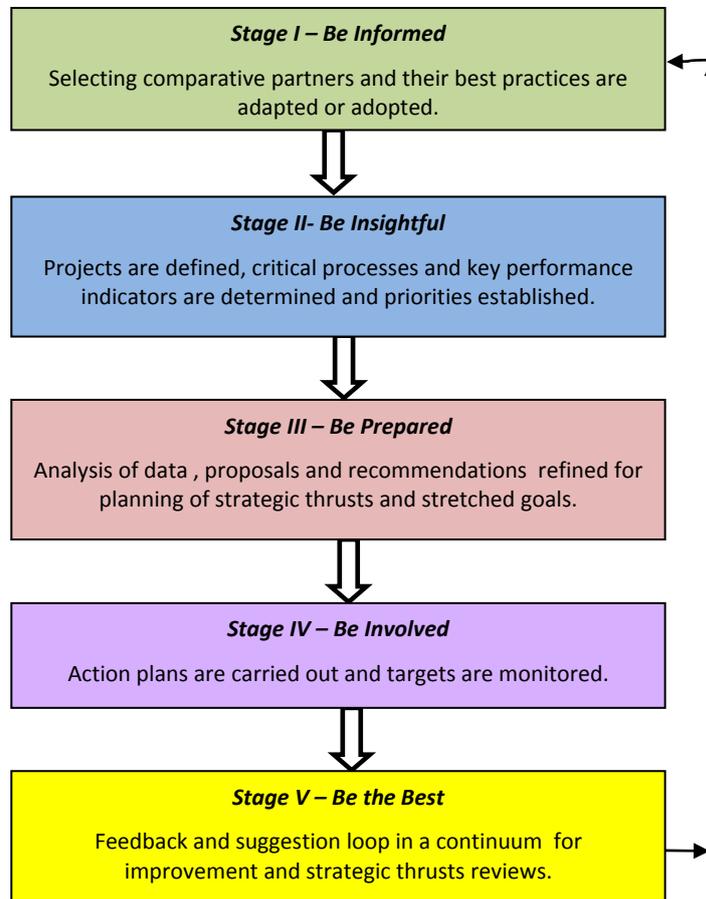
3.2b *How comparative and benchmarking information is used to improve processes and to set stretch goals and/or encourage breakthrough improvements. Include a summary of comparative and benchmarking activities and studies done.*

---

The benchmarking studies have resulted in a number of projects being implemented to help take the school programmes to a higher level. Benchmarking has been aligned with the school's strategic thrusts namely in Curriculum (academic and affective), Environment, Staff, Talent Development and Partnerships. Some of the

key initiatives in benchmarking projects are implemented after analysis of some of the agencies' worldwide best practices. . For example, in 2012, the launch of the ImaginaXium as a platform to showcase innovation in both teaching and learning and improvements in service learning was a culmination of the various approaches that pulled together best practices in the industries.

The school spares no effort to continue to select benchmarking partners with similar functional purposes and also unrelated industries with comparable operations such as the case management approach from the nursing industry. The process is based on the 5-stage Be's model that provides the feedback and review needed for targets to be met and to tie in with the strategic planning as shown in Figure 3.2.1.



**Figure 3.2.1: Updated 5- Stage Be's Model**

The gathering of information of partners and their best practices in terms of track records with a competitive edge continue to be key in our evaluation process. Furthermore, the POW is used to help the school remain focused on the rationale of the core business of education.

The workflow from that point on has enabled the school to look at the processes and to fine tune and design our programmes to align the strategic thrusts in the curriculum, environment, staff, talent development and partnerships.

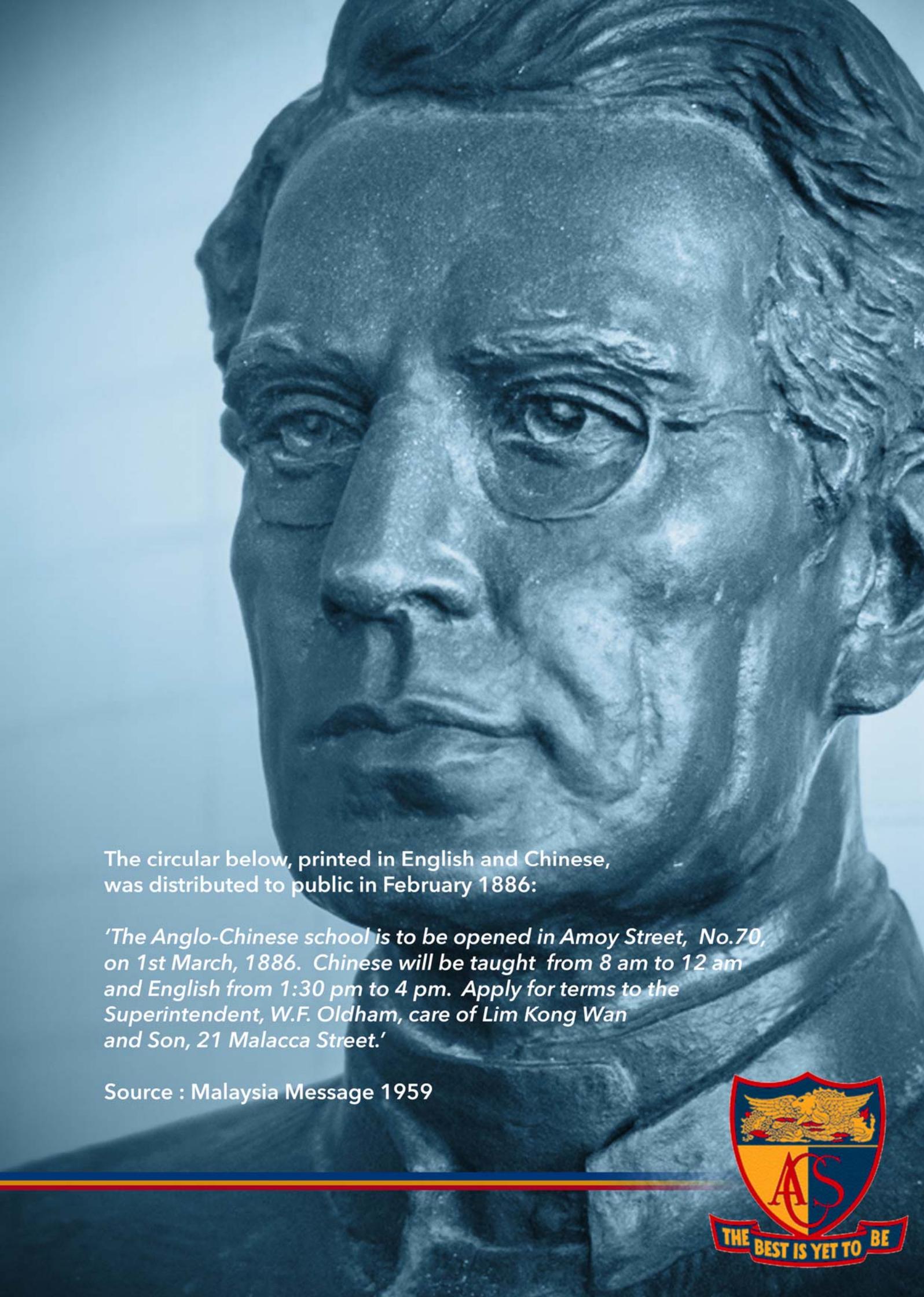
In addition, action plans and engagement from the various stakeholders with their feedback and evaluation are taken into consideration for the next course of action that the school would embark on..

The 5-stage Be's Model continues to ensure that the ACSI keep up with the competitive edge as well as maintain a high standard as an educational institution for the students to have the best learning experience possible as they pass through the portals of the school.



# PEOPLE





The circular below, printed in English and Chinese, was distributed to public in February 1886:

*'The Anglo-Chinese school is to be opened in Amoy Street, No.70, on 1st March, 1886. Chinese will be taught from 8 am to 12 am and English from 1:30 pm to 4 pm. Apply for terms to the Superintendent, W.F. Oldham, care of Lim Kong Wan and Son, 21 Malacca Street.'*

Source : Malaysia Message 1959



4 People

4.1 HUMAN RESOURCE PLANNING

4.1a How organisation develops its human resource strategies, policies and plans. This includes how the human resource strategies, policies and plans are aligned to the strategic plans

The School’s HR strategies commit to the 4 specific HR pillars of management, centering on (1) targeted recruitment and deployment of quality staff; (2) professional development of existing staff, ensuring that as educators we continuously update our skills according to the changing knowledge and skill requirements; (3) empowerment and talent management together with (4) a performance and recognition system that enables the organization to retain quality staff. Together, these enablers work to establish an environment conducive to optimum performance (Figure 4.1.1).

Our HR strategies and plans in line with Strategic Thrust 3 (Staff) and 6 (Organizational Excellence) are targeted at implementing policies that will guide, develop and inspire staff to give their best to achieve our mission to be a world-class institution nurturing the holistic development of our students and the institution of choice for learning and serving in.

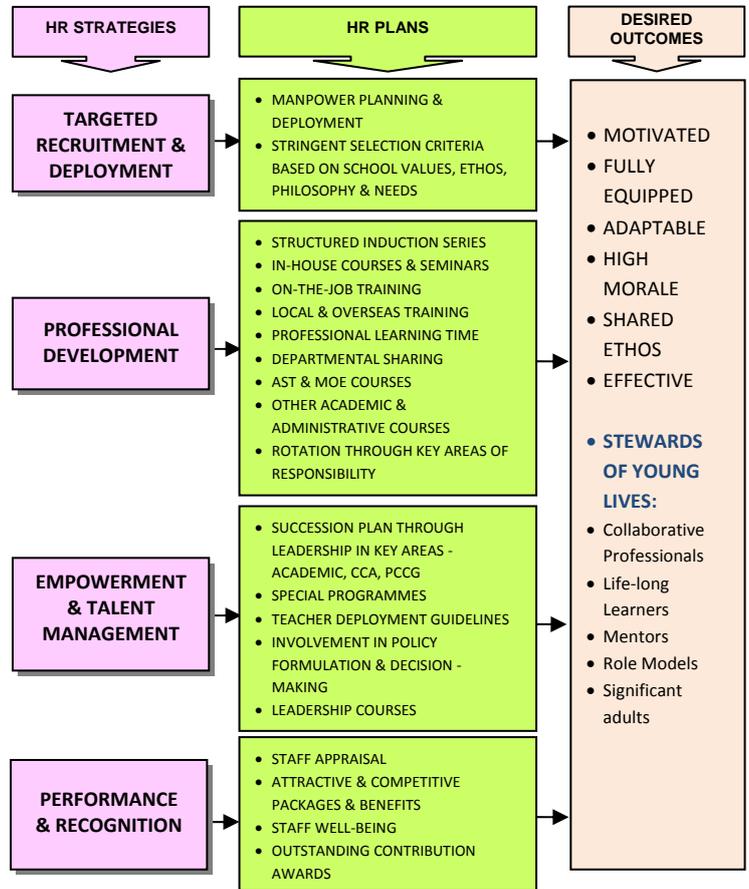


Figure. 4.1.1 Human Resource Planning Framework to Build a Quality Staff

4.1b Describe the organisation’s human resource requirements and plans, based on the organisation’s strategic objectives and goals.

Teachers and ESS are recruited based on expertise and experience. HR in consultation with SA, DDs and Managers implement and review work plans. HR policies, plans and initiatives are discussed and reviewed at various leadership levels, at BOM, SA and various DDs meetings to ensure that best practices are adopted.

4.1c How organisation uses feedback to improve human resource strategies, policies and plans

Innovative ideas propel the school to greater heights and provide a vibrant, more creative workplace for staff. A revised MyIdeas web portal (Figure 4.1.2) for staff suggestions was implemented to allow for immediate, convenient access.

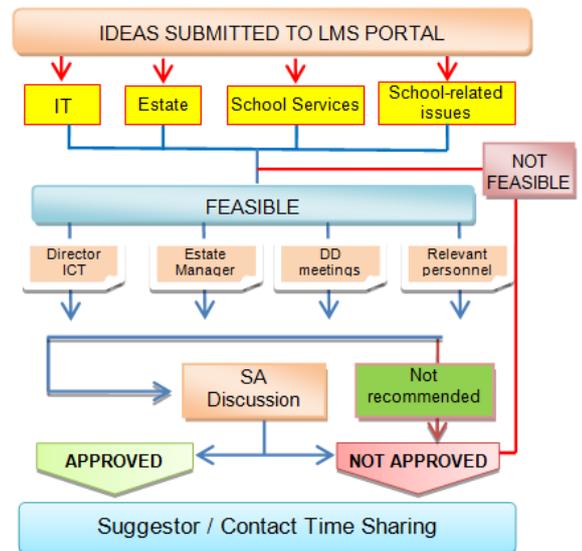


Figure. 4.1.2 MyIdeas Workflow

## 4.2 EMPLOYEE ENGAGEMENT

4.2a *The strategies adopted and the mechanisms available to encourage and support individual and team participation in achieving organization's objectives and goals.*

ACSI aims to engage its staff via 4Cs: Clarity, Conviction, Collaboration and Celebration (Figure 4.2.1). It engages the head by providing **clarity** of purpose for all that is done, making sure that staff are given the *whys*. Effective and regular communication of the rationale engages the heart and inspires a sense of **conviction** for the *whats* that are planned.



Figure 4.2.1 The 4-C principle

The hand is engaged and enabled through **collaboration** among staff as they work towards common goals and provide feedback to challenge and fine-tune the *hows*.

Finally, staff morale is raised and staff feel encouraged when there is a whole-school approach to the **celebration** of success and accomplishment in all areas of school life.

4.2b *The process of implementation of the mechanisms for employee engagement and the review of their effectiveness*

Ownership is the consequence of active engagement of all staff at the strategic planning level, operational level and individual level as shown in Figure 4.2.2.

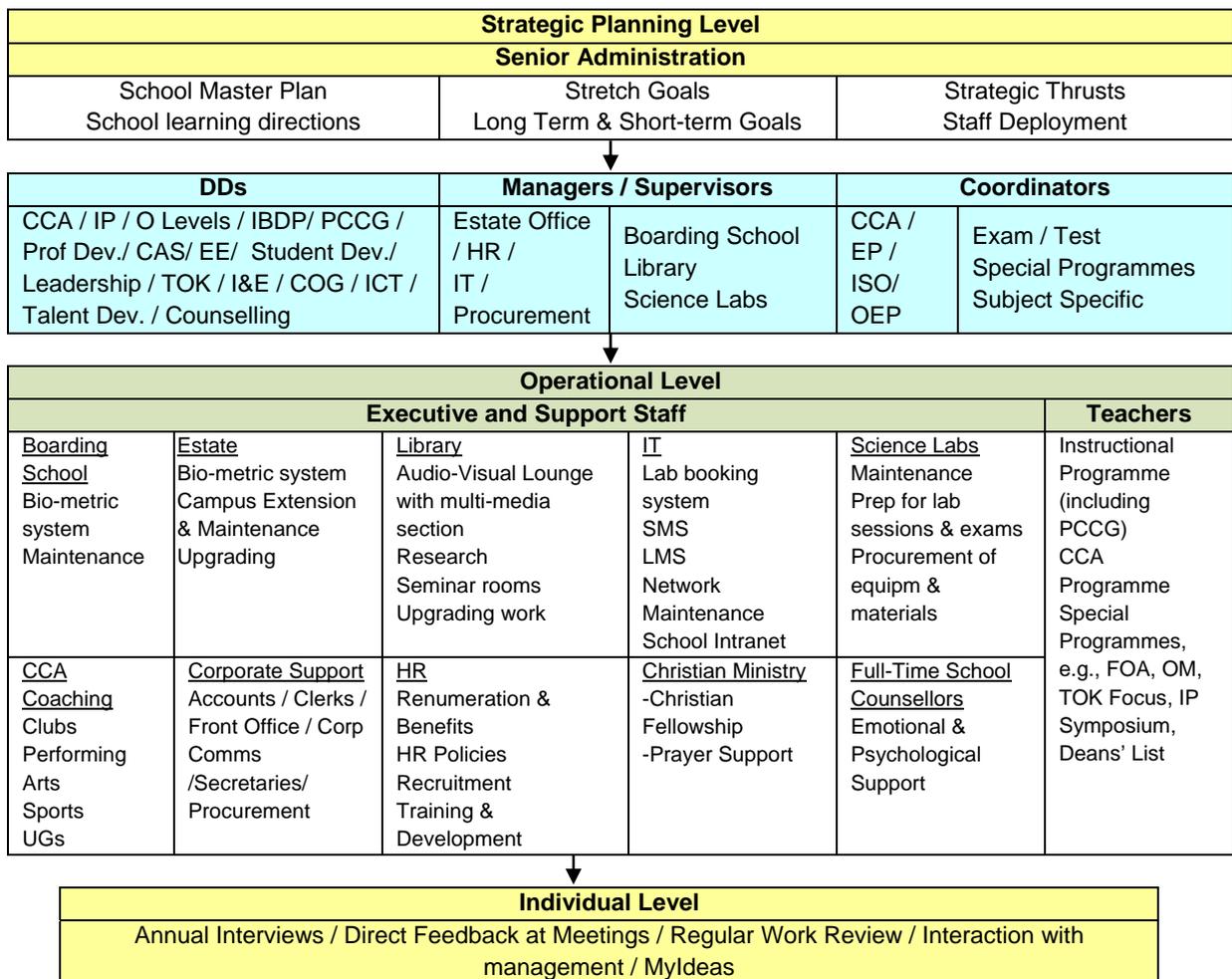


Figure 4.2.2 Active Engagement of Staff

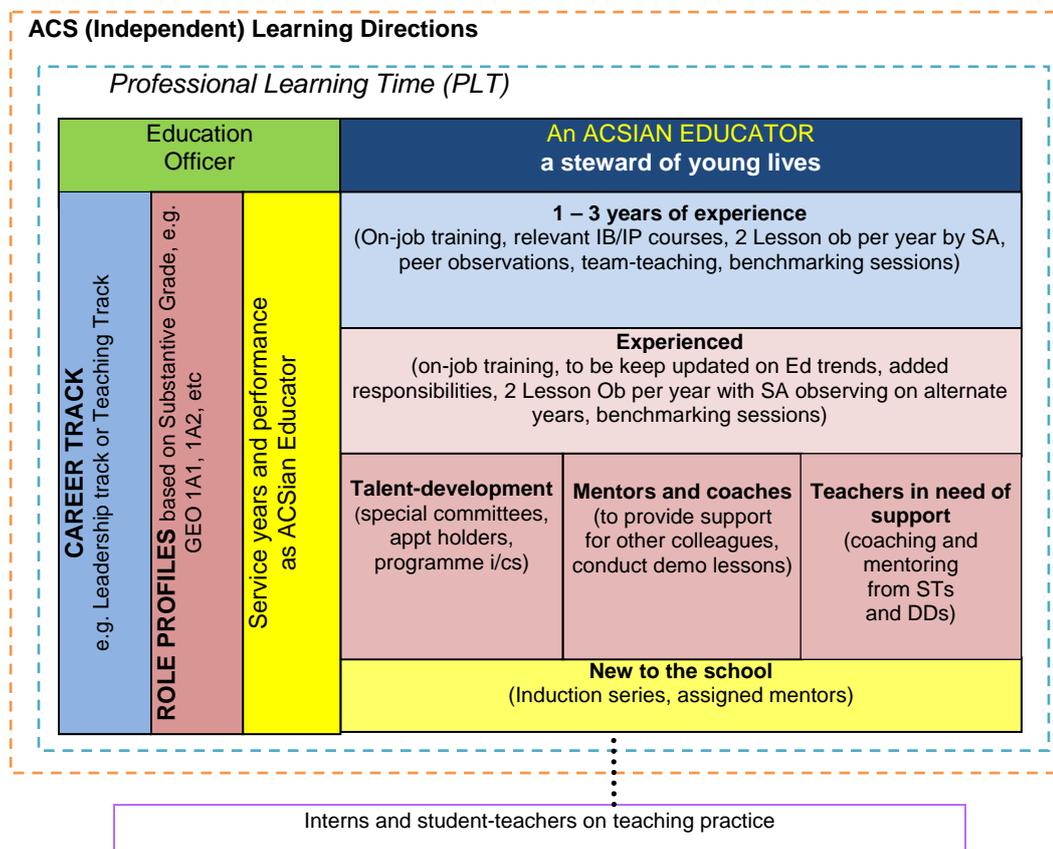
SA, DDs, Managers, Supervisors and Coordinators carry out various functional review meetings, for example department, level and various committees, with staff.

### 4.3 EMPLOYEE LEARNING AND DEVELOPMENT

4.3a How the organization identifies the learning and development needs for all employees to support its objectives and goals.

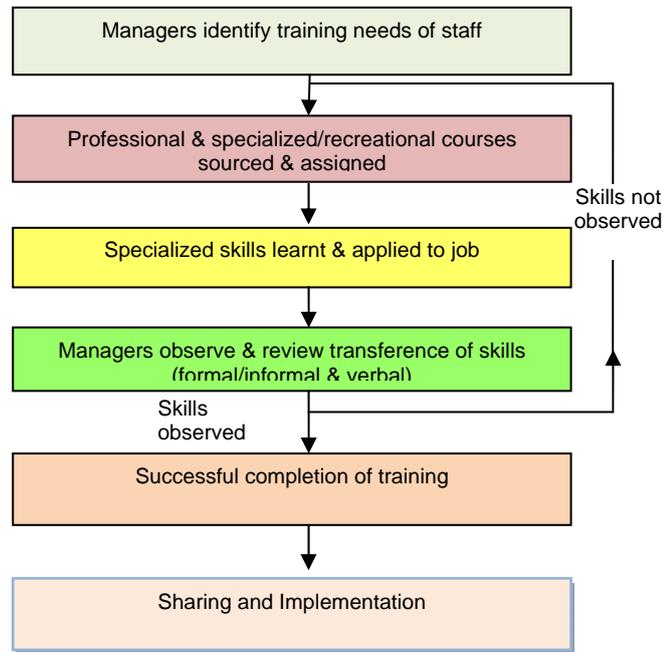
ACSI has in practice a viable and multi-dimensional approach to identifying the learning and development needs of staff that respond to (1) National (MOE) and IBO imperatives; (2) School directives/ Department directions and (3) individual needs.

The learning and developmental needs of teachers are identified based on a matrix system (Figure 4.3.1). Recognizing the varying and contextualized needs of the individual departments as well as the tacit nature of knowledge formation for effective teaching, the PLT was implemented in 2012.



**Figure 4.3.1 Matrix for identification of learning & development needs of teachers.**

ESS are sent for regular updates and are kept informed by learning journeys and upgrades (Figure 4.3.2)



**Figure 4.3.2 Identifying and reviewing ESS learning & development needs development needs of teachers.**

*4.3b How learning and development opportunities are delivered and reviewed for their contribution to individual and organizational effectiveness.*

The delivery of the learning and development opportunities is firmly grounded in POW and guided by the 4C-principle (Figure 4.3.3).

<b>CLARITY</b>	<ul style="list-style-type: none"> <li>• EPMS refresher to bring clarity of expectation using the Role Profiles (2013)</li> <li>• Modification of Lesson Observation forms to clearly articulate expectations and promote effective feedback from relevant supervisors (2013)</li> <li>• Fine-tuning of the EPMS processes to focus on gathering feedback from all ROs (2013 – 14)</li> <li>• Explicating pedagogical expectations with the Teaching and Learning Framework (2014)</li> </ul>
<b>CONVICTION</b>	<ul style="list-style-type: none"> <li>• New appointment of School Staff Developer (2010)</li> <li>• Implementation of a structured and comprehensive induction series for new staff (2011)</li> <li>• School-wide training conducted in accordance to School learning Direction (2013 – 2017), e.g. Shared Vision Session and Empathy training</li> <li>• Setting aside curriculum time for PLT (2012)</li> <li>• PLT being shifted to the morning, students report at 9am (2014)</li> <li>• Setting up of a Professional Development Unit to look into the pedagogical as well as mentoring and coaching needs of teachers (2014)</li> <li>• Professional Development budget is raised and constantly being monitored</li> </ul>
<b>COLLABORATION</b>	<ul style="list-style-type: none"> <li>• Fortnightly PLTs allow for professional conversations for growth and development. It ensures that learning is delivered in a timely and relevant manner</li> <li>• Annual Professional Learning Day (PLD) allows for sharing of best practices across academic disciplines (since 2013)</li> <li>• Teachers venture beyond school to share best practices and learning at Cluster and National/International level</li> <li>• The PDU and the appointment of specialist teachers enhances the culture of mentoring and collaboration</li> </ul>
<b>CELEBRATION</b>	<ul style="list-style-type: none"> <li>• The PLD is a celebration of learning acquired during the cycle of PLT by the respective departments</li> <li>• Teachers who presented at external conferences are acknowledged at Staff Contact Time</li> <li>• A certificate of participation is given to teachers who complete the induction series</li> <li>• Teachers with deep expertise in pedagogy are appointed as Specialist Teachers and serve in the PDU to become an agent of positive change (2014).</li> </ul>

**Figure 4.3.3 Delivery of Learning Opportunities**

The evaluation of the learning and development process also applies to our ESS (Figure 4.3.4). The review process is an ongoing one using the PDCA cycle.



Figure 4.3.4 ESS HR Management Framework

---

4.3c *How the organization evaluates and improves its overall learning and development process*

---

Evaluation of the learning and development process is done at 3 levels through feedback from SA, HR, DDs and staff

**4.4 EMPLOYEE WELL-BEING AND SATISFACTION**

---

4.4a *How the organization develops a supportive work environment that enhances employee well-being and satisfaction, and promotes a harmonious relationship between management and unions/employees. Include how the organization supports the needs of a diverse workforce.*

---

In order to develop a supportive work environment that enhances staff well-being and satisfaction among its teachers and ESS, ACSI uses an approach that focuses on 5 key areas among its diverse workforce: psychological, intellectual, social, financial and physical well-being

---

4.4b *How we measure and assess employee well-being and satisfaction*

---

The measurement and assessment of staff well-being and satisfaction are carried out through various means. A supportive staff will always produce effective work performance and this is evidenced in our low and improved absenteeism records and the sustained number of MOE accolades that the school has garnered since the last SQA in 2009.

---

4.4c *How the organisation evaluates and improves its approach to enhancing staff well-being and satisfaction.*

---

The SA, DDs and Managers use the PDCA cycle to evaluate and improve the school's approaches to enhancing staff well-being. The resultant changes are tabulated in Figure 4.4.1.

### 10 Key Resultant Changes as a result of Assessment Mechanism

- i. Record files submission was streamlined and simplified in view of feedback
- ii. A new design of a more transparent Lesson Observation Form
- iii. Transparent Staff Appraisal when Reporting Officers' comments are made visible to the staff
- iv. Open Door Policy for staff to SA
- v. Professional Learning Day to showcase teachers' learning throughout the year
- vi. Continuity in Staff Welfare with Director of Counselling overseeing the SWC
- vii. New Staff Lounge
- viii. Official dismissal time is brought forward for teachers on days when there are no lessons in the afternoon
- ix. Exercise with Family Day
- x. Early dismissal time for ESS during school holidays

Figure 4.4.1 Key Resultant Changes since last SQA in 2009

## 4.5 EMPLOYEE PERFORMANCE AND RECOGNITION

4.5a *How the organisation's employee performance and recognition systems support high performance, innovative and creative behaviour and achievement of objectives and goals.*

The approach to managing staff performance and recognition is firmly grounded in the school's core purpose and philosophy and enacted through the HR strategies (as mentioned in 4.1). The performance management of the staff is integrated in a systematic manner through the processes and strategies of staff involvement and engagement (Criterion 4.2) which includes professional development, empowerment and talent management and staff well-being and satisfaction.

Due to the cyclical nature of a teacher's work, an annual deployment exercise is an organizational requirement. We believe that sound deployment is the key to maximizing staff involvement and engagement as well as optimizing performance, innovation and creative behavior, thereby enabling the school to achieve its objectives and goals (Figure 4.5.1).

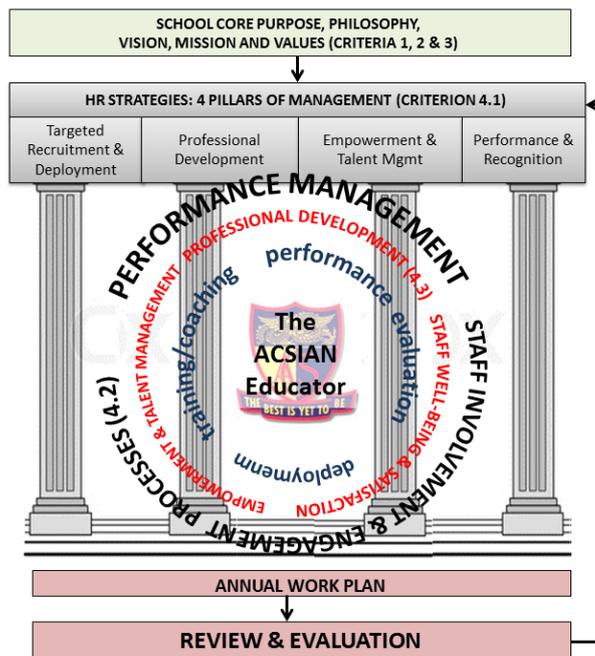
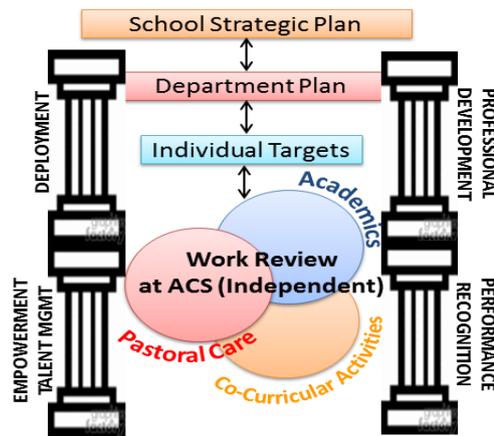


Figure 4.5.1 Performance and recognition

The annual staff awards serve to acknowledge and affirm both teachers and ESS who bring significant contributions to the school, students and their colleagues. There are 4 categories of Awards:

- (i) ACS(Independent) Best Performance Award (Individual)
- (ii) ACS(Independent) Outstanding Contribution Award for Staff (Team)
- (iii) Dr Lee Li Eng Outstanding Contribution Award for Academic Staff
- (iv) Dr Lee Li Eng Outstanding Contribution Award for Non-Academic Staff

The MOE’s Enhanced Performance Management System (EPMS) is recognized as a robust framework and is adopted as a means for performance appraisal and potential assessment. To ensure that the appraisal assessment is effective, transparent and meritocratic, the work review processes at ACSI have been fine-tuned and customized to our context (Figure 4.5.2).



**Figure 4.5.2 Work Review with assessment in 3 critical areas**

Firstly, the bi-annual EPMS has undergone modification since 2012: there is feedback from 3 critical areas of assessment – instructional programme, CCA and PCCG. The feedback given at work review is open and transparent. The staff is given access to RO’s remarks and evaluation for the year. The work review form includes a critical section where DDs give their input. This allows for better communication between staff and middle management and SA. The performance grading is made known to the staff and good performance is recognized, rewarded and encouraged in a tangible manner.

---

**4.5b How the organisation evaluates and improves its performance and recognition systems.**

---

ACSI constantly examines its remuneration, benefits and career advancement schemes, and benchmarks them with MOE and other independent schools. Having a common performance and recognition system as MOE has enabled the school to respond quickly to changes made by MOE. This has enabled the school to maintain its competitiveness as a choice employer.

The school has monetary benefits and awards in place to encourage and recognize long serving staff who will give high quality performance.

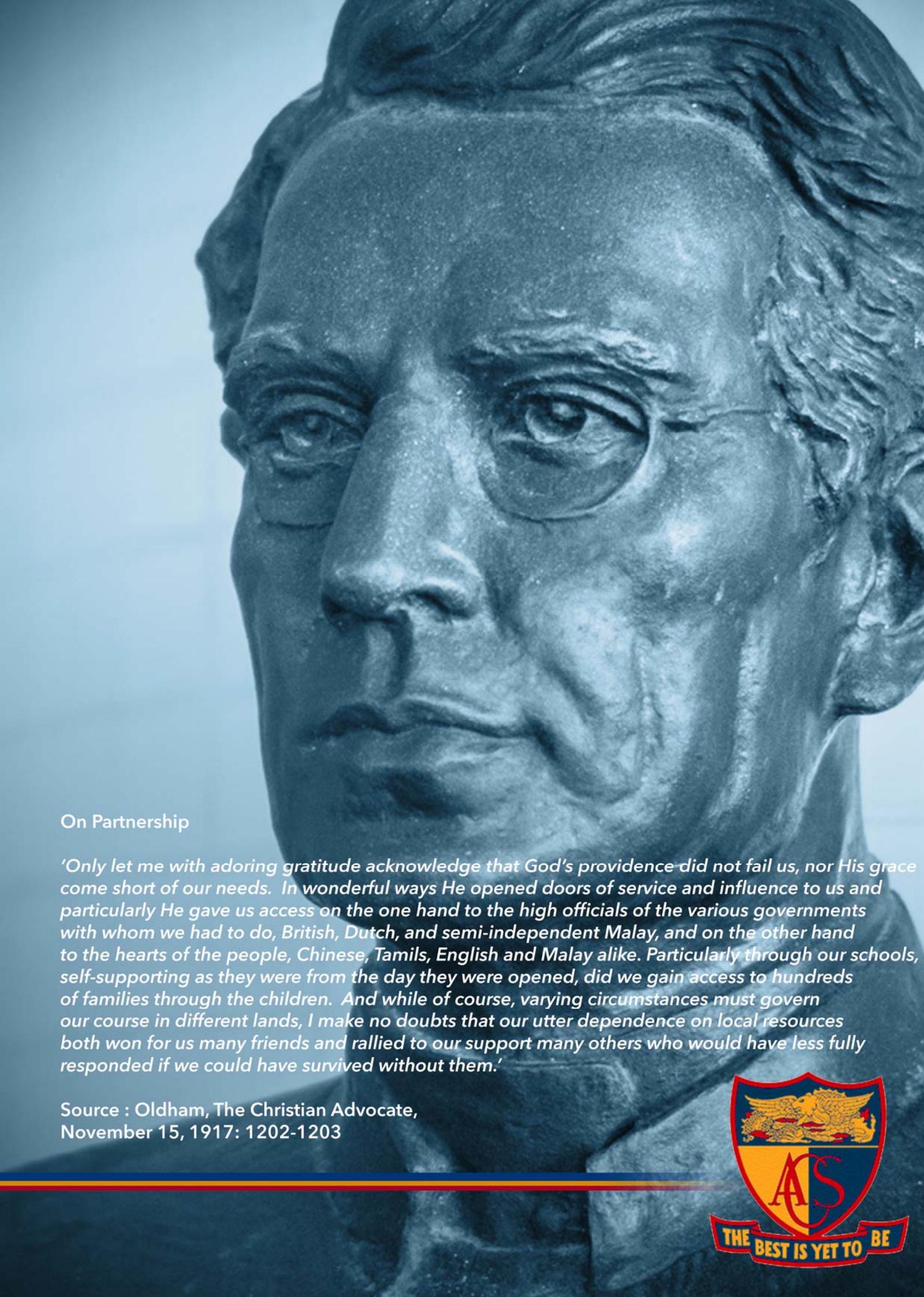
*MyIdeas* introduced in 2013 is a key implementation to encourage creative and innovative behaviour among the staff. This innovative strategy has seen staff contributing creative ideas in large numbers, contributing creative ideas in large numbers.

Leveraging on the email system, staff are able to submit their ideas with increased accessibility and ease. The ideas which have been approved by SA are shared with all staff during Contact Time. Ideas that have potential for widespread implementation are identified, individually coached and guided in funds application, prototyping and implementation.

Annually an innovation challenge, based on a theme, is issued to staff to devise innovative ideas for teaching and learning. In 2013, the innovation challenge was started to encourage staff to create effective links between pedagogy and seemingly unrelated objects.

Lastly, based on feedback from staff, *MyIdeas* was migrated to the LMS platform in 2014. This allows for a more organic and evolutionary discussion by staff on issues and solutions. By doing so suggestions from staff can be improved and refined further by other colleagues. It is intended that a stronger community and culture of improvement can be constructed through this system.





## On Partnership

*'Only let me with adoring gratitude acknowledge that God's providence did not fail us, nor His grace come short of our needs. In wonderful ways He opened doors of service and influence to us and particularly He gave us access on the one hand to the high officials of the various governments with whom we had to do, British, Dutch, and semi-independent Malay, and on the other hand to the hearts of the people, Chinese, Tamils, English and Malay alike. Particularly through our schools, self-supporting as they were from the day they were opened, did we gain access to hundreds of families through the children. And while of course, varying circumstances must govern our course in different lands, I make no doubts that our utter dependence on local resources both won for us many friends and rallied to our support many others who would have less fully responded if we could have survived without them.'*

Source : Oldham, The Christian Advocate,  
November 15, 1917: 1202-1203

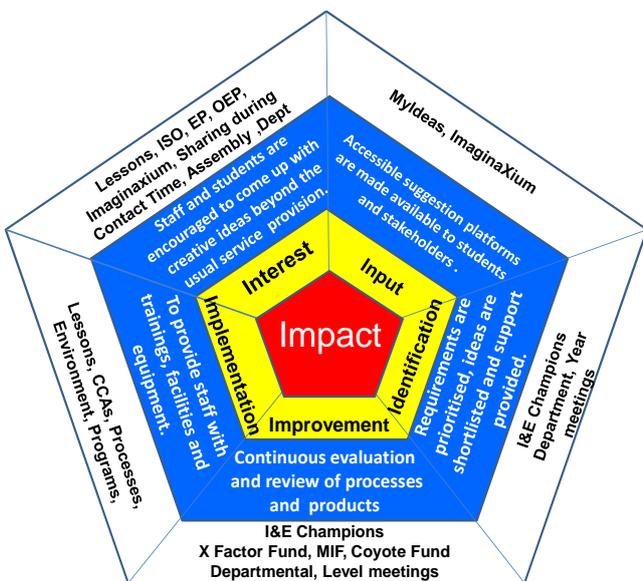


**5. Processes**  
**5.1 Innovation Processes**

5.1a *How innovation management processes support value creation. Include how creative ideas are harvested, evaluated and implemented.*

**Acquiring and Evaluating ideas**

ACSI adapted the 5Is model to include additional I & E components which represent Impact and Enterprise respectively to become a 6Is and E Model. The improved model illustrates the importance of a pervasive culture of innovation that is highly valued in the school. The additional feature of the outermost layer shows the involvement of the various departments in bringing innovation into the heart of their activities to create impact. The 6Is and E model consists of:



**Figure 5.1.1: The new 6 I’s and E Model**

**Interest** - To encourage staff and students are encouraged to come up with creative ideas beyond the usual service provision.

**Input** - To keep abreast of the changing needs and expectations, students and stakeholders’ feedback from emails, phone calls and dialogue sessions etc are monitored.

**Identification** - To prioritise requirements and to shortlist ideas. Shortlisted ideas are refined.

**Implementation** - To provide staff training, develop facilities and equipment.

**Improvement** - To continuously evaluate and review processes and products.

**Experiment** - To experiment with measured steps and evaluate the effectiveness of new and bold ideas.

**Impact** - To positively influence the school processes and programmes, the community and nation.

5.1b *How new products and services and their related production and delivery system are designed and introduced. Include how employees, customers and suppliers/partners are involved in the design process.*

**Implementing Innovative Ideas**

ACSI has been constantly on a look-out for innovative ideas to improve our services and to keep up with the changing educational landscape. A committee was set up in 2011 and a workshop was conducted to encourage students to post ideas through the MyIdeas platform which serves as an ideas bank starting from 2012. The Staff Suggestion Scheme was improved in 2013 to enhance accessibility and ease of idea submission. In 2014, the system was further improved to leverage on the LMS to allow for staff discussions of submitted ideas in real-time.

**ImaginaXium**

ImaginaXium is an annual event started in 2012 to replace Life Sciences Symposium which took place from 2002-2011. ImaginaXium promotes, celebrates and recognizes innovation. The series of events starts with the Idea Week where all students and members of staff are encouraged to submit their ideas. The ideas are evaluated and top three ideas are selected to be presented to the school community for SMS voting after judges have given their comments. This highly anticipated event has also seen about 100 participants from countries like Malaysia, Vietnam, Indonesia and China since 2013.

**Accelerated Class for Science(ACS) and Advanced Science Programme(ASP)**

ACS and ASP were introduced in 2010 and 2014 respectively at the secondary and IB levels to provide a platform for students talented in science to be further challenged and nurtured. Both programmes focus on developing students’ depth of understanding and passion through challenging yet manageable curriculum and learning journeys.

## Innovation in Service Learning

Innovation was introduced into Service Learning from 2013 to promote observation and inventive thinking. Students are provided training on observational and inventive thinking skills to identify genuine issues in the organization they serve and ideate on solutions to solve these challenges.

### Innovative Teaching methods

In line with the strategic challenge in the enhancement aspect, the school looks for innovative ideas to push the boundaries of learning and the following are some examples

- a. **Use of Real-time Student Response System (clicker) in team-based Process Oriented Guided Inquiry Learning (POGIL) collaboration in Secondary 1 Physical Science Lessons:** The use of the Student Response System (clicker) to engage students by providing real-time immediate feedback to the learning was adapted from Duke-NUS Medical School. In this approach, students can be alerted to their peers' learning with feedback provided by the system instantaneously. Used during POGIL lesson, the clicker holds students accountable for their learning with an immediate feedback loop to the teacher as well. This technique is currently being explored with the possibility of being used in all the Year 1 science lessons.
- c. **Integration of QR code in Delivery of Geography Lessons to promote Independent Learning:** This is a project which involves the delivery of geographical content and concepts in the school environment using QR code technology. Three sites in the school were established to have geographical significance that is relevant to the Year 1 syllabus. With the aid of QR codes, students learn in an authentic environment and engage in experiential and collaborative learning, by leveraging on this location-based application with teaching videos and websites. Self-managed learning takes place as students actively participate in the discovery learning processes.
- d. **ACE 21:** In 2013, the school introduced a new initiative 'ACE 21' or ACSians Communicating Effectively for the 21st Century. ACE 21 uses communication skills to build competencies such as creativity, innovation and cross-cultural understanding and is woven into the school's English Language, Literature and Language Arts lessons for our Year 1 and 3 students. In 2014, ACE 21 has expanded to include Year 1 to 4 students.

### 5.1c How the organization evaluates and improves these innovation processes

Figure 5.1.2 shows how review and evaluation are incorporated into the innovation process.

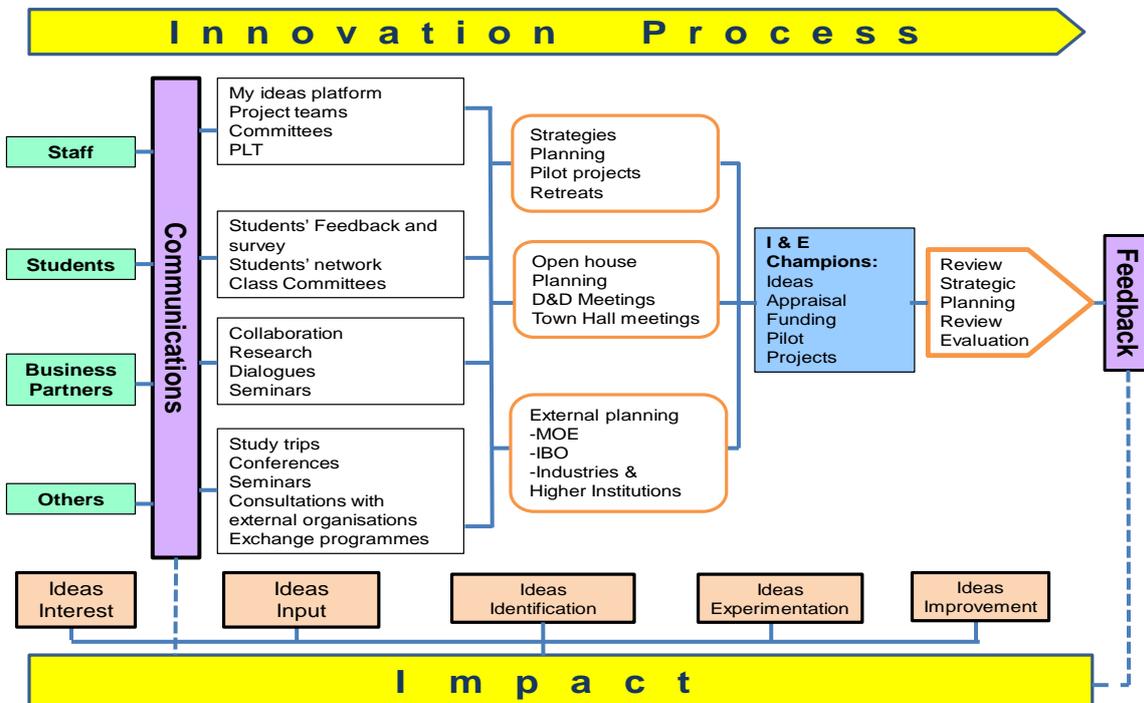


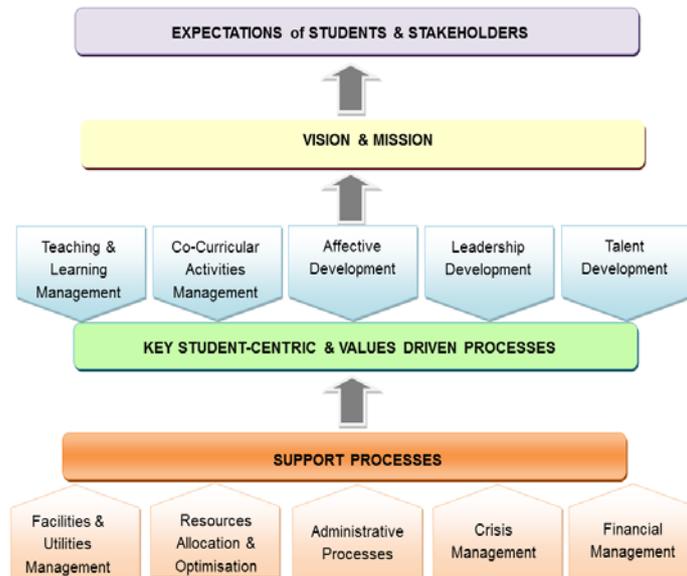
Figure 5.1.2 Workflow of the innovation process for review and evaluation

Evaluation forms of students, staff and stakeholders are collected and analysed. Feedback is provided for review and improvement. Relevant information is also made available on the LMS Portal. Continuous improvement is done after each evaluation exercise.

## 5.2 Process Management and Improvement

5.2a *Define the key production and delivery processes of products and services and the support processes. Include a description of their requirements and performance measures or indicators*

In tandem with the school’s mission to be ‘a beacon of truth and light, a world class institution through the holistic development of our students’, the school’s key processes have been redefined to include Talent Development, a key component in the provision of a holistic development for our students. The 5 fundamental key student-centric and values driven processes and the 5 well-grounded support processes work together to enhance students’ learning and wellbeing in the school (Figure 5.2.1).



**Figure 5.2.1 Key and Support Processes in the School**

5.2b *Describe how the organization manages these key processes to meet process requirements and maintain process performance to ensure that products and services meet customer and operational requirements. Include how the organization is able to sustain its operations in emergencies and disasters for business continuity.*

As teaching and learning is the core business of the school, this area is given further emphasis and focus. The school has thus appointed a Director of Curriculum and Assessment to oversee this important process, to spearhead the curriculum and assessment development, to lead and direct the school into meeting the 21<sup>st</sup> century competencies.

### Teaching and Learning Management Process

The Teaching and Learning (T & L) framework provides a common language about pedagogical matters across all subject areas. Figure 5.2.2 shows the rationale of T & L (the **WHY**), its key curriculum domains (the **HOW**) and the intended outcomes of T&L (the **WHAT**).

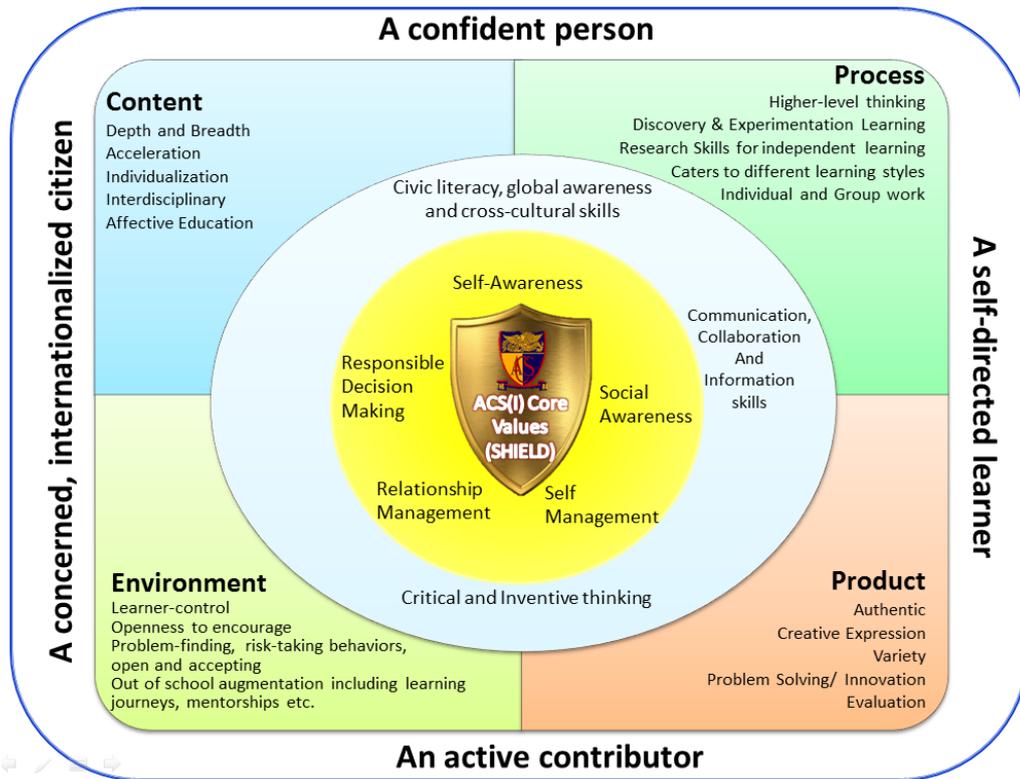


Figure 5.2.2 Teaching and Learning Framework

### Talent Development Process

In the school's renewed focus on its core purpose, it has put in place thorough and rigorous programmes to ensure that our students' talents are developed to the fullest. The entire process of talent development, as shown in Figure 5.2.3, involves exploration, identification of talents, developing these talents and encouraging the students to use their talents to serve the community. Talent Development is carried out against the backdrop of inculcating the school values (SHIELD - steadfastness, humility, integrity, empathy, loyalty and diligence) in our students. We also evaluate the entire process of Talent Development through structured review and feedback from students, parents, and the community.

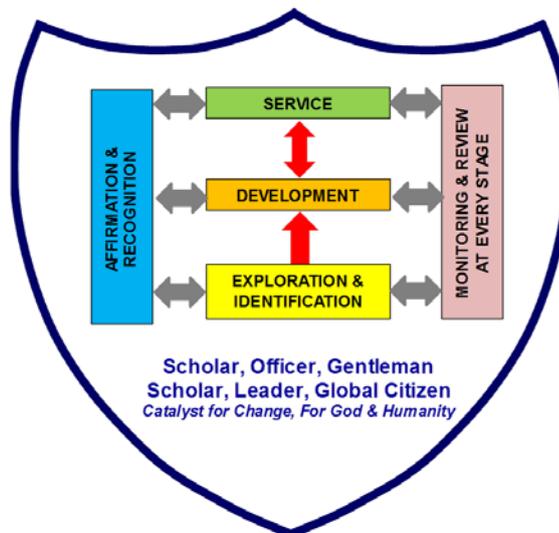


Figure 5.2.3 Talent Development Framework

## **Crisis Management Process**

ACSI continues to pay close attention to its business continuity plans in response to emergencies or disasters that affect the school. The school is guided closely by the MOE's School Emergency Handbook and Guidelines. We run at least 2 simulated evacuation exercises each year and post evaluation are carried out to review the processes and improvements are then made to the SOP. In 2013, the school underwent a major School Emergency Training and Exercise (SEMTREX) to sharpen the school in managing civil emergencies and disasters that involve actual or potential loss of lives and damage to properties on a scale in excess of what a school can deal with normally. Having successfully completed the exercise, ACSI was declared a Civil Defence Ready School.

The school has reviewed its Disaster Recovery Plan (DRP) that ensures that teaching and learning is not compromised in the event of the breakdown in IT services in the school. The adopted approach entails an in-house managed DRP with the identification of 2 sites in the school to serve as DR site and leveraging on disk imaging and virtualization by allowing multiple 'virtual machines' to run on a single physical machine.

---

5.2c *Explain how the organization evaluates and improves these key processes to achieve better process performance and improvements to products and services.*

---

The school uses structured mechanisms such as work review sessions, meetings, feedback from students and stakeholders, post events evaluation to evaluate and improve school processes. In addition, weekly Senior Management and Deans and Directors' (DDs) meetings are also important platforms to review processes in the school.

## **5.3 SUPPLIER AND PARTNERSHIP MANAGEMENT**

---

5.3a *How the organisation identifies and selects its suppliers and partners. Include a description of the key performance requirements for suppliers and/or partners and how the relationship and partnership fit into the overall strategy of the organisation.*

---

A strong, professional and sustained relationship with all suppliers and partners has contributed to the holistic development of our students.

### **Identifying and Selecting Suppliers**

The School views its relationship with key suppliers as important in supporting the delivery of a quality education for our students. The identification and selection processes are transparent to all. Potential suppliers who wish to be selected must be able to meet and satisfy School requirements and all regulatory standards.

### **Identifying and Selecting Partners**

The focus and direction in the collaborative journey with our partners is set by the School leadership team who are also responsive to national policies and directives. The resultant activities are linked to the mission, vision and values of the school and the ability of our partners in meeting specific objectives for the areas of focus.

---

5.3b *How the organisation communicates and ensures that its requirements are met by suppliers and/or partners and how timely and actionable feedback is provided to suppliers/or partners.*

---

The School deploys various means of communications to ensure its requirements are met by suppliers and/or partners. Timely feedback is conveyed to them for prompt remediation and intervention.

The selection process of suppliers involves the communication of the School's requirements through specifications laid down in invitation to quote letters or tender documents. Comparable quotations are obtained for goods and services costing more than a set amount. Purchase orders are issued to reiterate requirements or specifications and contracts are drawn or renewed annually for key suppliers. Regular two-way communication is in place to provide review and formal and informal feedback. Meetings with key suppliers are conducted to ensure service levels meet School's expectations.

Key staff may discuss areas of collaboration via meetings or email with potential partners. When major programmes are introduced, Open House presentations and special brochures are produced to provide detailed information to interested students and their parents.

---

5.3c *How the organisation works with suppliers and/or partners to understand their needs, and the plans and processes established to help suppliers and/or partners to improve their goods and services, as appropriate.*

---

The School provides feedback to suppliers and partners through various channels such as meetings, evaluation forms and surveys carried out after each programme, activity, event or project. Some key suppliers also organise workshop and briefings to source feedback with the aim of improving working relationships with the School as well as the level of service.



CUSTOMERS





## The Purpose of Education

*'When I projected an Anglo-Chinese school I was providing a want which was felt, and in the supplying of which I was most nobly helped. The Government provides some schools, the Roman Catholic Church some others, but there is considerable opportunity for still another school system in which clear ideas of duty and morals, and right relations to God and men, shall be consistently taught.*

Source : Oldham 1907 Malaya : Nature's Wonderland, pp 44-45



## 6. Customer

### 6.1 Customer Requirements

6.1a *How the organisation segments its customers and/or markets. State the customer/market requirements for each segment*

Our customers are students who are admitted into ACSI through academic performance, DSA via specific talents in specialized fields or recruitment to study in Singapore on government scholarships. Unlike schools that take in only high-performing students, we have customers whose academic abilities vary as evident in their different PSLE or GCE O Level entry scores. Our customers are primarily segmented according to their admission routes and we offer them an educational programme that best suits their needs. In addition, assessment of our students is carried out for entry into Year 3 and Year 5, and some students will be streamed into different programmes.

Customer requirements within the segments are derived from our school philosophy as we seek to provide each student with a safe and conducive environment, ample opportunities and the influence, guidance and mentorship of significant adults for a holistic education. Such an education aims to build an individual who is a catalyst for change with a strong moral compass, empathy and respect for others, courage and tenacity to act, and perseverance and humility to serve God and humanity.

As the student is at the core of all that we do at ACSI, we seek to ensure that at every segment, our customers' school experience will be enhanced. To this end, secondary segmentisation is introduced so that the school is in tune with and better able to meet the different requirements of our students as seen in Figure 6.1.1.

<b>Secondary Segment Type</b>	<b>Key Customers</b>	<b>Key Customer Requirements</b>
Foundational Years	Year 1 – 2 students (Express & IP)	To acquire a sense of belonging to the school To transit from Primary School to Secondary School
Express	Year 3 – 4 students (Express)	To prepare for the GCE O Level examination To build foundation for post-Secondary school education
IP	Year 3 – 4 students (IP)	To build skills and knowledge essential for the IBDP To build foundation for post-Secondary school education
IBDP	Year 5 – 6 students	To prepare for the IBDP

**Figure 6.1.1 Secondary Segmentisation at ACSI**

Additional secondary segments were also added since 2009 with the introduction of enhanced academic programmes: RSP, ACS, HSP and ASP as shown in Figure 6.1.2.

Additional Secondary Segment Type	Entry Level	Enhanced Programme offered and intake per level
Students who are academically able and linguistically talented with a special interest for the history and cultures of South East Asia	Year 1 – based on PSLE results and recommendation from the CT/PCT as well as an interview conducted by the Humanities department. Shortlisted candidates will be presented to MOE for award of the scholarship.	<i>Regional Studies Programme (RSP)</i> – offered to Express/IP Year 1 – 20
Students who are academically able with a strong inclination for the Sciences	Year 3 – based on Year 2 results for two sciences, Math and EL or Language Arts and a selection test.	<i>Accelerated Class for Science (ACS)</i> – offered to IP Year 3 – 20 – 25
Students who are academically able with a strong inclination for literature and a special interest in history, geography, philosophy, culture, arts, socio-political and global issues	Year 5 – based on Year 4 results (minimum 40 points for IP, maximum L1R5 of 7 for O level). All nominated individuals will appear before a MOE interview panel for final selection.	<i>Humanities Scholarship Programme (HSP)</i> – offered to IBDP Year 5 – 20 – 25
Students who are academically able and want to pursue the sciences at higher levels	Year 5 – based on Y4 results (minimum 40 points for IP, maximum L1R5 of 7 for O level) and a selection test. Interviews conducted for some students.	<i>Advanced Science Programme (ASP)</i> – offered to IBDP Year 5 – 12 – 15

Figure 6.1.2 Enhanced Academic Programmes at ACSI

Segmentation is also extended to key strategic programmes in our school like talent development and leadership development. Our talent development programme uses a four-level approach to identify talents within the school as outlined in Figure 6.1.3 while our leadership programme segmentises students into four categories for leadership development and training as shown in Figure 6.1.4.

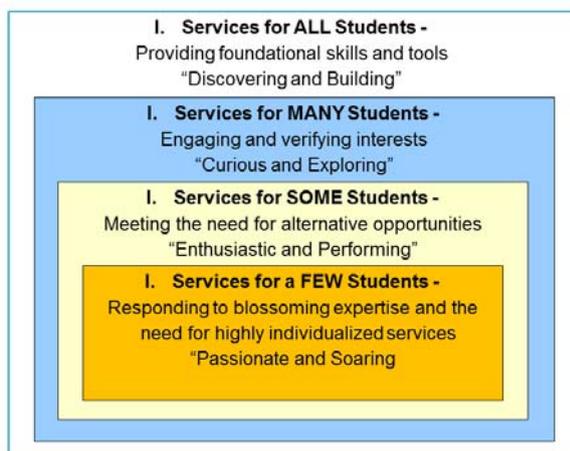


Figure 6.1.3 Levels of Talent Development

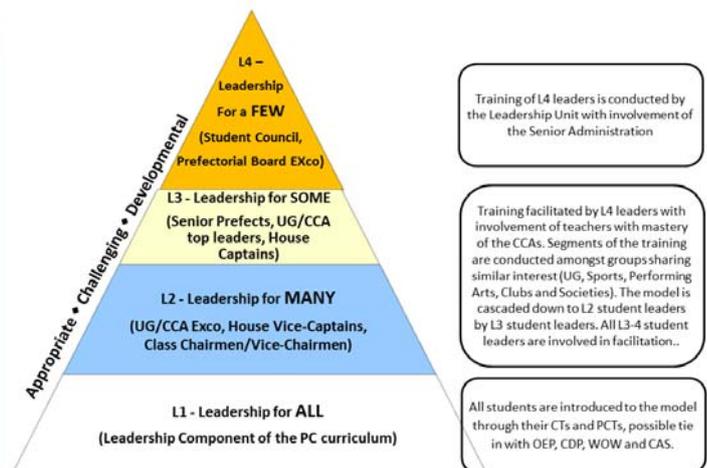


Figure 6.1.4 – Levels of Leadership Development

6.1b How the organisation uses different listening and learning strategies to analyse current and anticipate future customer/market needs.

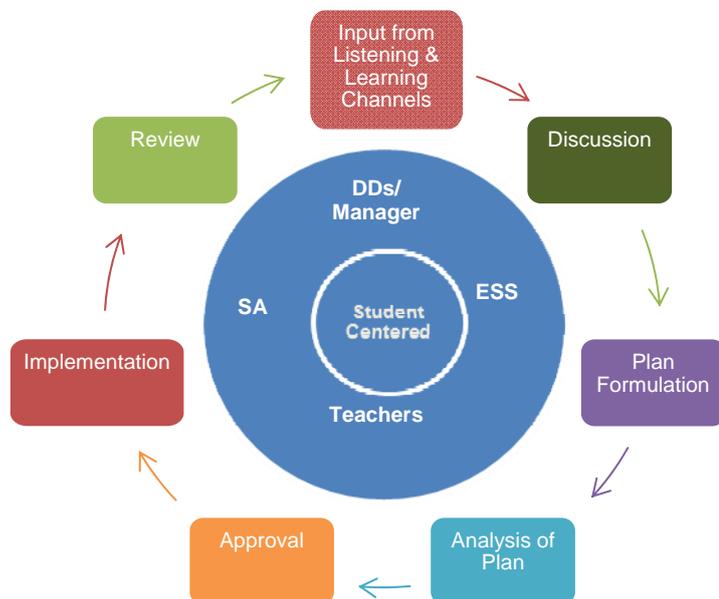
Our school continues to have a variety of channels to listen, understand and respond to our students' changing requirements. Through these channels, we ensure that we are in tune with our students' current and future needs. Since 2009, a series of new channels were introduced to anticipate customer needs. We are also connected to the outside world through school and industry visits, overseas study trips, benchmarking studies, inputs from government and public organisations and media reports in order to be able to help our customers meet the demands of a changing and dynamic globalised landscape.

---

6.1c *How the organisation incorporates customer requirements and future market needs into strategic and improvement plans.*

---

In formulating strategic and improvement plans for the school, we are guided by our school philosophy of the centrality of the child. Through responses and feedback received from our listening and learning channels, our priority is always to address our students' needs and requirements in our policies and plans. The process flow of incorporating customer requirements into strategic plans is outlined in Figure 6.1.5.



**Figure 6.1.5 Process Flow of Strategic and Improvement Plans**

Upon obtaining inputs, staff are empowered to discuss, propose plans, identify solutions and analyse strategies. Approval is given usually at the level of DDs and Managers or the school leaders, depending on the impact on customers, project costs or scale of plans. The plans are implemented and this is followed by a review which will take into account more feedback from the listening and learning channels.

---

6.1d *How the organisation evaluates and improves its processes for determining current and future customer requirements.*

---

The school utilises the PDCA cycle to ensure that systematic reviews are carried out at various platforms for the channels used. This helps to establish current and future customer requirements.

- Segmentisation of students according to their requirements in order to address their specific needs
- Streamlining the process of student surveys to better address and anticipate student needs
- Dedicated sharing sessions for staff to look into student concerns
- Building network of alumni to get input of future student requirements in university and career options

## **6.2 Customer Relationships**

---

6.2a *How the organisation provides easy access for customers to conduct business, seek assistance and information and make complaints. Describe key customer contact requirements and how these requirements are determined and deployed to all people in the response chain.*

---

At the centre of all our endeavours at ACSI is our student – the child and learner. As such, our customers are of great importance to us, and continuously building customer relations is vital for us to meet their needs. We provide easy access for our customers to engage and build relationships with staff through four main touchpoints - face-to-face encounters, online platforms, publications and school events as seen in Figure 6.2.1.

Face-to-Face Encounters	Platforms	Publications	Events
Morning Contact Time	Email		House Competitions
Lessons (Academic & Affective)	Phone calls	School Magazine	OEP / CDP / WOW
Chapel	School Website	ECHO	CCA activities
Townhall Sessions	LMS	ACSPress	School Celebrations eg) Chinese New Year Concert, NE Events
Educational & Careers	ACSI Tweeter	INK!	School Events eg) Open House, Founder's Day
Counselling	Facebook	Student Handbook	Outreach programmes to primary schools and top girls schools
Financial Assistance	Groups	School Profile	Boarding School Events
Well-being Counselling	EMAS	School Vision, Mission, Values	
	Naviance		
	TV Messaging		



Pastoral	Academic	CCA	Administration	Wellbeing
CT / PCT	Subject Teacher	CCA Teacher	ESS	Counsellors
Year Director	Dean	Coaches	Managers	SA

Figure 6.2.1 Touchpoint Categories

6.2b How the organisation ensures that complaints are resolved effectively and promptly, and that complaints are aggregated and analysed for use in overall improvement.

Our school has put in a systematic process to manage customer complaints effectively. When a grievance or feedback is received via our listening and feedback platforms, the contact point in question (usually the platform owner) will identify the category within which the complaint falls into, and then forward it to the personnel in charge of the category or sub-category. The relevant personnel are empowered to act on the complaint; however, where needed, the school leaders or/and other departments are consulted so that the complaint is dealt with holistically and in a more comprehensive way (Figure 6.2.2).

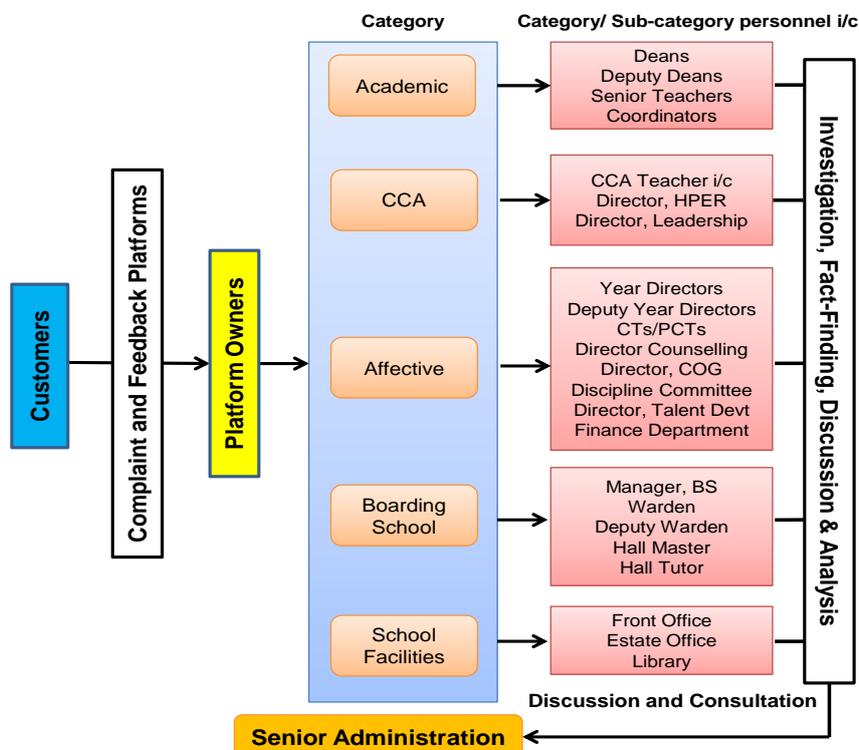


Figure 6.2.2 Process to manage Customers' Complaints

In ensuring that complaints are handled promptly, we have in place a 3-day and 7-day policy: Simple complaints are addressed within 3 working days, while complaints of a more complex nature are dealt with within 7 working days

---

6.2c *How the organisation evaluates and improves its customer relationship management.*

---

Customer relationship management is important to us and we seek to ensure that the process taken to evaluate and improve it is carried out through:

- Providing easy access for our customers through maintaining existing touchpoint categories and creating new ones
- Reviewing feedback and listening channels to understand our students' needs and requirements
- Focusing on internal and external trends in the educational landscape affecting our students
- Enhancing the ways to gather student inputs through modifying student surveys and keeping them relevant
- Gathering regular feedback from stakeholders on how to further improve customer relationship management.

### 6.3 Customer Satisfaction

---

6.3a *How the organization determines customer satisfaction*

---

ACSI continues to adopt a robust system to determine customer satisfaction throughout the entire academic journey of the student beginning from the admissions stage throughout his or her school experience and to graduation.

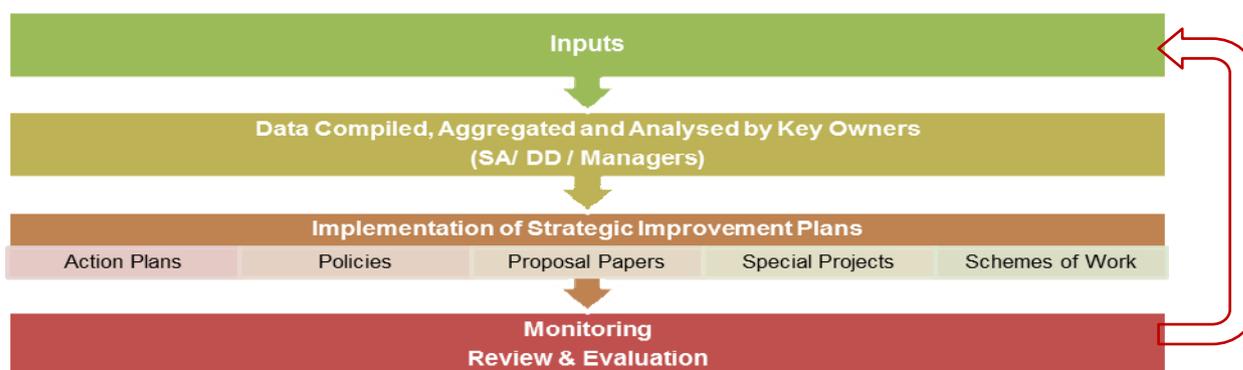
Customer satisfaction remains high as ACSI continues to be a choice school for students. These students are not only striving towards academic and CCA excellence, but are customers who aspire for an education which focuses on holistic development. Admission numbers have always served as a key indicator of customer satisfaction, and the fact that we are oversubscribed at every joint admission exercise at both Year 1 and Year 5 is testimony that the school is able to meet the hopes and aspirations of our customers.

---

6.3b *How the organization translates customer satisfaction feedback into strategic and improvement plans.*

---

We have a Feedback Management Process (Figure 6.3.1) in place to ensure that customer satisfaction is translated into strategic and improvement plans. Inputs from surveys, feedback and evaluation are compiled qualitatively and quantitatively with relevant anecdotal evidence by the respective owners. The data is aggregated and analysed, and from there, strategic and improvement plans are formulated. They are cascaded into action plans, policies, special projects, scheme of work and proposal papers, and implemented to bring about overall improvement of the school. Monitoring, review and evaluation of these plans continue to take place at various platforms, and feedback provided gives inputs for DDs, Managers and SA in their decision making.



**Figure 6.3.1 Feedback Management Process**

---

6.3c *How the organization evaluates and improves its overall process of determining customer satisfaction*

---

ACSI continues to review the effectiveness and viability of the processes used to determine customer satisfaction using the PDCA cycle. As a result of reviews, changes are made to improve how we capture and gauge customer satisfaction. For instance, one key improvement made was to analyse and aggregate

data according to student segments. Another change was the restructuring of the SA's portfolios such that each member has comprehensive oversight of a particular segment of customers so as to be directly involved in bringing about improvement in their respective areas. This change has brought about better focus on our customer satisfaction measuring indicators.



# RESULTS



### The Vision of Oldham

*'What the whole situation calls for is the creation of a school of college grade, to prepare a local educational leadership for the many millions that are found on the surrounding lands. If you will place the center of a circle at Singapore, then with a diameter of twelve hundred miles sweep the surrounding lands with its circumference, you will hold within the circle a population of over 40 millions of people. In all that area there is no school of college grade; and yet this section of the world is waiting... what a splendid opportunity for the putting down of a college that shall grip the situation and prepare the leadership for these waking 40 millions! All this territory is in vital contact with Singapore. This is the center of that wide parish, and this is the strategic location for a Christian college.'*

Source : W F Oldham (1913?) 'India, Malaysia and The Philippines ; A Practical Study in Missions', p233-234



## 7. Results

### 7.1 Customers Results

7.1 Summarise current levels and trends in key measures and /or indicators of customer satisfaction and retention. Address different customer groups and market segments, and include comparative data as appropriate..

#### International Baccalaureate Diploma Program

Since the inception of the International Baccalaureate Diploma Program in 2006, the results of each cohort have been excellent.

The mean score of each student; which is a summation of the 6 different subjects together with their CAS (Creativity, Action, Service), EE (Extended Essay) and TOK (Theory of Knowledge) components shows the score moving up from 39.43 to 41.87 (out of a possible total score of 45). If academic subjects were to be considered alone, they have also gone from strength to strength moving the mean subject scores from 6.38 to 6.63 (out of a possible 7 for each subject).

#### GCE 'O' Level Examination

For the middle school years, the school has continued its strong tradition of preparing our students well for the GCE 'O' Level Examinations. The emphasis of the school in giving the students a strong foundation at this milestone examination was evident by the value added (Silver) award that it received in Nov 2013.

Not only does the general student population benefit from the school's programme, the high ability students also get nurtured. This is indicated in Figure 7.1.1 where the total number of subjects with distinctions maintained the upward trend from 2008 right through to 2013.

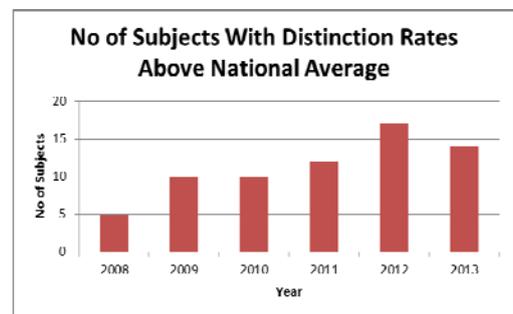


Figure 7.1.1. No of subjects offered by the school that has surpassed the distinction rates of the national average from 2008 to 2013.

#### Academic Competitions

As part of the school's effort to stretch the students in talent development and also to inculcate a global worldview, various academic departments promote student's participation in international competitions. Such competitions also have the added benefit of allowing comparative studies and benchmarking the school to an international cohort of students. In the international arena, our students have increasingly made their mark.

At the national level, the achievement of our students has gone from strength to strength as indicated in Figure 7.1.2. The increasing number of awards obtained is a strong indicator of the ability of the students to compete locally which then spurs the school to venture into the international arena.

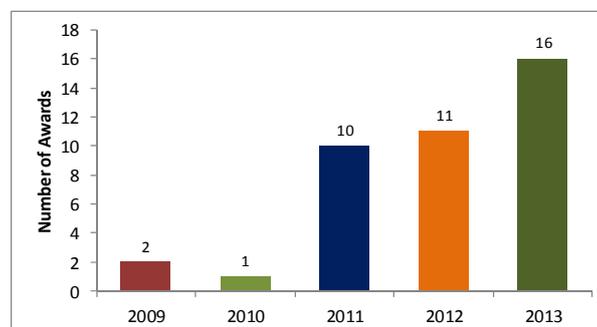


Figure 7.1.2 Number of Gold/Champions (or its equivalent) awards garnered from 2009 to 2013.

## Sports and Games

In the area of sports, our school continues to excel in the National Schools Championships.

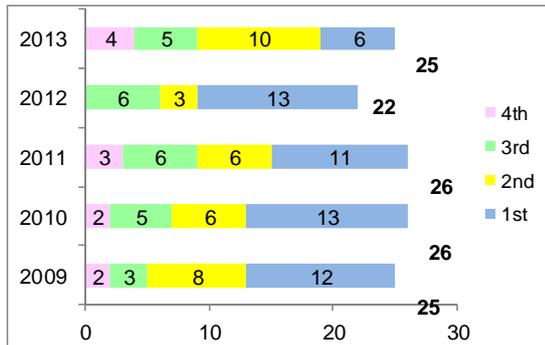


Figure 7.1.3 National School Championships (Sec)

Figure 7.1.3 shows we have consistently achieved more than twenty Top 4 titles every year between 2009 and 2013. Our IBDP section which entered the sporting scene only in 2007, competed against the established Junior Colleges with larger cohorts. In spite of the numerical disadvantage, we were able to attain excellent sporting results, in particular achieving an increased number of Gold titles in 2013 (Figure 7.1.4).

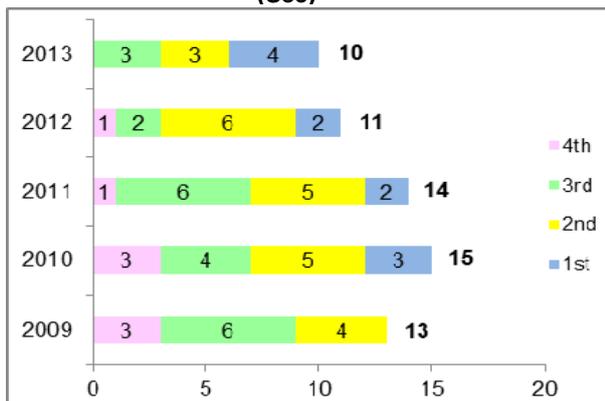


Figure 7.1.4 National School Championships (JC)

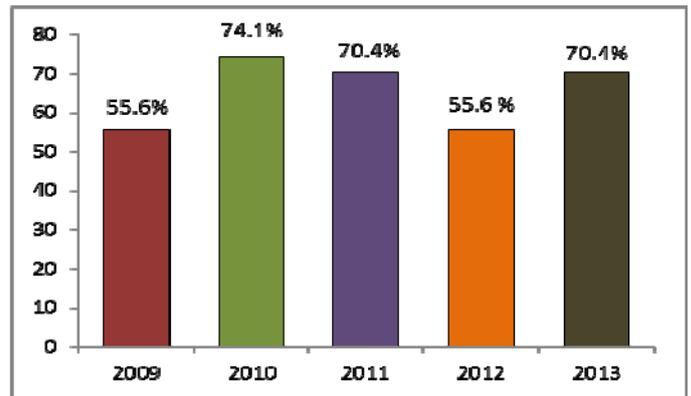


Figure 7.1.5 Percentage of sport teams qualifying for finals

In line with our focus on the holistic development of our students, we continue to have a wide range of sports to cater to the diverse talents of our students. We have a total of 22 sports and games, and a high percentage of our teams continue to do well to qualify for the National Schools Championships Finals as shown in Figure 7.1.5. This attests to the high level of skill and competition exposure of our teams.

ACSI continues to nurture top sportsmen both among current students and alumni, to represent Singapore in top-tier regional and international sporting competitions like SEA Games, AYG, YOG, Asian Games, Commonwealth Games and Olympics. In addition, these sportsmen have gone on to win medals at these competitions, proving themselves to have attained the pinnacle awards in their sport in spite of their youth (Figure 7.1.6 and 7.1.7).

	2009	Medals Won	2011	Medals Won	2013	Medals Won		2009	Medals Won	2013	Medals Won	
SEA Games	21	8 Gold	19	10 Gold	15	14 Gold	Asian Youth Games	4	6	3 Gold	3 Silver	
		5 Silver		3 Silver		4 Silver					3	Bronze
		4 Bronze		3 Bronze		5 Bronze						

Figure 7.1.6 SEA Games & AYG Participation & Results

Competitions	Year	No of Participants
Asian Games	2010	11
Commonwealth Games	2010	2
Youth Olympic Games	2010	3
Olympics	2008	3
	2012	3

Figure 7.1.7 Participation in top-tier competitions

In particular, one of our swimmers, Quah Zheng Wen, attained the two highest sports awards for young sportsmen in the country - the 2012 Singapore National Olympic Council Sportsboy of the Year and the 2012 Singapore Schools Sports Council Overall Best Sports Boy.

## Performing Arts

To ensure that our performing arts groups have opportunities to perform, each group holds an annual showcase in the school's Festival of Arts (FOA), playing to staff, students and members of the public. Our performing arts continue to excel in the biennial Singapore Youth Festival (SYF) Central Judging to attain the highest honours between 2009 and 2013. In the international arena, our Symphonic Band attained the Silver Award (Open Category) at the Singapore International Band Festival in 2010, the Gold Award (Wind Ensemble) and Silver Award (Secondary Band) at the 2011 Winter Festival at Hong Kong Disneyland and the Gold Award (Main Band), Silver Award (IB Band) and Bronze (Recruit Band) at the Singapore International Band Festival in 2012.

## Uniformed Groups

The Uniformed Groups (UGs) have maintained a high level of excellence by consistently achieving the Gold Awards in the Best Unit Competitions from 2009 to 2013 (Figure 7.1.8). Our UGs have also won special prestigious awards, proving once again that they are among the best units in the country as shown in Figure 7.1.9. These awards are especially significant in the context of our 2 CCA policy where each UG has a large membership and is not considered as a niche activity as it is the norm in most schools.

UG	Award	2009	2010	2011	2012	2013
<b>NCC Land</b>	Best Unit Competition	GOLD	GOLD	GOLD	GOLD	GOLD
<b>NCC Air</b>	Best Unit Competition	GOLD	GOLD	GOLD	GOLD	GOLD
<b>NCC Sea</b>	Best Unit Competition	GOLD	GOLD	GOLD	GOLD	GOLD
<b>NCDCC</b>	Unit Overall Performance	GOLD	GOLD	GOLD	GOLD	GOLD
<b>NPCC</b>	Unit Overall Proficiency Award	GOLD	GOLD	GOLD	GOLD	GOLD
<b>Boys Brigade</b>	JM Fraser	GOLD	GOLD	GOLD	GOLD	GOLD
<b>Scouts</b>	Frank Cooper Sands	GOLD	GOLD	GOLD	GOLD	GOLD
<b>Scouts (Ventures)</b>	Frank Cooper Sands	GOLD	GOLD	GOLD	GOLD	GOLD
<b>SJAB</b>	Corps Achievement Award	GOLD	GOLD	GOLD	GOLD	GOLD

Figure 7.1.8 Results of UGs 2009 - 2013

UG	Type of Award / Year	UG	Type of Award / Year
<b>NCC Land</b>	- Outstanding Cadet Award 2010 & 2012	<b>NCDCC</b>	- Sustained Excellence Award 2012
<b>NCC Air</b>	- Best Air Unit 2009 – 2013 - CM Philip Award 2010 - Overall Best NCC Unit 2009 (Land, Sea and Air Unit) - Outstanding Cadet Award 2009 - 2013 - Outstanding Teacher Award 2010 & 2012	<b>NPCC</b>	- Outstanding Achievement Award 2011 (In recognition of 5 years Consecutive Gold Award) - Commissioner of Police Award for Best Team of Teacher-Officers 2012
<b>NCC Sea</b>	- Top Sea Unit 2010 - Outstanding Cadet Award 2012 & 2014	<b>Boys Brigade</b>	- Best Company (Seniors Programme) 2009 – 2013 - Niche Award for Overseas Programme 2011
<b>Scouts (Ventures)</b>	- Presidents Scouts Award 2010, 2011, 2012 and 2013	<b>Scouts</b>	- Chief Commissioner Award 2009 - 2013 - National Patrol Camp Silver 2011 - National Patrol Camp Gold 2013

Figure 7.1.9 Awards won by UGs

## Clubs & Societies

Since 2009, we have introduced a number of new clubs and societies for example, the Chess Club, the Young Diplomats Society and Odyssey of the Mind to cater to the diversity of our students' interest and talent. We have a total of 20 clubs, and they continue to achieve outstanding results both locally and internationally (Figure 7.1.10, 7.1.11 and 7.1.12).

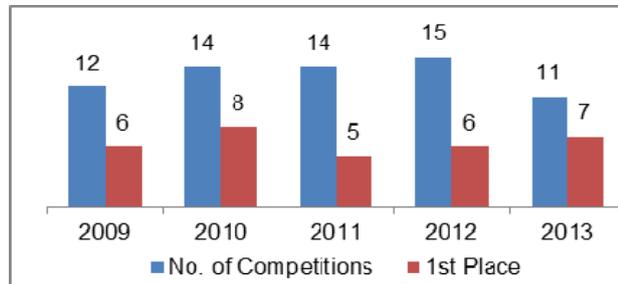


Figure 7.1.10 Chess Club Competitions

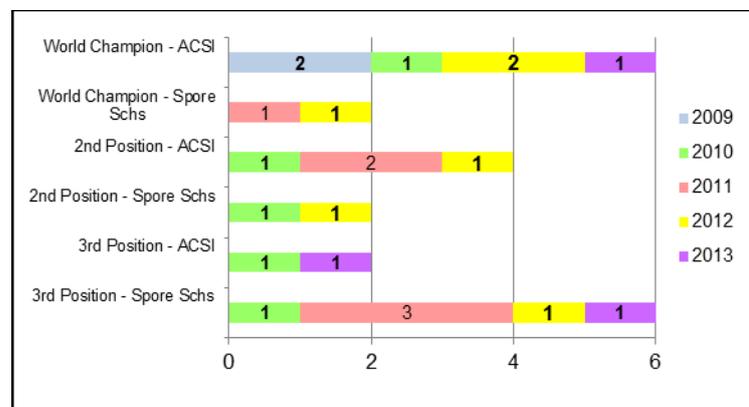


Figure 7.1.11 Odyssey of the Mind Achievements compared with schools in Singapore

	2009	2010	2011	2012	2013
<b>National Junior Robotics Competition</b>	Best Programmer – 1 <sup>st</sup>	Best Programmer – 1 <sup>st</sup> Best Mechanical – 3 <sup>rd</sup> Entrepreneurial Award – 2 <sup>nd</sup> & 3 <sup>rd</sup>	Best Programmer – 3 <sup>rd</sup>	Best Programmer – 3 <sup>rd</sup> Best Mechanical – 3 <sup>rd</sup> Best Video & Learning Experience – 3 <sup>rd</sup>	Best Mechanical – 3 <sup>rd</sup> National Instrument (NI) Award – 1 <sup>st</sup>
<b>Singapore Vex Robotics Championship</b>	Robot Performance – Champion Driver Skill Challenge – 1 <sup>st</sup> Programming Skill Challenge – 2 <sup>nd</sup>	Sec Category – 1 <sup>st</sup> Tertiary Category – 1 <sup>st</sup> Programming Skill Challenge – 2 <sup>nd</sup>	Tertiary Category – 1 <sup>st</sup> Programming Skill Challenge – 2 <sup>nd</sup>	Sec Category – 1 <sup>st</sup> Tertiary Category – 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> , Excellence Award	Sec Category – 1 <sup>st</sup> Tertiary Category – 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> , Excellence Award
<b>Asia Pacific Vex Robotics Championship</b>	Robot Performance – Gold	Winner of Design Award	Winner of Design Award Tournament 2 <sup>nd</sup> Runner-Up		Tournament Champion
<b>Vex Robotics World Championship</b>		High School Division – Semi-Finalist Winner of Design Award Winner of Unite Award	High School Division – 5 <sup>th</sup> & 7 <sup>th</sup>	High School Division – Semi-Finalist	High School Division - Finalist

Figure 7.1.12 Robotics Club Achievements

## Customer Satisfaction

In the Quality of School Experience (QSE) survey conducted by MOE annually for all Year 2, 4 and 6 students, our results indicate that our students view their school experience positively. In particular, the

QSE shows that our students perceive the curriculum and school support structure favourably compared to the national levels.

## 7.2 Financial Results

---

7.2a Summarise current levels and trends in key measures of financial performance including aggregate measures of financial results and/or economic value, as appropriate. Compare results relative to competitors and/or benchmarks, as appropriate.

---

The school continues to have a sound Balance Sheet and healthy financial position. Total assets of the school have remained stable for the past 5 years from 2009 to 2013.

The majority of the income comes from MOE grants and other amortised capital grants. Other sources of income comprises school fees, Boarding School fees and other operating income. The remaining consists of investment income, interest income and donations.

The largest expenditure component is manpower costs, which comprises staff remuneration, staff training, staff insurance and medical costs.

### Financial Risk Management

The school reviews policies for managing financial risks such as currency, interest rate, market price, credit and liquidity risks. Currency risk is greatly minimised as almost all operational activities are carried out in Singapore dollars. The school's policy on interest rate risk is to obtain the most favourable rate from its panel of reputable bankers so as to maximise its interest income.

The school reviews its investments placed with external fund managers regularly and ascertains that it has adequately provided for any exposure to potential loss in market value, if any. It is the school's policy to enter into financial instruments with only creditworthy counterparties. Therefore, it does not expect to have significant exposure to credit risk on its financial instruments.

The school manages its liquidity risk by keeping separate bank accounts for each fund and ensuring that sufficient bank balances are available to support the daily operational needs of the individual funds. To ensure continuity of funding, the school also staggers the maturity of its short-term bank fixed deposits.

### External Audit Reports

Our external auditors have given the school a clean and unqualified audit report of the school's financial statements, accounting records and internal controls system without any management letter points for the past 15 years.

---

7.2b Summarise current levels and trends in key measures and/or indicators of marketplace performance, including market share/position, market acceptance, business growth, and new markets entered as appropriate. Compare results relative to competitors and/or benchmarks, as appropriate.

---

#### Market Share of IB Students

Figure 7.2.1 shows the top 3 countries with the highest number of IB candidates for the November 2012 examination (Data for 2013 unavailable at this point of writing the report). ACSI has possibly the highest market share with a candidate size of 459 students in 2012.

#### Marketplace Performance of the Organisation

In terms of marketplace performance, ACSI was the first school in Singapore to be presented the prestigious Business Excellence Awards, SQC and SQA in 2001 and 2009 respectively. The school has continued to receive many top awards in recognition of its best practices and excellence as an organization (Figure 7.2.2).

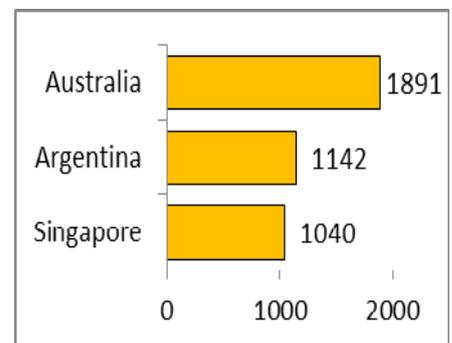


Figure 7.2.1 Top 3 countries in terms of number of IB candidates in 2012

Business Excellence Awards	SQC Award (1 <sup>st</sup> local school in Singapore to be awarded in 2001) Revalidated in 2004 & 2007 SQA Award (1 <sup>st</sup> local school in Singapore to be awarded in 2009)
MOE Masterplan Awards	School Distinction Award [SDA] (2004) School Excellence Award [SEA] (2004-2013)
MOE Best Practice Awards	Teaching & Learning (2001) Organisational Effectiveness (2003) Student All-Round Development (2003) Staff Well-Being (2004) <i>All 4 awards were revalidated in 2007</i>
MOE Sports & Games	Top Boys' School in Sports & Games (16 times between 1996 - 2012)
Sustained Achievement Awards	Sports & Games (13 <sup>th</sup> consecutive award since 1999) /2nd award for JC section 2011 Uniformed Groups (12 <sup>th</sup> consecutive award since 2000) Aesthetics (1 <sup>st</sup> award for both JC and Sec sections – 2010) Value-added Award 2011, 2012 (Special/Express Course)
MOE Awards	CHERISH Award Gold (2001, 2002, 2003), Platinum Award (2004), Bronze Award (2010) Outstanding Partnership Award (2002, 2008) Outstanding Award for Character Development (2006, 2012 revalidated) Total Defence Award (3 <sup>rd</sup> Tier: Meritorious Defence Partner Award), 2011
MOE Boarding School Awards	Most OK Award 2003, 2004, Best Programme Award 2004 Best Welfare Award 2004, Most Enriching Hostel 2005, 2006, 2007 Most Caring Hostel 2005, 2006, Most Integrated Hostel 2011, 2102

Figure 7.2.2 Top Awards won by ACSI

### 7.3 People Results

7.3a Summarise the current levels, trends and impact of employee engagement. Segment results by categories of employees and include comparative data as appropriate.

ACSI has done well in capturing the hearts and minds of its employees and has fared better in **ALL** categories of School Engagement in 2013 as in previous years (Figure 7.3.1). There is a strong innovative culture within the school (Figure 7.3.2) and innovation has taken a new focus and is now listed as a sub-driver for growth and development (Figure 7.3.3).

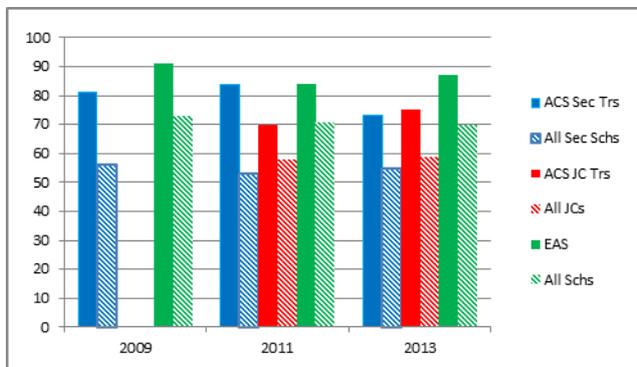


Figure 7.3.1 Staff engagement

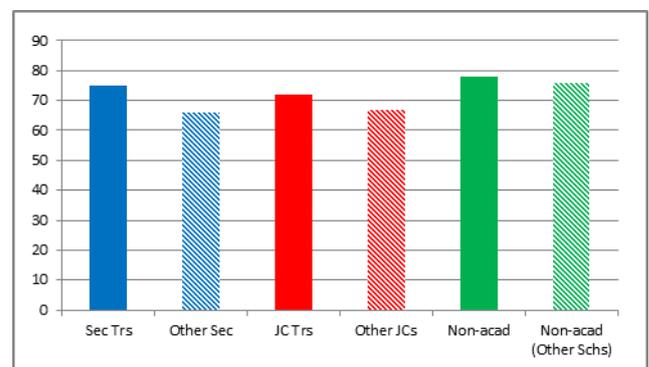
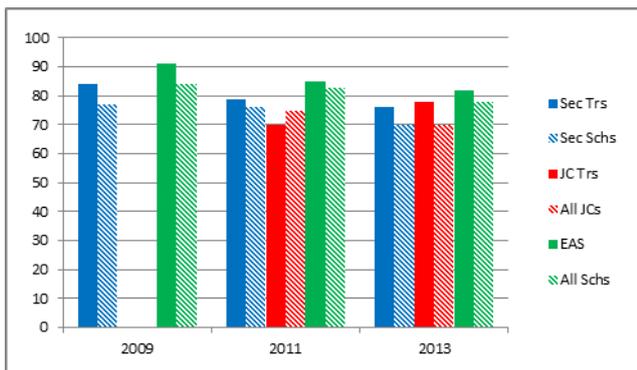


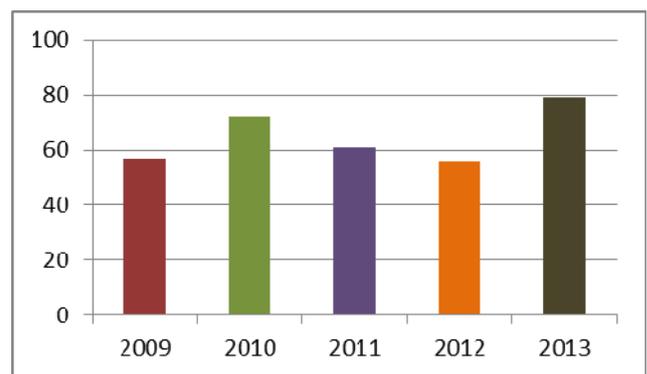
Figure 7.3.2 My school creates a culture for new ways/improvement (2013 Climate Survey)

Staff are encouraged to contribute ideas each term to improve and simplify processes. For ease and sustainability in unlocking innovation capabilities, staff does not have to go through a complex administrative protocol to register their suggestions. Documentation is easily done through email and accessibility is guaranteed when staff has ideas to share. With increased accessibility, ESSS has evolved to

a more convenient MyIdeas online portal and staff can contribute as many suggestions as they wish per year. Figure 7.3.4 below shows the increasing percentage of ideas implemented from 2009-2013, attesting to the improvement with quality of the ideas being submitted over the years.



**Figure 7.3.3 School leaders are supportive of innovations**



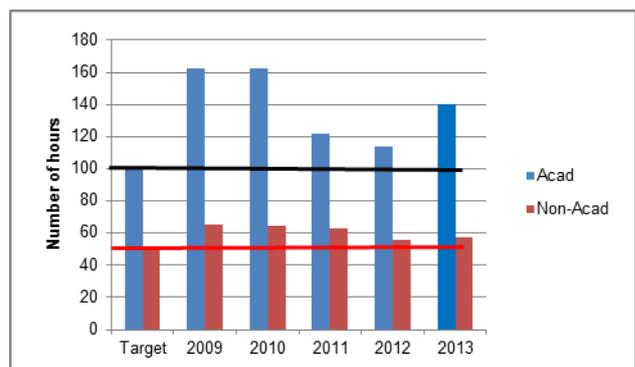
**Figure 7.3.4 Percentage of suggestions implemented**

Ideas approved for implementation by SA are shared during Contact Time or through email to recognize the contributors and award them a nominal sum of money. Also, creativity is intentionally stretched at platforms such as the fortnightly PLT, the annual ImaginaXium and innovation events like the 2013 Apple Challenge where teachers have to think of novel teaching methods incorporating the theme of an apple. Teachers are engaged with such activities, with the level of staff engagement consistently higher than that of other schools. Most notably, the level of engagement among JC teachers and ESS is on the upward trend.

Opportunities are available for teachers to join committees to head various projects, organize events and contribute to the buzz of activities in school. Teachers also volunteer their time in external committees for example Senior Examiner in IBDP Examination, Assessor for Spring Singapore, SEM Validation Team Assessor, IBO Examination & Assessment Processes Improvement Team, IB Workshop Leader etc. Long serving teachers provide the pivotal support, inspiration and motivation for junior teachers and the number of long service award recipients is high.

**7.3b Summarise the current levels, trends and impact on learning and development of all employees. Segment results by categories of employees and include comparative data as appropriate.**

Teacher quality is an important variable affecting student achievement. There is a positive relationship between measurable teacher characteristics like qualification, teaching experience, subject-knowledge and student performance. In recognizing this, the school provides a generous budget for the training of our teachers in the aspects of content mastery, pedagogical approaches, classroom management and personal effectiveness.



**Figure 7.3.5 Training Hours**

The training hours of staff are tracked and the target of 100 hours and 50 hours for teachers and ESS respectively are surpassed each year (Figure 7.3.5).

The IBDP is a rigorous one that prides itself in doing regular reviews of the syllabus to ensure its relevance to the prevailing market trends. As such, teachers must attend upgrading and refresher courses for new knowledge content and assessment modes. In-house training is also encouraged to ensure the speedy dissemination of content knowledge and syllabus details to all teachers concerned. Teachers can also be placed on work attachments for a week or two when there are opportunities.

Teachers are models of lifelong learning and seek to keep up with trends in the education landscape by attending national and international conferences. Such learning through keynote speakers, break-out

sessions and interactions with educators from other schools and countries are good opportunities of growth, development and renewal. Additionally, there is a 1hr 20min long protected time once a fortnight for professional learning when teachers share and learn as a department. This is particularly useful for the school as a learning organization.

---

7.3c *Summarise the current levels and trends of performance on employee wellbeing and satisfaction. Segment results by categories of employees and include comparative data as appropriate.*

---

Staff in the school are recruited based on stringent criteria that encompass strong academic and professional qualifications. It is in the school's interest to retain and train quality staff by creating and sustaining an environment where staff can perform at levels of excellence and participate actively in the unequivocal success of the school. They derive a tremendous sense of satisfaction from serving the school in their various capacities. Employee satisfaction in our school is reflected by the staff members' positive feelings and attitude towards the nature of their work which is influenced by a variety of factors such as the quality of their relationship with their supervisors, the quality of the physical environment in which they work and the degree of respect and recognition afforded them among other factors. The school's mission and vision provide meaningful direction and staff satisfaction is reflected by the low absenteeism and attrition rates.

The extent to which a school has captured the hearts and minds of its staff is measured as **School Engagement** in the School Climate Survey. The school prides itself as an outstanding organisation in maintaining motivated and skilled staff and was listed as an "outperforming" Employer for the past few years.

#### 7.4 OPERATIONAL RESULTS

---

7.4a *Summarise current levels and trends in key measures of operational performance of key design, production, delivery and support process performance. Include productivity, cycle time and other appropriate measures of efficiency and innovation. Compare results to competitors and/or benchmarks.*

---

From 2009 to 2013, the school has enhanced its environment and facilities to ensure that all staff and students have access to facilities that can support a wide range of educational programmes. Students agree or strongly agree that the school's environment and facilities are satisfactory and safe.

Students agree or strongly agree that the school's front office is effective in dealing with student matters. In 2009, AGAPE Counselling Sanctuary was established to provide a safe place for students to find successful strategies to manage and overcome issues that emerge in their lives as teenagers.

In supporting the teachers and students in their teaching, learning and research, our library has a sizable, balanced and relevant collection in several languages and in various formats. The number of resources (print, non-print, electronic, audio visual, periodicals, newspapers) in the library has been increasing over the last five years.

In order to support our staff who apply for maternity leave or are being called up for NS In-Camp training, our HR Department has been active in recruiting a pool of relief teachers who could replace these staff in their absence.

In terms of innovation and efficiency, the Lab technicians have implemented many creative measures to cut cost and contribute to saving the environment.

IT plays an integral role in improving productivity and saving cost for the school. From 2009 to 2013, the IT department developed new IT systems and modules to aid both staff and students.

With the appointment of a Corporate Communications Manager, the school was able to plan, develop and implement effective corporate and crisis communications strategies. The manager is also responsible for maintaining good relationships with stakeholders like the alumni and coordinating the arrival of international and local visitors.

---

*7.4b Summarise current levels and trends in key measures and/or indicators of supplier and partner performance. Include the organisation's results and/or cost improvement resulting from improvements in supplier and partner processes.*

---

The establishment of the procurement unit has resulted in cost and time savings for the school. In addition, the help of the unit officers with the procurement and payment process have significantly reduced the time teachers spend on administrative matters.

To nurture both the cognitive and affective domains of our students, the school has increased its partnership involvement with various reputable organizations to execute signature programmes for our students and other students.

From 2009 to 2013, the school involved students in a variety of mentorship programmes with partners. The school was recognised for the third consecutive year by the Ministry of Social and Family Development for its partnership with the parents in its School Family Education (SFE) programme.

The school also works with various local and overseas partners to serve the local and international community.

Our student alumni have also been involved in local and international community projects.

#### **7.4 Operational Results**

---

*7.4c Summarise current levels and trends in key measures and/or indicators of the organisation's contribution to the community, society and the environment.*

---

The ACSI family holds the belief that we are blessed to be a blessing to others. In that light, our students continue to show enthusiasm in their efforts to reach out to those in need. In addition to increase appreciation for VIA opportunities, our students are also more mindful of social issues and needs in the community.

In line with our school's CSR, both staff and students not only contribute to fundraising efforts for the needy and less fortunate, they are themselves also catalysts for creative and impactful projects in support of both local and overseas community causes.

Fund raising efforts start as early as January every year with the Years 2, 3 and 4 students raising funds for their overseas VIA partners through the annual Charity Bazaar. Proceeds from the students' efforts have increased steadily over the past 5 years. Apart from the secondary section of the school, the Year 5 students have also been doing their part in raising funds for the overseas beneficiaries in WoW.

Other than involvement in fund raising, our students have also donated generously from their own pockets. Donations received through the annual Hong Bao collection for the Methodist Welfare Services (MWS) has seen a steady rise.

Our overseas partners continue to be an important part of our overseas community programmes. We have established partnerships with many organisations and our students and staff have been actively involved in various community projects with them.

As part of our CSR, our school has enhanced our efforts to reach out to special groups within the community. Partnerships and involvements in outreach efforts have also moved beyond the usual student-oriented approach to include initiatives from the staff and other stakeholders.

Apart from outreach to the community, both our school and boarding school are actively involved in contributing to the environment through various 'Go Green' initiatives. We continue to attain achievements in national and international environmental events between 2009 and 2013.

---

7.4d *Summarise current levels and trends of the organisation's key measures of its governance system*

---

A robust corporate governance system is key to maintaining and strengthening the ACSI's DCI. Since receiving the SQA in 2009, the school has renewed its focus on school culture building, strengthening its commitment to our founding ideals of the holistic development of our students that is anchored in the inculcation of values and the development of robust character. Its success is evident from the consistently high satisfaction scores in MOE's QSE and SCS.

The ACS BOG and BOM maintain rigorous oversight of the school's strategic directions and development. The school maintains a high level of compliance beyond the annual governance checklist stipulated by MOE. Similarly, the school complies with various MOE regulations and standards that undergo regular audit and these include areas in Finance, School Safety, School Appraisal Systems, among others.

In terms of financial accountability, ACSI has set out stringent financial procedures and policies which cover procurement to payment processes. Staff and suppliers are expected to comply strictly with these to ensure transparency and accountability in all transactions.

To continue to enjoy the privilege of being an IB World School, the school complies with the 'Rules for IB World Schools' that is a legal document that sets out the conditions for the relationship between IBO and IB World Schools.

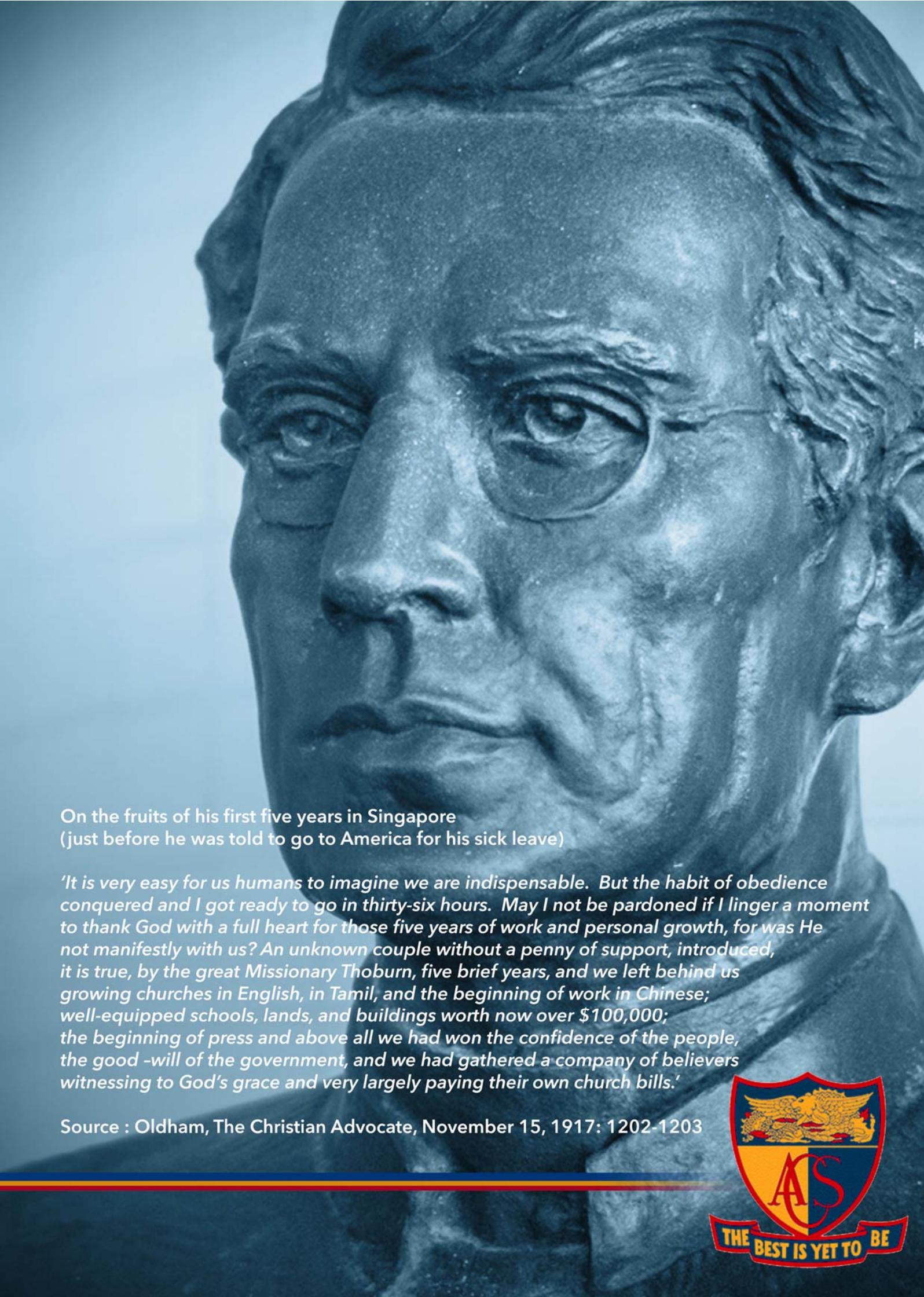
Last year the school went further by partnering MOE Security & Emergency Office (MOE SEMPO), the SCDF, and the MOE School Division to conduct a full-scale school emergency exercise and received commendations for the exercise.

The school has enforced a zero-tolerance policy on bullying of any sort and in any form. This policy is reiterated at the start of each school year at briefings to students and parents as well as throughout the year on suitable platforms. The message that ACSI is a family school – where each member should feel safe, accepted and respected is reinforced through lessons and CCAs.

## GLOSSARY

AA	Academic Value-Added	EAS	Executive Administrative Staff
Acad	Academic	Ed	Education
ACE 21	ACSians Communicating Effectively for the 21 <sup>st</sup> Century	EDB	Economic Development Board
ACJC	Anglo-Chinese Junior College	EE	Extended Essay
ACS	Accelerated Class for Science	EL	English Language
ACS	Anglo-Chinese School	EMAS	Electronic Mail Automated System
ACSI	Anglo-Chinese School (Independent)	EP	Enrichment Programme
ACS Int	Anglo-Chinese School (International)	EPMS	Enhanced Performance Management System
ACSOBA	Anglo-Chinese School Old Boys Association	EQ	Emotional Quotient
ADHD	Attention-Deficit Hyperactivity Disorder	ESS	Executive and Support Staff
AMC	American Mathematics Contest	ESSS	Education Staff Suggestion Scheme
AMC	Australian Mathematics Competition	Exam	Examination
appt	appointment	EXCO	Executive Council
ASEAN	Association of Southeast Asian Nations	Exp	Express
ASP	Advanced Science Programme	FAS	Financial Assistance Scheme
A*STAR	Agency for Science, Technology and Research	FOA	Festival of Arts
AUS	A*STAR Undergraduate Scholarship	GCE A Level	General Certificate of Education Advanced Level
AYG	Asian Youth Games	GCE O Level	General Certificate of Education Ordinary Level
B&M	Business and Management	GE	Gifted Education
BOG	Board of Governors	GEO	General Education Officer
BOM	Board of Management	GIC	Government of Singapore Investment Corporation
BOS	Blue Ocean Strategy	GKS	Goh Keng Swee
BPA	Best Practice Award	HAST	Higher Ability Selection Test
BS	Boarding School	HERO	Human Capital Electronic Resource Online
CAP	Creative Arts Programme	HK	Hong Kong
CAS	Creativity, Action and Service	HM	Honorable Mention
CCA	Co-curricular Activity	HPER	Health, Physical Education and Recreation
CCC	Citizens' Consultative Committee	HQ	Headquarters
CCE	Civic Citizenship Education	HR	Human Resource
CDC	Community Development Council	HSP	Humanities Scholarship Programme
CDP	Character Development Programme	IB	International Baccalaureate
CEP	Current Estimated Potential	IBDP	International Baccalaureate Diploma Programme
CIP	Community Involvement Programme	IBO	International Baccalaureate Organisation
Cis	Centralised Institutes	I/C	In Charge
COG	Careers, Opportunities and Guidance	ICT	Information and Communication Technology
COGSCI	Cognitive Sciences	IDM	Internationale Deutsche Meisterschaften
COMC	Canadian Open Mathematics Challenge	IHL	Institutes of Higher Learning
Corp	Corporate Communication	IMO	International Mathematical Olympiad
Comms			
CPA	Centre for Performing Arts	IMUNC	International Model United Nations Conference
CPAC	Chinese Performing Arts Club	IP	Integrated Programme
CPE	Chief Presiding Examiner	IS	Independent School
CPF	Central Provident Fund	ISO	Individualised Study Option
CPR	Cardiac Pulmonary Resuscitation	IT	Information Technology
CSR	Corporate Social Responsibility	ITQ	Invitation to Quote
CT	Class Teacher	IvP	Innovation Programme
DA	Development Award	J / Jr	Junior
DCI	Distinctive Characteristics and Identity	JAE	Joint Admissions Exercise
DDs	Deans and Directors	JC	Junior College
Dept	Department	JCRC	Junior Common Room Committee
Dev	Development	KEDI	Korean Educational Development Institute
Dir	Director	KL	Kuala Lumpur
DOS	Director of Schools	K-P	Kouzes and Posner
DP	Diploma Programme	KPIs	Key Performance Indicators
DPs	Deputy Principals	L1B5	First Language or higher mother tongue and Best 5 subjects
DRP	Disaster Recovery Plan	L1R5	First Language or higher mother tongue and Relevant 5 subjects
DSA	Direct School Admission	Lab	Laboratory
DSO	Defence Science Organisation	LAMP	Leadership and Management Programme
DSTA	Defence Science and Technology Agency	LDP	Leadership Development Programme

LMS	Learning Management System	PSLE	Primary School Leaving Examination
LTA	Land Transport Authority	PTM	Parents-Teachers' Meeting
Math	Mathematics	QR	Quick Response
MC	Medical Certificate	QSE	Quality of School Experience
MCYS	Ministry of Community Development, Youth and Sports	RAMS	Risk Assessment and Management System
MEP	Music Elective Programme	ROs	Reporting Officers
Mgr	Manager	RSP	Regional Studies Programme
MGS	Methodist Girls School	SA	Senior Administration
MINDEF	Ministry of Defence	SAA	Singapore Athletics Association
MLS	Management and Leadership in Schools	SAC	Student Activity Centre
MM	Middle Management	SAF	Singapore Armed Forces
MOE	Ministry of Education	SBGE	School-Based Gifted Education
MOE	MOE Security and Emergency Office	SCDF	Singapore Civil Defence Force
SEMPO			
MOM	Ministry of Manpower	Sch	School
MPH	Multi Purpose Hall	SCORM	Sharable Content Object Reference Model
MR	Media Resource	SCS	School Climate Survey
MSF	Ministry of Social and Family Development	SDA	School Distinction Award
MSG	Mean Subject Grade	SEA	School Excellence Award
MT	Mother Tongue	SEA	South East Asia
Nat	National	SEAB	Singapore Examinations and Assessment Board
NBV	Net Book Value	Sec	Secondary
NCC	National Cadet Corps	SEM	School Excellence Model
NCDCC	National Civil Defence Cadet Corps	SEMTREX	School Emergency Training and Exercise
NE	National Education	SFE	School Family Education
NEA	National Environment Agency	SFS	School of Foreign Service
NGOs	Non Government Organisations	SGS	Singapore Government Scholarships
NI	National Instrument	SIM	Singapore Institute of Management
NIE	National Institute of Education	SJAB	Saint John's Ambulance Brigade
NPCC	National Police Cadet Corps	SJI Int	Saint Joseph's Institution International
NS	National Service	SMS	SAF Merit Scholarship
NSA	National Sports Associations	SMS	School Management System
NTU	National Technological University	SMU	Singapore Management University
NUH	National University Hospital	SOP	Standard Operating Procedure
NUS	National University of Singapore	SOW	Scheme of Work
NYAA	National Youth Achievement Award	S'pore	Singapore
NZ	New Zealand	SQA	Singapore Quality Award
Ob	Observation	SQC	Singapore Quality Class
OBA	Old Boys Association	SSD	School Staff Developer
ODA	Outstanding Development Award	ST	Senior Teacher
OEP	Overseas Education Programme	STB	Singapore Tourism Board
OM	Odyssey of the Mind	SUTD	Singapore University of Technology and Design
OMS	Overseas Merit Scholarship	SWC	Staff Welfare Committee
P / Pri	Primary	SWOT	Strengths, Weaknesses, Opportunities, Threats
P/VPs	Principal/Vice Principals	SYF	Singapore Youth Festival
PC	Pastoral Care	T & L / TL	Teaching and Learning
PCCG	Pastoral Care and Career Guidance	TOK	Theory of Knowledge
PCT	Pastoral Care Tutor	TRAI SI	Training Administration System on Internet
PDU	Professional Development Unit	Trs	Teachers
PE	Physical Education	UG	Uniformed Group
PE	Presiding Examiner	UK	United Kingdom
PLD	Professional Learning Day	USA	United States of America
PLT	Professional Learning Time	USAJMO	USA Junior Mathematical Olympiad
PMO	Prime Minister's Office	USAMO	USA Mathematical Olympiad
POGIL	Process Oriented Guided Inquiry Learning	VIA	Values in Action
POW	Power of Why	VJC	Victoria Junior College
PR	Permanent Resident	VMV	Vision, Mission and Values
PRC	People's Republic of China	WHP&P	Work-life Balance, Healthcare, Productivity and Professional Development
Prof Dev	Professional Development	WOW	Window on the World
PSA/A	Percentage Strongly Agree/Agree	WSPC-	World Scientific Publishing Company-
		ICAAS	Imperial College Alumni Association of Singapore
PSC	Public Service Commission	Y	Year
PSG	Parents Support Group	YOG	Youth Olympic Games



On the fruits of his first five years in Singapore  
(just before he was told to go to America for his sick leave)

*'It is very easy for us humans to imagine we are indispensable. But the habit of obedience conquered and I got ready to go in thirty-six hours. May I not be pardoned if I linger a moment to thank God with a full heart for those five years of work and personal growth, for was He not manifestly with us? An unknown couple without a penny of support, introduced, it is true, by the great Missionary Thoburn, five brief years, and we left behind us growing churches in English, in Tamil, and the beginning of work in Chinese; well-equipped schools, lands, and buildings worth now over \$100,000; the beginning of press and above all we had won the confidence of the people, the good -will of the government, and we had gathered a company of believers witnessing to God's grace and very largely paying their own church bills.'*

Source : Oldham, The Christian Advocate, November 15, 1917: 1202-1203

