Results

Hwa Chong is a unique blend of East and West, providing everyone with a niche, and a culture that embraces all. Come mid-autumn, Hwa Chongians return to school by the thousands; ask any of them what compels them to do so and the reply is in essence the same – we're family. There are few places a person can go to and still feel right at home; Hwa Chong will always be such a place for me.

MIKAIL KALIMUDDIN
Class of 2004
2005 President's Scholar
Economics and Political Science,
Brown University

7.1 CUSTOMER RESULTS

HCI's PEAKS of EXCELLENCE – Setting Benchmarks at National & International Levels

HCI's peaks of excellence reflects its standing in Singapore and the world.

(a) A Record Of Scholastic Excellence

Top Accolades in Singapore

Top HCI students have consistently received the most prestigious accolades in the country. To date, Hwa Chong has produced **50 President's Scholars,** the **highest number among all junior colleges in Singapore**. Hwa Chong students are also frequent recipients of the Prime Minister's Book Prize, the Lee Kuan Yew Award for All-Round Excellence, the Lee Kuan Yew Mathematics & Science Award, and the A*STAR Science Award. The PM Book Prize and LKY awards are special awards that give recognition to students' achievements in both academic and non-academic spheres. In the last three years, Hwa Chong has produced the

- **Highest number of LKY All-Round Excellence winners (2008 & 2009),**
- **Highest number of PM Book Prize winners in Pre-University Section (2007-2009) and Secondary Schools Section (2008 & 2009); and**
- **Highest number of double-award winners (2008 & 2009).**

In 2009, one HCI student attained the rare honour of having won the PM Book Prize in all 3 categories: Primary, Secondary and Pre-University.

HCI President's Scholars Roll of Honour

International Accolades

Hwa Chong is recognised as a top school that prepares students exceedingly well for the A-Level examinations and undergraduate studies. In 2009, HCI was **one of two schools from outside the UK to be featured in Cambridge University's list of Top 20 Schools for admission**. Hwa Chong's Humanities Programme is one of the **world's leading Oxford and Cambridge entry centres outside the UK**, with over 300 students to date. In 2008 and 2010, the recipient of the **Angus Ross Prize**, which is given to the **Top A-Level Literature Student from outside Britain**, was awarded to a HCI student.

Top HCI Alumni in Ivy-League Schools

After they graduate from Hwa Chong, HCI alumni continue to be exemplary in their undergraduate studies. In 2009, **six HCI alumni** topped their cohorts at the following Ivy-League Schools and other prestigious institutions:

- Harvard University (Most Promising Graduate),
- Princeton University (Top in freshman cohort),
- Oxford University (Best Overall Performance in undergraduate law programme),
- London School of Economics (Best Overall Degree Award for undergraduate law programme),
- Fudan University (Top student for Chinese Studies, outperforming local students in China); and
- US Military Academy at West Point (Top in class).

Cong Lin, Harvard University (Most Promising Graduate 2009), Physics and Mathematics

Admission to Top Global Universities and Local Medicine and Law

Since 2008, HCI started to track its graduates' admission to top global universities as well as local medicine and law (which are the most competitive faculties among the local universities). A list of top 28 universities from the UK, US and China has been drawn up for this purpose. This is a follow-up from the strategic outcomes identified in the HCI Strategic Plan 2007-2011 (refer to Figure 2.1.1 in Chapter 2.1).

HCI receives an annual matriculation data from the three local universities, which is used to track graduates' admission to **NUS Medicine, NUS Law and SMU Law**. For admission to top UK universities, the Institution uses annual admissions data provided by UCLES as a proxy for students' admission to **Cambridge, Oxford, Imperial College London, University College London, King's College London, Edinburgh and Bristol**. The Institution is currently exploring how to track a complete set of US admissions data.

The data from the local universities and UCLES have been compared and analysed to prevent double counting i.e. if a candidate applies to both top UK universities and local Medicine/Law and is accepted by both, it will only be counted as one successful admission case.

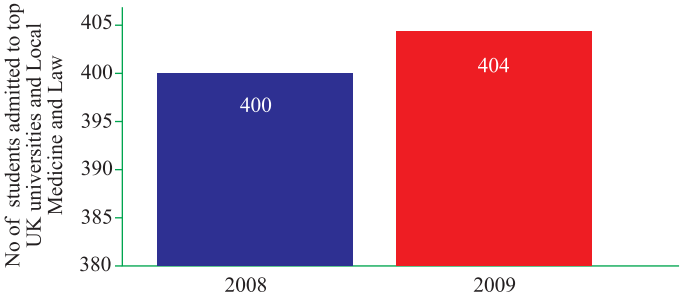


Figure 7.1.1 : Number of HCI Students Admitted to Top UK Universities and Local Medicine and Law

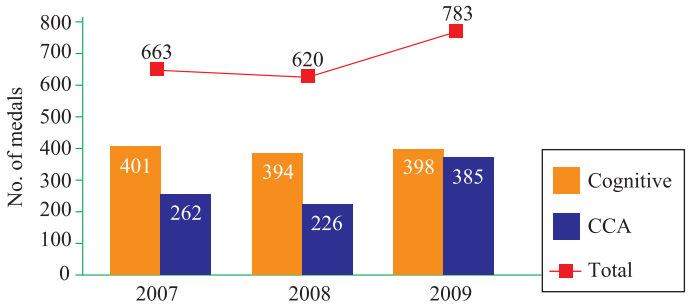


Figure 7.1.2 : Number of Gold/Silver/Bronze Medals Won at National/ International Competitions

In 2008 and 2009, **close to 40%** of HCI's students have successfully received admission offers to top UK universities and local Medicine and Law.

(b) A League Of Championships

World Championships

Hwa Chong students have relentlessly scaled the peaks of excellence, placing the Institution on track to achieving its vision of being a world-class institution of leaders. With the IP providing greater space and opportunities for students to pursue their passions and enrich their learning, HCI has been winning more world championships since 2006. **As of March 2010, it has won a total of 15 World Championships** (Table 7.1.1).

Medals Won at National/International Competitions

HCI students excel in both national/international competitions, bagging **more than 600 medals each year**. As the Singapore Youth Festival[1] Central Judging for performing arts, of which HCI has won several medals, took place only in 2007 and 2009 (being a biannual event), this caused a dip in the number of medals won in 2008 (Figure 7.1.2).

Year	No. of World Championships	Titles of Events
Jan-Mar 2010	1	• Harvard-Massachusetts Institute of Technology Mathematics Tournament Online Competition
2009	4	• International Regions Mathematics League • International Biology Olympiad • Purple Comet International Mathematics Competition • ThinkQuest International Challenge
2008	4	• Stanford Global Innovation Tournament • 5th World Choir Games • Future Problem Solving Program International Finals (Double titles)
2007	5	• Purple Comet International Mathematics Competition • Future Problem Solving Program International Finals • Intelligent Ironman Creativity Contest • Global Talentrepreneur Innovation & Collaboration Business Competition • Odyssey of The Mind World Finals
2006	1	• Purple Comet International Mathematics Competition

Table 7.1.1 : Number of World Championships

HCI was named the **Best Performing School in 2009 Singapore Biology, Chemistry and Informatics Olympiads**. In addition, one HCI student was ranked individual **FIRST** in the world at the 2009 International Biology Olympiad in Japan. And to date, HCI has produced the **highest number of President Scouts in Singapore**.

NURTURING LEADERS FOR THE NATION

HCI has consistently nurtured scholarship holders who will be groomed for key positions in Research, Industry and Government (RIG). As mentioned at the start of this chapter, Hwa Chong has produced 50 President's Scholars – a record among junior colleges in Singapore.

HCI Students offered Prestigious Scholarships

HCI is **among the top two JCs with the highest number of students receiving the PSC Scholarships annually**. The number of HCI students awarded scholarships from RIG organisations (e.g. PSC, DSTA, MOE, MFA, MTI, Natsteel, SPRING) has increased significantly after 2007.

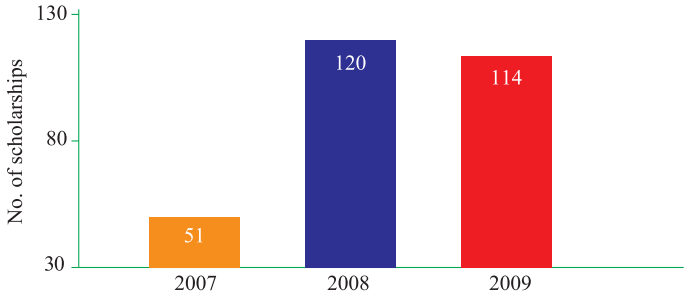


Figure 7.1.3 : Number of HCI Students Offered Prestigious Scholarships

Internationally Recognised Events Organised by Student Leaders in HCI

HCI provides ample opportunities for students to hone their leadership skills through the organisation of mega events for participants from all over the world, with teachers and school leaders playing a supporting role.

[1] The Singapore Youth Festival is organised by MOE to celebrate achievements in co-curricular activities (CCA).

These events are namely the **Asia-Pacific Mathematical Olympiad for Primary Schools, Student Leaders Convention, The Hague International UN Conference@Singapore, Asia-Pacific Young Leaders Summit, Humanities Research Symposium for Youth, International Science Youth Forum, CHATS Forum and Asia-Pacific Chinese Debate for Secondary Schools.**

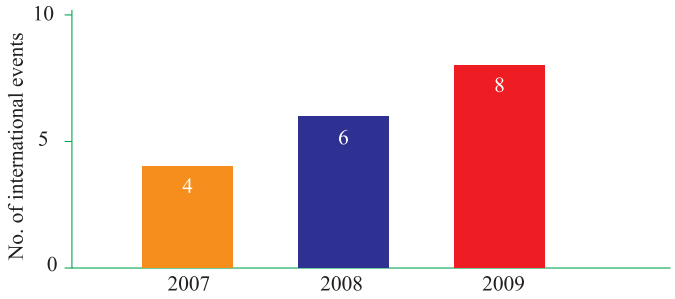


Figure 7.1.4 : Number of International Events Organised by Student Leaders in HCI

Student Research Project Presentations and Publications

Every year, there will be student research projects/papers on Science, Humanities and Bicultural Studies Programe. Those who produce high quality research will be selected to **share their research findings with students from other schools in Singapore as well as from the rest of the world**. Some of the platforms used for this purpose include the HCI Research Symposium/ International Science Youth Forum CenTaD Research Conference, Science Engineering Fair, International Science & Engineering Fair, Bicultural Studies Symposium and other conferences/publications. **HCI is among the top two JCs for the School Award in Research accorded by A*STAR.**

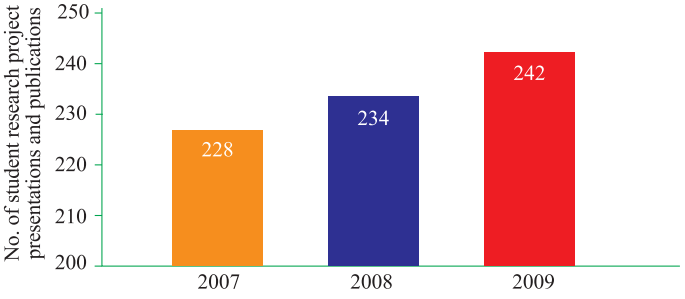


Figure 7.1.5 : Number of Student Research Project Presentations and Publications

OUR ACHIEVEMENTS IN HOLISTIC EDUCATION

HCI has been able to optimise the broader learning experiences created by IP and the synergy from the merger to achieve the hallmark of holistic education. The Institution has been successful in maintaining high standards in academic performance, while still driving its students to excel in many non-academic areas.

Students who Attain the HCI Outstanding Student Award

The HCI Outstanding Student Award (OSA) recognises students for accomplishing excellent achievements in Years 5-6 of their time in the Institution. Students are assessed on a set of objective stringent criteria ranging from academic results to leadership achievements and community involvement. With the IP enabling more students to excel in academic and non-academic activities, more HCI students have been awarded the OSA.

The percentage of students receiving the OSA upon graduation after the A Levels has increased from 17% in 2007 to 26% in 2009, an indication that more Hwa Chong students have attained greater achievements, given that the quality of Hwa Chong's intake has remained similar in the past few years.

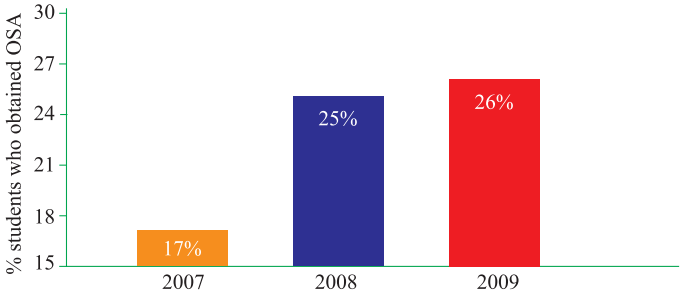


Figure 7.1.6 : % Students who obtained OSA

Academic Achievements in GCE A Level Examinations

While the IP provides greater opportunities for enrichment beyond the classroom, HCI continues to maintain its superior performance in key national and internal examinations. **HCI has maintained high academic standards with Mean A-Level Aggregate scores of 85/90 from 2007-2009, compared to Pre-IP score of 84/90 in 2006.**

HCI has also done remarkably well in producing **Perfect Scores for University Admission**. There has been an increase in both number and percentage of students scoring **90/90** university admission points over the past three years. In terms of numbers, there has been an increase from **152 students in 2007 to 212 students in 2009**.

HCI has also performed exceedingly well in the Singapore-Cambridge GCE A-Level Examination 2009 and has topped the nation in Math and Science by achieving the highest percentage of distinctions in Mathematics, Biology, Chemistry and Physics. This adds to HCI's existing list of accolades as the Top Performing School at the 2009 Singapore Mathematical, Chemistry, Biology and Informatics Olympiads. In addition, the **Institute of Physics has also awarded four HCI students with the Gold Medal for Excellence in Physics**. This award is presented to Top A Level Physics candidates. And for two out of three years (2008 and 2010), Hwa Chong students have won the **Angus Ross Prize, given to the world's best GCE A-Level candidate in English Literature outside the UK.**

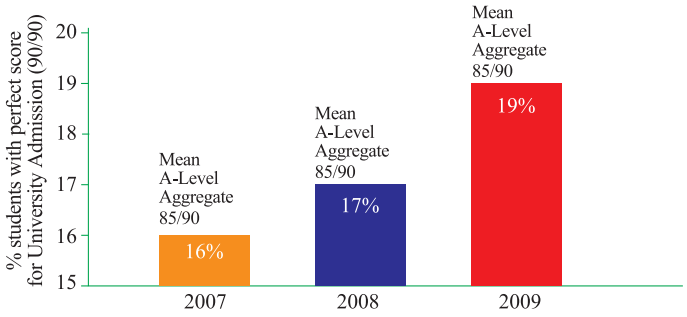


Figure 7.1.7 : Academic Achievements in GCE A Level Examination

Student-Led Community Involvement Projects (Local and Overseas)

HCI encourages students to take the lead in initiating both local and overseas Community Involvement Projects (CIP). This shows the students' commitment towards social causes and is also an opportunity for them to practise servant leadership. There is a slight dip in 2009 because H1N1 has caused some projects to be cancelled as precaution.

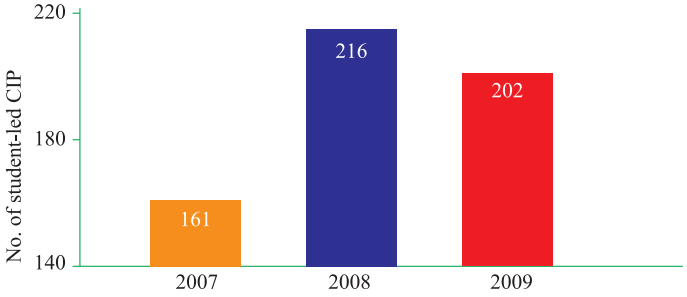


Figure 7.1.8 : Number of Student-Led CIP

NAPFA Test Results

HCI has maintained consistently a high percentage of passes in NAPFA test and has been awarded **MOE Sustained Achievement Award (Physical Fitness)** for the 7th time in 2008.

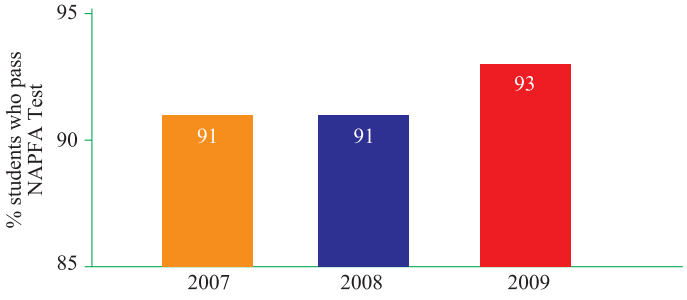


Figure 7.1.9 : % Students who Pass NAPFA Test

Conduct Grades

Conduct grades are awarded to students by their Form Teachers based on their attendance, discipline records and attitude in class.

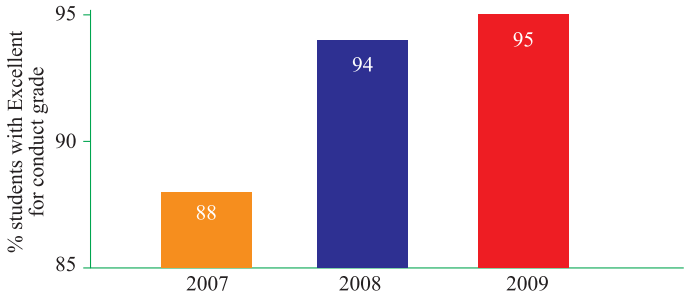


Figure 7.1.10 : % Students with Excellent for Conduct Grade

MEETING STUDENTS' LEARNING AND DEVELOPMENT NEEDS

Hwa Chong seeks to develop every student's potential to the fullest, and the Institution believes students' achievements are optimised only when they find satisfaction and joy in their learning experience. The satisfaction level is gauged based on the Quality of School Experience (QSE) survey, HCI Most Caring Teacher Award Nominations and students' feedback on support services. Of these, QSE survey results are the most important indicators.

Quality of School Experience Survey

The QSE is an established and comprehensive tool administered by MOE and measures students' experience in the domains of Learning Structures, Social Processes and Affiliation. Table 7.1.2 shows the factors within each domain. A score[2] is given for each factor, a consolidated score, for each domain, and an overall score, for the entire survey.

Quality of School Experience			
Domains	Learning Structures	Social Processes	Affiliation
Factors	Curriculum	Teaching Practices	School Pride
	Non-Academic Activities	Engagement in Learning	School Affect
	School Support for Learning	Teacher-Student Relationship	
		Peer Relation	
		Recognition	
		Discipline	

Table 7.1.2 : Domains and Factors in QSE Survey

The QSE survey done at the end of six years provides an accurate evaluation of the students' experience in Hwa Chong for the six years they have been with the Institution.

Over the years, Hwa Chong has always done better than the national average in the QSE survey. The score has also shown that the Institution has consistently out-performed itself, improving year after year, a feat possible only because of Hwa Chong's relentless efforts at continual improvement. Figure 7.1.11 shows the trend in Hwa Chong's Year 6 overall QSE score and the aggregate score for each of the three domains over the past three years.

[2] The score is the percentage of students who strongly agreed or agreed to the positive statements posed in each factor.

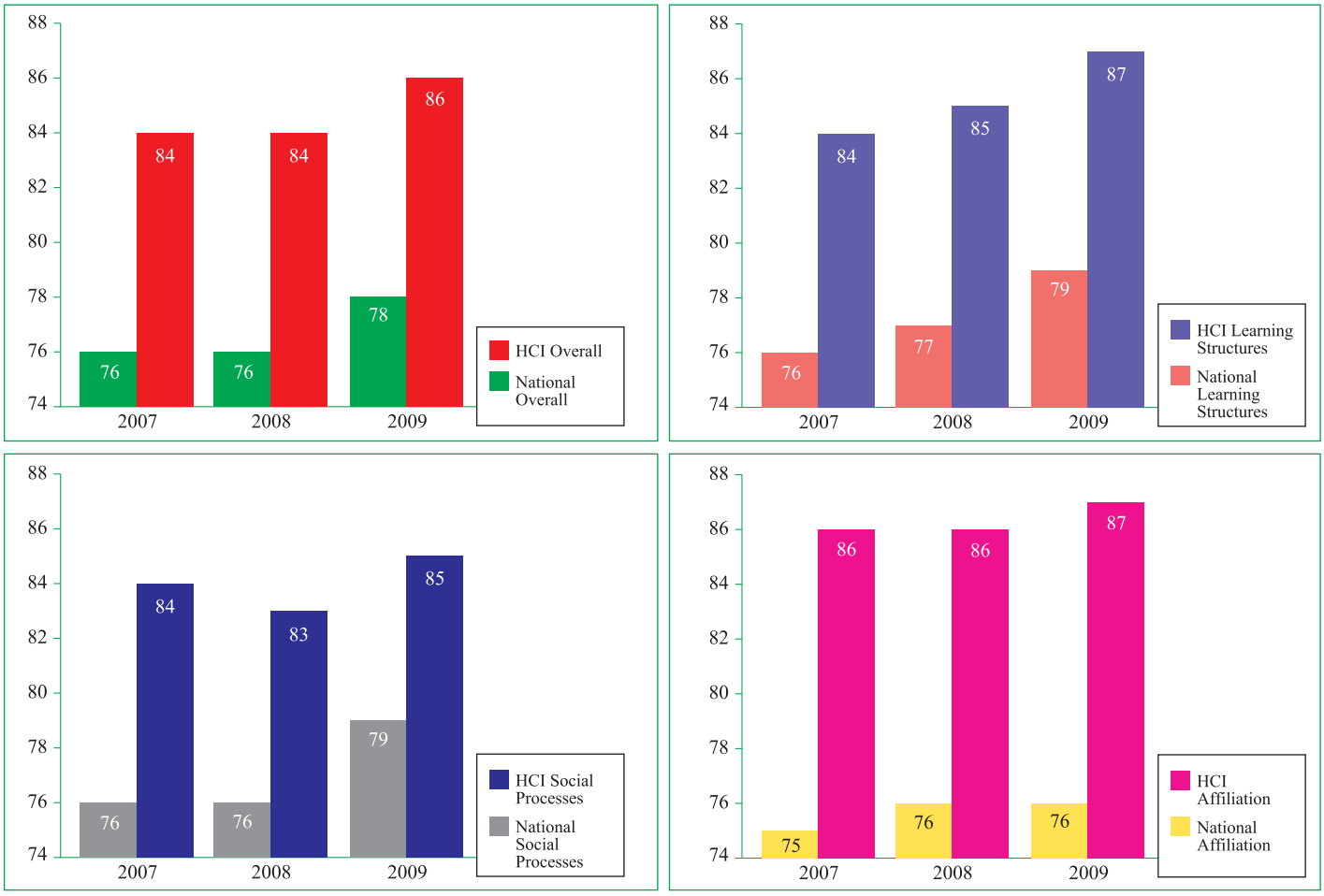


Figure 7.1.11 : HCI's Year 6 QSE Results Compared to the National Average

7.2 FINANCIAL AND MARKET RESULTS

FINANCIAL RESULTS

Being a non-profit organisation, HCI's main aim is to focus on providing excellent education programmes to nurture future leaders for Singapore, rather than to seek profits.

The Institution, a member of **Institutions of Public Character (IPC)**, is heavily dependent on government funding, and is therefore accountable to the government and the public. The financial objective is thus to manage and optimise the use of funds and resources so that the operational services can be delivered efficiently in order to achieve the Institution's vision and mission.

HCI uses the following performance indicators to evaluate whether the Institution is meeting its financial objectives.

Proportion of Funds Allocated

Figures 7.2.1 and 7.2.2 show how funds were allocated to each major cost category in 2007 and 2008.

In both years, about 90% was spent on the two core areas: (i) salaries and (ii) teaching materials and programmes. This shows the Institution's commitment to building a team of quality teachers and delivering high value-added programmes.

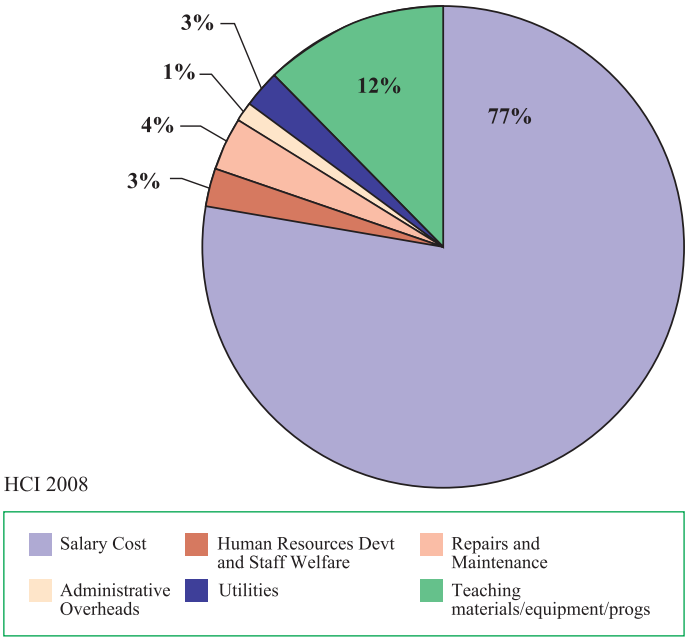
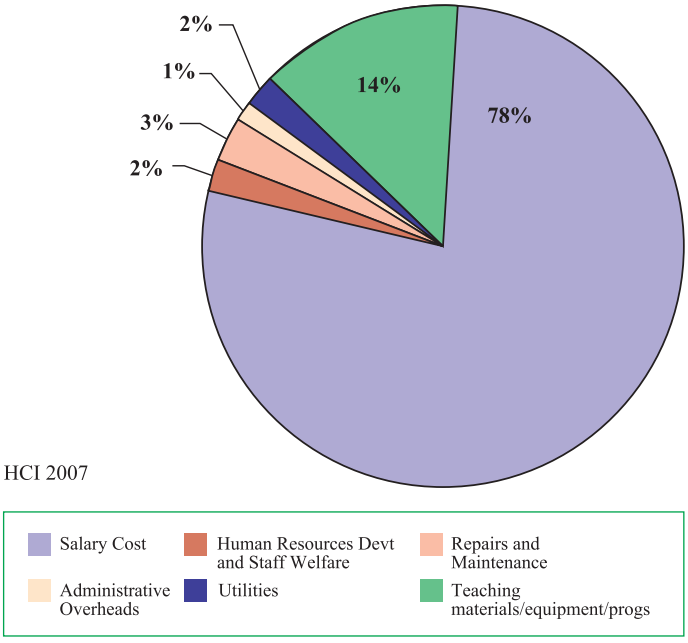


Figure 7.2.1 : Proportion of Funds Allocated (HCI-2008)

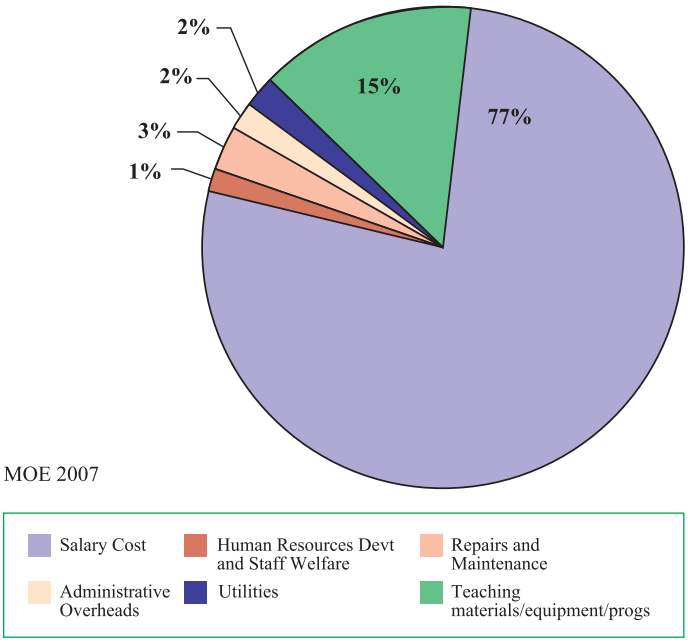
Figure 7.2.3 provides comparison between the proportion of funds allocated to each major cost category by HCI and other independent schools from MOE data.

In terms of percentage, the proportion of HCI's funds allocation is very similar to the average spending pattern of other independent schools.



HCI 2007

Figure 7.2.2 : Proportion of Funds Allocated (HCI-2007)



MOE 2007

Figure 7.2.3 : Proportion of Funds Allocated (MOE-2007)

Budget Utilisation (Actual Spending vs Budgeted Spending)

For the past 3 years, HCI has achieved **above 95% utilisation rates, which is within the 95-100% standards adopted by the Ministry of Finance**.

HCI has also managed to achieve **close to 100% utilisation** for the enrichment grants/funds as shown in Figure 7.2.5. Note that the Internationalisation Fund started in 2008.

For the purpose of comparison, the figures in Figure 7.2.4 exclude exceptional items e.g. additional bonus announced for civil servants, expenses related to new grants not budgeted. The audited data for 2009 is not yet available.

Financial Assistance for Needy Students

Figure 7.2.6 tracks the financial assistance paid out in terms of value and the number of students who benefited. There is an upward trend as MOE has been allocating more funds, over the years, to help needy students. This supports the Institution's effort to channel more funds into helping the needy students wherever/whenever possible. All of this is done so as to ensure that no deserving student is deprived of any learning opportunity due to financial difficulties.

Please note that the Financial Assistance here includes MOE's Independent School Bursary (ISB), as well as HCI's Financial Assistance Scheme (FAS) and Needy Pupils' Fund. The audited figures for 2009 are not yet available.

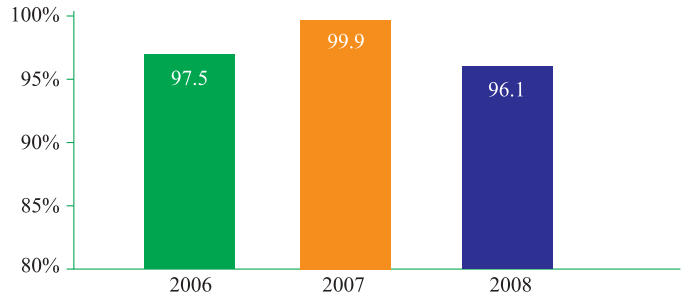


Figure 7.2.4 : Budget Utilisation (Actual Spending vs Budget)

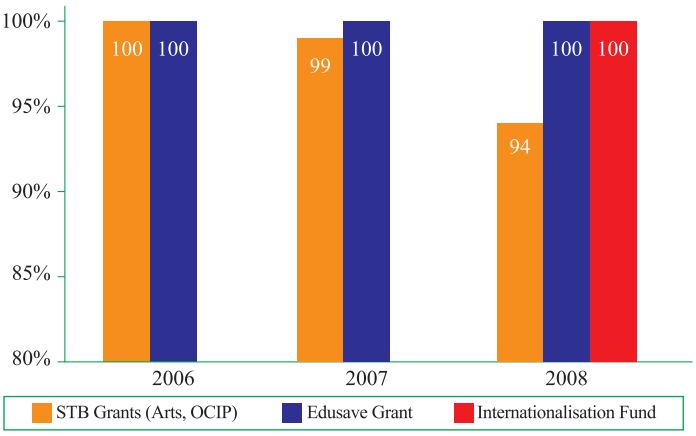


Figure 7.2.5 : Utilisation Rates for Enrichment Grants/Funds

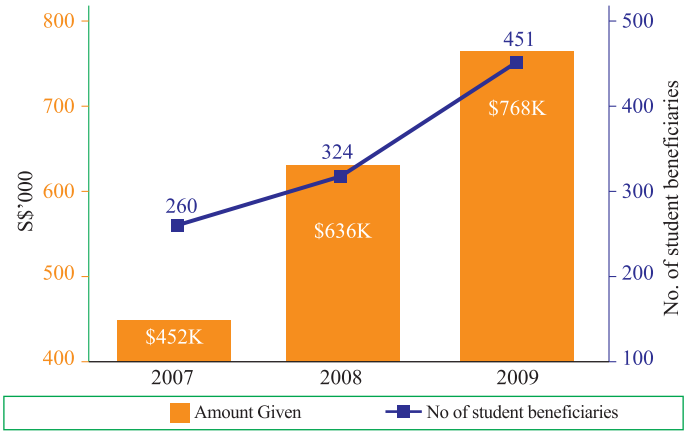


Figure 7.2.6 : Financial Assistant for Needy Students

MARKET RESULTS

(a) A Leading Institution in Singapore Education

Since becoming the first Chinese-medium secondary school to be set up in Southeast Asia to provide quality education in 1919, Hwa Chong has led the way in implementing bilingual and bicultural programmes in Singapore.

Highest Contribution of Students for Pre-U/JC and Tertiary Education amongst SAP Schools

Hwa Chong was in the **first batch of nine** Special Assistance Programme (SAP) Schools to be set up. The remaining nine schools were subsequently set up after 1979.

10,000 alumni members, partners, stakeholders and well-wishers gathered at HCI's 90th Anniversary Gala Dinner last year. It was the largest-scale reunion dinner organised by any school in Singapore. The sheer number of people in attendance that night bore testament to the gratitude and loyalty the alumni possess, as well as the stature of the Institution in the Singapore consciousness.

HCI 90th Anniversary Gala Dinner

Amongst World's Most Innovative Schools

In 2009, the *South China Morning Post* - Hong Kong's premier English daily - featured Hwa Chong Institution as one of the **World's Most Innovative Schools** and a **pioneer in revolutionising teaching**. One of its most innovative initiatives featured in the article was the move to tear down subject department walls to set up consortiums, which is a concept of 4 small schools within the school. Each consortium takes charge of the design and delivery of curriculum/programmes, which students study via cross-disciplinary topics and projects in addition to the Singapore-Cambridge GCE O-Level syllabus. The aim is to provide a more holistic education for students from Years 1-4.

Market Leader as First Mover

Hwa Chong is ceaselessly breaking new grounds in the education landscape in Singapore. In fact, since the merger in 2005, the Institution has implemented a number of strategic innovations to converge towards its stretch goal. These innovations were all guided by the four strategic thrusts.

Year	Strategic Initiatives
1919	1st Chinese-Medium Secondary School
1974	1st Government-Aided Junior College
1979	1st nine Special Assistance Plan (SAP) Schools
1980	1st Singapore School to implement Humanities Programme
1988	1st three Independent Secondary Schools
1990	1st Singapore School to implement Language Elective Programme (Chinese)
1999	1st Singapore School to implement the Consortium System
2004	1st SAP School to implement the Integrated Programme (IP) 1st Independent Junior College
2005	1st IP School that has been formed from a merger 1st Independent School to pioneer Bicultural Studies (China) Programme
2007	1st Singapore School to set up a satellite campus in Beijing 1st Singapore School to set up the Ong Teng Cheong Leadership Centre 1st Singapore School to set up a Centre for Pedagogical Excellence
2008	1st Independent School to be accorded a Future School 1st Singapore School to set up a Science Research Centre 1st IP School to award the Hwa Chong Diploma 1st Singapore School to set up a Centre for Scholastic Excellence
2009	1st five IP Schools to pioneer the Integrated Boarding Programme

Table 7.2.1 : Strategic Initiatives

The Institution's exciting innovations in education not only benefit the students at Hwa Chong, but as trailblazers, make a positive change to the education landscape in Singapore.

(b) A Centre of Excellence

Achieving the Pinnacle in MOE's Masterplan of Awards In the past 3 years, Hwa Chong has swept every Level 2 and above award in MOE's Masterplan of Awards. Just two years after receiving the **School Distinction Award** – one of two Special Awards – HCI also bagged the pinnacle accolade for all schools in Singapore: the **School Excellence Award**. Additionally, HCI has received many accolades from various ministries and agencies, including **Singapore Quality Class** and **People Developer Award**. The myriad of awards attests to the strength of the Hwa Chong IP, which is the Institution's ability to combine academic excellence with an outstanding range of opportunities beyond the classroom.

(c) Market Recognition and Acceptance

Hwa Chong in the News – Gaining Prominence in Local and International Media

HCI firmly believes in cultivating a good symbiotic relationship with the media. This has brought about extensive positive coverage for Hwa Chong in the media. Through the mass media, the Institution's external partners, parents and public are kept informed of HCI's many FIRSTS in terms of strategic outcomes – such as the Institution's innovative programmes and cutting edge facilities – and significant customer results, namely HCI's student achievements.

Hwa Chong has been featured positively in both broadcast news and print media. These include headline news in major newspapers like *The Straits Times* and *Lianhe Zaobao*. The Institution's media coverage also extends beyond Singapore.

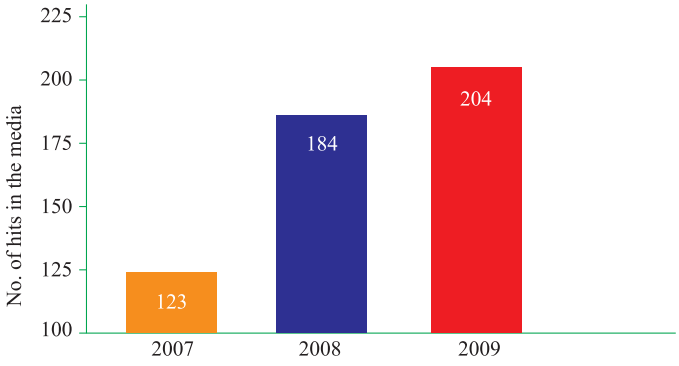


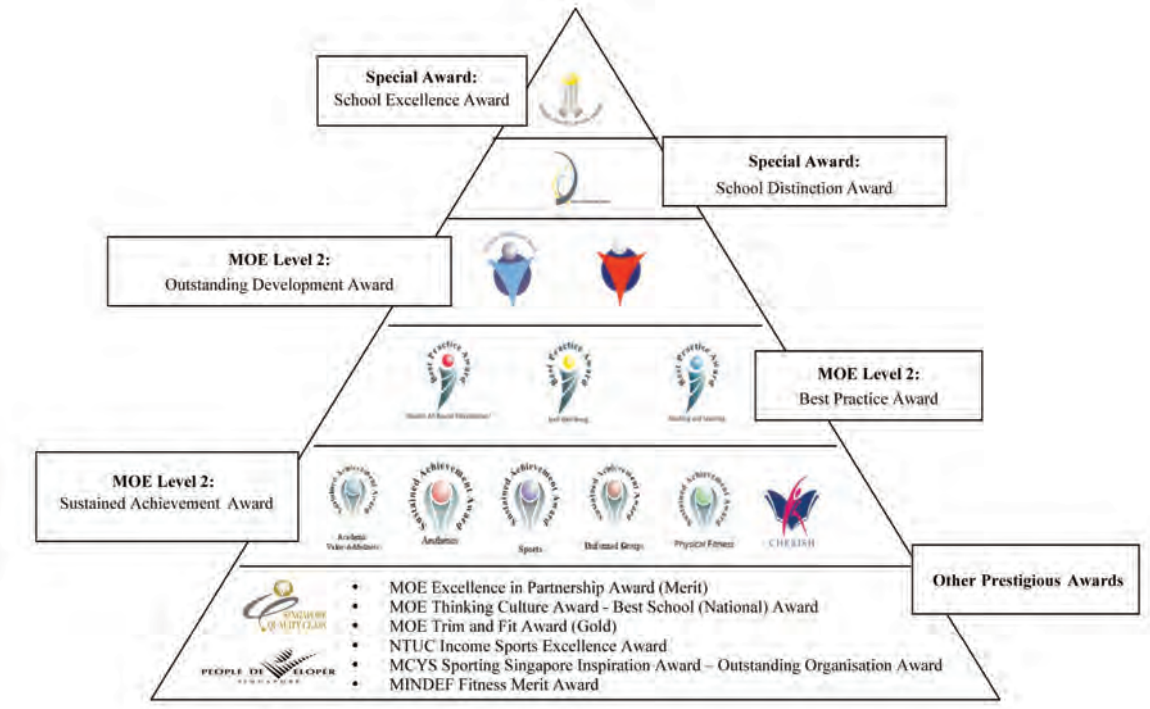
Figure7.2.7 : Positive Mass Media Reports on HCI

Key highlights include:

(a) To commemorate Hwa Chong's 90th Anniversary, ***Mediacorp* Channel News Asia** featured a documentary on Hwa Chong's growth and success as a leading national institution vis-à-vis Singapore's progress.

(b) Coverage in overseas media:

i) In November 2008, a group of Hwa Chong students was featured in ***The Washington Times*** for winning the Extreme Collaboration Award conferred by Stanford University in its Global Innovation Challenge Tournament, together with students from Loudoun County Academy of Science (AOS), Virginia, USA.



MOE's Masterplan of Awards

ii) In May 2009, ***The South China Morning Post*** featured HCI as one of the World's most innovative schools.

iii) Hwa Chong Institution was also mentioned in ***The New York Times*** **Bestseller** ***The Post-American World*** **by** ***Newsweek International*** editor, Fareed Zakaria (W.W. Norton & Company; 2008).

Importantly, the highly positive image of Hwa Chong has facilitated the attraction and retention of key partners.

Actively and Successfully Reaching Out to the Potential Market

Through its vast network, the Institution has **extended its local and global reach by organising and hosting international youth leaders summits** like the Hwa Chong Asia-Pacific Young Leaders Summit – the first of its kind in Singapore, Asia-Pacific Mathematical Olympiad for Primary Schools, Student Leaders Convention, Hwa Chong Lecture with Cabinet Ministers and the International Science Youth Forum involving Nobel Laureates.

There is a slight drop in figures in 2009 due mainly to the H1N1 flu pandemic. Out of civic consciousness, the Institution decided to postpone several large-scale events.

Creating and Harnessing Synergy – Sharing of Best Practices by HCI

As a firm believer of the synergy of exchange, HCI has conducted many sharing with local and international schools and organisations, who have **written in to request to learn from the Institution's best practices**. Over the past three years, there has been **a total of 146 of such sharings** which include presentations to the Australia's Victoria State Education Minister, Senior Counsellor to Secretary from US Department of Education, Director of Turkish Cultural Centre, UK National TeachingAward Educators, representatives from Suzhou Ministry of Education, Principals and teachers from top schools in Singapore

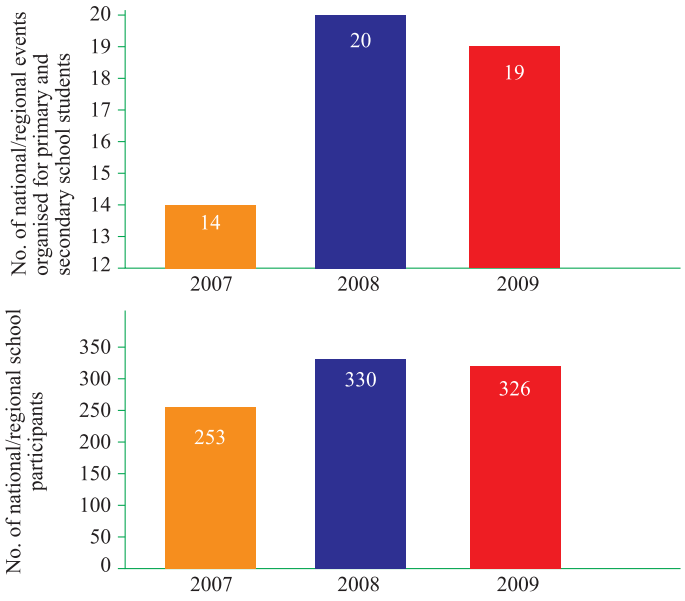


Figure 7.2.8 : Outreach by HCI to the Potential Market

Asia-Pacific Mathematical Olympiad for Primary Schools

In addition, HCI has also provided **consultancy services** to the following overseas schools:

i) Binus Simprug and Binus Serpong (Indonesia),
ii) Piaget Academy (Indonesia, Singapore); and
iii) Suzhou Foreign Language School (China).

International Endorsement of the Hwa Chong Diploma

The Institution introduced the Hwa Chong Diploma to Year 6 students in 2008. Over a short period of one year, HCI's achievements are described in Table 7.2.2.

University	Offer
Peking, Tsinghua, Shanghai Fudan	Sign MOU and offer a total of nine scholarships
University of Warwick	Sign MOU
SMU – School of Information Systems	Direct admission
NTU	Favourable consideration for Scholars Programme

Table 7.2.2 : Universities that Recognise the Hwa Chong Diploma

7.3 PEOPLE RESULTS

(a) *Staff Engagement*

Staff Engagement Level

The school engagement level reflects the extent to which a school has captured the "hearts and minds" of its staff. The data is obtained from the 2009 MOE School Climate Survey conducted by Hewitt Associates (Hewitt).

Figure 7.3.1 compares the School Engagement level in Hwa Chong with the national average, based on the 2009 MOE School Climate Survey. The figure shows that the Engagement Level amongst teachers in HCI is much higher than the national level whilst the EAS staff is comparable to the national average.

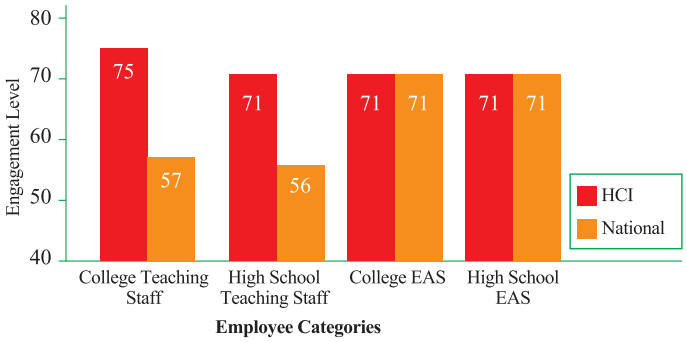


Figure 7.3.1 : Comparison of Staff Engagement Level in HCI and the National Average

Commitment to Embrace Change (PS21 Index)

The PS21 index measures the perception of employee's openness to change in the Institution. This index is also measured in the 2009 MOE School Climate Survey.

Figure 7.3.2 compares the school's PS21 Climate Index with the national average, based on the 2009 MOE School Climate Survey. The figure shows that the Institution's employees are more ready to embrace change in their work so as to remain at the leading edge.

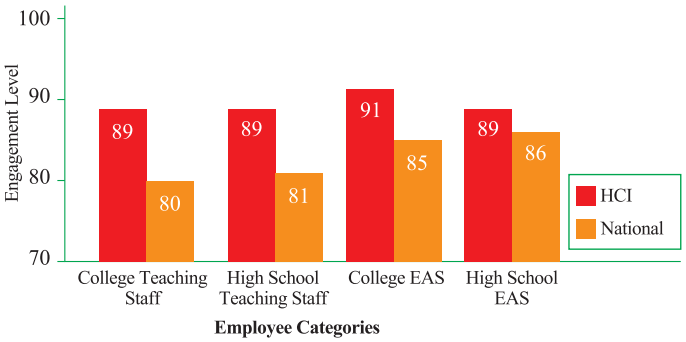


Figure 7.3.2 : HCI's PS21 Climate Index

Commitment to School

Figures 7.3.3a - 7.3.3d show how the Staff Commitment Index in HCI compares with the national average, based on the MOE's School Climate Survey in 2005, 2007 and 2009. The index measures the willingness to continue to serve one's school. The results for teachers show a positive trend and stay consistently above the national average.

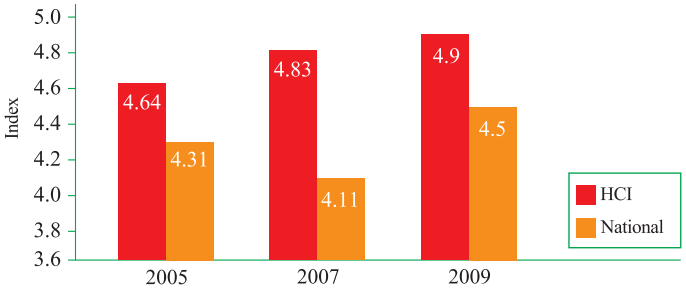


Figure 7.3.3a : Staff Commitment to School (College Teachers)

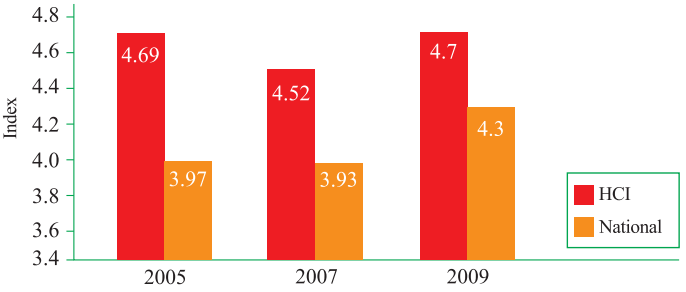


Figure 7.3.3b : Staff Commitment to School (High School Teachers)

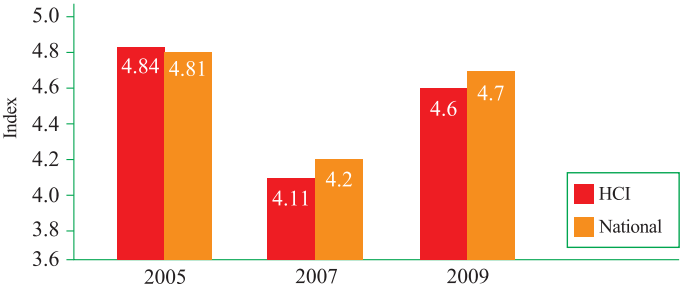


Figure 7.3.3c : Staff Commitment to School (College EAS)

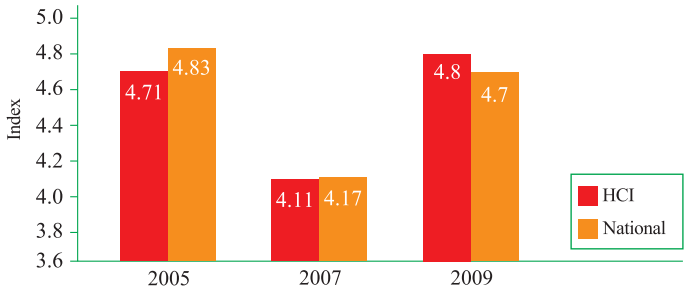


Figure 7.3.3d : Staff Commitment to School (High School EAS)

Strong Support for Innovation and Improvement

I³ empowers every staff member to be an agent of change and rewards every effort to innovate and improve. There has been a significant increase in the number of staff who participated in I³ submissions over the last three years. This is due mainly to the publicity by the Innovation Working Committee, launch of Best Teaching Practice Award and introduction of I³ in the High School Section in 2008.

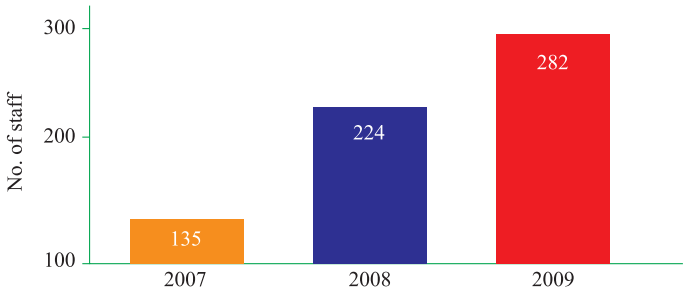


Figure 7.3.4 : Number of Staff who Submitted I³

(b) Learning and Development

School Commitment to Learning and Development

The Institution is committed to ensuring the learning and development of its staff. This is in line with its belief in lifelong learning. Figure 7.3.5 shows the Institution's increasing commitment to learning and development over the past three years, as indicated by its learning and development expenditure, expressed as a percentage of the payroll.

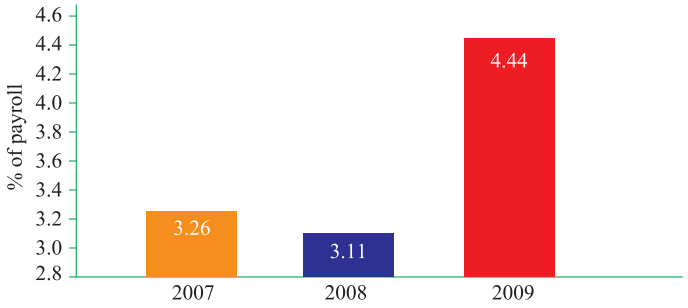


Figure 7.3.5 : Learning and Developing Expenditure as % of Payroll

Training Hours per Employee

The average number of training hours per employee in HCI corroborates with the Institution's high PS21 Index and shows that HCI staff is committed to learning and embracing change. In 2009, there was a slight dip in the average number of training hours per employee, because of the H1N1 flu pandemic. Nevertheless, the average number of training hours still remained higher than that in 2007.

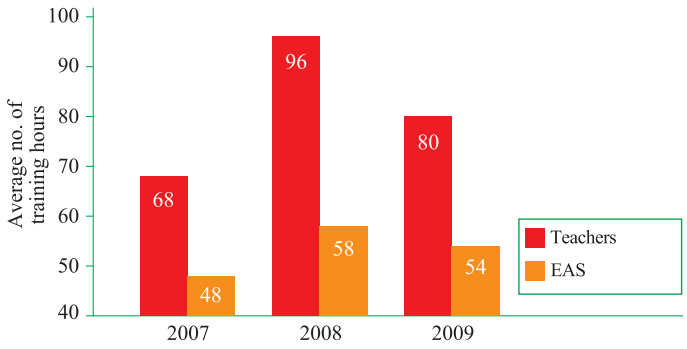


Figure 7.3.6 : Average Number of Training Hours

HCI Contribution to the Education Industry

Figure 7.3.7 shows the number of overseas study trips and conferences that teachers participated in over the past three years. The number of teachers involved is also reflected. In the year 2009, a few overseas trips were cancelled due to the H1N1 flu pandemic. Nonetheless, more teachers were given the opportunity to go on such trips, which reflects the Institution's corporate value.

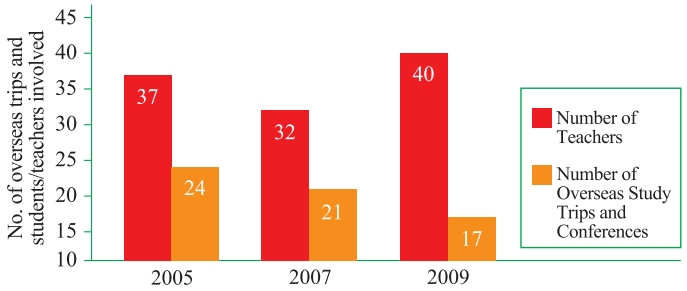


Figure 7.3.7 : Overseas Study Trip/Conferences

(c) Well-Being and Satisfaction

Staff Performance Grade

Staff performance grade is determined after the annual ranking exercise, based on the Staff Performance Appraisal exercise. This indicator is used as a proxy for the competency level of the HCI staff. The percentage of staff members receiving "B-" or better has remained consistently high, suggesting a high level of staff morale and satisfaction.

Medical Leave Among Staff

Figure 7.3.8 shows the percentage of staff members who have taken at least one day of medical leave in the year. The percentage has declined over the years.

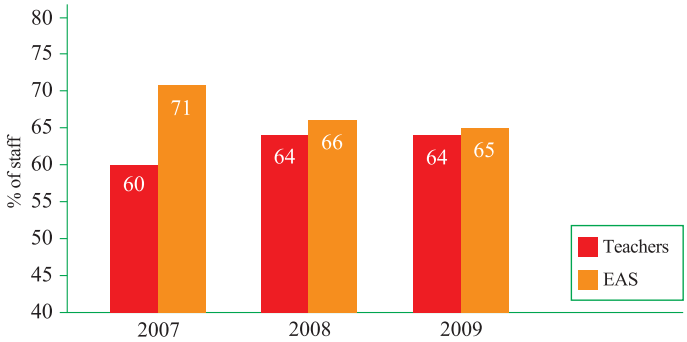


Figure 7.3.8 : Percentage of Staff on Medical Leave for at least One Day in the Year

School Satisfaction Index

Figures 7.3.9a - 7.3.9d compares HCI's School Satisfaction Index with the national average, based on the MOE School Climate Survey conducted in 2005, 2007 and 2009. These graphs reflect that while the school satisfaction Index for EAS in HCI is comparable to the national average, this Index is much higher amongst HCI teachers than Singapore teachers in general.

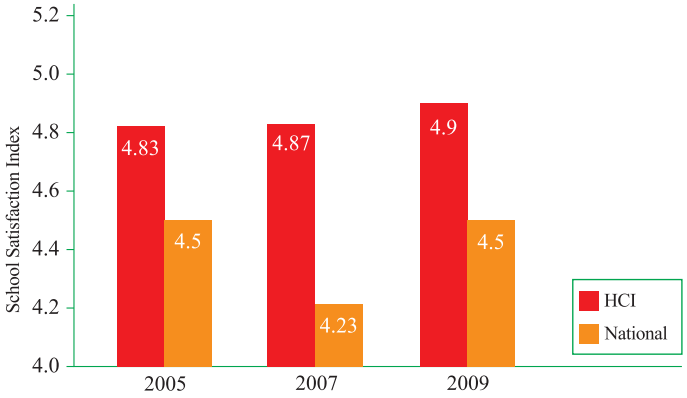


Figure 7.3.9a : School Satisfaction (College Teachers)

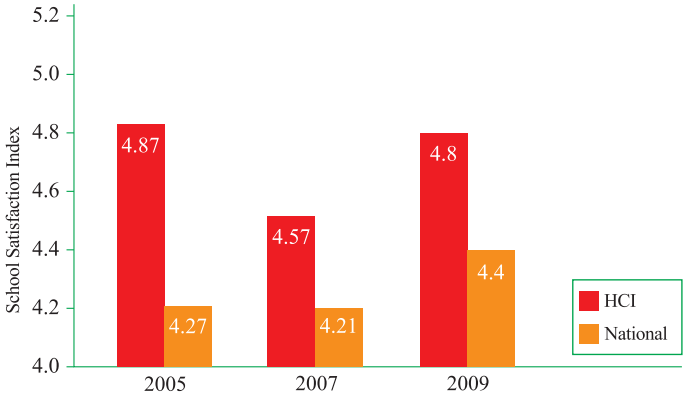


Figure 7.3.9b : School Satisfaction (High School Teachers)

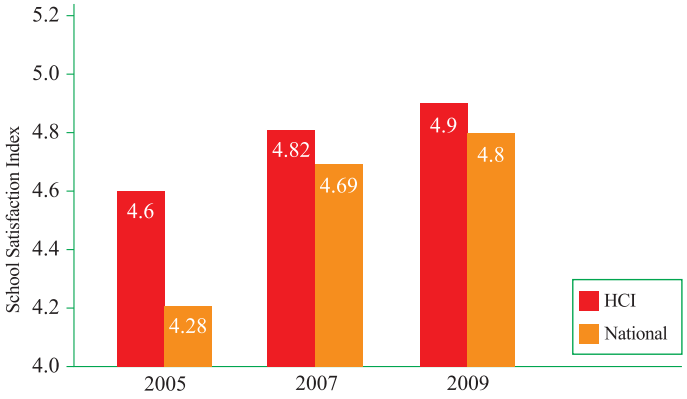


Figure 7.3.9c : School Satisfaction (College EAS)

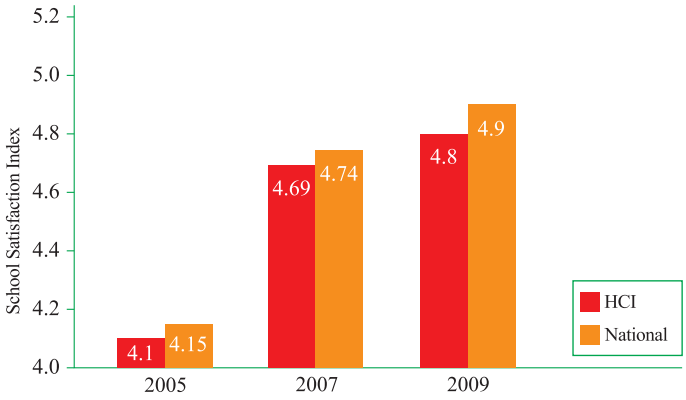


Figure 7.3.9d : School Satisfaction (High School EAS)

Job Satisfaction (Teachers)

Figures 7.3.10a - 7.3.10b compares the Job Satisfaction Index amongst HCI teachers with the national average based on the MOE School Climate Survey conducted in 2005, 2007 and 2009.

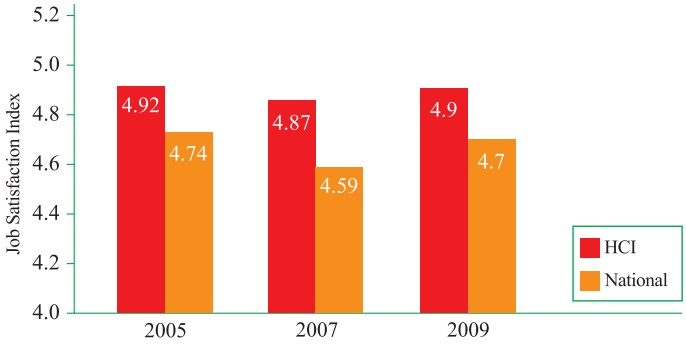


Figure 7.3.10a : Job Satisfaction Index (College Teachers)

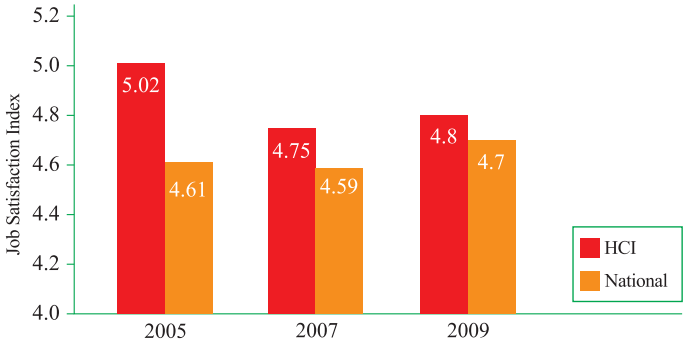


Figure 7.3.10b : Job Satisfaction Index (High School Teachers)

Job Passion (Teachers)

Figures 7.3.11a - 7.3.11b compares the Job Passion Index as compared to the national average based on the MOE School Climate Survey conducted in 2005, 2007 and 2009.

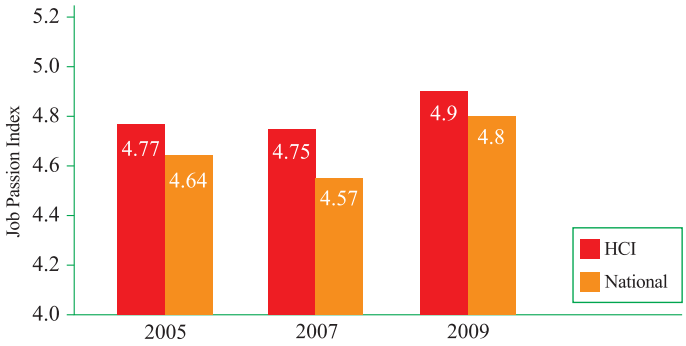


Figure 7.3.11a : Job Passion Index (College Teachers)

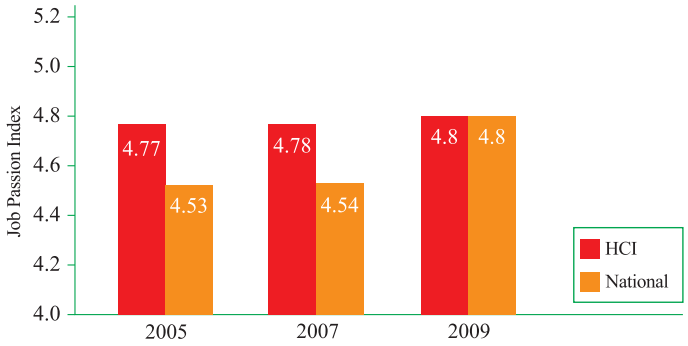


Figure 7.3.11b : Job Passion Index (High School Teachers)

7.4 OPERATIONAL RESULTS

OPERATIONAL RESULTS OF THE INSTITUION'S KEY PROCESSES

The key processes are guided by the desired student outcomes specified in the Holistic Development Model (refer to Figure 1.1.4 in Chapter 1.1).

(a) Create Value in HCI Students' Learning and Development

(i) Design and Deliver Programmes/Curriculum to Achieve Intended Outcomes of HCI's Mission

The desired student outcomes guides the design of HCI's programmes/curriculum and assessments/awards to create value in the Institution's various academic and affective programmes (refer to Table 5.1.1 in Chapter 5.1b).

- **Harness Students' Leadership Potential**

Leadership Positions in CCAs and Student Committees

It is estimated that **more than 30 per cent**[1] of HCI's student cohort holds leadership positions in Co-Curricular Activities and Student Committees only. HCI believes in creating opportunities that will expose students to leadership management, target setting, coordination and implementation of plans which finally lead up to activities and events. **All the major international events are led by student leaders** who work closely with teacher mentors for guidance. Some of these events are organised for international audiences, e.g. International Science Youth Forum with Nobel Laureates and Hwa Chong Asia-Pacific Young Leaders Summit. By bringing events to the international level, the Institution has taken another step towards nurturing student leaders who have the passion and vision to not only succeed in the global environment, but also serve the nation.

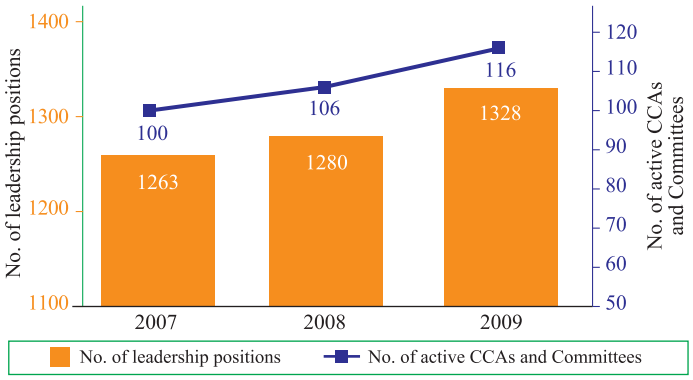


Figure 7.4.1: Number of Leadership Positions and Platforms in CCAs and Student Committees

MP Attachments and MPs involved in the Political Leaders Attachment Programme

This attachment programme allows students to observe first-hand how sensitive national issues are handled by Members of Parliament (MPs) at grassroots and executive levels. Such exposure will help groom future leaders who are in tune with the needs of the nation and the loyalties expected of active citizenship. Several students in this programme have gone on to become **members of the Youth Executive Committee in various grassroots constituencies.**

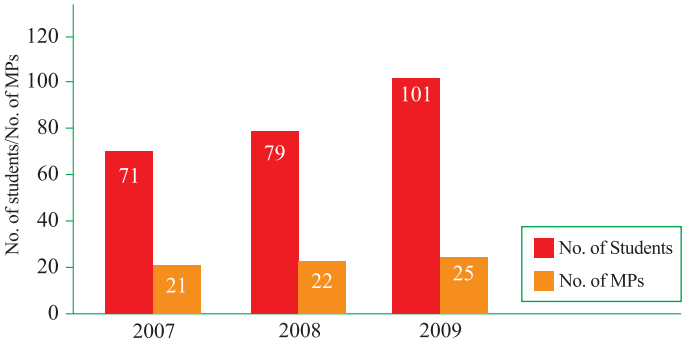


Figure 7.4.2 : Number of MP Attachments and MPs involved in the Political Leaders Attachment Programme

Hwa Chong Asia-Pacific Young Leaders Summit, photo taken at Istana with President S.R. Nathan

[1] This figure excludes student leaders in the class committees.

- **Develop Passion Through Purposeful Learning and Exploratory Platforms**

Courses Offered in Hwa Chong Sabbaticals Programmes

The Sabbaticals for the High School Section run three times a year (at the end of Terms 1-3) while it runs twice a year (mid-year and year-end) for the College Section. The courses are aimed at spurring the development of talent, passion and creativity of students in the construction of new knowledge. This is achieved through a dynamic partnership within the school community as well as with institutions of higher education and the industry. They provide opportunities and exposure for students to explore interests beyond the academic syllabus and to deepen their interests in their areas of passion. **In addition, it allows students to propose and run programmes with guidance from their teachers.** The figure dipped in 2009 due to the outbreak of H1N1 that caused the mid-year sabbaticals to be cancelled.

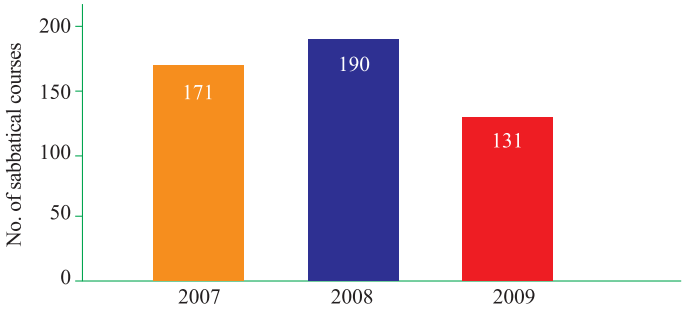


Figure 7.4.3 : Number of Courses Offered in Hwa Chong Sabbaticals Programmes

Political Leaders Attachment Programme, photo taken with Deputy Prime Minister and Minister for Defence, Mr Teo Chee Hean

Talks on Career, Scholarship and University Admission

These talks are organised annually for the Years 5-6 students by the Education and Career Guidance and Scholarship units to guide HCI students in their higher education and career planning.

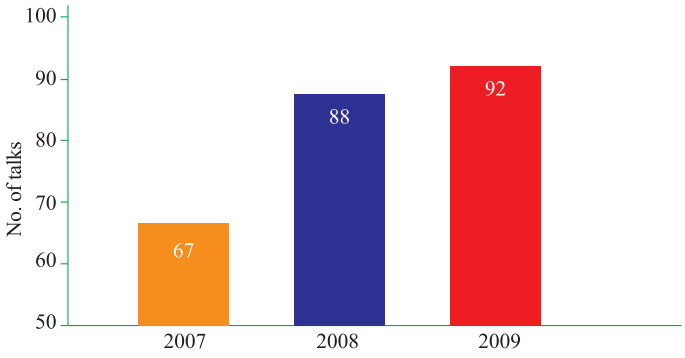


Figure 7.4.4 : Number of Talks on Career, Scholarship and University Admission

Customised Programmes in Alignment with the needs of Years 3-4 Students

The number of HCI programmes which are customised to meet the learning needs of its students have increased over the years. These include the special programmes (refer to Organisation Profile page 3 for details), for example, Language Elective Programme (LEP), Science Math Talent Programme (SMTP), Bicultural Studies Programme (BSP), Humanities Programme (HP) and Art Elective Programme (AEP). There are 10 such programme to date, in 2010. These special programmes are offered from Years 3-4 and their purpose is to allow students to pursue their areas of passion and deepen their understanding in these specialised areas of study.

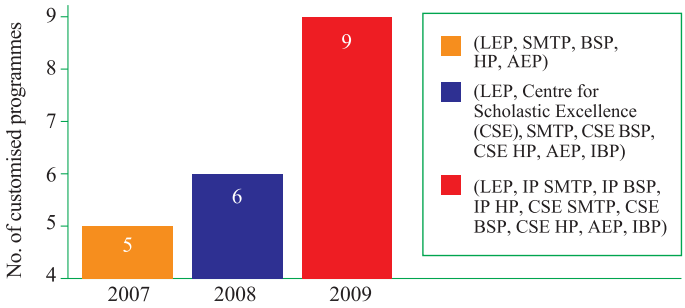


Figure: 7.4.5 : Number of Customised Programmes

High School Section Projects Day Competition

Projects Day Competition is created with the purpose of enhancing the research culture amongst the Years 1-4 students. Each year, it attracts more than 500 entries. HCI has expanded from five major subject categories in the early years to 10 research categories in 2009, namely, **Experimental Research, Non-Experimental Research, Innovation and Problem-Solving, Resource Development, Creative Arts, Language Arts (English), Language Arts (Chinese), Service Learning, Mathematics and Infocomm Studies and Entrepreneurship.** The top projects are shortlisted to enter various Science and Engineering Fairs, BioTech Fairs, international/national competitions such as ThinkQuest, Singapore.

- **Build Global Perspective through Overseas Immersion, Camps, Exchange and Service Learning Programmes**

Student Counts for Overseas Trips

These trips include the **Hwa Chong-Beijing Satellite Campus immersion programme**, which usually involves more than 300 students per year. This is equivalent to **approximately 60% of the Years 3-4 student cohort.**

Besides the Beijing Satellite Campus, there is also a range of **student overseas attachment programmes** which aim to provide students with experiential learning and networking opportunities as well as to allow them to further deepen their interests in these chosen fields of academic studies. Some of these attachment programmes include **China Aerospace and Aeronautics Study Mission, IMCB-Research Outreach Programme and International Science and Engineering Camp.** In addition, there are annual Overseas Community Involvement Projects and study trips such as the Combined Humanities Trip.

There is a dip in 2009 because almost all the June Holiday student overseas trips were cancelled due to the H1N1 outbreak. There was also greater precaution taken for the approval of November-December Holiday trips.

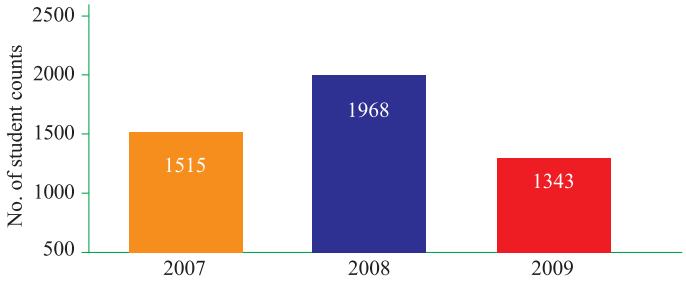


Figure 7.4.6 : Number of Student Counts for Overseas Trips

- **Learn to Serve the Nation**

National Education Programmes

The main aim of National Education programmes is to facilitate students to engage with social, economic and political issues concerning the nation's growth and development. These programmes range from International Friendship Day, Racial Harmony Day, Senior Civil Servant Dialogue sessions to Learning Journeys. **The students take the lead in organising many of these programmes, including hosting the dialogue sessions with Cabinet Ministers e.g. Mr George Yeo, Mr Lim Boon Heng and Mr Raymond Lim.**

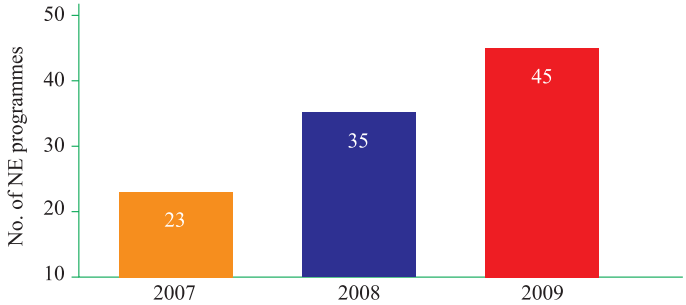


Figure 7.4.7 : Number of National Education Programmes

Student Dialogue Session with Minister for Foreign Affairs, Mr George Yeo

Non-Profit Organisations that HCI Served under Community Service Outreach

HCI encourages its students to stay connected with the larger local community through the rendering of services to non-profit organisations. This is part of the Institution's effort to inculcate in all students a sense of social consciousness and awareness of the less privileged in society. Hence, the Institution encourages students to reach out to a wide range of such organsiations to cultivate their social sensitivity. Some of these organisations include Bukit Batok Old Folks Home, Care Corner Counselling Centre, Disable Society Singapore, Genesis School, Ju Eng Home, Lion Befrienders Home, Savaswathy Kindergarten and Zoo Wildlife Buddies.

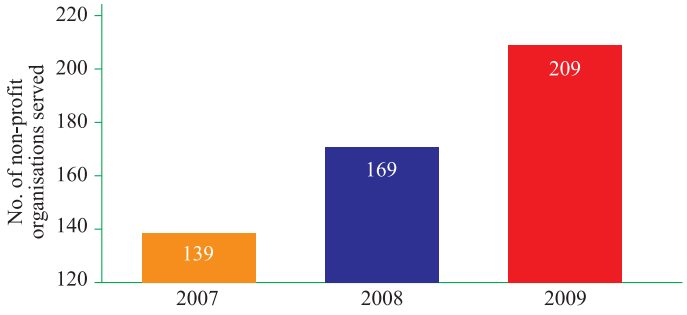


Figure 7.4.8 : Number of Non-Profit Organsations that HCI Served under Community Service Outreach

Art Enrichment Programmes/Events

In line with the objective of cultivating an appreciation for the Arts (美) which is in accordance with Hwa Chong's Holistic Development Model, the Instituition actively organises Art Enrichment programmes and events for its students. These include **both internal and external performances of diverse genres** such as Dance, Choral, Band, Musical Instruments and even Beatboxing.

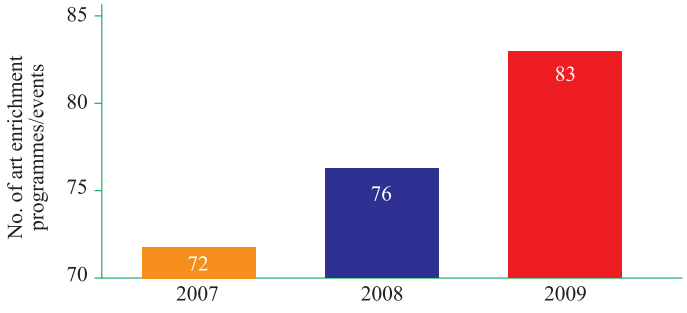


Figure 7.4.9 : Number of Art Enrichment Programmes/Events

(ii) Create Value through Strategic Partnerships

The Institution's active strategic partners refer to partners who currently work very closely with HCI to provide support in various forms, ranging from **expert support in joint development of programmes/events, provision of contacts to enlarge the Institution's network of strategic partners, to sponsorship**. Some of HCI's active partners include Temasek Holdings, GIC, EDB, GSK, BASF, NUS, SMU, NTU and close to 110 partner schools from various countries. These strategic partners help value-add to the programmes/events. For example, the Institute of Advanced Studies from NTU helped to provide tie-ups with the Nobel Laureates for the International Science Youth Forum each year.

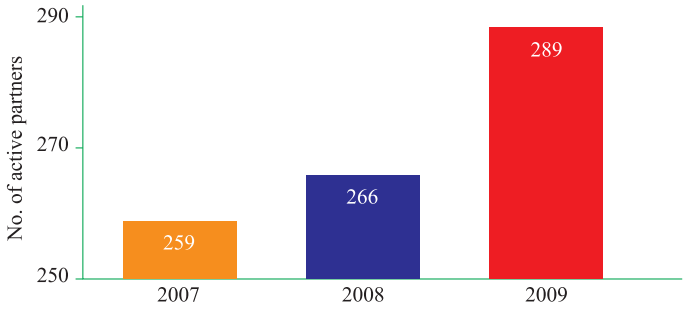


Figure 7.4.10 : Number of Active Partners

Over the years, in order to better assess the students' achievements, HCI has expanded its **repertoire of internal awards** to be given out to Years 1-4 students on Founder's Day and Years 5-6 students on College Awards Presentation Day. These awards span across the academic and affective domains and are incentives for students to strive towards excellence in their achievements.

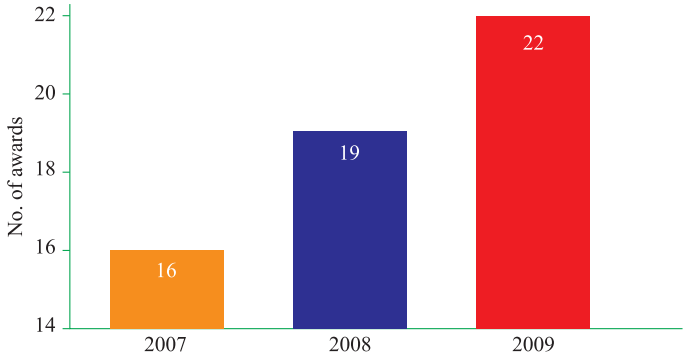


Figure 7.4.11 : Number of Awards to Recognise Students for their Achievements

(b) Quality Control of the Institution's Key Processes

To ensure quality in the Institution's key processes, HCI has set in place a range of quality control measures. In addition to the termly reviews of student results and performances, HCI has also initiated **a number of official in-depth reviews of its curriculum.**

Major Reviews of Academic Curriculum (Special Programmes)

Each major programme or initiative undergoes at least one major review in the first four years of implementation. To date, the programmes/initiatives reviewed include IP, Hwa Chong-Beijing Satellite Campus, HCI Diploma, Centre for Scholastic Excellence, Future School and Integrated Boarding School. There is also a growing number of research reviews of different areas in these programmes by staff pursuing their Master and PhD studies.

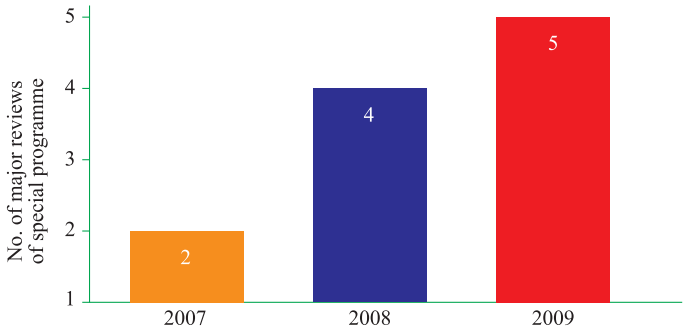


Figure 7.4.12 : Number of Major Reviews of Academic Curriculum (Special Programmes)

Reviews of Affective Curriculum

The Affective Curriculum is reviewed with respect to Character Education, Leadership Education and Guidance Education (refer to page 3 in Organisation Profile). Some of the review outcomes include the Ong Teng Cheong Leadership Model and the inclusion of current affairs in the Outstanding Student Award criteria.

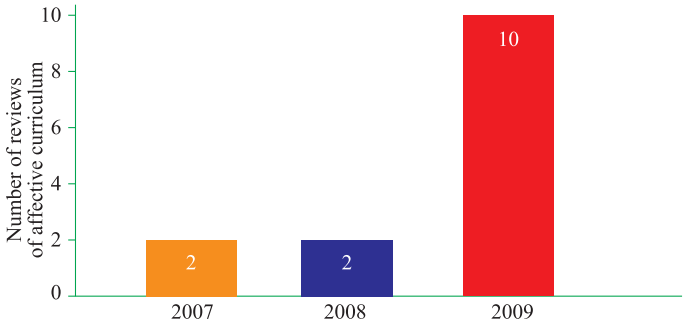


Figure 7.4.13 : Number of Reviews of Affective Curriculum

Major Reviews for Organisation Effectiveness

There are **a total of four reviews for Organisation Effectiveness** over the last four years: People Developer Standard (2006), Singapore Quality Class re-validation (2007), School Excellence Award (2007) and the current review exercise for Singapore Quality Award (2010).

Reprint of Examination Papers due to Flaws

Over the past three years, Hwa Chong has maintained an impressive record of **zero** reprint of examination papers.

Lesson Observations by Key Personnel

Each year, there are over 100 lesson observations carried out by every department in HCI to ensure high standards of classroom teaching. Key Personnel also make use of lesson observations to identify best/innovative practices which can be shared with the entire department. Each year, there are no more than three cases that require follow-up lesson observations.

File Checks of Students (Years 1-4)

Each year, every subject's Principal Consultant targets one round of student file checks for each teacher by Academic Principal Consultants, verified by DP/Studies. For Years 5-6, the College students are encouraged to be independent. The Academic Principal Consultants in the College Section perform termly checks on the teachers' electronic record books to review their lesson plans.

Over the last three years, there have been zero cases that require follow-up file checks.

OPERATIONAL RESULTS OF SUPPORT PROCESSES

(c) Efficiency & Reliability of Support Services

Knowledge Management Modules (KM) Created to Deliver Data to Enable Timely Decision Making

KM modules refer to online modules created to enable more efficient management of data in order to facilitate reviews and tracking of results.

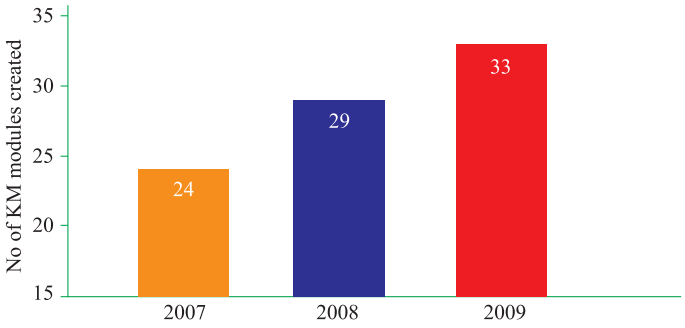


Figure7.4.14 : Number of KM Modules Created

Response Time to Service Requests (via EMB)

The HCI Staff EMB has platforms that allow staff to file reports in areas that require maintenance and repair namely, Estate, Media Resource and IT. Over the past three years, all the three sections have been able to achieve close to **an average rate of 98% Response within 24 hours or less.**

Infrastructure Reliability Index

The Infrastructure Reliability Index is an important measure because the Institution is highly dependent on its IT infrastructure to manage day-to-day operations such as attendance taking, campus-wide communication via EMB and emails, and sharing of resources in Share Drives.

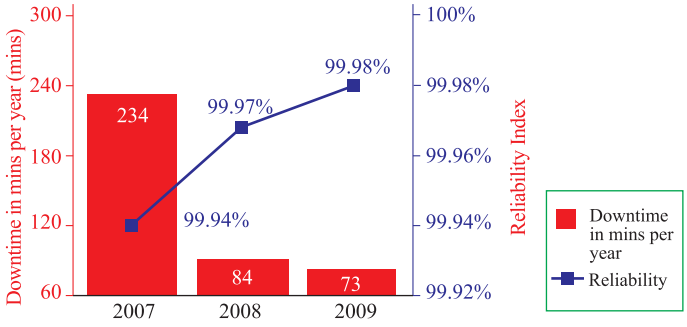


Figure 7.4.15 : Infrastructure Reliability Index

Energy Conservation Efforts

The Institution has implemented several efforts to conserve energy. This is important especially in the face of a growing population in the campus. For example, the installation of an auto-shutdown device in personal computers in classrooms, laboratories and library has helped **save up to 14% of the cost of electrical power** incurred by personal computers that are left on standby mode. Currently, there are also current plans to install solar panels.

Canteen Stalls Awarded A Grade by Health Promotion Board

All the 20 canteen stalls in HCI were awarded A Grade by the Health Promotion Board in 2009. In addition, HCI also received the **Model School Tuckshop Award** issued by Health Promotion Board in the same year. To qualify for this award, school tuckshops need to fulfill eight key food guidelines. These guidelines aim to limit the fat, salt and sugar content as well as promote the consumption of fruit and vegetables among students.

Model School Tuckshop Award to HCI

User Satisfaction Survey

Figure 7.4.16 is a sample of the year-end survey that gathers feedback from teaching staff with regards to their perception of the quality of support services rendered. The quality of support services is strongly endorsed by staff over the past three years, with a very high percentage of responses in Strongly Agree/Agree to the survey questions listed in Figure 7.4.16.

Year	2007	2008	2009
The support staff are friendly and courteous	99%	97.3%	99.5%
The support staff are helpful	100%	97.2%	99.5%
The support staff are effective in addressing my problem	100%	97.8%	99.5%
The support staff act on feedback to improve their services	98.5%	97.2%	100%
The support staff are knowledgeable in their job	100%	96.2%	100%
Information is accessible	98.5%	97.3%	99.5%
Information is up-to-date	93.5%	93.9%	95.5%
Information is relevant & adequate	97.1%	95.5%	98.5%

Figure 7.4.16 : User Satisfaction Survey

Abbreviations

Abbreviations	In Full
AAR	After Action Review
ADC	Assistant Director/Consortium
ACE	Activities for Curriculum Enhancement
AE	Affective Education
AEP	Art Elective Programme
AOS	Academy of Science, Loudoun, Virginia, USA
APMOPS	Asia-Pacific Mathematical Olympiad for Primary Schools
APYLS	Asia-Pacific Young Leaders Summit
AQ	Adversity Quotient
ARE	All-Round Excellence Award
BOD	Board of Directors
BOG	Board of Governors
BSC	Beijing Satellite Campus
BSP	Bicultural Studies Programme
CCA	Co-Curricular Activities
CEC	College Executive Committee
CenTaD	Centre for Talent Development (Science Research)
CHATS	China, Hong Kong, Australia, Taiwan and Singapore, Youth Science Forum
CIP	Community Involvement Programme
CSE	Centre for Scholastic Excellence
DP / OD	Deputy Principal / Organisation Development
DP / SA	Deputy Principal / Strategic Alliance
DP / SD	Deputy Principal / Student Development
DP / ST	Deputy Principal / Studies
Dean / RS	Dean / Research Studies
Dean / SD	Dean / Student Development
DC	Director / Consortium
DF	Director / Faculty
Dir / CC	Director / Corporate Communication
Dir / CPE	Director / Centre for Pedagogical Excellence
Dir / ET	Director / Education Technology
Dir / ET & GN	Director / Education Technology & Global Network
Dir / Fin	Director / Finance
Dir / HCIBS	Director / Hwa Chong Institution Boarding School
Dir / PE & CCA	Director / Physical Education & Co-Curricular Activities
Dir / SC	Director / Student Care
Dir / SS	Director / Support Services
Dir / ST	Director / Studies
DSA	Direct School Admission
EAS	Executive and Administrative Staff
EC	Education Consultant
ECG	Education & Career Guidance
e-Claims	Electronic Claims Portal
Ed Tech	Education Technology
EMB	Electronic Message Board
EnEGEx	Enable, Empower, Give Recognition and Excellence
EPO	Education Programme Officer
EQ	Emotional Quotient
ETP	Experienced Teachers Programme
FS	Future School
GCE	General Certificate of Education
GEMS	General Enrichment Modules
GROW	Growth, Recognition, Opportunities, Well-being
HCI	Hwa Chong Institution
HCIBS	Hwa Chong Institution Boarding School
HCIS	Hwa Chong International School
HP	Humanities Programme
HRC	Human Resource Committee
HSEC	High School Executive Committee
I.C.E.	Independent, Customised, Experiential Learning
I^3	Innovate-Improve-Impact
IBP	Integrated Boarding Programme
ICS	Information and Communications Support
ICT	Information and Communications Technologies
IES	Integrated Examinations System
IP	Integrated Programme

Abbreviations

Abbreviations	In Full
IQ	Intelligence Quotient
IS	Independent School
ISP	Intelligent School Portal
ISYF	International Science Youth Forum
IT	Information Technology
iVLE	Integrated Virtual Learning Environment
J-TIGERR	Joy, Teamwork, Integrity, Global Perspective, Excellence, Resilience, Respect
KPI	Key Performance Indicator
KPPS	Key Personnel Planning Seminar
LEP	Language Elective Programme (Chinese)
LNS	Learning Needs Survey
MCTA	Most Caring Teacher Award
MLC	Methodist Ladies College
MMP	Middle Managers Programme
MOE	Ministry of Education
MQ	Moral Quotient
NAPFA	National Physical Fitness Award
NE	National Education
NYAA	National Youth Achievement Award
NYGH	Nanyang Girls' High School
OSA	Outstanding Student Award
OSC	Organisational Support Committee
PC	Principal Consultant
PCom	Principal Committee
PDCA	Plan, Do, Check, Act
PDL	Professional Development Leave
PE	Physical Education
PEA	People Excellence Award
PRC	The Peoples' Republic of China
PRISM	Performance Indicators for School Management
PSC	Public Service Commission
PSG	Parent Support Group
PSLE	Primary School Leaving Examination
PTG	Parent-Teacher Gathering
PW	Project Work
QSE	Quality of School Experience
SALT	Student Activities & Leadership Training
SAP	Special Assistance Programme
SC	Senior Consultant
Sc	Science
SCM	Studies Committee Meeting
SEM	School Excellence Model
SL	Service Learning
SMILE	Staff Medical, Individual, Well-Being & Learning Enhancement scheme
SMOPS	Singapore Mathematical Olympiad for Primary Schools
SMP	Senior Managers Programme
SMS	Student Management System
SMS	Short Message Service
SMTP	Science and Math Talent Programme
SOP	Staff Online Portal
SOP	Standard Operational Procedure
SPA	Staff Performance Appraisal
SRC	Science Research Centre
STaGE	Staff Talent and Grooming Exercise
SWC	Staff Welfare Committee
SYF	Singapore Youth Festival
THIMUN	The Hague International Model United Nations
UK	United Kingdom
US	United States of America
UWA	University of Western Australia
VLE	Virtual Learning Environment
VMV	Vision, Mission, Value
VoIP	Voice over Internet Protocol
YTP	Young Teachers Programme

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