

UWC SOUTH EAST ASIA ANNUAL REPORT

2010-2011



UWC MISSION

The UWC movement makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWCSEA EDUCATIONAL GOAL

The UWCSEA goal is to educate individuals to embrace challenge and take responsibility for shaping a better world.

UWCSEA AMBITION

UWCSEA will be a leader in international education. We will have a worldwide reputation for providing a challenging, holistic, values-based education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.



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LETTER FROM CHARLES ORMISTON CHAIR OF THE BOARD OF GOVERNORS



It is my pleasure to introduce our first UWC South East Asia annual report, which highlights aspects of the UWCSEA experience during the 2010/11 academic year. When I reflect on the year, my first as Chair of the Board of Governors, I am proud of what we have achieved. In a non-profit organisation with no shareholders, the Board is accountable above all to the mission, vision and values of the school. The 2010/11 year showed that the strong commitment to what UWCSEA stands for from students, staff, parents and my fellow Board members, is the driving force behind our success.

Our vision at UWC South East Asia is to be a leader in international education with a worldwide reputation for providing a challenging, holistic, values-based education. During 2010/11, we pursued that ambition purposefully, with a focus on celebrating success while continually seeking improvement. The many achievements outlined in Julian's message and described in the pages of the report, support our claim to

be leading change and innovation in international education. At the same time, our students consistently participate and achieve highly in all elements of our learning programme: academics, activities, outdoor education, pastoral care and service. The Singapore government, UWC International and other informed stakeholders have all complimented the school on our clear, differentiated purpose, which allows us to pursue an ambitious and innovative agenda.

The role of the administration is to run the school; the role of the Board of Governors is to ensure the school is well run. In addition to the standard compliance and fiduciary roles that a Board must play, we work together with the school to ensure that the administration and teaching faculty set ambitious objectives aligned to the vision, seek out global best practices for ideas and benchmarks, and show boldness in action. The members of the Board of Governors have lent their professional expertise to the College administration to support them in following best practice in

everything they do. At the same time, each committee of the Board has an ambitious agenda and an admirable set of accomplishments, which are outlined in the Governance and Leadership section of this report.

I am very grateful to every member of the Board of Governors, who volunteer to support the school and have a real impact on the educational experience of our students. The Governors are intensely proud of the school's performance, which we measure across holistic factors, not just our outstanding IB and other examination results. I hope this annual report provides some insight into another year of progress at UWCSEA.

In closing, I'd like to thank Julian, James, Frazer, all the teachers and staff, parents and students, who contribute to the school. Our agenda is ambitious but it has the best of goals: to educate individuals to embrace challenge and take responsibility for shaping a better world. Not just the students; all of us.

Charles Ormiston

LETTER FROM JULIAN WHITELEY HEAD OF COLLEGE



Welcome to the inaugural UWC South East Asia Annual Report, intended to enhance our communications with all members of our community. The report provides an overview of the many achievements of our students, developments across both campuses and details of our operations.

If I were to describe the 2010/11 academic year as an unusual one it would presuppose that I could somehow define what a 'usual' year would look like at UWCSEA. In recent years, the College has undergone substantial change and that process has continued, as we strive to provide the students with a rich educational experience. UWCSEA is a 'learning' organisation in the truest sense of the word, and visitors to the College often comment on the desire within the community to seek continuous improvement in all aspects of our provision.

During the 2010/11 year, we worked on a number of significant projects. The Dover Campus embarked upon the process of receiving accreditation from the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC); the construction of the East Campus facility at Tampines was completed – it achieved the Green Mark Platinum Award for energy

efficiency; the necessary preparation was undertaken for the introduction of the iLearn programme in August 2011; the staff on the East Campus continued to develop and expand the scope of the educational provision for the students; the Dover Campus Master Plan was updated and work began on the new 55 classroom block; we commenced the articulation of the UWCSEA Learning Programme from K1 to Grade 12; the design and creation of a new management information system which will enhance our communications began; we identified a site for an additional Outdoor Education Centre on Sibu Island to complement the facility on Tioman; the College satisfied the requirements for Foreign System Schools in Singapore prescribed in the Private Education Act 2009; the alumni reunion programme expanded—events are now taking place in 12 countries spread around the world; and the Foundation established an annual fund.

Aside from the above, in order to cope with the expansion of the College, we undertook a reorganisation of the management structure. James Dalziel, formerly the Middle School Principal at the Dover Campus, took up his position as Head of Campus (East) at the beginning of the year and

after a twelve month search we were fortunate to recruit Frazer Cairns, the Head of the Campus des Nations at the International School of Geneva, to be the Head of Campus (Dover), starting in August 2011. We also recruited 77 highly qualified faculty, 49 of them to staff the expansion at the East Campus.

Given the scope and scale of these changes, we were concerned that they might impact negatively upon the students. It was therefore gratifying that the IB results achieved by the Class of 2011 were the best the College has ever achieved. It was the fifth year in a row that we witnessed an improvement in results while maintaining the same admissions criteria. Alongside this, and reflecting our commitment to providing a holistic education, we reached our initial target of 10% of the graduating students participating in the College GAP Year Programme.

I would like to finish by taking the opportunity to thank the many people—students, parents, Board members, staff, alumni and other friends of UWCSEA—who have contributed so much to creating such a special community. It is both humbling and a privilege to be working here.

Julian Whiteley



UWC MOVEMENT

"The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief."

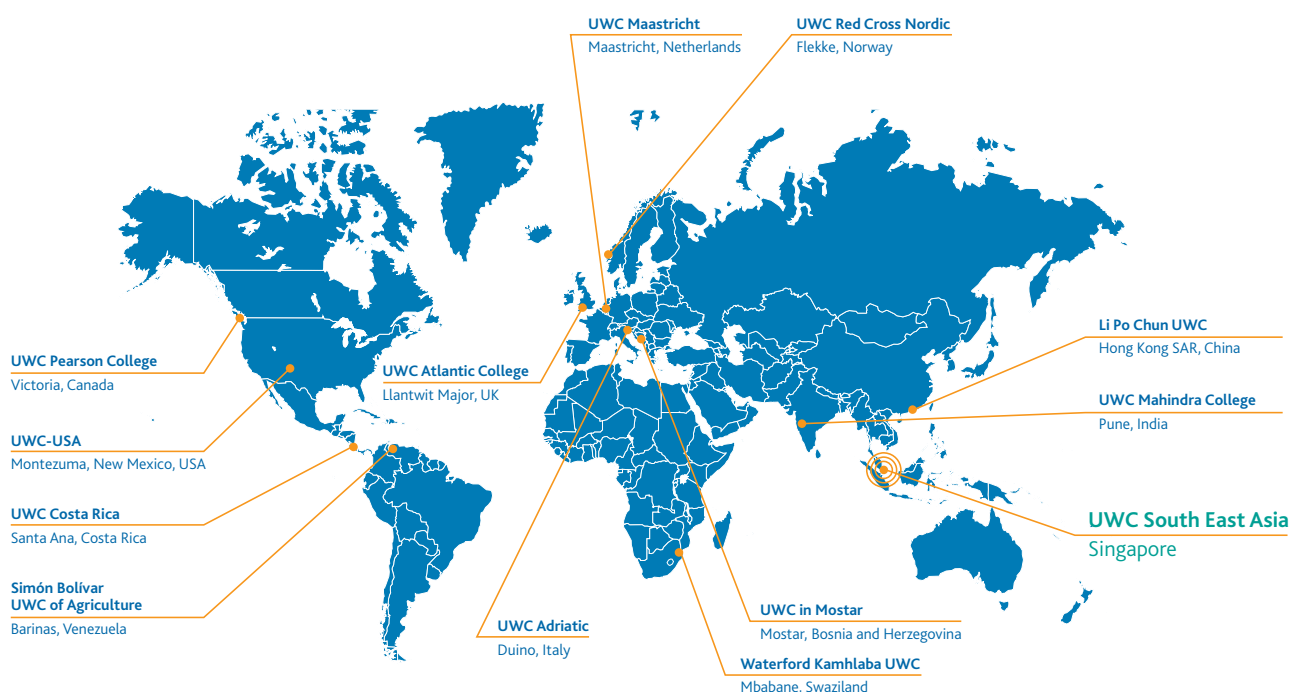
Nelson Mandela, Honorary President, UWC International


UWC South East Asia is a member of the UWC movement. UWC schools, colleges and programmes deliver a challenging and transformative educational experience to a diverse range of students, inspiring them to create a more peaceful and sustainable future.

UWC has 13 schools and colleges across 5 continents. The UWC movement educates approximately 8,000 students across its 15 schools, with 4,500 of these students matriculating at UWCSEA. UWC South East Asia was the second member of

the UWC movement, opened by Lee Kuan Yew as Singapore International School in 1971. SIS became UWC South East Asia in 1975 and gradually expanded to become the K1 to Grade 12 international school of 4,400 students across two campuses that it is today.

The schools and colleges of the UWC movement are united by their common mission to make education a force to unite people, nations and cultures for peace and a sustainable future.





UWC South East Asia is a non-profit organisation (NPO). In Singapore, an NPO is a legally constituted organisation whose main purpose is to support or engage in activities of public or private interest without any commercial or monetary profit. Our legal status is as a public company limited by guarantee, registered with the Accounting and Corporate Regulatory Authority (ACRA). We are also a registered charity with the Commissioner of Charities. Finally, UWCSEA is a foreign system school, registered with the Ministry of Education (MoE) and the Council for Private Education (CPE).

As a member of the UWC movement, UWCSEA is overseen by the UWC International Board, which is constituted from member colleges, alumni and National Committees.

BOARD OF GOVERNORS

UWCSEA benefits from a highly experienced Board of Governors, who are themselves regulated by the organisations above. The Board of Governors works with the College administration and staff to realise our shared vision to be a leader in international education. The role of the Board of Governors is to set direction, establish policies, ensure accountability and provide leadership to improve the learning environment of the students at the College. The Board is made up of both elected and selected members. Board members also serve on one of the Board Committees as well as occasionally assisting with other matters on an ad hoc basis.

EDUCATION COMMITTEE

The role of the Education Committee is to ensure that the UWCSEA Learning Programme is aligned with the College's philosophy and the UWC values. The Education Committee also monitors trends in (international) education and oversees major initiatives in the learning programme, for example iLearn and CIS accreditation.

During 2010/2011, the Education Committee supported the administration in the first ever comprehensive accreditation of UWCSEA by an external body. They also reviewed the College plans for the introduction of iLearn, the 21st Century Teaching and Learning Initiative, one of the more significant educational innovations to be introduced at the College for some years. The Education Committee also recommended to the Board that we support the curriculum articulation project, which over the next three years will have a significant positive impact on teaching and learning at the College.

GOVERNANCE COMMITTEE

The role of the Governance Committee is to ensure the effectiveness of the full Board and the work it does for the College. The Governance Committee also recommends the Board's annual objectives, oversees the annual review of the Board's structure and composition and is responsible for new Board member nominations and induction.

During 2010/2011, the Governance Committee oversaw a fundamental review of the admissions policy which has at its core the desire to maintain diversity, increase accessibility and focus upon the applicant as an individual, not the date of application. It also revisited the Memorandum and Articles of Association, our governing instrument, to ensure that it met the needs of the College as it expanded. The committee also participated in the search for and appointment of Frazer Cairns, the new Head of the Dover Campus. The committee also maintained an oversight as the College worked to comply with the requirements of the Private Education Act 2009.

FINANCE COMMITTEE

The role of the Finance Committee is to ensure the longterm financial stability of the College and recommend the yearly operational budget to the Board.

During 2010/2011, the Finance Committee was responsible for the tender process related to the 21st Century Teaching and Learning Initiative which resulted in the tender being awarded to Apple, revisited the financial projections through to 2030 for the Dover Campus Master Plan and oversaw a review of the major College service contracts aimed at achieving value for money through economies of scale.

FACILITIES COMMITTEE

The role of the Facilities Committee is to ensure the effective delivery of the College's Dover and East Campus master plans.

Over the past three years, the Facilities Committee has overseen the development of a \$210 million second campus which achieved the highest award for sustainability as

well as being completed on time and under budget. In addition, during 2010/2011, we completed stage two of a five-stage \$100 million building programme at the Dover Campus. A substantial six-storey facility in the centre of the campus, completed during the 2011/2012 year, both enhances the facilities and alleviates some of the classroom congestion. These are being constructed while maintaining increases in the development levy below inflation in Singapore.

MANAGEMENT COMMITTEE

The Management Committee is composed of the Chairs of each major standing committee, plus Chair and Vice Chair of the Board of Governors. The Management Committee has two functions: to agree the key initiatives and Key Performance Indicators of the Head of College and to review his or her performance against them; and to act quickly in the event of a crisis to provide recommendations to the Board of Governors. All recommendations of the Management Committee must be approved by the full Board, but their deliberations are conducted in private.



Please note that all who served on the Board of Governors during the 2010/2011 academic year are included here, including those who only served for part of the year.

Elected members



Charles Ormiston
(Chair, Board of Governors)



Kevin Bennett



Katie Day



Declan MacFadden



Driek Desmet
(Chair, Education Committee)



Miles Beasley



Alexandra De Mello



Ravi Raju



Will Kennedy-Cooke (Chair, Facilities Committee)



Elizabeth Bray



Dale Fisher



Steve Riley



Wayne Yang
(Chair, Finance Committee)



David Burks



Andrew Gaze



Julian Whiteley



David Chong
(Chair, Governance Committee)



Barry Daniels



Yvonne Krishnan



Chegne How Poon

Co-opted Members

Thierry Brezac
Douglas J Farber
Ho Seng Chee

Alexander Krefft
Davy Lau
David Maxwell

Eric Sandlund
Nilanjan Sen
Doris Sohmen-Pao

Yap Meen Sheng

EDUCATION COMMITTEE

Driek Desmet, Chair
Alexandra de Mello
Dale Fisher
Douglas J Farber
Doris Sohmen-Pao
Yap Meen Sheng
Julian Whiteley
Katie Day

GOVERNANCE COMMITTEE

Declan MacFadden (Aug '10 to Jan '11)/
David Chong (Jan '11 to July '11), Chair
David Burks
Driek Desmet
Davy Lau
Alexander Krefft
Ho Seng Chee
Julian Whiteley
Chegne How Poon
Elizabeth Bray
Barry Daniels

FINANCE COMMITTEE

Wayne Yang, Chair
Ravi Raju
David Burks
Kevin Bennett
Andrew Gaze
Nilanjan Sen
Eric Sandlund
Julian Whiteley
James Dalziel
Chegne How Poon
Cecilia Teo

FACILITIES COMMITTEE

Steve Riley, Chair
Kevin Bennett
Will Kennedy-Cooke
David Burks
Thierry Brezac
David Maxwell
Julian Whiteley
Simon Thomas
Chegne How Poon
Miles Beasley

MANAGEMENT COMMITTEE

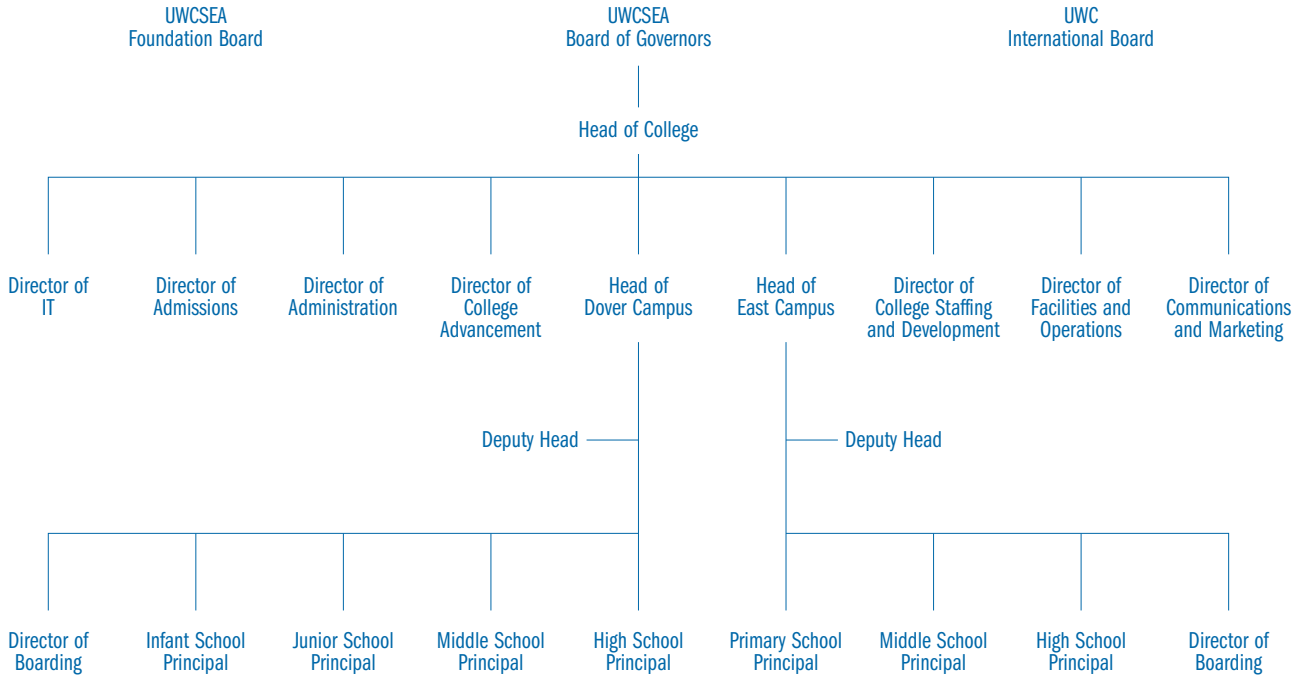
Charles Ormiston (Chair)
David Burks
Driek Desmet
David Chong
Steve Riley
Wayne Yang

The College is a complex organisation, requiring a large network of individuals and teams, working together to ensure that students are receiving the best possible educational experience every day. This network of individuals and teams is led by the Head of College

and the Heads of Campus, under the direction of the Board of Governors.

During the 2010/2011 academic year a new organisational structure was devised and put in place to reflect better the increased complexity of the

College, a result of significant growth and expansion over the previous three years. At the same time, the key roles of Head of College and Heads of Campus were defined.



THE ROLE OF THE HEAD OF COLLEGE

The Head of College is responsible to the Board of Governors for all aspects of UWCSEA's provision and in particular for providing guidance and vision for the future of the College. He works closely with, and is supported by, the Board of Governors, the Board Committees and the College Executive Board (CEB).

The primary role of the Head of College is as the educational leader of the College. The Head of College maintains the College's reputation for excellence in learning and provides guidance and direction on the five elements of the learning programme, while supporting innovation and development to ensure that UWCSEA achieves its ambition of being a world leader in international education.

In addition, with more than 500 employees, including 330 teachers, an annual turnover of \$90 million and property assets worth several \$100 million, the College has significant business operations, and the Head of College is responsible for the year to year operations, including finance, recruitment, admissions, facilities, communications and marketing strategy, development of IT systems

and ensuring that the College satisfies the legal requirements for Foreign System Schools in Singapore.

The Head of College also sits on the College Foundation Board and oversees the newly created Centre for International Education.

Finally, the Head of College is responsible for external relations, including working with the UWC International Office and the broader UWC movement and fostering close relationships with bodies such as the Economic Development Board, the Ministry of Education, the Council for Private Education, the Immigration Control Authorities and the International Baccalaureate.

THE ROLE OF THE HEADS OF CAMPUS

The Heads of Campus support the work of the Head of College and provide valuable input to College strategy and policy. However, their main focus is on leadership and management within their respective campuses. As educational leaders, they must develop the UWC ethos; ensure that students are provided with an exceptional experience across all five elements of the UWCSEA Learning Programme; inspire staff through the

setting of aspirational and achievable goals; and oversee improvements in the quality of teaching and learning.

Alongside this, they too have significant organisational responsibilities including the selection of teaching staff; the preparation and delivery of the campus budgets within the parameters of the global budgets; liaising with the Director of Facilities and Operations to ensure that all aspects of the functioning of the campus such as catering, transport, housekeeping, maintenance, security, health and safety and so on, are operating effectively; and working closely with the Directors of the other cross-campus functions to ensure that their needs are met.

The Head of College and Heads of Campus are supported in their educational leadership by Deputy Heads of Campus, Principals, Vice Principals, Heads of Grade, Heads of Subject, Heads of Department, counsellors, directors of activities, outdoor education and service, those in positions of responsibility, teachers and support and administrative staff.

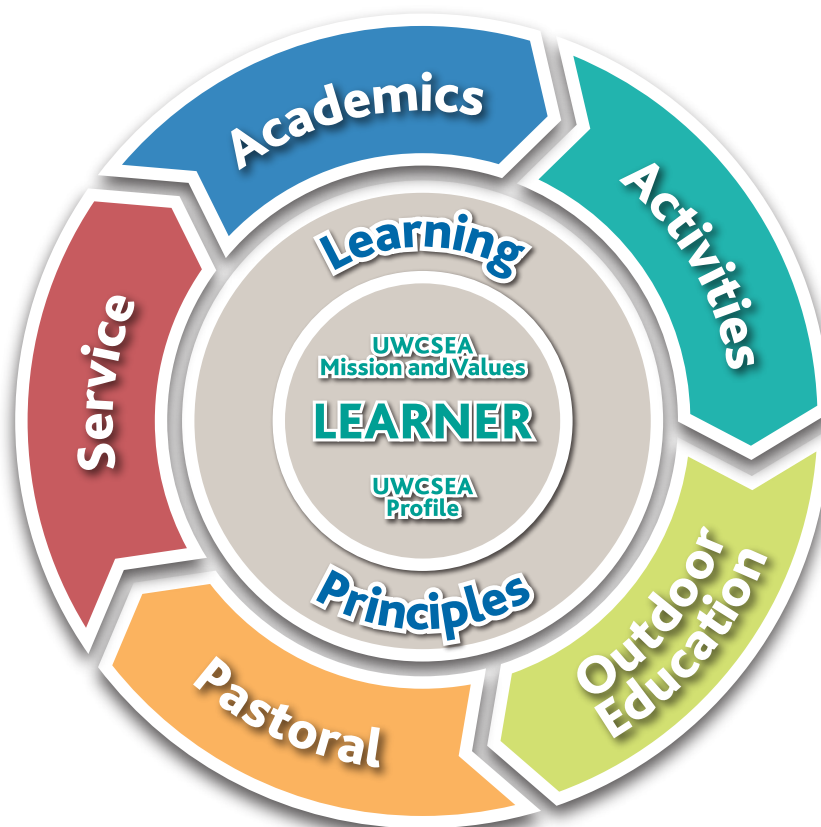
For further information on the College staff, please see the Human Resources section of this report.



The learning programme at UWCSEA consists of five interlinking elements: academics, activities, outdoor education, pastoral care and service. These elements combine to provide our students with a holistic, values-based education that develops them as individuals and as members of a global society. Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. We define learning as a lifelong process, in which the learner engages with and reflects upon information and experiences to construct new, or modify existing, understanding, as well as develop and apply skills and attitudes. Learners at UWCSEA are committed to being aware, able and active and, through their influence and leadership, to inspiring others to work towards a common goal for the greater good.

Each of the five elements of the programme is developed to ensure that the students are gaining experience and knowledge that will help them to develop as independent learners and global citizens.

This section of the annual report is an overview of the main highlights of the 2010/2011 year in each area of the programme.



The academic element of the UWCSEA Learning Programme provides students with a stimulating and challenging experience that supports their learning and develops the skills and dispositions that will support them in becoming independent learners and global citizens.

Students follow the IB Primary Years Programme in K1 to Grade 5, a UWCSEA-designed Middle School programme in Grades 6 to 8 and the (I) GCSE programme in Grades 9 and 10, with students who enter in Grade 10 taking a Foundation IB course. Grade 11 and 12 students follow the IB Diploma programme.

THE 2010/2011 ACADEMIC YEAR

IB Diploma

For the final two years of High School, students at UWC South East Asia follow the IB Diploma programme, which is regarded as one of the best pre-university courses in the world. It is an academically rigorous programme which also places a strong emphasis on a core curriculum that aligns with the mission and values of the College. Designed for students of different linguistic, cultural and educational backgrounds, the IB Diploma programme provides students with the intellectual and social skills necessary for the adult world that lies ahead.

STATEMENTS OF ELIGIBILITY

In total, 300 students of the Class of 2011 took a full IB Diploma and sat for the examinations in May 2011. The eight students (2.6% of the class) who did not take a full IB Diploma took a series of IB Certificates.

The Class of 2011 earned an average of 36.8 points in the IB Diploma, the highest that the College has ever achieved.

The table below summarises IB Diploma results at UWCSEA for the last five years. They indicate that the College has consistently had a pass rate and average score that are significantly higher than the worldwide average.

Year	No. of IB Diploma candidates	No. of IB Certificate candidates	Percent passed (diploma)	Worldwide average	UWCSEA average diploma score	Worldwide average diploma score
2011	300	8	100	77.92	36.8	29.6
2010	295	6	98.9	78.0	36	29.5
2009	286	7	97.6	78.7	35.7	29.5
2008	308	8	98.0	79.0	34.2	29.6
2007	286	8	97.2	78.8	34	29.6

Number of students worldwide
taking IB Diploma in May 2011

Number of students in
Singapore taking
IB Diploma in May 2011

Number of UWCSEA
students taking
IB Diploma in May 2011

Average UWCSEA
diploma score

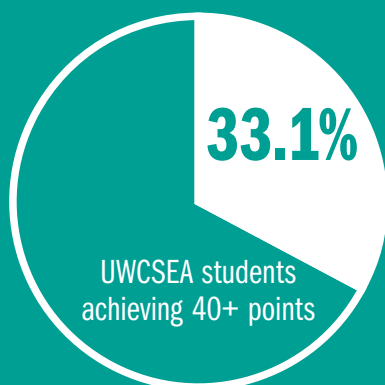
Average worldwide
diploma score

Average grade achieved
by UWCSEA students

Average grade
achieved worldwide

UWCSEA pass rate

worldwide pass rate



Percentage of UWCSEA students
scoring 45 points

Percentage of students worldwide
scoring 45 points

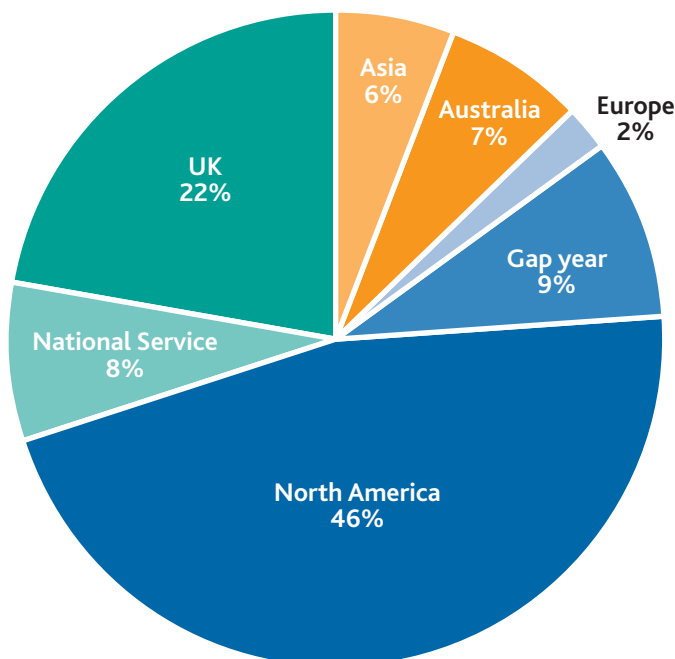
DESTINATIONS OF CLASS OF 2011

On average, 99% of UWCSEA students enroll at post-secondary educational institutions around the world, with our international student body attending universities across the world. A number of students go on to do national service or complete a Gap Year before continuing their studies (further information about the Gap Year programme at UWCSEA can be found in the Service part of the Student Achievement section of this report).

University acceptances Class of 2011

In 2011, 100% of the graduating class received an offer of a place at one or more of the universities listed below. The universities our young men and women choose to attend reflect their hopes for further extension of their academic abilities, and the opportunity to sustain their values and support their growth as global citizens and independent learners.

Destinations of Class of 2011



American University
Amherst College
Amsterdam University College
Ateneo de Manila University
Australian National University
Babson College
Bard College
Barnard College
Bentley University
Blue Mountains Hotel School
Bond University
Boston College
Boston University
Brandeis University
Brown University
Brunel University
Bryn Mawr College
Bucknell University
California College of the Arts
California Institute of the Arts
California State Polytechnic University,
Pomona
California State University, Northridge
Cardiff University
Carleton College
Carnegie Mellon University
Case Western Reserve University

Central Saint Martins College
of Art & Design
Chapman University
City University
Claremont McKenna College
Clark University
Colby College
Colgate University
Colorado College
Columbia University
Cornell University
Dartmouth College
Design Academy Eindhoven
Dickinson College
Drexel University
Duke University
Durham University
Earlham College
Emerson College
Emory University
Ewha Woman's University
Franklin and Marshall College
Georgetown University
Georgia Institute of Technology
Gettysburg College
Harvard University
Harvey Mudd College

Haverford College
Heriot-Watt University
Hofstra University
Hood College
IE University
Imperial College of Science,
Technology, and Medicine
Indiana University at Bloomington
International Christian University
Jacobs University
Johns Hopkins University
Juniata College
Kalamazoo College
Keele University
Keio University
Kenyon College
King's College London
Kingston University
Korea Advanced Institute of Science
and Technology
Kwansei Gakuin University
Lafayette College
Lancaster University
LASALLE College of the Arts
Leeds Metropolitan University
Les Roches, Swiss Hotel Association,
School of Hotel Management
Lewis & Clark College

London Metropolitan University
 London School of Economics
 Loughborough University
 Loyola University Chicago
 Luther College
 Macalester College
 Manchester Metropolitan University
 Manipal University
 McGill University
 McMaster University
 Methodist University
 Middlebury College
 Middlesex University
 Monash University
 National University of Singapore
 New York University
 Newcastle University
 Northeastern University
 Northwestern University
 Nottingham Trent University
 Oberlin College
 Occidental College
 Oxford Brookes University
 Parsons The New School for Design
 Pennsylvania State University,
 University Park
 Pitzer College
 Pratt Institute
 Princeton University
 Purdue University
 Queen Mary, University of London
 Queen's University
 Queensland University of Technology
 Reed College
 Rensselaer Polytechnic Institute
 Rhode Island School of Design
 Ringling College of Art and Design
 Royal Holloway, University of London
 Rutgers, The State University of New
 Jersey at New Brunswick
 San Diego State University
 Savannah College of Art and Design
 School of Oriental and African Studies,
 University of London
 School of Pharmacy, University
 of London
 School of the Art Institute of Chicago
 School of the Museum of Fine Arts
 Seoul National University
 Sheffield Hallam University
 Simon Fraser University
 Singapore Institute of Management
 Singapore Management University
 Skidmore College
 Smith College
 Sogang University

Sophia University
 St. Olaf College
 Stanford University
 Swarthmore College
 Syracuse University
 The George Washington University
 The Hong Kong University of
 Science & Technology
 The Ohio State University
 The Royal Veterinary College
 The University of Queensland
 The University of Texas, Austin
 Trent University
 Trinity College
 Tufts University
 University College Chichester
 University College London
 University of Aberdeen
 University of Auckland
 University of Bath
 University of Birmingham
 University of Brighton
 University of Bristol
 University of British Columbia
 University of Buckingham
 University of California at Berkeley
 University of California at Davis
 University of California at Irvine
 University of California at Los Angeles
 University of California at San Diego
 University of California at
 Santa Barbara
 University of California at Santa Cruz
 University of Cambridge
 University of Central Florida
 University of Chicago
 University of Colorado at Boulder
 University of Dundee
 University of East Anglia
 University of Edinburgh
 University of Essex
 University of Exeter
 University of Glasgow
 University of Gloucestershire
 University of Greenwich
 University of Hong Kong
 University of Hull
 University of Illinois at
 Urbana-Champaign
 University of Kent
 University of King's College
 University of Leeds
 University of Leicester
 University of Manchester
 University of Maryland, College Park
 University of Massachusetts, Amherst

University of Melbourne
 University of Miami
 University of Michigan
 University of Minnesota, Twin Cities
 University of New South Wales
 University of Nottingham
 University of Oxford
 University of Pennsylvania
 University of Plymouth
 University of Reading
 University of Richmond
 University of Rochester
 University of San Francisco
 University of Sheffield
 University of Southampton
 University of Southern California
 University of Southern California
 School of Cinematic Arts
 University of St. Andrews (Scotland)
 University of Stirling
 University of Strathclyde
 University of Surrey
 University of Sussex
 University of Sydney
 University of Tasmania
 University of the Arts London
 University of the West of England,
 Bristol
 University of Toronto
 University of Vermont
 University of Victoria
 University of Virginia
 University of Wales Institute, Cardiff
 University of Warwick
 University of Washington
 University of Waterloo
 University of Western Australia
 University of Western Ontario
 University of Westminster
 University of Wisconsin, Madison
 University of York
 Vassar College
 Villanova University
 Virginia Polytechnic Institute
 and State University
 Waseda University
 Washington University in St. Louis
 Wellesley College
 Westminster College
 Wheaton College MA
 Whitman College
 Williams College
 Yale University
 Yonsei University – Underwood
 York University

OTHER ACADEMIC HIGHLIGHTS OF THE 2010/2011 YEAR

Achievement in the academic element of the programme is consistently high throughout each of the school sections. Every day, students challenge themselves to extend their understanding and achievement levels in each of the subject areas and, crucially, in each of the transdisciplinary skills that will ensure they are lifelong learners.

All schools across the College saw an increased focus on technology in the 2010/2011 academic year, as ground was prepared for the introduction of the iLearn programme in August 2011. Teachers were issued with laptops and began to use iPads, iPods and video and audio recording for learning, assessment, registration and video feedback with an emphasis on using the tools to enhance learning rather than the tools themselves. At the same time, the process of completing the self-study for the CIS/WASC accreditation was an area of strong academic focus for students and staff on the Dover Campus. More information on both these strategic initiatives can be found in the Strategic Plan section of this report.

Infant and Junior Schools

In the Infant Schools on both Dover and East campuses, a renewed emphasis on the importance of play in learning made the 2010/2011 year in K1, K2 and Grade 1 particularly vibrant. The central pod spaces continued to be an extension of the K1 classrooms, so that stimulating, collaborative play with extended elements could become everyday practice. Alongside this, planning began for the introduction of wordless picture books in the 2011/2012 year, in order to foster students' imagination, creativity, observation and story-telling skills, with less emphasis on being able to recognise words.

Planning also began for the introduction in the 2011/2012 year of Reading Workshop (on East Campus) and Writing Workshop (on Dover Campus) throughout the Infant and Junior Schools. This planning throughout 2010/2011 involved a shared commitment to the importance of the social and collaborative nature of learning, and to teaching reading and writing as active processes that gives students, individually and in groups, much of the responsibility for making decisions about what will be studied and why. While implementation was not set to begin until August 2011, the academic year 2010/2011 laid the groundwork for this exciting initiative.

The Dover Campus Junior School staged the traditional Grade 5 Exhibition, and East Campus enjoyed the first official year of presenting such an exhibition, with a focus on service action. Not only did the exhibitions celebrate the whole of primary learning, it created an awareness of just what students had learned in the area of service, and what their next steps might be as they move into the Middle and High Schools.

Middle and High Schools

On East Campus, the first Grade 6 students and teachers began to define the difference between Primary School and Middle School. The Middle School on Dover Campus made plans to use part of the new building as the base of the Middle School. Students continued to grow academically. 423 Middle School students participated in the Gauss Mathematics competition, the largest number of participants yet, while all Middle School students took part in the UWCSEA Maths Challenge during the last week of school in June. In English, a new Middle School Creative Writing Group and a new Middle School Book Club further energised the students' commitment to excellence in this area. Several 'Super Scientist' awards were given to Middle School students for their scientific investigations. A series of guest speakers, including d'Arcy Lunn from the Global Poverty Project, and field trips to the Museum of Asian Civilisations and the Bukit Batok war memorial brought the humanities

**Please note that during this reporting year (2010/2011), East Campus offered provision only up to Grade 6.*



programme to life. In languages, the emphasis on the cultural aspects of learning a language saw students involved in cultural days, trips to restaurants, cinema clubs and, for some Spanish language students, a trip to Spain with their fellow High School students. There was also a trial and implementation of Webswami, an online language lab for speaking and listening.

A number of new academic initiatives began in the High School on Dover Campus during 2010/2011. The Java Maths Club was set up by students, in which they use programming to solve mathematics challenges. The Theory of Knowledge (TOK) Mini Week on Ethics was also held, featuring international diplomat and academic (and former Chair of the UWCSEA Board of Governors) Kishore Mahbubani speaking on 'Is the world becoming more ethical?' Five more teachers took the Teaching ESL in Mainstream Classes course, bringing the number of teachers completing the course since it was offered on campus to 30. A new multimedia, fully-resourced, Design Technology Department was planned, to be introduced in 2011/2012, and the new GCSE DT curriculum for Resistant Materials and Graphic Products was successfully implemented. 2011 was the International Year of Chemistry and the Chemistry Department celebrated with demonstrations to Middle School students, encouraging enthusiasm for the subject.*



THE ARTS IN THE ACADEMIC CURRICULUM

While much of the artistic pursuit at the College takes place through the activities programme, the emphasis on music, drama, film and visual arts in the academic programme continued through the 2010/2011 academic year. As well as the usual outstanding opportunities, some new initiatives began in 2010/2011, including:

In Art, a new collaborative venture with other international schools gave our students the chance to participate in a public art exhibition at One East Asia art gallery on Orchard Road. Grade 11 Art students began a new activity for Middle School students so that they could share their experience of (I)GCSE Art.

In Film Studies, the acceptance of a second UWCSEA student to NYU Tisch, arguably the world's best undergraduate film studies programme, and two recent graduates working as film interns in London and Europe during their Gap Year, underlined the strength of the programme. A group of Grade 10



students won Best Original Idea in a Singapore Film Competition.

The number of students taking Music for (I)GCSE increased again, from 35 in 2008/2009, to 55 in 2009/2010, to 75 in 2010/2011. Staff visited Lamdon School in Ladakh, India to start a new group of young brass players with the

help of Gap Year students who taught music software and guitar to students. The Lamdon Music Project story will be published in a new IB publication, *Journey in Learning: Across Frontiers*.

For further information on music and drama at the College, please see the Activities section of this report.

The College offers an extensive Activities programme to students from Grade 2 onwards. The goal of the Activities programme is to provide students with the opportunity to pursue their passions and develop their skills and interests outside of the other elements of the learning programme. Students also have the opportunity to meet like-minded students from across age groups and to interact with students from other schools. Crucially, because of the demands made on their time by Activities and other elements of the programme, they learn the value of planning and commitment.

The Activities programme is roughly divided into sports, music, drama, leadership and clubs and societies. While most of the activities are part of the learning programme, some are paid activities, requiring an additional fee, and others are open to the wider community.

Events across both campuses each week through the Activities programme (not including Global Concern or local service activities)

THE 2010/2011 ACTIVITIES YEAR

School Section	No. of events each week across the College
Primary Schools	230
Middle Schools	224
Upper School (Dover)	202
Senior School (Dover)	92

SPORTS

In addition to the well-developed PE programme offered through the academic element of the learning programme, the Activities programme offers a wide range of competitive, development and recreational sports. There are both developmental sports teams, where students are given the opportunity to participate and develop skills, and representative sports, where students try out to represent their campus in competitions.

Range of sports offered through the Activities Programme

Athletics
Badminton
Basketball
Climbing
Cross country
Cricket (boys)
Floorball
Football
Gymnastics (girls)
Hockey
Netball (girls)
Rugby (boys)
Sailing
Softball
Swimming
Tennis
Touch (girls)
Track and Field
Volleyball



Students across both campuses involved in the Activities programme

In 2010/2011, both Dover and East Campuses participated in the Athletic Conference of Singapore International Schools (ACSIS). UWCSEA teams produced some amazing results and were highly competitive in all the sports in which they participated. The Dover Campus teams dominated the ACSIS competition, with senior teams winning in Girls Basketball, Netball, Touch, Girls Volleyball, Girls and Boys Badminton, Girls Softball, Boys Swimming, Rugby, Boys Tennis and Girls and Boys Cross Country.* Dover Campus teams also competed in the South East Asia Activity Conference (SEASAC), providing the chance to compete against some of the best international schools in Southeast Asia.** UWCSEA came out top of the conference rankings, with Girls Basketball, Girls Touch, Girls Gymnastics and Boys and Girls Swimming teams all lifting their Championship trophies in 2010/2011.

*Please note that there were no senior teams on East Campus as it offered provision only up to Grade 6 in the 2010/2011 year.

**East Campus will join SEASAC once it offers Grade 11 and 12.

Representative sports teams across both campuses



MUSIC

The quality of music-making in the College is outstanding, with students performing at an exceptionally high level, and a significant number progressing to careers in music. The curricular music programme is supported and extended by the Activities programme, available from Grade 2 to Grade 12. The goal of the Activities programme in music is to provide students with a path to pursue music at increasingly high levels, by enabling them to get involved at their individual ability level and giving them opportunities to perform.

There is a broad range of ensembles at the College, covering choral music, orchestral music, jazz and rock bands. There are both participatory and auditioned ensembles, allowing everyone the opportunity to take part while providing the more advanced students with the opportunity to make music at the very highest level.

Students taking
Associated Board or
Trinity College exams
last year

Students taking
instrumental
music classes
at the College

Students and staff
performing at
the Esplanade
in Opus 2011

The main focus for the 2010/2011 year on Dover Campus was on building capacity, particularly in those instruments that traditionally students have not chosen to study, including the lower brass and lower strings. This will result in more balanced ensemble groups and the ability to expand the repertoire.

With students from Grades 2–6 eligible for the Activities programme on East Campus, the focus in 2010/2011 was on providing students with the opportunity to perform in ensembles. Instrumentalists and singers participated in bands, string ensembles, the recorder ensemble or any of three choirs.

Performance opportunities

In 2010/2011, as in all years, music ensembles on both campuses were in high demand to perform at assemblies, events, fund raisers and parent evenings. All students had the chance to experience this important part of their musical development.

Opus 2011 was the highlight of the musical year on Dover Campus with 540 students and staff performing at the Esplanade. Infant and Junior ensembles performed at assemblies, while intermediate and senior groups performed at dedicated concerts on campus. In Term 3, every ensemble performed at the Yong Siew Toh Conservatory of Music at the National University of Singapore. The ensembles also supported two major musicals from the Drama Department: *Oliver!* In Term 1 and *Oh! What a*

Students involved in the
music part of the activities

Students participating in the
Instrumental Teaching Programme

Lovely War in Term 3. Rock musicians performed at two concerts, *Acoustica* and *Electrica*, as well as at events and assemblies throughout the year.

East Campus ensembles also performed in assemblies and at concerts throughout the year, culminating in a *Night of Stars* concert featuring all ensembles at the Yong Siew Toh Conservatory of Music in June 2011.

Instrumental Teaching Programme

Both campuses offer an extensive instrumental teaching programme which, as well as developing each student's individual ability, increases the standard of ensemble playing across the College. Students also take Associated Board and Trinity College exams.



DRAMA

The drama Activities programme complements and extends the curricular programme, allowing students to get involved in all aspects of drama production, from performance to design and technical support. All drama productions at the College are extra-curricular, so that productions are open, resulting in dramatic activity that is not connected to any single department or group of students. Performers are encouraged to see themselves as part of a broader College company—the United Arts Theatre.

The goal of the drama programme is to give students the opportunity to develop those skills of confidence, presentation and communication that will support them whatever path they pursue in the future. The immense creativity of the programme is showcased through a series of productions that evidence the drive towards excellence in the programme—productions that elicit the reaction: "I cannot believe they are students."

Middle School students involved in drama activities and production in 2010/2011

High School students appearing on stage in a variety of productions in 2010/2011

Performance opportunities

In 2010/2011, as every year, all students at the College, from K1 to Grade 12, had the opportunity to appear on stage in a performance of some kind. In addition, the following productions were showcased at the College:

Grade 12 Theatre Independent Project Performances
UN Night Performance Grades 9, 10, 11 and 12
Student directed performance of <i>Tom Stoppard's Double Bill</i> Grade 12
<i>Oliver!</i> —in partnership with the Music Department Grades 7, 8, 9, 10, 11 and 12
<i>Deathtrap</i> Grade 11
Theatresports competition Grades 11 and 12
<i>Beckett</i> Grades 9 and 10
Student Dance Performance Grades 9–12
Grade 10 Group Performance exams
<i>Oh! What A Lovely War</i> Grade 9 and FIB

LEADERSHIP ACTIVITIES

UWC South East Asia prepares students to become leaders in shaping a better, more sustainable future. Students have the opportunity to show leadership through all aspects of the learning programme. However, through the Activities programme, students can participate in organised leadership teams, where they focus on these skills and provide guidance for their peers and younger students. From Student Councils, to Sports Councils, to Global Concerns Executives, students are elected by their peers to provide leadership and guidance. Ambassadors and peer support students work with counsellors to help ensure that other students transition well both in and out of College and are happy during their time here. Debating and Model United Nations give students the opportunity to put forward their ideas in constructive ways and to interact with students from other international schools. Student-led publications give students the chance to lead a complex process of compiling and editing yearbooks and other publications. All these activities, and more, ensure that students at UWC South East Asia get plenty of experience in leadership.

Leadership and teamwork
High School Student Council
Global Concerns Executive
Sports Council
Round Square Committees
Initiative for Peace
Alumni Council
Ambassadors
Peer Support
Model United Nations
Debating
Student-led publications
National Youth Achievement Award
Middle School GC Executive Council
Junior School Student Council
Junior School GC Initiatives
Junior School EcoCommittee
The Rainforest GC

Clubs and societies

Clubs and societies are formed so that students can find like-minded individuals outside of their immediate peer group. These are usually student-initiated and range from Lego-building and friendship-bracelet making in the Junior School to Chess Club and Java Programming in the High School.

Clubs and societies offered by the College

The Outdoor Education programme is a powerful part of the UWCSEA educational experience. Kurt Hahn, who inspired the UWC movement, believed that education should have the effect of drawing from students a greater range of skills and talents than they knew they possessed. His motto was 'Plus est en vous'—there is more in you than you think.

This is one of the foundations of adventure-based learning.

Outdoor Education experiences begin in Grade 1 and, through careful planning and building of skills, understanding and confidence, culminate in Grade 11 students undertaking their own personal expedition: from choosing a destination, developing an itinerary, going through all safety checks and completing the expedition, with

only supervisory support from adult sponsors. Further information about this Grade 11 experience (Project Week) can be found in the Service section of this report.

Outdoor Education experiences range from day, adventure and service trips in Singapore, to service, sporting and adventure trips overseas, to overseas trips that combine elements of all of these. In all cases, students are asked to stretch themselves beyond their comfort zone and to improve their team-building and leadership skills, resulting in greater confidence, empathy and self-awareness. The skills and dispositions that students acquire through the Outdoor Education programme are applied in all other areas of the learning programme.

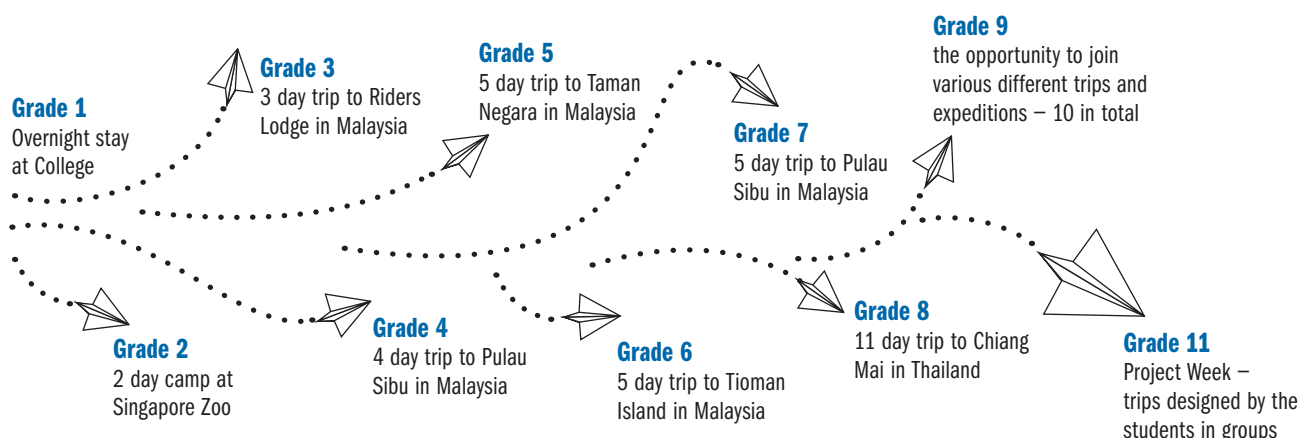
All trips are carefully planned to address clear learning objectives and

Student hours spent overseas

in many cases are connected to other elements of the learning programme and/or to parts of the academic curriculum. In the Primary School on both campuses, trips are usually part of the Unit of Inquiry (for example, visits to the Botanic Gardens as part of the K1 Living Things unit). In the Middle School and High Schools, the more complex trips will have elements of service and activities and in many cases tie back in to the academic curriculum (for example, students of Chinese language take a cultural and language immersion tour to Cheng Du in China).

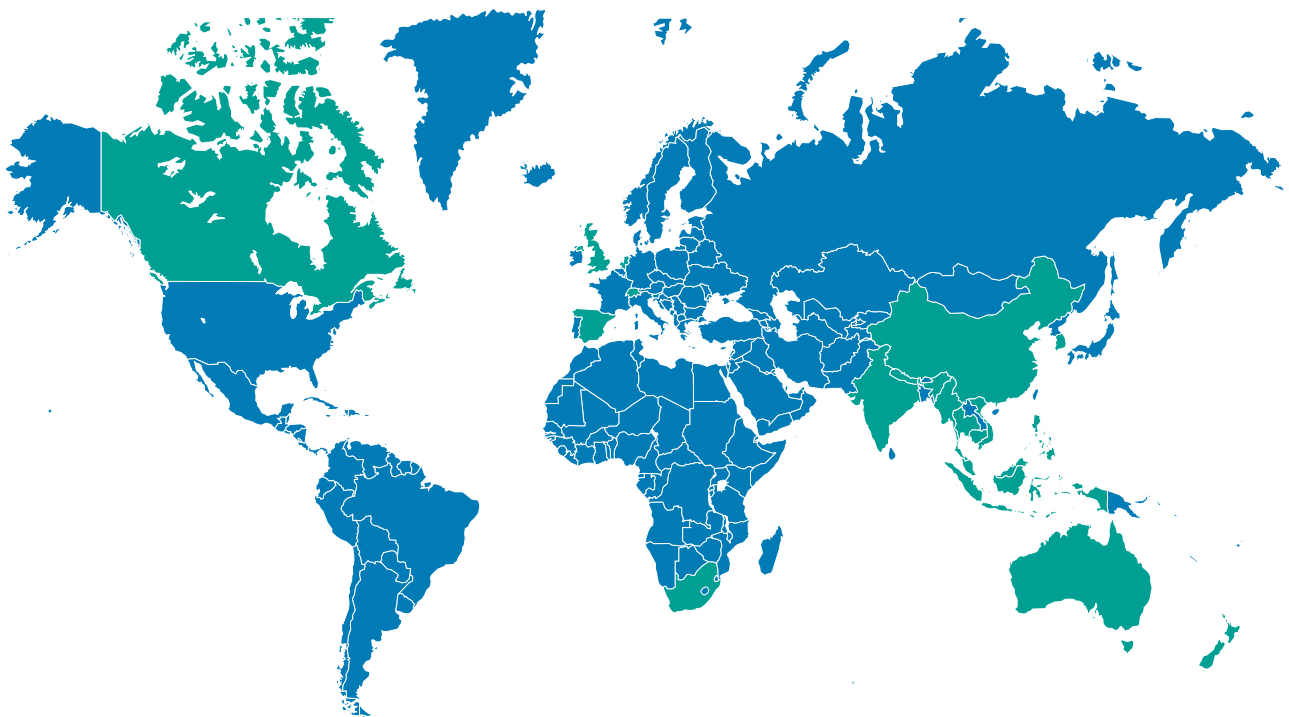
THE 2010/2011 OUTDOOR EDUCATION YEAR

Compulsory Outdoor Education experiences at the College (most students in Middle and High School will take at least one additional trip)



COUNTRIES VISITED DURING 2010/2011

Malaysia, United Kingdom, Australia, Korea, China, Hong Kong, Thailand, Cambodia, Spain, Indonesia, India, Netherlands, Canada, Brunei, Myanmar, Vietnam, Philippines, Switzerland, New Zealand, Nepal, South Africa and East Timor.



NATIONAL YOUTH ACHIEVEMENT AWARD (NYAA)

The aim of the NYAA programme is to encourage young people between the ages of 14 and 25 years to develop personal qualities of self-reliance, perseverance and a sense of responsibility to themselves and to society. It is a balanced programme of activities, that together supply young people with the skills and dispositions that will help them to make a difference to themselves and to the world. The programme is a natural fit with the mission and values of UWCSEA, and it was introduced to students in 2008.

There are three levels of the award, with each level requiring a bigger commitment of both effort and time. The Bronze Award is for students aged 14 and over and requires a minimum participation of 6 months; the Silver Award is for students aged 15 and over and requires a minimum participation of 12 months; and the Gold Award is for students aged 16 and over and requires a minimum participation of 18 months.

The programme requires students to participate in five sections of service, adventurous journey, skills development, physical recreation and a residential project. While many of the requirements can be completed through the Service, Outdoor Education and Activities elements of the UWCSEA programme, many students also use additional, external activities to complete their NYAA requirements.

In 2010/2011, a total of 108 students received an NYAA Award. The graph below indicates the number of students who have successfully gained the award since 2008.

STRATEGIC DEVELOPMENTS 2010/2011

Staff and software development

The Outdoor Education Department was increased to five full-time staff members, all of whom are experienced, trained and highly qualified. A new trip leader training session was implemented to prepare our lead teaching staff better to supervise and support extended trips in remote areas. This training included

sessions on communications, satellite phone use, the duty manager response system iSOS, the 'golden hour' and related post-incident paperwork and debrief sessions.

The bespoke expedition planning software, iPal, was further developed, allowing the College to integrate the planning of complex trips with our main database, capturing information and learning from past trips so that logistical and safety lessons are retained for future planning.


Equipment and facility development

\$75,000 worth of new equipment included a significant investment in kayaks, climbing and camping gear. Significant improvements were made to the high ropes course and a new low ropes course was installed on the Dover Campus, as a complement to our student initiative and leadership programme.

Off-campus, in 2010/2011, we began development of a new site at Twin Beach, Siburo, which has the advantage of being within three hours of Singapore, allowing for more frequent expeditions than before. The highly successful move of Grade 7 sea kayaking expeditions to this destination was just the beginning of the development of weekend activities and expeditions, supported by the increase in the number of students at East Campus.

In 2010/2011, we also began developing a small 'eco village' within the extensive Twin Beach site. This will give students the opportunity of developing their environmental awareness during their adventure expedition, adding another important layer to their experience.

We are grateful to the parents of former students at UWCSEA Dover, who own the Twin Beach site and have made this opportunity for our students possible.



As one of the five elements that make up the learning programme, pastoral care is a crucial part of the student experience at UWC South East Asia. The quality of pastoral care influences the ethos and atmosphere of the whole College. It is of crucial importance in making students feel secure, valued and encouraged in their learning, growth and social development. Self-confidence and self-esteem are built through all aspects of the learning programme, but making pastoral care a unique strand ensures that time is dedicated to this important part of the student educational experience.

Dedication to pastoral care is built into the organisational structure, with Vice Principals (Pastoral) having special responsibility in this area. They are supported by all members of the teaching and administrative staff with class teachers, tutors, counsellors and Heads of Grade building the individual relationships with students that ensure they feel supported in their life at school.

The learning support and counselling teams are central to pastoral care at the College, and they work together with teachers and Vice Principals (Pastoral) to ensure that students are supported both within and outside of the classroom.

THE 2010/2011 PASTORAL YEAR

During the 2010/2011 academic year, the iLearn initiative stimulated a number of pastoral initiatives across the College, organised under the umbrella of Generation Safe™. In preparation for the roll-out of laptops and other tools and an increase in student online connectivity as part of their learning, members of the senior leadership teams from both campuses spent two days working with personnel from the Generation Safe™ organisation. As part of this, the College made a commitment to join the Generation Safe™ pilot programme in Southeast Asia, which helps schools navigate the digital environment. Much of 2010/2011 was spent planning a digital citizenship programme and putting policies and practices in place that would guide teachers in supporting students in making good choices online. This included awareness-raising around personal information and what is appropriate to share; cyber-bullying and the crucial point that nothing that would not be said to another student's face should be said online; what to do if you come across inappropriate content; and how to manage your time online and ensure that it is constructive and task-focused.

Infant and Junior Schools

In the Infant Schools, learning is strongly connected to the individual child's developmental milestones and so is inextricably linked with pastoral care. All classroom activities, assemblies, performance, sports and artistic activities have a pastoral nature, and all teachers who interact with our youngest learners have their social and emotional well-being at the forefront of their minds.

The Junior School on Dover Campus follows the Social Emotional Aspects of Learning (SEAL) programme, a resource from the UK that supports students in developing skills in the five domains of self-awareness, managing feelings, motivation, empathy and social skills. Students look at how to make friends, how to resolve conflict, how to set goals for yourself, how to give and receive compliments and so on. Through the Activities, Service and Outdoor Education programmes, students develop independence within their own selves, and empathy for others.

A key focus in the Junior School on Dover Campus during 2010/2011 was reorganising the timetable in order to move away from the High School timetable model and provide more contact time with classroom teachers. There was also a lot of work done on managing the playground, including the establishment of zones that are dedicated to each grade, the addition of astro turf in the Junior School playground space and allocation of the bus bay and the adventure playground to specific grades during different days of the week. Alongside these initiatives, additional work was done with students on behaviour on the playground, and teacher assistants received some professional development in responding quickly and appropriately to behavioural issues with students, resulting in a safer and more positive playground environment.

The Junior School on East Campus was focused mainly on managing the transition to the new campus in Tampines. Community-building activities, including the walk from the Ang Mo Kio Campus to Tampines,



the final Summer Fair incorporating a goodbye from the community, and bringing each grade to the East Campus to get them excited about the move, helped to prepare the community for the transition.

As on Dover, there was emphasis on managing playground behaviour during 2010/2011. This involved a change from the idea of 'playground duty' for staff to a focus on 'active supervision,' with a clear understanding for all teachers and teacher assistants of their responsibilities in this area. The introduction of 'safe, responsible and respectful' and 'Ps, Qs and Xs' as guiding words for students on the playground saw an increase in cooperative and supportive play. The golden rule 'you can't say you can't play,' meaning that if someone asks to play you have to say yes, ensured that all students were included and involved during playtime. Finally, finding a working definition of bullying as being deliberate, repetitive and unfair, facilitated conversations and discussions with students in this important area.

Middle Schools

The middle years are some of the most exciting and uncertain years in a student's life, and pastoral support is critical as students explore their identity and develop the personal characteristics that will help them to succeed. The Middle Schools on both campuses work hard to ensure that students are supported during this important time in their lives.

On Dover Campus in 2010/2011, elements of SEAL were introduced, using tutor group time as the main point of delivery. Heads of Grade



coordinated the programme, with assembly and follow-up in tutor group time. Specific strategies and approaches were discussed in tutor/ Head of Grade meetings

On East Campus, the focus was on providing the Grade 6 students with a genuine Middle School experience, by giving them more responsibility and independence and helping them to establish themselves as leaders within the Primary School. A Middle School Principal and a team of teachers with a background in, and passion for, teaching in the middle years were recruited, and a series of initiatives were put in place to manage their transition to East Campus, UWCSEA and, in many cases, Singapore.

High School – Dover*


In the High School on Dover Campus, a new pastoral structure was introduced in 2010/2011, with Heads of Grade moving with students from Grades 9 to 12. This will result in tutors having a closer relationship and more complete understanding of each student as they move through their High School experience.

The robust Pastoral programme in the Upper School—focused on developing skills for students as individuals, as members of the College community and as global citizens—was further developed with the introduction of more student input into the content of the programme. This was one aspect of an ongoing focus on student

empowerment, so that students feel it is their school, and on student recognition, so that each student feels known and valued within the community. Students led a number of initiatives through the Pastoral programme, including a project focused on recognising support staff. This project saw students videoing a 'day in the life' of staff members who support students outside the learning programme, and presenting it in assemblies and tutor groups to raise awareness among students of their attitudes to all members of our community.

Guiding students through their final years of school and preparing them for their next steps is a collective effort from parents, staff and students themselves. The Pastoral programme in the Senior School is a continuation of the Upper School programme, with further emphasis on student independence and self-management. In 2010/2011, a pilot of a work experience programme began, and students initiated a mentor programme for the Primary School. The student ambassadors and peer support groups increased in number, and students drove a rejuvenation of the Senior Forum, a student advocacy group. During the year, an emphasis on professional development for staff on brain-based learning increased understanding of how different students learn.

*Please note that during this reporting year (2011/2012), East Campus offered provision only up to Grade 6.



"There are three ways of trying to win the young. There is persuasion, there is compulsion and there is attraction. You can preach at them: that is a hook without a worm. You can say 'you must volunteer'; that is the devil. And you can tell them 'you are needed.' That hardly ever fails."

Kurt Hahn

UWC South East Asia has service at the heart of its mission, and service activities are a vital aspect of the learning programme. Long before the concept of service became common in schools and a compulsory element of the International Baccalaureate, all Grade 11 students at UWCSEA were involved in local service. In 1980, recognising that involvement in service was beneficial to students of all ages, the College extended service requirements to all students. With expansion to a K1–Grade 12 school in the late 1990s, the challenge of providing meaningful service experiences to students from age 4 to age 18 was met through a comprehensive Service programme, with a goal of empowering students to be 'aware, able and active.' Today, the Service programme at UWCSEA is recognised as a model of how meaningful action by individuals and groups can help students to grow and develop as compassionate people and active agents of change.

The College has three levels of service: College service, where students offer a service to other members of the College community, for example, when older students help younger students in sports teams; local service, a face-to-face service performed in the local community by students of all ages, for example, visiting homes and hospitals for the elderly and disabled; and global service, incorporating Global Concerns projects (themselves divided into Development, Environment, Empowerment and Education/Health), the Initiative for Peace and the Gap Year, where projects are focused on communities and causes in developing nations outside of Singapore.

The breadth and complexity of the Service programme at UWCSEA requires leadership, staff and students to make an enormous commitment to putting ideals into action. But the impact of the activity, on both students and the organisations and people they interact with, cannot be underestimated.

THE 2010/2011 SERVICE YEAR

In 2010/2011, the commitment to service from all students continued, with high levels of participation and impact across the whole College.

In the Infant Schools (K1 to Grade 1), students took part in the Shoe Box Appeal, which involves filling a shoebox with food and other essential items for elderly people in Singapore, which the students then deliver to senior citizens in their homes and at a Chinese New Year lunch. The students also continued to develop strong links with local pre-schools for disadvantaged children and homes for the elderly. The Infant Schools on both campuses also supported Global Concerns with fund raising activities such as doing chores at home or having bake sales.

In the Junior Schools, students engaged in College service in a broad range of ways, including becoming a buddy to a younger student in 'Peer Play' activities, taking part in the campus gardening service to enhance the environment for all, or becoming a

member of the Junior School Student Council. Through local service, students visited elderly Singaporeans, worked with Singaporean children from a local after-school care facility for literacy and art activities, or taught domestic workers computer skills. The Junior Schools also supported Global Concerns. At this level, while support may include fund raising, students also connected with their Global Concern through links in the curriculum and visits from members of the community they were supporting.

On East Campus, the Global Concerns programme has partnerships with organisations based in two countries: Cambodia and Indonesia. This enables students to build knowledge of both countries.

In the Middle School, students must complete two consecutive seasons of College, local or global service. At this stage, the opportunities are more complex and expectations of students are higher. In 2010/2011, the Middle School offered 7 College services, 12 local services and 9 Global Concerns groups with which students could become involved. These ranged from

helping in the Primary School and '40 Trees for 40 Years' as part of College service, to reading with local school children or working with young people with intellectual disabilities as part of local service, through to support of Tabitha, Underprivileged Children of Vietnam and Promoting Animal Welfare through Global Concerns.

In the Upper School, students must complete a minimum of two consecutive seasons of local service or, in the case of Grade 9 students, a full year of College service. In Senior School, all Grade 11 students join a Singapore-based local service project, visiting every week for at least one academic year. In 2010/2011, students were involved in more than 40 College and local service activities, ranging from organising activities for children with multiple disabilities, to teaching cooking to domestic workers from HOME shelters and visiting patients in long-stay hospitals. If students join a Global Concerns group, they must commit for the full year. In 2010/2011, there were 46 Global Concerns groups that students could join.*

**Please note that during this reporting year (2010/2011), East Campus offered provision only up to Grade 6. For further information on the 2010/2011 service year, please see the Philanthropy Report.*

LOCAL SERVICE (BOTH CAMPUSES)

Local service
visits each
week

People interacting
with UWCSEA
students

GLOBAL CONCERNS

Children's
projects

Environment
projects

Education and
Health projects

Empowerment
projects



Countries

Indonesia = 2	Thailand = 3
India = 17	Nepal = 3
Cambodia = 5	Sri Lanka = 1
Sierra Leone = 1	Afghanistan = 1
Southern Africa = 2	Pakistan = 1
Ghana = 1	Palestine = 1
North Korea = 1	Philippines = 2
China = 3	Malaysia = 1
Vietnam = 5	Singapore = 4

PROJECT WEEK– DOVER

Students
participating

Organisations
visited

Countries
visited

Total money raised and
remitted through the
Global Concerns projects
on Dover Campus

PROJECT WEEK

Every year, Grade 11 students are presented with the challenge to research, plan, organise and then carry out an independent low budget trip to a place where they can make a difference. In March 2011, 318 students organised themselves into 84 groups to visit 62 organisations in 14 countries. The students put together an incredible range of activities: teaching, trekking, painting, playing, building, cooking, cleaning, nursing and training. They supported invaluable conservation projects and took care of lepers, orphans, street kids and disabled people in cities and towns throughout Southeast Asia.

INITIATIVE FOR PEACE

Initiative for Peace (IfP) was founded in 2001 by a group of UWCSEA students and teachers. Through IfP, UWCSEA students plan and deliver a week-long conference for young people from opposite sides of a conflict, with the aim of creating youth-led conferences around the world.

From 18–25 June 2011, 24 UWCSEA students travelled to Timor-Leste to facilitate a conference for 36 young Timorese. There, they facilitated a series of workshops focused on a broad range of topics: from public speaking and presentation skills to discussions of how young people can be of service in Timor-Leste; from

tree-planting in support of reforestation to role-playing government officials and donors; and from learning about the variables that affect policy-making to debates on human rights. Through the workshops, students came together to learn how they could instigate social change in their country.

GAP YEAR PROGRAMME

The Gap Year programme offers students the opportunity to put UWC values into practice in Southeast Asia before going to university. Students work with human rights, environmental and child protection NGOs, all of whom have direct connections to UWC South East Asia.

SPOTLIGHT ON CAMBODIA

Across the UWCSEA community, a number of regional partnerships have been created. One of these is with Cambodia, where numerous projects have been established and an enormous impact made in many remote communities throughout Cambodia during the 2010/2011 academic year.

Houses built,
providing safe, secure,
waterproof housing for

Cambodians earning
less than

a day



Number of schools fully funded by a
single UWCSEA student in 2010/2011

Location	Organisation	Activities
Cambodia, Phnom Penh	Bridges Across Borders Cambodia (BABC)	English language teaching (ELT)/community development
Cambodia, Kep	Bridges Across Borders Cambodia	Community development
Thailand	Bridges Across Borders South East Asia Community Legal Education (BABSEACLE)	Law/ELT/human rights
Indonesia, Bali	Widhya Asih	ELT/youth work
Indonesia, Lombok	Gili Eco Trust	Reef conservation
Malaysia, Tioman	Juara Turtle Project	Turtle conservation
India	Mahindra UWC – Village school	General teaching including IB preparation
India, Ladakh	Lamdon School	Education/music
Nepal, Bandipur	Village School	Teaching
Australia, Freemantle	Leeuwin Ocean Adventure Foundation	Leeuwin sailing ship

OTHER HIGHLIGHTS OF THE 2010/2011 GAP YEAR PROGRAMME

- UWCSEA Gap Year has attracted sponsorship for National Committee scholars wishing to undertake a service project
- New service project initiated at Akshara Foundation at UWC Mahindra College, India. Volunteers have been requested on the strength and qualities of current UWCSEA student-teachers
- New project on Leeuwin tall ship. Volunteers so impressed Leeuwin staff that more were requested for 2012
- Popularity of Gap Year means UWCSEA volunteers will be an almost continuous presence at Lamdon Schools in Ladakh from June 2010 to June 2014
- Gap Year volunteers now integrated into UWCSEA expeditions programme at Tioman Turtles Conservation project
- Volunteers in Cambodia assisted with Kep Marathon and UWCSEA scholarship selection
- Four scholars undertook mini-gaps during the summer break
- New links forged with Island Foundation (Riau) for volunteers in 2012
- 48 students in Grades 11 and 12 took the UWCSEA-British Council English Language Teaching course in 2011

SEALINKS

Inspired by the student-led Service programme at the College, parents and teachers came together to champion outreach initiatives for the community at large. Under the umbrella of SEALinks, members of the UWCSEA community lead various fund raising programmes for NGOs and organisations in need of support.

For further information on the impact of the Service programme at the College during 2010/2011, please refer to the *Philanthropy Report 2009/2011*.





73

Nationalities

2,700

Families

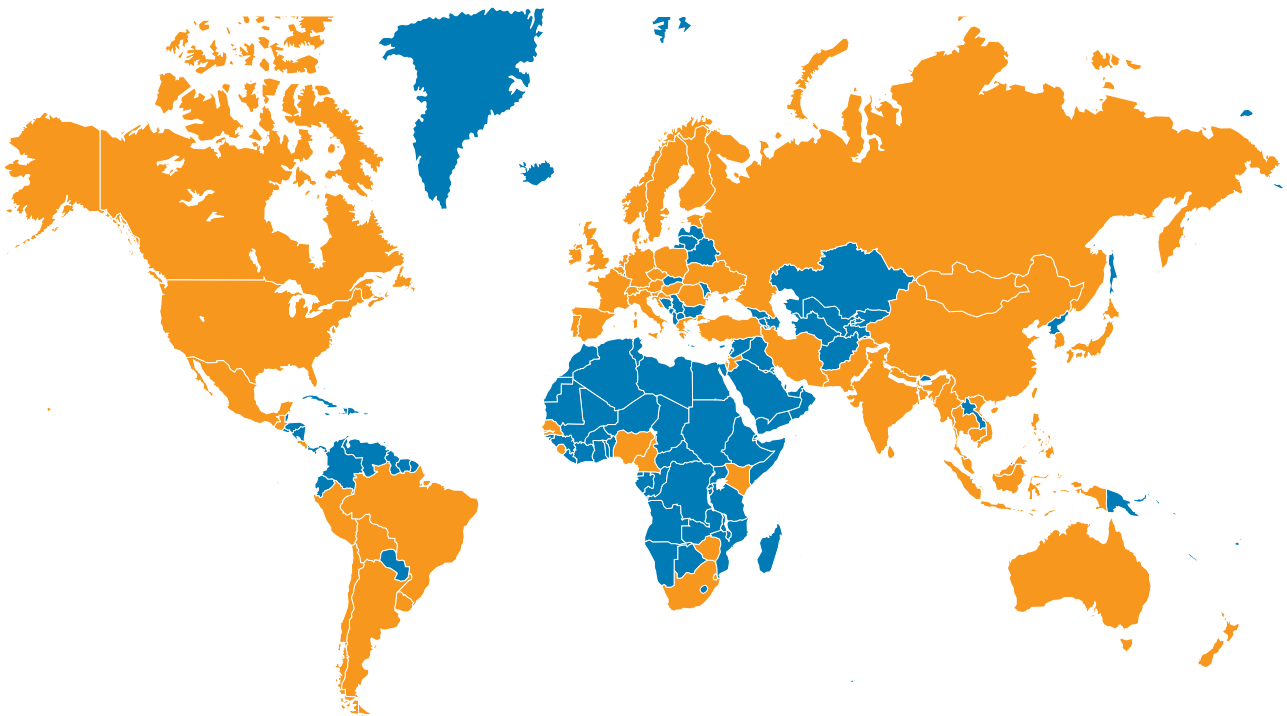
The UWC South East Asia community is a vibrant, truly international community that is united in a common purpose. This section of the report provides some information and statistics about our community.

ENROLLMENT

In 2010/2011, our community consisted of 3,990 students and 2,700 families, of 73 nationalities, spread over three campuses on Dover Road, Ang Mo Kio and Tampines.*

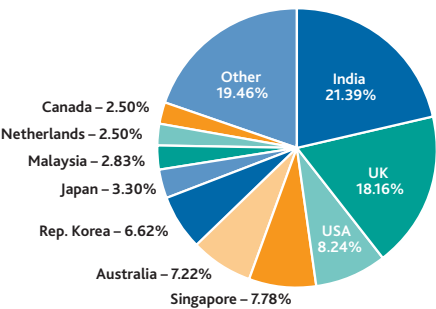
**Please note that all students and families who attended the College, including those who were only enrolled for part of the year, are included in these figures.*

NATIONALITIES IN THE COLLEGE

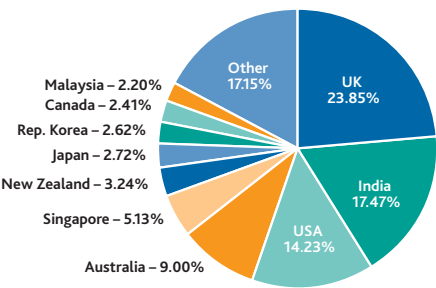


NATIONALITY SPREAD

Dover Campus



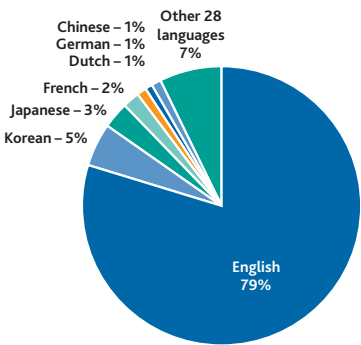
East Campus



LANGUAGE PROFILE

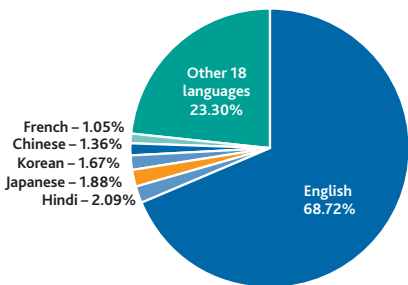
Dover Campus

There are 35 languages spoken as a first language on Dover Campus. The breakdown of these is summarised right. Please note that these numbers represent only those who have provided this information—37% of the Dover Campus community



East Campus

There are 24 languages spoken as a first language on East Campus. The breakdown of these is summarised right. Please note that these numbers represent only those who have provided this information—81% of the East Campus community




TOP 10 COMPANIES REPRESENTED AT THE COLLEGE

Company Name	No of Students
Standard Chartered	124
Deutsche Bank	71
National University of Singapore	44
Credit Suisse	54
Citibank	60
Proctor & Gamble	52
UBS	30
Unilever	46
Singapore Airlines	19
Cisco	18
Shell	18

TRANSITION DOVER CAMPUS

Students
leaving
Dover Campus
2010/2011

New students
on Dover
Campus
2010/2011



In 2010/2011, boarding at UWCSEA continued to offer our boarding students a rewarding and vibrant, values-based residential experience. Boarding is a unique part of UWCSEA life as it provides students whose families live overseas with the opportunity to live on campus, giving our boarding students first-hand experience of the UWC movement's mission to make education a force to unite people, nations and cultures for peace and a sustainable future. In this spirit, as in previous years, our 2010/2011 UWCSEA boarders lived, learnt, worked and grew alongside each other, making friends with people of their own age from nearly 50 different countries, and even more cultural and regional backgrounds.

Our two Dover Campus boarding houses (Mahindra and Senior) provide a 'home from home' for nearly 200 young people aged between 11 and 18 years, and 2010/2011 saw the initiation of our strategic aim to develop a more integrated vertical boarding model in both houses. Whereas previously Mahindra and Senior Houses accommodated Grades 7 to 10 and Grades 11 to 12 respectively, our new model will progressively see Mahindra House accommodate Grades 7 to 12 and Senior House accommodate Grades 9 to 12.

We see many advantages in this exciting new model, especially in the way that it develops cross-house

integration and friendships within the boarding community, as well as in the new leadership opportunities it creates for boarders. 2010/2011 saw the process begin with FIB (Grade 10) students in Senior House, which was very well-received.

In another exciting development, work on the new East Campus boarding house progressed to completion, with the imminent prospect of a new UWCSEA boarding community commencing from 2011/2012. That the College is soon to provide not one, but two, boarding communities, is testimony to UWCSEA's commitment to the residential experience as a key feature of school life.

Indeed, the busy life of UWCSEA boarding, as experienced at Dover in 2010/2011, provided boarders with many opportunities to contribute to and participate in residential life.

Mahindra House joined Senior House in establishing its own House Council to represent boarders' views and enthusiasms, whilst in both houses boarder-led committees were developed to focus on specific areas, such as the environment and house events. Boarders' International Evenings also went from strength to strength; drawing on the great diversity of their own backgrounds, boarders provided performances in which national and cultural traditions from all around the world were shared and celebrated.

In 2010/2011, Dover boarding organised successful and enjoyable residential visits to Malaysia, to the beach resort of Desaru and to Pulau Tioman. Numerous rewarding trips took place within Singapore; these ranged from cycling at East Coast, visiting Pulau Ubin, to walking the Southern Ridges. Memorable boarding cultural trips included visiting the Chinese Gardens during Chinese New Year, and Geylang Serai during Hari Raya. Similarly, our new boarders' orientation programme, saw boarders take part in an 'Amazing Race' across Singapore, as well as visit 'The Pit' adventure course, where boarders shared in fun ice-breaking activities, some of which involved extensive exposure to mud!

Community lies at the heart of UWCSEA boarding, and 2010/2011 saw us continue to offer a friendly, supportive and caring boarding environment, in which boarders grew in self-confidence, and in self-management skills. With the establishment of boarding at the East Campus, and the ongoing strategic development of the Dover boarding houses, boarding at UWCSEA is well-placed to meet the challenge of providing an international residential experience, which will not only prepare boarders for university life, but for the world of the 21st Century.



In 2010/2011, the UWCSEA Scholarship Programme supported 55 scholars from 24 countries. Scholars come from across the globe, with students from as far afield as Guatemala, Senegal and the Czech Republic, and large representations of students from Asia, Central and South America and Africa.

Most scholarship students come to the College to complete the IB Diploma in Grades 11 and 12. Candidates are selected through National Committees, operating in over 130 countries worldwide, who find and select most of our scholarship students. The remaining students are selected directly by UWCSEA, in partnership with organisations in the students' home countries. The application process varies across

countries to ensure that it is applicable and relevant to the local culture and education system. While scholarship students must have the academic ability to meet the demands of the UWCSEA programme, they are also selected on the basis of their potential to have a positive impact on the local and global community. Each process allows the selection committee to take a holistic view of the student, and understand their potential to contribute, support and participate fully in the life of the College.

In addition to the Grade 11 and 12 scholarships, the College awards three-year and five-year scholarships that commence in Grades 10 and 8 respectively.

SCHOLAR LIFE AT THE COLLEGE

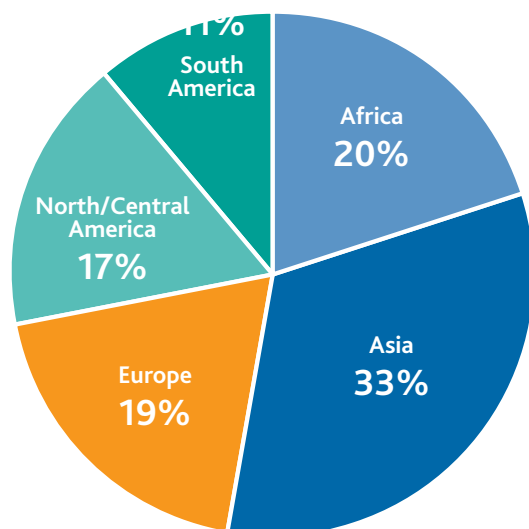
The College community benefits tremendously from the presence of our scholarship students. The diversity they bring enriches the everyday life of students, teachers and parents. They also bring a fresh perspective to their fellow students and the whole community, and their commitment to making the most of their opportunities ensures that they are actively engaged in the school community.

"He was obviously quite moved by the whole discussion, and knowing my son, I could tell that he felt a little proud to be a member of the same student body as these children, who are heroes in his eyes."

Parent of a Grade 5 student, who heard from scholars about growing up in areas of conflict

SCHOLARS 2010/2011

Nationalities of scholars by continent



Languages spoken by our scholars

Scholars speaking more than 2 languages

Scholars speaking 6 languages

DESTINATIONS 2010/2011 SCHOLARS

UWCSEA scholars received many offers from universities, including offers for generous scholarships. In 2011, 17 of the 21 graduates took up Davis Scholarship offers to study in the USA, one took up a Jardine Scholarship to study at Oxford University in the UK, one took up a scholarship to study at Jacobs University, Bremen in Germany and one is completing a Gap Year.

FINANCIAL SUPPORT: SCHOLAR PROGRAMME

Funding for scholarships is generated through school fees, the UWCSEA Nominee Programme (UNP), corporations, National Committees, parent donations and alumni donations. A total of \$3.19 million was given to scholars during the 2010/2011 academic year.

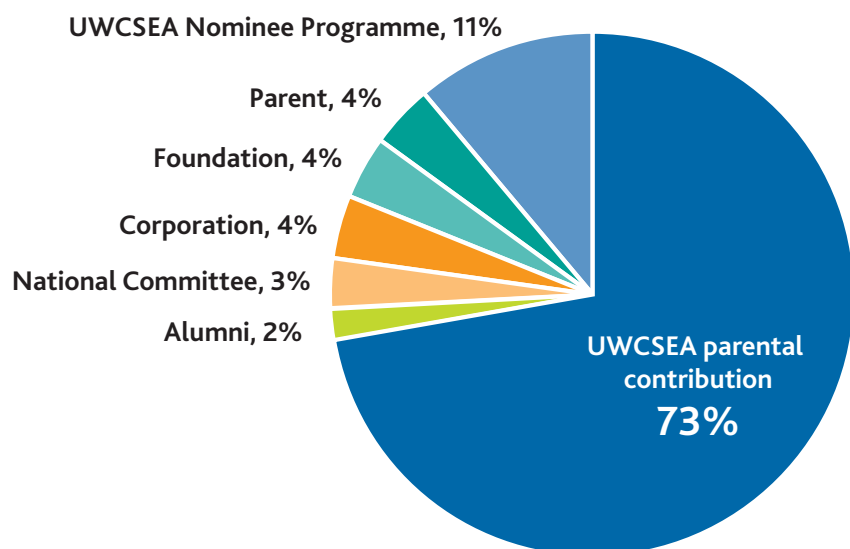
"This school makes me see the world. Education in UWCSEA has encouraged me to concern about the world's issues, and how important for us to save the world."


Rudhian
Scholar from Indonesia

"Coming to UWCSEA has made a great impact in my life as a whole. It has made me learn how to live with people from different backgrounds, and appreciate their cultural beliefs, religions and way of living ... And this also I think is a way of promoting unity and peace in the world at large."

Mariama Jabati
Scholar from Sierra Leone

PERCENTAGE CONTRIBUTION TO SCHOLARSHIP FUNDING ACADEMIC YEAR 2010/2011





The level of engagement of the parent community is an important measure for the College in assessing its success. We are fortunate to have a remarkable community of parents who volunteer their time and energy in a myriad of ways. This is especially evident in the commitment of the members of the Parents' Associations on both campuses. Their work organising events, connecting the parent community, fund raising and building community spirit is an important part of making the College a great place to be—for students, for staff and for other parents.

2010/2011 was another activity-filled year for the PA at Dover, beginning with the welcoming of new families with newcomer events and participations and sponsorship of orientation events. Term 2 brought the extremely successful Holiday Shopping Fair with profits allocated to the PA's beneficiary, Initiative for Peace. Also in Term 2, the PA organised the 5th Annual Community Fair, when students, parents and staff come together to support more than 50 Global Concerns projects. Due to the generous support of sponsors and the tireless work of parents, students and staff, the Community Fair made a substantial profit, which was allocated to the various Global Concerns and the GC Executive (see sidebar).

The PA's other major event was the annual Careers Fair, held to assist students at a crucial time in their High School careers. Parent volunteers and other friends of the community volunteer their time to give students

real life advice on career pathways and opportunities. This event also seeded the beginnings of an ever-growing work experience programme for students in the Upper and Senior Schools.

Throughout the year, the PA at Dover granted a number of donations (see sidebar). Perhaps the donation with which the PA was most satisfied was \$10,000 to the Music Department for their purchase of the Drumline set. Our enthusiastic percussionists have already made good use of the drums and a noisy impact on our community!

On East Campus, PA East was busy ensuring the community stayed connected and bonded, despite being spread over two campuses. They did this with a series of small and large events, many organised on Ang Mo Kio, but some on Tampines, including 'Pit Stop Coffee' mornings during key parent events. The year began with a Welcome Fish and Chips night, attended by more than 400 people, in September 2010. This was the first community event of the year aimed at welcoming new families to the school and offering an opportunity to meet other parents and students and become familiar with the campus. *Friends Rock!* in October, a dance for students only, aimed at promoting friendships and was attended by all students from K1 to Grade 3 and about 80% of the Grade 4 and 5 students. In January 2011, several Understanding UWCSEA events were held to promote service and philanthropy at UWCSEA through information mornings and evenings with guest speakers. The

DONATIONS MADE BY PA DOVER DURING 2010/2011

\$50,000 Global Concerns
\$10,000 Drumline Set
\$8,000 Initiative for Peace
\$5,000 Japan Relief Funds
\$5,500 Graduation Celebrations
\$4,500 Graduating Scholars
\$2,000 John Joseph, Counselling Dept
\$1,000 Aids Benefit
\$1,000 Admin Staff Social Club
\$1,000 Grade 10 Formal
\$780 Campus Gardening

Treasure Hunt and the Treasure of the World Buffet in March centred around a treasure-hunting activity for students of all ages and gave the nationalities representatives the opportunity to organise an international buffet, sponsored by PA East. The last community event of the year was the Family Summer Festival in May 2011 to raise money in support of Global Concerns and other student-led service activities. Staff Appreciation High Tea in June 2011, a buffet organised by the class parents to show appreciation to all school staff, was greatly appreciated by teachers, administration and support staff.





During the 2005/2006 academic year, UWC South East Asia developed a new strategic planning process and plan. The plan looked in depth at the development of the College over a three-year period up to June 2009 and included ideas for beyond that period. In June 2009, the plan was revised to take into account the invitation from the Singaporean government to expand the College to a second campus in Tampines, with a capacity of 2,500 students, to be opened in August 2011. At the same time, a six-year \$100 million redevelopment of the Dover Campus was commenced, to be completed in June 2015. Inevitably, this expansion has resulted in an exceptional focus on the learning environment since 2009. However, other areas of the strategic plan have continued to be developed. This section of the annual report focuses on the developments in the five key areas of the plan during the 2010/2011 academic year.

SUMMARY

Strategic Aim 1: Develop the five elements of the UWCSEA Learning Programme

Developments 2010/2011:

- Accreditation self-study on Dover Campus
- Two staff seconded to begin work on articulating K–12 curriculum in all five elements
- Planning for iLearn

Strategic Aim 2: Actively address social and environmental issues

Developments 2010/2011:

- Implementation of Environmental policy
- Green Mark Platinum award received for East Campus
- Refining and development of the Service programme

Strategic Aim 3: Enhance our high quality learning environment

Developments 2010/2011:

- Completion of new campus in Tampines
- Recruitment of Director and creation of strategic plan for UWCSEA Centre for International Education
- Development of Outdoor Education centre on Sibü

Strategic Aim 4: Extend our reach and increase diversity of the community

Developments 2010/2011:

- Approval of new admissions policy
- Extension of scholarship programme
- Increased access for students with additional spaces on East Campus

Strategic Aim 5: Ensure long-term financial stability for the College

Developments 2010/2011:

- Building of reserve for Dover Campus
- Launch of Annual Fund from the Foundation
- Continuation of the UWCSEA Nominee Programme

STRATEGIC AIM 1

Develop the five elements of the UWCSEA Learning Programme

There were three main actions in this area during the 2010/2011 year.

Firstly, the Dover Campus continued the accreditation process with the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC). The aim of the CIS/WASC evaluation and accreditation is to provide an opportunity to improve the quality of the education at the College through a rigorous process of self-examination, followed by an objective external appraisal by a team of peer educators. During 2010/2011, the self-study was completed. The self-study involved internal analysis by committees of parents, staff, students and Board members of the College's performance against 27 separate standards, organised into 7 sections:

- A: The School's Guiding Statements
- B: Teaching and Learning
- C: Governance and Leadership
- D: Faculty and Support Staff
- E: Access to Teaching and Learning
- F: School Culture and Partnerships for Learning (including boarding)
- G: Operational Systems

Standards
assessed during
the self-study

Committees that met
to review and assess
the standards for
each section

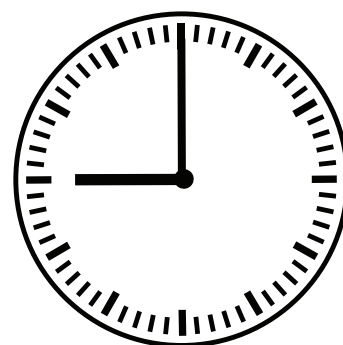
The visit from the Accreditation team was set for November 2011, during the 2011/2012 academic year.

Secondly, it was agreed that two staff members would be seconded for two years, beginning August 2011, to work with the Deputy Heads of Campus on leading the research and development of the written curriculum from K1–Grade 12. They will inform and support the taught and assessed curriculum in each of the five elements of the College's learning programme on both Dover and East Campuses.

Thirdly, planning began for the introduction of the iLearn programme to students in 2011/2012, with a focus on developing staff and facility capacity and capability. The focus was on:

- **Developing staff capabilities**
All secondary teaching staff were provided with a MacBook Pro laptop and given training in both Apple software and best-practice use of technology in their subject area. The new post of Digital Literacy Coach (DLC) was developed to provide on-going support to all teachers in their use of technology. Four existing primary IT staff were re-classified as DLCs and three new staff were hired, ready for August 2011.
- **Communications to parents and students**
Various communications to both students and parents took place to prepare them for the introduction of the iLearn programme. Web pages with background information were created on the College website and a series of updates were published during the year. A number of parent presentations were held on both campuses.

Laptops distributed to secondary teaching staff



9 hours of digital literacy training for secondary teaching staff

- **Developing policies and practices**
Several policies were revised and new ones written to ensure adequate oversight of the initiative. In order to provide community involvement in the process, two committees were created, one on each campus, including staff, parents and students. These committees drew up the draft policies that were ratified by the College senior leadership.
- **Developing infrastructure**
On the East Campus, relevant infrastructure was included to ensure that the programme could be delivered easily and without technical barriers. On the Dover Campus, some upgrading of the existing infrastructure was undertaken to ensure adequate wireless network coverage across the campus

STRATEGIC AIM 2

Actively address social and environmental issues

In 2010/2011, the school continued implementation of the College Environmental Policy. The building of the East Campus in Tampines provided us with the opportunity to embed these principles within the design, resulting in the campus being awarded the BCA Green Mark Platinum certification. This certification recognises a sustainable approach to construction and an extremely environmental conscious approach to design. The campus consumes around 25–30% less electricity than conventional buildings of similar size and function without any compromise in functionality. It also contains a number of firsts for Singapore, including a solar-powered air conditioning and hot water system.

In addition, the Service programme was refined and expanded. For further information on developments during the 2010/2011 year, please see the Student Achievement section of this report.

STRATEGIC AIM 3

Enhance our high quality learning environment

During 2010/2011, the biggest impact on our learning environment was the completion of the East Campus in Tampines. This outstanding facility provides a supportive learning environment for students and staff on East Campus.

At the same time, planning began for the opening of the UWCSEA Centre for International Education in the new campus in Tampines, an important step towards establishing the College as a leader in international education. The Centre will enhance the learning environment and educational experience for students through direct exposure to a range of speakers and

courses. Staff will also have access to professional development and exposure to leading educationalists and other speakers, resulting in an improved experience for our students. During 2010/2011, a strategic plan for the Centre was produced and its first Director appointed.

Finally, work was done on development of the Outdoor Education Centre on Sibu Island. For further information please see the Outdoor Education section of this report.

STRATEGIC AIM 4

Extend our reach and increase the diversity of our community

The mission of the College is focused on using education as a force to unite people, nations and cultures, making it imperative that we have diversity of nationality, cultural background and economic background within our community. In 2010/2011, the Board made the decision to change the admissions policy in order to increase diversity among our student population. More details of this can be found in the Admissions section of the report.

The increase of students through the expansion of the East Campus further extended our reach, and the establishment of the UWC ethos among those students was a key strategic focus during 2010/2011.

The scholarship programme was expanded so that more students, who would not otherwise be able to access our education, could benefit from the programme at the College. In 2010/2011, \$3.19 million was given to the scholarship programme, an increase of 24% on 2009/2010. This enabled the College to provide 55 students with scholarships. More information on the scholarship programme can be found in the Scholars section of this report.

STRATEGIC AIM 5

Ensure long-term financial stability for the College

The two campuses are set up as separate legal and financial entities. One of the aims of the strategic plan is to create a small reserve fund for each campus that will allow the College to keep operating in the event of an extreme situation. During 2010/2011, that reserve was increased on Dover Campus; on East Campus this is a long-term aspiration.

The establishment of alternative sources of income through the UWCSEA Foundation continued with the creation of the Annual Fund and the continuation of the UWCSEA Nominee Programme (UNP). For further information on the activity of the Foundation, please see the College Advancement section of this report.

Hectares
of land in
Tampines
parcel

Classrooms in the facility

Student capacity of the campus



With an annual turnover of \$90 million and property assets worth several \$100 million, the College has significant business operations. This section of the report provides an overview of Human Resources, Admissions and Finance for the 2010/2011 year.

The Human Resources function at the College is overseen by the Director of Staffing and Development (teaching

staff) and the Director of Finance and Administration (support and administrative staff). The report shows the staff breakdown by function and nationality, as well as an overview of the teaching faculty, the recruitment figures and transition.

The Admissions report shows the life cycle of each application to the College during 2010/2011, organised by campus and grade. It also outlines

the process of moving to a new admissions policy, and the numbers of tours and applications processed during that year.

The Finance function at the College is overseen by the Director of Finance and Administration. The report offers an analysis of income and expenditure of each campus during 2010/2011, as well as the statements of financial position and comprehensive income.

UWCSEA's vision is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic values-based education. The recruitment and retention of excellent teachers and support staff remains central to this vision. It is our aim to recruit a diverse range of teachers who will ensure that we are able to offer the highest quality experience to our students, and to provide those teachers with support and administrative staff that will enable them to focus their energy on providing an outstanding educational experience for our students.

The College has a reputation for providing a stimulating, dynamic and challenging professional experience, resulting in significant interest whenever opportunities are advertised.

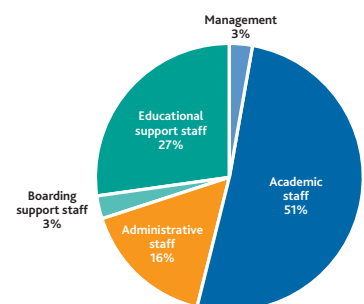
In the academic year 2010/2011, 58 full-time teachers joined the teaching staff of UWCSEA. Of these, 24 were recruited to meet the needs of the expansion at the East Campus. Nine teachers transferred from Dover Campus to East Campus in August 2010. Thirty-four full-time teachers joined the Dover Campus.

Number of applications received

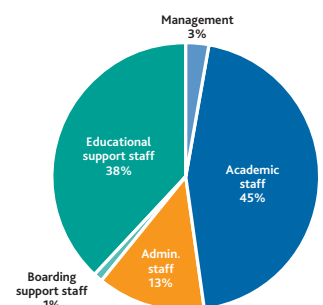
Number of unique visitors to the employment section of website

Number of posts advertised in 2010/2011

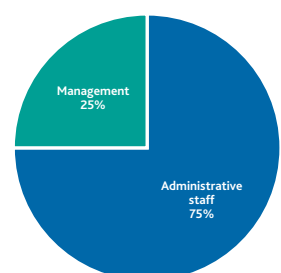
Average number of applications received per post advertised



Dover Campus



East Campus

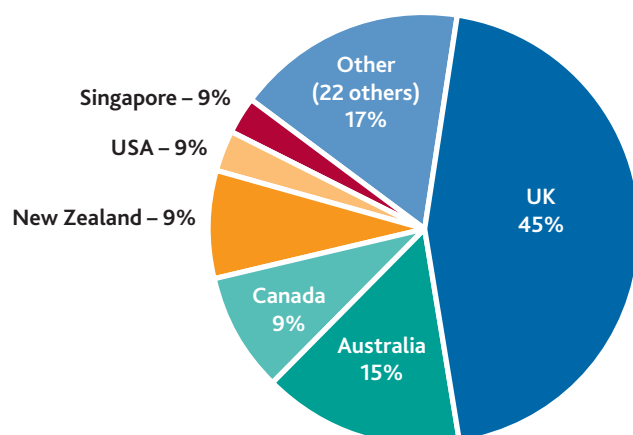


Foundation

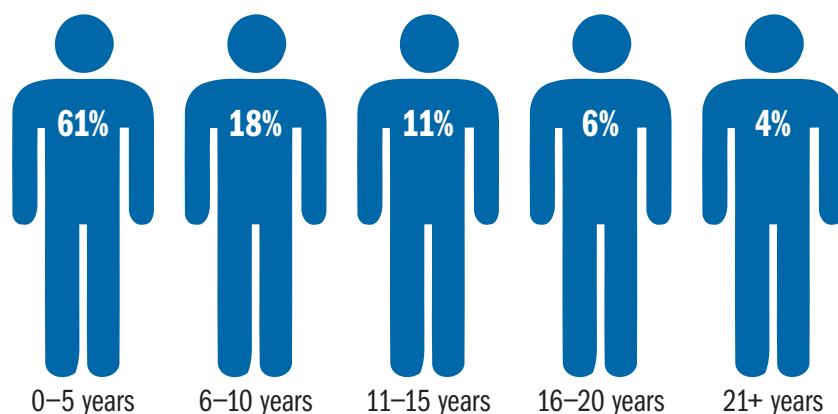
STAFF BREAKDOWN

Distribution of staff (at right). Please note that this is reported according to the financial structure of the College (i.e., each campus and the Foundation).

NATIONALITY BREAKDOWN OF STAFF



TENURE of Dover full-time teaching staff



Average years of tenure of full-time teachers

Average years of teaching experience of College teachers

Number of full-time teachers holding a Masters or higher degree

IB Diploma Examiners (including 3 Deputy Chief Examiners and 4 Senior Examiners)

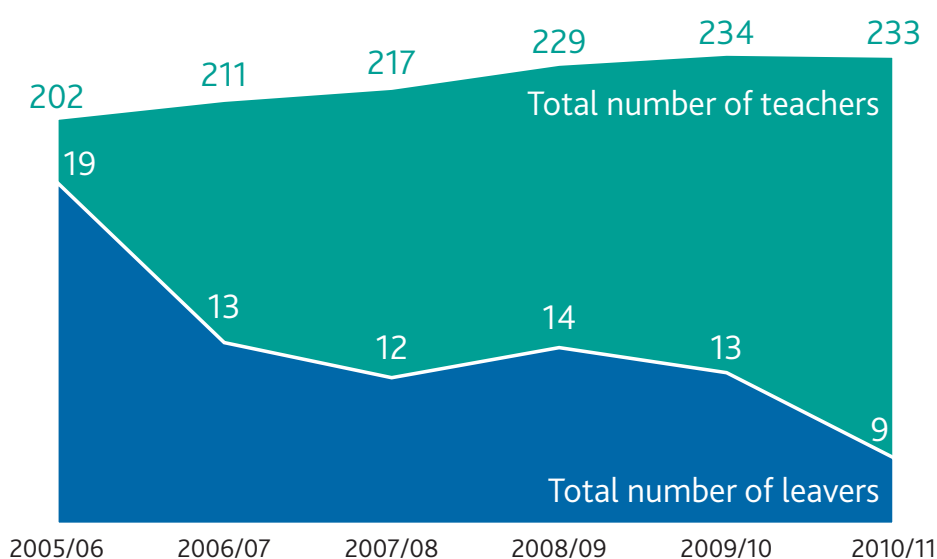
ECIS/CoIS Visiting Team Members

IB Diploma Workshop Leaders
IB PYP Trainers

IB Diploma Authorisation Team
Chairs/Consultants

TRANSITION

UWCSEA enjoys an extremely stable teaching environment, with a low transition rate of teachers each year. The table below shows the numbers of teachers leaving the school each year since 2005.



The Admissions Department is responsible for all aspects of the admission of a student to the College. The 2010/2011 academic year saw an increase in both scale and complexity, with a 150% increase in the number of places to be filled for the following academic year and three campuses to welcome families to, in Dover, Ang Mo Kio and Tampines.

APPLICATIONS, TOURS AND OFFERS 2010/2011

From the first day of the opening of the Infant School at East Campus in August 2010, the level of interest from prospective families was extremely high.

With the significantly increased number of places to offer for

August 2011, the department closed applications on 18 April 2011 to enable completion of the admissions process for the 2011/2012 enrolments. Tours of the College, except for those accepting places for the new year, were also suspended. As the Ang Mo Kio Campus closed, the department began the move into its new offices on the East Campus.

Average number of tours of the East Campus Infant School per week

Average number of families touring Dover Campus each week

The chart below shows the breakdown by grade of how applications were processed on the Dover Campus during 2010/2011.*

Dover Entry August 2011/2012	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Total applications on list at 1 August 2010	267	145	219	168	196	137	149	152	164	126	134	135	130	2122
Received after 1 August 2010	7	8	7	4	7	6	4	5	13	13	6	9	29	118
Total applications processed for entry	274	153	226	172	203	143	153	157	177	139	140	144	159	2240
Accepted	88	7	28	24	31	28	34	41	74	43	26	24	26	474
Deferred	39	12	24	13	26	26	30	38	25	21	21	16		291
Ineligible	0	2	3	9	11	2	9	14	16	7	8	13	31	125
Left on list to roll over	68	83	85	57	53	37	25	0	0	0	7	6	34	455
Transferred to East	1				3		3	4	3	3	4	10		31
Withdrawn	78	49	86	69	79	50	52	60	59	65	74	75	68	864
Number received during the year for future years	209	20	44	14	20	14	24	28	33	19	29	16	28	498
Total applications received during the year	216	28	51	18	27	20	28	33	46	32	35	25	57	616

The chart below shows the breakdown by grade of how applications were processed on the East Campus during 2010/2011.*

East Entry August 2011/2012	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Total applications on list at 1 August 2010	207	129	114	108	100	114	129	131	121	116	128	100	0	1497
Received after 1 August 2010	9	16	13	9	4	5	11	14	17	21	22	14		155
Total applications processed for entry	216	145	127	117	104	119	140	145	138	137	150	114		1652
Accepted	90	51	12	43	37	37	57	58	64	70	79	70		668
Deferred	42	24	9	23	26	27	14	19	15	9	15	7		230
Ineligible	5	4	3	7	7	13	17	25	12	15	18	12		138
Left on list to roll over	37	24	56	2	6	5	3	0	0	0	0	0		133
Transferred to Dover			1		2	2		4			1			10
Withdrawn	42	42	46	42	26	35	49	39	47	43	37	25		473
Number received during the year for future years	29	6	6	3	3	7	6	10	22	13	22	15		142
Total applications received during the year	38	22	19	12	7	12	17	24	39	34	44	29	0	297

Applications for the 2011/12 year processed by the Admissions Department during 2010/11

Applicants offered places

*Please note that there are no new admissions to Grade 10, unless to Foundation IB.

The chart below shows the outcome of the application process for each application, on Dover Campus broken down by grade and expressed in percentages

Dover entry August 2011/2012	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Percentage of total processed that was														
Accepted	33.0	4.8	12.8	14.3	15.8	20.4	22.8	27.0	45.1	34.1	19.4	17.8	20.0	22.3
Deferred	14.6	8.3	11.0	7.7	13.3	19.0	20.1	25.0	15.2	16.7	15.7	11.9	0.0	13.7
Ineligible	0.0	1.4	1.4	5.4	5.6	1.5	6.0	9.2	9.8	5.6	6.0	9.6	23.8	5.9
Left on list to roll over	25.5	57.2	38.8	33.9	27.0	27.0	16.8	0.0	0.0	0.0	5.2	4.4	26.2	21.4
Transferred to East	0.4	0.0	0.0	0.0	1.5	0.0	2.0	2.6	1.8	2.4	3.0	7.4	0.0	1.5
Withdrawn	29.2	33.8	39.3	41.1	40.3	36.5	34.9	39.5	36.0	51.6	55.2	55.6	52.3	40.7

The chart below shows the outcome of the application process for each application on East Campus, broken down by grade and expressed in percentages


East entry August 2011/2012	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Percentage of total processed that was														
Accepted	41.7	35.2	9.4	36.8	35.6	31.1	40.7	40.0	46.4	51.1	52.7	61.4		40.4
Deferred	19.4	16.6	7.1	19.7	25.0	22.7	10.0	13.1	10.9	6.6	10.0	6.1		13.9
Ineligible	2.3	2.8	2.4	6.0	6.7	10.9	12.1	17.2	8.7	10.9	12.0	10.5		8.4
Left on list to roll over	17.1	16.6	44.1	1.7	5.8	4.2	2.1	0.0	0.0	0.0	0.0	0.0		8.1
Transferred to Dover	0.0	0.0	0.8	0.0	1.9	1.7	0.0	2.8	0.0	0.0	0.7	0.0		0.6
Withdrawn	19.4	29.0	36.2	35.9	25.0	29.4	35.0	26.9	34.1	31.4	24.7	21.9		28.6

The chart below shows applications and outcomes for the whole College during the 2010/2011 year, broken down by grade.

College entry August 2011/2012	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Total applications on list at 1 August 2010	474	274	333	276	296	251	278	283	285	242	262	235	130	3619
Of which received during the year	16	24	20	13	11	11	15	19	30	34	28	23	29	273
Total applications processed	490	298	353	289	307	262	293	302	315	276	290	258	159	3892
Accepted	178	58	40	67	68	65	91	99	138	113	105	94	26	1142
Deferred	81	36	33	36	52	53	44	57	40	30	36	23	0	521
Ineligible	5	6	6	16	18	15	26	39	28	22	26	25	31	263
Left on list to roll over	105	107	141	59	59	42	28	0	0	0	7	6	34	588
Transferred to other campus	1	0	1	0	5	2	3	8	3	3	5	10	0	41
Withdrawn	120	91	132	111	105	85	101	99	106	108	111	100	68	1337
Number received during the year for future years	238	26	50	17	23	21	30	38	55	32	51	31	28	640
Total received during the year	254	50	70	30	34	32	45	57	85	66	79	54	57	913
Percentage of total processed that was														
Accepted	36.3	19.5	11.3	23.2	22.1	24.8	31.1	32.8	43.8	40.9	36.2	36.4	16.4	29.3
Deferred	16.5	12.1	9.3	12.5	16.9	20.2	15.0	18.9	12.7	10.9	12.4	8.9	0.0	13.4
Ineligible	1.0	2.0	1.7	5.5	5.9	5.7	8.9	12.9	8.9	8.0	9.0	9.7	19.5	6.8
Rolled over	21.4	35.9	39.9	20.4	19.2	16.0	9.6	0.0	0.0	0.0	2.4	2.3	21.4	15.1
Transferred to other campus	0.2	0.0	0.3	0.0	1.6	0.8	1.0	2.6	1.0	1.1	1.7	3.9	0.0	1.1
Withdrawn	24.5	30.5	37.4	38.4	34.2	32.4	34.5	32.8	33.7	39.1	38.3	38.8	42.8	34.4

MOVEMENT TOWARDS A NEW ADMISSIONS POLICY

In the third term of 2010/2011, attention turned to the possibility of revising the College's admissions policies and specifically, its long-held wait list system. There were two key motivations for this review: a growing realisation that the existing wait list management policy gave rise to interminably long waits (new applications for Primary School expecting a 4 to 8 year wait, while applications to the Middle School expecting a 2 to 3 year wait) and required payment of a high registration fee with no guarantee of success. The existing admissions policy had the date of application as the primary criterion for allocating places. This meant that the College was not able to manage the intake of new students to ensure a level of diversity and a range of talent in the student population, which we believe is critical in creating an educational environment that is in keeping with our mission, vision and values. This approach also unfortunately closed off opportunities to many applicants, particularly those new to Singapore. In the final weeks of term, the Board of Governors approved a new set of policies and processes designed to address the concerns and shortcomings of the 'old' system, and create a system that more closely aligns with the College's mission in education. Transition arrangements were approved to ensure as far as possible that the more than 3,000 existing applicants would not be disadvantaged by the new policies and had the opportunity to withdraw with a full refund. The commencement date for the new policies was 1 September 2011 with the first intake to be affected that for the 2012/2013 academic year, subject to the transitional arrangements.



UWC South East Asia operates three separate financial entities: Dover Campus, East Campus and the UWCSEA Foundation. This ensures that the campuses do not impact on one another financially. This section of the report outlines the financial data for the academic year 2010/2011 for both Dover and East Campuses. Financial information for the Foundation can be found in the College Advancement section of this report.

The College is a registered charity in Singapore and as such is a non-profit organisation. However, as part of prudent financial management, a small surplus is accrued each year that is put into a reserve. This reserve will allow the College to continue operating for six months in the event of closure due to circumstances beyond our control (for example, school closure due to Avian Flu outbreak).

The 2010/2011 financial year was a continuation year for the Dover Campus, which has been at full capacity and mature financial model since 2006. A small amount of the surplus was used towards the iLearn programme, but otherwise it was a normal financial year. On East Campus, a small deficit was generated as a result of the growth towards full capacity in 2015.

INCOME, EXPENDITURE AND SURPLUS

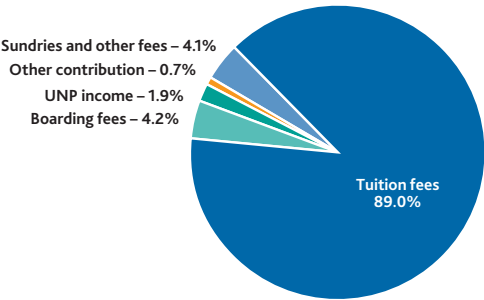
The graph below shows the income, expenditure and surplus for the Dover Campus over the last five financial years.

The graph below shows the income, expenditure and surplus/deficit for the East Campus over the last five financial years.

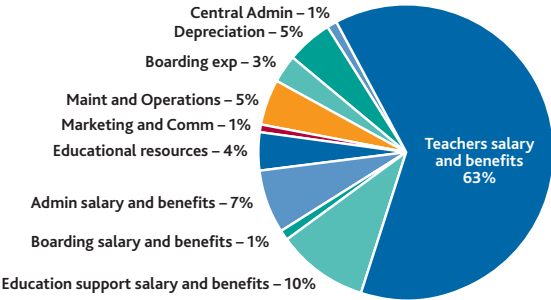
ANALYSIS OF INCOME AND EXPENDITURE 2010/11

The charts below show an overview analysis of income and expenditure during the 2010/2011 year.

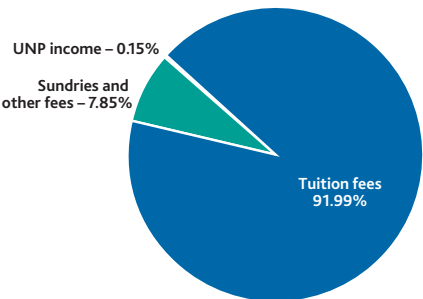
Dover income



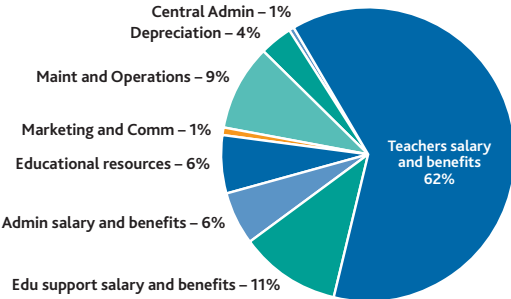
Dover expenditure



East income



East expenditure



FEE INCREASE 2006-2011

The figure shows the fee increase each year since 2006.

DOVER CAMPUS

As of 31 July 2011

ASSETS

Current assets

Cash and bank balances	23,599,903	20,578,562
Trade and other receivables	25,314,224	29,718,846
Total current assets	<u>48,914,127</u>	<u>50,297,408</u>

Non-current assets

Property, plant and equipment	102,866,940	94,206,706
Club membership	205,000	205,000
Total non-current assets	<u>103,071,940</u>	<u>94,411,706</u>

Total assets

	<u>151,986,067</u>	<u>144,709,114</u>
--	--------------------	--------------------

LIABILITIES AND EQUITY

Current liabilities

Trade and other payables	10,583,200	9,436,026
Deferred income	62,585,122	39,835,722
Tuition fee deposits	1,146,363	20,560,354
Bank borrowings	—	4,666,664
Total current liabilities	<u>74,314,685</u>	<u>74,498,766</u>

Non-current liability

Bank borrowings	—	—
-----------------	---	---

Equity

Restricted funds:		
Building funds	115,503	115,503
Development funds	46,010,030	41,077,371
	<u>46,125,533</u>	<u>41,192,874</u>
General funds:		
Accumulated surplus	31,545,849	29,017,474
Total equity	<u>77,671,382</u>	<u>70,210,348</u>
Total liabilities and equity	<u>151,986,067</u>	<u>144,709,114</u>

EAST CAMPUS

As of 31 July 2011

	2011	2010
	\$	\$
ASSETS		
Current assets		
Cash and cash equivalents	28,764,401	13,968,015
Trade and other receivables	25,368,086	11,506,038
Total current assets	<u>54,132,487</u>	<u>25,474,053</u>
Non-current asset		
Plant and equipment	<u>1,177,007</u>	<u>872,746</u>
Total assets	<u>55,309,494</u>	<u>26,346,799</u>
LIABILITIES AND EQUITY		
Current liabilities		
Trade and other payables	4,175,874	2,136,439
Deferred income	31,314,362	14,441,417
Tuition fee deposits	<u>83,874</u>	<u>3,274,894</u>
Total current liabilities	<u>35,574,110</u>	<u>19,852,750</u>
Equity		
Restricted funds:		
Development funds	<u>4,556,797</u>	<u>3,997,059</u>
General funds:		
Accumulated surplus	<u>15,178,587</u>	<u>2,496,990</u>
Total equity	<u>19,735,384</u>	<u>6,494,049</u>
Total liabilities and equity	<u>55,309,494</u>	<u>26,346,799</u>

DOVER CAMPUS

Year ended 31 July 2011

	General funds		Restricted funds		Total	
	2011	2010	2011	2010	2011	2010
	\$	\$	\$	\$	\$	\$
Revenue	69,795,597	66,879,086	9,110,392	8,759,573	78,905,989	75,638,659
Other income	4,191,230	4,780,676	—	—	4,191,230	4,780,676
Staff cost	(55,339,193)	(52,346,376)	—	—	(55,339,193)	(52,346,376)
Depreciation of property, plant and equipment	(3,523,950)	(3,185,809)	(4,177,733)	(4,082,253)	(7,701,683)	(7,268,062)
Other operating expenses	<u>(12,595,309)</u>	<u>(12,012,114)</u>	<u>—</u>	<u>—</u>	<u>(12,595,309)</u>	<u>(12,012,114)</u>
Profit before income tax	2,528,375	4,115,463	4,932,659	4,677,320	7,461,034	8,792,783
Income tax	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Profit for the year, representing total comprehensive income for the year	<u><u>2,528,375</u></u>	<u><u>4,115,463</u></u>	<u><u>4,932,659</u></u>	<u><u>4,677,320</u></u>	<u><u>7,461,034</u></u>	<u><u>8,792,783</u></u>

EAST CAMPUS

Year ended 31 July 2011

	General funds		Restricted funds		Total	
	2011	2010	2011	2010	2011	2010
	\$	\$	\$	\$	\$	\$
Revenue	19,596,896	10,806,068	3,662,926	1,925,112	23,259,822	12,731,180
Other income	606,689	1,441,689	—	—	606,689	1,441,689
Government grant	13,098,335	105,594	—	—	13,098,335	105,594
Staff cost	(14,909,902)	(8,789,270)	—	—	(14,909,902)	(8,789,270)
Depreciation of plant and equipment	(720,880)	(470,569)	—	—	(720,880)	(470,569)
Management and facility fee	(1,000,000)	(1,000,000)	—	—	(1,000,000)	(1,000,000)
Operating lease expense	—	—	(3,103,188)	—	(3,103,188)	—
Other operating expenses	(3,989,541)	(2,011,895)	—	—	(3,989,541)	(2,011,895)
Profit before income tax	12,681,597	81,617	559,738	1,925,112	13,241,335	2,006,729
Income tax	—	—	—	—	—	—
Profit for the year, representing total comprehensive income for the year	<u>12,681,597</u>	<u>81,617</u>	<u>559,738</u>	<u>1,925,112</u>	<u>13,241,335</u>	<u>2,006,729</u>



The Department of College Advancement comprises the UWCSEA Foundation, the fund raising function at the College, and Alumni Relations, which helps us to stay connected to former students, staff and families.

UWCSEA FOUNDATION

The UWCSEA Foundation was established in 2008 and commenced active fund raising in 2010. Its purpose is to support UWCSEA in achieving its vision of becoming a leader in international education with a global reputation for providing a challenging, holistic, values-based education. The Foundation is a registered charity with the Institute of Public Character (IPC).

As the formal fund raising arm of the College, the Foundation is responsible for generating funds for four key programmes: the scholarship programme, curriculum innovation, staff professional development and capital development. Gifts to these programmes have an enormous impact on the College's ability to extend what it can offer through fees alone. These can be received as endowed or expendable donations.

The Foundation's programmes are in line with the College's strategic plan, and this is reflected in the types of projects that each of the programmes fund.

Scholarship Programme

Promoting diversity by increasing scholarship numbers is the primary objective of the Scholarship Programme. In the past academic year, 54 students from 24 countries received scholarships to attend UWCSEA.

This is an increase of seven since the previous year. Without support, these students would not have been able to access UWCSEA's transformational educational experience. Scholars come from across the globe with large representations of students from Asia, Central and South America and Africa. Their presence further enhances the cultural and economic diversity of the student population.

Forty Dover scholars are funded by the three percent fee contribution, which is part of our membership of the UWC movement. Today the Scholarship Programme has additional funding sources including gifts received through the Foundation, the UWCSEA Nominee Programme (UNP) and UWC National Committees. In 2010/2011, a total of \$3.19 million was generated for the Scholarship Programme, which is a 24% increase in funding compared with the previous year. Parents, alumni, staff, trustees, foundations and corporations all made donations. Gift contributions from individual parents alone rose by 50%. Moreover, donations made through the 2010/2011 Annual Fund enabled UWCSEA to fund one additional IB scholarship.

Those who have chosen to donate specifically to the scholarship programme often do so because of their strong belief in the power of education to transform lives. This is epitomised by Robert A. Milton (Class of '78), about his motivation for giving.

"Education is critical, and I've found there to be few experiences in life as fulfilling as enabling a child who is really capable, who would not otherwise get the chance at a world-class education, to benefit from one."

Lizanne and Robert A. Milton Endowed Scholarship

The impact of a UWCSEA scholarship is marked and has long-term benefits for recipients. One hundred percent of our 2011 graduating scholars who required financial support to continue their education secured scholarships at highly ranked international universities, predominantly in the USA. Of the graduates, two South American scholars received places at Harvard University, an Eastern European scholar went on to Princeton University and one of our Vietnamese scholars secured a scholarship to Oxford University.

UWCSEA's life-defining education has the ability to transform not only the life of the scholarship recipient but also that of their families, communities and in some cases, their country:

"[Receiving a scholarship] doesn't just help the student and their family. If the student applies what they have learnt at UWCSEA to their community, a lot of people benefit. Take one grain of rice and get a whole farm of rice."

Mariama Jabati '11
Budden Scholarship recipient

Staff professional development

The Staff Professional Development Programme plays a key role in ensuring UWCSEA remains at the forefront of global education. The Foundation contributed \$75,000 to the College's staff professional development budget. It funded a series of innovative, internationally-recognised workshops, throughout 2010/2011, in which 150 Dover and East teachers participated. Broad-ranging topics were addressed including: assessment strategies, leadership skills, learning processes, and writing for Infant and Junior students. Teachers from all levels of the College were involved.

The value of these training opportunities is far-reaching and the impact is both immediate and long lasting on the teaching and learning of current and future students. "We are delighted that, thanks to the Annual Fund, so many teachers were able to benefit from this opportunity. Normally only a few teachers would be able to take part and we would then need to disseminate the learning over a period of time. However, with over 70 of us all coming together to share

ideas, the positive impact on our K1–G5 students is already noticeable," said Helen Gamble and Wendy Jones, Literacy Coaches at UWCSEA Dover, in reference to the Writing Workshop session.

Curriculum innovation

In order to achieve our vision of being one of the best international schools in the world, continued investment in curriculum development is a key element. The Curriculum Innovation Programme financed projects to the value of \$65,000 in 2010/2011. Projects initiated as part of this programme included: the development of progressive Units of Work for Reading within the Primary Schools by expert education consultants; teacher participation in state-of-the-art training that focused on the integration of technology in the classroom; and an investment in books for the library.

Capital development

The Capital Development Programme, comprises two on-going projects: the Greening the Campuses initiative and the Graduation Gift. Over the last 12 months, 43 trees have been planted on East Campus and several have been funded on Dover Campus, as part of the 'Greening the Campuses' initiative. All sectors of the College community from families, to former staff, organisations and alumni have gifted trees. Tree planting events have ranged in size from 50 participants, to more intimate family occasions. The trees, which include a number of rare, indigenous varieties, not only contribute to the aesthetics and well-being of our campus surroundings, they also provide educational opportunities for the students.

"Toys break, but a tree is forever. It gives us oxygen, and the children can play with the flowers. It can spin

and it smells nice." Raife, aged 5, and his class planted a tree in honour of his birthday.

Encouraging the culture of giving back through graduate gifts

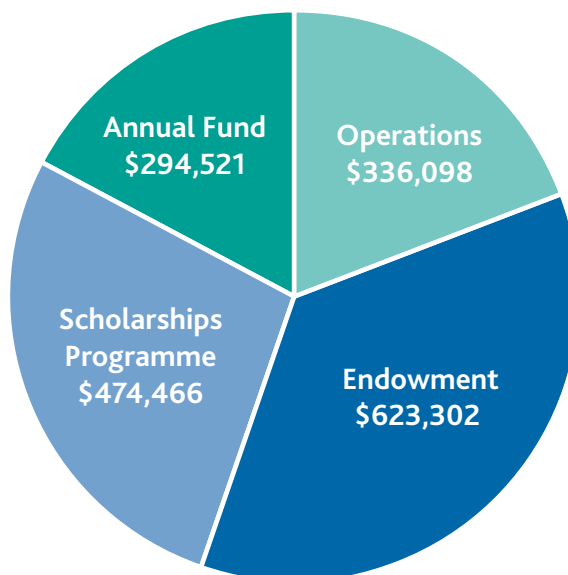
Each year the graduating class are encouraged to leave a gift to the College. The Graduation Gift instills the ethos of giving, a core value of the College, and it enables the students to show their appreciation to UWCSEA in a very tangible way. The Class of 2011 purchased and decorated tiles for a waterfall feature that is in the entrance to the new Middle School building. The waterfall will form part of the Graduating Garden, which will showcase the Graduation Gifts since 2008. Huu Phuc Hoang (Class of '11) said of his motivation to give, "I want to show my gratitude toward UWCSEA from where I have gained so much and to contribute to the development of this wonderful place!"

Gifts to the Foundation make a difference

The Foundation provides avenues to support the development of UWCSEA. Gifts of any level can be made to the Annual Fund which has immediate impact on the four programmes. Opportunities also exist to fund named scholarships and infrastructure initiatives, through expendable or endowed support, or through the planned giving programme. A number of impactful projects have been identified for the 2011/2012 year, which will support UWCSEA in achieving its vision of becoming a leader in international education.

Further information about the Foundation can be obtained at <http://foundation.uwcsea.edu.sg> or by contacting the Foundation by phone +65 6419 9304 or email foundation@uwcsea.edu.sg

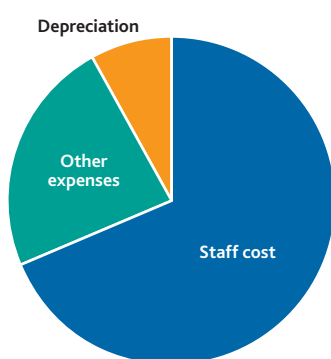
The total donations received during the 2010/2011 year amounted to \$1.728 million. They were allocated as follows:



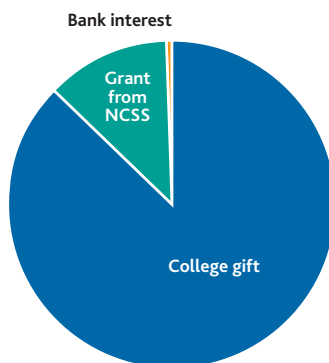
OPERATING INCOME AND EXPENDITURE 2010/2011

The charts below show the operating income and expenditure for the 2010/2011 year.

Income

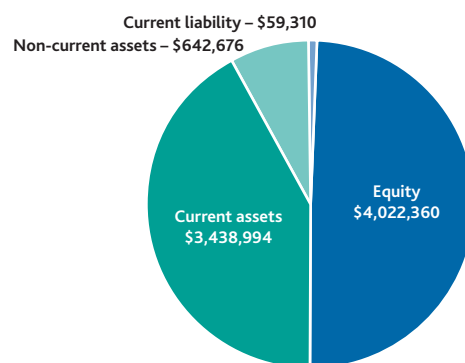


Expenditure



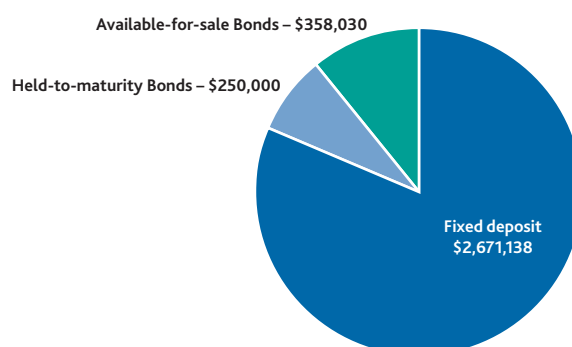
ASSETS, LIABILITIES AND EQUITY

The chart below shows the current and non-current assets, liabilities and equity for the 2010/2011 year.



ENDOWMENT FUND

The chart below shows an analysis of how the Foundation endowment is being managed by the Investment Committee of the Foundation.





COLLEGE ADVANCEMENT ALUMNI RELATIONS

"It is not what one does that makes a difference but rather how one does it. The greatest changes are made up of millions of tiny steps, small fragments of effort and care that make the mountains move. I believe all of us whether in the private, public or not-for-profit sector, have the capacity to enable others, to show them care and respect, to offer an inspiring vision, or defend a defenceless person. These small actions are what define our UWC ideals as universal ideals, and the pursuit of them not an elusive privilege but a right and a joyful responsibility."

Melissa Kwee, Class of 1990

In 2006, the Alumni Relations programme at the College was established to connect former students to one another and the school. Through these connections, the College has also been able to evaluate the impact of a UWCSEA education on students and how that continues in their life after graduation.

We have alumni in all walks of life: an astronaut, who will be making his second trip to the International Space Station in May 2012; the founder of an NGO that provide dental clinics and community centres in the Buenos Aires slums; a successful business leader who has endowed scholarships at UWCSEA and his former university; an Academy Award-nominated screenwriter; award-winning film directors, doctors, scientists, lawyers, accountants, business leaders, film directors, artists, musicians, actors, professors, teachers, social workers and others. The unifying factor about

our alumni is that they still take the time to give back to their community. This includes providing help for street kids, free health care for impoverished people, environmental sustainability work, elephant conservation, tsunami assistance, soup kitchens and more.

Alumni also give their time and talent to the College. In 2010/2011, two alumni volunteered their time to speak at the College about environmental sustainability, their area of expertise. A panel of alumni participated in a discussion about values in the Grade 6 classroom. Other alumni participated in Careers Day and still others offered advice through University Counselling sessions.

The alumni programme begins before students leave the College with the Alumni Council, a team of Grade 11 students who help to promote to their peers the importance of staying connected to the College after graduation.

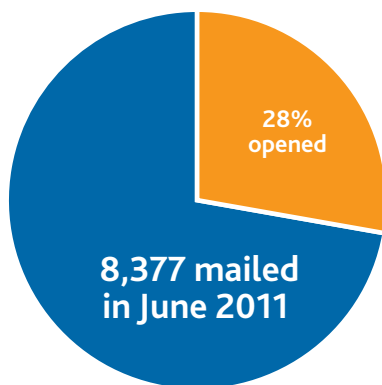
NUMBER OF ALUMNI

Alumni website statistics on a yearly basis since launch in 2007

Percent of alumni contactable (by class year) as at July 2011

Class year	Percentage	Class year	Percentage	Class year	Percentage	Class year	Percentage
1972	N/A	1982	29	1992	31	2002	33
1973	N/A	1983	33	1993	39	2003	42
1974	45	1984	31	1994	32	2004	42
1975	57	1985	38	1995	32	2005	42
1976	55	1986	34	1996	35	2006	49
1977	38	1987	34	1997	38	2007	50
1978	41	1988	36	1998	35	2008	69
1979	39	1989	36	1999	44	2009	69
1980	31	1990	39	2000	37	2010	56
1981	30	1991	36	2001	38	2011	43

THE ALUMNI EBRIEF (E-NEWSLETTER)



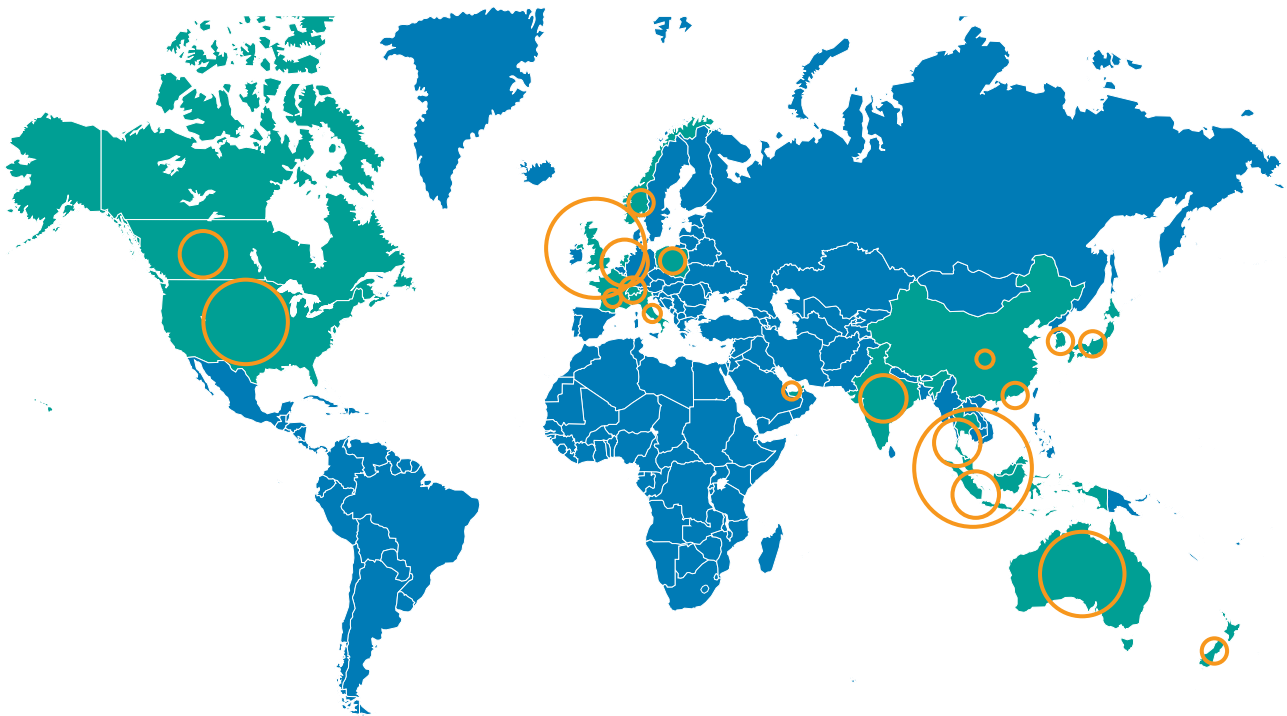
Percentage
of alumni
who are
contactable

Hard copies of *One North*
distributed July 2011

SOCIAL NETWORKING

TOP KNOWN ALUMNI LOCATIONS

*Singapore may be overrepresented because some of the alumni from the past few graduating years have not updated their actual location.



MENTOR PROGRAMME

The mentor section of the alumni website contains lists of alumni who are willing to be contacted for advice and information about their universities, locations, Gap Years or careers.

Number of
universities
represented

Number of
alumni volunteer
mentors

REUNIONS

Date	Location	Number of attendees
August 2010	Singapore	332
October 2010	Hong Kong	15
October 2010	Melbourne	44
October 2010	Sydney	70
December 2010	Singapore	229
January 2011	London	330
March 2011	Kuala Lumpur	60
April 2011	San Francisco	9
April 2011	Los Angeles	31
April 2011	Houston	11
April 2011	Chicago	15
April 2011	New York	51
May 2011	Jakarta	48

THE UWCSEA FOUNDATION LTD

31 July 2011

ASSETS

Current assets

Cash and cash equivalents	3,437,515	3,882,523
Other receivables	1,479	952
Total current assets	<u>3,438,994</u>	<u>3,883,475</u>

Non-current assets

Plant and equipment	34,646	69,292
Held-to-maturity financial asset	250,000	—
Available-for-sale investments	358,030	—
Total non-current assets	<u>642,676</u>	<u>69,292</u>

Total assets

<u>4,081,670</u>	<u>3,952,767</u>
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LIABILITY AND EQUITY

Current liability

Other payables	<u>59,310</u>	<u>630,910</u>
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Equity

Restricted funds:		
Scholarship fund	520,677	502,427
Capital fund	42,008	4,526
Outreach initiatives fund	5,860	860
Staff professional development fund	50,500	50,500
Annual general fund	121,521	—
	<u>740,566</u>	<u>558,313</u>

Unrestricted funds:

Accumulated surplus	<u>2,626</u>	<u>107,678</u>
	743,192	665,991
Endowment fund	<u>3,279,168</u>	<u>2,655,866</u>

Total equity	<u>4,022,360</u>	<u>3,321,857</u>
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Total liability and equity	<u>4,081,670</u>	<u>3,952,767</u>
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THE UWCSEA FOUNDATION LTD

Year ended 31 July 2011

Restricted funds

2011

Income

	Unrestricted fund	Endowment fund	Scholarship fund	Capital fund	Outreach initiatives fund	Annual general fund	Total funds
	\$	\$	\$	\$	\$	\$	\$
Donation income	—	603,969	599,184	39,782	5,000	125,021	1,372,956
Other income	336,098	11,303	—	—	—	—	347,401
Total incoming resources	<u>336,098</u>	<u>615,272</u>	<u>599,184</u>	<u>39,782</u>	<u>5,000</u>	<u>125,021</u>	<u>1,720,357</u>

Expenditure

Staff cost	(283,374)	—	—	—	—	—	(283,374)
Audit fees	(9,000)	—	—	—	—	—	(9,000)
Other expenses	(114,130)	—	—	—	—	—	(114,130)
Depreciation	(34,646)	—	—	—	—	—	(34,646)
Utilisation of fund during the year	—	—	(580,934)	(2,300)	—	(3,500)	(586,734)
Total resources expended	<u>(441,150)</u>	<u>—</u>	<u>(580,934)</u>	<u>(2,300)</u>	<u>—</u>	<u>(3,500)</u>	<u>(1,027,884)</u>

Surplus (Deficit)

for the year	<u>(105,052)</u>	<u>615,272</u>	<u>18,250</u>	<u>37,482</u>	<u>5,000</u>	<u>121,521</u>	<u>692,473</u>
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Other comprehensive income

Available-for-sale investments							
- fair value gain during the year, representing other comprehensive income for the year, net of tax	—	8,030	—	—	—	—	8,030
Total comprehensive income for the year	<u>(105,052)</u>	<u>623,302</u>	<u>18,250</u>	<u>37,482</u>	<u>5,000</u>	<u>121,521</u>	<u>700,503</u>

