



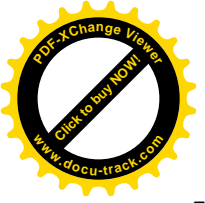
SQA EXECUTIVE SUMMARY

ACS (Independent)





Contents	Pages
Foreword	1
Organisational Profile	3
Leadership	3-10
Planning	11-12
Information	13-15
People	16-22
Processes	23-26
Customers	27-32
Results	33-48
Glossary	49



FOREWORD

TO GOD BE THE GLORY!

This award marks a very special milestone for Anglo-Chinese School (Independent). It is a testimony of our journey towards excellence which began in earnest from 1988 when we became an independent school. It recognises, without a shadow of doubt, the fulfillment of our mission to be a world-class institution in nurturing the holistic development of our students.

Indeed, we have established ourselves as a premier academic institution which has placed not only our school but Singapore on the world map by being one of the top International Baccalaureate Diploma Programme (IBDP) schools out of more than 1,800 world-wide. A number of factors have contributed to our achieving this award; visionary leadership, the development of distinctive character and identity for ACS students, our philosophy and our culture of excellence in catering to the well being of our students. Indeed, our journey towards excellence is propelled by the school vision of every ACSian aspiring to be a Scholar, an Officer and a Gentleman for Year 1 to Year 4 students, and a Scholar, a Leader and a Global Citizen for Year 5 and year 6 students. The school's curricular and co-curricular programmes are designed to actualise the vision.

The Award also recognises our efforts in operationalising our strategic plan to achieve world-class excellence through genuine commitment at all levels of leadership and motivating our Staff, both academic and non-academic, to serve our Students. To garner such an Award would not have been possible without the unstinting support of our Boards of Governors and Management, Church, Old Boys' Association, Parents, Alumni, Partners and Friends.

We have come a long way in establishing our organisation to meet world-class standards stipulated in the world-renowned Business Excellence Framework. As such, we are especially proud to be the first school in Singapore to be honoured with this very prestigious Award.

Indeed the inherent holistic approach of the Business Excellence framework has been a medium for us to give further expression to our vision and mission, enabling us to showcase the sterling results in all our operations. As such, we have "soared on wings like eagles" and will continue to improve, God being our inspiration and helper!

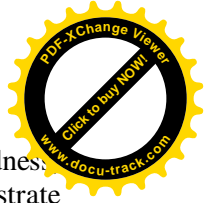
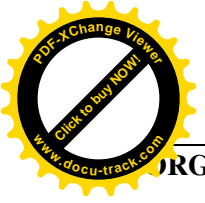
My deep gratitude and appreciation go to my Staff and Students for their undiluted passion, undivided dedication and unwavering commitment. Once again, to all who believe in us and uphold us in prayer – thank you, from the bottom of our hearts!

THE BEST IS YET TO BE!

DR ONG TECK CHIN
Principal/CEO



ORGANISATIONAL PROFILE



ORGANISATIONAL PROFILE

The Anglo-Chinese School (Independent) [ACS (I)] is a Methodist Institution founded on 1st March 1886 by Bishop William F Oldham in a small shophouse at 70 Amoy Street with just 13 students. Hallmarked by strong Christian commitment, dedication to excellence and generations of caring teachers and principals, the School converted from a government-aided to independent school in 1988 and moved to its present campus at 121 Dover Road in 1992.

The School has grown from strength to strength and now has a student population of about 2900 students from Year 1-Year 6 on multiple curriculum tracks; the General Certificate of Education 'Ordinary' Level (GCE 'O' Level), Integrated Programme (IP) and the International Baccalaureate Diploma Programme (IBDP) tracks.

The School also hosts many of the Ministry of Education (MOE) special programmes to nurture the highly able and talented students e.g. the School-Based Gifted Education (SBGE), School-Based Special Provision (SBSP), Music Elective Programme (MEP) to nurture talents in Music, Regional Studies Programme (RSP) to nurture interest in South East Asian culture and Language, Malay Special Programme (MSP) to nurture interest in the Malay Language and the Special Boarding Programme (SBP) to develop character and leadership in a boarding setting offering close interactions between students from different social and cultural backgrounds. Teachers trained in these special areas are identified and deployed to design and deliver the programmes.

It is committed to the MOE initiative of Thinking Schools, Learning Nation (TSLN) as the defining vision and Innovation and Enterprise (I & E) initiative to change mindsets, the Teach Less, Learn More (TLLM) initiative to transform learning and improve the quality of interaction between the teacher and the learner.

Through the years, the School has developed a culture of excellence with a distinctive character and identity. The mission is to be a world class institution in nurturing the holistic development of our students. The vision is for each student to be a Scholar, Officer and Gentleman (Years 1-4) and a Scholar, Leader and Global Citizen (Years 5-6).

In terms of values, the ideal is Christlikeness manifested in the Fruit of the Spirit (Love, Joy, Peace,

Patience, Kindness, Gentleness, Goodness, Faithfulness and Self-Control). Students demonstrate the ACS Spirit (Academic & Co-Curricular (CCA) Excellence, Character of Integrity and a Heart of Service) demonstrated through Self-Confidence, Humility, Generosity, Honesty, Perseverance, Responsibility, Loyalty, Compassion, Care and Concern for others.

With a strong commitment to the Mission and Vision of the School, suitably qualified professionals were recruited to deliver and support the many programmes. The head count for academic staff has increased steadily since the School became independent in 1988, maintaining a Pupil-Teacher Ratio (PTR) of 11.5:1 to ensure engaged learning and differentiated teaching.

In addition to the academic staff, the School has about 100 non-academic staff comprising staff in the Front Office, Secretariat, Finance, Boarding School, Laboratory and custodial staff in the Estate Office.

The School comprises one Secondary School Block and one IB Block as well as one Boarding School with an extension to increase its capacity by 300 to 700 in 2011. The Shaw Resource Library is a one-stop multimedia resource centre for staff and students.

Classrooms, lecture theatres, special rooms and laboratories are fully equipped with whiteboards and projectors to facilitate the use of infocommunication technologies. Wireless internet access is available throughout the school. Open communication amongst students, parents and staff takes place via the school intranet, Learning & School Management System as well as the parents portal on the website.

To nurture the sports and artistic talents in the School, purpose-built multi-purpose halls, swimming pools, squash and tennis courts, gymnasium, running track and fields, co-curricular activity rooms, centre for performing arts, dance rooms are available.

With the accreditation as an IBO World School in 2005, the School aims to be recognized as one of the best IB Schools internationally, where students are developed to achieve their highest potential and where teachers are valued consultants, trainers and examiners for other IB schools.

Having sustained its position as the top boys' school for sports and games for the past 12 years [1996 to date] the School has the stretch goal to be



acknowledged as the regional powerhouse for Sports and Games.

Recognising the role of Life Sciences in the economy, the School is continually working to be acknowledged as a centre of excellence for teaching and research in Life Sciences in schools within the region.

We are currently preparing the extension of the Boarding School with a capacity for an additional 300 boarders in order to cope with our increasing demand.

With the piloting of SBP, our aim is to move towards a full implementation of the SBP that will cater to nurturing our top calibre Singaporeans with the necessary leadership as well as soft skills to compete effectively with an increasingly international population in Singapore.

1.1. SENIOR LEADERSHIP

1.1 Describe how senior leaders guide and sustain the organisation towards excellence.

The leadership in the School consists of a number of tiers. The senior management, also known as the Senior Administration (Sr Admin), comprises the Principal, Bursar and 5 Deputy Principals (DPs). The second tier of leadership comprises the Deans and Directors (DDs) and the next tier comprises Deputy Deans and Directors (Dy DDs) as well as various Coordinators and other key appointment holders, who may be appointed for specific purposes and functions.

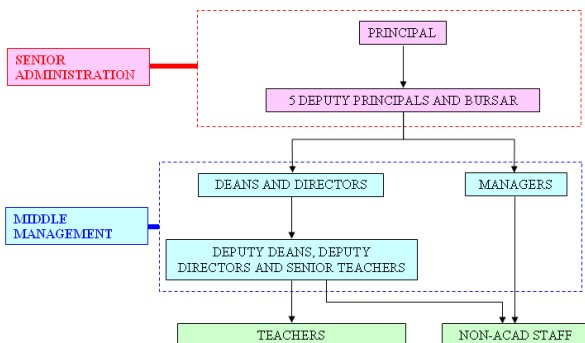
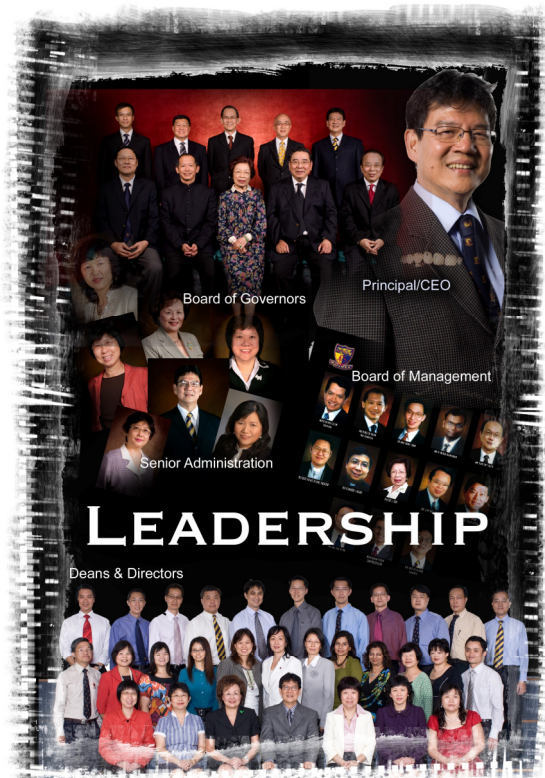


Fig. 1.1.1 Organisational Chart



Visionary leadership as shown in Fig. 1.1.2 is an established culture of excellence in the School.



Fig. 1.1.2

The Sr Admin develops the purpose, vision and values whilst the other tiers of leadership ensure that the purpose, vision and values are well cascaded to staff and students in the school. Special focus on customers and stakeholders ensures at all times that learning and innovation are emphasized.

1.1a How Senior leaders develop the purpose, vision and values for the organisation that focus on customers and other stakeholders, learning and innovation.

Focus and direction are also based on national expectations, school history and traditions, and stakeholder input. As a Methodist institution, Biblical values are emphasized in this approach and Bible verses used as annual themes.

Values are distilled into a clear and challenging vision; “Every ACSian: A Scholar, An Officer and A Gentlemen” for Years 1-4 and “Scholar, Leader and Global Citizen” for Years 5-6. The core values, philosophy, mission and vision are integrated into all aspects of school life - curriculum as well as co-curricular; academic as well as affective programmes and activities as shown in Fig. 1.1.3

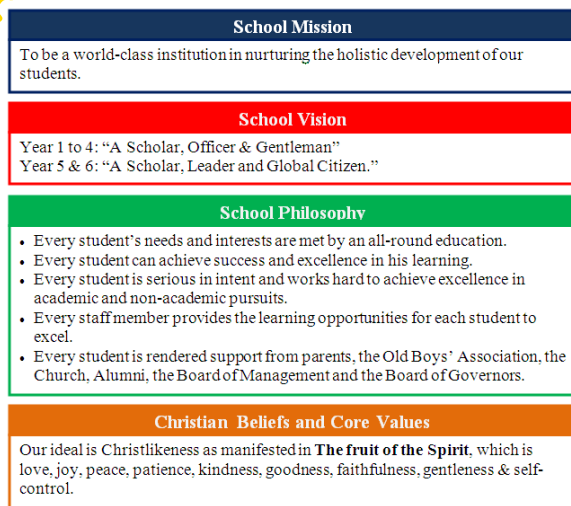


Fig. 1.1.3 The School's Mission, Vision, Philosophy and Core Values

Senior leaders' appraisals of future directions are translated into setting directions and creating opportunities for the school and stakeholders e.g. well-integrated deployment of resources to programmes across various areas in the school, involving all staff and students – e.g. whole school involvement in Life Sciences, Pastoral Care and Career Guidance (PCCG), IT, CIP, Enrichment Programme (EP), Co-curricular Activities (CCAs), Individualised Study Options (ISOs), OEPs etc.

The Sr Admin also systematically and effectively continues to cultivate a strong and wide network with local and overseas educational and financial institutions, industries and government bodies to enhance the programmes of the school in order to realise its vision.

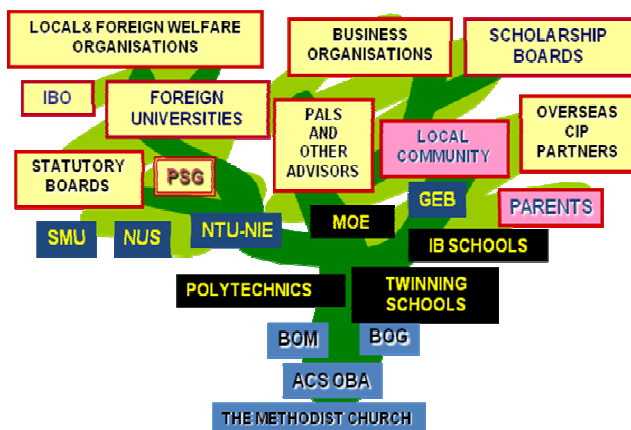


Fig. 1.1.4

The Sr Admin ensures that the management system is well developed, deployed and integrated into the entire school. Recognition of best practices of outstanding

schools in USA, UK and Australia have been utilised in the School's approach and deployment as well as for benchmarking in some of our programmes, systems and activities. Termly and/or annual reviews and assessment of our systems and activities are conducted for improvement. This can be seen in Fig. 1.1.5.

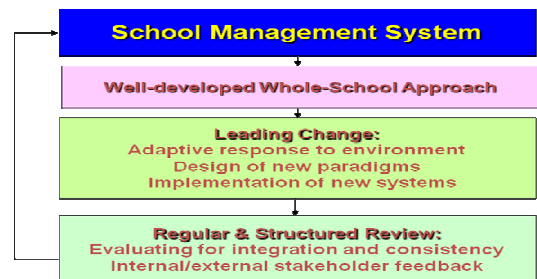


Fig. 1.1.5

1.1b How senior leaders communicate, demonstrate and reinforce the organisational purpose, vision and values to employees and other stakeholders.

As shown in Fig. 1.1.7, the Sr Admin directly communicates, demonstrates and reinforces the school mission, vision, philosophy and core values to new staff members at their induction programme and regularly to all staff via the monthly staff contact time. The School's mission, vision, philosophy and core values are also emphasised in daily devotions, and weekly chapel/assemblies, programmes, camps and functions. They are also well integrated in published materials such as the Staff Handbook and Teachers' Record Files. These are also shared to all non-academic staff members and canteen operators using appropriate language for their understanding. Regular reviews and evaluation are carried out at the Sr Admin meetings, monthly DDs' meetings and Boarding School management and resident team meetings, termly departmental and level meetings.

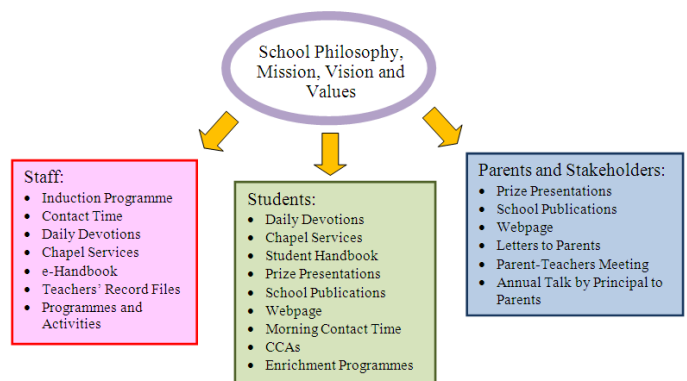


Fig. 1.1.7 Modes of Communication of School Philosophy, Mission and Vision

In recognition of the contributions of staff and their commitment to the organizational purpose, vision and values, the following are in place: Education Staff Suggestion Scheme (ESSS) Awards, honoraria for boarding school staff, school leaders, teachers as well as non-teaching staff, and the Long Service Awards. Every year, outstanding staff members also receive National Day Awards from the Nation. In addition, the following awards were instituted since 2002: ACS(I) Best Performance Award (Individual), ACS(I) Outstanding Contribution Award for Staff (Team), Dr Lee Li Eng Outstanding Contribution Award for Academic Staff and Dr Lee Li Eng Outstanding Contribution Award for Non-Academic Staff.

The approach in communicating quality values to students and stakeholders is also well integrated, e.g. daily devotions, presentation of prize winners at assemblies, letters to parents and students, school publications, student's handbook, and record books as seen in Fig. 1.1.8.

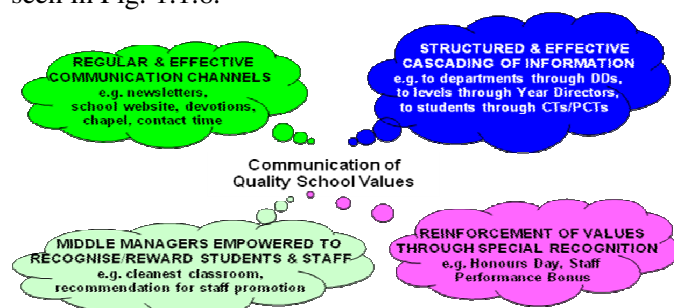


Fig. 1.1.8

The vision, directions and values of the school are conveyed to stakeholders in quarterly reports to the board, annual presentation to BOM, reports to ACSOBA, at Parents-Teachers Meetings (PTM), at school events and special occasions as well as on the school website. Other avenues include regular letters to parents, publications, and interviews by mass media e.g. Channel News Asia, The Straits Times as well as German and Korean TV.

Leadership practices as can be seen in Fig.1.1.9 and efforts to promote a learning environment are regularly assessed through dialogue with stakeholders to improve practices and achieve goals developing the School as a learning organization.

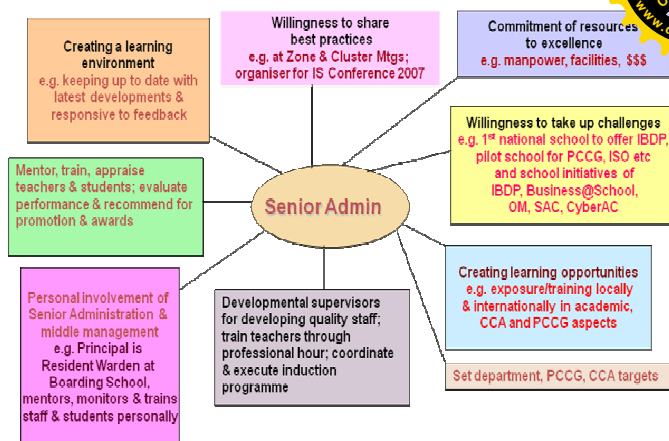


Fig. 1.1.9

1.1c How senior executives evaluate and improve the effectiveness of their personal leadership and involvement.

The Sr Admin regularly and systematically seeks feedback on the effectiveness of their leadership e.g. through the Parents Opinion Survey [1st done in 2002 and subsequently biennially] and careful study and follow-up on MOE's School Climate Survey. The Principal/CEO has also been assessed through the 360° Leadership Survey.

Members of the school community are actively engaged in the feedback process. Feedback is collected regularly from staff through ESSS, departmental meetings and monthly Staff Contact Time, and from parents through the Parents' Opinion Survey.

The School also systematically seeks to find out the concerns and needs of the community before planning for CIP through meetings with Year Directors and through direct communication with the partner welfare agencies.

1.2 ORGANISATIONAL CULTURE

1.2a How the organisation translates its values into policies, practices and behavior.

The hallmarks of the organisational culture are captured in the core Christian beliefs and values embraced by whole school and expressed in both the *A C S spirit* and the spirit of *excellence*. These values are aptly captured in the corporate symbol of the eagle, which is inspired from the Scriptural verse found in Isaiah 40:31.

The School has successfully nurtured a culture of excellence that is clearly recognised by awards such as the School Excellence Award (SEA) and School Distinction Award (SDA), both attained in 2004 and revalidated in 2007. The culture in the School is characterised by a strong sense of identity and belief in the School's philosophy, vision and mission held by the stakeholders.

Behaviours and Practices

The approach to establishing the school culture and enhancing the distinctive school traditions is well-integrated across the school. The philosophy, mission, vision and School core values are emphasised in daily and weekly practices such as assemblies, programmes, camps and functions. Cultural markers of School tradition such as the greetings of Sir/Madam by students, wearing of school ties and badges every day at school and public places, and during in-house and public presentations and competitions help to reinforce corporate cultural behavior of the whole organisation. The school also adopts a Corporate T Shirt Day where the spirit of unity is clearly demonstrated. Public awareness of the strong School image is created through extensive press and mass media coverage of the School's strong traditions and all-round excellence.

1.2b How the organisation permeates a culture consistent with its values, and which encourages and supports learning, innovation and achievement of organisation's objectives.



Leading by Example

The Sr Admin steers the direction and development of the culture by embracing the values of the Christian faith and setting the benchmark for excellence. A 'whole-school' approach ensures a consistent transmission and practice of the values.



Correspondingly, the DDs, the middle managers, align their departmental and level goals with the school's goals,



Empowering Staff for Excellence

A climate for excellence is reinforced during induction for new teachers, annual staff meetings, monthly contact time, staff dedication service, Founder's, National and Honours Day etc. and through various publications. It is further developed through teacher appraisal in three equally-weighted areas: Academic, PCCG and CCA. Professional training hours of 100 hours annually for academic staff is in place to ensure individual teachers are prepared for school initiatives and encourage translation into practices.

Nurturing Student-Leaders with a spirit of excellence

Students contribute in many significant ways to shape the school culture and student leaders are fully involved in transmitting school values. The whole-school approach is clearly discernible from the structure in place: the Student Council, the Prefectorial Board, the JCRC, the Class Committees, the UG and CCA committees. 100% involvement of student leaders exemplifies the Scholar-Officer-Gentleman/Scholar-Leader-Global Citizen qualities through their turnout and behaviour. Opportunities such as leading in devotions, assemblies, singing of the school and national anthems, and pledge-taking; commanding parades, supervising student groups and motivating the student body as well as representing the school in competitions abound.

Rewarding and Recognising Excellence at all levels

Staff and student behaviours that exemplify school values are rewarded, contributing to a climate of excellence.

Excellent efforts by students in their academic pursuits, CCA pursuits and community involvement are publicly acknowledged at morning assembly and special school events such as Founder's Day (academic honours), National Day (Sword-of-Honour

and Gold awards for UG members) and Honours Day (sports honours).

At the Boarding School, the 3Q Awards for boarders with 3 qualities of Academic excellence, gentlemanly Character and a heart of Service were presented for the first time in 2002 and annually thereafter. Boarders with the cleanest rooms were also given certificates.

Excellence in teamwork and individual efforts as demonstrated by academic and non-academic staff are publicly recognised and rewarded at the annual Staff Dinner.



PREFECTORIAL BOARD 2009



1.2c How the organisation overcomes any differences between the current culture and the desired culture.

The Sr Admin takes active steps to create a culture of excellence and close the gaps between the current culture and the desired culture.

Our core values and practices are clearly communicated to the stakeholders through the various school publications, and consistently reinforced at school events, activities, meetings and sessions with stakeholders.

After attaining the Singapore Quality Class (SQC) award, the school leadership and key personnel (who in turn obtained views and feedback from other stakeholders e.g. parents) rewrote the School's mission statement to take the school to its next highest level, the SEA and SDA which was attained in 2004 and revalidated in 2007. The school is working to attain the Singapore Quality Award (SQA) beyond 2008.

1.3 CORPORATE SOCIAL RESPONSIBILITY

1.3a Describe the organisation's policies and goals in relation to its contribution to the community and the environment in which it operates.

Our goals with regard to corporate social responsibility would include the following, namely to:

- engender good working relationships and partnerships with the community;
- support the community through programmes and activities;
- tap the expertise from our community for our staff and students;
- work with the community in sustaining the environment;
- display high standards of ethical behaviour in relationships to the community and the environment;
- practise good citizenship with respect to the community and to the country we belong to;
- establish ways of giving back to the community;
- explore ways to sustain the environment and to counter threats to mother earth and
- establish a conducive environment for learning and achievements

In tandem with the school's Master Plan, philosophy, mission, vision and core values, a whole-school approach was adopted for CIP which started in 1988. Comprehensive PCCG programmes for students in all levels exist to transmit, instill and reinforce the value of service to the community, locally and globally. Service Learning was introduced in 2002 and continues to play a big part in nurturing student-initiated CIP. A range of welfare organisations for children, elderly, physically and intellectually disabled were adopted since the 80s.

Student-initiated community involvement projects, local and overseas, are carried out with support of staff e.g. with Sunrise Angkor Orphanage in Siem Reap, Cambodia, Swim Against Malaria etc.

1.3b How the organisation communicates its policies and goals to employees and external parties and involves them in achieving the goals.

To achieve our goals in our corporate social responsibility we have established clear channels of communication within and amongst our school, the community and the environment that we are constituents. These include the range of meetings conducted within the school for staff and students as listed below:

Internal:

- Sr Admin Meetings
- DDs Meetings
- DDs meetings with their staff
- PCCG Meetings
- IP Committee Meetings
- Committee/Special Programme Meetings
- Boarding School Management Meetings
- Boarding School Resident Team Meetings
- JCRC Meetings
- Daily and weekly assemblies

External:

- MOE Cluster Meetings
- Director of Schools (DOS) Briefings
- Scholarship Branch Meetings
- PALS Meetings
- IBO Head of Schools Meetings
- IBO Conferences and Workshops
- Meetings with local and overseas CIP partners
- Meetings with A*star organizations
- Meetings with local and international institutions of higher learning
- Meetings with scholarship boards, local and international
- Meetings with Twinning Schools
- Focused Group Discussion (FGD) with CRPP-NIE and Arts Liberal College with NUS
- Dialogue Sessions with Senior Civil Servants and Office Holders
- Meetings with NEXUS to plan NE programmes with Ministry of Defence (MINDEF)

The School's clear rationale, well-defined processes and integration with most areas and across levels facilitate the smooth communication and implementation of the activities to fulfill its corporate social responsibility.

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

Keeping the above in mind, we have developed a governance system that is transparent. We see ourselves as totally accountable to statutory and regulatory mechanisms, guidelines and policies, with a strong focus to protect our stakeholders and their interest.

Our corporate governance system comprises a number of significant others, namely MOE, Methodist Church, BOG, BOM, Sr Admin as well as our Academic and Non-Academic staff.

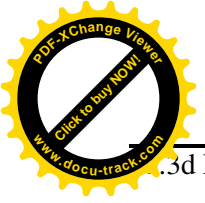
MOE is seen as our parent body that sets the national directions, regulations and policies that govern education in Singapore. However, the School is a Methodist Institution and as such the statement of faith, policies and regulations governing the Methodist Church are complied with and translated into policies, values and actions.

The BOG and BOM being cognizant of our country's education policies, perform the roles as overseers. The Boards demonstrate compliance through the constitution they have developed to govern the school.

The Sr Admin on the other hand performs executive roles, providing the necessary leadership and implementing policies, procedures systems and programmes that are in compliance with the constituents of our governance system.

Supporting the work of the Sr Admin and constituting an important part of the school are the Academic and Non-Academic staff whose duties are to comply with policies, laws, regulations, procedures, systems and programmes by translating all these into action in their scope of work and responsibilities. They perform, individually and corporately, by teaching, reviewing, evaluating and reporting on areas and aspects of education pertaining to their roles as staff members.

Our stakeholders in turn will provide feedback through our various communication channels that have been developed to ensure that our corporate governance system is totally transparent and accountable.



3d How the organisation evaluates and improves its governance system, involvement and contribution to the community, society and the environment in which it operates.

The School's Corporate Governance System is regularly communicated and fine-tuned to ensure continuous improvements to achieve the mission and goals. Internally, this is done through various levels of meetings, consultations and discussions within the school community as follows:

- BOG and BOM (quarterly)
- Finance Committee (3 times a year)
- Endowment Management Committee (biannually)
- Faculty Budget (annually)
- Admin , DDs, IP and PCCG Committee (monthly)
- DDs Meetings with their teachers (termly)
- Boarding School Management Meetings (monthly)
- Boarding School Resident Team Meetings (monthly)
- Other Sub-Departmental, Sub-Level & Special Committees Meetings.
- PSG Meetings (quarterly)
- Contact Time with Acad staff (monthly)
- Contact Time with Non-Acad Staff (termly)

Feedback is collected regularly and adjustments are made to the governance system at the above meetings and also at year-end reviews and communicated to staff and students at Contact Time, Assemblies and Special Meetings.

With the external bodies, especially the MOE and the IBO, regular updates in terms of policy matters are given through their communication systems, briefings for Schools, DOS and other meetings with the various branches of MOE. The IBO also holds regular meetings, conferences and workshops, where the School is being updated with regard to policies and practices. These enable the relevant personnel in the Governance System to make evaluations and improvements to ensure the school remains relevant and on track to achieve world class standards.

2.1 STRATEGY DEVELOPMENT & DEPLOYMENT

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

The school develops a Strategic Masterplan spanning a 5-year period using the principles of the BOS and by taking into consideration our core values and our beliefs as a Methodist Institution as well as the corporate governance system. The school's philosophy, mission and two specific visions developed for all the students are integral to this Strategic Masterplan. Environmental scan, consisting of both internally and externally factors, provides the school with key information to identify the strategic challenges we face and stay abreast of and relevant to the times. The model for our strategic planning is as depicted in Fig 2.1.1.



Fig 2.1.1 Strategic Planning Process Model

A comprehensive approach is adopted; incorporating information pertaining to national goals, community needs and expectations, changing career needs, progress in technology, comparable schools, and interaction between school and external requirements, emphasizing integration into a coherent whole. Present and future opportunities are also tapped upon for the benefit of the School.

As an IB World School, the School is committed to the IBO Mission “to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.”

Organisational goals

The desired outcomes of education, stretch goals, long-term and short-term goals are aligned and consistent with the strategic thrusts as well as the School's mission and vision as shown in Fig. 2.1.2.



Fig. 2.1.2

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

In our operationalisation, student-focussed processes and activities have been given top priority. These include the development of students' well-being, teaching and learning processes, student assessment, learning and financial support, development of CCAs and students' interest groups.

Communication and Internalisation of Strategic Plan

To foster common understanding of the school's strategic direction and plans amongst the members of staff, the strategic plan and its refinements are highlighted, explained and discussed at DDs' Meetings by the Principal. This is further cascaded to teachers at Department and Level Meetings. School-wide changes are disseminated at Contact Time for academic staff members and non academic staff members to ensure coherence of efforts by all.

Regular letters, publications and briefings targeted at students, parents and other stakeholders ensure that they remain aware of school strategic plans.

Alignment of Action Plans to School Strategic Plan

The School Strategic Masterplan as well as training priorities is cascaded from the Sr Admin to staff and used by all departments when drawing up their departmental action plans. These in turn are used by all staff when drawing up schemes of work and their own personal work and training plans.

Risk Management

In addition to our Corporate Governance system, the School has also developed and operationalised a risk management system with 3 main components – risk identification, risk assessment and risk response.

Resource Management and Optimisation

Human Resources - Staff are a key asset and the development of the staff capabilities is vital to maintain its competitive advantage. To achieve this, opportunities for development and challenges are suitably provided as shown in Fig. 2.1.3.

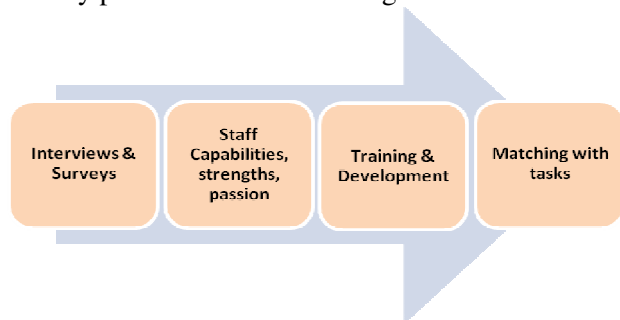


Fig. 2.1.3

Financial Resources - Financial resource data and considerations are used in planning at all management levels.

Infrastructural Resources - To fully and strategically utilise the infrastructural resources, the School analyses its physical limitations and capabilities.

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

In reviewing its performance relative to plans and how it establishes and deploys modified plans in a timely manner, the School involves its key staff and stakeholders in reviewing 3 key areas, namely School Programmes and Student Development, Staff Development and Resource Management through multiple-platforms as shown in Fig. 2.1.5

Review on	Platform	Review by
School Programme and Student Development	Biennial Parents Survey	Parents
	Students' Survey	Students
	Termly PCCG Meetings	Sr Admin / Directors
	Termly Level Meetings	Sr Admin / Directors / Teachers
	Termly Departmental Meetings	Sr Admin / Deans / Teachers
	Internal & External Examinations Data	Sr Admin / Deans / Directors / Teachers
	Internal & external Competitions Data	Sr Admin / Deans / Directors / Teachers
	Annual Dept/Level Appraisals	Sr Admin / Deans / Directors
	After Action Review for all major events	Sr Admin / DDs / Teachers
Staff Development	Annual Senior Admin Interviews	Sr Admin
	School Climate Survey	Sr Admin / DDs
	Staff Appraisal	DDs
	DDs Meetings	Sr Admin / DDs
	Admin meetings	Admin staff
Resource Management	Fortnightly / Monthly Admin Meetings	Sr Admin / DDs
	Termly Finance Com Meetings	BOG / Sr Admin
	Yearly Dept / CCA Budget Exercise	Sr Admin / DDs / Teachers

Fig. 2.1.5: Platforms for review of performance

All these platforms are in place not just to review the above mentioned 3 areas for improvement purposes, but also to provide timely feedback so as to enable the school to make changes and adjustments to existing plans.

Regular reviews and assessments using the learning and innovation process shown in Fig. 2.1.6 and continuous improvement system DMAIC shown in Fig. 2.1.7 lead to concrete improvements in each succeeding cycle for all processes.

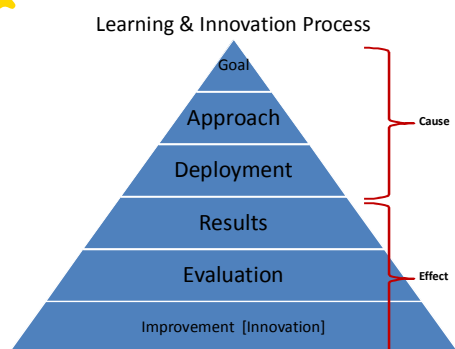


Fig. 2.1.6

Continuous Improvement System - DMAIC

Define	Define the customers, their requirements, the team charter, and the key process that affects the customer
Measure	Identify the key measures, the Data Collection Plan for the process in question, and execute the plan for data collection
Analyse	Analyse the data collected as well as the process to determine the root causes for why the process is not performing as desired
Improve	Generate and determine potential solutions and plot them on a small scale to determine if they positively improve performance
Control	Develop, document and implement a plan to ensure that performance improvement remains at the desired level

Source: The Six Sigma Revolution by George Eckes

Fig. 2.1.7

2.1d How the organisation evaluates and improves its strategic planning process.

Regular reviews of the School strategic plan cover the following areas as shown in Fig 2.1.8.

Review on...	School Philosophy, Mission and Vision
	Operation & Implementation of Plans
	School Leadership
	Appraisal System
	Staff Performance & Competency
	Administrative & Operational Results

Fig. 2.1.8 Review on School Strategic Plan

In addition to assessment of the initiatives, innovation and activities and the impact they have on students and stakeholders as well as society and partners are regularly conducted. These assessments, reviews and evaluation are directed to key performance indicators covering all areas and aspects in the school namely academic, physical, aesthetics, social and moral, student leadership, student morale, CCAs and performance as well as benchmarking activities.

The School Strategic Masterplan is reviewed annually. Feedback is sought from all middle management before the final version is endorsed by the Principal. In addition, regular Sr Admin and DDs' meetings are used to reassess and review sections of the Masterplan as necessary.

New tools are also added into the planning process when necessary e.g. the intensified application of BOS in the planning process throughout all levels from Sr Admin through to classroom teachers. Some examples of programmes that are a result of BOS will be the talent recruitment programmes, Life Sciences Symposium, EP and the school embarking on IBDP. A number of key facilities set up were also the direct result of the application of the BOS. Examples include the SAC, MPH, clean room, extended library, artificial turf and air conditioned classrooms.

Emphasis is always given to ensuring School plans translate into programmes and activities relevant to student needs e.g. the PCCG programme and activities are regularly reviewed and discussed at monthly PCCG meetings and termly level meetings to see if they remain relevant to the student population. Changes and modifications are then made to the following year's programme. Timetable changes are also made in response to feedback from students and teachers on school hours and relative time allocation per subject. All CCAs, study camps, remedials, EP and OEP are reviewed e.g. through surveys in relation to students' needs and staff concerns.

School plans clearly reflect alignment with national concerns: MOE initiatives, TSLN, IT Masterplan I & II, NE, TLLM, I&E are all reviewed and incorporated into the School strategic plan. They are translated into concrete goals, programmes and activities in the school. PCCG programmes and CIP are also reviewed with respect to national concerns, as are sports and games, which reflect an emphasis based on national Sports Excellence (SPEX) goals and in the run-up to the Youth Olympic Games (YOG), awareness and engagement of youths in the YOG. Arts Education is pegged to the concept of making Singapore a 'renaissance' city. UG plans and policies are in tandem with our nation's national service and leadership-nurturing as well as character development goals. International talent recruitment in the School, of both students and staff, also reflects national objectives.

3. INFORMATION

3.1 MANAGEMENT OF INFORMATION AND KNOWLEDGE

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

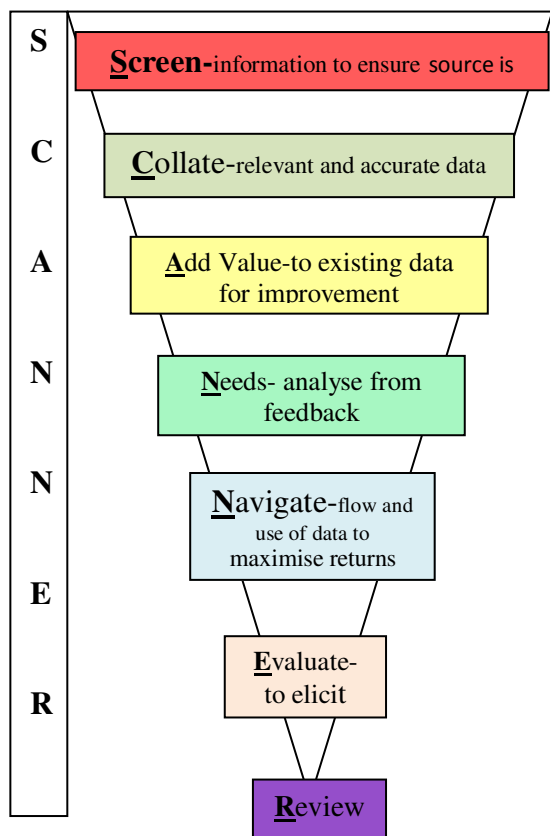


Figure 3.1.1: Information Processing Framework – The SCANNER Funnel

The acronym “SCANNER” is used to encapsulate the framework for information processing as shown in Figure 3.1.1.

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

The school ensures that information is reliable with its IT system of backup servers tape drives and patches

servers. A Disaster Recovery plan is also in place to support the school's continuity plan. Virus scanning software are installed on the school computers, servers and network gateways to prevent any corruption of data. All staff are also briefed with regard to information integrity and security during Contact Time.

Relevant information is made accessible to all staff through the various IT systems available, the School Cockpit, School Management System, the School Shared Folder, ACSinet (Staff Intranet), MOE Intranet and school website.

Both IT and non-IT means of dissemination of information are deployed. The school ensures high performance of its network systems through stringent service level agreements and acute monitoring by the IT staff. To ensure accuracy and reliability of data, checks are in place to ensure that data and information are initiated from the right source. Only authorized personnel will have approval and the access to post information.

To encourage learning and innovation, the school has in place an Innovation and Enterprise Committee headed by one of the deputy principals. The committee comprising coordinators from every department meets regularly to lead the school in innovation. Through these meetings, knowledge and information are shared and also disseminated to the various departments in the school. Professional sharings by teachers during department meetings and contact times is another platform in which the school encourages learning and innovation among staff. Usually, teachers share with each other best practices as well as what they have learnt from subject related trainings that they have attended or share on what they have read up on innovative teaching. Teachers are also able to access the IBO online forums to learn and share with other IB communities of practice.

Learning Circles and Education Staff Suggestion Schemes are well-established systems in the school to ensure that staff members are continually engaged in a well developed process of collecting and analysing data to effect innovations and also to make improvements in the school.

A culture of excellence and innovation is emphasized in the school and staff members often engage in informal ways to exchange and share ideas. Through interactions in the staffroom and break sessions in the Students' Activity Centre, information and knowledge

sharing flows freely and has an impact on everyday pedagogy.

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

The school uses both in-house developed IT applications such as the School Management System, Exam Management System, Learning Management System, online booking of computer facilities and commercial computerised administrative systems such as computerised accounts software, School Fee System, CCA software and helpdesk software to manage and analyse relevant and essential data and information.

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

Students' academic performance based on class tests and semestral examinations are collected and analysed. Teachers' observations and feedback are also collected during level meetings and promotional meetings. Based on all these results and information, special intervention programmes are introduced.

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

In seeking to improve the management of information and knowledge, the school employed an experienced IT professional as an IT Manager to head the IT department in 2007 to spearhead the IT direction and operations in the school as well as to fine tune the management of the data and information. The school evaluated the old system of the management of students' data known and developed its own in-house management system.

3.2 COMPARISON AND BENCH MARKING

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

Comparative information

Partnership with both local and international educational counterparts and non-educational organizations are actively fostered. ACS (Independent) conducts comparisons to study the best practices in

products, services, systems and processes.

Benchmarking Process

Benchmarking information is acquired through various sources e.g. Michael J Spendolini's The Benchmarking Book and contacts that the school built up over the years. The benchmarking process in which the School uses is the 5-Stage BE's as shown in Fig. 3.2.1

Criteria for benchmarking partners

- Identified by recognized exam centres
- Identified by industry experts
- Based on results and surveys
- Recognised by open publicity and publication
- Good organisations highlighted by staff and the Ministry

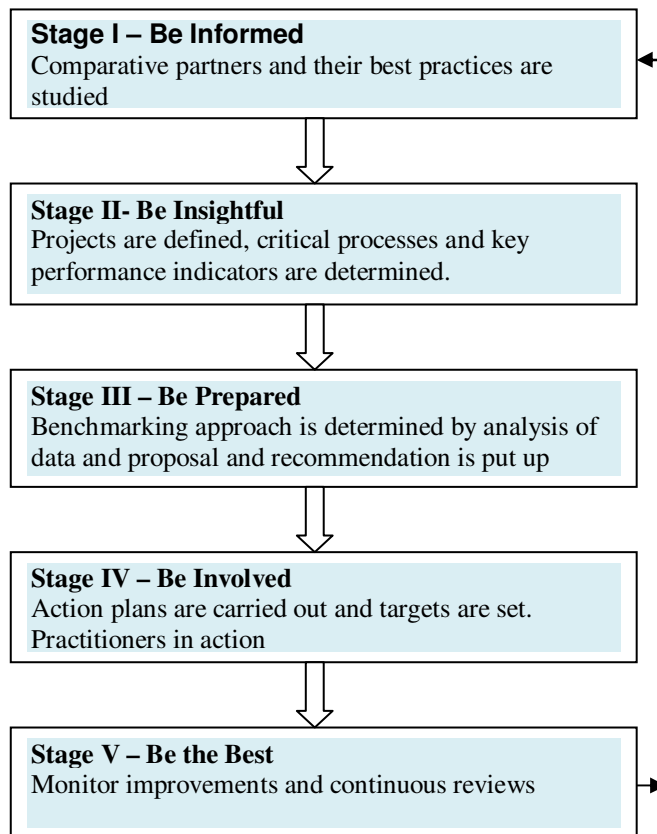
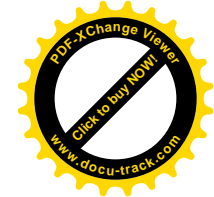
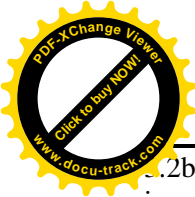


Fig 3.2.1 The Five – Stage Benchmarking process



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

In 2001, with the government's announcement on the Life Sciences as the 4th pillar of the economic development, ACS(Independent) embarked on a daring journey to introduce the Life Sciences Programme to Lower Sec Science by reframing the syllabus into two components namely Physical Science and Life Sciences which are both examinable subjects in Year 1 and 2. The inaugural Life Sciences Symposium was launched in 2002. Since then the Life Sciences Symposium has seen schools from the region and International countries taking part. The implementation of the IBDP is an excellent example of the BOS and became the highlight in teaching pedagogy as the School actively seeks to improve her programmes to promote learning and to keep up with the changing educational landscape. Since gaining the status of being an Independent School in 1988, it was time to study the possibility of a programme that would allow the School to be benchmarked against schools internationally. With the inception of the IBDP in 2006, and from the results of the first two pioneer batches of graduates, the School has indeed been placed amongst the top in the world.

3.2c How the organisation evaluates and improves its overall process of selection and using comparative and benchmarking information.

To stay relevant, constant reviews through forums, informal sharing sessions and surveys are done to ensure that the bench-marking process and methodology stays robust. Studies with experts from the higher institutions in the various related fields are paced so that the school is kept updated with the real world developments. Internal comparisons are regularly carried out as part of the on-going improvement. As a testimony of the School's use of the benchmarking and projects implementation, the school has been regularly asked to share at conferences, seminars and has hosted numerous schools visits from abroad with exchange programmes incorporated as well.

4.1 HUMAN RESOURCE PLANNING

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

We recognise that people have a choice and talent providing the competitive edge will always be highly sought after. We regard People as the critical engine for success. In the new millennium, the market is global. Where education is concerned, the growing number of international schools and home-brand markets co-located on the same 682.7 km² will continue to present unprecedented challenges of retaining talent. As such BOS was also applied to our HR (Human Resource) planning which is evident in the following sections.

In the teaching service, staff will attest to a sense of calling and vocation. In addition to the School's 123 years of history, reputation and illustrious alumni, teachers have been attracted because of a resonance in alignment of their personal values with those espoused and articulated by the School.

The School was faced with the herculean task of adding a hefty 55% to its staff strength with the new mantle of an IB World School. So, we embarked on a training blitz to equip teachers for the 'grand endeavour'. To this day, a premium is placed on learning and development.

The School's HR strategies refer to the specific HR management courses of action to carry out the mandate to build a team of quality staff. The HR function – encompassing policies, resource planning, talent management, staff engagement, well-being and recognition - is a crucial enabler for the School's overall success. Our HR strategies and plans in line with Strategic Thrust 6 are targeted at implementing policies that will guide, develop and inspire staff to give of their best to contribute to achieving our mission to be a world-class institution nurturing the holistic development of our students.

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

Our teachers are required to be role models: inquiring, open-minded, knowledgeable, caring, communicative, reflective, principled, balanced, thinkers, risk-takers-reflecting the IB learner profile.

HR in consultation with Sr Admin, DDs and Managers implement and review work plans as set up in Fig 4.1.1, which exemplify the tenets of the BOS applied.

HR maintains a time-table for **recruitment** to ensure that the required number of staff with the right competencies is available at the opportune time for all deployments in the school as illustrated in Fig. 4.1.2.

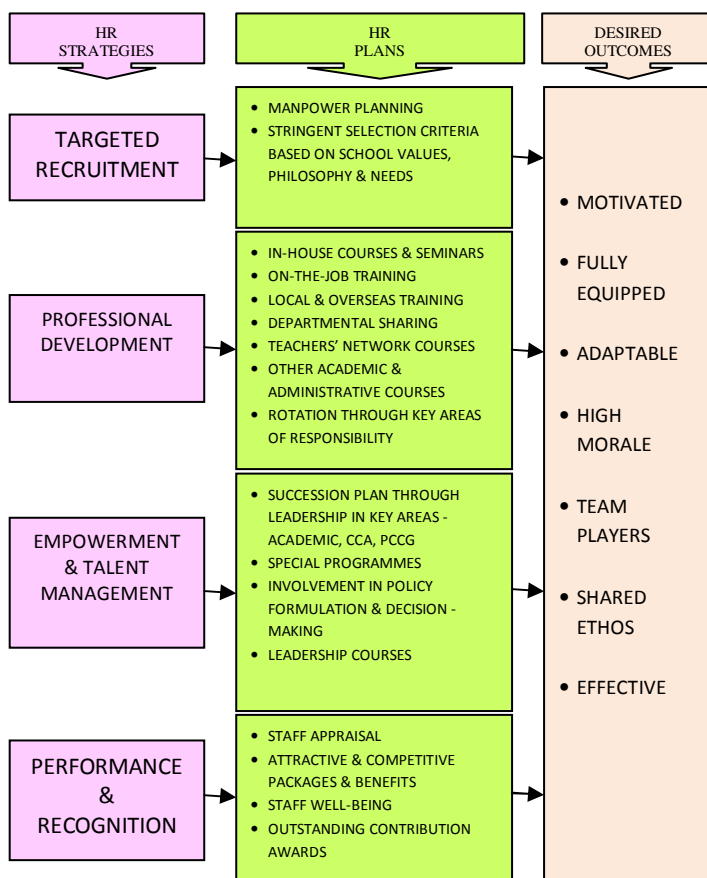


Fig. 4.1.1 Human Resource Planning Framework to Build a Quality Staff

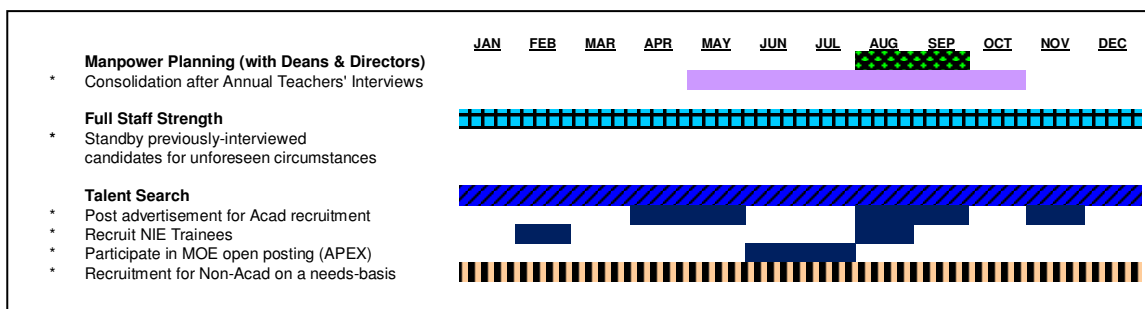


Fig. 4.1.2 Human Resource Recruitment Time-Table

HR policies, plans and initiatives are discussed and reviewed at various leadership levels, at BOM, Sr Admin and DDs meetings to ensure that best practices are adopted.

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

Various communication channels and engagement platforms as shown in Fig. 4.1.3 facilitate the gathering of feedback from staff.

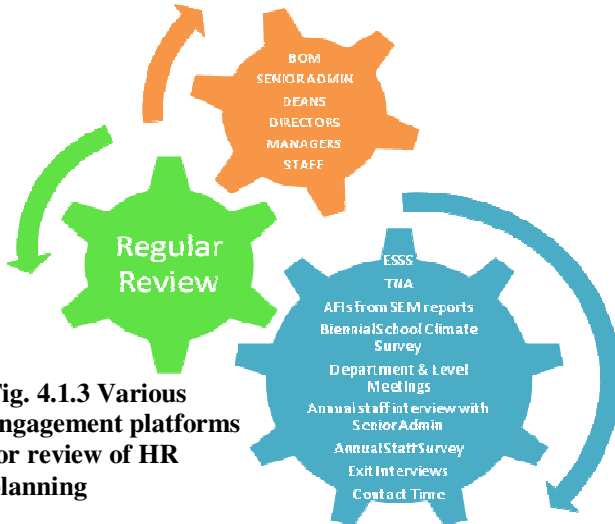


Fig. 4.1.3 Various engagement platforms for review of HR planning

4.2 EMPLOYEE ENGAGEMENT

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

The Sr Admin adopts a whole-school approach to encourage and promote both academic and non-academic Staff to be involved in and committed to realisation of our mission and vision. We create and sustain an environment where Staff and students are energized and enthused, motivated and mentored, proud and purposeful in their daily business of building the unique and singularly distinctive ACSian.

Different communication mechanisms to engage staff are deployed depending on the desired reach and intensity of engagement. Broad-based platforms such as Contact Time (acad and non-acad), Staff Seminars and Staff Meetings provide information directly to, and feedback from, the entire Staff. Being well-informed, Staff can play their part in helping to achieve organisational goals. Everyone is included

and encouraged to make work improvement at middle management, Department and Level.

Each and every staff member in School is an important part of the whole organisation. Our vision and mission are shared with all who have a stake in our success. The correlation between success and a sense of ownership is well-documented. Ownership, in turn, is a consequence of active engagement of all staff at Strategic Planning Level and Operational Level.

Individual and team participation take place as teachers work together with DDs to create effective programmes to be implemented in the curriculum. E.g., teachers initiate, write, develop and review materials for a number of instructional programmes like EP, PCCG, IP and IBDP, CCA programmes, activities and events for special programmes like IP symposium, Theory of Knowledge (TOK) Focus and Deans' List.

The continued viability and sustainability of one of our signature programmes, OEP, is largely dependent on the blue ocean complement of at least two teachers to a class and the stability afforded by our long-serving Staff whose cumulative experience and expertise ensure the safe and secure exodus of 1600 students and 120 teachers from 121 Dover Road each January to destinations in China, Indonesia, Malaysia, Taiwan, Vietnam and until this year, Thailand. Our teachers plan and execute the entire programme. They reconnoitre new destinations, plan the itinerary, write the worksheets and lead their students on these overseas trips. In WOW, they put shoulder to the wheel and work alongside students in various community involvement programmes.

The culture of excellence is pervasive in our CCAs as well. When the School's ten UGs mount a parade, they are formidable in turnout. In their crisp uniforms and shiny rifles, berets and buttons, they are nothing short of inspiring. With each year, the standard is raised and students continue to be mentored by their fully-engaged teachers and imbibe values of commitment and seeing a job through to its completion while enjoying the *esprit de corps*.

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

The implementation of mechanisms for staff engagement is carried out by Sr Admin, DDs,

Managers, Supervisors and Co-ordinators in collaboration with Staff.

The ESSS, e.g., involves all staff to provide suggestions for improvement. All staff, either individually or as a group, contributes one suggestion per term. Staff participation is 100%. Non-academic Staff may submit suggestions in course of year or at work review. Evidently all Staff are involved in School improvement.

Review of effectiveness of these mechanisms for staff engagement is carried out by Sr Admin and Middle-Management regularly. Through staff feedback and Middle-Management meetings with Sr Admin as well as active monitoring, the process of implementation is improved upon and adapted accordingly.

4.2c How the organisation evaluates and improves its overall employee engagement process.

The Sr Admin conducts an annual review of School's action plan with Middle-Management to determine our achievement of academic and non-academic targets. DDs, Managers, Supervisors and Co-ordinators carry out various functional review meetings, e.g. department, level and various committees, with staff. Feedback gathered at review meetings concerning school targets, policies and programmes, is noted and acted upon in the workplan for the year ahead. The many channels of communication top-down, bottom-up and horizontal facilitate engagement of Staff.

4.3 EMPLOYEE LEARNING AND DEVELOPMENT

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

We have in practice a viable and multi-dimensional approach to identify the learning and development needs of Staff to support School's mission, vision and overall strategic thrusts and MOE initiatives e.g. *TLLM* and *I and E*. In addition to training planned by Sr Admin, Staff tailor training road maps to their own needs. To build and enhance core competencies and proficiency of academic Staff, Training Needs Analysis (TNA) is conducted yearly.

The Staff Training Road Maps 1 and 2 are accessible to all staff from their DDs. The Training Priorities Plan – Training Road Map 1 based on a 5-year rolling

plan is crafted by Sr Admin and this is communicate to DDs and other key personnel to translate into Departmental and Level action plans. DDs then prioritise their Department and Level training needs, Training Road Map 2, aligned to the priorities of the School. Finally, Staff takes personal responsibility for their own learning and professional training needs by planning their individual learning needs in Training Road Map 3. The school encourages a training process customised to individual needs throughout tenure of the teacher as shown in Fig. 4.3.1.

For non-academic departments, such as Science Laboratories, Library, HR and IT, approach to learning and development differs from that for academic staff. Managers identify needs of staff.

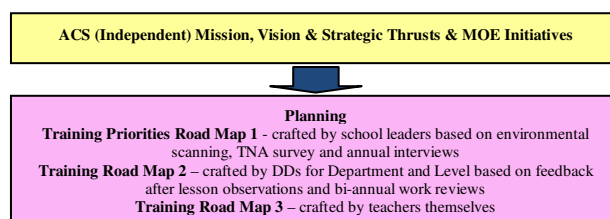


Fig. 4.3.1 Charting learning and development needs using Training Road Maps

Courses relevant to nature of job are sourced for and assigned to Staff. This professional development and training enhance efficiency and increase competence to meet demands of the job. Training is considered successfully completed once Staff have applied and transferred skills to relevant tasks as can be seen in Fig. 4.3.2.

The types of courses for custodial staff at Boarding School and EO are more recreational than professional due to job scope of Staff. The more popular courses have been floral arrangement, exercise programmes and conversational English. Feedback has been mainly informal and verbal to assess satisfaction with courses.

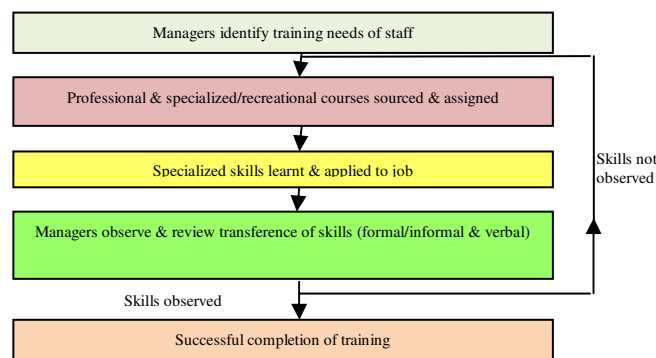


Fig. 4.3.2 Identifying and reviewing non-academic staff learning and development needs

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

Staff are given opportunities and encouraged to keep up with latest changes in subject-specific areas. These include changes in syllabus, new examination formats and different requirements. In addition, the breadth of on-going training includes workshops, conferences, seminars, study trips and professional hours with colleagues.

Our current training focus is implementation of IBDP and we adopt a whole-school approach. All staff were first introduced to core elements of IBDP during Staff Seminar in 2002. From 2003-2006, training for subject-specific skills and assessment was intensified. Over last 2 years, teachers' skills were consolidated through training at Asia Pacific (AP) workshops held locally by IB experts and in-house training by DDs; key teachers attended overseas IB workshops. Training will be on-going as new staff join the School. Present Staff will continue to move on to other Levels of training for IBDP.

At a half-day induction programme new staff are introduced to School mission, vision, philosophy and core values. Senior Teachers and Mentors take new teachers on tour of School and provide them with more in-depth information on School's culture and ethos. They also assist and guide in day-to-day operations so that expectations are understood, e.g., professional conduct and dress code are complied with and tasks like classroom management are performed accordingly and effectively. The mentoring process involves peer lesson observations, team-teaching and bench marking sessions to discuss curriculum development and assessment criteria.

4.3c How the organisation evaluates and improves its overall learning and development process.

We evaluate the learning and development process through feedback from Sr Admin, HR, DDs and Staff. Course evaluation, a 'must-have' of review and improvement, is carried out without fail.

DDs use lesson observations as a means of evaluating and reviewing staff's training effectiveness and development needs. Deans conduct structured, one-to-one interviews twice yearly to discuss and review teachers' performance and teachers' career paths.

4.4 STAFF WELL-BEING AND SATISFACTION

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

Staff well-being and satisfaction is the crux of staff performance; it underpins quality of staff performance and affects the delivery of programmes. Staff need to be "happy" if customers are to be "delighted". In ACS (Independent) we seek to provide and promote an environment that nurtures and retains quality staff able to weather changes with optimism and meet challenges to emerge technically savvier and psychologically more robust.

The Sr Admin holds the philosophy that school environment should be safe, secure, congenial and conducive. This philosophy and emphasis provide a sound foundation for sustaining staff morale, motivation and harmonious relationships. Sr Admin's open-door policy promotes and facilitates dialogue with all Staff with e-mails remaining the mainstay of quick access. Interaction between Staff and Sr Admin and their respective DDs are kept at a healthy level in both formal and informal settings.

We are committed to strengthening five key areas which impact staff well-being. Approaches to develop and enhance Staff well-being and satisfaction are outlined in Fig. 4.4.1 [understandably, parameters are not discrete].

Psychological Well-Being	Intellectual Well-Being	Social Well-Being	Financial Well-Being	Physical Well-Being
<ul style="list-style-type: none"> a. Annual Staff Awards b. Educational Staff Suggestion Scheme (ESSS) c. Induction Programme for new staff d. Long Service Award e. Mentorship Programme f. Senior Admin participation at Dept get-togethers g. Teacher empowerment 	<ul style="list-style-type: none"> a. Appointment to key leadership positions in academic, CCA and special programmes committees b. Comprehensive training for academic and key non-academic courses c. White Space for level /dept meetings, professional development & personal reflection 	<ul style="list-style-type: none"> a. Contact Time; vernacular interpretations for non-acad meetings b. Exam/post-exam 'makan' sessions c. Refreshments at meetings d. Staff Welfare Activities 	<ul style="list-style-type: none"> a. 4-point extension of MOE pay scale b. ACS (Indep) bonus c. Connect Plan d. Expanded Human Resource Department e. Fees exemption for children of staff f. Flexi Hours /workload g. Honorariums h. Overseas Trips i. Performance Bonus j. Sponsorships to local and overseas professional devpt programmes k. Unrecorded Leave l. WHP & P Package 	<ul style="list-style-type: none"> a. Annual sponsored Basic Health Screening b. Campus-wide wireless connection c. Medical coverage for staff and dependents d. Perfect Attendance Award e. Personal notebook & email account f. Provision of biscuits, refrigerators, coffee machines, Osim massage devices g. SAC/Food Committee meetings with vendors regarding standards h. Sports Events i. Sports facilities j. Staff Wellness Programme

Fig 4.4.1 Approaches to developing and enhancing staff well-being & satisfaction in 5 key areas



Assessment methods and measurements of Staff well-being and satisfaction are encapsulated in Fig. 4.4.2.

a. Absenteeism b. Annual interviews with Senior Admin c. Appraisal by at least 3 DDs in areas of Academic, Pastoral Care & CCA d. Department and Level meetings e. ESSS	f. MOE Accolades g. SEM framework h. School Climate Survey i. Staff Annual Survey j. Staff Contact Time k. Work Reviews with DDs
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Fig 4.4.2 Assessment methods and measurements of staff well-being and satisfaction

Psychological well-being undergirds all other aspects of Staff well-being and satisfaction. New Staff are formally inducted into School, academic staff are attached to teacher mentors. By empowering teachers to design, implement and review curriculum programmes, School is able to cultivate ownership, pride and satisfaction. Sr Admin's presence at department and level get-togethers fosters camaraderie among staff and management.

Intellectual well-being is developed through opportunities for staff to learn, contribute and achieve with appointments in Academic, PCCG, CCA and special committees. School equips Staff through professional development. White Space is provided within curriculum time for professional development and personal reflection.

The Staff Welfare Committee (SWC) takes care of the **social** needs of Staff and helps to create and maintain a congenial work environment via health promotion activities, retail therapy, Teachers' Day Celebrations and annual Staff Dinner. Refreshments are provided during exam/post-exam interludes as well as department/level meetings.

To look after **financial** well-being of staff, HR Department has been expanded with specialised areas for payroll, compensation and benefits. Progressive schemes are in place to recognise and reward staff efforts and performance. Staff are kept informed of pay structure, bonus, incentives and sponsorships.

The School believes in providing the best **physical** environment for Staff to work in, e.g., campus-wide wireless setting. SWC organises annual on-campus Basic Health Screening providing laboratory-based tests. The entire Staff participate together in *Staff*

Wellness in a variety of activities. Since 2006, certificates of recognition are awarded annually to Staff with perfect attendance record. In 2008, an unblemished Fuji apple accompanied this certificate. The SAC/Food Committee's regular meetings with vendors have ensured their 'A' grading for hygiene and cleanliness since 2006.

4.4b How we measure and assess staff satisfaction

Staff satisfaction level and accompanying pride in the School is measured through several means. Open channels of communication between staff and management ensure there is always direct access to Senior Admin which allows for individual feedback and management to have a sense of 'ground feel'. All staff attend an annual interview with Sr Admin where professional and personal concerns may be raised. Staff are encouraged at Contact Time to provide feedback on programmes and activities and suggest improvements. Work Reviews conducted bi-annually provide individual feedback to staff, helping them chart career development and identify professional training needs. Critical to Staff satisfaction, all academic Staff are appraised by at least 3 DDs with equal weighting in areas of Academic work, PCCG and CCA for holistic assessment.

An Annual Staff Survey is conducted to elicit staff opinion in areas such as identification with School's vision and mission, availability of opportunities to contribute to School and having a voice in School policies and programmes. It also enables School to identify effectiveness and usefulness of various initiatives and programmes. Bench marking against other schools is done via biennial School Climate Survey, which measures commitment to and satisfaction with School. On scoreboard, both items registered strengths greater than mean in other IP schools. [Refer to 7.3 People Results] The SEM framework serves as a comprehensive instrument of self-appraisal as the school strives for excellence and pursuit of best practices. All key personnel in School are actively involved in the annual evaluation process.

Absenteeism rates, an indicator of staff well-being and satisfaction, augur well for School in its quest to be a thriving community to work, study and play in. The staff satisfaction level and pride we take in our work are emblazoned on irrefutable testimony of achievements and accolades won by the School. [Fig 4.4.3]



**CHampioning
Efforts Resulting in
Improved School
Health**

PLATINUM (2004, 2008)



Figure 4.4.3 Two quintessential awards won

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

The approaches School has in place to develop and enhance staff well-being and satisfaction has served staff and management very well. There is regular and responsive feedback from bottom up and top down. All staff may avail themselves of the opportunities to communicate their own ideas for development and well-being.

School Climate Survey results also serve as a useful platform for evaluating and improving school programmes and initiatives. The Areas for Improvement (AFIs) in SEM reports are considered and implemented in our continued commitment towards excellence.

4.5 STAFF PERFORMANCE AND RECOGNITION

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

We have been able to retain teachers because we have a performance-driven reward and recognition system in place. We have facilitated our staff's growth by developing and equipping them to get their jobs done, thereby enabling them to leverage on the resultant synergy among staff of 'hi-talent, hi-ability and hi-motivation'; staff interaction may best be thus described: "As iron sharpens iron, so one man sharpens another." *Proverbs 27:17* The bi-annual EPMS carried out during work reviews and lesson observation feedback provide a formal channel for two-way communication between DDs and Staff on expected performance targets.

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

Staff in charge of special programmes never fail to thank via email all who contribute to the success of each activity pulled off by collective effort. This recognition motivates us to raise the bar and set new standards of excellence in performance, innovation and creativity with the intrinsic reward of getting a job done well, earning the respect of discerning and very able colleagues. All these enhance our competitiveness to attract, motivate and retain quality staff. Our current performance and recognition schemes for acad and non-acad Staff in form of pay structures, bonus, incentives, reward systems and sponsorships are competitive and attractive. We evaluate and improve our performance and recognition systems by bench marking against MOE and comparable schools. With ears attuned to feedback from Staff, we will continue to explore new frontiers to be the employer of choice.

5.1 INNOVATION PROCESS

- 5.1a How innovation management process supports value creation. Include how creative ideas are harvested, evaluated and implemented.

Acquiring and Evaluating ideas

The School builds up a network of contacts to glean ideas and improvements through various channels from staff, students, business partners, educational counterparts, MOE exchange programmes, dialogues, conferences, seminars and study trips. We adopt the 5Is Innovation System involving Interest, Input, Identification, Implementation and Improvement to help to gather ideas and implement them. The flexibility of this model allows ideas to be generated at any one point as inspiration can happen at the spur of the moment.

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

Implementing Innovative Ideas

The School regularly explores innovative ideas to improve our services and to keep up with the changing educational landscape. Products and ideas are revised and further improved before the whole school approach is adopted. Some examples of innovative products and programmes are listed below.

PRODUCTS (Some examples)

Eco-friendly/innovative features on campus

The new IB block aims at green design strategies and technologies to achieve effective usage of energy, water and resources. An example is the installation of Biometrics for access to improve on security in boarding school and main school and for meals booking in the boarding school.

PROGRAMMES (Some examples)

Overseas Education Programme (OEP)

To develop leadership skills, mould character and build team work amongst students while providing opportunities for cultural interactions, tolerance and strengthening of ties amongst our regional neighbours.

Odyssey of the Mind (OM)

Odyssey of the Mind World Finals held in the USA yearly provides world recognition for creative and critical thinking. To stay ahead of competitors,

elements of innovation and novelty are introduced every year.

Life Sciences Programme/Symposium

This programme creates awareness for Life Sciences through meeting of regional and international minds. It allows cognitive ability to be stretched, enhances knowledge, involvement, and creativity and encourages thinking out of the box.

International Baccalaureate Diploma Programme (IBDP)

The IBDP opens up a whole new perspective of seeing learning in a refreshing and novel way. A spiral curriculum was designed by Deans and their teams of teachers (from IP to IBDP) would provide students with the foundation knowledge for the IBDP.

- 5.1c How the organization evaluates and improves the innovation and design processes.

Evaluation forms from students and teachers are collected and analysed. Feedback is provided for review and improvement. Relevant information is also made available on the Learning Management System (LMS) Portal. Continuous improvement is done after each evaluation exercise when they study their score-sheets. Findings are communicated to parents and the student body through parents' portal, school publications, newspaper and other public media.

5.2 PROCESS MANAGEMENT AND IMPROVEMENT

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

In order to meet the school's mission of being a world class institution in nurturing the holistic development of the students, the school has in place sound management processes in 5 key students-focused areas as seen in Figure 5.2.1. Underpinning these 5 key processes are the support services. All these areas work integrally and efficiently to ensure that student's learning and well-being is maximized and enhanced in the school.

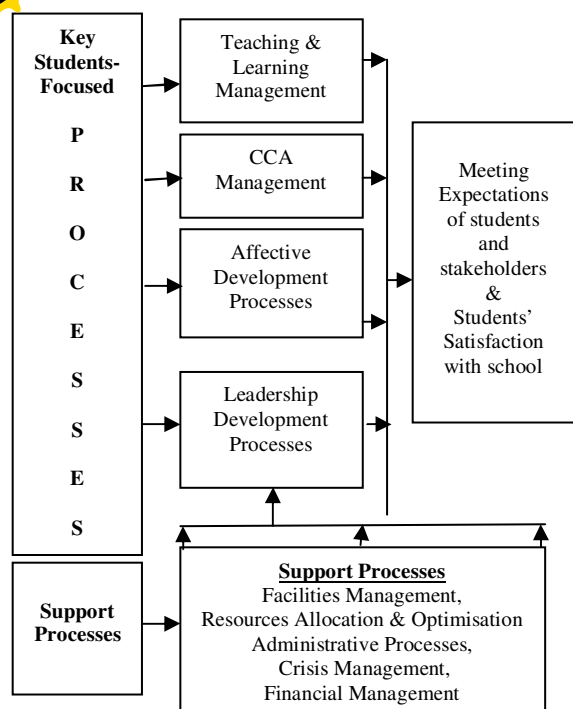


Figure 5.2.1 Types of Key and Support Processes

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

The school ensures the effectiveness of the teaching and learning process with the close monitoring of students' academic progress and implementing timely and appropriate follow up actions. Students set academic targets for every subject at the beginning of the year and their academic performance in class tests, semestral common tests and examinations are checked against these academic targets. This enables both teachers and students to quantitatively check on their academic progress and thereafter take appropriate remediation measures.

The key processes in place for development in the affective domain and leadership development are detailed in Figures 5.2.2 and 5.2.3.

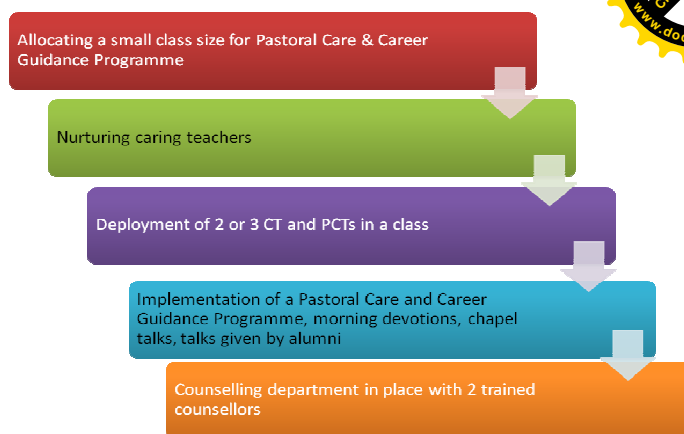
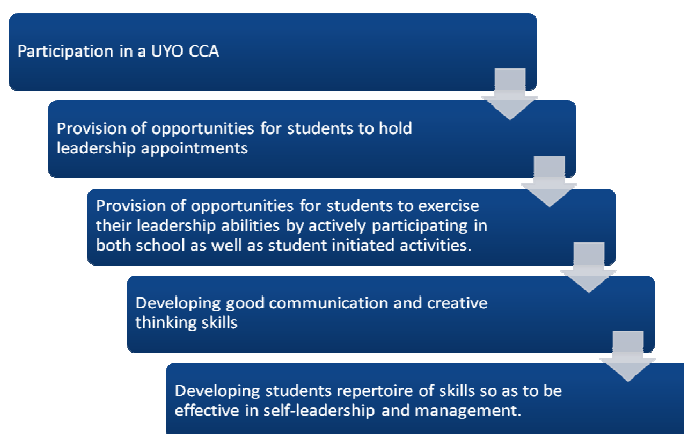


Figure 5.2.2 & 5.2.3: Processes in place for Affective Development & Leadership Development



Key Support Processes

(a) Facilities Management

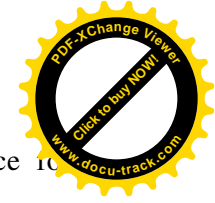
The school has a sound system of physical facilities management so as to provide a conducive environment for learning and work. Room usage is maximised, coordinated and closely monitored with the centralised booking system at the Estate Office as well as the online booking system of IT facilities.

Resources Allocation and Optimisation Processes

Aside from physical resources, the school manages teaching and learning resources which include materials, hardcopies textbooks, equipment and information technology to support the school programmes. The Library, Media Resource and IT departments, well supported by a substantial number of library officers, media resource and IT technicians look into the procurement and administration of teaching-learning resources.

Administrative processes

To enable teachers to fully maximise their time and effort in providing a value-added education, the school has a number of manuals to guide staff in the school operations and help them to function optimally. The



number of new IT applications to support the school functions has also seen a steady increase over the years, proving that the school is tapping on information technology to its fullest potential.

(b) **Crisis Management Process**

In critical situations which affect the functioning of the school, the school has in place a number of processes to manage the emergencies, taking the necessary steps to manage the crisis and then restoring conditions back to normalcy. To enable teaching to be carried out without interruption in the event of an IT Disaster, a Disaster Recovery Plan is available to restore the system back to full functionality. The LMS will enable e-learning to be carried out in the event of a prolonged school closure. Many of the school's lessons are already in soft copy format and teaching can be implemented through the LMS. Besides Standard Operating Procedures (SOPs) in the MOE School Emergency Handbook, the school creates and rehearses different scenarios to anticipate possible emergencies which might happen in the school. These help to prepare both staff and students on the preparations needed and actions to be carried out.

(c) **Financial Processes**

The school exercises prudence in its approach to the management of financial resources. This is evident from the key financial processes put in place for the allocation and usage of fund, on-going monitoring, review and reconciliation for the usage of these funds. Before the start of each financial year, every staff in-charge of managing an activity, programme, function or project is responsible for preparing a budget for that area. In a high-cost commitment project scenario planning may also be used basing on the most pessimistic outcome to the most optimistic outcome. The budgets are subject to the various approval processes by the relevant authority before they are deployed. Procurement of goods and services is subject to tight financial controls from invitation to quote to payments made to suppliers. A copy of the School's audited accounts is also submitted to MOE to support usage of the capitation and capital grants.

5.2c How the organisation evaluates and improves these key processes to achieve better process performance and improvement to products and services.

The school makes regular and structured reviews of the key processes through strategic meetings conducted and through feedback gathered from students and stakeholders. Appendix 5.2.3 shows an

example of the review processes put in place for teaching and learning.

In the support processes, the school continues to harness the use of technology to improve on its operational effectiveness. All these procedures and processes go through timely and rigorous reviews and are constantly improved upon.

5.3 SUPPLIER AND PARTNERSHIP MANAGEMENT

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

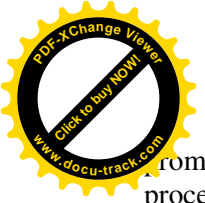
The School has an extensive network of local and international suppliers and partners. A strong, professional and sustained relationship with all suppliers and partners has contributed in nurturing the holistic development of our students.

Identifying and Selecting Suppliers/Partners

The School views its relationship with key suppliers as important in supporting the delivery of a quality education for our students. Potential suppliers who wish to be selected must be able to meet and satisfy School requirements and all regulatory standards where applicable. The focus and direction in the collaborative journey with our partners is set by the School leadership team who are also responsive to the national policies and directives. The resultant activities are linked to the mission, vision and values of the school and the ability of our partners in meeting specific objectives for the areas of focus. We also look towards our partners for their invaluable input into our programmes through their respective areas of expertise. In order to achieve and sustain the desired outcomes, both the School and partner organisations demonstrate commitment through strategic planning and effective allocation of human, physical and financial resources.

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

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



prompt remediation and intervention. The selection process of suppliers involves the communication of the school's requirements through specifications laid down. Regular two-way communication is in place to provide review and formal and informal feedback. Meetings with key suppliers are conducted to ensure service levels meet School's expectations.

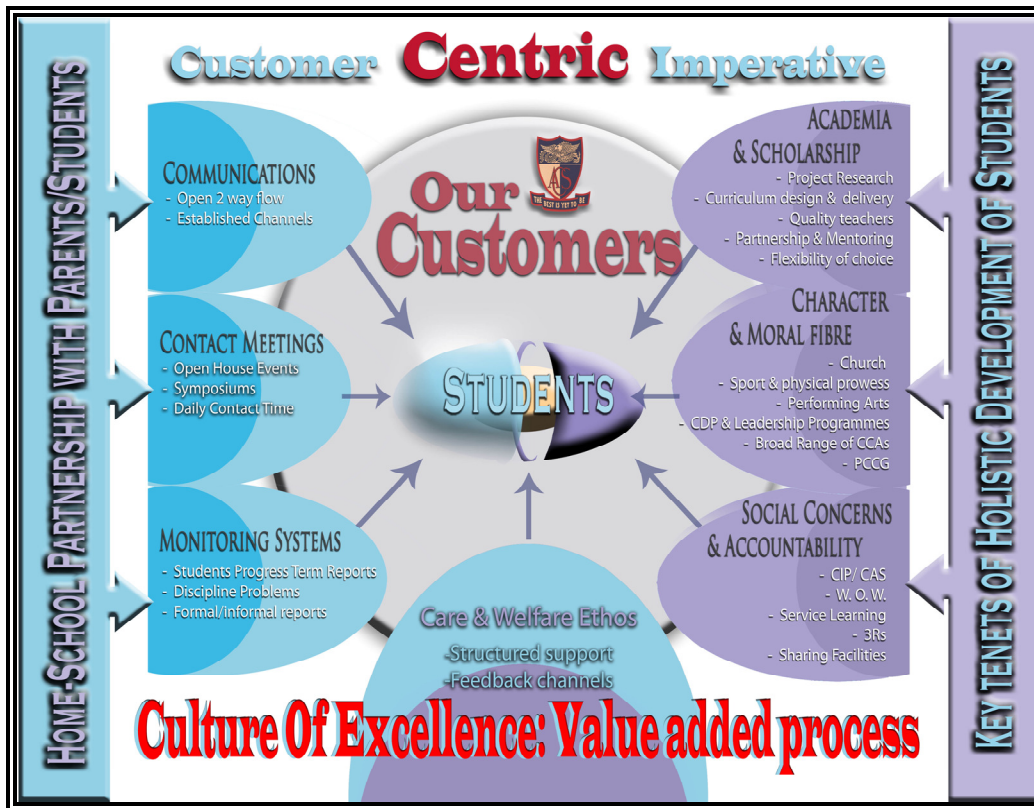
5.3c How the organization works with suppliers and/or partners to understand their needs, and the plans and processes established to help suppliers and/or partners to improve their goods and services, as appropriate.

The School provides feedback to suppliers and partners based on meetings, evaluation forms and surveys carried out after each programme, activity, event or project.

CUSTOMERS

Our customers are all-important to us and a CUSTOMER CENTRIC imperative pervades all our organizational policies, processes and practices. Continuous efforts are made to imbue staff at all levels with a strong sense of customer service even as we strive to render best practices consistent with our culture of excellence. We foster a bond of partnership with parents/guardians in the nurturing of our student-customers with a world-class education, attaining academic excellence complemented with strong character development and leadership. Close attention is paid to Customer satisfaction and loyalty as these manifestly reflect approval and support of progress in line with the School's articulated Mission and Vision

The emanating multi-dimensional strategic measures and positioning of multi-faceted capabilities are encapsulated in the following chart.



6.1 CUSTOMER REQUIREMENTS

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

Our customers are young students who have completed their primary school education and they gain access into the school at three main entry levels as shown in Fig 6.1.1

STUDENT SEGMENTS		
Segment Type	Entry Level	Intake per level
O Level	Y1 and Y3 (Including scholars from ASEAN, PRC & India)	Y1: 300 Y3: 50
Integrated Programme	Y1 and Y3(Including scholars from ASEAN, PRC & India)	Y1: 150 Y3: 150
IBDP	Y5	450 (at steady state)
Music Elective Programme (MEP)	Y1 and Y5	Y1: 30 -35 Y5: 3 - 13
School-Based Gifted Programme (SBGE)	Y1	About 20 - 25 per year
School-Based Special Programme (SBSP)	Y1	About 10- 15 per year

Figure 6.1.1: Customer Segments

Customer requirements within the segments are fundamentally congruous, namely, that they seek

- a high quality and enriching educational experience which is relevant to the times and which will furthermore hold them in good stead after they leave school. As such, high academic attainment is the goal of each customer.

- the educational process should tackle more than book-learning and should broaden the students' experiential exposure towards character-building and concern for society and the environment
- that such efforts shall be conducted in a safe and caring environment

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

We believe that only by recognizing, understanding and responding to customers' changing requirements can we hope to be relevant to them. We have to also have our antenna connected to the outside world at large so as to be able to appraise best policies and strategies in the dynamic globalised landscape (Fig 6.1.2).

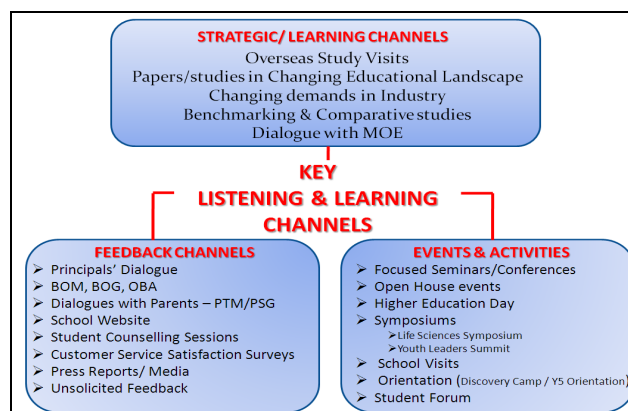


Figure 6.1.2: Key Listening and Learning Channels

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

ACS (Independent) is a learning organization and seeks to be alert to potential new strategies and solutions based on inputs and feedback derived from its listening and learning channels.

For operational improvements, discussions and plan formulation are conducted at teacher and department level and approval is given at middle management level by the Sr Admin. The level of approval depends on the impact on customers, project costs [financial], scale of project and policy. Where projects may involve corporate policy or strategy, or incur high costs, approval has to be sought at Sr Admin level, with approvals being sanctioned at BOM/BOG level as necessary.

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

The channels and processes involved in establishing customer requirements are reviewed at several levels. These are considered on several criteria such as regularity of usage of the channel; type and structure, e.g. surveys; nature of medium used in the process, electronic, letters; ease of usage by customers. Staff and Management hold periodic reviews on best practices, new technologies and competitor activities to “learn” wherever improved methodologies may be applicable.

6.2 CUSTOMER RELATIONSHIPS

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

We attach a great deal of importance to our partnership with customers and the relationship is carefully nurtured and strengthened through the years with the view to retain existing customers whilst developing new markets. Customers can reach us easily through four main channels (*Fig 6.2.1*).

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Channels of Communication	Written Correspondences	1. Emails 2. Letters 3. Faxes 4. website 5. LMS)	Telephone	Face- to-face encounters	Publications
Contact Requirements	1. Knowledge & competency of staff				
	2. Promptness in reply			2. Empowerment of staff in decision-making 3. Service-oriented staff	
	3. School website is user friendly & feature up-to-date information.	3. Friendliness & helpfulness of staff 4. Short waiting time			
Contact Points	1. General Office				
	2. Teachers				
	3. Deans / Directors				
	4. School Counselors				
	5. Senior Administration				
	6. Boarding School Office				
			7. Prefectorial Board/ Student Council		

Figure 6.2.1: Main Channels of Customer Communications, Contact Requirements & Contact Points

The key customer contact requirements are disseminated to the frontline and academic staff through soft-skills and professional training sessions, regular meetings or briefings and internal emails. This provides us with service-oriented staff members that delight customers.

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

We believe that genuine complaints and critical feedback are crucial to the growth and overall improvement of the organization. We have in place a ready system to look into all complaints and feedback. Frontline staff – teachers, Deans and Directors, managers, non-academic staff (reception, IT, library, Secretaries, Boarding School) are trained and empowered to direct actions and resolve problems on site wherever feasible.

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

Ways and means aimed at achieving a healthy working relationship with students and their parents include processes that pay attention to “Front Desk” issues such as parents’ specific concerns for assistance and information. Complaints and their Resolutions; Effective Communications; Structured Face-to-Face Contact Meeting; Teacher-Student Bonding; Progress Reports whereby remediation and/or intervention actions can be developed following assessment of student’s progress during term and “quiet” feedback offered to parents as deemed necessary.

The Sr Admin takes a great interest in home-school partnership and seeks to meet directly with parents as and when situations arise which require special handling such as discipline cases that involve demerit points. Home visits are made as necessary.

6.3 CUSTOMER SATISFACTION

6.3a How the organisation determines customer satisfaction.

The manifestations of Customer Satisfaction and how conclusions on these are determined and imputed are portrayed.

Our results have annually put us clearly among the top ranking schools in Singapore and the world. Added to this, we have consistently won innumerable top awards and accolades in the various activities that are offered to enrich and broaden the education and learning experience of our students. These activities cover a wide range of fields and pursuits and while many are held competitively in Singapore, several others are based on overseas competitions (e.g. OM,

FPS, International Musical Festivals) requiring travel to offshore locations.

Our decision to take on the IBDP as a parallel programme to the existing GCE O Level has proven to be singularly successful. Upon the announcement of the 2008 results, IBO’s Regional Director, Judith Guy, gave us a glowing appraisal when she was quoted: “It’s unbelievable. Only 3.7 per cent of students globally score more than 40 points. Last year’s results were already impressive by world standards, and to improve with a bigger candidature is extremely impressive. It’s an extraordinary tribute to the students and staff of the school.” [*The Straits Times*: 7 January 2009]. This exceedingly salutary outcome is a good example of a discerning and effective application of Blue Ocean Strategy and the result of our clear strategic thrusts.

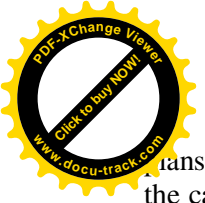
We also place great importance in the nurturing of the Global Citizen. There are initiatives to keep the students anchored to Singapore, to love the environment and to have empathy for others. Parents are indeed satisfied that their sons/daughters are groomed, their character developed to be young people that the country can be proud to call its own.

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

Notwithstanding, progressive expansions and successes achieved by the school to date, it behoves us to collectively stay in touch with the outside world in the face of global challenges and an increasing diverse educational landscape, in particular

- Keep abreast of developments in the Educational Field with regard to matters such as new teaching technologies and insights into learning processes, etc.
- Get a grasp of what sort and nature of preparatory education and early experiential exposure students should have to meet changing demands in Industry, Commerce and the Professions in a fast globalising world.

ACS (Independent) is a learning organisation and throughout the years has not been prepared to rest on its laurels. We believe that only by recognizing, understanding and responding to customers’ changing requirements can we hope to be relevant to them – current and future generations. Processes have been put in place to involve our staff in appraisal of new



ians and preparing them to be ready for their role as the case may be. In its quest for excellence, we spare no effort in providing ample preparatory training and consultations in any new tasks for which staff will be put in charge or execute.

6.3c How the organisation evaluates and improves its overall process of determining customer satisfaction.

Reviews, critiques and evaluations are undertaken to assess the effectiveness and viability of the measures used to determine and communicate the assessments of customer satisfaction, i.e. verifying the efficacy of the processes utilized such as circulars, parents portal, types of surveys and the structures of surveys themselves, ease of usage.

RESULTS

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

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

In a school situation, customer results are best presented and taken together under 7.1 (a) and (b) and seen under the following categories for better clarity and flow as relevant, reference will be made with respect to satisfaction, retention, product and service under the specific category of results presented.

As our business is to do with students, the results are best presented under the following categories, Academic, CCA, Affective, Other Customer Results which include competition and non-competition results and in order that the whole business with the students of the school is seen and understood in its total perspective.

Our IBDP results for our first two cohorts have put us amongst the world's best, being one of top 3 schools in the world out of more than 1800 schools worldwide as shown in Fig 7.1.1.

	2008	2007
No. of full candidates registered for the session	407	357
No. of candidates who obtained the diploma	406	357
No. of candidates who obtained the certificate	1	-
Average points obtained by candidates who obtained the diploma	40.1	39.43
Highest diploma points awarded to a candidate	45	45
Average grade obtained at the school by candidates who passed the diploma	6.47	6.38

Fig. 7.1.1 –Results of 2007 and 2008

As can be seen in Fig. 7.1.2 more than 82% attained our school's target of 38 points which is the benchmark for eligibility to top UK universities such as Oxford, Cambridge and to Ivy League Universities in the USA.

Academic Results IBDP: Improvement over our first year results where we were top 3 in the IBDP world

Total Points	Number of Candidates	
	2008	2007
38	34	35
39	50	42
40	54	50
41	62	41
42	50	47
43	51	33
44	26	15
45	11	10
Total No candidates awarded 38 points and above	337 (82.8%)	273 (76.5%)

Fig.7.1.2Academic Results IBDP – 38 Points and Above

The 2007 cohort has been offered course in both local and overseas universities. Data collection is still in progress as some students of the 2008 cohort are still in NS and have yet to apply as reflected in Figs 7.1.3-5.

University (no of offers)	Course	Range of agg pts
NTU (12)	Engineering, Sciences	39 – 40 pts
SMU (48)	Law/Business/Economics/Accountancy/Infosystems Man/Bus Man	35 – 43 pts
NUS (21)	Medicine	41 – 45 pts
NUS (14)	Law	39 – 45 pts
NUS (17)	Engineering	35 – 44 pts (only 1 with 35 pts)
NUS (7)	Architecture	33 – 42 pts
NUS (9)	Science	36 – 42 pts
NUS (5)	Maths/Computing	36 – 42 pts
NUS (17)	Arts & Social Sciences	36 – 43 pts
NUS (7)	Economics	35 – 41 pts
NUS (10)	Business/Accounting	37 – 42 pts
NUS (5)	Others	33 – 40 pts

10 other students pursuing Medicine in overseas universities

Fig. 7.1.3 Local University Placement of some the first cohort of IBDP

Country (no. of offers)	Universities	Range of agg pts
US (24)	Cornell/Harvard/Columbia/Duke/Tufts/Stanford/Pennsylvania/Michigan/Carnegie – Mellon/Princeton	38 – 45 pts
UK (40)	Oxford/Cambridge/ICL/LSE/University College London/Manchester/Bristol/Sheffield/Warwick	35 – 45 pts
Australia (14)	UNSW/Monash/Melbourne/Western Australia/Sydney	35 – 42 pts
Canada (2)	Toronto	39 & 43 pts
Others (4)	France	38 – 42 pts

Fig. 7.1.4 Overseas University Placement of some the first cohort of IBDP

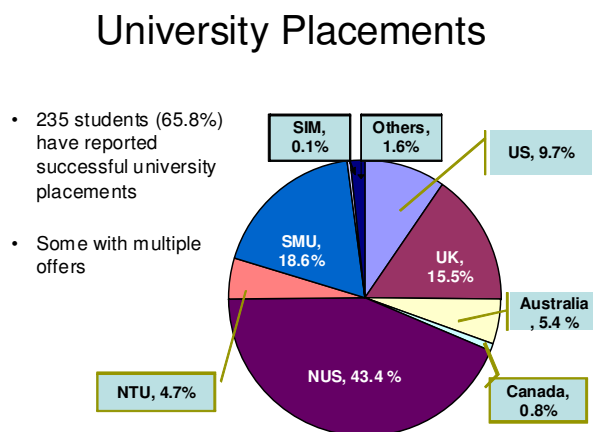


Fig. 7.1.5 Overall university placements

Meanwhile for the GCE 'O' level students, placements in JCs/Polytechnics have remained at 100% as seen in Fig. 7.1.6. We achieved our target of 100% placement for our 'O' Level students in post secondary education with more than 93% in Junior Colleges

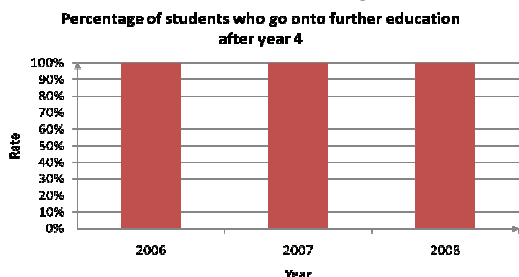


Fig 7.1.6 Placements in JCs/Polytechnics

Performance in Co-curricular Activities

Our co-curricular programmes and activities have been implemented in support of our mission and vision so that students are developed holistically. To start with, we provide the highest number of CCAs compared to our comparable schools. Our results in this area have always been sterling as evidenced from the results presented below.

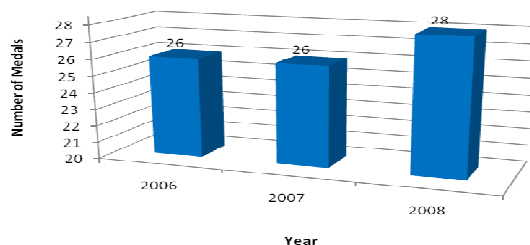
Sports and Games

To start with, we have been the Top Boys' School for 'B' and 'C' Divisions Inter-School National Competition for Boys for 13 years consistently. We have more students and alumni members in Olympic Games and Regional (Asian, Commonwealth and SEA Games) than our comparable schools.

The Medal Tally

A summary of the medals won from 2006-2008 as seen in Fig. 7.1.7 continues to show an upward trend.

Number of Medals Won in Sports and Games



'B' and 'C' Divisions

Fig. 7.1.7 Number of medals for 'B' and 'C' Div from 2006-2008

In recognition of the effort and achievements of the students, the School Colours recipients have been on the increase as shown in Fig. 7.1.8

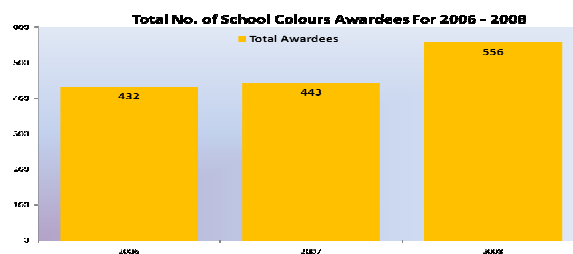


Fig. 7.1.8 Total No. of school colours awardees 2006-2008

The school continues to hold top spot in the South Zone colours awardees list as shown in Fig 7.1.9

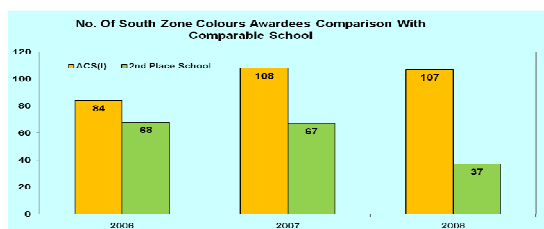


Fig. 7.1.9 Total no. of South Zone colours with comparable schools.

Uniformed Groups Results

It is a well known fact amongst Singapore schools and MOE that the School has the largest number of UG Units as shown in Fig. 7.1.10 as well as the largest enrolment of students in UGs across the nation. We do not just triumphed in quantity but the quality of our UGs are clearly established by the Awards we have won externally in inter-school UGs competitions as shown in Fig. 7.1.11. The results show our sterling achievements in this area. Again, these results contribute to the strong satisfaction and retention of our students and stakeholders and the kind of product we have produced.

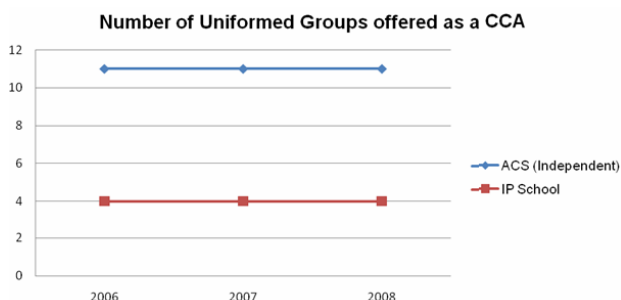


Fig. 7.1.10 No. of UGs offered as CCA

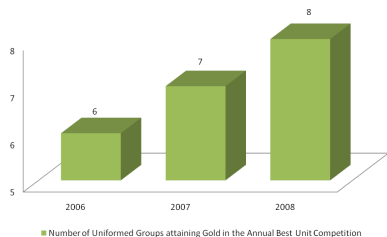


Fig. 7.1.11 No. of UGs attaining Gold in Best Unit

Performing Arts Results

To support our strategic thrusts 1 and 4, the school provides a range of performing arts. Many of these have consistently achieved sterling results. These results strongly support the fulfillment of our mission

of providing a holistic education for all our students. The secondary section has consistently achieved top level awards in the Singapore Youth Festival competitions as shown in Fig. 7.1.12.

SYF awards

SYF Secondary Division Results

	2003	2005	2007
Band	Gold	Gold with Honours	Gold with Honours
Choir	Silver	Gold	Silver
Drama	Silver	Gold	Gold
Dance	Silver	Gold with Honours	Silver
Guitar	Gold	Gold	Gold with Honours
Strings	Gold	Gold	Gold with Honours

Fig. 7.1.12 SYF Secondary Division Results

Clubs and Societies Results

To further support our quest to nurture our students holistically, we also have 19 Clubs & Societies in the school to cater to the diversity and wide range of students' talents and interests.

Affective Education (AE) Results

AE is an important domain in the overall development of our students and strongly supports the mission of our School. The PCCG programme and its associated activities for e.g. CIP provides the essential balance and total development of our students. Consistent efforts have been directed in this area of curriculum and it encompasses the social and moral development of students, developing their sense of identity and pride for the School. The boarding school provides the needs of the international students in our midst and has consistently been winning accolades for the programme it has provided as shown in Fig 7.1.13.

Boarding School Awards 2003-2007					
	2003	2004	2005	2006	2007
Inter-Hostel Challenge			1st	1st	1st
Inter-Hostel Cleanliness Competition - The Most OK Hostel award	1st	1st			
Inter-Hostel Competition - Best Welfare Award		1st			
Inter-Hostel Competition - Best Programme Award		1st			
Inter-Hostel Competition - Most Enriching Hostel			1st	1st	1st
Inter-Hostel Competition - Most Caring Hostel			1st	1st	
Inter-Hostel Competition - Most Creative Room			1st	1st	3rd
Inter-Hostel Competition - Coziest Room		1st		1st	1st

Fig. 7.1.13 Results of the Boarding School competitions

In the area of cognitive development, the students are been asked yearly to provide feedback so that the programmes can be improved to cater to their needs and the results have been encouraging as the school seeks to help each student to achieve his or her highest potential.

The following charts and tables are evidences of our sterling performance in this area. It also includes their civic conscientious efforts in donating to welfare and charitable organizations, an area that they have done significantly well

The Cognitive development that embraces the learner profile has shown a positive trend as seen in Fig.7.1.14.

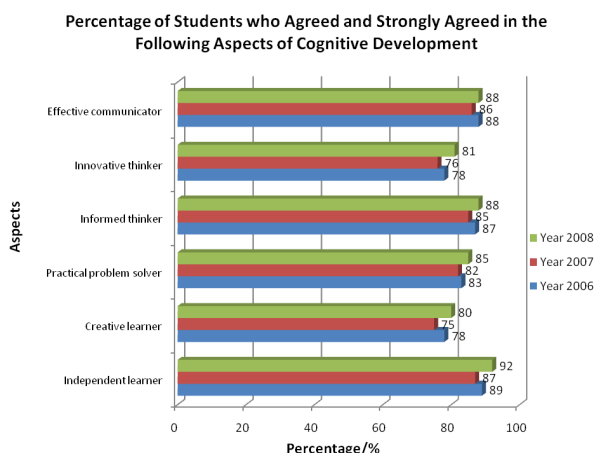


Fig. 7.1.14 Students in the aspects of cognitive development

National Education remains a key factor for active citizenry, as seen in Fig.7.1.15 on the various aspects to help our students love Singapore as their homeland and to have a sense of rootedness and connection to the country.

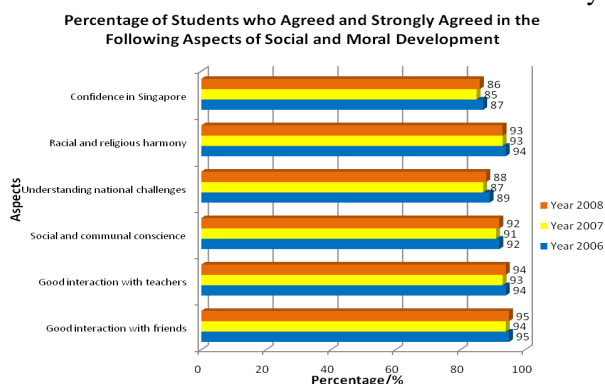


Fig. 7.1.15 Students in the aspects of Social and Moral Development

Other Customers Results

In this section, we report results for competitions and non-competitions. To begin with, we have the key national and international results such as the OM in Fig 7.1.16 in addition to New South Wales, Olympiads, Science and Mathematics competitions .Odyssey of the Mind (OM) - as the organiser for this event, the School has set the stage for other local schools to take part and has taken a lead in putting Singapore on the world map at the World Finals in the USA. In all the competitions, the School has continued to blaze a trail and has been the school to train other teams to represent.

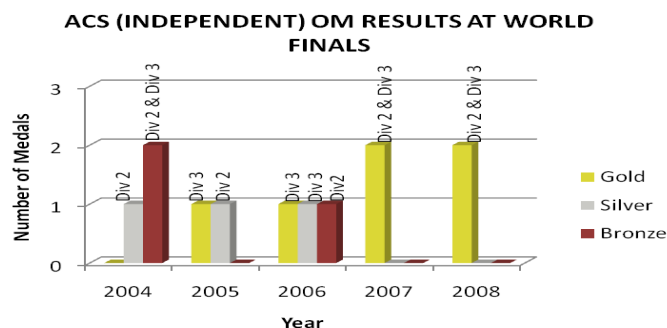


Fig. 7.1.16 Medals at OM at World Finals

In the Life Sciences Symposium, participation from the local scene has been consistent and from the overseas ones it is showing an increasing trend. The tasks for the competitions, set yearly, vary and they are carefully selected to suit the age group. In certain years where the tasks for the competitions are challenging, the response from the schools will be an indicator for evaluation. Subsequently, from the feedback from the participating schools, the tasks will also be tailored to suit the needs of the students and also the demands of the current interest in the scientific research. The event has exceeded the target set even though there are other yearly national Science events e.g. SYSF that are being held as shown in Figs. 7.1.17

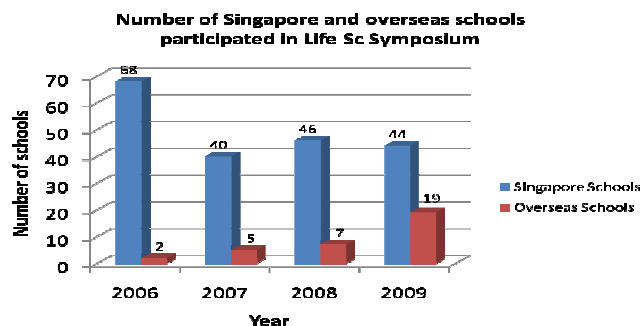


Fig. 7.1. 17 No of local and overseas participating schools

7.2 FINANCIAL RESULTS

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

The School is in a healthy financial position. Total assets have steadily increased over the past 5 years. Improvements have been made to the physical infrastructure and there are more and better facilities provided to support school programmes and activities over the past few years. A Sinking Fund has been set aside for the replacement of fixed assets and the redevelopment of the School's buildings and facilities when the need arises. Adequate working capital is maintained to ensure smooth running of day-to-day operations. Sufficient cash flows are maintained to support operational use and to cover capital payment obligations.

Investments are entered into with the objective of improving return on assets. The investment approach taken is risk averse and the portfolio is defensively positioned with capital preservation as the main objective. Returns on investments have been close to targeted returns.

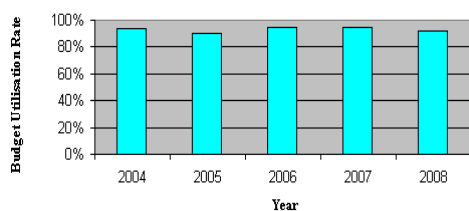


Fig. 7.2.1 Budget Utilisation (Operational)

The School has done well in spending within the approved budget and has maintained its budget utilization rate (operational) above the 90% mark.

Operating income and grants have increased substantially over the past years. Surplus has been consistently higher than the budgeted figures. The School has been able to minimize the impact of financial risks such as currency, interest rate, price, credit and liquidity risks.

7.2 MARKET RESULTS

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

The School is in a growing market which has seen a 73% growth rate in terms of the number of International Baccalaureate world schools from 2002 to 2008.

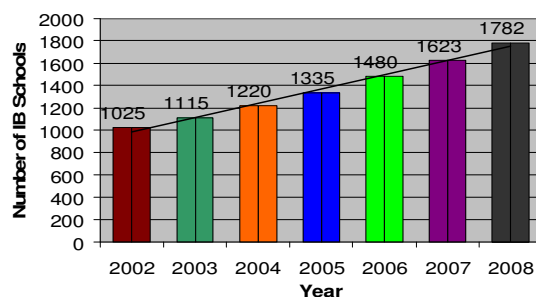


Fig. 7.2.2 Growth in IB Schools

ACS (Independent) has remained a popular school of choice among local and foreign students. The increasing number of students wanting to join the school reflects that the ACS brand of education is in high demand.

The School has grown in terms of student enrolment from 2004 to 2008.

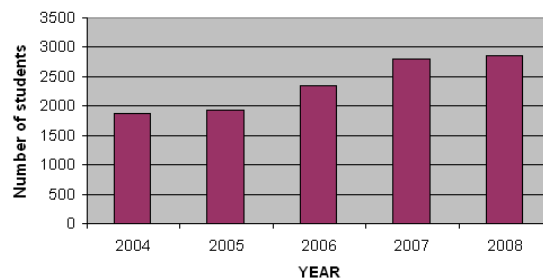


Fig. 7.2.3 Growth in student enrolment

There is an increasing number of students enrolled in the IBDP which reflects the popularity and acceptance of the programme over the past four years.

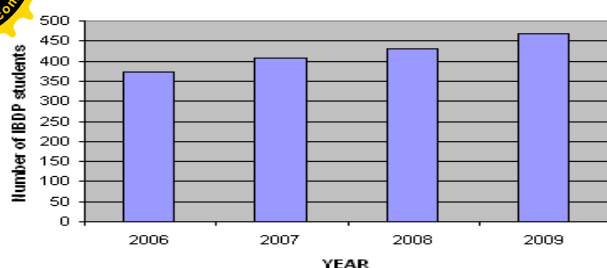


Fig. 7.2.4 Number of students in IBDP

7.3 RESULTS PEOPLE

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

The School comprises an eclectic group of talented staff who strongly believes that innovation is the vital spark of all human change, improvement and progress. This involvement and sense of commitment drive the spirit of innovation and enterprise in the school, highlighting the fact that our staff members have a great deal of ownership and zeal in endeavours that pave the way for the realization of our school vision and mission.

Staff involvement and commitment are best demonstrated by the staff members' active participation in the submission of ESSS. Staff is encouraged to contribute at least 4 suggestions annually either individually or as part of a group and the involvement in this scheme is 100%. Every suggestion is read and assessed for viability and the best are implemented resulting in improvements in various aspects of the school.

Innovation and enterprise are the cornerstones of the school's ethos of excellence. All staff, academic and non academic, are constantly encouraged and supported, individually and as teams, to participate in school-wide improvement projects. This has resulted in many original ideas for improvement and innovation. The results of the School Climate Survey 2007 clearly show that staff are enthused and derive motivation from the fact that the school promotes a culture of excellence as shown in Fig. 7.3.1.

I feel that my school promotes a culture which encourages and supports innovation & learning

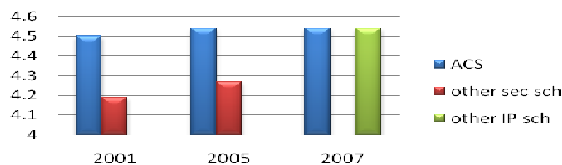


Fig. 7.3.1 School Culture which supports innovation

The development of the IP, a 4-year preparatory course for the IB programme, features as a major innovation of the school which requires the participation and contribution of staff members from all academic departments. Teachers under the supervision of their Deans, specially conceptualised, designed and developed curriculum subjects such as *Language Arts* (Years 1 to 4), an integrated English Language and Literature course and *Introduction to Human Societies* (Years 3 to 4) which is a uniquely designed multi-disciplinary course and *Core* and *Advanced Mathematics* which include the exploration of additional topics not included in the 'O' Level Syllabus. (Years 3 to 4). Other special programmes initiated and designed by the teachers include Life Sciences, Business & Entrepreneurship, OM and ISO.

There is a plethora of avenues and opportunities for staff to be involved and engaged as professionals. These include being appointed as Subject Co-ordinators, Presiding Examiners, Staff Welfare Committee members, Camp organisers, Committee members of special programmes like the EP, OM coaches and judges, members of the IP Committee, Festival of Arts Steering Committee and the COG Committee. In addition STs and mentors, who are specially appointed due to strengths in their respective academic subject areas, are specifically involved in providing subject expertise and guidance through peer lesson observations, team teaching and benchmarking sessions to discuss curriculum development and assessment criteria.

Our long-serving staff ensure stability and continuity so that various key programmes are successful. Their passion, enthusiasm and dedication are an inspiration and motivation for all staff to be engaged and involved in all our vital instructional, CCA and PCCG programmes.

Staff involvement is also evident in many of the intra-school courses conducted by both our academic and non-academic staff. Some organised by the non-academic staff members include gardening skills and

workshops. Courses by academic staff include First Aid lessons on CPR, NE, Introduction to Bread-making and applications on Photoshop Adobe. Many of these courses are designed and conceptualised by our staff members themselves, creating a great sense of ownership and cultivating a spirit of sharing and camaraderie in the school.

Academic and non-academic staff are also involved in organising student courses like the 2009 CAS Enrichment Activity Programme and the CAS Symposium for our Year 5 students. Some of the modules organised by the non-academic staff for the symposium included table-top garden decoration and dancesport, while those organised by the academic staff included Drama, Juggling and Paper Craft. Clearly there is a “whole-school approach” to staff involvement and engagement resulting in an atmosphere of holistic teaching and learning.

The SWC undertakes the challenge of creating a workplace environment that helps staff lead a healthy lifestyle, both physically and emotionally through sustainable programmes and activities. SWC members, who are elected by staff, are responsible for organising and managing the various activities that focus on imbuing in each staff member the importance of maintaining a healthy lifestyle. Each week, either on a Monday or a Wednesday, academic and non-academic staff take an hour off their official working hours to participate in health-related programmes including high and low impact sports such as aerobics, power walking, jogging and swimming. Clearly the staff values the opportunity to exercise as it is viewed as a good diversion from work, a great stress reliever and a perfect time to interact and to get to know colleagues better as can be seen in Fig. 7.3.2.

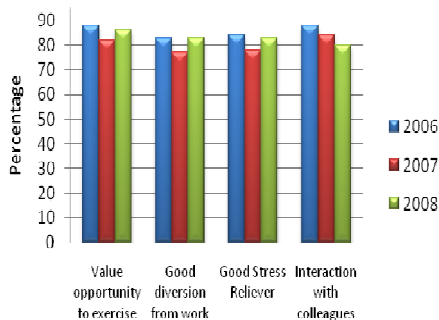


Fig. 7.3.2 Staff Wellness Programme

Staff are always equipped and geared to host external organisations who regularly visit the school. Organisations such as the Malaysian MOE, officials from schools in the region like Indonesia, Vietnam, Taiwan and China and also from IB World Schools

like Mara College and Sevenoaks are briefed about our programmes when they visit our school and this is reflective of the extensive engagement of our teachers and administrative staff.

Additionally, the sense of pride staff members have in their involvement at work extends beyond the compounds of the school. This is seen in the myriad of highly regarded positions that our teachers hold in the community, reflecting the level of trust and prominence accorded to them in education, religious and sports organisations.

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

A successful education development strategy must focus on improving the skills of the workforce, reducing costs and making available the resources needed to compete and thrive in today's global economy. Our staff share a passion and love for learning that has become the ethos in ACS (Independent). The training and development of all our staff are cornerstones that keep the various programmes in the school on course. Our staff members are intrinsically motivated to continually improve their abilities and skill areas so as to realize their potential. This learning culture is best represented by our school motto, “The Best is Yet to Be” which stands as a reminder to both staff and students alike to constantly seek to improve ourselves.

Both the academic and non-academic staff continually upgrade their skills so as to remain relevant, competent and competitive in our respective areas of expertise. The School places significant emphasis on training and development and as such the number of training hours achieved has consistently exceeded the target as shown in Fig. 7.3.3. Through the training organised and attended, staff members are equipped with the requisite skills necessary to face challenges in the classroom and in the school at large.

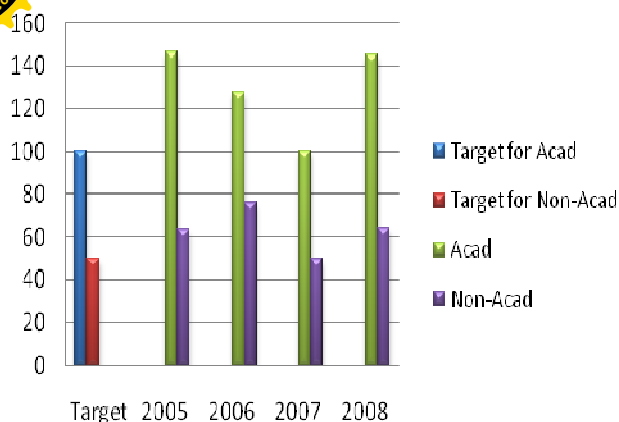


Fig. 7.3.3 Training Hours

The Sr Admin places a high premium on overall staff development and training. The training expenses of the School are a clear indication of the priority that is given to this area. With the implementation of the IBDP in the school, the academic staff had to be trained in both the subject areas and the Core areas of the programme, and there was a necessary increase in the expenses between 2006 and 2008 as teachers were being prepared for the changes in the core areas of the IB curriculum and in the various subject disciplines.

With the implementation of the IBDP, the focus of the training conducted was geared toward intensifying and consolidating the skills necessary to ensure the success of the IB programme. Staff were trained in developing their knowledge and pedagogical skills through various IBDP workshops conducted by the IBO as well as in-school courses conducted by external trainers as shown in Fig. 7.3.4.

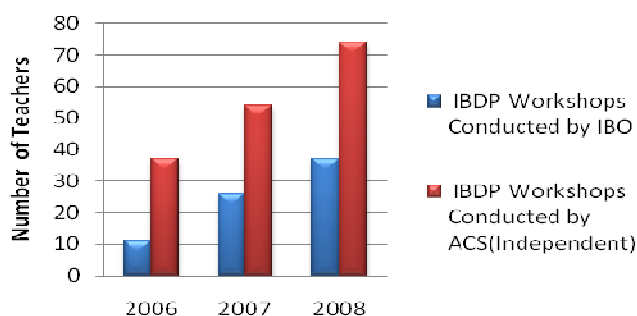


Fig. 7.3.4 Staff's Attendance at IBDP Workshop

Staff learning and professional development are crucial to the education, development and training of our staff. Since 2001, there has been an upward trend in how teachers perceive the relevance of the training provided in relation to their work as can be seen in Fig. 7.3.5.

On the whole, the training activities that I attend are relevant to my work

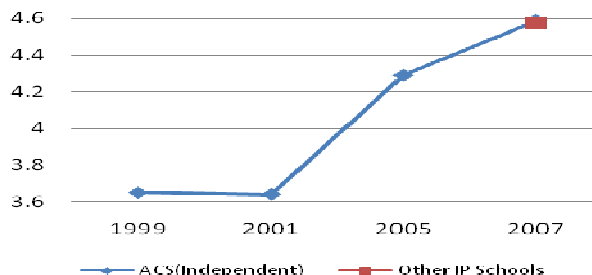


Figure 7.3.5 Relevance of Training

The 2007 School Climate Survey clearly indicates that staff not only found the training to be relevant but also received support and guidance from their immediate supervisors which further enhanced the overall professional development as can be seen in Fig. 7.3.6.

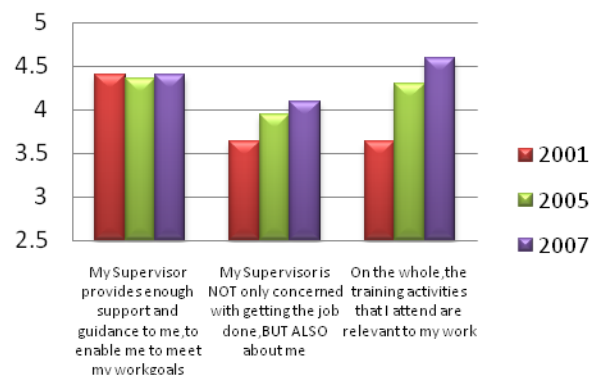


Fig. 7.3.6 Staff's Professional Development

The results of the 2007 School Climate survey also reinforces the fact that our staff have great clarity about the scope of their duties, responsibilities and understand their job expectations precisely. This is a clear demonstration that the training and development provided to staff is relevant, adequate and specific – far better than all the other IP schools as shown in Fig. 7.3.7.

I know what is expected of me in this job

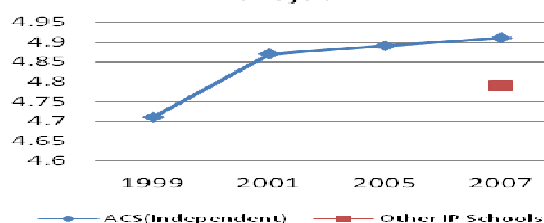


Fig. 7.3.7 Staff's Job Clarity

The Sr Admin and middle management work closely with staff to achieve a shared vision, mission and purpose so as to ensure that a sense of ownership and team spirit is cultivated in all. They involve and mobilise staff to achieve the shared goals on training, education and development within a culture which encourages innovation and learning.

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

Staff in the School have, together, grown from strength to strength. They have derived a tremendous sense of satisfaction from serving the school in their various capacities. Employee satisfaction in our school is reflected by the staff members' positive feelings regarding the nature of their work which is influenced by a variety of factors such as the quality of their relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfilment in their work.

The School is an attractive place for teachers not only to derive great job satisfaction but also develop professionally. A comparison of the School's Climate survey results conducted in 2003, 2005 and 2007 shows that our school fared significantly better than the other Secondary Schools in major outcomes and key factors that have a strong influence over a teacher's satisfaction and commitment to the school, measured on a 6-point scale, where the higher the point, the better is the level of satisfaction Fig. 7.3.8.

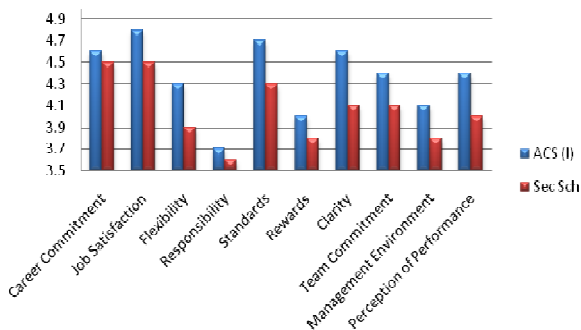


Fig. 7.3.8 MOE Climate Survey 2003 (EO)

The 2005 MOE School Climate survey is also reflective of the *esprit de corps* and the sense of pride that staff members have in their work which is a hallmark of our school community and a clear indication of the career commitment and job satisfaction that we display; it surpasses all the other

secondary schools in Singapore as can be seen in Fig 7.3.9.

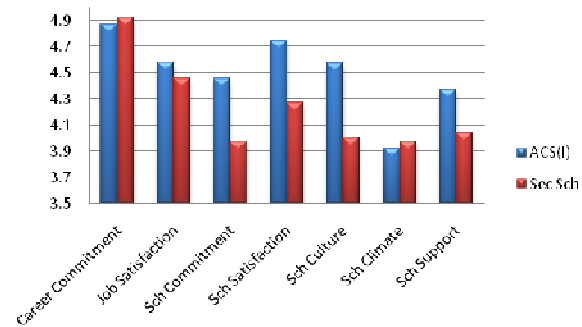


Fig. 7.3.9 MOE Climate Survey 2005 (EO)

Fig. 7.3.10 clearly shows that the school garnered a very strong showing and has performed better than other IP schools in Career Commitment, Job satisfaction, School Commitment, School Satisfaction and School Leadership. For both Perceived Workload and Training, our scores are equivalent to that received by other IP schools – all of which not only indicate staff involvement in the various academic, CCA and PCCG programmes at the planning, operational and individual levels but also overall job satisfaction.

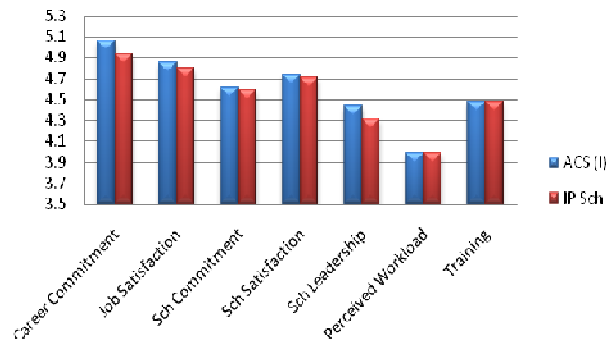


Fig. 7.3.10 MOE Climate Survey 2007 (EO)

In 2007, on the overall scoreboard for academic staff, our school has mean scores that are equal or better than other IP schools in ALL categories. This is testament to the fact that the school is a very vibrant and conducive environment to work in.

Similarly our non-academic staff derive a sense of job satisfaction, ownership and feel valued as contributing members of staff in the school. In the 2005 Climate Survey for EAS, the responses were all above the 3.5 average, clearly indicating employee satisfaction as shown in Fig. 7.3.11.

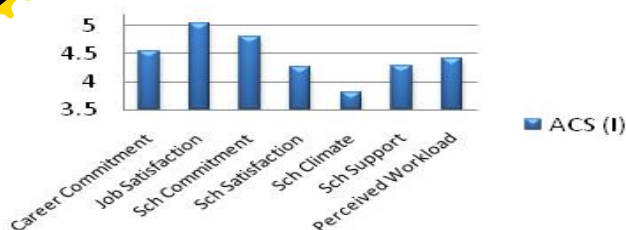


Fig. 7.3.11 MOE Climate Survey 2005 (EAS)

Likewise as shown in Fig. 7.3.12, the key indicators of the MOE Climate Survey 2007 specifically: Career Commitment, Job Satisfaction, School Satisfaction, School Leadership, Perceived workload and Personal Satisfaction have mean scores higher than EAS of all other IP schools. The lower mean score in School Commitment for EAS is a clear reflection of the school's transparent policies and the premium placed on training and development as value is added to our staff members' employability in all schools in Singapore. There was no such comparison in the earlier years.

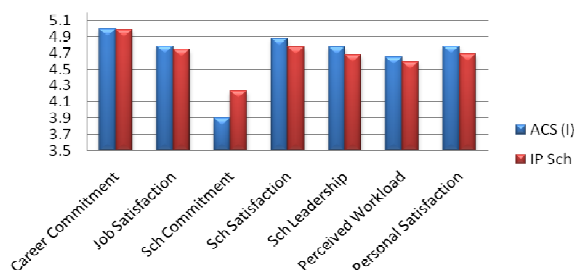


Fig. 7.3.12 MOE Climate Survey 2007 (EAS)

Staff satisfaction is crucial for good performance as it determines the success of the various academic, CCA and PCCG programmes. Job satisfaction is a clear indication of the commitment, dedication and sense of self-worth and pride felt by the staff. Staff in the school feel that the profession provides them with a sense of doing something worthwhile and confers upon them respect from both parents as well as members of the public. The results of the 2007 School Climate Survey thus clearly reveal the upward trend evident in the level of staff's personal satisfaction as can be seen in Fig. 7.3.13.

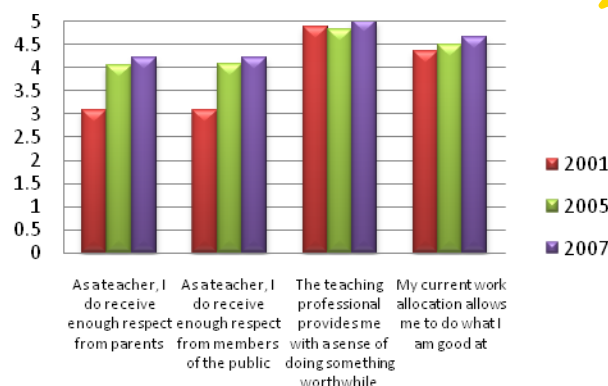


Fig. 7.3.13 Staff's Personal Satisfaction

An upward trend is also evident in the 2007 School Climate Survey on Staff's Job Satisfaction such that the teachers are not only satisfied with their jobs but have indicated that they will also choose to remain as a teacher if they had the option of deciding on their career path all over again in life which is indeed remarkable! See Fig. 7.3.14.

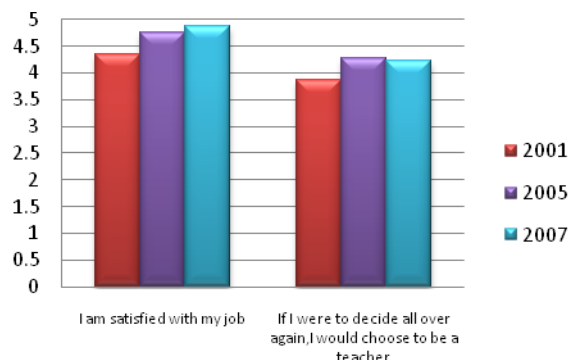


Fig. 7.3.14 Staff's Job Satisfaction

The 2007 School Climate Survey reveals our teachers' excellent sense of commitment and satisfaction with their career and the school. This is amply demonstrated by their willingness to put in effort exceeding normal expectations of a teacher and their certainty not to leave the teaching profession even if they are able to secure another job as can be seen in Fig. 7.3.15.

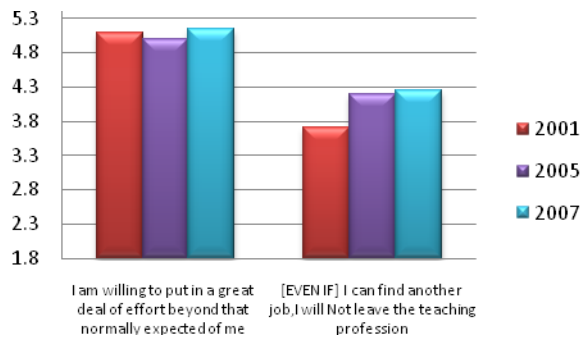


Fig. 7.3.15 Staff's Career Commitment

Compared to other IP schools, our staff members have consistently displayed high morale indicating their sense of identity with the school and their satisfaction and delight with their respective jobs and salaries as shown in Fig. 7.3.16.

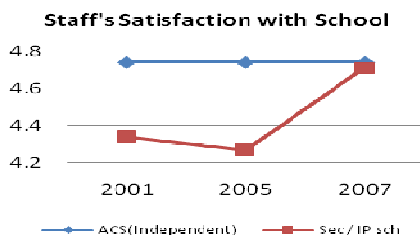


Fig.7.3.16 Staff's Satisfaction with School

Teachers in the school are paid competitive salaries and are aware that these salaries are comparable to their peers in other professions as evident in Fig. 7.3.17.

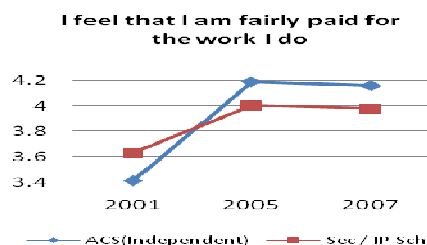


Fig. 7.3.17 Staff's Satisfaction with Pay

In addition to the salary, there are other incentives for staff in the school which keep them motivated, such as the ACS (Independent) Best Performance Award (Individual), the ACS (Independent) Outstanding Award (Team), the Dr Lee Li Eng Outstanding Award for Academic Staff and the Dr Lee Li Eng Outstanding Award for Non-Academic Staff, ACS (Independent) Special Bonus, Connect Plan, remuneration for extra duties carried out, honorarium for Boarding School

staff, WHP & P (Worklife balance, Healthcare Productivity & Professional development).

Staff satisfaction in the 2007 School Climate Survey marks ACS(Independent) as a choice place of work for both Education Officers and Executive Administrative Staff. Visionary leadership, understanding supervisors, the availability of varied and modern facilities, a sense of recognition, supportive parents, helpful colleagues and a competitive salary indeed all play a part to create a most desirable environment where staff may develop their careers.

The numerous MOE awards that the school has won since 2001 clearly indicate the tremendous satisfaction and pride felt by all staff for the achievements of the school, and these awards are possible only because of the collective effort and involvement of every staff member in the school.

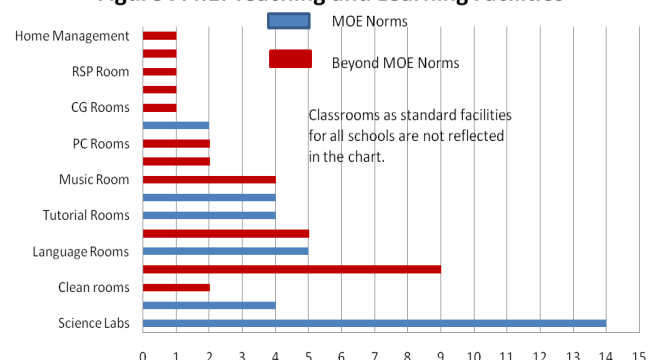
7.4 OPERATIONAL RESULTS

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

Facilities Management

The School's physical infrastructure and facilities have been purpose-built to cater to a holistic education with a greater offering of programmes for the students. Figure 7.4.1 indicates the breakdown of teaching and learning facilities; of which many are beyond the MOE's standard provisions for schools. The School library, indoor tennis and badminton courts, artificial turf field and the School auditorium are state of the art facilities and indeed befitting of an education in a world class institution.

Figure 7.4.1: Teaching and Learning Facilities



Student Survey: I am satisfied with the environment and facilities provided in ACS (Independent)

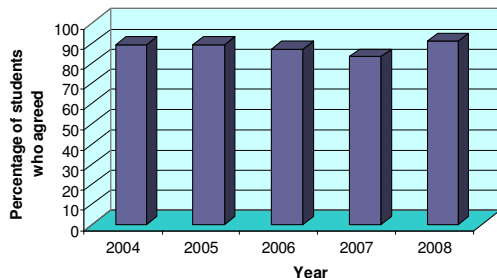


Fig. 7.4.2

In the annual students' survey, the students reported a very high satisfaction rating on the environment and facilities provided. In terms of safety and security, majority of the students (above 80%) agree or strongly agree that ACS (Independent) provides a safe environment to study in. These results are reflected in Figs. 7.4.2 and 7.4.3

Student Survey: ACS (Independent) provides a safe environment to study in

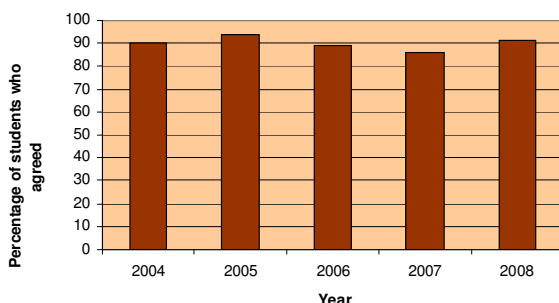


Fig. 7.4.3.

Resources Allocation and Optimisation

In the School Climate survey which is conducted biennially, the teachers' responses reflected a very positive rating of consistently above 4.5 (above other IP Schools' mean rating of 4.39) on the sufficiency of resources to maintain/support new initiatives.

School Climate Survey: There are sufficient resources in my school in my school to maintain/support new initiatives

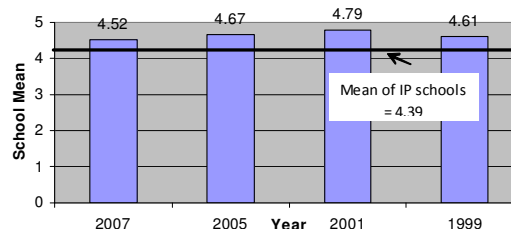


Figure 7.4.4
Item was not tested in 2003

Administrative Processes

The School IT network availability is always consistently maintained at 97% (above an acceptable standard of 95%) in order to support the administrative duties of staff as well as enhance learning for the students, (Figure 7.4.5). This network uptime excludes planned/preventive maintenance.

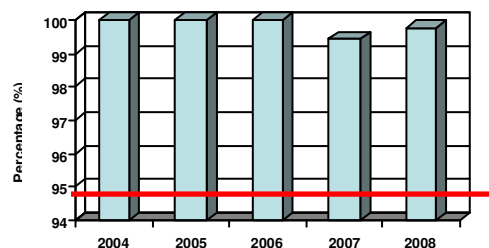


Fig. 7.4.5: Network availability

Fig. 7.4.6 shows a high percentage (above 70% throughout 2004 till 2008) of students who either agree or strongly agree that the School front office is efficient in dealing with students. This again attests to the efficiency of administrative processes in the School.

Student Survey: The school front office is efficient in dealing with student matters

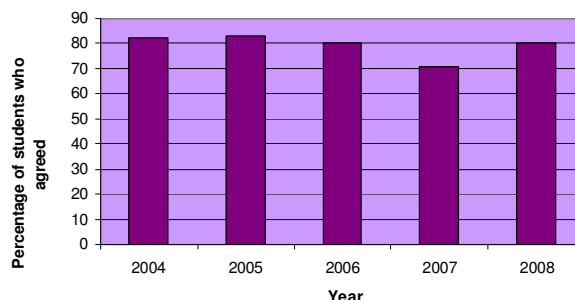


Fig. 7.4.6

4b Summarise current levels and trends in key measures and/or indicators of supplier and partner performance. Include the organisation's performance and/or cost improvement resulting from supplier and partner performances

From 2003 to 2008, the School canteen vendors had been awarded Grade A by the National Environment Agency as shown in Fig. 7.4.7.

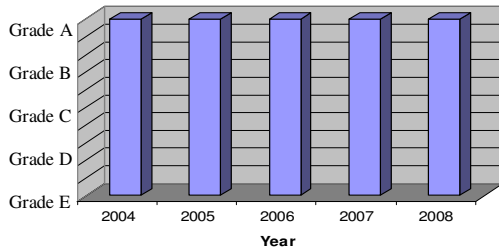


Fig. 7.4.7: School canteen vendors awarded Grade A consistently by NEA

Number of golds won by the School in Sports & Games

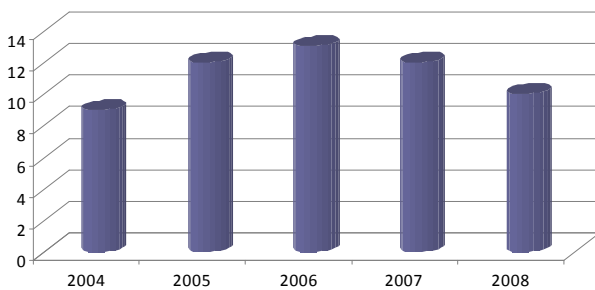


Fig. 7.4.8

Figure 7.4.8 shows the number of goals won by the School in sports and games through the years. This is evidence of the high quality of coaches in the School who has contributed to the School being the top boys' School for sports and games for the last

To nurture the affective domain of the students, ACS (Independent) works with various local and overseas partners to fulfill its responsibility to society. Figure 7.4.9 and Figure 7.4.10 show the increasing trend of the total number of local and overseas community involvement programme partners that the School works with.

Number of Local Community Involvement Programme Partners

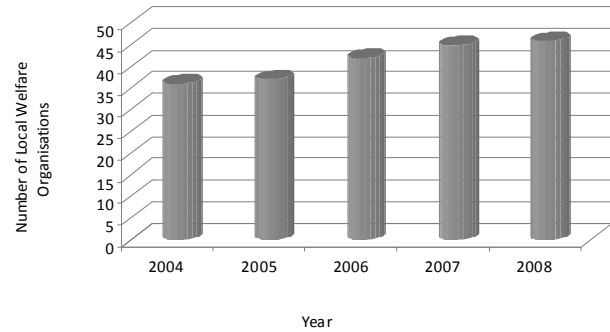


Fig. 7.4.9

Number of Overseas Community Programme Partners

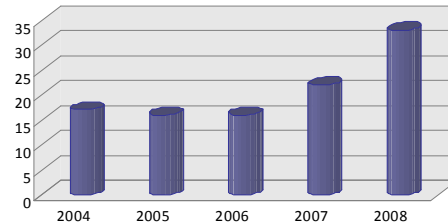


Fig. 7.4.10

No of Industrial and Business Attachments

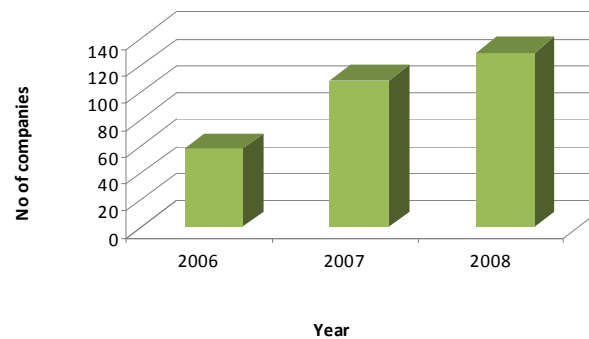


Fig. 7.4.11

The School has a well developed Industry and Business Attachment Programme that provides students with the experience of working in the real world. The success of this programme is attributed primarily to the strong linkage with companies. Figure 7.4.11 shows the increasing trend of the number of companies involved in this programme.



**COMPASS
Outstanding
PARTNERS
Award
in
2002
&
2008**

In recognition of the School's strong, fruitful and sustained partnership efforts, the School was the **only secondary School** to receive the COMPASS Outstanding PARTNERS Award in 2002 with a revalidation in 2008.

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

The School has in place a whole host of Community Involvement Programmes (CIP) to provide opportunities galore for a sustained outreach to contribute to the community, society and environment.

Students appreciate opportunity for CIP : % that strongly agree/agree

2006	2007	2008
89.92	89.8	90.87

The attitude of students towards community service has been highly positive through the years.

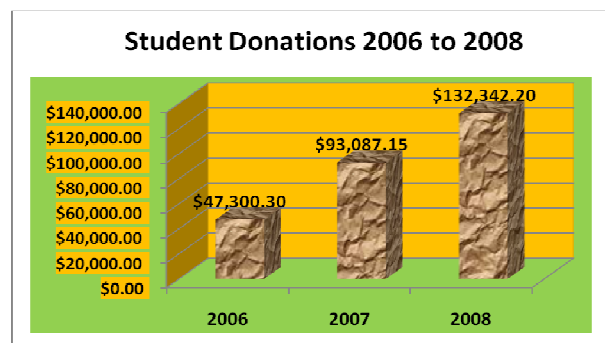


Fig. 7.4.12

Students have always been unstinting and spontaneous when called upon to contribute towards those in need of help. The chart above shows the total unwavering efforts of our students' sustained kindness in responding to annual collections. The Charity Bazaar is held after students from Years 2 and 3 return from

their Overseas Education Programme (OEP) early in the first term of the School year.

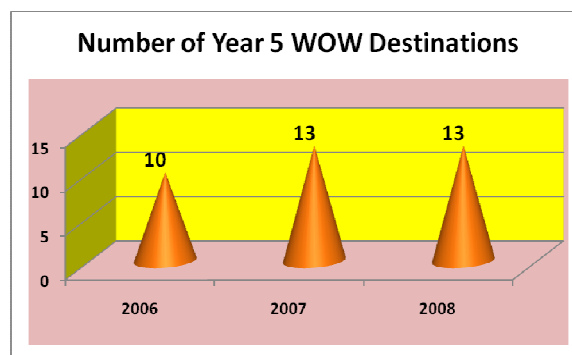


Fig.7.4.13

Our students have gone far beyond homeground in rendering service to the less fortunate; as seen in the Year 3 Overseas Education Programme (first launched in 2000) and the Year 5 Window on the World (WOW) programme.

The ACS (Independent) Community Involvement Programme (CIP) partnership with both local and overseas organisations, has grown stronger with each passing year, an indication of the heartfelt satisfaction of our CIP partners with the good work done by our dedicated students.

Besides all these CIP endeavours beyond the shores of Singapore, the School runs its regular CIP activities at the local adopted organisations, maintaining a longstanding relationship with them.

Our local CIP partners continue to value our ties with them as expressed in their feedback to us. We, on our part, cherish the good partnership established with them too. There are other numerous student groups that are associated with many other organisations under Service Learning projects, Project Work, Co-curricular Activities and Creativity Action Service (CAS) projects undertaken by our International Baccalaureate students in Years 5 and 6.

Our efforts towards environmental sustainability began modestly and there has been increased awareness year by year.

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

Key measures, indicators of our Governance System are seen from the impact the system has on the overall function of the school. The success of our Corporate

Governance System is seen in the overall management and achievements of the School. Established laws, regulations and policies are complied with. The following results provide a panoramic appreciation of the scope, extent and trends that the school is proud of. It includes for example, the forging and sustenance of our Corporate Identity, the norms and targets established to ensure excellence in our performance.

Fig 7.4.14: Governance: Established Corporate Identity



ACS Orchids

Evidence to support our established strong corporate identity includes new orchid hybrids that were produced, namely the ACS Ascocenda (2002) and the Dendrobium ACS (Independent) (2004). Two other orchid hybrids were created in honour of our two Board Chairmen, as shown in Fig. 7.4.15.



Fig. 7.4.15

Succession Plan

The School has a succession plan which includes Sr Admin and middle managers. Success of our Governance System is well evidenced by the fact that

the School is one of the first few schools to obtain the following MOE Masterplan Awards shown in Figure 7.4.16

Awards	Year Attained	Revalidate d
BPA (Teaching & Learning)	2001	2006
BPA (Organisational Effectiveness)	2003	2006
BPA (Student All-Round)	2003	2006
BPA (Student Well-Being)	2004	2006
SEA	2004	2006
Outstanding CDA	2007	

Fig. 7.4.16

Policies Established

- Constitution of the School governing operation as an independent school
- Financial Policies

Our Governance system requires the School to comply with established policies with regards to finance. This includes fund accounting, procurement, cheque signatories, fixed asset depreciation, sinking fund and internal controls. Human Resource policies include professional duties, conduct, confidentiality, financial embarrassment and conflict of interest practices. Our fine Governance System has resulted in surpluses for the School

KEY PROGRAMMES

Our key programme in school is the IBDP for which we have attained world class results. There are numerous other signature programmes which complement our quest for world class recognition.

TRAINING & DEVELOPMENT

There are increased opportunities for training of teachers especially in IBDP training, results are reported in 7.3.8. Trend data for training hours of staff are above targets set for the last 3 years.

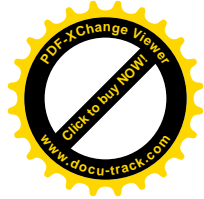
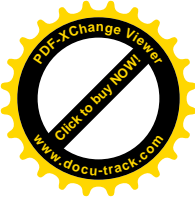
• Use of IT in teaching

To support the MOE IT Masterplan, teachers in the School have more than met the target of 30% set for IT infusion in the curriculum. There was 100% compliance by teachers in using IT tools to enhance their teaching and learning.

• Attendance and Presentation at Conferences



Our Governance system ensures that teachers attend conferences and share their expertise and research findings at national, regional and international arena. Attendances at conferences have increased from about 20 to more than 100 over the last 3 years. Papers presented have consistently been about 40 annually over the last 3 years.



GLOSSARY

ACS (I)	Anglo-Chinese School (Independent)	GE	Gifted Education
ACSOBA	Anglo-Chinese School Old Boys Association	GEB	Gifted Education Branch
ADHD	Attention-Deficit Hyperactivity Disorder	HPER	Health, Physical Education and Recreation
AE	Affective Education	HR	Human Resource Humanities and Social Sciences Research Programme
AMC	Australian Mathematics Competition	HSSRP	Health, Physical Education and Recreation
AP	Asia Pacific	I & E	Innovation and Enterprise
BB	Boys' Brigade	IA	Internal Assessment
BOG	Board of Governors	IBA	Industry and Business Attachment International Baccalaureate Diploma Programme
BOM	Board of Management	IBDP	International Baccalaureate Organisation
BOS	Blue Ocean Strategy	IBO	Introduction to Human Societies
BPA	Best Practice Award	IHS	Integrated Programme
CAP	Creative Arts Programme	IP	Individualised Study Options
CAS	Creativity, Action and Service	ISOs	Information Technology
CCAs	Co-curricular Activities	IT	Innovation Programme
CDP	Character Development Programme	IVP	Joint Admissions Exercise
CEO	Chief Executive Office	JAE	Junior Common Room Committee
CIP	Community Involvement Programme	JCRC	Junior Colleges
COG	Careers, Opportunities and Guidance	JCs	
COMPASS	Community and Parents in Support of Schools	KAQ	Knowledge-Abilities-Qualities
CRPP	Centre for Research in Pedagogy and Practice	KPIs	Key Performance Indicators First language or higher mother tongue and relevant 5 subjects
DDs	Deans and Directors	L1R5	Leadership Development Programme
DOS	Director of Schools	LDP	Learning and Development Scheme
DPs	Deputy Principals	LDS	Leadership Development Unit
DSA	Direct School Admission	LDU	Learning Management System
Dy	Deputy	LMS	Lower Secondary Science
Dy DDs	Deputy Deans and Directors	LSS	Management by Objectives
EAS	Executive & Administrative Staff	MBO	Mathematics Competition Team
EDB	Economic Development Board	MCT	Music Elective Programme
EE	Extended Essay	MEP	Ministry of Defence
EL	English Language	MINDEF	Management and Leadership in Schools
EP	Educational Programme	MLS	
EPMS	Enhanced Performance Management System	MOE	Ministry of Education
EPOD	Elementary Philosophy Disciplines	MP	Mentorship Programmes
ESSS	Education Staff Suggestion Scheme	MPs	Members of Parliament
FAS	Financial Assistance Scheme	MR	Media Resource
FLiP	Financial Literacy Programme	MSP	Malay Special Programme
FOA	Festival of Arts	MUNC	Model United Nations Conferences
FPS	Future Problem Solving	MWS	Methodist Welfare Services



GCE 'O' Level General Certificate of Education 'Ordinary' Level

NCC National Cadet Corps

NCDCC National Civil Defence Cadet Corps
NE National Education
NEXUS Central National Education Office
NIE National Institute of Education
NPCC National Police Cadet Corps
NS National Service
NTU National Technological University
NUS National University of Singapore
NYAA National Youth Achievement Award
OCC Online Curriculum Centre
OEP Overseas Education Programme
OM Odyssey of the Mind
PA Public Address
PALs Panel of Advisors for Life Sciences
PC Pastoral Care
PCCG Pastoral Care and Career Guidance
PCs Personal Computers

POD Philosophy of Disciplines

PRC People's Republic of China
PSG Parents Support Group
PSL Peer Support Leaders
PSLE Primary School Leaving Examination
PTM Parents-Teachers' Meeting
PTR Pupil Teacher Ratio
RSP Regional Studies Programme
SAA Singapore Athletics Association
SAC Student Activity Centre

SCRC Senior Common Room Committee
SDA School Distinction Award
SEA School Excellence Award
SEA South East Asia
SEM School Excellence Model
SKM Singapore Kindness Movement
SMO Singapore Mathematical Olympiad
SMS School Management System
SMU Singapore Management University
SOP Standard Operating Procedure
SPA School Practical Assessment
SPEX Sports Excellence
SQA Singapore Quality Award
SQC Singapore Quality Class
Sr Admin Senior Administration
STs Senior Teachers
SWC Staff Welfare Committee
South-West Community Development
SWCDC Council
Strengths, Weaknesses, Opportunities,
Threats
SWOT Threats
TLLM Teach Less, Learn More
TNA Training Needs Analysis
TOK Theory of Knowledge
TSLN Thinking School, Learning Nation
UGs Uniformed Groups
UK United Kingdom
USA United States of America
UWCSEA United World College of South East Asia

SBGE School-Based Gifted Education
SBP Special Boarding Programme
SBSP School-Based Special Provision

Work-life Balance, Healthcare,
WHP & P Productivity & Professional Development
WOW Window on the World
YOG Youth Olympic Games