

UWC SOUTH EAST ASIA

2015  
2016

ANNUAL REPORT



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[www.uwcsea.edu.sg](http://www.uwcsea.edu.sg)

UWCSEA Dover is registered by the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG)  
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# CONTENTS

Introduction from Chris Edwards, Head of College.....	4
UWCSEA guiding statements and learning programme.....	5
UWCSEA governance and leadership.....	9
UWC movement.....	10
Board of Governors.....	13
Student achievement.....	15
Academics.....	17
Activities.....	31
Outdoor education.....	36
Personal and social education.....	40
Service.....	43
Our community.....	47
Scholars.....	51
Community feedback.....	53
Business report.....	59
Human Resources.....	60
Admissions.....	63
Finance.....	66
Statement of financial position.....	67
Statement of profit and loss and other comprehensive income.....	68
College Advancement.....	69
Foundation.....	70
Foundation financial report.....	72
Statement of financial position.....	74
Statement of profit and loss and other comprehensive income.....	75
Alumni relations.....	76
Donors 2015/2016.....	78



# INTRODUCTION FROM CHRIS EDWARDS HEAD OF COLLEGE



Those with a Romantic view of ancient history are disappointed when they discover that many of the world's oldest texts are not hymns, poems or spells but rather inventories. How many sheep so-and-so had, or how many bread baskets one owed to one's neighbour loomed every bit as large as anthems to Horus. The other-worldly music that often accompanies television reenactments of life in antiquity should really be more humdrum: many ancients liked being grounded in facts and figures.

I mention this simply to point out that the Annual Report—a publication less to do with ideas than statistics—has a quiet but noble lineage. Reading this important and impressive document will leave you with a limited understanding of UWCSEA's soul, but you will learn much about its reach and accomplishments. From the rolls of the campuses to public examination results, staff / student ratios to teacher turnover, this is where you will find the facts. It is our attempt to be as transparent as possible and preempt the easily answered questions. I extend sincere thanks to those who collated and structured the information.

Something we cannot capture here is the extent to which the international school environment within Singapore is changing. As various schools open, close or move, there is a temptation to chase fads and trends. UWCSEA has resisted this, and the year reflects a joyous and successful alignment to the Mission Statement. In challenging times we remained oversubscribed: parents and students are making the own judgements about what really matters. It is true the College achieved outstanding academic results (shared within), but other statistics start to paint on the wider canvas of holistic and heuristic education which has now been reduced or even abandoned by many schools in favour of a narrow, pie-graph friendly experience. True we can't really capture the quality of our experience here (although I know some would argue that all qualitative experience can be given numerical values), but our intent is plain when one looks, for example, at the number of local service partners. Those partners don't

get you anywhere in a league table: but they might play a part in transforming your thinking, your actions and the lives of others.

The most visible achievement of last academic year (our great pyramid if I may prolong the opening metaphor) was the completion of the High School Block on Dover. As school buildings are far less important than the ideas within, one would usually congratulate the design and construction teams on an outstanding job and move on, but the High School Block is an award-winning example of sustainable low-energy construction and a laboratory for the latest green technology. We are the most urban of UWCs, but that has given us more, not less impetus to ensure we do all we can to minimise footprint and maximise awareness. The cafe within the new build has become a social focus for parents and students alike, and on East its equivalent is rising.

Having said previously that we are not chasing the zeitgeist, the appearance of the Community Lab on East and the IDEAS Hub on Dover may seem to contradict the earlier assertion. However, these initiatives are recognising that we need new arenas for collaboration in problem solving, critical thinking and creative endeavour. Our reaching out to our local Singapore community has become more widespread and intentional, and we hope these new centres will become exciting catalysts for change.

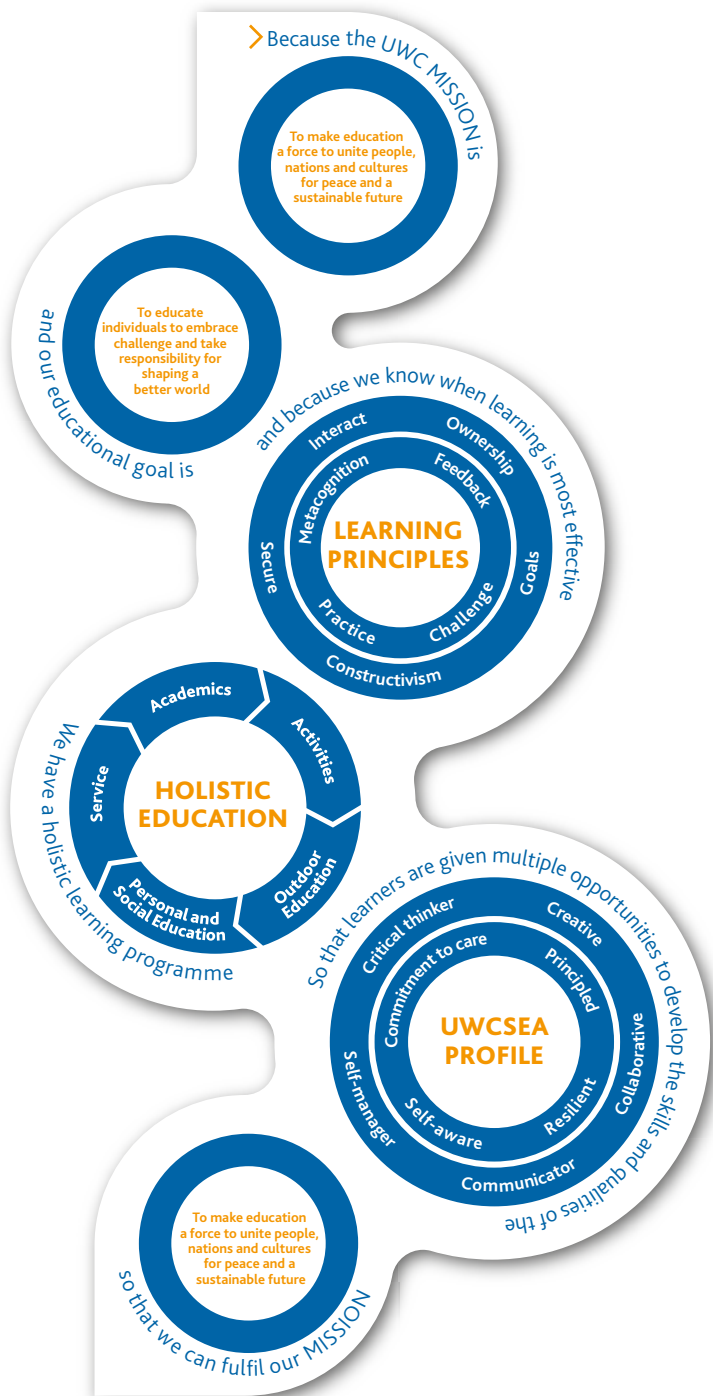
Can you enjoy an Annual Report? I'm really not sure. It's like reading a history book full of accessions, battles and grain harvest reports but without the overarching emotional narrative that explains why the year was so special, happy and successful. Anyway, whether you dip in, use as a reference or read avidly from cover to cover, I hope you come away thinking, as I do, that UWCSEA is a most wonderful and inspiring world.

A handwritten signature in black ink, appearing to read 'C Edwards'.

Chris Edwards



# UWCSEA GUIDING STATEMENTS AND LEARNING PROGRAMME



## UWC MISSION

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

## UWCSEA EDUCATIONAL GOAL

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

## UWCSEA AMBITION

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

## UWCSEA LEARNING PROGRAMME

This diagram explains how the elements of the UWCSEA Learning Programme fit together, with the mission as both the starting point and the goal.

## LEARNING PRINCIPLES

Learning is a life-long process in which the learner engages with and reflects upon information and experiences to construct new or modify existing understanding as well as develop and apply qualities and skills.

We know learning is effective when:

- **learners construct new understanding by activating prior knowledge and experiences**  
Therefore, it is important that new learning is connected to what the learner has previously experienced or understood.
- **learners use timely and goal directed feedback**  
Therefore, ongoing assessment should be regular and structured in a manner that allows for specific feedback to guide the learner in constructing meaning.
- **learners collaborate**  
Therefore, learners must have opportunities to interact with others in a variety of situations and groupings.
- **learners are challenged**  
Therefore, learners need to be challenged in developmentally appropriate ways.
- **learners feel secure and supported**  
Therefore, learners need a safe and respectful learning environment.
- **learners construct meaning by seeing patterns and making connections**  
Therefore, learning needs to be organised around core concepts.
- **learners actively process and reflect**  
Therefore, time is required for learners to practise, reflect and consolidate learning.
- **learners apply metacognitive skills**  
Therefore, learners should develop an awareness of their own thinking processes to develop intellectual habits.
- **learners understand the purpose of the learning**  
Therefore, learning should occur in context with clear connections to real world.
- **learners have ownership of their learning**  
Therefore, opportunities for self-directed learning are needed to sustain and motivate learning.



## UWCSEA PROFILE

Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. Our community achieves this goal by developing knowledge and understanding, qualities and skills through the five elements of the UWCSEA learning programme: academics, activities, outdoor education, personal and social education and service.

### QUALITIES



#### Commitment to care

Initiate actions and make a commitment to shaping a better world.

Related concepts: *stewardship, caring, empathy, compassion, open-minded, service, sustainability*



#### Principled

Act with integrity and respect for self and the dignity of others.

Related concepts: *integrity, honesty, responsibility, respect, fairness*



#### Resilient

Anticipate, persevere and confront challenge.

Related concepts: *optimism, confidence, courage, diligence, perseverance*



#### Self-aware

Develop intellectual, physical, spiritual and emotional well-being.

Related concepts: *self-discipline, self-esteem, self-confidence, reflection, balance, contentment*

### SKILLS



#### Critical thinker

Reason in an informed and fair-minded manner.

Related concepts: *inquiry, questioning, connection, analysis, synthesis, evaluation, problem solving*



#### Creative

Imagine and generate new possibilities or alternatives.

Related concepts: *originality, imagination, curiosity, adaptability, connection, innovation, improvisation, risk-taking*



#### Collaborative

Participate collaboratively in diverse settings.

Related concepts: *cooperation, participation, leadership, flexibility, adaptability, responsibility, trust*



#### Communicator

Communicate effectively according to audience and purpose.

Related concepts: *communication, interpretation, perspective, intent*



#### Self-manager

Take responsibility for directing one's learning.

Related concepts: *metacognition, independence, diligence, organisation, responsibility*






















**GOVERNANCE  
AND LEADERSHIP**

# UWC MOVEMENT

UWC South East Asia is a member of the UWC movement, which was founded in 1962 by Kurt Hahn, the great German educationalist. UWC South East Asia was the second member of the UWC movement, opened by Lee Kuan Yew as Singapore International School in 1971. Since then, UWCSEA has expanded to become a K-12 school of more than 5,500 students, making it the largest UWC in the movement, and one of only five that enrol students before the IB Diploma Programme in Grade 11.

During the 2015/2016 school year, the UWC International Board of Governors agreed to bring two more UWCs into the movement, in Thailand and in Japan. This increased the number of schools and colleges to 17. The schools and colleges are supported by a network of National Committees, made up of volunteers in 156 countries worldwide, who help to find and select many of the Grade 11 and 12 scholars in the colleges around the world.

Below is some information on the other schools and colleges.

<p><b>UWC SOUTH EAST ASIA</b> Dover Campus, Singapore</p>  <p>Opened in <b>1971</b></p> <p>Student population <b>3,011</b></p> <p>Age group <b>4-19</b></p> 	<p>East Campus, Singapore</p>  <p>Opened in <b>2008</b></p> <p>Student population <b>2,514</b></p> <p>Age group <b>4-19</b></p>	<p><b>UWC DILIJAN</b> Dilijan, Armenia</p>  <p>Opened in <b>2014</b></p> <p>Student population <b>200</b></p> <p>Age group <b>16-18</b></p> 
<p><b>UWC ADRIATIC</b> Duino, Italy</p>  <p>Opened in <b>1982</b></p> <p>Student population <b>200</b></p> <p>Age group <b>16-19</b></p> 	<p><b>UWC COSTA RICA</b> San José, Costa Rica</p>  <p>Opened in <b>2006</b></p> <p>Student population <b>175</b></p> <p>Age group <b>16-19</b></p> 	<p><b>UWC ISAK JAPAN</b> Karuizawa, Japan</p>  <p>Opened in <b>2014</b></p> <p>Student population <b>155</b></p> <p>Age group <b>16-19</b></p> 
<p><b>UWC ATLANTIC COLLEGE</b> Vale of Glamorgan, United Kingdom</p>  <p>Opened in <b>1962</b></p> <p>Student population <b>350</b></p> <p>Age group <b>16-19</b></p> 	<p><b>UWC CHANGSHU CHINA</b> Changshu, Jiangsu Province, China</p>  <p>Opened in <b>2015</b></p> <p>Student population <b>520</b></p> <p>Age group <b>16-19</b></p> 	<p><b>LI PO CHUN UWC</b> New Territories, Hong Kong SAR, China</p>  <p>Opened in <b>1992</b></p> <p>Student population <b>256</b></p> <p>Age group <b>16-19</b></p> 

## UWC MAASTRICHT

Maastricht, Netherlands



Opened in  
**2009**

Student population  
**850**

Age group  
**2-18**



## PEARSON COLLEGE UWC

Victoria, British Columbia, Canada



Opened in  
**1974**

Student population  
**160**

Age group  
**16-19**



## UWC THAILAND

Phuket, Thailand



Opened in  
**2009**

Student population  
**400**

Age group  
**2-18**



## UWC MAHINDRA

Pune, Maharashtra, India



Opened in  
**1997**

Student population  
**250**

Age group  
**16-19**



## UWC RED CROSS NORDIC

Flekke, Norway



Opened in  
**1995**

Student population  
**200**

Age group  
**16-19**



## UWC-USA

Montezuma, New Mexico, USA



Opened in  
**1982**

Student population  
**227**

Age group  
**16-19**



## UWC IN MOSTAR

Mostar, Bosnia and Herzegovina



Opened in  
**2006**

Student population  
**166**

Age group  
**16-19**



## UWC ROBERT BOSCH COLLEGE

Freiburg, Germany



Opened in  
**2014**

Student population  
**200**

Age group  
**16-19**



## WATERFORD KAMHLABA UWC

Mbabane, Swaziland



Opened in  
**1962**

Student population  
**600**

Age group  
**11-20**



## UWC MOVEMENT BY THE NUMBERS

**9,533**

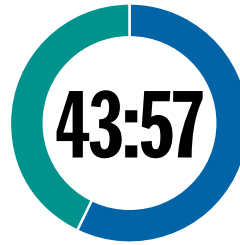
students

**4,115**

students in  
IBDP years

**1,024**

day students  
in IBDP years



M:F% ratio in  
IBDP years

**2,607**

National  
Committee  
selected  
students in  
IBDP years

**858**

students  
on full  
scholarship in  
IBDP years

**484**

direct entry  
residential  
students in  
IBDP years

## UWC MOVEMENT STRATEGY 2016 AND BEYOND

During the 2015/2016 school year, the UWC movement, led by the International Office, developed a strategy for the movement from 2016 onwards. The three pillars of the strategy are: Education Strategy; National Committee Strategy; and Engagement and Outreach Strategy. All this is built on a solid base of financial sustainability, robust governance, scalable processes, professional communication and the effective use of digital technology.

This strategy from the UWC movement applies to all the schools and colleges in the movement, the national committees and their volunteers and the International Office. During 2015/2016, some of the ways that UWC South East supported the strategy are as follows:

- Supporting the Education Strategy through
  - » the articulation of the UWCSEA curriculum and the sharing of learning from this process with other UWCs over the coming years
  - » providing leadership and support to newer schools and colleges coming on board in the Asia region
- Supporting the National Committee Strategy through
  - » building stronger relationships with the National Committees
  - » sharing expertise and learning from the National Committee volunteers
- Supporting the Engagement and Outreach Strategy through
  - » continuing to develop the relationship with Harvard University
  - » heading the Exploratory Impact Study in partnership with three other UWCs and Harvard Graduate School of Education

In addition, several staff members shared expertise in the areas of Information and Communication Technology, Advancement and Fundraising and Communications and Marketing. The Head of College was a member of the International Board and contributed to strategic planning. The UWCSEA Board of Governors also provided support to the International Board in the area of governance.



# BOARD OF GOVERNORS

UWCSEA is a non-profit organization. Its legal status is as a public company limited by guarantee, registered with the Accounting and Corporate Regulatory Authority (ACRA). UWCSEA is also a registered charity with the Commissioner of Charities, and a foreign system school, registered with the Ministry of Education and the Council for Private Education. As a member of the UWC movement, UWCSEA is overseen by the UWC International Board.

UWCSEA benefits from a highly experienced Board of Governors, made up of both elected and selected (co-opted) members. In addition to the Management Committee, which is comprised of the Board Chair and the Chairs of all Board committees, there are six Board committees: Audit and Risk, Education, Engagement, Facilities, Finance and Governance.

## UWCSEA BOARD OF GOVERNORS 2015/2016



Charles Ormiston  
(Chair)



Vivek Kalra  
(Chair, Finance  
Committee)



Katherine  
Davies (retired,  
August 2016)



Julianne Martin



David Maxwell  
(Chair, Audit  
Committee)



Alexander  
Krefft (Chair,  
Governance  
Committee)



Alexandra De  
Mello



Andrew  
McCarthy



Doris Sohmen-  
Pao (Chair,  
Education  
Committee)



Chris Edwards



Dale Fisher  
(retired March  
2016)



Michelle  
Sassoon



Anna Lord  
(Chair,  
Engagement  
Committee)



Thierry Brezac



Surinder  
Kathpalia



Kenneth Stirrat



Will Kennedy-  
Cooke (Chair,  
Facilities  
Committee)



Nicholas Chan



Davy Lau

## AUDIT AND RISK COMMITTEE

David Maxwell (Chair)  
Chris Edwards  
Surinder Kathpalia  
Shelly Maneth  
Kenneth Stirrat  
Heather Yang Carmichael

## EDUCATION COMMITTEE

Doris Sohmen-Pao (Chair)  
Frazer Cairns  
James Dalziel  
Alexandra De Mello  
Benjamin Detenber  
Chris Edwards  
Dale Fisher  
Heather Yang Carmichael

## ENGAGEMENT COMMITTEE

Anna Lord (Chair)  
Subodh Chanrai  
Sinéad Collins  
Benjamin Detenber  
Chris Edwards  
Michelle Sassoon

## FACILITIES COMMITTEE

Will Kennedy-Cooke (Chair)  
Thierry Brezax  
Frazer Cairns  
Chris Edwards  
David Maxwell  
Simon Thomas

## FINANCE COMMITTEE

Vivek Kalra (Chair)  
SC Chiew  
How Poon Chegne  
Chris Edwards  
Katherine Davies  
Andrew McCarthy

## GOVERNANCE COMMITTEE

Alexander Krefft (Chair)  
Nicholas Chan  
How Poon Chegne  
Chris Edwards  
Surinder Kathpalia  
Davy Lau  
Elaine Teale

## MANAGEMENT COMMITTEE

Charles Ormiston (Chair)  
Vivek Kalran  
Will Kennedy-Cooke  
Alexander Krefft  
Anna Lord  
David Maxwell  
Doris Sohmen-Pao

## CO-OPTED MEMBERS

Benjamin Detenber  
SC Chiew  
Subodh Chanrai  
Shelly Maneth  
Heather Yang Carmichael



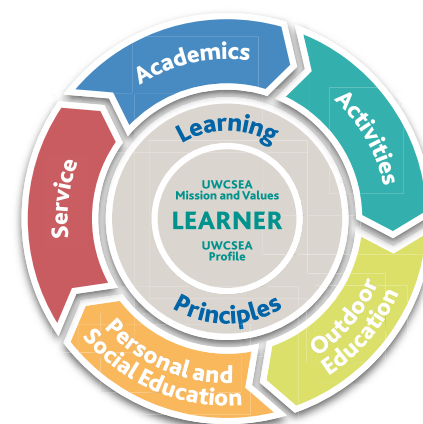
**STUDENT  
ACHIEVEMENT**

# STUDENT ACHIEVEMENT

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

Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. Through the learning programme, students develop the knowledge and understanding, and skills and qualities, that will help them to fulfil this goal.

Each of the five elements of the programme complements each other to create a whole that is greater than the sum of the parts. This is a carefully planned and purposeful process, where outdoor education is connected to subject areas in the academic curriculum, the Personal and Social Education programme support students in the Activities programme, students can use the Service programme to address social questions identified in their academic learning, and so on. The skills and qualities identified in the UWCSEA profile are embedded in all five elements of the programme. **This section of the Annual report is an overview of the main highlights of the 2015/2016 year in each of the five elements.**



## THE STRUCTURE OF THE UWCSEA CURRICULUM

The curriculum is concept-based. As a result, each curriculum area (or discipline) has **standards**, which are written as single statements that include the key concepts for that area. These standards run from K1 to Grade 12.

Each standard has **essential understandings**, which are developmentally appropriate statements of understanding, also expressed in concepts, that describe what a student should understand at each stage of their development. They build naturally in complexity from K1 to Grade 12.

**Benchmarks** are attached to each essential understanding. The benchmarks describe what a student should know, understand or be able to do at each stage of their learning as the student works toward a deeper understanding that is outlined in the essential understanding. These benchmarks are what our teachers assess to ensure that students are reaching the essential understandings and are working towards the standards.

Below is an example of a standard in English, and an essential understandings and benchmark for that standard in Grades 1 and 7 and IB Diploma Programme (IBDP).

### K1-GRADE 12

**Standard:** Writing expresses selfhood, creativity and intellect in a medium shaped by audience and purpose.

### GRADE 1

**Essential Understanding:** We create real or imagined experiences when writing stories by using characters and setting.

**Benchmark:** Develop the story through character, focusing on specific actions.

### GRADE 7

**Essential Understanding:** All parts of a text work together to shape meaning.

**Benchmark:** Write narratives, using time and plot deliberately in order to influence mood and focus attention on the important moments in a story.

### GRADE 11 AND 12 (IBDP)

**Essential Understanding:** Writers manipulate structure to convey meaning effectively.

**Benchmark:** Sequence and sustain structure to strengthen and develop the logic and persuasive impact of a claim.



## LEARNING PROGRAMME: ACADEMICS

The academic programme is rigorous and allows students to experience the challenge of intellectual pursuit and the joy of scholarly engagement. They gain a deep understanding of individual disciplines, while investigating the connections between these disciplines and how to solve complex problems using different approaches. Learning goals in languages, mathematics, sciences, the Arts, humanities, technology and physical education build logically through each grade so that students grow in knowledge and understanding and are prepared for the next academic challenge.

UWCSEA students follow a UWCSEA-designed curriculum, based on standards, essential understandings and benchmarks from K1 to Grade 8. Students in Grades 9 and 10 follow the (I)GCSE programme, with students entering in Grade 10 following a Foundation IB (FIB) programme. Grade 11 and 12 students follow the IB Diploma Programme.





## IB DIPLOMA RESULTS

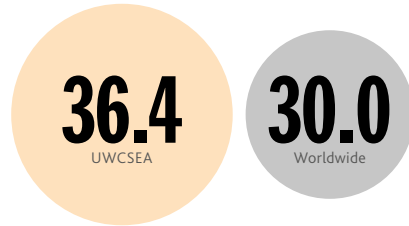
In May/June 2016, 500 UWCSEA students took the IB Diploma exams. A full breakdown of their achievement by College and by each campus can be seen in the following pages.

### COLLEGE

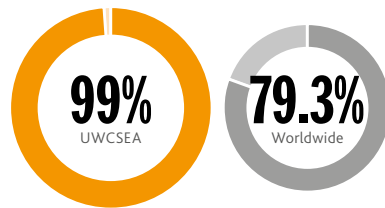
Students

# 500

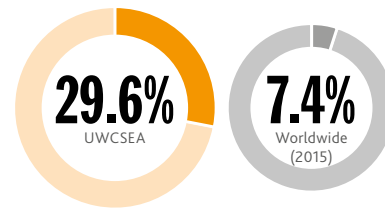
Average IB Diploma Score



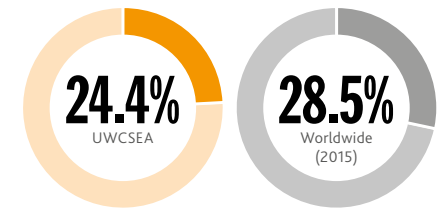
Pass rate



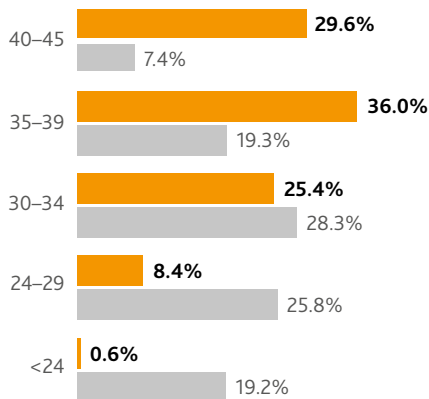
Percentage receiving 40+ points



Percentage receiving bilingual diploma



IB Diploma score comparison



UWCSEA Worldwide (2015)

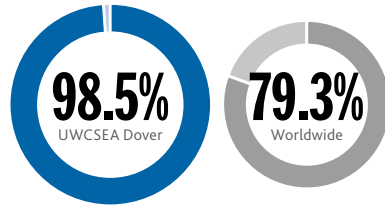
Year	Number of candidates	UWCSEA percent passed	Worldwide average percent passed	UWCSEA average diploma score	Worldwide average diploma score
2016	500*	99.0	79.3	36.4	30.0
2015	498**	98.4	80.8	36.2	30.2
2014	465***	99.8	79.4	36.8	30.0
2013	317	99.4	79.0	36.4	29.9
2012	311	99.7	78.5	35.8	29.8
2011	300	100	77.9	36.9	29.7
2010	295	98.9	78.1	36.0	29.5

\*328 students on Dover and 172 on East | \*\*322 students on Dover and 176 on East | \*\*\*323 students on Dover and 142 on East

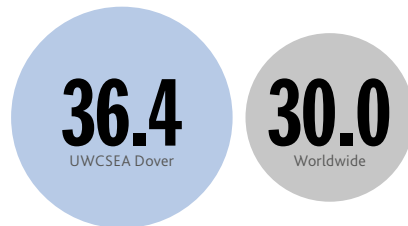
## DOVER CAMPUS

**328** IB Diploma students

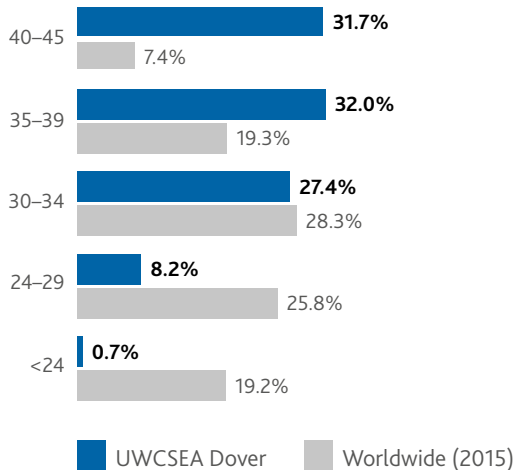
### Pass rate



### Average IB Diploma score



### IB Diploma score comparison



**20.1%** UWCSEA Dover students received a bilingual diploma

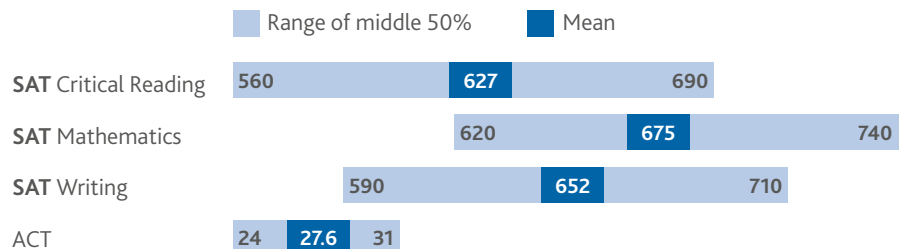
### Complete IB course listing for the Class of 2016

English is UWCSEA's medium of instruction and courses are offered at Higher or Standard Level unless otherwise noted.

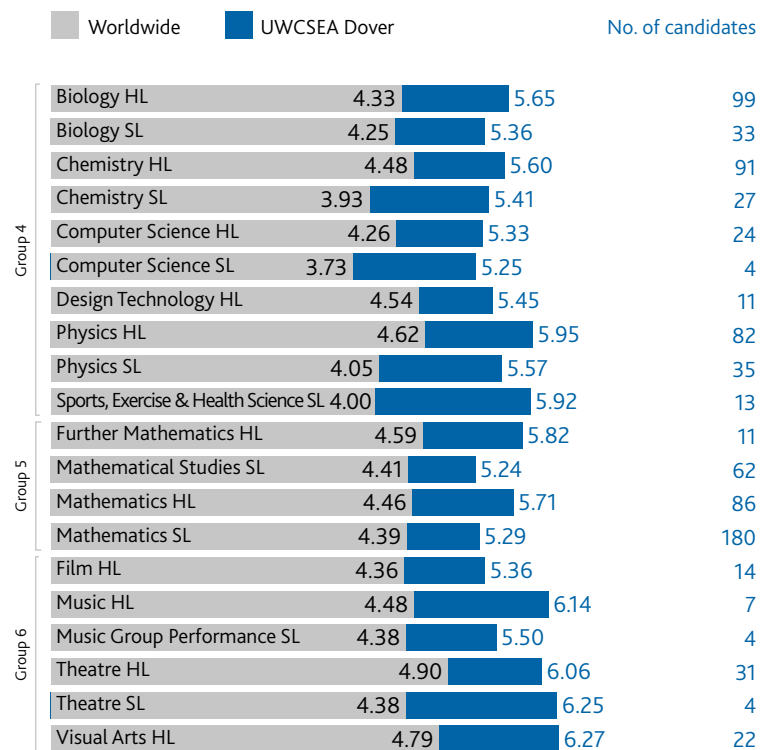
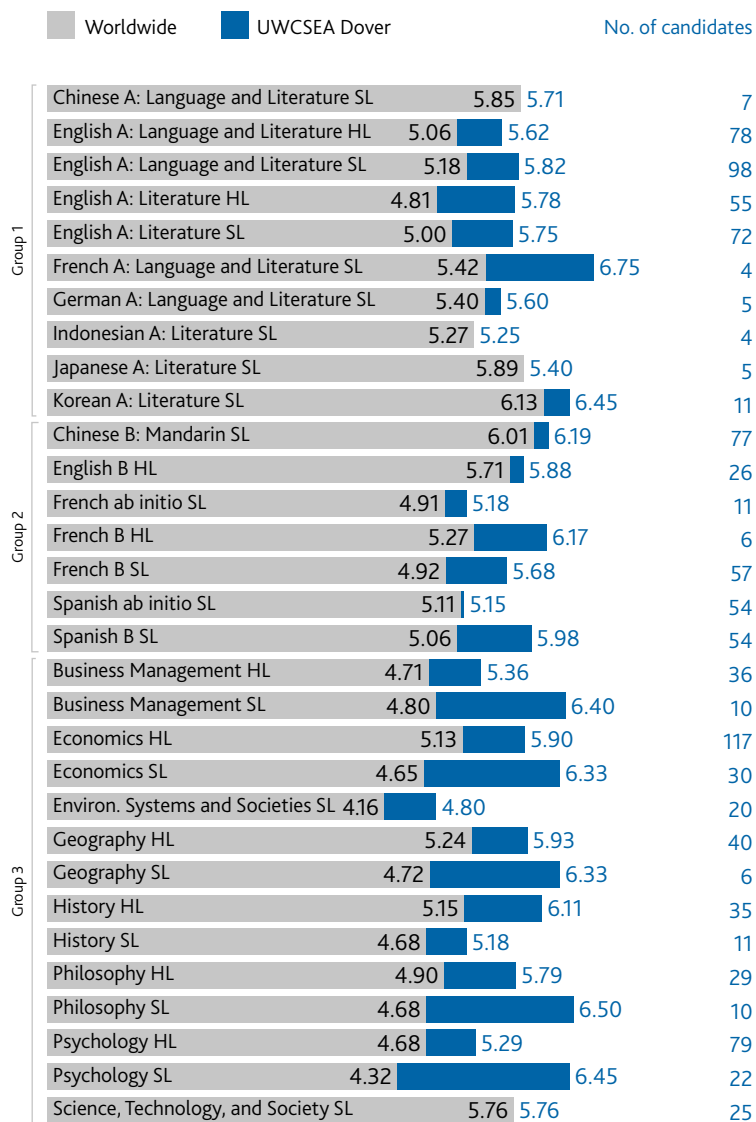
<b>1. Language A: Literature</b>	
<i>Taught</i>	Chinese; English; French; Hindi (SL); Japanese; Korean
<i>School Supported Self-Taught (SL)</i>	Afrikaans; Belarusian; Burmese; Hungarian; Khmer; Kinyarwanda; Lao; Norwegian; Thai; Turkish; Vietnamese
<b>Language A: Language and Literature</b>	Chinese; Dutch; English; German; Spanish
<b>2. Language B or ab initio</b>	English B (HL); French B; French ab initio; German B; Chinese B: Mandarin; Mandarin ab initio; Spanish B; Spanish ab initio
<b>3. Individuals and Societies</b>	Business and Management; Environmental Systems and Societies (SL); Economics; Geography; History; Philosophy; Psychology; Science, Technology and Society (SL)
<b>4. Experimental Sciences</b>	Biology; Chemistry; Computer Science; Design Technology; Environmental Systems and Societies (SL); Physics; Science, Technology and Society (SL); Sports, Exercise and Health Science (SL)
<b>5. Mathematics</b>	Further Mathematics (HL); Mathematical Studies (SL); Mathematics
<b>6. The Arts</b>	Film; Music; Theatre Arts; Visual Arts

### SAT and ACT scores

162 members of the Class of 2016 took the SAT and 55 took the ACT. All scores, including those from non-native English speakers, are included.



### IBDP average score by subject\*

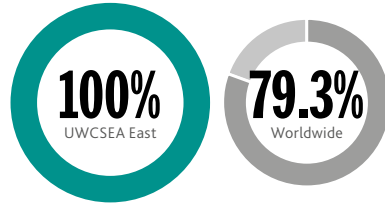


\* Average scores are listed for subjects with four or more candidates.

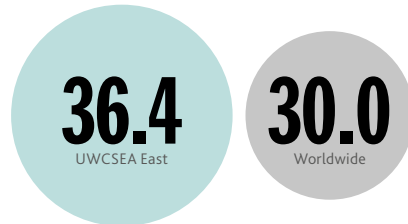
## EAST CAMPUS

**172** IB Diploma students

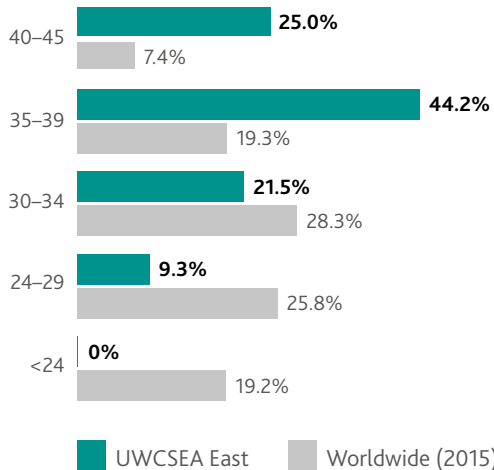
### Pass rate



### Average IB Diploma score



### IB Diploma score comparison



**32.6%** UWCSEA East students received a bilingual diploma

### Complete IB course listing for the Class of 2016

English is UWCSEA's medium of instruction and courses are offered at Higher or Standard Level unless otherwise noted.

#### 1. Language A: Literature

*Taught* English; Hindi (SL); Japanese; Korean; Spanish

*School Supported Self-Taught (SL)* Albanian; Croatian; French; German; Indonesian; Khmer; Norwegian; Portuguese; Russian; Thai; Urdu

**Language A:** English; Chinese  
**Language and Literature**

#### 2. Language B or ab initio

English B (HL); French B; French ab initio (SL); Chinese B; Mandarin ab initio (SL); Spanish B; Spanish ab initio (SL)

#### 3. Individuals and Societies

Economics; Environmental Systems and Societies (SL); Geography; History; Psychology

#### 4. Experimental Sciences

Biology; Chemistry; Design Technology; Environmental Systems and Societies (SL); Physics

#### 5. Mathematics

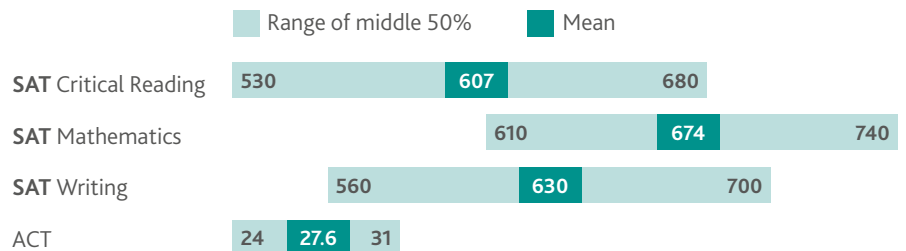
Further Mathematics (HL); Mathematical Studies (SL); Mathematics

#### 6. The Arts

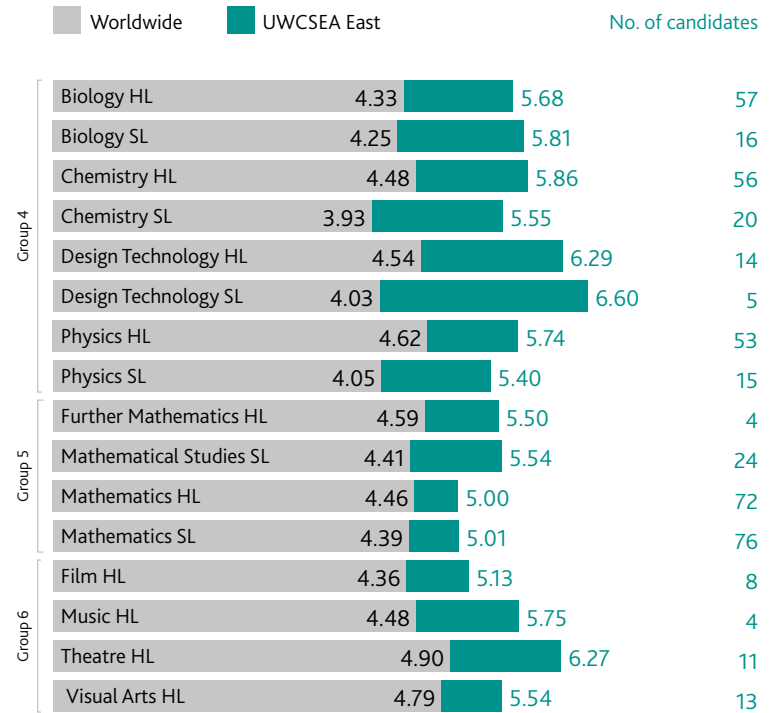
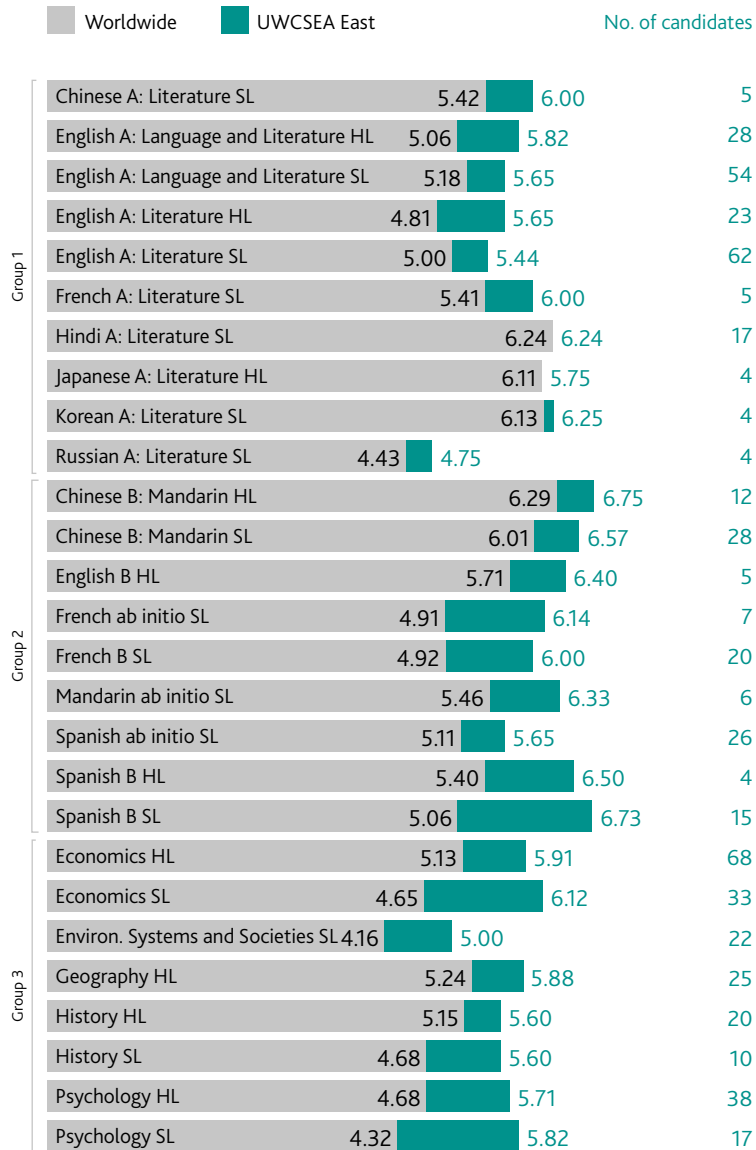
Film; Music; Theatre; Visual Arts

### SAT and ACT scores

72 members of the Class of 2016 took the SAT and 86 took the ACT. All scores, including those from non-native English speakers, are included.



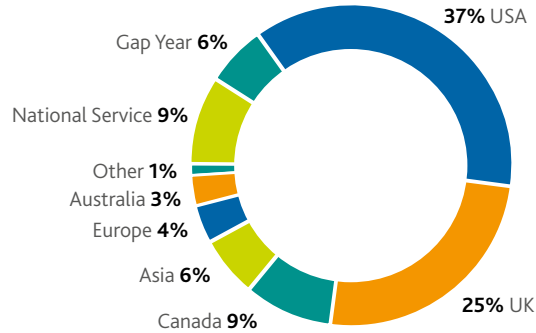
### IBDP average score by subject\*



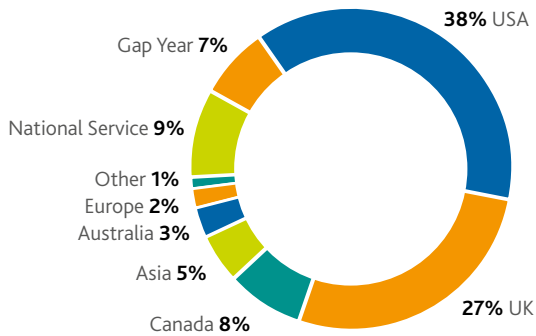
\* Average scores are listed for subjects with four or more candidates.

## DESTINATIONS OF CLASS OF 2016

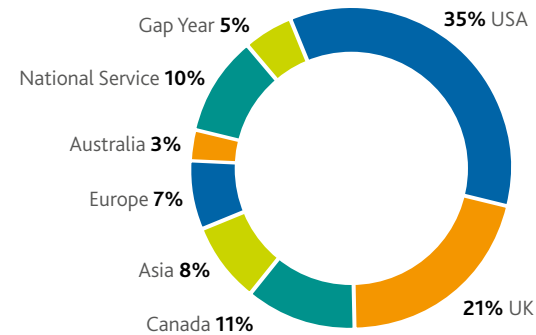
### COLLEGE



### DOVER CAMPUS



### EAST CAMPUS



## UNIVERSITY DESTINATIONS

### AUSTRALIA

Bond University  
 Monash University  
 University of Melbourne  
 University of New South Wales  
 University of Queensland  
 University of Sydney  
 University of Technology Sydney  
 University of Western Australia

### CANADA

Acadia University  
 Brock University  
 Carleton University  
 Concordia University  
 HEC Montreal  
 McGill University  
 McMaster University  
 Queen's University  
 Simon Fraser University  
 University of Alberta  
 University of British Columbia  
 University of Calgary  
 University of Toronto  
 University of Waterloo  
 Western University

### JAPAN

International Christian University  
 Keio University  
 Okayama University  
 Osaka University  
 Sophia University  
 University of Tokyo  
 Waseda University  
 Waseda University School of International Liberal Studies

### MEXICO

Universidad Nacional Autónoma de México

### MIDDLE EAST

NYU Abu Dhabi

### NETHERLANDS

Amsterdam University College  
 Delft University of Technology  
 Erasmus Universiteit Rotterdam  
 Erasmus University College  
 Hanzehogeschool Groningen  
 Leiden University  
 Leiden University College The Hague  
 Nyenrode New Business School  
 Tilburg University  
 University College Maastricht  
 University College Utrecht  
 University of Groningen

### REST OF EUROPE

École hôtelière de Lausanne (Switzerland)  
 ETH Zurich (Switzerland)  
 IE University (Spain)  
 Les Roches International School of Hotel Management (Switzerland)  
 Royal Danish Academy of Fine Arts (Denmark)  
 Sciences Po (France)  
 Trinity College Dublin (Ireland)  
 Università Bocconi (Italy)  
 Università Degli Studi di Trieste (Italy)  
 University College Cork (Ireland)  
 Vienna University of Economics and Business (Austria)



## **REST OF ASIA**

Ateneo de Manila University  
(Philippines)  
Chulalongkorn University (Thailand)  
Hong Kong University of Science &  
Technology  
International Medical University  
(Malaysia)  
Korea Advanced Institute of Science  
and Technology  
NYU Shanghai (China)  
Universitas Indonesia  
University of Hong Kong

## **SINGAPORE**

Nanyang Technological University  
National University of Singapore  
S P Jain School of Global Management  
Singapore Management University  
Singapore University of Technology  
and Design  
Yale-NUS College

## **SOUTH KOREA**

Seoul National University  
Sogang University  
Yonsei University, Underwood  
International College

## **UNITED KINGDOM**

Arts University Bournemouth  
British College of Osteopathic  
Medicine  
Brunel University London  
Cardiff University  
City University London  
Durham University  
Falmouth University  
Goldsmith's, University of London

Guildford School of Acting  
Heriot-Watt University  
Hull York Medical School  
Imperial College London  
Imperial College of Science,  
Technology and Medicine  
Keele University  
King's College London  
Kingston University  
Lancaster University  
London School of Economics and  
Political Science  
Loughborough University  
Newcastle University  
Northumbria University  
Oxford Brookes University  
Queen Mary University of London  
Queen's University Belfast  
Regent's University London  
Royal Holloway, University of London  
Royal Veterinary College  
School of Oriental and African  
Studies, University of London  
St George's, University of London  
The Glasgow School of Art  
University College London  
University of Aberdeen  
University of Bath  
University of Birmingham  
University of Brighton  
University of Bristol  
University of Cambridge  
University of East Anglia  
University of Edinburgh  
University of Exeter  
University of Glasgow  
University of Kent  
University of Leeds  
University of Manchester

University of Nottingham  
University of Oxford  
University of Reading  
University of Sheffield  
University of Southampton  
University of St Andrews  
University of Stirling  
University of Surrey  
University of Sussex  
University of the Arts London  
University of the West of England  
University of Warwick  
University of Westminster  
University of Winchester  
University of York

## **UNITED STATES**

American University  
Babson College  
Bard College  
Barnard College  
Baylor University  
Bennington College  
Bentley University  
Berklee College of Music  
Boston College  
Boston University  
Brandeis University  
Brown University  
Bryn Mawr College  
California College of the Arts  
(San Francisco)  
California Polytechnic State  
University, San Luis Obispo  
Carleton College  
Carnegie Mellon University  
Chapman University  
Claremont McKenna College  
Clark University

Colby College  
Colgate University  
College of the Atlantic  
Colorado College  
Columbia University  
Cornell University  
Creighton University  
Dartmouth College  
Davidson College  
Drexel University  
Duke University  
Elon University  
Emerson College  
Emory University  
Emory University - Oxford College  
Georgetown University  
Georgia Institute of Technology  
Grinnell College  
Harvard University  
Harvey Mudd College  
Haverford College  
Indiana University at Bloomington  
Johns Hopkins University  
Johnson & Wales University  
Kenyon College  
Lehigh University  
Lewis & Clark College  
Loyola Marymount University  
Luther College  
Lynn University  
Macalester College  
Massachusetts Institute of Technology  
Methodist University  
Middlebury College  
New York University  
North Carolina State University  
Northeastern University  
Northwestern University

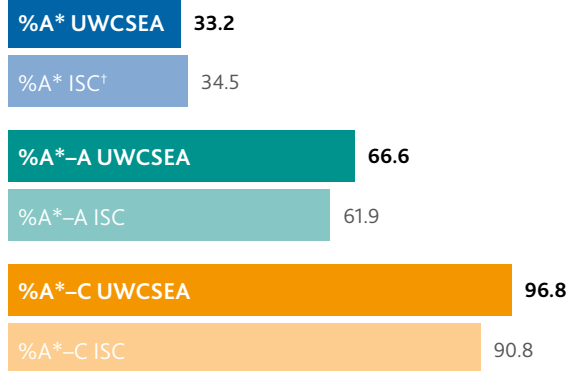


Oberlin College of Arts and Sciences  
Occidental College  
Parsons The New School for Design  
Pennsylvania State University  
Pepperdine University  
Pitzer College  
Pomona College  
Pratt Institute  
Princeton University  
Purdue University  
Rhode Island School of Design  
Rice University  
Ringling College of Art and Design  
Rockford University  
Rutgers University–New Brunswick  
Sarah Lawrence College  
Savannah College of Art and Design  
School of the Art Institute of Chicago  
School of Visual Arts  
Scripps College  
Skidmore College  
Smith College  
St. Lawrence University  
St. Olaf College  
Stanford University  
Suffolk University  
Swarthmore College  
Syracuse University  
Texas Christian University  
The George Washington University  
The New School  
Tufts University  
University of California, Berkeley  
University of California, Davis  
University of California, Los Angeles  
University of California, San Diego  
University of California, Santa Cruz  
University of Chicago  
University of Colorado Boulder  
University of Florida  
University of Illinois,  
Urbana-Champaign  
University of Maryland, College Park  
University of Michigan  
University of North Carolina,  
Chapel Hill  
University of Notre Dame  
University of Oklahoma  
University of Oregon  
University of Pennsylvania  
University of Rochester  
University of San Francisco  
University of Southern California  
University of Texas, Austin  
University of Virginia  
University of Washington  
Utah State University  
Vanderbilt University  
Vassar College  
Virginia Polytechnic Institute and  
State University  
Wartburg College  
Washington and Lee University  
Washington University in St. Louis  
Wellesley College  
Wesleyan University  
Westminster College  
Wheaton College MA  
Whitman College  
Willamette University  
Williams College  
Worcester Polytechnic Institute  
Yale University

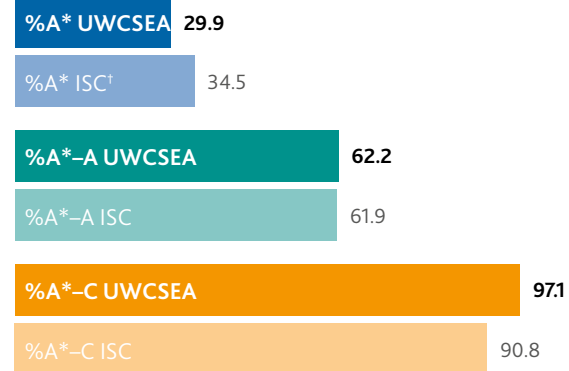
## (I)GCSE JUNE 2016 IN NUMBERS

In June 2016, students on both campuses completed the (I)GCSE exams. Results of the exams from both campuses are below.

### DOVER CAMPUS



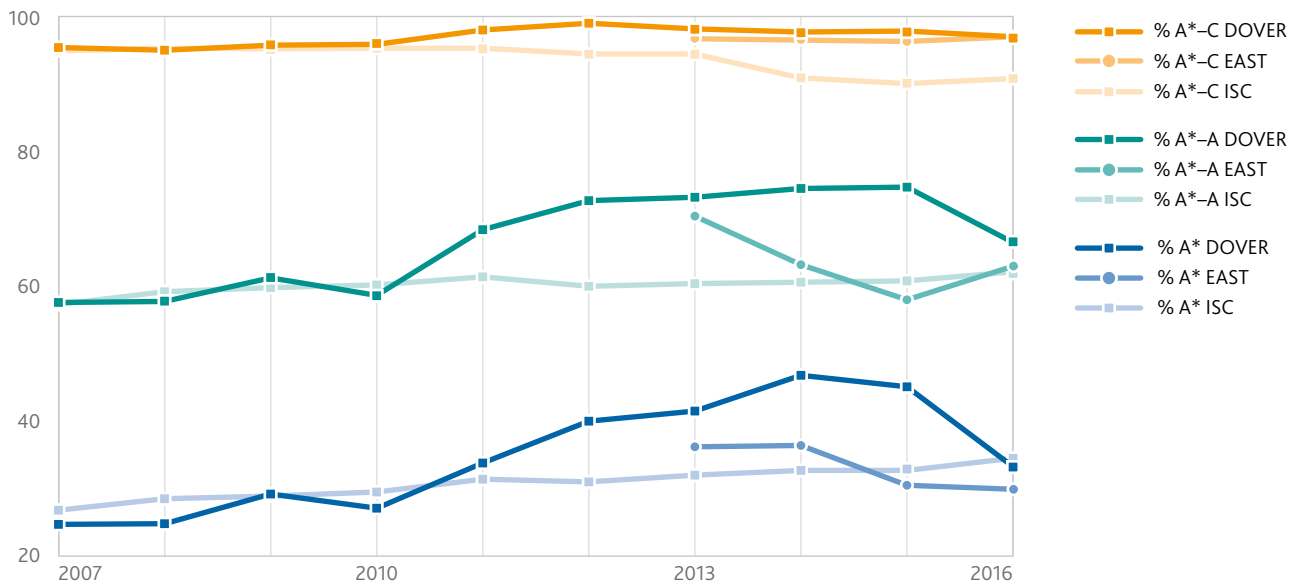
### EAST CAMPUS



<sup>1</sup>ISC = Independent Schools Council

### TEN-YEAR COMPARISON

This chart shows a comparison between Independent Schools Council (ISC) schools and UWCSEA Dover and over a ten-year period, from 2007 to 2016. It also shows East Campus 2013-2016 results.



## OTHER ACADEMIC HIGHLIGHTS

During 2015/2016, teams of teachers and educational leaders, with the support of the articulation project team, continued to work collaboratively to develop standards, essential understandings and benchmarks for individual subjects so that learning goals build logically in each grade from K1 to the IB Diploma. The teams also devoted time to identifying where the UWCSEA profile (skills and qualities that should be developed in students) can be explicitly planned for through the academic curriculum and other elements of the learning programme.

Ongoing development and review of the academic curriculum works in three distinct phases, outlined below.

### **PHASE 1**

During Phase 1, under the leadership of the Articulation Team Leader and with the support of Articulation Team, the rationale, standards, strands, essential understandings, benchmarks and elaborations are developed. Decisions within this phase are led by the Articulation Team Leader with the support of school leaders and teachers from both campuses. By the end of this phase, school leaders and the Articulation Team agree that the curriculum is ready to be piloted. A timeline for the collection of feedback during Phase 2 is established.

### **PHASE 2**

During Phase 2, under the leadership of the Curriculum Director on each campus, school leaders manage processes for piloting and collecting feedback on the written curriculum from their teaching teams. The Articulation Team Leader manages the process of analysing the feedback and reaching College consensus on amendments to the written curriculum with the support of and the Articulation Team. By the end of Phase 2, the written curriculum has been piloted on both campuses, amended, and there is consensus that no significant changes are required at this time.

### **PHASE 3**

During Phase 3, under the leadership of the Curriculum Director on each campus, school leaders oversee the full implementation of the written curriculum. School leaders continue to oversee the collection of feedback through the unit reflection process to inform future review.



## THE ARTS IN THE ACADEMIC CURRICULUM

Much of the artistic pursuit at the College takes place through the activities element of the learning programme. However, the emphasis on music, drama, dance, and visual arts in the academic programme ensures that students who are strongly interested in this area can participate deeply in the artistic process. For further information on the Arts, please see the Activities section of this report.

All areas of the Arts—drama, music, visual arts and dance—completed Phase 1 of the articulation process, resulting in logical Learning Goals from K1 to Grade 12.

## DRAMA

As usual, the Drama departments on both campuses supported and extended student learning through a series of performance opportunities, workshops, collaborations across departments and Artist-in-Residence programmes. The enhancement of the Drama programme through these experiences allows students to broaden and deepen their understanding of the professional world of theatre and drama through their engagement with industry specialists.

### DOVER CAMPUS

- Jennifer Hartley, Theatre Versus Oppression – Theatre of the Oppressed Workshops with Grade 11 and 12 students, culminating in a Forum Theatre session with abused domestic helpers from H.O.M.E.
- Physical Theatre and Suzuki workshops with Mark Hill for Grade 11 and 12 students
- *Commedia dell'Arte* workshop with Marco Luly for Grade 11 and 12 students
- Frantic Assembly workshop on physical theatre and devising for Grade 11 and 12 students
- Grade 12 IBDP Theatre Solo and Collaborative Project Performances showcase
- IBDP Co-curricular production of *Nell Gwynn*
- High School Dance platform
- Dance Curriculum Showcase

### EAST CAMPUS

- Workshops with Joachim Matschoss
- Mark Hill – Butoh Artist-in-Residence
- Improvisation workshop with Pete Benson
- Frantic Assembly workshop on physical theatre and devising for Grade 11 and 12 students
- GCSE Drama Examination Performance showcase
- Grade 12 IBDP Theatre Solo and Collaborative Project Performances showcase
- Grade 11 IBDP Theatre production, *The Government Inspector*
- Middle School ISTA Bangkok
- Middle School ISTA Singapore
- Middle School Arts Festival – Silat
- Cambodian shadow puppetry/dance during Asian Arts and Culture week



## MUSIC

The Music programmes on both campuses continued to challenge students to a high participation and performance level. On Dover, the annual OPUS concert, featuring over 400 students, gave students in Middle and High School the opportunity to perform in this iconic venue, while the Finale and Encore concerts, at the Yong Siew Toh Conservatory of Music provided further opportunities for performance at professional venues. The various ensembles continued to perform at concerts on campus throughout the year. In addition, in August 2016 the Music Department was enhanced significantly by the opening of a new recital room, recording studio and 8 additional music practice rooms.

On East, the Head of Music joined the review team writing the new IB Diploma Music curriculum. In Middle School, the Online Learning Platform was implemented in all MS academic classes and the Middle School Arts Festivals were introduced, celebrating the Arts in a cumulative and collaborative manner across Music, Art and Drama. The Grade 3 Strings Programme and Grade 4 Clarineo Programme introduced in 2014/2015, resulted in many students continuing with instrumental lessons in their chosen instrument through the Instrumental Teaching Programme in 2015/2016. In Infant School, the curriculum was revised in light of the focus on Reggio practices while the Primary School singers sang in front of an audience of more than 1,000 delegates at the Round Square Conference.

There were also several highlights of music in the Service programme on East Campus, with the Music Department working with Global Concerns groups Epic Arts, Cambodian Living Arts and Focus Africa. At the same time two music-based local services were consolidated – Drum Therapy and Music Therapy working with Alzheimer's patients at APEX Harmony Lodge

## VISUAL ARTS

The Visual Arts programme continues to stimulate students to a level of creativity and artistry that is unusual in schools: 35 students took Higher Level Visual Arts for the IB Diploma, scoring an average of 6.0 (worldwide average is 4.7). Several graduates are now attending Rhode Island School of Design, consistently ranked as one of the top three Art schools in the US, while a significant number have gone on to study Architecture.

## LEARNING PROGRAMME: ACTIVITIES

The College offers an extensive Activities programme from K1 onwards. The programme aims to complement the academic curriculum by providing a broad and balanced range of 'real life' vehicles beyond the 'classroom' for students to learn and apply the qualities and skills of UWCSEA's learner profile.

Choice is a key principle of the programme and students are encouraged to pursue their passions and in particular to select activities where they can work positively with others towards achieving collective goals. Often a starting point for developing lifelong interests, the programme aids students to develop their personal identity and is one of the key reasons why students feel such a part of UWCSEA's vibrant community.

Students at Dover and East are vital to the building and the leadership of the Activities programmes. Councils in Junior, Middle and High School are responsible for giving a student voice in what activities are offered and from Sports Councils to College Publications and Academic Societies, UWCSEA students take important leadership roles.

Some statistical highlights of the Activities programme can be seen below.

# 1,872

TOTAL NUMBER OF ACTIVITIES

---

Leadership	<b>106</b>	<b>132</b>	Visual and performing arts
Clubs	<b>246</b>	<b>216</b>	Enrichment
	<b>1,172</b>		Sports, fitness and wellness

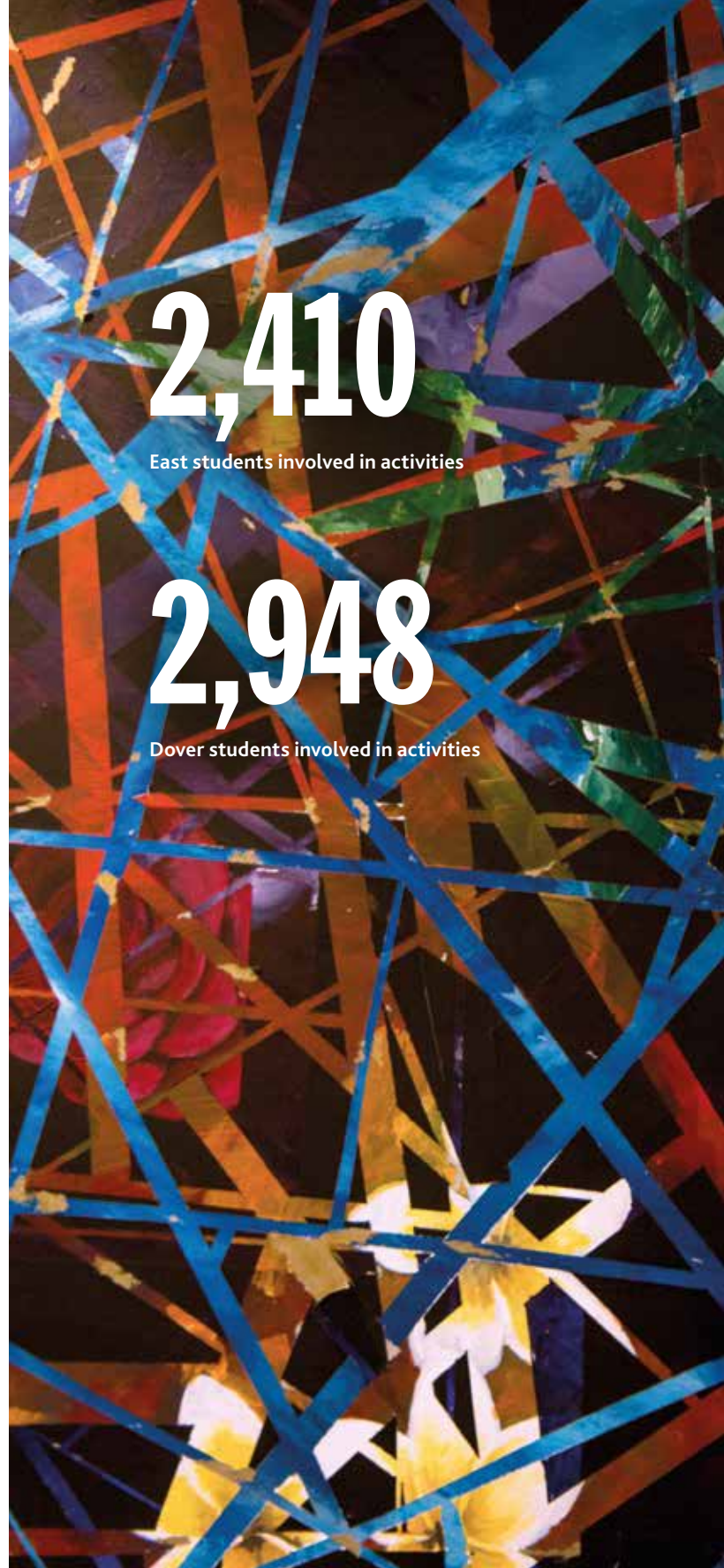
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# 2,410

East students involved in activities

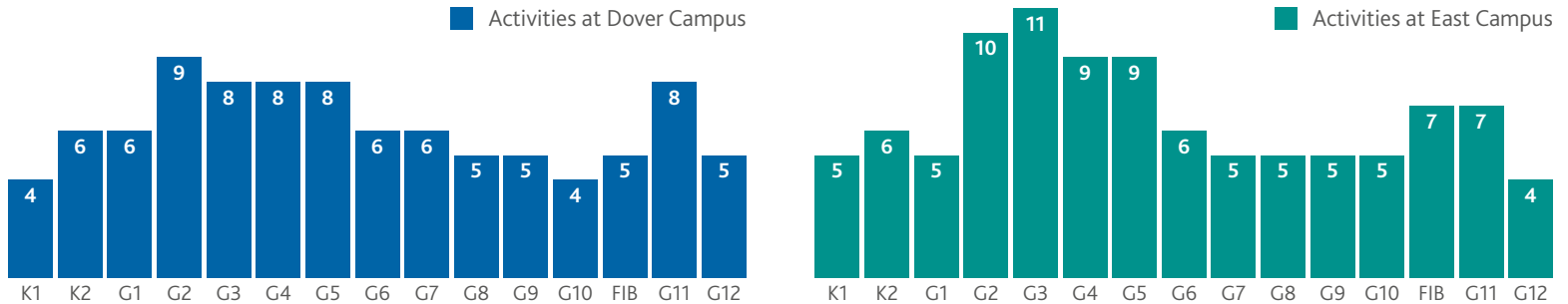
# 2,948

Dover students involved in activities



## **PARTICIPATION**

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



## **SPORTS AND WELLNESS**

Dover and East campuses offer wide ranging Representative Sports programmes which are supported by Non-Representative Sports and Fitness and Wellness activities.

### **REPRESENTATIVE SPORTS**

A total of 320 boys and girls sports teams at Junior, Middle and High School age ranges across Dover and East campuses, represent the College in the Athletic Conference of Singapore International Schools (ACSIS). Additionally the College is a member of the South East Asia Student Activities Conference (SEASAC), where 48 Senior 'A' teams represent Dover and East campuses in 12 different sports. In 2015/2016 Dover and East had the highest participation rates at ACSIS of any school in Singapore (120 at each campus), and combined, UWCSEA won 11 of the 24 SEASAC Division 1 Championships.

### **NON-REPRESENTATIVE SPORTS AND FITNESS AND WELLNESS ACTIVITIES**

50% of the sports programmes at UWCSEA are non-competitive or fitness and wellness activities. Through a very broad range of physical activities, students at UWCSEA are given the opportunity to pursue their sporting passions and talents in order to develop their physical sporting capabilities and to further their personal lifelong fitness, health and wellness.

At Dover during the 2015/2016 year, developments in this area included the establishment of weekend Phoenix Sports Clubs in Badminton, Climbing, Cricket, Karate and Volleyball. These sports clubs are designed to provide further avenues for students to develop the sports of their choice recreationally and to apply their skills in Phoenix Sports Leagues and tournament competition.

A selection of the Non-Representative Sports and Fitness and Wellness Activities includes: Tae Kwon Do, Karate, Judo, Learn to Swim, Swim Fit, Synchronised Swimming, Life Saving, Fencing, Gym School, Parkour, Rock Climbing, Squash, Sailing, Trampoline, Golf, Table tennis, Circuit Training, Cross Fit, Yoga and Mindfulness, Break Dance, Irish Dance and Hip-Hop.





Representative Sports offered on Dover and East



- Athletics
- Badminton
- Basketball
- Climbing
- Cross country
- Cricket (boys)
- Football
- Gymnastics
- Hockey
- Netball (girls)
- Rugby (boys)
- Sailing
- Softball
- Swimming
- Tennis
- Touch (girls)
- Ultimate Frisbee
- Volleyball

A young boy with short, light-colored hair is shown in profile, playing a dark-colored guitar. He is wearing a dark blue long-sleeved shirt. The background is dark with a bright spotlight shining from the top left, creating a lens flare effect. The overall scene is a stage performance.

# 324

students taking Associated  
Board exams

# 1,152

Students participating in the  
Instrumental Teaching Programme  
across the College

## THE ARTS

### DOVER ENSEMBLES

Senior Orchestra  
Symphonic Band  
Jazz Band  
HS Percussion Ensemble  
Cantabile  
Singers  
Concert Strings  
The Band  
Brass Band  
MS Woodwind Ensemble  
Intermediate Jazz Band  
Camerata  
MS Percussion Ensemble  
MS Gamelan  
Arioso  
Intermediate Band  
Junior Band  
Beginner Band  
Recorder Ensemble  
Grade 5 Choir  
Junior Singers  
Junior Strings  
Singing Playground  
Happy Feet Club

### EAST ENSEMBLES

High School Orchestra  
Sonos (High School choir)  
CASamba  
CASmarimba  
Colla Voce (Male voices)  
Coloratura (Specialist Choir)  
Pamberi All Stars  
Chimanga Marimba  
Chiongotere Mbira  
Djembefolaw  
East Community Singers  
High School Samba Band  
Middle School Orchestra  
East Vocal Project and Singers  
Karibu Marimba Express  
Middle School Jazz Band  
Middle School Jazz Combo  
Middle School Caribe Samba Band  
Guitar ensemble  
Kutandara Marimba Ensemble (3)  
Strings United  
Band Together  
Ukulele Grooves  
Rhythmical Madness  
Chamber Ensemble  
Global Voices  
EPIC Samba  
Bali Bridges Gamelan (2)  
PS Music Ambassadors

### INSTRUMENTS OFFERED THROUGH ITP

Woodwind – recorder, flute, clarinet, saxophone, oboe, bassoon; Brass – trumpet, cornet, horn, tenor horn, baritone, trombone, tuba, euphonium; Strings – violin, viola, cello, double bass; Percussion (including drumkit); Voice; Guitar (classical, electric, acoustic); Bass guitar; Ukulele; Mbira; North Indian Harmonium, Table and Vocals; Piano - Classical, Popular and Jazz

## MS AND HS DANCE AND DRAMA PRODUCTIONS ACROSS THE COLLEGE

Title	Number of students
Accidental Death of an Anarchist	Student directed – 8 students
Bouncers	Student-directed – 8 students
CultuRama	250 students
Cyrano de Bergerac	40 students
IB Theatre showcase	70 students
Jump	Student directed – 10 students
Middle School Drama Devising Group	18 students
Mind Game	5 students
Mort	49 students
No. 894 in the Kingdom of Heaven	Student directed – 10 students
Rock Show	50 students
Tales of the Arabian Nights	35 students
The Crucible	40 students
The Laramie Project	25 students; Grade 11 students as Assistant Directors
The Norwegian Folktales	Student-written and directed – 12 students
The Outsiders	35 students
The Short Form	Student-directed – 60 students
Theatresports	25 students
Transcendence - Student Dance Show	50 students
UN Night	350 students; profits to Theatre Versus Oppression



# LEARNING PROGRAMME: OUTDOOR EDUCATION

The Outdoor Education programme is a powerful part of the UWCSEA experience, providing students from Grade 1 to Grade 12 with opportunities to develop their independence, teamwork and resilience.

During 2015/2016, the outdoor education programme gave experiential learning opportunities to all students from Grade 1 to Grade 9 as well as Grade 10 FIB students. Students in Grade 11 participated in Project Week.

## STUDENT HOURS SPENT OVERSEAS

**365,904**

Dover students hours

+

**276,696**

East students hours

+

**126,576**

Dover and East students hours on combined trips

**769,176**

College hours

## STAFF/PARENT HOURS SPENT OVERSEAS

**34,560**

Dover staff/parent hours

+

**38,784**

East staff/parent hours

+

**17,208**

Dover and East staff/parent hours on combined trips

**90,552**

College hours

## OPTIONAL TRIPS

### Middle School

New Zealand Adventure  
Skiing and snowboarding in Verbier  
Tabitha History Housebuilding  
Vietnam Service and Curriculum Trip  
South Africa and Swaziland Service and Curriculum Trip  
Spain Cultural Immersion Tour  
France Cultural Immersion Tour  
China Cultural Immersion Tour

### High School

Bhutan Expedition  
Puteri Mahsuri  
Australia Outback Adventure  
Taiwan Expedition  
China Climb  
Tioman Multi Activity Adventure  
Horse Riding Expedition  
Biodiversity and Research Programme Borneo  
Sichuan/Tibetan Culture Trek  
Tall Ship Leeuwin  
Sea Kayak Malaysia  
Eco Dive Sulawesi  
Trail Cycling Cambodia  
Mountain Bike Bangkok  
Langkawi Adventurous Journey  
Bali Coast to Coast  
Japanese Multi Activity  
Ladakh Trek Expedition  
Whitewater Rafting, Idaho  
Chamonix, France Expedition  
Wales Expedition  
New Zealand Winter Adventure

**6,666** times a student participated in an overseas trip

**349** individual expeditions

**34** cross-campus trips

## COMPULSORY EXPEDITIONS

### **GRADE 1**

Overnight stay at College

### **GRADE 2**

Overnight camp at Singapore Zoo

### **GRADE 3**

Three-day trip to Riders Lodge in Malaysia

### **GRADE 4**

Four-day trip to Pulau Sibul, Malaysia

### **GRADE 5**

Five-day trip to Green Camp, Bali, Indonesia (Dover)

Five-day trip to Taman Negara, Malaysia (East)

### **GRADE 6**

Five-day trip to Tioman Island, Malaysia

### **GRADE 7**

Five-day sea kayaking trip to Pulau Sibul, Malaysia

### **GRADE 8**

Eleven-day trip to Chiang Mai, Thailand

### **GRADE 9**

The opportunity to join over 20 expeditions from trekking in Nepal to tall ship sailing

### **GRADE 10 FIB**

Seven-day trip to Nan, Thailand (Dover)

Six-day trip to Endau River, Malaysia (East)

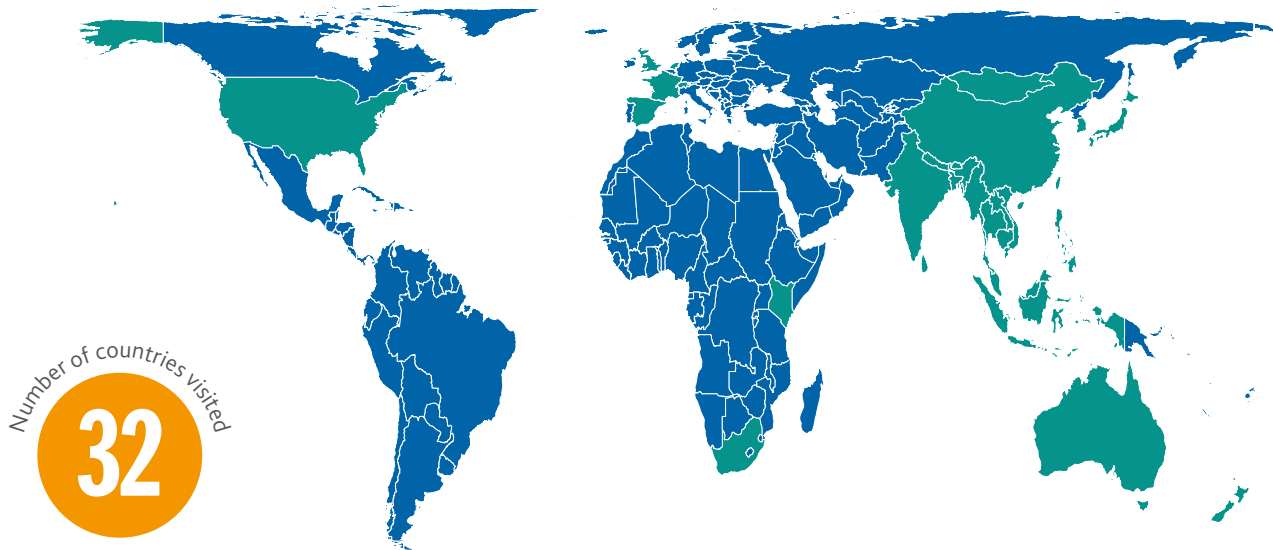
### **GRADE 11**

Project Week—independently planned trips by small groups of students





## COUNTRIES VISITED THROUGH THE OUTDOOR EDUCATION PROGRAMME



*Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, France, Hong Kong, India, Indonesia, Japan, Kenya, Laos, Malaysia, Mongolia, Myanmar, Nepal, Netherlands, New Zealand, Philippines, South Africa, South Korea, Spain, Sri Lanka, Switzerland, Taiwan, Thailand, Timor-Leste, United Kingdom, United States, Vietnam*

### STRATEGIC DEVELOPMENTS 2015/2016

By 2014, the Outdoor Forum for South East Asian Schools (OFFSEAS), begun by UWCSEA in 2011, included schools and organisations from around the region and a conference was hosted by UWCSEA in May 2015.

The seven-year longitudinal study, designed to evaluate the outdoor education programme, and better understand the impact of the programme on our students' overall learning and development while at the College continued. The study is being conducted in conjunction with researchers from Oregon State University (OSU), who are experts in the fields of experiential education and social psychology.

It is expected that the study will provide valuable information on how the Outdoor Education programme contributes both to UWCSEA's educational goal and to the development in students of the skills and qualities outlined in the UWCSEA profile.

### NATIONAL YOUTH ACHIEVEMENT AWARD (NYAA)

The NYAA aims to encourage young people to develop personal qualities of self-reliance, perseverance and a sense of responsibility to themselves and to society. In this way it fits very well with the Outdoor Education element of the learning programme.

**19** students achieved gold award

**110** students achieved silver award

# LEARNING PROGRAMME: PERSONAL AND SOCIAL EDUCATION

The Personal and Social Education (PSE) programme helps to ensure that students feel secure and valued, as well as encouraged in their learning, growth and social development. Through the programme students explore how they are connecting to their learning, friends, family, technology and the outside world.

Self-confidence and self-esteem are built through all aspects of the learning programme, and their interactions at the College contribute to a student's personal and social education. Making PSE a unique strand within the programme ensures that time is dedicated to this important part of the student experience, but student welfare also includes safeguarding, learning support, counselling, university advising as well as the work of the tutor/mentor, Heads of Grade and Vice Principals in supporting socio-emotional needs of students.

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

During the 2015/2016 year, the rationale and standards for the PSE curriculum from K1 to Grade 12 that had been developed during 2014/2015 were piloted

and reviewed as a new PSE curriculum. Broadly, the content can be classified into three overarching concepts: individual well-being; relationships and community (interpersonal) well-being; and student ability to engage with global issues (global well-being). These concepts are revisited each year in a spiral structure, increasing the understanding and skills of students at age-appropriate developmental levels.

Dover Campus continues to work with Generation Safe (gold standard), to ensure robust e-safety practices and policies are in place. This focus on digital citizenship as part of the PSE programme ensures that the conversations are not about the technology, but rather are concerned with how students manage themselves in a digital world. The Generation Safe programme focuses on four main aspects of e-safety: Policy; Education; Infrastructure; and Accountability.

An increased focus on child protection continued with a visit from Keeping Children Safe in May 2015, with a view to working towards their highest level of accreditation, as well as staff training in this area.

Finally, an extensive learning support audit was conducted on both campuses, leading to a review of the provision in this area.

## PSE IN THE HIGH SCHOOLS

In Dover High School, there was a significant focus on developing lifelong healthy digital habits for students, which incorporated work with Digital Literacy Coaches in Grades 9 and 11. The ongoing focus on student leadership was given an added boost with student groups leading focus days, sessions on gender issues and approaches to exam revision. Two students from each Grade 9 Tutor Group trained as 'Young Philosophers' with a longterm goal of co-construction and, where appropriate, facilitation of some of the enquiry-based sessions that are so central to the learning programme. Pathbrite Portfolios were launched to support the holistic reflection and target setting

that students do at the end of each year. At the same time, all staff were trained in Philosophy for Children (P4C) and there is now a growing number of specialist P4C (Level 1 – 2b) teachers.

On East High School, teachers and students were also focused on ensuring that the series of units developed through the curriculum articulation project were supporting students appropriately. In addition, students became involved in the unit review for PSE and helped to plan the induction programme for Grade 10 FIB students, focused on the UWC values.

## PSE IN THE MIDDLE SCHOOLS

In Dover Middle School, there was a strong focus on reviewing and refining the PSE curriculum with particular emphasis on assessment within PSE. Assessment in PSE is extremely difficult, but it was agreed that it is possible to assess the following: an increase in knowledge; an increase in understanding; a change in or reconfirmation of a belief; a richer vocabulary; increased competence in a skill; increased confidence with dealing with issues and challenges.

The Middle School also gathered data directly from students in order to reflect on and evaluate the quality of provision. The annual PSE Student Perception survey provides evidence that students appreciate the opportunities presented in Lifeskills and Tutor sessions. Students also participated in a survey on adolescent sleep habits and had a session with the researcher, Dr Joshua Gooley from Duke-NUS Medical School.







Parents and students were involved in workshops with Dr Catherine Steiner-Adair, a leading expert specialising in child development, education, family relationships, and workplace/family integration. This was supported by internal workshops for parents with UWCSEA staff, focused on how to support students in their social lives, both online and offline.

On East Campus the PSE programme is delivered through Mentor Time, Middle School Expeditions and Life Skills. During 2015/2016 there was a strong focus on the Life Skills curriculum, as teachers and curriculum leaders worked together to ensure this part of the curriculum was meeting the needs of students at this key development stage. At the same time, Heads of Grade began to 'rotate' with grades for the first time, so that they are building relationships with students over three years and can better support them through the changes of Middle School.

## **PSE IN THE INFANT AND JUNIOR SCHOOLS**

During 2015/2016, Dover Junior School there was further focus on implementing standards and benchmarks across the PSE curriculum. At the same time, significant work was done on developing assemblies to align with the UWCSEA values and help initiate thinking around the topic being discussed in classrooms. In addition, initial discussions began on identifying appropriate professional development for teachers that will ensure a universal, pro-active approach to student well-being that applies to the whole child and every child within a whole school framework. This was based on the established belief that every interaction is an opportunity to foster resilience, connectedness and learning in its broadest sense.

In the Infant School, work continued on communicating progress in PSE and working with parents to ensure that links between home and school were strong in this critical area of the learning programme. The central role of PSE in the development and learning of the College's youngest students continued to be supported through the You Can Do It programme in K1 and the Bucket Fillers and Bully Busters/Cool Calm Kids programmes.

On East Campus there was further development of Mindfulness and Philosophy for Children, with a significant number of staff now trained in both areas. In Infant School teachers developed an important statement to express the way they see children in the school, which was published as 'Our Image of the Child', and emphasised the development of all aspects of an individual child. In Junior School there was a focus on digital citizenship and the development of safety units in partnership with the Digital Literacy Coaches.

## LEARNING PROGRAMME: SERVICE

The UWCSEA Service programme empowers students to become aware, able and active contributors to the community, whether on campus, locally in Singapore or internationally with a project in a developing country. Service is at the heart of our mission, and service activities are a vital part of the learning programme. UWCSEA believes in the transformative nature of the experience of serving others and in the responsibility we have to one another and the planet. The Service programme fosters empathy and helps students to recognise that part of being human is seeking opportunities to put yourself aside in the service of others.

We do service at UWCSEA so that students can actively contribute to resolving social and environmental problems, both locally and globally. We want our students to deepen their understanding of why these problems exist but also to realise that everyone can play a part in shaping a better world. We expect

our students to be compassionate and responsible. Service allows students to put these values into action while also offering them an experiential learning opportunity that is rewarding in terms of personal growth.

UWCSEA is recognised as a model of how dedicated and regular service cultivates an ongoing commitment in students to meaningful action in their community and beyond. The value of the Service programme to the organisations and people our students interact with can be measured in many ways. But the greatest impact is on our students, as they put their ideals and values into action and grow as compassionate people and active agents of change.

There are three levels of service: College; local; and global (incorporating Global Concerns, the Initiative for Peace and Gap Year). Below are some updated statistics for the 2015/2016 school year.

### Money raised by students through the UWCSEA Service programme

**\$905,812**

Dover

+

**\$448,393**

East

**\$1,354,205**

Total

### Number of Global Concerns

**88** + **78** = **166**  
Dover Campus East Campus Dover and East Campus combined

### Number of Local Service partners

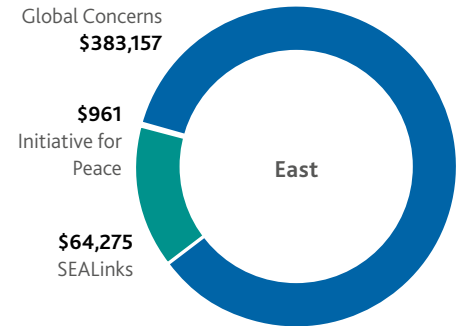
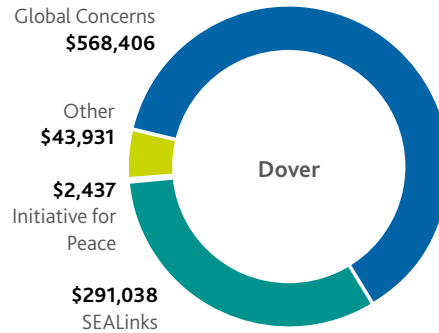
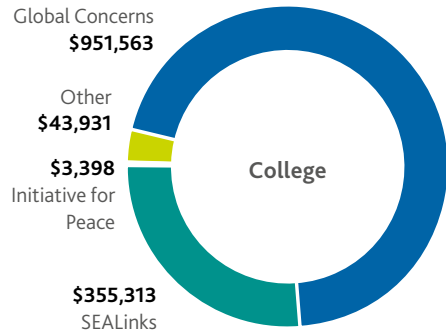
**64** + **47** = **111**  
Dover Campus East Campus Dover and East Campus combined

### Number of College Services

**41** + **59** = **100**  
Dover Campus East Campus Dover and East Campus combined



## BREAKDOWN OF FUNDRAISING FOR SERVICE

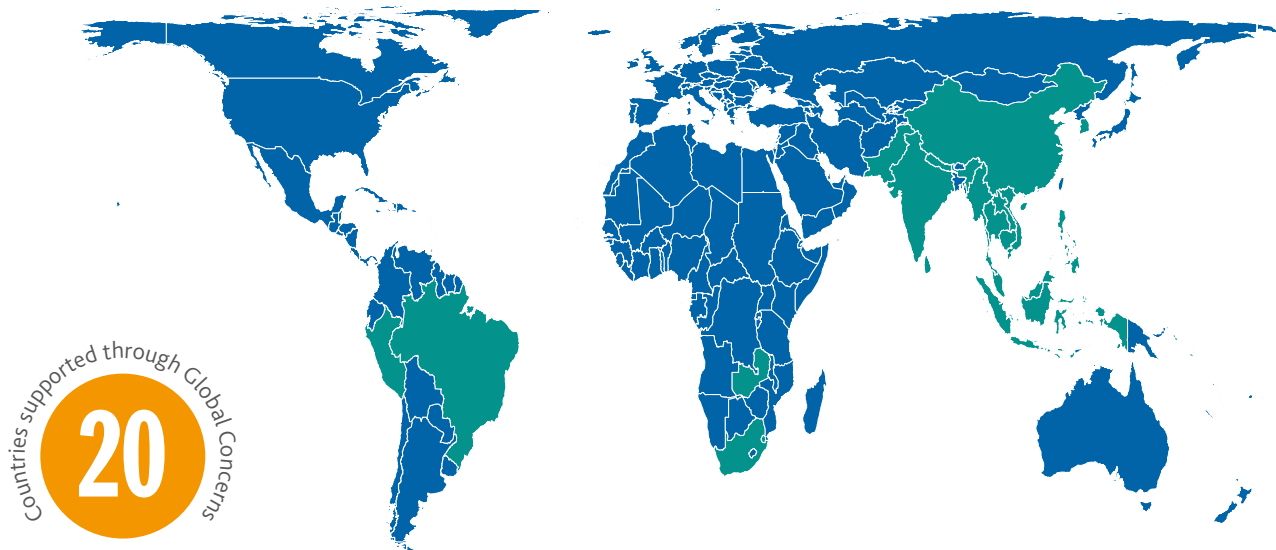


## DISBURSEMENT

Students from the Global Concerns groups disburse money directly to the NGOs they are raising money for. They undertake this task with their supervisor, with the Head of Global Concerns having oversight. Each has their own bank account, so the students know their individual totals.

The money raised by SEALinks, the parent groups who volunteer and fundraise for organisations in need of support in Singapore and overseas, is disbursed directly by them.

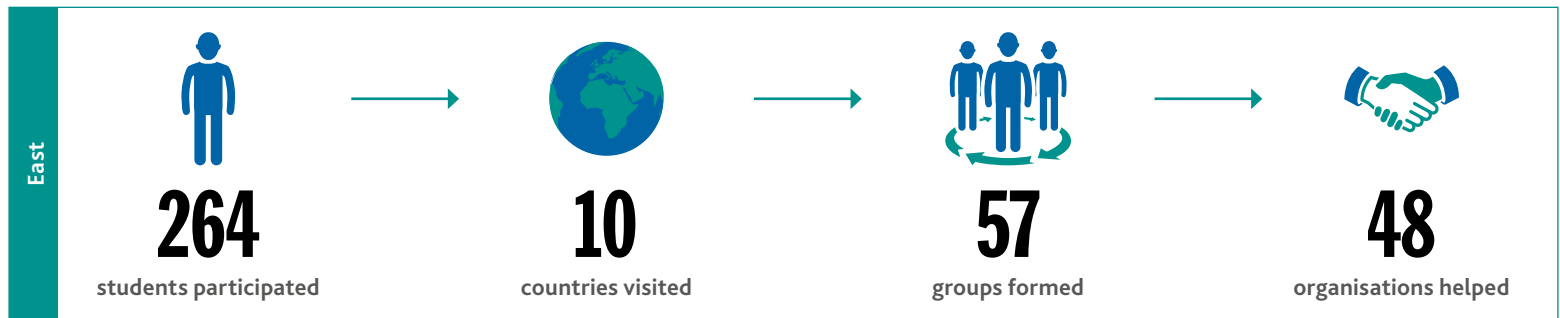
All money raised at the College is independently audited annually.



*Brazil, Cambodia, China, India, Indonesia, Korea, Laos, Malaysia, Myanmar, Nepal, Pakistan, Peru, Philippines, Singapore, South Africa, Sri Lanka, Swaziland, Thailand, Vietnam, Zambia*

## PROJECT WEEK

Every year, Grade 11 students are presented with the challenge to research, plan, organise, and then carry out an independent low budget trip to a place where they can make a difference.



## GAP YEAR PROGRAMME

The Gap Year programme offers students the opportunity to put UWC values into practice in Southeast Asia before going to university. During 2015/2016, graduates from the Class of 2015 were involved in the following projects.

**10**

Gap Year projects

**30**

students involved

Project	Number of students
Chiang Mai BABSEA CLE in Thailand	3
Child Workers in Nepal	2
Gili Eco Trust, Lombok	2
Equitable Cambodia	2
Sustainable Cambodia	1
Bairo Pite Clinic, Dili, Timor-Leste	1
Expeditions	12
Lihuk Panaghiusa, Cebu, Philippines	4
Akshara Foundation, MUWCI, Pune, India	1
Green Shoots, Hoi An, Vietnam	
Own Project	2



**OUR  
COMMUNITY**

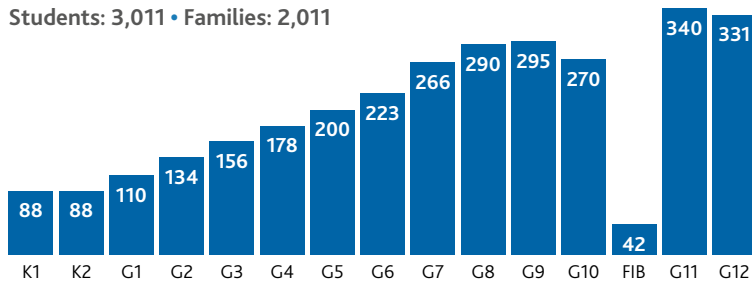
# OUR COMMUNITY

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

## ENROLMENT 2015/2016

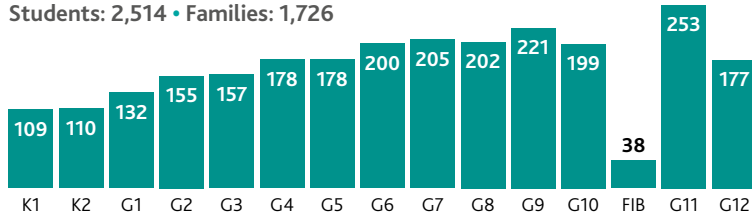
### DOVER CAMPUS

Students: 3,011 • Families: 2,011



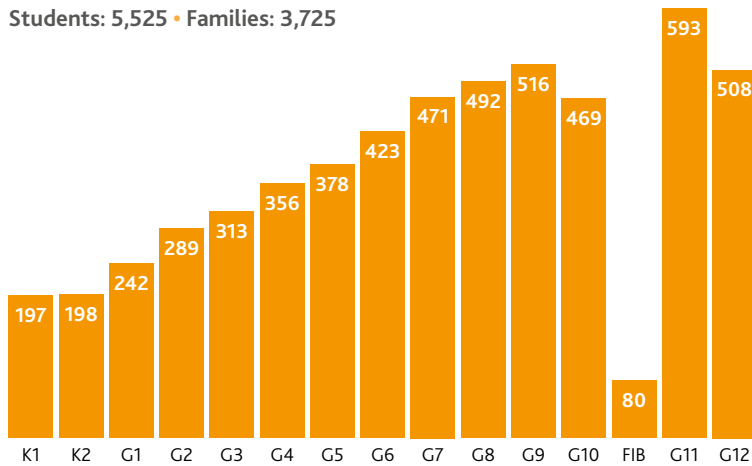
### EAST CAMPUS

Students: 2,514 • Families: 1,726



### COLLEGE TOTAL

Students: 5,525 • Families: 3,725



## LANGUAGES

55

languages spoken at Dover Campus

57

languages spoken at East Campus

69

languages spoken across the College

## TRANSITION

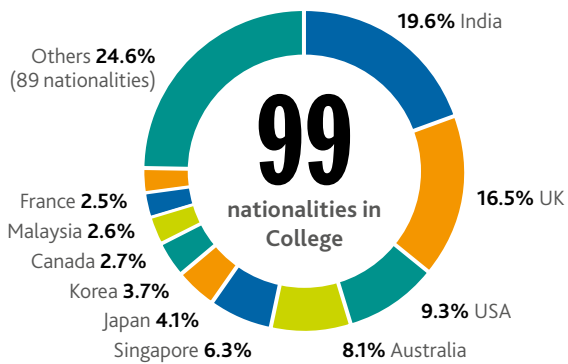
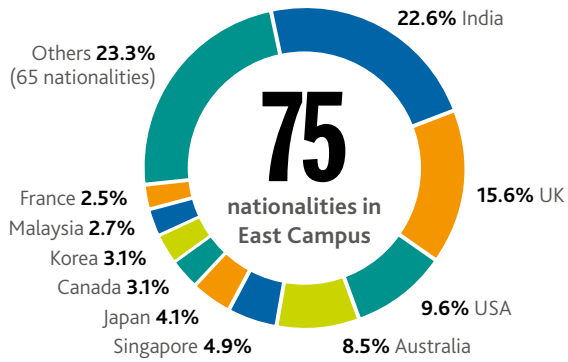
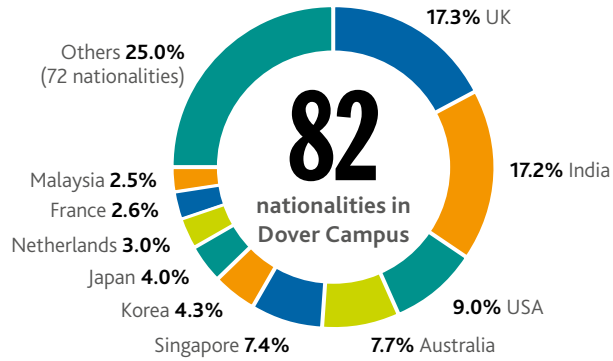
7.8%  
students leaving Dover Campus

9.5%  
students leaving East Campus

8.5%  
leavers across the College



## NATIONALITY SPREAD

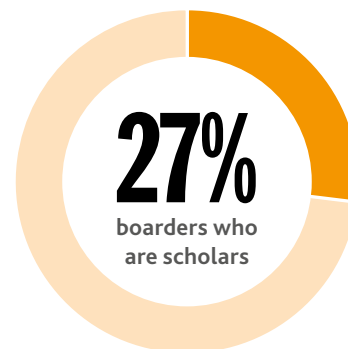
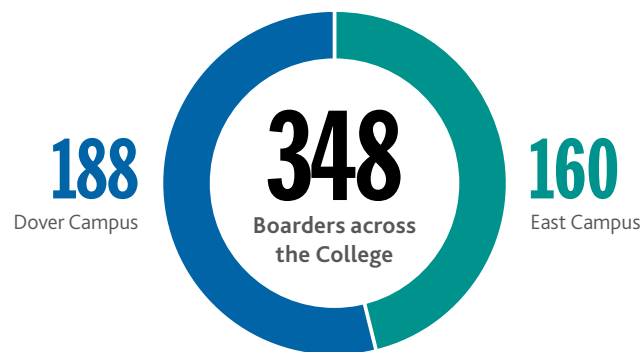
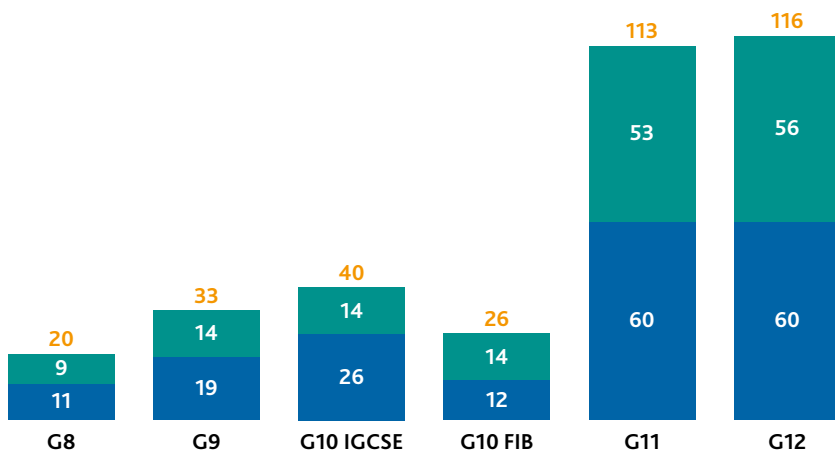




## BOARDERS

Kurt Hahn, the founder of the United World College movement, believed the experience of boarding with other young people from around the world should be at the heart of UWC's philosophy. The Boarding communities on Dover and East campuses are home to 348 boarders with 72 nationalities, who live together and are nurtured in a challenging but safe environment.

■ College
 ■ Dover Campus
 ■ East Campus

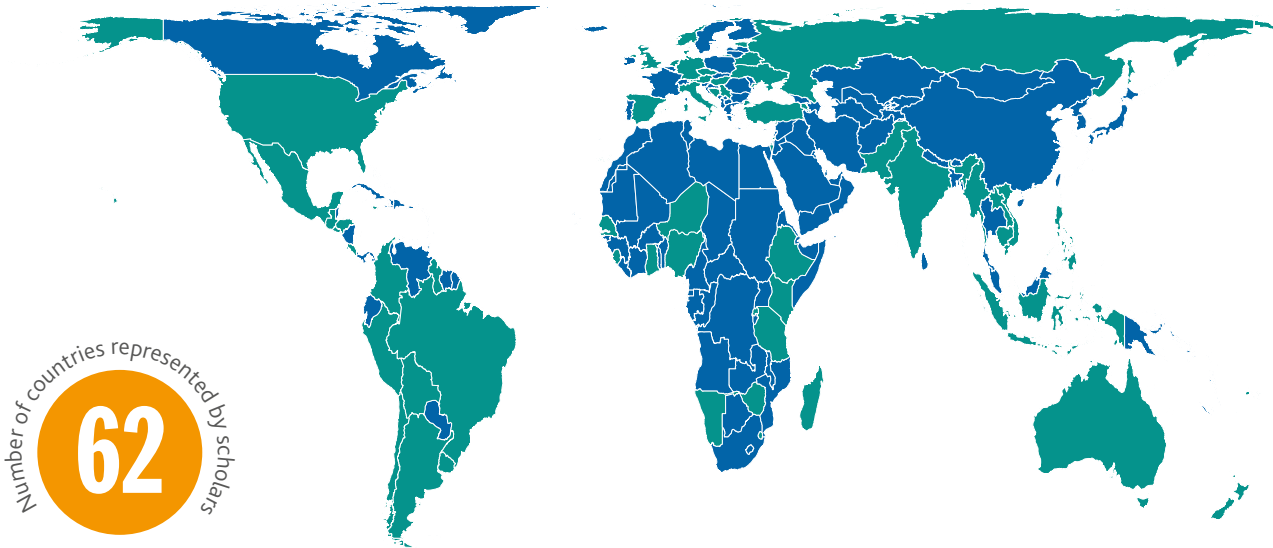
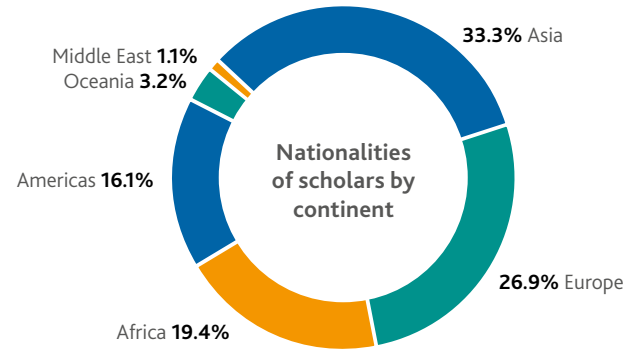
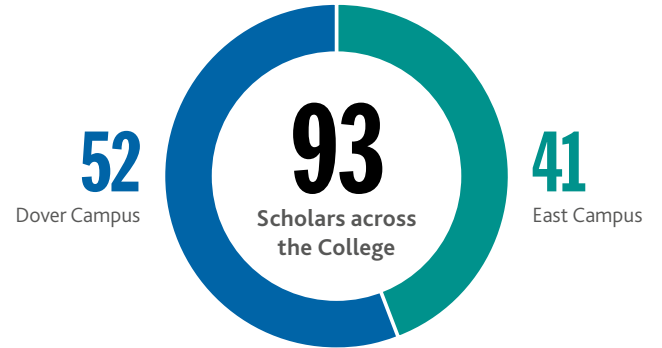


# SCHOLARS

In 2015/2016, the UWCSEA scholarship programme supported 93 scholars from 47 countries. Some scholars are selected by the College directly, but many are selected through their country's National Committee.

The National Committees are a network of volunteers, who operate in 156 countries worldwide. The UWC National Committee system selects more than 1,000 students each year from within their countries and territories to attend UWC schools, colleges and programmes. They organise camps, a range of activities and formal interviews to establish students' commitment to UWC values and potential to thrive throughout the UWC experience. In some cases, they also raise funds for scholarships for students. Many of the UWCSEA scholars have entered the College through this system.

While scholarship students must have the academic ability to meet the demands of the UWCSEA learning programme, they are also selected on the basis of their potential to have a positive impact on the local and global community. The College community benefits tremendously from the presence of scholarship students. The diversity of background, culture, socio-economic status and life experience they bring enriches the everyday life of students, teachers and parents.



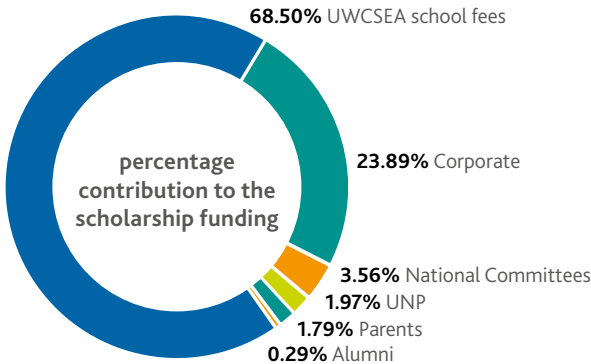
Argentina, Armenia, Australia, Austria, Belarus, Bolivia, Bosnia and Herzegovina, Brazil, Cambodia, Chile, Columbia, Costa Rica, Czech Republic, Denmark, El Salvador, Estonia, Ethiopia, Fiji, Germany, Ghana, Guatemala, Guyana, Honduras, Hong Kong, Hungary, India, Indonesia, Israel, Italy, Jamaica, Kenya, Laos, Madagascar, Marshall Islands, Mauritius, Mexico, Myanmar, Namibia, Netherlands, New Zealand, Niger, Nigeria, Norway, Pakistan, Peru, Philippines, Russian Federation, Rwanda, Senegal, Serbia, Sierra Leone, Spain, Swaziland, Tanzania, Timor-Leste, Turkey, Ukraine, United Kingdom, United States, Uruguay, Vietnam, Zimbabwe



## FINANCIAL SUPPORT: SCHOLAR PROGRAMME

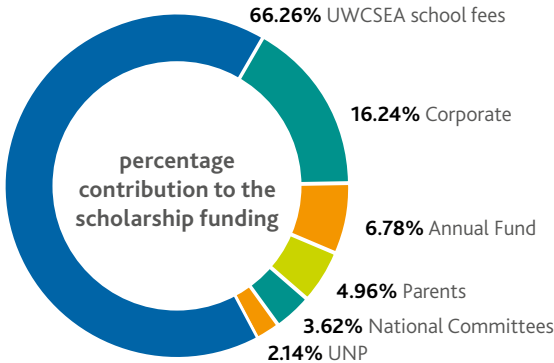
Funding for scholarships is generated through schools fees, the UWCSEA Nominee Programme (UNP), corporations, foundations, National Committees, parent donations and alumni donations. A total of \$6.8 million was contributed to support scholars on both campuses during the 2015/2016 school year.

### DOVER CAMPUS



**\$3.82 million** total financial support

### EAST CAMPUS



**\$2.99 million** total financial support

# COMMUNITY FEEDBACK

In 2011/2012, the College embarked on a process of trying to better understand the student, staff and parent experiences. Part of this process was an extensive annual survey. As well as asking detailed questions about all aspects of their experience, community members were asked to say how likely they were to recommend the College to friends and family. This recommendation measure is used to understand advocacy levels in communities and businesses, with a view to identifying areas for improvement.

Participants are asked how likely they are to recommend an organisation on a scale of 0 – 10. Those who score a 9 or a 10 are considered advocates for the organisation; those who score a 7 or an 8 are considered neutral; and those who score between 0 and 6 are considered detractors.\* The Net Promoter Score is devised by subtracting the number of detractors from the number of advocates (neutrals are ignored). Organisations can score anywhere from -100% (all detractors) to +100% (all advocates). In general organisations score somewhere between -10% and +10% (though this varies between industries).

## PARENT SURVEY

### PARTICIPATION

The survey was distributed to 6,698 parents on 17 May 2016. 21 emails bounced and 3,164 surveys were submitted (47% of distribution list), of which 3,030 were usable (45% of distribution list).

The spread of responses between campuses and school sections, along with the number of students represented is outlined in the table below.

Campus	No. of parents giving feedback	No. of Infant School children represented	No. of Junior School children represented	No. of Middle School children represented	No. of High School children represented	Total no. of children represented*
<b>Dover</b>	1,593	247	503	616	891	2,257
<b>East</b>	1,416	301	542	519	632	1,994
<b>Both</b>	21	7	14	7	12	40
<b>Total</b>	<b>3,030</b>	<b>555</b>	<b>1,059</b>	<b>1,142</b>	<b>1,535</b>	<b>4,291</b>

\* Please note that if two parents from the same family responded to the survey, their children are counted twice.

The 2015/2016 survey differed from previous surveys in that it focused on three areas that were of particular interest to the community: school fees, academic tuition and languages. The feedback on these three areas allowed the school to understand the community sentiment around these three topics. The languages information has been followed up by a further survey, the results of which will be used to develop a home languages programme. The academic tuition information has helped the school and community to understand better both the level of academic tuition being taken and the reasons behind it. This has been an ongoing topic in forums at the College. The school fees information has provided the school with insight into how the school community understands and is being impacted by the school fees, and was used as reference during the Board of Governors school fees discussion in 2016/2017 school year.

During analysis of the UWCSEA surveys, the main focus is on the comments made and the ideas submitted for improvement. In addition, while many organisations will focus on moving neutral 8s into advocating 9s, the College's focus is on those students, parents and staff who are scoring at the low end of the scale. In a place of learning, it is vital to understand why a student, parent or staff member is having a negative experience, and take steps to improve their situation.

The analysis and discussion of the survey is extensive, and a series of action steps are put in place each year to respond to the particular points raised. Results of the survey are communicated with parents through emails and forums.

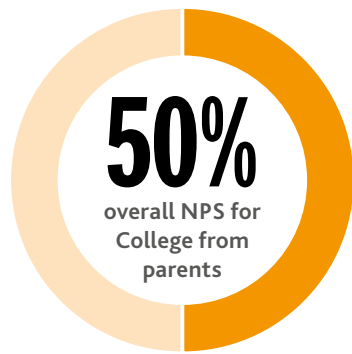
Below are some of the highlight results of the 2015/2016 parent survey.

\* For further information and details of the research that went into devising this scale please see *The Ultimate Questions 2.0* by Fred Reichheld, with Rob Markey.

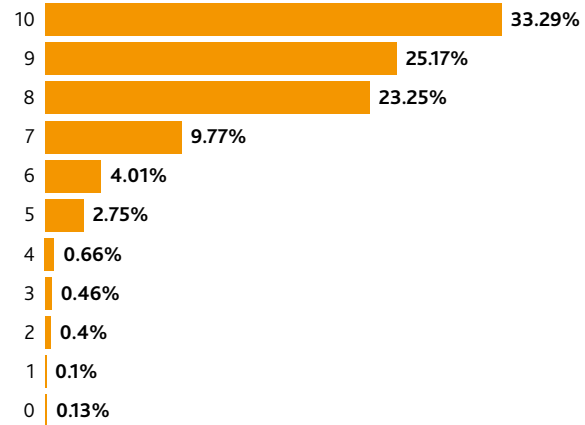
## RESULTS

The overall NPS score for the College from parents was 50%, a very high advocacy score that speaks to the commitment to the College among the parent body. Dover and East Campus also each score 50%.

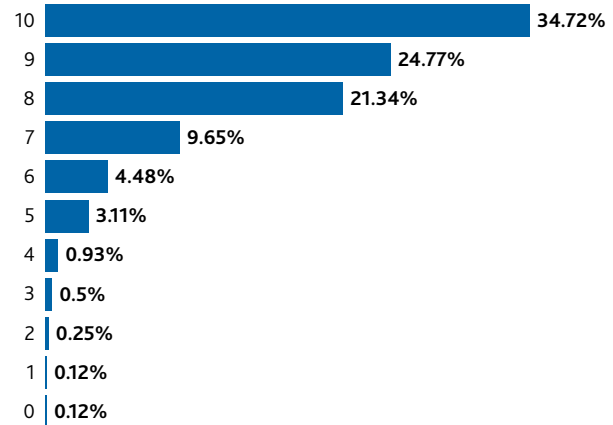
The graphs below show the distribution of responses to the question 'how likely are you to recommend UWCSEA to your friends and family?' on each campus.



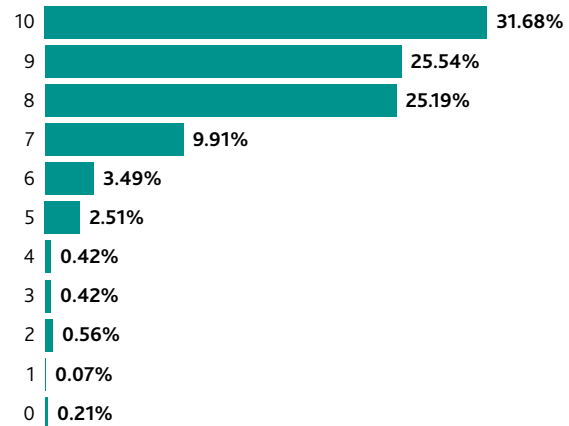
## COLLEGE



## DOVER



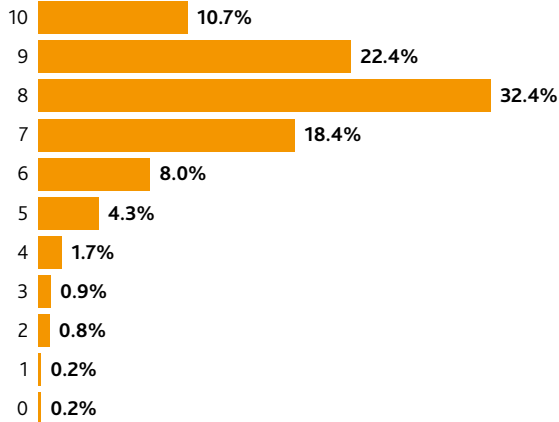
## EAST



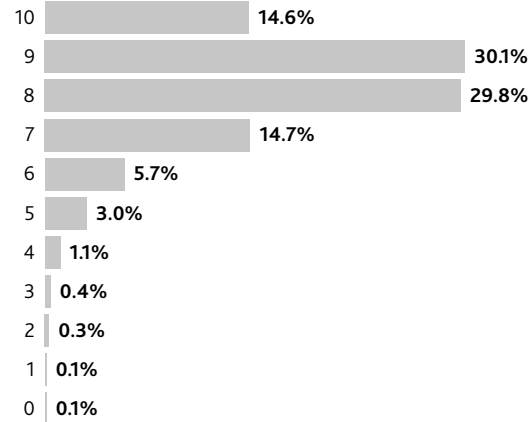
## SATISFACTION WITH ELEMENTS OF THE PROGRAMME

Parents were asked to rate their level of satisfaction with various elements of the programme. The graphs below show the distribution of their responses to the questions.

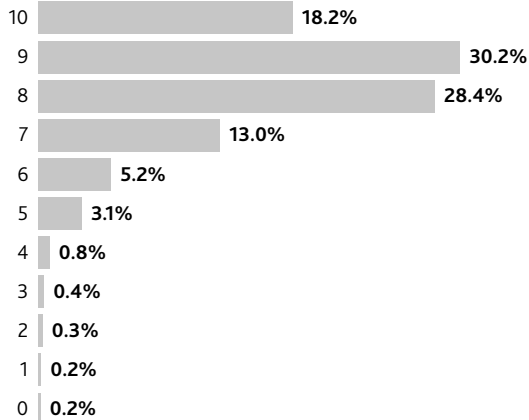
### How satisfied are you with the Academic element of the programme?



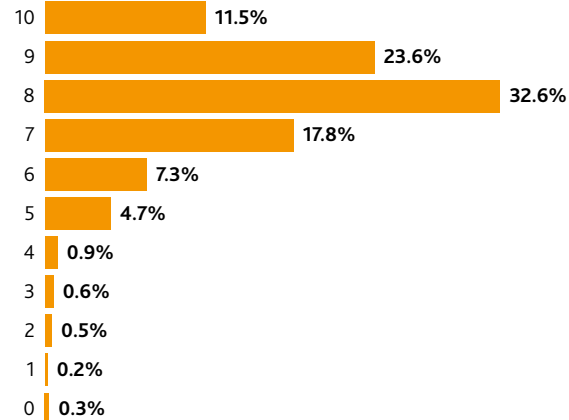
### How satisfied are you with the Activities element of the programme?



### How satisfied are you with the Outdoor Education element of the programme?

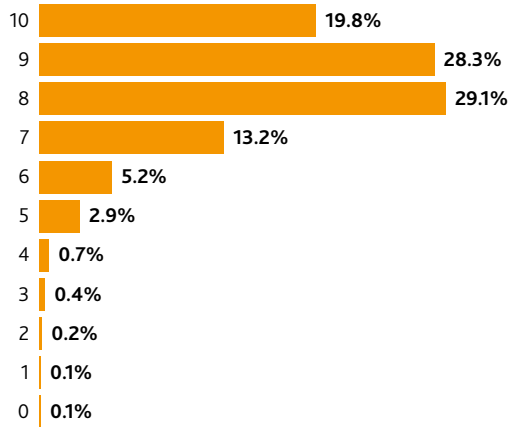


### How satisfied are you with the Personal and Social Education element of the programme?

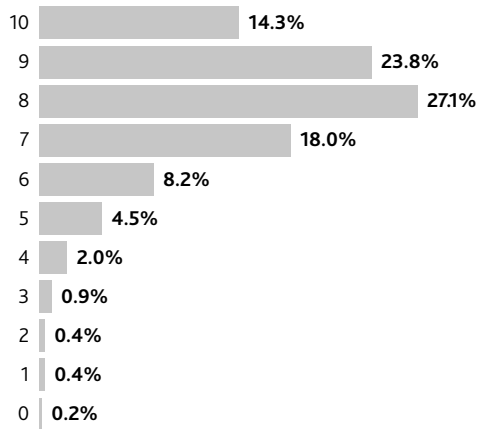




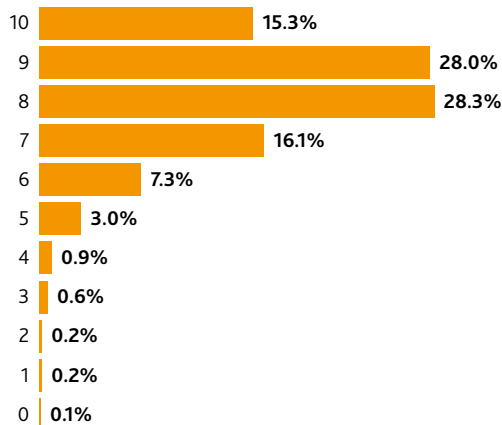
### How satisfied are you with the Service element of the programme?



### How satisfied are you with the quality of the teaching in the College?



### How well do you feel your child is cared for by the school?

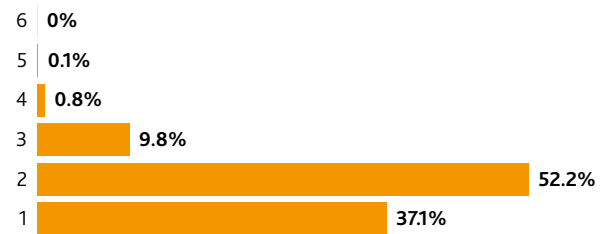


## SPECIAL SECTIONS

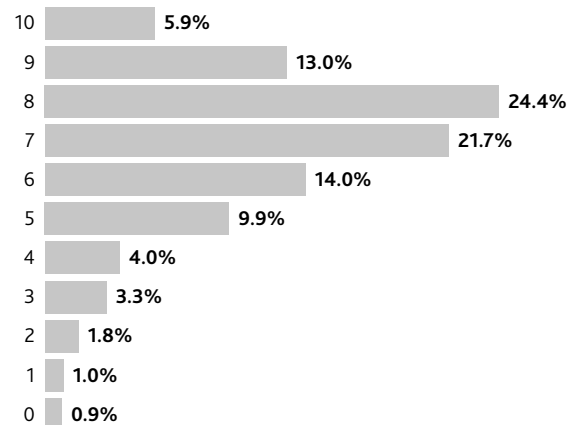
Parental responses to the quantitative questions in the area of languages, academic tuition and school fees are outlined below.

### LANGUAGES INFORMATION

#### How many languages do you and your children regularly speak at home?



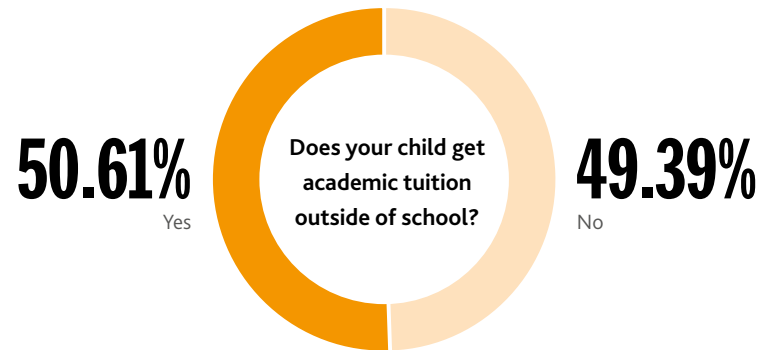
#### How satisfied are you with the languages programme at the College?



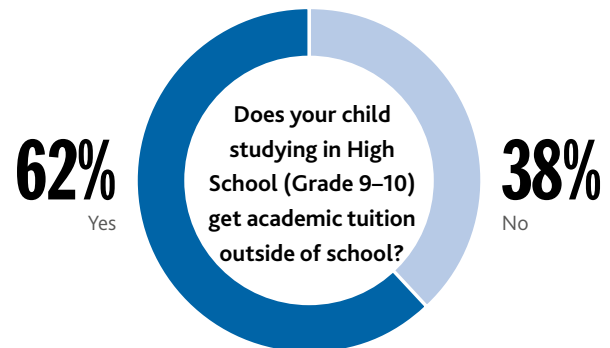
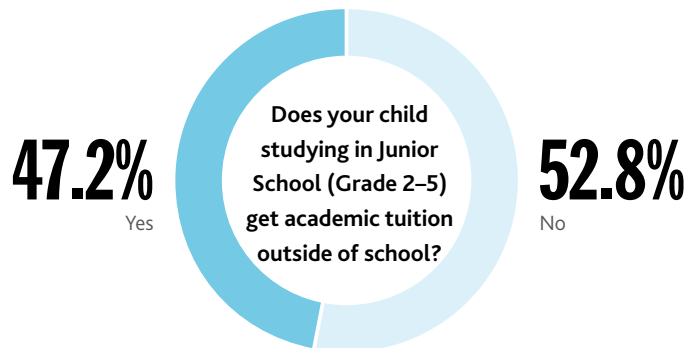
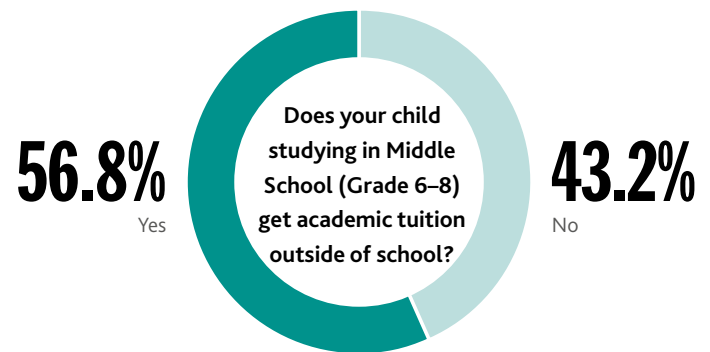
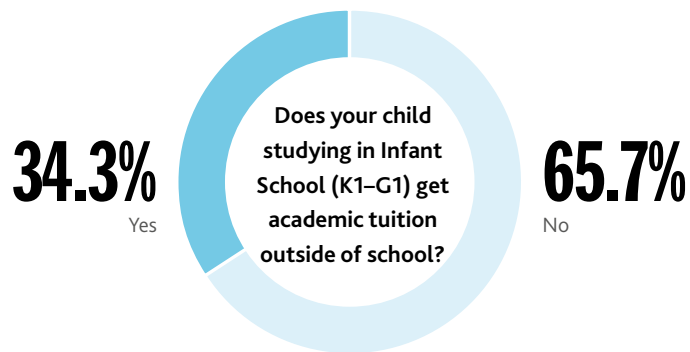


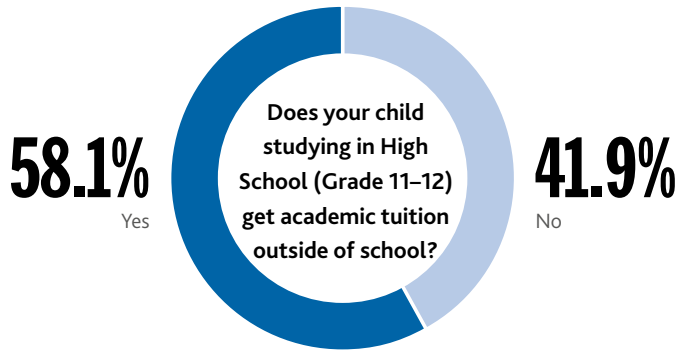


### ACADEMIC TUITION INFORMATION

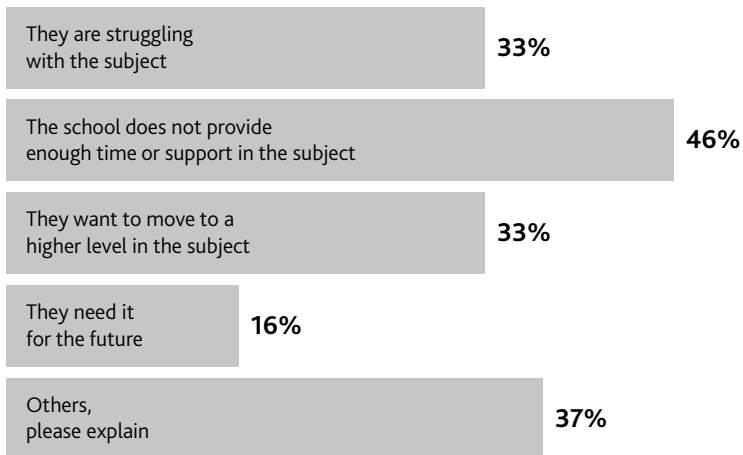


### ACADEMIC TUITION INFORMATION BY SCHOOL SECTIONS



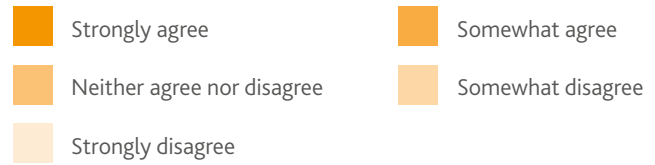


### Why does your child get academic tuition?

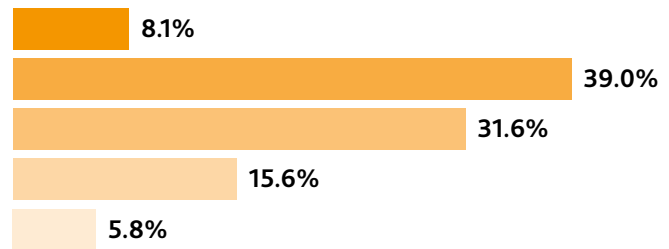


### INFORMATION ABOUT SCHOOL FEES

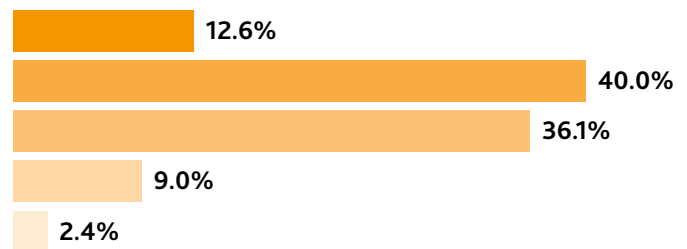
Please indicate how strongly you agree with the following statements:



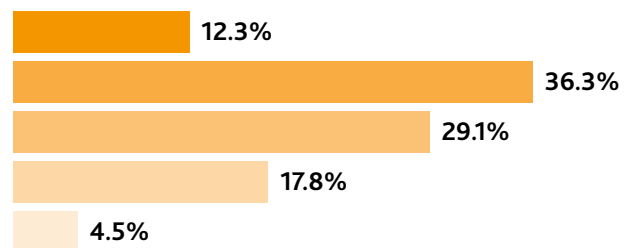
#### "I understand how school fees are used"



#### "The College manages resources in a thoughtful way"



#### "The College is good value for money"





**BUSINESS  
REPORT**



## BUSINESS REPORT

The College has significant business operations and this section of the report provides an overview of Human Resources, Admissions and Finance for the 2015/2016 school year.

## HUMAN RESOURCES

UWCSEA's vision is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic, values-based education. The recruitment and retention of excellent teachers remains central to this vision. The infographics below provide some statistics about the teaching staff at UWCSEA.

**491** full-time teaching staff at the College

**88** part-time teaching staff at the College

Dover Campus student teacher ratio



East Campus student teacher ratio



**56** posts advertised

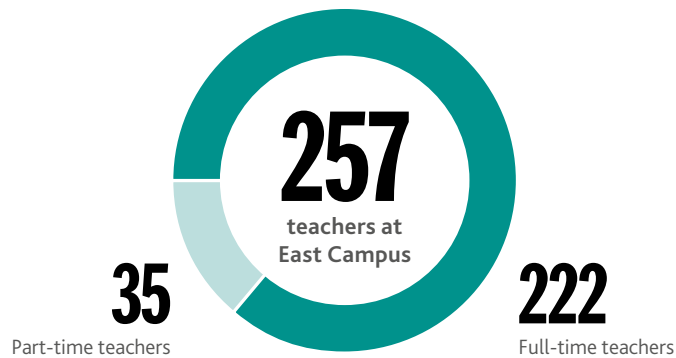
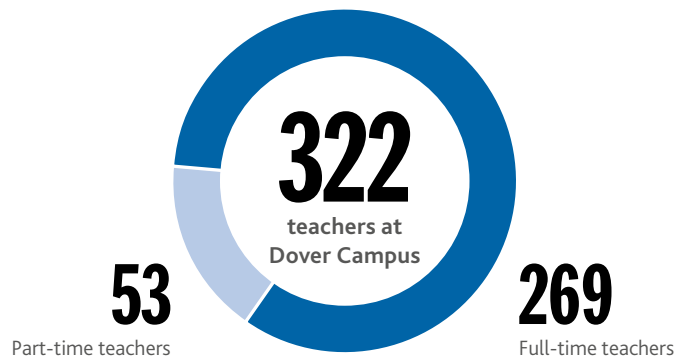
**3,165** applications received

**56** average number of applications per vacancy



## TRANSITION

UWCSEA enjoys an extremely stable teaching environment, with a low transition rate of teachers every year.



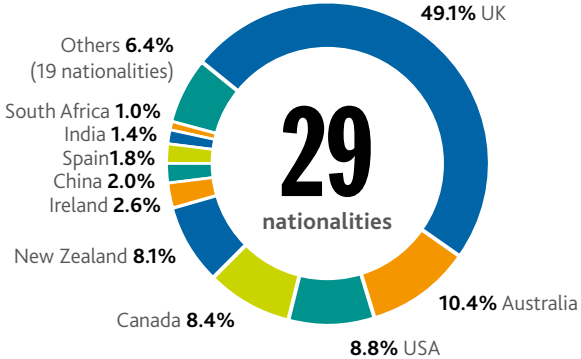
## TENURE



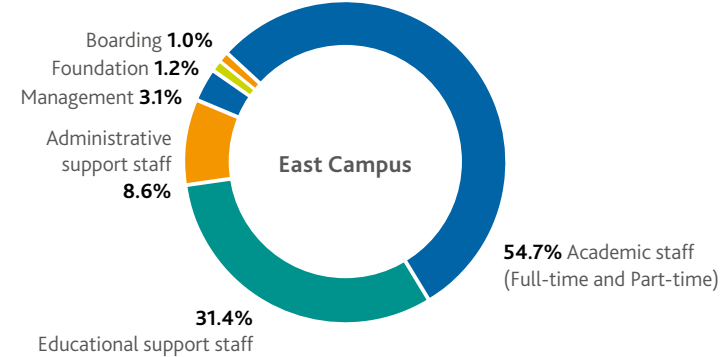
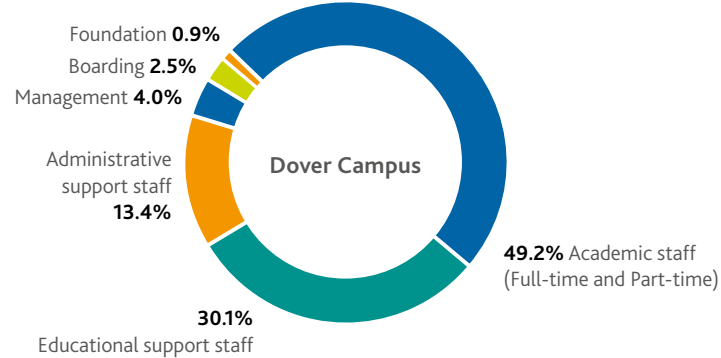
*Please note that East Campus opened in 2008, while Dover Campus has been open since 1971.*



### FULL-TIME TEACHING STAFF NATIONALITY SPREAD



### STAFF BREAKDOWN



# ADMISSIONS

The Admissions department is responsible for all aspects of the admission of students to the College.

During 2015/2016, the Admissions department continued to administer a large amount of applications for entry to the College. FIB and IB Student Forums as part of the admissions experience for older students have proven enormously successful and ensured that applicants had a better sense of the reality of life at UWCSEA. Current students were able to provide potential students with an insight into UWCSEA experience, by involving them in group discussions and forums on relevant topics. They were also able to provide the Admissions team with the voice of current students during the selection process.

At the same time the department continues to implement an earlier offer cycle, in an attempt to reduce anxiety and uncertainty for families during the application cycle. This was supported by Open Days in September, which allowed a significant number of families to meet with students and staff.

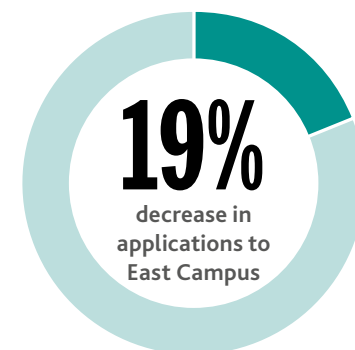
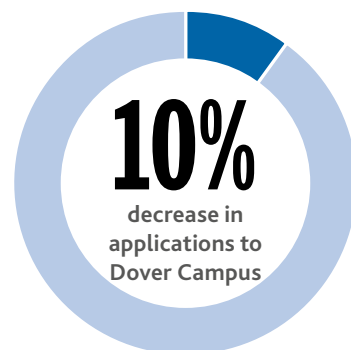
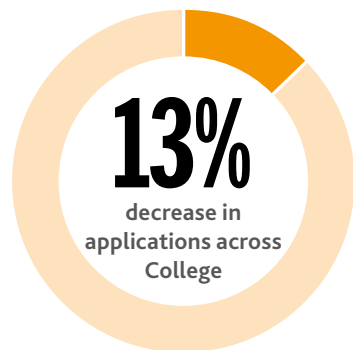
Four years of online application data facilitated improved and more meaningful statistical analysis and monitoring of the Admissions process. Alongside the external audit, this gave Admissions further information to ensure that the admissions policy was being applied appropriately.

**2,647** applications for August 2016 entry

Dover Campus applications for each available place



East Campus applications for each available place



2015/2016 is the first year that the College reports a decrease in the number of application from previous years. This can be explained largely by the fact that the College stopped opening more classes and therefore was able to accept fewer applications. At the same time, a shift in market conditions has seen a reduction in the number of expatriate families moving to Singapore and an increase in those leaving.

## APPLICATIONS AND OUTCOMES

### DOVER CAMPUS

The table below shows the number of Dover Campus applications processed for entry in August 2016.

Number of Dover Campus applications processed during 2015/2016														
Dover entry August 2016	K1	K2*	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Old policy applications	8	0	7	0	0	0	0	1	1	0	1	0	0	18
New policy applications	199	9	127	117	100	109	137	114	136	91	127	116	139	1521
<b>Total applications processed for entry</b>	<b>207</b>	<b>9</b>	<b>134</b>	<b>117</b>	<b>100</b>	<b>109</b>	<b>137</b>	<b>115</b>	<b>137</b>	<b>91</b>	<b>128</b>	<b>116</b>	<b>139</b>	<b>1539</b>
Of which duals accounted for	49	0	38	34	23	42	43	39	36	42	86	69	80	581
Of which transfers from East accounted for	0	0	4	0	6	0	7	3	0	0	0	0	0	20
Number of places available	88	9	26	30	27	35	32	30	54	47	30	44	66	518
Total number of applications for each space available	2.4	1.0	5.2	3.9	3.7	3.1	4.3	3.8	2.5	1.9	4.3	2.6	2.1	3.0
Dover only applications for each space available	1.8	1.0	3.7	2.8	2.9	1.9	2.9	2.5	1.9	1.0	1.4	1.1	0.9	1.8

\*\* K2 applications are by invitation only

The table below shows the outcome of processed Dover Campus applications.

Outcome of processed Dover Campus applications														
Dover entry August 2016	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Accepted (excluding transfers from East)	88	9	25	32	30	36	36	34	58	52	33	43	66	542
Ineligible including duals	12		9	13	13	14	17	8	11	4	26	34	33	194
Eligible but disappointed/declined opt in	83	0	79	43	46	34	59	38	43	9	21	1	3	459
Transferred to Dover from East	0	0	1	0	0	0	2	1	0	0	0	0	0	4
Accepted other Campus	0	0	10	11	5	10	10	19	6	6	27	19	20	143
Withdrawn/declined opt out	24	0	10	18	6	15	13	15	19	20	21	19	17	197

The table below shows the outcome of processed Dover Campus applications by percentage.

Outcome of processed Dover Campus applications by percentage														
Dover entry August 2016	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Accepted	43%	100%	19%	27%	30%	33%	26%	30%	42%	57%	26%	37%	47%	35%
Ineligible including duals	6%	0%	7%	11%	13%	13%	12%	7%	8%	4%	20%	29%	24%	13%
Eligible but disappointed/declined opt in	40%	0%	59%	37%	46%	31%	43%	33%	31%	10%	16%	1%	2%	30%
Transferred to Dover from East	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%
Accepted other Campus	0%	0%	7%	9%	5%	9%	7%	17%	4%	7%	21%	16%	14%	9%
Withdrawn/declined opt out	12%	0%	7%	15%	6%	14%	9%	13%	14%	22%	16%	16%	12%	13%

**7.8%** leavers on  
Dover Campus

**3.67 years** average length of stay of  
leavers on Dover Campus



## EAST CAMPUS

The table below shows the number of East Campus applications processed for entry in August 2016.

Number of East Campus applications processed during 2015/2016														
East entry August 2016	K1	K2*	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Old policy applications	0	1	0	1	0	1	0	0	1	0	0	0	0	4
New policy applications	134	9	101	84	57	100	81	90	67	63	117	78	123	1104
<b>Total applications processed for entry</b>	<b>134</b>	<b>10</b>	<b>101</b>	<b>85</b>	<b>57</b>	<b>101</b>	<b>81</b>	<b>90</b>	<b>68</b>	<b>63</b>	<b>117</b>	<b>78</b>	<b>123</b>	<b>1108</b>
Of which duals accounted for	49		38	34	23	42	43	39	36	42	86	69	80	581
Of which transfers from Dover accounted for	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of places available	88	9	28	34	8	34	19	36	13	14	43	24	53	403
Total number of applications for each space available	1.5	1.1	3.6	2.5	7.1	3.0	4.3	2.5	5.2	4.5	2.7	3.3	2.3	2.7
East only applications for each space available	1.0	1.1	2.3	1.5	4.3	1.7	2.0	1.4	2.5	1.5	0.7	0.4	0.8	1.3

\* K2 applications are by invitation only

The table below shows the outcome of processed East Campus applications.

Outcome of processed East Campus applications														
East entry August 2016	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Accepted (excluding transfers from Dover)	88	9	28	36	13	35	23	42	17	18	43	22	50	424
Ineligible including duals	5	0	8	11	12	12	11	9	12	3	23	25	35	166
Eligible but disappointed/declined opt in	27	0	52	17	20	31	33	25	26	11	21	2	5	270
Transferred to East from Dover	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Accepted other Campus	0	0	2	3	4	10	5	3	6	17	13	12	16	91
Withdrawn/declined opt out	14	0	11	17	8	12	9	11	6	14	17	17	17	153

The table below shows the outcome of processed East Campus applications by percentage.

Outcome of processed East Campus applications by percentage														
East entry August 2016	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	G9	FIB	G11	Total
Accepted	66%	90%	28%	42%	23%	35%	28%	47%	25%	29%	37%	28%	41%	38%
Ineligible including duals	4%	0%	8%	13%	21%	12%	14%	10%	18%	5%	20%	32%	28%	15%
Eligible but disappointed/declined opt in	20%	0%	51%	20%	35%	31%	41%	28%	38%	17%	18%	3%	4%	24%
Transferred to East from Dover	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accepted other Campus	0%	0%	2%	4%	7%	10%	6%	3%	9%	27%	11%	15%	13%	8%
Withdrawn/declined opt out	10%	0%	11%	20%	14%	12%	11%	12%	9%	22%	15%	22%	14%	14%

**9.5%** leavers on East Campus

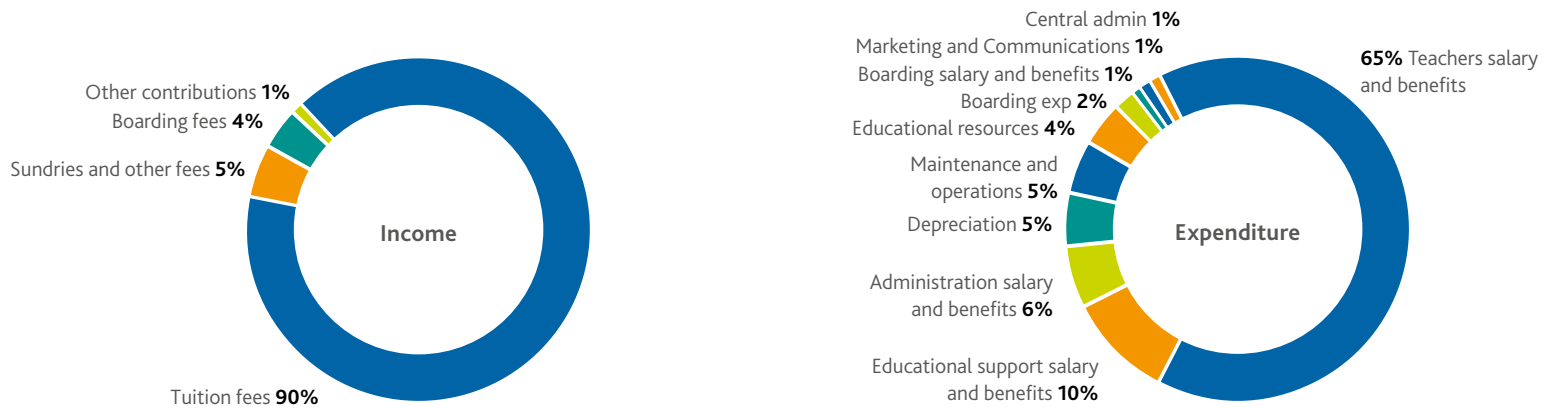
**3.29 years** average length of stay of leavers on East Campus

# FINANCE

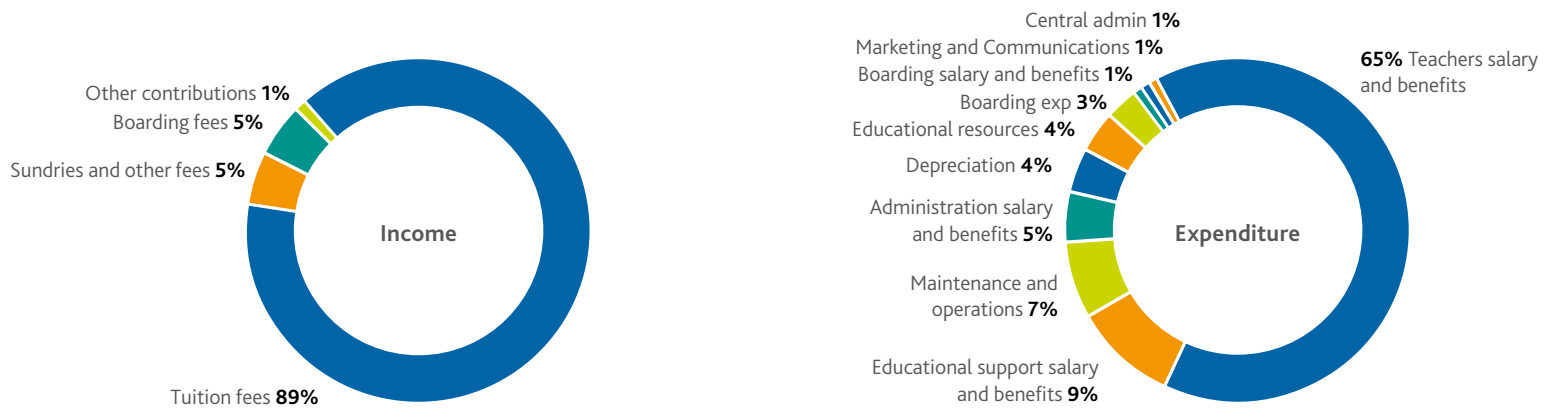
UWC South East Asia operates three separate financial entities: Dover Campus, East Campus and the UWCSEA Foundation. This section of the report outlines the financial data for the 2015/2016 school year for both campuses. Financial information for the Foundation can be found in the College Advancement section of this report.

The College is a registered charity in Singapore and as such is a non-profit organisation.

## DOVER CAMPUS



## EAST CAMPUS



# STATEMENT OF FINANCIAL POSITION

## DOVER CAMPUS

As of 31 July 2016

	2016	2015
	\$	\$
<b>ASSETS</b>		
<b>Current assets</b>		
Cash and bank balances	30,151,822	24,724,032
Trade and other receivables	<u>35,503,846</u>	<u>35,198,899</u>
Total current assets	<u>65,655,668</u>	<u>59,922,931</u>
<b>Non-current assets</b>		
Property, plant and equipment	157,938,552	148,723,508
Club membership	<u>205,000</u>	<u>205,000</u>
Total non-current assets	<u>158,143,552</u>	<u>148,928,508</u>
<b>Total assets</b>	<u><u>223,799,220</u></u>	<u><u>208,851,439</u></u>
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Bank borrowings	39,080,000	32,320,000
Trade and other payables	17,298,579	13,440,307
Deferred income	71,929,328	69,857,014
Tuition fee deposits	<u>57,741</u>	<u>57,741</u>
Total current liabilities	<u>128,365,648</u>	<u>115,675,062</u>
<b>FUNDS</b>		
<b>Restricted funds</b>		
Development funds	55,725,825	57,619,097
<b>General funds</b>		
Accumulated surplus	39,707,747	35,557,280
<b>Total funds</b>	<u>95,433,572</u>	<u>93,176,377</u>
<b>TOTAL LIABILITIES AND FUNDS</b>	<u><u>223,799,220</u></u>	<u><u>208,851,439</u></u>

## EAST CAMPUS

As of 31 July 2016

	2016	2015
	\$	\$
<b>ASSETS</b>		
<b>Current assets</b>		
Cash and cash equivalents	68,265,358	57,044,125
Trade and other receivables	<u>26,983,423</u>	<u>27,498,535</u>
Total current assets	<u>95,248,781</u>	<u>84,542,660</u>
<b>Non-current assets</b>		
Deposits	2,435,417	2,387,232
Property, plant and equipment	<u>7,692,862</u>	<u>6,562,327</u>
Total non-current assets	<u>10,128,279</u>	<u>8,949,559</u>
<b>Total assets</b>	<u><u>105,377,060</u></u>	<u><u>93,492,219</u></u>
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Trade and other payables	9,355,403	8,446,505
Deferred income	59,135,053	57,358,626
Tuition fee deposits	<u>37,270</u>	<u>37,270</u>
Total current liabilities	<u>68,527,726</u>	<u>65,842,401</u>
<b>FUNDS</b>		
<b>Restricted funds</b>		
Development funds	4,740,434	1,184,277
<b>General funds</b>		
Accumulated surplus	32,108,900	26,465,541
<b>Total funds</b>	<u>36,849,334</u>	<u>27,649,818</u>
<b>TOTAL LIABILITIES AND FUNDS</b>	<u><u>105,377,060</u></u>	<u><u>93,492,219</u></u>

# STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME

## DOVER CAMPUS

Year ended 31 July 2016

	General funds		Restricted funds		Total	
	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$
<b>Revenue</b>	89,792,835	85,803,904	10,629,273	10,203,433	100,422,108	96,007,337
Other income	3,958,268	2,911,869	—	—	3,958,268	2,911,869
Staff cost	(69,899,036)	(67,481,897)	—	—	(69,899,036)	(67,481,897)
Depreciation of property, plant and equipment	(4,540,161)	(5,009,711)	(11,769,270)	(7,599,506)	(16,309,431)	(12,609,217)
Other operating expenses	(15,161,439)	(15,151,502)	(753,275)	(337,780)	(15,914,714)	(15,489,282)
<b>Profit before income tax</b>	4,150,467	1,072,663	(1,893,272)	2,266,147	2,257,195	3,338,810
Income tax	—	—	—	—	—	—
<b>Profit for the year, representing total comprehensive income for the year</b>	4,150,467	1,072,663	(1,893,272)	2,266,147	2,257,195	3,338,810

## EAST CAMPUS

Year ended 31 July 2016

	General funds		Restricted funds		Total	
	2016	2015	2016	2015	2016	2015
	\$	\$	\$	\$	\$	\$
<b>Revenue</b>	74,468,655	69,473,893	9,155,859	8,737,097	83,624,514	78,210,990
Other income	3,420,575	2,079,061	—	—	3,420,575	2,079,061
Staff cost	(54,894,410)	(52,104,176)	—	—	(54,894,410)	(52,104,176)
Depreciation of property, plant and equipment	(2,960,124)	(3,079,848)	—	—	(2,960,124)	(3,079,848)
Operating lease expense	—	—	(5,503,802)	(11,756,400)	(5,503,802)	(11,756,400)
Other operating expenses	(14,391,337)	(13,492,104)	(95,900)	(95,900)	(14,487,237)	(13,588,004)
<b>Profit before income tax</b>	5,643,359	2,876,826	3,556,157	(3,115,203)	9,199,516	(238,377)
Income tax	—	—	—	—	—	—
<b>Profit for the year, representing total comprehensive income for the year</b>	5,643,359	2,876,826	3,556,157	(3,115,203)	9,199,516	(238,377)



**COLLEGE  
ADVANCEMENT**

# COLLEGE ADVANCEMENT

The Department of College Advancement comprises the UWCSEA Foundation, which is the fundraising arm of the College, and Alumni Relations, which helps us to stay connected to former students, staff and families.

## FOUNDATION

The UWCSEA Foundation was established to enrich the UWCSEA learning experience and bring the College closer to achieving its mission. Created in 2008, the Foundation is an independent, non-profit organisation that raises, invests and manages philanthropic contributions to benefit UWCSEA.

The Foundation raises funds for three key areas:

- Environmental Sustainability, with a focus on enhancing the two campuses and supporting environmental initiatives

- Excellence in Teaching and Learning, with a focus on advancing the College's educational programmes
- Scholarship Programme, with a focus on expanding the reach of the Scholarship Programme, by providing more scholarships and enriching the learning experience of our scholar community

Donations received in 2015/2016 supported the following programmes:

### ENVIRONMENTAL SUSTAINABILITY

- Rainforest Restoration Nurseries on both campuses
- K-G12 Composting Programme
- College-wide biomimicry and Conservation Programme
- Solar Panels on Dover Campus
- Planting endangered and indigenous trees on East Campus
- Edible gardens and vegetable patches on both campuses
- Circular Economy project with Ellen MacArthur Foundation

### SCHOLARSHIP PROGRAMME



5

Gap Year experiences

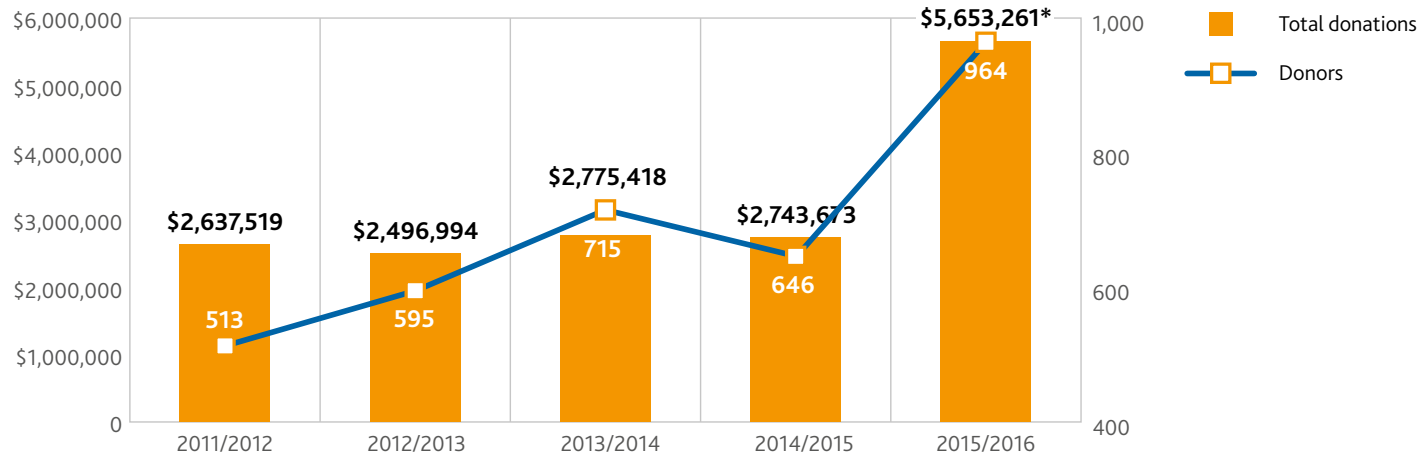
27

different Scholarship Enrichment opportunities including; Initiative for Peace, Model United Nations and SEASAC

### EXCELLENCE IN TEACHING AND LEARNING

- IDEAS Hub on Dover
- Artists-in-Residence including pottery artist on Dover and guest speaker for Writers' Fortnight on East
- Development of Chinese tie-in with Reading and Writing Workshop
- Music and Drama workshops in the Junior School on Dover
- Expansion of library collection on Dover to include world languages, Asian history, and self-development books
- Implementation of Circle Solutions, a PSE Middle School programme
- The first phase of the UWC Impact Study in partnership with Harvard Graduate School of Education

## TOTAL GIFTS AND DONORS



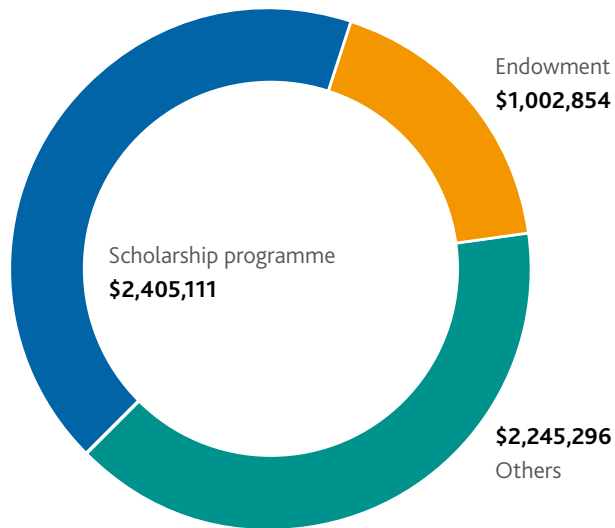
\* Please note that from 2015/2016, the number represented here no longer includes 'gifts' from the College to cover operating expenses for the Foundation.



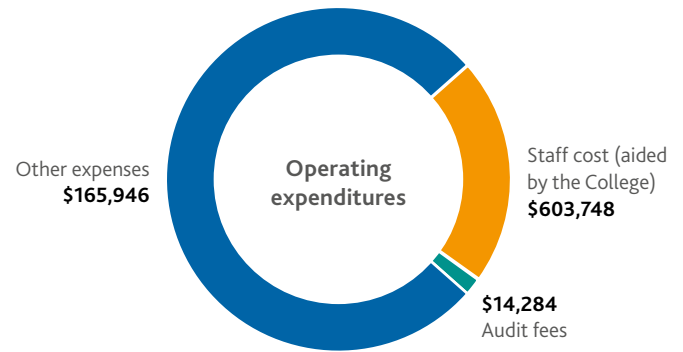
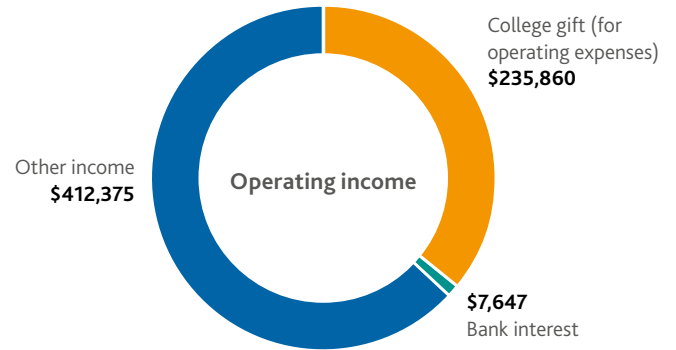
# FOUNDATION FINANCIAL REPORT

## TOTAL DONATIONS IN 2015/2016

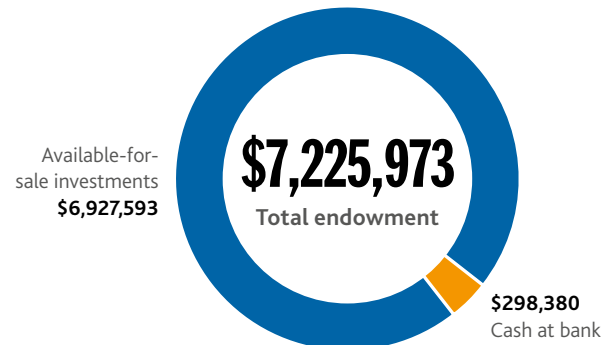
**\$ 5,653,261** Total donations



## OPERATING INCOME AND EXPENDITURE 2015/2016



## ENDOWMENT FUND







# STATEMENT OF FINANCIAL POSITION

## THE UWCSEA FOUNDATION LTD

As of 31 July 2016

	2016	2015
	\$	\$
<b>ASSETS</b>		
<b>Current assets</b>		
Cash and cash equivalents	3,514,812	5,409,667
Other receivables	13,710	51,300
Available-for-sale investments	—	2,385,125
Total current assets	<u>3,528,522</u>	<u>7,846,092</u>
<b>Non-current assets</b>		
Property, plant and equipment	—	—
Available-for-sale investments	6,927,593	—
Total non-current assets	<u>6,927,593</u>	<u>—</u>
<b>Total assets</b>	<u><u>10,456,115</u></u>	<u><u>7,846,092</u></u>
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Other payables	<u>16,031</u>	<u>45,512</u>
<b>FUNDS</b>		
<b>Restricted funds</b>		
Scholarship fund	2,351,575	1,517,417
Capital fund	64,135	59,314
Programme innovation and initiatives fund	443,056	70,250
Staff professional development fund	12,732	—
General fund	289,662	338,918
Endowment fund	<u>7,225,973</u>	<u>5,825,007</u>
	10,387,133	7,810,906
<b>Unrestricted funds</b>		
Accumulated surplus (deficit)	<u>52,951</u>	<u>(10,326)</u>
<b>Total funds</b>	10,440,084	7,800,580
<b>TOTAL LIABILITIES AND FUNDS</b>	<u><u>10,456,115</u></u>	<u><u>7,846,092</u></u>

# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## THE UWCSEA FOUNDATION LTD

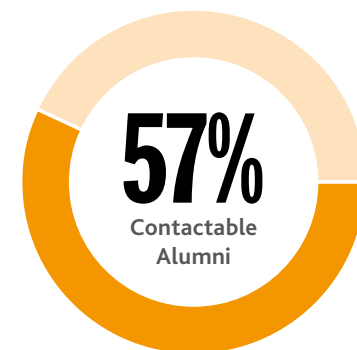
Year ended 31 July 2016

	Restricted funds							Total funds
	Unrestricted fund	Endowment fund	Scholarship fund	Capital fund	Programme innovation & initiatives fund	Staff professional development fund	General fund	
<b>2016</b>	\$	\$	\$	\$	\$	\$	\$	\$
<b>Income</b>								
Donation income	—	1,002,854	2,405,111	265,472	1,468,833	12,732	498,259	5,653,261
Other income	243,507	71,684	—	—	—	—	—	315,191
<b>Total incoming resources</b>	<b>243,507</b>	<b>1,074,538</b>	<b>2,405,111</b>	<b>265,472</b>	<b>1,468,833</b>	<b>12,732</b>	<b>498,259</b>	<b>5,968,452</b>
<b>Expenditure</b>								
Audit fees	(14,284)	—	—	—	—	—	—	(14,284)
Other expenses	(165,946)	(18,741)	—	—	—	—	—	(184,687)
Utilisation of fund during the year	—	(165,514)	(1,570,953)	(260,651)	(1,096,027)	—	(377,523)	(3,470,668)
<b>Total resources expended</b>	<b>(180,230)</b>	<b>(184,255)</b>	<b>(1,570,953)</b>	<b>(260,651)</b>	<b>(1,096,027)</b>	<b>—</b>	<b>(377,523)</b>	<b>(3,669,639)</b>
<b>Surplus for the year</b>	<b>63,277</b>	<b>890,283</b>	<b>834,158</b>	<b>4,821</b>	<b>372,806</b>	<b>12,732</b>	<b>120,736</b>	<b>2,298,813</b>
<b>Other comprehensive income</b>								
<i>Items that may be reclassified subsequently to profit or loss</i>								
Available-for-sale investments								
- fair value gain during the year, representing other comprehensive income for the year, net of tax	—	340,691	—	—	—	—	—	340,691
<b>Total comprehensive income for the year</b>	<b>63,277</b>	<b>1,230,974</b>	<b>834,158</b>	<b>4,821</b>	<b>372,806</b>	<b>12,732</b>	<b>120,736</b>	<b>2,639,504</b>

# ALUMNI RELATIONS

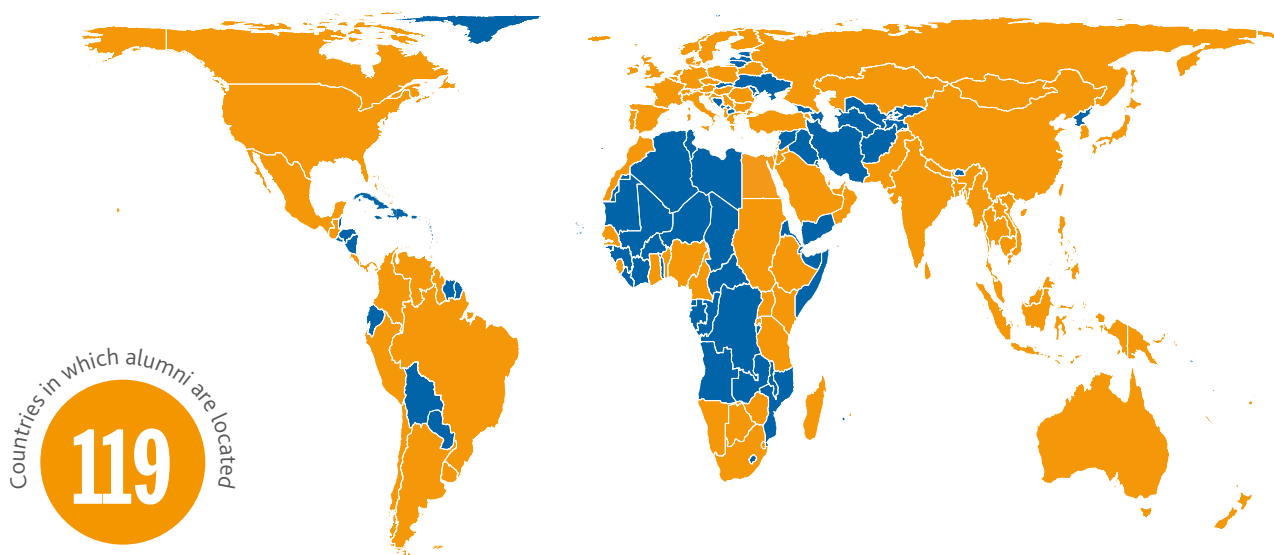
The UWCSEA Alumni Relations programme was established in 2006 to enable alumni to stay connected to each other and to the College. Alumni are a valuable resource for the College and during 2015/2016 many offered their time and expertise to students and staff. Some examples are below.

- The keynote speaker at the Round Square International Conference hosted by UWCSEA in October 2015 was Tim Jarvis '84, environmental scientist, award-winning polar explorer and author. Also speaking at Round Square were humanitarian aid worker Nidhi Kapur '01 and documentary filmmaker and environmental activist, Patrick Rouxel '84.
- In January and June 2016, over 60 young alumni came back to the College to share information and advice about their universities with current students.
- In February 2016, 17 alumni skyped in from around the world during the lunch hour to share information about their careers and answer questions from interested High School students.
- In May 2016, JAXA Astronaut Akihiko Hoshide '87, visited both campuses to share his International Space Station experiences with students and staff through a series of presentations and Q&A sessions.
- The Dover Graduation 2016 guest speaker, as in the past six years, was a former UWCSEA student; this year the inspirational graduation message was delivered by Georgia Gray '11.



**11,221**

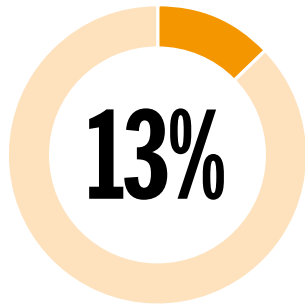
Contactable members



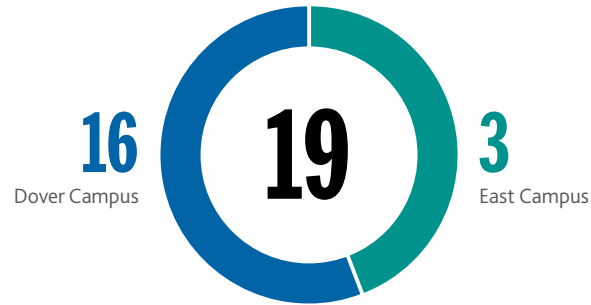
*Albania, Argentina, Armenia, Australia, Austria, Bahamas, Bahrain, Bangladesh, Barbados, Belarus, Belgium, Benin, Bermuda, Botswana, Brazil, Brunei, Bulgaria, Cambodia, Cameroon, Canada, Cayman Islands, Chile, China, Colombia, Costa Rica, Croatia, Curaçao, Cyprus, Czech Republic, Denmark, Dutch Caribbean, Egypt, Ethiopia, Falkland Islands (Malvinas), Faroe Islands, Fiji, Finland, France, Germany, Ghana, Greece, Guam, Guatemala, Guyana, Hong Kong, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Japan, Jersey, Jordan, Kazakhstan, Kenya, Laos, Lebanon, Luxembourg, Macau, Madagascar, Malaysia, Maldives, Malta, Mauritius, Mexico, Monaco, Mongolia, Morocco, Myanmar, Namibia, Nepal, Netherlands, New Caledonia, New Zealand, Nigeria, Norway, Oman, Pakistan, Panama, Papua New Guinea, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia, Rwanda, Saudi Arabia, Senegal, Serbia, Sierra Leone, Singapore, Slovenia, South Africa, South Korea, South Sudan, Spain, Sri Lanka, Swaziland, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Timor Leste, Trinidad And Tobago, Turkey, Turks and Caicos Islands, Uganda, United Arab Emirates, United Kingdom, United States, Uruguay, Venezuela, Vietnam, Zimbabwe*

# \$408,467

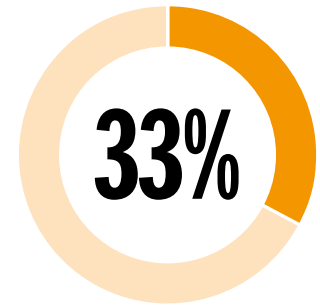
Alumni Giving 2015/2016



2015/2016 donors who are alumni



Student Alumni Council members



Reunion 2016 attendees who participated in Reunion Class Giving



25

alumni members of the 1971 Society



6

alumni on 2015/2016 Board of Governors and Board of Trustees



211

universities represented by alumni mentors



1,079

attendees at alumni events



13

alumni events



555

university mentors

# DONORS 2015/2016

## 1971 SOCIETY

Named in honour of the year the Dover Campus was opened by the then Prime Minister of Singapore, Lee Kuan Yew, the 1971 Society recognises those who have made accumulative lifetime gifts of S\$10,000 or more to UWCSEA. Through their generosity, these benefactors are helping the College remain at the forefront of international education.

1971 Society Members are formally recognised through the below five levels of giving circles:

Chairman's:	S\$1 million and above
Patrons:	S\$500,000 up to S\$1 million
Benefactors:	S\$100,000 up to S\$500,000
Fellows:	S\$50,000 up to S\$100,000
Members:	S\$10,000 up to S\$50,000

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UWCSEA would like to thank the following 131 members for their generous and continued support:

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A grateful UWCSEA family  
Anonymous gifts made by  
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 Anonymous gifts made by  
 seven donors

## KURT HAHN SOCIETY

Named after the founder of the UWC movement, the Kurt Hahn Society recognises those who intend to leave a legacy to the College as part of a planned bequest. These gifts will have a lasting impact on the College and provide the donor with the knowledge that their gift will live on well into the future.

### SOCIETY MEMBERS

Iain and Tejas Ewing  
Andy and Mei Budden  
Julian Whiteley

Dave and Sue Shepherd  
Tui Britton '98  
Six anonymous members

## ANNUAL GIVING

The support of UWCSEA's parents, alumni, staff and friends through Annual Giving, enables the College to invest in additional transformational projects and initiatives. Through Annual Giving, we can continue to develop our pioneering curriculum, enhance diversity through the Scholarship Programme and invest in Environmental Sustainability initiatives. Together, we can empower, enable and invest in a future generation of global citizens.

### ANNUAL GIVING 2015/2016

A Genuine Well Wisher  
A grateful UWCSEA family  
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Amandeep and Bandna Singh			Anonymous gifts made by 80 donors

## GRADUATE GIVING

This is a student-led programme that demonstrates the culture of philanthropy that exists within the student community.

### **CLASS OF 2016**

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Axel Ah Teck '16

Riya Ahuja '16

Victoria Ananto '16

Jasmine Anderson '16

Pallavi Arora '16

Devyanshi Arya '16

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Sean Asahara Thio '16

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Shaurya Atal '16

William Aubrey '16

Ananya Avanthasa '16

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Amrita Bali '16

Mehak Bammi '16

Samay Bansal '16

Kunal Basu '16

Simone Bhagat '16

Sujag Bhamidipati '16

Pranav Bhardwaj '16

Abhinav Bhargava '16

Shiv Bhasin '16

Raphael Bijaoui '16

Bethany Blakemore '16

Saffa Bockarie Jr '16

Adam Bocker '16

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Chanon Bovornvirakit '16

Patrick Brandstatter '16

Cecil-Francis Brenninkmeijer '16

Jeffrey Bullwinkel '16

Jackie Chan '16

Tara Chandrasekharan '16

Vishwani Chauhan '16

Nikki Chawla '16

Carolyn Cheng '16

Hannah Chhoa-Howard '16

Alex Choi '16

Alyssa Choo '16

Akash Chopra '16

Yee Man Choy '16

Nadya Citra '16

Ross Cobban '16

Christopher Collick '16

Hannah Conliffe '16

Roland Cruz '16

Tiegan Jane Curtis '16

Saloni Dayal '16

Sophie De Jonge Van Zwijnsbergen '16

Giulia Della Pedrina '16

Elena Demeester '16

Aman Deol '16

Jacob Detenber '16

Elisabeth Do Rosário Vicente '16

Hana Douglas '16

Alexander Dukakis '16

Kristiane Dunbar '16

Arvin Esmaeili '16

Camila Fernández Nion '16

Fidelia Franto Fong '16

Xiao Dong Fu '16

Mikael Fuentes '16

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Leisan Garifullina '16

Vaibhav Gattani '16

Noyonika Ghatak '16

Katya Chirardello '16

Yannick Gijrath '16

Lu Hern Goh '16

Aadithya Gowthaman '16

Matthew Grundlingh '16

Jin Woo Guahk '16

Trina Guharoy '16

Arjit Gupta '16

Karan Gupta '16

Sunena Gupta '16

James Harayda '16

Vincent Harrold '16

Christopher Hartono '16

Simon Haugeberg '16

Paul Jerome Hernandez '16

Rigel Ho '16

Lauren Hoang '16

Eunji Hong '16

Welkin Hsu '16

Rachel Hughes '16

Zakir Hussain '16

Suk Joon Hwang '16

Sung June Hwang '16

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Paal Igesund Kyrkjeboe '16

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Niveditha Iyer '16

Rohan Iyer '16

Adithi Jagannadhan '16

Ju Yeon Jang '16

Jae Hwan Jeong '16

Megan Jesudas '16

Jehanne Jesuthasan '16

Jan Jhaveri '16

Amisha Jhawar '16

Taavishi Jindel '16

Atima Kanchanawat '16

Min Woo Kang '16

Min Woo Kang '16

Shin Young Kang '16

Niketana Kannan '16

Arya Kantilal '16

Anshul Kaul '16

Jayashree Khemka '16

Hye Won Kim '16

Kyoung Tae Kim '16

Minjin Kim '16

Na Hyun Kim '16

Sharon Koch '16

Kyle Koo '16

Vihan Krishnan '16

Dana Krupa '16

Christian Kubsch '16

Simran Kundu '16

Jacklin Kwan '16

Ryan Lau '16

Ysien Lau '16

Edward Lauw '16

Tanya Lazarus '16

Sang Hoon Lee '16

Shen Ming Lee '16

Melisa Peresian Letayian '16

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Sunehra Malhotra '16

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Haruka Nishimura '16  
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Nikhil Pant '16  
Arnav Patodia '16  
Thidphachack Phannolath '16  
Alexandra-Mei Grace  
Pinnegar '16  
Karan Punshi '16  
Tanish Raghavan '16  
Krishnan Ramakrishnan '16  
Anish Ramanan '16  
Maya Rampal '16

Madhura Rao '16  
Hanitra Razafindrabe '16  
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Chávez '16  
Elliot Rosenfeld '16  
Anya Rosen-Gooding '16  
Zahrah Rowther '16  
Aditi Saha '16  
Akanksha Saha '16  
Louis Saputra '16  
Valerie Saputra '16  
Shayna Sarin '16  
Nitiwat Satjayakorn '16  
Masaya Sawa '16  
Arjun Sawhney '16  
Jason Schweizer '16  
Tim Schweizer '16  
Yeshey Seldon '16  
Anusha Shankar '16  
A. Shanmugharaj  
Vedika Sharma '16  
Roxanne Angela Sicat '16  
Nehal Singhania '16

Tarini Sipahimalani '16  
Gayatri Sitaraman '16  
Kaie Slater '16  
Anuraaj Sonawala '16  
Jee Eun Song '16  
Mats Melker Jonathan Spjut '16  
Rahul Sundar '16  
Kritika Suresh '16  
Daniel Susantio '16  
John Tallas '16  
Christine Tan '16  
Melissa Tan '16  
Sharon Teja '16  
Wibien Ter Kulve '16  
Havishyan Thakral '16  
Ella Theisinger '16  
Nathalie Thibault '16  
Nicha Thongtanakul '16  
Grace Toi '16  
Rachelle Tong '16  
Philomene Tsamados '16  
Tisella Umar '16  
Abha Vaidya '16

Celia Van De Walle '16  
Nicolas Vandenborre '16  
Nachiket Vatkar '16  
Ashwati Venkatesh '16  
Meenakshi Venkatraman '16  
Jayna Viswalingam '16  
Erina Elinor Walker '16  
Leonard Waltermann '16  
Naomi Wang '16  
Zihao Wang '16  
Stephen Weyns '16  
Philip Wickmann '16  
Marko Samuel Winedt '16  
Gareth Wong '16  
Nicola Wong '16  
Nicholas Yang '16  
Eric Yeh '16  
Hannah Yeo '16  
Ryan Yuen '16  
Kenneth ng '16  
Runfeng Zhang '16  
Anonymous gifts made by 45 donors

## REUNION GIVING

UWCSEA milestone anniversary reunions are an occasion for alumni to reconnect with former classmates and staff, revisit Singapore and learn how the school continues to evolve. Reunion celebrations are also a time when anniversary classes can show their appreciation for the education they received, and lend their support to help make the UWCSEA experience at least as unique and meaningful for today's students as it was for them.

### **CLASS OF 1976**

Pamela Edmonds '76  
John Heald '76  
Kim Ivey '76  
Karen Schouten-Faber '76  
Jennifer van Ellemeet-Ferrie '76  
Jennifer Voorwalt '76

### **CLASS OF 1981**

Kwei-Kee Chong '81

Jennifer Dunstan '81  
Graham Fox '81  
Thomas Eric Gruendel '81  
Lisa Gulikers '81  
Susan Henkel Smith '81  
Adrienne Hintz '81  
Ahmad Isa '81  
Bjorn Jebesen '81  
Amanda Jewell '81  
Lisa Nazim '81  
Nicholas Ng '81

Glen Reghenzani '81  
Susie Rome '81  
Bobby Salem '81  
Julia Shahnaz '81  
Oranuj Tantimedh '81  
Anucha Techanitisawad '81  
Karen Urquhart '81  
Raymond Yeoh '81  
Group gift, Class of 1981  
Anonymous gifts made by 5 donors

### **CLASS OF 1986**

Alexandre Clug '86  
Magnus Hallin '86  
Winnie Khoo '86  
Kevin Mackay '86  
Sara Parker '86  
Sudesh Pathmarajah '86  
Mark Reinecke '86  
Tord '86 and Kimberly Stallvik  
Dato and Datin Teo Shiok Fu '86

## **CLASS OF 1991**

Budriz '91  
Cho-Wei '91  
Ojas '91 and Ruchi Doshi  
Aaron Gay '91  
Kushan Kodituwakku '91  
Eric Leo '91  
Avtar Sandhu '91

## **CLASS OF 1996**

Aditya Beri '96  
Roie Bird '96  
Jessica Deery '96  
Gemma Gosling (nee Garrett) '96  
Niklas Holck '96  
Alex Knights '96  
Hana Makarim '96  
Rebecca Morris '96

Utsav Ratti '96  
Dilshan Sandhu '96  
James Sangwine '96  
Alexandra Von Maltzan '96  
Neill Watson '96  
Joanna Maldonado Youngson '96  
Christine Yu '96  
Anonymous gift

## **CLASS OF 2006**

Jonathan Hew '06  
Azusa Momose '06  
Linda Steinbock '06  
Katriona Vickery '06  
Jessica Wagner '06  
Pongdanai Wangthamrongwit '06  
Anonymous gift

## **GIFTS IN KIND**

Through the significant contributions of individuals, businesses and corporations, the Foundation has been able to provide even greater support to the College in achieving its vision of becoming a leader in international education.

Naveen and Ruchira Agarwal  
Ian Bellhouse  
Magnus Bocker  
CREATE  
David Chong & Co.  
Henry Chong '08  
Iain and Tejas Ewing  
George Fong '78

Future Cities Laboratory  
Jungpil Hahn  
Family Harrold  
Seng Chee and Audrey Ho  
Tim Jarvis '84  
Nidhi Kapur '01  
Sanjay and Ravina Kirpalani  
Dev Siva Kumar

Hari Kumar  
Matthew Lai  
Lau Family  
McLaughlin Family  
Kirtida and Bharat Mekani  
Divya Patel  
Patrick Rouxel '84  
Sassoon Family

SIEMENS  
Manuel Sosa  
Deborah Widjaja '02  
The Zilliacus Family  
Anonymous gifts made by 19 donors

## **FOUNDATION PARENT AMBASSADORS**

Foundation Parent Ambassadors play an essential role in the future development of giving to UWCSEA. Through their advocacy of the giving opportunities and awareness-raising work, they are encouraging more members of the College community to include UWCSEA in their philanthropic support. In doing so, they are enriching the educational experience not only for their children, but for all students.

### **AMBASSADORS**

Asema Ahmed  
Rachna Amin  
Jyoti Angresh  
Suvridha Balasubramanian  
Anna Bryant  
Hans Diederer  
Noria Gaier  
Bettina Haupter

Mariam Idrees  
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Natasha Kewene-Hite  
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Juhee Shah  
Malavika Shanker  
Mieneke Smit  
Marcela Tellez-Glover  
Kathryn Zastera

### **FORMER AMBASSADORS**

Robert Aspin  
Anitha Kamath  
Caroline Mclaughlin  
Monica Patel  
Anupama Puranik  
Pavla Rakova Schneuwly

