NURTURING THINKERS, LEADERS AND PIONEERS

SQA Executive Summary

Raffles Institution

Contents

NURTURING THINKERS, LEADERS AND PIONEERS

2011 Singapore Quality Award Winner

FOREWORD BY PRINCIPAL, MRS LIM LAI CHENG

The name "Raffles" is synonymous with the gold standard. With a history that spans 188 years, RI has had the advantage of a proud legacy and benefited from many who have dedicated their lives towards shaping the institution and keeping it true to its founding mission. We are privileged to have RI be counted among the leading organisations in Singapore and the world through being awarded the Singapore Quality Award. I thank our board of governors, parents, alumni and our many partners, for keeping faith with us and for pushing us on to do more than we thought we could. In particular, I thank both the teaching and support staff of RI, who have worked so hard to make RI the best environment for work and study. As a school that has the lion's share of the best minds in Singapore, we will continue to nurture worthy citizens and caring, outstanding leaders who will serve their nation and be the hope of a better age.

RI is happy to share the experience of our SQA journey through this executive summary of our application report. We sincerely hope that it can help all who are aspiring to organisational excellence and similarly, we look forward to learning more from other excellent organisations in the years ahead.

1800s

1823

Founded in June 1823 as the Singapore Institution by Sir Thomas Stamford Raffles, who established the basis for Singapore's emergence as a major centre of mercantile trade.

1844

First institution to enrol girls.

1861

First school to establish a debating club, which is also the school's oldest co-curricular activity club.

1900s

1905

First school to establish the National Cadet Corps (NCC).

1972

RI made its first big move to Grange Road.

1982

Raffles Junior College (RJC) was established, which took over RI's burgeoning pre-university enrolment. Temporarily housed at Paterson Road, RJC moved to its Mount Sinai campus in 1984, which would form its home for the next 21 years.

1984

RI became one of the first schools selected by the Ministry of Education (MOE) to offer the Gifted Education Programme.

1990

RI moved again to its current site at Bishan, in central Singapore. In the same year, the school acquired independent status.

1879

Girls' wing established as Raffles Girls' School (RGS). To this day, both schools are closely affiliated, and frequently conduct joint programmes and activities. The girls from RGS join RI at the Year 5 mark.

1886

First school to offer the Queen's Scholarship Class, which later became known as the Pre-University class.

2000s

2004

RI, RGS and RJC began to jointly offer the Raffles Programme, their version of MOE's Integrated Programme (IP). This allows Rafflesians to bypass the GCE 'O' Levels and take the 'A' Levels at the age of 18. It was during this year that RI was first awarded the School Excellence Award, the highest award in MOE's Masterplan of Awards.

2005

RJC started the school year at its new campus in Bishan, located next to RI. This was also the year that RJC became an independent institution, and became the first junior college to be awarded the School Excellence Award.

2007

RI's GEP stream merged with its Special/Express stream into a single stream. The Raffles Academy was also established to cater to exceptionally gifted students via subject-specific pullout classes from the Year 3 mark onward.

2009

RI and RJC re-integrated to form a single institution under the name Raffles Institution.

ACCOLADES

"RI has produced generations of leaders at all levels: in politics and government, the professions, academia, business, sports and the arts. RI also attracts bright students from other countries. This makes RI the leading school in Singapore. The ideals of Singaporeans and Rafflesians are meritocracy and multiculturalism, regardless of their race, religion or mother tongue."

Minister Mentor Lee Kuan Yew
RI's Gryphon Award Gala Dinner, 2011

"Although the students I met were proud of RI and what they represented as Rafflesians, they themselves said pride should not lead to arrogance or disdain for others. They demonstrated a high sense of self-awareness and held on to certain commendable principles. They spoke about "healthy" competition, reflecting a good sense of balance between personal achievement and compassion for others."

Senior Minister Prof S Jayakumar
RI's 187th Founder's Day, 2010

"…for generations, RI offered the best education to the best students from all over Singapore. It imbued in them the spirit of public service and the belief that they could make change happen for the good of others. It is no coincidence that so many Rafflesians have played key roles in shaping the destiny of Singapore. This is a credit to the school – its values, traditions and ideals. It is also testimony to the quality of its principals and teachers… and their passion, drive, and vision."

Senior Minister Goh Chok Tong
Foreword to 'For A Better Age: Musings of a Teacher', 2009

"I wish to commend RI for being a School that always has a heart for, and is ready to help all its students, regardless of their family background and financial status, to excel in their education and do something worthwhile with their lives. You have given me that precious equal access to opportunity. I thank you for that."

Mr Heng Chee How, Minister Of State For Trade And Industry And National Development
RI's 182nd Founder's Day, 2005

"Raffles, a G20 school, is Singapore's top academic school, and by any measure would be one of the highest performing schools anywhere in the world. It is a state school and is phenomenally impressive. Educating many of Singapore's leaders, current and past, is one of its achievements."

Dr Anthony Seldon, Master,
Wellington College (UK), 2010

"Our top students can easily compete with the best anywhere. Sizeable numbers enter Oxbridge, Imperial College, LSE, Warwick and the Ivy leagues. Raffles […] for example sends more students to the top 10 US universities than any other international school, and even topped many prestigious secondary schools within the US."

Minister for Education, Ng Eng Hen
4th Anniversary Public Lecture at the LKY School of Public Policy, 2008

RAFFLESIANS IN THE NEWS

"For the first time, a woman has been awarded the Singapore Armed Forces Overseas Scholarship, putting her on track for a command and leadership position in the armed forces down the road. Officer cadet Sharon Tan, a former Raffles Institution student, is one of this year's five recipients of the scholarship, second only to the President's Scholarship in prestige and which also goes to the cream of each year's A-level cohort."

From 'First Woman to Bag Top SAF Scholarship'
The Straits Times, August 2010

"Singapore won its first Youth Olympic Games (YOG) silver last night at the Singapore Sports School, courtesy of Rainer Ng's second-place finish in the 50m backstroke final. The 18-year-old Raffles Institution student started slow, but finished strongly to clock a time of 26.45 sec."

From 'Sweet Silver for Rainer in 50m Back;
mypaper, August 2010

"For two years running, photographs have clinched the title of UOB Painting Of The Year, causing some artists to wonder if, well, a photograph is also a painting. This time, the issue is moot. A self-portrait by an 18-year-old beat its competition, which included, yes, 51 photographic entries, for the top honour. A total of 686 entries were submitted. The winning entry features a grimacing Miss Bai Tian Yuan (an art student from Raffles Institution) holding a blank canvas. Done in oil and acrylic and entitled What, it is intended to depict an artist struggling for inspiration."

From 'UOB Painting of the Year:
A painting based on a photo'
The Straits Times, July 2010

"After a year which included five SEA Games gold medals, four Asian Youth Games triumphs and 14 national records, swimmer Quah Ting Wen has added a new accolade to her list of achievements: the 2009 Straits Times Athlete of the Year award […] The swimmer, who was studying at Raffles Institution last year, performed record-breaking feats while preparing for her IGCSE exams."

From 'It's Ting Wen's Year'
The Straits Times, March 2010

"A Raffles Institution alumna has become the first Singaporean to clinch a major American award given to female undergraduates who excel in mathematics. She is Charmaine Sia, 23, just months away from graduating from the Massachusetts Institute of Technology (MIT) with a double degree in mathematics and physics. She shares this year's Alice T. Schafer Mathematics Prize with Ms Hannah Alpert of the University of Chicago."

From 'Singaporean Wins US Maths Award'
The Straits Times, February 2010

"It has been a good year for 24-year-old Li Shengwu [an RI alumnus]. The Singaporean graduated five months ago as the top economics student at Oxford University. And as the decade turned the corner, he was crowned Best Speaker at the just-concluded Worlds Universities Debating Championships in Turkey."

From 'Singaporean is Top Debater in Global Contest'
The Straits Times, January 2010

ORGANISATIONAL
PROFILE

As a Rafflesian, one of the first things you realise is that a true leader isn't the one with the loudest voice. Instead, it's about vision, about respecting others, and possessing the passion to bring out the best in those around you.

Ryan Chan, Class of 2012

THE RAFFLES IMPRINT

As Singapore's oldest school, Raffles Institution's history stretches back 188 years. Its distinctive character stems from several longstanding traditions: a non-discriminatory emphasis on merit, an unquenchable thirst for excellence, and a deep desire to contribute to the public good.

I grew up familiar and comfortable with people of different races and different classes. This was to be of great value later in life, especially when I became active in politics… my fellow students and I were in RI on our merits. The superiority of this system imprinted itself on my youthful mind, and influenced the kind of Singapore I have tried to achieve.

MM Lee Kuan Yew,
Speech at Gryphon Award Gala Dinner, Jan 2011

All Singaporean bills bear the Raffles imprint – on their obverse is a portrait of Encik Yusof bin Ishak (Class of 1929), Singapore's first President, as well as the signature of the Chairman of the Monetary Authority of Singapore, Senior Minister Goh Chok Tong (Class of 1960). The reverse of the two-dollar bill is also of significance: nestled in the background is RI's Bras Basah campus, which was located where Raffles City today stands.

ORGANISATIONAL PROFILE

Organisational Environment

History & Background. Founded by Sir Stamford Raffles in 1823, Raffles Institution (RI) is the oldest and most prestigious school in Singapore. With a name that is synonymous with the gold standard, the institution has, since its beginnings, borne proudly the vision of its early trustees, which was to further the progress of the local community through education for all, regardless of race and social background – an aim that is worthy of its notable patron, William Wilberforce – the parliamentarian who pioneered a movement which led to the abolition of the slave trade in Britain. RI has an illustrious history, having produced for Singapore, many distinguished social activists, patriots and philanthropists such as Dr Lim Boon Keng, Dr Lim Bo Seng, captains of industry such as Choo Chiau Beng and Dennis Foo, and national leaders including President Yusof bin Ishak and Minister Mentor Lee Kuan Yew.

Vision. RI's vision is encapsulated in the Latin phrase, 'Auspicium Melioris Aevi' (Hope of a Better Age), a motto boldly emblazoned on Sir Stamford Raffles' Coat of Arms. Because of its reputation of having produced a disproportionate share of the nation's statesmen and cabinet ministers, this public and iconic institution which has always attracted the best minds is famously known, within and outside of Singapore, for excellence through meritocracy and leadership through service to the nation.

Mission & Values. The Rafflesian Principle of Honour and the school values of Fortitude, Integrity, Respect and Enterprise (F.I.R.E.) guide both staff and students in fulfilling the mission of the school, which is to nurture 'thinkers, leaders and pioneers of character who will serve by leading and lead in serving'. This mission has become even more accentuated since the reintegration of RI and the junior college in Jan 2009 and with the opportunities afforded by a seamless six-year programme to anchor the students to a Rafflesian community. Together with Raffles Girls' School, RI is poised for a new era, set to trail-blaze fresh approaches towards meeting the aspirations of its 4,500 students.

Core Competencies. RI's core competencies lie in providing an enriched and holistic education for the nurturing of the largest pool of gifted and talented students in Singapore. As encapsulated in the White Paper entitled 'Building a Raffles Vision', this phase of development is powered by new engines of growth, designed to ensure specialised development of talent within specific domains and the extension of the Rafflesian thought leadership beyond Singapore and the region. The new pillars include the Raffles Institute for Experiential Learning, EW Barker Institute of Sports, Raffles Science Institute, Raffles

Aesthetics Hub as well as an upcoming Raffles Leadership Institute. The Raffles Teacher Academy undergirds the training of staff to ensure that staff continuously perfect their craft, are leaders in a community of professionals and are embued with the culture of putting students first.

In tandem with the specialisation of these institutes, the larger goal of a Raffles Education is that all Rafflesians be developed in five domains: cognitive, character and leadership, community and citizenship, arts and the aesthetics, and sports and health. All Rafflesians have to meet minimum attainment levels across these five domains, in order to receive the Raffles Diploma (RD) which is a parallel certification alongside the 'A' level qualifications they will receive. Those who have pursued their specific talent to its highest level, within any one of the five domains, will also be eligible for a Distinction Award. The conferment of the Distinction Award requires that candidates write a personal statement to describe what drive them, how they have made an impact within their community and what they intend to do to further their passion in a particular area.

Vision: Hope of a Better Age			
Mission: Nurturing Thinkers, Leaders and Pioneers of Character who will Serve by Leading and Lead in Serving			
Strategic Thrust 1 Developing a forward-looking curriculum that is internationally recognised, provides opportunities for peaks of excellence and nurtures outstanding leaders of character and vision	**Strategic Thrust 2** Developing a faculty of leaders in professional practice and pedagogy who inspire the best in students	**Strategic Thrust 3** Establishing highly flexible and integrative systems that support teaching and learning	**Strategic Thrust 4** Building alliances to expose our students to multiple social and cultural perspectives, and extend the school's reach in contributing to local and global communities
Nurturing the Thinker	Students First	Integrated Information Sharing System	Educational Alliances
Nurturing the Leader	Perfection of Craft	Efficient & Effective Management of Resources	Community Partnerships
Nurturing the Pioneer	Leaders in a Community of Professionals	Flexible & Innovative Integration of Teaching & Learning Resources	Parent & Alumni Networks
Curriculum	**Staff**	**Systems**	**Alliances**

Values: Fortitude, Integrity, Respect, Enterprise
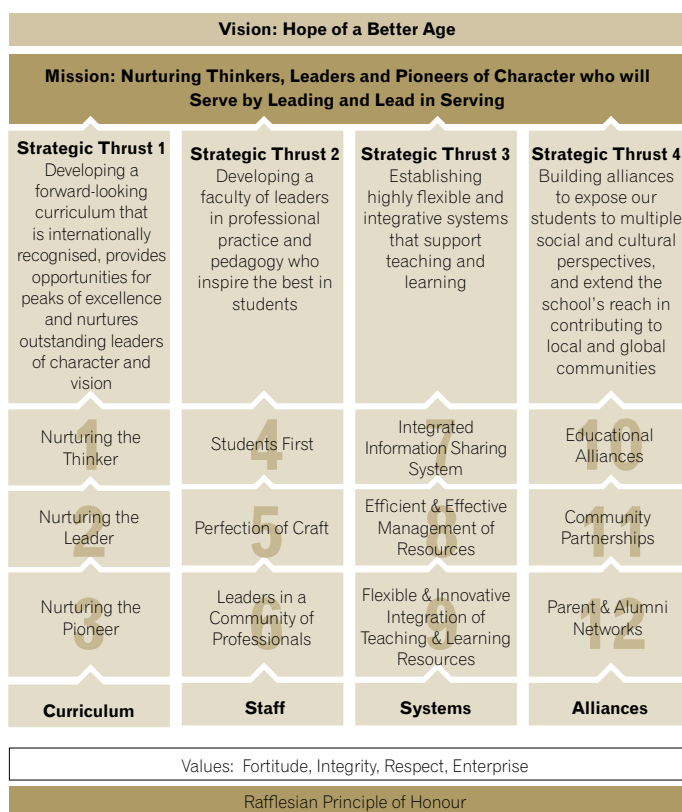
Rafflesian Principle of Honour

Figure A

Strategic Goals. The strategic goals of the institution are encapsulated in the Curriculum, Staff, Systems and Alliances strategic thrusts jointly crafted by staff in various sessions over a period of three years. These have helped to steer the school towards the achievement of its long term objectives. The vision, mission, values, strategic thrusts and goals of RI are outlined in Figure A and B.

Employee Profile. RI has a staff strength of 545 employees, with 414 teaching staff and specialists, and 131 support staff in total. Specialists such as PhD researchers in the Raffles Science Institute, Educational Technologists, top coaches and physiotherapists and outdoor education officers helm most of the institutes. Support staff include those from the Administrative, Estate, IT, Finance, Human Resource (HR), Corporate Communications & Development departments, as well as those working in the Science Laboratories,

Student Affairs Centre, Raffles Guidance Centre, Boarding School and International Office. Figure C displays the employee profile.

Major Equipment, Facilities and Technologies. The school is housed on a single sprawling 18-hectare campus in the heartland of Bishan, with the Rajaratnam, Yusof Ishak, Marshall, Sheares and other blocks housing classrooms, lecture theatres, seminar rooms, research laboratories, computer laboratories, a media studio, and a Performing Arts Centre. The two libraries, the Hullett Memorial Library (the oldest library in Singapore) and the Shaw Foundation Library are stocked with over 50,000 print and non-print materials to cater to the learning needs of both the younger and older students. The school's sports facilities include a fully equipped gymnasium, Olympic-sized swimming pool, indoor sports halls, tennis and basketball courts and running tracks and astro-turfs. The Boarding

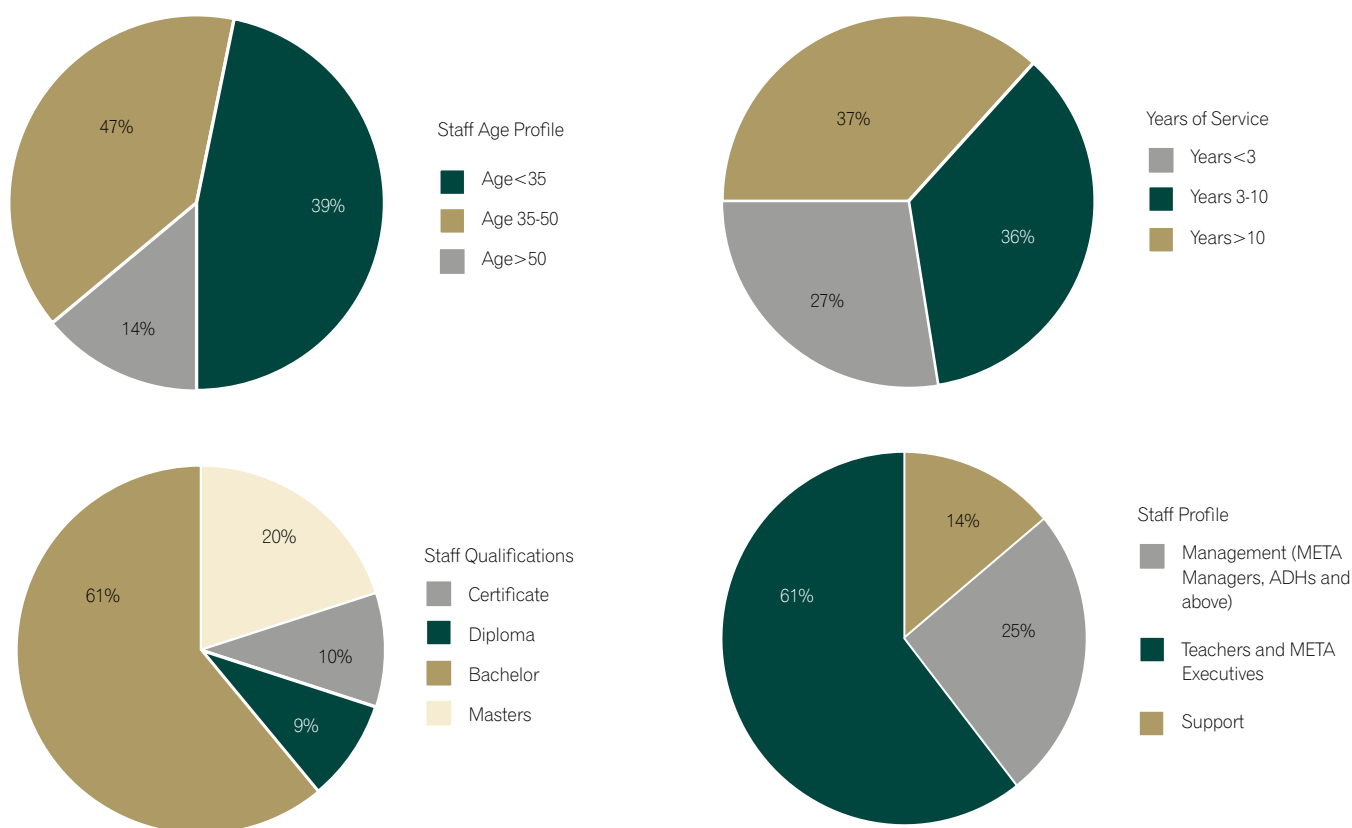| Strategic Thrusts	Description	Strategic Goals		
ST 1 : **Curriculum for** **All-Round Student** **Development**	Developing a forward-looking curriculum that is internationally recognised, provides opportunities for peaks of excellence and nurtures outstanding leaders of character and vision	**Strategic Goal 1:** **Nurturing the Thinker** A rigorous, enriching and broad-based curriculum that offers choice, develops a global outlook, and nurtures a passion for life-long learning	**Strategic Goal 2:** **Nurturing the Leader** An authentic curriculum that inculcates in students the values of fortitude, integrity, respect, enterprise, as well as a robust constitution, and strong service orientation to the global and local community	**Strategic Goal 3:** **Nurturing the Pioneer** A differentiated curriculum that maximises the potential of the talented and gifted, enabling them to be forward-thinking ground-breakers
ST 2 : **Staff**	Developing a faculty of leaders in professional practice and pedagogy who inspire the best in students	**Strategic Goal 4:** **Students First** Staff who possess the competencies to nurture gifts/talents through customising curriculum & pedagogy with a strong emphasis on character and values education	**Strategic Goal 5:** **Perfection of Craft** • Staff who work professionally as a cohesive team in an environment of mutual respect • Staff who pride themselves as lifelong learners who constantly seek to engage in professional development	**Strategic Goal 6:** **Leaders in a Community of Professionals** Staff who are lifelong learners and lead others in the Education fraternity to do the same
ST 3 : **Systems**	Establishing highly flexible and integrative systems that support teaching and learning	**Strategic Goal 7:** **Integrated Information Sharing System** Integrated data & knowledge management systems that promote sharing and learning, and cater to the needs of all users	**Strategic Goal 8:** **Efficient & Effective Management of Resources** Efficient and effective integration of school resources to enhance curriculum delivery	**Strategic Goal 9:** **Flexible and Innovative Integration of Teaching & Learning Resources** • Enhancement of student and staff development through authentic utilisation of educational technology • Enhancement of curriculum delivery through optimal use of library resources
ST 4 : **Alliances**	Building alliances to expose our students to multiple social and cultural perspectives, and extend the school's reach in contributing to local and global communities	**Strategic Goal 10:** **Educational Alliances** Strategic educational linkages that build student capacity for cross-cultural appreciation and social advocacy	**Strategic Goal 11:** **Community Partnerships** Mutually beneficial partnerships with external organisations for a curriculum that nurtures a global outlook and action for the common good	**Strategic Goal 12:** **Parent & Alumni Networks** Active and highly supportive parent and alumni networks that enhance core and co-curriculum delivery

Figure B Strategic Thrusts and Goals

Staff Age Profile
- Age<35
- Age 35-50
- Age>50

47% · 39% · 14%

Years of Service
- Years<3
- Years 3-10
- Years>10

37% · 36% · 27%

Staff Qualifications
- Certificate
- Diploma
- Bachelor
- Masters

20% · 61% · 10% · 9%

Staff Profile
- Management (META Managers, ADHs and above)
- Teachers and META Executives
- Support

14% · 61% · 25%

Figure C Employee Profile

complex within the campus provides accommodation to RI's international students and allows for local-international student integration through the Enhanced Boarding Programme.

Other specialised areas on campus such as the Biodiversity Pond (which has been featured in local Landscape Magazine for its green emphasis), adventure stations and challenge ropes course and outdoor classroom, arts space, dance studios and a blackbox (theatre) provide alternative and creative learning spaces for students. Wireless internet access enable staff and students to easily tap web 2.0 technologies for knowledge acquisition and creation wherever they are on campus. Student well-being is also provided for with two canteens, a student lounge and hub area, as well as a Student Affairs Centre, Student Services Centre (housing university admissions and scholarships officers) and a Raffles Guidance Centre staffed with six in-house educational psychologists and emotional guidance officers.

Regulatory environment. As an Independent School, the school is governed by a Board of Governors and abides by its own constitution. It is also subject to national education policies and assessment requirements as set out by the Ministry of Education (MOE) and the Singapore Examinations and Assessment Board (SEAB).

Organisational Relationships

Relationship with parent organisation. RI is guided by broad national education policies as laid out by MOE and is accountable to MOE for its performance outcomes, results, the conduct of its seconded staff and the effective use of the annual capitation grant and other funding.

Relationship with customers. Our key customers are the high performing students who are the top of the national PSLE and GCE 'O' Level cohort, students from the Gifted Education Programme (GEP), students with specific talents in specialised fields such as the aesthetics and sports, as well as international students who have been recruited to study in Singapore on government scholarships. Their key requirements are Integration into the Rafflesian ethos, Relevance and Rigour of the Raffles Programme curriculum, and Realisation of personal strengths for future contribution to society.

Relationship with partners/ suppliers. RI works strategically with our partners and suppliers to create opportunities for development for all our students, and to deliver a holistic curriculum that enables our students to achieve excellence in their chosen field. Key partners include Raffles stakeholder partners such as Raffles Girls'

School (RGS), Raffles Parents' Association (RPA), Old Rafflesians' Association (ORA) and other parents and alumni, and Teaching and Learning partners such as coaches and instructors; community and governmental organisations; and scholarship boards, tertiary education institutions, and other educational institutions, both local and international. Our key suppliers include on-campus suppliers, and works and building contractors.

Strategic Challenges

Relevance. As an iconic institution which carries the aspirations of many in Singapore who expect RI to uphold the values of a meritocratic society and produce leaders for the country, we are constantly faced with the need to ensure our graduates are empathetic, socially responsible and active citizens. Conscious of the need to develop the 21st Century Thinker, Leader and Pioneer for Singapore, we have strengthened our Student Development Programmes, and with the reintegration, launched efforts to harness the strength of our alumni and to encourage them to invest in the future of RI and the nation. The 1823 Fund campaign has also been launched to provide for financially needy students and ensure that RI remains inclusive, diverse and accessible to all bright students, regardless of race, religion and family background.

Responsiveness. In the face of global competition for talent, and rather than draw from the same pool as MOE, RI has begun to recruit fresh graduates directly from the local and top universities in the US. The Raffles Teacher Academy (RTA) has been set up to give these teachers on the job training and accreditation for teacher training modules through partner institutions such as Purdue University and the University of Minnesota. To ensure professional growth and career progression for staff and encourage staff of high potential to stay engaged within RI, HR has also put in place a scheme for the secondment or attachment of staff to other institutions such as MOE or other schools in and outside of Singapore. Staff can also apply for post-graduate scholarships to further their interests. Through the RTA, Senior and Lead Teachers coach and mentor younger and newer staff and provide consultancy services for other schools within and outside

of Singapore. All these programmes pose a heavy strain on our financial resources.

Remarkableness. With the re-integration of RI and RJC effected in 2009, RI has entered a new era in its history. A key challenge for the school is to seize the new advantages afforded by our size, resources and heritage to ensure a strong international reputation, and respond to the demands from our internal and external stakeholders to take the school beyond current educational frontiers. Hence the inclusion of the fourth strategic thrust – Alliances – and the set up of the International Office to facilitate our global initiatives, exchanges and outreach. Noteworthy in terms of our global footprint and outreach is the formation by RI, of the Global Alliance of Leading Edge Schools (GALES) which is focused on social advocacy. Among the top schools across the continents that are members of GALES are the African Leadership Academy (South Africa), Beijing No. 4 High School (PRC), Jianguo High School (ROC), Karachi Grammar School (Pakistan), Korean Minjok Leadership Academy (South Korea), Langkaer Gymnasium (Denmark), Lycee Louis le Grand (France), Malay College, Kuala Kangsar (Malaysia), Markham College (Peru), Scotch College Melbourne (Australia), Suankularb Wittayalai (Thailand), and Marlborough College (UK).

Organisational Thrust. The organisational thrust for RI is articulated in the White Paper 'Building a Raffles Vision' (2008) – to make RI relevant, responsive and remarkable – and RI's four strategic thrusts serve to propel the school towards excellence through addressing our strategic challenges as outlined in Figure D.

Performance Improvement System. The school's performance review system is owned by all staff and students. All staff teams use the Raffles PDSA Cycle of Plan, Do, Study and Act at the individual, unit, department, and school level to review and appraise activities, processes and programmes. This is outlined in Figure E. With deliberate effort and commitment to continuously innovate and improve, RI is well-positioned to fulfill its mission of Thinking, Leading and Pioneering to serve the nation, and be the vanguard for educational innovation in Singapore and the world.

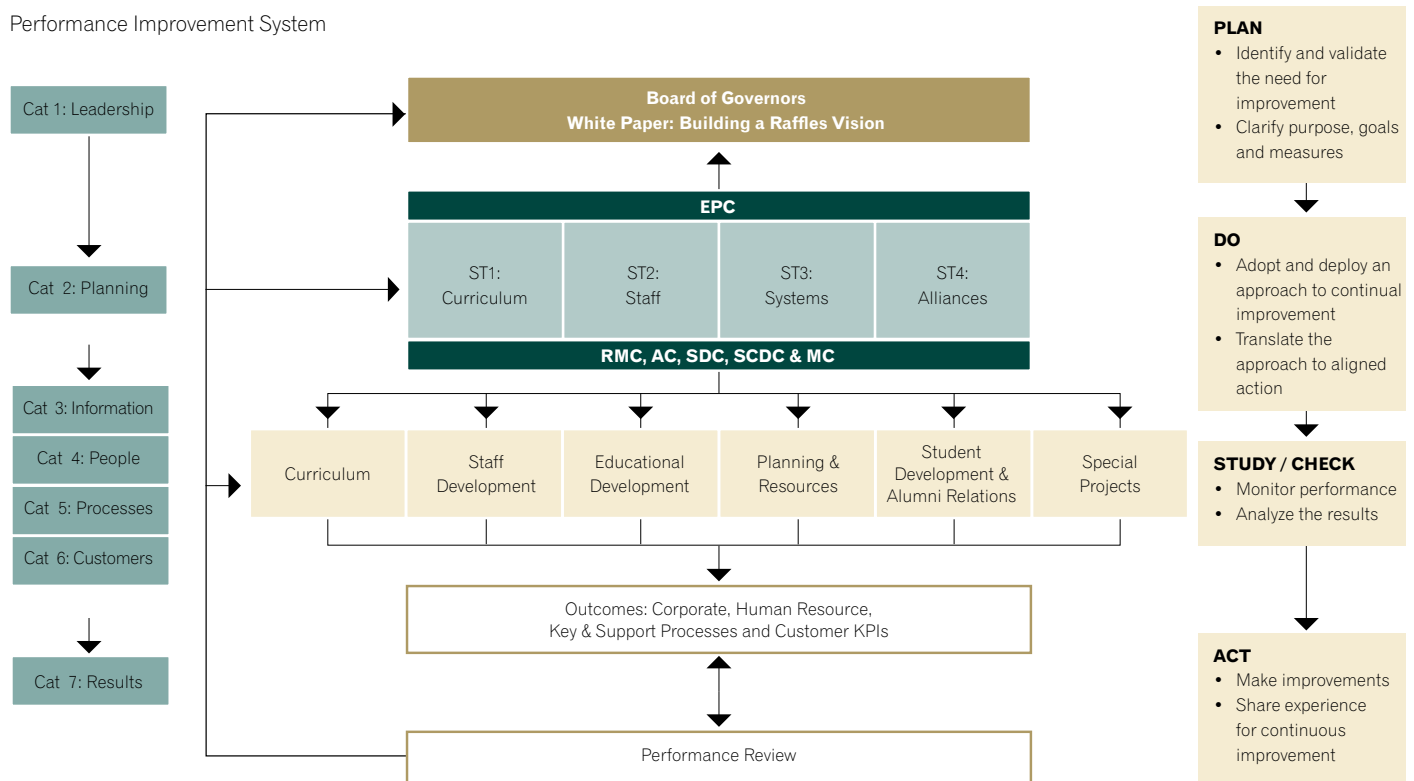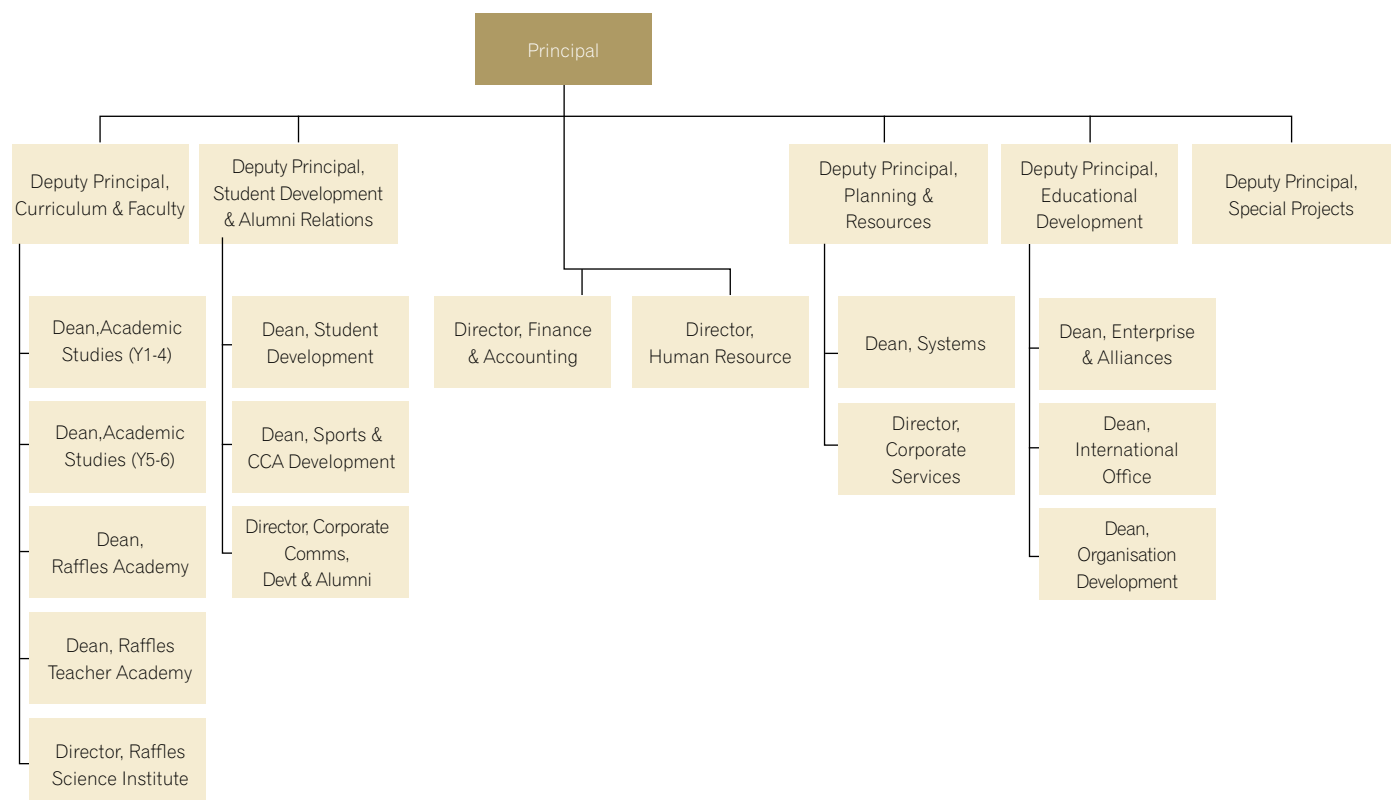| Strategic Thrusts	Description	Engines of Growth	Response to Strategic Challenges
ST 1 : Curriculum for All-Round Development	Developing a forward-looking curriculum that is internationally recognised, provides opportunities for peaks of excellence and nurtures outstanding leaders of character and vision	Raffles Institute for Experiential Learning (RIEL) Raffles Science Institute (RSI) EW Barker Institute of Sports (EWBIS) Raffles Leadership Institute Aesthetics Hub	R1 : Relevance
ST 2 : Staff	Developing a faculty of leaders in professional practice and pedagogy who inspire the best in students	Raffles Teacher Academy	R2 : Responsiveness
ST 3 : Systems	Establishing highly flexible and integrative systems that support teaching and learning	Corporate Services Department Organisation Development Department (OD)	R3 : Remarkableness
ST 4 : Alliances	Building alliances to expose our students to multiple social and cultural perspectives, and extend the school's reach in contributing to local and global communities	International Office (IO) Global Alliance of Leading Edge Schools (GALES) Winchester Network G20 Schools Coalition of Independent Boys' Schools	R1 : Relevance & R3 : Remarkableness

Figure D

Performance Improvement System

Cat 1: Leadership

Cat 2: Planning

Cat 3: Information

Cat 4: People

Cat 5: Processes

Cat 6: Customers

Cat 7: Results

Board of Governors
White Paper: Building a Raffles Vision

EPC

| ST1: Curriculum | ST2: Staff | ST3: Systems | ST4: Alliances |

RMC, AC, SDC, SCDC & MC

| Curriculum | Staff Development | Educational Development | Planning & Resources | Student Development & Alumni Relations | Special Projects |

Outcomes: Corporate, Human Resource, Key & Support Processes and Customer KPIs

Performance Review

PLAN
- Identify and validate the need for improvement
- Clarify purpose, goals and measures

DO
- Adopt and deploy an approach to continual improvement
- Translate the approach to aligned action

STUDY / CHECK
- Monitor performance
- Analyze the results

ACT
- Make improvements
- Share experience for continuous improvement

Figure E

Principal

Deputy Principal, Curriculum & Faculty

Deputy Principal, Student Development & Alumni Relations

Deputy Principal, Planning & Resources

Deputy Principal, Educational Development

Deputy Principal, Special Projects

Dean, Academic Studies (Y1-4)

Dean, Student Development

Director, Finance & Accounting

Director, Human Resource

Dean, Systems

Dean, Enterprise & Alliances

Dean, Academic Studies (Y5-6)

Dean, Sports & CCA Development

Director, Corporate Services

Dean, International Office

Dean, Raffles Academy

Director, Corporate Comms, Devt & Alumni

Dean, Organisation Development

Dean, Raffles Teacher Academy

Director, Raffles Science Institute

Organisational Chart: The Executive Planning Committee

LEADERSHIP

Rafflesians are not just among the best students in Singapore. Graduating to become national, business, and academic leaders, Rafflesians have access to some of the best opportunities and networks in the world.

Mrs Lim Lai Cheng, Principal, RI

A NEW ERA FOR RAFFLES INSTITUTION

The school's current senior executive leadership body, the Executive Planning Committee (EPC) was formed at the point of merger in 2009. It comprises the Principal, Deputy Principals, Deans and Directors. The EPC's first real test as a leadership body came in November 2009, when a first-of-its-kind retreat was conducted for all Year 1-6 Heads, and Key Personnel.

This proved an integration milestone, with Year 1-4 and 5-6 middle managers gaining a much deeper insight into each other's processes and working styles. It paved the way subsequently for genuine process and policy alignment, and, more significantly, the emergence of a single-institution culture.

The Intra-Department Retreat in May 2010 was another milestone in the school's re-integration journey. It brought together, for the first time, teachers from both of the school's wings who were teaching identical or comparable subjects.

CATEGORY 1: LEADERSHIP

1.1   SENIOR LEADERSHIP

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

The senior executive leadership of RI is known as the Executive Planning Committee (EPC), comprising Principal, Deputy Principals, Deans and Directors.

The EPC adopts a 'stewardship' oriented approach in the management of the school, recognising the institution as not just a school but a national icon that carries with it the aspirations of a nation. They draw upon the rich tradition and expectations of past and present Rafflesians and the strategic role that the school plays in providing leaders for community and nation building, to formulate the school vision, mission and values.

In 2006, McKinsey & Company offered to guide the Raffles schools in developing a strategic blueprint for the next era. This study captured the aspirations and hopes of the Rafflesian community at large, provided external scans and captured policy directions at the national level. Among the key findings surfaced were the following urgent needs: a) for greater collaboration among the three Raffles schools in order to capture synergies afforded by the schools, b) for stronger partnerships with other learning institutions, and c) the need to strengthen the 'Raffles' brand internationally. It was also found that the separate governance structures of the three schools prevented fast response to rapid changes in the educational environment.

As a result of the McKinsey findings, RI and RJC decided to take the bold step of re-integrating as one legal entity, with RGS remaining as a close partner. The 'Building a Raffles Vision' paper submitted to MOE on 23 June 2008 articulates how this move would leverage on our common heritage and identity so as to draw on the strengths of the Raffles schools to build a strong brand as premier learning institutions in Asia and beyond.

The integration of RI and RJC was an opportunity to analyse and review the school's strategic challenges and advantages. A series of strategic planning meetings and retreats (see Figure 1.1.1) were organised during which key personnel, staff and other stakeholders were involved in formulating a unified school mission and culture.

After some groundwork laid in 2008 through a series of engagement sessions facilitated by McKinsey with staff, students, parents and alumni from all three Raffles schools before the actual merger, the Principal called for 40 volunteers among the teaching staff of RJC to do ethnography studies in order to provide input for the Raffles vision. Staff input was sought through a series of group meetings using the Appreciative Inquiry method. The DPs, Deans, and HODs of RJC then crafted the Raffles Credo during a planning retreat and shared it with all staff. At the end of 2008, the Principal organised a 2-day retreat for the DPs, Deans and HODs of both RI and RJC in order for them to dialogue, come up with a shared vision, and re-craft the re-integrated school's strategic thrusts.

In early 2009, through a series of intensive discussion sessions among the P, DPs and Deans of re-integrated RI, the school's mission of 'Nurturing Thinkers, Leaders and Pioneers of Character who will Serve by Leading and Lead in Serving' was refined from the previous mission statements of pre-integration RI and RJC. This mission harnesses Sir Stamford Raffles's founding objective for RI – that of education

Year	Strategic Planning Engagement Platform	Personnel Involved	Outcomes
2008	McKinsey engagement sessions on RI-RJC merger	RI, RGS, RJC staff, students, parents and alumni	Key messages and communications strategies for each stakeholder group
2008	Appreciative Inquiry Exercise Raffles Narrative 2015 ethnography studies	All RJC Staff RJC staff (non-key personnel)	Inputs for Raffles Credo & Vision
2008	Strategic Planning retreat	RJC key personnel	Raffles Credo
Nov 2008	Integrated Academic Key Personnel Retreat	RI and RJC key personnel	Strategic Thrusts for Re-integrated RI
Feb-May 2009	Staff Input Sessions	RI and RI (JC) staff and key personnel	Refined Vision, Mission, and Strategic Thrusts
Sep- Nov 2009	School-Wide Reviews	RI and RI (JC) staff and key personnel	Internal Scans and Workplan
Nov 2009	Integrated Academic and META Key Personnel Retreat	Integrated RI key personnel	Integrated Culture and Workplan

Figure 1.1.1 Strategic Planning Engagement Platforms

(developing the thinker, leader and pioneer) for the purpose of furthering the progress of the wider community with a stronger emphasis on social responsibility and community engagement at both the individual and Institution level. Figure 1.1.2 shows the pre-merger Vision, Mission and Values (VMV) of the two institutions, and the current VMV.

Ogilvy, a top marketing strategy company, offered to help RI brand itself in view of the new vision for the re-integrated RI. The RI crest was redefined using gold instead of the multi-coloured versions which varied in treatment between the two schools, and the website, collaterals and printing materials were enhanced to reflect a unified and more corporate image.

The series of meetings, focus group discussions and one-to-one dialogue with staff over several months allowed the Principal, DPs, Deans and HODs to manage staff anxieties about the merger. In addition to maintaining staff morale, the senior management also met with students and alumni to address their concerns and garner their input for the re-integrated RI's future directions. All these conversations also facilitated the formulation and refinement of the school's three Strategic Thrusts (STs) that would provide focus and direction for the development of the school as a six-year institution. The three STs are:

a. ST1 – Curriculum for All-Round Student Development
    Developing a forward-looking curriculum that is internationally recognised, provides opportunities for peaks of excellence and nurtures outstanding leaders of character and vision.

b. ST2 – Staff
    Developing a faculty of leaders in professional practice and pedagogy who inspire the best in students

c. ST3 – Systems
    Establishing highly flexible and integrative systems that support teaching and learning

Demonstrating the traits of true thinkers, leaders and pioneers, the senior management carved a new identity for themselves as the EPC, and role modeled the values of fortitude in the face of uncertainties, integrity of purpose to serve the school, respect for each other's strengths and contributions (as surfaced through a DISC profiling exercise), and enterprise to come up with creative solutions for integrated processes, systems and structures throughout the difficult initial stages of the merger. Constantly on the lookout for improvements, the EPC did a review and revision of the STs at the beginning of 2010 after one year of integration and better understanding of internal strategic challenges, with clearer goals and Key Performance Indicators (KPIs) for the next 5 years (2010-2014).

Further discussion and review in 2010 at various meetings, Deans' Retreat and Deans' Pow-wow, led the EPC to realise that the cultivation of strategic partnerships was a key strategy for the school in moving forward towards strengthening the Rafflesian brand internationally. This resulted in the formulation of ST4: Alliances to better capture and communicate the school's various initiatives in responding to external strategic challenges.

d. ST4 – Alliances
    Building alliances to expose our students to multiple social and cultural perspectives, and extend the school's reach in contributing to local and global communities

Vision, Mission, Values		
Pre-2009	**RI**	**RJC**
Vision	A World-Class school delivering a well-rounded education of the highest standard to the best and the brightest	Hope of a Better Age
Mission	To develop to the full the potential of our pupils, to foster commitment to excellence and to nurture outstanding citizens who will seek to serve the common good	To nurture thinkers, leaders and pioneers, men and women of character, confidence, and commitment who will serve by leading and lead in serving, whatever their chosen paths may be.
Values	Integrity Respect Responsibility Empathy & Others-centredness	Fortitude Integrity Respect Enterprise
2009-present	**Re-integrated RI**	
Vision	Auspicium Melioris Aevi – Hope of a Better Age	
Mission	Nurturing Thinkers, Leaders and Pioneers of Character who will Serve by Leading and Lead in Serving	
Values	Fortitude Integrity Respect Enterprise	

Figure 1.1.2 Vision, Mission & Values

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

Senior Leaders deploy a variety of channels to communicate and cascade the school vision, mission, and values to various (internal and external) stakeholders, of which the key channel is their own personal modelling of the values in the face of the uncertainties posed by the merger. In addition, communication to middle management takes place at Raffles Management Committee (RMC), Managers' Committee (MC) and Leaders' Conference (LC) levels. These platforms have been instrumental in forging common understanding in the decision-making process and in the development of school policy and plans.

The communication to staff, students and other stakeholders is done via formal meeting platforms, regular dialogue sessions as well as school publications and emails. The personal touch provided by the Principal and DPs at assemblies, staff contact sessions, parents' meetings and alumni gatherings, complements the direct involvement of the Deans and Directors in daily school operations and meetings with staff and students. Multiple communication channels with RGS through Raffles Programme Steering Committee (RPSC), Raffles Diploma Steering Committee and Curriculum team meetings mean that the senior management keep engagement levels high with the school's key partner.

There exist good management systems to manage and translate school policies into appropriate actions. The school management systems are organised along four organisational strands, namely School Management Structure, Functional School Committees, Functional Roles of Staff, and School Policies and Administrative Procedures (See Figure 1.1.3).

Through role definitions in the chain of command, and well-articulated terms of reference for committees as well as administrative procedures and policies, all staff are clear about how best to play their part in delivering school programmes and achieving school outcomes.

A systematic management workflow is in place to translate the vision and mission of the school into actual action work plans, in consultation with staff at the different levels. The necessary resources are also deployed in support of these work plans, and regular reviews of systems and processes are conducted to further improve the design and delivery of programmes.

At RI, senior management reinforce the VMV through direct involvement in spearheading school improvement efforts in their portfolio areas. They initiate changes and foster strategic partnerships after assessment and reviews.

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

The school has a well-developed performance appraisal system to facilitate the evaluation of senior leaders and ensure effectiveness of their leadership. The Board of Governors and Cluster Superintendent (MOE) appraise the Principal, while the Principal appraises the Deputy Principals and Directors, Finance & HR. The Deputy Principals in turn appraise the Deans and Director, Corporate Services.

Appraisal of senior management is carried out through mid-year and end-of-year Staff Work Review sessions, and seconded senior management are cross-ranked at cluster level with key personnel from other schools. This rigorous system of performance appraisal ensures that all senior leaders are evaluated and also perform self-evaluation on their leadership competencies. They are also coached and developed to attain higher levels of competency through this process, and gain awareness of where they stand in comparison with leaders in other schools in Singapore.

Informing the performance appraisal process are other platforms and mechanisms for evaluating leadership effectiveness and involvement. The following diagram illustrates these platforms and mechanisms (Figure 1.1.4).

School Mgt Structure	Functional School Committees	Functional Roles of Staff	School Policies & Admin Procedures
BOG EPC RMC / MC LC	Policy & Planning Curriculum Student Devt Student Well-Being Educational Devt Systems Events	Senior Management Middle Management Teachers Specialists Executives Assistants	Staff Performance & Appraisal Administration & Operational Management Data & Information Management

Figure 1.1.3 School Management Systems

Figure 1.1.4 Leadership Evaluation Platforms & Mechanisms

Key to leadership evaluation is the school performance in the corporate Key Performance Indicators (KPIs). In addition, direct feedback from staff gleaned from the annual school climate survey and suggestions for improvement via the Raffles Institution Suggestion E-platform (RaISE) provide the senior management with input on their leadership. Regular 360 degree evaluation on the Principal, as well as the use of the Leadership Challenge Assessment on the key leaders, also help the leadership team appraise their strengths and weaknesses. Other informal channels of leadership evaluation come through the Unit Day tea sessions and dialogue sessions with senior management.

Secondary sources of leadership evaluation and feedback come from students' and parents' surveys and feedback, as well as input from educational and community partners. As an Independent School (IS) tasked with championing educational innovation, key changes in MOE policies or improvements to programmes that were initiated or piloted by RI also form another source of leadership evaluation for senior management.

In the spirit of constantly upgrading and improving themselves, the senior leaders of the school identify strategic areas for improvement and embark on short as well as long term courses, attachments and degree programmes. For example, the Principal models the way by pursuing a PhD course part-time, while the Deputy Principals take turns in pursuing attachments at MOE or taking up full-time or part-time PhD and Masters courses. The Deans and Directors also attend workshops, courses and conferences locally and overseas, with each also taking turns to pursue Professional Development Leave (PDL) to attain Masters degrees or do research.

In the spirit of being Thinkers, Leaders and Pioneers, senior management also lead study trips abroad to learn from best practices worldwide and to identify new areas of growth for the school, as well as present papers at international conferences on educational leadership and curricular matters where they learn from and network with the world's best in the field.

1.2   ORGANISATIONAL CULTURE

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

In the process of re-integrating RI and RJC, it was found through staff input and discussion at the various pre-integration and post-integration dialogues and retreats that the values of Fortitude, Integrity, Respect and Enterprise were suitable organisational values that would support the school's unique culture.

In particular, the acronym 'FIRE' captured the idea of the 'Promethean flame' in the institution anthem and the challenge of developing thinkers, leaders and pioneers in order to benefit society, paralleling Prometheus's mission of gifting fire to mankind. The values also complemented the Rafflesian Principle of Honour which is taught to students when they join in Year 1.

Widely known for its culture of excellence and a strong 'Rafflesian spirit', RI has the advantage of its heritage and reputation when it comes to engendering a common understanding of organisational practices and expected behaviour. Post-merger, RI has articulated its values clearly, outlining belief statements for each value and exemplifying each value with descriptions of actions by staff and students – Figure 1.2.1.

For both the META and academic staff, the organisational values are translated into guiding principles that further help them understand how the values are to be operationalised in their daily work. The guiding principles of META staff are Customer Focus, Quality Services, Teamwork and Continuous Learning, while the principles a Raffles Teacher adheres to are Students First, Perfection of Craft through Lifelong Learning, Perfection of Craft through Professional Cohesion and Leaders in a Community of Professionals (Figure 1.2.2)

The META staff guiding principles were unveiled at the META staff retreat in 2009, while the Raffles Teacher guiding principles were

Values	Policy (Belief Statement)	Expected Behaviours	Practices (Examples)
Fortitude	We face challenges with comradeship, resilience, tenacity and courage.	• Having the resolve, drive and commitment to do our best. • Having the strength to be resilient and resourceful in the face of difficulties.	Continuous improvement through staff learning needs analysis and road maps. Adherence to 4R customer service requirements.
Integrity	We honour our word and faithfully discharge every responsibility.	• Having the courage to do the right thing with right intentions. • Being honest with ourselves and with others.	Commitment to staff code of conduct. Adherence to audit requirements. Establishment of whistle-blowing procedures.
Respect	We appreciate diversity among people and value the distinct contribution of each individual.	• Having and showing care & concern for others. • Respecting people with backgrounds or views different from ours.	Inter and intra-dept review sessions. Integrated staff well-being committee. Community partners programmes.
Enterprise	We embark on every endeavour with foresight, daring and flexibility.	• Being open to new ways and new ideas; always ready to unlearn and relearn to bring about improvement. • Daring to make and to learn from our mistakes.	Use of RAISE improvement cycle in all programme and event reviews. Suggestions made and implemented through RaISE and other platforms.

Figure 1.2.1 School Values

unveiled at the start of year staff conference in 2011. Subsequent staff meetings, conferences and retreats have been opportunities for reiterating these principles and also highlighting their alignment with the school values.

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

Key to the translation of values into policies, practices and behaviour is the FIRE values communication methodology, a process of Fostering, Informing, Reinforcing and Encouraging (FIRE) the school values. This process ensures that new and current staff and students are clear about the organisational culture and values, and facilitates the achievement of organisational goals.

School culture and values are fostered through the staff induction sessions for new staff conducted by senior management. This is followed by further mentoring by their respective mentors/reporting officers. Existing staff are informed and kept aware of the values through banners, posters and school publications, and school culture is reinforced through staff contact sessions and retreats, and through senior and middle management influencing outcomes within their purview, in school committee and departmental meetings. The school ensures that decisions, actions and stakeholder interactions are aligned to its values through the established management systems and clear communication channels that are in place.

The professional conduct of the staff is evaluated based on these values during performance appraisal to ensure that teachers role model them in their everyday teaching and interaction with students. In addition, recognition schemes and platforms such

as the Outstanding Contribution Award for staff are aligned to the demonstration of the school values. This serves to encourage and reward staff who exemplify the values.

The fostering of school values for students starts at Orientation, and is communicated to new students through the student handbook and the initial CLE/Civics lessons. These values are also reiterated through prominent informational displays of school values around the school, and in school publications, and by Year Heads/Subject Heads/HODs/Deans during their interaction with students and supported by form teachers/civics tutors. Reinforcement comes through a variety of avenues - Principal's assemblies, cohort and school wide activities, and student development programmes that promote and support the development and perpetuation of school values among students and by students. Examples include CCAs, student-initiated activities, and articulation of the Rafflesian Principle of Honour, Prefects', Councillors' and Competitors' oaths.

In addition, school culture and values are communicated to key stakeholders such as parents, alumni, partners and suppliers through the 4R customer service requirement framework. In upholding standards of reliability, responsiveness, rapport and rigour in our interactions with students, alumni and their parents, as well as holding our partners and suppliers to the same standards, the school's culture of excellence becomes clear to all.

School leaders ensure that the school climate supports innovation and learning by adopting a consultative cum distributive leadership approach. They lead the way in encouraging staff to live the values, and in giving staff the autonomy and trust to break new ground in their areas of work. Moreover, with 'Values as our Anchor' being one of the five key principles of the school's Innovation & Enterprise (I&E) framework (Figure 1.2.3), school leaders signal that a clear grounding in school values would facilitate and promote learning and innovation.

Values	META Principles	Raffles Teacher Principles
Fortitude	Customer Focus	Students First
Integrity	Quality Services	Perfection of Craft through lifelong learning
Respect	Teamwork	Perfection of Craft through professional cohesion
Enterprise	Continuous Improvement	Leaders in a Community of Professionals
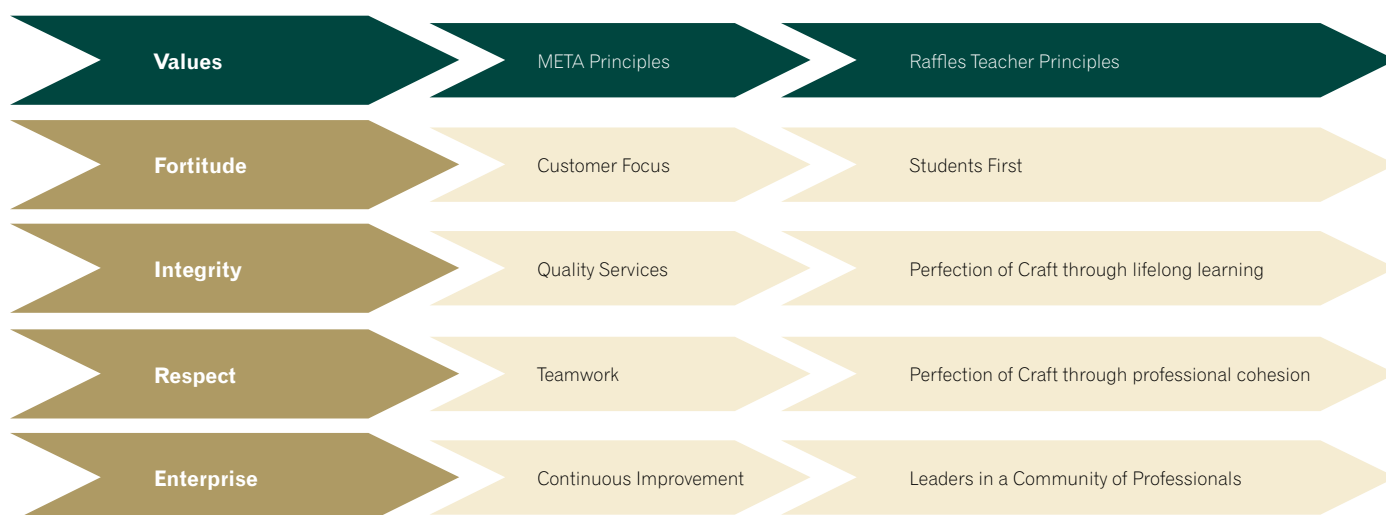
Guiding Principles for META and Teaching Staff

Figure 1.2.2 Guiding Principles for Raffles Staff

1. Students First		
Focusing on student needs always	2. Values as our Anchor	
Articulated in Strategic Plan document 2010-2014	Creativity, experimentation & change require clear foundation in values	3. Whole School Involvement 4. Primacy of the Review Cycle 5. Pegged Against the Best
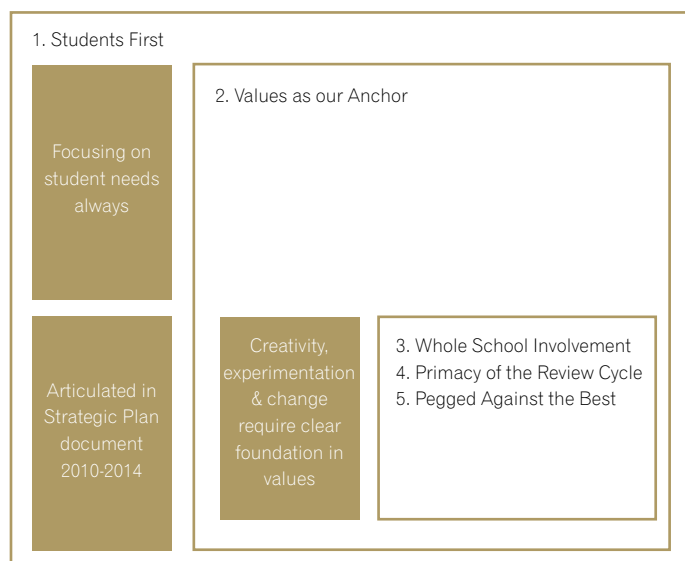
Figure 1.2.3 Principles of RI's I&E Framework

Values	Examples of Measurement of Values
Fortitude	Percentage of RI graduates who obtain 4 H2 distinctions at GCE 'A' Level Examination Top placing among schools in National Inter-Schools Sports Sustained achievement in sports, performing arts and uniformed groups Staff survey on satisfaction with support staff services
Integrity	Quality of School Experience (QSE) Survey Performance in audit checks Compliments/ complaints received
Respect	Staff Climate Survey Results (Academic & META) on Staff Engagement
Enterprise	Number of consultancy and training services undertaken by the school Number of curriculum initiatives/ opportunities that arise from international partnerships Number of staff suggestions/ innovations per year

Figure 1.2.4 Measurement of School Values

Gap Identified	Root Cause	Gap Closure Initiatives	Outcome
Strong staff and student identification with pre-integration RI and RJC cultures	Lack of common terminology for school processes, activities and infrastructure	a) Estb of Dean, Org Devt position b) Series of intra-dept retreats and meetings c) Estb of Raffles Mgt Committee platform d) Re-crafting of DP and Dean portfolios to 6-year portfolios e) Integrated staff well-being committee f) Commissioning of Way-finding Project g) Introduction of integrated school events and activities	a) Integrated Strategic Plan and KPIs b) RaISE suggestion platform c) Integrated Dept Workplans (Y1-6) d) Integrated campus master plan
Differences in academic staff working norms between Y1-4 and Y5-6	Focused and exam-oriented syllabus and assessment in Y5-6; exploratory and discovery-oriented syllabus and assessment in Y1-4	a) Series of intra-dept retreats and meetings b) Common induction programmes c) Cross deployment of teaching staff d) Commissioning and communication of CRPP study findings	a) Integrated staff well-being activities b) Integrated Dept Workplans (Y1-6) c) Raffles Teacher guiding principles
Differences in META staff working norms between Y1-4 and Y5-6	Different reporting structures and role definitions / expectations	a) Series of intra-dept retreats and meetings b) Common induction programmes c) Cross deployment of META staff	a) META staff guiding principles b) Common appraisal process aligned to core traits
Lack of common understanding of student needs for better student support from Y1-6	No integrated information management system	a) Estb of HOD, Systems for Y1-4 and Y1-6 to support student info mgt b) Procurement of integrated student mgt system c) Estb of Raffles Mgt Committee d) Re-crafting of Dean portfolios e) Estb of integrated Student Care and Guidance Dept	a) Integrated student data management and data analysis b) Integrated student care services

Figure 1.2.5 Gap Closure Initiatives for Organisational Culture

All in all, the FIRE values help push RI towards the achievement of excellence, and the attainment of its strategic goals. Figure 1.2.4 shows how measurement of the school values translates into the achievement of the school's KPIs.

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

With the integration of two premier schools into one institution in 2009, there was an urgent need to re-formulate a unified school culture. Also, with the global landscape changing and international competition becoming more intense, it became imperative that RI identify its desired culture and challenge itself to be the epitome of excellence. The school examined the gaps between current culture and desired culture through a series of reviews, and put in place an array of gap closure initiatives, such as the establishment of intra-department retreats and cross deployment of staff. (Figure 1.2.5)

1.3   CORPORATE SOCIAL RESPONSIBILITY

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

The obligation of RI as a school with a strong social imperative is expressed through its Vision, Mission as well as strategic thrusts. Senior management constantly review their goals, processes and programmes to ensure that contribution to the local and global community remains central to our educational pursuit.

RI has a four-pronged approach towards fulfilling its responsibility to society – the first, in keeping with Sir Stamford Raffles' founding objective for the school, is through educational outreach, the second is through community engagement, the third is through corporate philanthropy and the fourth is through green initiatives. These four thrusts are outlined in Figure 1.3.1.

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

Communication to staff and students on our social obligations is carried out at assemblies, and events such as the RI Lecture, briefings, talks, roadshows and open houses. The RI website, publications such as student magazine, Eagle Eye, alumni magazines and corporate videos constantly reiterate the messages of civic engagement and the call to make a difference to one's community and nation. The staff also know that the school strongly supports their sharing of expertise and best practices at school, cluster, NIE and MOE-organised platforms and international conferences as it is recognised under performance appraisal.
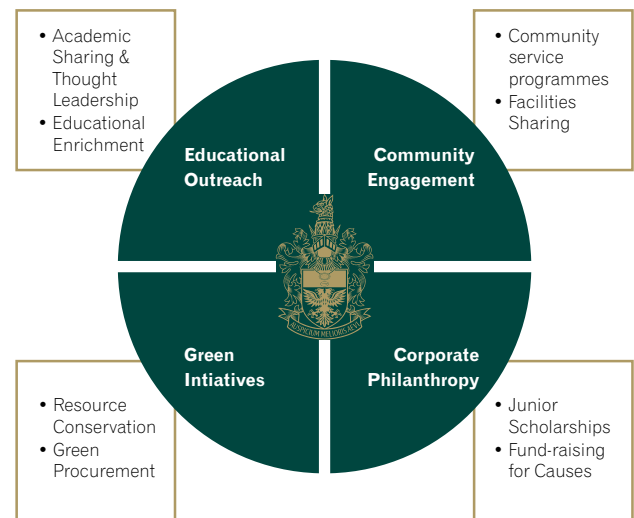
Figure 1.3.1 RI's CSR Framework

RI is also a member of several international networks of schools which aim to promote community outreach and social engagement. As the founder of the Global Alliance of Leading Edge Schools (GALES), RI gathered 20 top schools across the continents for the Tiltshift Summit 2011 to engage in projects for the good of their community. Seed funding of US$1000 was given for projects focused on poverty, geopolitical tensions, healthcare and climate issues.

In addition, RI works closely with RPA and ORA on projects to raise funds for voluntary organisations and needy students in the school through the annual ORA-RPA Golf Tournament and Jogathon cum Family Day. Staff, especially in RIEL, are active in working with grassroots organisations such as onepeople.sg and go one step further to train other teachers in service learning and diversity education. Volunteers among staff act as Education Ambassadors to provide training and consultancies to developing countries such as Bhutan to help them in their education enterprises.

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

RI is governed by a board of fifteen members drawn from the alumni and influential members of Singapore society. The principal reports to both the Chairman of the board and the cluster superintendent from MOE.

Apart from the thrice yearly meetings, board members meet regularly in subcommittees to ensure that areas within their purview such as Finance, Estate, Establishment, Investment, Infocomm technology integration and Development are well catered for, and processes are transparent.
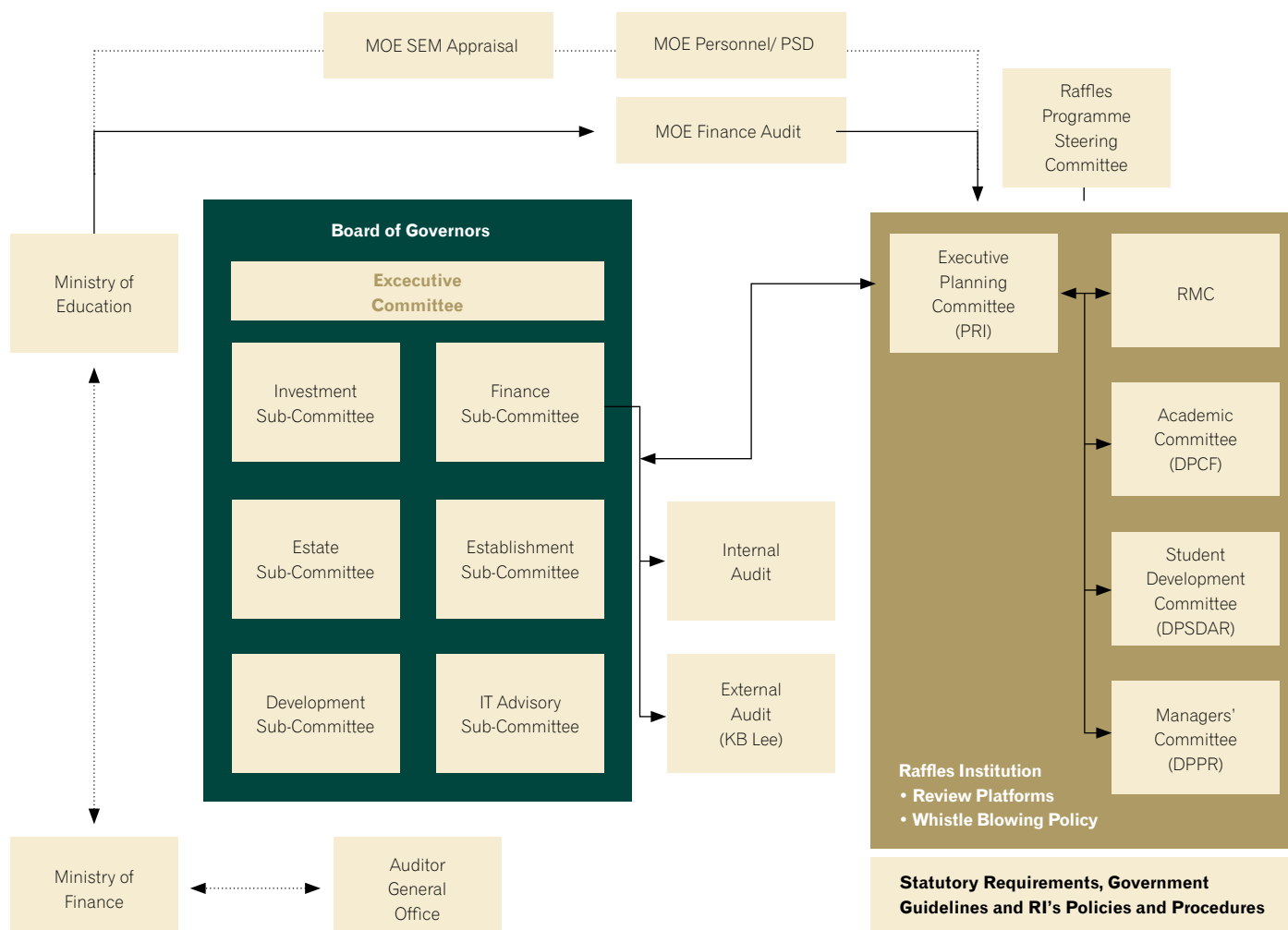
Figure 1.3.2 Governance Structure of RI

There is a review of board processes every year, a summary of which is sent to MOE to ensure compliance with its regulations. MOE and the board also commission periodic reviews and audits of our corporate functions. Figure 1.3.2 outlines the governance structure of RI.

A recent audit by KPMG was conducted to see to the smooth integration of the Year 1-4 and Year 5-6 corporate services departments. Another has been commissioned to review post-integration corporate processes and effectiveness. There has been no major non-conformity found by the MOE, internal and external audits and external validation exercises conducted in recent years.

1.3d.   How the organisation evaluates and improves its governance system, involvement and contribution to the community, society and the environment in which it operates.

RI uses the PDSA cycle to evaluate and improve its governance system as well as its efforts at corporate social responsibility. As a result of review, the following improvements were made:

Governance System
a)   Streamlining of procurement policies and processes across Y1-6
b)   Institution of Declaration of Conflict of Interest forms for BOG and staff
c)   Establishment of whistle blowing policy and procedures

Responsibility to Society
a)   Establishment of RI Junior Scholarships for needy primary school pupils to promote social mobility
b)   Collaboration with SINDA in Eagle's Eye outreach programme to provide mentorship and educational resources for needy primary school pupils
c)   Establishment of Education Ambassador programme to provide consultancy and teacher training for developing countries like Bhutan and Indonesia
d)   Inclusion of Green Initiatives as a new thrust for RI's corporate social responsibility efforts, and the endorsement of RI's Green Management Policy at EPC
e)   Phasing in of Green Procurement policy targets from 2011-2013

PLANNING

The merging of two premier education institutions in Singapore has made waves in the education fraternity. At the start of 2009, we came to see a new Raffles Institution, one which has the potential to take the Raffles family of schools to even greater heights, and to move into new territory left unexplored in the past few decades.

Muhammad Alimi Bin Ahmad Halib, Class of 2010

A FORCE FOR GLOBAL GOOD

The White Paper (2008), a concept paper ensuing from a series of engagement sessions with current students, staff, parents and alumni of the Raffles Schools, laid out a vision for how RI could move forward to boldly achieve more than what was possible as two separate institutions. One key recommendation was to focus on the strategic positioning of the newly re-integrated RI, and strengthen the Raffles brand both locally and internationally. To this end, RI formed the Global Alliance of Leading-Edge Schools (GALES) in 2010, a network of 20 top high schools across the continents, which are characterised by a strong commitment to excellence, leadership development and social advocacy. TiltShift Summit: Experiments to Change the World, held in June 2011 brought together some 80 student leaders from the GALES schools to explore social issues and generate solutions that will lead to a more sustainable and equitable global future. The teams have been given a seed funding of up to US$1000 to carry out their community projects.

RI students traverse the world helping communities in need. Left: Year 5-6 students collaborate with Rainwater Cambodia to serve a rural community in Kampot, Cambodia; Right: Year 3 & 4 students teach children Maths and English in an orphanage in Tanzania.

CATEGORY 2: PLANNING

2.1 STRATEGY DEVELOPMENT & DEPLOYMENT

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

RI's strategic planning framework includes both long-term and short-term planning processes. RI's long-term strategic plan is supported by its short-term annual work plans, comprising the Institution Work Plan and the various Departmental Work Plans. These plans are then cascaded to units, committees, and ultimately to the individual work plans of staff (Figure 2.1.1).

RI's approach to strategic planning is based on six principles: Internally – to involve all internal stakeholders, and to focus on student needs and aspirations; Externally – to collaborate closely with RGS, to respond strategically to MOE directions, to assess social, economic and technological changes globally, and to align with global best standards (Figure 2.1.2).

Involvement of all internal stakeholders. All levels of staff - i.e. Key Personnel, academic staff as well as META staff – are involved in school internal scans and workplan discussions at various platforms. The following are reviewed in the internal scans: a) staff development in response to segmented student needs, and b) internal and external communications in view of enlarged and merged institution. In addition, in the corporate services area, reviews and improvements are carried out to consolidate and streamline procedures in Estate, HR, Finance, IT and Library services, as well as the management and development of staff.

Focus on student needs and aspirations. Analyses of student profiles, student results, and student feedback are essential to the strategic planning process, helping to shape key decisions regarding staff development, infrastructure development and financial expenditure. Using segmented student data analysis for planning has led to key improvements in curricular integration plans, such as the Y4 Gap Semester programme.

Collaboration with RGS. Input from RGS as a key partner is sought through regular Raffles Programme Steering Committee (RPSC) (2003-present) and Raffles Diploma Steering Committee (RDSC) (2010-present) meetings. Collaborative discussions with RGS have led to plans for the 4 year Raffles Diploma (Y3-6) to be implemented in 2012.
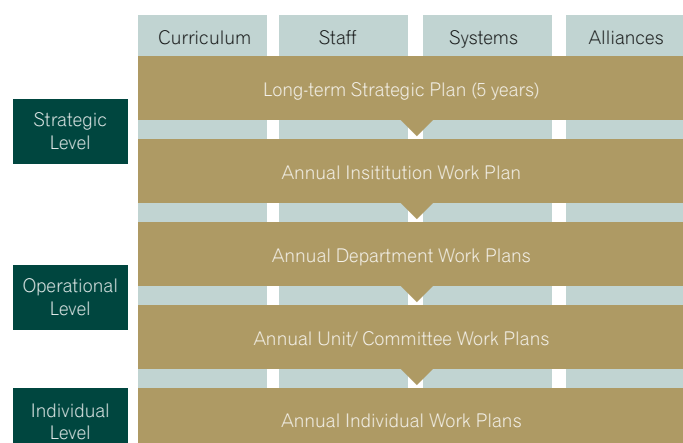
Figure 2.1.1 Integrated Planning Framework
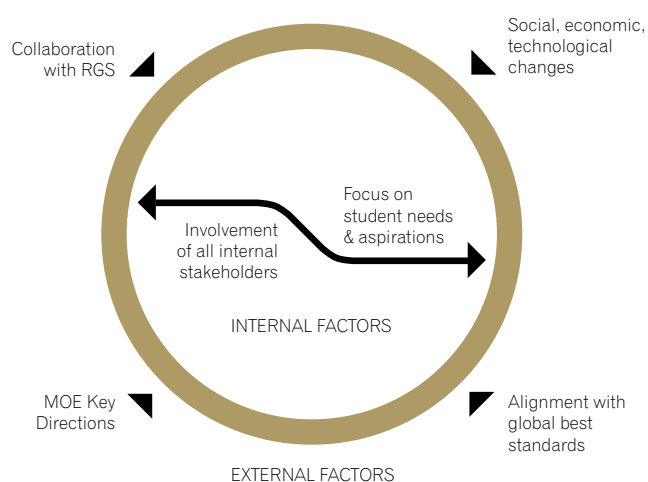
Figure 2.1.2 RI's Strategic Planning Approach

Responsiveness to MOE directions. As a public school, RI is accountable to MOE and to the Singapore public. Hence, RI takes care to respond nimbly to changes in educational policies and processes instituted by MOE even while spearheading new ground in educational initiatives as an Independent School.

Assessment of social, economic and technological changes globally. External scanning is a habit with staff who are always mindful of key drivers of change both locally and internationally. For example, globalisation and its implications for social, ethnic and cultural education led to the decision to leverage strategically on partnerships to provide a future oriented and socially responsible education for our students.

Alignment with global best standards. Input for the strategic planning process comes also from various benchmarking and external audit studies undertaken with the aim of pegging the school against global best standards.

The long-term (five year) strategic planning process consists of seven steps, incorporating (1) environmental scans, (2) input gathering from various sources, (3) review and formulation of VMV, Strategic Thrusts and Goals, (4) target setting and resource planning, (5) finalisation and approval by EPC and BOG, (6) communication to staff and stakeholders, and finally (7) implementation and monitoring over the years through annual work plans. This process is outlined in Figure 2.1.3.

After endorsement, the strategic plan is communicated to staff and translated into the school's annual work plan. This annual work plan process supports the broad directions set out by the five-year strategic plan. Involving all staff through unit and committee reviews, and department level planning, and finally consolidation at the senior management level, the annual planning process is shown in Figure 2.1.4. Alignment of the work plans at every level to the school's overall strategic plan is achieved through regular departmental, unit and committee reviews at mid-year and year-end; and through the staff performance appraisal system at the individual level. Hence, the process ensures that tracking and monitoring are done systematically.

In response to the strategic challenges identified and as a result of the strategic planning process, RI formulated three strategic thrusts and nine strategic goals. It was clear after half a year that partnership management should be foregrounded as a key strategy. This led to the review of the strategic plan to include a fourth strategic thrust, and three more strategic goals. These strategic goals are outlined in Figure B of Organisational Profile.
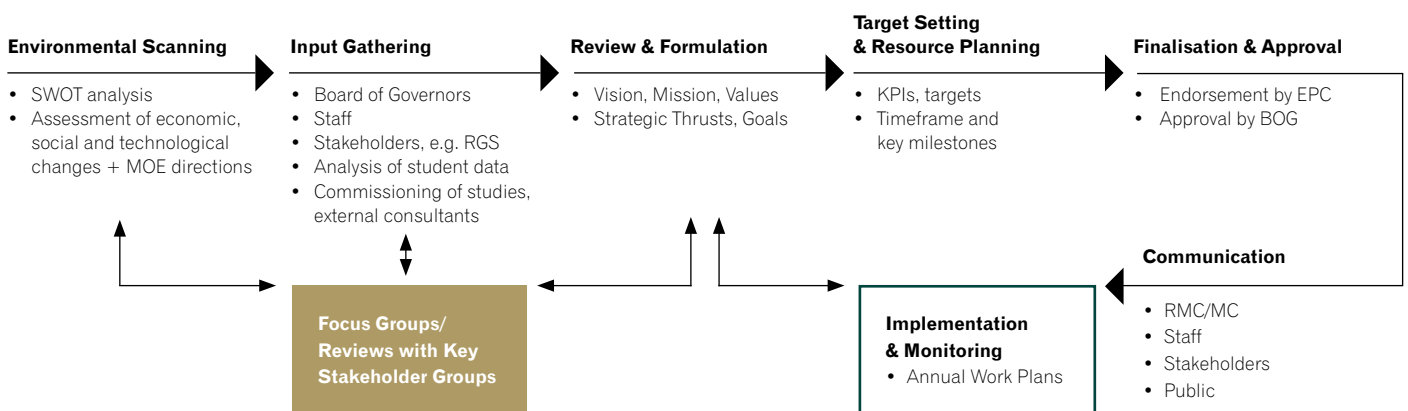
Figure 2.1.3 Long-term (5 Year) Strategic Planning Process
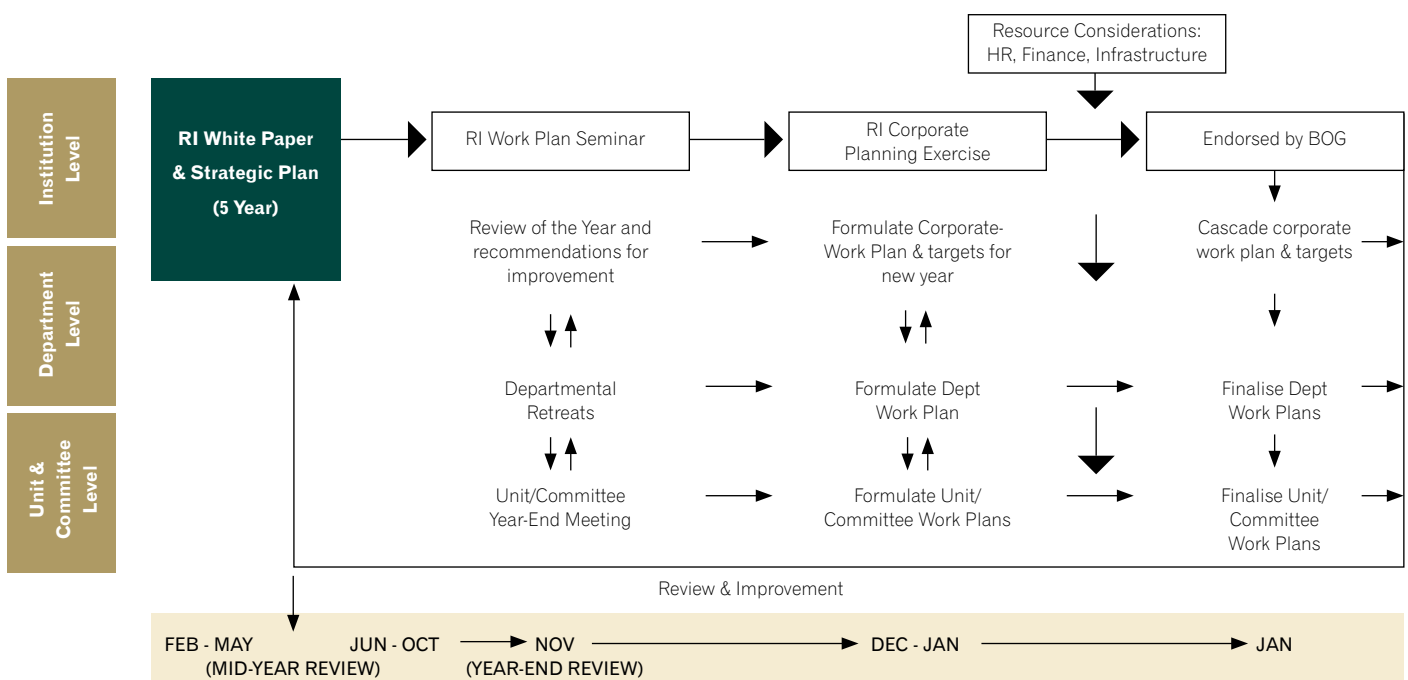
Figure 2.1.4 Annual Work Planning Process

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

RI's strategic planning process resulted in the formulation of long term goals and stretch goals aligned to our four strategic thrusts. These were then translated into the short term goals or corporate KPIs for the year.

Risk Management. As part of strategic planning, RI has developed a risk management system that comprises a structured approach to managing the uncertainties and keeping the school nimble in responding to changes in the external environment. The risk management system is a five step process – a) identification of risks; b) systematic analysis of risk level; c) operationalisation of risk management plans; d) review of risk level and e) plugging of gaps. (Figure 2.1.5)

Resource Management. As resource management is part of the RI Strategic Plan under ST3: Systems, all units and departments factor resource management into their annual work plans and undertake mid-year and year-end reviews. Figures 2.1.6 shows the processes in resource management.

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

The school uses the PDSA review cycle at strategic and operational levels to appraise its performance vis-à-vis work plans. (See Figure E of Organisational Profile)

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

RI's strategic planning process is iterative with an emphasis on review and revision in response to key changes in the internal and external environments. Apart from following the annual and five-yearly cycle of strategic planning, the establishment of the Organisation Development department has enabled RI to be more nimble in diagnosing organisational gaps and addressing areas for strategic improvement.

All in all, key improvements made to the strategic planning process as a result of review include the following:
a) Creation of the Dean, Organisation Development position in 2009 to focus on school strategic planning processes and align systems and structures across the school.
b) Establishment of the risk management system by senior management to systematically identify and assess risks.
c) Establishment of thrice yearly lunch sessions to enable BOG exco and EPC/RMC members to discuss key school issues.
d) Plans for a joint BOG-EPC retreat in 2012 for visioning and strategy-building for post-2014.

Figure 2.1.5 Risk Management System

Resources	Process	Accountable to
Financial	Budget Process	Finance sub-comm
HR	Recruitment and Deployment Process Performance Management Cycle	Establishment sub-comm MOE
Physical	Infrastructure planning and review, including maintenance works	Estate sub-comm

Figure 2.1.6 Resource Management in Strategic Planning

INFORMATION

At Raffles, we are provided with a holistic programme based on the best practices in gifted education from around the world.

Tessa Ong, Class of 2010

LEARNING FROM THE BEST

As part of the strategy to extend the Raffles Brand and learn from the best in different fields, RI staff embarked on a series of study and networking trips. As a result of learning from some of the best in the field, the Alumni and Development office launched the 1823 Fund campaign to connect with alumni and parents and get them to invest in the future of the school through annual giving and endowment. One key event, the Gryphon Award Gala Dinner, was organised on 13 January 2011, to confer the Gryphon Award upon MM Lee Kuan Yew, RI's most distinguished alumnus. This was a breakthrough in RI's fundraising history as a total of 10.1 million dollars was raised during the event, the largest amount ever to be raised by a school in Singapore.

Other initiatives that arose from these benchmarking studies and visits include the setting up of the EW Barker Institute of Sports, the development of the Raffles Media Studios with its broadcasting station, as well as a curriculum rebranding exercise.

The Gryphon Award Gala Dinner, held in Jan 2011 at the Ritz-Carlton, honoured MM Lee's many achievements over a lifetime of public service, and also brought together many of the school's alumni and well-wishers in a tremendous show of support for the school.

CATEGORY 3: INFORMATION

3.1 MANAGEMENT OF INFORMATION AND KNOWLEDGE

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

At the systems level, RI has a structured approach for information management. The school makes informed decisions based on data and information from various sources in the planning, action and review of its programmes. Figure 3.1.1 shows the process.

Information used is classified into four Focal Areas viz. Curriculum/ Student, Staff, Systems and Alliances in line with the four Strategic Thrusts. Figure 3.1.2 shows the types of information in each category.

Identify & select key types of information
- Data required for planning, day-to-day management & performance improvements are aligned with Strategic Thrusts

Establish sources for information
- Determine the Data & Owners of the data

Collect and capture data
- Assess mode for data collection and capture
- Develop information management systems

Ensure reliability & accessibility for dissemination
- Adhere to organisational policies for reliability, accessibility and dissemination of information

Analysis and use of information
- Use analytical tools and Knowledge Management System

Review & improve information management
- Solicit feedback from users and management for improvements

Figure 3.1.1 Process for Information Management

	Types of data	Key Types of Information
Curriculum /Student	Personal	Contact, home background (demographics and socio-economic factors), special needs
	Admissions	GEP, DSA application, posting file
	Academic and Non-Academic programmes	RP and RD, academic history, subjects offering, results, student participation and outcomes
	Results	Segmented analysis, Trends
	Scholarships	Prestigious scholarships awarded to RI students
	CCA	Participation & achievement
	Student services	Guidance records, financial assistance
	Survey & Feedback	MOE QSE, Blackbox research, student survey, subject survey, subject feedback, student feedback
Staff	Manpower planning	Establishment, deployment, succession, talent and career management, subject enrolment
	Competency	Staff qualifications - post-graduate qualifications, accreditation in G & T Education
	Training	Training records
	Knowledge and capability	Sharing expertise/ best practices at local and overseas platforms
	Well-being and Satisfaction	School Climate Survey Results (Academic & META) on Staff Engagement, MC rates, medical claims
Systems	Finance	Budgets, Audits, Compliances, Grants, donations, payment
	Resource utilisation	Utilities records, facilities booking, library loans
	Information Systems	Integrated E-learning platform (Years 1-6)
	Green policies	Green Mark Requirements
Alliances	Rafflesian Partners (RGS, RPA, ORA/ Alumni)	Partner information, events organised, communications, joint plans, etc
	Parents	Parents info
	Suppliers	Communication, performance feedback, Approved vendors list
	Partnership programmes	International & local programmes, seminars/ programmes/ exchange participation
	1823 Fund	Funds raised, events, donors list
	Coaches/ Instructors	Communication, performance feedback, reviews, etc.

Figure 3.1.2 Categories of information

The school uses a variety of platforms to capture and manage information. These platforms include MOE's platforms, purchased software solutions, customised solutions by vendors and applications developed in-house by our team of software developers.

3.1b. How the organisation ensures that information is reliable, accessible and disseminated quickly to employees and external parties. Include how the organisation shares information to encourage innovation and learning.

Key personnel, including Deans, HODs and managers, are designated and empowered to collect, analyse and disseminate data and information relevant to areas under their charge. Data and process owners are also responsible for data reliability and confidentiality through a system of checks and granting necessary access rights to staff.

To ensure integrity and reliability of data, user levels are set for many of the databases and applications. Relevant information is made available to relevant staff through these user access levels. IT staff also perform backup of the servers regularly.

To improve the accessibility and security of the information, the IT department has been working on the RI IT Infrastructure Merger (RIIIM) project to integrate the IT infrastructure and services. Completed projects include

- setting up of fibre-optic link to facilitate direct sharing of applications and data
- same login account for all staff to access any computer across the campus
- implementing a new Network Access Control system to enhance the school network security
- increasing Internet bandwidth for all users
- expanding the coverage of the wireless network on campus

Information is disseminated to the various groups of stakeholders via these main channels: face-to-face, IT/telephony and non-IT.

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

Information collected from various sources is analysed and used at the various levels (EPC, RMC, AC, SDC, SCDC, MC) for planning and review. Information collected by the various staff in-charge of the processes are analysed for comparison, trending, and correlation. These results inform the various committees in their planning and review.

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

As a leading educational institution, RI depends heavily on the application of knowledge to attain desired outcomes of nurturing Thinkers, Leaders and Pioneers. Our management and staff actively utilise collective knowledge to sustain and deliver a leading-edge curriculum to our students.

Figure 3.1.3 shows how the framework for knowledge management in RI promotes the sharing of explicit and tacit knowledge and is aligned to RI's Strategic Thrusts. It aims to cultivate innovation and create a more effective working environment through a systematic process of managing knowledge assets or knowledge repository. Experiences, knowledge, projects, presentations and publications are shared and used for continual learning, collaborative networking and sharing through a process cycle of generating, organising, sharing and applying of knowledge with both internal (staff and students) and external parties (partners and suppliers).

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

Using the PDSA process, the school evaluates its information management system via structured platforms. During meetings, tea sessions, EOY school-wide reviews, after-action reviews (AAR), feedback and suggestions for improvement on data collection, data analysis, data and information availability are surfaced. The feedback is considered and improvements are made if deemed necessary.

Since mid-2010, with the re-integration and based on school needs arising from the reviews, the management of data and information across the two school sections were merged with Dean/Systems overseeing this area, and three HODs dealing with data and information related issues. The team also provides data analysis to the school for effective decision making. A Data Management Centre was also set up in 2011 to develop systems to manage student data for the whole school.

Internal Platforms for Knowledge Exchange
- Buddy System
- Mentoring Scheme
- Dialogues with Senior Management
- Project Teams
- Sharing Folder
- Staff Contact & Staff Buzz
- Meetings – EPC, RMC, etc.

External Platforms for Knowledge Exchange
- MOE sharing platforms
- Stakeholders events – RPSC, ORA/Alumni , RPA
- Alliances – GALES, Winchester, etc
- Education & Community partners
- Conferences
- Benchmarking and Comparisons
- Study Visits

Generate → Organise → Share → Apply

People
- Staff are encouraged to increase capabilities
- Learning and Staff engagement programmes
- Learning and Development programmes to support staff
- Staff encouraged to share knowledge locally and internationally
- Rewards in place to recognise knowledge sharing

Content
- Content specialists, RTA, RIEL, RSI, Ed Tech
- Connectivity with various education institutions /consultants to identify new areas of pedagogy and educational technology
- Programmes with external agencies – public/private sector, educational institutions
- Learning Journeys (local and abroad) – best practices

Systems /Processes
- IT Infrastructure – security, dissemination and access
- Analytical Tools – Excel, Fathom, SPSS
- Repositories for:
  - minutes of meetings at different levels
  - Study trip reports
  - Papers presented at conferences
  - Student Information – profile, background, academic records, etc

Enabling Structures

Leadership commitment to drive culture of knowledge management and sharing – Think, Lead & Pioneer
Values: Fortitude, Integrity, Respect and Enterprise

Figure 3.1.3 RI's Knowledge Management Framework

3.2 COMPARISON & BENCHMARKING

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

RI aims to be a leading educational institution in Singapore and the world. Thus, information that enables the school to achieve the best educational outcomes for its students is selected for comparison and benchmarking.

Two main types of data are used: (i) performance goals; (ii) process goals. Comparison and benchmarking are also conducted at internal and external levels.

Comparison and Benchmarking Process. Figure 3.2.1 shows the four-step process employed, beginning with the identification of key areas for improvement.

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

Quantifiable performance indicators that offer a summative measure of student outcomes and achievements are selected for comparison.

Benchmarking studies are undertaken to benchmark RI's provisions and processes with best practices in education as well as in other industries. These studies have led to systemic reviews and improvements to the organisation's structures and processes, resulting in enhanced student and organisational outcomes.

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

Reviews of the school's benchmarking processes are continually undertaken at EPC. The following are reviewed and evaluated:

Relevance of existing KPIs. While strategic key performance indicators (e.g. achievement at International Mathematics and Science Olympiads) did not change significantly, secondary indicators that provide a platform for monitoring mid-point progress are constantly evaluated and included, e.g. RI started fielding teams for regional Olympiad competitions in Asia in 2010.

Relevance of existing benchmarking partners. The relevance of our benchmark schools is also evaluated and decisions made regarding fine-tuning and narrowing our selection of schools for further collaborative exchanges.

Selection of staff for involvement in the various benchmarking studies. A conscious effort is now made to select a composition of team members that cut across functions, departments and staff grades, e.g. teams comprise key personnel as well as officers being groomed for leadership positions. A set of criteria and guidelines for the selection of staff for study trips was subsequently drawn up by the Raffles Teacher Academy, leading to greater transparency in the selection process and clarity in terms of key deliverables for each member.

Communications process. While the findings of the various studies were presented at EPC, the key learning points were not always consistently conveyed to the rest of the staff. A consistent effort has been made for key personnel to present findings at RMC, and at the unit and department level to ensure that relevant staff are kept informed. In addition, presentation slides and trip reports are attached to minutes of meetings and circulated to all staff. They are also saved in the shared folders which all staff can access.

RI's pro-active approach in establishing new national and international benchmarks and pioneering breakthrough innovations in education makes it a learning organisation that is relevant and responsive. This approach has enabled RI to maintain its cutting edge as a leading educational institution in Singapore and the world.
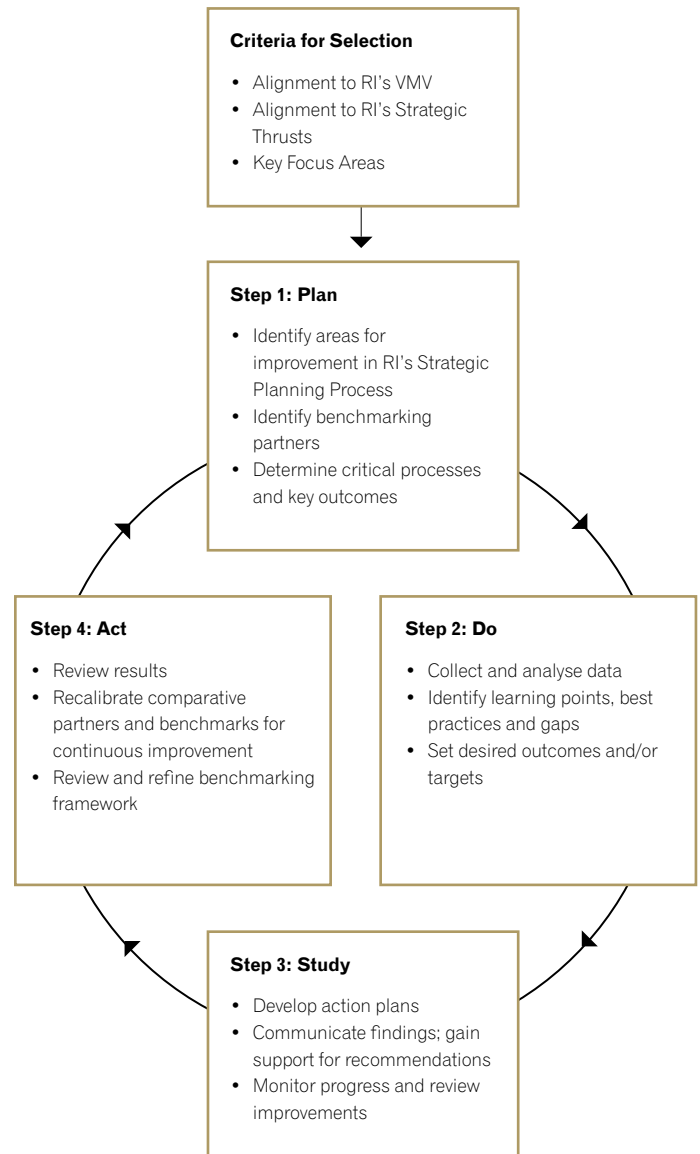
Figure 3.2.1 RI's Comparison & Benchmarking Process

PEOPLE

RI believes in professional
development – in making sure that its
teachers are equipped to bring the best
out of their students. There's a synergy
here – because that's a vision I very
much believe in as well.

Joseph Chong,
Head / Science, Year 1 – 4

The Raffles Teacher Academy's (RTA) partnerships with top education colleges in America are helping to realise RI's vision of becoming a world-class educational institution that shares knowledge and expertise with leading researchers, especially in the areas of gifted education and school leadership.

RTA recently signed a memorandum of understanding with the University of Minnesota (UMn) to offer a joint professional development certificate programme for key personnel, called 'Strategic Leadership for an Era of Globalisation'. RTA has also partnered with Purdue University to provide courses that will equip beginning teachers with a strong foundation in gifted education. Credits earned in both programmes will count toward a graduate programme.

It takes a special set of skills to bring out the best in gifted and talented students. RI set up the RTA to ensure that its faculty are at the top of their game.

CATEGORY 4: PEOPLE

4.1 HUMAN RESOURCE PLANNING

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

RI recognises that talented staff are key to achieving its mission and vision. Besides attracting talented staff, RI puts in place strategies and policies to ensure that staff remain happy, motivated and engaged in their work. As an Independent School (IS) competing with other ISs and MOE in attracting and retaining talented staff, the HR goal is to be 'a premier institution and employer of choice'. Figure 4.1.1 outlines the HR goals, philosophy, foci, measurements and review platforms, and their alignment to the school's VMV and strategic thrusts 2 and 3.

The HR philosophy of creating a staff-centric environment, building confidence and maintaining responsible corporate governance is activated through Personal Development, Professional Development and Progression. In these areas, the HR department, Raffles Teacher Academy and Staff Well-Being Committee work closely together and with senior management to strategise and implement policies and plans.

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

In HR planning and management, four key principles – Proactive and forward looking, Specialisation, Optimisation and Consultation, are adopted. RI performs long term HR planning in anticipation of projected future organisational needs and desired institutional goals. The BOG reviews and recommends establishment policies; the Principal and DPs constantly review the organisational structure to ensure alignment to goals, and follow up on budgetary projections and recruitment at school-wide level. Deans and HODs are involved in the operational and short-term projection of manpower requirement.

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

The PDSA cycle is used to evaluate and review the HR planning process. Feedback gathered is tabled at the respective review committees – EPC, RMC, MC Meetings and Leaders' Conference. It is at these platforms where new initiatives and ideas are generated. Examples of improvement made include:

a) Establishment of Work Review reporting template to collate timely feedback from staff during work review sessions – leading to more optimal staff deployment and career management.

b) Establishment of RI Specialist track to enable RI to hire specialists in specific areas – Educational Technology, Experiential Education, Science Research – leading to greater support for curriculum delivery.

Figure 4.1.1 Human Resource Planning Framework

4.2 EMPLOYEE ENGAGEMENT

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

RI staff are highly committed and focused on the development and well-being of students. To support their work, senior management empower staff with the autonomy to innovate and reward commitment towards improvement. To strengthen the culture of excellence, several mechanisms have been put in place to support team and individual innovation. These strategies, platforms and processes are outlined in Figure 4.2.1.

Autonomy to innovate. With the I&E framework and RAISE innovation management system to guide them, individual staff members are confident about initiating and implementing improvements in their work areas; for example, in seeking partnerships with higher education institutions, corporate organisations and professional industries to enhance specific programmes. The RaISE suggestion platform also allows individual staff members to contribute to improvements in work areas outside their own.

Value creation in teams also takes place. Staff are involved in committees and taskforces set out to review areas for improvement. At bi-monthly Leaders' Conferences and annual retreats, group discussions are generative and often lead to improvements being implemented. At these meetings, staff from Y1-4 and Y5-6 exchange ideas and learn best practices from each other. Recently, Design Thinking teams from a cross-section of the staff were formed and given the autonomy to design solutions to improve overall work processes and products in the school.

Commitment to achieve school improvement. For individual staff, their input is frequently gathered through Principal/DPs' tea sessions and focus group discussions. Annual staff surveys also allow staff to indicate areas for improvement. Regular meeting platforms such as EPC, RMC, AC, SDC, Department Meetings, and cross-functional taskforces and committees allow RI staff to formally and systematically review and implement changes. Finally, to encourage innovation efforts and greater staff involvement, Outstanding Contribution Awards (OCA) for both teams and individuals are accorded to staff for making significant contribution to the institution.

Figure 4.2.2 outlines how a well-defined communication, interaction and feedback loop process leads to greater staff ownership and enhances the enculturation of excellence. The leaders practise an Open Door policy and put in place several avenues for staff to provide feedback. Ad-hoc and informal feedback through verbal feedback and tea sessions, as well as feedback gathered at formal platforms such as work review sessions, meetings, and surveys are some examples.
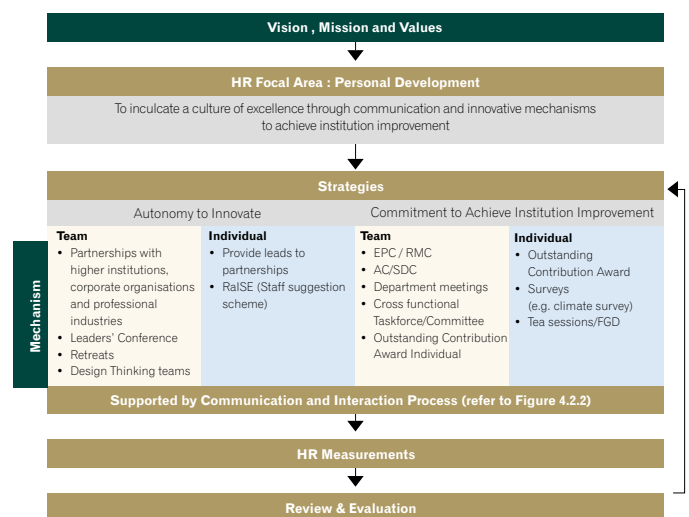
Figure 4.2.1 Mechanisms Supporting Team & Individual Innnovation
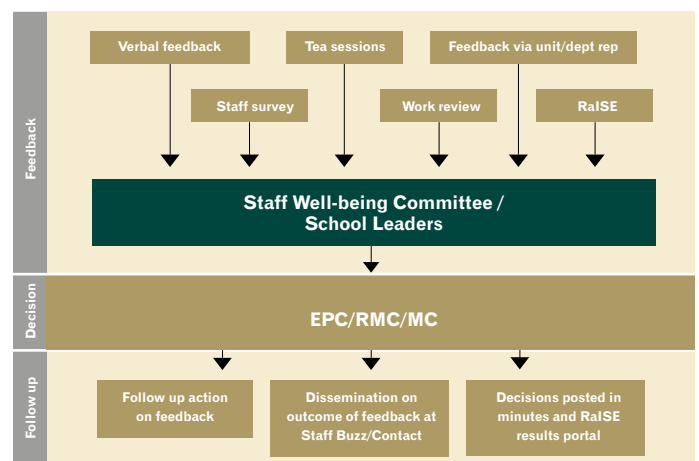
Figure 4.2.2 Communication, interaction & feedback loop process

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

As an institution committed to nurturing Thinkers, Leaders and Pioneers, it is embedded in RI's culture to constantly re-examine itself and seek improvement. Hence, time is deliberately set aside for staff engagement and innovation. For example, we schedule subject interaction time, weekly unit meeting time and civics cluster meetings every term, to generate opportunities for staff interaction, sharing of ideas and looking into improvement initiatives. Time and opportunities are also given to staff from Y1-6 to get together for leisure as well as work-related matters, such as the RI Staff Day and the various intra-departmental meetings and retreats.

To garner greater synergy and commitment across the 6-year institution, the previously segmented PCC (Y1-4) and BOS (Y5-6) management platforms were merged to form the Raffles Management Committee, which addresses and reviews school plans, operations and staff input at the integrated institution level. Similarly, at Managers' Committee meetings, support processes relating to both Y1-4 and Y5-6 are discussed together to leverage on the best practices across the school.

All key personnel are involved in reviewing staff engagement mechanisms. This is because all are involved in staff management and deployment. At every level, from BOG down to the ADH level, reviews are done on the methods of staff engagement and improvements are implemented. For example, the Dean, Organisation Development appointment was created in 2009 to look specifically into enhancing staff engagement and organisational development after re-integration. Another example is the review of the Staff Well-being Committees (SWC) – leading to one single committee with staff representatives from across the school being formed, and the key appointment of ADH, Staff Well-Being created. The role of the SWC is to lead in championing staff well-being, and to garner staff input and involvement for enhancing staff morale.

A big factor in employee engagement is their involvement in key decision-making. Hence, to encourage and empower staff in incubating new ideas, spearheading innovations and developing strategic partnerships, the Educational Development department (ED) was created in 2009. Their work captures and establishes the input and initiative of various staff members in educational improvements. The RaISE suggestion platform was also implemented after staff feedback indicated that staff wanted a direct avenue for suggesting improvement to areas outside their work scope after re-integration, in view of the complexity of the school's expanded structure. Figure 4.2.3 captures the improvements made after reviews of mechanisms for employee engagement.

2009	2010	2011
• Dean, Organisation Development was created to promote organisational learning, development and excellence • Educational Development dept was set to incubate new ideas, spearhead innovations and develop strategic partnerships	• Free up more time for staff interaction by streamlinig staff contact sessions • Established subject interaction time, weekly unit meeting time and termly civics cluster meeting	• RaISE platform was introduced to entice staff suggestions and feedback • PCC and BOS combined to form RMC for greater synergy and commitment • Single integrated SWC formed

Figure 4.2.3 Improvements to employee engagement mechanisms

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

The school's PDSA cycle guides RI in evaluating and improving its overall employee engagement process. Some examples of improvement over the years include harnessing newly integrated management platforms, such as RMC, SDC, SCDC, MC, to seek and analyse feedback from staff members before proposing improvements to EPC for endorsement. The feedback gathering through these channels enables staff to be involved and generates greater buy-in when implementing institution-wide initiatives. Another example of improvement in the staff involvement process is the review of the judging criteria for the OCA. Following feedback from staff, a points system was introduced to assess the nominations, providing greater clarity on the basis of award. Another example of improvement is the establishment of inter-departmental Design Thinking teams to cross-fertilise ideas and seek innovative solutions outside of the regular departmental and unit structures. Figure 4.2.4 outlines these improvements.

2009	2010	2011
• Gather feedback at various platforms before implementing new initiatives so as to get greater buy-in from the staff	• Introduction of a judging criteria with points system for the Outstanding Contribution Award	• Establishment of Design Thinking Teams

Figure 4.2.4 Improvements to employee engagement process

4.3 EMPLOYEE LEARNING AND DEVELOPMENT

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

The institution is committed to developing a faculty of leaders in professional practice and pedagogy who inspire the best in students. Our leaders believe that building and supporting a world-class faculty is essential to driving a forward-looking curriculum that is internationally recognised, provides opportunities for peaks of excellence and nurtures outstanding leaders of character and vision. To this end, we adopt a 3-fold strategy to ensure the effectiveness of the staff learning and development programme: staff commitment and motivation, implementation of a training plan aligned to the learning goals for the year and the application of learning. Supportive structures and standard operating procedures are put in place to ensure that staff learning and development are timely and meet the current and future needs of the institution.

The annual workplan will determine the institution's direction and therefore the learning focus for the year. At the committee and departmental levels, key learning areas are identified by the RTA for academic staff and by HR for META staff, in collaboration with the various committees, namely RMC, AC and SDC. During target setting and performance planning at the beginning of the year, all staff members discuss their learning needs with their reporting officers. The learning needs analysis and individual training roadmap are consolidated by RTA and HR to form the Masterplan for training. This Masterplan is reviewed twice yearly. See Figure 4.3.1.
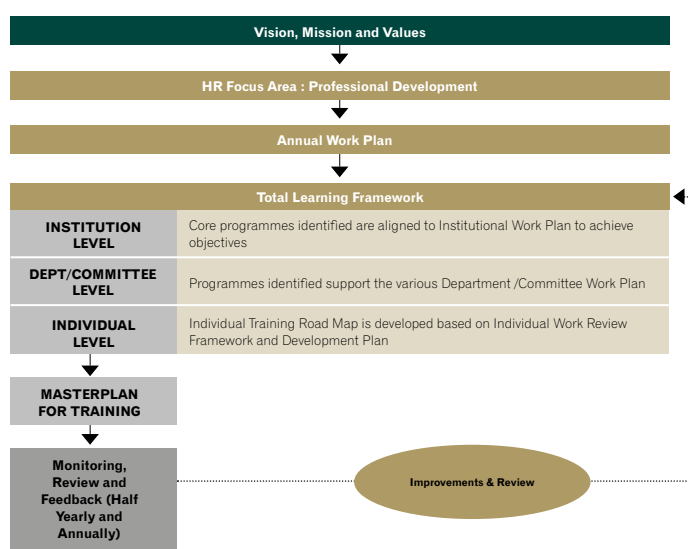
Figure 4.3.1 Alignment of learning needs and learning plan to goals and objectives

RTA is strategically poised to develop capacity building and transformation at Raffles into a distinctive brand, recognised locally and abroad. In terms of short term goals, RTA is an important means to realise the HR goal of 'a premier institution and employer of choice' and in shaping the 'Raffles teacher'. RTA, supported by HR, informs all staff members of courses, workshops or seminars through the staff training portal. Leveraging on technology, the application and reflection process is simplified to support staff better in their regular review of their professional development journey.

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

RTA has identified the core learning areas for teachers of different profiles. There are specific learning programmes in place for beginning teachers. They include formal training for non MOE trained teachers by RTA and external expertise in gifted and talented training. A structured mentoring and coaching programme by Senior Teachers provides additional support to beginning teachers.

While experienced and expert teachers have a different set of competencies to meet, all teachers are given a course menu to identify the learning areas (in consultation with their reporting officers) for the next two years.

In addition, the institution sets aside Staff Training Days to reach out to all staff and ensure alignment to key directions. Overseas consultants as well as specialist staff play a pivotal role in conducting high-quality, staff-centric training programmes on Staff Training Days. RTA also delivers and facilitates niche training programmes for groups of teachers segmented by profile and needs around their work schedules.

META staff learning and development is driven and supported by the HR department. Aligned to the institutional values are the four META principles – customer focus, quality service, teamwork and continuous improvement. In supporting META staff learning and development, HR has identified the core competency areas for META for the various learning stages and these learning areas are aligned to the principles and values.

Every year, department heads will submit the learning needs and learning plans for every META staff. With the Learning Road Map in place, HR helps source for suitable courses to meet their learning needs.

The institution invests heavily on building human capital to sustain its growth. Professional development schemes, such as postgraduate scholarships and awards for staff on both teaching and leadership tracks to pursue postgraduate studies with a reputable institution of higher learning of the staff's choice, are uniquely Raffles. Market comparisons show that independent schools do not offer such awards and MOE only provides about 30 awards a year

for a total teaching population of 30,000. At Raffles, the generous provision of two scholarship awards a year for a population of 400 academic staff is testimony of the institution's commitment to developing and retaining the best talents in education. We are the first institution to launch the RTA Professional Development Award in 2011 to provide additional resources for staff to interact and benchmark themselves with peers in other countries through exchange programmes or work attachments.

To review the effectiveness of staff overall learning and development, the Kirkpatrick's Model was used to evaluate the learning effectiveness at the various levels from Reaction to Results.

The institution adopts a consistent and systematic approach of gathering feedback and reviewing training programmes at different levels. HODs take post-training follow-up actions to evaluate the effectiveness of training that staff has attended. Staff who participated in international conferences, school visits and study trips review and reflect on the experiences and share learning points with the rest of the school. Besides gathering feedback on the training system from the departmental meetings and work review sessions, focus group discussion and staff surveys are used to assess the effectiveness of training.

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

Through PDSA, data and feedback are used by RTA and HR to continuously review and improve staff learning plans for better alignment with the strategic thrusts. RTA and HR(Training & Development) were formed to address the learning and development needs of teachers and META staff. Staff training is better tracked and budget utilisation managed more effectively. The overall professional development policy and processes are managed with greater clarity and efficiency. Besides the implementation of the staff training portal, learning needs analysis was carried out for all teachers across Y1-6 by RTA.

As a result of review, the institution forged new collaborations with several overseas institutions to run certificate programmes and exchange programmes. In 2010, we embarked on a new exchange programme with Dalton School, USA for English Language and Humanities teachers. At the beginning of 2011, RTA inked an agreement with the University of Minnesota to run a customised leadership programme for our key personnel. Within the institution, the idea of the training portal was initiated in 2009. In 2010, RTA and HR embarked on the development of the system and further fine-tuned it to incorporate budget approval, tracking of individual staff training record, and to serve as a sharing platform on training and resources for staff. The institution also sought the advice of and recommendations from the KPMG consultants where training policy and processes are concerned. The training portal was eventually rolled out in Feb 2011. Key examples of improvement are shown in Figure 4.3.2.

2009	2010	2011
• HR (Training & Development) was formed to better support and drive the Learning and Development of staff • RTA was formed to provide in-house training programmes which are specific to RI teachers • Online GE accreditation course by Purdue University	• META Learning Areas were identified in tandem to the school values and META trainings were tracked • RTA and the Staff Development Committee in Y5-6 combined to form a bigger team and run more training • Exchange programme with Dalton School	• Staff Training Portal • Customised leadership accreditation course by University of Minnesota • Customised pre-service accreditation course by Purdue University • Setting up of the RTA Professional Development Award

Figure 4.3.2 Improvements to learning and development process

4.4   EMPLOYEE WELL-BEING AND SATISFACTION

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

Aligned to our HR philosophy of creating a staff-centric environment that focuses on personal development, the institution adopts a multi-pronged approach to promote a balanced work-life and conducive environment to inculcate staff satisfaction and well-being. To achieve this, we have formulated strategies and various initiatives for work-life management which is supported by Staff Well-being Committee (SWC) and HR. See Figure 4.4.1.

HR policies and strategies promote staff well-being which encompasses staff social/emotional as well as physical well-being. Other important aspects include career and succession planning, training and development, performance and rewards management, compensation and benefits scheme, attractive medical benefits and insurance scheme. To retain good staff, the institution introduced flexi-work arrangement schemes to meet their diverse needs. For example, older staff and those with young children find the part-time teaching scheme beneficial; while staff with school-going children find the staggered working hours more suited for their needs.

SWC organises various activities including overseas trips, exercise regimes, annual Dinner and Dance, to promote well-being and bonding. Other SWC's initiatives which far surpass school standards include corporate discount cards, daily provision of fruits, biscuits and well-equipped staff lounges with massage chairs, coffee/tea dispensing machines for staff to chill out or relax and mingle.
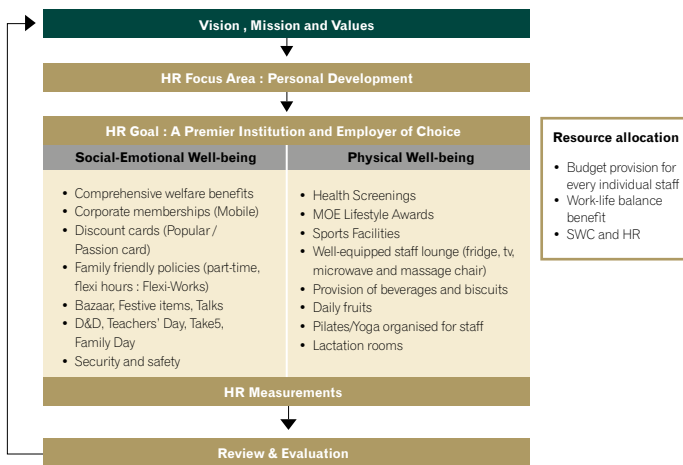
Figure 4.4.1 Strategies and initiatives for work-life management

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

The institution accords importance to the Staff Well-being Committee which focuses on promoting staff welfare and benefits, healthy lifestyle, as well as staff interaction and bonding. The institution identifies staff needs from various sources such as staff survey on a yearly basis and feedback from SWC representatives in different departments. With the re-integration in 2009, a comprehensive staff needs survey was done in Jan 2009 across six years. The analysis of these needs was done in consultation with Ms Eliza Quek, a consultant from SMU. It was recommended that we adopt an approach based on providing variety, flexibility and choice to address the segmented needs of staff based on staff demographics and interest areas. Variety addresses the different target segments such as staff with young families, older staff as well as young single staff with different interests. Flexibility allows department heads to decide what is best for the welfare of their staff as different departments have unique needs. Choice gives staff ownership about their involvement in activities planned. For our efforts in promoting flexible working arrangements, we obtained the Flexi-Works! Fund in 2011.

HR policy and benefits are reviewed regularly and benchmarked against current industry practices either through external consultants or by internal surveys and market research by HR. Through these review exercises, we ensured that our initiatives are at least on par if not better than MOE's. For example, our work-life balance benefits scheme is much better than MOE in terms of the quantum amount. In 2010, the work life balance benefits scheme was even liberalised to give greater flexibility to its permitted use. This was a follow up on an internal review done by HR in end 2009.

4.4b. How the organisation measures and assesses its employee satisfaction.

The institution has a clear strategy in evaluating and improving its approach to enhancing staff health and satisfaction. In addition to the biennial School Climate Survey, the institution also conducts an annual staff survey to gauge the overall level of staff morale and identify areas for improvement. SWC also seeks targeted feedback and receives informal feedback about staff activities and policy decisions. Participation rate figures are also used to decide on the popularity of activities which will impact plans in the future.

Feedback and suggestions via channels, such as at dialogues and tea sessions, constitute an informal assessment of staff well-being and satisfaction. Feedback obtained is analysed and suggestions are put forward by committee members and where appropriate, are implemented in the committee action plan or escalated to senior management or other relevant departments for further consideration and follow-up. An example is the on-going discussion on the implementation of flexi-benefits that will be rolled out in 2012 in response to staff needs and requests to customise the benefits based on their personal profile. Key examples of improvement introduced through the years in response to the various feedback are shown in Figure 4.4.2.

2009	2010	2011
• Work-life balance benefits (WLBB) -enhanced version of MOE's LDS • Staff at Y1-4 and Y5-6 was cared by 2 different SWCs	• Liberalisation on the usage of WLBB, following feedback from staff • Both SWCs work together to plan programmes and activities, to initiate and gather feedback from staff	• Flexi-benefits in progress • Official appointment of ADH/Staff Well-being - to signify the importance of and support for staff well-being • Formalised the flexi-hours for META staff, in terms of reporting time and lunch break

Figure 4.4.2 Improvements to staff well-being and satisfaction

4.5 EMPLOYEE PERFORMANCE AND RECOGNITION

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

The approach to managing staff performance and recognition is guided by the institution's culture of excellence and its achievement of objectives and goals. The EPC set the direction, policy and expectations for staff management, in consultation with BOG and then work through RMC and MC.

Staff management begins from the stage of recruitment and deployment, and ends with recognition and rewards. Progression is defined by maximising performance under performance management for optimal achievements and results, and maximising potential under career development to support the goals of the institution. See Figure 4.5.1

With the reintegration, a common performance appraisal system using the same set of competencies and criteria which are aligned to the institution's objectives and goals, was developed for the META staff in 2009. The MOE's Enhanced Performance Management System (EPMS) is recognised as a robust framework and hence adopted as the means for performance appraisal and potential assessment. In establishing a sustainable and effective appraisal system which is transparent and meritocratic, all key personnel were briefed and coached on the use of the EPMS and its rubrics,
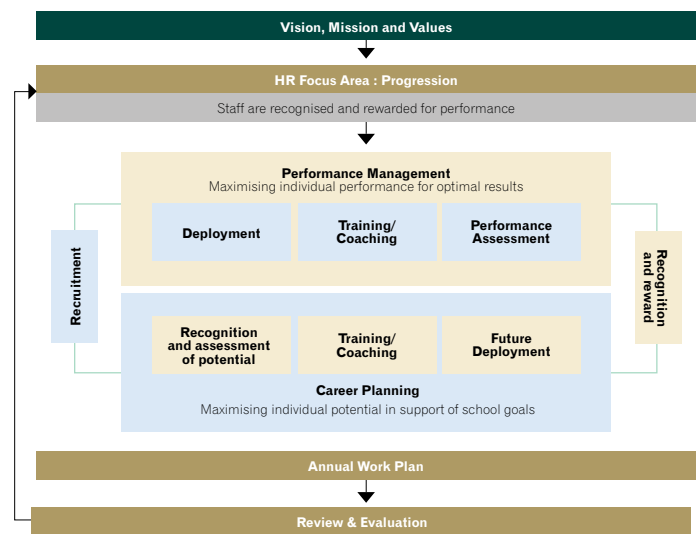
Figure 4.5.1 Performance and recognition framework

using pen pictures as case studies. Information for decision-making is derived from multiple sources, including feedback and work review sessions with ROs, formal and informal dialogues, lesson observations, and results achieved by officers. See Figure 4.5.2.

Staff appraisal results of potential and performance are used by the institution to determine career deployment and planning, and are also used for recognition and rewards such as performance bonuses and awards. Staff members with strong performance and potential
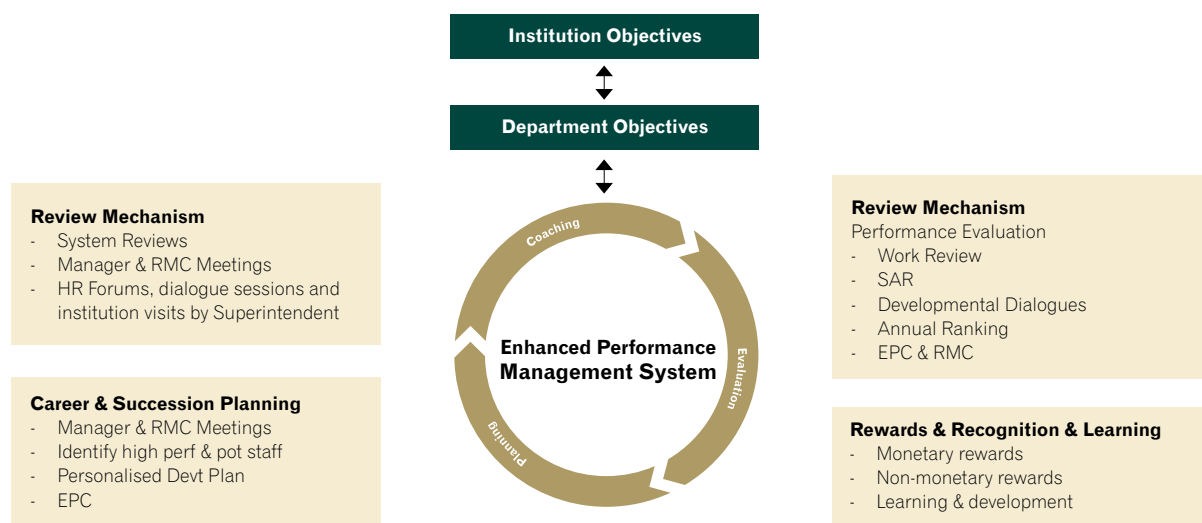
Fig 4.5.2 Performance Management System

are identified and they are subsequently given a wider job scope to develop their abilities and potential as leaders.

Staff contributions and achievements are recognised through various formal and informal means. Formal means include awards, incentives, promotion and higher appointments, while informal means include announcements at meetings and assemblies, and emails/notes of appreciation by our Leaders and managers. To recognise and retain the best talents in education, the overall performance bonus quanta, and the total Outstanding Contribution Award (OCA) quanta given surpassed MOE's. Examples of service-wide awards include nomination for President's Award for Teachers and Outstanding Youth in Education Award, Caring Teacher Award, overseas universities' commendation of teachers and MOE's Long Service Awards. The institution also has its own Long Service Award (presented to staff on Founder's Day) and Outstanding Contribution Award.

As part of staff recognition, good performers are nominated for overseas conferences, extended courses, and RI's scholarships. See Figure 4.5.3.

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

In line with its goal to be a choice employer, the institution constantly examines its performance and recognition systems, and benchmarks with MOE and other independent schools.   A consultancy study was commissioned in 2007 to review and develop a human resource package covering remuneration, benefits and career advancement. Internal review continued in 2008 and discussions were held by the then two schools to align the policies and practices. Following reintegration, the Career Development framework for academic and META staff was introduced. At the same time, META staff performance appraisal was aligned to their core values, following the implementation of the new Corporate Services structure. Continuous review led to an enhancement of the META staff performance appraisal in 2010, with the inclusion of target setting. See Figure 4.5.4 for other improvements made in recent years.
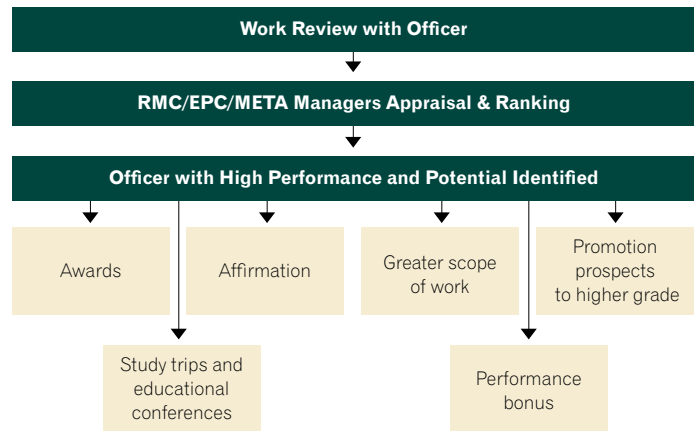
Fig 4.5.3 Recognition System

2009	**2010**
• Career Development Framework for academic and META staff • Alignment of core values to META staff performance appraisal	• META performance appraisal enhanced to include target setting • Alignment of academic performance appraisal to a common set of performance rubrics
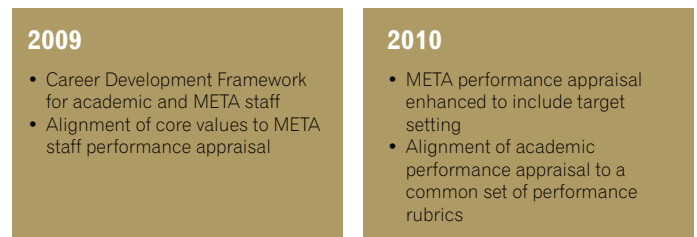
Figure 4.5.4 Improvements to performance management

PROCESSES

By collaborating with a broad spectrum of local and overseas tertiary institutions and research agencies, the Raffles Science Institute gives us early and sustained exposure to high-level science research work.

Lee Chak Ching, Class of 2013

NEW ENGINES OF GROWTH

The Raffles Academy was set up three years ago to ensure strong engagement of our gifted students. Those who are highly gifted in subjects such as Chemistry, Biology, Physics, Mathematics, History, Geography and Literature attend pull-out classes for their talent area, while staying in their regular lessons for other subjects.

The Raffles Science Institute (RSI), comprising a series of in-house specialised research laboratories, nurtures students to become the future leaders and pioneers of the scientific community. Staffed with PhD researchers, it has a long-term goal of producing Singapore's first Nobel Laureate for Science. A Laureate series was started in 2009 and at least two Nobel Laureates fly in each year to give lectures to our young scientists.

The Raffles Institute for Experiential Learning (RIEL) has opened up another dimension in student learning through the experiential learning programmes that it runs. RIEL has spearheaded a number of pedagogical initiatives, including Singapore's first Place-Based Education (PBE) seminar, outdoor education conference and workshops on diversity education.

Learning is always an adventure at RI, whether it's the intellectual challenge of embarking on your own research at the RSI's OpenLab, or physically grappling with one of RIEL's many experience-oriented courses.

CATEGORY 5: PROCESSES

5.1 INNOVATION PROCESSES

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

RI's Innovation & Enterprise (I&E) approach is founded on five key principles: a) Students First; b) Values as our Anchor; c) Whole School Involvement; d) Primacy of the Review Cycle; and e) Pegged against the Best. This approach is outlined in Figure 5.1.1.

This I&E approach serves as a guide to RI in its continuous efforts in raising the bar in educational innovation. Complementing the

I&E principles is the RAISE innovation management process which outlines the steps by which new ideas are harvested and implemented. By using the Respond, Assess, Implement, Survey, and Evaluate (RAISE) innovation process, there is greater clarity and therefore greater support for innovation in RI.

Moreover, with a foundation principle emphasising whole school involvement, innovation management processes necessarily extend from strategic level (leadership and management directions and strategies) to operational level (curricular programmes & school operations) and individual level (events & activities). The key objectives for innovation at these different levels are outlined in Figure 5.1.2.

RI's I&E Principles	What it Means
Students First	In promoting an I&E culture in RI, we keep in mind that all innovation and improvement must be motivated by student learning, development and welfare.
Values as our Anchor	The explicit articulation of our values helps us remain rooted to what is important for achieving our school's mission, even as we encourage creativity and experimentation.
Whole School Involvement	Promoting I&E is school-wide, involves people at every level of responsibility, and extends to every programme and process.
Primacy of the Review Cycle	Through adhering to the review cycle with its key phases of planning, implementing and reviewing, students and staff are provided with a clear structure to guide them in evaluating current practices against established objectives and success indicators, and in justifying change recommendations or new solutions.
Pegged against the Best	By pegging ourselves against the best or most established industry standards, we will be better able to decide where to focus our efforts at innovation, and ensure that what we are doing is impactful and meaningful to enhance educational outcomes.

Figure 5.1.1 RI's I&E Approach

Innovation Levels	Key Objectives	Review Platforms
Leadership & Management Directions and Strategies	To advance innovative ideas in school management so as to be at the vanguard of educational development in Singapore and the world.	Reviewed at BOG and sub-committee meetings, as well as EPC and RPSC.
Curricular Programming	To spearhead curricular and pedagogical innovation for the holistic development of gifted and talented learners.	Curriculum design, delivery and assessment are reviewed at RMC, AC, SDC, SCDC and dept level platforms.
School Operations	To champion innovation in organisational management and operations that would allow RI to be on par with industry best standards.	Projects, systems, structures and processes are reviewed at Managers' Meeting and dept level platforms.
School Processes & Procedures	To facilitate improvements in the day-to-day operations of the school, and in so doing enhance staff and student well-being.	Open Door Policy and RaISE provide school-wide platforms for evaluation of suggestions. Another avenue is dept and committee meetings.
School Events & Activities	To facilitate improvements to the running of school events and activities, and in so doing enhance student development.	Suggestions raised are reviewed by the process owners, student leaders and by senior management.

Figure 5.1.2 Key Objectives for Innovation

In a school which prides itself on developing Thinkers, Leaders and Pioneers, the focus on innovation permeates down from senior management to staff and to students. One of the school values is Enterprise, which exhorts all staff and students to embark on endeavours with daring, foresight and flexibility. This is the principle behind why the school aims at a target of zero suggestions made through the Raffles Institution Suggestion E-platform (RaISE). Staff are empowered to act individually and in teams to make improvements daily and spearhead new ideas regularly; and all implementable suggestions for improvement are reflected in staff performance management. Hence, RaISE is used only for suggestions in areas where process owners may overlap. With its culture of excellence, the staff and students of RI are constantly pushing the boundaries in coming up with and

implementing new ideas. Some examples of innovation are the setting up of the OpenLab, establishment of the Raffles Middle East Programme, Euler and Galileo programmes, the Raffles Debate Academy and new CCAs such as Ultimate Frisbee and Gavel Club.

In addition, a best leadership practice outlined in the Leadership Challenge Model, used in the leadership development of our students, is that of Challenging the Process (searching for opportunities to change, grow and improve; experimenting and learning from mistakes).

Hence, the school has put in place processes, resources and rewards to support innovation which is seen as key leadership indicator. These are outlined in Figure 5.1.3.

	Staff	Students
Processes	RaISE Design Thinking teams Open Door Policy	Tea Sessions with Senior Management CCA evaluation reports RIPB and SC led communication channels Open Door Policy
Resources	Principal's "Not an Issue" Funding Policy Unit and Department sharing time (timetabled)	CCA funding 1823 Fund – Seed-funding Grant RESL and SMP funding
Rewards & Recognition	Recognition at monthly staff contact Email commendations Outstanding Contribution Award MOE Innergy Award ExCEL fest participation Identification for promotion & overseas conferences (sharing of best practices)	Leadership evaluation by teachers Leadership awards FIRE awards Recognition through Principal's assemblies and speeches

Figure 5.1.3 Processes, Resources & Rewards for Innovation

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

The curriculum design process is a rigorous one which harnesses the inputs of teachers, students and key educational partners. RI is committed to designing programmes that would allow our students to achieve self-actualisation.

Internal and external scans lead to the germination of new curricular programmes, and consultation with teachers, in-house specialists, partners and students follows. Some programmes are co-designed with key partners; e.g. Y1-4 Raffles Academy programmes incorporating Design Thinking are co-designed with Idea Factory.

The development of new programmes is supported by the Technology Learning Support committee, comprising representatives from the Systems, Educational Technology, Library and IT departments. After going through stages of feedback, pilot testing with a small group, and review, the programme is finally implemented in full for larger groups of students. After this, there is monitoring and further improvement through review of outcomes and feedback obtained. Figure 5.1.4 outlines this curriculum design process.

In designing any new programme, RI keeps our students' requirements in mind, and also focuses on the brand identity of the RI curriculum – a school experience that allows students to seize a variety of opportunities, embark on an adventure in learning, develop in themselves heightened inter-cultural sensitivities and ultimately, allow them to lead with purpose.

5.1c. How the organisation evaluates and improves these innovation processes.

The process of designing, developing and implementing new curricular programmes is itself subject to the school's PDSA cycle. As a result of such review and evaluation of innovation processes, several improvements have been made. These include the creation and expansion of the Educational Development department (2007-2010), the establishment of Principal's "Not an Issue" funding policy, the reservation of inter-departmental sharing time for Y1-4 staff and the establishment of design thinking teams to engender more opportunities for ground-up design innovation.
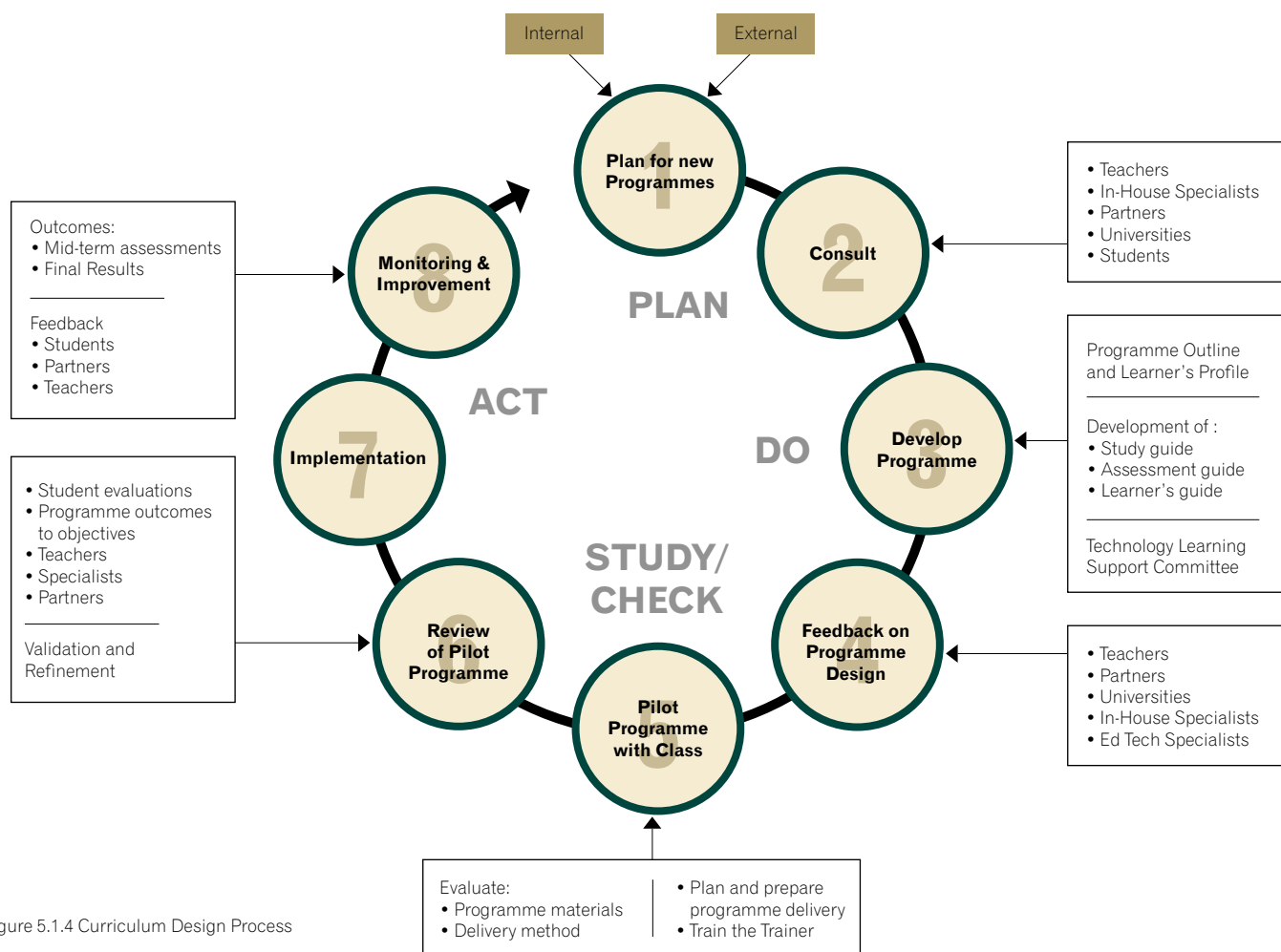
Figure 5.1.4 Curriculum Design Process
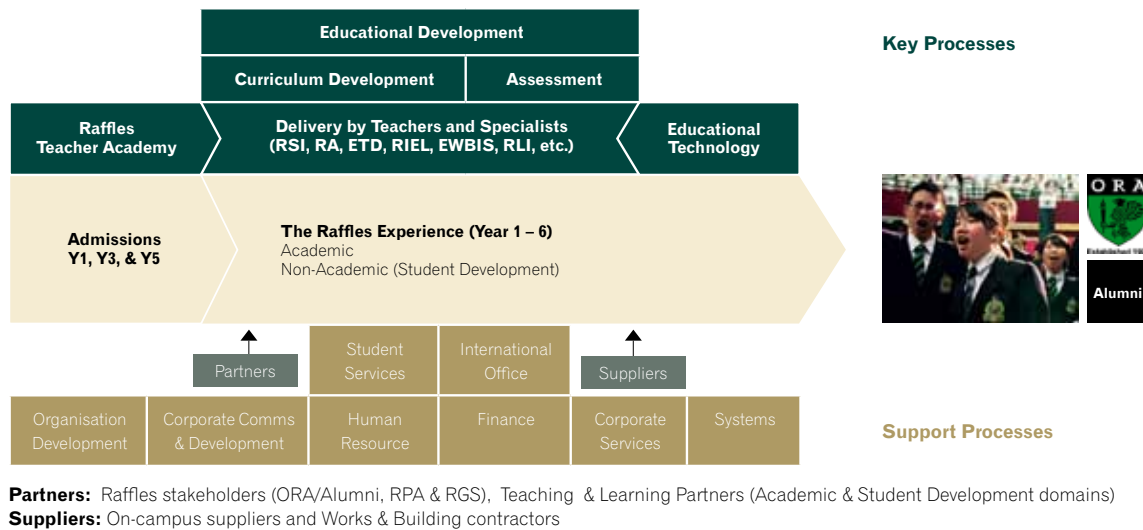
Figure 5.2.1: Key and Support Processes

5.2   PROCESS MANAGEMENT & IMPROVEMENT

5.2a. Define the key production and delivery processes of its products and services and their support processes. Include a description of the processes and their key measurements and requirements.

Raffles Institution attracts and admits outstanding students in all domains and provides them with a unique Rafflesian experience that nurtures thinkers, leaders and pioneers of character who serve by leading and lead in serving. Driven by Curriculum and Educational Development, the rigorous and broad-based curriculum is developed and delivered by a leading group of teachers and specialists supported by the Raffles Teacher Academy and innovative use of education technology. Underpinning these key processes are the school's support processes in the form of Student Services, International Office, Organisation Development, Human Resource, Corporate Services, Finance, Corporate Communications and Development and Systems as outlined in Figure 5.2.1 This well-defined organisational support structure supports and enhances the delivery of the Rafflesian Experience from point of admission to graduation and beyond.

The roles and functions of the key and support processes of the school are clearly outlined and communicated by all process owners to key stakeholders. These processes are measured and assessed by explicit KPIs which are continually reviewed using RI's PDSA model and strengthened by the different process owners at different platforms. For example, performance analysis through lesson observations is done at regular intervals by process owners at different levels to ensure that teachers are delivering the curriculum effectively and that students gain self-actualisation.

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

The school has well-established structures to evaluate and improve its key and support processes to ensure an authentic and relevant school experience for all students. For example, to ensure effective delivery of its curriculum, the school continually and systematically monitors and reviews its teaching-learning processes. There are clear processes and SOPs to ensure consistent assessment practices across departments. The overall structure of assessment, grading system and reporting format are reviewed and refined at AC and RMC with inputs from HODs following RI's PDSA model.

The Institution also has a clear business continuity plan which is governed by MOE's SOP and Guidelines, and the School Safety Handbook. There are SOPs for
- Reporting Serious Incidents in School and Issues of Media/Public interest involving students and staff
- Overseas and Internationalisation-related Matters
- Health-related Matters
- Emergency-related Matters
- Examination-related Matters

The Institution is also governed by a safety framework which looks into electrical hazards, fire precautions, safety in the laboratories and undergoes an External Safety Validation. To ensure emergency preparedness, the Institution has

- set up Emergency Preparedness Committees with clear terms of reference, staffed by people trained to handle emergencies
- set up communication systems such as email blast and mass SMS systems to inform all staff, students and parents of plans
- developed capacity to cater to on-line learning during emergencies when physical lessons are impossible
- allocated resources to ensure maintenance of equipment and facilities to avoid fire hazards
- reviewed its emergency preparedness and security in line with SEMPO's requirements
- at least two fire drills a year with After-Action Reviews

These processes are reviewed regularly and improved. For example, as a result of the reviews, RI will be calling for an ITQ to back up all school data off-site to ensure minimal data loss in the event of server breakdown; and introduced the eLearning Day on 18 Jan 2011 to develop teachers' capacity to incorporate ICT in curriculum and test the eLearning platform.

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

As a result of re-integration, the school has undergone a dynamic review and alignment of its key and support processes. Evaluation and improvement of practices and structures were made to ensure effectiveness and efficiency. For example, the following key improvements were made as a result of recent reviews:

- Educational Technology Department staffed with a team of IT professionals in 2009
- Educational Development headed by a Deputy Principal in 2009
- Appointment of Dean, Organisation Development in 2009
- Raffles Teacher Academy headed by a Dean in 2010
- Raffles Guidance Centre in 2010
- Instructional walk-through (Year 1 – 4) show-casing good teaching practices and pedagogy in 2010
- International Office in 2011

Using the PDSA model, the management team of Raffles Institution continues to review and improve its key and support processes to achieve better performance and improvement, recalibrating its KPIs for effective measures. In addition, recent review (part of RI's learning and monitoring process for new departments) has led to new KPIs being introduced to fine-tune department progress.

5.3   SUPPLIER AND PARTNERSHIP MANAGEMENT

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

RI establishes strong relationships with key suppliers and partners who have been apprised of the requirements and standards expected of them. These are tied very closely to the mission, values and strategic thrusts articulated by the institution.

Figure 5.3.1 shows RI's Suppliers/Partners Management Framework.

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

There are communication platforms that are in place for suppliers and partners to know of what the institution expects of them. Means of ensuring that key requirements are met comprise regular communication on existing and new initiatives, dialogues and quarterly reviews, pre and post- implementation review and feedback. This is conducted at the unit, departmental as well as school level.

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

Structural incentives and/or disincentives have also been put in place to ensure that suppliers and partners continue to put in their best efforts and go the extra mile for the school. For our sports coaches and instructors, it can comprise bonuses depending on the number of gold awards they bring in for Division A, B and C teams or performing arts groups as well as incentive trips with the student groups. For maintenance companies, the discentive can amount to not receiving the variable component of contracts awarded to them. Performance appraisal is done by staff in-charge of each service provider, as part of a review cycle, first to assess whether they should continue with the services for the next year and second, to encourage suppliers and partners to continuously enhance their capacities and competencies.
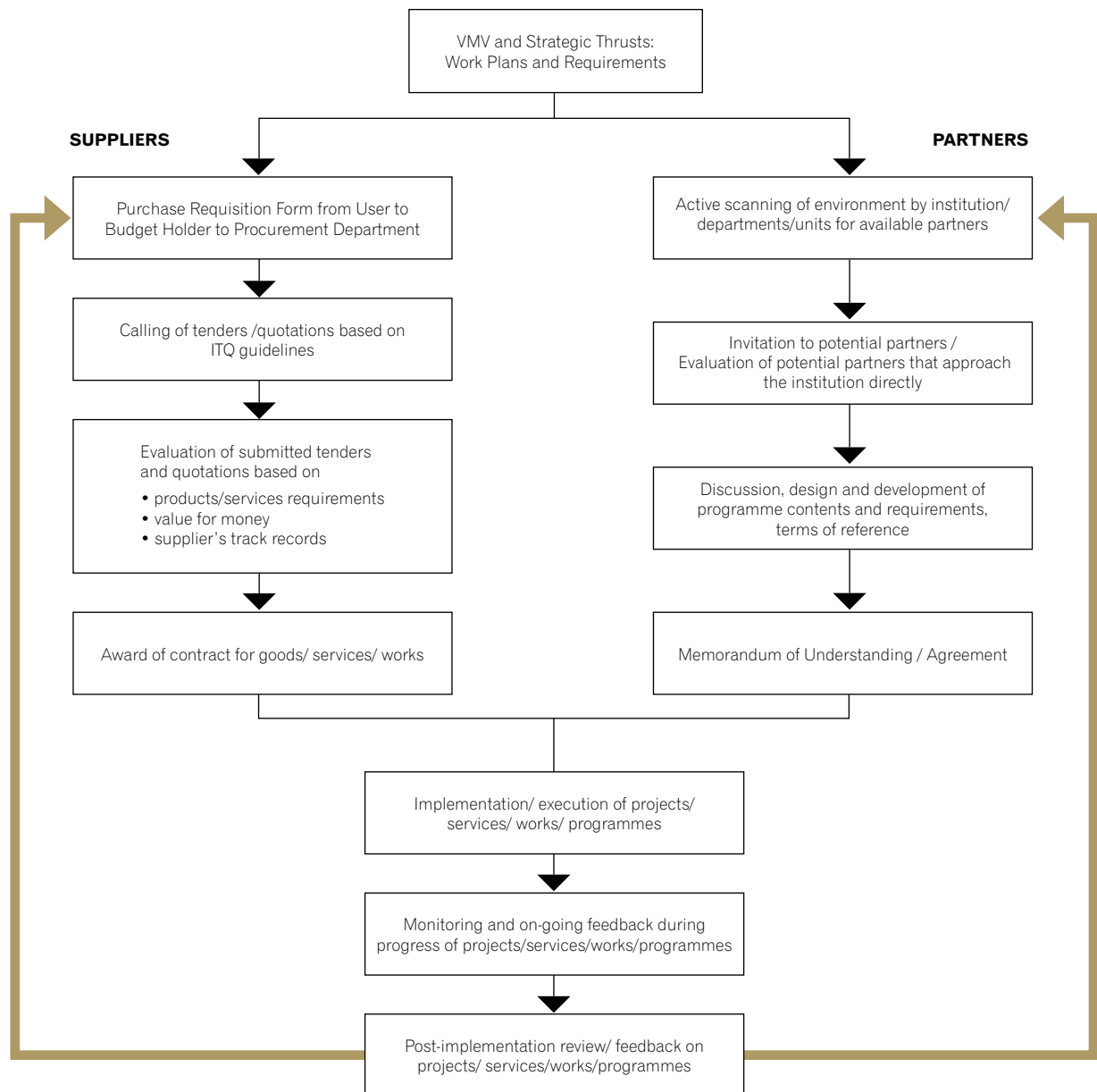
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                        │   VMV and Strategic Thrusts: │
                        │   Work Plans and Requirements │
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SUPPLIERS   **PARTNERS**

| Purchase Requisition Form from User to Budget Holder to Procurement Department | Active scanning of environment by institution/departments/units for available partners |

| Calling of tenders /quotations based on ITQ guidelines | Invitation to potential partners / Evaluation of potential partners that approach the institution directly |

| Evaluation of submitted tenders and quotations based on
• products/services requirements
• value for money
• supplier's track records | Discussion, design and development of programme contents and requirements, terms of reference |

| Award of contract for goods/ services/ works | Memorandum of Understanding / Agreement |

Implementation/ execution of projects/ services/ works/ programmes

Monitoring and on-going feedback during progress of projects/services/works/programmes

Post-implementation review/ feedback on projects/ services/works/programmes

Figure 5.3.1 RI's Suppliers/Partners Management Framework

CUSTOMERS

The Rafflesian experience has been very meaningful to me thus far. Not only does the school embrace diverse talents, there is a strong sense of community within RI, as manifested in the strong alumni culture.

Goh Si Ping, Class of 2010

A LEVEL PLAYING FIELD FOR ALL

To ensure that RI remains inclusive and accessible to all from different races, religions and social backgrounds, the 1823 Fund was set up in 2009. Chief among the Fund's priority areas is financial assistance for current and prospective students. The 1823 Fund helps young achievers like Alfian find a sound financial footing, and enables RI to remain an institution open to all students. A junior RI Scholarship has also been set up to provide bright Primary 6 boys from poor income families a sum of $800 each. The amount provides an incentive for the young boys to work hard and is meant to be channelled towards educational resources.

Sat Pal Khattar (Class of 1959), founder of Khattar-Wong & Partners, congratulates the Primary 5 and 6 students selected for the Eagle's Eye programme, one of the outreach efforts supported by the 1823 Fund in partnership with the Singapore Indian Development Association (SINDA).

I'm truly privileged to be able to study at RI. I've joined the National Cadet Corps (NCC) as my Co-Curricular Activity, and even received an award for being the top cadet in my company during the NCC camp.

Mohammed Alfian,
Year 2, recipient of the RI Scholarship 2010,
in a letter to his benefactor

CATEGORY 6: CUSTOMERS

6.1 CUSTOMER REQUIREMENTS

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

Our key customers are high performing students who are the top of the national PSLE and GCE 'O' Level cohort, students from the Gifted Education Programme (GEP), students with specific talents in specialised fields, as well as international students who have been recruited to study in Singapore on government scholarships. They are admitted and thus segmented via the various admission routes as outlined in Figure 6.1.1.

Key Customers	Admission Point
Gifted and high ability boys and girls	Y1 Post-PSLE
	Y5 Through RGS
	Y5 Post-O level
Boys and girls with specific talents	Y1 Direct School Admission (DSA)
	Y5 DSA
High performing International students	Y3 direct overseas recruitment
	Y5 Post-O level

Figure 6.1.1 Key Customers

As young people of high potential, they seek to be developed holistically as well as have their special talents nurtured towards future contribution to society. RI's mission of *Nurturing Thinkers, Leaders and Pioneers (TLP) of character who Serve by Leading and Lead in Serving* guides the design of our curriculum and ensures that these learner requirements are met. In addition, RI takes into account factors that would be essential to the next generation of Thinkers, Leaders and Pioneers in our planning. Figure 6.1.2 outlines these current and future requirements.

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

The school uses many feedback and engagement channels to listen to and understand student needs. Through these channels, the school can constantly and in a timely fashion review the various provisions to help better prepare our students to meet the challenges of a changing global landscape. These channels are outlined in Figure 6.1.3.

The various inputs are analysed at the different management platforms so that the information gathered is translated into school action plans that will meet new and future needs.

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

At RI, it is Students First. This is encapsulated in the first principle of RI's I&E framework and the Teaching and META Staff principles. Hence, customer requirements form the basis of RI's strategic planning. Using the PDSA cycle, systematic reviews are conducted at various platforms to ensure that student needs are addressed and incorporated into strategic plans.

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

Internal Evaluation. There is a clear and an established management structure (EPC/ RMC/ LC/ AC/ SDC/ SCDC/Dept/ unit) within the school to evaluate students' current and future needs at the appropriate levels. The processes and feedback channels for determining current and future student needs are also reviewed at the aforementioned meeting platforms.

External Inputs. Ever conscious of the need to improve our processes for determining student needs, RI also looks at how other industries determine market requirements. This is how RI came to engage a market research company, Blackbox Research in 2011 to do a study on RI's Positioning and Communications with internal stakeholders vis-à-vis others (including parents and students from other schools). The findings of this study proved to be useful input for determining future customer needs.

Other examples of improvements are:
a) Re-integrating RI and RJC so as to remove any blind spots or gaps in addressing student needs.
b) Regular meetings with Y2, Y3 and Y4 RGS students and parents to communicate and gather input on transition to Y5 and 6.
c) Engaging top schools internationally as partners in the GALES so as to garner input on future needs of students globally.

Year	Key Customers	The Raffles mission	Key Customer Requirements		Future Requirements
Y1-2	Gifted & high ability boys	Nurtured to be a Thinker, Leader and Pioneer of Character who will Serve by Leading and Lead in Serving	• Raffles Programme* Curriculum that is: - **Relevant** - appropriate to student's ability and connected to the real world - **Rigorous** - meets the needs of the student through advanced content, high level process and product - helps student **Realise** their strengths so that they can contribute to society in the future • **Integrate** into the ethos and values of the Raffles Family and build on the foundation for the next stage - Y3-4 and Y5-6 *Please refer to RP prospectus for more details	Next generation Thinker, Leader and Pioneer	**21st Century Thinker** • Provision for multi- and inter-disciplinary experiential education • Curriculum that hones an innovative and global mindset **21st Century Leader** • Structured mentorship for leadership and service • Opportunities for applying multicultural knowledge and skills **21st Century Pioneer** • Customised identification, development and recognition of individual talents and gifts • Preparation for alternative tertiary paths
	Boys with special talents				
Y3-4	As above + New International Scholars				
Y5-6	Gifted & high ability boys and girls				
	Boys and girls with special talents				
	International scholars (boys/girls)				

Figure 6.1.2 Customer Requirements

Surveys & Touchpoints	Strategic Stakeholders	Student Platforms	School Events	Other Inputs
MOE QSE survey	BOG	Students' Council	PTMs	Educational consultants
Subject surveys	RGS	Prefectorial Board	Open House	Benchmarking studies
Student perception surveys	RPA / parents	Class Executive Committee	Founder's Day	Conferences
Feedback to P/DPs	ORA / alumni	CCA leaders	Prometheum Day	Public Sector Agencies
School publications, website, emails	MOE		School outreach/ competitions	Scholarship boards
			Alumni events	University admissions offices
				Media reports

Units/ Depts
Leaders' Conference
Raffles Management Committee
Executive Planning Committee

Figure 6.1.3 Listening and Learning Channels

6.2 CUSTOMER RELATIONSHIP

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

RI has a four-pronged touchpoint system to manage the recruitment, admission, relationship-building and connection with its students even after they graduate. This comprises face-to-face encounters through roadshows, tea sessions or talks, web-based communication through our admission portal, email exchanges, telephone calls, publications and events such as Open House. (see Figure 6.2.1).

The school's FIRE values underpin RI's 4-R framework for key customer contact requirements. With its emphasis on Reliability, Responsiveness, Rapport and Rigour, this framework is a guide and a gold standard for service for all staff as well as RI's partners and suppliers. The 4-R framework is deployed through Recruitment & Selection, Training & Development, Rewards & Recognition, and Evaluation & Review. Figure 6.2.2 outlines the framework and its deployment approaches.

In addition, RI has developed specific quantitative and qualitative Service Standards that articulate what is expected of staff in each service encounter. For example, emails are attended to based on a 1-3-7 rule: the email is acknowledged within 1 day, replied to within 3 working days for simple cases, or for more complex cases, responded to within 7 working days.

Touchpoint Categories	Pre-Admission	School Experience
Face-to-Face Encounters	- Admission talks at primary school GEP centres and feeder secondary schools - Open House in January for Secondary 4 students and in May for Primary 6 students. - General Office - Walk-in Enquiries	- Interaction with Form teachers/ Civics teachers during protected interaction and class time - Interaction with subject teachers during lessons - Counter services provided by Student Affairs Centre - Sessions by Student Services, including educational counselling, financial guidance, career and scholarship guidance and university admissions counselling - Interaction with Boarding
Web-based encounters	- RI Website - Admissions Portal - Facebook groups - Email enquiries - Telephone enquiries	- RI Website - Discovery Blackboard - Team Raffles website - Weekly emailer 'What's Up This Week' - Mass SMS system - TV messaging system
Publications	- RI School Brochure - RP Prospectus - Eagle Eye - ONE Alumni Magazine	- Student Journal and Handbook - The Rafflesian Yearbook - Eagle Eye - ONE Alumni Magazine
Events	- Competitions and outreach programmes for primary and secondary school students (E.g. RI Inter-School Debates Competition) - Junior RI scholarships	- School events, e.g. Founder's Day - School celebrations, e.g. National Day - House activities, e.g. Inter-house competitions - Assembly periods - Student performances - Overseas trips - CCA activities - School camps

Figure 6.2.1 Four-pronged Touchpoint System

Recruitment & Selection
1. Teaching staff: recruited based on their ability, attitude and aptitude to put 'students first' and their belief in RI's FIRE values.
2. META staff: recruitment criteria include a 'customer-focused' disposition, and ability to deliver 'quality service'.
3. Partners and Suppliers: selection criteria include having a 'customer-first' and 'quality service' approach to service provision.

Training & Development
1. Teaching staff: Courses on basic counselling, characteristics of gifted students, classroom management, meeting affective needs of students, using MBTI and DISC student profiles for teaching & learning.
2. META staff: Courses on service excellence and communication.
3. Partners: Briefed on customer expectations, e.g. through level meetings (with parents), briefing sessions (with coaches).

Reliablility
Delivery of accurate and quality service

Responsiveness
Demonstration of prompt and helpful service

Fortitude Integrity Respect Enterprise

Rigour
Evidence of competence and credibility

Rapport
Demonstration of empathy and good communication skills

Evaluation and Review
1. Teaching & META staff: Regular work review sessions and annual staff appraisal.
2. Lesson observations conducted for all teaching staff.
3. Complaints from students + Feedback from parents.
4. Evaluation of service provided by suppliers.
5. Monitoring of service standards.

Rewards & Recognition
1. Outstanding Contribution Award (Group & Individual).
2. Long-service awards for teaching and META staff.
3. Friends of RI Award and Service to Education awards (for partners and BOG).
4. Government awards, e.g. National Day awards (PMO), Outstanding Youth in Education Awards (MOE).
5. Postgraduate Scholarship for staff.

Figure 6.2.2 Deployment of Key Customer Contact Requirements

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

RI has a comprehensive complaint and feedback management framework that looks after student dissatisfaction as well as feedback from parents (see Figure 6.2.3). Once a student or parent has provided any feedback or complaint via a specific platform, the platform owner will send it to the respective process owner to investigate the complaint. Once the fact-finding and root-causes have been identified and addressed, the appropriate customer recovery steps will be taken. Throughout the process of engagement and recovery, the 4-R framework guides staff in meeting customer needs.

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

RI evaluates and improves its customer relationship management through a four-step process:
1. Understanding customer needs through student satisfaction surveys, group sessions with students and with parents, and feedback from student leaders.
2. Highlighting recurrent trends and issues at key management meetings, and recommending improvements to address issues.
3. Implementing improvements based on customer needs.
4. Gathering feedback from customers about improvements made, and refining these improvements if necessary.
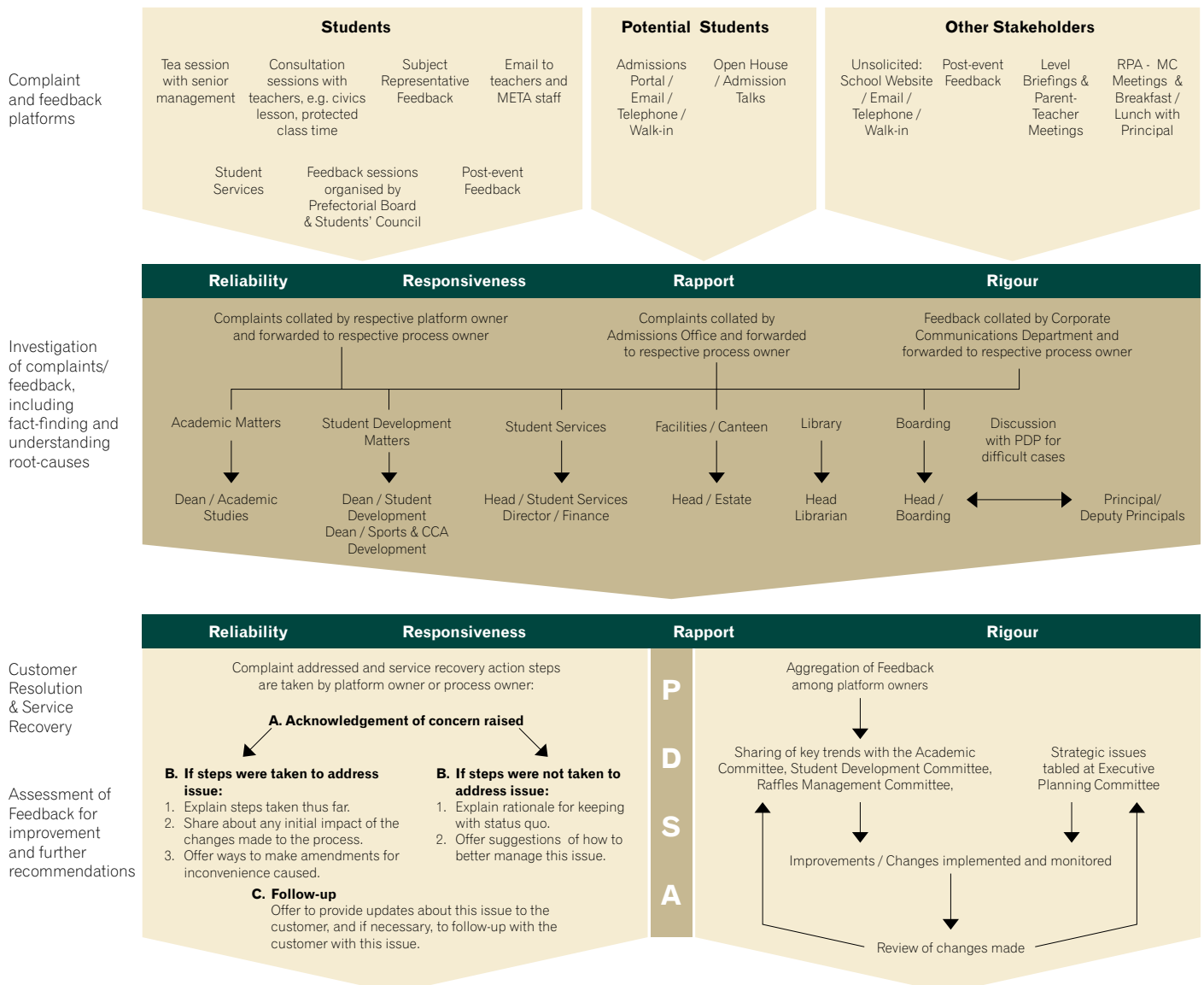
Figure 6.2.3 Complaint / Feedback Management System

The following are some improvements that have resulted from reviews of our customer relationship management:

a) Establishment of the Student Affairs Centre and Teacher Support Centre to provide better administrative help to students directly and through teachers.

b) Development of a new admissions portal to meet the needs of potential students and their parents.

6.3a. How the organisation determines customer satisfaction.

RI has remained the choice school for top-scoring PSLE and 'O'-level students for years. Interest in RI, measured by the strong turnout of more than 3,000 students and their parents at our Open House annually, is high. Large numbers of students request for a place in the school through regular admissions and Direct School Admission (DSA). All this is indicative of RI's positive image in the larger community.

Our exceptional reputation among students and their parents is also bolstered by positive coverage in broadcast and print media with over 500 positive media articles over the last three years. RI is the only school in Singapore, and one out of three in Asia featured as 'one of the most successful institutes for gifted students in Asia' in Channel News Asia's programme, Education Asia (Gifted), telecast on 3 March 2008.

> **'In Asia three of the most prestigious (gifted education schools) are Raffles Institution, the Philippine Science High School and the Minjok Leadership Academy. Founded in 1823, the Raffles Institution has established a reputation as one of the most successful institutes for gifted students in Asia.'**
> *Quote from Channel NewsAsia's programme called Education Asia (Gifted), telecast on 3 March 2008*

RI has also been called the most successful high school in the world by the press, including the Straits Times and Wall Street Journal.

> **'Not for nothing is Raffles known as the most successful high school in the world. It was labelled the 'Ivy League Machine' by the Wall Street Journal four years ago. The leading American newspaper said the school fed more students to the elite Ivy League schools in the United States than most leading high schools in the US.'**
> *Excerpt taken from Straits Times article dated 15 March 2008 called "When outstanding is just average".*

The positive image of RI in Singapore and beyond has attracted interest and visits from numerous local and foreign visitors, including PRC Counsellor Mdm Liu Yandong on her first visit to Singapore, who specially requested for a visit to RI to be placed in her itinerary.

The formidable reputation of RI is one built on a strong foundation of nurturing students to achieve excellence and helping them to realise their aspirations. Hence, RI adopts extensive and comprehensive means of determining customer satisfaction, ranging from pre-admission to post-graduation indicators. The various methods are outlined in Figure 6.3.1.

At the admissions stage, customer satisfaction is measured through our applicant and admission numbers. The Blackbox market research survey (2011) also provided information on market perceptions of RI among potential, current and graduated students, as well as students from competitor schools.

Admissions	The Raffles Experience (Year 1 – 6) • Academic • Non-Academic (Student Development)			Graduation
Customer Perception • Blackbox Survey • Admission Portal **Admissions** • Applicants at Y1, Y3 and Y5	**Dialogue** • Principal / Deputy Principals • Deans and HODs • Students' Council • Prefectorial Board • Class Executive Committee • Student / CCA Leaders	**Feedback** • Complaints/Compliments • Students' Feedback • Parental feedback • Educational partners • RGS & other schools • Teaching Associates	**Student Surveys** • Y1 – Y6 Annual Survey • Subject Survey • MOE QSE Survey **Assessment** • Results	**Results** • A Levels • Scholarship **Alumni Perception** • Blackbox Survey • Alumni involvement

Corporate and Key/Support Process Indicators

Figure 6.3.1 Methods of Determining Customer Satisfaction

During the school experience stage, RI utilises all its various listening channels and touchpoints to gather input on customer satisfaction. These include student dialogue sessions with senior and middle management, who take immediate action or do the necessary follow up or strategic alignment/action at the different planning and decision making platforms. Other channels of dialogue and feedback include the student leadership bodies and parent-teacher meetings. Our educational partners and teaching associates also provide input on levels of customer satisfaction. RI also looks at student performance at internal examinations and assessments as indicators.

In addition to the above, student surveys are conducted annually to enable the school to gain a deeper understanding of student perspectives on various issues, and thereafter engage and address these needs where necessary. An example is the Student Services Department's annual survey for each batch of Y5 students to gather feedback on student needs and satisfaction in the student services area. This is also followed up with an exit survey the following year when they graduate from RI. In addition, a student perception survey is administered to all students annually to see if their needs and expectations have been met. The MOE QSE survey administered at Y2, Y4 and Y6 also provides the school with indicators of student satisfaction compared with other schools nationally.

Finally, at the graduation stage, customer satisfaction is measured by our students' performance at the national examinations and their success rate in gaining highly sought after university places and undergraduate scholarships. Alumni engagement and involvement platforms also provide the school with school experience satisfaction indicators.

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

School leaders are directly involved in spearheading school improvement efforts through collective leadership and in their respective portfolios by initiating changes and fostering strategic partnerships after assessment and reviews based on feedback gathered from all the above. The ultimate aim of school improvement is to cater to the learning needs and well-being of our students.

Survey data, information from dialogue sessions with current students, potential students, parents, staff, educational partners, industries and relevant stakeholders are aggregated and analysed by the key process owners and shared at the various management platforms. This enables the formulation of strategic plans to address the customer satisfaction requirements. Overall strategic plans are cascaded to individual department work plans. Following the PDSA cycle, these plans are then implemented and monitored carefully, and finally reviewed for further improvement. Figure 6.3.2 outlines this process.

As a result of listening to student feedback, school improvements have been made in all areas – ranging from curriculum to timetabling and from student services to estate and facilities.

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

RI also continuously reviews its process of determining student satisfaction, using its PDSA cycle for improvement. As a result of the school review, improvements are made every year in an effort to better capture and measure customer satisfaction.
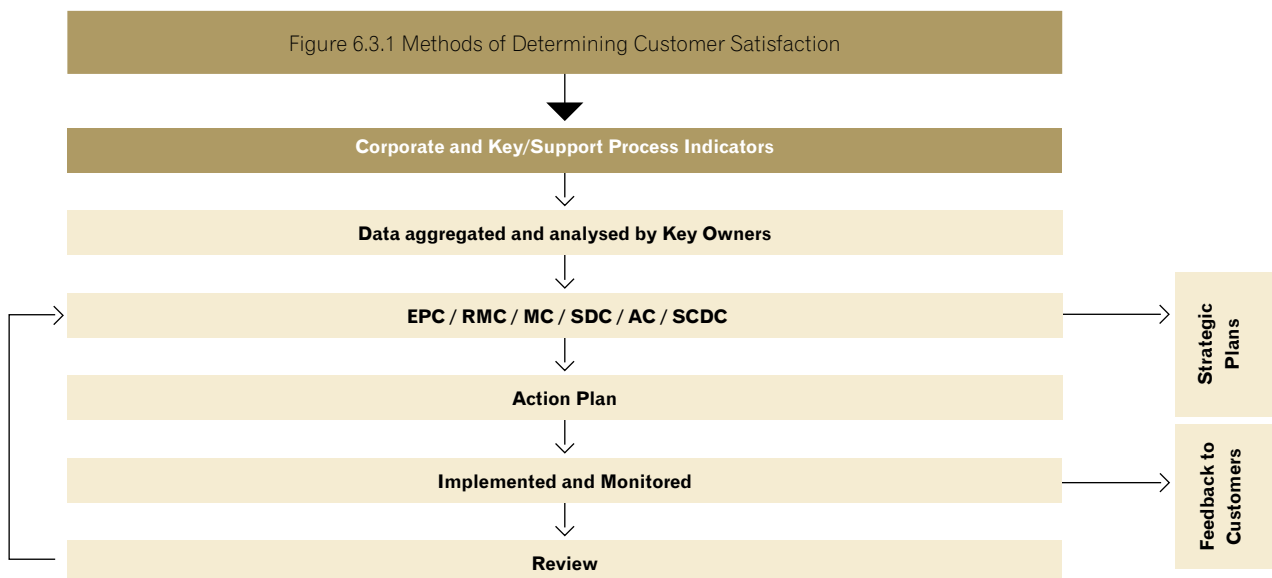
Figure 6.3.2 Customer Satisfaction Review Process

RESULTS

There is always something to do or cheer about at Raffles. And while we are provided a wide array of activities and recreational facilities, we are also close-knit enough to offer a wonderful community atmosphere.

Joseph Lee, Class of 2012

THE GOLD STANDARD

RI has produced the largest number of leaders in government and civil service including 3 out of the 6 Presidents and 2 out of the 3 Prime Ministers of Singapore. A current snapshot shows that 12 out of the 21 cabinet Ministers, 5 out of the 10 (Senior) Ministers of State, 11 out of the 23 Permanent Secretaries, and 13 CEOs of government-linked statutory boards and agencies are Rafflesians. Since 1965, RI has produced 82 President's Scholars; on average, around half of the students offered a Public Service Commission scholarship are Rafflesians. The first woman Cabinet Minister, first woman Permanent Secretary, and first woman SAF Overseas Scholar also came from RI.

RI's notable alumni in the private sector include Liew Mun Leong (CEO, Capitaland Limited), Choo Chiau Beng (CEO, Keppel Corporation), Dennis Foo (CEO, St James Holdings Ltd), Chua Sock Koong (CEO, SingTel), and Lim Jit Poh (Chairman, ComfortDelgro Corporation Ltd).

Dennis Foo

Choo Chiau Beng (left)

Chua Sock Koong (centre)

Beh Swan Jin

CATEGORY 7: RESULTS

7.1 CUSTOMER RESULTS

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

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

Blazing the Trail in Nurturing Thinkers, Leaders & Pioneers.As an institution that prides itself in producing leaders for Singapore in all fields of endeavour such as government, research and development, sports, the entertainment and service industry (please see school website for list of notable alumni), RI has trail-blazed with strong trends of President's Scholars as well as top tier scholars for the SAF, SPF, PSC, EDB, GIC, MFA, A*Star and DSTA. Apart from the impressive list of Queen's and State Scholars produced predominantly in RI before 1965, the institution continues to boast the highest number of President's Scholars, SAFOS, SPFOS since Singapore's independence - the three most prestigious scholarships to date.

RI has produced 82 President's Scholars, comprising a third of the total of 258 given out by the Singapore government (and the highest among all schools in Singapore). The number of President's Scholars since 2002 who are Rafflesians is captured in Figure 7.1.1 while Figure 7.1.2 details the number of President's Scholars against the institution's target in the last five years.
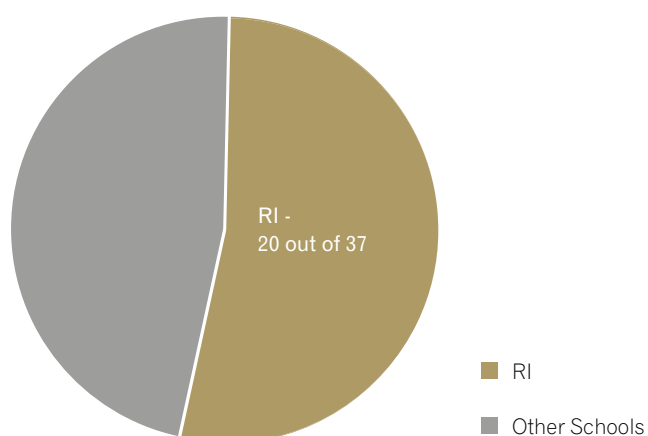
Figure 7.1.1 Number of President's Scholars since 2002

	Target	2006	2007	2008	2009	2010
President's Scholarship	≥1	2	3	3	2	1

Figure 7.1.2 Number of President's Scholars who were RI graduates each year

Outclassing Top Schools Abroad. RI is also widely acclaimed as the school that sends the most number of students to prestigious universities in UK and USA outside of these countries. Every year, around 60 graduates gain admission into Oxford and Cambridge. This figure is higher than that of any school outside of the UK. Winchester College, an academically strong and the oldest public school in England has an admission rate of 47 a year while Eton, the most famous public school in England has an admission rate of 64 a year on average.

A report in the October 2009 edition of the Cambridge publication, Varsity, stated that Raffles Institution was able to outrank some of the best public schools in England at a cost that is 150 times less than what a student would have to pay in top boarding schools in England. Winchester and Eton College graduate fewer than 300 students each year while the graduating cohort of RI is at least 1250 a year.

Winchester and Eton both have fewer than 10 admission offers every year to top US universities. Rafflesians have gained a formidable reputation in top US colleges - with the label of being the "Gateway to the Ivy League" (The Wall Street Journal, May 2004), RI is known to send the most number of graduates to top American universities, from a single school outside of the US. There are about 70 admission offers to the Ivy League universities including Stanford and MIT each year (see Figure 7.1.3).

University	No. of Admissions		
	2008	2009	2010
Harvard	1	1	1
Princeton	4	5	8
Yale	4	4	5
Columbia	4	5	5
UPenn	10	12	9
Cornell	21	39	21
Brown	4	5	5
Dartmouth	2	3	3
Stanford	5	6	9
MIT	3	4	4

Figure 7.1.3 Number of students admitted to top US Universities (2008 – 2010)

Outperforming Peers in Academic Competitions.

For the past 3 years, the institution had the highest number of participants representing Singapore at prestigious international competitions such as the Physics, Chemistry, Biology, Mathematics, Informatics and Geography Olympiads as well as the World Schools Debating Championship. In the International Young Physicists Tournament, RI led the national team to the World Physics Championship title in just its second outing last year. The outstanding performance both in the international and national arenas is shown in Figure 7.1.4 and Figure 7.1.5.

International Olympiads / Competitions	2008	2009	2010
Physics	2 out of 5 reps 1 gold 1 silver	1 out of 5 reps 1 gold	2 out of 5 reps 2 silvers
Chemistry	2 out of 4 reps 1 gold 1 silver	2 out of 4 reps 1 gold 1 silver	3 out of 4 reps 2 gold 1 silver
Biology	1 out of 4 reps 1 gold	1 out of 4 reps 1 gold	1 out of 4 reps 1 silver
Informatics	1 rep 1 bronze	3 out of 4 reps 2 silvers 1 bronze	3 out of 4 reps 1 gold 1 silver 1 bronze
Mathematics	2 out of 6 reps 1 bronze	4 out of 6 reps 2 silvers 1 bronze	2 out of 6 reps 1 silver
Geography	N.A.	N.A.	4 out of 4 reps team 1st
International Young Physicists Tournament	N.A.	5 out of 5 reps 4th placing	3 out of 5 reps 1st placing (world champion)
World Schools Debating Championship	N.A.	5 out of 5 reps	4 out of 5 reps Semi- Finalist

Figure 7.1.4 Performance and number of RI students in International Olympiads / Teams

National Olympiads / Competitions	2008	2009	2010
Physics	1 gold 2 silvers 3 bronzes	1 gold 1 silver 3 bronzes	5 out of 6 golds 3 silvers 3 bronzes
Biology	1 gold 2 bronzes 7 HMs	1 gold 1 silver 6 bronzes	4 out of 8 gold 3 silvers 2 bronzes
Chemistry	5 golds 7 silvers 4 bronzes	11 golds 7 silvers 5 bronzes	14 out of 17 golds 8 silvers 4 bronzes
Mathematics	15 golds 31 silvers 17 bronzes	9 golds 20 silvers 28 bronzes	13 golds 14 silvers 24 bronzes
Informatics	1 gold 4 silvers	1 gold 2 bronzes	2 golds 3 silvers
Debates	1st place Sec Schools Championship	1st place Sec Schools Championship; 1st place MOF Budget Debate	Finalist Sec Schools Championship; 1st place MOF Budget Debate
National Science Challenge	1st place	2nd place	1st place
World Schools Debating Championship	N.A.	5 out of 5 reps	4 out of 5 reps Semi- Finalist

Figure 7.1.5 Performance and number of RI students in National Olympiads / Teams

The quality of the Rafflesian cohort is also reflected in the highest number who received pre-university scholarships, as seen in Figure 7.1.6.

Scholarships	2008	2009	2010
MOE Humanities	36	41	54
MOE Language Elective	15	12	13
MOE Music Elective	3	6	2
MOE Pre-U	41	43	36
A*Star Science	43	39	37
DSTA	10	8	9
MAS Award	3	1	2
SPF Book Prize	3	6	2

Figure 7.1.6 Number of Pre-U Scholarships awarded to Y5 students (2008 – 2010)

Top of the Class in Singapore and Abroad. The robust curriculum afforded by the Raffles Programme, jointly offered by RI and RGS has contributed to strong cognitive outcomes for the students. The results of the three cohorts of students who went through the Raffles Programme and the revised 'A' level curriculum posted the strongest results amongst all the JCs in Singapore. Please see Figures 7.1.7 – 7.1.9.

In conjunction with RI's reputation of having produced some of Singapore's best poets and writers such as Alfian Saad, Daren Shiau and Alvin Pang, RI has strong trends in producing the top Literature students at the A-level examination. RI has had 30 winners, 11 first prize and 19 first runner-up winners since the Angus Ross Prize was instituted by the Cambridge Examinations Board in 1987. In addition, RI dominated the Institute of Physics award for the Best A-level Physics students with a medal tally of 31.
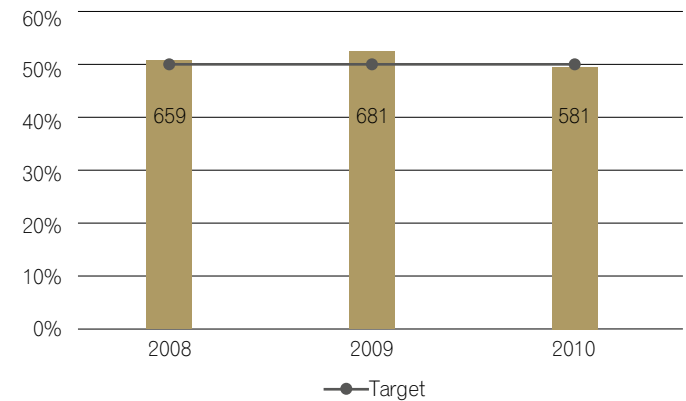
Figure 7.1.7 Percentage of RI graduates who obtained 4H2 distinctions at GCE 'A' Level Examinations
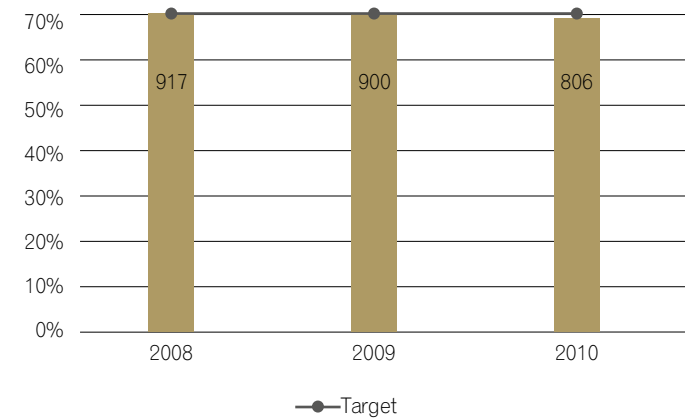
Figure 7.1.8 Percentage of RI graduates who obtained 3H2 distinctions at GCE 'A' Level Examinations
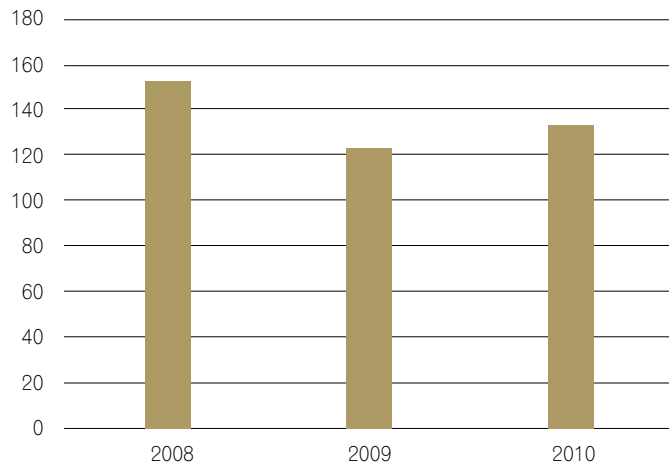
Figure 7.1.9 Number of students achieving perfect score

When compared with top UK public schools like Winchester College and Eton College, RI stands a head taller as well.

Top in Sports, Uniformed Groups and Performing Arts. RI is the top sports school in Singapore. Comparing the number of championship titles won in the A, B and C Division of the Singapore Schools Sports Competitions, as seen in Fig 7.1.10, RI has the best showing with twice the number of titles on average, compared with other competitor schools.
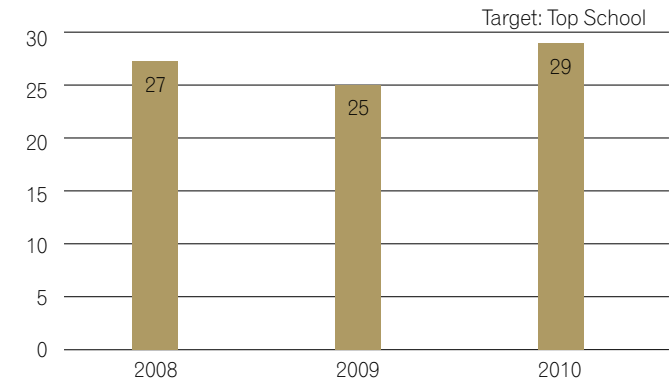
Figure 7.1.10 Top placing among schools in National Inter-school Sports - Number of Team Championships

RI has also produced a number of top athletes for Singapore, with 126 recipients of the National Colours Awards – more than twice the number of other competitor schools. This includes the 105 Rafflesian athletes who represented Singapore in top-tier competitions such as the AYG, YOG, Asian and Commonwealth Games, which is again, the highest among Singapore schools in 2010.

The Uniformed Groups in RI have also performed to the Gold Standard each year as seen in Figure 7.1.11.

UNIFORM GROUPS' ACHIEVEMENTS	2008	2009	2010
01 Scouts			
• Frank Cooper Sands Award (Venture)	GOLD	GOLD	GOLD
• Frank Cooper Sands Award (Scouts)	GOLD	GOLD	GOLD
02 Scouts			
• Frank Cooper Sands Award (Venture)	GOLD	GOLD	GOLD
• Frank Cooper Sands Award (Scouts)	GOLD	GOLD	GOLD
NCC			
• Best Unit Competition	GOLD	GOLD	GOLD
NPCC			
• Unit Overall Proficiency Award	SILVER	BRONZE	GOLD
Boys Brigade			
• J M Fraser Award for Excellence	GOLD	GOLD	GOLD
Red Cross			
• Excellence Unit Award	GOLD	GOLD	GOLD
• Community Service Award	GOLD	GOLD	GOLD

Figure 7.1.11 Results of Uniformed Groups

The Performing Arts groups also demonstrated they are more impactful and better skilled than their peers in other schools and JCs in Singapore. Figure 7.1.12 and Figure 7.1.13 show RI to have the most number of Performing Arts groups as well as their achievements.

2009/10 SYF Results	Performing Arts Groups
Gold with Honours	Chinese Dance
	Indian Dance
	Modern Dance
	String Ensemble
Gold	Chinese Drama
	Chinese Orchestra
	Raffles Chorale (Choir)
	Guitar Ensemble
	Symphonic Band
	Raffles Players (Drama)
Silver	Harmonica Ensemble
	Malay Dance

Figure 7.1.12 Performance of Year 5-6 Performing Arts Groups in SYF Competition

2009/10 SYF Results	Performing Arts Groups
Gold	Chinese Drama
	Raffles Voices (Choir)
	Guitar Ensemble
	String Ensemble
Silver	Chinese Orchestra
	Malay Dance
	Military Band
	Raffles Players (Drama)

Figure 7.1.13 Performance of Year 1-4 Performing Arts Groups in SYF Competition

In addition, our Performing Arts groups have also outshone their peers in other countries, going by the achievements in some of the key musical festivals and competitions in the international arena.

Performing Arts Group	International Achievements
Raffles Voices	• 2 Gold Awards in Franz Schubert International Competition
RI Wind Ensemble	• Gold Award in 2nd Singapore International Band Festival 2010 (High score of 91.54%) • 2nd place in Division 1
RI String Ensemble	• Gold Award in 21st Australian International Music Festival
Raffles Chorale	• First Prize Summa Cum Laude – Highest accolade at 58th European Music Festival

Figure 7.1.14 Performance of Performing Arts Groups in International Competitions for 2010

Fitness Health Index. RI's health and fitness programme is well balanced. The indicators show that through the institution's rigorous curricular and co-curricular programmes, our students remain fit. The fitness index is above the National average of 72% for secondary schools and 88% for Junior Colleges. See Figure 7.1.15.

Cohort (National Avg)	2008	2009	2010
Year 1-4 (72%)	87.3%	87.0%	87.1%
Year 5-6 (88%)	89.9%	88.4%	89.5%

Figure 7.1.15 Fitness Index = ½ (% of students with acceptable weight + % of students who obtain NAPFA pass)

Strong Community Outreach. The level of community engagement and the number of community projects undertaken and initiated by students is impressively high. 95.1% of beneficiary organizations have indicated that they have benefited from the students' efforts and 95.3% indicated that the projects addressed the needs of the community. A three-year trend of the number of local community initiatives and the percentage of students involved in community work is shown in Figure 7.1.16 and Figure 7.1.17.

Cohort (Target)	2008	2009	2010
Year 1-4 (250)	239	175	241
Year 5-6 (300)	332	308	298

Figure 7.1.16 Number of CIP Projects

Cohort (Target)	2008	2009	2010
Year 1-4 (100%)	98%	83%	92%
Year 5-6 (100%)	98.9%	97.4%	96.5%

Figure 7.1.17 % of students involved in local community projects

This corresponds well with the percentage of students who had been given leadership opportunities as shown in Figure 7.1.18 as well as the number of students who were awarded prizes for leadership and service as shown in Figure 7.1.19.
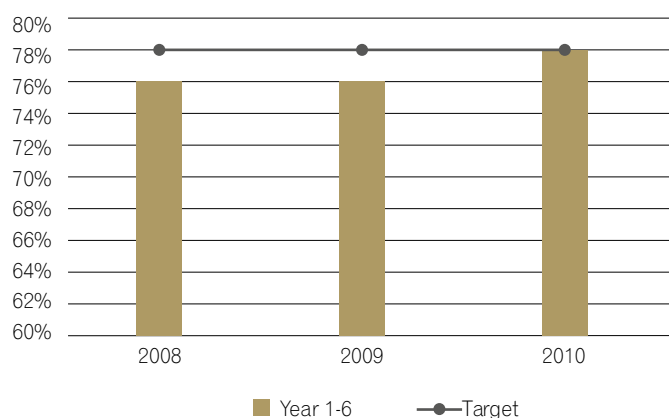
Figure 7.1.18 % of students given leadership opportunities
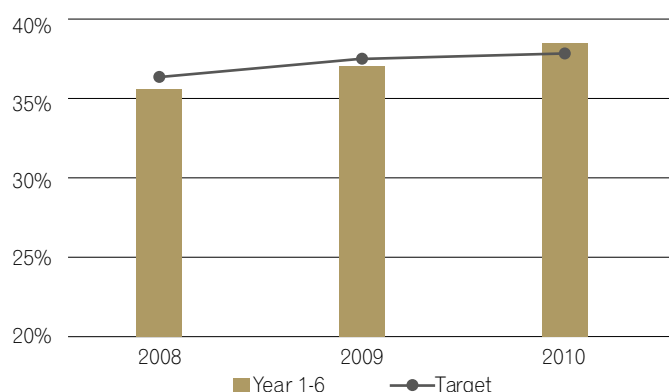
Figure 7.1.19 % of students receiving school awards for leadership and service

High Quality of School Experience. RI's stakeholders trust and are supportive of the institution. Statistics from the Quality of School Experience (QSE) survey conducted by MOE every year shows that at Year 2, 4 and 6, students appreciate the curriculum and the non-academic programmes provided. Figure 7.1.20 and Figure 7.1.21 detail the percentage of students who scored the institution positively on the stated categories over the last 3 years, compared to the national cohort for the respective levels.

	2008 RI (National)	2009 RI (National)	2010 RI (National)
Curriculum – students' perception of the extent to which what is taught develops their knowledge, talents and skills, and inculcates values			
Year 2	83 (77)	82 (77)	87 (80)
Year 4	82 (74)	81 (76)	83 (79)
Year 6	77 (73)	81 (76)	84 (79)
School Support for Learning – Students' perception of the school's provision of resources and opportunities for the holistic development of students.			
Year 2	89 (80)	88 (80)	91 (83)
Year 4	89 (78)	89 (79)	88 (81)
Year 6	83 (75)	85 (76)	88 (81)

Figure 7.1.20 QSE Survey: % of responses for "Strongly Agree" and "Agree"

	2008 RI (National)	2009 RI (National)	2010 RI (National)
Non Academic Activities – students' perception of the learning experiences gleaned from CIPs, CCAs, field trips, exchange programmes and other non-academic activities			
Year 2	85 (77)	89 (77)	89 (81)
Year 4	90 (77)	85 (77)	88 (79)
Year 6	92 (83)	93 (84)	93 (85)

Figure 7.1.21 QSE Survey: % of responses for "Strongly Agree" and "Agree"

Rafflesians are especially proud of their school as Figure 7.1.22 shows. On School Pride and School Affect, the scores are markedly higher than the national average. The scores are also consistently higher than the national average in the areas of Learning Structures, Processes and Affiliation to the school, as seen in Figure 7.1.23.

	2008 RI (National)	2009 RI (National)	2010 RI (National)
School Pride – students' sense of pride and commitment to serve the school			
Year 2	85 (77)	84 (75)	89 (78)
Year 4	86 (75)	86 (73)	86 (75)
Year 6	83 (73)	84 (74)	86 (76)
School Affect – students' sense of belonging and attachment to the school			
Year 2	88 (79)	86 (80)	89 (81)
Year 4	88 (79)	86 (70)	86 (81)
Year 6	87 (78)	87 (78)	90 (81)

Figure 7.1.22 QSE Survey: % of responses for "Strongly Agree" and "Agree"

	2008 RI (National)	2009 RI (National)	2010 RI (National)
Learning Structures – systemic structures within the school that support students' learning and development			
Year 2	86 (78)	85 (78)	89 (81)
Year 4	87 (76)	86 (77)	86 (80)
Year 6	84 (77)	86 (79)	88 (82)
Social Processes – processes that support the interactions and relationships between the staff and students within the school			
Year 2	80 (75)	80 (77)	83 (78)
Year 4	83 (76)	82 (78)	81 (79)
Year 6	79 (76)	81 (79)	85 (81)
Affiliation – sense of pride and belonging towards the school			
Year 2	86 (78)	85 (78)	89 (79)
Year 4	87 (76)	86 (76)	86 (78)
Year 6	85 (76)	86 (76)	88 (78)
Overall QSE			
Year 2	83 (77)	82 (78)	86 (79)
Year 4	85 (76)	84 (77)	84 (79)
Year 6	85 (76)	83 (78)	86 (81)

Figure 7.1.23 QSE Survey: % of responses for "Strongly Agree" and "Agree"

The institution's own Student Perception Survey corroborates QSE findings. Students are confident of how the school is developing them physically (see Figure 7.1.24) as well as aesthetically (see Figure 7.1.25).
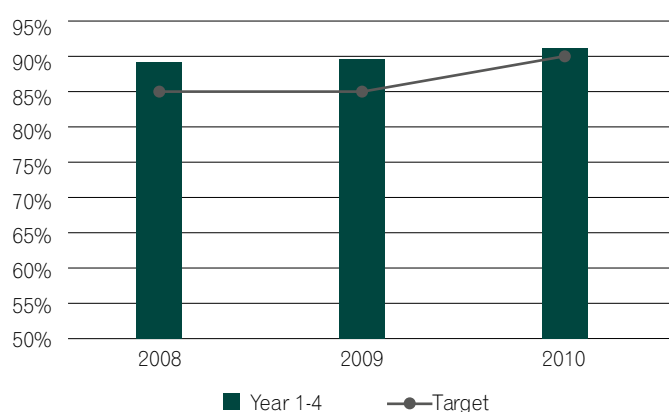
Figure 7.1.24 % of positive response on how the school is developing students physically
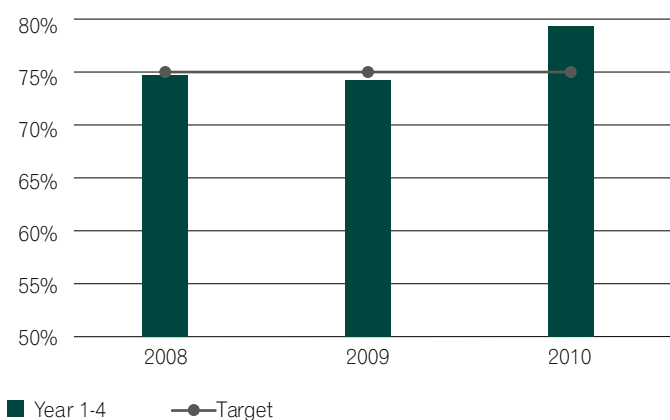
Figure 7.1.25 % of positive response on how the school is developing students aesthetically

Students also indicated very positively that the institution is developing them socially and morally. The positive trends seen in Figures 7.1.26 and 7.1.27 are a testament to the effectiveness of the Leadership Development and Citizenship Education programmes that have cultivated in them a strong sense of rootedness and commitment to the country.
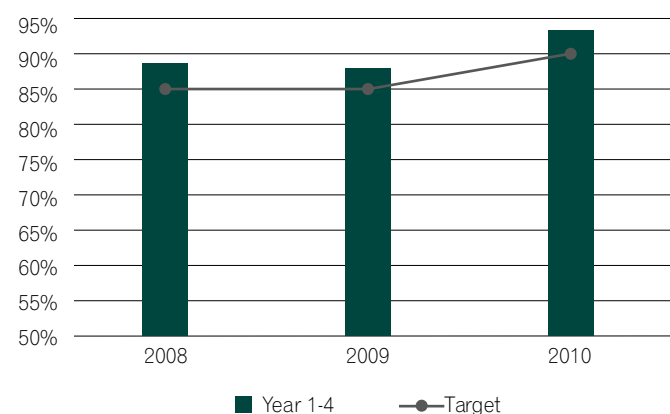
Figure 7.1.26 % of positive response on social and moral development (Y1-4)
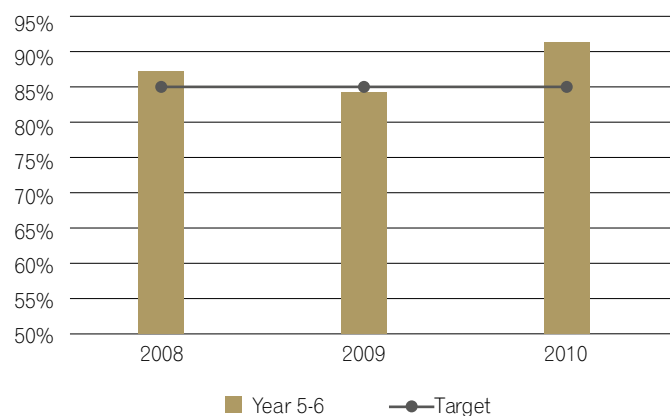
Figure 7.1.27 % of positive response on social and moral development (Y5-6)

Students have also grasped well the institution's intention of nurturing the leader in them. Figures 7.1.28 and 7.1.29 show an increase in positive response from students in terms of being developed in their leadership.
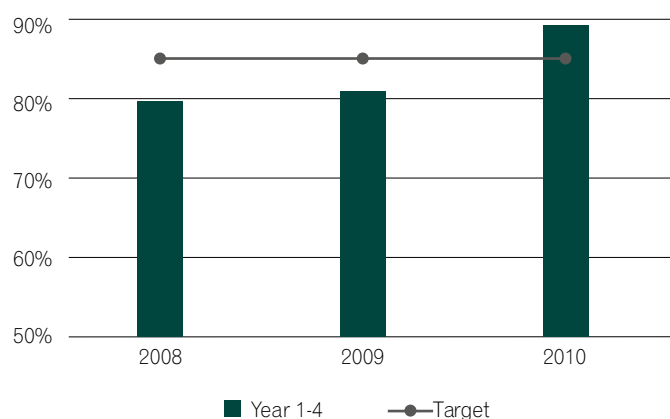
Figure 7.1.28 % of positive response on leadership development (Y1-4)
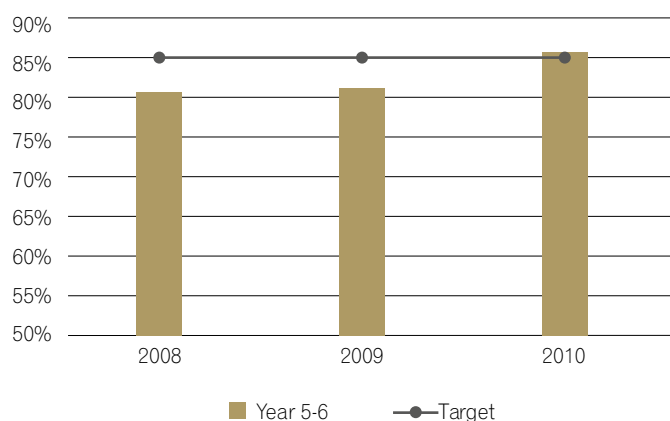
Figure 7.1.29 % of positive response on leadership development (Y5-6)

Morale of the students is also markedly high as seen in Figures 7.1.30 and 7.1.31.
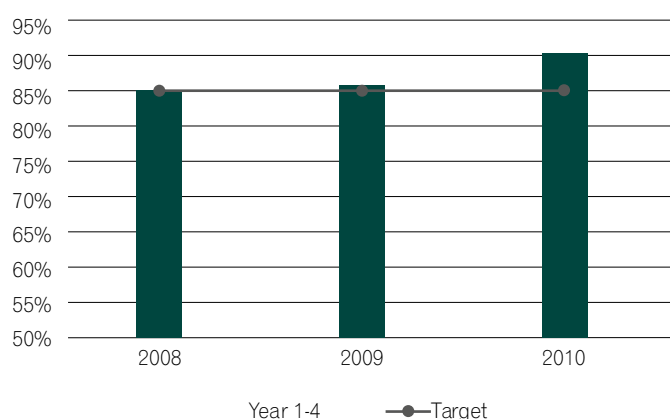
Figure 7.1.30 % of positive response on students' morale (Y1-4)
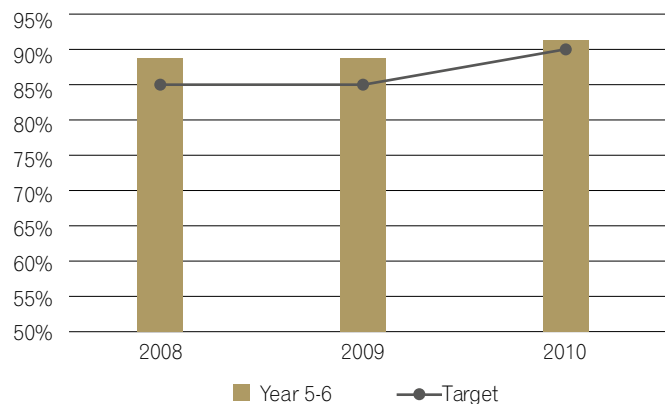
Figure 7.1.31 % of positive response on students' morale (Y5-6)

Students have also been very positive with regard to the services provided by the school, namely emotional counselling, health awareness, financial assistance, educational guidance and career guidance. The satisfaction in these areas is reported in Figure 7.1.32.
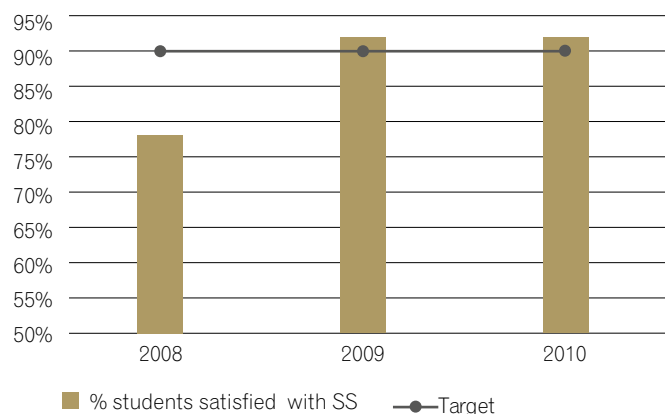
Figure 7.1.32 - Satisfaction level of students toward Student Services (SS)

Since the Guidance Centre was set up two years ago, students have found the sessions with the counselors beneficial. This is reflected in Figure 7.1.33.
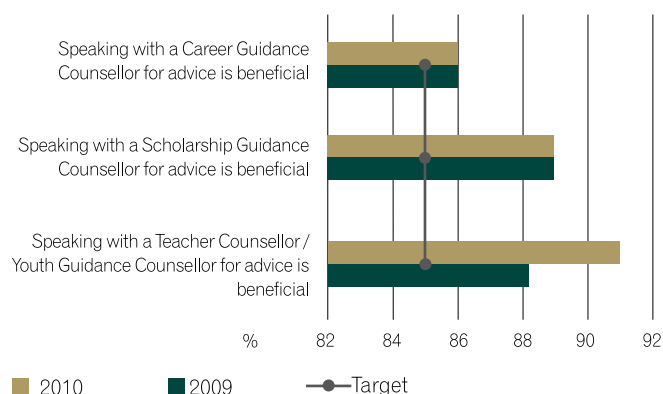
Figure 7.1.33 % of students who found the Counselling Services beneficial

The ratings on the facilities and other services provided by the school, such as computer access, sports facilities, administrative help as well as library resources are also very high, as seen in Figure 7.1.34 and Figure 7.1.35.
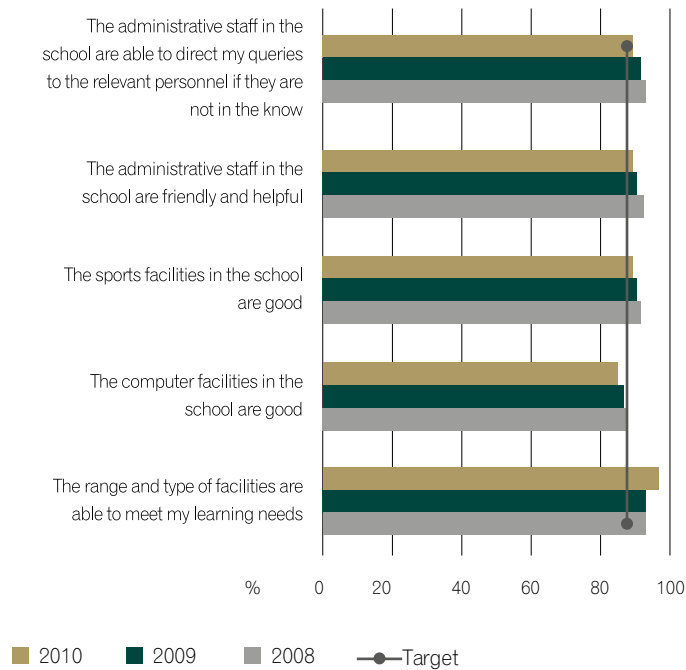
Figure 7.1.34 % of positive response on facilities and services

2010   2009   2008   Target

% Students Satisfied with Library   Target
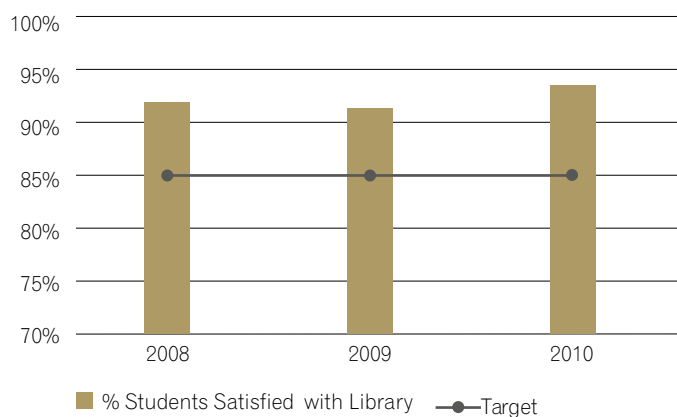
Figure 7.1.35 Satisfaction Level of Staff and Students with Library Services Provided

7.2   FINANCIAL & MARKET RESULTS

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

RI's financial policy is anchored on five key management principles. This is outlined in Figure 7.2.1.
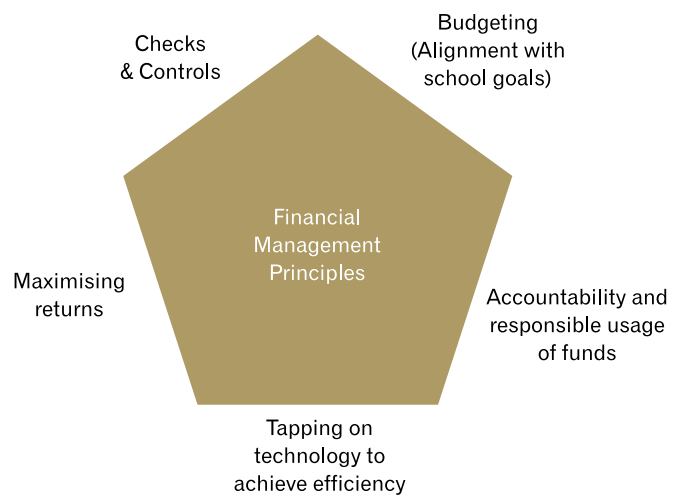
Figure 7.2.1 Financial Management Principles

The institution has been able to keep the cost per student at a competitive rate despite an increase in the number of special enrichment programmes such as advanced modules, talent development programmes, local and overseas learning journeys, overseas exchange and immersion programmes, and service learning initiatives.
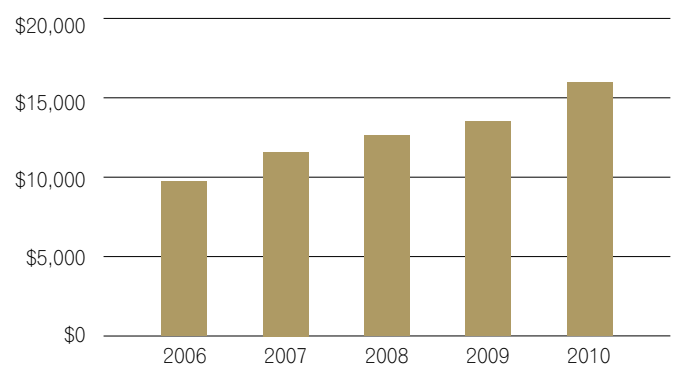
Figure 7.2.2 Cost Per Student

To ensure continuous improvement, RI benchmarks key financial indicators such as RI-cost per student with financial data collated by MOE for all secondary schools. See Figure 7.2.3.

2008	RI	Average	Maximum	Minimum
		(Information provided by MOE)		
Cost per student	$13,373	$12,567	$14,307	$11,130

Figure 7.2.3 Cost Per Student RI vs Other Schools (Y1-4)

The institution has also done well in spending within the approved budget and has maintained its budget utilisation rate above 85%. See Figure 7.2.4.

Figure 7.2.4 Budget Utilisation (2006-2010)

At the same time, the institution recognises that the conditions of physical surroundings have an impact on the learning environment, and ensures that the cleanliness and landscaping of the physical surroundings are of a high standard. Improvements have been made to the physical infrastructure and there are more and better facilities provided to support school programmes and activities over the past few years. A sinking fund of $25 million has also been set aside for the replacement of fixed assets.

In terms of working capital, RI maintains an operating reserve equivalent to six months of the expenditure to meet any unforeseen requirements, thereby ensuring financial prudence. The institution also has a well-established budgeting process as illustrated in Figure 7.2.5. For effective deployment of funds, there is a clear policy regarding the use of different funds, documented and approved by the Finance Sub-Committee.
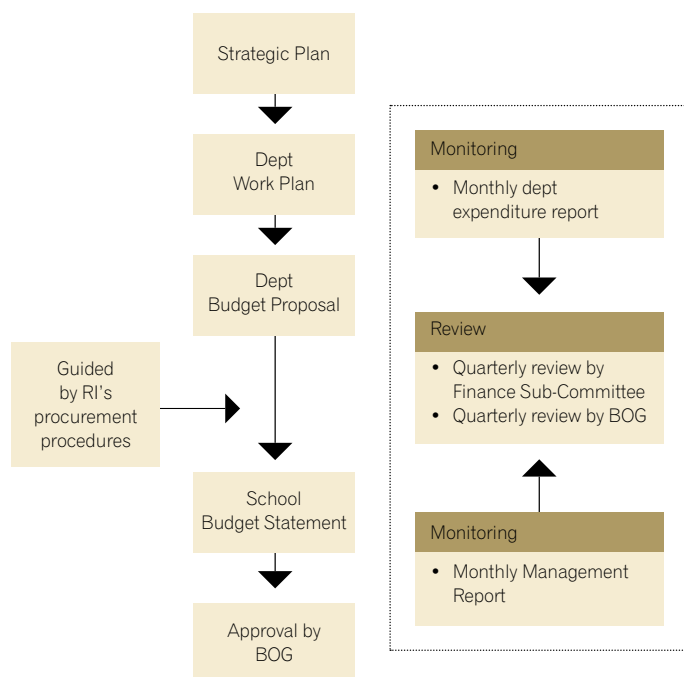
Figure 7.2.5 Financial Management and Control System

Further, there are external and internal audit checks to ensure compliance with procedures and internal controls and processes. There were no significant points raised by the auditors. See Figure 7.4.30.

An Investment Sub-Committee was appointed in 2010 to assist the Board in making investment decisions for the institution. An investment policy has been established to lay out the broad parameters for asset allocation and investment decisions that will enable the institution to:
a. preserve its capital, especially in volatile market environment;
b. optimise the yield on its surplus cash resources;
c. generate a source of investment income that will support its funding needs;
d. achieve capital gains that are consistent with its low risk investment profile.

Following re-integration, a Development Sub-Committee was appointed in 2009 to advise the institution on development and alumni relations matters. In August 2009, it launched an 'umbrella fund', called the 1823 Fund, and invited the institution's alumni, parents and friends to contribute towards it. This enabled the Sub-Committee to garner philanthropic support for RI in a systematic and structured way, in the form of fundraising strategies, stewardship plans and donor relations programmes. With the implementation of the development plan, the donations received by the institution had increased over time. Refer to Figure 7.2.6.
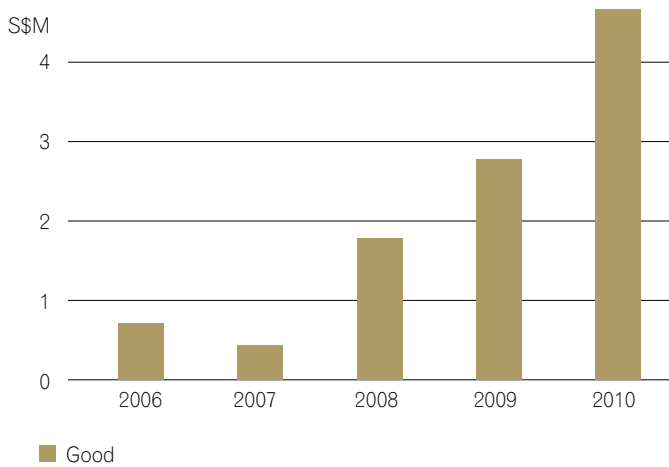
Figure 7.2.6 Donations Received

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

International Recognition. RI is well recognized by the international education community as an outstanding school. We are the sole Singapore representative in the Winchester network of schools as well as the exclusive G20 schools which is a network of iconic schools of the world. In addition, RI is the only Singapore school selected to be part of a Monash University comparative study on Elite schools and Globalisation. The study selected only 20 top or elite schools from across the world.

MOE Awards. Under MOE's Masterplan of Awards, RI has won both the top two Special Awards as well as all four of MOE's Best Practice Awards. RI has also a track record of Sustained Achievement Awards in sports, aesthetics and uniformed groups. See Figure 7.2.7.

Special Awards	School Excellence Award
	School Distinction Award
Best Practices (BPA) Awards	BPA for Staff Well-Being
	BPA for Student All-Round Development
	BPA for Teaching & Learning
	BPA for Organisational Effectiveness
Sustained Achievement Awards (SAA)	SAA for Sports
	- 12th Award for Y1-4 & Y5-6
	SAA for Aesthetics
	- 6th Award for Y1-4
	- 7th Award for Y5-6
	SAA for Uniformed Groups
	- 12th Award for Y1-4

Figure 7.2.7 Awards won by RI under MOE's Masterplan of Awards

Market Research Study. RI conducted a market study at the end of 2010 to assess its reputation among its stakeholders, vis-à-vis its competitor schools. As part of the study, 300 parents with a child currently in a primary school were surveyed. The sample of parents surveyed was representative of the Singapore population. The study also surveyed 100 students from three schools that were identified as our competitors – HCI, ACS(I), and National University of Singapore High School of Mathematics and Science (NUS High).

Based on the findings of the study, RI continues to occupy the top market position. RI is perceived as the top school in Singapore by the sample of parents (see Figure 7.2.8) as well as students in our competitor schools (see Figure 7.2.9). When asked to rate the reputation of RI, more parents in the sample rated our reputation as 'exceptional' compared to our competitor schools. If given the opportunity to enrol their child in a school, the majority of parents would choose RI.
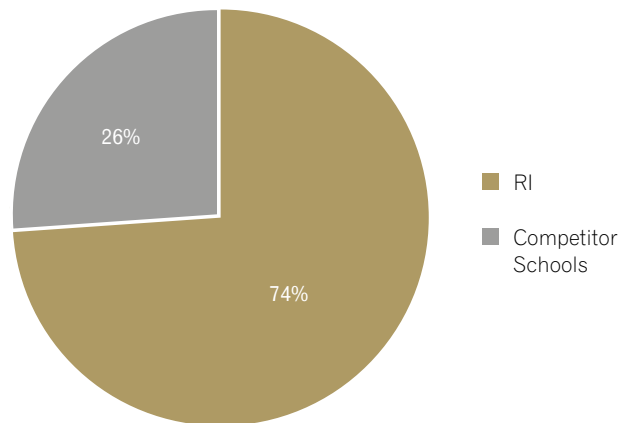
Figure 7.2.8 Perceptions of Singapore Parents about Top Schools in Singapore
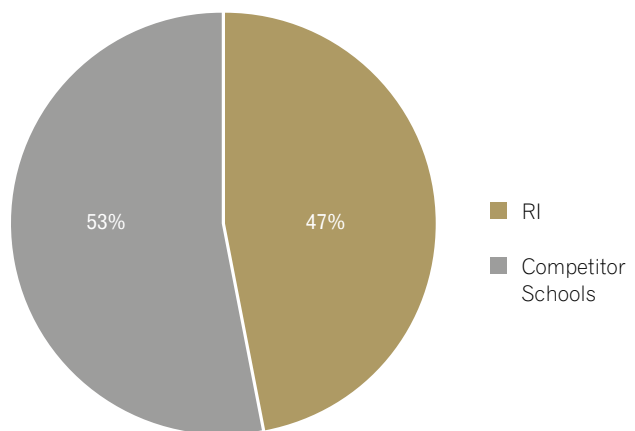
Figure 7.2.9 Perceptions of Competitor Students about Top Schools in Singapore

Scholarships and Awards. In the Lee Kuan Yew Maths and Science (LKYMS) awards, RI maintains a commanding lead over competitor schools.

In terms of its graduates, RI has produced 82 President's Scholars, the most number of any school in Singapore (see Figure 7.2.10). RI has also consistently produced around 40% of the PSC scholars in each year from 2006 – 2010 – this is the largest number of scholars from any one school (see Figure 7.2.11). In terms of other scholarship, RI continues to dominate the market share (see Figure 7.2.12).
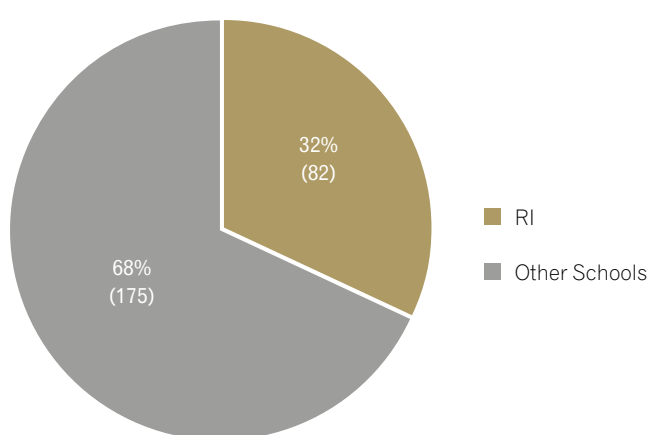
Figure 7.2.10 Market share of President's Scholars from 1965
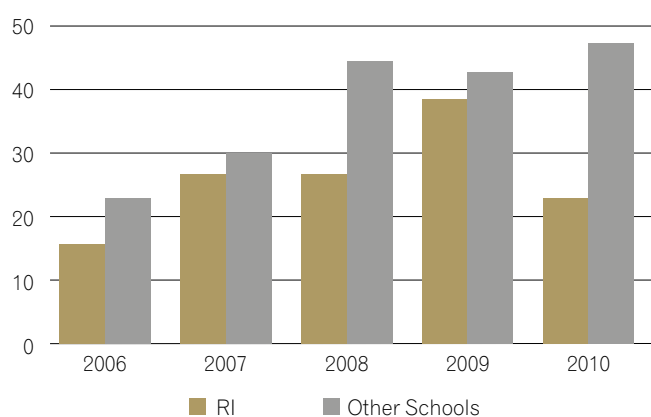
Figure 7.2.11 Market Share of PSC Scholarships (2006 – 2010)

Scholarships	2009		2010	
	RI	Total	RI	Total
SAF Overseas	3	6	2	4
SPF Overseas	2	3	2	2
MFA	7	10	7	10
GIC	6	8	3	4
DSTA	8	15	4	7
A*STAR	18	35	15	35

Figure 7.2.12 Market Share of Scholarships in 2009 and 2010

Undergraduate Placements at Top Universities and Faculties. Our graduates form around half of the cohort in both the NUS medical and law programmes. In 2010, we continue to be the number one feeder school in Singapore to Oxbridge (see Figure 7.2.13). In fact, in 2009, RI ranks third on the list of top feeder schools for Cambridge, above other reputable schools like Eton College and Tonbridge School. Compared to top schools in the UK (e.g. Winchester and Eton), RI sends on average more students to the top ten US universities including Harvard and Princeton.
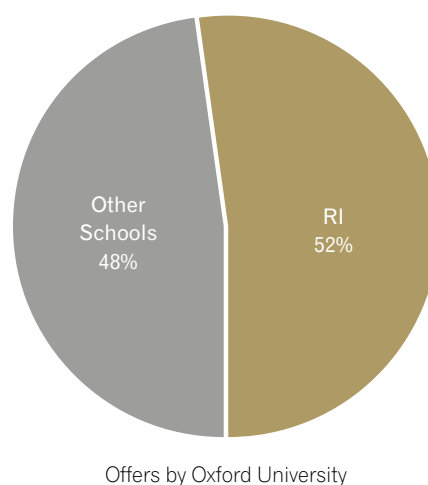
Offers by Oxford University
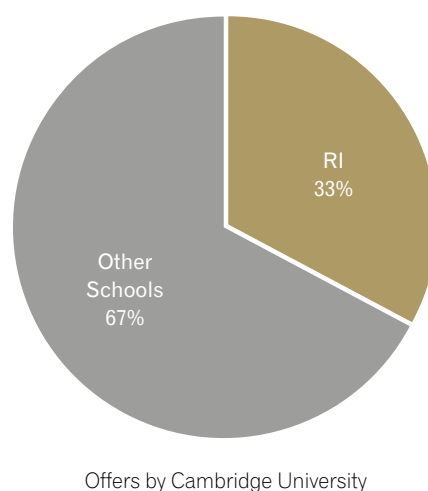
Offers by Cambridge University

Figure 7.2.13 Percentage of offers made to RI students by Oxbridge as compared to Students from other Schools in Singapore in 2010

Year 1 Admissions. RI remains the choice school for the top PSLE male students. We also have the largest market share in terms of the number of male students in the primary school Gifted Education Programme (GEP) who apply and join RI in Year 1 (see Figure 7.2.14), a figure which has increased over the years.

	2007	2008	2009	2010
Number of top male PSLE students who joined RI	2 out of 3 66.7%	3 out of 5 60.0%	5 out of 5 100.0%	5 out of 7 71.4%
Percentage of students in the primary school GEP who join RI in Year 1	65.2%	64.8%	69.2%	75.2%

Figure 7.2.14 % of top PSLE students/% students in primary school GEP who joined RI (2007 – 2010)

Year 5 Admissions. RI remains a popular school for students who top the GCE 'O' Level examinations. From 2006 – 2010, 40% of these students join RI at Year 5 (see Figure 7.2.15)
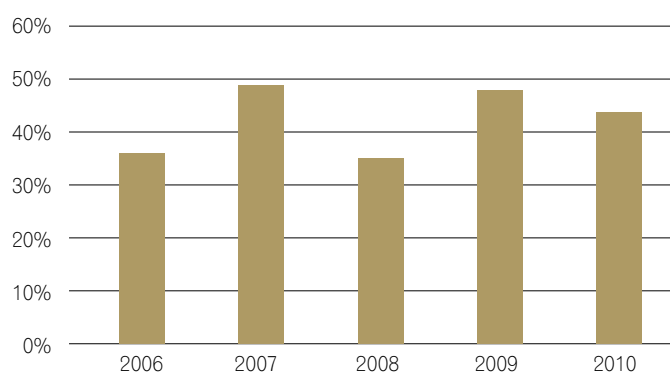
Figure 7.2.15 Percentage of Students who Top the GCE 'O'-Level Examinations and Who Join RI in Year 5 (2006 – 2010)

7.3   PEOPLE RESULTS

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

Staff Engagement is key to performance outcomes for a top institution. The 2009 Hewitt Survey of Year 5-6 staff puts Staff Engagement level of academic staff in Band A, which is the Best Employer Zone and Year 1-4 in Band B, which is the High Performance Zone. From the Hewitt Survey, the two key factors that hold staff to the school are collegiality and a strong sense of mission.

This strong sense of collegiality and mission among staff can be seen from their positive response to the survey question on 'Working well with colleagues as a team to achieve common objectives'. There is an upward trend for all staff segments from 2009 to 2010, except Y1-4 META staff, despite the uncertainty brought about by the re-integration of RI and RJC. See Figure 7.3.1 which shows staff response on a 6-point Likert scale.
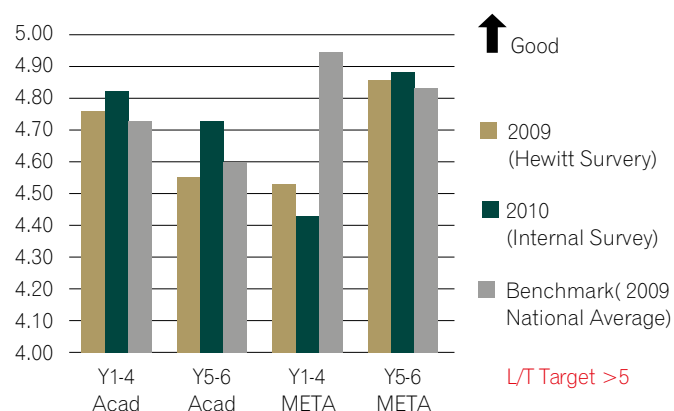
Figure 7.3.1 Staff Response to 'Working Well with Colleagues to Achieve Common Objectives'

Another strong indicator of staff engagement is the positive response to the survey question 'The school's mission and goals provide meaningful direction to staff'. The upward trend in Figure 7.3.2 over the years 2009 to 2010 shows how the re-integration of RI and RJC did not adversely impact the level of staff engagement but rather deepened staff sense of commitment to the re-integrated institution.
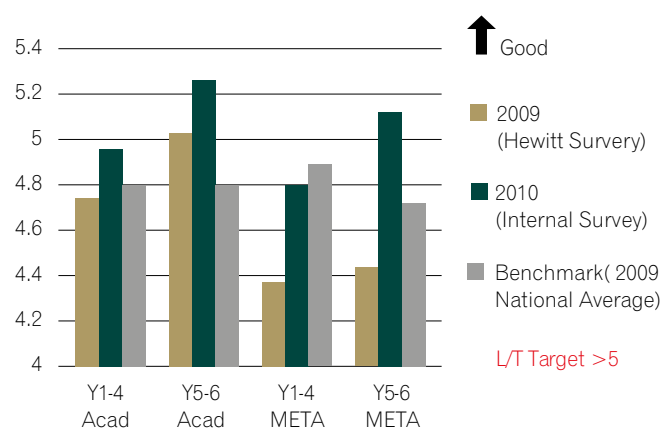
Figure 7.3.2 Staff Response to 'School's Mission and Goals Provide Meaningful Direction'

It is no coincidence that staff engagement level remains high as RI consciously plans for integrated sharing sessions across the 6-year school, to enable staff to build good working relationships, share best practices and come to a common understanding of every staff member's role in the organisation. Figure 7.3.3 shows that between 2009 to 2010, the various integrated sharing sessions and activities planned and carried out increased threefold, while Figure 7.3.4 shows the number of staff contact sessions held in 2009 and 2010 where HR issues and information were cascaded to staff.

	2009	2010
Key Personnel	Y1-6 KP retreat (Nov)	LC (Mar & Oct)
Acad Staff	Nil	Mid-Yr Retreat (May) Yr-End Workplan Seminar (Nov)
META	Nil	META retreat (Jun & Nov)
All staff	Teachers' Day lunch Yr-end Staff Dinner	CNY Lo-Hei Teachers' Day lunch Yr-end Staff Dinner

Figure 7.3.3 No. of integrated (Y1-6) sharing sessions for all Key Personnel

Figure 7.3.4 No. of staff contact sessions where HR issues and information are cascaded

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

As an educational institution, RI ensures that learning and development are key priorities for both staff and students. As an extension of thought leadership, RI staff are involved in presenting papers and sharing their experiences and resources with other schools, locally and abroad. Since 2007, there has been a steady increase in the number of international events staff participated in, as well as the number of staff presenting papers at such platforms. (See Figure 7.3.5 and 7.3.6).

Figure 7.3.5 International Conferences where Staff Presented Papers

Figure 7.3.6 Staff who presented papers at International conferences

In terms of local workshops, seminars, conferences and invitations to share expertise, RI staff across different departments have been highly active. These range from leading in Instructional Programme Support Groups (IPSG), and sharing with other educators upon MOE and NIE invitation, to organising education seminars for educators from other schools and presenting at local conferences. The school has decided to track this number as a new KPI from 2011 as an indicator of corporate social responsibility as well as development of staff.

Since its inauguration, the Raffles Teacher Academy (RTA) has also been conducting training in Gifted Education and Foundational Courses for new and existing teachers. By 2010, RTA has formalized a series of trainings and ran ten modules over 17 training sessions in 2010. The number of teachers who benefitted from RTA trainings have grown from 30 in 2009 to 77 in 2010. See Figure 7.3.7

Figure 7.3.7 No. of Y1-4 teachers who are trained in gifted and talented education

To ensure the rigour of our curriculum, we expect our pool of teachers to be equipped with strong professional competencies. The percentage of teachers with Masters or PhD qualifications is on the upward trend from 26.2% to 33% in 2010. See Figure 7.3.8

Figure 7.3.8 % of Teaching Staff with Masters/PhD qualifications

Postgraduate Scholarships have also been given to staff with good performance and potential to upgrade themselves and expand their capacities. See Figure 7.3.9.
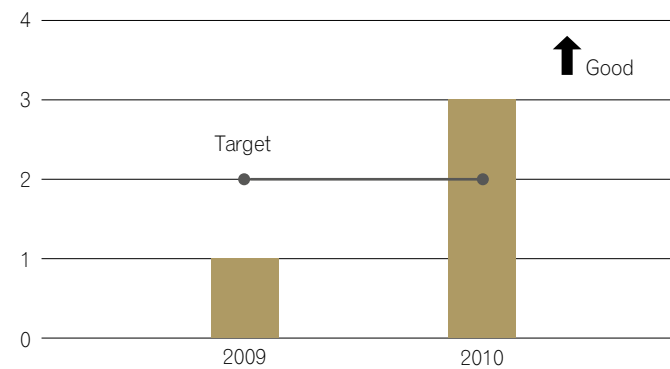
Figure 7.3.9 No. of Scholarships Awarded

Staff are also supported for part-time Professional Development Continuum Model (PDCM) Masters programmes on a subsidy basis. To help teachers cope with part-time study, there are provisions given in terms of workload and professional development leave. See Figure 7.3.10.
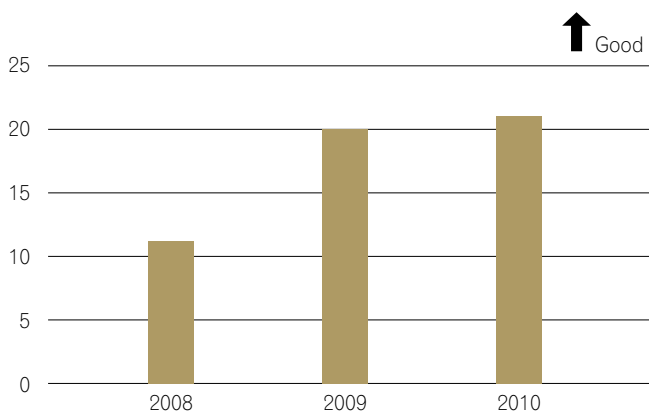
Figure 7.3.10 No of staff who are pursuing part-time Masters under PDCM

Signalling encouragement for staff who wish to perfect their craft, RI sets aside a significant budget each year for staff development. Staff development expenditure is 0.8% of staff payroll expenditure. This is much higher than MOE's average training budget per staff as seen in Figure 7.3.11. This testifies to the institution's strong support of professional development and upgrading.
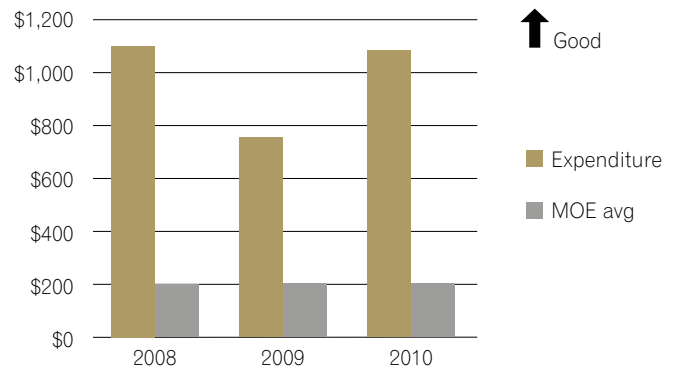
Figure 7.3.11 Staff Development Expenditure per Staff per year

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

With a HR goal of 'being a premier institution and employer of choice', staff satisfaction, well-being and happiness are key indicators of success. In terms of staff satisfaction, RI staff have responded positively towards their HR package. Figure 7.3.12 shows the positive trend from 2009 and 2010, with the national average for 2009 as a comparison.
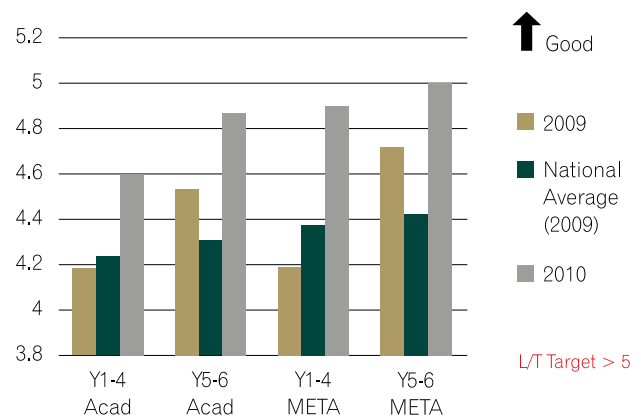
Figure 7.3.12 Staff Perception happy with the HR package by RI

When staff were asked to rate the perception of appropriate recognition of efforts from their reporting officers, it was a downward trend for all categories except for academic staff at Y5-6. See Figure 7.3.13. Upon analysis, it was found that organisational restructuring leading to staff movement and changes in reporting officers had led to staff concerns about reporting officers who do not know and appreciate them. Hence, changes were introduced in stages and at a slower pace to seek greater buy-in from staff. The performance appraisal process was reviewed to allow for META inputs under target setting and learning needs. Similarly, a common set of performance rubrics was introduced across Y1-6 for parity reasons.
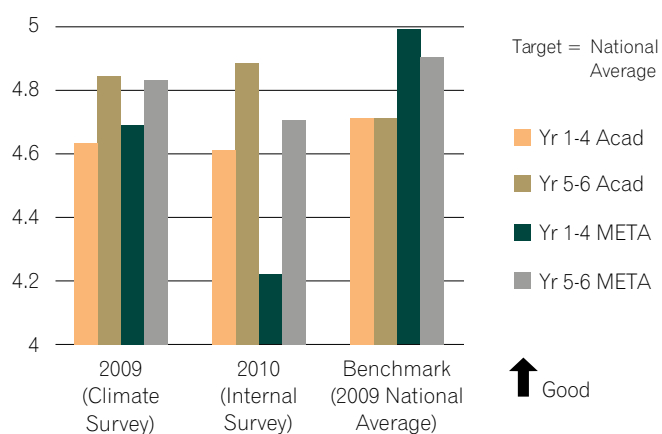
Figure 7.3.13 Staff Response to 'Receives recognition of efforts from reporting officer'

The increasing number of Outstanding Contribution Awards (OCA) given out signifies the willingness of staff members to contribute beyond and to make improvements. See Figure 7.3.14.
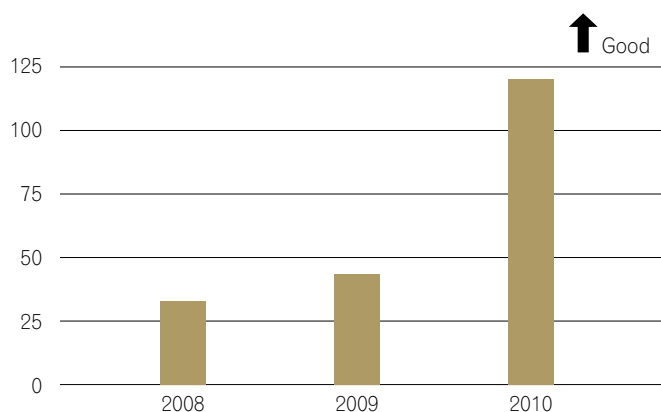
Figure 7.3.14 No. of staff who received the OCA

Another indicator of the motivation of staff and their state of well-being is the rate of medical leave. While the institution has set a target for academic staff of not more than 3 days of medical leave as well as a target of not more than 7 days per META staff per year, the number of days of medical leave consumed every year has been a considerably low one, as shown in Figure 7.3.15.
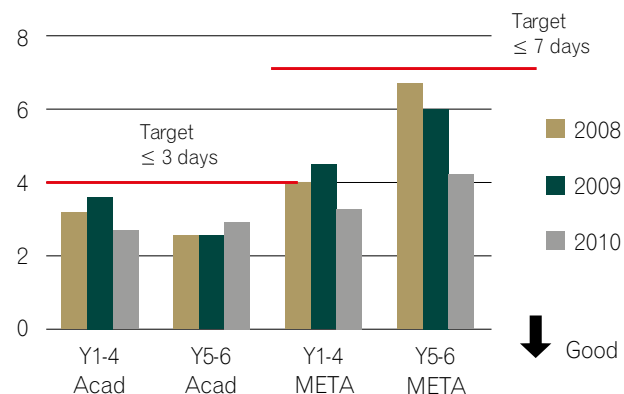
Figure 7.3.15 Number of days of MC per staff per year

Indicators to measure staff satisfaction and well-being such as monthly attrition rate and perception surveys show that our statistics are above national average. For instance, as shown in Figure 7.3.16, over the last 3 years, the attrition rate scores below 1.5% for both academic and META staff, well below MOM's rate of 2%.
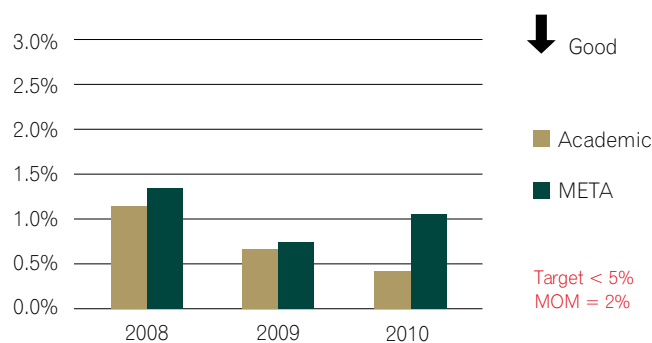
Figure 7.3.16 Staff Attrition Rate

7.4 OPERATIONAL RESULTS

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

RI's sterling achievement in producing Thinkers, Leaders and Pioneers for the nation is a result of careful and deliberate planning of the key and support processes of the school.

Key Processes

Curriculum Development. The highest standards are applied in order to ensure rigour and relevance for the needs of highly able and gifted learners. Hence, the school pegs its curriculum against the National Association for Gifted Children (NAGC) Gifted Education programming standards. NAGC standards include provision for differentiated instruction and challenging assessment, and emphasizes learning experiences matched to students' interests, readiness and learning styles. Compliance with the NAGC standards have led to RI receiving GEP funding from MOE every year for the past five years, as shown in Figure 7.4.1.

	2006	2007	2008	2009	2010
NAGC standards met	✔	✔	✔	✔	✔
MOE GEP Funding received	✔	✔	✔	✔	✔

Figure 7.4.1 Compliance with NAGC Standards for Gifted Education

The Raffles Academy (RA) is a talent development provision within the Raffles Programme designed to meet the learning needs of the exceptionally gifted in a particular subject. The accelerated and enriched RA curriculum attracts students who desire to explore the subject in greater depth, breadth and complexity. A clear sign that the RA provision meets the learning requirements of our students is shown in Figure 7.4.2 where a positive trend in students enrolling in the RA can been seen over the last three years.
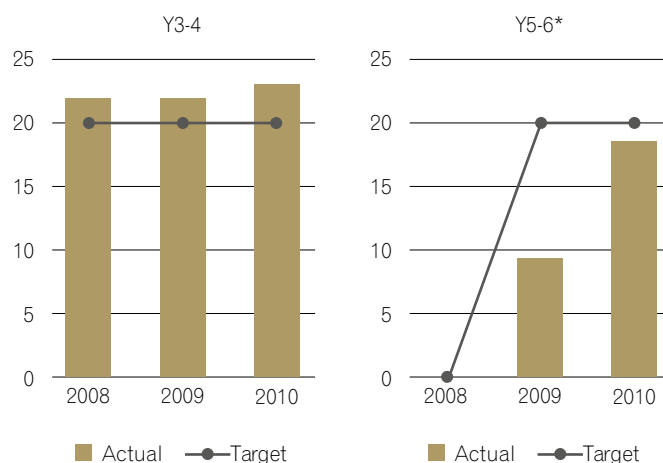
* RA introduced at Y5-6 in 2009

Fig 7.4.2 % Y3-4 and Y5-6 students offering RA subjects

Assessment. The results of assessment processes may be found in Category 7.1 of this report.

Delivery. RI ensures that teachers meet the high standards required through lesson observations (LO) conducted every year for GEO grade officers. For beginning teachers and teachers new to RI, the requirement is at least two LO in the first year of teaching. This is to ensure RP curriculum delivery standards are up to the mark. Figure 7.4.3 shows how this target has been met every year since 2006.

Target	2006	2007	2008	2009	2010
Achieved at least 2 LO for every new & beginning teacher in first year	✔	✔	✔	✔	✔
Achieved 1 LO per year for every GEO grade officer in Y1-4	✔	✔	✔	✔	✔
Achieved 1 LO per year for every GEO 1 and 1A1 grade officer in Y5-6	✔	✔	✔	✔	✔

Figure 7.4.3 No. of Lesson Observations

As an enhancement to the above, a new KPI of at least one lesson demonstration for SEO grade officers every two years has been set for 2010 onwards. In addition, instructional walk-throughs, where an entire department's teachers open their classrooms to visitors for one day, have been instituted from 2011.

Supporting teachers and students in curriculum development and delivery are the two libraries on campus, Hullett Memorial Library (HML) at Y1-4 and Shaw Foundation Library (SFL) at Y5-6. As RI's hubs for academic learning, they provide access to information and promote information literacy. The libraries have in place systematic processes to manage their library resources and ensure that teaching-learning needs are met. Over the years, with the regular review, the library collection has expanded to include electronic databases which are accessible in and out of school. Figure 7.4.4 shows the positive uptrend in loan rate per student over the last three years, demonstrating satisfaction with learning resources provided.
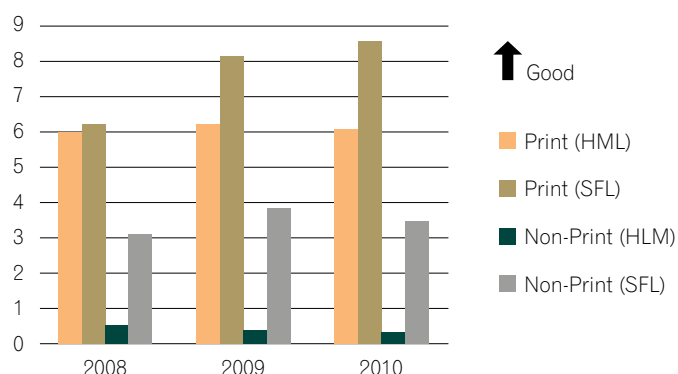
Figure 7.4.4 Loan Rate per Student

Educational Technology. RI is investing heavily in better opportunities for the empowered learner to co-construct knowledge through building up the school's educational technology hardware and software. These include the new Discovery Labs and Raffles Media Studio, and the multiple applications provided by the Blackboard Learning Management System, known as Discovery @ Raffles. The target for 2011 is to have 100% of Y1-6 subjects enrolled on the Discovery @ Raffles, and Figure 7.4.5 shows the percentage of students actively using the platform on a regular basis in 2010, and the target percentage for 2011. As blended learning is targeted only at some topics in each subject, the target is not meant to be 100%.

	2010 target	2010 actual	2011 target
% of student population using the learning management system (LMS) for academic purposes	20%	15%	30%

Figure 7.4.5 Percentage of Students using Discovery

Educational Development. In designing our curriculum, new opportunities for international exchanges and immersion are sought, as a means of expanding the learning horizons for our students. In the last five years, a number of new programmes of this nature have been established, as shown in Figure 7.4.6.

Year	Programme	Country
2006	Overseas Immersion Programme (OIP)	ASEAN
2006	Raffles Bicultural China Programme	PRC
2007	UWA Science Attachment	Australia
2007	Raffles Bicultural India Programme	India
2008	University of Southampton Science attachment	UK
2008	Raffles Middle East Programme	UAE, Abu Dhabi,
2008	REACH Cambridge	UK
2009	Ecole Polytechnique Math Programme	France
2010	Raffles-Dalton Exchange	USA
2010	Grenoble INPG Science attachment	France

Figure 7.4.6 No. of new programmes involving International Exchange or Immersion

Admissions. The results of admissions processes may be found in Category 7.2 of this report.

Support Processes

Student Services. The results of student services processes may be found in Category 7.1 of this report.

International Office. In view of the increasing number of international exchange and immersion programmes, RI has decided to establish an International Office (March 2011) to support staff and students participating in these programmes. As a one-stop centre for managing travel arrangements and hosting protocols, the International Office is poised to further enhance RI's international outreach efforts.

Organisation Development, Human Resource. The results of OD and HR processes may be found in Category 7.3 of this report.

Corporate Services. The school prides itself on providing a safe, secure, clean and green environment for our students. As an indicator of the successful processes put in place by the Estate department, more than 95% of students agree or strongly agree that RI provides a safe and conductive environment for learning and are satisfied with the school facilities, as shown in Figure 7.4.7. Physical facilities are constantly upgraded to meet school needs and aligned to the school's strategic thrusts, with a spending about 10% of the total expenditure yearly on maintenance of physical facilities.
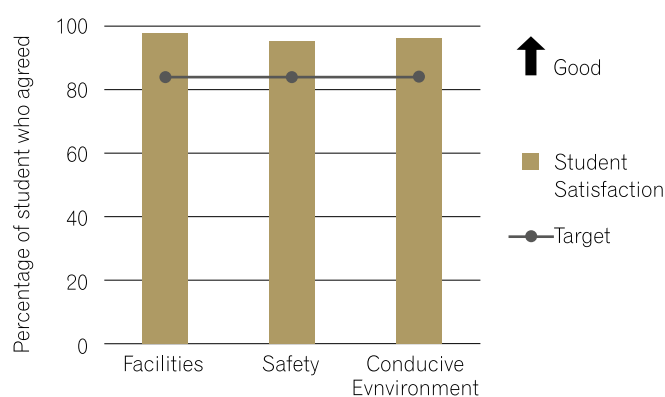

Figure 7.4.7 Students' Satisfaction Level with School Environment

In terms of Lab safety, there has been 0% major accident in the Science labs for the past five years. This is shown in Figure 7.4.8.

	2006	2007	2008	2009	2010
Lab safety requirements met	✔	✔	✔	✔	✔
No major accidents	✔	✔	✔	✔	✔

Figure 7.4.8 Safety Standards in Science Laboratories

In addition to student satisfaction, RI also tracks staff satisfaction with the services provided by the Estate department in supporting them with their teaching requirements. There is also a positive response trend for this as shown in Figure 7.4.9.
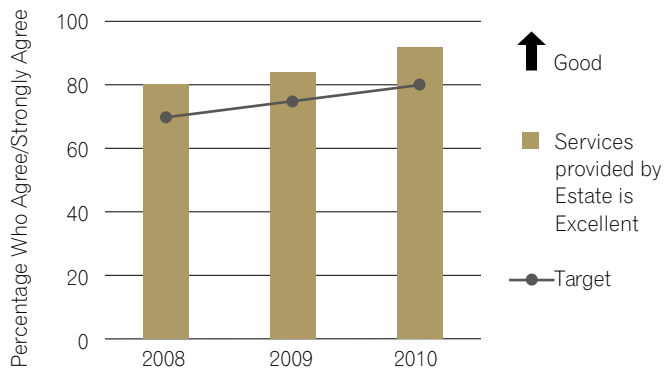
Figure 7.4.9 Satisfaction level of staff with Estate Services

The support provided by the administrative department, comprising General Office, Procurement Office, Student Affairs Centre and Teacher Support Centre staff is crucial to the smooth running of the school and its programmes. More than 80% of students were satisfied with the administrative support provided as shown in Figure 7.4.10.
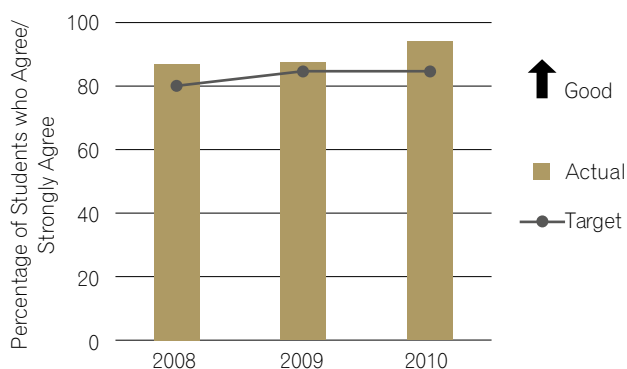
Fig 7.4.10 Satisfaction level of students with Admin Support provided

Systems. The school caters to the needs of users by providing an integrated data and knowledge management system that promotes sharing and learning. Almost all processes in the school rely on the fast and efficient response time of Systems department in providing data. As an example of the standards upheld by this department, Figure 7.4.11 shows their response time for Year 5 class formation from JAE reporting date, and Figure 7.4.12 shows the response time in generating the results analysis report for examinations after all results are entered.
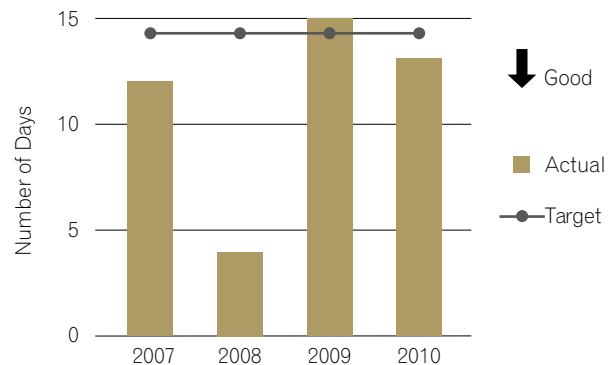

Figure 7.4.11 Response time for Y5 Class Formation from JAE Reporting Date
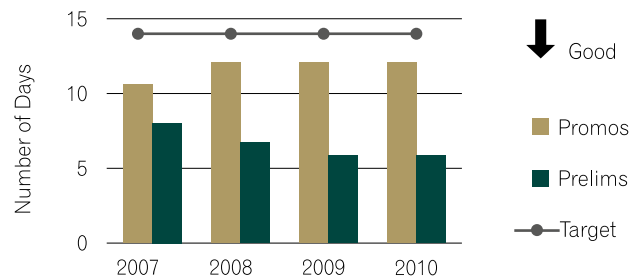

Figure 7.4.12 Response time in generating Results Analysis Report for examinations after all results are entered

Corporate Communications. RI's Corporate Communications Department is responsible for building the school's identity and image by cultivating and maintaining relationships with stakeholders like alumni and parents. As the custodians of RI's brand identity and reputation, media coverage of RI is one of their KPIs. Figure 7.4.13 shows the number of positive media coverage of RI over the years 2008-2010. With over 150 media hits in the last two years, RI's name continues to occupy mindshare in the Singapore public.
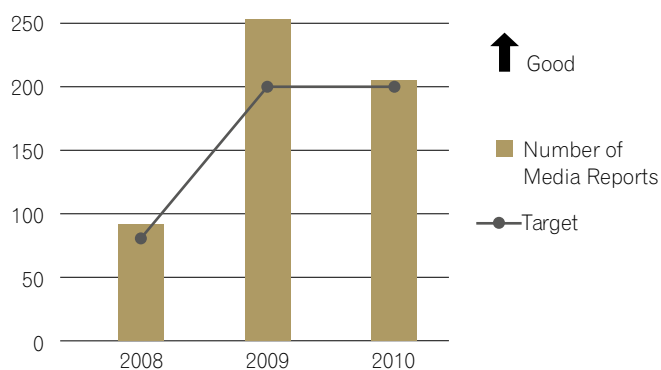
Figure 7.4.13 Number of Media Hits

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

Curricular Partnerships. In the area of Educational Development, extensive work in cultivating partnerships over the years have resulted in robust and exciting curricular and co-curricular offerings for our students. Figure 7.4.14 illustrates the positive trend in the growth of partnerships, which has resulted in increased opportunities in enrichment, field trips, research attachments, and immersion programmes for our students.
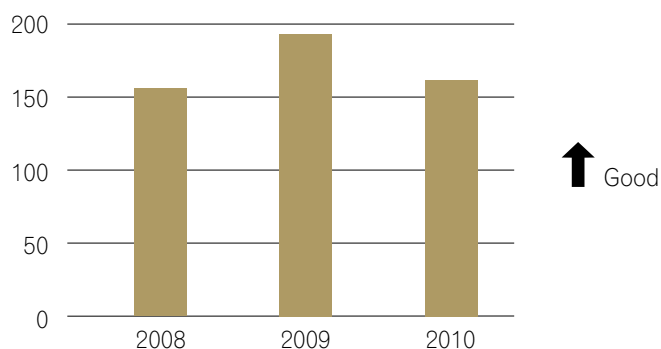

Figure 7.4.14 No. of local and international partnerships in the Curricular & Co-Curricular Domains

Our partners in these curricular programmes consistently achieve positive ratings from students and teachers, indicating the delivery of quality programmes. In the Science Research Programme (SRP), a key research mentorship programme conducted with partner universities and research institutes, the quality of mentorship is reflected in the quality of student projects – at least 80% of our students submitted projects that were chosen for the Singapore Science and Engineering Fair (SSEF). There is also a positive trend in the percentage of these projects that win medals at the SSEF (Figure 7.4.15), another indication of quality mentorship from our partners.
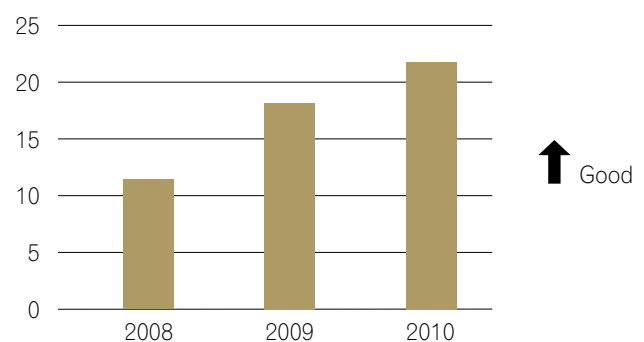

Figure 7.4.15 % of RI SRP Projects that win medals at SSEF

In other programmes, teachers actively evaluate the performance of partners by auditing all lectures and/or sessions that partners conduct with students. More than 89% of our partners deliver quality programmes consistently, exceeding our target of 85%. This is shown in Figure 7.4.16.
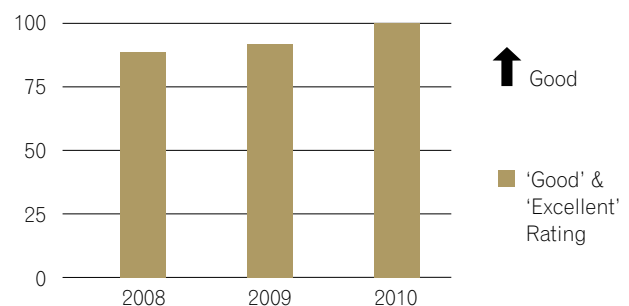

Figure 7.4.16 Percentage of Partners with Good & Excellent Rating

In order to evaluate partner performance more effectively, RI undertook a new comprehensive and integrated teacher review of coaches and trainers (teaching associates) in 2010. There was average 95% positive ratings given to our 46 CCA teaching associates as shown in Figure 7.4.17.

	Category	Good to excellent
1	Planning & organizing ability for training programme	93.5%
2	Grasp of knowledge in field of expertise	97.8%
3	Delivery of training	91.3%
4	Monitoring & evaluation skills	95.7%
5	Motivational skills	95.7%
6	Sense of purpose & dedication to CCA/RI	97.8%
7	Inculcation of values to students	97.8%
8	Safety consciousness	97.8%

Figure 7.4.17 Ratings of CCA Teaching Associates

Alumni & Parents. In terms of alumni engagement, RI aims to help alumni groups organise gatherings and activities annually, both in Singapore as well as overseas. Towards this end, we have embarked on establishing Raffles Overseas Alumni Networks (RFL) in different countries. The aim of such networks is to provide Rafflesian alumni with a supportive network while they are far from home studying or working, as well as to establish an emotional connection for them back to RI, and ultimately to Singapore. Figure 7.4.18 lists the alumni engagement activities that have taken place over the past two years.

Year	Local	Overseas	No.
2009	Class of 1999 Reunion Class of 1989 Reunion	nil	2
2010	Class of 2000 Reunion 30 Years of Raffles Council Reunion Event	RFL (Jakarta) RFL (London)	4

Figure 7.4.18 No. of Alumni Activities and Overseas Alumni networks

In addition to the above, RI works closely with the Old Rafflesians Association (ORA) to organise other signature events such as the annual ORA Family Day, and supports them in encouraging membership. There has also been an increase in the number of parents who joined the Raffles Parents' Association (RPA), indicating the willingness of parents to collaborate with the school in their child's education. (Figure 7.4.19).
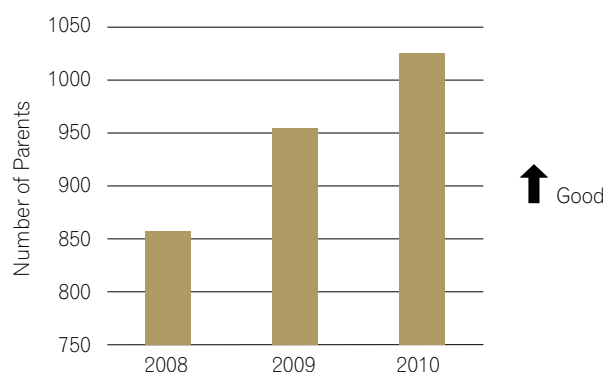

Figure 7.4.19 RPA Membership

Raffles Girls' School. Of the RGS girls who join us at Y5, there has been a positive trend in the percentage of girls with GPA greater than or equal to 3.6, signifying that RGS has been delivering quality education as a feeder school.

RI's successful overall engagement of its various partners has led to the achievement of the PARTNERS (Merit) Award by COMPASS in 2010.

On-campus Suppliers. Our key suppliers provide quality service to the school. 100% of canteen operators (in both canteens) are graded A by the National Environment Agency, and through upholding our 4R framework for service, all suppliers have provided good service, with no major complaints for the last five years. (Figure 7.4.20).

Suppliers /Services	2006	2007	2008	2009	2010
Book Stores (Price Variation)	No Major Complaints				
Cafeterias (No.of Cafes with NEA Grade A)	NA	23/23	23/23	24/24	24/24
Boarding Catering	Grade A				
Photocopy (Price Variation)	No Major Complaints				
Maintenance	NA	NA	No Major Complaints		
Security	NA	NA	No Major Complaints		

Figure 7.4.20 Satisfaction levels of students and staff with on-campus service suppliers

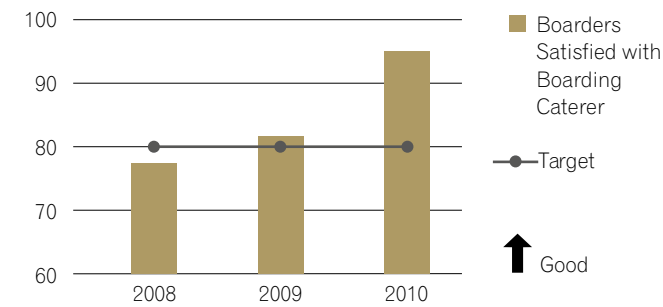About 95% of boarders are also satisfied with the Boarding Caterer (Figure 7.4.21).

Figure 7.4.21 Boarders' Satisfaction with Caterer

Works and Building Contractors. There are also quarterly quality checks on the security, M&E Services, Horticulture and Conservancy suppliers. Figure 7.4.22 shows the satisfactory level of these suppliers' quality of work.
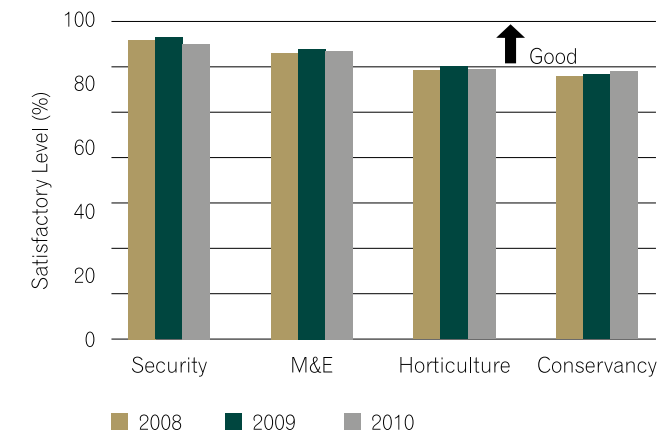

Figure 7.4.22 Quality of Suppliers

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

Educational Outreach. Our staff have consistently contributed to the educational fraternity through the sharing of professional knowledge at conferences and other platforms, both locally and internationally (Figure 7.4.23).
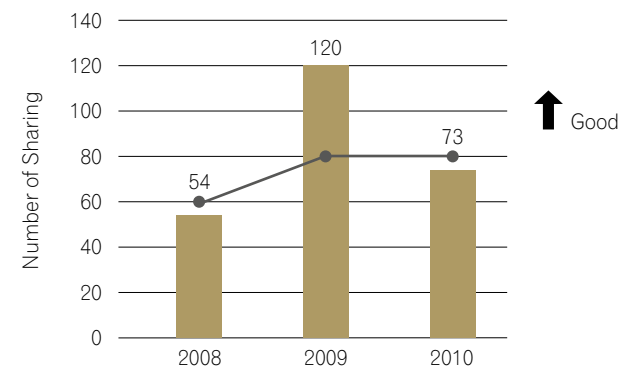

Figure 7.4.23 Invitational sharing by RI subject experts

RI has also been approached to share best practices with Yu Neng Primary School, Teck Whye Secondary School and SOTA, among others. We have also been invited by Professor Deborah Eyre (Senior Research Fellow, University of Oxford and former Director of UK's National Academy for Gifted and Talented Youth) to conduct a one-day symposium in gifted education in 2010 at Saudi Arabia for the Mawhiba Schools Partnership (MSP), which is funded by the Saudi government.

Beyond individual sharing, RI has gone one step further to organise conferences and seminars for local and overseas educators. Figure 7.4.24 outlines the conferences organised since 2008.

Year	Conference/Seminar	Number
2008	Raffles International Conference on Education (RICE) CL Seminar	2
2009	Outdoor Education Conference CL Seminar	2
2010	Place-Based Education Seminar CL Seminar	2

Figure 7.4.24 Seminars and conferences organised by RI for fellow educators

Moving forward, the provision of education consultancy services to developing countries is a new area which RI is looking into, as a means of corporate social responsibility. For example, RI is linking up with the Bhutan and Indonesian governments to help with educational set-ups and programmes.

RI has also contributed to the development of students from other schools through organising numerous outreach programmes and tournaments for primary and secondary school students, e.g. the inaugural Singapore Junior Chemistry Olympiad and International Science Camp in 2010, as well as the annual Eureka Quiz. Every department in RI seeks to organise at least one activity each year that would reach out to and benefit students from other schools.

Community Engagement. Apart from the numerous local community service projects undertaken by our students and mentored by our teachers each year, RI also seeks to fulfil our responsibility to society through other means of community engagement. For example, the school was appointed by the National Youth Council (NYC) to administer the Youth Expedition Fund (YEP) for schools who are keen to embark on overseas youth expedition. In addition, the Raffles Institute for Experiential Learning (RIEL) also run courses like the YEP Leaders training programme, and the Race & Ethnicity Awareness Programme (REAP) for educators and external organisations. Figure 7.4.25 illustrates the number of participants and courses conducted by the RIEL staff.
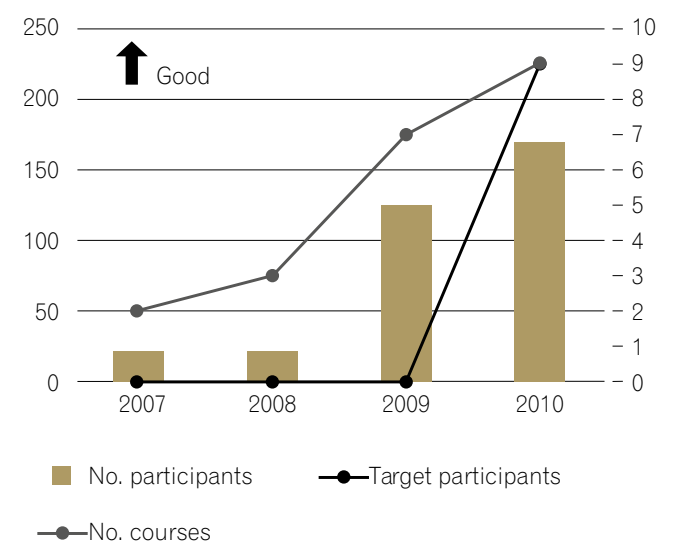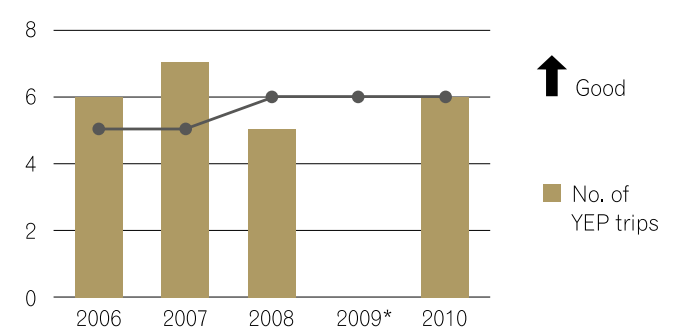
Fig 7.4.25 Courses run by RIEL for educators and grassroots workers

Each year, our staff also volunteer to lead YEP trips to developing countries in the region to do community service. The trend data for this is shown in Figure 7.4.26.

* All trips in 2009 were cancelled due to H1N1.
Figure 7.4.26 No. of Youth Expedition Project Trips led by RI Staff Volunteers

Corporate Philanthropy. The school supports VWOs, schools and MOE Divisions with the provision of facilities free of charge or at a subsidized rate (Figure 7.4.27):
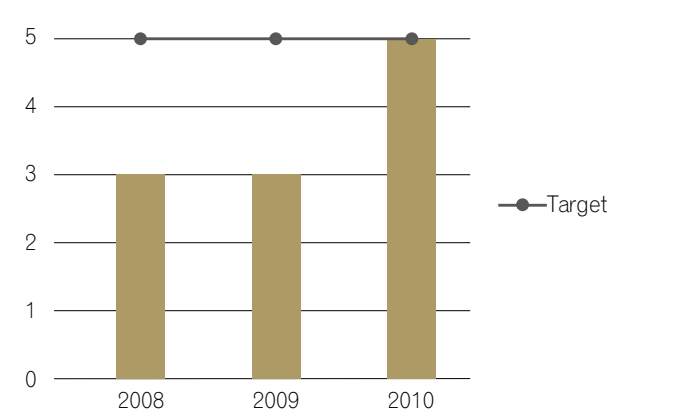
Figure 7.4.27 No.of Organisations Supported with Facilities Sharing

RI also takes up fundraising for worthy causes. The amount of funds raised by alumni, parents and friends of RI under the newly established 1823 Fund since its set up has exceeded the target of $10million (Figure 7.4.28). The money raised will be channelled into seed-funding for worthy projects initiated by our students; as well as towards the Junior RI Scholarships, launched in Feb 2011 to benefit needy primary school pupils and support social mobility.

Funds Received (as at 31 March 2011)	Target
S$11.5 mil	$10mil in 2 years

Figure 7.4.28 Total amount received for 1823 Fund

Staff and students from the entire Rafflesian community are also involved in yearly fund raising through the ORA Walk-a-Jogathon which helps a different beneficiary every year (Figure 7.4.29).
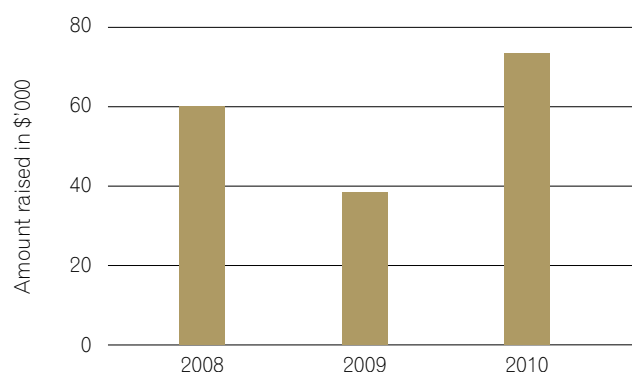

Figure 7.4.29 Funds Raised through ORA Walk-a-Jogathon

Green Initiatives. In Feb 2011, RI adopted a Green Management Policy which outlined the steps by which the school would adopt practices that are environmentally friendly. For example, setting target reductions for energy consumption and water usage, as well as adopting a Green Procurement Policy which will be implemented in phases and take full effect in 2013. In 2011, the school applied for the inaugural BCA Green Mark Award for Existing Schools and was awarded the Goldplus award, thus leading the way for schools in Singapore to be environmentally responsible in their building management.

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

Financial & Procurement Policies. The existing policies and guidelines leading towards the development of the overall school budget meet the specific objectives and have proven to be an effective means of control and a measure of management performance. There were no major non-conformance highlighted in the MOE audits in 2007, internal audits by KPMG in 2009, and yearly external audits by KB Lee. See Figure 7.4.30.

Mechanisms	2006	2007	2008	2009	2010
External Audit (No major non-conformity)	Clear	Clear	Clear	Clear	Clear
MOE Audit (No major non-conformity)	NA	Clear	NA	NA	Clear
Internal Audit (No major non-conformity)	NA	NA	NA	Clear	NA

Figure 7.4.30 Audit Checks

In the last Schools Excellence Model External Validation by MOE, both RI and RJC obtained scores of more than 550, and have both obtained SQC and the renewal of SQC, thereby achieving the pinnacle of MOE's Masterplan of Awards, the School Excellence Award. See Figure 7.4.31.

EV	Year	Band
RI Y1-4	2006	600-649
RI Y5-6 (then RJC)	2007	550-599

Figure 7.4.31 External Validation

GLOSSARY

GLOSSARY

AAR	After Action Review	LC	Leaders' Conference
AC	Academic Committee	LD	Leadership Development
ACCPAC	Financial Accounting Software	LDS	Learning and Development Scheme
ADH	Assistant Department Head	MC	Managers' Committee
AYG	Asian Youth Games	META	Management, Executive, Technical and Administrative
BCAS	Bilingual Case Application System	MOE	Ministry of Education
BOG	Board of Governors	Naviance	Online System for US College Applications
CCA	Co-Curricular Activities	NE	National Education
CIP	Community Involvement Programme	NYC	National Youth Council
CLE	Character & Leadership Education	OCA	Outstanding Contribution Award
CRPP	Centre for Research in Pedagogy and Practice	ORA	Old Rafflesians' Association
DAS14	Dean, Academic Studies (Y1-4)	Pac@Gov	Payroll and Claims System owned by AGD
DAS56	Dean, Academic Studies (Y5-6)	PDSA	Plan Do Study Act (review cycle)
DCCD	Director, Corporate Communications & Development	PRI	Principal, RI
DCS	Director, Corporate Services	PRISM	Performance Indicators for School Management
DEA	Dean, Enterprise & Alliances	PSLE	Primary School Leaving Examination
DFA	Director, Finance & Accounting	PTM	Parent-Teacher Meeting
DHR	Director, Human Resource	QSE	Quality of School Experience
DIO	Dean, International Office	RA	Raffles Academy
DOD	Dean, Organisation Development	RaISE	Raffles Institution Suggestion E-Platform
DPCF	Deputy Principal, Curriculum & Faculty	RD	Raffles Diploma
DPED	Deputy Principal, Educational Development	REAP	Race & Ethnicity Awareness Programme
DPPR	Deputy Principal, Planning & Resources	RFL	Raffles Overseas Alumni Networks
DPSDAR	Deputy Principal, Student Development & Alumni Relations	RGC CMS	Raffles Guidance Centre Case Management System
		RGS	Raffles Girls' School
DPSP	Deputy Principal, Special Projects	RI	Raffles Institution
DRA	Dean, Raffles Academy	RIEL	Raffles Institute of Experiential Learning
DRSI	Director, Raffles Science Institute	RIIM	RI IT Infrastructure Merger
DRTA	Dean, Raffles Teacher Academy	RJC	Raffles Junior College
DS	Dean, Systems	RMC	Raffles Management Committee
DSA	Direct School Admission	ROWS	Raffles Online Warning Slip System
DSCD	Dean, Sports and CCA Development	RP	Raffles Programme
DSD	Dean, Student Development	RPA	Raffles Parents' Association
EOY	End of Year	RPMS	Raffles Pupil Management System
EPC	Executive Planning Committee	RPSC	Raffles Programme Steering Committee
EPMS	Enhanced Performance Management System	RSI	Raffles Science Institute
EWBIS	EW Barker Institute of Sports	RTA	Raffles Teacher Academy
FBS	Facilities Booking System	SAR	Staff Appraisal Report
FIRE	Fortitude, Integrity, Respect, Enterprise	SCDC	Sports & CCA Devt Committee
G&T	Gifted & Talented	SDC	Student Development Committee
GALES	Global Alliance of Leading Edge Schools	SEAB	Singapore Examinations and Assessment Board
GEP	Gifted Education Programme	SEM	School Excellence Model
Grid System	A network service provider	SEMPO	Security & Emergency Planning Office (MOE)
HOD	Head of Department	SEMSS	SEM Scoring System
HR	Human Resource	Spydus	Library System
I&E	Innovation and Enterprise	SSEF	Singapore Science &Engineering Fair
IBENS	Software owned by MOE to track Edusave claims	ST	Strategic Thrusts
iCON	email application for seconded teachers	SWC	Staff Well-Being Committee
ICT	InfoComm Technology	SYF	Singapore Youth Festival
IExams	Integrated Examinations Management System	TLP	Thinker, Leader, Pioneer
IP	Integrated Programme	TRAISI	Training Administration System on Intranet
IS	Independent School	UAS	University Admission Score
ITQ	Invitation to Quote	VMV	Vision, Mission, Values
IYPT	International Young Physicists Tournament	YEP	Youth Expedition Project
JAE	Joint Admissions Exercise	YH	Year Head
L1 R5	'O' level first language and best 5 relevant subjects score	YOG	Youth Olympic Games