



南洋女子中學校  
Nanyang Girls' High School

# 2013 Singapore Quality Award Summary Report

*Nurturing women of character*



勤慎端朴

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The idea of a Chinese girls' school was conceived by Dr Sun Yat Sen, who believed that girls should be educated in order to play a more active role in serving their country and community. Mr Tan Chor Lam and Mr Teo Eng Hock shared his conviction.

The first batch of locally groomed female teachers graduated from the school, marking the beginning of many qualified and talented primary school teachers graduating from Singapore Nanyang Girls' School.

Renamed Nanyang Girls' High School and moved into its campus at King's Road.

Started the first kindergarten in Singapore. The school thus offered education for girls from kindergarten to high school.

Singapore Nanyang Girls' School was founded by Mr Tan Chor Lam and Mr Teo Eng Hock after much perseverance in a period fraught with financial difficulties.



A tumultuous period for the school. There was a change of 6 principals before Mdm Liew Yuen Sien took over in 1927. She helmed the school for the next 40 years, bringing the school to greater heights.

1906-1911

...

1917-1919

...

1921-1927

...

1930s

...

# Key Milestones

2013

2012

2011

...



Conferred the Singapore Quality Award

Prototype 21st Century Class (P21C<sup>2</sup>), a new approach to teaching and learning through 1-1 computing was piloted, gathering great media interest both locally and internationally.

Started the Boarding School Experience Programme, and the Experiential Learning Approach was adopted.

NYGH celebrated her 95th anniversary with an unprecedented large scale open air musical and launched the Strategic Alliance of Global Educators (SAGE).

Became the only public school in Singapore with iTunes U account which serves as a world-wide platform for school publications and teaching resources.





Resumed operation at a temporary campus as the King's Road campus was destroyed during the war. With the united efforts of the Board, Alumni, staff and students, the school returned to King's Road in 1946.

Started Art Elective Programme (AEP) in 1984.

Became an independent school in 1993 – a move by the Ministry to allow schools to have greater autonomy to innovate and achieve breakthroughs so as to be a success model for other schools.



First Lady Mrs. Ong Teng Cheong, who designed the new school building at Linden Drive, led the school on a big walk from the King's Road campus to the Linden Drive campus in 1999.

Senior Minister Lee Kuan Yew officiated at the opening of the new campus in 2000.

Was one of the nine schools conferred status of a Special Assistance Plan (SAP) school in 1979.

Became a government-aided school in 1957 and the kindergarten was separated to become an independent entity in May 1960.

Became one of the two all-girls' Gifted Education Programme Centres.

The only all-female boarding school, Nanyang Girls' Boarding School, began operations.

1940s

1950s-60s

1970s

1980s-90s

...

1999

1999-2000

...

2009

2008

2006-2007

2004-2005

...

2002

Became the West Zone Centre of Excellence for Chinese Studies and Culture.

Became one of the first schools to offer the Integrated Programme (IP), partnering Hwa Chong Institution in 2004.

Due to her strong bilingual focus, NYGH was selected by MOE to pioneer the Bicultural Studies Programme (Chinese) and the Chinese Language Elective Programme in 2005.



HRH Prince Edward met with the pioneer batch of IP girls in 2004 at NYGH.

President of the People's Republic of China and his wife paid a special visit to NYGH. This was the only school in Singapore they visited.

Awarded the School Excellence Award (SEA), the pinnacle in the MOE's Masterplan of Awards in 2007.

Offered the Malay Special Programme.



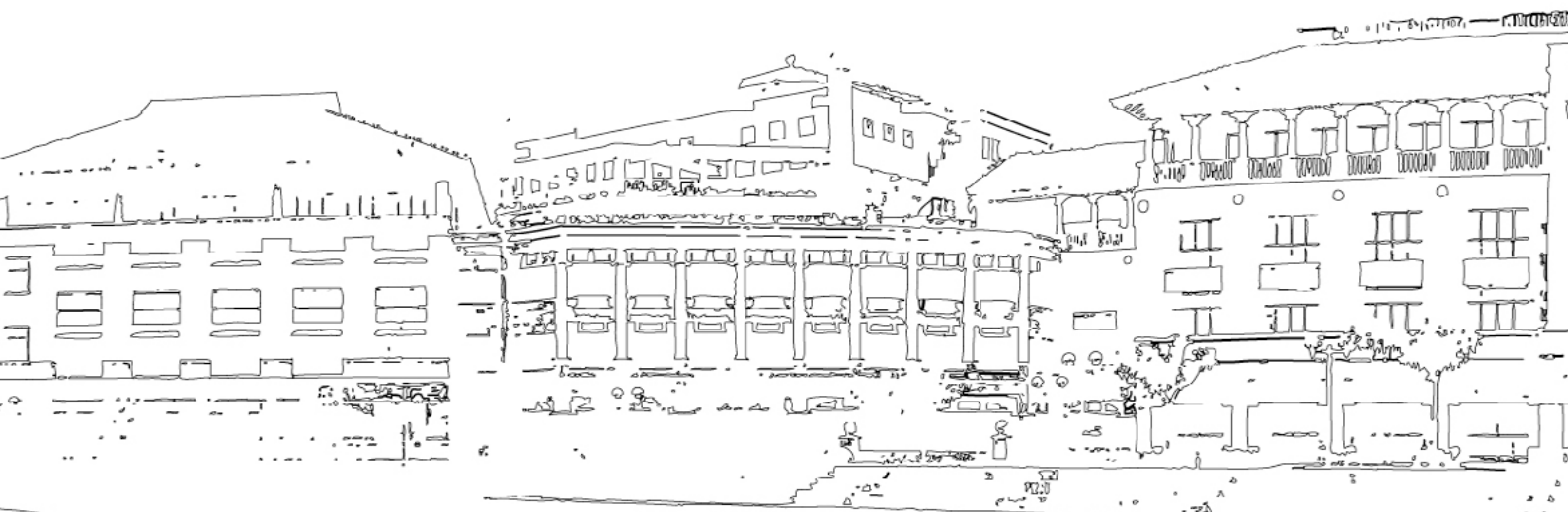
Started the Higher Music Programme (HMP), an equivalent to the MOE Music Elective Programme (MEP).



Founded in 1917, Nanyang Girls' High School (NYGH) was born out of the foresight of Dr Sun Yat Sen and its founders, who believed that women should be educated in order to contribute actively to their country and community.

Since its founding, NYGH has remained true to its goal of nurturing ladies who will contribute to society. The aim is for Nanyang girls to excel academically and be globally attuned while grounded in values embodied in the school motto: “勤慎端朴 – **Diligence, Prudence, Respectability, Simplicity**”. Illustrious alumni of the school include: one of the first female politicians in Singapore who campaigned for the Women's Charter, Mdm Chan Choy Siong; two former first ladies, Mrs Wee Kim Wee and Mrs Ong Teng Cheong nee Ling Siew May; retired Director of Institute of Education, Dr Lau Wai Har; Director of National Neuroscience Institute, Professor Lee Wei Ling; Co-founder of Singapore Dance Theatre, Ms Goh Soo Khim; and the only female Minister in Singapore presently, Ms Grace Fu. These ladies have demonstrated traits of an all-round female leader who walks her talk, guided by the school motto 勤慎端朴.

Now a premier Independent and Special Assistance Plan (SAP) school, NYGH continues to nurture young ladies who live up to its vision of being **A Respected Member of Society**, strongly upholding its pioneering spirit of society above self.



# *Organisational Profile*





## ORGANISATIONAL PROFILE

# Organisational Description

“

*NYGH is one of the top girls' schools which has developed into the top Special Assistance Plan girls' school. This allows good school culture, discipline, and conduct of students of traditional Chinese schools to be preserved.*

”



Mr Lee Kuan Yew

*Singapore's Founding Prime Minister*

As one of the top SAP schools, NYGH prides itself in providing a forward-looking holistic bilingual bicultural education that empowers girls to thrive in the 21st century. In recognition of its excellent track record, NYGH was selected by MOE in 1993 to be an Independent School and to offer specialized programmes like the Art Elective Programme (AEP) and Gifted Education Programme (GEP). In 2004, NYGH was one of the earlier schools to receive the Singapore Quality Class Award (SQC). In 2006, for achieving SQC, and the People Developer Standard and I-Class awards, NYGH was awarded the prestigious Public Service Award (PS21) for Organisational Excellence. In 2007, NYGH was conferred the MOE pinnacle award - School Excellence Award (SEA) - for excellence in both education processes and results.

NYGH launched its Integrated Programme (IP) with Hwa Chong Institution (HCI) in 2004 and became one of the first IP centres in Singapore. The students undergo the first 4 years of their IP course in NYGH and the remaining 2 years in HCI (College), where they will sit the Singapore-Cambridge GCE A-level examinations. The partnership of NYGH and HCI is augmented by their shared heritage, values, and commitment to excellence.

To remain relevant and yet continue to uphold the strong Chinese heritage and vision of developing *Respected Members of Society*, the school refined its mission in 2011

to “**We nurture women of character in a bilingual bicultural environment anchored in values on which our school was founded**”. This reiterates its focus on its bilingual bicultural heritage and commitment to nurture leaders guided by the right values.

### A Premier Brand Name in Singapore and Beyond

Enjoying high public standing, NYGH is the first choice school amongst pupils and their parents. NYGH's programmes are thus geared towards preparing the most talented young ladies in Singapore, with a clear goal of grooming them to be future global leaders with a strong desire to serve. This is in line with the aspiration of its founders and its patron, Singapore's founding Prime Minister Lee Kuan Yew.

With its core business of preparing future leaders, NYGH leads its girls by example, positioning itself as a leading community-oriented educational institution. As a West Zone Centre of Excellence (COE) for Chinese Studies and Culture, NYGH actively promotes and raises the standards of teaching and learning the Chinese language and culture, with an upward trend in its outreach to students and teachers both within Singapore and beyond. Educational initiatives are also readily shared with other local and overseas schools to create a multiplier effect, which sets the tone for NYGH's stewardship commitment and belief in sharing.

### Global Synergy

Moving forward, NYGH firmly believes that the advancement of education to a new level of excellence is through the collaborative efforts of global education leaders. With this direction, it initiated forming the Strategic Alliance of Global Educators (SAGE) in 2012 with 9 other top schools in Singapore, China, the UK, the US and Australia, as well as the East Asian Institute, NUS.

### Road Map of NYGH's Aspirations

Local Leader in Education	World Class Institution	Global Leader in Education
<b>Before 2007</b> To develop an established 6-year Integrated Programme with our partner school  → Forerunner for IP schools	<b>2008- 2012</b> To strive towards being a world class institution with strong bicultural orientation, well-anchored in values  → Total Curriculum, P21C <sup>2</sup> , and Bicultural Studies Programme as key products getting recognition world-wide	<b>From 2013</b> To be an independent global leader with innovative curriculum that provides holistic development  → Leader in global alliance with repeatable success in curriculum model



SAGE focuses on 3 niche areas that NYGH has determined that will help nurture culturally agile 21st Century leaders with a desire to serve: 1-1 computing in teaching and learning, experiential learning (including service-learning) and bilingualism/biculturalism. SAGE members are able to leverage the group's research materials and resources, enabling them to further enhance teachers' professional development and students' international exchanges and holistic learning. In addition, SAGE raises NYGH's international standing and expands its collaborative opportunities internationally, which in turn broadens the development opportunities for its staff and students.

## Organisational Environment

With a vision to produce "respected members of society" and a set of school values, 勤慎端朴, that generations of its alumni hold dear, NYGH has a strong culture of Heritage and Excellence.

Students are challenged to be *Agents of Change*, through a curriculum that is delivered via a combination of traditional and cutting-edge methods to provide students with learning experiences that will develop their respect for both their own potential and social role. With rapid changes facing the new generations, a strong school culture that focuses on character building holds the girls in good stead and ensures that the school maintains its competitive advantage.

### Core Competencies

五育 (wuyu) which comprises 德智体群美 (moral, cognitive, physical, social and aesthetic), and 跟时代进行 (keeping up with times) are parts of the school song which reflect NYGH's aspiration to nurture all-round students with a strong set of values, while staying ahead to remain relevant. These words sung by generations of Nanyang girls serve as a reminder of the qualities NYGH wants its girls to possess and the type of education that it wants to impart. Guided by this aspiration established by its founders, NYGH's core competencies are as follows:

1. Deep cultural heritage as enabler for character education
2. Expertise in curriculum as enabler for quality holistic school experience
3. Forging strategic partnerships as enabler for being at the forefront of education

This set of competencies forms the foundation that helps NYGH to remain true to its goals while charting new frontiers.

“

*The one truly unique aspect of NYGH is the historical 'museum' built on campus. This is a very impressive way of demonstrating the rich traditions of the school. It offers important symbolism about the shared legacy of students and teachers.*

”

Professor Bill Gaudelli  
Columbia University

### Employee Profile

NYGH has a staff strength of 200, with 100% graduates amongst its core curriculum teachers, out of whom over 30% are holding a Masters degree or higher. With its attractive remuneration and innovative appointment creations, NYGH also prides itself on having a diverse workforce in terms of professional background, work experience and expertise, all of which provide it with the best support in each of its strategic thrusts – *Enabling, Inspiring and Growing Nanyang*.

### Facilities

#### A Campus Representing What the School Aspires

NYGH's state of the art campus is a reflection of the alumni's and school's aspiration of providing the most conducive environment for the girls to develop their full potential as well as to remind them of the school's rich heritage. Built by the school's late Chairlady, alumna and renowned architect, Mdm Ling Siew May, the school building is a representation of its culture with both Eastern and Western influences.

“

*Nanyang's motto, in particular, created an immense impact on me. 'Prudence' built my character. It taught me how to be firm yet patient. 'Diligence' has become my lifelong motto. This motivates me to live life to the full, and contribute to our nation and society.*

”



Ms Grace Fu Hai Yien  
Minister, Prime Minister's Office  
2<sup>nd</sup> Minister for the Environment and Water Resources  
2<sup>nd</sup> Minister for Foreign Affairs



## ORGANISATIONAL PROFILE



President Hu Jintao addressing NYGH girls based at NYGH-Fudan campus in 2009

### ***A Campus Beyond the Shores of Singapore***

To provide an immersive educational experience in China, NYGH collaborated with long-term partner, High School Affiliated with Fudan University, and set up an on-site campus in Fudan, Shanghai, which is fully equipped with the facilities necessary for learning as well as communication.

### ***Innovative Use of Technology***

Technology is a key driver in providing students and staff with an innovative learning and work environment. One major curriculum initiative is the use of iPad to spearhead 1-to-1 computing (P21C<sup>2</sup> project) in 2011. The Infrastructure and ICT teams work closely with the Instructional Programme team to ensure that the use of space and technology complements the pedagogical move. By 2012, NYGH was the only public school in Singapore to have its in-house created teaching resources uploaded on iTunes U.



“Through its ambitious IT in education plan, NYGH has shown us how self-directed learning is able to raise an already high level of student performance even higher. NYGH’s Excite-Engage-Empower framework for 21st Century learning is immensely powerful in re-focusing our attention on what truly matters in education.”

Mr Kenneth Chen  
Under Secretary for Education (Hong Kong)

### ***Nanyang Girls’ Boarding School***

This is the only all-girls’ hostel in Singapore. With students from both NYGH and other schools, the boarding school ensures that its boarders have a home away from home. Besides supporting NYGH’s global partnerships by providing accommodation for staff/student exchange, the boarding school also plays a key role in enhancing the students’ holistic education. The Boarding School Experience (BSE) Programme for all Sec 2 students provides a comprehensive programme that blends essential skills for personal independence with cross-cultural interaction skills, which is highly important in today’s globalized society.



### **Regulatory environment**

NYGH is equipped with the full complement of safety devices and infrastructure that enable it to comply with all the relevant occupational health and safety regulations, and is fully accredited and certified in the provision of educational services.

Regular benchmarking against the best schools and industry leaders ensures that NYGH maintains high standards across a broad range of key processes, including curriculum and assessment, and compliance with environmental, financial, and product regulations. As a testament to its high standards, NYGH is also used as a benchmark by other schools in various areas that include its aesthetics programme, staff development, and curriculum and assessment, amongst others.

## Organisational Relationships

### **Relationship with the parent organisation**

MOE acts as the regulatory body, providing broad direction, guidance and resources to NYGH.



## ORGANISATIONAL PROFILE



NYGH hosted a visit by Prime Minister Lee Hsien Loong and Mrs Lee in 2010

### Relationship with customers

With a student population of about 1700 who comprises girls who entered NYGH with the top PSLE cut-off points, girls from its affiliated Nanyang Primary, and a diverse range of talents selected via Direct School Admissions, the school caters to multi-talented female students.

Though these girls join the school with high academic results or exceptional talents, NYGH's aim is to produce Reflective, Responsive and Responsible (3Rs) leaders who will respond with empathy and play an active role in making the world a better place.

### Relationship with suppliers and/or partners

Achieving a win-win situation is the basis of NYGH's collaborations with its partners and suppliers.

The seamless transition between NYGH and HCI is a feature of the NYGH-HCI IP. The 2 schools work together with regular meetings to ensure that the students build a strong foundation for their 'A' level examinations and beyond.

NYGH has also forged strong ties with major stakeholders. The Board of Directors (BOD) is highly visible and generous in their support with provision of expert advice and presence at school functions, while the Alumni spearhead events celebrating the school's heritage. In terms of education innovation, NYGH actively scans the global environment and takes the lead in expanding SAGE members' collaborative opportunities. The Parent Support Group (PSG) is well engaged in the girls' education.

## Organisational Challenges

### Competitive Environment

NYGH anticipates that leaders in the future will be living in a globalized environment where bilingual and bicultural skills will be paramount. With growing complexity, the school has to go beyond academic excellence. A strong sense of morality and cultural identity is the way to enable a Nanyang Girl to stand firm and stay the course in the face of uncertainty. Familiarity with technology and a forward-looking mindset will also empower a student to innovate and bring greater

value to society. NYGH thus continuously grows its staff competency and international exposure, as well as actively scans the global environment for innovative practices to further improve its product offerings. The refinement of the curriculum is also being advanced in the form of the Total Curriculum, with an emphasis on an all-round education.

### Strategic Challenges

To work towards its goal of being a global leader in education, with strong bicultural orientation well-anchored in values, NYGH examines its challenges closely with internal and external scans, and identified the following strategic challenges to be managed:

- Being grounded in traditions and values, while moving on to forge new frontiers
- Being an NYGH-HCI IP centre, while remaining an independent leader in education
- Balancing local needs as a top school in Singapore, while going global as an international leader in education.

### Organisational Directions

NYGH seeks to distinguish itself from the competition by being a Global Leader in Education, providing a holistic Total Curriculum of world class standards to students. This is achieved through its strategic thrusts:

Strategic Thrusts	Strategic Initiatives	Desired Outcomes
<b>Enabling Nanyang</b>	<ul style="list-style-type: none"> <li>• Active recruitment, development and retention of staff who are character educators and innovative teachers</li> <li>• Innovative use of infrastructure to support the total curriculum</li> </ul>	Forging new frontiers while being grounded in values
<b>Inspiring Nanyang</b>	<ul style="list-style-type: none"> <li>• Innovative use of technology, knowledge and pedagogical approaches</li> </ul>	Being an independent leader in education
<b>Growing Nanyang</b>	<ul style="list-style-type: none"> <li>• Strategic formation of new international alliances</li> </ul>	Going global as a leader in education

“ The Nanyang family of schools offers a values-driven Total Curriculum, where character education is weaved into the day-to-day experiences of the student, both in and out of the school. I am heartened by the strong support for this endeavour by the Board, alumni, parents and staff. ”

Mr Heng Swee Keat  
Minister for Education



# Key Organisational Excellence Awards

## Public Service Award for Organisational Excellence 2006

### SPRING Singapore

Singapore Quality Award (2013)

Singapore Quality Class (2004, 2007)

Innovation Class (2005)

People Excellence (2004, 2007)

### MOE Awards

#### Special Awards

School Excellence Award – 2<sup>nd</sup> Award (2009)

#### Best Practice Awards

Teaching and Learning – 3<sup>rd</sup> Award (2009)

Student All-Round Development – 2<sup>nd</sup> Award (2009)

Staff Well-Being – 3<sup>rd</sup> Award (2009)

#### Sustained Achievement Awards

Sports – 15<sup>th</sup> Award (2013)

Aesthetics – 7<sup>th</sup> Award (2013)

Physical Fitness – 11<sup>th</sup> Award (2009)

#### Other MOE Awards

Character Development Award – Outstanding (2008)

National Education Award – Development (2009)

National Thinking Culture Award (2005, 2007)

West Zone Centre of Excellence –  
Chinese Studies and Culture (since 2008)

#### Health Promotion Board

CHERISH – Gold (2012)

Healthy Eating Award (2008-2013)

### Other Awards

#### Partnership Awards

People's Association Community Spirit Awards –  
Excellence Award (2013)

North West CDC Outstanding School Partner Award –  
Gold Award (2013)

COMPASS Partners Award – Merit (2010)

#### Tony Blair Inter-faith Programme

Lead School for The Tony Blair Faith Foundation  
(since 2011)

Outstanding Lead School (2013)

#### Singapore Environment Council

School Green Awards –  
Lotus Sustained Achievement – 5<sup>th</sup> Award (2013)

#### SAF

Distinguished Defence Partner Award (2nd Tier) –  
4<sup>th</sup> Award (2013)

#### PUB

Water Efficiency Building Award (2010)

#### Workplace Safety and Health Council

bizSAFE Level 1 Status (2012)

#### National Arts Council (NAC)

Arts Education Award – Blaze (2013)



“From the Principal’s conversations with parents, we know what values she stands for and we are heartened to know that our daughters are in good hands.”

**Mdm Jasmine Tan**  
*Sec 1 Parent, 2013*

# Leadership





## LEADERSHIP

# 1.1 Senior Leadership

The senior leaders of NYGH comprise – Principal, Vice-Principals, Bursar, and Deans. This forms the School Management (SM) which is supported by the EXCO that helms the different departments.

As an independent school, NYGH has complex relations with internal and external stakeholders. For clarity in governance, the SM sets out clear roles for each party (Figure 1.1.1).

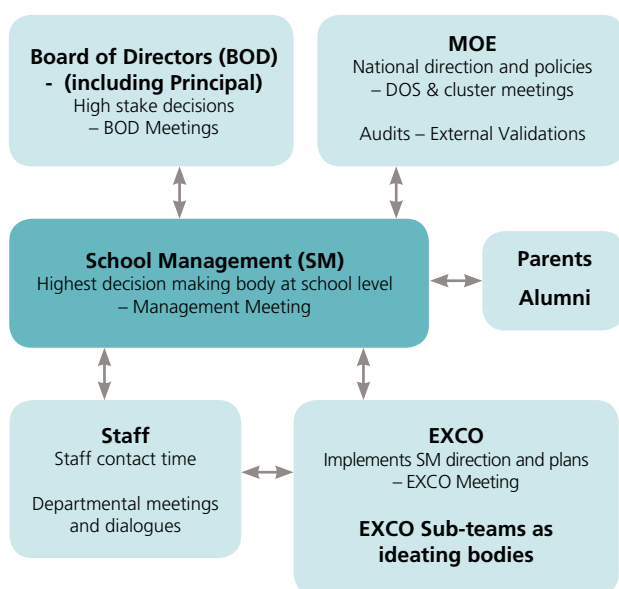


Figure 1.1.1 Relationship with internal and external stakeholders

Mindful of NYGH's founding history and status as the top SAP school, SM is clear that character education and bilingualism biculturalism are the cornerstones of its purpose; at the same time, also remaining true to its founding fathers' vision of a forward looking institution that challenges the status quo.

### Strategy Map and Initiatives

Guided by the VMV (Figure 1.1.2), SLs identified Bilingualism Biculturalism and Character Education as the key target areas, resulting in the Total Curriculum which aims to bring together ALL aspects of a student's life in NYGH into a coherent and impactful school experience.

The Total Curriculum as reflected in the school strategy map (Annex) is cascaded through formation of sub-teams, each with an EXCO driver. In turn, SLs are advisors to the EXCO; this ensures that the systems and initiatives are aligned.

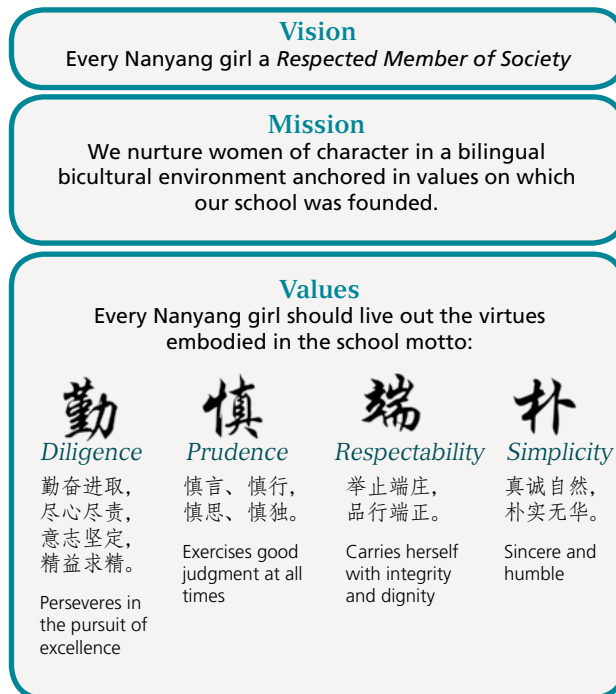


Figure 1.1.2 NYGH Vision, Mission and Values (VMV)

In their weekly meetings, SM discuss school direction and development, while EXCO, as key drivers of systems, reviews school plans and update each other. As professional development, some members of staff are invited to sit in during SM and EXCO meetings.

A unique approach taken in NYGH is the in-house Leadership Development Programme. The Principal personally selects the leaders for the trip, tailors the programme to the participants' needs, and conducts most, if not all, of the programme herself. These trips have also resulted in subsequent appointments to EXCO for some participants found suitable for leadership and follow-up projects.

### Communication Channels

In line with organisational aims to build an open culture, communication channels are built into the school's systems to ensure systematic feedback and discussion with internal and external stakeholders.

### SLs as Role Models

SLs role model by personally driving key systems, performance improvement and innovation projects, piloting initiatives and demonstrating organisation expectations.

“

*I can identify with what the principal, Mdm Heng, focuses on. The girls are not just in school to learn knowledge, but to discover for themselves this exciting journey of learning. The school is not just about achievements, but a place to grow.*

”

**Dr Angeline Yap**  
Parent and Alumna  
Director, Illicit Drugs Division of Health Sciences Authority



Principal with EXCO member at Experiential Learning Camp

## 1.2 Organisational Culture

NYGH’s organisational culture is drawn from deep roots that lie within the larger Chinese culture. This culture is encapsulated in the values of 勤慎端朴 which permeate all policies and practices that apply to both staff and students (Figure 1.2.1).

Being a SAP school with a rich history, founded with the goal of nurturing women with a desire to contribute to society, NYGH deeply cherishes its strong Culture of Heritage and Excellence. This culture is fostered at both staff and student levels.

Based on its masterplan of the 3 key growth phases, NYGH has surpassed the 2<sup>nd</sup> phase with some key innovations that have elevated it to a world class institution. It is now poised for the 3<sup>rd</sup> phase of being a global leader with a culture of innovation that permeates the whole organisation. The current Culture of Excellence and project-based innovations has led NYGH to be a well-respected education institution, as seen in its ability to initiate and form SAGE with internationally renowned schools. The school will work towards innovation that permeates through the organisation.

SLs also used benchmarking as an approach to close the culture gap in excellence and innovation.

Benchmark areas were identified with clear timelines (administrative excellence, assessment, student leadership and biculturalism completed in that order) to close the gap and other industries and overseas institutions were benchmarked against. The most recent

breakthrough<sup>1</sup> was the Mentorship Model adopted after the Student Leadership benchmarking with Officer Cadets School (Singapore).

Values	Belief Statement	Policies and Practices
<b>勤</b> Diligence	<b>Perseveres in the pursuit of excellence</b>	<ul style="list-style-type: none"> <li>Cycles of improvement at all levels with the use of RADAR</li> <li>Benchmarking against external organisations</li> <li>IdEas</li> <li>Walkthroughs as open culture of learning and improvement</li> </ul>
<b>慎</b> Prudence	<b>Exercises good judgment at all times</b>	<ul style="list-style-type: none"> <li>Empowerment of staff and student leaders to take on projects</li> <li>Experiential Learning</li> </ul>
<b>端</b> Respectability	<b>Carries oneself with integrity and dignity</b>	<ul style="list-style-type: none"> <li>Support Staff Week to encourage staff and students to recognise and appreciate the work of those who play an important supporting role in the organisation</li> <li>Greeting by staff and students with a bow (鞠躬)</li> </ul>
<b>朴</b> Simplicity	<b>Is sincere and humble</b>	<ul style="list-style-type: none"> <li>SLs personally involved in a variety of projects</li> <li>Mentoring by experienced teachers and SM for beginning teachers and beginning KPs</li> </ul>

Figure 1.2.1 Translation of values into policies and practices

<sup>1</sup> Earlier improvements included the Language Arts curriculum and assessment after benchmarking with Mac.Robertson Girls’ High School (Melbourne) and Melbourne High School and PX@NY resulting from overseas learning trip to Sweden and Finland.



## LEADERSHIP



# 1.3 Corporate Social Responsibility

NYGH is guided by its Corporate Social Responsibility (CSR) policy stating that:

- NYGH will be an exemplar of good practices for others as an organisation
- Staff and students will be socially responsible role models as individuals

Leveraging its areas of expertise and resources, the school is committed to:

- (1) Good corporate governance;
- (2) Leadership in education;
- (3) Service to the community; and
- (4) Activism in environment conservation.

These 4 areas are in alignment with the culture of excellence and innovation as well as its VMV to groom Respected Members of Society who are Agents of Change. (See Figure 1.3.1)

NYGH is governed by its BOD and regularly audited by MOE and independent parties such as SPRING and Certified public accountants (Figure 1.1.1). Robust external audits and internal systems ensure continued strong performance for accountability (Figure 1.3.2).

Culture of Excellence and Innovation	
Leaders in Education	Good Corporate Governance
<ul style="list-style-type: none"> <li>• Initiate set up of SAGE</li> <li>• Research, Innovation and Sharing of best practices</li> <li>• WZ Centre of Excellence (Chinese Studies and Culture)</li> <li>• Hosting of visits (For learning of best practices)</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency and disclosure</li> <li>• Internal and External Audits</li> </ul>
<ul style="list-style-type: none"> <li>• Innovative teaching practices</li> <li>• Educational research</li> <li>• Presentation of research and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management</li> <li>• Compliance and accountability</li> </ul>
<div>Self (Staff &amp; students)</div>	
<ul style="list-style-type: none"> <li>• Bring your own utensils for meals at school events</li> <li>• Recycling and energy conservation reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Integration into curriculum</li> <li>• Staff and students service learning</li> </ul>
<ul style="list-style-type: none"> <li>• Green building standard used in audit of internal processes</li> <li>• Towards paperless technology</li> <li>• Environment Education Council (in-house)</li> <li>• Strategic partnerships for conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic community partnerships</li> <li>• Sharing of resources</li> <li>• Contribution of expertise</li> <li>• Exploration-into-Faith (EIF) Practitioners Conference</li> </ul>
Activism in environment conservation	Service to Community
Community-Oriented Respected Members of Society	

Figure 1.3.1 NYGH Corporate Social Responsibility (CSR)

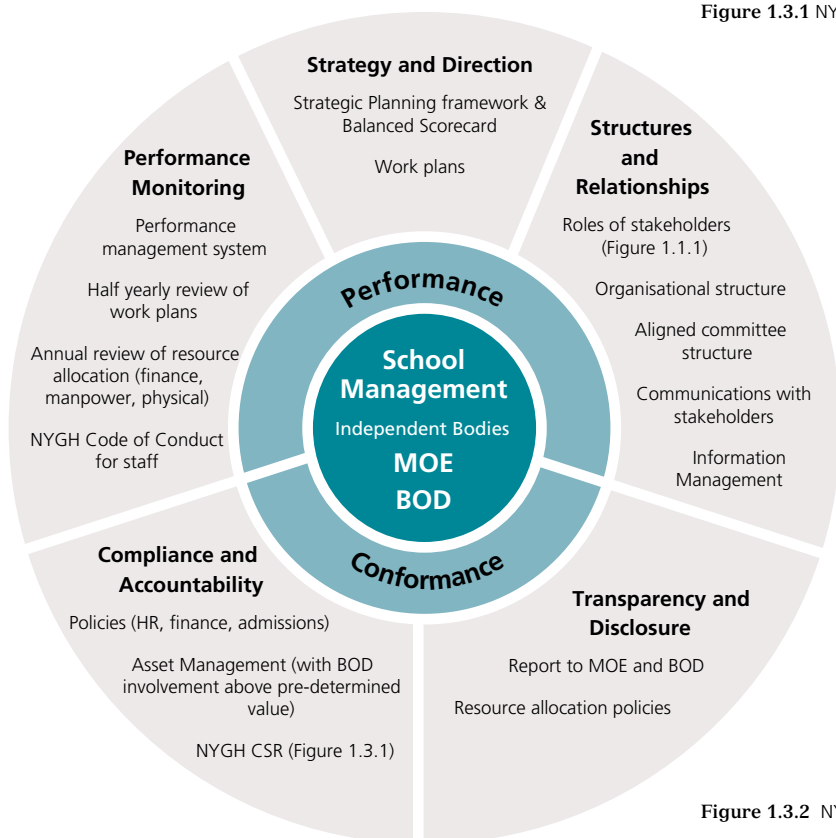


Figure 1.3.2 NYGH Governance Framework



“I have seen NYGH progress in leaps and bounds, to a school with clear and compelling direction. The strategic thrusts guide us in determining our focus.

With the clear understanding of the direction our school is headed in, the staff understands the purpose of the programmes put in place and work to ensure that the objectives of these programmes and hence the school's strategic objectives are achieved.”

**Mrs Chua Mei Hong**  
*Senior Head (Student Development)*  
*Long-Serving Staff, NYGH*

# Planning





## PLANNING



# 2.1 Planning

### Strategic Planning and Deployment

Planning in NYGH consists of a Major Systemic Review every 4th year, complemented with Annual Reviews. Major Review involves re-envisioning and identification of NYGH's next peaks of excellence using the NYGH Strategic Thinking Model (Figure 2.1.1) to determine strategic challenges.

This model has evolved from an internal, external scan model to a rigorous one that involves examining challenges from inside-out, outside-in and far-outside-in (as seen in Figure 2.1.1)<sup>1</sup>. This ensures exploration of current internal state and capabilities,

external environment, and potential breakthroughs. Such forward planning has brought about strategic innovations for its positioning as a global leader in its 3<sup>rd</sup> phase of growth.

The process of Major Review (Figure 2.1.2) involves SM, all stakeholders (BOD, alumni and parents) and all staff and takes at least 6 months. Focused Group Discussions and surveys with customers and stakeholders provide clarity in stakeholders' and customers' needs and expectations. IPEC is the key planning platform with strategic partner HCI. The Key Outcome is a new strategy map for the next 4 years.

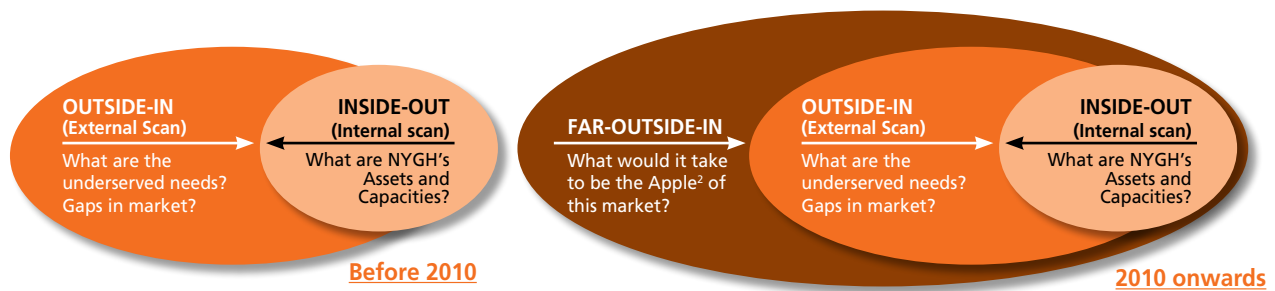


Figure 2.1.1 NYGH Strategic Thinking Model

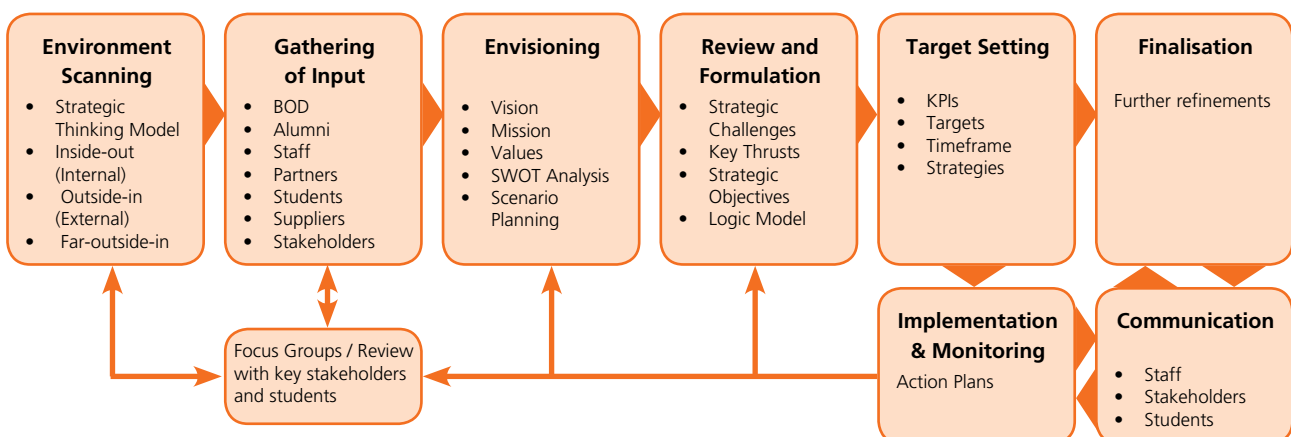


Figure 2.1.2 Major Systemic Review Process carried out every 4<sup>th</sup> year

<sup>1</sup> Adapted from Bringing Science to the Art of Strategy by A.G. Lafley, Roger L. Martin, Jan W. Rivkin and Nicolaj Siggelkow

<sup>2</sup> Apple of this market means being customer-centric, driving for innovation and excellence

The Major Review from 2010-2011 led to strategic projects Total Curriculum, P21C<sup>2</sup> and SAGE which served as approaches for NYGH to be a market leader in its areas of strength. Efforts and resources were directed accordingly as seen in various workplans.

Besides major reviews, an annual strategic planning involving all staff is in place, using the SEM framework in departmental reviews. These are then brought to EXCO level for assessment of internal health before confirming the following year's strategic plan. Middle manager retreats allow for focused discussions on key strategic projects. The above ensures that school goals and desired outcomes are cascaded through the organization and owned by all staff. (See Figure 2.1.3.)

### Risk Management

NYGH has in place a Risk Management Framework (Figure 2.1.4) to ensure that the school is able to respond to external changes quickly while taking care that the school reputation will not be threatened. The process of risk identification, assessment, mitigation, monitoring, assessment and review and recommendation is done for all new initiatives.

Any project that has direct impact on the school, such as changes to the curriculum or concerning safety, will receive SM's attention. In cases where there is financial risk, approval is needed from the BOD. Scalability and repeatability were key considerations before full implementation.

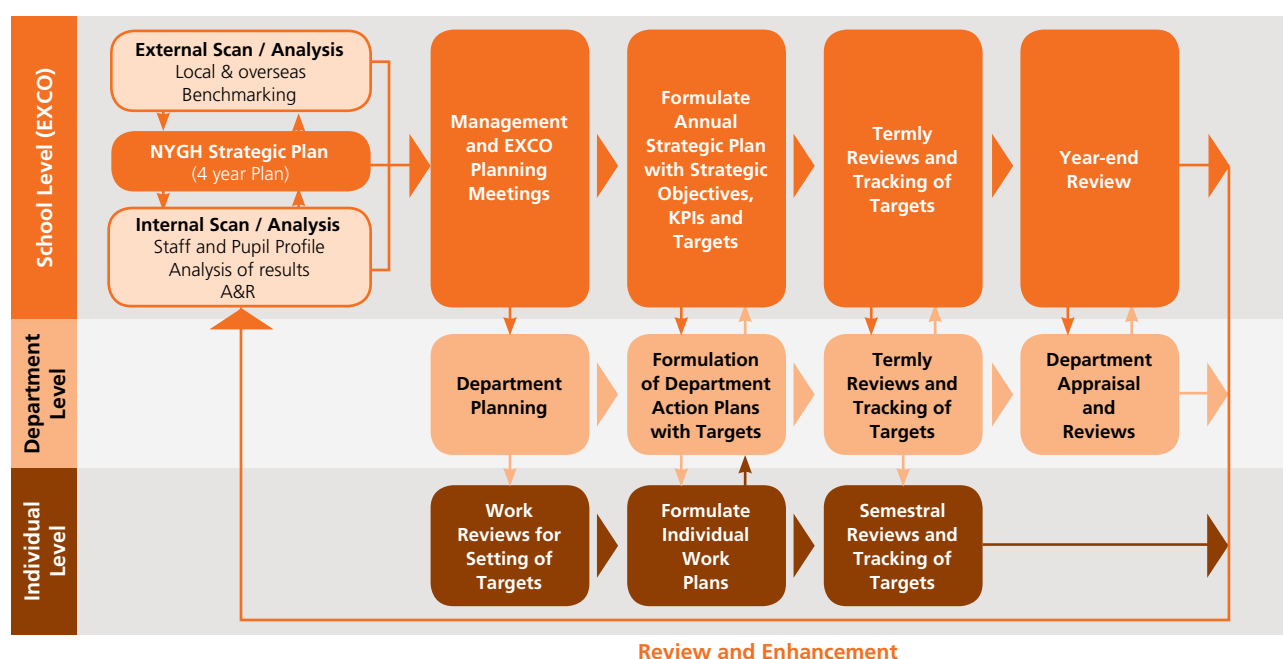


Figure 2.1.3 NYGH Strategic Planning Process

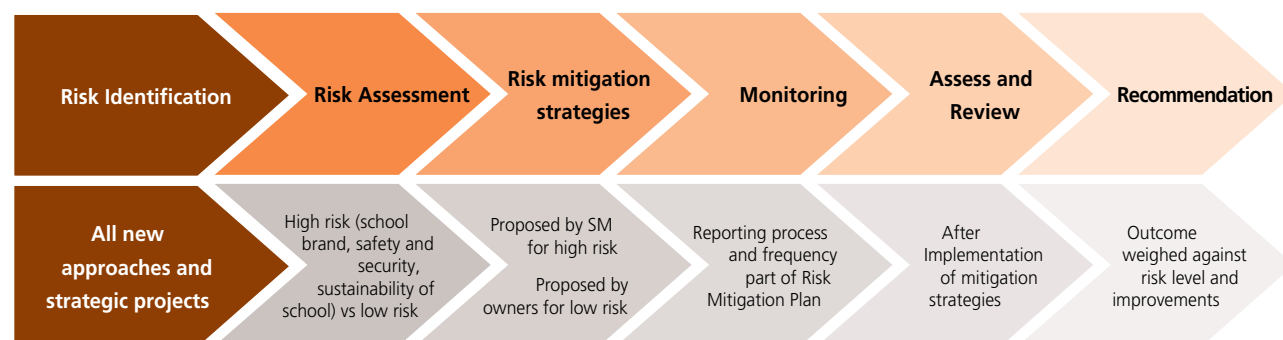


Figure 2.1.4 Risk Management Framework





## PLANNING



Strategic Planning with the BOD and Alumni

### Review of Plans

NYGH adopts the RADAR (Results, Approach, Deployment, Assessment & Review) in strategic planning. In the planning cycle, assessment and review (A&R) are conducted at the different levels (programme/committee, department/strategic projects or school level) against their intended results. This approach is applied consistently in all areas.

SM has an overall picture of the organisational health through this process and this input is used to evaluate and monitor the processes and plans to ensure that NYGH is on track to achieving its goals. SM also gives input to improve approaches as seen in Figure 2.1.5 to ensure organisational coherence.

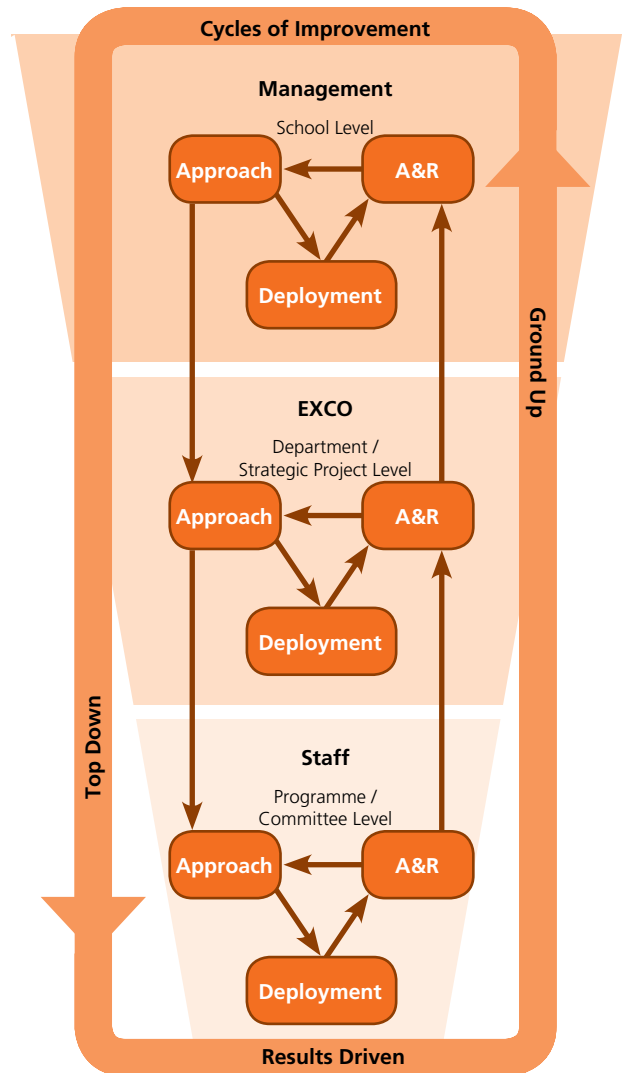


Figure 2.1.5 NYGH Review Process (Adapted RADAR logic)



Active participation of staff in reviews



“The (SDMS) system allows me to monitor my daughter’s academic progress. It also provides an effective two-way communication between parents and teachers. I appreciate the school for the great effort put in to engage parents in helping the child learn.”

Mr Lim Aik Chuan, a Sec 3 Parent

# Information





## INFORMATION



# 3.1 Management of Information and Knowledge

## Information Management

NYGH makes informed decisions based on data and information from various sources to drive planning, day-to-day management and improvements to the organization's performance. Figure 3.1.1 shows the process.

Key information is classified into 5 categories according to the school's strategic thrusts, as shown in Figure 3.1.2.

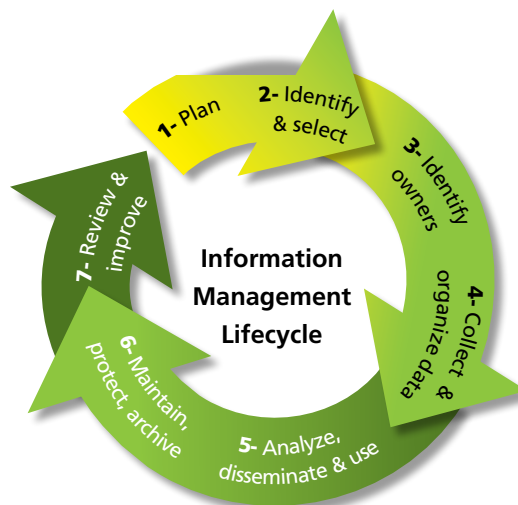


Figure 3.1.1 Process of Information Management

Strategic Thrust	Key Types of Information	
Enabling Nanyang	Strategic planning & review	Vision, Mission, Values
		Strategy Map, Strategic Plans
		Review & AAR documents
	Key operational & support functions	Finance matters
		Administrative matters
		Resource utilization <ul style="list-style-type: none"> <li>Utilities records</li> <li>Facilities booking</li> </ul>
	Staff	Manpower planning <ul style="list-style-type: none"> <li>Succession planning, Talent and career management, Deployment</li> </ul>
		Staff Profile <ul style="list-style-type: none"> <li>Staff qualifications, EPMS, etc.</li> </ul>
		Training & development <ul style="list-style-type: none"> <li>Learning needs analysis, Training records, Sharing records (local &amp; overseas)</li> </ul>
		Well-being & satisfaction <ul style="list-style-type: none"> <li>School climate survey results, MC rates, Leave, Medical claims</li> </ul>
Inspiring Nanyang	Students	Survey & feedback <ul style="list-style-type: none"> <li>School climate survey results</li> </ul>
		Personal particulars
		Admissions <ul style="list-style-type: none"> <li>SBGE, DSA application, Posting file</li> </ul>
		Academic and non-academic Programmes <ul style="list-style-type: none"> <li>Results, Subject Enrolment Report, CCA, Scholarships</li> </ul>
		Student services <ul style="list-style-type: none"> <li>Case management</li> </ul>
		Survey & feedback <ul style="list-style-type: none"> <li>MOE QSE, Student survey &amp; feedback</li> </ul>
Growing Nanyang	Partners	HCI <ul style="list-style-type: none"> <li>NYGH students' JC results</li> <li>Partner information, Joint plans, Communication</li> </ul>
		Parents
		SAGE Members <ul style="list-style-type: none"> <li>Partner information, Joint plans, Communication</li> </ul>
		Suppliers, Coaches/instructors <ul style="list-style-type: none"> <li>Communication</li> <li>Performance feedback</li> </ul>

Figure 3.1.2 Key Categories of Information and Supporting ICT Systems

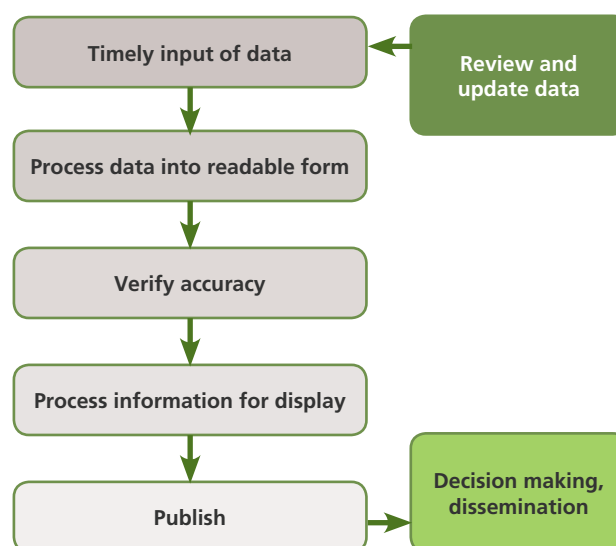
### Reliable and Robust Information System

A robust data processing procedure is put in place to ensure that information is reliable (Figure 3.1.3).

Figure 3.1.4 summarises the key approaches to ensure reliability and accessibility of information. These systems ensure continuity of major school operations when there are disruptions due to unforeseen circumstances, necessitating the closure of school premises and shifting learning to online platforms, and hardware/software failure or lapses. In such events, critical information is protected and redirection systems are activated, enabling the school to continue operations.

Information is disseminated to the school stakeholders through various platforms in a timely manner as shown in Figure 3.1.5. Some of these platforms are created for staff learning and communication. Issues/policies from MOE HQ are shared and explained during Staff Contact Time. This platform is also used for sharing of best practices.

Information is analyzed both quantitatively and qualitatively, and used to support planning and review at school and departmental levels. This facilitates better understanding of performance at different stakeholders' levels and serves to measure the impact of school policies and day-to-day operations.



**Figure 3.1.3** Data Processing Procedure

“ I am very impressed by your effort in the use of education technologies. Inspirational! ”

Prof Khong Yoon Loong,  
Vice Chancellor,  
KDU University College, Malaysia

Policies		Electronic means	Non-electronic means
Ensure reliability	Business Continuity Plans	<ul style="list-style-type: none"> <li>Alternate site with backup servers</li> <li>Housekeeping &amp; backup exercises</li> <li>Emergency message relay system</li> </ul>	<ul style="list-style-type: none"> <li>File system</li> </ul>
	IT Security Measures	<ul style="list-style-type: none"> <li>Access rights management</li> <li>User ID with password</li> <li>Firewall and anti-virus scan system</li> </ul>	<ul style="list-style-type: none"> <li>Confidential files access control</li> </ul>
Ensure accessibility		Restricted access to ICT systems according to right to access and password policies	Restricted access to information according to classification of information
		Internal	External
		<ul style="list-style-type: none"> <li>Log-in with password to School cockpit, Emails, SDMS, LMS, Human Resource Portal</li> <li>Access rights to shared folders</li> <li>Project folders (no restriction)</li> <li>Links from intranet (no restriction)</li> </ul>	<ul style="list-style-type: none"> <li>School website (no restriction)</li> <li>Parents' Portal on LMS</li> <li>Parents' view on SDMS</li> </ul>

**Figure 3.1.4** Reliability and accessibility of information



## INFORMATION



Figure 3.1.5 Platforms for Information Dissemination and Sharing

## Knowledge Management

While the earlier part of the school's Knowledge Management (KM) journey focused on leveraging ICT to improve its operations, the focus today is on putting in place processes and initiatives to facilitate knowledge sharing to create value. The approach to KM is shown in Figure 3.1.6.

Figure 3.1.7 shows the use of knowledge for business improvements in areas aligned to the strategic thrusts.

Capture Knowledge	Create Value
<ul style="list-style-type: none"> <li>• Use reliable information systems to facilitate knowledge capture, transfer and archival</li> <li>• Build knowledge assets</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities based on niche areas and specialized skills</li> <li>• Organize Conferences</li> <li>• Deliver quality and innovative programmes</li> </ul>
Exchange Knowledge	Apply Knowledge
<ul style="list-style-type: none"> <li>• Sharing &amp; learning of best practices and knowledge/skills internally &amp; externally</li> <li>• Induction Programme, Structured Mentoring Programme</li> <li>• Learning from partners and Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out Strategic Planning</li> <li>• Carry out research at department or school level</li> <li>• Improve and enhance curriculum and programme</li> <li>• Deploy staff and resources to support strategic projects</li> </ul>

Figure 3.1.6 Approaches to Knowledge Management



Strategic Thrusts	Key Knowledge	How Knowledge is used for Business Improvement
Enabling Nanyang	Knowledge of staff <ul style="list-style-type: none"> <li>Staff profile</li> <li>Intellectual capital</li> <li>Passion</li> <li>Strengths</li> <li>Wish lists</li> </ul> School Climate Survey results	<ul style="list-style-type: none"> <li>Career planning and grooming of staff for succession planning</li> <li>Deployment of staff</li> <li>Appointment of new key personnel</li> <li>Forming of work teams in niche and specialized areas</li> <li>Staff learn and share more on integrating ICT in teaching and learning, both locally and overseas</li> </ul>
	Knowledge of key operations and support functions <ul style="list-style-type: none"> <li>ICT systems</li> <li>Facilities booking records</li> </ul>	<ul style="list-style-type: none"> <li>Online systems are developed to achieve administrative excellence</li> <li>Space re-design to create more social spaces for students learning</li> </ul>
Inspiring Nanyang	Knowledge in academic and affective curriculum for the 21st century learners <ul style="list-style-type: none"> <li>quality of intake</li> <li>students' results and achievements</li> </ul> QSE results	<ul style="list-style-type: none"> <li>Review and planning of key programmes in Total Curriculum such as CCE and BSE.</li> <li>Pilot use of ipad in 2 Sec 1 and 2 Sec 3 classes in 2011, whole Sec 2 cohort in 2012, whole Sec 2 and Sec 3 cohorts in 2013</li> <li>Design lesson packages</li> <li>Design and carry out sabbaticals e.g Are you game in Math?</li> </ul>
Growing Nanyang	Knowledge in 1-1 computing, experiential learning and bicultural education	<ul style="list-style-type: none"> <li>SAGE is formed where global leaders in these areas gathered in Singapore for inaugural conference in Aug 2012</li> <li>P21C<sup>2</sup> was piloted in 2011. The innovative use of ipad in teaching and learning was shared both locally and internationally</li> </ul>

**Figure 3.1.7** Use of Knowledge for Business Improvement

## 3.2 Comparison and Benchmarking

As part of its continual improvement, the school conducts comparative studies and benchmarking projects. These are aligned to the strategic thrusts and approved by the SM. These projects begin with establishing specific criteria of “best practice” in the area to be improved before scanning the environment for potential benchmarking partners. The school adopts an open mind, sometimes choosing to learn from outside the educational arena but always narrowing the list down to the best in the field reflecting NYGH’s position as a top institution aiming for even greater heights. The project team follows through a rigorous process as listed in Figure 3.2.1.

Figure 3.2.2 shows the benchmarking projects conducted in the last 5 years. Through analysis of performance gaps and establishing goals, action plans were drawn up for the various areas to improve processes.

The school constantly reviews its comparative and benchmarking objectives, needs and methodology. Internal and external scans are carried out regularly. Relevance of benchmarking partners, relevance of KPIs, and communication to staff are reviewed and evaluated.



## INFORMATION

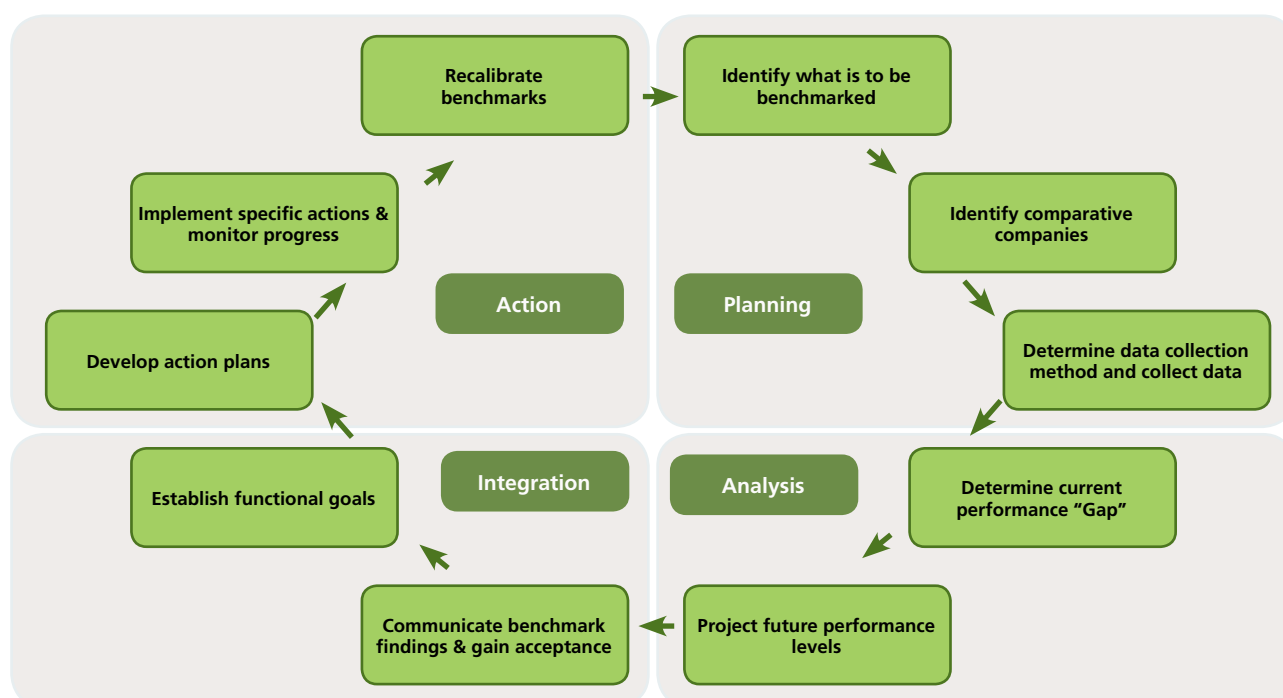


Figure 3.2.1 Key Benchmarking Process Steps

Year	Benchmarking Project	Areas	Number of Benchmark Partners	Outside Industry Benchmark Partners	Improvements Introduced
2007-2008	Administrative Processes	<ul style="list-style-type: none"> <li>security</li> <li>suppliers</li> <li>student admission</li> <li>customer management</li> </ul>	3	<ul style="list-style-type: none"> <li>Fraser's Suites Singapore</li> <li>Institute of Technical Education</li> </ul>	<ul style="list-style-type: none"> <li>SOP for management of suppliers</li> <li>Enhanced security services</li> </ul>
2009-2010	Assessment	Assessment processes	3	<ul style="list-style-type: none"> <li>Australian Exam Board</li> </ul>	<ul style="list-style-type: none"> <li>Standardisation of processes – setting, vetting and marking exam papers</li> <li>SOP for internal moderation</li> </ul>
2010-2011	Student Leadership Development	<ul style="list-style-type: none"> <li>Selection</li> <li>Training</li> <li>Monitoring</li> <li>Assessment</li> </ul>	4	<ul style="list-style-type: none"> <li>Outward Bound School</li> <li>SAFTI-MI, Centre for Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>Merger of 2 student leader groups</li> <li>Launch of Leadership Apprenticeship Programme (LeAP)</li> <li>Mentoring system for identified student leaders</li> <li>Refine Student Leadership Framework</li> </ul>
2011-2012	Bicultural Education	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Immersion Programmes</li> <li>Results</li> </ul>	2		<ul style="list-style-type: none"> <li>Translation classes for all Sec 1 students</li> <li>Chinese Philosophy Classes for SAP scholars</li> </ul>

Figure 3.2.2 Summary of Benchmarking Projects

“The staff of NYGH live by the values we teach the students. We respond each year when Hair for Hope asks for volunteers to shave their heads as a sign of support for children with cancer.”

**Dr Tay Hui Yong**  
*Vice Principal of NYGH*

# People







## PEOPLE



# 4.1 Human Resource Planning

## Philosophy and Approach

The guiding principle of NYGH's Human Resource Management is "Nurturing You to Greater Heights" (NYGH) as it encapsulates the school's culture of Excellence and Trust. It was adopted in 2010 after several rounds of FGD with staff. It captures both the school's aspiration to improve its manpower capabilities as well as the commitment to growing a world class work force well equipped to deliver a curriculum of global benchmark standards.

Aligning to Thrust 1 of Enabling Nanyang, the HR mission is to "Develop high performing and committed staff" through recruitment of competent staff, enhancing their capacities and retaining these talents. These 3 broad strategies are supported by comprehensive staff resource plans that cover the entire process of the staff's life-cycle in the school – before a staff member joins the school at recruitment, staffing and deployment, learning and development (L&D), career development and reward and recognition with the ultimate aim of staff competency, well-being and satisfaction. Overview of HR strategies and plans can be seen in the HR Strategy Map in Figure 4.1.1.

A Recruit, Grow, Retain approach to staff management and development was adopted in alignment to school's strategic objects. HR requirements are driven by the school's strategic goals and talents are sought in strategic areas.

HR breakthroughs include creation of new appointments uncommon to other schools for a strategic approach to achieve school goals.

The approach to staff management and development are:

**RECRUIT** Proactive advertising and recruitment using new media, the internet and the school's network allows the school to cast its recruiting net wide enough to reach out to talent worldwide. In-depth knowledge of the industry and profession that current staff members have is also tapped on to recruit people that would best complement the existing team.

**GROW** There is a systematic development process tailored for different staff segments. L&D recommendations are made according to the staff's expertise and competencies.

**RETAIN** The findings from School Climate Survey (SCS) show that the leverage points are staff members' sense of value and physical and mental welfare. NYGH Reward and Recognition framework, competitive remuneration and benefits WOW package and platforms for staff feedback ensure staff engagement and sense of being valued. Policies for professional and personal rejuvenation gives NYGH a competitive edge as staff can pursue personal interests under Professional Development Leave, Work Attachment and personal growth activities. This unique practice is undergirded by NYGH's belief that only a staff in good physical and mental form can positively impact the students.



Figure 4.1.1 HR Strategy Map



Area	Policies and Plans	Input for Review	Improvement
RECRUIT	Recruitment of permanent staff and relief staff	<ul style="list-style-type: none"> <li>MOE policies</li> <li>Budget for manpower</li> <li>Current workload of staff</li> </ul>	Recruitment policy and SOP
GROW	Learning and Development Framework	<ul style="list-style-type: none"> <li>MOE Training Roadmap</li> <li>Learning Needs Analysis from staff</li> <li>Reports from external validators</li> <li>School direction and goals</li> </ul>	PX@NY which covers EOs in 2011, and all staff segments in 2012, taking into account the job roles, substantive grades, school direction and goals
	Workload Management	<ul style="list-style-type: none"> <li>MOE Teacher Work Management Framework</li> <li>MOE survey on workload</li> <li>Internal study of workload</li> <li>School Climate Survey</li> <li>Budget for manpower</li> </ul>	Work Management Policy included in Staff Handbook for reference
	Career Development Plans	<ul style="list-style-type: none"> <li>Officer's performance grade, potential and qualitative feedback on strengths and AFI at appraisal</li> <li>Planned appointment of officer based on school needs and officer's interest and capacity</li> </ul>	Career development worked into deployment and planned training for milestone programmes
RETAIN	Commensuration and Benefits Policy	<ul style="list-style-type: none"> <li>MOE pay package</li> <li>School Climate Survey</li> <li>Dialogue with staff</li> <li>External scan</li> </ul>	WOW Package
	Reward and Recognition Framework	<ul style="list-style-type: none"> <li>School values and goals</li> <li>MOE reward and recognition platforms</li> <li>Information from visit to other independent schools</li> </ul>	Reward and Recognition Framework
	Professional Development / Rejuvenation Plans and Policies	<ul style="list-style-type: none"> <li>MOE GROW 2.0</li> <li>Staff survey</li> <li>Information from learning journeys</li> </ul>	Professional Development opportunities now include: <ul style="list-style-type: none"> <li>Work Attachment</li> <li>Professional Development Leave</li> <li>Subsidies for post-graduate studies</li> <li>Personal Growth Budget</li> </ul>

Figure 4.1.2 Review of HR Policies and Plans

## 4.2 Employee Engagement

### Strategies and Approach

The biennial School Climate Survey (SCS) results show that NYGH has a highly engaged work force. Staff are driven by a strong sense of mission and SM taps on this to promote Excellence at all levels through individual and team contributions to achieve organization objectives and goals.

NYGH's approach to staff engagement is adapted from the MOE SCS Framework. Figure 4.2.1 shows the alignment of NYGH approach with the SCS framework, established based on its reviews.

The platforms and processes for staff engagement are given in Figure 4.2.2.

The platforms and processes for staff engagement are systematically implemented in the following areas using the SCS Framework: People, Work, Opportunities, Quality of Life, Organisational Perspective and Rewards. In particular, the WOW Package aims to address some of these areas.



## PEOPLE

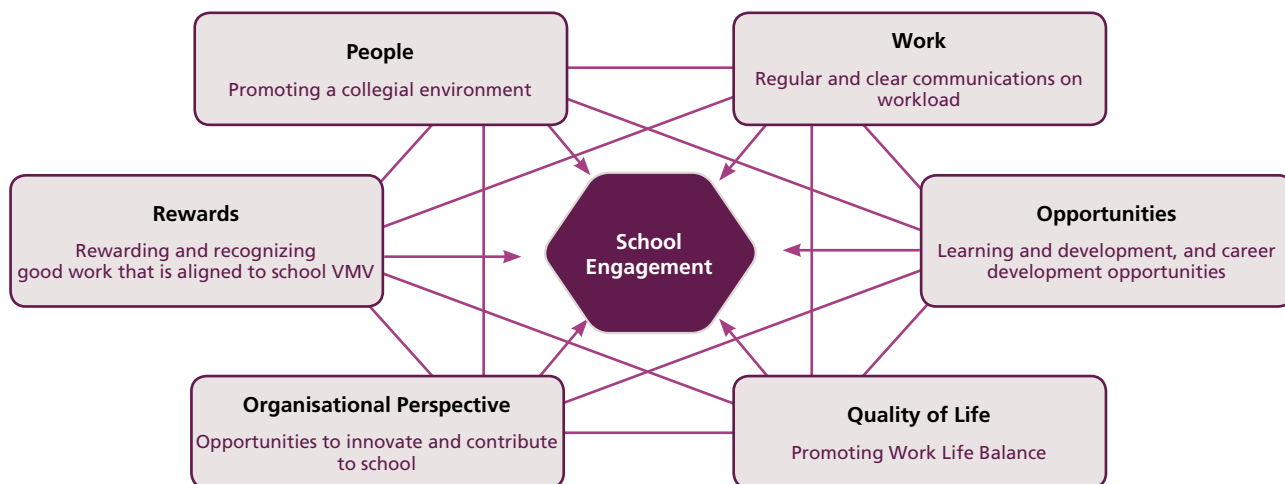


Figure 4.2.1 NYGH Staff Engagement Approach

Strategy	Platforms and Processes used in NYGH	Measures	Review
Promoting a collegial environment	<ul style="list-style-type: none"> <li>Staff sharing at Contact Time on professional matters</li> <li>White-space for departments and levels to meet</li> <li>NYGH Code of Conduct that promotes professionalism and collegiality</li> </ul>	<ul style="list-style-type: none"> <li>School Climate Survey results</li> <li>Staff turnover</li> <li>% staff with no medical leave</li> <li>Participation in IdEas and IdEa@Work</li> <li>Internal staff satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>SM reviews the overall staff engagement using SCS results</li> <li>Leadership Development Programme led by Principal</li> <li>School Leaders review career development plans of high potential officers</li> <li>Reviews of the Total Learning Plan</li> <li>Staff Welfare Committee reviews the Health Charter and staff well-being related programmes</li> </ul>
Regular communications with school leaders	<ul style="list-style-type: none"> <li>Open door policy</li> <li>Structured staff segment dialogues – each department meets SLs at least once a year. This includes support staff and CCA teachers.</li> <li>Weekly Staff Contact Time with real time online feedback using Today's Meet to provide a safe environment for feedback</li> <li>SLs close the loop on feedback given</li> </ul>		
Clear communication on workload	<ul style="list-style-type: none"> <li>NYGH Workload Management Policy</li> <li>Wishlist</li> <li>Work allocation cycle that allows for consultation and adjustment</li> </ul>		
Learning and Development, Career Opportunities	<ul style="list-style-type: none"> <li>Individual L&amp;D budget</li> <li>Professional Development Leave</li> <li>Work Attachments</li> <li>Subsidies for graduate and postgraduate studies</li> <li>Research Unit</li> <li>Structured Mentoring Programme (including Induction)</li> <li>KP Mentoring Programme</li> <li>Leadership Development Programme led by Principal</li> </ul>		
Promoting work life balance	<ul style="list-style-type: none"> <li>Health Charter taking reference from the CHERISH framework</li> <li>Staff Welfare Committee and department welfare representatives</li> <li>Health Matters – weekly exercise time</li> <li>Flexi employment schemes</li> <li>Eldercare and paternity leave above civil service norms</li> <li>Staff Family Day</li> </ul>		
Opportunities to innovate and contribute to school improvements	<ul style="list-style-type: none"> <li>Cross functional teams and task forces</li> <li>Departmental project teams</li> <li>IdEas and Idea@Work</li> </ul>		
Rewarding and recognizing good work that is aligned to school VMV	<ul style="list-style-type: none"> <li>Rewards and Recognition Framework</li> <li>Nomination for external awards</li> <li>Support Staff Week / Day</li> <li>Long service Awards and Loyalty bonus</li> <li>IdEas and IdEa@Work rewards for suggestions that impact school goals</li> </ul>		

Figure 4.2.2 Employee engagement strategies, deployment, measures and review.



## 4.3 Employee Learning and Development

NYGH L&D is guided by PX@NY which is a framework that adopts a two-pronged approach:

(1) Provision of a holistic overview of staff development and training to ensure systematic staff L&D;

(2) Adoption of Kolb's Reflective Thinking Cycle to build a reflective learning culture in the school.

A **Top-down Ground-up** approach to identify staff L&D needs focusing on competencies (not deficit model) is adopted. In-house Senior Teachers Guild provides expert knowledge to customize sharing and training based on school needs and context. (Fig 4.3.1)

PX@NY also provides a long term direction based on career aspirations so staff can equip themselves with necessary professional expertise and behavioural competencies for their career progression.

L&D in NYGH is guided by the school's 5 Curricular Principles of Learning based on Social Cognitive Theory. Hence, L&D goes beyond attending courses. Experiences that allow for new perspectives and new skill sets are part of L&D. Focus on metacognition (reflection and self-assessment), working in teams, peer sharing and collaboration learning lead to increased ownership in L&D.

PX@NY complement guide gives suggested L&D modes for individual planning. Unconventional L&D modes include deployment for GCP duties to provide global perspectives, sabbaticals using PDL and enhanced EPDL, personal interest courses and work attachment.

Financial and manpower resources are set aside to strongly encourage professional rejuvenation.

A rigorous developmental system is in place to assess and guide EOs to guard the key product – the curriculum. This takes a mentor-driven, peer-focused and bridging approach as seen in Fig 4.3.2.

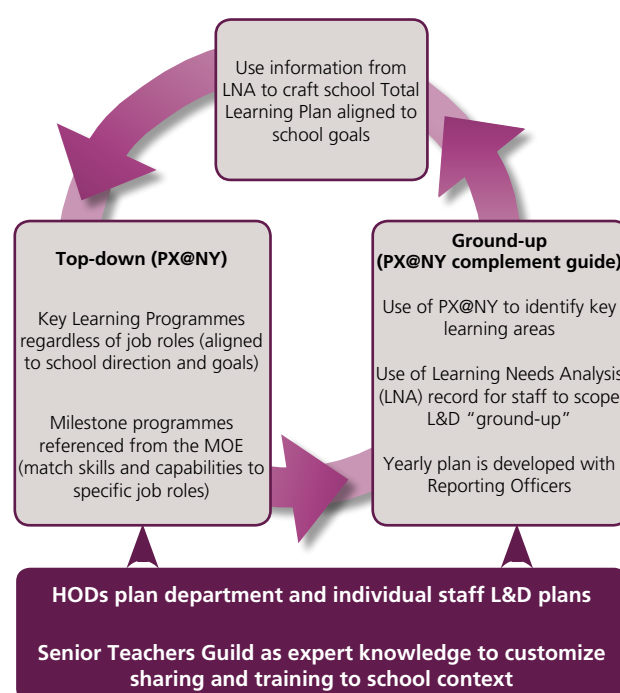


Figure 4.3.1 Top-down Ground-up approach to L&D needs identification.

Mentor-driven	Structured Mentoring Programme (SMP)	<ul style="list-style-type: none"> <li>SMP differentiated based on teachers' experience with assigned mentor and buddy</li> <li>Document spells out areas to observe for development as guide in mentor's conferences and lesson observations</li> <li>Buddies assimilate new staff into school culture</li> </ul>
	KP Mentoring Programme	<ul style="list-style-type: none"> <li>KP training in critical leadership competencies with assigned mentor</li> </ul>
Peer-focused	Research	<ul style="list-style-type: none"> <li>Research Unit investigates impact of pedagogical practices employed in the classroom and impact on new approaches</li> <li>Annual NY-HCI IP Symposium with research papers presented for L&amp;D and seamless IP with HCI</li> </ul>
	Pareto Principle	<ul style="list-style-type: none"> <li>Staff with specific expertise are trained to pilot strategic projects before becoming peer mentors to others</li> </ul>
Bridging	Walkthroughs and lesson observations	<ul style="list-style-type: none"> <li>Walkthroughs, allows SM to have a quick sensing</li> <li>Concerns are picked up and addressed in a timely manner</li> </ul>

Figure 4.3.2 EO Developmental System



## PEOPLE



### 4.4 Employee Well-Being & Satisfaction

NYGH uses Benchmarking and CHERISH framework (covering physical, mental, social and emotional well-being) to create a supportive work environment. WOW was a result of benchmarking against MOE and other independent schools. It addresses overall staff well-being and satisfaction through competitive commensuration and benefits, support schemes, welfare, work-life harmony and staff L&D.

**WOW Flexi-Spending** Staff can spend the monetary component of their benefits according to predefined categories. This enables them to tailor their benefits according to individual needs while taking care of their family, in line with school values.

**WOW Profamily Features** The paternity leave and eldercare leave introduced reinforces the school's emphasis on family and filial piety. Flexi-employment scheme customizable to meet specific needs are available and mothers of young children are excused from overnight or overseas assignments. Such pro-family policies ahead of national practice enhance staff well-being and satisfaction.

**Staff Welfare Committee (SWC)** Teamwork is of upmost importance as colleagues form the immediate support network. SWC ensures social and emotional well-being through platforms for interaction and bonding. *Health Matters* is a key programme that ensures physical well-being. Time is set aside during work hours for physical exercise with instructor fees paid by school. SWC also schedules retail therapy for staff.

**Interest Activities** Besides PDL and sabbaticals for rejuvenation, staff can also form interest groups and initiate activities through Personal Growth Budget. This promotes bonding and learning in non-professional areas.

**SM Involvement** SM directly oversees all the employee well-being and satisfaction efforts. Wishlist described earlier allows partnership between SM and staff and SM deploys staff according to their preferences while looking out for new challenges to keep staff motivated.

### 4.5 Employee Performance & Recognition

NYGH motivates innovation and pursuit for excellence through its Reward and Recognition Framework. This includes performance management and WOW described earlier. MOE's work review, appraisal tools and adapted Public Service EAS appraisal forms are used for staff appraisal. Individual staff with good performance are recognized through promotion, greater responsibilities, performance bonuses, nomination for overseas trips or awards (both in-house and external national/international) and other forms of affirmation. Collective achievements of all staff is emphasized, in line with the culture of familial bonds and trust within the school. BOD recognizes collective high performance of

staff through sponsorship of lunches and gift vouchers. Dedicated lunch and Teachers' Day gifts are given to all staff on Teachers' Day and the school assigns a Support Staff Day/Week for EAS.

The Support Staff Week recognizes non-teaching staff, emphasizing its holistic approach towards education. Teachers and students appreciate work done behind the scenes through cards and notes of appreciation for EAS. The internal support staff awards with nominations by teachers, students and parents are presented at Support Staff Week. This has led to a support staff team that feels included and appreciated.



Winners of the Inspiring Chinese and English Language Teachers' Awards

“Nanyang Girls High School has truly been the leader of any high school in the world for how they’re strategically developing **cultural intelligence** among their students. The combination of assessments, student and faculty development, and creative learning activities are examples worth sharing with schools around the world.”

David Livermore

*President, Cultural Intelligence Centre (United States)*

# *Processes*







## PROCESSES



# 5.1 Innovation Processes

## Platforms and Processes

Innovation is the core at NYGH; ingrained in every staff's mindset. This complemented by the indomitable spirit of excellence enables the school to remain at the forefront of education and for staff at every level to support its strategic aims.

NYGH has two levels of platforms for all staff to innovate within and beyond their respective areas of work. These are shown in Figure 5.1.1

Staff at all levels are empowered to innovate within the scope of school improvement in the areas of the strategic focus. Empowerment includes project approval at department level and resource support. There is provision for scaling-up of innovations from the operational level to the strategic level.

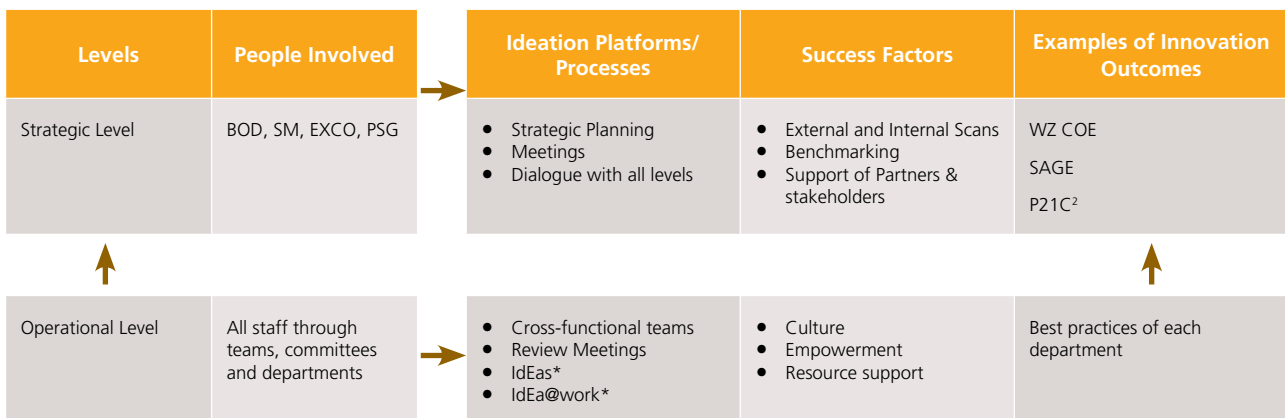


Figure 5.1.1 Innovation Structure at NYGH

## Innovation Processes to Generate Value Creation

NYGH's innovation processes (Figure 5.1.2) comprise seven broad steps: (1) Identify (2) Generate (3) Evaluate (4) Prototype (5) Implement (6) Review (7) Improve. The cycle is repeated through review and improvement, generating cycles of improvement (Figure 2.1.5) which has resulted in several strategic innovations, including P21C<sup>2</sup> which has placed the school on the global map.

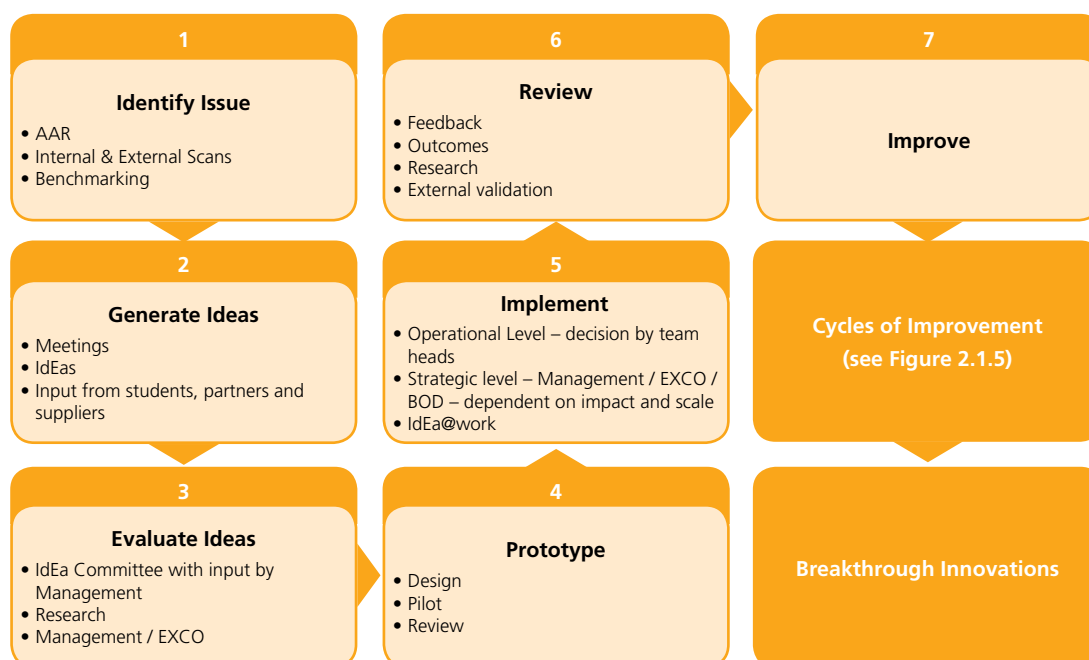
In all its curricular innovations, the school adopts a consistent approach based on the process described in Figure 5.1.2.

“

*The small slice we have seen at Nanyang is so very impressive. Your pedagogy & vision make much sense.*

”

Martin Brooks  
Director, Tri-State Consortium  
(New York, Connecticut, and New Jersey), USA



**Figure 5.1.2** Innovation Processes

## 5.2 Process Management and Improvement

### Key Production and Delivery Processes

Figure 5.2.1 shows the links between the different processes and how all the systems and processes are deployed to support the three key strategic thrusts.

The Management Processes are overseen by the SM and have clear policies and guiding principles.

The various Support Processes are managed by the EXCO or team heads. The key indicators will include customer and staff satisfaction levels and financial results, such as operational costs.

NYGH has well-established structures to evaluate and improve its key and support processes. The strategic plan and department work plans are used by all teams to monitor and review work processes and targets.

All the support process teams meet fortnightly/monthly to plan for ongoing and upcoming projects and review work processes to ensure consistent and high standards of operations. The various team heads meet monthly to streamline approaches, update across teams and coordinate operations. All the support processes team heads are members of EXCO who through the weekly EXCO meetings have clear ideas of strategic directions and customer requirements and are able to cascade these to their respective teams.

NYGH prides itself in always being at the forefront in designing and delivering quality educational experience for its students. It became a Special Assistance Plan (SAP) school in 1979 and has been offering a bilingual bicultural education unparalleled in Singapore with the best Higher Chinese results at national examinations and the highest number of SAP scholarships. Other curricular innovations include the Art Elective Programme, its own Higher Music Programme and school-based Gifted Education Programme. It was among the pioneer schools to launch the Integrated Programme (IP) in 2004 in partnership with Hwa Chong Institution (HCI). The IP curriculum was designed in-house and validated by local and international experts, such as Prof Tomlinson, renowned for Differentiated Curriculum. The innovative use of 1-1 computing in teaching and learning in 2011 was a major pedagogical breakthrough both locally and internationally. In 2012, the school conceptualized the Total Curriculum which reframes curriculum as a coherent experience that would meet students' needs as well as the school's aspirations for them to be *Agents of Change* and to become *Respected Members of Society*.

In all these curricular innovations, the school adopts a consistent approach based on the process described in Figure 5.1.2.



## PROCESSES

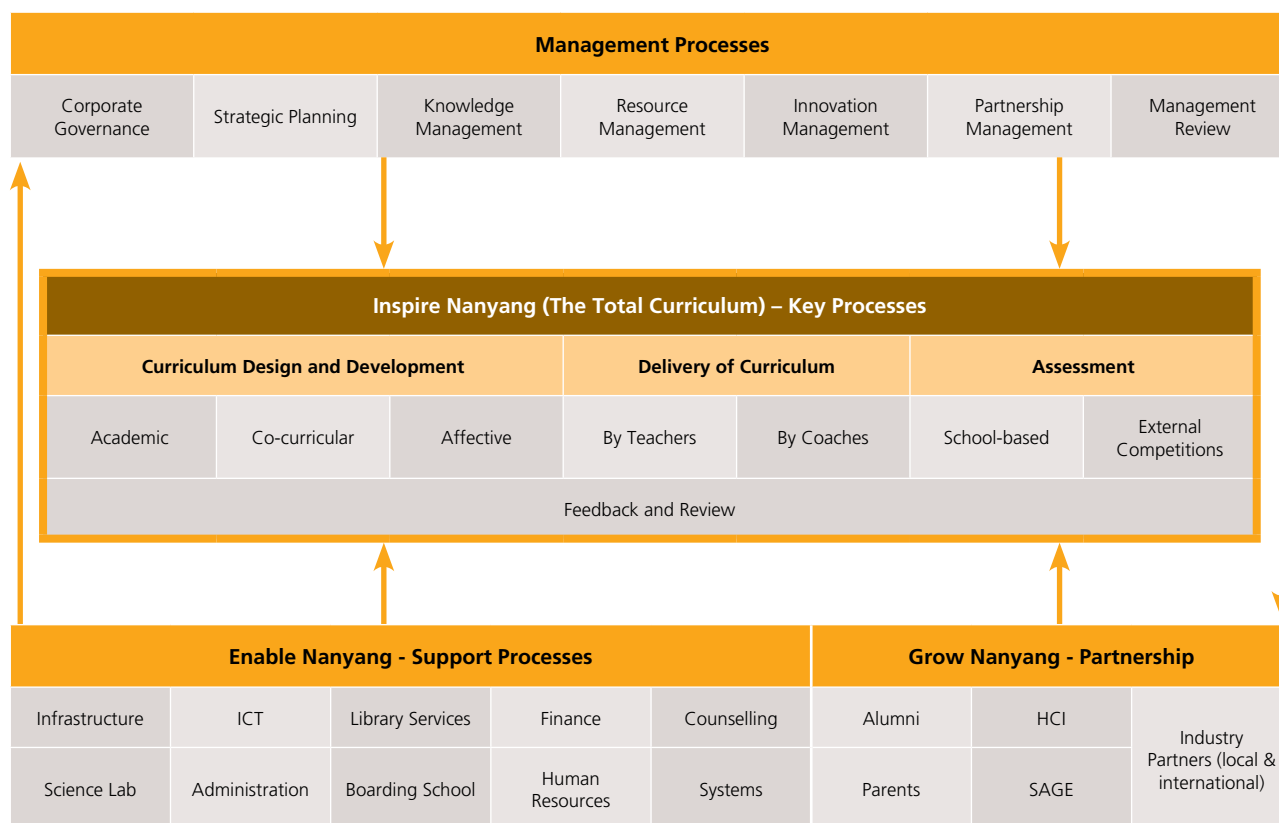


Figure 5.2.1 NYGH's Process Management Map

## Business Continuity Plan

NYGH has a comprehensive Business Continuity Plan

- to ensure preparedness to respond to emergencies
- to minimize disruptions to core functions of teaching and learning
- to safeguard the interest of customers and stakeholders

The school has a 2-week cycle timetable planned for the delivery of curriculum with deployment of staff and physical resources. Responsive changes to the timetable are made to accommodate circumstantial needs. Procedures are also in place to minimize disruptions to students' learning when teachers are on short-term or long-term leave.

The school has leveraged extensively on technology for communications with students and parents. Teachers set up e-learning on the Learning Management System (LMS) as well as use various other ICT tools and social media to provide 24/7 learning for students. This allows students to continue learning from home during pandemic and unexpected school closure.

The Emergency Management Committee oversees emergency management and every staff has clearly defined roles in the management of emergency. Students are briefed on response to emergencies with clear evacuation procedures and twice a year emergency exercises are conducted.

The Safety Committee looks into all aspects of safety in the school, including safety of facilities and risk assessment and management.



## 5.3 Supplier and Partnership Management

NYGH works to ensure that its key suppliers and partners understand and share the school's values and beliefs and work in synergy with the school in the partnership.

### Selection and Management of Partners

Besides the BOD, Alumni, the Nanyang Family of Schools and HCI, NYGH also actively identifies and engages external partners to achieve its strategic and stretch goals. These partners are identified based on their area of specialization and corporate values.

Like-minded established education institutions from different regions are NYGH's critical partners in allowing it to pull their strengths together to achieve global synergy that meets its strategic goals. NYGH also maintains a database of its alumni and parents, so that there is a clear understanding of how the school can collaborate with the alumni and parents.

### Management of Suppliers

The key suppliers are divided into operations suppliers and CCA coaches.

NYGH has an established structure in the selection and management of suppliers. Teachers-in-charge recruit coaches by inviting applications and seeking recommendations from existing network of contacts. Candidates are evaluated based on alignment with school's values, qualifications, experience, track record, and expected remuneration. The process ensures that NYGH's CCA coaches are the best in their respective fields.

There is a tender process for key suppliers with evaluation based on track record, cost and ability to meet school's needs. Indicators to review supplier performance include efficient and timely delivery of goods/services and end-users' satisfaction level.

### Communication with Partners

The SM meets the BOD regularly to update and discuss strategic initiatives and policies.

The school works closely with the BOD and alumni to connect the Nanyang Family of schools and preserve the school culture. The annual Tuan Bai<sup>1</sup> and Founder's Day bring the three schools, BOD, alumni and PSG together with the retired teachers and partners to preserve the school culture that all hold dearly.

The PSG EXCO and SM engage in active dialogues, allowing PSG to fully understand how they can support the school community, in line with the school values. Such PSG initiatives are actively supported by the school.

The SM meets HCI's management regularly to discuss policies and initiatives that align the directions of both schools. At department level, both schools meet regularly to discuss challenges, good practices, and curricular and assessment matters.

School teams are put in charge of maintaining active communication with external partners to heighten impact of the partnerships. Such close working relationships allow the partners to meet each others' needs promptly and even to work towards stretch goals with good support from each other.

### Communication with Suppliers

To ensure effective working relationships, school personnel are appointed as liaisons to monitor and review key suppliers' performances to ensure effective delivery of services.

Regular two-way communication is in place for feedback and review. Feedback received is conveyed to suppliers for prompt remediation and intervention.

Biannual appraisal reports are completed by CCA teachers and students for coaches, which contribute to the review of work performance and renewal of contract. SM meets all coaches at least once a year to dialogue, align values and hear their views. SM also meets the key operations suppliers regularly to align expectations and to build relations.

<sup>1</sup> Chinese New Year gathering





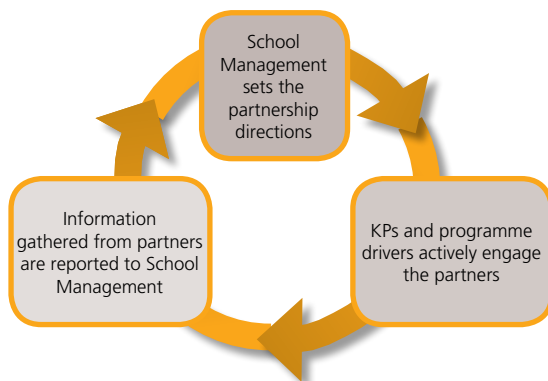
## PROCESSES



### Working with Partners

The deployment allows various teams headed by KPs to establish regular communication with the partners. Such direct communication reduces time-lag in gathering information on the partners' needs and expectations. (See Figure 5.3.1)

Information gathered from the close interaction between school staff and its partners is also regularly reported to SM to allow the school to better plan its partnership directions.



**Figure 5.3.1** Processes to understand partners' needs



Active learning ; engaging the community



Active involvement of parents in school programmes

### Working with Suppliers

NYGH recognises and acknowledges the contributions of its suppliers in helping to provide a conducive learning environment and to enrich the students' school experience.

NYGH is proactive in working with its key suppliers to enhance their capabilities. For example, canteen vendors are sent to attend food handling and hygiene workshops and coaches are supported for relevant trainings.

Letters of appreciation are given to suppliers that have provided quality service. NYGH takes the inclusive approach for the staff of on-site key suppliers, providing them with a motivating work environment.

After completion of the benchmarking of Administrative Excellence in 2009, all 'owners' of key suppliers are involved in the review of the framework for management of key suppliers. To enhance engagement, baseline standards were established, including formal meetings and collection of feedback from end-users.

“It was during my four years of education in Nanyang that I came to discover my interests, passions, strengths and weaknesses. Nanyang provided a balance **between guidance and independence** that allowed me to fully pursue my interests with the support of the school behind me. With **its respect for tradition and willingness to embrace new and innovative ideas**, I had the opportunity to experience other cultures through the Global Classroom Programme, while staying grounded in the cultural values that moulded my character. I couldn't have asked for a better secondary school experience.”

Alicia Tee, *President's Scholar 2012, Class of 2009*

# Customers





## CUSTOMERS



# 6.1 Customer Requirements

### Customer Profile

Nanyang girls are drawn to NYGH, the top SAP school, because they share the school's belief in rigorous academic pursuit anchored on strong values that are rooted in a rich bicultural perspective. The NYGH Integrated Programme (IP) thus aims to nurture these high-performing students into Reflective, Responsive and Responsible (3R) leaders with a desire to serve.

### The NYGH Total Curriculum

To nurture leaders who possess the 3R qualities, NYGH is mindful that it has to provide quality school experience that is both at the forefront of education and yet grounded in a strong cultural core. The school also keeps itself abreast of the latest educational developments and the needs of the students of this age group (13-16 years).

With 德智体群美 (moral, cognitive, physical, social and aesthetic) as the core, Figure 6.1.1 illustrates the Total Curriculum of NYGH that a Nanyang girl will undergo, factoring in the different needs of the students:

- **The different needs by age: Lower Sec (13-14 years old) and Upper Sec (15-16 years old)**

This segmentation is built into the Curriculum Framework, which provides the Lower Sec girls with a broad-based education, comprising basic core subjects, which will be built upon at the Upper Sec level with subject specialization.

At Sec 2, a range of mentorship and leadership programmes are also offered to the girls to facilitate their self-discovery and differentiated development, before they decide on their paths at Sec 3 and 4.

**A Nanyang girl will graduate from NYGH with a broad range of quality learning and developmental experiences at the end of her 4-year secondary school education.**

德	智	体	群	美
Lower Sec (Sec 1-2)		Upper Sec (Sec 3-4)		
<ul style="list-style-type: none"> <li>• 13-14 years old</li> <li>• Largely homogeneous in race &amp; social economic status</li> <li>• Broad range of talents</li> </ul>		<ul style="list-style-type: none"> <li>• 15-16 years old</li> <li>• Including scholars</li> <li>• Aspiration for greater specialisation</li> <li>• Students' stronger need for ownership</li> </ul>		
<p><b>Structured Student Development programmes</b> that are based on sound Character Education principles (advocated by Lickona) E.g. 4-year CCE programme (Sec 1-Joining In; Sec 2- Stepping Up)</p> <p><b>Rigorous academic curriculum</b> that is based on sound learning principles anchored in Social Cognitive Theory to provide a strong Core Curriculum (3R)</p> <p><b>Comprehensive Physical Education, Co-curricular Activities and Outdoor Experiential Learning programmes</b></p> <p><b>Structured Leadership Development Programme</b> based on Maxwell's framework</p> <ul style="list-style-type: none"> <li>• A Beginning Leader (Sec 1) &amp; A Caring Leader (Sec 2)</li> </ul> <p><b>Cross-Cultural Education</b> based on Livermore's Cultural Quotient<sup>1</sup> framework (e.g. Sec 1 trip to Malacca, Sec 2 Boarding School Experience)</p> <p><b>Comprehensive Support Structures for Social Emotional Needs</b> e.g. Student Support Team and Befriender (Auntie Shirley)</p> <p><b>Broadening Horizons through Enrichment Programmes</b> e.g. Sabbaticals to suit students' interest and readiness</p>		<p><b>Structured Student Development programmes</b> PCCG (Sec 3: Stepping Out; Sec 4:Sailing Forth)</p> <p><b>Academic Curriculum Differentiated by</b></p> <ul style="list-style-type: none"> <li>• subject combination (student choice)</li> <li>• within class</li> <li>• by interest and ability</li> <li>• by talent</li> </ul> <p>National Youth Achievement Award (NYAA), Overseas Outdoor Adventure and Service Learning trips</p> <p><b>Leadership Development Programme</b></p> <ul style="list-style-type: none"> <li>• An Experienced Leader (Sec 3) and an Enlightened Leader (Sec 4)</li> </ul> <p><b>Cross-Cultural Education</b> (e.g. Global Classroom Programme to China at Sec 3)</p> <p><b>Comprehensive Support Structures for Social Emotional Needs</b></p> <p><b>Broadening Horizons through Enrichment Programmes</b> e.g. Student-Initiated Lectures and Sabbaticals</p>		

**A Nanyang girl's goal:  
To be a bilingual bicultural 21<sup>st</sup> century global leader who is an Agent of Change.**

Figure 6.1.1 Approach and Deployment to Meet Customer Requirements

<sup>1</sup> Cultural Intelligence (CQ) defined as "the capability to function effectively across national, ethnic, and organizational cultures" by Dr Livermore from "Leading With Cultural Intelligence".



### • *The different needs by talents and interests*

Girls entered NYGH through their PSLE grades, primary school affiliation or talents. Each group has their different needs and interests. The school caters for their needs by having a comprehensive Talent Development Programme (3R+), special programmes such as Future Problem Solving and Odyssey of the Mind, as well as co-curricular activities. For girls who need greater academic support, a structured remedial programme and special sabbatical lessons are designed for them to give them the necessary assistance.

## Talent Development

With the Total Curriculum as the core, NYGH ensures that a Nanyang girl, given her aspirations and talents, is appropriately stretched further to meet her optimal potential, building upon the solid foundation of the NYGH IP. The Talent Development Programme (3R+) is a specially designed programme to nurture these very high-ability individuals according to their areas of interest and talents, as reflected in Figure 6.1.2.

NYGH Talent Development Programme (3R+)	
<b>Aesthetics</b>	Deeper understanding of music through Higher Music Programme Deeper understanding of art history and application through Art Elective Programme
<b>Bilingualism Biculturalism</b>	Enriched language and culture curriculum in Chinese and English, including the Bicultural Studies Programme
<b>Humanities</b>	Advanced studies in History, Geography and Literature, including customized interdisciplinary field trips
<b>Mathematics</b>	Deeper understanding of higher-level Mathematics, including the Stanford Programme for Gifted Youth
<b>Science</b>	Innovative experimentation, including Science research projects with Institutes of Higher Learning
<b>Leadership</b>	A full range of leadership opportunities with a structured leadership programme

Figure 6.1.2 NYGH Talent Development Programme

## Global Classroom Programme

This programme is designed to help the students discover the global diversity and develop a genuine understanding of people both within the country and beyond. Every programme is customised to provide the best learning experience for the students, while experiential learning is the common approach to develop the girls' sense of self and team spirit.

As an SAP school, NYGH also provides the Sec 3 students with 100% places to China for their immersion programmes. 100% places to Malaysia are also offered to the Lower Sec girls to complement their Malay culture appreciation lessons. Through such experiences, the students widen their horizons as they immerse themselves in different practices and cultures.

## Co-curricular Activities (CCAs)

CCAs form an integral part of students' holistic development. With 37 CCAs to meet various interests, not only does this programme provide students with opportunities to pursue and excel in their area of talent and passion, it also helps them to discover their own strength of character and build their school spirit as they support each other during tournaments and performances.

## Student Support

In NYGH, students' overall well-being is also paramount. The Student Support Programme thus provides opportunities for students to pursue activities that promote their psychosocial well-being.

Every class also has 2 form teachers to take care of their well-being and every level has 2 Year Heads to look after their holistic development. The CCA and special programmes teachers also work closely with the form teachers and Year Heads to ensure that the girls' progress and well-being are taken care of.

There is also a Student Activity Centre, manned by a Student Befriender. This provides the girls with a safe environment to grow and develop.



Student Befriender, Auntie Shirley, and students at Student Activity Centre





## CUSTOMERS



### Assessment that Supports Personal Agency

As high-ability students, NYGH girls aspire to be developed holistically into independent learners, in line with the school's emphasis on 3Rs. Student-Initiated Assessment (SIA) is thus an important component of NYGH's total assessment. SIA requires students to undertake authentic tasks that will provide them with opportunities to integrate and apply classroom learning to the real world. SIAs will not only provide a more accurate measurement of the learning the school values in students, they also encourage students to take responsibility for their own learning. The use of concrete, familiar situations with a real life dimension also engages learners more effectively, helping them to develop an understanding and a flexibility of thought which they can transfer to new and different settings.

### Analysing customer needs

The school uses a range of channels to identify students' needs (Figure 6.1.3). Through the twin approaches of Proactive engagement and Feedback gathering, the school collects both qualitative and quantitative data on customer needs and outcomes, and refines its programmes according to its strategic thrusts.

Type of Channel	Students	Parents
<b>Proactive Channels</b>	<ul style="list-style-type: none"> <li>Annual Student dialogues with SM according to student segments</li> <li>Town Hall Sessions with SM</li> <li>Termly meeting with Year Heads for all monitors</li> </ul>	<ul style="list-style-type: none"> <li>Sec 1 Breakfast Meeting with Principal</li> <li>Parent-Teachers Meeting twice a year</li> <li>Direct communication with teachers (all teachers' email addresses are made available to facilitate communication)</li> <li>Online progress report with parents' response feature</li> </ul>
<b>Feedback Channels</b>	Ongoing student feedback via multiple channels	Parent Perception Survey

Figure 6.1.3 Channels of Communication with Students and their Parents

The knowledge gleaned from the comprehensive communication platforms helps the school to scan the environment from multiple perspectives and guides it in its strategic and improvement plans. For example, the school adopted experiential learning (based on Kolb's Experiential Learning Cycle) as a coherent and consistent approach to designing programmes for student's social-emotional development, upon (1) gaining external

feedback from HCI on its students' academic resilience, (2) gathering internal feedback from teachers on the students' social-emotional needs, and (3) engaging its various programme owners in professional discussion on ways to develop the students' social-emotional strengths. The experiential learning approach was then piloted with level-wide programmes so that feedback can be further used for review and incorporated into future plans for scaling up. Figure 6.1.4 summarises this approach.

Other key school initiatives that underwent the same process as shown in Figure 6.1.4 are the P21C<sup>2</sup>, student leadership, and Total Curriculum initiatives.



Figure 6.1.4 From Customer Requirements to Strategic and Improvement Plans



Cross-Cultural Learning through Global Classroom Programme (Malacca)

### Determining current and future customer requirements

***"We don't want 21<sup>st</sup> century kids taught by 20<sup>th</sup> century teachers in 19<sup>th</sup> century classrooms. This so accurately captured the ethos of the school."***

***Professor Bill Gaudelli  
Columbia University***

### Internal Review

The school undertakes systemic reviews through After Action Review (at team level), Assessment and Review (at department level) and Strategic Review (at EXCO/management level).

### External Scanning and Support

Mindful of the importance to continuously improve its processes to provide students with the most up-to-date learning environment, NYGH actively looks at how other organizations manage customer requirements. In addition, the school also actively benchmarked its student processes, e.g. assessment, student leadership, bicultural education, with other top schools and industry leaders. Such active benchmarking ensures that the teaching and learning experiences provided for NYGH students are of top standards.



Socratic Seminar as an effective approach for teaching critical thinking via discussions

## 6.2 Customer Relationship

NYGH strongly believes in 3 areas of focus to ensure optimal customer relationship – Relationship Establishment, Relationship Building and Relationship Extension.

### Relationship Establishment

Both students and visitors have commented on NYGH's warm, nurturing environment. This is evident at primary school outreach programmes, Open House and DSA tea sessions. To ensure that potential students and parents have the information that they need such as Open House programme, DSA information, etc, the school website is updated with such information.



## CUSTOMERS



### Relationship Building

As shared with all parents at the various touch points, the ‘teachers slogan’ is “Whatever it takes”. This conveys a clear message that the school prioritises the development of the girls into healthy, happy, upright adults. Three tiers of customer touch points ensure that at every level of interaction, there are ample opportunities for feedback (Figure 6.2.1)

Level	Customer touch points	Contact Frequency
Within class	<ul style="list-style-type: none"> <li>Form Teachers and Co-Form Teachers</li> <li>Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Class Contact Time</li> <li>Termly dialogue with individual students</li> <li>Semestral meeting with parents</li> </ul>
Within level	<ul style="list-style-type: none"> <li>Year Heads</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly assembly</li> <li>Termly dialogues with student reps</li> </ul>
School level	<ul style="list-style-type: none"> <li>Email</li> <li>Learning Management System</li> <li>Pupils Suggestion Scheme</li> <li>Scheduled meetings</li> <li>Social Media (e.g. school facebook)</li> <li>Frontline counter</li> </ul>	<ul style="list-style-type: none"> <li>Accessible 24/7 for all e-platforms</li> <li>The frontline staff manages the customers at any time of the school day</li> </ul>

Figure 6.2.1 Three-tier Customer Touch Points

### Relationship Extension

“Once a Nanyang girl; always a Nanyang girl.” Hence, in years 5-6 when the girls are at HCI, NYGH invites them regularly back for school events to foster lifelong ties. The school also creates platforms for alumni to share experiences. This passing on of school culture is so ingrained that even after they leave school, Nanyang girls maintain close ties with their school and juniors. E.g. every Global Classroom Programme includes meeting with alumni based at respective overseas locations.

Within each channel, the school’s attitude of familial care coupled with respect (in line with the school value of 端, or respectability), closely guide every interaction, further instilling the sense of culture that permeates the school.

### Managing Complaints

#### Students and Parents

Complaints by students and parents are handled systematically via the following process (Figure 6.2.2).

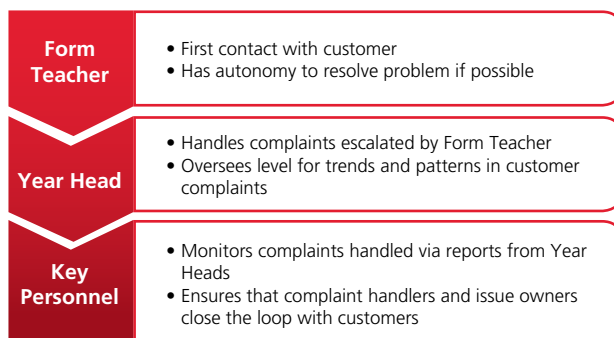


Figure 6.2.2 Process to Address Students’ Complaints

Complaints that come through other channels e.g. emails to generic school mail are overseen by a VP and directed to respective owners for follow up.

After Action Review (AAR) is carried out after every school event. This, along with any customer feedback, helps improvements to be made for the next event.

Over and above the standard process, as a school that values character education and independent thinking, NYGH also emphasizes **Restorative Practice** for its students. This gives the students ownership and means to resolve the problem to their own satisfaction independently. This empowerment is a win-win situation as it enables an optimal tailored solution for the students while minimizing the resources needed to resolve individual problems.

#### Members of the Public

Potential students and their parents are NYGH’s customers who are amongst the members of the public. Essential information about the school and its contact details are always kept updated and made available on the school website for easy access.

The administrative staff check emails sent to the school and direct inquiries to the relevant personnel daily. Response to the feedback and questions by members of the public are emailed to the sender following Public Service’s 3-7-21 guidelines and AFIs raised are acted upon and reviewed. The school also adopts the “no wrong door” policy. School policies and programme/event details are made known to all frontline staff so that they can answer walk-in and phone call inquiries and respond to feedback confidently and professionally.



Besides complaints, compliments gathered are also compiled. Good stories are shared with the staff by the Principal either via email or during Staff Contact Time to motivate staff to keep up the excellent standards. Complaints gathered are analysed by SM to work with staff on making improvements in the spirit of excellence.

### Evaluating customer relationship management

NYGH evaluates and improves its customer relationship management through the process shown in Figure 6.2.3.

An example of improvement made as a result of the evaluation done on customer relationship management was the formation of the Young Alumni. It was formed in 2009 to help maintain ties with JC students and undergraduates, who are not yet eligible for membership in Nanyang Schools Alumni Association. The annual Homecoming and other events have provided alumni with opportunities to stay connected as well as contribute to their alma mater.

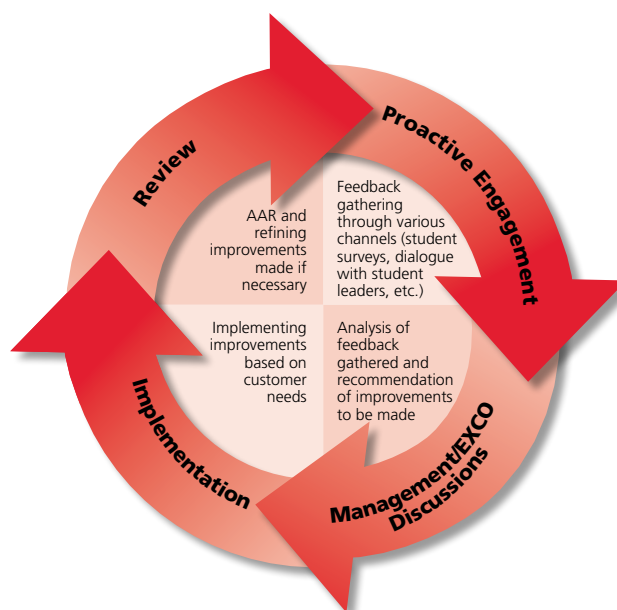


Figure 6.2.3 Evaluation Process of Customer Relationship

## 6.3 Customer Satisfaction

### Potential Students and their Parents

The NYGH Open House attracts over 4,000 visitors each year, showing the support the school receives from potential students and parents. Open House visitors have consistently commended Nanyang girls for being good ambassadors, welcoming and sincere in sharing their positive school experience. This feedback is consistent with findings at surveys and focus group discussions with Sec 1 parents on the reasons why their daughters chose NYGH.

### Present Students and their Parents

NYGH determines customer satisfaction through data from a variety of sources. The surveys conducted by the ministry (e.g. Quality of School Experience Survey) offer reliable and valid information about the girls' satisfaction. The Gifted Education Branch provides the school with yearly survey feedback. Such information is triangulated against NYGH's own internal surveys. A Parent Perception Survey is also conducted annually to track parents' satisfaction level.





## CUSTOMERS



Borderless classroom

### Graduated Students

An important proxy indicator of the alumni satisfaction is their rising support for school projects.

### External Partners within Singapore and Beyond

Another area that NYGH holds dear in terms of its customer relationship management is its engagement of strategic partners within the country and beyond. This is because a strong relationship in this area opens a Nanyang girl's opportunities beyond the school and Singapore, providing them with a competitive advantage as they develop to be global leaders.

Positive public perception goes beyond Singapore as NYGH hosts many international visitors including the media and dignitaries. In fact, NYGH was the only school that PRC President Hu Jintao visited when he came to Singapore in 2009. In particular, NYGH has hosted high ranking education ministry officials from other countries who are keen to learn from the school. In addition, NYGH's excellent reputation is reflected by the positive media coverage both internationally and locally, with over 600 positive stories covered from 2010 to 2013.

### Incorporating customer satisfaction into strategic plans

The knowledge that is the result of the comprehensive channels described in 6.1 helps guide strategic and improvement plans.

P21C<sup>2</sup> is an example of a strategic shift in pedagogy because of external scan and internal scan. With the implementation of P21C<sup>2</sup>, the school engaged a research assistant to observe the value-addedness of using 1-1 computing in teaching and learning. The results show that there is a rise in higher order discussions and student-centric lessons with this new approach. Such data are shared with the teachers, motivating them to adopt the new approach.

Similarly, as a result of getting customer feedback through various channels of communication, school improvements have been made in all areas, ranging from student development to infrastructure.



Students showcasing their SIAs



“At Nanyang, we learnt about our strengths and weaknesses, to make our own choices, forge our own paths and stick by it. Because of the strong culture of excellence, we also learnt to compete – by winning and losing and setting the bar high – most importantly with ourselves.”

Susan Long  
Alumna  
Senior Correspondent, *The Straits Times*

# Results





## RESULTS



# 7.1 Customer Results

## CUSTOMER SATISFACTION

As an educational institution, the school measures customer satisfaction through the annual Quality of School Experience (QSE) survey conducted by MOE.

### High Quality of School Experience

As a result of NYGH's student-centric approach to education, the Sec 4 students consistently report higher levels of satisfaction compared with the national cohort (Figure 7.1.1). With increased focus on student engagement through 1-1 computing and experiential learning approaches, there has been an improvement in the already good scores in both curriculum (Figure 7.1.2) and non-academic areas (Figure 7.1.3).

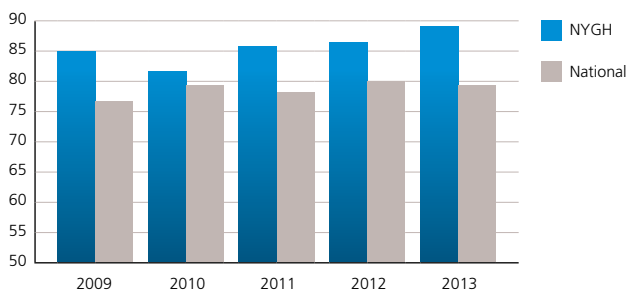


Figure 7.1.1 Percentage of SA/A in overall QSE score against national cohort

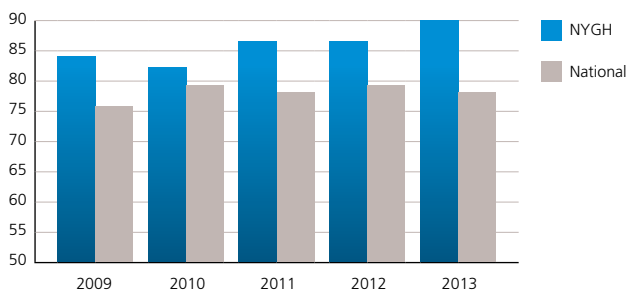


Figure 7.1.2 Percentage of SA/A in curriculum QSE score against national cohort

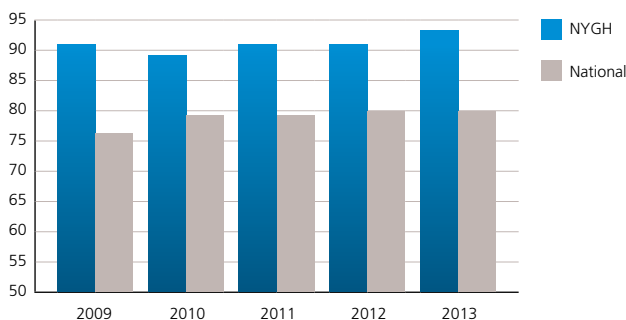


Figure 7.1.3 Percentage of SA/A in non-Academic QSE score against national cohort

Their satisfaction with and loyalty to the school are reflected in School Pride and Affiliation scores, which are markedly higher than the national cohort as shown in Figures 7.1.4 and 7.1.5 respectively.

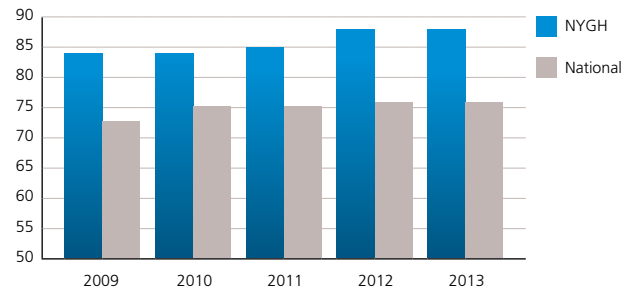


Figure 7.1.4 Percentage of SA/A in School Pride QSE score against national cohort

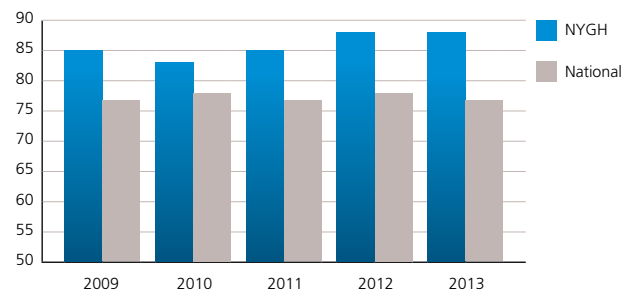


Figure 7.1.5 Percentage of SA/A in Affiliation QSE score against national cohort

“

*Our time in Nanyang was never merely a matter of grades or report books. Teachers might have retired or moved on, but the knowledge that they cared and continue to care for us and our development is our anchor and comfort.*

”

Claire Soon

*President's Scholar 2009, Class of 2006*



President's Scholar Alicia Tee 2012, class of 2009

### Alumni Contribution to School

Strong loyalty stemming from a positive school experience can be seen in alumni's contribution to the school. These are expressions of their deep appreciation of the school's integral role in their development.

Having imbibed the value of 饮水思源(gratitude), every graduating class raised funds to present the school with a parting gift to benefit their juniors. Gifts such as swings and study benches have value-added to the social spaces of the school.

This loyalty persists long after graduation. Alumni Youth Wing formed in 2009 has increased support for school events, from Homecoming Day to Student-Initiated Lectures and Career and Assembly Talks.

Nanyang Schools Alumni Association (NSAA) organises a major celebration of Founder's Day every 5 years. The 90<sup>th</sup> anniversary gala dinner and the 95<sup>th</sup> anniversary musical celebrated the school's illustrious history and helped raise funds for the Nanyang Family of schools.

## KEY MEASURES

### International Scholastic Achievements

In the 2011 **TIMSS**, Singapore was 1<sup>st</sup> among the countries studied for Science, and was joint 1<sup>st</sup> position for Mathematics with Korea and Chinese Taipei.

NYGH students excelled in Math and Science based on the TIMSS findings. The students were in the 90<sup>th</sup> percentile and above for both Math and Science, strong evidence that NYGH students are the **best among the best** in the cognitive domains of knowing, applying and reasoning.

The confidence levels of NYGH students in Math and Science are also way above the national norms based on TIMSS.

Another significant international indicator that reflects the quality of students is their scores in **Programme for International Student Assessment (PISA)** administered by Organisation for Economic Co-operation and Development. Singapore's 2009 international ranking was 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in Math, Science and Reading respectively.

NYGH students proved to be the **best among the best** again in 2009 and 2012 PISA results. They generally outperformed their Singaporean peers.

There are strong achievements at international competitions such as World Scholars Cup and Odyssey of the Mind (OM) (Figure 7.1.6).

Year	World Scholars Cup (Teams from over 30 countries)	Odyssey of the Mind (Teams from over 20 countries)
2010	<ul style="list-style-type: none"> <li>Junior World Team Overall Champion and 2<sup>nd</sup> position</li> <li>Senior World Overall Team 2<sup>nd</sup> position</li> <li>Junior World Individual Overall 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> positions</li> <li>Senior World Individual Overall 3<sup>rd</sup> position</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> position (Shanghai)</li> <li>6<sup>th</sup> position (US)</li> </ul>
2011	<ul style="list-style-type: none"> <li>Junior World Team Overall Champion and 2<sup>nd</sup> position</li> <li>Junior World Individual Overall 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> positions</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> position (Shanghai)</li> <li>12<sup>th</sup> position (US)</li> </ul>
2012	<ul style="list-style-type: none"> <li>Junior World Team Overall Champion and 2<sup>nd</sup> position</li> <li>Senior World Team overall 2<sup>nd</sup> and 3<sup>rd</sup> positions</li> <li>Junior World Individual Overall 2<sup>nd</sup> and 3<sup>rd</sup> positions</li> <li>Senior World Individual Overall 3<sup>rd</sup> position</li> </ul>	<ul style="list-style-type: none"> <li>Champion (Shanghai)</li> <li>2<sup>nd</sup> and 3<sup>rd</sup> positions (US)</li> </ul>
2013	Tournament of Champions <ul style="list-style-type: none"> <li>Senior Overall 3<sup>rd</sup></li> <li>Junior Overall 5<sup>th</sup></li> <li>Debate - Honour Roll (3 teams)</li> <li>Senior Collaborative Writing - 1<sup>st</sup></li> <li>Senior Individual - 2<sup>nd</sup></li> </ul>	<ul style="list-style-type: none"> <li>2 Champion Teams (Shanghai)</li> <li>10<sup>th</sup> and 18<sup>th</sup> positions (US)</li> </ul>

Figure 7.1.6 World Scholars Cup and OM results

The NYGH students have also done very well in international competitions such as the University of New South Wales – International Competition and Assessment for School (English), the Royal Commonwealth Essay Competition and the Future Problem Solving (Figure 7.1.7 to 7.1.8).

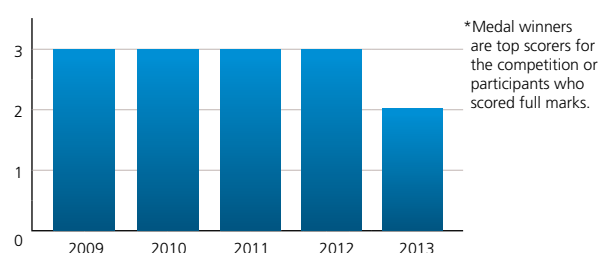


Figure 7.1.7 University of New South Wales- International Competition and Assessment for School (English)

Year	Gold	Silver	Bronze
2013	7	4	6
2012	2	2	6
2011	0	2	7
2010	0	4	3

\*In 2012: 8000 entries from estimated 1700 schools worldwide. Only 27 schools were awarded Gold

Figure 7.1.8 Royal Commonwealth Essay Competition





## RESULTS



Global Issues (Individual)	Global Issues (Team)
Only secondary school to have represented Singapore	Overall World Champion (2010)
Won awards at both the Asia-Pacific Round as well as the International Round in the USA	Only secondary school in Singapore to have won this top award
Countries that participate: USA, Australia, UK, New Zealand, Hong Kong, India	Countries that participate: USA, Australia, UK, New Zealand, Hong Kong, India

Figure 7.1.9 Future Problem Solving Programme International Conference

### Academic Excellence at National Level

NYGH students win pinnacle awards at national level, with two President's Scholars in the last 5 years: Claire Soon Jing Min (Class of 2006) and Alicia Tee Ren Ling (Class of 2009) – tied highest total number of female President's Scholars among Singapore schools in the last 5 years.

NYGH students are accepted into prestigious faculties and universities around the world including Stanford, Oxford, Cambridge, MIT, Imperial, Fudan University and Peking University. Figure 7.1.10 shows a general growing trend of students accepted by top universities in UK, US and PRC.

JC cohort	2010	2011	2012
Total	153	135	150

Figure 7.1.10 Number of students accepted into US, UK and PRC top universities

### Top in Bilingualism

The excellent bilingual bicultural education at NYGH has enabled students to clinch more related scholarships than their peers from comparable schools.

NYGH out-performed their peers in the prestigious Prime Minister's Book Prizes that recognize bilingual achievement (Fig 7.1.11).

NYGH also has the highest number of the Lee Hsien Loong Award for Outstanding Bicultural Studies.

NYGH also outperformed all SAP schools with a strong track record of SAP scholarships awarded at Sec 3 (Figure 7.1.12).

At the annual Bicultural Studies Programme (BSP) Symposium, NYGH received the Best Paper Award thrice since 2007, tied highest with HCI.

As a SAP school and WZ COE for Chinese Studies and Culture, NYGH upholds high standards in Chinese Language.

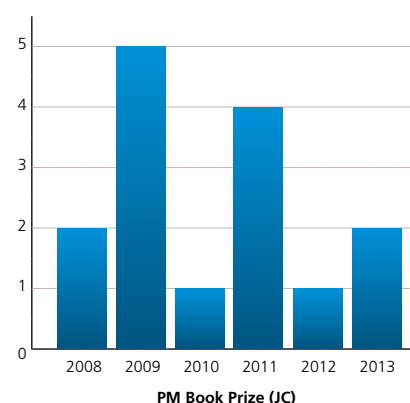


Figure 7.1.11 PM Book Prize

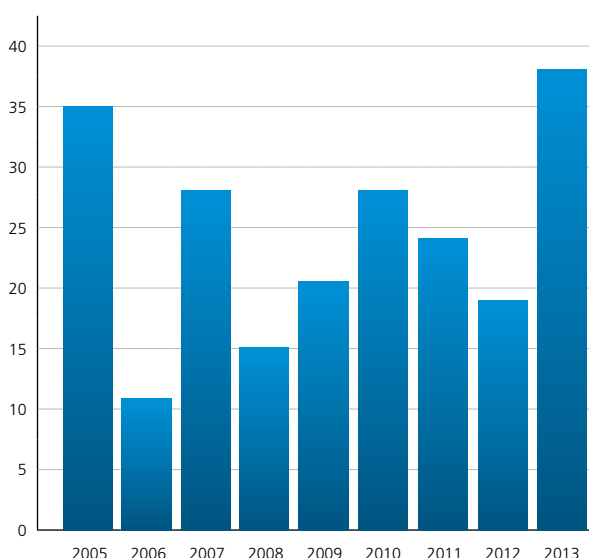


Figure 7.1.12 Number of SAP Scholarships

The sterling results at **Hànyǔ Shuǐpíng Kǎoshì (HSK)**, an international standardized Chinese language proficiency test, are testament of high language proficiency of NYGH students.

NYGH average marks are higher than the national cohort in both levels 5 & 6 and the percentage of students who achieve the highest band overall and in the individual components of listening, reading and writing is also way above national performance (Figure 7.1.13).

		2010 NYGH (National)	2011 NYGH (National)	2012 NYGH (National)
<b>Average Marks</b>	Level 5	--	286 (269)	275 (274)
	Level 6	--	263 (246)	279 (251)
<b>% with Highest Band (210-300)</b>	Level 5	99.5 (89.1)	100 (93.7)	99.0 (98.7)
	Level 6	100 (86.2)	100 (93.3)	100 (88.9)
<b>% with Highest Band in Listening Component (90-100)</b>	Level 5	64.3 (43.6)	95.6 (78.8)	96.1 (91.3)
	Level 6	78.8 (33.6)	95.0 (74.1)	100 (60.7)
<b>% with Highest Band in Reading Component (90-100)</b>	Level 5	87.0 (58.3)	96.4 (73.6)	69.5 (68.7)
	Level 6	78.8 (27.2)	46.7 (25.4)	97.2 (48.9)
<b>% with Highest Band in Writing Component (90-100)</b>	Level 5	6.0 (2.7)	71.9 (46.4)	33.6 (32.4)
	Level 6	33.3 (2.8)	18.3 (5.02)	33.4 (11.9)

Figure 7.1.13 HSK Results

This coheres with the 'O' Level results for Higher Chinese where NYGH is top in the nation with the lowest Mean Subject Grade every year.

### Co-Curricular Excellence

NYGH's comprehensive Total Curriculum ensures that students are developed in other domains.

### Clubs and Societies

The Chinese Calligraphy Society in NYGH is tops in the nation, often receiving numerous Gold awards (Figure 7.1.14).

Year	Gold	Silver	Bronze
2013	6	10	11
2012	5	9	3
2011	5	9	7
2010	3	9	7

Figure 7.1.14 World Calligraphy Itinerant Grand Exhibition

### Performing Arts

NYGH is tops in Performing Arts nationwide, outperforming all schools at the biennial Singapore Youth Festival Central Judging with nearly all groups obtaining Gold with Honours in 2011. NYGH has maintained the highest number of the pinnacle award Gold with Honours since 2009.

This is commendable considering the large number of groups and students involved (40% of the school population).

For excellence in Performing Arts and the Arts, the school was awarded Sustained Achievement Award in Aesthetics (7<sup>th</sup> Award) in 2013 and National Arts Council Blaze Award in 2013.

NYGH has also received international accolades in Performing Arts. Figure 7.1.15 shows achievements in 2011<sup>1</sup>.

Performing Arts	International Achievements
Choir	3 <sup>rd</sup> International Anton Bruckner Choir Competition and Festival in Linz Austria in 2011 (Gold Award)
	World Choir Games in Graz Austria in 2008 (Gold Award)
Chinese Dance	Invited to Perform at Flag of Peace Concert in Beijing - 2012, 2010 & 2008 ; Taipei - 2013
Concert Band	Travelled to Tokyo, Japan for an exchange programme and to attend lectures/classes by band professionals in 2008
String Ensemble	Standing Ovation at New York Carnegie Hall in 2008, participated in The New York Band and Orchestra Festival (Gold award)
Chinese Drama	Hong Kong and Macau Open Competition for Chinese Drama/Theatre (Theatresports) in 2007 6 <sup>th</sup> International Recitation Competition 2011 (Merit Award)
Chinese Orchestra	22 <sup>nd</sup> Australian International Music Festival (Gold)
Modern Dance	Exposure to the dance education scene in Taiwan, participated in Master classes, engaged in an exchange with the local students at a school reputed for their dance programme in 2010

Figure 7.1.15 International achievements in Performing Arts in last 5 years

### Uniformed Groups

NYGH Uniformed Groups have also garnered top awards. NYGH Girl Guides has received more President's Guide Awards than any other school in Singapore.

The other 2 Uniformed Groups: SJAB and NPCC have also attained the highest accolades possible, achieving Gold awards in the last 4 years.

### Sports

NYGH has been awarded Sustained Achievement Award for Sports (15<sup>th</sup> Award) in 2013, one of only 6 schools in Singapore with this noteworthy achievement. NYGH has been conferred this award annually since its inauguration.

There is also a growing trend of excellence at both the individual athlete and team levels (Figure 7.1.16) and at international competitions (Figure 7.1.17).

<sup>1</sup> There were no international competition participations in 2012 due to the 95<sup>th</sup> anniversary celebrations.



## RESULTS



Cohort	2010	2011	2012	2013
National Individual Colours	7	12	24	17
No. of teams in top 3 positions in the National tournaments	11	12	18	18
No. of teams in top 2 positions in the Zonal tournaments	8	6	9	9

Figure 7.1.16 Sports CCA Achievements

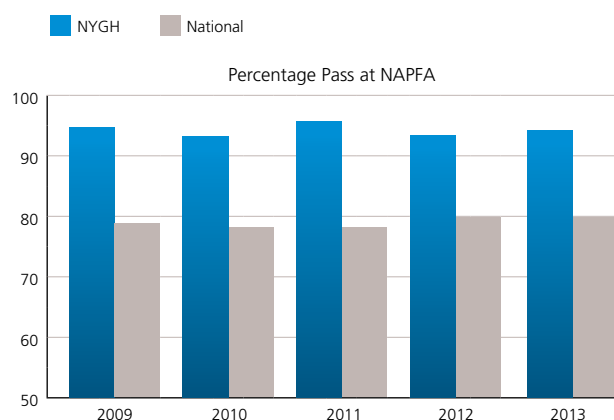
Year	Achievements
2013	<b>23 individual representation</b> SSSC / WALA / MSSM: 1 Gold in World Wushu Championships
2012	<b>36 individual representation</b> SSSC / WALA / MSSM: 2 Silver and 2 Bronze
2011	<b>13 individual representation</b> SSSC / WALA / MSSM: 2 Gold, 1 Silver and 3 Bronze
2010	<b>14 individual representation</b> SSSC / WALA / MSSM: 1 Gold and 3 Bronze
2009	<b>15 individual representation</b> SSSC / WALA / MSSM: 1 Bronze 5th Asian Junior Wushu Championships: 1 Gold and 2 Silver

SSSC is Singapore Schools Sports Council  
WALA is Western Australian Little Athletics  
MSSM is Malaysian Schools Sports Council

Figure 7.1.17 International Representation

### Physical Fitness

For its consistently high standard of National Physical Fitness Assessment (NAPFA) achievements, NYGH was awarded the Sustained Achievement Award for Fitness every year since its inauguration. The 11<sup>th</sup> Award was received in 2009 before it was replaced by CHERISH award. NYGH was awarded Silver and Gold CHERISH award in 2010 and 2012 respectively. The school continues to uphold excellent NAPFA results even after the award was discontinued (Figure 7.1.18).



Cohort	2009	2010	2011	2012	2013
% of students awarded NAPFA Gold	47	45	47	45	54

Figure 7.1.18 NYGH NAPFA results

The fitness index of students is among the best in the nation (Figure 7.1.19). Consistently above 90%, it is higher than the national average of approximately 72%.

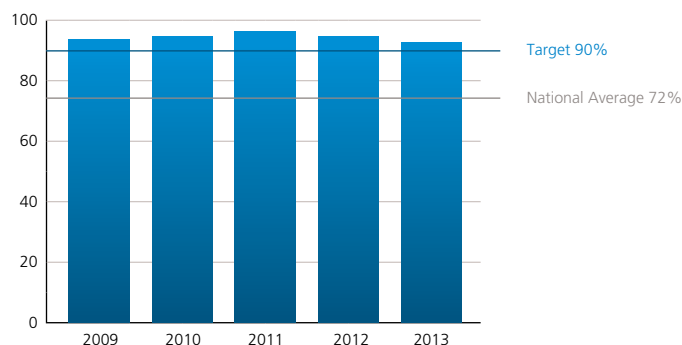


Figure 7.1.19 NYGH Fitness Index

### Excellence in Character Education

The Outstanding Development Award for Character Development conferred by MOE attests to the sound processes and structures for effective Character Education in NYGH.

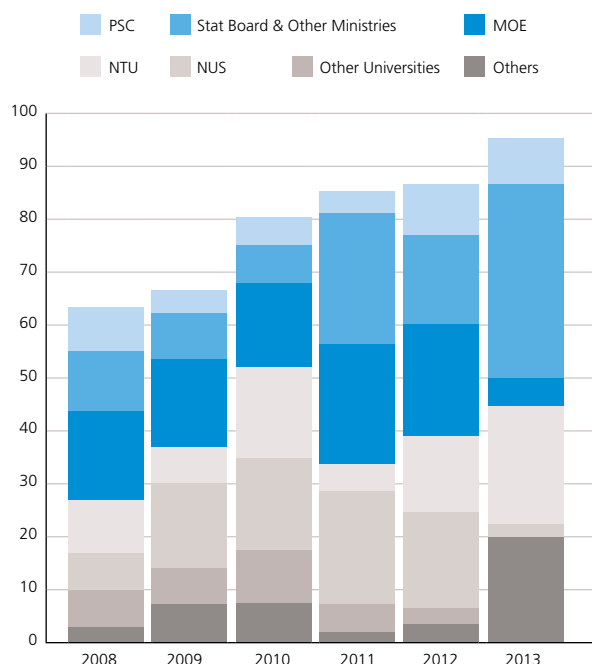
NYGH has the second highest number of the pinnacle Lee Kuan Yew Award for All Round Excellence Award among Singapore schools – top among girls' schools – since the inaugural award in 2005. This award is given to students who exemplify the desired outcomes of education, having excelled in academic and non-academic domains.

Another indicator used by NYGH to measure students' commitment to serve the nation is the number of scholarships that include bond with ministries and statutory boards. There has been a rising number of undergraduate scholarships awarded to students with half or more of these scholarships including bonds (Figure 7.1.20), attesting to their academic excellence and desire to give back to the community.

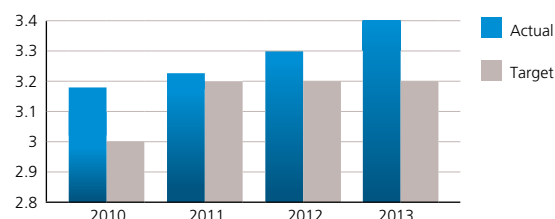
Because of the concerted school-wide efforts in developing 3R learners, there has been an upward positive trend in teachers' rating of 3Rs in the students (Figure 7.1.21).

Likewise, parents surveyed in the school's Sec 4 parents' perception survey have reflected that their daughters have benefited from the character education programme (Figure 7.1.22).

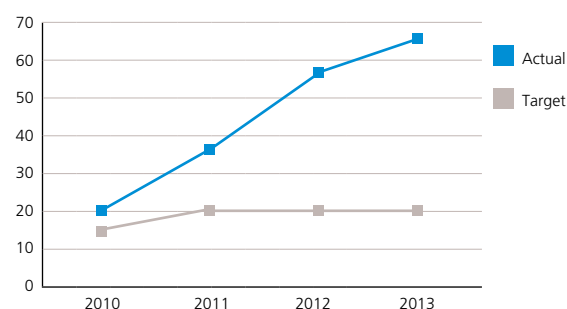
The school has also been successful in nurturing *Agents of Change* as seen in the increasing percentage of upper secondary students initiating community projects (Figure 7.1.23).



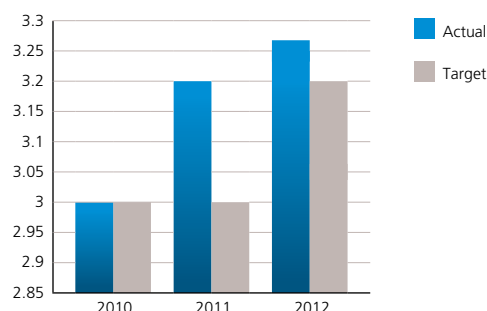
**Figure 7.1.20** Number of undergraduate scholarships awarded to NYGH Alumni



**Figure 7.1.22** Parents' Perception of Effect of Character Education



**Figure 7.1.23** Percentage of Student-Initiated Community Projects



**Figure 7.1.21** Teachers' Rating of Students' 3Rs (out of Likert scale of 1-4)

## 7.2 Financial and Market Results

### FINANCIAL PERFORMANCE

NYGH is a non-profit organization registered as a Company Limited by Guarantee and an exempt charity. Funding from MOE forms the bulk of the annual income. Hence the school is accountable to MOE and the public in the prudent management of financial resources.

Recognizing the importance of a high performing and committed staff, excellent organization support, a conducive and comprehensive infrastructure for teaching and learning as well as having a curriculum that inspires students to maximize their own potential and their role in society, more than 99% of the school's financial resources are allocated towards the student-focused Strategic Thrusts 1 and 2 since 2009.





## RESULTS



Based on the Financial Benchmark Report for Independent Schools (ISs) compiled by MOE based on the audited income and expenditure of all ISs, NYGH has been able to keep the manpower cost per student and operating cost per student at competitive rates despite the increase in staff strength, enhancements and increase in the number of programmes including Talent Development Programmes, Sabbaticals and Global Classroom Programmes since 2008.

This is due to the school's rigorous procurement guidelines to ensure value for money and prudent resource management.

Despite having the lowest cost per student in almost all indicators, NYGH has produced stellar results and positive school experiences for students as seen in Section 7.1. Strong staff-related, market position and governance results are also seen in subsequent sections.

Key indicators in the Financial Benchmark Report will continue to be used in seeking continuous improvement while bearing in mind the need to strike a balance between prudent financial management and the provision of quality resources and programmes.

## MARKET PLACE PERFORMANCE

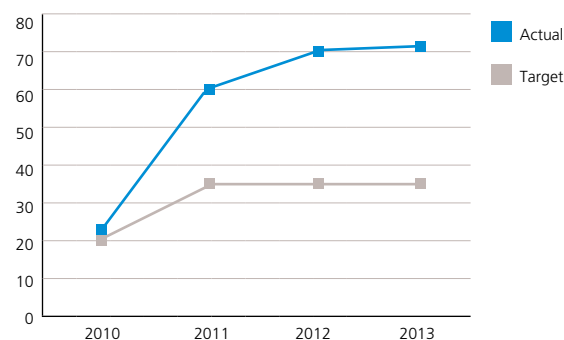
### Strong International Recognition

NYGH is recognized by the international education community as an excellent school. The former President of PRC, Hu Jintao and his entourage initiated a visit to NYGH amidst his hectic schedule during 2009 APEX Ministers' Meeting held in Singapore. NYGH is the only Singapore school visited by a PRC President in history and the visit was extensively covered in the local and international media.

Well-known for its excellent programmes, best practices in curriculum and assessment, NYGH has attracted many local and overseas requests to visit and learn from the school (Figure 7.2.1). Noteworthy examples are seen in Figure 7.2.2.

There is strong international interest in NYGH as seen from the list of global visitors to the school's website in Figures 7.2.3.

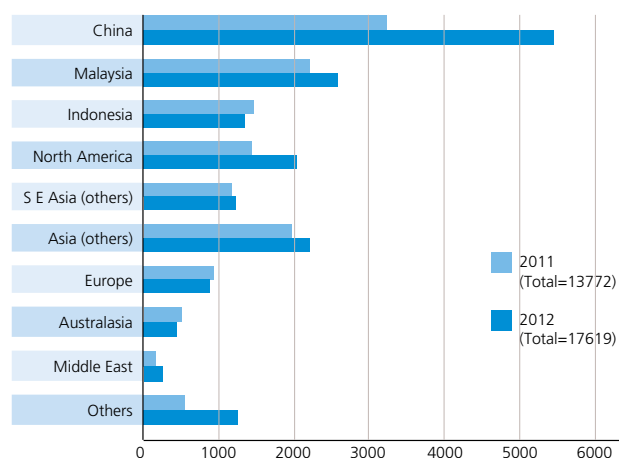
With strong innovation in teaching and learning, NYGH's breakthrough initiatives such as P21C<sup>2</sup>, experiential learning and SAGE have attracted much local and international media attention, including Reuters. Figure 7.2.4 shows NYGH featured in international news articles and television.



**Figure 7.2.1** No. of overseas education institutions that approached NYGH to learn NYGH best practices or to have collaboration

Area	Learning by Overseas Education Institutions
<b>Curriculum and Assessment</b>	Osaka Prefecture regularly sends their officers to NYGH to learn about its curriculum. They sought advice in alternative assessments and teaching approaches.
<b>P21C<sup>2</sup></b>	Educators from different regions who came to find out about the implementation processes and the way NYGH manages the challenges. These visitors include educators from Sevenoaks (UK), The University High School (Australia), High School Affiliated to Renmin University, Xishan (China), True Light Schools (Hong Kong), etc. Director-General of Education Brunei also visited the school for P21C <sup>2</sup> .
<b>Experiential Learning</b>	Affiliated High School of Peking University reported that they had incorporated experiential learning in their camps after gaining positive feedback from their students and staff who had participated in the NYGH programme.

**Figure 7.2.2** Examples of Learning by overseas education institutions

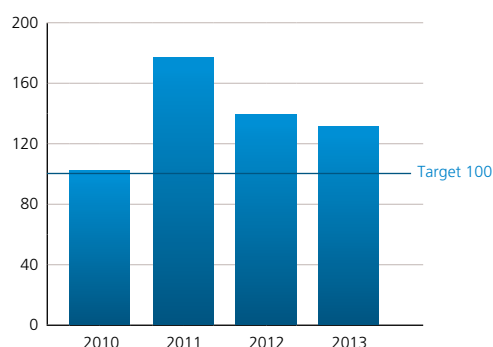


**Figure 7.2.3** Global visitors to school website 2011 and 2012

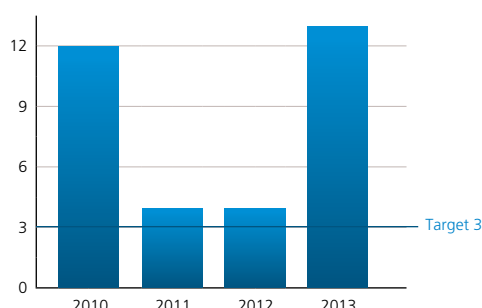
	News Feature	Foreign Media
2009	President Hu Jintao's Visit	World news including China Daily, Xinhua News (English versions) 新华新闻, 中国日报 (Chinese versions)
2010	Global Classroom Programme	世界新聞網-北美華人社區新聞 -US Qiaobao
2011	P21C <sup>2</sup>	<ul style="list-style-type: none"> <li>Reuters (News distributed to many countries)</li> <li>Thai TV (Nation Channel)</li> <li>French Media (Le Petit Journal)</li> </ul>
2012	SAGE	China Daily, Xinhua News (English versions) 新华新闻, 中国日报 (Chinese versions)
	Experiential learning	Nanjing Yangzi News 中国南京扬子晚报 (which triggered discussions and gained attention of local press - Wanbao and 逗号)
	95 <sup>th</sup> anniversary	Overseas Chinese Daily Sabah 华侨日报
2013	SAGE	Xinhua News
	Joint CIP with PRC students in Suzhou	SIP News (Suzhou)

**Figure 7.2.4** Foreign Media Coverage of NYGH breakthroughs

Figure 7.2.5 and 7.2.6 shows the number of positive media coverage in Singapore and overseas respectively.



**Figure 7.2.5** Number of positive media coverage in Singapore

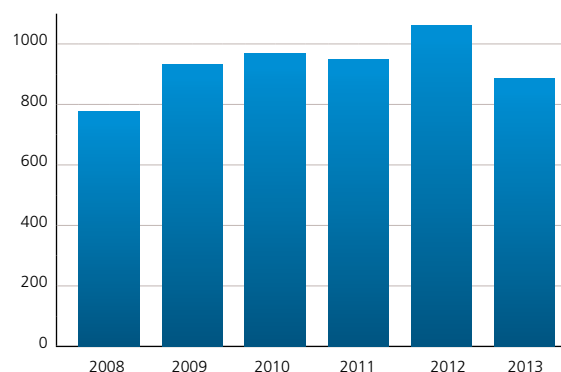


**Figure 7.2.6** Number of positive coverage by foreign media

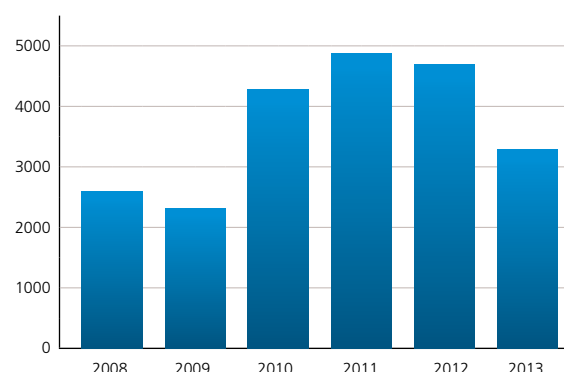
### High Local Public Standing

As a result of its excellent programmes and achievements, NYGH is widely regarded by the local community as one of the best schools in Singapore and enjoys high public standing. Since 2010, NYGH has had the highest PSLE cut-off point in the nation.

The popularity of the school is also evident in the big number of applicants during DSA exercise, as shown in Figure 7.2.7. Each year, NYGH also hosts a big number of visitors during the Open House, as shown in Figure 7.2.8.

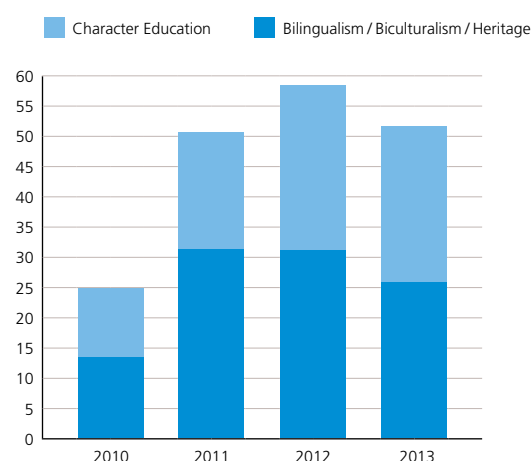


**Figure 7.2.7** Number of DSA Applicants



**Figure 7.2.8** Number of Visitors at Open House

NYGH has a strong reputation for its bilingual bicultural education, its efforts in community involvement, character education and heritage. This is evidenced in the positive press coverage in both the local English and Chinese daily newspapers (Figure 7.2.9).



**Figure 7.2.9** Local Press Coverage



## RESULTS

### Expanding Areas of Expertise as Education Leaders

#### SAGE

NYGH has always worked closely with tertiary institutions and government agencies such as Peking University, East Asian Institute of NUS (EAI), NTU and St Anne's College (Oxford University).

SAGE was initiated and formed by NYGH with 9 other top schools from different regions and EAI as its conference and journal partner. This is evidence of international recognition for NYGH's global position in education and has affirmed NYGH as an established centre for bilingualism and biculturalism, 1-1 computing in teaching and learning, and experiential learning.

The inaugural SAGE conference held in August 2012 received strong support as seen in Figure 7.2.10. During the seminar, there were 11 presentations and 12 Special Interest Group sessions. NYGH, as the initiator of the alliance, took the lead by conducting 4 presentations and 4 Special Interest Group sessions.

<b>No. of Schools</b>	53 (20 overseas and 33 local)
<b>No. of participants</b>	192
<b>Countries represented</b>	Brunei, China, US, UK, Hong Kong, Taiwan, Indonesia and Singapore

Figure 7.2.10 Impact of the inaugural SAGE Conference

#### www.ipadideas.edu.sg

This collaborative project with Apple and NIE serves as a web platform for NYGH to share lesson plans using ipad for teaching and learning, increasing its global presence in the cyberspace. Figure 7.2.11 shows the percentage of visitors, by country, who have visited the website.

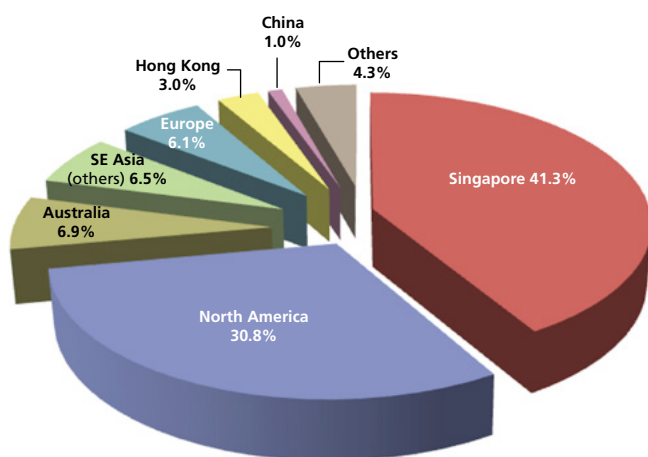


Figure 7.2.11 Global Visitors to ipadideas website

### West Zone Centre of Excellence (Chinese Studies and Culture)

As the WZ COE for Chinese Studies and Culture since 2008, NYGH has been able to make an impact in the following areas:

- Provision of a platform for interaction and learning through the use of Mandarin among teachers and students,
- Provision of opportunities for teachers and students to engage China through bilateral Singapore-China exchange programmes,
- Sharing of expertise and resources with schools for the purpose of deepening learning and appreciation of Chinese studies and culture.

As a leader in the area of Chinese Studies and Culture, the COE organizes events for teachers and students.

NYGH's COE has managed to reach out to over 800 teachers and 1000 students in 2012 alone. It is worth noting that the number of teachers that have benefited from NYGH programmes has increased ten-fold to over 800 in the last 5 years (Figure 7.2.12).

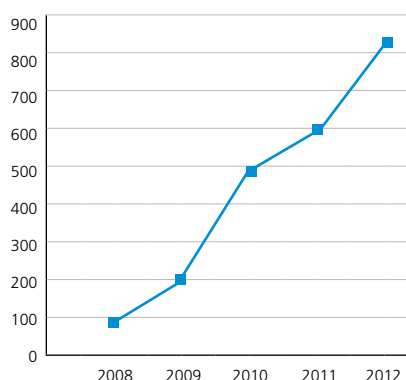


Figure 7.2.12 Number of teachers who have benefited from NYGH COE for Chinese Studies and Culture

The number of students that have benefited has increased to over 1000 in the last 2 years (Figure 7.2.13).

	2009	2010	2011	2012	2013
Number of primary school students	626	682	801	776	609
Number of secondary school students	554	240	683 (617 local, 66 overseas)	374 (254 local, 120 overseas)	1009 (827 local, 182 overseas)
Total number of students	1180	922	1484	1150	1618
Remarks	(Key event was in Singapore)	(Key event was in Shanghai)	(Key event was in Singapore)	(Key event was in Shanghai)	(Key event was in Singapore)

Figure 7.2.13 Impact of NYGH COE Events on local and overseas students

## Cross-cultural Learning

NYGH is the only Singapore school conferred the status of Lead School for Tony Blair Faith Foundation. This is strong recognition of its exemplary practice in promoting cross-cultural understanding and equipping students with knowledge, skills and competencies needed to live in a world of diverse faith and belief.

As a Lead School, NYGH runs the Face-to-Faith programme, connecting students worldwide via video conferences to discuss global issues from a variety of perspectives. To date, discussions have been facilitated between NYGH students and 6 schools from across Australia, India, Lebanon and UK (Figure 7.2.14).

Date	Schools
27 May 2011	Christian Brothers' College Freemantle (Australia) Mercedes College (Australia)
29 September 2011	Salwan PS Morning (India)
22 February 2012	Central College Lebanese Monks (Lebanon)
27 April 2012	William Ellis School (UK)
6 July 2012	Coopers' Company Coborn (UK)

**Figure 7.2.14** Face-to-Faith Video conferences

In 2012, NYGH also collaborated with OnePeople.Sg to adapt and run the inaugural Exploration into Ethnicity Facilitators Workshop for teens, benefiting student leaders from 5 other schools. This culminated in Harmony Trails 2012 where close to 100 students gathered in discussions concerning ethnicity and culture, facilitated by the trained student leaders. Strong feedback resulted in continued partnership with OnePeople.Sg and South East CDC in the form of Exploration-into-Faith Practitioner Conference in 2013 with 120 participants from different cultural faiths.



Inter-faith Dialogue as part of Cross-cultural Learning

# 7.3 People Results

## EMPLOYEE ENGAGEMENT

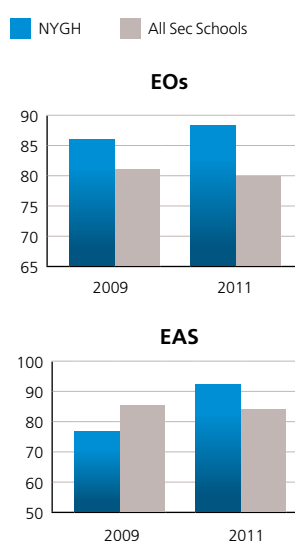
**Staff engagement** is a key strategic focus of the school. The MOE School Climate Survey (SCS) results reflected the outcome of this effort.

NYGH consistently scored higher than National secondary schools average for EOs in 2009, 2011 and 2013.

In particular, high engagement levels of 96% and 95% were recorded in 2011 and 2009 respectively under individual sub-driver of 'Rewarding Relationship with Students'. This is strong evidence of NYGH teachers' commitment to student outcomes.

## Culture of Excellence

There is strong culture of continuous pursuit of improvement and excellence in NYGH as seen in the PS21 index in MOE SCS. This measures the perception of openness to change in school (Figure 7.3.1).



**Figure 7.3.1** PS 21 Index for SCS





## RESULTS



### Participation in School Improvement

The school has set high expectations of staff participating in IdEa@work which are implementable group projects instead of conventional individual idea/suggestion submission. This is in line with its **staff empowerment, cross-functional-teams** approach which requires collaboration between staff. Such teamwork results in better engagement level as a school.

The participation rate between 2010 and 2013 is consistently high at over 85%, with a peak at 95% in 2012.

## TRAINING AND DEVELOPMENT

### Sharing at External Platforms and Presentation at International Conferences

Believing in research as an important tool to engage staff in professional development and improving professional standards, there is increased number of research projects by staff (Figure 7.3.2).

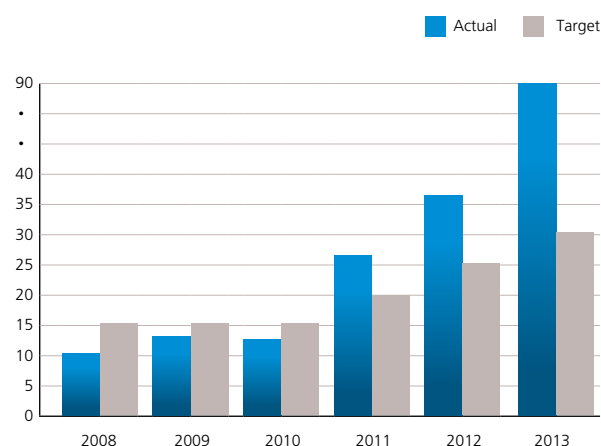


Figure 7.3.2 Number of research projects / papers by staff

As a result, the school has steadily increased the number of international conferences with NYGH paper presentations (Figure 7.3.3).

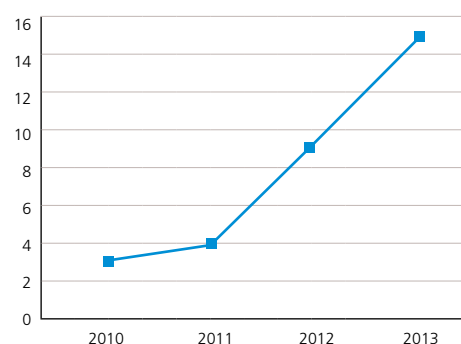


Figure 7.3.3 Number of international conferences with NYGH paper presentations

Figure 7.3.4 shows some of the international conference presentations and the reach.

Conference	Presentation	Audience
National Art Education Association National Convention 2012 ( New York)	Art Education @ Nanyang Girls' High School	International Art Educators
Asian Conference on Education 2012 (Osaka)	Bicultural Studies Education: Transform Knowledge into Competencies	International Academics and Researchers
SWIFT Forum in Auckland, 2013 (New Zealand)	Use of Ipad in Teaching and Learning	Global school leaders
Digital Education Conference in KL, Malaysia 2013	Prototype 21 <sup>st</sup> Century Class	Global educators
Apple Conference in Moscow 2013	The 3E Approach to Successful Blended Learning	Global educators and school leaders
Apple Conference in Moscow 2013	Substitution Augmentation Modification Redefinition (SAMR) Model	Global educators and school leaders
Apple Leadership Tour 2013 (Dubai)	3E Framework to Redesigning Pedagogy	School leaders from across the world

Figure 7.3.4 Examples of international conference presentations by NYGH staff

The number of staff who have presented at international platforms has also increased (Figure 7.3.5).

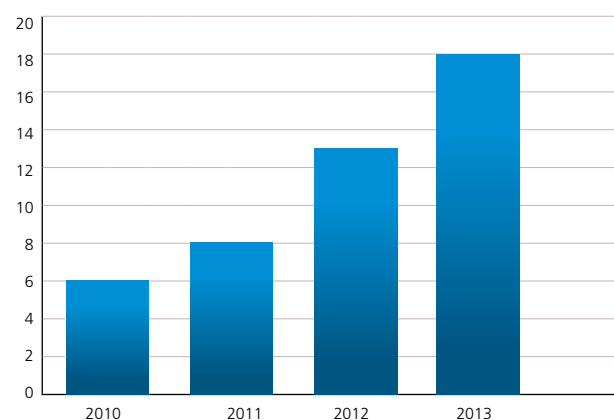
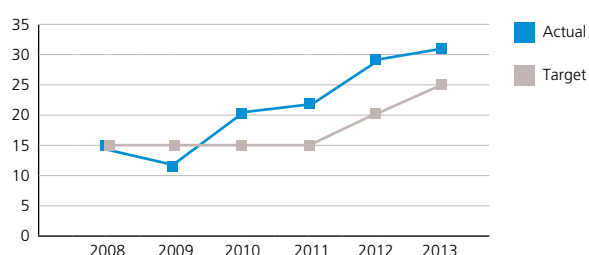


Figure 7.3.5 Number of staff presenting at international conferences

As an educational leader, NYGH has increased its effort in sharing at external platforms to benefit the community. Figure 7.3.6 shows the percentage of EOs presenting or sharing at external platforms. The drop in 2009 was due to the H1N1 flu pandemic.



**Figure 7.3.6** Percentage of teaching staff presenting or sharing at external platforms

### Staff Achievements (EOs)

NYGH staff have attained many national level awards; a reflection of their high quality and competence as a result of strong professional development focus.

As a SAP school with strong bilingual bicultural focus, NYGH language teachers are among the top in the nation (Figure 7.3.7).

Award	NYGH Results	Comparison
<b>Inspiring English Language Teacher Award (2008 Inauguration)</b>	<ul style="list-style-type: none"> <li>Awarded in 2009, 2012 and 2013</li> <li>NYGH nominees are shortlisted as finalists every year from 2009</li> </ul>	Only secondary school in Singapore with 3 awardees
<b>Inspiring Chinese Language Teacher Award (started in 1998)</b>	<ul style="list-style-type: none"> <li>Average 1 recipient a year</li> </ul>	Highest number of Chinese Language teachers award among Singapore secondary schools with 6 recipients

**Figure 7.3.7** Awards received by Chinese and English teachers

This is a strong indicator of NYGH's teachers' high competency in teaching and the endorsement given to us by the students and external validators. To date, 50% of the eligible NYGH Chinese teachers have received the award.

NYGH staff have also received endorsement and recognition from external organisations in various areas of expertise (Figure 7.3.8).

### Staff Achievements (EAS)

NYGH support staff are top among Singapore schools as evident from the national Excellent Service Award (EXSA) results. With Service Excellence identified as the key training focus since 2010, the number of awardees for the EXSA award has increased exponentially, especially for the pinnacle STAR award (Figure 7.3.9).

Award	Criteria	NYGH Results	Comparison
<b>Distinguished Apple Educator</b>	Strong pedagogical practices in 1-1 computing	Two staff awarded in 2011 (out of four recipients from local schools)	Local secondary school with the highest number of Distinguished Apple Educators
<b>Institute of Physics Singapore Crescendos Physics Medal Award</b>	Contribution to Physics teaching and education in Singapore secondary schools	One Lead Teacher was awarded in 2011	One of the 7 recipients for secondary schools category in Singapore since inaugural award in 2005
<b>Association of Mathematics Educators Book Prize (NIE)</b>	Best performance in teaching of Math in PGDE (Sec/JC)	Recipient in 2012 is an alumna who did practicum training in NYGH	Only one award per year
<b>STAR Associates (Singapore Teachers' Academy of the Arts)</b>	Identified as passionate about arts education and have demonstrated good arts education practices	Two awardees – one each for Music and Art education	1 out of 4 selected in 2011 for Learning Journey to Nova Scotia for benchmarking and development of Singapore music curriculum 1 out of 7 selected in 2012 for Learning Journey to Bali
<b>Sunshine Teacher (MOE)</b>	Identified as having strong content and pedagogy in Chinese Language to lead in the professional development of other teachers	One teacher has served in this position since 2009 (appointment is renewed annually)	1 of the 20 Sunshine Teachers in Singapore for 2013
<b>Dr Ruth Wong Medal (NIE)</b>	Most Outstanding Performance at Management and Leadership in Schools course	Recipient in 2010 is an alumna who has been with the school for more than 10 years	One award per cohort
<b>Adobe Education Leaders</b>	Contribution to promoting excellence in the classrooms using Adobe tools and applications	1 staff was awarded in 2013	Only awardee in Singapore
<b>Teacher leader for Singapore Youth Chinese Orchestra</b>	Conductor of Chinese Orchestra	1 staff was appointed in 2013	Only Chinese Orchestra teacher conductor in Singapore
<b>Academy Awards for Professional Development 2013 (Fellow Award)</b>	Contribution in professional development of teachers in the education fraternity	1 staff was awarded in 2013	Only teacher in Singapore

**Figure 7.3.8** EOs endorsed by other organisations for strong pedagogical practices or leadership



## RESULTS



Category	2010	2011	2012	2013
STAR	0	3	20	31
Gold	1	11	8	5
Silver	14	12	7	3
<b>Total</b>	<b>15</b>	<b>26</b>	<b>35</b>	<b>39</b>
<b>Percentage of eligible EAS awarded</b>	<b>41%</b>	<b>70%</b>	<b>92%</b>	<b>100%</b>

Figure 7.3.9 Number of EXSA Awards received by NYGH

With the systematic EAS training as well as their involvement in school improvement, NYGH outperformed all Singapore schools in 2012 and 2013.

### Innovation and Improvement

A key measure of staff competency is the ability to innovate or recommend improvements. In particular, curriculum innovations and improvements are indicative of EO competencies.

From Figure 7.3.10, the number of IdEa@work has increased across the board, including curriculum related ones.

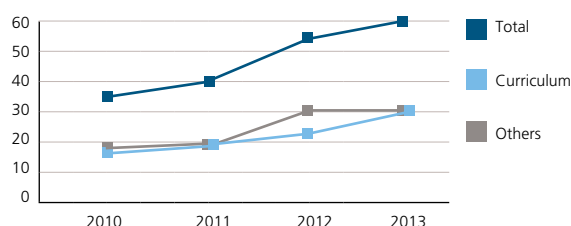


Figure 7.3.10 Increasing number of IdEa@Work

### Overseas Programme for Staff

Overseas work assignment is one of the key modes of professional development to enhance staff's global perspective.

Figure 7.3.11 shows that the percentage of EOs involved in at least one overseas work assignment in the last few years has grown to over 80%. This is a result of planned deployment, increased in GCP and overseas conference participation.

Most of the staff not assigned overseas duty had requested to remain in Singapore due to family commitments or health reasons.

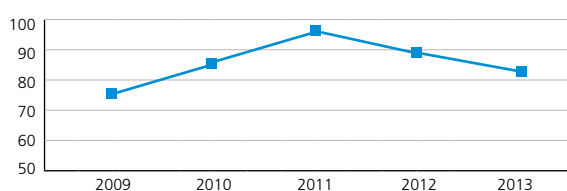


Figure 7.3.11 Percentage of EOs with at least one overseas assignment in the last 3 years

### Professional Rejuvenation

As part of the HR strategy to rejuvenate staff professionally, Work Attachment and Professional Development Leave policies were formalised in mid-2011. The objective is for staff to engage in meaningful learning so as to acquire different experiences and return to NYGH with fresh perspectives. This increased the number of work attachments from 2 in 2011 to at least 5 in the last 2 years (Figure 7.3.12).

From no PDL granted in 2010, the number has increased to 4, 3 and 3 in 2011, 2012 and 2013 respectively.

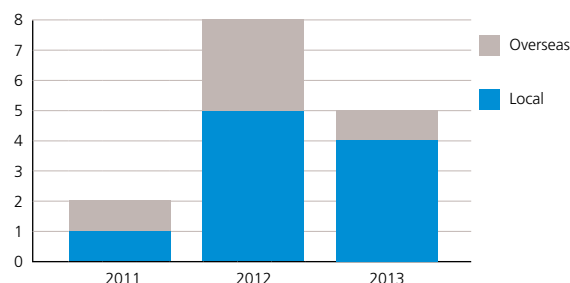


Figure 7.3.12 Number of Work Attachments

In line with the belief that gaining different perspectives is important in professional development, the Work Attachment and PDL activities ranged from attending workshops and 2012 London Olympics to working with South East Asia Aquarium at Resorts World Sentosa. Staff came back with valuable learning from a variety of fields to apply and transfer their learning.

### Professional Upgrading

The school has been active in promoting and subsidising professional upgrading of the staff, as well as having a strong recruitment effort to bring in highly qualified teachers. The percentage of EOs holding Masters or PhD qualification has increased to above the 30% target mark since 2011 (Figure 7.3.13).

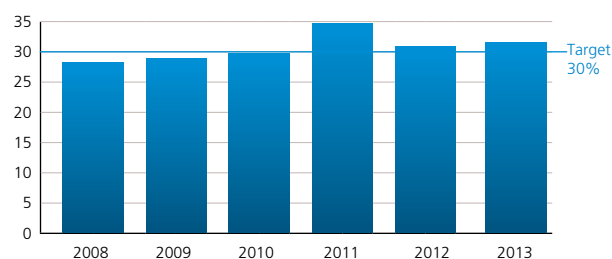
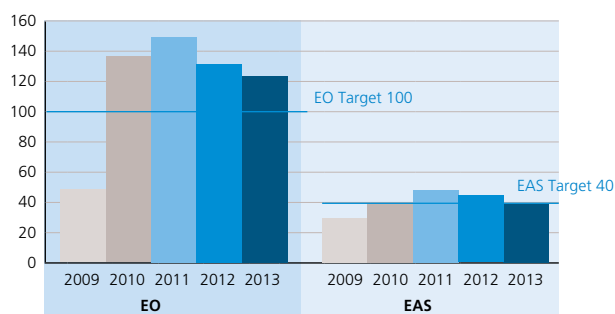


Figure 7.3.13 Percentage of Teachers with Master Degree and PhD

### Training Hours and Budget

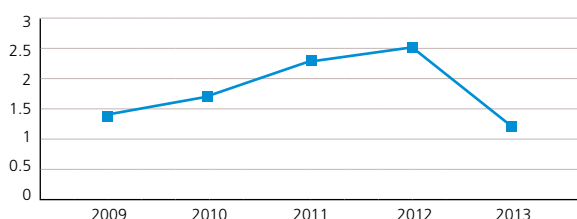
Figure 7.3.14 shows the average number of training hours per staff.



**Figure 7.3.14** Average number of training hours per staff

EO training hours has been maintained at more than 100 hours for the past 3 years which is the national target for schools (2009 number below target due to H1N1). EAS training hours has also met target of 40 hours in the last 4 years.

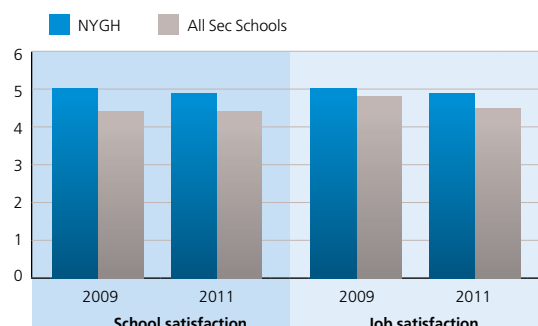
Also testament to NYGH's commitment to "Nurture You to Greater Heights" (i.e. develop every staff to realise his or her full potential) is the setting of the annual budget for staff external training to above 1.5% of payroll since 2010 (Figure 7.3.15).



**Figure 7.3.15** Training budget as percentage of payroll

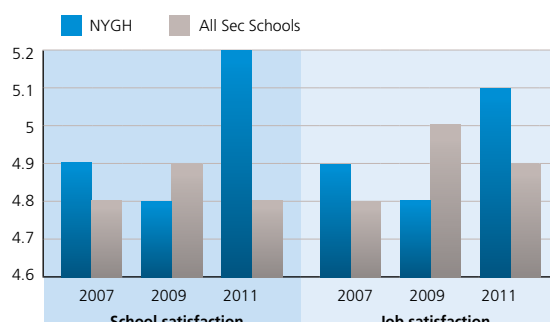
### EMPLOYEE SATISFACTION

The **School Satisfaction Index** and **Job Satisfaction Index**<sup>2</sup> in SCS measure the levels which the staff are satisfied with the school and with their jobs respectively. Figure 7.3.16 shows a much higher index compared to national secondary schools average for EOs.



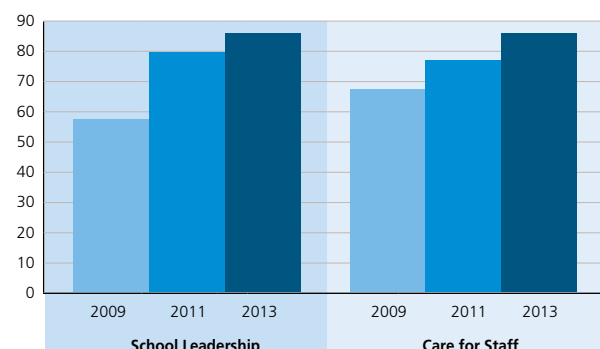
**Figure 7.3.16** EOs School and Job Satisfaction Index

Figure 7.3.17 shows the improvement in EAS scores in 2011, evidence of processes put in place to address satisfaction gaps for EAS.



**Figure 7.3.17** EAS School and Job Satisfaction Index

With increased communication platforms, flatter hierarchy and WOW Package, there was significant improvement in 2011 SCS in the sub-drivers of School Leadership and Care for Staff (Figure 7.3.18).



**Figure 7.3.18** Improvement in SCS Drivers

<sup>2</sup> Index ranges from 1 to 6, with 6 being most positive





## RESULTS



The healthy Medical Leave rate suggests a high level of staff morale and satisfaction. Except for 2009 which saw higher than average MC rate due to H1N1, the MC rate has been consistently less than 3 days per staff (Figure 7.3.19).

The percentage of staff with no medical leave for the entire year has been consistently above 30% except in 2009, again suggesting high morale and satisfaction level (Figure 7.3.20).

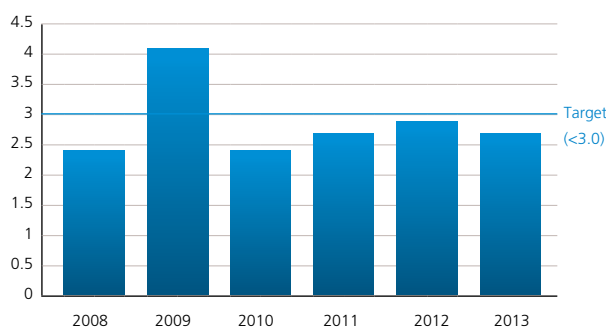


Figure 7.3.19 Average number of days of medical leave per staff

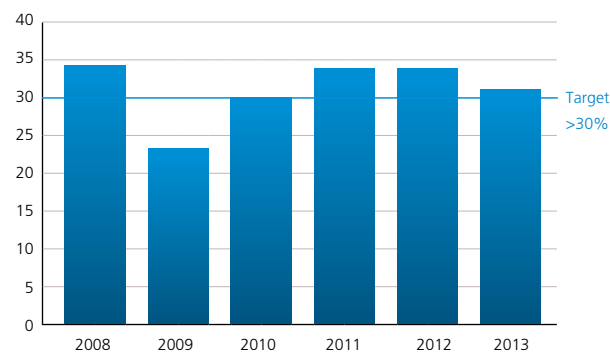


Figure 7.3.20 Percentage of staff with zero medical leave

## 7.4 Operational Results

### SUPPORT PROCESS PERFORMANCE

The school's processes have been frequently validated by the MOE. EV 2009 which resulted in NYGH receiving all 3 BPAs possible (Teaching and Learning, Student All Round Development and Staff Well-being) is strong endorsement of NYGH's sound curriculum and pedagogical practices.

More recently in 2011 when MOE conducted an in-depth study of the IP which involved lesson observations and interviews of students, staff and stakeholders, it was reported that:

**“The NYGH Total Curriculum is clearly and consistently designed with reference to principles of learning, which are aligned to the school's strategic thrusts of developing Reflective, Responsive and Responsible (3R) learners.”**

NYGH was the only school that was subsequently invited to share in all 4 areas featured in the MOE-organised IP Symposium: Curriculum Development, Affective and Character Development Programmes, Research Programmes, and Professional Development of Staff. This is an affirmation from MOE that NYGH has sound processes that other schools can learn from.

It is not just in recent years that NYGH has been endorsed as a fore-runner of education with sound processes. The school has often been the first to be selected by MOE and other organisations for pilot programmes, partnerships or awards (Figure 7.4.1).

Year	Endorsement by MOE or others
1979	Selected by MOE as 1 <sup>st</sup> batch of SAP School (9 schools selected) to preserve the ethos of the Chinese medium schools and to promote the learning of Chinese Language and culture.
1984	Selected by MOE to pilot the Art Elective Programme (4 secondary schools selected)
1987	Offered by MOE to become the 1 <sup>st</sup> batch of independent schools by MOE but NYGH chose to delay due to campus relocation issues
1999	2 <sup>nd</sup> batch of Centre for Gifted Education Programme (first batch had 2 secondary schools)
2002	Higher Music Programme was approved by MOE
2004	Selected by MOE as 1 <sup>st</sup> batch of IP schools (4 secondary schools selected)
2005	Selected by MOE as 1 <sup>st</sup> batch of Bicultural Studies Programme schools (3 selected)
2006	Malay Special Programme was offered (out of 12 schools)
2007	Selected by MOE as 1 <sup>st</sup> batch of Singapore schools on Balanced Scorecard
2008	Selected by MOE as WZ COE for Chinese Studies and Culture
2011	Endorsed by Tony Blair Faith Foundation as the only Lead School in Singapore P21C <sup>2</sup> Co-hosted Learning Journey for School Leaders (collaboration with Apple)
2012	ipadideas website (collaboration with NIE and Apple) SAGE (alliance with 9 top schools) GLA (only Singapore school among 9 international schools invited to join HCI alliance of top schools) Only public school in Singapore with iTunes U account
2013	BLAZE Award (Pinnacle Award) by National Arts Council

Figure 7.4.1 Endorsement by MOE and other organisations

NYGH as the first and only Singapore school on iTunes U also shows the high level of staff competence in the innovative use of ICT. The number of in-house courses created by staff rose from 6 in 2012 to 19 in 2013. Such rapid curricular innovation is also consistent with the increasing total number of IdEa@work projects and particularly those that are curriculum-related as seen in Section 7.3.

Due to its reputation as an excellent educational institution, NYGH has been invited as **keynote speakers** to share on its processes at various local and international platforms (Figure 7.4.2).

Year	Keynote Address by NYGH	Country
2011	10 <sup>th</sup> Chinese School Leaders Conference	Philippines
	Apple Learning Academy	Hong Kong
	Apple Leaders' Conference	Singapore
2012	NIE e-Fiesta	Singapore
	Chinese Schools' Annual Conference	Malaysia
	High Performance School International Conference	Malaysia
	Use of Technology in Education	China
2013	Apple Learning Tour	UAE
	Digital Education	Malaysia
	International conference "Ecosystem of modern education"	Russia

**Figure 7.4.2** Keynote address by NYGH at International Conferences

NYGH has been providing advice to numerous schools embarking on 1-1 computing. To date, 36 schools from Indonesia, Japan, UK, China, Thailand, Brunei, Hong Kong and Australia have visited NYGH for advice on implementation.

The P21C<sup>2</sup> has been presented at 15 conferences, including international ones for school leaders of Malaysia, Hong Kong, Indonesia, Philippines and China.

NYGH curriculum, particularly with the infusion of 1-1 computing, has received very glowing comments as seen below.

Strong vision and strategic plan:

“  
One of very few (or perhaps the only one) that has a long term pedagogical plan and vision where the iPads are concerned.  
”  
Dr Ashley Tan  
Head of the Centre for e-Learning,  
National Institute of Education (Singapore)

Adoption of what they learnt from NYGH:

“  
Our iPad program is going well...We use many of the ideas that we were introduced to at your school.  
”  
Mr Yohannes Siagian  
Principal SMA 1 PSKD Senior High School (Indonesia)

Ahead in the use of the iPad in teaching and learning with robust design process for innovation:

“  
Actually both Jane and I were inspired by the presentation and workshop conducted by you and your team 2 years ago (2011). We are amazed that school principals and teachers can be that engaged and full of bright ideas and pedagogies in using technology to teach. That powerful experience gives us a very definite direction to begin the project...  
”  
Mr Henry Ha  
ICT Head, True Light Middle School (Hong Kong)

In 2010, one staff was specially invited to a top Shanghai school for a month as a consultant to help set up a drama programme for the school. This initiative has since become a showcase programme of the school in Shanghai. That school requested for him to continue the consultancy in 2011 – an affirmation of the expertise in NYGH.

## SUPPLIER AND PARTNER PERFORMANCE

### Suppliers

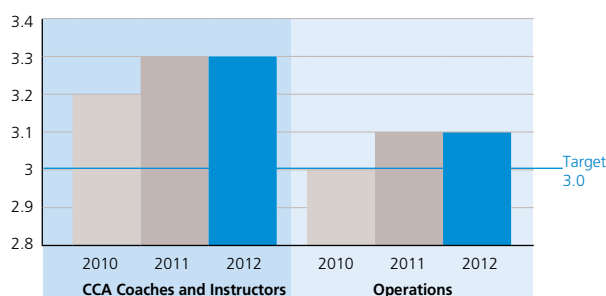
Through working closely with the canteen vendors to promote healthy eating habits in school, NYGH has achieved the Healthy Eating in Schools Award from 2008 to 2013. In the recent audit by Health Promotion Board, NYGH also received GOLD for the CHERISH award.

There is active engagement of key suppliers to enhance teaching and learning experiences. The high QSE result in Non-Academic Activities is corroborated by the annual internal survey where staff and students reported a high satisfaction rating on the goods and services provided by the key suppliers as shown in Figure 7.4.3.

The strong performance in CCAs reported in Section 7.1 can be attributed to the close monitoring, assessment and review of CCA coaches and instructors.



## RESULTS



**Figure 7.4.3** Key suppliers Overall Customer Satisfaction Index (based on 4-point scale)

### Partners

The planned and systematic engagement of strategic partners allows for long-term meaningful sharing, benefiting both the school and students in the process.

### SAGE

With SAGE, international collaborations such as combined experiential learning trips for students from PRC, US and UK schools with NYGH, cross-continent projects, and Teachers Exchange Programme are possible, further strengthening the quality of school experience for students and teachers. Through working with these top schools, NYGH has been further positioned as an established centre for bilingualism and biculturalism, 1-1 computing in teaching and learning, and experiential learning with increased visibility in the global fraternity.

### HCI

NYGH shares the common belief that global synergy is the way to raise the school profile and to increase the learning opportunities for the students and staff. NYGH networked with another 40 schools including Columbia University and Scarsdale Public School through the Global Learning Alliance initiated by HCI. This expanded NYGH's global link, raising the school profile internationally.

Strategic collaborative projects such as the HCI-NY IP Symposium ensure quality pedagogical practices through research and well-aligned curriculum which is evident in consistently strong 'A' level performance at HCI.

### Parent Support Group (PSG)

PSG has collaborated with NYGH in enhancing the school experience for students, as well as planning activities for parents that will strengthen family bonds in alignment to the school values.

The Foster Parents Programme matches foster families for international students to provide a home away from home, as well as to help these new students assimilate into the Singapore culture. To date, at least 400 students have benefited from this programme since its inception in 2000.

“

*Every time I thank them for the things they did or the times we went out together, they would tell me the same thing - 'Just make sure you pass on the love and kindness to others' - I believe this sentiment is largely shared among all foster parents who volunteer to adopt us.*

”

Le Nguyet Han Giang  
Alumna

International student from Vietnam

In the last 3 years, the number of collaborations with PSG has been maintained at above 15 annually and the number of talks organised for parents by PSG were between 5 and 7 per year. Regular collaborations include organisation of Nanyang Schools Tuan Bai, Dumpling making lessons for Sec 1 students, Dads for Life, Games with Dad as part of Healthy Lifestyle post-exam activities and Parents Dialogue with Sec 3 Students in alignment with NYGH traditions and values.

The inaugural Parenting Talk for West Zone Cluster 6 schools co-organised by NYGH and PSG was held in April 2013 to benefit the greater community.

It is noteworthy that PSG initiated a Chinese New Year Charity Cooking Class in 2013 that raised \$6090 for the needy students' fund. PSG also puts up at least one stall at the Annual Fun Fair to raise funds for charity.

### BOD/Alumni

BOD and the Alumni strongly support NYGH in activities that focus on school heritage and culture, as well as character development.

Nanyang Schools Founder's Day every fifth year is co-organised by the Alumni and the Nanyang Schools, supported by BOD. The annual Tuan Bai and Homecoming Day are other key platforms where the heritage of Nanyang Schools is celebrated through collaboration with the Alumni.

BOD has also donated generously to scholarships that exemplify NYGH values. Figure 7.4.4 shows the scholarships sponsored by the BOD and the values aspired for the students.

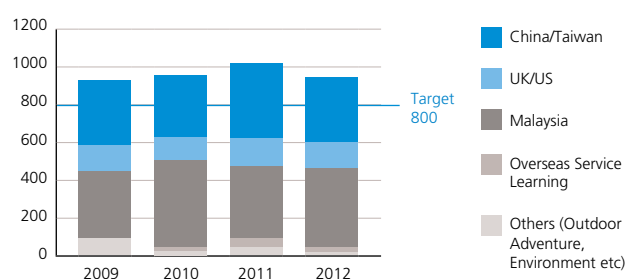
Scholarship	Values
Liew Yuen Sien Scholarship 1 per year	All round-excellence selected on the basis of excellent academic results, exemplary conduct and sense of responsibility to school and society
Ling Siew May Scholarship (Outstanding Fine Arts) 1 per year	Outstanding achievements in fine arts throughout school years in NYGH with good academic results and excellent conduct
Ling Siew May Scholarship (IP) 1 per year	Most outstanding Secondary 4 student with excellent results and conduct
Wee Bee Hoon Scholarship for Outstanding Community Service 4 per year	Exemplification of service above self in contribution to the school and community, demonstrate care for others in daily actions and role models for others in passion to serve with exemplary conduct and good academic results
Wee Bee Hoon Scholarship for Outstanding Achievement in Sports 4 per year	Outstanding achievements in sports, role model of teamwork and sportsmanship with good academic results and excellent conduct
Chan Choy Siong Scholarship Up to 10 per year	Good CCA record and excellent Higher Chinese results

**Figure 7.4.4** Scholarships awarded by BOD

## External Partners

NYGH actively works with local and overseas niche partners, both in education and non-education arena, to enrich its students' and staff's learning experience, to establish the school's international standing in teaching and learning and to provide platforms for students to serve the community.

With the wide network of overseas partner schools and organisations, GCP to many countries including China, Taiwan, UK and US have benefited more than 50% of the cohort, i.e. 900 students annually (Figure 7.4.5). With this approach, more than 90% of the students would have had at least two GCP experiences by the time they graduate from NYGH.



**Figure 7.4.5** Number of students who have benefited from overseas partnerships with schools and organisations

In particular, with NYGH's close partnership with schools in China, over 300 students per year enjoy an extended immersion programme in China, which is well-aligned to its bicultural focus. Its close Fudan partnership which

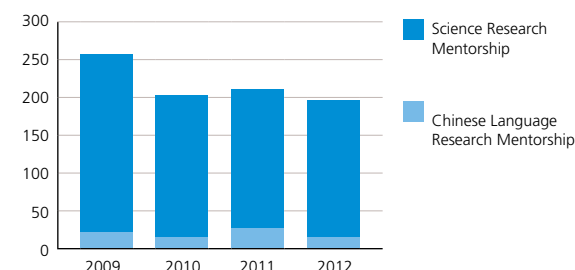
allows 2 batches of students a full 5-week immersion at the High School Affiliated to Fudan University has benefited more than 50 NYGH students every year. NYGH is also the only Singapore school approached by The Affiliated High School of Peking University to have student exchange with their specially selected Talent Development Programme girls, besides RI who is working with their boys.

The overseas network for CCA groups has also resulted in collaborations that have benefited close to 400 students in the last 3 years (Figure 7.4.6).

CCA	2010	2011	2012
No. of collaborations	4	3	3
No. of students that benefited	167	103	111

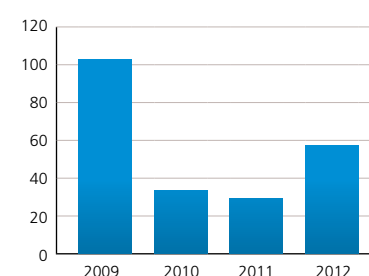
**Figure 7.4.6** Benefits from CCA partnerships

Through the partnership with local tertiary institutions and industry partners, more than 10% of the cohort has benefited from research mentoring in an authentic setting annually (Figure 7.4.7).



**Figure 7.4.7** Number of students who have benefited from research mentorship

The local Work Experience and Service Learning Programmes are other platforms for authentic learning. Figure 7.4.8 shows the number of students who have benefited from this programme. These experiences ranged from service industries like hotel business to professional ones like law firm and medical clinics to social services.



**Figure 7.4.8** Number of students who have benefited from local Work Experience/Service Learning Programmes<sup>3</sup>

<sup>3</sup> 2009 figures for local programmes are high due to cancellation of overseas trips due to H1N1





## RESULTS



### CONTRIBUTION TO THE COMMUNITY, SOCIETY AND THE ENVIRONMENT

#### Leaders in Education

Besides results presented in Section 7.3 on staff contribution to the education fraternity at global and local platforms, NYGH providing advice to schools embarking on 1-1 computing has been reported in Section 7.4a. The SAGE, P21C<sup>2</sup>, COE for Chinese Studies and Culture and SMBO results in Section 7.2 are also evidence of its leadership in education. Since 2010, NYGH has provided consultancy services to overseas and local schools (Figure 7.4.9)

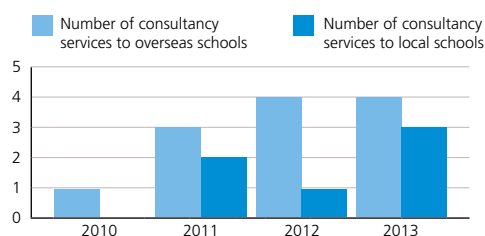


Figure 7.4.9 Number of consultancy services to overseas and local schools

In terms of collaboration, NYGH has also successfully worked with numerous established organisations to organize events and competitions that will benefit other schools (Figure 7.4.10). This includes SMBO, World Scholars Cup (Asia round) and SAP Schools Seminar which bring schools from Shanghai, Taiwan and Singapore together for sharing of best practices.

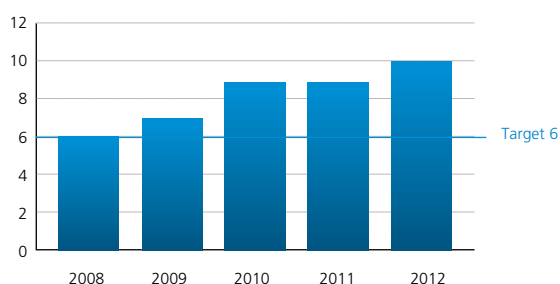


Figure 7.4.10 Number of collaborations with established organisations to benefit schools

Figure 7.4.11 and 7.4.12 illustrate the number of national and international events organised and the number of students who have benefitted.

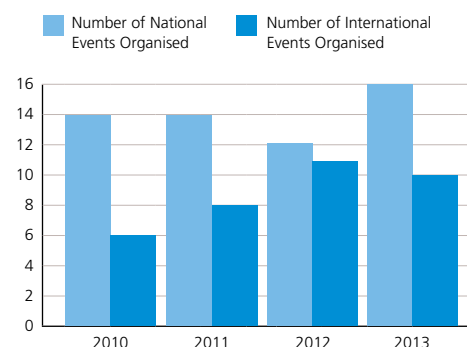


Figure 7.4.11 Number of National and International Events Organised

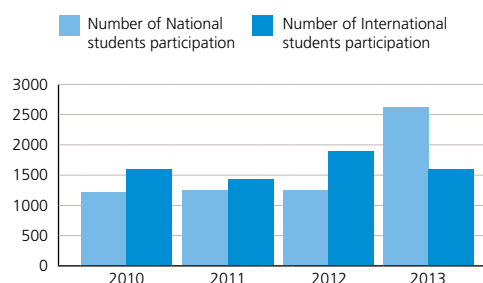


Figure 7.4.12 Number of National and International students participation

#### Service to Community

Through strategic partnerships, NYGH has achieved a major breakthrough of 100% staff participation in service to community in 2012 (Figure 7.4.13).

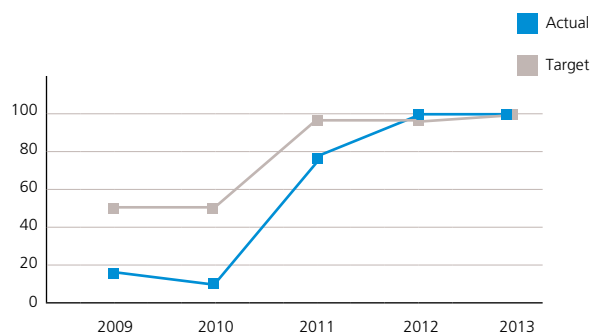
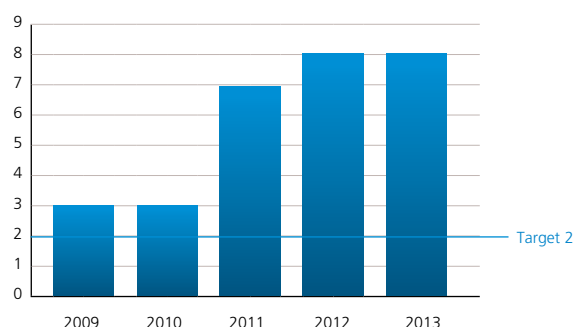


Figure 7.4.13 Percentage of staff involved in Community Service

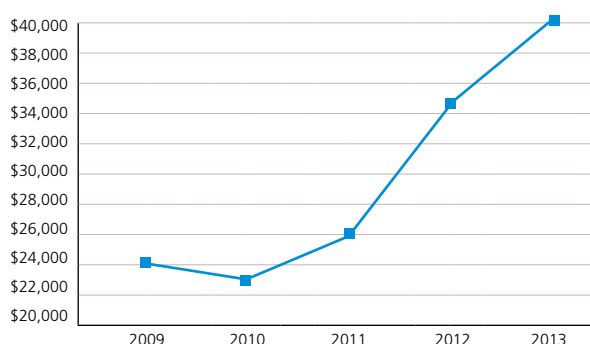
The number of projects with national bodies has been increasing with the strategic partnership approach as seen in Figure 7.4.14 and this has helped maintain the high level of student participation in service to the community.



**Figure 7.4.14** No. of projects with national bodies

These included the annual President's Challenge, and fundraising for Community Chest, MILK Fund, Mercy Relief, NTUC Back to School Programme and Hong Bao donation to various organisations.

NYGH has consistently been among the top 5 schools in terms of funds raised through Community Chest's Youth Day Appeal. Amount of funds raised by NYGH for the community is shown in Figure 7.4.15.



**Figure 7.4.15** Funds raised by students for charity organisations

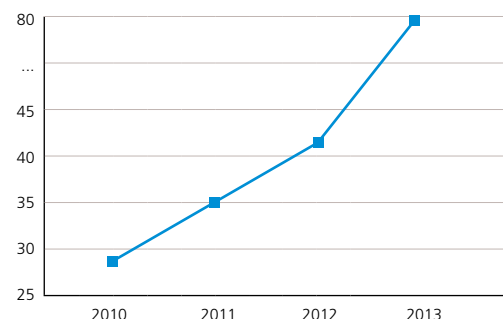
With the service learning approach, there has been a general increase in the number of service learning projects and NYGH has reached out to more than 100 organisations in 2012 and 2013 (Figure 7.4.16).

	2008	2009	2010	2011	2012	2013
<b>Number of service learning projects per year</b>	49	57	132	88	128	157
<b>Number of Service Learning organisations and partners</b>	65	59	143	88	120	145

**Figure 7.4.16** Impact of students' service learning projects

NYGH promotes student ownership in service to community, especially among the upper secondary students and the percentage of students initiating such projects has more than doubled over the last 4 years as reported in Figure 7.1.23.

The number of students who opted for Overseas Service Learning GCPs also increased in the last 4 years (Figure 7.4.17).



**Figure 7.4.17** Number of students who opted for service learning related GCPs

As part of the school's approach to share expertise and facilities with others, NYGH has also co-hosted an average of 9 events per year that benefit the community from 2010 to 2013. Outdoor Education Conference with the Outdoor Education Association of Singapore, World Association of Lesson Studies (WALS) Expert Seminar with NIE and Bilingual Studies Programme Symposium with MOE CPDD are some examples well aligned to education while Sistar concert for Concern and Care Society benefits the community.

### Environment Conservation

In a drive towards paperless technology since 2010, major administrative systems made use of technology and reduced the use of paper drastically (Figure 7.4.18). Prior to 2010, the average number of reams of paper ordered by the school is 4000 reams. In 2012, this has dropped to 3450 reams (13.75% reduction). This is equivalent to approximately 1.4 tonnes of paper saved annually.

Year	Admin Systems
<b>Before 2010</b>	<ul style="list-style-type: none"> <li>e-Pay slip</li> <li>Admin Handbook, Term 1 and 3 Progress Reports, Work schedules, tests and exam schedules on intranet</li> <li>Sabbatical Sign-ups</li> </ul>
<b>2011</b>	<ul style="list-style-type: none"> <li>Sec 3 Subject Options</li> <li>e-newsletter to parents</li> <li>Staff Wishlist</li> </ul>
<b>2012</b>	<ul style="list-style-type: none"> <li>Student Well-Being Check</li> <li>Temperature-Taking Exercise</li> <li>GCP e-option</li> <li>Accounting System</li> </ul>
<b>2013</b>	<ul style="list-style-type: none"> <li>e-Morning Announcements</li> <li>Consolidated students' particulars updating</li> <li>GCP e-Fair</li> <li>HRIS (Phase 1)</li> <li>Leave and permission to leave Singapore</li> <li>HRIS (Phase 2)</li> <li>Staff Claims</li> </ul>

**Figure 7.4.18** Towards paperless technology



## RESULTS



Through numerous green outreach activities (Figure 7.4.19) such as the Fuel Cell Challenge, pre-school environment dance and art competitions, NYGH students reached out to more than 30 schools in just 2012 alone (Figure 7.4.20).

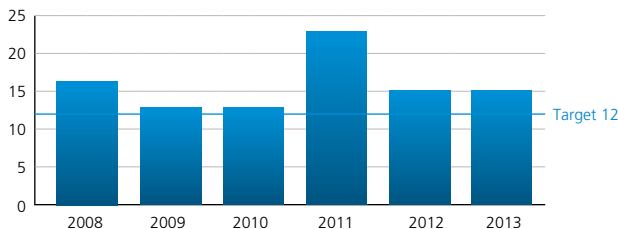


Figure 7.4.19 Number of green outreach projects

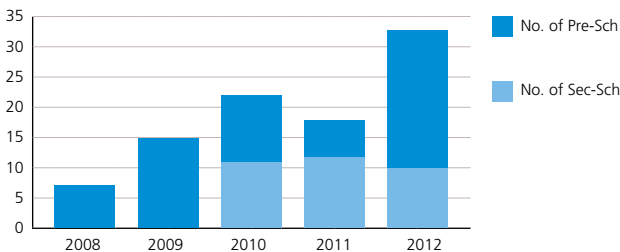


Figure 7.4.20 Number of schools that benefited from NYGH green outreach

The Outdoor Education Conference also saw NYGH teachers presenting papers on environment conservation and the event successfully reached out to 157 educators.

There is an annual commitment to environment-related Service Learning for students as part of their post-exam activities. In 2013, 3 Sec 2 classes have chosen to embrace environmental conservation as part of the Authentic Learning in Singapore (ALIS) programme.

## GOVERNANCE SYSTEM

As a Public Company Limited by Guarantee, NYGH is governed by a set of articles and memorandum of association which forms the company's constitution, defining the roles and responsibilities of the directors and members.

In addition to the annual audits conducted by external auditors, the school was audited by MOE in 2007 and 2010. The external audits showed that the accounting and other records had been properly kept in accordance with the Singapore Companies Act and the rules and regulations issued by MOE. MOE audits showed no major non-conformity. As accountability to the public, NYGH's financial information is also published on the school's website.

Since 2010, all Independent Schools are required to submit the evaluation checklist to MOE Director-General of Education in accordance to the Recommended Code of Governance. The checklist covers the need for governing body for schools, Board roles and responsibilities, members, renewal and succession, avoiding conflicts of interests, financial control, relationship with MOE and compliance with Education Central Fund Rules.

Also testament to its good governance is the range of awards received by NYGH as seen on page 51. This is endorsement of NYGH's strong governance across all areas.

“

*Nanyang girls keep traditions of the past burning but are still able to move with the times. Although they are academically bright, they do not flaunt their intelligence, and remain solidly grounded in reality.*

”

Agnes Kwek Li Bian  
Alumna

Director, PS21 Office  
Public Service Division, Prime Minister's Office



A Nanyang girl is a unique blend of tradition, excellence and humility

# 勤慎端朴

- i      Annex: NYGH Strategy Map
- ii     Glossary





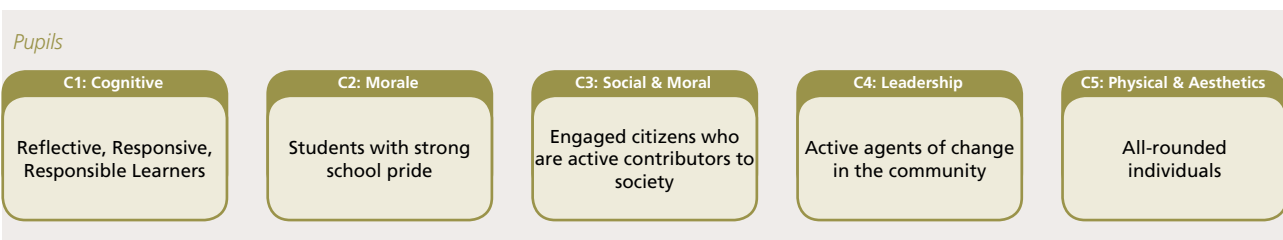
## NYGH Strategy Map



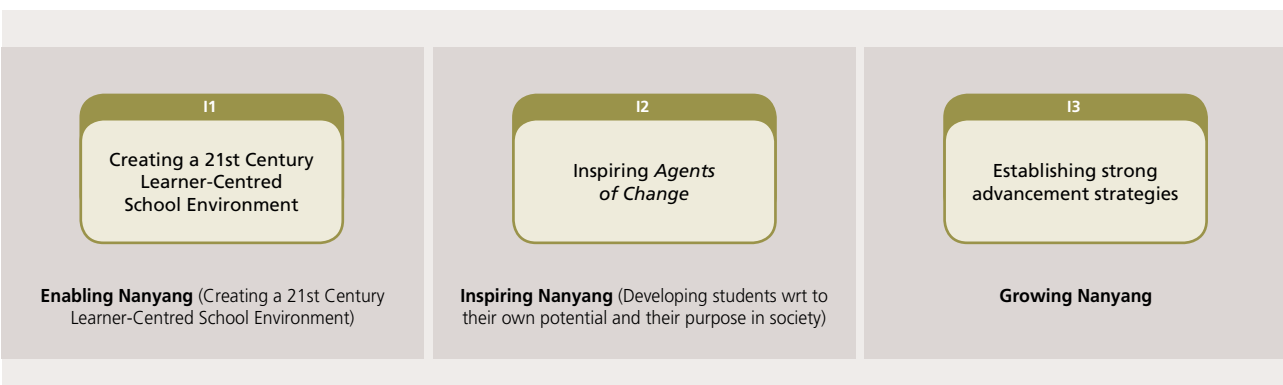
**Stakeholders Perspective:** LAG outcomes to stay relevant to various stakeholders



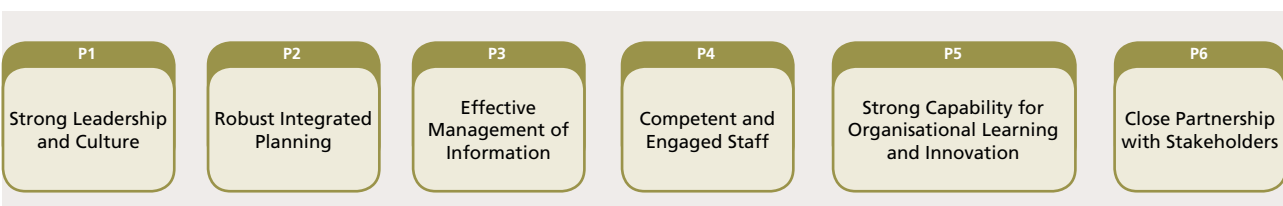
**Customers Perspective**



**Internal Perspective**



**Organisation and People Perspective**





## GLOSSARY

Abbreviations	Description/Meaning
<b>3R</b>	Reflective, Responsive & Responsible [NYGH's Desired Student Outcomes]
<b>3R+</b>	School's Talent Programmes in the areas of Biculturalism, Science, Maths, Aesthetics, Humanities & Leadership
<b>A&amp;R</b>	Assessment and Review
<b>AAR</b>	After Action Review
<b>AFI</b>	Area(s) for Improvement
<b>BOD</b>	Board of Directors
<b>BPA</b>	Best Practice Award
<b>BSE</b>	Boarding School Experience [4-week stay-in Experiential Learning Programme for Sec 2]
<b>BSP(C)</b>	Bicultural Studies Programme (Chinese)
<b>CCA</b>	Co-Curricular Activities
<b>CCE</b>	Character and Citizenship Education
<b>COE</b>	Centre of Excellence
<b>CSR</b>	Corporate Social Responsibility
<b>DSA</b>	Direct School Admissions
<b>EAS</b>	Executive and Administrative Staff
<b>EO</b>	Education Officers
<b>EPMS</b>	Enhanced Performance Management System – Performance Appraisal of Teachers
<b>EV</b>	External Validation
<b>EXCO</b>	Executive Committee
<b>FGD</b>	Focus Group Discussions
<b>GCP</b>	Global Classroom Programme
<b>HCI</b>	Hwa Chong Institution
<b>HOD</b>	Head of Department
<b>HR</b>	Human Resource
<b>HRIS</b>	Human Resource Integrated System [School's online HR portal]
<b>ICT</b>	Infocomm Technology
<b>IP</b>	Integrated Programme
<b>IPEC</b>	Integrated Programme Executive Committee [Comprising School Leaders of HCI and NYGH]
<b>JC</b>	Junior College
<b>KM</b>	Knowledge Management
<b>KPs</b>	Key Personnel
<b>L&amp;D</b>	Learning and Development
<b>LMS</b>	Learning Management System
<b>LNA</b>	Learning Needs Analysis

Abbreviations	Description/Meaning
<b>MOE</b>	Ministry of Education
<b>MRI</b>	Mean Rating Index
<b>NAPFA</b>	National Physical Fitness Assessment/Award
<b>NYGH</b>	Nanyang Girls' High School
<b>NYP5</b>	Nanyang Primary School
<b>P21C<sup>2</sup></b>	Prototype 21 <sup>st</sup> Century Class
<b>PDL</b>	Professional Development Leave
<b>PISA</b>	Programme for International Student Assessment
<b>PSG</b>	Parent Support Group
<b>PTM</b>	Parent-Teacher Meeting
<b>PX@NY</b>	Professional Excellence at NYGH [NYGH Professional Development Framework]
<b>QSE</b>	Quality of School Experience
<b>RADAR</b>	Results – Approach – Deployment – Assessment – Review [Management Model]
<b>SAGE</b>	Strategic Alliance of Global Educators
<b>SAP</b>	Special Assistance Plan
<b>SBGE</b>	School-based Gifted Education
<b>SCS</b>	School Climate Survey
<b>SDMS</b>	Student Data Management System
<b>SEA</b>	School Excellence Award
<b>SEM</b>	School Excellence Model
<b>SIA</b>	Student-Initiated Assessment
<b>SIL</b>	Student-Initiated Lecture
<b>SL</b>	School Leaders
<b>SM</b>	School Management
<b>SMBO</b>	Singapore-Malaysia Bilingual Olympiad [Organized annually by NYGH since 2004]
<b>SMP</b>	Structured Mentoring Programme
<b>SOP</b>	Standard Operation Procedures
<b>ST</b>	Senior Teacher
<b>SWC</b>	Staff Welfare Committee
<b>SYF</b>	Singapore Youth Festival
<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>VMV</b>	Vision, Mission, Values
<b>VP</b>	Vice-Principal(s)
<b>WZ</b>	West Zone



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