

High School overview

Dover Campus





At the heart of our educational philosophy is the belief that we prepare students not just for university, but for life. We believe that it is the skills and qualities that our students develop, as much as the knowledge and understanding they gain, that will define the quality of the life they live.

Of equal value to the academics in a UWCSEA education is the extensive holistic learning programme that often takes place outside the classroom. Our students are offered an array of opportunities through the Activities, Outdoor Education, Personal and Social Education and Service programmes. This provides exceptional opportunities for students to develop independence and leadership skills while allowing them to further develop the fundamental skills and qualities embodied in the UWCSEA profile.

Underpinning our programme are regular opportunities for self-development and reflection through our personal and social education programme. This focus on wellbeing assists our students in developing as self aware, resilient individuals who are well prepared for life after school, including for university. This is evident in the high level of independence that our students have, in their relationships with teachers and peers and in the expectation that they will take the lead on issues that matter to them and work through barriers to find success.

Part of the unique nature of a UWCSEA education is that students enrolling in the High School are joined by 'scholars'—students from a range of countries and backgrounds who have been awarded a scholarship based on their commitment to the ideals of the UWC movement.

Students who value themselves and others and who are willing to commit to the ideals of the UWC movement will gain enormously from our High School learning programme. It would be hard to find a more constructive, energetic and focused community than our High School student body.

High School enrolment

Course	Grade	Age of students*	Number of students
(I)GCSE	9	14–15 years	296
	10	15–16 years	296
Foundation IB	10	15–16 years	36
IB Diploma	11	16–17 years	330
	12	17–18 years	330
Total			1,288

*Students must be born on or between 1 September and 31 August. Refer to the age-grade boundary chart on our website for guidance, or contact Admissions.

Note: (I)GCSE and IB Diploma are a two-year courses. Our Foundation IB programme is offered for students joining the College in Grade 10.

About the UWCSEA curriculum

Developed from our mission, UWCSEA's concept-based curriculum enables students to embrace challenge and take responsibility for shaping a better world. This is achieved through all five elements of our holistic learning programme—academics, activities, outdoor education, personal and social education and service.

Our curriculum organises learning around the development of transferable ideas (concepts), which may be disciplinary or interdisciplinary. Knowledge and skill acquisition is vital, but not the end goal in a concept-based learning environment. Instead, by using their knowledge and skill learning, students construct and express conceptual understandings, which transfer to new contexts. This allows our students to apply critical thought in any situation, now or in the future.

This curriculum model takes into account the reality of our international school community. Students who join the College for their High School years are provided with a platform for a smooth transition from their previous school system into UWCSEA because of our focus on transferable concepts rather than specific content.

Standards

These are the significant concepts from each learning area, articulated into 'conceptual statements' reflecting the broadest conceptual understandings of a discipline or learning area. Standards are informed by the UWCSEA mission, educational goal, values, the needs of our student body and research-based best practice. These apply to all grade-levels from K1–G12, ensuring these concepts are revisited in developmentally appropriate ways as students transition from grade to grade.

Because the standards are conceptual in nature, students who join us from different countries and educational systems can access the UWCSEA curriculum regardless of their educational background.

Conceptual Understandings

Under each standard are conceptual understandings, which are conceptual statements written for specific developmental stages. These may be grade-specific. This allows students to access the broader concepts in the standard, while simultaneously developing an understanding of specific concepts appropriate to the grade-level.

Benchmarks

Attached to each conceptual understanding in each grade, they describe what a student should know or be able to do at each stage in their learning in order to develop understanding in each subject.

Examination board requirements

In the High School, the standards, conceptual understandings and benchmarks specifically take into account the requirements of the external examining bodies that set the IGCSE and IB DP examinations that students sit at the end of these two-year courses.





Academic programme entry points

There are three entry points into the UWCSEA High School programme, largely depending on the age of the student. At the end of Grade 12, students who meet our graduation criteria are granted a UWCSEA High School Diploma. The majority of students also undertake the IB Diploma and receive their IB Diploma results in the July after they finish Grade 12.

Factsheets outlining the subjects available and the structure of each of the three pathways through our High School programme are available, as are detailed academic curriculum guides.

Grade 9: (I)GCSE

Students enrol in a two-year International General Certificate of Secondary Education (I)GCSE programme which offers a mix of prescribed and free choice subjects that are both challenging and varied. Set within the holistic UWCSEA learning programme, students are well prepared for the final two years of schooling and the IB Diploma.

Our (I)GCSE subjects are a series of certificate courses offered by a number of external examination boards, including Cambridge International Examinations and Edexcel. UWCSEA has selected the certificates we offer based on the relevance of course content to our students and its capacity to prepare them for the international nature of the IB Diploma programme and its assessment process. The past performance of our students in (I)GCSE examinations shows a strong correlation with subsequent IB Diploma point scores.

Grade 10: Foundation IB

Students joining the Foundation IB (FIB) course are at the beginning of a three year programme. The Grade 10 year offers a challenging and varied mixture of prescribed and free choice subjects in addition to access to the full UWCSEA learning programme in order to prepare students for success in Grade 11 and the IB Diploma. The holistic nature of the course ensures that students are well prepared to make informed choices as they move into the final two years of schooling.

Grade 11: IB Diploma and UWCSEA High School Diploma

All students are granted a UWCSEA High School Diploma on graduation at the end of Grade 12, provided they meet the requirements for the award, which are based on criteria linked with the UWCSEA learning programme.

In addition, the vast majority of students joining us in Grade 11 undertake the two-year IB Diploma. Respected by universities throughout the world, our IB Diploma Programme has been developed in close collaboration with the IBO for over 30 years. While the majority of our students enrol in the full IB Diploma, UWCSEA also offers Certificate Courses for students who meet our entrance criteria.

Feedback and reporting

Students and parents are provided constructive feedback on all areas of the students progress and attainment with regular reports and opportunities for informal and formal feedback at scheduled times throughout the course.

Activities

Our comprehensive Activities programme presents students with opportunities to try new things, discover new talents and further develop their passions, as well as make new friends through the sharing of common interests.

A wide range of activities is offered each week in four 'activity seasons' throughout the year, providing our students with many opportunities to develop new skills and explore their passions. All students are expected to participate in activities, usually about three to four hours per week during lunchtime and after school.

The programme is structured so that students can successfully develop the self management skills in order to develop and maintain a balanced lifestyle, as well as potentially count these towards their CAS requirements for the IB Diploma.

Phoenix Sports and Wellness for Life

The strong sports programme includes representative opportunities in badminton, basketball, climbing, cross country, football, golf, gymnastics (girls), hockey, netball (girls), rugby (boys), sailing, softball, swimming, tennis, touch football and volleyball. A number of other sports, such as fencing and ultimate (Frisbee), are offered on a recreational basis in addition to activities such as fitness, yoga, dance and meditation.

Arts and Performance

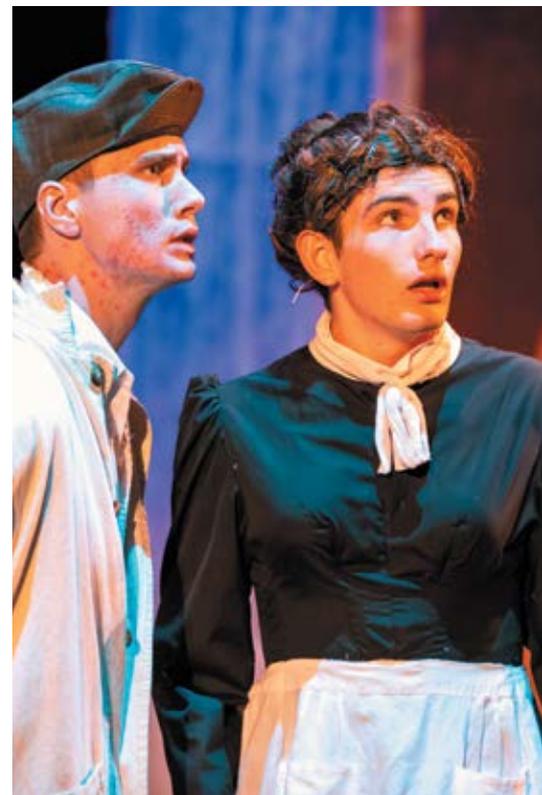
Student musicians have the opportunity to participate in a number of music ensembles and perform in five or six concerts per year, including the annual OPUS at the Esplanade Theatre. The instrumental teaching programme offers access to music lessons on a number of instruments to students in the High School. Instrument hire is also available.

Performance opportunities begin with the annual United Nations Evening in Term 1 and continue as students are invited to audition for a number of drama and dance productions throughout the year. Students do not need to be taking Arts subjects to be involved in these performances—nor do they need to be on stage, as there are opportunities for costume and set design.

Mind Matters, Create and Innovate, Learn and Lead

Many other activities are designed to appeal to students with other talents and interests, including several inter-school debating competitions, mathematics competitions, and special interests such as audio engineering, lion dance, creative writing and journalism, short film-making, photography and more.

There are opportunities to participate in activities such as Model United Nations conferences (in Singapore and overseas); the National Youth Achievement Award (NYAA) or International Award (IA), which are similar to the Duke of Edinburgh Award; and an array of leadership groups.



Outdoor Education

All students participate in our Outdoor Education programme. Asked to push the boundaries of their experience, many students are surprised to find that they possess the determination, adaptability and sense of teamwork to rise to the challenges presented.

Grade 9 adventure programme

We offer a variety of choices, which take place during school holidays throughout the year. Students travel with East Campus peers. Past options have included:

- diving in Indonesia or Maldives
- eco-research in Borneo (Malaysia)
- mountain biking in Thailand
- sea kayaking off Sibiu (Malaysia)
- tall ship sailing in Australia or Malaysia
- trekking in Ladakh (India), Bhutan, Hong Kong, Annapurna (Nepal), Chamonix (France), Wales (UK), Canada or Japan

Grade 10 Foundation IB

Students participate in an expedition with their cohort, accompanied by UWCSEA Outdoor Education staff and their mentors and teachers. The trips involve both adventure and service components—previously, students have undertaken a seven day service and adventure trip to Northern Thailand. The expedition is designed to help the cohort bond and to prepare them for the challenges of Project Week.

Grade 11 Project Week

Students are trusted to take themselves out of their comfort zone, giving them opportunities to gain invaluable life skills, greater independence and responsibility.

Project Week involves students independently organising themselves to travel in small groups to undertake a service project or challenging activity, often outside Singapore. Many projects are linked with our Service programme and are planned to assist students fulfil their IBDP CAS requirement. Students are prepared with extensive guidance and preparation training, first aid instruction and access to 24-hour international medical and travel support services.

Optional language trips

Cultural immersion trips to Spain or France are run for students of these languages.



Personal and Social Education

Our Personal and Social Education (PSE) programme is integral to our educational programme, and is designed to ensure all students feel valued and confident. It aims to develop self-awareness of the physical and emotional changes during these critical years, as well as equipping students to deal with growing peer pressures. It endeavours to build resilience and self-confidence to empower our young people to make the right decisions.

The PSE programme is delivered through a Personal and Social Philosophy approach which provides guidance to help students find their place within and beyond the school. It encourages them to understand and appreciate the richness of the College's diversity, challenge stereotypes and question generalisations. The programme offers opportunities for our students to become more socially, culturally and politically aware, and appreciative of being part of a global community.

Students are assigned a mentor at the beginning of each programme, and the PSE curriculum is delivered through daily meetings with the mentor group and via regular assemblies involving the entire grade cohort. The mentor is central to the care of students and works with the Head of Grade to help students make the most of their time in High School.

To ensure that every student has the opportunity to reach their full potential, the Principal, Vice Principal (Pastoral), Head of PSE, Heads of Grade and mentors work with subject teachers to support for all students in their care.

Professional guidance from the High School counsellor in our Counselling and Wellbeing Centre is also available for students and families.

Technology

Appropriate use of technology is integrated as a tool to facilitate learning. All students have a laptop equipped with College-supplied software, and access to on-campus helpdesk support.

Students are supported in the responsible use of technology through our digital citizenship programme. This provides them with the skills and knowledge to become responsible, independent and organised digital citizens.

A series of information evenings and workshops for parents ensure that good habits around technology are reinforced at home and parents are equipped to help students navigate the online world.

Staff are supported by a digital literacy coach and a network of technology mentors in implementing effective uses of technology in teaching and learning. We also use Generation Safe tools to provide our teachers with professional development in the areas of prevention, detection, intervention and response to cyber incidents.

University guidance

Our university advising programme commences in Grade 10, with advice on subject selection in preparation for the IB Diploma in Grade 11 and access to tools that assist students to gauge potential for future studies and possible career paths.

From Grade 11, an individualised programme of advising is provided, and our team of six experienced University Advisors work with students to ensure they are supported in making choices and applications to best-fit courses and universities around the world. Supporting workshops and presentations, run by our University Advisors for students and parents, help in planning and making decisions around university choice. Around 200 universities from around the world visit the campus each year to speak with our High School students.





Service

Our tiered model provides opportunities for students to become involved in three areas: College, Singapore and Global Service. All students are expected to commit fully to a service, and to show initiative by planning and leading activities.

College Service

Students support and lead other students undertaking their own service projects, provide sports leadership or coaching or work alongside their peers and younger students on projects to enhance the campus.

Singapore Service

UWCSEA has long standing partnerships with many Singapore-based community organisations such as MINDS, Riding for the Disabled, ACRES, Beyond Services and H.O.M.E. Our students join one of more than 30 projects linked with our partners in the Singapore community, volunteering once a week after school for at least half the academic year in Grades 9 and 10, and for the entire academic year in Grade 11.

While this assists students to fulfil their IBDP CAS requirements, it also provides valuable connections with our community.

Global Concerns

We call initiatives outside of Singapore Global Concerns (GC). This dynamic programme enables students to put their ideals into action through project groups which actively address specific development and environmental issues. Students can join an existing group to support on-going efforts, or pitch to the student-led GC Executive to approve a new GC group. Many GCs are linked with grassroots NGOs in developing countries, providing students with the opportunity to gain unique insight into the challenges faced by these organisations. Project Week groups in Grade 11 often visit these NGO partners.

Grade 11 students can also join the Initiative for Peace, spending a year planning and organising a conference that promotes international understanding and reconciliation between youths in Singapore, Timor Leste and Thailand.

UWCSEA Dover IB Diploma results

Year	UWCSEA number of candidates	UWCSEA % passed	Worldwide average % passed	UWCSEA average score	Worldwide average score
2019	319	99.7	78.2*	37.0	29.8*
2018	318	97.8	78.2	36.1	29.8
2017	325	98.2	78.4	37.18	29.9
2016	328	98.5	79.3	36.4	30
2015	322	98.8	80.8	36.5	30.2

*2018 statistics | 2019 worldwide average not available at the time of printing | www.ibo.org

For more information, please contact Admissions

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