

Association Highlights

CCA Annual Presentation

Children's Charities Association (CCA) gave out over \$600,000 to its six member charities at its Annual Presentation on 2 October 2010 at the St Andrew's Community Hospital. APSN therefore received about \$100,000 for its programmes for children under 21 years of age.

The occasion also saw the presentation of recognition awards to its volunteers by CCA as well as by some of the member charities. The President of APSN Dr Francis C. Chen received the CCA Commendation Award (Gold) for his services on the Board from 1993-2010, and for being its Chairman in 1994, 2000 and 2006. Mrs Ruby Cheah received the Commendation Award (Bronze).

Mr Tan Ju Seng PBM, BBM received the APSN Distinguished Service Award (Gold) for his many years as President of APSN. Mr Chan Chee Keong PBM and Mr Lee Chuan Bee received the APSN Excellent Service Award (Silver) for their many years on the CFA Management Committee. The SIA Community Service Club and the Urban Redevelopment Authority (URA) also received this award.

Another four recipients received the APSN Excellent Service



Six member charities receiving the CCA cheque from GOH Ms Jessica Tan, MP (East Coast GRC).



Dr Francis C. Chen receiving the CCA Commendation Award (Gold)

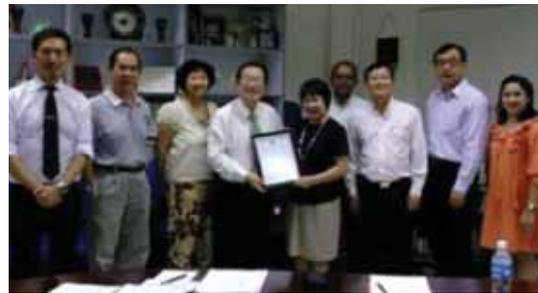


APSN Award recipients pose with Ms Jessica Tan

Award (Bronze):- Oh Chin Huat Hydroponics Farm Pte Ltd, Mr Dilip Kumar representing the Organising Committee of the Charity Golf, Raffles Girls' Primary School and Prince's Landscape.

Principal of Chaoyang School, Mrs Low Siew Ting retires

Mrs Low Siew Ting, a MOE-seconded Principal of Chaoyang School, served in APSN from 15 Dec 2006 and retired on 4 June 2011. Prior to her secondment to APSN, she had served in MOE for more than 28 years.



Another Certificate from the MOE was presented to Mrs Low by the Exco on 2 June 2011.

On 30 May 2011, the President of APSN Dr Francis C. Chen presented to MRs Low a Certificate of Appreciation from President S R Nathan witnessed by all the school staff. Girls' Primary School and Prince's Landscape.

Ground Breaking Ceremony -Delta Senior School New School Building

The groundbreaking for the new Delta Senior School building located Choa Chu Kang was carried out on 11 Nov 2010.



Mr Chan Chee Keong, Vice President, APSN Executive Committee, officiated at the groundbreaking event.

Mdm Choy Fong Yee Lisa, Inspector, Special Education, Education Programmes Division, Ministry of Education was amongst the invited guests for the simple ceremony

The new school building, on a 1.2ha site off Choa Chu Kang, south of ITE West College, will boast facilities to meet the custom-designed curriculum aimed at equipping special needs students with nationally-certified skills, preparing them for open employment. The proximity to ITE West College will also encourage collaborative opportunities.

APSN at the Special Olympics World Games

APSN Schools participated in a successful 2011 Special Olympics World Games in Athens, Greece.

Our Singaporean contingent, which included 14 athletes from Tanglin School, Delta Senior School and Centre for Adults together with Mr Kenneth Lai (Head Coach, Badminton), Mrs Rani Day (Coach, Bowling) and Mrs Liza Ow (Assistant Head of Delegation), have achieved a total medal tally of 12 gold, 13 silver, and 12 bronze medals.

The APSN athletes contributed to the impressive result of a total of 37 medals - five more than the previous Games in 2007.



Singapore Special Olympics Team at Changi Airport

LEADERSHIP RENEWAL AT APSN & IMPLEMENTING GOOD GOVERNANCE

The management of APSN, i.e. the Executive Committee or Board is responsible for the policies and programmes in all our four schools and adult centre. Thus, the quality of this leadership impacts directly on the effectiveness of the programmes.

Problem of Board Renewal

It has been some 35 years since the inauguration of the Association. Over the years, many of the original Board members have resigned or retired. Replacements have been difficult to source, as few professionals want to commit themselves to voluntary work on a regular basis. The following have been tried:

- From the contacts that one knows of. The drawback here often is, if a friend is introduced, there is a tendency not to speak up against the views of the friend (and vice versa); this makes for ineffectual membership on the Board.
- From business associates or contacts. This may result in successful recruitment. Very often the intention of serving in a voluntary welfare organisation was never there, but the person has been persuaded to "give it a try". This may result in successful recruitment (especially accountants, as this category is in demand) -- but such people only serve for short periods.
- By giving talks to interest potential volunteers. Sometimes when public education talks are organised by the Association, an appeal is also made for volunteers to join the Association at Board level, or as an occasional volunteer in the school programmes. Talks have also been targeted at service clubs, but this avenue has not been successful.
- Open advertisements. Through our website and whatever portals that give us free space, we have made appeals for volunteers. We have even advertised in the newspapers. There were some enquiries, but generally none for Board renewal.

We were in this quandary until recent times. Our Board had to resort to inviting some of the former Board members to return to "help us out". Some very gallantly agreed, but indicated that they would be short-term. Meantime, the old guard (i.e. the original Board members) dragged out their departure from the Board for as long as they could. The last two finally "retired" at the ages of 75 and 84 a year ago, leaving a 71-year old as the only "survivor" from the original founding members.

Board Match

In 2007, the National Volunteer & Philanthropy Centre (NVPC) launched its Board Match program. We immediately tapped into this initiative, as this referral process met many of our objectives: that is

- Potential volunteers are professionals and are established in their careers;
- Potential volunteers who have expressed a wish to work for and in VWOs, different from those who have to be persuaded to join or volunteer their services;
- These referrals are independently vetted and generally people so referred are unknown to the present Board;
- There could be proper matching of the needs with what the volunteers want to offer. For example, for the Treasurer's position, it would be desirable to have an accountant, etc.

Although Board Match had morphed into the Mentoring Partnership International, and latterly as the Centre for Non-Profit Leadership, the project is still within the ambit of NVPC. In my opinion, this should remain so, as NVPC has the status of a national umbrella body, and is better poised to deliver quality volunteerism in all respects.

In 2008, another group run by professionals also came into being, the Kind Exchange, with the express purpose of linking professionals who wish to volunteer their services with VWOs in need of such expertise. APSN very readily tapped into this source as well.

Recruitment of Board Members

Through referrals from Board Match and the Kind Exchange, the Nominations Committee of APSN met up with such potential volunteers: lawyers, accountants and financial consultants, a deputy Commissioner of Police, senior civil servants, retired junior college lecturers, business managers, human resource managers, etc. After providing all necessary information on the Association, and after determining the interests of the volunteers, suitable applicants are invited to join the Board as co-opted members, or more likely, one of the Subcommittees (to gain exposure and to test out the "fit").

In this way, eight out of the fourteen current members of the Board are from Board Match or the Kind Exchange. This renewal has the added bonus of Board rejuvenation, as the ages of these new members are much younger, in their 30's or 40's mostly, unlike the remaining Board members, those nearing or above 60. There are yet others who have filled positions in our various subcommittees.

Current Composition of Exco

Length of years served on Exco:-

President:	Dr Francis C. Chen, founding member (over 33 years);
Vice-Presidents:	Mr Tan Ju Seng (26 years); Mr Chan Chee Keong (over 2 years);
Hon Secretary:	Mr Anthony Tan (over 2 years);
Hon Treasurer:	Mr Royce Seah (over 1 year);
Hon Asst Treasurer:	Mr Winston Wong (less than a year).

New Volunteers:

- Shawn Tan (CFA Management Committee)
- Charles Lim (CFA Management Committee)
- Tan Cheen Chong (IT Subcommittee)
- Tan Kar Peng (IT Subcommittee)
- Kwek Thu Kuang Jeffrey (HR Subcommittee)
- Bill Bowman (HR Subcommittee)
- Tin Wai Fun (Exco)
- Mohan Menon (Exco, Finance, Audit)
- Winston Wong (Exco, Finance)

Transparency & Governance Issues

Following the high-profile disclosures of some VWOs in Singapore concerning inappropriate use of funds some three years ago, the NCSS and the Charity Council in Singapore have issued guidelines and recommendations on improving the good governance in VWOs and to have transparency.

APSN since then has introduced a whistle-blowing policy, the Establishments of the Audit Subcommittee, the Nominations Subcommittee, an IT & Information Subcommittee, and a re-vamp of our Finance & Investment Subcommittee. With the introduction of these committees and a greater awareness on the part of Board members for clearer policies and accountability, APSN has reached a high degree of good governance practice. In an independent audit conducted by the consultants KPMG on the initiative of NCSS, we achieved a high passing mark both for general governance matters and financial matters.

With more professionally-qualified and quality volunteers, a VWO or NPO like the Association for Persons with Special Needs has been able to comply with the governance requirements as recommended by NCSS and the Charity Council. Such Board renewal augurs well for the future of the Association.

Orientation for new Board and Subcommittee Members

An orientation programme is conducted twice a year for our new Board and Subcommittee members. This programme, consisting of a half-day session, involves visits to one or two of our schools/centre and presentations by the heads of the programmes. The first of the half-day session was held in May last year. Eight volunteers visited our schools/centre, heard presentations by the heads of the programmes and our Executive Director, and had interactions with students, teachers, and parents. Feedback from the participants at the end of the programme was very positive.

Board self-evaluation

9 out of 12 members of the previous Exco responded to a self-evaluation survey – a response rate of 75%. A summary of the main findings of the self-evaluation is shown below.

Satisfactory Results

1. Our Vision and Mission Statement are clearly defined, and they are seen to be guiding our organisation's goals & objectives.
2. We engage in strategic planning regularly.
3. We monitor and evaluate our programmes to ensure they support our mission and objectives.
4. Our resources are allocated wisely to achieve our mission.
5. Our annual budget, financial reports, accounts, auditor's report and investment policies are reviewed regularly.
6. Our Board, CEO and staff understand and respect our respective responsibilities.
7. We have clearly defined job descriptions and terms of reference for Board members and committees.
8. There is an effective process to identify and recruit new Board members.

Needs Work

1. We need to consider new initiatives to meet changing needs.
2. Our meetings need to be better organised and more productive.
3. A slightly higher number of respondents felt that Board members should promote the cause and mission of APSN to the community.

Board Responsibility	Satisfactory	Need Works
Vision & Mission		
1. Vision & mission define the organisation's goals & objectives?	8	1
2. Board policy decisions, activities & services reflect the vision & mission?	6	3
Strategic Planning		
3. Regularly engages in the strategic planning function?	7	2
4. Reviews the plan & focuses on strategic issues?	6	3
Monitoring & Evaluation		
5. Monitors & evaluates programmes to ensure they support the mission & objectives?	8	1
6. Considers new initiatives to meet changing needs?	4	5
Financial Control		
7. Ensures resources are allocated wisely to achieve the mission?	7	2
8. Reviews annual budget, financial reports, accounts, auditor's report & investment policies?	7	2
Fund Raising (FR)		
9. Endorsed an appropriate FR strategy in accordance to a code of conduct & practices?	5	4
10. FR activities effectively & efficiently organised?	5	4
11. Participates in FR activities & identifies FR sources?	5	4

Relationship with Executive Head (CEO) & Staff		
12. Understands & respects distinct responsibilities of Board, CEO & staff?	7	2
13. Clearly defined roles & responsibilities of CEO?	6	3
14. Provides regular support & appraisal of CEO?	6	3
15. Clearly defined job descriptions and terms of reference for Board members & committees?	7	2
16. Meetings are well organised & productive?	4	5
Board Recruitment & Orientation		
17. Effective process to identify and recruit new Board members?	8	1
18. Ensures appropriate Board composition (e.g. knowledge, experience, skills)?	7	2
19. Comprehensive orientation for recruits to Board responsibilities & organisation?	7	2
Public Relation (PR)		
20. Board members promote the cause & mission to community?	4	5
21. Effective engagement strategy in PR activities?	3	6

STRATEGIC PLANNING

The Association held a Strategic Planning Session on 6 March, 2010. Recurrent themes noted by the facilitators:

- Better coordination and communication needed at all levels within APSN to address fragmented and isolated decision making;
 - More use of information technology as an aid to enable ease of information dissemination and transparency; and
 - Development of operational manuals and guides to codify and standardise operational processes and procedures.
- The facilitators also made three main recommendations:
- Teambuilding – teambuilding and bonding activities are recommended to be conducted at least once a year amongst the key stakeholders and relevant constituents in APSN to strengthen the working relations.
 - Communication – need for APSN to continue working on clarifying its vision and strategic priorities, or to reinforce its vision and mission to achieve clarity and coherence at all levels of staff throughout the organisation and schools.
 - Assigning ideas for implementation – form action groups around the identified issues based on passion and interest. These action groups should be tasked to formulate action plans which could be presented to EXCO for endorsement.

Risk management

Late 2010, our Audit Subcommittee initiated a study by the academic staff and students of the Faculty of Accountancy of Nanyang Technological University. Led by Prof Patricia Tan (Associate Dean of NBS Faculty of Accountancy) and Prof Lim Joo Boon (Adjunct Associate Professor of Accountancy), their brief was to assist APSN in developing and implementing a risk-based internal audit framework. The focus is on identifying risks at the strategic level. On 10 Feb 2011, the NTU team presented their findings of the strategic risks facing our Association. These were:

- Risk of a dysfunctional organisation
- Risk of the organisation becoming irrelevant
- Risk of lack of proper board oversight
- Risk of insufficient staff

The Association has since formed a workgroup led by our Vice President, Mr. Chan Chee Keong, to recommend plans to mitigate these risks as well as implement the recommendations surfaced at the strategic planning sessions mentioned earlier.

Employee engagement survey 2010

To gain insight into the overall employee climate in APSN as well as employee perceptions toward APSN as an employer, an Employee Engagement Survey was conducted online between 7 and 23 July

2010. Achieving a response rate of 91%, the survey found that a high level of employees understood APSN's strategy and goals, and what was expected of them in their jobs. They agreed that APSN provides training for them to handle their jobs. On the other hand, employee commitment was low, and a high percentage thought that pay and benefits were inadequate.

RESEARCH

Study of Post-Programme Experiences

- NCSS has offered to co-fund a study into the experiences and outcomes of the students/clients who had gone through our educational system. The purpose of this study is to explore how our programmes had benefited our clients, and to identify factors that may help us improve our services. NCSS is willing to co-fund this study as it is keen to identify trends to facilitate planning for the disability sector.
- The study involves contacting clients who had graduated from our schools/CFA in the last five years. The personal data of those contacted will be captured into a database. Records in the database are migrated into the national database maintained by NCSS. Thereafter, teams of interviewers will make personal contact with these ex-students and ask them questions from a questionnaire. ID cards are issued to our ex-students.
- Fieldwork is expected to be conducted Oct-Dec 2011, and the project is planned to be completed by April 2012.

EXTERNAL RELATIONS - VISITORS TO APSN

A delegation of 26 from the Macau Association For Parents of the Mentally Handicapped (AFEDMM) visited APSN Friday 23 July 2010. The delegation, comprising Board Members, staff and parents, came to learn about the services available in Singapore for persons with intellectual disability, and our Association's services in particular. They were received at Katong School by Dr. Francis Chen and were hosted to a lunch before proceeding to visit CFA later that afternoon.

Gwangju Federation of Disabled – APSN hosted about 22 officials and members of this organisation on Thursday 28 Oct 2010 10.00am to 12.00 noon. The visitors were treated to a lunch by President Dr. Francis C. Chen at CFA, followed by presentations on APSN and CFA.

Hong Kong Joint Council of Parents of the Mentally Handicapped About 32 members from this organisation (a member of AFID) visited APSN on Wednesday 24 Nov 2010. They heard presentations on APSN's service model as well as toured CFA premises to gain a better insight into our programme delivery. They are impressed by the horticulture programme at CFA.



Impressed with the hydroponics greenhouse at CFA.

Daegu University, South Korea: A group of 27 postgraduate students from the University visited APSN on Wednesday 26 Jan 2011. They were hosted at Tanglin School by President Dr. Francis Chen. After a welcome speech by President APSN and a short introduction to APSN by ED and to TS by the Principal, they were taken on a conducted tour of the school. This was followed by a lunch. The guests departed at about 1.00pm. As required by their regulations, the University and APSN signed a Statement of Education Agreement (Appendix L) to facilitate educational cooperation in areas of study visits, exchange of information and other programmes. Yayasan Vijayaratnam (YV): We offered our assistance to this Malaysian foundation to help them set up a special needs school. YV opened their new school in March 2011. Our assistance took the form of hosting a visit by their key staff to Singapore, sending our senior teaching staff to YV on a short attachment at their school in Kuala Lumpur, and giving them access to our curriculum material.



Daegu University visitors and APSN officials in front of Tanglin School

A group of 38 staff and students from the University of Seoul visited APSN Tanglin School on 21 July 2011. Most of the students are in fact civil servants doing a course in social service and welfare agencies. They found the visit informative.



Seoul University visitors with Prof (Ms) Chong Hye Suk (in centre front row) listening to Mrs Liza Ow (Principal).

Asian Federation on Intellectual Disabilities (AFID)



AFID Executive Board Meeting at Ramada Plaza Jeju Hotel 22-26 August 2010)

AFID, which is an Asian grouping of 15 member-countries, continues with its main programme of organising an international Conference once every two years. This year, hosted by the Korean Association on Intellectual and Developmental Disabilities (KAIDD), the 20th Asian Conference on Intellectual Disabilities (20th ACID) will be held in Jeju, South Korea, at the Ramada Plaza Jeju Hotel from 21 - 26 August 2011. The theme of the conference is "Passing from Freedom to Happiness". A delegation of 20 from APSN will take part, whilst MINDS is sending an even bigger group.

A mid-term Executive Board Meeting was held at the same venue exactly a year ago in August 2010. Mr M K Wong and Dr Francis C. Chen represented APSN on the Board.

Staff & Students Statistics (as at May 2011)

Staff

Chaoyang School	49
Katong School	45
Tanglin School	57
Delta Senior School	98
Centre For Adults	25
HQ	98
Total	287

CFA Client Enrollment as at Jun 2011

No. of Clients:165

Students: School Enrolment as at May 2011

No. of Students	CYS	KS	TS	DSS	Total
MID	193	158	285	342	978
ASD Foreigner	27	21	17	16	81
Total	220	179	302	358	1059

APSN Resource Centre

This basically is a reference library, where an eclectic collection of books on special education, topics of related conditions such as ADHD, autism, dyslexia are kept. Reference texts on psychology and other subjects relevant to intellectual disability and education are also kept. We also subscribe to some selected Journals on Special Education, Social Work and Psychology. The Centre is under the direction of Dr Francis C. Chen. It is located at our HQ at 900 New Upper Changi Road, and is open during office-hours to all members and members of the public on application.

APSN Centre for Adults (CFA)

The time line is based on last year Annual Report which featured news and reports from June 2010 to May 2011.

APSN CENTRE FOR ADULTS

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Head

- Mr William Tng

Clerical Officer

- Ms Safangaton Binte Dirman

Job Placement Officer/Instructors

- Ms Lee Siew Cheng Leonie

- Mr Leung Kwai Bun Benny

Senior Instructor

- Ms Fung Soo Ling Janis

Instructor / Programme

Coordinator

- Mr Li Jia Hui Philip

Instructors

- Mdm Anthony Theresa

- Mr Chan Kheng Siong Adrian

- Mr Chew Beng Kiam

- Mr Janarthanan Ganapathy

- Mr Goh Boon Seng Thomas

- Mr Kang Kok Peng Nelson

- Mdm Loh Poh Hoon Winnie

- Mr Pang Chong Tong

- Ms Sim Lee See

- Mr Tan Johnny

- Ms Yap Chui Hoon

- Mr Yee Hung Pak

- Ms Zuriaty Bte Mohd Zakaria

Instructor Assistant

- Mr Tan Wai Loon

Contract Instructor

- Mr Lee Zhang En Joel

Part time Instructors

- Mdm Rukumah Binte Mohd Yosop

- Ms Ang Chee Hwee

Training Programme

Café Operation Programme

- Mdm Loh Poh Hoon, Winnie

- Mr Chew Beng Kiam

- Ms Zuriaty Bte Mohd Zakaria

Commercial Handicraft Programme

- Ms Yap Chui Hoon

- Mr Yee Hung Pak

- Mdm Rukumah Binte Mohd Yosop
(Part-time)

- Ms Ang Chee Hwee (Part-time)

Contract Work Programme

- Ms Fung Soo Ling Janis

- Mdm Anthony Theresa

Grass Cutting Programme

- Mr Goh Boon Seng Thomas

- Mr Tan Johnny

Horticulture Programme

- Mr Li Jia Hui Philip,

- Mr Chan Kheng Siong Adrian

- Mr Janarthanan Ganapathy

- Mr Tan Wai Loon

- Mr Lee Zhang En Joel (Contract)

Janitorial Programme

- Ms Sim Lee See

Recycling & Thrift Shop Programme

- Mr Kang Kok Peng Nelson

- Mr Pang Chong Tong

CFA Commercial Handicraft Programme

Instructors :

Ms Yap Chui Hoon, Mr Yee Hung Pak

Part time instructors :

Mdm Rukumah Binte Mohd Yosop,

Ms Ang Chee Hwee

CFA Commercial Handicraft Programme provides an opportunity to develop the trainees' interest in art and creative skills as well as to produce different types of paintings and crafts work for sales. The training objective is to train their attitude in work, social skills, develop their talent in Art, which enable them to build up their confidence level and self esteem. We work within the ability of our trainees in the production work. Many of our trainees have overcome their fears in socializing and some even got into open employment.

Our programme includes training and production of:
Acrylic Painting,
Batik Painting,
Glass Painting,
Caricature Drawing
Soft Toy Making,
Handicraft Making,

Commercial Handicraft Programme has produced the following products this year

- Acrylic Painting • Batik Pinting
- Soft Toy Key Chain
- Hand-painted Photo Frame
- Batik Photo Frame
- Glass Coaster • Tote Bag
- Pouch • Book Mark
- Fridge Magnet
- Recycled Paper Making Greeting Card
- Handmade Animal Mascot
- Badges • Christmas Ornament
- Door Hanger

Our Corporate Customers

- Lions International Stamp Club
- Traders Hotel, Singapore
- Singapore National Employers Federation
- Singapore Management University
- American Express International Inc.
- NCSS • Katong Senior School
- SMU
- School of the Arts, Singapore
- NUS Business School
- XANGO
- Bain & Company SE Asia, Inc.
- HortPark
- The Japanese Association, Singapore
- Chatsworths International School
- Nanyang Business School
- YMCA of Singapore
- Keppel Norway
- Chinatown Social Enterprise
- APSN HQ

CFA Contract Work Programme

Instructors: Ms Fung Soo Ling Janis,
Mdm Theresa Anthony

The contract work training programme simulates real work environment where trainees are evaluated on their work quality, speed and work attitude. Production work is designed as a transitional phase to other work-intensive training programmes and open employment.

Current projects includes:

1. Pasting price tags on pens (Stabilo Singapore Pte Ltd)
2. Slotting wet towels into leaflets and sealing them (Freshening Industries Pte Ltd)
3. Pasting labels on egg trays (Pac Alliance Pte Ltd)
4. Folding paper bags (Sin Fatt Paper Trading)

The aim of this collaboration is to promote work experience to our trainees and help them to eventually integrate and contribute to society.



AFID Executive Board Meeting at Ramada Plaza Jeju Hotel
22-26 August 2010)

CFA Grass Cutting Programme

Instructors: Mr Goh Boon Seng Thomas,
Mr Tan Johnny

Under the grass cutting programme, clients are taught to handle grass cutting machinery. With the supervision of the instructors, the clients are exposed to outdoor training opportunities which help to toughen them for eventual work in the open job market.



Horticulture team member hard at work

Team work and work safety observation are also constantly emphasized in the work area. Regular contacts for the grass cutting team also helped to keep the clients motivated.



Janitorial team focused on their work

CFA Janitorial Programme

Instructor: Ms Sim Lee See

Janitorial Work Programme is a work attachment programme where trainees focus on performing general cleaning duties within CFA premises such as:

1. Clean furniture and furnishings (Office/ training room)
2. Clean hand floors (Corridors/hall)
3. Perform basic cleaning of washrooms
4. Clean vertical surfaces, mirror

Programme's objective is to place trainees out for Open Employment. Many trainees have been employed by cleaning companies such as Changi Airport, hotels and restaurants. Sarah Seniors Centre Activity at Bukit Merah is one of the places where we are contracted to maintain the premises.

Besides performing general cleaning duties, trainees are introduced to various cleaning agents and the proper care of cleaning equipment.

CFA Recycling & Thrift Shop Programme

Instructors: Mr Pang Chong Tong, Mr Nelson Kang

APSN Centre for Adults Recycling and Thrift Shop Programme is a meaningful project that works hand in hand. It will not only help save the earth but also benefit adults with mild intellectual disability; letting the adults doing their part to save this mother earth. At the same time, the programme also generates reasonable revenue for the centre due to the programme low cost of expenses.

News update:

- ▶ Recycling collaboration with condominiums was launched in July 2010 and the response has been good. The following condominiums have participated in the collaboration:
 - A. Haig Court
 - B. Chuan Park
 - C. The Florida
- ▶ Lions Clubs (Singapore) Stamps Club has been working with the recycling team on the recycling of stamps project. Lions Stamps Club will help CFA to pack and sell the stamps over overseas via Lions Clubs International after the clients finished sorting the stamps.



Making Spring Rolls

CFA Café Operation Programme

Instructors : Mdm Loh Poh Hoon Winnie,
Mr Chew Beng Kiam, Ms Zuriaty Md Zakaria

CFA Café Operation Programme is divided into three areas:

1. Training
2. Food Court
3. Bakery

CFA Café aims to simulate real life working environment of the Food and Beverage Industry.

We hope that on completion of the training the client should have a basic skills and requirements of the F&B industry, enabling the client to seek employment.

The 5 main areas for this programme are :

1. Work Hygiene

Clients will be taught the importance personal hygiene and cleanliness in the food service industry.

2. Work Safety

Accidents are caused by not knowing the right way to do things and doing things the wrong way. Instructions on how to handle knives, glass wares, carrying heavy objects, using ladders etc. will be taught to the clients.

3. Food Preparation : How to clean food items, preparing and cutting before cooking 4 types of cooking deep frying, pan frying, baking and steaming.

4. Counter Sales Service : Clients are taught how to conduct sales transaction and money calculation up to two dollars.

5. Kitchen and Foodcourt Cleaning : Two areas 1) Kitchen floor and all kitchen equipments ,crockery and utensils. 2) Dining area, chairs and tables including floors and walls.

Horticulture Programme

Instructors : Mr Li Jia Hui Philip, Mr Chan Kheng Siong
Adrian, Mr Janarthanan Ganapathy,
Contract Instructor : Mr Lee Zhang En Joel
Instructor Assistant : Mr Tan Wai Loon

Horticulture enables us to train our clients in endurance, motor and observation skills. We are embarking on training our clients to be WSQ certified. Not only that, Horticulture generated revenue by selling self-grown plants and hydroponics vegetables. Horticulture trains clients to work independently and also engages our clients in meaningful and healthy outdoor activities.

The CFA Horticulture Programme consists of Nursery/ Recycled Plants area, designing and building of gardens/ landscaping, Chinese herbs and Hydroponics farming

Nursery/ Recycled Plants - Clients are taught the types of soil recipes, fertilizers, pesticides and methods of growing plants in order to sell them. Clients are also taught to nurse and nurture plants from sickly condition (collected by our recycle team) to healthy plants.

Designing and building of gardens/ Landscaping- While most of the people use thousands of dollars to build a garden up, garden plots at CFA were designed and built by our very own clients with very low budgets. Recycle materials were used and clients were enriched by learning to recycle discarded items.

Herbs and unique plants - Chinese herbs give our clients to have a better understanding in some of the medical value of our plants. We also have a range of culinary herbs such as dill, rosemary, tarragon, sage, lemon grass etc. As for our unique range of plants, we grow and sell miracle plant



Contract gardening work

which produces berries that, when eaten, cause sour foods (such as lemons and limes) subsequently consumed to taste sweet. This effect is due to miraculin, which is used commercially as a sugar substitute. Houttuynia, which smells like fish and Stevia which taste 300 times sweeter than sugar and are used as a sugar substitute.

Hydroponics farming - The green houses were sponsored by Keppel, it trains our clients to germinate fruiting and leafy vegetables from seed and harvest them upon maturity. Our clients earn their own incomes by selling vegetables and it also boosts their self confidence when customers recognize their efforts and purchase the harvest. It also adds on to their general knowledge about different methods of growing plants



Garden in a bottle

Contract work - Once our clients are trained in the basic skills and knowledge of landscaping industry, we take them out for contract services. We did landscape maintenance for Goldkist Chalet, Chatsworth International School, Hortpark and currently, APSN Delta Senior School. Our clients who does contract work will be paid allowance. Apart from on the field training contract, we are also training our clients in packing and selling worm castings.

WSQ Training - Our clients will soon be undergoing training for WSQ certification in the landscape industry. With this certificate, our clients will have better knowledge and finally an equivalent mainstream qualification to enable them to secure a job.

Outstanding Achievement - over the two and half years we won Silver and Platinum award in the "Community in Bloom" competition organised by Nparks. We also came in 2nd in the whole of Singapore Philip Li, one of our staff received the award of CIB ambassador in view of his active and outstanding involvement in gardening.

Miniature Garden

As skyscrapers race vertically upwards, parks are getting smaller, less and far. This resulted in challenging architects' creativity in designing vertical gardens. Residents living in units of high rise apartments are growing plants vertically too, to satisfy their creativity, in the name of space saving.

The next good thing to do is probably displaying pictures of plants around your home.

We've discovered a novel way of having a "garden on your table". What about a "garden with fish pond?" or a "golf course?", maybe a "sparse land with a railway track running through it?" All these sitting right next to you, at your working desk. They are real living things that need your attention, watering and sunlight. It's "Miniature Garden!"

CFA Photography Club

Instructor : Mr Li Jia Hui Philip

15 Members of APSN formed a new photography class for the year 2011. Most of the members have not used a camera prior to enlisting into the club. The cameras are sponsored by Canon and volunteers from Republic and YMCA of Singapore taught our members photography. After 5 months of training, they learnt to take photos using natural framing, lights, black and white, macro and various functions.

Members are learning to edit the photos using Picasa on the pc in the computer room. Members used the software to edit the hues, saturation, glow etc. The edited photos were then either printed on paper and create a scrap book or posted on their facebook accounts.

On June 25, all 15 members of the club will put on a 'L-plate' photographer tag with their name and photo on it. They will be the assigned photographers for the Y-Proms @ the park event.

Open Employment Support Programme

Job Placement Officers: Mr leong Kwai Bun Benny, Ms Lee Siew Cheng Leonie

Trainees are attached in various programmes to train them for open employment. Job Placement Officer (JPO) and Instructors will then assess the trainees once they are ready for open employment. JPO will provide support by teaching the trainees how to get to their workplace, on the job roles and responsibilities. JPO also provide support to employers thorough constant feedback on trainees work performance.

Some of the industries that the trainees are working for: horticulture, crew in fast food operation, cleaners, kitchen helpers, school canteen helpers, hotel stewarding & general work.

For year 2010, JPOs have placed 53 trainees into open employment. 25 of them have successfully worked for at least a year

Delta Senior School

Transition Education

Delta Senior School has achieved much in the past one year. The main aim of transition education at DSS is to nurture self-determined DSS graduates. To this end, the school has taken a proactive stand to grow and adapt best practices in quality teaching and learning principles, training and assessment modes to ensure that students are job ready, job worthy and also able to sustain employment.

School Excellence: 'Doing Good by Doing Well'

Over a short span of 7 years, Delta Senior School has transformed itself from an institution delivering just vocational education to one that provides life transforming transition education. It has undergone major phases of changes and development: Right from its infancy stage (2003-2004), to the ability driven phase (2005-2006), to the prototyping phase (2007-2009), and to the more recent branding phase (2010), which led to the coining of the DSS tagline "I can, I want and I will".

The school was awarded the NCSS Innovation Award for its outstanding innovations in providing quality curriculum to promote students' learning and for contributing to a culture of excellence in SPED schools. Also, the Ministry of Education (MOE) designated Delta Senior School as the Vocational School for Students with Special Needs.

In March 2011, the inaugural Open House welcomed people from diverse fields and backgrounds. 174 parents from DSS and various schools such as Tanglin School, Katong School, Chaoyang School, Grace Orchard School, Pathlight School and 19 Parent Volunteers, 49 employers and 65 invited guests participated in the event. DSS received overwhelming response from employers and community partners. High-Involvement partners included Pizza Hut, ABR Swensen's, Wendy, Rasa Sentosa, and Greenback.

Job Placement Unit (JPU): Making a Difference in the Lives of our Students

For the 1st time in Singapore, 41 out of 43 graduates with special needs benefited for 5-year competency based transition curriculum are gainfully employed. 63 students

are currently on Open Employment (OE) and 36 students are in the final phase of the Work Experience Programme (WEP). 12 of our students have since achieved their full WSQ Certification while on OE. 5 of them are embarking on their supervisory training at the workplace.

In July 2010, we hosted the inaugural Employer Network Session in which about 40 leaders from different industries participated. The purpose of the session is to allow employers from various industries to meet and share their experiences of working with our students and DSS.



Gurvinder Singh, featured in the Straits Times, is promoted to trainee supervisor.

School-Home Partnership (SHP): Connecting People

With the aim of engaging, empowering and enthusing parents to work collaboratively with the school, and employer of their children, the SHP organised the parent-employer networking session to present the opportunity for parents of final year graduating students to network with employers. It allowed both parties to touch base, share their concerns and hopes and collaborate together in supporting the students at work.



Parent Ambassadors participating in the terrarium making workshop.

Putting Strengths to Work ... the F&B Direction!

In 2010, a new chapter in Vocational Training was opened, to further realise the person-centred transition at DSS when our Year 1 Food & Beverage (F&B) students were given choices to be their best by specializing into either: **Preparing for Service and Preparing for Production**, to better equip them to gain the necessary skills and qualifications to find a niche for themselves in the industry. By mid-June 2011, the first batch of specialized students would achieve the **WSQ Certificate in F&B Service** and **WSQ Certificate in F&B Production**, each certification comprising 7 Statements of Attainment. The Certificates were specifically chosen to help the students acquire the foundation industry skills necessary to successfully gain employment in the F&B industry. In the fourth and final years, the same cohort of students would attempt the Higher Certificate in F&B Service or Culinary Skills.

To further capitalize on the strengths and abilities of our students, another high-impacting move was made to recognize F&B students as the **'Food and Service Ambassadors'** of the school. These students provided F&B services to VIPs locally and overseas, and to date, they have hosted more than twenty buffets, set lunch or hi-tea to the wives of our Ministers, local and overseas Consultants, Ministry personnel, Chief Executive Officers (CEOs) of Pizza Hut Singapore, Gloria Jean's Coffees, Swensen's Singapore ABR Holdings Pte Ltd to name a few.



F&B students serving laksa to employers

Hospitality Services (HS): Leveraging on Student Potential

We enhanced our professionalism through developing our Onsite Training (OST)/WEP curriculum and strengthening school home partnership. In 2010 we created a community based learning journal for students to make use of as a tool to develop the practice of self-reflection during their industrial attachment. It is an integral and authentic mode for students to practise self-determination skills. This



Use of social stories to help develop self awareness and self determination behaviours in students.

component which aids students learning was a part of the structured community based training project which won the innovation award. At the end of each work day, the students record their productivity and quality of work along with the areas for improvement and feelings or thoughts for the day into the learning journal.



Work Safety Parent Workshop: A parent trying out the removal of hazardous items - a performance criterion in the WSQ module.

Horticulture and Landscaping (HR): Leaving a Fragrance in People's Lives

The HR department provides horticulture training through accredited modules by WDA, and / or conduct pre training in collaboration with partner Approved Training Organisations (ATOs), which will lead to WSQ certification. Quality OST and WEP opportunities are provided through our synergistic collaboration with our partner employers from the Horticulture industry.

Our integrated purpose-driven Community-based Training such as OST & Assessment is also tapped upon as Service



Plantz Singapore director, Vitoria Lamb with our students Ramadhan Bin Selamat and Kelvin Ong.



A smiling Ramadhan, who is an "inspiration" to other workers, posing for a picture during rest time at Plantz Singapore.

Learning platform to develop the students' character using a strength-based approach. Students invest 4 hours weekly in Service Learning. This form of learning has been touted as a best practice model where it combines experiential / applied learning and community service opportunities. Students apply their skills and knowledge by performing horticulture work at community sites like Indus Moral Home and Crystalite Methodist Home.

Character Development through Community-based fitness training, Fitness & Health (FH) and Co-curricular Activities (CCA)

Character development programmes at DSS is structured, focused, purposeful, person-centred and strength-based. Platforms include FH, CCA and Service Learning projects. Students are provided with opportunity to be self-directed to join the community-based programme like **Running Hour**, a running club to continue with their fitness training during their leisure time fitness routine after they graduate. We managed to enthuse some parents to take part in the Running Hour together with their children. They act as buddy runners to their child by running together and providing constant feedback & motivation. With their parents' support these students have improved in their stamina and overall well-being.

CCAs provide opportunities for community participation and presence for students. Students from various CCAs actively participated in various community events such as YMCA Dance workshop, Art workshop conducted by



A parent performing stretching exercises with her daughter, Michelle during the Running Hour Club practice session.

Esplanade and the nature walk with YMCA volunteers at Mount Faber and also the "You Are Not Alone" concert to help raise funds for the Japanese quake survivors. 7 DSS students have been chosen to represent the school in The World Summer Games in Athens in June 2011 in basketball, athletics, bowling, aquatics and soccer. To further extend students learning in a different environment, a group of about 15 students led by 5 staff spent 5 days at a Cambodia orphanage as part of **Overseas Service**



DSS Students helping to paint the gate and fence of the orphanage in Cambodia.

Learning project. DSS students worked together to enrich the lives of orphaned Cambodian children befriending them, teaching them some simple life skills, and most importantly, they returned to be more wholesome persons.

Literacy ... All in the name of Creativity and Innovation!

A milestone in the history of DSS was reached when the Literacy Department developed the **first ES-WSQ (Employability-Skills Singapore Workplace Skills) Qualifications Curriculum on Communication Relationship Management (CRM)**. This is significant because the ES-WSQ is part of the Singapore Workplace Skills Qualifications (WSQ) that will culminate in a **Career Readiness Certificate**. A WSQ national qualification, the Career Readiness Certificate focuses specifically on generic and foundational skills. The ES-WSQ CRM curriculum was accredited on 18 Nov 2010. To date, 112 students have been awarded the ES-WSQ CRM certification which aims to impart workplace interpersonal, team building and problem solving skills.

2010 witnessed another landmark achievement for the purpose and people-driven Literacy Department. The Workplace Literacy (WPL) results soared remarkably beyond the targets set. The use of multi-sensory resources such as flashcards and contextualised picture cards in our action research and lesson instruction to build the students' reading and vocabulary skills explains the splendid performance.

Numeracy: 'Teaching to learn' and 'Learning to Teach' to Develop the Whole Person

The Numeracy Department has made changes to the teaching and learning experiences.

The highly structured and more dynamic curriculum boasts learner guides which are based on the **Explicit Teaching Principles** where the objectives are task analysed to meet students' need. Social Stories are used to contextualize learning and make it easier for our students to match their own experience to what they are learning in class. Further, the development of the **ES-WSQ Solving Problems & Decision Making (SPDM)** and the **ES-WSQ Basic Information and Communication Technology (ICT)** has now placed numeracy in a more viable position to help students become more employable.

The Numeracy department also embarked on 3 **Action Research (AR)** projects, namely, thinking aloud, hands-on activities, improving focus and attention through varied strategies such as the Multi-sensory approach which uses hands-on activities and use of technology (Smartboard) weaved into the lesson proper to engage the students.

WPL School Targets	Listening		Reading	
	2008	2010	2008	2010
WPL 2	45%	94%	33%	63%
WPL 3	37%	83%	27%	58%
WPL 4	17%	52%	13%	33%
Improved by at least 1 grade	7%	34%	11%	37%

Table showing the comparison between the 2008 and 2010 WPL Listening and Reading Results.

	2008	2009	2010		2008	2009	2010
Grade 1	26.90%	19.80%	20.82%	Grade > 2	73 %	80.2%	79%
Grade 2	28.97%	34.56%	28.33%	Grade > 3	44%	45.6%	50.8%
Grade 3	32.41%	27.52%	26.62%	Grade >4	11.7%	18.1%	24.2%
Grade 4	6.90%	12.42%	16.04%				
Grade 5	4.83%	5.70%	7.85%				
Grade 6	0.00%	0.00%	0.34%				

The table show more students in 2010 scoring higher grades compared to 2009 and 2008 cohort.



Continuing on the road towards excellence, the staff attended courses, actively engaged in sharings within the school and even collaborated with other departments to upgrade their teaching skills and methodologies to make numeracy learning both meaningful and easily applicable to their students.

Notably, the changes in curriculum have brought about a positive, upward trend in the Workplace Numeracy (WPN) scores over the past three years. This could be attributed to improved rigour in teaching and learning processes through enhanced professional development of staff.



Staff critiquing at the AR workshop to hone their diagnostic and research capabilities.

Tanglin School

Translating Dstrategy into Action

Tanglin School values and nurtures each student as an individual, developing the whole child within a supportive and inclusive community. This is a place where all staff members are committed to provide quality teaching and learning experiences to maximize the learning outcomes of all students. The school culture encourages individual growth and achievement in an environment that is based on passion, respect, patience, perseverance and collaboration. These efforts are strongly supported by the parents and wider community with consistent improvement that is achievable by translating innovative strategic thinking into actions.

The year 2010 was a period of significant expansion in the area of Vocational Education as Tanglin School began her journey into the 2nd phase of prototyping for Vocational Education in Special Schools. We recognize that in order to improve the post-school outcomes of students with special needs, we have to prepare them and their families for the complexities of the adult world in the early years of secondary school i.e. at the age of 13. When planning for student's transition to life after school, we developed and implemented clear and systematic processes comprising of the following components:

Vocational Assessment: To gather information about students' Skills, Knowledge, Interests and Preferences (SKIP) for the planning the Individualised Education Plans (IEPs) and eventually their vocational pathways;

Vocational Guidance: To guide students in matching their Skills, Knowledge, Interests and Preferences to suitable vocations;

Social Competencies and Work Habits: To equip students with the necessary competencies, social skills and work habits to be employed and sustain employment;

Work Experience: To provide students with multiple work experiences in authentic work settings, in order to gain familiarity with the demands of the real work and to develop relevant work skills.

MOE-NCSS Innovation Award - CTGG

Choose Green, Think Green, Grow Green (CTGG) is a school-wide, inter-disciplinary project that Tanglin School embarked on with the primary purpose of involving students in activities that increase their awareness of a significant issue of environmental change and its impact.



Innovation Award 2010.

The school launched a series of initiatives intended to infuse the learning context with information and ideals on caring and doing one's part for the environment. Among these was the curricular decision to focus lessons in Literacy on the theme of environment that entailed learning journeys to parks, nature reserves and incineration plants. Another highlight was the "Switch Off" project, where students made a commitment to save electricity for a specified duration each week. Other activities include a) weekly assembly talks and quizzes centred on environmental issues; b) weekly journal writing exercises based on these talks; c) designing and developing original mathematical games and decorating classroom bulletin boards using recycled materials; d) setting up businesses based on the CTGG theme at the annual school carnival; e) cultivating plants on school grounds and beautifying them with artefacts made of recycled materials; f) an intensive recycling programme; g) a mass nature walk and h) a month – long service learning project that culminated in a concert cum games organized by graduating students for their counterparts from other APSN schools.

For the second consecutive year, the MOE-NCSS Innovation Award, the highest accolade that recognizes outstanding innovations that promote students' learning contributing to a culture of excellence in SPED schools, was conferred to Tanglin School on 12 November 2010 for the CTGG project.

MOE – NCSS Outstanding Special Education Teacher Awards

Ms Azlia Irny Bte Amin Iskak and Ms Jeyashini d/o Kanagarajah were winners of the Outstanding Special Education Teacher Award (OSTA). Ms Ho Lai Mern was awarded a Certificate of Commendation for being one of the OSTA finalists at the Special Education Award Presentation Ceremony on 12 November 2010.



Outstanding Special Education Teacher Awards

These exemplary teachers have contributed extensively to the effectiveness of the school with their passion, commitment, courage and perseverance to nurture and inspire our students. They recognize that a holistic education is important for students to lead independent and meaningful lives as well as to be valued in the community.

Community in Bloom Silver Award

Every student had the opportunity to experience the joy of potting, propagating and growing a variety of plants, flowers, herbs and shrubs as well as acquiring a variety of landscaping skills in a classroom without walls at the TS Green. They celebrated the Green Wave of Action 2011, a global campaign that enables children and youth to make a difference. It brings together children and youth from around the world to raise awareness about biodiversity, and the need to reduce its loss. The *Ilex cymosa*, we named it as 'Collaboration in Action', was prepared and planted on 20 May 2011, another excellent opportunity to involve our students in a fun, international environmental campaign.



Community in Bloom Silver Award.

In recognition of our efforts to improve the school environment with creative ideas in landscaping, conservation and recycling projects, Tanglin School was conferred the Community in Bloom Silver Award by National Parks Board.

School-Based Awards

The School-Based Awards recognize the achievements and progress of students and motivate them to excel in academic and/or non-academic areas. There were altogether 51 students receiving 4 categories of the School-Based Awards presented at the school's Prize Giving Day on 8 November 2011 and at the Graduation Ceremony on 16 November 2010. The awards are:

- Functional Academics Award (FAA)
- Workplace Literacy Numeracy (WPLN) Award
- Good Progress Award (GP)
- Student Talent, Achievement and Recognition (STAR) Award

National Youth Achievement Awards

The National Youth Achievement Award (NYAA) programme at Tanglin School is in its 4th year and counting on. In 2010, 40 students were awarded the NYAA Bronze by National Youth Council, Singapore. As NYAA is a recognized member of The Duke of Edinburgh's Award International Association, the attainment of this award would add value to the students' testimonial.

Developing 21st Century Skills through State-of-Art Technologies

The integration of technologies is a key mechanism for augmenting classroom instructions while helping students with special educational needs learn life skills in a digital age. We are constantly leveraging on the use of digital technologies to enhance learning, provide motivation, and as an approach to empower both students and teachers to explore and create their own digital platforms within and beyond the school compound.

1. Student-Generated Animations

Students developed mini-movies representing their understanding of a particular concept. Using stop-motion animation techniques, they were capable of moving the objects after taking digital still photos. Students learnt Stop-Motion animation that enabled them to creatively manipulate, think and reconfigure the clay models.



Interactive Learning with Robotics.

2. Digital Deli

Students transformed digital photographs into surrealist-style artwork using Photoshop. They explored the impact of photography on impressionism by taking photographs within and beyond the school compound, then turned them into impressionist works of art. Students illustrated their understanding of impressionist-era work through the different imaging techniques they chose to use. As a result, students' creativity was enhanced and they could better understand surrealist techniques while working with lighting and colours to transform their pictures into art pieces.

3. Digital Music & Manga Comics

Students used collages of audio, video clips, digital music and images to convey meaning and understanding into a story. With Digital Music and Manga Comics, students were able to investigate the architecture and form, visually transforming them into stories for discussion on the situation and characters while developing skills in narrative analysis.

4. Interactive Learning with Robotics

Robotics has increased in popularity among today's young people. Our students have the capability to select a design and work independently or in groups

to build and program the robots to move. The Robotic programme has provided a novel means for students to think out of the box and enhance the development of problem-solving and critical thinking skills.

Towards Sports Excellence

Competitive and non-competitive programmes were implemented to encourage maximum participation, individual aspiration, team achievement and personal excellence.

At the inaugural Youth Olympics Games, 3 students were among the 2,400 torchbearers running the world's first Journey of the Youth Olympic Flame (JYOFI) from 7 to 14 August 2010. Mdm Noridah Khalil was one of the National Technical Officials (Judge) for Athletics at the Youth Olympic Games from 17 to 23 August 2010.

The Swim Safer Program, an amalgamated and improved version of the Learn-To-Swim and the National Survival Programme, is a national water safety programme awarded by Singapore Sports Council.

At the 29th National Swimming Championship on 3 July 2010, Tanglin Swim Team brought home 9 Golds, 5 Silvers and 1 Bronze.

At the 2nd National Special Schools Swimming Championship on 25 March 2011 at the Singapore Sports School, the swimmers returned with 1 Gold, 4 Silvers and 4 Bronzes and clinched the Best Participating School Trophy.

At the 8th National Track & Field Championship 2010 on 17 July 2010 at Serangoon Stadium, 25 Track & Field athletes returned with 12 Golds, 11 Silvers and 5 bronzes and they came in 1st for Overall Best Team Performance.



Team Tanglin - Athletics

At the 5th China Special Olympics National Games in Fuzhou, Fujian Province from 18 to 25 September 2010, Tanglin School student Mohammad Andy represented Singapore and returned home with a Gold for 400m Relay and a Bronze for 1,500m.

At the local Special Olympics Track & Field Meet on 25 September 2010 at Yishun Stadium, 32 athletes returned home with 11 Golds, 11 Silvers and 9 Bronzes.

At the 2nd National Special Schools Track & Field Championship 2011 at Toa Payoh Stadium on 10 March 2011, the athletes brought home 6 Gold, 5 Silver and 5 Bronze medals.

At the SDSC 5th Disability League Futsal Tournament on 23 and 31 October 2010, TS Team A took home the trophies for Under 17 Boys Overall Champion, the Girls Open Champion and was 1st Runners Up for the Let's Play Category .

Team Tanglin swept away 2 Bronzes for Badminton at the 5th National Disability League where the students came in 3rd place for both singles and doubles on 20 and 23 July 2010.

At the Special Olympics Badminton Tournament on 16 October 2010, 7 athletes came home with 4 Golds, 2 Silvers and 1 Bronze.

On 8 April 2011, 6 athletes returned with 1 Gold for Senior Female Champion (Singles), 2 Silvers (Singles), 1 Bronze (Singles) and 1 Silver (Mixed Doubles) at a Badminton Tournament held at SAFRA Tampines.

Promoting Professional Development

Professional development is an integral component of staff development at Tanglin School. Recognizing the critical role that each staff plays in the delivery of quality programmes and services, professional development is designed to enhance staff's competency and expertise as well as to create capability and understanding of the work they do. Professional development, whether related to pedagogical practices, the curriculum or leadership and management



Student Chefs at Shatec Institutes

capabilities, is a career-long process that spreads throughout a staff's career. Professional development is highly instrumental in helping instructional leaders reach out to all students.

Nurturing Collaborative Home-School-Community Partnerships

"Working Hand-in-Hand with Parents to Nurture a Community of Learners @TS (2)" were 2 workshops conducted for parents on the 22 June 2010 on Knife Skills, Safety & Ergonomics and Self-Management Skills. The primary objective of the workshops was to share teaching strategies, tools and tips, in the spirit of collaboration with parents and to facilitate the reinforcement of the child's learning at home.

2 resource packages, developed by teachers from the Literacy and Numeracy Departments were launched on 18 October 2010.

- Learning Companions @Home – A Guide to Effective Intervention for Successful Learning in Literacy
- Having Fun with Numeracy is packed with a guidebook and CD-Rom, archived with more than 1,000 files, for parents and caregivers

Both resource packages were developed to provide practical tips for parents to assist their children's learning at home and strengthen the cycle of success.

Tanglin School actively promotes a vibrant culture of home-school-community partnerships. In 2010, at least 90% of our students completed between 12 to 60 hours of community-based activities. The number of students from the graduating cohort, who have completed vocational workshops and courses, in collaboration with community partners and mainstream schools, has increased from 22 students in 2009 to 62 students in 2010.

We are grateful and proud of our successful collaboration with parents and community partners. We will continue to leverage on our synergistic relationships and involvement with parents and the community. We will nurture every boy and girl, preparing them for future academic and vocational success, and eventually to become independent adults of character and relevance.

Katong School

Katong's destiny rests on the shoulders of our courageous people, who work hard every day to achieve our collective hopes, dreams and ambitions. Katong's tapestry is made up of staff who pursue their vocation with a passion, students whose determination for learning is unyielding, and parents whose support for the school is unstinting. Together, we have written a courageous story for 2010/2011.

Maximising Potential, Delivering Outcomes

Mighty oaks from little acorns grow. 2010 has been an amazing year for Katong School, with our students and teachers achieving numerous positive learning outcomes. Through sheer determination, we seized every opportunity to equip our students with the valuable skills they need to lead an independent life and instil in them the spirit of excellence for them to be a valuable member of the society. Our students and staff strived hard to become champions in many of the fields they participated in. Their teamwork and dedication steered the whole school towards a renewed course of par excellence.



Creative, Resourceful and innovative learning to nurture students.

Creating engaging learning Experiences

At Katong School, we strongly believe in developing our students through a comprehensive and structured programme of vocational education that would effectively prepare our students to be employable, and to lead independent and satisfying lives. We take pride in putting in place a robust vocational education framework, and

partnered a few SPED schools. This is part of the school's participation in vocational education prototype, in our quest to equip students with vocational work habits, which would enable them to have a good chance to be valued in the workforce, active in society.



Vocational Education Programme Framework.

Students received vocational guidance in the classroom through explicit lessons and activities; work exposure visits to worksites; and direct hands-on work experiences at the actual worksites. Level 1 students attended career talks conducted by the Police Force and hotels. They also visited Pizza Hut kitchen where they got to make their own pizza and understand more about the responsibilities in a kitchen. Level 4 students participated in work attachment at Herbalife and Cheers, gaining precious work and social experience. To better support vocational education, Katong has further equipped one computer lab with office skills training equipment, and also created a hotel mock-bedroom, elegantly furnished with authentic hotel furniture sponsored by Fairmont Singapore and Swissotel the Stamford. Office Skills and Retail curriculum have also been introduced to strengthen the hard skills curriculum to develop in our students work readiness skills.



Many hands but one common purpose through teamwork.



Fairmont Hotel Staff demonstrating how to pack a toiletry set for guests.

Community-based instruction was also implemented to help Level 5 students improve integration with the community. The emphasis is on acquisition and application of functional and age-appropriate skills in a naturalistic context. Based on a set of instructional procedures, students are repetitively encouraged to make use of community resources. They also participated in community jobs by maintaining the football field for Elias Park Football Club, and performing cleaning services in support of Project S.U.C.C.E.S.S.

Every year, Katong School ensures that Mathematics and English come alive by engaging the students in learning journeys. The Mathematics Department conducted a customised Mathematics Trail to Jurong Bird Park with the generous support of volunteers from Volkswagen and Audi Group Singapore. Students made interesting observations about birds and nature in connection with the Mathematical concepts they learned in their classrooms. The English Department also organised a learning journey, where students from Level 1 to 4 watched a play entitled Momotaro. A thrilling epic of idealism, friendship, heroism, daring deeds, growing up, and comic misadventures, this play promoted qualities that encouraged our students to triumph through adversity and turn challenges into opportunities.

Since 2009, the English Department has embarked on the Reading Mastery – Reading Strand Programme in collaboration with MOE. By the end of 2010, teachers shared that many participating primary students were able to read basic words, some from the Reading Mastery books and some from independent readers. Many parents also provided feedback to the teachers that they observed their child being able to read words that they previously could not. The success has spurred us to use the Reading Mastery's Reading and Language Strand programmes as an integrated approach to teach English to lower primary students. As for the foundation module students in secondary levels 1 and 5, we introduced another Direct Instruction programme known as Corrective Reading to help our secondary students learn to read in a structured and systematic way with improved vocabulary and comprehension skills.

Heritage @ Elias Park where they toured the Dioramas. The students played Five-stones, Pick-up sticks, Chapteh and Sepak Takraw. They were fascinated by the movie screen mounted on a push-cart box and the ambience of a traditional coffee shop. This visit left a meaningful impact on the students as they realised how fortunate they are to live in Singapore where there is peace and stability. The school has also set up a National Education corner to post interesting information and artifacts related to festivals or important events celebrated in Singapore.

Growing Big Hearts

Katong School believes that our students are never too young or too weak to contribute and that we should develop them to be well-grounded individuals with a heart for others. The Community Involvement Programme (CIP) at Katong School is designed to nurture and develop our students as socially responsible members of society. All students in the secondary level are encouraged to fulfil a minimum of 10 CIP hours per year through participation in selected charity events and community jobs or visits.

The devastating earthquake and tsunami tragedy in Japan on 11 March 2011 tugged strongly at our heartstrings. Our CIP programme and International Friendship Day 2011 gave us an opportunity to organise a flea market and auction on 8 April 2011 to raise funds for the victims. Students in Level 4 and 5 read newspaper articles, made posters and cards during their Literacy lessons to display their understanding of the tragedy. The students also used their budgeting knowledge to work out the prices of the items with guidance from their teachers. Within a day, we raised a total of \$2541.55 of funds which was donated through Singapore Red Cross. Our students and staff indeed touched hearts, lifted spirits and made a difference by rallying for a noble cause.



Many good hearts soaking up the charity bargains.

Pushing Our Limits

Katong School, through a combination of innate talent and intensive, disciplined training, has swept away trophies in local and international sports arena. One of our students Eileen Ong competed in three swimming events at the Special Olympics 5th China National Games in Fujian City, China. Eileen, who was well-prepared both physically and mentally, beat several international contestants to emerge victorious in the 50m freestyle, 100m freestyle and 50m breaststroke events. Another glorious moment was when our students emerged overall champions in the 2nd National Special Schools Swimming Championship 2011. It was no mean feat for our students who were considered underdogs as they wrested the challenge trophy eventually from a strong field of 98 swimmers, double the number of competitors who participated in 2010.



Katong Swimming CCA Team is the champion Team of 2011.

Swimming has always been a staple in Katong's Physical Education. We hosted the Water Carnival to celebrate the students' swimming routines on 30 July 2010. The students gamely participated in the team contests and chalked up many winning points for their teams. Each student went home happily with a medal and a coloured swim cap as souvenir. Our inaugural Water Carnival sponsored by Xilinx Asia Pacific Pte Ltd., was indeed a splashing success judging from the joyful faces around.

In the 2nd National Special Schools Track & Field Championship 2011 organised by the Singapore Disability Sports Council (SDSC) special mention must go to our student Ismail from Level 1 who turned in a creditable performance, becoming 1st in the Boys (Junior) 60m Dash and 3rd in the Boys (Junior) 100m Dash events.

Another feather to the school cap came when one of our teachers, Stella Ho received the Certificate of Commendation for the MOE-NCSS Outstanding SPED Teacher Award presentation on 12 Nov 2010.



Stella Ho received the Certificate of Commendation for the MOE-NCSS Outstanding SPED Teacher Award

Strengthening the Heartbeat

The staff of Katong School lived their professional life selflessly and with pride in their special calling. Every teaching staff knows that teaching in Katong School is not a mere transfer of knowledge, but the nurturing of very special lives. As a team, we work hard to keep abreast with teaching and learning practices, and learn humbly from fellow SPED educators, local and abroad.

As part of staff development, our instructors and some teachers attended training in Advanced Certificate in Training and Assessment (ACTA) last year with emphasis on vocational education and community-based instruction. Another key workshop that benefited staff was 'Making IEP Work for Us'. It focused on identifying priority areas for a selected student's IEP and the use of SMART strategies to achieve the goals. Separately, a team of six Katong staff went on a study trip to a few Hong Kong SPED schools to observe school experience in a foreign context and widen perspectives about learning with special needs. This experience offered valuable insights, useful ideas and interesting activities to guide school improvement. On 18 April 2011, Katong School played host to 21 staff from Hong Kong's Kei Shun School to build friendship and share about our programmes and services.



Teachers from Singapore visiting Kei Shun Special School.

Staff of Katong School work and play hard together. It was all in a day's work for Katong staff as they went on an out-of-the-ordinary retreat to a fish farm at Johor Bahru on 26 Nov 2011. They tried their hands at Batik painting and felt like real masters of the craft. They visited a fish farm and novelty chocolate gallery, and enjoyed great seafood and shopping. A sense of closeness amongst colleagues was felt, much like the 'Ikan Susu' milling around causing sensational ripples and outlandish splashes in the water. We felt as one, completely relaxed after an enjoyable escapade!

Leveraging on Partnerships

It takes a village to educate a child. Katong School forges meaningful and mutually beneficial relationships with the partners we work with - parents, well-wishers and corporate sponsors. We are grateful to the parents in the Parent Support Group who gave freely of their time, effort and usually scarce resources to provide quality learning experience for our students.

The School Family Education (SFE) programme which is into its third year embraced a new initiative by MCYS - the 'Dads for Life' initiative, to encourage fathers to be more involved in their children's lives. Although this first began in mainstream schools, Katong School is the first SPED school to embark on this initiative. Outings to Woodlands Waterfront Park and Pasir Ris beach were well-received as the families enjoyed the bonding opportunity and participated gamely in the outdoor adventures.



Mural painted by staff from St Stephen's School.

We also thanked staff from St Hilda's Primary School and St Stephen's School who had improved the school environment by painting on our school walls beautiful murals as part of a goodwill effort to foster stronger rapport between our schools.



Clay art pieces 'Harmony in Diversity' done with volunteers from Health Science Authority.

Katong School has been invited by MOE to embark on a satellite partnership with Bedok View Secondary School (BVSS). This partnership facilitates regular social integration activities for students from the two schools and provides opportunities for the mainstream students to develop a sense of empathy and social acceptance to create a more inclusive society for Singapore. Katong School is also blessed with many corporate sponsors. Our students visited Universal Studios on 21 May 2010 and participated in a photography competition hosted by our sponsor Canon Singapore. A group of NIE trainee teachers and Springfield Sec students partnered our Digital Art students to create a variety of E-greeting cards between 9 and 10 Nov 2010. A group of 37 secondary students participated in clay art activity with about 40 volunteers from the Health Sciences Authority on 21 July 2010, which raised a sum of \$2640 to support student development programmes.

Golden Opportunities Beckon

At Katong School, we believe in nurturing our students to realise their untapped talents. We push ourselves hard in our efforts to nurture and guide them to recognise and harness their strengths, to believe in their abilities and to maximise their potential to spur ahead. Many who lacked self belief previously, began to realise what they can accomplish for themselves. Such self-recognition, determination and a sense of worthiness is ultimately the goals we have for our students. These qualities will set them on the path of success in their adult lives as they go on to make a meaningful living with their families.

Chaoyang School

School direction and strategy

Chaoyang set out to provide a solid educational foundation in life-skills, literacy and numeracy to prepare pupils for transition to Tanglin School. The school curriculum and programmes were carefully designed, planned and reviewed to sustain a vibrant and purposeful learning environment for our pupils to meet the challenges of society and the changing educational landscape.

Curriculum developments and initiatives

The school customized the curriculum and programmes. We worked closely with teachers to monitor pupils' progress and learning to cater to their differing needs and abilities. To help develop pupils' reading skills, the school introduced Reading Mastery, a research-based, direct instruction programme sponsored by MOE in January 2011. Children were taught the skills needed to master the basics of reading.

For Numeracy, teachers worked together to produce 4 numeracy booklets, comprising worksheets for the different modules. Pupils would begin using these booklets in July 2011. There is pervasive use of ICT in the school. All classrooms (except for two) were equipped with SMARTboards to facilitate delivery of lessons. To bring ICT to the next level, teachers learnt to create e-lessons and e-worksheets using the AsknLearn Learning Management System and on-line portal (IXL computer-based practice for numeracy). With this, pupils could access literacy and numeracy worksheets on-line in school and also at home. To support the use of ICT, all old desk-top computers were replaced with new ones in the 2 computer laboratories in April 2011.

Three years into school-wide implementation of the PATHS (*Promoting Alternative Thinking Strategies*) Programme has resulted in pupils' social and emotional competence increasing significantly. Pupils were better able to concentrate and pay attention in class. A PATHS pamphlet was designed to further engage parents in supporting their child in their social-emotional development.

In April this year, a "PATHS Gift" (compliments in a scroll) was given by the class teacher to every pupil each term, as an encouragement and recognition of the child's good work and



PATHS Gift (compliments in a scroll) sent out to all parents termly

efforts. This was to be acknowledged and signed by parents. The parents have responded positively to this initiative.

The Visual and Performing Arts scene in Chaoyang School has been vibrant, thanks to weekly VPA lessons scheduled across all levels, with pupils banded according to their abilities. Specialist trainers from KinderArt, KidsArt, Savaskool and Act 3 were engaged to conduct visual and performing arts lessons for selected classes. The school plans to stage a musical in November 2011 to showcase all our pupils' talents in performing arts, communication and gross motor development.

A 10-week communication skills pilot collaborative project, initiated by the speech and language therapist (SLT), Ms Elizabeth Teh with the teacher of an ASD class, Mrs Edith Lau commenced in January 2011. The sessions focused on enhancing language comprehension, organisation and expression, attention and peer interaction skills for the pupils with ASD. This pilot project ended in April with positive results. It would be replicated and used in other ASD classes.

Staff development and innovation

In the area of pedagogy, all teachers attended relevant courses and workshops to enhance their lesson delivery and pupil management. Key training included equipping teachers with skills and knowledge to design interactive teaching materials using the SMARTboard, using co-operative learning (CL) as another teaching strategy to support pupils in their learning, and designing authentic, fair, and reliable assessments to measure pupil's performance and crafting individual learning plan (IEP).

In 2010, our staff shared Chaoyang's PATHS programme at the International PATHS Conference 2010 in Pennsylvania, USA, together with 3 MOE officers and 2 other SPED teachers. Mrs Low Siew Ting, Mrs Anita Suwandi and Ms May Chui were our proud presenters. The presentations provided overseas delegates with good insights of our Paths programme, implementation and results.



Mrs Low Siew Ting, Mrs Anita Suwandi and Ms May Chui were our proud presenters at PATHS Conference 2010 in Pennsylvania, USA on 12-14 May 2010

Another significant achievement for the school was the sharing at the MOE SPED Learning Day on 12 November 2010. Representing APSN Chaoyang School, Mrs Anita Suwandi and Ms May Chui shared our school implementation of PATHS with educators in the SPED sector.

Staff achievement and recognition

MOE-NCSS SPED Teacher Award – OSTA 2010

Mr. Patrick Aw became the 3rd teacher in Chaoyang School to be accorded the prestigious MOE/NCSS Outstanding SPED Teacher Award in 2010. Mr Aw has revolutionized the way pupils learn in Chaoyang by initiating the school-wide implementation of Smartboard and e-book learning.



Mrs Low Siew Ting, Mrs Anita Suwandi and Ms May Chui were our proud presenters at PATHS Conference 2010 in Pennsylvania, USA on 12-14 May 2010

A Chaoyang Innovation – *"The Daily Digest"* was commended for being in the finals for the MOE/NCSS Innovation Award 2010. Working collaboratively with the Urban Redevelopment Authority of Singapore (URA), the project saw the erection of learning panels and columns on pillars and walls in Chaoyang's School canteen. This enabled the children not only to consume and digest their food during recess but also enabled them to digest elements of numeracy, PATHs (Lifeskills) and school values at the same time through looking and manipulating the displays at the canteen.

School-Based Staff Recognition Awards 2010

For the year 2010, Mrs Sulekha Nair and the Money Skills Project team, won the Outstanding Contribution Award for the Individual and Team Awards, respectively. Now in its third year (2010), these awards were sponsored by SPARKz. The Individual Award was in recognition of the teacher's contributions and expertise in classroom management whereas the Team Award was for the opportunities provided for pupils to practise their budgeting skills in the school canteen, an authentic environment.

The idea of OSCAR Awards 2010 to be presented at the APSN Annual Dinner was mooted by Mr Anselm Lopez, our EXCO member and school supervisor.

Chaoyang School presented the *Most Caring Staff Award* to Ms Maggie Ho for her true commitment to her calling as teacher and care for pupils. She was also one of the short-listed nominees for the MOE/NCSS OSTA Award in 2009.

Another award, Sunshine Award was created to recognize staff who "brought sunshine to all in Chaoyang". They were always present in school for the pupils.

Teachers: Mr. Surendran, Mrs. Edith Lau, Mrs. Christina Ong and the school general worker, Mr. Chum Hock Chan received this award last year.

Pupil achievements

School Based Award

The end of 2010 marked another level of achievement for our pupils. The School Based Awards, funded by MOE, were presented to a total of 61 pupils for excellence in functional academic and CCA performance. The Functional Academic Award recognised and rewarded pupils who had achieved outstanding performance in Literacy and Numeracy. The Good Progress Award (GPA), on the other hand, recognised and rewarded pupils who had shown significant progress in academic performance in functional Literacy and Numeracy. Lastly, the Student Talent, Achievement and Recognition (STAR) Award was given in recognition of pupils' achievement in the non-academic areas.

Achievements in CCA and VPA

Last year, our pupils aced in many events: sports, performing arts, as well as social enterprise. Being young and energetic, our pupils' participation and achievement were commendable as shown in the Table:

Event	Achievement
Athletics : Special Olympics Track & Field Meet 2010 and Inaugural National Special Schools Track & Field Championships 2010 Special Schools Track and Field Championship March 2011 <ul style="list-style-type: none"> • Yuhua Primary School Annual Athletic Meet 2011 • Award Recognition : CYS was awarded 2nd runner up for Best performing school at National Special Schools Track & Field Championships 2011 on 10th March 2011. 	6 Golds, 8 Silvers and 5 Bronzes 3 Golds and 1 Silver 4 Golds, 4 Silvers and 4 Bronzes
Soccer : SDSC Futsal Challenge & National Disability League Futsal Tournament (Under 12)	1 Gold and 1 Bronze
Badminton: National Disability League Badminton Doubles (SDSC) National Disability League Badminton Singles (SDSC) Special Olympics Badminton Singles on 16/10/2010	3 Golds, 2 Silvers and 4 Bronzes

Group	Event Participation
Hip Hop Dance: The Groovyz	1) Joint Dance Concert 2010 organised by NTU on 21st March 2) Batik Extravaganza on 9 th July 2010 at Novena Square 3) Joint Dance Concert 2011 organised by NTU at Nanyang Auditorium in April
Choir : Merry Melodies	1) Hotelier Media launch by NCSS on 16th June 2010 (12 students) 2) Batik Extravaganza on 10 th July 2010 (13 students) at Novena Square 3) Singapore Youth Festival on 1 st August 2010 (14 students) 4) Christmas Light-Up on 20 th November 2010 (14 students)
Batik Painting	1) Batik Extravaganza Exhibition on 9 th and 10 th July 2010
Social Enterprise(Batik, Art & Craft, IT and Baking):	1) Sale of student produced products at Children's Charity Fair on 6th November 2100



Our Badminton Winners – well-done!

Community Partnership Programme

Chaoyang had established a rich network of community partners that has supported us in continuous learning. Our corporate partners as well as organisations and mainstream schools included Boston Consulting Group (BCG), Singtel, URA, SPARKz, SIA-5Cs, Energy Market Authority (EMC), Keppel Corporation, Singapore Armed Forces 1st Signals Battalion, Riding for the Disabled (RDA), Very Special Arts (VSA), United World College of SEA (UWCSEA), Raffles Girls Primary (RGPS) and Presbyterian High School (PHS). In 2011, we welcomed a new partner, ITE Central for its keen collaboration with us. Our partners and volunteers provided sponsorship, manpower and expertise to maximise the pupils' learning.

The school hosted learning journeys for participants from the NIE Management and Leadership in Schools (MLS) Course, as well as Singapore Polytechnic students doing the Advanced Diploma in Kindergarten Education (ADKET). These visits enabled us to share our curriculum, programmes, and best practices with the mainstream educators.

From Jan to April 2011, Chaoyang school hosted officers from MOE SPED Branch, Fernvale Primary School as well as a Deputy Head of Taarana School in Kuala Lumpur, Malaysia. All three were keen to learn about our programmes and curriculum. They were impressed with Chaoyang for having a dedicated team of staff and its good culture of care throughout the school. They noted the strong leadership evident in the implementation of school-wide programmes such as CCA, Performing Arts and PATHS, that had produced pupils who were confident, happy and engaged learners who lived out what they had been taught in the classroom.

Our parent volunteers rendered their support to the school in the various activities and programmes last year, such as Festival Awareness celebrations, CCA event, Internet Cafe lessons, Annual Sports Day, our Language Week as well as Teachers' Day celebration.

Professional support in Chaoyang

To further boost our pupils' learning at Chaoyang, professional support staff planned several programmes to enhance closer collaboration with the teachers. Our social worker and psychologist conducted talk on Personal Safety for our teachers and held personal safety groupwork sessions for our pupils. Our Occupational Therapists worked with levels 1-3 teachers in the classrooms to improve the gross motor and handwriting skills of our students. Our Speech and Language Therapists also supported the teachers in the planning and implementation of our literacy lessons in reading mastery and jolly phonics.



Jolly Phonics lesson using the SMARTboard

Furthermore, our professional support staff conducted three parent-training workshops to assist parents to better understand and help their children with developmental and educational problems. These were "Understanding Mild Intellectual Disability (MID)", "Handwriting Workshop" and "Personal Safety" workshop.

Open house and public talks

A total of 118 parents of Chaoyang students and 50 professionals in the education sector turned up for the Open House held at Chaoyang School on Friday 2nd July 2010. The objective of the event was to share with parents our school programmes and the teaching methods used in class. The professional support staff team shared APSN's admission guidelines and criteria, while our students showcased their talents and teachers conducted various lesson demonstrations. Guests were also taken on a tour of the school, which included a stopover at the i-cafe, where they were served by our own students.



Serving and taking orders at Chaoyang i-cafe by our very own student during Open House 2010

Following the success of the Open House, two public talks cum open house were organised in conjunction with the Admissions and Review Sub-committee in March and May 2011, to share APSN's admissions guide and programmes with the public, educators and parents.

Conclusion

With systems and processes in place to provide and deliver a strong foundational education for our pupils, Chaoyang School is poised to move on to our next stage of development, especially in the area of transition planning.