

# Nurturing Learners, Connecting Pathways



association for persons with special needs

Annual Report FY2017/18  
For Financial Year ended 31 March 2018



# Nurturing Learners, Connecting Pathways

At APSN, our beneficiaries journey from academic learning, to vocational expertise, and into the workplace. It matters to us that we are here with these learners every step of the way. As one Association, we prepare students by paving their way into society through constantly revised specialised programmes for persons with mild intellectual disability. Every learner passing through the APSN Pathway is encouraged to forge ahead, and learn for life.

Preparation for their success tomorrow, begins today.



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# bout Us



Established in 1976, Association for Persons with Special Needs (APSN) is a social service organisation providing special education for persons with mild intellectual disability (IQ 50-70). Today, APSN operates four Special Education (SPED) Schools (APSN Chaoyang School, APSN Katong School, APSN Tanglin School and APSN Delta Senior School), including a Student Care Centre, for students aged 7 to 18 and an APSN Centre for Adults for persons aged 17 and older, benefiting over 1,200 beneficiaries each year.

The APSN Schools and Centre adopt a holistic approach in its curriculum, comprising academic, vocational and social skills which are important for open employment and lifelong learning. APSN seeks to enable individuals with special needs to become active contributors of society, and is committed to inspire and build capabilities of its partners and community to lead and advocate an inclusive society.

To date, APSN's growing database has more than 5,000 alumni members. The Association is constantly expanding its network to reach out to and understand the needs of its members to better support them.

## Our ision

Empowered Lives for An Engaged Community and Inclusive Society

## ur Mission

Enabling Persons with Special Needs to be Active Contributors of Society

Inspiring and Building Capabilities of Partners and the Community

Leading and Advocating towards an Inclusive Society

## Our Value

### **Integrity**

Doing what is right and upholding corporate values with accountability

### **Resilience**

Ability to withstand setbacks with determination to persevere and adapt positively to challenges

### **Commitment**

Focus and dedication to undertake responsibilities in our work towards APSN's vision and mission

### **Respect**

Consideration and regard for the rights of different stakeholders in the best interest of the organisation



# President's Message



## Working Together to Stay the Course

Dedication needed to see Our Vision through

*“Empowered Lives for An Engaged Community and Inclusive Society” – Vision, APSN*

The Board of the Association for Persons with Special Needs (APSN) steered its most recent strategic planning and review process in 2016. A more concise and updated vision statement (above) emerged from that endeavour, as well as four strategic thrusts. The Board and Management would like to take this opportunity to update its members and stakeholders on the important strides we have made so far.

### **Thought Leadership & Advocacy**

In spreading awareness and advocating for persons with special needs, APSN has adopted a focused and service-oriented approach to be increasingly open to engagement with the wider public. Our fundraising events have progressed with this stance; one newly-introduced event is the APSN Charity Virtual Run 2018 which had six National Athletes pledge their support by publicising our cause on their social media platforms. In the upcoming year, we will do better to engage the community and create greater ripples of impact.

APSN also offers training to share our expertise, and to deepen the understanding of professionals who encounter persons with special needs in their line of work. Some of such agencies we have worked with are in the Medical, Legal and Law enforcement sectors such as the Law Society Pro Bono Services and Singapore Prison Service. These trainings seek to enhance decision-making capabilities of key individuals that cater to the specified deficiencies of special persons.

#### **Research & Curriculum Enhancement**

APSN set up a Curriculum, Research and Innovation Development (CRID) Unit in December 2017 to review the eight-year-old curriculum, ensuring curriculum alignment across the four Schools and one adult Centre. This Unit enhances the Association's position as a thought leader by engaging in research projects, and collectively raising the competencies of staff in research practices.

The Unit will also be creating a Specialist Development Framework in 2018, to develop specialists amongst the teaching staff. These identified staff will undergo courses to become in-house trainers and facilitators in support of curriculum work and to raise staff competencies.

To share research and cultivate new ideas with specialist practitioners in the field, APSN has participated in various international conferences and presented a total of 11 papers in topics ranging from employment to higher order thinking skills for persons with Intellectual Disabilities.

#### **Enhancing Alumni Engagement**

The Association engages our alumni via re-training, employment and meeting their social needs. Taking a leaf from last year, 87% of students from APSN Delta Senior School advanced from the APSN Pathway as they graduated with a Workforce Skills Qualification and found employment.

We continue to support these alumni, welcoming others who fall through the cracks of the system on a needs basis. We provide re-training for these individuals through workshops carried out in conjunction with partners in the community such as SG Enable and offer job counselling to enhance their employability. Examples of successfully-matched alumni include those who have found jobs in industries such as Commercial cleaning, Hospitality, Retail operations and more.

Alumni who still require extended intervention also receive support from several other volunteer groups. These groups spearhead a variety of programmes ranging from outings, interest groups

and skills-embedded training. As APSN alumni receive additional help, many of them step up to being advocates of their situation as well.

There is a growing need to digitise alumni and student records for ease of access to information, and to further analyse and deliver services to meet the needs of this population. An estimate of over 5,000 alumni have walked the halls of its classrooms since inception. To assist APSN, a group of volunteers dutifully meets up every weekend to digitise the records of our members.

#### **Enhancing & Developing new Job Capabilities**

Even for mainstream students, there is a common refrain of preparing them for jobs that do not exist yet. APSN is thus kept on its toes to ensure that our special needs trainees continue to stay industry relevant with the right skillsets. It constantly motivates us to re-examine what job roles are available for our beneficiaries. In logistics support in the burgeoning e-commerce segment, APSN started fresh collaborations with partners such as Mapped SG, a Human Resource recruitment firm. With their endorsement, our trainees and alumni members found jobs with their clients in companies such as American diner OverEasy. Mapped SG also trains employers in handling persons with special needs.

APSN also charted a new approach in reaching out to employers. Through our Job Coaches, they are now active agents in acquiring new partnerships with employers and ensuring students, trainees and alumni are ensured a minimum wage.

All these we have achieved as part of ONE Community.

While all these sound like a lot of exciting initiatives are under way, we are also attuned to the need for stability. Our four Schools continue to provide foundational education and life skills to over 1,000 students with ages 7 to 21-year olds. Our adult Centre is currently preparing almost 170 trainees for open employment. Since April 2017, we have collected \$1,074,951 in cash donations. It has been a busy year. With the four key thrusts as our compass, and partners as winds in our sails, we look forward to charting new grounds for our beneficiaries with special needs.

#### **MR TAN CHEEN CHONG**

**President and Chairperson of the Board**  
Association for Persons with Special Needs



# Chief Executive Officer's Message



## Setting our Mind to Achieve

### Building from the Ground up to an all-Inclusive Pathway

**A**PSN has defined her three to five-year plan going forward. Organisation-wide, we want to cement the APSN Pathway such that it propels beneficiaries to achieve a higher level of learning, broadens the range of learning opportunities, and promotes a culture of lifelong learning and care to our alumni and community with special needs.

To achieve these objectives, we constantly rethink and revise our current practices, both internally and externally.

Within the organisation, we look towards harnessing the diverse strengths of every individual. The APSN Family is a growing network, which will be intently nurtured in the following years through training and talent development.

By optimising the overall structure and talents we have – comprising of staff, key management and the board, we seek to consistently conquer new heights. In recent years, there has been renewed focus on Learning & Development, all to foster a culture of lifelong learning which will be strengthened moving forward.

Main policies have been reshaped, as we delve into opportunities such as developing a holistic Pathway. More will be revealed in the upcoming year about the actual implementation, but we promise it will be exciting. The new plan will include a comprehensive programme, starting with pre-schools to college and community engagement, a one-stop advisory centre which will include basic healthcare and legal advice and related alumni services and activities in the pipeline, with a

widened range of pre-employment training and job opportunities.

Only with internal buy-in and support from the ground up at each level, can such policies and goals be executed smoothly.

External stakeholders matter. This includes caregivers, corporate partners and the public – they all play an irreplaceable role in advocating for APSN and special needs. Only with sustained acceptance can maximum impact be made and effected at diverse levels of society.

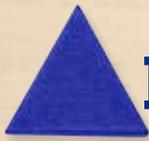
To connect the dots, we hope to achieve a relevant and specialised educational structure for those we serve. This would be a system ahead of the curve in services that can better prepare individuals with mild intellectual disability for the everchanging diverse workforce.

We also seek to integrate our vision in our processes – to empower special individuals towards independence, and through our campaigns and efforts, shape a more inclusive society. We ask for different stakeholders to stay tuned, as we continue to craft a new compelling chapter for APSN.

The outcome of our vision is in plain sight, and we are well poised to follow through when we put in the due diligence required.

**DR CHRISTOPHER TAY**  
Chief Executive Officer

Association for Persons with Special Needs



# PSN Pathway - My APSN Journey

*"Maximising my potential to lead a full and independent life"*

**Primary Schools**  
7-12 Years Old



**Primary Education**  
Building core literacy and numeracy skills

APSN Chaoyang School    APSN Katong School\*

**APSN Student Care Centre**

**Student Care Services**  
Provision of before and after school child care services for students

**Secondary Schools**  
13-16 Years Old



**Secondary Education**  
Providing holistic vocational education and life skills

APSN Katong School\*    APSN Tanglin School

**APSN Delta Senior School**  
17-21 Years Old



**WSQ Work Experience Programme**  
4-5 Years

**LEAD Programme<sup>A</sup>**  
2 Years

*<sup>A</sup>Providing life-skills development through Vocational Learning, Literacy, Numeracy, Fitness & Health, Personal Management and Computer Skills programme.*

**APSN Centre for Adults**  
17 Years and Above



**Supported Employment**

**Sheltered Enterprise**

**Training & Continuing Education**

**Higher Education**

**Open Employment**

**APSN Alumni Support Services**

- ✔ Financial Advice
- ✔ Medical Care
- ✔ Dental Care
- ✔ Allied Professionals
- ✔ Caregiver Support
- ✔ Legal Aid
- ✔ Job / Employer Relationship
- ✔ Social & Recreation

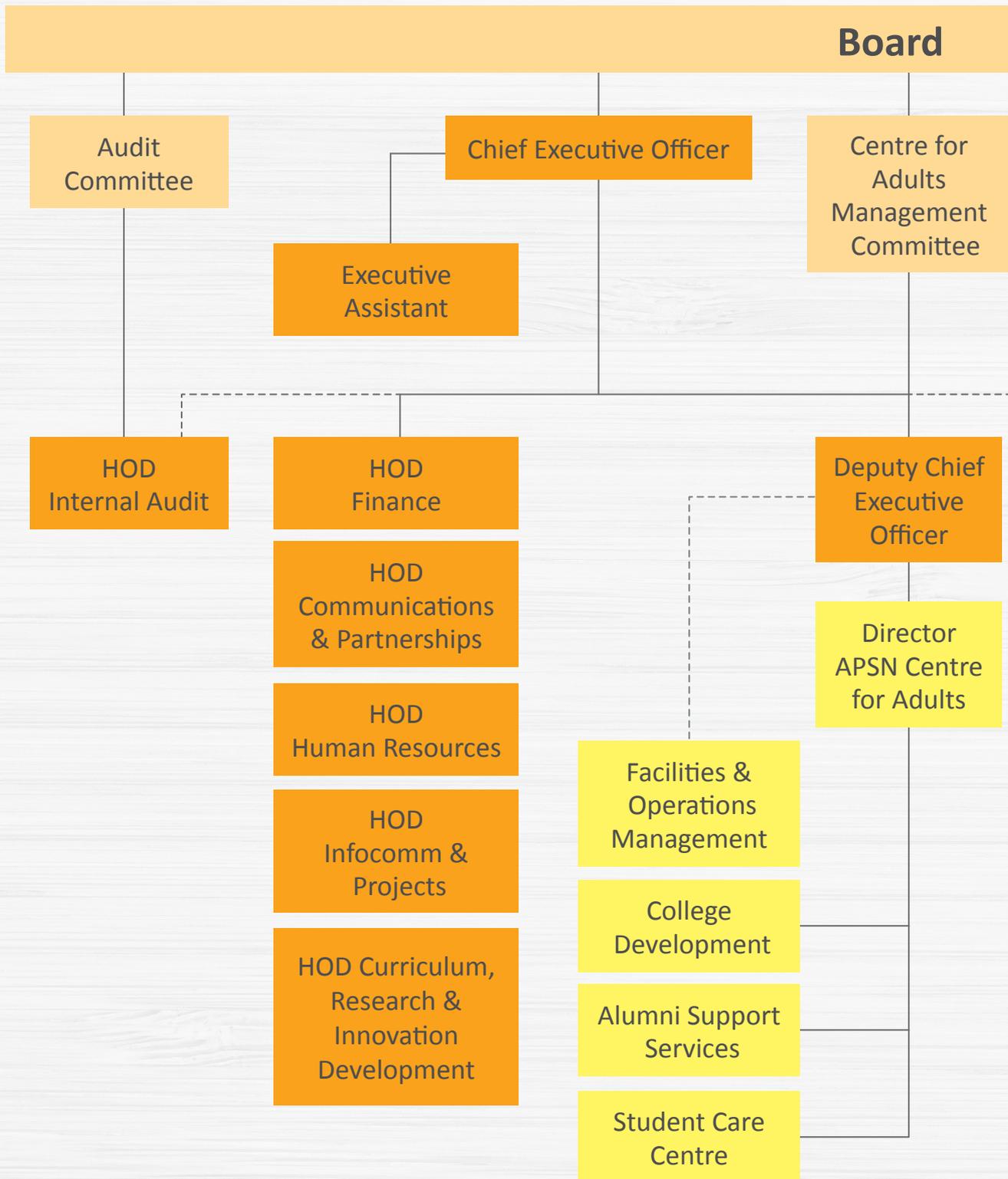


\*APSN Katong School is a full-fledged school offering both primary (7 to 12 years old) and secondary (13 to 16 years old) programmes. Students from APSN Schools and trainees from APSN Centre for Adults who have been de-registered, graduated or referred out for employment will continue to be supported by APSN Alumni Support Services.



# rganisation Structure

As at 31 March 2018





School Management Committee

Human Capital Committee

Infocomm Committee

Finance Committee

Nominations Committee

Community and Industry Partnership Committee  
*(until 30 September 2017)*

Principal APSN Chaoyang School

Principal APSN Delta Senior School

Principal APSN Katong School

Principal APSN Tanglin School

Vice-Principals

Administrative Services

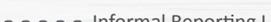
Subject Heads

Allied Professional Services

Transition Planning

Curriculum

LEGEND

	Volunteers		Direct Reporting Line
	HQ		Informal Reporting Line
	Schools & Centre		

# Board Members



**MR TAN CHEEN CHONG**  
President



**MRS RUBY CHEAH**  
Vice-President



**MS SEET CHOR HOON**  
Vice-President



**MR GWEE SZE CHUAN**  
Honorary Secretary



**MR ROYCE SEAH**  
Honorary Treasurer



**MR CHAN CHEE KEONG**  
Member



**MS MOLLY ANG**  
Member



**MR LEONARD LIM**  
Member



**MR JAMES NG**  
Member



**MR BILL BOWMAN**  
Member



**MR LEE CHUAN BEE**  
Member

*All board members were appointed from September 2017 for the financial year ended 31 March 2018.*

# Key Management

## HEADQUARTERS



1. **DR CHRISTOPHER TAY\***  
Chief Executive Officer
2. **MR GARY LIM\***  
Deputy Chief Executive Officer
3. **MR ALAN KOH**  
Head, Internal Audit
4. **MR ALEX SHIU**  
Head, Finance
5. **MRS LYNETTE YEO**  
Head, Curriculum, Research & Innovation
6. **MR RICK LIM**  
Head, Infocomm & Projects
7. **MS KAREN TAN**  
Manager, Communications and Partnerships

Not pictured:  
**MS ELLEANA HO**  
Head, HR/Admin

## SCHOOLS AND CENTRE MANAGEMENT



1. **MRS ANGELA LEE\***  
Principal, APSN Chaoyang School
2. **MRS ANITA SUWANDI**  
Vice-Principal, APSN Chaoyang School
3. **MDM YAZILAH AMIR\***  
Principal, APSN Katong School
4. **MRS ALICE TEO**  
Vice-Principal, APSN Katong School

1. **MR GARY LIM\***  
Director, APSN Centre for Adults
2. **MR RICK LIM**  
Deputy Director, APSN Centre for Adults
3. **MR PHILIP LI**  
Assistant Director, APSN Centre for Adults
4. **MDM ASLINAH AHMAD\***  
Principal, APSN Delta Senior School
5. **MS JEYASHINI KANAGARAJAH**  
Vice-Principal, APSN Delta Senior School
6. **MRS LIZA OW**  
Principal, APSN Tanglin School

Not pictured:  
**MS LILY YIP**  
Vice-Principal, APSN Tanglin School



\*Seconded staff from National Council of Social Service/Ministry Of Education

# Key Highlights



**3,077**  
existing alumni in  
our database\*

**1,709**  
Beneficiaries served  
in FY2017/18

**1,044**  
students educated  
in 4 SPED schools

**419**  
Total Staff Strength

**401** alumni actively supported  
*via programmes, case management, referral service  
and job placement*

**164** trained  
under the sheltered  
enterprises in APSN  
Centre for Adults

**96** persons  
with special needs  
found employment  
*(both supported and  
open employment)*

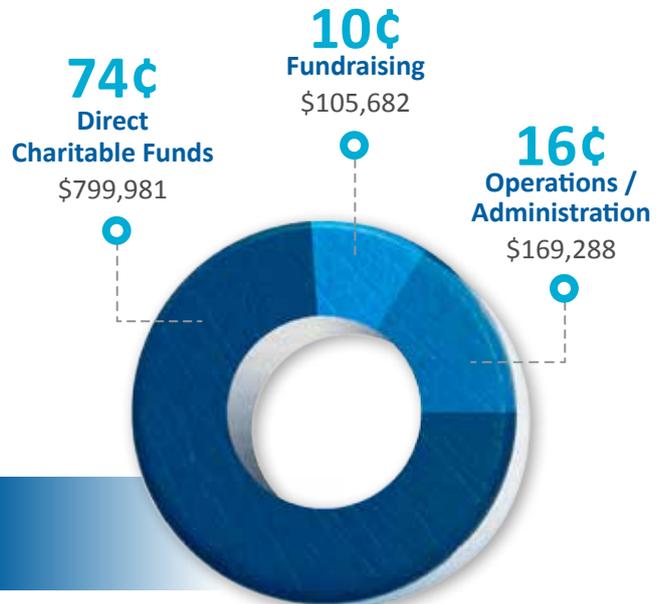
**25** children were  
provided before and  
after school services

\*The actual number is higher, with over 2,000 more alumni profiles pending initial digitisation

# How Your Donations Were Used

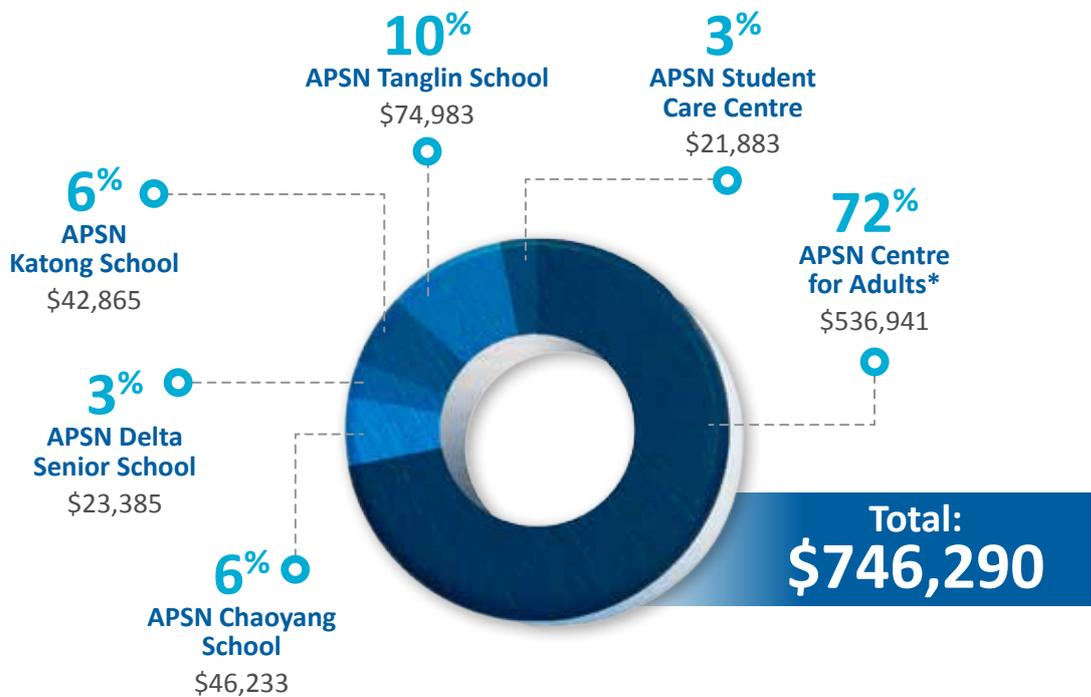
## Breakdown of Charity Dollar

APSN received \$1,074,951 of cash donations and sponsorships. Out of every \$1.00 spent, 74¢ went directly to fund programmes and services of APSN that improve the lives of our beneficiaries. The fundraising expenditure fell below the 30% ceiling guideline set by the Charity Council.



**Total Donations Received: \$1,074,951**

## Where Donations Were Spent



*Donations spent excludes fundraising expenditure.  
 The amount of donations spent will not equal donations received due to timing. Projects may extend beyond the FY, or may be cross-referenced from the prior FY.  
 \*Expenditure by APSN Alumni Support Services is collapsed under 'APSN CFA'. Costs are nominal, with most of the programmes being volunteer-led and funded by sponsorships.*



# Developing Abilities in Children

## Early Learning Opportunities



At the starting point of an APSN education, children with Mild Intellectual Disability (MID), i.e. IQ range 50-70, from age 7 to 12 are given access to the MID General Programme. For children with mild Autism Spectrum Disorder (ASD), the ASD Structured Programme is integrated into the curriculum.

# Preparing the Runway

## Building Core Literacy and Numeracy Skills

In these critical formative years, APSN caters to bridge their significant deficits in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. Students attend classes in Literacy, Numeracy, Life Skills in the form of social emotional and daily living activities, Aesthetics and more.

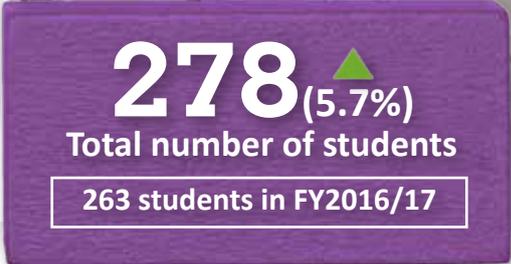
### ● APSN Chaoyang School (CYS)

New spaces have been designed to enhance the learning experience, in an environment where safety is a priority. APSN CYS has relocated to a brand-new campus in 2018, with several new features in store for staff and students.

A few examples of the new facilities include a Living Room for students to practise daily living skills such as personal grooming and personal hygiene, an Art Studio for young and budding artists, as well as new safe rooms to serve students undergoing a meltdown.

Meticulous and well-thought lesson planning are the hallmarks of the lessons at APSN CYS. In 2017, APSN CYS has included Universal Design of Learning (UDL) into the literacy and life skills syllabus, after first incorporating it into Mathematics in 2016. UDL is an educational framework based on research in the learning sciences and cognitive neuroscience.

This framework is extended to concepts such as budgeting for the pupils and provides teachers with pedagogy options which accommodate to individual learning differences.



Admission of students with Autism Spectrum Disorder increased



**87** (3.3%)  
Total number of  
students aged 7-12

90 students in FY2016/17

### ○ **APSN Katong School (KS)**

Serving children between 7 and 16 years old, APSN Katong School (KS) is the only APSN school providing a complete suite of primary and secondary education.

Dedicated attention is given to students, and class sizes kept smaller with an average teacher-student ratio of 1:7. For classes taught to only students with Autism Spectrum Disorder, they require increased care and the teacher-student ratio stands at 1:4.

Apart from the classroom, APSN KS sees the importance of engaging caregivers to be effective in intervention. Initiated in January 2018, Breakfast @ KS enables parents and guardians to gather and discuss how to apply strategies to teach their child daily living activities such as nutrition, taking transport independently and leisure activities. Held two or three times annually on weekends, these sessions proved beneficial as caregivers highlighted common issues faced in parenting, forming a strong guiding network.

### ○ **APSN Student Care Centre**

APSN Student Care Centre (SCC) provides before and after school care programmes for students with special needs aged 7 to 18. Located in APSN CYS since 1992, services are available to students from APSN and students from other SPED schools to provide a secure and nurturing environment for children with working parents.

APSN SCC was also relocated along with APSN CYS. The facilities were renovated to provide an increased range of services to suit the students' needs. Presently, the new premises sport a proper dining area, sick bay, calming corner, a rock climbing wall, indoor sandpit, pet corner and its own garden space (the previous garden area was a shared corner). The renovations were funded by Ministry of Social and Family Development and Marina Bay Sands.



**96%**  
of students  
are on Student  
Care Fee  
Assistance

**25** (38.9%)  
Total number  
of students

18 students in  
FY2016/17

# Finding his Voice



**I**t was a tedious task for Melvin Kwek to speak to his classmates and teachers when he first joined APSN Katong School (KS) in 2012. This was because whatever he said, had to be repeated many times before he was finally understood

At times, not being able to pronounce words succinctly was distressing for Melvin as this led to several misunderstandings with his peers.

Furthermore, being brought up by Mandarin-speaking parents, they were at a loss when he was unable to talk about incidents that had happened to him in school. As a result, they had to contact his teachers for more details.

Realising early on that he had trouble articulating his words, his form teacher placed him in Speech Language Therapy (SLT). Conducted individually by a therapist once a week, these sessions aim to correct speech deficits in students who require more support.

As a hardworking student, Melvin worked earnestly with APSN KS Speech and Language Therapist, Ms Agarwal Ruchi to improve on his articulation. Word by word, they tackled phonetics and combining sounds. He also learnt

new techniques like slowing down his speech to string sentences together for better enunciation of his words.

Presently Melvin is 12 years old, and has made much progress. His form teacher, Ms Yeo Choon Ling said "After five years of undergoing SLT, he is more confident and articulate. Speaking up in front of the class comes almost naturally to him."

Looking back, he has progressed steadily over time, and has overcome his speech impediment. Melvin even initiates conversations with his peers and teachers when he wishes to, something he would not have done in his earlier years at school.

Despite Mandarin being the main mode of language around the house, he can be found occasionally conversing in English with his sister and father. He shares about his homework and school life with his family.

Currently, Melvin is still undergoing SLT and working on combining two different sounds together to form words. He will continue therapy until he graduates from APSN KS, to ensure he is ready for the next stage of his life.

# Learning from Zero



At seven, when most children would have been able to read, Irfan Iskandar could not even recognise a single alphabet, much less spell his own name. That was two years ago, when he first started at APSN Chaoyang School (CYS).

As the only child in his family, he stays with his parents in a one-room rental apartment. Irfan attended a childcare at five years of age but was unable to learn much successfully as he could not even begin to form distinct words such as “Papa” or “Mama”.

Irfan’s mother holds a job doing shift work, thus Irfan was also enrolled into before and after school care at APSN Student Care Centre (SCC).

APSN SCC primarily focuses on character development over academic work. However, upon witnessing how Irfan struggled with his homework, our staff stepped in to reinforce what he had learnt in the classroom. Picture cards were used to help him memorise letters of the alphabet, and a volunteer was specially assigned to revise with him on a weekly basis.



*“Irfan has shown improvement in his writing and is now more responsive to questions. His form teacher Mr Ng has also been very helpful and updates me on his learning and behaviour in school.”*

*Madam Suriyati, 33, mother of Irfan*

Irfan also had to begin with the very basics in Mathematics. Starting off from the Foundation curriculum at APSN CYS, his teacher covered lessons in recognising numbers, and then progressed to counting.

The nine-year-old has since advanced to a new level module and does addition and subtraction with greater ease. Irfan can even do simple budgeting within the amount of 10 dollars. And he can now read simple words.

Knowing how it feels to be left behind in class, Irfan occasionally lends a hand to classmates who are academically weaker than him. As a result, he is a service leader, the equivalent of a junior school prefect.

To reinforce our notion of lifelong learning, our journey together with Irfan goes beyond his time with us. Despite withdrawing from APSN SCC at the end of 2017, Irfan continues his studies in APSN CYS. An Individualised Educational Plan<sup>1</sup> has been developed by APSN CYS to plan targeted intervention for Irfan, which is reviewed every six months.

1 The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

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# Cultivating Youth Potential

## New Discoveries



Children mature into adolescents, and from ages 13 to 21, they engage in both secondary and post-secondary training to further develop their potential. In an APSN Secondary Education, vocational education is introduced amidst the continuing academic curriculum. By the time they enter APSN Post-Secondary Education, they have the necessary skillsets to specialise in a field of vocational study.

# Carving a Niche

## Forming Competence in Academics and Work

Students with special needs from ages 13 to 16 receive focused secondary education through APSN Katong School and APSN Tanglin School. The curriculum spans core Literacy, Numeracy and Science domains, and presents holistic Vocational Education and Life Skills which are relevant to their learning. On top of which, students receive exposure in Social Emotional Learning, Physical Education and Sports, and the Arts.

### APSN Katong School (KS)

To ensure a smooth transition into the secondary curriculum, Transition Planning was introduced in 2017 to facilitate APSN KS students to plan post-secondary goals early on in Secondary One such that a sufficient runway is created to achieve their aims. Suitable pathways are specifically matched to each student's interests, preferences and strengths.

In another 2017 initiative after a pilot run in 2016, students passionate about Visual Arts took part in 'KS Arts Biz', where they made curious trinkets by hand and turned entrepreneurs to sell them to other students or public events. Art pieces such as terracotta jewellery, photo frames, bookmarks, Chinese brush paintings and coasters were sold by the 10 students themselves, reinforcing values of money management techniques.



**107 (-)**  
Total number of students aged 13-16

107 students in FY2016/17



### APSN Tanglin School (TS)

It has long been known of APSN TS' fervent support for the Arts. The Creative Arts programme takes shape in various channels – via events such as organising the debut 'TS Artistry - Talents Revealed!' in November 2017 as an inclusive arts festival, and also actively identifying children who have potential to develop their flair further. Through the Arts, students generally show improvement in social skills, fine and gross motor coordination, as well as speech and language abilities.

To enhance the technological skills of students from the Multi-Media Club, Let's Fly Drones! was started in 2017. These students with passion in Information & Communication Technology learnt to build and pilot drones, learning the basic functions of drone coding and operations. 60 participants have gone through the programme, learning through a creative approach as they explore strategies and overcome challenging obstacles to fly their drones.

**241 (0.8%)**  
Total number of students

239 students in FY2016/17

*Admission of students with Autism Spectrum Disorder increased*

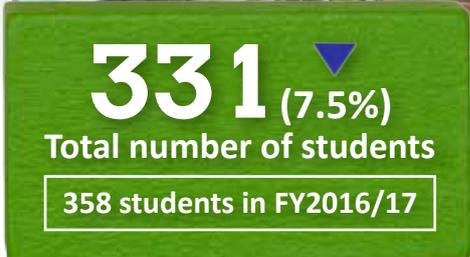


Newly-introduced in July 2017 was also the Lego Therapy Programme which targets students with Autism Spectrum Disorder. Students build and create structures with Lego bricks and work in collaborative play therapy sessions with a Psychologist and Speech & Language Therapist. To date, a total of five upper secondary students have benefitted, and all have shown improvement in their ability to engage in social interactions with others in group settings. Programme scores were measured in areas such as verbalising instructions and turn-taking skills.

**APSN Delta Senior School (DSS)**

Graduates from secondary schools may continue on the APSN Pathway to enrol in APSN Post-Secondary Education. They undergo vocational training at APSN Delta Senior School from ages 17 to 21 to attain a Singapore Workforce Skills Qualifications (WSQ) Certification, provided by Workforce Singapore and SkillsFuture Singapore (SSG).

In lieu of increasing job attachment opportunities for students, 'The National Library Board (NLB) Externship' programme was launched in 2018. A group of 10 youths with special needs acquired skillsets in proper shelving, shelf-reading and developing their social communication skills when attending to library goers. The APSN DSS students practiced their work and interpersonal skills for an hour every Tuesday. This first step may bring about more opportunities for training in partnership with NLB.



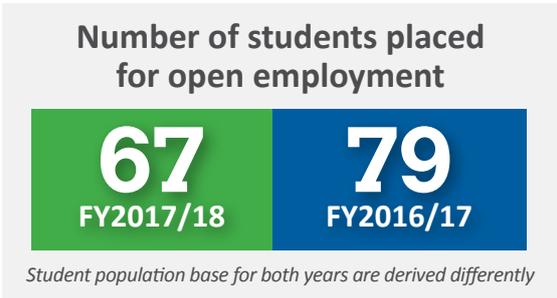
More students gained employment earlier in Year 3 or 4

quizzes conducted for students to participate. Complex life skills have been simplified and woven into the curriculum.



To nurture students on the importance of going green, The Smart Food Recycling Project was started. Food waste, such as leftover vegetables and fruit peels, were placed into the Smart Cara machine by the students from the Food Services programme. Students from the Horticulture programme collected the compost which was then used to cultivate the school garden. Through this project launched in Term 4 2017, a total of 25 students learnt the importance of conserving natural resources and reducing the amount of waste sent to landfills and incinerators.

A thematic approach has been introduced for all Year 1 to 3 students during their numeracy lessons to keep the students cognizant of the focus theme for each term. Termed the 'I'm Ready For Life' Project, it was officially launched in January 2018. For instance in Term 1, the focus was on Personal Management: Healthy Living. Posters were placed up around the school and music related to healthy living was played, with practical activities and



# Through the Lens of Art



Those meeting Beatrice Goh for the first time would probably find it hard to believe that she has been diagnosed with mild intellectual disability and autism. The 14-year-old talks excitedly about art, with a fascination of different world cultures that she details vividly in her art pieces.

Beatrice grew to love visual art since the age of 10, after joining the Art Club in APSN Chaoyang School. Before which, her mother described her as a very shy person, who did not talk much to others and preferred to keep to herself.

Currently in APSN Tanglin School (TS), Beatrice is now able to pursue her talent further. Encouraged by the teachers in the APSN TS Art Club, Beatrice has been exposed to a wider range of art mediums, which include watercolour and acrylic painting.

Her form teacher Mrs Desiree Chen, also an APSN TS Art Club teacher, is heartened to see that she continues to hone her skill with zest. She said "Through art, Beatrice is able to connect with others and this helps her make new friends easily. She is less shy because of art and can speak about her art pieces freely to her peers. Art helps her to express herself and communicate better with others."

Beatrice even conducted a live art demonstration during 'TS Artistry - Talents Revealed!' last year, a debut event culminating arts at APSN TS. Many of her artworks were also exhibited during the inspiring occasion.

One of her drawings was selected to be printed on the Singapore National Day Parade 2018 Funpack by an external committee. Citing her inspiration from Singapore's own landmarks of Marina Bay Sands and Gardens by the Bay, Beatrice said, "I hope that other Singaporeans will get to enjoy my drawings of Singapore."

Drawing is therapeutic for Beatrice, and she has built up a calm composure through art which has enhanced her problem-solving skills. Academically, she was awarded the Functional Numeracy Award as one of the top 10% students with outstanding Numeracy results in 2017.

Spending one to two hours drawing every day, she aspires to be an artist in the future. Annually, APSN TS will send her for at least two art competitions, of which recently she was the finalist for The Embassies of the World M.Y. Bridge of Peace Art Competition.



## Motivated to Pursue

**F**resh out of APSN Tanglin School (TS), Evelyn Lim was enrolled in APSN Delta Senior School (DSS) as a student. She was placed in a transition programme (known as the LEAD Programme) where she was faced with many challenges.

During her time in APSN DSS, Evelyn started to observe how both her parents struggled financially to support their family of six, including her grandparents. Her mother works seven days a week for at least 10 hours per day in a coffee shop, and her father works in a store selling personal-care products. She realised how she needed to contribute to household expenses, and the prospect of finding work started to motivate her to be more serious in pursuing her studies.

Under the guidance of Ms Nor Farhani, her Personal Development Mentor (also known as form teacher), Evelyn strived to work harder in school. Ms Nor Farhani met up with her regularly after school to give her pep talks and advice on how she could improve her interactions with others.

Evelyn started to put in more effort in improving her behaviour and work ethics by preparing for class assessments.

She used to also involve herself in several arguments with her peers and would make inappropriate remarks in the heat of the moment. After constant encouragement and emotional guidance from her teachers, Evelyn

*“APSN has helped Evelyn to improve in her academic studies, and she has become more independent. She now shows more initiative in doing family chores, and makes more positive choices.”*

*Madam Quek, 48, mother of Evelyn*

learnt to better control her emotions when faced with conflicts.

All her efforts finally paid off, when Evelyn was successfully promoted to a WSQ track in her field of interest – Food Services, at the end of the first year.

While developing her culinary flair, Evelyn continued to work on improving her sports game. She has represented Singapore at the Asian Youth Para Games last year for shot put and is training for the National Inclusive Athletics Championships 2018 for shot put, 400m and 800m run.

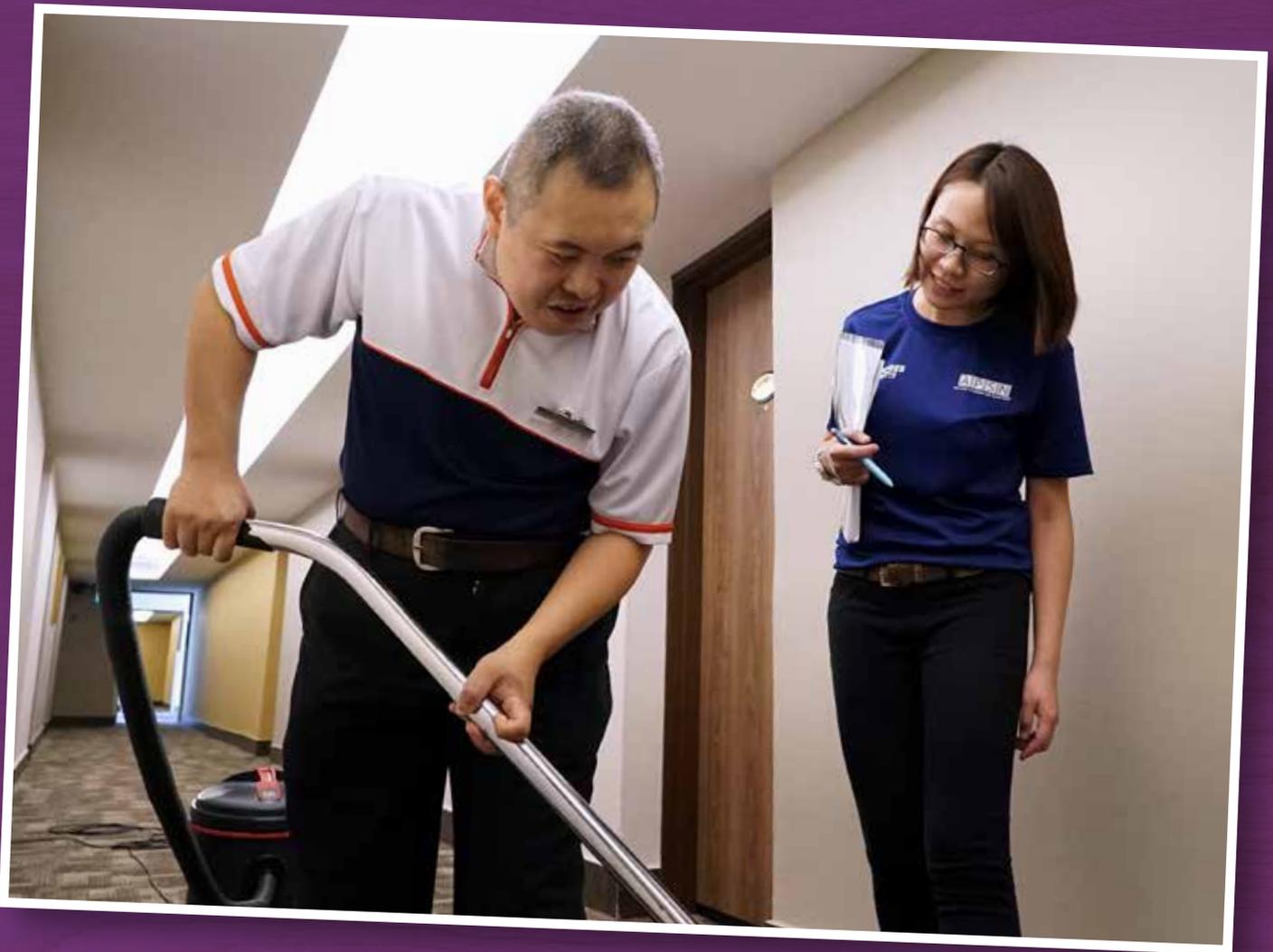
Students generally take an average of three years to finish the WSQ programme at APSN DSS, with 87%<sup>1</sup> of students finding employment after graduating.

<sup>1</sup> This figure is based on 2017's graduating cohort for WSQ certification track. The number excludes students who transitioned to CFA for sheltered employment and students pursuing further studies.



# Sharpening Skills of Adults

## Kept Engaged at Work



After the age of 21, most APSN students would have been trained and placed into open employment. Yet every learner is different, and for those aged 17 and up who need an even longer runway, they proceed on to APSN Centre for Adults (CFA). APSN CFA serves as an alternative for APSN Post-Secondary Education and caters to adults with special needs. It is here that they receive further training to better equip them with skills for open employment.



# arrowing the Gap

## Further vocational preparation

When it comes to finding jobs for adults with mild intellectual disability, the work often has to fit the worker which can be achieved through job re-design. At APSN Centre for Adults, trainees receive realistic on-the-job training before they are ready for the workforce. The enterprises allow a realistic work training in five domains of Bakery, Café, Catering, Contract Work and Design & Upcycling.

### ○ *APSN Centre for Adults (CFA)*

In FY2017/18, APSN CFA has innovated its list of programmes to train, place and support persons with special needs. A new training curriculum was developed and consists of four phases: Phase 1 - Training Programme, Phase 2 - Sheltered Enterprise Programme, Phase 3 - Supported Employment and Phase 4 - Open Employment.

#### *Transformed 4-Phased Programme*

In the first phase of training at APSN CFA, the trainees rotate and attempt each area of work training before the second phase of specialising in a selected sheltered enterprise. In FY2017/18, the scope of Design & Upcycling has evolved to increase the range of skill sets acquired by trainees.

#### *Design & Upcycling*

Previously known as Upcycling, Retail and Logistics, the enterprise has been renamed and offerings updated to include digital art. Trainees have the option of using technology to draw, on top of drawing by hand. Newly-designed creations are adapted to the production of tote bags and T-shirts and showcased in APSN Mystical Café for All available for purchase.



With the support of APSN CFA Job Coaches and employer partners, trainees gradually advance into Phase 3 - Supported Employment. Over a one-year period, consistent engagement and monitoring of performance are in place throughout the placement process to assure the fair and equitable treatment of these trainees with special needs.

Finally, they progress to the fourth and final phase of Employment where reliance on APSN Job Coaches will be removed gradually. Over the years, APSN CFA has successfully placed its trainees in both private and public sectors. Many of its trainees and alumni are now working in fast food restaurants, in the kitchens, serving at counter or dining areas and more.



### Working with the Community

#### Industry-Grade Equipment

As trainees learn applicable industry-specific skills, deep insightful collaborations are key to keep pace with the different industries. Through the IHG Foundation Grant, the APSN Bakery and APSN Kitchen underwent renovations, completed in January 2018. The premises now adhere to industry requirements and provide F&B training to 75 trainees.

#### Financial Planning for Caregivers

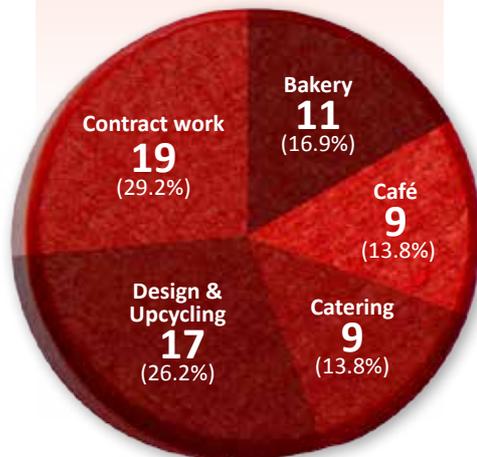
For the first time, APSN CFA kick-started a financial planning workshop to benefit caregivers in March 2018, in collaboration with Institute for Financial Literacy and Special Needs Trust Company Ltd. Steps to plan toward one's retirement, the Central Provident Fund (CPF) and CPF LIFE schemes and estate planning were topics covered.



Higher awareness due to publicity efforts e.g. roadshows and open houses, and revamped programmes



#### Breakdown of Trainees in PHASE 2 Sheltered Enterprise Programme



# From Aggressive to Disciplined



Looking at how Ooi Leong Pin is well-liked by his peers at APSN Centre for Adults (CFA), it might be hard to imagine how they used to be afraid to approach him.

When he first entered APSN CFA, he could not say a word to any of his classmates or instructors. This is due to an anxiety disorder called selective mutism<sup>1</sup> which he suffered from since entering the training premises.

Occasionally in anger, he would throw punches or kick them without warning. At least twice a week during lessons or breaks, he would exhibit disruptive behaviour. This caused his fellow trainees to shun contact with him as they did not wish to be the victim of his next blow.

Being diagnosed with mild intellectual disability and autism spectrum disorder, he is sometimes unable to express what he is going through. This pent up frustration resulted in him resorting to channeling his feelings through acts of aggression.

His instructors in APSN CFA noticed his outbursts, and started asking him specific questions, over pen and paper. Slowly but surely, Leong Pin wrote back in reply to convey his thoughts.

From his responses, his instructors could better understand what triggered his fits of anger. Very soon, this became an effective outlet of communication for him. They found that he lashed out at his peers for a variety of reasons; one such situation was because he felt stressed by the noise they created.

After four months of working with his instructors, Leong Pin began to open up verbally with them and his fellow classmates. Speaking in a soft voice, he can now express his views, and as a result share any disagreements amicably.

Coming to his first year at APSN CFA in July 2018, the 25-year-old said, "I like to go to the centre and attend lessons. And now, no more fighting." He has even pulled his weight in the Bakery Sheltered Enterprise during the Chinese New Year festive season by pulling overtime until late to help with the orders, all on his own accord.

Leong Pin has earned a Workforce Skills Qualifications (WSQ) certificate in Culinary Arts after graduating from APSN Delta Senior School. He has since moved on to undergo the APSN CFA Training Programmes and will enter a vocation of his interest in the latter half of 2018.

*1 Persons suffering from selective mutism do not intentionally choose not to speak, but rather cannot speak under anxiety-ridden circumstances.*





# Out Into the Workplace

**A**fter 10 years of dedicated training in APSN's sheltered workshop since 2007, Li Peilin has begun a job as an Operation Assistant in a firm providing business services. With this new position, she had to adapt to her new role under the Supported Employment programme at APSN Centre for Adults (CFA).

Her current main task includes filing documents, and to minimally complete 100 files daily. Peilin's Job Coach, Mr Seah Eng Siong, assists to supervise and monitors her learning to quickly iron out difficulties that may arise.

While Peilin was generally competent in carrying out her assigned tasks, she soon found herself needing to stand up to the challenge of managing her emotions and adapting to the new environment.

Diagnosed with mild intellectual disability and autism spectrum disorder, certain triggers may potentially ensue a meltdown in her daily life. During which, she might begin to hit her head relentlessly, when she hears certain trigger words which cause her to lose control over her actions.

Mr Seah advised her work supervisor to avoid using particular words when interacting with Peilin. He also regularly devises different strategies to motivate her to persevere and improve her behaviour to comply with her co-workers.

Some of these methods include filling out cards with different volume levels from 1 to 5,

to remind Peilin not to speak above a certain volume. As one of her hobbies include singing, she knows now to sing at a lowered volume during her time at work.

This is the second time her employers at Resources Management and Advisory (RMA) Group has had an APSN trainee join their team. Aware of how she is helping her breadwinner mother to support the family of four, her supervisor at RMA Group said "Peilin is able to deliver what is required of her, so we are very proud! As much as we can, we would like to help as she is a good employee."

Peilin now earns a dignified income and is able to support her family's expenses. For the first time in a few years, she was able to buy new clothes to usher in the Chinese New Year celebrations with her family.

Her supported employment will come to one year in November 2018. Thereafter, APSN CFA plans for Peilin to transit into Open Employment in her current workplace, where she will rely less on her Job Coach and eventually depend fully on her colleagues for any training needed.



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# Bridging Alumni for Life

## Staying on Track



Once an individual has been through any APSN School or Centre, they are considered an APSN alumnus. When students from APSN Schools and trainees from APSN Centre for Adults are de-registered, graduated or referred out for employment or to other charitable services, they will continue to be supported by APSN Alumni Support Services to ensure that their quality of life continues to be enhanced and supported. At the same time, students from other Special Education (SPED) Schools are welcomed to be a part of the APSN alumni network.

# Creating a Community of Hope

## Follow-up Services

What happens to alumni when they move on from an APSN education? Life for these individuals still carries on, with many of whom have the necessary skillset to enter the workforce, coming face to face with the larger community and earning a living. There will also be those that slip through the cracks, deviating from the mainstream system. Regardless of what life stage our alumni are at, APSN is there to identify and render help wherever needed.



### APSN Alumni Support Services

Since 2005, APSN has been providing services to alumni in the form of job referrals, retraining and recreational programmes. Our services have gradually expanded over the years to provide targeted and timely intervention to those who have progressed on from an APSN Pathway. Currently, our suite of programmes include skills-embedded social and recreational activities, job placement & support services, legal and medical referrals, and more.

**3,077** ▲ (3.3%)

Total number of alumni

2,979 Alumni in FY2016/17

In FY2017/18, the alumni services were expressly developed in the following areas:

#### 1. *Getting in touch with alumni who have deviated from mainstream*

After leaving the APSN Pathway, many alumni members can integrate into society with some assistance. However, there will be some who are at risk of slipping through the fissures of society, and need specialised support to disengage from deviancy. Working in collaboration with community stakeholders, Alumni Support Services has begun to trace the network of such individuals, and formulated care plans to decrease the prevalence of such problem behaviours.

#### 2. *Outreach and advocacy work*

In line with building an inclusive society, APSN Alumni Support Services engages in advocacy with the community. Through workshops and training conducted for stakeholders, there will be increased awareness and understanding of working with persons with special needs. Such training gives insight into how best to impact this group, and is held for Doctors, Lawyers, Police and Prison officers, and more.

### 3. Expanded training and skills-embedded recreational programmes

In continuing to strengthen the skills and abilities of APSN alumni, a few new workshops and programmes are introduced.

#### Retail Training

This introductory five-day course in Retail was organised by APSN in 2018 with funding from SG Enable, and specifically caters to persons with Mild Intellectual Disability. APSN has sent 11 alumni participants in preparation of their employment in Retail operations. Covering a range of topics such as handling money, replenishing inventory and store maintenance, this has helped learners to provide the desired services and values in the Retail industry.



#### Best Buddies Ambassador Programme

Best Buddies offers accredited international programmes in over 50 countries worldwide and APSN is accredited to run the programme in Singapore. Best Buddies Ambassadors is a programme that provides training for participants with and without intellectual and developmental disabilities (IDD) in areas of speech writing, public speaking, and self-advocacy. Ambassadors develop the skills to share their life stories, promote alumni and Best Buddies programmes, network, and most importantly, become engaging advocates for the disability rights movement. 18 APSN alumni members have undergone the programme since its trial run in December 2017.

#### Project Empowerment Food of Love

A total of 20 APSN alumni and trainees are in partnership with YMCA of Singapore volunteers to contribute monthly, in the preparation and distribution of pastries to the less privileged elderly living in rental flats. Part of an initiative to give back to the community, the volunteers befriended the elderly and spring-cleaned their homes.

### Total number of alumni engaged through programmes

**401**

**313** Alumni

Training and skills-embedded recreational programmes

**66** Programmes Run

(12 types of programmes e.g. Outings, Sports, Workshops and more)

**32** Alumni

Case Management

**31** Alumni

Referral service

(medical, legal and financial aid, etc.)

**25** Alumni

Job placement and support

### Total number of public outreach

**2,283**  
Members

**46** Workshops Run

Attendees consisted of Corporates, Healthcare workers, Lawyers, Ministry of Social and Family Development Probation officers, Police officers, Prisons officers, Psychologists, and the Public

**1,423** Volunteers Engaged





## A Second Chance to Give

**A**fter spending less than a year in APSN Delta Senior School (DSS), Muhammad Zakaria Bin Roslan pulled out of school in 2016. He has been attending APSN schools since 2011, and after receiving vocational education, he believed he was ready for anything and wanted to start working.

When left to his own devices, he did not stick to his original plan of finding employment. Instead, he began socialising with boys his age around his neighbourhood that gradually had a negative and growing influence on his lifestyle.

Living with his mother and stepfamily in a 3-room flat, he was at times unhappy with disputes that arose at home. These conflicts resulted in him staying away from home for days and months, impeding attempts by his parents to stop him from erring.

He began to commit a slew of vice-related activities with his peers, which included theft and absenteeism. Working as a team, they targeted the belongings of the unsuspecting public such as wallets and unattended items.

Zakaria and his group were able to get by on what they looted, but only for as long as they continued to break the law. However, in 2017, they were caught at last, and he was placed in prison remand for the first time.

At this juncture, the Ministry of Social and Family Development referred his case to APSN Alumni Support Services. Mr Shasikaran

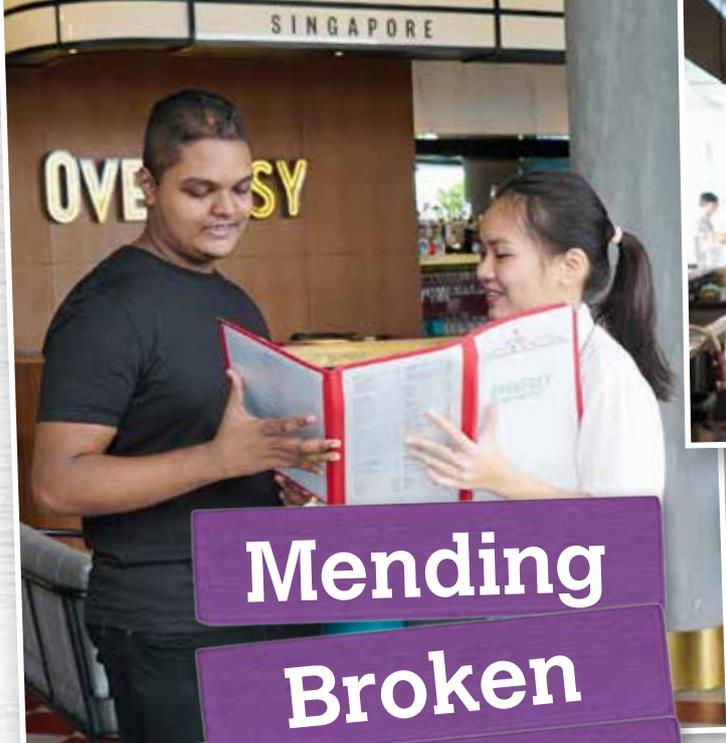
Kalimuthu, APSN Senior Alumni Executive, immediately started assessing his case and planned for his rehabilitation.

Now 18 years old, Zakaria has undergone Retail training with APSN, and will work with a Job Coach as he actively seeks full-time employment. Mr Shasikaran also advised his mother on how to adopt a healthier parenting style, such as taking on a more authoritative tone.

He has also agreed to stay away from the youth-at-risk he used to interact with. Zakaria said "I really regret what I did and want to put things right. For me, I hope to give back to the community because at my lowest point, I was lucky to get help."

With his mother's full approval, Zakaria has taken on a leadership role in alumni programmes over the weekends. He attends the activities weekly and has gotten to know other alumni members who share similar challenges.

Mr Shasikaran says, "We have worked with his family, developing his competence and confidence required for employment. I've witnessed first-hand how Zakaria has emerged stronger through our intervention. Now he has subscribed to the idea of giving back to his community instead of merely being a recipient, in line with the alumni programme's mission of changing their outlook."



## Mending Broken Ties



*“APSN has done a lot for our family and provided tailored support for Saktheesh such as steering him out of unemployment.”*

*Nayabal, 55, mother of Saktheeswaran*

**F**rom an excited graduate, eager to start work, Saktheeswaran S/o Mathialaku became a terminated employee in the span of nine months. After graduating from APSN Delta Senior School (DSS) with a Workforce Skills Qualification (WSQ) in F&B, Saktheeswaran found a job in a hotel café.

His enthusiasm for work quickly deteriorated as he followed-up with a customer’s complaint and was in turn accused of threatening his supervisor when no action was taken.

Saktheeswaran was unemployed for close to eight months after the episode. Coming from a single parent family, his father had passed away a few years ago, and his breadwinner mother raised the family by working as a cleaner.

Saktheeswaran started to spend more time with his family during this period, and realised how much they cared for him. He then decided to get back on his feet with the help of APSN Alumni Support Services after a referral by his Job Coach at APSN DSS.

In 2017, alumni services guided him to do strengths matching. And to help Saktheeswaran understand where he had messed up in his former job, eventual role enactments and justifications of de-escalation processes were done. This process was time consuming, but he came to realise that though his intentions were in the right place, his actions left much to be desired.

With the recommendation from a recruitment partner, he went down for two interviews at F&B

establishments. After a successful discussion, he was gainfully employed with American diner OverEasy in March 2018.

Saktheeswaran said, “I am happy to be given an opportunity with F&B services again. This is my second chance and I want to give it my best shot.”

Continuous weekly engagement with Saktheeswaran and his family continued as he underwent job counselling, giving him tips to prepare for work, up to the day he started work.

To date, the 21-year-old enjoys working eight-hour shifts at OverEasy, and he is kept busy with tasks are such as clearing tables.

He is occasionally engaged through home visits and counselling on how to overcome his anger and attends APSN alumni programmes & outings over the weekends. Alumni services also referred his family to Social Service Offices for financial assistance to help ease the strain on their pockets.

His mother Nayabal, 55, said, “APSN has done a lot for our family and provided tailored support for Saktheesh such as steering him out of unemployment.”

The future is endless, as Saktheeswaran aspires to run his own F&B business. A fitness enthusiast, he also hopes to start his involvement with a gym business. He said, “One day, I want to be financially independent, and support my family to fulfil my duty as a son.”



# nurturing Others by Gifting Time

**4,272**

**Volunteer  
Contributions**

*Across all  
Schools and Centre*



despite the travelling. It was a role that involved reconstructing the history of APSN by capturing all beneficiaries since the start.

Another volunteer, Mr Trung Ta, 45, said “Some of the old personal records of alumni date all the way back to the 1960s! We still need more people to volunteer and dedicate a small amount of their time to continue this work as we have a long way to go.”

## Digitising Records of PWID

Scanning and sorting through thousands of documents at one go may seem mundane to most, yet that is exactly what this group of volunteers gather to do during their leisure time. Started by husband and wife pair Mr Ian and Mrs Silke Seghal, they are usually intensely-engaged at work as Directors of their own respective companies, and yet they choose to kick back over the weekends in the unlikeliest manner of piloting a team of friends to digitise the records of APSN alumni.

The couple and four other friends can be seen every weekend at the APSN Centre for Adults (CFA), arranging and scanning files to transfer hardcopy alumni profiles to softcopies. In the process, they also managed to set up a standard operating procedure for the digitisation, and this made it easier for other parties to chip in and volunteer.

One of the volunteers, Ms Jessie Yip, 32, said “I am glad to contribute my time and help such a passionate team. The scanning and sorting helps them to access the information faster to provide faster assistance.”

The couple commutes weekly across the Johor Causeway just to volunteer. This routine gives them satisfaction to help in any way they can

## Reading to Teens Her Age

Volunteering was a means for 19-year-old Arabelle Ilankovan to make a tangible difference where it truly mattered.

She said, “I wanted to gain a new experience by getting involved with anything that was impactful, to change someone’s life.”

To realise this goal, the student at Millennia Institute joined the Read with Me (RWM) Programme as a buddy reader to coach students who require higher support in reading. The after-school programme runs weekly for two school terms at APSN Delta Senior School (DSS) to prepare students for their Workplace Literacy (WPL) assessment.



Though Arabelle does not consider reading to be one of her hobbies, she has already been volunteering on RWM for two years and counting. She said, "It is important for the students to learn to read. Since reading is crucial to many tasks, having competent reading skills will help them in their daily activities."

At the start, she felt uncomfortable reading to youths who were close to her age. "Previously I was more used to reading with children, so it was a first for me. This became more natural after the first time, and I've grown to be comfortable in reading to other teens."

Over the one-hour sessions, she has witnessed students improve in their reading abilities. One student she has taught is 18-year-old Idil, who has trouble recalling the words he has learnt. To improve, she worked with him in linking up words to relatable objects and his vocation in horticulture to help in his understanding.

Meeting youths who have special needs was an eye-opener for Arabelle. Through the programme, she has met other APSN students, one of whom is Aisyah, 17. Arabelle said, "She was telling me about certain difficulties she faced in her life, yet she still comes to school every day to try and achieve some results – no matter how tired she feels."

"This made me appreciate the things which I am able to do and make the most of what I have."

There are 25 volunteers for RWM, all of whom are students from Millennia Institute. Each week the volunteers go through a series of words with their APSN DSS reading buddies, with exercises in vocabulary, cloze passages, reading fluency and word search. Progress monitoring was done at the end of each session.

### ○ **APSN: Her Second Home**

When Ms Alice Chew ferries her daughter Kelly Wong to APSN CFA, she is usually mistaken as staff. She taps in with an access card, makes her way around the training facilities and sheltered enterprises easily, and is recognised by staff and trainees.

Unlike many other caregivers, Ms Chew stays at APSN CFA for the day, and goes back with her daughter when her training at the Centre has finished. Kelly, 28, joined APSN CFA as a trainee in February 2017. One month later, Ms Chew stepped up to volunteer at the centre.

For the past one year, she has volunteered her time in various enterprises such as the Bakery, Café and Contract Work. From whipping up meals with trainees in the APSN Mystical Café for All, to helping them meet their packing orders, she has done it all.

She takes the initiative to volunteer as much as possible. Ms Chew said, "Wherever support is needed, I will go. Any enterprise that needs help, I can try – except for horticulture training!"

The 55 year old retired from her full-time job as a travel consultant at the end of 2016. This is her first shot at long-term volunteering.

She said, "I feel very happy just by interacting with them, to understand their different personalities and needs. At the same time, I feel



their joy when someone pays attention to them, as if they are glad to be here in APSN."

Ms Chew embraces this opportunity to interact with other trainees with special needs, which she claims keeps her mind active. Occasionally, she recommends her group of friends to give back at APSN or even come on board as staff.

She says that life has more meaning when time is spent in this manner, since she did not have such chances to volunteer while she was working full-time. Aside from assisting trainees from the sheltered enterprises, she also contributes towards the digitisation project.

"I treat this place (APSN CFA) as my second home, and the staff here are like family to me."

# Events & Fundraising Highlights

With the kind generosity and wholehearted support from donors and partners, APSN raised a total of **\$1,074,951** in FY2017/18. The funds raised create change in the day to day lives of our beneficiaries in support of training programmes and education services, which empower them to be independent members of the community.

## SIGNIFICANT EVENTS

### **The Social Fairground**

15 July 2017 | 25 Patterson Road

In partnership with The Local People (TLP) and Singapore Land Authority, this event marked a special edition of the TLP Art Market. With curated stalls selling merchandise, game booths and performances by local artistes, the event aimed to promote a culture of diversity, inclusion and attitudes of acceptance towards persons with special needs through a social platform. The carnival raised a total of \$99,006.96 through ticket sales and donations.

### **Charity Dinner 2017**

7 September 2017 | Sands Expo & Convention Centre

This inaugural event was hosted by official event sponsor Marina Bay Sands, and graced by Mr Ng Chee Meng, Minister for Education (Schools). As a sign of support, corporate partners and volunteers of APSN attended the event themed 'Empowering Lives, Enabling Communities towards an Inclusive Society'. They were also commended for their efforts in empowering persons with special needs to achieve their fullest potential. It was a night to remember as the programme consisted of gravity-defying circus stunts pulled off by beneficiaries, delicious entrées prepared by trainees, and tunes by performers that serenaded the crowd. A total of \$273,422.05 was raised through the dinner.

### **Music Gives Back 2!**

11 December 2017 | Esplanade Recital Studio

Music Gives Back 2! was a concert performed by professional musicians, pupils & APSN beneficiaries, organised by Ms Dawn Marie Toh and friends. On the playlist was a wide repertoire of evergreen hits, Romantic era music and more. Concert proceeds came up to \$78,457.01. Gracing this occasion was Ms Sim Ann, Senior Minister of State for Culture, Community and Youth and Trade and Industry.



### **APSN Charity Virtual Run 2018**

1 February - 15 March 2018 | Various locations

The APSN Charity Virtual Run 2018 was organised for the public to impact the lives of persons with special needs, via running. Themed 'Feat Beat', this was an opportunity for participants to push the boundaries of their abilities and step out of their comfort zone. By entering into one of the three categories, participants stood a chance to win lucky draw prizes. Funds were raised via registration fees and corporate sponsorships. Over the 6 weeks, 193 participants ran a distance of over 2,281km for persons with special needs. A subcategory 'APSN Charity Virtual Run 2018 – Corporate Challenge' held from 5 February to 11 February saw the support of many organisations, including Siemens Pte Ltd and Aegis Building & Engineering Pte Ltd. In total, \$73,197.95 was raised from this event.

### **Donors Contributions - Donation Box**

At various F&B establishments across the island, APSN donation boxes can be spotted easily. These are some of the outlets that support APSN through the placement of donation boxes at their outlets. Notable eateries such as KFC, Pizza Hut, Swensen's are our great supporters and a sum of \$149,909.48 has been collected in the FY.



# Looking Forward

For the year ahead, APSN has embarked on several upcoming initiatives and plans. Here are a few of them below.



## ● CFA Campus 2

In the later half of 2017, APSN Chief Executive Officer, Dr Christopher Tay, shared a vision of building an APSN Community and College (ACC). Ever since, the Management has been engaging key stakeholders on the ground such as the Community Chest, Ministry of Education, Ministry of Social and Family Development, National Council of Social Service, SG Enable, Singapore Land Authority, caregivers and staff.

Canvassing has commenced to lay the building blocks of this preliminary initiative – titled 'CFA Campus 2', which enriches APSN's existing Alumni Support Services. CFA Campus 2 is a prelude to the ACC, kick-starting operations by providing short courses for alumni. A five-day Retail training course has been successfully piloted in 2018, with funding from SG Enable. More developments are in progress for the year ahead.

The ACC aims to be a Continuing Education and Training (CET) Centre, which provides accessibility

to lifelong learning and higher education to persons with special needs. This one-stop advisory Centre will serve the public as well, by providing caregivers, volunteers and employers a trusted environment to learn more about persons with special needs and how to support them. Staff development is also a major focus of the ACC, where its members can undergo subspecialty training throughout the course of their work.

The new premise is slated to operate in the west or north region of Singapore to serve the community at large, with facilities catering to those with intellectual and developmental disability. Marina Bay Sands remains one of our strongest corporate supporters through their donation towards ACC. We are also honoured to have onboard DP Architects' design expertise to realise the creative vision of ACC.

## Pre-School Initiatives

An integral part of the ACC development plan involves extending APSN's foray into early childhood intervention and learning. In December 2017, APSN started on its pre-school initiatives in driving progress for inclusive education within the early childhood sector. These efforts aim to expand networks and galvanise support across regions, in the areas of funding and resource collaborations.

APSN has also designed a unique **inclusive** education model, tailored for Singapore's education system which elaborates on how inclusion responds to student diversity, improves accessibility and quality of early education. To create public awareness on this inclusive blueprint, we have conducted ongoing conversations with corporate and community leaders such as SingTel Group, National University Health System, Ministry of Education, National Arts Council, Temasek Foundation Cares, National Institute of Education, The Education University of Hong Kong and the wider pre-school communities. These are APSN's key partners in shaping the blueprint for nationwide school inclusion.

Into the next two years, one significant project is to pilot an inclusive early childhood curriculum. This preliminary study aims to evaluate how school readiness is defined in the light of inclusive practices and establishes what is missing from current research and literature on what an inclusive approach to school means for children, families and educators. Yet another milestone is the launch of the future-ready, purpose-built inclusive school, Whiz Kidz My Pre-school in 2019.

## Digital Transformation

In line with Singapore's Smart Nation vision to improve the quality of lives of those we serve through digital technology, APSN has engineered an Infocomm Strategic Plan. This drives the implementation of cashless technologies organisation-wide, enabling APSN students and trainees to come into close contact with new technologies via their curriculum and daily activities.

By offering smart experiences as part of the APSN Pathway, it breeds a culture of learning and inclusiveness, bridging learning gaps which beneficiaries may face. These are some areas which APSN is putting forth to align with the Living, Learning and Working model as follows:

- Assistive Devices
- Augmented Reality Technology
- Cashless Technology
- Data Analysis
- Gamification
- Robotics Lessons/Co-curricular Activity
- 3D Printing Lessons

APSN aims to be a leader in the Special Education (SPED) sector via deployment of pioneer and creative educational technology to all staff and beneficiaries, thereby empowering them to contribute to society.



# Corporate Governance Report



*Mazla'idah Bte Mazelan  
Earth and Planets, 2018*

Mazla'idah, 14, is from APSN Tanglin School and depicts her fascination of outer space in this artwork after watching a cartoon with astronauts. Though the vacuum of space may seem dark and frightening, light reflected off the many planets can be beautiful.

## A. APSN BOARD

The Board Members (“Board”), Committees and Management of APSN are committed to maintaining high standards of governance, in line with the principles stated in the Code of Governance for Charities and Institutions of Public Character.

The Board’s conduct of its affairs is set out in the Delegation of Authority Policy (“DOA”) which was approved by the Board on 18 April 2018. The Board works with the Chief Executive Officer (“CEO”) to lead and manage the Association, and delegates the formulation of policies and the day to day management to the CEO and the staff members. The CEO and staff members remain-accountable to the Board. The Board reviews the items in the DOA on a periodic basis to ensure that they remain appropriate to the needs of the Association.

Board members are elected and serve for a period of two years. There is a maximum term limit of four consecutive years for the Honorary Treasurer position, and the office bearer may be re-elected to the position after a lapse of at least one year.

The Board meets at least six times a year with a quorum of at least half of the members. The number of meetings attended by the Board during the financial year are as follows:

### APSN Board

Members	Designation	Date of First Appointment	Occupation	Attendance
<b>Mr Tan Cheen Chong</b> <i>(re-elected on 30 September 2017)</i>	President	27 September 2014	Director, Genii Group Pte Ltd	8/10
<b>Mrs Ruby Cheah</b> <i>(re-elected on 30 September 2017)</i>	Vice-President	31 August 2002	Fellow Chartered Accountant of Singapore (Life member)	10/10
<b>Ms Seet Chor Hoon</b> <i>(re-elected on 30 September 2017)</i>	Vice-President	1 October 2015	Non-Executive, Independent Director, Magnus Energy Group Ltd	10/10
<b>Mr Gwee Sze Chuan</b> <i>(re-elected on 30 September 2017)</i>	Honorary Secretary	22 October 2013	Finance Director - APAC, JDSU Solutions	6/10
<b>Mr Royce Seah</b> <i>(re-elected on 30 September 2017)</i>	Honorary Treasurer	29 August 2009	Regional Managing Auditor, NSE Asia Products Pte Ltd	6/10
<b>Mr Chan Chee Keong</b> <i>(re-elected on 30 September 2017)</i>	Member	30 August 2008	Retired Business Owner	10/10
<b>Ms Molly Ang</b> <i>(re-elected on 30 September 2017)</i>	Member	27 August 2016	Executive Director, Compensation & Benefits, Seagate Technology International	7/10
<b>Mr Leonard Lim</b> <i>(re-elected on 30 September 2017)</i>	Member	5 October 2015	Retired Managing Director	10/10
<b>Mr James Ng</b> <i>(re-elected on 30 September 2017)</i>	Member	27 August 2016	Director, Insights Associates Pte Ltd	7/10
<b>Mr Lee Chuan Bee</b> <i>(Elected on 30 September 2017)</i>	Member	30 September 2017	Architect cum Landscape Architect, Chiu Teng Construction Co. Pte Ltd	1/ 5
<b>Mr Bill Bowman</b> <i>(Elected on 30 September 2017, up to 16 May 2018)</i>	Member	4 October 2011	Senior Director, Risk Management and Internal Control, Infineon	5/5
<b>Mr Arun Poojari</b> <i>(Co-opted on 27 August 2016 to 30 September 2017. Resigned on 21 February 2018.)</i>	Member	9 October 2015	General Manager, Asia Pacific, Sparkbeyond Pte Ltd	3/9
<b>Mr Winston Yeo</b> <i>(Co-opted on 27 August 2016. Resigned on 23 September 2017.)</i>	Member	27 August 2016	Independent Consultant	5/5

### ***Long-Serving Board members***

Vice President, Mrs Ruby Cheah has served the Board since 2002. She is the School Treasurer in the School Management Committee and serves on the Finance and Nominations Committees. She advises the Board and management on financial management, operations, policies, risk management and investments. She is a Fellow Chartered Accountant, Singapore (Life member). Her professional work experience included a US MNC, a Big Four Accounting firm, and a Singapore Statutory Board.

Board Member, Mr Chan Chee Keong was past President up to FY2015/16 and has seen APSN through many milestones since 1993. Mr Chan is in the Schools Management, Centre for Adult Management and Nominations Committees. Mr Chan is immersed in his understanding of special education. Mr Chan gives recommendations to the Board and Committees on school operations and curriculum. A believer of giving and serving, Mr Chan is also a Lions Club member.

Both Mrs Cheah and Mr Chan have imparted industry and professional knowledge during their tenure, and are valued for their passion, connections, experience and expertise. The Association is grateful for their continuous contributions to the Board.

### ***Roles and Responsibilities***

The Board's primary role is to oversee decisions and operations within the Association relating to the governance of APSN in the following matters:

- Strategizes goals, standards and values to meet APSN's obligations to its stakeholders
- Annual plan and budget
- Steers research and development efforts
- Actively develops or assists in seeking out advisors, donors, financial resources and partners
- Oversees an effective risk management framework of prudent and effective controls
- Corporate and service strategies and restructuring
- Policies, standard operating procedures and manuals
- Any material and significant matter

The Board members are encouraged to attend training programmes and workshops organised by professional bodies as and when necessary, to keep abreast of relevant new laws, regulations and changes in the charity landscape.

### ***Board Selection***

The Association aims to maintain diversity on the Board. The range of diversity perspectives may include a consideration of several factors, including but not limited to gender, age, cultural and educational background, ethnicity, professional experience, skills, knowledge and length of service.

The Board works with governmental agencies regularly to seek council and identify suitable new Board members to enable succession and renewal of the Board.

### ***Board Performance***

There is formal assessment of the effectiveness of the Board as a whole and the contribution by each Member. The Board undertakes self-assessments every two years, which includes an evaluation of individual Members. The President may counsel members based on the outcome of the evaluation.

### ***Board Remuneration and Benefits***

Board members are not remunerated for their services. Transportation costs incurred for official meetings are reimbursed in accordance with the Association's policy.



## B. COMMITTEES

To assist the Board in the execution of its duties, the Board has delegated specific functions to the Committees. Each of these Committees operates within the Terms of Reference approved by the Board.

The Committees meet at least one time a year.

### *Schools Management Committee*

The School Management Committee (“SMC”) exercises power and authority over the Management, operational policies and directions for the APSN Schools in accordance with policies set by the Ministry of Education and the National Council of Social Service for the purposes of:

- The effective management of the Schools, including but not limited to all aspects pertaining to the financial matters, human resource management matters and property matters involving all existing and new buildings, facilities and infrastructure of the Schools.
- The education and well-being of the students of the Schools.

The SMC determines the policy for the admission of students to the Schools consistent with such guidelines as may be set by the Ministry of Education and the National Council of Social Service from time to time.

And finally, the SMC provides supervision of educational facilities and other amenities for the students of the Schools, and to manage and operate the School’s facilities including the construction of such facilities and infrastructure, as may be required by the School from time to time.

SMC Members	Designation	Attendance
Mr Chan Chee Keong	Chairperson	5/6
Mr Tan Cheen Chong	School Supervisor	2/3
Mrs Ruby Cheah	School Treasurer	6/6
Ms Seet Chor Hoon	Member	5/6
Mr Leonard Lim	Member	3/3
Ms Wong Geok Mei Veron (MOE Representative)	Member	2/2
Mr Khoo Tse Horng (MOE Representative)	Member	2/6
Mr Victor Tay	Chairperson <i>(up to 30 September 2017)</i>	3/3
Mr Arun Poojari	Member <i>(up to 30 September 2017)</i>	2/3
Dr Christopher Tay (APSN Staff)	Member	5/5
Mdm Aslinah Ahmad (APSN Staff)	Member	6 /6
Mdm Yazilah Bte Amir (APSN Staff)	Secretary	4/6
Mrs Angela Lee (APSN Staff)	Member	6/6
Mrs Liza Ow (APSN Staff)	Member	6/6

## Centre for Adults Management Committee

The Centre for Adults (“CFA”) Management Committee oversees the strategy and development of the Training and Enterprise programmes offered by APSN CFA. The CFA Management Committee provides advice on realistic training environment for employment with sustainable allowance, where possible, through Training and Enterprise programmes in APSN to upskill trainees and improve employability and also to strategise with external business partners to support in the Training and Enterprise programmes. This objective is achieved via a dual-pronged approach by considering the Direct Social impact (number of trainees trained and prepared, number of people impacted outside of our trainees, for example their families, general public) and Sustainability impact (balancing revenue generation with the provision of dignified remuneration and cost of consumables).

CFA Management Committee Members	Designation	Attendance
Mr Chan Chee Keong	Chairperson	3/3
Mr Chris Koh	Vice Chairperson	5/6
Mr Leonard Lim	CFA Management Committee Treasurer	3/6
Mr James Ng	Member	6/6
Mrs Lilian Chew	Member	5/6
Ms Janet Fong	Member	6/6
Mr Bill Bowman	Member (up to 16 May 2018)	4/6
Mr Victor Tay	Chairperson (up to 30 September 2017)	3/3
Ms Chandni Jain	Member (up to 30 September 2017)	2/3
Mr Anthony Fok	Member (up to 30 September 2017)	1/3
Mr Rick Lim (APSN Staff)	Secretary	5/6

## Audit Committee

The Audit Committee advises the Board on APSN’s audit strategy and policies. The Audit Committee’s responsibilities include assisting the Board in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the audit process, and the company’s process for monitoring compliance with laws and regulations and the code of governance for Charities and IPCs.

Audit Committee Members	Designation	Attendance
Mr Royce Seah	Chairperson (up to 30 September 2017)	1/1
Mr Bill Bowman	Chairperson (from 30 September 2017 up to 16 May 2018)	3/3
Ms Sujati Sastro	Member (Chairperson from 22 May 2018)	1/4
Mr Jerome Song	Member (up to 30 September 2017)	1/1
Ms Joyce Tay Wei Foong	Member (up to 30 September 2017)	3/3
Mr Alan Koh (APSN Staff)	Secretary	4/4

## Community & Industry Partnership Committee

The Community & Industry Partnership Committee focuses on building strategic relationships with business and community partners, implementing strategies and programmes that foster and sustain such relationships, in order to optimise opportunities for advocacy, funding, volunteerism, employment, socialising, collaboration and learning. The Community & Industry Partnership Committee develops, coordinates, aligns and strengthens community and industry partnerships across all APSN - headquarters, schools and CFA – to foster an engaged corporate, community and special needs-friendly ecosystem.

Community & Industry Partnership Committee	Designation	Attendance (until 30 September 2017)
Mr Tan Cheen Chong	Chairperson	1/1
Mr Chan Chee Keong	Member	1/1
Ms Seet Chor Hoon	Member	1/1
Mr Tan Teik Guan	Member	1/1
Mr James Ng	Member	0/1
Mr Chris Koh	Member	0/1
Ms Joanora Ng (APSN Staff)	Member	1/1
Ms Norrashikin Abdul Refaiie (APSN Staff)	Member	1/1
Ms Wong Wai Sian (APSN Staff)	Member	1/1
Ms Constance Yeo (APSN Staff)	Member	1/1
Ms Ivy Badilla (APSN Staff)	Member	0/1
Ms Tay Wan Ting (APSN Staff)	Member	0/1
Ms Karen Tan (APSN Staff)	Secretary	1/1

### Human Capital Committee

The Human Capital Committee provides direction, guidance and support to the Board in human resource matters to ensure governance and legislative compliance of APSN's HR practices as well as enabling that her human capital supports the achievement of its strategic goals. The Human Capital Committee is responsible for:

- Ensuring that APSN has effective human resource strategies that supports fair and equitable human resource processes and practices aimed at positioning itself as a competitive employer of choice.
- Ensuring the responsiveness and timeliness of human resource decisions without compromising the core values of meritocracy, impartiality and incorruptibility.

Human Capital Committee Members	Designation	Attendance
Ms Molly Ang	Chairperson <i>(from 30 September 2017)</i>	3/3
Ms Seet Chor Hoon	Member <i>(Chairperson up to 30 September 2017)</i>	3/3
Ms Amanda Chuan	Member	2/3
Mr Lakshmi Narayanan	Member	3/3
Mr Paul O' Malley	Member	3/3
Mr Tan Kwang Cheak	Member	3/3
Ms Elleana Ho (APSN Staff)	Secretary <i>(up to 2 May 2018)</i>	3/3

### Infocomm Committee

The Infocomm Committee develops and deploys Infocomm Technology ("ICT") strategies, policies and resources in order to effectively support and improve the learning experience of APSN students and staff. Specifically, the Infocomm Committee provides guidance, know-how and support to the Board, other committees, and heads of various APSN operating units, to fulfil their obligations and strategic goals through the optimal and integrated adoption of ICT.

Infocomm Committee Members	Designation	Attendance
Mr Tan Teik Guan	Chairperson	3/4
Mr Quek Keng Oei	Member	2/4
Mr Tan Cheen Chong	Chairperson (up to 30 September 2017)	2/2
Mr Arun Poojari	Chairperson (from 30 September 2017 to 21 February 2018)	1/3
Mr Rick Lim (APSN Staff)	Secretary	1/1

### Finance Committee

The Finance Committee advises the Board on its responsibilities relating to finance and investments in the operations of APSN, in particular to assist the Board in the following areas of:

- Developing and maintaining a strong and effective finance team for APSN, including employment, training and development, and identifying and nurturing finance leadership.
- The financial management of APSN in compliance with applicable Singapore legislation, regulations and directives governing APSN, including the Singapore Financial Reporting, Standards governing charities, the Constitution of APSN and the Constitution of the SMC.
- The formulation, establishment and updates of financial policies, systems, procedures, processes and best practices, including financial risk management policies; and matters requiring financial and investment decisions.

Finance Committee Members	Designation	Attendance
Mr Royce Seah	Chairperson (from 30 September 2017)	2/2
Mrs Ruby Cheah	Member	4/4
Mr Lee Chiang Huat	Member	4/4
Mr Gwee Sze Chuan	Chairperson (up to 30 September 2017)	2/2
Mr Winston Yeo	Member (up to 23 September 2017)	1/2
Mr Alex Shiu (APSN Staff)	Secretary	4/4

### Nominations Committee

The Nominations Committee is responsible for the areas below:

- Ensures that APSN has effective self-renewal strategies at both the Board and Committees level.
- Provides direction, guidance, and support to the Board in matters concerning Board composition to ensure a high standard of governance and legislative compliance, as well as to support the APSN Management in achieving its strategic vision and goals.
- Positions APSN as a preferred organisation by volunteers seeking to serve in a social service organisation.

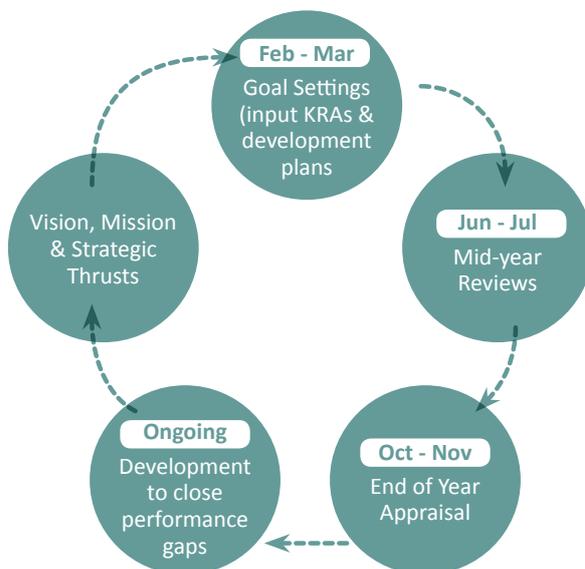
Nominations Committee Members	Designation	Attendance
Mr James Ng	Chairperson	2/2
Mr Tan Cheen Chong	Member	2/2
Mrs Ruby Cheah	Member	2/2
Ms Seet Chor Hoon	Member	2/2
Mr Chan Chee Keong	Member	2/2

## C. HUMAN RESOURCE MANAGEMENT

### *Staff Appraisal System*

Performance management in APSN is a continuous process whereby all employees across the Schools, Centre for Adults and HQ participate in goals alignment setting and individual development plan. APSN Management have taken one step further to align core attributes and behaviour to organisation's values in the appraisal process.

The appraisal system is online to promote accountability between Job Holders ("JH") and Reporting Officers ("RO"). New hires are communicated with department goals and objectives for him/ her to plan and input his/her work plans into the system. Staff and Management leverage the system for probation confirmation, development and annual reward.



Performance management is a continuous process. APSN strategic objectives provide the starting point for schools/department goals:

- 1) Start of the year: Agreement on goals and input Key Result Areas (KRAs)
- 2) Mid-year: JH review progress jointly with RO
- 3) End of year: JH self evaluate and review progress with RO / Counter signing officer (CO)
- 4) JH and RO to jointly discuss development plan

**While formal review is twice a year, good performance review is constant**

### *Compensation and Benefits Policy*

The Compensation principle in APSN is to pay competitively at market rate, with guidelines to pay for performance.

- APSN benchmarks compensation to be competitive with the market and general industry for general management, operation and administrative staff, SPED teachers, with the Ministry of Social and Family Development and National Council of Social Service as a salary guide.
- APSN has structured salary grades tied to job level derived from job evaluation, reviewed and done with Compensation Consultant Aon Hewitt to determine the worth of each job.
- During the Annual Increase ("AI") review, the Human Resource team obtains market economic data for review with Human Capital Committee and for endorsement by the APSN Board. Employees will be awarded AI based on performance and salary within the range.
- APSN is committed to review total compensation and benefits with market benchmarking every two years to remain competitive, to attract and retain talent.

## Annual Remuneration of 3 Highest Paid Staff

Salary Bands (\$)	Number of Staff	Board Member? (Y/N)
150,000 – 200,000	1	N
100,000 – 149,999	2	N

Senior Management personnel involved in setting staff remuneration are the Chief Executive Officer, Deputy Chief Executive Officer, Principals, Vice-Principals and Heads of Department of APSN and respective schools. No member of the Management is involved in setting their own remuneration.

In addition, there are no paid staff who are close members of the family of the Executive Head or Board members, who receive more than \$50,000 during the year.

### Key Management

#### 1. Dr Christopher Tay, Chief Executive Officer

Dr Tay started his career as a Military Officer before joining the private sector in Bintan Resort between 1997 and 2001 in various senior management appointments. Subsequently, he joined Tan Tock Seng Hospital as its COO from 2001 to 2005 and NTUC Healthcare Cooperative Limited as its CEO from 2005 to 2007. He went on to join the logistic industry before co-found businesses in medical aesthetics and life science in the last ten years.

He had served on various boards including NTUC Eldercare Cooperatives, Johns-Hopkins Singapore IMC venture at Tan Tock Seng Hospital, Punggol South Citizens' Consultative Management Committee (Chairman), Hougang Primary School and North Vista Primary School. He is currently a Resource Member of the Singapore Group Parliamentary Committee for Health and also Member of the KL Pemandu MOH for Aged Care.

Prior to this appointment on 7 June 2017, he was the Global Head Medical Services & Life Sciences of the Cyrus Global Group.

#### 2. Mr Gary Lim, Deputy Chief Executive Officer

Mr Lim began his work career as a business development executive with Insight Vacations from 1998 to 2000. He joined the Ministry of Education from 2004 to 2009 where he kick-started the CCA programme (Programme for Active Learning) including pioneering a developmental programme for more than 2,000 participants.

Prior to this appointment on 11 July 2016, he was the Unit Director for Genesis Education Holdings.

## D. POLICY STATEMENTS AND PRACTICES

### *Budget Planning and Financial Information*

The Board reviews and approves the annual budget prepared by Management.

Procurement is governed by the Purchasing & Requisition process. All purchase requests are reviewed by designated persons according to the procurement approval matrix. The Tender Committee is formed on an ad-hoc basis to review any purchase with an amount more than \$70,000. Any unbudgeted item is reviewed and approved by the Finance Committee and the Board.

### *Internal Control System*

The APSN Internal Auditor reviews and checks on the internal controls and reports directly to the Audit Committee.

### *Conflict of Interest Policy*

All Board members and staff are required to comply with APSN's conflict of interest policy which stipulates that, when dealing in matters concerning APSN, they are to make full disclosure of interests, relationships and dealings that could potentially result in a conflict of interest. Written processes are in place for Board members and staff to declare actual or potential conflicts of interest at the start of their term of office, and on a regular and need-to basis. In addition, Board members and staff are to be excluded from discussions and approvals of transactions to which they have a conflict of interest. APSN's conflict of interest policy is based on guidelines provided by National Council of Social Service. The full guidelines are available for download here: <http://www.apsn.org.sg/about-us/coi/>.

### *Data Compliance*

APSN respects data privacy, transparency, accountability and confidentiality in the organisation's relationship with its all stakeholders (employees, sponsors, volunteers, donors, government and the community). APSN will continue to emphasise and reinforce our commitment and adherence to the Personal Data Protection Act 2012 ("PDPA") and the Do Not Call ("DNC") framework.

### *Donation Policy*

APSN does not make donations to any external party.

### *Investment Policy*

The Board approves Investment decisions which are made based on the following factors:

1. Liquidity for operations
2. Protection of capital
3. Diversification of risk
4. Maximisation of yield

The approved investment and allocation limits are stipulated below:

Asset Type	Institution	Allocation Limit
Term deposits	Any financial institution with “A” rating category in Standard & Poor’s rating, and is approved by the Board.	Holding in each financial institution must not exceed 20% of total investible funds.
Bonds	Singapore Government Statutory Boards.	Total holding in bonds must not exceed 30% of total investible funds.

Investments shall be authorised by Finance Committee, administered by the Finance Department.

Any other form of investment, for example property investment, shall be reviewed and recommended by Finance Committee for approval of the Board.

APSN does not invest in any bonds currently.

### ***Loan Policy***

APSN does not make loans to any external party.

### ***Reserve Policy***

The reserve of APSN consists of mainly accumulated funds. APSN Board’s objective is to maintain an optimal balance in the accumulated funds to support the continuity of the activities of APSN and for future developments of APSN Schools and Centre. The Board monitors the level of the funds for working capital flexibility, to ensure they are adequate to fulfil the continuing obligations.

### ***Restricted Funds Policy***

Restricted Funds are donations or grants received that are set aside for specific projects and expenses, in accordance with donors’ wishes or stipulated by government ministries. The purposes and amounts of the restricted funds are disclosed in the audited report.

### ***Whistleblowing Policy***

#### **Objective**

APSN is committed to providing an independent Reporting channel to surface complaints concerning misconduct or fraud, which cannot be rectified through contact with Management, or where it may not be appropriate to contact Management concerning the situation.

#### **Scope**

All persons interacting with the organisation, including vendors, beneficiaries (students, clients and their parents or caregivers), donors, volunteers, other stakeholders. Also available to staff but Reports should exclude routine matters relating to employment which should be taken up with a superior or if necessary higher levels of Management (unless it is not appropriate to do so in which case a Report should be lodged).

#### **Policy**

The Whistleblowing Policy is intended to cover serious concerns that could have a large impact on APSN. Full details are available at <http://www.apsn.org.sg/about-us/whistleblowing-policy/>.



## E. PROGRAMMES & SERVICES

The Management team led by the CEO is assisted by the DCEO, who oversees the HQ support functions, and HODs who manage the various services and programmes for our beneficiaries.

### i. Developing Abilities in Children (Programmes for persons aged 7 to 12)

**For children aged 7-12 years of age, there are two programmes offered in APSN Chaoyang School (“CYS”) and APSN Katong School (“KS”) which are the Mild Intellectual Disability (“MID”) General Programme and the Autism Spectrum Disorders (“ASD”) Structured Programme. The ASD Structured Programme is catered for children with mild autism who function within the MID range of IQ 50-70.**

#### Literacy

The Primary English curriculum focuses on developing the foundations of literacy knowledge and skills, through Reading Mastery, an evidence-based phonics programme and a modified STELLAR programme, to develop language skills for comprehension, speaking and writing. To better prepare pupils to access the curriculum across various subject domains, pupils are taught explicit reading skills such as decoding of letters and sounds and developing their handwriting skills.

#### Numeracy

The goal of the Numeracy curriculum is to prepare students for the future workplace based on job skillsets required. A modular approach is taught according to the varying levels of difficulty, to facilitate the teaching and learning of students of different abilities. The curriculum comprises the following four performance areas of Counting & Computation, Measurement, Budgeting and Scheduling. The students are taught to perform tasks on data analysis and problem solving skills for their successful daily living.

#### Science

The Science syllabus seeks to enable pupils to make sense of their world and develop their curiosity. Inquiry-Based Learning is adopted as a key teaching pedagogy in order to create a learning environment that excites and develops their sense of inquiry. The science themes comprise of diversity, cycles, systems, interactions and energy. The topics taught encompass a core body of concepts that develop their knowledge, skills and attitude.

#### Aesthetics

Aesthetics forms an integral part of a child’s holistic education, which complements the child’s cognitive, moral, and social development. APSN schools offer aesthetic activities for students to showcase their talents both at school and in the larger community. Through practical and creative activities, students build self-confidence, broaden their horizons and develop an appreciation for the arts, enabling them to be well-balanced individuals in life.

#### Life Skills

Life Skills focuses on daily living skills for students with special needs: independent living skills such as basic self-care, social competencies, work behaviours and social-emotional learning. Social-emotional learning provides opportunities for our students to acquire skills and knowledge which enable them to manage self and relationships effectively.

At APSN, Character and Citizenship Education (“CCE”) sets the foundation for a values-based education to nurture character and citizenship, as well as encourage active contribution to the society.

These skills also enable them to make responsible decisions essential for personal and social well-being, as well as develop their self-determination. Through regular teaching, our students become competent in daily living skills, such as food preparation, personal hygiene and dressing routines. Students also develop skills to adapt and function independently.

### ASD Structured Programme

The ASD Structured Programme prepares students in the spectrum for integration into the MID programme. Aside from the regular subjects offered in the MID curriculum, specialised programmes are embedded into the curriculum to help improve the social deficits and sensory needs of our pupils.

These are Sensory Play, Bal-A-Vis-X, and Social Skills Programme. Sensory Play lessons using the 'Inquiry-Based approach' supports language development, cognitive growth, fine and gross motor skills, and social interaction. Bal-A-Vis-X which is a series of Balance, Auditory and Vision exercises provides physical movement which is essential to learning. The Social Skills programme conducted in collaboration with the school's Allied Professionals is implemented through play, direct teaching and repetitive practice.

## **ii. Cultivating Potential in Youth (Programmes for persons aged ages 13 to 21)**

**For youth with special needs, secondary and post-secondary training is available to hone their budding skillsets. Secondary education takes place in APSN KS and APSN Tanglin School ("TS"), and the core range of topics in Literacy, Numeracy, Science, Aesthetics and Life Skills continues for those aged 13-16. An added component of Vocational Education is introduced to give students exposure into the workplace.**

### Vocational Education

Vocational Education facilitates students for preparation into the industries of Food & Beverage, Hospitality, Horticulture and Retail via training. Vocational guidance is taught, along with work attachment programmes, which provides students with a better understanding of the world of work.

**For graduates from APSN KS and APSN TS aged 17-21, they may continue on the APSN Pathway to APSN Delta Senior School ("DSS") where they benefit from the following programmes.**

### Literacy and Numeracy

The Literacy curriculum is designed to equip our students with the appropriate communication and interaction skills for personal and job success. Workplace language and social skills competencies are reinforced by developing students' abilities to use language characteristics of the working world. Students are provided opportunities to listen, read, speak and write texts for a wide range of purposes at work and daily living situations.

The Numeracy curriculum helps to equip students with relevant numeracy skills sets required to perform well at their future workplace and living skills needed to lead dignified lives. The curriculum covers core areas like counting & computation, budgeting, measurement, scheduling, data analysis and living skills. A modular-spiral progression approach is used to customise teaching and learning according to the abilities of the students while still providing flexibility to level up when they are ready.



All students in the certification track are given the opportunity to undertake the following modules (under the Employability Skills - Workforce Skills Qualification programme) that equip them with relevant skills for the 21st century workplace.

Literacy	Numeracy
<ul style="list-style-type: none"> <li>Develop Personal Effectiveness at Operations Level</li> <li>Communicate and Relate Effectively at the Workplace</li> </ul>	<ul style="list-style-type: none"> <li>Solve Problems and Make Decision at Operations Level</li> <li>Perform Word Processing Functions</li> <li>Perform Presentation Functions (for selected students)</li> </ul>

### WSQ Programme

Since 2008, APSN DSS has been an Approved Training Organisation with SkillsFuture Singapore (“SSG”) and prepares students for open employment after they graduate. The Workforce Skills Qualifications (“WSQ”) programmes are quality-assured by SSG, which awards the WSQ certifications.

Training programmes developed under the WSQ system are based on skills and competencies validated by employers, unions and professional bodies.

Every student who qualifies for the certification track at APSN DSS will have the opportunity to attempt and obtain the Statements of Attainment (“SOA”) for all the modules offered in one of the following four WSQ vocational training programmes provided: Food Services, Hotel & Accommodation Services, Horticulture and Retail Operations.

### LEAD Programme

The LEAD Programme provides a progressive competency-based curriculum that covers various aspects of students’ development. This includes life-skills development through vocational training and other key learning areas like numeracy and literacy to develop students to be competent in terms of knowledge, skills and character. The Key Learning Areas and skills of the LEAD Programme are shown below:

Key Learning Areas	Skills Learnt
<b>Vocational Learning</b>	<ul style="list-style-type: none"> <li>Basic Food Hygiene</li> <li>Basic Grooming</li> <li>Basic Landscaping</li> <li>Basic Cleaning</li> <li>Basic Laundry</li> <li>On-Site Training</li> <li>Work Experience Programme (selected students)</li> <li>Work Skills Training</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Oral Expression</li> <li>Listening Comprehension</li> <li>Reading Comprehension</li> <li>Writing</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Counting &amp; Computation</li> <li>Scheduling</li> <li>Budgeting</li> <li>Measurement</li> </ul>
<b>Fitness and Health</b>	<ul style="list-style-type: none"> <li>Health Education</li> <li>General Fitness Education</li> <li>Sports Skills</li> <li>Community based Skills Training</li> </ul>
<b>Personal Management</b>	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Goal Setting</li> <li>Problem Solving / Decision-Making</li> <li>Self-Regulation</li> </ul>
<b>Computer Skills</b>	<ul style="list-style-type: none"> <li>Basic ICT skills training</li> </ul>

### iii. Keeping Adults Engaged (Programmes for persons aged age 17 onwards)

For adult learners, specialised training is provided in the 4-phased programme provided at the APSN Centre for Adults (“CFA”). Further details are included in the description below.

#### Phase 1 - Basic Vocational Training

In FY2017/18, 70 trainees underwent basic vocational skills training as a foundation to prepare them for the second phase in sheltered enterprise. Trainees would rotate and be exposed to different training courses in Bakery, F&B Service, Kitchen, Retail, and Horticulture.

The curriculum is enhanced by workplace social skills training, life skills, janitorial lessons as well as physical education. An individualised assessment progress report is also created to keep caregivers updated on the progress of their child/ward. The training outcomes will be reported in the next financial year, after one cycle of training is completed.

#### Phase 2 - Sheltered Enterprise Programme

In the sheltered enterprise, the trainees have the opportunity to apply vocational skills learned from Phase 1 in a safe and realistic work environment. Training now takes place in five domains of Bakery, Café, Catering, Contract Work and Design & Upcycling. The depth of their learning also increases as the sheltered enterprises caters to the needs of the market.

#### Phase 3 - Supported Employment

The execution of this phase is supported by APSN CFA Job Coaches. The trainees are placed in employment, and on-the-job training is supported in the workplace jointly by the Job Coaches and their work supervisor.

#### Phase 4 - Open Employment, Alumni Programmes

Trainees will be deregistered from APSN CFA and continue to be supported by APSN Alumni Support Services team to ensure that their quality of life continues to be enhanced. Services provided includes social and recreational programmes, lifelong learning, job placement and many other support services.

### iv. Bridging Alumni (Programmes for persons who leave the direct APSN Pathway)

For those graduating from APSN Schools or Centre, there are several core programmes to engage them provided by the APSN Alumni Support Services. By getting involved, they will stay connected to the alumni network.

#### Best Buddies Friendship Programme

Under this programme, persons with special needs are paired one-to-one with a volunteer where they meet up monthly and sustain weekly communication over a 1-year period. By participating, our alumni form meaningful connections with their peers, gain self-confidence and self-esteem, share personal interests, experiences and activities. APSN Alumni Support Services has collaborated with NUS Community Service Club since 2007 and have an average of 25 buddy pairs per cycle.



### Hand Chimes and Guitar Lessons

The formation of an ensemble for Hand Chimes (started in 2016) and Guitar (started in 2011) was to showcase their capabilities and promote inclusion of people with special needs. The 45 alumni participants are those who have expressed interest in music which APSN is looking to nurture. The Hand Chimes and Guitar ensembles run weekly and monthly respectively, on top of which participants learn additional instruments like Keyboard and Percussions during the sessions as well. As they harness their music capabilities, this gives them a platform to perform and forms a booster to their self-esteem.

### Photography Workshop

In collaboration with the community, alumni are given the opportunity to explore and capture the beauty of life through photography. Taught by professional photographers who are volunteers from YMCA of Singapore, equipped with cameras sponsored by Canon Singapore, APSN alumni undergo a year-long workshop which occurs at least once a month. The class of 15-20 pax learn theory and outdoor practical photography, facilitated by volunteers and experienced photographers who are paired one-on-one with each alumnus. As they build their portfolio, and self-esteem via interaction with volunteers, they hope to improve their skills and eventually do freelance events photography.

## **v. Other Services**

### Allied Professionals

A team of qualified Allied Professionals (Social Workers, Psychologists, Occupational Therapists and Speech & Language Therapists) support the work at APSN Schools and Centre. The Allied Professionals engage in evidence-based, client-centred practices to provide holistic intervention and services for our students, trainees and alumni. APSN follows the scientist-practitioner model, where the Allied Professionals are not just practitioners; they also engage in creating and disseminating new knowledge on how to work with persons with MID through research and outreach.

### APSN Student Care Centre

The APSN Student Care Centre (SCC) provides before and after school care programmes for students with special needs aged 7 to 18. Located in APSN Chaoyang School since 1992, services are available to students from APSN and students from other SPED schools to provide a secure and nurturing environment for children with working parents.

Our young ones are mindfully engaged in a series of activities and taught various daily self-care situations such as recognising traffic signals and observing appropriate behaviours in public and more. Through games and exercises, their fine and gross motor skills come into play, along with learning values of teamwork and sportsmanship.

## F. CODE OF GOVERNANCE EVALUATION CHECKLIST FOR FY2017/18

S/N	Description	Code ID	Response	Please provide explanation if your charity is unable to comply with the Code guidelines, or if the guidelines are non-applicable.
<b>Board Governance</b>				
1	<b>Induction and orientation</b> are provided to incoming Board members on joining the Board.	1.1.2	Complied	
	<b>Are there Board members holding staff appointments? (Skip items 2 and 3 if “No”)</b>		No	
2	Staff does <b>not chair</b> the Board and does <b>not comprise more than one-third</b> of the Board.	1.1.3		
3	There are written job descriptions for their executive functions and operational duties which are <b>distinct from their Board roles</b> .	1.1.5		
4	There is a maximum <b>limit of four consecutive years</b> for the Treasurer position (or equivalent, e.g. Finance Committee Chairman or person on Board responsible for overseeing the finances of the charity).  Should the charity not have an appointed Board member, it will be taken that the Chairman oversees the finances.	1.1.7	Complied	
5	All Board members submit themselves for <b>re-nomination and re-appointment</b> , at least once every three years.	1.1.8	Complied	
6	The Board conducts regular <b>self-evaluation</b> to assess its performance and effectiveness once per term or every three years, whichever is shorter.	1.1.12	Complied	
	<b>Are there Board member(s) who have served for more than 10 consecutive years? (Skip item 7 if “No”)</b>		Yes	
7	The charity discloses in its annual report the reasons for <b>retaining Board member(s) who have served for more than 10 consecutive years</b> .	1.1.13	Complied	
8	There are <b>documented terms of reference</b> for the Board and each of its Board committees.	1.2.1	Complied	
<b>Conflict of Interest</b>				
9	There are documented procedures for Board members and staff to declare actual or potential <b>conflicts of interest</b> to the Board at the earliest opportunity.	2.1	Complied	
10	Board members <b>do not vote or participate</b> in decision-making on matters where they have a conflict of interest.	2.4	Complied	
<b>Strategic Planning</b>				
11	The Board <b>periodically reviews and approves the strategic plan</b> for the charity to ensure that the activities are in line with its objectives.	3.2.2	Complied	

S/N	Description	Code ID	Response	Please provide explanation if your charity is unable to comply with the Code guidelines, or if the guidelines are non-applicable.
<b>Human Resource and Volunteer Management</b>				
12	The Board approves <b>documented human resource policies</b> for staff.	5.1	Complied	
13	There is a <b>documented Code of Conduct</b> for Board members, staff and volunteers (where applicable) which is approved by the Board.	5.3	Not Complied	Volunteer Management Policy will be reviewed in FY2018/19 and updated to include Code of Conduct.
14	There are processes for regular supervision, appraisal and professional development of staff.	5.5	Complied	
	<b>Are there volunteers serving in the charity? (Skip item 15 if "No")</b>		Yes	
15	There are <b>volunteer management policies</b> in place for volunteers.	5.7	Complied	
<b>Financial Management and Internal Controls</b>				
16	There is a documented policy to seek Board's approval for any loans, donations, grants or financial assistance provided by the charity which are not part of its core charitable programmes.	6.1.1	Not Complied	Guideline is not applicable as APSN does not provide any loans, donations, grants or financial assistance which are not part of our core charitable programmes.
17	The Board ensures <b>internal controls for financial matters</b> in key areas are in place with <b>documented procedures</b> .	6.1.2	Complied	
18	The Board ensures reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied	
19	The Board ensures that there is a process to <b>identify, regularly monitor and review</b> the charity's <b>key risks</b> .	6.1.4	Complied	
20	The Board approves an <b>annual budget</b> for the charity's plans and regularly monitors its expenditure.	6.2.1	Complied	
	<b>Does the charity invest its reserves, including fixed deposits? (Skip item 21 if "No")</b>		Yes	
21	The charity has a <b>documented investment policy</b> approved by the Board.	6.4.3	Complied	
<b>Fundraising Practices</b>				
	<b>Did the charity receive cash donations (solicited or unsolicited) during the year? (Skip item 22 if "No")</b>		Yes	
22	All collections received (solicited or unsolicited) are <b>properly accounted for</b> and <b>promptly deposited</b> by the charity.	7.2.2	Complied	
	<b>Did the charity receive donations-in-kind during the year? (Skip item 23 if "No")</b>		Yes	
23	All donations-in-kind received are <b>properly recorded</b> and <b>accounted for</b> by the charity.	7.2.3	Complied	

S/N	Description	Code ID	Response	Please provide explanation if your charity is unable to comply with the Code guidelines, or if the guidelines are non-applicable.
<b>Disclosure and Transparency</b>				
24	The charity discloses in its annual report: i) Number of Board meetings in the year; and ii) Individual Board member's attendance.	8.2	Complied	
	<b>Are Board members remunerated for their Board services? (Skip items 25 and 26 if "No")</b>		No	
25	<b>No</b> Board member is involved in setting his or her own remuneration.	2.2		
26	The charity discloses the <b>exact</b> remuneration and benefits received by each Board member in its annual report.  OR The charity discloses that no Board members are remunerated.	8.3		
	<b>Does the charity employ paid staff? (Skip items 27, 28 and 29 if "No")</b>		Yes	
27	No staff is involved in setting his or her own remuneration.	2.2	Complied	
28	The charity discloses in its annual report: i) The total annual remuneration (including any remuneration received in its subsidiaries), for <b>each of its three highest paid staff</b> , who each receives remuneration <b>exceeding \$100,000</b> , in bands of \$100,000; and ii) If any of the three highest paid staff also serves on the Board of the charity.  OR The charity discloses that <b>none</b> of its staff receives more than \$100,000 in annual remuneration each.	8.4	Complied	
29	The charity discloses the number of paid staff who are close members of the family of the Executive Head or Board Members, who each receives remuneration <b>exceeding \$50,000</b> during the year, in bands of \$100,000.  OR The charity discloses that there is <b>no</b> paid staff who are close members of the family of the Executive Head or Board Member, who receives more than \$50,000 during the year.	8.5	Complied	
<b>Public Image</b>				
30	The charity has a <b>documented communication policy</b> on the release of information about the charity and its activities across all media platforms.	9.2	Complied	



# onor Acknowledgement

## \$50,000 and above

Marina Bay Sands Pte Ltd  
Singapore Totalisator Board  
The Children's Charities Association of Singapore

## \$10,000 to \$49,999

ABR Holdings Limited  
Australia and New Zealand Banking Group Limited  
Barclays Bank PLC  
Benevity, Inc.  
Cargill TSF Asia Pte Ltd  
Chew How Teck Foundation  
City Developments Limited  
DBS Trustee Limited  
Denise Phua Lay Peng  
Hilton International Asia Pacific Pte Ltd  
Kerr Raymond Alexander  
Kuan Im Tng Temple (Joo Chiat)  
National Council of Social Service (Donation from Xilinx Asia Pacific Pte Ltd)  
NTUC Fairprice Foundation Limited  
Orchid Laundry  
Tan Ean Kiam Foundation  
Tan Teik Guan  
Trans Eurokars Pte Ltd  
Y S Phua Investment Pte Ltd

## \$5,000 to \$9,999

Amber Electronics Pte Ltd  
Chiltern House Pte Ltd  
Concorde Security Pte Ltd  
Energy Market Company Pte Ltd  
Eurex Frankfurt Aktiengesellschaft Singapore Branch  
Goh Boon Seng Thomas  
Isaac Manasseh Meyer Trust Fund

Kentucky Fried Chicken Management Pte Ltd  
Lim Kim Seng  
Mediacorp TV Singapore Pte Ltd  
Mellford Pte Ltd  
People's Action Party Women's Wing  
Pizza Hut Singapore Pte Ltd  
Republic of Singapore Air Force  
Republic of Singapore Navy  
RSM Chio Lim LLP  
Singapore Land Authority  
Singapore Tai Guan Ong Clan Education Trust Fund  
Singapore Telecommunications Limited  
SymAsia Singapore Fund  
Tai Sun (Lim Kee) Food Industries Pte Ltd

## \$1,000 to \$4,999

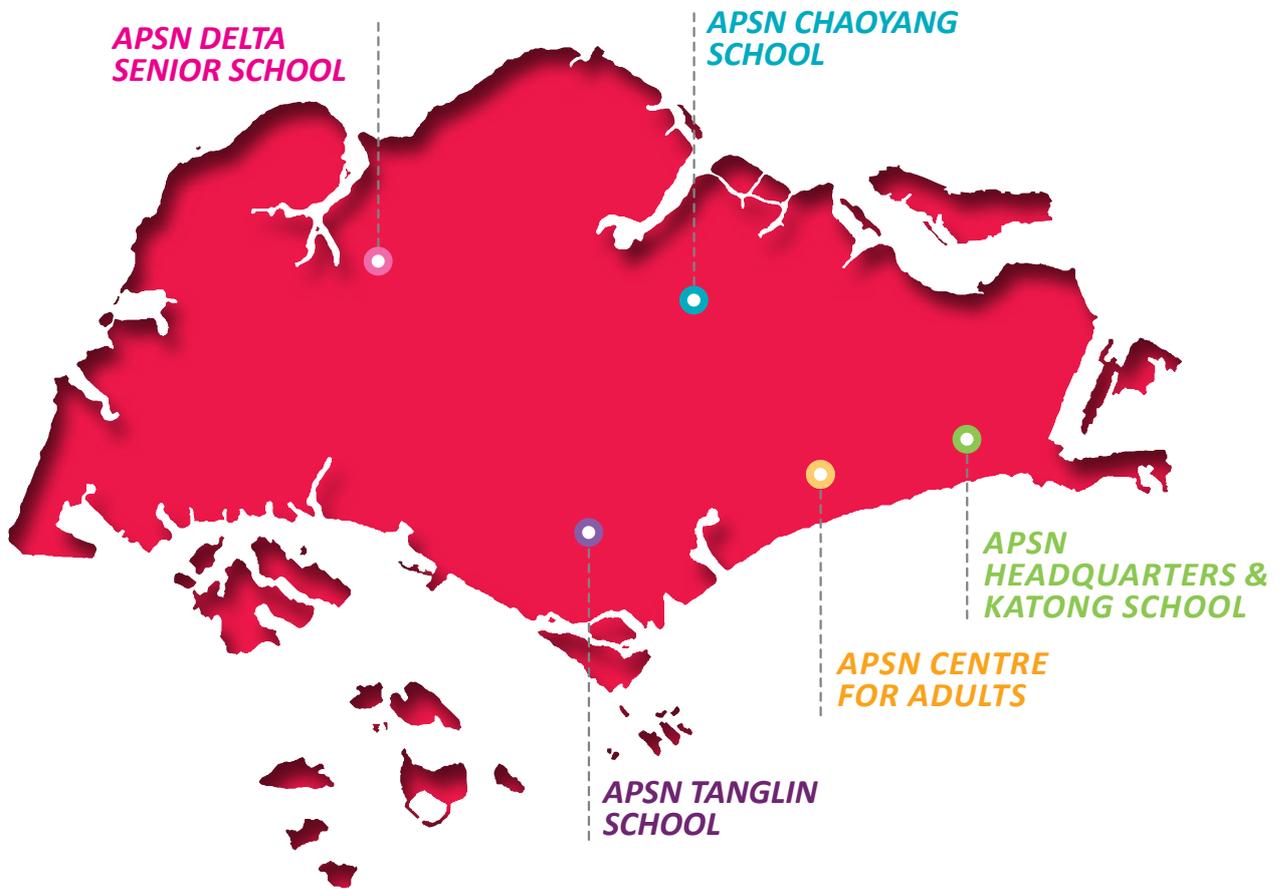
Aegis Building & Engineering Pte Ltd  
Albirex Singapore Pte Ltd  
Alex Neroth Jacob  
Anderson Primary School  
Ang Hooi Fung  
Aw Zhu Jun Leah  
Boon Siew Hock  
Bridgestone Tyre Sales Singapore Pte Ltd  
Chan Gek Suan Yvonne  
Chen Yew Nah  
Chen Yi Jin  
Cheryl Lee Xueling  
China Construction (South Pacific) Development Co. Pte Ltd  
Chow Min Yi  
Chow Yue Jin  
Chua Meng Seng  
Chua Siew Lay Freda  
David Lee Eng Thong  
Debbie Leong Suet Yern

Deli Hub Catering Pte Ltd  
Five By Five Pte Ltd  
Fong Siew Wei Matilda  
Foo Suan Hoo Anthony  
Foster Electric (S) Pte Ltd  
Greenology Pte Ltd  
Harry Toh  
Health Promotion Board  
Hock Tong Bee Pte Ltd  
Homeschool Singapore  
HSS Enviro Pte Ltd  
Huang Shao Ning  
Interlocal Exim Pte Ltd  
Joel Goh Kwang Soon  
K V Vanu Gopala Menon  
Kinokuniya Book Stores of Singapore Pte. Ltd.  
Koh Henry  
Koh Kok Ong  
Kwan Im Thong Hood Cho Temple  
Lee Foundation  
Lee Kim Tah Foundation  
Lee Pui Luin Anne  
Lim Kwee Choo  
Luah Choon Sin  
McKinsey & Company Singapore, Pte Ltd  
Patel Ryaz Issabhai Ismail  
P-Serv Pte Ltd  
Ramanathan Balasubramanian  
Ramnish Ian Sehgal  
Richard Fam Shou Kwang  
Samsui Supplies & Services Pte Ltd  
Seah Chee Hua  
Seet Chor Hoon  
Select Group Pte Ltd  
Seng Meng Laundry Service  
Sentosa Beach Resort Pte Ltd

Sentosa Cove Resort Management Pte Ltd  
Shaws CDLC @ Mountbatten Pte Ltd  
Silke Sehgal  
Sim Hui Fen, Pauline  
Sim Hui Ying, Yvonne  
SM Laundry & Linen Pte Ltd  
South East Community Development Council  
Steven Lim Hum Leng  
Takako Ozone  
Tan Hong Beng  
Tan Khuan Seng  
Tan Tai Heng  
Tang Lee Woon  
Tanjong Katong Secondary School  
Teo Pheck Hiang, Teresa  
Teo Ser Luck  
Trident Electronics Technologies Pte Ltd  
Wang Max Seng  
Watson E.P. Industries Pte Ltd  
Wipay Pte Ltd  
Wood Mackenzie Asia Pacific Pte Ltd  
Zero Spot Laundry Service Pte Ltd



# Schools and Centre Listing



## ● **APSN HEADQUARTERS**

900 New Upper Changi Road  
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TEL: 6479 6252  
FAX: 6479 6272  
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## ● **APSN CENTRE FOR ADULTS**

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## ● **APSN CHAOYANG SCHOOL**

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EMAIL: [cys@apsn.org.sg](mailto:cys@apsn.org.sg)

## ● **APSN DELTA SENIOR SCHOOL**

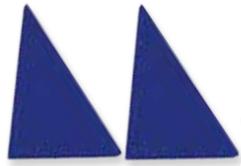
3 Choa Chu Kang Grove  
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EMAIL: [ts@apsn.org.sg](mailto:ts@apsn.org.sg)



# Make an Impact with Every Dollar you Give



**\$12**

**covers one week of meals**  
for an adult trainee working in a sheltered enterprise



**\$25**

**supports one full-day social workshop**  
for an adult alumnus with special needs



**\$75**

**provides an hour of counselling services**  
for a person with special needs



**\$100**

**provides one week of training support**  
to prepare a trainee for open employment



**\$200**

**supports one week of before and after school care services**  
for a child with special needs

*We endeavour to channel your donation to a charitable cause of your interest. In occasions where the total donation received for the selected programme of your choice exceeds what is needed, APSN reserves the right to redirect your donation to other programmes with other critical needs. Thank you for your generosity.*





association for persons with special needs

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