



association for persons with special needs



**REIMAGINE**  
what we can do



### Reimagine What We Can Do

As one of the biggest organisations providing special education in Singapore, APSN is challenging mindsets on what people with special needs can do. Our students with mild intellectual disability undergo academic and vocational training to prepare them to be independent and competent in the working world. Many of them are thriving as hotel, F&B and retail staff, teacher aides, chefs, horticulturists, and Special Olympians. The staff supporting our beneficiaries are innovative in bringing out the best in their charges, using technology and partnering firms to boost learning outcomes.

This progress is only possible with the generous, consistent support of our donors, volunteers, caregivers, partners and government entities. Together, we can do more.

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## About Us

Established in 1976, the Association for Persons with Special Needs (APSN) is a social service agency 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) for students aged 7 to 21, an APSN Student Care Centre for children aged 7 to 18 and an APSN Centre for Adults for persons aged 16 and older, benefiting over 1,200 beneficiaries each year.

The APSN Schools and Centres adopt a holistic approach in their curriculum, which incorporates the development of academic, vocational and social skills, all important for open employment and lifelong learning. APSN seeks to enable persons with special needs to be active contributors to society and is committed to inspiring and building capabilities in its partners and the community to lead and advocate towards a more inclusive society.

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

For more information on APSN, please visit [www.apsn.org.sg](http://www.apsn.org.sg)

### Our Vision

Empowered Lives for an Engaged Community and Inclusive Society

### Our 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 Values

#### 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



## Thank You Notes

### An APSN Community Rooted in Gratitude and Giving

“For all those times you stood by me  
For all the truth that you made me see  
For all the joy you brought to my life  
For all the wrong that you made right  
For every dream you made come true  
For all the love I found in you  
I’ll be forever thankful...  
I’m everything I am  
Because you loved me”

These heart-warming words, performed by Canadian songstress Celine Dion, form part of a beautiful anthem of gratitude.

Research shows that gratitude is deeply entrenched in the human brain and evident in child development. Neuroscience studies have identified brain areas that may be involved in experiencing gratitude, proving that gratitude is an essential part of the human experience.

On behalf of the Board of APSN, I am proud to say that gratitude is deeply felt all around APSN as well. Our beneficiaries with special needs have greatly benefitted

“On behalf of our APSN beneficiaries, I want to say a big thank you to all of our supporters. We are everything we are because you loved us.”

from the generous support of parents, volunteers, donors, partners and government bodies. And, on behalf of them, I want to say a big thank you to all of our supporters. We are everything we are because you loved us.

### Here are highlights of what we are indebted to:

- Madam President Halimah Yacob, who graced the official opening of APSN Chaoyang School’s new campus and who also pledged support for APSN through the President’s Challenge, among other ways;
- Kind-hearted donations to improve our facilities such as the Safari Room, STEM Room, Sensory Garden and Butterfly Enclosure at APSN Katong School;
- Generous corporate partners such as Singtel, who donated to APSN Tanglin School after the school’s students created 500 gifts for the Singtel Charity Golf event;
- Knowledge transfer to teach living skills such as POSB’s pilot with APSN Delta Senior School on the SMART Buddy, an electronic payment system to help students to acquire important skills in managing cashless payments;
- Open-minded and patient employer partners such as ASTONS, Aegis Building & Engineering and Wildness Asia, who trained, compensated and prepared our beneficiaries at APSN Centre for Adults for open employment;
- Compassionate partners like Mount Alvernia Outreach Clinics, who started a pilot partnership with APSN Alumni Services to provide affordable medical and dental care to our special needs alumni.

These are just some of the many contributions our APSN stakeholders have offered this year. The great Maya Angelou once said, “When we give cheerfully and accept gratefully, everyone is blessed.”

Here’s to a growing, giving and grateful APSN community.

Cheers!

**MR TAN CHEEN CHONG**  
**President and Chairperson of the Board**  
Association for Persons with Special Needs

# CEO’s Message

## A Rethink Necessary for Everyone

### The Path to True Inclusiveness

Only 1 in 10 Singaporeans are sure about how to interact with children with special needs, according to a 2016 Lien Foundation poll. This is a saddening statistic, but it also sheds light on the current situation, where many graduates with special needs are still not quite accepted at the workplace.

Earlier this year, Second Minister for Education Indranee Rajah echoed this in Parliament, pointing out that local schools (like APSN) have evolved to provide greater support for students with special needs and have equipped them for work and life upon graduation – but the Government can only do so much. Society and employers need to be inclusive too, she maintained.

“I would like to encourage employers to be open to employing persons with special needs and to design workplaces and processes to accommodate them. Workplace colleagues also have a role to play in creating an environment that is welcoming and supportive of persons with special needs,” she shared.

The Association for Persons with Special Needs is working towards its APSN Community & College vision to expand the APSN Pathway – making it comprehensive from primary and secondary education to vocational training, to a wider scope of modular and more non-traditional training.

For the plan (and other special needs initiatives here) to be a true success, everyone in our society needs to be challenged to “Reimagine What We Can Do”.

- (1) Persons with special needs must be determined and daring in the pursuit of their dreams;
- (2) APSN (and other organisations supporting the special needs community) must be continually evolving and creative in finding solutions for our beneficiaries;

“I fervently believe that we should see the similarities persons with special needs have with us – they too have dreams they want to achieve. Accepting them as they are is the path to true inclusiveness.”



- (3) More employers must explore ways to embrace job redesign, be welcoming to and value the contributions of staff with special needs; and
- (4) Members of the public must step out of their comfort zones – start conversations, volunteer, educate themselves – to help persons with special needs feel like they are a part of society, rather than apart from it.

We should all look beyond disabilities and consider their strengths, talents and abilities instead. I fervently believe that we should see their similarities with us – they too have dreams they want to achieve. Accepting them as they are is the path to true inclusiveness.

APSN’s Annual Report this year highlights the innovativeness of our staff and partners, and celebrates the varied accomplishments of our beneficiaries with special needs.

Let’s say hello to a wider, all-embracing circle, Singapore. Be one of us, be part of this inclusive society!

**DR CHRISTOPHER TAY**  
**Chief Executive Officer**  
Association for Persons with Special Needs



# Board Members



**Tan Cheen Chong**  
President



**Ruby Cheah**  
Vice-President



**Seet Chor Hoon**  
Vice-President



**Angeline Khoo\***  
Honorary Secretary



**Royce Seah**  
Honorary Treasurer



**Leonard Lim**  
Member



**Chan Chee Keong**  
Member



**Molly Ang**  
Member



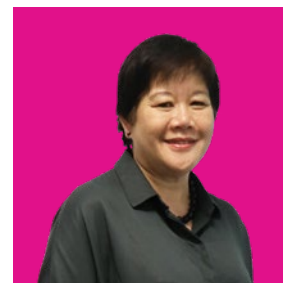
**Lee Chuan Bee**  
Member



**James Ng**  
Member



**Gwee Sze Chuan**  
Member



**Amy Kan\***  
Co-opted Member



**Sujati Sastro\***  
Co-opted Member

\*Appointed in September 2018.

# Key Management

## Headquarters, Schools and Centre Management



### From left to right:

**1. Dr Christopher Tay**  
Chief Executive Officer

**2. Alan Koh**  
Head, Internal Audit

**3. Alex Shiu**  
Head, Finance

**4. Ivy Teng**  
Head, Human Resources

**5. Lily Yip**  
Head, Pre-school

**6. Rick Lim**  
Head, Infocomm & Projects  
Deputy Director, APSN Centre for Adults

**7. Philip Li**  
Deputy Director, APSN Centre for Adults



### From left to right:

**1. Angela Lee**  
Principal, APSN Chaoyang School

**2. Patrick Aw**  
Vice-Principal, APSN Chaoyang School

**3. Ng Puey Koon**  
Principal, APSN Katong School

**4. Alice Sia**  
Vice-Principal, APSN Katong School

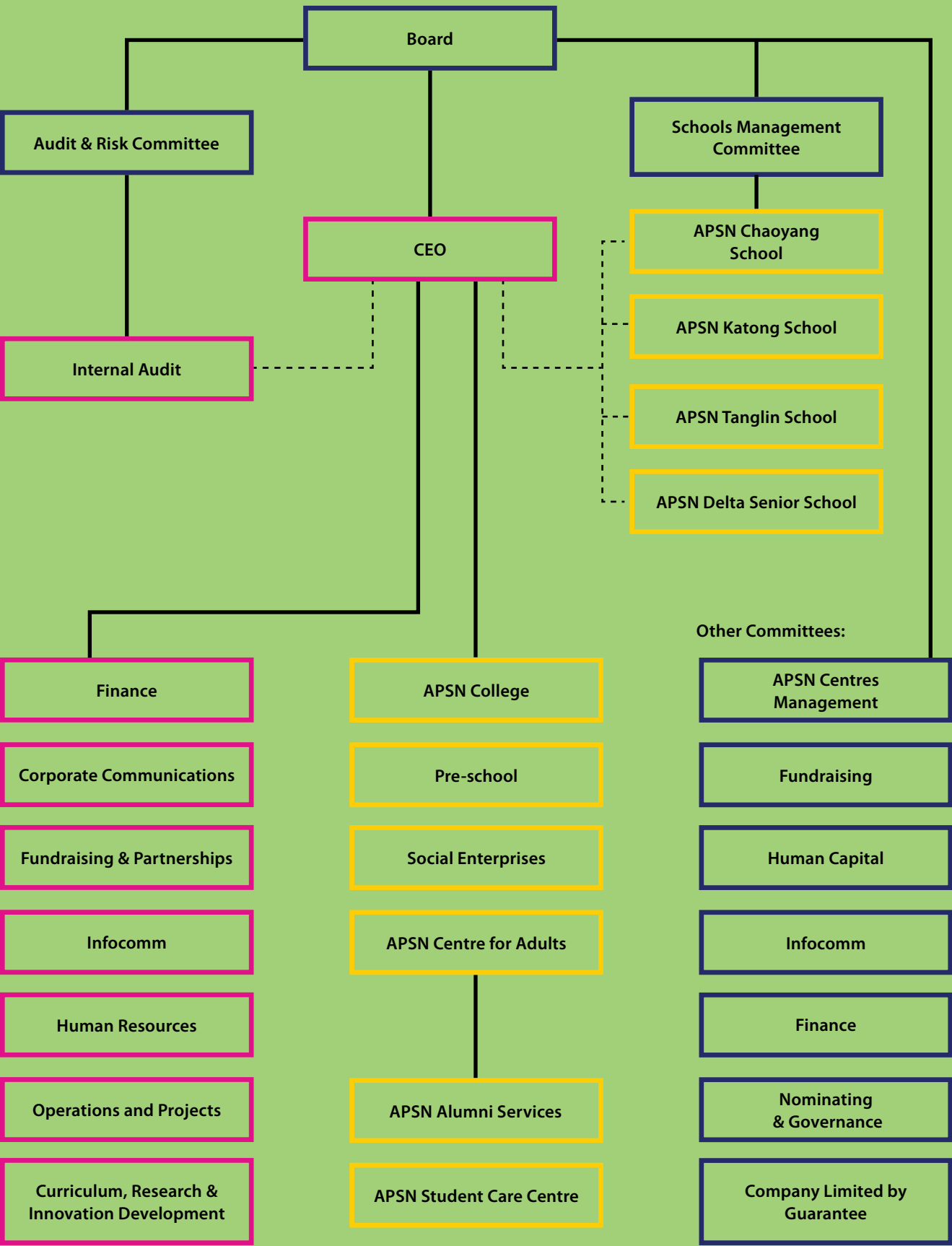
**5. Liza Ow**  
Principal, APSN Tanglin School

**6. Anita Suwandi**  
Vice-Principal, APSN Tanglin School

**7. Subash Lazar**  
Principal, APSN Delta Senior School

**8. Jeyashini Kanagarajah**  
Vice-Principal, APSN Delta Senior School

Organisation Structure



Overview of APSN's Programmes and Services

|                               | Primary Education  |                    | Secondary Education  |                     | Vocational Training  |  | Alumni   |
|-------------------------------|--|--------------------|--|---------------------|--|--|--|
|                               | APSN Chaoyang School   | APSN Katong School | APSN Katong School   | APSN Tanglin School | APSN Delta Senior School   | APSN Centre for Adults   | APSN Alumni Services   |
| Academics                     | - Literacy<br>- Numeracy<br>- Science<br>- Info-comm Technology  |                    | - Workplace Literacy & Numeracy<br>- Science<br>- Info-comm Technology   |                     | - Workplace Literacy & Numeracy<br>- Science<br>- Info-comm Technology   |  | –  |
| Life & Social Skills Training | - Basic Self-Care<br>- Home Economics<br>- Social Skills<br>- Emotion Management<br>- Personal Safety<br>- Character & Citizenship Education |                    | - Character & Citizenship Education<br>- Social Emotional Learning   |                     | - Personal Management, e.g. financial planning, personal grooming, work ethics, budgeting<br>- Character Education |  | - Outings<br>- Volunteering Opportunities<br>- Best Buddies<br>- Camps<br>- Workshops<br>- Public Speaking |
| Vocational Training           | - Work Behaviours (Punctuality, smart dressing, teamwork, respect and stamina)   |                    | - Food & Beverage<br>- Hotel & Housekeeping<br>- Horticulture<br>- Retail Operations                             |                     | - Food & Beverage<br>- Hotel & Housekeeping<br>- Horticulture<br>- Retail Operations<br>Plus:                      |  | Referred to APSN Centre for Adults or partners   |
|                               |  |                    | - Home Economics<br>- Vocational Guidance<br>- Work Experience   |                     | - Vocational Guidance<br>- Work Experience   | - Bakery<br>- Building Maintenance<br>- Café<br>- Catering<br>- Contract work                          |  |
| Job Support                   | –  |                    | –  |                     | - Job Matching, Redesign, Coaching & Support<br>- Vocational Profiling<br>- Employer Training & Relations          |  |  |
| Allied Professional Services  | - Psychology<br>- Speech & Language Therapy<br>- Occupational Therapy<br>- Social Work   |                    | - Psychology<br>- Speech & Language Therapy<br>- Occupational Therapy<br>- Social Work<br>- Vocational Profiling |                     | → Same, plus:<br>- Transition Planning   | - Occupational Therapy<br>- Case Management<br>- Referral to Other Agencies<br>- Vocational Assessment |  |
| Health and Fitness            | - Physical Education & Sports<br>- CCA Sports  |                    |  |                     | → Same, plus:<br>- Outdoor Camps   | - Fitness and Sports Activities  |  |
| The Arts                      | - Visual Arts<br>- Performing Arts<br>- CCAs in the Arts   |                    |  |                     | - CCAs in Performing & Visual Arts   | - Chinese Drumming<br>- Hand Chimes Ensemble<br>- Harmonica<br>- Photography                           |  |

Further to these services across all the Schools and the adult Centre, there are efforts to:

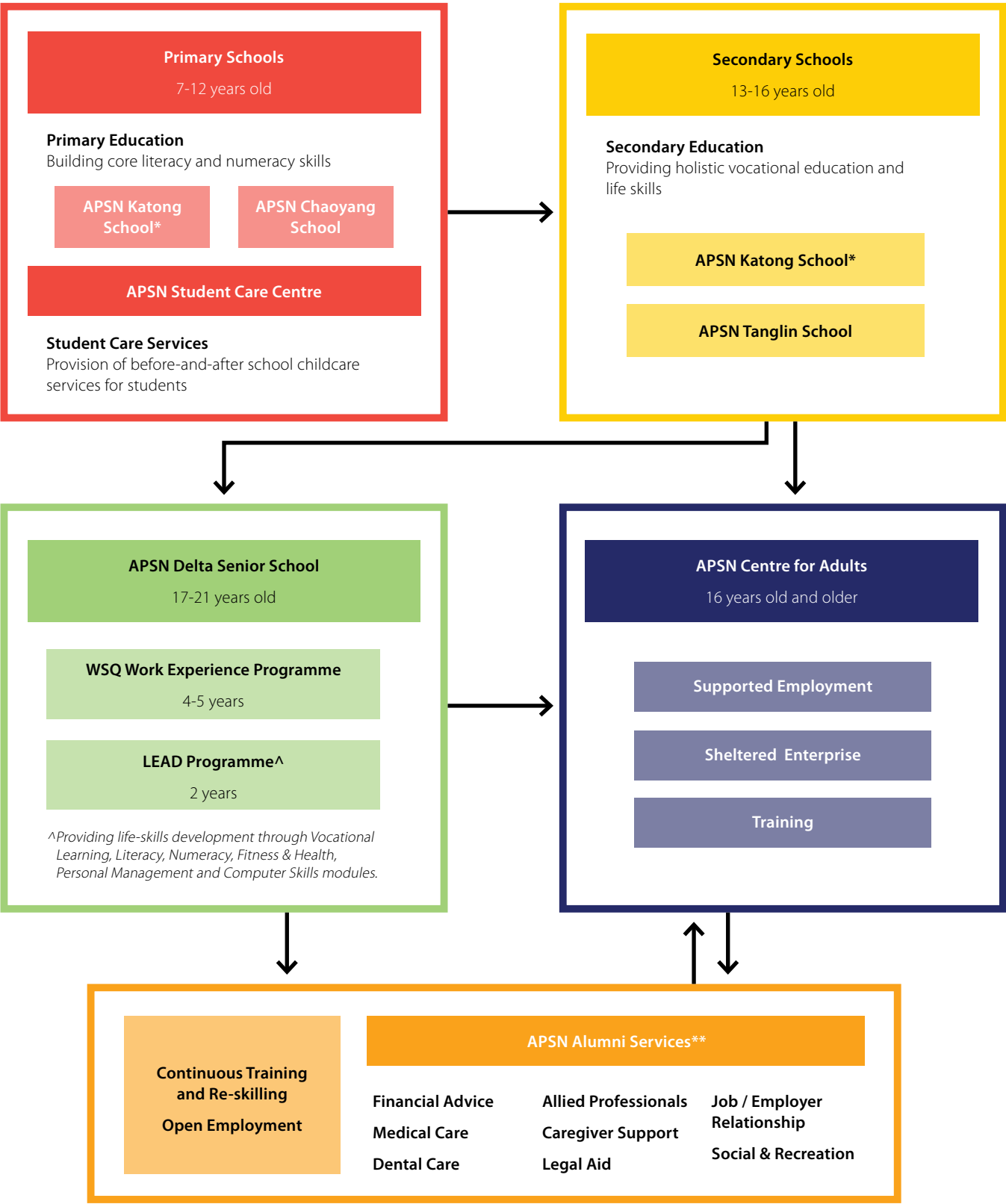
- Provide **Emotional Support**, through counselling, behavioural modification and social-emotional intervention;
  - Strengthen **Family Ties**, through parenting workshops, close partnerships with caregivers, family treatment and therapy and other forms of support;
  - Cultivate **External Collaborations**, by partnering with technology firms to enhance learning, as well as HR companies to develop new job capabilities. Services
- through partners are also provided for adult beneficiaries such as legal and financial aid, medical and dental care, and housing help.

  - Be **Thought Leaders and Advocates** for special needs, through research and curriculum enhancement, study visits, employer education and training, and sharing of our expertise with professionals.

# APSN Pathways

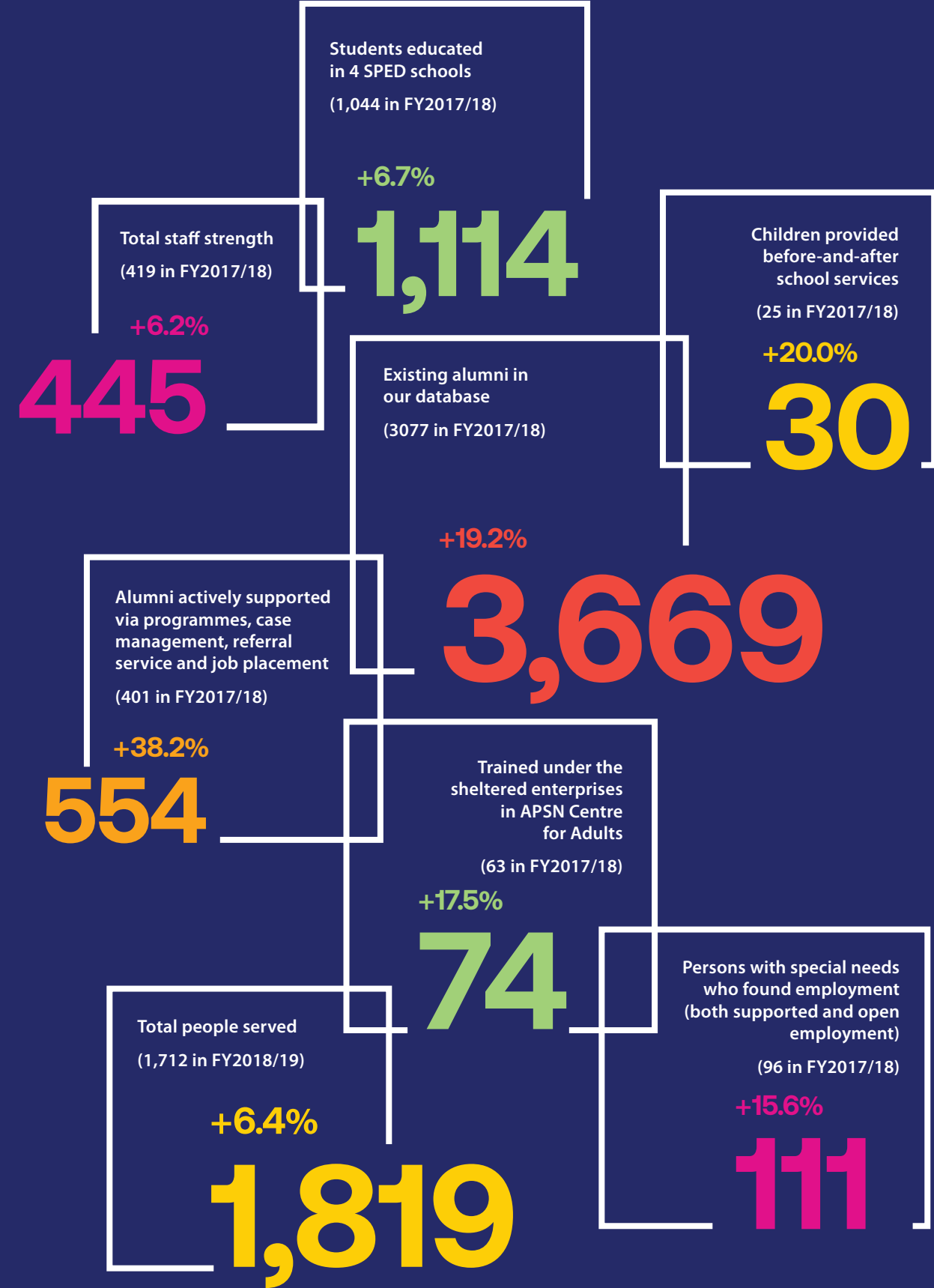
## My APSN Journey

“Maximising my potential to lead a full and independent life.”



\*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 Services.

# FY2018/19 at a Glance







**“APSN currently has four schools, a student care centre and an adult training centre. In the future, we will have even more initiatives and services. No matter how big we get, we will always be One APSN – a united collective with a common vision and mission to serve the special needs community in Singapore.”**

**Dr Christopher Tay**  
Chief Executive Officer of APSN



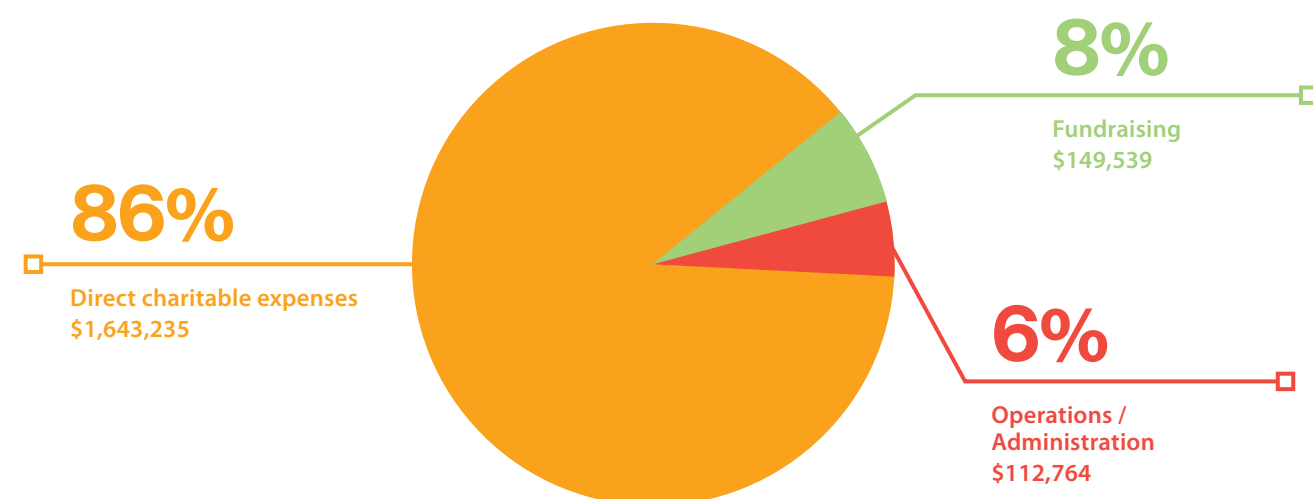
## How Your Donations Were Used

### Breakdown of Charity Dollar (FY2018/19)

APSN received **\$1,905,538** of donations and sponsorships. Out of every \$1.00 spent, 86¢ went directly to fund programmes and services of APSN that improve the lives of our beneficiaries. The fundraising expenditure was well below the 30% ceiling guideline set by the Charity Council.

### Total Donations Received

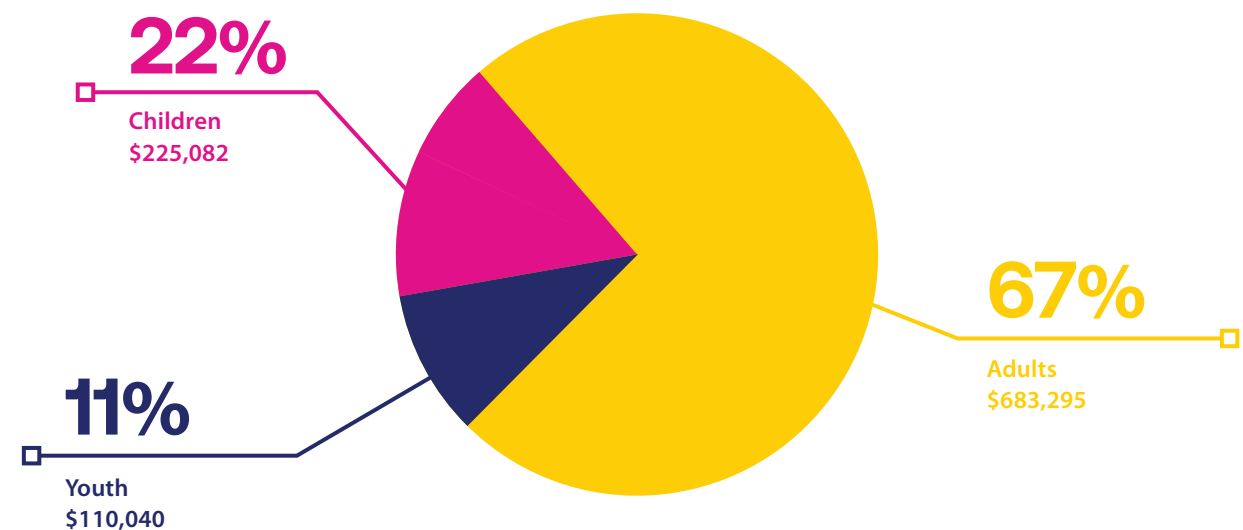
# \$1,905,538



### Where Donations Were Spent (FY2018/19)

### Total Donations Spent

# \$1,018,417



Donations spent excludes fundraising expenditure.

The amount of donations spent will not equal the donations received due to timing. Projects may extend beyond the FY, or may be cross-referenced from the prior FY.

## Make an Impact with Every Dollar You Give





### APSN Primary School Education

APSN Chaoyang School (CYS) and APSN Katong School (KS) lay the groundwork for children aged 7 to 12 with Mild Intellectual Disability. They learn just about everything from numeracy and literacy to people skills, toileting, dressing smartly, being punctual and having stamina. This sets them up for success when they go out into the working world. Other than the general MID programme, a structured ASD programme is also offered at these schools.

WHERE  
POTENTIAL  
GROWS

## Sketches and Outlines

Building Strong Foundations  
for Just About Everything

## APSN Chaoyang School



APSN Chaoyang School (CYS) is specialised in providing primary school education for SPED pupils. Its committed and competent staff harness technology for learning in authentic environments. It has niches in performing arts (choir & dance) and visual arts (batik painting & Chinese painting).

### Highlights of the Year

August 2018

#### Launch of the APSN CYS Mixed Reality (MR) Room

The MR technology provides pupils with a safe and authentic environment to practise and master cognitive and life skills that are essential for pupils to be self-reliant in future.

September 2018

#### Campus Official Opening

The Official Opening for APSN CYS' new campus at Ang Mo Kio took place on 28 September 2018. The Guest-of-Honour was Madam President Halimah Yacob.

March 2019

#### P6 Parents' Workshop on Transition Planning

APSN CYS invited all parents of P6 pupils for a session to ease their eventual transition to an APSN secondary school. Parents learnt about the school's programme to teach the pupils to travel via public transport independently.

### Hopes and Dreams

- Better infrastructure as a purpose-built school campus, with state-of-the-art teaching facilities that can enhance teachers' lesson delivery.
- More Allied Professionals (AP) on board to improve the pupil-staff ratio for AP support.

"To me, it is a gift and blessing  
to be able to help students  
who are special like me."

Ms Muntashbagum d/o Haji Maideen  
Support staff and former student of APSN Chaoyang School

278

number of students  
in FY2018/19

from 278 students  
in FY2017/18



# APSN Katong School (Primary)

APSN Katong School (KS) is the only APSN School that offers a complete suite of primary and secondary education, catering to students with special needs aged 7 to 16. Its dedicated and competent staff leverage on Infocomm Technology and the community for authentic student learning. ArtsBiz, Circus Arts and Swimming are niche CCAs to cater to the students’ diverse interests.



## Highlights of the Year

June 2018

### Adoption of Innovative Teaching Strategies

To enhance staff teaching capacity and capability, primary and secondary teachers underwent training in ICAN and Shared Book Approach teaching strategies for Numeracy and Literacy. Training was also provided for teachers in Universal Design for Learning (UDL) which was adopted as a school-wide framework to identify and remove barriers for students’ learning.

June 2018 to January 2019

### New Facilities Set Up to Encourage Discovery Learning

New facilities, funded through Designated Donations, such as the Safari Room and STEM Room, were set up to nurture students’ interest in reading, and science, technology, engineering and mathematics (STEM) subjects.

August to September 2018

### Ground Deployment Exercise

APSN KS conducted the Ground Deployment Exercise (GDX) for the Lockdown and External Holding Area with training from the School Emergency Management Planning Office (SEMPO). This is an emergency-preparedness exercise in which students and teachers have to close doors and windows and stay quietly in their classrooms till a signal is given for evacuation.

## Hopes and Dreams

- Before- and after-school student care services by external vendors to engage students-at-risk in meaningful activities.
- School operations to be streamlined to a single session within a bigger campus with a school field.

“There was a lot of energy in all of them and they very actively joined all sessions.”

**Dr Armin Bruck**  
CEO of Siemens Pte Ltd and APSN Katong School volunteer

# Huge Effort to Turn the Frown Upside-down



“It is a great joy to see Aryan coming to school each day, looking excitedly to interact and learn with his friends.”

**Mrs Angela Lee**  
Principal of APSN Chaoyang School

Transiting from another special education school to APSN Chaoyang School (CYS) in 2017 was a huge difficulty for Aryan Aqil Bin Muhammad Azhrin as he found it hard to cope with the sudden change. He used to cry a lot and it would take a massive effort for his mum to get him on the school bus from home and for his teachers to get him off the bus at school. He would also induce vomiting while crying.

Aryan, 11, has both Mild Intellectual Disability and Autism Spectrum Disorder.

“Visual support” was provided and, in time to come, he adjusted to coming to school. A photo of his family was kept in his bag so that if he ever felt sad and started crying, he could look at it to make him feel better. A small photo album of him and his classmates was made as well so that he could be reminded of good memories while in school. He also had a buddy who took care of him and kept him company. Eventually, the number of meltdowns he had slowly reduced.

However, in 2018, he went to a new class with new classmates and the problems unfortunately started all over again. But with plenty of motivation from his teachers, caring words, routine, structure, and group activities with classmates, he slowly opened up. From March 2018, he started managing his emotions better and was even happy to go to school.

Giving Aryan the positive attention and care that he needed at that point of time made it possible for him to manage his emotions well. Creating a fun-filled classroom atmosphere was also a big plus for him to get adjusted to the new school. Preparing his classmates to accept Aryan was also important. All these measures helped him tremendously and paved the way for his improvement.

Aryan has shown tremendous improvement in managing his emotions and is able to accept correction. He does not cry as easily and is able to stop crying after calming down. He also tries his best in his work and will ask his teachers for help whenever he faces difficulties.

Mrs Angela Lee, Principal of APSN CYS, added, “It is a great joy to see Aryan coming to school each day, looking excitedly to interact and learn with his friends. It is certainly heart-warming to see that we have made a difference in the life of Aryan and we will continue to do our utmost best to support our students to achieve their fullest potential.”





# A Firecracker Mother's Love



Mrs Chua San San talks like a popping firecracker – with insights, jokes and personal sharings coming at you in quick succession. The exuberant part-time tutor and former teacher has a daughter in Primary 3, Zoie, who is neuro-typical (normal), as well as a son in Primary 4, Zave, who is autistic and in an ASD-structured class at APSN Chaoyang School (CYS).

She has been the vice-chairperson of APSN CYS' Parent Support Group (PSG) for the past three years. The PSG at APSN Chaoyang School is known to be very active and supportive. It assists with and performs in major celebrations, such as Teachers' Day. Annually, the group will also help with Life Skills Day, where parent volunteers man stations to support students learning hands-on skills.

The school principal works closely with the PSG, especially in getting feedback from other parents. For example, after the move to the new Ang Mo Kio campus, the PSG was the middleman in getting parents' thoughts and opinions about the building, drop-off procedures and so on.

Furthermore, the PSG runs family bonding and caregiver programmes, such as mooncake-making with parents and art classes with siblings. "The sibling art session lets my neuro-typical child see what her brother's school is like. She made the remark: 'Oh, there are other children just like him!'"

To the firecracker mum, the parent-school partnership is incredibly important. "There must be consistency in support, both in school and at home to allow the child to grow in the best possible way. There cannot be one set of behaviours at school, and another set at home," she adds.

In her role as a mother, she realised that she tends to "over-take-care". The APSN teacher might see potential in her child

and say that Zave is ready to brush his teeth by himself. However, she still worries that his teeth might not get fully cleaned. But she knows, for a child with special needs, self-care and independence have to come in eventually.

One day, Mrs Chua will not be around to look after Zave. After some time, a firecracker will stop popping. And that is always at the back of her mind, as she believes it is at the back of the minds of most parents of children with special needs.

What keeps her going now is making sure she can live as long as possible so that she is around to take care of Zave and, at the same time, support him in becoming an independent person.

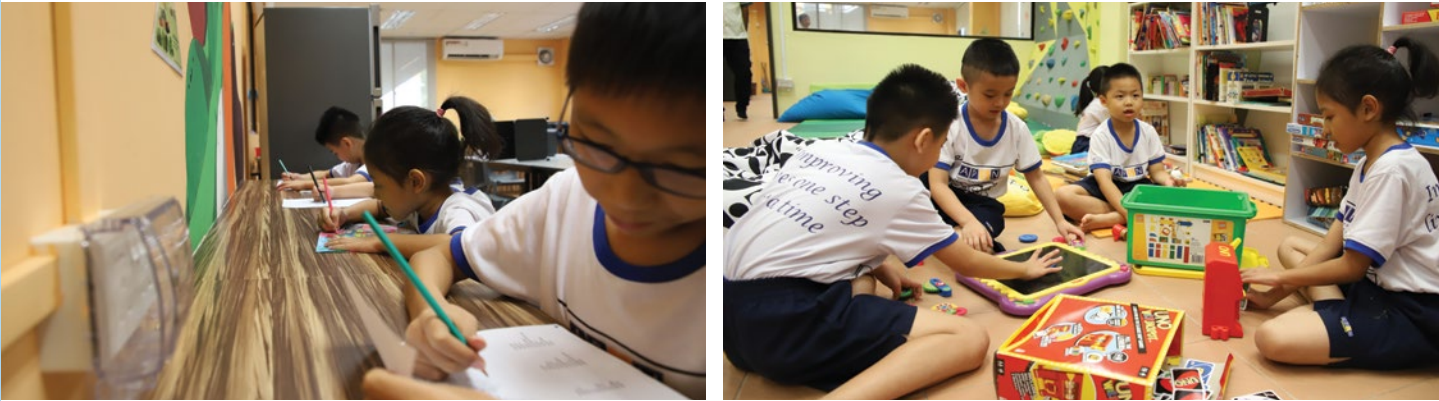
"I hope he can survive."

Mrs Chua's many efforts in the PSG are aimed at helping the children of other parents "survive" as well.

**"There must be consistency in support, both in school and at home to allow the child to grow in the best possible way."**

**Mrs Chua San San**  
Vice-Chairperson, APSN Chaoyang School Parent Support Group

# APSN Student Care Centre



APSN Student Care Centre (SCC) provides a service to caregivers who are both working or may not have the capacity to look after their child (aged 7 to 18) before and/or after school. The centre has a pet corner, sporting activities, garden, a rock wall and a Calming Corner.

## New Programmes Introduced

December 2018

### Brick Art

Every three weeks since December last year, the children have been treated to a Brick Art activity with avid Lego-builder and volunteer, Mr Rick Stopel, to help fine-tune their motor skills. This activity also teaches structural building techniques and, above all, encourages creativity and friendships.

January 2019

### Physical Wellness Programme

Overweight students underwent daily exercise routines, which comprised climbing stairs, stretching, and performing simple tasks such as carrying reams of paper to strengthen their muscles, be more flexible and lose weight.

"After 27 years, we now are at a stage where we get a lot of compliments from caregivers. Parents are pleased that we have more programmes and have customised some for those who need it. They also appreciate our staff's attentiveness to their children's needs. The kids have shown improvement at home in behaviour, life skills and motivation," says Mr Philip Li, who oversees APSN SCC.

**"... Parents are pleased that we have more programmes and have customised some for those who need it."**

**"... The kids have shown improvement at home in behaviour, life skills and motivation."**

**Mr Philip Li**  
Deputy Director, APSN Centre for Adults

**30**  
number of students  
in FY2018/19

**+20.0%**  
from **25** students in  
FY2017/18



### APSN Secondary School Education

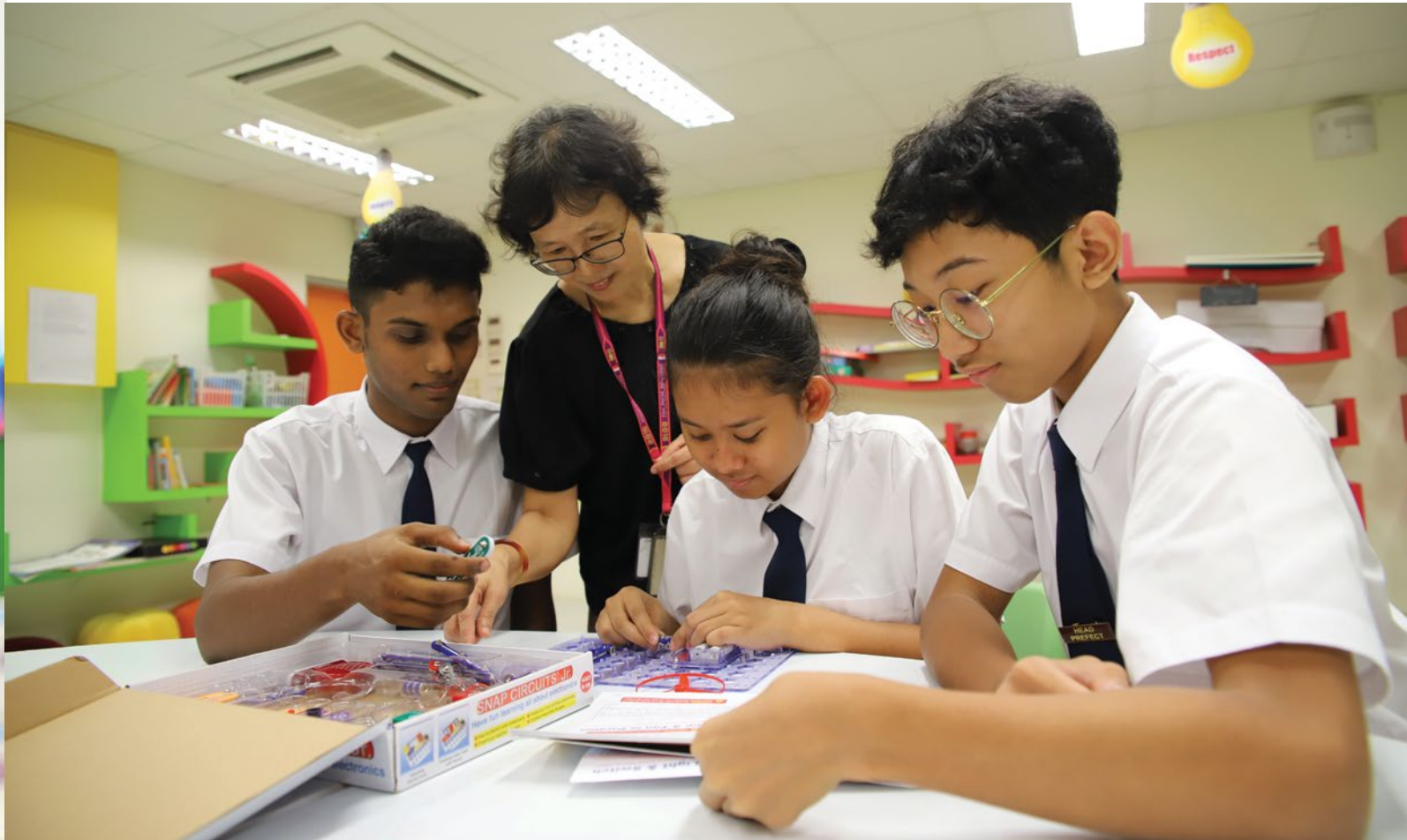
At APSN Katong School (KS) and APSN Tanglin School (TS), students aged 13 to 16 are introduced to vocational training. This gives them the necessary skills to specialise in a field of study during post-secondary education. The schools' curricula also build competence in: academics, life and social-emotional skills, fitness, sports and the arts. Suitable pathways are designed to suit each student's interests and strengths, and serve as a bridge to further education, training and, eventually, employment.



# Colour Explorations

Transitioning to Vocational Training

## APSN Katong School (Secondary)



### Highlights of the Year

*April to October 2018*

#### Satellite Partnership and Buddy'IN Programme

APSN Katong School (KS) partnered Bedok View Secondary School for a year-long programme between the two schools to encourage social inclusion. The inaugural Buddy'IN Programme between ITE College East and APSN KS was to forge friendship between SPED students and buddies from the mainstream Institute of Higher Learning.

*September 2018 to 2019*

#### Student Suggestion Scheme

APSN KS Student Suggestion Scheme (SSS) was launched to enhance students' sense of belonging by giving them a stronger voice on school-related matters. The winning classes in each level with innovative ideas were awarded with attractive prizes donated by South East Community Development Council. The winning suggestions were implemented.

*October 2018*

#### Student-led Parent-Teacher Conference (PTC)

The first Parent-Teacher Conference to be led by the secondary four students was piloted on 30 October 2018. Students also showcased their work to parents. This PTC gave the students a sense of ownership over their learning and built their confidence in presentation and public speaking skills.

"Their happiness and joy for life is something we can all learn from."

**Ms Rupal Kala**  
Barclays volunteer at APSN Katong School

**116**

number of students  
in FY2018/19

**+8.4%**

from 107 students  
in FY2017/18

### Hopes and Dreams

On the existing campus, an extension could be built or container classrooms be added to provide for more teaching facilities and student recreational areas.



# APSN Tanglin School

APSN Tanglin School (TS) is at the forefront of harnessing ICT to enable teaching-learning in enhancing positive outcomes for students as they become active and valued in society.



## Highlights of the Year

June 2018

### Showcasing Student’s Design Skills at National Day Parade

For the first time, the funpacks for National Day Parade (NDP) 2018 featured designs by students from special education schools. APSN TS’ Beatrice Goh’s artwork was one of the 18 selected designs that showcased the iconic features of Singapore.

August 2018

### Creating Change to the Environment

‘Transforming Trash to Treasures’ is an innovative upcycling project at APSN TS to deepen students’ understanding of environmental protection. Students created 500 gifts for the Singtel Charity Golf and the school received a generous donation of \$5,000 from Singtel.

October 2018

### National Youth Achievement Awards (NYAA)

Thirteen students attained the NYAA (Bronze) accorded by the NYAA Council in October 2018. Each student was accorded the Achievement Awards for SPED Students and rewarded with \$100 each.

## Hopes and Dreams

A conducive school environment where students are able to access:

- the digital world anywhere on campus, view and share their experiences digitally in and around the premises while promoting peer-to-peer interaction; and
- outdoor spaces with ‘educational zones’ to facilitate teaching-learning, providing an extension of the delivered curriculum and encouraging students to observe and interact with nature.

“We face many uncertainties, but we are very grateful to the principal and the teachers in APSN for the help and support that they have given us.”

**Mrs Eileen Wong**  
Homemaker and member of APSN Tanglin School Parent Support Group

**270**  
number of students  
in FY2018/19

**+12.0%**  
from **241** students  
in FY2017/18



# Learning New Tricks for the Circus of Life



Andi’s tendency to give up easily when faced with challenging situations resulted in him asking his teachers for a change in his CCA at APSN Katong School (KS).

To build his resilience, he had counselling sessions with his CCA and Form teachers. Andi used the sessions to better express his concerns and reflect on how he could overcome his difficulties in learning circus arts skills. His perseverance has allowed him to stay and excel in his Circus Arts CCA.

“The counselling is a platform for him to talk about his concerns. He was guided by teachers to think through how to overcome his difficulties in the Circus Arts CCA. Intellectually, he’s quite high-functioning, so he’s able to think through (his issues). He needed someone to give him the ‘air time’ to express whatever he’s feeling and allow him to find his own solutions,” says Madam Ng Puey Koon, Principal of APSN KS.

He has started to learn how to use circus props, such as diabolo (pictured). “It was a bit tough actually and I got tired – but I just continued,” Andi says matter-of-factly.

One of Andi’s key interests and talents is in art. The Secondary 3 youngster was determined, even after facing setbacks. He also had a hard time seeing through complex art pieces. However, through hard work, his art piece became a winning entry in the Hush Puppy Sole Design competition. His design was eventually used and sold in Hush Puppy stores.

Initially struggling with social situations, Andi received encouragement from his peers and teachers. He is now able to better relate to his peers as well as respond appropriately to different social cues and scenarios. Andi’s confidence and ability to share his feelings, thoughts and concerns have helped him better manage his emotions and soar to new heights.

In 2019, he was chosen to be the Head Prefect of APSN Katong School. “It’s not easy to be in this position, actually. I have to be

responsible for the prefects and make sure they do their duties on time.”

“He’s a very responsible head prefect and is always looking to improve himself. In the past, when he was attending mainstream school, he was targeted and bullied, but when he came to APSN KS, he felt he could contribute and learn at his pace,” adds Madam Ng.

With Harry Potter glasses perched upon his nose, he shares that his dream is to be a zookeeper at the Singapore Zoo. “I want to take care of animals with love,” he says, with his demeanour brightening. He does not have a pet at the moment, but his mum said he could get a rabbit soon.

Unlike Harry Potter though, he has no affinity with snakes: a mental barrier that Andi can easily slide through – with the right support.

“The counselling is a platform for him to talk about his concerns. He was guided by teachers to think through how to overcome his difficulties in the Circus Arts CCA.”

**Madam Ng Puey Koon**  
Principal of APSN Katong School



## Working his Magic for Maximum Results

“Time has flown by – I didn’t really notice as I kept on working and working. The main thing is how I’m going to change the lives of the students.”

Hailing from the Philippines and with 20 years of occupational therapy experience under his belt, Mr Barrinuevo Raimond Lasao has made a difference in the lives of special needs children by providing creative interventions to help them learn better.

He is now the Lead Occupational Therapist at APSN Katong School (KS) after 11 years there. He has been working with teachers to implement a number of classroom-intervention programmes in schoolwide and cross-school collaborations, such as the “Handwriting Without Tears” curriculum, ergonomics in the vocational curriculum, customised PE lessons and daily Sensory Play for children with Autism Spectrum Disorder (ASD) in the Occupational Therapy (OT) Room and school garden.

With the customised PE lessons, he has found that the students are more engaged with the simpler exercises and have improved their motor skills.

He is an advocate for this type of larger-scale service so that more can benefit, even while certain students benefit from the one-on-one therapies.

As part of therapy, Mr Barrinuevo also follows up with some parents at home. He remembers one particular case in which he had used the community playground as a tool. This is a common practice for him – using whatever he sees in his therapy session.

The child had ASD and his parents were overprotective. Mr Barrinuevo believed that this boy could improve. He could see that the child had been “contained” and that was part of his issues.

“The work is not easy. You need a lot of patience. Every day, you might feel tired, but when you see them smile, and when they run and hug you, these magical connections are what keep me going.”

**Mr Barrinuevo Raimond Lasao**  
Lead Occupational Therapist at APSN Katong School

At the playground, the boy was interested in the scooter board, but he did not know how to play. He tried it, fell down and screamed. Mr Barrinuevo learnt that, at the age of eight, it was the first time the boy had ever fallen down!

“I gave him a sense of calmness. I told him, ‘It’s OK. That’s part of it when we play. It’s OK to cry because it’s painful. It’s a new experience for you.’ That was part of the learning process with the parents too.”

What drives Mr Barrinuevo daily are the students. As an OT, he is happy to see them improve.

“The work is not easy. You need a lot of patience. Every day, you might feel tired, but when you see them smile, and when they run and hug you, these magical connections are what keep me going.”



## Artists Thrive Here Too



Jennifer Ho may be just 14, but she has performed on countless occasions, showing off her dance, vocal and dramatic talents.

“The notion of success varies in one’s desire to reach his/her potential. Jennifer has faith in herself, believes in her dreams and will reach her highest potential as she continues to discover the world,” says Mrs Liza Ow, Principal of APSN Tanglin School (TS), where Jennifer is currently studying at.

Her journey started when she was much younger as a member of the Merry Melodies, the school choir in APSN Chaoyang School.

Jennifer’s performing talents were further enhanced through TS Voice, which is an annual singing competition in APSN TS. Under the guidance of a teacher mentor, Jennifer managed to clinch 2nd place in her first year of participating in the contest in 2018.

In addition, every year, the Literacy department conducts the Literacy ALIVE programme, where each class is to showcase a book that they have read in order to promote a love for reading through experiential learning. This ignited Jennifer’s interest in drama performance and this year, she decided to join the Tanglin Drama Club to build on her interest in acting and performing.

“I want to go to other countries and show that APSN can do it!”

**Jennifer Ho**  
DanceSport silver medallist and student at APSN Tanglin School

She is also a member of TS LaTeens. Individually, she won a silver medal at the 19th Stardust Dancesport Grand Prix at the Orchid Country Club in 2018.

APSN TS is the first SPED school to introduce Dancesport and it is partnering students from mainstream secondary schools as unified dancers in different dance styles such as the cha-cha, samba and jive.

Jennifer was inspired to dance by her older sister, who also attends APSN TS. “I feel happy when I dance and I like dancing with my friends. My favourite dance style is the jive because it is the fastest dance style in the whole wide world. There’s a lot of turning too, and it’s very fun. Mr Andy teaches me and if I don’t know any steps, he’ll help me.”

Jennifer’s APSN dance instructor/school discipline master, Mr Andy Ang, says, “There are times when she is in a dark mood, times when she will give me a very glum face. She’ll still dance though. I have to make the dance lesson very interesting, so that she can forget her unhappiness.”

Jennifer interjects, “Sometimes, Mr Andy makes us laugh!”

Mr Andy goes for dance courses, teaches himself through online videos, and choreographs all the steps for the LaTeens.

He hopes to help Jennifer fulfil her dream to take part in the Special Olympics World Games Dancesport Competition, as well as her wish to win many gold medals to make her parents happy.

“I want to go to other countries and show that APSN can do it!” she exclaims.





## Humble Teacher Wins Big with Special Ed



Conversing with Ms Mardiana Binte Mohamed Ithnin is like taking a masterclass in humility. The 2018 Outstanding SPED Teacher Commendation Award winner says, “(The award) was unexpected. It’s good to have my work recognised, but I tell myself, let’s not expect awards, let’s work for the students. When you have the expectation of awards, you won’t have a clear mind for your true objective.”

The APSN Tanglin School (TS) teacher made a mid-career switch from accounting in 2012, after eight years in the industry. “I decided to take a gamble. I wasn’t really very young. I was not officially trained. My years of experience was in accounting. So, I wasn’t sure if I was cut out for it.” But her strong desire to teach gave her courage.

Ms Mardiana chose this sector as it needs passionate educators. “It’s not really just about teaching; it’s also

**“I feel I have a lot more to learn. I don’t think there’s (such a thing as) a perfect teacher. No matter how many years you’ve had in any career, we are never perfect. We are always learning.”**

**Ms Mardiana Binte Mohamed Ithnin**  
Senior Teacher at APSN Tanglin School

about knowing their background and fine-tuning the lesson for them.”

Technology is a big part of fine-tuning lessons at APSN. At APSN TS, Ms Mardiana and her colleagues use augmented reality, various apps on the classroom iPads as well as Kahoot, a free game-based learning platform. Students love the technology. Using it increases their interest. When Ms Mardiana asks them to do a paper MCQ test, they will sit down, hold their head and then start scratching. But the moment she says, “Let’s do Kahoot today,” they’ll say “Weeeee!” She adds that apart from giving them some joy, it helps them learn too.

Recalling her early years as a teacher, Ms Mardiana says it was tough. One student she had could not read at Secondary 1 and was very temperamental. She and her colleagues took him aside and told him, “Lashing out at us is not fair. It’s not fair to you too, as it reflects badly on you.” The student agreed to undergo counselling. She felt proud as, with time, she saw this youngster tone down and open himself to the interventions by teachers and allied professionals. By Secondary 4, he could read too.

After seven years at APSN, Ms Mardiana says her gamble paid off. Even students achieving small milestones, like a shy student opening up to talk to one person, gives her a sense of satisfaction.

Amazingly, after her success as a SPED teacher, Ms Mardiana says, “I feel I have a lot more to learn. I don’t think there’s (such a thing as) a perfect teacher. No matter how many years you’ve had in any career, we are never perfect. We are always learning. There are always areas where we need to improve.”

If only we all could be that humble – what a better world it would be.

With teachers like Ms Mardiana, APSN continues to teach not only academic subjects, but also how to grow as human beings.

### APSN Vocational Training

With a strong focus on job preparation, APSN Delta Senior School (DSS) and APSN Centre for Adults (CFA) bolster trainee employability and facilitate the students’ transition into the community as adults. Training is offered by industry experts – using authentic work settings and industry-grade equipment – in the following fields: food and beverage, hotel and accommodation, horticulture and retail operations. APSN is also starting to open up new areas of training for persons with special needs, not commonly offered in the current market in sectors such as building and facilities management.

Through its Job Coaches, APSN does everything from job sourcing, matching and coaching, to closely partnering employers to ensure the staff’s wellbeing and swift ironing out of workplace issues.



## Building in Shapes

### Providing Authentic Workplace Experiences



## APSN Delta Senior School



APSN Delta Senior School (DSS) is a post-secondary vocational special education school that prepares students for adulthood and employment. There are two pathways at APSN DSS: the (1) Workforce Skills Qualifications (WSQ) Certification Programme (up to 21 years old), where admission is based on a set of eligibility criteria, and (2) LEAD Programme (up to 18 years old), which builds students' work competencies and facilitates transition to work, while at the same time, offering opportunities to qualify for the WSQ Certification Programme. There are currently four areas of vocational offerings toward the WSQ certification:

- Food and Beverage (Culinary Art / Service / Pastry & Baking)
- Hotel and Accommodation Services
- Landscape Operations
- Retail Operations

### Highlights of the Year

#### March 2018 – Present

##### SMART Buddy Electronic Payment System

Through a partnership with POSB Singapore, APSN DSS piloted the SMART Buddy electronic payment system to help students to acquire important skills in managing cashless payment, which is now widespread in Singapore.

#### September 2018

##### MOE-NCSS Innovation Award

The "I Am Ready for Life" project was launched with the aim of better preparing students for life after school – such as managing personal finance. This project was accorded the MOE-NCSS Innovation Award in 2018.

#### March 2019

##### Special Olympics World Games Medallists

Nine students competed in the Special Olympics World Games in Abu Dhabi. Six of them achieved podium finishes.



"I feel that, through my involvement in the PSG, I gained guidance and help from teachers and other parents/caregivers on how to support my son in his learning at home."

Ms Saradha Chankaran

Secretary of APSN Delta Senior School Parent Support Group

357

number of students  
in FY2018/19

+7.9%

from 331 students  
in FY2017/18

## APSN Centre for Adults

APSN Centre for Adults (CFA) provides vocational training to persons with special needs aged 16 and above that leads to direct employment for competent trainees. It is a pioneer in tapping industries that were not considered before.

### Highlights of the Year

#### September 2018

##### ASTONS Partnership

APSN CFA rebranded its sheltered enterprise APSN Café for All to train beneficiaries to be competent in ASTONS equipment, workflow and standards of procedures. Successful trainees will be offered employment in full-fledged restaurant ASTONS.

#### July 2018

##### Aegis Building & Engineering Partnership

Aegis converted part of an APSN CFA area to a hotel mock-up space to train trainees in three modules: painting, applying and removal of silicon, and application and removal of grouting. After completing their training, trainees will be offered full-time positions with Aegis in hotels.

#### March 2019

##### Wildness Asia Partnership

Ms Marie Monmont, the founder of social enterprise Wildness Asia, flew from New Zealand to Singapore to train beneficiaries at APSN Centre for Adults to manufacture and package organic chocolates. Skilled trainees who need a longer runway before actual employment are able to benefit as they receive income per chocolate produced while they are still in training.

### Hopes and Dreams

That, in the near future, job redesign for employees with special needs will be part of normal workplace culture in Singapore.



146  
number of trainees  
in FY2018/19

-12.3%\*

from 164 trainees in  
FY2017/18

\*More trainees were phased out in March 2019.



"They are fantastic to work with; they are humorous; they are full of life. I choose them for their positive attitude and willingness to do a lot of things with us."

Ms Marie Monmont

Founder of Wildness Asia, an APSN Centre for Adults Partner



## Running at a Different Pace



Feverish, leg-pumping strides. Frantic, lung-hungry breaths. But free, stressless thoughts.

Siti Nurhayati Ali Aksar Khan from APSN Delta Senior School (DSS) thrives on both the adrenaline rush of running races and the mental clarity it gives her.

She has been competing in the national and international scene, representing Singapore, for several years now.

The 16-year-old has participated in numerous meets – including the World Para Athletics Grand Prix in Beijing, the World Para Athletics Grand Prix in Tunisia and the Asian Para Games in Indonesia.

In March 2019, Siti took part in two events at the Special Olympics World Games at Abu Dhabi: 200m, where she clinched a bronze medal; and the 400m race, where she attained 4<sup>th</sup> place.

Even with her bronze medal, she still felt disappointed as it was not her best timing.

Her immense drive is due to the fact that she is a runner with a mission. Her father was a national youth footballer, but he experienced a series of fits that curtailed his career. She is now pursuing both her own and her father's sport dreams.

**“As a daughter, I want to try to make him happy and proud.”**

**Siti Nurhayati Ali Aksar Khan**  
Special Olympics athlete and student at APSN Delta Senior School

“As a daughter, I want to try to make him happy and proud.”

However, Siti's journey to the world's athletic stage was not very smooth.

“Siti was struggling in a mainstream school until Primary 3. She was lagging behind her peers, and could not read or follow what was taught in class. She was not enjoying her learning experiences,” says APSN DSS Principal Mr Subash Lazar.

She underwent learning support and, eventually, it was recommended that she attend a special education school, where she transited well and blossomed. She joined track and field in Primary 4 and thrived in the sport. “That was a game changer for her as she had found something that she was good at,” shares Mr Lazar.

“If she had not transited to a special school, she would have spiralled even more and faced worse issues further down the road. Siti joined APSN DSS this year and she has continued to thrive here,” he adds.

Her co-form teacher, Mr Mohammad Khairul Bin Hamzah says, “Siti, as a student, is highly motivated and likes to motivate her friends as well. She is one of my class monitors. I depend on her a lot because I'm only at school three days a week. On Mondays and Wednesdays, I depend on her to look after the class and to be my spy – to message me if anything goes wrong. I have great trust in her. I believe she can achieve her dreams if she works hard.”

The next international meet Siti is training for is the Paralympic Games in Tokyo 2020. “My dream is to fly the Singapore flag high and get a gold medal.”

Run free, run home, run proud, Siti.

## Literarily, a Pioneer

“I lose in games, but I'm a winner in life.”

“I work, to build an empire.”

“Don't waste your time being sad. Live life being cute.”

These quotable writings were penned by students from APSN Delta Senior School (DSS) for two book projects pioneered by the school's Head of Literacy, Mrs Deivanai Surendran.

“I always wanted to do (a book project like) this. I just didn't know how to go about it,” says Mrs Surendran.

A colleague of hers introduced her to six-word stories. And the rest was publishing history.

Every student at APSN DSS was involved in the book projects – either as a writer for the class story or as an individual contributor.

**“It's not just doing literacy for assessment, but they saw something else that they can use and (the language) came alive for them.”**

**Mrs Deivanai Surendran**  
Head of Department of Literacy at APSN Delta Senior School



During Literacy block, the teachers allowed students to write these micro-short stories and draw pictures. In the 2017 publication, they did six-word stories, and in the following year's, Mrs Surendran wanted them to move on to write 10-word stories.

In the next edition, Mrs Surendran and her team hope to add comic strips to the book.

“It's one of our biggest accomplishments,” Mrs Surendran shares. “The whole school was very happy with this successful project.”

Mrs Surendran has almost a quarter of a century's experience in special education. Beyond her usual day-to-day work overseeing her department, she also pioneered a Literacy Festival at APSN DSS last year.

It was actually for one day, but the school stretched it out to the whole month of May. “You know, our students don't read, when it comes to storybooks and all that. So, one of the activities we introduced for this Literacy Month was for them

to go to the library as a class, get them to read as many books as possible, then write a short review (as a competition). Only then did you see all the (students) coming out to say, ‘I've read this many books!’”

The festival also had Mystery Storytellers. The teachers, and even the principal and vice-principal, went into classes without announcing and read out stories while dressed up as literary characters. Mrs Surendran dressed up as Dr Seuss' Cat in the Hat. The students really appreciated the sessions.

“It's not just doing literacy for assessment, but they saw something else that they can use and (the language) came alive for them,” she emphasises.

At the 2019 Literacy Festival in July, the Literacy teachers are all going to be superheroes.

Here's to a teacher who “transforms a dull day into (another) madcap adventure”, as Dr Seuss would say!



## Photographer, Film-maker, Barista, Cashier, Cook

Gabriel Mendoza Mercado is full of hidden surprises, which you might not guess simply by talking to him. The multi-talented Gabriel works five to six days a week at the APSN Café for All, serving as a cashier, barista and cook.

But his real passion is working in media. “I want to be a successful photographer and film-maker,” he declares seriously. The 22-year-old’s artistic flair shone through during a call for shutterbugs. One of his eye-catching photos was that of Singapore Idol champion Sezairi Sezali. This led to a paid gig to take photos for a National Council of Social Service forum in 2019. During the event, an official photographer gave him tips.

Gabriel taught himself shooting techniques by watching how-to videos on YouTube. He also taught himself film-making, and video editing with iMovie and Final Cut Pro.

When asked what he likes to take photos of, he says “people”. His favourite camera technique is to put the subject in focus and blur the background. “With my camera, I use a zoom lens (70mm to 300mm), the aperture will be f/4.5, and with flash,” he spouts confidently.

APSN has been supporting his passion by arranging assignments for him. The organisation has also been nurturing the talent of other shutterbugs.

Ms Nur Suriani Lamri, his instructor with APSN’s Centre for Adults (CFA), says, “We recently discovered that he was quite good at taking pictures. He worked very closely with Ms Geradine Ker, APSN CFA’s Marketing and Events Executive. She was one of the people who pushed him in terms of taking photos and videos. We were also the ones who introduced him to photography competitions.” Recently, APSN has also signed him up as a volunteer for the Special Olympics as a photographer where they will also provide training workshops for him to help him grow further.



**“I want to be a successful photographer and film-maker.”**

**Gabriel Mendoza Mercado**  
Photographer and trainee of APSN Centre for Adults

Gabriel joined APSN CFA in 2018 after completing his post-secondary education at APSN Delta Senior School. This was to further train him for open employment. Initially, he was doing Design and Retail at the Centre. When the Centre instructors realised that he was good with technology, he was taught cashiering. He was really good at it and wanted to learn more, so he was transferred to the Café at the beginning of 2019. As time went by, he learnt additional skills, like cooking eggs and making coffee. Gabriel is always excited to learn new things.

Because of his love for customers and technology, one of his other dream jobs is working at Apple as a Shop Specialist.

Whatever Gabriel may do, you can bet there will be another dimension of him being served up!



## Trail-blazing Preparation for the Outside World

“If you get the inside right, the outside will fall into place.” These words from spiritual teacher Eckhart Tolle serve as a centring reminder on Ms Janis Fung’s laptop wallpaper.

The Senior Instructor of APSN Centre for Adults (CFA) surely embodies this philosophy. “She’s very humble, she’s very modest, and she did not want to take on higher responsibilities in the organisation,” says Deputy Centre Director, Mr Philip Li. But she did after some convincing as she sees how she can contribute even more.

An unlikely recruit for this sector, the Business IT graduate blazed a trail by introducing technology into APSN CFA’s curriculum for the first time in the centre’s 22-year history. “Business IT is quite different from this sector, but somehow it benefited me, having that background, because I know how to use technology to change the way trainees learn.”

Her team of instructors – who include senior staff from SIA, Marina Bay Sands and Changi Airport – work together to create innovative teaching tools for the trainees with special needs. Various strategies are necessary – there is no one size fits all.

“Janis designed the whole curriculum for the Training Phase of APSN CFA and has even tried creating a few apps and technologies on her own,” adds Mr Li.



Here are some innovative training strategies by Janis and her team:

- Developed apps, such as a money-counting one for cashiering trainees;
- Worked with the technology firm, Simple Little Developments, to create a smart tray with sensors for trainees to practise holding serving trays without dropping anything;
- Designed chainmail butcher gloves for those who are afraid of knives and Lego-brick glasses for trainees to practise cleaning up after “broken glass”;
- Pasted QR codes around the classrooms for testing according to a trainee’s stage of learning;
- Uses online platforms EdPuzzle and Kahoot to avoid the monotony of traditional lessons;
- Creates step-by-step visual aids (e.g. how to operate ovens) and labels for the different tools and equipment. Eventually, trainees are weaned off them, so they are more workplace-ready.

Having worked in the APSN CFA team for 16 years, Janis has seen the Centre progress through the years. Now, there are more paths to employment.

Ms Fung hopes that, one day, society will look at people with intellectual disabilities not as outsiders – being different from other people. “They are human beings with needs and wants like you and me.”

**“They are human beings with needs and wants like you and me.”**

**Ms Janis Fung**  
Senior Instructor of APSN Centre for Adults





### APSN Alumni Services

While many APSN graduates can enter the workforce, there are some who deviate from the charted course and need help getting back on their feet. APSN Alumni Services (AS) offers lifelong support to all its alumni and welcomes those from other SPED schools. Help comes in various forms, from retraining to job referrals and recreational programmes. APSN AS also engages in outreach and advocacy work, helping to increase awareness and understanding of working with persons with special needs.

## APSN Alumni Services

### Highlights of the Year

March 2019

#### Subsidised Medical and Dental Care with Mount Alvernia Outreach Clinics

The APSN Alumni Services team coordinated an exceptional partnership that saw Mount Alvernia Hospital provide heavily subsidised medical and dental healthcare to 40 of our needy beneficiaries. The team is looking to extend such services to more trainees and alumni.

#### Generating Awareness and Inclusivity of the Special Needs Community

Mr Loke Jun Leong (APSN Alumni Manager) joined Dr Alvin Tay (Director, Ministry of Social and Family Development) and Mr Nadi Chan (Co-owner, Foreword Coffee) to host a talk and dialogue session to over 1,200 students from Raffles Institution on the topic of inclusivity for people with disabilities.

#### Cha-Ching Money Management Course

Money management is important, and Prudential has worked with Junior Achievement Singapore to conduct money management workshops for students in schools. For the first time, the APSN AS team procured their participation to develop an entire curriculum tailored to teach APSN trainees and alumni these valuable lessons.



# 3669

number of members  
in FY2018/19

# +19.2%

from 3077 members  
in FY2017/18



“What was always most satisfying and rewarding was the feedback we received from the APSN social workers regarding the positive impact on the lives of alumni thanks to our Digitisation effort. They were actually able to locate and follow up with former students who had been deregistered a long time ago and fell off the social radar and could benefit from reconnecting with APSN again.”

**Ms Silke Sehgal**

Volunteer with APSN Alumni Digitisation Project

Ms Silke Sehgal, volunteered with the *Alumni Digitisation Project* since October 2017. The project involves digitising a high volume of APSN archive records ranging over 40 years.

WHERE

FAMILY

CONNECTS

## Touch-ups and Final Artworks

### Further Work Preparation & Lifelong Support



## A Partnership that Celebrates Precious Souls



"I love you ... I love you too," Guan Chau Kuok exclaims to everyone during his interview. The APSN alumnus works as a Public Area Attendant at InterContinental Singapore. He has Down's Syndrome and Mild Intellectual Disability.

Chau Kuok joined the hotel in July 2013 and is tasked with maintaining the cleanliness of the office at Basement One as well as the common public areas such as the hotel lobby. He enjoys his work. Why?

"Because when I work, I get money," he states matter-of-factly.

### A chirpy colleague to have

"Every Friday, he will greet us, saying, 'Happy Friday! Tomorrow is the weekend!' When he sees someone, he will praise them and give compliments like, 'Wow! Your dress is very pretty today.' He's naturally helpful and chirpy," says Ms Belda Chen, Director of Marketing Communications at InterContinental Singapore.

An APSN Job Coach found the job for him. When he first started the job, she visited his workplace often to check in on him. She would also advise him to listen to instructions and would introduce him to everyone.

The collaboration between APSN and the employer really goes a long way. It is not only in the beginning stage for the beneficiaries to get readiness into the workplace.

"APSN also frequently visits the workplace to find out about their wellbeing and see if the employer needs any assistance in caring for our employees. Sometimes, when it comes to persons with special needs, we might not know the best way to communicate with them. We partner very closely with the APSN Job Coach to understand what the best way to work well with them is. The communication is always ongoing; it never stops," says Ms Sharon Tan, Senior Human Resources Manager, InterContinental Singapore.

**"APSN also frequently visits the workplace to find out about their wellbeing and see if the employer needs any assistance in caring for our employees."**

**Ms Sharon Tan**  
Senior Human Resources Manager,  
InterContinental Singapore

### Singing into people's hearts

Another APSN alumnus who works at the hotel is Mohamed Firdaus bin Mohamed Ismail. He has been a Kitchen Porter since May 2018, transporting food to the kitchens for cooking. Before that, he was a Bellman upon joining in September 2013.

"I first met Firdaus when he joined and he came over to introduce himself. So, you could see from his eyes that he really wants to talk to you. If we had not worked with APSN, we would not have explored such a precious guy like Firdaus and how much he has offered to us. So, he really touches a lot of people's hearts, especially with how much he cares about the team and how he feels there's a family here now," says Ms Lucinda Neo, Front Office Manager at InterContinental Singapore.

Ms Chen shares that Firdaus loves to sing and even told her of his previous plans on entering a national singing competition. He was even featured in an IHG video that was created in partnership with CNN in September 2018 called "Creating Opportunity through True Hospitality".

According to his Job Coach, Ms Jeanne Tan, Firdaus is



generally able to complete his work tasks independently and efficiently. He reacts well to positive affirmation and actively takes the initiative to call regularly to share his day or his negative emotions with her. Firdaus also actively requests for counselling sessions with APSN's Allied Professionals whenever he requires additional support.

"This partnership that IHG has with APSN is a great example of true hospitality and is a wonderful opportunity for us to give back to the community. True hospitality is not only about providing good experiences to customers where they feel welcome and well-cared for, but also to our employees. It is imperative that our people feel that they can make a difference," shares Ms Gabrielle Choy, Area Director of Human Resources for IHG Singapore, and Director of Human Resources at InterContinental Singapore.

"I like to greet guests, to meet new friends, to learn new things," says Firdaus.

Ms Sharon Tan concludes that working with people with special needs may seem like a lot of effort, but they offer so much to the organisation in return.

**"It is imperative that our people feel that they can make a difference."**

**Ms Gabrielle Choy**  
Director of Human Resources, InterContinental Singapore



## The Right Ingredients for Success



Upon invitation to the Istana last year, Paul Simon – a graduate of APSN Delta Senior School (DSS) – cooked for President Halimah Yacob, achieving a long-time dream of his. After a 1.5-year internship at Shangri-La's Rasa Sentosa Resort & Spa, he was officially hired as a cook in January 2013.

At school, Mr Francis Lim, his Food and Beverage Trainer from APSN DSS, helped and pushed him a lot and told his class not to give up. "When you work outside, you will learn a lot," Mr Francis said. I learnt the basics of everything from the school; without the basics, I would not have been able to make it here," Paul shares.

He continued to develop his skills at Rasa Sentosa. When he first came in, Sous Chef Desmond Yit taught and trained him one-on-one. Initially, he was slow and had to learn new things.

"We found that Paul had a great passion in cooking but was a timid person in nature. Hence, Paul was given special training by the chefs and hand-held to attend various competitions for more exposure. One of the recent ones was Food & Hotel Asia 2018. This exposure has moulded Paul to be a successful hotelier and role model for his juniors at APSN DSS," says Mr Prasad Changanarath, a Job Coach from APSN DSS.

Paul trained in all the various kitchens – hot, cold, pastry, Indian and butchery – before he chose to pursue his love of cooking in the hot kitchen.

He currently works the night shift and cooks ala carte Western dishes – preparing food for room service, the 24-hour dining service and the Silver Shell Café. He also prepares the breakfast buffet.

"Paul has a great attitude. He is always punctual for his shifts, and is also very helpful, especially towards junior staff who

## "I just want to make people happy with my food – that's the main thing."

**Paul Simon**  
Graduate of APSN Delta Senior School and  
APSN alumni member

require guidance. In his years with us, Paul has integrated very well into the team and has shown great aptitude in cooking. He has grown a lot in terms of skills and leadership, and I am sure he will continue to do very well in his career," says Sous Chef Yit.

The resort has had a partnership with APSN for the past 16 years, and currently hires 15 persons with special needs in roles such as horticulturist, kitchen porter, room attendant and cook.

Paul was also featured in the National Council of Social Service's "See the True Me" campaign to promote the inclusion of people with disabilities. He was glad to be part of the campaign and show people that "we can do better".

At home, Paul also cooks for his family. His mum taught him how to cook all the various traditional Indian dishes. Right now, he is mastering Western cooking – so one day, he wants to "fusion-ise" the two in his own restaurant so that it is more unique.

"I just want to make people happy with my food – that's the main thing," Paul beams.

## Bring ITE on!

Since the early 2010s, APSN has had about 30 students grace the halls of the Institutes of Technical Education (ITEs) in Singapore. "When our students transit to ITE and successfully co-exist with the mainstream students and do well in their academic pursuits, it is indeed a proud moment for all of us at APSN," says Ms Caroline Ng, Head of Department for Job Coaching at APSN Delta Senior School.

Nurul Fatimah binte Aluhi and Ngerng Chiang Yu are two such students who overcame personal and environmental challenges to graduate from the technical college.

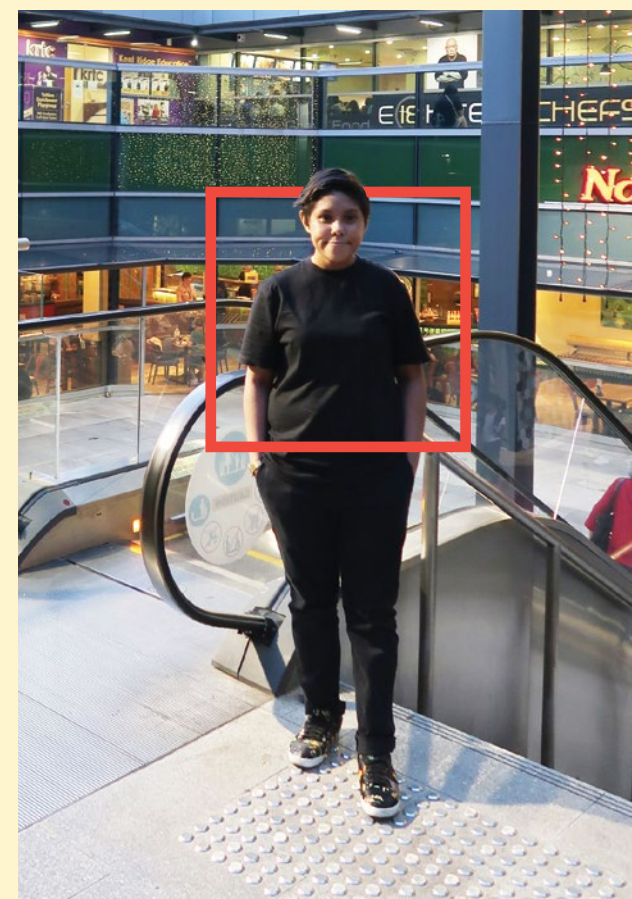
Chiang Yu has completed his NITEC course in Hair Fashion and Design, and is currently studying at ITE College East, pursuing the Higher NITEC course in Human Resource Administration. He is also working part-time at ASTONS to support himself.

"Studying at ITE is good as it helps me achieve more and go further in life," he shares. "APSN has taught me to build rapport and relationships with my team-mates for school projects as well as my work at ASTONS."

Chiang Yu studied at APSN from primary level at APSN Chaoyang School (CYS) to secondary level at APSN Tanglin School (TS) and, finally, post-secondary at APSN Delta Senior School (DSS) before moving on to ITE.

"When Chiang Yu went to ITE, they gave APSN DSS a call to check on his background and challenges. I updated them on the strategies that would work with him. Now, they have a new system for any student from a special education school who goes to ITE – they will do a follow-up like this," says Mr Prasad Changanarath, a Job Coach from APSN DSS.

Chiang Yu has hopes of being an administrative staff after his ITE training.



## "Studying at ITE is good as it helps me achieve more and go further in life."

**Ngerng Chiang Yu**  
Graduate of APSN, student at ITE College East and  
APSN alumni member



Meanwhile, Nurul had a similar through-train educational experience with the Association, starting with the former APSN Jervois School, APSN CYS, APSN TS, and, lastly, APSN DSS.

She has worked at SATS and security firm Aetos, and is now working as a Retail Assistant at the up-market stationery store Smiggle.

Nurul dreams of going back to APSN as a Teacher Aide. "I want to go back to the special needs community. That's where I grew up – where I made my friends."

Ms Lee Geok Hong, her form teacher from APSN DSS, gave her a lot of encouragement and motivation in whatever she did. "If I'm not confident about something, I am able to approach her – even now," Nurul shares.

Her job coaches, Mr Prasad Changanarath and Ms Lisa Loy, are also very supportive. After Nurul's internship at Cheers, they were the ones who helped her get into ITE College West.

Nurul's APSN mentors have left the door open for her if she ever needed help, but she refrained from asking for too much help because she wanted to see how far she could go on her own.

Instead of taking three years to pursue the ITE course in Retail Operations, she finished it in just two. Well done, Nurul!



## Reimagining APSN

Singapore's founding father, Mr Lee Kuan Yew, once said, "I believe that life is a process of continuous change and a constant struggle to make that change one for the better."

APSN has followed this ethos as well. Chief Executive Officer, Dr Christopher Tay, developed a fresh vision after he joined two years ago in 2017, having spoken to parents of beneficiaries with special needs to get feedback and understand their concerns.

"They were worried about what would happen to their dependents if they were to suddenly pass away or were unable to provide for them," Dr Tay explains. Parents were also concerned about the future of their children beyond APSN Delta Senior School, where most students leave with a WSQ certificate. What will happen to them afterwards? Is it a full stop with no more training?

"In light of these concerns, we came up with the vision for the APSN Community & College," Dr Tay shares. "With a sense of community and family spirit, we can support one another. Our beneficiaries will always have a safety net with us. From communal bonding activities, to healthcare, APSN can be there to be the family the child needs."

### A wider platform for success

APSN also wants to create a wider platform for our adult beneficiaries to succeed. Non-traditional training is currently being developed.

This refers to new areas of training for persons with special needs that are not commonly offered in the current market, opening up different industries in which they have the potential to contribute towards.

"When they are better trained in a wider range of jobs, there will definitely be more employment opportunities for them. Employment means greater independence for our beneficiaries. In essence, this platform gives them the



opportunity to learn new skills that are more relevant to the economy," shares Dr Tay.

While exploring different job avenues, APSN is also looking at the manpower crunch factor in Singapore. "A lot of companies are struggling to find manpower. The cost of foreign labour is also getting more expensive. APSN beneficiaries can offer much needed support in backroom jobs. For instance, in healthcare environments, if they can handle the back-end part of operations well, then the nurses will be free to focus on better patient care," says Dr Tay.

The other type of training APSN is looking at are the niche skills that do not come with certificates, such as flower arrangement and photography. "These may seem like hobbies, but they may turn out to be enterprising pursuits for our beneficiaries. They can even turn it into a business," shares Dr Tay.

"If you offer people products or services of a high standard, they will not care if you have special needs," he explains. "But, at the same time, we cannot expect sympathy just because we have disabilities; there has to be a degree of professionalism."

Mr Lee Kuan Yew would concur.

**"When they are better trained in a wider range of jobs, there will definitely be more employment opportunities for them."**

**Dr Christopher Tay**  
Chief Executive Officer, APSN



**Corporate  
Governance  
Report 2018/19**



The Board

APSN Board

The Board of APSN (“Board”) is responsible for the stewardship of the Association. It is committed to maintaining high standards of governance, accountability and transparency. It sets the overall strategic direction for the Association to ensure that it stays relevant and sustainable.

The Board’s conduct of its affairs is set out in its Terms of Reference. In addition, the Board oversees that there are documented internal controls, policies, procedures, frameworks, etc., in place to ensure compliance with current Regulations. The Board delegates the day-to-day management and operations of the Association to the Chief Executive

Officer (CEO) and senior management of the Association under the Delegation of Authority Policy (DOA). The CEO and staff members are accountable to the Board.

The Board comprises entirely of volunteers, both women and men, who bring with them diverse skills, expertise and experience. Board members receive no remuneration. They are elected for a term of two years, and are eligible to stand for re-election. There is a limit of 2 consecutive terms for the President and the Honorary Treasurer.

The Board held ten (10) meetings during the financial year (minimum six times a year). The number of meetings attended by Board Members during the financial year are as follows:

| Board Member  | Designation        | Date of First Appointment to the Board | Occupation  | Board Attendance in FY2018/19 |
|---|--------------------|--|---|-------------------------------|
| <b>Tan Cheen Chong</b><br>(Re-elected on 30 September 2017) | President          | 27 September 2014                      | Director, Genii Group Pte Ltd   | 11 out of 11                  |
| <b>Ruby Cheah</b><br>(Re-elected on 22 September 2018)      | Vice-President     | 31 August 2002                         | Fellow Chartered Accountant of Singapore (Life Member)                            | 10 out of 11                  |
| <b>Seet Chor Hoon</b><br>(Re-elected on 30 September 2017)  | Vice-President     | 1 October 2015                         | Non-Executive, Independent Director, Magnus Energy Group Ltd                      | 9 out of 11                   |
| <b>Angeline Khoo</b>  | Honorary Secretary | 22 September 2018                      | Legal Professional  | 6 out of 6                    |
| <b>Royce Seah</b><br>(Re-elected on 30 September 2017)      | Honorary Treasurer | 29 August 2009                         | Regional Managing Auditor, NSE Asia Products Pte Ltd                              | 10 out of 11                  |
| <b>Chan Chee Keong</b><br>(Re-elected on 22 September 2018) | Member             | 30 August 2008                         | Retired Business Owner  | 11 out of 11                  |
| <b>Leonard Lim</b><br>(Re-elected on 22 September 2018)     | Member             | 5 October 2015                         | Retired Business Owner  | 11 out of 11                  |
| <b>James Ng</b><br>(Re-elected on 22 September 2018)        | Member             | 27 August 2016                         | Director, Insights Associates Pte Ltd   | 9 out of 11                   |
| <b>Molly Ang</b><br>(Re-elected on 22 September 2018)       | Member             | 27 August 2016                         | Executive Director, Compensation & Benefits, Seagate Technology International     | 7 out of 11                   |
| <b>Lee Chuan Bee</b>  | Member             | 30 September 2017                      | Architect cum Landscape Architect, Chiu Teng Construction Co. Pte Ltd             | 5 out of 11                   |
| <b>Gwee Sze Chuan</b><br>(Re-elected on 30 September 2017)  | Member             | 22 October 2013                        | Finance Director - APAC, JDSU Solutions   | 9 out of 11                   |
| <b>Amy Kan</b>  | Co-opted Member    | 22 September 2018                      | Human Resources Director, APAC, Bruker Corporation                                | 4 out of 6                    |
| <b>Sujati Sastro</b>  | Co-opted Member    | 22 September 2018                      | Chartered Certified Accountant, Certified Internal Auditor and Associate Lecturer | 5 out of 6                    |

Long-Serving Board Members

Vice-President, Mrs Ruby Cheah, has served on the Board since 2002. Mrs Cheah is in the Schools Management, Finance, Nominating and Governance, and Company Limited by Guarantee Committees. She advises the Board and management on financial management, operations, policies, risk management and investments. She is a member of the Fellow Chartered Accountant, Singapore (Life member). Her professional work experience included a US MNC, a Big Four accounting firm, and a Singapore Statutory Board.

One of the longer serving members of the Board, Mr Chan Chee Keong is a past President of the Association. He currently chairs the School Management Committee and also serves on the APSN Centres Management, and Nominating and Governance Committees. Mr Chan has a keen interest in the education and training of special needs children and he spends time meeting and interacting with parents to understand their concerns. Apart from APSN, he is also active in serving the elderly in the Lions Befrienders and grassroots movement for the past 30 years. He also serves on the Medifund Committee of a community hospital and nursing home.

Roles and Responsibilities

The Board’s primary role is to oversee decisions and operations within the Association relating to the governance of APSN. The Board is involved with the following matters:

- Strategising goals, standards and values to meet APSN’s obligations to its stakeholders
- Periodic review of annual plan and budget
- Steering research and development efforts
- Active development or assistance in seeking out advisors, donors, financial resources and partners
- Overseeing an effective risk management framework of prudent and effective controls
- Approval of corporate and service strategies and restructuring
- Approval of policies, standard operating procedures and manuals
- Any other 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. Diversity in perspective may be determined by 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 counsel and identify suitable new Board members to enable succession and renewal of the Board.

Board Performance

There is a formal assessment of the effectiveness of the Board as a whole and the contribution by each member. The Board’s performance is evaluated annually. 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.

Expenses incurred by Board and Committee Members

There are transactions and arrangements for members of APSN and the effects of these on the basis determined between the parties are reflected in these financial statements.

|  | 2019 (\$) | 2018 (\$) |
|--|-----------|-----------|
| Course attended by Board and Committee Members for the purpose of APSN | 1,641     | 636       |
| Transport reimbursement to Board Members                               | 375       | –         |



Committees

To assist the Board in the execution of its duties, it has delegated specific functions to Committees. Each of these Committees operates within Terms of Reference approved by the Board. The Committees meet at least three times a year.

Schools Management Committee

The Schools Management Committee (SMC) exercises power and authority over the Management, operational policies and directions of the APSN Schools in accordance with policies set by the Ministry of Education and the National Council of Social Service. It is involved in:

- 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 policy determinations 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.
  - The provision of educational facilities and other amenities for the students of the Schools.
  - The management and operation of the Schools’ facilities, including the construction of such facilities and infrastructure, as may be required by the Schools from time to time.

| Schools Management Committee Members           | Designation  | Committee Attendance in FY2018/19 |
|--|--|-----------------------------------|
| Chan Chee Keong                                | Chairperson  | 6 out of 6                        |
| Tan Cheen Chong                                | School Supervisor  | 5 out of 6                        |
| Ruby Cheah                                     | School Treasurer   | 4 out of 6                        |
| Seet Chor Hoon                                 | Member   | 5 out of 6                        |
| Leonard Lim                                    | Member<br>(up to 16 November 2018 meeting)                       | 3 out of 4                        |
| Dr Christopher Tay                             | Member   | 6 out of 6                        |
| Angela Lee<br>(APSN CYS Principal)             | Member   | 6 out of 6                        |
| Yazilah Bte Amir<br>(APSN KS Former Principal) | Secretary<br>(resigned after 16 November 2018 meeting)           | 4 out of 4                        |
| Ng Puey Koon<br>(APSN KS Principal)            | Member<br>(from 30 January 2019)                                 | 2 out of 2                        |
| Liza Ow<br>(APSN TS Principal)                 | Secretary<br>(from 30 January 2019 meeting)                      | 6 out of 6                        |
| Aslinah Ahmad<br>(APSN DSS Former Principal)   | Member<br>(resigned after 16 November 2018 meeting)              | 4 out of 4                        |
| Subash Lazar<br>(APSN DSS Principal)           | Member<br>(from 30 January 2019)                                 | 1 out of 2                        |
| Anthony Fok                                    | Member<br>(from 30 January 2019)                                 | 2 out of 2                        |
| Khoo Tse Horng<br>(MOE Representative)         | Member   | 5 out of 6                        |
| Wong Geok Mei Veron<br>(MOE Representative)    | Member   | 5 out of 6                        |
| Terry Theseira                                 | Member<br>(represented Ms Wong Geok Mei Veron for March meeting) | 1 out of 1                        |

APSN Centres Management Committee

The APSN Centres Management Committee oversees the management of all APSN Centres, including planning, implementation and monitoring of all Centre activities, in the best interest of our clients and to support the Association's objectives. The Committee shall be charged with the following functions, duties and responsibilities:

- Ensuring that APSN Centres are operated and managed responsibly and prudently according to the functional objectives of each APSN Centre.
- Monitoring and evaluating with management the effectiveness of managing the Centres, including but not limited to all aspects pertaining to financial, human capital and property matters.
  - Determining services that are relevant and timely to benefit our clients, including but not limited to training, retraining, employment, lifelong learning and well-being services.

| APSN Centres Management Committee Members | Designation  | Committee Attendance in FY2018/19 |
|---|--|-----------------------------------|
| Leonard Lim                               | Treasurer<br>(up to 27 August 2018) /<br>Chairperson<br>(from 15 October 2018) | 7 out of 7                        |
| Chan Chee Keong                           | Chairperson<br>(up to 27 August 2018) /<br>Member<br>(from 15 October 2018)    | 7 out of 7                        |
| Chris Koh                                 | Vice-Chairperson   | 6 out of 7                        |
| Seah Chang Kai Royce                      | Treasurer<br>(from 15 October 2018)  | 2 out of 3                        |
| Lilian Chew                               | Member   | 6 out of 7                        |
| James Ng                                  | Member   | 4 out of 7                        |
| Janet Fong                                | Member   | 5 out of 7                        |
| Molly Ang                                 | Member   | 2 out of 3                        |
| Anthony Fok                               | Member<br>(resigned after 27 August 2018 meeting)                              | 2 out of 2                        |
| Bill Bowman                               | Member<br>(resigned after 25 April 2018 meeting)                               | 0 out of 1                        |
| Rick Lim                                  | Secretary  | 7 out of 7                        |

Audit and Risk Committee

The Audit and Risk Committee is responsible for assisting the Board in its oversight of:

- the controls over financial reporting;
  - the qualifications, independence and performance of the external auditors;
- the Management’s system of internal control and risk management practices;
  - the compliance with legal and regulatory requirements and the Code of Governance for Charities & IPCs; and
  - the effectiveness, independence and overall performance of the internal audit function.



| Audit and Risk Committee Members | Designation                          | Committee Attendance in FY2018/19 |
|----------------------------------|--------------------------------------|-----------------------------------|
| Sujati Sastro                    | Chairperson                          | 5 out of 5                        |
| Gillian Ong                      | Member                               | 5 out of 5                        |
| Gwee Sze Chuan                   | Member<br>(joined in January 2019)   | 1 out of 1                        |
| Lee Boon Kheng                   | Member<br>(joined in March 2019)     | NA                                |
| Joyce Tay Wei Foong              | Member<br>(resigned in January 2019) | 4 out of 4                        |
| Alan Koh                         | Secretary                            | 5 out of 5                        |

Fundraising Committee

The Fundraising Committee oversees the overall fundraising efforts at APSN, including planning, implementation and monitoring of all fundraising activities, to support the Association’s projects and programmes. Its duties include:

- determining with the management team realistic annual targets (such as but not limited to: funds received, donor count, amount per donor);
- strategising with staff to develop and agree on an annual plan that will meet the fundraising targets through major campaigns, communication tactics and prioritised resources;
- monitoring and evaluating such campaigns and efforts to ensure proper execution of the adopted plans, robust

- governance and systems are in place, and fundraising efforts are cost-effective;
- monitoring and reviewing the use of funds raised to ensure that such monies are effectively deployed to the right programmes and are properly accounted for;
  - working with fundraising staff in their efforts to raise money (which includes but not limited to: meeting and interacting with sponsors/funders: thanking sponsors/funders in writing); and
  - identifying and soliciting funds from the Board, APSN members and external sources.

| Fundraising Committee Members | Designation                            | Committee Attendance in FY2018/19 |
|-------------------------------|--|-----------------------------------|
| Tan Cheen Chong               | Chairperson                            | 3 out of 3                        |
| Tan Kok Peow                  | Member                                 | 3 out of 3                        |
| Robert Schmitz                | Member                                 | 1 out of 3                        |
| Amy Kan                       | Member<br>(joined on 12 February 2019) | 1 out of 3                        |
| Karen Tan                     | Secretary                              | 3 out of 3                        |

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 its 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 support 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  | Committee Attendance in FY2018/19 |
|---------------------------------|--|-----------------------------------|
| Molly Ang                       | Chairperson  | 3 out of 4                        |
| Amanda Chuan                    | Member   | 3 out of 4                        |
| Tan Kwang Cheak                 | Member   | 3 out of 4                        |
| Lakshmi Narayanan               | Member   | 2 out of 4                        |
| Paul O’Malley                   | Member   | 4 out of 4                        |
| Charmaine Sim                   | Member<br>(joined in January 2019)                 | NA                                |
| Seet Chor Hoon                  | Member<br>(stepped down after August 2018 Meeting) | 3 out of 4                        |
| Elleana Ho                      | Secretary<br>(resigned)                            | 1 out of 1                        |
| Ivy Teng                        | Secretary I  | 4 out of 4                        |
| Dennis Tai                      | Secretary II<br>(resigned)                         | 3 out of 4                        |

Infocomm Committee

The Infocomm Committee is involved with:

- the development and deployment of Infocomm Technology (“ICT”) strategies, policies and resources to effectively support and improve the learning experience of APSN students and staff.
- providing 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   | Committee Attendance in FY2018/19 |
|----------------------------|---|-----------------------------------|
| James Ng                   | Chairperson<br>(from 25 September 2018)                                 | 6 out of 6                        |
| Tan Teik Guan              | Chairperson<br>(up to 24 May 2018) /<br>Member (from 25 September 2018) | 8 out of 8                        |
| Quek Keng Oei              | Member  | 5 out of 8                        |
| William Ngoh               | Member<br>(from 25 September 2018)                                      | 5 out of 6                        |
| Julian Chan                | Member<br>(from 27 March 2019)  | 1 out of 1                        |
| Professor Ong Yew Soon     | Member<br>(from 27 March 2019)  | 0 out of 1                        |
| Rick Lim                   | Secretary   | 8 out of 8                        |

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, 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 | Committee Attendance in FY2018/19 |
|---------------------------|-------------|-----------------------------------|
| Royce Seah                | Chairperson | 4 out of 4                        |
| Ruby Cheah                | Member      | 3 out of 4                        |
| Lee Chiang Huat           | Member      | 4 out of 4                        |
| Melissa Tan               | Member      | 4 out of 4                        |
| Alex Shiu                 | Secretary   | 4 out of 4                        |

Nominating and Governance Committee

The Nominating and Governance Committee is responsible for the areas below:

- ensuring that APSN has effective self-renewal strategies at both the Board and Committees level.
- providing direction, guidance, and support to the Board in matters concerning Board composition so as 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.
- positioning APSN as a preferred organisation by volunteers seeking to serve in a social service organisation.

| Nominating & Governance Committee Members | Designation                         | Committee Attendance in FY2018/19 |
|---|-------------------------------------|-----------------------------------|
| Seet Chor Hoon                            | Chairperson                         | 3 out of 3                        |
| Ruby Cheah                                | Member                              | 3 out of 3                        |
| Tan Cheen Chong                           | Member                              | 2 out of 3                        |
| Chan Chee Keong                           | Member                              | 3 out of 3                        |
| Lee Chiang Huat                           | Member                              | 3 out of 3                        |
| Dennis Tai                                | Secretary<br>(resigned)             | 2 out of 3                        |
| Izyan Nadzirah Nordin                     | Secretary<br>(joined in March 2019) | 1 out of 1                        |

Company Limited by Guarantee Committee

The Company Limited by Guarantee Committee advises and guides the Board on its responsibilities relating to the legal entity restructuring of the activities and operations of APSN, in particular, to assist the Board in:

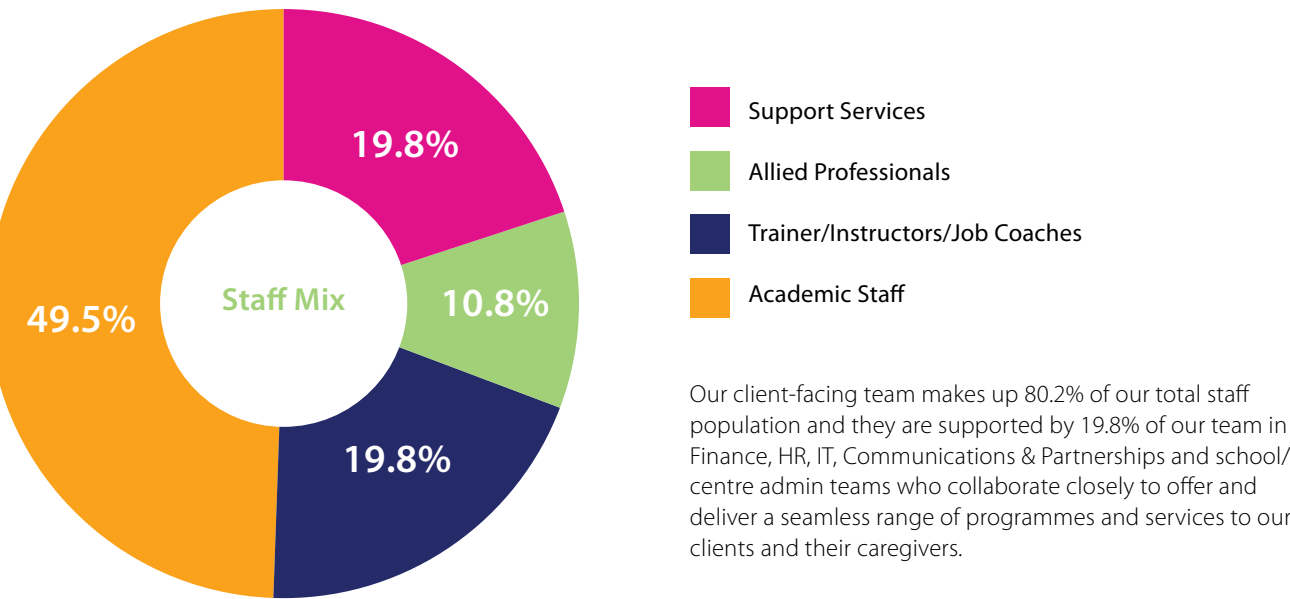
- analysing and designing the optimal legal entity structure that is aligned with the strategic objectives of APSN considering costs-benefits-risks mitigation; and
- developing detailed action plans and schedule for the implementation of the agreed legal entity restructuring upon approval of members at a general meeting.

| Company Limited by Guarantee Committee Members | Designation | Committee Attendance in FY2018/19 |
|--|-------------|-----------------------------------|
| Ruby Cheah                                     | Chairperson | 4 out of 4                        |
| Angeline Khoo Cheng Nee                        | Member      | 4 out of 4                        |
| Melissa Tan                                    | Member      | 3 out of 4                        |
| Seet Chor Hoon                                 | Member      | 4 out of 4                        |
| Dr Christopher Tay                             | Member      | 4 out of 4                        |
| Alex Shiu                                      | Secretary   | 3 out of 4                        |



# Human Resource Management

APSN has a team of professional and committed staff who help run our four APSN Schools, APSN Student Care Centre and APSN Centre for Adults. Our client-facing service team is made up of teachers, allied professionals (psychologists, occupational therapists, speech and language therapists and social workers), trainers, instructors and job coaches.



## Our Remuneration Strategy

We seek to attract, motivate and retain staff to deliver long-term benefits to our clients and, at the same time, take into consideration the necessary governance to comply with labour regulatory requirements and risks to enable APSN to become an attractive choice in the sector.

In mid-2018, we embarked on a review of our compensation and benefit schemes. This review resulted in the development of a new salary structure, which was competitively benchmarked against the social services and general industry sectors and adopted on 1 January 2019.

When formulating our Remuneration Strategy, the key thrusts are:

- i. Ongoing management of performance
- ii. Performance-linked rewards

Annual remuneration of the three highest paid staff:

| Salary Bands (\$\$) | Number of Staff |
|---------------------|-----------------|
| 150,000 – 200,000   | 2               |
| 100,000 – 149,999   | 1               |

- Support Services
- Allied Professionals
- Trainer/Instructors/Job Coaches
- Academic Staff

Our client-facing team makes up 80.2% of our total staff population and they are supported by 19.8% of our team in Finance, HR, IT, Communications & Partnerships and school/centre admin teams who collaborate closely to offer and deliver a seamless range of programmes and services to our clients and their caregivers.

## Performance Management

APSN's performance cycle begins in January and is communicated annually to staff. Staff go through a goal-setting exercise with their reporting officers and ensure their goals are aligned to APSN's values. This exercise is done through a cascading process from the CEO's articulation of vision and strategy to the Heads and then to employees. Staff performance is then measured against a five-point scale and good performance is linked to rewards through salary increment and performance bonus, which is in line with market best practices.

In the last quarter of 2018, a review of the performance management process was initiated with Willis Towers Watson. The objective was to put in place a performance-linked reward system that is supported by a robust balance-approach to goal-setting.

## Talent Management and Succession Planning

As part of APSN's continuing efforts to focus on building the capabilities of its workforce, a Career Progression Ladder was put in place in January 2019 and this led to the design of a talent management framework that will assist APSN in identifying and assessing the readiness levels of its personnel with high potential. This is another step closer to demonstrating APSN's commitment to developing its people for the purpose of succession.

As we move into the new financial year, staff can look forward to more progressive HR practices intended to lift APSN to be a preferred choice for potential candidates as well as retaining and developing our home-grown talents.

# Risk Management and Internal Controls

APSN has developed a risk governance structure which details the roles and responsibilities for identifying and managing risks; and is committed to build an organisation culture where:

- a. The leadership promotes the desirable behaviour across APSN;
- b. Risk management and internal controls are integral parts of the organisation; and embedded in all activities, processes and systems;
- c. Risks are managed holistically rather than in silos or isolation; and
- d. Risk responsibilities and accountabilities are clearly understood and enforced.

The control activities to manage risk include but are not limited to: i. Policies & Procedures, ii. Supporting Documents, iii. Authorisation Controls, iv. Segregation of Duties, v. Management on Conflicts of Interest, vi. Security Controls, vii. Awareness and Education towards Integrity and Ethical Values, and viii. Internal Audit.

APSN has written and well executed policies and procedures for financial matters, including but not limited to delegation of authority, procurement, receipting, payment, loans/donations, investments, management of assets, reserves and the setting-up/use/transfer of restricted and endowment funds. Annual budget is planned, monitored and updated by Management and approved by the Board.

## Whistle-blowing Arrangement

APSN has a whistle-blowing policy in place and provides a reporting channel for anyone to make a report in good faith on fraud, misconduct and malpractices by the Management and Staff. The information provided will be channelled to the President of the APSN's Board, the Chairperson of its Audit and Risk Committee, and the Chairperson of its Human Capital Committee. To protect those who come forward to report in good faith, the reports and identities of the whistle-blowers will be kept confidential to the extent feasible and permissible under the law.

## Conflict of Interest

All Board and committee 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, on a regular basis and when the Conflict of Interest situation arises. 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 the National Council of Social Service.

## Data Privacy and Protection

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



Programmes & Services

The Management team is led by the CEO, who oversees the Headquarters support functions; and Heads of Department, who manage the various services and programmes for our beneficiaries.

i. Building Strong Foundations (Programmes for persons aged 7 to 12)

For children aged 7 to 12 years of age, there are two programmes offered in APSN Chaoyang School and APSN Katong School: the Mild Intellectual Disability (“MID”) General Programme and the Autism Spectrum Disorder (“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 skill sets 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 four performance areas of Counting and 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 to create a learning environment that excites and develops their sense of inquiry. The Science themes comprise 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 (personal hygiene, dressing routines), social competencies, work behaviours, food preparation and social-emotional learning. Social-emotional learning provides opportunities for our students to acquire skills and knowledge that 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.

Physical Education

Physical Education (PE) consists of two components: (1) physical fitness and health education; and (2) games and sports skills acquisition. PE aims to train and provide students with the skills and knowledge to lead active and healthy lives.

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 the Social Skills Programme. Sensory Play lessons using the ‘Inquiry-Based approach’ support 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, facilitates 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. Transitioning to Vocational Training (Programmes for persons aged 13 to 16)

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

Vocational Education

Vocational Education at the APSN Secondary level aims to help students understand the working world and prepare them for further vocational education and training, work experience and independent living in the key industries of Food & Beverage, Hospitality, Horticulture and Retail Operations.

APSN secondary students take the Workplace Literacy and Numeracy (WPLN) Assessment at the age of 16 to determine which pathway they will take next.

Graduates from APSN KS or APSN TS may continue on the APSN Pathway to pursue post-secondary education at APSN Delta Senior School (DSS). Alternatively, they can take a longer runway with workplace training at APSN Centre for Adults (CFA).

iii. Providing Authentic Workplace Experiences (Programmes for persons aged 17 and above)

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 in 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 and 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.

At APSN DSS, there are two pathways for students: the (1) WSQ Work Experience Programme and the (2) LEAD Programme.

The students under the WSQ Work Experience Programme are trained to be work-ready, while LEAD Programme students are those who are work-capable but may require a longer runway to be work-ready.

Students from the LEAD programme who meet the entry criteria for the WSQ programme will be able to transfer to the WSQ-accredited track.

1. WSQ Work Experience 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.

Regardless of the vocational track the student is in, upon completion of the modules by the first semester of their third year in the WSQ programme, the students will be eligible to be considered for the Work Experience programme.

The Work Experience programme is part of the formal WSQ training at APSN DSS.

2. 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  |   |
|---------------------|--|---|
| Vocational Learning | <ul style="list-style-type: none"><li>• Basic Food Hygiene</li><li>• Basic Grooming</li><li>• Basic Landscaping</li><li>• Basic Cleaning</li></ul> | <ul style="list-style-type: none"><li>• Basic Laundry</li><li>• On-Site Training</li><li>• Work Experience Programme (selected students)</li><li>• Work Skills Training</li></ul> |
| Literacy            | <ul style="list-style-type: none"><li>• Oral Expression</li><li>• Listening Comprehension</li></ul>  | <ul style="list-style-type: none"><li>• Reading Comprehension</li><li>• Writing</li></ul>   |
| Numeracy            | <ul style="list-style-type: none"><li>• Counting &amp; Computation</li><li>• Scheduling</li></ul>  | <ul style="list-style-type: none"><li>• Budgeting</li><li>• Measurement</li></ul>   |
| Fitness and Health  | <ul style="list-style-type: none"><li>• Health Education</li><li>• General Fitness Education</li></ul>   | <ul style="list-style-type: none"><li>• Sports Skills</li><li>• Community-Based Skills Training</li></ul>   |
| Personal Management | <ul style="list-style-type: none"><li>• Self-Awareness</li><li>• Goal Setting</li></ul>  | <ul style="list-style-type: none"><li>• Problem Solving / Decision-Making</li><li>• Self-Regulation</li></ul>   |
| Computer Skills     | <ul style="list-style-type: none"><li>• Basic ICT Skills Training</li></ul>  |   |



iv. Further Work Preparation (Programmes for persons aged 16 onwards)

For adult learners, specialised training is provided in the four-phased programme provided at the APSN Centre for Adults. Further details are given in the descriptions below.

Phase 1 – Basic Vocational Training

Trainees undergo basic vocational skills training as a foundation to prepare them for the second phase in sheltered enterprise. Trainees will be rotated and 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 and 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

The trainees will have the opportunity to apply vocational skills learnt from Phase 1 in a safe and realistic work environment. Training now takes place in the domains of Bakery, Building Maintenance, Catering and Contract Work. The depth of their learning also increases as the sheltered enterprises cater 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 will continue to be supported by APSN Alumni Services team to ensure that a good quality of life continues to be maintained. Services provided include social and recreational programmes, lifelong learning, job placement and many others.

v. Lifelong Support (Programmes for APSN alumni)

For APSN students and trainees who have been de-registered, graduated or referred out for employment, APSN Alumni Services provides several core programmes to engage them. 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 one-year period. By participating, our alumni form meaningful connections with their peers, gain self-confidence and self-esteem, share personal interests and experiences, and get engaged through activities. APSN Alumni Services has collaborated with NUS Community Service Club since 2007 and have an average of 25 buddy pairs per cycle.

TENG Academy Drumming

The TENG Academy sponsored APSN with 15 sets of Traditional Chinese Drum Sets, along with an instructor, who provided weekly Saturday training sessions to our beneficiaries. There were 17 attendees and 19 sessions. Our beneficiaries’ training consisted of training weekly for several months, before culminating into a drumming performance at the TENG Ensemble Fund Raising Concert on 22 March 2019 at Victoria Theatre. President Halimah Yacob was in attendance and was impressed by their performance.

Photography Workshop

APSN alumni are given the opportunity to explore and capture the beauty of life through photography. They are taught by professional photographers who are volunteers from YMCA of Singapore and are equipped with cameras sponsored by Canon Singapore. The alumni undergo a year-long workshop series, which occurs at least once a month. The class of 15-20 people learn photography theory and outdoor practical photography, facilitated by volunteers and experienced photographers who are paired one-on-one with each alumnus. As they build up their portfolio, self-esteem and skills, they work towards eventually doing freelance photography for events.

vi. Other Services

Allied Professionals

A team of qualified Allied Professionals (Social Workers, Psychologists, Occupational Therapists and Speech Therapists) supports 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, but 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

APSN Student Care Centre (SCC) provides before and after school care programmes for students with special needs aged seven to 18. Located in APSN Chaoyang School since 1992, the APSN SCC has services that are available to both APSN students and those 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, they improve their fine and gross motor skills, and learn values of teamwork and sportsmanship.

Code of Governance Evaluation Checklist for FY2018/19

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



| S/N   | Description  | Code ID | Compliance |
|---|--|---------|------------|
| Human Resource and Volunteer Management   |  |         |            |
| 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     | Complied   |
| 14  | There are processes for regular supervision, appraisal and professional development of staff.  | 5.5     | Complied   |
| Are there volunteers serving in the charity? (Skip item 15 if “No”)                                       |  |         | Yes        |
| 15  | There are <b>volunteer management policies</b> in place for volunteers.  | 5.7     | Complied   |
| Financial Management and Internal Controls  |  |         |            |
| 16  | There is a documented policy to seek the 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   | Complied   |
| 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   |
| Does the charity invest its reserves, including fixed deposits? (Skip item 21 if “No”)                    |  |         | Yes        |
| 21  | The charity has a <b>documented investment policy</b> approved by the Board.   | 6.4.3   | Complied   |
| Fundraising Practices   |  |         |            |
| Did the charity receive cash donations (solicited or unsolicited) during the year? (Skip item 22 if “No”) |  |         | 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   |
| Did the charity receive donations-in-kind during the year? (Skip item 23 if “No”)                         |  |         | Yes        |

| S/N  | Description  | Code ID | Compliance |
|--|--|---------|------------|
| Fundraising Practices  |  |         |            |
| 23   | All donations-in-kind received are <b>properly recorded</b> and <b>accounted for</b> by the charity.   | 7.2.3   | Complied   |
| Disclosure and Transparency  |  |         |            |
| 24   | The charity discloses in its annual report:<br>i) Number of Board meetings in the year; and<br>ii) Individual Board member’s attendance.   | 8.2     | Complied   |
| Are Board members remunerated for their Board services? (Skip items 25 and 26 if “No”) |  |         | No         |
| 25   | No 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.<br><br><u>OR</u><br>The charity discloses that no Board members are remunerated.  | 8.3     |            |
| Does the charity employ paid staff? (Skip items 27, 28 and 29 if “No”)                 |  |         | Yes        |
| 27   | No staff is involved in setting his or her own remuneration.   | 2.2     | Complied   |
| 28   | The charity discloses in its annual report:<br>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<br>ii) If any of the three highest paid staff also serves on the Board of the charity.<br><br><u>OR</u><br>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.<br><br><u>OR</u><br>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   |
| Public Image   |  |         |            |
| 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   |



## Donor Acknowledgement



Chang Hong Wei & Chuang May Yee



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



Aegis Building & Engineering Pte Ltd

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Community Chest (Donation from Panasonic Asia Pacific Pte Ltd)

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Lim Soo Hock

Lim Teck Chai, Danny

Lim Wei Choo

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Ng Lin Chor

Ong Kok Chiong

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Paul Valentine O'Malley

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Teo Seow Phong

Teo Ser Luck

Textile And Fashion Industry Training Centre Pte Ltd

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Thinkers Alliance Pte Ltd

Trans Eurokars Pte Ltd

VIP Hotel

William Wong Chee Tat

Wong Thian Boon

Woo Shian Loong

Xi De Li Pte Ltd

Zero Spot Laundry Service Pte Ltd



# Financial Statements 2018/19



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# Schools and Centre Listing



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