



Students
Care Service

Annual Report
2015/16

40

40 years of maximizing the potential
of children and youth





Corporate Information

Registered Name Students Care Service 学 生 辅 导 会
ROS Registration Number 0248/1975CAS
Charity Registration Number 000014
UEN Number S76SS0021F
IPC Registration Number IPC000462
IPC Sector Administrator Ministry of Social and Family Development (MSF)
Nature of Governing Instrument The governing instrument of Students Care Service is the Constitution.
Principal Funding Sources Main income sources are: 1) grant from NCSS/Community Chest, 2) fees from services rendered to schools, MSF and others, and 3) donations raised from corporations and the public.
Corporate Website www.students.org.sg
Corporate Email scs_hq@students.org.sg

Registered Address/Headquarters 463 Hougang Ave 10, #01-964, Singapore 530463 Tel : 6286 9905 Fax : 6286 6230
Centres Clementi Centre 329 Clementi Ave 2, #01-248, Singapore 120329 Tel : 6778 6867 Fax : 6775 4132 Email: scs_c01@students.org.sg
Hougang Centre 463 Hougang Ave 10, #01-964, Singapore 530463 Tel : 6286 9905 Fax : 6286 6230 Email: scs_h01@students.org.sg
Yishun Centre 202 Yishun Street 21, #01-89, Singapore 760202 Tel : 6759 6821 Fax : 6759 6829 Email: scs_y01@students.org.sg
Centre for Educational Psychology Assessment & Centre for Training, Consultancy and Research Social Service Hub @ Tiong Bahru 298 Tiong Bahru Road #10-04 Central Plaza, Singapore 168730 Tel : 6593 6462 Fax : 6276 7173
Auditor Odds & Even Associates 151 Chin Swee Road #06-01 Manhattan House Singapore 169876
Bankers OCBC Bank 63 Chulia Street #10-00 OCBC Centre East Singapore 049513
DBS Bank 12 Marina Boulevard Marina Bay Financial Centre Tower Three Singapore 018982

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Mission

To be a leading social work organisation in enabling children and youth to maximise their potential

Core Values

We COMMIT to serve our clients

- We listen to their needs and serve to empower them.
- We demonstrate the highest ethical standards.

We UPHOLD professional excellence

- We emphasise integrity, teamwork and quality in our work.
- We treat our colleagues and co-workers with respect and dignity.
- We think and work creatively.
- We grow in our knowledge and skills.
- We learn from our mistakes.

We VALUE our volunteers and service partners

- We develop and empower our volunteers.
- We support collaborative relationships.
- We recognise and celebrate contributions and accomplishments.

Board Members

MEMBERS



Chief Advisor
Mr Eric Low Siak Meng
JP, BBM(L), PBM



Chairman
Dr Ang Seng Bin
Date of appointment:
22 August 2015
(Consultant, Head, Family Medicine Service as well as Menopause Unit of KK Women's and Children's Hospital)



Vice Chairman
Mr Wan Chee Foong
Date of appointment:
22 August 2015
(Head, Group Business Development and Group Commercial Development, PSA International)



Honorary Secretary
Assoc Prof Rebecca Ang
Date of appointment:
22 August 2015
(Head, Psychological Studies of National Institute of Education)



Honorary Treasurer
Mrs Ivy Goh
Date of appointment:
22 August 2015
(Regional Finance Director of Advanex (S) Pte Ltd)



Mr Chee Wai Pong
Date of appointment:
22 August 2015
(Advocate & Solicitor; Commissioner for Oaths, Notary Public; Chee Wai Pong & Co)



Mr Goh Chee Kong
Date of appointment:
22 August 2015
(Independent Consultant)



Mr Albert Lim Song Khiang
Date of appointment:
22 August 2015
(Independent Structured Trade Consultant)



BG Lim Tuang Liang
Date of appointment:
22 August 2015
(Chief of Staff - Air Staff, Republic of Singapore Air Force)



Mr Gabriel Ong Chee Siong
Date of appointment:
22 August 2015
(Regional Sales Director, Navis a part of Cargotec Corporate)



Mr Vidyut Gandhi
Date of appointment:
22 August 2015
(Director, Link Vue Systems Pte Ltd)



Mr Naidu Sundraj
Date of appointment:
22 August 2015
(Chief Financial Officer, Kreuz Subsea Group)

Sub-Committees & Centre Advisory Committees

Audit Committee

Chairman

Mr Albert Lim Song Kiang

Members

Mr Koh Thong Wee Benny
Mr Lok Lai Cheng

Finance Committee

Chairman

Mrs Ivy Goh

Members

Dr Ang Seng Bin
Assoc Prof Rebecca Ang

Staff & Services/ Programmes Committee

Chairman

Mr Wan Chee Foong

Members

Mr Vidyut Gandhi
Mrs Ivy Goh
Mr Lim Tuang Liang

Daisy Phay Foundation – SCS Scholarship Award Committee

Mrs Ivy Goh

Members

Ms Rosaline Chan
Mr Gabriel Ong Chee Siong

Fundraising Committee

Chairman

Mr Naidu Sundraj

Members

Mr Choy Wei Hsien Mark
Mr Albert Lim Song Kiang
Ms Mita Natarajan
Mr Wan Chee Foong

Charity Golf 2015 Organising Committee

Chairman

Mr Eric Low Siak Meng JP, BBM(L), PBM

Members

Mr Peter Yeo PBM (Tournament Director)
Mr Eric Chen
Mr Cher Kwang Siong
Mr Chua Swee Ann
Mr Francis Koh
Mr Jeffrey Koh
Mr Jeffrey Lim
Mr Jonathan Yeo

Clementi Centre Advisory Committee

Chairman

Mr Wan Chee Foong

Members

Mr Choy Wei Hsien Mark
Mr Lee Tiong Peng, BBM
Mr Ong Chee Siong Gabriel
Mr Tan Siang Yuen Bentley
Assoc Prof Yeo Lay See

Hougang Centre Advisory Committee

Chairman

Mr Lim Tuang Liang

Members

Assoc Prof Rebecca Ang
Mr Gopinath Menon, BBM
Mr Lim Tze Chern
Assoc Prof Vivien Huan
Mr Toh Weng Choy

Yishun Centre Advisory Committee

Chairman

Mr Vidyut Gandhi

Members

Mr Chee Wai Pong
Mrs Ivy Goh
Mr Koh Thong Wee Benny
Dr Kumudhini Rajasegaran
Mr Chinnu P Velu
Assoc Prof Vilma D'Rozario

Kits for Kids 2015 Organising Committee Champion

Minister Tan Chuan-Jin

Chairman

Mr Sudhesh Nair

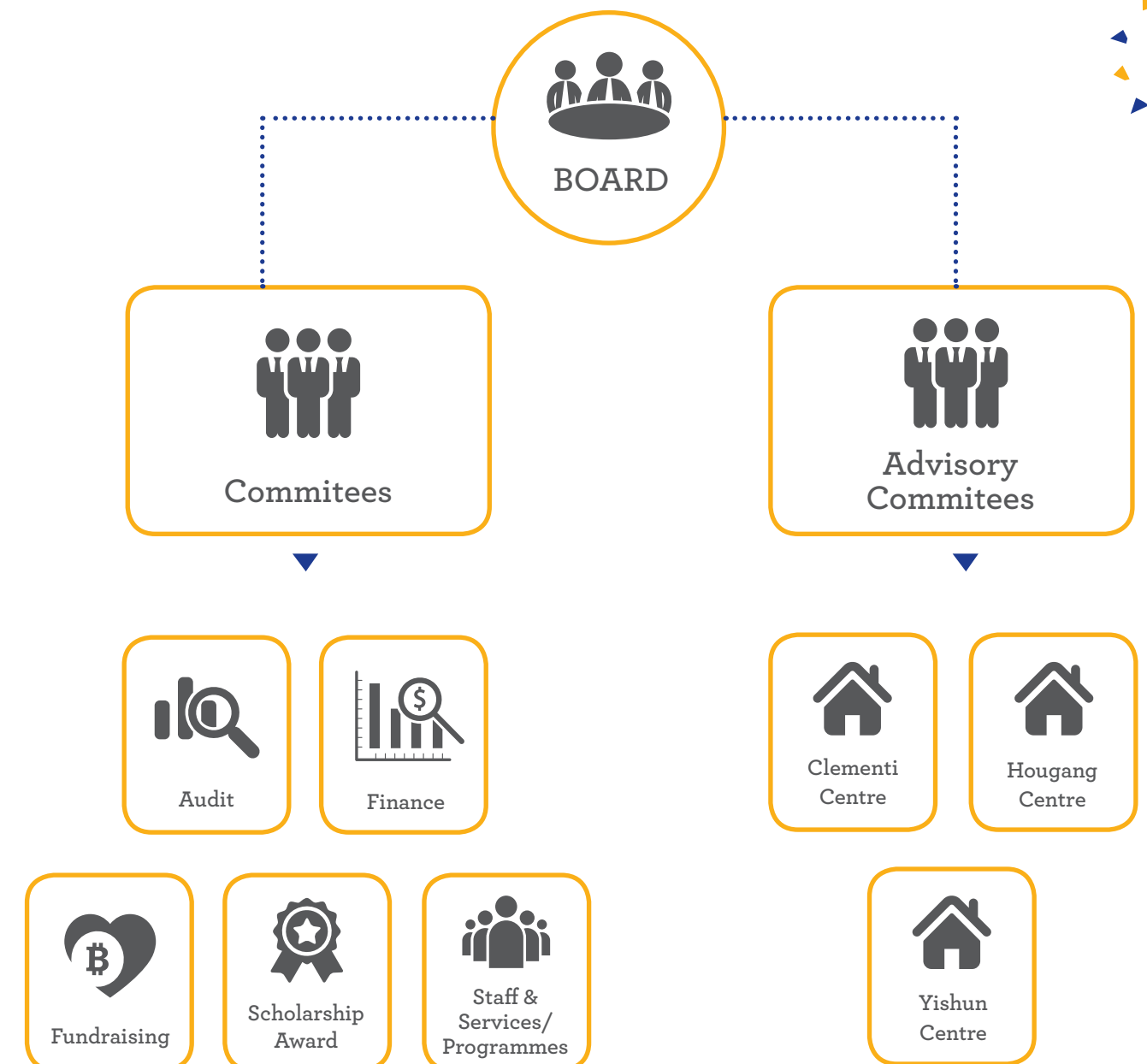
Vice Chairman

Mr Sean Chua
Mr Jonathan Tan

Members

Mr Ee Keok Lye
Mr Darren Goh-Klass
Mr Jonathan Kua
Mr Kwek Chin Lin

Organisation Structure



Staff Structure



Management

Tan-Wu Mei Ling
Executive Director

Fang-Luen Wai Sum, Jenna
Centre Director, Hougang

Lee Seng Meng
Centre Director, Clementi

Nguang-Low Ching Voon, Geraldine
Director, Educational Psychology Service

Tan Qiao Lynn, Sarah
Senior Manager, Corporate Services

Principal Social Worker

Ler-Lim Wan-Li, Melissa

Senior Social Workers

Goh-Ang Kai Fen
Acting Centre Director, Yishun

Teo Chye Hee, Benjamin
Head of Service, Youth

Koh Cindy
Lim Shu Hui
Nur Fadhli Bin Prayitno
Rohaya Binte Abdul Rasid
Szetoh-Peh Yin Yee
Tan-Wang Peishan, Theresa
Teo-Zhuang Xinyan

Social Workers

Chen Xi

Ho Min Choo, Gwen

Koh Chye Hong, Gabriela

Lim Jia En

Lim See Leng, Shylock

Ong Jie Wen, Cheryl

Seah Pei Hsien, Rachel

Shannon Natasha Edward

Soh Xiaohan

Tan Hock Chiang, Jason

Tan Shi Min, Elaine

Tan Shu Xian

Tan Shu Yun, Charmaine

Tan Yee Ying

Zhang Zhuolin, Daniel

Senior Learning Specialists

Loh-Lee Yin Wan, Magdalen

Soon Bee Siang, Sherry

Learning Specialists

Tan Bao Min

Educational Psychologists

Teo Shu Hsien, Esther

Associate Psychologists

Huang Xuan, Hannah

Tan Jie Ying

Manager

Mok Rui Wen, Rae

Manager, Community Partnership

Executives

Chee Licia

Community Partnership Executive

Chia-Tan Yee Min, Elizabeth

Senior Research Executive

Tay Meng Choo, Corrine

Senior Accounts Executive

Chen Xiaoling, Ivy

Programme Executive

Chiam Weng Foo, Samuel

Programme Executive

Fatin Binte Mohd Ali

Programme Executive

Lam Yee Siang, Adrian

Programme Executive

Loh Kong Joe, Terence

Programme Executive

Wong Zhi Xin, Charlene

Research Executive

Admin Assistants

Chau-Goh Sing Xuan, Candice

Lai-Tay Soi Soi, Betty

Loh-Yew Chai Yin, Bessey

Toh-Lee Sock Kiang, Veronica

Cleaning Assistants

Kang Geok Lan, Serena

Kua Annie

Siah Bee Kim, Ivy

Services & Programmes



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Chairman's Statement



Chairman
Dr Ang Seng Bin

40 years of maximizing the potentials of children and youth in Singapore

This year, Students Care Service (SCS) celebrates 40 years of maximising the potentials of children and youth in Singapore. Started on 24 May 1976, SCS first took the form of a School Counselling Service, staffed by social workers, within St Andrew's Secondary School. Our founder, the then Principal of St Andrew's Secondary School - Mr Francis Thomas, had wanted to reach out to students who were experiencing difficulties in their home and personal environments. These difficulties had impeded his students from achieving to the best of their potentials in school.

40 years on, SCS stays committed to its mission of maximizing the potential of every child and youth in partnership with families, schools and the community. This commitment has seen us reached out to more than 100,000 children and youth in the last 40 years. To ensure our effectiveness in impacting lives, SCS has also continually evolved itself as well as its programmes and services.

1983 marked one such milestone evolution when SCS moved out from its Penang Lane office into its first community-based centre in Clementi. The vision then was to ensure accessibility of its services to children, youth, their parents and schools. This move was followed by the setting up of two other community-based centres in Hougang and Yishun, in 1989 and 1995 respectively.

In 2001, noting that there was a dearth of accessible support to students undergoing

their first-ever national exams – the Primary School Leaving Examinations (PSLE), at 12 years of age, SCS started the PSLE hotline. For 6 years, the PSLE hotline provided telephone counselling support to about 500 students yearly, serving a total of 3,442 students at the end of its run. The hotline eventually took its last call in 2006 when more hotline services came onto the scene and ensured that students needing a listening ear were well-provided for.

This pioneering spirit and the willingness to evolve itself to ensure effectiveness of its services saw SCS develop many new services and programmes through the years. Notably, these included the Educational Psychology Service, the Training & Consultancy Division, Student Mentorship Programme, the 2bE youth-centric website cum e-mail counselling service and most recently, Youth COP and ACE Football Programme.

In addition to the evolution of services to better meet the needs of children and youth, SCS was also relentless in contributing to the growth and development of the children and youth sector. SCS' contributions included the incubation of the Dyslexia Association of Singapore and the Autistic Association (Singapore). Over the years, through its Training & Consultancy Division, SCS had also provided training and clinical supervision to enhance the competencies of professionals in the children and youth sector from various organisations.

Believing in the efficacy of school social work services, SCS had supported the founding of the School Social Work Chapter under the auspices of the Singapore Association of Social Workers. Through its Centre of Specialisation in School Social Work, SCS had also embarked on various initiatives to shape the development of school social work in Singapore. These included contribution to the development of the Core Competencies for School Social Work Practice in Singapore,

delivery of a School Social Work Certificate Course and the piloting of various school social work models in partnership with schools. The latest of these models, the Seconded/Attached School Social Work model was a reference model for relevant Ministries looking into the development of school social work in Singapore.

Undoubtedly, the achievements that SCS was privileged to attain in the last 40 years was made possible by the support and belief that the community, corporate partners, fellow organisations and government had in it. Hence, SCS would like to put on record its appreciation to all its past Chairman – Mr Chong Yong How, Mr Anthony Geoffrey Cooper, Mr Benny Koh, Mr Eric Low JP, BBM (L), PBM, Rear Admiral Kwek Siew Jin, Mr Gopinath Menon and Mr Goh Chee Kong, its past and present staff, volunteers, corporate partners and service partners. SCS is deeply grateful for their support and contributions, and is spurred on by it to do even better.

In the next 40 years to come, SCS commits itself to continue maximising the potentials of children and youth in Singapore. It will do this through rooting itself even more deeply in collaborative and quality services, while spreading its branches to continually reach out and develop relevant and engaging services for the children, youth, families, schools and related professionals in Singapore. Toward this end, SCS looks forward to your continued support and partnership in this shared journey and vision.

For the children and youth of Singapore. For the future of us.

Dr Ang Seng Bin
Chairman



Executive Director's Report



Executive Director
Mrs Tan-Wu Mei Ling

Staying Relevant & Ensuring Accessibility

Students Care Service (SCS) celebrates 40 years of maximising the potential of children and youth! This is the tagline of SCS 40th anniversary celebrations this year. A tagline that SCS carries with pride and a deep sense of gratitude.

Founded in 1976 with the vision of helping students who struggled in school due to personal and family challenges, SCS has since grown into an established and trusted children and youth organisation with four centres located in different parts of Singapore. The achievements of SCS in the last 40 years was made possible through the visionary leadership of its Board, passionate commitment of its staff and volunteers as well as unstinting support from its service partners, funders and donors. These achievements included the new initiatives that SCS had embarked on in the last two years to reach out to more children and youth.

These new initiatives included:

- Bringing Reading Odyssey (RO), an evidence-based reading intervention programme, into the community to benefit more children from underprivileged backgrounds;

- Realising Academic Potential (R.A.P.), a programme to bring out the learners in youths through creative programme design and synergistic partnership with Ngee Ann Polytechnic;

- Project Spooner Road where SCS staff team runs a Clubhouse, provide outreach, case management, group work and counselling services to children and youth residing within two rental blocks at Spooner Road and

- Buddy'IN, a social integration programme that brings together youths from Special Education Schools and Institutes of Technical Education to forge mutually enriching friendships.

The desire to ensure the relevance and accessibility of our services to the children and youth in Singapore had spurred SCS on to embark on these new initiatives. The impact and details of these new programmes can be found under the Highlights of Services and Programmes.

In addition to the aforementioned initiatives, SCS remains committed to serving the children and youth in Singapore through its range of social work and educational psychology services. Its intended impact is for children and youth to be:

- positively developed with competence, confidence and character;
- have meaningful connections with family and society;
- care for others;
- are positively engaged in school and
- steer clear of crime.

Towards these ends, in the year past, it served

5029 children and youth. Notably, SCS had also committed its resources to engaging parents, teachers and other professionals who play critical roles in the nurturance and development of children and youth. This is done through its casework and counselling, workshops, group work, training and consultancy services. In all, a total of 1656 parents, teachers and other professionals were served.

SCS is able to mark its 40 years of service with pride and continue to evolve relevant services and programmes for children and youth because of the trust and support of those who had shared its vision and commitment to maximising potentials.

To all who had shared and supported us in our 40 years of journey, a heart-felt thank you. As we strive towards our next 40 years in serving the children and youth of Singapore, we look forward to your continued support.

Tan-Wu Mei Ling
Executive Director

Significant Milestones In The Last 40 Years



Pro-tem Committee was established.

Granted Institution of a Public Character (tax-exempt) status by Inland Revenue Authority of Singapore

1975

1976

1977

1978

Registered School Social Work Service Association of Singapore (SSWSAS) with office at Penang Lane

Organisation name changed to Students Care Service (SCS)

Established Hougang Centre and relocated Penang Lane office to Hougang Centre at Blk 18, Hougang Ave 3. Opening was officiated by the late Dr Tay Eng Soon

- Set up Clementi Centre at Blk 437 Clementi Ave 3.
- Introduced Educational Psychology Service
- Affiliated to Singapore Council of Social Service and Community Chest of Singapore

1983



Hosted visit to Clementi Centre by President Wee Kim Wee



- Launched the very first SCS Volunteers' Connection
- Organised the first students' seminar "Voices and Choices" on 26 October officiated by Mr Chan Soo Sen, Minister of State, Prime Minister's Office and Education and Ministry of Community Development and Sports
- Launched book "A Hand To Hold" cum Seminar on "Children with Special Needs", by Dr Ng Eng Hen, Minister of State for Education, and Manpower

1989

1988

1995

1996

1997

Partnered Autistic Association (Singapore) to pilot the Reach-Me Project and provided its interim housing at SCS Clementi Centre

- Celebrated 20th anniversary with Charity Musical Chairs project.
- Supported and provided physical facilities and admin support to the Dyslexia Association of Singapore for the first learning centre

Set up Yishun Centre. The first brick-laying ceremony was graced by the Parliamentary Secretary for Law and Home Affairs and MP for Sembawang GRC, Assoc Prof Ho Peng Kee. The opening was officiated by Minister for Community Development, Mr Abdullah Tarmugi

- Unveiled new corporate identity to better reflect our mission during a Charity Golf Tournament and Dinner on 2 March, officiated by Mr. Bernard Chen, MP for West Coast GRC

- Collaborated with NUS Society, NUS and Tanjong Pagar CDC on the Student Mentorship Programme
- Participated in the Guidance Programme funded by MCDS

1998

1999

2000

2001

2002

2003

Relocated Hougang Centre from Hougang Ave 3 to Hougang Ave 10

Published findings of the Research Study on "The Juvenile Shoplifting Phenomenon"

- Celebrated our 25th birthday on June and the celebration logo unveiled by Chairman, RADM (RET) Kwek Siew Jin
- Organised first professional seminar "Reaching Greater Heights" on 3 September. It was attended by 333 participants and provided an opportunity for policy makers, academicians, social workers and professionals to exchange ideas and experiences in the field of students' work
- Collaborated with SPH's Thumbs Up weekly to organise a public seminar "Entry Into Secondary One" for parents and their children in primary six on 11 November
- Initiated and introduced PSLE Hotline in Singapore



- 2003 Published findings of "An Exploratory Study on Youths' resilience and family values in Singapore" in June
- Organised Professional Seminar on "Working with Students - A Systemic Approach" officiated by Mr Chan Soo Sen, Minister of State for Education, and Community Development and Sports.
- Staff, Ms Esther Koh, awarded the Outstanding Social Worker Award (OSWA) for 2002 and Manpower



Quantitative Achievements 2015

Social Work (SW)	2015
Services/Programmes for students	4,183
Consultation	52
Counselling/ Casework (SW)	304
Groupwork	1,833
Developmental & Preventive Programmes	1,964
Training	30
Others	1,516
Enquiries	81
Parents	663
Teachers	318
Other Professionals	98
Volunteers	356
TOTAL	5,699

Educational Psychology Service (EPS)	
Services/Programmes for students	846
Consultation, Assessment and Casework	194
Intervention Programmes (Learning)	457
Developmental & Preventive Programmes	151
Special Projects	44
Others	911
Enquiries	59
Parents	476
Teachers	36
Other Professionals	65
Volunteers	275
TOTAL	1,757

Note:
1 Quantitative calculation is based on the total number of service-users recorded and includes multiple-service users.



Donors and Sponsors

Funders/ Donors/ Sponsors

Ang Seng Bin	Gathergates Switchgear Pte Ltd	Lee Yew Ho
Farid Arrisyad	Gifts & Spirits Pte Ltd	Lee Yin Wan Magdalen
Arrowcrest Technologies Pte Ltd	Glenhill Group Pte Ltd	Roger Leng
Asiatic Engineering Pte Ltd	Goh Bak Guan Alexander	Kim Leon
Atri Saurav	Goh Bee Kwan	Leong Chee Tung
Auto Lease (Pte) Ltd	Goh Chee Kong	Liew Kau Keen
Baet Seow Koon	Goh Cheng Siang Gregory	Jeffrey Lim
Barclays Bank PLC Singapore	Goldman Sachs (Singapore) Pte	Lim Boh Chuan
BBC Chartering Singapore Pte Ltd	Haslindah Lynn Haizir	Lim Choon Yee
Bek Yeok Siew	Heng Eng Kiat Nicholas	Lim Kim Guan Thomas Joseph
BHP Billiton Limited	Heng Gek Hwah	Lim See Leng
Bintai Kindenko Pte Ltd	Heng Mok Kwee Derrick	Lim Song Khiang Albert
Boustead Projects Limited	Geoffrey Kenneth Abuan Hernandez	Lim Wan Xian Dominic
Camp Challenge Pte Ltd	Elaine Ho	Lim Yu-Wen
Capital International, Inc.	Ho Wee Kwang	Lita Ocean Pte Ltd
Capitaland Hope Foundation	The Hongkong and Shanghai Banking Corporation Limited	Loh Chee Kin
Chan Choong Seng Daniel	How Tan Hong	Loo Kuen Feng
Chang Chien Shooong	HT Engineering Pte Ltd	Low Ching Voon Geraldine
Changi Airport Group	iFast Global Prestige Fund	Luen Wai Sum Jenna
Changi Foundation	Cheong Im	Marina Bay Sands Pte. Ltd.
Dipti Cheerath	JL Building Products & Services (S) Pte Ltd	Gopinath Menon
Eric Chen	K & L Engineering Pte Ltd	Mitsubishi Electric Asia Pte Ltd
Chew-Ng Fung Ning Melanie	KBD Flora Pte Ltd	MM Investments Pte Ltd
Chia Han Pheow	Khai Huat Trading (1975) Pte Ltd	Mok Rui Wen
Cho Jong Hwan	Kheng Keng Auto Pte Ltd	Naidu Sundraj
Chong Chee Siang	Khoo Lin-Wein	Nam Leong Co Pte Ltd
Christine Chong	Kingsmen Creatives Ltd	National Council of Social Service
Chuah Seng Chye	Cindy Koh	Natural Cool Airconditioning & Engineering Pte Ltd
Chuan Pictures Pte Ltd	Koh Boon Teik	New Creation Church
The Community Foundation of Singapore	Kok Soke Wai	Nexia TS Pte Ltd
DBS Bank Ltd	Kyo Ei Denko Pte Ltd	Ng Cher Meng
Design Aire Engineering (S) Pte Ltd	Lam Chuan Import-Export Pte Ltd	Ng Puay Hoon
Dr Valentin Low Aesthetic & Laser Clinic	Lam Yee Siang Adrian	Ng Soy Ng
Vilma Ann Maria D'Rozario	Lee Eng Chye Victor	Ngee Ann Polytechnic
Sudip Bijay Dutta	Lee Foundation	NTU Outdoor Adventure Club
E+HPS Pte Ltd	Lee Keen Meng	NTUC Fairprice Foundation Limited
Economic Development Board, SMILE Club	Lee Kok Choy	NUS Pharmaceutical Society
The Fullerton Hotel	Lee Kuen Yip Thomas	NUS Students' Union
The Gallup Organization (Singapore) Pte Ltd	Lee Sock Kiang	OES Construction Pte Ltd
Gardens By The Bay	Lee Wee Kuang	Oh Kwong Wee
	Lee Welded Mesh Singapore Pte Ltd	Ong Choon Yen
		Sylvester Ong

Oversea-Chinese Banking Corporation Limited
PAP Community Foundation, Punggol North Education Centre
People's Association
People's Association Staff Club
Jared Phau
Poh Choon Kiat
Poon Yuet Foong
Simon Pu
Andrzej Piotr Pyrka
Preman Rajalingam
Resorts World at Sentosa Pte. Ltd.
Fransiscus Giovandi Rivai
Rotary Club of Singapore
Seah Siang Chye
Sembcorp Design and Construction Pte Ltd
Sembcorp Marine Repairs & Upgrades Pte Ltd
Sentosa Development Corporation
Shamini Nedumaran
Shareinvestor Pte Ltd
SIA Engineering Company Limited
Sim Lian Group Ltd
Sim Sock Ngee
Sindo Damai Shipping Pte Ltd
Singapore Pools (Private) Limited
Singapore Press Holdings Foundation Limited
Singapore Press Holdings Ltd
Singapore Telecommunications Limited
Société Générale
Masyitah Supaat
SymAsia Singapore Fund
Tan Chin Tuan Foundation
Tan Chow Boon
Tan Gee Wai
Tan Jiunn Ming Jason
Tan Joon
Tan Kok Huat Richard
Tan Mingying
Tan Mui Mui Patricia
Tan Poh Seng
Tay Hock Soon David
Teo Chye Hee Benjamin
Teo Ghim Whatt
Teo Shu Hsien
Vidhya Maria Vid Thomas
Toa Payoh Central Community Centre
Toh Chin Leong Eugene
Tokio Marine Life Insurance Singapore Ltd
Trust-Build Engineering & Construction Pte Ltd
Tung Yew Mun Bryan
UBS AG

Wan Chee Foong
Wang Pei Shan Theresa
Wong Chee Meng John
Wong Yong Lye Joseph
Wong Yu Wei
Wu Mei Ling
Xilinx Asia Pacific Pte Ltd
Yap Kong Hwee
Yeo Hee Lian
Yeo Kee Ping
Yeoh Cheik How
Yeoh Cheng Huann
Yew Chai Yin Bessey
Yeow Kok Heng
Yiu Kwun Tone Dorothy
YTL Starhill Global REIT Management Limited

Contributors/ Partners

@27 FSC
Ahmad Ibrahim Secondary School
Anderson Junior College
Anderson Junior College, Graduates of Dance Club
Anderson Junior College, Interact Club
Anglo Chinese School (Independent)
Bintai Kindenko Pte Ltd
Blackstone Singapore Pte Ltd
Bowen Secondary School
CHIJ St Joseph's Convent
Chung Cheng High School (Yishun)
Clementi Neighbourhood Police Centre
Clementi Police Division HQ
Clementi Town Secondary School
Clementi Woods Secondary School
Crossroad Youth Centre (Care Corner FSC)
CWS-BT YouthReach
Delta Senior School
East View Primary School
The Esplanade Co Ltd
Expedition Agape
Fairfield Methodist School
FaithActs
Grace Orchard School
Holy Innocents' High School
Holy Innocents' Primary School
Hougang Neighbourhood Police Centre
ITE College Central
ITE College East
ITE College West
Jiemin Primary School
Kent Ridge Secondary School

Lakeside Family Services
Leo Club of Singapore Metropolitan
Mental Health Systems
Metta School
MOE Guidance Branch, Student Development Curriculum Division
Montfort Secondary School
MSF, ComCare and Social Support Division
Naval Base Secondary School
NCSS, Children, Youth and Family Department, Service Planning Development Group
NCSS, Funding & Corporate Functions, Fund Allocation
NCSS, Standards & Impact, Service Planning & Development Group
Ngee Ann Polytechnic, CommServe Team
Northbrooks Secondary School
Northland Secondary School
NTU Welfare Services Club
NUH, REACH West Team
NUS Dance Synergy
NUS, Faculty of Arts and Social Sciences, Social Work Department, Prof Ngiam Tee Liang
NUS Pharmaceutical Society
NUS Students' Community Service Club
NUS, Big Hands Bigger Hearts 10
Pathlight School
Peiying Primary School
People's Association
Qifa Primary School
Queenstown Neighbourhood Police Centre
Reach Community Services Society
Right Impact Training
Sheng Hong FSC
Simply Hamper Singapore Pte Ltd
Singapore Press Holdings Limited
SMU, Project Spin!
SSO @ Bukit Merah
SSO @ Clementi
SSO @ Kreta Ayer
St. Gabriel's Primary School
Tanglin Secondary School
Trybe Limited
Xinmin Secondary School
Yishun Town Secondary School

Services & Programmes

Building Competence, Nurturing Confidence

Educational Psychology Service: Engage. Enrich. Enable.

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Educational Psychology Service (EPS): Engage . Enrich . Enable

The Educational Psychology Service (EPS) serves students with learning challenges and are studying in mainstream schools. In the past year, our team of educational and associate psychologists, as well as learning specialists served 846 students as well as 911 parents, teachers, volunteers and other service providers through a spectrum of services. It is the aim of the EPS to:

- engage students with learning difficulties, and their parents (as well as other persons involved in working with the student) through building rapport and trust, as well as clarifying and understanding concerns.
- enrich students through psycho-educational evaluations to profile the students' strengths and difficulties in order to facilitate intervention planning and empower key persons with knowledge of child's needs.
- enable students through intervention and developmental programmes to develop their underlying thinking processes, literacy and language skills, social skills and increase their confidence in learning.



Reading Odyssey (RO): Journey to read for meaning, knowledge and understanding

Research has shown that the ability to read contributes to a sense of well-being in children and positive engagement in school and society. Children who are good readers perform better in school, have a healthy self-image, and become lifelong learners. This adds to the children's viability in a competitive world. With this in mind, Students Care Service (SCS) started reading programmes for both preschoolers and primary school children since the early 2000s. Over time, a combination of practice wisdom,

focus group discussions with volunteers, development of strategies as well as research on approaches led to the reinventing of the reading programme. The result is the Reading Odyssey (RO) launched in 2014.

In 2015, in response to needs, the RO programme was brought to the community. This is an ongoing effort to reach underserved children. These children have difficulties accessing support programmes due to various

issues such as distance, financial, family functioning and other related challenges.

RO is designed to provide at-risk readers, who are behind their peers in reading ability, with regular and consistent exposure to books as well as to provide them with increased reading opportunities with the support of adult volunteers. The main intention of the Reading Odyssey is to increase ability to read for meaning, knowledge and understanding and ii) to increase interest and motivation to read.



Tying the RO sessions together is the overarching theme of the children going on a journey, an odyssey around the world to “visit” and understand the cultures and themes of the different countries. This is done through story-telling using books with content relating to different countries of the world. Key elements of the programme include pre-intervention assessments to obtain information about the child's reading age (word reading ability) and reading level (reading for meaning) so that children can be matched with suitable reading material.

The programme adopts the guided reading approach. With the help of graded readers of different genres, volunteers utilize this approach which includes tapping on the

children's use of prior knowledge and visual cues in text to predict and explore the story.

A pre-reading component is incorporated and designed to allow the children to practise and reinforce reading-related information processing skills such as visual discrimination, visual scanning, visual memory, auditory attention and auditory memory. Volunteers end the reading session with giving positive and constructive feedback to children based on their reading behaviours in the child's Weekly Reading Record and award them with “stars” accordingly. Children and volunteers discuss their positive reading behaviours e.g. reading the book aloud, trying to read unfamiliar words, learning at

least a new word and asking questions.

Through RO, the children's ability to recognize and read words showed improvements as reflected by the measured outcomes. Their ability to read for meaning, knowledge and understanding also increased indicating improvement in ability to construct meaning of what they read using problem-solving strategies to figure out unfamiliar words and understand concepts or ideas not previously encountered.

In 2015, RO reached out to 34 children in two communities. This is in addition to the children served at SCS' three centres.

Outcomes of RO in the two communities:

Spooner Road

Volunteer Feedback on children's progress (Outcome at end of 2015, 1 run -12 sessions, 10 volunteers)		Review Assessment of children (Outcome at end of 2015, 1 run -12 sessions, 14 children)		
increased confidence in reading	80%	90% showed increase in reading age between 2 to 22 months	90% showed increase in reading level (reading for meaning) by 1 to 7 levels	60% showed improvment of reading age of 2 months & above with increase of 2 or more reading levels (reading for meaning)
increased in interest in reading	90%			
gained reading skills & knowledge	100%			
RO is beneficial & relevant	100%			

Ulu Pandan

Volunteer Feedback on children's progress (Outcome at end of 2015, 2 runs -16 + 16 sessions, 14 volunteers)		Review Assessment of children (Outcome at end of 2015, 2 runs -16 + 16 sessions, 20 children)		
increased confidence in reading	100%	92% showed increase in reading age between 2 to 22 months	71% showed increase in reading level (reading for meaning) by 2 to 6 levels	64% showed improvement of reading age of 6 months & above with increase of 2 or more reading levels (reading for meaning)
increased in interest in reading	86%			
gained reading skills & knowledge	100%			
RO is beneficial & relevant	100%			

Volunteers' most memorable time in RO:

"when my attached child managed to read the entire book himself and every time when he is self-motivated to learn the spelling and pronunciation of new words."	"when the child takes initiative to read one more word, one more book or complete one extra activity"
"what I look forward to is cognitive games time. Very exciting to watch them be enthusiastic and have fun while learning!"	"Exposing the kids to new ideas and watching them slowly gain confidence in reading by themselves as weeks go by."

Volunteers' reflections on lessons learnt:

"I learnt to respect the students with their own abilities and help them wherever I can."	
"I have learnt critical thinking and problem-solving skills: coming up with various strategies to overcome different situations." -Xing Jun	



"I learnt to make time to come for sessions."

"a pre-activity to tune the children in was a learning experience for me, how this improves their thinking, motivates them in their reading, and how reading activities can be interesting"

"I have learnt patience and determination is extremely important in volunteering, also how to love the children (even though it is hard to manage them) by understanding them." - Rachel T

"to be patient, connecting with them, speaking and interacting at their level."

Training and Consultation for Professionals

In addition to providing parent support programmes and training and development for volunteers, the EPS team reaches out to other social service workers and professionals who help students e.g. social workers, programme executives, teachers and after-school care staff. In 2015, the EPS team provided training and consultation to 101 teachers and other professionals.

Training and consultation was provided with the aim of helping teachers and other professionals understand the intrinsic factors underlying presenting behaviours and assist in demystifying the nature of learning disabilities. Hands-on activities help participants experience the real challenges that students with special learning needs face.

Communicating and relating with these students as well as strategies to manage their behaviours and learning difficulties are also key areas of focus to integrate these students with other normally developing peers rather than keeping them apart. Often times the information processing skills (such as visual and auditory memory and discrimination) and executive functioning skills (such as planning and organising) underlying the act of learning are neglected. As such, strategies to promote these skills in students with special needs are shared in our training.

Last but not least, we also included ways to develop and tap on these students' unique strengths and interests to help them learn more competently.

Reflections by participants of various training on working with children with special learning needs:



" Yes, as I do have misconceptions of ADHD, ASD and Dyslexia, now I have better knowledge."

" I learnt and got to understand what children or youth with special needs might face or experience. It has provided me with useful info on how I could assist them with their needs."

“I have learnt that there are many different reasons why children behave in certain ways.”

“Connecting with students and understanding their needs is extremely important to build rapport and trust in order to get them to be more interested in learning.”

“I didn’t realize some things that come naturally for us can be so laborious for some students and we often take these skills for granted e.g. social skills or reading skills”



Success Story

10 year-old student Darren (not his real name), attends SCS centre-based learning and social support programmes. He was diagnosed to be on the Autism Spectrum and had significant challenges in adjusting to different, unfamiliar, confusing or noisy settings. He was also transiting into a new year as well as into his preteens. Apart from parent consultation and preteen activities by the social workers, a case conference and consultation was arranged so that teachers in his school can have the same understanding and strategies to better identify his triggers and understand his anxieties.

Through the case conference and consultation, teachers were enabled to anticipate certain triggers and manage Darren’s anxieties. They are also able to help identify his triggers and thereafter, divert his attention with specific tasks and help him feel more secure. This minimised feelings from escalating and going out of control which could result in behavioural issues such as scolding vulgarities or throwing objects. While there may still be moments of anxieties and other behavioural challenges, teachers can now better understand the nature of his difficulties and support him moving forward.

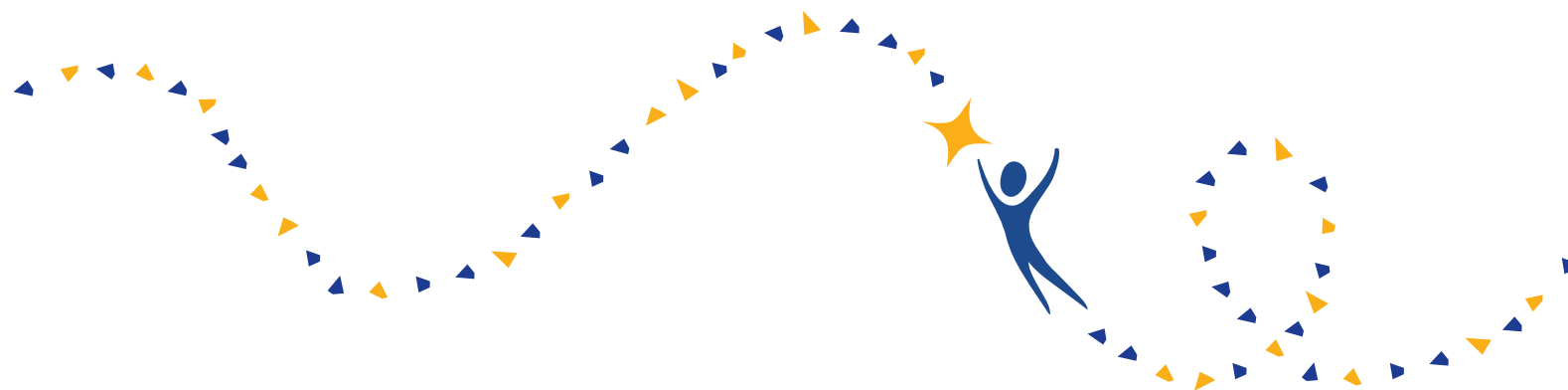
Power of Connections and Collaborations

The EPS team often liaise with other parties working with students. The objective is to provide different aspects of support, understand the roles different parties play in order to holistically support the student.



In Summary, a Journey of Change and Growth...

In the past year, there have been untiring efforts from the EPS team, significant adults and volunteers in the lives of our children that have enabled their competence and confidence to be built. Important too was the change and growth that begins to unfold in the hearts of those who serve. Through this process, we can look forward to the steady transformation of our society into a constructive, caring and inclusive one.



Guidance Programme

Guidance Programme (GP) is a 6 months rehabilitative programme for juvenile offenders, funded by the Ministry of Social and Family Development (MSF). Juvenile offenders need to undergo individual sessions, family sessions, group work, as well as enrichment sessions in order to pass the programme successfully and thereafter, let off with a stern warning by the police. They are also required to abide by conditions such as having good conduct in school and at home, keeping to appointed counselling sessions, participating in all activities, staying in contact with the social worker, and keeping to curfew timing.

Students Care Service (SCS) adopts the Systemic Approach and Risk & Resilience Framework in all GP case assessments and interventions. Programme outcomes are measured using the following indicators:

- Juvenile's recognition that the offence committed is a criminal act
- Juvenile's decision to not re-commit an offence
- Juvenile's commitment to work on overcoming temptation to re-commit offences
- Juvenile's acquisition of positive life-skills, social skills and increased self-esteem
- Juvenile's enhanced connection with family and/or significant others
- Parents gained knowledge and skills in effective parenting and supervision of child

In 2015, SCS served a total of 109 GP cases.



Preteens CHOICE Group Work

Preteens CHOICE group work was conducted in June 2015 to tackle the increase in children being arrested. Topics covered included responsibility, peer pressure, decision-making, anger management, laws & consequences, as well as resilience & resources. Hands-on activities and story-telling were incorporated into the activities to enhance the children's learning. The children were also able to share their thoughts on the potential challenges they might face to stay crime-free during small group discussions. The support fostered amongst the preteens during the group work provided mutual encouragement for them to learn and participate positively.

CHOICE Group Work

Two runs of CHOICE group work were conducted in June and December 2015, respectively. Topics covered included responsibility, peer pressure, decision making, laws & consequences, as well as relapse prevention.

Social workers also introduced a new element into the group work: Game of Life - an experiential activity for youths to experience the different stages in life such as education, relationships, work and temptations to commit offences. Through the game, the youths learn that the outcome of their lives are influenced by the decisions they make at each life-stage.

The Game of Life activities were conducted by SCS volunteers whilst social workers facilitated the group discussions. The activities was well-received by the youths.



Parents Workshops

Parents workshops were conducted in the months of March, April, May, October and November 2015. These workshops helped parents to better understand youths' needs and equipped them with effective communication and parenting skills. Parents with children undergoing GP+ or centre-based counselling were also invited. The parents who attended the workshops regularly shared that they have gained insights and emotional support from the workshops. Some have also experimented with strategies suggested by the social workers and experienced positive changes in their parent-child interactions.

Family Day

SCS volunteers organised a GP Family Day after the end of CHOICE group work in June and December. Through this platform, social workers shared the progress and achievements of the youths in CHOICE group work with parents and guardians. The youths were also able to spend quality time with their families. Although initially hesitant, the youths and parents who attended enjoyed themselves and shared that they experienced positive moments with their family members.

Success Story

Leo was referred to the Guidance Programme due to affray. It was discovered during the counselling sessions that Leo committed the offence as a result of his inadequacy to manage his emotions. He felt exceptionally challenged when peers used derogatories on his parents.

Leo was open to share and reflect, and felt remorseful about his offence. Through counselling and groupwork sessions, he gained awareness of his vulnerability in managing his emotions and gained competency to control his anger better. In addition, Leo became mindful that his actions impacts his future as well as on significant others, especially his parents.

At the beginning of the intervention, Leo's parents reported having difficulties understanding and supervising Leo. They actively discussed their parenting concerns and struggles during family sessions. The offence also motivated Leo's parents to review their parenting style as a couple and their communication with Leo. Since then, they exercised effective parenting techniques, enhanced their communication with Leo, and strengthened their support for each other as a couple.

The meaningful connections strengthened within the parental sub-system reinforced a very important protective factor for Leo, i.e. his family. The display of parental support and love towards Leo during the GP sessions guided him to realise that it was not worth being angry or getting into fights because of untrue comments made by others. He also defined for himself that making his parents feel proud of him would be more important than making his parents worry for him.

Buddy'IN Programme

Buddy'IN is a programme developed by the National Council of Social Service (NCSS) and delivered by Students Care Service (SCS), in partnerships with Institute of Technical Education (ITE) and Special Education Schools (SPED).

This programme serves to socially integrate graduating students from SPED schools with their peers at Institutes of Higher Learning (IHLs) and to cultivate friendship amongst them. Students recruited from both groups actively participate in social activities such as sports, visits to places of interests and an overnight camp. They also work together

on a project at the end of the programme. Through these platforms, students from SPED can be socially integrated and transit with ease to the next stage of education or working life.

Buddy'IN also aims to raise the awareness of disabilities and encourage the acceptance and inclusion of persons with disabilities amongst peers without disabilities. The success of this programme can potentially magnify awareness, acceptance and inclusion of persons with disabilities in the community and enhance the social skills of both groups of students.



Objectives of Buddy'IN

- Socially integrate graduating students from SPED schools with their peers at Institute of Higher Learning (IHLs)
- Create acceptance and ability for students to interact with persons with disabilities
- Facilitate bond between the two groups of students

Delta Senior School and ITE College West Students

This is the second year of Buddy'IN for Delta Senior School (DSS) and ITE College West (ITECW). Students from DSS and ITECW were recruited through an interview phase before the first meet-up session. Many ITE students signed up for programme during the recruitment and it was heartening to see how keen the ITE students were to volunteer their time

to be part of this meaningful programme. The first meeting between the DSS and ITE buddies took off on a quiet start. This was soon replaced by a shared warmth after some games and exchange of personal information. Since then, the students had continued to meet for more activities in and out of school and became comfortable with one another.

The highlight of the programme was a 2D1N Camp held at Sembawang Camp Challenge. The buddies continued to deepen their friendships and memories with one another through the camp activities. On campfire night, many students stepped out of their comfort zones to showcase their talents through team performances.

On the second day, the buddies were given a mission that comprised outdoor games, outdoor cooking and a time of affirmation. When the camp ended, many shared that it was the best camp they had ever attended!

At the end 2015, the buddies had their last session together. It was an emotional time for them. They took the time to appreciate one another by writing down the strengths they had observed in one another throughout the year. Parents of DSS students were also present during the last session as they wanted to show their appreciation to the ITE students who took time to befriend their children.



Sharing by ITE buddies

"I can use my experience & knowledge to enhance/improve my buddy's quality of life in ways which I can."

"I can change my perceptions/perspectives to the special needs students even more and treat them like normal people."



"I want to have more understanding of special needs students and I will be able to appreciate them more."

"I will share what I know, like my skills. Be patience and help them as much as I can. Understand them by placing myself in their position."



Sharing by parents of DSS students

“Very touched by the sincerity, sharing knowledge and precious time to our kids. My child loved the programme and enjoyed all the session.”



The staff team of SCS is glad and encouraged to see how the friendship between both groups of students grew through the programme. We certainly hope that the friendships will last a lifetime.



“Through the Buddy’IN programme, my son has become more outspoken and able to speak up in public. I am surprised to see him also displaying leadership in leading cheers. Definitely, this was not him before! So cheers to this Buddy’IN programme and all the leaders, friends who helped him to be more courageous than and not as shy as before.”

Project Spooner Road

Located at Spooner Road are two rental blocks that house approximately 240 families. A community profile assessment done by the Social Service Office @ Kreta Ayer surfaced large numbers of families with high needs who required social service assistance. The children and youths residing at Spooner Road are also assessed to be at risk of delinquency and dropping out of school due to the negative influences and vices that they are exposed to in the neighbourhood.

In partnership with the Social Service Office @Kreta Ayer and @27 Family Service Centre, Students Care Service (SCS) started Project Spooner Road to provide social assistance and social work interventions to benefit the residents, including children and youth.

A key service provided by SCS under Project Spooner Road is the Spooner Clubhouse. The Spooner Clubhouse is driven by the Positive Youth Development framework and Assets Based Community Development. The focus of its intervention is to:

- Provide positive engagement and conducive environment for the children and youth to discover their strengths, increase their self-esteem and confidence, improve their school outcome and avoid illicit activities;
- Provide quality social work intervention such as outreach, casework management, group work and counselling services;
- Facilitate better coordination in the provision of community-based resources to the children and youth.



The Spooner Clubhouse provided its children and youth members with various activities and programmes to gain useful life skills in order to face life challenges.

Success Story

Heriz has been a member of Spooner Clubhouse since the mid-2015. He was referred for Reading Odyssey@Spooner by the social worker assigned to his family. Heriz was assessed to have a lower reading age and reading level than his peers. His mother was also concerned as he was very quiet, showed poor social skills and interacts little with his peers and adults.

In the course of Heriz’s involvement with the Clubhouse, he was given plenty of opportunities to interact with fellow Reading Odyssey programme participants as well as other Clubhouse members during the Clubhouse activities. It took him several sessions to warm up to the staff, volunteers and new friends.

Over time, Heriz was observed to enjoy learning through group activities such as baking and group work. While the Reading Odyssey programme improved his reading skills and verbal expression, the Clubhouse activities nurtured his social skills through constant engagement and intentional platforms for interactions.

As a result, Heriz showed new-found confidence in relating to his peers. He was able to express himself verbally and even be assertive at times. His reading age and level increased significantly. His mother also noticed a big improvement and the same was observed in school by his teachers.

Realising Academic Potential (R.A.P.)



Since its humble beginnings in 2014, R.A.P. (Realising Academic Potential) has been bringing out the learners in youths through various forms of academic support. It aims to complement the socio-emotional support that SCS provides to the youths we work with. Academic Coaches are carefully selected to journey with the youths on this programme, providing them with study tips and words of encouragement, in a conducive, caring and supportive learning environment. Recognizing that the youths have different learning pace, styles and needs, R.A.P. provides academic support through two initiatives: Night Study and Bookball.

Night Study

Night Study takes on a team approach to learning. Academic Coaches and students are encouraged to learn from one another and work together to tackle unclear concepts and solve questions. The programme has a flexible structure, allowing students to study in groups, have one-to-one academic support and space for self-study. Social worker would also be present to provide assistance to academic coaches who needs it and socio-emotional support to the students.



Bookball

Bookball targets youths who may lack motivation, preparedness and confidence in preparing for their 'N' Levels, but possess great interest in outdoor activities such as soccer, basketball and Ultimate Frisbee. With the support of Ngee Ann Polytechnic, this programme provides a conducive studying environment with academic support by Academic Coaches and staff of Ngee Ann Polytechnic as well as weekly "soccer friendlies" with Ngee Ann Polytechnic's staff soccer team. Not only does this academic support programme benefit boys, it has also attracted girls who would benefit from a safe space to try out different sports and de-stress.

At the end of the day, R.A.P. hopes to help our youths realize that they do have the potential to be self-directed learners with a love for life and a heart for learning.



SYNC@Xinmin Secondary

School Social Work for Youth and Children (SYNC) is a programme that works in partnership with schools to bring social work interventions and community engagement initiatives to students within the schools. The focus of SYNC is to enable youths and children to be positively engaged in school, make the most out of the educational opportunity and form positive connections in the community. As the school social work scene evolves, Students Care Service (SCS) remains steadfast in its provision of school social work support for schools which share its beliefs in school social work and the potential of the young person.

Xinmin Secondary School is one of the schools partnering SCS in SYNC. Under SYNC, SCS provides two core services for the students of Xinmin Secondary School. Namely, class-based group work and student guidance work.

Students who are referred for student guidance work may come from challenging family backgrounds and/ or exhibit anti-social behaviours in school. The aim of student guidance work is to support these students and journey with them via individual and family outreach sessions. These sessions provided students with an avenue to share their struggles and receive encouragement and support to make positive changes in their lives.

Class-based group work was conducted for a Secondary One Normal Technical (NT) class in 2015. The group work was targeted at building positive relationships amongst the class. This was an important process for the class as being Secondary 1, they were new to the school and one another. The group work's objective was to enhance the students' relationships with one another as a protective factor for them to transit smoothly into Secondary school.

The Scaffold Programme

The Scaffold Programme (TSP) is a three-year pilot programme initiated by the National Council of Social Service (NCSS), in which both process and outcome evaluations were conducted. TSP is an upstream and early intervention school social work programme that seeks to work with students and their ecosystems to motivate them towards better school outcomes.

In 2014, Students Care Service (SCS) Yishun Centre embarked on its TSP pilot year with Ahmad Ibrahim Secondary School. The programme was conducted for a Secondary One Normal Technical (NT) class. Since then, the programme has expanded its reach from Secondary One to Secondary Three NT classes as well as a school-wide after-school Student Centre Engagement Programme.

For Secondary One NT, the programme encompasses 15 sessions of Positive Youth Development (PYD) in Terms 1 and 2. PYD group work for the Secondary One students focused on coping with transitional issues and forming healthy class atmosphere. Secondary Two NT group work has 10 sessions of Schools to Jobs (STJ) in Terms 3 and 4. The STJ package focused on goal-setting, positive orientation towards the future and nurturing higher aspirations. For Secondary Three NT, the group work included 11 sessions of PYD, focusing on gender-specific issues, and contributions back to the school.

The Student Centre Engagement Programme was conducted in the school's WeBreathe Student Centre. A pool of students was groomed as WeBreathe leaders to help in the programme. SCS staff, together with the WeBreathe leaders organized activities to engage other students and strengthen their school-student attachment. Students enjoyed after-school activities which included "Drop-In at WeBreathe" where students can enjoy the centre's facilities, mass events with multiple stations and lucky draw activities. Through these activities, the students had a platform to bond with one other beyond the classrooms and opportunities to win attractive prizes like movie tickets.



Success Story

“I don’t think I can do it.”, “I don’t think the class can work together.”, “It is difficult to work with my group.”, “No one will support us.” These were some responses of a Sec Three NT class when it was announced to them that they had to complete a class project that contributes positively to their school at the end of the TSP programme.

Since 2014, SCS Yishun Centre’s school social work team had been journeying with this Secondary Three NT class. Through the years, they had observed small improvements made by the class. A motto that they had held together with the class is this: “Coming together is a beginning, keeping together is a progress, working together is a success.” The group work conducted for the class reinforced this motto and successfully built the students up and kept them together.

When the class eventually executed the project, they titled it “Fun Time After School”. The class was divided into three groups of boys, and one group of girls, to conduct four interesting station activities for their schoolmates and teachers after school. The activities included: (1) DIY key chain fund raising, (2) interactive showcase on the TSP journey, (3) volleyball competition, and a (4) photobook exhibition. The class was surprised by the overwhelming responses from teachers and schoolmates. Through this success, the class’ perception of themselves and others started to change. They have also proven themselves as great team players. It was a memorable day for the class.

“I didn’t expect some of my classmates to attend this event, because they usually don’t” said a student during the class celebration cum TSP graduation ceremony organised by SCS.

Students were invited to SCS premises for a BBQ event after the contribution project. The turnout was great with 33 students attending the BBQ event.

“It was our first class outing...” said one student during the BBQ event, “and I’m sure this will not be our last” said another.

Training On School Social Work at Vietnam

In 2015, the International Association Schools of Social Work (IASSW) extended an invitation to both Students Care Service (SCS) and AMK Community Services Ltd to provide training to social work educators and practitioners on the topic of “Social Work in Schools”. It was part of IASSW’s initiative for capacity-building of the professionals in Vietnam. SCS conducted the workshop in Ho Chi Minh City from 9 to 12 November 2015.

Approximately 22 participants attended the 5-hour workshop which covered different issues specific to school setting. Case studies were used to generate group discussions on issues relating to social work pedagogy as well as the teaching, learning and assessment methods in social work classrooms and in field settings. During the course of the event, SCS’s Principal Social Worker, Melissa Ler-Lim, also sat in for one plenary session to share on Singapore’s social work curriculum.

The Vietnamese participants were very keen to learn. Two social work educators were particularly interested in the workshop topic and initiated an informal get-together session after the workshop ended for exchanges on social work education. Both Melissa and Yin Yee also had the wonderful opportunity to engage in professional exchanges with the other international speakers from Hong Kong, Canada, Korea and United Kingdom. Camaraderie was forged within a short period of time.

Upon return to Singapore, Melissa and Yin Yee received email from one workshop participant who gave favourable feedback on the session and requested for relevant resources on school social work. It was a refreshing and enriching experience for SCS which saw international relationships with different social work professionals established.



From the Heart of a SCS Volunteer

- Kelly Chow, volunteer with Buddy'IN programme @ SCS Hougang Centre

What does volunteering really mean? I have engaged in various volunteer events over the course of my schooling years and have learnt much in the process. Yet, I had always felt that something was missing from the experiences – but I was not sure what. It was only by reflecting on my past one year as a volunteer with Students Care Service (SCS) that I realised I had found that special something - building relationships.

To me, being able to forge close ties with the youth and children that I interacted with is something I cherish dearly. A lot of times, we may think that the value of the program is in the activities. Yet, I realise that the social interactions during the program holds more weight than we think, and may even have a longer-lasting impact on the individuals. Interacting with new individuals, especially those who require more patience and attention from us, is definitely not easy. One might even feel like giving up.

Yet, I have personally experienced how these youth can start off apprehensive and wary of you, but eventually, grow so close to you that they cry when they realise that they are seeing you for the last time. I remember how two girls with special needs asked me if I could go for their school carnival. I told them, “I will be there, I promise.” On the day itself, they were overjoyed to see me, and even remarked, “You remembered your promise.” In every relationship, trust is involved. Others can sense when you are genuinely willing to be there for them. No doubt, relationship-building takes effort and time; but if you are willing to try, the results may surprise you in beautiful ways.

To volunteer means to give and giving requires some amount of sacrifice on our part. Volunteering with SCS was my first (relatively) long-term, regular volunteering commitment. Honestly, I had my reservations about being a regular volunteer, as I was acutely aware of my school commitments as well. Then I remembered the phrase, there is no such thing as “not enough time”, it is a matter of

making time. Driven by my passion for children and youth, I then decided that I would make the effort to volunteer.

Of course, there were times when I found it difficult to sacrifice time, like when I am caught up with work, or perhaps when I was simply feeling lazy and tired. What kept me going was the joy I found in giving. I found the programs and the interactions meaningful. I saw how the youth grew in character and resilience. I even saw how the volunteers played important roles in facilitating this growth. Then I realised that there is a certain kind of quiet, inexplicable warmth in being able to give genuinely, and to experience someone else receiving your gift happily.

It is interesting that we actually receive so much more in the process of giving. I have received deep insight, be it in social skills, empathy, or simply in appreciating the little things around me. Winston Churchill once said that we make a life by what we give. Indeed, volunteering with SCS has inspired personal growth and made my life much more purposeful and meaningful.



Corporate Partnerships

Corporate Partnerships

This has been a great year with many corporate partners stepping in to help support and sustain the work that we do in various ways. We are heartened to see more of our partners recognize the value of contributing and engaging with charities.



HSBC

HSBC has been a long-time supporter of SCS. Over the years, we received strong support from both its management and their team of dedicated staff. HSBC employees volunteer their time weekly for Students Care Service (SCS) Reading Odyssey (RO) with the children at our Hougang Centre.

In celebration of their 150th anniversary, HSBC provided a grant of close to \$700,000 to SCS to expand RO beyond SCS centres into the community. We are deeply grateful for this significant grant from HSBC which allows our well-established programme to benefit more needy children with learning difficulties.

We congratulate HSBC on their 150th anniversary and thank them for including SCS and the community in their celebrations through the grant!

AsiaOne

In celebration of their 20th anniversary, AsiaOne adopted SCS as its official corporate social responsibility (CSR) beneficiary for 2015. Throughout the year, they have been fervent in creating awareness of the social issues faced by the children and youth that we serve. AsiaOne has written and published monthly stories about SCS on their website, featuring interviews with staff, volunteers, and students. The articles have effectively put on record the work that SCS does, affirmed our partners, inspire others and provided encouragement to SCS in the work that we do.

We take this opportunity to congratulate AsiaOne on their 20th anniversary, and thank them for the opportunity to feature our work on a public platform.



Kingsmen Creatives

In celebration of their 40th anniversary, Kingsmen Creatives adopted SCS for two years in 2015 and 2016 as their CSR partner.

With their expertise in retail and corporate interiors, Kingsmen Creatives refurbished our Activity Hall at SCS Hougang Centre on a pro-bono basis, giving the space a new look and created a more conducive environment for our children and youth. In addition, their employees also volunteered time to deliver guest lectures at SCS’s Go for Goal! programme in ITE College West and participated in SCS’ fundraising events.

SCS thanks Kingsmen for their support for the children and youth in the community and we congratulate them on their 40 years of achievements!

SCS Fundraising Events

Charity Golf 2015

We held our fifth annual Charity Golf at Singapore Island Country Club on 31 July 2015, with Mr Lim Swee Say, Minister for Manpower, gracing the event as our Guest-of-Honour. As with previous years, corporates took up sponsorship flights by making a donation to SCS, and sending a flight of four to take part in the golf game. After the game, guests were invited for dinner with the chance to network with fellow golfers.

Through the sponsorship of flights by the corporates, the auction and other donations, SCS Charity Golf 2015 raised a total of \$310,000. SCS would like to thank all sponsors and donors, as well as our Organising Committee, led by our Chief Advisor, Mr Eric Low, JP, BBM (L), for their efforts and hard work in ensuring the success of the event.



Challenge for Children 2016

On 5 March 2016, we held our second installment of SCS Challenge for Children 2016. The night amazing race is a fundraising event held in conjunction with iLight Marina Bay.



23 teams participated in this exciting race and competed against each other in team-building activities, challenging both their wits and physical endurance through games, quizzes and a photo hunt at stations dotted around the entire Marina Bay.

SCS would like to thank our presenting sponsor, iFAST Financial, co-sponsors - Tote Board and Singapore Pools, and our partner - Right Impact Training, for generously supporting the event. Through the event, we raised more than \$60,000 which will help fund our programmes and services.

Thank you to all our supporters and participants for making this event a huge success. See you at Challenge for Children 2017!

Financial Reports

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Statement of Financial Position

As at 31 March 2016

	2016	2015
	\$	\$
Assets		
Renovation and equipment	83,851	155,765
Held-to-maturity financial assets	4,816,049	4,853,197
Non-current assets	4,899,900	5,008,962
Trade and other receivables	277,124	174,825
Prepayments	4,859	9,910
Cash and cash equivalents	5,777,678	4,172,021
Current assets	6,059,661	4,356,756
Total assets	10,959,561	9,365,718
Funds and Reserves		
General fund	1,630,601	912,226
Y's Men's Club (Beta Chapter) financial assistant fund	42,966	43,248
Asset enhancement fund	67,346	141,680
The Daisy Phay Foundation-SCS scholarship fund	5,364,595	5,297,407
Other programmes fund	3,335,594	2,597,281
	10,441,102	8,991,842
Liabilities		
Other payables	250,000	250,000
Non-current liabilities	250,000	250,000
Other payables	268,459	123,876
Current liabilities	268,459	123,876
Total liabilities	518,459	373,876
Total funds and liabilities	10,959,561	9,365,718

The financial statements of Students Care Service were audited by Odds & Even Associates, which had issued an unqualified report. The full set of audited financial statements can be viewed at www.students.org.sg

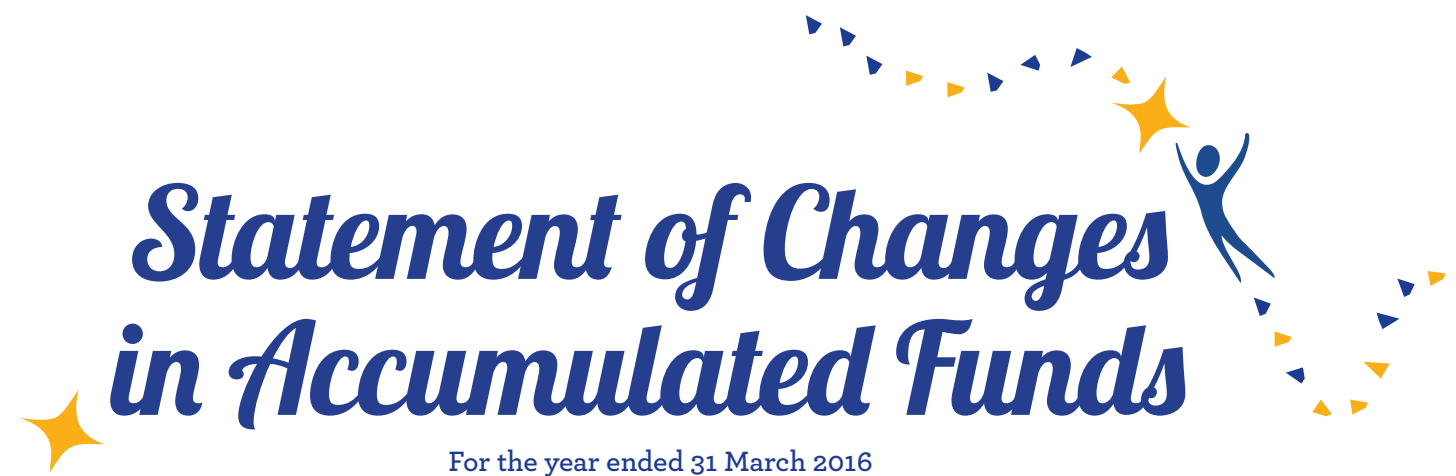


Statement of Comprehensive Income

For the year ended 31 March 2016

	2016	2015
	\$	\$
INCOME		
Community Chest funding	2,286,770	1,933,123
Tax-deductible donations	755,872	574,343
Non-tax deductible donations	331,155	360,594
Centre-based income	346,633	335,508
School social work income	379,295	481,774
Matching Grant-Care & Share	300,000	-
MSF- Funding	91,800	-
Training income	52,168	49,030
Interest income from held-to-maturity financial assets	109,801	110,733
Bank interest income	19,537	5,670
Miscellaneous income	16,915	4,845
	4,689,946	3,855,620
Less: EXPENDITURE		
Employee benefits	(2,703,859)	(2,695,189)
Depreciation of renovation and equipment	(98,971)	(86,282)
Other operating expenses	(437,855)	(470,698)
	(3,240,685)	(3,252,169)
SURPLUS AND TOTAL COMPREHENSIVE INCOME FOR THE YEAR	1,449,261	603,451
Surplus/(deficit) allocated to:		
General fund	718,376	319,297
Y's Men's Club (Beta Chapter) financial assistance fund	(282)	(441)
Asset enhancement fund	(74,334)	(71,126)
The Daisy Phay Foundation-SCS scholarship fund	67,188	72,138
Other programmes fund	738,313	283,583
	1,449,261	603,451

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Statement of Changes in Accumulated Funds

For the year ended 31 March 2016

	General fund	Y's Men's Club (Beta Chapter) financial assistance fund	Asset enhancement fund	The Daisy Phay Foundation - SCS scholarship	Other programmes fund	Total
	\$	\$	\$	\$	\$	\$
Balance at 1 April 2014	592,929	43,689	212,806	5,225,269	2,313,698	8,388,391
Total comprehensive income for the year	319,297	(441)	(71,126)	72,138	283,583	603,451
Balance at 31 March 2015	912,226	43,248	141,680	5,297,407	2,597,281	8,991,842
Total comprehensive income for the year	718,376	(282)	(74,334)	67,188	738,313	1,449,261
Balance at 31 March 2016	1,630,601	42,966	67,346	5,364,595	3,335,594	10,441,102

The following are funds held by SCS that are restricted for purposes indicated below:

Restricted Funds	Purpose
The Daisy Phay Foundation -SCS scholarship	This is an endowment fund created by the generous donation of \$5million by the Estate of Dr Phay Seng Whatt. The donation is invested in quoted bonds and kept intact at all times. Only the income generated from the investment of this fund is to be distributed on an annual basis for the benefit of full-time students, who are good, needy, deserving and studying in junior colleges.
Y's Men's Club (Beta Chapter) financial assistance fund	This is a fund restricted to be utilised only for financial assistance for needy students and their families.
Asset enhancement fund	This is a fund restricted to be utilised only for capital expenditure including cost of building development, renovation works, furniture & equipment etc

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Statement of Cash Flows

For the year ended 31 March 2016

	2016	2015
	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES		
Surplus for the year	1,449,261	603,451
Adjustments for:		
Depreciation of renovation and equipment	98,971	86,281
Interest income	(19,537)	(5,670)
Loss on sale of renovation and equipment	176	-
Operating surplus before working capital changes	1,528,871	684,062
Changes in trade and other receivables	(82,762)	73,019
Changes in prepayments	5,051	(7,882)
Changes in other payables	144,583	170,893
Cash generated from operations	1,595,743	920,092
Tax paid	-	-
Net cash from operating activities	1,595,743	920,092
CASH FLOWS FROM/(USED IN) INVESTING ACTIVITIES		
Interest received	37,148	36,217
Acquisition of renovation and equipment	(27,234)	(59,103)
Net cash from/(used in) investing activities	9,914	(22,886)
Net increase in cash and cash equivalents	1,605,657	897,206
Cash and cash equivalents at 1 April 2015/1 April 2014	4,172,021	3,274,815
Cash and cash equivalents at 31 March	5,777,678	4,172,021

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Governance and Disclosure

Reserves Policy

Students Care Service’s reserves comprise the unrestricted funds available to it. Students Care Service adopts the policy to keep up to 2 years’ reserves (annual operating expenses less depreciation multiply by 2).

Conflict of Interest Policy and Related Party Transactions

Board/Committee members and staff of Students Care Service are required to understand and abide by the Organisation’s Conflict of Interest Policy and disclose any information about him/her that is, or may lead to, actual, potential and/or perceived conflicts of interest on an annual basis. An interested Board/Committee member or staff must not participate in any discussion of, deliberations about, and the vote on, the transaction or arrangement that results in conflict of interest.

There was no related party transaction in FY2015/16.

Remuneration and Benefits

The Board members of Students Care Service do not receive any remuneration.

Annual remuneration of staff:

Annual Remuneration*	No. of Staff	
Salary Band	FY2015/16	FY2014/15
\$125,001 to \$150,000	–	–
\$100,001 to \$125,000	2	3
\$75,001 to \$100,000	5	5
\$50,001 to \$75,000	25	21
\$50,000 and below	20	22

* Salary and bonus (including Employers’ CPF contribution)

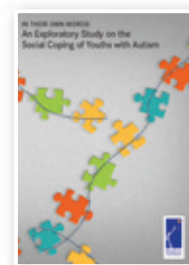
Code of Governance

Students Care Service complied with all applicable requirements of the Code of Governance for Charities and Institutions of a Public Character (IPC) issued by the Charity Council. The Governance Evaluation Checklist can be obtained from Students Care Service corporate website (www.students.org.sg) and the Charity Portal (www.charities.gov.sg).



Growing Our Knowledge

Publications



Not For Sale

An Exploratory Study on the Social Coping of Youths with Autism

☒ Helping Professional ☐ Parent ☐ Student



Not For Sale

Standards for School Social Work Practice

☒ Helping Professional ☐ Parent ☐ Student



Selling Price : \$S15

School Social Work: A Guide to Programme Planning and Evaluation

☒ Helping Professional ☐ Parent ☐ Student



Selling Price : S\$2

The Practice of Group Work: Tips on Starting a Group

☒ Helping Professional ☐ Parent ☐ Student



Selling Price : S\$10

Apart or A Part: The Social Worker's Multiple Journeys

☒ Helping Professional ☐ Parent ☐ Student



Selling Price : S\$15

Raising Your Family EQ

☐ Helping Professional ☒ Parent ☐ Student



Selling Price : S\$10

The SMP Handbook on Mentoring: Friendship, Support and Guidance

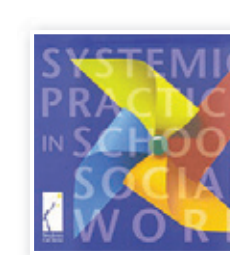
☒ Helping Professional ☐ Parent ☐ Student



Selling Price : S\$10

A Hand to Hold

☒ Helping Professional ☒ Parent ☒ Student



Selling Price : S\$12

Systemic Practice in School Social Work

☒ Helping Professional ☐ Parent ☐ Student

Research

- School-based Intervention Research - An exploratory study on factors leading to low attendance and attraction (2015)
- In Their Own words: An exploratory study on the social coping of youths with Autism (2010)
- The State of School Social Work in Singapore (2007)
- Improving Social Work Responses to Clients Expressing Same Sex Attraction in Singapore (2007)
- An Exploratory Study on Emotional Well-Being and Coping Strategies Amongst Secondary School Students (2006)
- Stress, Coping and Protective Factors in ‘O’ Level Students (2005)
- An Exploratory Study on Out-of-School Youths (2004)
- A Report on the Student Mentoring Program (2004)
- An Exploratory Study on Youth Resilience and Family Values in Singapore (2003)
- A Study on Juvenile Shoplifting Phenomenon (2000)
- Hong Kong Students in Singapore Schools: A study on the school adjustment of immigrant children (1995)

Needs Assessment

- ITE College East (2013)
- ITE College East (2012)
- ITE College West (2011)
- Ahmad Ibrahim Secondary School (2009)
- Clementi Primary School (2009)
- Ai Tong Primary School (2008)
- Bartley Secondary School (2007)
- Pei Xin Primary School (2007)
- St Joseph's Convent: Development of Social and Emotional Learning Assessment Tool (2006)
- Ai Tong Primary School (2005)
- Holy Innocents High School (2005)
- New Town Secondary School (2005)
- New Town Primary School (2005)
- Northland Secondary School (2005)
- Marymount Convent School (2005)

Programme Evaluation

- Evaluation of Youth COP - A youth crime prevention programme based on a positive youth development approach and utilizing a school social work practice model (2016)
- Programme Evaluation Report for ITE College East (2013)
- Programme Evaluation Report for ITE College East (2012)
- Programme Evaluation Report for ITE College West (2011)
- Programme Evaluation Report for Ahmad Ibrahim Secondary's COACH ME (2009)

For more information on:

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For Students, With Students

www.students.org.sg

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