

ANNUAL REPORT 2016 | 17



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.

Students Care Service is governed by a Board consisting of voluntary members. The Board members and Office-Bearers are elected at an Annual General Meeting and the term of office is for one year. A Board Meeting is held at least once every three months.

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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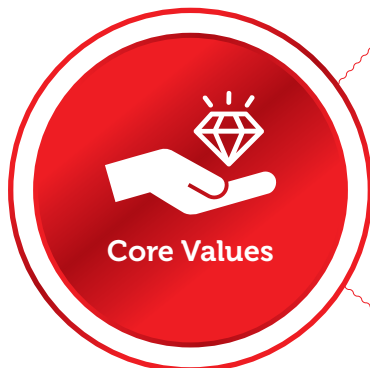
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Mission & Vision, Core Values and Intended Impact



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



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.



That children and youth, aged 5-21 served by SCS,

- are positively developed with competence, confidence and character
- have meaningful connections with family and society
- care for others
- are positively engaged in schools and
- steer clear of crimes

Theory of Change



SCS delivers social work and educational psychology services to children, youth and their families, in communities, schools and our service centres, that are based on research, theories and practice wisdom, guided by our core values.

The social work and educational psychology services are delivered by relevantly trained professionals comprising registered social workers, educational psychologists, associate psychologists, learning specialists and programme executives.

Theory of Change

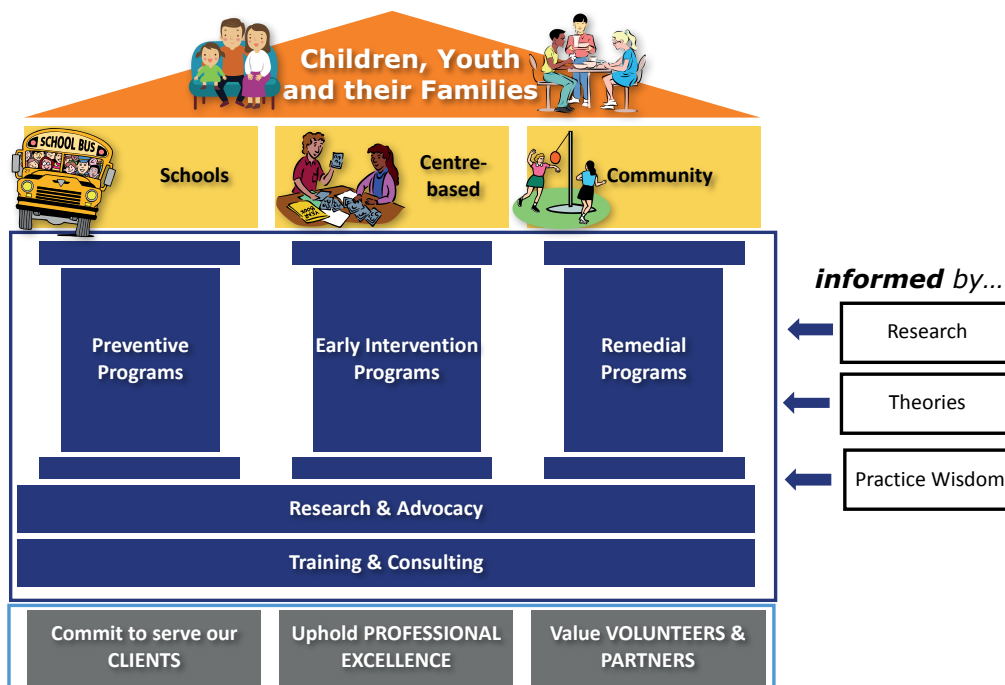
SCS will...

reach out to...

through...

*by rolling out
social work and
educational
psychology
programmes...*

*...whilst staying
true to our **core
values***



"Theory of change" statement is our articulation of **how we will effect change** in order to **achieve our intended impact**

Board Members



Chief Advisor

Mr Eric Low Siak Meng
JP, BBM(L), PBM
(Managing Director,
Generic Consulting Pte Ltd)



Chairman

Dr Ang Seng Bin, PBM
Date of appointment: 20 August 2016
(Consultant, Head, Family Medicine,
as well as Menopause Unit of KK
Women's and Children's Hospital)



Vice Chairman

Mr Wan Chee Foong
Date of appointment: 20 August 2016
(Regional CEO Middle East South
Asia and Head of Group Business
Development, PSA International Pte Ltd)



Honorary Secretary

Mr Gabriel Ong Chee Siong
Date of appointment: 20 August 2016
(Regional Sales Director, APAC, Navis,
a part of Cargotec Corporate)



Honorary Treasurer

Mrs. Ivy Goh
Date of appointment: 20 August 2016
(Regional Finance Director, Advanex
(Singapore) Pte Ltd)

Members



Mr Chee Wai Pong

Date of appointment: 20 August 2016
(Advocate & Solicitor, Chee Wai Pong & Co)



Mr Vidyut Gandhi

Date of appointment: 20 August 2016
(Director, Link Vue Systems Pte Ltd)



Mr Goh Chee Kong, PBM

Date of appointment: 20 August 2016
(Independent Consultant)



Mr Benny Koh Thong Wee

Date of appointment: 20 August 2016
(Partner, Financial & Regulatory Risk Advisory
Leader, Deloitte Singapore)



Mr Albert Lim Song Khiang

Date of appointment: 20 August 2016
(Independent Structured Trade Consultant)



Mr Lim Tuang Liang

Date of appointment: 20 August 2016
(Chief of Staff, Joint Staff, Singapore Armed Forces)



Mr Sundraj Naidu

Date of appointment: 20 August 2016
(Chief Financial Officer, Kreuz Subsea Group)

Sub-Committees & Centre Advisory Committees

Audit Committee

Chairman

Mr Albert Lim Siong Khiang

Members

Mr Lim Tze Chern
Mr Lok Lai Cheng
Mr Stephen Seow

Finance Committee

Chairman

Mrs Ivy Goh

Members

Dr Ang Seng Bin, PBM
Mr Gabriel Ong Chee Siong

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 Sundraj Naidu

Members

Mr Albert Lim Siong Khiang
Mr Wan Chee Foong

Clementi Centre Advisory Committee

Chairman

Mr Wan Chee Foong

Members

Mr Benny Koh
Mr Lee Tiong Peng, BBM
Mr Gabriel Ong Chee Siong
Mr Bentley Tan Siang Yuen
Assoc Prof John Wong Chee Meng
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
Mr Chinnu P Velu
Mrs Ivy Goh
Dr Kumudhini Rajasegaran
Assoc Prof Vilma D'Rozario

Charity Golf Tournament Organising Committee

Chairman

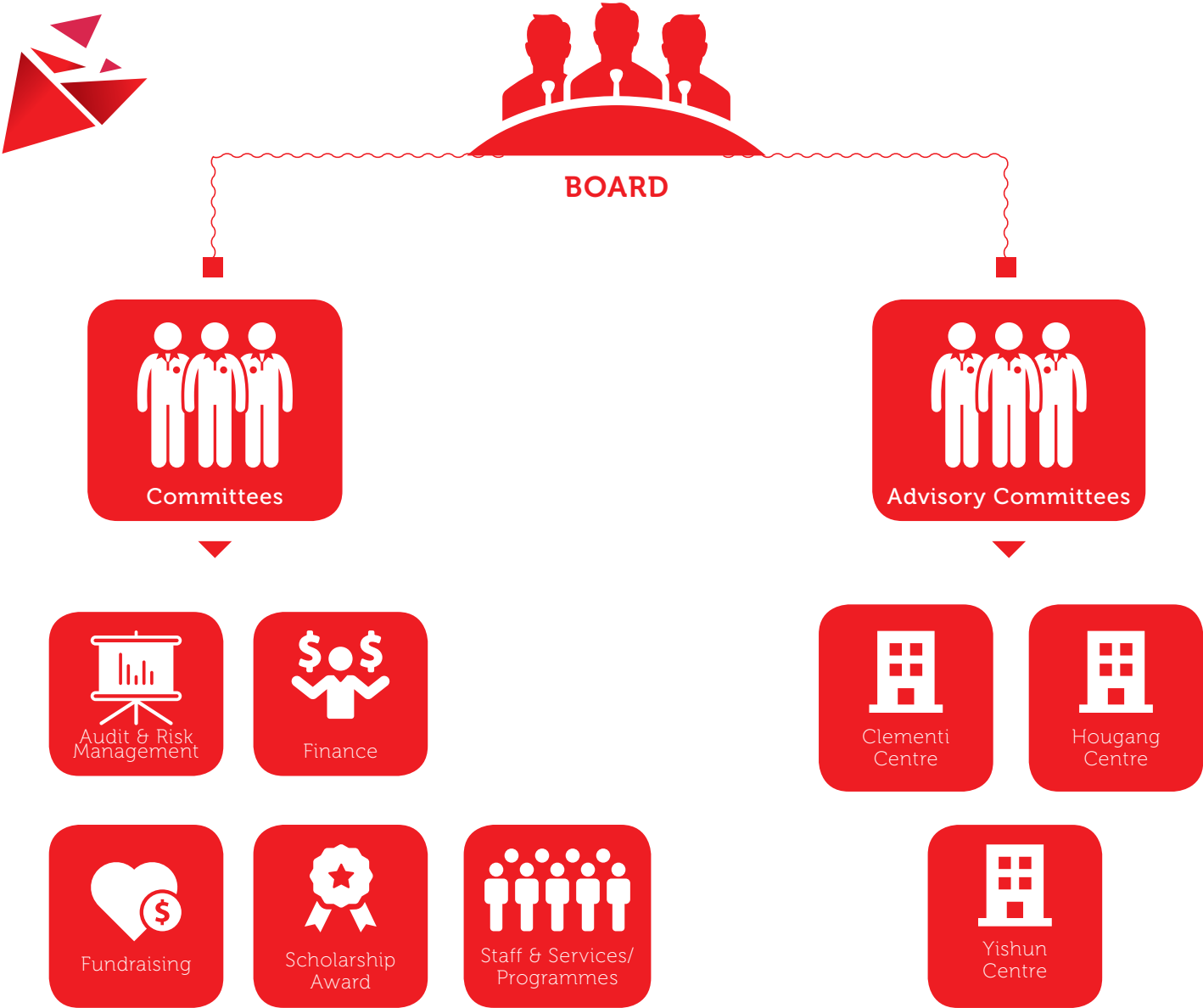
Mr Eric Low Siak Meng, JP, BBM(L), PBM

Members

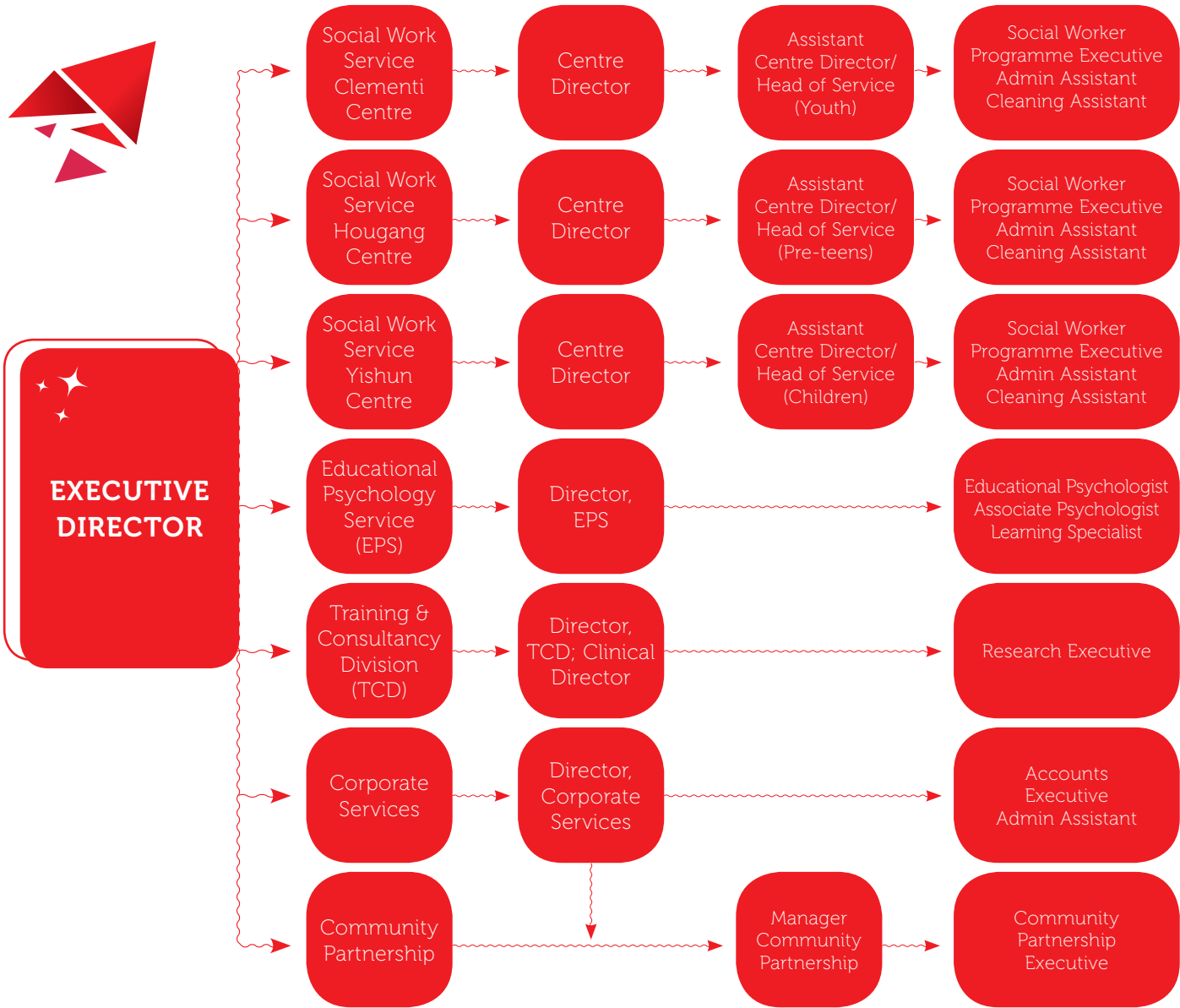
Mr Peter Yeo, PBM (Tournament Director)
Mr Eric Chen
Mr Chua Swee Ann
Mr Alan Goh
Mr Francis Koh
Mr Jeffrey Koh
Mr Jeffrey Lim
Mr Galen Tan
Mr Jonathan Yeo



Organisation Structure



Staff Structure



Staff Team



Management

Tan-Wu Mei Ling
Executive Director

Fang-Luen Wai Sum, Jenna
Centre Director, Hougang

Goh-Ang Kai Fen
Centre Director, Yishun (till 31 March 2017)
Project Lead, Integrated Care Programme

Lee Seng Meng
Centre Director, Clementi

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

Tan Qiao Lynn, Sarah
Senior Manager, Corporate Services (till 10 July 2017)

Teo Chye Hee Benjamin
Acting Centre Director, Yishun (as of 1 April 2017)

Clinical Director, Social Work

Ler-Lim Wan-Li, Melissa

Senior Social Workers

Ho Min Choo, Gwen
Koh Cindy
Lim Shu Hui
Nur Fadhli Bin Prayitno
Ong Jie Wen, Cheryl
Soh Xiaohan
Sze-to Peh Yin Yee
Wang Peishan, Theresa
Zhuang Xinyan

Social Workers

Chen Wenqi
Chen Xi
Han Xin Yi, Adeline
K, Ashwini
Koh Chye Hong, Gabriela
Lee Sharon
Lim Jia En
Lim See Leng, Shylock
Lim Shi Yan
Noor Amirah Binte Rohaizad
Seah Pei Hsien, Rachel
Shannon Natasha Edward
Tan Hock Beng, Jonathan
Tan Hock Chiang, Jason
Tan Shi Min, Elaine
Tan Shu Xian
Tan Shu Yun, Charmaine
Tan Yee Ying
Teo Yong Yang
Tok Kheng Leng

Programme Executives

Chen Xiaoling, Ivy
Gupreet Sonia Singh
Lam Yee Siang, Adrian
Ling Li Ping
Loh Kong Joe, Terence
Muhammad Jastin Bin Hatta
Muhammad Zaid Bin Razman
Nurshahin Bte Azan
Shafiee Bin Razali
Shahril Bin Jantan
Tay Yan Ting

Senior Educational Psychologist

Teo Shu Hsien, Esther

Associate Psychologists

Huang Xuan, Hannah
Tan Jie Ying

Senior Learning Specialists

Loh-Lee Yin Wan, Magdalen

Learning Specialists

Ang Joanna
Lim Suyin
Tan Bao Min

Senior Research Executive

Chia-Tan Yee Min, Elizabeth

Manager

Ngan-Mok Rui Wen, Rae
Community Partnership

Executives

Chee Licia
Community Partnership Executive
Tay Meng Choo, Corrine
Senior Accounts 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



Centre - Based

EN3 - Assessment & Diagnosis
Learning and Social Support Programmes

- ALPS
- Reading Odyssey
- Read with Me

Preventive & Early Intervention Programmes
Training & Education for Parents
Training & Consultation for Professionals



Guidance Programme
Casework & Counseling
Group work
Children, Pre-teens & Youth Early Intervention Programmes
Mentoring Programme
Drop-in & Outreach
Public Education/ Training
Volunteer Development Programme



Services

Social Work & Casework Supervision
Training
Seminars & Conferences
Consultation Service for Professionals / Projects
Research
Needs Assessment
Programme Evaluation
Publication

Community-based/ Special Projects

Community-based
Reading Odyssey

School -Based

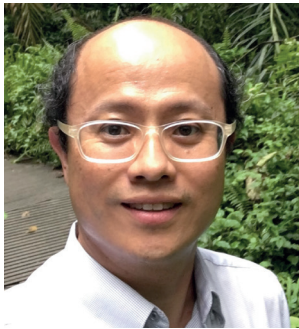
School Social Work for Youth & Children (SYNC)
The Scaffold Programme (TSP)
Youth COP
STRENGTHS & SPURS (for ITE Colleges)
Integrated Care Programme
Enhanced Step-Up
Casework & Counseling
Drop-in & Outreach
Group Work
Talks & Workshops
Preventive & Early Intervention Programmes
Training & Consultation for Teachers & Parents



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Chairman's Statement



Dr Ang Seng Bin, PBM, Chairman

Thank You

Students Care Service (SCS) closed 2016 on a grateful and celebratory note. We celebrated our 40th anniversary through a specially-themed Staff Day event, a Family Carnival with more than 450 children, youth and their families and an Anniversary Fundraising Dinner. At the same time, we held a successful International Conference on Children and Youth Work Practice, were appointed as an Integrated Service Provider by the Ministry of Social and Family Development and awarded a full 3-year CARF Accreditation for achieving international standards and best practices in our youth diversion / prevention programme.

We are thankful and humbled by these achievements. More so because we know that they are possible only with the strong commitment of the staff team, volunteers and Board as well as the unstinting support of our donors, funders and partners – both past and present. This support had enabled us to achieve not just in our 40th year but through our 40 years. Hence, we are deeply grateful and encouraged to do better in our next 40 years.

A New Chapter

The next 40 years for SCS will be both challenging and exciting. In face of a volatile and uncertain world marked by disruptive technologies globally; declining birth rates, greying population and slowing economy domestically, SCS needs to ensure its relevance and sustainability so as to better serve children and youth.

In the social service space, relevance is determined by the needs, whether expressed or silent, of our clients. In this case, children and youth. Now, more so than ever, our children and youth need confidence and competence to navigate through the uncertain and likely, complex future that is already unfolding before them; a sense of connectedness to communities that they can trust and fall back on in times of trouble; and care towards people around them especially the aging population. To foster these, SCS will strive to weave and/or deepen them into our programmes in the coming years. This means ensuring a common understanding of these elements across the organisation, establishing the means to operationalise them and having a feedback system that would enable us to know the extent to which they have been integrated into the programmes.

Sustainability is defined as "the ability to be maintained at a certain rate or level" by the Oxford Living Dictionaries. The next phase of SCS requires us to strengthen this ability through building the competencies of our human resources and leveraging on technologies.

80% of the resources used to enable children and youth to maximize their potentials at SCS are that of human resources. This refers to both staff and volunteers. The success of our work, hence, lies in the abilities of our staff and volunteers to deliver what is required. To this end, SCS has been systematically identifying and allocating resources to onboard new staff, enhance

competencies of existing staff and develop talents across all levels. As we enter into a new phase of growth, SCS needs to stay committed to this endeavor and in addition, extend it to its volunteer development initiatives over time.

The adoption of technologies is a means towards greater efficiency and better responsivity. Technology enables streamlining of work processes. This, when implemented over time and function, can decrease the time taken for specific activities within a work flow. More professional time can then be freed up to care for and develop the potentials of our children and youth. The use of technology can also facilitate the collection and collation of data across SCS' four centres and functions. The timely access to accurate, integrated data can enhance SCS' responsiveness to opportunities and challenges.

As SCS repositions itself for enhanced relevance and sustainability, it needs the continued commitment of its staff team, volunteers and Board and the continuing support of its donors, funders and partners. These have enabled SCS to maximize the potentials of children and youth in Singapore in the last 40 years and will bring SCS into its next 40 years with a sense of confidence and hope.

Once again, thank you and I look forward to your continued commitment and support.

Dr Ang Seng Bin, PBM
Chairman

Executive Director's Report



Tan-Wu Mei Ling,
Executive Director

FY 16/17 was a remarkable year for Students Care Service (SCS). During the FY, we marked our 40th anniversary with a series of celebrations – a specially-themed Staff Day, a Family Carnival and an Anniversary Fundraiser; organized a successful International Conference; successfully underwent the CARF Accreditation survey; rolled out services as an Integrated Service Provider at our Clementi Centre and served 4,931 children and youth, 1,159 parents as well as 436 teachers.

What a year! I am thankful for the commitment of the staff team and the support of volunteers, Board, donors, funders and partners that have enabled the above achievements. As I reflect on them, I am humbled by the strong commitment and support for SCS' mission "to be a leading social work organisation in enabling children and youth to maximise their potential" and reminded of the reason underlying the commitment and support – the preciousness of the life of every child and youth.

There is Joel – the Primary 2 boy who crossed paths with us via our Educational Psychology Services. Joel needed support to help the adults around him better understand his needs and gain insights on how he is to be guided in his learning. There is Shaun, the youth who stayed away from school and wanted to give up on his studies after experiencing teasing in school and problems at home. With the support of his school social worker and volunteer academic coaches, Shaun regained confidence in his studies, graduated successfully from school and is now pursuing a NITEC in Product Design - the course of his choice. And then there are Jane, Samantha, Peter and many others – all of whom have their

own stories of triumph and transformation to tell. We are privileged to be a part of the stories of their lives. These stories provide the encouragement for us to strive on in our mission, commitment and support.

As we close the chapter on our 40th year, we step into a new chapter that marks the beginning of our next 40 years. In this new chapter, we recommit ourselves to enabling children and youth to maximise their potentials, and to harness the resources required for us to fulfill this commitment. These include forging deeper and new collaborations within and across the social service sector; leveraging on technologies to improve and integrate work processes; and supporting the development of staff and volunteers.

As SCS recommits and gears itself up for the next 40 years, we sincerely thank you for your partnership and support in the last 40 years and look forward to your continued journey with us as we embark on a new chapter.

Thank you and wishing you well.

Tan-Wu Mei Ling
Executive Director

Quantitative Achievement 2016

(Based on Service Volume)¹

SOCIAL WORK (SW)		2016
Services/ Programmes for Children and Youth		4,175
Consultation		72
Counselling/ Casework (SW)		626
Groupwork		1,899
Prevention & Early Intervention Programmes		1,097
Training		230
Special Programmes/ Projects ²		251
Others		2,189
Enquiries		72
Parents		769
Teachers		368
Other Professionals		504
Volunteers		476
TOTAL		6,364

EDUCATIONAL PSYCHOLOGY SERVICE (EPS)		2016
Services/ Programmes for Children and Youth		756
Consultation, Assessment and Casework		148
Learning Intervention Programme		201
Prevention & Early Intervention Programmes		321
Special Projects		86
Others		899
Enquiries		54
Parents		390
Teachers		68
Other Professionals		84
Volunteers		303
TOTAL		1,655

Note:

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

2 'Special Programmes/ Projects' comprise ACE Awards Night and Daisy Phay Scholarship Awards.

Significant Milestones in the last decade

1976

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

1975

Pro-tem Committee was established

2008

**CENTRE OF
specialisation**
Appointed by NCSS

- Appointed by National Council of Social Service (NCSS) as "Centre of Specialisation – School Social Work"
- Youth COP (Community Outreach Patrol) programme received the South West CDC Community Safety and Security Programme Gold Award



Staff, Mr. Lee Seng Meng, awarded the 2009 South West District ComCare Award (Social Worker)



2009

- Youth COP programme received the 2009 South West District's Community Safety and Security Programme (CSSP) "Excellent" Award
- Set a new Singapore Book of Records for the "Largest Contingent of People Carrying Different Country Flags" with 153 participants holding up 101 flags to form the letters "YOG"
- Organised "EMIT!", a year-long project to celebrate the inaugural Youth Olympic Games Singapore 2010, launched by Senior Minister of State (Law & Home Affairs), Assoc Prof Ho Peng Kee
- Co-organised and presented professional seminar "Engaging Youths to Succeed in Schools" in conjunction with National Youth Council's ASEAN+3 seminar on Urban Youth Work IV
- Organised Overseas Community Service Project – "Going Miles, Bringing Smiles" by youths and volunteers to Cambodia
- Relocated Clementi Centre from Blk 437 Clementi Ave 3 to Blk 329 Clementi Ave 2

2010

- Youth COP (Community Outreach Patrol) programme received the 2010 South West District's Community Safety and Security Programme (CSSP) Gold Award
- Completed and published research study, "In Their Own Words: An Exploratory Study on the Social Coping of Youths with Autism"
- Published the book, "Students Care Service: Standards for School Social Work Practice"
- Appointed by the Career Education and Counselling Division, Department of Youth & Sports, Ministry of Education in Bhutan to provide consultation on strategic planning for the division
- Organised "EMIT! Finale Carnival", to conclude the year-long EMIT! Project (which promotes the values of Youth Olympic Games Singapore 2010) officiated by Senior Minister of State (Law & Home Affairs), Assoc Prof Ho Peng Kee

1977

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

1978

Changed organisation name to Students Care Service (SCS)

**1979 - 2006**

For significant milestones between 1979 – 2006, please visit our website at www.students.org.sg



- Collaborated with Clementi Woods Secondary School to participate in the Youth Congress organised by National Youth Council (NYC) / National Committee on Youth Guidance and Rehabilitation (NYGR). Guided team to develop a board game titled "Theftation" which won the Most Innovative Project Award
- Launched publication "School Social Work: A Guide to Programme Planning and Evaluation"
- Launched publication "The Practice of Group Work: Tips on Starting a Group"
- Organised and presented professional seminar "Discovering the Rhythm in You: The Practice of Group Work", officiated by Minister for Ministry of Community Development, Youth and Sports (MCYS), Dr Vivian Balakrishnan

2007

- Launched publication "Apart or A Part: The Social Worker's Multiple Journeys"
- Organised Workshop on "Helping Self-Mutilating Clients"
- Organised Overseas Community Service Project – "Project X3" by youths to Kolap 4, Cambodia

2011

- Launched the "Daisy Play Foundation – Students Care Service Scholarship" to benefit full-time Junior College students
- Completed the extension of Yishun Centre
- Organised a Charity Golf Tournament and Dinner on 4 November at Raffles Country Club, officiated by Acting Minister for Ministry of Community Development, Youth & Sports, MG (NS) Chan Chun Sing

2012

- Staff, Mrs Tan-Wu Mei Ling, awarded the Outstanding Social Worker Award (OSWA) for 2012
- Organised a Mandarin seminar on Autism Spectrum Disorder (ASD) cum photo exhibition by youths with ASD at The Pod @ Central Library
- Organised first Carnival of Drums, a fundraising and community relations event, on 11 March at the Promontory @ Marina Bay
- Organised a Charity Golf Tournament and Dinner on 23 October at Raffles Country Club officiated by Senior Minister of State, Ministry of Home Affairs & Ministry of Foreign Affairs, Mr Masagos Zulkifli Bin Masagos Mohamed
- Staff, Mr. Benjamin Teo Chye Hee, awarded the 2012 South West District ComCare Award (Social Service)



2013

- Appointed by the Ministry of Social and Family Development (MSF) to provide consultation for Project CROPS - the pilot of a service delivery framework for Student Care Centres in Singapore
- Successfully completed 2-year pilot of Seconded School Social Work Model in Singapore
- Organised Carnival of Drums on 6 April at Downtown East officiated by Minister for Social and Family Development and Second Minister for Defence, Mr Chan Chun Sing
- Organised a Charity Golf Tournament and Dinner on 28 June at Raffles Country Club officiated by Minister, Prime Minister's Office, Mr Lim Swee Say

2014

- Presented with the Outstanding Community Partnership Award by Clementi Police Division on 14 November in recognition of the close partnership with and strong support rendered to the Division
- Successfully completed Phase 1 of Project CROPS - pilot of a service delivery framework for Student Care Centres in Singapore
- Seconded School Social Work Model adapted into Attached School Social Work Model and implemented in a mainstream Primary School
- Go for Goal! set a new record of 6 hours and 3 minutes for the Longest 11-a-side-Football Match in the Singapore Book of Records
- Organised a Charity Golf Tournament and Dinner on 10 October at Singapore Island Country Club officiated by Minister, Prime Minister's Office, Mr Lim Swee Say
- Kits for Kids - a fund raiser by the scale-modelling community for SCS, championed by Minister for Manpower, Mr Tan Chuan Jin, was launched

2015

- Mission & Vision statement was broadened to reflect SCS' work with children and youth. Intended Impact Statement and Theory of Change were articulated to facilitate consistent and clear understanding of SCS' work. Appointed by Ministry of Education (MOE) to provide consultation and training for the pilot of Student Welfare Officers scheme in Singapore
- Invited by the International Association of Schools of Social Work (IASSW) to provide training to social work educators and practitioners on the topic of "Social Work in Schools" in Ho Chi Minh City from 9 to 12 November 2015
- Selected by AsiaOne for a 1-year partnership to boost publicity for SCS as part of AsiaOne's corporate social responsibility efforts in the year of its 20th anniversary
- Organised a Charity Golf Tournament and Dinner on 31 July 2015 at Singapore Island Country Club officiated by Minister, Prime Minister's Office, Mr Lim Swee Say

2016



- Awarded full 3-year CARF Accreditation for attaining international service standards and best practices in youth diversion/intervention programmes
- Staff, Nur Fadhli Bin Prayitno, selected to represent Students Care Service at the ASEAN Workshop on Development Cooperation on Social Welfare in Bangkok, Thailand from 12 to 16 September, 2016
- Invited by the International Association of Schools of Social Work (IASSW) to provide training to social work educators and practitioners on the topic of "Social Work in Schools" in Hanoi from 12 to 15 October 2016
- Launched 40th Anniversary documentation video
- Organised and presented "International Conference on Children and Youth Work Practice", officiated by Minister for Ministry of Social and Family Development, Mr Tan Chuan-Jin
- Organised 40th Anniversary Fundraising Dinner on 8 September 2016 at Four Points by Sheraton Singapore, Riverview
- Organised a Charity Golf Tournament and Dinner on 6 May 2016 at Seletar Country Club officiated by Minister for Manpower, Mr Lim Swee Say

Donors and Sponsors

Funders / Donors / Sponsors who have donated above \$1000

A Media Print Pte Ltd
 Abitex Designs (S) Pte Ltd
 ABR Holdings Limited
 Ace of Sign Advertising Pte Ltd
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 Ang Mong Seng
 Ang Seng Bin
 Anmani General Construction Pte Ltd
 Arrowcrest Technologies Pte Ltd
 Aruncharee Chiempitayanuvat
 Ascend Com Pte Ltd
 Asset Protection Services Pte Ltd
 Assure Safety Pte Ltd
 Auto Lease (Pte) Ltd
 Basic Projects Pte Ltd
 BHCC Construction Pte Ltd
 Bintai Kindenko Pte Ltd
 Bond Building Products Pte. Ltd.
 Boustead Projects Limited
 BT & Tan Transport Pte Ltd
 Camp Challenge
 Canon Singapore Pte Ltd
 Capitol Optical Co (Pte) Ltd
 Cellini Design Center Pte Ltd
 Chan Lui Ming Ivan
 Chan Tuck Keong
 Chan Kwai Wah Paul
 Chang Wei Nang Joey
 Changi Airport Group
 Chee Wai Pong
 Chemistry Form Pte Ltd
 Chen Wei Ching Vincent
 Eric Chen
 Cheng Iue Seng Clement
 Cheng Oon Teck
 Chez Design Pte Ltd
 Chia Han Pheow
 Chiet Loon Renovation Contractor
 Chloros Solutions Pte Ltd
 Chong Siew Ling
 Choo Eng Chuan
 Chuan Pictures Pte Ltd
 CS Construction & Geotechnic Pte Ltd
 DBS Bank Ltd
 DLE M&E Pte Ltd
 Dr Valentin Low Aesthetic & Laser Clinic
 E+HPS Pte Ltd
 Eastern (1961) Company Pte Ltd

EFG Bank AG
 El-Shaddai Resources Pte Ltd
 Fine Grain Property Pte Ltd
 Flotech Controls Pte Ltd
 Junie Foo
 The Fullerton Hotel
 Furni Sys Building Construction Pte Ltd
 Galmon (S) Pte Ltd
 Gifts & Spirits Pte Ltd
 Glenhill Group Pte Ltd
 Goh Boon Kiat
 Goh Cheng Siang Gregory
 Goh Hock San
 Goh Seng Kuan Gerald
 Goldman Sachs (Singapore) Pte
 Goodrich Global Pte Ltd
 Gsmprjct Creation Pte Ltd
 Han Jok Kwang
 Heng Eng Kiat Nicholas
 Hi-Light Electrical Pte Ltd
 Ho Chee Seng Melvin
 Ho Cheng Chong @ Ho Kian Hock
 Ho Chiew Peng
 Miiki Hoe
 Hong Boon Hiang Rosalind
 How Tan Hong
 HT Engineering Pte Ltd
 Hwa Xiang Engineering Pte Ltd
 iFast Global Prestige Fund
 Imagery Pte Ltd
 In Cube Technology Pte Ltd
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 Intac Systems Solution Pte Ltd
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 MSF, Rehabilitation and Protection Group
 Navalbase Secondary School
 NCSS
 NCSS, Children, Youth and Family
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 NCSS, Disabilities Division
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Special Features

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SCS 40th Anniversary Celebrations 2016

Students Care Service (SCS) celebrated our 40th Anniversary in 2016.

From a small, humble office in Penang Lane, we have flourished, thrived, and continued steadfast in our mission to be a leading social work organisation in enabling children and youth to maximise their potential through the years.

Thank you very much to all our partners, contributors, volunteers, funders and donors who have supported us over the years in one way or another, and allowed us to continue serving the children and youth in Singapore.

As we close the year of our 40th milestone, we celebrate our past, and look forward to many more good years to come. Thank you for being part of our 40 years of history.



SCS "We Are 40" Carnival & Volunteer Connection 2016

To celebrate our 40th anniversary together with the clients, parents and volunteers engaged through our various programmes and services, we held our biggest carnival to date, in conjunction with our annual Volunteer Connection. More than 450 people attended the event held at ITE College Central.

Our V-eaders (Volunteer Leaders), together with the staff team, took the lead in organizing the event. Participants were treated to a fun-filled day of game booths, hands-on activities, and performances put up by our students.



Held in conjunction with our annual Volunteer Connection, long service awards were also presented to eligible volunteers during the carnival. It was a unique experience for the volunteers receiving their long service awards that year, to have the children they serve witnessing the presentation.

SCS 40th Anniversary Fundraising Dinner 2016

As part of our 40th anniversary celebrations in 2016, SCS held our very first Fundraising Dinner at Four Points by Sheraton Singapore to celebrate with our donors and supporters, and thank them for unwavering support through the years.

The night was filled with laughter and fun, including performances by our students, and an award ceremony for children and youth in SCS who have shown outstanding progress in their personal development.

We thank our longstanding donors and supporters whose continued support have helped us ensure that we are able to provide the much-needed services to children and youth in Singapore.



SCS 40th Anniversary Staff Dinner

At SCS, we work hard and play hard! In celebration of our achievements over the past 40 years, a special dinner was arranged to thank the ones who have contributed and been a part of our 40 years of history. Besides the board members and staff who have worked tirelessly over the years, we also honoured our ex-Board members and ex-management staff, all of whom have been integral in shaping the organisation into what it is today.



CARF: Towards Professional Excellence - the SCS Quality Journey

Students Care Service (SCS), with the support of National Council of Social Service, embarked on a quality journey towards professional excellence by undergoing an accreditation by CARF International, assessing the Youth COP programme against international standards for quality and best practices.

CARF is an independent non-profit accrediting body whose mission is to promote the quality, value, and optimal outcomes of services through a consultative accreditation process that centers on enhancing the lives of persons served. Founded in 1966, CARF as the accrediting body, establishes consumer-focused standards to help organisations measure and improve the quality of their programmes and services.

We are pleased to report that SCS has been awarded a Three-Year Accreditation for Diversion/Intervention (Children and Adolescents) Programmes. This accreditation decision represents the highest level of accreditation that can be awarded to an organisation and shows SCS substantial conformance to the CARF International standards.

SCS, in receiving the Three-Year Accreditation, has put itself through a rigorous peer review process and has demonstrated to the team of on-site surveyors that its programmes and services are of the highest quality, measureable, and accountable.

This accomplishment in achieving the highest level of accreditation is an indication of the organisation's dedication and commitment towards professional excellence.



For attaining international service standards and best practices in youth diversion/intervention programme

carf INTERNATIONAL

A Three-Year Accreditation is awarded to

Students Care Service

for the following program(s):

Diversion/Intervention (Children and Adolescents)

This accreditation is valid through
June 30, 2019

The accreditation seals in place below signify that the organization has met annual conformance requirements for quality standards that enhance the lives of persons served.



This accreditation certificate is granted by authority of:

Herb Zaretsky, Ph.D.
Chair
CARF International Board of Directors

Brian J. Boon, Ph.D.
President/CEO
CARF International



Highlights of:

- **Services & Programmes, • Training & Consultancy,**
 - **Volunteer Management & Development, • Community Partnerships**
-

Services & Programmes

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Educational Psychology Service: Engage. Enrich. Enable

In 2016, the EPS served:



756

children
and youth



390

parents



152

teachers
and other
professionals

Overview

The Educational Psychology Service (EPS) at Students Care Service (SCS) serves students with learning difficulties and who are studying in mainstream schools.

The students served included those with special needs such as Attention Deficit Hyperactivity Disorder (ADHD), Autism and Dyslexia. Due to their hidden learning challenges, they often lag behind their peers in their academic performance by one to a few years, are often overlooked, misunderstood and face difficulties coping with academic and social demands.

Due to lack of understanding of their learning needs, support may not be well matched, leading to repeated failure as well as feelings that they are less competent than their peers. This impacts negatively on their self-esteem and confidence and they may lose interest

in learning, develop behavioural and conduct issues, and may eventually be at risk of dropping out of school.

It is our aim to support these students with learning disabilities of varied profiles, and enable them to be positively developed with competence and confidence, have meaningful connections with family and society as well as to be positively engaged in school. Questions we constantly kept in mind to act upon were:

"How can we better understand the specific needs of our students in a systematic way?"

"How can we de-mystify these needs and convey this information to those working with the student in a meaningful, practical way?"

"How can we empower parents to support their children in their challenges as they move forward?"

74% of new referrals came from low to lower - middle income families.



They were served through the following services and programmes:

EN3
Psychoeducational
Assessment and
Consultation service

Actualizing Learning
Potential Promoting
Social skills (ALPS) -
Learning to Think and
Thinking to Learn

Read with
Me

Reading
Odyssey

EN3 Psychoeducational Assessment and Consultation Service

The EN3 service aims to engage children and youth with learning difficulties and special needs and their parents, provide timely psycho-educational evaluations for children in order to enrich parents and children with information about learning strengths and needs, and enable relevant intervention and follow up. The EN3 provides a first step, a timely entry to greater understanding and appropriate support moving forward.

In 2016 the EN3 served 60 students through various comprehensive psycho-educational assessment packages. 73% of clients surveyed reported that they gained further understanding of learning strengths and needs of their child/youth. They also received knowledge of appropriate resources and support services or learnt at least 1 strategy to supported their child/ youth in their learning, including ways to relate to and communicate with their child so as to guide them in their thinking and support them in their learning.

88 students underwent language and literacy screening and assessments to better understand their abilities and at the same time determine if centre-based learning and social support programmes will be able to meet their needs.

There is often more than meets the eye when it comes to working with children with special learning needs. A comprehensive psycho-educational assessment seeks to provide insights that act as a roadmap for facilitating a child to learn and develop to maximize their potential and improve their quality of life.

SUCCESS STORY

Engage: Understanding Presenting Issues

Joel (not his real name) was a primary 2 student referred for intervention support and a psychological assessment by his school's learning support coordinator. Consultation with his learning support coordinator as well as with his parents was carried out. Although he was already enrolled in the school's learning support programme in English and Maths since primary 1, he continued to fail his examinations and obtained scores in the 30th percentile in his primary 2 examinations. His learning support coordinator suspected that his restlessness and poor attention were contributing factors to his poor grades. However while she as well as parents expected him not to score as well as same aged peers, they did not expect him to fail and also score so poorly based on the intervention carried out with him thus far. A psycho-educational assessment was carried out to better understand his profile as well as to engage those involved in his learning to better understand his needs and follow up with him in ways that would be suitably matched with his profile.

Enrich: Uncovering Hidden Learning Issues as well as Providing Information on Strengths and Needs

During the assessment process and after further investigation, it was observed that Joel displayed an overall positive attitude towards learning and would be open to further teaching by teachers. At the same time, while he appeared to try hard in his work, did not cause disruptions in class and kept to his seat, he was often restless and fidgety. He showed frustration when he knew he had to persist on tasks, but did his best to comply despite his difficulty in focusing.

Joel was found to meet the symptoms for ADHD, predominantly inattention type, impacting his ability to pay attention to details as well as on his executive functioning. As such, those working with him better understood that his difficulties were issues arising from executive functioning issues and not just because he was not putting in sufficient effort. Areas impacted included poor self-regulation of his emotions and impulses, self-monitoring, planning and prioritizing, task initiation, organization skills, as well as flexibility to adjust to task changes.

Enable: Follow up Support and going beyond the Label

Efforts were focused on helping him manage his behavior and supports were put in place to help him organize his learning and assignments. He was also enrolled in the learning and social support programmes at SCS where there was further monitoring of his learning needs.

The assessment information as well as recommendations were conveyed to the school and his parents. Based on the understanding of his parents' situation and challenges, manageable and practical tips and resources were recommended.

While it was a relief for his parents that there was an explanation for Joel's challenges that had been baffling them, there was also much concern for his future, as language plays a significant role in learning and education. Post assessment consultation was provided to raise awareness of issues, increase knowledge of practical support strategies as well as equip parents with information pertaining to how they can encourage and support him moving forward. They were aware that expectations had to be adjusted according to his level of ability. It was also critical that his parents were aware of other strengths: his consistent cheerful disposition and eagerness to learn despite his challenges. While there will be future issues related to transition, for example exploring options post primary and working towards suitable school placement/ selection, it is important to help Joel further understand his own strengths and weaknesses and so that he can rise above his challenges. In these areas, the EN3 programme will be able to provide follow up support, which includes reassessments, review of needs and consultation pertaining to parenting issues that impact on support for the child with special needs. It is important for parents and those working with the child to see beyond his 'label'. Hence while the label may help round up suitable services, it is at the same time important to help communicate to the child his strengths and areas of challenge in a way he can comprehend, hear the child's voice, understand his social, emotional needs as well as his interests, and help him further develop his non-academic skills.

Actualizing Learning Potential Promoting Social skills (ALPS) - Learning to Think and Thinking to Learn

Wholistic Approach

83 children were enrolled in ALPS, which is part of the Learning and Social Support Programme (LSSP) at SCS. ALPS, which involves English language and literacy intervention, aims to actualize learning potential and promote social skills. Children (mainly 5 to 10 years of age) underwent screening assessments before they were placed in small groups based on their level of language and literacy abilities, and engaged in various multi-sensory activities to enhance language acquisition and literacy development.

In addition, it was recognized that related social and emotional issues often faced by these children needed to be addressed as well for them to learn better. Learning Specialists focused on providing meaningful interactions through mediated learning and structured in opportunities for key behaviours and values such as Attention, Self-control, Politeness, Independence, Respect, Empathy to be promoted. With progress made in their literacy skills, and positive learning experiences in a non-threatening environment, the children were also able to display more confidence in responding and learning. Importantly, increased interest in learning accompanied improvements in literacy levels. Their interest and confidence, when continued to be nurtured, will serve them well into the future as they continue to learn and build upon their skills.

Engaging Parents

Naturally, parents and caregivers who care for these children face constant struggles coping not only with the child's needs, but with their own as well. Issues such as difficulties accepting their child's learning difficulties will in turn result in disproportionate expectations. Guilt, grief, time constraints due to work and other pressures all combine to make these issues increasingly complex for parents. While parents' engagement and participation in their child's learning is crucial and cannot be undermined, staff have reflected on the importance of connecting with parents at their level of understanding and needs without judgment. Programmes aim to help to facilitate some level of change in parents' thinking and/or behaviours. However, at the same time, there is the need to take into consideration parents' beliefs, social support, mental health status, level of understanding and ability as well as the child's developmental stage in order to maximise effectiveness. The past year saw continued efforts to reach out and support parents in their journey through various platforms, such as review sessions with parents, parent group sessions incorporating hands on activities, consultation sessions as well as informal rapport building sessions. While parents were very much concerned about academic progress, there has been greater awareness of their child's strengths as well as needs, and how literacy levels impact their child's social skills development.

WHAT PARENTS SAY:

What really helped was the ways to help her academic and discipline matters. I know my child's bad and good points now and ways to help her to improve."
(Parent of SL, 8 years old).

"He can speak more and talk about his own decision. (I learnt) how to teach my children as I better understand his needs."
(Parent of JL, 8 years old).

"Communication skills – M learnt to express himself and his needs."
(Parent of ML, 7 years old)

"He has shown improvement in writing, spelling and reading."
(Parent of MD, 9 yrs old)

"My son likes to attend the lesson very much. It help him to learn more words and understand them"
(Parent of HH, 9 yrs old)

"It's very good that the session can teach according to my child's level of ability and needs, his expressive ability and his English language ability has made progress"
(Parent of GY, 7 yrs old)

In summary :

"Experts maintain that it is not sufficient to treat academic deficits in isolation and that academic plans must consider the social, emotional and behavioral characteristics and needs of students with learning problems" (Bender, 1994). This is pertinent for students from disadvantaged and complex backgrounds.

In addition, each child has a different profile of needs and strengths. It is also a stark reality that there are a myriad of challenges in the form of behavior issues, social and emotional issues aside from learning issues, and we cannot support the child alone.

It is our hope that with collaborative efforts with parents, teachers, other professionals working with the child/ family, children with special needs such as those with hidden learning difficulties can learn ways to compensate for their weaknesses, and have continued opportunities to develop their strengths and abilities.



School Social Work for Youth and Children (SYNC)

SYNC is a school social work programme that works in partnership with schools to bring early intervention and community engagement initiatives to students within the schools. The focus of SYNC is to enable youth and children to be positively engaged in school, make the most out of their educational opportunity and form positive connections in the community.

**1,658**

Total number of children and youth served

SUCCESS STORY

Shaun (not his real name) was a student participating in the classroom group work of SYNC. He was often teased by his classmates and was not able to focus in class. At home, he had to deal with family issues and he coped with the stress by working part-time and staying out of the house. His attendance in school was irregular and he wanted to give up studying. The school social worker worked closely with the school to support Shaun. In addition to classroom group work focusing on positive peers connections, Shaun was invited to attend the night study programme at Clementi Centre. Through the individual work with the social worker and supported by the academic coaches, Shaun slowly regained his confidence in his studies. He has since graduated successfully from school and is now pursuing a NITEC in Product Design, the course of his choice.



SYNC @ Yishun Town Secondary School

Class-based Groupwork Programme – The MAZE Programme

MAZE stands for Moving Ahead with Zealous Energy. The MAZE Programme at Yishun Town Secondary School (YTSS) is a class-based groupwork programme that imparts lifeskills that helps to enable students to progress from Secondary One to Secondary Four with positive energy and attitude.

The journey for students in Secondary school is like walking through a maze – students meet with many challenges and different choices along the way, and need to figure out the best route to take in order to reach their goal. The MAZE Programme supports them in this journey and is designed and planned to cater to students' needs at different developmental stages (from Secondary One to Secondary Four). As a school social work programme, it also supports and incorporates the school values of Integrity, Respect, Gratitude and Resilience, to build confident, motivated and contributing students.

SUCCESS STORY

Jane was a student in Secondary Four in YTSS. She had been attending MAZE programme for three years since Secondary Two. When the team first met Jane, she was loud and did not like to follow the instructions given. She refused to sit in the group that was allocated to her and she would move around the classroom when the students were having discussions during small group time. Jane was also observed to have difficulty in adjusting when a new group facilitator was introduced to the class. She would test boundaries by becoming distracting during the session.

As such, Jane was placed with a group facilitator who was with the class for the last two years. This arrangement helped the rapport building process. Besides engaging Jane in the activities during MAZE programme, the group facilitator also created opportunities to speak with Jane outside of the classroom. Jane also began to drop by the centre to speak with the YTSS team who conducted the programme. It was observed that Jane was different in the centre than in school. At the centre, she was respectful and would greet the receptionist when she came to speak with her group facilitator. With the rapport built, Jane started to share her problems and began to be more receptive to advice. The group facilitator also created opportunities to help Jane learn how to establish appropriate boundaries so that she does not feel overwhelmed and react negatively towards changes or new adults.

Jane shared that she was receiving counselling at another social service agency a Family Service Centre near where she stayed but found it difficult open up to the counsellor. The informal contact and chats with the group facilitator was more comfortable for her and she even started to get classmates who were facing issues to come to the centre to seek support.

Jane blossomed into a confident young lady in Secondary Four and became known as the big sister in class. While the class may not like her bossy attitude at times, they respect her for speaking up for their rights and for her care for the class. She subsequently also joined a programme at our centre, where she was further developed as a volunteer.



Guidance Programme

The Guidance Programme (GP) is a pre-Court diversionary programme for juveniles who have committed minor offences. These juveniles will be given a police caution instead of being charged in Court for the offences committed upon successful completion of the programme. It was launched in October 1997 and administered by Ministry of Social and Family Development (MSF). This unique initiative steers the juvenile away from the Court system, recognising the value of providing the opportunity for the juvenile to make amends and resolve against re-offending in the future.

The voluntary programme is six-month long, and focuses on

counselling and rehabilitation with the active involvement of parents. It includes counselling sessions for the juvenile and his/her parents, group work, visits to the juvenile's home, family camps and community service. The programme aims to help the juvenile develop better self-control, take responsibility for his/her actions and acquire life skills.



153 Number of children and youth served

75.7% of 107 cases closed successfully

SUCCESS STORY

Samantha (not her real name) was feeling extreme stress in school and was influenced by negative peers when she was in secondary school. To cope with her emotions, Samantha would throw tantrums at the people around her. At 16, Samantha was caught by the police for shoplifting. She was referred to join the Guidance Programme at Students Care Service (SCS).

During the individual sessions, Samantha's caseworker processed her actions with her, helped her to identify ways of coping with stress and anger as well as her pillars of support both in school and at home. During the group work sessions, Samantha also learnt how to deal with peer influence and to make wise choices through the awareness of the consequences of her actions.

After six months of guidance, Samantha copes much better with

stress and anger. She has identified and is working towards her life goals of not only passing the programme, but also enrolling in the Polytechnic Foundation Programme. She has also learnt to prioritize her time on more meaningful engagements both in school and at home.

Samantha's teachers observed that Samantha has shown great improvement in her study and takes more initiative in school activities. She was awarded an academic improvement scholarship.

The family sessions in the programme have helped both parents and Samantha to better understand and communicate with one another. Now, Samantha is more matured in her thinking and behavior. She has also learnt to cool down, take initiative to communicate with her parents and spends quality time with her family.



ACE: Aspiring Towards Character Excellence

The ACE Football Programme is a youth development and character building social work intervention programme for youths aged 12 -18 yrs old. Along with other various VWOs, the unique model of the ACE Football Programme sees social workers coaching teams through a prolonged period (the season spanning 10 months), to ensure that social workers have various opportunities and sufficient time to work closely with youths through a variety of interventions including character building, mentoring, coaching, behaviour modification, strengths perspective developmental work, counselling and family work.



299

Number of youths served

SUCCESS STORY

Peter is a Secondary Three player who was not receptive to feedback whenever he got upset. The other players had begun to raise concerns that he has "attitude", even though he had good skills. During one of the street soccer matches, he became upset after he was substituted out, and walked off. When the social worker tried to approach him to talk, he did not respond and continued to move away from the team. On a separate occasion, the social worker eventually found an opportunity to talk to him about his attitude. He was more open to share and listen then. Subsequently, there was an improvement in his attitude. Whenever he got upset, he would stay with the group and listen to the social worker. After cooling down, he would share his views and try to understand the perspective of others. In recent matches, Peter showed the ability to recover from negative emotions quickly and respond in a more positive manner. When he is being substituted out now, he no longer makes unhappy and rude comments, but accepts and even cheers for his team off-field.



Programme Evaluation of Youth Community on Patrol (COP)

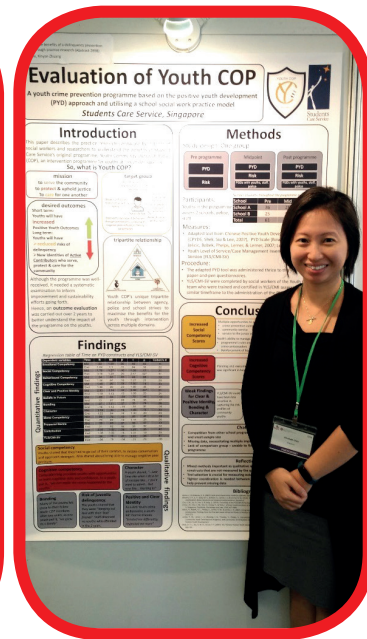
Students Care Service (SCS) has been running Youth Community on Patrol (COP) Programme since 2006. The programme has won awards at the district level for its effective engagement and development of youths.

To further augment our understanding and improve on the processes of the programme, process and outcome evaluations were carried out over 2 years. The evaluation study was a collaboration effort between SCS' Research Unit and the Youth COP team, supported by Clementi Woods Secondary School, Kent Ridge Secondary School and the VWOs-Charities Capability Fund (VCF).

The programme foundations were first revisited by the team to better identify specific outcomes to be measured. As a result, the theoretical underpinning of the programme, the Positive Youth Development (PYD) framework, was more clearly articulated and the programme logic model was also made clearer. Quantitative outcomes were collected from the youths once before the programme started and twice after the programme commenced, at one year intervals. Focus group discussions (FGDs) were conducted with four Youth COP staff, two police officers, 3 teachers and selected youths to better understand their perspectives on the programme.

The quantitative data showed that the youths had made significant improvement in Social Competency, specifically relating to gains in community engagement skills and managing peer pressure after two years in the programme. The scores for the rest of the PYD constructs were not found to have statistically significant increases. On the other hand, qualitative data especially those collected via FGDs with the youths showed that in addition to Social Competency, the key benefits of the programme include Cognitive Competency, Positive and Clear Identity, Bonding and Character.

The discrepant findings between the process and outcome evaluations on the impact of the programme on the youths have shed light on the suitability of the outcome measures. Post mortem discussions with the staff team also revealed the need for stronger collaboration. The evaluation findings and team experiences of collaboration were shared at the 4th International Conference of Practice Research in Hong Kong on May 22 - 24 2017.



Project CROPS

Project CROPS (Community Resources and Opportunities for Students) is a project initiated by the Ministry of Social and Family Development (MSF) and consulted by Students Care Service (SCS).

The project involves the adaptation, validation and pilot of a service delivery framework (SDF) for Student Care Centres (SCC) in Singapore. The vision of the SDF is to support the wholistic development of vulnerable children attending SCCs.

Phase I of the project took place from 2013 to 2014. During that phase, the service delivery framework was adapted and piloted with at AMK BASIC SCC. Thereafter, the framework underwent a field validation in preparation for Phase 2.

During Phase II, which took place from 2016 to 2017, the validated service delivery framework was piloted with two other SCCs – Big Heart SCC @ Bendemeer Primary School and Feiyu SCC @ Bukit Batok. Staff of the two SCCs worked closely with SCS to assess the needs of children using the Children and Adolescent Needs and Strengths (CANS) tool, roll out specialized programmes for children, engage in mentoring and consultancy support as well as co-evolve a set of Good Practice Guidelines applicable to SCCs.

At the end of the two phases, a process evaluation report was presented to MSF together with a set of Good Practice Guidelines. It had been a fruitful and meaningful four-year journey where each stakeholder in this partnership contributed its expertise, knowledge and practice wisdom to co-evolve the SDF so that it would be relevant, culturally sensitive and operationally feasible in addressing needs of vulnerable children in SCC settings.



International Conference on Children and Youth Work Practice 2016

The International Conference on Children and Youth Work Practice (ICCY) 2016 was successfully held on 15 and 16 November, with Mr Tan Chuan-Jin, Minister for Family and Social Development opening the conference.

The event at Concorde Hotel saw over 400 professionals and social work students from the children and youth sector attending to learn more from experts in the field. Speakers and participants came from all over the world. They include the keynote speaker Mr James Conway from Search Institute in the United States, Dr. Leticia Villarreal Sosa, from Dominican University's Graduate School of Social Work, Mr Ivan Honey from The Get Happier Project, Professor T. Wing Lo and Dr Alfred Choi from City University of Hong Kong, and Mr Leung Wai Kuen, Edward, JP from Hong Kong Playground Association. The programme was packed with three plenaries, and 14 workshops.

Overall, all the participants feedback that that the concepts and skills presented during the conference were useful and relevant to their work. Participants also affirmed that the topics were well curated and event, well organised. The different modes of presentation and teaching styles of the overseas and local speakers helped to facilitate the participants' learning.



From the Heart of a SCS Volunteer

"A small act of kindness creates a ripple effect that comes back to you".

This is a quote that resonates with me and sums up my volunteering experience in Students Care Service (SCS). I started volunteering with SCS through NTU Welfare Services Club Regular Service Project (Friends of Children), when I was in Year One. Back then, I felt a little apprehensive when I joined, not knowing what to expect since it was my first time volunteering. Looking back, it has been a wonderful and meaningful four years, and I am glad I made the choice to join SCS. SCS has taught and given me a lot, and I have received more than I have given. It moulded my character, developed my social skills and my leadership abilities.

Managing children is never an easy journey, especially those who may have behavioral problems. Sometimes you will feel like losing your cool. But I learned that if you give them a little more patience, a little more understanding, and a little more time, you will see their growth through the years. I learned that it is important to find out what had happened before their act of bad behavior, rather than jumping straight to scolding them. If you know the back story of everyone, you will be able to understand why they behave in a certain way. The growth is not only seen in the children but in the volunteers as well. Through the years, we are growing together.

"Nothing you do for children is ever wasted."

The most rewarding part of each session is seeing the smiles on their faces and that they remember you as their volunteer.

The bond forged between volunteers and their children is a human connection that is irreplaceable. There are some seniors who have graduated, but still return to volunteer simply because they want to be there for the child beneficiary until they have graduated from the program. They are really there for the children, with the children. Through this, I saw the passion that these volunteers have towards volunteering for them. I feel that it is something very heartwarming that ties me to SCS. It inspires me to want to do more and to give a little more. The parents of the children are also very supportive of the program and are always thankful towards the volunteers. Sometimes they buy snacks to thank us, even though they do not have to. It is a nice feeling when parents recognize you outside and greet you because it means that you have made an impact on them, even if it is in small ways.

The friendships that I've formed here is also another important takeaway for me. SCS has given me more than a volunteering experience. It is like a second home for me, where I have found a sense of familiarity and comfort every Saturday. Through volunteering, I've made friends that I know will last beyond my volunteering time, with people of the same passion coming together, to want to put a smile on the children's faces.

Volunteering in SCS has been a wonderful experience, as it has given me a more purposeful meaning in my daily routine. Even though it requires me to sacrifice some of my time, I realize that if you **"Do your little bit of good wherever you are, it is those little bits of good put together that overwhelms the world"**.

Soh Jing Ru,
Volunteer at SCS since 2013



Corporate Partnership

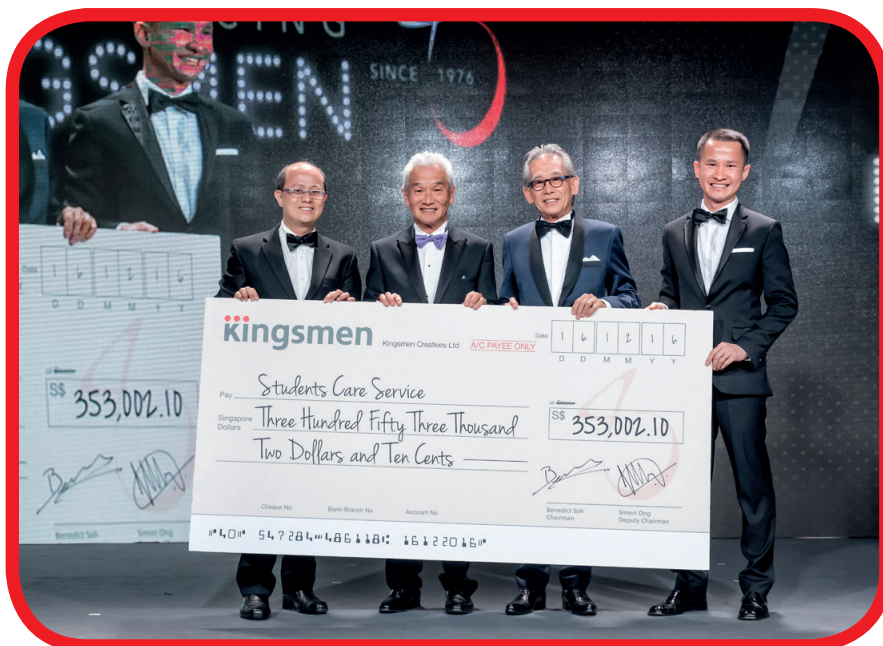
Corporate Partnerships continue to play a huge role at Students Care Service (SCS) in supporting and sustaining the work we do with children and youth. We are grateful to receive the support of many partners and supporters who recognise the value of contributing and engaging with us.

Kingsmen Creatives

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

Besides using their expertise in retail and corporate interiors to refurbish our Activity Hall at SCS Hougang Centre, employees also volunteered their time to engage students from different schools in fun-filled Sports Mania outings, and a visit to Lee Ah Moi Old Age Home to bring joy to the elderly. Kingsmen also organised two major fundraising events to raise funds for SCS: Kingsmen Charity Walk & Bike 2017 and Kingsmen Charity Golf 2017.

The anniversary celebrations culminated in a gala dinner, where Kingsmen also presented a cheque of \$353,000 to mark their contributions to SCS over the past two years. We thank Kingsmen Creatives for their support of our children and youth, and congratulate them once again on their 40th anniversary!



SCS Fundraising Events

Charity Golf 2016

For the first time, our Charity Golf was held at Seletar Country Club on 6 May 2016, with Mr Lim Swee Say, Minister for Manpower, returning to grace the event as our Guest-of-Honour. The annual event saw many corporates and sponsors coming together to ensure its success by making donations to sponsor golf flights, goodie bag items and food and beverages for the golfers. After their golf game, the golfers and other guests were invited to mingle and network with each other over dinner.

Through the joint support of Tote Board, Singapore Pools, corporate and individual donors, the event raised a total of \$244,000. The raised amount will go towards the provision of programmes and services that help children and youth overcome their challenges and maximise their potentials.

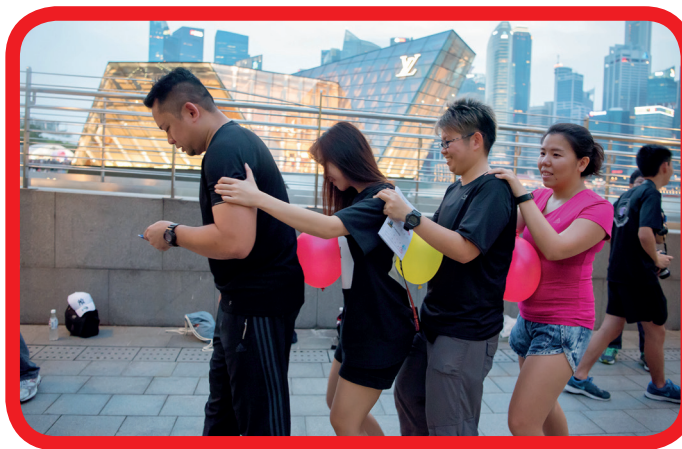


Challenge for Children 2017

Challenge for Children is another annual fundraising event, held in conjunction with iLight Marina Bay. We are thankful to have iFast Financial returning as our title sponsor in 2017 and helping us achieve our fundraising target for the event.

In total, we had more than 120 people in 33 teams taking part in exciting station games, quizzes and a photo hunt, designed to test their wits and physical endurance. The night amazing race attracted a crowd of both young and old, all of whom expressed that they thoroughly enjoyed the race.

We would like to thank iFast Financial for their steadfast support of the event over two years and also the co-sponsors, Tote Board and Singapore Pools. Through Challenge for Children 2017, we raised a total of \$60,000, which will fund our SYNC programmes for children and youth.





Financial Reports

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Statement of Financial Position

As At 31 March 2017

	31 Mar 2017	31 Mar 2016 \$ Restated	1 Apr 2015 \$ Restated
Assets			
Renovation and equipment	82,891	83,851	155,765
Held-to-maturity financial assets	4,037,960	4,816,049	4,853,197
Non-current assets	<u>4,120,851</u>	<u>4,899,900</u>	<u>5,008,962</u>
Trade and other receivables	313,387	277,124	174,825
Prepayments	2,058	4,859	9,910
Cash and cash equivalents	8,599,757	5,777,678	4,172,021
Current assets	<u>8,915,202</u>	<u>6,059,661</u>	<u>4,356,756</u>
Total assets	<u>13,036,053</u>	<u>10,959,561</u>	<u>9,365,718</u>
Funds and Reserves			
<u>Unrestricted Funds</u>			
General reserves	4,796,506	3,826,752	3,415,806
<u>Restricted Funds</u>			
Restricted funds from government and other funders	2,245,945	1,139,443	93,701
The Daisy Phay Foundation-SCS scholarship fund	5,416,087	5,364,595	5,297,407
Y's Men's Club (Beta Chapter) financial assistance fund	42,466	42,966	43,248
Asset enhancement fund	63,865	67,346	141,680
	<u>12,564,869</u>	<u>10,441,102</u>	<u>8,991,842</u>
Liabilities			
Other payables	250,000	250,000	250,000
Non-current liabilities	<u>250,000</u>	<u>250,000</u>	<u>250,000</u>
Other payables	221,184	268,459	123,876
Current liabilities	<u>221,184</u>	<u>268,459</u>	<u>123,876</u>
Total liabilities	<u>471,184</u>	<u>518,459</u>	<u>373,876</u>
Total funds and liabilities	<u>13,036,053</u>	<u>10,959,561</u>	<u>9,365,718</u>

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 2017

	2017 \$	2016 \$ Restated
INCOME		
Community Chest funding	1,057,530	1,290,263
TBSSF funding	1,182,438	996,507
Donations		
- tax exempt	1,465,424	755,872
- non tax exempt	578,905	331,155
Centre-based income	373,259	346,633
School social work income	239,648	379,295
Matching Grant-Care & Share	375,000	300,000
MSF- Funding	414,213	91,800
Training income	264,072	52,168
Interest income from held-to-maturity financial assets	95,256	109,801
Bank interest income	34,328	19,537
Miscellaneous income	5,804	16,914
	<u>6,085,877</u>	<u>4,689,945</u>
Less: EXPENDITURE		
Employee benefits	(3,138,179)	(2,703,859)
Depreciation of renovation and equipment	(29,001)	(98,971)
Other operating expenses	(794,930)	(437,855)
	<u>(3,962,110)</u>	<u>(3,240,685)</u>
SURPLUS AND TOTAL COMPREHENSIVE INCOME FOR THE YEAR	<u>2,123,767</u>	<u>1,449,260</u>
Surplus/(deficit) allocated to:		
General reserves	969,753	410,946
Restricted funds from government and other funders	1,106,502	1,045,742
The Daisy Phay Foundation-SCS scholarship fund	51,493	67,188
Y's Men's Club (Beta Chapter) financial assistance fund	(500)	(282)
Asset enhancement fund	(3,481)	(74,334)
	<u>2,123,767</u>	<u>1,449,260</u>

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Statement of Changes in Accumulated Funds

FOR THE YEAR ENDED 31 MARCH 2017

	General reserves \$	Funding from govt and other funders \$	Y's Men's Club (Beta Chapter) financial assistance fund \$	Asset enhancement fund	The Daisy Phay Foundation - SCS scholarship fund	Total \$
Balance at 31 March 2015, as previously stated	2,597,281	912,226	43,248	141,680	5,297,407	8,991,842
Impact of change in classification	818,525	(818,525)	-	-	-	-
Balance at 31 March 2015 (restated)	3,415,806	93,701	43,248	141,680	5,297,407	8,991,842
Total comprehensive income for the year (restated)	410,946	1,045,742	(282)	(74,334)	67,188	1,449,260
Balance at 31 March 2016 (restated)	3,826,752	1,139,443	42,966	67,346	5,364,595	10,441,102
Total comprehensive income for the year	969,753	1,106,502	(500)	(3,481)	51,493	2,123,767
Balance at 31 March 2017	4,796,506	2,245,945	42,466	63,865	5,416,087	12,564,869

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

Restricted Funds	Purpose
Restricted funds from government and other funders	This amount comprises accumulated surpluses of programmes receiving funding from government and other funders. Accounted within this fund are the net results of SYNC, TSP, ISP, Youth COP, Buddy'IN, ACE Football, Spooner Road, Learning & Social Support Programme and Community Based Reading Odyssey.
The Daisy Phay Foundation - SCS scholarship fund	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 & equipments etc.

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Statement of Cash Flows

FOR THE YEAR ENDED 31 MARCH 2017

	2017 \$	2016 \$
Cash flows from operating activities		
Surplus for the year	2,123,768	1,449,261
Adjustments for:		
Depreciation of renovation and equipment	29,001	98,971
Interest income	(34,328)	(19,537)
Loss on sale of renovation and equipment	768	176
Operating surplus before working capital changes	2,119,209	1,528,871
Changes in:		
- trade and other receivables	(1,935)	(82,762)
- prepayments	2,801	5,051
- other payables	(47,275)	144,583
Cash generated from operations	2,072,799	1,595,743
Tax paid	-	-
Net cash from operating activities	2,072,799	1,595,743
Cash flows from investing activities		
Interest received	24,006	37,148
Proceeds from redemption of held-to-maturity financial assets	754,083	-
Acquisition of renovation and equipment	(28,809)	(27,234)
Net cash from investing activities	749,280	9,914
Net increase in cash and cash equivalents	2,822,079	1,605,657
Cash and cash equivalents at 1 April 2016/1 April 2015	5,777,678	4,172,021
Cash and cash equivalents at 31 March	8,599,757	5,777,678

The financial statements of Students Care Service were audited by Odds & Even Associates, which had issued an unqualified report.
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Governance and Disclosure

Reserves Policy

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

Conflict of Interest Policy and Related Party Transactions

Board/Committee members and staff of Student 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 FY2016/17.

Remuneration and Benefits

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

Annual remuneration of staff:

Annual remuneration	No. of staff	
	2017	2016
\$125,001 to \$150,000	1	-
\$100,001 to \$125,000	2	2
\$75,001 to \$100,000	6	5
\$50,001 to \$75,000	25	25
\$50,000 and below	26	20

* 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

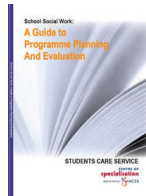
Books



Not for Sale
An exploratory study on the social coping of youths with Autism



Not for Sale
Standards for School Social Work Practice



Selling Price: \$S15
School Social Work: A Guide to Programme Planning and Evaluation



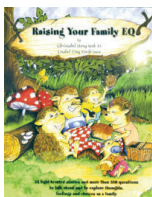
Selling Price: \$S2
The Practice of Group Work: Tips on Starting a Group



Selling Price: \$S10
Apart or a Part: The Social Worker's Multiple Journeys



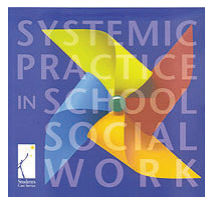
Selling Price: \$S10
The SMP Handbook on Mentoring, Friendship, Support and Guidance



Selling Price: \$S15
Raising Your Family EQ



Selling Price: \$S10
A Hand To Hold



Selling Price: \$S12
Systemic Practice In School Social Work

Research

- School-based Intervention Research - An exploratory study on factors leading to low attendance and attrition (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)
- Marymount Convent School (2005)
- New Town Primary School (2005)
- New Town Secondary School (2005)
- Northland Secondary 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 Students, With Students

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