



ANNUAL REPORT

FY 24/25



CONTENTS

1	About Us 3
2	The Future of Rainbow Centre 5
2.1	Message from President 6
2.2	Message from ED 7
2.3	Future of RC: Vision 2030 Strategic Plan 10
3	Year in Review 15
3.1	Our Impact in Numbers 16
3.2	Financial Summary 17
3.3	Our Impact in Stories 18
4	Our Services 24
4.1	Early Intervention 25
4.2	Special Education 26
4.3	Care and Enrichment 28
4.4	Employability Services 29
4.5	Allied Professionals Services 30
4.6	Adult Empowerment Services 32
4.7	Development and Innovation 34
5	Our Enablers 35
5.1	Our People 36
	People Achievements 36
	Thriving at Rainbow Centre 37
	Club 501: Pantry for the People 38
5.2	Our Partners 39
	Advocacy Partnerships 39
	Good Life Volunteers 40
5.3	Our Donors 43
	Fundraising Highlights 44
6	Governance and Leadership 48
6.1	Board of Governance 49
6.2	Board Policy 52
6.3	Board Committee Reports 53
6.4	School Management Committee 57
6.5	RC Leadership Team 58
6.6	Governance Report 59
6.7	Governance Evaluation Checklist 62
7	Organisation Information 66

1 About Us



DRIVEN BY A VISION, UNITED BY A MISSION

Rainbow Centre is a place of many firsts, where a shared vision inspires and a unified mission brings together families, professionals and communities.

In 2025, we celebrate 38 years since a task force was formed by our founding board members to address the need for special education for children with multiple disabilities. From the establishment of Margaret Drive Special School in 1987 to our expansion across three campuses, Rainbow Centre's journey reflects an unwavering commitment to empowering individuals with disabilities and their families.

A pivotal moment in 2017 reshaped our trajectory. We redefined our vision and mission, embracing a renewed purpose to help our clients thrive within their communities. This transformation culminated in the creation of the Good Life Framework — a cornerstone of our mission that prioritises person-centred care and strengthens our focus on community activation.

At the core of our mission lies the enduring inspiration of our visionary founders: to ensure individuals with disabilities have equal opportunities to realise their full potential. Rainbow Centre's pioneering spirit continues to bridge service gaps, striving for a future where empowerment and inclusion leave no one behind.

About Rainbow Centre

Registered as a charity in 1992, Rainbow Centre, Singapore is an Institution of a Public Character under the Charities Act, and this status was renewed on 01 January 2024 through 31 October 2026.

The objects of Rainbow Centre as stated on the Constitution are:

- To empower persons with disabilities through quality intervention, educational and coaching programmes and services;
- To empower families and caregivers of persons with disabilities with skills and resources so they can enable the full and active participation of the person with disability;
- To contribute to the building of an inclusive society for persons with disabilities by promoting awareness and engaging partners; and
- To develop the capabilities of disability sector professionals and organisations through quality training and development of programmes and services, locally and internationally.

Our Vision

Beyond disabilities: empowered and thriving in inclusive communities

Our Core Values

Compassion, Dedication, Excellence, Integrity, Respect, Teamwork

Our Mission

We are committed to enhancing the quality of life of persons with disabilities and their families through:

- Providing person-centric programmes and services to enable them to achieve their fullest potential
- Leading innovation and developing capabilities that better support their needs and aspirations
- Advocating and engaging partners and the public to co-create an inclusive community



2 The Future of Rainbow Centre

2.1 MESSAGE FROM PRESIDENT



It is with deep gratitude and a profound sense of purpose that I write this foreword, in my first year as President of the Board of Governance at Rainbow Centre.

My journey with Rainbow Centre began some 20 years ago—as a volunteer, fresh out of my social work studies. That experience opened my eyes to the transformative power of special education and social services and ignited a calling. I returned to Rainbow Centre in 2014 to serve on the board, and over the years, I've witnessed how we have grown in strength, compassion and impact. Today, I am honoured to serve a community that continues to inspire me with its heart, resilience and quiet determination to do better every day.

In August 2024, a new Board of Governance commenced our term and we set out five key priorities to guide Rainbow Centre in the next five years:

- Strengthening leadership and culture to ensure smooth succession
- Harnessing technology to unlock new possibilities for good
- Establishing stronger internal controls and governance to protect stakeholders
- Deepening employee engagement to support development and well-being, and
- Doing less, but delivering more value—staying focused on what truly matters to the people we serve

These aren't just strategic pillars; they are promises. Promises to uphold the dignity of every child, youth, and family member we support. To be the kind of organisation that empowers its people, includes every voice, and thrives even in uncertainty.

We've also taken deliberate steps to strengthen our people practices. In March 2024, we launched the THRIVE package—a suite of initiatives designed to uplift our staff by improving rewards and recognition, fostering a supportive environment, and prioritising well-being. Since then, we've welcomed over 160 new team members and seen a significant reduction in attrition. More importantly, we've seen our people thrive—in developing their professional skills, nurturing meaningful relationships across the organisation and sector, and staying committed to the mission of building inclusive communities.

To thrive at Rainbow Centre means more than just doing their job well. It means taking care of themselves, embracing change with optimism, and being a positive force in the lives of those around us. That is the kind of workforce we aspire to nurture—one that is resilient, collaborative, and grounded in purpose.

Our employees are the heart of everything we do. They show up each day with unwavering passion for their work and deep compassion for one another and the communities we serve. It's this combination of drive and empathy that fuels our culture, strengthens our teams, and makes a lasting impact beyond the workplace.

As we begin this new chapter, I am filled with hope for what we can achieve when we are united in our vision of Beyond Disabilities. I invite every one of you—staff, partners, donors, volunteers, families—to journey forward with us as we continue to build a Rainbow Centre that is empowered, inclusive and thriving, so we can do better for those we serve, and those who serve.

Ms Evangeline Chua
President

2.2 MESSAGE FROM EXECUTIVE DIRECTOR



In 2025, I have the honour of celebrating 25 years of service with Rainbow Centre. Reflecting on this journey, I am truly amazed by how far we've come—from our humble beginnings with the opening of Margaret Drive Special School in 1987 to our expansion of services across the lifespan and three vibrant campuses today.

Our journey began with an unwavering belief that every child, regardless of ability, deserves access to education. As our aspirations have grown, so has our conviction—that everyone can live the Good Life they envision.

This core belief, inspired by our visionary founders, fuels our relentless pursuit of empowerment for persons with disabilities and their families. It motivates us to push boundaries, innovate, and extend our reach into areas where needs are greatest. Our mission remains clear: to create pathways for opportunity and inclusion, and to build communities where every individual is valued.

In FY 24/25, we supported over 2,200 individuals and families—an increase of 12% from the previous year. Our advocacy work has also gained momentum. CURIO, our biennial art fundraiser, opened new channels for Singaporeans to connect with our mission in a personal and powerful way through the arts. Meanwhile, more than 2,300 volunteers contributed over 13,500 hours, a gift of time and energy equivalent to 1,687 workdays. Rainbow Centre Training & Consultancy's outreach has also grown by 20%, providing more than 4,200 learning opportunities to educators and professionals across the ecosystem.

Beyond the numbers, our pilot initiatives from the 2021 Strategic Plan have evolved into models that define our services for adults with disabilities. Notably, the Integrated Social-Health Case Management Project received the Team Award at the inaugural Social Service Professional Awards in July 2025, and we were honoured with the Outstanding Agency Award at MSF's Volunteer and Partner Awards in the same month—both affirmations of our unwavering commitment to excellence and innovation.

None of this would be possible without our passionate staff—whose dedication and creativity drive our mission forward; and our board members and donors—whose unwavering belief, support, and expertise have guided us on uncharted paths, creating a ripple effect of transformation in lives and communities.

These acts of solidarity remind us that the work of inclusion must be shared with more communities. This is why our third campus at Admiral Hill is more than just a physical space—it embodies our expanding vision to bring our clients and local communities closer together. We are excited to turn this vision into reality, making inclusion tangible, real, and shared through the development of innovative programmes and inclusive spaces.

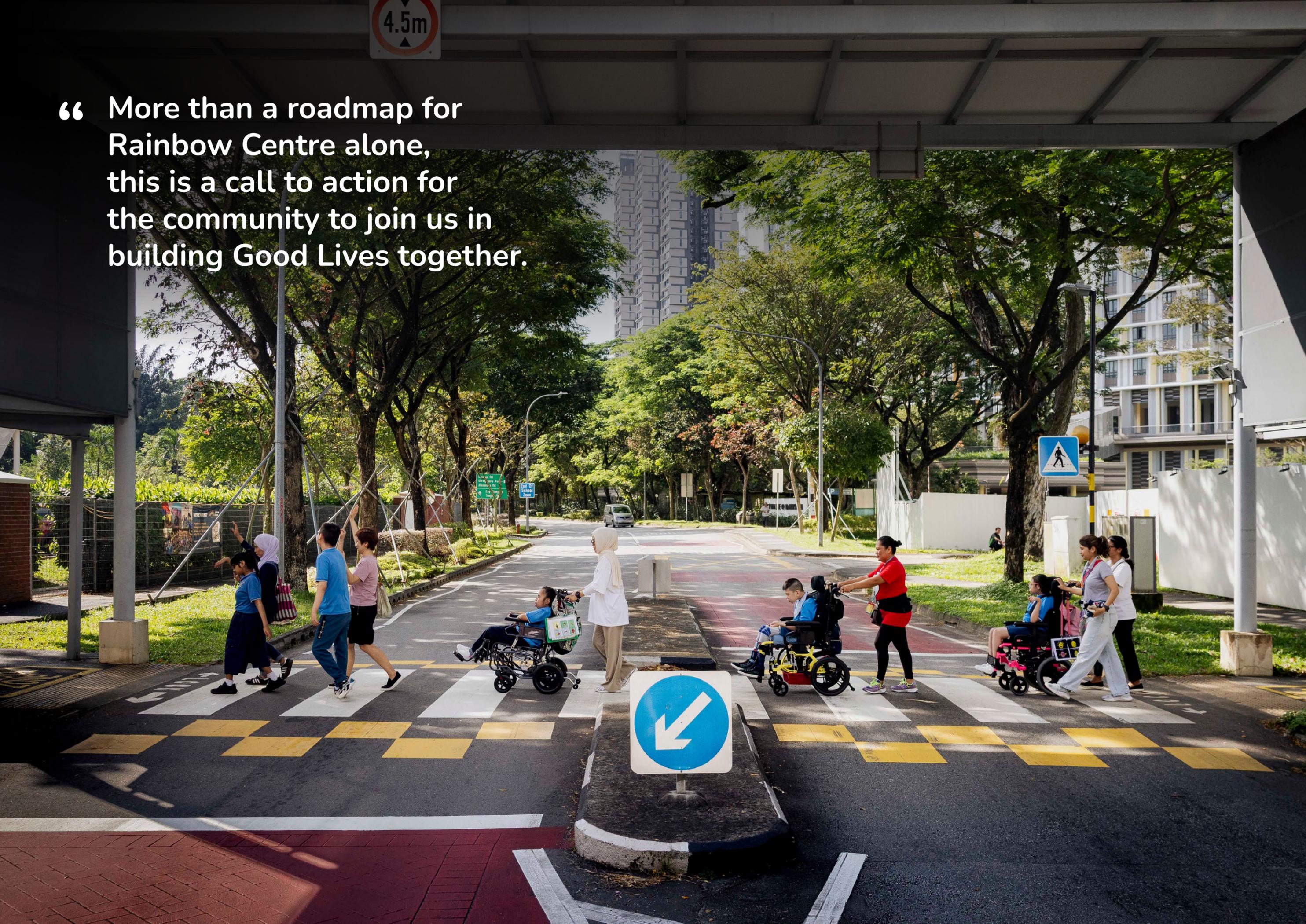
We are now entering a new chapter with our *Future of RC: Vision 2030* strategic plan. This plan was developed through active listening—drawing on diverse perspectives gathered through retreats, town halls, workshops, and environmental scans. From these, we identified three core pillars: the Future of Services, the Future of Staff, and the Future of Spaces. These pillars will guide us over the next five years as we navigate uncertainties and changing societal demographics, with a focus on enhancing our service quality and impact—making sure they remain relevant, resilient, and future-ready.

With *Future of RC: Vision 2030*, we are committed to deepening our impact, strengthening our resilience, and expanding our reach. More than just a roadmap, it's a call to action for all of us to unite in transforming lives, empowering communities, and fostering genuine inclusion.

Let's build the future of the Good Life—together!

Ms Tan Sze Wee
Executive Director

“ More than a roadmap for Rainbow Centre alone, this is a call to action for the community to join us in building Good Lives together.



2.3 FUTURE OF RC: VISION 2030 STRATEGIC PLAN

INTRODUCTION



Future of RC: Vision 2030 sets out our collective aspirations for a future where persons with disabilities and their families thrive meaningfully as active participants in the community. Developed through extensive conversations with our clients, staff, partners, and stakeholders, this strategic plan reflects a shared commitment to inclusion, empowerment, and innovation.

At its core are four key transformation shifts—each responding to evolving needs and emerging opportunities:

- **From programme-centric service delivery to client-centricity**
We are committed to placing the needs, preferences, and aspirations of those we serve at the centre of all we do. This shift moves us beyond standardised programming toward more personalised and responsive approaches that recognise each individual's goals and potential.
- **From siloed and uncoordinated processes to integrated workflows**
To deliver a seamless and effective service experience, we will break down internal barriers and strengthen collaboration across departments. Integrated workflows will allow us to better coordinate care and support, ensuring individuals experience consistency and continuity throughout their journey with us.

- **From data-ready and output-oriented to data-driven and outcome-focused**
We will harness the power of data and insights to improve decision-making and evaluate our impact. By moving beyond activity tracking to measuring outcomes, we aim to drive meaningful, measurable improvements in the lives of those we support.
- **From an enduring workforce to an empowered, included, and thriving workforce**
Building on the foundations laid in our previous strategy, we will deepen our commitment to developing our people. This includes fostering a culture that promotes well-being, values diversity, supports continuous learning, and provides pathways for growth and leadership.

These four transformation shifts will shape the way we design services, develop talent, and create environments where inclusion can thrive. *Future of RC: Vision 2030* is more than a strategic plan for Rainbow Centre - it is a collective call to action for our partners, stakeholders, and the wider community to join us in building a more inclusive and equitable future together.

OVERVIEW OF STRATEGIC GOALS

Goal 1: Future of RC Services

To cultivate a deeply client-centred approach within our services to effectively address the unique needs of persons with disabilities, providing holistic support and fostering empowerment.

Strategy 1.1:

Develop and implement a framework for personalised care and learning pathways within our programmes, establishing assessment tools, intervention and engagement approaches, robust monitoring mechanisms and impact measurement frameworks to assess client outcomes and enhance programme efficacy.



Why This Matters - The Case for a Client-Centred Approach

Services for persons with disabilities often rely on a one-size-fits-all approach, which overlooks the unique needs, preferences, aspirations, and challenges associated with each individual's disability. This can lead to limited engagement, less effective interventions, and diminished empowerment. To better support individuals, there is a critical need to shift toward a truly client-centred approach that recognises and responds to their unique circumstances, ultimately enhancing their quality of life and providing holistic support.

Through this strategy, we aim for staff and leaders to engage in ongoing values-based reflective practice to deepen their understanding of, commitment to, and capacity for leading and supporting person-centred principles. This results in greater alignment between organisational values and daily practice, fostering services that are consistently responsive, respectful, and empowering for clients.

Clients will also receive a coordinated and adaptive system of educational and intervention practices across the organisation, that are tailored to each individual's strengths, needs, and life stage—from early childhood to adulthood. The impact is for individuals with disabilities to experience enhanced quality of life, agency, and inclusion within a supportive environment that adapts to their evolving needs across the lifespan.

OVERVIEW OF STRATEGIC GOALS

Goal 2: Future of RC Staff

To enable a purpose-driven, highly skilled, and diverse workforce to achieve their fullest potential with a collective commitment to the empowerment and inclusion of persons with disabilities.

Strategy 2.1:

Accelerate the building of a competent workforce aligned with our evolving needs.

Strategy 2.2:

Integrate talent management strategies across the employee lifecycle to foster empowered, included, and thriving employee experiences.

Strategy 2.3:

Design and implement progressive people practices and personalised benefits tailored to the diverse workforce, nurturing a deeply fulfilling employee experience.



Why This Matters: Strengthening Talent for Impact

RC faces increasing challenges in attracting and retaining talent with the deep skills and specialised expertise required to serve an increasingly complex client landscape. As service demands grow and evolve, so too must the skills, capabilities, and mindsets of our workforce. Yet in a highly competitive labour market—marked by greater mobility and rising demand across sectors—our current talent strategies risk falling short.

To sustain our delivery of high-impact, person-centred services, RC must strengthen its employee value proposition through a strategic and integrated approach to workforce development. This means not only recruiting individuals with the right expertise, but also creating an environment where staff feel empowered, valued, and supported throughout their professional journey.

A purpose-driven, engaged, and future-ready workforce is essential to fulfilling our mission – it is the foundation for achieving meaningful outcomes for persons with disabilities and building an organisation that can thrive amidst change.

OVERVIEW OF STRATEGIC GOALS

Goal 3: Future of RC Spaces

To create inclusive and innovative phygital environments that elevate service delivery for our staff, our clients, cultivating a strong sense of belonging within both RC and the wider community.

Strategy 3.1:

Create physical and virtual spaces that facilitate and nurture professional collaboration among staff members, enhancing teamwork and expertise sharing.

Strategy 3.2:

Leverage data-driven technologies and robust monitoring systems to optimise care outcomes, utilising real-time insights to tailor personalised interventions and continuously enhance the quality of services provided.

Strategy 3.3:

Establish vibrant, inclusive phygital hubs that facilitate the meaningful participation of individuals with disabilities, promoting inclusivity, collaboration, and empowerment.



Why This Matters: Reimagining Spaces for Connection and Impact

RC's ability to realise the aspirations of the *Future of RC Services* and *Future of RC Staff* is increasingly hindered by the limitations of its existing physical and virtual environments. These spaces do not adequately support modern, integrated ways of working—such as professional collaboration, person-centred case management, or meaningful community engagement.

To drive service innovation, strengthen staff collaboration, and enhance client and community experiences, RC must reimagine its spaces through a cohesive phygital strategy that seamlessly integrates physical and digital environments. Specifically, we will focus on improving inter-disciplinary collaboration in service delivery, improving our use of data-driven technologies to manage cases more holistically and championing inclusive communities and programmes.



3 Year in Review

3.1 OUR IMPACT IN NUMBERS

EMPOWERING
2,245
PERSONS WITH DISABILITIES ACROSS



Early Intervention	Special Education	Care and Enrichment	Adult Empowerment Services	Employability Services
574	937	79	216	439

COMMUNITY ACTIVATION

\$1,862,288

Raised to support our key areas of need

1,539 Donors	11 Fundraising campaigns	65 Good Life Befrienders
------------------------	------------------------------------	------------------------------------



13,597
Volunteering hours clocked

BUILDING CAPABILITY

Rainbow Centre Training and Consultancy served:

4,251 Training places	43 Organisations
---------------------------------	----------------------------

DISABILITY ADVOCACY

14,900
Followers across social media channels

118 Media mentions

148 Content pieces produced



3.2 FINANCIAL SUMMARY

SOURCES OF INCOME

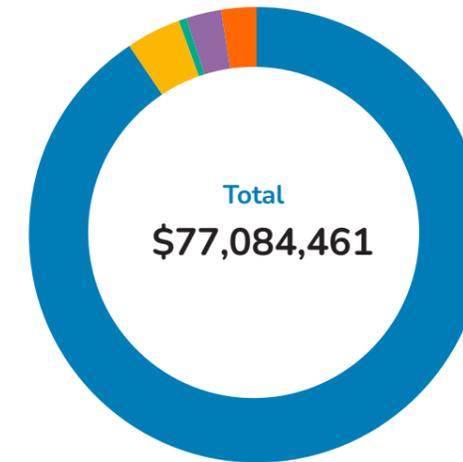
Government Grants
\$69,885,574
(90.7%)

Programme Fees
\$3,072,553
(4.0%)

Other Grants
\$331,982
(0.4%)

Donations
\$1,862,288
(2.4%)

Others
\$1,932,064
(2.5%)



EXPENDITURES

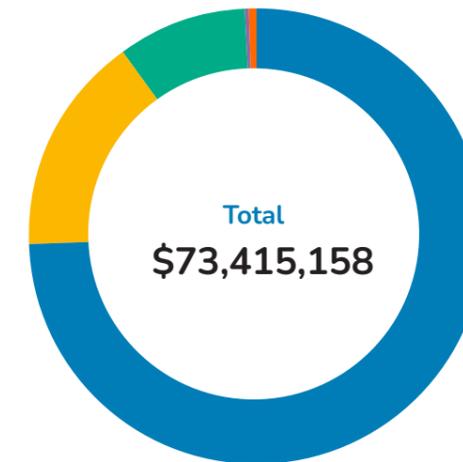
Manpower
\$54,746,995
(74.6%)

Programme & Operating Expenses
\$11,490,914
(15.6%)

Depreciation
\$6,834,409
(9.3%)

Fundraising Expenses
\$55,907
(0.1%)

Talent Art Programme
\$286,933
(0.4%)



Fundraising efficiency ratio is 3.3%.

3.3 OUR IMPACT IN STORIES

EARLY INTERVENTION



Strengthening Inclusive Practices in Singapore

A culmination of the five-year long MEPI (Making Every Preschool Inclusive) pilot programme supported by Lien Foundation, Rainbow Centre contributed to strengthening inclusive preschool practices in Singapore through the development of two capability-building coursewares — Applying Collaborative Teaming Strategies and MEPI Training Programme in 2024. In FY 24/25, we trained a total of 29 early childhood educators and partnered with 56 preschools.

With PCF Sparkletots and Anglican Preschool Services, we embarked on a study trip to Australia in May 2024 to attend the National Professionals and Researchers in Early Childhood Intervention (PRECI) Conference and visited local schools, where we gained valuable insights into integrating research and practice to advance possibilities in early childhood inclusion.

MEPI was also featured in How We Do School Singapore, a two-episode documentary series that captures the voices of sector professionals reflecting on the journey of early childhood inclusion.

“The various agencies came together, marrying their rich expertise and experience to trial collaborative teaching in the preschool environment.

Through a pilot, they found that co-teaching by EC and EI educators can support children with developmental needs and sustain engagement of typically developing children. At the same time, the EC educators became more confident of managing all children in the classroom.”

Mr Masagos Zulkifli
Minister of Social and Family Affairs
At the Early Intervention Conference 2024

3.3 OUR IMPACT IN STORIES

SPECIAL EDUCATION

Admiral Hill School Officially Opens

After a long journey, our third school, Admiral Hill School (AHS), officially opened on 3 Oct 2024, marking an exciting milestone in our mission to Build Good Lives for persons with disabilities.

A first-of-its-kind SPED school designed with autism-friendly features, an apartment-style facility to teach independent living skills and a Social Town to integrate the local community, the school serves 236 students with autism.

The opening event on 3 Oct 2024, which was graced by Minister of Education Chan Chun Sing and was attended by more than 130 guests, received more than 50 media mentions.



“Every little bit of design in a new school shows a lot of thought into the kind of learning environment we want our children to have. I'd like to give thanks to all the educators and staff.

You are the heart of everything that we are able to achieve. Without your tireless, selfless contribution, we won't be here today.”

Mr Chan Chun Sing
Minister of Education
At the Admiral Hill School official opening

Strengthening Quality of Teaching and Learning in SPED

Recognising the need to strengthen the quality of teaching and learning in core domains, RC introduced the Specialist Teaching (SPT) role in 2022 at AHS. This role facilitates the delivery of specialised, domain-specific instruction that supports deeper student learning in areas critical to their long-term development and daily participation.

The SPT track also serves as a valuable platform for high-potential teachers to deepen their expertise in key teaching domains, and to build their capacity to collaborate, influence, and lead quality teaching and learning across the school.

Carmina Alarcon Castro is one such promising educator. Since joining AHS in 2019, she has grown to develop her passion in numeracy. “Specialist Teachers have a broader view of the learning domains to understand how students' skills and goals progress from year to year,” she said. “This allows us to connect their current learning with what's next, while keeping in mind the outcomes we aim for by the time they finish school.”



3.3 OUR IMPACT IN STORIES

3.3 OUR IMPACT IN STORIES

CARE AND ENRICHMENT

EMPLOYABILITY SERVICES



Good Life Boarding: Empowerment Begins At Home

Good Life Boarding (GLB) comprises a 10-week structured daily living skills training programme and a boarding experience in a home-like setting to empower students at home.

Caregivers are also equipped with tools and strategies to support their children beyond the classroom and provide real opportunities for them to practise and sustain the progress made after GLB.

Since its inauguration in 2024, GLB has seen 10 students complete the programme, each with their own journey of growth and achievement. Student Lutfil Hadi Bin Legimen, 15, has made wonderful strides in his independence and engagement. He follows a daily work schedule provided, and uses visual cards to request what he needs.

For example, with strategies adopted from GLB, Lutfil can complete the whole teeth brushing process independently using the visual cards and timer.

“Watching Lutfil accomplish these things has been heartening and gives families like ours a chance to see that our children are not limited by their disabilities.

I hope that with time, he can carry these good habits into work and feel included. I just want him to know that he can contribute in his own way.”

Mdm Nurhidayah Ismail
Lutfil's mother

CURIO: A World of Wonders, Beyond Disabilities

CURIO is an art fundraiser featuring 50 artworks by 25 talented youths from Artability, our talent art programme, who share their unique perspectives of the world around them.

The biennial show raised \$160,509 in support of our mission and also welcomed over 930 visitors and 138 workshop participants. Through the Artability programme, students hone their artistic styles and gain industry experience through exhibitions, collaborative projects, and community showcases.

Students also co-led gallery tours and co-facilitated inclusive public workshops alongside our partners.



Scaling Micro Jobs for Inclusive Employment

Micro Jobs Training (MJT) is a pilot initiative designed to help trainees with moderate to high support needs build the core and technical skills needed for suitable micro-job placements.

In FY 24/25, three out of four trainees have secured job placements, marking a promising start. One inspiring success story is Rajendran Thilak Laxman, graduate from Yishun Park School, who completed 120 hours of in-house training in Pantry Management course and General Cleaning course, before undergoing on-the-job training at Epson.

Thilak was subsequently hired by Savills as a Pantry Coordinator in Oct 2024, where he now manages pantry supplies and cleanliness.

“This is another milestone for Thilak, and we are very happy that he has something to look forward to everyday. Thank you for giving us hope that he can work one day.”

Mr Raman Rajendran
Thilak's father

3.3 OUR IMPACT IN STORIES

ALLIED PROFESSIONALS SERVICES

Good Life Care Planning

As part of transition planning, RC students and their families work with a multidisciplinary team, led by social workers, to develop a Good Life Care Plan to map out their aspirations for the future.



Kam Jie Lin is a 16-year-old student at Yishun Park School, whose vision includes meaningful engagement in work and leisure. To facilitate this vision, we focused on increasing opportunities to expose him to different leisure activities.

This year, Jie Lin's mother decided to expose him to baking. She invested in getting the necessary baking equipment and got Jie Lin to try out a list of recommended recipes and also exposed him to rock climbing and digital illustration classes.

While working on expanding his leisure choices, Jie Lin also improved his independence in travelling and completing household chores without any support. He learnt to use a bus travel app to check the timing of buses and to wash his dishes without any prompts. His mother even went beyond the discussed plans to look for community events where he could participate in.

“The Good Life Care Plan keeps track of Jie Lin's engagement with the community and his exposure to leisure activities. In a way, it does not limit Jie Lin and gets him to try new things.”

Mdm Chua Yen Ngoh
Jie Lin's mother

ADULT EMPOWERMENT SERVICES

Bridging Silos for Adults with Complex Needs

Building on our Integrated Social-Health (ISH) Case Management Partnership pilot, RC was awarded the Disability Case Management Programme (DCMP) in Oct 2024, which offers integrated and person-centred case management for adults with complex needs.

In FY 24/25, we served 16 youths and have supported two individuals in transitioning to community-based services. We also strengthened collaboration with the Institute of Mental Health (IMH) through regular information sharing and joint case planning, enabling more cohesive, coordinated care across hospital and community settings.

These efforts reinforce our commitment to a person-centred approach and to meeting the complex needs of those we serve.

Young Adult Activities! is a Changemaker



RC received our first Community Changemaker of the Year award for the Young Adult Activities (YAA!) programme, as part of the Singapore Sports Disability Awards 2024.

This recognition acknowledges the team's efforts to bring adapted sports to our members with moderate to severe disabilities.

We are encouraged to continue working towards bringing our members together through meaningful sports activities that help them thrive in the community while reducing social isolation.

3.3 OUR IMPACT IN STORIES

DEVELOPMENT AND INNOVATION

Strengthening Inclusive Travel with Singapore Airlines

As part of our two-year training partnership with Singapore Airlines (SIA) to equip ground and flight service staff with the knowledge and skills to better serve passengers with special needs, 171 SIA staff have participated in workshops conducted by Rainbow Centre Training & Consultancy (RCTC).

The training is designed to help staff gain a deeper understanding of the diverse perspectives of the people they interact with and equip them with practical strategies to foster a more inclusive workplace and improve service delivery.

“Building an inclusive society is a collective effort that requires continuous learning, self-reflection, and a commitment to positive change.”

By embracing inclusivity, we contribute to the creation of a society where everyone has the opportunity to thrive—not just for the person with special needs.”

SIA staff



Advancing Sector Capabilities with Temasek Polytechnic

Another key milestone was RC's partnership with Temasek Polytechnic to launch the Specialist Diploma in Applied Autism Studies (SDAAS).

This programme, developed in collaboration with RC's SPED schools, blends learning theory with practical, work-based experiences to better prepare learners for roles in the disability and education sectors.

To date, RCTC has helped train two student intakes, nurturing a total of 50 learners to meet the growing demand for skilled professionals in the special needs sector.

Seeding Interest in Research and Evidence

Our commitment to innovation and evidence-based practices led to the launch of the RC Seed Grant, supporting two internal research studies in FY 24/25.

They are: “I want to read too! Measuring the impact of classroom-based literacy instruction on students with a range of reading and spelling abilities” by speech language therapists Dawn Young and Tan Seok Hui and specialist teacher Husna Bte Ahmad.

The other piece is on “Evaluating the effectiveness of Occupational Performance Coaching (OPC) approach to promote occupational performance of children with developmental disabilities and parental self-efficacy” by occupational therapists Ashley Tan and Alexa Chang.

“Having access to the Seed Grant allowed us to create tools we believe are essential for our students. It also showed us that Rainbow Centre supports innovation and efforts to close gaps in our practice.”

Dawn Young
Senior Speech & Language Therapist



4 Our Services

4.1 EARLY INTERVENTION

574

students served

56

preschools partnered through Development Support Plus (DS-Plus) service



Rainbow Centre's Early Intervention (EI) services journey with children from birth to six years old and their families by providing support required for them to grow, learn and achieve their developmental milestones.

Our EI services consist of the EI@Home, EI@Centre, and EI@Preschool programmes which focus on providing therapy and structured intervention within a child's natural environment to build sustainable outcomes for future success.

We adopt a family-centred, transdisciplinary team approach involving early interventionists, therapists, psychologists and social workers who collaborate with each family to support their child.

Supporting Early Journeys, Right Where Families Are

In support of Singapore's push to improve early access for children with developmental needs, Rainbow Centre has expanded its Early Intervention (EI) services at Yishun Park by relocating them to the void deck spaces at Blocks 615 and 617 Yishun Ring Road.

These premises were previously occupied by our Special Student Care Centre, which has since moved to the Yishun Park School campus.

The new ground-floor location enhances accessibility for families and allows us to offer more EI opportunities within the community. We can provide earlier and more consistent support during the crucial early years, ensuring young children can build a strong foundation to thrive in school and beyond.

4.2 SPECIAL EDUCATION

937 students served

772 have autism
165 have multiple disabilities

5 RC students were awarded the Lee Kuan Yew Exemplary Award in 2024:

- Laranyaa Selvaganapathy (Admiral Hill School)
- Harshini Terrence D'Silva (Margaret Drive School)
- Muhammad Ridhwan Bin Masli (Margaret Drive School)
- Jezebel Ng Si Ting (Yishun Park School)
- Teo Kai Jie (Yishun Park School)

2 Teachers received the Certificate of Commendation at the annual LEAP Award 2024

(Listening Educator for Advancement and Progress award by Singapore Hokkien Huay Kuan)

- Sarah Yeo (Margaret Drive School)
- Halizah Binte Nordin (Margaret Drive School)



Rainbow Centre special education schools nurture children and youth with disabilities aged 7 to 18 into adults who enjoy learning, strive for independence and develop strong community ties.

Our outcomes-based functional curriculum enables them to build a Good Life, while learning goals ensure they develop emotional and social competencies. Each student gets an Individualised Education Plan which integrates co-curricular activities, therapy services, the use of technology and character and citizenship education for a well-rounded education experience.

At 15 years old, students co-create a shared vision of life after school with their families and educators, through an early person-centric transition planning process focusing on connecting families to resources and partners in the community.

Towards a More Inclusive Commute in Singapore

In Apr 2024, the second edition of CARE Buses 173 and 859 was launched at Sembawang Interchange, in a meaningful collaboration between Tower Transit Singapore, the Public Transport Council, MINDS, and Rainbow Centre.

Eight students from Admiral Hill School, along with their families, attended the launch to see their artworks proudly displayed on bus 859, the bus that serves their school route. Through their illustrations, they shared messages and tips on how to create a more inclusive and safe commuting experience for all.

4.2 SPECIAL EDUCATION

Strengthening SPED Practice for Multiple Disabilities

Established in Oct 2024, the SPED Multiple Disabilities Community of Practice (CoP), led by Cerebral Palsy Alliance Singapore, brought together professionals dedicated to deepen understanding and improve support for students with multiple disabilities in SPED schools.

RC is proud to contribute to this sector-wide platform, sharing practices and co-developing resources that are grounded in our experience to collaboratively strengthen the entire ecosystem's capacity to serve students with multiple disabilities.



Game On: Playing Inclusive

The annual Play Inclusive competition is a unified sports event that promotes inclusion by bringing together students with and without disabilities to compete as one team.

It's an experience our students eagerly anticipate each year, as they join forces with mainstream peers and form new friendships through sport. In Play Inclusive 2024, 24 of our students participated in the games and some partnered with peers from Orchid Park Secondary School to train and compete in the Unified Relay Run and Unified Football.

Their teamwork and commitment paid off as they clinched first place in their division for football!

Designing Inclusive Learning Resources with Mandai Wildlife Group

Educators from Margaret Drive School — Alfred Pang, Debbie Chia and Eunice Choo — partnered with Mandai Wildlife Group to co-create inclusive learning resources specially designed for SPED students with autism and multiple disabilities visiting Bird Paradise.

The partnership led to a pilot of two inclusive learning journeys and the development of five key resources, which were published on Mandai Wildlife Group's website.

Their collaborative journey was shared during a sharing session for SPED educators on 6 Nov 2024, underscoring the role of partnerships in building inclusive communities.



4.3 CARE AND ENRICHMENT

61

students served at OOSH

31

students served at WOW!

10

students served at GLB



Our Care and Enrichment programmes serve to complement RC’s SPED services by extending support beyond the classrooms through its special student care (Out-Of-School-Hours), Good Life Boarding, and Watch Out, World! (WOW!) enrichment programme.

RC runs two OOSH centres at Margaret Drive and Yishun Park, which provide care for students with disabilities aged 7 to 18 years and offer a vibrant, nurturing and safe environment with activities, while giving caregivers respite.

The Good Life Boarding programme is a transformative initiative that offers students a structured boarding experience, providing daily living skills training in a real-life setting to build their independence, safety awareness, and engagement experience. Watch Out, World! (WOW!) is an enrichment programme aimed at developing students’ interests and strengths through a highly personalised mentorship programme.

A New Chapter: More Seamless Special Student Care Support

Since Jan 2025, OOSH has successfully relocated to the third floor of a dedicated wing within Yishun Park School, signifying a crucial step in our efforts to provide a more integrated and supportive environment for our students. The move also provided an opportunity for us to introduce new routines and exposure opportunities for students.

For instance, all students, regardless of support needs, participate in washing their kitchenware, clearing food, wiping tables, and sweeping floors after meals. These routines encourage independence and foster a shared sense of responsibility for maintaining common spaces.

Watch Out, World! Onward and Upwards

In 2024, WOW! was expanded into the special student care programming, accommodating a broader and more diverse profile of students, including those with moderate to higher support needs.

The programme’s person-centred approach—tailoring activities to individual interests and adapting to varied learning paces—has been pivotal, enabling WOW! to effectively engage students with differing abilities, thus providing access to new and diverse leisure activities. As a result, the team has exposed 23 of the students to five leisure activities, with 14 developing in their areas of interest ranging from Kudo, Percussion, K-Pop Dance, Photography and Sport Stacking.

4.4 EMPLOYABILITY SERVICES

58

students served through Workability

10 out of 10

of these students were placed in vocational training or employment

364

students served through Artability

8 out of 9

of these students placed in Post-18 art programmes

No. of adult clients served

13

Micro Business Academy

4

Micro Jobs Training



The Employability Services (ES) team empowers persons with disabilities to by providing training and authentic learning opportunities that improve their job readiness skills.

Through skills training, job redesign, and the promotion of inclusive workplace practices, ES addresses key challenges such as low employer awareness, students’ accessibility to work opportunities, and families’ uncertainty about the current employment landscape.

ES comprises two programmes for senior SPED students – Workability and Artability – and two programmes for graduates – Micro Business Academy and Micro Jobs Training.

Empowering Students for the Future of Work

Supported by the Indosuez Foundation, we received a boost through the strengthening of the Workability and Micro Jobs Training programmes. Together, eight vocational training courses were designed to equip these youths with sector-specific knowledge and job readiness skills.

As part of Workability, a vocational experience component targeting students aged 15 and 16 years old was developed based on three industries: Hotel & Accommodation (front office), Food Services (back office), and Logistics (order fulfilment). Guided by job coaches, 28 students from all three RC schools achieved encouraging outcomes, with median attainment levels of 77% in Food Services, 76% in Hotel Front Services, and 71% in Logistics.

With Indosuez Foundation’s support, we could also prototype micro-jobs for clients aged 18 and above who face barriers to employment. Training in Pantry Management, Resource Making, Packing (order fulfilment), and General Office Cleaning have equipped our micro jobbers with core and technical skills for micro-jobs and be meaningfully employed.

Powering up Home-based Businesses

Supported by the President’s Challenge Empowering for Life Fund (ELF) and BlackRock Singapore, the Micro Business Academy (MBA) programme benefitted 13 families and 31 clients in FY 24/25.

The team conducted training sessions and home visits to assess the viability of their business ideas and the suitability of their home workspaces. Families who found viable ideas were then equipped with foundational business skills, including visualising business goals and developing brand identities.

Some of the businesses that were being developed in the past year include marinated meats, packing services and handmade beaded accessories.

4.5 ALLIED PROFESSIONALS SERVICES

702

students served

181

caregivers engaged



Allied Professionals Services brings together Therapy Services (occupational therapists, physiotherapists, psychologists, speech and language therapists and music therapists), Social Work and Family Life Services as a multidisciplinary team to provide holistic intervention for our students and support caregivers to enable the participation of their children.

The team conducts discipline-based assessments to identify therapy goals tailored to each student's unique profile. These goals span two key domains in daily living and independence areas – including safety, health, self-reliance; and engagement and social areas – focusing on helping students feel engaged, connected, included and heard. Based on these assessments, the team develops and implements targeted intervention plans, followed by evaluations to measure progress and determine next steps.

Throughout the process, Allied Professionals (APs) work closely with educators to ensure that their interventions align with each student's classroom engagement and learning needs.

Influencing Sector through Research and Advocacy

At the Early Intervention Conference 2024, RC EI APs highlighted their clinical practices and shared how working alongside various professionals helped strengthen intervention strategies and achieve meaningful outcomes for young children with developmental needs.

These included: "Supported Lying - Postural management in children with limited mobility" by occupational therapists Hong Kai'En and Hannah Lai, "Implementation of the Engagement for Learning Framework classroom tools for students with high levels of developmental support needs" by speech language therapist Lynn Lim

and teacher Eu Wan Ling and "A transdisciplinary implementation of an SEL programme drawing upon the CASEL 5 framework" by psychologists Pauline Tan and Jerlyn Leong.

Another study by psychologist Melissa Keong, Margaret Drive School, titled "Tailored Progressive Muscle Relaxation (PMR) Project" evaluated an adapted PMR programme for adolescents with autism and intellectual disability, showing promising results in reducing anxiety and highlighting its potential as an effective intervention.

4.5 ALLIED PROFESSIONALS SERVICES



Empowering Families in Supporting their Child's Postural Well-being

At Yishun Park School, our occupational therapists and physiotherapist hosted Postural Patrol – Navigating Postural Care for Children with Multiple Disabilities, a family engagement event for parents and caregivers of students with multiple disabilities.

The session aimed to build understanding of postural management and the importance of protecting body shape across different positions. Attended by 25 caregivers, it featured therapist-led sharing, hands-on activities, a vendor showcase of postural equipment, and a heartfelt sharing by student Zoe Senga and her family.

The event empowered families with knowledge, practical insights, and a sense of shared purpose in supporting their child's well-being.

Small Steps and Big Wins for Adam

Adam Mukhlis, 11, a student at Admiral Hill School, has Autism Spectrum Disorder and needs support with co-regulation, group participation, and mealtime routines.

When he joined RC in 2021, he relied primarily on milk due to significant sensory sensitivities — avoiding messy textures, disliking touch on his face, and reacting strongly to certain fabrics and sounds. With the support of RC's dedicated team of educators and allied professionals and his family, feeding therapy was introduced using a fun, play-based approach that encouraged Adam to explore food at his own pace.

He was also introduced to an Augmentative and Alternative Communication (AAC) system, which helped him express his needs and preferences more clearly. Over time, Adam made steady progress—he now engages with a variety of food textures and participates meaningfully in mealtimes with his peers.



4.6 ADULT EMPOWERMENT SERVICES

216

adults served

58

in CCS

64

in YAA!

18

in STEP

16

in ISH/
DCMP

2

in
Transition
Support
Pilot
Programme

58

in GLBF



Adult Empowerment Services supports adults with disabilities to live fulfilling, connected, and independent lives through person-centred, coordinated, and community-driven support.

The services are grounded in six key principles: personalised support that flexibly adapts to individual needs; community participation to keep individuals engaged and connected; independent living through coaching and life skills development; family as first support by empowering families and caregivers; connected communities built through strong local partnerships; and enabling technologies that enhance accessibility, safety, and communication.

Our offerings include the **Disability Case Management Programme (DCMP)**, providing intensive, personalised support for individuals with complex needs; **Young Adults Activities (YAA!)** and **STEP**, which promote social engagement; and **Connected Communities Services (CCS)**, a person-centred life planning and coaching service, as well as **Good Life Befrienders (GLBF)**, a befriending programme that pairs our youths with new peers to build friendship through shared interests.

Guiding Families through Life Planning

In FY 24/25, Connected Communities Services (CCS) continued to close a critical service gap for adults with disabilities who were not in full-time services.

Without structured support, this group is at higher risk of social isolation and skills regression, as meaningful engagement at home and in the community can be challenging. Through person-centred life planning and coaching that empowers clients to pursue their Good

Life goals, CCS provides tailored interventions that support caregivers and build resilience within families. As the programme concluded, 60 clients remained actively engaged, with consistent referrals and demand underscoring its continued relevance.

4.6 ADULT EMPOWERMENT SERVICES

Navigating Barriers through Disability Case Management



RC started running the Disability Case Management in FY 24/25, providing holistic case management and intervention services, serving persons with disabilities with complex needs who required caregiver support.

Since the launch, strategic partnerships were initiated with two day activity centres. Additionally, we deepened our collaboration with staff from Institute of Mental Health (IMH) to foster more cohesive and coordinated care for clients receiving support from IMH.

Through regular information sharing and joint case planning, we ensured more seamless support pathways for our clients as they navigate between hospital and community-based care. These strengthened linkages have reinforced our commitment to a person-centred approach, enabling us to better meet the complex needs of those we serve.

One such autistic youth is D (not actual name), who was discharged from IMH after five months there. With the coordinated support of DCMP and community partners, he transitioned smoothly into a Day Activity Centre (DAC), gradually increasing his participation to five full days per week.

Since then, there has been a marked reduction in behaviours of concern. Previously characterised by daily meltdowns and severe aggression—including a serious incident of harm to another person—his behaviours have since de-escalated to milder, weekly occurrences.

This progress is attributed to improved parental management, consistent intervention strategies, and ongoing medication support.

4.7 DEVELOPMENT & INNOVATION

4,251

training places filled

43

external organisations impacted by RCTC's inclusive practices programmes



RC's Development & Innovation Unit brings together Training & Consultancy (RCTC), Research & Development, and Curriculum Learning & Development teams to drive capability building and inclusive practices.

RCTC, a SkillsFuture Singapore (SSG) Registered Training Provider, delivers workshops and consultancy services to both internal teams and the wider social service sector. As a partner in the Social Service Institute's Training Network Model 2.0 from 2022-2024, RCTC also supports sector-wide learning on disability and social inclusion.

Shaping the Sector through Training

In FY 24/25, RCTC worked with 43 organisations to deliver training that builds awareness and strengthens inclusive practices in the workplace.

For instance, we have continued to support Changi Airport in creating more inclusive travel experiences for passengers with special needs, equipping frontline staff with skills and also developing inclusive tools such as social stories.

On the healthcare front, we partnered Alexandra Hospital (AH) to deepen its practice of inclusion. Through focus group discussions and sense-making sessions, AH staff co-developed an Inclusion Charter and formed a team voluntarily to champion inclusive practices—not only for persons with disabilities, but also for seniors in the workforce and foreign healthcare staff adjusting to local culture.

Influencing the Sector with Research and Evidence-Based Practices

In 2024, RC was represented at the Redesigning Pedagogy International Conference, UNITE Conference and Participation & Inclusion in Action Conference, where we shared insights, best practices, and research findings with peers across the sector. These opportunities allowed us to contribute to sector-wide conversations, and support the growth of inclusive practices.

RC also hosted a number of research projects, including “Overcoming knowledge barriers to facilitate Augmentative and Alternative Communication (AAC) use in a special education school” which explored how an activity-based approach could help special education teachers overcome challenges in using AAC; “Addressing AAC skill barriers” that looked at whether using standard AAC layouts and teacher modelling of communication could improve how students communicate; and “Tamil as a Language of Autism” with Superhero Me to discover and examine ways in which Tamil is used (or not used) to assist children with autism to improve their quality of life.

RC also partnered with NIE's Centre for Assessment and Evaluation (CAE) to conduct a Rapid Cycle Evaluation (RCE) of the Hear My Voice (HMV) project. The focus of the study aims to understand how well AAC tools were being used across RC schools to improve resources and processes to better support communication for students.



5

Our Enablers

5.1 OUR PEOPLE

PEOPLE ACHIEVEMENTS



Appointment as ECDA Fellow

In Apr 2024, Ms Janice Leong, Deputy Director of Early Intervention Services, was appointed as an Early Childhood Development Agency (ECDA) Fellow.

The ECDA Fellows are a select group of exemplary early childhood professionals with high levels of leadership and professional expertise who work closely with ECDA to drive quality improvements of the sector, inspiring and contributing to the professional growth of the current and next generation of early childhood leaders. This inaugural appointment of an early intervention (EI) leader is a positive signal towards fostering collaboration between EI and early

childhood professionals as we strive for a more inclusive early childhood experience for all children.

Janice shares: "With the increase in awareness and desire of an inclusive preschool education landscape, I hope we can look at children and families holistically, build more solidarity across disciplines, and grow stronger as a sector."

Inaugural Empowered, Included and Thriving Awards

Launched in FY 24/25 to build a stronger workplace culture, Rainbow Centre (RC)'s EIT Award recognises colleagues who consistently embody the values of empowerment and inclusion, actively helping others thrive through their actions. These values are the cornerstone of our mission.

In 2024, we proudly presented the EIT Award to 13 exceptional recipients from various units: Aileen Foo, Andrew Fam, Carmina Alarcon Castro, Dharshini D.O Krishnamurthy, Eunice Choo, Jacob Tan, Jaslin Ang, Karnatie Binte Junid, Melissa Keong, Nur Syahidah Binte Abdul Rasid, Nurul Adlina Binte Ahmad, Puteri Binte Ramdzan and Revathi D/O K Magantharan.



5.1 OUR PEOPLE

THRIVING AT RAINBOW CENTRE

Staff Day 2024: What a WILD Year!

Held on 22 Nov 2024 at The Ritz-Carlton, our Staff Day 2024 brought together approximately 750 staff members in a day of recognition and celebration. The event, themed "What a WILD Year!", highlighted our resilience, growth, and collective achievements over the past year.

Staff were recognised through key awards, including the Long Service Awards, President's Award, and the Empowered, Included, Thriving (EIT) Awards. We also featured live performances by staff and a showcase of creative themed costumes, which added a light-hearted and memorable touch to the celebration.



General Staff Meeting 2025

On 28 Jan 2025, over 700 staff came together across all three campuses for our first RC-wide General Staff Meeting of the year. The gathering was a powerful opportunity to reaffirm our shared purpose and align on our collective goals and service priorities for 2025.

A key highlight was the official kick off of our new strategic cycle with the **Future of RC: Vision 2030 Strategic Plan**, as we took stock of a year-long engagement exercise to bring our shared vision of RC's future to life. As one RC, we want to do better for those we serve, and for those who serve. Here's to another year of meaningful changes to build Good Lives for our clients!

5.1 OUR PEOPLE

EmpowerTech: Learning Day 2024

As part of RC's commitment towards being more data-driven and technologically savvy, Learning Day is our flagship event to expose staff to technology relevant to their work.



We engaged over 20 ICT trainers to conduct hands-on workshops, introducing staff to harness AI in education with tools like Gemini and Copilot, and maximising productivity with Google Workspace apps and AppSheet.

Beyond the workshops, Learning Day 2024 also showcased practice-research projects like gamified social-emotional learning, AAC communicative solutions and a community mobility training programme.

Club 501: Pantry for the People

RC's official recreational club, Club 501, consists of 20 diverse staff across various programmes and units who execute meaningful engagement and relationship-building activities aimed at improving workplace wellness and fostering a positive work culture.



In FY 24/25, Club 501 rolled out a series of termly Pantry for the People events across all three campuses to uplift staff morale and build community. Working with partners such as OCBC, Singlife and social enterprises such as Foreword Coffee and Yoga for a Change, we brought free health screenings, a delightful spread of food, shopping opportunities, fitness and fun to staff.

5.2 OUR PARTNERS

ADVOCACY PARTNERSHIPS



RC continues its work with Inclusion Partner Superhero Me (SHM), a neurodiverse multidisciplinary collective that aims to push the boundaries of inclusion through the creative arts, to foster inclusion through creative expression, advocacy, and education.

These collaborations created unique opportunities for students with disabilities to thrive with confidence, develop new skills, and engage the wider community in a bold manner.

As part of the RC-SHM Creative Residency, two creative teams comprising Cheryl Ho and Cheryl Tan, as well as Aadarsh Rajah and Annusia Balan, explored theatre and Tamil as a language of autism respectively, culminating in a mini-exhibition in Sep 2024.

The Junior Captains Programme, supported by CapitaLand Hope Foundation, trained three RC youths (Hannah Teo, Tan Gin Long and Vito Villasoto) in inclusive arts facilitation. They co-led four public tours at the National Museum of Singapore, engaging 63 visitors and building leadership and communication skills.

GROW, an inclusive arts mentorship programme, by SHM and Today at Apple, brought together creative mentors Aida Sa'ad, Chew Shaw En, and Mok Yui Peng to guide 23 students from all RC campuses in building skills like animation. The programme culminated in a celebration at Today at Apple Orchard where students and teachers showcased their learning and creative growth.

Autism Network Singapore: Partnering for Progress

During World Autism Awareness Month, RC joined fellow Autism Network Singapore (ANS) partners—Autism Resource Centre, Autism Association, AWWA, and St. Andrew's Autism Centre—alongside public relations agency Tate Anzur, to address the pressing "post-18 cliff effect."

Together, we rallied support from government, partners, and the community, focusing on engaging corporate organisations through a series of Open Houses to support the autism community. This effort garnered 17 media stories and 14 social media content pieces to raise awareness for the cause.

5.2 OUR PARTNERS

GOOD LIFE VOLUNTEERS

We recognise the transformative power of deepening our strategic alliances with corporate partners to enable Good Lives for persons with disabilities. These partnerships are about opening doors to the world, creating valuable experiences, and empowering individuals to lead fuller, more connected lives.

In FY 24/25, 167 individual volunteers and 2,219 group volunteers clocked 13,597 hours of volunteering. Here are some highlights:



BlackRock Singapore

Through their support of our Micro Business Academy and resource-making efforts, BlackRock Singapore has empowered our youth to explore entrepreneurship and enriched classroom learning through the use of visual materials.

We also shared about our mission at the BlackRock Gives Fair 2024 with employees.

Epson Singapore

Epson Singapore has been a dynamic partner in supporting RC's mission, including co-planning National Day and Children's Day celebrations at Margaret Drive School, and supporting our CURIO signature fundraising event through donations and producing 600 mugs, tote bags and postcards featuring artworks by our students.

With 73 volunteers stepping up and over 310 hours given, their presence has brought warmth and energy to these special occasions.



MFS International

Through their generous contribution of both funds and time, MFS International has strengthened support for persons with disabilities and brought joy to our students through shared experiences.

Their staff co-planned the Children's Day celebrations in conjunction with the opening of Admiral Hill School, helping to make this milestone celebration even more memorable. We are grateful to the 15 MFS staff volunteers who collectively contributed 60 hours to create these meaningful moments.

UBS AG

From Jan to Mar 2025, staff volunteers from UBS AG spent three consecutive Fridays in our SPED classrooms as Student Befrienders. These sessions gave students valuable opportunities to build rapport and practise communication with new individuals beyond their peers and family members.

UBS volunteers also supported our 2024 Awards Day at Margaret Drive School and brought festive cheer during 2025's Lunar New Year and Hari Raya celebrations at both Margaret Drive and Yishun Park Schools.

5.2 OUR PARTNERS

Meet our Volunteers



Student Befrienders

"I enjoy working with the children. It's something that I can contribute to without (needing formal qualifications) but just come as I am.

Periodically RC has training sessions for us: prepare us on what to expect, how to respond to the children, or even how we can work together with the teachers."

William Ow
Volunteer of 24 years



Parent Volunteers

"I got to learn what the teachers are teaching, the materials they are using.

I am grateful to be a part of my child's learning journey by taking part in resource making."

Wong Lian Dee
Homemaker



Good Life Befrienders

"This friendship has reshaped my perspective on patience, perseverance, empathy, and inclusivity.

It has shown me the power of small acts of kindness and the importance of treating everyone with respect and understanding. In the end, our bond is not defined by her condition but by the connection we share."

Neha Jain Sinha
Legal Counsel
Good Life Befriender of 2 years



Scan to watch how they're building good lives



5.2 OUR PARTNERS

Friends for a Good Life

Social isolation is a pressing issue for adults with disabilities, particularly for those with moderate to high support needs. Research has shown that social inclusion and participation have significant positive impacts on quality of life and mental well-being for persons with disabilities.

This has motivated us to prioritise efforts to cultivate diverse communities of connections for our clients. Of these, our Good Life Befrienders are a powerful force for inclusion through their unwavering dedication to friendships and building skills of communication and activity planning. Unlike regular volunteering where staff are present to support engagements, they interface with our youths in the wider community driven by shared interests, curiosity, and a calling to contribute to inclusion through action.

With the support of the Tote Board Enabling Lives Initiative Grant, a total of 187 befrienders and 128 youths with disabilities were recruited from 1 Apr 2022 - 31 Mar 2025, rejuvenating Rainbow Centre's flagship Good Life Befrienders Programme. A volunteer management portal, training content and a Good Life Befrienders playbook were also developed with the support of the grant.



Advancing Befriending Practice Through Community of Practice

To advance befriending practices and strengthen community engagement across the sector, RC launched a Community of Practice (CoP) series led by Jean Loo, Director of Advocacy and Community Engagement.

The inaugural session, "Befriending: The Force of Friendship," brought together 43 sector colleagues to exchange strategies and insights. The session was well received, with participants gaining actionable insights and finding the befriending portal useful for managing or volunteering in befriending programmes.

5.3 OUR DONORS

Annually, we raise close to \$2 million for three key areas of needs: empowering low resource families through subsidies, operating inadequately funded programmes to reduce caregiver stress and social isolation, and developing research and innovation-driven practices.

While government funding sustains essential services like early intervention and special education, gaps persist for low-resource families and clients whose support needs are not fully met by existing programmes. We are deeply grateful for the belief and generosity of our donors, which empowers us to bridge these gaps and support our clients in building good lives.

\$30,000 - \$99,999

- Asia Community Foundation Ltd
- Fondation Indosuez (Suisse)
- JPMorgan Chase Bank, N.A
- MFS International Singapore Pte Ltd
- MILK (Mainly I Love Kids) Fund

\$10,000 - \$29,999

- CFAM Pte Ltd
- Denise Phua Lay Peng
- Epson Singapore Pte Ltd
- Frasers Property Singapore
- Hsuen Chow Pte Ltd
- Kaushilya d/o Bherumal Bodaram Lulla
- Lai Wen Pui Bien
- Lim Hong Leong
- Orthopaedia Pte Ltd
- Partners Capital Investment Group (Asia) Pte Ltd
- Peck Brothers Pte Ltd
- The Community Foundation of Singapore
- Yi Hui Metals Pte Ltd

\$3,000 - \$9,000

- Abhinav Jhunjunwala
- Acepak Technology Pte Ltd
- Allalloy Dynaweld Pte Ltd
- Capitaland Hope Foundation
- Chua Kok Leong
- CIMB Singapore Pte Ltd via NCSS
- Eu Yee Ming Richard
- Eu Zai Qi Richard
- Goh Yu-Tang Peter
- JR Fitness and Dance Pte Ltd
- Robert Lim Eng Hui
- S&P Global Singapore Pte. Limited
- Toh Seow Mei
- Veronica Lee
- Waypoints Private Limited
- Yahya Abdulhussain Lukmanji Saif Charity Trust
- Yeo Kong Chuan



5.3 OUR DONORS

FUNDRAISING HIGHLIGHTS



CURIO: A World of Wonders, Beyond Disabilities

CURIO is an art fundraiser showcase that featured 50 artworks by 25 youths with disabilities and five passionate art trainers whose works were auctioned off to raise funds for RC's areas of needs.

We raised \$160,509 and successfully auctioned 48 artworks. In addition, we welcomed over 930 visitors and 138 public workshop participants over the showcase period from 5-12 Oct 2024.



5.3 OUR DONORS



A Good Gift Angpow Campaign

"A Good Gift" campaign, which featured a \$20 donation for an angpow set redemption and a curated artwork auction, raised \$38,153 and saw 839 sets of money packets redeemed through generous donations.

The campaign was featured under the Giving.sg Gift-A-Give campaign, which spotlighted 12 campaigns in the Chinese New Year 2025 period. Two student artworks were successfully auctioned off.

Your Impact

No One Left Behind

Muhammad Ariq Fazlin is diagnosed with Acrocallosal Syndrome and Adenoid Hypertrophy, and depends on a customised buggy for mobility and participation in social activities.

His family falls into the "sandwiched group" where they are unable to qualify for financial subsidies, but face challenges affording the recommended buggy, which costs over \$5,000. Through the RC Welfare Fund, Ariq's family received timely assistance, enabling him to obtain the customised buggy and necessary accessories to ensure optimal postural support.

This not only eased their financial burden but also ensured Ariq had the appropriate support for rehabilitation, mobility, and active participation in daily life.



Access to Home-based Occupational Therapy (OT) Support

For Vignesh Karthik, who has moderate to severe autism, his family struggled to reintroduce routine due to his irregular sleep patterns, behavioural challenges, and the lack of available caregivers to accompany him to school.

OT was identified as key to helping Vignesh regulate his sensory needs and ease into daily activities. However, bringing him out was a challenge and home-based therapy, while ideal, was financially out of reach due to their family's circumstances. With the RC Welfare Fund, he can now access home-based therapy.

The support has opened the door to progress, as he has been able to participate in walking and exercises outside his home. With continued therapy, his family remains hopeful he will gain more independence and eventually transit back to school.





“ The work of inclusion must be shared with more communities. Let’s build the future of the Good Life—together!”



6 Governance & Leadership

6.1 BOARD OF GOVERNANCE

The Rainbow Centre (RC) Board of Governance (Board), together with the RC Leadership Team, sets the strategic direction for the organisation and ensures overall alignment with its vision and mission.

The Board has the fundamental responsibility to provide oversight in all aspects of RC's activities, from provision of services to management of financial and non-financial resources. The Board provides guidance and advice to RC Leadership Team to ensure compliance with applicable laws, statutes and regulations as well as management of all resources in a prudent manner. It also ensures that RC upholds its commitment to maintain high standards of compliance and integrity in all its operations and activities.

The Board meets once a quarter and additional meetings are convened as needed. Board members also lead or serve on the various board committees to lend their expertise to, and share practical experiences with, RC and its Leadership Team.

From Apr to Aug 2024, four members have served on the RC Board for more than ten consecutive years, as their expertise and experience provided the Board with valuable insights and direction. Following the election of the new Board in Aug 2024, none of the current members has served for more than ten consecutive years.

BOARD OF GOVERNANCE INFORMATION

Name	Year Appointed	Most Recent Board Term	Appointment(s) Held	Occupation	Board Meeting Attendance
 Ms Evangeline Chua Siew Cheng	2018 2014	2024- 2026	President (since Aug 2024) Honorary Secretary (2022-2024) Board Member (2018-2022) Chair of Human Resource Committee (2016-2024)	Pursuing new ventures	5/5
 Mr Chew Kei-Jin	2016	2024- 2026	Vice President (since 2018) Chair of Fundraising & Partnership Committee (since 2016) Assistant Treasurer (2016-2018)	Lawyer, Ascendant Legal LLC	4/5
 Dr Abdul Majeed Bin Abdul Khader	2020	2024- 2026	Honorary Secretary (since Aug 2024) Board Member (since 2021) Co-opted Board Member (2020-2021)	Chief Psychologist, Ministry of Home Affairs	4/5

6.1 BOARD OF GOVERNANCE

Name	Year Appointed	Most Recent Board Term	Appointment(s) Held	Occupation	Board Meeting Attendance
 <p>Ms Jasmine Chen Jiemin</p>	2022	2024-2026	Honorary Treasurer (since Aug 2023) Assistant Treasurer (2022-2023) Chair of Finance & Investment Committee (since 2023)	Assistant General Manager, Group Chief Executive's Office, UOL Group Ltd	4/5
 <p>Ms Gail Lien I-Hsien</p>	2022	2024-2026	Assistant Treasurer (since Aug 2023) Co-opted Member (from 2022 to Aug 2023)	Governor, Lien Foundation	4/5
 <p>Mr Chan Cheow Hoe</p>	2024	2024-2026	Board Member (since Aug 2024)	Director, Google	3/3
 <p>Mr Richard Eu Zai Qi</p>	2024	2024-2026	Board Member (since Aug 2024) Co-opted Member (Jun-Aug 2024)	Managing Director, Mergers & Acquisitions (M&A), Eu Yan Sang International Pte. Ltd.	4/5
 <p>Prof (Dr) James Hui Hoi Po</p>	2018	2024-2026	Board Member (since 2020) Chair of Admission & Assessment Committee (since 2018) Co-opted Board Member (2018-2020)	Professor and Chair, Orthopaedic Surgery, Yong Loo Lin School of Medicine, National University of Singapore	4/5
 <p>Dr Kang Ying Qi</p>	2016	2024-2026	Board Member (since Aug 2024) Co-opted Member (2022-Aug 2024)	Deputy Head and Senior Consultant Child Development Unit, Khoo Teck Puat – National University Children's Medical Institute, National University Hospital	3/5

6.1 BOARD OF GOVERNANCE

Name	Year Appointed	Most Recent Board Term	Appointment(s) Held	Occupation	Board Meeting Attendance
 <p>Mr Kevin Leong Yu Vee</p>	2022	2024-2026	Board Member (since 2020) Chair of Programme Committee (since 2020) Co-opted Board Member (2018-2020)	Director, Cornerstone Psychological Services Pte Ltd	5/5
 <p>Mr Abhishek Mittal</p>	2024	2024-2026	Board Member (since Aug 2024) Chair of HR Committee (since 2024)	Organisational Development and Learning Partner, Google APAC	2/3
 <p>Mr Milton Ong Ann Kiat</p>	2016	2024-2026	Board Member (since 2022) Co-Chair of Programme Committee (since 2021) Honorary Secretary (2018-2022) Co-opted Board Member (2016-2018)	Director, MINDEF	4/5
 <p>Ms Margie Pagdanganan</p>	2024	2024-2026	Co-opted Member (since Nov 2024)	Head of Wealth Operations - Asia North and South, Citibank NA	2/2
 <p>Mr Benjamin Tan Keng Sin</p>	2024	2024-2026	Board Member (since Aug 2024)	Chief Executive Officer, World Vision Singapore	3/3

ADVISORY PANEL

Prof Tommy Koh
Ambassador-at-Large, Republic of Singapore

Prof Lee Eng Hin
Emeritus Professor in Orthopaedic Surgery
National University of Singapore
Emeritus Consultant in Paediatric Orthopaedics
National University Hospital, Singapore

6.2 BOARD POLICY

Board selection and recruitment

There is a robust process for Board renewal and orderly succession planning for Board members. Suitably qualified individuals interested in contributing to Rainbow Centre (RC) would be invited and appointed to serve as a Committee member.

The Appointment and Nomination Committee then identifies suitable candidates from existing committee members to be considered as nominees for board election. The Appointment and Nomination Committee may also consider individuals with relevant experience and expertise that are not available from within the existing pool of committee members. Key criteria for considering suitable nominees include:

- strong personal and professional ethics and high standards of integrity
- proven ability to bring informed, thoughtful, and well-considered opinions to the committee, willingness, commitment, and availability to devote the necessary time and effort required for board service
- capacity to provide additional strength and diversity of views to the Board

Newly appointed board members undergo induction to gain a comprehensive understanding of RC's mission, programs, financial aspects, and the responsibilities associated with serving on the board. Board members are provided access to various resources including overview of RC, annual reports, financial statements, policies, and sector laws to enhance their understanding.

Board training and evaluation

Continuous learning opportunities are provided to board members through updates on programmes and regulations, presentations, engagement sessions, and training programmes, with an allocated budget for training. The Board conducts regular self evaluations to assess its performance and effectiveness, discussing the results to identify and address any gaps.

By adhering to rigorous selection processes, promoting diversity, and providing continuous learning and evaluation opportunities, RC ensures that its Board remains effective, strategic, and well-equipped to fulfill its responsibilities in advancing the organisation's mission and objectives.

Board re-nomination and re-appointment

The Board recognises the importance of diversity and regularly reviews the required skills based on RC's objectives. The Appointment and Nominations Committee assesses current Board members' skills to identify any gaps that can be complemented by new Board members.

The committee also considers RC's current and strategic objectives to determine the collective knowledge and experience that Board members should possess. Members with leadership potential are encouraged to take on leadership roles as chairs of Committees.

RC adheres to the prevailing Code of Governance guidelines. The Treasurer position is limited to two consecutive terms, with re-appointment possible after a lapse of at least one term. Board members may serve a maximum of 10 consecutive years, with extensions subject to review by the Appointment and Nominations Committee and approval at the Annual General Meeting. Reasons for extensions are documented.

Terms of reference for the Board and each of its Board committees

RC is governed by its Constitution. Additionally, a Board Policy and respective Terms of Reference of each Committee were also established.

The Board Policy and Terms of References are reviewed and updated every two years, or as and when required by the Board. The Board provides oversight to RC in relation to:

- overseeing the conduct of RC's activities and ensuring that the activities are in line with its objectives and strategic plans;
- ensuring that there are adequate resources to sustain RC's operations and that these resources are effectively and efficiently managed;
- ensuring that internal controls are in place to safeguard RC's assets and reviews are conducted regularly; and
- ensuring that there is a risk management framework to identify, monitor and review RC's key risks, and the measures and controls taken to mitigate such risks

6.3 BOARD COMMITTEE REPORTS

The following Committees assist the RC Board in its role as the governing body of RC's operations and activities. The Committees are led by members with practical experience in their relevant fields, providing the benefit of their expertise to RC leadership.

Together with the RC Board, these Committees help ensure that RC conducts its operations with integrity, in compliance with all applicable laws, rules and regulations, and in support of clients' best interests.

Admission and Assessment Committee

The Admission and Assessment Committee reviews and endorses policies and procedures for applying to RC services and programmes.

The Committee makes recommendations to the RC Board on policies related to the assessment of applicants, taking into consideration their complex medical needs and other relevant issues. It also serves as the final authority regarding the admissibility and continued placement of applicants in RC services and programmes.

In FY 24/25, no official committee meetings were convened. However, one case from Yishun Park School was discussed with the committee via email to seek guidance on the medical management approach.

Appointment and Nomination Committee

The Appointment and Nomination Committee assesses the suitability of candidates to serve on RC Board and/or Committees. It actively promotes the recruitment of suitable new members to ensure effective succession planning and facilitates the renewal process of RC Board and its Committees.

In FY 24/25, the Committee played a key role in supporting board leadership renewal, making strategic decisions to identify, attract, and onboard new board and committee members. This ensured that the board and committees have in place a strong leadership runway to support future continuity and governance.

Audit and Risk Committee

The Audit and Risk Committee plays a vital role in supporting the Board in fulfilling its fiduciary duties in the areas of financial accountability, reporting, and compliance. The Committee, together with RC's external auditors, reviews RC's annual audit plan and all audit findings and recommendations. It advises and guides RC leadership on appropriate responses to the external audit report recommendations, and assists in defining the scope of the internal audits of the organisation's accounting and internal control procedures.

In FY 24/25, the Committee endorsed the Audit Plan for FYE 31 Mar 2025 presented by external auditors and the implementation of a three-year roadmap for Enterprise Risk Management (ERM) and Internal Audit (IA) presented by the management team. The committee provided advice for both the Audit Plan and the framework to ensure that crucial gaps could be identified early and effectively addressed.

Committee

Prof (Dr) James Hui (Chairperson)

Dr Furene Wang

Dr Kang Ying Qi

Dr Yvonne Ling

Committee

Prof Kenneth Poon (Chairperson)

(until Aug 2024, and thereafter remains as member)

Ms Evangeline Chua (Chairperson)

(from Aug 2024)

Mr Yew Teng Leong

Prof (Dr) Lee Eng Hin

(until Aug 2024)

Committee

Mr Damien Tan (Chairperson)

(until 11 Nov 2024, and thereafter remains as member)

Ms Margie Pagdanganan (Chairperson)

(from 12 Nov 2024)

Mr Vincent Chen

6.3 BOARD COMMITTEE REPORTS

Committee

Ms Jasmine Chen (Chairperson)

Ms Gail Lien

Mr Benjamin Tan

Mr David Ng

Mr Toh Ting Feng

Finance and Investment Committee

The Finance and Investment Committee assists the Board in monitoring the organisation's overall financial health and ensuring prudent management of its financial resources. The Committee works with RC leadership to develop the organisation's budgets, financial plans, and long-term financial goals. It is also responsible for guiding the development of an investment policy, considering RC's risk tolerance and investment time horizon. The Committee, in consultation with RC Board, ensures that investment objectives, policies, and guidelines align with the organisation's overall financial objectives.

In FY 24/25, the Committee actively participated in the quarterly review of the financial performance of RC's units against budget, including its utilisation of donations, funds, and grants for its various programmes to ensure the efficient utilisation of donations, funds, and grants across various programmes. The Committee also played an integral role in the review and approval process of the proposed FY 25/26 budget, enhancing financial transparency and accountability within RC.

Fundraising and Partnership Committee

The Fundraising and Partnership Committee provides strategic advice to RC on fundraising strategies and plans. The Committee ensures that RC's fundraising practices adhere to regulatory compliance while actively working to raise awareness of RC's cause and its resource needs.

In FY 24/25, the Committee approved RC's fundraising strategy and partnership engagement plan set to achieve RC's fundraising goal of \$2 million and fulfil its volunteer needs. The committee oversaw the execution and success of RC's signature fundraising art fundraiser event, CURIO.

Human Resource Committee

The Human Resource Committee plays a vital role in shaping RC's people strategy, policies and procedures to align with the organisation's vision of fostering an empowered, thriving and included workforce.

The Committee advises and guides the People & Culture team to formulate progressive HR strategies and policies that will bring about a joyful employee experience and become a great workplace. It also reviews all proposals relating to employee's total rewards, talent and leadership development, to ensure robust succession planning.

In FY 24/25, the Committee supported the launch of several people strategies and initiatives aimed at improving talent retention, engagement, and well-being. Guided by the Committee's strategic advice, RC achieved improvements in both staff attrition rates and employee engagement scores.

Committee

Mr Chew Kei-Jin (Chairperson)

Mr Richard Eu

Mr Stephen Li

Ms Natalie Balakrishnan

Committee

Ms Evangeline Chua (Chairperson)
(until Aug 2024)

Mr Abhishek Mittal (Chairperson)
(from Aug 2024)

Mr Marcus Yap

Mr Yew Teng Leong
(until Aug 2024)

Mr Loh Chin Hui
(until Aug 2024)

Mr Leonard Ling
(until Aug 2024)

Ms Sara Tiew
(from Nov 2024)

6.3 BOARD COMMITTEE REPORTS

Programme Committees

The Programme Committee assists RC Board in ensuring that the organisation's programmes and services enhance the quality of life of students, clients and their families.

It reviews existing programmes and services to maintain relevance, as well as guides and endorses the development of new initiatives and services to maximise the potential of students and clients. The Committee is made up of three sub-groups overseeing each of the following areas:

Programme Committee (Early Years and Family)

In FY 24/25, the Committee provided expert advisory to the review and refinement of the programme schedule for Early Intervention (EI) services at Margaret Drive and Yishun Park Centres.

In particular, the Committee provided guidance on the design and development of a Class Profile Matrix to support service delivery and advised on the recommended approach for the placement of students into the two-times-weekly and four-times-weekly programme streams. Following the review, the Early Intervention services at Margaret Drive and Yishun Park Centres fully implemented the revised programme schedule in Jan 2025.

Committee

Dr Sylvia Choo (Chairperson)

Dr Huichao Xie

Dr Kang Ying Qi

Ms Corrine Hoo

Committee

Mr Kevin Leong (Chairperson)

Dr Eunice Tan Meng Yi

Dr Majeed Khader

Dr Sung Min
(until Jul 2024)

Mr Loh Chin Hui

Dr Lan Zhongzheng
(from Jul 2024)

Programme Committee (Adult and Community)

In FY 24/25, the Adult & Community Programme Committee reviewed and provided recommendations on the key project activities for three strategic initiatives. Strategic Initiative 3.1 **Making Work Possible** saw the successful completion of micro jobs training for the first batch of clients, all of whom demonstrated improvements in both core and technical skills. Three clients have since secured employment. The team commenced training for the second batch of clients, and also established new partnerships with potential employers for micro job opportunities.

Under Strategic Initiative 3.2 **Activating Good Life Champions**, the team intensified outreach and recruitment efforts targeting youths with disabilities and potential befrienders. They launched the Good Life Internship Programme, which included inclusive activity planning workshops to equip interns with the skills to organise befriending sessions. Additionally, the team completed the development of a web portal to streamline the entire volunteer onboarding process.

6.3 BOARD COMMITTEE REPORTS

Committee

Mr Milton Ong (Chairperson)

Dr Delia Kan

Dr Eunice Tan Meng Yi

Programme Committee (Special Education)

In FY 24/25, the Committee offered strategic guidance to improve student outcomes in special education by focusing on three key initiatives: Hear My Voice (AAC implementation), Supported Living Lab (SLL), and the Multiple Disabilities Programme Review.

The Committee also provided feedback and addressed implementation challenges to ensure alignment with long-term goals, emphasising sustainability, safety, and effective caregiver engagement.

1. Hear My Voice (AAC Implementation)

The Committee monitored the full roll-out of AAC systems across all schools, with each student assigned a communication system by Term 2. Employability Services will begin centralised AAC production from 2025, ensuring consistency and creating job opportunities. A competency framework was introduced, with ongoing training and assessment to build staff confidence. Sustainability efforts included fostering school-wide ownership and increasing parental involvement. The initiative's success was recognised through its selection for presentation at the Redesigning Pedagogy Conference.

2. Supported Living Lab (SLL)

The Committee reviewed positive outcomes from Pilot Run 1, including increased student independence and strong parental engagement. Pilot Run 2 introduced more structured assessments, extended home training, and revised schedules to reduce student anxiety. Family involvement and real-world application were central to sustaining gains. Plans to assess skill retention and safety measures were also enhanced, especially for students with higher support needs.

3. Multiple Disabilities Programme Review

The Committee endorsed a comprehensive review to better support students with multiple disabilities (MD). A Theory of Change framework guided work across curriculum design, space planning, and competency development. The team began profiling students, exploring assessment tools, and identifying training needs. The review aims to develop a specialised MD curriculum aligned with Good Life outcomes and supported by a dedicated team and resource framework.

4. Governance and Oversight

The Committee met to provide feedback, surface implementation challenges, and ensure alignment with long-term goals. Discussions focused on sustainability, safety, staff capacity, and effective family engagement. Members contributed actively to shaping the direction and success of each initiative.

6.4 SCHOOL MANAGEMENT COMMITTEE



Mr Milton Ong Ann Kiat
Chairman



Prof Kenneth Poon
Kin Loong
Supervisor



Dr Abdul Majeed Bin
Abdul Khader
Honorary Treasurer
(until 30 Nov 2024)



Mr Benjamin Tan
Keng Sin
Honorary Treasurer
(w.e.f. 1 Dec 2024)



Ms Lynette Gomez
Secretary



Mr Louis Lim Hee Thuang
Member nominated
by NCSS



Mrs Lisa Goh
Ministry of Education
Representative



Mr Chan Whee Peng
Member
(w.e.f. 1 Dec 2024)



Dr Sylvia Choo
Henn Tean
Member
(w.e.f. 1 Dec 2024)



Prof (Dr) James
Hui Hoi Po
Member
(until 30 Nov 2024)



Mr Leonard Ling
Ping Chih
Member
(until 30 Nov 2024)



Mr Damien Tan
Lip Wui
Member



Ms Tan Sze Wee
Member



Ms Michelle Ong
Sim Hwee
Member



Ms Jessica Wee Keok
Member

6.5 RC LEADERSHIP TEAM

The Leadership Team at Rainbow Centre steers the organisation towards its mission of enhancing the quality of life for persons with disabilities and their families.

Providing both strategic and operational leadership, the team ensures that all services and programmes are delivered with competence, integrity, and full compliance with relevant laws and regulations. Each member contributes a wealth of expertise and experience to their respective roles, and together, their collective dedication and efforts drive the success and positive impact of RC's initiatives.



Ms Tan Sze Wee
Executive Director
1 Jul 2016



Mr Tan Eng Tat
Director, Early Intervention Services
Director, Operational Excellence
4 Mar 2024



Ms Janice Leong
Deputy Director, Early Intervention Services
1 Feb 2021



Ms Jessica Wee
Principal, Admiral Hill School
1 Jul 2023



Ms Lynette Gomez
Principal, Margaret Drive School
15 Dec 2022



Ms Michelle Ong
Principal, Yishun Park School
15 Dec 2022



Mr Manoj Pathnaparum
Director, Accessibility Services
1 Jul 2021



Ms Jean Loo
Director, Advocacy and Community Engagement
1 Apr 2024



Dr Jacob Ong
Director, Development and Innovation
1 Jan 2024



Mr Sampson Low
Director, Finance and Operations
1 Apr 2021 - 1 Sep 2024



Ms Lee Wai Mun
Senior Assistant Director, Finance
1 Dec 2024



Ms Joyce Lek
Director, People and Culture
5 Jun 2023 - 27 Dec 2024



Mr Valiant Chiang
Senior Assistant Director, People and Culture
1 Jan 2025



Mr Quincy Tan
Director, Technology and Administrative Operations
Deputy Principal, Margaret Drive School
1 Jul 2023
1 Aug 2023 - 15 Oct 2024



Ms Fauziah Ahmad
Senior Consultant, Special Projects
1 Jul 2023

6.6 GOVERNANCE REPORT

Compliance with the 2023 Code of Governance for Charities & IPCs

Rainbow Centre (RC) is committed to a high standard of compliance with all laws, rules and statutory regulations applicable to charities in Singapore.

During FY 24/25, RC Board of Governance (Board) and its various Committees worked closely with RC Leadership Team to ensure RC was managed in compliance with the 2017 Code of Governance for Charities & IPCs. With the Code of Governance revised in 2023, RC also put in place the necessary measures to ensure compliance and governance in relation to the revision.

Conflict of Interest Policy

RC has a Conflict of Interest policy in place to prevent and address conflicts of interest.

Members of RC Board, School Management Committee (SMC), and the various RC Committees, as well as RC employees are required to declare any personal or private businesses or associations that might pose any conflict with their roles, functions or employment with RC.

Delegation of Authority

RC has established a clear delegation of authority framework for the financial management of the organisation. This framework encompasses various aspects such as budgeting, procurement, and payment approval, ensuring efficient and effective decision-making processes.

These delegated responsibilities and authorities are meticulously outlined in the Delegation of Authority Matrix, a comprehensive document that provides detailed guidance on the extent of authority granted to each role within the organisation. This matrix is regularly reviewed and approved by the Board to ensure it remains aligned with the organisation's strategic objectives and operational needs.

Through this structured approach, RC ensures robust financial oversight and accountability, fostering transparency and integrity in its financial operations.

Disclosure of Remuneration

RC Board, SMC and Committee members do not receive any remuneration for their services and contributions to RC's Board and Committee activities. There is also no staff member who is related to any Board, SMC or Committee member, or the Executive Director and whose remuneration exceeds \$50,000 during the financial year. In addition, no staff is involved in deciding his or her own remuneration.

Remuneration for the organisation's three highest paid key executives receiving more than \$100,000 annually is as follows:

Remuneration Range	Number of Executives
\$300,000 - \$400,000	1
\$200,000 - \$300,000	2

6.6 GOVERNANCE REPORT

Personal Data Protection Policy

RC has established a Personal Data Protection Policy that delineates the organisation's obligations and practices regarding the handling of personal data in accordance with the Personal Data Protection Act 2012.

This policy ensures that all personal data collected by RC is gathered with a clear and specific purpose. To safeguard personal data, RC continually reviews and enhances its security measures to prevent the unauthorised access, collection, use, disclosure, copying, or modification of the data.

This comprehensive approach ensures that personal data is handled responsibly and securely, aligning with legal requirements and the organisation's commitment to protecting individuals' privacy.

Procurement Policy

At RC, the procurement process—spanning the invitation, evaluation, and post-award management stages—is conducted to ensure equitable access opportunities for vendors to supply goods and services.

The final purchasing decision is based on achieving the best value for money, considering factors such as price, quality, timeliness, and after-sales service for RC and for its clients. Depending on the estimated procurement value, a request for quotation or tender is required to procure goods and services. Purchase approvals from an authorised approving authority is required before proceeding to purchase goods and services.

For purchases valued at \$100,000 or more, or for recurring Expenses of \$10,000 or more per month, a formal tender process is used to ensure fairness, transparency and good value. This and other purchase controls seek to ensure the best possible outcomes for purchases by RC in order to serve its clients.

Reserves Policy

RC aims to maintain a reserve of up to 12 months of operating costs.

The reserves policy helps the organisation maintain financial stability and the ability to continue supporting its beneficiaries, even during periods of unexpected changes or challenges to its funding. The reserves provide a crucial lead time for the organisation to take necessary actions in the event of a reduction in income streams.

The Board regularly reviews the level of reserves to ensure they remain adequate to fulfil RC's ongoing obligations.

6.6 GOVERNANCE REPORT

Volunteer Management Policy

RC engages volunteers as part of its mission to build inclusive communities, and is dedicated to growing their ability to practise inclusion and advocate for those with disabilities.

The organisation adopts a clear volunteer management practice to ensure volunteers undergo screening, reference checks and adhere to guidelines including, but not limited to, zero-tolerance toward any act of discriminatory or improper behaviour towards clients, staff and families, a commitment towards child safety and alignment with RC's recommendations in interacting with clients.

RC has also defined clear roles, responsibilities and training opportunities for volunteers to develop skill sets in interacting with persons with disabilities, as well as open channels for feedback. This is supported by regular engagement and appreciation sessions and an exit process to conclude the volunteer's journey.

Whistleblowing Policy

RC is dedicated to upholding the highest standards of corporate governance and ensuring full compliance with all applicable laws and regulatory requirements.

The organisation maintains a zero-tolerance policy toward any form of malpractice, impropriety, statutory non-compliance, or wrongdoing by employees during their professional activities. To support this commitment, RC has established a Whistleblowing Policy that provides a structured framework for employees to report concerns responsibly and securely.

This policy is designed to protect whistleblowers from any form of retaliation or adverse consequences, thereby encouraging a culture of transparency and accountability. It outlines the procedures for reporting potential violations and details how RC will conduct thorough and impartial investigations into any allegations.

By promoting a safe environment for whistleblowing, the organisation ensures that issues are addressed promptly and effectively, reinforcing its commitment to ethical conduct and regulatory compliance.

6.7 GOVERNANCE EVALUATION CHECKLIST

SN	Code Guideline	Code ID	Response
1	Clearly state the charitable purposes (for example, vision and mission, objectives, use of resources, activities and so on) and include the objectives in the charity's governing instrument. Publish the stated charitable purposes on platforms (for example, Charity Portal, website, social media channels, and so on) that can be easily accessed by the public.	1.1	Complied
2	Develop and implement strategic plans to achieve the stated charitable purposes.	1.2	Complied
3	Have the Board review the charity's strategic plans regularly to ensure that the charity is achieving its charitable purposes, and monitor, evaluate and report the outcome and impact of its activities	1.3	Complied
4	Document the plan for building the capacity and capability of the charity and ensure that the Board monitors the progress of this plan. "Capacity" refers to a charity's infrastructure and operational resources while "capability" refers to its expertise, skills and knowledge.	1.4	Complied
5	The Board and Management are collectively responsible for achieving the charity's charitable purposes. The roles and responsibilities of the Board and Management should be clear and distinct.	2.1	Complied
6	The Board and Management should be inducted and undergo training where necessary, and their performance reviewed regularly to ensure their effectiveness.	2.2	Complied
7	Document the terms of reference for the Board and each of its committees. The Board should have committees (or designated Board member(s)) to oversee the following areas*, where relevant to the charity: a. Audit b. Finance * Other areas include Programmes and Services, Fund-raising, Appointment/ Nomination, Human Resource, and Investment.	2.3	Complied
8	Ensure the Board is diverse and of an appropriate size and has a good mix of skills, knowledge and experience. All Board members should exercise independent judgement and act in the best interest of the charity.	2.4	Complied
9	Develop proper processes for leadership renewal. This includes establishing a term limit for each Board member. All Board members must submit themselves for re-nomination and re-appointment at least once every 3 years.	2.5	Complied
10	Develop proper processes for leadership renewal. This includes establishing a term limit for the Treasurer (or equivalent position). For Treasurer (or equivalent position) only: a. The maximum term limit for the Treasurer (or equivalent position like a Finance Committee Chairman, or key person on the Board responsible for overseeing the finances of the charity) should be four consecutive years. If there is no Board member who oversees the finances, the Chairman will take on the role. i. After meeting the maximum term limit for the Treasurer, a Board member's reappointment to the position of Treasurer (or an equivalent position may be considered after at least a two-year break. ii. Should the Treasurer leave the position for less than two years, and when he/she is being re-appointed, the Treasurer's years of service would continue from the time he/she stepped down as Treasurer.	2.6	Complied

6.7 GOVERNANCE EVALUATION CHECKLIST

SN	Code Guideline	Code ID	Response
11	Ensure the Board has suitable qualifications and experience, understands its duties clearly, and performs well. a. No staff should chair the Board and staff should not comprise more than one-third of the Board.	2.7	Complied
12	Ensure the Management has suitable qualifications and experience, understands its duties clearly, and performs well. a. Staff must provide the Board with complete and timely information and should not vote or participate in the Board's decision-making.	2.8	Complied
13	The term limit for all Board members should be set at 10 consecutive years or less. Re-appointment to the Board can be considered after at least a two-year break. For all Board members: a. Should the Board member leave the Board for less than two years, and when he/she is being re-appointed, the Board member's years of service would continue from the time he/she left the Board. b. Should the charity consider it necessary to retain a particular Board member (with or without office bearers' positions) beyond the maximum term limit of 10 consecutive years, the extension should be deliberated and approved at the general meeting where the Board member is being re-appointed or re-elected to serve for the charity's term of service. (For example, a charity with a two-year term of service would conduct its election once every two years at its general meeting). c. The charity should disclose the reasons for retaining any Board member who has served on the Board for more than 10 consecutive years, as well as its succession plan, in its annual report	2.9a 2.9b 2.9c	Complied
14	For Treasurer (or equivalent position) only: d. A Board member holding the Treasurer position (or equivalent position like a Finance Committee Chairman or key person on the Board responsible for overseeing the finances of the charity) must step down from the Treasurer or equivalent position after a maximum of four consecutive years. i. The Board member may continue to serve in other positions on the Board (except the Assistant Treasurer position or equivalent), not beyond the overall term limit of 10 consecutive years, unless the extension was deliberated and approved at the general meeting – refer to 2.9.b.	2.9d	Complied
15	Conduct appropriate background checks on the members of the Board and Management to ensure they are suited to work at the charity	3.1	Complied
16	Document the processes for the Board and Management to declare actual or potential conflicts of interest, and the measures to deal with these conflicts of interest when they arise. a. A Board member with a conflict of interest in the matter(s) discussed should recuse himself/herself from the meeting and should not vote or take part in the decision-making during the meeting.	3.2	Complied
17	Ensure that no Board member is involved in setting his/her own remuneration directly or indirectly.	3.3	Complied
18	Ensure that no staff is involved in setting his/her own remuneration directly or indirectly.	3.3	Complied

6.7 GOVERNANCE EVALUATION CHECKLIST

SN	Code Guideline	Code ID	Response
19	Establish a Code of Conduct that reflects the charity's values and ethics and ensure that the Code of Conduct is applied appropriately.	3.4	Complied
20	Take into consideration the ESG factors when conducting the charity's activities	3.5	Complied
21	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. <ul style="list-style-type: none"> a. Ensure the Board approves the annual budget for the charity's plans and regularly reviews and monitors its income and expenditures (For example, financial assistance, matching grants, donations by board members to the charity, funding, staff costs and so on). 	4.1a	Complied
22	b. Implement appropriate internal controls to manage and monitor the charity's funds and resources. This includes key processes such as: <ul style="list-style-type: none"> i. Revenue and receipting policies and procedures; ii. Procurement and payment policies and procedures; and iii. System for the delegation of authority and limits of approval. 	4.1b	Complied
23	Seek the Board's approval for any loans, donations, grants, or financial assistance provided by the charity which are not part of the core charitable programmes listed in its policy. (For example, loans to employees/subsidiaries, grants or financial assistance to business entities).	4.2	Complied
24	Regularly identify and review the key risks that the charity is exposed to and refer to the charity's processes to manage these risks.	4.3	Complied
25	Set internal policies for the charity on the following areas and regularly review them: <ul style="list-style-type: none"> a. Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT); b. Board strategies, functions, and responsibilities; c. Employment practices; d. Volunteer management; e. Finances; f. Information Technology (IT) including data privacy management and cyber-security; g. Investment (obtain advice from qualified professional advisors if this is deemed necessary by the Board); h. Service or quality standards; and i. Other key areas such as fund-raising and data protection. 	4.4	Complied
26	The charity's audit committee or equivalent should be confident that the charity's operational policies and procedures (including IT processes) are effective in managing the key risks of the charity.	4.5	Complied
27	The charity should also measure the impact of its activities, review external risk factors and their likelihood of occurrence, and respond to key risks for the sustainability of the charity.	4.6	Complied
28	Disclose or submit the necessary documents (such as Annual Report, Financial Statements, GEC, and so on) in accordance with the requirements of the Charities Act, its Regulations and other frameworks.	5.1	Complied
29	Generally, Board members should not receive remuneration for their services to the Board. Where the charity's governing instrument expressly permits remuneration or benefits to the Board members for their services, the charity should provide reasons for allowing remuneration or benefits and disclose in its annual report the exact remuneration and benefits received by each Board member.	5.2	Complied

6.7 GOVERNANCE EVALUATION CHECKLIST

SN	Code Guideline	Code ID	Response
30	The charity should disclose the following in its annual report: <ul style="list-style-type: none"> a. Number of Board meetings in the year; and b. Each Board member's attendance. 	5.3	Complied
31	The charity should disclose in its annual report the total annual remuneration (including any remuneration received in the charity's subsidiaries) for each of its three highest-paid staff, who each receives remuneration exceeding \$100,000, in incremental bands of \$100,000. Should any of the three highest-paid staff serve on the Board of the charity, this should also be disclosed. If none of its staff receives more than \$100,000 in annual remuneration each, the charity should disclose this fact.	5.4	Complied
32	The charity should disclose in its annual report the number of paid staff who are close members of the family of the Executive Head or Board members, and whose remuneration exceeds \$50,000 during the year. The annual remuneration of such staff should be listed in incremental bands of \$100,000. If none of its staff is a close member of the family of the Executive Head or Board members and receives more than \$50,000 in annual remuneration, the charity should disclose this fact.	5.5	Complied
33	Implementing clear reporting structures so that the Board, Management and staff can access all relevant information, advice and resources to conduct their roles effectively. <ul style="list-style-type: none"> a. Record relevant discussions, dissenting views and decisions in the minutes of general and Board meetings. Circulate the minutes of these meetings to the Board as soon as practicable. 	5.6a	Complied
34	Implementing clear reporting structures so that the Board, Management and staff can access all relevant information, advice and resources to conduct their roles effectively. <ul style="list-style-type: none"> b. The Board meetings should have an appropriate quorum of at least half of the Board, if a quorum is not stated in the charity's governing instrument. 	5.6b	Complied
35	Implement a whistle-blowing policy for any person to raise concerns about possible wrongdoings within the charity and ensure such concerns are independently investigated and follow-up action taken as appropriate.	5.7	Complied
36	Develop and implement strategies for regular communication with the charity's stakeholders and the public (for example, focus on the charity's branding and overall message, raise awareness of its cause to maintain or increase public support, show appreciation to supporters, and so on.)	6.1	Complied
37	Listen to the views of the charity's stakeholders and the public and respond constructively.	6.2	Complied
38	Implement a media communication policy to help the Board and Management build positive relationships with the media and the public.	6.3	Complied

ORGANISATION INFORMATION



RAINBOW CENTRE, SINGAPORE

Annual Report for Financial Year ended 31 March 2025

Rainbow Centre, Singapore was set up on 29 May 1992 as a society. It was registered under the Charities Act on 3 Dec 1992 and has been accorded Institute of a Public Character (IPC) status since 1992. Its current IPC term is from 1 Jan 2024 to 31 Oct 2026.

UEN:
S92SS0061A

Registered Address:
501 Margaret Drive, Singapore 149306

Auditor:
Baker Tilly TFW LLP

Bankers:
BNP Paribas, CIMB Bank Berhad, OCBC Bank, Standard Chartered Bank



7 Organisation Information



Rainbow
Centre

Empowered. Included. Thriving.

