

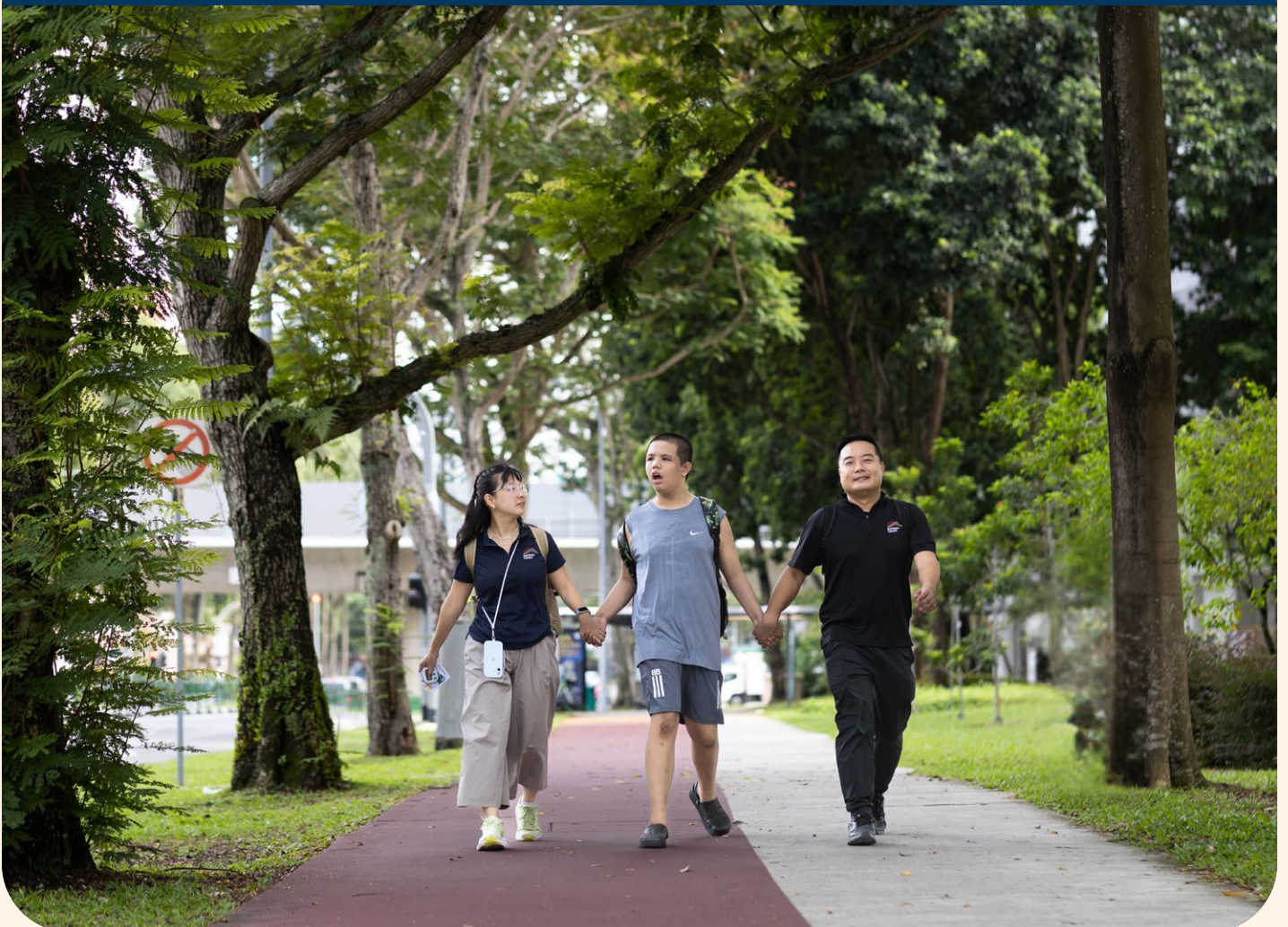


Rainbow
Centre

Annual Report
FY 25/26



Towards the Good Life



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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:

- a. To empower persons with disabilities through quality intervention, educational and coaching programmes and services;
- b. 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;
- c. To contribute to the building of an inclusive society for persons with disabilities by promoting awareness and engaging partners; and
- d. 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

Our Vision 2030

02



Students from Yishun Park School wave their flags made as part of a community arts project for the SG Youth Plan, a 5-year roadmap for young Singaporeans.

2.1 Message from President



The year in review has been one of both consolidation and renewal for Rainbow Centre.

FY 25/26 marked the launch of *Future of RC (FoRC): Vision 2030*, our strategic blueprint for the next five years, built through one of the most participatory planning processes in Rainbow Centre's history. Retreats, town halls, workshops, and environmental scans brought staff and stakeholders into the shaping of where Rainbow Centre must go. What emerged is a plan that is not merely aspirational but grounded: four organisational shifts, three goals, and a clear commitment to serving persons with disabilities and their families across their lives.

The Board's role in a year like this is to hold both ambition and stewardship in view. We have asked hard questions of the plan – about priorities, sequencing, and sustainability, and we have been encouraged by the rigour with which management has answered them.

Year 1 was a year of foundations: shared frameworks, clarified accountabilities, and the systems that will allow transformation to be embedded and sustained. Those foundations are now in place, and Year 2 will be the year they move into practice.

This year also brings a significant transition in leadership. On behalf of the Board, I extend our deepest gratitude to Sze Wee, whose 26 years of service have shaped Rainbow Centre immeasurably, and whose steady hand guided us through the first year of FoRC. We are profoundly grateful for the legacy of care, rigour, and heart she leaves behind.

We also bid a grateful farewell to our Honorary Patron, Professor Tommy Koh, who steps down from the role after 21 years. We are deeply thankful for the trust and support he has given our work, and for using his voice and influence to champion greater understanding and inclusion for persons with disabilities. His longstanding commitment to the disability community has been an encouragement to us as we continue to push the boundaries of what is possible.

At the same time, we warmly welcome Hai Ying as our incoming Executive Director. The Board is confident that under her leadership, and with the dedication of Rainbow Centre's staff, the vision set out in FoRC will be carried forward with fresh energy, clarity, and purpose.

To our partners in government, our funders and donors, our volunteers, and above all the families who place their trust in us – thank you. The world we are working toward, beyond disabilities, is one we can only build together.

Ms Evangeline Chua
President

2.2 Message from Executive Director



Every annual report tells the story of a year. This one, for me, also closes the story of 26 years.

I joined Rainbow Centre as a social worker, when our work was focused primarily on early intervention and special education. It has been a privilege over the past two decades to witness the organisation broaden its purpose and reach, growing towards a vision of inclusive communities where persons with disabilities are supported throughout life – from early intervention and education to vocational pathways, adult services, and meaningful participation in the community.

When I reflect on my time at Rainbow Centre, what stays with me is not any single programme or milestone, but the people. The families who trusted us with their children and then with their young adults, as those children grew. The staff who bring extraordinary skill and even more extraordinary heart to work that is rarely simple and never routine. The partners, funders, and volunteers who chose to walk alongside us. Rainbow Centre is, before anything else, a community of people who believe that every person with a disability deserves a good life, and who live out that belief daily.

FY 25/26 has been a fitting final chapter. The launch of *Future of RC (FoRC): Vision 2030* reflects the collective

aspirations of our people and the organisation's shared commitment to the future. It is a strategy shaped by many voices, and its strength lies precisely in that shared ownership. Alongside it, the Good Life Framework continues to anchor our practice across every stage of life, while our people strategies, collaboration frameworks, and growing digital capabilities are strengthening the way we work, enabling us to deliver more connected, person-centred and outcomes-focused support for the years ahead.

The most exciting years of this transformation are still ahead, and they could not be in better hands. I have every confidence in the leadership of Hai Ying and in the people of Rainbow Centre, whose passion, capability and shared purpose will continue to shape the organisation's future.

To everyone who has been part of my journey at Rainbow Centre - families, colleagues, Board members, partners, volunteers and friends - thank you. It has been the privilege of my professional life to serve this mission and community. I leave this role with deep gratitude, but never the cause.

Ms Tan Sze Wee
Executive Director

2.3 Message from Executive Director Designate



Stepping into this role, I am filled with an overwhelming sense of gratitude for the incredible foundation built before me.

Under the visionary leadership of Size Wee, Rainbow Centre has grown not just in scale, but in the depth of its heartbeat. The robust frameworks, the passionate team, and the deep, constant trust that our families and partners place in us every single day are testaments to the strong legacy I am privileged to inherit and build upon.

As we look ahead, our mission remains clear, but our horizon is expanding. For nearly four decades, Rainbow Centre has been a beacon of support, education, and empowerment for children and youths with disabilities. We have walked alongside them through their formative years, celebrating every single milestone together. Yet, we know that the journey of potential does not end at age 18 – the transition into adulthood brings new questions, new challenges, and, most importantly, new opportunities.

A vital part of our next chapter will be intentionally stepping into the post-18 adult space. We want to ensure that the young adults who grow up with us do not face a sudden “cliff effect” when they leave formal schooling. Our vision is to build sustainable, inclusive ecosystems that offer meaningful engagement, continuous lifelong learning, vocational pathways, and community living options for adults with disabilities. We want to co-create a future where they can live with dignity, autonomy, and a true sense of belonging.

This future is full of hope, but it is not a journey we can take alone. To our partners, donors, volunteers, and the extraordinary families who trust us: your collaboration is the bedrock of everything we do. As we add to the strong foundations already in place, I invite you to dream boldly with us, to innovate with us, and to push the boundaries of what true inclusion looks like in Singapore.

Thank you for welcoming me so warmly into this vibrant community. Together, with hope as our compass and a solid foundation beneath us, we will build a tomorrow where every individual, at every stage of life, can thrive.

Ms Peng Hai Ying
Executive Director Designate, appointed 13 July 2026

2.4 The Future of RC: Vision 2030 — Strategic Plan Report

Year 1 Progress: Building the Foundations

FY 25/26 marked the official launch and foundational execution phase (Year 1) of our strategic blueprint: *Future of RC (FoRC): Vision 2030*.

Developed through a highly participatory approach including organisational retreats, town halls, cross-disciplinary workshops, and multi-stakeholder environmental scans, the strategic plan responds directly to a changing client landscape, complex disability profiles, and shifting sector dynamics.

Our collective roadmap centres on four fundamental organisational shifts: from a programme-centric service delivery model to deep client-centricity; from siloed workflows to highly integrated inter-departmental operations; from basic data readiness to a data-driven, outcome-focused methodology; and from an enduring workforce into a psychologically safe, empowered, and thriving collective.

The primary focus of Year 1 was establishing systemic readiness: strengthening our shared organisational understanding, clarifying corporate and clinical accountability, and preparing infrastructural and technological systems that will allow transformation to be embedded, scaled, and sustained over the next five years.



Update on 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.



Year 1 prioritised establishing deep conceptual clarity across campuses regarding what “person-centredness” means in daily operations. RC’s established Good Life Framework reflects a unifying foundation for all RC’s services, reflecting person-centred values that guide the development of our clients in six vital quality of life domains.

Transformation efforts in Year 1 focused on positioning the Good Life framework as a whole-of-life framework across our entire continuum of services. We refined RC’s person-centred belief statements to reflect a shared accountability, outlining explicit expectations for our staff to act as advocates for the voice, choice, and agency of individuals and families.

A core set of concise, organisation-wide Person-Centred Practice (PCP) Principles were also directly mapped to the Good Life domains, ensuring a consistent delivery of client-centric care across Early Intervention (EI), Special Education (SPED), and Adult Services.

Update on 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.

Transformation efforts in Year 1 were focused on three areas: establishing a competency-based framework for workforce development, improving clarity in workforce policies and processes, and assessing organisational needs in the area of employee mental wellbeing.

RC takes a structured, competency-based approach to developing our workforce. In Year 1, we reviewed our existing Leadership Competency Framework (LCF) and established “Digital Enabler” as the fifth leadership dimension, reinforcing that data use and digital capability are now core leadership expectations. We also introduced a unified structure and nomenclature for the Functional Competency Frameworks (FCF) for various professional roles – Therapists, Psychologists, Social Workers, Early Interventionists, and SPED Educators.

Recognising that ambiguity in job roles and people policies introduces inconsistency and strain into everyday work, we refreshed management and middle-management job descriptions to clarify role purpose, decision rights, and stewardship. Eleven HR policies were reviewed to improve clarity, reduce administrative friction, and provide greater transparency, with several reviews also expanding the scope of staff benefits.

Lastly, in the area of employee mental wellbeing, we completed a landscape scan comprising international and local mental health promotion frameworks, playbooks, and recommendations. The team also reviewed RC’s current provisions supporting staff mental wellbeing as well as the needs of our workforce, culminating in the adoption of the “PPR” Framework (Protect, Promote, Respond).

Update on Strategic Goals

Goal 3: Future of RC Spaces

To create inclusive and innovative phygital environments that elevates service delivery for our staff and 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.

The physical and virtual architecture of our campuses dictates the quality of internal cross-disciplinary collaboration and shapes the tangibility of social inclusion within the broader neighbourhood ecosystem. Good collaboration and genuine social inclusion cannot happen by historical accident or good intentions alone; they must be deliberately co-designed into our physical and digital infrastructure. Year 1 established a unified framework for inter-departmental collaboration, paired with a major flagship placemaking project designed to test advanced concepts of neighbourhood integration.

We designed and launched the *C.O.R.E. Collaboration Framework*, built on four principles: *Common Purpose* (aligning on client definitions before action), *Open Communication* (creating safety for honest, respectful, solution-focused speech), *Role Clarity* (knowing and respecting specialised boundaries), and *Enabling Systems for Collaboration* (building purposeful operational structures). This framework is structurally

embedded into a newly introduced “Collaborative Teaming” Community of Practice (CoP) to design uniform meeting norms and integrated workflows.

Social Town, our placemaking initiative at the Admiral Hill campus, serves as RC’s primary living lab for inclusive community building. In Year 1, a dedicated cross-functional workgroup partnered The Afternaut Group, to conduct design research supported by the Good Design Research Grant by DesignSingapore Council, to produce a strategic blueprint. The proof-of-concept maps out diverse functional zones engineered for community activation, including an experiential *Programme Zone*, a public-facing *Glass House Retail & Activity Zone*, a localised *Central Plaza*, and an integrated *Training Cafe* paired with vocational training tracks for adults with disabilities.

Update on Strategic Goals

Looking Ahead

Year 1 built the critical foundation for long-term transformation. By anchoring our care continuum in the Good Life Framework, strengthening our people policies and wellness frameworks, and establishing the C.O.R.E. Collaboration Framework and the Social Town blueprint, RC is now positioned to pivot from foundational readiness into deep frontline execution, tangible client outcome tracking, and active community-integrated spaces.

By the end of Year 2, we intend to show clear movement across every service area: pathways defined and visible to families, adult services growing with a consistent relationship at the centre, Social Town rising at Admiral Hill, and a workforce equipped and supported to deliver it all. We are grateful to our RC Board, our partners, our funders, and above all the families who walk this journey with us towards a world beyond disabilities.



Year in Review

03



3.1 Our Impact in Numbers



2,532

persons with disabilities and families empowered



Early Intervention

668

Special Education

1,044

Care and Enrichment

111

Employability Services

476

Artability
367

Workability
74

Micro Business Academy
25

Micro Jobs Training
10

Adult Empowerment Services

233

Disability Case Management Programme (DCMP)

108

Good Life Befrienders Programme

45

Young Adult Activities! (YAA!)

60

Supported Transition and Engagement Programme (STEP)

20

Community Activation



13,275

Volunteering Hours Clocked

Individual Donors

1,697

Corporate Donors

57

Fundraising Campaigns

20

Individual Volunteers

168

Group Volunteers

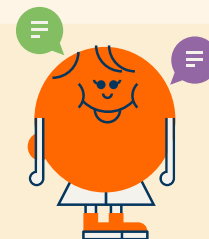
2,177

New Good Life Befrienders

58

Raised to support our key areas of need

\$2,044,156



Building Capability

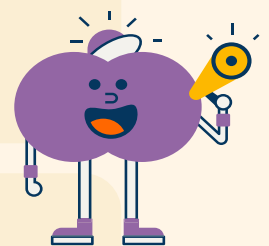
Rainbow Centre Training and Consultancy served:

4,259

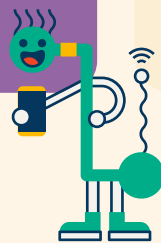
Training Places

94

Organisations



Disability Advocacy



19,890

Followers across social media channels

31

Media mentions

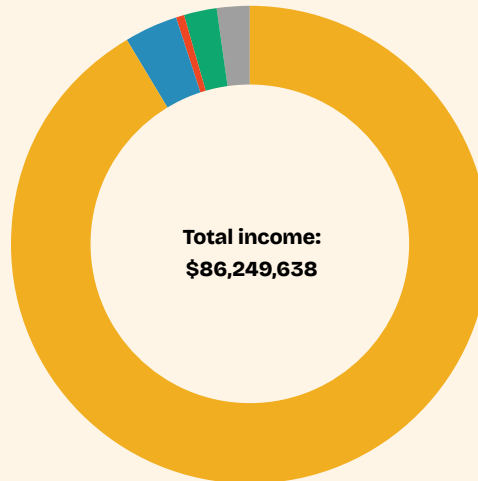
134

Content pieces produced

3.2 Financial Summary

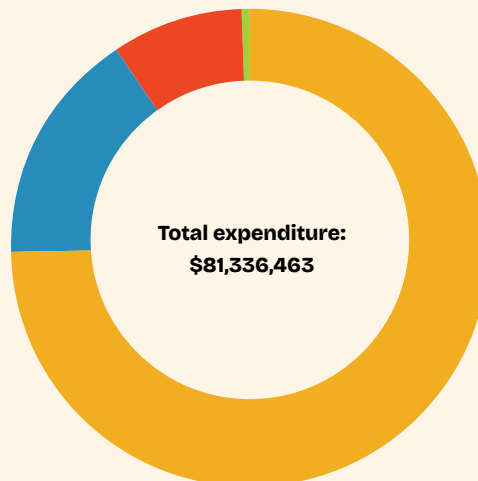
Sources of Income

- Government Grants
\$78,967,584 (91.5%)
- Programme Fees
\$3,161,164 (3.7%)
- Other Grants
\$309,649 (0.4%)
- Donations
\$2,044,156 (2.4%)
- Others
\$1,767,085 (2.0%)



Expenditures

- Manpower
\$60,856,985 (74.8%)
- Programme & Operating Expenses
\$13,024,028 (16.0%)
- Depreciation
\$7,068,536 (8.7%)
- Fundraising & Related Expenses
\$157,258 (0.2%)
- Others
\$229,656 (0.3%)



Fundraising efficiency ratio is **7.7%**.

3.3 Beyond the Numbers

Outstanding Agency Award 2025



Rainbow Centre was conferred the Outstanding Agency Award by the Ministry of Social and Family Development (MSF). Presented to social service agencies that demonstrate both impactful outcomes and organisational excellence, this affirms our commitment to delivering person-centred services and driving innovation to meet the evolving needs of persons with disabilities and their families.

ASEAN Rural Development and Poverty Eradication Leadership Award



Rainbow Centre received the ASEAN Rural Development and Poverty Eradication Leadership Award in the "NGOs/CSOs" category from Singapore at the 14th ASEAN Ministers Meeting on Rural Development and Poverty Eradication in Dec 2025.

The award recognises non-governmental organisations that have shown excellence in fostering sustainable community development across ASEAN member states.

2025 Singapore Opportunity Index

We have been recognised among Singapore's Top 300 Employers in the 2025 Singapore Opportunity Index (SOI), as a "Career Builder", standing out for our efforts in creating meaningful opportunities for both vertical and lateral career development, supporting staff progression and success.

This affirms our commitment to strong people and workplace practices, not only within the social service sector, but across industries in Singapore.



Social Service Professional Awards 2025



The Rainbow Centre-Institute of Mental Health Integrated Social Health Case Management Pilot (ISH) team won the Team Award at the inaugural Social Service Professional Awards for its cross-agency efforts to deliver coordinated, client-centric care for individuals with disabilities and complex needs.

The team consists of Cynthia Lee (Senior Assistant Director, Allied Professional Services), Ryan Huang (Senior Psychologist, Adult Empowerment Services) and Charlene Tan (Senior Medical Social Worker, IMH).

Today, RC continues ISH's work through the Disability Case Management Programme (DCMP), modelling the way for collaborative work between social services and healthcare in Singapore.

Opening of a new EI Centre at Marsiling Lane



A significant milestone this year was the opening of Rainbow Centre's new Early Intervention Programme centre at Marsiling Lane (EMars). EMars is expected to serve up to 171 children when fully operational.

The new centre strengthens access to timely intervention for children with developmental needs and brings support closer to families in the community.

MOE–SG Enable Innovation Award 2025



Our Hear My Voice team — led by Senior Speech Language Therapist Dawn Young and Lead Specialist Najmunnisa D/O Shaik Alawooddeen — were awarded the MOE–SG Enable Innovation Award 2025 for their work in transforming Augmentative and Alternative Communication (AAC) service delivery across Rainbow Centre's three SPED schools, pioneering a collaborative, standardised and scalable approach that gives students faster access to communication tools while building teacher competency and confidence.

Started as a strategic initiative, they have led the standardisation of AAC across Rainbow Centre and significantly improved access to communication tools for students with complex communication needs, notably a 96% improvement in students' communication, 70.5% increase in teachers confidence in using AAC in class and six months reduction in assessment waiting time.

Strengthening School-wide AAC Implementation

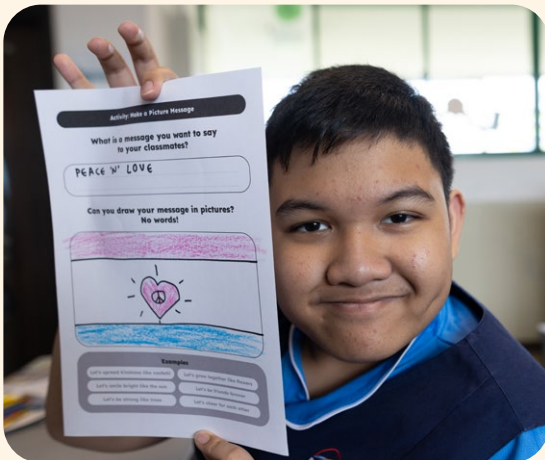


Rainbow Centre's adaptation of the Specific Language System First approach offers a resource-efficient way to implement Augmentative and Alternative Communication (AAC) consistently across all RC schools.

The approach and its pilot evaluation were documented in the paper, **"Adapting the Specific Language System First Approach for Special Education Schools in Singapore,"** published in the Feb 2026 issue of *Research in Developmental Disabilities*, a peer-reviewed journal.

Authored by Senior Speech Language Therapist Dawn Young, Lead Specialist Najmunnisa D/O Shaik Alawoodeen and Senior Speech Language Therapist Dr Tan Seok Hui, the paper outlines how RC adapted the approach for the local SPED context, supporting school-wide AAC implementation through a shared language system that can be used by educators and therapists across students' everyday learning environments.

No Man is an Island



Contributing to the SG Youth Plan

Youths with disabilities have aspirations, ideas, and perspectives that deserve to be part of conversations about Singapore's future. Through 'No Man is an Island', a creative community arts project supported by the National Youth Council, more than 20 students from Rainbow Centre's schools partnered Superhero Me artists to create

artworks like flags, animation and movement, while sharing their hopes and visions for the future as part of the SG Youth Plan.

The project was exhibited at Jurong Regional Library and Waterway Point, along with six outreach sessions at mainstream schools.

Showcasing Creativity at National Day Parade 2025



At the National Day Parade 2025, former students Nur Aliyya Qisya Binte Muhammad Fazrin and Nurin Farisha Binte Abdullah saw their artwork transformed into parade floats featured on the national stage, while students Hirdani Adrean Bin Abdul Halim, Muhamad Rifqy Izzat Bin Mohammad Ridhuan, and Pang Yuqi were among 41 artists with disabilities selected to design the 2025 NDP fun packs. Their participation helped raise the visibility of disability inclusion and celebrated the creativity, strengths, and potential of individuals with disabilities.

A Good Morning with RC: Connected Communities Fair



Held in conjunction with World Autism Awareness Month, Rainbow Centre welcomed 177 families, partners, and members of the public to its second edition of its community open house.

A key focus of the event was strengthening awareness of post-18 pathways and community resources available to individuals and their families as they navigate the transition to adulthood.

Through information sharing, interactive activities, and engagement with service providers, attendees gained insights into opportunities for lifelong learning, employment, recreation, and community participation.

Advancing Inclusive Design for Changi Airport Terminal 5



Rainbow Centre students from three SPED schools participated in a series of focus group discussions with The Afternaut Group to support inclusive design efforts for the upcoming Changi Airport Terminal 5 development. We contributed perspectives on how public spaces can be designed to better support diverse users to travel with greater confidence and independence.

Our Services

04



4.1 Early Intervention Services



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.

76

Preschools partnered to deliver the Development Support Plus (DS-Plus) Service

668

Students served, an increase of 16% over the last year

4.1 Early Intervention Services

Learning, Growing, and Thriving



Mohammad Afq Zidan, 5, from RC Early Intervention @ Margaret Drive, is an affectionate, fun-loving boy who enjoys playing with adults and being around his peers. He benefited from support in speech and language to help those around him better understand his wants and needs, as well as support his emotional regulation.

Following changes at home, Afq's attendance became inconsistent, affecting his behaviour, emotional regulation and participation in learning. Working closely as a transdisciplinary team, staff supported his parents in arranging school bus transport and navigating changes at home, while also introducing consistent structured teaching and visual communication strategies.

With consistent early intervention, Afq is able to participate in group activities and independent tabletop tasks. He has also grown in confidence, volunteering to speak in front of the class, taking turns and supporting his peers. His progress has broadened his transition options from SPED schools offering a customised curriculum to those offering the national curriculum.

Supporting Adam to Shine in the Classroom

When Adam Rizqi, 6, joined RC Early Intervention @ Margaret Drive, he had some challenges in literacy, language and learning that affected his participation in classroom activities. His teachers at My First Skool at Blk 106 Henderson Crescent were keen to support him and worked closely with RC to find ways to help him participate more meaningfully alongside his peers.

Through the DS-Plus programme, regular co-planning and co-teaching sessions allowed both educators to adapt classroom activities using visual supports, differentiated instruction and multi-modal learning approaches. These strategies were woven naturally into everyday lessons, helping Adam learn within the classroom alongside his friends.

Today, Adam is participating more confidently in group activities, taking a more active role in daily routines, and showing encouraging progress in his literacy and language skills.



Early Interventionist Eileen Koh (left) and Teacher Joy (right) supporting Adam in the classroom.

“Working closely with Eileen from Rainbow Centre gave me practical ideas and reassurance in planning activities that helped Adam participate and learn alongside his peers. Seeing him become more engaged strengthened my confidence in creating a classroom where every child feels included.”

– Erika Joy Lozano Balubayan, English Teacher, My First Skool at Blk 106 Henderson Crescent

4.2 Special Education



RC's 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.

1,044

students served

874

have autism

170

have multiple disabilities

5

recipients of the Lee Kuan Yew Exemplary Student Award in 2025:

- Mohamad Luth Eqmal Bin Mohamad Zulkifly (Admiral Hill School)
- Andy Ang Jia Jun (Margaret Drive School)
- Hannah Teo Yi Xuan (Margaret Drive School)
- Ang Jun Kang (Yishun Park School)
- Yassin Bin Osman (Yishun Park School)



4.2 Special Education



Preparing for the world of work begins long before graduation. For students who aspire to work as part of their Good Life plan, Workability and Artability – delivered by RC's Employability Services in partnership with our SPED schools – open the pathway.

Students explore different industries through the Vocational Experiential Programme, deepening their knowledge of the world of work, and undertake real work placements through the Work Experience Programme, building job skills, workplace routines and confidence in authentic settings.

74

SPED students were empowered via our Workability programme

58

Vocational Experiential Programme

100%

improved their vocational skills

16

Work Experience Programme

100%

have shown improvement in their skills and knowledge of various industries

367

students were engaged via Artability

313

In-Curriculum Exposure

85%

of students demonstrated improvement in their skills and engagement

40

Co-Curricular Activity

14

Talent Art Programme

100%

showed improvement in their skills and knowledge

4.2 Special Education

Game On for Inclusion!



Sports continue to be a powerful avenue for inclusion at RC, creating opportunities for students to build confidence, develop skills, and experience success alongside their mainstream peers. Through both competitive and inclusive sporting experiences, our students are supported to participate actively, strengthen friendships, and be part of shared community experiences.

A total of 55 students from all three RC SPED schools joined 500 athletes in the 10th Special Olympics Singapore National Games, giving their all

and making a meaningful mark at this national event. More than just medals and matches, they found joy in playing the sports they love, felt the thrill of competing alongside friends, and experienced that sweet satisfaction that comes from doing their best and working hard.

At the Play Inclusive competitions, 30 students participated in badminton, football, and basketball alongside peers from Orchid Park Secondary School, achieving commendable wins while strengthening bonds through shared play. In the Skills Challenge, students were paired with peers from Republic Polytechnic, SUTD, SIM, and SIT, opening up meaningful opportunities for connection, collaboration, and mutual learning.



Students across the campuses competed as one Rainbow Centre alongside Orchid Park Secondary School. Some key achievements include winning second place for Unified Basketball 3v3 and fourth place for Unified Badminton.

4.2 Special Education

Open Classroom Learning: A Journey Around the World



At Margaret Drive School (MDS), learning extended beyond the classroom through immersive experiences that brought global cultures and environments closer to students. With MDS' first ever Open Classroom Learning Week, students began their journey with a simulated airport and airplane ride, giving them a taste of taking flight around the world.

This would not have been possible without our partners Art Me Diell, Income P-line, GSK, and parent volunteers for creating these meaningful, hands-on engagements to help students connect learning to the world around them in accessible and enriching ways.

Strengthening Curriculum for Complex Needs: Multiple Disabilities Taskforce and UK Study Trip



The team visited five excellent specialist schools in the UK, which includes Bangabandhu Primary School and Sunningdale School.

A dedicated taskforce was established to review and enhance curriculum and programming for students with multiple disabilities in Margaret Drive and Yishun Park School. As part of this work, a multi-agency study trip to the United Kingdom was undertaken to visit specialist schools and deepen understanding of curriculum approaches for learners with complex needs.

The schools demonstrated how a clear vision could shape individualised, play-based learning that builds on each student's motivations, communication styles and strengths. Purposefully designed environments, a deep understanding of learner profiles, and regular reflective dialogue among staff were also key to creating meaningful, person-centred learning experiences. These insights will guide the ongoing redesign of teaching and learning practices to strengthen student engagement and outcomes.

4.3 Care and Enrichment



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.

111

Students served

67

OOSH

22

WOW!

22

GLB

OOSH

73%

of students in OM

65%

of students in OY

achieved progress to independence for a goal related to being independent, engaged, included and heard

WOW!

90%

of WOW! students

progressed to independence for at least one goal

Good Life Boarding

94%

of students

exhibited improvements in at least 2 out of 3 of their individualised living plan goals

4.3 Care and Enrichment

Partnership with ITE to Strengthen Quality Care and Enrichment



Through a 2.5 year-long partnership with the Institute of Technical Education (ITE), four Care Facilitators — Chloris Ng, Kathir Vel S/O Ravinderan, Mok Siew Suan, and Nur Atiqah Binti A Rahman — worked at OOSH as part of their Work-Study Diploma in Community Engagement and Development. Working closely with OOSH students and families, they built positive relationships and helped create a supportive environment that encourages meaningful participation and the development of independent living skills beyond school hours.

Watch Out, World! — Look What We Can Do!

Learning does not stop when the school day ends. Through the Watch Out, World! (WOW!) talent development enrichment programme, students are given meaningful opportunities to try new experiences, develop skills and grow in confidence, adaptability and independence.

For 14-year-old Nur Zulqaysha A'syura from Yishun Park School, WOW! has given her the opportunity to pursue her love of skateboarding with Coach Haziq. More than just picking up a new hobby through the mentorship, the experience gave A'syura the opportunity to learn alongside someone who shared her interests, build confidence in her abilities and develop her passions in ways that were meaningful to her. She shares, "I like to skateboard because it's challenging and fun! I can feel the wind in my hair, and it's cool."



Through the WOW! programme, 21 other students explored interests such as pottery, game coding and digital animation, while students from OOSH got to experience claymaking, sport stacking and even kudo.

Beyond Good Life Boarding



Supported by Capitaland Hope Foundation and the President's Challenge grants, GLB trains students to build practical skills and confidence for everyday life, while equipping caregivers with tools and strategies to continue this learning at home.

For student Bhrammadevan S/O Kumarason, 16, the progress made through GLB did not end when the programme concluded. What began as goals in his Individualised Living Plan (ILP) has translated into greater independence and participation in daily life at home.

Today, Devan plays an active role in household routines, including taking responsibility for hanging up the family's laundry. One of his most significant milestones has been learning to wash his hair independently.

4.4 Employability Services



Nur Sabrina Bte Rahim from Micro Jobs Training works as a Retail Assistant at Woods in the Books, a local bookstore at New Bahru.

The Employability Services (ES) team empowers persons with disabilities by providing training and authentic learning opportunities that build job readiness - beginning in the classroom and continuing beyond graduation.

For SPED students, Workability and Artability offer prevocational preparation, opening early pathways into work and creative practice.

For SPED graduates, a suite of services including the Micro Jobs Training and Micro Business Academy carries that journey into adulthood, translating readiness into real livelihoods.

476

Clients served

25

Micro Business Academy

10

Micro Jobs Training

99.4%

employer satisfaction rate for partnership experience and support provided

18

active partners across industries

100%

continued vocational training placement or employment after completing Micro Jobs Training

4.4 Employability Services

Opening Doors to Inclusive Employment

In FY 25/26, we partnered with 18 employment partners to create meaningful training and employment opportunities for our young adults, including those with moderate to higher support needs. Across diverse industries, these partnerships support authentic workplace experiences, skills development, and pathways towards employment.



One such partnership is with weareSuper, which created microjob opportunities within the arts and retail sector. Through this collaboration, Micro Jobber Jensen Tadiran, 24, graduate from Margaret Drive School, took on the role of Art Designer cum Retail Assistant in Mar 2026, contributing to design projects and retail operations. By adapting job roles, workflows and tasks, the team created a more accessible work environment for Jensen, while providing valuable industry exposure through collaborative design and merchandise development.

Our longstanding partnership with Fairmont Singapore has also continued to open doors for our senior programme students during their schooling years. Since becoming an employment partner in 2022, Fairmont Singapore has provided vocational training opportunities across its Laundry, Banquet and Restaurant departments. To date, more than 24 students have completed internships with the hotel, gaining hands-on experience, workplace skills and confidence through structured training and inclusive onboarding practices.

4.4 Employability Services

In the Making: Stories Behind the Businesses



RC alumni Cheryl Hong from The Nutty Crunchies (left) and Raouf Majeed (right) from Grateful Grains, microbusinesses they co-run with their family members.

Supported by Blackrock Singapore and President's Challenge Empowering for Life Fund (ELF), the Micro Business Academy (MBA) empowers families of persons with disabilities to turn home-based business ideas into sustainable ventures.

In FY 25/26, with support from the Lendlease Foundation and in partnership with Hatch, we brought five micro businesses together in one meaningful space to help the public connect with and buy from their micro businesses and support the families' livelihoods.

The initiative created opportunities for families to share their entrepreneurial journeys, connect with new audiences, and build greater awareness of their businesses. Through authentic storytelling and increased visibility both onsite and online, our families were able to showcase their products, grow their customer reach, and strengthen pathways towards sustainable livelihoods.

View the microsite [here](#).

4.5 Allied Professionals Services



A portrait of students Shane and Fynn Chua (front), who have autism, with their parents taken by photographer Bob Lee at our recent Connected Communities Fair

Allied Professionals Services brings together Therapy Services, 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 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 families and educators to ensure that their interventions align with each student's engagement and learning needs.

613

students
served

160

caregivers engaged
through 26 workshops
and respite activities

4.5 Allied Professionals Services

A Person-Centred Approach to Jarrod's Post-18 Transition



For Jarrod Koh, 18, a graduating student at Margaret Drive School, a fulfilling life means staying connected with others and spending time doing the activities he enjoys. An outgoing and sociable young man, Jarrod loves sports, video editing, and being around peers his age. Confident and expressive, he is always keen to make new friends and explore new experiences.

Through RC's Good Life care planning process, Jarrod and his family were able to identify what matters most to him and the support needed as he transitions beyond school. Working closely with Jarrod's teachers and the team of social worker, therapists and psychologists, the Good life Befrienders team introduced him to Group Befriending with students from Singapore Management University.

They also matched him with befrienders Amanda Chang and Chan Chin Lim, who took him out to enjoy a range of community-based activities including basketball and bowling, creating opportunities for him to build connections and pursue his interests. At the same time, Jarrod's family has taken an active role in supporting his goals. From planning meaningful activities to involving him in video editing projects, they continue to create opportunities for him to stay engaged, connected and working towards the life he envisions for himself.

Strengthening Participation Through Therapy

For 16-year-old Fam Hui, a student at Margaret Drive School with Autism Spectrum Disorder, participating in school activities became challenging after transitioning to the Senior Programme in 2025, partly due to the side effects of her medication used to manage seizures.

RC's team of allied professionals, teachers, and family members worked together to introduce occupational therapy and psychology support centred on her strengths and motivations. Leisure activities, including tricycle riding, helped her reach a calm and ready state, enabling greater participation in classroom routines and work activities. Today, Fam Hui actively participates in classroom learning and community outings alongside her peers.

4.6 Adult Empowerment Services



Senior Life Coach Muhammad Nazry Bin Bahari works with a client in RC's first Day Activity Centre at Margaret Drive.

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; independent living through coaching and life skills development; family as first support; connected communities 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 Supported Transition and Engagement Programme (STEP), which promote social engagement; and Good Life Befrienders (GLBF), a befriending programme that pairs our youths with new peers to build friendship through shared interests.

This year, AES also began preparations for the opening of Rainbow Centre's first Day Activity Centre (DAC) - a significant expansion of our continuum of adult services that will offer structured day programmes for adults with higher support needs.



233

adults
served

60

in YAA!

20

in STEP

108

in DCMP

45

youths
in GLBF

4.6 Adult Empowerment Services

Sustaining Engagement Through Social Connection



In FY 25/26, YAA! continued to offer a wide range of activities supported by community partners, from creative and recreational sessions to outings and hands-on experiences. These opportunities not only allowed young adults to explore new interests and build friendships, but also fostered greater inclusion by creating spaces where persons with disabilities can participate and belong.



Beyond the activities, YAA! also provides valuable respite for caregivers, knowing their loved ones are engaged in a safe and supportive environment. Whether attending to personal matters, taking a short break, or simply having time to recharge, this regular support helps families sustain the caregiving journey over the long term.

A Coordinated Path Forward

Nur Elynn Binte Noryatiman, 21, was referred to DCMP after challenging behaviours affected her placement at a previous Day Activity Centre. Working closely with her caregivers and care network, the team developed a coordinated support plan that addressed her needs across multiple settings. This included linking her to the Institute of Mental Health (IMH) for psychiatric intervention and medication management, introducing structured sensory activities and behavioural strategies to support her daily routines, and providing regular coaching for her caregivers.

With continued support, including engagement with a SPED tutor and assistance in applying to an ASD-focused Day Activity Centre, Elynn successfully completed her trial placement and has since been accepted for enrolment. Her journey demonstrates how coordinated, person-centred support can help individuals with complex needs access the services and opportunities they need to thrive.



4.7 Development and Innovation



Staff learn about GenAI at RC's annual Learning Day 2025

Innovation at RC is grounded in the everyday: ideas begin with the lived experience of our students, clients and families, are shaped alongside our practitioners, and are tested for real-world impact before they grow.

Development and Innovation (D&I) drives RC's mission forward by asking a constant question: *How can we serve better?* The team turns insight from practice into new models, tools and partnerships that improve the lives of persons with disabilities within RC and beyond. Working across our schools and services, the team drives the execution of our annual Learning Day event, supports service design and research, pilots new approaches to persistent gaps, and scales what works.

4.7 Development and Innovation



Shaping Good Lives Through Research and Evidence-Based Practices

In FY 25/26, RC presented at five conferences and supported research and innovation efforts, including the Good Life Befrienders Playbook, SIT innovation projects on an AI-integrated AAC device for children with autism and an AI app for caregivers supporting persons with autism. It also supported a final-year project by Temasek Polytechnic students on public perceptions of persons with intellectual disabilities at community events.

Promoting Innovation and Action Research

We started an online newsletter publication to allow staff to subscribe to get termly updates of the latest research in special needs. To motivate staff to do research learning, we also created an AI step-by-step chatbot to help staff to write a proposal to apply for research grants, and went further to trial a journal article request system for staff to access specific articles from research journals. A learning management system was also set up to teach staff basic concepts about action research.

Supporting Staff in Using Technology

This year, we supported staff across RC in building confidence with digital and AI tools - curating guides to commonly used AI tools such as chat assistants, research tools and writing aids, with practical pointers on what each does well and how to use them appropriately in our context. Staff were also invited to share their own ideas and use cases.

Rainbow Centre Seed Grant Programme (RCSG)

The Rainbow Centre Seed Grant Programme (RCSG) encourages innovation and spreads good evidence-based practices across RC. Through RCSG, teams closest to our students and clients can test promising ideas in practice, with successful pilots refined and scaled across the organisation. The programme strengthens RC's innovative and adaptive spirit, so that we continually break new ground for the people we serve and their communities.



4.8 Training and Consultancy



RCTC trainers with participants from Changi Airport Group

Rainbow Centre Training and Consultancy (RCTC) extends RC's impact beyond our own campuses, sharing what we have learnt from decades of practice with the professionals, caregivers and organisations who support persons with disabilities.

A SkillsFuture Singapore (SSG) Registered Training Provider, RCTC delivers training, workshops and consultancy on disability and social inclusion to both internal teams and various service sectors. Drawing on the experience of our practitioners across early intervention, special education, adult services, social work and therapy, RCTC aims to pass on practical knowledge that works, so that persons with disabilities are well supported wherever they are.

4,259

training
places filled

94

external organisations
impacted by RCTC's
inclusive practices
programmes

4.8 Training and Consultancy

Advancing Inclusive Practice Beyond Borders



RCTC hosted an 11-day training programme for eight psychiatric nursing specialists from the Hong Kong Hospital Authority (HA), one of Hong Kong's largest public healthcare providers. Representing different hospitals and clinical settings, the participants shared a common goal of strengthening support for persons with intellectual and developmental disabilities.

The programme combined classroom learning, site visits and practical discussions, covering topics such as person-centred practices, Positive Behaviour Support, community-based services, and



approaches to improving quality of life outcomes. Through exposure to Rainbow Centre's service models and practices, participants gained insights that could be adapted to their own work within Hong Kong's public healthcare system.

Beyond knowledge exchange, the programme provided a platform for cross-border learning and professional collaboration, contributing to the advancement of inclusive and person-centred support for persons with disabilities across different care settings.

Building Capabilities for More Inclusive Communities



RCTC continued its partnership with Changi Airport Group through disability awareness training, equipping frontline staff with practical strategies to better understand and support travellers with disabilities and their families. This contributes to a more welcoming and accessible travel experience.

It also commenced a training series for ITE lecturers, focused on strengthening their capabilities to support students with special education needs in vocational and classroom settings. Tailored to the ITE context, the training equips lecturers to respond to diverse learning and behavioural needs, foster more inclusive vocational and classroom environments, and enhance their confidence in working with neurodiverse learners.

Our Enablers

05



Student Hairis Rafeqi, who has autism and William Syndrome, with his befrienders Shernice Phang and Elyas Indra at the Museum of Ice Cream.

5.1 Our People: Empowered, Included, and Thriving

Our mission is made possible by our people. In FY 25/26, we continued to invest in our people by creating opportunities for staff to learn, contribute and connect — strengthening the conditions for our teams to be empowered in their work, included in shaping the organisation, and supported to thrive.

Learning Day 2025: EmpowerTech



Continuing RC's journey towards becoming more data-driven and technologically savvy, this year's edition deepened staff's understanding of how technology can enhance person-centred practice, improve efficiency and support better outcomes for clients.

Through hands-on workshops across four learning tracks, staff gained practical skills in Google Workspace, Gemini, NotebookLM and Looker Studio, and explored ways to apply these tools in their everyday work. Keynote speaker Mr Ian Yong Hoe Tan, a strategic communications expert, university lecturer and generative AI coach, encouraged staff to see AI not as something to fear, but as a tool to work smarter and focus on what matters most—people.

As RC works towards *Future of RC: Vision 2030*, digital upskilling remains key to building a capable, future-ready workforce and fostering a culture of continuous learning.

Bloomberg Data for Good Exchange (D4GX) 2025 Grant and Accelerator Programme



RC was one of the six SSAs selected for the inaugural Bloomberg's D4GX, receiving \$60,000 in grant funding and expert mentorship to strengthen its use of data in addressing key organisational challenges.

Working closely with expert data mentors, we refined our behavioural data collection to better guide intervention planning, track progress, and demonstrate programme effectiveness. The programme also broadened our approach to data measurement by identifying meaningful indicators for different stakeholders to inform future dashboards and reporting. These insights will enable staff to make more informed, data-driven decisions and further enhance outcomes for our students and clients.

5.1 Our People: Empowered, Included, and Thriving

Communities of Practice



Our first COP session on Family-Centred Practice welcomed a total of 25 staff.

In Mar 2026, we launched our Communities of Practice (COPs) on Collaborative Teaming and Family-Centred Practice. Led by the Development & Innovation unit, the inaugural COPs brought together colleagues from across services and roles to exchange knowledge, share experiences and learn from one another. This marked an important first step towards fostering greater cross-disciplinary learning and strengthening professional practice across the organisation.

Club 501 Initiatives and Staff Day 2025: Generation E.I.T



Supporting staff wellbeing remains an important priority as we continue to grow and evolve as an organisation. Through initiatives led by RC's official recreation club, Club 501, colleagues from across programmes and enabling units came together through termly Pantry for the People events to organise meaningful engagement and relationship-building activities aimed at strengthening connections and fostering a positive workplace culture. Some highlights included health check-ups in partnership with Great Eastern and a DIY flower bar.



Efforts culminated in our annual Staff Day event at Resorts World Sentosa, where 850 RC staff gathered together to celebrate our Long Service Award winners. We also partnered with the cultural movement Sing Song Social Club to sing the hit song 'Golden', to celebrate our dedication to RC's mission together.

Empowered, Included, and Thriving (EIT) Awards 2025

The EIT Award recognises and celebrates RC Culture Champions who have consistently demonstrated the EIT values. Through their behaviours and qualities, they help to promote a work environment and culture where all staff are Empowered, Included, and Thriving. Through this recognition, we hope to inspire all RC staff to practise and role model the EIT culture in their day-to-day. In 2025, there were a total of 43 awardees across all RC units.

People Achievements

Our people continue to bring distinction to RC through their leadership, expertise and commitment to the disability and social service sector. In FY 25/26, several colleagues were recognised for their contributions across advocacy, education, early intervention, therapy and professional practice.



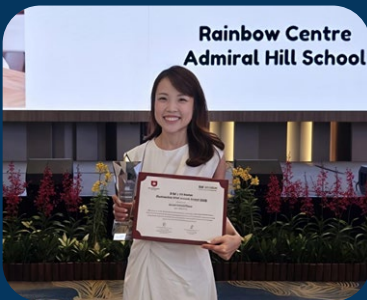
Divya D/O Balakrishnan

Senior Occupational Therapist, was selected for National Council of Social Services (NCSS) 40-Under-40 programme for her excellence as a promising young leader.



Jean Loo Qingwen

Director of Advocacy and Community Engagement, was awarded the Lee Kuan Yew Scholarship Award 2025 in pursuit of her Master in Social Work at National University of Singapore.



Eileen Oh Kai Ling

Our School Staff Developer at Admiral Hill School, received the MOE-SG Enable Outstanding SPED Educator Award.

Lim Shu Yu

Senior Early Interventionist, awarded the Outstanding Early Intervention Professional Award at the ECDA Awards for Excellence in Early Childhood Development 2025.



Sharifah Yokohama

Principal Trainer at RCTC, was awarded the Public Service Medal at the National Day Awards 2025.



Maria Koh Phey Serh

Lead Specialist, was awarded the Outstanding SPED - Physical Education Teacher Award (OSPETA) 2025 by Singapore Physical Education Association.

5.2 Our Partners and Volunteers

Partnership takes many forms at Rainbow Centre. Throughout FY 25/26, corporates, schools, community groups and individuals stood alongside us - volunteering their time, opening doors to work and life experiences for our students and clients, championing inclusion in their own networks, and supporting our programmes.

In FY 25/26, 168 individual volunteers and 2,177 group volunteers clocked over 13,275 hours of volunteering across our programmes and services. Learn more about their stories.

UBS



UBS actively supported celebrations and activities across RC, including Chinese New Year, Hari Raya and Racial Harmony Day. A total of 176 volunteers contributed 770 volunteer hours, bringing joy, companionship, and meaningful engagement to our students.

In recognition of their sustained commitment and valuable contributions, UBS was also honoured with the Good Life Partner Award at our 2025 Volunteer Appreciation Day.

Tetra Pak



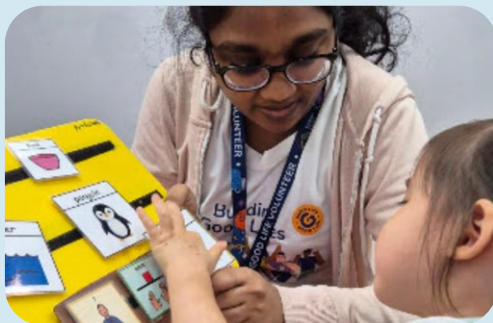
From supporting experiential learning opportunities for students at Admiral Hill School to contributing recycled materials for Purple Parade prop-making workshops, our partnership with Tetra Pak brought together students, volunteers and community members through shared experiences. Tetra Pak also hosted a disability inclusion sharing session for its employees, helping to foster greater awareness and understanding in the workplace.

Using donated materials from Tetra Pak, we also created props that enhanced our contingent's fun factor at the Purple Parade 2025.

Meet our Volunteers

Meaningful relationships can make a world of difference. Across RC, our Good Life Volunteers journey alongside persons with disabilities as befrienders, mentors, activity facilitators and companions. Through their consistent presence and commitment, they help create opportunities for learning, participation, friendship and belonging.

Befriender to Volunteer: Sabitha's Journey



Sabitha Thamilselvan, 28, who has autism and mild intellectual disability, first joined the Good Life Befrienders programme in 2025 with the hope of expanding her social circle beyond work. Paired with befrienders Lauren and Ai Ling, she began building meaningful friendships through walks and bowling.

Inspired by her positive experiences, Sabitha expressed an interest in giving back and subsequently joined RC as a Student Befriender at Early Intervention @ Yishun Park. Today, she volunteers weekly, supporting young children through activities and classroom engagement.

A Familiar Face at School: Chee Sie Woon



Since 2023, Chee Sie Woon has been a familiar and trusted presence at Margaret Drive Campus. A member of Queenstown Baptist Church, he has generously contributed his time across a range of volunteering opportunities.

In 2025, Sie Woon clocked 142 volunteer hours, the highest among our individual volunteers, earning him the Good Life Volunteer Award. Beyond his regular volunteering, he also supported the Early Intervention team's graduation preparations, creating props and standees that made the celebration a memorable one.

Friends for a Good Life



Our Good Life Befrienders (GLBF) programme takes volunteering a step further - from giving time to sharing life. It pairs our youths with befrienders who meet regularly around shared interests and lets friendship grow from there. For our youths, a befriender is someone who shows up not because they have to, but because they want to, and that distinction matters deeply to a young person's sense of belonging and self-worth. These friendships embody the inclusive communities we envision: relationships that carry on beyond programme hours, woven into the ordinary rhythms of life - a meal shared, a match watched, a text that says someone is thinking of you.

In FY 25/26, 58 new befrienders joined our community, bringing the total to 200-strong.

The Good Life Befrienders Programme was awarded funding under the President's Challenge from 1 Jul 2025 – 1 Jul 2028, which will support the efforts to develop befriender leaders and their leadership and skills in community development. Through this initiative, befrienders will be empowered to take greater ownership in driving ground-up efforts that promote social inclusion and meaningful engagement for youths.

GLBF also marked its third year partnering Singapore Management University's Project Inara in its annual group befriending project. Over ten weekly sessions from Jan to May 2026, 10 senior programme students from Margaret Drive School and 22 befrienders came together through shared activities and conversations, creating opportunities for friendship, mutual learning and meaningful connections that extend beyond the programme itself.

5.3 Our Donors

We are deeply grateful to our donors whose generosity has made our work possible. Their support allows us to go beyond what public funding alone can provide – supporting underserved needs, piloting innovative programmes, and investing in service design that creates new pathways for persons with disabilities and their families to live Good Lives.

\$100,000 and above

MFS International Singapore Pte Ltd
CapitaLand Hope Foundation
President's Challenge

\$30,000 - \$99,999

Ang Rong Sheng John
Dance Horizon Troupe (Singapore)
Liu Shunxing
MILK (Mainly I Love Kids) Fund
Queenstown Baptist Church of Singapore

\$10,000 - \$29,999

Association of Consulting Engineers Singapore
Bien Lai
Chan Cheow Hoe
Epson Singapore Pte Ltd
Google Asia Pacific Private Limited
Hsuen Chow Pte Ltd
Kee Su Lee
Lien Tsung Chien Christopher

\$3,000 - \$9,000

5th Coy Main Body Fund
Allalloy Dynaweld Pte Ltd
Central Singapore Community Development Council
Chong Zhi Ming Justin Edward
CNC Petroleum Pte Ltd
Dan Chua Kok Leong
Eu Zai Qi Richard
Grace Tee Hui En
Hedy Tan Li Kheng
Kamal Singh Sidhu
Kwik Wan Ling, Regina
Lai Shuet Ming
Leom Sheng Peng
Low Chen Kuo, Ted
Low Yoke Hua
Robert Lim Eng Hui
Shee Yew Kuen
The Chou Family
Victor Huang Kuan Kai
Yahya Abdulhussain Lukmanji Saif Charity Trust



We are equally grateful to the many donors not named here, including those who gave through campaigns, workplace giving, anonymous gifts, and contributions in kind. Every contribution, whatever its size or form, helps make Good Lives possible.

60 Good Celebrations



As part of Singapore's 60th birthday celebrations, RC invited individuals to turn their milestones into moments of impact through 60 Good Celebrations — dedicating birthdays, anniversaries, sporting achievements and personal celebrations to support Good Lives.

Across the campaign, 16 fundraisers stepped forward, raising over \$145,000 in support of RC's work by rallying their friends, families and communities around inclusion.



As part of Benjamin's effort to raise funds for us through his fundraiser 'Our Future, Our Aspirations', he shared with students at Rainbow Centre how inclusion and accessibility were integral to the National Day Parade 2025. Students and staff were treated to a special live acoustic performance of 'Here We Are' by singer-songwriter Charlie Lim!

Among them was Benjamin Tan, Creative Producer of the NDP60 show, who marked Singapore's milestone year by lending his voice and network to the campaign, a reminder that building a more inclusive Singapore is something each of us can be part of.

We were blessed to also have siblings Aida and Dianna Sa'ad who were passionate about inclusion while spreading the joy in creating art with others. Their connection to RC began years ago when their two younger sisters attended our SPED school in the early 2000s. Since then, they have been steadily supporting RC both directly and indirectly in their roles as designers and art directors—through GROW mentorships, Superhero Me, and other inclusive platforms.

As part of their initiative, they built a garden of inclusivity for Purple Parade 2025, bringing together the RC community along with our families and friends who believe in the cause.



Charity Pantomime with Wild Rice: The Emperor's New Clothes



On 22 Nov 2025, we held our first-ever charity pantomime with Wild Rice, bringing together donors, partners, staff, students and families for an afternoon of laughter and connection watching Singapore's cheeky spin on Hans Christian Andersen's timeless tale of The Emperor's New Clothes.

Together, we raised \$276,332 in support of our work. We are especially grateful to our Visionary Donors, HaskyOS and MFS International, whose generous contributions of \$50,000 each helped make this possible, as well as our anonymous donors and the many supporters who rallied behind the campaign. Their generosity continues to create new possibilities for the people and families we serve.



A Good Gift Money Packets Campaign



A Good Gift returned with limited-edition festive money packets featuring original artworks by four youths with disabilities — Zhao Hang, Ashley, Shaarvin and Annice. Inspired by the everyday joys that make their lives good, the designs celebrated familiar comforts, favourite things and small moments of delight. With every \$20 donation, supporters could redeem a set of money packets while supporting RC's work with persons with disabilities and their families.

In total, 829 sets were redeemed through generous donations, turning a festive tradition into a meaningful way to give, celebrate youth creativity and support Good Lives.

5.4 How You Make A Difference

When Timely Support Matters Most



For 18-year-old Varman from Rainbow Centre Margaret Drive School, getting to school safely and consistently is essential to his learning, care and daily routine.

Varman has multiple health and care needs, requiring support with daily living activities and regular medical follow-ups. His mother is his full-time caregiver, while his father supports the household as an Auxiliary Police Officer. Despite existing grants and community support, the family continues to manage recurring expenses such as transport, medical consumables, specialised milk and medication.

With support from the MILK Fund, Varman's increased transport costs were covered, easing the family's financial pressure and helping him continue attending school regularly. This timely assistance gave the family practical relief and reassurance, showing how donor support can make a direct difference in helping families sustain the care their loved ones need.

Improving Access to Assistive Technology



Many RC students rely on assistive technology (AT), such as customised wheelchairs and communication devices, to participate in learning and daily living. However, these devices can be costly, especially for families unable to afford the co-payment even with support from the Assistive Technology Fund.

The Caritas Children Fund supported 16 students, improving their access to essential AT. This includes subsidies to iPads, switches and

mounting systems. One of them is Javier Yeo, 17, a student at Margaret Drive School, who has cerebral palsy and global developmental delay and requires support in his daily activities.

Javier's needs requires him to use an eye mouse, finger switch, steady floor mount with brackets as well as a head worn wireless mic with a voice amplifier, all of which require regular servicing. With support from the Caritas Children Fund, Javier will receive a new eye mouse and finger switch, allowing him to access his iPad for learning and leisure towards an improved quality of life.

Governance & Leadership 06



6

Governance and Leadership

Rainbow Centre (“RC”) was registered as a society on 29 May 1992 under the Societies Act and is a Charity and an Institution of a Public Character (“IPC”) under the Charities Act 1994. RC is governed by its Constitution and is committed to upholding the principles of good governance in fulfilling its mission of empowering persons with disabilities to lead meaningful lives in inclusive communities.

RC adheres to the Code of Governance for Charities and IPCs (“Code of Governance”) and complies with the applicable disclosure requirements under the revised Code of Governance issued by the Charity Council on 4 Apr 2023. In accordance with these requirements, RC publishes its Governance Evaluation Checklist (GEC) and audited financial statements annually on the Charity Portal.

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

6.1 Board of Governance

The Board of Governance ("Board") provides strategic leadership and oversight to ensure that RC operates with the highest standards of governance. The Board is committed to fostering a culture of accountability, ethical conduct, transparency and responsible stewardship in the management of the organisation's resources. Recognising the trust placed in it by students, clients, families, employees, volunteers, donors, partners, regulators and the wider community, RC views good governance as integral to achieving its mission and sustaining public confidence.

RC's governance framework establishes clear accountabilities, decision-making authorities and reporting relationships between the Board, its committees and Management. Together with comprehensive policies and internal controls, the framework supports effective oversight, robust risk management, financial sustainability and regulatory compliance. More importantly, it enables RC to make sound strategic decisions, safeguard the interests of its stakeholders and deliver high-quality services that advance its vision of building inclusive communities.

Following the election of the new Board in Aug 2024, none of the current members has served for more than ten consecutive years.

Name	Year Appointed	Appointment(s) Held	Occupation	Board Meeting Attendance
Ms Evangeline Chua Siew Cheng 	2018	President (Since Aug 2024) Honorary Secretary (2022-2024) Board Member (2018-2022)	Pursuing new ventures	4/4
Mr Chew Kei-Jin 	2016	Vice President (since Sep 2018) Assistant Treasurer (2016-2018)	Lawyer, Ascendant Legal LLC	3/4
Dr Abdul Majeed Bin Abdul Khader 	2020	Honorary Secretary (since Aug 2024) Board Member (2021-2024) Co-opted Board Member (2020-2021)	Chief Psychologist, Ministry of Home Affairs	2/4
Ms Jasmine Chen Jiemin 	2022	Honorary Treasurer (since Aug 2023) Assistant Treasurer (2022-2023)	Assistant General Manager, UOL Group Ltd	2/4

6.1 Board of Governance

Name	Year Appointed	Appointment(s) Held	Occupation	Board Meeting Attendance
Ms Gail Lien I-Hsien 	2022	Assistant Treasurer (since Aug 2023) Co-opted Member (2022-2023)	Governor, Lien Foundation	4/4
Mr Chan Cheow Hoe 	2024	Board Member (since Aug 2024)	Director, Google	4/4
Mr Richard Eu Zai Qi 	2024	Board Member (since Aug 2024) Co-opted Member (Jun-Aug 2024)	Managing Director, Mergers & Acquisitions (M&A) Eu Yan Sang International Pte. Ltd.	3/4
Prof (Dr) James Hui Hoi Po 	2018	Board Member (since Sep 2020) Co-opted Board Member (2018-2020)	Professor and Chair, Orthopaedic Surgery, Yong Loo Lin School of Medicine, National University of Singapore	1/4
Dr Kang Ying Qi 	2022	Board member (since Aug 2024) Co-opted Member (2022-2024)	Deputy Head and Senior Consultant Child Development Unit, Khoo Teck Puat – National University Children's Medical Institute, National University Hospital	3/4
Mr Kevin Leong Yu Vee 	2018	Board Member (since Sep 2020) Co-opted Board Member (2018-2020)	Director, Cornerstone Psychological Services Pte Ltd	2/4

6.1 Board of Governance

Name	Year Appointed	Appointment(s) Held	Occupation	Board Meeting Attendance
Mr Abhishek Mittal 	2024	Board Member (since Aug 2024)	Organisational Development and Learning Partner, Google APAC	4/4
Mr Milton Ong Ann Kiat 	2016	Board Member (since Aug 2022) Honorary Secretary (2018-2022) Co-opted Board Member (2016-2018)	Director, MINDEF	2/4
Mr Benjamin Tan 	2024	Board Member (since Aug 2024)	Chief Executive Officer, SAFRA National Service Association	2/4
Ms Margie Pagdanganan 	2024	Co-opted Member (since Nov 2024)	Head of Wealth Operations - Asia North and South, Citibank NA	2/4
Mr Toh Ting Feng 	2025	Co-opted Member (since Nov 2025)	Chief Executive Officer, GetGo Technologies Pte Ltd	1/2

Attendance is shown as the number of meetings attended over the number of meetings scheduled during the member's term. Accordingly, the total number of scheduled meetings may differ between members due to the timing of their appointment or cessation of office.

6.1 Board of Governance

Board Composition and Recruitment

The Board comprises individuals with diverse professional backgrounds, expertise and experience across areas relevant to RC's work, including governance, finance, law, healthcare, education, business, technology and the social service sector. This diversity of perspectives strengthens the Board's ability to provide strategic leadership and effective oversight.

The Appointment and Nominations Committee oversees the identification, assessment and nomination of candidates for Board appointment. Potential Board members are selected based on their integrity, leadership experience, professional expertise, commitment to RC's mission, and ability to contribute effectively to the Board's collective competencies.

In identifying candidates, the Committee first considers individuals from the existing pool of Board members. Where necessary, it also looks beyond this pool to individuals with relevant leadership experience, expertise or sector knowledge that would strengthen the Board. Recommendations are submitted to the Board for endorsement and, where thereafter, to members for election in accordance with RC's Constitution.

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

All newly appointed Board members receive an induction programme covering RC's vision and strategy, governance framework, key organisational risks, financial position, programmes and services, and their duties and responsibilities as Board members. Ongoing development opportunities are provided to support the Board in maintaining effective governance and keeping abreast of developments relevant to the organisation and the social service sector.

6.1 Board of Governance

Board Renewal

The Board recognises that effective governance requires continual renewal while preserving institutional knowledge and leadership continuity. The Appointment and Nominations Committee regularly reviews the Board's composition to ensure it remains aligned with Rainbow Centre's strategic objectives.

As part of this process, the Committee assesses the knowledge, experience and skills of existing Board members to identify competency gaps that can be complemented through future recruitment. The Board is also committed to diversity and considers an appropriate mix of skills, experience and perspectives in its succession planning. Members with leadership potential are encouraged to take on progressively greater responsibilities, including serving as chairpersons of board committees, to strengthen the Board's leadership pipeline.

RC adheres to the prevailing Code of Governance guidelines. The Treasurer may serve a maximum of two consecutive terms and may only be considered for re-appointment after a lapse of at least one term. Board members may serve a maximum of ten consecutive years. Any extension beyond this period is subject to review by the Appointment and Nominations Committee and approval by members at the Annual General Meeting. The reasons for any such extension are documented and disclosed in accordance with the Code of Governance.

Board's Performance

The Board is committed to continuously strengthening its effectiveness in fulfilling its governance responsibilities. 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.

6.2 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.

6.2 Board Committees

Admission and Assessment Committee

Prof (Dr) James Hui (Chairperson)

Dr Furene Wang

Dr Kang Ying Qi

Dr Yvonne Ling

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.

Audit and Risk Committee

Ms Margie Pagdanganan (Chairperson)

Mr Damien Tan

Mr Vincent Chen

Mr Jonathan Yuen (from Nov 2025)

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.

Appointment and Nomination Committee

Ms Evangeline Chua (Chairperson)

Prof Kenneth Poon Kin Loong

Mr Yew Teng Leong

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.

Finance and Investment Committee

Ms Jasmine Chen (Chairman and Honorary Treasurer, appointed Aug 2023)

Mr Toh Ting Feng (Co-opted member since Nov 2025)

Ms Gail Lien

Mr David Ng

Mr Benjamin Tan

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.

6.2 Board Committees

Fundraising and Partnership Committee

Mr Chew Kei-Jin (Chairperson)

Mr Richie Eu

Mr Stephen Li

Ms Natalie Balakrishnan

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.

Human Resource Committee

Mr Abhishek Mittal (Chairperson)

Mr Marcus Yap

Ms Sara Tiew

Ms Ng Ying Yuan (from Apr 2025)

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 HR strategies and policies in the areas of total rewards, workforce planning, performance management, succession planning and talent development, to ensure that they are robust, meaningful, and progressive.

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:

Early Years and Family

Dr Sylvia Choo (Chairperson)

Dr Kang Ying Qi

Ms Corrine Hoo

Special Education

Prof Kenneth Poon Kin Loong
(Chairperson)

Ms Delia Kan

Adult and Community

Mr Kevin Leong (Chairperson)

Dr Eunice Tan Meng Yi

Dr Majeed Khader

Mr Loh Chin Hui

Dr Lan Zhongzheng

Technology Taskforce

Mr Chan Cheow Hoe (Chairperson)

Mr Sng Yee Nam, Member

Mr Gaurav Dixit, Member

Mr Milton Ong, Member

The Technology Task Force reviews and provides advisory on the conceptualisation, planning, development and evaluation of technology projects at RC in the areas of architecture, product development, and security. Recognising the growing significance of technology and data as a cross-cutting enabler of RC's transformation, the Board approved the reconstitution of the Technology Taskforce as a full Board Committee with effect from FY 26/27, formalising its role in the governance of RC's digital and data agenda.

6.3 School Management Committee

The School Management Committee (SMC) of RC has oversight for the overall management of Margaret Drive School, Yishun Park School and Admiral Hill School. It exercises a collaborative approach and authority over the strategic direction for the schools in accordance with policies set by the Ministry of Education. With school leaders and leadership team, the SMC ensures that RC schools are managed responsibly and prudently, and act in the best interest of all students.



Mr Milton Ong Ann Kiat
Chairman



**Prof Kenneth Poon
Kin Loong**
Supervisor



Mr Benjamin Tan
Honorary Treasurer



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



Dr Sylvia Choo
Member



Mr Damien Tan
Member



Ms Tan Sze Wee
Member



Ms Loi Wei Ming
Member
w.e.f. 15 Dec 2025



Dr Jacob Ong
Member
w.e.f. 15 Dec 2025



Ms Jessica Wee
Member
until 22 Dec 2025



Ms Michelle Ong
Member
until 14 Dec 2025

6.4 RC Leadership Team

The Leadership Team at RC 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
Appointed 1 Jul 2016



Ms Peng Hai Ying
Deputy Executive Director
Appointed 2 Mar 2026



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



Ms Jessica Wee
Principal,
Admiral Hill School
Up till 22 Dec 2025



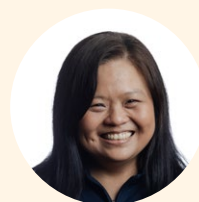
Dr Jacob Ong
Principal,
Admiral Hill School
Appointed 15 Dec 2025



Ms Lynette Gomez
Principal,
Margaret Drive School
Appointed 15 Dec 2022



Ms Michelle Ong
Principal,
Yishun Park School
Up till 14 Dec 2025



Ms Loi Wei Ming
Principal,
Yishun Park School
Appointed 15 Dec 2025



Mr Manoj Pathnaparum
Director,
Accessibility Services
Appointed 1 Jul 2021



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



Mr Quincy Tan
Director, Technology and
Administrative Operations
Appointed 1 Jul 2023



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



Ms Janice Leong
Deputy Director,
Development & Innovation
Appointed 17 Nov 2025



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



Ms Fauziah Ahmad
Senior Consultant,
Special Projects
Appointed 1 Jul 2023



Ms Belinda Chua
Assistant Director, Rainbow
Centre Training & Consultancy
Appointed 17 Nov 2025

6.5 Corporate Governance

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. The RC Board of Governance (Board) and its Committees work closely with the RC Leadership Team to regularly review and refresh our governance frameworks, ensuring they remain aligned with the 2023 Code of Governance for Charities & IPCs. RC maintains the measures and disclosures required under the Code, reflecting our continuing commitment to compliance and institutional accountability.

Conflict of Interest Policy Statements

RC has in place a Conflict of Interest Policy that applies to all Board members, Committee members, and staff, setting out the procedures for the disclosure and management of actual, potential, or perceived conflicts of interest.

Board and Committee members have a duty to avoid any conflict between their duty to RC and their own interests. They are required to declare any conflicts of interest arising from related-party relationships and material personal interests at the time of appointment, annually thereafter, and whenever any potential matter arises, through the Conflict of Interest Disclosure Statement. Where a conflict of interest exists in relation to any matter under discussion, the member concerned recuses themselves from the discussion and decision-making on that matter, and the recusal is recorded in the minutes of the meeting. Conflict of interest matters requiring review are reserved for the Board's decision.

Staff and volunteers are similarly required to declare their interests annually, and to declare any actual or potential conflicts as they arise, including those arising from related-party relationships, external appointments, or personal interests in transactions involving RC. Declared conflicts are reviewed and managed in accordance with the policy, and the persons concerned are excluded from decisions and from the evaluation, approval, and management of those transactions in which they have an interest.

No Board or Committee member receives any form of remuneration for their services. All related-party transactions, where applicable, are disclosed in RC's audited financial statements.

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. During the financial year, RC had no paid staff who are close family members of the Executive Director or Board members, and whose remuneration exceeded \$50,000.

No staff member is involved in determining 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

6.5 Corporate Governance

Loans Policy

RC does not have a loan policy as it does not grant loans to any parties.

Risk Management & Governance Oversight

RC maintains a robust risk management framework designed to systematically identify, monitor, and review key operational, financial, and strategic risks, alongside the mitigating measures and controls in place. The Board oversees this framework through the Audit and Risk Committee. This oversight is supported by a multi-year Enterprise Risk Management and Internal Audit roadmap, executed in collaboration with appointed professional advisors, to ensure risk practices are regularly reviewed and continuously enhanced.

Financial Management & Internal Controls

RC is committed to rigorous financial management and stringent internal controls to safeguard its assets, manage reserves sustainably, and ensure absolute accountability to stakeholders. All financial processes are governed by documented policies covering budgeting, procurement, receipting, payment controls, and asset management, underpinned by appropriate authorisation limits and strict segregation of duties.

A Board-approved Delegation of Authority Matrix clearly defines the financial and operational approval limits across all levels of the organisation. This matrix is reviewed periodically by the Board to ensure continued alignment with RC's operational scale and risk appetite. Financial performance is continuously monitored against the approved budget, with regular, transparent financial reports submitted to Management and the Board through the Finance and Investment Committee.

Procurement & Vendor Management

Procurement of goods and services is conducted through documented, transparent procedures covering vendor sourcing, evaluation, ordering, and receiving. To ensure vendors have equitable access to supply opportunities, procurement methods, comprising Small Value Purchases, Invitations to Quote, or Tenders, are strictly determined by established purchase value thresholds. Purchasing decisions are based on objective evaluation criteria to achieve the best value for money, balancing price, quality, delivery timelines, and long-term support for the benefit of RC and its beneficiaries.

6.5 Corporate Governance

Independent Assurance

Independent assurance regarding the adequacy and effectiveness of RC's internal control systems is provided through regular internal and external audits. These audit functions operate under the direct independent oversight of the Audit and Risk Committee, with findings and recommendations reported directly to the Board to drive continuous improvement.

Personal Protection Data Act (PDPA)

RC is committed to protecting the personal data of its clients, families, staff, volunteers, and donors in accordance with the Personal Data Protection Act 2012 (PDPA). RC has in place a Board-approved Personal Data Protection Policy governing the collection, use, disclosure, and retention of personal data, and has appointed two Data Protection Officers (DPOs) to oversee compliance across the organisation.

Staff are trained on their data protection obligations as part of onboarding and ongoing training. Data protection considerations are also incorporated into RC's technology and digital initiatives.

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.

Reserves refer to RC's unrestricted general fund, and exclude endowment funds, funds invested in fixed assets, funds committed or earmarked for specific future use, and programme-related restricted funds (including SPED school reserves, which are ring-fenced under MOE funding conditions).

Volunteer Management

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.

6.5 Corporate Governance

Fundraising

RC is committed to conducting its fundraising activities with integrity, transparency, and accountability, in accordance with the Charities Act, its regulations, and the Charity Council's fundraising guidelines. We uphold donors' privacy and confidentiality and ensure that personal information collected is handled in accordance with the Personal Data Protection Act. All donations are properly recorded, acknowledged, and applied in line with donors' intentions and regulatory requirements.

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.

6.6 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

6.6 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

6.6 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. 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	a. b. Implement appropriate internal controls to manage and monitor the charity's funds and resources. This includes key processes such as: 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: 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

6.6 Governance Evaluation Checklist

SN	Code Guideline	Code ID	Response
30	The charity should disclose the following in its annual report: 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. 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. 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

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7. Organisation Information



RAINBOW CENTRE, SINGAPORE

Annual Report for Financial Year ended 31 March 2026

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