30 colourful years

Rainbow Centre

ANNUAL REPORT

FY16/17
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Message from the President

Mr Yew Teng Leong was involved in the formation of Rainbow Centre Singapore in 1992 as an autonomous body to run the Margaret Drive Special School. Since then, he has served in various capacities in the Board of Governance. Mr Yew is also a founding member of the Autism Network Singapore.

Rainbow Centre (RC) celebrates our 30th anniversary this year. When we opened our doors in 1987, we had 20 students with multiple disabilities and 20 in the early intervention programme. The special education field was fairly young then, where a survey revealed that more than 150 children with multiple disabilities were not receiving any services.

While we waited for a barrier-free accessible building to be completed, classes were in an old school building. Google did not exist and our teachers relied on the library for research and curriculum planning. What we lacked in convenience and resources, we made up with boundless energy and a united desire to do what was best for the students.

Today, this same commitment to provide person-centric services remains. Our dream remains that through our work and partnerships with the community, persons with disabilities can lead engaged, fulfilling lives in our society. We are fueled by the conviction that each person who comes into contact with RC deserves our best.

RC has seen a lot of changes in the recent years. We have grown in size, numbers and in the range and depth of services. We also continue to emphasize on building our resources and the capabilities of our staff to provide better career progression for them and to empower them to provide top-notch services to those we serve.

We have seen more sustained and deeper involvement with partners from various levels of the community. Our partners include those from businesses and institutions, schools and independent groups such as Barclays, VISA, NTU Hall 4 Touch of the Hearts (ToTs), Methodist Girls’ School, Pei Hwa Secondary School, and the Singapore Chinese Orchestra. I am especially inspired by groups formed by family, colleagues and friends such as those from Credit Suisse and Queenstown Baptist Church. We look forward to continue to rally with our partners to create possibilities for our students.

On this special anniversary year I would also like to thank all our founding members, many of whom are still serving actively in Rainbow Centre; for their passion and strong foundation which they’ve laid 30 years ago. Their foresight have enabled us all to have the privilege to serve and to create a more inclusive society in Singapore.

Thank you for walking with us in this journey. We look forward to taking the next lap together, to make a difference in the lives of those we serve.

Mr Yew Teng Leong, PBM
President
Rainbow Centre, Singapore

Our Students, Our Inspiration

Zaakir is a 9-year-old with big eyes and stylish hair. He responds to everyone with a ready smile. When Zaakir grows up, he wants to be a policeman, just like his brother. Zaakir is also a budding sportsman. He won a gold medal in the 60-metre dash event in the 2016 national para-athletic games by bolting away on his wheelchair with cool blinking lights. In school, Zaakir is a student leader.

Zaakir has shown courage and resilience beyond the limitations of his impairment: he has Quadriplegic Cerebral Palsy and Global Developmental Delay.

Students like Zaakir inspire us to challenge the status quo, awaken possibilities and pursue opportunities so that we can all look beyond disabilities.

Honouring our Past, Celebrating our Present, Charting our Future

As we celebrate 30 years of making a difference, we recognize that our foundation had been laid by an incredible group of volunteers, many of whom are still serving with us today. From one school with 40 students, we now have two early intervention centres and two schools serving more than 1,300 students. We also have a Training and Consultancy unit that reaches out to more than 20 organisations each year.

Through the years, we have remained committed to our mission to maximise the potential of persons with disabilities and to improve their quality of life. It is our mission that unites us and drives us to push the frontiers in our services. We will soon have a student care service that provides care for students with disabilities outside of school hours. With our revised curriculum and new facilities, we are also well-positioned to facilitate vocational and volunteering opportunities for our senior students so that they may participate meaningfully in their communities.

There is much to be done as we partner persons with disabilities on their paths of growth. We need to promote and practice inclusionary approaches, person-centred planning and ensure high quality services. We must deepen our partnerships in the community to continually open new doors for persons with disabilities.

To each of you who have been a part of Rainbow’s 30 years, and all of you who stand with us in our mission, we invite you to celebrate the lives impacted and stay the course together!

Ms Tan Sze Wee
Executive Director
Rainbow Centre, Singapore
Our Heritage

Vision
Leading in Special Education, Making a Difference

Mission
Beyond Disabilities, Maximising Potential

We are committed to enhancing the quality of life of children with special needs through education and training to enable them to achieve their fullest potential by:

- Providing a holistic developmental educational programme for our children;
- Collaborating with parents, the public and private sectors;
- Committing to the professional development and personal fulfilment of our staff;
- Contributing to the training and development in the field of special education locally and regionally; and
- Engendering greater public awareness, understanding and acceptance of children with special needs.

Core Values
We serve with Dedication, Integrity and Compassion, and strive to achieve Excellence in our services for the betterment of our children. We believe in Teamwork and Respect to bring out the best in our team and those we serve.

Honorary Patron
Professor Tommy Koh
Ambassador-At-Large
Republic of Singapore
Even as Rainbow Centre grows in scope and size, the commitment to help improve the quality of life for persons with disabilities remains.

1987 Opening Our Doors
Margaret Drive Special School (MDSS) started a Programme for Children with Multiple Handicaps (PCMH), and took over the Early Intervention Programme for Infants and Young Children (EIPIC) from MINDS.

1989 Structured Teaching for Exceptional Pupils (STEP)
First special school to introduce a programme for children with autism from 2 to 12 years old.

1992 Formation of Rainbow Centre
Rainbow Centre (RC) was established and registered with the Registry of Societies. MDSS became autonomous from the National Council of Social Service (NCSS) and came under the RC umbrella.

1995 Balestier Special School (BSS)
Started BSS to cope with the increasing number of children on our waiting list.

1998 New premises for MDSS
Classes began in the current Margaret Drive campus, designed with accessible facilities to cater to the needs of children with a diverse range of learning difficulties.

1999 National Training Award
RC was awarded a Certificate of Commendation for exemplary achievements in employee training and development.

2000 Training & Consultancy
Preschool Integration Enhancement Programme (PRiEP) introduced to provide training and professional support to pre-school centres with children with special needs. PRiEP is now known as Rainbow Centre Training & Consultancy (RCTC). The Family and Marital Therapy services were also introduced to support families of children attending our programmes.

2003 Educating the Educators
The Ministry of Community Development, Youth and Sports (MCYS) commissioned RC to conduct training courses for its maiden Integrated Childcare Centre Programme (ICCP) for teachers and heads of childcare centres.

2004 Starting Pathlight School
Rainbow Centre and ARC jointly started Pathlight School, as a result of a joint paper entitled ‘Project Platinum’. Pathlight School is now fully run by ARC.

2005 Family Support Group (FSG) programme
RC was selected by MCYS to run the FSG programme to provide skills and peer emotional support for caregivers and family members.

2007 Collaboration with Ngee Ann Polytechnic
Ngee Ann Polytechnic collaborated with RCTC for the new Advanced Diploma and Certificate in Early Childhood Intervention (Special Needs) courses.

2008 Moving to Yishun New Town
Rainbow Centre - Balestier School (RCBS) and Rainbow Centre Early Intervention Programme (Balester) moved to the current premises at 15, Yishun Street 61. It was renamed as Rainbow Centre - Yishun Park School (RCYPS) and Rainbow Centre Early Intervention Programme (Yishun Park) respectively.

2009 Going International
RC signed an MOU with MOE and Indocare, Indonesia for training of teachers and therapists for special needs.

2010 MOE-NCSS Innovation Award
RCYPS won the award for the Stepianz Resource Library.

2012 Rainbow Centre celebrated 25th anniversary and hosted the royal visit by the Duke and Duchess of Cambridge
In conjunction with Her Majesty Queen Elizabeth II’s Diamond Jubilee Tour to Singapore, Rainbow Centre Singapore hosted the Duke and Duchess of Cambridge on 12 September at Rainbow Centre Margaret Drive School.

2013 Senior STEP
Senior STEP was introduced as an extension of the programme for students with autism till 18 years old.

2016 Post-graduation pathways
Vocational attachments introduced. Planning also began for the School-to-Community project, which seeks to give persons with disabilities better access to support and participation within their own community.

2017 Rainbow Celebrates 30 years of service!
Starting the Rainbow Centre

Upon returning to Singapore from his postgraduate pediatric studies in 1983, Dr Kenneth Lyen was asked by renowned paediatrican Professor Freda Paul, who was about to retire, to take over her clinic for the intellectually challenged. It was a large clinic, serving over a thousand patients attending the University of Singapore’s Department of Paediatrics. Realizing there were virtually no educational services available for the children younger than 7 years old with multiple disabilities, he was spurred into action. “We better do something for them!” he decided.

Dr Lyen submitted a formal proposal to Dr Ee Peng Liang, then President of the Singapore Council of Social Service and the Community Chest, and the team was given the go-ahead to start a school for children with multiple disabilities. He also approached the Ministry of Community Development and the Ministry of Education for their support, with the latter providing a vacant school site at Margaret Drive. A management committee was formed, and Margaret Drive Special School opened its doors in 1987 with two programmes: the Early Intervention Programme for Infants and Children (EIPIC), and the Programme for Children with Multiple Handicaps.

The Programme for Children with Autism Spectrum Disorder

Not long after, Dr Lyen noticed some of the children in his clinic had a combination of speech delay, socializing difficulties, and repetitive behaviors, suggesting a diagnosis of Autism Spectrum Disorder (ASD). He consulted a psychologist who, to his surprise, remarked that there were no children with ASD in Singapore. “That can’t be so,” Dr Lyen thought. Based on his own convictions, he proposed to Dr Ee Peng Liang that a special programme be established for autistic children. With perfect timing, renowned clinical psychologist Dr Vera Bernard-Opitz, who had a special interest in ASD had relocated to Singapore with her husband. She approached Dr Lyen, wondering if she could help in any way. This eventually led to the launch of Rainbow Centre’s Structured Teaching for Exceptional Pupils (STEP) in 1989 for children with autism ages 2 to 12, a first among Singapore special schools.

More than starting the school, Dr Lyen was committed to its continued growth. As the school population grew, the existing facilities were unable to support the students’ needs. When the time came for a new purpose-built building, the team embarked on fundraising initiatives. As a member of the Rotary Club of Singapore North, Dr Lyen took up the mantle for fundraising. He ran several projects to raise funds, including selling of stuffed toys and writing two musicals.

Today, Dr Lyen still serves on the Board of Governance. Looking ahead to the future of special education, he shares, “Special education should not be segregated into separate schools. We need to change the mindset of the general public to accept everyone, including persons with disabilities, as part of our family. That is my Rainbow Dream.”
When June first stepped into Margaret Drive Special School (Rainbow Centre), she faced huge challenges. There wasn’t much awareness of special needs, making it a challenge to attract people to join the sector. In addition, it was not easy for parents to bring their children to school due to the stigma of being in a special education school. Training resources for teachers were lacking and there were issues with staff morale. Despite the challenges, June was not deterred.

“I remember very clearly thinking that I needed to prioritize the issues and face the challenges upfront”, June recalls. June recognized that together with the staff and students’ parents, they can become a team that makes a difference.

With clear focus, June set about getting to know, guide and motivate the small but passionate 23-strong staff team. The team worked closely to establish a common goal for a great purpose, sharing resources and building a learning organizational culture. June also connected with the students’ parents and engaged them as partners. “They gave a lot of great ideas, such as setting up a parents’ support group and a newsletter which we named Rainbow News. I got the parents to be the editors and opened up my home for meetings”. This set the tone for the next three decades of Rainbow Centre (RC)’s work. Today, the more than 500-member staff team continues to work closely with parents and caregivers to help our students to maximise their potential.

The students were June’s greatest motivation. “When you see them struggling and overcoming their limitations and making progress to achieve a certain quality of life, that inspires me to push things through for them’. One of them is Nur Madiah who, though born without limbs, learnt to use the little lump of flesh at her shoulders to write and sew. “One day I saw her moving up the stairs to the soft play room on the second level. Using just her body, moving up step by step. I was humbled”, June recounted. “Students like her have taught me a different perspective of life. Even if you have a disability, or when times are tough, you have a choice; to be brave and to do whatever you can with the limited resources”.

Indeed, June exemplified this never-say-die spirit. During her tenure, June led in the development of two purpose-built schools: Margaret Drive and Yishun Park. This greatly expanded our capacity and range of services. Efforts for public awareness and advocacy were stepped up, including community programmes and setting up of a training arm.

“RC has come a long way in the last 30 years”, June reflects. “In the next lap, with sustainable strategies and effective leadership, I believe RC will not only achieve greater impact and its purpose, but also help bring the social service sector, especially the special education landscape, to the next level. I believe that with all these things in place, RC will be more successful and impactful for those it serves”.

Naming of Rainbow Centre

The founding leaders had a beautiful vision when naming Rainbow Centre. The struggles that our students and their families go through is akin to the rain and storm. Yet at the end of the rain, we will see the rainbow, a symbol of hope.

Purpose-built school

The completion of the purpose-built Margaret Drive Special School (current Margaret Drive campus) in 1998 was one of June’s most fulfilling moments as a RC staff. This is the first purpose-built special education school for children with multiple disabilities and autism in Singapore. Before that, the school operated from a disused school that did not have accessible facilities. Inspired by the special education facilities she saw while on a study trip in the UK, June worked with the architects to design a school that “does not look like an institution”, June asserts, “I want people who walk in to feel a sense of warmth and hope”. June’s vision came through. Equipped with ramps, a lift, spacious classrooms and special facilities to enhance the students’ learning and development, the building with a red brick roof became synonymous with RC’s aspiration to bring hope to students and their families.
Rainbow Centre (RC) continues to work with existing and new partners to foster inclusive communities where our students can thrive in.

In FY16/17, RC students partnered professional artists, art students, and commercial partners, to co-create unique Victorian style Louis armchairs in a collaboration- Rainbow Chairity. Rainbow Chairity raised more than $300,000 and showcased the abilities of our students.

**Engineering Good**

Engineering Good designed 4 adaptive tools that help to improve our students’ quality of life. This includes an adaptive radio controller for a music-loving boy and adapted writing tools.

**Volunteers**

RC works closely with volunteers, an important support, who help us better serve our students. From classroom to outdoor sports, skills-based or events-based, our volunteers are making a difference in the lives of students with special needs and their families, through their passion, generosity, time, skills and efforts.

The team also conducted a workshop for RC teachers on making their own accessibility switches, which in turn enables more students a chance to play with a greater variety of toys and battery-operated equipment.

**Park Hotel Alexandra**

The hotel provided a half-day attachment for 9 students to their Concierge, F&B and housekeeping departments. This provided a good exposure platform to hotel operations. Hotel staff also helped to decorate the Margaret Drive campus for Chinese New Year.

RC also looked at improving our engagement with partners, including embarking on a Donor and Volunteer management system.
Donors
We continue to focus our fundraising efforts on the extension wing at Margaret Drive. The purpose-built facility will serve 350 students in the Early Intervention Programme and 130 more students in the Special Education Programme, house our Headquarters, Training & Consultancy arm, and a new Special Student Care Centre for 50 students.

The extension wing will be completed in the second half of 2017.

We thank our donors and partners for their generosity, who have helped raise more than 83% of our required needs (as of 31 March 2017), after government funding. Many of these friends of RC also gave of their time and effort to support us in various activities.

Our Generous Partners and Donors
Mr Jason Goh generously donated $50,000 to the Rainbow Centre Building Fund, for the purpose of a running track in the extension wing.

MCC Land (S) Pte Ltd raised $50,000 for the extension wing. Company representatives also spent time getting to know our students over a visit to the classes.

Weltech Construction Pte Ltd held an internal fundraising drive within their business networks and raised $50,000 for the extension wing.

MFS International generously gave $35,000 toward the extension wing project.

Credit Suisse organised a slew of internal fundraising initiatives, including online donation and a quiz night. The fundraising campaign culminated with more than $21,000 raised. Credit Suisse staff also provided valuable consultancy advice for our fundraising project, Rainbow Chairity.

NTU Hall 4 Touch of the Hearts involved the community in their fundraising efforts for Rainbow Chairity, generating more than $13,000 for our extension wing. The student group also served as project ambassadors every day during the Rainbow Chairity public showcase at ION Orchard and provided critical logistical support. In addition, they have been an enthusiastic and stoic partner in many other ad-hoc activities.
When Akshayan entered RC at 3 years old, he had very weak joint attention and social communication skills. He also had difficulty with sitting down and staying focused, and needed to be constantly on the move. He needed help with many self-care routines too.

In the last 9 months, with the support of the teachers and therapists, I have seen Akshayan make improvements in many areas. He establishes good eye contact and joint attention, and has learnt gestures and sounds to communicate his preferences with us. He is able to take off his own socks and shoes and actively assists me in changing his clothes. Akshayan now understands spoken words better and is able to follow simple instructions.

These improvements would not have been possible if not for the active collaboration between the school and my family. The classroom observations, hands-on participation in classroom activities, frequent communication with Akshayan’s teachers and courses run by RC have equipped us with skills to work with him at home. The parent support groups and training workshops have also taught me how to juggle between caring for myself, my family and Akshayan.

I hope Akshayan continues to develop his best potential and develop interests in activities like swimming and gardening. My dream is for him to excel in the things that he enjoys.

Mdm Dharlingam Sarojini

Yishun Park School was presented with the MOE-NCSS Innovation Award for its Literacy A-L-I-V-E project. The project embeds literacy development in multiple facets of school activities and environment.

Nine students from the Senior programme (13-18 years old) attained the WSQ Statement of Attainment for the course Follow Food and Beverage Safety and Hygiene Policies and Procedures.

“I am especially proud of Nazri. He missed the practice sessions in the beginning as he was resistant towards joining a big group and taking on an unfamiliar activity. He finally joined in after plenty of guidance and I watched him slowly grow in confidence. By the last bit of rehearsals, he was playing well and even offering to help friends when they struggled. His family attended the joint concert with the SCO and were very proud of him.”

Teacher Janice Tay

For the second year running, Rainbow Centre (RC) partnered with the Singapore Chinese Orchestra (SCO) under the Born To Be initiative by Deutsche Bank. Under the tutelage of SCO musicians, 27 RC students learnt to play musical instruments such as the handbell.
Therapy and Outreach Services

Therapy and Outreach Services was formed in July 2016 to centralise the management of allied professional services and to provide outreach and family services.

Allied Professional Services

The team of therapists and psychologists help students with disabilities to improve in their functional skills such as speech and mobility.

Abidin Ali Zainul Abidin Bin Noorfadhil, 15
Student at Rainbow Centre Yishun Park School

Abidin was referred to school psychologist Ryan Huang because of a persistent toilet training need. Among his classmates, Abidin was the only student on diapers. His parents seemed resigned to the idea that he may need to be on diapers for the rest of his life.

Despite all this, Abidin has many strengths – he is very cooperative, has a good temperament and is well-regulated most of the time. These traits will eventually help greatly with Abidin’s toilet training.

Through a systematic gradual 7-week plan and strong commitment from Abidin’s teachers and parents, Abidin showed vast improvement. He was so cooperative that he needed relatively few prompts for the initial toileting process. By the third week, for the first time in his life, Abidin achieved toileting success. At the end of the school term, the team shared the news of Abidin’s good toileting record with his mother and she was overjoyed. She agreed to try toilet training him at night and to take him off diapers in the next school term.

Abidin’s toileting success grew as he began attending classes without diapers. This instilled in him a greater sense of ownership and boosted his self-esteem. As his self-confidence grew, Abidin began to look more relaxed in school and would relate to others more. His hard work has made a world of difference for Abidin and his family, and more importantly, his sense of dignity.

Family Life Services

Our Family Life Services (FLS) team serves families of Rainbow Centre students. Through helping to build support networks and practical assistance, FLS partners with families by helping them to recognise their needs and to build resilience.

Highlights

7 parents came on board as volunteers to support new parents in the Early Intervention Services’ group work sessions. Throughout the 24 sessions, these parent volunteers shared stories of their own journey to aid participants in verbalising the impact of having a child with special needs.

School-to-Community

FLS received the Tote Board-Enabling Lives Initiative Grant for a project that seeks to facilitate access to support services for persons with severe disabilities. The project hopes to reduce risk of isolation for persons with disabilities, by ensuring that these persons continue to live a meaningful and engaged life in the community after graduating from school.

Families Served in FY 2016/2017

Voices of Fathers: 45
Malay Families Support Group: 73
Siblings Support: 79
Families of graduating students: 34

Mr. Johan Bin Abdullah, whose twin sons attend RC’s programme for children with autism (7-12 years old)
**Development and Innovation**

Formed in 2016, the Development & Innovation (D&I) unit consists of 4 departments - Curriculum & Research, Rainbow Centre Training & Consultancy (RCTC), Special Projects and Social Enterprise. The D&I unit aims to:

**Develop**
- Developing staff capabilities to deliver quality of service through training and systems enhancement

**Enhance**
- Enhancing the scope and quality of service through research, review and design in project incubation and management

**Enable**
- Enabling and driving continuous improvement and innovation in RC services

**Highlighted Projects**

**Launch of New Curriculum**

The Curriculum & Research team launched the beta version of the new curriculum in November 2016, tailored for students aged 7-18.

**Launch of Vocational Development**

The Vocational Development special project was launched, to enable youths with higher support needs not generally catered for in work programmes to access work opportunities.

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**Rainbow Centre Training & Consultancy**

The Rainbow Centre Training & Consultancy (RCTC) provides training and consultancy services internally and externally to upskill persons and organisations to better serve persons with disabilities, in an inclusive society.

**Highlights**

- Two RCTC training modules relevant for early intervention teacher training received approval as WSQ Modules from SkillsFuture Singapore (SSG), furthering RCTC’s role as an Approved Training Organisation (ATO).

- RCTC deepened its work to enable the community to better serve persons with disabilities in its workshops and co-creation efforts with organisations such as the AWWA, National Library Board, Singapore Art Museum and National Gallery Singapore (NGS).

- RCTC trained 60 new teachers to support AWWA’s new early intervention centres. RCTC also helped expose NGS staff and volunteers to the needs of persons with disabilities and the skills of communicating and working with them. NGS designers and curators also worked with RCTC to develop inclusive exhibits and programmes.

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**In May 2016, the first batch of 10 students embarked on a 3-month Learning Attachment at 4 different companies: Giant Express (pictured right), Library@Chinatown, Out of the Cake Box and Dressabelle.**

The students flourished and performed beyond expectations. At Giant Express, the students’ supervisor, Mr Thin Kong Sunhan shared that the boys were “hardworking, friendly, good at taking instructions and achieved good attendance.” In fact, they were put in charge of the fruit section, ensuring that items were properly displayed. They could even advise customers on the fruits that are good buys.

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**As part of the workshop, I was given the opportunity of interacting with the Rainbow Centre students. One student, Mark*, was feeling uncomfortable and expressed that by hitting his ears. With the simple act of communicating with his teacher and attempting to put myself in his shoes, I managed to draw out responses from him through the use of a whiteboard with simple instructions. As it turned out, Mark has a love for numbers and could count the number of characters found in the paintings accurately. This interaction was made possible because I began to speak his language.**

**Ms. Nurul Huda**

Assistant Manager (Programmes), National Gallery Singapore

Participant of workshop conducted by RCTC

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<table>
<thead>
<tr>
<th>Number of other organisations served</th>
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<tr>
<td>Rainbow Centre Staff</td>
<td>1,909</td>
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<tr>
<td>Social Service Professionals</td>
<td>1,259</td>
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<tr>
<td>Professionals in other fields</td>
<td>2,085</td>
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<td><strong>Total</strong></td>
<td><strong>5,253</strong></td>
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The RCTC workshop has granted me a new perspective of looking at our programmes through the lens of a person with special needs. The biggest takeaway would be the importance of making a conscious choice to adopt their viewpoint and practicing mindfulness and self-awareness during interactions. To me, it all boils down to the understanding that there is always a reason behind every person’s behaviour.

As part of the workshop, I was given the opportunity of interacting with the Rainbow Centre students. One student, Mark*, was feeling uncomfortable and expressed that by hitting his ears. With the simple act of communicating with his teacher and attempting to put myself in his shoes, I managed to draw out responses from him through the use of a whiteboard with simple instructions. As it turned out, Mark has a love for numbers and could count the number of characters found in the paintings accurately. This interaction was made possible because I began to speak his language.

I strongly believe that having the heart for inclusiveness is half the battle won. When you have the heart, and then learn the right approach, many things can fall into place.
The corporate functions were scaled up to provide a strong foundation for the fulfilment of our mission.

**Human Resource**

Several initiatives were implemented to provide development and engagement opportunities for staff, in line with our commitment to become an employer of choice.

- Staff Connect and Town Hall sessions were launched to provide touchpoints for the Management Team to engage with staff and senior leaders respectively. Staff from different campuses had the opportunity to know one another and engage in discussions with and feedback to the management on various topics like Rainbow Centre (RC) values, mission, vision and strategic initiatives.

- The Talent Discovery series (launched in January 2017) was developed to enable and encourage all RC staff to discover their leadership potential and to develop themselves personally and professionally. Workshop topics include the Extended DISC, Building Resilience, Communication for Positive Impact, Creative Thinking and Traits of an RC Leader.

- RC is participating in the NCSS People Practice Consultancy Project. This project seeks to help VWOs review their current HR practices and develop customised solutions pertaining to recruitment and selection, performance management and career planning. The first phase of the project consists of a diagnostic to determine the key HR areas to be addressed. The project commenced in September 2016 and is currently in its second phase.

- The following study awards were given out:
  - Rozila Binte Mahmud, pursuing part-time studies in Bachelor of Education (Special Education) with Flinders University (via SSI).
  - Laavanya Paramasilvam, pursuing Master of Science (Speech and Language Pathology) at NUS.
  - Ng Hui Jing Carol, pursuing Master of Science (Speech and Language Pathology) at NUS.
  - Huang Jingda, Ryan, pursuing Master of Arts (Applied Psychology) at NIE.
  - Chew Xu Hwei, Kimberly, pursuing Master of Psychology (Clinical) at James Cook University (Australia).
Corporate Functions (continued)

Communication
A rebranding exercise was launched to express RC’s work and vision more accurately. This is in step with RC’s expanding range of services and push to provide services for persons with disabilities beyond schooling age (18 years). A pro bono consultant has come on board to provide branding consultancy.

Finance
Government grants for the period of FY 2016/2017 constituted 77% of the income. The rest of the income came from receipt of training and programme fees (6%), donations, fundraising and other miscellaneous income (17%). Fundraising efforts were focused on raising funds for the Rainbow Centre Building Fund for the new extension wing at Margaret Drive. For FY 2016/2017, manpower cost is 70.6% of total cost. The overall surplus was $13.91m.

RC’s objectives when managing its funds are to safeguard and maintain adequate working capital to ensure continuity of its operations and develop its principal activities over the long term.

Governance Policies
RC is committed to a high standard of compliance with accounting, financial reporting, internal controls, corporate governance and auditing requirements.

Declaration of Conflict of Interest
In line with this commitment, policies are in place to avoid conflict of interest. Board members, committees and employees of RC are required to declare that they do not have any personal or private business or associates that might be a conflict to their functions or employment with RC.

Board members do not receive any remuneration for their involvement and contribution to RC.

Disclosure and Transparency
Remuneration of the top three key executives for RC in FY 2016/2017 is in the range of $150,000 to $200,000. Remuneration comprises basic salaries, bonuses, annual wages supplements, variable components, and contributions to Central Provident Fund.

Staff Strength

<table>
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<tr>
<th>Department</th>
<th>Staff</th>
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<tr>
<td>Early Intervention Programme @ Margaret Drive</td>
<td>53</td>
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<tr>
<td>Rainbow Centre Margaret Drive School</td>
<td>185</td>
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<tr>
<td>Development and Innovation</td>
<td>10</td>
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<tr>
<td>Rainbow Centre Yishun Park School</td>
<td>217</td>
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<tr>
<td>Rainbow Centre Headquarters</td>
<td>31</td>
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<tr>
<td><strong>Total staff</strong></td>
<td>563</td>
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Corporate Governance
Information on Board of Governance

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<tr>
<th>Name</th>
<th>Year Joined</th>
<th>Occupation</th>
<th>Appointment Terms for Key Office in Rainbow Centre, Singapore</th>
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<tr>
<td>Associate Professor (Dr) Kenneth Poon Kin Loong</td>
<td>2007</td>
<td>Associate Professor</td>
<td>Vice President 2012-2012, Committee Member 2007-2012</td>
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<tr>
<td>Ms Chee Nian Tze</td>
<td>2010</td>
<td>Group General Manager</td>
<td>Honorary Secretary 2012-2016, Committee Member 2010-2012</td>
</tr>
<tr>
<td>Mr Pek Choon Lee</td>
<td>2010</td>
<td>Managing Director</td>
<td>Honorary Treasurer 2016-2018, Committee Member 2014-2016, Assistant Treasurer 2012-2014, Assistant Treasurer 2010-2012</td>
</tr>
<tr>
<td>Mr Chew Kei-Jin</td>
<td>2016</td>
<td>Lawyer</td>
<td>Assistant Treasurer 2016-2018</td>
</tr>
<tr>
<td>Mr Damien Tan Lip Wui</td>
<td>2010</td>
<td>Managing Director</td>
<td>Committee Member 2016-2018, Honorary Treasurer 2014-2016, Assistant Treasurer 2010-2012, Assistant Treasurer 2014-2016</td>
</tr>
<tr>
<td>Mr Vincent Chen Wei Ching</td>
<td>1994</td>
<td>Director</td>
<td>Committee Member 2016-2018, Assistant Treasurer 2014-2016, Committee Member 2002-2014, Committee Member 1994-1996, Honorary Secretary 1996-1998</td>
</tr>
<tr>
<td>Mr Alban Kang Choon Hwee</td>
<td>1992*</td>
<td>Managing Partner / Lawyer</td>
<td>Committee Member 2012-2018, Vice President 2012-2016, President 1992-1995</td>
</tr>
<tr>
<td>Dr Sylvia Choo Hwa Tean</td>
<td>2010</td>
<td>Senior Consultant Paediatrician</td>
<td>Committee Member 2010-2018</td>
</tr>
<tr>
<td>Dr Yvonne Ling Li-Fang</td>
<td>2005</td>
<td>Senior Consultant Eye Surgeon / Ophthalmologist</td>
<td>Committee Member 2005-2016</td>
</tr>
<tr>
<td>Professor (Dr) Lee Eng Hin</td>
<td>1992*</td>
<td>Professor / Orthopaedic Surgeon</td>
<td>Past President 2010-2018, President 1999-2010, Vice President 1992-1995</td>
</tr>
<tr>
<td>Ms Angeline Ooi May Ling</td>
<td>2012</td>
<td>Executive Vice President</td>
<td>Committee Member 2012-2018</td>
</tr>
<tr>
<td>Ms Evangeline Chua Siew Cheng</td>
<td>2014</td>
<td>Human Resource Director</td>
<td>Committee Member 2014-2016</td>
</tr>
<tr>
<td>Mr Milton Ong Ann Kiat</td>
<td>2016</td>
<td>Civil Servant, Ministry of Defence</td>
<td>Committee Member 2016-2018</td>
</tr>
</tbody>
</table>

Co-opted Members

- Ms Angelina Ooi May Ling 2012 Executive Vice President
- Ms Evangeline Chua Siew Cheng 2014 Human Resource Director
- Mr Milton Ong Ann Kiat 2016 Civil Servant, Ministry of Defence

*These Board members were appointed to serve the former Margaret Drive Special School (MDSS) before 1992 and were involved in establishing Rainbow Centre, Singapore. MDSS is now run under Rainbow Centre, Singapore as Rainbow Centre Margaret Drive School.
School Management Committee

Mr Pek Choon Lee
Treasurer
(From 1 Dec 2016)

Mr Damien Tan
Lip Wui
Chairman
(From 1 Dec 2016)

Ms Faizah Ahmad
Secretary
(Until 30 Nov 2016)

Mrs Angela Lee
Lian Siong
Secretary
(Until 14 Dec 2016)

Mr Louis Lim
Hoe Thuan
Committee Member
(From 25 Mar 2015)

Ms Chee Nian Tze
Committee Member
(From 1 Dec 2016)

Ms Evangeline Chua Siew Cheng
Committee Member
(From 1 Dec 2016)

Professor (Dr) James Hui Hoi Po
Committee Member
(Until 30 Nov 2016)

Mr John Tan Yew How
Committee Member
(Until 30 Nov 2016)

Ms Tan Sze Wee
Committee Member
(Until 15 Dec 2016)

Ms Jessica Wee
Committee Member
(Until 15 Dec 2016)

Mrs Chong Swee Fong
Motivation and Development Representative
(From 1 Dec 2016)

Ms Christina Michael
Ministry of Education Representative
(From 1 Dec 2016)

Admission & Assessment Committee

Chairman
Dr Kenneth Reginald Lyen

Members
Professor (Dr) James Hui Hoi Po
Dr Sylvia Choo Henn Tean
Dr Yvonne Ling Li-Fang

Staff Members
Management Team
Manager, Allied Professional Services
Senior Social Workers
Programme Leads

Audit Committee

Chairman
Mr Vincent Chen Wei Ching

Members
Mr Damien Tan Lip Wui
Ms Cindy Ho Soo Hooi

Staff Members
Ms Tan Sze Wee
Mr Richard Yap
Ms Aichu Intanwati

Appointment / Nomination Committee

Chairman
Mr Yew Teng Leong

Member
Professor (Dr) Lee Eng Hin
Ms Chee Nian Tze

Staff Member
Ms Tan Sze Wee

Programme & Education Committee

Chairman
Associate Professor (Dr) Kenneth Poon Kin Loong

Members
Dr Sylvia Choo Henn Tean
Mr Kevin Leong Yu Vee

Staff Member
Management Team

Finance Committee

Chairman
Mr Pek Choon Lee

Members
Mr Yew Teng Leong
Ms Angeline Ooi May Ling

Staff Members
Ms Tan Sze Wee
Mr Malcolm Wong
Mr Richard Yap
Ms Aichu Intanwati

Fundraising Committee

Chairman
Mr Chew Kei-Jin

Members
Ms Angeline Ooi May Ling
Mr K Venka
Mr Yew Teng Leong

Staff Members
Ms Tan Sze Wee
Ms Ja’izah Embek
Mr Moses Ku

Human Resource Committee

Chairman
Ms Evangeline Chua Siew Cheng

Members
Ms Chee Nian Tze
Mr Milton Ong Ann Kiat
Ms Cindy Ho Soo Hooi

Staff Members
Ms Tan Sze Wee
Mr Alan Chong
Ms Joy Tan
Management

Team

Ms Tan See Woe
Executive Director
(From 1 July 2016)
Director, Corporate Services
(Until 30 June 2016)

Ms Fauziah Ahmad
Principal, Rainbow Centre - Margaret Drive School
Director, Early Intervention Services

Mrs Angela Lee Lian Siong
Principal, Rainbow Centre - Yishun Park School
(Until 14 December 2016)

Ms Jessica Wee Kook
Principal, Rainbow Centre – Yishun Park School
(From 15 December 2016)
Vice-Principal, Rainbow Centre - Yishun Park School
(Until 14 December 2016)

Ms Sue Ann Goh
Vice-Principal, Rainbow Centre – Margaret Drive School

Ms Lim Ann Chi
Vice-Principal, Rainbow Centre – Margaret Drive School

Ms Jeannie Emily Choo
Vice-Principal, Rainbow Centre – Yishun Park School

Mr Malcolm Wong Wee Loong
Director, Development & Innovation
(From 1 July 2016)
Deputy Director for Special Projects
(Until 30 June 2016)

Ms Janice Leong Lingzi
Assistant Director, Early Intervention Services

Ms Vanessa Jean Nagy
Head, Clinical Services
(Until 3 June 2016)

Mrs Christy Lee-O’Loughlin
Head, Family Life Services

Ms Loi Wei Ming
Manager, Allied Professional Services
(From 1 July 2016)

Organisational
Structure

School Management Committee

Board of Governance

Executive Director

Principal, RCMDS
Director
Director
Director

Margaret Drive School
EIP@ Margaret Drive
Family Life Services
Rainbow Centre Training & Consultancy

Yishun Park School
EIP@ Yishun Park
Allied Professional Services
Curriculum & Research

Corporate Services

Educational Services
Early Intervention Services
Therapy & Outreach Services
Development & Innovation

Margaret Drive School

Yishun Park School

EIP@ Yishun Park

Allied Professional Services

Curriculum & Research

Special Projects

Human Resources

Administration & Finance

Information Technology & Records Management

Communications, Partnership & Engagement

Facilities Management
INDEPENDENT AUDITOR’S REPORT TO THE BOARD OF GOVERNANCE 
OF RAINBOW CENTRE, SINGAPORE

Financial Statement

Report on the Audit of the Financial Statements

Opinion
We have audited the accompanying financial statements of Rainbow Centre, Singapore (the “Association”) as set out on pages 6 to 42, which comprise the balance sheet as at 31 March 2017, and the statement of comprehensive income, statement of changes in funds and statement of cash flows of the Association for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements of the Association are properly drawn up in accordance with the Societies Act, Chapter 311 (the “Societies Act”), the Charities Act, Chapter 37 and other relevant regulations (the “Charities Act and Regulations”) and Financial Reporting Standards in Singapore (“FRSs”) so as to present fairly, in all material respects, the financial position of the Association as at 31 March 2017 and of the financial performance, changes in funds and cash flows of the Association for the year ended on that date.

Basis for Opinion
We conducted our audit in accordance with Singapore Standards on Auditing (“SSAs”). Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Association in accordance with the Accounting and Corporate Regulatory Authority (ACRA) Code of Professional Conduct and Ethics for Public Accountants and Accounting Entities (ACRA Code) together with the ethical requirements that are relevant to our audit of the financial statements in Singapore, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the ACRA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter
We draw attention to Note 2(o) to the financial statements. The Board of Governance has estimated the useful life of the Association’s leasehold buildings to be 25 years. This is not in compliance with FRS 16 Property, Plant and Equipment as the Association only has a 3-year lease agreement for the respective land on which the leasehold buildings are built. Information about the Board of Governance’s assumptions and estimation of the useful life of the Association’s leasehold buildings are disclosed in Note 2(o) and we concur with the Board of Governance’s basis as disclosed therein. The carrying amount of the leasehold buildings at the balance sheet date, together with the effect on the financial statements had the Association comply with FRS 16 are disclosed in Note 2(o). Our opinion is not modified in respect of this matter.

Other Matter
The financial statements of the Association for the financial year ended 31 March 2016 were audited by another auditor whose report dated 12 August 2016 expressed an unmodified opinion on those financial statements.

Other Information
The Board of Governance is responsible for the other information. The other information comprises the Statement by the Board of Governance as set out on page 1 and the information included in the Annual Report 2017, but does not include the financial statements and our auditor’s report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Board of Governance for the Financial Statements
The Board of Governance is responsible for the preparation and fair presentation of these financial statements in accordance with the Societies Act, Charities Act and Regulations and FRSs, and for such internal control as the Board of Governance determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Governance is responsible for assessing the Association’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Board of Governance either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

The Board of Governance is responsible for overseeing the Association’s financial reporting process.

Auditor’s Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SSAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association’s internal control.

- Evaluate the appropriateness of accounting
policies used and the reasonableness of accounting
estimates and related disclosures made by the
Board of Governance.

- Conclude on the appropriateness of the Board
of Governance’s use of the going concern basis
of accounting and, based on the audit evidence
obtained, whether a material uncertainty exists
related to events or conditions that may cast
significant doubt on the Association’s ability to
continue as a going concern. If we conclude that
a material uncertainty exists, we are required to
draw attention in our auditor’s report to the related
disclosures in the financial statements or, if such
disclosures are inadequate, to modify our opinion.
Our conclusions are based on the audit evidence
obtained up to the date of our auditor’s report.
However, future events or conditions may cause the
Association to cease to continue as a going concern.

- Evaluate the overall presentation, structure and
content of the financial statements, including the
disclosures, and whether the financial statements
represent the underlying transactions and events in
a manner that achieves fair presentation.

We communicate with the Board of Governance
regarding, among other matters, the planned scope
and timing of the audit and significant audit findings,
including any significant deficiencies in internal control
that we identify during our audit.

INDEPENDENT AUDITOR’S REPORT TO THE BOARD OF GOVERNANCE
OF RAINBOW CENTRE, SINGAPORE

In our opinion,

(i) the accounting and other records required by the
Societies Regulations enacted under the Societies
Act to be kept by the Association have been
properly kept in accordance with those
regulations; and

(ii) the fund raising appeal held during the financial
year ended 31 March 2017 has been carried out
in accordance with Regulation 6 of the Societies
Regulations issued under the Societies Act and
proper accounts and other records have been kept
of the fund-raising appeal.

During the course of our audit, nothing has come to
our attention that causes us to believe that during the
financial year:

(i) the Association has not used the donation moneys
in accordance with its objective as required under
Regulation 11 of the Charities (Institutions of a
Public Character) Regulations; and

(ii) the Association has not complied with the
requirements of Regulation 15 (Fund-raising
expenses) of the Charities (Institutions of a
Public Character) Regulations.

In our opinion, financial statements

The accompanying notes form an integral part of these financial statements.
### Statement of Comprehensive Income

**For the financial year ended 31 March 2017**

<table>
<thead>
<tr>
<th>Note</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
<th>Inter-schools and programmes activities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restated 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants from MOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Occupation License (TOL) Fee</td>
<td>–</td>
<td>792,975</td>
<td>–</td>
<td>792,975</td>
</tr>
<tr>
<td>Special Purpose Grants</td>
<td>3</td>
<td>491,913</td>
<td>–</td>
<td>491,913</td>
</tr>
<tr>
<td>Grants from MSF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Occupation License (TOL) Fee</td>
<td>–</td>
<td>68,391</td>
<td>–</td>
<td>68,391</td>
</tr>
<tr>
<td>Captitation Grant</td>
<td>–</td>
<td>4,670,659</td>
<td>–</td>
<td>4,670,659</td>
</tr>
<tr>
<td>Underfunding in prior years</td>
<td>–</td>
<td>110,088</td>
<td>–</td>
<td>110,088</td>
</tr>
<tr>
<td>Corporate Development Funding</td>
<td>–</td>
<td>244,232</td>
<td>–</td>
<td>244,232</td>
</tr>
<tr>
<td>Special Purpose Grants - building fund grant</td>
<td>–</td>
<td>55,813</td>
<td>–</td>
<td>55,813</td>
</tr>
<tr>
<td>VWO Transport Subsidies</td>
<td>–</td>
<td>675,016</td>
<td>–</td>
<td>675,016</td>
</tr>
<tr>
<td>Grants from NCSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCSS Community Funding for S.E.T</td>
<td>4</td>
<td>335,086</td>
<td>7,684,162</td>
<td>(335,086)</td>
</tr>
<tr>
<td>Care and Share grant</td>
<td>–</td>
<td>246,929</td>
<td>–</td>
<td>246,929</td>
</tr>
<tr>
<td>Singtel Sponsorship</td>
<td>–</td>
<td>1,860</td>
<td>–</td>
<td>1,860</td>
</tr>
<tr>
<td>Grants from Other Agencies</td>
<td>5</td>
<td>34,903</td>
<td>359,861</td>
<td>–</td>
</tr>
<tr>
<td>Programme and Transport Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income and programme activities</td>
<td>395,312</td>
<td>(192,323)</td>
<td>202,989</td>
<td></td>
</tr>
<tr>
<td>School programme fees</td>
<td>–</td>
<td>2,400,455</td>
<td>–</td>
<td>2,400,455</td>
</tr>
<tr>
<td>Transport fees</td>
<td>–</td>
<td>763,160</td>
<td>–</td>
<td>763,160</td>
</tr>
<tr>
<td>AHS fees</td>
<td>178,714</td>
<td>–</td>
<td>(178,714)</td>
<td>–</td>
</tr>
<tr>
<td>Management fees</td>
<td>1,453,500</td>
<td>–</td>
<td>(1,453,500)</td>
<td>–</td>
</tr>
<tr>
<td>Other income</td>
<td>6</td>
<td>1,050,378</td>
<td>3,774,045</td>
<td>–</td>
</tr>
<tr>
<td><strong>Less: Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Operating Costs, excluding staff costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme activities, functions and event expenses</td>
<td>7</td>
<td>141,902</td>
<td>731,692</td>
<td>(178,714)</td>
</tr>
<tr>
<td>Purchase of equipment</td>
<td>8</td>
<td>4,902</td>
<td>203,240</td>
<td>–</td>
</tr>
<tr>
<td>Operating and miscellaneous expenses</td>
<td>9</td>
<td>134,410</td>
<td>1,185,633</td>
<td>–</td>
</tr>
<tr>
<td>Indirect Operating Costs, excluding staff costs</td>
<td>10</td>
<td>51,130</td>
<td>2,892,779</td>
<td>(1,788,586)</td>
</tr>
<tr>
<td>School Bus Services for Pupils</td>
<td></td>
<td>2,209,707</td>
<td>–</td>
<td>2,209,707</td>
</tr>
<tr>
<td>Staff costs</td>
<td>11</td>
<td>1,751,756</td>
<td>23,454,354</td>
<td>(192,323)</td>
</tr>
<tr>
<td>Depreciation of property, plant and equipment</td>
<td>13</td>
<td>6,178</td>
<td>344,065</td>
<td>–</td>
</tr>
<tr>
<td>Expenditure of funds</td>
<td>12</td>
<td>3,599,363</td>
<td>–</td>
<td>3,599,363</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus and total comprehensive income for the financial year</td>
<td>2,090,278</td>
<td>34,620,833</td>
<td>(2,159,623)</td>
<td>34,551,488</td>
</tr>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated fund</td>
<td>–</td>
<td>935,771</td>
<td>–</td>
<td>935,771</td>
</tr>
<tr>
<td>Contingency fund</td>
<td>18</td>
<td>1,037,564</td>
<td>–</td>
<td>1,037,564</td>
</tr>
<tr>
<td>Rainbow Centre training and consultancy fund</td>
<td>19</td>
<td>730,980</td>
<td>–</td>
<td>730,980</td>
</tr>
<tr>
<td>Restricted funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific funds</td>
<td>20</td>
<td>6,048,061</td>
<td>5,514,039</td>
<td>–</td>
</tr>
<tr>
<td>Rainbow Centre building fund</td>
<td>21</td>
<td>11,744,386</td>
<td>2,395,691</td>
<td>–</td>
</tr>
<tr>
<td>Other funds</td>
<td>22</td>
<td>319,625</td>
<td>530,298</td>
<td>–</td>
</tr>
<tr>
<td>Margaret Drive special school building fund</td>
<td>23</td>
<td>289,112</td>
<td>395,023</td>
<td>–</td>
</tr>
<tr>
<td>Building re-development fund</td>
<td>24</td>
<td>9,700,547</td>
<td>10,464,408</td>
<td>–</td>
</tr>
<tr>
<td>Deferred capital fund</td>
<td>25</td>
<td>284,392</td>
<td>198,972</td>
<td>–</td>
</tr>
<tr>
<td>Schools and programmes fund</td>
<td>26</td>
<td>23,865,478</td>
<td>19,244,386</td>
<td>–</td>
</tr>
<tr>
<td>Total funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Balance Sheet

**At 31 March 2017**

<table>
<thead>
<tr>
<th>Note</th>
<th>31.3.2017 $</th>
<th>(Restated) 31.3.2016 $</th>
<th>(Restated) 1.4.2015 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-current asset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>13</td>
<td>21,644,003</td>
<td>20,632,948</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>14</td>
<td>8,409</td>
<td>6,756</td>
</tr>
<tr>
<td>School programme fee receivables</td>
<td></td>
<td>79,258</td>
<td>31,810</td>
</tr>
<tr>
<td>Training fee receivables</td>
<td></td>
<td>65,900</td>
<td>13,836</td>
</tr>
<tr>
<td>Other receivables</td>
<td>15</td>
<td>1,179,069</td>
<td>966,218</td>
</tr>
<tr>
<td>Deposits</td>
<td></td>
<td>7,047</td>
<td>16,170</td>
</tr>
<tr>
<td>Prepayments</td>
<td></td>
<td>19,453</td>
<td>7,428</td>
</tr>
<tr>
<td>Cash and bank balances</td>
<td>16</td>
<td>38,510,587</td>
<td>30,213,876</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td></td>
<td>39,869,723</td>
<td>31,256,094</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>41,513,726</strong></td>
<td></td>
<td>43,321,082</td>
<td>38,381,245</td>
</tr>
<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School programme fee received in advance</td>
<td></td>
<td>15,928</td>
<td>24,651</td>
</tr>
<tr>
<td>Advance funding from MOE</td>
<td></td>
<td>66,081</td>
<td>66,068</td>
</tr>
<tr>
<td>Deposits received in advance</td>
<td></td>
<td>222,977</td>
<td>195,397</td>
</tr>
<tr>
<td>Accruals and other payables</td>
<td>17</td>
<td>3,136,709</td>
<td>1,145,720</td>
</tr>
<tr>
<td>GST payable</td>
<td></td>
<td>3,125,115</td>
<td>851,804</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td></td>
<td>6,561,810</td>
<td>2,283,640</td>
</tr>
<tr>
<td><strong>Net assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>54,946,916</td>
<td>41,037,442</td>
<td>36,569,784</td>
</tr>
<tr>
<td>Restricted funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>54,946,916</td>
<td>41,037,442</td>
<td>36,569,784</td>
</tr>
</tbody>
</table>

The accompanying notes form an integral part of these financial statements.

Rainbow Centre Singapore

Rainbow Centre Singapore
Thank you for your generous support and giving to Rainbow Centre, Singapore. Your contribution is key to providing holistic education to children with disabilities and helping them to maximise their potential.

**Government funding**
- Ministry of Education
- Ministry of Social and Family Development

**National Council of Social Service**
- Community Chest
- President’s Challenge

**Other funding**
- MILK Fund
- SG Enable

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