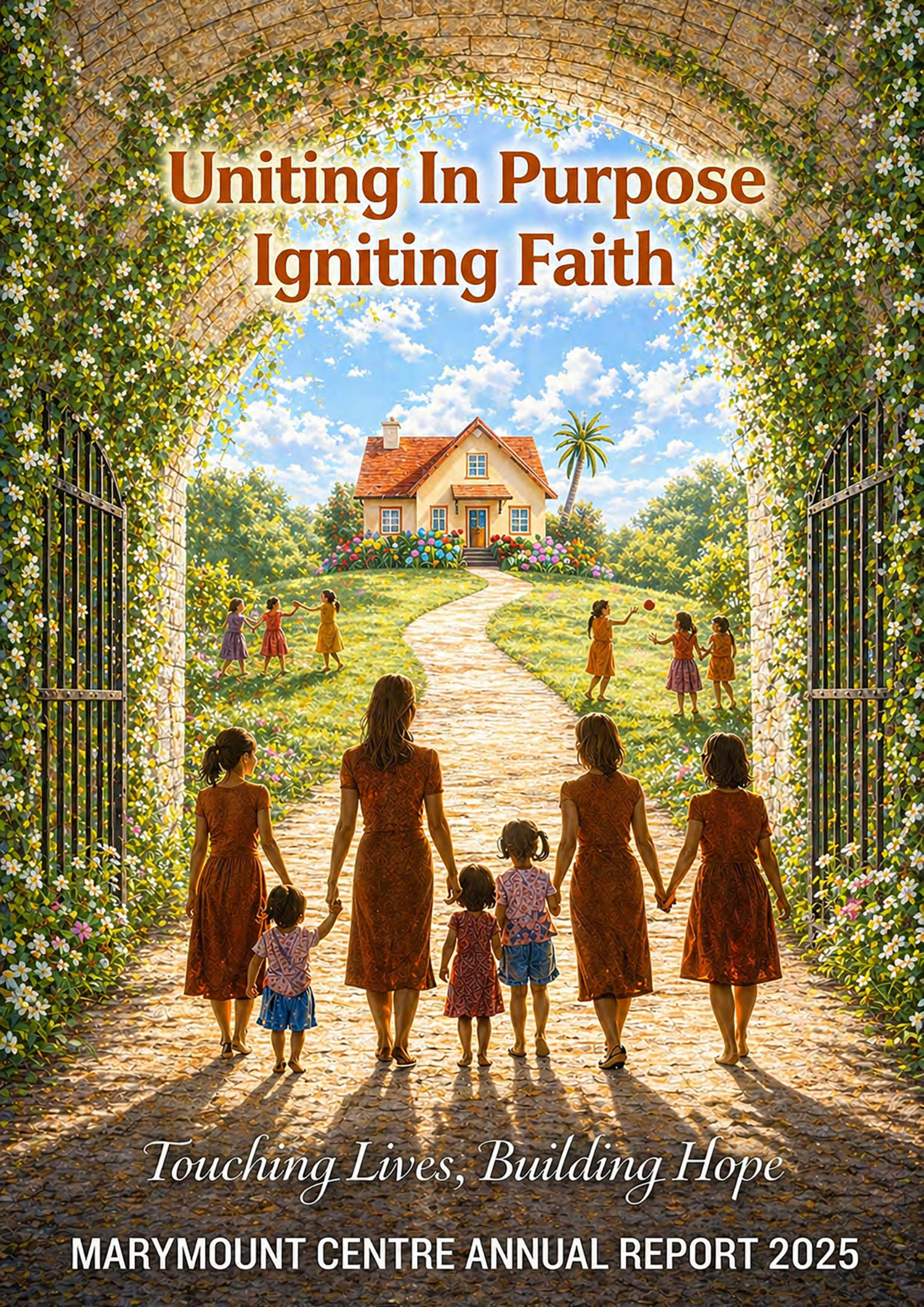

Uniting In Purpose
Igniting Faith
Touching Lives, Building Hope
MARYMOUNT CENTRE ANNUAL REPORT 2025

Table of *Contents*

2 About Marymount Centre

5 Overview of Marymount Centre

9 Chairperson's Message

11 Building Skills, Celebrating Hearts

21 Measuring What Matters

31 Pathways to Independence

42 Purpose, People, and Planet

48 United in Action

55 Programme Highlights

57 Financial Highlights

58 The Year Ahead

59 Governance Evaluation Checklist

Our *Objectives*

Marymount Centre provides holistic support to vulnerable children and women through three core pillars:

Three 24-hour residential homes for children:

Ahuva Good Shepherd – Children's Home

Ahuva Good Shepherd – Small Group Care

Ahuva Good Shepherd – Interim Placement & Assessment Centre

Good Shepherd Centre:

A 24-hour crisis shelter providing a safe place for abused, trafficked, marginalized women and their children.

Good Shepherd Student Care:

A school-based student care centre supporting children's well-being and development.

We are committed to providing compassionate and respectful care to children and women facing severe challenges or injustices. Through dedicated support, we walk alongside them on their healing journey, empowering them to rebuild their lives and restore their dignity and self-worth.

Our *Vision*

Touching Lives Building Hope

Our *Mission*

To empower lives, restore rights and uphold dignity

Our *Core Values*

Compassion
Integrity
Empowerment
Professionalism
Teamwork
Respect
Zeal

Our *Services*

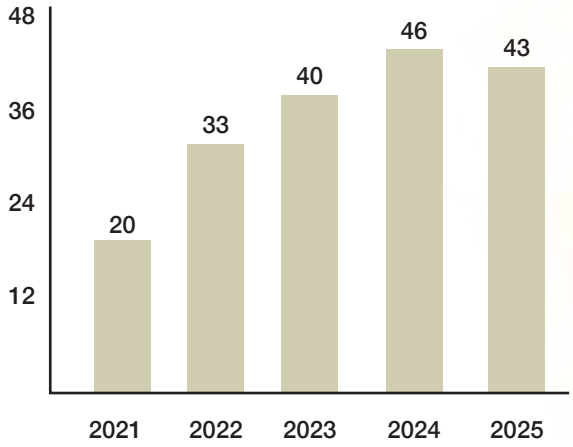
AHUVA GOOD SHEPHERD

Touching Lives, Building Hope

CHILDREN'S HOME

Established in 2006, Ahuva Good Shepherd – Children's Home (AGS-CH) provides a safe and nurturing residential environment for girls aged 3 to 18. These girls have experienced various familial challenges, including financial difficulties, parental separation, domestic violence, abuse, and parental incarceration.

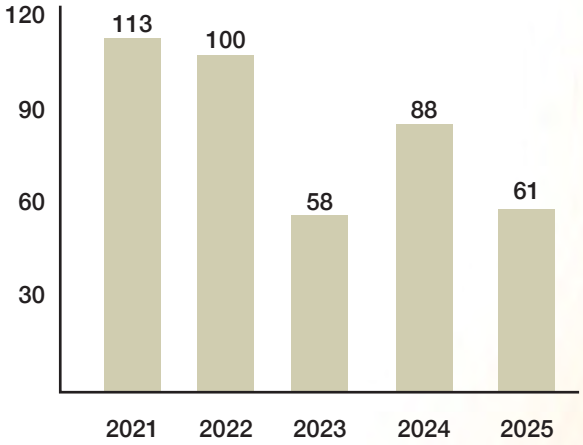
Number of Clients Served: AGS-CH



INTERIM PLACEMENT AND ASSESSMENT CENTRE

Launched in June 2015, Ahuva Good Shepherd – Interim Placement and Assessment Centre (AGS-IPAC) provides care for children aged 4 to 14 who have often experienced abuse, primarily within their family environments. AGS-IPAC offers a haven for these children during investigations and assessments, supporting the development of appropriate long-term care plans. The average duration of stay is 48 days.

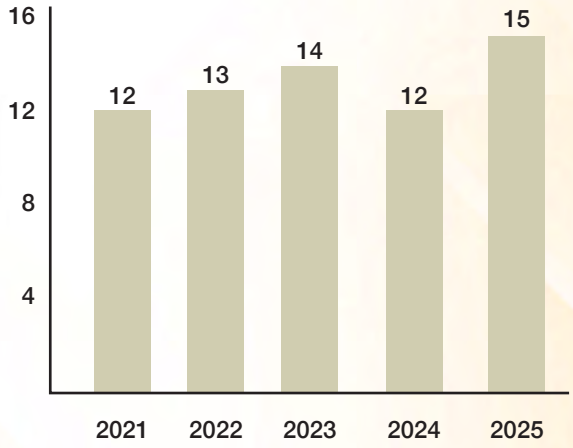
Number of Clients Served: AGS-IPAC



SMALL GROUP CARE

Since June 2017, Ahuva Good Shepherd – Small Group Care (AGS-SGC) has provided a safe and supportive environment for girls aged 7 to 12 who have been assessed by the Ministry of Social and Family Development (MSF) as having moderate to high needs arising from abuse. The typical duration of stay is up to 18 months.

Number of Clients Served: AGS-SGC



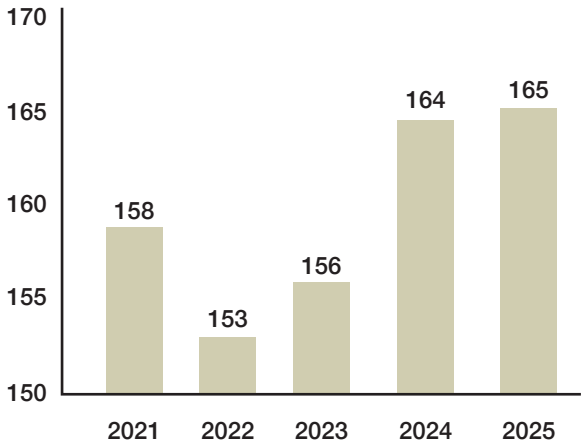
GOOD SHEPHERD CENTRE

Established in 1986, Good Shepherd Centre (GSC) provides a safe and supportive environment for women and their children experiencing family violence, as well as for women facing other significant life challenges.

GSC offers a peaceful sanctuary where abused women and their children can address their crises and heal from trauma. Through a range of thoughtfully designed programmes, the centre supports recovery, restore dignity and fosters resilience. These programmes empower women to draw on their inner strengths and available resources, enabling them to rebuild their lives and work towards a more secure future. Programmes are facilitated by staff, volunteers or in collaboration with sponsors.

Additionally, GSC is appointed by the government to provide victim care services for women who have been trafficked into Singapore.

Number of Clients Served: GSC



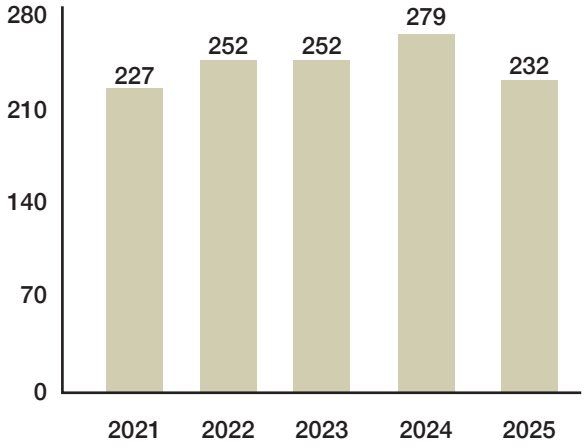
GOOD SHEPHERD STUDENT CARE

Founded in 1982, Good Shepherd Student Care (GSSC) provides after-school care for students at Marymount Convent School while their parents are at work. Some students come from vulnerable backgrounds, including single-parent and low-income families.

GSSC offers a holistic and nurturing environment that supports each child's overall development, with the aim of:

- Instilling respect, love, and tolerance towards themselves and others;
- Building emotional resilience to prepare children for future challenges; and
- Encouraging self-acceptance and a deeper understanding of self.

Number of Clients Served: GSSC



Overview of Marymount Centre

Information as of 31 December 2025

Marymount Centre was officially registered under the Charities Act on 9 May 1984. It was subsequently incorporated as a Company Limited by Guarantee on 20 January 2014, with its constitution serving as the governing instrument. On 1 October 2015, the Centre was granted Charity and Institute of Public Character (IPC) status.

UEN	201402049Z
Registered Address	10 Collyer Quay, #10-01, Ocean Financial Centre Singapore 049315
Mailing Address	Good Shepherd Place 9 Lorong 8 Toa Payoh Singapore 319253
Banker	Development Bank of Singapore
Auditor	Singapore Assurance PAC
Website	www.marymountctr.org.sg

ROLE OF THE BOARD OF DIRECTORS

The Board provides strategic direction and oversight of Marymount Centre's programmes and objectives, ensuring the charity fulfils its vision and mission through strong governance and effective leadership.

CONFLICTS OF INTEREST POLICY

Marymount Centre has implemented a Conflicts of Interest Policy and corresponding operating procedures to prevent and manage actual or perceived conflicts of interest. Upon appointment or commencement, Board members, management, staff and volunteers are obligated to disclose any interests, relationships, or holdings that may potentially lead to a conflict of interest. This declaration must be updated promptly whenever any changes occur.

Where a conflict arises, the individual involved must fully disclose the conflict and abstain from participating in any related discussions or decisions making processes.

WHISTLEBLOWING POLICY

Marymount Centre has implemented a whistleblowing policy to ensure transparency and accountability. Individuals are encouraged to confidentially report any misconduct or wrongdoing involving a director, staff member, volunteer, or anyone associated with Marymount Centre to the Chairperson of the Board of Directors or the Chairperson of the Audit Committee. All reports will be addressed in accordance with a clearly defined protocol.

Board Meetings and Attendance

As of 31 December 2025

A total of four Board meetings and one AGM were held during the financial year.

	Name & Title	Appointment Date	Attendance *(Board Meeting 2025)*	Occupation & Company
1	Ho Teik Tiong *Director / Hon. Treasurer*	30/9/2016 / 01/01/2023	3 / 4	*Partner* Foo Kon Tan LLP
2	Joycelyn Ong Yueh Ling *Director*	30/09/2016	2 / 4	*Managing Director* Shaw Kwei and Partners
3	Woo Mei Lin Jacqueline *Director*	01/01/2018	4 / 4	*Founder* Nomikos Consultancy Pte Ltd
4	*Quek Toi Wee *Director / Chairperson*	01/01/2019 / 01/01/2025	4 / 4	*Director* Beauteehouzz Pte Ltd
5	Yap Lian Hiang Vivien *Director*	01/01/2019	4 / 4	*Chartered Psychologist* Turning the Tide Pte Ltd
6	Siew Hui Zhen Natalie *Director*	01/01/2019	4 / 4	*Vice President (HR)* Singapore Exchange Limited
7	Prempal Singh Hundal *Director*	02/08/2023	4 / 4	*Chief Operating Officer* Enclustra GmbH
8	Elaine Beh Pur-Lin *Director*	02/08/2023	4 / 4	*Consultant* Icon Law LLC
9	Lim Lai Yan Betty *Director*	01/04/2024	4 / 4	*Chief Executive* Marymount Centre
10	Queck Kim Choo *Director*	01/01/2025	3 / 4	*Member* Good Shepherd Congregation - PLT
11	Wong Yeng Lee *Director*	01/05/2025	3 / 3	*Treasurer, Council Member* Singapore institute of International Affairs (SIIA)

**Past appointment as Hon. Treasurer: 01/01/2019*

Committees

As of 31 December 2025

Position	Name	Committees
Chairperson	Woo Mei Lin Jacqueline	Governance and Nominations
Chairperson	Ho Teik Tiong	Finance & Investments
Chairperson	Prempal Singh Hundal	Audit
Chairperson	Elaine Beh Pur-Lin	Programmes and Services
Chairperson	Siew Hui Zhen Natalie	Human Resources and Volunteers Management
Chairperson	Quek Toi Wee	Fund-raising

Executive Management Team

As of 31 December 2025

Name	Appointment
Lim Lai Yan Betty	Chief Executive
Jessica Koh Hong Wue	Deputy Chief Executive / Head of Home
Tan Yee Nee	Residential Manager
Sr Koh Siew Joo Agnes	Residential Manager
Belleza MA Gilzen Asuncion	Residential Manager
Chaung Lu Lu	Centre Manager
Chien Pei Gen	IT Manager
Chan Lai Mei	Community Partnership Manager
Loh Ming Ling	Finance/Admin Manager
Lee Yi Ting Kelly	Senior Psychologist (Part-Time)
Ng Yiam Hua Dionne	Manager, Trauma-Informed Practices
Sr Fiona Yeo Shijia	Lead Social Worker

Disclosure of remuneration and benefits received by Board members

- None of the directors received any remuneration or benefits.

The total annual remuneration of top 3 paid staff receiving in excess of $100,000

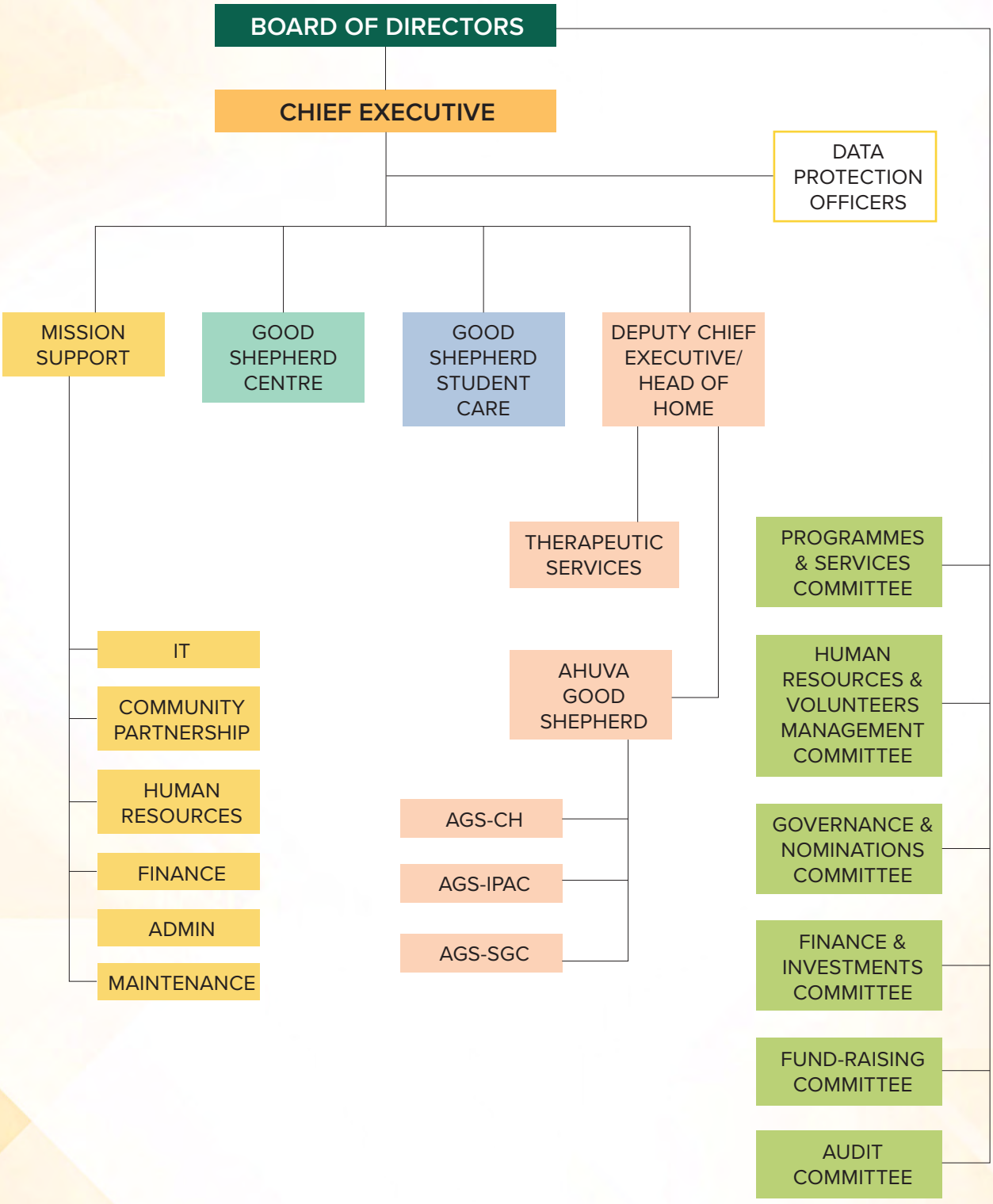
- 2 paid staff received a total annual remuneration in the band of $100,000 - $199,999.
- One person is a member of the Board of Directors.
- The total annual remuneration of the 3rd top paid staff was less than $100,000.

Related paid staff receiving remuneration in excess of $50,000

- There was no related paid staff receiving remuneration in excess of $50,000.

Organisation Chart

As of 31 December 2025



Chairperson's Message

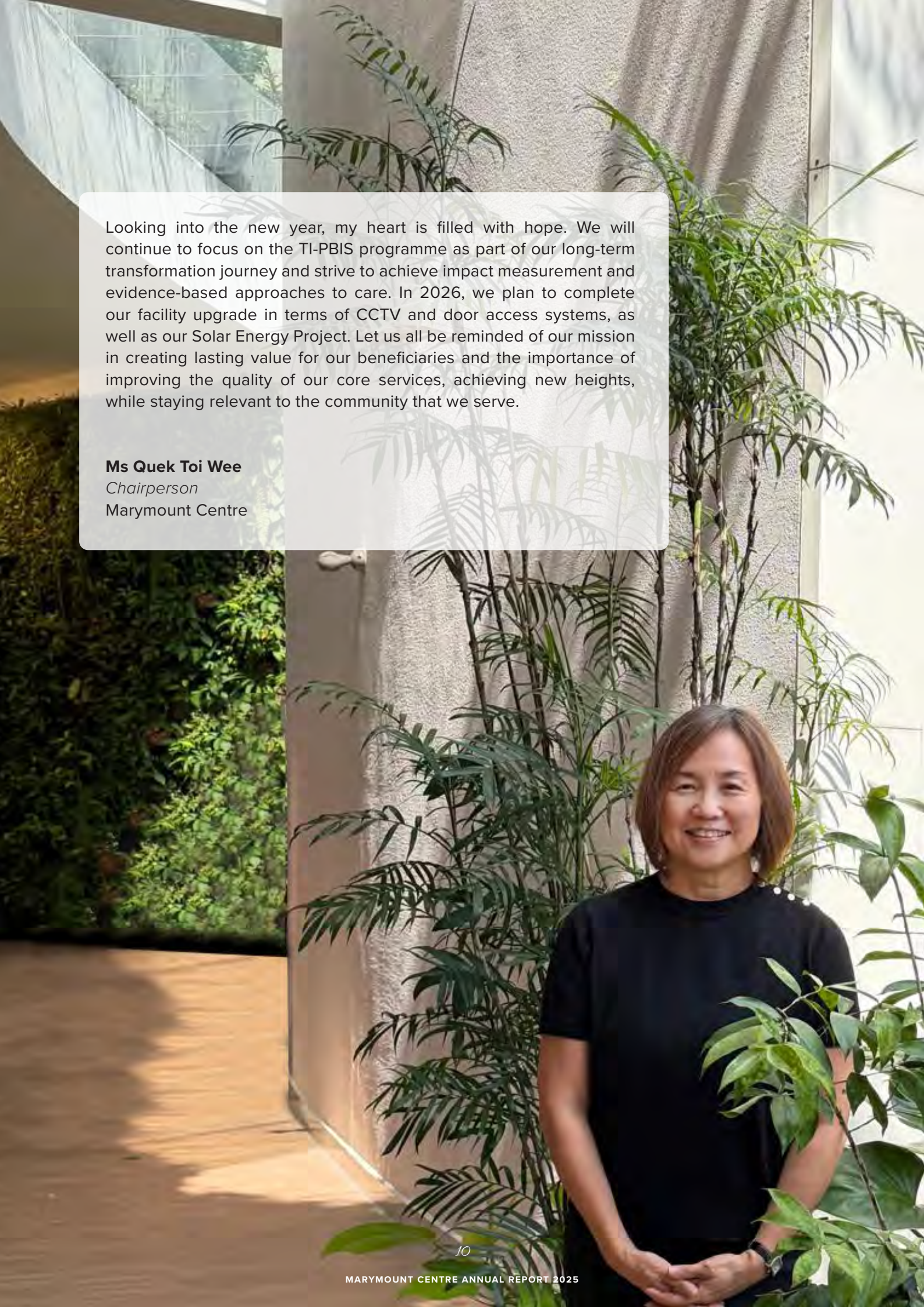
The past year has been a significant and purposeful year for our organisation. It is with a grateful heart that I am sharing the progress and milestones that we have achieved in 2025.

In 2025, we completed the full expansion of the Trauma Informed - Positive Behavioural Interventions and Support programme (TI-PBIS) throughout all our services at Marymount Centre. TI-PBIS started as a new initiative at Small Group Care (SGC). Over the years, through much training of our staff, we expanded TI-PBIS across all our other services including Good Shepherd Centre (GSC) and Good Shepherd Student Care (GSSC). With further strengthening and alignment of the programme, we built a more resilient framework to provide consistency in behavioural approaches, structured responses to our children's needs, resulting in improved staff confidence.

2025 marks the 10-year Anniversary of Interim Placement and Assessment Centre (IPAC), one of the three services within our Children's Residential Homes. In 2015, IPAC was started in collaboration with Ministry of Social and Family Development (MSF) to provide a transitory safe place for our children. Here at IPAC, trauma assessments are administered, and decisions are made on next safe permanent placements. With patience and loving care, our staff have helped our children through their trauma. To our staff at IPAC, thank you for your hard work and resilience in achieving this milestone.

In the area of governance, it is noteworthy that we accomplished a rigorous licensing audit for our Children's Home, securing the maximum two-year licence renewal. In addition, GSSC successfully completed the audit administered by Ministry of Education (MOE).

As I reflect on these achievements and milestones, I am most thankful and appreciative of our management and staff who made it all possible. On behalf of the Board of Directors, we thank you for your commitment, dedication and love for our beneficiaries and Marymount Centre. You are the heart of our organisation, giving it the pulse and strength to move forward in our mission. I would also like to take this opportunity to thank our volunteers for their compassion and love in supporting our various programmes and for sharing their many talents. In 2025, the number of regular volunteers reached a strength of 75, nearly matching the size of our full-time staff. To our stakeholders, the Good Shepherd Sisters, MSF and donors, thank you for your long-standing collaboration and support.



Looking into the new year, my heart is filled with hope. We will continue to focus on the TI-PBIS programme as part of our long-term transformation journey and strive to achieve impact measurement and evidence-based approaches to care. In 2026, we plan to complete our facility upgrade in terms of CCTV and door access systems, as well as our Solar Energy Project. Let us all be reminded of our mission in creating lasting value for our beneficiaries and the importance of improving the quality of our core services, achieving new heights, while staying relevant to the community that we serve.

Ms Quek Toi Wee
Chairperson
Marymount Centre

Building Skills, *Celebrating* Hearts

At Marymount Centre, our staff are at the heart of everything we do. We come together regularly to share updates, celebrate milestones, and strengthen connections across the team. Through ongoing training and development, our staff continue to grow both professionally and personally, while initiatives to recognise contributions and achievements show appreciation for the dedication and passion that make our team truly special.





Stronger *Together:*
Connecting as One Marymount

As part of our ongoing efforts to strengthen engagement and nurture a culture of transparency and inclusiveness, and following insights gained from the Organisational Health Diagnostic Scheme (OHDS) conducted in November 2024, Marymount Centre began holding quarterly Town Hall meetings with all staff in 2025.

These quarterly town halls have grown into far more than routine organisational updates – they are vibrant gatherings that unite our people to connect, learn, and celebrate. Created as a forum for sharing information and recognising achievements, these sessions foster strong relationships across services while ensuring everyone remains aligned with the Centre's vision and goals.

During each town hall, important updates are shared on areas such as Human Resource developments, Personal Data Protection Act (PDPA) awareness, anti-money laundering compliance, finance policies, and other operational matters. These segments ensure that staff remain well informed and confident in carrying out their responsibilities, reinforcing a culture of accountability and good governance in an accessible and engaging way.

Beyond policy and procedures, the heart of the town halls lies in fostering camaraderie and team spirit. Interactive activities and occasional sessions led by external facilitators inject energy and fresh perspectives, encouraging collaboration, reflection, and personal growth.



Celebration is also a key highlight. Promotions are proudly announced, recognising dedication and achievement. Birthdays and special occasions are marked with warmth and joy, creating moments of appreciation that strengthen our sense of belonging. New joiners are introduced to the wider team, helping them feel welcomed and supported from the start.

Overall, the quarterly town halls continue to be a meaningful platform where communication meets connection, and information sharing goes hand in hand with celebration. As Marymount Centre moves forward, these sessions will continue to evolve, keeping engagement lively, purposeful, and centred on our greatest strength: OUR PEOPLE.

Ms Pauline Chan
Human Resources Executive





In Their Own Words:

> I like the sharing from different departments / programmes, especially the one from Sabah Mission trip. It was very meaningful and showed a bigger picture of the mission that we are working for.
>
> **Ms Fiona Kang**
> *Assistant Senior Social Worker (GSC)*

> The town hall meeting provides clear updates that the staff can easily understand, making everything much clearer for us.
>
> **Ms Panja Saram Krishnan**
> *Social Service Assistant (AGS)*

> I appreciate the planning that goes into townhalls, especially the engagement of external coaches, etc. to lead movement or other sessions. The more impactful sessions for me were those that helped us learn more about ourselves and one another through art and craft, as well as the sharing time afterwards. It has helped me to appreciate my team better and understand their perspectives or worldviews.
>
> **Ms Josephine Denise Demont**
> *Student Care Teacher (GSSC)*

My Mission Enrichment *Journey* 2025

When I was first invited to attend Mission Enrichment Journey (MEJ), I was not quite sure what to expect. Still, I'm so glad I said "yes". What followed was a truly eye-opening experience that helped me better understand the Mission and Values of the Good Shepherd Mission. Many of the sessions answered questions and curiosities I had carried with me for a long time.

Although I had always been interested in mission work, I had never fully embraced a mission or set of values. It never occurred to me that working at the Good Shepherd Centre was already a form of mission work. MEJ helped me see this clearly for the first time.

My journey began with three days and two nights at Restful Waters along Nallur Road. From the moment we arrived, we were warmly welcomed by Sr Lucy, who had thoughtfully prepared a lovely breakfast spread with a variety of hot drinks. Throughout our stay, the beautifully arranged meals were a highlight. Sr Lucy was attentive to our dietary needs, making every meal both pleasant and memorable.

DAY 1

Day 1 began with connecting to the story of the universe, followed by learning more about our founders and the Congregation. One of the most meaningful sessions for me was linking our childhood experiences to the lives of the Founders, St Mary Euphrasia and St John Eudes. This session brought me back to a time when I felt lost and unsure of where to turn. It helped me realize that everything I had experienced and worked through had led me to this very moment – drawing me closer to the Good Shepherd.



I came to understand that working at the Good Shepherd Centre was an invitation to a higher calling. This realization deeply touched me, and by the end of the day, many of my doubts had already been cleared.

DAY 2



Day 2 was filled with laughter, especially during the creative presentations. Each group performed a short skit on either St Mary Euphrasia or St John Eudes, and the creativity on display had everyone laughing! It was also a joy to make new friends during this time.

Throughout the programme, many meaningful personal stories, experiences, and videos were shared by the Good Shepherd Sisters – Sr Jean Marie, Sr Angeline, Sr Lucy, as well as a fellow partner-in-mission, Melina. Hearing how the Sisters found their way to the Mission and learning about their passion and commitment inspired me deeply. I found myself wondering what gave them the strength to continue despite challenges and difficulties. Through their sharing, I realized it was their deep love and zeal for the mission left behind by St Mary Euphrasia. Because of this love, the legacy of the mission continues to live on.



DAY 3

On Day 3, I learned the deeper meaning and importance of values such as zeal, compassion, gratitude, respect, reconciliation, and perseverance. I was especially moved by the story of the late Sr Susan Chia and her efforts to help African children gain access to clean water, education, and daily meals. Her story touched my heart and helped me appreciate even more the work I have been doing all along.

That evening, as I left Restful Waters, I did not leave in the usual way. I left my heavy baggage behind and carried a lighter one on my shoulders – a renewed understanding of the meaning of my work. The memories, laughter, and moments we shared will always remain with me.

by **Ms Natalie Lawrence**
Co-ord CS Flats/Prog Executive
Good Shepherd Centre

Leading with *Purpose:*

Strengthening Servant Leadership



The Lead Like Jesus workshop, attended by key staff, management, and Board members, was a timely enriching leadership development experience for Marymount Centre. It reaffirmed servant leadership as the foundation of effective leadership, drawing inspiration from the life and teachings of Jesus Christ. The session emphasised that authentic leadership is not grounded in authority or self-interest, but in love, humility, integrity, and a genuine commitment in serving others.



Participants were guided to reflect on the integration of the **heart, head, hands, and habits** of leadership. This holistic framework highlighted the importance of inner motivation and values *(heart)*, thoughtful and ethical decision-making *(head)*, purposeful and compassionate action *(hands)*, and the sustaining of leadership through consistent practices such as prayer, reflection, and supportive relationships *(habits)*. Together, these dimensions offered a faith-rooted and intentional approach to leadership.

The principles shared resonated strongly with the values and teachings of Saint Mary Euphrasia which Marymount Centre upholds. In particular, the workshop reinforced our commitment to compassionate service, respect for human dignity, and leadership that empowers and uplifts others. It affirmed existing good practices while strengthening our resolve to lead with greater awareness, responsibility, and care for those entrusted to us.

The session also echoed the Gospel image of Jesus as the Good Shepherd, the true model for all who are called to serve. Jesus leads with patience, compassion, and unwavering love: seeking out the lost, welcoming the broken, defending the condemned, and gently restoring hope to the discouraged. Leaders were invited not only to imitate His actions, but also to embody His thoughts, affections, and spirit, becoming living expressions of the Good Shepherd within our communities.

Overall, the Lead Like Jesus workshop encouraged leaders at Marymount Centre to lead with greater intentionality and faith, fostering a culture of servant leadership that supports our mission and enhances our service to the community.

by **Ms Gilzen Belleza**
Residential Manager
AGS-SGC

In her *Footsteps:*
The Legacy of Saint Mary Euphrasia

The Foundress' Day celebration featured five thoughtfully designed stations, each inviting deeper reflection on and appreciation of our charism:

1

The Life of Saint Mary Euphrasia
The Sisters opened the archive room, offering colleagues a rare opportunity to explore the life, mission, and enduring legacy of our Foundress.



2

The Tunnel Experience
The highlight of the celebration, this station powerfully symbolized faith, courage, and perseverance.



3

Saint Mary Euphrasia: Inspiring Stories
A creative and reflective space where colleagues engaged with stories rooted in our mission and values.



4

Gratitude Bookmark Design
Participants created gratitude bookmarks dedicated to a cherished colleague, fostering a spirit of appreciation and community.





5

Reflection Tree
Colleagues penned personal reflections on leaf-shaped paper and placed them on the tree, symbolizing shared hope and collective commitment.

St Mary Euphrasia's vision and courage remain a profound source of inspiration for our mission today. In 1855, she initiated the construction of a tunnel connecting St. Nicholas Abbey and the Sisters of the Good Shepherd Convent in Angers, France. The Abbey, which provided shelter to women and girls in need, lay outside the convent enclosure. Through this tunnel, the Sisters were able to reach those entrusted to their care without compromising the safety, discipline, and contemplative life of their community. More than a physical passage, the tunnel became a powerful symbol of compassion, commitment, and creative love in action.

Having personally visited Angers and walked through this historic tunnel, the experience left a deep and lasting impression. The narrow passage, silent yet eloquent, bore witness to past struggles while radiating faith and hope. Walking through it became a meaningful encounter with perseverance, trust, and reliance on God's guidance – especially during moments when the way forward feels uncertain.

Inspired to share this experience more widely, the Foundress' Day Committee conceptualized a mock-up tunnel as part of the Foundress' Day celebration on 23 April 2025. This initiative was not merely a visual display or activity, but an invitation for colleagues and children alike to engage in physical, emotional, and spiritual reflection on the values embodied by St Mary Euphrasia.

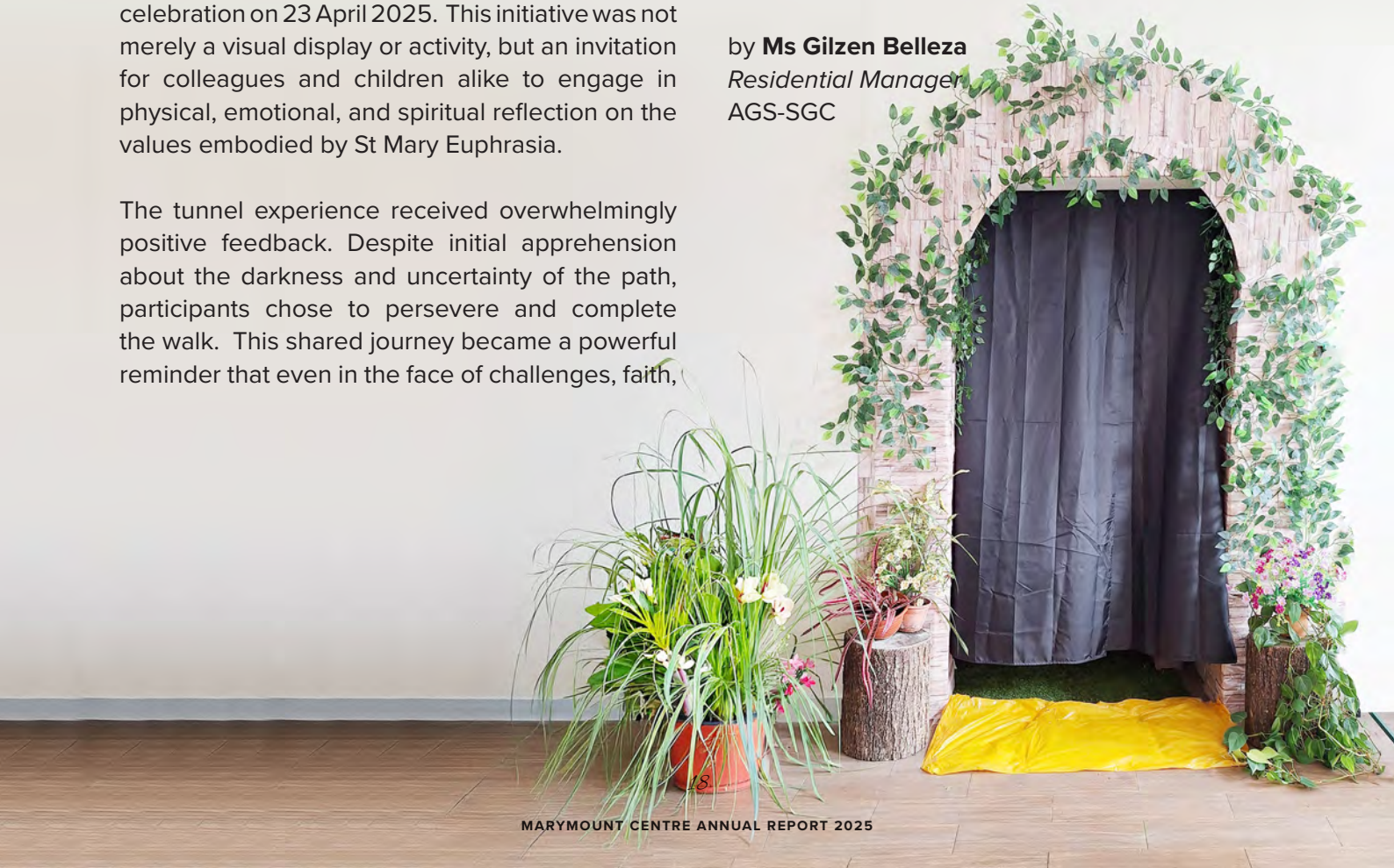
The tunnel experience received overwhelmingly positive feedback. Despite initial apprehension about the darkness and uncertainty of the path, participants chose to persevere and complete the walk. This shared journey became a powerful reminder that even in the face of challenges, faith, courage, and perseverance enable us to move forward. It echoed St Mary Euphrasia's enduring words: "Don't let anything discourage you. See God in all things."

Children also participated in the tunnel experience, guided carefully by staff to ensure their safety. Through this gentle introduction to the history of the tunnel, they were encouraged to reflect on life's realities – that challenges are part of the journey, yet hope is always present. The experience offered them a meaningful perspective on resilience and the promise of light beyond darkness.

The symbolism of the tunnel continues to resonate deeply in our daily work. As we encounter the challenges of caring for the children entrusted to us, we strive to see goodness in all things, just as St Mary Euphrasia taught. Through prayer, hope, and unwavering commitment, we place our trust in God's healing grace, confident that the children in our care will continue to experience His guiding light and restoring love.

In walking through the tunnel – both literally and spiritually – we are reminded that even in darkness, faith lights the way forward.

by **Ms Gilzen Belleza**
Residential Manager
AGS-SGC





Our Team, Our *Pride*

As the year drew to a close, Thanksgiving 2025 offered a welcomed space to slow down, reconnect, and give thanks as one community.

I always appreciate the opportunity to gather with colleagues in a relaxed setting, without the usual rush to solve problems or attend to daily tasks. The idea of having each team dress accordingly to a colour code and theme added a fun and meaningful touch to the event. I am especially grateful for the lovingly prepared breakfast by the sisters.

The two simple songs led by Sister Teresa were uplifting and most fitting to both conclude the year and begin the programme in the right spirit – reminding us that everything is by Him, through Him, and for Him.



The Lego Team Bonding – Building Together & Shining Forward session helped me better appreciate the uniqueness of each colleague, while highlighting our shared purpose of blessing the children entrusted to our care.

It was heartening to see the organisation make a genuine effort to recognise the hard work of staff in what is often a thankless vocation. I was pleasantly surprised to receive the United in Purpose, Igniting Faith Award for SGC, and was truly impressed by how thoughtfully it was presented. It went beyond simply handing out an award; the managers took time to recount and affirm the contributions of each recipient. In a way, it reminded me of what it might be like when we reach heaven – both humbling and comforting.

Last but not least, the lucky draw was clearly well planned and thoughtfully executed, ensuring that no one went home empty-handed and that each group had at least one winner. Kudos to the organising team for a meaningful and well-executed event!

by **Ms Susie Tan**
Social Service Assistant
AGS-SGC

Honouring Service, Celebrating Excellence:



Long Service Award (From left): Ms Irene – 15 Years, Auntie Saroja – 10 Years, Ms Jessica (absent) – 10 Years, Ms Maven – 5 years & Ms Natalie Lawrence – 5 years.



(From left): The Marymount Award – Sr Agnes-Claire, Guiding Light Award – Sr Teresa, Heart of Care & Leadership Award – Ms Denise, Heart of Care Award – Ms Clare

United In Purpose, Igniting Faith Award:

Ms Eleana
Ms Susie
Ms Ruby
Ms Brenda






The Rookie Award:

Ms Joo Cheng
Ms Yoga
Ms Sharlene (Absent)




All Eyes on Us Award:

AGS-CH
ACS-IPAC
ACS-SGC
GSC
GSSC
Mission Support














Measuring What *Matters*

We believe that meaningful impact goes beyond numbers. Measuring what matters helps us understand how our programmes are making a difference in the lives of children and women, guiding us to reflect, learn, and continually strengthen the care and support we provide.



Measuring the *Effectiveness* of our Trauma Management Efforts:

In 2025, Marymount Centre reached a significant milestone in its trauma-informed journey by expanding and consolidating Trauma-Informed Positive Behavioural Interventions and Supports (TI-PBIS) across multiple services. TI-PBIS was newly implemented at Good Shepherd Centre (GSC) and Good Shepherd Student Care (GSSC), while practice across the three Children's Residential Homes was further strengthened and deepened.

This initiative was spearheaded by our Trauma-Informed Practices Manager, who provided structured training, on-site coaching, case-based discussions, and guidance in developing trauma-informed routines and practical tools.

Key Achievements

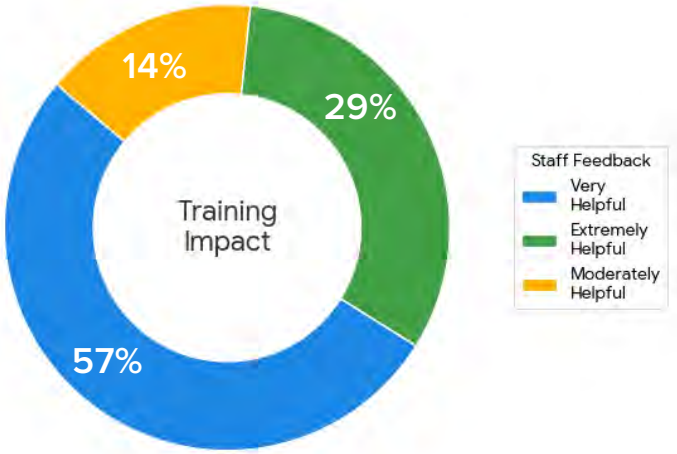
- Established shared behavioural expectations and proactive Emotion Regulation (ER) tools across new and existing services.
- Strengthened staff capability through structured training, coaching, and reflective practice.
- Embedded TI-PBIS as a shared organisational language for understanding distress, promoting safety, and building resilience.

Impact Measurement

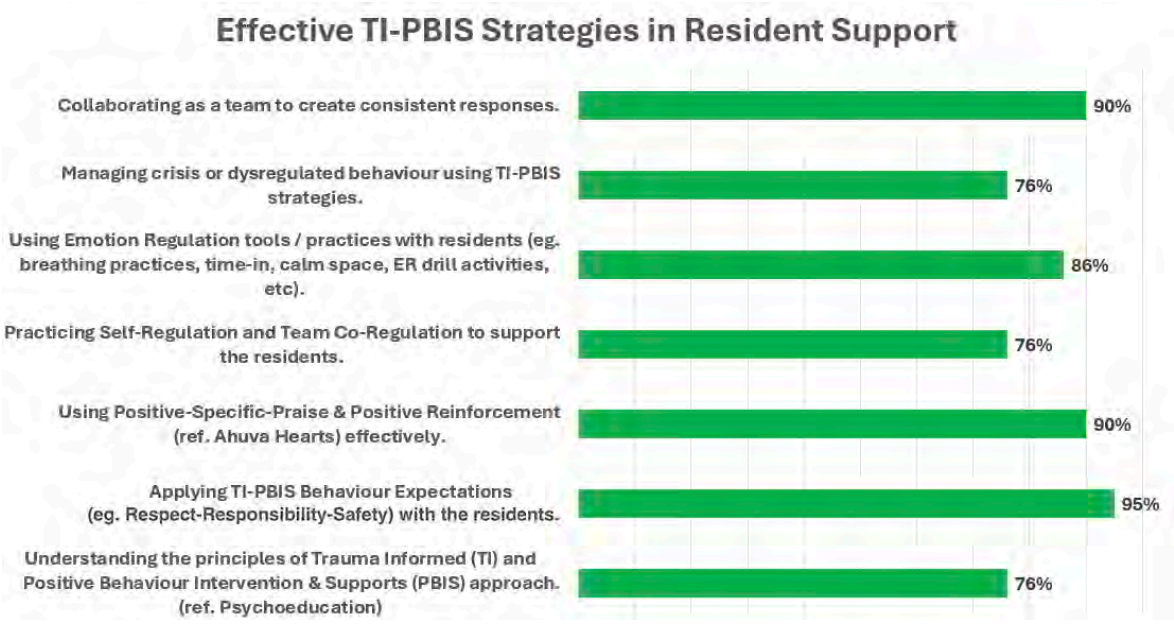
To support reflective practice and continuous improvement, multiple data sources were gathered in 2025, including a Year-End Staff Survey, a Year-End Staff Focus Group, and Residents' Emotion Regulation Drill Experience Surveys across the three Children's Residential Services. Together, these provided quantitative evidence of competency development, qualitative insights into staff implementation of TI-PBIS, and residents' perspectives on the impact of Emotion Regulation Drills.

1 Effectiveness of TI-PBIS Training on Staff Practice

Survey findings demonstrate a strong and measurable impact of the TI-PBIS training on staff capability and practice consistency. Of the residential staff who participated in the survey, 86% rated the training as either *Very Helpful (57%)* or *Extremely Helpful (29%)*, indicating high perceived relevance and effectiveness.

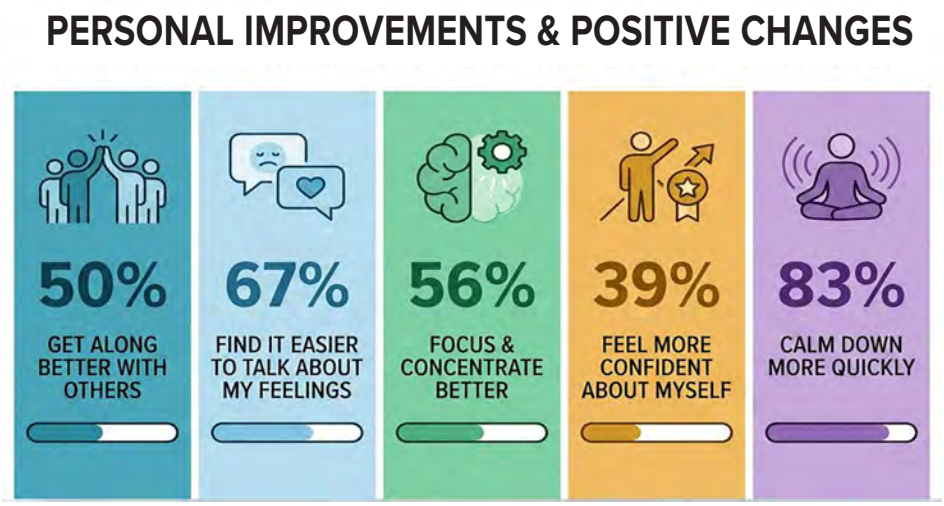


Importantly, the data demonstrate strong uptake and consistent application of TI-PBIS practices across staff. High levels of confidence (90% to 95%) were reported in applying behaviour expectations, using positive-specific praise, and collaborating as a team to ensure consistent responses – key outcomes of the TI-PBIS framework. Emotion regulation strategies were also well-embedded (86%) in daily practice, supporting residents' calmness and engagement.



2 Emotion Regulation (ER) Drills in Action: Voices from our Residents

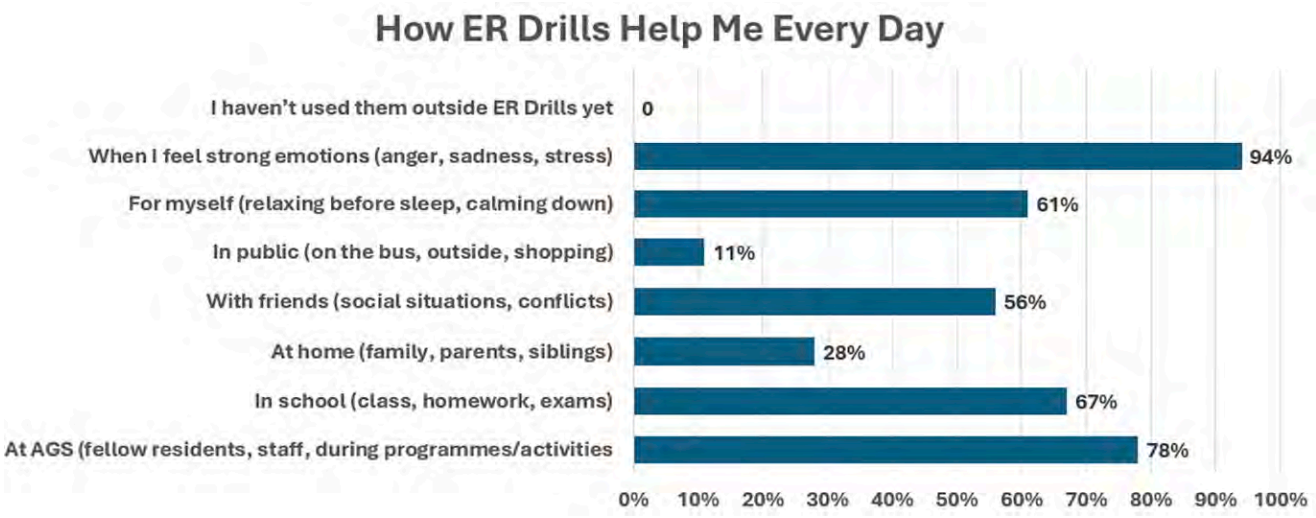
Feedback from a randomly selected group of residents from aged 6 to 16, each with a minimum stay of 3 months, indicated positive outcomes associated with the implementation of TI-PBIS.



Residents' feedback demonstrates that ER drills are generating both measurable skill development and consistent real-world application. The most frequently reported outcome was improved self-regulation, particularly the ability to calm down more quickly, alongside gains in emotional expression, focus and concentration, peer relationships, and self-confidence.

Crucially, these skills are being transferred beyond structured ER drills. A high proportion of residents reported using ER strategies when experiencing strong emotions (94%), within the care setting with peers and staff (78%), and in school contexts (67%). Independent use was also evident, with residents applying ER strategies for calming and sleep routines (61%) and during social interactions with friends (56%). No residents reported not using ER strategies outside of drills.

Overall, the data confirm that ER drills are effectively embedding transferable regulation skills that strengthen emotional wellbeing, learning engagement, and relational functioning – core outcomes of TI-PBIS implementation.



Qualitative Feedback from Children



Key Conclusion

The 2025 TI-PBIS journey affirms that embedding trauma-informed practices is not a one-time initiative, but an ongoing cultural and practice transformation. As safety, predictability, and emotion regulation are intentionally taught, modelled, and reinforced, both staff and residents have grown in confidence, stability, and relational capacity. These gains reflect a deeper integration of TI-PBIS principles into daily practice across services.

Looking ahead to 2026, efforts will focus on consolidating consistent TI-PBIS practices, strengthening crisis response and dysregulation management, and expanding practical tools and visual supports for residents alongside continued staff coaching and reflective practice. Together, these next steps ensure that TI-PBIS remains a guiding framework – strengthening safety, building capability, and fostering environments where residents can thrive in regulation, connection, and resilience.

Good Shepherd Centre (GSC) –

Measuring Impact and Strengthening Outcomes in 2025

In 2025, GSC continues to prioritize data-driven evaluation to measure the effectiveness and impact of our services. Structured surveys remain a key tool for collecting both quantitative and qualitative feedback from residents upon discharge, ensuring that their voices directly inform programme improvements and strategic planning.



98% of our discharged residents reported that they felt fully supported during their stay at GSC. One resident reported feeling less supported as she wanted to extend her stay, while all networking parties agreed that, with a safety plan in place, she was ready to return home.

Residents identified the following areas as particularly impactful:

- Guidance in navigating legal and government systems
- A safe, stable, and nurturing living environment
- Referrals to educational and skills development opportunities
- Financial assistance referrals through faith-based and community organisations
- Compassionate support from skilled and dedicated staff
- Access to therapeutic and trauma-informed programmes

These findings reaffirm our commitment to holistic, person-centred care and demonstrate the continued effectiveness of our integrated support model in empowering residents toward stability and independence.

Voices from the heart:

GSC is such a safe place for me. I am actually able to sleep through the night here. When I was at home, I was always on hyperalert all the time. Being here has made such a difference and I have even been able to spend more quality time with my son at the Centre.

Ex-resident 1

I find it really hard to leave GSC. The staff and the other residents were so friendly and supportive. Being here has felt like a safe space for me to recuperate and begin healing from the trauma of the violent situation I experienced at home.

Ex-resident 2

I felt really supported when I was referred for a free legal consultation about removing my name from the HDB flat that I co-own with my mother and brother. It helped me feel less alone and more guided through the process.

Ex-resident 3

Good Shepherd Student Care (GSSC) -

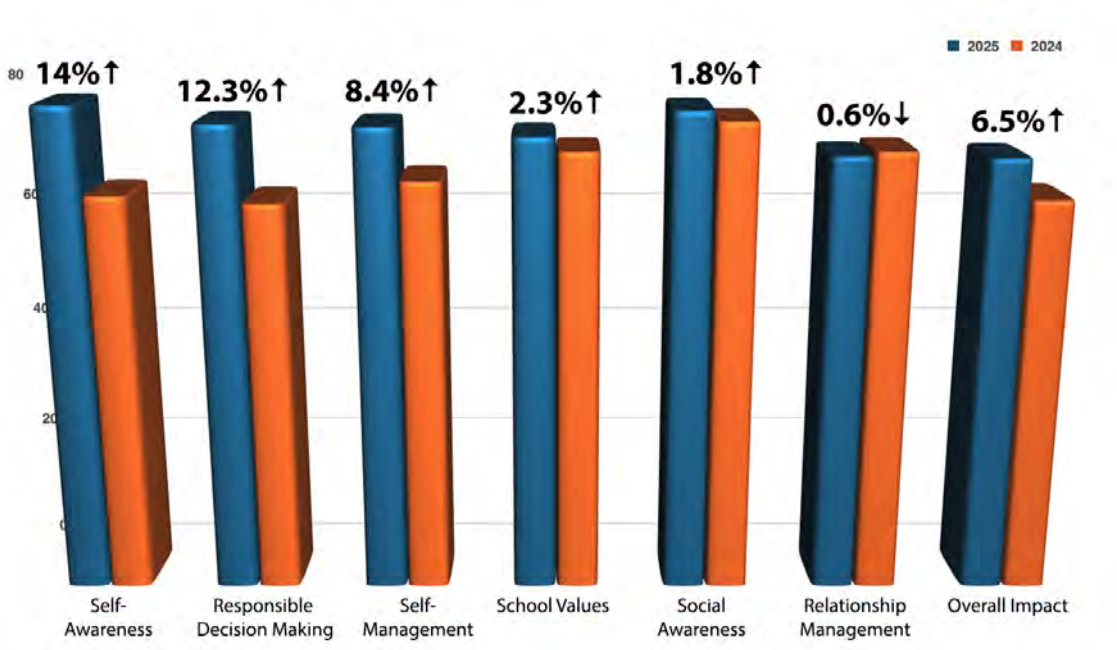
Measuring *Impact* of Social Emotional Learning

In 2024, Good Shepherd Student Care (GSSC) introduced a structured Social-Emotional Learning (SEL) framework anchored in the core values of Marymount Convent School – Compassion, Gratitude, Humility, Integrity, Perseverance, Respect, Responsibility and Zeal, and 5 core competencies - self-awareness, self-management, responsible decision-making, relationship management and social awareness.

By 2025, the programme had moved beyond foundation-building to demonstrating measurable transformation in students' character growth.

Using a structured questionnaire aligned with the 2024 survey, the findings revealed a clear and encouraging upward trend in the students' character development growth.

Progressive Trend of Character Development Growth
2024 vs 2025



Progressive Growth in Character Development (2024 – 2025)

In 2025, the Character Development Programme continued to deliver positive impact, with improvements recorded across all compentency areas except one – reflecting sustained progress in students' social-emotional maturity and values formation.

Self-Awareness (+14%)

This was the highest growth domain. Students demonstrated deeper emotional insight, stronger reflection skills and clearer recognition of their strengths and areas for improvement. The significant increase affirms the effectiveness of guided reflection and values-based discussions embedded within the programme.

Responsible Decision-Making (+12.3%)

Students showed marked improvement in judgement, moral reasoning and accountability. Increasingly, they are translating school values into daily behavioural choices, both in and beyond the classroom.

Self-Management (+8.4%)

Growth in Self-Management reflects enhanced emotional regulation, perseverance and self-discipline – essential foundations for long-term character formation and resilience.

School Values (+2.3%)

Students demonstrated steady growth in their understanding and application of core school values in everyday situations. The improvement suggests that students are becoming more intentional in aligning their attitudes and behaviours with the values promoted by the school community. Through consistent reinforcement, reflective conversations and values-driven experiences, students are gradually developing a stronger sense of personal responsibility, integrity and respect for others.

Social Awareness (+1.8%)

Social Awareness saw a modest yet meaningful increase, indicating gradual progress in students' ability to empathize with others, appreciate diverse perspectives and respond sensitively in social contexts. While the growth is less pronounced compared to other domains, it reflects a developing foundation in interpersonal understanding. Continued emphasis on collaborative activities, perspective-taking exercises and inclusive discussions will further strengthen students' capacity to build respectful relationships and contribute positively to their communities.

Relationship Management (-0.6%)

A slight dip was observed in Relationship Management. While marginal, this signals the need to further strengthen peer collaboration, conflict resolution and social problem-solving skills through more structured group engagement and guided practice.

Despite the slight decline in one domain, the overall 6.5% growth confirms that the programme is generating meaningful, system-wide character growth. The significant gains in Self-Awareness and Responsible Decision-Making underscore the programme's effectiveness in strengthening students' inner compass – deepening emotional insight, sharpening moral judgement and cultivating personal responsibility.

Moving forward, our next strategic priority is to strengthen interpersonal competencies by deepening students' communication, collaboration and conflict-resolution skills for more balanced, holistic character development and sustained growth.

Beyond the Classroom: A Primary 6 Student's Journey

Beyond statistics, the most compelling evidence of the programme's impact is reflected in student voices. One such example is AX, whose reflection demonstrates how classroom learning is translated into meaningful life application.

Internalising Values

AX shared that she has developed zeal and diligence in everything she does. She now views herself as a responsible learner who takes ownership of her actions and her work.



Resilience and Perseverance

When faced with academic challenges, she demonstrates grit by persevering through difficult questions and attempting them first, even if she might not get them correct.

Impact Beyond School

Most significantly, AX's growth extends into her home life. She now intentionally practises gratitude, expressing appreciation to her grandparents for their care and home-cooked meals. Her reflection highlights how the programme strengthens the home-school partnership by nurturing values that shape family relationships.

Key Insights and Future Outlook

An interesting insight from AX's feedback was the strong impact of video-based learning. She shared that watching videos was particularly meaningful, as they helped her understand values such as humility and integrity in relatable, real-life contexts. This suggests that visual storytelling is a powerful tool for making abstract moral concepts accessible to young learners.

Conclusion

From 2024 to 2025, the GSSC Character Development Programme has progressed from building a structured SEL framework to achieving tangible, life-shaping outcomes. The sustained improvement across key competencies, together with authentic student transformation, demonstrates that the programme is not only instructional but truly developmental and transformational.

Looking ahead, we remain committed to strengthening interactive learning approaches and deepening the home-school partnership, ensuring that every "Lady of Compassion" continues to grow into a confident, resilient individual grounded in gratitude, integrity, and perseverance.

by Mdm Chaung Lu Lu
Centre Manager
Good Shepherd Student Care

Pathways to *Independance*

Every child deserves the opportunity to learn, grow, and thrive. At Marymount Centre, together with our partners, we curate programmes focused on equipping children with the education and life skills they need to build confident, self-reliant futures. Through tailored learning opportunities and practical skills training, we support each child in discovering her strengths, making informed choices, and preparing for life beyond the Centre.



Stock image used

When Children Are Given the *Right* Space:

Resilience-Informed Forest Walk Programme



At the beginning of the walk, it felt almost like a road march – careful steps, eyes forward, moving towards a destination.

But as the forest slowly wrapped around them, something softened.....hands reached down to scoop sand.....fingers lingered on stones, comparing textures, shapes, and sizes.....someone recognised a familiar plant and gently stroked the hairy leaves of the soap bush. Soon, shoes were jumping into puddles – not recklessly, but with joy and confidence.

These moments matter, especially for children whose energy or emotions can feel "too much" indoors. In the forest, the very same children are not disruptive or difficult. They are curious, engaged, and entirely themselves. The environment meets them where they are, allowing natural rhythms to settle without constant correction or control. What emerged was something quietly powerful. Children began checking in on one another. They waited when someone fell behind. They shared small discoveries along the way. For those who are usually withdrawn, this created a gentle sense of belonging – not through instruction, but through shared experience.

In some sessions, we made a simple but intentional choice to support the group: the children experienced the walk alongside peers of a similar age.

For the older children, this creates freedom. They participate without the unspoken responsibility of being role models or caretakers – a role many of them carry far too often. Given space, they spoke openly about the pressure they feel when younger children seem prioritised, and the expectations placed on them simply for being older. Being heard offers a sense of release, while some of the more mature children provide gentle, positive reframes to one another.



For the younger children, this means permission – to move more slowly, to linger, to imagine, and to explore without needing to keep up. At the end of the day, the pride on their faces says everything, especially if they had hiked distances as long as 6.7 km. Their confidence and stamina had grown without them even realising it – shaped gradually through repeated, supported experiences over time.

What makes these moments possible is consistency. The children are accompanied by experienced, familiar facilitators who walk alongside them with care and attentiveness, creating a sense of safety that allows children to try, take age-appropriate risks, and be fully present.

Every walk, every pause, and every small decision in the programme is shaped by care: care in how the environment is chosen, care in how children are grouped, and care in how much space is given – with support and safety quietly held throughout.

This work is never about pushing children to be more or do more. It is about creating the right conditions so that, over time, they can discover what they are already capable of.

Above all, this programme reflects a sincere commitment together in partnership with Marymount Centre to doing our very best for the children entrusted to us. With thought, intention, and love, we continue to walk alongside them – one step, one forest path, one shared moment at a time.

by Coach Dean Ng
The Facilitators' Project



Like many teenagers, I hated Math to the core, even though I desperately wanted to do well. No matter how hard I tried, I could never fully understand the subject, nor did I know how to study Math effectively. Today, however, I am scoring A's and B's in Math, and I owe it all to my favourite Math tutor, Mr Yap.

Mr Yap started tutoring me at the beginning of my Secondary 2 year. Unlike other tutors, he was not a typical academic tutor but an Engineer by profession. When I first heard that he would be tutoring me, I doubted how he could help, especially when I could not even understand what my school Math teacher was teaching. However, he completely surprised me.

Although he speared stern at first, Mr Yap turned out to be extremely patient and understanding. Over time, he became like a father figure – someone I had always yearned for. He always made sure I had homework to do and nagged me like most adults do, but I never minded it. Even when I failed to complete my homework, his nagging did not bother me because I knew it came from a place of care.

Beyond Math, Mr Yap also helps me with Science. He even bought assessment books for me, just like how I imagine a caring father would. To me, Mr Yap is not just a tutor; he is a patient, supportive, and caring adult figure who has filled an important gap in my life.

Now that I am in Secondary 4, I am determined to do my very best and make those who care for me proud. Thank you, Mr Yap, for supporting me and walking alongside me on this journey.

by Victoria (pseudo name)
Resident, AGS-CH

Building *Character* and *Resilience*: A Seasonal Approach



As part of our November-December school holiday programme, "Seasons of Emotions", the Personal Development Workshop was thoughtfully designed to nurture students' emotional growth and character development.

The workshop centred on four key objectives:

- **Self-Awareness & Growth** – Students explored personal growth through the metaphor of changing seasons, recognising their strengths, understanding their emotions, and appreciating their potential for change.
- **Resilience & Adaptability** – Students learned to embrace challenges, let go of mistakes, and respond positively to transitions.
- **Values & Reflection** – Through stories, discussions, and activities, students developed core values such as hope, joy, patience, resilience, and gratitude.
- **Positive Behavioural Interventions and Supports (PBIS)** – Students were introduced to expected behaviours and key PBIS principles within the student care environment.

Using the four seasons as a guiding metaphor, students engaged in reflective activities connected to each season. For instance, summer symbolised joy. Students reflected on what brings them happiness and what motivates them positively.

In contrast, winter, often associated with rest and hibernation, prompted meaningful discussions about the importance of rest and healthy sleep habits. One Primary 5 student shared that reducing screen time would help improve her sleep hygiene. A Primary 2 student thoughtfully added that she would try to slow down and wind down before bedtime to rest better.

In addition to seasonal reflection, the five-week programme also introduced students to key PBIS concepts through practical discussions. Each week focused on different areas within the student care setting, where students evaluated expected behaviours using the Respect-Responsibility-Safety (RRS) framework. They provided examples of positive behaviours across various settings in the centre and demonstrated a clear understanding of expectations.

Overall, the workshop was a meaningful and enriching experience. By combining reflection, values education, and behavioural guidance, the programme supported students in their holistic growth, helping them develop emotionally, socially, and personally.

by Ms Anne Chang
Student Care Teacher
Good Shepherd Student Care

Stepping out of *Comfort* zones:
A Sentosa experience of growth and teamwork

The Sentosa outing during the December holidays sparked great excitement among the girls. While some eagerly shared fond memories of previous visits with their families, a few experienced Sentosa for the very first time! Upon arrival, the residents were warmly welcomed by a dedicated and friendly team of volunteers from Metropolitan YMCA (MYMCA) who organized an Amazing Race around Sentosa. This created early opportunities for interaction, teamwork, and engagement among the girls.

The first highlight of the day was the Skyline Luge experience. During the chairlift ride, several residents felt fearful due to the height and unfamiliarity of the experience. With gentle reassurance and encouragement from volunteers, staff, and peers, they gradually became more at ease. As the ride progressed, the girls began to take in the scenic views above the treetops and looked forward with anticipation to the Luge ride itself.

For one resident, the Luge became a thrilling moment of personal triumph, as she embraced the ride solo, being too tall to ride with a companion. Despite her initial anxiety, she overcame her fears with the encouragement and support of the group, successfully completing the track twice! This accomplishment greatly boosted her confidence and sense of achievement.

For many residents, the outing also introduced them to new outdoor activities. At the beach, sandcastle building promoted teamwork and creativity as the girls collaborated to construct different parts of a snowman. Games were also organized to encourage engagement and enjoyment in a relaxed environment, even as everyone perspired under the hot sun.

After finishing their lunch packs and cleaning up the area, the girls proceeded to WEAVE Mall for a treasure hunt. This activity further strengthened collaboration as they worked in groups to place and locate treasure cards around the mall. Another activity involved completing Christmas song lyrics, where the girls demonstrated perseverance despite being unfamiliar with some of the songs, with guidance from volunteers and staff.

Throughout the outing, the girls displayed positive growth in communication, cooperation, and listening skills. The older residents stepped up by taking on leadership roles and guiding the younger ones. Through these shared experiences, the girls also built rapport with the volunteers, fostering trust and positive relationships. They expressed appreciation for the thoughtfully planned activities and the care provided throughout the day.

Overall, the Sentosa outing was both enjoyable and meaningful. It allowed the girls to step out of their comfort zones, work collaboratively, and create positive memories in a supportive and nurturing environment.

by Ms Melissa Esther Lim
Social Service Assistant
AGS-IPAC





Reconnecting through **UNPLUG**
(Unite Now, Pause, Let's Unwind and Give)

Participating in the monthly UNPLUG sessions has been a meaningful and grounding experience for both my daughter and me. Each session provided a calm, screen-free space that allowed us to step away from our daily routines and reconnect with ourselves, with each other, and with our surroundings.

The activities were practical, relatable, and never overwhelming. From learning how to care for our bodies during a heatwave, to practising mindfulness through simple actions such as picking up litter, and understanding how our food choices affect the environment, each session gently reminded us that wellbeing and sustainability begin with small, conscious choices in everyday life.

Through UNPLUG, I became more mindful of listening to my body, managing stress, and finding a healthier balance with screen time. The sessions on environmental awareness and mindful eating encouraged me to reflect on how my daily habits impact both my personal health and the world around me. Activities like jelly-making and participating in a screen-free day highlighted the value of slowing down and finding joy in simple moments, while also strengthening the bond between my daughter and me.

Overall, UNPLUG taught me that self-care, mindfulness, and caring for the environment are deeply interconnected. I learned that self-care is not selfish – taking care of ourselves allows us to show up better for others. The programme also showed me that meaningful change does not have to be big; small actions, when practised consistently, truly matter. Mindfulness, I realized, begins with everyday habits rather than striving for perfection.

Most importantly, stepping away from screens helped me reconnect with myself and with the people I love. Through simple, joyful activities and a supportive, relaxing environment, UNPLUG helped me become more aware of my emotions, more present in daily life, and more confident in handling challenges with greater calm and clarity.

by Angie and Asley (pseudo names)
Residents
Good Shepherd Centre



Building *Confidence*

Through weekly English lessons



Stock image used

My weekly English lessons with Ms Yolanda have been an extremely meaningful and transformative experience. Before attending these lessons, I struggled to understand even simple words and found it difficult to interpret sentences. Communicating in English felt intimidating, and I often lacked confidence. With Ms Yolanda's patient guidance and encouragement, I have gradually developed a better understanding of the language and greater confidence in using it.

Week by week, I noticed steady improvement in my vocabulary, sentence construction, and overall fluency. My listening and speaking skills have also improved significantly. More importantly, I have become braver in asking questions and more determined not to give up when I face challenges in learning. Ms Yolanda created a safe and supportive learning environment that motivated me to keep trying, even when lessons felt difficult.

In the past, my limited English made it challenging for me to go out on my own or navigate around Singapore. Today, I am able to independently visit places such as the Immigration & Checkpoints Authority (ICA), the Social Service Office (SSO), and the Employment and Employability Institute (e2i), and communicate confidently with the officers there. These experiences have greatly increased my sense of independence and self-reliance.

The improvements in my English have also strengthened my relationship with my son. I am now better able to communicate with him using more appropriate words and effective strategies, especially when guiding him through moments of frustration or tantrums. As a result, our communication has improved, and we share a closer and more positive bond.

Although these changes may seem small, they are deeply meaningful to me and have given me hope and confidence for the future. I am sincerely grateful to Ms Yolanda and all the staff who have supported and encouraged me throughout this journey. Their patience, guidance, and belief in me have made a positive difference in my life, and I truly appreciate the care they have shown.

by Val & Amir (pseudo names)
Residents
Good Shepherd Centre

Difficult times but with a *Grateful* heart

My name is Jade, and I am currently in Secondary One. I would like to share my story about the challenging journey I went through during PSLE last year.

Have you ever dreaded going for tuition, yet still wanted to achieve good grades? That was exactly how I felt. Every time my tutor came, I would throw a huge fit – I refused to enter the room, rolled on the floor, delayed time, and came up with all sorts of excuses to avoid tuition. Yet, in the end, I would still find myself sitting in the tuition room.

Even during lessons, my heart was never at ease. I often felt it was unfair that I had to study while other children were out having fun. Thankfully, my tutors, Ms Joyce and her daughter, Ms Rhonda, never gave up on me despite my constant resistance. They made lessons engaging and enjoyable, which helped keep my attention. No matter how many excuses I made to avoid work, they remained patient and continued to guide me.

Unlike many tutors, Ms Joyce and Ms Rhonda taught all subjects. My weakest subject was, and still is, Chinese. I was doing badly for many years. However, after they began tutoring me, they patiently guided me and helped me see Chinese from a different perspective. When I received my preliminary examination results, I was shocked by how much I had improved. I was only 16 marks away from passing, a result I never thought possible!

As PSLE approached, everyone around me grew anxious. I constantly heard comments like, "You should be studying more," "Stop playing," and "Do more work." I felt overwhelmed and extremely annoyed. On one particular day, I went into tuition with no mood to study, but Ms Joyce kept encouraging me to continue. I eventually exploded, stormed out of the room, and lashed out at anyone who spoke to me. After going for a walk and calming down, I began to understand why everyone was pushing me to work harder.

When PSLE results day arrived, I was incredibly anxious...and I passed! It was not with flying colours, but it was a pass, something I had never expected. When Ms Joyce and Ms Rhonda heard my results, they were genuinely happy for me. They even brought me out for dinner as a small celebration.

I just wanted to say thank you and I am very grateful!

by Jade (pseudo name)
Resident, AGS-CH



Finding Our *"Cool Feeling"*:
A Journey of Emotional Growth Through Music

Children, youths, and adults alike experience a wide range of emotions, many of which can be difficult to understand and manage. For young persons in particular, navigating these feelings while still developing their sense of self can be especially challenging.

Through these everyday moments, they are faced with choices, sometimes small and unseen, that can either lead them toward greater difficulties or support their growth, healing, and relationships with others.

The Cool Feeling music video, featuring an original song, showcases the voices and experiences of the girls from Marymount Centre. Through music and movement, they express their journeys of learning to recognise and manage their emotions, build self-awareness, and develop confidence in their personal stories.









This initiative reflects Marymount Centre's commitment to nurturing emotional resilience and positive self-expression. By encouraging young persons to adopt healthy perspectives of themselves and the world around them, we empower them to contribute meaningfully to their communities – one step, one dance, and one "cool feeling" at a time.

We would like to express our sincere appreciation to Mr David Ng for composing the song and producing the music video, as well as for his dedication in engaging instructors to guide and support our girls throughout the process. His contributions were instrumental in fostering a safe and encouraging environment where the girls could explore their creativity, build confidence, and bring their stories to life.

View the full video at ***https://youtu.be/F3lf9VFRTY0***



Students sorting out the old magazine paper by colour & size



Students discussing and working together through teamwork



Students compiling the pieces of old magazine paper and pasting it on the map

Creating with *Purpose:*

Mosaic Art for SG60

As part of our September school holiday programme and the SG60 celebrations in 2025, students participated in a meaningful art activity titled **"Building Our Singapore Together."** The Collaborative Mosaic Art project blended creativity with environmental responsibility, while commemorating 60 years of Singapore's growth, resilience, and unity.

The highlight of the activity was a large mosaic artwork shaped like the map of Singapore, inspired by the SG60 Icons of Home collection. Instead of using new materials, students repurposed old magazine pages, carefully cutting and sorting them by colour and size. These recycled pieces were thoughtfully arranged and assembled to create a vibrant representation of Singapore. Through this hands-on experience, students discovered how everyday materials can be given a second life, reinforcing the importance of recycling and sustainable habits.

Beyond promoting environmental awareness, the activity emphasised teamwork and shared responsibility. Each student contributed a small yet significant piece to the final artwork, demonstrating that no single piece could stand alone. Just as Singapore has been built through the collective efforts of its people, the mosaic came to life through cooperation, communication, and mutual support. Students collaborated closely, exchanged ideas, and respected one another's perspectives – truly reflecting the spirit of unity.

This project also served as a heartfelt tribute to SG60. The completed mosaic symbolised Singapore's shared journey over the past six decades and reminded students of their role in shaping a sustainable and inclusive future. Through creativity, collaboration, and conscious recycling, students not only celebrated a national milestone but also gained valuable lessons about environment stewardship and community building.

by Ms Dewina Pangrastika
Senior Teacher
Good Shepherd Student Care



Purpose, People, and *Planet*

Our commitment to Purpose, People and Planet shapes how we serve, care, and lead each day. Guided by our mission, we seek to create meaningful impact for the individuals we support, while acting responsibly toward our community and the environment. Through thoughtful stewardship and strong partnerships, we strive to live out our values and contribute to a sustainable future for all.



Sowing Seeds of *Impact:*

Our Veggie Plot Project





We are thrilled to share the inspiring progress of our in-house farming initiative, proudly sponsored by the Inner Wheel Club of Singapore (IWCS). Over the past year, the Veggie Plot Project has blossomed into a vibrant and meaningful journey for our student care community.

After a year-long hiatus, our land farming efforts have been revived with renewed enthusiasm and purpose. With the active participation of our children and dedicated community gardeners, our veggie plot is once again thriving. Together, we have successfully cultivated a wide range of vegetables, including winged beans, long beans, eggplants, lady fingers, melons, kang kong, spinach, bok choy, and chye sim.



We extend our heartfelt appreciation to IWCS for their generous sponsorship. Their support enabled us to purchase essential gardening supplies such as seedlings, compost, potting soil, chicken manure, protective nets, and neem oil. These resources have been instrumental in ensuring the success and sustainability of the project.

On 15 September 2025, we celebrated a joyful harvesting event that brought sponsors and children together for a memorable day. Watching them work hand in hand was truly heartwarming. Our children proudly shared their harvest and demonstrated their growing knowledge of plant care, sustainability, and healthy living. The event not only celebrated their achievements but also strengthened the bonds between sponsors and our young gardeners, highlighting the power of community partnership.

As we look ahead, we are excited to further expand the Veggie Plot Project, empowering more children, nurturing environmental responsibility, and cultivating lifelong healthy habits.

by Mdm Chaung Lu Lu
Centre Manager
Good Shepherd Student Care



Bracelets, bonds, and a better *planet*

The December holidays was a memorable one for the volunteers of Singapore Youth for Christ (SYFC). SYFC engaged Terra Sg, an organisation focused on advocating for sustainability and championing a movement for positive environmental change, to conduct an Upcycling workshop to make friendship bracelets using upcycled yarn.

The workshop saw the girls learning about the importance of upcycling as well as the devastating effect our actions (or inaction) have on our earth. We then all had a shot at making friendship bracelets using yarn upcycled from old t-shirts. It was a fun and rowdy workshop with many of the girls and volunteers using just their fingers and hands to make the bracelets and ended with satisfied participants showing off their newly made bracelets.



The theme of friendship and love ran throughout the workshop as a buildup to Christmas. The session ended with a few games requiring cooperation between the girls, reinforcing the spirit of friendship and love.

by Ms Cherly Li
Volunteer
Singapore Youth for Christ

Growing Through *Giving*: A service-learning experience



During the December school holidays, our girls took part in a Service-Learning programme at the Lions Club Elderly Home. Coming from a children's home and having faced challenging life circumstances, this experience provided them with a meaningful opportunity to give back to the community while nurturing empathy, confidence, and a sense of purpose.

During tea time, the girls actively served snacks such as siew mai, bao and fried dumplings, engaging the elderly residents in warm, friendly conversations. They patiently assisted elderly residents who needed support by cutting food into smaller portions and ensuring they were comfortable. Through these simple yet thoughtful acts, the girls formed genuine connections and gained a deeper understanding of attentiveness, patience, and respect.

At the end of the session, the girls readily volunteered to help transport residents in wheelchairs back to the lift area. Although many of them had no prior experience handling wheelchairs, they were eager to learn and committed to ensuring the residents' safety. Their willingness to step out of their comfort zones reflected both compassion and growing self-confidence. Several girls even expressed interest in participating in similar programmes in the future.

As a care staff, it was deeply heartening to witness the girls demonstrate such patience, kindness, and responsibility. Despite their own challenges, they showed a natural ability to care for others when given the opportunity. This service-learning experience proved meaningful for the elderly residents while also empowering the girls, reinforcing compassion, resilience, and a sense of community as part of their personal growth.

by Ms Yogavarthini D/O Ganesan
Social Service Assistant
AGS-IPAC

Hands That *Serve*: A Meaningful Day of Giving Back

On the morning of 8 September 2025, Leng Kwang Baptist Church partnered with Singapore Youth for Christ to bring the girls on a mission – to contribute back to society using their "serving hands".

The day started with a soap-making workshop at Soap Ministry, where the proprietor Diana brought us through the process of making soap, using only the highest quality natural ingredients and essential oils. The girls were taught about the different properties of soap bases and essential oils and were given the chance to customize their soaps with different bases, scents and colours. It was a workshop that allowed the girls a hands-on opportunity to express their individuality and create beautiful handmade soaps.





After a quick and delicious lunch, part two of our adventure then commenced. The girls were brought to Ren Ci Nursing Home to visit the elderly residents. We organized games that required the girls and the residents to work together. The girls shone at their tasks and were actively and passionately engaging the residents of Ren Ci. Our time with the residents of Ren Ci culminated with the girls gifting the residents the soaps they had made earlier in the day.

As a finale, the staff, volunteers and girls were treated to a sumptuous meal that was generously gifted by Leng Kwang Baptist Church. It was a lovely end to a fulfilling day.

by Ms Cherly Li
Volunteer
Singapore Youth for Christ



Licensing *Audit* 2025: A Compliance-Driven Success

We are proud to announce that Marymount Centre's Ahuva Good Shepherd's Licence has been successfully renewed for another two years. This positive outcome, consistent with our previous licensing exercise two years ago, is a direct result of our strong and sustained compliance with all relevant regulatory and licensing requirements.

The licensing process was rigorous and comprehensive. Extensive documentation was prepared, reviewed, and presented to the MSF Licensing Team, demonstrating our strong commitment to governance, accountability, and quality service delivery. To lighten the mood and reinforce key requirements, a fun internal quiz was conducted as part of the preparation, giving staff an engaging way to test their knowledge and sharpen their readiness. While the interview sessions were understandably stressful, staff rose to the occasion and responded confidently, drawing on well-established compliant practices embedded in our daily operations.

This year's audit was further intensified by concurrent developmental and on-site assurance checks conducted by MSF appointed external auditors, making their first audit engagement with the Home. In addition to addressing licensing queries, staff also supported the external auditors in reviewing 30 cases from each service against their audit checklists. As part of this initial engagement, staff provided detailed clarifications to help contextualise our operational practices. Our strong compliance framework, well-maintained records, and consistent adherence to regulatory requirements enable the team to offer clear explanations, supporting evidence, and sound justifications throughout the audit process.

Despite the busy schedule, the audit outcomes clearly reflected our organisation's robust compliance culture. With the audit now successfully concluded, everyone can take a well-deserved breather and feel proud that our collective efforts have been recognised.

A heartfelt thank you and kudos to all staff for their professionalism, resilience, and unwavering commitment to regulatory compliance and quality care. This achievement is a testament to the collective discipline and diligence demonstrated by the entire team.

by Ms Agnes Tan
Residential Manager
AGS-IPAC

United in *Action*

Guided by a shared purpose, we come together with our partners to make a meaningful difference. Through collective efforts in fundraising, celebrating our children, and honouring valued partnerships, we strengthen our mission and reaffirm the impact we can achieve when we work as one.



Courts United for a *Cause*

In partnership with Marymount Centre, the Association of Independent Wealth Managers (Singapore) (AIWM Singapore) hosted the second AIWM Charity Pickleball Tournament on 5 September 2025 at Choa Chu Kang Sports Centre. The event brought together 60 AIWM Singapore members to raise awareness for children living in care across Singapore, while promoting inclusivity and shared responsibility.

More than just a platform for awareness, the tournament also served as a meaningful fundraising initiative to support the residential homes and crisis centre operated by Marymount Centre. Participants enjoyed the opportunity to experience teamwork and collaboration through the rapidly growing sport of pickleball.

The second AIWM Charity Pickleball Tournament successfully raised S$30,000 for Marymount Centre's beneficiaries, directly supporting the Centre's ongoing efforts to provide care, stability, and hope for children in need.

by AIWM Singapore









A *Pillar* of Consistency and Care at IPAC



"Is there a Sports Session today?" It's a familiar question echoing through the early hours of Saturday mornings. With water bottles in hand and a trolley brimming with sports equipment, the children eagerly make their way into the hall, ready for a morning filled with movement, laughter, and fun.

For more than five years, Coach Max, fondly known by the children, has been a constant presence at IPAC. Despite his demanding work schedule, Max faithfully sets aside his Saturday mornings to engage meaningfully with the children. Each two-hour sports session is thoughtfully planned, ensuring that children of all ages remain actively involved through a variety of game-based activities. Dodgeball, badminton, and soccer are perennial favourites, sparking excitement and friendly competition.



Through his close interactions, Max is attentive to the children's individual needs. He works collaboratively with staff, managing behaviours and navigating situations with patience and care. His calm and steady approach creates a safe, inclusive, and encouraging environment where every child feels seen and supported.

Recognising the importance of continuity, Max took the initiative to recruit and mentor new volunteers to strengthen the sports programme. He also assumed responsibility for coordinating volunteer schedules and maintaining clear communication with staff, ensuring that the sessions remain consistent and well-organised.

Humble and down-to-earth, Max is always looking for ways to enrich the children's experiences. He introduces music into the sessions – inviting children to choose their favourite songs – regularly reviews and replaces sports equipment, collaborates with fellow volunteers to arrange sponsored meals, and organises meaningful outings such as visits to Meta and the Ice Cream Museum.

Max's contributions extend far beyond the role of a volunteer. Through his consistency, patience, and genuine care, he has become a trusted presence and a positive role model for both children and staff. His Saturday mornings, thoughtful planning, and quiet acts of kindness have fostered moments of joy, confidence, and belonging. We are deeply grateful for Max's unwavering commitment and the lasting impact he continues to make in the lives of our children.

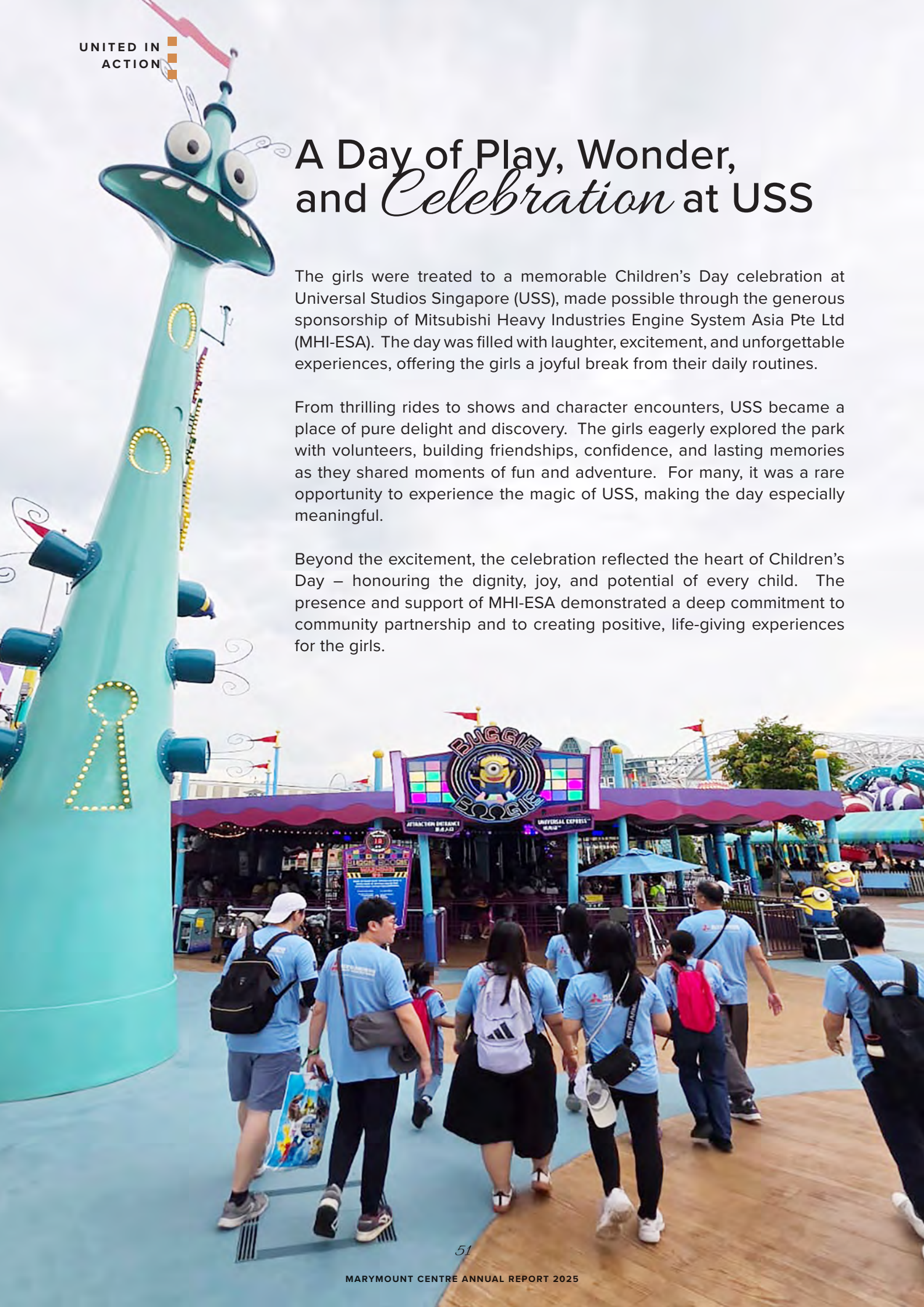
by Ms Phoebe Lau
Senior Social Service Assistant
AGS-IPAC

A Day of Play, Wonder, and *Celebration* at USS

The girls were treated to a memorable Children's Day celebration at Universal Studios Singapore (USS), made possible through the generous sponsorship of Mitsubishi Heavy Industries Engine System Asia Pte Ltd (MHI-ESA). The day was filled with laughter, excitement, and unforgettable experiences, offering the girls a joyful break from their daily routines.

From thrilling rides to shows and character encounters, USS became a place of pure delight and discovery. The girls eagerly explored the park with volunteers, building friendships, confidence, and lasting memories as they shared moments of fun and adventure. For many, it was a rare opportunity to experience the magic of USS, making the day especially meaningful.

Beyond the excitement, the celebration reflected the heart of Children's Day – honouring the dignity, joy, and potential of every child. The presence and support of MHI-ESA demonstrated a deep commitment to community partnership and to creating positive, life-giving experiences for the girls.



We Celebrated This Children's Day at Marymount Centre

On Children's Day, 3 October 2025, we had the privilege of standing by 20 courageous girls from Marymount Centre in a day filled with joy, care, and companionship.

The day began with a warm meet-and-greet at Marymount Centre before setting off to Universal Studios Singapore.

The girls and our MHI-ESA team enjoyed rides and a memorable dinner together, creating memories we hope will stay with them long after.

To close the day, each girl received a Blue Dragon soft toy, symbolizing strength, guardianship, and comfort.

This reflects our True Blue commitment: "No matter where life takes you, someone is always standing by U."

For every child, a guardian. For every journey, a friend. For every step, we stand by U.

#MHIGroup #MHIET #MHIESA #maximizingglobalsustainability #standbyu #ESG #trueblue #MGS #CSR #ChildrensDay













Marymount Centre extends its sincere gratitude to Mitsubishi Heavy Industries Engine System Asia Pte Ltd for their generosity and care. Through partnerships like these, children are reminded that they are valued, supported, and deserving of moments of happiness. The Children's Day celebration at USS was not just a day of fun, but a powerful reminder of what is possible when communities come together for the well-being of children.









Empowering Children's Hearts: MCSA x GSSC Collaboration 2025

From May to December 2025, the Marymount Convent School Alumnae (MCSA) launched a comprehensive support initiative for Good Shepherd Student Care (GSSC). As an after-school care service run by the Marymount Centre (an IPC charity), GSSC provides a "home-away-from-home" sanctuary for students within the Marymount Convent School community.

The call for sponsorship was met with an overwhelming wave of generosity from ex-MCS students and mission partners. By mid-July, less than 2 months from the start of the project, all sponsorship slots were fully committed.





The collaboration between MCSA and GSSC delivered a multifaceted impact that addressed both the physical and emotional well-being of the students. Nutritional Wellness was a core priority, with 12 batches of fresh fruit delivered between May and November to ensure students had a regular supply of healthy snacks during their long school days.



To foster a sense of Community and Celebration, MCSA sponsored two 4kg and five 3kg birthday cakes from halal-certified bakeries to celebrate birthdays from June to December, creating moments of joy and belonging for every child.

The initiative also focused on Holistic Care, providing festive meals during the June and December breaks to create a warm, "home away from home" atmosphere for both students and staff. Finally, the project provided Dignified Assistance through $4,500 in direct financial aid. These funds supported supervised shopping trips, allowing students in need to select essential school and personal items with autonomy and care, ensuring their practical needs were met while upholding their dignity with respect and love.

The project did not merely provide items and meet physical needs. The sense of being loved and cared for by ex-MCS students and the joy experienced by the current MCS students cannot be measured. We wish to extend our deepest gratitude to our donors who gave from their heart. Their generosity and love in supporting GSSC through the project created a season of abundance that enhanced the well-being of Marymount Convent School students and gave them many reasons to smile. "Gratitude is the memory of the heart".

by Ms Jane Marie Ng
President, Marymount Convent School Alumnae
Mdm Chaung Lu Lu
Centre Manager, Good Shepherd Student Care

Partnership in Action:
Racing Together, Celebrating as One

On 29 November 2025, Marymount Centre celebrated the spirit of partnership with staff, partners, and volunteers, in a meaningful day of teamwork, connection, and joy truly reflecting the theme "United in Purpose, Igniting Faith". The celebration unfolded in two parts: an Amazing Race at Toa Payoh Hub, followed by a joyful gathering at Good Shepherd Place.



Part 1: The Amazing Race at Toa Payoh Hub

The day began with excitement as teams navigated challenges designed to foster teamwork, communication, and shared purpose – mirroring the partnerships that underpin our work at Marymount Centre.

One of our volunteers, Mr Wilson Er shared:
"It was a joy to join the girls for the Amazing Race. From Toa Payoh Methodist Church to the neighbourhood scavenger hunts, the day was full of fun and discovery. A piano recital by one of the sisters delighted the girls, and the Popular bookstore vouchers added a joyful year-end touch. Most striking was the incredible turnout of volunteers from schools, organisations, and corporate groups. Beyond the fun, the day reminded us of the importance of sustained support in the girls' daily lives."

Part 2: Celebration at Good Shepherd Place



Following the Amazing Race, everyone gathered for a time of reflection and celebration. This second part of the day provided space to reconnect, give thanks, and honour the relationships that make Marymount Centre's work possible. Through fellowship, shared meals, and words of appreciation, partners, volunteers and staff were reminded that our collaborations are rooted not only in shared goals, but also in shared values and faith.



Volunteer Service Award (From left): Dunman High School - 10 years, Mr Richard Lee - 5 years, Ms Candida Chung - 5 years.

Moving Forward Together

From racing together to celebrating as one community, the day reflected how faith is ignited when people unite in purpose. With gratitude for our partners and volunteers, Marymount Centre continues its mission, confident that together, we can make a meaningful difference in the lives of those we serve.

PROGRAMME HIGHLIGHTS

Our dedicated staff and volunteers deliver holistic programmes that empower children and women to overcome challenges and heal from trauma. Grounded in core values such as gratitude, respect, teamwork, compassion, and integrity, our work also incorporates psychoeducation on mental wellbeing, daily living skills, social issues including justice and peace, and environmental awareness.

Some of the programme highlights are:

JANUARY

- Sustainability Program @ Gardens By The Bay
- Reflection of 2024 & Resolution for 2025
- Outing @ Singapore Zoo
- Lunar New Year Celebration





MARCH

- Music & Movement Workshop
- Henna Drawing
- Dessert Making: Jelabi
- Craft & Games Workshop

APRIL

- Visit to URA
- Introduction to Parkour
- Hospitality Tour @ Oasia Hotel Downtown
- Emotional/Therapeutic session: Through the Tunnel with Mother Foundress
- Southern Island Tour
- International Friendship Day





MAY

- Resin Art
- Chair Yoga
- Guitar Chill Time
- Project Deftoros

FEBRUARY

- Kidzania + Mega Zip @ Sentosa
- Resilience-Informed Nature Immersion @ Rifle Range Nature Park
- Visit to Lee Kong Chian Natural History Museum
- Commemoration of Total Defence Day



JUNE

- Career Coaching, Communication and Public Speaking
- Protective Behaviours Workshop
- Camp: Critical thinking, problem-solving, leadership, initiative, & social cohesion
- Visit to Rainforest Wild Asia
- Visit to Fish Farm
- Critical Thinking in a Trending World



JULY

- Law Orientation
- Jumping Fitness
- Expressive Art: Coffee Painting
- Racial Harmony Day Celebration



SEPTEMBER

- AIWM Charity Pickleball Tournament
- Fun Day at SuperPark
- Mid-Autumn Festival Celebration
- Teacher's Day Celebration



AUGUST

- National Day Celebration
- FLOW Program: Deal-making, Mediation and Negotiation
- UNPLUG – Stop, Breath, Act
- Project Enlite



OCTOBER

- Children's Day Celebrations
- Value Formation
- Healthy Lifestyle
- Rock Painting Workshop





NOVEMBER

- Music Video Production
- STEM Program: Arkki Workshop
- Day out at Jewel Canopy
- Justice & Peace: Elimination of Violence against women
- Holiday Program: Season of Change

DECEMBER

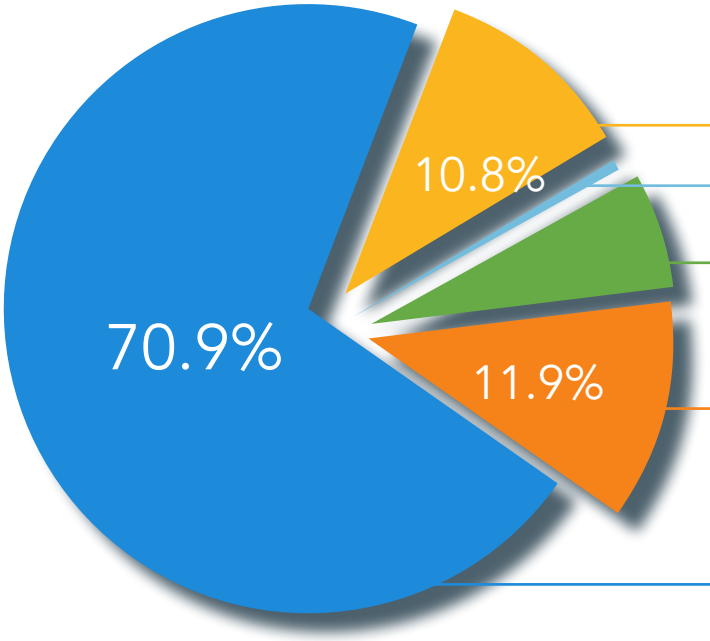
- Upcycling Workshop
- Discover the World of Curiosium
- Community Service @ Bright Hill Evergreen Home
- Outing @ KitzAmaze
- Learning Journey to Katon Antique House



FINANCIAL HIGHLIGHTS

INCOME

TOTAL INCOME
$6,938,825 (100%)



Programme Fees $750,602 (10.8%)

Others $26,404 (0.4%)

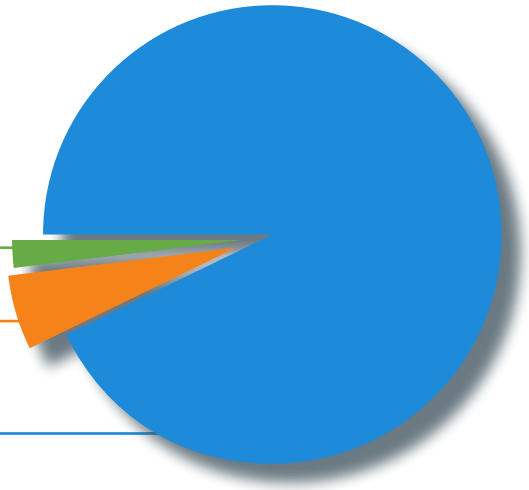
Investment Gains $418,143 (6.0%)

Donations $825,834 (11.9%)

Government Grants $4,917,842 (70.9%)

EXPENSES

TOTAL EXPENSES
$4,894,318 (100%)



Governance Cost $95,414 (1.9%)

Depreciation $253,565 (5.2%)

Cost of Charitable Activities
$4,545,339 (92.9%)

AUDITED FINANCIAL STATEMENTS

Our audited financial statements for the financial year that ended on 31 December 2025 can be downloaded from our website: **www.marymountctr.org.sg**

FUNDING SOURCES AND RESERVES

We receive funding from the Ministry of Social and Family Development, Marymount Preschool and Good Shepherd Preschool, Restful Waters and public donations. Residential care and student care participants may pay fees according to their family circumstances and ability to pay. For more information on our restricted and unrestricted funds, please refer to page 6 and Note 10 on page 22 of our Audited Financial Statements.

The Board of Directors reviews the Company's unrestricted reserves annually to ensure that the Company will be able to continue as a going concern. As a general rule of thumb, two years of projected annual operating expenditure less expected annual financial support from Ministry of Social and Family Development (MSF) are kept as reserves.

THE YEAR AHEAD

OUR COMMITMENT

We remain committed to providing safe, client-centred and trauma-informed care for vulnerable children and women. Through capable staff, strong governance and responsible stewardship, we strive to deliver consistent, high-quality services that uphold dignity, build resilience and support positive outcomes.

FUNDRAISING AND SINKING FUND

We will continue to exercise prudent financial stewardship through sustained fundraising efforts and the progressive build-up of our sinking fund. These resources will support essential facility improvements, digital enhancements, and programme sustainability, ensuring our services remain responsive, effective and future-ready.

FUTURE PLANS AND COMMITMENTS

We will continue strengthening organisational capability and sustainability to ensure consistent, high-quality care and services by:

1

Strengthening trauma-informed and client-centred practices

2

Enhancing staff capability, leadership development and succession planning

3

Optimising digital transformation to improve efficiency and compliance

4

Improving facilities, including environmentally sustainable initiatives

5

Deepening partnerships with families, volunteers and stakeholders

6

Upholding strong governance and financial sustainability

GOVERNANCE EVALUATION CHECKLIST (TIER 2)

Based on the Code of Governance (2023)

S/N	CALL FOR ACTION	CODE ID	DID THE CHARITY PUT THIS PRINCIPLE INTO ACTION?	SCORE
Principle 1: The Charity serves its mission and achieves its objectives.				
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	Yes	2
2	Develop and implement strategic plans to achieve the stated charitable purposes.	1.2	Yes	2
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	Yes	2
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	Yes	2
Principle 2: The charity has an effective Board and Management.				
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	Yes	2
6	The Board and Management should be inducted and undergo training, where necessary, and their performance reviewed regularly to ensure their effectiveness.	2.2	Yes	2
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	Yes	2
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	Yes	2
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 reappointment, at least once every three years.	2.5	Yes	2

S/N	CALL FOR ACTION	CODE ID	DID THE CHARITY PUT THIS PRINCIPLE INTO ACTION?	SCORE
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 oversee 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	Yes	2
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	Yes	2
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	Yes	2
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	Yes	2
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.	2.9d	Yes	2

S/N	CALL FOR ACTION	CODE ID	DID THE CHARITY PUT THIS PRINCIPLE INTO ACTION?	SCORE
14	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	Yes	2
Principle 3: The charity acts responsibly, fairly and with integrity.				
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	Yes	2
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	Yes	2
17	Ensure that no Board member is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	2
18	Ensure that no staff is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	2
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	Yes	2
20	Take into consideration the ESG factors when conducting the charity's activities.	3.5	Yes	2
Principle 4: The charity is well-managed and plans for the future.				
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	Yes	2
22	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. 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	Yes	2
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	Yes	2
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	Yes	2

S/N	CALL FOR ACTION	CODE ID	DID THE CHARITY PUT THIS PRINCIPLE INTO ACTION?	SCORE
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	Yes	2
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	Yes	2
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	Yes	2
Principle 5: The charity is accountable and transparent.				
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 (For example, Charity Transparency Framework and so on).	5.1	Yes	2
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	Yes	2
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	Yes	2
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	Yes	2
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	Yes	2

S/N	CALL FOR ACTION	CODE ID	DID THE CHARITY PUT THIS PRINCIPLE INTO ACTION?	SCORE
33	Implement 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	Yes	2
34	Implement clear reporting structures so that the Board, Management, and staff can access all relevant information, advice, and resources to conduct their roles effectively. a. 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	Yes	2
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	Yes	2
Principle 6: The charity communicates actively to instil public confidence.				
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	Yes	2
37	Listen to the views of the charity's stakeholders and the public and respond constructively.	6.2	Yes	2
38	Implement a media communication policy to help the Board and Management build positive relationships with the media and the public.	6.3	Yes	2
			TOTAL SCORE	**76**
			PERCENTAGE	**100%**
			= (Total Score/Full Marks of 76) x 100%	