

LUTHERAN COMMUNITY CARE SERVICES LTD (LCCS)

Annual Report for Year Ended 31 December 2016

LCCS was set up in 02 September 2002 as a company limited by guarantee by the Lutheran Church in Singapore and its member congregations. It was registered under the Charities Act on 30 January 2003 and was accepted as a full member of the National Council of Social Service on 15 September 2003. LCCS is an IPC Charity since 1 November 2006.

Charity Registration Number: : 1654
Company Registration Number: : 200207586Z
IPC Status : 1 Nov 2006 to 30 April 2017
IPC Number : 000095
Registered Address : 450 MacPherson Road
Singapore 368170

(I) BOARD MEMBERS

	BOARD OF DIRECTORS	OCCUPATION	DESIGNATION	DATE OF APPOINTMENT
1	Chew Khien Meow David	Executive Chairman	Chairman Appointed on	01/01/2011 09/01/2012
2	Terry Kee Buck Hwa	Bishop	Director	01/06/2009
3	Ho Zi Min Gabriel	Director	Independent Director	16/03/2016
4	Christopher Wang Fut Keng	Senior Manager	Director	01/11/2008
5	Teo Thian Hoe	Businessman	Director	01/08/2008
6	Teo Hong Wee	Executive Director	Director	01/07/2009
7	Chong Foo Kong	Process Manager	Director	12/12/2012
8	Tan Hock Ing	Company Director	Director	12/12/2012
9	Chong Fu Kiong	Parish Worker	Director	17/06/2016
10	Seng Yong Poh	Businessman	Director	12/12/2012
11	Chua Aik Hoon @Chua It Hoon	Business Consultant	Director	05/04/2014
12	Teo Been Boon	Public Accountant	Company Secretary	01/12/2011

(II) KEY STAFF

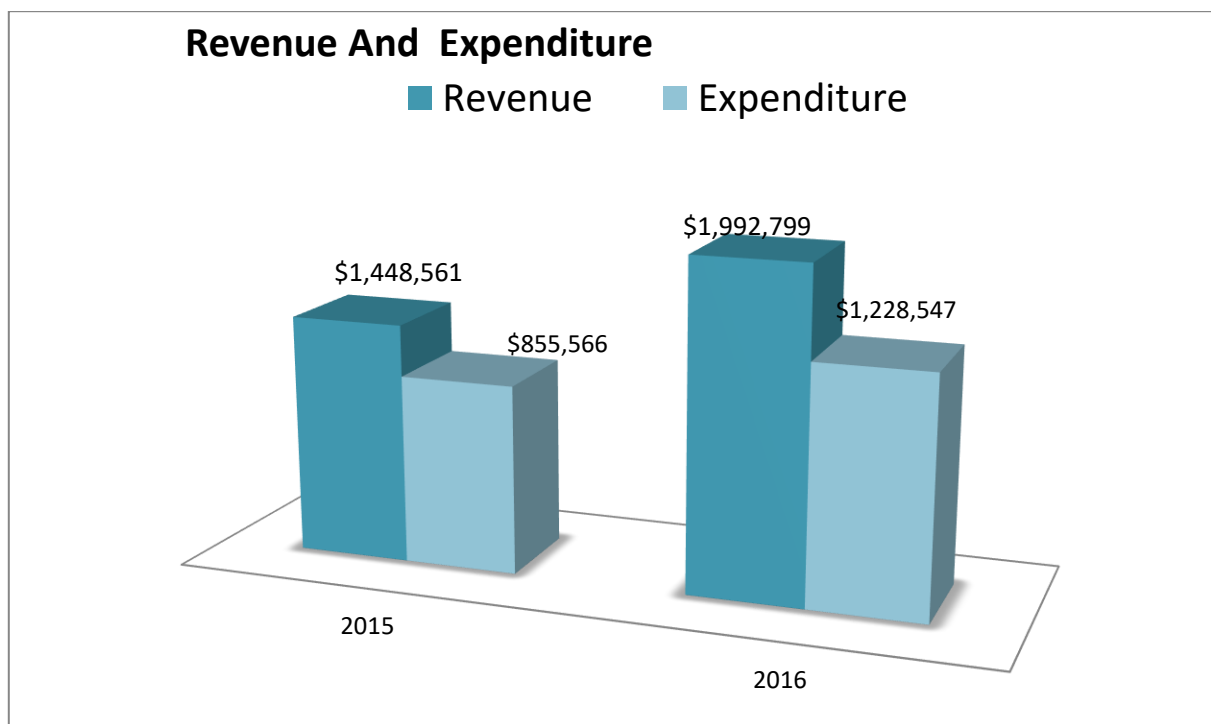
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|----|--------------------|--|----------------------------|------------|
| 1. | Daniel Ang Kok Ser | Registered Social
Service
Practitioner, RSSP | Chief Executive
Officer | 02/09/2002 |
|----|--------------------|--|----------------------------|------------|
- (III) BANK AND AUDITOR**
- | | | |
|----|---------|--------------------------|
| 1. | Banker | United Overseas Bank Ltd |
| 2. | Auditor | Tan Ai Ming & Co |

2015 REVIEW

Significant Milestones

1.	NCCS-LCCS Pilot Project	The Centre for Restorative Practice collaborated with NCCS to pilot the Builders Project in Teck Whye and Yew Tee Primary School for 2 years from 1 April 2015 to 31 March 2017. This project will be renewed for another two years. Teck Whye Primary will continue with the project while Hua Min Primary school will replace Yew Tee Primary for the project.
2.	School Pocket Money Fund	LCCS was appointed by NCCS to disburse the School Pocket Money Fund.
3.	Youth At Risk Engagement (YARE)	LCCS was one of the 10 organizations appointed by MSF CYGO to run the funded programme. The programme aims at the low to mid risk group of children.
4.	Victim Empathy Project	The project focused on working with offenders who were incarcerated helping them to understand the impact of their offences against the victims. There are 8 runs of 10 sessions each.
5.	International Conference on children and youth work practice 15-16 November 2016	LCCS CEO Daniel Ang was one of the speakers for the plenary session on Battle of the Best Practices and also conducted a 3 hour workshop on restorative practice at the conference.
6.	Fund Raising Events	The following events significantly contributed to the sustainability of LCCS; The 70 Cents Lent Season Appeal Charity Golf 2016
7.	SG 50 Care and Share Matching Grant	LCCS received \$879,887 from the care and share matching grant for 2016.

FINANCIAL HIGHLIGHTS



Revenue

The SG 50 Care and Share grant was the main catalyst for the exceptional revenue for 2016. LCCS received from the SG50 Care and Share Grant of \$879,887.

Expenditure

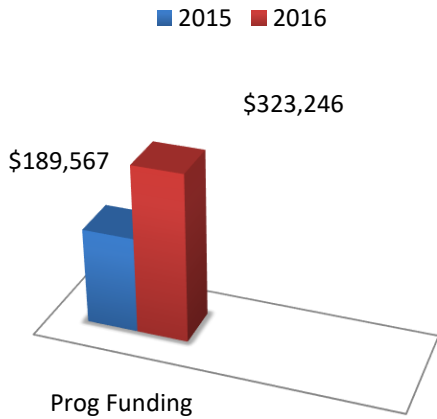
2016 seen an increased in manpower cost as we took in three staff from WDA professional conversion scheme. The increased in manpower cost is offset by the WDA 90% grant for the three staff.

Direct Expenditure

LCCS manages to ensure that 80% of its expenditure are direct expenditures. These are expenditures incurred as a result of providing the services to the beneficiaries.

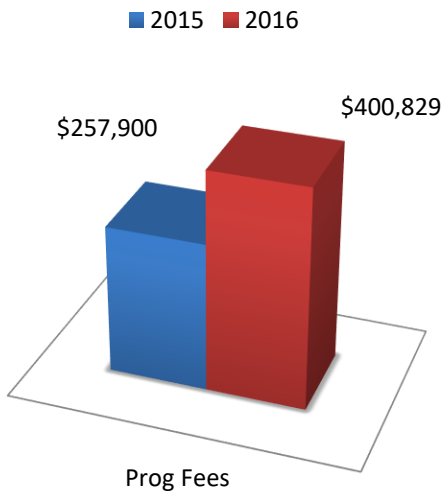
SOURCES OF REVENUES

PROGRAMME FUNDING



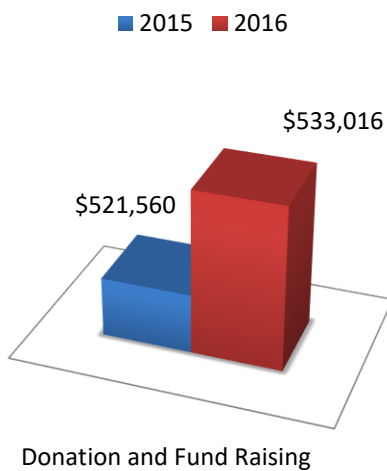
The decline in ESU funding is offset by the NCCS-LCCS Pilot Project – The Builders for 2 primary schools and APS Mentoring.

PROGRAMME FEES

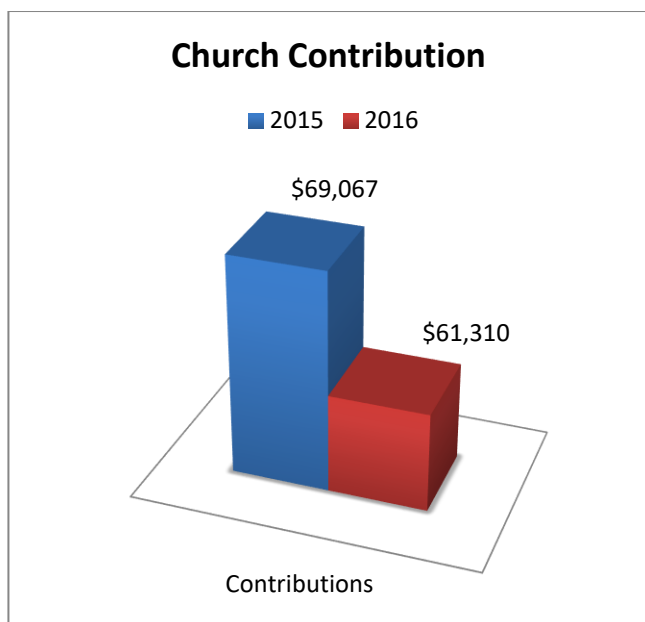


The programme fee comes mainly from the Adoption Home Study Assessments, Time Out Programme and Restorative Practice Workshop.

Donation and Fundraising



70 Cents Lent campaign and Charity Golf were done with great earnestness to take advantage of the SG 50 matching grant before it officially ended on 31 March 2016. We maintained an impressive fund raising ratio of of about 12% expenditure.



Contributions from the Lutheran churches are given as part of their participation of the LCCS services to the community.

MISSION

1. Relationships form a significant part in people’s lives. Relationships gives meaning and purpose. When relationships are harmed, LCCS strived to restore and repair that relationships. In the process, we hope to change stories of relationships to see lives transformed. Be it our children, youth or family work, our mission is to restore and repair every broken relationship to help people feel safe to belong.
2. LCCS is guided by faith active in love. As God first calls the church into being, the church sends forth LCCS to work in the community unconditionally. LCCS serves a multi-ethnic group from different race and religious background. It’s Human Resources Practices is all inclusive as it hires and promotes staff based on qualification, attitude and competency rather than faith.

Strategic Thrusts

1. As fee from school work has not increased and program funding has been reducing, the management made the decision to merge the Student Works Services with Centre for Restorative Practice. This strategic move leads to better utilisation of resources as it allows LCCS to be more focused on developing restorative practices. The Head of Student Works has been re-designated as Special Project Head, responsible for looking for new sustainable work to help LCCS to grow in other areas.
2. The pilot Builders Project with NCSS was well received. NCSS has extended the project for another 2 years. The project targeted primary school children where LCCS facilitate the building of relationships through restorative philosophy.
3. LCCS is planning to reach out to families under the School Pocket Money Fund Scheme through programme to empower the families through financial literacy programme and also service learning project. Dignity of families receiving help are important. The programme provide opportunities for them to serve the community despite of their difficult circumstance.

4. LCCS staff composition;

Categories	2013	2014	2015	2016
Senior Management	5	5	5	6
Social Workers	3	4	2	4
Counsellors	14	7	7	7
Youth Worker	3	1	4	4
Executive	1	2	1	3
Supporting Staff	1	1	1	1
Total	27	20	20	25

INSTITUTION OF A PUBLIC CHARACTER (IPC)

LCCS is an IPC Charity since 1 November 2006. IPCs charities are subject to regular corporate governance evaluation and audit. This rigour helps to inspire public and stakeholders' confidence in the management of the organisation. It facilitates in the raising of funds. Donors are given up to 2.5 times of Tax Deductible relief.

RESERVE POLICY

The Unrestricted Fund balance as of 31/12/2016 is \$1,298,413.

The Restricted Fund is as follows;

President Challenge	\$125,000
ESU	\$ 59,005
YARE	\$ 15,530
SPMF Primary	\$ 7,860
SPMF Secondary	\$ 12,730
SPMF Post Secondary	\$ 10,575

The increase in unrestricted fund is due to the Care and Share grant. It is equivalent to 9 months' reserve to meet its Operating Expenditure based on operating costs and Budget 2017.

The Board regularly reviews the amount of reserves that are required to ensure that they are adequate to fulfil our continuing obligations. We are working towards a reserve of two years buffer to ensure that there are sufficient fund for existing work and also to take on developmental work.

2016 REVIEW

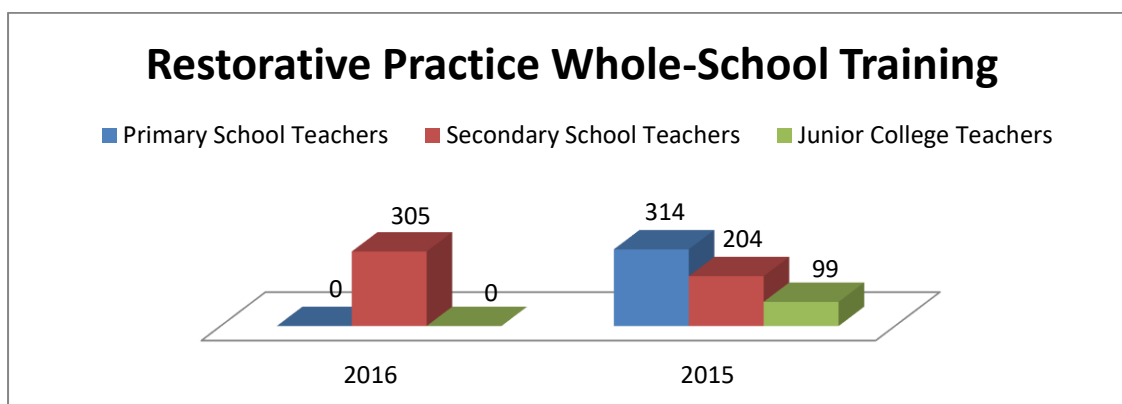
Students Work Services (SWS) Beneficiaries Served

Programme	Number of beneficiaries served	
	FY2016	FY2015
Students Work Services		
1) Enhanced Step-Up Programme <i>MSF funded programme to help students at risk of dropping out of school: - Improve in school attendance - Be meaningfully engaged</i>	48 students	117 students
2) Time-Out Programme <i>MOE funded programme for schools to refer students who have difficulties coping and / or adapting well in school</i>	60 students	87 students
3) Arts Engagement Programme <i>In collaboration with National Arts Council, approved artists together with LCCS facilitators use 'arts engagement' as an experiential platform to build values and social emotional competencies</i>	90 students	105 students
4) Intensive Intervention Programme (ITE) <i>Class based and small group intensive intervention to develop the psycho-social-emotional skills of identified students, manage students at risk of attrition and prevent early drop out from ITE</i>	N.A	240 students
5) School Pocket Money Fund <i>Community project initiated by The Straits Times to provide pocket money to children from low-income families to help them through school</i>	94 students	N.A
6) Assumption Pathway School Mentoring <i>Funded by Boys Town Alumni to recruit, train and match volunteer mentors to student mentees, and to coordinate enriching programmes and activities for both the mentors and mentees</i>	50 students	N.A
7) Youth-At-Risk Engagement <i>MSF funded programme to provide early intervention to support low to mid risk youth referred by schools</i>	10 students	N.A
8) After School Engagement <i>MOE funded programme to help students be positively engaged in school and keep them out of trouble</i>	50 students	N.A
9) With Nature We Nurture <i>Service learning programme to help students develop self-discipline and management when working with beneficiaries (students with special needs)</i>	129 students	N.A

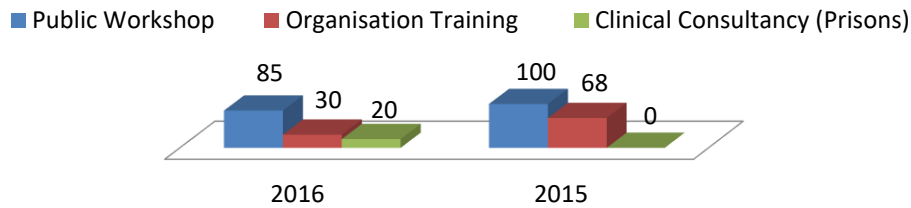
1. Students Work Services served slightly lesser beneficiaries compared against the previous year (FY2015: 549 students / FY 2016: 531 students). This was despite a sharp decrease of beneficiaries (240 students) attributed to the completion of the Intensive Intervention Programme at ITE College East (ITECE). ITECE did not continue with another round of the programme due to funding issues, exacerbated by the proliferation of programmes and services run by other youth agencies offered to them at no cost.

2. **New initiatives and services** were implemented to engage students in a wider variety of preventive and intervention programmes. These include After School Engagement, Assumption Pathway (APS) School Mentoring programme, School Pocket Money Fund, Youth At-Risk Engagement and With Nature We Nurture. In comparison with the previous year, Students Work Services developed more avenues for student engagement.
3. **Additional support service** was provided to Macpherson Secondary School through the After School Engagement programme, which kept their students meaningfully engaged after school through planned activities. The students involved in this programme built effective relationships with each other despite being from different levels and classes, promoting a greater sense of school-connectedness and belonging. Through a service learning entrepreneurship project, the students worked together to sell products to raise funds for needy beneficiaries.
4. **Building a volunteer base** was critical in the implementation of the APS school mentoring programme. The programme was successfully implemented through the involvement and commitment of 35 mentors, who took time to interact with their mentees individually as well as through group activities. The mentors could connect with the students and the graduation provided opportunity for parents to witness the support that their children received through the programme.
5. **Increasing visibility and reach** through the School Pocket Money Fund case management and disbursement, the agency became better positioned to provide financial support to students from low-income families. This provided opportunities for holistic engagement of families, as well as centre-based programmes that involve our student beneficiaries and parents' in parent-child bonding activities. Through organised events, student beneficiaries and their parents gave back to the community through community service, resulting in the ideal state of beneficiaries helping beneficiaries.
6. **Involvement in MSF Pilot Programme** through the Youth-At-Risk Engagement (YARE) Framework, the agency was appointed as 1 of the 10 service providers to deliver YARE programmes and validate the framework. Through comprehensive assessment of risk and timely delivery of evidence-based programmes, the agency partnered with more schools to help youth (within the age range of 12-21) with at-risk traits such as conduct issues, relationship issues, bullying, social difficulties and anti-social attitudes.
7. **Innovation and collaboration** were the key thrusts in With Nature We Nurture programme, a partnership model with Singapore Zoo and special education schools to leverage on nature and animals to build empathy in students from challenging classes in mainstream schools.

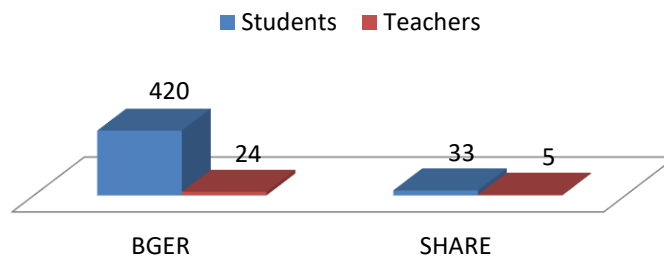
Centre for Restorative Practice (CRP) Beneficiaries Served



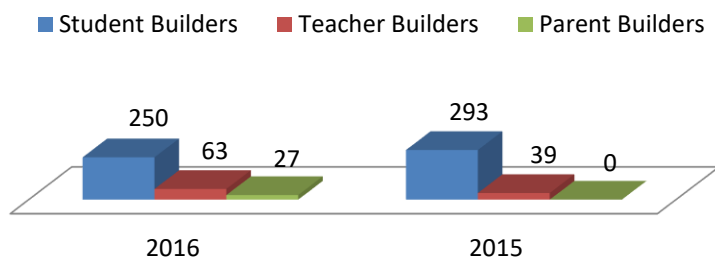
Restorative Practice Public Workshop / Organisation Training



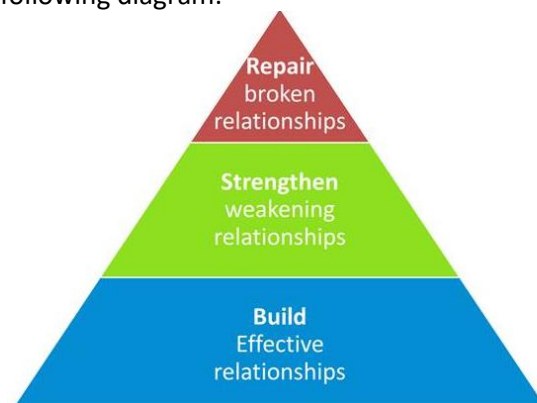
Restorative Practice Student Workshop



The Builders Project



1. The Centre for Restorative Practice (CRP) advocates for the wider adoption of the Restorative Practice (RP) approach in the care, management and development of individuals and communities e.g. schools, prisons, rehabilitation homes, voluntary children homes and the grassroots. CRP's services and training lead to the equipping of practitioners and builds competency, which lends credibility to the advocacy for RP. Data collected from the work provides opportunity to present compelling trends and positive outcomes.
2. Our mission is to "Advocate for the building, strengthening and repairing of effective relationships with clients and their community through Restorative Practices." This encompasses both proactive and responsive approaches to community relationship building and addressing of incidents of serious harm that affects the community. This is illustrated in the following diagram:



3. Our relationship as affiliated partner with the International Institute of Restorative Practice (IIRP), an accredited graduate school in the USA, strategically positioned CRP to lead restorative practices initiatives in Singapore. LCCS conducted 4 public workshops (March, June, September & December) and trained 85 participants (schools, voluntary welfare organisations, children’s homes, prisons, probations branch) with the IIRP graduate school curriculum.
4. **Advocacy work** to influence communities and systems through sharing of RP applications:
 - RP was presented to the MP of Macpherson SMC during a meeting with grassroots leaders. The idea was well-received and led to subsequent dialogues with grassroots leaders to talk about RP as a community project to build positive relationships in community. The grassroots leaders have surfaced ongoing community conflicts as potential areas for RP intervention.
 - CRP staff Justin Mui and James Lim were invited as guest lecturers to undergraduate social work students (NUS), and presented on RP groupwork in school setting. The students had opportunity to engage in dialogue on practice issues and learn more about how RP is effectively applied as group intervention.
 - MENSA Singapore, the society for high IQ individuals, invited CRP to share about how RP is applied in various schools, institutions, communities and the workplace. The session helped MENSA members gain a better understanding of the importance of restorative engagements through experiential activities and discussions.
5. **Training** to build capacity and enhance competency in schools, organisations and institutions incorporating RP principles and practices. The following tables represent outcomes of the trainings:

Restorative Practice Workshop (IIRP)	No. of Participants	They have examined their own thinking and practice	They have learnt how to apply these practices to their work/life
Public Workshop (Mar, Jun, Sep, Dec)	85	100%	99%
Institutions Workshop (Singapore Boys & Girls Home)	30	100%	100%
Total / Average %	115	100%	99.5%

School RP Training	No. of teachers	They have examined their own thinking and practice	They have learnt how to apply these practices to their work/life
Edgefield Secondary School	90	95.8%	95.9%
Geylang Methodist Secondary School	100	96.6%	97.3%
Hillgrove Secondary School	51	100%	100%
Pasir Ris Secondary School	73	90.7%	93.3%
The Builders Project	63	100%	100%
Total / Average %	377	96.6%	97.3%

6. **Consultancy services** and capacity building for organisational development and enhanced effectiveness:
 - Consultancy and clinical supervision sessions were implemented for Prisons Reformatory Training Centre, Drug Rehabilitation Centre and Pre-Release Centre. The sessions covered a wide range of areas such as practice supervision, staff capacity building, reviewing of existing practices and conceptualising of a theory of action for Restorative Practice implementation. The sessions were well-received and Prisons exercised the option to extend the period of clinical consultancy to include more intensive support to the Reformatory Training Centre as well as establishing a community of practice within the Prisons network for the wider adoption of RP in other Prisons institutions and units.
 - As follow-up support to the Singapore Boys’ Hostel RP training, we partnered MSF Probations in auditing and review of RP processes, namely the circle time practice implemented at the hostel on a weekly basis. It was

heartening to observe how the consistent practice of circle time helped strengthen the positive culture in the hostel as observed and affirmed by the boys themselves.

7. **Services** to implement RP interventions and demonstrate the efficacy of RP in schools and institutions:

- The Victim Empathy Programme (VEP) was implemented in Singapore Prison to engage inmates and help them learn about the impact of their crime on victims as well as how their actions have affected others (e.g. family). 60 inmates participated in 3 runs of the programme, the programme will continue into 2017 with another 3 runs, for another 60 inmates.
- To partner schools in demonstrating the efficacy of RP for students, CRP developed 2 services that focus on the explicit teaching of RP to students in the primary school setting. Building Good and Effective Relationships (BGER) programme and SHARE programme were piloted in New Town Primary School and the collaboration is for the period of 2016 (Term 3) – 2018 (Term 2). The BGER programme involves CRP facilitators partnering form teachers to teach RP to classes across the whole school. SHARE programme further equips student leaders with RP skills to facilitate relationship building circles in the classroom.

8. **The Builders Project** is a 2 years pilot project (2015-2017) funded by the VWO Charity Fund Innovation & Productivity Grant and Tote Board Social Service Fund, which seeks to bring Restorative Practices to 2 primary schools through engaging students, teachers and parents (school ecosystem). The Builders Project is a multi-tiered service model that seeks to promote and strengthen positive school culture and enhance pro-social relationships by helping to build a sense of belonging, safety and social responsibility within the school community through the consistent holistic implementation of Restorative Practice. The Builders Project will be renewed for an additional 2 years (2017-2019) and will be funded by the Tote Board Social Service Fund. The following outcomes of the programme have been observed:

- The Builders Project reached out to 528 students (16 classes), 71 teachers and 49 parents within the pilot phase from 2015-2017. 32 students were involved in the repairing phase and participated in Restorative Conferences to repair harm and restore relationships due to their involvement in serious incidents that have affected others.
- The Builders Project undergone research through collaboration with NUS social work department to assess the impact and study the effectiveness of the Builders Project. The outcomes of the research showed that there was significant improvement in the students’ perception of teachers’ competency in engaging them fairly as well as validating students’ efforts in the classroom.
- From the qualitative interviews, all students described positive experiences and described the programme as “fun”, “exciting”, “happy” and “nice”. Most of the students revealed that the programme instilled new skills and values in them that were useful in helping them to cope with some of the challenges they were facing in school. Such included relational and communicative skills, problem solving strategies, personal confidence, integrity, focus, following of rules, emotional management skills, maintenance of friendship and team work.

Family Work Services (FWS) 2016

Services:	FWS	Grand Total served in 2016
Mission	<p>FWS primary mission is:</p> <ul style="list-style-type: none"> • Being RESPONSIVE to repair and restore relationships • Being PROACTIVE in building the community • STRENGTHENING FAMILIES through our remedial, educational, counseling, mentoring and follow-up programs 	627 (excludes phone enquiries handled by admin staff)
Current Programme	Outcome	Number served
1. Adoption Home Study Reports (HSRs)	1. To assess the suitability and readiness of prospective adoptive parents to adopt a child.	98

	<p>2. Parents who have had their HSRs completed by LCCS have expressed their appreciation to LCCS for the staff's professionalism and service-oriented attitude.</p> <p>3. Many of the couples who have adopted their first child after completing their first HSR have returned to apply for a second HSR.</p>	
2. Pre-adoption Briefing (PAB)	<p>Prospective adopters learn about:</p> <ul style="list-style-type: none"> • the process of adoption; • the needs of adopted children; • how to prepare themselves for the adoption process; • assess their own suitability and readiness to adopt a child; • the importance of disclosing the adoption to the adopted child. 	326
3. Adoptive Parents' Support Groups & Gathering (APSG)	<ul style="list-style-type: none"> • Two support groups have been launched. The first group comprises 7 couples and their children; the second group comprises 4 couples and their children. • The annual gathering was organized on 22 October 2016. A total of 17 parents and their children turned up for the gathering. 	20
4. Post Placement Reports (PPRs)	<p>Through post-placement reports, the following outcomes were achieved:</p> <ol style="list-style-type: none"> 1. The developmental growth of the adopted child is assessed, monitored and documented. 2. It ensures that the adopted child is receiving the best care possible. 3. It ascertains that the adopted child is adjusting well to the adoptive home environment. 4. It ensures that the adoptive parents are coping well in their adoptive parenting journey. 	3
5. Marriage Preparation Programmes (MPP)	<p>14 couples attended the Marriage Preparation Workshops conducted. They learnt about:</p> <ul style="list-style-type: none"> ➤ The Marriage Covenant ➤ Effective Communication in Marriage ➤ Effective Conflict Resolution ➤ Forgiveness ➤ In-laws Relationships ➤ Financial Management ➤ Marriage Expectations ➤ Impact of family of origin ➤ Financial management ➤ Family Vision 	28
6. Workshops for LCOR	<ul style="list-style-type: none"> • Three workshops were conducted for the young adults in LCOR. The first two workshops focused on "Enhancing relationships through MBTI profiling". The young adults gained greater self-awareness and a better understanding of their friends or partners. It enhances their relationships as they learnt about keys to relate with others of differing personalities. • The third workshop on "Managing Stress and Anxiety" serves to equip the young adults to manage their stress and anxiety. 	36

7. Counselling	<p>Through the counselling, the following outcomes were achieved:</p> <ul style="list-style-type: none"> • Adoptive parents learnt how to disclose the adoption to their adopted children • Clients learnt about self-care and not to be trapped in the cycle of self-blame when they encounter issues • Clients are empowered to manage their issues and move on in their lives • Parent-child relationships were restored • Couples were able to rebuild their relationship 	29
8. Family Day@BLC	<p>LCCS was invited by BLC to organize the church's Family Day. A total of 86 adults and children turned up for the event. The following outcomes were achieved:</p> <ul style="list-style-type: none"> • Members were equipped with appropriate knowledge and skills to restore and build strong family relationships through the talk "Enhancing Relationships through Restorative Conversations." • Through engaging activities ranging from picture quiz, treasure hunt, candid camera, balloon hat designing competition etc, family bonding and interpersonal relationships were enhanced. 	87

Strategic Plans and Outlook for 2017	FWS will continue to provide the existing services in the area of marriage preparation, counselling and adoption home study reports. In 2017, FWS will reach out to more churches to promote the services which will meet the needs of the churches. These services will focus on building life skills, enhancing marriages, parent-child bonding and the spiritual formation of children and youths in the churches.	
Potential Programme (Work In Progress)	Outcome	Projected Numbers
1. Marriage Preparation Programmes for churches	Through publicity of the Marriage Preparation Programmes, FWS hopes to reach a larger group of members from various churches and prepare soon-to-wed couples for their marriage.	120
2. Marriage Enrichment Programmes	To build strong, healthy & resilient marriages & families for couples who have been married for several years.	50
3. 3. Life-skills Workshops	To equip participants with life skills on how to <ol style="list-style-type: none"> 1. To be effective parents 2. To build strong marriages 3. How to deal with challenges/difficulties in life (such as stress & anxiety etc.) 4. Enhancing relationship through profiling 	100
4. Restorative Parent-child bonding retreat	To equip parents with the knowledge and skills of restorative parenting and enhance the parent-child relationship through bonding and engaging activities during a 3D2N retreat.	35