

CPASS NEWSLETTER

Cerebral Palsy Alliance Singapore School

2023/Term 1



PRINCIPAL'S MESSAGE

key Tenets of the School

School Vision

A school that empowers students to be active learners in the community.

School Values

Confidence
Integrity
Respect
Resilience

School Mission

To equip our students with a holistic education to
Live Meaningfully,
Learn Continuously,
Work Productively.

School Culture

To Build a Culture of Care and Empowerment

School Beliefs

Everyone...
can Learn
can Serve
is Special

Dear Parents,

From June 2023 (term 3), CPASS would be setting up a second campus in the west of Singapore, known as CPASS West. I would be officially appointed as the new Principal of CPASS West from 1 April 2023 and relocate to the west campus to oversee the renovation and sprucing works. CPASS West students would officially move over from 26 June 2023.

The current campus at Pasir Ris would be known as CPASS East, and Mr Boo Hian Kok would be the Principal-Designate. Mr Boo joined CPASS East on 27 February 2023 and he will officially take over CPASS East from 1 April 2023. Mr Boo is a very experienced mainstream principal and has led schools with students with visual impairment and hearing loss. With his knowledge and experience, I am very confident that he would add value to the programmes in CPASS East. We would work as a team to bring both CPASS East and West to the next level.

From when I joined CPASS on 15 December 2015 to present, my journey of seven years has been both purposeful and enriching. Although I have had 20 years of experience at mainstream schools, CPASS had been an entirely new experience for me. Interacting with students and staff on a daily basis, working at CPASS had brought joy and meaning to me and my work.

I am always grateful to the strong and unwavering support received from the MOE, CPAS Board, School Management Committee, School Management Team, staff and parents. Your support has given me the confidence and strength to achieve the following milestones, namely, the full implementation of the Trans D approach across the whole school, the crafting of the Functional and High Support Curriculums which have taken flight and the growing of the School Management Team and staff.

During my journey, I have strengthened my belief that our students when provided with the right learning opportunities and support, would grow in confidence, independence, and self-esteem. With the Trans D approach adopted in our service and curriculum delivery, we have seen how each collaborative Trans D team has added value to each student. With the more pervasive use of Information and Communications Technology (ICT) and Augmentative and Alternative Communication (AAC), students have been given a voice to make choices in their daily routines.

As I take my leave from CPASS East, I would like to extend my heartfelt appreciation to my staff who have given me their trust and support over the past seven years. Thank you for believing in me and growing with me.

I would like to part by sharing a quote from Mahatma Gandhi **“There are no goodbyes for us. Wherever you are, you will always be in my heart.”** Here's wishing everyone good health!

Yours sincerely,

Mrs Koh-Lim Ai Lay
School Principal



Chinese New Year Celebration 2023

Written by Ms Siti Aisha Bte Umar Pulavar, Teacher

CPASS celebrated the Chinese New Year on Tuesday, 26 January 2023, and joyfully welcomed the Year of the Rabbit. Celebrations started with traditional Chinese New Year greetings which everybody practised and joyously echoed, such as “Wishing you a happy new year - Xīn Nián Kuài Lè”, as well as, “Wishing you good health - Shēn Tǐ Jiàn Kāng”.



Lion Dance performance by teachers and students.

After the traditional greetings, celebrations continued with CPASS' own Lion Dance. Our students and teachers pranced around confidently, imitating the movements of the mythical Chinese lion to the rhythm of the Chinese drums and cymbals. According to Chinese customs, the Lion Dance was used to ward off evil and welcome good fortune. After the Lion Dance, students learnt about the different Chinese ethnic costumes such as the Hanfu, Qipao and Tang Suit. Celebrations continued with a CPASS fashion parade where students went on-stage to pose in their beautiful Chinese ethnic costumes. Celebrations ended with the students learning about the way Chinese New Year was celebrated in our neighbouring countries such as Korea, Thailand and Myanmar. It was intriguing for them to see the similarities and differences on how Chinese New Year was being celebrated all over the world.

Students from the 3 programmes, Functional Programme, High Support Programme and Academic Programme, played an engaging game of Orange Squash together. Using various methods, students from each programme had to work together to produce a refreshing cup of orange juice. It was exhilarating to watch and the students had a lot of fun! Students played exciting quizzes and won prizes, and everyone brought home blessings of mandarin oranges and Ang Pow. Chinese New Year 2023 celebration was a memorable one indeed.

新年快乐 (Xīn Nián Kuài Lè) and 身体健康 (Shēn Tǐ Jiàn Kāng) to everybody!



Fashion parade for students in their Chinese ethnic costumes.



Student Work Attachment

@ Tampines Regional Library, Our Tampines Hub

Written by Ms Aifaa Liyana Binte Norazhar, Job Coach

In CPASS School-To-Work programme, Functional Programme senior students, aged 17-years-old, who are work capable are sent for Community-based Work Experience work attachments every term with our community partners. This year, senior class student, Tan Zhi Xiang from Eagle 10A, graduating in 2024, has begun his first work experience with National Library Board at the Tampines Regional Library, located within Our Tampines Hub.



Tan Zhi Xiang (Eagle 10A) sorting returned books by alphabetical order.

The National Library Board provide volunteering opportunities for students and adults at their libraries and archives. Some volunteering roles include library and patron support, event management and support, inclusive programme support and research, transcription, and translation. For work attachment, Tan Zhi Xiang worked as a volunteer on every Wednesday and Thursday for two hours in the afternoon. He started his library and patron support role from the second week of Term 1. The tasks he was involved in were sorting and shelving returned library books by alphabetical order and genre and maintaining the tidiness of the library shelves. He worked with other volunteers to keep the shelves at the adult fiction section neat and tidy, ensure the books are placed in order on the shelves, and are not damaged. Initially Zhi Xiang faced some difficulties when he was unable to identify the correct shelves as the barcodes looked similar. After many sessions at the library, he had familiarized himself with the location of the shelves and could easily identify where each book belonged. Zhi Xiang carried out his tasks confidently and did not allow his physical limitations get in his way of completing the tasks. He would always attempt to problem solve before approaching the job coach or other volunteers.

Zhi Xiang will complete his work experience at the library by week 10 of Term 1 and would be attached with another community partner for work experience in Term 2. He shared that though he enjoyed the quiet in the library, he preferred work with opportunities for social interaction and physical activity for his future work attachments.



Zhi Xiang straightening the books on the shelves to ensure tidiness.



@ Tampines Regional Library



Zhi Xiang shelving sorted books on the library shelves.

Golf for the Disabled (G4D) Tour: Meet and Greet Session

Written by *Mr Abhinav Joshi, Teacher in-charge Track and Field CCA*

On 6 February 2023, eleven students from the Track and Field CCA attended the event 'Golf for the Disabled (G4D) Tour: Meet and Greet', held at the Laguna National Golf Resort Singapore. It was an opportunity for students with special needs to meet International Golfers with disabilities and for them to learn about the game of golf.

At the start of the event, our students rode on a golf buggy onto the golf range, and met the current World Number 1 Ranked Disabled Golfer, Mr Kipp Popert and his fellow golfers. Mr Kipp shared that he was also a person with Cerebral Palsy and demonstrated some of the different shots he used in golf, such as driving and putting. After the demonstration, the students had hands-on experience in learning to drive and putt a golf ball.

There were two stations where the students learnt to drive and putt the golf balls. At one station, the students learnt to drive the golf ball as far as possible into the distance. The students had an exciting time as they took aim to target the golf balls into Hula-hoops. At the second station, the students learnt the delicate art of putting the golf ball. This required the students to control their strength to gently putt the golf ball into the hole. This station was very fulfilling for the students because they could see the golf ball roll slowly towards the hole and experienced the thrill and exhilaration of seeing the golf ball gently drop into the hole.

At the end of the event, the students took pictures with the professional golfers and reluctantly said their goodbyes. On the whole, the students had a fun-filled and refreshing experience of learning to play the sport of golf from the International Golfers.

The students took a group picture with the International Golfers.

Track and Field CCA students riding a golf buggy.



Students learning how to drive a golf ball in Station 1.



Students learning how to putt a golf ball in Station 2



Student Teng Zheng Kai (Eagle 22A) with Mr Kipp Popert



Students learnt to putt the golf ball.

2023 Total Defence Day

Written by Ms Kavita Arjanmall Parwani, Teacher

Every year on 15 February Singapore would commemorate Total Defence Day. This day marked colonial Singapore's surrender to the Japanese during World War 2, a reminder for our nation to continue to be a safe yet strong space for its citizens. The theme for Total Defence Day this year was "Together, we keep Singapore strong", and the National Events Committee at CPASS organised a fun-filled, yet educational day for the students.

The day started with the proud raising of the Singapore flag. Students from the Scouts CCA were joined by staff in their military, civil defence, security, and nursing uniforms in the taking of the pledge. Four activity booths and a Photobooth were set up to share interesting facts about the 6 pillars of defence, namely, Military Defence, Civil Defence, Social Defence, and Psychological, Economic and Digital Defences. At the military defence booth, students learnt about what went into an outfield bag, as well as a civilian's ready bag, in times of crisis, and at the social and psychological defence station, staff and students got to express their love and sense of togetherness for Singapore by choosing their favourite colours and putting their handprints on a large banner. Students and staff played an exciting quiz to "Spot the Scam" at the Digital Defence booth, and tested their ability to aim at a target at the Civil Defence's "Put out the Fire" activity booth by shooting down plastic 'fire' cups with their water guns. Students from the Academic and Functional Programmes were given an additional task of collecting stamps at the different booths they visited to exchange them for reward stickers.

Students dressed up in their favourite costumes and took photographs at the Photobooth. The highlight of the day was the visit from Sergeant Ong and his team who brought with them two police vehicles: a Next Generation Fast Response Car (NGFRC) and a Public Order Tactical Response Van (PETRA). All the students had a fun, enjoyable and meaningful day.



Police Vehicles



Student, Zayden Tan (Eagle 22B) putting his handprint at the Social and Psychological Defence booth.



Students from Eagle 21A dressed up at Photobooth.



Pledge taking by students in Scouts CCA, and staff in uniforms



Students putting out the fire at the Civil Defence Booth.

2023 CPAS School Prefects' Investiture

Written by *Ms Noredah bte Mohd Yatim (Sim), Senior Teacher*

7 March 2023 marked a special day, for CPASS students and teachers, and especially for a distinctive group of students, our CPASS prefects. It was special because it was the first in-person Prefect Investiture ceremony to be held after a hiatus of 3 years due to the pandemic. It was also most special and memorable because we had the honour of having two Principals grace the ceremony, our current Principal, Mrs Koh-Lim Ai Lay, and our new Principal-Designate, Mr Boo Hian Kok. Their inspiring speeches warmed our hearts and motivated all of us to aspire to higher heights, and encouraged the prefects to serve with purpose, rooted in the spirit of commitment and resilience, and be exemplary role models for all their peers.

Thirteen prefects were inaugurated, nine were current serving prefects and four newly appointed ones. The ceremony was held in the school hall, and witnessed by everyone in school. Pride and joy shone on the faces of the newly-minted prefects as they took their oaths on stage after being presented with the prefect's vest and badge by the School Principals. When the last word of the prefects' pledge was spoken, all teachers and fellow students cheered and clapped loudly to show their love and support for the prefects. The ceremony signified the belief and confidence bestowed on the prefects to carry out their duty and responsibilities to the students and CPASS.

2023 CPASS Prefects are Ang Jia Ci Annabelle (Eagle 25A), Cheong Nur Faidisha Qistina (Eagle 5A), Dahny Mikhail Bin Mohamad Nazree (Eagle 23A), Koh Ling Yun (Eagle 25A), Kumara Manohara Hardik (Eagle 24A), Muhammad Alfian Bin Mohamad Azhar (Eagle 22A), Muhammad Irfhan s/o Mohaiyadin Shah (Eagle 10A), Muzayna Begum (Eagle 24A), Ng Li Wen Wayne (Eagle 23A), Nur Halisha Raudhah Binte Kamsan (Eagle 22A), Nur Aleesya Binte Abdullah (Eagle 23A), Tan Zhi Xiang (Eagle 10A), and Wee Zhi Qing Bravienne (Eagle 5A). Congratulations!



2023 CPAS School Prefects with Principal Mrs Koh-Lim Ai Lay (2nd from left), Vice-Principal Ms Suzana Ahmed (extreme left) and Principal-Designate Mr Boo Hian Kok (extreme right).

A Heart for a Friend on the value of Respect

Written by Ms Nurul Irdayu Shukor, Teacher

The focus for School Assembly for Term 1, 2023 was on the CPAS School value of Respect. During the weekly assemblies, Character and Citizenship Education (CCE) teachers spoke about the meaning of respect, and shared ways to show respect during the 'Quote of the Week' segment.

On 7 February 2023, CCE teachers explained about the activity of making of bookmarks for a friend, based on the value of Respect. The aim of the activity was to encourage students to use kind words or compliments to show respect. Through the card or the bookmark, students learnt affirmative gestures to show respect. On 14 February 2023 during assembly in the hall, students from the Functional and Academic Programmes exchanged creatively designed cards with the students from the High Support Programme. Class representatives walked to their buddy class and handed the HEART cards to one another. The physical exchange allowed students to be confident and encouraged simple interaction between the students. On 21 February 2023, prizes were awarded to the best decorated artwork for the AM and PM sessions respectively.

Everyone in school celebrated the love of friendship through beautifully decorated HEART cards for their friends. The session ended on a high note as the students felt happy after they received the cards from their peers.

Students exchanging their cards during assembly.

A student receiving the bookmarks from her friend.



Cards by Eagle 22A

A card made using iPad by student, Celine Hooi (Eagle 6A)



Dear Ho Tien Shuen,
I think you are kind!
From: Celine



Bookmarks done by Dove 12B

Bookmarks done by 13A



2023 Individualised Education Plan (IEP) / Individualised Transition Plan (ITP) Meeting

Written by *Mrs Joana Kumar, Senior Teacher*

In the first term of every year, each class's Trans-D team would meet up with parents to connect and discuss about each student's Individualized Education Plan (IEP) or Individualized Transition Plan (ITP). The Trans-D team would comprise of the Class Teacher and the Allied Professionals (APs) - Speech and Language Pathologists (SLP), Occupational Therapists (OT), Physiotherapists (PT), and for some students, the Psychologists, Social Workers and the school nurse would also join in the meeting.

IEPs are for students from the junior classes, between ages of 7 to 12 years old; ITPs are for students from the senior classes, between ages of 13 to 18 years old.

Pre-Covid IEP and ITP meetings were attended by parents on site in person at CPASS. When Covid happened, safety management measures required and created many new norms and Zoom meeting was one of them. Possibly it was more convenient for parents managing home and work, virtual meetings had now become the new norm worldwide. As the world recovered from the pandemic, and safety management measures slowly eased, options to conduct the IEP/ITP meetings virtually or in person were offered to parents, and may opted for virtual meetings. In whichever platform parents chose to attend the meeting, it was essential that the Trans-D team and parents had the opportunity to meet to discuss, share information, agree or disagree and clarify collectively on the goals targeted for their children for the year.



Teacher Mr Abhinav Joshi and Occupational Therapist Ms Maisarah Bee Binte Muhammed engaged in IEP meeting with parents via Zoom.



Sharing Of 8 Success Stories


Written by Ms Suzana Bte Ahmed, Vice-Principal

From the time when Trans D Home Collaboration began in April 2021, School has received much positive feedback from parents. Based on the results from the 2021 Parents Survey on the Trans D Approach In CPAS, 90% of the parents observed positive changes in their children's skills and abilities consequent to the home collaboration implemented by the School Trans D team. In 2022, two families from each class were invited to participate in the programme. Parents and caregivers diligently practised the identified skills, monitored their child's progress through routine-based checklists and provided timely feedback to the Trans D team via WhatsApp, Zoom and phone calls. The Trans D team also made home visits to some families on needs basis. Families shared photographs and videos with the Trans D team to inform about the progress that the children have achieved. We are happy to share these eight success stories on the Trans D Home Collaboration Programme.



1st Success Story


Written by Ms Bay Wei Lin, parent of Teo Reon (Eagle 2B, 2022)

 I feel that the Home Collaboration Programme is important to ensure that skills are transferred and generalized to the home setting and my child gets to practise the recommended skill in his daily routine. Using the Physio App and videos shared by the Trans D team showing how Reon has practised walking in school, I can guide my son to practise his side walking and transfer from walker to chair regularly at home. Although, Reon can sometimes be very playful and gets easily distracted at home, I just continue with the practise and within a few weeks, I can see Reon has made improvements. My recommendations to make the programme more effective are to practise the skills concurrently in both school and at home, sharing of exercises through Physio App and loaning out of equipment such as Kaye Walker during the school holidays for practise.



2nd Success Story

Written by Mdm Annamalai Girija, parent of Niketan Selvakumar (Eagle 20A, 2022)

 Initially, it was difficult to teach and practise the skill with my son at home as I was not too familiar with using Pragmatic Organisation Dynamic Display (PODD). However, with the help of the instructional videos shared by the class teacher, I began to find it easier to follow and practise the communication skills with my son using PODD. The Trans D team consisting of the class teacher and therapists also came for home visit to explain and demonstrate the skills that I can practise with my son at home. After five to six weeks of practise, I could see that my son has started to show improvement in his communication and transferring skills. I feel that sharing of instructional videos to guide parents at home is very helpful and I hope this approach can be continued.



3rd Success Story

Written by *Mdm G. Kiruthika, parent of Vithur Raj (Eagle 6B, 2022)*



The recommended skill that I have agreed to practise with my son at home is to encourage him to use long sentences during our daily conversation. The Trans D team has explained and guided me on how the skills can be practised at home with my son via zoom meetings. I found that I must be consistent with practising the skills with my son. The checklist helped to remind me to practise with my son regularly. However, sometimes it could be challenging as my son would not want to cooperate and adamantly refused to use long sentences in our conversation. I started to see improvement in my son after one month of regular practise. To make the Home Collaboration Programme more effective, I would like to recommend that follow-up from the Trans D team should be more regular. It could be done fortnightly via phone calls to parents to check on the progress the child is making at home and by sharing videos from parents to school or vice versa to monitor the progress of the skills transfer and if further improvements can be done.



Consistent practise has helped Vithur Raj improve his communication skills..



4th Success Story

Written by *Mdm Ong Bee Khim, parent of Lim Qing Rong (Dove 17B, 2022)*



I was practising a few skills with my son at home as they were essential in his daily routines. As I am an approved caregiver for my son in school, I am present in school daily. I can learn first-hand from the class teacher and therapists the correct way to put my child on the standing frame to practise standing, communicate with my son effectively by using the picture board with 4 pictures, as well as how to assist my child stretch properly to improve his body posture. Even during school holidays, the Trans D team communicated with me and provided guidance via WhatsApp. Practising the skills at home was quite challenging as my son would be uncooperative sometimes because he would only practise the skills in school. I needed to be more patient to engage him at home, especially during school holidays. With continuous and regular practise during weekends and school holidays, I could see the improvements in my son. I felt that with consistent follow-ups by the Trans D team via WhatsApp calls and sharing of resources and materials with parents, it would help to make the home collaboration more effective.



5th Success Story

Written by *Mr Jeff Chua, parent of Avery Chua (Dove 9B, 2022)*



I feel that the Home Collaboration Programme is important to ensure that skills learnt in school are transferred and generalised in my child's daily routines at home. I had agreed to practise with my child at home the skills that were recommended by the Trans D team. The team guided me on how to transfer the skills via face-to-face meeting during the home visit and using app such as MedBridge GO. The biggest challenge for me while practising with my daughter was to keep her engaged as she lost her focus and patience easily. My daughter was able to learn the skills transferred in the home setting quite fast. I managed to practise with her for at least 4 days a week. I kept the practise time short but maintained consistency to keep her engaged and focus. I believed that with available manpower, routine practises can be consistently carried out at home and regular feedback between the family and school allowed any necessary improvements to be identified early.



6th Success Story

Written by *Mdm Tan Li Li, parent of Hiew Yong Hao (Dove 20B, 2022)*



The Trans D team had recommended me to practise stretching exercises on my son at home to reduce tightness on his hands. My caregiver and I learnt the skills to perform simple stretching exercises from the teacher and the therapists via the app called the MediBridge Go. As my caregiver accompanied my son to school daily, she has the opportunity to learn the steps to do the stretching exercises appropriately. She also learnt suitable activities that she can practise with my son at home. So far, with the regular stretching done at home, Yong Hao began to tolerate the exercises better. He might still make some noises if the stretching lasted a bit longer and he needed to rest. Otherwise, he was comfortable and became more tolerant of the routine practise at home. His muscles especially in his left hand has shown to be more relax and less 'tight'. To make the home collaboration more effective, the school can also consider loaning out resources such as soft splint for students to use at home during the school holidays as it could be costly to purchase for one.

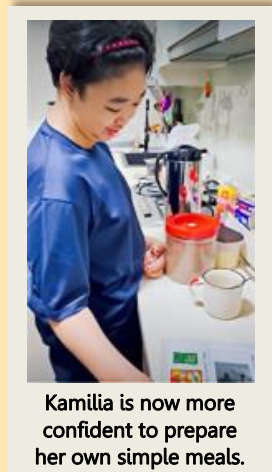


7th Success Story

Written by *Mdm Zaina Bte Abdul Rahim, parent of Kamilia Syuhada Bte Sophian (Eagle 10A, 2022)*



I had agreed to the Trans D team's recommendation for Kamilia to practise her independence skills of making her own cup of Milo and preparing a simple meal of spaghetti with chicken sauce by herself at home. I was able to practise these skills with Kamilia at home as the Trans D team had communicated with me and guided me via Whatsapp. They had even provided detailed checklist for Kamilia to follow while practising the skills at home. The most challenging part for me was to arrange a suitable timing for me to guide Kamilia and to prepare the set-up such as providing her with the suitable utensils for her to practise preparing the meal. However, despite the initial difficulties, I could see almost immediately that Kamilia became more confident after being given the opportunity to practise making her own meals at home. Moving forward, I would like Kamilia to continue practising other skills such as cutting vegetables and using the stove safely to heat up food so that she could prepare her own meals more independently at home daily.



Kamilia is now more confident to prepare her own simple meals.



8th Success Story

Written by *Mdm Felicity Teo, parents of Tan Shu Wei (Eagle 8A, 2022)*



The class teacher had shared about the Trans D Home Collaboration Programme with me. I felt that the collaboration programme was important to ensure that the skills learnt in school would be transferred and generalised to the home setting for my daughter to practise in her daily routines. I have agreed with the Trans D Team's recommendation to practise changing of clothes with my daughter at home to improve on her independent skills. The Trans D Team had guided me through the WhatsApp video. At first it was challenging to do exercises with my daughter as she was uncooperative. However, through consistent practice, she finally got used to the exercises and started to show improvements. Eventually she began to change her clothes independently! I felt that home collaboration would be more effective when the family practises more life skills at home to promote their children's independent skills.

Contact Tracing and Important Dates

note ON Contact TRACING

To ensure that we can contact all parents/guardians/caregivers for emergencies and to help the School in communicating effectively, please inform your child's teacher of any change in the following:

- ❖ Contact details (mobile / email address/home telephone number)
- ❖ Home address

IMPORTANT Dates in TERM 2 (20 Mar 2023 to 26 May 2023)

Friday, 7 Apr	Good Friday
*Saturday, 22 Apr	Hari Raya Puasa
Saturday, 29 Apr	CPAS Sports Day
Monday, 1 May	Labour Day
Tuesday, 2 May	Sports Day Off-In-Lieu
Saturday, 27 May to Sunday, 25 Jun	School Holidays

* Monday, 24 April will be a school holiday.