



DREAM MACHINES!

Projects that
ignite the
imagination



ALSO:

**Inside the Summer
Programme**

**Sixth Formers Combat
the Plastic Crisis**

A Celebration of Your Contributions
2019/20

How the TTS Foundation has impacted
Tanglin and its community

On the cover: A robot designed and created by Tanglin students during the LEGO Robotics Challenge. To find out more about the challenge, turn to page 12.

HOW TO DONATE



PayNow

For the UEN/bill reference number, please state your youngest child's name and tutor group

Online

tts.edu.sg/giving

Cheque

Post to: Tanglin Trust School Foundation Ltd (Attn: Finance Officer)
95 Portsdown Road
Singapore
139299

What can your donation do?

(All amounts in SGD)

\$20

1 student can attend a workshop by a theatre group for 1 hour



\$750

Fund an inspirational visit from within Singapore



\$300

A Music Award for 1 student for 1 term



To find out more about the projects the TTS Foundation will fund in 2020/21, turn to page 26.

\$500

Deirdre Lew Service Award



FOREWORD



Craig Considine
CEO

This is a challenging time on national and international levels, and yet our community continues to embrace the Tanglin experience with gusto. Despite the pandemic and the challenges that unfold daily, there is much to be thankful for.

We have seen wonderful academic results from our final year cohort. The resultant university placements will scatter our alumni far and wide, to some of the best universities in the world. Their learning journey continues but they know they will always be Tanglin Lions.

The school continues to develop in many ways, and the foundations of the new

Gate C building are nearing completion. The pillars of our strategic plan – Inspired Learners, Flourishing Individuals, Team Tanglin, Personal Best and Our People – create a focus for the many and varied programmes being developed within the school.

The breadth of a Tanglin education is driven by our teachers and faculty, and the depth of it is augmented by the TTS Foundation programmes. We are indebted to the 299 individuals and families that have contributed to the TTS Foundation this year, and hope this Report of Giving will inspire many more members of the community to support the Tanglin ethos.

DONOR CIRCLES FOR 2020/21

(All amounts in SGD)

Friends
S\$1 -
\$1,924

**1925
Society**
\$1,925* -
\$4,999

**Lions
Circle**
\$5,000 -
\$9,999

**Patrons
of the TTS
Foundation**
\$10,000+

*Date school was founded

HOW YOU CAN HELP



Cecilia Handel
Director of Development

In July 2020, more than 1,800 students attended the TTS Foundation Summer Programme free of charge. The value of this experience was much appreciated by our community, particularly as other international schools in Singapore offered similar programmes with significant price tags. For some parents, this may have been their first realisation of the impact the TTS Foundation has on their own families. The reality is that currently each of our students is impacted by an average of 10 TTS Foundation projects each year.

The exceptional educational opportunities you will read about in this Report of Giving are made possible through community philanthropy. We celebrate all our donors in this report, starting on page 22, and rightly so – we all benefit from their collective contributions. In 2020/21, and particularly during the continuance of the Coronavirus pandemic, I urge all families to donate to the TTS Foundation in order to show support for our community. By doing so, you enable exceptional opportunities in The Arts and Sport, and facilitate significant curriculum enhancements and service opportunities.

To families who are yet to make a donation: I urge you to do so.

To our loyal supporters: I challenge you to give a stretch donation.

To all of you: I urge you to make giving an annual habit.

By doing so, we collectively enable truly exceptional opportunities that broaden our children's horizons and support our communities.



John Ridley
Director of Learning

The mission of the TTS Foundation can be summed up as providing an exceptional education for our students. This is even more relevant in the unprecedented times we are living through.

As I look back over last year's projects, I see a sharp line dividing the work of the TTS Foundation pre- and post-pandemic. The first half of the year was characterised by the many face-to-face events that brought students together; to work with inspirational visitors from different fields, learn new skills, or carry out student-led projects that would have lasting impacts on themselves and the wider community. Two of those projects are highlighted in this report – the inspirational LEGO Robotics Challenge and the Bridge Project – but there were many more across all four key areas: Innovation, Imagination and Inquiry, The Arts, Sport, and Engagement with Global Issues.

While the latter half of 2019/20 saw many planned events postponed or cancelled, the TTS Foundation ensured the year ended on a high for many of our students by supporting the TTS Foundation Summer Programme. With the campus open again in July, more than half of Tanglin's students were able to benefit from this stimulating programme and reconnect face to face with friends and teachers.

The start of the new academic year has presented further challenges, with restrictions on large gatherings and travel to name only two. However, the experience of the past year underlines the creativity and adaptability of the Tanglin community. Watch this space for imaginative online collaborations, modified physical events, and impactful local community projects!

Thank you as always for your generous support.

HIGHLIGHTS OF 2019/20

Louise Clark
ISTA Practitioner

Charles Tighe
Professor of Music

Clive Leach
Life Coach

Jaz Carlin
Swimmer in Residence

Ross the Bagpiper
Performer

Zoe Griffiths
Mathematician

Roo Piggott
Sound Technician

Roger Jenkins
Storyteller

Ian Murphy
Drawing Practitioner

Cassandra Wye
Storyteller

Tan Chin Boo
Artist in Residence



Epic Arts
Gecko Theatre
Centre Stage
Toybox Theatre

Representative Awards

FOBISIA Gymnastics Championships
SEASAC Golf Tournament
FOBISIA Primary Maths Challenge
FOBISIA Primary Music Festival
Queensland All Schools Touch Tournament
Feeding Frenzy Swimming Competition
World Scholar's Cup, Yale University:
"Tournament of Champions"
JPAS Cambodia



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TTS Foundation Summer Programme
LEGO Robotics Challenge
Hack to the Future Hackathon
Bridge Project
Hogwarts Castle and Hippogriff
Pedal Power Programme
and Bike Programme

TTS Foundation Internship Programme
Priority 10 Touch Rugby Coaching
Lunar New Year Assembly
Incredible India Day
Aspire More Able - Thinkers in Education
Masters Football: Battle of the Reds



6



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TTS FOUNDATION SUMMER PROGRAMME

The TTS Foundation strives to support the Tanglin community. Given the significant impact of COVID-19 on many families, such as added financial pressures, the strain on physical and mental wellbeing, and the challenges of remote learning, the TTS Foundation allocated a significant proportion of its funds to an academic Summer Programme. Running from Monday, 13th July to Thursday, 30th July, the programme ensured purposeful and enjoyable face-to-face learning for all students whose families requested a place. Here's just some of what they got up to.

The Infant School programme in numbers

557
students

61
teachers and TLAs

The Junior School programme in numbers

581
students

61
teachers and TLAs

Of 311 students surveyed, **99%**
said they enjoyed their first
week of the programme

The Senior School programme in numbers

681
students

69
teachers and TLAs

365
hours of teaching for A Level
and IB students



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INFANT SCHOOL

The children were spellbound by the first two weeks of the programme that was centred on the theme “Marvellous Magic”. Highlights in Key Stage 1 included a visit from magician Magic Evan via Zoom, and science-based activities such as potion making and invisible writing. Reception children were visibly in awe during a “magical milk” investigation, while the Nursery conjured up its very own witches’ hats!

The children’s enthusiasm continued right through the final week with a new theme, “Incredible Inventors”. Nursery and Reception children were inspired by the Dr Seuss story, *The Cat in the Hat*, to invent an object that would help their families at home. Meanwhile, Year 1 children were engaged in creating their own marble run, and devising ways to build a tower more than one-metre high. Year 2 children were also busy creating: designing their own “Curious Covid Contraption” and building them using LEGO robotics materials!



“I loved making a kite!” – Skye, Nursery

“I liked playing the Goblin Wizard Giant in PE” – George, Year 1



“My invention helped clean my bedroom!” – Magnus, Reception

“We invented a bubble teleporter so you do not need to go on an aeroplane and maybe catch the virus” – Mayukh and Kayaan, Year 2



“My favourite part was when we saw all of our friends in class doing magic tricks. I also liked making potions: I put cotton, string, glitter and baking soda in mine, and it exploded!” – Eira, Year 2



JUNIOR SCHOOL

The Junior School programme featured cross-curricular group projects designed to encourage collaboration and exploration. In their first week entitled “Change Makers”, the children were challenged to invent their own socially-distanced PE games, and were inspired by environmental activist Greta Thunberg to design sustainable, seafaring crafts.

In Week 2, the “Record Breakers” theme saw the children create artwork inspired by Amelia Earhart and devise record-breaking PE challenges.

“Innovators” week challenged the children to create their own restaurant – complete with its own logo, menu and layout – as well as Andy Warhol-like art.



“She has particularly enjoyed her sewing, and was really excited to be taking part in watercolours today”
– **Junior School Parent**



“My favourite moment was on the first day when I got to know my class. I also liked the origami. I definitely found the origami hard, but instead of giving up I brought some home with me and I am going to practise at home with my mum. I am going to teach her the mini fox I made today.” – **Sophia, Year 6**

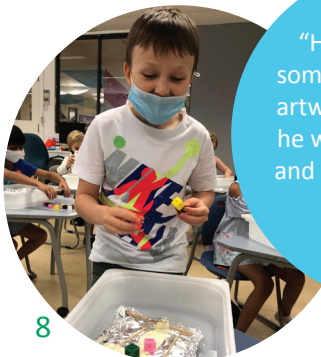


“Everything [about the programme] has been really good, but I think my favourite part was making the Beatles album cover. Also, we had to make clouds where we added wishes for ourselves, our community and the world, and I have got to know myself even better.” – **Isla, Year 3**

“He brought home some fantastic ‘graffiti’ artwork yesterday that he was really proud of, and I was so impressed by it” – **Junior School Parent**



“My favourite part was building with clay and pasta. We were trying to make the tallest pasta building that could survive an earthquake. Mine was the tallest, but then I tried to make it even taller and it collapsed!”
– **Magnus, Year 4**



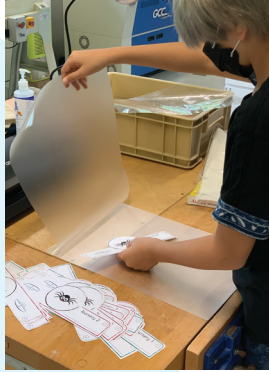
SENIOR SCHOOL

Bespoke activities were planned for each year group, including investigations into keyhole surgery, a test of wits against the clock in the escape room, the production of face shields for infants in D&T (more on this below), and an oil slick research project in which students learnt how best to contain and clear up a spill through hands-on experiments. The varied curriculum included enterprise and philosophy lessons, and saw students getting creative in our drama studios and world-class film facilities. One Year 10 student sums it up for us:

“The TTS Foundation Summer Programme was filled with activities. During PE, there were badminton tournaments, and a variety of sports ranging from hockey to handball.

In Humanities we discussed recent events such as the Black Lives Matter movement and the removal of some public statues.

In our Extension lessons, we had an escape room set up for us, while in English, we learnt about etymology: the study of the origin of words. In Film, we created animations on an app called Stop Motion Studio, and learned how different shots and frames are used in movies. During Music, we used the Logic Pro X app to create sound for a *Star Wars* trailer. Overall, the Summer Programme was a great alternative to a travel-free summer!” – **Saanvi, Year 10**



FACE SHIELDS PROJECT

During the first two weeks of the Summer Programme, the Design and Technology department set Year 8 a challenge: to assist in the design and manufacture of at least one face shield per child for the new Nursery cohort. The students cut out and laminated the designs, which were themed to the different animals of the eight Nursery class bases. They then used a laser-cut template to form the shield and attached repurposed foam head strips, before using plastic press studs to attach the final piece of elastic. As work drew to a close, an amazing 320 face shields had been manufactured, equating to two shields per Nursery student!



WHY WE GIVE “FREEDOM TO EXPLORE”



Lorene Straka with husband Ko Kuwabara, and their children Quinn and Annika.

TTS Foundation Parent Advocate Lorene Straka explains why she will continue to support us into 2021.

“ I moved to Singapore with my husband and our two young children three years ago. My son Quinn started at Tanglin in Nursery and is now in Year 2; my daughter Annika is in Reception. We love being part of the Tanglin community.

My career background is in non-profit; in my native New York, I worked for a charity organisation for nearly 20 years. So, philanthropy is something I’m familiar with and I understand. I know from experience how hard it is to fundraise, especially when the cause isn’t as “obvious” as hunger or poverty – ideas people can easily connect to.

I first heard about the TTS Foundation through

my role as a Class Rep. I grew up in a community where the Parent Teacher Association supported many extra opportunities for school children, so while as a family we already pay school fees, I wanted to contribute in that way, too.

When my son was in Nursery, his class was visited by an Antarctic explorer; an event that was supported by the TTS Foundation. I just thought that was fantastic; to hear from a real-live explorer, and to learn about what that involves and how it can be a career. How wonderful! While Tanglin is a school fortunate to have so many resources at its disposal, no school has unlimited resources. These are the kinds of extraordinary experiences that the TTS Foundation can offer to our children.

One aspect of the TTS Foundation that particularly appealed to me is that it can act as a pipeline for

enhancing the school curriculum. For instance, I discovered the TTS Foundation had helped seed a strings program that had a real impact on the Senior Ensembles [The TTS Foundation set up the Music Awards program to identify and support talented students who would otherwise not have taken up a musical instrument; this was successful in tackling a shortfall of string and brass players]. I also like the idea of the TTS Foundation as an incubator for big ideas in the school, exposing children to concepts they might not otherwise come across, and seeing what works. That’s something that really resonates for me.

This year, I’m particularly appreciative that the TTS Foundation supported the Summer Programme – including the morning and afternoon buses. Both my children attended the programme for its first week – and my son was also offered two additional days in the final week. They just loved it! While the Tanglin campus was closed to students for a time due to COVID-19, the costs of running the school didn’t just disappear. For the TTS Foundation to allocate funds to support the programme was a contribution many of us were thankful for. It’s just another example of how the TTS Foundation is supporting parents in the school community, especially during this challenging time.”



Explorer Dr Ghazala Ahmad-Mear visited us in 2017.



One aspect of the TTS Foundation that initially attracted Lorene was the use of the Music Awards to enrich the Senior Ensembles. Above: A Senior Ensembles concert in 2019.

“I like the idea of the TTS Foundation as an incubator for big ideas in the school, exposing children to concepts they might not otherwise come across”



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A FOUNDATION FOR THE FUTURE

This year, the TTS Foundation funded two events that allowed students from across Tanglin to collaborate on and experiment with new technologies. From Year 2 and 3 students building and coding robots, to Senior School students developing new technologies in partnership with industry professionals, these events created opportunities to acquire new skills, innovate, and aspire. We spoke to the Tanglin staff who led them to find out their impact, both on the students involved and the wider school community.



the challenge. At the end of the event, we gave out medals and trophies in 10 different awards categories, including “Best Team”, “Best Robot” and “Most Creative Design”.

We also offered individual robotics challenges during the judging process, so the students could experiment and have fun exploring new skills. For example, we offered a workshop on LEGO Mindstorms EV3 robots, which would

usually only be used by Senior School students; there were also Dash robots they could play with, and Bee-Bot mazes they could complete.

The children who took part absolutely loved it – it was a really positive experience for everyone. It was lovely to see students from the Infant and Junior schools working together, and to see the different outcomes. For the Year 2s to see what the Year 3s were doing was particularly impactful.

LEGO ROBOTICS CHALLENGE



Mrs Veena Annies
Head of Integrated
Technology,
Infant School

“ Sixty Year 2 and 3 students took part in this Saturday event. Their challenge was to work in teams of three to move 10 blocks of LEGO three metres – and they had to create a robot in order to do that.

We gave the groups some degree of guidance – they were able to choose between three different mechanisms to use – but the decision-making process was all theirs. One member of the team attended a workshop to learn how to code the robot, while the other two started building it, and then they came together to complete



From a teaching perspective, the event was useful in seeing which students excelled at the challenge. We were able to offer those students a place on the LEGO League Robotics Team; the team competes each year in the First LEGO competition. And thanks to the event, we were able to make good contacts at [the multinational software corporation] SAP. Later in the year, we organised a visit

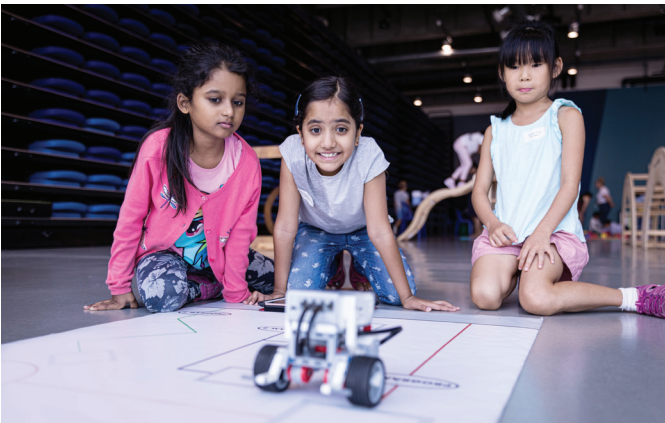


“I want to thank you for pulling this competition together. My son had a fabulous time and really enjoyed it. The organisation and the professionalism of the event was commendable”
– Junior School Parent

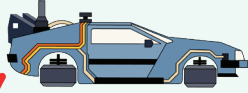
to SAP for a group of students – and that visit was also funded by the TTS Foundation.

I’m really passionate about developing robotics and coding throughout the school. In the Infants, we have a programme in which the Nursery children play and explore with the basic control of a robot, before they begin on-screen coding in Year 1. It’s important the children understand that coding and engineering are viable pathways for everyone – boys and girls alike.

Next year, we’re hoping to expand the event and open it up to more students than we were able to this time around. We’d like to host speakers from robotics companies to showcase their robots. ”



“My son had a wonderful time taking part in the challenge. What a fantastic opportunity for the children to participate in. Many thanks the team who helped to create a successful event”
– Junior School Parent



HACK TO THE FUTURE



Mr Praanot Kokkate
Computing Specialist,
Senior School

“ Unlike previous events of this kind, the aim of the TTS Foundation-funded Hack to the Future Hackathon was to solve pressing real-world issues. Students worked collaboratively to address two themes of the UN Sustainability goals, ‘Life on the Land’ and ‘Life below Water’, through the creation of an IT product. We used a quote from [former Microsoft CEO] Steve Ballmer as our inspiration: ‘Computer Science is the operating system for all innovation.’

The students were assisted in their projects by Mr Henry Simpson, Engineering Lead in a Digital team for an international mining company. Mr Henry assisted the students with programming and was there to give them some extra motivation. Then, there was a speech by Mr Dinesh Sharma, Head of APAC FX and CPM Technology at Bank of America Merrill Lynch, before he and a team from the company led a workshop on cryptography. We also had an amazing speaker from Lucasfilm – Ms Aishwarya Prasad, who is the Manager of Studio Technology there. She gave a wonderful speech on



‘Technology and Sustainability’ and the ways we can help save our planet. The students were fascinated.

At the end of the Hackathon, the students were marked out of 60 points, with 20 given to presentation and group work, and 40 to the product itself – the technology used, its attractiveness to the public, its potential as a business, and whether it would improve lives. The hope was that everyone who took part, irrespective of whether they won or not, would leave with a product they were proud of, as well as a desire to fix the problems that impact us each and every day. And it was a very positive experience for everyone involved.”

“Organising the Hackathon has really improved my teamwork and communication skills. Part of my role was designing the poster for the event, which highlighted to me the importance of communicating a clear message. I would absolutely recommend being a part of the Hackathon, either as an organiser or an attendee. It allows you to interact with other members of our One-North community, and the greater Computer Science community in Singapore, including individuals from Lucasfilm and IBM. It also gives students a much greater appreciation of the time and effort that goes into running any event, which I think is equally as important.”

– Isabella, Year 12



LEADERSHIP IN ACTION

A key learning element of the Hackathon was that it was organised by Sixth Form students. Year 12 organiser James tells us about the experience.

“I first heard about the Hackathon through my Computer Science teachers; it sounded like a great opportunity. I wanted to be involved mainly because of my love of coding and to gain experience in event organising.

I would say the most challenging part was organising the new Junior School section of the Hackathon, since this had never been done before. We overcame it by all working together

and thinking about the level of programming the Junior school children would have, and setting them more straightforward challenges.

It was very rewarding to help students during the Hackathon and to watch all of the presentations at the end. It was great to see so many people having fun, and learning at the same time. The projects they made were much more impressive than I had thought they would be – that was a nice surprise.

This project taught me a lot about teamwork and organisation, as well as prioritising and getting work done as soon as possible so that everything goes smoothly. It’s a great experience for students with an interest in Computer Science, coding or gaming.”



Mr Henry Simpson
Professional Software Developer

“ A Sixth Form student first reached out to me about the Hackathon; the fact that the event was entirely student-led was very impressive.

I’ve been in software development for 20 years now and have the hands-on coding experience that would be handy for a Hackathon.

I am originally from the UK and started my career working for the banks in London – I did that for a decade. Later, I set up my own software consultancy which led to the building of an automated trading system. Due to the benefits of modern technology, I had the ability to run my business and locate myself wherever I wanted. Choosing technology for my career has allowed me to spend time in London, Switzerland, St Tropez, New York and Singapore, which, as you can imagine, is a lot of fun!

I like to follow what’s known as the Agile methodology, working on a two-week “sprint” cycle. I prefer to build in-house solutions using whatever technology is best for the problem, generally preferring serverless cloud technologies where possible, due to their scalability for enterprise applications.

Like many people, I am currently working from

home and have been since February. Being comfortable with technology has helped in these difficult times; being able to quickly adapt to using remote conferencing and collaboration tools has helped us maintain our productivity as a team.

While I have years of experience in my field, I must say the Hackathon blew a few cobwebs off for me, due to the variety of technologies the students used! I was really impressed by the senior students’ skills using languages such as Python and JavaScript; the younger kids’ Scratch skills were amazing.

My role as a mentor often means helping out a team during one of those moments when everyone just seems to get “stuck”. It’s a little like doing a crossword; sometimes all it takes is to walk away for a moment or seek out a second pair of eyes, in order to be able to come up with the solution.

It was great to see the students collaborating, while using their communications skills to overcome these tricky problems. I hope I fulfilled that role, encouraging more open communication whilst helping with the technical aspects.

The students worked really well throughout the entire day, and were so energetic and enthusiastic, creating a wonderful atmosphere. I applaud them all. ”

WHY WE GIVE “LESSONS FOR A LIFETIME”

Long-time supporter Stuart Brown has recently left Tanglin, but knows well that the opportunities the TTS Foundation affords can have lifelong implications. Here, he tells us of the experiences that helped shape his children’s education and why he’ll always be an advocate for the TTS Foundation.



Stuart with wife Belinda, the family’s helper Ruth, and sons Angus, Archie and Rory.

“ Our family was part of the Tanglin community for 11 years. All three of our children attended; the younger two were in the Junior School until very recently, when we relocated to West Sussex, UK.

As a proud Parent Advocate, I have always been very supportive of what the TTS Foundation is trying to do and understanding of the challenges it faces. What I’ve always thought is fantastic about the TTS Foundation is that it is able to go over and above what the school is able to fund. If the TTS Foundation didn’t exist, our children wouldn’t be able to benefit from the meetings and encounters with inspirational people that it already makes possible. Our school fees alone simply can’t provide that access.

My own children benefited hugely from the TTS Foundation’s work throughout their time there. My eldest son took part in the Caring for Cambodia

initiative and helped in a local child centre; the Pedal Power Programme gave them all the opportunity to develop their cycling proficiency; there were encounters with Olympic athletes, and a performance by Ross the Bagpiper – these are the kinds of experiences that will always stand out to children, and may well prove to be life-changing for some.

My aim as a Parent Advocate has been to raise awareness of such experiences. Perhaps because the TTS Foundation also funds awards for specific groups at Tanglin, such as young musicians or



Year 2 students enjoy the TTS Foundation’s Pedal Power Programme that Stuart’s three sons completed while at Tanglin.



A visit by Ross the Bagpiper is a perennial favourite at Tanglin and one many children remember.

Sixth Formers, sometimes the community isn't fully aware that its impact can be felt throughout the whole school and by every year group. When parents learn how their child's year group is benefitting from TTS Foundation funds, they will often choose to support it and get involved. It's important that everyone knows the TTS Foundation isn't only for a select few – it's for everybody.

The work that Cecilia Handel, the Director of Development, and the team have done is outstanding. It's been great for me to see

the TTS Foundation grow from an idea through to fruition, with the support of Tanglin's CEOs and the Governors. The TTS Foundation has always been able to go beyond what the curriculum can deliver and because of that, I hope people will be encouraged to support, or to continue to support it. ”

“It's important that everyone knows the TTS Foundation isn't only for a select few – it's for everybody”



Stuart recalls his eldest son helping in a local child centre as part of the Caring for Cambodia initiative (above).



Donate at tts.edu.sg/giving

BRIDGE TO SUCCESS

The TTS Foundation supports educational opportunities at all Key Stages, from Nursery children right up to Sixth Form students. In the last academic year, the Bridge Project was one such experience that gave a group of Year 12 and 13 students the chance to develop their leadership skills and make a tangible impact on the world around them. We spoke with Simon “Mac” McKenzie, co-founder of the Bridge Institute and one of the project’s organisers, to find out more.



Can you tell us more about Bridge?

Bridge is an organisation that helps senior leaders grow their companies or governments to become a force for good, and the Bridge Institute is its not-for-profit arm. Our mission, or tagline if you will, is “to bring extraordinary people together to solve the world’s seemingly impossible problems.” What we aim to do is convene people around societal challenges, and we’ve been working with Sixth Form students at Tanglin for that purpose since 2017.

How do students complete the project?

We work with students to find a challenge they are willing to take on and that will be confronting for them. Then, over a three- or four-month period that starts in Term 1, they are taught a number of different leadership tools and techniques. The aim is that they become good at “taking people with them”; that they become better versions of themselves, and clearer about their mission and purpose in life. The challenges – and they are nearly always highly ambitious – are used as a “live” way of testing out their leadership skills.

Describe last year’s challenge for us...

There were two parts to the challenge last year, because the students identified two areas of concern. The first was to raise awareness among business leaders of the plastic crisis [that sees 12.7 million tonnes of plastic ending up in our oceans each year]. The students invited more than 80 business leaders representing a number of different organisations in Asia Pacific to raise awareness of this crisis, and identify strategies for corporates

to reduce waste. The students came up with the marketing of the event, the networking strategies... everything down to the invitations.

The other half of the project was to raise aspirations among those living in poverty and to this end, we also invited over aspiring tribal leaders from Telengana state in south-central India. These 10 young women were able to join in classes at Tanglin and get a feel for how the school operates. Tribal Telengana is extremely different to Singapore, to say the least! It was hoped this experience would be a life-changing experience for those visitors, too – they were a huge part of the presentation, standing shoulder to shoulder with Tanglin Sixth Formers in the design and execution of the event. It was an amazing experience for all of the students.

What impact do you think the challenge had on our students?

I think you would have to ask them [see opposite to find what our Sixth Formers said about the experience]! But, the presentation truly was a wonderful occasion.



“The aim is that [students] become good at ‘taking people with them’; that they become better versions of themselves, and clearer about their mission and purpose in life”
– “Mac” McKenzie, Director of the Bridge Institute



This opportunity was one that particularly spoke to me.

WHAT OUR STUDENTS SAID



We spoke to four Sixth Formers involved in the Bridge Project to discover why they wanted to take part, the challenges they overcame and the lessons they learnt.

What were your expectations before embarking on the Bridge Project?

Amelia: I had heard great things about it so I was very excited to be selected. I was thrilled to learn of the project’s aim and the possibilities it presented; I loved the idea of organising our own project and having the control to pick what movement we wanted to be part of. In the end, we chose “plastic in the ocean” and “poverty” as the two topics we wanted to address.

Taha: Mr Roberts [a TTS Foundation staff advocate] talked about what an incredible experience it had been for the previous cohort and mentioned we could make a real, tangible change with our project. I knew immediately that I wanted in!

MunIQUE: It was portrayed as a challenging project that would require a lot of commitment, but one that would be infinitely inspiring and impactful. As a student, it can sometimes feel difficult to discover ways to enact real change.

What was the most challenging part of the project for you personally?

Rahul: For me, I would get quite nervous speaking in very professional and large crowds. It was through practice, and with guidance from Mac and the other staff involved, that I was able to overcome that challenge. A lot of the advice they gave me has stuck with me until this day.

Taha: Probably working with the girls from Telengana. I think I’m quite good at working with people that I’ve never met before, but when someone is from a totally different walk of life and a culture that’s so dissimilar to the one we are in, it’s harder. I learnt a lot from the experience.

MunIQUE: Some of the biggest challenges of this project for me were the time constraints and the scale of the event. The idea of inviting so many business leaders was really daunting at first, but it just proved to us how capable we are when we work together and utilise the strengths of each team member. Mac and the staff were a huge factor in boosting our confidence, and encouraging us to reach out and be persistent in the face of obstacles. It wasn’t always easy to have so many strong opinions in one room but ultimately, collaboration was essential to the project.

What aspect did you find the most rewarding?

Taha: The most rewarding part for me was seeing all of the forms come back from the attendees of the event pledging time and resources to help the causes we were representing. Knowing the work we had put in would help others was very special.

Amelia: This opportunity had so many rewarding



aspects. One was having the chance to meet the girls from Telangana. It was amazing to talk to them and discuss solutions to the world's problems from different angles.

Rahul: Taking the girls all around Singapore: we took them around Marina Bay Sands, and showed them the best spots for photos. It was also a pleasure to work with them on the presentations for our final speech because they all had such great stories to tell, and were incredibly hard working.

What have you learned from the experience?

Amelia: So much; I have improved so many skills: resilience, organisation, planning and coordination, to name just a few. Also, being able to collaborate with many different types of people, including older adults from many professions – that's a skill that is important for any future career.

Rahul: A big thing for me is that I began to understand how challenging it is to organise a large event like this. I saw first-hand the amount of organisation it requires to invite so many professional business leaders, and learned how to collaborate with others.

MunIQUE: Some of the most illuminating aspects of the Bridge Project were the connections we made with the Telangana students; I learned a lot from them, and their beliefs in their values really stood out to me as something to work towards. I learnt a lot from the project itself, too: the UN Sustainable Development Goals of combatting the poverty and plastic crises. For me, it really solidified the significance of our generation as the next to

make a difference, and taught me how to take little steps in working towards a bigger picture.

Can you sum up your feelings about the Bridge Project?

MunIQUE: It's honestly been one of the most fulfilling projects that I've had the honour of working on. There's so much room for creative freedom, and the skillset each individual brings comes together in a way that's amazing to watch unfold. Thank you to everyone who was involved in creating such a brilliant and memorable experience!

Amelia: This has been a once in a lifetime opportunity. I gained so much by taking part – maturity, independence... Managing as a student body, as opposed to being lead by adults.

Rahul: I learned so much from Mac and the other staff involved about how to be a leader, and how to better understand my strengths and weaknesses. It was an experience that will certainly have a long-lasting impact on me.

Taha: The skills that I've developed and the people I've met will stay with me forever.



HOW YOU SUPPORTED US IN 2019/20



\$138,220

Total amount raised

\$462

Average donation



\$100

Most common donation

299

Total number of donors



36.3% of donors have donated for three consecutive years



314

Total Number of Awards offered to individual students or Alumni

28

TTSF interns

7

Deirdre Law Service Awards

40

Music Awards offered to Junior School students

58

Academic Awards

11

Alumni Grants

221

Representative Awards offered

163

Sports Awards



THANK YOU

On behalf of students and community members who have benefited from TTS Foundation-funded projects, we would like to extend a huge thank you to those who have supported our fundraising efforts, September 1, 2019 to August 31, 2020.

We would also like to make a special mention of those whose cumulative donations of \$1,925 or more qualify them for the 1925 Society, and the TTS Foundation Patrons, who have made cumulative donations of \$10,000 or more.

We have been careful to omit the names of all those who indicated their wish to remain anonymous. Every effort has been made to ensure the details below are correct, but we apologise for any errors or omissions.

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Jan & Melanie Ralph
The Vorobyev Family
Gao Yaokun & Zhang Yuanyuan
The Youinou Family

One donor who wishes
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The seven donors who wish
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The families of students in the following tutor groups in 2019/20: 4.1, 4.6, 6.2, 6.3, 6.6, 6.8 and 8.8

All students involved in the Merlion Fundraiser 2019

The 60 donors who wish to remain anonymous

ADVOCATES

The TTS Foundation welcomes all types of contributions from the gift of a donation to volunteering as an advocate. Thank you to our parent and staff advocates who have helped to promote awareness of the TTS Foundation.

A TTS Foundation Advocate is a volunteer who is available to discuss the TTS Foundation and answer queries about projects and fundraising from a peer perspective.

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If you would like to get involved,
we would love to hear from you!

Please contact our Development Team
at foundation@tts.edu.sg or the
Parent Advocate for your year group
for an informal chat.

In addition to the donors listed, the TTS
Foundation would like to acknowledge
the families who declined the COVID-19
rebate of 5% for Junior and Senior school
fees, and 10% for Infant School fees.
Their generosity in support of the Tanglin
community is hugely appreciated.

OUR 2020/21 WISH LIST

INNOVATION, IMAGINATION AND INQUIRY

TTS Foundation Internship Programme

This programme has historically been hugely popular with Senior School students and staff alike. Alumni interns work across all the faculties of the school, as well as in specialist departments in the Infant and Junior Schools, for three weeks between August and September. This programme keeps us in touch with our recent Alumni and sets the school buzzing with inspirational young adults!

Inspirational Visitor Series

Originally established as part of Tanglin's 90th Anniversary celebrations, the TTS Foundation has supported the Inspirational Visitor Series since 2016. Past visitors have included the explorer Robert Swan and educationalist Sir John Jones.

Academic Masterclasses

Hosted by industry or scholastic experts who represent a range of fields or areas of study, these masterclasses aim to raise the aspirations of all students. While travel restrictions remain in place, it is expected that these sessions will mainly be delivered by local-based experts, while others may take place virtually.

Beyond the Curriculum Projects

The TTS Foundation will support projects that encourage students to explore coding, robotics and design outside the curriculum, such as the highly successful LEGO Robotics Challenge and Hackathon events that took place in the last academic year and involved students from across the Infant, Junior and Senior schools.



THE ARTS

Instrumental Opportunities

This project in the Junior School will be an evolution of the highly successful Music Awards programme, which ultimately enabled the establishment of a fully-fledged Junior Orchestra and Junior Wind Band, as well as increasing uptake in the Senior School Ensembles. Instrumental Opportunities aims to give students in every year group of the Junior School the chance to learn to play an orchestral instrument.

Musician in Residence

To further inspire our young musicians, the Musician in Residence project enables professional musicians to work with ensemble groups for an extended period of time. In 2019/20, Tan Chin Boo (percussion) worked within the school.

Music, Drama and Dance Masterclasses

Hosted by expert composers, performers and production managers, each class will inspire students to push their own creative boundaries as they explore and develop their talents in these fields. Given local restrictions relating to COVID-19, some masterclasses may be held virtually.

Performance Encounters

Helping to develop students' appreciation of music, these encounters span different genres of music – Classical, Jazz, Latin, Wind and Brass, etc. – and offer opportunities to watch dramatic performances. The encounters enable students to access shows and events taking place in Singapore through connections with organisations such as the Conservatoire of Music, SOTA, Esplanade, and Marina Bay Sands. Opportunities will depend on local restrictions related to the Coronavirus pandemic.



ENGAGING WITH GLOBAL ISSUES

Deirdre Lew Service Awards

The aim of this Award is to encourage students to learn more about the world they live in, make a positive contribution and exercise responsible citizenship. We aim to give awards to all deserving applications from Year 10-13. Previous examples include beach clean-ups, school volunteering, and partnering with refugee groups and migrant workers.

Supporting sustainable development at Tanglin and beyond

Tanglin is committed to driving the sustainability goals agenda and promoting understanding of the UN Sustainable Development Goals (SDGs). This project group aims to support initiatives proposed by the various 'eco' groups across the school related to the SDGs. Due to travel restrictions related to the Coronavirus pandemic, we will be encouraging projects that take place in the local community.

Alumni Grants

All Year 13 students and Alumni aged 18+ are eligible to apply for an Alumni Grant that matches funding to learn or improve a skill, or to complete a service activity. The objective of the grants is to enable recent Alumni to contribute to the world and act as positive role models for our current students, through engagement with the community and/or giving back to those who are less fortunate. Given the challenges of global travel due to COVID-19, these grants will make it possible for the school to support projects around the world through its Alumni network.



SPORTS

Sports Masterclasses

Hosted by athletes representing a range of disciplines, these masterclasses aim to raise the aspirations of our young sportsmen and women. While the school is unable to invite overseas visitors due to travel restrictions, the sessions will be delivered by Singapore-based athletes.

Athletes in Residence

The TTS Foundation Athletes in Residence programmes supports the cost of bringing a significant athlete to Tanglin to work with and train students. In 2020/21, we hope to welcome back British Olympic medallist Jaz Carlin to work with our Merlions.



Donate at tts.edu.sg/giving

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95 Portsdown Road Singapore 139299

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