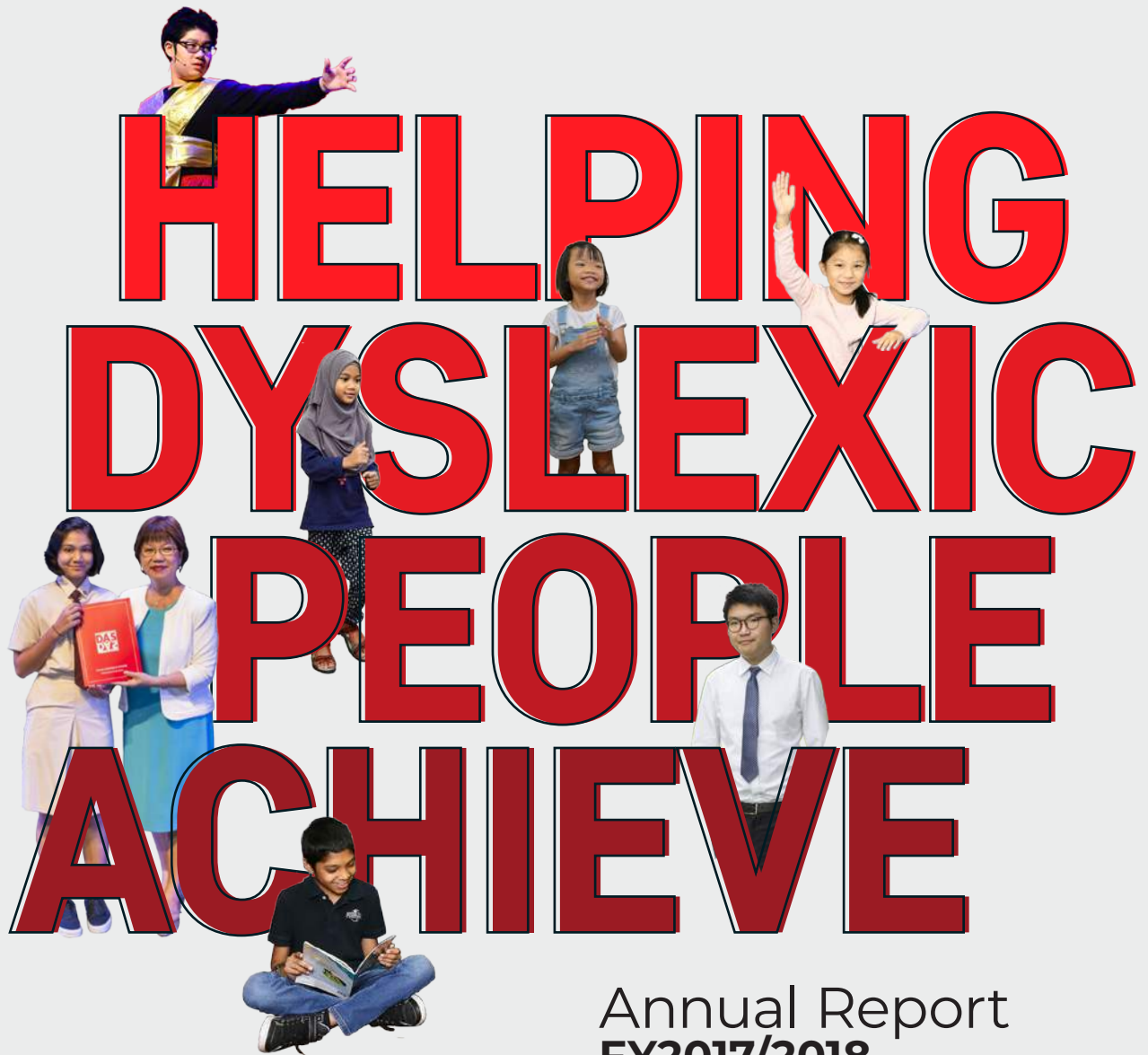
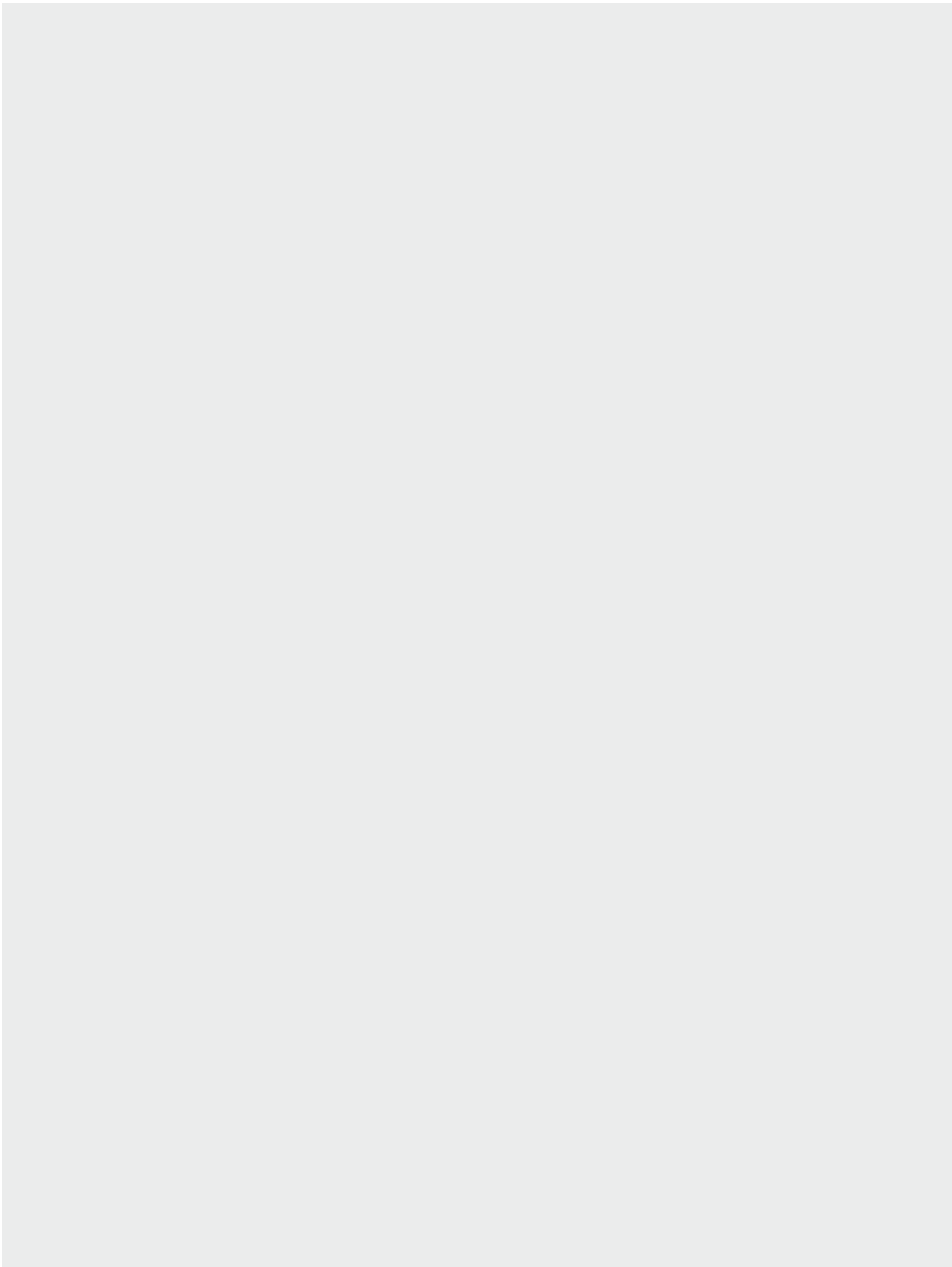




Dyslexia Association of Singapore



Annual Report
FY2017/2018



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THE EDITOR

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PUBLISHED BY THE DYSLEXIA ASSOCIATION OF SINGAPORE

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Registered Charity No. 1155

UEN S91SS0096B

IPC No. IPC000249

SUBSIDIARIES:

DAS Academy Ltd
UEN 201003689Z

DAS International Services Ltd
UEN 201111119G

ABOUT US

Our Aims

To put quality first in delivering a comprehensive and effective professional service for dyslexic people and those with specific learning differences on a not-for-profit basis.

To provide an assessment service for individuals at risk of having dyslexia and/or specific learning differences.

To provide educational programme and other support services for individuals with dyslexia and/or specific learning differences.

To raise public and professional awareness of the nature and incidence of dyslexia and specific learning differences.

To enable others (teachers, parents and professionals) to help dyslexic individuals and those with specific learning differences.

To assist and elicit financial and other support for people with dyslexia, those with specific learning differences and their families.

To promote and carry out local research into dyslexia, specific learning differences and to disseminate results.

To network with other organisations in Singapore and internationally to bring best practices to the DAS and Singapore.

Our Patron

Mrs. Goh Chok Tong



Helping Dyslexic People Achieve



The Dyslexia Association of Singapore (DAS) provides a wide array of services for dyslexics in Singapore and in the region. DAS conducts assessments and diagnosis for preschool students to adults and supports over 3,000 preschool, primary and secondary school students in 14 centres around Singapore.

Our Mission

Helping Dyslexic People Achieve

Our Goal

To build a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore.

! Fun Fact

Justified text is difficult for dyslexics to read. When the white spaces line up, a snaking whitespace becomes distracting. And use sans-serif fonts such as Calibri, Arial or Veranda and avoid serif fonts like Times New Roman for better readability!

Our History

1989

In July, the Rotary Club of Raffles City (RCRC) initiated a community service project to raise awareness for dyslexia in Singapore, driven and led by Mr George Abraham and Dr Jimmy Daruwalla.

1990

In April, the RCRC organised the first public forum on dyslexia. The need for establishing a Dyslexia Association in Singapore was put forward at a second public forum in October.

1991

A committee was formed to lay the groundwork for setting up the Dyslexia Association of Singapore (DAS).

Dyslexia Association of Singapore was registered with the Registrar of Societies. The People's Association provided the DAS with office space at its Kallang premises free-of-charge. The first Executive Committee was formed.

1994

The official opening of the first DAS Learning Centre at the Student Care Services Centre in Clementi, by Mr Bernard Chen, MP for Brickworks GRC. DAS also published its first newsletter.

1995

Mrs Goh Chok Tong became the Patron of DAS.

2001

DAS became a Lifetime member of the International Dyslexia Association.

2004

DAS Training Service was launched with its first Dyslexia Support Course for parents and teachers and is now known as the DAS Academy Ltd.

2009

Dyslexia Centre moved to Jurong Point under the NCSS Civic and Community Institution Space Scheme. This centre, for the first time, provided assessment, training and education services under one roof. DAS also opened new learning centres in Woodlands and Tampines. This marks the first time that DAS has centres situated in HDB void decks.

2010

In April, the first Dyslexia Conference was held and over 500 teachers, therapists and parents attended, along with a number of foreign delegates from Brunei, Hong Kong, India, Indonesia, Malaysia, the Philippines and Thailand.

In August, the RCRC held its 31st Installation Ceremony and the event was graced by Guest-of-Honour, Mr S. Dhanabalan, Chairman of Temasek Holdings. A total of \$100,000 was raised for DAS at the event.

2012

In September, the DAS celebrated 21 years of helping individuals with learning differences with a Charity Gala Dinner which raised a total of \$1.3 million. The event was graced by Guest-of-Honour DPM Tharman Shanmugaratnam, DAS Patron Mrs Goh Chok Tong, DAS Executive Committee members and major donors. There was a performance by DAS students as well as a charity auction.

2014

In January, DAS publishes its first research journal, The Asia Pacific Journal of Developmental Differences. This was to encourage research into dyslexia and related learning differences in the region as well as amongst DAS staff. The journal's editor is Emeritus Professor Angela Fawcett.

In April, the Specialised Educational Services (SES) was launched as a division of the Dyslexia Association of Singapore. SES aims to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed. The mission of SES is to unlock the potential of individuals with learning differences.

2015

The DAS Main Literacy Programme and Specialised Educational Services achieved a significant milestone by crossing the 3,000 and 1,000 student enrolled mark respectively.

2016

DAS celebrated 25 years with an Anniversary Carnival at the Toa Payoh HDB Hub with live performances, stage games, exhibitions and booths for outreach to increase public awareness on dyslexia. An Anniversary Charity Dinner was held at Hotel Jen to raise funds.



President's Message

The work and achievements of DAS over 27 years would not have been possible without our wonderful supporters, donors, volunteers, parents and of course the staff of DAS. I would like to thank the Ministry of Education (MOE) for their continuous support over the years and providing the MOE Grant for dyslexic students attending the DAS Main Literacy Programme (MLP) at our fourteen DAS Learning Centres. This grant amounted to just over \$10 million in FY2017/2018.

Students from lower income families also benefited from the MOE Financial Assistance Scheme (FAS). If not for the MOE Grant and FAS, DAS would have to charge higher fees in order for MLP to be sustainable. With MOE's support, we are able to keep our MLP fees affordable and our services accessible to parents and their children. Nevertheless, over the next few years, we anticipate severe financial stresses as demands for our services increase, especially if MOE financial assistance on a per capita basis remains unchanged.

I am very grateful to Ms Denise Phua, Member of Parliament for Jalan Besar Group Representation Constituency and Mayor of Central Singapore District and a true champion of children and people with special needs, for her support. She attended the DAS Student Graduation and Achievement Awards Ceremony on 25 November 2017 as our Guest of Honour. Her presence was an incredible encouragement and affirmation of the Government's support for our students and their parents.

Besides the MOE, we also continue to receive strong support from the National Council of Social Services (NCSS). DAS has benefited much from the

NCSS-managed Civic and Community Institution (C&CI) Space Scheme that enabled DAS to set up and maintain learning centres in popular shopping malls such as Bishan Junction 8, Jurong Point, Parkway Parade and Chinatown Point. I am most thankful to Marine Parade GRC Member of Parliament Mr Seah Kian Peng for supporting our new 14th learning centre at Serangoon Central Block 411 and for attending the official opening of the centre on 31 May 2018. Before the setting up of Serangoon Centre, there were over 100 students residing in the Serangoon vicinity who were travelling to Bishan or Sengkang centres to attend DAS classes; their travel time will now be much reduced.

The DAS has also benefited from the government's Skills Future Study Awards 2016 which sponsored three DAS psychologists to attend the NIE Masters in Educational Psychology and who returned to serve dyslexic students in April 2018. Many other DAS staff have also attended training supported by the NCSS-managed VWO Capability Fund.

The President's Challenge again has been a great supporter, donating substantial sums to DAS over the years. DAS has once again been named as one of their beneficiaries for 2017 as well as 2018. We also thank the generous support of NTUC Income OrangeAid, members of Keppel Club, and Marina Bay Sands, to name a few, for their substantial donations.

I was delighted that DAS raised over \$375,000 including a 40% matching of funds raised from Toteboard for our inaugural Charity Golf and Dinner at Tanah Merah Country Club on 23 May 2018. Minister of Education Ong Ye Kung attended as the Guest of Honour for dinner. Besides the sterling efforts of

the Exco Fund Raising Committee and staff, I would especially like to thank Mr Kevin Kwee, Laguna National Golf and Country Club Executive Director, for his wonderful contributions as part of the organizing committee and connecting us with donors and sponsors. The many donors and supporters included the Lee Foundation, our Gold Sponsor UOB, our prize sponsors Daimler-Benz Asia, Suzuki Motorcycles, Singapore Airlines, Cornerstone Wines, Wine Eden, Canon, Mitsubishi Electric, Fullerton Hotel, Fullerton Bay Hotel, NTUC Fairprice as well as Ms Jenny Khng, Ms Karen Yu, Mr Douglas Ooi, Hans, Mr Bean and Tang Tea House. We also thank our emcee for the night, Mr James Yang who worked pro-bono.

It is through these generous funding and donations that more children from lower income families are able to benefit from our services. I am not able to name them all but we will certainly not forget the many more individuals and organizations who have donated to or supported the work of DAS in various ways.

Finally yet importantly, I would like to express our immense appreciation to our supportive patron, Mrs Goh Chok Tong. Mrs Goh has been our Patron since 1995 and her encouragement has been instrumental to our development. One fine example is Mrs Goh buying all staff lunch at Suntec City at the end of the first All Staff Meeting for 2018 on 31 January.

Board renewal continues to be an important item on the Exco's agenda. While I am pleased that we now have two Executive Committee members, Mr Kevin Kwek and Dr Zubin Daruwalla who are under 50 years old - we need to attract even more qualified and committed people to join the Exco to ensure the continuity necessary to pursue the outstanding work achieved over the years to help people with dyslexia. I am delighted that at the management level, there has continued to be stability and progress under the leadership of Chief Executive Officer Mr Lee Siang.

Under Lee Siang and his team's able management, DAS has continued to

grow from strength to strength. Siang's appointment to the Board of the International Dyslexia Association (IDA) and as Chair of the IDA's Global Partners Committee reflects the increasing standing of DAS internationally. I would like to thank him and his team for another outstanding effort in the past year reaching out and helping many more students with dyslexia.

Looking forward, DAS will continue to focus on quality and sustainability. We will continue to invest resources and expand efforts to secure funding and donations to support a comprehensive and holistic range of programmes. We will continue to invest in the development of our staff. We currently have three educators pursuing PhDs and others pursuing Masters degrees. This is so that the DAS can reach out and serve even more people with dyslexia and associated learning needs with high quality services.

We will continue to engage, collaborate and partner MOE in all our efforts. We will strive to reach out to new partners, donors and supporters. Even while we already have a well-run organisation internally, we will never stop looking at better ways and newer perspectives.

Eric Lee

President

Dyslexia Association of Singapore



CEO's Message

As I complete my fourth year as Chief Executive Officer, I must once again thank the Executive Committee and all colleagues for their incredible support as the DAS continues to improve in terms of the scope, expertise and reliability of our services.

With DAS having incurred a financial deficit in FY2014/2015 for the first time in more than a decade, one of my priorities for the past three years was to stabilise the finances of DAS and its subsidiaries. I am therefore pleased to inform that at Group level, we were in surplus for FY2015/2016, FY2016/2017 and FY2017/2018. However, Group accumulated funds of around \$13 million, as at 31 March 2018 is still only around 66% of annual expenditure for FY2017/2018 and DAS must continue to be prudent in our spending.

Nevertheless, DAS continued to provide bursaries for children from lower income families to access our various programmes and there was a record Bursary Expenditure of \$1.4 million in FY2017/2018. DAS Academy also achieved surpluses in FY2015/2016, FY2016/2017 and FY2017/2018. This is a significant improvement from their deficit of \$79K for FY2014/2015 and DAS Academy was able to contribute \$50K in surpluses back to DAS in both FY2016/2017 and FY2017/2018. Likewise, DAS International was in deficit in FY2015/2016 but achieved small surplus in FY2016/2017. DAS International finally achieved a big enough surplus in FY2017/2018 and was able to, for the first time, contribute \$30K from its surplus to DAS.

DAS staff have put in a most commendable effort to achieve an enrolment, which peaked at 3,088

students in Term 3, 2017 for the DAS Main Literacy Programme (MLP). At the same time, regular Specialised Educational Services (SES) students peaked at 1,153 in Term 4, 2017. The high student numbers for MLP and SES were the result of increased awareness activities and good word of mouth from parents. This led to many referrals and DAS psychologists have an assessment and processing waitlist of around 300 students at the end of March 2018.

We also taught in schools including PCF centres, Northlight School and others. DAS Academy also improved their performance by responding to requests and conducting additional workshops in schools and other organisations. Staff also made major improvements and additions to curriculum and different student age groups.

We launched SpLD Assessment Services whereby DAS psychologists broadened their assessment range from just dyslexia to include other SpLDs including ADHD, dyspraxia, etc. MLP introduced a new Reading Comprehension pack.

The SES Preschool Team signed a Memorandum of Understanding with the PAP Community Foundation (PCF) and are now teaching children at-risk of dyslexia in five PCF centres. The SES Maths Team started the Problem Sums curriculum in 2017 while the Chinese Team began supporting Secondary Two students for the first time from Term 1, 2018.

A DAS Handbook that includes the programme evaluation reports of all major programmes was published for the first time in October 2014 and a fourth issue is being put together for

publication in mid-2018.

In June 2015, DAS organised the first UnITE SpLD Conference and a fourth instalment was organised from 20-22 June 2018 with 67 speakers from DAS, Singapore as well as Australia, Canada, China, Malaysia, Indonesia, India, Japan, New Zealand, Italy, Taiwan, UK and US. And there were many more developments

Management will continue to be prudent. We note that wage credit payments will taper off from 2018. The continued growth of SES will mean a corresponding increase in Bursary Expenditure for students from lower income families.

MOE's implementation of School Dyslexia Remediation Centres for Primary 3 and 4 students in all Primary Schools has also prompted changes to the way DAS operates. Nevertheless, our efforts to increase the range and productivity of our programmes and services are bearing fruit and we can look forward with greater confidence as we provide more dyslexic people with more comprehensive and better services.

This has been a wonderful team effort and I must once again thank all colleagues for their immense effort and the Executive Committee for their support and guidance.

The DAS strategy for the next five years remains unchanged and this is "To build a comprehensive and holistic range of programmes and services for our clients with Dyslexia and Specific Learning Differences". Major new developments include the increasing use of technology in our classrooms, the launch of Artventures and a Science programme as well as piloting support for post-secondary and young adults.

I am also very keen to start on a programme for residents of the Singapore Boys' Home from Term 3, 2018. To support the above, DAS will continue to build a pool of expertise in Dyslexia and Specific Learning Differences here in Singapore. Programme evaluation and research is also increasingly part of the culture at DAS.

The above reflects the breath and complexity of the work of the DAS today. But DAS continues to be in pioneering country in almost everything we do and there is much more we can accomplish for the greater benefit of our clients with Dyslexia and Specific Learning Differences.

Lee Siang

CEO

Dyslexia Association of Singapore

Executive Committee FY2017/2018



MR ERIC LEE
PRESIDENT

NCSS Long Service Award 2017
for 20 years of Service



MR RAJARAM
VICE PRESIDENT

NCSS Long Service Award 2015
for 15 years of Service



MR VINCENT CHEN
HONORARY TREASURER

NCSS Long Service Award 2015
for 5 years of Service



MR KEVIN KWEK
HONORARY SECRETARY



**MR KAKA SINGH S/O
DALIP SINGH**
ASSISTANT HONORARY
TREASURER

NCSS Long Service Award 2017
for 25 years of Service



MR PAUL LIM
ASSISTANT HONORARY
SECRETARY

NCSS Long Service Award 2017
for 25 years of Service



MR K KESAVAPANY
EXECUTIVE COMMITTEE
MEMBER

NCSS Long Service Award 2015
for 10 years of Service



MS CYNTHIA TAN
EXECUTIVE COMMITTEE
MEMBER

NCSS Long Service Award 2015
for 20 years of Service



MS CONNIE YANG
EXECUTIVE COMMITTEE
MEMBER

(Resigned in May 2018)



DR ZUBIN DARUWALLA
EXECUTIVE COMMITTEE
MEMBER

General Management



MR LEE SIANG
CHIEF EXECUTIVE OFFICER



MS CHAI SOO CHIAO
CHIEF FINANCIAL OFFICER



MS QUEK GEK SAN
DIRECTOR OF HUMAN
RESOURCE & CORPORATE
SERVICES



**MS GEETHA SHANTHA
RAM**
DIRECTOR OF SPLD
ASSESSMENT SERVICES,
ENGLISH LANGUAGE
AND LITERACY DIVISION
& STAFF PROFESSIONAL
DEVELOPMENT



**MR NOR ASHRAF
SAMSUDIN**
DIRECTOR OF SPECIALISED
EDUCATIONAL SERVICES

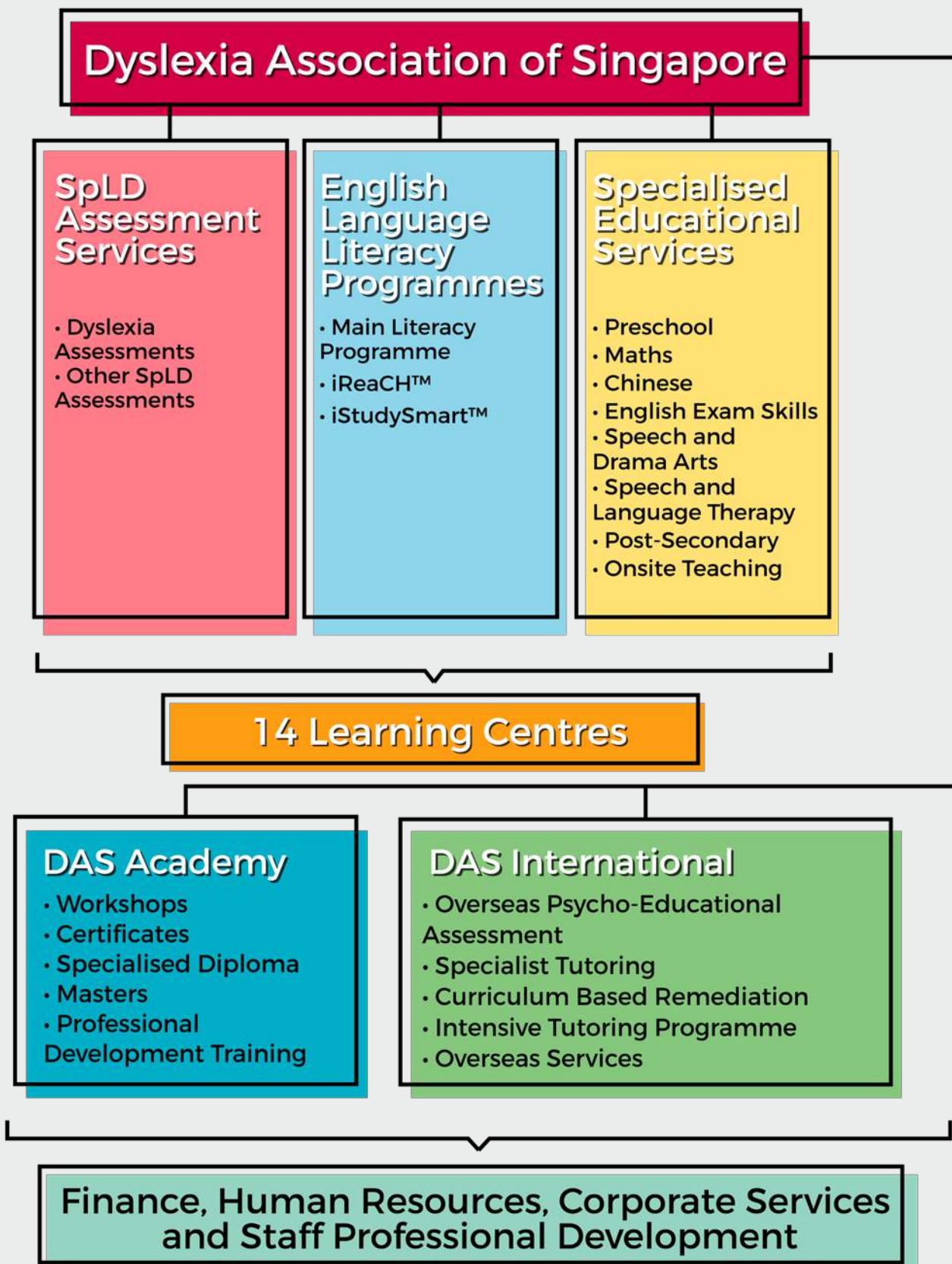


MS JUNE SIEW
HEAD OF DAS ACADEMY



**MS ANABERTA
OEHLERS-JAEN**
HEAD OF DAS
INTERNATIONAL,
PROGRAMME DIRECTOR
OF SCHOOL-BASED
PROGRAMMES

Organisational Chart



April 2017 to March 2018 Highlights

UNITE SpLD 2017

From 19 to 21 June, the third annual UNITE SpLD Conference was held at the HDB Hub Convention Centre.

We celebrated World Dyslexia Awareness Week (WDAW) for the first time!



Visit to Gardens by The Bay

On 29 April, a group of 40 DAS parents and students were treated to a splendid outing to the Gardens by the Bay. We would like to thank all volunteers from Gardens by the Bay for organising this outing!

OCT

APR

JUN

JUL



Meeting Tom Holland - Spiderman!

On 7 June, 30 students had a once-in-a-lifetime opportunity to attend the Spider-Man: Homecoming red carpet event at the ArtScience Museum.

Clearly Different Book Launch

Clearly Different: Dyscovering the Differences commemorates the association's 25th Anniversary. The book chronicles DAS's incredible journey from having just 12 students in its first learning centre.



Speech and Drama Arts (SDA) Production

The SDA team presented at the year-end student graduation. The "Journey of Legends" production features three plays from Indian, Malay, and Chinese literature. The three selected plays are Ramayana, Hang Tuah and The Monkey King.



Student Graduation

We celebrated the success of 234 students who were presented their certificates of achievement on stage!



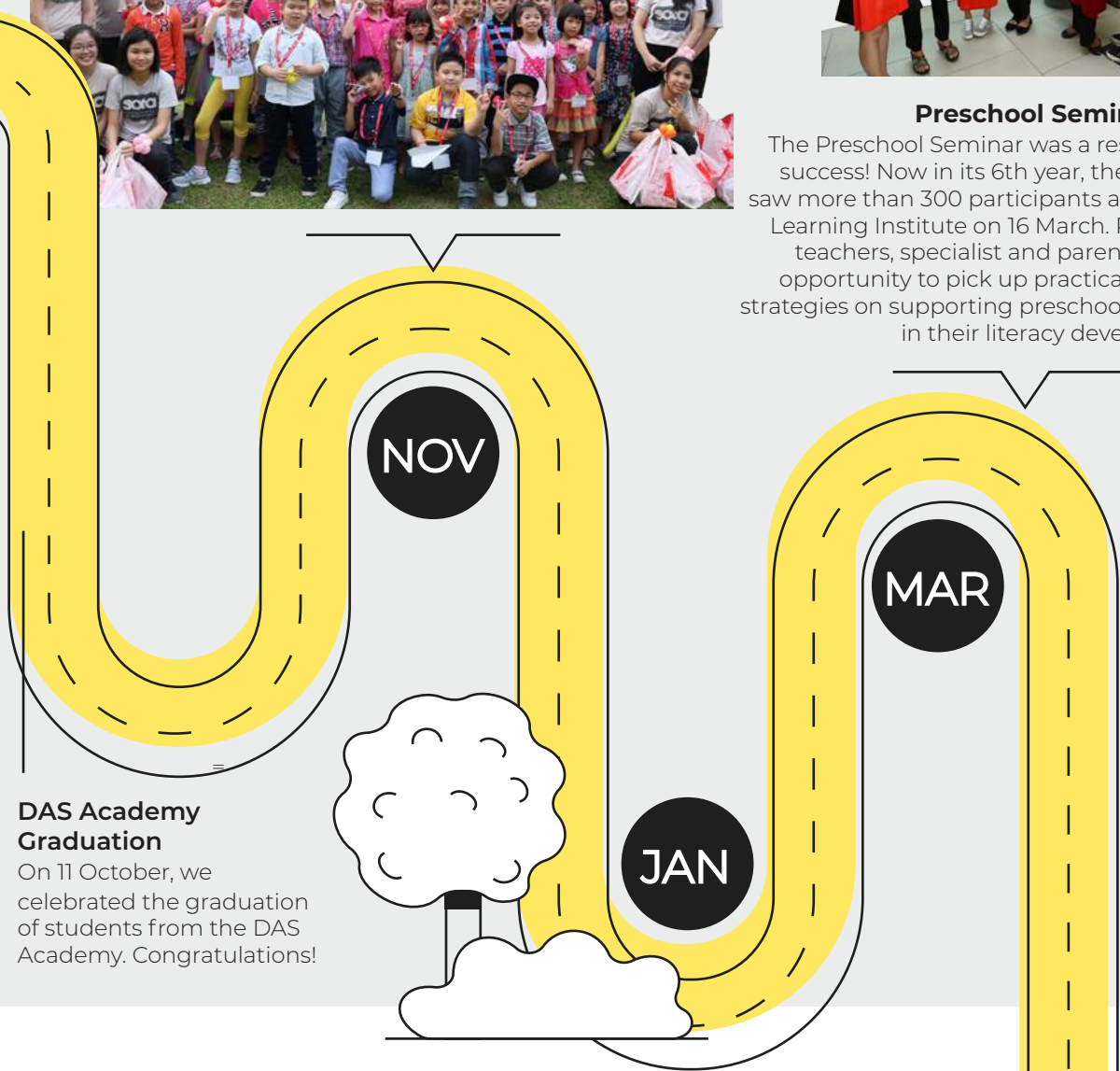
Picnic at Istana

30 students from DAS were invited to the Istana to have a picnic on the lawn with Singapore's first female President, Madam Halimah Yacob.



Preschool Seminar 2018

The Preschool Seminar was a resounding success! Now in its 6th year, the seminar saw more than 300 participants at Lifelong Learning Institute on 16 March. Preschool teachers, specialist and parents had an opportunity to pick up practical tips and strategies on supporting preschool children in their literacy development.



DAS Academy Graduation

On 11 October, we celebrated the graduation of students from the DAS Academy. Congratulations!

OUR WORK

MAIN LITERACY PROGRAMME

DAS English Language and Literacy Division

The English Language and Literacy (ELL) division provides intensive intervention in English Literacy including the comprehensive Main Literacy Programme (MLP) and educational technology infused lessons to best engage our learners. Besides the MLP, ELL is developing two other programmes: iReaCH and iStudySmart, which are ready to be launched in 2019.

Main Literacy Programme

The DAS has adopted the Professional Practice Guidelines (PPG) definition of dyslexia which recognises it to be a specific learning difficulty of language learning and cognition that primarily affects accurate and fluent word reading and spelling skills with associated difficulties in phonological awareness, verbal memory and processing speed (Ministry of Education, 2011). MLP provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges, delivered by highly trained professionals. The curriculum integrates key essential

learning components that are crucial in remediating students with learning difficulties and these recommended areas of instruction are adapted from the National Reading Panel, 2000.

MLP also adopts the Orton-Gillingham approach, which are the following principles:

Emotionally sound where lessons are tailored to students' abilities

Structured, sequential and cumulative where concepts are broken down into smaller parts and taught one at a time, progressively & cumulatively

Direct and Explicit where instructions, objectives and activities are explicit

Simultaneously Multisensory which ensures that multiple pathways to learning are activated (Gillingham & Stillman, 1997)

Cognitive Approach where students are made to understand why each concept is taught

MLP leverages on

educational technologies as it enhances skills and cognitive characteristics in both educators and learners. Through constant piloting and evaluation of the implementation of initiatives



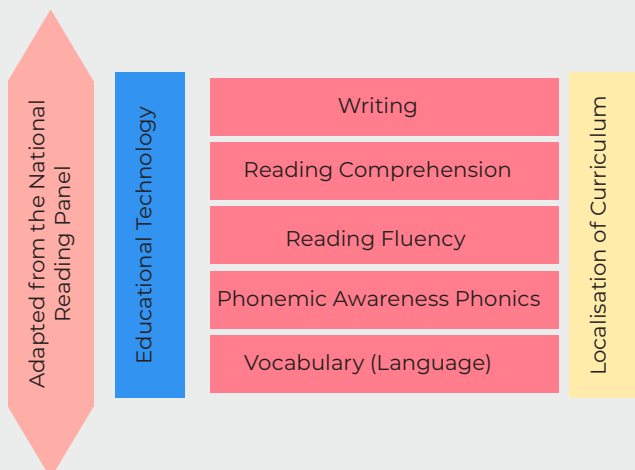
with educational technologies such as iPads, Mimio Teach Smart Bars, projectors and various software and application, MLP keeps updated on what works best for our learners.

Intensive Remediation (IR)

Intensive Remediation (IR) is a support system under the Main Literacy Programme (MLP). It focuses on helping Educational Therapists (EdTs) who have challenging students under their charge so that they are more able to teach and guide these students to achieve progress in literacy as well as show improvements in behaviour.

Students under IR are reviewed bi-annually. If needed, new strategies are discussed and implemented and reviewed again to see if there are any improvements in behaviour and learning. 'Challenging' students are defined by their lack of ability to attend to literacy tasks given in the classroom and/ or having behaviours that may cause disruptions to the

The educational components covered in the Main Literacy Programme





student's own learning and/or to the learning of other students in the class. EdTs providing therapy for such with such student(s) may be able to conduct lessons for him/her in a smaller class setting after an IR status is conferred.

Progress Monitoring

Our students' progress is monitored closely through bi-annual curriculum based assessments - MAPTrack - conducted by our Educational Therapists. The CBAs have been developed so that Educational Therapists would have a measurement and evaluation procedure that they could use to routinely make decisions whether to modify their instructions to meet the needs of the students (Deno, 1985). This close evaluation allows our Educational Therapists to make the informed and needful adjustments in their teaching to best address the needs of the child. Our lessons are therefore not static and CBAs allow for flexibility to suit the varied needs of our dyslexic students. And at the end progress reports.

Graduation

Our lessons teach our students coping skills in the different areas of literacy. We also monitor and see if what we are teaching is being applied by our students to their school work. Our eventual aim is to see our student apply the skills that have been taught and see them soar! If we feel that the student is relatively independent and has developed the capability and the maturity to be an independent learner then we will recommend the students for graduation. A graduation panel will look through the application for graduation approval.

Entry criteria

MLP supports primary and secondary school learners with a diagnosis of dyslexia.

All students, upon entry to MLP, will be profiled according to abilities, which are broadly categorised into three bands:
 - Band A covers emergent literacy skills
 - Band B covers functional

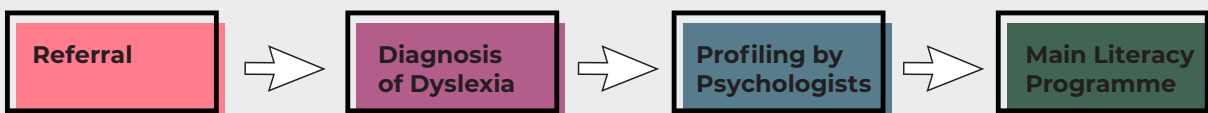
literacy skills
 - Band C covers functional to advanced literacy skills.

Quality Assurance

At DAS, our emphasis is on quality remediation and in order to attain this all EdTs have to undergo annual audits to ensure that their lesson planning and delivery is in line with stipulated guidelines. All EdTs are expected to attain competent status for both their lesson delivery as well as documentation audit.

EdTs who do not receive competent status for their audit will be provided support and advice in the areas of weakness. In 2017, 77% of our EdTs attained an exceeded target for their lesson delivery audits and none of the EdTs required a repeat audit.

The Main Literacy Programme supports primary and secondary school learners with diagnosis of dyslexia.



Teacher Training

The Specialist Diploma in Educational therapy is the basic training that MLP educational therapists need to embark within the first year. Subsequently, they will be advised to expand the knowledge, skills and expertise by taking on a second area of specialisation and finally, a postgraduate qualification in Specific Learning Differences.

DAS implemented mentoring for new teachers since 2004. Currently, EAs mentor new EdTs in the centre by providing them guidance, support and advice for the duration of their mentoring period, for 2 school terms. They help these new EdTs to translate theoretical knowledge to practical aspects in the classroom. Our Educational Advisors also provide support for Senior EdTs in areas like curriculum and instructional planning, personal development (i.e. how to attain 50 CPD hours) and other ad-hoc support.

Overall, the mentoring approach to supporting teachers has proven to be beneficial for our new teachers to prepare them and provide them with the confidence required to manage and excel in their teaching.

Initiatives

The Reading Comprehension (RC) Curriculum is constantly updated to better tailor the learning needs of the learners where the emphasis is on the skills required for them to cope with the RC demands in schools.

Apart from that, in the recent enhancements made to the RC curriculum, it also focused on reading and question interpretation skills where learners are taught to interpret the various question patterns and their target skills, to further guide them in answering the required questions.

ELL Curriculum Team recently concluded a total of 4 focus group sessions held for all EdTs from the different clusters. The intent of organising focus group sessions is not only to provide an avenue for the EdTs to share their feedback and suggestions in small group settings for more targeted interactions and discussions but also to take the opportunity to review and address any gaps highlighted by the EdTs.

Following the focus group sessions, a post focus group survey was administered to collect feedback on how the EdTs felt about the sessions and more importantly, to gather information on how their learners have benefitted from an explicit and structured way of teaching reading comprehension. All in all, the feedback received was positive and encouraging.

Moving forward, the Curriculum Team hopes to leverage on such



platforms to not only address any gaps in content knowledge and skills that the EdTs may have but also to encourage them to share good teaching practices amongst themselves in order to provide the best learning experience for their students.

The Specialist Diploma in Educational Therapy

<p>PRE-DIPLOMA</p> <p>Certificate in Dyslexia</p> <p>15 hours</p>	<p>MODULE 1</p> <p>Dyslexia and the Essential Literacy Approach (DELA)</p> <p>130 hours</p>	<p>POSTING</p> <p>At one of the 14 learning centres</p> <p>Based on demand</p>	<p>MODULE 2</p> <p>Applied Educational Therapy</p> <p>50 hours</p>	<p>MODULE 3</p> <p>Enhanced Classroom Instruction</p> <p>21 hours</p>
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Integrating Technology effectively through M-Learning Week and Appy Hour

M-Learning week was launched in April 2017 for the participation of all MLP EdTs. M-Learning Week allows EdTs to showcase their integration of educational technologies into their lessons.



While most of them feature the technologies used in lesson delivery, some posts were about administrative tools, such as reward systems.

Over the past 2 rounds of M-Learning weeks, the EdTech team has seen an increase in the number of sign-ups for competitive participation. This approach to social learning makes learning fun, easy and social, instead of reading or sourcing for ideas externally,

EdTs can gain more ideas from their colleagues and because the ideas are from peers, the process of adaptation is minimal as compared to adapting from resources externally; as those materials

may not be designed with a dyslexic learner in mind and of the DAS context.

Appy Hour

While M-Learning week provides a platform for EdTs to showcase what they have been doing, Appy Hour on the other hand allows the EdTech Team to put together some recommended tools for the

EdTs to get to know. First, the recommended tools would be provided to the EdTs and they could give these tools a try in the next 1 to 2 weeks.

Following the trials, the EdTech representative and the EdTs would come together in their learning centre to discuss what worked, what did not and to what profile of students the particular tool would work best with. This approach to informal workplace learning is directly related and beneficial to their work and provides ideas, insights and enhances communication despite the level of tech integration (beginner, intermediate or advanced tech user).

Centre Management Teams (CMT)

In 2016, a new innovative structure within each centre was formed. This structure is known as the "Centre Management Team" (CMT). The teams were formed to help support the operation of the Learning Centres and also to enhance inter-divisional communication and collaboration.

The teams consists of a Centre Manager, a Specialised Educational Services representative and an Educational Advisor. As with all new teams, a mind-shift was needed. The CMT went through the phases of team development outlined by Bruce Tuckman (Teambuilding.co.uk, 2015) - Forming, Storming, Norming, and Performing.

The CMT have progressed through the phases and the outcome is generally positive with increased optimism from the members as well as Educational therapists on the advantages of this form of collaborative support and guidance.

3088
peaked in term 3 2017

1635
bursary students

↑↑
+91
students

14
research papers
and studies

25
conference oral and
poster presentations

Research and Conferences

RESEARCH APPROVED

No.	Name		Research Title	Year	Submission of Application	Approved Date
1.	Siti Mariam	DAS	Perspectives of Mainstream Students with Special	2017	4th May'17	30th May'17
2.	Annabel, Beth, Brenda, John & Michael	NTU & John Hopkins Uni	Effective Biliteracy: The Impact of Script Sets on Bilingual Reading Networks for Typical and Atypical Readers	2017	25th May'17	Jul'17
3.	Wong Yee Kuin, Isobelle	MASEN Public	Pilot study to investigate eye movement and visual perception abilities in students with dyslexia	2017	30th May'17	11th Jul'17
4.	Suthasha Kelly	DAS	Effectiveness of incorporating e-books in a literacy	2017	1st Jun'17	4th Aug'17
5.	Dr Tan, Rui, Lilian & Fang-Ju	DAS	Effectiveness of Reading Comprehension Strategies for	2017	16th Aug'17	14th Sept'17
6.	Mary Mountstephen	University of Reading	Framing Professional Practice: Perceptions of Professionalism and Occupational Identity	2017	16th Aug'17	2nd Oct'17
7.	Priscillia Shen	DAC	Developing a Computerized Bilingual Dyslexia Screening Tool for English-Chinese Learners in Singapore	2017	1st Sept'17	26th Sept'17
8.	Siti Aishah & Rebecca Yeo	DAS	Investigating the effectiveness of the mathematics remediation on Primary 4 students in the DAS Essential Maths Programme.	2017	11th Oct'17	30th Oct'17
9.	Shuet Lian, Er Ker, Sharon Reutens & Elizabeth Lim	DAS	Evaluative study on the effectiveness of DAS speech-language therapy	2017	10th Oct'17	3rd Nov'17
10.	Deon Poh	DAS	An exploration of the impact of picture book	2017	24th Oct'17	8th Nov'17
11.	Deborah Hewes	DAS	Dyslexic Entrepreneurs in Singapore - The incidence and their personal attributes	2017	24th Oct'17	8th Nov'17
12.	Michelle Hui	NTU	Informal Caregiver's Cognitive Appraisal on Expressed	2017	30th Nov'17	31st Jan'18
13.	Xian Hui, Susan Rickard & Siok Keng	NUS & DAS	Using sentence repetition to assess language in bilingual dyslexic children	2018	27th Feb'18	4th Mar'18
14.	Shahirah Begum Binte Sulaiman	NTU	"Investigating the Effect of Romanization on Chinese Character Learning in Dyslexic and Non-dyslexic English-Chinese	2018	20th Feb'18	28th Feb'18

CONFERENCES PRESENTED

No.	Conference	Name	Organisation / Division	Conference Title	Year	Type
1.	SENIA 2017	Rebecca Yeo, Siti Aishah & Albel	DAS SES - Math	1. Teaching sentence level comprehension using grammar in word problems 2. Problem Solving Singapore Style	2017	Overseas Workshop
2.	NIE Redesigning Pedagogy 2017	Edmen & Asjamiah	DAS SES - EES	Using the Orton-Gillingham approach to prepare students with dyslexia for the English PSLE paper	2017	Local Oral Presentation
3.	NIE Redesigning Pedagogy 2017	Serena, Alia Salim & Rosalyn	DAS MAP	Structured Writing Instruction and Writing Checklist aid Learners with Dyslexia in their Narrative Writing: A Case Study	2017	Local Oral Presentation
4.	NIE Redesigning Pedagogy 2017	Tan Wah Pheow & Lois Lim	Temasek Poly	Teaching Reading Comprehension to Students with Dyslexia: Preliminary survey findings from Educational Therapists	2017	Local Oral Presentation

CONFERENCES PRESENTED

No.	Conference	Name		Conference Title	Year	Type
5.	UWCSEA Re-Thinking Numeracy 2017	Rebecca Yeo, Soofrina & Samunn	DAS SES Math	The Effective Use of Technology to Promote Geometrical Thinking	2017	Local Oral Presentation
6.	IDA 2017	Yun Rui	DAS SES Chinese	Effectiveness of a Chinese Intervention Programme for Dyslexics and Struggling Learners	2017	Overseas Poster
7.	Symposium of Taiwan Society of Learning Disabilities 2017	Yun Rui & Dr Tan	DAS SES Chinese	Chinese Literacy Assessment	2017	Overseas Poster
8.	Symposium of Taiwan Society of Learning Disabilities 2017	Yun Rui Li Dong	DAS SES Chinese	Study on struggling learners	2017	Overseas Poster
9.	Singapore Conference on Applied Psychology 2017	Dr. Tan Wah Pheow, Lois, Yimei & Winston	DAS MAP	Evaluation of the Dyslexia Association of Singapore's Literacy Programme	2017	Local Oral Presentation
10.	Learning Disability Academic Seminar and Annual Meeting	Geetha & Shi Jia	DAS	Embrace & Empower	2017	Local Oral Presentation
11.	BDA 2018	Soofrina	DAS MAP	Overcoming Challenges in ICT Adoption to Kickstart the Digital Journey of MAP Educators in DAS	2018	Overseas Oral Presentation
12.	BDA 2018	Sharyfah	DAS MAP	An Evaluation Of The Preference-Based Teaching Approach For Children With Dyslexia And Challenging Behaviours	2018	Overseas Oral Presentation
13.	BDA 2018	Edmen, Asjamiah & Andy	DAS SES EES	Exploring the classroom practices of the English Exam Skills Programme for Singaporean primary school children	2018	Overseas Oral Presentation
14.	BDA 2018	Ashraf & Farhana	DAS	Metacognitive Strategies for transitioning post secondary students	2018	Overseas Oral Presentation
15.	BDA 2018	Geetha & Ashraf	DAS	Promoting Positive Mental Health: Relating effective teacher values to organisational initiatives	2018	Overseas Oral Presentation
16.	The Singapore Education Technology Conference 2017	Soofrina	DAS MAP	Barriers to Tech Adoption Among Educators and Why Training Is Not Always The Solution	2017	Local Oral Presentation
17.	ECDA 2017	Cheryl Yeo, Joanne & Natasha Mastura	DAS SES Presch	The Big Picture: Executive Functioning	2017	Local Workshop
18.	EduTech Asia 2017	Soofrina	DAS	Overcoming Challenges in ICT Adoption to Kickstart the Digital Journey of MAP Educators in DAS	2017	Local Oral Presentation
19.	Bett Asia 2017	Albert	DAC	Panel Invitation	2017	Local Panel
20.	3rd Singapore Optometric Association Conference	Yimei & Shi Jia	DAS MAP	Introduction to Dyslexia	2017	Local Sharing
21.	NTU Inclusive Education Forum	Soofrina	DAS MAP	EdTech tools in the Literacy Classroom	2017	Local Sharing
22.	SENIM 2017	Hani & Praty	DAS MAP	Case Management Discussion - Supporting Challenging Learners	2017	Overseas Case Study
23.	Asia Pacific Dyslexia Festival 2017	Hani	DAS MAP	Teacher Training in Asia Pacific Region	2017	Overseas Oral Presentation
24.	RELC 2018	Sharyfah	DAS MAP	An Evaluation Of The Preference-Based Teaching Approach For Children With Dyslexia And Challenging Behaviours	2018	Local Oral Presentation
25.	Assosiation for Reading and Writing in Asia 2018	Yun Rui	DAS SES Chinese	The Effectiveness of a Chinese Intervention Programme for Dyslexics and Struggling Learners	2018	Overseas Oral Presentation

SpLD Assessment Services

The launch of the SpLD Assessment Services

The SpLD Assessment Services (SAS) was launched in October 2017. Prior to the inception of the SAS, admissions into the DAS (for assessments or programmes) were managed through two systems.

First, the former MOE-Aided DAS Literacy Programme (MAP) Admissions had oversight over the enrolment of students into the MAP, now known as the Main Literacy Programme (MLP). Its job included reading through applications from parents and schools and determining whether the child is eligible for MLP, or whether the child would require an assessment to determine dyslexia. All the children who qualify for funding through the Ministry of Education (MOE) are Singaporeans, have dyslexia and attend MOE schools. Should the child require an assessment to query for dyslexia, DAS psychologists would carry out the assessments.

Second, the Specialised Education Services (SES) administrators had oversight of the enrolment of students into the SES programmes and their assessment arm assessed for difficulties in dyslexia and beyond for clients who are non-Singaporeans, and/or do not attend a MOE school. Enrolment into SES programmes operated independently from MAP Admissions.

Since October 2017, these admissions processes by way of MAP and SES into

the DAS were unified through the launch of the SAS. The set up of the SAS provides a single point of entry for all clients into the DAS, regardless of the nationality and school, the type of assessment the client needs, and the type of programme(s) the client would like to enroll into. This minimises the possible confusion and burden our clients may face in figuring out which service(s) they can access.

The assessment arms of MAP and SES were also merged, broadening the scope of work in assessments and enabling SAS Psychologists to provide a one-stop assessment service. Under SAS, Psychologists are able to assess a range of issues and clients did not have two assessment services to consider.

Assessments We Conduct

SAS offers a range of psychological assessments that may help to address concerns with regard to education, attention and social skills. The difficulties that may be investigated include:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Dysgraphia
- ADHD
- ASD

1581

total applications processed

832

assessments conducted

215

bursary students

Staff Professional Development

629.5 hours in 2017

SAS Quality Assurance

The SAS values the professional development of the team. In 2017, three new specialist psychologists joined the SAS. As part of their training, they had to undergo 18 lectures, 4 administrative briefings and 4 role plays, before they started to take on assessments. For the first 5 assessments, they were supervised by Registered Psychologists who sat in for the entire process from interview to the administration of the tests to the concluding session.

Other than the initial training conducted in-house, the team also regularly share journal articles, learn through case presentations, watch webinars and present on specific topics (such as Language Disorder, Intellectual Disability). This encourages peer learning. Additionally, the team attends courses conducted by the Social Service Institute, Singapore Psychological Society and the Office of the Chief Psychologist, Ministry of Social and Family Development.



Peer learning and observation are encouraged amongst the psychologists, and the team regularly vets one another's reports and letters. The psychologists are also encouraged to learn at least one new psychological test a year and to administer the test at least 5 times.

7

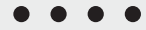
screenings at outreach

21

talks and presentations

6

conference oral and poster presentations



Specialised Educational Services

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore which aims to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed.

The SES provides programmes for children with learning differences who may be struggling in different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on children and strive to bring out the very best in every individual that we see.

Chinese Programme

The programme was started in January 2013 for primary school students who have been diagnosed with dyslexia. The programme has been shaped to address the identified areas of weaknesses in the pilot study by providing students with strategies to help them learn Chinese. The aim of the programme is to help students become independent and inquisitive learners in the Chinese language.

Each lesson covers common vocabulary, sentence structures and word recognition strategies. Students who have developed competency in their oral skills would then be introduced to writing and comprehension skills and strategies. The Orton-Gillingham approach and principles are adopted and applied in the delivery of lessons. Learning is pegged at the learner's level of learning to help develop feelings of competency and success.

CURRICULUM & RESEARCH

INITIATIVE 1: SECONDARY SCHOOL BRIDGING PROGRAMME

The trial for the Secondary School Bridging Programme commenced in March 2017 with 14 students. The bridging programme is slated to be a two-year programme to bridge the learning gap between primary and secondary school and is a curriculum-based instruction. Half of the students were learning Chinese in school as a subject. The other half who were exempted from learning Chinese wanted to continue to be exposed to the learning of the language.

INITIATIVE 2: EVALUATION OF READING COMPREHENSION PACK

The reading comprehension pack was completed in 2017. The pack comprise of different reading and comprehension strategies alongside scaffolded instruction to answer the various question types listed under the Bloom's taxonomy. The teaching resources and pedagogy were trialed with a group of 19 students from Primary 3 to 5. The results suggest that with scaffolded instruction and learning of strategies, students are able to better answer reading comprehension questions in the written format.

INITIATIVE 3: PRELIMINARY STUDY ON TEACHING WRITING TO UPPER PRIMARY STUDENTS

A preliminary study on writing was conducted with 15 students who were in Primary 4 to 5. The students underwent five weeks of writing intervention. The incorporation of technology in the teaching process allowed for collaborative learning, where the teacher facilitated the learning process. Students who were weaker could then also model students who were better in the language. The inclusion of thinking skills and allowance for learning choices also seemed to better engage students in classroom learning. While improvement was observed in their writings there remained a gap between the verbal and written ability.

INITIATIVE 4: RESEARCH PRESENTATION AND PUBLICATION

Two research studies (Reliability and Validity of a Chinese Literacy Assessment Tool for School Learners in Singapore; The Effectiveness of a Chinese Intervention Programme for Dyslexics and Struggling Learners) have been presented at the Taiwan Annual Symposium for Learning Disabilities (Taiwan), Annual Conference by International Dyslexia Association (USA) and UnITE SpLD (Singapore). The research on the Reliability and Validity of a Chinese Literacy Assessment Tool for School Learners in Singapore has been published in the Asia Pacific Journal of Developmental Differences in January 2018.

INITIATIVE 5: HOLIDAY WORKSHOP FOR STUDENTS

A Hanyu Pinyin workshop was conducted during the November school holidays for students from Kindergarten Two to Primary Two. Students learnt how to differentiate between sounds which causes confusion in Chinese and English, such as telling apart tie in English and tiē in Chinese and also learning the difference between the 's' and 'sh' sounds in Chinese.

Engagement and Awareness

INITIATIVE 6: TIPS TALK AND TRIAL CLASS FOR STUDENTS

Two sessions of TIPS talk and trial class were held at Tampines Learning Centre in May 2017. This is the first time the session was held concurrently, 1 for the parents for the TIPS talk while their children attended the trial class to experience what goes on in the classroom. The sessions were also divided into 2 different levels, whereby lower primary students attended the morning session while the afternoon session catered to upper primary students. The students really enjoyed themselves at the trial class.

INITIATIVE 7: ENGAGING PARENTS

To better engage parents, two focus group discussions and a sharing session was organised. Parents of students whose children were in upper primary and secondary school were invited to provide feedback on their child's learning and the programme. The

feedback gathered is currently being reviewed and would inform classroom teaching and curriculum development. Parents in the DAS Parent Support Group were invited to a 1.5 hour sharing on how to help their child prepare for the weekly Chinese spelling test and retain what they have learnt. Parents found the sharing practical and useful in helping their children to learn Chinese.



INITIATIVE 8: EDUCATING EDUCATORS

Educators in the mainstream school is pivotal to the learning success of students. An awareness talk was conducted with about 20 Chinese language teachers from St Nicholas Girls' Primary School. Apart from a deeper appreciation of dyslexia and the Chinese language, the teachers were also equipped with strategies to help their students. The teachers were keen to learn more strategies to support their students who are struggling to learn Chinese.

INITIATIVE 9: EMPOWERING COLLEAGUES

A total of 8 sessions were conducted with the educational therapists, learning centre managers and psychologists were conducted to equip them with the knowledge of the mother tongue language learning landscape in Singapore. There was also a sharing of what is taught in the DAS Chinese Programme and access arrangements that can be made for students. The sessions were welcomed by colleagues who found the information useful to share with parents that they encounter on a daily basis. They also had a better understanding of the mainstream curriculum to share with parents.

215
peaked in term 2 2018

↑↑
+69
students

42
bursary students

↑↑
+14
students

English Exam Skills Programme

The English Exam Skills Programme (EESP) started in 2013 with the aim of supporting primary school students with dyslexia in their English subject of the Primary School Leaving Examinations (PSLE). Prior to the launch of EESP, the team analysed past years' English examination papers and evaluated the learning needs that our primary school students require support with. The EESP team found that students with dyslexia faced difficulties in Grammar, Editing, Synthesis and Transformation, Cloze passage and Comprehension components of the English PSLE. The EESP team strongly believes students with dyslexia can acquire skills and strategies to cope with these challenging components. Thus, a set of curriculum has been uniquely designed and developed to specifically address the challenges seen in these components of the English PSLE paper. Classes are conducted on a weekly basis over a period of ten weeks, with each lesson lasting an hour.

The EESP team ensures that the curriculum designed closely adheres to the Orton Gillingham (OG) principles. Lessons are conducted in a way that are multisensory, structured, progressive and emotionally sound. The EESP team also came up with our own instructional approach: RIMAIR (Review, Introduce, Model, Apply, Independent (application), Recap). Previously learnt concepts are constantly reviewed and new concepts are introduced systematically. Within each lesson, students are expected to gradually progress towards an independent application of skills through attempting PSLE format question types.

WHO THE PROGRAMME IS FOR

The EESP programme is specially designed to support Primary school students from Primary 3 to 6. Lessons are in line with the Ministry of Education (MOE) English Language Syllabus and closely adheres to the Orton Gillingham (OG) principles. There are three different categories of classes students will be placed in:

the Primary 3 and 4 stream, the Primary 5 and 6 Foundation stream, and the Primary 5 and 6 Standard stream. Each stream has its own unique set of curriculum and level of difficulty tailored to suit the learning needs of its students. Students eligible for the programme may enrol at the beginning of any term of the year.

Distribution of components (Grammar, Synthesis and Transformation, Editing, and Comprehension) covered in each stream can be found in Table 1. The Primary 3 and 4 stream focuses on building up the language foundations of student, with an emphasis on attaining basic grammatical concepts and establishing simple skills in understanding reading comprehension passages.

The Standard and Foundation streams focus on topics, skills and answering techniques that resemble the PSLE examination format.

THE EESP STREAMS AND TOPICS

Primary 3 and Primary 4

Grammar
Editing
Comprehension

Foundation

Synthesis and Transformation
Editing
Comprehension

Standard

Synthesis and Transformation
Editing
Comprehension

SHORT TERM PROGRAMMES (STP)

The STP is a pilot project under the SES division. Although these programmes are conducted across one term or a block delivery period of 5 days, they will be guided by the same instructional approach and teaching principles as those currently used in the English Exam Skills Programme (EESP).

Each STP has been designed to provide students with skills and strategies to address the examination needs of primary school students at the DAS in the hope of enhancing

164
peaked in term 3 2017

+4
students

66
bursary students

-2
students

their confidence and preparedness for some components of the PSLE English exam that are not included in the EESP for students from Primary Three to Six and guide them towards a smooth transition to cope with the English Language syllabus at Secondary 1.

Our main programme offered to students from Primary 3 to 6 focuses on three components of the PSLE English Paper, namely Editing (Spelling), Synthesis and Transformation and Reading Comprehension. We have received feedback from parents that their children needed help beyond these 3 areas and some requested for tips and strategies that they could use to guide their children in other components such as Comprehension Cloze as well as conversation topics for PSLE Oral.

These exam components test a child's ability in aspects of language learning and cognition which are in fact the difficulties experienced by a typical child with dyslexia. In addition, feedback received from Educational Therapists providing literacy intervention for Secondary School students, English Language teachers and Allied Educators in mainstream Secondary Schools, as well as parents with children in Secondary 1, demonstrated that the students lack of readiness in skills required to cope with the rigours and demands of the Secondary School English curriculum and examination.

VIDEO LESSONS

Seven of our EESP teachers and two interns from the Nanyang Technological University (NTU) pooled their ideas and resources together to create video lessons to introduce comprehension concepts to Primary 3 and 4 students. The videos were purposefully designed to provide students with a basic understanding of key concepts such as concrete nouns, abstract nouns, adjectives and a step by step approach to answering 'True or false' questions. As the videos will be used in the 'Introduction of new concept' component of comprehension lessons, the team ensured that the choice of words and explanation of terminologies are clear and direct for students' understanding.

These are complemented with pictorial and visual cues to demonstrate the application of concepts they have learnt. To encourage students to engage in learning through the videos, instead of watching them on autopilot, teachers are given cues to pause at specific parts to ask students to stop,

think and respond to the questions posed. This feature is useful in allowing teachers to check on their students' understanding of the new concepts and if necessary, provide a more elaborate explanation or relevant examples that will aid their understanding.

RESEARCH

The team embarked on two research projects in 2017. Details of the research projected are provided in the subsequent sections.

i) Exploring the classroom practices of the English Exam Skills Programme for Singaporean primary school children

Results of the study demonstrated that the students who underwent the EESP showed significant improvement in their test scores after a 20 week intervention. The results of this study provided a more robust evaluation of the EESP in comparison to the study conducted by Leong (2015). The longer period of 20 weeks between the Pre Test and Post Test in comparison to 10 weeks in the previous study (Leong, 2015) suggests a consistent retention of concepts and skills over a longer period of time which play practical importance as students will need to remember and apply the concepts and skills they have learnt in the EESP into their exams.

The results obtained from the classroom observations revealed two trends categorised into general observations and specific observations. The general observations describe a consistent teaching style that was observed in the lessons over the 20 weeks intervention. This explains a certain teaching routine or value system that the teacher follows. The specific observations, on the other hand, were useful in pointing out actual teachable incidences, tracking and understanding the progress of the students in the classroom.

Essentially, all of the observations revolve around scaffolding students into establishing their own metacognitive strategies in answering English questions. An analysis of the general and specific observations revealed an interesting trend; the EESP teacher's classroom practices are closely aligned to OG (Orton-Gillingham) principles. The study revealed that administration of OG principles in the classroom by the teacher is equally or possibly even more important for the success of the students in the programme than the curriculum.

The results of this study, together with the understanding of the relationship between the observed classroom practices and the OG approach suggests that the key to the success in the Exam Skills programme lies in an OG-based teaching practice of EESP teachers, on top of the curriculum design. These can provide pedagogical implications on teaching practices globally throughout the field of special education.

ii) Effectiveness of the English Exam Skills Programme on non-identified struggling learners

The study showed that learners who were not diagnosed with learning disabilities but were struggling in their school English examinations benefitted from the English Examination Skills Programme (EESP) after a 20 week intervention. This study serves as a follow-up on a previous research which explored the use of the Orton-Gillingham approach as part of the EESP to prepare students with dyslexia for the Primary School Leaving Examination (PSLE). Aligning with Universal Design for Learning (UDL) framework, the EESP curriculum is designed to be flexible for adaptation by providing all learners with multiple examples, opportunities to practice with support and adjustable levels of challenge.

This study investigated the effectiveness of the EESP curriculum, over a period of 20 weeks, on a group of Primary 4 to Primary 6 non-identified struggling learners who were scoring below 65% in their school English Language examination paper. The results of this study illustrate that the non-identified struggling learners were able to apply the skills and strategies taught in the EESP but needed more reviews and practice in order to reach a level of accuracy. The results and findings of this study are important in helping the EESP evaluate its teaching pedagogy and practices as it moves towards accepting learners with various learning disabilities in the future.

QUALITY ASSURANCE

In order to ensure that students benefit from the programme, it is important that teachers are equipped with the content knowledge and skills to teach EESP classes. To ensure that we continue to deliver a programme of high quality, all EESP dual specialists will be observed by a Core Member through the annual Quality Assurance Audit (QAA) process

every financial year. The annual QAA lesson observation assesses each EESP teacher in 3 main aspects: lesson execution - where focus is placed on maintaining a consistent lesson delivery structure, communication with students and class management.

TEACHER TRAINING

Educational therapists who have expressed interest to teach in the EESP need to have at least a year of teaching experience at the DAS before they are selected from a list of applicants. Between August and September 2017, a total of 6 educational therapists underwent 5 sessions of training which was jointly conducted with the DAS Academy. These newly recruited EESP teachers were provided with opportunities to understand the theoretical background, programme objectives, topics and concepts in the EESP curriculum and to plan and deliver lesson components as part of the dual specialisation training and assessment.

In addition, all EESP dual specialist teachers are required to attend teacher training INSETS (In-service Education and Training) at the start of each term, facilitated by the Core and Contributing members of the EESP who are also the programme's curriculum developers. A total of 3 INSETS were conducted in March, June and September, where teachers were encouraged to share their experiences and the challenges they faced in the conduct of their EESP classes and provided with updates on curriculum and administrative matters.

ENTRY AND EXIT CRITERIA

Students who are enrolled into EESP should have an official diagnosis of dyslexia, are between Primary 3 to 6, and currently attending the MLP (Main Literacy Programme) of DAS. Students are to attend at least one term of MLP to be eligible for enrolment into EESP. This is to ensure students attain prior knowledge of basic phonogram concepts, spelling and suffixing rules that are taught in the MLP and for them to be able to successfully apply these knowledge into the Editing component. In addition, students are required to have a reasonable level of reading fluency so that emphasis can be placed on the acquisition of new skills and concepts of the English examination and not on decoding words. Hence, the EESP team will take into consideration the feedback from educational

therapists on students' level of reading fluency at the point of application to assess their suitability for entry into the programme.

Students who meet the above-mentioned criteria will be placed into the programme only at the beginning of every term. The main reason for this is the structured, sequential and progressive nature of the curriculum approach and delivery. Attaining the basic skills and concepts taught at the start of the term ensures students are able to acquire the cumulative set of skills as they progress through the term.

To support DAS's mission to help dyslexics achieve, students from lower-income families who require financial aid to pay for EESP programme fees may apply for bursaries provided by the organisation.

Students who join the EESP may continue to be in the programme till Primary 6 wherein they will leave at the end of Term 3, just before the commencement of the PSLE. However, with effect from Term 4 2018, students who wish to continue in the EESP may choose to take up the English Pre-Secondary Bridging Programme that will be conducted in Term 4. This bridging programme is a new initiative under the Short-Term Programmes (STP).



Hear What They Say

'I joined EESP in late March 2016. My English result has improved from C grade to B. I can now do Open-Ended Comprehension questions more confidently. The 3-step method Ms Camillia taught me helped me answer True and False questions. I am also more confident in answering Synthesis and Transformation questions as I am exposed to different types of sentence patterns. Before joining the programme, I would not even try answering the harder questions but now, I have more confidence when answering such questions.'

- Jayden Chua, Woodlands Learning Centre

Maths Programme

The SES Math Programme was officially launched in 2009. The intervention-based programme helps students by bridging the gap between what they already know and what the mainstream syllabus expects them to know. As the mathematical abilities of our students are varied, the programme has two curricula: the Essential Maths curriculum and Problem Sums for Upper Primary Curriculum to meet the needs of different students.

The Essential Maths curriculum aims to build students' understanding of the essential concepts and topics covered in the mainstream syllabus. Students are exposed to model drawing and problem sums related to the concept they are learning through a C-R-A (Concrete-Representational-Abstract) approach and Polya's Four step process approach (1945): Understand the problem, Plan a strategy, Solve the sum and Check the working. Every stage of learning ensures that the child links mathematical ideas in a progressive and cumulative way.

The Problem Sums for Upper Primary curriculum is offered to students taking Standard Mathematics at Primary 5 and Primary 6. It aims to strengthen students' mathematical problem solving skills by encouraging students to share their thinking process in solving a problem before the teacher explicitly demonstrates how to break down higher-order word problems and to solve them.

WHO THE PROGRAMME IS FOR

This programme is intended for students with dyslexia who display persistent difficulties in mathematics, such as with remembering mathematical facts and procedures (e.g. times tables, long division), number sense (e.g. comparing and ordering numbers, rounding off), accurate or fluent calculation and understanding the language of word problems.

INITIATIVE 1: FOCUS GROUP SESSIONS FOR BEGINNING TEACHERS

Beginning teachers who have obtained their Professional Certificate Course (PCC) in Maths are expected to teach Maths classes by the next school term. To better support our teachers in their new endeavour, two focus group sessions were initiated. These focus group sessions

sought to instill greater confidence in the teachers by providing them a platform to share their difficulties and for the Maths core team members to share best teaching practices.

Based on the initial feedback of their needs, the second session was tailored to cater to these needs in greater depth. Teachers were facilitated through group work, presentations and demonstrations to deepen their understanding on the use of concrete manipulatives as well as the implementation of C-R-A in lessons.

INITIATIVE 2: NEW WORKSHOP INITIATIVES

Two new workshop initiatives were conducted during the November-December 2017 school holidays to test parents' interest for Mathematics support for students in two new age groups.

The Primary Maths Readiness for K2 students was held on 23 and 24 Nov. The workshop aims to prepare students for primary maths by instilling confidence of pre-maths skills through hands-on activities. This was the first collaboration of workshop between the DAS Preschool and Maths teams and we had an attendance of 4 participants.

The Bridging to Secondary school Maths workshop was held on 13 December. The workshop had an attendance of 6 participants and covered the teaching of Secondary 1 concepts such as prime factorisation, integers, squares & square roots, cubes & cube roots and problem solving through hands-on activities.

QUALITY ASSURANCE

Classroom observations for all Maths educational therapists are conducted once every financial year to ensure that our teachers uphold the standards of quality mathematics teaching set out by the organisation.

All Math educational therapists are evaluated on their lesson planning, lesson execution, communication, and classroom management.

A total of 27 Math educational therapists were assessed for quality assurance in classroom teaching practices in 2017-2018.

The observations were conducted by the core team members either through in-class or video observations of their lessons. The newly trained Maths dual specialist therapists were exempted from this exercise as they had just completed their initial teacher training in the same year.

TEACHER TRAINING

A group of 11 Educational Therapists, with at least a year of experience teaching literacy to students with dyslexia, were trained as Maths dual specialists in 2017. They started their training with a 15-hour Certificate in Dyscalculia and Numeracy Teaching course by DAS Academy, followed by a 5-week Maths practicum. In addition, they attended 4 insets conducted by the Maths Core Team. These inset sessions addressed issues such as lesson planning and using concrete manipulatives in mathematics teaching.

PROGRAMME EVALUATION

At the Dyslexia Association of Singapore (DAS), it is observed that students begin experiencing greater difficulties with Mathematics at Primary 4. This study aims to study the effectiveness of the DAS Maths teaching approach in helping students to improve their knowledge of number concepts at the Primary 4 level, measured in the form of test scores on a pen-and-paper test and to explore the types of errors students were making with number concepts at this level.

ENTRY CRITERIA

The programme accepts primary school students with a valid diagnosis of dyslexia, satisfying the criteria

Primary 1 to Primary 4

Scoring below 50%

Primary 5 to Primary 6 Foundation

Regardless of score

Primary 5 to Primary 6 Standard

Scoring below 75%

All students exit the programme at the end of the Primary 6 year.



364  **+65**
peaked in term 4 2017 students

231  **+36**
bursary students students

Preschool Early Intervention Literacy Programme

The Preschool Early Intervention Programme was conceptualised and set up in 2006 in the interest of providing early literacy intervention to children identified as being at risk of dyslexia. The programme had since reached out to almost 1750 children in Singapore. It gained the support of NTUC INCOME in 2012 as part of their corporate social responsibility (CSR) initiative. To date, INCOME ORANGEAID FUND supports about 20% of pre-schoolers on board PP yearly, on intervention and assessment costs, and continues to offer bursaries to children from low income families.

WHO THE PROGRAMME IS FOR

Preschool Programme (PP) admits kindergarten aged children (K1 and K2) attending childcare or kindergarten. Children typically progress into mainstream Primary School.

INITIATIVES

FREE AWARENESS TALKS

PP conducted numerous talks for many kindergartens and childcare centres island wide. There were project talks for trainee teachers with requests from the ground. It hosted Learning Journeys for SEED Institute, Asian International College and Advent-Link SAUC. A total of 24 preschool awareness talks at kindergartens and childcare centres, 6 learning journeys and 2 project talks were made in 2017. Requests for Learning Journeys are still ongoing into 2018.

FREE PRESCHOOL PUBLIC SCREENING EXERCISE

Three large scale public screenings were scheduled in March, May and November 2017. Decentralised screening, for ad-hoc cases, at the nearest DAS learning centre offering preschool programme was implemented in 2017 to minimise wait time for parents who missed the scheduled screening dates.

PRESCHOOL SEMINAR, UNITESPLD CONFERENCE AND ECDA CONFERENCE

To extend the reach and support to as many stakeholders working with young children with early literacy learning difficulties, PP contributed and participated actively in the local arena. We hope our practical knowledge sharing with empower practitioners in search of knowledge/resources.

COLLABORATION WITH Ngee ANN POLYTECHNIC

PP has been involved in mentoring final year students from Ngee Ann Polytechnics' Diploma in Child Psychology and Early Education course through internship attachment. Interns were given training through DAS Academy and the DAS Preschool Programme team. Upon successful completion of their teaching practicum, they then proceed working on a project deliverable for the programme. The process of curriculum development is supported by preschool programme's manager and members of the core team. Several interns had progressively been offered employment with DAS PP.

COLLABORATIVE PARTNERSHIP - ESTABLISHMENT OF SATELLITE CLASSROOMS

PP has established its first pilot satellite classroom initiative in 2014, bringing early literacy intervention into reach of children from families of limited means and support. It has since set up a total of 5 satellite classrooms within PCF Sparkletots. A five year memorandum of understanding (MoU) was signed between PCF HQ and DAS in May 2017. According to the MoU, DAS will annually support 30 kindergarteners on-site PCF (mega) centres.

QUALITY ASSURANCE

PP conducts annual classroom teaching audits including programme evaluation of student achievement. Student progress is also monitored and tracked through pre-post tests. The results are analysed and published as programme evaluation. PP programme evaluation is published annually in retrospect in consultation with Professor Angela Fawcett, academic advisor to the DAS.

ENTRY AND EXIT CRITERIA

Entry – children with early literacy learning difficulties in reading, spelling, and writing with an observable gap of six months or more as compared to same age peers. i.e. despite supportive efforts from home and school. Formal diagnosis for dyslexia is not a necessary criterion for enrolment into the programme. Children exit PP at the end of K2.

TEACHER TRAINING

All teachers are continuously trained in their work with pre-schoolers with specific learning difficulties through courses and workshops including monthly in-service training. There is a recommended training pathway for different categories of teachers. More details can be found in DAS HANDBOOK 2016 pages 116-119. In addition to prescribed training pathways, teachers also attend additional workshop(s) by DAS Academy, in-service learning sessions e.g. by Ngee Ann interns in the use of newly crafted curriculum resources, and learning journey hosted by fellow teachers.



319
peaked in term 4 2017

+43
students

145
bursary students

+46
students

Hear What They Say

“Das is super duper fun. Its hard to do work. Writing is very hard to do. But i like writing”
– SKG K2 student

“I’m happy to be in this school because I like this school. I like to eat, play and study in this school”
– JPT K2 student

“He is able to sequence the alphabets ever since he joined the class. Have more confidence in it now. Thank you”
– K2 parent

Speech and Drama Arts Programme

OVERVIEW OF THE SES SPEECH AND DRAMA ARTS PROGRAMME

We at the Dyslexia Association of Singapore (DAS) recognise Speech and Drama Arts as an effective means of developing our students' talents and self-confidence, which in turn can lead to a more positive self-concept for a student. Our goal is to provide an outlet for students to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way.

The Speech and Drama Arts Programme focuses on three main goals. The first is to develop drama and acting skills. The next is to develop language skills through drama activities and the third goal is to enhance the social-emotional development of the students.

THE PROGRAMME AND ITS OBJECTIVES

Understanding the background and characteristics of our dyslexic students has allowed the team to develop a programme that would enhance their learning journey and discover their potentials.

DEVELOP DRAMA AND ACTING SKILLS

The majority of our students have difficulties in expressing and communicating their thoughts. Drama activity such as role-play provides stimulation to students to express themselves creatively using imaginative skills. Ranging from classroom lessons to stage performances, students are required to understand the fundamental of stage directions, character dialogues, music and light cues. Drama, being a multimodal pedagogy, uses props, body language, facial expressions, sounds and images along with words to convey meaning (Palechourou and Winston, 2012).

DEVELOP LANGUAGE SKILLS

Within the drama experience, our students are given the opportunity to draw and make meaning not only from their spoken language but also the physical context combined with visual and aural cues. Hence, our goal is to provide an outlet for our students with dyslexia to use language in a fun, creative and engaging setting.

Through Drama, language learning is now an interactive and participatory process that engages learners emotionally and playfully (Winston, 2012). According to Winston (2012), Drama is a multimodal form of pedagogy that engages students' interest at different level of entry. A multimodal form which combines visual, aural, verbal and kinesthetic language allows students to retain a particular learning experience firmly in their minds (Chang, 2012). Also, the 'malleability' of the learning process enables teachers to swiftly respond and adapt to any student's comments, questions or ideas (Chang, 2012).

ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT

Dyslexia does not only affect the academic component of learning – literacy, but also emotional well-being of a student (Eadon, 2005, Thomson, 2009). Thomson asserted that if children with dyslexia could overcome the "I am dyslexic and I can't do it" attitude, then it would increase their self-esteem and determination to succeed. Therefore, Drama is a powerful tool for building self-confidence, which in turn can lead to a more positive self-concept for our students (Eadon, 2005, Winston, 2012).

Other than building rapport among students and teachers through drama activities, we create opportunities for students to discover their strengths and weaknesses, re-consider their thoughts, attitudes and their feelings in the light of shared experience with their peers. The activities we conduct also enable the students to work together, cooperate, contribute, listen and accept the viewpoints of others and be a good team player.

50

peaked in Term 2 2017

↑ ↑ +3

students

24

students on bursary

↑ ↑ +1

student

CURRICULUM DEVELOPMENT

There are 3 individual modular based programmes, catering to different age groups, in our Speech and Drama Arts programme.

In 2016, the team developed a new curriculum - "Drama, Music and Movement" that will significantly benefit the younger ones in preschool. Drama with Music and Movement is our specialised programme for preschool children to listen, move, play, have fun and interact with peers through drama and music. The programme fosters imagination and aims to offer rich sensory experiences that aid in the cognitive, emotional, creative and physical development of children.

Drama, Music and Movement

ages 5-6 years

Creative Drama Programme

ages 7-8 years

Literacy Through Drama

ages 9-13 years

DRAMA, MUSIC AND MOVEMENT (K1-K2)

MODULE 1: Move to the Theme
MODULE 2: Stories In Movement
MODULE 3: Show What You Know
MODULE 4: I Can Act!

CREATIVE DRAMA CURRICULUM

Module 1: Exploring Voice and Emotions Through Coral Reading
Module 2: Dramatic Storytelling
Module 3: Role-Play and Improvisation
Module 4: Playbuilding Towards Performance

LITERACY THROUGH DRAMA CURRICULUM

Module 1: Let Idioms And Phrases Do The Talking - Idioms And Phrases
Module 2: Between The Lines - Comprehension
Module 3: Tricks Of The Trade - Vocabulary And Oral Communication
Module 4: Get The Show On The Road - Scripting A Play

ENTRY CRITERIA

The entry criteria for the Speech and Drama Arts Programme: - all primary school and lower secondary school students are welcome to enrol.

WHO THE PROGRAMME IS FOR

The Speech and Drama Arts Programme is recommended for students who want to explore the learning of language through drama skills while improving their self-esteem and ability to express themselves.

APPROACH TO TEACHING

This specialised programme is planned such that students participate in both guided and self-directed activities that will engage them kinaesthetically and cognitively. The activities facilitated during lessons encourage affective aspects of reading and literacy while offering multiple opportunities for meaningful communication, social interaction, discussion and feedback.

The curriculum and lesson deliveries are influenced by Multiple Intelligence (MI) Theory that has a profound impact on thinking and practice in drama education and the Orton-Gillingham (OG) approach.

Multiple Intelligence (MI) Theory

According to Howard Gardner, the father of Multiple Intelligences suggested every learner possesses many intelligences despite the learner being more responsive to visual cues or kinesthetic approaches (Baldwin and Fleming, 2003). Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognising the different abilities and talents of students (Gardner, 2003, Pearson, 2001). Approaching and assessing learning in this manner allows a broader range of students to participate in classroom learning successfully.

Orton-Gillingham Approach

Language-based – Exposure to different texts to enhance students' appreciation of English language through Drama.

Cognitive – the activities are crafted to engage their cognition e.g. creative story writing, roleplay, improvisation, memorising scripts, rehearsing and performing with movements and cues

Structured, Sequential and Cumulative – includes direct and explicit instruction and has a different range of difficulty level for all activities

Simultaneous multi-sensory - engage

through stage and hand props, presentation of skills through multiple senses, eg. Using visual and aural cues

Diagnostic-prescriptive – Drama Instructors regularly assess students' abilities and adapt activities according to the class dynamics.

Emotionally sound – Drama Instructors are trained in the special needs field who have a better understanding of our students' needs and strengths.

QUALITY ASSURANCE FOR SPEECH AND DRAMA ARTS PROGRAMME

We assure the quality of the programme by appropriate placement of students. Before placing the students in our SDA classes, the Educational Therapists teaching the MLP programme, are required to fill up a form indicating information such as standard score, the speed of learning, type of learner and if the student is on IEP status. This is so that the drama instructors have prior knowledge about the students. Next, we evaluate our students' progress after each drama module is covered, by using rubrics to evaluate four different components/ skills taught during 10th lessons. A progress report will be given upon completion of each level to the parents. Other areas we look into to assure the quality of the programme are quality of our curriculum/ lesson plans, class observation by Programme Manager and obtaining feedback from parents.

TRAINING AND PROFESSIONAL DEVELOPMENT

The training is designed for the EdTs who wish to do dual-specialisation in Speech and Drama Arts. The course provided the knowledge and skills required to teach Speech and Drama lessons. The total duration of the course is 20 hours. At the end of the course, there will be a summative assessment leading to awarding a competent learner with a PCC Certificate. The assessment is based on three components stated below:

Teaching Practicum - 25 minutes
Submission of a 1-hour lesson Plan
500 words Written Journal

INITIATIVE: IN-SCHOOL SERVICES

Assumption Pathway School (APS)

In 2017, the team conducted "Speak Out:

Oral Communication" workshop in APS. It was an 8-week workshop which was held on 9 January - 26 May 2017 (2 terms). The content of the workshop was crafted to meet the diverse learning needs of the Secondary One cohort (135 students).

The team received good feedback from APS teachers at the end of the workshop. Below are some comments extracted from the teacher's feedback form.

"My students display more confidence and self esteem in oral communication and expression"

"My students listening and speaking skills in English have improved"

"After the workshop I noticed my students demonstrated better team work in class"

CHIJ St. Theresa's Convent

SDA team had the opportunity to conduct Speech and Drama Arts Programme to 12 Secondary One students. It was a 5-day workshop which was held on 30 October – 3 November 2017. The content of the workshop was designed to develop literacy, communication and presentation skills and boost the self-esteem of learners with Dyslexia.

At the end of Day 5, the teacher was given a feedback form to complete. It was a 'Yes/ No' questions. She responded positively to all 6 questions pertaining to the following:

- a) Students enjoyment
- b) Workshop benefits to the students
- c) Recommendation of the workshop to new students
- d) DAS Instructors preparedness
- e) Class management & engagement with the students
- f) Overall satisfaction

INITIATIVE: SDA YEAR-END STUDENTS' PRODUCTION (2017)

Journey of the Legends

The Speech and Drama Arts (SDA) programme did it again by presenting a remarkable Year-End Students' Production. On 21st November 2017, 40 SDA students graced the stage of Gateway Theatre. After staging productions in 2015 with 35 students and in 2016 with 46 students, the production in 2017 was performed by 40 students. The 40 students were from Bedok Learning Centre,

Bishan Learning Centre and Queenstown Learning Centre. The students ranged from 7 years old to 14 years old.

The production named “Journey of the Legends”, featured three plays from Indian, Malay and Chinese literature. The three selected plays were ‘Ramayana’, ‘Hang Tuah’ and ‘The Monkey King’. These 3 plays shared a common theme of incorporating the same values such as loyalty, honour and valour. The reasons for choosing this genre was to enable the students to develop an understanding of interdisciplinary education, knowledge of multiculturalism, and to have the experience of performing using a prominent piece of literature. Exposing them to the literature at an early stage was indeed beneficial to the students, as they were able to understand the story, characters and values first before delving into rehearsals.



The first play, “Ramayana” was presented by Bishan Learning Centre. It was a 30 minutes play. The second play, “Hang Tuah” was presented by both Queenstown Learning Centre and Bedok Learning Centre. After a short intermission, the lower primary students from Queenstown Learning Centre dazzled the audience with their stunning opening to their play with their narration. The play titled “Monkey King” is an adaptation of Wu Cheng-En’s famous novel “Journey to the West”, published in the 16th century.

The cast of “Journey of the Legends” did an exceptional job for the end of year 2017 performance. They approached the rehearsal process with positive energy and openness to learn the various cultural aspects. Their commitment and hard work that they have shown for the play are indeed commendable.



Hear What Parents Have to Say

“My child has been able to read better and inject expressions. Great improvement!”

“It gave my daughter the opportunity to speak up.”

“I am satisfied with the programme, my child has had improvement in speech and social skills.”



Speech and Language Therapy

The Dyslexia Association of Singapore (DAS) recognises the importance of Speech and Language Therapy in supporting children with specific learning differences in the Singapore mainstream school population, especially with respect to the diagnosis of speech and language disorders and the provision of appropriate intervention.

The critical role that Speech-Language Therapists (SLTs) play in helping students who struggle with literacy is clearly set out in an official policy statement issued by the American Speech-Language-Hearing Association (ASHA) in 2010 which states that, "(c)urrent research supports the interrelationships across the language processes of listening, speaking, reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk or those who struggle in school settings."

With this in mind, SLTs at DAS focus primarily on oral language and work on improving listening, understanding, and speaking skills, as well as social skills, all of which are critical components in the development of speech and language in children, while Educational Therapists work on improving the children's reading and writing (literacy) skills which are critical to the development of written language.

The scope of work of SLTs at DAS is based largely on the description of speech and language therapy as prescribed in the Second Schedule of the Allied Health Professions Act 2011, which states that, "Speech and Language Therapy involves the assessment, diagnosis, treatment and management of communication disorders" and that "communication encompasses spoken and symbolic representations of language (i.e. written, pictorial, signed), and takes into consideration hearing, auditory processing, understanding, expressive language, articulation, fluency, resonance, voice, prosody, non-verbal and social skills."

Speech and language therapy at DAS is consequently determined by the individual child's needs. Issues with speech and language are addressed by remediating core deficits

and building up speech, language and communication skills, guided by best practice, in an interactive and multisensory learning environment so that children can be enabled to reach their full potential in accessing the MOE-Aided DAS Literacy Programme (MAP) at DAS, as well as the curriculum in mainstream schools.

WHO THE PROGRAMME IS FOR

Speech and language therapy is suitable for children who have issues with Speech, Language and Communication Needs. These children may experience difficulties with speech (mispronunciation or distortion of sounds when speaking), language (difficulty understanding or expressing him/herself at an age-appropriate level), pragmatics (difficulty with social skills like interacting with others at an age-appropriate level), fluency (stammering/stuttering), and voice (issues with loudness and/or quality of voice used), or a combination of these.

QUALITY ASSURANCE AND TEACHER TRAINING

Student progress is monitored and tracked through the students' ability to meet targeted goals in their Individual Intervention Plans (IIPs) as therapy progresses. In addition, the SLT team engages an external SLT consultant who is an acknowledged expert in the field to provide clinical mentorship and critical feedback on the quality of therapy provided. In 2017, the team conducted a series of case studies to guide and inform future therapy, and is in the process of undertaking a small evaluative study on the effectiveness of DAS speech and language therapy for 2018.

All DAS SLTs are registered with Full Registration with the Allied Health Professions Council (AHPC) and hold current and valid practising certificates, renewable every two years. They undergo at least 50 hours of Continuing Professional Development (CPD) per year, attending in-depth training in specialised clinical-related areas and in working with the target population, engaging in case sharing on a regular basis, and participating in additional workshops for self- and professional development through teams-teaching-teams.

ENTRY AND EXIT CRITERIA

Speech and language therapy at DAS can be accessed by children ranging from preschoolers to secondary school students, with or without a diagnosis of dyslexia, regardless of whether they are enrolled in any other DAS programme at the time of enrolment. The DAS SLTs are experienced in working with children diagnosed with dyslexia, various specific learning disorders, developmental language delay, global developmental delay, and autism spectrum disorder. Children are discharged from speech and language therapy when they have achieved the goals targeted in their Individual Intervention Plans (IIP). The IIPs are decided in conjunction with parents, as well as the students themselves where applicable (i.e. for older students).

INITIATIVES

Speech and language assessments

Besides conducting therapy, the SLTs at DAS conduct speech and language assessments which assess a student's speech as well as his/her receptive and expressive language abilities. These assessments seek to identify an individual's strengths and weaknesses with respect to speech and language. Each assessment includes an interview with the child's parents to obtain case history as well as the completion of both dynamic assessments and standardised assessments such as Clinical Evaluation of Language Fundamentals® - Fifth Edition (CELF-5) by the student. CELF-5 is a comprehensive and flexible assessment used to assess a student's language and communication skills, determine the presence of a language disorder, describe the nature of the language disorder and provide directions in therapy planning.

In 2017, the DAS SLTs conducted a total of 8 speech and language assessments.

WORKSHOPS AND TRAINING

In addition to the provision of regular therapy and assessment services, SLTs were actively involved in conducting workshops and training, as well as raising public awareness. Workshops were run for students, and training was provided to both DAS staff as well as to parents, education professionals and


members of the public.


New workshop for students

The PSLE Oral Exam Skills Workshop for Primary 5 and Primary 6 students was a new workshop developed in collaboration with the English Exam Skills team in 2017. The enriching oral preparation workshop was conducted by Ms. Siti Halimah Binte Mohamed Yahaya, Ms. Emilyn See Hui Zi and Ms. Sharon Reutens on 23 June 2017, at the Chua Chu Kang Learning Centre, running for 2.5 hours in the morning. Nine participants took part in the workshop which introduced tips for Reading Aloud and Engaging in Conversations. As the needs of each child was different, the content was adapted for the individual where necessary. Placement for National University of Singapore (NUS) Master of Science (Speech and Language Pathology) students

In 2017, DAS SLTs Ms. Ho Shuet Lian, Mr. Lee EK and Ms. Sharon Reutens were appointed Clinical Educators to two students from the NUS Master of Science (Speech and Language Pathology) programme during their placements at DAS from 2 October to 10 November 2017. The two students were guided and mentored in conducting both formal and dynamic speech and language assessments.

They gained considerable first-hand experience conducting assessments and benefitted from the knowledge and experience of the DAS SLTs involved. Based on their experience, they gave very positive feedback that the DAS SLTs provided solid guidance which furthered the development of their clinical skills, and they found the DAS SLTs highly encouraging and supportive throughout the whole placement. The DAS SLTs involved were grateful to be part of the clinical growth of the future generation of speech-language therapists.

145  **+26**
peaked in term 3 2017 students

86  **+16**
bursary students students



OUR ENGAGEMENT

LEARNING CENTRES

Registered in 1991, the DAS is today a vibrant Voluntary Welfare Organization with over 240 full time staff who provide a wide array of services for dyslexics including intervention programmes at our 14 Learning Centres strategically located across Singapore.

While most of our centres are located in the heartlands, some are close to amenities such as MRT stations and major shopping malls while some are school based such as Ang Mo Kio (Anderson Primary School), Bedok (FengShan Primary School) and Queenstown (Queenstown Primary School) centres making them easily accessible.

Our Learning Centres are equipped with the state of the art technology for the benefit of our students. Our classrooms feature advanced educational gadgets such as SmartBoards, SmartBars and iPads which makes learning creative and fun.

All our Learning Centres offer the Main Literacy Programme (MLP) while various centres offer a variety of our Specialized Educational Services (SES) such as Preschool, Maths, English Exam Skills, Speech Language Therapy and Speech Drama & Arts.

It was only four years ago when the community in Singapore witnessed the opening of the Chua Chu Kang Learning Centre. We are heartened to note the DAS continues to embark as a specialist in this area of field, providing proper intervention for dyslexic students and meeting their needs to excel in school and other curriculums.

Bringing centres closer to the heartlanders would also mean this organisation is creating more awareness to the public of the need to understand better this learning disability. We will assist as much as we can to focus on areas that your children need to work on and help them

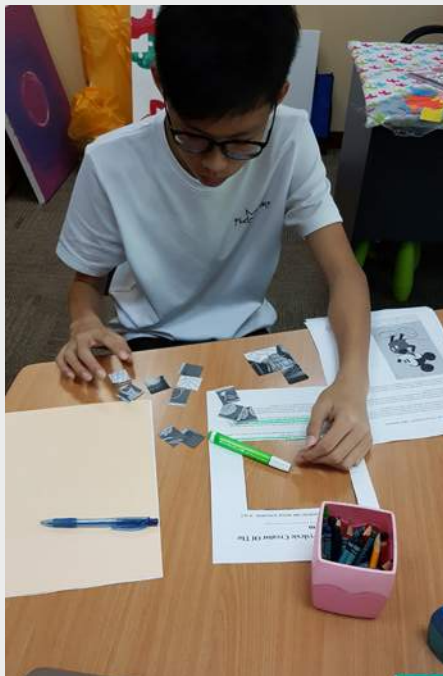
with challenges that previously seemed impossible.

We recognise the need for our presence to continue reaching out to parents of children with special needs and allowing them to grow and develop their unique skills through early intervention. Dyslexia, although a life-long condition, can have positive effects on the child's future progress, if given the right environment and resources to support in their different phases of learning.

Happy Halloween @ Woodlands Learning Centre



Artventure @ Jurong Point Learning Centre



Decorate Your Centre @ Chinatown Point Learning Centre



Deepavali Celebration @ Jurong Point Learning Centre



Events and Activities



<< UNITE SpLD 2017

More than 400 practitioners, learners and caregivers attended the third UNITE SpLD conference held on 19 June 2017 at the HDB Hub Auditorium. With the recurring theme “Research Worth Sharing” more than 60 international and local field experts presented new and cutting-edge research on identification and intervention of dyslexia and other SpLDs.



The streams covered topics such as Identification, Early Intervention, Beyond Basic Literacy, Technology and Resources, Multilingualism, Reading, Writing and Motor Skills, Visual Strategies and Professional Development.

World Dyslexia Awareness Week >>

World Dyslexia Awareness Week (WDAW) was celebrated on the first week of October. DAS and international partners celebrated the week raising awareness about dyslexia and other learning differences.

Throughout the week, DAS invited local and overseas individuals and organisations to participate in a fun and easy Tongue Twister Challenge. Participants were encouraged to attempt the tongue twisters as a way of showing their support for people with dyslexia as well as help promote awareness for learning differences.



<< DAS Academy Graduation

The DAS Academy Graduation took place at the MDIS on 11 October to celebrate and formally acknowledge the achievements of its many students on its training programme.

<< Student Graduation

The DAS Student Graduation took place at the Kallang Theatre on 25 November to celebrate the achievements of our students who completed their educational journey with DAS. Guest-of-honour, Ms Denise Phua was there to grace the event. Our graduation ceremony ended with an outstanding musical performance by our DAS students and staff members.



Preschool Seminar >>

Our 6th Preschool Seminar was held on 16 March at the Lifelong Learning Institute with the record-breaking attendance of 350 participants. We had two keynote speakers and four different breakout topics focusing on various issues in a preschool environment and the importance of early intervention. This time, the seminar centralised around the idea of providing an inclusive classroom for every pupil with topics such as Early Literacy, Writing in the Early Years, Managing Social and Emotional Difficulties, and Nurturing Social Skills in the Early Years.



<< 25th Anniversary Book Launch

“Clearly Different: Discovering the Differences” commemorates the association’s 25th Anniversary. The book chronicles DAS’s incredible journey from having just 12 students in its first learning centre, to helping thousands of children with dyslexia overcome their learning difference and changing mindsets about dyslexia in Singapore.

DAS hopes that the book will help its efforts in reaching out to more Singaporeans and the international community to create an inclusive society for people with dyslexia to live, work and achieve. Featuring exclusive never-been-told personal stories of individuals with dyslexia, the book also captures heartfelt stories of the ever-present community of family members, mentors, educators and other advocates who have provided strong support for them to realise their full potential.

“Clearly Different” was officially launched on 29 July 2017 at the 38th Installation Dinner of the RCRC on 29 July 2017 at Holiday Inn Parkview Hotel, in the presence of event Guest-of-Honour Mr Ong Keng Yong, former Secretary General of ASEAN.



Words From The Heart

01. Speech and Language Therapy

“Dear Shuet Lian (Speech and Language Therapist)

I hope that you are doing well. Unsure if you still remember my son B but you have given him 20 sessions of therapy around year 2012. In case you are unable to remember, he had sound sensitivity to birds and etc. And you were the one who introduced us to attend the seminar on sensitivity which lead us to learn and have assurance that he was not out of his mind.

I would like to share with you on the good news that B is now in Sec 4 Express studying in the Science stream and he is now preparing to sit for his GCE ‘O’ level end of this year. Early this year, he finally removed his ear muff PERMANENTLY and goes out of the house with no fear. He has also overcome his sound sensitivity by building up his mental strength to manage his pain and fear of the sounds. On top of that, he is now beginning to participate in classroom discussions (feedbacks from school teachers).

I am most happy and thankful that he has finally overcome his sensitivity to sounds. Now we still have 2 more senses to go, that is touch and lights.

I am updating you with this good news because you have played a major and important role at the time of his life by helping him overcome his difficulty in comprehending and expressing. It was a big milestone in his life.

Best regards,
T (parent)”

02. Chinese Programme

Parents Testimonials

“My son’s willingness to learn (has increased), he is motivated when his effort paid off, when he sees that his grade improved. His interest in Chinese, he doesn’t complain about learning anymore.”

“After attending class here, my child has initiated Chinese conversation with me.”





03. Speech and Language Therapy

“Hi, Teacher Eliz, we want to thank you for your valuable lesson / skill and tips you taught Ryan over the years. His speech improved, so has his self-confidence and self-esteem. Thank you for your patience and thank you for always going the extra mile for him.”

- Parent of a Sec 4 student

“VT has improved a lot when it comes to speaking. He talks more now, and even tries to argue and reason with me! I can also understand him better now when I ask him about his day, or when he tries to tell me something, because the content is less all over the place.”

- Parent of a P5 student



04. Speech and Drama Arts

Parents Testimonials

“My child has been able to read better and inject expression. Great improvement.”

“It has given her the opportunity to speak up.”

“Able to let children have fun and gain confidence in the process”

05. Preschool

Parents Testimonials

“My child has gained improvement and Ms Hana has been very supportive throughout the programme.” - Sengkang K2 Student

Fundraising

Youth for Causes

For the last 5 years, DAS has been a proud supported and participant of Youth For Causes, an initiative jointly organized by Citibank and YMCA. This year, DAS worked together with aspiring youths from 4 different schools and together we raised almost \$37,000.

Team TYE (through your eyes) from Nan Chiau High School planned and executed a Haunted House tour within their school in-conjunction with their Shines in Harmony, a charity fair that is held annually. Through this fair alone, Team TYE reached out to 1300 people, most of those were their very own Nan Chiau High students and staff as well as Nan Chiau Primary School students and staff as well as previous students, alumni, parents' support groups and finally the community.

Team TYE also conducted street sales and in total they raised a total of about \$11,000.

Project Guardian from Hwa Chong Institution, a recurring team from previous years conducted a movie gala of the Emoji Movie and even secured a sponsorship from RBS to support their movie gala. Even though faced with many challenges such as unforeseen delays and booking issues, they managed to raised almost \$9,800 for our association.

Cedar Girls Secondary School partnered with DAS for the first time and they were motivated to choose DAS because of their desire to help as many dyslexic children from the lower income families as much as possible. Through a series of street sales held at various locations around our sunny island, TeamDASMyDream raised almost \$9,500 for DAS students on bursary.

Hong Kah Secondary School had a more personal reason for picking DAS as their chosen SSO. Members of the team called Team Hong Kah In a Different Light were dyslexic or have dyslexic relatives that had received intervention from DAS. AS such, they decided that "it was now our turn to give back to those who allowed for our dear ones to overcome their problems in their education." Team Hong Kah sold tote bags to raise funds and in true entrepreneurial spirit, they managed to infuse awareness by having a special message printed on the tote bags. The tote bags had a custom printing that emulates the way a dyslexic reads.

From the sale of the tote bags brownies and Harvest Box snack packs, they have managed to raise \$7,000 for DAS.

RCRC Charity Movie Screening of Star Wars: The Last Jedi

Rotary Club of Raffles City organized a charity movie screening of Star Wars: The Last Jedi and they nominated Dyslexia Association of Singapore as one of their beneficiary. Through this fundraiser, they raised a total of \$12,500 and all of these will go towards funding our students on bursary.

Major Donations

Listed below are the major donations received throughout the year FY2017/2018, not including the fund received from Youth For Causes and RCRC Charity Movie Screening.

Total Donations

The total proceeds received from donations and fundraising activities amounted to \$727,000.

Organisations/Events

Barclays	\$23,100
Care & Share	\$68,700
Keppel Charity Golf 2016/2017	\$95,800
Marina Bay Sands Pte Ltd	\$103,400
Income OrangeAid	\$279,500
Hindu Endowments Board	\$9,300

Amount Donated

\$23,100
\$68,700
\$95,800
\$103,400
\$279,500
\$9,300

Outreach and Awareness

As 4%-10% of students in Singapore have some form of learning differences, DAS hope to raise awareness amongst educators and parents about dyslexia and signs and symptoms of it. These students struggle academically and many of them have low self esteem or anger management issues. If detected early, they can learn some strategies to compensate for their difficulties.

The DAS has been actively liaising with various schools and organisations to arrange for FREE awareness talks in the hopes of empowering caregivers, educators and general public. We customise the talks for two different groups:

- 1. 'Understanding Dyslexia' for Teachers
- 2. 'Understanding Dyslexia' for Parents

The talks are focused to equip audiences with a deeper understanding of dyslexia, empower them with the ability to identify dyslexic students and give them general tips on how they can help their students/children with their daily academic demands and hence, boost their self-esteem. With up-to-date information, visuals and hands-on activities, the awareness talks aim to ensure that audiences leave with a better awareness of dyslexia.

From April 2017 to March 2018, DAS did a total of 64 awareness talks to schools, organisations and other institutions. With these, we reached out to 2099 people. (1,039 teachers/educators, 805 parents/caregivers, 45 students and 210 attendees in the general public)

Awareness Participants

Students	2 %	Parents and Caregivers	38 %
Teachers and Educators	50 %	Others (Public / Volunteers)	10 %

Awareness Talks

Preschool	Schools	Other Organisations
Al Ansar Mosque Kindergarten	Kong Hwa School	Mindstretcher Learning Centre
My First Skool – Punggol	Guangyang Primary School	National Library – Chua Chu Kang
My First Skool – East Point Mall	Xingnan Primary School	National Library – Lifelong Learning Institute
My First Skool – Guillemard	Beacon Primary School	National Library – Woodlands
My First Skool – Fajar	Bukit Panjang Primary School	National Library – Bishan
PCF Sparketots – Cashew	Punggol Green Primary School	All Saints Home – Yishun
PCF Sparketots – Telok Blangah	Anderson Primary School	SUSS (SIM)
PCF Sparketots – Mountbatten	MOE Schools West Cluster 2 & 4	Barclays Bank
PCF Sparketots – Kampong Glam	CHIJ St. Nicholas Girls School	Great Eastern Life Insurance
PCF Sparketots – Bukit Batok East	East Spring Primary School	Buhler Singapore
E-Bridge Kindergarten	Holy Innocent High School	NYP
We Care Group	St. Margaret Secondary School	Chen Su Lan Methodist Church
Learning Vision Learning Centre	Bendemeer Primary School	KKH - Department of Child Development
Grace House Kindergarten	Ai Tong School	Singapore Book Council
Early Years Montessorri	Farrer Primary School	
Bethesda (Katong) Kindergarten	Woodlands Secondary School	
Mulberry Learning Centre	Greendale Secondary School	
Del Care Educare Centre	CHIJ Kellock	
Bethesda (AMK) Kindergarten	Seng Kang Primary School	
Key House Elementary Eduhouse		

Primary School Screening

Dates	Name of Organisation	Total Students Screened
25 May 2017	Punggol Green Primary School	38
31 May 2017	DAS @ Chua Chu Kang	110
01 July 2017	DAS @ Morning Star Sengkang	38
05 Aug 2017	DAS @ Morning Star Bedok	55
07 Sept 2017	DAS @ Woodlands	80
26 Aug 2017	East Coast Primary School	10
28 Oct 2017	Singapore Childrens Society	9
23 Nov 2017	DAS @ Bishan	100
20 Jan 2018	ISCOS	9
14 Mar 2018	DAS @ Bishan	136

Preschool Screening		
Dates	Name of Organisation	Total Students Screened
31 May 17	DAS @ Chua Chu Kang	73
25 Oct 17	PCF - Admiralty	12
22 Nov 17	DAS @ Bishan	28
12 Mar 18	DAS @ Bishan	64

Secondary School Screening		
Dates	Name of Organisation	Total Students Screened
1 June 2017	DAS @ Chua Chu Kang	6
07 Sept 2017	DAS @ Woodlands	4
23 Nov 2017	DAS @ Bishan	5
14 Mar 2018	DAS @ Bishan	6

Altogether, there were **177** preschool students, **566** primary students and 19 secondary students screened during these exercises. Of the preschool students screened, **37%** of them signed up for the DAS preschool programme. **23%** of the primary school students signed up and paid deposits for DAS assessment on the actual screening days. As for the secondary school students, **38%** of them signed up and paid for DAS assessment on the screening days.



DAS ACADEMY LTD.

Formerly the training arm of the Dyslexia Association of Singapore (DAS), DAS Academy Ltd. is now a Private Education Institution (PEI) registered with the Council for Private Education (CPE) since 2010. As Singapore began to respond to the vision of an inclusive society in 2004, the desire to create an inclusive learning environment in schools grew, and the demand for special needs training subsequently followed. We responded by increasing the repertoire and depth of special needs courses we offered. This move necessitated our registration with the CPE. DAS Academy currently specializes in training for teachers and professionals and empowers them to support children with specific learning differences (SpLD). The DAS Academy's courses provide a multi-disciplinary perspective of SpLDs, tapping into the perspectives and experiences of educational therapists, psychologists and speech therapists at the DAS. The DAS Academy also draws on DAS' 25 years of rich heritage of providing specialist dyslexia assessments and intervention to provide adult learners with an applied learning experience.

DAS Academy operates in this niche but captive market. DAS Academy is a key training provider for SpLD training in mainstream, international and special schools. Currently, the DAS Academy offers a wide range of courses. Practical workshops and certificates provide quick strategies, specialist diplomas provide a comprehensive blend of theory and practice and academic postgraduate masters aim to transform seasoned practitioners into domain experts. For a decade, the DAS Academy has been tasked by the Ministry of Education to deliver the Diploma in Special Education (Dyslexia) to their Allied Educators. The Masters of Arts in Special Educational Needs (MA SEN), offered by DAS Academy, in collaboration with the University of South Wales is a platform for seasoned educators to develop themselves as domain experts in this sector.

Individual Programmes

Master of Arts in Special Educational Needs/ Additional Learning Needs (MA SEN/ALN)

The Master of Arts in Special Educational Needs/ Additional Learning Needs (MA SEN/ALN) takes on a block delivery format and has been designed to provide for the continuous professional, academic and personal development of participants who are drawn from a range of backgrounds which are related to the field of Education. Course participants include teachers and leaders in schools, allied educators and parents and caregivers who work with children with a range of special educational needs (SEN).

Having its foundation in the professional and established SEN framework from the University of South Wales, the MA SEN/ALN programme in Singapore is further supplemented with local perspectives and practices to ensure its relevance for the local context. This is a programme that brings together high quality evidence-based SEN practices from the East and the West.

The programme provides access to a coherent framework of professional development in the area of SEN and encourages the effective synthesis of theoretical and practical knowledge. The intellectually rigorous context allows practitioners to progress to the next level of professional development by developing their skills of communication, analysis and research in the field of SEN at Master's level.

Specialist Diploma in Specific Learning Differences

The Specialist Diploma in Specific Learning Differences (SpLD) is a part-time course designed by the DAS Academy to meet the increasing demands for higher education in the field of specific learning differences. Offering a platform that promotes interactive and collaborative learning, this Specialist Diploma will engage students in the learning process as they explore, reflect and share knowledge and experiences as an individual and as a group. For the award of the Specialist Diploma in SpLD, students have to successfully complete six modules which includes a 10-hour Teaching Practicum with a struggling learner whom



they have chosen to support. The Specialist Diploma in Specific Learning Differences programme is a part-time course and will take up to three years to complete.

Specialist Diploma in Educational Therapy

The Specialist Diploma in Educational Therapy is designed as a part-time specialist qualification to empower educational therapists at the DAS to effectively support students receiving intervention at the DAS learning centres. Its aim is to equip DAS educational therapists with the theoretical knowledge and practical skills to build the literacy skills needed by dyslexic students as they journey from primary to secondary school. This part-time specialised training is conducted over three modules. Modules are designed to run consecutively and will complete in 9 months.

Diploma in Special Education (Dyslexia Studies)

The Diploma in Special Education (Dyslexia Studies) is designed as a part-time specialist qualification to allow Allied Educators in the Singapore Ministry of Education schools to gather theoretical knowledge on dyslexia (and other common types of learning differences likely to be presented with it) as well as practical skills to support learners in this field. The specialist diploma aims to empower allied educators to exhibit professional responses and take practical steps to ensure that mainstream students with learning difficulties enjoy equal access to the broader curriculum, just like their typically developing peers. Allied educators undertaking this programme will have to complete three modules for the Diploma in Special Education (Dyslexia Studies) award. Modules are designed to run consecutively and will complete in 9 months.

Certificates

DAS Academy currently offers 12 certificates on various topics. They are suitable for parents and educators who wish to deepen their SEN knowledge and broaden their practical teaching skills.

Workshops

DAS Academy currently offers 13 workshops on various topics. They are suitable for parents and educators who would like to equip themselves with basic Special Educational Needs (SEN) knowledge and practical teaching tips.

Funding

Through support from funding bodies, DAS Academy strives to make our courses more accessible to community partners and stakeholders who will benefit from SpLD training. With course objectives and outcomes aligned to the core competency roadmap outlined by Social Services Institute (SSI), six of our certificate courses have received support for funding.

The remaining six certificate courses are eligible for Skillsfuture Credit use. Voluntary Welfare Organisations (VWOs) can benefit from our training by tapping on the VWO-Charities Capability Fund (VCF). This will enhance partnership between VWOs and create a collaborative approach towards caregiving. Additionally, the Caregivers Training Grant (CTG) administered by the Agency of Integrated Care (AIC) has made our parent workshops more attainable for caregivers who need to build capabilities to better support their children with SpLD at home.



QUALITY ASSURANCE.

The programmes at the DAS Academy are registered with the CPE and come under the purview of four panellists in the Academic and Examination Board. The Academic Board and Examination Board convene three times a year to ensure adherence to high quality training services. The meetings cover the following discussions:

A	Approval of new modules introduced	C	Evaluation of existing modules
B	Confirmation of provisional grades of existing modules	D	Teaching and learning practices

In addition, as a partner institution of the USW, the DAS Academy follows the delivery systems and processes at USW, with reference to Chapter B10 of the UK Quality Code: Managing Higher Education Provision with Others. USW's systems and processes to protect academic integrity are in line with the QAA UK Quality Code for Higher Education. The University is also subject to periodic review by the Quality Assurance Agency, the most recent review being in 2015. The outcome of the review is that the panel is fully satisfied with the quality of partnership.

Every postgraduate course DAS Academy offers is subject to Annual Monitoring, the purpose of which is to: evaluate and improve course quality; ensure the best possible student experience with the resource available; identify and disseminate good practice; build up information needed for the course review process and for external reviews and audits; encourage reflective practice among module and course tutors; ensure appropriate action is taken to remedy any shortcomings and enhance provision. Clear mention has to be made in course monitoring reports of any partner institution where the course is also delivered.

The Quality Assurance Committee in USW receives reports on the outcomes of the external examining system and of annual course monitoring.



TOTAL ATTENDANCE

801

MASTER OF ARTS IN SPECIAL
EDUCATIONAL NEEDS LEVEL MODULES

29

DIPLOMA LEVEL MODULES

156

CERTIFICATE LEVEL MODULES

151

WORKSHOPS

244

CUSTOMISED TRAINING

221

CERTIFICATE LEVEL MODULES

151

In FY 2017/18, attendance for modules of the various programmes was registered as 801. It is important to note that, however, this does not necessarily translate into matching student headcounts because one student could have taken more than one module.

DAS International Services Ltd.

Main Programme

DAS International Services Ltd., a wholly owned subsidiary of the Dyslexia Association of Singapore since its inception in 2011 has been providing one to one Specialist support for students with literacy and Maths challenges through a customised one to one programme. In response to demand DAI has responded with new initiatives that aim to support students with Specific Learning Differences (SpLds) in Singapore and the region.

Services provided by DAS International include:

Specialist Tutoring	Regional Awareness	Overseas Assessments
Training	Consultancy	Online Tutoring

Sub Programmes

This programme is intended for students with Specific Learning Differences such as Dyslexia, Maths Learning Difficulties, who seek or require one to one Specialist Tutoring. Specialist tutoring adopts a problem-solving approach through the development of an individualised programme that aims to bridge the gaps in the child's learning.

	SPECIALIST TUTORING	INTENSIVE PROGRAMME	CURRICULUM BASED REMEDIATION
TEACHING AND DELIVERY	<ul style="list-style-type: none"> Regular weekly sessions Does not interfere with school hours 	<ul style="list-style-type: none"> Block sessions Ideal for vacation breaks 	<ul style="list-style-type: none"> Works closely with school to support homework and curriculum
RECOMMENDED FOR	<ul style="list-style-type: none"> Students who have completed the intensive programme Students who require a consistent personalised tutoring session 	<ul style="list-style-type: none"> Students who require intensive tutoring to close learning gap with mainstream education 	<ul style="list-style-type: none"> Students who are lagging behind curriculum Students who require a consistent personalised tutoring session



Student Enrolment

80

Students Attending International Schools

25

Student attending Ministry of Education (MOE) Schools

55

Specialist Teachers

17

Student Profiles

15

Dyslexia + Math Learning Difficulties

55

Dyslexia

5

Dyslexia + Autism / ADHD

3

Dyslexia + Speech and Language Impairment / Dysgraphia

1

Autism + ADHD

1

ADHD + Dyspraxia



+57%

Increase in student enrolment

Philippines

Indonesia

Australia

FACTS & FIGURES

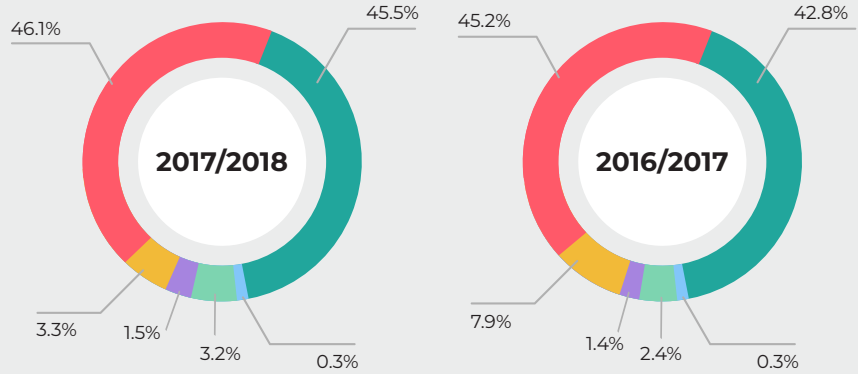
DYSLEXIA ASSOCIATION OF SINGAPORE AUDITED FINANCIAL INFORMATION

This Annual Report sets out the activities of the Dyslexia Association of Singapore (DAS) for the year ended 31 March 2018. The annexed governance report and audited financial statements for the year ended 31 March 2018 form an integral part of this Annual Report.

Financial Information Summary

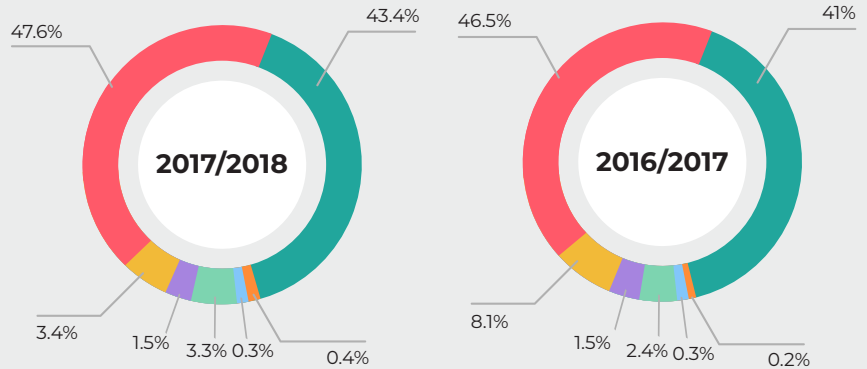
Breakdown of Total Income - Group

- MOE Grant
- Tuition and other fees
- Donations and other fundraising activities
- Wage credit and other government funding
- Investment and interest income
- Others



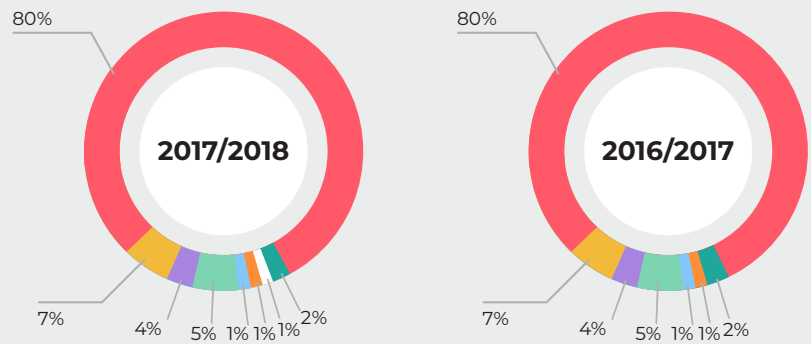
Breakdown of Total Income - Association

- MOE Grant
- Tuition and other fees
- Donations and other fundraising activities
- Wage credit and other government funding
- Investment and interest income
- Return of grant by subsidiaries
- Others



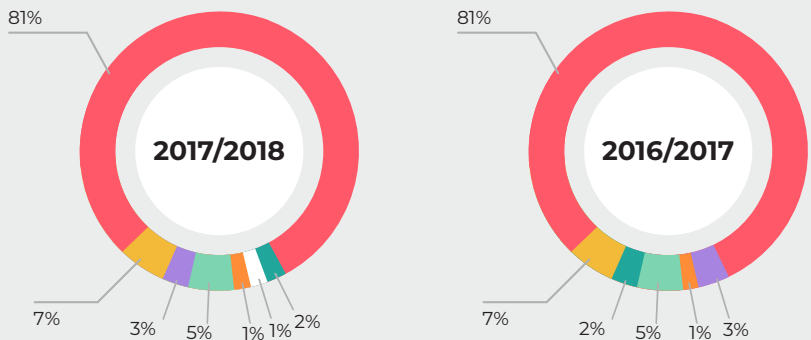
Breakdown of Expenditure - Group

- Staff related expenses
- Bursaries
- Rental expenses
- Depreciation of plant and equipment
- Course and other programme expenditures
- Publicity and publication
- Other operating expenses
- Impairment loss



Breakdown of Expenditure - Association

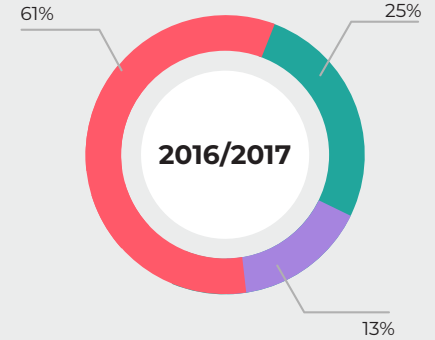
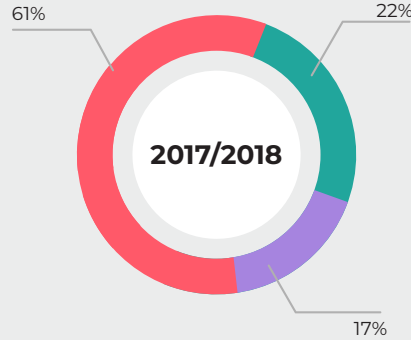
- Staff related expenses
- Bursaries
- Rental expenses
- Depreciation of plant and equipment
- Course and other programme expenditures
- Publicity and publication
- Other operating expenses
- Impairment loss



Financial Information Summary

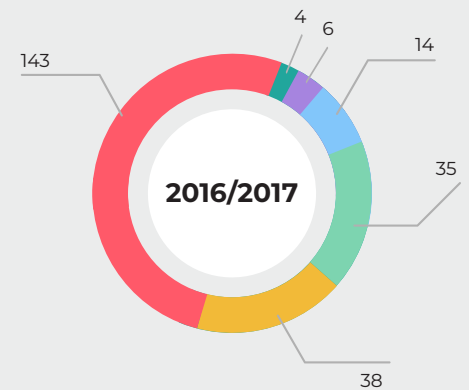
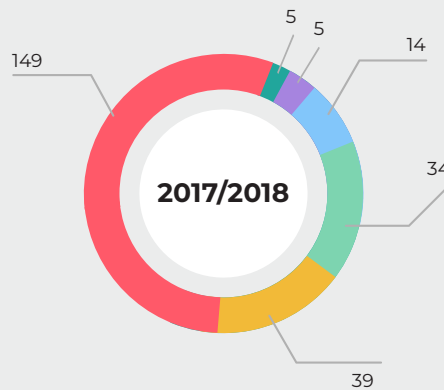
Breakdown of Bursaries - Association

- Main Literacy Programme
- SpLD Assessment Services
- Specialised Educational Services



Breakdown of Manpower - Association

- General Management Team
- Educational Therapists
- Psychologists
- Speech and Language Therapists
- Student Support Staff
- Corporate Services, Admin and Finance



Annual Remuneration of Top Three Management Staff

Annual Remuneration	Number of Management Staff	
	2018	2017
\$101,000 to \$200,000	1	2
\$201,001 to \$300,000	1	-
\$300,001 to \$400,000	1	1

Note:

Includes basic salary, bonuses, allowances and the employer's contributions to Central Provident Fund.

None of the Association's staff are close members of the family of the Chief Executive Officer or Executive Committee Members.

Audited Financial Information

Balance Sheet	Group		Association	
	2018 (\$)	2017 (\$)	2018 (\$)	2017 (\$)
CURRENT ASSETS				
Inventories	4,196	8,665	-	-
Trade and Other Receivables	2,620,780	2,005,190	2,571,485	1,928,227
Investments in Financial Assets	1,008,140	1,155,932	1,008,140	1,155,932
Cash and Bank Balances	12,196,138	13,229,225	11,550,053	12,742,616
	15,829,254	16,399,012	15,129,678	15,826,775
NON-CURRENT ASSETS				
Plant and Equipment	495,359	593,644	485,720	552,868
Investments in Financial Assets	3,031,875	2,541,125	3,031,875	2,541,125
	3,527,234	3,134,769	3,517,595	3,093,993
TOTAL ASSETS	19,356,488	19,533,781	18,647,273	18,920,768
CURRENT LIABILITIES				
Trade and Other Payables	3,613,440	3,578,198	3,612,201	3,660,394
Other Liabilities	2,301,040	2,534,245	2,121,635	2,337,074
Deposits Received	52,397	53,096	52,397	53,096
	5,966,877	6,165,539	5,786,233	6,050,564
NET CURRENT ASSETS	9,862,377	10,233,473	9,343,445	9,776,211
NET ASSETS	13,389,611	13,368,242	12,861,040	12,870,204
UNRESTRICTED FUNDS				
General Fund	1,016,542	814,882	986,009	814,882
Jimmy Daruwalla Fund	-	513,858	-	513,858
Jimmy and Roshen Daruwalla Fund	796,990	-	796,990	-
TOTAL UNRESTRICTED FUNDS	1,813,532	1,328,740	1,782,999	1,328,740

Audited Financial Information

Balance Sheet	Group		Association	
	2018 (\$)	2017 (\$)	2018 (\$)	2017 (\$)
RESTRICTED FUNDS				
Education Fund	11,531,545	11,723,725	11,033,507	11,225,687
Roshen Daruwalla Trust Fund	-	270,585	-	270,585
Parent-Teacher Group Fund	8,763	8,987	8,763	8,987
Library Fund	35,771	36,205	35,771	36,205
TOTAL RESTRICTED FUNDS	11,576,079	12,039,502	11,078,041	11,541,464
TOTAL FUNDS	13,389,611	13,368,242	12,861,040	12,870,204

Breakdown of Total Income	Group		Association	
	2017-2018	2016-2017	2017-2018	2016-2017
MOE Grant	10,059,067	10,195,328	10,059,067	10,195,328
Tuition and Other Fees	9,919,773	9,659,837	9,159,930	8,997,363
Donations and Other Fundraising Activities	727,332	1,771,099	727,332	1,771,099
Wage Credit and Other Government Funding	707,352	542,554	698,020	531,806
Investment and interest income	324,201	320,382	324,201	320,382
Return of Grant by Subsidiaries	-	-	80,000	50,000
Others	73,913	68,412	73,392	59,653
TOTAL INCOME	21,811,638	22,557,612	21,121,942	21,925,631

Bursaries	Association	
	2017-2018	2016-2017
Main Literacy Programme*	317,522	344,959
SpLD Assessment Services	239,090	179,630
Specialised Educational Services	876,835	834,466
TOTAL BURSARIES	1,433,447	1,359,055

*Bursary is inclusive of a portion recoverable from MOE upon approval of financial assistance application submitted by parents.

Audited Financial Information

Breakdown of Expenditure	Group		Association	
	2017-2018 (\$)	2017-2018 (\$)	2017-2018 (\$)	2016-2017 (\$)
Staff Related Expenses	17,446,093	16,683,919	17,146,134	16,522,346
Bursaries	1,433,520	1,359,055	1,433,520	1,359,055
Rental Expenses	850,026	847,021	685,762	682,757
Depreciation of Plant and Equipment	528,721	517,897	492,865	478,605
Course and Other Programme Expenditure	145,167	169,140	61,920	78,347
Publicity and Publication	186,344	204,471	177,627	194,780
Impairment Loss	147,792	-	147,792	-
Other Operating Expenses	1,052,606	1,066,554	985,486	1,000,872
TOTAL EXPENDITURE	21,790,269	20,848,057	21,131,106	20,316,762

Manpower	Association	
	2017-2018	2016-2017
General Management Team	5	6
Educational Therapists	149	143
Psychologists	14	14
Speech and Language Therapists	5	4
Learning Centre Staff	34	35
Corporate Service, Admin and Finance	39	38
TOTAL MANPOWER	246	240

FACTS & FIGURES

DAS ACADEMY LTD.
AUDITED FINANCIAL INFORMATION

Audited Financial Information

Balance Sheet		
CURRENT ASSETS	2018 (\$)	2017 (\$)
Cash and Bank Balances	459,405	361,808
Trade and Other Receivables	212,860	269,284
Inventories	4,196	8,665
	676,461	639,757
NON-CURRENT ASSET		
Plant and Equipment	9,604	40,674
TOTAL ASSETS	686,065	680,431
CURRENT LIABILITIES		
Trade and Other Payables	247,294	207,575
Other Liabilities	115,361	167,940
TOTAL LIABILITIES	362,655	375,515
NET ASSETS	323,410	304,916
FUND		
General Fund	323,410	304,916
TOTAL FUND	323,410	304,916

Audited Financial Information

Breakdown of Income

	2017-2018 (\$)	2016-2017 (\$)
Master of Arts in Special Educational Needs	265,651	273,411
Diploma Courses	418,372	445,210
Certificate Courses	251,332	189,809
Workshops	68,314	63,673
Others	18,627	22,281
TOTAL INCOME	1,022,296	994,384

Breakdown of Expenditure

	2017-2018 (\$)	2016-2017 (\$)
Staff Related Expenses	575,270	493,290
Course Expenditures	111,447	91,634
Rental Expenses	164,264	164,264
Depreciation of Plant and Equipment	35,789	38,964
Publicity and Publications	8,197	9,691
Other Operating Expenses	58,835	58,345
Return of Grant to Parent	50,000	50,000
TOTAL EXPENSES	1,003,802	906,188

Manpower

	2017-2018	2016-2017
Lecturers	6	4
Administration	3	3
TOTAL MANPOWER	9	7

FACTS & FIGURES

**DAS INTERNATIONAL
SERVICES LTD.
AUDITED FINANCIAL INFORMATION**

Audited Financial Information

Balance Sheet		
CURRENT ASSETS	2018 (\$)	2017 (\$)
Trade and Other Receivables	93,940	104,050
Cash and Bank Balances	186,680	124,801
	280,620	228,851
NON-CURRENT ASSET		
Plant and Equipment	35	102
TOTAL ASSETS	280,655	228,953
CURRENT LIABILITIES		
Trade and Other Payables	11,447	6,596
Other Liabilities	64,043	29,231
TOTAL LIABILITIES	75,490	35,827
NET ASSETS	205,165	193,126
FUND		
General Fund	205,165	193,126
TOTAL FUNDS	205,165	193,126

Breakdown of Income		
	2017-2018 (\$)	2016-2017 (\$)
Tuition Fees	226,122	102,050
Others	-	240
TOTAL INCOME	226,122	102,290

Audited Financial Information

Breakdown of Expenditure

	2017-2018 (\$)	2016-2017 (\$)
Trainer and Other Related Costs	151,964	66,080
Administrative Expenses	19,052	12,172
Other Operating Costs	13,067	11,548
Return of Grant to Parent	30,000	-
TOTAL EXPENSES	214,083	89,800

Manpower

	2017-2018	2016-2017
Specialist Teachers	17	11
TOTAL MANPOWER	17	11

DYSLEXIA ASSOCIATION OF SINGAPORE

Corporate Office

1 Jurong West Central 2 #05-01,
Jurong Point, Singapore 648886
Tel +65 6444 5700
Email info@das.or.sg

OUR LOCATIONS

Anderson Primary School

19 Ang Mo Kio Ave 9 #01-25
Indoor Sports Hall
Singapore 569785
Tel: 6452 1186 Fax: 6452 1185

Fengshan Primary School

307 Bedok North Road
Indoor Sports Hall #G3-10
Singapore 469680
Tel: 6444 6910 Fax: 6448 6018

Bishan Junction 8

9 Bishan Place, #06-03
Singapore 579837
Tel: 6250 0526 Fax: 6250 0654

Chinatown Point

133 New Bridge Road, #04-01
Singapore 059413
Tel: 6538 1658 Fax: 6538 1657

Choa Chu Kang

Blk 17 Teck Whye Lane #01-167
Singapore 680017
Tel: 6464 8609 Fax: 6464 8605

Jurong Point

1 Jurong West Central 2 #05-01
Singapore 648886
Tel: 6594 0331/2 Fax: 6444 7900

Woodlands

Blk 165 Woodlands St 13 #01-567
Singapore 730165
Tel: 6269 0730 Fax: 6269 0738

Parkway Parade

80 Marine Parade Road
#22-01/02 Singapore 449269
Tel: 6440 0716 Fax: 6440 0816

Queenstown Primary School

310 Margaret Drive
Singapore 149303
Tel: 6475 9535 Fax: 6476 2597

Sengkang

Blk 257C Compassvale Road
#01-545 Singapore 543257
Tel: 6881 2072 Fax: 6881 8426

Serangoon

Blk 411 Serangoon Central
#01-387 Singapore 550411
Tel: 6444 5700

Tampines

Blk 163 Tampines St 12 #01-257
Singapore 521163
Tel: 6786 0838 Fax: 6786 0868

Yishun

Blk 932 Yishun Central 1 #01-101
Singapore 760932
Tel: 6451 5582 Fax: 6481 2706

REX Learning Centre

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832
Tel: 6643 9600/1

Specialised Educational Services SpLD Assessment Services

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832

DAS Academy

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832
Tel: 6336 2555

DAS International

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832
Tel: 6643 9600

Other DAS Publications:

FACETS
Asia Pacific Journal of Developmental Difference
DAS Handbook
Clearly Different: Dyscovering the Differences
Embrace a Difference Kind of Mind: Personal Stories of Dyslexia
My Inner World
DAS Research
(www.das.org.sg/publications)



Dyslexia Association of Singapore

HELPING
DYSLEXIC
PEOPLE
ACHIEVE

The main title "HELPING DYSLEXIC PEOPLE ACHIEVE" is written in large, bold, red, sans-serif capital letters. The text is arranged in four lines. Several people are integrated into the letters: a man in a purple shirt and glasses is behind the 'H'; a young girl in a pink shirt is behind the 'I'; a young girl in a blue shirt is behind the 'S'; a young girl in a blue hijab is behind the 'L'; a woman in a white shirt is behind the 'P'; a woman in a blue dress is behind the 'E'; a young boy in a black shirt is sitting on the 'O'; a young boy in a white shirt and glasses is behind the 'P'; and a young boy in a white shirt and glasses is behind the 'A'.

Corporate Governance and Policies
FY2017/2018

Appendix

Corporate Governance

Executive Committee

DAS is governed by ten Executive Committee members headed by a president. The Executive Committee is responsible for pursuing the objectives of DAS.

Executive Committee Composition and Membership

All the Members are independent and do not receive any remuneration for their services to the DAS. New appointments of Members are recommended by the Executive Committee and are selected based on their skills, experience, knowledge, diversity and expertise.

Any newly appointed Members shall hold office only until the next Annual General Meeting (AGM) and shall then be eligible for re-election. There is a maximum term limit for the Executive Committee Treasurer of four (4) years.

Risk Management and Internal Controls

The Executive Committee has overall responsibility of DAS key risks to safeguard DAS interest and its assets. They have an oversight function, ensuring that processes are in place, they are adequate and effective in fulfilling the mission of DAS. The audit Committee assists the Executive Committee in providing risk management oversight while the ownership of day to day management and monitoring of existing internal control systems are delegated to the DAS General Management Team (GMT).

The Executive Committee has form seven (7) oversight sub-committees providing the relevant advice and expertise to DAS GMT. The seven sub-committees are:

- Audit
- Building
- Finance and Investment
- Fundraising
- Human Resource
- Programme and Services
- Nomination

Board composition and Members of the respective Board Committee from the last AGM date, 30 September 2017, are set out in the below.

Committee Members	Audit & Risk Mgt	Building	Finance & Investment	Fundraising	Human Resource	Programme & Services	Nomination
Eric Lee				M	M	M	C
Vincent Chen		M	M				
Kaka Singh		M	C		C		M
Paul Lim	M	M			M	M	
K Kesavapany	M	M		M		M	
Cynthia Tan	M			C	M	M	
M Rajaram	C	C		M			M
Connie Yang (till May 2018)				M	M	M	
Kevin Kwek			M	M		C	M
Zubin J Daruwalla			M	M		M	

C - denotes Chairman; M - denotes Member

Members and their respective attendance at the meetings from 1 April 2017 are set out below:

Committee Members ⁽¹⁾	Executive Committee	Audit & Risk Mgt	Finance & Investment	Fundraising	Human Resource	Programmes & Services	Nomination
No. of Meetings Held	7	4	5	4	1	7	2
Eric Lee	7	NA	NA	4	1	7	2
Vincent Chen	6	NA	3	NA	NA	6	NA
Kaka Singh	4	NA	5	NA	1	4	1
Paul Lim	1	-	NA	NA	-	1	NA
K Kesavapany	2	1	NA	-	NA	2	NA
Cynthia Tan	3	3	NA	4	1	3	NA
M Rajaram	5	4	NA	1	NA	5	2
Connie Yang	1	NA	NA	-	-	1	NA
Kevin Kwek	7	NA	4	1	NA	7	2
Zubin J Daruwalla	3	NA	-	1	NA	3	NA

(1) All Executive Committee members have met the constitutional requirements and none has been absent for three consecutive meetings without satisfactory explanation.

(2) Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. From 1 April 2017, the number of updates sent to various Committees are as follows: Executive Committee (126), Audit and Risk Management Committee (4), Finance & Investment Committee (29), Building Committee (7), Human Resource Committee (2), Fundraising Committee (1) and Nomination Committee (2). Some of these updates require written approval by the Executive Committee members.

The general management of the day-to-day operations of DAS is overseen by DAS GMT, which is led by the Chief Executive Officer (CEO) of DAS. The implementation of the policies and directives set by the Executive Committee is completed by the GMT.

Audit Committee

The Audit Committee facilitates the external and internal audit of DAS for the Executive Committee to obtain independent information about DAS activities.

The Audit Committee's responsibilities include overseeing the financial report and disclosure process, monitor the choice of accounting policies and principles; reviewing the audit plans and reports of the external and internal auditors and considers the effectiveness of the actions taken by DAS management on the auditors' recommendations; conducting periodic internal checks on key processes; analysing and address the risks associated to key processes; overseeing regulatory compliance and whistle-blower policies and reporting to the Executive Committee on any

financial irregularities and concerns. The Audit Committee has put in place a whistleblowing policy, whereby staff or any other person may raise concerns about possible improprieties in matters of financial reporting, fraudulent acts and other matters and ensure that arrangements are in place for independent investigations of such matters and appropriate follow up actions.

Building Committee

The Building Committee oversees new building or major renovation projects of DAS and/or its Learning Centres. It ensures the tender procedures are followed and will negotiate the tender price with the two contractors with the lowest quotations. The Building Committee's responsibilities is also to ensure the total cost of new building projects stay within the approved budget and will recommend to Executive Committee for approval if the cost should exceed the approved budget. The Building Committee did not meet during the year.

Finance and Investment Committee

The Finance and Investment Committee reviews and ensure budgets are properly prepared and in accordance to DAS plans. It ensures regular and accurate monitoring and accountability for funds, recommends financial guidelines; ensures financial reports are accurate and timely. The Finance and Investment Committee also directs and monitors the investment of the assets of DAS. It discharges its duties with due care, skill and diligence as a prudent investor by ensuring the investment objectives, policies and guidelines are consistent and appropriate. Review the asset allocation on a yearly basis and ensure allocations are appropriate given a change in the investment environment. Reports on the investment performance and financial condition of the Fund to the Executive Committee on a regular basis.

Fundraising Committee

The Fundraising Committee is responsible for overseeing DAS's overall fundraising efforts. It will work with staff to establish and approve the fundraising plan, take the lead in major fundraising events, monitor to ensure ethical fund raising practises, ensure donors are acknowledged appropriately and that fundraising efforts are cost effective.

Human Resource Committee

The Human Resource Committee oversees the drafting and/or revising of personnel policies; reviews job descriptions; establishes salary structure; and annually reviews staff salaries and benefits package. It also guide the development, review and authorisation of HR policies and procedures in DAS. The Human Resource Committees also acts as a Grievance Board against the Chief Executive Officer or when an employee formally appeals a decision by the Chief Executive Officer.

Programme and Services Committee

The Programme and Services Committee ensure the operations and programmes in DAS are directed towards achieving its objectives. This committee meets in conjunction with the General Executive Committee meetings.

Nomination Committee

Nomination Committee is responsible for the general affairs of the Board. The tasks of the Committee include reviewing the composition of the Executive Committee annually to ensure that the Board has an appropriate balance of independent Executive Committee members and to ensure an appropriate balance of expertise, skills, attributes and ability among the members.

The Committee also identifies potential board member candidates and explores their interest and availability for board service; nominates individual to be elected as members of the Board; takes the lead in succession planning; nominates Executive Committee members for election as office bearers; and designs and oversees a process of Executive Committee orientation.

Corporate Policies

DAS Reserve Policy

The Group's and the Association's primary objective is helping dyslexic people achieve. It aims to build a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore.

Pursuant to the Code of Governance for Charities and IPCs Guideline 6.4.1, the Executive Committee has established a Reserve Policy for the Group to provide financial stability and the means for the development of the principal activity. The Group will use the reserves for the operating purposes not subject to commitments,

planned expenditure and spending limits. Reserves include Education Fund and Unrestricted Funds.

The Board reviews the amount of reserves on an annual basis that is required to ensure that it is adequate to fulfil our continuing obligations.

The Group will build its reserves towards a level which is at least equivalent to:
Total Reserves = (Total Expenditure – 75% of Government Grant – Net Fees) x 3 years, computed as follows:

	Group		Association	
	2018	2017	2018	2017
Total Operating Expenses	20,354,000	19,467,000	19,695,000	18,935,000
75% of Government Grant	7,544,000	7,646,000	7,544,000	7,646,000
Net Fees	4,967,000	4,839,000	4,587,000	4,506,000
Net Expenditure	7,843,000	6,982,000	7,564,000	6,783,000
Total Reserves Required	23,530,000	20,946,000	22,692,000	20,349,000

The reserves position at group level for the financial year is as follows:

	Current Year	Previous Year	Inc/(dec)
Unrestricted Funds (Reserves)	1,814,000	1,329,000	485,000
Restricted / Designated Funds:			
- Education Fund	11,532,000	11,724,000	(192,000)
Total Funds	13,346,000	13,053,000	293,000
Ratio of Reserves⁽¹⁾ to Net Expenditure⁽²⁾ over 3 years	0.57	0.62	(0.45)

(1) Unrestricted Funds and Education Fund.

(2) Charitable Activities and Other Operating and Administration Expenses, net of fees and 75% government grants.

Corporate Policies

DAS Conflict of Interest Policy

The Policies and procedures on Conflict of Interest at DAS are as follows:

1. Board members and staff have to complete and submit the Conflict of Interest form on an annual basis or when actual or potential conflicts of interest arise at the earliest opportunity.
2. Staff shall not be involved in setting his or her own remuneration. This does not apply to Board members as they do not receive any remuneration.
3. When Board members have:
 - a. Any interest in business transactions or contracts that DAS may enter into; or
 - b. Any interest in other organisations that DAS has dealings with or is considering entering into joint ventures with; or
 - c. Any interest as the charity's suppliers, service users, beneficiaries or staff. The Board member concerned should not vote on the matter nor participate in discussions. He or she shall also offer to withdraw from the meeting, and the other Board members should decide if this is required. The reason for how a final decision is made on the transaction or contract will be recorded in the minutes of the meeting.
4. Any appointment of staff who is related to current Board members or staff shall undergo the established human resource procedures for recruitment, performance evaluation and remuneration.

Board members or staff should make a declaration of such relationships and not influence decisions made during these procedures

DAS Loans Policy

DAS does not grant loans to third parties.

DAS Investment Policy

DAS has to set aside liquid funds for its normal operations. It is to maintain liquid funds equivalent to 3 months of operational expenses and foreseeable requirements (such as capital expenditures). These funds

can be held as cash in current account or one (1) month fixed deposits.

The balance of its funds can be regarded as investible funds with the bulk placed in fixed deposits or bonds, and a smaller portion in equities. As the total investible funds in DAS will vary from time to time, and taking into account the tradeoff between liquidity and yield, and the yield difference at the time of investment, the portion invested fixed deposits, bonds and equities may shift accordingly. However the limit set is 40% in bonds (capped at \$3.5M) and 20% (capped at \$1.5M) in equities with the balance in fixed deposits of 3 months to 12 months duration.

DAS will invest in bonds which satisfy the following guideline:

- a. Singapore dollar denominated bonds to avoid foreign exchange risks,
- b. Restricted to corporate bonds that are issued by Singapore banks or major Singapore companies linked to Temasek Holdings and bonds that are rated investment grade to minimise credit risk.
- c. Restricted to bonds with 5 years or less to maturity. Preference shares that have the above characteristics of bonds can also be considered. Investments in bonds which vary from the above guidelines must be specifically approved by the Finance Committee and Executive Committee.

HR Practices Remuneration and Performance Management

DAS reviews its Compensation and Benefits every two years to ensure that all staff are paid equitably, commensurate with their academic qualifications, relevant working experience, as well as the economic value of skills.

Recommendations to revise salaries across all staff or specific categories of staff are forwarded to the Executive Committee (Exco) HR Committee for approval and then to the Exco Finance Committee for inclusion in the budget before endorsement by the Full Exco.

Amongst Voluntary Welfare Organisations, DAS provides one of the more comprehensive medical coverage, including Group Personal

Accident and Group Term Life for its staff. DAS has also increased its dental allowance for staff in FY 2017-2018.

DAS watches closely the Singapore economy and the updates in government policies, and the ensuing opportunities and challenges that may occur to DAS. We embrace the Adapt and Grow initiative by the Ministry of Manpower, and are working actively with Workforce Singapore to participate in the Professional Conversion Programme (PCP). We encourage PMETs to join DAS as Educational Therapists.

The performance appraisal aims to achieve the following to support the achievement of DAS mission, objectives and strategies:

- Measure employee performance.
- Provide feedback and identify performance gaps to improve employee performance.
- Identify training and development needs.
- Allocate rewards and recognition through promotion, performance based bonuses and merit increments.

An E-appraisal system was launched in FY 2014-2015. Prior to this, performance appraisal was conducted on hardcopy forms. Awarding of Performance Bonus (PB) tied to performance rating was introduced in FY 2013-2014.

In addition to the annual appraisal cycle where different quantum of PB are be paid depending on the performance rating of the staff, DAS also offers Quantitative Performance Awards (QPA) to recognise the top 10% of staff who have conducted the highest number of psychological assessments, taught the most number of students, achieved the best productivity and efficiency ratios in administration, etc.

The monthly CEO Commendation Award is another means by which DAS shows appreciation to staff who go beyond their job description and step up when the occasions call for it.

DAS also presents Long Service Awards (LSA) to its staff, starting with completion of five years of service.

Whistle-Blowing Policy

DAS and its EXCO are fully committed to conducting its operations with integrity and consistent with the highest ethical standards, and in compliance with all applicable laws and regulatory requirements. DAS strongly believes that the actions and conduct of all employees, as well as other persons acting on behalf of DAS and/or its subsidiaries, are essential to maintaining these standards. The EXCO has approved and adopted a Whistle-blowing Policy to ensure necessary arrangements are available where whistle-blowers may raise concerns about possible improprieties without fear of reprisals in any form.

The Audit Committee of the EXCO of DAS shall have the overall authority and oversight of the Policy from time to time. The Audit Committee may in its absolute discretion delegate the investigation of the whistle-blowing reports and implementation of this Policy to such person as it deems fit.

It is the responsibility of all officers and employees of DAS to report any possible improprieties. He/She can report to Chairman Audit Committee. The whistle-blowing policy is available on the DAS website (<http://das.org.sg/about-das/organisationinformation>).

**DYSLEXIA ASSOCIATION OF SINGAPORE
AND ITS SUBSIDIARIES
(UEN: S91SS0096B)
(Registered under the Societies Act, Chapter 311)
(Charity Registration No: 01155)
(IPC No: 000249)**

FINANCIAL STATEMENTS

FOR THE REPORTING YEAR ENDED 31 MARCH 2018

Dyslexia Association of Singapore and its Subsidiaries
(Incorporated in Singapore)

Financial Statements

For the financial year ended 31 March 2018

Contents

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**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENT BY EXECUTIVE COMMITTEE**

FOR THE REPORTING YEAR ENDED 31 MARCH 2018

In the opinion of the Executive Committee,

- (i) the accompanying financial statements which comprise the balance sheets, statements of financial activities and statements of cash flows of the Group and of the Association are drawn up so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2018 and of the results and cash flows of the Group and of the Association for the reporting year then ended; and
- (ii) at the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due.

On behalf of the Executive Committee



Lee Siew Pin Eric
President



Chen Wei Ching
Honorary Treasurer

Singapore, 28 August 2018

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Dyslexia Association of Singapore (the "Association") and its subsidiaries (the "Group"), which comprise the balance sheets of the Group and of the Association as at 31 March 2018, and the statements of financial activities and statements of cash flows of the Group and of the Association for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements are properly drawn up in accordance with the provisions of the Societies Act, Chapter 311 (the Societies Act), the Charities Act, Chapter 37 and other relevant regulations (the Charities Act and Regulations) and Charities Accounting Standard ("CAS") so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2018 and the results and cash flows of the Group and of the Association for the year ended on that date.

Basis for Opinion

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

RT LLP
Chartered Accountants
UEN : T08LL0811J

RT ASEAN Pte Ltd
Head Office
UEN : 201537050N

RT Advisory Pte Ltd
UEN : 201510979W

RT Links Pte Ltd
UEN : 201542866E

RT Academy Pte Ltd
UEN : 201527798R

RT Business Advisory Sdn Bhd
Company No: 1124767-X



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**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Other Information

Management is responsible for the other information. The other information comprises the information included in the Annual Report, but does not include the financial statements and our auditor's report thereon.

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

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

Responsibilities of Management and Executive Committee for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the provisions of the Societies Act, the Charities Act and Regulations and CAS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

The Executive Committee is responsible for overseeing the Group's and Association's financial reporting process.



INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES FOR THE REPORTING YEAR ENDED 31 MARCH 2018

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Group's and Association's internal control
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Group's and the Association's ability to continue as going concerns. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Group and the Association to cease to continue as going concerns.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

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



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Report on Other Legal and Regulatory Requirements

In our opinion:

- (a) the accounting and other records required to be kept by the Association have been properly kept in accordance with the provisions of the Societies Regulations enacted under the Societies Act, the Charities Act and Regulations; and
- (b) the fund-raising appeals held during the financial year have been carried out in accordance with Regulation 6 of the Societies Regulations issued under the Societies Act and proper accounts and other records have been kept of the fund-raising appeals.

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

- (a) the Association has not used the donation moneys in accordance with its objectives as required under Regulation 11 of the Charities (Institutions of a Public Character) Regulations; and
- (b) the Association has not complied with the requirements of Regulation 15 of the Charities (Institutions of a Public Character) Regulations.

A handwritten signature in blue ink, appearing to read 'R7 LCP', is written over a horizontal line.

RT LLP
Public Accountants and
Chartered Accountants

Singapore, 28 AUG 2018

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Group	Note	Unrestricted Funds	Restricted Funds	Total 2018	Total 2017
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	554,335	586,179	1,140,514	2,053,993
Activities for generating funds	4	5,617	-	5,617	5,934
Investment income	5	15,514	308,687	324,201	320,382
Income from charitable activities	6	20,341,072	234	20,341,306	20,177,303
Total Income		20,916,538	895,100	21,811,638	22,557,612
EXPENDITURES					
Costs of generating funds					
Voluntary income	7	106,528	2,403	108,931	150,774
Cost of resource books sold	7	4,466	-	4,466	2,692
Investment management cost	7	1,580	146,212	147,792	-
Charitable activities	8	20,551,279	939,323	21,490,602	20,638,708
Governance costs		38,478	-	38,478	55,883
Total expenditures		20,702,331	1,087,938	21,790,269	20,848,057
Net surplus/(deficit)		214,207	(192,838)	21,369	1,709,555
Gross transfers between funds					
Gross transfer from funds		(513,858)	(270,585)	(784,443)	(145,978)
Gross transfer to funds		784,443	-	784,443	145,978
		270,585	(270,585)	-	-
Net movement in funds		484,792	(463,423)	21,369	1,709,555
Reconciliation of funds					
Total funds brought forward		1,328,740	12,039,502	13,368,242	11,658,687
Total funds carried forward		1,813,532	11,576,079	13,389,611	13,368,242

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018

<u>Association</u>	<u>Note</u>	<u>Unrestricted Funds</u>	<u>Restricted Funds</u>	<u>Total 2018</u>	<u>Total 2017</u>
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	547,120	586,179	1,133,299	2,050,679
Investment income	5	15,514	308,687	324,201	320,382
Income from charitable activities	6	19,584,208	234	19,584,442	19,504,570
Total Income		20,146,842	895,100	21,041,942	21,875,631
EXPENDITURES					
Cost of generating funds					
Voluntary income	7	106,528	2,403	108,931	150,774
Investment management cost	7	1,580	146,212	147,792	-
Charitable activities	8	19,906,016	939,323	20,845,339	20,121,696
Governance costs		29,044	-	29,044	44,292
Total expenditures		20,043,168	1,087,938	21,131,106	20,316,762
Net income before return of grant		103,674	(192,838)	(89,164)	1,558,869
Return of grant by subsidiaries	26	80,000	-	80,000	50,000
Net surplus/(deficit)		183,674	(192,838)	(9,164)	1,608,869
Gross transfers between funds					
Gross transfer from funds		(513,858)	(270,585)	(784,443)	(296,664)
Gross transfer to funds		784,443	-	784,443	296,664
		270,585	(270,585)	-	-
Net movement in funds		454,259	(463,423)	(9,164)	1,608,869
Reconciliation of funds					
Total funds brought forward		1,328,740	11,541,464	12,870,204	11,261,335
Total funds carried forward		1,782,999	11,078,041	12,861,040	12,870,204

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
BALANCE SHEETS
AS AT 31 MARCH 2018

	<u>Note</u>	<u>Group</u>		<u>Association</u>	
		<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
		\$	\$	\$	\$
Current assets					
Inventories	9	4,196	8,665	-	-
Trade and other receivables	10	2,620,780	2,005,190	2,571,485	1,928,227
Investments in financial assets	11	1,008,140	1,155,932	1,008,140	1,155,932
Cash and bank balances	12	12,196,138	13,229,225	11,550,053	12,742,616
		<u>15,829,254</u>	<u>16,399,012</u>	<u>15,129,678</u>	<u>15,826,775</u>
Non-current assets					
Plant and equipment	13	495,359	593,644	485,720	552,868
Investments in financial assets	11	3,031,875	2,541,125	3,031,875	2,541,125
		<u>3,527,234</u>	<u>3,134,769</u>	<u>3,517,595</u>	<u>3,093,993</u>
Total assets		<u>19,356,488</u>	<u>19,533,781</u>	<u>18,647,273</u>	<u>18,920,768</u>
Current liabilities					
Trade and other payables	15	3,613,440	3,578,198	3,612,201	3,660,394
Other liabilities	16	2,301,040	2,534,245	2,121,635	2,337,074
Deposits received	17	52,397	53,096	52,397	53,096
		<u>5,966,877</u>	<u>6,165,539</u>	<u>5,786,233</u>	<u>6,050,564</u>
Net current assets		<u>9,862,377</u>	<u>10,233,473</u>	<u>9,343,445</u>	<u>9,776,211</u>
Net assets		<u>13,389,611</u>	<u>13,368,242</u>	<u>12,861,040</u>	<u>12,870,204</u>
Funds					
<u>Unrestricted Funds</u>					
General Fund	18	1,016,542	814,882	986,009	814,882
Jimmy Daruwalla Fund	19	-	513,858	-	513,858
Jimmy and Roshen Daruwalla Fund	20	796,990	-	796,990	-
		<u>1,813,532</u>	<u>1,328,740</u>	<u>1,782,999</u>	<u>1,328,740</u>
<u>Restricted Funds</u>					
Education Fund	21	11,531,545	11,723,725	11,033,507	11,225,687
Roshen Daruwalla Trust Fund	22	-	270,585	-	270,585
Parent-Teacher Group Fund	23	8,763	8,987	8,763	8,987
Library Fund	24	35,771	36,205	35,771	36,205
Total restricted funds		<u>11,576,079</u>	<u>12,039,502</u>	<u>11,078,041</u>	<u>11,541,464</u>
Total funds		<u>13,389,611</u>	<u>13,368,242</u>	<u>12,861,040</u>	<u>12,870,204</u>

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

	<u>Note</u>	<u>2018</u> \$	<u>Group</u> <u>2017</u> \$
Operating activities			
Net surplus		21,369	1,709,555
Adjustments for:			
Depreciation of plant and equipment	13	528,721	517,897
Allowance for doubtful debts	10	7,344	9,663
Plant and equipment written off	8	2	4,258
Gain on disposal of plant and equipment	6	-	(205)
Impairment loss on investments in financial assets	7	147,792	-
Interest and dividend income	4,5	<u>(324,315)</u>	<u>(320,610)</u>
Operating cash flows before changes in working capital		380,913	1,920,558
Decrease/(increase) in inventories		4,469	(1,284)
(Increase)/decrease in trade and other receivables		(603,313)	242,631
Increase in trade and other payables		35,242	385,546
(Decrease)/increase in other liabilities		(233,205)	102,342
Decrease in deposits received		<u>(699)</u>	<u>(701)</u>
Net cash flows (used in)/generated from operating activities		<u>(416,593)</u>	<u>2,649,092</u>
Investing activities			
Purchase of plant and equipment	13	(430,438)	(212,659)
Proceeds from disposal of plant and equipment		-	205
Purchase of financial assets	11	(1,256,875)	(250,625)
Proceeds from disposal of financial assets		750,000	500,000
Maturity/(placement) of short-term deposit		8,715,556	(5,500,000)
Interest and dividend income received		<u>320,705</u>	<u>296,326</u>
Net cash flows generated from/(used in) investing activities		<u>8,098,948</u>	<u>(5,166,753)</u>
Net increase/(decrease) in cash and cash equivalents		7,682,355	(2,517,661)
Cash and cash equivalents at the beginning of the year		<u>4,468,011</u>	<u>6,985,672</u>
Cash and cash equivalents at the end of the year	12	<u>12,150,366</u>	<u>4,468,011</u>

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

	<u>Note</u>	<u>2018</u> \$	<u>Association</u> <u>2017</u> \$
Operating activities			
Net (deficit)/surplus before return of grant		(89,164)	1,558,869
Adjustments for:			
Depreciation of plant and equipment	13	492,865	478,605
Allowance for doubtful debts	10	7,344	9,021
Plant and equipment written off	8	1	3,738
Gain on disposal of plant and equipment	6	-	(205)
Impairment loss on investments in financial assets	7	147,792	-
Interest and dividend income	5	(324,201)	(320,382)
Operating cash flows before changes in working capital		234,637	1,729,646
(Increase)/decrease in trade and other receivables		(630,981)	260,686
(Decrease)/increase in trade and other payables		(48,193)	399,780
(Decrease)/increase in other liabilities		(215,439)	64,042
Decrease in deposits received		(699)	(701)
Net cash flows (used in)/generated from operating activities		(660,675)	2,453,453
Investing activities			
Purchase of plant and equipment	13	(425,718)	(199,206)
Proceeds from disposal of plant and equipment		-	205
Purchase of financial assets	11	(1,256,875)	(250,625)
Proceeds from disposal of financial assets		750,000	500,000
Maturity/(placement) of short-term deposit		8,715,556	(5,500,000)
Return of grant by subsidiaries	26	80,000	50,000
Interest and dividend income received		320,705	296,212
Net cash flows generated from/(used in) investing activities		8,183,668	(5,103,414)
Net increase/(decrease) in cash and cash equivalents		7,522,993	(2,649,961)
Cash and cash equivalents at the beginning of the year		4,027,060	6,677,021
Cash and cash equivalents at the end of the year	12	11,550,053	4,027,060

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Group	Note	← Unrestricted Funds →			← Restricted Funds →					Total 2018	Total 2017	
		General Fund	Jimmy Daruwalla Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Roshen Daruwalla Trust Fund	Parent-Teacher Group Fund	Library Fund			Subtotal
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
INCOME												
Income from generated funds												
Voluntary income	3	550,335	-	4,000	554,335	586,179	-	-	-	586,179	1,140,514	2,053,993
Activities for generating funds	4	5,617	-	-	5,617	-	-	-	-	-	5,617	5,934
Investment income	5	-	-	15,514	15,514	308,687	-	-	-	308,687	324,201	320,382
Income from charitable activities	6	20,341,072	-	-	20,341,072	-	-	234	-	234	20,341,306	20,177,303
Total income		20,897,024	-	19,514	20,916,538	894,866	-	234	-	895,100	21,811,638	22,557,612
EXPENDITURES												
Cost of generating funds												
Voluntary income	7	106,528	-	-	106,528	2,403	-	-	-	2,403	108,931	150,774
Cost of resource books sold	7	4,466	-	-	4,466	-	-	-	-	-	4,466	2,692
Investment management cost	7	-	-	1,580	1,580	146,212	-	-	-	146,212	147,792	-
Charitable activities	8	20,545,892	-	5,387	20,551,279	938,431	-	458	434	939,323	21,490,602	20,638,708
Governance costs		38,478	-	-	38,478	-	-	-	-	-	38,478	55,883
Total expenditures		20,695,364	-	6,967	20,702,331	1,087,046	-	458	434	1,087,938	21,790,269	20,848,057
Net surplus/(deficit)		201,660	-	12,547	214,207	(192,180)	-	(224)	(434)	(192,838)	21,369	1,709,555

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Group	← Unrestricted Funds →			← Restricted Funds →					Total 2018	Total 2017	
	General Fund	Jimmy Daruwalla Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Roshen Daruwalla Trust Fund	Parent-Teacher Group Fund	Library Fund			Subtotal
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Gross transfer between funds											
Gross transfer from funds	-	(513,858)	-	(513,858)	-	(270,585)	-	-	(270,585)	(784,443)	(145,978)
Gross transfer to funds	-	-	784,443	784,443	-	-	-	-	-	784,443	145,978
	-	(513,858)	784,443	270,585	-	(270,585)	-	-	(270,585)	-	-
Net movement in funds	201,660	(513,858)	796,990	484,792	(192,180)	(270,585)	(224)	(434)	(463,423)	21,369	1,709,555
Reconciliation of funds											
Total funds brought forward	814,882	513,858	-	1,328,740	11,723,725	270,585	8,987	36,205	12,039,502	13,368,242	11,658,687
Total funds carried forward	1,016,542	-	796,990	1,813,532	11,531,545	-	8,763	35,771	11,576,079	13,389,611	13,368,242

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Association	Note	← Unrestricted Funds →			← Restricted Funds →					Total 2018	Total 2017	
		General Fund	Jimmy Daruwalla Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Roshen Daruwalla Trust Fund	Parent-Teacher Group Fund	Library Fund			Subtotal
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
INCOME												
Income from generated funds												
Voluntary income	3	543,120	-	4,000	547,120	586,179	-	-	-	586,179	1,133,299	2,050,679
Investment income	5	-	-	15,514	15,514	308,687	-	-	-	308,687	324,201	320,382
Income from charitable activities	6	19,584,208	-	-	19,584,208	-	-	234	-	234	19,584,442	19,504,570
Total income		20,127,328	-	19,514	20,146,842	894,866	-	234	-	895,100	21,041,942	21,875,631
EXPENDITURES												
Cost of generating funds												
Voluntary income	7	106,528	-	-	106,528	2,403	-	-	-	2,403	108,931	150,774
Investment management cost	7	-	-	1,580	1,580	146,212	-	-	-	146,212	147,792	-
Charitable activities	8	19,900,629	-	5,387	19,906,016	938,431	-	458	434	939,323	20,845,339	20,121,696
Governance costs		29,044	-	-	29,044	-	-	-	-	-	29,044	44,292
Total expenditures		20,036,201	-	6,967	20,043,168	1,087,046	-	458	434	1,087,938	21,131,106	20,316,762
Net surplus/(deficit) before return of grant		91,127	-	12,547	103,674	(192,180)	-	(224)	(434)	(192,838)	(89,164)	1,558,869
Return of grant by subsidiaries	25	80,000	-	-	80,000	-	-	-	-	-	80,000	50,000
Net surplus/(deficit)		171,127	-	12,547	183,674	(192,180)	-	(224)	(434)	(192,838)	(9,164)	1,608,869

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

Association	← Unrestricted Funds →			← Restricted Funds →					Subtotal	Total 2018	Total 2017
	General Fund	Jimmy Daruwalla Fund	Jimmy And Roshen Daruwalla Fund	Education Fund	Roshen Daruwalla Trust Fund	Parent-Teacher Group Fund	Library Fund				
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Gross transfer between funds											
Gross transfer from funds	-	(513,858)	-	(513,858)	-	(270,585)	-	-	(270,585)	(784,443)	(296,664)
Gross transfer to funds	-	-	784,443	784,443	-	-	-	-	-	784,443	296,664
	-	(513,858)	784,443	270,585	-	(270,585)	-	-	(270,585)	-	-
Net movement in funds	171,127	(513,858)	796,990	454,259	(192,180)	(270,585)	(224)	(434)	(463,423)	(9,164)	1,608,869
Reconciliation of funds											
Total funds brought forward	814,882	513,858	-	1,328,740	11,225,687	270,585	8,987	36,205	11,541,464	12,870,204	11,261,335
Total funds carried forward	986,009	-	796,990	1,782,999	11,033,507	-	8,763	35,771	11,078,041	12,861,040	12,870,204

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

These notes form an integral part of and should be read in conjunction with the accompanying financial statements.

1. GENERAL

The Association is registered in the Republic of Singapore under the Societies Act, Chapter 311. It is an Institution of Public Character (IPC) and a registered charity under the Singapore Charities Act, Chapter 37.

The Association functions as a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore. The principal activities of the subsidiaries are disclosed in Note 14.

The registered office is located at 1 Jurong West Central 2, #05-01 Jurong Point Singapore 648886. The Association has fourteen learning centres.

The financial statements for the reporting year ended 31 March 2018 were approved and authorised for issue by the Executive Committee on the date indicated in the Statement by the Executive Committee.

2. SIGNIFICANT ACCOUNTING POLICIES

(I) Basis of preparation

The financial statements, which are expressed in Singapore Dollar, have been prepared in accordance with the provisions of the Societies Act, Chapter 311 (the "Societies Act"), Charities Act, Chapter 37 and other relevant regulations (the "Charities Act and Regulations") and Charities Accounting Standard ("CAS"). The accounting policies of the Association are consistent with the requirements of the CAS and are applied consistently to similar transactions, other events and conditions. The financial statements have been prepared under the historical cost convention, except where a CAS requires an alternative treatment (such as fair values) as disclosed and where appropriate in these financial statements.

The preparation of financial statements in conformity with CAS requires management to exercise its judgement in the process of applying the Association's accounting policies. It also requires the use of accounting estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and contingent liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting year. Although these estimates are based on management's best knowledge of current events and actions, actual results may ultimately differ from those estimates.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies

(a) Currency Translation

Functional and Presentation currency

Items included in the financial statements of each entity in the Group are measured using the currency of the primary economic environment in which the entities operate (the "functional currency"). The consolidated financial statements are presented in Singapore Dollars ("S\$"), which is the Association's functional and presentation currency, as it best reflects the economic substance of the underlying events and circumstances relevant to the Association.

Transactions and balances

Transactions in a currency other than the functional currency ("foreign currency") are translated into the functional currency using the exchange rates at the dates of the transactions. Currency translation differences from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies at the closing rates at the end of the financial period are recognised in the statements of financial activities.

(b) Consolidation

The Association consolidates the subsidiaries it controls. 'Control' is the power to govern the financial and operating policies of an entity in order to obtain benefits from its activities. Control is exercised through trusteeship. The benefit element of control is met where the purposes of the parent charity and its subsidiary charities are concurrent. The activities of the subsidiaries contribute to the purposes and aims of the parent charity and to benefit the parent charity's beneficiaries.

In preparing the consolidated financial statements, transactions, balances and unrealised gains on transactions between the Association and the subsidiaries are eliminated.

The consolidated financial statements include the financial statements of the Association and its subsidiaries made up to the end of the reporting year.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(c) Fund Accounting

Fund balances restricted by outside sources are so indicated and are distinguished from unrestricted funds allocated to specific purposes, if any, by action of the Executive Committee. Externally restricted funds may only be utilised in accordance with the purposes established by the source of such funds and are in contrast with unrestricted funds over which the Executive Committee retains full control to use in achieving any of its institutional purposes. Common expenses, if any, are allocated on a reasonable basis to the funds based on a method most suitable to that common expense.

General Fund – This fund is for general purposes of the Association. The assets of the general fund comprise all the net assets of the Association, not allocated to the other specific funds.

(d) Revenue recognition

Revenue excludes related goods and services taxes, rebates and discounts. Revenue is recognised as follows:

- (i) Tuition, assessment and workshop fees are recognised over the period of instruction.
- (ii) Membership subscriptions are recognised over the period of the subscription. Life membership subscriptions are recognised when they are received.
- (iii) Revenues including donations, gifts, grants and other fund raising activities are recognised where there is (a) entitlement (b) certainty and (c) sufficient reliability of measurement. These are voluntary donations. Because of the nature of these donations, it is impractical to recognise them until the receipts are received. Grants in recognition of specific expenses are recognised as income over the periods necessary to match them with the related costs that they are intended to compensate, on a systematic basis.
- (iv) Revenue from sale of resource books are recognised upon the transfer of significant risks and rewards of ownership of the resource to the customer, which generally coincides with delivery and acceptance of the resource books sold.
- (v) Dividend income is recognised when the right to receive payment is established.
- (vi) Interest income is recognised on a time proportion basis using the effective interest method.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(e) Expenditures

All expenditures are classified under headings that aggregate all costs related to that activity.

Cost of Generating Funds

The cost of generating funds are those costs attributable to generating income for the Group, other than those costs incurred in undertaking charitable activities in furtherance of the Group's objects.

Charitable Activities

Expenditure on charitable activities comprises all costs incurred in the pursuit of the charitable objects of the Group. Those costs, where not wholly attributable, are apportioned between the categories of charitable expenditure. The total costs of each category of charitable expenditure therefore include an apportionment of support cost, where possible.

Governance Costs

Governance costs include the costs of governance arrangements, which relate to the general running of the Group as opposed to the direct management functions inherent in generating funds, service delivery and programme or project work. Expenditure on the governance of the charity will normally include both direct and related support costs which include internal and external audit, apportioned manpower costs and general costs in supporting the governance activities, legal advice for governing board members, and costs associated with constitutional and statutory requirements.

(f) Plant and equipment

Plant and equipment are initially recognised at cost and subsequently carried at cost less accumulated depreciation.

The cost of an item of plant and equipment initially recognised includes its purchase price and any cost that is directly attributable to bringing the asset to the location and condition necessary for it to be capable of operating in the manner intended by management.

Depreciation on plant and equipment is calculated using the straight-line method to allocate their depreciable amounts over their estimated useful lives as follows:

	Useful lives
<i>Equipment and furniture</i>	<i>3 years</i>
<i>Renovation</i>	<i>5 years</i>
<i>Software</i>	<i>5 years</i>

The residual values, estimated useful lives and depreciation method of plant and equipment are reviewed, and adjusted as appropriate, at the end of each balance sheet date.

Fully depreciated assets still in use are retained in the financial statements.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(g) Financial assets and financial liabilities

Financial assets and financial liabilities are recognised and initially measured at the transaction price (including transaction costs except in the initial measurement of financial assets and liabilities that are measured at fair value through profit or loss).

All receivables are on the basis of agreed credit terms and do not bear interest unless stated otherwise. Interest bearing receivables are not subsequently measured at amortised cost using the effective interest method. At the end of each reporting period, the carrying amounts of trade and other receivables are reviewed to determine whether there is any objective evidence that the amounts are not recoverable. If so, an impairment loss is recognised immediately in profit or loss. Trade payables are obligations on the basis of normal credit terms and do not bear interest. Interest bearing liabilities are subsequently measured at amortised cost using the effective interest method.

Investments in quoted shares and debt securities are initially recognised at the transaction price excluding transaction costs, if any. Transaction costs are recognized as expenditure in the statement of financial activities as incurred after initial measurement. Investments in quoted shares and debt securities are subsequently measured at cost less any accumulated impairment losses. Investments in financial assets shall not be measured at fair value subsequent to initial recognition.

(h) Operating Lease

Leases of assets in which a significant portion of the risks and rewards of ownership are retained by the lessor are classified as operating lease. Payments made under operating lease are taken to the statements of financial activities on a straight-line basis over the year of the lease. When an operating lease is terminated before the lease period has expired, any payment required to be made to the lessor by way of penalty is recognised as an expense in the year in which termination takes place.

(i) Inventories

Inventories are stated at the lower of cost and net realisable value. Cost is determined on a first-in, first-out basis. Cost includes all costs of purchase and other costs incurred in bringing the inventories to their present location and condition. Net realisable value is the estimated selling price in the ordinary course of business, less the cost of completion and selling expenses.

(j) Income Tax

The Association and its subsidiaries are approved charities under the Charities Act, Chapter 37 and under the Income Tax Act, Chapter 134. Accordingly, the entities are exempt from income tax.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(k) Employee benefits

Contributions to defined contribution retirement benefit plans are recorded as an expense as they fall due. The entity's legal or constructive obligation is limited to the amount that it agrees to contribute to an independently administered fund such as the Central Provident Fund in Singapore. For employee leave entitlement the expected cost of short-term employee benefits in the form of compensated absences is recognised in the case of accumulating compensated absences, when the employees render service that increases their entitlement to future compensated absences; and in the case of non-accumulating compensated absences, when the absences occur. A liability for bonuses is recognised where the entity is contractually obliged or where there is constructive obligation based on past practice.

3. INCOME FROM GENERATED FUNDS – VOLUNTARY INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Unrestricted funds:				
Donations	141,153	723,057	141,153	723,057
Wage credit	408,689	282,244	401,474	278,930
Membership subscriptions	4,493	650	4,493	650
	<u>554,335</u>	<u>1,005,951</u>	<u>547,120</u>	<u>1,002,637</u>
Restricted funds:				
Donations	586,179	1,048,042	586,179	1,048,042
	<u>1,140,514</u>	<u>2,053,993</u>	<u>1,133,299</u>	<u>2,050,679</u>

Restricted donations in 2017 include funding received from President's Challenge amounting to \$57,000. The fund was fully utilised for training cost of educational therapists and had been charged to scholarships in 2017.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

4. INCOME FROM GENERATED FUNDS – ACTIVITIES FOR GENERATING FUNDS

	<u>Group</u>	
	<u>2018</u>	<u>2017</u>
	\$	\$
Unrestricted funds:		
Sale of resource books	5,503	5,820
Interest income from cash and bank balances	114	114
	5,617	5,934

5. INCOME FROM GENERATED FUNDS – INVESTMENT INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Unrestricted funds:				
Interest income, net	13,601	-	13,601	-
Dividend income	1,913	-	1,913	-
	15,514	-	15,514	-
Restricted funds:				
Interest income, net	251,556	261,762	251,556	261,762
Dividend income	57,131	58,620	57,131	58,620
	308,687	320,382	308,687	320,382
	324,201	320,382	324,201	320,382

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

6. INCOME FROM CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Unrestricted funds:				
Tuition and assessment fees	9,338,520	9,074,672	9,112,398	8,972,622
Proceeds from courses and workshops conducted	581,019	585,165	47,298	24,741
Grant from MOE	10,059,067	10,195,328	10,059,067	10,195,328
VCF grant from NCSS	178,529	14,964	178,529	14,964
Conference fee income	14,453	13,711	14,453	13,711
Gain on disposal of plant and equipment	-	205	-	205
Sundry income	48,364	46,249	54,102	43,424
Special and temporary employment credit	76,590	162,668	74,473	156,163
Government-paid maternity, paternity and child care leave	43,544	82,678	43,544	81,749
Allowance for doubtful debts written back (Note 10)	986	1,663	344	1,663
	<u>20,341,072</u>	<u>20,177,303</u>	<u>19,584,208</u>	<u>19,504,570</u>
Restricted funds:				
Proceeds from workshops conducted	234	-	234	-
	<u>20,341,306</u>	<u>20,177,303</u>	<u>19,584,442</u>	<u>19,504,570</u>

7. EXPENDITURES – COST OF GENERATING FUNDS

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Unrestricted funds:				
Voluntary income	106,528	128,359	106,528	128,359
Cost of resource books sold (Note 4)	4,466	2,692	-	-
Investment management cost - Impairment loss on investments in financial assets (Note 11)	1,580	-	1,580	-
Restricted funds:				
Voluntary income	2,403	22,415	2,403	22,415
Investment management cost - Impairment loss on investments in financial assets (Note 11)	146,212	-	146,212	-

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

8. EXPENDITURES – CHARITABLE ACTIVITIES

	Group		Association	
	2018 \$	2017 \$	2018 \$	2017 \$
Unrestricted funds:				
Plant and equipment written off	2	4,258	1	3,738
Publication and publicity	162,237	183,439	153,520	173,748
Bad debts written off	180	-	-	-
Bank charges	14,639	14,897	9,383	9,094
Bursary	495,089	450,824	495,089	450,824
Cleaning services	179,907	156,717	175,399	151,578
Cost of conference	24,107	21,032	24,107	21,032
Course and other programme expenditures	145,167	169,140	61,920	78,347
Depreciation of plant and equipment (Note 13)	528,721	517,897	492,865	478,605
Insurance	19,921	12,018	16,395	9,889
Rental of equipment and upgrading	36,680	71,215	33,626	67,139
Learning resources	70,831	46,729	67,439	46,236
NETS commission	19,150	44,763	17,836	43,858
Other expenses	53,427	54,523	51,272	51,838
Allowance for doubtful debts (Note 10)	7,344	9,663	7,344	9,021
Printing and supplies	72,232	74,520	66,407	68,088
Professional fees	1,700	25,900	1,700	25,900
Rental expenses	850,026	847,021	685,762	682,757
Repairs and maintenance	196,650	145,820	192,826	142,355
Secretarial fees	3,600	3,366	-	-
Staff scholarships	274,450	183,884	579,744	509,923
Staff salaries and related staff costs	17,065,115	16,371,676	16,459,862	15,884,064
Telecommunications and networks	87,833	87,053	84,734	84,820
Transport and travelling	17,990	20,395	13,845	15,659
Utilities	224,281	213,072	214,940	204,297
	<u>20,551,279</u>	<u>19,729,822</u>	<u>19,906,016</u>	<u>19,212,810</u>
Restricted funds:				
Bank charges	-	24	-	24
Bursary	938,431	908,231	938,431	908,231
Learning resources	434	495	434	495
Other expenses	450	136	450	136
Printing and supplies	8	-	8	-
	<u>939,323</u>	<u>908,886</u>	<u>939,323</u>	<u>908,886</u>
	<u>21,490,602</u>	<u>20,638,708</u>	<u>20,845,339</u>	<u>20,121,696</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

9. INVENTORIES

	Group		Association	
	2018 \$	2017 \$	2018 \$	2017 \$
Merchandise	4,196	8,665	-	-

The costs of inventories recognised as an expense in the Group and in the Association amount to \$9,674 (2017: \$5,425) and Nil (2017: Nil) respectively.

10. TRADE AND OTHER RECEIVABLES

	Group		Association	
	2018 \$	2017 \$	2018 \$	2017 \$
<u>Trade Receivables</u>				
Outside parties	1,628,871	1,204,158	1,583,036	1,129,767
Less: Allowance for doubtful debts	(16,020)	(20,743)	(16,020)	(20,101)
	1,612,851	1,183,415	1,567,016	1,109,666
Financial assistance/ bursary from MOE	249,542	240,022	249,542	240,022
	1,862,393	1,423,437	1,816,558	1,349,688
<u>Other Receivables</u>				
Outside parties	73,098	92,719	73,008	92,629
Deposits to secure services	318,298	315,266	318,138	315,106
Prepayments	366,991	173,768	363,781	170,804
	758,387	581,753	754,927	578,539
Trade and other receivables	2,620,780	2,005,190	2,571,485	1,928,227

The movement in the allowance for doubtful debts accounts are as follows:

	Group		Association	
	2018 \$	2017 \$	2018 \$	2017 \$
Balance at beginning of year	20,743	20,309	20,101	20,309
Current year allowance (Note 8)	7,344	9,663	7,344	9,021
Amount written off	(11,081)	(7,566)	(11,081)	(7,566)
Amount written back (Note 6)	(986)	(1,663)	(344)	(1,663)
Balance at end of year	16,020	20,743	16,020	20,101

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018

11. INVESTMENTS IN FINANCIAL ASSETS

	<u>Group and Association</u>	
	<u>2018</u>	<u>2017</u>
	\$	\$
Balance at beginning of year	3,697,057	3,950,182
Additions	1,256,875	250,625
Disposals	(766,125)	(503,750)
Impairment loss (Note 7)	(147,792)	-
Balance at end of year, at cost	<u>4,040,015</u>	<u>3,697,057</u>

During the reporting year, an impairment loss of \$147,792 (2017: \$Nil) for investments in quoted equity securities was made due to a sustained decline in market value and subsequent sale of these investments below their costs.

At the end of the reporting year, the investments in financial assets in Singapore included the following:

	<u>Group and Association</u>	
	<u>2018</u>	<u>2017</u>
	\$	\$
<u>Current</u>		
Quoted equity securities	1,008,140	1,155,932
<u>Non-current</u>		
Quoted debt securities	3,031,875	2,541,125
	<u>4,040,015</u>	<u>3,697,057</u>

	<u>Group and Association</u>	
	<u>2018</u>	<u>2017</u>
	\$	\$
<u>Fair values</u>		
Quoted debt securities	3,012,523	2,562,748
Quoted equity securities	1,008,490	1,116,500
	<u>4,021,013</u>	<u>3,679,248</u>

The effective interest rates of the quoted debt securities range from 3.35% to 4.9% (2017: 3.15% to 5.375%).

Subsequent to reporting year end, the Association subscribed to various investment funds that amounted to \$6,000,000 to achieve a reasonable return while achieving long-term growth and adequate diversification. The investments are managed by independent fund managers.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

12. CASH AND BANK BALANCES

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Cash in hand and at bank	12,150,366	4,468,011	11,550,053	4,027,060
Short-term deposits – more than three months	-	8,715,556	-	8,715,556
Short-term deposit – restricted	45,772	45,658	-	-
Cash and bank balances	<u>12,196,138</u>	<u>13,229,225</u>	<u>11,550,053</u>	<u>12,742,616</u>

The short-term deposits have interest rates ranging from 0.25% (2017: 0.25% to 1.62%).

The short-term deposit - restricted is a collateral to secure an Instalment Payment Plan for a credit card terminal with a financial institution which was unutilised at the end of the reporting period.

For the purpose of presenting the statement of cash flows, cash and cash equivalents comprise the following:

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Cash and bank balances (as above)	12,196,138	13,229,225	11,550,053	12,742,616
Less:				
Short-term deposit – restricted	(45,772)	(45,658)	-	-
Short-term deposit – more than three months	-	(8,715,556)	-	(8,715,556)
	<u>12,150,366</u>	<u>4,468,011</u>	<u>11,550,053</u>	<u>4,027,060</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

13. PLANT AND EQUIPMENT

Group	Equipment	Renovation	Software	Total
	and furniture			
	\$	\$	\$	\$
Cost:				
As at 1 April 2016	1,023,586	3,190,647	342,573	4,556,806
Additions	114,657	28,252	69,750	212,659
Disposal/Written off	(37,093)	-	(18,963)	(56,056)
As at 31 March 2017	1,101,150	3,218,899	393,360	4,713,409
Additions	190,296	240,142	-	430,438
Disposal/Written off	(1,640)	-	-	(1,640)
As at 31 March 2018	1,289,806	3,459,041	393,360	5,142,207
Accumulated depreciation:				
As at 1 April 2016	764,569	2,650,658	238,439	3,653,666
Depreciation charge for the year (Note 8)	183,581	284,526	49,790	517,897
Disposal/Written off	(36,628)	-	(15,170)	(51,798)
As at 31 March 2017	911,522	2,935,184	273,059	4,119,765
Depreciation charge for the year (Note 8)	211,947	273,016	43,758	528,721
Disposal/Written off	(1,638)	-	-	(1,638)
As at 31 March 2018	1,121,831	3,208,200	316,817	4,646,848
Net carrying value: -				
As at 31 March 2018	167,975	250,841	76,543	495,359
As at 31 March 2017	189,628	283,715	120,301	593,644

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

13. PLANT AND EQUIPMENT (CONT'D)

Association

	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2016	955,857	3,023,125	318,855	4,297,837
Additions	108,404	28,252	62,550	199,206
Disposal/Written off	(36,346)	-	(16,373)	(52,719)
As at 31 March 2017	1,027,915	3,051,377	365,032	4,444,324
Additions	185,576	240,142	-	425,718
Disposal/Written off	(95)	-	-	(95)
As at 31 March 2018	1,213,396	3,291,519	365,032	4,869,947
Accumulated depreciation:				
As at 1 April 2016	702,602	2,539,400	219,830	3,461,832
Depreciation charge for the year (Note 8)	176,410	256,398	45,797	478,605
Disposal/Written off	(35,883)	-	(13,098)	(48,981)
As at 31 March 2017	843,129	2,795,798	252,529	3,891,456
Depreciation charge for the year (Note 8)	207,669	244,893	40,303	492,865
Disposal/Written off	(94)	-	-	(94)
As at 31 March 2018	1,050,704	3,040,691	292,832	4,384,227
Net carrying value: -				
As at 31 March 2018	162,692	250,828	72,200	485,720
As at 31 March 2017	184,786	255,579	112,503	552,868

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

14. INVESTMENTS IN SUBSIDIARIES

The wholly owned subsidiaries are as follows:

<u>Name of Subsidiaries</u>	<u>Principal activities</u>	<u>Country of incorporation</u>
DAS Academy Ltd *	Provision of professional training programmes and degree courses	Singapore
DAS International Services Ltd*	Provision of assessments and professional services to students in Singapore and the region	Singapore

There is no cost of investment as the subsidiaries are incorporated as companies limited by guarantee under the Companies Act, Chapter 50. The Association has undertaken to contribute such amounts not exceeding \$100 to the assets of each subsidiary in the event the subsidiary is wound up and the monies are required for payment of the liabilities of the subsidiary.

* Audited by RT LLP, Singapore

15. TRADE AND OTHER PAYABLES

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
<u>Trade payables</u>				
Outside parties	177,536	222,367	87,324	147,565
Accruals	286,859	249,714	249,721	229,245
Goods and services tax payable	136,469	147,417	115,524	126,807
	<u>600,864</u>	<u>619,498</u>	<u>452,569</u>	<u>503,617</u>
<u>Other payables</u>				
Amount owing to subsidiaries	-	-	256,272	295,137
Outside parties	171,854	170,806	171,854	170,806
Accruals for unconsumed leave	354,294	347,520	322,648	321,519
Other accruals	2,486,428	2,440,374	2,408,858	2,369,315
	<u>3,012,576</u>	<u>2,958,700</u>	<u>3,159,632</u>	<u>3,156,777</u>
	<u>3,613,440</u>	<u>3,578,198</u>	<u>3,612,201</u>	<u>3,660,394</u>

16. OTHER LIABILITIES

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Advance billings	2,301,040	2,534,245	2,121,635	2,337,074

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

17. DEPOSITS RECEIVED

The deposits are for tuition fees received from students.

18. GENERAL FUND

The general fund is made up of funds from donations and fees from tuition and assessment and is used for the general purposes of the Association.

19. JIMMY DARUWALLA FUND

The fund was set up in remembrance of Dr Jimmy Daruwalla, the founding President of the Association. The fund was intended to be used for but not limited to the funding of post graduate studies for the Association's staff and to award local scholarships to the Association's students.

With the approval of the Executive Committee and the family members of the late Dr Jimmy Daruwalla and Mrs Roshen Daruwalla, the fund was merged with the Roshen Daruwalla Trust Fund and was renamed to the Jimmy and Roshen Daruwalla Fund with effect from 1 September 2017.

20. JIMMY AND ROSHEN DARUWALLA FUND

As disclosed in Notes 19 and 22, the fund was brought about by the merger of the Jimmy Daruwalla Fund and the Roshen Daruwalla Trust Fund. The merged fund is in memory of Dr Jimmy Daruwalla and Mrs Roshen Daruwalla who were so dedicated to the cause of Dyslexia.

The fund shall be used for but not limited to the funding of post graduate studies and training of the Association's staff, awarding of local scholarships to the Association's students, purchase of resources for the library and faculty, and funding the remediation and/or assessment fees of a dyslexic child.

21. EDUCATION FUND

The education fund can only be used for educational purposes of the Association.

22. ROSHEN DARUWALLA TRUST FUND

The fund was set up in remembrance of Mrs. Roshen Daruwalla. The income of the fund can only be applied for educational purposes of the Association, including but not limited to training grants to Association's staff, purchase resources for the library and faculty, and to fund the remediation fees of a dyslexic child.

As disclosed in Note 19, the fund was merged with the Jimmy Daruwalla Fund and renamed as the Jimmy and Roshen Daruwalla Fund with effect from 1 September 2017.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

23. PARENT-TEACHER GROUP FUND

The fund is for activities co-organised with the Parent-Teacher Group.

24. LIBRARY FUND

The library fund can only be used by the Queenstown DAS Library for the purchase of books and materials.

25. EMPLOYEE BENEFITS

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Salaries and bonus	14,573,753	13,813,883	13,977,724	13,356,995
Employer's contribution to Central Provident Fund	2,171,450	2,090,902	2,105,437	2,035,289
Foreign worker levy and skill development fund	70,097	63,014	69,392	62,323
Other staff related expenses	630,793	716,120	993,581	1,067,739
	<u>17,446,093</u>	<u>16,683,919</u>	<u>17,146,134</u>	<u>16,522,346</u>

26. RELATED PARTY TRANSACTIONS

For the purpose of these financial statements, parties are considered to be related to the Association if the Association has the ability, directly or indirectly, to control the party or exercise significant influence over the party in making financial and operating decisions, or vice versa. Related parties may be individuals or other entities.

Many of the Association's transactions and arrangements are with the subsidiaries and the effects of these on the basis determined between the parties are reflected in these financial statements. The balances with these parties are unsecured, interest free and repayable on demand.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

26. RELATED PARTY TRANSACTIONS (CONT'D)

(a) Significant transactions with its subsidiaries

Other than as disclosed elsewhere in the financial statements, transactions carried in the normal course of business on terms agreed with related parties are as follows:

	Association	
	2018	2017
	\$	\$
Donation to a subsidiary for purchase of reference materials	-	495
Return of grant received in prior years by subsidiaries *	80,000	50,000
Repayment to a subsidiary for course fees, and expenses paid by the subsidiary on behalf of the Association	345,711	250,000
Salaries paid by the Association on behalf of the subsidiaries but borne by the subsidiaries	76,558	7,466
Salaries paid by the subsidiary on behalf of the Association but borne by the Association	137,032	97,023
Rental, utilities and other expenses paid on behalf of the subsidiaries by the Association but borne by the subsidiaries	197,086	197,570
Course fees charged to the Association by a subsidiary	442,048	393,929
Course fees charged to a subsidiary	6,804	-
Fees collected by the Association on behalf of the subsidiaries	149,989	102,518
Expenses paid by the subsidiaries on behalf of the Association	1,494	10,205
Trainer fees paid by the Association on behalf of the subsidiaries but borne by the subsidiaries	145,160	65,000
Administrative expenses charged to a subsidiary by Association	19,052	12,172
	<u>19,052</u>	<u>12,172</u>

* Return of grant by subsidiaries are in relation to the grants given by the Association to its subsidiaries in 2012 and 2013 to enable the subsidiaries to undertake programmes of work identified by the Association as necessary to meet the Group's objectives. The balance after these returns by subsidiaries as at reporting date amounts to \$1,870,000.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2018**

26. RELATED PARTY TRANSACTIONS (CONT'D)

(b) Compensation of key management personnel

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
Number of staffs in the following remuneration bands of:				
\$200,001 and above	2	1	2	1
\$150,001 to \$200,000	4	5	3	4
\$100,001 to \$150,000	1	2	1	2
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Salaries and bonus	1,210,929	1,320,083	1,051,692	1,165,333
Employer's contribution to Central Provident Fund	88,459	104,108	73,881	89,852
	1,299,388	1,424,191	1,125,573	1,255,185

Key management personnel include the Chief Executive Officer and the Association's senior management.

It is not the normal practice for the Executive Committee members, or people connected with them, to receive remuneration, or other benefits, from the Association for which they are responsible, or from institutions connected with the Association.

The Association has not met individual expenses incurred by Executive Committee members for services provided to the Association, either by reimbursement of the Executive Committee members or by providing the Executive Committee members with an allowance or by direct payment to a third party.

(c) Significant transactions with other related parties

Professional fees paid and payable to companies in which an executive member has interest totalled \$3,690 (2017: \$19,466).

27. TAX-DEDUCTIBLE RECEIPTS

The Association enjoys concessionary tax treatment whereby qualifying donors are granted 2.5 times tax deduction for the donations made to the Association.

During the reporting year, the Association issued tax-deductible receipts for donations collected amounting to \$306,497 (2017: \$603,412).

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2018

28. COMMITMENTS

At the end of reporting year, the Group and Association had the following commitments:

Capital commitments

Expenditure approved and contracted for:

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Development of student management system and accounting software	403,123	-	403,123	-
Purchase of equipment	-	46,381	-	46,381
	<u>403,123</u>	<u>46,381</u>	<u>403,123</u>	<u>46,381</u>

29. OPERATING LEASE COMMITMENTS

The future minimum lease payable under non-cancellable operating leases contracted for at the reporting year end date but not recognised as liabilities, are as follows:

	<u>Group</u>		<u>Association</u>	
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
	\$	\$	\$	\$
Within one year	603,032	806,812	603,032	806,812
Within two to five years	1,038,695	620,624	1,038,695	620,624
	<u>1,641,727</u>	<u>1,427,436</u>	<u>1,641,727</u>	<u>1,427,436</u>

Operating lease payments are for rentals of premises. The rental terms are negotiated for an average term of three to five years and are subject to an escalation clause but the amount of the rent increase does not exceed a certain percentage. Such increases are not included in the above amounts.

30. COLUMNAR PRESENTATION OF BALANCE SHEETS

A large majority of the assets and liabilities are attributable to the General Fund. All the assets of the other funds are represented by cash balances and investment in financial assets. Accordingly, the Association did not adopt a columnar presentation of its assets, liabilities and funds in the Balance Sheets as it was not meaningful.