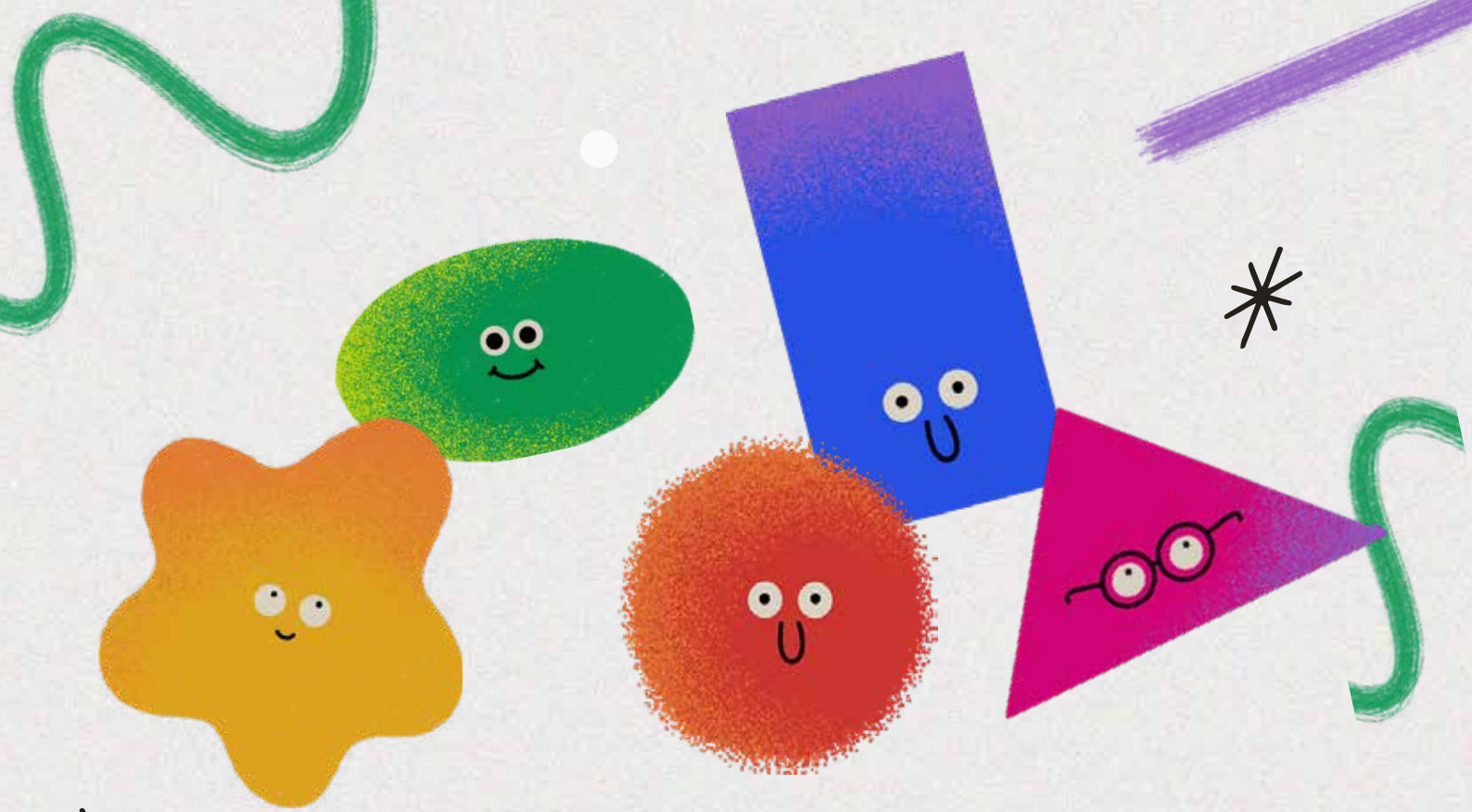


# I LEARN DIFFERENTLY AND THAT'S OKAY

Annual Report FY 2023 - 2024







## OUR MISSION

Empowering those who learn differently, including those with dyslexia, to achieve their true potential

## OUR GOAL

To establish a world-class organisation committed to empowering people who learn differently including those with dyslexia in Singapore



## DAS PATRON MRS GOH CHOK TONG



**Dyslexia Association of Singapore**  
(UEN 202114767K)

Registered Company Limited by Guarantee (CLG) under ACRA on 26 April 2021

Registered Charity under the Charities Act 1994 on 29 June 2021

Institution of a Public Character (IPC)  
Accorded the IPC status from 1 April 2024 to 31 March 2027

Full Member of National Council of Social Service

Registered Address:  
1 Jurong West Central 2 #05-01, Jurong Point  
Singapore, 648886

Auditor:  
CLA Global TS Public Accounting Corporation

Main Banker:  
OCBC Bank

Investment Fund Managers:  
Lion Global Investors Limited  
Fullerton Fund Management Company Ltd

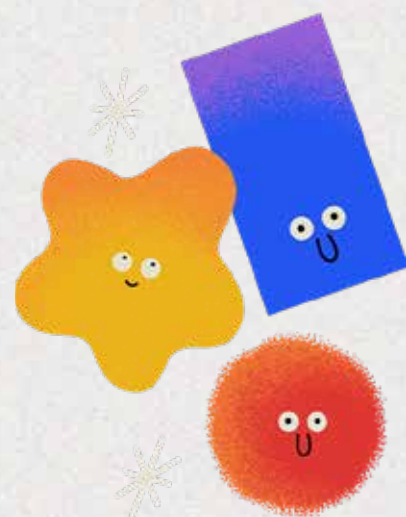
Designed by  
Lim Jia Ern, Manager of Publicity & Publications

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# TABLE OF CONTENTS

|   |    |
|---|----|
| About Dyslexia Association of Singapore       | 2  |
| Chairman's Message                            | 4  |
| CEO's Message                                 | 6  |
| DAS Board of Directors                        | 8  |
| General Management Team                       | 11 |
| Organisational Structure                      | 12 |
| Making an Impact                              | 13 |
| Charting the path ahead                       | 14 |
| Our Year at a Glance                          | 16 |
| Funds raised to make an impact                | 18 |
| Our Services                                  |    |
| SpLD Assessment Services                      | 20 |
| <b>English Language and Literacy Division</b> |    |
| Main Literacy Programme                       | 23 |
| iReaCH™ Programme                             | 26 |
| iStudySmart™ Programme                        | 39 |
| Educational Technology                        | 33 |
| <b>Specialised Educational Services</b>       |    |
| Preschool Early Literacy Programme            | 35 |
| Chinese Programme                             | 39 |
| Maths Programme                               | 42 |
| PREP 2 PSLE Programme                         | 45 |
| Speech-Language Therapy Programme             | 48 |
| Talent Development and Partnership Programme  | 51 |
| Science Explorers Programme                   | 54 |
| The Heart of our Learning Centres             | 56 |
| Volunteer Management and Outreach             | 59 |
| Other Major Donors                            | 62 |
| Elevating Awareness through Outreach          | 63 |
| Staff Professional Development & Research     | 65 |
| Financial Highlights                          | 67 |
| Financial Statements                          |    |
| DAS Corporate Governance                      | 70 |
| DAS Governance Evaluation Checklist           | 83 |
| DAS Programme Evaluation                      |    |





# MESSAGE FROM DAS CHAIRMAN

2023-2024 was another milestone year for the Dyslexia Association of Singapore (DAS). Through our DAS 2.0 initiative, we took a significant step to expand our services to individuals who learn differently but may not have a diagnosis of a Specific Learning Difference (SpLD). This expansion allows us to support a broader range of learners who face challenges similar to those with dyslexia.

Each year, over 1,000 families approach DAS for psychological assessments, and around 30% of these children are not diagnosed with dyslexia despite overlapping learning differences. Parents often say, "I brought my child to DAS due to similar learning challenges to dyslexia. If they're not dyslexic, where do we go now?" After a thorough review and trials, we are confident that our programmes will benefit half of these students. I am pleased that DAS has opened its doors to this underserved group. I am also heartened by the support from organisations such as SP Group, Marina Bay Sands, and Temasek Holdings, which have responded to our appeal for donations towards bursaries for these children from lower-income families.

With more than 50% of our beneficiaries requiring financial assistance, fundraising remains a critical focus for DAS. I extend my gratitude to the DAS Board, Committee members, and the staff for their fabulous efforts in raising \$2,372K in donations this year, which will go towards bursaries. Our wonderful donors include United Overseas Bank Limited Co. (UOB), Singapore Teochew Foundation Limited, Lim Hoon Foundation, Ishk Tolaram Foundation, Lee Foundation, Marina Bay Sands Pte Ltd, I Design & Build Pte Ltd, The Ngee Ann Kongsi, Hindu Endowments Board, Tan Chin Tuan Foundation, Temasek Holdings, Guan Choon Foundation, Chew How Teck Foundation, Singapore Totalisator Board, SICC, President's Challenge, Addis William Dickon, Nunchi Marine Pte. Ltd, Micron, IFPAS Love Fund, and TD Family Foundation, along with many others who have generously supported our cause.

I would like express my appreciation to the Ministry of Education (MOE) for their continuous support over the years, particularly through the MOE Grant for students with dyslexia attending our MOE-aided DAS Main Literacy Programme (MLP). The Grant, which amounted to \$8,861K in FY2023-2024, along with MOE Financial Assistance Scheme (FAS), has been instrumental in keeping MLP fees unchanged since 2007. If not for the MOE Grant and FAS, as well as DAS management's productivity and cost-saving measures, DAS would have to charge higher fees for MLP to remain sustainable. However, the MOE Grant Rate has only increased by a marginal 3% since 2013, leading to a deficit of \$1,231K in FY2023/2024. Over the next few years, we anticipate significant financial stresses as demand for our services increases, especially if MOE funding on a per capita basis is not increased in line with inflation, which has risen by 21% from 2013 to 2024.

In a radical move, MOE has recently shifted its vision for the delivery of our MOE-aided Main Literacy Programme (MLP). Traditionally focused on an individualised approach with curriculum-based assessments, which facilitates subsequent intervention, MOE has requested that DAS transition to a standardised lesson plan approach while using standardised tools for measuring student progress. Guided by the Science





of Reading and Learning, MOE believes this will facilitate better progress monitoring and reduce the cognitive load on DAS Educational Therapists. This transition over the next three years will be a significant undertaking for DAS. But we are committed to working closely with MOE to achieve this goal.

We continue to celebrate our students' successes and recognise the tremendous effort they have put into their learning journey. The DAS Student Graduation and Achievement Awards Ceremony on 25 November 2023 was held at the Singapore University of Technology and Design Auditorium. We were delighted to be joined by our Guest-of-Honour, MOE's Divisional Director, Special Educational Needs Division, Mrs Dayna Chia Minn, whose presence and speech greatly encouraged our students and their families and reaffirmed the Government's support for them.

To further our outreach in Singapore, DAS has secured MOE's support and that of Mr Chee Hong Tat, Minister for Transport and Second Minister for Finance and Member of Parliament for Bishan-Toa Payoh GRC (Toa Payoh West-Thomson), to open a new DAS Learning centre at Blocks 200 and 240, Toa Payoh North, replacing our Rex House Centre. We look forward to welcoming Mr Chee to the centre when it opens in October 2024.

I wish to thank our Patron, Mrs Goh Chok Tong, whose support since 1995 has been instrumental in our continued development. Her recent appeal to the Lee Foundation secured a \$50,000 donation towards our new Toa Payoh Learning Centre.

Bringing in fresh perspectives and experience is crucial to our growth, and I am pleased to welcome two new Committee members this year. Mr Guillaume Sachet, who brings over 25 years of experience in Technology, Financial Services, and Government sectors, has joined our Finance and Investment Committee, as well as the Programme and Services Committee. Mr Low Boon Hon, with more than 25 years of experience in corporate finance, has also joined our Finance and Investment Committee.

At the management level, I am delighted with the stability and progress under the leadership of CEO Mr Lee Siang. Despite limited funds, resources, and a tight employment market, Lee Siang and his

General Management Team have continued to grow DAS from strength to strength. Their commitment to embracing the changes required by MOE in the Main Literacy Programme is a testament to their excellent stewardship and adaptability.

Since being initiated as a Community Service project by the Rotary Club of Raffles City in October 1991, we remain committed to quality and sustainability. We will continue to invest in resources and expand efforts to secure funding, supporting professional development, and ensuring the reliability of our programmes and services through evaluation and research. We will also deepen our collaboration with MOE and extend our outreach to new partners, donors, and supporters. Together, we will form better ways and newer perspectives, to build a more level playing field for our children.

We will continue to further our "going beyond" mission - Helping Individuals with Learning Differences - including those without a diagnosis of Dyslexia and Other Specific Learning Differences - Achieve.

## **ERIC LEE**

Chairman  
Dyslexia Association of Singapore



# MESSAGE FROM DAS CEO

As highlighted in our Chairman Mr Eric Lee's message, I am most grateful to my colleagues at the Dyslexia Association of Singapore (DAS) for their continued commitment to their students, their willingness to embrace change, and the tremendous support of the DAS Board! Despite all the challenges faced during the year, DAS was able to keep our financial deficit down to \$388K for FY2023-2024. However, with the MOE Grant rate being unchanged and MOE funding forming the largest component of our income, it continues to be financially challenging for DAS. The MOE-aided DAS Main Literacy Programme (MLP) will be in deficit by \$1,231K, while non-MOE funded activities will be in surplus by \$842K. Group accumulated funds was down at \$15.360 million as of 31 March 2024, representing only 61% of annual expenditure for FY2023-2024. With projected deficits in the coming years, DAS must continue to improve our productivity and be prudent in our spending.

For this annual report message, I would like to summarise the direction DAS has taken in the past decade and also touch on our future area of emphasis. At the Memorial Dinner for the late Dr Jimmy Daruwalla, the founding President of DAS in 2016, we shared that DAS must go beyond six areas. We must:

1. **Go Beyond Basic Literacy:** We have expanded our main literacy programme to include advanced skills in reading comprehension and writing.
2. **Go Beyond English Language:** We now offer a Chinese Language programme and have published research on the Malay Language.
3. **Go Beyond Languages:** We support additional academic subjects by enhancing our Maths programme and launching a Science programme.
4. **Go Beyond Academics:** We provide opportunities for beneficiaries to build

confidence and discover their talents through our Speech and Drama and Artventure programmes.

5. **Go Beyond Age Groups:** We have strengthened our preschool programme and created initiatives for students in Institutes of Higher Learning and working adults.
6. **Go Beyond Dyslexia:** Recognising the broader spectrum of learning differences, we have expanded our psychological assessment services to include conditions such as ADHD, dyspraxia, and ASD.

To achieve the above, DAS must:

- a. **Developing Expertise:** Building a pool of specialists in learning differences through our subsidiary, DAS Academy Ltd.
- b. **Ensuring Reliability:** Investing in programme evaluation, research, and publication to validate our services, exemplified by our research journal, the Asia Pacific Journal of Developmental Differences.
- c. **Promoting Accessibility:** Guaranteeing that financial constraints do not hinder access to professional services, supported by our vigorous fundraising efforts for programme bursaries.

I am pleased to report that DAS has made significant strides in all these areas. As highlighted in Mr Eric Lee's message, through the initiative of the DAS 2.0 Committee, we have now embarked on a seventh "going beyond" – embracing all individuals who learn differently, regardless of dyslexia or a SpLD diagnosis.

We are now fermenting the next stage of development, which will see DAS further individualise and differentiate the delivery of our programmes. DAS will continue to enhance our individualised lesson plans, differentiated teaching, and learning-centric progress



monitoring through the power of Artificial Intelligence (AI) with:

1. AI-assisted lesson planning
2. AI-powered interactive and individualised learning activities
3. AI-driven curriculum based assessments which facilitate learning rather than just marking progress.

These advancements will reduce man-hours, staff cognitive overload, and costs, while providing Intellectual Property protection. We will share more with our stakeholders as we drive DAS' progress.

The DAS strategy in the coming years remains unchanged and align the seven "going beyond" areas, as well as further developments! This has been a wonderful team effort, and I must once again acknowledge DAS colleagues for their immense resilience and effort, and the DAS Board and Committees for their support and guidance. It should be noted that the above developments were achieved with a freeze in management and administrative headcount since 2014. Despite the greater demands, DAS staff are serving longer, with 60% have now served DAS for more than 4 years compared to just 26% in 2017. This has been the result of a stable resignation rate and the confidence colleagues have in the organisation.

Clearly, the breadth and complexity of work at DAS have increased significantly. But there is much more to be done, and we continue to carry the pioneering spirit in everything we do. There is always more we can accomplish for the greater benefit of our students, with or without the diagnosis of Dyslexia and other Specific Learning Differences.

## **LEE SIANG**

Chief Executive Officer  
Dyslexia Association of Singapore





# BOARD OF DIRECTORS



**Mr Lee Siew Pin Eric**  
Chairman



**Mr Kevin Kwek**  
Vice Chairman



**Mr Vincent Chen**  
Director



**Mr Kaka Singh s/o Dalip Singh**  
Director



**Ms Wong May-Lyn**  
Director



**Mr Addis William Dickon**  
Director





**Dr Zubin Daruwalla**  
Director



**Ms Alicia Tan**  
Director



**Mr Jim Lee**  
Director



**Mr Andy Lim**  
Director



**Mr Lee Siang**  
Director



# MEMBERS OF VARIOUS COMMITTEES



**Dr Cynthia Tan**



**Lie Ay Wen**



**Dr Richard Yap**



**Mr Lim Boon Hon**



**Mr Paul Lim Boon Tong**



**Mr Guillaume Sachet**



# GENERAL MANAGEMENT TEAM



**Mr Lee Siang**  
Chief Executive Officer



**Chai Soo Chiao**  
Chief Financial Officer & Director,  
Learning Centre Management



**Dr Geetha Shantha Ram**  
Director, SpLD Assessment Services,  
English Language and Literacy Division  
and Staff Professional Development



**Edmen Leong**  
Director, Specialised  
Educational Services



**Dr June Siew**  
Head, DAS Academy



**Anaberta Oehlers-Jaen**  
Head, DAS International



# ORGANISATIONAL STRUCTURE

## DAS BOARD OF DIRECTORS

### COMMITTEES



### CHIEF EXECUTIVE OFFICER



#### DAS Academy Ltd

- Workshops
- Certificate Courses
- Specialist Diploma
- Master of Arts in Special Educational Needs
- Customised Training
- Consultation Services

#### DAS International Services Ltd

- Specialist Tutoring
- Intensive Tutoring
- Online Tutoring
- Exam Preparation
- Curriculum Based Tutoring
- Concierge Assessments
- Professional Training
- Speech and Language Therapy
- Overseas Services

# Making an IMPACT

**\$1,982,000**

DONATIONS RECEIVED IN SUPPORT OF DAS FAMILIES WHO REQUIRE BURSARY AID TO ACCESS INTERVENTION PROGRAMMES

**2,620**

INDIVIDUALS REACHED THROUGH OUTREACH AND PUBLIC AWARENESS EFFORTS

**1,063**

ASSESSMENTS CONDUCTED FOR DYSLEXIA, ADULT AND OTHER LEARNING DIFFERENCES

**2,097**

BURSARIES PROVIDED TO INDIVIDUALS TO ACCESS ASSESSMENTS AND EDUCATIONAL SERVICES

**1,197**

CHILDREN AND YOUTH SUPPORTED IN SPECIALISED EDUCATIONAL SERVICES PROGRAMMES

**3,497**

CHILDREN AND YOUTH SUPPORTED IN THE MAIN LITERACY PROGRAMME

**169**

CHILDREN AND YOUTH SUPPORTED IN SPEECH AND LANGUAGE THERAPY





# CHARTING THE PATH AHEAD

At DAS, our mission is to ensure that every student has the opportunity to succeed, regardless of their learning differences. As we look to the future, we are committed to sustainable growth and continued innovation.



## EMBRACING AI FOR BETTER LEARNING

To help us further individualisation and Differentiation and to enhance the learning experience, DAS is integrating Artificial Intelligence into our educational methods.

## AI-driven Curriculum-based Assessments

Our AI-powered assessments will do more than measure progress; they will actively identify strengths and weaknesses, support learning by providing real-time feedback, reducing the workload on educators while helping students continuously improve.

## AI-powered interactive and individualised learning activities

We're developing AI-driven tools that engage students according to their learning styles, fostering deeper involvement and helping them achieve their goals.

## AI-assisted Lesson Planning

By incorporating AI, we're enabling our educators to design lessons tailored to each student's unique needs, making learning more personalised and effective.





## FURTHER INDIVIDUALISING AND DIFFERENTIATING OUR APPROACH

Every student is different, and the DAS approach recognises that. Personalised education is at the core of what we do. By refining our lesson plans and emphasising differentiated teaching methods, we can better support each student's unique needs, ensuring they can reach their full potential.



## ENSURING RELIABILITY THROUGH RESEARCH

To maintain high standards, DAS is committed to continuous programme evaluation and research. Our work, including publications like the Asia Pacific Journal of Developmental Differences, helps validate our services and contributes to the broader understanding of learning differences.



## BUILDING EXPERTISE

The heart of DAS is our educators. Through DAS Academy Ltd., we're committed to giving our staff the best training possible. By investing in their growth, we are ensuring they keep up with curriculum and delivery developments and that our students get the support they deserve from knowledgeable and caring professionals.



## MAKING SERVICES ACCESSIBLE TO ALL

We believe that financial constraints should never prevent a student from receiving the support they need. To this end, we're strengthening our fundraising efforts to provide bursaries, ensuring our services are accessible to everyone, regardless of their financial situation.





# OUR YEAR AT A GLANCE

2024 was a transformative year for us. We organised a series of impactful events and initiatives that celebrated our community's achievements, fostered support, and advanced our mission to help individuals with dyslexia and other specific learning differences.

Milestones and Moments • Milestones and Moments • Milestones and Moments • Milestones and Moments • Milestones and Moments



## Supporters' Appreciation Lunch

We started hosting appreciation lunches to recognise our supporters who have significantly contributed through fundraising and collaborations. Engaging our donors and supporters highlights the impact of their contributions and fosters a sense of community. By celebrating the dedication and shared purpose, we showcase the importance of their support, encouraging others to join us in making a difference with DAS.



## Charity Golf and Dinner: **Drive for Dyslexia**

At our Charity Golf and Dinner on 2 Aug 2023, held at Tanah Merah Country Club, we successfully raised funds for the DAS Bursary Fund. Graced by Minister for Education Mr Chan Chun Sing, over 270 guests participated in a day filled with golfing, auctions, and performances by students with dyslexia, raising essential funds to support children from lower-income families in accessing specialist intervention programmes.







## Move for Dyslexia

Celebrating its fifth year, "Move for Dyslexia" took place at Gardens by the Bay on 30 September 2023. This event, held during World Dyslexia Awareness Week, featured a leisurely walk to raise awareness and funds for DAS. With Seah Kian Peng, Speaker of Parliament, as the Guest-of-Honour, participants enjoyed a day of community and support, highlighting the importance of supporting children with dyslexia.



## Student Graduation & Achievement Awards Ceremony

The 21st DAS Student Graduation & Achievement Awards Ceremony celebrated the achievements of 225 graduates from our Main Literacy Programme and recognised 125 students across various specialised programmes. Highlights included the presentation of the Jimmy and Roshen Daruwalla Fund - Young Achievers Award and the Special Achievement Award, honouring students for their exceptional progress and talents.



## Charity Transparency Awards 2023

Together with DAS Academy Ltd., and DAS International Services Ltd., we were honoured with the prestigious Charity Transparency Award in 2023. This recognition reflects our ongoing commitment to transparency, accountability, and exemplary governance practices in the charitable sector.



## Gift of Wonders

Concluding 2023, the "Gift of Wonders" showcase featured original plays performed by students from the DAS Speech and Drama Arts programme. With Ms Denise Phua Lay Peng, Mayor of Central Singapore District, as the Guest-of-Honour, this event celebrated the creativity and confidence of our students, demonstrating their growth through engaging drama activities.



# WE RAISED \$2,756,352

DAS offers bursaries to more than 50% of our students from lower-income families, providing over \$2.9 million in bursaries annually. This year, the incredible support from our community helped us raise \$2,756,352, empowering more students with dyslexia to receive the specialist intervention they need and deserve.



## E-FLAG DAY 2023

**Amount raised: \$97,516**

From 18 September to 31 December 2023, we launched our virtual E-Flag Day campaign across all 12 learning centres. This initiative rallied students, staff, parents, and the public in a collective effort to support the DAS bursary funds. It was heartwarming to see everyone come together, united by a shared goal. The steadfast efforts of our donors made this campaign a resounding success.



## MOVE FOR DYSLEXIA

**Amount raised: \$36,292**

Celebrating World Dyslexia Awareness Week, we hosted Move for Dyslexia on 30 September 2023 at Gardens by the Bay. Participants enjoyed a day of walking, running, and cycling, all while raising awareness and funds for our cause. With Speaker of Parliament Mr Seah Kian Peng as our Guest-of-Honour, the event highlighted the community's commitment to helping children with dyslexia thrive.



## DRIVE FOR DYSLEXIA

**Amount raised: \$539,456**

On 2 August 2023, our Charity Golf & Dinner brought together passionate supporters, including our Guest-of-Honour, Minister for Education Mr Chan Chun Sing. The day was filled with golfing, auctions, and performances by students with dyslexia. The generosity of our donors and sponsors helped raise significant funds, ensuring continued support for children from lower-income families.



In 2024, DAS has planned several key fundraising initiatives to support our mission. On 11 October 2024, we will host the DAS Charity Golf & Dinner at Laguna National Golf Resort Club, with Ms Jane Ittogi as the Guest-of-Honour, aiming to raise \$1 million. The E-Pledge Card 2024 will involve all DAS learning centres, using cashless donations for convenience.

We will also launch STEP UP for Learning Differences - Walk with Roy, where Mr. Roy Low, our dedicated staff, will embark on a remarkable journey around Singapore, visiting all 12 of our learning centres to raise awareness and funds for our bursary students. Our online donation campaign, "Empower Disadvantaged Individuals with Learning Differences," on DeeDa and Giving.sg aims to raise \$300,000.

Youth for Causes 2024 will engage teams from Hwa Chong Institution, Nan Chiau High School, and NUS High School in fundraising projects. Additionally, we are honoured to be the beneficiary of the StarHub Football Festival, co-organised by World Football Legends, with 5% of proceeds donated to DAS Bursary Funds.

Each year, DAS must raise over \$2.9 million to provide financial assistance to students from lower-income families, ensuring they can access the specialist intervention they need. We rely on the generous support of foundations, organisations, and donors to make a significant impact on the lives of children with learning differences.



## GIFT OF WONDERS

**Amount raised: \$41,812**

The inaugural Gift of Wonders student showcase on 29 December 2023 was a celebration of creativity and talent. With Ms Denise Phua Lay Peng, Mayor of Central Singapore District, as our Guest-of-Honour, the event highlighted the importance of nurturing the multifaceted abilities of our students. The funds raised will support their continued growth and development.



## YOUTH FOR CAUSES

**Amount raised: \$20,527**

Partnering with teams from Hwa Chong Institution, Nan Chiau High School, Ngee Ann Secondary School, and Temasek Junior College, the Youth for Causes initiative empowered young people to make a difference. Through direct service activities, merchandise sales, and online campaigns, these dedicated youths raised awareness and funds for our students on bursary.



# EMPOWERING LEARNERS THROUGH ASSESSMENT

SpLD Assessment Services (SAS) **at a glance**

The SSA team, made up of Registered Psychologists, Specialist Psychologists, and Referral Reading Officers (RROs), is dedicated to supporting individuals with learning challenges.

From preschoolers to adults, SAS offers personalised assessments to uncover each client's unique strengths and areas for improvement. These detailed profiles guide tailored recommendations and strategies to help everyone reach their full potential. Even without a formal diagnosis, our educational therapists use these insights to set targeted educational goals.

SAS also supports adults navigating Specific Learning Differences (SpLD), providing valuable consultations to clarify their next steps. Beyond individual assessments, our psychologists collaborate with Social Service Agencies, organisations, and parents, sharing expertise and fostering a supportive community for all learners with SpLD.

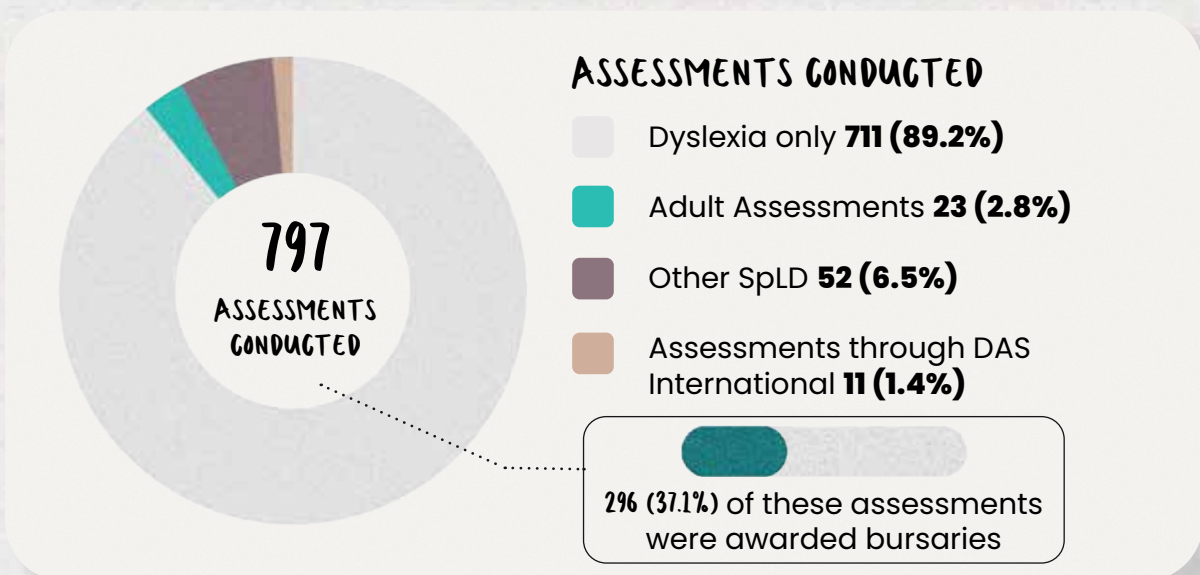
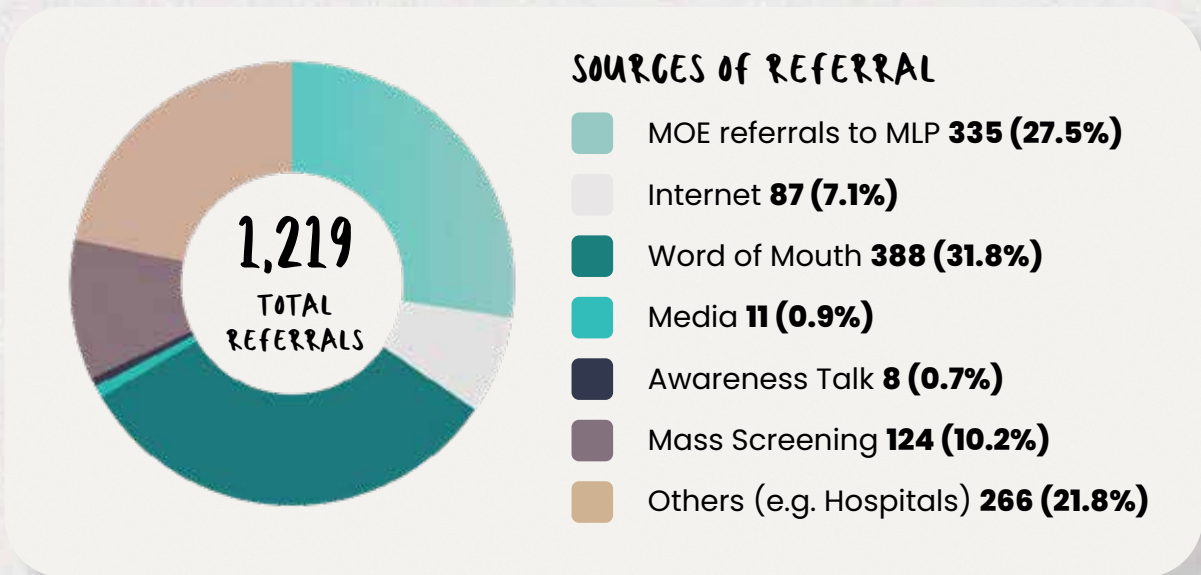




# OUR JOURNEY IN NUMBERS

As we reflect on the past year, the story of our impact unfolds through the numbers and detailed insights that highlight our efforts and successes. This section offers a deeper look into the various facets of our operations, from the sources of our referrals to the assessments conducted and the bursaries awarded. Each figure and statistic represents a step forward in our mission to support individuals with learning differences.

*For a more comprehensive breakdown and technical details, please refer to our Handbook on page XX.*





## EXPANDED SERVICES

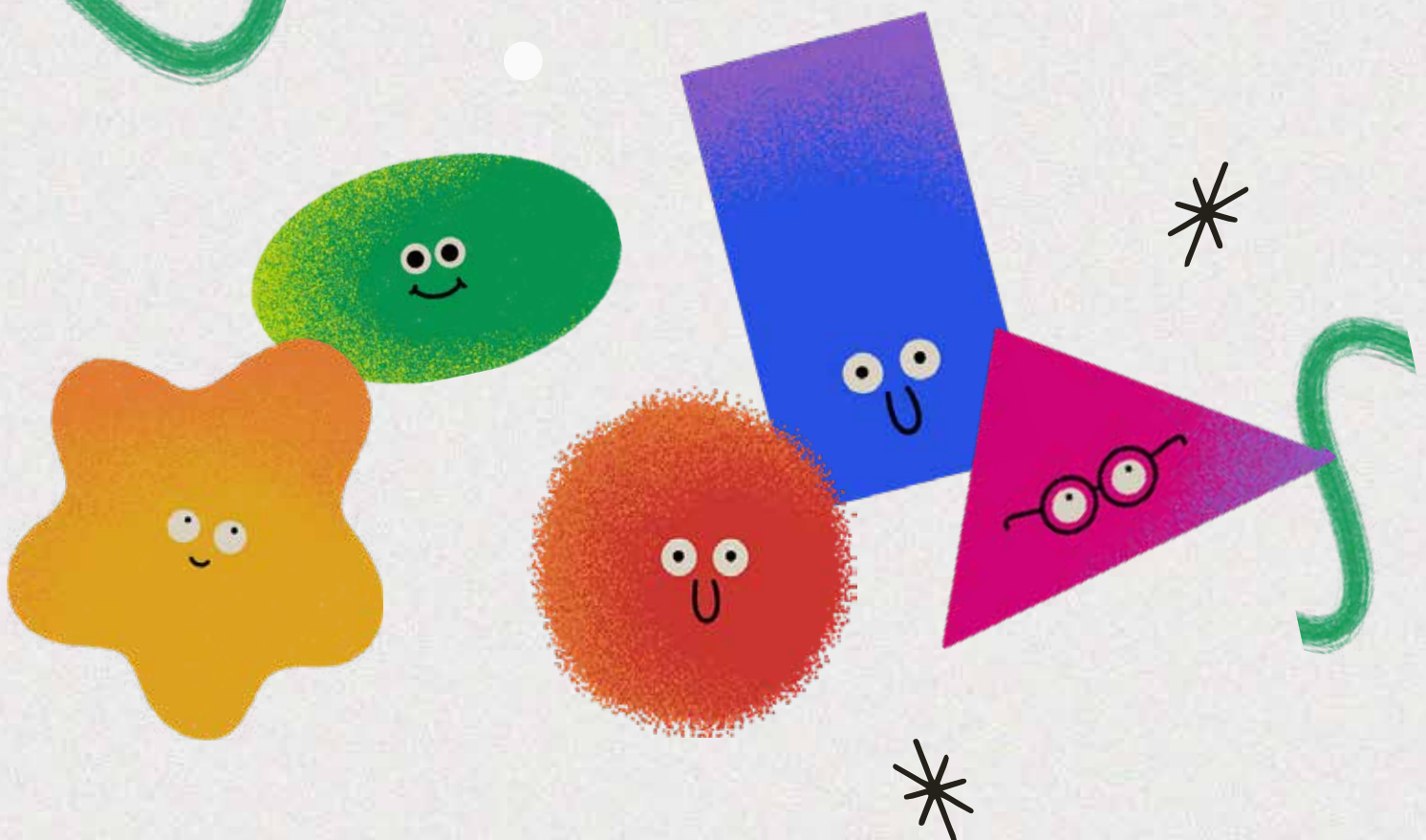
The SAS team is preparing to offer adult assessment services for ADHD in the next financial year, responding to the increasing demand for support in this area. Young adults in higher education and working adults also sought dyslexia assessments and consultations to aid their academic and professional journeys. The DAS International Concierge Assessments, a service providing swift and guided assessments, continued to see interest from both local and international clients.

## PROFESSIONAL DEVELOPMENT

To ensure the highest quality of service, the SAS team engaged in ongoing professional development. This included weekly training sessions, case discussions, and attending conferences such as the Developmental Paediatrics Conference 2024. Some psychologists also received additional training to support students with socio-emotional and behavioural difficulties, alongside dyslexia.

## CURRICULUM-BASED ASSESSMENTS - MAPTRACK

The Curriculum-Based Assessment platform, MAPTrack, was extended to include students diagnosed with dyslexia by MOE psychologists and those without sufficient profiling scores. This initiative aims to establish a baseline measure of skills for better tracking of student progress.





# NURTURING LITERACY THROUGH INNOVATION

English Language and **Literacy Division** (ELL)

At the heart of our English Language and Literacy (ELL) Division lies a commitment to transforming literacy learning with a blend of intensive intervention and cutting-edge educational technology. Our approach is designed to captivate and engage learners, ensuring that each student receives the support they need to thrive.

The ELL Division's cornerstone is the Main Literacy Programme (MLP), which provides comprehensive support in English literacy. Building on our success with MLP, we introduced two innovative programmes in recent years: iReaCH™ and iStudySmart™. Launched in 2018 and 2019 respectively, these programmes are crafted to offer tailored literacy interventions, further enriching our educational offerings.

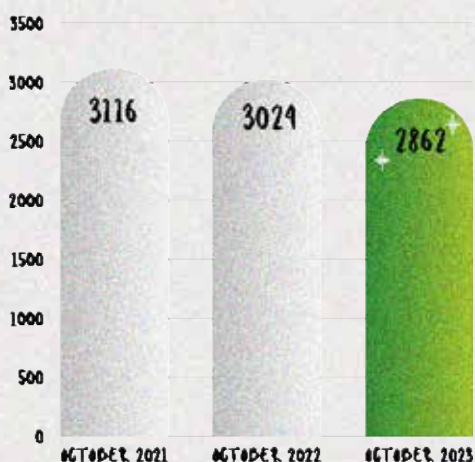
Through these initiatives, we aim to create a dynamic learning environment that adapts to each student's needs and fosters a love for learning





# CELEBRATING LITERACY MILESTONES

## Main **Literacy** Programme



### PEAK STUDENT ENROLMENT NUMBERS

In 2023, the Main Literacy Programme (MLP) has made significant strides in supporting students with dyslexia. This year, our programme faced its share of challenges, but our dedicated team's resilience and commitment have ensured continued progress. With a peak enrolment of 2862 students in October 2023, MLP has provided crucial support across various literacy levels—from foundational skills to more advanced needs.

Despite the ups and downs of the year, we remained focused on our goal: placing as many students as possible and maximising class sizes to boost enrolment. Efforts to offer more class options across different Learning Centres have helped

accommodate more students, ensuring they receive the necessary support in a timely manner.

## Building **Capabilities**

Our commitment to professional development is reflected in our centre sharing sessions, which focus on enhancing the skills of our Educational Therapists. These sessions include topics like student behaviour management and effective parent communication. The interactive format—featuring group discussions and case study analyses—encourages active engagement and knowledge sharing among therapists.

## Structured Mandatory **Make-up classes**

Structured Mandatory Make-Up Classes (SMMU) have been a vital component of our programme since 2020. Although attendance fluctuated between 55% to 65% throughout the year, feedback from students highlights their appreciation for the engaging and varied content of the lessons. Students enjoyed the online format, interactive activities, and the opportunity to discuss topics with classmates.

"It was very nice to be able to learn how to analyse a visual text and even a video. It is very interesting and helpful as I can use these skills while watching shows or when I see a poster."

"The teacher made the lesson entertaining."

*For a detailed account of the Main Literacy Programme, including comprehensive data and additional information, please refer to the Handbook on page XX.*



# 225 STUDENTS GRADUATED!



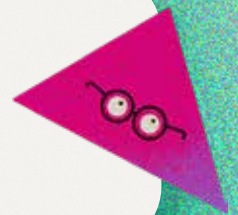
*"Since joining DAS, my English has improved. I used to struggle with writing stories, but now I can write them effectively. I am also able to pass my English at school exams. I will miss DAS."*

*"My experience in DAS the past few years was very fun and educational, I will never forget the friends and teachers I've made and met from the beginning to now. Some major takeaways include thinking things through thoroughly, such as when I was taught to sound the words out."*



*"It has been 3 years being in DAS. I choose to be here to improve in my English so that I can get into a course that I want. Today, I am also more confident to speak to others. I would like to thank my school teacher for sending me to DAS."*

*"I have been in DAS for 7 years. The first two years, I felt very uneasy but the next five years I have made new friends. Today, I have improved a lot in my spelling and writing skills and I will always do my best. I would like to thank my mother for supporting me and my teachers at DAS – Ms Hani, Ms Alia and Mr Deon."*



*"In addition to the learning experiences, we enjoyed ourselves to the fullest in the classes. As someone who struggled with reading in the past, I can proudly say that I've made significant progress and am now a much more skilled and confident reader."*



WATCH OUR STUDENT REFLECTIONS VIDEO  
TO CELEBRATE OUR 2023 GRADUATES!

Our YouTube channel:  
**@DyslexiaAssociationofSingapore**



# A BEACON OF HOPE

## The iReaCH™ Programme

In the ever-evolving landscape of education, the iReaCH™ Programme stands as a beacon of hope for learners who navigate the world differently. The heart and soul of the iReaCH™ team lie in their unwavering dedication to supporting these unique learners. Whether it's guiding them through the intricacies of basic literacy skills such as reading and spelling or delving into the complexities of higher-order skills like reading comprehension and writing through in-depth vocabulary studies, the programme's mission is clear: to help each learner become an effective and efficient student.

### NEW BEGINNINGS: EXPANDING HORIZONS IN 2024

The dawn of 2024 brought with it an exciting new chapter for the iReaCH™ Programme. In a bold move to expand its horizons, iReaCH™ extended its nurturing hand to Primary 1 to 4 students who learn differently. This initiative, launched at our bustling learning centres in Sengkang and Jurong Point, signaled not just an expansion in age groups—from Primary 1 to Secondary 5—but also a significant shift from the virtual realm to the tangible world of physical classes. This transition was more than just a logistical change; it was a heartfelt response to the needs of our young learners and their families. As the year progresses, the team is committed to offering more in-person classes at additional learning centres, with the hope of welcoming even more eager minds into the iReaCH™ family.





## MILESTONES OF GROWTH: COLLABORATIONS AND ACHIEVEMENTS

A particularly inspiring milestone was achieved through our collaboration with Tasek Academy and Social Services Limited (TASSL). Fully funded and brimming with potential, a 20-week on-site iReaCH™ intervention project was launched for 12 students who learn differently at TASEK Jurong. Every Friday, our dedicated Educational Therapists (EdTs) meet with three vibrant groups of students—Primary 4, Primary 5 & 6, and Secondary 1 & 2—turning ordinary classrooms into sanctuaries of learning and growth. The mid-point feedback has been overwhelmingly positive, a testament to the transformative power of dedicated support and innovative teaching.

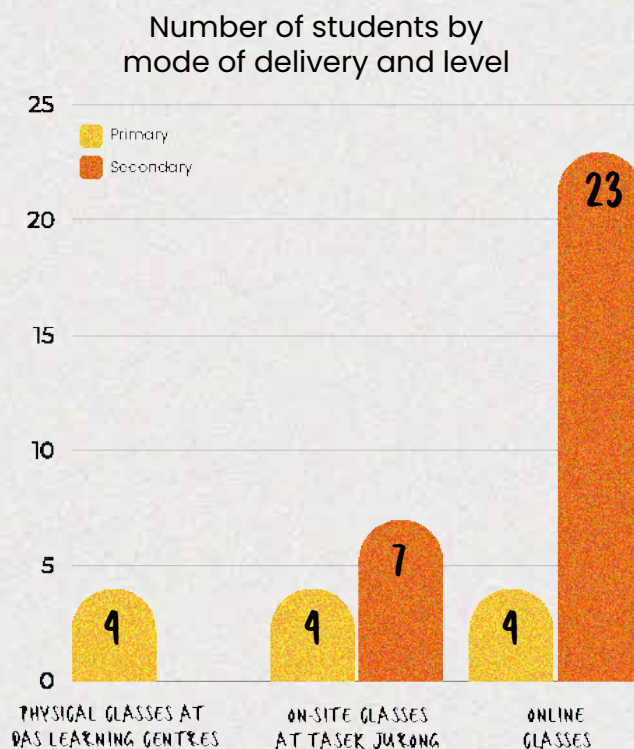
Our journey to spread awareness and understanding about the iReaCH™ Programme took a creative turn on 14 October 2023, when we hosted an online workshop for students and parents. This event was not just an informative session but a celebration of the importance of in-depth vocabulary knowledge. Our passionate Educational Therapists shared invaluable tips and strategies, lighting the path for students and parents alike.

## SPREADING THE WORD: ENGAGING WITH OUR COMMUNITY

The voices of our EdTs resonated further through heartfelt blog articles, where they shared their personal reflections and observations on the iReaCH™ Programme. These narratives provided a window into the daily triumphs and challenges of our learners, weaving a tapestry of shared experiences and collective growth.

## A YEAR IN NUMBERS: IREACH BY THE DATA

iReaCH™ saw a significant increase in demand, a reflection of the programme's growing visibility and impact. While the majority of our students are currently in secondary schools (30), the newly launched support for Primary 1 to 4 learners is already showing promise. The current waitlist of 32 students is a poignant reminder of the urgent need for our services and fuels our determination to expand further.





# STORIES OF TRANSFORMATION

## Student Testimonials



**ZAIDAH MOHAMED JAFFAR**  
Senior Educational Therapist,  
RETA Associate Fellow

### Unleashing **Potential**: The Journey of **Student C**

*“Student C’s journey through the iReaCH™ Programme has been nothing short of remarkable. Initially grappling with grammar and vocabulary, she has blossomed into a confident communicator, capable of nuanced understanding and insightful analysis. Her essays, once a struggle, are now well-structured, coherent, and reflective of her growing intellect. Her active participation in class discussions highlights her ability to articulate complex ideas with clarity and depth, making her an invaluable asset to her peers and teachers alike.”*



**SATHI MENON**  
Senior Educational  
Therapist, RETA Fellow

### Rising **Stars**: The Progress of **Student K**

*“When Student K joined the iReaCH™ Programme, she had already shown proficiency in word reading and spelling, but her essay writing and comprehension skills needed enhancement. Recognising her potential, I recommended the iReaCH™ Programme, which perfectly aligned with her literacy needs. The focus on vocabulary and current affairs significantly boosted her content knowledge, aiding her in generating ideas for essays and improving her comprehension skills. The shift in her performance was remarkable, with her English score rising from C6 to B5 in the final year examinations of 2023, a testament to her hard work and the programme’s effectiveness.”*



**SHAKTHI BHAVANI**  
Lead Educational Therapist,  
RETA Associate Fellow

### Building **Confidence**: The Story of **W**

*“W, a 7-year-old student, entered the iReaCH™ Programme with dyslexia-like difficulties, particularly in blending and segmenting. Struggling with task transitions and emotional regulation in her primary school, W found it challenging to adapt to the larger classroom environment. Our sessions began with group discussions and tailored expectations, adjusting based on her mood and energy levels. This personalised approach reduced her task avoidance, making our sessions more productive and enjoyable. Over time, W has grown more confident in reading and participating in class activities, a heartwarming testament to the positive impact of the iReaCH™ Programme.”*



# EMPOWERING TOMORROW'S LEADERS

## The iStudySmart™ Programme

The iStudySmart™ (ISS) programme is dedicated to empowering students to become confident and independent individuals. By focusing on essential skills such as time management, planning, organisation, tertiary writing, and presentation, the programme lays a strong foundation for success in higher education and beyond.

### Year of **Growth** and **Achievement**

From April 2023 to March 2024, ISS supported a total of 55 students, including both upper secondary and tertiary students. Thanks to the generous funding from the Lim Hoon Foundation Limited, post-secondary learners who learn differently were able to access crucial intervention. The collective efforts of DAS colleagues in raising awareness and engaging various tertiary institutions have yielded positive and promising outcomes.

### Expanding **Reach** and **Impact**

The ISS programme reached new heights with the highest enrolment of post-secondary students to date. A total of 24 students received support during the first intake of 2024, including our first Junior College student. The majority of students came from various Institutes of Technical Education (ITEs), highlighting the programme's expanding reach and promising outcomes.





# SUPPORTING TERTIARY LEARNERS

In the past year, DAS has strengthened its support for tertiary students through various targeted initiatives. These efforts aim to ensure that learners continue to receive the necessary guidance and resources as they navigate their academic journeys.

## **Alumni Engagement:**

DAS/iSS alumni played a key role in our awareness initiatives, sharing their personal experiences and learning journeys with current students. These alumni provided invaluable insights into transitioning from secondary to post-secondary education, inspiring and guiding current students with practical advice and encouragement.



## **Customised Training Sessions:**

On 15 September 2023, DAS, in collaboration with Dr June Siew Hui Li of DAS Academy, iSS Programme Leader, Rosalyn Wee conducted a specialised Executive Functioning Workshop for students at the National University of Singapore. Attendees expressed a desire for more intimate workshops focusing on study tools and applications, prompting DAS to plan additional support sessions.

## **Engagement in Educational Events:**

DAS representatives attended key events, like the Inter-AU Disability Support Office (DSO) IHL networking event and Every Matters. These engagements shared DAS programmes and services, including assessments and interventions, and raised awareness about support for students with dyslexia.



*In clockwise direction: Sarasvathi Sinnayah, Winston Quek, Rosalyn Wee, and Fong Pei Yi*



## **Outreach to the ADHD Community:**

DAS conducted an online talk for the Society for the Promotion of Attention Deficit Hyperactivity Disorder Research and Knowledge (SPARK). This session focused on how executive function and study skills can benefit children with ADHD, providing parents with strategies to support their children's learning.

These initiatives demonstrate DAS' commitment to supporting tertiary learners, ensuring they have access to the tools and resources necessary for academic success and personal development.





## Research and Conferences

The pursuit of excellence and knowledge-sharing continues with iSS facilitators presenting at prestigious conferences. They shared their insights on helping learners with executive functioning, study skills, and dyslexia at the 58th RELC International conference in Singapore and the AUSPELD conference in Perth, Western Australia.



## Final Presentation Events

The final presentation events for iSS students showcased their remarkable growth and confidence. Held at Singapore Management University and Singapore University of Technology and Design, students delivered engaging presentations on diverse topics, demonstrating their enhanced skills and knowledge.



# SUCCESS STORIES

## Highlighting Success at Graduation

The 2023 DAS Student Graduation Ceremony featured testimonials from two DAS iSS alumni. Nur Istiqamah from Lasalle College of the Arts shared how the iSS programme improved her time management and organisational skills, while Secondary 4 student Calista Neo discussed the programme's impact on her exam preparation and focus. Their stories highlighted the transformative effect of the iSS programme on students' academic and personal growth.







# VOICES OF IMPACT

***"I feel that the programme is fantastic and great! Thanks for teaching me how to present myself. It is a good thing to me and I learnt a lot as well."***  
iSS Student

***"The iSS programme has shown me many new things. From helping my organisation skills in daily revision to showing me how to properly quote sources in project works. The programme also allowed me to complete things at my own pace, which allowed me to do things without getting too stressed."***  
iSS Student

***"The programme allowed me to speak more confidently and louder. It also aided me by allowing me to explore more methods to improve my studies. It also allowed me to plan my studies properly and quickly for example by doing the important and urgent things first and doing the not important and not urgent things last."***  
iSS Student

***"The iStudySmart programme provided great support and terrific transferable skills for our son. At a time when he is looking at higher education options, this programme gives valuable study and time management tips and skills. Importantly, the programme showed him how to apply these skills to help with all his studies going forward. The final presentation was particularly inspiring as often it is hard to encourage teens to speak in public, and yet we could see our son present with confidence on a topic which interested him. The mentoring system is especially commendable as it helps to build confidence and a sense of responsibility for the participants as they feel they are able to manage their studies in a way that works best for them."***  
Parent of iSS Student

***"My boy was enrolled into ISS in July 2023. Ever since he started it, I realised he had become more organised with his school work and exam revisions. Not only that he is also able to plan and execute his plans in a more responsible and well disciplined approach. Be it giving a speech or holding a conversation, I had seen quite a big improvement in him. Really appreciate DAS for the intro of ISS and also a big thank you to the teachers involved."***  
Parent of iSS Student

***"Thank you very much for providing the iSS programme that helps our sister improve her time management and public speaking skills. Throughout this event, we witnessed a definite growth in my sister's confidence. As a tertiary student, we believe it is highly beneficial for students to have this opportunity to learn and adapt to the skills required for tertiary studies during secondary school. We hope that the iSS programme will continue its work and assist more students."***  
Parent of iSS Student

For more comprehensive data on iStudySmart™, please refer to the Handbook on page 37.



# EMBRACING INNOVATION FOR ENHANCED LEARNING

Educational **Technology**

Monthly **Insights** from the **Techy Tips Series**

In our continuous effort to enrich the teaching practices of our educational therapists (EdTs), the Learn@Edtech team introduced the Techy Tips series. This initiative aims to equip EdTs with practical, easy-to-implement tools that can transform their teaching strategies. Delivered through engaging monthly emails, each issue of the Techy Tips series provides concise descriptions and direct links to valuable resources.

One of the standout features of this period was the focus on Artificial Intelligence (AI). AI, defined simply as the simulation of human intelligence in machines, has become a transformative tool in education. The series highlighted AI-based tools such as Quisiss with AI, Diffit, Magic School, Twee, Curipod, Brisk Teaching, and ChatPDF, offering EdTs innovative ways to enhance their teaching methods.

The consistent delivery of these insights and recommendations throughout the year bridged the gap between theory and practice, enabling EdTs to seamlessly integrate technology into their teaching. By adopting these tools and strategies, our EdTs continue to empower their students, improving learning outcomes in an increasingly digital world.



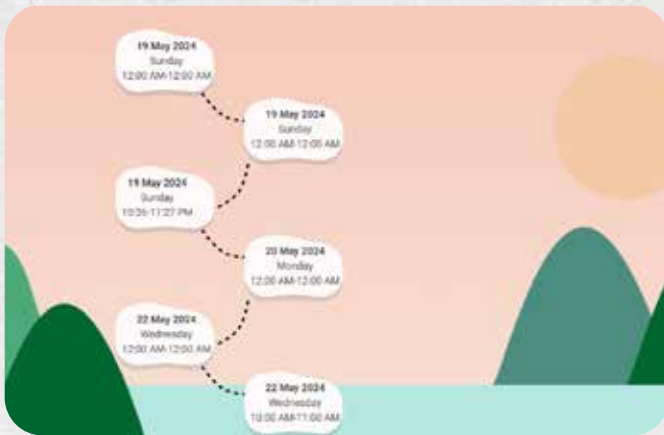


# SWAPP

## Innovating **Sight Word** Learning



A screenshot of a student's dashboard upon logging in



Self-learning dashboard allowing students to review their past lessons by tapping on the learning stones

The SWapp, a web-based application developed in collaboration with a group of passionate students from the National University of Singapore (NUS) and the DAS EduTech Team, exemplifies our commitment to leveraging technology for educational enhancement. SWapp is designed to assist students in mastering sight words, thereby enhancing their reading fluency and comprehension skills.

Adhering to the DAS methodology of teaching sight words, SWapp incorporates interactive activities where students trace words, write them independently, and create drawings or sentences to aid recall. This approach not only supports classroom learning but also enables extended learning at home, with EdTs assigning

challenging sight words for at-home practice. Interactive games like jumbled letters and word identification further reinforce learning.

For EdTs, SWapp offers functionalities that track student progress and facilitate seamless transitions between EdTs, ensuring continuity in learning even when students change classes. The app's dashboard allows EdTs to view which sight words a student has mastered, upload audio files, and manage the word bank effectively.

As we prepare for a trial run of SWapp in Term 3 of 2024 with a select group of EdTs and students, we anticipate valuable feedback that will refine the app to better meet user needs. The trial aims to ensure that SWapp enhances reading fluency through interactive activities, provides engaging games to reinforce learning, and enables extended learning by allowing students to review words at home. Parents will also be involved in this process, supporting their children's progress through home practice.



This is how the EdTs' dashboard looks like. Multiple EdTs can be assigned to the same class.



EdTs can add / edit / delete sight words from the Word Bank section. They can upload audio files, sentences and add a difficulty level to the sight word.

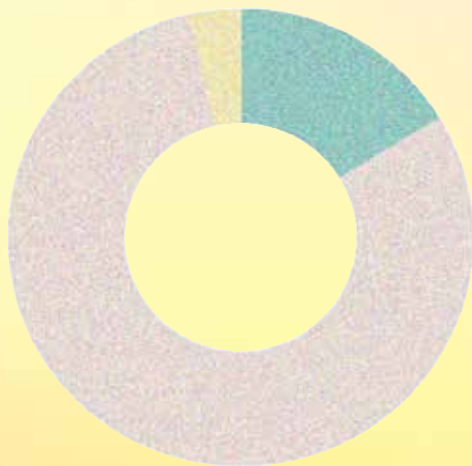


# A JOURNEY OF EARLY LITERACY AND GROWTH

## Preschool **Early** Literacy **Programme**

The Preschool Early Literacy Programme (PELP), launched in 2006, is dedicated to nurturing preschoolers who exhibit signs of dyslexia tendencies, developmental delays, or difficulties with early literacy skills, despite support from home and school. Our mission is to equip these young minds with the skills and strategies necessary to become confident learners as they transition to primary school.

**BY THE END OF 2023, WE PROUDLY SUPPORTED 258 STUDENTS (156 MALES, 102 FEMALES) ON THEIR JOURNEY TO BECOMING CONFIDENT AND CAPABLE LEARNERS.**



- Kindergarten 1 **42 (16.3%)**
- Kindergarten 2 **207 (80.2%)**
- Kindergarten 2 Repeat **9 (3.5%)**





# CELEBRATING KEY MOMENTS OF THE YEAR

## Jamboree 2023

In a vibrant showcase at Jamboree 2023, our team took center stage with a compelling presentation, "How Do We Identify Preschoolers at Risk of Literacy Difficulties?" This session, attended by early childhood educators from across Singapore, highlighted our innovative approaches and the crucial early intervention strategies that make a difference.

## A Global Perspective: Visit by IshK Tolaram Foundation



Our partnership with the IshK Tolaram Foundation reached new heights with a visit from their representatives from Nigeria and Indonesia. They explored the REX Learning Centre to gain insights into dyslexia, its impact on various languages, and the array of programs and services we offer for preschoolers and school-aged children. This visit underscored the global relevance of our work and the collaborative spirit driving our mission.

## KK Women's and Children's Hospital (KKH) Inaugural Developmental Paediatrics Conference



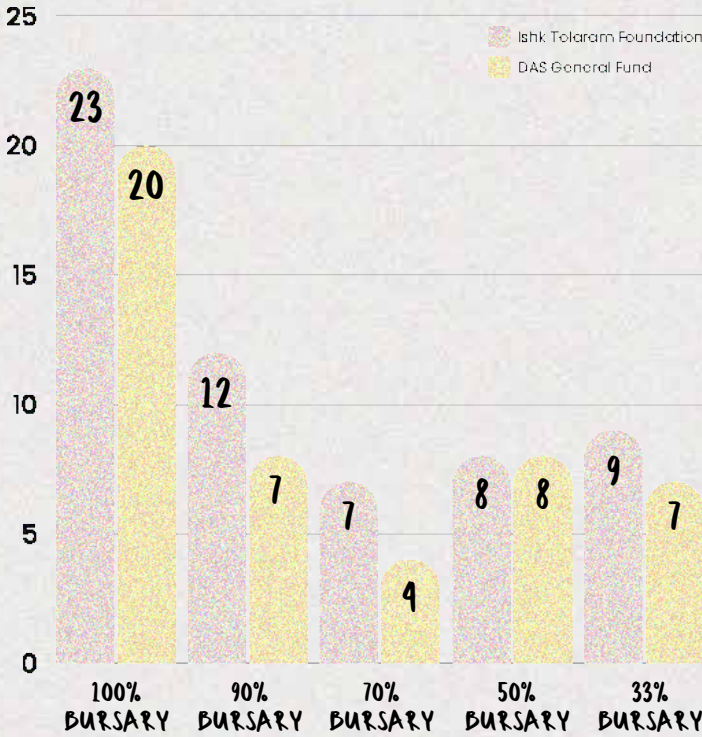
At the inaugural KKH Developmental Paediatrics Conference, our preschool team presented an engaging eight-minute talk titled "Investigating the Impact of an Early Literacy Program in Singapore for Preschoolers Aged 5 and 6 Years Old." The conference, which gathered medical and allied health professionals from across the region, was a platform for sharing knowledge and experiences in developmental paediatrics.





# BURSARY AND SUPPORT

Generous funding from our donors made a significant impact. Thanks to the IshK Tolaram Foundation and the DAS General Pool, we were able to provide essential bursaries to our students at the end of Term 4, 2023



## IshK Tolaram Foundation

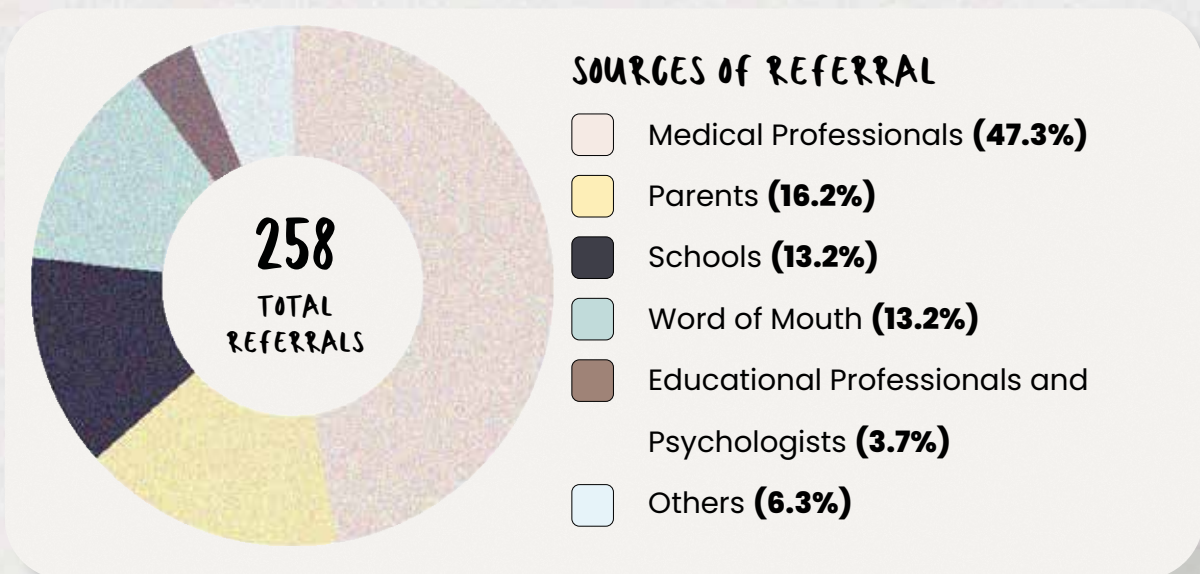
59 students received bursaries, including:

- 23 students on a 100% bursary
- 12 students on a 90% bursary
- 7 students on a 70% bursary
- 8 students on a 50% bursary
- 9 students on a 33% bursary

## DAS General Pool

47 students benefited from bursaries, including:

- 20 students on a 100% bursary
- 8 students on a 90% bursary
- 4 students on a 70% bursary
- 8 students on a 50% bursary
- 7 students on a 33% bursary





# INSPIRING SUCCESS



**RAIHANA BTE MOHD HASHIM**  
Senior Educational Therapist,  
RETA Member

## C's **Journey of Growth**

*"C started the programme with knowledge of letter recognition. She was yet to grasp letter sound knowledge fully and was having challenges in reading, spelling, and recognising sight words. She showed hesitation and doubt during literacy related tasks. She developed increased confidence and encouraged progress alongside her peers when engaging in sessions curated for their learning needs. Her focus on listening and actively participating in activities during sessions showed that she was motivated by the literacy activities. Lessons planned involved integrating her strengths and interests, to address areas of challenge. At the end of the programme in 2023, C was developing in areas that she faced challenges in, such as letter sound correspondence, sight word knowledge, and reading and spelling phonetically. She has grown into a curious, resilient, and confident reader, declaring, "I can do it, and I want to do more!""*



## Parent of **Preschool Programme** Student

*"Ms Sandra is a very encouraging and dedicated teacher. She has helped my child gain confidence in reading and writing and overcome her barriers. She communicates clearly and timely which makes this a very collaborative relationship in helping my child to learn and grow. Parent from Bishan Learning Centre"*

**SANDRA NGAN LAI WAN**

Educational Therapist, RETA Associate Fellow



## Parent of **Preschool Programme** Student

*"Teacher Shu Hong has been a wonderful teacher who communicates well with parents, and gives a lot of thought to K's individual struggles and progress. My child enjoys her classes and is always very happy to attend"*

**TAN SHU HONG**

Educational Therapist



# CULTIVATING INDEPENDENCE AND A LOVE FOR LEARNING

## Chinese Programme

The Chinese Programme is dedicated to supporting learners with dyslexia, aged 7 to 17, in their Chinese language studies through a structured literacy intervention. This programme not only fosters a love for learning but also equips students with strategies to learn independently, with parents playing a crucial role outside the classroom.

In the primary programme, lessons cover common vocabulary, sentence structures, and word recognition strategies. As students develop oral skills, they progress to higher literacy skills, including writing and comprehension. The secondary programme adopts a curriculum-based approach, preparing students with essential reading and writing skills to succeed in secondary school.

By the end of FY23/24, 415 students were supported through the Chinese Programme, with 26% receiving financial assistance from the Singapore Teochee Foundation (STF) and the Bicentennial Community Fund. These bursaries provided subsidised Chinese remediation for periods ranging from a term to a year.

Singapore Teochee Foundation (STF): 15 students  
Bicentennial Community Fund - Chinese: 93 students





# KEY ACHIEVEMENTS OF THE YEAR

## Expanding Horizons: Embracing ILD Students

In 2023, the Chinese Programme expanded to include “I Learn Differently” (ILD) students without a formal diagnosis of dyslexia but facing similar challenges in learning Chinese. Our trials indicated that these students benefit significantly from our classes, showing faster progress compared to those with a formal diagnosis. About 10 ILD students participated, all demonstrating notable improvements as evidenced by pre- and post-test results and teacher feedback.

## International Recognition



At the 7th International Conference on Teaching and Learning of Chinese as a Second Language and the 11th International Forum on Chinese Language Education, the Chinese Team presented two significant research studies:

1. Impact of Orton Gillingham Approach: Explored how this method, traditionally used for teaching English, supports secondary students with dyslexia in learning Chinese.
2. Orthographic Awareness Study: Investigated the relationship between orthographic awareness and reading and spelling abilities in young bilingual readers with Chinese reading difficulties.

These presentations sparked insightful discussions and highlighted the challenges dyslexic learners face. Educators expressed interest in adopting strategies like breaking down character components and using visual cues to aid retention. The discussions also underscored the importance of incorporating Orton Gillingham principles into mainstream classrooms.

## Creating Differentiated Teaching Resources

To accommodate diverse learning needs, we developed differentiated worksheets for all lessons, ensuring every student receives tailored educational materials. We also introduced lesson review sheets, aiding revision at home and keeping parents informed about the curriculum. This initiative fosters a collaborative learning environment, reinforcing classroom learning at home.



# SUCCESS STORIES



*"When I first started attending Mr Liu Haifeng's Chinese language lessons at DAS Sengkang, I had a strong distaste for the Chinese language as I often struggled to recognise basic Chinese characters. However, with DAS's specially curated curriculum as well as Mr Liu's caring guidance, I was able to attain a better understanding of the Chinese language.*

*With Mr Liu's help, I was able to achieve my first milestone in Primary 6, when I scored an "A" in Chinese for PSLE in 2020. This established the platform for my future successes as I would eventually be given the opportunity to enrol in the Higher Chinese Language programme in secondary school. Besides that, I would also go on to score an "A1" for my Express Chinese O-levels in 2023. Without DAS's intervention and Mr Liu's painstaking efforts, I would not have been able to get to where I am right now."*

*Lim Sheng Yuan Julian  
Ex-Student of Sengkang Learning Centre*

*"X\* is a diligent student who consistently exhibits attentiveness during our Chinese classes. Her commitment is evident through the timely completion of assignments. X\* demonstrates a commendable understanding of stroke order, reflecting in her neat and tidy handwriting. Moreover, her listening skills have improved greatly, allowing her to grasp the essence of stories and respond adeptly to the teacher's questions. Additionally, her reading comprehension abilities are steadily improving. She effectively employs the 4W strategy (When, Where, Who, What happened) to summarise paragraph meanings and address simple reading comprehension questions. With guidance, she skilfully utilises story maps to outline the principal content of stories she has read. As her Chinese teacher, I take pride in witnessing X's continuous progress and commendable achievements."*

*Zoe Kee Zhang, Educational Therapist*

*"The Chinese Programme has helped my child overcome her problems in reading, and even helped my child to improve her writing and comprehension skills. For Chinese, she used to get 0 for spelling but now she is able to pass it."*

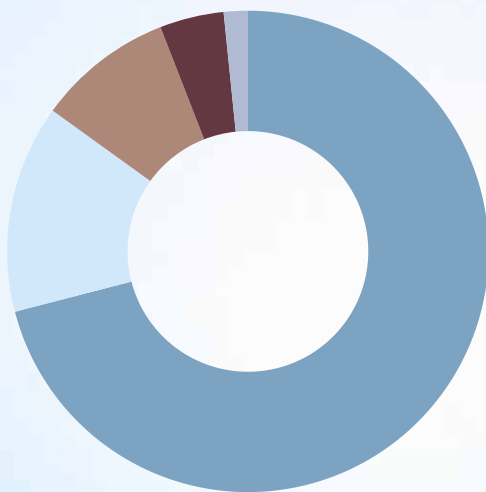
*Parent of Student X*



# BRIDGING THE GAP FOR OUR LEARNERS

## Maths Programme

The DAS Maths Programme is dedicated to providing specialised support for dyslexic students facing persistent challenges in mathematics. With three distinct curricula—Essential Maths, Problem Sums for Upper Primary (PSUP), and a curriculum tailored for Secondary 1 students following the Normal Technical maths syllabus—this intervention programme aligns with the mainstream syllabus while employing dyslexia-friendly approaches. Each curriculum is designed to address students' weaker areas, helping them bridge gaps between their current abilities and the expectations of mainstream education.



At the end of 2023, the Maths Programme supported 360 students. Approximately 52% of these students received financial assistance from various sources, including the DAS General Pool, Tan Chin Tuan Foundation (TCTF), Singapore Teochew Foundation (STF), Google Data Centre, and the Hindu Endowment Fund (HEB). These bursaries provided subsidised maths remediation and entrance profiling tests, making our services accessible to more students.

- General Pool **132**
- Tan Chin Tuan Foundation (TCTF) **26**
- Singapore Teochew Foundation (STF) **17**
- Google Data Centre **8**
- Hindu Endowment Fund (HEB) **3**



# KEY ACHIEVEMENTS OF THE YEAR

## **Organising Mass Profiling Events**

In 2023, the Maths team successfully organised two online mass profiling events, held on 29 May and 20 November. These events aimed to identify the specific needs of students struggling with mathematics. Approximately 80 students were profiled, allowing for targeted interventions and support. The mass profiling events have become a cornerstone in our efforts to provide personalised educational strategies for our students.

## **Implementing Topical Tests**

The complete rollout of Topical Tests for all mathematics classes in 2023 marked a significant milestone. These tests enable us to record and monitor students' progress based on the topics taught throughout the year. By identifying strengths and weaknesses, we can tailor our teaching methods to better address individual needs, ensuring each student receives the support they require to succeed.

## **Supporting South Central Community Family Service Centre**

In 2023, the DAS Maths Programme extended its support to a group of students from the South Central Community Family Service Centre. These students, the first without a formal diagnosis of learning difficulties but experiencing persistent challenges in mathematics, benefited greatly from our programme. This initiative highlights our commitment to inclusivity, ensuring that all students, regardless of diagnosis, have access to quality educational support.



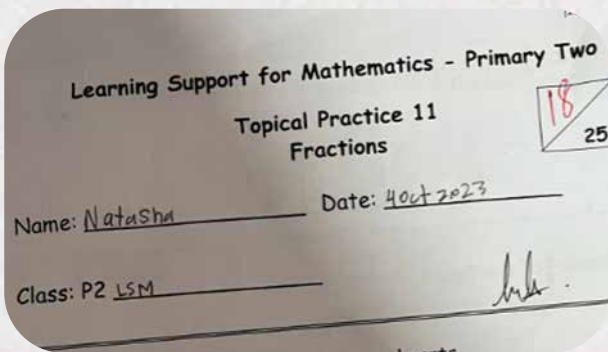


# FROM STRUGGLE TO SUCCESS



## DAS Educational Therapist, Ms Albel's account on Natasha's Journey

"Nur Natasha Sabrina joined my DAS Maths class on 25 July 2023. Initially, her calculations in renaming for Addition and Subtraction were inaccurate. To aid in her improvement, I had her work out sums that focused on the concepts where she was struggling, using our Math resources. Afterward, she explained the steps she took to solve the problems. When errors occurred, I corrected her and she listened attentively, understanding her mistakes and avoiding them in the future. Natasha's efforts paid off, as she worked diligently to ensure all her sums were accurately computed. Additionally, Natasha excelled in her P2 end-year 2023 school assessments, scoring 80% in English and 72% in Maths. Her performance earned her the Edusave Good Progress award, along with the CORE award for demonstrating Curiosity, Open-mindedness, Resilience, and Enthusiasm. Great job, Natasha!"



## A Mother's Pride: Natasha's Achievements

"Natasha has constantly shown improvements academically. She has been showing good effort and takes pride in her studies. As a mother, I have seen how much she struggles trying to keep up with her schoolwork as well as her home assessment book with minimal guidance. I am happy that Natasha has attained the Edusave Good Progress award and the CORE award from her school in 2023. With these awards, I hope that Natasha will keep up with the good work. I am confident that she is capable of succeeding in her studies. As a mother, I am committed to providing her with my unwavering support in her studies and well-being."





# EMPOWERING YOUNG LEARNERS

## PREP 2 PSLE Programme

The PREP 2 PSLE programme (Preparation for English Paper 2 PSLE) was established to support primary school children with learning differences in tackling their English language examinations. Our mission is to empower learners who learn differently by equipping them with essential skills and strategies, enabling them to take ownership of their learning journey. The programme focuses on key components of the PSLE English paper, including Grammar, Editing, Synthesis and Transformation, and Reading Comprehension, to ensure comprehensive preparation.

Targeted at Primary 3 to Primary 6 students with dyslexia or Specific Learning Differences (SpLD), the PREP 2 PSLE programme has also opened its doors to those facing learning challenges without a formal diagnosis. By focusing on individual needs and offering a flexible curriculum, the programme prepares students for their exams, helping them build the skills and confidence necessary to succeed by the end of Primary 6.

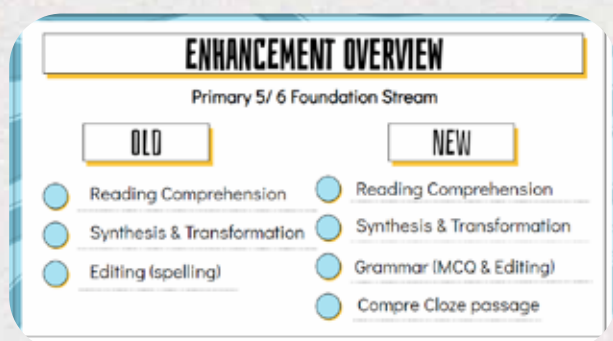
In FY 2023-2024, peak enrolment was achieved with 135 students in Term 3, 2023. Through generous contributions from the DAS fundraising efforts (DAS Workplace Giving & General Pool) and the Singapore Teochew Foundation (STF), a total of \$75,781.55 was provided to students on the bursary scheme. These funds have significantly supported primary school dyslexic learners in gaining confidence and succeeding in their English examinations.





## Pioneering Research in Online Education

The shift to online classes inspired us to investigate the effectiveness of digital teaching for students with Specific Learning Differences (SpLD). Our study, "Efficacy of Teaching Practices in Online English Comprehension Lessons for Learners with Specific Learning Differences (SpLD): A Qualitative Analysis," delves into how online teaching practices impact student engagement and learning outcomes. The study revealed valuable insights, showcasing the potential of innovative online methods to enhance learning for our students. This research will be presented at three local conferences and is set to be published in the Asia Pacific Journal of Developmental Differences (APJDD) by the end of 2024.



## New Initiatives

In Term 2 2023, we launched an exciting initiative to keep our curriculum aligned with the latest examination formats. We're revising the foundation stream's curriculum to include additional components, addressing the distinct mark allocations in exams. This year-long project, involving our core team and P2P teachers, combines their expertise and fresh perspectives, fostering collaboration and enhancing curriculum development skills.

## Engagement and Awareness

In April 2023, the Prep 2 PSLE team hosted the "Prepositions in a Green Jar" workshop, where students learned about prepositions through a hands-on terrarium-building activity. This engaging approach not only improved their language skills but also made learning enjoyable.



On April 15, 2023, we held a personalised workshop for parents of Primary 5 and 6 students, "That's it! That's it!" This intimate session provided valuable text annotation strategies and interactive learning tools, resulting in high parent satisfaction and increased programme interest.

Additionally, our regular "Coffee & Chat" sessions, held online on April 8, September 21, and March 30, offered parents insights into the PSLE English Paper 2 and practical tips to support their children. These sessions have built a supportive community, leading to increased programme enrollment through personalised follow-ups and meaningful discussions.





## Successful Readiness Test Event

To raise awareness and encourage enrollment, we conducted our annual Readiness Test in November 2023. The event saw participation from 16 parents, with 13 (81%) enrolling their children in the programme. Supported by six UOB volunteers, the event included paper-based assessments for students and a dedicated talk for parents to showcase our teaching approach. The individual consultation sessions provided personalised insights into each child's performance, ensuring tailored support for their learning journey.

Testimonials from our community • Testimonials from our community • Testimonials from our community

*"P2P has helped Rick a lot in handling the upcoming demands in his upper primary English curriculum. As there are quite a few major changes in the curriculum when transiting from Pri 4 to Pri 5, I do not see a big drop in Rick's performance which I did for my other child who was not attending P2P when he was younger. I believe P2P not only helps Rick in his English, it has also helped him in Mathematics where a lot of comprehension is needed, especially for problem sums."*

### **Mdm Tan, Parent (Bishan Learning Centre)**

*"As Rick Koh's teacher in the P2P programme since February, I've seen his remarkable dedication and growth. Rick's outstanding attendance and commitment reflect his strong dedication to learning. Supported by a nurturing family, Rick's enthusiasm stands out as he actively engages with course materials, asks insightful questions, and inspires his peers despite being one of the youngest in the class."*

*Rick has made notable progress, approaching Synthesis and Transformation questions with increased confidence and using systematic methods to minimise errors. In Comprehension activities, he diligently highlights key details, leveraging his well-developed vocabulary. His application of our strategies suggests that with continued support, Rick will effectively translate these skills into successful schoolwork and assessments."*

### **Samantha Chng, Prep 2 PSLE Educational Therapist (Bishan Learning Centre)**

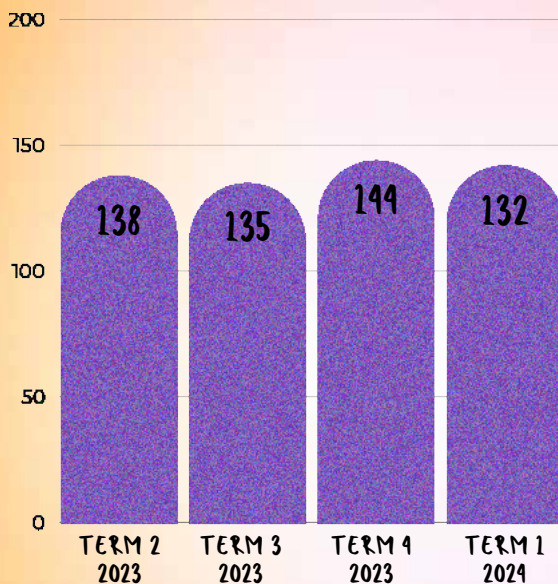




# SUPPORTING CHILDREN IN COMMUNICATION

## Speech-Language Therapy (SLT) Programme

Children with dyslexia and other Specific Learning Differences (SpLD) often face associated speech, language, and communication difficulties. These challenges can significantly impact academic performance, employment opportunities, and social interactions. At DAS, we provide comprehensive assessment and intervention services to individuals aged 3 to 21 from mainstream preschool, primary, and secondary schools. Importantly, a diagnosis of dyslexia is not required to access our services, ensuring that every child in need can benefit from our support.



In FY 2023-2024, the SLT programme supported a substantial number of students each term, with 138 students in Term 2, 135 in Term 3, 144 in Term 4, and 142 in Term 1 of 2024. Our SLTs maintained a high teaching capacity, averaging close to 90%. Due to the increasing demand and a long waitlist, we are planning to expand our team to better meet the needs of our students.





# EXPANDING OUR EXPERTISE

## Community Engagement

Our Speech-Language Therapy (SLT) team is dedicated to sharing our specialised knowledge with educational professionals, parents, and other allied health professionals. In September 2023, Ms Ho Shuet Lian, DAS Principal Speech-Language Therapist, was invited to conduct a seminar for Year 2 students in the Bachelor of Science with Honours in Speech and Language Therapy at the Singapore Institute of Technology. Ms Ho's seminar on support services for children with language and literacy difficulties in Singapore was met with enthusiastic participation and insightful questions from the students.

Throughout the year, DAS SLTs conducted over ten workshops and courses, many in collaboration with the DAS Academy. Highlights include:

- Certificate in Understanding Speech, Language, and Communication Needs
- Master of Arts in Special Educational Needs (Concepts and Contexts module)
- Training for DAS Educational Therapists (AET)
- DAS SLT-MLP In-service Training (Inset)



## On-Site Therapy at NorthLight School



Since 2015, DAS has provided on-site Speech and Language Therapy at NorthLight School, with the exception of a break in 2020. The 2023 programme, conducted by Ms Felicia Poh, ran from February 28 to October 3. Students with diverse speech, language, and communication difficulties received personalised therapy based on dynamic assessments, teacher inputs, observations, and their own motivations. At the end of the intervention period, 13 students achieved at least 70% of their goals, demonstrating significant progress.





# JAVIERA'S JOURNEY

Javiera Lim attended group Speech-Language Therapy sessions from March to November 2023. Therapy targets included following auditory directions (containing specific prepositions and verbs), phonological awareness skills (blending, segmenting and phoneme counting) and selected reading comprehension and question-answering skills (simple what, where, why questions based on a short, simple story). Javiera is a motivated learner who flourishes with encouragement. She retains much of what she is taught and tries her best to apply her learning in class. She achieved all her learning goals in the three terms of therapy attended in 2023 due to her conscientious learning attitude.



Elisabeth Lim Yien Yien,  
Speech-Language Therapist



Javiera Lim, Primary 3  
Jurong Point Learning Centre



# TALENT DEVELOPMENT AND PARTNERSHIPS

## Speech and Drama Arts Programme and ARTVenture

The Talent Development and Partnerships (TDP) aims to highlight and nurture the strengths of students with dyslexia. Often, students focus on overcoming their learning differences through various DAS remediation programmes without opportunities to showcase their strengths. TDP currently encompasses two key programmes: Speech and Drama Arts and ARTVenture. These programmes provide platforms for students to develop and display their talents in a supportive environment, aided by external partnerships that fund these initiatives.

### SPEECH AND DRAMA ARTS

By the end of 2023, 33 students were enrolled in the Speech and Drama Arts programme. The bursary scheme supported 17 students, with contributions from the Singapore Teochee Foundation (3 students), DAS fundraising efforts (13 students), and the Hindu Endowment Board (1 student). The total bursary provided amounted to \$26,792.52.

Over the year, 12 SDA trial classes were conducted, along with 5 class showcases and 1 external showcase.

### ARTVENTURE

ARTVenture offers structured art programmes that encourage children's interest in art and participation in various events to promote dyslexics' talents. The programme works closely with corporate partners to ensure all DAS children can access these opportunities regardless of socio-economic background. The annual DAS Art Competition, with nearly a hundred submissions in 2023, plays a crucial role in identifying visual arts talents and raising awareness of art programmes.





# GIFT OF WONDERS



This year, with the merger of ARTventure and Speech and Drama Arts (SDA) into Talent Development and Partnerships (TDP), we marked the occasion with the first TDP Showcase, 'Gift of Wonders,' on 29 December 2023.



## Art Gallery

The 'Gift of Wonders' included an art gallery showcasing winning pieces from the annual DAS Art Competition. Mayor Denise Phua, our Guest of Honour, presented prizes to the top winners and admired the students' beautiful creations. Lucas Teo, Junior Category winner, gifted Mayor Phua a uniquely painted tote bag.

## Talent Showcase

In a heart-warming display, 23 SDA students performed at the SingPost Auditorium, showcasing their talents with the plays 'The School of Hard Knocks' and 'Gizmo's Christmas.' Supported by other DAS students and alumni, they prepared for 40 hours over Terms 3 and 4. The evening celebrated their successes and resilience, providing the students with a priceless sense of achievement. 'Gift of Wonders' highlighted that learning differences should never hinder one's ability to shine.



*"Every Saturday, I look forward to my SDA class because I can use drama to express myself. I feel safe and at ease in SDA class since I know and trust everyone there. The roles I performed in my drama class have allowed me to assess my strengths and weaknesses and how I can best improve. When I'm working on characters that may come from different backgrounds than mine, it not only forces me to think of a variety of methods to portray difficult characters to the best of my abilities, but it also helps me to develop my degree of empathy for others." - Taniecia Lau, Class of 2023*



# DISCOVERING TALENT IN EVERY STROKE



## DAS-UOB Art Jamming

To continue to ensure that our students receive as many opportunities as possible to develop their talents and interests in visual arts, we welcome collaborations with organisations such as United Overseas Bank (UOB) – renowned for supporting artists across the region. We were very fortunate to have UOB Artist of the Year, Ms Ho Seok Kee, leading the Art Jamming session for our students!



"...Thank you so much for always organising such meaningful events for the students. Really fantastic!" - Mdm Ng Wan Nah, DAS Parent



## "Beautifully Different" DAS Art Competition 2023

The annual DAS Art Competition plays a vital role in identifying visual arts talents among our students and raising awareness of the art programmes and events available at DAS. This competition unites students, the dyslexia community, corporate partners, and individual donors. In 2023, nearly a hundred art submissions were received from our talented students!

"...wanted to thank you for giving Desiree such an opportunity to participate as such an event. Very meaningful to her."  
Mdm Jerlynn Lim, DAS Parent







# IGNITING CURIOSITY

## Science Explorers' Programme

*"Tell me and I forget, teach me and I may remember, involve me and I learn."*

So why fear when our Science Educational Therapists are here? We help our students cultivate a deep and enduring curiosity about the natural world, empowering them to become critical thinkers and problem solvers.

The Science Explorers Short-Term Programmes (STPs) have made significant strides. 43 Science Explorers STPs were conducted and a total of 25 students benefited from financial support, with 12 students sponsored by Micron Semi-Conductor Asia Pte Ltd and 13 students supported by DAS Bursaries.

### SCIENCE EXPANSION TO DAS TAMPINES LEARNING CENTRE

In Term 2 of 2024, we launched our Science Explorers Short-Term Programmes (STPs) for Primary 3 to Primary 6 students facing challenges in learning Science in their mainstream schools. The launch was a resounding success, with numerous students signing up for the classes.

### COMPLETION OF THE ENHANCEMENT OF LOWER PRIMARY SCIENCE CURRICULUM YEAR A

Our dedicated Science Team worked diligently to enhance the Science lesson plans and worksheets, incorporating a variety of engaging illustrations to aid learning.

### PROFESSIONAL COURSE CERTIFICATE (PCC) IN SCIENCE SUPPORT

We proudly developed and completed the PCC in Science Support, creating a comprehensive training pathway for Science Educational Therapists to further their skills and knowledge.





# CONQUERING SCIENCE

Danish's **Journey** as a **Science Explorer**

*"Danish bin Fauzy is a hardworking student with a positive learning attitude. Throughout the months he has been my student, he actively contributes in class and was respectful to everyone's contribution. He tries his best in class and follows instructions well. In addition, Danish is steadfast and has never once given up even if his results might not be up to his expectations. Danish has shown some improvements through our pre-post test results every term. He has also passed his PSLE Science exam successfully."*

**Ms Nur Farahin,**  
Science Educational  
Therapist



*"Thank you Ms Farah and Ms Kavitha for being nice and fun teachers to my child. Making Science not a boring subject for him to learn and sharing notes for Danish. He will miss those moments and will always remember your sharing of Science tips that you gave him during his learning journey at DAS Bishan Learning Centre. We hope that Science classes will be opened for Secondary students."*

**Madam Zaida,**  
Danish's Parent

## EXPLORING SCIENCE IN ACTION

A **Learning Journey** with **Micron**

In collaboration with our kind donor, Micron, we organised an exciting Learning Journey for our Primary 6 to Secondary 5 students to catch the sight of the electrical conductivity in process in a cleanroom at the venue of Micron Semi-Conductor Asia Pte Ltd.





# THE HEART OF OUR LEARNING CENTRES

Our Learning Centres Division is at the heart of connecting education with the community. With 12 centres spread across Singapore, we bridge the gap between education and the broader community, bringing everyone together to create a supportive and inclusive environment where students can thrive.



## Parents' Orientations: Building Connections

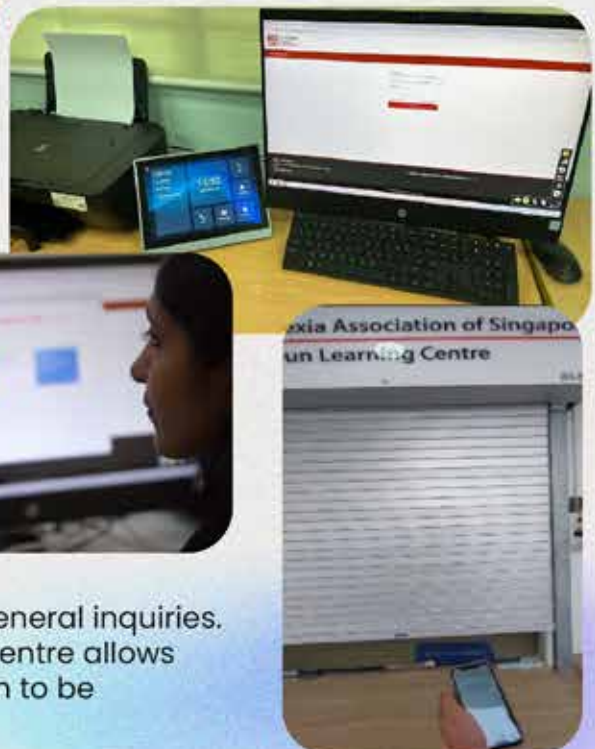
Our Main Literacy Programme (MLP) and Specialised Educational Services (SES) webinars are key in transforming children's educational journeys. Engaging parents, SEN officers, and community partners, these sessions foster understanding and connections.

We've reached 267 individuals through our MLP webinars and 99 through SES sessions, each held once per term. Both serve as guiding lights for parents seeking meaningful support and guidance for their children's education.

## Virtual Counter Centres (VCC): Innovating Service Delivery

DAS is transforming its centres into Virtual Counter Centres (VCC), streamlining administrative processes and optimising resources. Eight centres have transitioned to VCCs, with four more to follow, including a new VCC at Toa Payoh.

At any VCC, parents interact with the virtual admin team via an intercom system, offering services such as programme applications, fee payments, and general inquiries. The innovative SMART home system at Yishun centre allows remote access control for various facilities, soon to be implemented across all centres.







## Celebrating Achievements

The 2023 DAS Student Graduation and Achievement Awards Ceremony, held on 25 November 2023, saw about 700 attendees. The event celebrated the achievements of 225 graduates and 125 awardees. The ceremony was organised by a team of 7 DAS Centre Managers and our Student Services Associates served as emcees, and the entire division was the backbone of the ceremony, ensuring its success.

## STUDENT EVENTS

At DAS, we believe in making learning an exciting journey beyond the classroom. Each year, we organise student events for our students and their parents, blending fun with educational value.

### Treasure: An Insight into Baking and Reducing Food Waste



### Sailing at Marina Bay





Visit to **Google Headquarters**



Art Jamming with **UOB**



Learning Journey to **Signify's Lighting Application Centre (LAC) & Light Lab**



Storytime with **Furry Paws** at **Society for the Prevention of Cruelty to Animals (SPCA)**





# CELEBRATING OUR UNSUNG HEROES

A Heartfelt **Thank You** to Our **Volunteers**

Our volunteers are the heartbeat of DAS, dedicating their time, skills, and energy to support a wide array of initiatives. Whether organising events, aiding community outreach, handling administrative tasks, or providing direct services, their commitment is indispensable. Their passion and dedication significantly contribute to our mission of making a positive impact in the disadvantaged community. We are profoundly grateful for their invaluable assistance and for being an integral part of our mission. Thank you, volunteers, for your hard work, compassion, unwavering dedication, and support.





# VOLUNTEERS IN ACTION: MAKING A DIFFERENCE

## DAS Primary School Screenings

Every term, DAS conducts screenings to determine a child's probability of having dyslexia. Volunteers play a crucial role in these screenings, assisting students with devices and ensuring they complete their sessions successfully. An impressive 48 volunteers from HP, 25 from Micron, and 7 from UOB have been instrumental in screenings across our DAS Learning Centres. Their dedication has been vital in facilitating our screening process and supporting students with learning differences.



## Guiding **DAS Profiling**

At the DAS Bishan Learning Centre, 5 UOB volunteers made a significant impact during the profiling event. They guided students to the waiting room, ensuring their comfort and safety, and engaged them with fun activities while their parents attended concluding sessions. Their involvement ensured a smooth and organised event.



## Supporting **DAS** Charity Golf & Dinner 2023

We extend our heartfelt gratitude to the 5 volunteers from Micron and 6 from HP who supported the DAS Charity Golf & Dinner on 2 August 2023. Their dedication, from guiding participants to assisting with logistics, was exemplary. Despite the event running late, their enthusiasm never faltered, making them key to our success.



## Move for **Dyslexia**

On 30 September 2023, the official launch of Move for Dyslexia at Gardens by the Bay saw 12 volunteers from HP and 10 from UOB supporting us at the registration desk and as ushers. Their readiness to assist greatly contributed to the event's success.

## Making **Gift of Wonders** Magical

On the night of giving, our incredible volunteers from UOB and Micron made the Student Talent Showcase, Gift of Wonders, a grand success. With 12 volunteers from Micron and 8 from UOB, they ensured smooth operations and provided young talents with the opportunity they deserved. Their unwavering commitment and enthusiasm were instrumental in creating an enchanting evening that highlighted our students' brilliance.







# Other Major DONORS

UOB **Heartbeat** 2023 \$525,107

Singapore **Teochew** Foundation \$150,000

Lim **Hoon** Foundation \$116,800

World **Vision** Singapore \$112,775.76

SICC **May Day** Charity 2023 \$104,000

Ishk **Tolaram** Foundation \$100,000

Community **Foundation** of Singapore \$70,000

President's **Challenge** \$60,000

Marina **Bay Sands** Pte Ltd \$56,000

I Design & **Build** Pte Ltd \$50,220

Nunchi **Marine** Pte Ltd \$30,000

Hindu **Endowments** Board \$25,768

Tan **Chin Tuan** Foundation \$20,000

**Temasek** \$20,000

Micron **Foundation** \$19,983

Chew **How Teck** Foundation \$15,000

DAS **Workplace** Giving \$13,066

Riverhill **Holdings** Pte Ltd \$10,500

Sheng **Siong** Group Ltd \$10,000

Tao **Bu Keng** Temple \$10,000







# CONNECTING AND EMPOWERING COMMUNITIES

Elevating **Awareness** through **Outreach**

The Outreach Team at DAS is dedicated to elevating public awareness and understanding of dyslexia. They conduct a variety of activities, including free awareness talks, learning journeys, and dyslexia screenings, reaching educators, parents, medical practitioners, and the general public. Their efforts ensure early detection of learning differences and provide crucial support and information to the community, ultimately empowering individuals with dyslexia and their families.

DYSLEXIA ASSOCIATION

**DAS**



## Awareness Talks

DAS is dedicated to raising public awareness and understanding of dyslexia through a series of awareness talks and screenings. These talks are provided free of charge to a wide range of audiences, including educators, parents, medical practitioners, and the general public. From April 2023 to March 2024, we conducted a total of 69 awareness talks across preschools, MOE schools, institutes of higher learning, corporations, and the public.

Total number of awareness talk attendees: 3,650, including 919 teachers, 381 parents, 2,073 students, 176 organisational staff, and 101 members of the public and volunteers.



*"Such a helpful and eye-opening session to learn about learning difficulties."*

*"Thank you to the presenter. I learned various useful techniques that I can use in my classroom."*

## Learning Journeys

This year, we hosted 10 Learning Journeys, offering participants an inside look at our organisation, services, and programmes. These journeys provide an excellent opportunity for people to understand the work we do and see firsthand how we support individuals with dyslexia. Over the past fiscal year, we have hosted various groups, including students, staff, and teachers, totaling 155 attendees.



*"Very good presentations and sharing's by the DAS educators. Very inspiring!"*

*"Amazing resources! Wide array of workshops that are customisable! Awesome work people!"*

## Dyslexia Screening

Early detection is crucial, and our free dyslexia screenings are designed to assess the risk of literacy delays in students. Over the past fiscal year, we screened 521 primary school students across 9 public primary school screenings, helping parents understand their child's strengths and weaknesses and guiding them towards the appropriate support and programs we offer.



# NURTURING PROFESSIONAL GROWTH AND DEVELOPMENT

Staff **Professional** Development **Division**

The Staff Professional Development (SPD) division at DAS is dedicated to fostering the growth and well-being of our staff through various initiatives. These efforts cover professional and career development, research, the Register of Educational Therapists (Asia) (RETA), and staff well-being through HEAL.

**197**  
FULL-TIME STAFF

Directors/Deputy and Assistant Directors/  
Learning Centres Administrators: **38**  
Corporate Services & Finance: **30**  
Lecturers/Educational Therapists: **114**  
Psychologists: **11**  
Speech & Language Therapists: **4**







## Professional Development

DAS is committed to the continuous professional growth of its staff. In FY23/24, 289 staff members participated in paid training sessions, accumulating a total of 2,601 hours, averaging about 9 hours per person. Additionally, staff members contributed 38 articles to the DAS and RETA blogs, sharing their insights and experiences.



## Advancing Knowledge through Research

Research is a cornerstone of our work, ensuring our services are evidence-based and effective. The DAS Research Committee reviews proposals and supports the Asia Pacific Journal of Developmental Differences (APJDD). In FY23/24, DAS supported five research requests and published seven articles in APJDD. DAS staff presented 14 conference papers locally and internationally.



## Celebrating Excellence

Congratulations to Shakthi Sathiasilan (right) and Sakiyyah Binte Masri (left), our 2023 Therapists of the Year! Our therapists not only provide educational support but also prioritise the social and emotional well-being of their students, working closely with parents, schools, and other professionals.

## Building a Professional Community

RETA unites professionals in the field of specific learning differences, recognising their expertise and promoting professional growth. In FY23/24, RETA membership increased from 225 to 238. RETA organised four engaging sessions, offering members opportunities for training, knowledge sharing, and networking.

## Promoting Staff Well-being

HEAL promotes staff well-being through wellness articles and the Wellness Action Plan, which includes Forms A and B for mid-year reviews. The team collaborates with Educational Therapists to manage challenging students, developing resources like the At-Risk Student Observation Form for support.



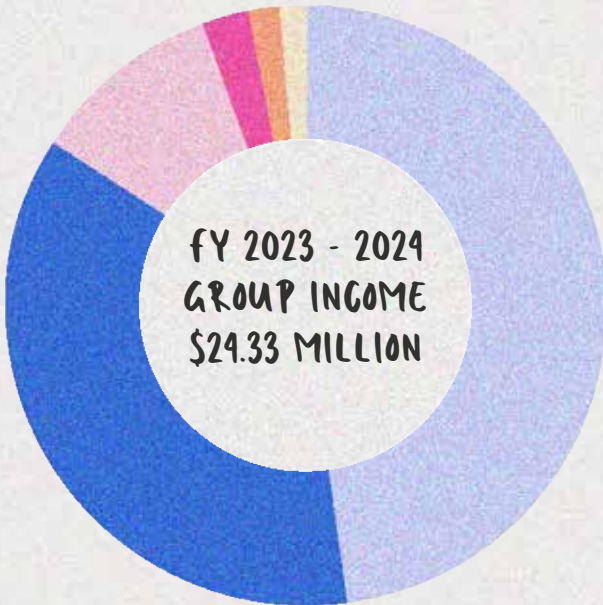
# FINANCIAL HIGHLIGHTS





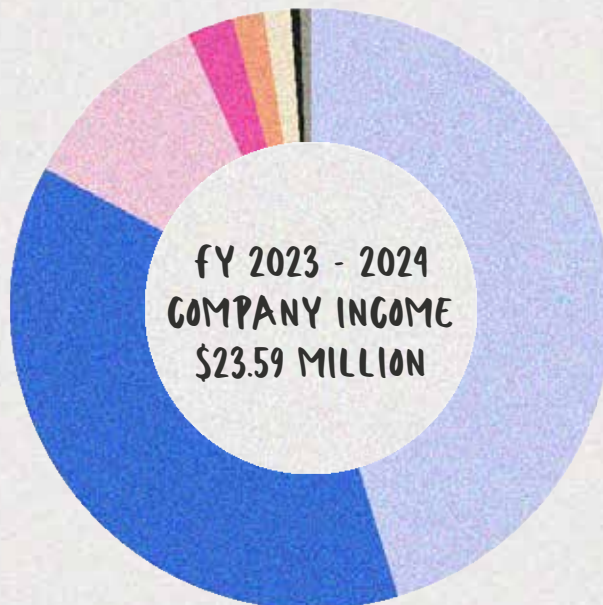
# Financial Highlights

## Sources of **Income** (Group)



- MOE Grant **\$8.86 million (36.4%)**
- Tuition and other Fees **\$11.64 million (47.9%)**
- Donations and other Fundraising Activities **\$2.49 million (10.3%)**
- Wage Credit and other Government Funding **\$572k (2.3%)**
- Investment and Interest Income **\$400k (1.0%)**
- Others **\$336k (1.4%)**

## Sources of **Income** (Company)



- MOE Grant **\$8.86 million (37.6%)**
- Tuition and other Fees **\$10.71 million (45.4%)**
- Donations and other Fundraising Activities **\$2.49 million (10.6%)**
- Wage Credit and other Government Funding **\$552k (2.3%)**
- Investment and Interest Income **\$400k (1.7%)**
- Intercompany Rental Recharge **\$110k (0.5%)**
- Return of grant by subsidiaries **\$105k (0.4%)**
- Others **\$347k (1.5%)**



## Distribution of **Expenditure** (Group)



## Distribution of **Expenditure** (Company)





# Corporate Governance

## Board of Directors

The Board of Directors oversees the DAS General Management Team (GMT), who runs the day-to-day operations of DAS. The GMT is led by the Chief Executive Officer (CEO) of DAS. The implementation of the policies and directives set by the Board is completed by the GMT.

DAS is governed by 12 Directors headed by a Chairman. The Board ensures that GMT pursues the objectives of DAS.

## Board of Directors Composition and Membership

All the Directors are independent and do not receive any remuneration for their services to the DAS, except for the CEO who is an ex-officio Board member and part of Company's key management personnel. The Board of Directors are elected on an annual basis at the Annual General Meeting (AGM).

The Board encourages new members to stand for election who have the requisite skills, experience, knowledge, diversity and expertise.

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

The Board had exerted great effort to recruit new members in recent years. We are happy to report that three (3) new member joined the Board (1 in 2022 and 2 in 2021). Additionally, the Board has also identified, recruited and trained 4 other new members to join the DAS Committees.

However, due to the lack of more new members coming forward, four (4) of the 12 Board members who have served for 10 or more consecutive years on the preceding DAS (Society) Executive Committee, were requested to participate in the re-election process.



## Board of Directors

| Board Members              | Current Charity Board Appointment | Attendance at Board Meetings 2023-2024 | Occupation   | Charity Board Appointment (Previous DAS (Society)) |
|----------------------------|-----------------------------------|--|--|--|
| Lee Siew Pin Eric          | Chairman<br>26 April 2021         | 6/7                                    | Executive Coach<br>(Career Transitions)  | President<br>September 2021                        |
| Kevin Kwek Yiu Wing        | Vice Chairman<br>26 April 2021    | 4/7                                    | Lawyer, Partner<br>(Kennedy's Legal Solutions)                                     | Assistant Honorary Secretary<br>September 2021     |
| Chen Wei Ching             | Director<br>26 April 2021         | 5/7                                    | Director<br>(Chen Holdings Pte Ltd)  | Honorary Treasurer<br>September 2021               |
| Kaka Singh s/o Dalip Singh | Director<br>26 April 2021         | 5/7                                    | Chairman, Senior Partner<br>(RSM Chio Lim LLP)                                     | Assistant Honorary Treasurer<br>September 2021     |
| Wong May-Lyn               | Director<br>26 April 2021         | 6/7                                    | Curriculum Specialist<br>(NTUC First Campus)                                       | Honorary Secretary<br>September 2021               |
| Paul Lim Boon Tong         | Director<br>26 April 2021         | 3/7                                    | Senior Project Engineer<br>(JGC Singapore Pte Ltd)                                 | Committee Member<br>September 2021                 |
| Zubin Jimmy Daruwalla      | Director<br>26 April 2021         | 3/7                                    | Health Industries Leader<br>(PricewaterhouseCooper)                                | Committee Member<br>September 2021                 |
| Jim Chao-An Lee            | Director<br>26 April 2021         | 4/7                                    | Manager, Youtube Product Partnerships<br>(Google Asia Pacific Pte Ltd (Singapore)) | Committee Member<br>September 2021                 |
| Alicia Tan Gek Cheng       | Director<br>20 Nov 2021           | 3/7                                    | Director<br>(Allecret Global Pte Ltd)  | Committee Member<br>September 2021                 |
| Addis William Dickon       | Director<br>20 Nov 2021           | 5/7                                    | Retiree  | Committee Member<br>September 2021                 |
| Andy Lim How Boon          | Director<br>19 March 2022         | 5/7                                    | Chief Executive Officer<br>(JL Family Office)                                      | -  |
| Lee Siang                  | Director<br>26 April 2021         | 7/7                                    | Chief Executive Officer<br>(Dyslexia Association of Singapore)                     | -  |

## Resigned Directors

| Name               | Date of Appointment | Date of Resignation |
|--------------------|---------------------|---------------------|
| Paul Lim Boon Tong | 26 April 2021       | 16 September 2023   |



## Board meetings



Board Members and Staff of DAS

A total of seven Board meetings and one Annual General Meeting (AGM) in the financial year ended 31 March 2024, as shown below:

|   |                            |  |
|---|----------------------------|--|
| Board Meetings  | 3 Jun 2023<br>26 Aug 2023  | 16 Mar 2024<br>1 Jun 2024<br>17 Aug 2024 |
| Annual General Meeting<br>Extraordinary General Meeting | 16 Sep 2023<br>18 Nov 2023 |  |

As necessary, the Board may hold additional meetings.

## Sub-committees

The Board Committee has formed nine (9) oversight committees providing the relevant advice and expertise to DAS GMT.

The nine committees are:

- Audit
- Building
- Finance and Investment
- Fundraising
- Human Resource
- Programme and Services
- Nomination
- Special Project
- Child Safety

Board composition and members of the respective Board Committees from the last AGM date, 16 September 2023, is set out in the table.



## FY 2023/2024 Board Composition

| Committee            | Name                                   | Designation | Number of Meetings Attended |
|----------------------|--|-------------|-----------------------------|
| Audit & Risk         | Addis William Dickon                   | Chairman    | 5/6                         |
|                      | Paul Lim Boon Tong                     | Member      | 1/6                         |
|                      | Jim Chao-An Lee                        | Member      | 5/6                         |
|                      | Alicia Tan Gek Cheng                   | Member      | 2/6                         |
|                      | Andy Lim How Boon                      | Member      | 5/6                         |
| Building             | Andy Lim How Boon                      | Chairman    | 1/1                         |
|                      | Paul Lim Boon Tong                     | Member      | 0/1                         |
|                      | Chen Wei Ching                         | Member      | 0/1                         |
|                      | Lie Schagen Ay Wen                     | Member      | 1/1                         |
| Finance & Investment | Kaka Singh s/o Dalip Singh             | Chairman    | 4/5                         |
|                      | Chen Wei Ching                         | Member      | 5/5                         |
|                      | Kevin Kwek Yiu Wing                    | Member      | 2/5                         |
|                      | Dr Zubin Jimmy Daruwalla               | Member      | 3/5                         |
|                      | Dr Richard Yap Chin Yee                | Member      | 3/5                         |
|                      | Guillaume Sachet                       | Member      | 2/5                         |
|                      | Low Boon Hon (Member from 18 Nov 2023) | Member      | 2/5                         |
| Fundraising          | Dr Cynthia Tan Guan Hiang              | Co-Chairman | 9/9                         |
|                      | Alicia Tan Gek Cheng                   | Co-Chairman | 9/9                         |
|                      | Lee Siew Pin Eric                      | Member      | 9/9                         |
|                      | Kevin Kwek Yiu Wing                    | Member      | 5/9                         |
|                      | Wong May-Lyn                           | Member      | 8/9                         |
|                      | Dr Zubin Jimmy Daruwalla               | Member      | 4/9                         |
|                      | Lie Schagen Ay Wen                     | Member      | 5/9                         |
| Human Resource       | Kaka Singh s/o Dalip Singh             | Chairman    | 3/3                         |
|                      | Lee Siew Pin Eric                      | Member      | 3/3                         |
|                      | Paul Lim Boon Tong                     | Member      | 0/3                         |
|                      | Dr Cynthia Tan Guan Hiang              | Member      | 3/3                         |
|                      | Wong May-Lyn                           | Member      | 2/3                         |
|                      | Jim Chao-An Lee                        | Member      | 0/3                         |
|                      | Addis William Dickon                   | Member      | 0/3                         |



| Committee            | Name                                       | Designation | Number of Meetings Attended |
|----------------------|--|-------------|-----------------------------|
| Nomination           | Lee Siew Pin Eric                          | Chairman    | -                           |
|                      | Chen Wei Ching                             | Member      | -                           |
|                      | Jim Chao-An Lee                            | Member      | -                           |
|                      | Kevin Kwek Yiu Wing                        | Member      | -                           |
|                      | Dr Cynthia Tan Guan Hiang                  | Member      | -                           |
| Programme & Services | Kevin Kwek Yiu Wing                        | Chairman    | 4/4                         |
|                      | Lee Siew Pin Eric                          | Member      | 2/4                         |
|                      | Paul Lim Boon Tong                         | Member      | 0/4                         |
|                      | Dr Cynthia Tan Guan Hiang                  | Member      | 0/4                         |
|                      | Wong May-Lyn                               | Member      | 4/4                         |
|                      | Dr Zubin Jimmy Daruwalla                   | Member      | 3/4                         |
|                      | Jim Chao-An Lee                            | Member      | 3/4                         |
|                      | Alicia Tan Gek Cheng                       | Member      | 3/4                         |
|                      | Lie Schagen Ay Wen                         | Member      | 2/4                         |
|                      | Dr Richard Yap Chin Yee                    | Member      | 4/4                         |
|                      | Guillaume Sachet                           | Member      | 2/4                         |
| Special Project      | Kevin Kwek Yiu Wing                        | Co-Chairman | 4/4                         |
|                      | Andy Lim How Boon                          | Co-Chairman | 3/4                         |
|                      | Anurag Pandey (Resigned as of 16 Sep 2023) | Member      | 1/4                         |
| Child Safety         | Addis William Dickon                       | Chairman    | 4/4                         |
|                      | Alicia Tan Gek Cheng                       | Member      | 4/4                         |
|                      | Wong May-Lyn                               | Member      | 3/4                         |

- All Board members have met the constitutional requirements and none has been absent for three consecutive meetings without satisfactory explanation.
- Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. From 1 April 2023, the number of updates sent to various Committees are as follows: Board members (50), Audit and Risk Committee (10), Programme & Services (12), Finance & Investment Committee (18), Building Committee (1), Human Resource Committee (13), Fundraising Committee (75), Nomination Committee (9), Special Project (2), Child Safety (1), IT (0) and Jimmy-Roshen Daruwlla Fund (3). Some of these updates require written approval by the Board members.
- The Governance Board of DAS International Services Ltd and DAS Academy Ltd refers to the Board of Directors of its parent charity, Dyslexia Association of Singapore. Hence, their board of directors' meetings were held on the same date as that of DAS Board of Directors' meetings.



## General Management Team

| Name                   | Designation  | Date of Current Appointment |
|------------------------|--|-----------------------------|
| Lee Siang              | Chief Executive Officer  | 1 September 2014            |
| Chai Soo Chiao         | Chief Finance Officer and Director of Learning Centre  | 1 January 2017              |
| Geetha d/o Shantha Ram | Director, SpLD Assessment Services, English Language and Literacy Division & Staff Professional Development Division | 1 November 2013             |
| Leong Mingjian Edmen   | Director of Specialist Education Services  | 1 January 2019              |
| Oehlers-Jaen Ana Berta | DAS Programme Director for on-site and school engagement, Head of DAS International                                  | 9 May 2011                  |
| Siew Hui Li June       | Head, DAS Academy  | 7 January 2015              |

The profiles of Board of Directors, Committee Members and General Management Team may be viewed on DAS' website together with Corporate Governance Policies. The organisation continues in its efforts to improve transparency and facilitate public access to critical information on governance matters.



## **Audit and Risk Management Committee**

The Audit and Risk Committee is a sub-committee of the Board of Directors. Their role is to assure that the DAS Group's internal controls are effective. This includes financial oversight, risk management, compliance with statutory & regulatory frameworks and internal audit. The sub-committee does not make decisions about risk management but provide challenge and assurance to the Board of Directors ("Board").

## **Special Project Committee**

The Special Project Committee will ensure that the objectives of the project are stated clearly and to review and update the objectives as required. Timelines and outcomes for each effort are specified and clearly defined.

The Committee will implement an evaluation system to measure the effectiveness of each effort, making sure it is in place and published as required. They will ensure that DAS management directs and monitors operations, programmes and services towards achieving the stated objectives, outcomes and timelines. To ensure the sustainability of the programmes and services, they will also ensure that DAS management set fees and raise funds as required.

The Committee will regularly update the DAS Board and partners on the progress of the project.

## **Building Committee**

The Building Committee ensures the tender procedure is followed and all parties including the Building committee members signed the Non-conflict of interest form. They negotiate the tender price with the two contractors with the lowest quotations. They will oversee the new building project ensuring the total building costs tally to the budget. Otherwise to

provide the situation to the Board for approval of the higher building costs.

## **Programmes and Services Committee**

The Programme and Services Committee ensure the operations and programmes in DAS are directed towards achieving its objectives. This committee ensures that the outcomes of each programme are clearly defined. They regularly update Board on the progress of its programmes and services. The Committee should ensure that management develops evaluation systems that measures the effectiveness of its programmes and that the outcomes are in line with its mission and objectives.

## **Child Safety Committee**

The Child Safety ("CS") Committee operates within the framework of the DAS Group, encompassing DAS Ltd, DAC, and DAI. Comprised of a minimum of two members, including at least one Board member and a parent of a child with an SpLD, the committee's Chairperson is a designated Board member. Meetings are convened on an as-needed basis to address pertinent matters.

## **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 Board on a regular basis.

for board service; nominates individual to be elected as members of the Board; takes the lead in succession planning; nominates Board members for election as office bearers; and designs and oversees a process of Board orientation.

### **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 guides 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.

### **Nomination Committee**

Nomination Committee is responsible for the general affairs of the Board. The tasks of the Committee include reviewing the composition of the Board annually to ensure that the Board has an appropriate balance of independent Board 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



## Reserves Policy

The Group's and the Company'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 Board 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          |                | Company        |                |
|--------------------------|----------------|----------------|----------------|----------------|
|                          | 2024<br>\$'000 | 2024<br>\$'000 | 2023<br>\$'000 | 2022<br>\$'000 |
| Total operating expenses | 23,055         | 22,335         | 22,311         | 21,684         |
| 75% of Government Grant  | 6,646          | 7,296          | 6,646          | 7,296          |
| Net Fees                 | 5,831          | 5,732          | 5,356          | 5,349          |
| Net expenditure          | 10,578         | 9,307          | 10,309         | 9,039          |
| Total reserves required  | 31,734         | 27,921         | 30,927         | 27,117         |

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

|   | Current Year<br>\$'000 | Previous Year<br>\$'000 | % Increase/<br>(Decrease) |
|---|------------------------|-------------------------|---------------------------|
| Unrestricted Funds (Reserves)                           | 2,195                  | 3,221                   | -32%                      |
| Restricted / Designated Funds:                          |                        |                         |                           |
| - Education Fund  | 13,114                 | 12,312                  | 7%                        |
| Total Funds   | 15,309                 | 15,533                  | -1%                       |
| Ratio of Reserves[1] to Net Expenditure[2] over 3 years | 0.48                   | 0.56                    | -13%                      |

1. Unrestricted Funds and Education Fund
2. Charitable Activities and Other Operating and Administration Expenses, net of 75% government grants.

View <https://das.org.sg/about-das/2021-12-16-08-46-4/das-governance.html>



## **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.

## **Whistle Blowing Policy**

### 1. Introduction

Dyslexia Association of Singapore ("DAS") and its Board of Directors ("Board") 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 Board has approved and adopted this 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 Board of DAS shall have the overall authority and oversight of this 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 whose contact particulars are listed below.







#### 4. How will DAS Respond

All whistle-blowing reports, other than reports involving any Board Member, shall be received by the Chairman of the Audit Committee who will log all reports into a register. The Chairman of the Audit Committee shall conduct an initial review of the report received and the action taken by the DAS will depend on the nature of the concern. All investigations shall be reported to the Audit Committee for their attention and further action as necessary. The matters raised may:

- be investigated internally;
- be referred to external auditor;
- be referred to appropriate law enforcement agencies; and
- be investigated by an independent inquiry.

In the event that the whistle-blowing reports involve any Board Member, the reports shall be escalated to the Chairman of the Audit Committee of DAS as appropriate, for their attention and further action as necessary.

The Chairman of the Human Resource Committee shall be designated as the Whistle Blower Protection Officer. The role of the Whistle-blower Protection Officer is to protect the confidentiality and rights of the Whistle blower. Any staff member or public reporting a wrongdoing can seek advice from the Whistle Blower Protection Officer and the email communication channel is as follow:

Chairman of Human Resource Committee: Mr Kaka Singh, [kaka@rsmchiolim.com.sg](mailto:kaka@rsmchiolim.com.sg)

##### Harassment or Retaliation

DAS recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the malpractice or improprieties. DAS will not tolerate harassment or victimisation and will take reasonable and appropriate action to protect you when you raise a concern in good faith.

##### Confidentiality

DAS will do its best to protect your identity when you raise a concern and do not want your identity to be disclosed. It must be appreciated though that the investigation process may need to reveal the source of information and the report made by you may be required as part of evidence.

##### Anonymous Report

DAS strongly encourages you to put your name to your report. DAS is committed to protecting whistle-blowers who make reports under this policy, so there should be no reason to report anonymously. Subsequent investigation may be hindered if contact cannot be made with the whistle-blower to obtain clarification or further information. DAS is committed to respect the rights of all of its employees/whistle-blowers, which include the right of an accused person, in due course, to know the identity of his or her accuser. The identity would, however, not be disclosed unless it is absolutely necessary for the purpose of the investigation and/or subsequent action, and never disclosed without prior discussion with the whistle-blower making the report. DAS may choose not to proceed with an investigation if the report is anonymous.



## **5. Scope of Improprieties**

Possible improprieties which should be reported pursuant to this Policy may include but are not limited to the following:

- Any fraudulent act or forgery;
- Misappropriation of funds or assets;
- Profiteering as result of insider knowledge of the DAS's activities/information;
- Disclosing confidential or proprietary information to external parties;
- Accepting or seeking anything of material value from vendors, contractors or any persons providing goods and/or services to DAS;
- Destruction/removal/inappropriate use of DAS's records/assets/ facilities;
- Violation of existing legislation, rules and regulations applicable to DAS relating to its accounting, financial reporting, internal controls and/or policies;
- Improper actions or omissions which are likely to endanger the DAS's employees, customers and/or members of the public; and
- Distinct effort to mislead, deceive, manipulate, coerce or fraudulently influence any internal or external auditor/accountant in connection with the preparation, examination, audit or review of any financial statements or records of DAS.

This Policy does not and cannot reasonably detail or cover every situation that should be reported pursuant to this Policy. If you are in any doubt as to how you should apply any provisions of this Policy

At any point in time, you are strongly encouraged to seek guidance from your immediate supervisors, the DAS's Senior Management or the Audit Committee.

## **6. Communications with the Media and/or any External Parties**

Employees of DAS are prohibited to communicate and disclose the details of any complaints or investigations with any external parties including media. This is to protect the interests of DAS as well as the Whistle-blower and the person being investigated. All media queries should be directed to the Chief Executive Officer, the Chairman of the Audit Committee and/or Chairman of DAS as appropriate.

## **7. Implementation of the Policy**

A copy of the Policy shall be made available on the DAS's intranet and website for transparency and ease of access by all employees and any parties who have business relationship with DAS.

All new employees shall be briefed on the Policy as part of their orientation program Regular communications shall be made to stress to all employees the importance of this Policy as well as to maintain awareness of the Board's continued commitment to this Policy.

The Management Corporate Governance Committee shall collate any feedback received and report to the Board on a periodic basis.

The DAS Management Corporate Governance Committee shall be responsible for maintaining, reviewing and updating this Policy. Any proposed revisions shall require the Audit Committee's approval.



# Governance Checklist

Name of Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE

UEN: 202114767K

Preview Governance Evaluation Checklist Submission for the period Apr 2023 - Mar 2024

| S/N                     | Code guideline   | Code ID | Response (select whichever is applicable) | Explanation (if Code guideline is not complied with)  |
|-------------------------|--|---------|---|---|
| <b>Board Governance</b> |  |         |   |   |
| 1                       | Induction and orientation are provided to incoming governing board members upon joining the Board.   | 1.1.2   | Complied                                  |   |
|                         | Are there governing board members holding staff* appointments? (Skip items 2 and 3 if "No")  |         | Yes                                       | There are no board members holding staff appointment, except for the CEO who is an ex-officio Board member. |
| 2                       | The staff does not chair the Board and does not comprise more than one third of the Board  | 1.1.3   | Complied                                  |   |
| 3                       | There are written job description for the staff's executive functions and operational duties, which are distinct from the staff's Board role   | 1.1.5   | Complied                                  |   |
| 4                       | The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years. If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity. | 1.1.7   | Complied                                  |   |
| 5                       | All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.  | 1.1.8   | Complied                                  |   |
| 6                       | The Board conducts self evaluation to assess its performance and effectiveness once during its term or every 3 years, whichever is shorter.  | 1.1.12  | Complied                                  |   |
|                         | Is there any governing board member who has served for more than 10 consecutive years?   |         | Yes                                       |   |
| 7                       | The charity discloses in its annual report the reasons for retaining the governing board member who has served for more than 10 consecutive years.   | 1.1.13  | Complied                                  | This was disclosed in the annual report page (70).  |
| 8                       | There are documented terms of reference for the Board and each of its committees.  | 1.2.1   | Complied                                  |   |



| S/N   | Code guideline   | Code ID | Response (select whichever is applicable) | Explanation (if Code guideline is not complied with) |
|---|--|---------|---|--|
| <b>Conflict of Interest</b>                       |  |         |   |  |
| 9   | There are documented procedures for governing board members and staff to declare actual or potential conflicts of interest to the Board at the earliest opportunity.                                       | 2.1     | Complied                                  |  |
| 10  | Governing board members do not vote or participate in decision making on matters where they have a conflict of interest.   | 2.4     | Complied                                  |  |
| <b>Strategic Planning</b>                         |  |         |   |  |
| 11  | The Board periodically reviews and approves the strategic plan for the charity to ensure that the charity's activities are in line with the charity's objectives.  | 3.2.2   | Complied                                  |  |
| 12  | There is a documented plan to develop the capacity and capability of the charity and the Board monitors the progress of the plan.  | 3.2.4   | Complied                                  |  |
| <b>Human Resource and Volunteer* Management</b>   |  |         |   |  |
| 13  | The Board approves documented human resource policies for staff.   | 5.1     | Complied                                  |  |
| 14  | There is a documented Code of Conduct for governing board members, staff and volunteers (where applicable) which is approved by the Board.   | 5.3     | Complied                                  |  |
| 15  | There are processes for regular supervision, appraisal and professional development of staff.  | 5.5     | Complied                                  |  |
|   | Are there volunteers serving in the charity?   |         | Yes                                       |  |
| 16  | There are volunteer management policies in place for volunteers.   | 5.7     | Complied                                  |  |
| <b>Financial Management and Internal Controls</b> |  |         |   |  |
| 17  | There is a documented policy to seek the Board's approval for any loans, donations, grants or financial assistance provided by the charity which are not part of the charity's core charitable programmes. | 6.1.1   | Complied                                  |  |
| 18  | The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.   | 6.1.2   | Complied                                  |  |
| 19  | The Board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.   | 6.1.3   | Complied                                  |  |



| S/N                          | Code guideline  | Code ID | Response (select whichever is applicable) | Explanation (if Code guideline is not complied with)  |
|------------------------------|---|---------|---|---|
| 20                           | The Board ensures that there is a process to identify, and regularly monitor and review the charity's key risks.      | 6.1.4   | Complied                                  |   |
| 21                           | The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.         | 6.2.1   | Complied                                  |   |
|                              | Does the charity invest its reserves (e.g. in fixed deposits)?  |         | Yes                                       |   |
| 22                           | The charity has a documented investment policy approved by the Board.   | 6.4.3   | Complied                                  |   |
| <b>Fundraising Practices</b> |   |         |   |   |
|                              | Did the charity receive cash donations (solicited or unsolicited) during the financial year?                          |         | Complied                                  |   |
| 23                           | All collections received (solicited or unsolicited) are properly accounted for and promptly deposited by the charity. | 7.2.2   | Complied                                  |   |
|                              | Did the charity receive donations in kind during the financial year?  |         | Yes                                       | The Company received donations in-kind like refurbished laptops, which were distributed to students from lower-income families who do not have the necessary equipment for online learning. |
| 24                           | All donations in kind received are properly recorded and accounted for by the charity.                                | 7.2.3   | Complied                                  |   |



| S/N                                | Code guideline  | Code ID | Response (select whichever is applicable) | Explanation (if Code guideline is not complied with)      |
|------------------------------------|---|---------|---|---|
| <b>Disclosure and Transparency</b> |   |         |   |   |
| 25                                 | The charity discloses in its annual report – (a) the number of Board meetings in the financial year; and (b) the attendance of every governing board member at those meetings.  | 8.2     | Complied                                  | Disclosed in Annual Report page (72).                     |
|                                    | Are governing board members remunerated for their services to the Board? (Skip items 26 and 27 if “No”)   |         | No  |   |
|                                    | Does the charity employ paid staff?   |         | Yes                                       |   |
| 28                                 | No staff is involved in settling his own remuneration.  | 2.2     | Complied                                  |   |
| 29                                 | The charity discloses in its annual report – (a) the total annual remuneration for each of its 3 highest paid staff who each has received remuneration (including remuneration received from the charity’s subsidiaries) exceeding \$100,000 during the financial year; and (b) whether any of the 3 highest paid staff also serves as a governing board member of the charity. The information relating to the remuneration of the staff must be presented in bands of \$100,000. OR The charity discloses that none of its paid staff receives more than \$100,000 each in annual remuneration.   | 8.4     | Complied                                  | This was disclosed in the financial statements Note 26(b) |
| 30                                 | The charity discloses the number of paid staff who satisfies all of the following criteria: (a) the staff is a close member of the family* belonging to the Executive Head* or a governing board member of the charity; (b) the staff has received remuneration exceeding \$50,000 during the financial year. The information relating to the remuneration of the staff must be presented in bands of \$100,000. OR The charity discloses that there is no paid staff, being a close member of the family* belonging to the Executive Head* or a governing board member of the charity, who has received remuneration exceeding \$50,000 during the financial year. | 8.5     | Complied                                  | This was disclosed in the financial statements Note 26(b) |
| <b>Public Image</b>                |   |         |   |   |
| 31                                 | The charity has a documented communication policy on the release of information about the charity and its activities across all media platforms.  | 9.2     | Complied                                  |   |





# HOW YOU CAN HELP



## DONATE TO EDUCATE

Your generosity enables us to provide crucial support and specialised interventions to children from low-income families, empowering them to overcome learning challenges and succeed.



## RAISE AWARENESS

Spread the word about dyslexia and the unique needs of learners with specific learning differences. Your advocacy can help create a more inclusive and understanding community.



## VOLUNTEER WITH US




Join our volunteer team and contribute your time and skills to support our programmes and events. Every helping hand makes a difference in the lives of our learners.










Empowering those who learn differently,  
including those with dyslexia, to achieve their true potential.

   @DyslexiaSG

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