



GOING BEYOND TO CREATE IMPACT

Annual Report 2020-2021



DYSLEXIA ASSOCIATION
OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE

OUR MISSION

Helping Dyslexic People Achieve

OUR GOAL

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

DAS PATRON

Mrs Goh Chok Tong

Dyslexia Association of Singapore

Registered Society

Registered under The Societies Act on 29 October 1991.
UEN S91SS0096B

Registered Charity

Registered No. 1155 under The Charities Act on 15 February 1996.

Institution of a Public Character (IPC)

Since 15 February 1996. IPC No. IPC000249
It has been accorded the IPC status from 1 April 2021 to 31 March 2024.

Full Member of National Council of Social Service

Registered Address:

1 Jurong West Central 2 #05-01, Jurong Point S(648886)

Auditor:

RT LLP

Main Banker:

OCBC Bank

Investment Fund Managers:

Lion Global Investors Limited
Fullerton Fund Management Company Ltd

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A MESSAGE FROM DAS PRESIDENT

Eric Lee, DAS President



As I write this message, Singapore had exited the COVID-19 "Back to Phase 2 - Heightened Alert" stage but still combatting clusters that are sprouting up. I would like to thank the DAS Executive Committee, members of our various committees, management and staff for being adequately prepared to switch all classes to Online Teaching when the Ministry of Education instructed us to do so from School Term 2 Week 9 (17 May 2021). DAS is again able to continue delivering our programmes and services for most of our over 3,000 students. Their learning was thus not disrupted for the last two weeks of Term 2, 2021 just as it was not disrupted during the circuit breaker in April and May 2020. This reflected the alertness of the DAS to national developments and the commitment of staff to serving our students as they responded positively to the switch to online teaching. The above also demonstrated the resilience of students with dyslexia as they persevered during these difficult times and continued to learn. DAS will continue to be responsive as the COVID-19 situation evolves in Singapore.

2021 is the 30th Anniversary of DAS! Having been initiated as a community service project by the Rotary Club of Raffles City, that the DAS has been working for the dyslexia community for 30 years would not have been possible without our supporters, donors, volunteers, parents and of course the staff of DAS. I would like to thank the Ministry of Education (MOE) for their continuous support over the years and providing the MOE Grant for dyslexic students attending the MOE-aided DAS Main Literacy Programme (MLP) at our fourteen DAS Learning Centres. We expect the Grant to amount to \$9,661K in FY2020-2021.

Students from lower income families also benefited from the MOE Financial Assistance Scheme (FAS). 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 in order for MLP to be sustainable. The MLP fee payable by parents is \$25.68 (including GST) per hour and this has not changed since

2007. Nevertheless, over the next few years, we anticipate significant financial stresses as demand for our services increase and especially if MOE funding on a per capita basis is not increased in line with inflation.

DAS also provides bursaries for students from lower income families to access much needed non-MOE funded DAS programmes. In FY2020-2021, the amount of DAS bursaries provided was \$1,516K although net donations raised was only \$713K during a financial year impacted by COVID-19. We are most grateful to the many generous donors who have come forward to help children from lower income families benefit from DAS services. I am not able to name them all but we will certainly not forget the many individuals and organisations who have supported our children with dyslexia.

During FY2020-2021, in response to the COVID-19 safe management requirements, DAS initiated online fundraising efforts including the "HELP DYSLEXIC PEOPLE ACHIEVE#wegiveinsolidarity" campaign from 3 April to 15 May 2020 and the "Help DAS Raise SGD50,000" campaign from 14 August 2020 to 28 February 2021. Due to the splendid efforts of Executive Committee members, staff, parents and students of DAS, we raised \$10,360 and \$99,899 (before Toteboard dollar for dollar matching) respectively. Adam Khoo Learning Technologies Group was the biggest donor for the second campaign with \$20,000. As part of World Dyslexia Awareness Week, we also organised a "DAS WALK FOR DYSLEXIA 2020: 20KM FOR \$20K". This was held from 1 October to 30 November 2020. There were 480 participants who raised a total of \$54,554 with the largest contributor being Apple Singapore contributing 257 participants and \$43,874. Staff also contributed over \$15,577 in FY2020-2021 from their monthly salaries towards the DAS bursary fund. It is wonderful to see staff, parents, students and the many DAS supporters contributing to these efforts to ensure children from lower income families can access much needed DAS programmes and services.

Other notable contributions in FY2020-2021 include the Singapore Teochew Foundation who donated \$365,750 in support of 152 students to attend non-MOE funded programmes. These students qualify for 100% bursary and can attend up to 3 non-MOE funded programmes as well as receive a Review Assessment. There was a \$300,000 donation from the Lee Foundation towards the building of the new Yishun Learning Centre. This new centre is projected to be completed in 2022 and will increase the number of classrooms from 4 to 8 thus catering to double the number of students at the centre. I would like to once again thank the MP Advisor of the Yishun Central area, Associate Professor Dr Muhammad Faishal Ibrahim for his wonderful support. There will also be a \$280,100 donation over the next three years from the Lim Hoon Foundation in support of our effort to reach out to students in Institutes of Higher Learning. The President's Challenge (PC) has been a great supporter over the years and has donated significant sums to DAS. DAS has received \$60,000 from PC2020 while PC2021 will also donate \$60,000. And there were many other important donations.

Because of the COVID-19 Safe Management Measures, the DAS Student Graduation and Achievement Awards Ceremony on 28 November 2020 was held virtually for the first time. I am most appreciative of Ms Lucy Tay, Director, Special Educational Needs, MOE for being our virtual Guest of Honour! Her wonderful speech via video truly encouraged everyone and re-affirmed the Government's support for our students and their parents.

As a Pre-Event to the above virtual Graduation Ceremony, Her Excellency President Halimah Yacob most graciously visited the DAS Rex House Centre on 17 November 2020 afternoon where she was introduced to the many programmes and services DAS provides for our students and met with our annual Young Achiever and Special Achievement Award recipients. President Halimah was most encouraging to our students with dyslexia and we are most grateful to her for taking time off her busy schedule to visit us.

Very importantly, I would like to express our appreciation to our ever supportive patron, Mrs Goh Chok Tong. Mrs Goh has been our Patron since 1995 and her encouragement has been instrumental to our continued development. Mrs Goh's kind letter on our behalf to the Lee Foundation was instrumental in the aforementioned \$300K donation from the Foundation towards the building of our new Yishun Centre.

Board renewal continues to be an important item on the Executive Committee's agenda. We now have four Executive Committee members, Mr Jim Lee, Mr Kevin Kwek, Ms Wong May Lyn

and Dr Zubin Daruwalla who are around 50 years old and below. We also have six new Committee members Ms Alicia Tan, Ms Lye Ay Wen, Mr Anuraq Pandey, Mr Dickon Addis, Dr Richard Yap and Mr Andy Lim who joined us in 2020 and 2021. They will be contributing to the various DAS Committees including the Audit and Risk Committee, the Finance and Investment Committee, the Fundraising Committee, the Programmes and Services Committee. We will endeavour to continue to attract qualified and committed people to join the Executive Committee and supporting Committees to ensure the Board level continuity necessary to pursue the outstanding work achieved by DAS over the years.

I am delighted that at the management level, there continues to be stability and progress under the leadership of Chief Executive Officer Mr Lee Siang. Under Lee Siang and his General Management Team, DAS has continued to grow from strength to strength. I would like to thank him and his team for another outstanding effort in the past year in reaching out and helping many more students with dyslexia and associated learning differences despite limited funds and resources. It was on 23 March 2020 that the unprecedented yet relatively smooth transition to online teaching by over 3,000 students across our 14 learning centres took place in response to the COVID-19 situation. The management team then managed a phased transition from online teaching back to in-person teaching through Terms 3 and 4 of 2020 and they responded to the switch to online teaching again from 17 May 2021. These are excellent examples of management's excellent stewardship, willingness to embrace change and make improvements.

Looking forward, although COVID-19 will continue to impact our operations, DAS will not stop focusing on quality and sustainability. We will continue to invest resources and expand efforts to secure funding and donations to support a comprehensive and holistic range of programmes. We will continue to invest in the professional development of our staff. We will also invest time in programme evaluation and research to ensure the reliability of our programmes and services. This is so that the DAS can reach out and serve even more people with dyslexia and associated learning needs with high quality services.

We will continue to engage, collaborate and partner MOE in all our efforts. We will strive to reach out to new partners, donors and supporters. Even though we already have a well-run organisation internally, we will not stop always looking at better ways and newer perspectives.

We will continue to further our mission - Helping Dyslexic People Achieve.

A MESSAGE FROM OUR CEO

Lee Siang, Chief Executive Officer of DAS



As highlighted in the Message of DAS President Mr Eric Lee, COVID-19 impacted DAS operations and finances in FY2020-2021 and continued to do so with "Back to Phase 2 - Heightened Alert" from 16 May to 13 June 2021. Nevertheless, DAS was able to remain in a surplus position in FY2020-2021. The generous funding from the government's Job Support Scheme helped significantly but this commendable financial result in a COVID-19 year was mainly because DAS made the switch online and continued providing services throughout 2020 and 2021. I am most grateful for the wonderful response of DAS staff and students and the support of our Executive Committee. However, with the MOE Grant rate being unchanged and lower donations received in FY2020-2021, it continues to be financially challenging for DAS and Group accumulated funds remains at \$16.51 million as at 31 March 2021. This is only 72% of annual expenditure for FY2020-2021. With projected deficits in the coming years, DAS must continue to improve our productivity and be prudent in our spending.

DAS operating revenue declined from \$20,606K in FY2019/20 to \$19,896K in FY2020/21. This is mainly from a \$1,052K fall in MLP (Main Literacy Programme) Grant and Fees with average enrollment dropping from 2,963 in FY2019/20 to 2,829 in FY2020/21. This was because there were very few new enrolments during and immediately after the COVID-19 circuit breaker of April and May 2020. Despite the challenges posed by COVID-19, it is important we do not forget the many achievements and successes of DAS in FY2020-2021. Specialised Educational Services (SES) for example also experienced lower enrolment during the circuit breaker but enrolment picked up significantly in the later half of 2020 and programmes such as SES Chinese reached a historical high enrolment of 303 students in May 2021. Besides serving more students, the various programmes have continued to expand their curriculum to support a broader profile of students. The English Language and Literacy Division (ELL)

in partnership with the Lim Hoon Foundation has initiated a project for IHL (Institute of Higher Learning) students which will see DAS provide awareness talks, screening, assessments and intervention for students in ITEs (Institute of Technical Education), Polytechnics and Universities. ELL has also initiated a policy to better support DAS students who are being bullied. Additionally, SES Chinese has piloted a Secondary 3 programme, SES Maths has piloted a Sec One Normal Tech STP (Short Term Programme) while SES Preschool will soon pilot a Numeracy STP. Besides the 14 DAS centres, we also taught in PAP Community Foundation Preschool Centres and some MOE schools and Homes.

Part of the cost of DAS is our continued investment in building a pool of expertise in Dyslexia and Specific Learning Differences here in Singapore. I am pleased that there are currently four DAS staff pursuing PhDs and many other colleagues have completed Masters degrees in related fields.

To facilitate the reliability of DAS programmes, programme evaluation and research has become part of the culture at DAS. This DAS Annual Report is now merged with the Annual DAS Handbook and will include the programme evaluation reports of all major programmes. The 14th and 15th issues of the DAS-published Asia Pacific Journal of Developmental Differences featuring research articles from DAS staff as well as researchers from Singapore and the region were published in July 2020 and January 2021 respectively. In June 2015, DAS organised the first UnITE SpLD Conference and a sixth instalment was organised virtually in the light of COVID-19 restrictions from 24-25 June 2020. Speakers from DAS, Singapore as well as Australia, China, Hong Kong, Indonesia, India, Japan, Kenya, Malaysia, Italy, UK and US presented at the Conference.

There was a drop in Fundraising from FY2019/20's \$811K to FY2020/21's \$713K. This is significantly

lower than the budgeted \$1,338K. This \$600K difference from the budget is due to COVID-19 delaying the receipt of the Bicentennial Fund's \$400K and potentially over \$200K from Charity Golf and other smaller fundraisers such as a Charity Bowl which could not be organised.

We managed costs fairly well. Staff cost increased by 2.7% from FY2019/20 to FY2020/21 which is a reasonable annual increase. However, Bursary Expenditure increased to \$1,516K in FY2020/21 compared to \$1,017K from FY2019/20. This is mainly from an increase in bursaries for lower income students for SAS (SpLD Assessment Services) assessments and SES programmes via the Singapore Teochew Foundation as well as a timing difference in billing for MOE bursaries.

As a result of lower student numbers due to COVID-19, DAS saw an operational deficit of \$1,066K for FY2020/21 compared to an operational surplus of \$77K in FY2019/20. But with the Job Support Scheme and a contribution of \$80K and \$15K from DAS Academy and DAS International respectively, DAS had a final surplus of \$2,483K.

DAS Academy's revenue from MA SEN for public participants was \$111K for FY2020/21, up from \$91K in FY2019/20. Revenue was also supported by the additional \$69K from MOE Allied Educator training which is up from the budget of \$37K. This is because DAS Academy responded to MOE activating 2 optional training runs of AED training. Specialist Diploma and Certificate revenue for FY2020/21 was \$321K for the public, up from FY2019/20's \$293K. DAS Academy's total revenue for FY2020/21 was therefore \$1,089K, up from FY2019/20's \$872K. For a pandemic year, we can be fairly satisfied with this. Cost is however up significantly from FY2019/20's \$856K to \$1,053K for FY2020/21. This is mainly from higher staff costs due to the longer transition of two staff to study leave/no pay leave (for their PhDs) as a result of the pandemic. DAS Academy saw a surplus of \$36K for FY2020/21 compared to the \$17K surplus for FY2019/20. And because of the government's Job Support Scheme, DAC has a \$50K final surplus after contributing \$80K to DAS.

DAS International saw Specialist Tutoring hours drop from 2,179 hours in FY2019/20 to 2,079 hours in FY2020/21 because of the pandemic. Compounded by reduced Speech and Language Therapy hours and no overseas training, DAS International saw a revenue of

\$277K for FY2020/21, down from FY2019-20's \$350K. However, because we have evolved DAS International's operation to mainly the use of Flexi-Scheme albeit well trained and experienced specialist tutors, DAS International still had a surplus of \$13K for FY2020-21, down from FY2019-20's \$79K. DAS International contributed \$15K back to DAS for this FY.

I am most grateful to DAS colleagues for turning in the above set of results despite it being a pandemic year. The financial environment for DAS continues to be very fluid especially because of the changes in our funding with MOE. The COVID-19 situation has also disrupted revenue. Management will continue to be prudent. Nevertheless, our efforts to increase the range and productivity of our programmes and services is bearing fruit and we can look forward with greater confidence as we provide more dyslexic children and people with more comprehensive and better services.

The DAS strategy in the coming years remains unchanged and this is "To build a comprehensive and holistic range of programmes and services for our clients with Dyslexia and Specific Learning Differences". Major areas for development include the increasing use of technology in our classrooms, piloting additional support for Normal Tech students as well as highlighting the challenge of bullying amongst students with dyslexia.

This has been a wonderful team effort and I must once again acknowledge DAS colleagues for their immense effort and the Executive Committee for their support and guidance. It should be noted that the above developments were achieved with a freeze in administrative headcount since 2014. Despite the greater demands, DAS staff are serving longer. 65% have now served DAS for more than 4 years. This was 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 has increased significantly. But DAS continues to be in pioneering country in almost everything we do and there is much more we can accomplish for the greater benefit of our clients with Dyslexia and Specific Learning Differences, even as we continue to live with COVID-19.

EXECUTIVE COMMITTEE



Mr Lee Siew Pin Eric
President



Mr Rajaram
Vice President



Dr Cynthia Tan
Committee Member



Mr Jim Lee
Committee Member



Mr Kaka Singh s/o Dalip Singh
Honorary Treasurer



Mr Kevin Kwek
Assistant Honorary Treasurer



Mr K Kesavapany
Committee Member



Mr Paul Lim Boon Tong
Committee Member



Ms Wong May-Lyn
Honorary Secretary



Dr Zubin Daruwalla
Assistant Honorary Secretary



Mr Vincent Chen
Committee Member

MEMBERS OF VARIOUS COMMITTEES



Mr Addis William Dickon



Mr Andy Lim



Ms Lie Ay Wen



Ms Alicia Tan



Mr Anurag Pandey



Dr Richard Yap

GENERAL MANAGEMENT TEAM



Lee Siang
Chief Executive Officer



Quek Gek San
Director of
Corporate Services
and Human Resources



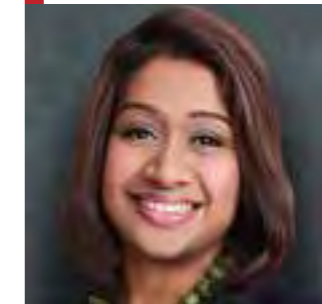
Edmen Leong
Director of Specialised
Educational Services



Anaberta Oehlers-Jaen
Head, DAS International



Chai Soo Chiao
Chief Financial
Officer and Director
of Learning Centres

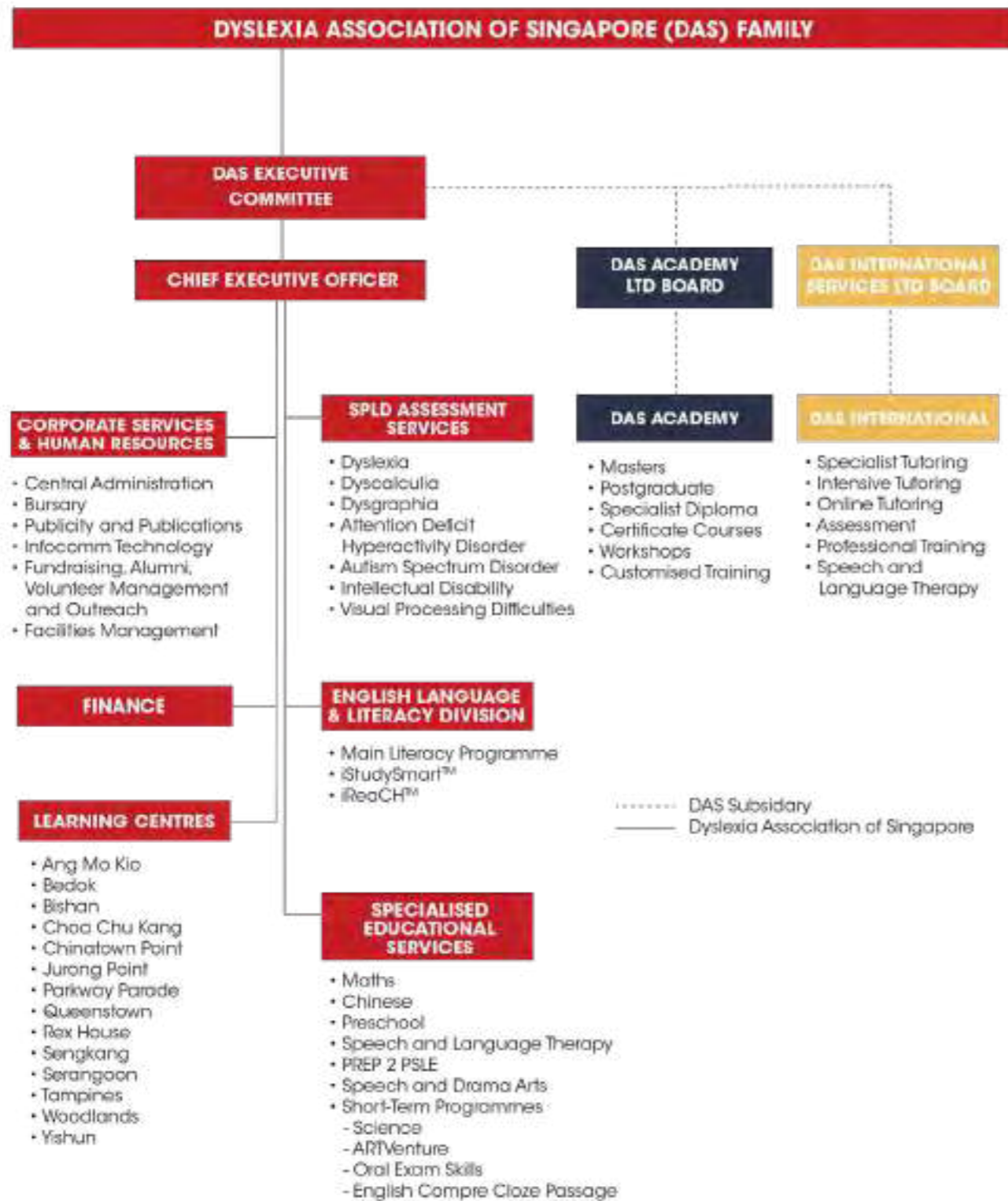


**Geetha Shantha
Ram**
Director, SpLD
Assessment Services,
English Language
and Literacy Division
and Staff Professional
Development



June Siew
Head, DAS Academy

ORGANISATIONAL STRUCTURE



OUR IMPACT IN NUMBERS

3,030
 children and youth supported in the Main Literacy Programme



2,233
 individuals reached through outreach and public awareness efforts



\$714,952
 donations received in support of DAS families who require bursary aid to access intervention programmes



767
 assessments conducted for dyslexia, adult and other learning differences



2,040
 bursaries provided to individuals to access assessments and educational services

1,104
 children and youth supported in Specialised Educational Services programmes



169
 children and youth supported in Speech-Language Therapy



OUR IMPACT THROUGH THE YEAR

2020
2021

DAS is grateful for the support and work put in by your contribution in this unprecedented year.

DAS Student Graduation and Achievement Awards Ceremony

Celebrating our students' milestone in education together virtually. The 18th DAS Student Graduation & Achievement Awards Ceremony was held on 28 November 2020. We believe that every student has the potential to reach their goal and at DAS, every student is important to us.

The event celebrated 345 DAS students across 14 Learning Centres and their achievements in both academic and non-academic pursuits.



Keeping the spirit alive and bringing togetherness in our graduation, DAS staff, parents, and students participated on our virtual wall to encourage one another.

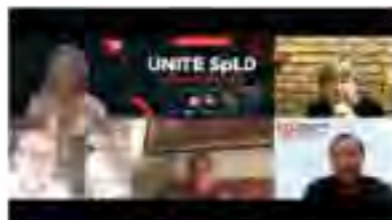


UNITE SpLD Conference 2021

From 24 to 25 June 2020, more than 35 experts from Singapore and 7 other countries came together to motivate teaching excellence for dyslexia and other specific learning differences (SpLD).

Held virtually for the first time, the conference took place at an extraordinary time when the Covid-19 pandemic has disrupted learning for children with SpLD across the world.

This new digital format enabled educators and parents from around the world to benefit from leading-edge research findings, new practical solutions and opportunities to interact with international experts in special educational needs.



World Dyslexia Awareness Week

A series of virtual events for World Dyslexia Awareness Week (WDAW) held from 1 to 11 October to raise support and encourage inclusivity for people with dyslexia and specific learning differences (SpLD).

- Highlights of WDAW:
1. Virtual 20km Walk
 2. Online Seminar on SpLD
 3. Dyslexia Screening
 4. International Online Forum
 5. Colours of Talent Art Competition



President's visit to DAS

On 18 November, we hosted a visit by President Halimah Yacob. In line with the focus of 2020's President's Challenge on empowering people with disabilities, this momentous occasion underscores the importance of supporting children with dyslexia and other specific learning differences (SpLD) on their learning journey so that they can achieve their fullest potential.

President Halimah was introduced to the comprehensive range of services provided by DAS for children with dyslexia through interaction with DAS students and staff.



Celebrating 30 years of Embracing Dyslexia

Commemorating our 30th anniversary this year with 'DAS30 - Embracing Dyslexia for 30 years'.

An Embrace Dyslexia Pledge to promote commitment, support, donation, and action amongst local communities for dyslexia.

In appreciation of the support from DAS for his child, Dave Rhodes from Southeast.sg, has designed the DAS30 campaign logo - a fun and lively depiction of the journey that DAS makes in the lives of those with dyslexia.

Preschool Seminar 2021

After a year where learning has been heavily disrupted by COVID-19, DAS organised the Preschool Seminar 2021 on 17 March 2021 with the aim of helping educators, and parents compensate, catch up and put preschoolers back on the best learning course moving forward.



Lim Hoon Foundation commits to DAS in 360° Pact

On 11 March 2021, we launched the Lim Hoon Foundation - DAS 360° Pact to provide pivotal support for students with dyslexia and other co-occurring learning difficulties in Institutes of Higher Learning (IHLs).

As part of this collaboration, Lim Hoon Foundation (LHF) - the philanthropic arm of JL Family Office - has committed \$280,100 to fund the implementation of various programmes for three years from 2021 to 2024.

The sum would benefit about 100 students with dyslexia from low-income families and also fund local research such as conducting a local study looking into the prevalence rate of dyslexia in Singapore and how to support post-secondary students with dyslexia.

SPLD ASSESSMENT SERVICES AT A GLANCE

SpLD Assessment Services (SAS) serves as the gateway to DAS programmes and intervention. Comprising a team of Registered Psychologists and Specialist Psychologists, along with Referral Reading Officers (RROs) and administrative personnel, SAS provides admission services, psycho-educational assessments and consultations and talks to support the ongoing development of people with specific learning difficulties.

SAS supports all age groups,

from preschool learners to working adults.

The psychologists and RROs work with parents/ service users to identify the assessment service that is appropriate for their needs. Subsequently, psychologists determine the learner's profile as each service user has his/her own unique profile which identifies their strengths and weaknesses. For children who go on to receive learning support at the DAS, it is vital that SAS psychologists differentiate the child's learning needs even after the diagnosis. This enables DAS educational therapists to select appropriate educational goals that target the child's needs closely. SAS also provides clarity to adults grappling with the challenges of specific learning difficulties through consultations to guide them on the next steps.

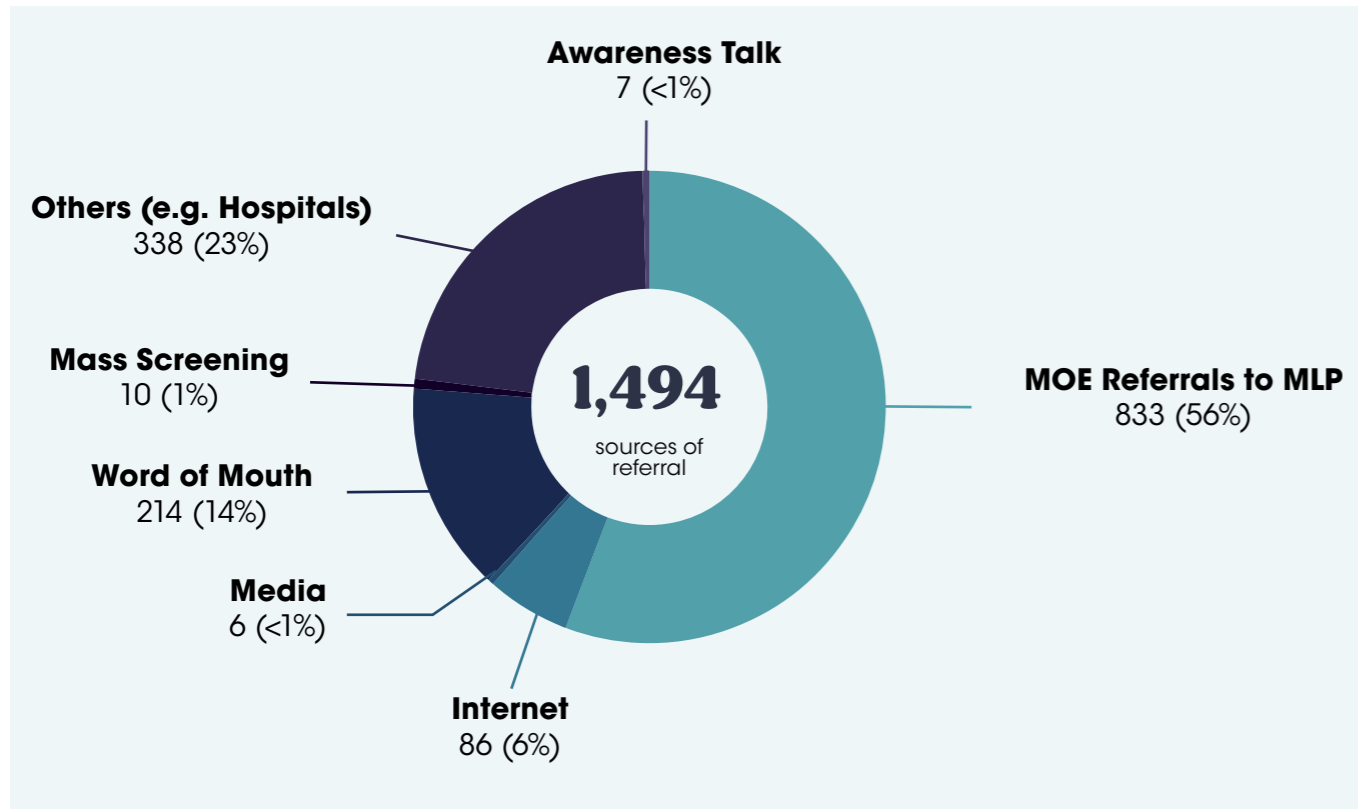
Besides learners with SpLD, SAS psychologists contribute to the community with their work with professionals from different Social Service Agencies and organisations as well as parents to empower them. As part of this effort, SAS helms the SpLD Seminar that takes place annually during the World Dyslexia Awareness Week in October.

ABC



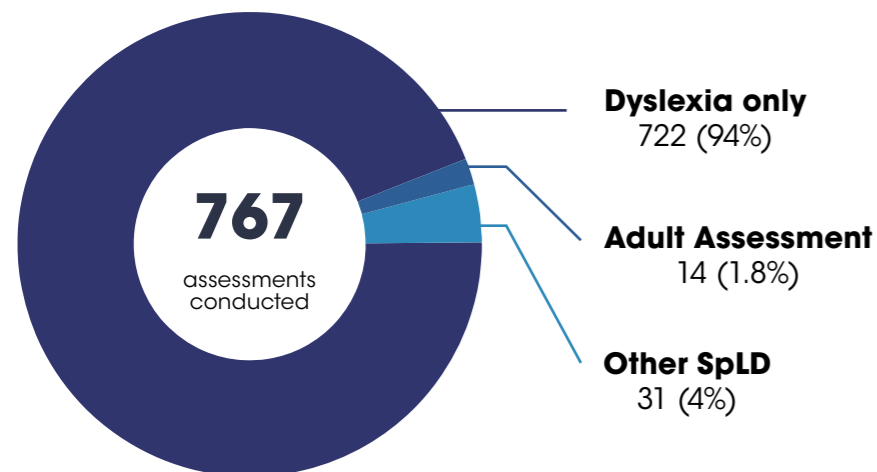
The SAS and ELL team photo taken before COVID-19

SOURCES OF REFERRAL



ASSESSMENTS CONDUCTED

No. of Assessments conducted	767
No. of Dyslexia Assessments	722
No. of Adult Assessments	14
Other Specific Learning Differences	31
No. of bursaries awarded for assessments	495



495 (64.5%)

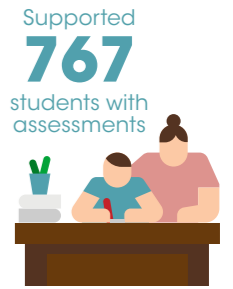
of Assessments conducted were awarded with Bursaries.

ASSESSMENTS FOR DYSLEXIA AND BEYOND

FY 2020-2021 was a challenging year for SAS due to the government-announced Circuit Breaker that ran from 7 April to 3 June 2020. The suspension of the service significantly affected the number of assessments conducted in the first quarter of the financial year. Nonetheless, the team put in a tremendous effort in the remaining quarters and eventually managed to support a total of 767 students with assessments to identify their learning needs. The DAS had also financially supported close to half of the students assessed with bursaries.

Out of the 767 students assessed, the team saw general comparability with the previous

financial year in the percentage of assessments conducted for adults (1.8% in FY 2020-2021 compared to 1.9% in FY 2019-2020), as well as for students whose parents had concerns for areas other than dyslexia (4% in FY 2020-2021 compared to 5.1% in FY 2019-2020). Of the adults assessed, a majority were tertiary-level students seeking access arrangements during examinations, while a small number comprised working adults who sought to understand their learning needs and identify areas for support. In terms of referrals for non-dyslexia SpLD assessments, the majority of concerns were for attention and Mathematics difficulties, which was similar to previous years.



CONTINUAL PROFESSIONAL DEVELOPMENT FOR SAS

SAS prides itself in keeping up to date with assessment methods and skills in order to deliver quality professional services for its service users. In FY 2019/2020, the team continued to attend weekly professional development sessions that included case discussions, as well as topical or journal presentations. We also attended sharing sessions by an audiologist and by representatives from Singapore Association for the Deaf. During the Circuit Breaker period, the SAS psychologists had taken test kits home with them to read up and expand their repertoire of test kits that they could administer. Tests learned include the Test of Word Reading Efficiency, 2nd Edition, as well as the British Ability Scales, 3rd Edition.

SAS Psychologists, Referral Reading Officers and Student Services Officers also attended a range of internal and external courses:

- Certificate in Dyslexia and Literacy Teaching (run by DAS Academy)
- Executive Functioning Toolkit (Bridging Talents)

- Competency-based Clinical Supervision (Clinical Supervision Services)
- Manage Challenging Social Service and NPO Clients (Social Service Institute)
- Microsoft Excel (COMAT).

The psychologists were also involved in training trainee specialist psychologists recruited in April 2020. Due to the Circuit Breaker, the initial part of training had to be conducted over online platforms for the first time in the history of SAS. Trainees were loaned essential test kits that allowed them to learn and practice from home. Apart from lectures conducted online by full-time and Flexi-scheme psychologists, check-in sessions were scheduled to allow trainees to raise any questions they had. Later on in the financial year, the team had also formalised the training of trainees through the Specialist Diploma in Psychological Assessment of Dyslexia, and implemented it for trainee specialist psychologists recruited in February 2021.

FURTHER DEVELOPMENTS IN CURRICULUM-BASED ASSESSMENTS - MAPTRACK

Following the work by SAS psychologists and the Educational Advisory team to further develop the reading and spelling lists for Curriculum-Based Assessments (CBAs), more discussions were held to enhance the other components and scoring criteria of the CBAs. Plans to trial the use of CBAs as profiling tools were also made. While the decision was made not to move forward with the trial due to the impact of the pandemic, the team continues to prepare for the opportunity to implement the CBAs alongside standardised measures of literacy at the point of enrolment. This would allow for comparisons to be made between CBA-derived scores, and standardised measures that had always been used to profile students at enrolment.



Student during the Assessment process

ASSESSMENT SERVICE EVALUATION

In the effort to gain understanding of service users' perspectives of assessments conducted by the SAS, parents were asked to complete a short feedback survey in 2020. Based on the 8 responses received, the majority of parents found the instructions for the application process to be clearly indicated, and noted that the assessments were helpful for them.



Assessment being conducted before Circuit Breaker



SAS Team of Psychologists

ENGLISH LANGUAGE AND LITERACY DIVISION AT A GLANCE

The English Language and Literacy (ELL) division provides intensive intervention in English Literacy including the comprehensive Main Literacy Programme (MLP) and educational technology infused lessons to best engage our learners. Besides MLP, ELL developed 2 other programmes in 2018 and 2019 respectively: iReaCH and iStudySmart.



DAS Educational Therapist teaching in a class before COVID-19

ABOUT THE MAIN LITERACY PROGRAMME (MLP)

The Main Literacy Programme provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges, delivered by highly trained professionals. The programme is structured to support students with foundational literacy right up to students who need higher order literacy needs.



PEAK STUDENT ENROLMENT NUMBER

2019 TERM 4 - 3,156

2020 TERM 4 - 3,030

Our peak numbers seemed to be in October. Although the numbers are a bit lower than the previous year's numbers we still managed to surpass 3,000 students. 2020 was a very unique year whereby DAS conducted MLP classes via an online platform. Despite the challenges, we managed to still maintain our student numbers to over 3,000. This speaks volumes about the service that we have been providing to our students.

NO. OF STUDENTS AT EACH LEARNING CENTRE AS AT MARCH 31, 2021

Ang Mo Kio	44
Bedok	145
Bishan	372
Chua Chu Kang	195
Chinatown Point	96
Jurong Point	322
Parkway Parade	185
Queenstown	136
REX House	41
Sengkang	371
Serangoon	197
Tampines	339
Woodlands	232
Yishun	131

NO. OF STUDENTS WHO GRADUATED

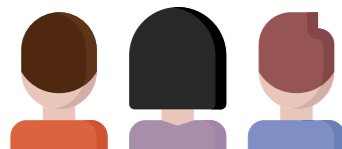


THE MAIN LITERACY PROGRAMME IS EVIDENCE-BASED

To demonstrate whether the reading and writing skills of dyslexic students could be improved using improved MLP curriculum teaching methods, a research study was conducted and showed that MLP is an evidence-based practice. The results of the study increased the validity of the MLP intervention, showing a mean score increase from an average mean of 48.54 in 2016 to 62.43 in 2018. It was a statistically significant improvement in reading and writing scores.

APPLIED EDUCATIONAL THERAPY MODULE

The Applied Educational Therapy module is holistic in nature. The lectures that we conduct not only teach Educational Therapists about being effective in the classroom, it also teaches them about being self-reflective when teaching. Training and teaching concurrently can take a toll on anyone, as such there is also a module included in the lectures on how to recognise a burnout and how to avoid it.

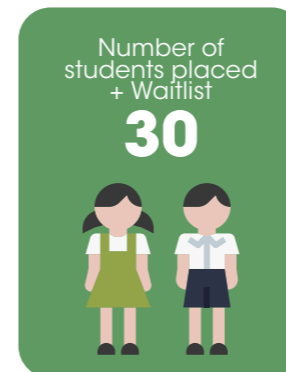


ABOUT THE iREACH™ PROGRAMME

Reading Comprehension and writing are critical advanced skills that learners will require as they endeavour to access and excel in academics. The primary aim of iReaCH is to support learners in Reading Comprehension and Writing to manage higher order tasks expected of them in school through the deliberate use of vocabulary instruction and educational technology.

The teaching principles emphasised in the development and the delivery of iReaCH adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia learn efficiently and effectively.

iReaCH is developed to provide upper primary and secondary level students with the skills and content knowledge to cope with Reading Comprehension and Writing tasks as well as increase their confidence and preparedness during examinations.



iReaCH was launched in February 2019. With a team of dedicated and experienced iReaCH EdTs, 20 students have since received support as at the end of Term 1, 2021, with 10 students currently on the waitlist.

As iReaCH™ is still a relatively new programme, raising awareness and reaching out to more students, parents and educators through working closely with the DAS Outreach Team and liaisons as well as conducting talks at mainstream schools and especially Madrasahs have been at the forefront of iReaCH™'s marketing and outreach efforts.

AN EMAIL FROM A PARENT TO MR MELCHER

Daniel* told me that he's trying to use more interesting words when he writes compositions, for example "bellowed" besides "shouted". He also told me that he's writing short paragraphs in iReaCH class.

**Names have been anonymised*



Mr Melcher teaching a class at DAS Parkway Parade before COVID-19

CONFIDENCE IN WRITING



Syaiful* was on the programme for close to 4 terms. He is able to grasp new vocabulary taught quickly and uses target thematic vocabulary learnt in his discussions and written work.

Initially, he has shown some reluctance to writing and would have difficulties generating ideas however with continuous exposure to different text types and themes taught in the iReaCH programme, he has shown more confidence in penning down his ideas and expressing his opinions through writing. He has picked up on annotation skills used in reading comprehension and has shown improvements in answering vocabulary-related questions.

With explicit teaching of parts of speech, he has shown more awareness which helps him in identifying errors in editing as well as filling up cloze passages.

In the biannual meet the parent session with the student's mother, she has observed significant improvements and confidence he has shown in the English Language and is very pleased with his progression and achievements thus far.

**Zafirah Abdul Ramzan,
Senior Educational Therapist
Curriculum Developer**

**Names have been anonymised*

USED TO HAVE DIFFICULTY



Gerald* has been on the programme since Term 1 2019. He used to have difficulty expressing his ideas clearly in a paragraph and would need help with structuring his ideas to make them cohesive.

With continued practice, he has shown improvements in the structure of his paragraphs and is also more confident in writing introductory paragraphs using Hook, Bridge, and Thesis statements.

In reading comprehension, he has shown improvements in interpreting figurative language and is slightly more confident in attempting vocab-inferential question types.

He has been exposed to a range of thematic vocabulary in each term and has shown retention in the meaning of words and is also able to apply them in his discussions and writing independently.

**Zafirah Abdul Ramzan,
Senior Educational Therapist
Curriculum Developer**

A LOOK BACK AT ISTUDYSMART™

Since the beginning of this programme in 2019, the iStudySmart team has worked tirelessly hard in promoting and raising awareness about the programme through both internal and external outreach efforts, all in the hopes of increasing the visibility of the programme. More importantly, the team also aims to reach out to more students including those studying in Institutes of Higher Learning (IHLs) requiring support in the areas of study skills, executive functioning skills and life skills to help them better cope with the challenges and demands in the tertiary environment and beyond.

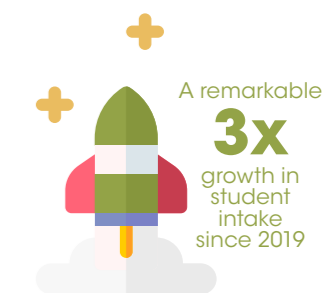


Maxx sharing his experience with iStudySmart™

2019 INTAKE SOFT LAUNCH (TERM 3 & 4)	2020 INTAKE FULL LAUNCH (TERM 2 & 3)	2021 INTAKE 1ST RUN (TERM 1 & 2)
5 STUDENTS	7 STUDENTS	15 STUDENTS

The student enrolment for iStudySmart has grown steadily over the past 3 years with a current intake of 15 students for the 1st run in 2021- thrice the number of students supported during the soft launch. Additionally, 2021 is also a year of firsts for iStudySmart:

- iStudySmart is now open to Secondary 3 students who would like to get a head start in preparing for their tertiary education.
- iStudySmart supported its first cohort of tertiary students.
- iStudySmart will now have two intakes yearly in order to meet the growing demand and interest.



THE SUCCESSFUL COMPLETION OF ISTUDYSMART™ AMIDST THE PANDEMIC



The 3rd iStudySmart run which took place in Term 2 & 3, 2020 culminated in a final presentation by the students on the 9th of September, proudly graced by their peers, families and Educational Therapists. Due to the pandemic, the final presentation was also delivered virtually via the Zoom platform.

Although the students had to adjust to the new normal of needing to present to a group of audience virtually, which was a first for most if not all of the students, they still put up spectacular presentations, impressing both the attendees and judges with their confidence. This was by no means an easy feat for the students as they not only needed to possess the necessary technological know-how and etiquette, they also needed to be proficient and well-versed in the research topics that they were presenting on.

Additionally, the students also handled the Question and Answer segment well, which further demonstrated their knowledge and capacity to address questions related to their research area.

The topics presented were diverse, educational and thought-provoking as they covered a range of subjects which included the following:

- The Importance and Benefits of Sports in Promoting Physical and Mental Well-being
- A Person I admire
- Games
- Ways to Prevent Littering in Singapore
- The Harmful Effects of Global Warming and What People can do in their Small Ways to Prevent Further Damage to the Environment
- Technology- its Boons and Banes
- Youth Mental Health



Photo credit: Freepik

The Final Presentation was certainly a grand finale as the attendees were able to witness the accomplishments, progress and growth of the students who have all worked very hard throughout the entire course of two terms.

FEEDBACK AND PARENT TESTIMONIALS

SUPPORTING MY STUDENTS

With the whole world moving to virtual communication due to the pandemic, it was the first time iStudySmart Presentation was conducted via a virtual platform. It was also my first time as an EdT attending the presentations to support one of my students. I was pleasantly surprised to see the quality of presentations from the students. Most of their slides were detailed with a substantial amount of research done. I was impressed with the amount of effort put into each and every one of the presentations. All the students were confident and had good knowledge about the content they presented. They were able to answer the questions asked with conviction. I am glad I got the opportunity to be part of such a significant event that allowed dyslexia students to showcase their talents in areas other than Education. I am looking forward to the next iStudySmart Presentations next year. Kudos to the iStudySmart Team!

Educational Therapist

A SPECIALISED DESIGNED PROGRAMME



iStudySmart™ has been very helpful. It helped my child learn more skills like helping her present and speak better. It also helped her express her thoughts better in writing. These are very skills that she can definitely use in the future. iStudySmart is a specialised designed programme which will help your child with specific learning needs.

iStudySmart™ parent

EDUCATIONAL TECHNOLOGY

Preparations for online learning were of utmost importance to DAS Educational Therapists as they began familiarising their students with Google Hangouts Meet and Gmail, so as to continue the students' remediation when home-based learning is implemented.

The Main Literacy Programme has always stayed grounded on delivering quality remediation, by individualising instructional materials and accommodating learning differences within a very small group of learners.



Introducing EduTech at a DAS Learning Journey

APPY HOUR

The EdTech Team conducted two rounds of Appy Hour for MLP EdTs. Members of the EdTech Team, also known as iReps, shared between 3-5 applications and web tools that MLP EdTs can use in their MLP lessons (learning) as well as for preparing their lesson materials (teaching).

15 EdTech Members (iReps)



The iReps gathered the Educational Therapists to introduce the applications and tools. After which they would gather again for a discussion on what worked and how they could overcome the areas of concern.

M-LEARNING WEEK

The EdTech Team conducted 2 rounds of Techy Month during Terms 2 and 4 in 2020. MLP Educational Therapists were to post snippets of their usage of technology in MLP classrooms. As these posts are posted on Google Currents, other MLP Educational Therapists can view each other's posts and like, share or comment on the posts to either ask questions or leave encouraging comments on their peers' posts.

It is very encouraging to see many posts from MLP colleagues displaying their students' work and their teaching materials using technology. Over time, it has been observed that colleagues are no longer using technology as a substitute for traditional methods, but are aspiring to achieve lesson objectives that could not have been possible without technology. In doing so, they are also exposing our dyslexic students to the various accessibility features that technology offers while creating engaging learning activities.



Student learning through a tablet during class before COVID-19



DAS Students participating in a class activity before COVID-19

SPECIALISED EDUCATIONAL SERVICES AT A GLANCE

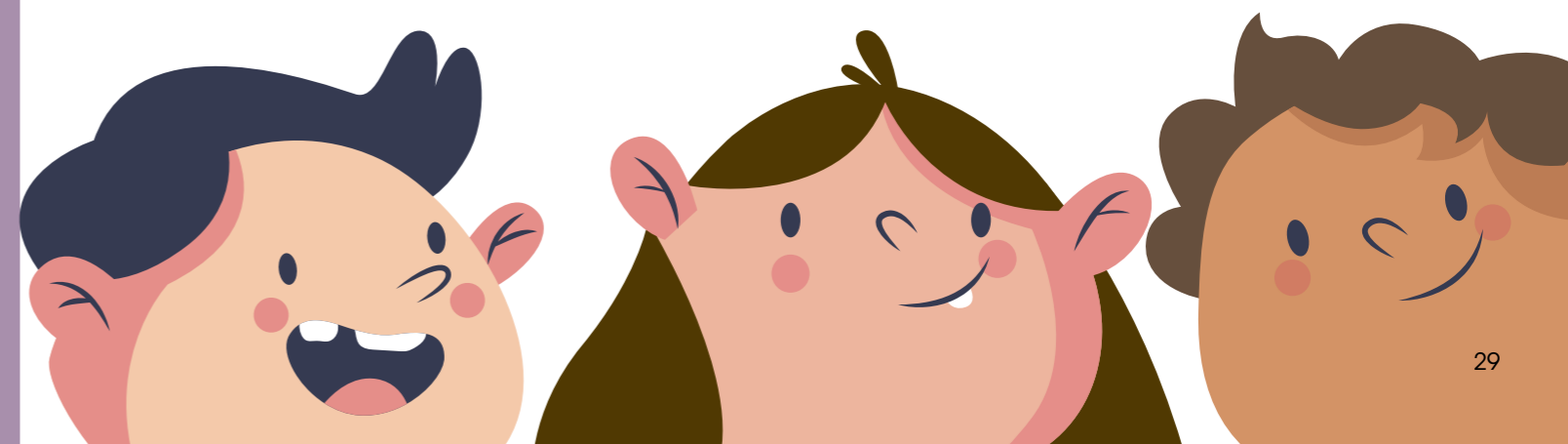


The Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore that offers support to students who struggle to learn in other academic subjects and also offers talent development programmes. SES programmes are tailored to fit the learning needs of students with a learning difference.

All of our programmes are tailored to fit the learning needs of students with learning differences. The curriculum and the methodology adheres to the principles which have been proven to be beneficial in helping them learn.

Programmes that are offered by SES:

- Maths
- Chinese
- PREP 2 PSLE
- Preschool
- Speech and Drama Arts
- Speech and Language Therapy
- Science
- ArtVenture
- Holiday Workshops



ABOUT THE MATHS PROGRAMME

Students with dyslexia may struggle with the learning of Maths and may lag behind their peers in school. Parents look to us, as the hub of expertise in Dyslexia in Singapore, to provide them with the best learning environment for their children. We achieve this by providing a small group setting and a teaching approach that addresses the core of their learning difficulties. Some challenges our students face include difficulties with understanding the language in Maths; recalling mathematical facts and properties; executing mathematical procedures fluently; understanding Maths concepts and problem-solving.

Our staff are trained with an understanding of dyslexia and are equipped to create lessons that are in line with dyslexia-friendly principles and the MOE Maths syllabus.

There are three curriculums in the Maths programme to help meet the diverse needs and profiles of our learners:

1. Essential Maths curriculum
2. Problem Sums for Upper Primary curriculum
3. Secondary 1 Normal Technical Maths curriculum.



Typical online class on Google Meet



Student's work during online class



Student participating in a Maths class before COVID-19

THE SES MATHS PROGRAMME

Our Essential Maths Programme caters to students from Primary 1 to Primary 6. Lessons are crafted using the Concrete-Representational-Abstract (C-R-A) approach, which allows students to visualise math concepts through physical interactions with real objects and make links between pictorial representations and mathematical equations.

Our Short Term Programmes (STPs) initiatives including the Problem Sums for Upper Primary and Secondary 1 Normal Technical Maths programmes embodies similar teaching methodology and dyslexia friendly approaches with distinct objectives and skills set.

EVALUATION OF THE ESSENTIAL MATHS PROGRAMME

We conduct annual quality audits to ensure that our teachers plan quality lessons that are in line with students' needs, evaluate our teachers' communication and classroom management skills.

in addition to monitoring the quality of our lessons, the team is also in the midst of designing topical tests to help us better measure students' progress in the area of mathematical knowledge and application skills before and after teaching.



In 2021,
24
quality
assurance
audits were
conducted.

EVALUATION OF THE P6 PROBLEM SUMS FOR UPPER PRIMARY SHORT-TERM PROGRAMME

The team is currently embarking on a case study to gather students' insights of how the teaching approach has helped them to gain understanding of the various problem types mentioned above. Students' test scores are also collected for this study to help triangulate the findings. The data is currently being analysed and the results will be published in a journal by the next financial year.

EVALUATION OF THE SEC 1NT MATHS SHORT-TERM PROGRAMME

A total of 16 students' results from the Term 1 were collected for preliminary analysis. 75% of the students maintained or showed an improvement in their post test scores while 25% of them had a regression of about 3-6.5 marks.

KEY EVENTS OF THE MATHS PROGRAMME

Expansion of P6 Problem Sums for Upper Primary Short-Term (PSUP) Programme

In 2018, this started as a 1-hour programme.

As of March 2021, the PSUP programme for Primary 6 students was launched as a 2-hour programme at Bishan Learning Centre and CCK Learning centre.

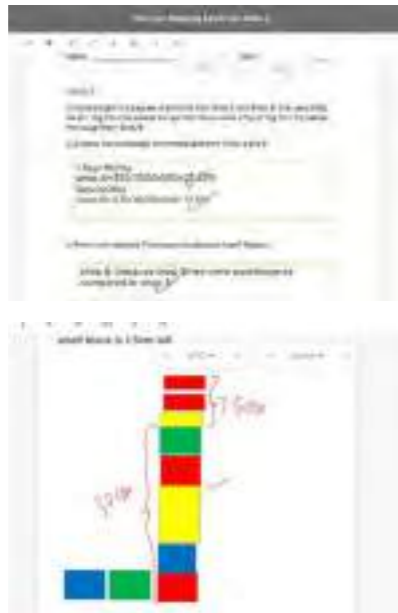
Expansion of Sec 1 NT Short-Term Programme

Total student enrolment
39



This year, the Sec 1NT Maths STP was extended to include 5 more centres with a total student enrolment of 39.

This also means that we have more teachers who are trained in teaching Secondary maths. At the same time, we also managed to broaden the curriculum to two terms covering Fractions, Ratio and Percentage.



Sec 1 NT Online Class

Mass Profiling

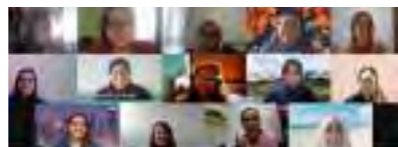
19 students over 2 sessions



On November 26 2021, the Maths team organised our first-ever online mass profiling event to spread awareness of our Math Programme, as well as conduct mass profiling tests for new students.

Despite the change, we had a good turnout of 19 students over 2 sessions. We managed to place 13 of students and 2 more students are waiting for placement.

This outcome is better than what we had observed in the previous year when we conducted face-to-face profiling.



A BOY WHO CAN'T READ AND UNDERSTAND MATHS CONCEPT



Bryan has grown to be a more confident boy after he joined DAS @ CCK since the past few years. I still remember how I broke down in front of his teachers and school psychologist knowing that he had DYSLEXIA. Where have we gone wrong? Who is the cause? I believe there are parents of little knowledge and in denial just like me.

After meeting with a therapist and reading about dyslexia, I have come to accept his condition. I deal with teachers complaining to me that Ryan doesn't want to read and is unable to complete the tasks given to him. There was once the discipline mistress called to tell me that he disappeared from taking his Maths exam. She said that he has discipline problems and that dyslexia is just an excuse. It was so devastating to me. My son was so scared and worried about going to school but he never did say that he didn't want to go. We encouraged him and told him that it is ok, we are not angry if he doesn't score. As parents, we would rather see him enjoy school than dragging his feet to school.

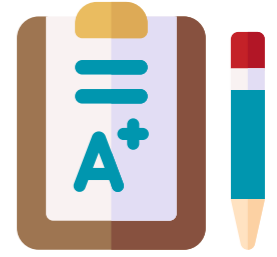
After attending for a few years now, it's like a miracle. From a boy who can't read and understand Maths concepts, he is able to read (although it's slow) and do his Maths work more independently. I am happy to see his enthusiasm each time he goes for his DAS Maths class even though he is tired after school. He is not shy to share what he has learned and will talk about the paper he did in school.

I would like to say a big THANK YOU to all the DAS therapists who have been helping children like my son. They never give up to support them. To all the parents who face challenges like I do, have faith, believe and do not lose hope! Continue supporting your child.

Parent of Bryan*

**Names have been anonymised*

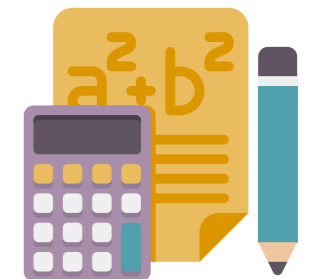
SCORING A!



My son told me he really likes the way the teacher teaches. He is able to absorb all methods. He said it was easy going into his mind (grasp the concepts). Eventually from failing math, he got A for a recent small test. I really hope the lesson can continue as I can really see it helping and that he is improving a lot, surprisingly.

DAS Parent

LOOKING FORWARD TO CLASS



DAS Maths are the 'just right' classes for her. The outside tuition is too fast-paced and the private tuition does not provide the simulation that my daughter gets in DAS classes. She always looks forward to math classes in DAS and has made good friends. I got to know about this from the DAS secondary school holiday workshop and I hope there will be more programmes and support for the secondary school students.

DAS Parent

ABOUT THE CHINESE PROGRAMME

The Chinese programme uses a structured literacy intervention that fosters a love for learning and equips students with strategies to learn independently facilitated by parents outside of the classroom.

The programme supports learners with dyslexia from 7 to 15 years-old in their learning of Chinese by teaching them skills and strategies to learn the language independently. Learners are profiled prior to intervention so that learning is pegged at their current ability.

Since 2013, we have supported more than 500 students in their learning of Chinese. For financial year 2020/2021, we have supported 209 Primary School students and 68 Secondary School students through the programme. 27% of these students received bursary support. There has been an increasing demand for our services in the past year.



Photo credit: Freepik

KEY EVENTS OF THE CHINESE PROGRAMME

Presented at Conferences

The Chinese Team presented on the research topic "Support students with reading and writing difficulties: From Curriculum-based teaching approach to Secondary school Chinese learning" in 2 conferences: The 6th International Conference on the Teaching and Learning of Chinese as a Second Language (TLCSL) and Association for Reading and Writing Asia (ARWA) 2020 conference.

In the UNITE SpLD 2020 conference, we presented on the topic: The Impact of a Structured Chinese Literacy Programme for Dyslexics.

School-customised training at St. Gabriel's Primary School

In August 2020, the Chinese team went to St. Gabriel's Primary School and conducted customised training for their Chinese teachers. The training focused on understanding the difficulties learners with dyslexia have with the Chinese language and strategies to support learners with dyslexia in learning the Chinese language.

Online Learning

We moved our lessons online in Term 2 2020. Our team worked together and created 14 sets of take-home learning packs (THLP) to cater to our students' different learning abilities. We also provided online consultations to give extra support to students who are unable to complete the pack independently.

The THLP ensures that our students' learning were not halted, and we received positive feedback from parents and students.

EXPANSION OF CHINESE PROGRAMME

Sec 3 Trial Programme

Due to positive feedback from parents and the demand to continue supporting our students in secondary level, we expanded our Secondary School Chinese Bridging Programme, which previously only catered to Secondary 1 and 2 level, to Secondary 3 in 2020. The Secondary 3 trial programme aims to continue supporting students in higher literacy skills such as reading comprehension and writing. We have incorporated our core teaching strategies to provide appropriate scaffoldings and created Worksheets of varying abilities to cater to students of different learning abilities and needs.

Upper Primary 2-hour Trial Programme

Currently, our primary programme provides 1-hour lesson and P6 2-hour lesson. We recognise the benefit of longer duration as it allows teachers to have more time to teach literacy skills therefore we started the 2-hour trial lesson for Upper Primary school students at all DAS learning centres this year.



OUR SUCCESS STORIES

Positive attitude towards learning

I taught Jia Wei* since he was in Primary 2. When he first joined, he had difficulties recognising basic characters and speaking in complete Chinese sentences. He was a pleasant student to teach and would always try his best to apply the strategies taught in class. Gradually, it was observed that he is able to read more characters and he became more fluent in reading and writing. When he was in primary 4, I received the good news that he achieved the highest score for Chinese in his final exam. He maintained good results through Primary 5 and now he is attending our Primary 6 two-hour programme to prepare for his PSLE. It is heart-warming to witness Jia Wei's* positive attitude towards learning as his mother feedback that he would take initiatives to learn spelling and practice writing composition to strive for better results.

Loo Chein Ling
Senior Educational Therapist

**Names have been anonymised*

Achieving a B grade for PSLE!

Pei Ling* joined the Chinese Programme when she was Primary 5. She is a quiet girl who requires a lot of encouragement to speak up in class and lacks confidence in Chinese as she has been failing her Chinese papers in school. She had difficulties recognising Chinese characters, especially characters which look similar. It was also challenging for her to express her ideas and thoughts in Mandarin. The lessons in DAS have helped her find a way to recognise Chinese characters and the strategies have made it easier for her to remember them. Now, she is more confident to express her thoughts and will often volunteer to answer questions in class using complete sentences in Mandarin. Her positive learning attitude, hard work, receptiveness towards feedback and effort put in with her parents has paid off, with her achieving her targeted goal, a B grade for Chinese in PSLE.

Lee Mei Yu
Senior Educational Therapist

ABOUT THE PREP 2 PSLE PROGRAMME

The thought of every child's primary school milestone - the PSLE, seems like a daunting task. It is all the more challenging for learners with dyslexia, who face a myriad of difficulties in language learning. The PREP 2 PSLE programme (Preparation for English Paper 2) was established with the intent of supporting primary school children with learning difficulties to tackle the school's English language examinations. The programme aims to reach out to struggling learners with dyslexia beyond the DAS, empowering them with skills and strategies to take ownership of their learning, and to allow for explicit transference of skills to tackle the various components of the PSLE English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.



DAS student in PREP 2 PSLE class before COVID-19

STUDENTS WE HAVE SERVED

\$85,501

in bursaries were provided for beneficiaries



Peak student enrolment of

142



77

students completed the programme in Term 4, 2020



In FY 2020-2021, there was a peak enrolment of 142 students in Term 4, 2020. This is largely due to students who enrolled into the programme in Term 3 and 4 through funding support from the Singapore Teochew Foundation (STF). On average, 35% of students enrolled in Prep 2 PSLE received bursary for their termly programme fees throughout the academic year.

In Term 3, 94 P6 students sat for their PSLE. 77 of these students stayed on to continue with the Pre-Secondary Bridging Programme for an additional term. Student enrolment dipped in Term 1 2021 with the exit of the P6 students but we had 26 new students who were successfully placed into Prep 2 PSLE after they sat for the Online English Readiness Test in November 2020.

Prep 2 PSLE has a stable team of 19 teachers across 11 DAS learning centres that offer the programme. All our teachers have been trained to teach and deliver the programme, having attained a Certificate in Supporting SpLD Learners in English Exam Skills awarded by the DAS Academy.

A total of \$85,501.22 was provided to students on the bursary scheme through DAS fund-raising efforts and support from the Singapore Teochew Foundation. This amount has greatly supported primary school dyslexic learners to gain confidence and succeed in their English examination. The Prep 2 PSLE programme would like to extend our sincere gratitude and appreciation to our donors for their generosity in helping our students with the provision of bursaries.

KEY EVENTS OF THE PREP 2 PSLE PROGRAMME

Online Readiness Test

The Readiness Test is a mass assessment conducted by the Prep 2 PSLE programme to identify a child's strength and weakness in the various components of the English Exam paper. With the restrictions of Covid-19, the Readiness Test had to be conducted online.

Besides the online readiness test, the complimentary webinar for parents served as a platform to share easy and feasible tips and strategies that parents can employ during revision with their child as well as to provide an informative session for parents to be acquainted with the Prep 2 PSLE programme.

There were a total of 32 students who registered for the Online Readiness Test. Despite it being the first Readiness Test conducted online for the team, the event was a resounding success with a total of 28 students who went on to register for the Prep 2 PSLE programme.



RELC Conference 2021

The RELC International Conference was held virtually from the 15th to 17th March 2021. The aim of the conference was to bring together language educators, researchers and leaders in this field to bring about 'long-lasting, sustainable learning outcomes for language learners'.

Andy Wang and Siti Asjamiah, our Lead Educational Therapists from the Prep 2 PSLE team, had the privilege to present their research on the importance of progress monitoring for learners with dyslexia in the programme. Findings from the research helped their audience appreciate that learners with dyslexia demand longer exposure to skills and concepts in order to consolidate their learning and to maximise the support given.



STEADFAST IN ADJUSTING TO ONLINE LEARNING

Aidan has been with the Prep 2 PSLE programme since September 2019. Being the only programme in DAS that Aidan is receiving intervention from in the months leading up to his PSLE, the P2P programme has given Aidan timely and targeted support to tackle the PSLE English. Aidan is a self-motivated student who takes pride in his work. In every lesson, it is clear that he strives to improve himself and takes every lesson that the teacher delivers seriously. Though subtle, it is observed that for every mistake Aidan makes in any practice question, there is a tinge of disappointment yet a tenacity in him to never commit the same mistake again.

As with all other students, Aidan's learning was hampered with the need to go online for P2P classes in Term 2 of 2020. However, Aidan was steadfast in adjusting to online learning, and showed remarkable grit and adaptability even in a virtual learning environment. As such, online learning for Aidan continued beyond the circuit breaker period and lasted all the way till the end of the year. He is the model example of the qualities needed to excel in online learning- self-discipline, self-motivation and adaptability.

As the say goes, slow and steady wins the race. This aptly describes the journey for Aidan- he is not often the first or the fastest, but at the end of the day, Aidan's persistence was handsomely rewarded when he achieved an A grade for his PSLE result in 2020.

Andy Wang Ding Xiong
Lead Educational Therapist



"Biggest change I saw in Aidan was his confidence"

I am always thankful to all at DAS especially to you (Mr Andy) for being with Aidan for his PSLE journey during a very difficult year due to disruptions to school, lessons and routines.

When Aidan joined the Prep 2 PSLE programme, he had already stopped literacy class at DAS queenstown centre as they felt that he was ready. He was coping well in school but still faces some challenges in examination areas like synthesis and transformation.

The biggest change I saw in Aidan was his confidence. He felt better prepared and would go through the papers and notes that you emailed. From being zoom camera shy and always being a little doubtful about himself, he was able to speak up and enjoy doing synthesis and all. It was what he needed, not just guidance on the school curriculum but with the kindness and knowledge of DAS specialists. Great programme!

Angie Wong
Aidan's mother



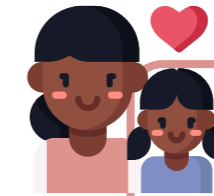
TAARINI'S PROGRESS SHOWS THE IMPORTANCE OF EARLY INTERVENTION

Zig Ziglar says it best, "Your attitude, not your aptitude, will determine your altitude". A self-motivated student, Taarini conscientiously strives to give her best in every lesson. She comes to class with a desire to learn and is not afraid of making errors. Instead, with every error she makes, she acknowledges it and sees it as an opportunity to ask so that she would be able to understand better.

Taarini first started out with the Prep 2 PSLE programme when she was in Primary 4. Her first term of lessons saw her struggling through understanding the concepts and strategies taught as she took a longer time to process the information. It is with her perseverance and willingness to learn, adapt and apply that enabled her to experience success not only during her weekly lessons but also in her English school year-end examination, where she showed a remarkable improvement in her grades. This definitely boosted her self-confidence but it did not encourage complacency. She continues to exude optimism and gives her best in every task given to her.

As she progresses on to Primary 5 this year, she has shown good retention of concepts taught over the last two years especially in Grammar and is able to accurately apply them to other components such as Comprehension and Synthesis & Transformation. Her progress shows the importance of early intervention and preparation in her journey towards PSLE. With continued effort and guidance, I am certain that she would continue to achieve.

Siti Halimah
Taarini's Educational Therapist



Making my mother proud!

Before I joined the class, I was not really good in my comprehension. When I went to school, my mind would go blank. I did not know how to find the answers or link it back to the reason. When I joined P2P class, I did not really understand but my friends and teacher, Ms Halimah encouraged me. I eventually started to understand. When it came to my English exams, I felt very nervous. I thought I would get 70 and lower but to my surprise, I actually got 80.5 out of 100. I was very happy. My mother was very proud of me. I realised that the P2P class helped me a lot. That is why I passed really well because I paid attention. I was also very bad at Synthesis and Transformation. When we started to learn it in P2P class, I understood it better. Ms Halimah explained it more clearly. There were times when I could not get it. I thought I was dumb because I have Dyslexia but it is not that. I just take a longer time to understand.

Taarini Rianne Pillai
Primary 5, Prep 2 PSLE student



ABOUT THE PRESCHOOL PROGRAMME

The Preschool Early Literacy Programme is for Kindergarten 1 and 2 pre-schoolers who show dyslexic type tendencies, developmental delay in early literacy skills or are experiencing early literacy learning difficulties despite supportive efforts from home and school. The aim of the programme is to help preschoolers develop skills and strategies to become confident learners and are able to better manage learning when they enter primary school

WHO DO WE SERVE

Children with early literacy learning difficulties in:

- **Pre-reading skills:** learning to sing the alphabet song, letter recognition, letter-sound knowledge, blending sounds together to read words, recognising high-frequency words, guessing wildly at words, confusion over similar-looking words (e.g. no/on)
- **Pre-spelling skills:** learning to spell, hearing the individual sounds in a word (e.g. d-o-g for 'dog'), separating sounds apart e.g. cat (c/a/t), identifying the beginning, middle and ending sound
- **Early-writing difficulties:** writing own name, letter formation in both upper and lower case

EARLY INTERVENTION IS IMPORTANT

The programme is evaluated yearly to ensure our evidence-based best practices are showing meaningful gains in literacy skills. DAS Early Literacy Informal Test Kit was used as the pre-test and post-test measure.

The test was split into 6 areas of concern:

1. Alphabet Knowledge
2. Phonogram Knowledge
3. Phonological Awareness
4. Learnt Word Knowledge
5. Reading Ability
6. Spelling Ability

Early literacy intervention was then carried out holistically using sound early childhood pedagogy guided by the Orton-Gillingham principles. Intervention progress was carefully monitored and recorded. Students were post-tested at the end of the programme year with results again recorded. The results revealed how progress can happen through early intervention.



262
students benefited from intervention

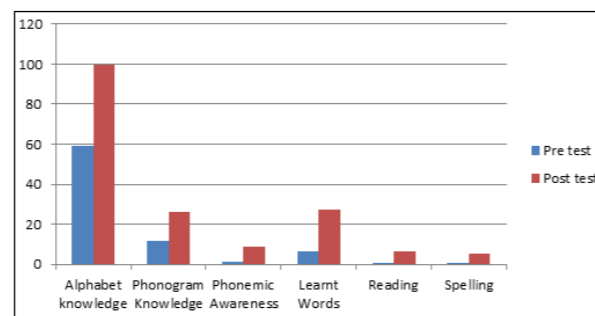


Chart 1: Significant Improvements in all categories

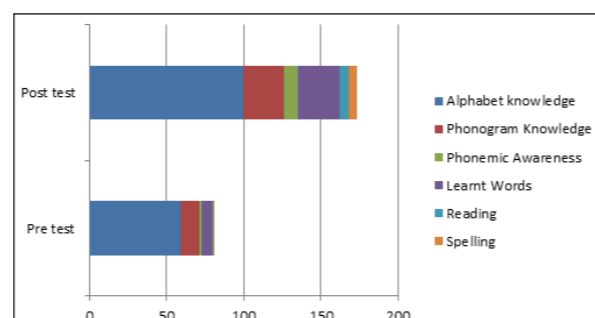


Chart 2: Overall Improvements in Post-test

KEY EVENTS OF THE PRESCHOOL PROGRAMME

Preschool Seminar 2021

We organised our 9th edition of Preschool Seminar 2021 with the theme - Bouncing Back: Pathway to Success.

The online format has broadened the reach of the event beyond Singapore, providing opportunities for overseas participants.

A successful seminar, and the tremendous ground work put in by all DAS staff involved.

304
participants

10
bursary parents sponsored by a donor



Public screening

Screened a total of **306** students

Due to the restrictions, we adapted our face-to-face screening to online. It was an incredible feat for the team to have done this as we continue to reach out to pre-schoolers at risk of literacy difficulties.

We resumed face-to-face screening in November.

- Face-to-face screening: 37 screened
- Mass Online screening: 12 screened
- Ad-hoc/Private screening: 257 screened

Awareness Talks

16 talks conducted for Pre-schools
3 talks conducted to Organisations

Awareness Talks will help teachers and parents will gain a better understanding of dyslexia, including early signs of learning struggles. As part of our community outreach to Self-Help Groups (SHGs), we conducted talks with are Yayasan MENDAKI and Chinese Development Assistance Council.

Parent Support Group Workshop

We conducted for the DAS Parents of preschool aged children. The talk was on strategies to support pre-schoolers in reading and comprehension, and methods to build a variety of literal and evaluative comprehension skills.

School-Age Assessment Webinar

30 participants

The School-Age Assessment (SAA) talk was a free webinar on SAA and its processes. Participants said the webinar was informative and it allowed for informed decision making.

June Parent Workshop

28 participants

The objective of the workshop was to equip parents to support their children at home with shared reading. Participants said that the webinar was informative and the strategies shared were useful.

EXPANSION OF THE PRESCHOOL PROGRAMME

Donor Support



The Preschool Programme is pleased to continue its relationship with Ishk Tolaram Foundation. Successfully bringing on board a donor grant of \$60,777 in the year 2020, which will be critical in helping pupils from low-income families attending the preschool programme. The preschool and fundraising team have further initiated additional funds from donors Ishk Tolaram and look forward to possible continued support for the preschool programme for the next financial year.



Maths Short-Term Programme for Pre-schoolers



Photo credit: Freepik

The Math Numeracy Short Term Programme aims to support pre-schoolers to pick up counting skills, and number sense from 1 to 10. The programme uses a multisensory approach to create learning experiences that are interactive, meaningful and enriching.

School Holiday Classes

A trial holiday class was arranged during the November and December holiday, to provide the option of continued intervention..

Online Lessons



Preschool Educational Therapist conducting online lessons

We offered Home-Based Learning Support so as to continue to serve the children with early literacy learning needs. The Home-Based Learning Support Package comprised of Online Learning and Take-Home Learning Pack for all our preschool classes. We worked closely with parents and pupils to offer the most beneficial home-based learning support plan according to each child's profile.

In Term 3, 2020, we were allowed to begin contactless teaching and commence face-to-face teaching.

Recruitment of Educational Therapists



Recruitment for Educational Therapists in the Flexi Work Scheme were initiated twice in the year.

Collaboration with organisations

Collaborations with the Preschool team:

- MENDAKI
- Chinese Development Assistance Council
- KK Women's and Children's Hospital
- PCF Inclusive Team
- Julia Cook, Children's Book Author
- Charles W. Haynes, Professor



FEEDBACK AND PARENT TESTIMONIALS

I'm really impressed how Teacher Ros have helped my child improve in just 1 term. My child is able to blend to pronounce words! He has also started to find interest in reading. He is able to write better now. It's really a complete change in person for my child. From a K2 boy who doesn't have interest have transform into someone who his mum doesn't recognise!!! Great job Teacher Ros!!!! See you next year!!! Let's work hard together to see his improvement next year.

Parent from Sengkang Learning Centre



Vera is dedicated and caring teacher. Under her guidance, my child has improved a lot on his English. She have been very patient and encourages my child to try again even when he is a bit slow in learning sometimes. We will miss her.

Parent from Sengkang Learning Centre



Teacher Raihana possesses very positive teaching techniques which not only makes the child learn but also enjoy themselves while learning. A great asset to have. It's also a great programme for children with different learning needs.

Parent from Bedok Learning Centre



Teacher Maddy is great with my child as he will always tell me what he has learnt in class and is excited to show it through reading his books at home. Very encouraging to see him this way.

Parent from Jurong Point Learning Centre

ABOUT THE SPEECH AND DRAMA ARTS PROGRAMME

The Speech and Drama Arts programme provides children with SpLD a safe platform where they can learn to express themselves, experience team work and develop friendships through drama activities. Apart from drama skills and language skills, our structured curricula foster social-emotional development and confidence-building. A confident child will be more motivated to learn and likely to learn well.

Our Objectives:

- Drama & Acting Skills
- Language Skills
- Social-Emotional Development
- Critical Thinking

Our curricula to cater to the different age groups.

- Creative Drama (K2 - Primary 3)
- Literacy Through Drama Programme (Primary 4 - Primary 6)
- Educational Drama (Secondary 1 - Secondary 2)



Student performance from UNITE SpLD 2019 Conference

WHY IS IT IMPORTANT WE SERVE THESE STUDENTS?

Children diagnosed with SpLD not only struggle with academic demands but may also have trouble communicating with people around them. Students in Speech and Drama Arts programme have the opportunity to enhance their persuasiveness and confidence in communication. They are also given the freedom to express themselves freely, using their imagination and creativity.

We evaluate the progress of our students at the end of Term 2 and Term 4. This evaluation process includes the assessment of the progress of our students in the programme and enables us to identify areas for future enhancements to ensure the programme remains relevant to the needs of our learners.

Students are assessed by these components, depending on the curriculum:

1. Role-Play
2. Improvisation Skills
3. Voice Expression
4. Physical Expression
5. Presentation Skills
6. Playwriting
7. Dramatic Play Structure
8. Characterisation
9. Dialogue
10. Engagement

37
students benefited from the programme



KEY EVENTS OF SPEECH AND DRAMA ARTS PROGRAMME

Act and Craft Workshops

For the first time, Speech and Drama Arts team collaborated with ArtVenture to offer two fun and exciting workshops during the March school holidays

Act & Craft: We are Going on a Bear Hunt for Pre-schoolers

Providing pre-schoolers with an immersive storytelling experience and bringing their imaginations to life through games, music and movement. The students had a great time with various art materials and made their own props under the guidance of ArtVenture teachers.

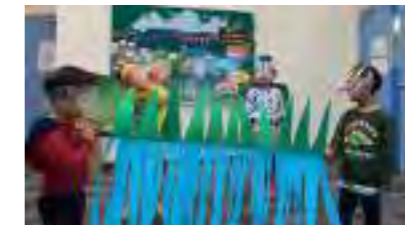
During the presentation day, our brave little adventurers proudly walked through the long wavy grass, waded in the deep cold river and entered the narrow gloomy cave with bats. Their hard work paid off!



Safe distancing measures are ensured at all DAS physical classes and workshops.

Act & Craft: Grasshopper and the Ants for the Lower Primary students

With this classic tale, the students had the opportunity to explore basic drama skills through ensemble acting and reciting chorus. Apart from learning more about the characters in the story and discussing the analysis and role-playing, they got their hands in paints and glue, busy making props and costumes for their mini-presentation.



DAS Student Graduation & Achievement Award Ceremony

9 Speech and Drama Arts students performed for the event. Students between the ages of 8-10 years old graced the screens of many. Donned with their masks and props, the students dazzled the audience with their abilities and enthusiasm. Kudos for their resilience and hard work!



BENSON'S SUCCESS STORY

Benson joined the Speech and Drama Arts (SDA) Programme in the middle of 2018. When he first joined the programme, he was only in Primary 1. Benson has always been a well-behaved student who shows interest to learn. However, Benson also had his own set of difficulties when he first joined the SDA class.

Back in 2018, when a simple question about his day was directed to him, Benson would often take substantial time in trying to find the right words to answer the question. He was not able to articulate his thoughts and often had difficulties finding the appropriate vocabulary to answer the question. When a question was asked to the class, he tried to avoid answering the questions and needed a lot of encouragement to participate. In terms of reading, he needed constant guidance during script reading. In addition, Benson needed a longer talk.

Despite having his own set of challenges to overcome, Benson never gave up and would still try no matter how difficult the task was.

With positive reinforcement from all his DAS teachers and a safe learning environment, it has helped Benson in developing his skills and thus making major improvements in various areas.

He has made **an improvement in articulating his thoughts.** When a question is now asked to the class, he is often the first one to raise his hand and answer the question. Although, he still may have trouble expressing himself, he has been trying and never gives up in this area. He enjoys doing movement activities and participates actively in this area. He has made an improvement in his pace of reading and is better able to read his lines independently. In the numerous performances done in DAS, Benson showed great confidence when performing. He takes all aspects of the presentation seriously and would always give it his best no matter how difficult it may be for him. This is indeed **a commendable effort on his part** and thus shows his determination and motivation in learning.

When Benson was asked about how he felt coming for SDA classes, he mentioned that he felt very happy and that he enjoys doing the activities, especially movement activities. When asked if he felt that SDA has helped him, Benson smiled and nodded his head, with a thumbs up.

The SDA Team is very proud of all that Benson has achieved and we look forward to continue working with him to achieve his goals.



ABOUT THE SPEECH AND LANGUAGE THERAPY PROGRAMME



Student during a Speech and Language Therapy class



Student during a Speech and Language Therapy class

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

We focus primarily on oral / spoken language and work on improving children's listening, understanding, speaking, as well as social skills, all of which are critical components in the development of speech and language in children.

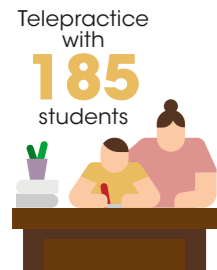
Our Educational Therapists focus primarily on key essential learning components that are recommended for an effective literacy intervention, including language and vocabulary, phonemic awareness, phonics, morphology, reading fluency, listening / reading comprehension, and writing.

Therapy is determined by the individual child's needs and is skills-based in nature. We seek to address speech, language and communication issues by remediating core deficits, guided by best practice, in an interactive and multisensory learning environment.

We address speech, language and communication issues faced by children who have unclear speech, possess poor spoken language skills in terms of understanding others and in expressing themselves, demonstrate difficulties relating to others and responding appropriately in social situations, misuse their voice, and/or are observed to have difficulties in fluency (i.e. stuttering / stammering).

KEY EVENTS OF THE SPEECH AND LANGUAGE THERAPY PROGRAMME

Telepractice during Circuit Breaker



With the philosophy of the child's welfare in mind, we approached the implementation of telepractice in measured steps. Guided by an early understanding of who would likely benefit most from telepractice, we then reached out to parents to seek their thoughts and views on their children being on telepractice.

The sudden jump into telepractice was challenging, but beneficial. It paved the way for positive, trusting relationship with the families we work with.



DAS Preschool Seminar

On 17 March 2020, we presented on a topic where presenters can share practical yet simple ways that both educators and parents can support their children in expressing themselves.

The presenters focused on verbal prompts, as it is the most applicable to everyday conversations. The participants were guided through mock conversational situations, to allow participants to have a clearer idea of the implementation of verbal prompts.



Parents' Webinar



On 13 June 2020, we held our first webinar for parents titled, "What is a language disorder? How can I better support my children?" We wanted to help parents better support their children, especially during a time

when many parents were working from home and assisting their children with their school work. A parent feedback that it has given her a better understanding to her child's language difficulties.

WDAW SpLD Seminar Series

On 7 October 2020, our speech and language therapists presented as part of the SpLD Seminar series to commemorate World Dyslexia Awareness Week (WDAW) 2020.

Participants were guided through an activity which showed how language disorder (LD) is different from dyslexia. The presenters shared insights on how LD is diagnosed, as well as the role played by speech-language therapists in supporting children with LD.



TRAINING AND SERVICES PROVIDED

Speech and Language Service at Northlight School (NLS)

Northlight School engaged us to bring speech-language therapy to its students on-site. Tammy took over the responsibility for the assignment from Shuet Lian following a smooth handover. An average of 15 students benefitted from speech-language therapy over 3 school terms during the year. Majority of them had poorly developed communication skills and an estimate of 85% of the students seen have comorbid learning differences. At the end of the intervention period, the students became more confident individuals who were able to converse readily with the school staff they interacted with.



Training at DAS Academy

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Other workshops and trainings

We were actively involved in conducting workshops, training and public awareness activities on top of providing core speech-language therapy and assessment services.

Organisations and events we conducted at:

1. DAS Academy
2. Webinar for DAS Parents
3. In-house inset for DAS Educational Therapists
4. World Dyslexia Awareness Week
5. Preschool Seminar 2021

LANCE'S SUCCESS STORY: DIRECT INVOLVEMENT OF PARENTS

Lance* was in Primary 3 in 2020 who has been attending both the Main Literacy Programme and Speech Language Therapy (SLT) at DAS Serangoon since 2018. SLT has focused on improving his auditory memory and comprehension, expressive language and logical reasoning. Over the terms, Lance made good progress.

Other than his own hard work and positive attitude, his progress is also attributed to strong parental support. Lance's mother, Mdm Lee*, has always been very understanding about Lance's challenges in learning. At the same time, she is constantly keen to find out more about how she can better support Lance at home after almost every therapy session. Nonetheless, the limitation of post-therapy discussions is that parents may be unable to fully understand what happened during therapy as they were not present. Consequently, it would be challenging for them to carry out follow-up activities at home.

For Lance, telepractice has allowed Mdm Lee to overcome such a challenge as she was present for all of Lance's online sessions. One particular incident highlighted the **benefit of direct parent involvement** brought about by having therapy sessions online (i.e. telepractice).



During a picture description activity, Lance was shown a picture of a girl washing dishes with a sponge. Lance was able to describe the picture as 'the girl is washing', but had difficulties identifying what object the girl was using to wash the dishes. When he was prompted to look closely at what the girl was holding, Lance's response was 'washing a bun?'. It turned out that Lance had referred to the sponge as a 'bun', because he was unfamiliar with the concept of using sponges to wash dishes. Mdm Lee was amused at Lance's confusion, but refrained from disrupting the flow of the activity by commenting on the situation or attempting to teach Lance.

Mdm Lee was contacted the next day as follow up on the incident, with the intent to engage in a discussion on what can be done at home to help Lance understand the function of sponges. Mdm Lee shared that the incident made her realise that Lance has never washed dishes before. Therefore, right after the therapy session, Mdm Lee conducted a 'practical' session for Lance in their home kitchen. They used sponges to wash dishes and bonded over the activity while having a good laugh about what can and what cannot be washed in the sink (e.g., no smelly socks, no paper). Mdm Lee reflected that she was thankful that the incident came up during telepractice while she was present, such that she could take the necessary follow-up action to help Lance. The follow-up activity also helped her realise and understand that exposing Lance to more daily life experiences can contribute significantly to his language development.

It was heartening to know that not only had Lance learnt something new, the direct involvement of the parent during telepractice in a basic 3-minute picture description therapy task had enabled his mother to **develop deeper insights on her child's condition**, and what she could do to help him as a parent. Just as important, the simple activity was transformed into an opportunity for mother-son bonding post-therapy.

Tammy Wong
Speech and Language Therapist

**Names have been anonymised*

NATHAN'S SUCCESS STORY: CONFIDENCE IN SPEAKING



Nathan*, a 10-year-old-boy, was diagnosed as having Severe Receptive and Expressive Language Difficulties prior to receiving SLT at the DAS. Following 35 sessions of SLT at DAS, the post intervention assessment results revealed that Nathan **showed good improvement** in both his receptive and expressive language skills following intervention.

His receptive language skills had progressed from the Very Low range to the Average range. He also showed good improvement in **expressing himself verbally** as his expressive language score was in the Low range instead of being in the Very Low range. The results of the assessment post-intervention classified Nathan as having a Moderate Language Disorder, and that his language abilities were no longer severely impaired.

There were qualitative gains as well. Nathan's mother reported that before her son attended SLT at DAS, his utterances were mostly 3-word phrases and he had difficulty formulating longer spoken sentences. Nathan often used Singlish. He also struggled in pronouncing sounds in some words correctly. This had adversely affected Nathan's confidence in speaking to others. Furthermore, his mother noticed that he did not listen attentively when she spoke to him. After Nathan started attending SLT at DAS, his utterances are longer. He formulates spoken sentences with good sentence structure. He uses Standard English. He **can pronounce words properly** and hence gains confidence in speaking to others. He listens more carefully too. Nathan himself reported that prior to attending SLT at DAS, he failed his English test. He encountered difficulties in enunciating words and he did not pay attention in listening activities. After he attended SLT at DAS, he passed his English test. He also mentioned that he can **enunciate words clearly and pay more attention in class** now. He has become good at listening. Nathan is a recipient of Singapore Teochew Foundation funding in 2020.

Ho Shuet Lian
Senior Speech and Language Therapist

**Names have been anonymised*

DYLAN'S SUCCESS STORY: ENGAGED IN INTERACTIONS



Dylan* was 9 years-old in 2020 with a **history of speech and language difficulties since he was about 2 years-old**. He has been subsequently diagnosed with a speech-sound disorder, dyslexia and severe receptive-expressive language disorder. Speech-language therapy targeted areas underlying the challenges Dylan faces with oral language, for example, his ability to attend to, and listen and recall spoken sounds, and his ability to understand and apply syntax (e.g. understanding and using more complicated sentence structures). Other areas focused on were vocabulary skills (e.g. recognising the relationship between words and categorising new words, etc.), as well as non-verbal and verbal reasoning skills. Furthermore, therapy sought to increase his understanding of key linguistic and grammatical concepts to better support his ability to access learning.

Dylan **made good progress** in these areas in 2020, despite having to attend a number of therapy sessions online due to the COVID-19 / Circuit Breaker situation. Based on the Individual Intervention Plan (IIP) used to evaluate the progress of a child undergoing therapy, he achieved 100% of the goals set in his IIP every term.

Dylan's progress was noted in other areas too. According to his mother, he **shows more initiative in speaking up, is engaged in more interactions** with her and family members, and in sharing his thoughts and feelings to family members. She is glad that he is more open and willing to recount what has happened in school and in his daily life to her. She also finds that family members are better able to understand what he is trying to say, with communication breakdowns being less frequent when they interact, compared to before. Dylan himself has reported that he is "only a little bit scared to talk" now, compared to "don't want to talk" in the past. He added further that he "understand(s) what the teacher says in class", in contrast to "last time a lot don't know" in the past. Dylan is a recipient of Singapore Teochew Foundation funding in 2020.

Lee Er Ker
Senior Speech and Language Therapist

**Names have been anonymised*

ABOUT THE SCIENCE EXPLORERS' SHORT-TERM PROGRAMME

The Science Explorers' Short-Term Programmes are designed to provide support for our primary school students from Primary 3 to Primary 6.

Students can receive early intervention for their Science literacy that will help them to understand the Science processes and specialised Science vocabulary better. They can apply the learned conceptual knowledge and skills in their Science exam questions in a fun and interactive environment.

The programme is conducted with learning the different Science themes that are in-line with MOE syllabus such as Diversity, Energy, Cycles, Systems and Interactions.

71
students joined
the programme
in 2020



WHY IS IT IMPORTANT WE SERVE OUR STUDENTS?

These students with dyslexia face several key challenges such as having the lack of prior knowledge, struggling to read and comprehend the Science expository text, unable to spell the specialised Science vocabulary correctly and having issues when sequencing Science processes in respective order.

The effectiveness of the Inquiry-Based Learning approach in our Science lessons will pave the pathway for stimulating students' thinking and engaging them with authentic Science investigations. It helps to foster Science vocabulary knowledge and conceptual understanding. As such, our students will become their own builders of knowledge and skills that they need to function in today's world.



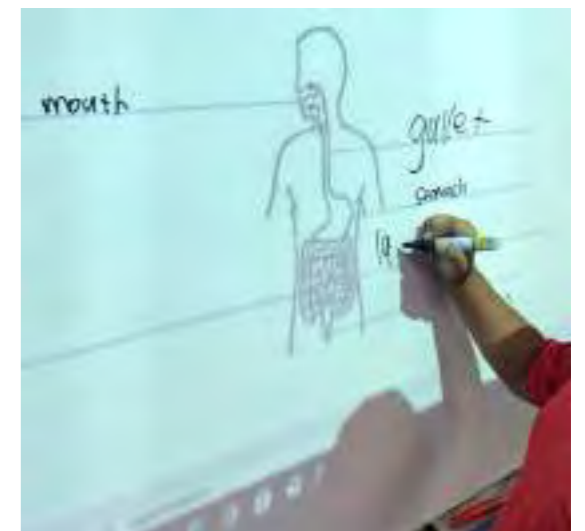
Student during Science Explorers' class

ENSURING HIGH QUALITY AND EFFECTIVENESS

It is crucial that we evaluate the programme and this process includes Science Pre and Post Assessments, feedback from students, their parents, and Science Educational Therapists.

Students were evaluated for their progress in their ability to apply their Science knowledge and conceptual understanding.

Overall, students showed good improvement in the Science Post Assessments. It is evident in the Science Post-Assessments that students were able to have a better understanding and able to retain the learned Science concepts and processes upon the completion of 10 lessons in a term.



Student participating in Science Explorers' class

KEY EVENTS OF THE SCIENCE EXPLORERS' PROGRAMME

Going online!



The Covid-19 pandemic has brought about many challenges in Singapore which led to the Circuit-Breaker during the school term last year. Nevertheless, the diligent care and efforts taken by the Ministry of Education to implement Home-Based Learning for the students was indeed commendable. This ensured continuous learning despite the safe distancing measures imposed during the nationwide Circuit-Breaker. As such, the Dyslexia Association of Singapore also implemented the significant shift from teaching in the physical classroom to online teaching for our students.

A contingency plan was created for our Science Explorers Short-Term Programmes during this period. There were minimum changes to the Science online lessons

which were carried out efficiently and smoothly by our Science dual specialists. Our students enjoyed using the technological tools to explore Science and enrich their minds! In addition, a comprehensive supplementary Science activity pack was provided for each student on a weekly basis. These fun and interactive Science activity packs included Science videos, notes, worksheets and colourful illustrations of Science concepts.



Launch of Upper Primary Programme



As the Science Explorers Short-Term Programmes were initially launched in 2018 at the DAS to provide Science literacy support for only Primary 3 and Primary 4 students, we were also planning to reach out to our Primary 5 and Primary 6 students who needed help with their Science literacy support as well.

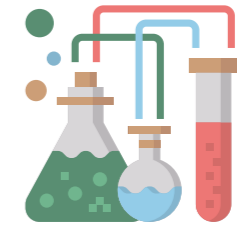
Therefore, in January 2021, we launched the Science Explorers Short-Term Programmes for our upper primary students. Many students have enrolled and are on their way to prepare ahead for their Primary School Leaving Examination (PSLE). Parents are elated that we now have Science Explorers Short-Term Programmes for Primary 3 to Primary 6 students.

FEEDBACK AND PARENT TESTIMONIALS



Jaden Ashley joined the Science Explorers Short-Term Programme in Term 1, 2020 when he was in Primary 3. The Science subject was new to him compared to English and Maths. He had an inquisitive mind and asked a lot of questions when in doubt. A well-behaved and self-motivated student who wanted to explore Science further and enrich his mind.

Initially, he was able to understand the Science concepts but struggled with his application of conceptual knowledge and skills in open-ended questions. With sheer determination and guidance from his Science Educational Therapist, Ms Shermaine Tham, he overcame these struggles and showed progress. Recently, he also scored 41/50 for his Science test paper! This is evident of his progress that he is able to do much better ever since he joined our Science Explorers Short-Term Programme.



One of our students' parent was feeling joyful when her son passed his Science and shared the great news with his Science Educational Therapist, Ms Kavitha Tiruchelvam. Our student Josh Chua was absolutely feeling joyful! His mother mentioned that not only did he pass his Science but he also understands Science and loves the subject. She thanked Ms Kavitha Tiruchelvam for her dedication in teaching children with dyslexia and ensuring that they acquire skills to tackle the questions. She felt that her son started at the right time by enrolling in our Science Explorers Short-Term Programmes.



Ye Tong's father felt that it would be crucial that his son who was in Primary 6, should join the Science Explorers Short-Term Programme in Term 2, 2020 as he wanted him to prepare ahead for his PSLE. As a matter of fact, before Ye Tong joined our Science Explorers Short-Term Programme, he was highly struggling with the Science subject and showed poor performance in his Science examination by scoring a 'U' Grade. His father was extremely worried that his son could not actually make it to secondary one successfully due to his 'U' Grade scores in the mainstream school's exams.

As our Science Explorers Short-Term Programmes are designed to provide support for our students with dyslexia who face challenges in learning the Science subject in their mainstream schools, it certainly helps them to cope with their Science literacy better and with more confidence. As such, Ye Tong, enjoyed our Science lessons that taught and guided him to be a critical thinker by analysing the Science conceptual knowledge in a fun and interactive learning environment at the DAS. Therefore, Ye Tong became a more confident student who could conduct Science investigations and present its findings during our Science lessons. This has led to an achievement of scoring a Grade 1 in his Science subject for his PSLE! Ye Tong and his parents were astounded and elated with his amazing results and thanked his Science Educational Therapist, Ms Kavitha Tiruchelvam, for teaching and guiding him.

ABOUT THE ARTVENTURE PROGRAMME

At ARTVenture, we provide structured art programmes designed to bring out children's interest in art as well as organising and participating in various events to promote dyslexic's talents. Whether your child is an avid drawer or just enjoys doodling around, your child will learn at his/her own pace and develop his/her skills according to each individual's interest area. We provide opportunities for DAS students who love art to participate in art events and competitions.

WHY IS IT IMPORTANT TO US TO SERVE THIS POPULATION OF STUDENTS?

Every child deserves an art education - ARTVenture believes that all DAS children should be given an equal opportunity to pursue their talent regardless of socio-economic background. All DAS students who are in the Main Literacy Programme are entitled to generous subsidies when they enrol into our ARTVenture short-term programmes.

EXPANSION OF PROGRAMME

In response to students wanting to attend our art programme again after it ends, we decided to redesign and relaunch our Elementary Mix Media Art (EMMA) programme by expanding the type of mediums covered and focused on two 2D and one 3D mediums each intake. This allows deeper immersion in each medium and gives students the overlearning practice that they need to provide a solid foundation for further artistic development.

Here are the 5 different EMMA programmes available to students:

1. EMMA (Colour Pencils, Gouache, String Art)
2. EMMA (Oil Pastels, Watercolour, Fabric Art)
3. EMMA (Pencils, Acrylic, Air Dry Clay)
4. EMMA (Charcoal, Ink, Wire)
5. EMMA (Chalk Pastels, Gouache, Paper Sculpture)



KEY EVENTS OF ARTVENTURE PROGRAMME

Recruitment and Training of Art Instructors



In effort to reach out to more students and make our programmes more accessible, we have recruited instructors from different centres and invited staff with interest in teaching art but unable to commit during term time to teach during the school holidays.

Multi-mode delivery of Short Term Programmes

The multi-mode delivery caters to our students' different schedules so that they are able to access our programmes. We embarked on multi-mode delivery whereby we deliver our programme not just during term time and on a weekly basis - we trial out a block delivery mode where we deliver a 15-hour programme over the course of five days and for three hours each day. This has proven quite popular as we were oversubscribed during the November 2021 intake.



DAS Art Competition goes online!

Due to the pandemic we had to move the competition fully online in comparison to the usual practice of students collecting their templates from the centres and handing up their drawings to their teachers. Despite some inconvenience at the beginning, the competition was well-received by our students, parents and the public. There was also an increased participation from our older students when we added the "doodle and colour" category which was an art form trending among that age group.



OUR STUDENTS' ART JOURNEY



Faith is an MLP student from Tampines Learning Centre, who has a flair in the visual art. During her MLP classes, it was observed that Faith has an inclination towards expressing herself through drawing in the form of doodles. This artistic expression is her way to personally connect and interpret what she is learning by capitalising on her strength. With some encouragement from her Educational Therapist, Faith then enrolled herself in the ArtVenture Short Term Programme, Elementary Mixed Media Art (EMMA) where she explored different art mediums to further hone her skills. In this STP, she explored the benefits art making has on her communication skills, through sharing of ideas and presenting of artworks. She embraced the creative process, thus began to believe in herself. At the end of the STP, it was evident that there was an improvement in her confidence and self-esteem, as she participated in the DAS ArtVenture Competition, and won a consolation prize. Motivated by this, she enrolled herself for another round of ArtVenture STP, where she was given the opportunity to make new friends and continue her love for art-making.



Amber Pan is a secondary one student from Bishan Learning Centre. Amber has attended DAS since Primary 2 and her DAS therapist Ms Seow Li noticed that she likes drawing and always has a sketchbook with her where she sketches during her free time or in between classes. Whenever there is an opportunity within the organisation for students to create art pieces for special events, Amber often contributes. In 2019, DAS organised its first art competition that included public participation as well. She was one of the top winners and was awarded an art programme sponsorship with ARTVenture. After she completed the programme, her parents decided to sign her up again for another round of Elementary Mix Media Art programme to further hone her skills in the other mediums. In 2020, she applied to her school via Direct School Admission (DSA) using her art pieces that she developed during her art programme in DAS. With her confidence and talent, she sailed through her interview and was accepted into her school of choice.



LEARNING CENTRES AND PARENT SUPPORT GROUP

Situated strategically across Singapore are 14 DAS Learning Centres that not only conducts dyslexia remedial classes but also provides essential services to parents of about 4000 students. DAS Learning Centres are at the forefront of the organisation in engaging parents, assisting them with queries and applications of programs as well as supporting the Educational Therapists to ensure classes run smoothly.

DAS Learning Centres are manned by Centre Managers and Students Service Associates to serve parents, students and the local communities. They ensure that the environment and administration are conducive for both our students and Educational Therapists.

OUR LEARNING CENTRE INITIATIVES

DISTRIBUTION OF REFURBISHED LAPTOPS TO DAS BURSARY STUDENTS

In April 2020, Learning Centre's Stakeholders Engagement Team (SET) organised and led a project that involved distributing donated refurbished laptops and accessories to DAS bursary students in order for them to access online classes during the Circuit Breaker period.

Thanks to our donor, Engineering Good, DAS received a total of 150 refurbished laptops and accessories such as headphones and dongles for wifi connectivity. These were distributed to our students by volunteers from another sponsor, Falcon Trans Agency.

The students and their parents were also given basic technical support so that they are familiar with connectivity and usage of the devices provided.



Refurbished laptops donated by Engineering Good



SAFE MANAGEMENT SETUP AT LEARNING CENTRES

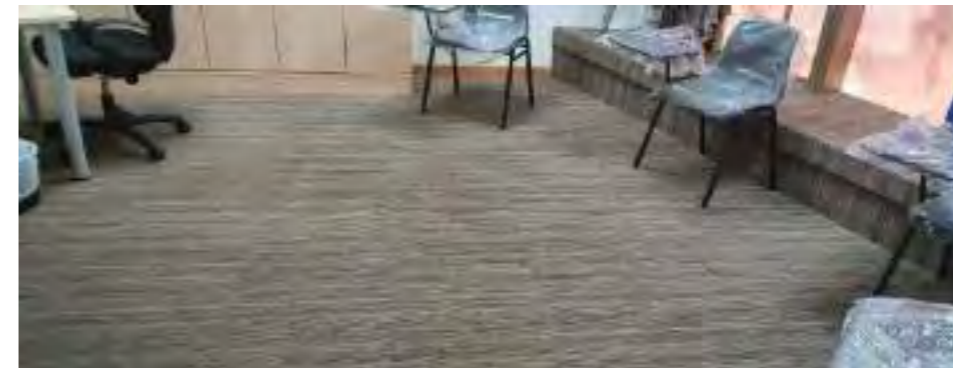
Learning Centre, in anticipation of DAS students returning to physical classes in Term 3 2020, had to organise and implement safe management measures at all 14 Learning Centers.

These included a 30-minute gap between each physical class, reorganising timetables and contacting all 3000 parents to agree on new class timings, new furniture setup with 1-metre safe distancing, temperature checks, setting up holding and isolation areas for unwell students, demarcations lines and spots, installations of safe entry equipment and educating staff, students and parents on the changes and importance of adhering to these measures.

Contacted all
3,000
parents to inform
them of DAS Safe
Management Setup



Safe entry QR code for visitors to scan and fill in Visitor declaration e-form



New Classroom Set up



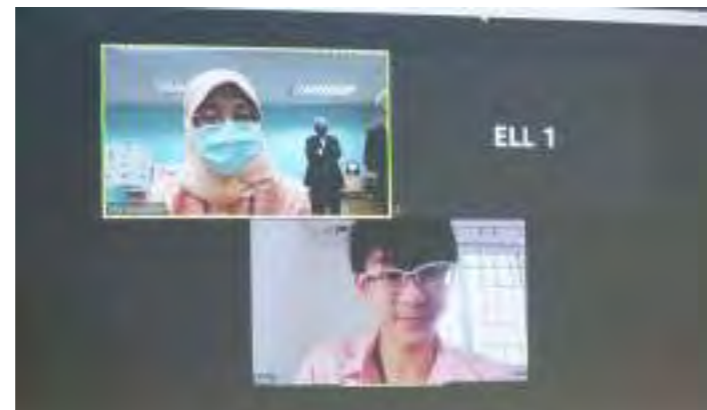
Front Counter and Temperature taking station

PRESIDENT HALIMAH YACOB'S VISIT TO DAS

The DAS welcomed Her Excellency President Halimah Yacob on 17 November 2020. Her visit is part of DAS pre-Students' Graduation and Achievements Award Ceremony. The President was welcomed by DAS President, Mr Eric Lee and DAS CEO, Mr Lee Siang.

The President visited various DAS booths that showcased the services and programmes of DAS. Highlights included a live interactive session between the President and DAS students, and an observation of an online class with students and educational therapists. The President also presented Certificates and Achievements awards to DAS graduates.

The Learning Centre Managers arranged with our students to meet the President and ensured that Safe Management Measures were in place at DAS REX House Learning Centre.



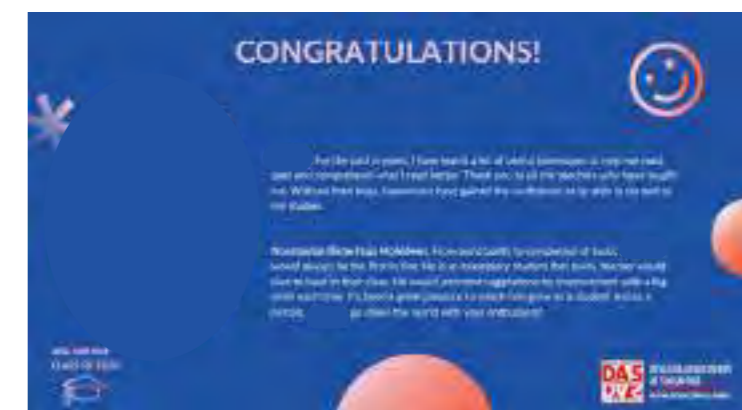
18TH DAS STUDENTS GRADUATION AND ACHIEVEMENTS AWARDS CEREMONY

Due to Covid-19, the 2020 Student Graduation went virtual, graced by Guest of Honor, Mrs Lucy Toh, Division Director of the Ministry of Education Special Education Needs and goodwill messages from various well-wishers. The ceremony saw 220 Main Literacy Programme (MLP) students and 68 Specialised Educational Services (SES) Programme students graduating. 57 students were also recognised for their exceptional progress in various DAS programmes. Videos depicting the sentiments and comments of students on their journeys with DAS was a highlight.

The Special Achiever Awards were given to Tan Jia Shyan and Keong Jin Xing, while the Young Achiever Award went to Ho Wei Rui. During the ceremony, the Therapist of the Year awards were given to recognise their exceptional work. The awardees for 2020 were Mr Lee Er Ker for his contributions as a Speech and Language Therapists and Ms Stephanie Ong who teaches the Main Literacy Programme.

One of the unique features of this year's ceremony was the creation of a virtual wall and website so that the public and all DAS staff, families and friends of the graduates can send their greetings and wishes to our graduates and achievers.

Additionally, pre and post webinars were held in conjunction with the Students Graduation and Achievements Awards Ceremony. They were held on 18th Nov and 5 Dec 2020 and were especially for the graduating students and their parents to learn more about the DAS Alumni and iStudySmart programme conducted by DAS. About 30 students and their parents attended the two sessions.



ONLINE BURSARY SESSIONS FOR DAS PARENTS

To assist and encourage parents to submit their bursaries applications early, Learning Centre organised the 14 centres into 4 clusters (North, South, East and West) and conducted Online Bursary sessions for parents on 8 and 9 December 2020 to familiarise them with the bursary application process and to brief them on the required documents needed for their application.

The clusters are:

- North Cluster (Ang Mo Kio/Bishan Junction 8/Woodlands/Yishun)
- South Cluster (Chinatown Point/Serangoon/Seng Kang)
- West Cluster (Choa Chu Kang/Jurong Point/Rex)
- East Cluster (Bedok/Parkway Parade/Tampines/Queenstown)

About 100 new and existing parents attended the sessions and they had the opportunity to experience the online bursary applications process. Our Centre Managers and Student Service Assistants were available to assist and address their concerns and queries.



PARENT SUPPORT GROUP

MLP COMPULSORY PARENTS ORIENTATION WEBINARS

Since its introduction in March 2017, the DAS PSG (Parent Support Group) is the platform for parents, students, educators and other relevant stakeholders to engage and actively participate and contribute to the dyslexia community. Presently, there are about 1100 members in the DAS PSG Facebook.

The MLP (Main Literacy Programme) Compulsory Parents' Orientation sessions were conducted during school terms monthly. The sessions inform parents about DAS classes and other relevant administrative matters. Due to the Covid-19 situation, PSG held 9 Compulsory Parents Orientation webinars and a total of 487 parents attended throughout the year.



THE YEAR AHEAD

NEW LEARNING CENTRES

As DAS has to vacate and return its premises in Anderson and Queenstown Primary Schools by end 2021, we will be opening 2 new learning centres in Block 741 Yishun and Block 95A Henderson in Term 1 2022.



235

Full-time staff



6

General
Management Team

135

Educational
Therapists

18

Psychologists & Referral
Reading Officers

6

Speech &
Language Therapists

36

Support Services

34

Corporate Service
& Finance

STAFF PROFESSIONAL DEVELOPMENT AND RESEARCH

STAFF PROFESSIONAL DEVELOPMENT

DAS is an organisation that is very proactive when it comes to staff training. A report in 2015 showed that the DAS spends 7 times the national average on staff training.

Internal training consists of updating our staff with knowledge on the new programmes we offer, changes in processes where new systems are concerned and on enhancements to the curriculum and resources. Our staff also attends certificate courses conducted by the DAS Academy. Some of these courses are Professional Certificate Courses that our staff attend to be dual specialised in another programme (English Exam Skills, Chinese, Speech & Drama, Mathematics, Preschool, Specialist Tutoring & Public Speaking)

External training is usually budgeted training that staff identify to attend to professionally develop themselves. A few of the external vendors that our staff go to for external training are the British Council, Social Service Institute & Bridging Talents.

In FY20/21, a total of 410 staff attended paid training (this includes staff who attended more than 1 training course). A total of 3964 paid training hours were achieved, which is about an average of 9.67 hours per pax.

Staff are also encouraged to submit articles, do a sharing, or training after attending training.

In FY20/21, we have had a total of 64 articles submitted by our ELL, SAS & SES for the various publications – BLOG, FACETS & RETA Chronicles.

RESEARCH

Research is critical as it feeds into our provision of support, therefore DAS continues to invest time and resources in ensuring that the services offered are evidence-based and effective. Other aspects of research development are also encouraged, so that services continue to be enhanced and have the opportunity to grow.

At the DAS, staff are encouraged to conduct research. The research findings are presented at local and/or overseas conferences and journal articles written to be published in journals such as the Asia Pacific Journal of Developmental Differences (APJDD).

3,964
training hours



64
written articles



21
members in the Scientific Review Committee



The role of the Scientific Review Committee members is to review up to 2 articles per year for the APJDD.

OUR RESEARCH IN NUMBERS

In FY20/21, we had 13 research requests and all 13 were approved. The approved research were by:

- 6 were by DAS staff
- 2 were a collaboration between DAS the following external institute:
 - National Institute of Education (NIE)
 - Temasek Polytechnic (TP)
- 5 were from external institutes: Singapore University of Technology & Design (SUTD), Nanyang Technological University (NTU), Ngee Ann Polytechnic (NP) and National Junior College (NJC)

UNITE SPLD 2020 - DAS FIRST VIRTUAL CONFERENCE

The UNITE SpLD Conference showcases research that covers aspects of behavioural, literacy and social emotional support, intervention and assessment for children with special learning needs.

We had our UNITE SpLD Conference 2020 between 24 to 25 June 2020. At the conference we had 3 themes: Differentiation, Education Technology & Assessment for Learning & Advocacy, and Teacher Support & School Leadership.

Our keynote sessions delivered by 2 DAS staff and 4 overseas presenters:

1. Fintan O'Regan - The Curious Case of ADHD
2. Malt Joshi - Componential Model of Reading: Implications for the Assessment of Instruction of Dyslexia and Related Reading Problems
3. Julie Washington - Addressing the Literacy Needs of Children Who Speak Non-mainstream Dialects
4. Carol Allen - Finding the Positives! How a pandemic has offered technology positives and reduced anxiety for many Dyslexic Learners?
5. Edmen Leong - A literature review of empirical studies on reading motivation and struggling readers
6. Deborah Hewes - Dyslexic Entrepreneurs in Singapore: The Incidence, Their Educational and Business Experiences and Their Attributes

30
presenters



12
additional presentation videos



6
keynotes



Our keynote presenters in a panel discussion during UNITE SpLD 2020 Conference

CONFERENCE PRESENTATIONS

There were a total of 8 online conference presentations. Of these 8, 5 were at local conferences and 3 were at overseas conferences.

All were oral presentations and due to COVID-19, all the conferences were held virtually.



DAS staff presenting at 6th international conference on Teaching and Learning Chinese Language

THE ASIA PACIFIC JOURNAL OF DEVELOPMENTAL DIFFERENCES

In FY 20/21, we had a total number of 13 journal articles published. These were a combination of submissions by both the DAS staff as well as external researchers. There were 5 articles contributed by our DAS colleagues and 8 from external researchers around the globe.

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DIRECTORY OF EDUCATIONAL THERAPISTS

There has been a significant effort put into increasing the awareness of Register of Educational Therapists (Asia) (RETA) and the value it brings to its members. While recognising their professional status and endorsing their qualifications.

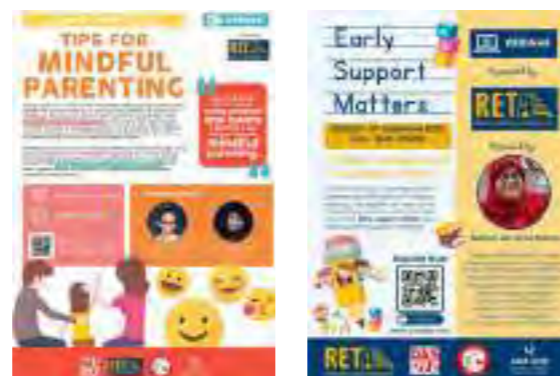
RETA has two advisors representing both the local and international needs and standards:

- Professor Angela Fawcett, Academic Director, Dyslexia Association of Singapore
- Ms Geetha Shantha Ram, Director of SpLD Assessment Services, English Language and Literacy Division, and Staff Professional Development

RETA membership has increased compared to the same period last financial year from 191 to 224. The members we have for each of the 6 membership levels:

- Fellow - 31
- Associate Fellow - 53
- Member - 82
- Associate Member Plus - 48
- Associate Member - 3
- Affiliate Member - 7

We have organised 4 RETA Webinars to support educators and bring together practitioners in the field of Specific Learning Differences.



Promotional flyers used to promote RETA webinars

DAS THERAPIST OF THE YEAR 2020



Lee Er Ker

Senior Speech and Language Therapist



Stephanie Ong

Senior Educational Therapist

Since 2015 to 2019 we have been awarding MLP EdT of the year. In 2020, we changed this award to DAS Therapist of the year, so that all therapists are included and can be nominated.

DAS Therapists provide intervention as well as other forms of support. Often they are called to act as listening ears and sympathetic shoulders to lean on. They care for their students' social and emotional well-being and partner parents, schools and other professionals in the educational journey of the children.

Our therapists not only make learning happen, they make life happen.

Congratulations to Er Ker and Stephanie!

SPLD COMMITTEE

The SpLD Committee was formed in May 2019. The aim of this committee is two-fold:

1. to better understand the needs of the SpLD learners at DAS so as to better support them and assist the educational therapists teaching them
2. to investigate and review the current context in teaching approaches and provide recommendations on:
 - curriculum changes so as to effectively support our learners
 - training and resources required for educational therapists and paraprofessionals to facilitate this support within DAS.

DAS receives varied profiles of learners each year. It is imperative that these learners be given skills that meet their learning needs. In addition, educational therapists would require relevant proficiency to guide our students. As such this committee conducted a survey and thereafter a study, from October 2019 – January 2021, to determine the area of SpLD for the committee's first study. Results from the survey revealed that educational therapists are concerned with students who display significant language difficulties and poor language acquisition. Hence, the first study that this committee puts forth will be looking at the group of students who display these traits. The study intends to gather the perspectives of educational therapists with respect to the challenges they face in supporting these children in their literacy attainment.

Students with dyslexia and language difficulties

Interviews with selected educational therapists unveiled that students with dyslexia and language difficulties face more challenges acquiring literacy skills especially in the areas of vocabulary and written and verbal expressions, and that these educational therapists had employed various teaching methods and materials to engage their learners. The factors below were mentioned to have helped the students:

- Use of pictures/videos/games to show meaning of words/phrases
- Provide opportunities for verbal responses (e.g. share opinions)
- Introducing phonics in different ways (e.g. word families)
- Adapt teaching resources to student's needs

Thus, in line with the objectives of the committee, learners with SpLD have to be defined strictly so as to provide better classroom support through enhancements made to student profiling, teacher training and education, as well as curriculum and resources. With these objectives in mind and together with the results obtained from the study, this committee aims to put forward recommendations to the organisation for the changes identified and monitor the outcomes of the implemented changes.

CALMED: MINDFULNESS-BASED INTERVENTION FOR EDUCATORS & STUDENTS



CalmEd (Calm Education) is a Mindfulness-based intervention and Positive Psychology based well-being initiative designed by Harsheeni Rajoo, an Educational Advisor & Senior Educational Therapist, to address and encourage wellness at the workplace and heighten the importance of responsibility towards well-being. Harsheeni is trained in Mindfulness-Based Cognitive Therapy and holds a Bachelor's degree in Communication. Additionally, she is also trained in Effective Mindfulness Approaches in the Classroom with the Mindful School Institution.

Research on Mindfulness

A recent training for Educational Advisors inspired by Mindfulness-Based Interventions (MBI) and positive psychology, saw the result of 57% who felt that they were starting to develop mindfulness practices more consistently and 43% found themselves to be reaching a good proficiency towards the end of 11 months of training. Additionally, from the latest follow-up survey during the Covid 19 pandemic, 100% were more aware of having to practice Mindfulness during a crisis, and 60% were able to practice composure during this time. The training intended to improve the responsibility towards the well-being of self, and innovatively improve their approach towards work through job crafting.

One of the most propitious findings of this study was that most of our participants proved that the Educational Advisors held the ability to intentionally and consciously assess a situation they were involved in. This standpoint was often grounded in their understanding of the neuroscience of emotions and newfound knowledge that they have the power to manage their emotions, thoughts and response through Mindfulness and positive psychology.

The DAS will continue prioritising the wellness of staff by thorough empowering them with well-being initiatives that encourage innovative and proactive ways of managing our mental health at work.

CalmEd's Efforts

- Mindful Monday: Weekly curated wellness tips
- CalmEd Google site: Regular updates on Mindfulness
- Educator's Pocket Guide: Wellness magazine for Educators
- Training Educational Advisors on Mindfulness and Positive Psychology approaches for Job-crafting
- Development of CalmEd Classroom: Mindfulness in class of rthe well-being of educators and students
- Mindful Parenting workshop
- Healthy communication etiquette
- Compassionate Online Classroom Etiquette
- Digital Wellness Pack to combat pandemic fatigue
- Trauma Management restorative guide addressing sensitive school incidents
- Educational Well-being committee
- Mindfulness Research: Asia Pacific Journal of Developmental Differences
- Speaker at UNITE SpLD Conference 2019 and 2021

TALK-O-BOTICS

Talk-O-boTics programme aims to educate DAS professionals in the area of social and emotional support. The programme is influenced by the elements of Counselling, Psychology and Psychotherapy.

SEN students and Bullying: Perspective of Parents of children with dyslexia

As part of a parent advocacy initiative by the Dyslexia Association of Singapore's (DAS), a survey of DAS parents was conducted in 2020 to find out about the incident rates of bullying that our students faced. The aim was to analyse the prevalence of the various types of bullying experienced by the students, how bullying affects them and the support they received. Through this research, the hope was to find out how bullying rates could be mitigated among SEN students. Ultimately, the goal is to empower both teachers and parents by providing meaningful knowledge on how they can support students to minimise bullying.

The general objective of the research was to find out the type and duration of bullying most commonly faced by DAS students, the impact of victimisation, the intervention and support received and the actions to be taken moving forward. Ultimately, we want to empower both teachers and parents by providing meaningful knowledge on how they can support students to minimise bullying.

Child Safety Framework

The Talk-O-boTics team came up with the Child-Safety Framework (CSF) to promote positive child-safety culture in DAS and to educate all staff on how to react to less common classroom scenarios. The framework aims to help DAS educators understand how to act in less common classroom scenarios. The framework includes steps to take for a variety of different situations, order of people to report to, as well as useful information/resources which would aid educators to respond quickly and smoothly. This framework is meant for identifying and reporting students who pose potential risk to themselves and others. Educators are not expected to resolve the student's issues. Currently, the framework consists of the following topics: suicide/self-harm, bullying, abuse, physical violence and mental health related issues.



FUNDRAISING, AWARENESS, VOLUNTEER MANAGEMENT AND OUTREACH



RAISING FUNDS FOR OUR STUDENTS

Besides providing intervention to students with dyslexia, DAS also offers bursaries to **53% of our students** from lower-income families. DAS provides over **\$1.5million** in bursaries every year, and this figure is rising.

In 2020, the world was challenged by a new pandemic. COVID-19 changed the way we work and fundraising has been no different. With most events cancelled or postponed, the fundraising team had to change the way we raised donations.

With this shift, we now draw on individual and corporate donors to support our campaigns through virtual platforms.

DAS provides **\$1.5 million** in bursaries every year



53% of our students receive bursaries

HELP DAS RAISE \$50,000

Our second online campaign for the financial year was held from 14 August 2020 – 28 February 2021 with a target of \$50,000. During this campaign, we well exceeded the target amount and raised \$99,899. For this campaign we also secured a dollar for dollar matching by the Singapore Tote Board.



\$99,899

funds raised from our second online donation campaign



"It is really a burden off us."

Madam Mas,
Mother of 4 with 2 dyslexic children



OUR FUNDRAISING EFFORTS WENT ONLINE

HELP DYSLEXIA PEOPLE ACHIEVE

From 3rd April – 15 May 2020, DAS launched its first online donation campaign for the financial year 2020/2021 with the target of raising \$10,000. Despite the campaign running during Singapore's challenging circuit breaker period, we raised \$10,360.



\$10,360

funds raised from our first online donation campaign

"We are quite tight in our finances...and it helps. It helps me feel secured that my children can learn better at DAS"

Madam Sakinah
Mother of 3 dyslexic children



DAS provides over **\$1 MILLION** in bursaries every year.

This figure is rising.

COVID-19 has greatly impacted our fundraising efforts.

Every dollar counts and we hope you will join us on our mission:

To help children with dyslexia achieve.

DONATE TO EDUCATE

*All qualifying donations are entitled to 2.5x tax exemption



DAS 2020 VIRTUAL WALK – 20KM FOR \$20K

WORLD DYSLEXIA AWARENESS WEEK
1 TO 11 OCTOBER 2020



WALK FOR DYSLEXIA



In line with the World Dyslexia Awareness Week, our virtual walk was held from 1st October 2020 – 30th November 2020. We received a total of 223 registrations and received corporate sponsorship from Apple Singapore, I-Design & Build and UOB Business Banking. Raising a total of \$54,554, the walk was a major success and exceeded the target of \$20,000. The DAS virtual walk was organised to raise awareness and funds for the benefit of our students.

\$54,554

funds raised



YOUTH FOR CAUSES

Youth for Causes is an initiative by Citibank and YMCA. Since 2013, DAS has been a proud supporter of Youth for Causes. This year, DAS collaborated with 2 teams (Team Limitless and Project Guardian) to raise awareness and funds for our students on bursary.

The teams reached out to their peers and families virtually. They conducted workshops for DAS students virtually due to the current COVID situation and were able to raise \$5,651.

\$5,651

funds raised



OTHER MAJOR DONORS

FY2020 - 2021



Singapore Teochew Foundation	\$365,750
Lee Foundation	\$300,000
Apple Singapore (DAS 2020 Virtual Walk)	\$43,874
Hindu Endowment Board	\$27,589
Adam Khoo Learning Technologies (Help DAS Raise \$50,000)	\$20,000
President's Challenge	\$18,000
DAS Workplace Giving	\$15,577
Chew How Teck Foundation	\$10,000
TPG Telecom Pte. Ltd.	\$8,328
Tai Sun (Lim Kee) Food Industries Pte Ltd	\$6,000
Singapore Totalisator Board	\$5,751
Lim's Uniforms	\$5,000
I-Design & Build Pte Ltd (DAS 2020 Virtual Walk)	\$3,000
UOB Business Banking (DAS 2020 Virtual Walk)	\$3,000
Vopak Terminals Singapore Pte Ltd	\$2,500



THE YEAR AHEAD

Our Fundraising Plans

For the year 2021, we have an online campaign that is actively running called DAS 30 - SGD 300K for 300Kids. This campaign is hosted on giving.sg and will end on the 31st of December 2021. The Tote Board will be supporting us with this campaign with a dollar-for-dollar matching.

Our fundraising initiatives this year would include Move for Dyslexia and Charity Golf 2021. Our Move for Dyslexia - Walk, Run and Cycle campaign will be held from 1st October to 31st December 2021. This will be a virtual walk that will be accessible to the public with a goal of \$30,000.

Our other major event will be our Charity Golf 2021 which will be held on the 22nd of October. This will be held at Laguna National Golf Resort Club with a goal of \$200,000 and we are currently canvassing sponsors and partners.

Additionally, we are also funded by various foundations and organisations that offer bursaries for our programmes for students who come from low-income families. DAS provides more than \$1 million in bursaries every year and this figure is rising. Without support from the generous people and organisations of Singapore, this support would not be possible.



VOLUNTEERISM

Volunteerism continued to gain popularity in DAS in FY2020/2021, we saw a total of 87 new individuals signed up between April 2020 - March 2021. These volunteers got to know about DAS mainly through our social media and website.

As COVID-19 new norms set into the second quarter in April 2020, there was a significant drop in physical activities in all DAS learning centres. Despite the pandemic, DAS continues to seek out skill based volunteers especially in the area of social media marketing and fundraising support, creative video editing, content developing as well as language translation for our resource materials.



SUPPORT IN LEARNING CENTRES

There were a total of 11 volunteers that were deployed to several learning centres, with one of them clocking over 80 hours in 2020. These volunteers were helping the learning centres by up keeping the centres' libraries and notice boards, liaising with parents, performing general administrative work and supervising our students.



RESOURCE TRANSLATION

We were very fortunate to have a diversity of volunteers who are able to help out in the translation of Chinese articles into English for easy referencing. This eased up our DAS Chinese educators and enabled them the time to focus on quality control. These volunteers also assist in fulfilling subtitling requests for our awareness videos.



AWARENESS TALK VIDEO TRAILERS

In June 2020, the DAS outreach team came up with a new initiative to make awareness talks available via the online platform during COVID-19. This is so that we can continue to provide outreach and awareness to schools, organisations and the general public in the comfort of their home. Two volunteers with multimedia expertise created awareness talk trailers for DAS. These trailers were attached together in all awareness invitation letters to the schools and organisations.



SPEECH AND DRAMA ARTS PERFORMANCE

In October 2020, volunteers from the Singapore University of Social Science (SUSS) assisted in SDA Term 4 graduation performances. 5 of them were assigned to Bishan and Bedok learning centres for two weeks. They managed the classes during rehearsals and helped with the recordings. While another 2 were in charge of video editing works. In total, the SUSS team spent over 140 volunteering hours despite their busy examination schedule.



DAS PUBLIC SCREENING

On 18th March 2021, we managed to engage a team of 12 volunteers from Micron to support us in the Primary level screening at our Jurong Point learning centre. The volunteers were split into 2 shifts, 6 in the morning and 6 in the afternoon. They assisted in the entire screening process involving ushering, registration, setting up screening rooms and facilitating the children during screening.



Volunteer from Micron speaking to a student

VOLUNTEERS APPRECIATION AWARD DAY

On 27th March 2021, we hosted our first Volunteers Appreciation Award Day virtually to recognise these individual works. There were 5 awards recipients based on their tabulated volunteer hours contribution and commitment. They were presented with a plaque, certificate and vouchers.

Congratulations to our award recipients!

1. Ms. Angline Lim
2. Ms. Sri Valli C
3. Mr. Liau Kee Wei
4. Ms. Dana Chua
5. Ms. Li Hui

Volunteers continue to play a vital role in DAS as we tap onto their individual expertise, proactively pushing for DAS's mission and objective to the general public. This is evident from the various project work contributed by volunteers through our existing database and social media platforms appeals.



Our virtual Volunteers Appreciation Award Day graced by Lee Siang, CEO of DAS

OUTREACH AND AWARENESS

Dyslexia is a type of specific learning difficulty that primarily affects the skills involved in accurate and fluent word reading, spelling and writing. It is a lifelong condition which affects 3-10% of the student population, and consistent intervention and moral support are crucial in ensuring that our students experience minimal secondary difficulties

DAS serves to elevate public awareness and understanding of dyslexia through talks and screenings.

CONDUCTING AWARENESS TALKS

We actively liaise with various schools and organisations to arrange for free awareness talks in the hopes of empowering different groups of audience.

We customise the talks for several groups of audience:

1. Teachers and Lecturers
2. Parents
3. Students
4. Corporate organisations
5. General public

We converted our physical awareness talks to the online platform due to the Covid-19 pandemic. Despite the limitations, our awareness speaker continues to provide the audience with up-to-date information, visuals and online activities, to ensure that the audiences are continuously engaged and leave with a better awareness of dyslexia.

From April 2020 to March 2021, DAS did a total of 61 awareness talks to preschools, MOE schools, Institute of Higher Learning, Corporate organisations, an International school from overseas and the members of public.

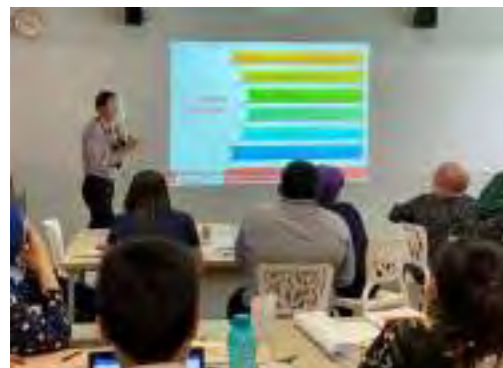
With this, we have reached out to 2,233 people

- 1,470 teachers and educators
- 548 parents and caregivers
- 162 staff from corporate organisations
- 53 attendees in the general public

61
Awareness
Talks



2,233
people
reached



Understanding Dyslexia awareness talk for teachers from Yishun Secondary School



Online Maths Awareness Talk for a group of Allied Educators

DYSLEXIA SCREENING

Apart from giving awareness talks, DAS also conducts public screenings for preschool, primary and secondary school students. It tests students of his or her reading, spelling and phonological abilities. DAS' multi-disciplinary team of professionals will explain the results of screenings and advise parents/ caregivers on the suitable support and assistance available.

With the widespread of Covid-19, our mass screenings have been translated to a decentralised screening to reduce the number of people gathering.

The DAS Preschool Programme came up with a new initiative to convert the Preschool Screenings to be made available via the online platform such as Zoom or Google Meet. The initiative first kicked off in the month of May 2020 where the team started taking ad hoc preschool screening requests. As Singapore shifts to Phase 2, DAS Preschool programme conducted a physical preschool screening at our DAS Jurong Point Learning Centre with strict Safe Management Measures in place. The screening was conducted in 1-hour time slots to ensure that there is enough time to conduct the screening, ventilate the room and sanitise the screening equipment's after each screening conducted.

As we moved to phase 3 at the beginning of 2021, DAS starts its plans to resume a small scale physical public screening in March 2021. Both Preschool and Primary school screening was successfully conducted with the help of volunteers from Micron.



DAS Preschool Educational Therapist conducting preschool screening with a preschooler



Primary school student taking a computerised test at the DAS Jurong Point Learning Centre

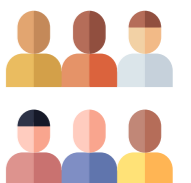
LEARNING JOURNEY

DAS commonly conducts Learning Journeys for teachers and educators from the Ministry of Education. We had the opportunity to host a learning journey for the Institute of Higher Learning and also a corporate organisation. The Learning Journeys help participants to understand Dyslexia and learn about the services we provide to studentteachers, educators and parents.

From April 2020 to March 2021, a total of 4 learning journeys were conducted for a total of 164 participants.

Schools and Organisations we worked with: Nanyang Technological University, FedEx, Temasek Polytechnic and First Toa Payoh Primary School.

164
participants



PRESCHOOL SEMINAR 2021

DAS proudly presents its 9th Preschool Seminar on the 17th of March 2021. In view of the COVID-19 situation in Singapore, and to avoid a large gathering of participants, especially those who work closely with preschool children, DAS has decided to deliver our annual Preschool Seminar, online.

The Outreach team has played its part in providing backend support for this seminar. From handling all online and offline registrations to gathering telemarketers to promote this seminar to preschool teachers in Singapore. The team reached out to 980 preschools in Singapore. Following this, the team continued to market for the event via cold calling the preschools to seek the preschool teachers' interests to join us for this virtual event. Most of the preschools had several branches in Singapore thus they were highly encouraged to register as a group.

In addition to the team's marketing efforts, DAS Assistant Director for Fundraising, Alumni, Volunteer Management and Outreach, Ms Surjati Soekraman and Preschool Educational Therapist, Ms Raihana Bte Mohd Hashim, connected with local radio station Warna to share more about dyslexia, its early signs, what we can do to help these individuals and also about the Preschool Seminar 2021.

On top of Warna, we too connected with local radio station Oli to share more about Dyslexia and Preschool Seminar 2021. This sharing was presented by DAS Director for SpLD Assessment Services, English Language and Literacy Division & Staff Professional Development Division, Geetha Shantha Ram and Senior Educational Therapist, Mathana Subhas Balan.

We received a total of 304 registrants, including invited guests, for Preschool Seminar 2021. This includes registrants from overseas such as Australia, Philippines, Indonesia and Thailand. This is a 51% increase in the number of paid registrants compared to Preschool Seminar 2020.

The team worked promptly and closely connects with all registrants to ensure that they have received all online materials for this event. At the end of the seminar, we continued to communicate with all registrants to ask them for their feedback on what they felt about the seminar and most importantly on how we can continue to do better for the next Preschool Seminar.

304
participants



Reached
out to
980
Preschools



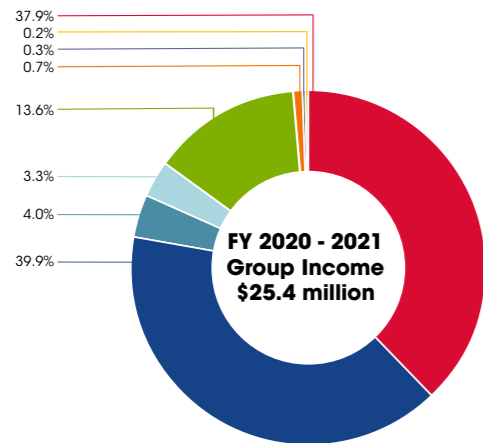
FINANCIAL HIGHLIGHTS



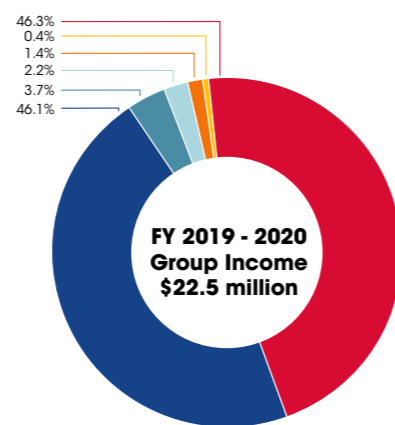
STATEMENT OF FINANCIAL ACTIVITIES

Overview of Financial Results for the Year Ended 31 March 2021

SOURCES OF INCOME (GROUP)

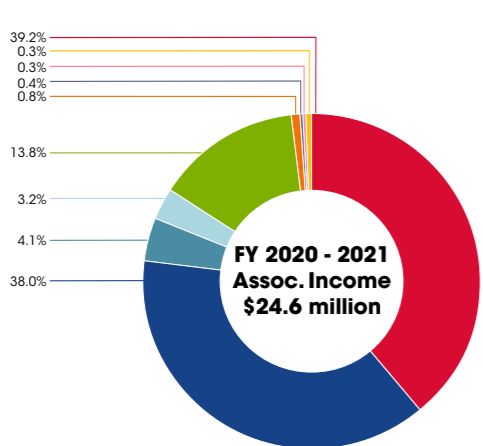


- MOE Grant \$9.6 million (37.9%)
- Tuition and other Fees \$10.1 million (39.9%)
- Donations and other Fundraising Activities \$1 million (4.0%)
- Wage Credit and other Government Funding \$847k (3.3%)
- Jobs Support Scheme \$3.4 million (13.6%)
- Investment and Interest Income \$189k (0.7%)
- Rental Rebate \$74k (0.3%)
- Others \$51k (0.2%)

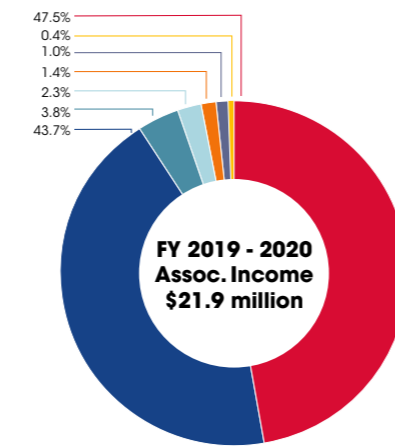


- MOE Grant \$10.4 million (46.3%)
- Tuition and other Fees \$10.3 million (46.1%)
- Donations and other Fundraising Activities \$828k (3.7%)
- Wage Credit and other Government Funding \$502k (2.2%)
- Jobs Support Scheme \$0 (0%)
- Investment and Interest Income \$307k (1.4%)
- Rental Rebate \$0 (0%)
- Others \$81k (0.4%)

SOURCES OF INCOME (ASSOCIATION)



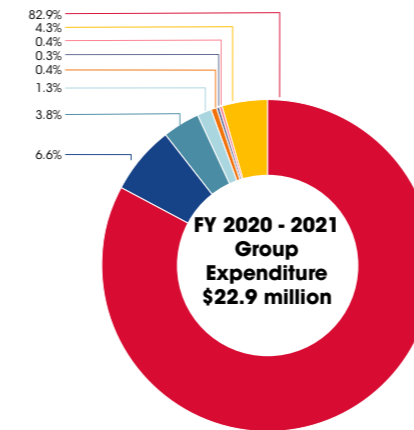
- MOE Grant \$9.6 million (39.2%)
- Tuition and other Fees \$9.3 million (38.0%)
- Donations and other Fundraising Activities \$1 million (4.1%)
- Wage Credit and other Government Funding \$801k (3.2%)
- Jobs Support Scheme \$3.3 million (13.8%)
- Investment and Interest Income \$189k (0.8%)
- Return of Grant by Subsidiaries \$95k (0.4%)
- Rental Rebate \$64k (0.3%)
- Others \$65k (0.3%)



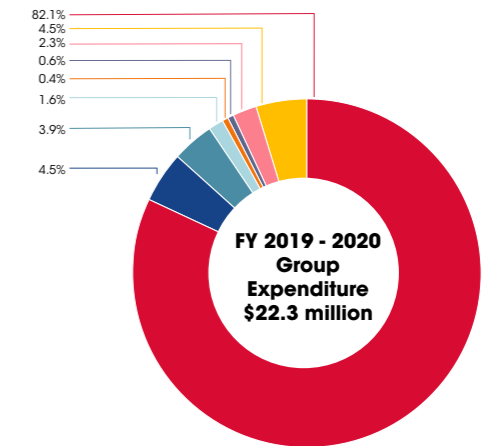
- MOE Grant \$10.4 million (47.5%)
- Tuition and other Fees \$9.6 million (43.7%)
- Donations and other Fundraising Activities \$828k (3.8%)
- Wage Credit and other Government Funding \$499k (2.3%)
- Jobs Support Scheme \$0 (0%)
- Investment and Interest Income \$307k (1.4%)
- Return of Grant by Subsidiaries \$210k (1.0%)
- Rental Rebate \$0 (0%)
- Others \$83k (0.4%)

Financial Activities

DISTRIBUTION OF EXPENDITURE (GROUP)

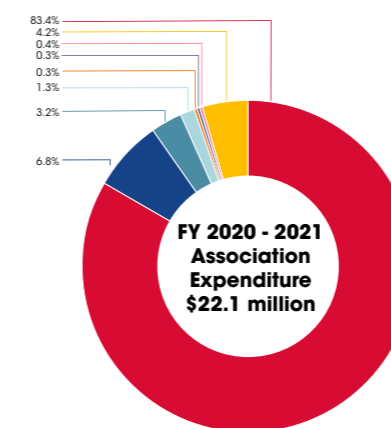


- Staff related expenses \$19 million (82.9%)
- Bursaries \$1.5 million (6.6%)
- Rental expenses \$879k (3.8%)
- Depreciation of plant and equipment \$306k (1.3%)
- Course and other programme expenditures \$81k (0.4%)
- Publicity and Publications \$80k (0.3%)
- Investment management cost \$0 (0%)
- GST input tax disallowed \$82k (0.4%)
- Other operating expenses \$986k (4.3%)

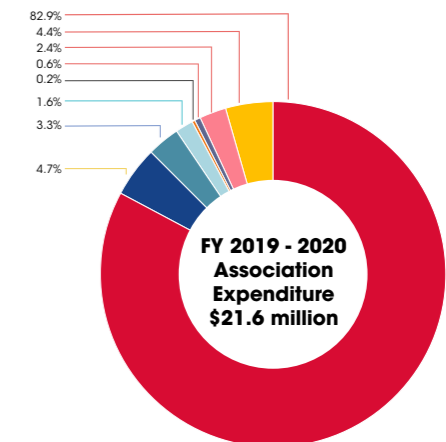


- Staff related expenses \$18.3 million (82.1%)
- Bursaries \$1 million (4.5%)
- Rental expenses \$871k (3.9%)
- Depreciation of plant and equipment \$365k (1.6%)
- Course and other programme expenditures \$96k (0.4%)
- Publicity and Publications \$127k (0.6%)
- Investment management cost \$0 (0%)
- GST input tax disallowed \$515k (2.3%)
- Other operating expenses \$1 million (4.5%)

DISTRIBUTION OF EXPENDITURE (ASSOCIATION)



- Staff related expenses \$18.4 million (83.4%)
- Bursaries \$1.5 million (6.8%)
- Rental expenses \$715k (3.2%)
- Depreciation of plant and equipment \$296k (1.3%)
- Course and other programme expenditures \$63k (0.3%)
- Publicity and Publications \$72k (0.3%)
- Investment management cost \$0 (0%)
- GST input tax disallowed \$82k (0.4%)
- Other operating expenses \$926k (4.2%)



- Staff related expenses \$17.9 million (82.9%)
- Bursaries \$1 million (4.7%)
- Rental expenses \$707k (3.3%)
- Depreciation of plant and equipment \$356k (1.6%)
- Course and other programme expenditures \$39k (0.2%)
- Publicity and Publications \$124k (0.6%)
- Investment management cost \$0 (0%)
- GST input tax disallowed \$515k (2.4%)
- Other operating expenses \$947k (4.4%)

CORPORATE GOVERNANCE

Dyslexia Association of Singapore



EXECUTIVE COMMITTEE

The Executive Committee 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 Executive Committee is completed by the GMT.

DAS is governed by 11 Executive Committee members headed by a President. The Executive Committee ensures that GMT pursues the objectives of DAS.

EXECUTIVE COMMITTEE COMPOSITION AND MEMBERSHIP

All the Executive Committee Members are independent and do not receive any remuneration for their services to the DAS. The members of the Executive Committee are elected on an annual basis at the Annual General Meeting (AGM).

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

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

The Exco had exerted great effort to recruit new members in recent years. We are happy to report that four (4) new members joined the sub-committees in 2020.

However, due to the lack of more new members coming forward, seven (7) of the 11 Exco members who have served for 10 or more consecutive years on the Executive Committee were asked to stand for re-election.

SUB-COMMITTEES

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

The seven sub-committees are:

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

Board composition and members of the respective Board Committees from the last AGM date, 26 September 2020, is set out in the table.

FY 2020/2021 BOARD COMPOSITION

Executive Committee Members	Audit & Risk Mgt	Building	Finance and Investment	Fundraising	Human Resource	Nomination	Programme & Services	Special Project
Eric Lee				M	M	C	M	
M Rajaram	C	C		M		M		
Kaka Singh			C		C			
Vincent Chen		M	M					
Kevin Kwek			M	M		M	C	C
Paul Lim	M	M			M		M	
K Kesavapany	M	M		M			M	
Cynthia Tan				C	M	M	M	
Zubin J Daruwalla			M	M			M	
Wong May-Lyn				M	M		M	
Jim C Lee	M						M	

Other Members	Audit & Risk Mgt	Building	Finance and Investment	Fundraising	Human Resource	Nomination	Programme & Services	Special Project
Alicia Tan Gek Cheng				M			M	
Lie Ay Wen				M			M	
Addis William Dickon	M							
Anurag Pandey			M	M				
Richard Yap (1)			M					
Andy Lim (2)	M							C

- (1) Appointed to sub-committees on 2 October 2020
(2) Appointed to sub-committees on 16 March 2021

The profiles of members of the Executive Committee may be viewed on DAS' website together with DAS' Code of Ethics and Conduct, and its Whistly Blowing Policy and Procedures. The organisation continues in its efforts to improve transparency and facilitate public access to critical information on governance matters.

FY 2020/2021 EXECUTIVE COMMITTEE ATTENDANCE

Executive Committee Members	Executive Committee	Audit & Risk Mgt	Finance & Investment	Fundraising	Human Resource	Programme & Services	Nomination	Building	Special Project
No. of meetings held	8	6	6	5	3	4	1	2	2
Eric Lee	8	na	na	4	3	3	1	na	na
M Rajaram	6	6	na	2	na	na	0	2	na
Kaka Singh	8	na	6	na	3	na	na	na	na
Vincent Chen	8	na	6	na	na	na	na	1	na
Kevin Kwek	8	na	5	4	na	2	1	na	2
Paul Lim	7	4	na	na	3	3	na	1	na
K Kesavapany	5	4	na	4	na	0	na	0	na
Cynthia Tan	8	na	na	5	3	3	1	na	na
Zubin J Daruwalla	0	na	0	2	na	0	na	na	na
Wong May-Lyn	7	na	na	3	3	4	na	na	na
Jim C Lee	7	4	2	na	na	1	na	na	na

Other Members	Executive Committee	Audit & Risk Mgt	Finance & Investment	Fundraising	Human Resource	Programme & Services	Nomination	Building	Special Project
No. of meetings attended since appointment									
Alicia Tan Gek Cheng	na	na	na	5	na	3	na	na	na
Lie Ay Wen	na	na	na	4	na	4	na	na	na
Addis William Dickon	na	4	na	na	na	na	na	na	na
Anurag Pandey	na	na	5	4	na	na	na	na	na
Richard Yap	na	na	3	na	na	na	na	na	na
Andy Lim	na	1	na	na	na	na	na	na	2

- (1) All Executive Committee members have met the constitutional requirements and none has been absent for three consecutive meetings without satisfactory explanation.
(2) Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. From 1 April 2020, the number of updates sent to various Committees are as follows: Executive Committee (41), Audit and Risk Management Committee (20), Programme & Services (33), Finance & Investment Committee (28), Building Committee (14), Human Resource Committee (4), Fundraising Committee (26) and Nomination Committee (6). Some of these updates require written approval by the Executive Committee members.

EXCO COMMITTEE

Executive Committee Members	Current Charity Board Appointment	Occupation	Past Charity Board Appointments
Lee Siew Pin Eric	President September 2020	Executive Coach (Career Transitions)	Vice President (up to FY2015/16)
M Rajaram	Vice-President September 2020	Partner, Chairman (K&L Gates Straits Law LLC)	Committee Member (up to FY2015/16)
Kaka Singh s/o Dalip Singh	Honorary Treasurer September 2020	Chairman, Senior Partner (RSM Chio Lim LLP)	Committee Member (FY2019/20) Assistant Honorary Treasurer (FY2017/18)
Kevin Kwek Yiu Wing	Assistant Honorary Treasurer September 2020	Lawyer, Partner (Kennedy's Legal Solutions)	Honorary Secretary (FY2016/17 to FY2018/19)
Wong May-Lyn	Honorary Secretary September 2020	Curriculum Specialist (NTUC First Campus)	Assistant Honorary Secretary (FY2019/20)
Zubin Jimmy Daruwalla	Assistant Honorary Secretary September 2020	Health Industries Leader (PricewaterhouseCooper)	Honorary Secretary (FY2019/20)
Chen Wei Ching	Committee Member September 2020	Director (Chen Holdings Pte Ltd)	Honorary Treasurer (FY2019/20) Assistant Honorary Treasurer (FY2018/19)
Tan Guan Hiang	Committee Member September 2020	Retired	-
Paul Lim Boon Tong	Committee Member September 2020	Senior Project Engineer (JGC Singapore Pte Ltd)	Assistant Honorary Secretary (up to FY2018/19)
Kaisavapary S/O Krishnasamy @ Kesavapary	Committee Member September 2020	Retired Diplomat	-
Jim Chao-An Lee	Committee Member September 2020	Manager, Youtube Product Partnerships (Google Asia Pacific Pte Ltd (Singapore))	-

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
Quek Gek San	Director of Corporate Services and Human Resources	27 January 2015
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

Audit and risk management committee

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

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

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

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 Executive Committee and partners on the progress of the project.

Building committee

The Building Committee oversees new building or major renovation projects of DAS and/or its Learning Centres. It ensures the tender procedures are followed and will negotiate the tender price with the two contractors with the lowest quotations. The Building Committee's responsibilities is also to ensure the total cost of new building projects stay within the approved budget and will recommend to Executive Committee or approval if the cost should exceed the approved budget

Programmes and Services committee

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

Finance and investment committee

The Finance and Investment Committee reviews and ensure budgets are properly prepared and in accordance to DAS plans. It ensures regular and accurate monitoring and accountability for funds, recommends financial guidelines; ensures financial reports are accurate and timely.

The Finance and Investment Committee also directs and monitors the investment of the assets of DAS. It discharges its duties with due care, skill and diligence as a prudent investor by ensuring the investment objectives, policies and guidelines are consistent and appropriate. Review the asset allocation on a yearly basis and ensure allocations are appropriate given a change in the investment environment. Reports on the investment performance and financial condition of the Fund to the Executive Committee on a regular basis.

Fundraising committee

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

Human Resource committee

The Human Resource Committee oversees the drafting and/or revising of personnel policies; reviews job descriptions; establishes salary structure; and annually reviews staff salaries and benefits package. It also 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 Executive Committee annually to ensure that the Board has an appropriate balance of independent Executive Committee members and to ensure an appropriate balance of expertise, skills, attributes and ability among the members.

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

RESERVES POLICY

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

Pursuant to the Code of Governance for Charities and IPCs Guideline 6.4.1, the Executive Committee has established a Reserve Policy for the Group to provide financial stability and the means for the development of the principal activity. The Group will use the reserves for the operating purposes not subject to commitments, planned expenditure and spending limits. Reserves include Education Fund and Unrestricted Funds.

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

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

	Group		Association	
	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000
Total operating expenses	21,428	21,318	20,648	20,629
75% of Government Grant	7,245	7,817	7,245	7,817
Net Fees	5,114	5,225	4,688	4,819
Net expenditure	9,069	8,276	8,715	7,993
Total reserves required	27,207	24,828	26,145	23,979

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

	Current Year \$'000	Previous Year \$'000	% Increase/ (Decrease)
Unrestricted Funds (Reserves)	3,335	1,300	157%
Restricted / Designated Funds:			
- Education Fund	13,131	12,633	4%
Total Funds	16,466	13,933	18%
Ratio of Reserves[1] to Net Expenditure[2] over 3 years	0.61	0.56	0.04

[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/corporate-governance.html> for DAS Corporate Governance Policies.

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 Executive Committee ("EXCO") are fully committed to conducting its operations with integrity and consistent with the highest ethical standards, and in compliance with all applicable laws and regulatory requirements. DAS strongly believes that the actions and conduct of all employees, as well as other persons acting on behalf of DAS and/or its subsidiaries, are essential to maintaining these standards. The EXCO has approved and adopted 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 EXCO 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.

2. Reporting and/or Communication Channels

This Policy applies to any suspected improprieties involving employees as well as consultants, vendors, contractors, and/or any other parties with a business relationship with the DAS.

In line with this commitment, dedicated communication channels have been established and whistle-blowers may choose to use any of these communication channels. The communication channels are to the Chairperson of the Exco Audit Committee as follows:

Email	Mr M Rajaram, rajaram@straitslaw.com.sg
Phone	6713 0200
Address	Straits Law Practice LLC, 9 Raffles Plaza, 32 Floor, Republic Plaza, Singapore 048619

All of the above communication channels are secure and available to all employees and any parties having business relationship with DAS and its subsidiaries. Information received will be treated with the utmost confidentiality and will be attended to by appropriate personnel appointed by the Audit Committee of the EXCO.

Any whistle-blowing report involving any EXCO member or member of the Senior Management of DAS may be reported directly to the President of DAS/Chairman of the Audit Committee of DAS using the following email communication channels:

President of DAS	Mr Eric Lee, ericlee@careertransitions.com.sg
Chairman of Audit Committee	Mr M Rajaram, rajaram@straitslaw.com.sg

Any whistle-blowing report involving the Chief Executive Officer may be reported directly to the Chairman of the Audit Committee.

Any whistle-blowing report involving the Chairman of the Audit Committee may be reported directly to the President of DAS, while any whistle-blowing report involving the President of DAS may be reported directly to the Chairman of the Audit Committee.

3. How to make a report

Reports on any improprieties can be made in the form of emails, phone calls, voicemails, letters or reports using the available communication channels mentioned in the above section. These reports should be made as soon as practicable. All reports shall be treated by the DAS with an appropriate level of confidentiality. When making a report, the whistle-blower should as far as possible include the following information:

- Date, time and place of the actions/transactions;
- Identity and particulars of the parties involved;
- Circumstances leading to the improprieties; and
- Any other relevant information or documentation that would assist in the evaluation of the report/incident.

Whistle-blowers making any such reports should ensure that they do so in good faith and in the best interest of DAS and not with any malicious intent. Whistle-blowers may be the subject of disciplinary or other legal action if the reports or allegations are malicious, frivolous or simply to cause anger, irritation, or distress.

4. How will DAS Respond

All whistle-blowing reports, other than reports involving any EXCO 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 of the EXCO 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 EXCO Member, the reports shall be escalated to the President and/or 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

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 of EXCO.

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 President 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 EXCO's continued commitment to this Policy.

The Management Corporate Governance Committee shall collate any feedback received and report to the EXCO 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 of EXCO's approval.

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

FINANCIAL STATEMENTS

FOR THE REPORTING YEAR ENDED 31 MARCH 2021

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

Financial Statements

For the reporting year ended 31 March 2021

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

FOR THE REPORTING YEAR ENDED 31 MARCH 2021

In the opinion of the Executive Committee,

- (i) the accompanying financial statements which comprise the balance sheets, statements of financial activities and statements of cash flows of the Group and of the Association are drawn up so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2021 and of the results and cash flows of the Group and of the Association for the reporting year then ended; and
- (ii) at the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due.

On behalf of the Executive Committee



Lee Siew Pin Eric
President



Kaka Singh S/O Dalip Singh
Honorary Treasurer

Singapore, 25 August 2021

**INDEPENDENT AUDITOR’S REPORT TO THE MEMBER OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE FINANCIAL YEAR ENDED 31 MARCH 2021**

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Dyslexia Association of Singapore (the “Association”) and its subsidiaries (the “Group”), which comprise the balance sheets of the Group and of the Association as at 31 March 2021, and the statements of financial activities and statements of cash flows of the Group and of the Association for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements are properly drawn up in accordance with the provisions of the Societies Act, Chapter 311 (the Societies Act), the Charities Act, Chapter 37 and other relevant regulations (the Charities Act and Regulations) and Charities Accounting Standard (“CAS”) so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2021 and the results and cash flows of the Group and of the Association for the year ended on that date.

Basis for Opinion

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

RT LLP
Chartered Accountants
UEN : T08110811J

RT ASEAN Pte Ltd
Head Office
UEN : 201537050N

RT Advisory Pte Ltd
UEN : 201510979W

RT Links Pte Ltd
UEN : 201542866E

RT Academy Pte Ltd
UEN : 201527798R

RT International Advisory Pte Ltd
UEN : 201726206W



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBER OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE FINANCIAL YEAR ENDED 31 MARCH 2021 (CONT'D)**

Other Information (cont'd)

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

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

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

Responsibilities of Management and Executive Committee for the Financial Statements

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

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

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

Auditor's Responsibility for the Audit of the Financial Statements

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



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBER OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE FINANCIAL YEAR ENDED 31 MARCH 2021 (CONT'D)**

Auditor's Responsibility for the Audit of the Financial Statements (Cont'd)

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

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

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



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBER OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE FINANCIAL YEAR ENDED 31 MARCH 2021 (CONT'D)**

Report on Other Legal and Regulatory Requirements

In our opinion:

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

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

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

A handwritten signature in black ink that reads 'RT LLP'.

RT LLP
Public Accountants and
Chartered Accountants

Singapore, 25 August 2021

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

Group	Note	Unrestricted Funds	Restricted Funds	Total 2021	Total 2020
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	968,523	759,226	1,727,749	1,080,113
Activities for generating funds	4	4,364	-	4,364	8,387
Investment income	5	12,344	176,841	189,185	306,675
Income from charitable activities	7	20,081,301	-	20,081,301	21,130,504
Total Income		21,066,532	936,067	22,002,599	22,525,679
EXPENDITURES					
Costs of generating funds					
Voluntary income	8	93,775	1,816	95,591	118,224
Cost of resource books sold	8	430	-	430	3,055
Charitable activities	9	22,359,465	436,504	22,795,969	22,178,891
Governance costs		53,529	-	53,529	52,475
Total expenditures		22,507,199	438,320	22,945,519	22,352,645
Net (deficit)/income before income from Jobs Support Scheme		(1,440,667)	497,747	(942,920)	173,034
Other income from Jobs Support Scheme	6	3,474,997	-	3,474,997	-
Net income		2,034,330	497,747	2,532,077	173,034
Gross transfers between funds:					
Gross transfer from funds		-	-	-	-
Gross transfer to funds		-	-	-	-
		-	-	-	-
Net movement in funds		2,034,330	497,747	2,532,077	173,034
Reconciliation of funds					
Total funds brought forward		1,300,309	12,675,029	13,975,338	13,802,304
Total funds carried forward		3,334,639	13,172,776	16,507,415	13,975,338

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

<u>Association</u>	<u>Note</u>	<u>Unrestricted Funds</u>	<u>Restricted Funds</u>	<u>Total 2021</u>	<u>Total 2020</u>
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	953,795	759,226	1,713,021	1,078,009
Investment income	5	12,344	176,841	189,185	306,675
Income from charitable activities	7	19,248,705	13,410	19,262,115	20,355,860
Total Income		20,214,844	949,477	21,164,321	21,740,544
EXPENDITURES					
Cost of generating funds					
Voluntary income	8	93,775	1,816	95,591	118,224
Charitable activities	9	21,532,908	492,643	22,025,551	21,500,968
Governance costs		44,770	-	44,770	43,945
Total expenditures		21,671,453	494,459	22,165,912	21,663,137
Net (deficit)/income before income from Jobs Support Scheme and Return of Grant		(1,456,609)	455,018	(1,001,591)	77,407
Other income from Jobs Support Scheme	6	3,389,992	-	3,389,992	-
Return of grant by subsidiaries	25	95,000	-	95,000	210,000
Net income		2,028,383	455,018	2,483,401	287,407
Gross transfers between funds					
Gross transfer from funds		-	-	-	-
Gross transfer to funds		-	-	-	-
		-	-	-	-
Net movement in funds		2,028,383	455,018	2,483,401	287,407
Reconciliation of funds					
Total funds brought forward		1,431,648	12,103,547	13,535,195	13,247,788
Total funds carried forward		3,460,031	12,558,565	16,018,596	13,535,195

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
BALANCE SHEETS
AS AT 31 MARCH 2021

	Note	Group		Association	
		<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
		\$	\$	\$	\$
Current assets					
Inventories	10	2,308	2,436	-	-
Trade and other receivables	11	3,361,147	4,381,927	3,279,398	4,391,696
Investments in financial assets	12	10,514,238	6,507,820	10,514,238	6,507,820
Cash and bank balances	13	9,603,644	8,986,907	8,833,762	8,288,315
		<u>23,481,337</u>	<u>19,879,090</u>	<u>22,627,398</u>	<u>19,187,831</u>
Non-current assets					
Plant and equipment	14	476,955	661,609	467,317	648,633
Investments in financial assets	12	505,000	1,506,875	505,000	1,506,875
		<u>981,955</u>	<u>2,168,484</u>	<u>972,317</u>	<u>2,155,508</u>
Total assets		<u>24,463,292</u>	<u>22,047,574</u>	<u>23,599,715</u>	<u>21,343,339</u>
Current liabilities					
Trade and other payables	16	4,664,741	5,050,113	4,484,757	4,941,109
Other liabilities	17	3,239,633	2,970,130	3,044,859	2,815,042
Deposits received	18	51,503	51,993	51,503	51,993
		<u>7,955,877</u>	<u>8,072,236</u>	<u>7,581,119</u>	<u>7,808,144</u>
Net current assets		<u>15,525,460</u>	<u>11,806,854</u>	<u>15,046,279</u>	<u>11,379,687</u>
Total assets less current liabilities		<u>16,507,415</u>	<u>13,975,338</u>	<u>16,018,596</u>	<u>13,535,195</u>
Funds					
Unrestricted Funds					
General Fund	19	2,512,279	479,824	2,637,671	611,163
Jimmy and Roshen Daruwalla Fund	20	822,360	820,485	822,360	820,485
		<u>3,334,639</u>	<u>1,300,309</u>	<u>3,460,031</u>	<u>1,431,648</u>
Restricted Funds					
Education Fund	21	13,130,919	12,633,172	12,516,708	12,061,690
Parent-Teacher Group Fund	22	7,620	7,620	7,620	7,620
Library Fund	23	34,237	34,237	34,237	34,237
Total restricted funds		<u>13,172,776</u>	<u>12,675,029</u>	<u>12,558,565</u>	<u>12,103,547</u>
Total funds		<u>16,507,415</u>	<u>13,975,338</u>	<u>16,018,596</u>	<u>13,535,195</u>

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

	<u>Note</u>	<u>2021</u> \$	<u>Group</u> <u>2020</u> \$
Operating activities			
Net (deficit)/income before income from Jobs Support Scheme		(942,920)	173,034
Adjustments for:			
Income from Jobs Support Scheme	6	3,474,997	-
Depreciation of plant and equipment	14	305,716	365,167
Allowance for doubtful debts	11	12,754	13,553
Plant and equipment written off	9	20	3
Interest and dividend income	4,5	(189,300)	(306,790)
Operating cash flows before changes in working capital		2,661,267	244,967
Decrease in inventories		128	5,112
Decrease/(increase) in trade and other receivables		950,703	(966,285)
(Decrease)/increase in trade and other payables		(385,372)	1,327,793
Increase in other liabilities		269,503	315,578
Decrease in deposits received		(490)	(70)
Net cash flows generated from operating activities		3,495,739	927,095
Investing activities			
Purchase of plant and equipment	14	(121,082)	(627,776)
Purchase of financial assets	12	(4,006,418)	(503,986)
Proceeds from disposal of financial assets	12	1,001,875	1,017,125
Placement of short-term deposits		-	(1,000,000)
Withdrawal of short-term deposit		4,000,000	-
Interest and dividend income received		246,508	302,459
Net cash flows generated from/(used in) investing activities		1,120,883	(812,178)
Net increase in cash and cash equivalents		4,616,622	114,917
Cash and cash equivalents at the beginning of the year		4,940,906	4,825,989
Cash and cash equivalents at the end of the year	13	9,557,528	4,940,906

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

	<u>Note</u>	<u>Association</u>	
		<u>2021</u>	<u>2020</u>
		\$	\$
Operating activities			
Net (deficit)/income before income from Jobs Support Scheme and return of grant		(1,001,591)	77,407
Adjustments for:			
Income from Jobs Support Scheme	6	3,389,992	-
Depreciation of plant and equipment	14	296,326	356,269
Allowance for doubtful debts	11	8,254	13,553
Plant and equipment written off	9	20	3
Interest and dividend income	5	(189,185)	(306,675)
Operating cash flows before changes in working capital		2,503,816	140,557
Decrease/(Increase) in trade and other receivables		1,046,721	(1,075,720)
(Decrease)/increase in trade and other payables		(456,352)	1,269,613
Increase in other liabilities		229,817	340,600
Decrease in deposits received		(490)	(70)
Net cash flows generated from operating activities		<u>3,323,512</u>	<u>674,980</u>
Investing activities			
Purchase of plant and equipment	14	(115,030)	(618,909)
Purchase of financial assets	12	(4,006,418)	(503,986)
Proceeds from disposal of financial assets	12	1,001,875	1,017,125
Placement of short-term deposits		-	(1,000,000)
Withdrawal of short-term deposit		4,000,000	-
Return of grant by subsidiaries	25	95,000	210,000
Interest and dividend income received		246,508	302,460
Net cash flows generated from/(used in) investing activities		<u>1,221,935</u>	<u>(593,310)</u>
Net increase in cash and cash equivalents		4,545,447	81,670
Cash and cash equivalents at the beginning of the year		<u>4,288,315</u>	<u>4,206,645</u>
Cash and cash equivalents at the end of the year	13	<u>8,833,762</u>	<u>4,288,315</u>

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

Group	Note	← Unrestricted Funds →			← Restricted Funds →				Total 2021	Total 2020
		General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
		\$	\$	\$	\$	\$	\$	\$	\$	
INCOME										
Income from generated funds										
Voluntary income	3	968,523	-	968,523	759,226	-	-	759,226	1,727,749	1,080,113
Activities for generating funds	4	4,364	-	4,364	-	-	-	-	4,364	8,387
Investment income	5	1,996	10,348	12,344	176,841	-	-	176,841	189,185	306,675
Income from charitable activities	7	20,081,301	-	20,081,301	-	-	-	-	20,081,301	21,130,504
Total income		21,056,184	10,348	21,066,532	936,067	-	-	936,067	22,002,599	22,525,679
EXPENDITURES										
Cost of generating funds										
Voluntary income	8	93,775	-	93,775	1,816	-	-	1,816	95,591	118,224
Cost of resource books sold	8	430	-	430	-	-	-	-	430	3,055
Charitable activities	9	22,350,992	8,473	22,359,465	436,504	-	-	436,504	22,795,969	22,178,891
Governance costs		53,529	-	53,529	-	-	-	-	53,529	52,475
Total expenditures		22,498,726	8,473	22,507,199	438,320	-	-	438,320	22,945,519	22,352,645
Net (deficit)/income before income from Jobs Support Scheme		(1,442,542)	1,875	(1,440,667)	497,747	-	-	497,747	(942,920)	173,034
Other income from Jobs Support Scheme	6	3,474,997	-	3,474,997	-	-	-	-	3,474,997	-
Net income		2,032,455	1,875	2,034,330	497,747	-	-	497,747	2,532,077	173,034

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

Group	← Unrestricted Funds →			← Restricted Funds →				Total 2021	Total 2020
	General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Gross transfer between funds									
Gross transfer from funds	-	-	-	-	-	-	-	-	-
Gross transfer to funds	-	-	-	-	-	-	-	-	-
Net movement in funds	2,032,455	1,875	2,034,330	497,747	-	-	497,747	2,532,077	173,034
Reconciliation of funds									
Total funds brought forward	479,824	820,485	1,300,309	12,633,172	7,620	34,237	12,675,029	13,975,338	13,802,304
Total funds carried forward	2,512,279	822,360	3,334,639	13,130,919	7,620	34,237	13,172,776	16,507,415	13,975,338

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

Association	Note	← Unrestricted Funds →			← Restricted Funds →				Total 2021	Total 2020
		General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
		\$	\$	\$	\$	\$	\$	\$	\$	
INCOME										
Income from generated funds										
Voluntary income	3	953,795	-	953,795	759,226	-	-	759,226	1,713,021	1,078,009
Investment income	5	1,996	10,348	12,344	176,841	-	-	176,841	189,185	306,675
Income from charitable activities	7	19,248,705	-	19,248,705	-	13,410	-	13,410	19,262,115	20,355,860
Total income		20,204,496	10,348	20,214,844	936,067	13,410	-	949,477	21,164,321	21,740,544
EXPENDITURES										
Cost of generating funds										
Voluntary income	8	93,775	-	93,775	1,816	-	-	1,816	95,591	118,224
Charitable activities	9	21,524,435	8,473	21,532,908	479,233	13,410	-	492,643	22,025,551	21,500,968
Governance costs		44,770	-	44,770	-	-	-	-	44,770	43,945
Total expenditures		21,662,980	8,473	21,671,453	481,049	13,410	-	494,459	22,165,912	21,663,137
Net (deficit)/income before income from Jobs Support Scheme and Return of Grant		(1,458,484)	1,875	(1,456,609)	455,018	-	-	455,018	(1,001,591)	77,407
Other income from Jobs Support Scheme	6	3,389,992	-	3,389,992	-	-	-	-	3,389,992	-
Return of grant by subsidiaries	25	95,000	-	95,000	-	-	-	-	95,000	210,000
Net income		2,026,508	1,875	2,028,383	455,018	-	-	455,018	2,483,401	287,407

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2021

Association	← Unrestricted Funds →			← Restricted Funds →			Total 2021	Total 2020
	General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund		
	\$	\$	\$	\$	\$	\$	\$	\$
Gross transfer between funds								
Gross transfer from funds	-	-	-	-	-	-	-	-
Gross transfer to funds	-	-	-	-	-	-	-	-
Net movement in funds	2,026,508	1,875	2,028,383	455,018	-	-	455,018	287,407
Reconciliation of funds								
Total funds brought forward	611,163	820,485	1,431,648	12,061,690	7,620	34,237	12,103,547	13,535,195
Total funds carried forward	2,637,671	822,360	3,460,031	12,516,708	7,620	34,237	12,558,565	13,535,195

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

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

1. GENERAL

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

The Association functions as a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore. The principal activities of the subsidiaries are disclosed in Note 15.

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

The financial statements for the reporting year ended 31 March 2021 were approved and authorised for issue by the Executive Committee on the date indicated in the Statement by the Executive Committee.

2. SIGNIFICANT ACCOUNTING POLICIES

(I) Basis of preparation

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies

(a) Currency Translation

Functional and Presentation currency

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

Transactions and balances

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

(b) Consolidation

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

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(c) Fund Accounting

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

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

(d) Revenue recognition

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(e) Expenditures

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

Cost of Generating Funds

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

Charitable Activities

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

Governance Costs

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

(f) Plant and equipment

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

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

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

	Useful lives
Equipment and furniture	3 years
Renovation	5 years
Software	5 years

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(g) Financial assets and financial liabilities

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

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

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

(h) Operating Lease

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

(i) Inventories

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

(j) Income Tax

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(k) Employee benefits

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

3. INCOME FROM GENERATED FUNDS – VOLUNTARY INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Donations	255,726	339,015	255,726	339,015
Wage credit	634,306	248,570	629,076	246,466
Rental rebates	73,550	-	64,052	-
Membership subscriptions	4,941	3,687	4,941	3,687
	<u>968,523</u>	<u>591,272</u>	<u>953,795</u>	<u>589,168</u>
Restricted funds:				
Donations	741,226	427,841	741,226	427,841
President's Challenge	18,000	61,000	18,000	61,000
	<u>759,226</u>	<u>488,841</u>	<u>759,226</u>	<u>488,841</u>
	<u>1,727,749</u>	<u>1,080,113</u>	<u>1,713,021</u>	<u>1,078,009</u>

During the reporting year, the Group received rebates of \$73,550 (2020: Nil) relating to the property tax rebate from the Government which was mandated to be fully passed on by the landlord to the Group as a tenant and rebate for the leased buildings under the Rental Relief Framework as mandated by the Government. The rebates had been accounted for as Rental Rebates in the Statement of Financial Activities.

Restricted funds include the first tranche disbursement from the President's Challenge 2021 or "PC 2021" amounting to \$18,000. The fund received from PC 2021 will be used to support the students from the lower-income families access the review assessments services of the Association.

In prior reporting year 2020, the Association received funding from the President's Challenge 2018 or "PC 2018" amounting to \$61,000. The fund from PC 2018 was used to send parents of students from lower-income families to workshops and courses. \$45,000 (2020: \$76,002) of the amount was utilised and had been charged to course and other programme expenditures (Note 9) during the reporting year. The amount utilised in prior reporting year 2020 were from funding received from President's Challenge 2018 and President's Challenge 2017

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

4. INCOME FROM GENERATED FUNDS – ACTIVITIES FOR GENERATING FUNDS

	<u>Group</u>	
	<u>2021</u>	<u>2020</u>
	\$	\$
Unrestricted funds:		
Sale of resource books	4,249	8,272
Interest income from cash and bank balances	115	115
	<u>4,364</u>	<u>8,387</u>

5. INCOME FROM GENERATED FUNDS – INVESTMENT INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Interest income, net	4,819	11,582	4,819	11,582
Dividend income	7,525	6,593	7,525	6,593
	<u>12,344</u>	<u>18,175</u>	<u>12,344</u>	<u>18,175</u>
Restricted funds:				
Interest income, net	48,244	183,852	48,244	183,852
Dividend income	128,597	104,648	128,597	104,648
	<u>176,841</u>	<u>288,500</u>	<u>176,841</u>	<u>288,500</u>
	<u>189,185</u>	<u>306,675</u>	<u>189,185</u>	<u>306,675</u>

6. OTHER INCOME FROM JOBS SUPPORT SCHEME

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Jobs Support Scheme	3,474,997	-	3,389,992	-

Income of \$3,474,997 (2020: Nil) was recognised during the financial year under the Jobs Support Scheme (the “JSS”). The JSS is a temporary scheme introduced in the Singapore Budget 2020 to help enterprises retain local employees. Under the JSS, employers will receive cash grants in relation to the gross monthly wages of eligible employees.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

7. INCOME FROM CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Tuition and assessment fees	9,619,492	9,935,065	9,342,717	9,584,713
Proceeds from courses and workshops conducted	547,010	450,040	13,627	16,944
Grant from MOE	9,660,582	10,422,877	9,660,582	10,422,877
VCF grant from NCSS	45,664	55,970	45,664	55,970
Conference fee income	20,533	36,405	20,533	36,405
Sundry income	20,664	30,659	39,096	40,458
Special and temporary employment credit	16,354	15,795	15,629	15,785
Government-paid maternity, paternity and child care leave	140,269	82,108	100,124	81,123
Professional Conversion Programmes support	10,553	99,362	10,553	99,362
Allowance for doubtful debts written back (Note 11)	180	2,223	180	2,223
	<u>20,081,301</u>	<u>21,130,504</u>	<u>19,248,705</u>	<u>20,355,860</u>
Restricted funds:				
Proceeds from workshops conducted	-	-	13,410	-
	<u>20,081,301</u>	<u>21,130,504</u>	<u>19,262,115</u>	<u>20,355,860</u>

8. EXPENDITURES – COST OF GENERATING FUNDS

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Voluntary income	93,775	100,882	93,775	100,882
Cost of resource books sold	430	3,055	-	-
	<u>94,205</u>	<u>103,937</u>	<u>93,775</u>	<u>100,882</u>
Restricted funds:				
Voluntary income	1,816	17,342	1,816	17,342
	<u>1,816</u>	<u>17,342</u>	<u>1,816</u>	<u>17,342</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

9. EXPENDITURES – CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Unrestricted funds:				
Plant and equipment written off	20	3	20	3
Publication and publicity	73,417	64,524	65,631	61,470
Bank charges	15,953	17,479	8,818	11,770
Bursary	1,082,409	666,306	1,082,409	666,306
Cleaning services	182,761	136,803	177,566	133,535
Cost of conference	6,642	62,939	6,642	62,939
Course and other programme expenditures	78,208	94,011	3,894	8,311
Depreciation of plant and equipment (Note 14)	305,716	365,167	296,326	356,269
Insurance	18,544	17,352	13,945	14,411
Rental of equipment and upgrading	25,241	29,537	23,174	27,468
Learning resources	37,760	47,467	36,808	47,705
NETS commission	10,135	13,024	9,471	12,030
Other expenses	101,423	49,184	99,785	48,019
GST input tax disallowed	81,634	514,956	81,634	514,956
Allowance for doubtful debts (Note 11)	12,754	13,553	8,254	13,553
Printing and supplies	31,966	57,891	31,211	53,935
Rental expenses	878,995	871,397	714,731	707,133
Repairs and maintenance	231,452	228,349	224,429	219,565
Secretarial fees	8,120	3,520	-	-
Staff scholarships	115,144	117,979	408,478	405,838
Staff salaries and related staff costs	18,806,687	18,141,054	17,993,685	17,450,718
Telecommunications and networks	72,468	76,244	70,007	74,076
Transport and travelling	17,290	20,798	13,678	16,584
Utilities	164,726	215,080	162,312	211,251
	<u>22,359,465</u>	<u>21,824,617</u>	<u>21,532,908</u>	<u>21,117,845</u>
Restricted funds:				
Bursary	433,513	350,644	433,513	350,644
Course and other programme expenditures	2,991	2,018	59,130	30,867
Learning resources	-	1,488	-	1,488
Other expenses	-	124	-	124
	<u>436,504</u>	<u>354,274</u>	<u>492,643</u>	<u>383,123</u>
	<u>22,795,969</u>	<u>22,178,891</u>	<u>22,025,551</u>	<u>21,500,968</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

10. INVENTORIES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Merchandise	2,308	2,436	-	-

The costs of inventories recognised as an expense amount to \$3,728 (2020: \$6,807).

11. TRADE AND OTHER RECEIVABLES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
<u>Trade Receivables</u>				
Outside parties	2,099,565	2,078,375	1,987,834	2,028,979
Less: Allowance for doubtful debts	(26,127)	(24,653)	(21,627)	(24,653)
	2,073,438	2,053,722	1,966,207	2,004,326
Financial assistance/ bursary from MOE	500,852	626,711	500,852	626,711
	2,574,290	2,680,433	2,467,059	2,631,037
<u>Other Receivables</u>				
Amount owing by subsidiary	-	-	38,273	93,108
Grant receivable – Jobs Support Scheme	290,262	1,165,600	283,830	1,137,000
Outside parties	48,662	105,986	48,572	105,895
Deposits to secure services	323,217	322,461	323,217	322,461
Prepayments	124,716	107,447	118,447	102,195
	786,857	1,701,494	812,339	1,760,659
Trade and other receivables	3,361,147	4,381,927	3,279,398	4,391,696

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

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Balance at beginning of year	24,653	20,806	24,653	20,806
Current year allowance (Note 9)	12,754	13,553	8,254	13,553
Amount written off	(11,100)	(7,483)	(11,100)	(7,483)
Amount written back (Note 7)	(180)	(2,223)	(180)	(2,223)
Balance at end of year	26,127	24,653	21,627	24,653

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

11. TRADE AND OTHER RECEIVABLES (CONT'D)

As disclosed in Note 6, the group received wage support for local employees under the Jobs Support Scheme ("JSS") from the Singapore Government as part of the Government's measures to support businesses during the period of economic uncertainty impacted by COVID-19. The group assessed that there is reasonable assurance that it will comply with the conditions attached to the grants and the grants will be received. Grant income is recognised in Statement of Financial Activities on a systematic basis over the period of uncertainty in which the related salary costs for which the grant is intended to compensate is recognised as expenses. Management has determined the period of uncertainty to be 17 months commencing from April 2020. Therefore, grant receivable and deferred grant income (Note 16) are recorded in respect of such portion of the JSS grants although the funds were not received during the reporting year.

12. INVESTMENTS IN FINANCIAL ASSETS

	<u>Group and Association</u>	
	<u>2021</u>	<u>2020</u>
	\$	\$
Balance at beginning of year	8,014,695	8,527,834
Additions	4,006,418	503,986
Disposals	(1,001,875)	(1,017,125)
Balance at end of year, at cost	<u>11,019,238</u>	<u>8,014,695</u>

During the reporting year, the Association subscribed to various conservative investment funds that amounted to \$4,006,418 (2020: \$503,986) to achieve a reasonable return while achieving long-term growth and adequate diversification. The investments are managed by independent fund managers.

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

	<u>Group and Association</u>	
	<u>2021</u>	<u>2020</u>
	\$	\$
<u>Current</u>		
Investment in funds	10,514,238	6,507,820
<u>Non-current</u>		
Quoted debt securities	505,000	1,506,875
	<u>11,019,238</u>	<u>8,014,695</u>
	<u>Group and Association</u>	
	<u>2021</u>	<u>2020</u>
	\$	\$
<u>Fair values</u>		
Investment in funds	11,284,568	6,483,755
Quoted debt securities	505,403	1,494,693
	<u>11,789,971</u>	<u>7,978,448</u>

The effective interest rates of the quoted debt securities range from 3.52% per annum to 4% per annum (2020: 3.35% per annum to 4.7% per annum).

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

13. CASH AND BANK BALANCES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Cash in hand and at bank	9,557,528	4,940,906	8,833,762	4,288,315
Short-term deposits – more than 3 months	-	4,000,000	-	4,000,000
Short-term deposit – restricted	46,116	46,001	-	-
Cash and bank balances	<u>9,603,644</u>	<u>8,986,907</u>	<u>8,833,762</u>	<u>8,288,315</u>

The short-term deposits have interest rates ranging from 0.07% per annum to 2.22% per annum (2020: 0.25% per annum to 2.22% per annum).

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

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

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Cash and bank balances (as above)	9,603,644	8,986,907	8,833,762	8,288,315
Less:				
Short-term deposits – more than 3 months	-	(4,000,000)	-	(4,000,000)
Short-term deposit – restricted	(46,116)	(46,001)	-	-
	<u>9,557,528</u>	<u>4,940,906</u>	<u>8,833,762</u>	<u>4,288,315</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

14. PLANT AND EQUIPMENT

Group

	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2019	1,419,352	3,497,745	393,360	5,310,457
Additions	198,691	29,320	399,765	627,776
Disposal/Written off	(303)	-	-	(303)
As at 31 March 2020	1,617,740	3,527,065	793,125	5,937,930
Additions	83,967	19,115	18,000	121,082
Disposal/Written off	(24,036)	-	-	(24,036)
As at 31 March 2021	1,677,671	3,546,180	811,125	6,034,976
Accumulated depreciation:				
As at 1 April 2019	1,266,153	3,296,434	348,867	4,911,454
Depreciation charge for the year (Note 9)	172,831	82,118	110,218	365,167
Disposal/Written off	(300)	-	-	(300)
As at 31 March 2020	1,438,684	3,378,552	459,085	5,276,321
Depreciation charge for the year (Note 9)	137,524	70,696	97,496	305,716
Disposal/Written off	(24,016)	-	-	(24,016)
As at 31 March 2021	1,552,192	3,449,248	556,581	5,558,021
Net carrying value: -				
As at 31 March 2021	125,479	96,932	254,544	476,955
As at 31 March 2020	179,056	148,513	334,040	661,609

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2021**

14. PLANT AND EQUIPMENT (CONT'D)

Association

	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2019	1,333,389	3,328,081	365,032	5,026,502
Additions	196,353	26,536	396,020	618,909
Disposal/Written off	(303)	-	-	(303)
As at 31 March 2020	1,529,439	3,354,617	761,052	5,645,108
Additions	77,915	19,115	18,000	115,030
Disposal/Written off	(24,036)	-	-	(24,036)
As at 31 March 2021	1,583,318	3,373,732	779,052	5,736,102
Accumulated depreciation:				
As at 1 April 2019	1,188,568	3,128,496	323,442	4,640,506
Depreciation charge for the year (Note 9)	167,107	81,133	108,029	356,269
Disposal/Written off	(300)	-	-	(300)
As at 31 March 2020	1,355,375	3,209,629	431,471	4,996,475
Depreciation charge for the year (Note 9)	131,307	69,711	95,308	296,326
Disposal/Written off	(24,016)	-	-	(24,016)
As at 31 March 2021	1,462,666	3,279,340	526,779	5,268,785
Net carrying value: -				
As at 31 March 2021	120,652	94,392	252,273	467,317
As at 31 March 2020	174,064	144,988	329,581	648,633

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

15. INVESTMENTS IN SUBSIDIARIES

The wholly owned subsidiaries are as follows:

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

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

* Audited by RT LLP, Singapore

16. TRADE AND OTHER PAYABLES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
<u>Trade payables</u>				
Outside parties	221,631	176,030	141,561	75,324
Accruals	357,509	362,333	325,610	333,263
Goods and services tax payable	187,199	172,220	158,581	144,880
	<u>766,339</u>	<u>710,583</u>	<u>625,752</u>	<u>553,467</u>
<u>Other payables</u>				
Amount owing to subsidiaries	-	-	97,088	177,726
Outside parties	171,517	185,865	171,517	185,865
Accruals for unconsumed leave	483,803	371,777	466,151	344,668
Deferred grant income (Note 11)	486,426	1,165,600	474,720	1,137,000
Other accruals	2,756,656	2,616,288	2,649,529	2,542,383
	<u>3,898,402</u>	<u>4,339,530</u>	<u>3,859,005</u>	<u>4,387,642</u>
	<u>4,664,741</u>	<u>5,050,113</u>	<u>4,484,757</u>	<u>4,941,109</u>

17. OTHER LIABILITIES

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Advance billings	3,239,633	2,970,130	3,044,859	2,815,042

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

18. DEPOSITS RECEIVED

The deposits are for tuition fees received from students.

19. GENERAL FUND

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

20. JIMMY AND ROSHEN DARUWALLA FUND

The fund was brought about by the merger of the Jimmy Daruwalla Fund and the Roshen Daruwalla Trust Fund with effect from 1 September 2017. The merged fund is in memory of Dr Jimmy Daruwalla and Mrs Roshen Daruwalla who were so dedicated to the cause of Dyslexia.

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

21. EDUCATION FUND

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

22. PARENT-TEACHER GROUP FUND

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

23. LIBRARY FUND

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

24. EMPLOYEE BENEFITS

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Salaries and bonus	15,985,377	15,421,874	15,153,701	14,744,338
Employer's contribution to Central Provident Fund	2,362,220	2,298,917	2,278,018	2,233,319
Foreign worker levy and skill development fund	53,145	53,684	52,457	52,997
Other staff related expenses	614,864	585,440	1,011,762	926,784
	<u>19,015,606</u>	<u>18,359,915</u>	<u>18,495,938</u>	<u>17,957,438</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

25. RELATED PARTY TRANSACTIONS

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

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

(a) Significant transactions with its subsidiaries

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

	Association	
	2021	2020
	\$	\$
Return of grant received in prior years by subsidiaries *	95,000	210,000
Salaries paid by the subsidiary on behalf of the Association but borne by the Association	69,629	110,852
Course fees charged to the Association by a subsidiary	461,901	397,478
Course fees charged to a subsidiary	16,702	1,373
Teaching materials charged to the Association by a subsidiary	-	465
Administrative expenses charged to a subsidiary by Association	18,684	10,511
Amounts paid out and settlement of liabilities on behalf of subsidiaries	901,329	805,879
Amounts paid in and settlement of liabilities on behalf of the Association	313,209	155,733

* Return of grant by subsidiaries are in relation to the grants given by the Association to its subsidiaries in 2012 and 2013 to enable the subsidiaries to undertake programmes of work identified by the Association as necessary to meet the Group's objectives. For information only, the balance of grants to be returned after the total returns of \$500,000 by subsidiaries as at reporting date amounts to \$1,500,000.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

25. RELATED PARTY TRANSACTIONS (CONT'D)

(b) Compensation of key management personnel

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Number of staffs in the following remuneration bands (per annum) of:				
\$200,001 and above	2	2	2	2
\$150,001 to \$200,000	3	3	2	2
\$100,001 to \$150,000	2	2	2	2
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Salaries and bonus	1,293,561	1,270,755	1,138,884	1,128,702
Employer's contribution to Central Provident Fund	87,017	86,883	74,953	75,010
	<u>1,380,578</u>	<u>1,357,638</u>	<u>1,213,837</u>	<u>1,203,712</u>

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

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

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

The total annual remuneration for each of the Association's 3 highest paid staff, who are also key management personnel, is as follows. They do not serve as Executive Committee member of the Association.

Annual remuneration	<u>2021</u>	<u>2020</u>
\$100,001 to \$200,000	1	1
\$200,001 to \$300,000	1	1
\$300,001 to \$400,000	1	1

The above includes basic salary, bonuses and the employer's contributions to Central Provident Fund. None of the Association's staff are close members of the family of the Chief Executive Officer or Executive Committee members.

There is no paid staff, being a close member of the family belonging to the Senior Management or the Executive Committee, who has received remuneration exceeding \$50,000 during the financial year.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

25. RELATED PARTY TRANSACTIONS (CONT'D)

(c) Significant transactions with other related parties

Professional fees paid and payable to companies in which an executive member has interest amounted to \$10,077 (2020: \$19,601).

26. TAX DEDUCTIBLE RECEIPTS

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

During the reporting year, the Association issued tax deductible receipts for donations collected amounting to \$196,069 (2020: \$227,386).

27. COMMITMENTS

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

Capital commitments

Expenditure approved and contracted for:

	<u>Group and Association</u>	
	<u>2021</u>	<u>2020</u>
	\$	\$
Purchase of office equipment	41,300	-
	41,300	-

28. OPERATING LEASE COMMITMENTS

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

	<u>Group</u>		<u>Association</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
	\$	\$	\$	\$
Within one year	862,179	786,565	860,403	784,789
Within two to five years	1,533,686	2,036,783	1,530,134	2,031,455
	2,395,865	2,823,348	2,390,537	2,816,244

Operating lease payments are for rental of premises and rental of equipment.

- (i) The rental terms for rental of premises are negotiated for an average term of four to five years and are subject to an escalation clause at an amount as specified in the agreement, and
- (ii) The rental terms for rental of equipment are 5 years.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2021

29. IMPACT OF COVID-19

Management has reviewed the estimated potential impact and plausible downside scenarios, along with its responses because of the Covid-19 pandemic. No material uncertainties were identified in connection with the reporting entity's ability to continue in operational existence for the foreseeable future.

30. EVENTS OCCURRING AFTER THE REPORTING PERIOD

The members of the Association, through an Extra Ordinary Meeting on 26 September 2020, have approved its conversion from a society to a company limited by guarantee structure. In relation to this, a new entity, Dyslexia Association of Singapore Limited, has been incorporated on 26 April 2021. On 6 August 2021, the Association has entered into the Transfer of Charitable Undertaking Agreement with Dyslexia Association of Singapore Limited. The expected transfer date is on 1 January 2022 or such other date as may be agreed in writing by the parties.

31. COLUMNAR PRESENTATION OF BALANCE SHEETS

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

CONTACT US



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6444 5700

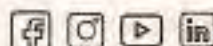


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Stay connected



Dyslexia Association of Singapore

Learning Centres

Ang Mo Kio Learning Centre
Anderson Primary School
19 Ang Mo Kio Ave 9 #01-25
Indoor Sports Hall, Singapore 569785

Bedok Learning Centre
Fengshan Primary School
307 Bedok North Road
Indoor Sports Hall #G3-10
Singapore 469680

Bishan Learning Centre
Bishan Junction 8
9 Bishan Place, #06-03
Singapore 579837

Chinatown Point Learning Centre
133 New Bridge Road, #04-01
Singapore 059413

Choa Chu Kang Learning Centre
Blk 17 Teck Whye Lane #01-167
Singapore 680017

Jurong Point Learning Centre
1 Jurong West Central 2 #05-01
Singapore 648886

Woodlands Learning Centre
Blk 165 Woodlands St 13 #01-567
Singapore 730165

Parkway Parade Learning Centre
80 Marine Parade Road
#22-01/02 Singapore 449269

Queenstown Learning Centre
Queenstown Primary School
310 Margaret Drive, Singapore 149303

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

Sengkang Learning Centre
Blk 257C Compassvale Road
#01-545 Singapore 543257

Serangoon Learning Centre
Blk 411 Serangoon Central #01-387
Singapore 550411

Tampines Learning Centre
Blk 163 Tampines St 12 #01-257
Singapore 521163

Yishun Learning Centre
Blk 932 Yishun Central 1 #01-101
Singapore 760932

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DAS Academy

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Corporate Information

Initiated as a community service project by the Rotary Club of Raffles City in 1989 and registered as a society in 1991, Dyslexia Association of Singapore (DAS) is a vibrant organisation with over 280 professional staff who provide a wide array of services for dyslexics not only in Singapore but also in the region.

Working closely with the Singapore government and other stakeholders, DAS specialist psychologists conduct assessment and diagnosis for preschool students to adults. DAS Educational Therapists, and Speech and Language Therapists provide support for over 3,500 preschool, primary and secondary school students in 14 centres all over Singapore.