

Dyslexia Association of Singapore

EMBRACING CHANGE

Annual Report 2021 - 2022



Our Mission

Helping People With Dyslexia and Other Specific Learning Differences 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 (UEN S91SS0096B)

Registered Society under The Societies Act on 29 October 1991.

Registered Charity (No. 1155) under the Charities Act 1994 on 15 February 1996

Institution of a Public Character (IPC) Since 15 February 1996 (IPC No. IPC000249)

Accorded the IPC status from 1 April 2021 to 31 March 2024.

Dyslexia Association of Singapore Limited (UEN 202114767K)

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

Registered Charity under the Charities Act 1994 on 29 June 2021

Institution of a Public Character (IPC)

Accorded the IPC status from from 25 August 2021 to 31 March 2024.

At the Extraordinary General Meeting of the Dyslexia Association of Singapore ("DAS") held 26 September 2020, the members of DAS approved the incorporation of Dyslexia Association of Singapore Limited ("DAS Ltd"). All of the assets, liabilities, employees, and the operations and activities of DAS were transferred to DAS Ltd on 1 January 2022.

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

Designed by

Lim Jia Ern, Senior Publicity & Publications Officer

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Chairman's Message

A SIGNIFICANT EFFORT AS A NATION

2021 was a year the Dyslexia Association of Singapore (DAS) persevered to embrace change under challenging circumstances and to make significant efforts to ensure our children get the educational services they need and deserve. The Straits Times Editorial on 7 July 2022 significantly commented: "Education ensures a more level playing field for all, and every child deserves the chance to be on it." I believe nationally we have made a significant effort to address the above. But Singapore and DAS must continue our efforts to ensure children from lower-income families have access to much needed specialist intervention for their learning differences.

To this end, I am pleased to share that DAS had raised \$1,870K in the past financial year (FY2021-2022) towards bursaries for children with dyslexia from lower-income families. I thank the generosity of many wonderful supporters and the tremendous efforts of the Board, Committee and staff members of DAS. My heartfelt thanks to all our wonderful supporters and donors for their generosity and tremendous efforts of our Board, Committee and staff members of the DAS. I also thank the Ministry of Education (MOE) for their continuous support over the years and for providing the MOE Grant for students with dyslexia attending the MOE-aided DAS Main Literacy Programme (MLP) at our thirteen DAS Learning Centres. The Grant will amount to \$9,655K in FY2021-2022. 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 for MLP to be sustainable. MLP fees have not changed since 2007. 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. Core inflation in Singapore was 4.4% in June 2022.

COMMITMENT TO EMBRACE CHANGE AND GROW AS ONE

We continue to celebrate our students' successes and recognise the tremendous effort they have put into their learning journey. Because of the COVID-19 Safe Management Measures, the DAS Student Graduation and Achievement Awards Ceremony on 27 November 2021 was held in two parts. We had the virtual Graduation Ceremony in the morning with a Guest-of-Honour speech from MOE Director General of Education, Mr Wong Siew Hoong, which greatly encouraged our students and staff and re-affirmed the Government's support for our students and their parents. Mr Wong then visited the DAS Rex House Learning Centre in the afternoon where he met students and staff from various DAS programmes as well as the student winners of our Young Achiever Award and Special Achievement Award.

To further our outreach in Singapore, we opened our new learning centre at Blk 95A Henderson Road on 28 March 2022. Located in the heart of Bukit Merah, the centre will replace and expand the operations of a former learning centre located within Queenstown Primary School. I would once again like to thank

Her Excellency, President Halimah Yacob, for graciously accepting our invitation to be the Guest-of-Honour at this official opening. This new centre would not have been possible without the unstinting support of the Member of Parliament for Henderson Ms Joan Pereira and her Residents Committee!

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 key to our continued development. Mrs Goh's kind letter on our behalf to the Lee Foundation was instrumental in the aforementioned \$50K donation from the Foundation towards the building of our new DAS Henderson Learning Centre.

IN APPRECIATION

I am most appreciative of the Board for their support and contributions over the past 6 years since taking over from our founding President Dr Jimmy Daruwalla when he passed on. Thank you so much for your valuable views, insights and cohesive spirit throughout. I am also 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, resources and an ongoing pandemic! Although Singapore and the world is moving out of the COVID-19 pandemic, the pandemic has continued to impact operations and there were three bouts of online teaching in 2021 and the Omicron wave in early 2022! DAS staff adopted hybrid

teaching to ensure students who have to stay home because they tested positive could continue their learning uninterrupted. The above are excellent examples of management's excellent stewardship and willingness to embrace change.

Having been initiated as a community service project of the Raffles Club of Raffles City, championed by Dr Daruwalla, DAS has been working for the dyslexia community for 30 years. October 2021 was the 30th birthday of DAS. Looking forward to more years to come, we celebrate our 30th Anniversary on 7 September 2022 at our Charity Gala Dinner where Her Excellency, President Halimah Yacob, will once again be our Guest-of-Honour!

30 MORE GREAT YEARS

On the road ahead, 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 engage, collaborate and partner with the MOE and other ministries in all our efforts. We will also invest time in programme evaluation and research to ensure the reliability of our programmes and services. We will continue to engage, collaborate and partner with MOE in all our efforts. We will strive to reach out to new partners, donors and supporters.

Together, we will form better ways and newer perspectives, to build a level playing field for our children.

Eric Lee
Chairman



(1) Straits Times, "Gaining Opportunities with Education", 7 July 2022. <https://www.straitstimes.com/opinion/st-editorial/the-straits-times-says-gaining-opportunities-with-education> (Accessed on 11 July 2022)

CEO's Message

STRIVE TO IMPROVE



As highlighted in our Chairman Mr Eric Lee's message, I am most grateful to my colleagues at the Dyslexia Association of Singapore (DAS) for their continued commitment to their students with dyslexia and their willingness to embrace change and the tremendous support of the DAS Board! Despite all the challenges faced during the year, DAS was able to remain in a breakeven position in FY2021-2022. However, with the MOE Grant rate being unchanged and MOE funding forming the largest component of our revenue, it continues to be financially challenging for DAS. Group accumulated funds remain at \$16.73 million as of 31 March 2022. This is only 68% of annual expenditure for FY2021-2022. With projected deficits in the coming years, DAS must continue to improve our productivity and be prudent in our spending.

We must not forget the many successes of DAS in FY2021-2022 were achieved despite the challenges to enrolment posed by COVID-19. DAS operating revenue increased from \$19,896K in FY2020/21 to \$20,973K in FY2021/22.

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 completed the first year of their IHL (Institute of Higher Learning) project conducting awareness talks, screening, assessments and intervention for students in ITEs (Institute of Technical Education), Polytechnics and Universities. Our finances were also helped by a

significant improvement in Fundraising from FY2020/21's \$713K to FY2021/22's \$1,870K.

Bursary Expenditure continued to be high at \$1,945K in FY2021/22. This is mainly from an increase in bursaries for students from lower-income families for SAS (SpLD Assessment Services) assessments and SES programmes via the Singapore Teochew Foundation. 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 Master's degree in related fields.

To facilitate the reliability of DAS programmes, programme evaluation and research have 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 16th and 17th 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 2021 and January 2022 respectively. In June 2015, DAS organised the first UNITE SpLD Conference and a 7th instalment was organised virtually in the light of

COVID-19 restrictions from 23-24 June 2022. DAS achieved a final surplus of \$53K for FY2021/22. This was helped by the Job Support Scheme and a contribution of \$325K from surpluses and retained earnings from DAS Academy and DAS International.

DAS Academy's revenue was supported by the additional \$75K from MOE SEN Officer training which is up from the budget of \$44K. This is because DAS Academy responded to MOE activating optional training runs of SEN Officer training. Specialist Diploma and Certificate revenue also contributed significantly for FY2021/22 with \$311K. DAS Academy's total revenue for FY2021/22 was \$961K. For a year that continued to be impacted by COVID-19, we can be fairly satisfied with this. Cost was managed very well, down from FY2020/21's \$1,053K to \$848K for FY2021/22. DAS Academy therefore saw a surplus of \$124K for FY2021/22 compared to the \$130K surplus for FY2020/21. DAS Academy was able to contribute \$120K back to DAS. Additionally, DAS Academy returned \$170K from retained surpluses.

DAS International Services saw Specialist Tutoring hours increase from 2,079 hours in FY2020/21 to 2,247 hours in FY2021/22. This is despite the ongoing pandemic. DAS International saw a revenue of \$306K for FY2021/22, up from FY2020/21's \$277K. We have evolved DAS International's operation to mainly the use of Flexi-Scheme albeit well trained and experienced specialist tutors. DAS International achieved a surplus of \$30K for FY2021/22 and contributed \$35K back to DAS for this FY.

Despite it being another challenging year, my colleagues at DAS have shown me what it truly means to embrace change! 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 has continued to be prudent in our spending. Nevertheless, our efforts to increase the range and productivity of our programmes and services are bearing fruit and we can look forward with greater confidence as we provide more dyslexic 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 and going beyond the current age groups". 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 mental health 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 Board 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. 60% 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 organization.

Clearly, the breadth and complexity of work at DAS has increased significantly. But we continue to carry the pioneering spirit in everything we do. There is always more we can accomplish for the greater benefit of our students with Dyslexia and Specific Learning Differences.

Lee Siang

Chief Executive Officer
Dyslexia Association of Singapore

Board of Directors



Mr Lee Siew Pin Eric
Director



Mr Rajaram
Director



Mr Vincent Chen
Director



Mr Kaka Singh s/o Dalip Singh
Director



Ms Wong May-Lyn
Director



Mr Kevin Kwek
Director



Mr Paul Lim Boon Tong
Director



Dr Zubin Daruwalla
Director



Mr Jim Lee
Director



Mr Addis William Dickon
Director



Ms Alicia Tan
Director



Mr Andy Lim
Director



Mr Lee Siang
Director

Members of Various Committees



Dr Cynthia Tan



Ms Lie Ay Wen



Mr Anurag Pandey



Dr Richard Yap

General Management Team



Lee Siang
Chief Executive Officer
Board Director



Chai Soo Chiao
Chief Financial
Officer and Director
of Learning Centres



Quek Gek San
Director of
Corporate Services
and Human Resources



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



Edmen Leong
Director of Specialised
Educational Services

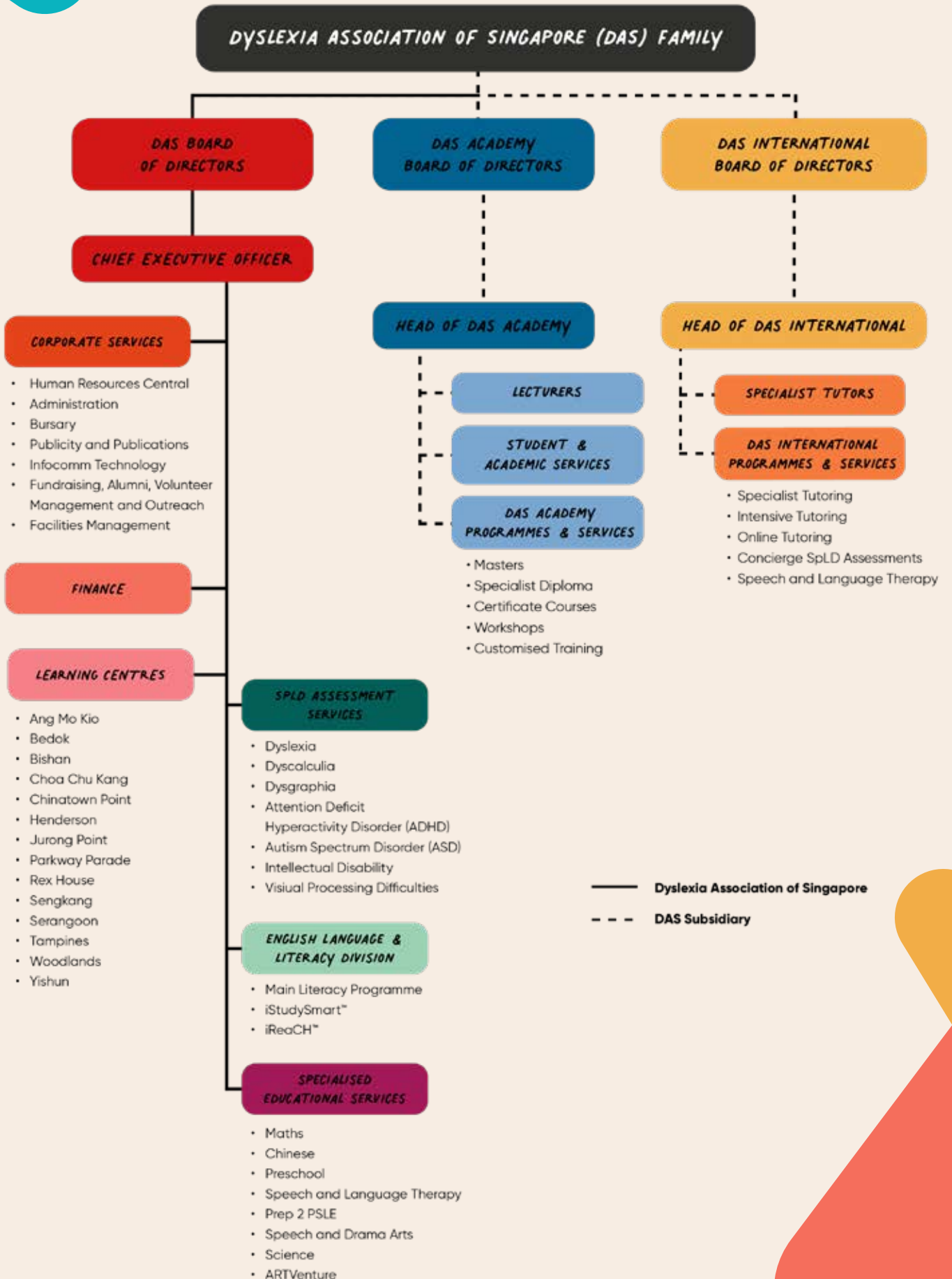


June Siew
Head, DAS Academy



Anaberta Oehlers-Jaen
Head, DAS International

Organisational Structure



Our Impact in Numbers

3,120

CHILDREN AND YOUTH SUPPORTED IN THE MAIN LITERACY PROGRAMME



\$1,903,580

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

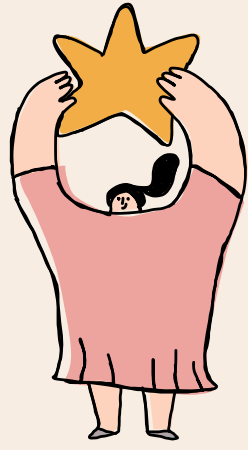
2,819

INDIVIDUALS REACHED THROUGH OUTREACH AND PUBLIC AWARENESS EFFORTS



1,081

ASSESSMENTS CONDUCTED FOR DYSLEXIA, ADULT AND OTHER LEARNING DIFFERENCES



166

CHILDREN AND YOUTH SUPPORTED IN SPEECH & LANGUAGE THERAPY



2,306

BURSARIES PROVIDED TO INDIVIDUALS TO ACCESS ASSESSMENTS AND EDUCATIONAL SERVICES



1,104

CHILDREN AND YOUTH SUPPORTED IN SPECIALISED EDUCATIONAL SERVICES PROGRAMMES

The year ahead

OVERCOMING CHALLENGES

Hybrid classes to go on

COVID cases continue to impact the conduct of classes and the continued support of both Educational Therapists and students to embrace hybrid classes remains important.

Response to cost pressures

Ongoing inflation will add cost pressures to both DAS and our beneficiaries and a review of salary scales as well as the criteria for bursaries will be necessary.



IN THE NEXT YEAR, WE STRIVE TO ACHIEVE:

Raising greater awareness of Dyslexia and other SpLDs

The pandemic has reduced DAS interaction with the community and this will be picked up. Although most community partners and members of the public are now aware of dyslexia, knowledge that dyslexia impacts different age groups and the students' performance in different academic subjects is more limited. We will strive to raise greater awareness of these areas.

Expansion of our programmes and services to better support our students

The majority of students with dyslexia have accompanying specific learning differences and DAS will continue to expand our assessment services to help identify their varied difficulties and guide appropriate intervention for them. Students with dyslexia with accompanying SpLDs are in DAS classrooms and we will continue to provide the professional support for our educational therapists to effectively support these students.

Developing more educational therapy capacity

Students with dyslexia need access to a range of programmes. With waitlists for all our major programmes, DAS will continue to develop more educational therapy capacity to provide for our students.

Reaching to our students in Institutes of Higher Learning (IHL)

We initiated a project to reach out to students with dyslexia and SpLDs in IHLs in 2021. The initial engagement with IHLs suggests the importance of raising awareness amongst both faculty and students. We will therefore continue to do so while also offering screening, assessment and intervention services.

Raising over \$2 million to help our students from lower-income families

Over 50% of DAS students come from lower-income families and will require bursaries to attend DAS classes. There will be a huge effort to raise over \$2 million to fund the bursaries offered by DAS.

Developing our students' talents

The Embrace Dyslexia movement of DAS encourages emphasis on the strengths of those with dyslexia rather than their weaknesses. Exposure to different pathways and developing potential areas of excellence for students through work with community partners will be a new initiative for the Talent Development Programme team. Developing expertise in dyslexia and associated SpLDs for Singapore is a major objective of the DAS.

Wellbeing of our staff and students continue to be of priority

The well being of staff and students will also continue to be a main task in the coming year. A HEAL team was initiated in 2021 and will continue developing their initiatives and efforts.

A Board and management Child Safety Committee will be formed to further protect children by providing emotional support to students who have encountered a crisis or difficulty.

A year we embraced change

This year, we remain rooted in our goals and strive to raise awareness for dyslexia and other Specific Learning Differences (SpLDs).

As an organisation, we have made significant efforts to ensure our future leaders get the education they deserve.

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

WORLD DYSLEXIA AWARENESS MONTH

We commemorate World Dyslexia Awareness Month (WDAM) with a series of activities to increase public awareness of dyslexia and other SpLDs.

Highlights of WDAM:

Move for Dyslexia

Participants joined virtually to walk, run, or cycle 30 km!

Online International Forum



Exploring the topic of supporting third culture children with SpLDs with speakers from Singapore, Indonesia, Thailand and Cambodia.

DAS Charity Golf - We raised over \$220,000!



UNITE SPLD 2021 CONFERENCE

From 24 to 25 June 2021, we delivered the seventh edition of our annual conference virtually to both a Singapore and global audience. Gathering more than 50 international and local field experts to present new and cutting-edge research.

Pushing new frontiers in the delivery of education for students with SpLDs. This annual conference spotlighted on inclusivity and empowerment alongside practical strategies to advance support for children with special educational needs.



DAS STUDENT GRADUATION AND ACHIEVEMENT AWARDS CEREMONY

Nearly 522 students to be recognised for riding out disruptions posed by COVID-19 to achieve notable milestones in their learning journey. We had a virtual ceremony in the morning and an in-person session in the afternoon at the DAS Rex House Learning Centre, where guest-of-honour, Mr Wong Siew Hoong, Director-General of Education will meet the award recipients.

This celebration is a tribute to students with special educational needs for displaying exceptional resilience in learning.



From L to R – Mr Vincent Chen (DAS Director, Hon. Treasurer), Muhammad Raiyan Rifqi Bin Suhaimi (SAA recipient), Mr Albert Chia (Director, PSB), GOH Mr Wong Siew Hoong (DGE, MOE), Mr Eric Lee (DAS Chairman), Maxx Ng Ye Kai (YAA recipient), Ms Chua Leng Yin (Deputy Dir, PSB).

OPENING OF DAS HENDERSON LEARNING CENTRE

We held the official opening of the Henderson Learning Centre today, with President Halimah Yacob as the guest-of-honour.

Located at block 95A Henderson Road, it will cater to the increasing demand for essential specialist services for students with dyslexia and associated specific learning differences (SpLDs) in the Bukit Merah vicinity.



From L to R – Mrs Goh Chok Tong (DAS Patron), GOH President Halimah Yacob, Mr Eric Lee (DAS Chairman) and Ms Joan Pereira (MP for Henderson-Dawson GRC).

Funds raised to make an impact

Besides providing intervention to students with dyslexia, DAS also offers bursaries to 54% of our students from lower-income families. DAS provides approximately \$2 million in bursaries every year, and this figure is rising.

In FY 2021-2022, we raised \$1,903,580. We are deeply encouraged by the support of the community that helps support the cause of DAS and embracing change together with us.

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



Our Fundraising Efforts



\$300K FOR 300 KIDS

Our annual online campaign, \$300k for 300 kids, was launched from March to December 2021. It was to mark DAS 30th anniversary. While the COVID-19 pandemic has brought about unprecedented challenges in raising funds for our students, support from individual and corporate donors had allowed for this online campaign to raise a total of \$297,751.



\$ 297,751
FUNDS RAISED

MOVE FOR DYSLEXIA

In October 2021, as we celebrated World Dyslexia Awareness Month, DAS launched our virtual fundraising event, Move for Dyslexia.

We saw the active participation of our participants as they clock a total distance of 30km through walking, running, or cycling. DAS was very heartened to receive the support of our participants, actively raising awareness about dyslexia and also their support for this event.

We received 145 registrations and raised a total of \$63,688. Move for Dyslexia was organised to raise awareness and funds for the benefit of our bursary students who are from lower-income families.

\$ 63,688
FUNDS RAISED





DAS CHARITY GOLF 2021

DAS Charity Golf 2021 was held at Laguna National Golf Resort (Master Course) in October 2021. A total of 30 flights were sold with more than \$220,000 raised at the event. Golfers and the public were also encouraged to donate for a chance to win attractive prizes across different categories as part of the virtual auction and raffle draw sections of this event. Also, we would not have been able to successfully carry out this event without the support of our generous event sponsors!



MORE THAN
\$ 220,000
FUNDS RAISED

YOUTH FOR CAUSES

Youth for Causes is an annual initiative by the YMCA and Citibank. It encourages youth between 15 to 25 years-old to empower lives and make a difference to their community.

In 2021, we partnered with three teams from Hwa Chong Institution and Nan Chiau High to create awareness and raise funds for our students on bursary.

The teams conducted workshops virtually for DAS students due to the COVID-19 restrictions. They reached out to their peers and families virtually and managed to raise total of \$7,247.



\$ 7,247
FUNDS RAISED

Looking Ahead

We have started 2022 with an online donation campaign 'Support Children with Dyslexia'. The campaign is hosted on giving.sg. The target for this campaign is \$300,000.

This year we have lined up several fundraising initiatives such as E-Pledge Card, 30th Anniversary Charity Gala Dinner 2022 and Move for Dyslexia.

The E-Pledge Card campaign will be launched in July 2022. It will be the first time DAS is introducing a cashless collection for the pledge card campaign. All donations raised will be via the SGQR code and giving.sg. The campaign is targeting to raise \$100,000.

DAS will finally be able to celebrate its 30th Anniversary on 7 September 2022 with a Gala Charity Dinner with Mdm President Halimah Yacob agreeing to be the guest of honour. A great event to look forward to after the easing of the COVID-19 SMM. To be held at St. Regis Singapore our fundraising target will be \$1 million.

This year we are planning to launch the Move for Dyslexia starting 1 October 2022. It will be a hybrid of actual and virtual walking, running and cycling.

Additionally, DAS is approaching various foundations and companies for support. DAS provides approximately \$2 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.



Supporting Students with Learning Differences

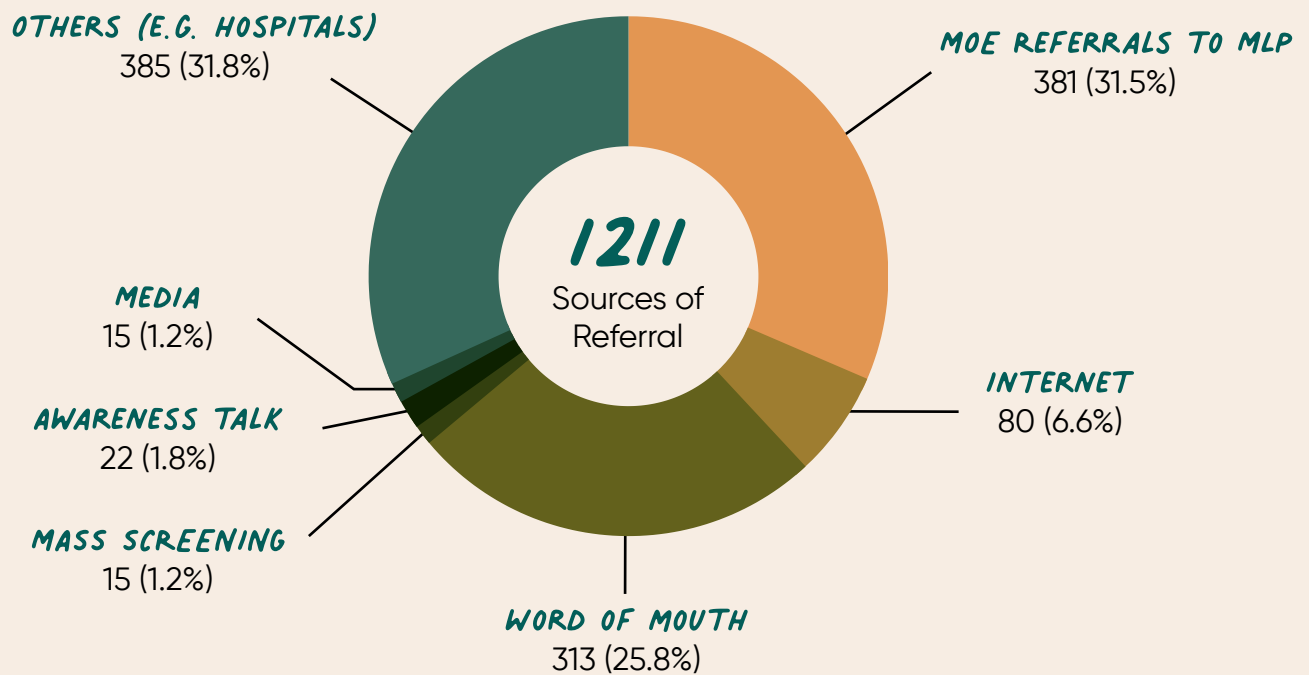
SPLD ASSESSMENT SERVICES

Comprising of a team of Registered Psychologists and Specialist Psychologists, along with Referral Reading Officers (RROs) and administrative personnel, SpLD Assessment Services (SAS) serves as the gateway to DAS programmes and intervention. They help those who struggle with literacy. In the past year, the team has continued to conduct talks regularly to raise awareness of people with Specific Learning Differences (SpLD).

SAS supports all age groups, from preschool learners to working adults. 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.

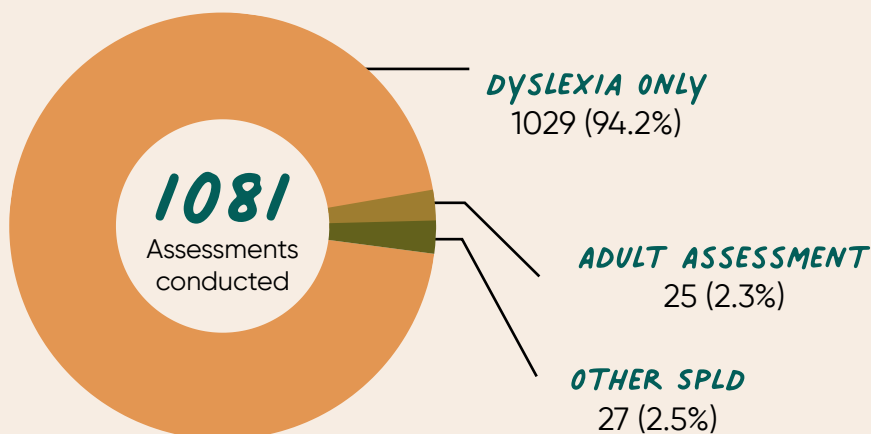


SOURCES OF REFERRAL



ASSESSMENTS CONDUCTED

No. of Assessments conducted	1081
No. of Dyslexia Assessments	1029
No. of Adult Assessments	25
Other Specific Learning Differences	27
No. of bursaries awarded for assessments	565



565 (52.3%)
of Assessments conducted were awarded with Bursaries.

ASSESSMENTS FOR DYSLEXIA AND BEYOND

FY 2021-2022 follows a year that was significantly affected by the pandemic. Nonetheless, the team put in a tremendous effort and managed to assess a total of 1081 students to identify their learning needs. The DAS had also financially supported approximately half of the students assessed with bursaries.

The team saw slight increase from the previous financial year in the percentage of assessments conducted for adults (2.3% in FY 2021-2022 compared to 1.8% in FY 2020-2021).

CONTINUAL PROFESSIONAL DEVELOPMENT

FY 2021-2022 follows a year that was significantly affected by the pandemic. Nonetheless, the team put in a tremendous effort and managed to assess a total of 1081 students to identify their learning needs. The DAS had also financially supported approximately half of the students assessed with bursaries.

Out of the 1081 students assessed, the team saw slight increase from the previous financial year in the percentage of assessments conducted for adults (2.3% in FY 2021-2022 compared to 1.8% in FY 2020-2021).



MAIN LITERACY PROGRAMME

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 skills right up to students who need higher order literacy needs.

BUILDING CAPABILITIES AND PROVIDING SUPPORT

CENTRE ADVISORS

A new level of support was created in 2021. Our first group of Centre Advisors were recruited. We wanted regular support to be placed at the Learning Centres to help Educators, students as well as Centre Managers.

Their main area of support includes the following :

- Placement support - helping the Centre Managers with grouping and inserting students into groups to ensure that both teaching and learning is maximised
- Classroom support - support in areas where differentiation is needed in the classroom, lesson planning queries, classroom behaviour management etc.
- Classroom Mindfulness - ensure that these activities are delivered smoothly
- Reports to MOE - ensure that these reports are duly filled and submitted to MOE for review of student's progress. Centre Advisors were trained in the following areas by the Educational Advisory team

STRUCTURED MANDATORY MAKE-UP CLASSES

On 15 MARCH 2022, DAS conducted its very first "Structured Mandatory Make-up" (SMMU) classes for our students to help them recover their learning that was lost owing to MCs, school activities and Public Holidays

DAS has been conducting Structured Mandatory classes since 2020 to help students recover their learning owing to poor attendance. This is the first time we conducted SMMU on such a large scale.

We grouped a total of about 1300 students and we had the highest rate of attendance for the session - about 71% of the students attended.

**A LOT OF DISCUSSION;
LEARNT NEW THINGS**

Feedback from student who attended SMMU

IREACHTM PROGRAMME

Since the launch of iReaCH in 2019, the enrollment has increased steadily. iReaCH now supports 34 students requiring targeted intervention 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 past two years have certainly been challenging especially with the pandemic situation. The commitment and resilience demonstrated by our iReaCH Educational Therapists (EdTs) coupled with the support and understanding from parents have ensured learning for our students continued to take place uninterrupted with online lessons.

Online delivery has made lessons more flexible and accessible for most of our students including those with hectic schedules or logistical constraints without compromising on the quality of lessons and

the interactions between the Educational Therapists and the students. More students are able to benefit from lessons and several parents and students have requested for online lessons to continue.

Therefore, with our sight firmly on the future of our students and the experiences and benefits reaped from virtual lessons these past 2 years, the iReaCH programme will be delivered fully online from Term 3, 2022.

As iReaCH continues to grow, the pivot to online delivery will help facilitate a much quicker placement of students into suitable classes and remove distance and location barriers for students, thereby increasing convenience and accessibility.



TESTIMONIALS FROM IREACH™ EDUCATIONAL THERAPISTS

Student B has a good range of vocabulary. She is able to give definitions or explain the meaning of some words in her own words and is able to include the vocabulary taught in her writing. She is now also able to come up with synonyms and antonyms related to the vocabulary learnt and has a better understanding of word forms. With exposure to pre-writing activities such as brainstorming and discussions over articles and videos, she is able to generate more content into her writing, creating a cohesive and coherent piece.

As for reading comprehension, she has shown improvements in identifying words with connotative meaning, personification and the use of literary devices. She is showing improvements in interpreting the meaning of these figurative languages in comprehension passages.

Student A is a very conscientious student who works independently and takes pride in his work. He focuses in class and willingly participates in group discussion. He also adds value to the lessons with his unique ideas and thoughts. Furthermore, he offers more direct responses to his reading experiences supported by reasons, examples, and details.

He also shows tremendous improvements in grasping and applying the vocabulary learnt in lessons during his Reading Comprehension and writing tasks. Though he needed guidance occasionally, he is a very independent learner and is able to complete his work with confidence.

TESTIMONIALS FROM PARENTS OF IREACH™ STUDENTS

Parents shared that their child has made great improvement in school. They also received positive feedback from her Main Literacy Programme (MLP) Educational Therapist that she has improved in her writing behaviour, i.e. she is more keen on attempting writing tasks, as compared to before joining iReaCH.

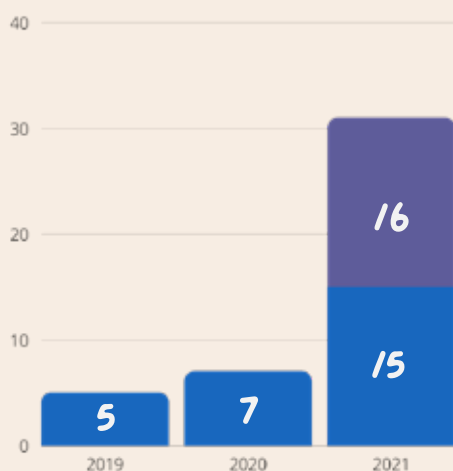
Parent feels that the iReaCH has improved her child's vocabulary as she is being introduced to new words.

Parent also feels that the child is being challenged every lesson, with tips and strategies to help with her writing skills.

ISTUDYSMART™ PROGRAMME

iStudySmart™, a two-term online learning programme, combines both e-learning and online consultation sessions. It supports and equips students with skills that extend beyond literacy intervention that prepare and support them in higher education and future employment.

The programme aims to bridge the gaps in resources and expertise to enable older students with dyslexia and specific learning differences to become self-reliant, independent and empowered individuals.



There has been an increase in many of our efforts and initiatives to reach out to the Institutes of Higher Learning (IHLs) and tertiary students requiring support and intervention on iStudySmart. In October 2021, we conducted two iStudySmart™ webinars.

With iStudySmart™ supporting Upper Secondary and Tertiary students with learning needs and having two intakes yearly from 2021, the student enrolment for 2021 has since quadrupled.

HIGHLIGHTS - A LOOK BACK ON THEIR EDUCATIONAL JOURNEY

Despite their learning challenges, the students have displayed grit and resilience, supported by their dedicated iStudySmart™ facilitators. The programme culminates in a final presentation event where it not only showcases the progress and improvement of students but also their hard work and commitment.

We were impressed by the quality of information presented as well as the confidence exuded by every student. The students were able to not only share their knowledge but also demonstrate the capacity to think, reflect and consolidate their thoughts and views when responding to the questions asked.

Additionally, the topics presented were diverse, educational and insightful covering a range of areas and subject matters that were not only relevant but also important in raising awareness and educating people. One student presenter showcased his art portfolio and sharing with the audience the inspiration behind his designs and creations. This shows the versatility and flexibility of the iStudySmart™ programme where students are able to select, research and share on topics they are interested in or passionate about.

TESTIMONIALS FROM *ISTUDYSMART*[™] PARENTS

Thank you very much for your coaching and guidance provided to my son. Indeed, we are very comforted to have witnessed his progress and his confidence to present. This is in fact the first time we saw his sharing on this topic. We are very grateful for your care and guidance provided to him that has helped shape his frame of thoughts during the presentation stage and has helped him improve on his presentation skills. We believe that this platform has provided a great opportunity and exposure to learn and help boost the confidence level of an individual. We are glad that he has enrolled in this class and so fortunate to have you as his mentor. Thanks so much!

ISTUDYSMART[™] PARENT

I do believe the programme has helped my daughter be more focused in searching for information [for her] research. A tool that is definitely useful in her studies now. I'm just so glad we've decided to let her join iStudySmart. She has truly benefited a lot.

ISTUDYSMART[™] PARENT

The programme has really helped my son with his presentation skills and in planning his study schedule. The guidance from the DAS teacher also improved his communication skills with his IHL instructors. These are really useful skills in IHL, enabling the student to be an independent learner.

ISTUDYSMART[™] PARENT

Both my husband and I were quite blown away by our daughter's presentation. She spoke very well and it was informative and concise. She also managed to hide her discomfort and anxiety for the most part, and we are very proud of her for going outside her comfort zone!

ISTUDYSMART[™] PARENT

Thank you for your wonderful guidance. We are proud of our son's achievements. We were able to see great improvements in him in terms of confidence and dedication in his work. We would like to thank you for your dedication and unwavering efforts to make all these possible.

ISTUDYSMART[™] PARENT

EDUCATIONAL TECHNOLOGY

MONTHLY SHARING OF TECHY TIPS

Every month, our EdTech's Learn@EdTech members organises a sharing initiative. They create attractive posters to highlight applications and web tools that can be used according to their uses.



TECHY MONTH

The EdTech Team also conducted 2 rounds of Techy Month during Terms 2 and 4 in 2021. 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.

ONLINE CURRICULUM BASED ASSESSMENT (CBA)

We implemented a fresh CBA system, which uses a new software.

Progress reports have been updated with more details and editable texts which includes details of students' achievements, areas of improvement, learning goals for the next semester and tips for parents.

The team has done up guides and videos in an e-learning format with categories for colleagues to access the information with ease. Demonstration videos were also included for colleagues to watch and learn how CBAs can be conducted online.



FEEDBACK FROM COLLEAGUES

The changes made were awesome and I felt it is good that the test items are different as well because it gives us better knowledge of what the student knows and do not know.

Thank you very much for working very hard in ensuring that the CBA was conducted smoothly.

SUCCESS STORIES OF STUDENTS

When I first came to DAS in primary 5, I was terribly bad at spelling. Another struggle I faced was my punctuation. My sentences barely had full stops in them. Now I am feeling more confident with my spelling and punctuation. Many thanks to DAS teachers!

In DAS, I have learnt to overcome my challenges in writing, reading and to improve my self esteem. I have also learnt to be more focused on tasks. I would like to thank all the teachers who have guided me during my time here!

It has been 7 years since I joined DAS and it was a roller-coaster ride with the classmate changes, teacher changes, and the COVID-19 situation. But my time here was well-spent and fun. I definitely made some friends and I wish them good luck for their National exams next year.

DAS helped me improve my English and the correct way of speaking. I learnt to express my feelings and handle my emotions better. With the help of my teachers, I started to believe through patience, perseverance and true understanding of myself, I can overcome all challenges I face in future.

DAS has really helped me during my years here. My teachers have given me good memories and I made friends that I keep in touch with. These relationships were possible as the teachers made us feel at home and not awkward with each other. Other than learning, we have fun and it usually isn't boring. I feel that most of my memories are in DAS so I feel quite happy being here.



PRESCHOOL EARLY LITERACY PROGRAMME

OVERVIEW

The Preschool Early Literacy Programme (PELP) was started in 2006 for Kindergarten 1 and 2 preschoolers 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. By the end of 2021, the programme supported 253 students.



FIGURES

253

preschoolers



OUT OF THE 253 PRESCHOOLERS,

83

K1 students

163

K2 students

1

K1 (Repeat) students

6

K2 (Repeat) students

The preschool programme served 253 preschoolers comprising 98 female and 155 male students.

HIGHLIGHTS



Maths Numeracy Short Term Programme (STP)

Maths Numeracy Short Term Programme (STP) was launched in 2022. The STP aimed to help preschoolers pick up counting skills, and number sense from 1 to 10. The programme was rolled out at two DAS Learning Centres, Sengkang and Rex House. The programme supported a total of 4 students.

Teaching Preschooler Online

Due to COVID-19, the programme went online teaching during the high alert period in accordance with ECDA regulations. This allowed the team to gain experience teaching preschoolers online and build up online teaching resources.

Adapting Early Literacy Screening Online

Converting it to an online format allowed our team to continue to see preschoolers online, assess their literacy ability, and make recommendations to join the programme.

Community Outreach

Two major community partners were engaged this year. The team had the opportunity to collaborate with Mendaki and Chinese Development Assistance Council (CDAC) this year. The team worked closely with the DAS Outreach and Awareness team, and was further supported by other divisions in DAS to reach a wider audience and provide an insightful awareness talk to its parents and key partners.

Supporting our preschoolers from lower-income families

\$175,000 in donation was awarded by Ishk Tolaram Foundation (ITF). 61 preschool students who attended PELP were supported by their generous bursaries.

AN ACCOUNT BY PRESCHOOL EDUCATIONAL THERAPIST



RAIHANA BTE MOHD HASHIM
PRESCHOOL EDUCATIONAL THERAPIST

Kenny* joined the DAS Preschool Early Literacy Programme (PELP) in Feb 2021. He started with some knowledge of letter recognition. He was yet to grasp letter sound knowledge, recognise sight words, read, spell and sequence the alphabet from A to Z. Kenny showed low confidence to attempt literacy-related activities.

Since starting with PELP, and together with the support provided by Kenny's preschool, he progressively improved literacy. He showed increased confidence and encouraging progress alongside his peers when engaging during lessons.

Kenny was recently heard saying "This is easy for me!", showing how far he has come along in his confidence. Lessons planned involved utilising his strengths and interests while developing his areas of challenges. Kenny's mum also acknowledged his encouraging literacy progress.

Kenny was recently heard saying "This is easy for me!", showing how far he has come along

At the end of the program, Kenny is able to recognise letters A to Z, and competent in reading and spelling of three letter CVC words. He is developing reading and spelling of four letter CCVC and CVCC words. With continued support from respective programs such as DAS Literacy support, I am confident Kenny will progress steadily with his newfound confidence!

*Names have been anonymised

TESTIMONIAL



BABE CHEN
PRESCHOOL EDUCATIONAL THERAPIST

Teacher Babe is patient and has done a wonderful job in teaching my child phonics despite her tantrums. Appreciate very much the constant communication and updates on her progress and advice on how else to improve for my child.
Parent from Woodlands Learning Centre

Parent from Woodlands Learning Centre

CHINESE PROGRAMME

OVERVIEW

The Chinese programme adopts 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 16 years-old in their learning of Chinese by teaching them skills and strategies to learn the language independently. In the primary programme, each lesson covers common vocabulary, sentence structures and word recognition strategies. Students who have developed competency in their oral skills would be introduced to higher literacy skills such as writing and comprehension skills. In the secondary programme, we adopt curriculum-based approach with goals to help students to equip students with necessary skills for reading and writing to assimilate into secondary school learning.

HIGHLIGHTS

Restructuring of the team

The Chinese programme team underwent a restructuring of members with Loo Chien Ling as the new Programme Manager, with Liu Hai Feng and Ong Yun Mei as the new core team member.

First mass virtual profiling

To promote the Chinese Programme in Jurong Point and Chua Chu Kang area, the team conducted our first mass virtual profiling. Of the 10 students who signed up, we managed to place 6 of them in our programme. We conducted a 'Tips Talk' session for the parents to learn more about word recognition strategies in the Chinese language.

Presenting our research at ARWA 2022 Conference



The Chinese Team presented on the research topic "Supporting Students with Reading and Writing Difficulties: Using the Orton Gillingham Approach for Chinese Secondary 3 Programme" in Association for Reading and Writing Asia (ARWA) 2022 conference. The conference was conducted online and we presented live.

March Holidays Workshop



Over the March holidays, the team conducted a Chinese shadow puppetry for oral communication workshop. The students were guided to make shadow puppets and re-enact the story of Monkey King creating havoc in the Heavenly Palace with peers. Finally, they also performed the story with the shadow puppets using Chinese phrases.

UNITE SpLD 2021 Virtual Exhibition

The Chinese Team also participated in UNITE SpLD 2021 virtual exhibition with the topic on Creative and Adaptive Teaching Strategies. There are 3 spotlight sessions on the topic of Chinese character card deck, creation of Chinese resources using AI technology and Coherence of teaching.



Launch of Chinese Secondary Short-Term Programme

After the expansion of curriculum to Secondary 3 programme last year, we saw a demand to support our students for their national examinations. Hence, we launched our Chinese Secondary Short-Term Programme (STP) to help our existing students to prepare for examination literacy skills. The STP runs in Term 2 and 3, which is in line with the O-level and N-level examination date.

Higher order literacy skills such as reading comprehension and writing continues to be challenging for our students, we referenced O-level and N-level questions requirements and made necessary tweaks to ensure that it is relevant for our students.

FIGURES

320
students



At the end of 2021, a total of 320 students were supported through the Chinese programme. 32% of the students received financial assistance from Singapore Teochee Foundation (STF) and Bicentennial Community Fund. These bursaries have helped the students to receive subsidised Chinese remediation from a term to a year.

BURSARY	NO. OF STUDENTS
Singapore Teochee Foundation (STF)	40
Bicentennial Community Fund (Chinese)	61

TESTIMONIAL



LIU HAIFENG
SENIOR EDUCATIONAL
THERAPIST (CHINESE)

Ray* joined the program when she was in primary 2. When she first arrived, she was usually silent in class because she was afraid that her classmates would laugh at her, so she rarely spoke and rarely communicated with the classmates in class. I asked her if she liked Chinese. She shook her head every time. I realised that it was urgent to raise her interest in learning and build her confidence. In an oral activity lesson, I sensed from her eyes that she had the desire to express herself. I promptly encouraged her to express herself boldly, and although her pronunciation was hard to understand, the classmates listened attentively to her statement, and I led the applause by saying, "You've made great progress!" Afterwards, her interest in

learning the language grew day by day. In the class, she tried her best to complete the task what I assigned to her and I praised her "You did a great job!" or "You're so smart!" and so on. She smiles when she hears such encouraging words every time. Two years have passed and she is a primary 4 student now and is no longer the silent little girl she used to be. In the present, she speaks Chinese confidently every time, competes to read words and sentences, and helps the students next to her who are having trouble doing the worksheets in the class.

*Names have been anonymised



Ray learning in class at DAS



MATHS PROGRAMME

OVERVIEW

The DAS Math Programme is an intervention-based programme which helps students with dyslexia who have persistent difficulties in mathematics. The programme has two curricula for the primary students which are the Essential Maths curriculum and the Problem Sums for Upper Primary (PSUP) curriculum, and another curriculum for Secondary 1 students who are taking the Normal Technical maths syllabus. These curricula serve to meet the diverse learning abilities of our students. They are aligned with the mainstream syllabus and are designed using dyslexia-friendly approaches to bridge the gap between their current abilities and the expectations of the mainstream syllabus by addressing areas they are weaker in.

HIGHLIGHTS

Restructuring of the team

The Maths team underwent a restructuring of members with Siti Aishah Bte Shukri as the new Programme Manager and Noorsaidah Haja Mohideen as the new core team member.

Online mass virtual profiling

The Maths team organised two online mass profiling events last year; 3 June 2021 and 24 November 2021. 47 students scheduled were profiled during the mass profiling events. In both events, a 'Tips Talk' sessions were also conducted for the parents.

Dual-mode learning

With the COVID-19 situation constantly changing in 2021, we offered a dual-mode approach class whereby students are allowed to join classes online while the rest of the class continue in-person.

Supporting students offsite

The Maths team has successfully supported 15 youths with dyslexia and/or other learning difficulties offsite. We ran three remediation projects; at the Singapore Boys' Home (2 cycles), Singapore Girls Home (1 cycle) and Temasek Secondary School (1 cycle). For the coming year, we will also be supporting students from Junyuan Secondary School.

FIGURES

345
students

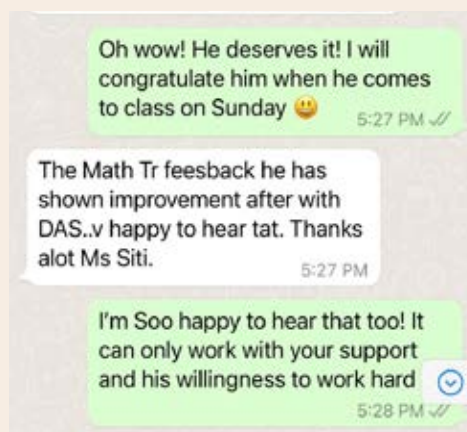
At the end of 2021, a total of 345 students were supported through the Maths programme. About 31% of the students received financial assistance from Singapore Teo Chew Foundation (STF) and Tan Chin Tuan Foundation (TCTF). These bursaries have helped the students to receive subsidised maths remediation from a term to a year.

BURSARY	NO. OF STUDENTS
Singapore Teo Chew Foundation (STF)	83
Tan Chin Tuan Foundation (TCTF)	24



TESTIMONIAL

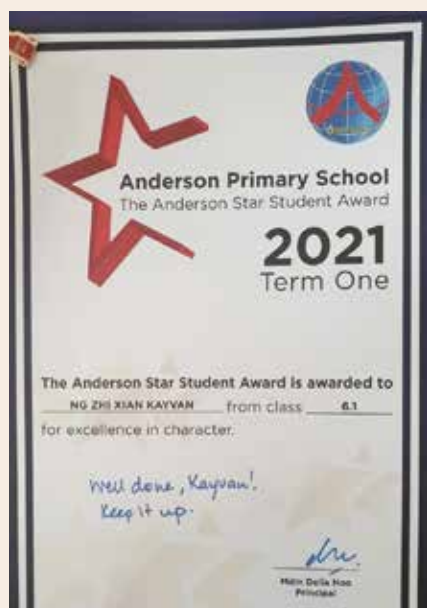
Kayvan joined DAS Essential maths in late 2020 when he was in Primary 5. In the beginning, Kayvan showed little confidence in maths and struggled with grasping new mathematical concepts. This was largely due to his anxiety in the subject as Kayvan takes a longer time to process information and work out the computations accurately. Considering his disposition, the lessons are curated to build up his confidence as first priority. As time went on, Kayvan gained greater assurance of his ability and demonstrated increased keenness in Maths. Within 2 terms, Kayvan showed good progress not only in DAS classes but also in school. He received the Star Student Award in Primary 6 and that further propelled him to like mathematics more. At the same time, Kayvan was also attending Prep to PSLE and that supported him equally in his primary school journey to taking the PSLE that year. With much anticipation, Kayvan passed all his subjects in PSLE and was successfully promoted to secondary school.



Whatsapp conversation with Kayvan's mum



After completing both SES primary school programmes, Kayvan went on to join the Sec 1NT Maths Short Term Programme (STP). The Sec 1NT STP helps build his understanding on new topics and aids his transition from primary to secondary school. While he still struggles with abstract mathematical concepts, Kayvan is now a more confident problem solver who demonstrates tenacity and determination when solving mathematical problems.



Kayvan's Star Student Award 2021 Certificate

I am glad, proud and blessed with my learning program in Maths with DAS. I am grateful towards my Educational Maths Therapist Ms. Siti Aishah. Before joining, I had my private tuton for 3 years since P2. I do not see any improvement till I join Ms. Siti class. I have achieved my maths score which impressed my parents and I managed to pass my Maths in my PSLE. Now in Sec 1, I am still with Ms. Siti, with her strategy of teaching, I felt more confident and able to solve my difficulty doing my Maths. I'm glad I was awarded as Star student in P4 and Edusave Character Award in P6. With this difficult path, I have confidence to continue my best efforts to score better.

**Kayvan Ng, Secondary 1
Bishan Learning Centre**

PREP 2 PSLE PROGRAMME

OVERVIEW

The PREP 2 PSLE programme (Preparation for English Paper 2 PSLE) 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, empower 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 Primary School Leaving Examinations (PSLE) English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.



HIGHLIGHTS

Increasing outreach efforts to DAS staff, parents and students

At the learning centres, we invited our PREP 2 PSLE teachers to conduct centre sharing about the programme. Free webinars were conducted with the objective of offering parents practical tips and strategies to support their children at home.

Online Holiday Programmes

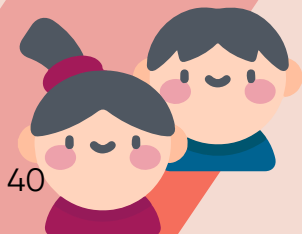
The team conducted two online programmes during the June and December holidays – PSLE Boot Camp and Cloze Passage Skills. Both were well-received by students and parents. Learning kits were delivered to students to complement the online activities. The learning kits contained multi-sensory manipulatives and practice worksheets.

Online Mass Profiling

The team organised an online mass profiling in November 2022 for P3 to P5 students. A total of 25 students sat for the readiness test and 21 of them signed up for the programme after the 1-to-1 consultation with parents to explain the findings of their child's strengths and weaknesses based on the test. Parents were also invited to attend a webinar to help them understand the challenges our students face in answering exam-formatted questions, learning objectives of the PREP 2 PSLE programme and how it benefits students with dyslexia.

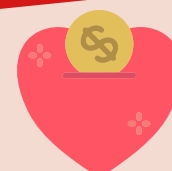
FIGURES

149
students



At the end of 2021, a total of 149 students were supported through the PREP 2 PSLE programme. About 45% of the students received financial assistance from Singapore Teo Chew Foundation (STF). A total of \$126,300 was provided to students on the bursary scheme through DAS fund-raising efforts and support from the Singapore Teo Chew Foundation.

\$126,300
FUNDS RAISED



TESTIMONIAL



NURIZZAH BTE MOHAMED NOOR
SENIOR EDUCATIONAL THERAPIST
(PREP 2 PSLE)

Goh Jun Siang Jayden has always had a positive outlook towards learning. This has helped him overcome his anxiety during examinations and boost his confidence when answering questions. Jayden has been in PREP 2 PSLE programme since he was in Primary 3. Throughout the course of the programme, he has shown great progress in his confidence in attempting questions independently. When he just joined, he was quite reserved and would not volunteer to read or answer questions as he was afraid of making mistakes. Now, he is always the first to do so!

Now that he is in Primary 5 and the difficulty level increases, he continues to persevere through any challenge that is being thrown at him. He has been consistent in applying

the skills and strategic techniques taught in the programme. This has helped him improve his scores in comprehension, synthesis and transformation and editing components in Paper 2.

Nelson once quoted "A winner is a dreamer who never gives up." Jayden is truly a role model for other students. His determination and positivity always motivate others to do their best despite the challenges they face.



"The programme has helped me in many ways. Overall, I have gained confidence in attempting more questions in Paper 2 easily. For example, when I do formative assessment in school, I do not spend so much time answering the questions. Other than that, I have also noticed that I've improved my grammar and my spelling has gotten a lot better. This has helped me in Comprehension and Editing section. Also, when I'm doing true and false questions, I follow the steps taught in the programme and would often get marks for it as compared to previously when I scored zero marks for that section."

Goh Jun Siang Jayden
Serangoon Learning Centre

SPEECH AND LANGUAGE THERAPY PROGRAMME



OVERVIEW

Children with dyslexia and other specific learning differences often have associated speech, language and communication difficulties.

The Speech-Language Therapists (SLTs) at the DAS provide both assessment and intervention services in supporting these children. Therapy is focused on facilitating their speech and language development and managing the challenges they face. Speech-language assessment and therapy services are accessible to children from mainstream preschool, primary and secondary schools. Children need not have a diagnosis of dyslexia to access both assessment and therapy services.

HIGHLIGHTS

Empowering Educators and Parents

The team is actively committed to sharing their specialised knowledge and expertise with educational professionals, parents and other allied health professionals through courses and workshops run by the DAS Academy.

The team also conducted training of DAS Educational Therapists through the conduct of two AET trainings dedicated to promoting understanding of the difficulties faced by students with speech, language and other communication challenges.



Raising awareness of Speech and Language Therapy

The team participated in the DAS Teams Teaching Teams event, sharing tips and tricks on how SLTs teach comprehension in "Teaching Comprehension to Poor Comprehenders – The SLT Way". In the same month, we raised awareness of speech, language and communication issues faced by children by setting up a Virtual Booth in UNITE SpLD 2021 Conference.

FIGURES

The team provides assessment and intervention services under DAS Specialised Education Services (SES) Division and DAS International. In FY 2021-2022, a total of four speech-language assessments were conducted. The following table shows the number of children we supported each term for therapy:

TERM 2 / 2021 (MAR - JUN)	TERM 3 / 2021 (JUN - SEP)	TERM 4 / 2021 (SEP - NOV)	TERM 1 / 2022 (JAN - MAR)
156	166	160	153

TESTIMONIALS



TERENCE TAN XING YU
PRIMARY 3

Terence Tan Xing Yu is a Primary 3 student at Teck Ghee Primary School. Terence achieved his speech and language developmental milestones late and hardly spoke until he was 5-years-old. In July 2019, he started literacy intervention in DAS Preschool Programme and DAS Speech & Language Therapy Programme (SLT). In 2020, Terence was diagnosed with dyslexia and transferred to the DAS Main Literacy Programme (MLP) on top of SLT. He also received funding from Singapore Teochew Foundation for his therapy sessions at DAS in 2021.

Terence attended 37 one-hour weekly SLT sessions in 2021. He had a history of severe difficulties in both his speech and language skills. He spoke with limited vocabulary and would display frustrations as he struggled to express himself. He had difficulties

understanding others and expressing himself in both English and Mandarin.

SLT first focused on helping him eliminate the speech errors that were compromising his intelligibility. For example, he had a tendency to reduce syllables in words (e.g. pronouncing the word 'primary' as 'peh', 'elephant' as 'eh-fu'). His auditory skills had to be worked for him to identify the syllables in words, and use them accurately when speaking. It was also essential to work on his language skills (e.g. vocabulary, sentence structures), so that he could express his needs more effectively.

Fortunately, Terence has an extremely commendable learning attitude and has been very motivated to improve his communication skills since the beginning. He learnt to detect differences in his own speech from others, and would try to correct himself. He would also actively share about what he learnt in MLP and in school. Despite his young age, he requested his mother to sign him up for more classes.

Terence made good progress in the areas targeted in SLT in 2021. Although he needed 1-to-1 intervention previously, he showed that he was ready for group therapy in 2021. Based on the Individual Intervention Plan (IIP) used to evaluate the progress of a child undergoing therapy, he even achieved 100% of IIP goals in Term 4 2021!

Terence's mother noted his improvement over the years and his ability to express himself a lot more clearly now, and that he can better understand and accept explanations to him now. When Terence was shown a video of himself speaking during his first SLT session in 2019, he said, ***"Last time I speak like a baby. Now I speak like a human."***

In recognition of his good progress and diligent efforts, Terence received the 'Good Progress Award' for SLT at DAS's 2021 Student Graduation and Achievements Awards Ceremony. He also exceeded his family's, teachers' and therapists' expectations for being able to cope in Primary school despite the severity of his communication difficulties just 3 years ago.

TESTIMONIALS

Dear Shuet Lian, I hope the same achievement Yvonne* had will continue to prompt her to do better day by day. I wish to take this opportunity to express my heartfelt thanks for the guidance and tons of patience spent on Yvonne. She has certainly benefitted a lot from this program. I have also gained a lot from your guidance. Please do extend my sincere thanks to Teacher Felicia too.

Mrs T, Mother of Yvonne*

*Names have been anonymised

HO SHUET LIAN
SENIOR SPEECH-LANGUAGE THERAPIST



FELICIA POH
SPEECH-LANGUAGE THERAPIST



Hi Teacher Felicia, I would like to express my gratitude to you. Though I had never seen you face to face, I heard lots from Torres. You are definitely one of his favourite teacher. He really enjoyed your class a lot. Really appreciate your concerns towards him for the past 1 term. I believe that he had definitely benefitted a lot from you.

Sally Teo, Mother of Torres

TAMMY WONG
SPEECH-LANGUAGE THERAPIST

Ms Tammy, she made it to secondary school.. I am so proud of her... and she was awarded honourable award... Thank you for the patience and effort you put in with her...

Mdm Wong, Mother of Keisha



SHARON REUTENS
SPEECH-LANGUAGE THERAPIST

Good evening teacher Sharon, thank you so much for all this years teaching me and helping me so much to improve in my studies, I really appreciate everything you have done for me. I will miss your teaching and u!!

Jerlyn Tay, DAS SLT Student



LEE ER KER
SENIOR SPEECH-LANGUAGE THERAPIST

Thanks Mr Lee, it has been a emotional roller coaster all these years. Celebrating milestones met and disheartening moments. But, Clarence is a fighter. He really tries very hard and he is very motivated in his learning journey Appreciate it very much for your support towards Clarence. He listens to you really well. Thank you

Mrs Loo, Mother of Clarence



SPEECH AND DRAMA ARTS PROGRAMME

OVERVIEW

The Speech and Drama Arts programme aims to provide an avenue for students with SpLD to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way. With a structured curriculum for the different age groups, students will explore the English language through fun drama activities and at the same time, improve their self-esteem and confidence level through participation in performances.

HIGHLIGHTS

Online drama lesson

FY21/22 continued to be a challenging period for all of us. The world was dealing with the pandemic and as we rode the wave, there were so many new things to learn in the education landscape. The Speech and Drama Arts team has been fortunate that the teachers were ready and well experienced to conduct an online drama lesson when there was a spike in the number of community COVID-19 cases in Term 2.

Student performances

We also had the pleasure of conducting and participating in these events: Act & Craft : Grasshopper and the Ants (a collaboration with the ArtVenture, presented a video-on-demand presentation on communications skills and children with Special Educational Needs (SEN) for UNITE SpLD 2021 Conference and our students' virtual performance at 19th DAS Graduation and Achievement Award ceremony.

SUCCESS STORY

Muhammad Ziqry Bin Muhd Irfan joined the Speech and Drama Arts (SDA) programme in July 2018. Ziqry is a multitalented boy. He is active in his favourite sports, that is football and also loves to draw, dance and act. As a drama student, Ziqry always gives his best in class and in performances. He looks forward to performances and enjoys the limelight. In 2021, Ziqry was among the seven recipients of the SDA Outstanding Performer award during the DAS Virtual 19th Student Graduation and Award Ceremony.



MUHAMMAD ZIQRY BIN MUHD IRFAN

FIGURES

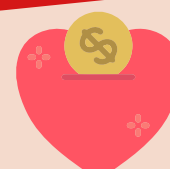
36

students

At the end of 2021, a total of 36 students enrolled in the Speech and Drama Arts programme. A total of \$25,000 were provided to 21 students on the bursary scheme.

We conducted 7 classes and 12 virtual showcases of our student performances.

\$ 25,000
FUNDS RAISED



SCIENCE EXPLORERS PROGRAMME

OVERVIEW

The Science Explorers Short-Term Programme (STP) are designed using the inquiry-based learning (IBL) approach to provide support for our primary school students with their understanding of the Science concepts and processes as well as application of the concepts and skills to answer Science exam questions in a fun and interactive environment.



In line with MOE syllabus, students will learn to engage, explore, explain, extend and evaluate on Science as an experiential learning in their daily lives, society and the environment.

HIGHLIGHTS

Launch of Science Explorers Short-Term Programmes for Upper Primary 5-6

The Science Explorers Short-Term Programme (STP) for upper primary students 5-6, were launched in 2021. These programmes are designed to prepare our students for their upcoming primary school leaving examination (PSLE). Apart from exploring Science concepts and processes, these students are provided with Science exam skills, which help them to cope with their Science examination by understanding the Science questions better.

Virtual Exhibition Booth at UNITE SpLD 2021 Conference

Since it was a virtual exhibition booth, we intended for the session to be as interactive as possible for the participants and we wanted our visitors to be engaged and be able to understand more about our Science programmes. At the same time, we foresaw that there could be participants who may be too shy to voice out their queries and therefore, we came up with a virtual platform such as Nearpod that caters to these individuals. It had interactive elements and participants were given a unique code.

FIGURES

At the end of 2021, a total of 96 students signed up for the Science Explorers Short-Term Programme (STP). We conducted 21 STPs and they were taught at DAS Woodlands and DAS Bishan Learning Centre.

96

students



SUCCESS STORY



KAVITHA TIRUCHELVAM
LEAD EDUCATIONAL THERAPIST

TESTIMONIAL BY MS. KAVITHA TIRUCHELVAM

Danish joined the Science Explorers Short-Term Programme (STP) in 2021. He was in Primary 4 and Science has always been one of his favourite subjects. His mother, Madam Zaida, has been a great pillar of support for Danish and his siblings who are currently attending classes at the DAS. Danish looks forward to attending his Science lessons and shows much enthusiasm during these lessons. Before Danish joined the Science Explorers STP, he was struggling to answer open-ended Science questions and he failed in his Science exam when he scored 35%. Nevertheless, Danish had shown great improvement after attending the Science lessons at the DAS, as he was able to understand the Science concepts better. Danish achieved 85% result for his year-end Science exam in 2021 and this was a huge boost to his self-esteem.

PARENT'S FEEDBACK BY MADAM ZAIDA, MOTHER OF DANISH

We would like to compliment Ms. Kavitha and Ms. Farahin for their excellent dedication, making Science subject easier to understand and Danish always apply his understanding of the Science concepts when doing his school work or attending school. Both of them are always giving words of encouragement and inspiring my child. Ms. Kavitha and Ms. Farahin have really made a huge impact on Danish's Science result in 2021. He showed great improvement when he scored 85 marks. We are so proud of his achievement. That is such a great improvement on his progress. He was also given a 'Good Progress' learning award by his school for his improvement in Science last year. Thank you once again for the great learning experience for my son.



DANISH

ARTVENTURE PROGRAMME

OVERVIEW

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 the student is an avid drawer or just enjoys doodling around, the student will learn at his/her own pace and develop his/her skills according to each individual's interest area. We also provide opportunities for DAS students who love art to participate in art events and competitions.



HIGHLIGHTS

DAS Art Competition

In 2021, we held our DAS Art Competition and was fortunate to have celebrity chef Dr Heman Tan as the chief judge. Better known as Chef Heman, he is the COO and co-founder of Hillier Group Pte Ltd. Under his lead, MOONBOW, a modern European and Asian Influence restaurant was born. Chef Heman has dyslexia and openly talks about his dyslexia. His son is also an alumni of DAS and has benefitted from our programmes through his primary and secondary school journey.

Collaboration with LASELLE School of Arts

The ARTventure team collaborated with art therapists graduates from LASALLE School of Arts and introduce art therapy to our parents and their children.

Essential Elements of Visual Arts (EEVA) programme

The EEVA programme which targets lower primary students has been successfully revised and standardised to pave way for future plans to expand the programme to pre-schoolers as well.

9

students

FIGURES

At the end of 2021, we had a total of 9 students who enrolled for ARTventure Short Term Programme. During the COVID-19 situation, the programme was not able to run as instructors were not trained to carry out art lesson online. Of the 9 students, 3 student received financial assistance. One students benefitted from Singapore Teo Chew Foundation (STF) and two students benefitted from the UOB Heartbeat Fund. These bursaries have helped the students access art education and pursue their love for art.

SUCCESS STORY



NICOLE CHUA
PROGRAMME MANAGER

TESTIMONIAL BY MS. NICOLE CHUA

Yong Jun was first discovered when DAS held our first DAS Art Competition in 2019. He came in first place in the Colouring – Junior Category. During the prize giving ceremony held in conjunction with World's Dyslexia Awareness Week, he shared that it was the first time that he had receive a trophy or won anything in his life. In 2020, he was once again chosen as the winner by our judges for the Draw & Colour category. These two milestones marked the seal of honour for Yong Jun as one of our most creative students at the DAS!

Yong Jun's journey has not always been easy. He was diagnosed with autism at 5 years old. Mother suspected he had autism since he was three years old but she did not seek help. His journey in art started since young when he was often out casted by his classmates and friends so his mother gave him a sketching book to keep him company. Yong Jun's mother is not very educated, but she excelled in art so all she had to impart to her children was her artistic talents. Facing so many challenges as a young child, his mom decided to focus on his strength in pattern drawing to develop his talent in art. She is very proud to have found her son's area of strength and with that, it draws him away from what he is not good at.

Creating a Village

DAS LEARNING CENTRES

Situated strategically across Singapore are 13 DAS Learning Centres that not only conduct dyslexia remedial classes but also provides essential services to parents of about 3,000 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.

HIGHLIGHTS

DAS Henderson Learning Centre Opening Ceremony on 28 March 2022

We relocated our Queenstown Learning Centre to 95A Henderson Road and held its official opening on 28 March 2022. The Guest-of-Honour (GOH) was President Halimah Yacob, and many other guests such as community partners and parents were invited to the event. Guests who attended include DAS Patron, Mrs Goh Chok Tong, the MP for Henderson-Dawson GRC, Ms Joan Pereira, representatives from Citysprouts, Well Center, Children's Society and Henderson Community Center, and nearby schools such as Gan Eng Seng Primary School and Alexandra Primary School.



President Halimah Yacob with Nuh Syazwan Bin Muhammad Zulkarnaen

At the official opening, the President added finishing touches to an artwork by DAS Student Alumni, Nuh Syazwan Bin Muhammad Zulkarnaen. The team prepared a headscarf and mask with Henderson and DAS motifs designed and an art piece created by Nuh Syazawan in appreciation were also extended to the President.

The emcee for the official opening was DAS Alumni student, Maxx Ng Ye Kai (ITE student). Our students from Henderson Learning Centre, Ardyani Binte Mohamed Isran (Primary 6) and Amelia Tan (Primary 5) were present to chat with the President during the Lucid Screening session and the Main Literacy Programme sharing.



DAS EDT and student speaking with President Halimah Yacob

After the tour of the Henderson Learning Centre, the President met with the Community Partners. The Community partners and parents were delighted to meet the President, tour the new Henderson Learning Centre and have the opportunity to get to know each other.

Specialised Schools for Normal (Technical) (SSNT) and Specialised Schools (SS) Onsite Main Literacy Programme (MOE-Aided) Project

The onsite Main Literacy Programme (MOE-Aided) project commenced on 2021 Term 3 week 5 after many months of planning, discussing and organising. The 4 schools involved are Assumption Pathway School, Crest Secondary School, Northlight School and Spectra Secondary School. The administrative processes for these 4 schools are supported by Chua Chu Kang, Jurong Point, REX and Woodlands Learning Centres respectively. 91 students have enrolled in these 4 schools and most of them are Year 1 and Year 2 students. 12 DAS educational therapists are conducting classes in these schools. DAS team and MOE PSB (Psychological Service Branch) team have worked collaboratively to ensure the students benefit from this MLP on-site programme.



Starting Classes at new Yishun Learning Centre

The new Yishun Learning Centre at Blk 741 Yishun Avenue 5 completed construction on 18 March 2022. The centre commenced in-person classes on 22 March 2022.

The new centre has wireless projectors in all 8 classrooms. 3 of its rooms uses dimmer lights to cater to students with sensitivity to light brightness. The centre is equipped with face recognition entry, intercom system in each of the classroom and a reception counter that can be converted to a self-help counter.

152 students



PARENTS' ORIENTATIONS

Main Literacy Programme (MLP)

DAS continues with its initiative to reach out to parents and other stakeholders through our termly MLP Parents' Orientation (PO). This talk benefits the attendees regardless of whether their child is an existing student, is waiting for an assessment or waiting to be placed in a DAS class.

Due to the pandemic, conducting our MLP orientation online became the norm and our parents are supportive of this new way of delivering PO. For FY 2021-2022, we conducted 7 sessions and reached out to 400 parents and caregivers.

TERM 2 2021		TERM 3 2021		TERM 4 2021		TERM 1 2022
9 APR	22 MAY	23 JUL	21 AUG	18 SEPT	13 NOV	22 JAN
47	74	79	53	44	55	48



Specialised Educational Services (SES)

The SES division held its first parent's orientation webinar on 30 April 2021. The orientation features the 4 main SES programmes, Maths, Chinese, Preschool and PREP 2 PSLE. The SES division organises its parents' orientation on a termly basis to create greater awareness of the various SES programmes available in DAS.

For FY 2021-2022, we conducted 4 sessions and reached out to 152 parents and caregivers.

TERM 2 2021	TERM 3 2021	TERM 4 2021	TERM 1 2022
30 APR	6 AUG	18 SEPT	22 JAN
39	47	35	31



VOLUNTEERS

HIGHLIGHTS

Volunteers Appreciation Day



On 26 March 2022, we hosted the second virtual Volunteers Appreciation Award Day. The event recognised individuals who had willingly given their time and effort to DAS. Awards were presented together with appreciation certificates and vouchers to these unsung heroes. They were deployed to

assist in our online events registration and the quarterly public primary school screening.

Congratulations to our award recipients – Ms Muamina Khudsia, Ms Chua Guat Beng, Mr Wang Sheng Ming, and Mr Khairnan Andanan!

Understanding Dyslexia E-Course for Volunteers

As part of our efforts to increase awareness about dyslexia, the DAS has invited our volunteers to attend an online e-learning course, Certificate in Understanding Dyslexia, conducted by DAS Academy.

This course provides a useful foundation to understand more about this specific learning difficulty, the assessment, and support of students with dyslexia. We are very heartened to have 63 of our volunteers to have voluntarily attended this course and learn to better support individuals with dyslexia.

65
volunteers
attended



VOLUNTEERS SUPPORTING DAS EVENTS

DAS Primary School Screening

DAS conducts termly screenings to determine a child's probability of having dyslexia. Our volunteers provide their support for this event by assisting the students with the devices used for this screening and also in ensuring that the students are able to successfully finish their screening sessions. Individual and corporate volunteers have been actively supporting the DAS in this event.

Move for Dyslexia

For our Move for Dyslexia project, our volunteers helped to support our registration process virtually. They were actively engaging the participants. They were also put in charge of checking the proof of submission of the activities for the event and also in awarding the participants with their virtual badges. The volunteers ever-ready attitude to provide their assistance greatly contributed to the success of each event.

REACHING OUT TO OUR STUDENTS

DEVICES DONATED BY MICRON

Micron donated 52 refurbished devices of 40 desktops and 12 laptops to DAS. This allowed our students to access online classes without any interruptions especially during the COVID-19 restrictions. On 10 December 2021, Micron and DAS held a device presentation event to some students on bursary.





OTHER MAJOR DONORS

FY2021 - 2022

Singapore Teochew Foundation	\$429,743
Ishk Tolaram Foundation	\$220,192
President's Challenge	\$128,250
Singapore Totalisator Board	\$99,899
The Community Foundation of Singapore	\$72,389
Hindu Endowment Board	\$54,157
Lee Foundation	\$50,000
Lim Hoon Foundation	\$37,400
Tan Chin Tuan Foundation	\$20,000
Micron Technology	\$19,212
Chew How Teck Foundation	\$15,000
DAS Workplace Giving	\$12,802



Celebrating Success

DAS STUDENT GRADUATION



This year marks the 19th year of holding this significant event and graduating were 230 students from the DAS Main Literacy Programme. DAS also recognised the progress and achievements of 289 students who have made outstanding progress in the Main Literacy Programme, the Preschool, Maths, Chinese, English Exam Skills, Speech and Drama and Speech and Language Therapy programmes.

DAS presented the Jimmy and Roshen Daruwalla Young Achiever Award and Special Achievement Award to DAS alumni Maxx Ng Ye Kai and DAS student Muhammad Raiyan Rifqi Bin Suhaimi respectively.



Special Achiever Award Recipient, Muhammad Raiyan Rifqi Bin Suhaimi talking with Mr Wong Siew Hoong, Director-General of Education from Ministry of Education



Young Achiever Award Recipient, Maxx Ng Ye Kai

Due to the COVID-19 situation, a virtual Student Graduation Ceremony was held in the morning with an in-person Achievement Award ceremony held in the afternoon at REX House. The team helped to organise the graduating students and ensure that their achievements were recognised in their learning journey in DAS.



Mr Wong attended the in-person Achievement Award Ceremony at Rex House. He was briefed on the various programs DAS offered and interacted with our students.

YOU SHOULD KNOW I HAVE DYSLEXIA



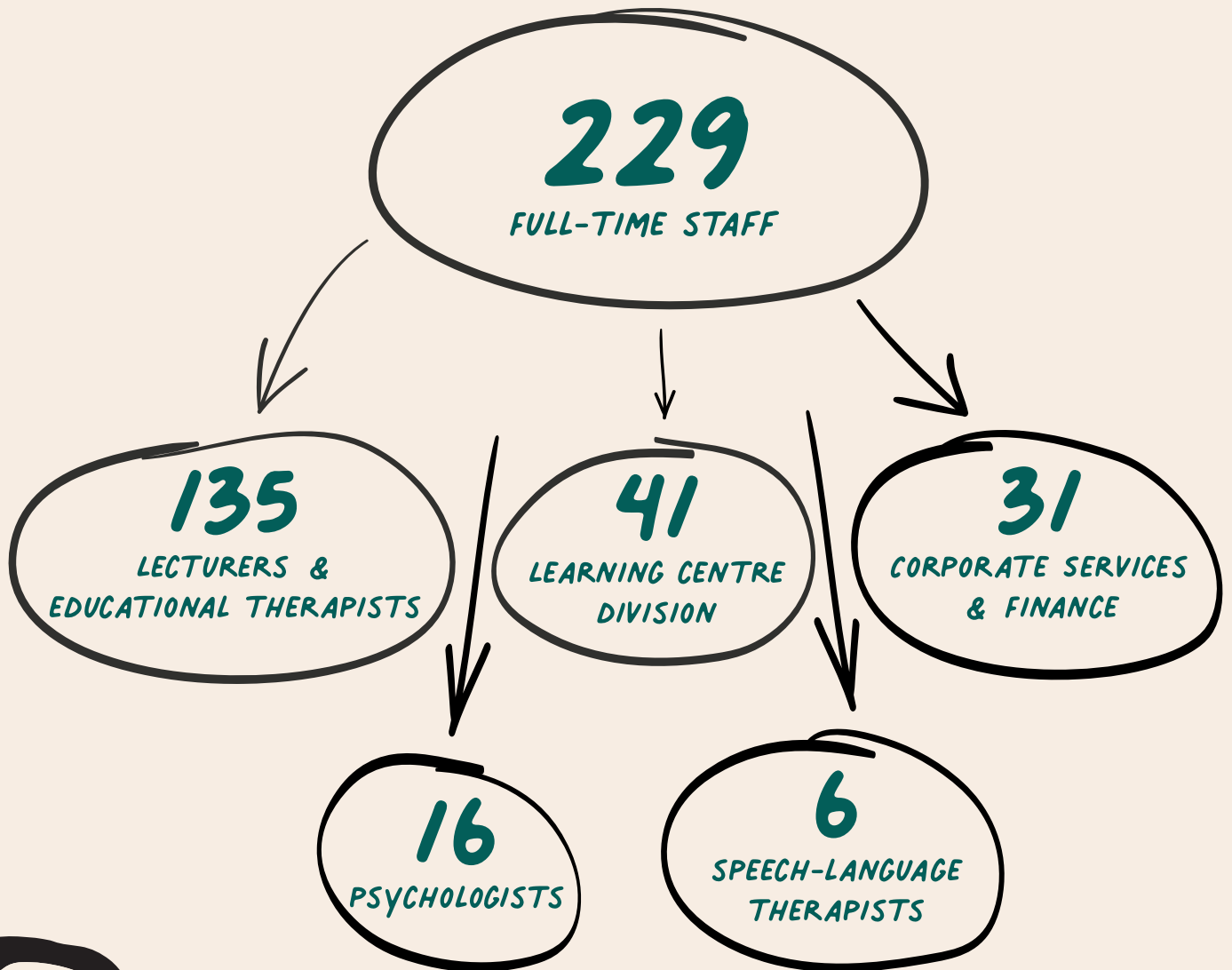
On 11 September 2021, we interviewed 7 students with dyslexia who are currently studying or have experience studying in Institutes of Higher Learning (IHLs), which include Polytechnic, ITE, Junior College and University. We wanted to raise awareness and debunk any misconceptions about dyslexia in IHLs, and how we can support these students when they continue their learning journey.

With hard work and specialist intervention, they have been able to cope and manage their dyslexia in school, but tertiary education comes with a different set of challenges.

This video was a team effort of DAS staff, DAS Student Alumni, and filmed and produced by our Publicity and Publications team!



Our People



STAFF PROFESSIONAL DEVELOPMENT AND RESEARCH

PAID TRAINING ATTENDED

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 FY21/22, a total of 278 staff attended paid training (this includes staff who attended more than 1 training course). A total of 3,335 paid training hours were achieved, which is about an average of 11.99 hours per pax.

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

In FY21/22, we have had a total of 42 articles submitted by our ELL, SAS & SES for the various publications – BLOGS and RETA Articles.

278

staff attended training



3,335

training hours



42

articles written



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.

At the DAS, staff are encouraged to conduct research. The research findings are then 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).

The DAS research committee reviews all research proposals submitted and has been instrumental in the continued development of the APJDD. Besides proposals, the committee members, who are contributing without responsibility allowances or offloads, are also involved in the peer review of submitted articles, review all UnITE SpLD and Preschool Seminar abstracts and presentations.

During a research conference organised by MINDS (darForum), the NCSS CEO, Teo Li-San mentioned the DAS efforts in research,

"Among the many presentations that will be shared this afternoon, I note that one of them will be by the Dyslexia Association of Singapore (DAS). DAS has established the Asia Pacific Journal of Developmental Differences, which presents research on arrangement of special educational needs including dyslexia, autism and attention deficit hyperactivity disorder in the Asian context."

The DAS investment in research is reflected above. As we continue to grow our expertise and establish our reliability through research, the DAS research committee has been a pillar of strength.

In FY21/22, we had 9 research requests and 8 were approved. The approved research were by:

- 5 were by DAS staff
- 1 were a collaboration between DAS and National Institute of Education (NIE)
- 2 were from external institutes:
 - Singapore University of Social Sciences (SUSS)
 - Saint Andrew's Junior College

CONFERENCE PRESENTATIONS

There were a total of 8 online conference presentations. Of these 8, 2 were at local conferences and 6 were at overseas conferences.

THE ASIA PACIFIC JOURNAL OF DEVELOPMENTAL DIFFERENCES (APJDD)

In FY 21/22, we had a total number of 14 journal articles published. These were a combination of submissions by both the DAS staff as well as external researchers. There were 4 articles contributed by our DAS colleagues and 10 from external researchers around the globe.

REGISTER OF EDUCATIONAL THERAPISTS (ASIA)

DIRECTORY OF EDUCATIONAL THERAPISTS

Register of Educational Therapists (Asia) (RETA) is an initiative by DAS. To bring together practitioners in the field of specific learning differences while at the same time recognising their professional status and endorsing their qualifications.

It enables members to access training and events such as focus group meetings and case management discussions, which are excellent platforms for collaborative practice and knowledge sharing.

DAS believes all professional staff should belong to a professional body for recognition of their qualifications and experience, to have a community for mutual support and to have a platform to share and benefit from the diverse practices of like-minded professionals.

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



PROFESSOR ANGELA FAWCETT
ACADEMIC DIRECTOR,
DYSLEXIA ASSOCIATION OF SINGAPORE



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

9

conference
presentations

14

journal articles



There has been a significant effort put into increasing the awareness of RETA and the value it brings to its members.

There has been a slight decrease in the RETA membership compared to the same period last FY from 224 to 202. The table below shows the members we have for each of the 6 membership levels:

<i>FELLOW</i>	<i>ASSOCIATE FELLOW</i>	<i>MEMBER</i>	<i>ASSOCIATE MEMBER PLUS</i>	<i>ASSOCIATE MEMBER</i>	<i>AFFILIATE MEMBER</i>
68	77	30	26	1	0

In FY21/22, we organised four RETA webinars:

1. 25 June 2021: Supporting Learners with Dyslexia and Language Difficulties by Hani Zohra Muhamad, Ho Shuet Lian, Lee Er Ker & Chua Minqi
2. 7 September 2021: Information and advice Tool for Caregivers by Madinah Begum
3. 12 November 2021: Designing Personal Learning Spaces using UDL and Technology by Mohamed Samunn Abdul Caffoor
4. 2 March 2022: Teaching Science using the Inquiry-Based Learning approach (IBL) to primary school students with dyslexia by Kavitha Tiruchelvam

DAS THERAPIST OF THE YEAR

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 Nur Alia Binte Salim and Rebecca Yeo!



***NUR ALIA BINTE SALIM
SENIOR EDUCATIONAL THERAPIST,
CURRICULUM DEVELOPER,
RETA FELLOW***



***REBECCA YEO
FORMER PROGRAMME MANAGER,
EDUCATIONAL THERAPIST***

HEAL: HOLISTIC EDUCATION ALTERNATIVE LEARNING

HEAL (Holistic Education Alternative Learning) is a wellness powerhouse that aims to educate DAS professionals in the area of social and emotional support. The program is influenced by the elements of Counselling, Mindfulness, Positive Psychology and Science of Well-being.



CALMED	TALK-O-BOTICS
<ul style="list-style-type: none"> • CalmEd Classroom (Classroom integrated) • CalmEd Classroom Handbook • Educator's Pocket Guide • Mindful Monday • Educational Well-being committee • TLC Digital Pack (CO-VID Edition) • Digital Restorative Guide • Facets 	<ul style="list-style-type: none"> • Child-safety Framework • Standard Operating Procedures Handbook • Training • Worksheets (Bullying) • TLC Digital Pack (COVID Edition) • Digital Restorative Guide • Facets • Research - Bullying • Conducted RETA Session on Bullying • Weekly Wellness

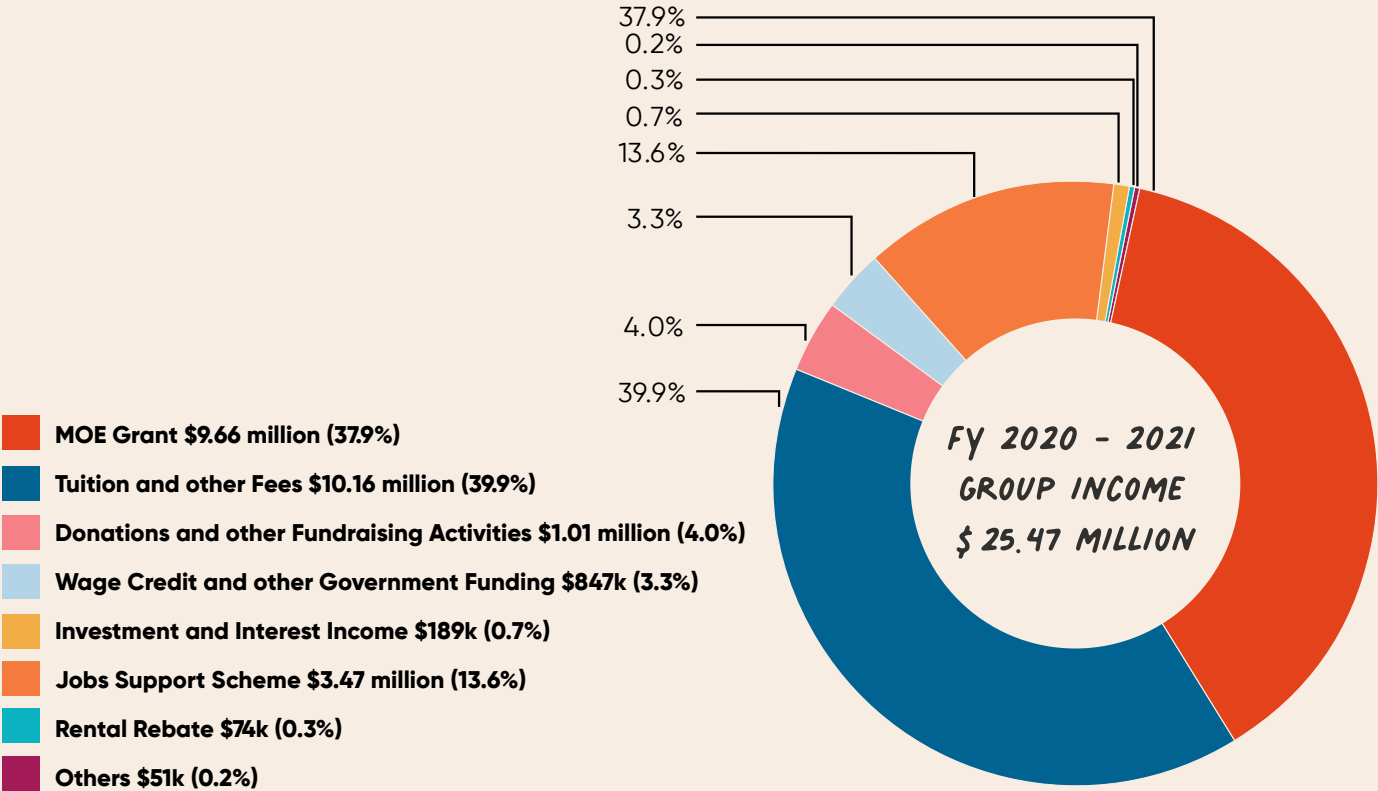
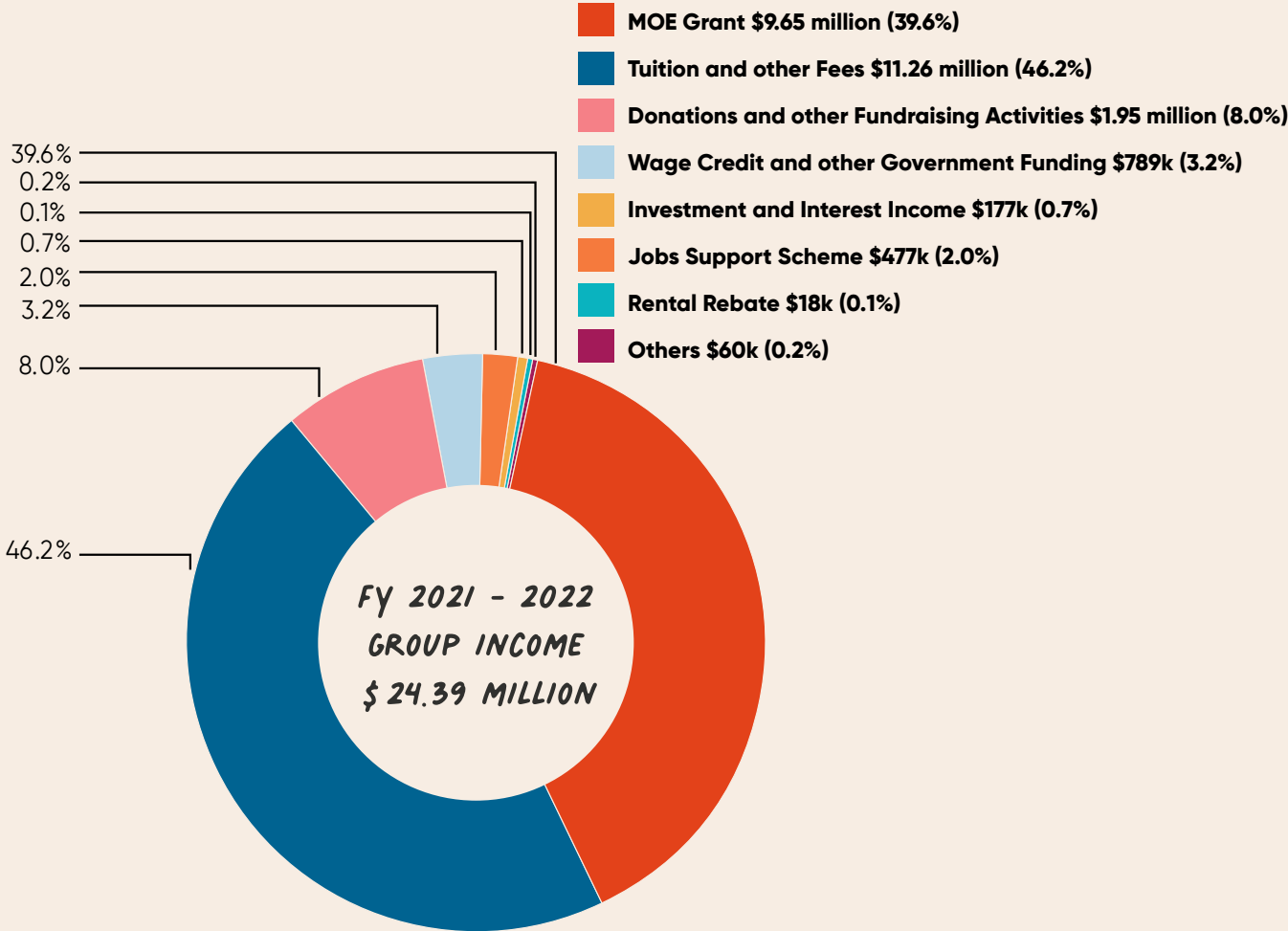
CHILD SAFETY FRAMEWORK

HEAL launched the Child-safety framework in mid 2021 to promote a positive child safety culture in DAS. We hope to help all staff become aware on how to react to less common classroom scenarios as we feel that the safety of our students coming to the Learning Centres is everyone's responsibility.

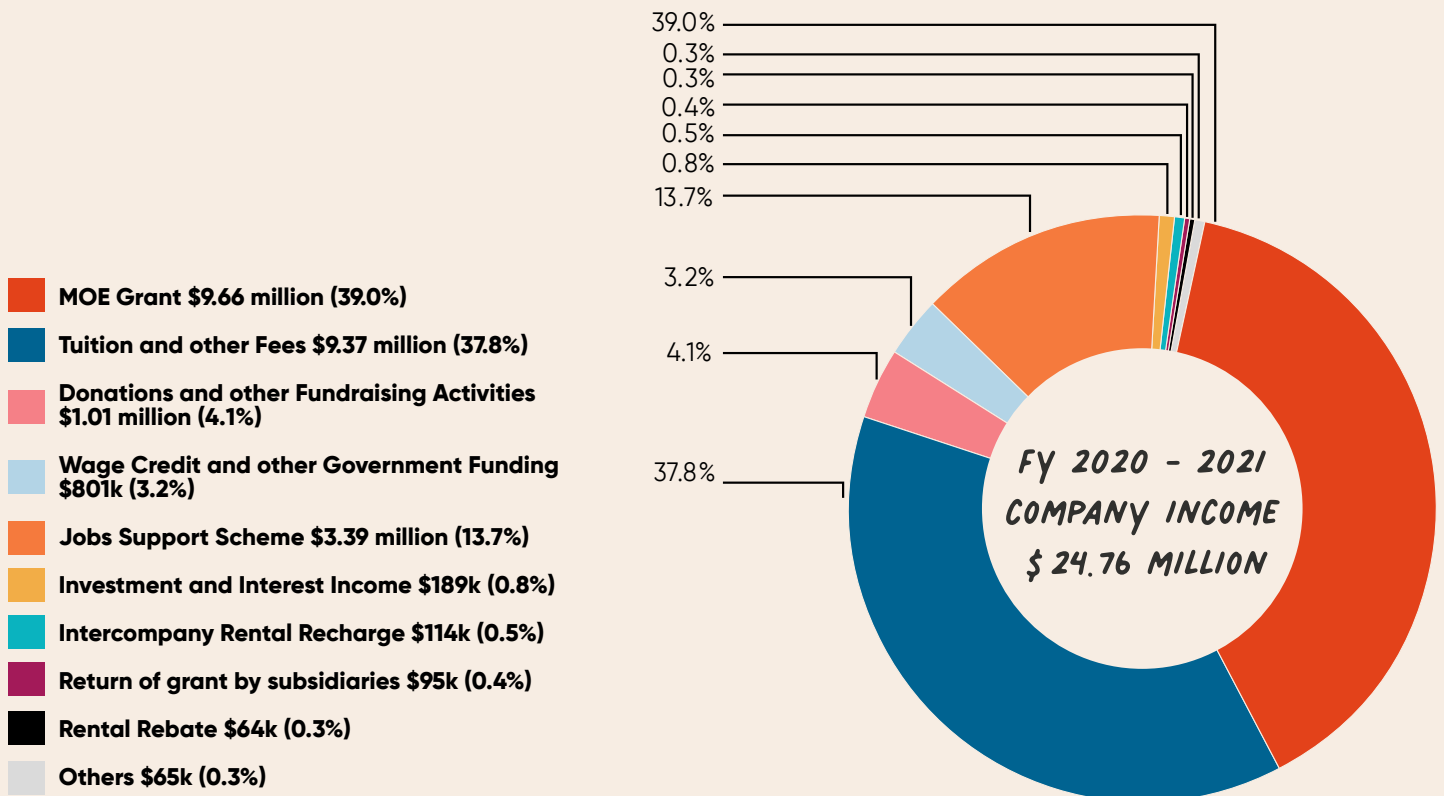
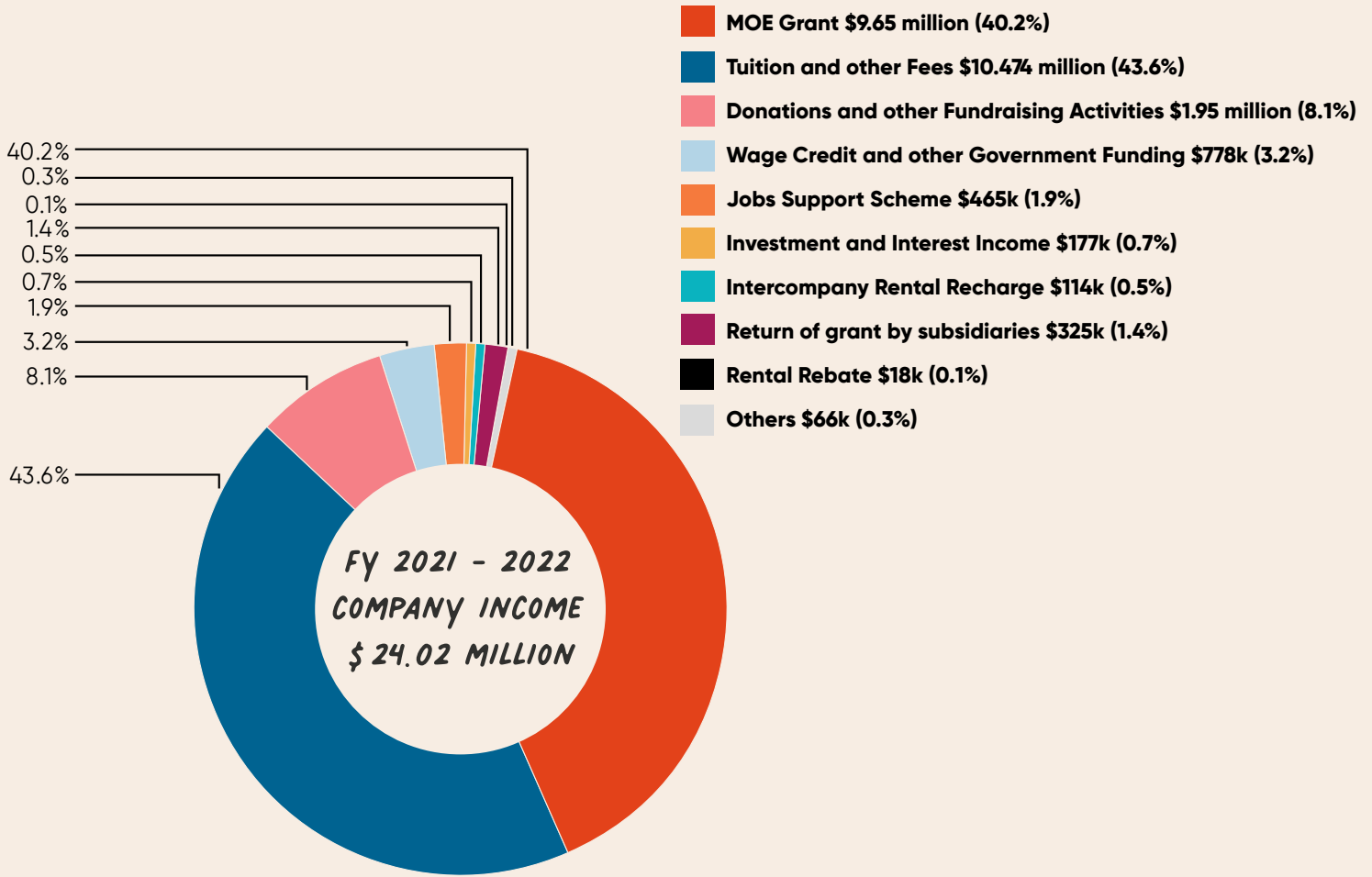
FINANCIAL HIGHLIGHTS



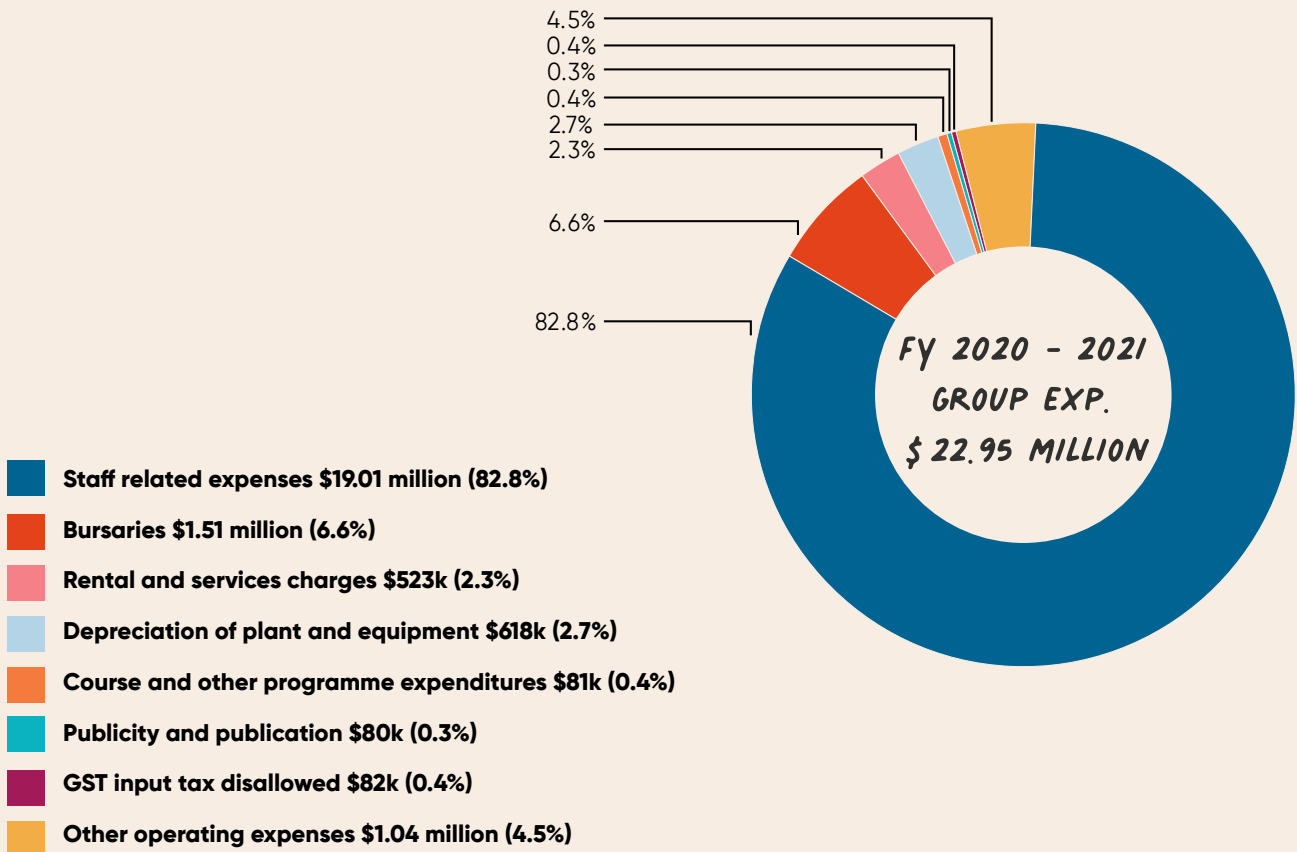
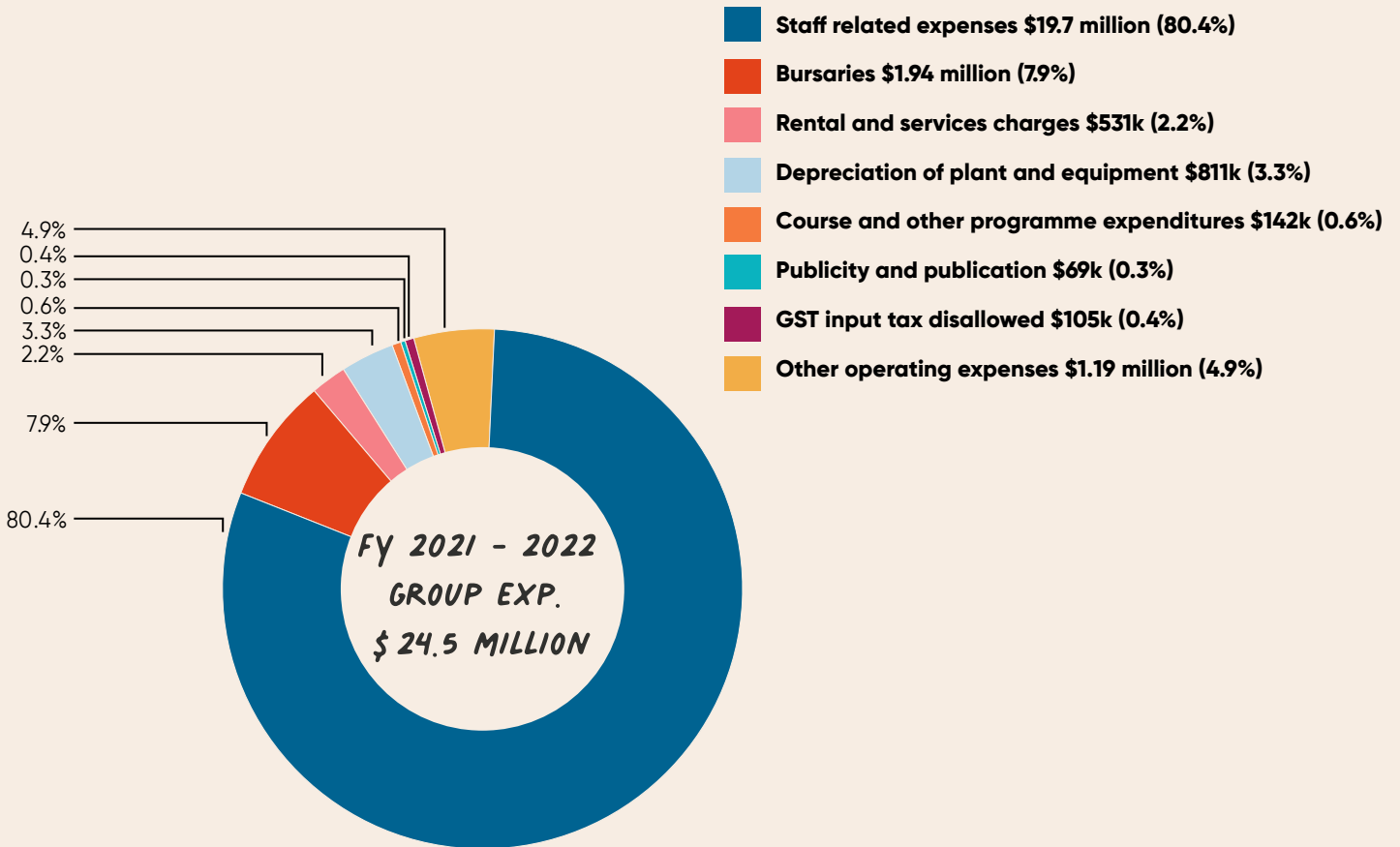
SOURCES OF INCOME (GROUP)



SOURCES OF INCOME (COMPANY)

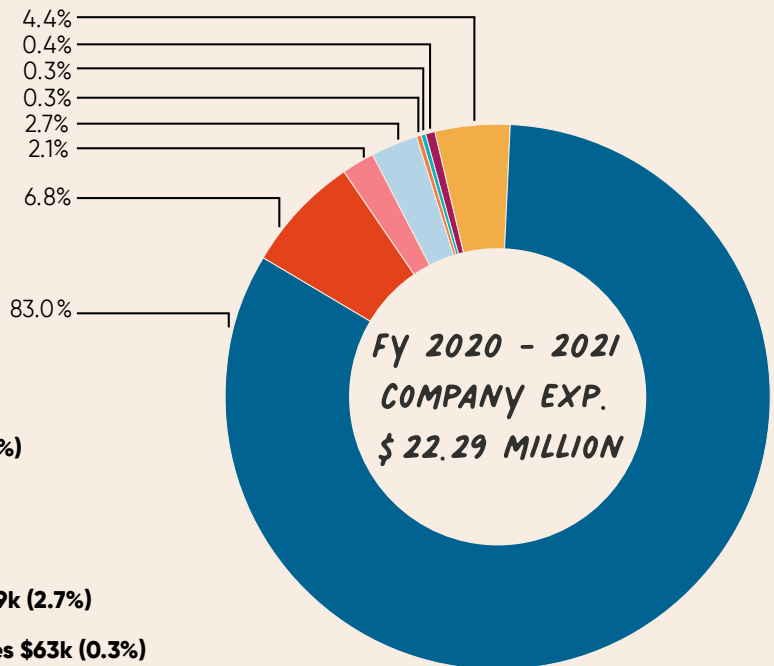
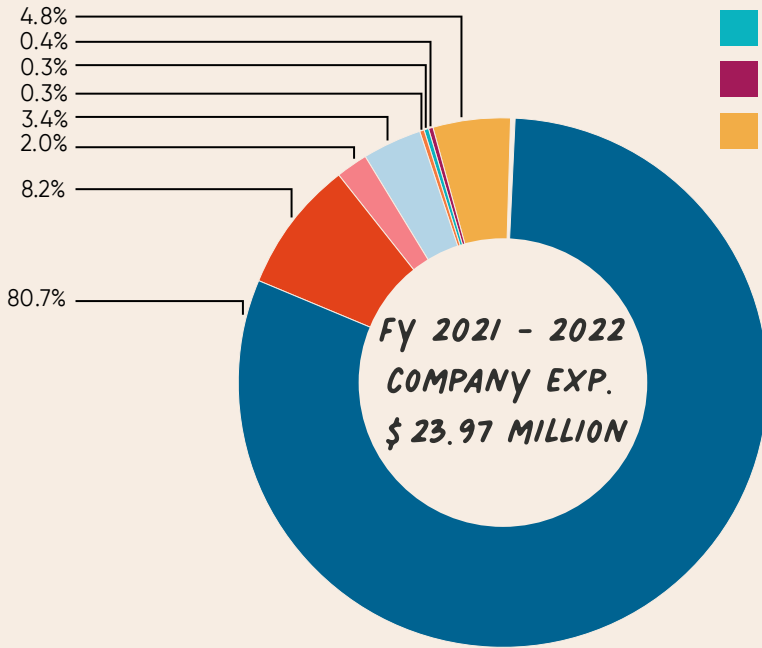


DISTRIBUTION OF EXPENDITURE (GROUP)



DISTRIBUTION OF EXPENDITURE (COMPANY)

- Staff related expenses \$19.34 million (80.7%)
- Bursaries \$1.96 million (8.2%)
- Rental and services charges \$481k (2.0%)
- Depreciation of plant and equipment \$806k (3.4%)
- Course and other programme expenditures \$60k (0.3%)
- Publicity and publication \$66k (0.3%)
- GST input tax disallowed \$105k (0.4%)
- Other operating expenses \$1.14 million (4.8%)



- Staff related expenses \$18.49 million (83.0%)
- Bursaries \$1.51 million (6.8%)
- Rental and services charges \$473k (2.1%)
- Depreciation of plant and equipment \$609k (2.7%)
- Course and other programme expenditures \$63k (0.3%)
- Publicity and publication \$72k (0.3%)
- GST input tax disallowed \$82k (0.4%)
- Other operating expenses \$980k (4.4%)

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED
AND ITS SUBSIDIARIES
(UEN: 202114767K)**

FINANCIAL STATEMENTS

FOR THE REPORTING YEAR ENDED 31 MARCH 2022

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
DIRECTORS' STATEMENT**

FOR THE REPORTING YEAR ENDED 31 MARCH 2022

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

Financial Statements

For the reporting year ended 31 March 2022

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DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES STATEMENT BY DIRECTORS

FOR THE REPORTING YEAR ENDED 31 MARCH 2022

The directors of the Company are pleased to present the accompanying financial statements of the Company and of the Group for the reporting year ended 31 March 2022.

1. OPINION OF THE DIRECTORS

In the opinion of the directors,

- (a) the accompanying financial statements and the consolidated financial statements are drawn up so as to give a true and fair view of the financial position and performance of the Company and, of the financial position and performance of the Group for the reporting year covered by the financial statements or consolidated financial statements; and
- (b) at the date of the statement there are reasonable grounds to believe that the Company will be able to pay its debts as and when they fall due.

The board of directors approved and authorised these financial statements for issue.

2. DIRECTORS

The directors of the Company in office at the date of this statement are:

Lee Siew Pin Eric (Appointed on 26 April 2021)
M Rajaram @Murugiah Rajaram (Appointed on 26 April 2021)
Kaka Singh s/o Dalip Singh (Appointed on 26 April 2021)
Chen Wei Ching (Appointed on 26 April 2021)
Kwek Yiu Wing Kevin (Appointed on 26 April 2021)
Wong May-Lyn (Appointed on 26 April 2021)
Zubin Jimmy Daruwalla (Appointed on 26 April 2021)
Paul Lim Boon Tong (Appointed on 26 April 2021)
Jim Chao-an Lee (Appointed on 26 April 2021)
Alicia Tan Gek Cheng (Appointed on 20 November 2021)
Addis William Dickon (Appointed on 20 November 2021)
Lim How Boon (Appointed on 19 March 2022)
Lee Siang (Appointed on 26 April 2021)

3. ARRANGEMENTS TO ENABLE DIRECTORS TO ACQUIRE SHARES AND DEBENTURES

The Company is a company limited by guarantee and has no share capital.

4. DIRECTORS' INTERESTS IN SHARES AND DEBENTURES

There were no shares and debentures of the Company issued at the end of the reporting year as the Company is limited by guarantee.

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
DIRECTORS' STATEMENT**

FOR THE REPORTING YEAR ENDED 31 MARCH 2022

5. SHARE OPTIONS

There were no share options or unissued shares under option.

6. AUDITOR

RT LLP has expressed its willingness to accept re-appointment as auditor.

On behalf of the Board of Directors



Lee Siew Pin Eric
Director



Chen Wei Ching
Director

Singapore, 27 August 2022



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Dyslexia Association Of Singapore Limited (the "Company") and its subsidiaries (the "Group"), which comprise the statements of financial position of the Group and of the Company as at 31 March 2022, and the statements of financial activities, statements of funds and other comprehensive income and statements of cash flows of the Group and of the Company 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 Companies Act 1967 ("the Act"), the Charities Act 1994 and other relevant regulations ("the Charities Act and Regulations") and Financial Reporting Standards ("FRS") so as to give a true and fair view of the financial position of the Group and the Company as at 31 March 2022 and of the financial performance, changes in funds and cash flows of the Group and the Company for the reporting 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 Company 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.

Other Information

Management is responsible for the other information. The other information comprises the information included in the statement by directors and 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.

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Chartered Accountants
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Financial

Digital

Legal





**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Report on the Audit of the Financial Statements (Cont'd)

Other Information (Cont'd)

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 Act, the Charities Act and Regulations and FRS, 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 Company'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 Company or to cease operations, or has no realistic alternative but to do so.

The Board of Directors are responsible for overseeing the Group's and Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Auditor's Responsibilities 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: (Cont'd)

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

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



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

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.

DocuSigned by:
RT WP
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RT LLP
Public Accountants and
Chartered Accountants

Singapore, 27 August 2022

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES AND OTHER COMPREHENSIVE INCOME
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Group	Note	Unrestricted Funds \$	Restricted Funds \$	Total 2022 \$	Total 2021 \$ (Restated)
INCOME					
Income from generated funds					
Voluntary income	4	1,274,304	1,012,497	2,286,801	1,727,749
Activities for generating funds	5	7,228	-	7,228	4,364
Investment income	6	8,907	168,307	177,214	189,185
Income from charitable activities	7	21,421,324	21,000	21,442,324	20,081,301
Total Income		22,711,763	1,201,804	23,913,567	22,002,599
EXPENDITURES					
Costs of generating funds					
Voluntary income	8	90,885	33,174	124,059	95,591
Cost of resource books sold	8	640	-	640	430
Charitable activities	9	22,306,086	2,011,744	24,317,830	22,806,210
Governance costs		66,456	-	66,456	53,529
Total expenditures		22,464,067	2,044,918	24,508,985	22,955,760
Net income/(deficit) before income from Jobs Support Scheme					
		247,696	(843,114)	(595,418)	(953,161)
Other income from Jobs Support Scheme	10	476,804	-	476,804	3,474,997
Net income/(loss)		724,500	(843,114)	(118,614)	2,521,836
Other Comprehensive Loss Items that will not be reclassified subsequently to profit or loss:					
Change in fair value of equity instrument designated at FVTOCI		(374,905)	-	(374,905)	770,733
Total comprehensive income / (loss) for the year		349,595	(843,114)	(493,519)	3,292,569

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

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES AND OTHER COMPREHENSIVE INCOME
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

<u>Company</u>	<u>Note</u>	<u>Unrestricted Funds</u> \$	<u>Restricted Funds</u> \$	<u>Total 2022</u> \$	<u>Total 2021</u> \$ (Restated)
INCOME					
Income from generated funds					
Voluntary income	4	1,272,971	1,012,497	2,285,468	1,713,021
Investment income	6	8,907	168,307	177,214	189,185
Income from charitable activities	7	20,729,293	43,714	20,773,007	19,376,094
Total Income		22,011,171	1,224,518	23,235,689	21,278,300
EXPENDITURES					
Cost of generating funds					
Voluntary income	8	90,885	33,174	124,059	95,591
Charitable activities	9	21,756,683	2,034,458	23,791,141	22,149,771
Governance costs		58,126	-	58,126	44,770
Total expenditures		21,905,694	2,067,632	23,973,326	22,290,132
Net income/(loss) before income from Jobs Support Scheme and Return of Grant		105,477	(843,114)	(737,637)	(1,011,832)
Other income from Jobs Support Scheme	10	465,145	-	465,145	3,389,992
Return of grant by subsidiaries	27	325,000	-	325,000	95,000
Net income		895,622	(843,114)	52,508	2,473,160
Other Comprehensive (Loss) Income					
<u>Items that will not be reclassified subsequently to profit or loss:</u>					
Change in fair value of equity instrument designated at FVTOCI		(374,905)	-	(374,905)	770,733
Total comprehensive income / (loss) for the year		520,717	(843,114)	(322,397)	3,243,893

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

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL POSITION
AS AT 31 MARCH 2022

	<u>Note</u>	<u>Group</u>		<u>Company</u>	
		<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
		\$	\$	\$	\$
			(Restated)		(Restated)
Current assets					
Inventories	11	6,026	2,308	-	-
Trade and other receivables	12	4,111,701	3,361,147	4,024,484	3,279,398
Financial assets at fair value through other comprehensive income	13	10,918,507	11,284,568	10,918,507	11,284,568
Cash and bank balances	14	9,384,149	9,603,644	8,774,756	8,833,762
		<u>24,420,383</u>	<u>24,251,667</u>	<u>23,717,747</u>	<u>23,397,728</u>
Non-current assets					
Financial assets at fair value through other comprehensive income	13	-	505,403	-	505,403
Plant and equipment	15	1,121,475	476,955	1,114,843	467,317
Right-of-use assets	19	495,065	807,738	495,065	807,738
		<u>1,616,540</u>	<u>1,790,096</u>	<u>1,609,908</u>	<u>1,780,458</u>
Total assets		<u>26,036,923</u>	<u>26,041,763</u>	<u>25,327,655</u>	<u>25,178,186</u>
Current liabilities					
Trade and other payables	17	5,198,364	4,664,741	4,977,023	4,484,757
Other liabilities	18	3,514,419	3,239,633	3,344,189	3,044,859
Lease liabilities	19	335,837	318,697	335,837	318,697
Deposits received	20	50,873	51,503	50,873	51,503
		<u>9,099,493</u>	<u>8,274,574</u>	<u>8,707,922</u>	<u>7,899,816</u>
Non-current liabilities					
Lease liabilities	19	204,186	540,023	204,186	540,023
Total liabilities		<u>9,303,679</u>	<u>8,814,597</u>	<u>8,912,108</u>	<u>8,439,839</u>
Net current assets		<u>15,320,890</u>	<u>15,977,093</u>	<u>15,009,825</u>	<u>15,497,912</u>
Total assets less total liabilities		<u>16,733,244</u>	<u>17,227,166</u>	<u>16,415,547</u>	<u>16,738,347</u>
Funds					
<u>Unrestricted Funds</u>					
General Fund	21	3,189,189	2,461,297	3,485,703	2,586,689
Jimmy and Roshen Daruwalla Fund	22	818,968	822,360	818,968	822,360
Investment Revaluation Reserve	13	395,425	770,733	395,425	770,733
		<u>4,403,582</u>	<u>4,054,390</u>	<u>4,700,096</u>	<u>4,179,782</u>
<u>Restricted Funds</u>					
Education Fund	23	12,287,805	13,130,919	11,673,594	12,516,708
Parent-Teacher Group Fund	24	7,620	7,620	7,620	7,620
Library Fund	25	34,237	34,237	34,237	34,237
Total restricted funds		<u>12,329,662</u>	<u>13,172,776</u>	<u>11,715,451</u>	<u>12,558,565</u>
Total funds		<u>16,733,244</u>	<u>17,227,166</u>	<u>16,415,547</u>	<u>16,738,347</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF CHANGES IN FUNDS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022

Group	Unrestricted Funds				Restricted Funds				Total
	General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal	
	\$	\$	\$	\$	\$	\$	\$	\$	\$
At 1 April 2020	479,824	820,485	-	1,300,309	12,633,172	7,620	34,237	12,675,029	13,975,338
Effect of transition to FRS116	(40,741)	-	-	(40,741)	-	-	-	-	(40,741)
At 1 April 2020 (Restated)	439,083	820,485	-	1,259,568	12,633,172	7,620	34,237	12,675,029	13,934,597
Total comprehensive income for the year:									
Net income for the year	2,022,214	1,875	-	2,024,089	497,747	-	-	497,747	2,521,836
Other comprehensive income for the year	-	-	770,733	770,733	-	-	-	-	770,733
Total	2,022,214	1,875	770,733	2,794,822	497,747	-	-	497,747	3,292,569
Balance at 31 March 2021	2,461,297	822,360	770,733	4,054,390	13,130,919	7,620	34,237	13,172,776	17,227,166
Total comprehensive income for the year:									
Net income (loss) for the year	727,892	(3,392)	-	724,500	(843,114)	-	-	(843,114)	(118,614)
Other comprehensive loss for the year	-	-	(374,905)	(374,905)	-	-	-	-	(374,905)
Total	727,892	(3,392)	(374,905)	349,595	(843,114)	-	-	(843,114)	(493,519)
Cumulative loss on financial assets at FVTOCI transferred to investment revaluation reserve upon disposal	-	-	(403)	(403)	-	-	-	-	(403)
Balance at 31 March 2022	3,189,189	818,968	395,425	4,403,582	12,287,805	7,620	34,237	12,329,662	16,733,244

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF CHANGES IN FUNDS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022

Company	Unrestricted Funds				Restricted Funds				Total
	General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal	
	\$	\$	\$	\$	\$	\$	\$	\$	
At 1 April 2020	611,163	820,485	-	1,431,648	12,061,690	7,620	34,237	12,103,547	13,535,195
Effect of transition to FRS	(40,741)	-	-	(40,741)	-	-	-	-	(40,741)
At 1 April 2020 (Restated)	570,422	820,485	-	1,390,907	12,061,690	7,620	34,237	12,103,547	13,494,454
Total comprehensive income for the year:									
Net income for the year	2,016,267	1,875	-	2,018,142	455,018	-	-	455,018	2,473,160
Other comprehensive income for the year	-	-	770,733	770,733	-	-	-	-	770,733
Total	2,016,267	1,875	770,733	2,788,875	455,018	-	-	455,018	3,243,893
Balance at 31 March 2021	2,586,689	822,360	770,733	4,179,782	12,516,708	7,620	34,237	12,558,565	16,738,347
Total comprehensive income for the year:									
Surplus for the year	899,014	(3,392)	-	895,622	(843,114)	-	-	(843,114)	52,508
Other comprehensive loss for the year	-	-	(374,905)	(374,905)	-	-	-	-	(374,905)
Total	899,014	(3,392)	(374,905)	520,717	(843,114)	-	-	(843,114)	(322,397)
Cumulative loss on financial assets at FVTOCI transferred to investment revaluation reserve upon disposal			(403)	(403)	-	-	-	-	(403)
Balance at 31 March 2022	3,485,703	818,968	395,425	4,700,096	11,673,594	7,620	34,237	11,715,451	16,415,547

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022

	Group	
	<u>2022</u>	<u>2021</u>
	\$	\$ (Restated)
Operating activities		
Net loss before income from Jobs Support Scheme	(595,418)	(953,161)
Adjustments for:		
Income from Jobs Support Scheme	476,804	3,474,997
Depreciation of plant and equipment	498,653	305,716
Depreciation of right-of-use assets	312,673	312,673
Impairment loss on trade receivables	6,124	12,754
Plant and equipment written off	1	20
Lease interest	37,487	53,752
Interest and dividend income	(177,315)	(189,300)
Operating cash flows before changes in working capital	559,009	3,017,451
(Increase)/decrease in inventories	(3,718)	128
(Increase)/decrease in trade and other receivables	(765,134)	950,703
Increase/(decrease) in trade and other payables	533,623	(385,372)
Increase in other liabilities	274,786	269,503
Decrease in deposits received	(630)	(490)
Net cash flows generated from operating activities	597,936	3,851,923
Investing activities		
Purchase of plant and equipment	(1,143,174)	(121,082)
Purchase of financial assets	(8,844)	(4,006,418)
Proceeds from disposal of financial assets	505,000	1,001,875
Withdrawal of short-term deposit	-	4,000,000
Interest and dividend income received	185,655	246,508
Net cash flows (used in)/generated from investing activities	(461,363)	1,120,883
Financing activities		
Principal payment of lease liabilities	(318,697)	(302,432)
Interest paid	(37,487)	(53,752)
Net cash flows used in financing activities	(356,184)	(356,184)
Net (decrease)/increase in cash and cash equivalents	(219,611)	4,616,622
Cash and cash equivalents at the beginning of the year	9,557,528	4,940,906
Cash and cash equivalents at the end of the year (Note 14)	9,337,917	9,557,528

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

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022

	Company	
	<u>2022</u>	<u>2021</u>
	\$	\$
		(Restated)
Operating activities		
Net loss before income from Jobs Support Scheme and return of grant	(737,637)	(1,011,832)
Adjustments for:		
Income from Jobs Support Scheme	465,145	3,389,992
Depreciation of plant and equipment	493,287	296,326
Depreciation of right-of-use assets	312,673	312,673
Impairment loss on trade receivables	6,124	8,254
Plant and equipment written off	1	20
Lease interest	37,487	53,752
Interest and dividend income	(177,214)	(189,185)
Operating cash flows before changes in working capital	399,866	2,860,000
(Increase)/decrease in trade and other receivables	(759,652)	1,046,721
Increase/(decrease) in trade and other payables	492,266	(456,352)
Increase in other liabilities	299,330	229,817
Decrease in deposits received	(630)	(490)
Net cash flows generated from operating activities	431,180	3,679,696
Investing activities		
Purchase of plant and equipment	(1,140,814)	(115,030)
Purchase of financial assets	(8,844)	(4,006,418)
Proceeds from disposal of financial assets	505,000	1,001,875
Withdrawal of short-term deposit	-	4,000,000
Return of grant by subsidiaries	325,000	95,000
Interest and dividend income received	185,656	246,508
Net cash flows (used in)/generated from investing activities	(134,002)	1,221,935
Financing activities		
Principal payment of lease liabilities	(318,697)	(302,432)
Interest paid	(37,487)	(53,752)
Net cash flows used in financing activities	(356,184)	(356,184)
Net (decrease)/increase in cash and cash equivalents	(59,006)	4,545,447
Cash and cash equivalents at the beginning of the year	8,833,762	4,288,315
Cash and cash equivalents at the end of the year (Note 14)	8,774,756	8,833,762

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

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Group	Note	Unrestricted Funds				Restricted Funds				Total 2022	Total 2021 (Restated)
		General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
INCOME											
Income from generated funds											
Voluntary income	4	1,274,304	-	-	1,274,304	1,012,497	-	-	1,012,497	2,286,801	1,727,749
Activities for generating funds	5	7,228	-	-	7,228	-	-	-	-	7,228	4,364
Investment income	6	-	8,907	-	8,907	168,307	-	-	168,307	177,214	189,185
Income from charitable activities	7	21,421,324	-	-	21,421,324	21,000	-	-	21,000	21,442,324	20,081,301
Total income		22,702,856	8,907	-	22,711,763	1,201,804	-	-	1,201,804	23,913,567	22,002,599
EXPENDITURES											
Cost of generating funds											
Voluntary income	8	90,885	-	-	90,885	33,174	-	-	33,174	124,059	95,591
Cost of resource books sold	8	640	-	-	640	-	-	-	-	640	430
Charitable activities	9	22,293,787	12,299	-	22,306,086	2,011,744	-	-	2,011,744	24,317,830	22,806,210
Governance costs		66,456	-	-	66,456	-	-	-	-	66,456	53,529
Total expenditures		22,451,768	12,299	-	22,464,067	2,044,918	-	-	2,044,918	24,508,985	22,955,760

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Group	Note	Unrestricted Funds			Restricted Funds			Subtotal	Total 2022	Total 2021	
		General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Education Fund	Parent-Teacher Group Fund	Library Fund				
		\$	\$	\$	\$	\$	\$	\$	\$	\$	
										(Restated)	
Net income/(deficit) before income from Jobs Support Scheme and Return of Grant		251,088	(3,392)		247,696	(843,114)	-	-	(843,114)	(595,418)	(953,161)
Other income from Jobs Support Scheme	10	476,804	-		476,804	-	-	-	-	476,804	3,474,997
Net income (loss)		727,892	(3,392)		724,500	(843,114)	-	-	(843,114)	(118,614)	2,521,836
Other comprehensive (loss) / income		-	-	(374,905)	(374,905)	-	-	-	-	(374,905)	770,733
Net comprehensive income /(loss)		727,892	(3,392)	(374,905)	349,595	(843,114)	-	-	(843,114)	(493,519)	3,292,569

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

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Company	Note	Unrestricted Funds				Restricted Funds			Subtotal	Total 2022	Total 2021
		General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund			
		\$	\$	\$	\$	\$	\$	\$	\$	\$	
										(Restated)	
INCOME											
Income from generated funds											
Voluntary income	4	1,272,971	-	-	1,272,971	1,012,497	-	-	1,012,497	2,285,468	1,713,021
Investment income	6	-	8,907	-	8,907	168,307	-	-	168,307	177,214	189,185
Income from charitable activities	7	20,729,293	-	-	20,729,293	21,000	22,714	-	43,714	20,773,007	19,376,094
Total income		22,002,264	8,907	-	22,011,171	1,201,804	22,714	-	1,224,518	23,235,689	21,278,300
EXPENDITURES											
Cost of generating funds											
Voluntary income	8	90,885	-	-	90,885	33,174	-	-	33,174	124,059	95,591
Charitable activities	9	21,744,384	12,299	-	21,756,683	2,011,744	22,714	-	2,034,458	23,791,141	22,149,771
Governance costs		58,126	-	-	58,126	-	-	-	-	58,126	44,770
Total expenditures		21,893,395	12,299	-	21,905,694	2,044,918	22,714	-	2,067,632	23,973,326	22,290,132
Net income/(loss) before income from Jobs Support Scheme and Return of Grant											
Other income from Jobs Support Scheme	10	465,145	-	-	465,145	-	-	-	-	465,145	3,389,992
Return of grant by subsidiaries	27	325,000	-	-	325,000	-	-	-	-	325,000	95,000
Net income/(loss)		899,014	(3,392)	-	895,622	(843,114)	-	-	(843,114)	52,508	2,473,160

**DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

Company	Unrestricted Funds				Restricted Funds			Total 2022	Total 2021	
	General Fund	Jimmy And Roshen Daruwalla Fund	Investment Revaluation Reserve	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund			
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Other comprehensive (loss) / income	-	-	(374,905)	(374,905)	-	-	-	-	(374,905)	770,733 (Restated)
Net comprehensive income / (loss)	899,014	(3,392)	(374,905)	520,717	(843,114)	-	-	(843,114)	(322,397)	3,243,893

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

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

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

1. GENERAL

Dyslexia Association of Singapore Limited (the "Company"), a company limited by guarantee, was incorporated in Singapore on 26 April 2021 under the Companies Act 1967. The Company is registered as a charity under the Charities Act 1994 with effect from 29 June 2021. It received approval as an Institution of a Public Character with effect from 25 August 2021.

The Group functions as a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore.

The registered office is located at 1 Jurong West Central 2, #05-01 Jurong Point Singapore 648886. The Company has thirteen (13) learning centres at the end of reporting year.

Each member of the Company has undertaken to contribute such amounts not exceeding \$100 to the assets of the Company in the event the Company is wound up and the monies are required for payment of the liabilities of the Company. The Company had thirty-one (31) members at the end of the reporting year.

The financial statements of the Company for the reporting year ended 31 March 2022 were authorised for issue in accordance with a resolution of the directors dated on the date of the Directors' Statement.

On 6 August 2021, the Company entered into a transfer of charitable undertaking agreement (the "Re-organisation Agreement") with the Dyslexia Association of Singapore (the "Society") to effect taking over of all the assets, the liabilities, and the employment of the employees and the operations of the Society with effect from 1 January 2022. The assets and liabilities of the Society were transferred to the Company at their book values as at 1 January 2022 at \$1 consideration. The transfer enables the Company to continue to carry on with the existing operations of the Society.

The reorganisation exercise is considered to be a business combination involving entities or businesses under common control and is accounted for by applying the pooling of interest method. Accordingly, the assets and liabilities of these businesses and entities transferred have been included in the financial statements at their carrying amounts, except for the restatement of certain accounts in relation to the transition from CAS to FRS (Note 31). Although the Re-organisation Agreement took effect on 1 January 2022, the financial statements present the financial position and financial performance as if the businesses had always been operated since the beginning of the earliest period presented.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****1. GENERAL (CONT'D)**

The following balances were transferred from the Society to the Company on 1 January 2022:

	\$
Funds	
General fund	2,684,817
Jimmy And Roshen Daruwalla Fund	822,016
Education Fund	12,494,658
Parent-Teacher Group Fund	7,620
Library Fund	34,237
	<u>16,043,348</u>
	\$
Current assets	
Trade and other receivables	1,166,806
Investments in financial assets	10,520,661
Cash and bank balances	9,777,022
Non-current assets	
Plant and equipment	643,575
Total assets	<u>22,108,064</u>
Current liabilities	
Trade and other payables	3,448,883
Other liabilities	2,564,890
Deposits received	50,943
Total liabilities	<u>6,064,716</u>
Net assets	<u>16,043,348</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

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 Companies Act 1967 (the "Act"), Charities Act 1994 and other relevant regulations (the "Charities Act and Regulations") and Financial Reporting Standards (FRSs). The financial statements have been prepared on the historical cost basis except where a FRS requires an alternative treatment (such as fair values) as disclosed and where appropriate in these financial statements.

Adoption of new and amended standards and interpretations

These financial statements are the Company's and the Group's first financial statements prepared in accordance with FRSs. The Group's financial statements for previous periods had been prepared in accordance with the Charities Accounting Standard ("CAS"). The effects of the transition from CAS to FRS are disclosed in Note 31. For the current reporting year certain new or revised financial reporting standards were issued by the Singapore Accounting Standards Council. None of these are applicable to the reporting entity for the current reporting year.

Standards issued but not yet effective

The Group has not adopted the following standards applicable to the Group that have been issued but not yet effective:

Description	Effective for annual periods beginning on or after
Amendment to FRS 116 Leases: Covid-19-Related Rent beyond 30 June 2021 Concessions	30 June 2022
Amendments to FRS 1: Presentation of Financial Statements and FRS Practice Statement 2: Disclosure of Accounting Policies	1 January 2023
Amendments to FRS 8: Accounting Policies, Changes in Accounting Estimates and Errors: Definition of Accounting Estimates	1 January 2023
Amendments to FRS 1 Presentation of Financial Statements: Classification of Liabilities as Current or Non-current	1 January 2022

The above FRSs are not expected to be material to the Group.

(II) Significant accounting policies

Foreign currency transactions

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 ("\$"), which is the Company's functional and presentation currency, as it best reflects the economic substance of the underlying events and circumstances relevant to the Company.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(II) Significant accounting policies (Cont'd)****Foreign currency transactions (Cont'd)**

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.

Consolidation

The Company 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 Company and the subsidiaries are eliminated.

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

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 Board of Directors. 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 Board of Directors 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 Company. The assets of the general fund comprise all the net assets of the Company, not allocated to the other specific funds.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

Revenue and income recognition

Revenue is measured based on the consideration to which the reporting entity expects to be entitled in exchange for transferring promised goods or services to a customer, excluding amounts collected on behalf of third parties.

Revenue is recognised when the reporting entity satisfies a performance obligation by transferring a promised good or service to the customer, which is when the customer obtains control of the good or service. A performance obligation may be satisfied at a point in time or over time. The amount of revenue recognised is the amount allocated to the satisfied performance obligation.

- (i) Tuition, workshop and assessment fees are recognised over time by reference to the progress towards complete satisfaction of relevant performance obligations, as the customer simultaneously receives and consumes benefits provided by the reporting entity.
- (ii) Membership subscriptions are recognised over time on an accrual basis.
- (iii) Income including donations, gifts, grants and other fund raising activities are recognised where there is (a) entitlement (b) certainty and (c) sufficient reliability of measurement. This normally coincides with the receipt of the donation and income from the fund raising activities. These are voluntary donations. Because of the nature of these donations, it is impractical to recognise them until the receipts are received.
- (iv) Grants 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.
- (v) Revenue from sale of resource books is recognised at a point in time when the control of the asset is transferred to the customer, generally upon delivery of the resource books.
- (vi) 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.

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.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****(II) Significant accounting policies (Cont'd)****Expenditures (Cont'd)***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.

Plant and equipment

Plant and equipment are initially recorded at cost. Subsequent to recognition, plant and equipment are measured at cost less accumulated depreciation and any accumulated impairment losses.

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 Statements of Financial Position date.

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

Right-of-use assets

The right-of-use assets are accounted and presented as if they were owned such as plant and equipment. The annual rates of depreciation are as follows:

Office premises	Over the terms of lease that are for 5 years.
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DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(II) Significant accounting policies (Cont'd)****Financial instruments**

A financial asset or a financial liability is recognised when, and only when, the entity becomes party to the contractual provisions of the instrument. All other financial instruments (including regular-way purchases and sales of financial assets) are recognised and derecognised, as applicable, using trade date accounting or settlement date accounting. A financial asset is derecognised when the contractual rights to the cash flows from the financial asset expire or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all of the risks and rewards of ownership of the financial asset are transferred or in which the entity neither transfers nor retains substantially all of the risks and rewards of ownership and it does not retain control of the financial asset. A financial liability is removed from the statement of financial position when, and only when, it is extinguished, that is, when the obligation specified in the contract is discharged or cancelled or expires.

At initial recognition the financial asset or financial liability is measured at its fair value plus or minus, in the case of a financial asset or financial liability not at fair value through profit or loss, transaction costs that are directly attributable to the acquisition or issue of the financial asset or financial liability.

Classification and measurement of financial assets:

- (i) Financial asset classified as measured at amortised cost: A financial asset is measured at amortised cost if it meets both of the following conditions and is not designated as at fair value through profit or loss (FVTPL), that is (a) the asset is held within a business model whose objective is to hold assets to collect contractual cash flows; and (b) the contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding. Typically trade and other receivables, bank and cash balances are classified in this category.
- (ii) Financial asset that is a debt asset instrument classified as measured at fair value through other comprehensive income (FVTOCI): A debt asset instrument is measured at fair value through other comprehensive income (FVTOCI) only if it meets both of the following conditions and is not designated as at FVTPL, that is (a): the asset is held within a business model whose objective is achieved by both collecting contractual cash flows and selling financial assets; and (b) the contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding. Financial assets are not reclassified subsequent to their initial recognition, except when, and only when, the reporting entity changes its business model for managing financial assets (expected to be rare and infrequent events). The previously recognised gains, losses, or interest cannot be restated. When these financial assets are derecognised, cumulative gains or losses previously recognised in other comprehensive income are reclassified to profit or loss.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

Financial instruments (Cont'd)

- (iii) Financial asset that is an equity investment measured at fair value through other comprehensive income (FVTOCI): On initial recognition of an equity investment that is not held for trading, an irrevocable election may be made to present subsequent changes in fair value in OCI. This election is made on an investment-by-investment basis. Fair value changes are recognised in OCI but dividends are recognised in profit or loss unless the dividend clearly represents a recovery of part of the cost of the investment. The gain or loss that is presented in OCI includes any related foreign exchange component arising on non-monetary investments (eg, equity instruments). On disposal, the cumulative fair value changes are not recycled to profit or loss but remain in reserves within equity. The weighted average or specific identification method is used when determining the cost basis of equities being disposed of.
- (iv) Financial asset classified as measured at fair value through profit or loss (FVTPL): All other financial assets are classified as measured at FVTPL. In addition, on initial recognition, management may irrevocably designate a financial asset as measured at FVTPL if doing so eliminates or significantly reduces an accounting mismatch that would otherwise arise from measuring assets or liabilities or recognising the gains and losses on them on different bases.

Classification and measurement of financial liabilities:

Financial liabilities are classified as at fair value through profit or loss (FVTPL) in either of the following circumstances: (1) the liabilities are managed, evaluated and reported internally on a fair value basis; or (2) the designation eliminates or significantly reduces an accounting mismatch that would otherwise arise. All other financial liabilities are carried at amortised cost using the effective interest method. Reclassification of any financial liability is not permitted.

Leases of lessee

A lease conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration. Where a lease arrangement is identified, a liability to the lessor is recognised as a lease obligation calculated at the present value of minimum lease payments. A corresponding right-of-use asset is recorded (or included in property, plant and equipment). Lease payments are apportioned between finance costs and reduction of the lease liability so as to reflect the interest on the remaining balance of the liability. Finance charges are recorded as a finance cost. Right-of-use assets are depreciated over the shorter of the estimated useful life of the asset and the lease term. Leases with a term of 12 months or less and leases for low value are not recorded as a liability and lease payments are recognised as an expense in profit or loss on a straight-line basis over the lease term.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(II) Significant accounting policies (Cont'd)****Inventories**

Inventories are stated at the lower of cost and net realisable value. Cost is determined on a first-in, first-out basis.

Income Tax

The Company and its subsidiaries are approved charities under the Charities Act 1994 and under the Income Tax Act 1947. Accordingly, the entities are exempt from income tax.

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.

Cash and cash equivalents in the statement of cash flows

Cash and cash equivalents in the statement of cash flows comprise cash on hand and other short-term highly liquid assets that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value.

Fair value measurement

The fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. When measuring the fair value of an asset or a liability, market observable data to the extent possible is used. If the fair value of an asset or a liability is not directly observable, an estimate is made using valuation techniques that maximise the use of relevant observable inputs and minimise the use of unobservable inputs (eg by use of the market comparable approach that reflects recent transaction prices for similar items, discounted cash flow analysis, or option pricing models refined to reflect the issuer's specific circumstances). Inputs used are consistent with the characteristics of the asset / liability that market participants would take into account. The entity's intention to hold an asset or to settle or otherwise fulfil a liability is not taken into account as relevant when measuring fair value.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**(II) Significant accounting policies (Cont'd)****Fair value measurement (Cont'd)**

Fair values are categorised into different levels in a fair value hierarchy based on the degree to which the inputs to the measurement are observable and the significance of the inputs to the fair value measurement in its entirety: Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities. Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (ie as prices) or indirectly (ie derived from prices). Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs). Transfers between levels of the fair value hierarchy are recognised at the end of the reporting period during which the change occurred.

The carrying values of current financial instruments approximate their fair values due to the short-term maturity of these instruments and the disclosures of fair value are not made when the carrying amount of current financial instruments is a reasonable approximation of the fair value. The fair values of non-current financial instruments may not be disclosed separately unless there are significant differences at the end of the reporting year and in the event the fair values are disclosed in the relevant notes to the financial statements. The recurring measurements are made at each reporting year-end date.

3. SIGNIFICANT ACCOUNTING JUDGEMENTS AND ESTIMATES

There were no critical judgements made in the process of applying the accounting policies that have the most significant effect on the amounts recognised in the financial statements. There were no key assumptions concerning the future, and other key sources of estimation uncertainty at the end of the reporting year, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting year.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****4. INCOME FROM GENERATED FUNDS – VOLUNTARY INCOME**

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Unrestricted funds:				
Donations	941,083	255,726	941,083	255,726
Wage credit	308,856	634,306	307,523	629,076
Rental rebates	17,510	73,550	17,510	64,052
Membership subscriptions	6,855	4,941	6,855	4,941
	<u>1,274,304</u>	<u>968,523</u>	<u>1,272,971</u>	<u>953,795</u>
Restricted funds:				
Donations	884,247	741,226	884,247	741,226
President's Challenge	128,250	18,000	128,250	18,000
	<u>1,012,497</u>	<u>759,226</u>	<u>1,012,497</u>	<u>759,226</u>
	<u>2,286,801</u>	<u>1,727,749</u>	<u>2,285,468</u>	<u>1,713,021</u>

Restricted funds include the following funding from the President's Challenge.

- (a) President's challenge 2020 or "PC 2020" amounting to \$60,000. The PC 2020 fund was used to send parents of students from lower-income families to workshops and courses. The amount was fully utilised and had been charged to course and other programme expenditures (Note 9) during the reporting year.
- (b) Final tranche disbursements from the President's Challenge 2021 or "PC 2021" amounting to \$42,000 (2021: \$18,000). The PC 2021 fund was used to support students from lower-income families access the review assessments services of the Company. \$56,021 (2021: Nil) of the amount was utilised and had been charged to bursary during the reporting year.
- (c) The first tranche disbursement from the President's Challenge 2022 or "PC 2022" amounting to \$26,250 (2021: Nil). The fund received from PC 2022 will be used to support students from lower-income families access the Speech-Language Therapy services of the Company.

5. INCOME FROM GENERATED FUNDS – ACTIVITIES FOR GENERATING FUNDS

	<u>Group</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
Unrestricted funds:		
Sale of resource books	7,127	4,249
Interest income from cash and bank balances	101	115
	<u>7,228</u>	<u>4,364</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

6. INCOME FROM GENERATED FUNDS – INVESTMENT INCOME

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Unrestricted funds:				
Interest income, net	690	4,819	690	4,819
Dividend income	8,217	7,525	8,217	7,525
	<u>8,907</u>	<u>12,344</u>	<u>8,907</u>	<u>12,344</u>
Restricted funds:				
Interest income, net	13,030	48,244	13,030	48,244
Dividend income	155,277	128,597	155,277	128,597
	<u>168,307</u>	<u>176,841</u>	<u>168,307</u>	<u>176,841</u>
	<u>177,214</u>	<u>189,185</u>	<u>177,214</u>	<u>189,185</u>

7. INCOME FROM CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
		(Restated)		(Restated)
Unrestricted funds:				
Tuition and assessment fees	10,731,908	9,619,492	10,425,649	9,342,717
Proceeds from courses and workshops conducted	508,350	547,010	4,306	13,627
Grant from MOE	9,654,925	9,660,582	9,654,925	9,660,582
VCF grant from NCSS	181,591	45,664	181,591	45,664
Conference fee income	11,140	20,533	11,140	20,533
Intercompany rental recharge	-	-	113,979	113,979
Sundry income	29,517	20,664	48,065	39,096
Jobs growth incentive, special and temporary employment credit	137,296	16,354	136,851	15,629
Government-paid maternity, paternity and child care leave	161,744	140,269	152,434	100,124
Professional Conversion Programmes support	-	10,553	-	10,553
Impairment loss on trade receivables written back (Note 12)	4,853	180	353	180
	<u>21,421,324</u>	<u>20,081,301</u>	<u>20,729,293</u>	<u>19,362,684</u>
Restricted funds:				
Tuition and assessment fees	21,000	-	21,000	-
Proceeds from workshops conducted	-	-	22,714	13,410
	<u>21,000</u>	<u>-</u>	<u>43,714</u>	<u>13,410</u>
Total	<u>21,442,324</u>	<u>20,081,301</u>	<u>20,773,007</u>	<u>19,376,094</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

8. EXPENDITURES – COST OF GENERATING FUNDS

	Group		Company	
	2022	2021	2022	2021
	\$	\$	\$	\$
Unrestricted funds:				
Voluntary income	90,885	93,775	90,885	93,775
Cost of resource books sold	640	430	-	-
Restricted funds:				
Voluntary income	33,174	1,816	33,174	1,816

9. EXPENDITURES – CHARITABLE ACTIVITIES

	Group		Company	
	2022	2021 (Restated)	2022	2021 (Restated)
	\$	\$	\$	\$
Unrestricted funds:				
Plant and equipment written off	1	20	1	20
Publication and publicity	66,591	73,417	63,079	65,631
Bank charges	10,612	15,953	6,287	8,818
Bursary	72,451	1,082,409	72,451	1,082,409
Cleaning services	235,456	182,761	228,244	177,566
Cost of conference	1,862	6,642	1,862	6,642
Course and other programme expenditures	81,520	78,208	-	3,894
Depreciation of plant and equipment (Note 15)	428,653	305,716	423,287	296,326
Depreciation of right-of-use assets (Note 19)	312,673	312,673	312,673	312,673
Insurance	20,152	18,544	13,820	13,945
Rental of equipment and upgrading	39,949	25,241	37,877	23,174
Learning resources	88,382	37,760	87,683	36,808
Lease interest	37,487	53,752	37,487	53,752
NETS commission	9,766	10,135	9,137	9,471
Other expenses	61,180	101,423	59,361	99,785
GST input tax disallowed	104,873	81,634	104,873	81,634
Impairment loss on trade receivables (Note 12)	6,124	12,754	6,124	8,254
Printing and supplies	27,806	31,966	27,344	31,211
Rental and service charges	530,991	522,811	480,706	472,526
Repairs and maintenance	256,802	231,452	251,780	224,429
Secretarial fees	8,777	8,120	4,457	-
Staff scholarships	158,449	115,144	454,731	408,478
Staff salaries and related staff costs	19,454,257	18,806,687	18,789,020	17,993,685
Telecommunications and networks	70,258	72,468	67,823	70,007
Transport and travelling	24,601	17,290	22,489	13,678
Utilities	196,413	164,726	194,087	162,312
	22,306,086	22,369,706	21,756,683	21,657,128

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

9. EXPENDITURES – CHARITABLE ACTIVITIES (CONT'D)

Restricted funds:				
Bursary	1,872,577	433,513	1,895,291	433,513
Course and other programme expenditures	60,007	2,991	60,007	59,130
Depreciation of plant and equipment (Note 15)	70,000	-	70,000	-
Learning resources	3,000	-	3,000	-
Staff salaries and related staff costs	5,160	-	5,160	-
Publication and publicity	1,000	-	1,000	-
	<u>2,011,744</u>	<u>436,504</u>	<u>2,034,458</u>	<u>492,643</u>
Total	<u>24,317,830</u>	<u>22,806,210</u>	<u>23,791,141</u>	<u>22,149,771</u>

10. OTHER INCOME FROM JOBS SUPPORT SCHEME

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Unrestricted funds:				
Jobs Support Scheme (JSS)	<u>476,804</u>	<u>3,474,997</u>	<u>465,145</u>	<u>3,389,992</u>

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.

11. INVENTORIES

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Merchandise	<u>6,026</u>	<u>2,308</u>	-	-

The costs of inventories recognised as an expense amount to \$3,818 (2021: \$3,728).

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

12. TRADE AND OTHER RECEIVABLES

	<u>Group</u>		<u>Company</u>	
	<u>2022</u> \$	<u>2021</u> \$	<u>2022</u> \$	<u>2021</u> \$
<u>Trade Receivables</u>				
Outside parties	2,266,829	2,099,565	2,173,435	1,987,834
Less: Allowance for expected credit losses	(13,972)	(26,127)	(13,972)	(21,627)
	<u>2,252,857</u>	<u>2,073,438</u>	<u>2,159,463</u>	<u>1,966,207</u>
Financial assistance/ bursary from MOE	1,348,092	500,852	1,348,093	500,852
	<u>3,600,949</u>	<u>2,574,290</u>	<u>3,507,556</u>	<u>2,467,059</u>
<u>Other Receivables</u>				
Amount owing by subsidiary	-	-	24,377	38,273
Grant receivable – Jobs Support Scheme	-	290,262	-	283,830
Outside parties	40,206	48,662	40,129	48,572
Deposits to secure services	335,187	323,217	335,187	323,217
Prepayments	135,359	124,716	117,235	118,447
	<u>510,752</u>	<u>786,857</u>	<u>516,928</u>	<u>812,339</u>
Trade and other receivables	<u>4,111,701</u>	<u>3,361,147</u>	<u>4,024,484</u>	<u>3,279,398</u>

Trade receivables are non-interest bearing and are generally on 30 days' terms.

The movement in the allowance for expected credit losses of trade receivables computed based on lifetime ECL are as follows:

	<u>Group</u>		<u>Company</u>	
	<u>2022</u> \$	<u>2021</u> \$	<u>2022</u> \$	<u>2021</u> \$
Balance at beginning of year	26,127	24,653	21,627	24,653
Current year allowance (Note 9)	6,124	12,754	6,124	8,254
Amount written off	(13,426)	(11,100)	(13,426)	(11,100)
Amount written back (Note 7)	(4,853)	(180)	(353)	(180)
Balance at end of year	<u>13,972</u>	<u>26,127</u>	<u>13,972</u>	<u>21,627</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

12. TRADE AND OTHER RECEIVABLES (CONT'D)

The reporting entity measures the allowance for expected credit losses of trade receivables at an amount equal to lifetime ECL. The reporting entity has recognised a loss allowance of 100% against all receivables that are over 60 days past due after the academic year and where the debtor had become uncontactable because historical experience has indicated that these receivables are generally not recoverable. There has been no change in the estimation techniques during the current reporting period.

The reporting entity writes off a trade receivable when there is information indicating that the debtor is in severe financial difficulty and there is no realistic prospect of recovery, e.g. when the debtor has been uncontactable, or when the trade receivables are over two academic years past due, whichever occurs earlier. None of the trade receivables that have been written off is subject to enforcement activities.

Financial assistance/ bursary from MOE and other receivables at amortised cost can be graded as low risk individually and are considered to have low credit risk. No loss allowance is necessary.

13. FINANCIAL ASSETS AT FAIR VALUE THROUGH OTHER COMPREHENSIVE INCOME

	<u>Group and Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	(Restated) \$
Movement during the year:		
Fair value at beginning of the year	11,789,971	8,014,695
Additions *	8,844	4,006,418
Disposals/ redemptions	(505,000)	(1,001,875)
Loss on financial debt assets at FVTOCI	(403)	-
Remeasurement of fair value	(374,905)	770,733
Fair value at end of the year	<u>10,918,507</u>	<u>11,789,971</u>

* Additions include reinvestments made by fund managers

The investments are managed by independent fund managers.

The movement in investment revaluation reserve during the reporting year is as follows:

	<u>Group and Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
At beginning of the year	770,733	-
Remeasurement of fair value	(374,905)	770,733
Loss on financial debt assets at FVTOCI	(403)	-
At end of the year	<u>395,425</u>	<u>770,733</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

13. FINANCIAL ASSETS AT FAIR VALUE THROUGH OTHER COMPREHENSIVE INCOME (CONT'D)

The investment in quoted equity instrument offered the Company the opportunity for return through dividend income and fair value gains. Change in fair value was recognised as part of investment valuation reserve.

Investment in equity instruments are held for medium to long-term purposes and not for trading. Accordingly, management had elected to designate this as at FVTOCI.

During 2022, certain investments in debt asset instruments measured at FVTOCI were disposed and fair value reserve of \$403 was transferred to investment revaluation reserve upon disposal .

During 2021, certain investments in debt asset instruments measured at FVTOCI were redeemed. The fair value of the investments at the date of redemption was \$1,001,875.

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

	<u>Level</u>	<u>Group and Company</u>	
		<u>2022</u>	<u>2021</u>
		\$	\$
<u>Current</u>			
Investment in equity instruments designated as at FVTOCI	1	10,918,507	11,284,568
<u>Non-current</u>			
Quoted debt securities	1	-	505,403
		<u>10,918,507</u>	<u>11,789,971</u>

The investments in equity instruments are broadly diversified with no specific industry or sectoral emphasis.

The effective interest rates of the quoted debt securities ranged from 3.75% per annum to 4% per annum (2021: 3.52% per annum to 4% per annum).

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****14. CASH AND BANK BALANCES**

	<u>Group</u>		<u>Company</u>	
	<u>2022</u> \$	<u>2021</u> \$	<u>2022</u> \$	<u>2021</u> \$
Cash in hand and at bank	9,337,917	9,557,528	8,774,756	8,833,762
Short-term deposit – restricted	46,232	46,116	-	-
Cash and bank balances	<u>9,384,149</u>	<u>9,603,644</u>	<u>8,774,756</u>	<u>8,833,762</u>

The short-term deposits have interest rates ranging from 0.21% to 0.25% per annum (2021: 0.07% 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>Company</u>	
	<u>2022</u> \$	<u>2021</u> \$	<u>2022</u> \$	<u>2021</u> \$
Cash and bank balances (as above)	9,384,149	9,603,644	8,774,756	8,833,762
Less: Short-term deposit – restricted	(46,232)	(46,116)	-	-
	<u>9,337,917</u>	<u>9,557,528</u>	<u>8,774,756</u>	<u>8,833,762</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

15. PLANT AND EQUIPMENT

Group	<u>Equipment and furniture</u> \$	<u>Renovation</u> \$	<u>Software</u> \$	<u>Total</u> \$
Cost:				
As at 1 April 2020 (Restated)	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
Additions	206,917	627,207	309,050	1,143,174
Disposal/Written off	(270)	-	-	(270)
As at 31 March 2022	1,884,318	4,173,387	1,120,175	7,177,880
Accumulated depreciation:				
As at 1 April 2020 (Restated)	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
Depreciation charge for the year (Note 9)	162,801	190,489	145,363	498,653
Disposal/Written off	(269)	-	-	(269)
As at 31 March 2022	1,714,724	3,639,737	701,944	6,056,405
Net carrying value: -				
As at 31 March 2022	169,594	533,650	418,231	1,121,475
As at 31 March 2021	125,479	96,932	254,544	476,955

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

15. PLANT AND EQUIPMENT (CONT'D)

Company

	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2020 (Restated)	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
Additions	204,557	627,207	309,050	1,140,814
Disposal/Written off	(270)	-	-	(270)
As at 31 March 2022	1,787,605	4,000,939	1,088,102	6,876,646
Accumulated depreciation:				
As at 1 April 2020 (Restated)	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
Depreciation charge for the year (Note 9)	159,169	189,504	144,614	493,287
Disposal/Written off	(269)	-	-	(269)
As at 31 March 2022	1,621,566	3,468,844	671,393	5,761,803
Carrying value: -				
As at 31 March 2022	166,039	532,095	416,709	1,114,843
As at 31 March 2021	120,652	94,392	252,273	467,317

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****16. 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 1967. The Company 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

17. TRADE AND OTHER PAYABLES

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
<u>Trade payables</u>				
Outside parties	850,657	408,830	738,344	300,142
Accruals	444,792	357,509	427,731	325,610
	<u>1,295,449</u>	<u>766,339</u>	<u>1,166,075</u>	<u>625,752</u>
<u>Other payables</u>				
Amount owing to subsidiaries	-	-	9,906	97,088
Outside parties	147,626	171,517	147,626	171,517
Accruals for unconsumed leave	484,248	483,803	469,701	466,151
Deferred grant income	-	486,426	-	474,720
Other accruals	3,271,041	2,756,656	3,183,715	2,649,529
	<u>3,902,915</u>	<u>3,898,402</u>	<u>3,810,948</u>	<u>3,859,005</u>
	<u>5,198,364</u>	<u>4,664,741</u>	<u>4,977,023</u>	<u>4,484,757</u>

18. OTHER LIABILITIES

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Advance billings	<u>3,514,419</u>	<u>3,239,633</u>	<u>3,344,189</u>	<u>3,044,859</u>

The contract liabilities will be included in revenue within one year.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

19. RIGHT-OF-USE ASSETS AND LEASE LIABILITIES

The Company has lease contract for office premises. The lease contracts are usually for fixed period of 5 years but may have extension options. Lease terms contain wide range of terms and conditions. The Company's obligations under this lease contract are secured by the lessor's title to the leased assets. The Company is restricted from assigning and subleasing the leased assets.

The Company also has certain leases of office premises with lease terms of 12 months or less and leases of office equipment with low value. The Company applies the 'short-term lease' and 'lease of low-value assets' recognition exemptions for these leases.

19A. Right-of-use assets

Group and Company

	<u>Office premises</u> \$
Cost:	
As at 1 April 2020 (Restated)	1,563,364
Additions	-
As at 31 March 2021 and 31 March 2022	<u>1,563,364</u>
Accumulated depreciation:	
As at 1 April 2020 (Restated)	442,953
Depreciation charge for the year (Note 9)	<u>312,673</u>
As at 31 March 2021	755,626
Depreciation charge for the year (Note 9)	<u>312,673</u>
As at 31 March 2022	<u>1,068,299</u>
Carrying value:	
As at 1 April 2020 (Restated)	<u>1,120,411</u>
As at 31 March 2021	<u>807,738</u>
As at 31 March 2022	<u>495,065</u>

19B. Lease liabilities

	<u>Group and Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
Current	335,837	318,697
Non-current	<u>204,186</u>	<u>540,023</u>
	<u>540,023</u>	<u>858,720</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

19. RIGHT-OF-USE ASSETS AND LEASE LIABILITIES (CONT'D)

19B. Lease liabilities (Cont'd)

	<u>Group and Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
As at 1 April 2021 and 2020	858,720	1,161,152
Accretion of interest	37,487	53,752
Lease payments – principal	(318,697)	(302,432)
Lease payments – interest	(37,487)	(53,752)
As at 31 March 2022 and 2021	<u>540,023</u>	<u>858,720</u>

A summary of the maturity analysis of lease liabilities is disclosed in Note 30E.

The weighted average incremental borrowing rate applied to lease liabilities recognized was 5.25% (2021: 5.25%) per annum.

The total lease liabilities and the average effective borrowing rate per year are disclosed above.

19C. Amounts recognised in profit or loss

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
		<u>(Restated)</u>		<u>(Restated)</u>
Depreciation of right-of-use assets (Note 9)	312,673	312,673	312,673	312,673
Interest expense on lease liabilities (Note 9)	37,487	53,752	37,487	53,752
Lease expense not capitalised in liabilities:				
Expense relating to leases of low-value assets (included in rental of equipment & upgrading – Note 9)	21,362	24,196	19,586	22,420
Expense relating to short term leases – (included in rental and service charges – Note 9)	530,991	522,811	480,706	472,526
	<u>902,513</u>	<u>913,432</u>	<u>850,452</u>	<u>861,371</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****20. DEPOSITS RECEIVED**

The deposits are for tuition fees received from students.

21. 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 Company.

22. 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 postgraduate studies and training of the Company's staff, awarding of local scholarships to the Company's students, purchase of resources for the library and faculty, and funding the remediation and/or assessment fees of a dyslexic child.

23. EDUCATION FUND

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

24. PARENT-TEACHER GROUP FUND

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

25. LIBRARY FUND

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

26. EMPLOYEE BENEFITS EXPENSE

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
Short term employee benefits expense	16,696,443	15,985,377	15,991,914	15,153,701
Contributions to defined contribution plan	2,469,743	2,362,220	2,401,441	2,278,018
Foreign worker levy and skill development fund	54,036	53,145	53,590	52,457
Other benefits	488,529	614,864	892,851	1,011,762
	<u>19,708,751</u>	<u>19,015,606</u>	<u>19,339,796</u>	<u>18,495,938</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****27. RELATED PARTY TRANSACTIONS**

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

Many of the Company'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:

	<u>Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
Return of grant received in prior years by subsidiaries *	325,000	95,000
Salaries paid by the subsidiary on behalf of the Company	38,008	69,629
Course fees charged to the Company by a subsidiary	434,024	461,901
Course fees charged to a subsidiary	13,459	16,702
Teaching materials charged to the Company by a subsidiary	4,493	-
Administrative expenses charged to a subsidiary	18,568	18,684
Amounts paid out and settlement of liabilities on behalf of subsidiaries	898,925	901,329
Amounts paid in and settlement of liabilities on behalf of the Company	<u>281,373</u>	<u>313,209</u>

* Return of grant by subsidiaries are in relation to the grants given by the Society to its subsidiaries in 2012 and 2013 to enable the subsidiaries to undertake programmes of work identified by the Society as necessary to meet the reporting entity's objectives. For information only, the balance of grants to be returned after the total returns of \$825,000 by subsidiaries as at reporting date amounts to \$1,175,000.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

27. RELATED PARTY TRANSACTIONS (CONT'D)

(b) Compensation of key management personnel

	Group		Company	
	2022	2021	2022	2021
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	3	2
\$100,001 to \$150,000	1	2	1	2
	Group		Company	
	2022	2021	2022	2021
	\$	\$	\$	\$
Short term employee benefits expense	1,213,921	1,293,561	1,133,661	1,138,884
Contributions to defined contribution plan	75,702	87,017	69,855	74,953
	<u>1,289,623</u>	<u>1,380,578</u>	<u>1,203,516</u>	<u>1,213,837</u>

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

It is not the normal practice for the Board members or people connected with them, to receive remuneration, or other benefits, from the Company for which they are responsible, or from institutions connected with the Company. This does not include the Chief Executive Officer who is an ex-officio Board member and part of the Company's key management personnel.

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

The total annual remuneration for each of the Company's 3 highest paid staff, who are also key management personnel, is as follows. They do not serve as Board member of the Company, except for the Chief Executive Officer who is an ex-officio Board member.

Annual remuneration	Company	
	2022	2021
\$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 Company's staff are close members of the family of the Chief Executive Officer or Board members.

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

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****27. RELATED PARTY TRANSACTIONS (CONT'D)**

(c) Significant transactions with other related parties

Professional fees paid and payable to companies in which a board member has interest amounted to \$8,389 (2021: \$10,007).

28. TAX DEDUCTIBLE RECEIPTS

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

During the reporting year, the Company issued tax-deductible receipts for donations collected amounting to \$381,661 (2021: \$196,069).

29. COMMITMENTSCapital commitments

Expenditure approved and contracted for:

	<u>Group and Company</u>	
	<u>2022</u>	<u>2021</u>
	\$	\$
Purchase of office equipment	-	41,300
	-	41,300

30. FINANCIAL INSTRUMENTS: INFORMATION ON FINANCIAL RISKS

(a) Categories of financial assets and liabilities

The following table categorises the carrying amount of financial assets and liabilities recorded at the end of the reporting year:

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
<u>Financial assets:</u>				
Financial assets at amortised cost	13,360,491	12,840,075	12,682,005	11,994,713
Financial assets that is a debt asset instrument at fair value through other comprehensive income (FVTOCI)	-	505,403	-	505,403
Financial assets that is an equity investment at fair value through other comprehensive income (FVTOCI)	10,918,507	11,284,568	10,918,507	11,284,568
At end of the year	24,278,998	24,630,046	23,600,512	23,784,684

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

30. FINANCIAL INSTRUMENTS: INFORMATION ON FINANCIAL RISKS (CONT'D)

(a) Categories of financial assets and liabilities (Cont'd)

	<u>Group</u>		<u>Company</u>	
	<u>2022</u>	<u>2021</u>	<u>2022</u>	<u>2021</u>
	\$	\$	\$	\$
<u>Financial liabilities:</u>				
Financial liabilities at amortised cost	8,819,431	8,330,794	8,442,407	7,973,688
At end of the year	<u>8,819,431</u>	<u>8,330,794</u>	<u>8,442,407</u>	<u>7,973,688</u>

Further quantitative disclosures are included throughout these financial statements.

(b) Financial risk management

The main purpose for holding or issuing financial instruments is to raise and manage the finances for the entity's operating, investing and financing activities. There are exposures to the financial risks on the financial instruments such as credit risk, liquidity risk and market risk comprising interest rate, currency risk and price risk exposures. Management has certain practices for the management of financial risks. However these are not documented in formal written documents. The following guidelines are followed: All financial risk management activities are carried out and monitored by senior management staff. All financial risk management activities are carried out following acceptable market practices.

There have been no changes to the exposures to risk; the objectives, policies and processes for managing the risk and the methods used to measure the risk.

(c) Fair values of financial instruments

The analyses of financial instruments that are measured subsequent to initial recognition at fair value, grouped into Levels 1 to 3 are disclosed in the relevant notes to the financial statements. These include the significant financial instruments stated at amortised cost and at fair value in the statement of financial position. The carrying values of current financial instruments approximate their fair values due to the short-term maturity of these instruments and the disclosures of fair value are not made when the carrying amount of current financial instruments is a reasonable approximation of the fair value.

(d) Credit risk on financial assets

Credit risk refers to the risk that the counterparty will default on its contractual obligations resulting in a loss to the reporting entity. The Group has adopted a policy of only dealing with creditworthy counterparties. The Group performs ongoing credit evaluation of its counterparties' financial condition and generally do not require a collateral.

The reporting entity considers the probability of default upon initial recognition of asset and whether there has been a significant increase in credit risk on an ongoing basis throughout each reporting period.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

30. FINANCIAL INSTRUMENTS: INFORMATION ON FINANCIAL RISKS (CONT'D)**(d) Credit risk on financial assets (cont'd)**

Financial assets that are potentially subject to concentrations of credit risk and failures by counterparties to discharge their obligations in full or in a timely manner. These arise principally from cash balances with banks, cash equivalents, receivables and other financial assets. The maximum exposure to credit risk is the total of the fair value of the financial assets at the end of the reporting year. Credit risk on cash balances with banks and any other financial instruments is limited because the counter-parties are entities with acceptable credit ratings. For expected credit losses (ECL) on financial assets, the simplified approach applied by the entity (that is, to measure the loss allowance at an amount equal to lifetime ECL at initial recognition and throughout its life) is permitted by the financial reporting standard on financial instruments for financial assets that do not have a significant financing component, such as the trade receivables and other current financial assets. For credit risk on the current financial assets an ongoing credit evaluation is performed on the financial condition of the debtors and an impairment loss is recognised in profit or loss. Reviews and assessments of credit exposures in excess of designated limits are made. Renewals and reviews of credits limits are subject to the same review process.

The Group has determined the default event on a financial asset to be when internal and/or external information indicates that the financial asset is unlikely to be received, which could include default of contractual payments due for more than 60 days, default of interest due for more than 30 days or there is significant difficulty of the counterparty. The Group considers available reasonable and supportive forward-looking information when there are indicators of credit risk.

There is no concentration of credit risk.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****30. FINANCIAL INSTRUMENTS: INFORMATION ON FINANCIAL RISKS (CONT'D)****(e) Liquidity risk – financial liabilities maturity analysis**

Liquidity refers to the difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another financial asset. It is expected that all the liabilities will be settled at their contractual maturity. The average credit period taken to settle trade payables is about 30 days (2021: 30 days). The other payables are with short-term durations. The classification of financial assets is shown in the statement of financial position as they may be available to meet liquidity needs and no further analysis is necessary.

The reporting entity monitors its liquidity risk maintains a level of cash and cash equivalents deemed adequate by Management to finance the reporting entity's operations and to mitigate the effects of fluctuations in cash flows.

The following table analyses the non-derivative financial liabilities by remaining contractual maturity (contractual undiscounted cash flows):

Group

	<u>1 year</u>	<u>2 – 3 years</u>	<u>Total</u>
	\$	\$	\$
Non-derivative financial liabilities:			
<u>2022:</u>			
Gross lease liabilities	356,184	207,774	563,958
Trade and other payables	4,714,116	-	4,714,116
Other liabilities	3,514,419	-	3,514,419
Deposits received	50,873	-	50,873
At end of the year	<u>8,635,592</u>	<u>207,774</u>	<u>8,843,366</u>
<u>2021:</u>			
Gross lease liabilities	356,184	563,958	920,142
Trade and other payables	4,180,938	-	4,180,938
Other liabilities	3,239,633	-	3,239,633
Deposits received	51,503	-	51,503
At end of the year	<u>7,828,258</u>	<u>563,958</u>	<u>8,392,216</u>

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022****30. FINANCIAL INSTRUMENTS: INFORMATION ON FINANCIAL RISKS (CONT'D)**

(e) Liquidity risk – financial liabilities maturity analysis (Cont'd)

Company	<u>1 year</u>	<u>2 – 3 years</u>	<u>Total</u>
	\$	\$	\$
Non-derivative financial liabilities:			
<u>2022:</u>			
Gross lease liabilities	356,184	207,774	563,958
Trade and other payables	4,507,322	-	4,507,322
Other liabilities	3,344,189	-	3,344,189
Deposits received	50,873	-	50,873
At end of the year	<u>8,258,568</u>	<u>207,774</u>	<u>8,466,342</u>
<u>2021:</u>			
Gross lease liabilities	356,184	563,958	920,142
Trade and other payables	4,018,606	-	4,018,606
Other liabilities	3,044,859	-	3,044,859
Deposits received	51,503	-	51,503
At end of the year	<u>7,471,152</u>	<u>563,958</u>	<u>8,035,110</u>

The above amounts disclosed in the maturity analysis are the contractual undiscounted cash flows and such undiscounted cash flows differ from the amount included in the statement of financial position. When the counterparty has a choice of when an amount is paid, the liability is included on the basis of the earliest date on which it can be required to pay.

(f) Interest rate risk

The interest from financial assets including cash balances is not significant.

(g) Foreign currency risks

The effect on profit is not significant.

(h) Equity price risk

There are investments in equity shares or similar instruments. Such investments are exposed to both currency risk and market price risk arising from uncertainties about future values of the equity shares. The fair values of these equity shares and sensitivity analysis are disclosed in Note 13.

31. COMPARATIVE INFORMATION

(i) As described in Note 1, the Group has presented the financial statements as if the businesses had always been operated since the beginning of the earliest period presented.

(ii) Financial information restated

Certain comparative amounts were restated due to transition from CAS to FRSs.

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2022

31. COMPARATIVE INFORMATION (CONT'D)

Accordingly, the restated amounts reported in the prior reporting year 2021 are reflected below:

Group	As previously stated	Adjustments	As restated
For the Financial Year ended 31 March 2021:	\$	\$	\$
<i>Statement of Financial Activities and Other Comprehensive Income</i>			
Expenditure - Charitable activities	22,795,969	10,241	22,806,210
Other comprehensive income - Change in fair value of equity instrument designated at FVTOCI	-	770,733	770,733
<i>Statement of Financial Position</i>			
Financial assets at fair value through other comprehensive income – current	10,514,238	770,330	11,284,568
Right-of-use assets	-	807,738	807,738
Financial assets at fair value through other comprehensive income – non current	505,000	403	505,403
Lease liability – current	-	318,697	318,697
Lease liability – non current	-	540,023	540,023
General Fund	2,512,279	(50,982)	2,461,297
Investment Revaluation Reserve	-	770,733	770,733
<i>Statement of Cash flows</i>			
Net deficit before income from Jobs Support Scheme	(942,920)	(10,241)	(953,161)
Depreciation of right-of-use assets	-	312,673	312,673
Lease interest	-	53,752	53,752
Principal payment of lease liabilities	-	(302,432)	(302,432)
Interest paid	-	(53,752)	(53,752)

DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2022**

31. COMPARATIVE INFORMATION (CONT'D)

Company	As previously stated	Adjustments	As restated
For the Financial Year ended 31 March 2021:	\$	\$	\$
<i>Statement of Financial Activities and Other Comprehensive Income</i>			
Income from charitable activities	19,262,115	113,979	19,376,094
Expenditure - Charitable activities	22,025,551	124,220	22,149,771
Other comprehensive income - Change in fair value of equity instrument designated at FVTOCI	-	770,733	770,733
<i>Statement of Financial Position</i>			
Financial assets at fair value through other comprehensive income – current	10,514,238	770,330	11,284,568
Right-of-use assets	-	807,738	807,738
Financial assets at fair value through other comprehensive income – non current	505,000	403	505,403
Lease liability – current	-	318,697	318,697
Lease liability – non current	-	540,023	540,023
General Fund	2,637,671	(50,982)	2,586,689
Investment Revaluation Reserve	-	770,733	770,733
<i>Statement of Cash flows</i>			
Net deficit before income from Jobs Support Scheme	(1,001,591)	(10,241)	(1,011,832)
Depreciation of right-of-use assets	-	312,673	312,673
Lease interest	-	53,752	53,752
Principal payment of lease liabilities	-	(302,432)	(302,432)
Interest paid	-	(53,752)	(53,752)

32. COLUMNAR PRESENTATION OF STATEMENTS OF FINANCIAL POSITION

A large majority of the assets and liabilities are attributable to the General and Education Funds. All the assets of the other funds are represented by cash balances and investment in financial assets. Accordingly, the Company did not adopt a columnar presentation of its assets, liabilities and funds in the Statements of Financial Position as it was not meaningful.

CORPORATE GOVERNANCE



REORGANISATION EXERCISE

To manage risk exposure and address the concern of succession planning of its Executive Committee, the members of Dyslexia Association of Singapore ("DAS") approved the conversion of DAS from a society to a company limited by guarantee structure. Dyslexia Association of Singapore Limited ("DAS Ltd"), a company limited by guarantee, was incorporated on 26 April 2021. It is governed by its Constitution, and its members and Board of Directors are the existing life members and Executive Committee members of DAS respectively.

On 6 August 2021, the DAS Ltd entered into a transfer of charitable undertaking agreement with DAS to effect taking over of all the assets, the liabilities, the employment of the employees and the operations of the Society with effect from 1 January 2022. The transfer enables DAS Ltd to continue to carry on with the existing operations of DAS.

BOARD OF DIRECTORS

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

DAS is governed by 13 Directors headed by a Chairman. The Board ensures that GMT pursues the objectives of DAS.

BOARD OF DIRECTORS COMPOSITION AND MEMBERSHIP

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

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

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

The Board had exerted great effort to recruit new members in recent years. We are happy to report that three (3) new member joined the Board (1 in 2022 and 2 in 2021).

However, due to the lack of more new members coming forward, five (5) of the 13 Board members who have served for 10 or more consecutive years on the Board were asked to stand for re-election.

BOARD OF DIRECTORS

Board Members	Current Charity Board Appointment (DAS Ltd)	Attendance at Board Meetings 2021-2022	Occupation	Charity Board Appointment (DAS)
Lee Siew Pin Eric	Director 26 April 2021	8/8	Executive Coach (Career Transitions)	President September 2021
M Rajaram	Director 26 April 2021	7/8	Partner, Chairman (K&L Gates Straits Law LLC)	Vice President September 2021
Chen Wei Ching	Director 26 April 2021	8/8	Director (Chen Holdings Pte Ltd)	Honorary Treasurer September 2021
Kaka Singh s/o Dalip Singh	Director 26 April 2021	7/8	Chairman, Senior Partner (RSM Chio Lim LLP)	Assistant Honorary Treasurer September 2021
Wong May-Lyn	Director 26 April 2021	6/8	Curriculum Specialist (NTUC First Campus)	Honorary Secretary September 2021
Kevin Kwek Yiu Wing	Director 26 April 2021	6/8	Lawyer, Partner (Kennedy's Legal Solutions)	Assistant Honorary Secretary September 2021
Paul Lim Boon Tong	Director 26 April 2021	7/8	Senior Project Engineer (JGC Singapore Pte Ltd)	Committee Member September 2021
Zubin Jimmy Daruwalla	Director 26 April 2021	4/8	Health Industries Leader (PricewaterhouseCooper)	Committee Member September 2021
Jim Chao-An Lee	Director 26 April 2021	7/8	Manager, Youtube Product Partnerships (Google Asia Pacific Pte Ltd (Singapore))	Committee Member September 2021
Alicia Tan Gek Cheng	Director 20 Nov 2021	3/4	Director (Allecret Global Pte Ltd)	Committee Member September 2021
Addis William Dickon	Director 20 Nov 2021	4/4	Retiree	Committee Member September 2021
Andy Lim How Boon	Director 19 March 2022	2/3	Chief Executive Officer (JL Family Office)	-
Lee Siang	Director 26 April 2021	8/8	Chief Executive Officer, (DAS Ltd)	-

RESIGNED DIRECTORS

Name	Date of Appointment	Date of Resignation
Kaisavapany s/o Krishnasamy @ Kesavapany	26 April 2021	20 November 2021
Dr Cynthia Tan Guan Hiang	26 April 2021	20 November 2021

BOARD MEETINGS



DAS Board, Senior and Middle Management Staff

A total of seven Board meetings and one Annual General Meeting (AGM) in the financial year ended 31 March 2022, as shown below:

Board Meetings	24 Apr 2021 5 Jun 2021 14 Aug 2021 18 Sep 2021 20 Nov 2021	19 Mar 2022 4 Jun 2022 27 Aug 2022
Annual General Meeting	18 Sep 2021	

As necessary, the Board may hold additional meetings. The Board, other committee members, the general and middle management teams also participated in a retreat for strategic review on 9 April 2022.

SUB-COMMITTEES

The Board Committee has formed eight (8) oversight sub-committees providing the relevant advice and expertise to DAS GMT.

The eight sub-committees are:

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

Board composition and members of the respective Board Committees from the last AGM date, 18 September 2021, is set out in the table.

FY 2021 / 2022 BOARD COMPOSITION

Committee	Name	Designation	Number of Meetings Attended
Audit & Risk	Addis William Dickon	Chairman	6/6
	M Rajaram	Member	6/6
	Paul Lim Boon Tong	Member	5/6
	Jim Chao-An Lee	Member	6/6
	Alicia Tan Gek Cheng (member from 18 Sep 2021)	Member	3/4
	Andy Lim How Boon (member from 18 Sep 2021)	Member	2/4
Building	M Rajaram	Chairman	1/1
	Paul Lim Boon Tong	Member	1/1
	Chen Wei Ching	Member	-
	Lie Schagen Ay Wen (member from 18 Sep 2021)	Member	-
	Andy Lim How Boon (member from 18 Sep 2021)	Member	-
Finance & Investment	Kaka Singh s/o Dalip Singh	Chairman	5/5
	Chen Wei Ching	Member	5/5
	Kevin Kwek Yiu Wing	Member	3/5
	Dr Zubin Jimmy Daruwalla	Member	-
	Anurag Pandey	Member	2/5
	Dr Richard Yap Chin Yee	Member	5/5
Fundraising	Dr Cynthia Tan Guan Hiang	Co-Chairman	7/8
	Alicia Tan Gek Cheng	Co-Chairman	8/8
	Lee Siew Pin Eric	Member	7/8
	M Rajaram	Member	1/8
	Kevin Kwek Yiu Wing	Member	7/8
	Kaisavapany s/o Krishnasamy @ Kesavapany (Committee member until 18 Sep 2021)	Member	2/2
	Wong May-Lyn	Member	6/8
	Dr Zubin Jimmy Daruwalla	Member	4/8
	Lie Schagen Ay Wen	Member	5/8
	Anurag Pandey	Member	6/8
Human Resource	Kaka Singh s/o Dalip Singh	Chairman	3/3
	Lee Siew Pin Eric	Member	3/3
	Paul Lim Boon Tong	Member	2/3
	Dr Cynthia Tan Guan Hiang	Member	3/3
	Wong May-Lyn	Member	2/3
	Jim Chao-An Lee (member from 18 Sep 2021)	Member	1/2
	Addis William Dickon (member from 18 Sep 2021)	Member	0/2

Committee	Name	Designation	Number of Meetings Attended
Nomination	Lee Siew Pin Eric	Chairman	-
	M Rajaram	Member	-
	Kevin Kwek Yiu Wing	Member	-
	Dr Cynthia Tan Guan Hiang	Member	-
Programme & Services	Kevin Kwek Yiu Wing	Chairman	5/5
	Lee Siew Pin Eric	Member	5/5
	Paul Lim Boon Tong	Member	2/5
	Dr Cynthia Tan Guan Hiang	Member	2/5
	Wong May-Lyn	Member	4/5
	Dr Zubin Jimmy Daruwalla	Member	2/5
	Jim Chao-An Lee	Member	4/5
	Alicia Tan Gek Cheng	Member	3/5
	Lie Schagen Ay Wen	Member	4/5
	Dr Richard Yap Chin Yee (member from 18 Sep 2021)	Member	3/3
Special Project	Kevin Kwek Yiu Wing	Co-Chairman	4/4
	Andy Lim How Boon	Co-Chairman	4/4
	Anurag Pandey (member from 18 Sep 2021)	Member	1/4

1. All Board 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 2021, the number of updates sent to various Committees are as follows: Executive Committee/Board members (122), Audit and Risk Committee (18), Programme & Services (11), Finance & Investment Committee (28), Building Committee (16), Human Resource Committee (9), Fundraising Committee (61), and Nomination Committee (3). Some of these updates require written approval by the Executive Committee/Board members.
3. The Governance Board of DAS International Services Ltd and DAS Academy Ltd refers to the Executive Committee / Board of Directors of its parent charity, Dyslexia Association of Singapore Limited. Hence, their board of directors' meetings were held on the same date as that of DAS Executive Committee/Board of Directors' meetings.

GENERAL MANAGEMENT TEAM

Name	Designation	Date of Current Appointment
Lee Siang	Chief Executive Officer	1 September 2014
Chai Soo Chiao	Chief Finance Officer and Director of Learning Centre	1 January 2017
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

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

AUDIT AND RISK MANAGEMENT COMMITTEE

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

SPECIAL PROJECT COMMITTEE

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

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

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

BUILDING COMMITTEE

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

PROGRAMMES AND SERVICES COMMITTEE

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

FINANCE AND INVESTMENT COMMITTEE

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

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

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 Board members for election as office bearers; and designs and oversees a process of Executive Committee orientation.

RESERVES POLICY

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

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

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

The Group will build its reserves towards a level which is at least equivalent to:

Total Reserves = (Total Expenditure – 75% of Government Grant – Net Fees) x 3 years, computed as follows:

	Group		Company	
	2022 \$'000	2021 \$'000	2022 \$'000	2021 \$'000
Total operating expenses	22,508	21,438	21,972	20,772
75% of Government Grant	7,241	7,245	7,241	7,245
Net Fees	5,633	4,826	5,231	4,688
Net expenditure	9,634	9,367	9,500	8,839
Total reserves required	28,902	28,101	28,500	26,517

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

	Current Year \$'000	Previous Year \$'000	% Increase/ (Decrease)
Unrestricted Funds (Reserves)	4,008	3,284	22%
Restricted / Designated Funds:			
- Education Fund	12,288	13,131	-6%
Total Funds	16,296	16,415	-1%
Ratio of Reserves[1] to Net Expenditure[2] over 3 years	0.56	0.58	-0.02

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

View <https://das.org.sg/about-das/2021-12-16-08-46-4/das-ltd-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 Board of Directors ("Board") are fully committed to conducting its operations with integrity and consistent with the highest ethical standards, and in compliance with all applicable laws and regulatory requirements. DAS strongly believes that the actions and conduct of all employees, as well as other persons acting on behalf of DAS and/or its subsidiaries, are essential to maintaining these standards. The Board has approved and adopted this Whistle-blowing Policy to ensure necessary arrangements are available where whistle-blowers may raise concerns about possible improprieties without fear of reprisals in any form.

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

It is the responsibility of all officers and employees of DAS to report any possible improprieties. He/she can report to Chairman Audit Committee whose contact particulars are listed below.

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 Board Audit Committee as follows:

Email	Mr Dickon Addis, dickonaddis@me.com
-------	-------------------------------------

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.

Any whistle-blowing report involving any Board 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 Dickon Addis, dickonaddis@me.com

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

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

In the event that the whistle-blowing reports involve any Board Member, the reports shall be escalated to the 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.

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 Board's continued commitment to this Policy.

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

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

GOVERNANCE EVALUATION CHECKLIST

Name of Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE LIMITED

UEN: 202114767K

Preview Governance Evaluation Checklist Submission for the period Apr 2021 - Mar 2022

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

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

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
20	The Board ensures that there is a process to identify, and regularly monitor and review the charity's key risks.	6.1.4	Complied	
21	The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied	
	Does the charity invest its reserves (e.g. in fixed deposits)?		Yes	
22	The charity has a documented investment policy approved by the Board.	6.4.3	Complied	
Fundraising Practices				
	Did the charity receive cash donations (solicited or unsolicited) during the financial year?	6.1.1	Complied	
23	All collections received (solicited or unsolicited) are properly accounted for and promptly deposited by the charity.	7.2.2	Complied	
	Did the charity receive donations in kind during the financial year?		Yes	The Company received donations in-kind like refurbished laptops, which were distributed to students from lower-income families who do not have the necessary equipment for online learning. Other donations include air disinfection machine which either used at the centres.
24	All donations in kind received are properly recorded and accounted for by the charity.	7.2.3	Complied	

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

Dyslexia Association of Singapore

PROGRAMME EVALUATIONS

Annual Report 2021- 2022

ANNEXURE





Our Mission

Helping People With Dyslexia and Other Specific Learning Differences 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 Limited

Designed by
Deborah Hewes, Assistant Director, Publicity & Publications

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DAS
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SPLD ASSESSMENT SERVICES (SAS)



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, screening for dyslexia, psycho-educational assessments and consultations for those who struggle with literacy. The team also regularly conducts talks to raise awareness of people with specific learning difficulties.



SPLD ASSESSMENT SERVICES (SAS)

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 each service user’s unique profile which identifies their learning strengths and weaknesses. For children who go on to receive learning support at DAS, it is vital that SAS psychologists differentiate the child’s learning needs through a profiling process, 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.

SOURCES OF REFERRALS		
2021/2022	Year Total	%
MOE referrals to MLP	381	31.5
Internet	80	6.6
Word of Mouth	313	25.8
Media	15	1.2
Awareness Talk	22	1.8
Mass Screening	15	1.2
Others (e.g. Hospitals)	385	31.8
Total	1211	100

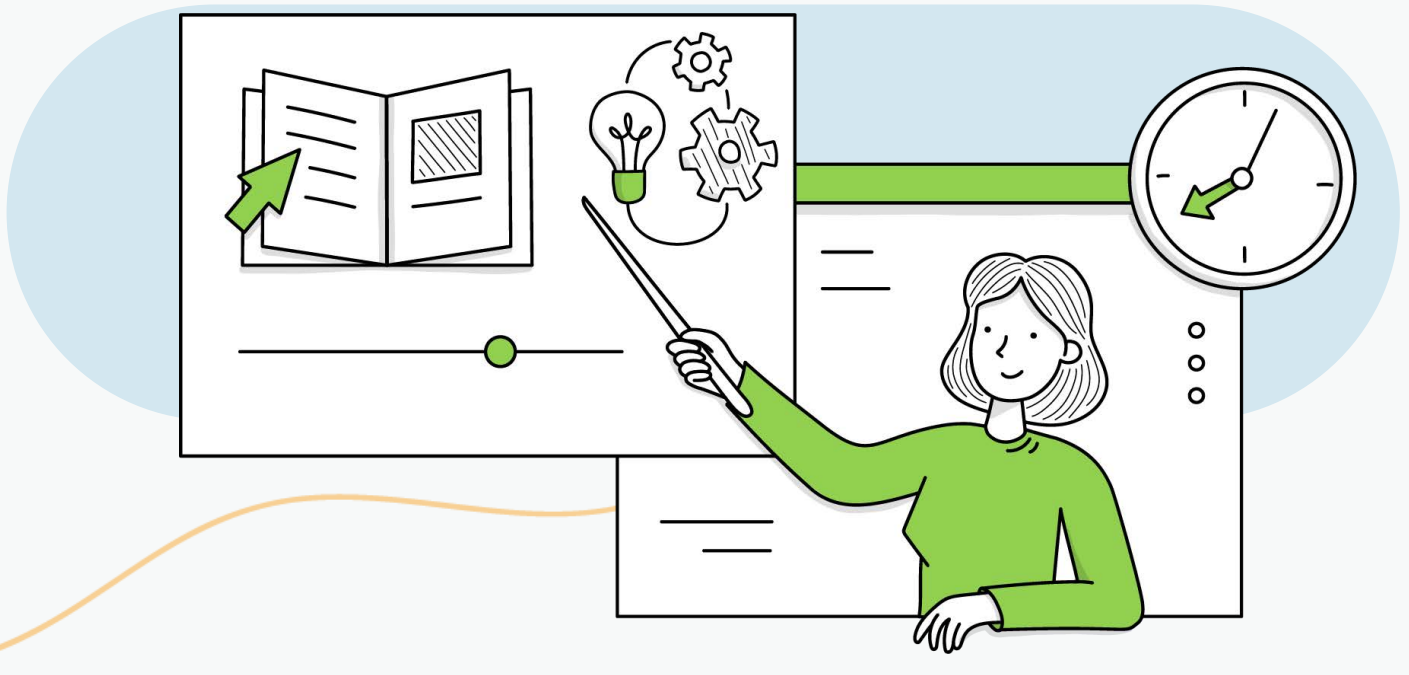
ASSESSMENTS CONDUCTED	
2021/2022	Total
No. of Assessments conducted	1081
No. of Dyslexia Assessments	1029 (94.2%)
No. of Adult Assessments	25 (2.3%)
Other Specific Learning Differences	27 (2.5%)
No. of bursaries awarded for assessments	565 (52.3%)



ASSESSMENTS FOR DYSLLEXIA AND BEYOND

FY 2021-2022 follows a year that was significantly affected by the government-announced two-month Circuit Breaker. While the SAS team was able to conduct assessment throughout the year in FY 2021-2022, COVID-19 continued to pose a challenge due to waves of increased cases and changing Safe Management Measures. Nonetheless, the team put in a tremendous effort and managed to assess a total of 1081 students to identify their learning needs. DAS had also financially supported approximately half of the students assessed with bursaries.

Out of the 1081 students assessed, the team saw slight increase from the previous financial year in the percentage of assessments conducted for adults (2.3% in FY 2021-2022 compared to 1.8% in FY 2020-2021), but a slight decrease of students whose parents had concerns for areas other than dyslexia (2.5% in FY 2021-2022 compared to 4% in FY 2020-2021). 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 continued to be for attention and Mathematics difficulties, 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 2021/2022, the team continued to attend weekly professional development sessions that included case discussions, as well as topical or journal presentations. Two of our newly recruited specialist psychologists completed the Specialist Diploma in Psychological Assessment for Dyslexia, and 4 of our 2nd year specialist psychologists completed the Certificate in Dyslexia and Literacy Teaching. We also attended sharing sessions by teachers from the Focused Language Assistance in Reading. Specialist psychologists also learned tests such as the Test of Visual Perceptual Skills, 4th Edition, while registered psychologists attended the Certified User Training for the Singapore Ability Scales. The psychologists were also involved in the continued training and support of trainee specialist, such as through report vetting and checking of protocols from psycho-educational assessments.

PSYCHO EDUCATIONAL ASSESSMENT

The Importance of Early Identification of Specific Learning Differences (SpLD)

“ A 2013 study conducted by DAS confirmed the findings of several early intervention studies, that students who started intervention early achieved the most in literacy gains. ”

Early identification and early intervention of SpLD is vital for a child's well-being and educational progress.

A psycho-educational assessment provides useful information about an individual's learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty.

Delayed identification, can impact learning which may lead to:

- emotional distress
- poor self-esteem
- frustration in learning
- further behavioural issues.

A psycho-educational assessment identifies:

- strengths and weaknesses in terms of cognitive abilities and academic skills
- appropriate intervention strategies.

So it is vital that we understand the signs and symptoms of SpLD and avoid labelling underachievement as a result of laziness or apathy.

A psycho-educational assessment is vital to unlock the support strategies needed for individuals with SpLD.

Find out more about DAS Psycho-educational Assessments - WWW.DAS.ORG.SG



DYSLEXIA ASSOCIATION
OF SINGAPORE
HELPING DYSLEXIC PEOPLE ACHIEVE

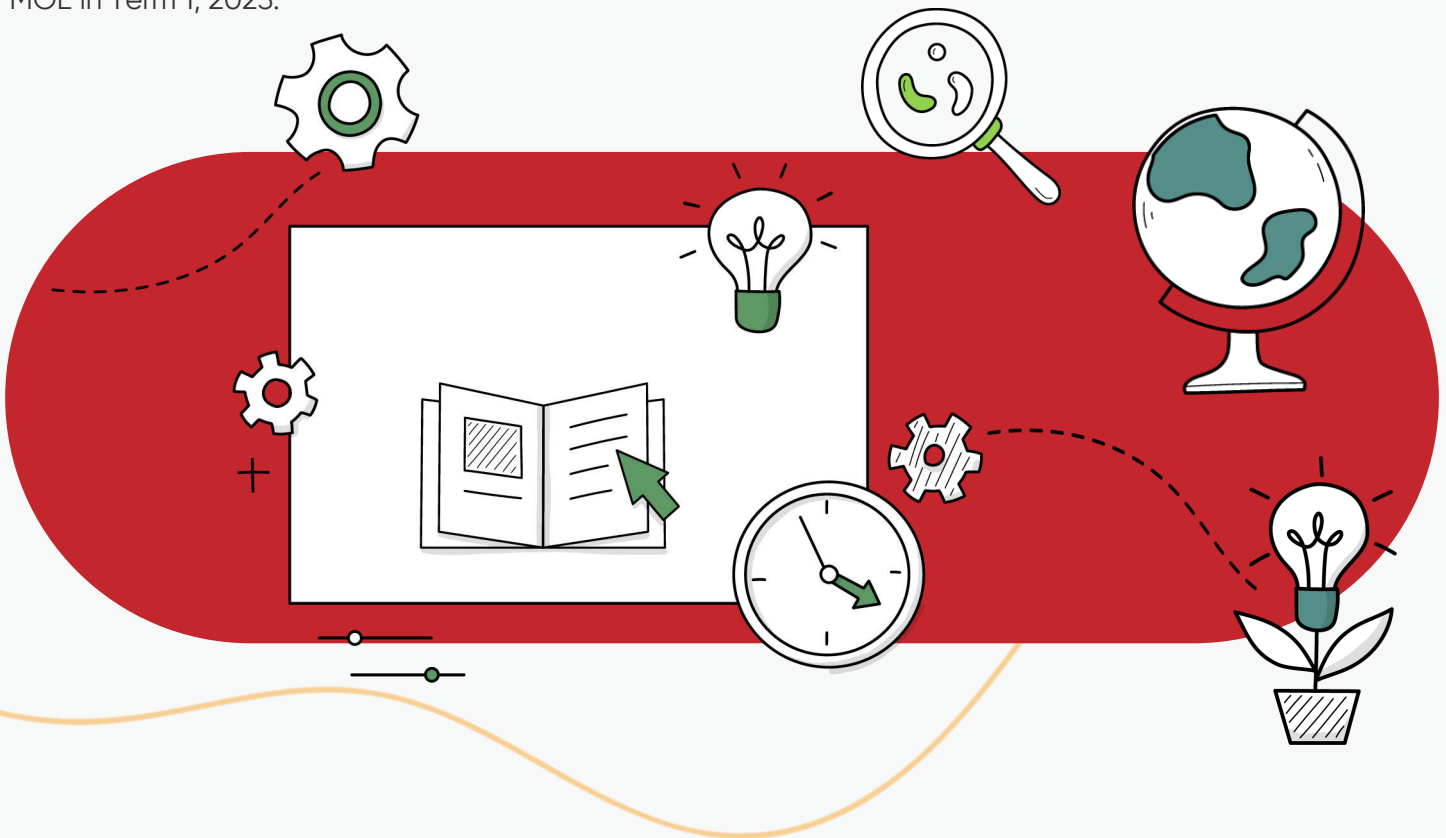
CONTACT US

6444 5700

(Mon to Fri—9am to 5:30pm)

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), the SAS conducted profiling of students from the Specialised Schools who participated in the pilot on-site MLP. It was found that students' performances on the CBA Words to Read and Words to Spell subtest correlated significantly and positively with their performances on the British Ability Scales, 3rd Edition, Word Reading and Spelling subtests. However, due to the limited range of performances amongst students from the Specialised School demographic, definitive conclusions cannot be made from these correlations. Further plans have been made to compare students' CBA performances to those on standardised tests in FY 2022-2023, with the goal of implementing CBAs as an entry profiling tool for referrals from MOE in Term 1, 2023.



ASSESSMENT SERVICE EVALUATION

In the effort to gain understanding of service users' perspectives of assessments conducted by the SAS, a portion of the annual DAS Client Satisfaction Survey included questions about the assessment service. A majority of parents found the assessment application process and assessment result explanation to be satisfactory, but a small proportion of parents cited long waiting times as concerns for the assessment application process. The SAS endeavours to review the application process in FY 2022-2023.

DO I HAVE AN SPLD?

SPECIFIC LEARNING DIFFERENCES (SPLD)
is a difference or difficulty with some particular aspects of learning.

Research shows that individuals can have more than one of these differences.

DYSLEXIA

Dyslexia is a developmental difficulty of language learning and cognition.

- Primarily affects the skills involved in accurate and fluent word reading and spelling.
- Difficulties in phonological awareness, verbal memory and processing speed
- Difficulties in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation

AUTISM SPECTRUM DISORDER

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterised by deficits in social communication and social interaction as well as restricted, repetitive and stereotyped patterns of behaviours, interests or activities.

- May also have language and/or intellectual impairments.
- Typically present from early childhood (12 - 24 months of age)
- The manifestation and severity of symptoms vary across individuals with ASD.

ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder originating from childhood.

- Inattention and/or hyperactivity-impulsivity that often occur in two or more settings
- Affects their performance in school as well as their relationships with others.

DYSCALCULIA

Dyscalculia is a specific learning difficulty that primarily affects the mastery of number sense and number facts as well as accurate and fluent calculation.

- Difficulties understanding and grasping number concepts
- Difficulties using mathematical concepts to solve problems

APPLY FOR ASSESSMENT



We support all age groups, from preschool learners to working adults, and we also assess for **SCHOOL READINESS / GIFTEDNESS / INTELLECTUAL DISABILITY.**



FINANCIAL ASSISTANCE AVAILABLE

FOR MORE INFO, VISIT WWW.DAS.ORG.SG



☎ 6444 5700 Mon - Fri, 9.00am - 5.30pm
✉ info@das.org.sg
🌐 www.das.org.sg



CONNECT WITH US!
f 📷 @dyslexiasg



DAS | 30 EMBRACING DYSLEXIA FOR 30 YEARS

ENGLISH LANGUAGE AND LITERACY DIVISION (ELL)



The English Language & Literacy 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 two other programmes in 2018 and 2019 respectively:

- ◆ iReaCH™
- ◆ iStudySmart™



✓ MAIN LITERACY PROGRAMME
✓ IREACH™
✓ ISTUDYSMART™



MAIN LITERACY PROGRAMME

*"To **M**ap, **L**ead and **P**rovide a comprehensive and high-quality programme for young dyslexics delivered by inspired Educational Therapists"*



The Main Literacy Programme (MLP), delivered by trained Educational Therapists, provides a comprehensive and quality curriculum that supports primary and secondary school learners with dyslexia facing literacy challenges. MLP aims to not only help students acquire the necessary literacy skills to cope with the academic demands but also strives to provide a conducive learning environment for them to develop their strengths and build their confidence and resilience.



MAIN LITERACY PROGRAMME (MLP)



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 skills right up to students who need higher order literacy needs.

PEAK STUDENT ENROLMENT NUMBER

Oct 2020 - 3025

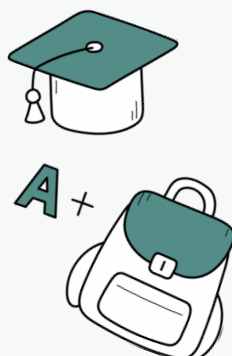
Oct 2021 - 3112

2021 continued to be a challenging year for MLP as lessons were not only conducted online but also dual mode delivery when the situation called for. In spite of this, MLP kept up with the enrolment number. There was an increase in student numbers in October as compared to the previous year.

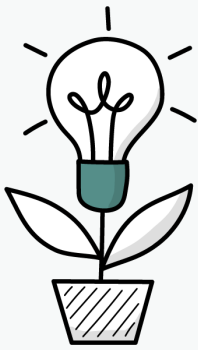
Furthermore, the fortitude and resilience displayed by our Educational Therapists (EdTs) during the past year in response to the need to pivot lessons online or conduct hybrid teaching is a testament to the level of professionalism demonstrated by the EdTs and the service provided to our students in ensuring their learning did not get disrupted.

No. of Students Who Graduated - 215

11 Students who have attained Age appropriate Literacy were recommended to graduate from the programme.



No. of Students at each Learning Centre as at March 31, 2022	
Ang Mo Kio	22
Bedok	133
Bishan	374
Chua Chu Kang	192
Chinatown Point	89
Jurong Point	329
Parkway Parade	189
Queenstown	135
Rex House	40
Sengkang	325
Serangoon	244
Tampines	320
Woodlands	224
Yishun	131
Total	2747



A one-year evaluation on the progress in reading, spelling and writing of a large sample of school-going children with dyslexia.

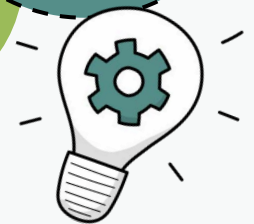
As a follow-up to a previously published article entitled, “Evaluating the Longitudinal Progress of a Large Sample of Dyslexic Children in Reading, Spelling and Writing,” this study examines the specific learning difficulties associated with dyslexia. Dyslexia hampers accuracy and word fluency in reading and spelling. In order to address this, the Dyslexia Association of Singapore (DAS) implements a literacy English Main Literacy Programme (MLP) to provide support to students diagnosed with Dyslexia in reading, spelling, and writing using the Orton Gillingham instructional approach.

This research aims to examine the effectiveness of the English Main Literacy Programme in Singapore in remediating the literacy challenges faced by students with Dyslexia. The present study evaluated the progress of a total of 1280 students between seven and 17 years of age who were enrolled in the programme for one year.

The Curriculum-Based Assessment (CBA) was utilised to evaluate the progress of the students in the study using progress was assessed using the following test items: (1) words to spell (2) words to read (3) writing tests. Study analysis involved the use of both hypothesis testing and the Central Limit Theorem (CLT) across a one-year timespan (from Term 4 in 2019 to Term 4 in 2020).

Based on a **Z-score** to ascertain the statistical significance of the results, study findings revealed a **significant increase in the mean scores between Term 4 2019 (M = 92.71) and Term 4 2020 (M = 93.98)**. This is indicative of a **statistically significant improvement in the academic performance of students with dyslexia who participated in the literacy intervention.**

The validity of this literacy intervention suggests the promising nature of the English Main Literacy Programme as an evidence-based literacy practice.



BUILDING CAPABILITIES AND PROVIDING SUPPORT

Centre Advisors

A new level of support was created in 2021. Our first group of Centre Advisors were recruited. We wanted regular support to be placed at the Learning Centres to help Educators, students as well as Centre Managers. Their main area of support includes the following :

- ◆ **Placement support** - helping the Centre Managers with grouping and inserting students into groups to ensure that both teaching and learning is maximised.
- ◆ **Classroom support** - support in areas where differentiation is needed in the classroom, lesson planning queries, classroom behaviour management etc
- ◆ Ensuring that **mindfulness activities** in th classroom are smoothly delivered
- ◆ **Reports to MOE** - ensure that these reports are duly filled and submitted to MOE for review of students progress.

Centre Advisors were trained in the following areas by the Educational Advisory team.

The most important distinction between the Centre Advisors and Educational Advisors is that the Educational Advisory team plays a dual role of supporting and evaluating the Edts to see if they have attained their KPIs. However, Centre Advisors provide a strictly supportive role only and not an evaluative role.

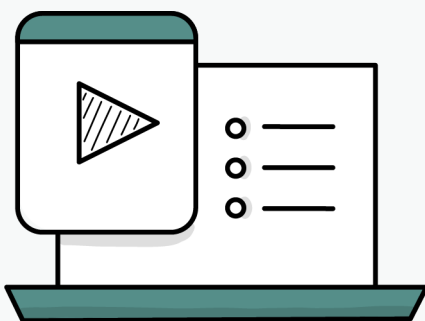
STRUCTURED MANDATORY MAKE-UP (SMMU) CLASSES

On 15 March 2022 - DAS conducted its very first "Structured Mandatory Make-up" (SMMU) classes for our students to help them recover their learning that was lost owing to MCs, school activities and Public Holidays

DAS has been conducting Structured Mandatory classes since 2020 to help students recover their learning owing to poor attendance. This is the first time we conducted SMMU on such a large scale.

We grouped a total of about 1300 students and we had the highest rate of attendance for the session - about 71% of the students attended.

Some feedback from the students for the March SMMU lesson for the feedback question - What are the things you liked about the lesson.

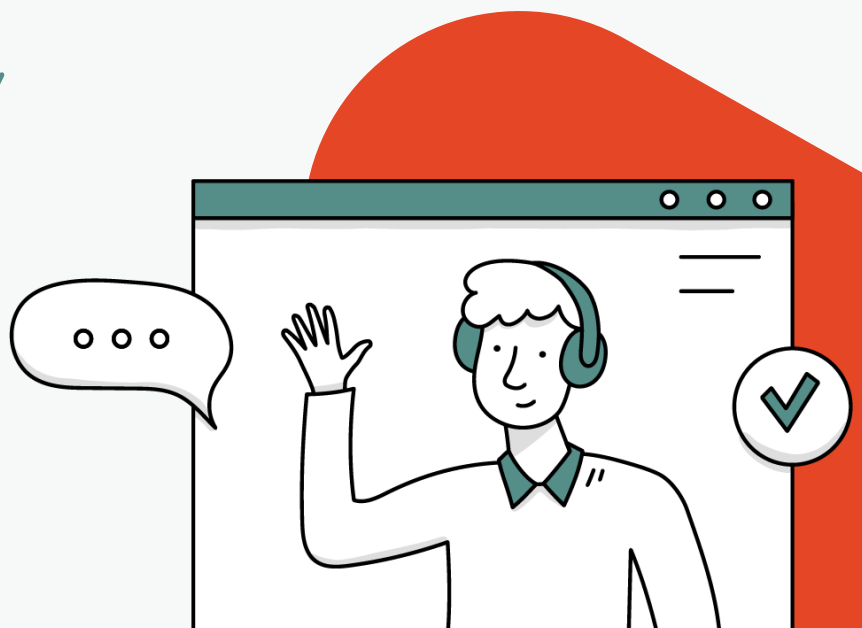


- ◆ I like the subject about travelling
- ◆ Topic selected, learning about Maldives, learning more different countries
- ◆ Expand vocabulary on travelling
- ◆ A lot of discussion; learnt new things
- ◆ Lesson was very 'chill'
- ◆ Guessing the countries game / knowing about the countries / learnt new words

EDUCATIONAL TECHNOLOGY

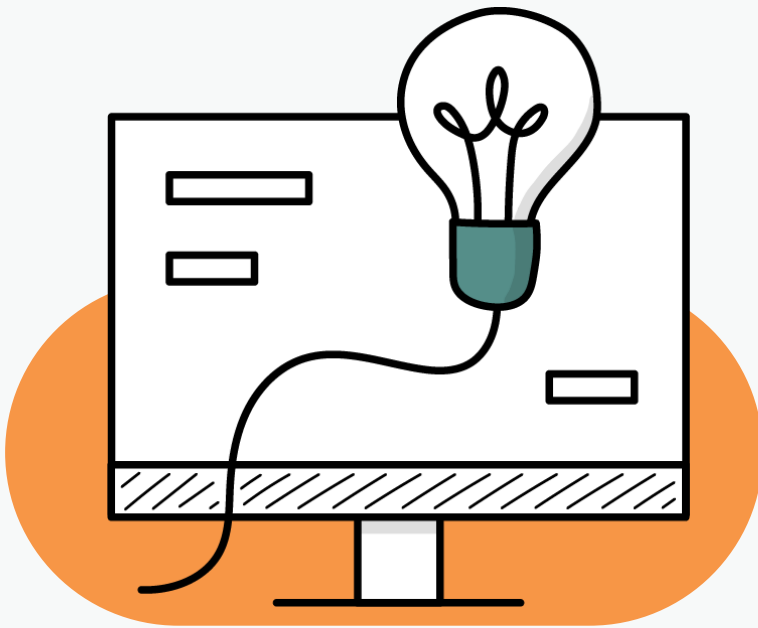
Monthly Sharing of Techy Tips

Since the Covid-19 pandemic resulted in some disruptions to the frequency of face-to-face sessions we could have, EdTech's Learn@EdTech members converted it to a monthly sharing initiative. They create attractive posters to highlight applications and web tools that can be used according to their uses. iReps then do a more detailed sharing with their LC colleagues at their own time that month.



Techy Month

The EdTech Team also conducted 2 rounds of Techy Month during Terms 2 and 4 in 2021. 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.



Online CBAs

The EdTech Team rolled out a fresh CBA system, which uses a new software. Now running on .NET Core 3.1, the software promises lightweight and speed when running programs. The enhancements include enhancements to both front and back end (admin) modules. On the front end, we now have unified log in URLs, where both students and Educational Therapists (EdTs) can go to the same link but log into their own accounts using emails (for EdTs) and birth certificate numbers (for students).

When students reach the C9 band after the tests are completed and marked, the system will trigger the Educational Therapist of the student's achievement. If the band C9 is sustained for 2 rounds, then the student's profile will be picked up for meeting graduation criteria.

Progress reports have also been updated with more details and editable texts to help Educational Therapists. More morphological concepts have been added and a section for overall comments has been added at the end of the report. In this section, Educational Therapists will be adding details of students' achievements, areas of improvement, learning goals for the next semester and tips for parents to try at home.

In terms of reports that can be generated from the CBA system, the range has now been expanded to include reports showing rate of progress between each band levels (A1 to A2 up to C9) and between bands, such as Band A to Band B. Student data can also be pulled out according to schools levels (Primary or Secondary level), gender, bands or a combination of these filters.

The preparation for this online exercise began in the mid of Term 2 2022, where Edtech team members conducted online sessions for MLP colleagues to brief them on the changes and what to expect. The team also set up many guides and videos in an e-learning format with categories for colleagues to access the information with ease. Demonstration videos were also included for colleagues to watch and learn how CBAs can be conducted online.

Here are the responses we received from MLP Educational Therapists after the online CBAs were conducted:

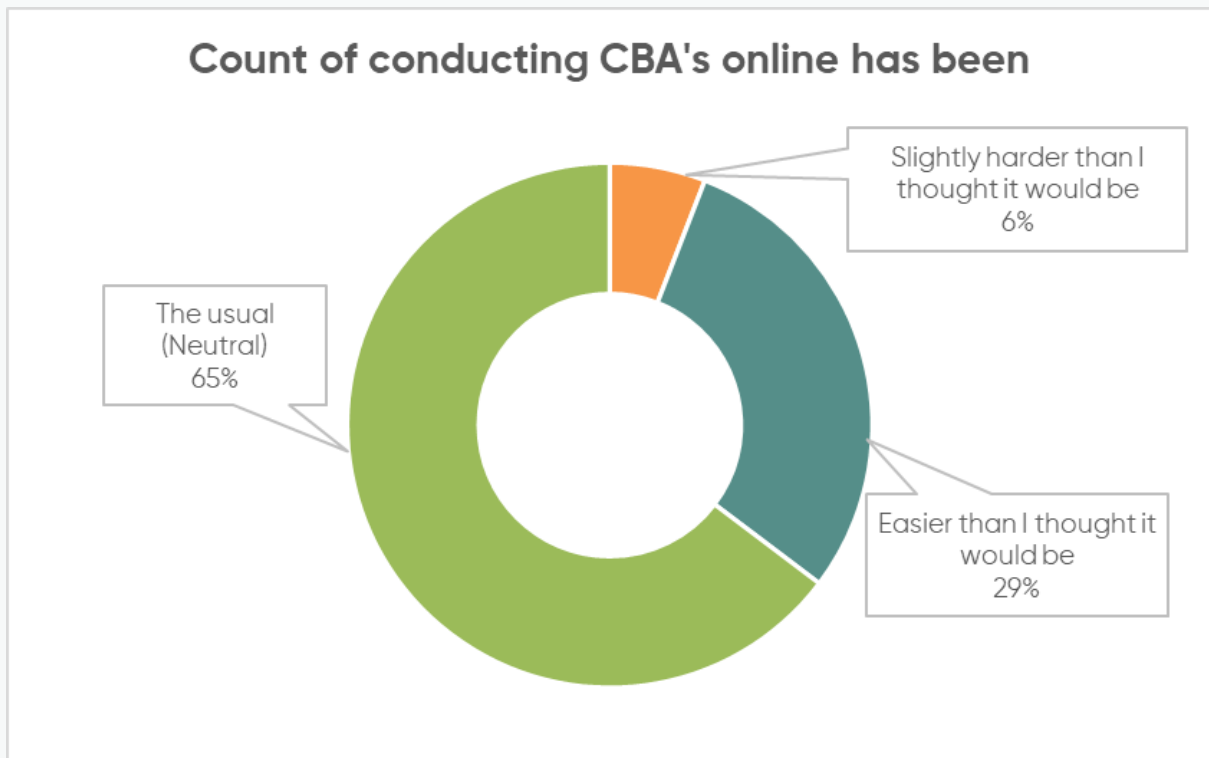


Figure 1: When asked how conducting CBAs online had been for colleagues, almost 30% of colleagues chose "Easier than I thought (after getting used to it)".

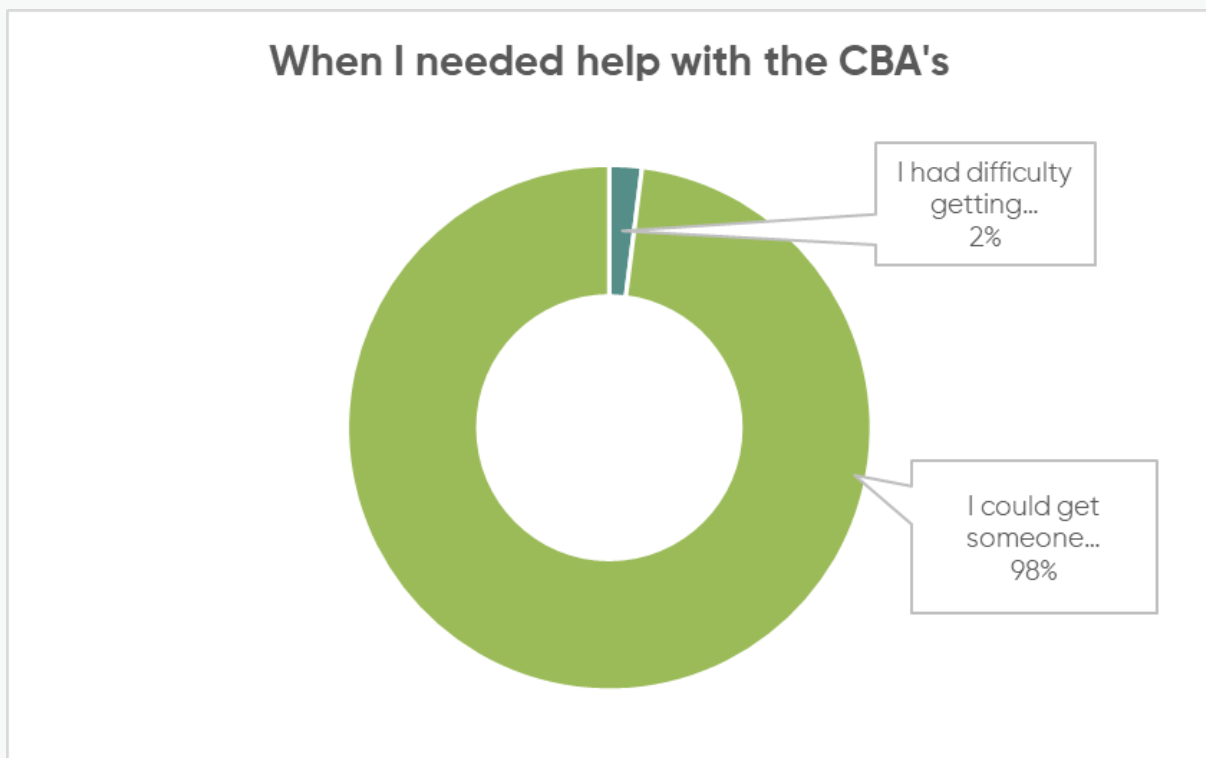


Figure 2: When asked about assistance provided during the CBA exercise, 98% chose the option that they could get help easily from the MAPtrack team, their iReps or Educational Advisors.

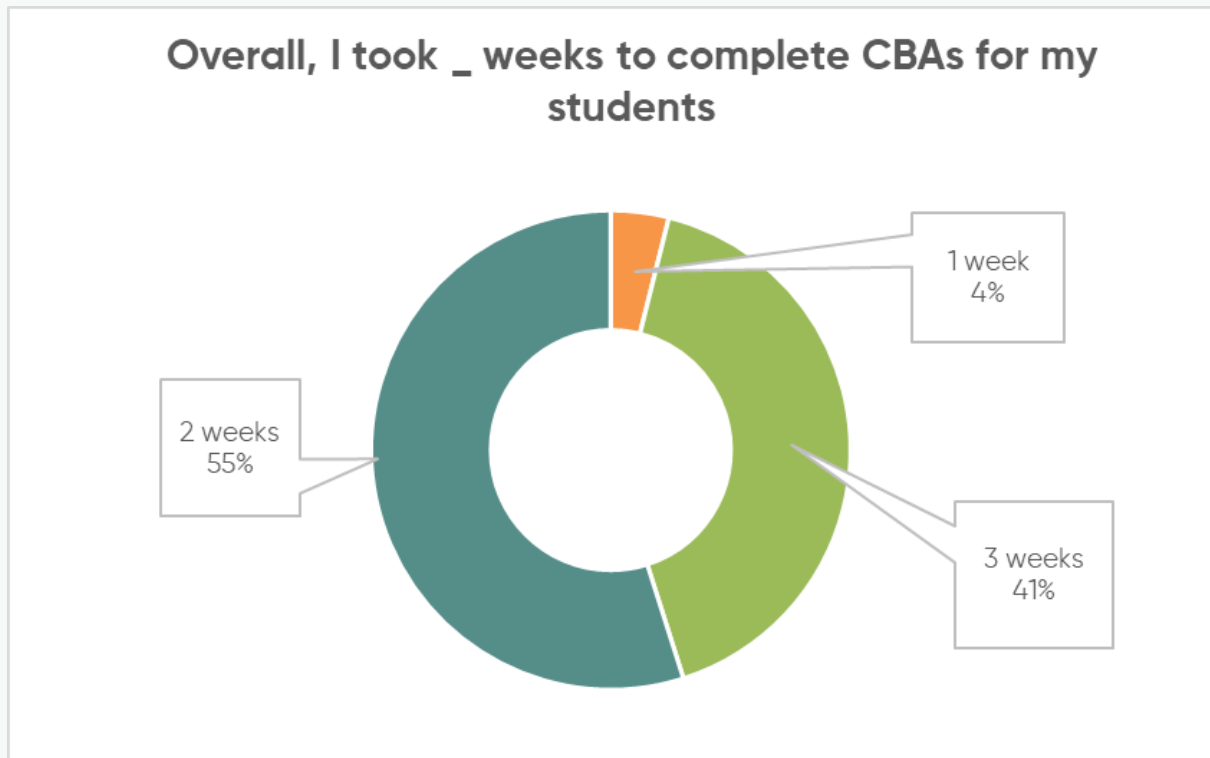
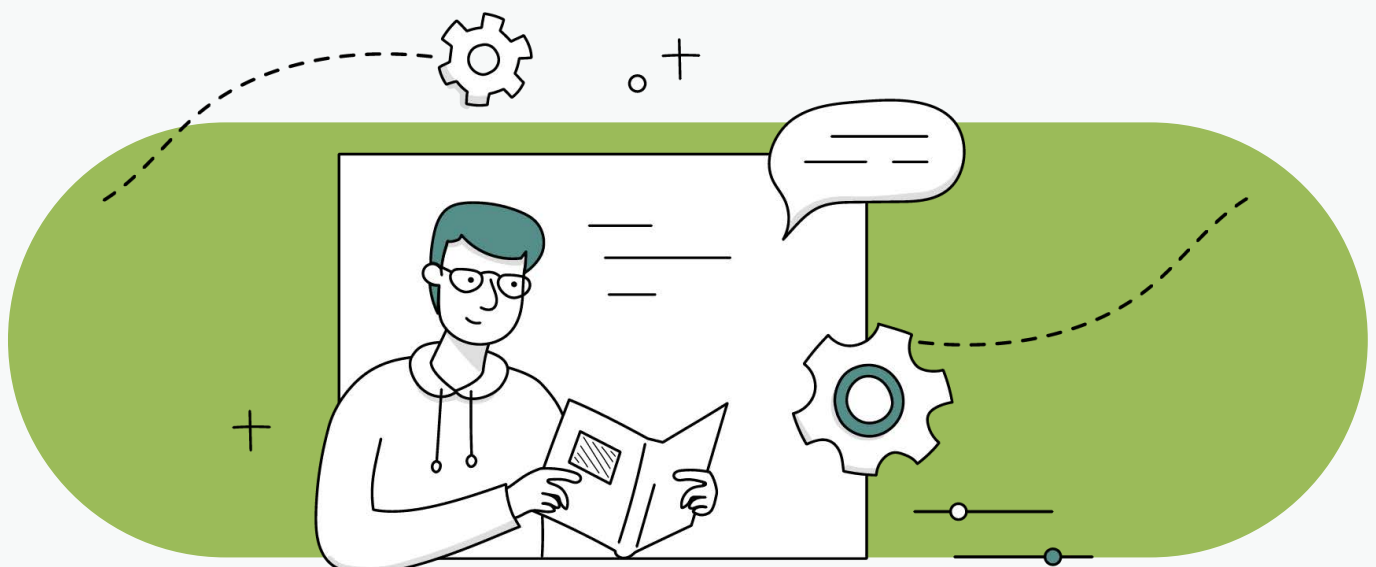


Figure 3: Majority of colleagues (55%) took 2 weeks to complete the tests online.

FEEDBACK FROM MLP COLLEAGUES

- ◆ The changes made were awesome and I felt it is good that the test items are different as well because it gives us better knowledge of what the student knows and do not know.
- ◆ Writing to be done online is good. Save paper and easy to save students' work.
- ◆ The new user interface is much easier to use! Overall, great job MAPTrack Team!
- ◆ Thank you very much for working very hard in ensuring that the CBA was conducted smoothly. :)
- ◆ The improvements are good and listened to Edts views.
- ◆ Overall, thank you CBA team for the improvement in the website!



ELL SUCCESS STORIES

The following are some examples of how ELL programme support has benefited our students.

TESTIMONIES

When I first came to DAS in primary 5, I was terribly bad at spelling. Another struggle I faced was my punctuation. My sentences barely had full stops in them. Now I am feeling more confident with my spelling and punctuation. Many thanks to DAS teachers!

In DAS, I have learnt to overcome my challenges in writing, reading and to improve my self esteem. I have also learnt to be more focused on tasks. I would like to thank all the teachers who have guided me during my time here!

DAS helped me improve my English and the correct way of speaking. I learnt to express my feelings and handle my emotions better. With the help of my teachers, I started to believe through patience, perseverance and true understanding of myself, I can overcome all challenges I face in future.

DAS has really helped me during my years here. My teachers have given me good memories and I made friends that I keep in touch with. These relationships were possible as the teachers made us feel at home and not awkward with each other. Other than learning, we have fun and it usually isn't boring. I feel that most of my memories are in DAS so I feel quite happy being here.

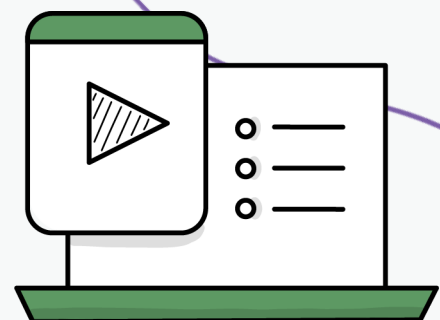
It has been 7 years since I joined DAS and it was a roller-coaster ride with the classmate changes, teacher changes, and the COVID-19 situation. But my time here was well-spent and fun. I definitely made some friends and I wish them good luck for their National exams next year.



IREACHTM PROGRAMME

The primary aim of iReaCHTM is to support learners in Reading Comprehension and Writing through the deliberate use of vocabulary instruction and educational technology, allowing them to better manage these higher order tasks expected of them in school. The teaching principles emphasised in the development and delivery of iReaCHTM adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia to learn efficiently and effectively.

iReaCHTM is developed to provide primary and secondary level students not only with the skills and content knowledge to cope with and excel in Reading Comprehension and Writing but also to increase their confidence and preparedness during examinations.





Since the launch of iReaCH™ in 2019, the enrollment has increased steadily. iReaCH™ now supports 34 students requiring targeted intervention 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.

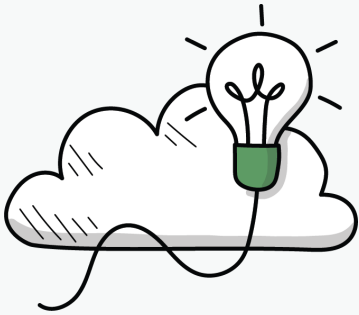
ELL: iReaCH™	End of Term 1, 2022	End of Term 1, 2021
Total no. of students receiving 2-hrs	34	20

The past two years have certainly been challenging especially with the pandemic situation. The commitment and resilience demonstrated by our iReaCH™ Educational Therapists (EdTs) coupled with the support and understanding from parents have ensured learning for our students continued to take place uninterrupted with online lessons.

Online delivery has made lessons more flexible and accessible for most of our students including those with hectic schedules or logistical constraints without compromising on the quality of lessons and the interactions between the Educational Therapists and the students. More students are able to benefit from lessons and several parents and students have requested for online lessons to continue.

Therefore, with our sight firmly on the future of our students and the experiences and benefits reaped from virtual lessons these past 2 years, the iReaCH™ programme will be delivered fully online from Term 3, 2022.

As iReaCH™ continues to grow, the pivot to online delivery will help facilitate a much quicker placement of students into suitable classes and remove distance and location barriers for students, thereby increasing convenience and accessibility.



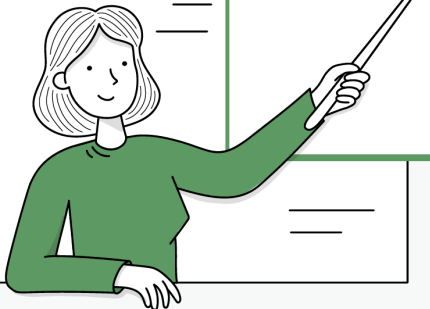
Testimonials from Educational Therapists

Student A is a very conscientious student who works independently and takes pride in his work. He focuses in class and willingly participates in group discussion. He also adds value to the lessons with his unique ideas and thoughts. Furthermore, he offers more direct responses to his reading experiences supported by reasons, examples, and details.

He also shows tremendous improvements in grasping and applying the vocabulary learnt in lessons during his Reading Comprehension and writing tasks. Though he needed guidance occasionally, he is a very independent learner and is able to complete his work with confidence.

Student B has a good range of vocabulary. She is able to give definitions or explain the meaning of some words in her own words and is able to include the vocabulary taught in her writing. She is now also able to come up with synonyms and antonyms related to the vocabulary learnt and has a better understanding of word forms. With exposure to pre-writing activities such as brainstorming and discussions over articles and videos, she is able to generate more content into her writing, creating a cohesive and coherent piece.

As for reading comprehension, she has shown improvements in identifying words with connotative meaning, personification and the use of literary devices. She is showing improvements in interpreting the meaning of these figurative languages in comprehension passages



Testimonials from Parents

Parent feels that the iReach™ has improved her child's vocabulary as she is being introduced to new words. Parent also feels that the child is being challenged every lesson, with tips and strategies to help with her writing skills.

Parents shared that her child has made great improvement in school. They also received positive feedback from her Main Literacy Programme (MLP) Educational Therapist that she has improved in her writing behaviour, i.e. she is more keen on attempting writing tasks, as compared to before joining iReach™.

Parents have provided feedback that their child has now become more responsible and willing to complete writing tasks assigned by the school. His spoken vocabulary is an area that parents have commented about, they were surprised that he knew the meaning of certain 'complex' vocabulary words (e.g. desolate) after attending the iReach™ programme.



Presented by the English Language and Literacy Division
that has brought you the Main Literacy Programme:

iReaCH™

WHAT?

The primary aim of iReaCH™ is to support learners in Reading Comprehension and Writing through the deliberate use of vocabulary instruction and educational technology, allowing them to better manage these higher order tasks expected of them in school.

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

READING COMPREHENSION



VOCABULARY INSTRUCTION



EDUCATIONAL TECHNOLOGY



WRITING SKILLS



CLASS SIZE:
6 to 8 students

WHO?

Primary 5 to Secondary 5 students with Dyslexia



FOR MORE INFORMATION ON iReaCH™

CALL 6444 5700

or ANY DAS LEARNING CENTRE

OR VISIT US AT TINYURL.COM/DAS-ELLPROGRAMMES

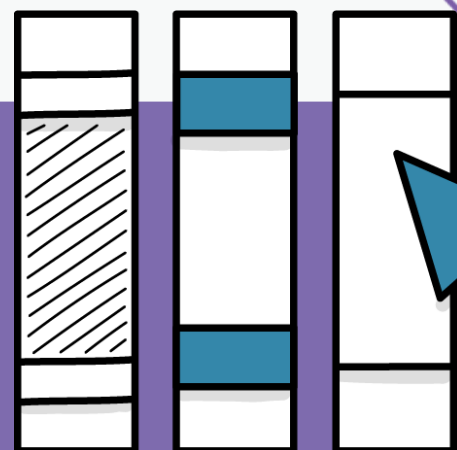
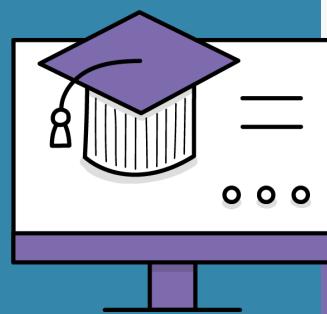


ISTUDYSMART™ PROGRAMME

iStudySmart™ aims to empower students in the areas of planning & organisation, presentation and writing skills. We firmly believe that preparing our students for the future is an important role of education and therefore, the acquisition of these skills enable our students to stand in good stead as they prepare to transition into tertiary level education and institutes of higher learning.

The 4 Modules

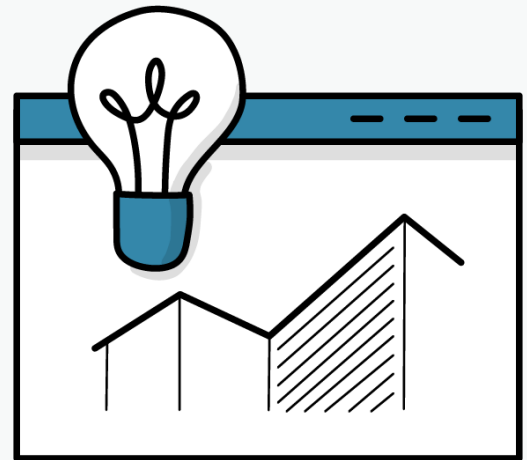
- ◆ Time Management & Prioritisation
- ◆ Planning and Organisation
- ◆ Tertiary Writing skills
- ◆ Presentation skills



ISTUDYSMART™ PROGRAMME

GAINING VISIBILITY, TRACTION AND MOMENTUM

iStudySmart™, a two-term online learning programme, combines both e-learning and online consultation sessions. It supports and equips students with study skills, executive functioning skills, life skills that include time management and prioritisation, planning and organisation and presentation skills that extend beyond literacy intervention that prepare and support them in higher education and future employment.



The programme also aims to bridge the gaps in resources and expertise to enable older students with dyslexia and specific learning differences to access a specialist programme that caters not only to their learning needs and challenges but also enables them to become self-reliant, independent and empowered individuals.

This year, there has been an increase in many of our efforts and initiatives to reach out to the Institutes of Higher Learning (IHL) and tertiary students requiring support and intervention on iStudySmart™. Two iStudySmart™ webinars were conducted on 9 and 23 October, 2021 where the invitation was sent to the 2021 batch of MLP graduates, DAS Alumni as well as potential IHL students.

As awareness raising plays an integral part in educating people not just about dyslexia but also the challenges students with learning difficulties face even at the tertiary level, a series of marketing plans which includes PR campaigns, website, have been put in place to increase awareness, interest, visibility and sign-ups for iStudySmart™ and other services such as outreach talks, screenings and assessments.

Additionally, with iStudySmart™ supporting Upper Secondary and Tertiary students with learning needs and having two intakes yearly from 2021, the student enrolment for 2021 has since quadrupled.



STUDENT ENROLMENT:

2019 Intake		2020 Intake		2021 Intake	
Soft Launch (Term 3 & 4)		Full Launch (Term 2 & 3)		1st run (Term 1 & 2)	2nd run (Term 3 & 4)
5 students		7 students		15 students	16 students
				31 students	

ISTUDYSMART™ FINAL PRESENTATION EVENTS 2021

A look back on the progress and educational journey of the students (Run 1 and 2)

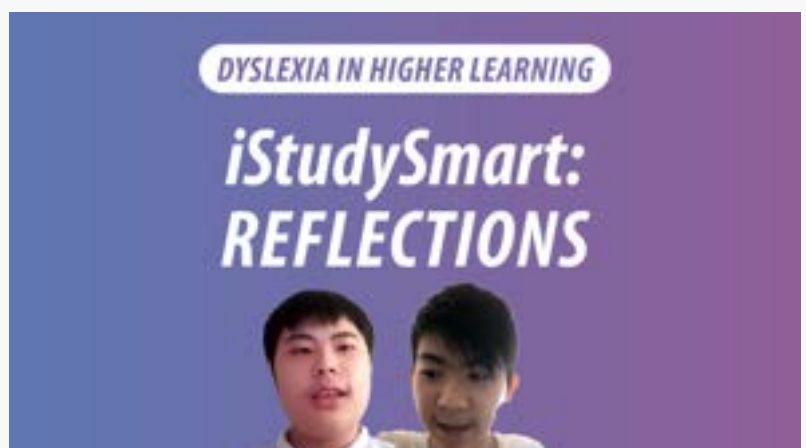
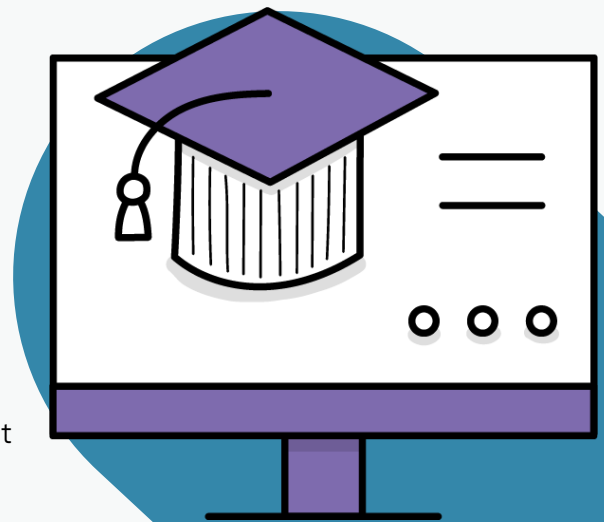
The students supported on iStudySmart have varied learning needs and profiles.

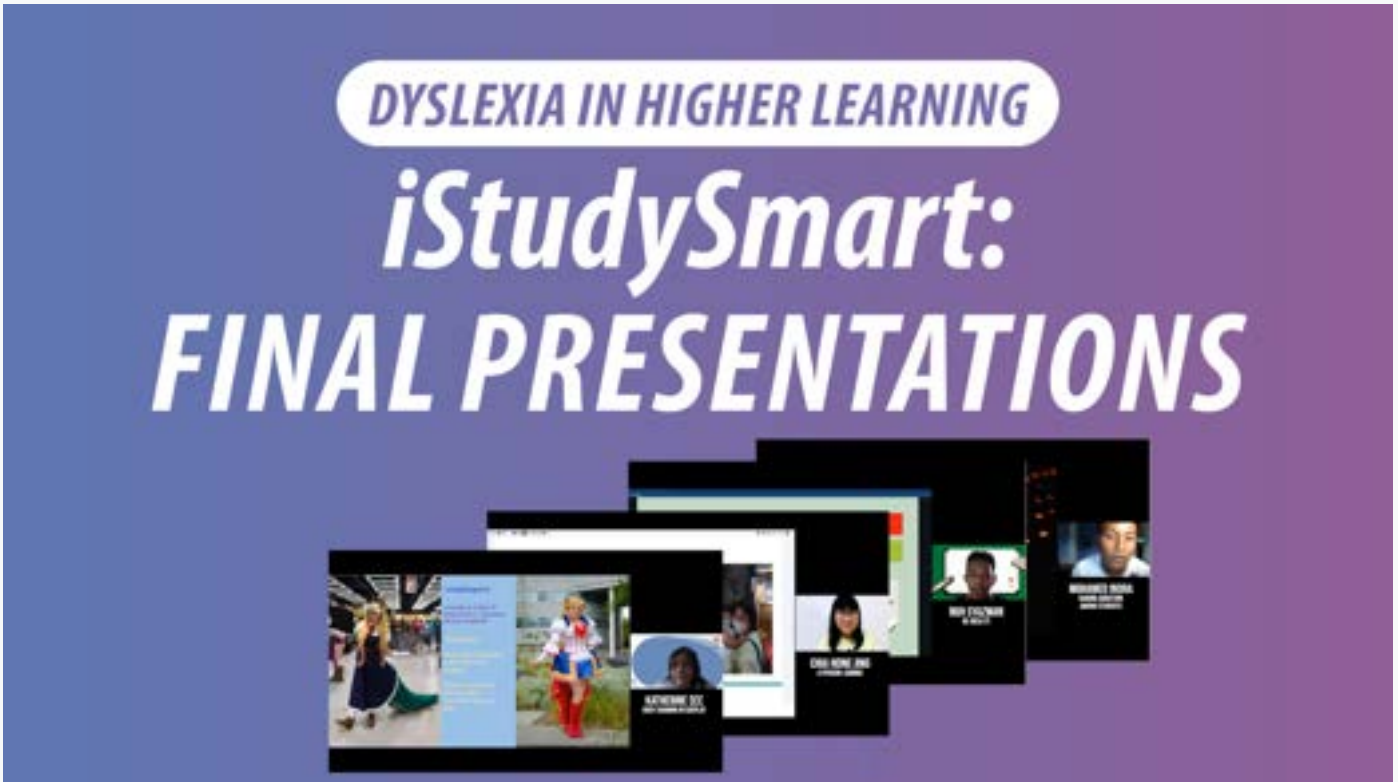
- ◆ Besides dyslexia, some students also have other co-occurring challenges which include speech and language impairment, mild Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).
- ◆ The common learning challenges observed in most students include issues that are prevalent amongst learners with dyslexia:
 - ◇ gaps in executive functioning skills i.e. poor time management, prioritisation and organisation skills
 - ◇ difficulties in communication, tertiary writing and presentation skills

Despite their learning challenges, the students displayed grit and resilience throughout the course of the programme, supported by their dedicated iStudySmart facilitators. The programme culminates in a final presentation event, a proud and momentous one, where it not only showcases the progress and improvement of students but also their hard work and commitment.

All the student presenters put up spectacular presentations on the topics they have selected to research on. They have not only overcome their fear of public speaking but also rose to the occasion of having to present virtually, a first for many of the students, due to the pandemic.

All the attendees including the judges were clearly impressed by the quality of information presented as well as the confidence exuded by every student. What is equally noteworthy was how well the students handled the Question and Answer segment. This segment is certainly more challenging and nerve-wrecking than the presentation itself because it shows one's preparedness, competence and proficiency in the topic presented.



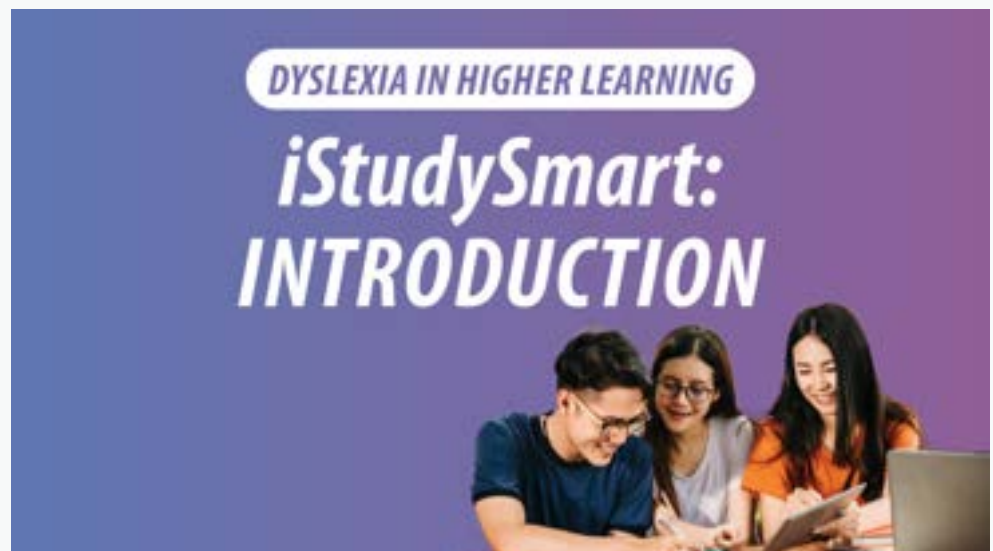


The iStudySmart Reflections and Presentations can be found on the DAS YouTube Channel—www.youtube.com/dyssg

The students were able to not only share their knowledge but also demonstrate the capacity to think, reflect and consolidate their thoughts and views when responding to the questions asked.

Additionally, the topics presented were diverse, educational and insightful covering a range of areas and subject matters that were not only relevant but also important in raising awareness and educating people. They include a person I admire most, mental health issues, technology and artificial intelligence, the harmful effects of global warming, the benefits of basketball, cars, renewable energy as well as the importance of respect in nurturing relationships and creating a harmonious society. We also had one student presenter showcasing his art portfolio and sharing with the audience the inspiration behind his designs and creations.

This shows the versatility and flexibility of the iStudySmart programme where students are able to select, research and share on topics they are interested in or passionate about.



The testimonials below highlighted how the iStudySmart™ programme had benefited the students.

TESTIMONIALS FOR THE ISTUDYSMART™ PROGRAMME

Thank you very much for your coaching and guidance provided to my son. Indeed, we **are very comforted to have witnessed his progress and his confidence to present.** This is in fact the first time we saw his sharing on this topic. We are very grateful for your care and guidance provided to him that **has helped shape his frame of thoughts during the presentation stage and has helped him improve on his presentation skills.** We believe that **this platform has provided a great opportunity and exposure to learn and help boost the confidence level of an individual. We are glad that he has enrolled in this class** and so fortunate to have you as his mentor. Thanks so much!

Thanks to the facilitator for guiding my child. We really enjoyed the presentation, especially the boy who spoke about respect. **Most presentations were interactive.** Thanks again.

I do believe the programme has helped my daughter be **more focused in searching for information [for her] research. A tool that is definitely useful in her studies now.** I'm just so **glad we've decided to let her join iStudySmart. She has truly benefited a lot.**

[We are] very grateful for your help in **building confidence in [our daughter].** She has **definitely improved in speaking more confidently.**

The programme has really **helped my son with his presentation skills and in planning his study schedule.** The guidance from the DAS teacher **also improved his communication skills** with his HIL instructors. These are really **useful skills in HIL, enabling the student to be an independent learner.**

Thank you to my child's facilitator **for her help and support** all these years, especially the final presentation- he won the most creative slides award! **I'm very proud of him** and he couldn't have done it without you.

Thank you for your wonderful guidance. We are proud of our son's achievements. We were able to see **great improvements in him in terms of confidence and dedication in his work.** We would like to thank you for your dedication and unwavering efforts to make all these possible.

Both my husband and I were **quite blown away by our daughter's presentation. She spoke very well and it was informative and concise.** She also managed to hide her discomfort and anxiety for the most part, and we are **very proud of her for going outside her comfort zone!**

My child is **now a confident presenter** and **is more comfortable when expressing himself.**



iStudySmart™

EQUIPPING STUDENTS WITH THE ESSENTIAL STUDY SKILLS



MODULES

TIME MANAGEMENT AND PRIORITISATION SKILLS

PLANNING AND ORGANISATION SKILLS

TERTIARY WRITING SKILLS

PRESENTATION SKILLS



WHAT'S UNIQUE ABOUT iStudySmart™?

Supports
**STRUGGLING LEARNERS
WITH DYSLEXIA**

The iStudySmart™ programme has
2 intakes per year:

Term 1 – 2 (Jan to Jun)
Term 3 – 4 (Jul to Dec)

**FUNDING & BURSARIES
ARE AVAILABLE***

*Terms & Conditions apply

- ✓ Combines both e-learning and online consultation sessions
- ✓ Personalised feedback
- ✓ Programme specifically designed for Upper Secondary and Tertiary Students

FIND OUT MORE AT

TINYURL.COM/DAS-ISS



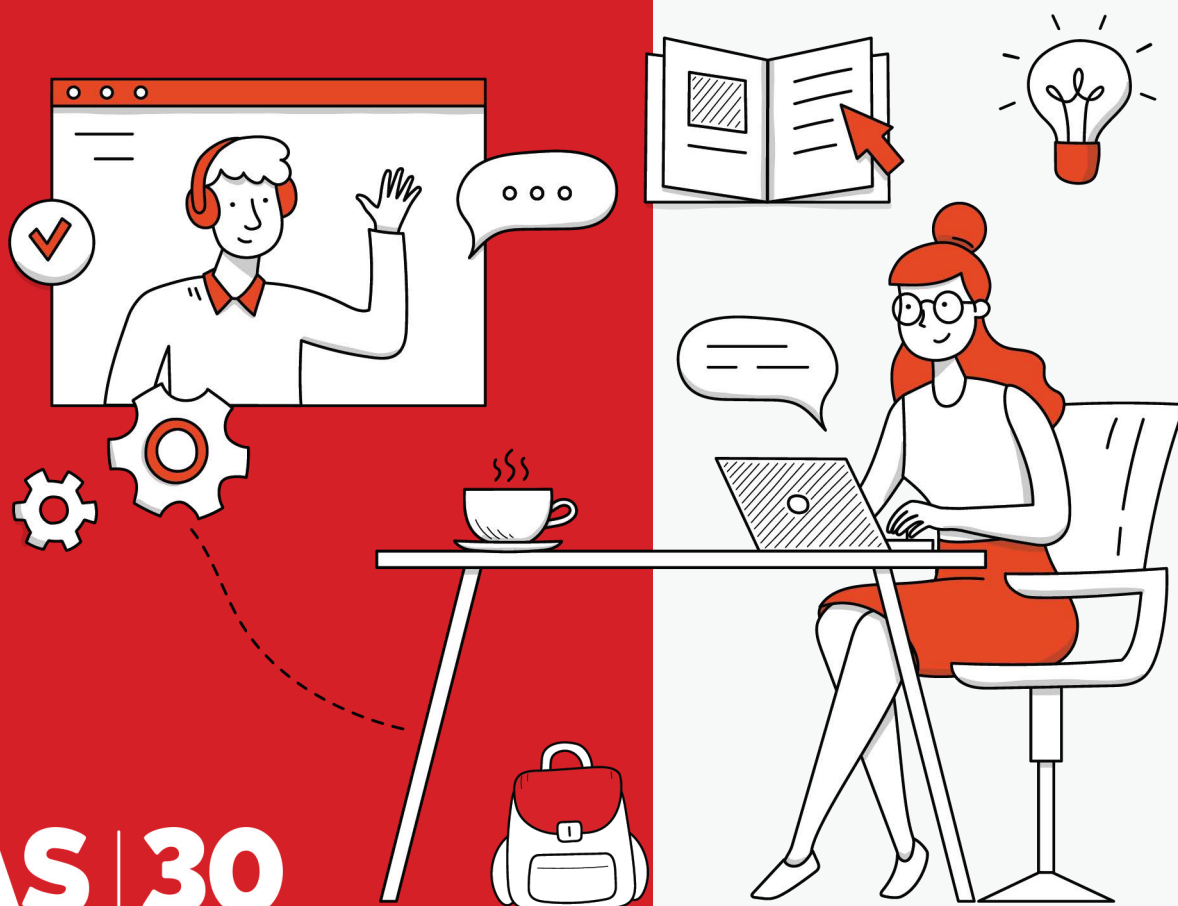
FOR MORE INFORMATION ON iStudySmart™

CALL 6444 5700

(Mon to Fri: 9.00am to 5.30pm)

DAS STAFF PROFESSIONAL DEVELOPMENT

The DAS Staff Professional Development Division ensures the professional and career development of DAS staff and is a mark of the organisations' commitment to staff welfare - by ensuring that staff are exposed to various strategies to effectively manage their job responsibilities - and to ensure that the service we offer is of the highest quality possible.



DAS STAFF PROFESSIONAL DEVELOPMENT



DAS FULL TIME STAFF	229
Corporate Services & Finance	31
Learning Centres	41
Educational Therapists & Lecturers	135
Psychologists	16
Speech & Language Therapists	6

TRAINING

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

While DAS has career and professional development pathways for all staff, individual attention will be given to everyone's personal professional wants and individual initiated professional development is not only supported, it's applauded.

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 FY21/22, a total of 278 staff attended paid training (this includes staff who attended more than 1 training course). A total of 3335 paid training hours were achieved, which is about an average of 11.99 hours per pax.

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

In FY21/22, we have had a total of 42 articles submitted by our ELL, SAS & SES for the various DAS publications.



RESEARCH

Research at DAS 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 DAS, staff are encouraged to conduct research. Some of these researches are initiated by staff and some proposed by the DAS for staff to conduct. The research findings are then 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).

The DAS research committee reviews all research proposals submitted and has been instrumental in the continued development of the APJDD. Besides proposals, the committee members, who are contributing without responsibility allowances or offloads, are also involved in the peer review of submitted articles, review all UNITE SpLD and Preschool Seminar abstracts and presentations.

During a research conference organized by MINDS (darForum), the NCSS CEO explicitly mentioned the DAS efforts in research, "Among the many presentations that will be shared this afternoon, I note that one of them will be by the Dyslexia Association of Singapore (DAS). DAS has established the Asia Pacific Journal of Developmental Differences, which presents research on arrangement of special educational needs including dyslexia, autism and attention deficit hyperactivity disorder in the Asian context".

The DAS investment in research is reflected above. As we continue to grow our expertise and establish our reliability through research, the DAS research committee has been a pillar of strength.

RESEARCH NUMBERS

As 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. Research, therefore is critical as it feeds into our provision of support.

In FY21/22, we had 9 research requests and 8 were approved. The approved research were by:

- ◆ 5 were by DAS staff
- ◆ 1 were a collaboration between DAS and National Institute of Education (NIE)
- ◆ 2 were from external institutes:
 - ◆ Singapore University of Social Sciences (SUSS)
 - ◆ Saint Andrew's Junior College

UNITE SPLD 2021 2ND VIRTUAL CONFERENCE FOR DAS

The UNITE SpLD Conference seeks to bring together parents, teachers and practitioners working with children with specific learning difficulties and special educational needs.

We had our UNITE SpLD Conference 2021 between the 24th to the 25th June 2021. Due to COVID-19, we held our conference online once again. This was our second virtual conference.

At the conference we had four breakout rooms with six presentations in each room:

Four Keynote Sessions:

1. John Stein – Does Developmental Dyslexia really exist?
2. Levan Lim – The Inclusion of Students with Special Educational Needs in Singapore
3. Geetha Shantha Ram & Deborah Hewes – Dyslexia, the Whole Picture and the 360 degree Perspective
4. Dean Bragonier – From Helplessness To Empowerment: RE-Engaging Students with Dyslexia

UNITE SPLD 2021 - HUB

HUB ON-DEMAND EXHIBITION OVERVIEW UNITE SPLD

UNITE SPLD 2021
TEACHING EXCELLENCE
— SINGAPORE —

CONFERENCE HUB

THURSDAY & FRIDAY, 24 & 25 JUNE 2021

Timezones: 9.30am (SGT) | 2:30am (BST) | 7.00am (IST) | 6.30pm (PST) | 9.30pm (EST)

KEYNOTE PRESENTERS

FRIDAY 25 June 2021 @ 12:10PM TO 12:50PM - LIVE MEETING SESSION



PROF JOHN
STEIN



DR LEVAN LIM



DEAN
BRAGONIER



GEETHA
SHANTHA RAM



DEBORAH
HEWES

INTERNATIONAL SESSION

WHAT WE DO TO RAISE AWARENESS ABOUT LEARNING DIFFERENCES AND HOW IT IMPROVES MOTIVATION TO LEARN

4:25PM TO 5:30PM

INTERNATIONAL SESSION

WHAT WE DO TO RAISE AWARENESS ABOUT LEARNING DIFFERENCES AND HOW IT IMPROVES MOTIVATION TO LEARN

ANABERTA OEHLERS-JAEN, Singapore, MODERATOR
 KEVIN KIEN HOA CHUNG, Hong Kong
 GAD ELBERHERI, Egypt
 EDMEN LEONG, Singapore
 HARSHI SEHMAR, Thailand
 VICTOR VILLANUEVA, Philippines



The conference also featured an International Session Panel discussion and a virtual exhibition.

VIRTUAL EXHIBITION

FREE TO ALL PARTICIPANTS AND THE PUBLIC

SCANNING PENS

To visit an exhibition booth, click on the image!

SPOTLIGHT LINKS

PREP 2 PSLE

MAIN LITERACY PROGRAMME

TESTING 1, 2, 3

PROBLEM-SOLVERS @ DAS

iREACH

SERVICE FROM THE HEART

SPECIALIST TUTORING

iStudySmart

DRAMA IN ACTION

EDUTECH FOR SPLD LEARNERS

SPEAK, LISTEN, THINK!

UPSKILL @ DAS ACADEMY

SCIENCE EXPLORERS

DYSLEXIA & CHINESE

PRESCHOOL IS HERE TO HELP

ARTIVATING CONFIDENCE!

DYSLEXIC LEARNERS

CAREERS AT DAS

OTHER CONFERENCE PRESENTATIONS BY DAS

There were a total of eight online conference presentations, of which two were at local Singapore conferences and six were at overseas conferences. A total of 15 DAS presentations were made. 11 were oral presentations and 4 poster presentations.

EVALUATING THE LONGITUDINAL PROGRESS OF A LARGE SAMPLE OF DYSPLEXIC CHILDREN IN READING, SPELLING AND WRITING.
 Sharyiah Wan Fong, Masters in Special Educational Needs
 Educational Advisor, Dyslexia Association of Singapore (DAS)

Introduction
 Dyslexia is identified when a person has trouble with recognizing words accurately, comprehending, writing, and spelling and is a result of deficits in the phonological component of language.
 Characteristics/features of dyslexia include difficulties with phonological awareness, verbal memory, and processing speed.
 With dyslexia, students may often experience co-occurring challenges in language, motor coordination, mental calculation, concentration, and personal organization.

Purpose of research
 To demonstrate whether the reading and writing skills of dyslexic students in the DAS English Main Literacy programme could be improved in a statistically significant manner using improved curriculum teaching methods.
 A statistically significant result would validate the improvement in the transfer of knowledge to the students due to the educational intervention.

MLP INTEGRATED CURRICULUM

Methods and Analysis
SAMPLE
 - Total of 1343 students aged between 7 - 17 were sampled.
SELECTION CRITERIA
 - All students had been formally assessed and diagnosed with dyslexia either at the DAS or elsewhere in Singapore.
 - These students were enrolled in the English Main Literacy Programme for six terms from 2016 to 2018, attending 2-hour weekly in small groups of 1/6-8 students.
 - An online sampling method was used in this study (Benson, Pilgrem & Poth, 2012).
 - The evaluation was done using Curriculum-Based Assessment (CBA).

Results
 Students mean % across 3 years

Z SCORE
 Normal Curve Probability Distribution
 Z Score of 1.04 with P Value of 0.20

Conclusions
 - This research study's overall shows that student's performance in the Curriculum-based assessment has improved in the last three years.
 - The DAS English Main Literacy programme and our in-house curriculum are credited towards helping the students' performance increase.
 - Through the intervention programme, students and teachers interact, which allows the teachers to understand the reading challenges faced by dyslexic students.

Future Research
 - We aim to explore different aspects for students' improvement following curriculum and intervention.
 - This research seeks to understand the number of programmes the students join in the DAS and explore on the number of years the students have been in the Special Needs Unit.

Contact
 Name: Sharyiah Wan Fong
 Organisation: Dyslexia Association of Singapore (DAS)
 Email: sharyiah@das.org.sg

References
 Benson, Pilgrem & Poth, 2012

EduTech Asia Show & Tell
 Toolbox for Multisensory Online teaching

Presented by:
Soofrina Mubarak
 Lead Educational Therapist, EduTech Coordinator
 Dyslexia Association of Singapore

DAS DAS DYSPLEXIA ASSOCIATION OF SINGAPORE
 HELPING DYSPLEXIC PEOPLE THRIVE

Workplace Experiences of Adults with Dyslexia: A Universal Design for Learning (UDL) and Assistive Technology (AT) perspective

Presenter:
Mohamed Samuan
 Senior Educational Therapist
 DAS International
 Dyslexia Association of Singapore (DAS)

DAS DAS **DAS International**
 EMPOWERING SUCCESSFUL LEARNING

Supporting Students with Reading and Writing Difficulties: Using the Orton Gillingham Approach for Chinese Secondary 3 Programme

LOO CHIEN LING, ONG YUN MEI, LIU HAI FENG

DAS DAS Dyslexia Association of Singapore

ENTREPRENEURS WITH DYSPLEXIA IN SINGAPORE AND THEIR EDUCATIONAL EXPERIENCES

RESEARCH INTO DYSPLEXIC ENTREPRENEURS IN SINGAPORE

THE INCIDENCE OF DYSPLEXIA

- In the general population in Singapore is **4% to 6%** (see link)
- In the Singapore entrepreneurial population is **UNKNOWN**

Dyslexia Association of Singapore (DAS) has a significant gap in the services provided to adults with learning difficulties and is understanding what researchers in the countries.

DEBORAH HEWES
 Area Director & Managing Editor
 Publicity and Publications
 Dyslexia Association of Singapore
 Deborah.Hewes@das.org.sg

DAS DAS **DAS International**
 EMPOWERING SUCCESSFUL LEARNING

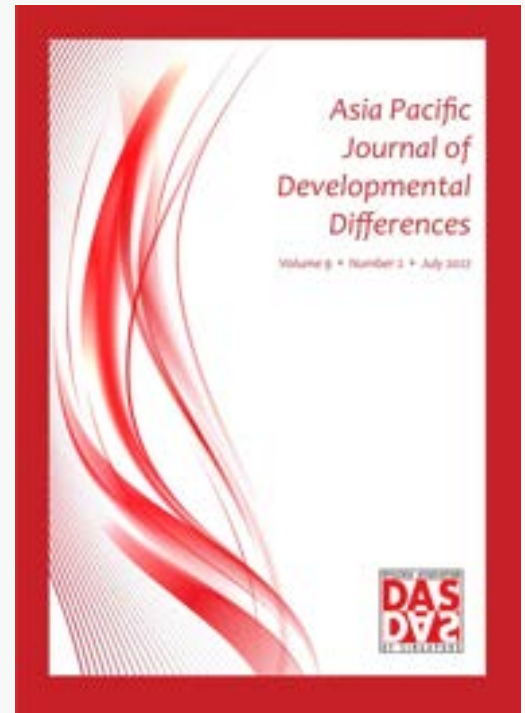
www.das.org.sg @dyslexiasg change.org/embracedyslexia

THE ASIA PACIFIC JOURNAL OF DEVELOPMENTAL DIFFERENCES (APJDD)

The Asia Pacific Journal of Developmental Differences (APJDD) is a peer-reviewed journal published by the Dyslexia Association of Singapore. It is a journal that is unique in addressing a range of special educational needs including dyslexia, autism, dyspraxia, dyscalculia, and ADHD.

The journal covers theory into practice and provides a showcase for research in the Asian context as well as highlighting research areas that have implications for further research within Asia and beyond.

In FY 21/22, we had a total number of 14 journal articles published. These were a combination of submissions by both the DAS staff as well as external researchers. There were four articles contributed by our DAS colleagues and 10 from external researchers around the globe.



REGISTER OF EDUCATIONAL THERAPISTS (ASIA) - RETA

Directory of Educational Therapists

RETA is an initiative by DAS. The intention of this membership platform is to bring together practitioners in the field of specific learning differences while at the same time recognising their professional status and endorsing their qualifications.



RETA, as a community of practice, enables members to access training and events such as focus group meetings and case management discussions, which are excellent platforms for collaborative practice and knowledge sharing.

DAS believes all professional staff should belong to a professional body for recognition of their qualifications and experience, to have a community for mutual support and to have a platform to share and benefit from the diverse practices of like-minded professionals.

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

There has been a significant effort put into increasing the awareness of RETA and the value it brings to its members.

There has been a slight decrease in the RETA membership compared to the same period last FY from 224 to 202. This decrease is due to some members not renewing their membership. While most did not share reasons for non-renewal, the RETA membership rates and insufficient continuing professional development hours appear to be the general reasons for non-renewal. We are, however confident that the members will increase over the next few months with EdTs who have completed their one year applying.

The table shows the members we have for each of the 6 membership levels:

RETA MEMBERSHIP	
Fellow	68
Associate Fellow	77
Member	30
Associate Member Plus	26
Associate Member	1
Affiliate Member	0

In FY21/22, we organised four RETA webinars:

- ◆ 25 June 2021:
Supporting Learners with Dyslexia and Language Difficulties by Hani Zohra Muhamad, Ho Shuet Lian, Lee Er Ker & Chua Minqi
- ◆ 7 September 2021:
Information and Advice Tool for Caregivers by Madinah Begum
- ◆ 12 November 2021:
Designing Personal Learning Spaces using UDL and Technology by Mohamed Samunn Abdul Caffoor
- ◆ 2 March 2022:
Teaching Science using the Inquiry-Based Learning approach (IBL) to primary school students with dyslexia by Kavitha Tiruchelvam

WEBINAR: Stop the Bullying
Information and Advice Tool for Caregivers

Bullying among school-aged children and adolescents is recognised as an important social problem, and the adverse consequences for victims are well established. However, despite growing interest in the socio-demographic profile of victims, there is limited evidence on the relationship between bullying victimisation and special educational needs (SEN). Bullying remains a major concern in Singapore and the Organisation for Economic Cooperation and Development Study reported in August 2017 that Singapore has the third highest rate of bullying globally. Moreover, research has established that those with SEN are significantly more likely to experience bullying than their peers.

This RETA session is for parents or individuals who:

- are concerned that your child may be vulnerable to bullying at school
- are worried that your child might be getting bullied
- are aware that your child is being bullied
- think or know that your child is bullying others
- just want to learn more

Date: 7 September 2021, Tuesday
Time: 7.00pm – 8.00pm

To sign up, scan the QR code or go to tinyurl.com/RETAWebinar

SPEAKER
Madinah Begum
Educational Advisor and Senior Educational Therapist
RETA Member

© 2021 RETA

UNITE SPLD 2021 ONLINE CONFERENCE - 24 TO 25 JUNE

Register of Educational Therapists (ASIA) RETA
Case Management Discussion - Supporting Learners with Dyslexia and Language Difficulties

**Hani Zohra Muhamad,
 Ho Shuet Lian, Lee Er Ker
 & Chua Minqi**

STREAM D:
 INNOVATION ROOM

WEBINAR:
Designing Personal Learning Spaces using UDL and Technology

Barriers to learning prevent kids and educational therapists from reaching their intended learning goals. When the planned learning objectives are not met in a lesson, the lesson design can be revisited without changing the learning objectives of the lesson. In this session, we are going to explore how personal learning spaces could be designed using the Universal Design for Learning (UDL) framework and assistive technology to reduce the barriers to learning and further help to engage students.

SPEAKER
Mohamed Samunn
 DAS Senior Educational Therapist
 RETA Fellow

Date: 12 November 2021, Friday
Time: 6.30pm - 7.30pm

To sign up, scan the QR code or go to tinyurl.com/RETAWebinar

Facebook: @doynews2018 | Instagram: @doynews2018 | Email: info@unite.org.sg | Phone: 6444 8700 (Mon - Fri, 9am - 6pm)

WEBINAR:
Teaching Science using the Inquiry-Based Learning approach (IBL) to primary school students with dyslexia

This webinar explores the challenges faced by students with dyslexia when learning Science. Join us as our speaker shares on how students can overcome these challenges when provided with meaningful learning experiences that would create opportunities to inquire about the role of Science in today's world.

Date: 2 March 2022, Wednesday
Time: 7.00pm - 8.00pm

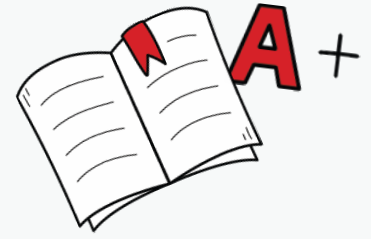
To sign up, scan the QR code or go to tinyurl.com/RETAWebinar

SPEAKER
Kavitha Tiruchelvam
 Lead Educational Therapist
 Programme Manager (SES Science)
 RETA Fellow

Facebook: @doynews2018 | Instagram: @doynews2018 | Email: info@unite.org.sg | Phone: 6444 8700 (Mon - Fri, 9am - 6pm)

DAS THERAPIST OF THE YEAR 2021

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.



Nur Alia Binte Salim



Rebecca Yeo

Congratulations to Nur Alia Binte Salim and Rebecca Yeo!

SPLD COMMITTEE



DAS receives varied profiles of learners each year. It is imperative that these learners be given skills that meet their learning needs. The first study conducted by the SpLD Committee focused on students with dyslexia and language difficulty.

Students with language difficulties possess oral language difficulties and are likely to struggle with language comprehension and expressive elements of language despite normal levels of intellectual functioning, hearing and an adequate learning environment (Leonard, 2014). They also experience deficits in higher-level language skills like semantics, syntax and language discourse (Norbury et al., 2016; Tomblin et al., 1997) and have problems interpreting and producing certain phonological forms (Jakubowicz et al., 1998).

In a 2000 study by McArthur, Hogben, Edwards, Heath, and Mengler, 55 percent of children who had dyslexia were found to also have impaired oral

language abilities. Thus, with weaknesses in both language and literacy, this group of children are further disadvantaged in their learning of academic concepts. Comorbidity of dyslexia and oral language difficulties put children at a greater disadvantage academically. This is because, these children now not only struggle with the written language (i.e. reading and spelling) but have additional difficulties picking up vocabulary and understanding certain aspects of grammar like tenses and agreement markers (Bedore & Leonard, 1998; Rice & Wexler, 1996; Tager-Flusberg & Cooper, 1999).

In this study, selected students of this profile are currently receiving literacy support from the Main Literacy Programme. Their Educational Therapists (EdTs) were interviewed to glean the challenges they face while teaching these students. The research was conducted from the period of November 2020 to March 2021. The impetus for this study was based solely on the observations made by DAS EdTs who face challenges teaching students with dyslexia and language weaknesses.

The aim of this study is to offer recommendations to guide organisation-based efforts for school-going learners based on the perspectives of EdTs with the central research question,

“What can the Dyslexia Association of Singapore do in the provision of support for learners with dyslexia and language difficulties based on the perspectives of educational therapists of these students? ”



The study was conducted to find out in greater detail the challenges that EdTs face when teaching this group of students, as well as the teaching methods that have helped them guide these students in the classroom. The objective of this study is to discover teaching methods and strategies that are useful to be shared with fellow EdTs, and for the organisation to offer recommendations that can be implemented in the classroom to support these learners.

Seven EdTs were interviewed for this study. Below is an extract of responses from two of the EdTs.

Language difficulties faced by student as observed by the EdTs

EdTs	Phonology	Grammar	Vocabulary	Language discourse
EdT 1	<ul style="list-style-type: none"> ◆ Blending: Misses out certain sounds ◆ Vowel confusion 	<ul style="list-style-type: none"> ◆ Auxiliary verbs: Only know how to use “is” & “are” ◆ Subject-Verb agreement: Plural vs. Singular ◆ Verb tenses: Uses “-ing” instead of “-ed” to indicate past tense 	<ul style="list-style-type: none"> ◆ Limited oral & reading vocabulary 	<ul style="list-style-type: none"> ◆ Difficulty processing info: Student takes very long to answer even simple questions and often looks confused
EdT 4	<ul style="list-style-type: none"> ◆ Pronunciation – mispronounces when reading & speaking 	<ul style="list-style-type: none"> ◆ Sentence formation – sentences not grammatically accurate 	<ul style="list-style-type: none"> ◆ Very limited vocabulary 	<ul style="list-style-type: none"> ◆ Difficulty translating thoughts into coherent sentences – sentences often require additional substitution of words to properly understand thought process

Challenges faced by EdTs when teaching their student with this profile

EdTs	Struggles faced	Skills possessed
EdT 1	<p>Difficulty altering lessons to fit needs of student:</p> <ul style="list-style-type: none"> ◆ Had to think out of the box to find ways to simplify lessons, especially when teaching student vocabulary words/concepts that are abstract and not relatable to the student 	<p>Knowledge & experience:</p> <ul style="list-style-type: none"> ◆ Years of experience teaching children with language difficulties & impairments have helped her learn the tell-tale signs of students and how she can best assist them
EdT 4	<p>Difficulty controlling student</p> <ul style="list-style-type: none"> ◆ EdT was unable to prevent her student from throwing fits out of frustration when he could not understand others or communicate his ideas to classmates and herself <p>Personal struggles</p> <ul style="list-style-type: none"> ◆ EdT explained that while working with this student, she sometimes felt helpless, frustrated and guilty for not being able to understand & help her student more 	<p>Prioritisation Skills</p> <ul style="list-style-type: none"> ◆ Knowing what to prioritise when teaching a child has helped her work with this student

Results from all seven interviews with EdTs are available in the complete paper published in the **Asia Pacific Journal of Developmental Difference, Vol. 9 No. 2.** Available here: <https://www.das.org.sg/images/publications/apjdd/VOL9NO2/APJDD-9-2-2022-Hani.pdf>



Strategies employed by EdTs and their future plans for their student

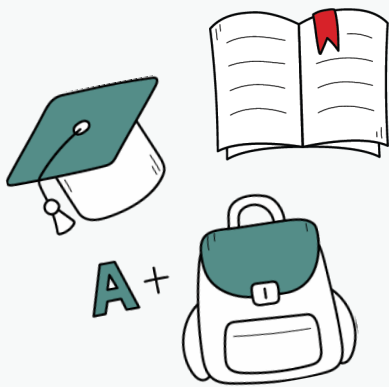
EdTs	Strategies employed	Effectiveness of current strategies and future plans	
EdT 1	<p>Strategies employed in the classroom</p> <ul style="list-style-type: none"> ◆ Supports lesson with visual/auditory content <ul style="list-style-type: none"> - Includes at least 1 picture in every worksheet - For spelling practices, she googles pictures & uses them as prompts/ a tool to elaborate and explain that word to student ◆ Provides student with extra speaking opportunities <ul style="list-style-type: none"> - Ask for students opinions/ preferences on things - E.g. For sight words, she usually times her students but for this particular student, she asks for permission before doing so ◆ Providing a lot of encouragement & support to student where appropriate <ul style="list-style-type: none"> - Encourages and praises student where appropriate 	<p>Effective</p> <ul style="list-style-type: none"> ◆ Now able to move on to vccv words and longer words in general ◆ Student is able to decode words on her own and remembers the steps needed to blend them ◆ Vocabulary: Student is now able to remember some of the words taught to her ◆ Believes the praises and encouragement has helped the child be happy in class 	<ul style="list-style-type: none"> ◆ Plans to continue employing the strategies mentioned but will try to better scaffold her lessons to benefit both the student in question and her other students in the same class
EdT 4	<p>Strategies employed in the classroom</p> <ul style="list-style-type: none"> ◆ Word Families – groups of words that have a common feature or pattern <ul style="list-style-type: none"> - Specifically focuses on teaching words that have to do with emotions & feelings as her student is weak in this aspect of vocabulary ◆ Supports lesson with visual/auditory content <ul style="list-style-type: none"> - Uses pictures and short videos to create talking opportunities for student to help improve overall oracy skills ◆ Adapts to child spontaneously Takes the extra time & effort to <ul style="list-style-type: none"> - Correct student’s sentences one by one - Understand student’s thought process - Learn student’s behaviours i.e. his triggers & distractors 	<p>Effective to a certain extent</p> <ul style="list-style-type: none"> ◆ Effective because: <ul style="list-style-type: none"> ◇ Strategies used have been helpful in encouraging student & in motivating student to continue learning vocabulary words which will eventually lead to him improving his speech & communication abilities ◆ Ineffective because: <ul style="list-style-type: none"> ◇ EdT feels student’s improvement has a lot to do with him attending SLT and his increase in exposure to the English language 	<ul style="list-style-type: none"> ◆ Plans to continue using the strategies mentioned for at least the next year but with improvements <ul style="list-style-type: none"> ◇ Plans to change the focus of conversations to topics that are of interest to student & increase the complexity of topics in general since student will be in P3 in 2021.

This study acts as a stepping stone towards creating DAS very own in-class good practice guide book with suggestions for in-class support. With the information gathered from interviewing the EdTs, here are the recommendations which the SpLD Committee have put forth:



1. TRAINING

Currently, EdTs are trained deeply on the dyslexia profile. Moving forward, EdTs should receive more in-depth training of comorbidity such as oral language weakness. This can be achieved through the courses conducted at the DAS Academy where apart from dyslexia, focus can also be given to topics on oral language weakness.

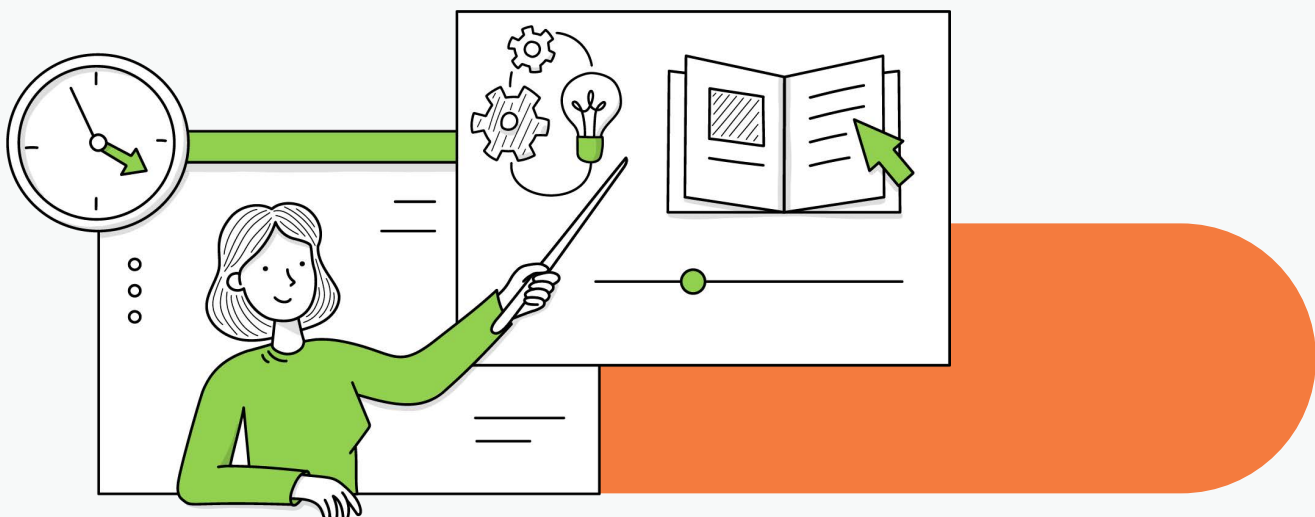


2. RESOURCES

EdTs rely greatly on resources that are suitable for their students. Thus, the creation of materials to tackle and teach language and vocabulary for different levels of students is necessary. This can be achieved through periodical review of the DAS curriculum such that teaching materials are relevant to the specific groups of students. Additionally, Speech and Language Therapists (SLTs) possess great knowledge and skills as they work with this specific group of students. Hence, greater conversations and collaboration with in-house SLTs are likely to enrich EdTs with language-teaching guidelines that they can utilize in the classroom when teaching their students.

3. AWARENESS AND EDUCATION

It is essential that all educational therapists, educators, and parents be more aware and educated on what low language weakness is and the distinct features that separates it from dyslexia. This can be conducted through the annual DAS UNITE SpLD Conference and other small scale presentations such as the Teams Teaching Teams, Centre Sharing, and Parent Talk sessions which are organised on a yearly basis. For educational therapists and educators, this will be a form of continual professional development.



HEAL: HOLISTIC EDUCATION ALTERNATIVE LEARNING

HEAL (Holistic Education Alternative Learning) is a wellness powerhouse that aims to educate DAS professionals in the area of social and emotional support. The programme is influenced by the elements of Counselling, Mindfulness, Positive Psychology and Science of Well-being.



HEAL
Counselling & Mindful Practices in
Education

Holistic • Education • Alternative • Learning

Supports:

- ◆ Classroom Etiquette
- ◆ Job Crafting: Detangling mundane routines & finding spark
- ◆ Healthy & constructive Communication Approaches: Students, parents & self
- ◆ Child-safety framework
- ◆ Counselling inspired questioning technique
- ◆ Well-being Clinic

HEAL adds value to the educational experience through curated teaching design, psychological safety, conflict resolution, innovative and sustainable teaching approaches.

One unit Wellness Powerhouse

Mindfulness-Based Intervention

+

Positive Psychology

Counselling Approaches

+

Science of Well-being

Vision: To create a conducive & psychologically safe working environment for staff to share and collaborate on improving wellness and thriving together as a community.

Mission: To provide inclusive and adaptable resources for staff to design a healthy roadmap of their career at the DAS.

Innovative approaches with well-being as its undercurrent

HEAL adds value to the educational experience through curated teaching design, psychological safety, conflict resolution, innovative and sustainable teaching approaches.

UNIQUELY DAS

Adds value to the educational experience through curated teaching design

★ **Safe space**

★ **Wholesome**

★ **Constructive**

★ **Relevant**

★ **Whole child**

★ **Whole educator**

The HEAL team is a merger of the CalmEd team and Talk-O-boTics team supported by:



Madinah Begum
HEAL Coordinator



Siti Nadirah
Well-being Advocate



Kiranjit Kaur
Well-being Advocate



Sirong Chen
Well-being Advocate



Carinn Tan
Well-being Advocate



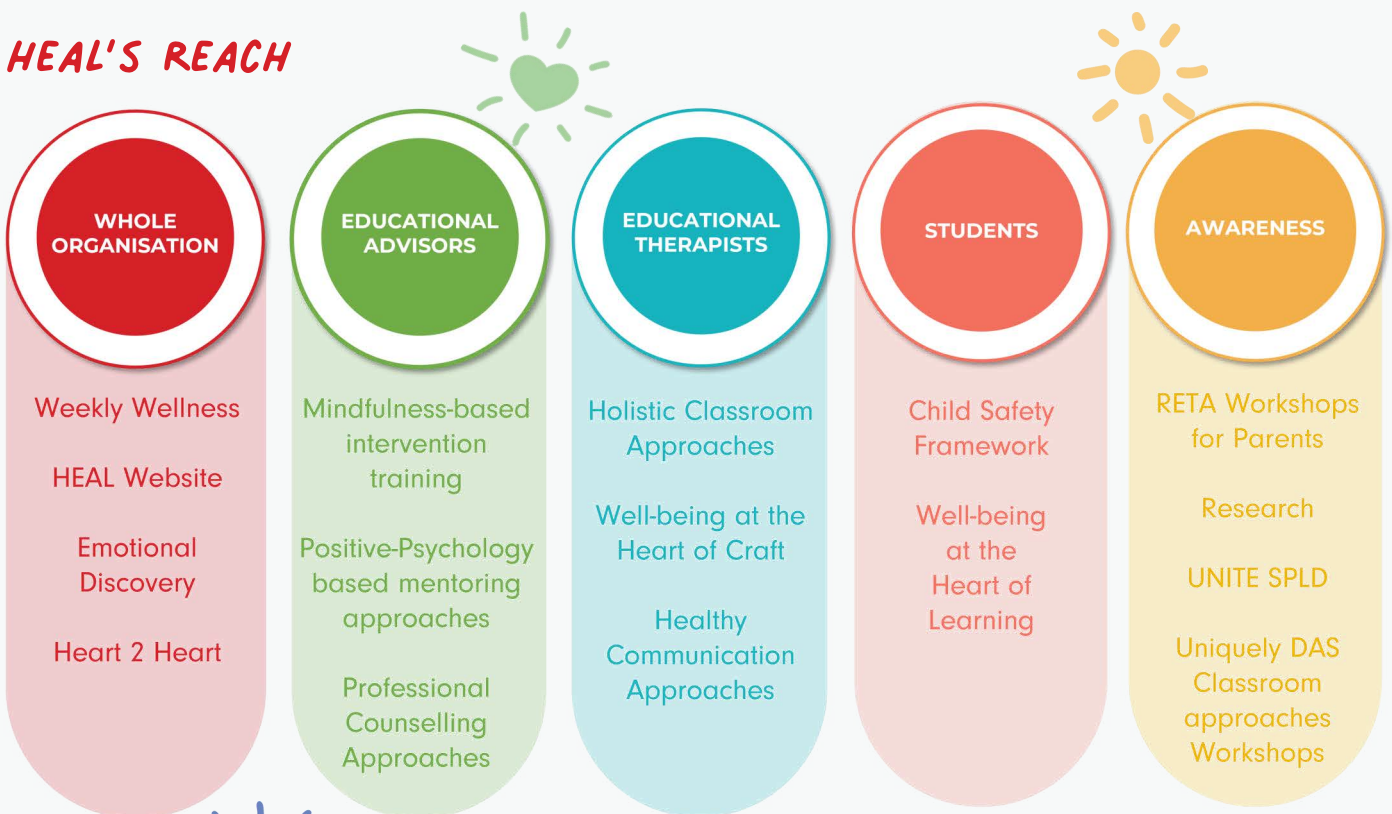
Rachel Tham
Well-being Advocate



HEAL'S EFFORTS

CALMED	TALK-O-BOTICS
<p>CalmEd Classroom (Classroom integrated)</p> <p>CalmEd Classroom Handbook</p> <p>Educator's Pocket Guide</p> <p>Mindful Monday</p> <p>Educational Well-being committee</p> <p>TLC Digital Pack (CO-VID Edition)</p> <p>Digital Restorative Guide</p> <p>BLOG Articles</p>	<p>Child-safety Framework SOP</p> <p>Handbook</p> <p>Training</p> <p>Worksheets (Bullying)</p> <p>TLC Digital Pack (CO-VID Edition)</p> <p>Digital Restorative Guide</p> <p>BLOG Articles</p> <p>Research - Bullying</p> <p>Conducted RETA Session on Bullying</p> <p>Weekly Wellness</p>

HEAL'S REACH



CHILD-SAFETY FRAMEWORK

HEAL launched the Child-safety Framework in mid 2021 to promote a positive child safety culture in DAS. We hope to help all staff become aware on how to react to less common classroom scenarios as we feel that the safety of our students coming to the Learning Centres is everyone’s responsibility.

The framework consists of 4 components:

- ◆ SOP
- ◆ HANDBOOK
- ◆ WORKSHEETS
- ◆ Drills



SOP	HANDBOOK	WORKSHEET	DRILLS
<ol style="list-style-type: none"> 1. Contains the background and the importance of this framework as explained earlier 2. General guidelines which can be applied to all scenarios 3. Steps to take 4. Referral Process 	<ol style="list-style-type: none"> 1. Psychoeducation on the various topics - information 2. Early identification - warning signs, risk factors 3. Questionnaires - attempt with your students 4. Classroom management - activities 5. Action Plan - Edts + Parents 	<p>Divided into four categories:</p> <ul style="list-style-type: none"> ◆ Lower primary Band A/B ◆ Upper primary Band B ◆ Secondary Band A/B ◆ Secondary Band C <p>Includes:</p> <ul style="list-style-type: none"> ◆ Vocabulary ◆ Video or Picture discussion ◆ Reading/Listening Comprehension ◆ Grammar ◆ Writing ◆ Additional activities 	<ol style="list-style-type: none"> 1. Five different scenarios presented for each topic to be discussed at a centre level every semester 2. Staff to use the SOP and Handbook for reference during discussions and to answer reflective questions at the end 3. Well-being representatives to lead the discussions

The framework addresses five main topics:



TRAINING

The training was conducted to all staff in January 2022 to guide them on how to use the SOP, Handbook, Worksheets and Drills. The feedback received was positive:

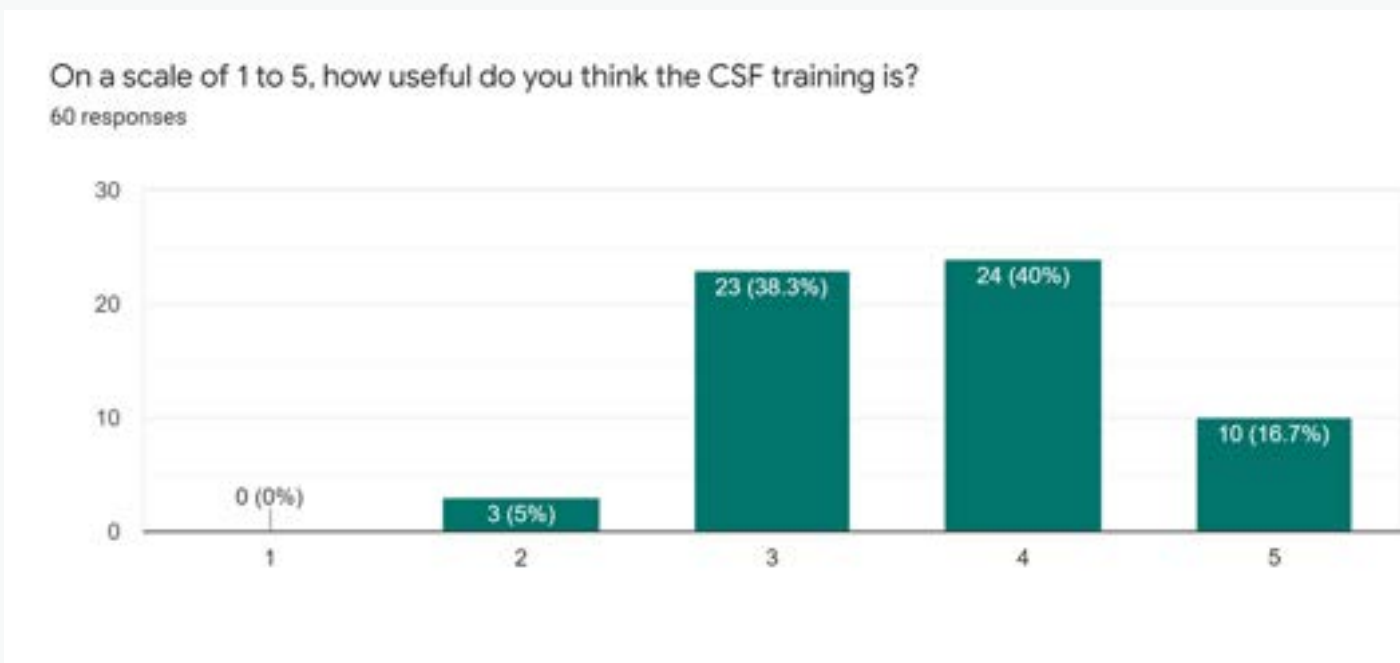


Figure 1: Table indicating how useful staff found the overall training with 1 being Not Useful at all and 5 being Very Useful

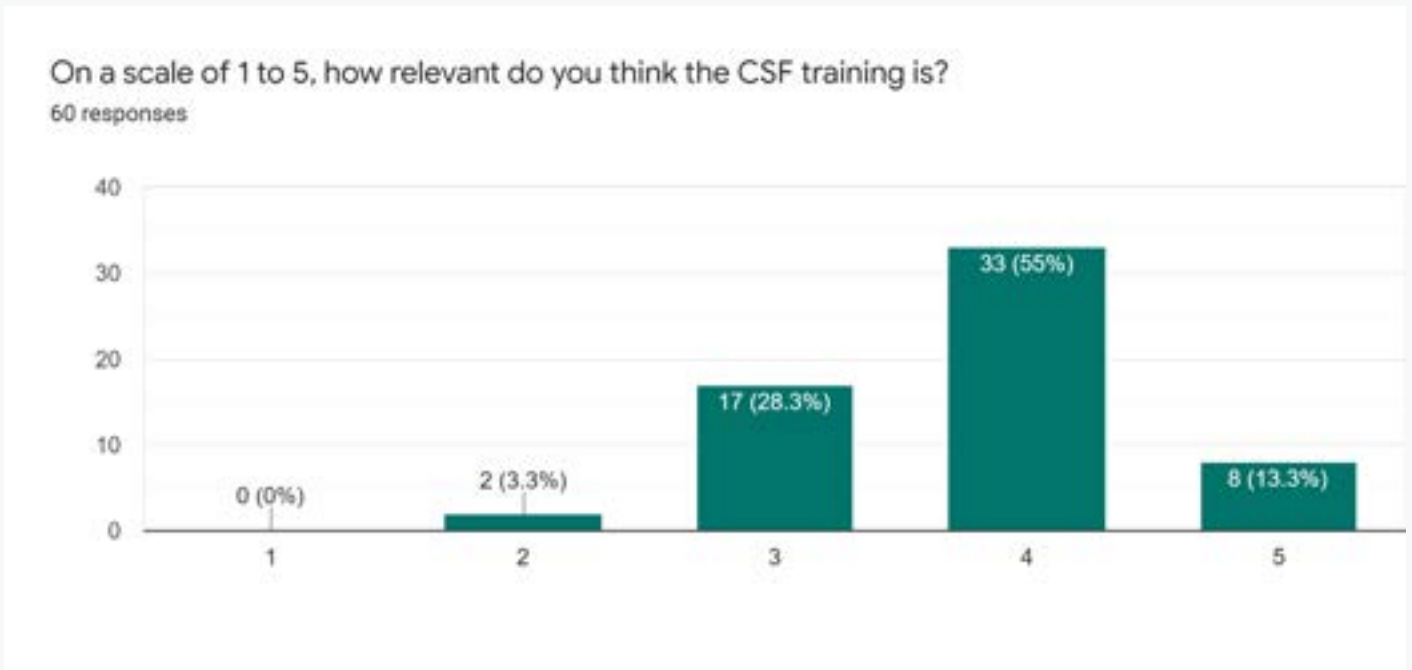


Figure 2: Table indicating how relevant staff found the overall training with 1 being Not Useful at all and 5 being Very Useful

FOCUS GROUP

Four focus groups sessions were conducted on a cluster level 2 weeks after the training to answer Educational Therapists (EdTs) questions and to reassure them that the team is around to guide them whenever they need help and support.

WORKSHEETS

EdTs were encouraged to use worksheets and materials from the handbook to implement to at least 3 of their classes/lessons on the topic of Bullying. Some of the initial feedback had been positive.

The EdTs will continue to incorporate the worksheets and materials from the Handbook into their lessons until T4, 2022.

Constant support and guidance were provided to all staff to confidently implement the Child-safety Framework throughout the year by the HEAL team.



How have your students benefitted after you have implemented the guideline?

42 responses

Some of my students were able to point out and associate the actions of their peers as a form of cyberbullying. They also understand the impact of bullying and how it affects a person in the long run.

They are aware of what constitutes bullying and know that they can reach out to their friends, teachers and parents about it.

They were able to give examples to the type of bullying.

They have a better awareness of what bullying is all about.

Unsure but at least they are aware what they should do should they encounter bullying and that bullying is wrong

Clarity on what they need to do

They are more aware of the bullying they face, how they can manage their emotions, gain perspectives of their bullies

Figure 3: Feedback from EdT's on their students lessons on bullying.

Specialised Educational Services

UNLOCKING POTENTIAL



SPECIALISED EDUCATIONAL SERVICES (SES)



OUR VISION

Nurturing persons with learning differences to achieve success and impact society positively.

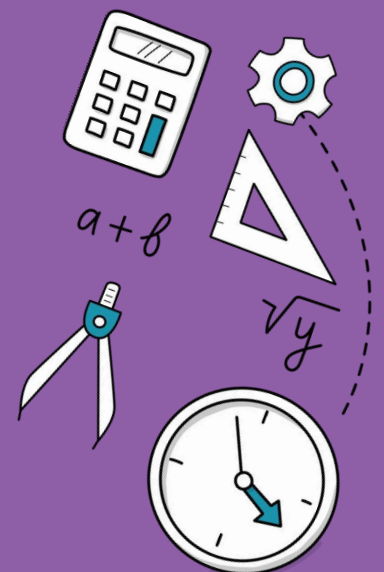
OUR MISSION

Unlocking the potential of individuals with learning differences.

ABOUT SES

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

All of our professionals are highly qualified and specially trained to help persons with learning differences who may be struggling in different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on a student and strive to bring out the very best in every individual that we see.



PRESCHOOL PROGRAMME

"Catch them before they fall"

**Early identification and support
prevents reading failure in
young children."**

- Dr Joseph K. Torgesen

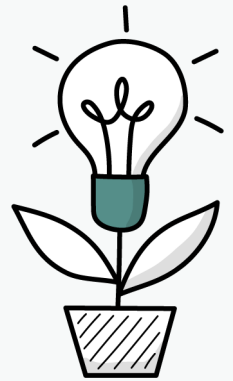
"Moving into Primary One is a big educational milestone for children in Kindergarten One and Two. It is imperative to support preschoolers struggling with basic literacy early since research has shown that neglecting to do so may have a lifelong impact. Since 2006, DAS has helped many preschoolers with early literacy difficulties overcome barriers through our SES Preschool Programme. The SES Preschool Programme is a published evidence-based programme, which has been consistently found to have a positive effect on learning outcomes.



PRESCHOOL PROGRAMME

INTRODUCTION

The Preschool Early Literacy Programme (PELP), also known as the preschool programme was started in 2006 for Kindergarten 1 and 2 preschoolers 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. It is a published evidence-based programme, which has been consistently found to have a positive effect on learning outcomes.



By the end of 2021, the Dyslexia Association of Singapore (DAS) provided 241 preschoolers with early literacy intervention through the preschool programme. Of the total student enrolment 58% were referrals from medical professionals such as from KKH (51%), NUH, HPB, SGH, Polyclinics, 20% is from DAS outreach and awareness efforts such as nationwide awareness talks, 11% is from media and word of mouth, 10% were from other educational professionals.

The preschool programme is recognised as an unfunded private intervention service provider under Early Childhood Education Development Agency (ECDA) Early Intervention (EI) and is ECDA Baby Bonus approved. ALL 12 learning centres with the preschool programme were audited by ECDA in 2020. Ishk Tolaram Foundation, and the Dyslexia Association of Singapore's (DAS) general pool were able to provide continued bursaries to preschoolers from the lower-income bracket that require early intervention.

PROGRAMME DESCRIPTION

The programme integrates Orton-Gillingham (OG) Instructional Approach, along with early childhood pedagogy and is guided by the MOE's Nurturing Early Learners (NEL) Language and Literacy Framework. Lessons are multi-sensorial, learning is layered with repetition, and personalised to a child's profile thereby supporting mastery, retention and understanding. Preschool educational therapists will gather a child's early literacy information from a pretest and class observation to create an Individualised Intervention Plan (IIP). The IIP document will be shared with the parents within three weeks of the child entering the programme. The lessons are individualised and cater to a child's learning progress. This IIP is updated every six months in a more detailed progress report which discusses goals that have been met, new goals to meet as well as general feedback. The progress report is provided to parents during the bi-annual parent meeting session. Children going on to Primary One will eventually exit the preschool programme and children who receive a dyslexia diagnosis may continue intervention in the DAS Main Literacy Programme.

Entry Criteria

Preschoolers in Kindergarten One and two who are attending childcare or kindergarten, with dyslexia type tendencies and/or early literacy difficulties.

Exit Criteria

Preschoolers who have completed Kindergarten 2 at the end of the year.

Who the Programme is for

Children with early literacy learning difficulties in:

- ◆ pre-reading skills: 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: fine-motor skills, writing own name, letter formation in both upper and lower case

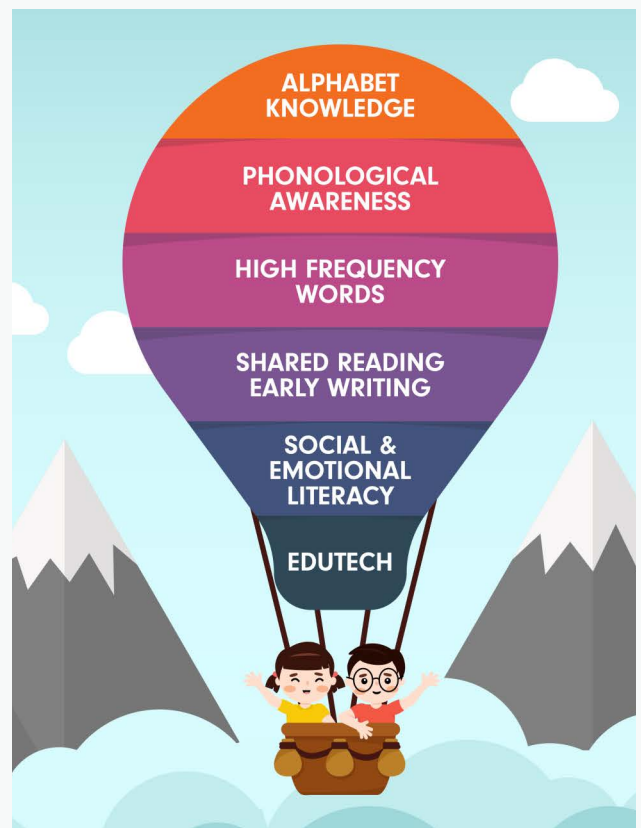


EVALUATION OF PROGRAMME FOR 2021-2022

At the point of entry into the programme, the preschool educational therapists conduct a pre-test with the student to pinpoint areas of difficulty. The pre-test will cover the areas of alphabet knowledge, phonogram knowledge, phonemic awareness, sight word knowledge, blending and segmenting skill and sentence copying. At the end of the year a post test will be conducted with the student in the same areas of the areas of alphabet knowledge, phonogram knowledge, phonemic awareness, sight word knowledge, blending and segmenting skill and sentence copying to look at overall progress.

The components covered in our programme includes oracy, alphabet knowledge, letter formation, letter-sound association, phonological awareness, sight words, shared reading and early writing. The teaching approaches are guided by Orton-Gillingham principles and early childhood pedagogies. The lessons are individualised and cater to a child's learning progress. Opportunities are created within the classroom for preschoolers to experience success.

Annual progress monitoring is conducted to evaluate and update teaching practices. Data was collected from a sample of 178 preschoolers (57 K1, 1 K1R, 117 K2, 3 K2R) comprising 68 female and 110 male students who attended an average of 48.7 hours



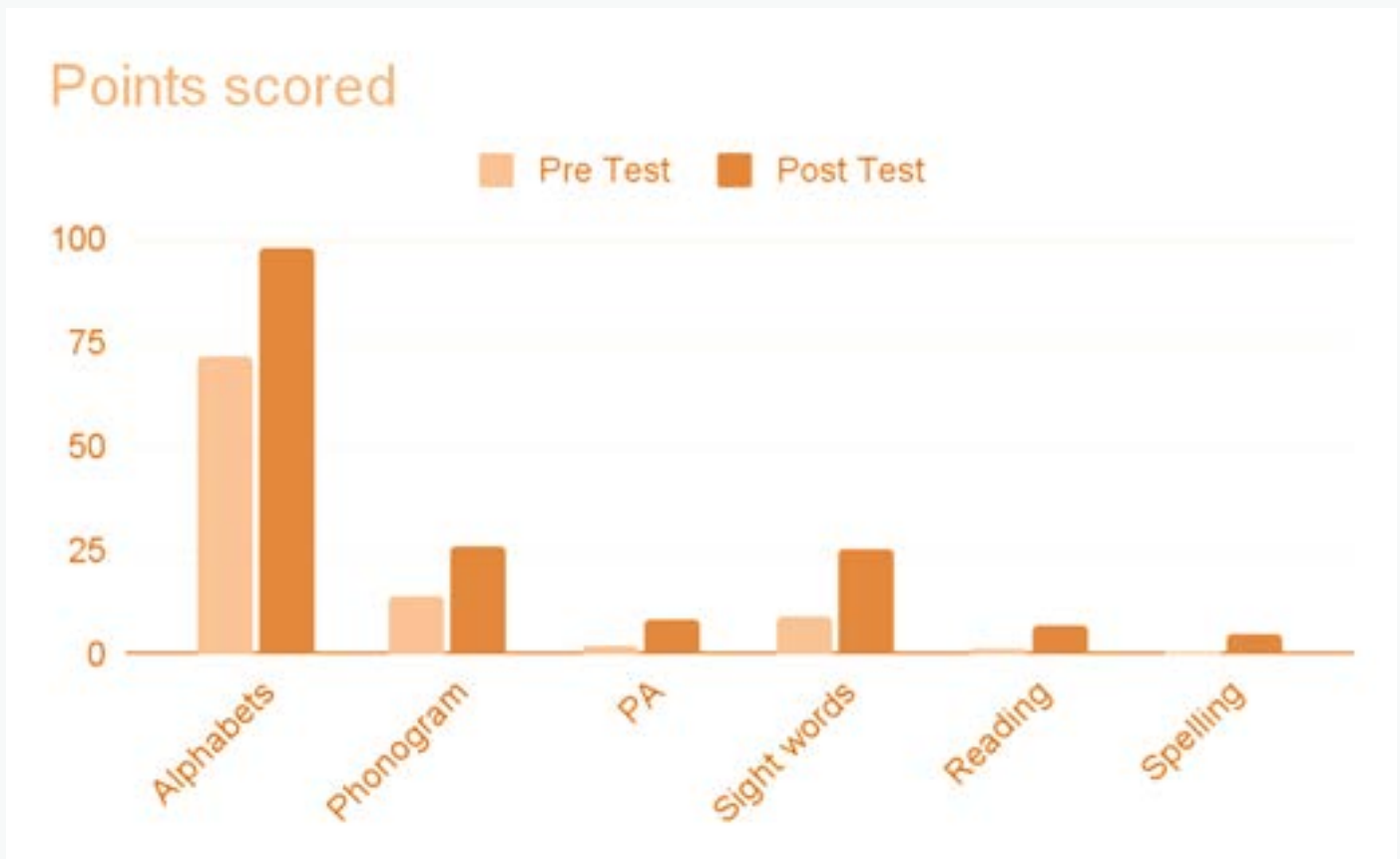


Chart 1: Comparison of literacy improvements at pre and post-test across seven areas: alphabet knowledge, phonogram knowledge, phonemic awareness, learnt word knowledge, reading ability and spelling ability.

The results indicated as with previous years, highly significant improvements in all six components with large effect sizes.

RESEARCH CONDUCTED

This study investigated two kindergarteners who attended the Dyslexia Association of Singapore's (DAS) Preschool Early Literacy Programme (PELP). The study explores their learning journey as the children received continued literacy learning support during the unpredictable COVID-19 Safe Management Measures (SMM). Two preschool early literacy intervention teachers delivered literacy instructions to kindergarten-aged children with early literacy weaknesses within the PELP through the pandemic which combined both classroom, and home-based learning. This quantitative and exploratory case study was conducted from March 2020 to November 2021. Data was gathered from pre-and-post early literacy assessments, and anecdotal observations. This study's findings established that the specific children in the study who were dyslexic and had ADHD can continue to receive learning support during the pandemic and progress from receiving intervention through classroom and home-based learning support. The study also acknowledges that due to various challenges, online learning on its own is not the best way for preschoolers to learn. However, some modest benefits were discovered amongst the inadequacies of intervention online for preschoolers during the pandemic. The findings of this study were presented at the UNITE SPLD 2022 Conference.

QUALITY ASSURANCE

The preschool programme conducts annual quality audits to ensure that our teachers plan quality lessons that are in line with students' needs and are able to deliver lessons using the Orton Gillingham (OG) approach to help our students. To ensure Educational Therapists are providing a high-quality programme, classroom observations and peer observations are conducted every financial year. In addition, an annual programme evaluation is conducted to monitor students' progress and the effectiveness of the programme. The teachers will be graded for the following:

Processes	
A : Lesson Planning	/16
B : Lesson Execution	/60
C : Language and Communication	/8
D : Classroom Management	/12
Total	/96

A score of less than 40 would indicate that the teacher would need a re-audit. The scores for each process will be summed and teachers would be given a performance rating based on the total score.

GRADE ACHIEVED (Please tick one)	Grade	Percentage
	5 : Far Exceeding Requirement	80 – 100
	4 : Exceeding Requirement	60 – 79
	3 : Met Requirement	40 – 59
	2 : Developing (Needs Re-audit)	20 – 39
	1 : Yet to Meet Requirement (Needs Re-audit)	0 – 19



In the beginning of 2022, we conducted 15 quality assurance audits and our teachers' performance rating achieved were either exceeding requirements or far exceeding requirements. This ensures that our Educational Therapists are capable of providing a high-quality lesson.

TEACHER TRAINING

All Preschool Dedicated and Dual-Specialists Educational Therapists have completed a Professional Certificate Course in Preschool. Dedicated Preschool Educational Therapists hold at least a Diploma in Preschool Education or relevant qualifications in Early Childhood. All full-time staff are required to have 50 hours of continued professional development through in-house training, external courses, conferences and seminars. Further in-service training includes continuous formal and informal training.

1. Preschool Team Insets

NAME OF TRAINING	DATE	OBJECTIVE
Conducting MTPs, Managing school-age assessment administrative timelines, COVID-19 online classes	5 May 2021	<ul style="list-style-type: none"> - Conducting Meet the Parents - School-age assessment
Conducting Online Public Early Literacy Screening	20 May 2021	<ul style="list-style-type: none"> - Conducting screening of preschoolers online - Parent communication of child's needs online
QAA – Expectations	21 July 2021	<ul style="list-style-type: none"> - Lesson observation expectations - OG correction procedures
Face-to-Face contactless teaching	18 August 2021	<ul style="list-style-type: none"> - Carrying out contactless teaching in the classroom - Managing SHN, QO/LOA/SHN during COVID
Supervised ART	20 October 2021	<ul style="list-style-type: none"> - About employer supervised ART - How to carry it out and what are the requirements

2. Other Training External

NAME OF TRAINING	DATE	OBJECTIVE
Classkick Demo by SES Math Team	28 July 2021	The use of classkick and how it supports teaching students online
DAS Academy Course: 1 EDT Developing Your Child's	26 March 2021	Teaching comprehension skills for children

NEW INITIATIVES TAKEN FOR 2021-2022

1. **The Maths Numeracy Short Term Programme (STP)** was launched 2022 . The STP aimed to help preschoolers pick up counting skills, and number sense from 1 to 10. The programme was rolled out at two DAS Learning Centres, Sengkang and Rex House. The programme supported a total of 4 students.
2. **Teaching Preschoolers Online** – Due to COVID-19, the programme went online teaching during the high alert period in accordance with ECDA regulations. This allowed the preschool team to gain experience teaching preschoolers online and build up online resources.
3. **Adapting Early Literacy Screening Online** – Converting it to an online format allowed our team to continue to see preschoolers online, assess their literacy ability, and make recommendations to join the programme.
4. **Community Outreach** – Two major community partners were engaged this year. The team had the opportunity to collaborate with Mendaki and Chinese Development Assistance Council (CDAC) this year. The team worked closely with the DAS Outreach and Awareness team, and was further supported by other divisions in DAS so as to reach a wider audiences and provide an insightful awareness talk to its parents and key partners
5. **Supporting our preschoolers from lower-income families** – \$175,000 in generous donation was awarded by Ishk Tolaram Foundation (ITF). 61 preschool students who attended PELP were supported by their generous bursaries.

ENGAGEMENT AND AWARENESS

Awareness 1: UNITE SpLD Conference 2021

This conference showcased research that covered aspects of behavioural, literacy and social-emotional support, intervention and assessment for children with special learning needs. The preschool team presented a virtual booth which showcased the programme resources and facilitated the stream C discussion live.

Awareness 2: Preschool Early Literacy Screening

To reach out to preschoolers at risk of literacy difficulties, 4 public screenings were planned in June, September, November and March. Due to COVID-19, all face to face screening were adapted to online.

- ◆ Mass Screenings – 73 preschoolers were screened, 32 families signed-up for the programme
 - ◆ 1 June 2021
 - ◆ 7 September 2021
 - ◆ 23 November 2021
 - ◆ 15 March 2022

- ◆ Ad-Hoc / Private Screening
 - 222 screened and 190 Sign-Ups
- ◆ Direct sign up on DAS System
 - 157 Direct Applications
- ◆ Screenings from customer service
 - 65 screened and 33 Signed Up

Awareness 3: Awareness Talks

As part of our community outreach, awareness and early identification initiatives the preschool team conducts awareness talks for kindergartens, childcare centres and to community partners across the island. The preschool team works closely with the DAS Outreach and Awareness Team and is further supported by other divisions in DAS so as to reach wider audiences and provide an insightful awareness talk to its audiences. The Preschool Team also had the opportunity to collaborate with Mendaki and CDAC this year.



18 Awareness Talks to Preschools across Singapore

MENDAKI (Council for the Development of Singapore Malay/Muslim Community) – 14th November 2021: 116 public audiences (Inclusive of parents and the public). Preschool team along with Celebrity chef speaker: Chef Muhammad Kamal Bin Khamis – Co-founder of KitchenSq LLP gave an engaging talk to the parents.

Chinese Development Assistance Council (CDAC) – 1 talk on 17th July 2021. The Preschool Team managed to reach out to 35 public audiences (parents).

Awareness 4: Parent Talks were conducted for the DAS Parents of preschool aged children.

New Parent Orientation Talk – (Term 2, 2021, Term 3, 2021, Term 4, 2021, Term 1, 2022)
School-Age Assessment Talk – 29th October 2022

Awareness 5: Articles and Blogs

Collaboration with SEED Institute brought about 2 articles titled "b and d reversals" and "check and see". These articles are on their webpage and shared on DAS Facebook Page, to spread awareness and to market the preschool public screening events.

TESTIMONIALS

Ms Hana is a very patient and tactful teacher. She manages the students well and they are responsive to her. My child enjoys Ms Hana's class very much and he has shown good improvement in his reading skills.

Parent from Parkway Parade Learning Centre

Teacher Babe is patient and has done a wonderful job in teaching my child phonics despite my daughters tantrums. Appreciate very much the constant communication and updates on her progress and advice on how else to improve for my child.

Parent from Woodlands Learning Centre

SUCCESS STORIES

Kenny* joined the DAS Preschool Early Literacy Programme in February 2021. He started with some knowledge of letter recognition. He was yet to grasp letter sound knowledge, recognise sight words, read, spell and sequence the alphabet from A to Z. Kenny showed low confidence to attempt literacy-related activities.

Since starting with DAS Preschool Early Literacy Programme and together with the support provided by Kenny's preschool, his literacy progressively improved. He showed increased confidence and encouraging progress alongside his peers when engaging during lessons. Kenny was recently heard saying "This is easy for me!", showing how far he has come along in his confidence. Lessons planned involved utilising his strengths and interests while developing his areas of challenges. Kenny's mum also acknowledged his encouraging literacy progress.

At the end of the programme, Kenny is able to recognise letters A to Z and he is now competent in reading and spelling of three letter CVC words. He is developing in four letter CCVC and CVCC words. With continued support from respective programmes such as DAS Literacy support, I am confident Kenny will progress steadily with his newfound confidence!

by Raihana Hashim
Preschool Educational Therapist
Bedok Learning Centre

**Name has been anonymised*



PRESCHOOL PROGRAMME



The SES Preschool Programme aims to help preschoolers who are potentially at risk of having dyslexia or developmental delay in early literacy, develop skills and strategies to become confident achievers when they enter primary school.



DAS offers eligible Singaporean citizens full or partial financial assistance for programme fees.

BRIDGING THE GAP TO GET TO SCHOOL

The programme helps preschoolers acquire a good foundation in alphabet knowledge and structured phonics, leading up to learning sight words essential for reading. These abilities gear them towards reading readiness.

In class, children will be taught using the Orton-Gillingham (OG) teaching approach. The multisensory instruction gives children more than one way to connect with what they are learning. They will also be taught strategies to cope with letter reversals. The programme follows a prescribed scope and sequence for systematic, sequential and cumulative learning. DAS also offers free literacy screening for all preschoolers to assess their learning needs.



FOR MORE INFORMATION,
VISIT WWW.DAS.ORG.SG

☎ 6444 5700
✉ info@das.org.sg
📱 @dyslexiasg

CHINESE PROGRAMME

To motivate children to learn, we will build their interest first. We set up a safe and friendly learning environment, to encourage students to use the language as much as they can. To make Chinese more interesting and useful, our lesson plans are full of activities and games, we also choose thematic-based topics which are closer to their daily life.

为了鼓励孩子学习，我们必须先引起学生学习的兴趣。我们建立了安全友好的学习环境，鼓励学生多说华语。我们在课堂上也设计不同的活动和游戏进行教学，这些活动都



CHINESE PROGRAMME

INTRODUCTION

The DAS Chinese Programme is an intervention-based programme for students with dyslexia and Specific Learning Difficulties who have persistent difficulties with learning Chinese. Some of the challenges that our students face includes confusion with similar-looking characters, characters that sound alike and characters that are related in meaning. Some students also have difficulties in processing reading comprehension passages and find writing a laborious task. Students would need to sit for a profiling test before placement to identify their strengths and challenges when learning Chinese. Our programme offers different curriculum to help meet the diverse needs of our learners, including the Primary scope and sequence curriculum, Primary 6 curriculum and Secondary curriculum.

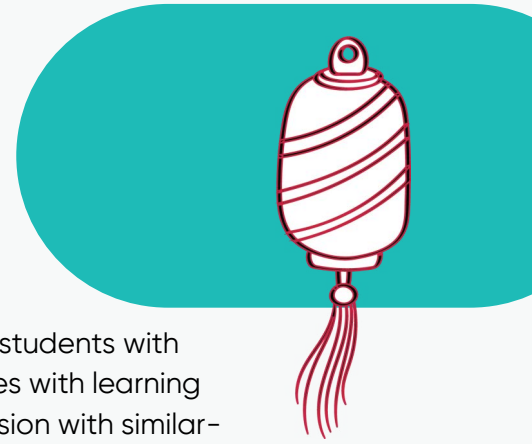
The Orton-Gillingham approach and principles are adopted and applied in the delivery of lessons. Learning is pegged at the learner's level of learning to help them gain competency and overcome their learning challenges.

PROGRAMME DESCRIPTION

Our Primary scope and sequence curriculum caters to student from Primary 1 to Primary 6, lessons are 1 hour per week. We adopt a thematic-based approach and focus on word recognition strategies to help students over their challenges when learning Chinese characters. Depending on the ability of the student, we may cover different components in class, including oracy, vocabulary, word recognition, reading comprehension and writing skills in class.

We also offer Primary 6 – 2 hour programme to help students better prepare for PSLE, where lessons are 2 hour per week. Other than the usual components covered, the programme includes oral conversation topics and exam preparation skills to better equip our students with the necessary skills needed for the PSLE. Lessons are designed according to the student's ability, strengthening language skills progressively.

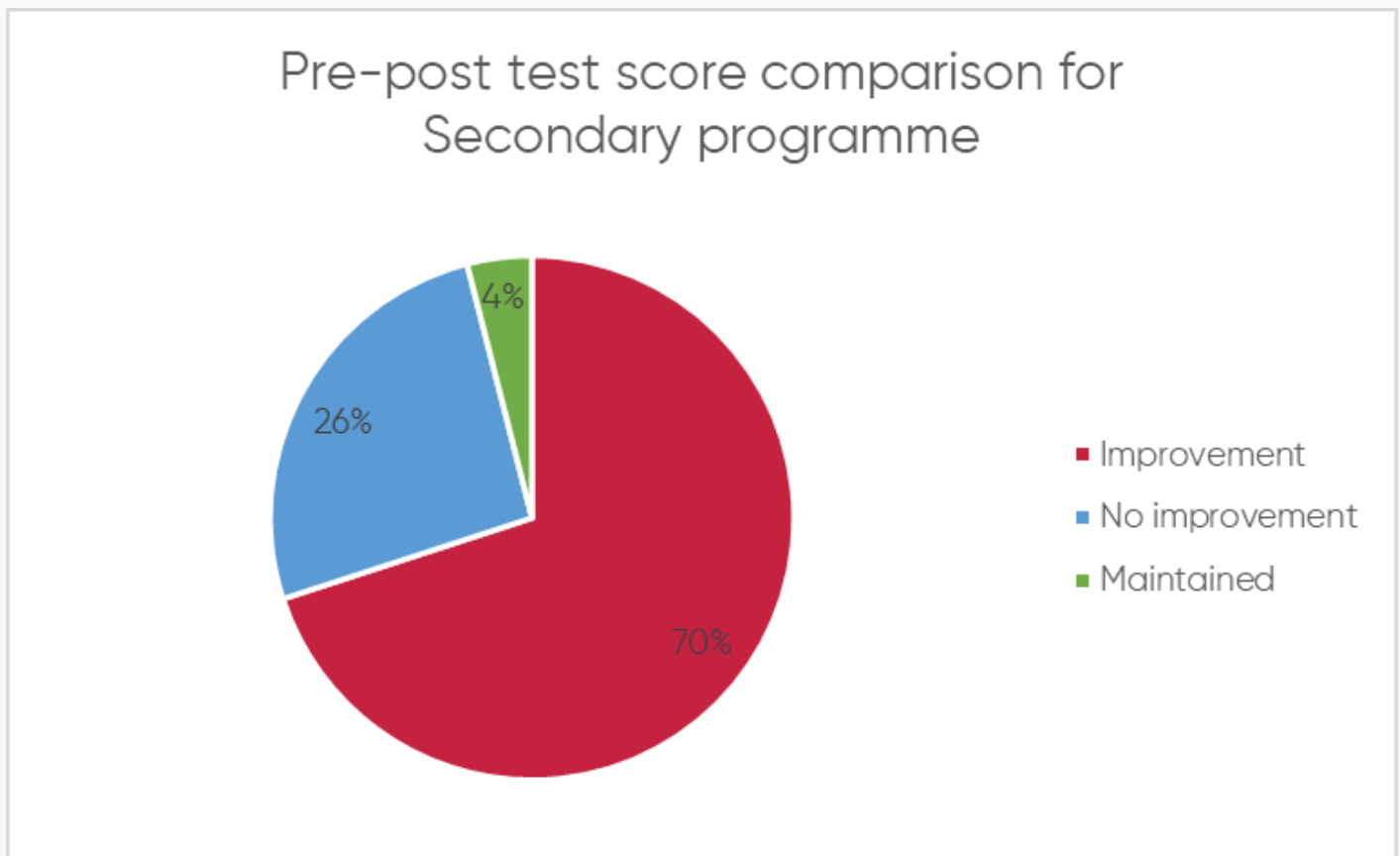
The Secondary programme caters to students from Secondary 1 to 4, with full year programme for Secondary 1 to 3 students and Short-Term Programme for Secondary 4 students to better prepare students for their O and N level examination. Our secondary school programme focuses on cultivating language skills through a range of real-life scenarios and materials. At the same time, it is intended to continue fostering their interest in the language while equipping them with the necessary skills for reading and writing to assimilate into secondary school learning.



EVALUATION OF PROGRAMME FOR 2021-2022

The Chinese programme evaluates the progress of our students yearly through Chinese Literacy test which measures student's progress in word recognition, word forming and spelling test. This would help us to track student's progress and evaluate the effective of the curriculum and make necessary adjustments needed to cater to the needs of our students. All pre and post-test scores were compared from end of 2020 to end of 2021.

In the Primary 1 hour programme, data was collected from 85 students. 73% of the students showed improvement in the post-test scores, no change was observed for 1% of the student while 26% of the students regressed in their scores.



It is encouraging to note that 22% of the students improved more than 20 marks shown in their post-test scores, showing significant improvement in their word recognition, word form and spelling.

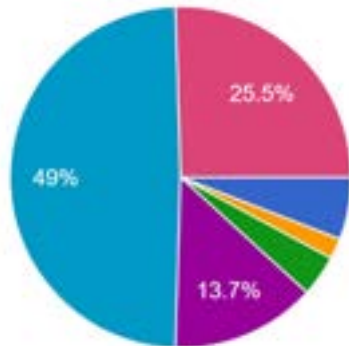
In the Primary 2 hour programme, data was collected from 28 students. These students were previously from our 1 hour primary programme and switched to 2 hours when they are Primary 6. It is very encouraging to note that 100% of the students shown improvement in their post-test scores, with 39% of the students improving more than 20 marks.

In the secondary programme, data was collect from 50 students. 70% of the students showed improvement in the post-test scores, no change was observed for 4% of the student while 26% of the students regressed in their scores. It is encouraging to note that 22% of the students improved more than 20 marks shown in their post-test scores, showing significant improvement in their word recognition, word form and spelling.

How satisfied are you with your child's Chinese learning at the DAS?

您对孩子在读写障碍协会华文课程的学习满意度为?

51 responses

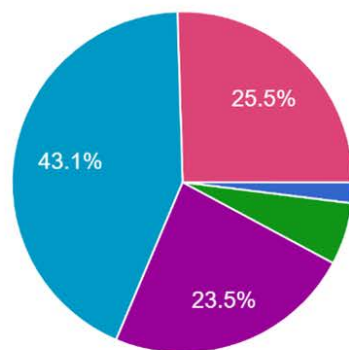


- I am not able to give an opinion 不予置评
- I am very disappointed 非常失望
- I am not pleased 失望
- I am not quite satisfied 不是很满意
- I am just about satisfied 还算满意
- I am pleased 满意
- I am very pleased 非常满意

At the end of each year, we also send out Annual parent rating form to better understand satisfaction level of our programme and data were gathered for evaluation purpose. 51 parent responses were collected. 74.5% of the parent are very pleased or pleased with their child's learning of Chinese at the DAS.

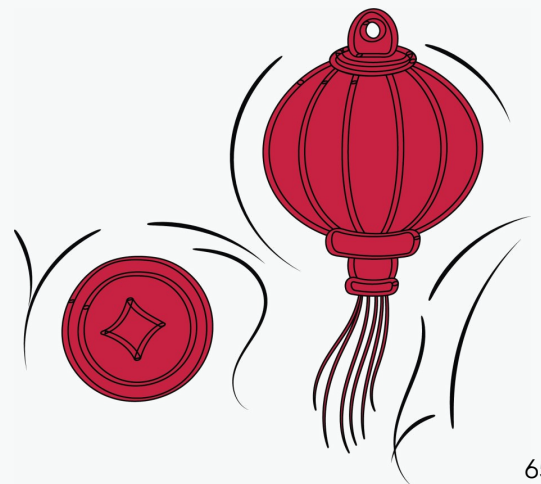
How satisfied are you with our response to the Covid-19 situation, e.g. Home Learning Pack, Virtual Class etc.? 您对我们华文课程应对疫情措施的满意度为? 包括: 居家学习、在线课程等。

51 responses

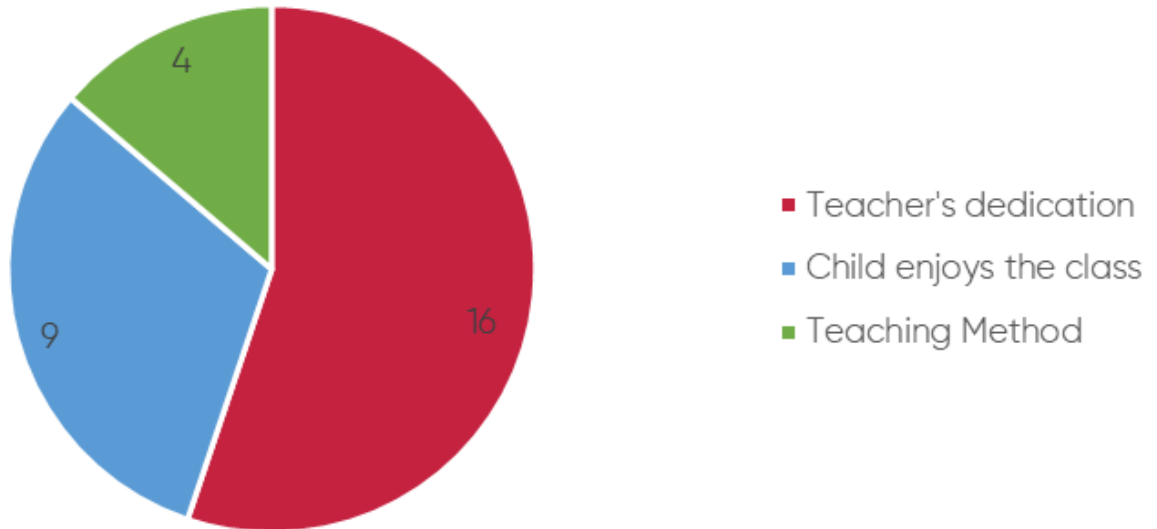


- I am not able to give an opinion 不予置评
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- I am not pleased 失望
- I am not quite satisfied 不是很满意
- I am just about satisfied 还算满意
- I am pleased 满意
- I am very pleased 非常满意

41 parents feedback about what they are particularly pleased with, 16 comments were about our teacher's dedication, 9 comments were about how the child enjoys the class and 4 comments were about our teaching methods.



Parent's feedback on what they are pleased with



RESEARCH CONDUCTED

Chinese language learning at the Secondary school level places more emphasis on higher literacy skills like reading and writing. Coupled with an increase in the variety of text types that the students are exposed to at the Primary school level, a student with a language learning difficulty, such as dyslexia, would find learning Chinese in school an increasingly difficult task. Our Secondary Chinese Programme adopts the Orton-Gillingham Approach to help our learners bridge the learning gap to access the mainstream curriculum. With an expansion into the Secondary 3 Programme in 2021, the progress of 12 students was tracked for a year using measures such as literacy ability tests, school results, parents' and students' survey, as well as teacher's observations. Results have shown that the Orton-Gillingham Approach has helped the students to improve in their overall language abilities. The research has also highlighted the role of Educational Therapists as a motivating factor for students to learn. The findings of this study was presented in Association for Reading and Writing Asia 2022 conference in March 2022 and will be presented at the UNITE SPLD 2022 conference in June. This will also be published in the 2023 APJDD Journal.

QUALITY ASSURANCE

For the FY21/22, a total of 15 lesson observation was conducted for both primary and secondary classes to ensure that our teachers plan quality lessons for students from different age group and are in line with student's needs. We also evaluated teacher's communication and classroom management skills to help them grow as an Educational Therapist. All our Educational Therapists achieved more than 80% in overall scores and performed satisfactory on all components assessed.

CHINESE PROGRAMME



The SES Chinese Programme aims to build a safe and friendly learning environment to boost student's interest in the language.

我们致力于营造安全友好的学习环境，提高学生对华文的兴趣。

WHO DO WE SUPPORT?

Students from Primary 1 to Secondary 3 who are diagnosed with dyslexia and struggle with learning Chinese.

入学条件

课程面向主流学校小一至中三在读生。学生需被诊断为读写障碍，学习华文时倍感困难。

Priority will be given to students who are not exempted from Chinese.

未获华文免试的学生将被优先考虑。



TEACHING METHOD AND PRINCIPLES

In class, students are taught through hands-on activities, educational games and storytelling. A multisensory approach is used to help students learn better. The programme focuses on word recognition, skill and strategies instruction and reviews what has been taught consistently.

教学原则

课堂上，我们利用教学游戏、绘本导读、科技软件等方式，融合多感官教学，引导学生从做中学，更有效地学习华文。课程侧重识字教学，强调策略及技能的掌握，辅以系统性的复习，巩固所学。

DYSLEXIA IN CHINESE

读写障碍对华文学习的影响

- Limited vocabulary
词汇贫乏，识字量较同辈少
- Wrong association of words
听写能力差，错误字词联想
- Poor retention of learning
容易忘记已学过的字词
- ✳ Poor understanding of radical positions
缺乏组字知识，不知道部件的位置，
例如：提手旁与手字底
- Easily confused with visually, phonetically or semantically-similar characters
易混淆字形、字音相近或字义相连的汉字
如：午/牛；因/阴；校/学
- ✳ Untidiness, incorrect strokes order, out of proportion
书写时字体东歪西倒，笔顺错误，大小比例不均
- Laborious writing
写字速度比同辈缓慢，抄写时容易感到疲倦或不耐烦
- ✳ Adds or omits strokes
增删笔画，例如：大 vs 太、本 vs 木
- Inversion
部首左右或上下倒转，例如：“唱/“昌口”



FOR MORE INFORMATION,
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[@dyslexiasg](https://www.facebook.com/dyslexiasg)

TEACHER TRAINING

3 flexis were recruited and successfully completed the Professional Certificate Course (PCC) training sessions with 'Competent' status from July to September 2022. They also took Applied Educational Therapy (Chinese) certificate from Term 4 2021 to Term 1 2022 where mentor was assigned to them for discussions and class observation. They also wrote weekly reflections and rationale to better help them in lesson planning and execution.

To ensure that our Educational Therapists are well equipped to deliver different curriculum, we also conducted Primary 6 2-hour and Secondary 3 curriculum training to ensure that they could use the resources effectively to benefit our students.

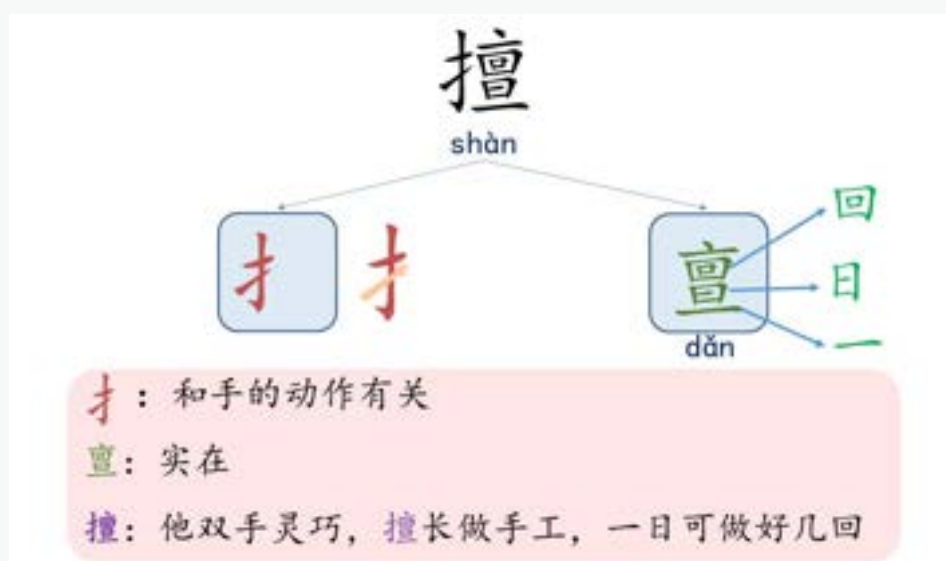
We also engaged our consultant, Dr Tan Ah Hong to conduct customised training on the topic of new Secondary 1 syllabus as well as the new PSLE scoring system and grading for our Educational Therapists to have a deeper understanding of how it could impact our curriculum and students.

NEW INITIATIVES TAKEN FOR 2021-2022

Expansion of curriculum to cater to Secondary 4 students

After the expansion of curriculum to Secondary 3 programme last year, we continued to monitor student's progress and collected feedback from both students and parents. The team recognised that there is a demand to support our students for their national examinations. Hence, we launched our Chinese Secondary Short-Term Programme this year to help our existing students to prepare for examination literacy skills. The short-term programme runs in Term 2 and 3, this is in line with the O level and N level examination date, which falls in around June and September respectively.

Higher order literacy skills such as reading comprehension and writing continues to be challenging for our students, we referenced O and N level questions requirements and made necessary tweaks to ensure that it is relevant for our students. We also continue to teach vocabulary and word recognition skills to help our students remember better and aid in their reading.



Picture 1: Screenshot of our character breakdown teaching

ENGAGEMENT AND AWARENESS

Mass profiling

The Chinese team conducted our first mass virtual profiling to promote the Chinese Programme targeted at Jurong Point and Chua Chu Kang Learning Centre. There is a total of 16 slots available and we have 10 students who signed up. Of the 10 students, we managed to place 6 of them in our programme.

Awareness talk

A total of 4 Chinese Awareness sessions were conducted in 2021. All sessions were conducted online due to the pandemic situation.

DATE	ORGANISATION
14 January 2021	AEDs (North Cluster)
27 January 2021	Pathlight School
7 April 2021	Maha Bodhi School
14 April	Concord Primary School

TESTIMONIALS

Parent's feedback for primary programme

All 3 of my children attended Chinese Programme at DAS, taught by Ms Loo, Ms Tong and Ms Siew. I am very glad that there is a place where my child can learn at their own pace. All the teachers are very patient and have student's interest at heart. Their method of teaching is also easier for my children to understand and process, hence they can recall better as compared to when they were in school. My children has gained confidence in learning Chinese from the teachers and we are very thankful to them.

Feedback from DAS Parent Parkway Learning Centre

Mr Liu makes the lessons interesting and participative and Ray* enjoys his class very much. In addition, he will keep me update on his performance in class so that I could help him to change and improve if need to.

Feedback from DAS Parent Sengkang Learning Centre



Parent's feedback for secondary programme

It helps my child to gain confidence in learning Chinese with the methods and guidance from the Chinese Teacher, Ms Ong. From her guidance, my child could understand the meaning of the words and try to attempt the questions which she found it challenging. Most importantly my child enjoys the lessons. We want to thank Ms Ong for her great support, she is very caring and patient towards my child which enables her to enjoy learning Chinese.

Feedback from DAS Parent
Bishan Learning Centre

SUCCESS STORIES / CASE STUDY

N* has been with the Chinese programme since she was in Primary 4. She used to have poor confidence in Chinese as she found it hard to recognise and differentiate similar looking characters. Throughout the years in the programme, she was able to master the different word recognition strategies and even applied it to her learning at home and in school. This has greatly helped her to improve on her word recognition skills and build a good foundation for her reading and writing abilities. Gradually, she picked up confidence in her Chinese abilities and became a motivated learner who took interest in Chinese. Her improvement was also reflected in her grades across the years and she managed to score an AL4 for her PSLE. She is currently continuing her Chinese learning in the Chinese Secondary Programme and I look forward to seeing her progress further in Chinese.

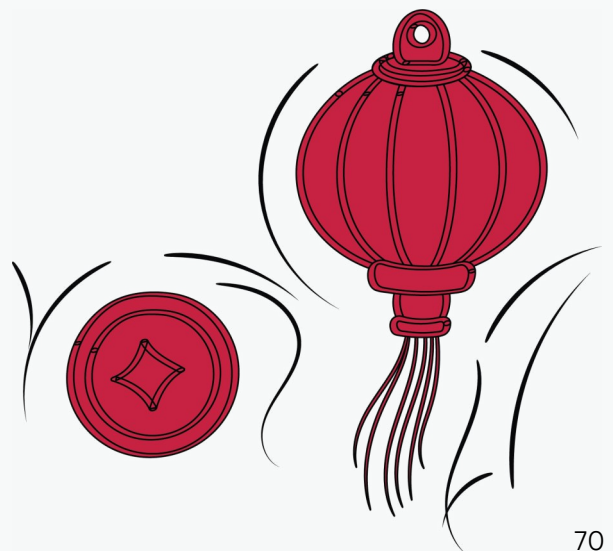
Ong Yun Mei,
Senior Educational Therapist

It is commendable that Daryl* adopts a positive learning attitude and he participates actively during discussions. He will ask questions to clarify his doubts and he takes pride in his work. It is great to see that he displays better retention of the concepts taught and he is able to apply them more consistently and independently in his written work.

I am delighted that Daryl* has shown improvement in his word recognition skills. For oral practices, he makes a good effort in describing the video contents but he needs prompts to relate to his personal experiences. He needs scaffolding for the higher order questions, which require him to provide his comments or suggestions. In the recent parent meeting session, his mother shared that he passed his End of Year Chinese examination (Foundation) in school, and this is a great improvement. It is heartening to see his steady progress over the terms.

Cindy Tan,
Senior Educational Therapist

**Names has been anonymised*



华文中学课程 Secondary School Chinese Programme

Help your child to cope better with
secondary school learning
帮助孩子更好地应对中学课程学习

Who

Secondary 1 to 3 students
面向中一到中三的学生

When

2-hour classes, once a week
每周一次，每堂课两小时

Class Size

Small class of up to five students
小班制，最多五位学生

Topics

- Language Skills and Vocabulary covered in the Express and Normal (Academic) curriculum
- In-class dialogues on current affairs
- Reading of different text-types
- Critical thinking
- Higher literacy skills such as reading comprehension and writing

- 涵盖主流学校快捷与普通学术源流课程语言点和词汇
- “小课堂，大世界” 课堂讨论，聚焦热点时事
- 接触不同文体阅读材料
- 培养批判性思维
- 阅读理解及写作等高阶读写技能



**Specialised
Educational
Services**
UNLOCKING POTENTIAL

SES is a division of the Dyslexia Association of Singapore

For more information, please email chinese@das.org.sg
请电邮 chinese@das.org.sg 以获知更多详情

6444 5700
Mon to Fri
9am to 5:30pm

www.das.org.sg

MATHS PROGRAMME

The SES Maths Programme aims to effectively support students with dyslexia who have persistent difficulties with mathematics. We hope for all our learners to gain confidence in their mathematical abilities by helping them to experience small steps of success.

The programme is designed to cater to students with dyslexia. We adopt dyslexia-friendly principles to ensure that learning remains relevant and suitable for our students.



MATHS PROGRAMME

INTRODUCTION

The DAS Maths Programme is an intervention-based programme for students with dyslexia who have persistent difficulties with Mathematics. This means that prior to teaching our students, our teachers will first identify the difficulties our students encounter in Maths and help to bridge the gap between their current mathematical knowledge and what the mainstream syllabus expects them to know. While our curriculum is developed with close reference to the Singapore's national syllabus, our personalised lessons may not follow the pace of their school lessons. 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.

The DAS Maths Programme offers three curriculums to help meet the diverse needs and profiles of our learners. Our three curriculums are the Essential Maths curriculum, the Problem Sums for Upper Primary curriculum and the Secondary 1 Normal Technical Maths curriculum.

PROGRAMME DESCRIPTION

Our Essential Maths Programme caters to students from Primary 1 to Primary 6. Eligible students need to be attending MOE primary schools and have a diagnosis of dyslexia or attend the school-based dyslexia remediation (SBDR) programme in their schools. These students are required to take an in-house profiling test, which would highlight their strengths and weaknesses in number sense, computational skills and their ability to solve single-step and multi-step word problems. Students will then be placed into suitable classes based on their academic and ability levels.

Students on the Essential Maths Programme attend one hour of remediation every week. Lessons are crafted based on the students' needs and learning pace to build their confidence and understanding of essential concepts in the mainstream syllabus. This is achieved through 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. This ensures that mathematical understanding is built in a cumulative way. At DAS, students are also taught how to approach problems systematically using Polya's Four-step process approach (1945). Strategies are introduced explicitly to help students understand and organize the information in language-based problems.

In addition to the Essential Maths Programme, the Maths Programme has two Short-Term Programmes (STPs): The





Problem Sums for Upper Primary (PSUP) and the Secondary 1 Normal Technical Maths (Sec 1NT). These programmes are designed for specific groups of learners and delivered in blocks of 10 lessons per term. The STP initiatives embody similar teaching methodology and dyslexia friendly approaches with distinct objectives and skills set.

The Problem Sums for Upper Primary (PSUP) programme was designed to help our Primary 5 and Primary 6 students to cope with the cognitive and metacognitive demands of solving word problems in the Standard Mathematics syllabus. This programme uses our in-house Try-Share-Learn-Apply approach to help students develop their thinking and communication skills by providing them the opportunity to attempt a word problem independently before sharing their thinking processes with the class. This is followed by learning a specific heuristic strategy introduced by the therapist before the students apply the strategy to other similar problems. The Short-Term programme is available as a 2-hour programme for our Primary 6 students from Term 1 to Term 3, whereas it is offered as a 1-hour programme for our Primary 5 students from Term 1 to Term 4 (effective in 2022). Students on the Essential Maths Programme may choose to take up the PSUP class as an additional class to supplement the support they are currently receiving.

The Secondary 1 Normal Technical Maths (Sec 1NT) is a curriculum-based programme for students taking the Secondary 1 Normal Technical maths syllabus. It was started to provide further support to our students beyond the primary school curriculum. The curriculum was designed such that students will be learning a fixed set of topics in each term. Each block provides ten hours of curriculum-based lessons that cover Normal Technical mathematical concepts and application questions involving a real-world context. This programme aims to promote their readiness, engagement and mastery in the topics that are usually covered in the first year of school. Such support is essential in building their confidence as they transit to secondary school maths.

Why is it important we serve these students?

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. 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.

EVALUATION OF PROGRAMME FOR 2021-2022

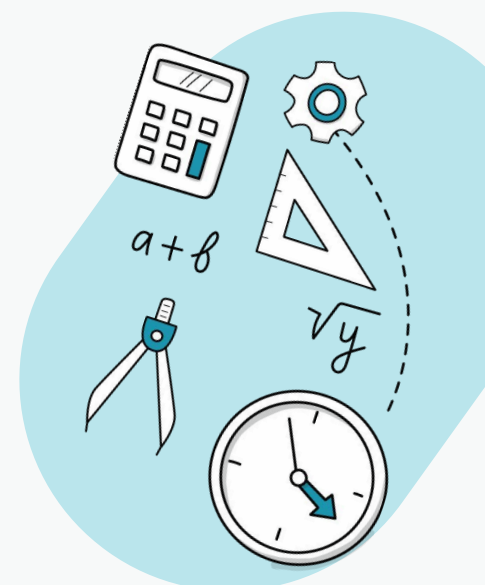
As the Maths programme continues to grow in our scope, we need to ensure that the curriculums we have developed continue to meet the needs of our learners. Evidence-based best practices are important to DAS as we want to maximise benefits to our students. The Maths programme evaluates the progress of our students once a year. 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 fit for the needs of our learners.

Each curriculum is unique and takes a different approach to evaluate the progress of our students. Through the programme evaluation exercise, we hope that we will be able to evaluate areas in which we are doing well in and should continue, and areas in which we could do better in or work differently with for each individual child we see. We hope that our consistent programme evaluation process would be able to help us consistently improve in the development and implementation of our Maths curriculum. In addition, the programme also conducts an annual quality assurance audit for teachers under the Essential Maths curriculum to ensure the quality of our teachers.

Evaluation of the Essential Maths Programme

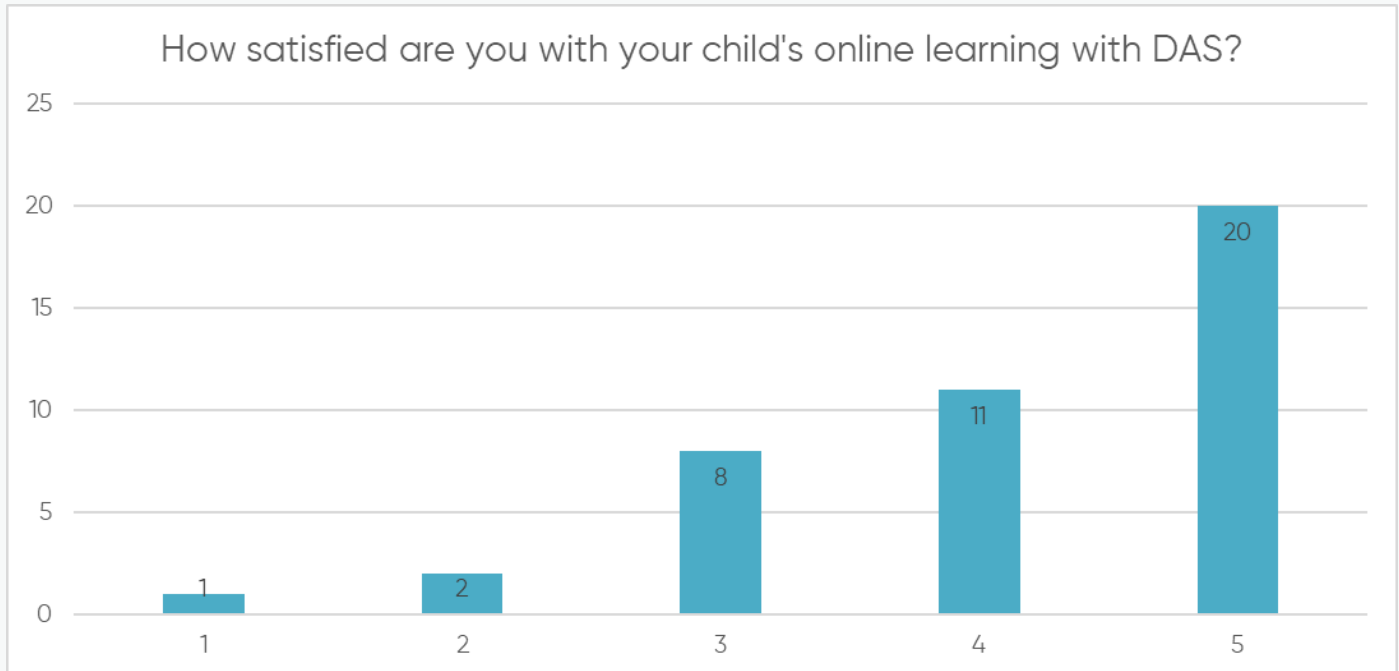
The Essential Maths programme evaluates the progress of our students through weekly in-class observations. At the beginning of each semester, the teachers will develop lesson goals for the class to achieve within the semester. Teachers will then craft lessons and monitor students' behaviour and performance on a weekly basis to evaluate if the goals have been achieved. Students' performance could be observed through the use of informal games, quizzes, written assignments or even just using manipulatives to explain how a concept works. Bi-annual reports are written by our educational therapists to document the progress of our students. On top of these reports, termly communication logs are also shared with parents so that they will be kept informed on their child's progress. To improve in this measure, the team will implement the use of topical tests as a formal means to measure and track students' progress. This will enable us to analyse how students are performing in specific topics at particular school levels. This new initiative will be piloted in 2022 and all our maths educational therapists will be trained to conduct them officially at the start of 2023. At the end of each year, we also gave out a survey to parents after the Meet The Parents sessions.

Based on a parent survey of 42 parent responses that was conducted at the end of 2021, these data were gathered for evaluation purposes.



Satisfaction on Online Learning

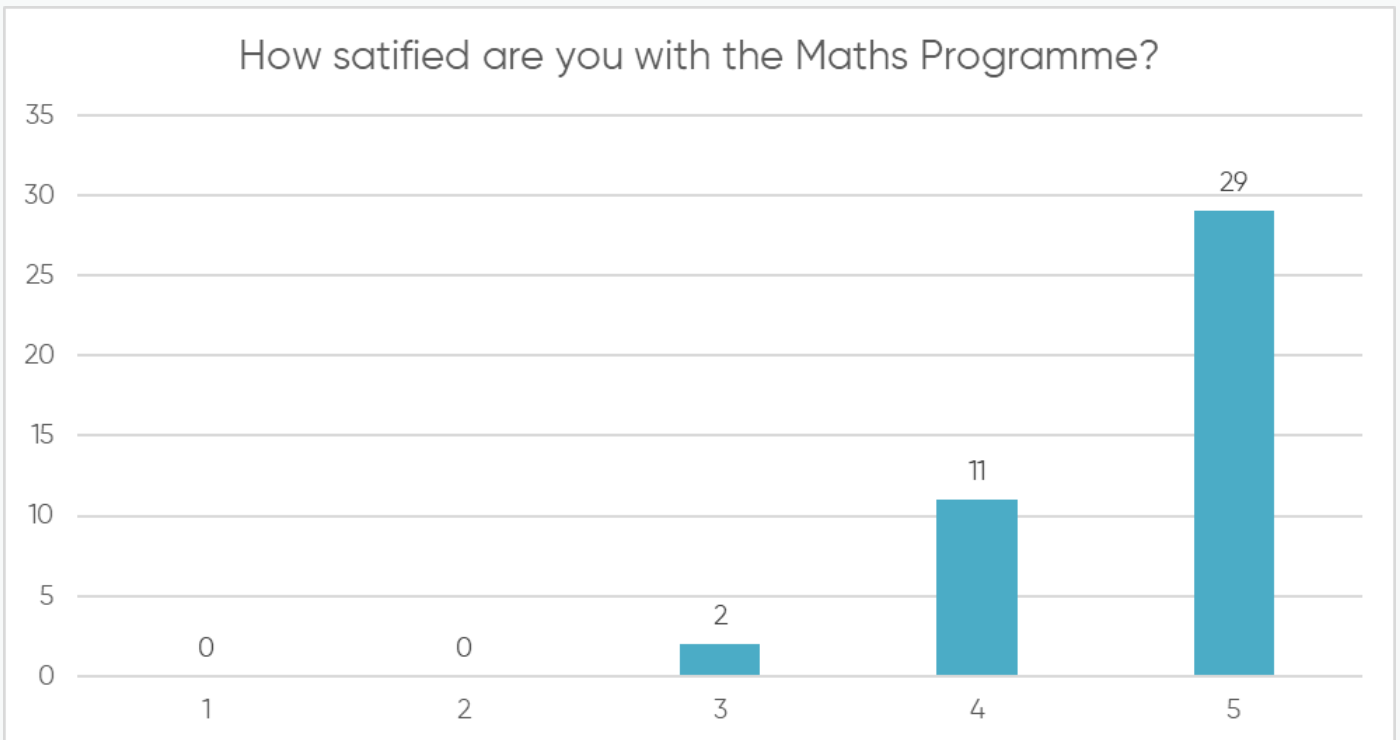
In 2021, most of our lessons were still conducted online due to the multiple directives from the Ministry of Education (MOE) and the Singapore government. Educational therapists, students and parents made every effort for the lessons to be as effective as physical classes. However, online lessons can never fully replicate face-to-face lessons with the emphasis of the Concrete-Representational-Abstract (CRA) approach in our maths programme. While we are confident that we are able to deliver quality lessons even online, we are also aware of the limitations surrounding online learning.



At the end of 2021, the Maths team conducted an online survey with the existing students' parents and out of the 43 parents who responded, 73.8% of the respondents felt that the online lessons were good and the students were able to cope well. They were satisfied with the ease of access to the online learning platform (Google Meet) as well as to the learning resources provided. However, some parents commented that the waiting time to get everyone settled into the online class can be reduced and that they were not very sure how engaged their children were considering they can be easily distracted when learning online. Overall, when we inquired how DAS maths can be improved for the year, 12% of the parents wanted face to face lessons to resume back as soon as possible over the online classes.

Satisfaction on the Maths Programme

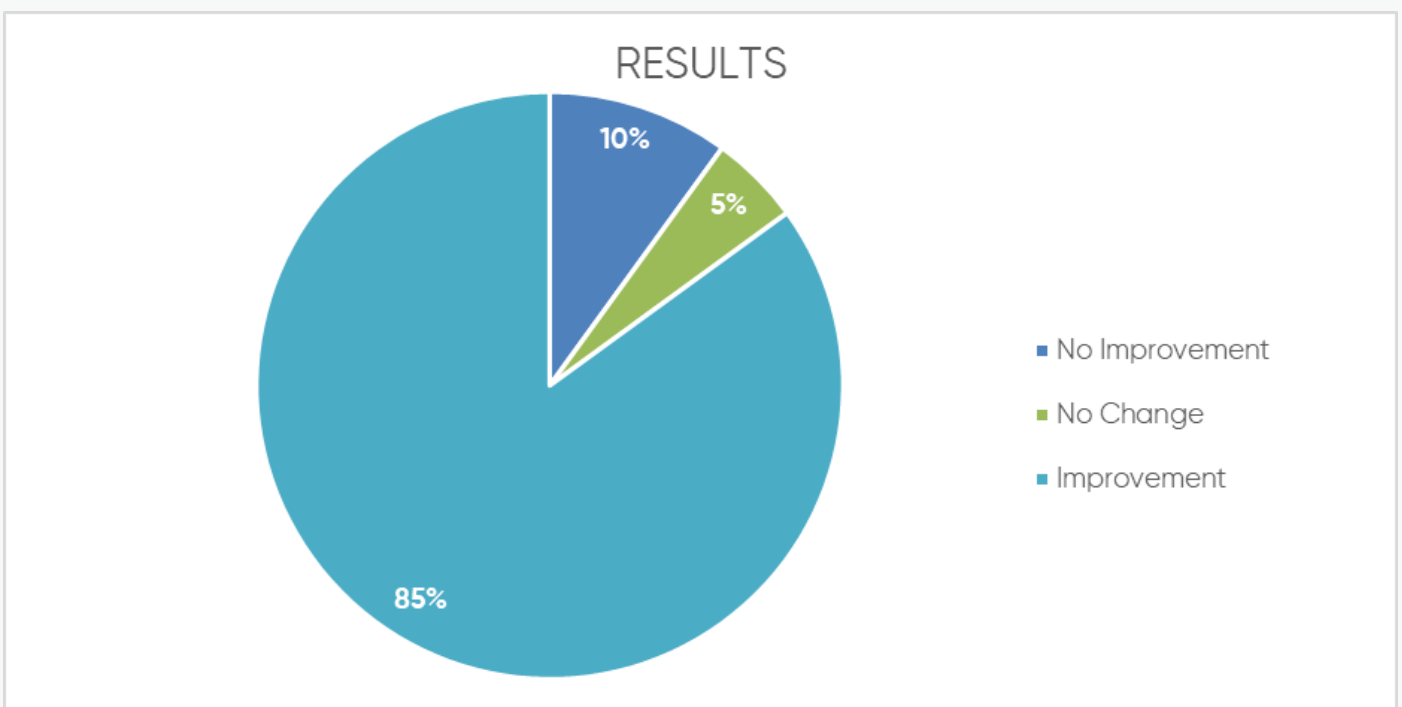
95.2% of the respondents are satisfied with the support they received from the DAS Maths Programme. The other 4.8% are impartial and none seem to be dissatisfied. The high percentage of parents who are content with how their children are supported even during the pandemic reflects the robust effort by DAS Maths team to lessen the anxiety and difficulties of students and parents alike in transitioning to online learning. The efforts include providing additional training to the educational therapists in using virtual manipulatives and online platforms like 'Classkick' and having very close regular communication with the parents in making sure the online learning experience is a positive one.



Evaluation of the P6 Problem Sums for Upper Primary Short-Term Programme (STP)

The Problem Sums for Upper Primary Short-Term programme evaluates students' progress by comparing their performance in a pre-test question against a post-test question. Lesson materials for the Problem Sums for Upper Primary programme are designed such that students will get to work on similar type questions for each specific concept to be taught each week.

A pre-test is conducted at the start of each lesson before learning the new concept and a review test will be conducted during the next session to monitor students' understanding and application of the new concept taught to them. Each word problem carries a maximum of four marks, which is a combination of key method marks and answer marks. At the end of the term, a post-test consisting of



all the concepts that were taught in that term is administered to the students. The programme looks at students' retention of learning by comparing the students' overall pre-test score with their performance on a summative post-test conducted at the end of the term.

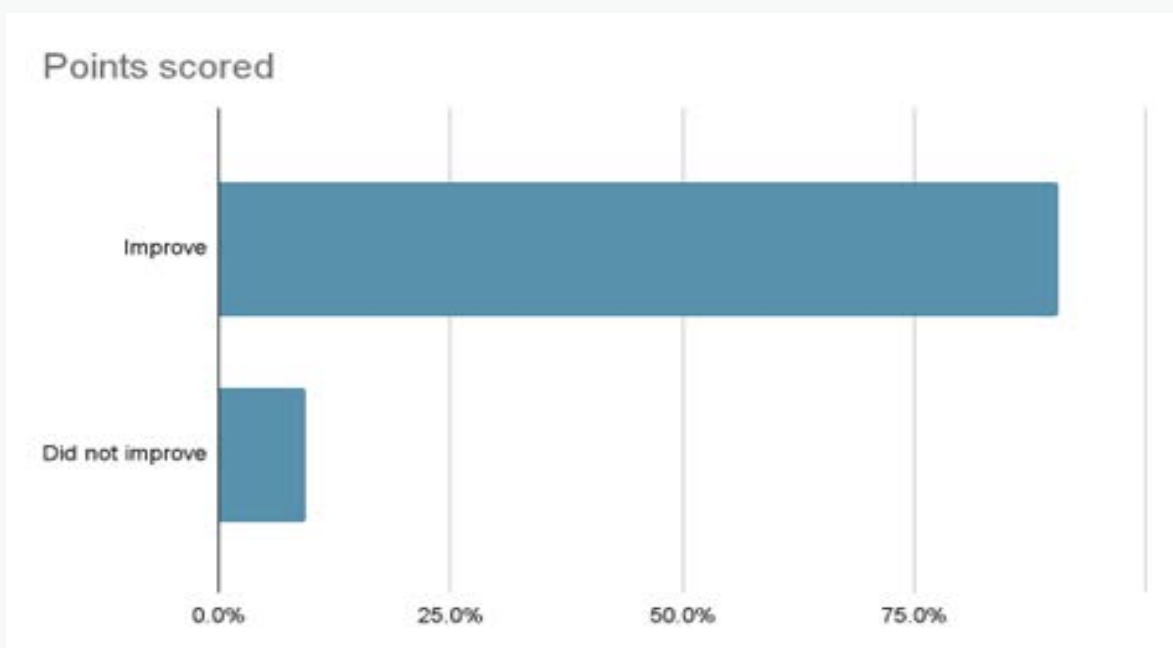
Out of the 24 students in the P6 PSUP programme, results of 20 students' pre-test and post-test scores were collected and compared. From the data, it was observed that 85% of the students showed an improvement in their post-test scores; no change was observed for 5% of the students while another 10% of the students regressed in their scores.

It is very encouraging to note that out of 18 students who have maintained or made improvements in their scores for the post-tests, seven of them improved with more than 10 marks. One of the reasons for the regression in the two students who had lower scores in the post-tests is confusion in choosing the correct strategy to apply in a particular word problem. They may have acquired the strategies taught but they did not manage to apply them accurately.

Evaluation of the Sec 1NT Maths Short-Term Programme (STP)

The Sec 1NT Maths is a modular programme whereby different topics are covered in each term. Students sit for the Pre-test at the start of each term in Week 1 and are taught for 8 weeks before a summative test consisting of all the concepts learnt in the whole term conducted in Week 10 (the last week of the term). Students were given an hour to complete the post-test. Their pre-tests and post-tests scores were then recorded and analysed for evaluation of the programme as well as to provide recommendations for improvements in the curriculum and methods in evaluating their performance.

A total of 21 students' results from the Term 1 were collected for preliminary analysis. About 90.5% of the students maintained or showed an improvement in their post-test scores while 9.5% of them had a regression of about 1-5 marks. While the results are very encouraging, two students have shown very good improvement but still failed both tests. Hence, what we can interpret from the results is that even though some students may not be showing passing marks in their tests, they have actually made an improvement in their overall performance. Additionally, there were 2 other students in the group who regressed in their scores.



After investigation, one of the students made two careless mistakes in her posttest and resulted in a one-mark regression. The second student has been identified to have very weak mathematical skills. Therefore, he needed more reinforcement to grasp new concepts like negative numbers and retain what he had previously learnt. There could also be the effect of cognitive fatigue whereby the student, being very weak in understanding abstract concepts, gets confused and needs a longer time to consolidate old and new information. Certainly, there are other factors like lack of practice and etc that could have contributed to this phenomenon but any outliers in the evaluation will be taken into account and reflected in the future consideration of the curriculum development and teaching practices.

RESEARCH CONDUCTED

A case study involving eight Primary 6 students, who were attending the Problem Sums for Upper Primary (PSUP) Programme, was conducted in early 2021 to allow us to gain a better insight into the experiences of Primary 6 students with dyslexia using the metacognitive-based approach of problem solving for algebraic word problems. Qualitative and quantitative data was collected for this purpose. A pre-test, review test and post-test were administered to the students. There were also confidence level surveys and response interviews conducted during the research. The study aimed to evaluate the effectiveness of the PSUP curriculum on the topic of Algebra by investigating if there is an improvement in the students' ability to understand, plan and solve related word problems after 8 weeks of remediation. While the students were taught other topics during the intervention as well, the scores based on the Algebra related questions in the pre-test and post-test also helped us to understand how much knowledge the students were able to retain after a period of time. The findings of this study will be presented at the UNITE SPLD 2022 Conference and will be published in the 2023 APJDD Journal.

QUALITY ASSURANCE

The Essential Maths programme conducts annual quality audits to ensure that our teachers plan quality lessons that are in line with students' needs and are able to deliver lessons using the Concrete-Representational-Abstract (C-R-A) approach to help our students understand Math concepts and vocabulary. We also evaluate our teachers' communication and classroom management skills. Teachers could score up to 5 points for each process. A score of less than 3 in any process means that the teacher is not competent in that process and the teacher would have failed the audit. The scores for each process will be summed and teachers would be given a performance rating based on the total score.

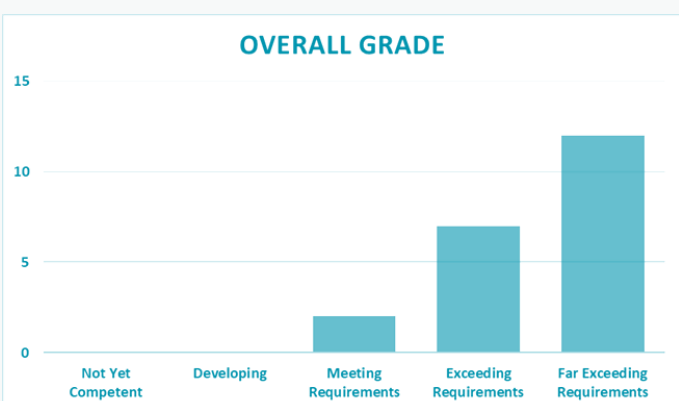
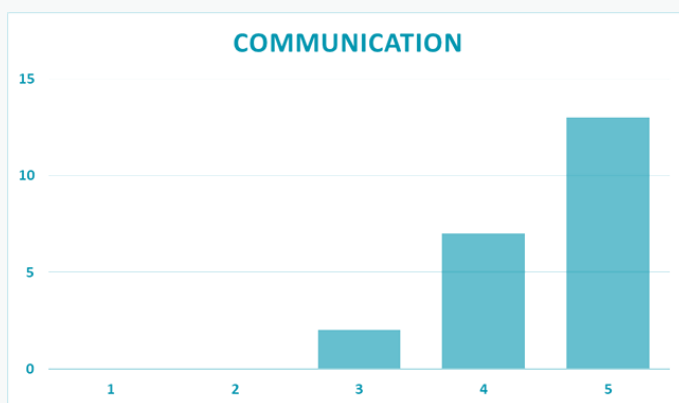
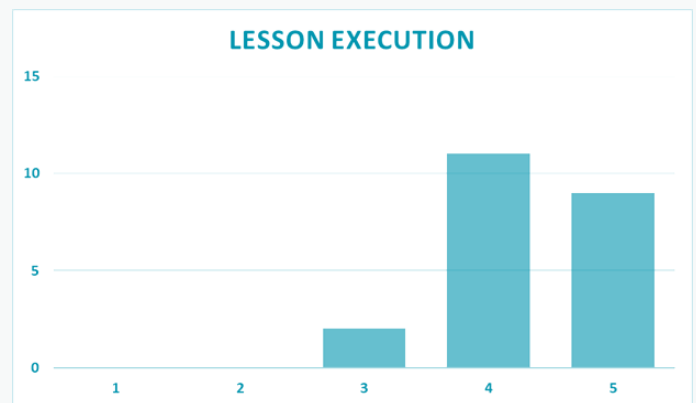
In 2022, we conducted 21 quality assurance audits. The graphs below show how our teachers are performing in each of the four processes: Lesson Planning, Lesson Execution, Communication and Management.

For this process, all of teachers are deemed to be competent, with 50% of them achieving a full score of 5. This is heartening news as this shows that our teachers are developing quality lesson plans that are specially catered to their students' abilities. Based on the graph, all of the teachers have passed the lesson execution process.

The majority of our teachers have managed to score a "4" or "5" in this section and that illustrates the quality our teachers are executing in class during their lessons for our students. For the remaining 2 teachers who got a "3", we will look into supporting them better on how to use the C-R-A approach more effectively to help students visualize mathematical concepts. One way to support these teachers would be to provide them with opportunities to observe other teachers and to provide more training on how to teach certain concepts well using the C-R-A approach.

All of our teachers did well in this process. More than half of our teachers managed to score a full mark of five. This high score could be because our teachers have a keen understanding of the language difficulties students with dyslexia have, the need to provide direct and explicit instructions and great rapport with their students.

In this process, all of our teachers managed to score a competent grade between 3 and 5 points. This shows that our teachers have made good effort in establishing strong relationships and rapport with their students despite having to move back and forth between online and physical math sessions in 2021. Our teachers have done a good job in managing the different pace our students may be working at during online sessions as well as physical ones within their classrooms.



All in all, most of our teachers have far surpassed the company's requirements of teaching a class of students with dyslexia at the DAS. While this shows promising results, we would need to continue to support our dedicated teachers who still have room to grow in the areas of lesson planning, lesson execution and classroom management.

TEACHER TRAINING

Professional Certificate Course (PCC MATHS)

Altogether a total of 8 trainees – 5 Dual Specialists and 3 Flexis successfully completed the PCC training sessions with 'Competent' status.

	Batch 1	Batch 2	Batch 3
Trainees	4 Dual-Specialist 1 Flexi Therapist	1 Flexi Therapist	1 Dual-Specialist 1 Flexi Therapist
Period of Training	Term 1 – February	Term 3 – July	Term 4 – October

INSETS (ESSENTIAL MATHS / PSUP / SEC 1NT)

NAME OF TRAINING	DATE	OBJECTIVE
S1NT Inset	16 March 2021	Introduce the topics that will be taught in Term 2 and provide opportunities for teachers to practice on related questions.
P6 PSUP Inset	8 April 2021	Reflection of previously taught topics and briefing on the topics that will be covered in the next Semester.
Mass Profiling Inset	19 May 2021	Brief teachers on the schedule and processes, as well as conduct a 'live' practice for those who need a refresher.
P5 PSUP Inset (Part 1)	22 June 2021	Reflection of previously taught topics and briefing on the topics that will be covered in the next Term.
Topical Test Briefing	18 August 2021	Brief teachers on the development of the topical tests for every topic at every Primary Level and assign them to work together in groups.
P5 PSUP Inset (Part 2)	1 September 2021	Reflection of previously taught topics and briefing on the topics that will be covered in the next Term.
Mass Profiling Inset	22 November 2021	Brief teachers on the schedule and processes, as well as conduct a 'live' practice for those who need a refresher.
Topical Test Meet Up	25 November 2021	Teachers to share the topical tests that have been created and provide feedback for necessary changes to be made.
S1NT Inset	28 December 2021	Update teachers on the changes to the programme. Briefing on the topics that will be covered in Term 1 and provide opportunities for teachers to practice on related questions.

NEW INITIATIVES TAKEN FOR 2021-2022

1. Expansion of Programme: P6 Problem Sums for Upper Primary Short-Term Programme

The PSUP programme for Primary 6 students started off as a 1-hour programme back in 2018 and has evolved to a 2-hour programme since Term 1, 2021. The programme was then only available at 2 learning centres, Bishan and CCK. With the increased publicity, the enrolment has more than doubled since and we have been able to extend it to 5 more centres with a total student enrolment of 24 at the end Term 1, 2022.

2. Expansion of Programme: P5 Problem Sums for Upper Primary Short-Term Programme

The PSUP Short-Term programme for Primary 5 (Standard) students started as a 1-hour programme which only ran in Term 3 and Term 4. As of Term 1 2022, the programme began to function as a 1-hour STP for an entire year of four terms. We currently have 5 students enrolled in the programme. Upon completion, the students will then progress to a 2-hour STP class when they move on to Primary 6.

3. Expansion of programme: Sec 1 Normal Technical Short-Term Programme

From the positive feedback gathered last year, the team continued with the programme expansion plans. Two more terms of lessons were developed to better support the new batch of Secondary 1 students for a whole year from 2022 onwards. We currently have a total enrolment of 35 students across 7 centres; Bishan, Chinatown Point, Jurong Point, Parkway Parade, Sengkang, Serangoon, Tampines.

4. Topical Test Pilot

To aid in the evaluation of student's progress in the Essential Program, the Maths team has been working on designing a set of criterion-referenced tests since 2021. With the purpose of progress monitoring in mind, these tests would be used as a form of pre-test before learning new topics and they would be used again as a form of post-test to monitor students' learning at the end of the topic. The contents of the test are aligned with Singapore's Mathematics curriculum and the concepts are also reflected in our in-house scope and sequence. There are a total of 24 topics across the 6 primary levels, including the foundation and standard stream at both the P5 and 6 levels.

Through the pilot implementation of tests, it is with hope that they will enable our teachers to understand their students' strengths and weaknesses within a topic better. In turn, this would allow teachers the opportunity to progress faster in the topic with their students. As topical tests will eventually be a regular testing tool used in our lessons, this regular routine may help our students reduce test anxiety and at the same time allow our teachers to identify students who experience anxiety during test taking or lacking in exam skills. Additionally, using these tests as a guideline, it would be useful in helping our teachers to evaluate the effectiveness of their teaching practices and it would allow teachers to provide parents with a more informative summary of their child's progress and learning here at the DAS.

The pilot implementation of tests will go on till the end of 2022. This would give the team enough time to work on the ongoing feedback and suggestions from the teachers and to make changes and ascertain the quality of all the topical tests. The maths team plans to train the entire team and include the topical tests as a permanent segment in the Essential programme at the start of 2023.

ENGAGEMENT AND AWARENESS

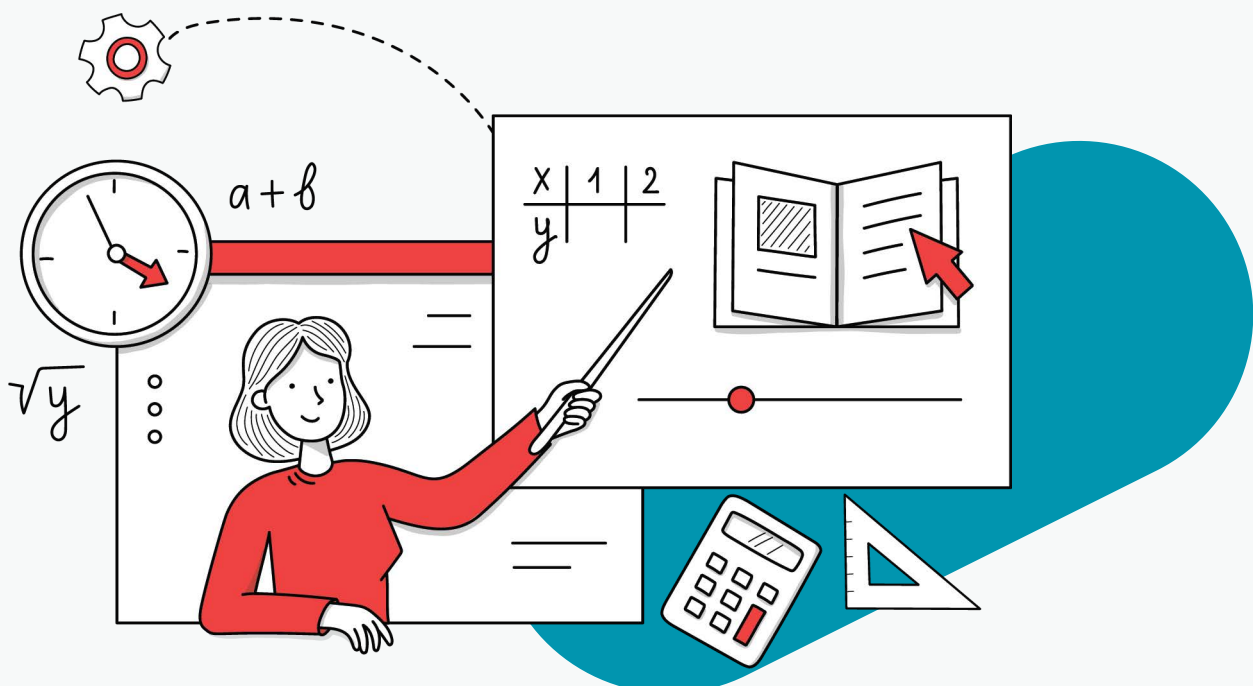
1. Mass Profiling (2 TIPS TALK)

On November 24 2021, the Maths team organised a year-end online mass profiling to conduct mass profiling tests for new students. The Open House included a profiling session for each student, a talk for parents to learn about the Maths Programme at the DAS, as well as a debriefing session for parents with our Math Educational therapists.

2. Awareness Talks

A total of 4 Maths Awareness sessions were conducted in 2021. All sessions were conducted online due to the pandemic situation.

DATE	ORGANISATION
14 January 2021	Yishun Primary School
11 March 2021	Punggol Primary School (For AEDs)
7 April 2021	Maths and Chinese Awareness Talk
14 July 2021	Punggol Primary School (For Teachers)



TESTIMONIALS

Success stories and points from parent satisfaction survey

Essential Maths

Teacher Alia have been a wonderful teacher, committed on days she was not supposed to teach Hanz but she did because Maths exams are coming. She gave him extra lessons and it helped Hanz a lot. She is patient & committed and cares about Hanz a lot. Hanz is also very comfortable learning with her. Thank you very much Teacher Alia for your dedication towards your students.

~ **Parent of Bedok**

This is my first time for myself as a parent and for my son as a student of DAS. I'm amazed at how Teacher Lynnette is very patient and how my son has been telling me he enjoys her classes and always looks forward to the next class.

~ **Parent of Sengkang**

My child's teacher is very patient, dedicated and communicative. It is not easy to teach my child and I find it hard to guide my child. I'm very grateful to the teacher. I can see that she has made improvements.

~ **Parent of Chua Chu Kang**

Mdm Zakkiyah is a good teacher and she is very patient. My boy likes her a lot and enjoys his lessons with her. She will also reply to my WhatsApp queries promptly.

~ **Parent of Tampines**

My child's teacher is very nice and patient. She is also very positive and cheerful which allows for my child to enjoy her lessons with her.

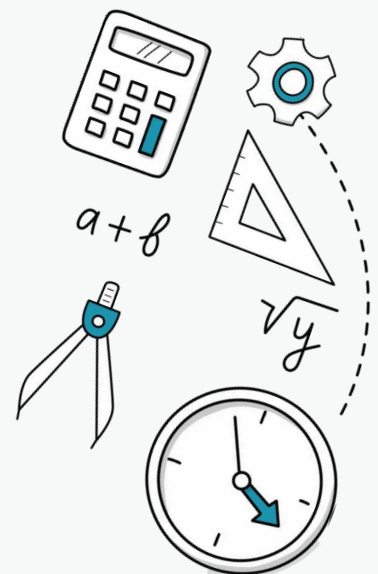
~ **Parent of Jurong**

Sec 1NT

The Math programme really helps my daughter to understand her difficulties more and the teacher guides her easily to get the answers, go through all her homework and it just so happens that the class ended very fast. It would be great if the programme could last till the end of the year.

The teacher efficiently delivered the programme and my child enjoyed the lesson.

I hope this programme can run till year end, so that there can be more areas to be covered.



MATHS PROGRAMME



The SES Maths Programme aims to effectively support students with dyslexia who have persistent difficulties in mathematics, particularly with understanding of math concepts and word problems.

HOW DOES DYSLEXIA AFFECT MATHS?



The Maths Programme currently offers 3 curricula:

ESSENTIAL MATHS

Developed to help students who are struggling to cope with Maths at the school level



Conceptual Understanding



Procedural Proficiency



Reading Comprehension



Mathematical Communication

PROBLEM SUMS FOR UPPER PRIMARY (STP)

Developed to help Primary 5 / Primary 6 students who are strong in math concepts, but continue to show difficulties with understanding and solving word problems



Challenging Word Problem Types



Thinking Skills & Heuristics



Mathematical Communication



Reading Comprehension

SEC 1 NORMAL TECHNICAL MATHS (STP)

Developed to help Secondary 1 students taking the Normal Technical Maths syllabus in their transition to secondary school mathematics



Conceptual Understanding



Procedural Proficiency



Thinking Skills & Mathematical Communication



Real-Life Applications



FOR MORE INFORMATION, VISIT WWW.DAS.ORG.SG

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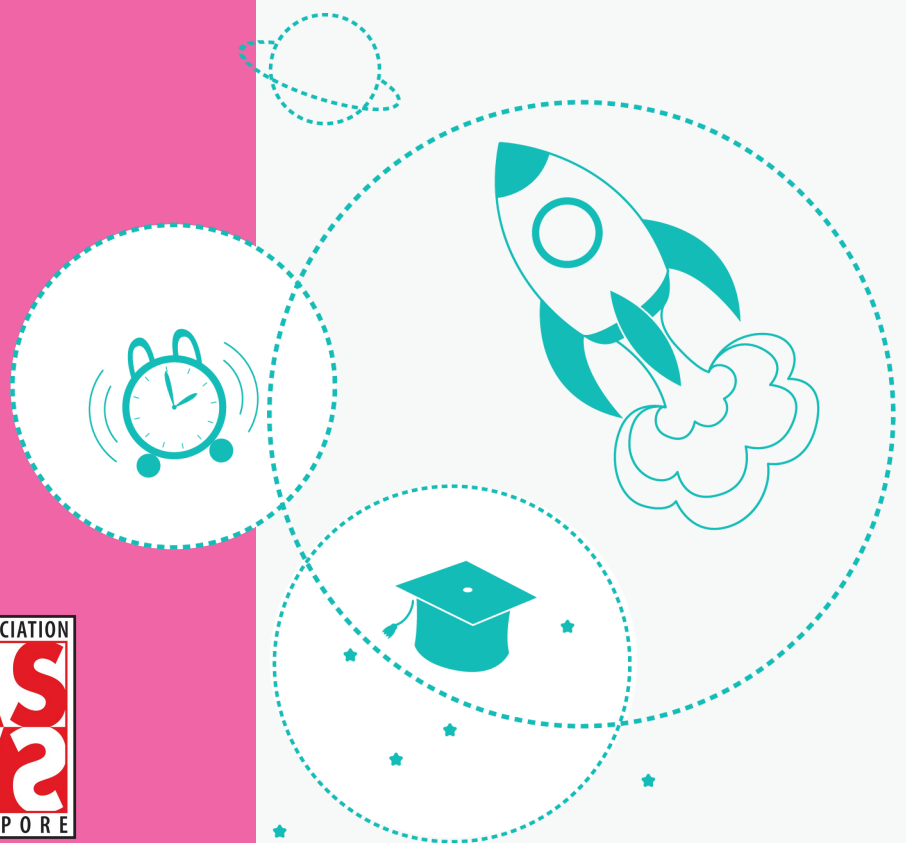
info@das.org.sg

@dyslexiasg

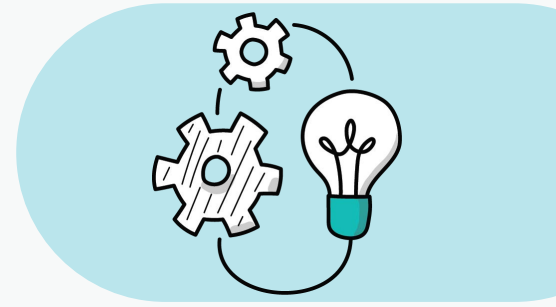
PREP 2 PSLE PROGRAMME

While there is an increasingly lesser emphasis that is being given to examinations in schools, the Primary School Leaving Examinations (PSLE) continues to be the first major hurdle for students as they move on to secondary schools. In preparing to overcome this hurdle successfully, students require more than just the regurgitation of concepts but rather, an important set of knowledge, skills and strategies that can help them tackle questions in a more effective manner.

Supporting students since 2012, the PREP 2 PSLE programme aims to equip our students with this set of knowledge, skills and strategies to meet with the demands of the PSLE English paper. The PREP 2 PSLE programme complements the DAS Main Literacy Programme and aims to translate students' learning into practical application for the English examinations



PREP 2 PSLE PROGRAMME



INTRODUCTION

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 PSLE) 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, empower 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 Primary School Leaving Examinations (PSLE) English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.

PROGRAMME DESCRIPTION

While there is an increasingly lesser emphasis given to examinations in schools, the PSLE continues to be the first major hurdle for students as they move on to secondary schools. In preparing to overcome this hurdle successfully, students require more than just the regurgitation of concepts but rather, an important set of knowledge, skills and strategies that can help them tackle questions in a more effective manner.

The PREP 2 PSLE programme is recommended for students from Primary 3 to Primary 6 with a diagnosis of dyslexia OR has attended MOE's School-Based Dyslexia Remediation (SDR) programme. The student must also attain a minimum score of 35% in his/her most recent school English Exam Paper.

EVALUATION OF PROGRAMME FOR 2021-2022

In FY 2020-2021, there was a peak enrolment of 149 students in Term 4, 2021. On average, 45% of students enrolled in PREP 2 PSLE received bursary for their termly programme fees throughout the academic year. Student enrolment dipped to 100 students in Term 1 2022 with the exit of the P6 students but we had 21 new students who were successfully placed into PREP 2 PSLE after they sat for the Online English Readiness Test in November 2021. PREP2 PSLE has a stable team of 18 teachers across 11 DAS learning centres that offer the programme. All our teachers have been trained to teach and deliver the PREP2 PSLE curriculum, having attained a Certificate in Supporting SpLD Learners in English Exam Skills awarded by the DAS Academy.

A total of \$126,300 was provided to students on the bursary scheme through DAS fund-raising efforts and support from the Singapore Teo Chew Foundation. This amount has greatly supported primary

**Specialised
Educational
Services**
UNLOCKING POTENTIAL

PREP 2 PSLE

PREPARATION FOR ENGLISH PAPER 2 PSLE

PRE-SECONDARY
PROGRAMME

ACTIVE
LISTENING AND
NOTE-TAKING

SYNTHESIS
AND
TRANSFORMATION

VISUAL TEXT
COMPREHENSION

PSLE

EDITING

GRAMMAR

STANDARD

PRIMARY
5 AND 6

READING
COMPREHENSION

**DESIGNED
TO HELP OUR
STUDENTS WITH
ENGLISH PAPER 2**

BUILDING CONFIDENCE

PRIMARY
3 AND 4

FOUNDATION

HEADSTART!

SCAN THE QR CODES TO FIND OUT MORE ABOUT US!

**APPLY FOR
PREP 2 PSLE**



**SHORT TERM
PROGRAMMES**

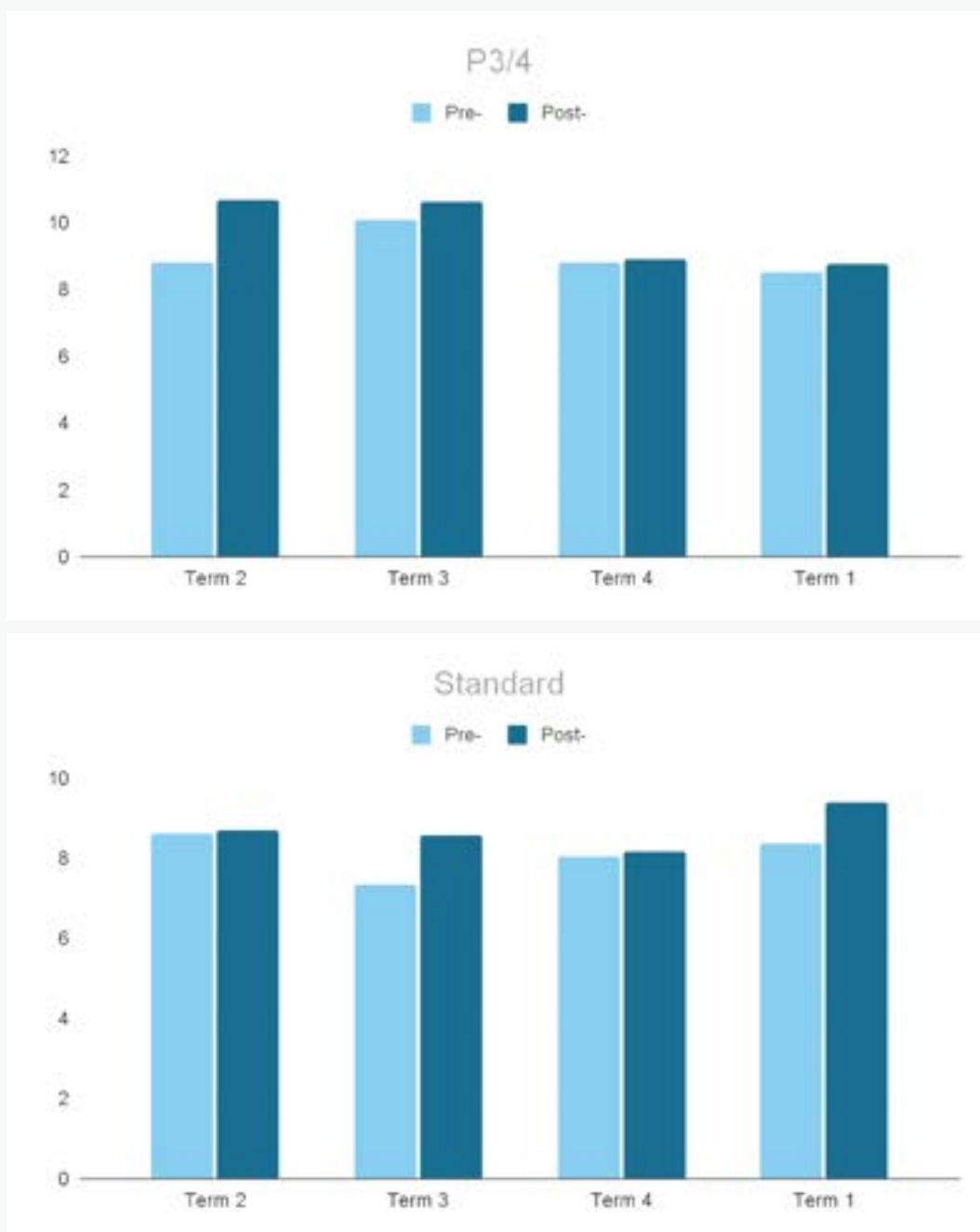


FOR MORE INFO, GO TO WWW.DAS.ORG.SG OR APPROACH ANY DAS STAFF AT YOUR NEAREST LEARNING CENTRES!

school dyslexic learners to gain confidence and succeed in their English examination. The PREP2 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.

To monitor the progress of our students under the programme, termly evaluations in the form of pre- and post-tests were administered to all students, using iPads for 20 minutes. These evaluations are carried out prior to the first lesson and following the final lesson of each term. The tests consist of 15 multiple-choice questions (MCQs) that equally test the skills taught during the term. For P3/4 students, these include Grammar, Editing and Reading Comprehension. P5/6 students in both Standard and Foundation streams are tested on Synthesis & Transformation, Editing and Reading Comprehension.

The results below are tabulated according to level and stream (P3/4 and Standard). The results below generally show an improvement in test results at the end of the term, as compared to the results in the pre-test.



A paired samples t-test was performed to compare the pre-test and post-test results. There was a statistically significant improvement in the following streams: P3/4 Term 2 2021 ($p < 0.001$), Standard Term 3 2021 ($p < 0.001$), and Standard Term 1 2022 ($p < 0.001$). The students on all streams, on average, scored higher in the post-tests relative to the pre-tests throughout all four terms.

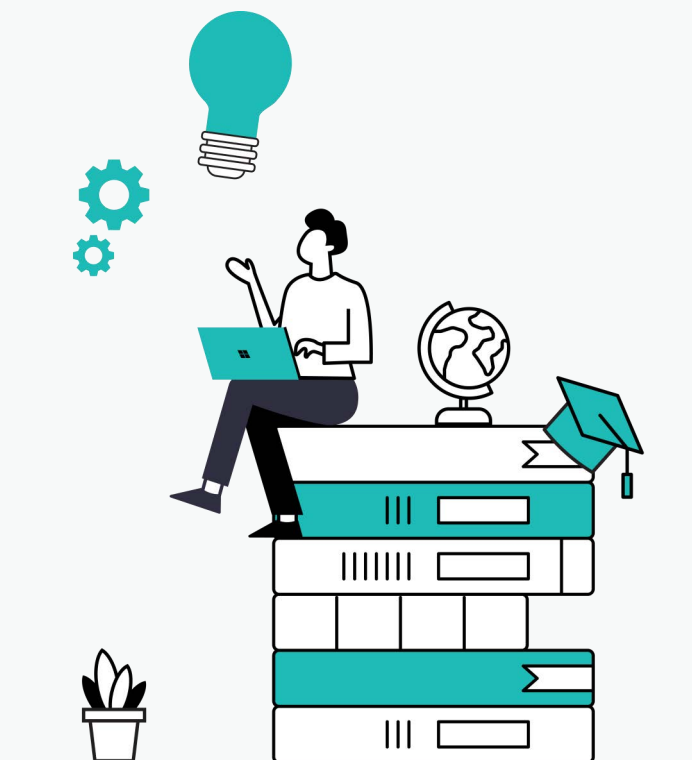
QUALITY ASSURANCE

In order to ensure that students benefit from the programme, it is important that teachers are equipped with sufficient content knowledge and skills to deliver PREP 2 PSLE classes. In line with the organisation's mission and objective to deliver programmes of high quality as dyslexia experts in the region, all PREP 2 PSLE educational therapists' lessons will be observed by a senior therapist through the annual Quality Assurance Audit (QAA) process every financial year. The annual QAA lesson observation assesses each teacher in 3 main aspects: lesson execution- where focus is placed on maintaining a consistent lesson delivery structure, communication with students and class management.

TEACHER TRAINING

Hiring and training Flexi-Scheme Educational Therapists

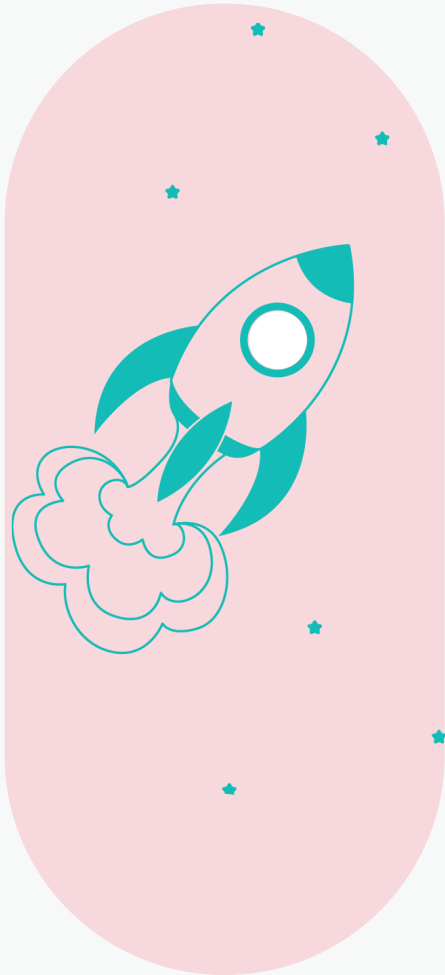
The DAS hires educational therapists on the flexi-scheme (Flexi EdT) to support our learners across various programmes. In 2021, the PREP 2 PSLE programme recruited six Flexi EdTs, who attended a Certificate in Dyslexia Studies followed by a Certificate in Supporting SpLD Learners in English Exam Skills. Participants then embark on a 6-week teaching practicum segment, during which experienced EdTs provide hands-on training and guidance during lesson observations and in-class teaching of PREP 2 PSLE classes. Towards the end of the teaching practicum, participants will be formally assessed during an observation session on their ability to plan a full lesson, consider the learning needs of the students in the class, execute the teaching using the key approaches of the programme, as well as their ability to manage the behaviour and learning progress of students within the selected class.



INSETS

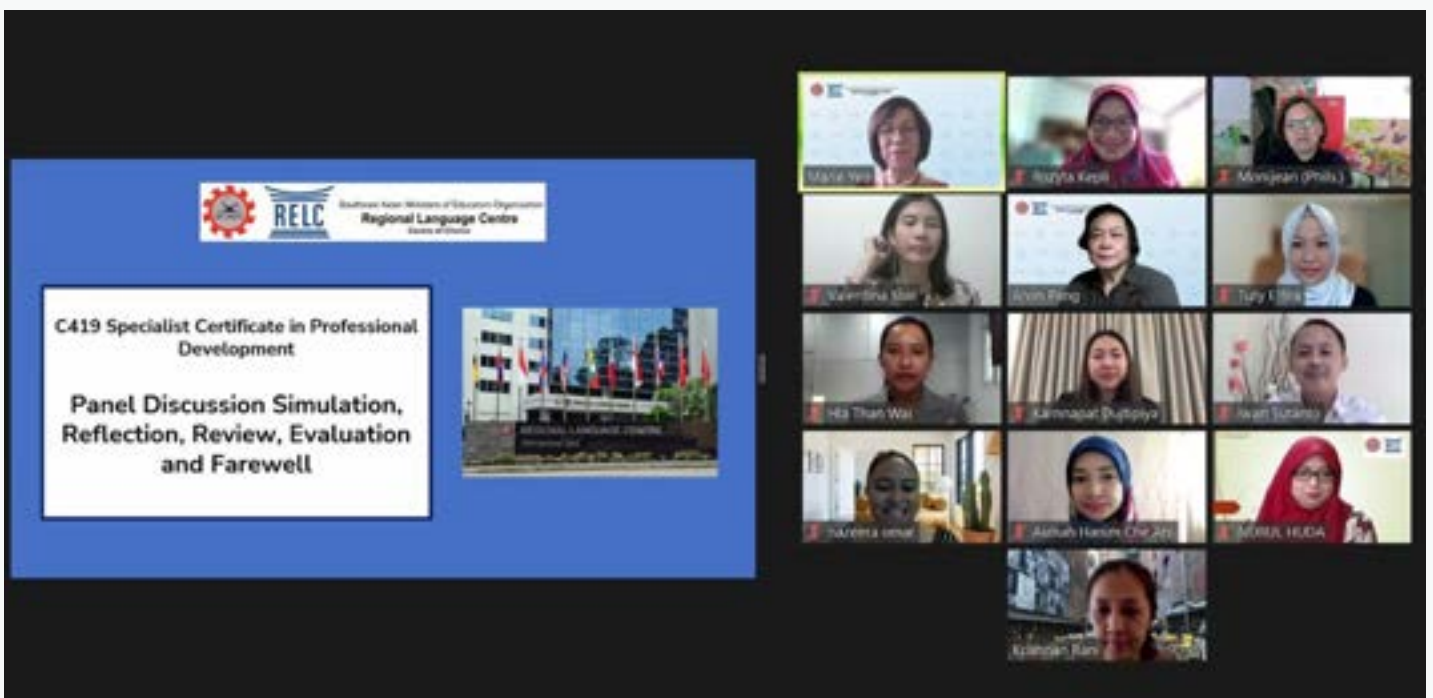
PREP 2 PSLE programme regularly conducts teacher training INSETS (In-service Education and Training), where teachers were encouraged to share their experiences and the challenges they faced in conducting P2P classes. Topics discussed include the facilitation of differentiation techniques for P2P classes, classroom management strategies, refresher training for the online readiness test, updates on latest resource development, and equipping the new EdTs with knowledge and skills to

facilitate the bi-annual Meet-the-parent sessions. All INSETs were conducted virtually on Zoom and the team tapped on the breakout room function to facilitate group discussions so that teachers can engage in more meaningful brainstorming activities and participate in the activities planned for them.



Specialist Certificate in the Professional Development of Teacher Leaders/Supervisors

In September 2021, Tuty attended a specialist certificate course in the professional development of teacher leaders conducted by SEAMEO Regional Language Centre (RELC). In most educational contexts, teacher educators, supervisors and Heads of Language Departments are often drawn from the ranks of experienced teachers or supervisors and thrust into the job of developing others with themselves having little professional knowledge of how that professional development and in-service training should be managed. The course gave Tuty an awareness of the different models and practices in the area of professional development for language teachers, the principles which underpin in-service training decisions and key principles of training for the purpose of professional development and training of in-service teachers. During the course, Tuty met English Language teachers from Singapore, Malaysia, Indonesia, Myanmar and the Philippines. She enjoyed being engaged in the discourse on teaching, training and assessing teachers during the lectures and tutorials.



NEW INITIATIVES TAKEN FOR 2021-2022

Online School Holiday Programmes

PREP 2 PSLE Programme ★
Cloze the Deal
 For Primary 5 and 6 Standard students

\$590
 Surveys in available

Designed to prepare P5 and P6 students with skills and strategies for the Cloze Passage component of the PSLE English Paper. It aims to build students' confidence by equipping them with conceptual knowledge of grammatical rules, parts of speech and contextual clues through a sequential and cumulative approach.

To sign up or find out more, scan the QR code
 For more info, visit www.das.org.sg

Facebook: @DASsingapore | Website: www.das.org.sg | Email: info@das.org.sg | Phone: 6444 5700 (Mon - Fri 9am - 5:30pm)

With Covid-19 safety management measures in place and the spike in community cases in May 2021, the PREP 2 PSLE team was prepared to conduct the June and December holiday programmes online. The move online was not something entirely new as the programme had continued to offer online options for its main PREP 2 PSLE classes after the “circuit breaker” period in 2020. With the help of an intern, the team prepared learning kits to complement the online activities and worksheets. The learning kits for Cloze Passage and PSLE boot camp classes included manipulatives like a phrasal verbs flipbook and a time reference wheel for learning the concept of direct and indirect speech. These were delivered to students who signed up for the holiday programme a week prior to the first lesson. The teachers who conducted the online classes for both of the programmes shared that despite the intensity of the classes given the broad curriculum and range of skills to be taught, students were generally engaged throughout and were comfortable with using online applications for them to present their answers and to test their knowledge and understanding of the concepts introduced to them.

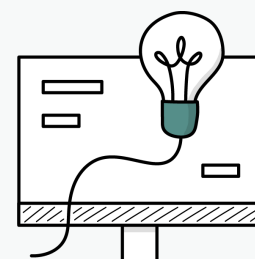
PREP 2 PSLE Programme
PSLE English Paper 2 Boot Camp
 For Primary 6 Standard students

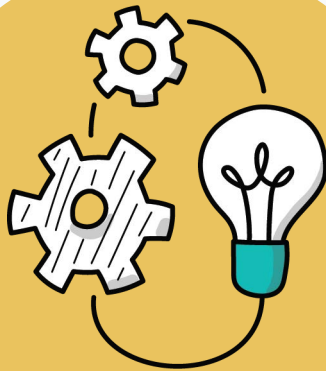
\$590
 Surveys in available

Equip P6 students with specific skills to manage challenging components of the PSLE English Paper 2 such as Editing, Synthesis & Transformation and Open-Ended Comprehension in selected topics. It aims to boost students' confidence in coping with these components and enhance their readiness by teaching explicit strategies through a progressive and cumulative approach.

To sign up and for more info, scan the QR
 For more info, visit www.das.org.sg

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ENGAGEMENT AND AWARENESS

English Readiness Test

The PREP 2 PSLE team dedicated the first two weeks of April to boost its marketing and outreach efforts among DAS staff, parents and students. With the professional help from DAS' Publicity and Publications team, we were able to use the above e-flyers to reach out to our stakeholders by organising an online profiling test for Primary 3 to 6 students (also known as PREP 2 PSLE Readiness Test), free webinars for parents to offer them simple and practical tips and strategies to support their children at home and a weekly release of new PREP 2 PSLE marketing videos. We tapped on DAS social media platforms such as Facebook, DAS website, Instagram and mass emails to parents and caregivers to reach a wider and more diverse audience.

PREP 2 PSLE
GEAR UP FOR PRIMARY ENGLISH

DESIGNED TO HELP OUR STUDENTS WITH ENGLISH PAPER 2

ONLINE READINESS TEST
Online Readiness Test
5 to 10 Apr 2021
1-1 Test Consultation
12 to 16 Apr 2021
Fee: \$53.50
For more info, scan the QR code

ONLINE SHORT TERM PROGRAMMES
Class Passage
Primary 5 & 6 Standard students
PSLE Boost Camp
Primary 5 Standard students
For more info, scan the QR code and stay updated on our Facebook programmes

FREE ONLINE PARENTS' WEBINAR
Webinar 1
Gear up for Upper Primary English
10 Apr 2021 | 7 pm to 8:30 pm
Webinar 2
Tips and Strategies for Class Passage
14 Apr 2021 | 7 pm to 8:30 pm
For more info, scan the QR code

WEEKLY VIDEO LESSONS
Ever wondered how lessons are conducted in a PREP2PSLE classroom? Wonder no more!
Join us as we take you on a sneak peek into our classroom.
Scan the QR code and to view videos on DAS Facebook page!

FOR MORE INFO, GO TO WWW.DAS.ORG.SG OR APPROACH ANY DAS STAFF AT YOUR NEAREST LEARNING CENTRES!

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PREP 2 PSLE Programme
English Readiness Test
For Primary 3 and 4 students

\$53.50
Secure your child's place!

Find out how dyslexia affects your child's performance in the English exams and discover how we can support your child in overcoming their difficulties. Identify your child's strengths and difficulties in coping with challenging components of the English exams as they sit for our in-house P2P English Readiness Test.

Key Highlights: Readiness Test, Webinar and 1-to-1 Consultation

To sign up or find out more, scan the QR code or visit tinyurl.com/P2P-Readiness

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TESTIMONIALS

From a parent:

We would like to compliment Mr Andy Wang from DAS Sengkang. He has made a huge impact on Danish's English result for last year. He has also made English concepts easier for Danish to understand. He always updates us on whether Danish understood his lessons and provides Danish with tips to apply for school. He even gave school holiday practice worksheets during the December break for Danish to recap before the start of the new semester in January. Mr Andy cares a lot for his students. He is also accommodating and supportive to my frequent request for change in class schedule so that it will not clash with Danish's timing for other tuition classes. From the bottom of our hearts, thank you for your great dedication to all your students.

Mdm Zaida

Parent of Danish Bin Fauzy

Sengkang Learning Centre



From a flexi-scheme trainee educational therapist:

An immense interest in helping students with special educational needs has led me to join the PREP 2 PSLE programme at DAS. Trained by a very dedicated and experienced team of colleagues, I was delighted to learn about the OG Approach, the RIMAIR (Review, Introduce, Model, Apply, Independent application, Recap) model, and how difficult components of literacy and examination skills are deconstructed and taught in ways that students with special educational needs can grasp with less difficulty. The PREP 2 PSLE training programme has equipped me with both relevant content and pedagogical knowledge which can be implemented immediately in the classroom. Through this training programme, I have gained much confidence as a classroom practitioner and I am very grateful for this opportunity to learn from my mentors, to become a better teacher.

Ms Ellen Teo

PREP 2 PSLE

Flexi-scheme Educational Therapist



SUCCESS STORIES

Setting clear goals provides direction for success

Chua Wen Le Declan is a successful student today with the support from Singapore Teochew Foundation. The bursary has granted him access to much needed specialised programmes to succeed in school. In my weekly PREP 2 PSLE class, Declan is given clear and measurable learning objectives to meet. Concepts are explicitly taught and scaffolded; he gets to work at his own pace. Declan has begun to join the dots of knowledge to make meaningful connections.

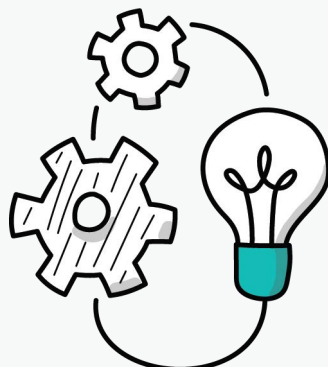
He is beginning to synthesize, generalize and apply what he has learned to nail the demands of questions. While this programme aims to equip our students with exam skills, its overarching support has given Declan a goal to achieve and a purpose for remediation. As a result, he has become more confident and positive.

Ms Julie Ting

**PREP 2 PSLE Educational Therapist
Tampines Learning Centre**

My teachers are very patient and encouraging. They take the time to explain concepts clearly and will check on my progress. They really mean it when they say mistakes are okay, and we learn from making them. I don't know that learning could be fun. I don't feel the stress as I do in school. In fact, my classmates and I have a lot of fun in class. My teacher puts all our worksheets on Classkick. She uses colours, visuals, and other functions. I think my knowledge of word parts improved because I can see and remember the word patterns. Her worksheets are interesting to look at, and never just black and white.

**Chua Wen Le Declan
Primary 6 PREP 2 PSLE Student
Tampines Learning Centre**



Positivity and Perseverance leads to Victory

Goh Jun Siang Jayden has always had a positive outlook towards learning. This has helped him overcome his anxiety during examinations and boost his confidence when answering questions. Jayden has been in PREP 2 PSLE programme since he was in Primary 3. Throughout the course of the programme, he has shown great progress in his confidence in attempting questions independently. When he just joined, he was quite reserved and would not volunteer to read or answer questions as he was afraid of making mistakes. Now, he is always the first to do so!

Now that he is in Primary 5 and the difficulty level increases, he continues to persevere through any challenge that is being thrown at him. He has been consistent in applying the skills and strategic techniques taught in the programme. This has helped him improve his scores in comprehension, synthesis and transformation and editing components in Paper 2.

Nelson once quoted *“A winner is a dreamer who never gives up.”* Jayden is truly a role model for other students. His determination and positivity always motivate others to do their best despite the challenges they face.

Ms Nurizzah
PREP 2 PSLE Senior Educational Therapist
Serangoon Learning Centre

“The programme has helped me in many ways. Overall, I have gained confidence in attempting more questions in Paper 2 easily. For example, when I do formative assessment in school, I do not spend so much time answering the questions. Other than that, I have also noticed that I’ve improved my grammar and my spelling has gotten a lot better. This has helped me in Comprehension and Editing section. Also, when I’m doing true & false questions, I follow the steps taught in the programme and would often get marks for it as compared to previously when I scored zero marks for that section.” –

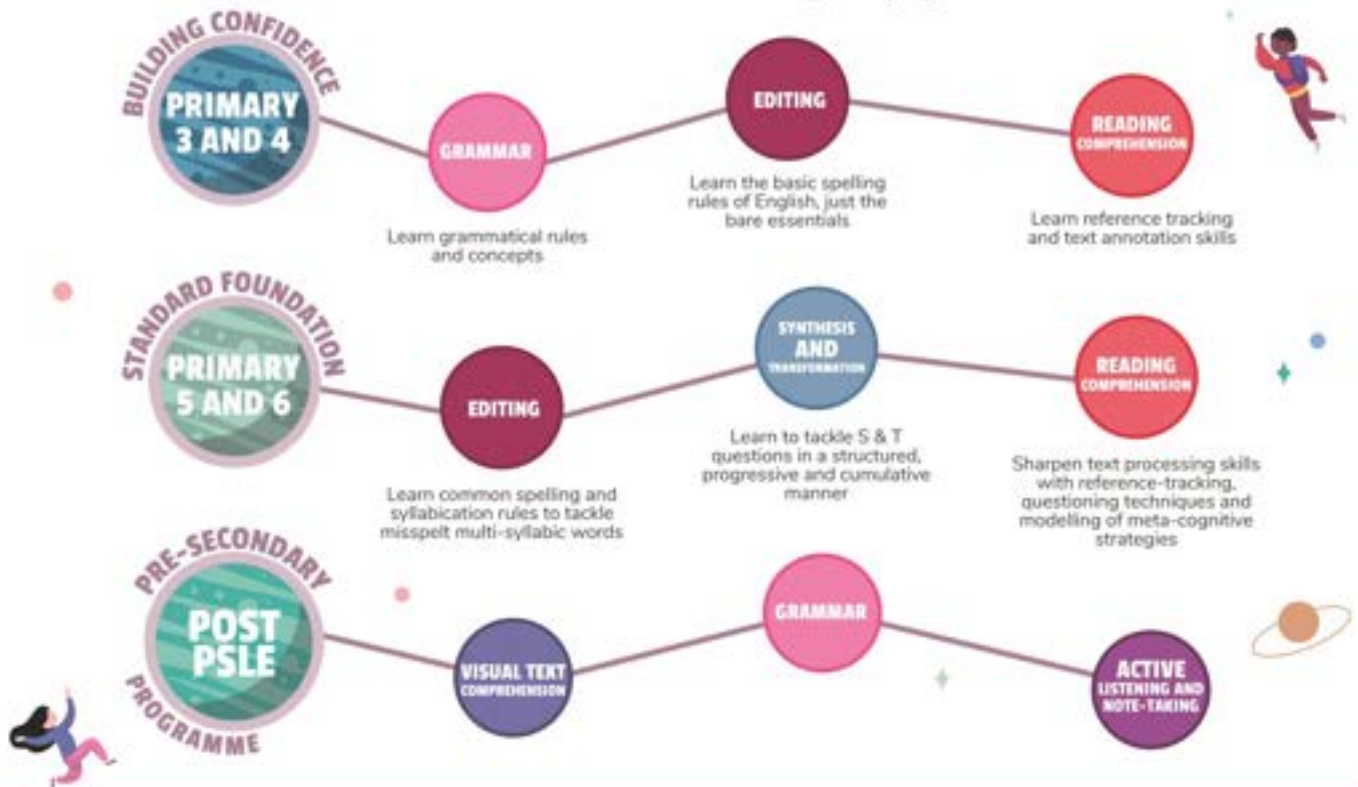
Goh Jun Siang Jayden
Primary 5,
Serangoon Learning Centre



PREP 2 PSLE (P2P) PROGRAMME



The SES PREP 2 PSLE Programme aims to equip our students with this set of knowledge, skills and strategies to meet with the demands of the PSLE English paper.



P2P also offers other services for students in need of a boost in preparation for PSLE.

SHORT TERM PROGRAMMES

These programmes equip students with the necessary skills for other components in the English examinations. These include Oral English, Cloze Passage and the PSLE English Paper 2 Boot Camp.



FOR MORE INFORMATION,
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SPEECH AND LANGUAGE THERAPY

Speech and Language therapy is offered to children who need support in communication. This service is available to all preschool to secondary school students and a diagnosis of dyslexia is not required to access these services.

Therapy is an integral step following an assessment for your child that shows areas of difficulties. The aim of therapy is to help your child overcome difficulties where they face challenges and develop strategies to help them to learn.

Therapy sessions are planned and delivered by our team of Speech-Language Therapists (SLTs) who are all registered with the Allied Health Professions Council (AHPC) which is established by the Allied Health Professions Act 2011 to regulate the allied health professions in Singapore. Your child is in good hands with



SPEECH AND LANGUAGE THERAPY

INTRODUCTION

Children with dyslexia and other specific learning differences often have associated speech, language and communication difficulties. The Speech–Language Therapists (SLTs) at the DAS provide both assessment and intervention services in supporting these children. Therapy is focused on facilitating their speech and language development and managing the challenges they face. Speech–language assessment and therapy services are accessible to children from mainstream preschool, primary and secondary schools. Children need not have a diagnosis of dyslexia to access both assessment and therapy services.

PROGRAMME DESCRIPTION

Speech–language therapy is beneficial for children who have unclear speech, possess poor 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 stuttering or stammering.

PROGRAMME EVALUATION

Purpose

The programme evaluation is conducted annually to strengthen the quality of the SLT service and to identify areas for future enhancements. This ensures that the programme remains relevant and continues to meet the needs of the children and teenagers we serve. The programme evaluation seeks to answer basic questions about the programme’s effectiveness through an analysis of the progress made by children in the programme.

Method (Data)

For the purpose of programme evaluation, nearly 100% of students enrolled in SLT in 2021 were included as participants in the samples. Total enrolment in 2021 ranged from 156 to 166 children. The children were aged between 7yo – 16yo.

Term 1 / 2021 (Jan – Mar)	Term 2 / 2021 (Mar – Jun)	Term 3 / 2021 (Jun – Sep)	Term 4 / 2021 (Sep – Nov)
147 participants	149 participants	164 participants	162 participants

For the evaluation, each child’s progress was measured at the end of each term according to the percentage of goals he / she achieved in the Individual Intervention Plan (IIP). This is because DAS SES Speech–Language Therapy (SLT) is a non-academic service. Therapy is planned and carried out based on the specific needs of each student, independent of a curriculum.

The IIP is a written document on which goals that are targeted in therapy to help the child manage his / her speech-language issues are stated. It serves two main functions. First, the IIP outlines the speech-language intervention that the child would receive over the term. Second, the IIP documents the progress of the child in terms of the results or outcomes achieved by the child during the period of therapy specified for the IIP (i.e. termly / 10 weeks in the case of DAS SES SLT).

The goals that are set in the IIP relate to one of the main speech, language and communications domains listed below:

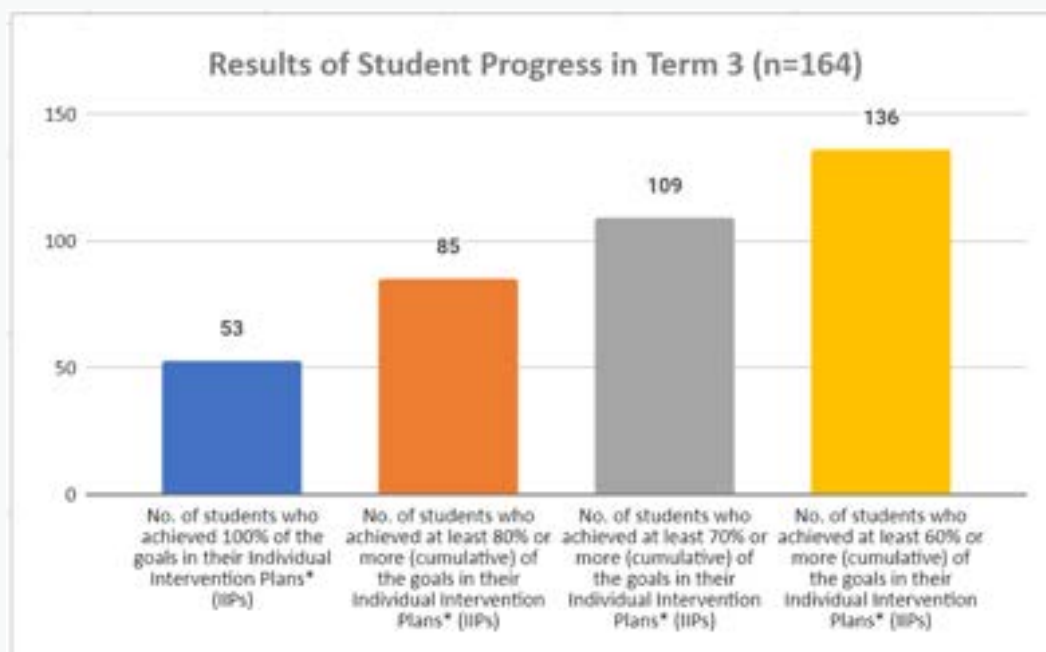
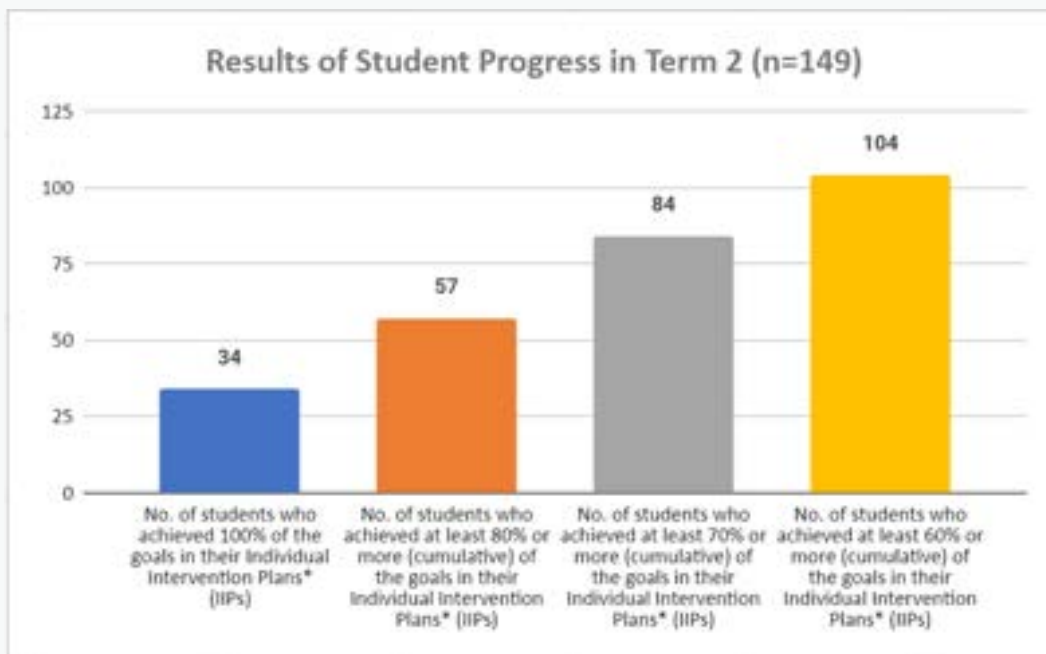
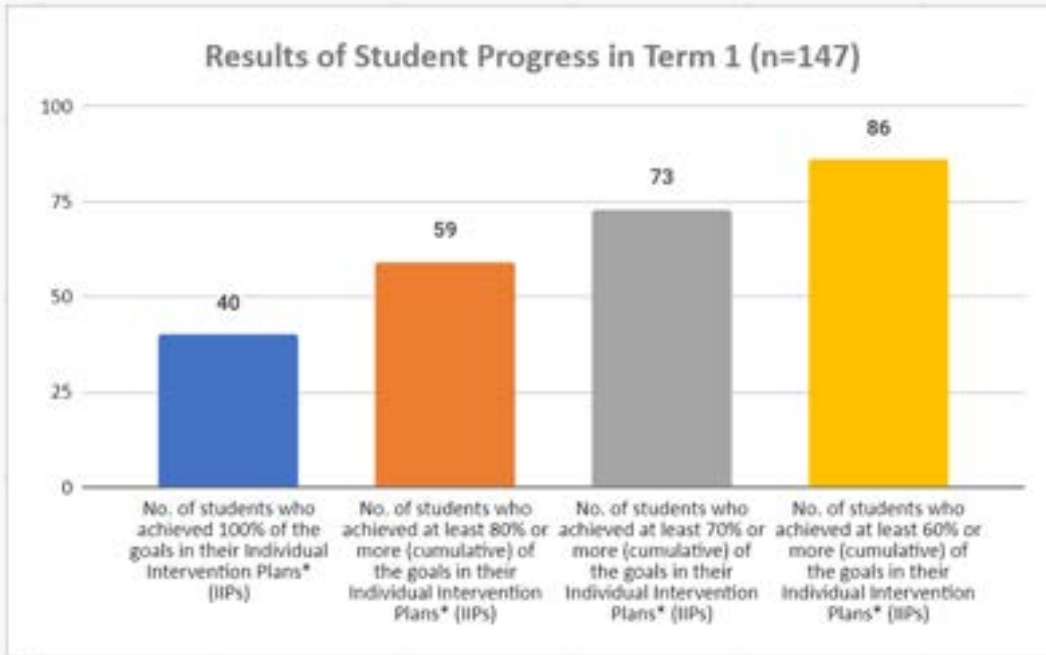
Domain targeted for intervention	Definition
Receptive Language	Understanding spoken language
Expressive Language	Using spoken language
Speech	Pronouncing and making accurate sounds when speaking
Phonological Awareness	Understanding that speech can be broken into smaller units of sound such as syllables, onsets and rimes and phonemes
Social Communication	Understanding and applying commonly accepted rules for social interaction
Fluency	Speaking with as few instances of stuttering / stammering as possible
Voice	Using voice appropriately in a given situation

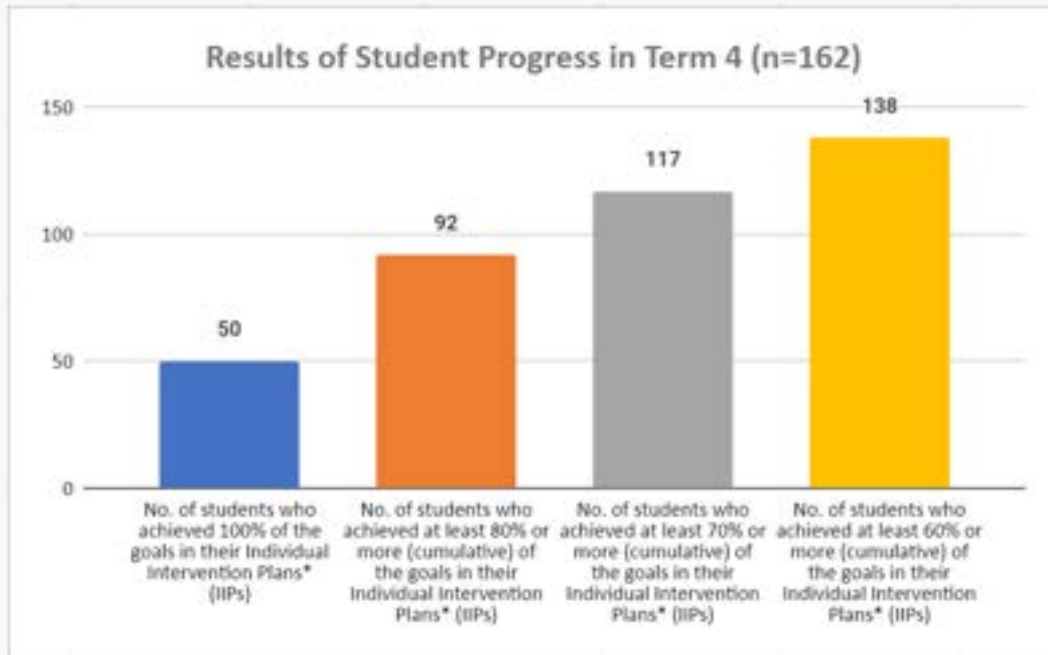
The goals set for each child every term are mainly short-term in nature (i.e. targeted to be achieved within a term / 10 weeks). These goals contribute to the mastery of various sub-skills that are associated with longer-term goals typically achieved over a much longer period of time. The IIP for each child will be refreshed at the start of each term. Goals that have been achieved will be replaced by new goals targeting another sub-area / skill and / or new goals pertaining to the same sub-area / skill but with the success criterion adjusted to facilitate the child's gradual development towards mastery.

RESULTS

The results of the evaluation programme can be seen in the charts below. Each chart shows the number of students out of the total sampled each term who achieved at least 60% or more (cumulative) of the goals set in their IIPs. The numbers of those who achieved at least 70% or more, at least 80% or more and those who achieved 100% of the goals set in their IIPs are also shown.

From the charts, it can be seen that a significant majority of children undergoing speech-language intervention were able to achieve at least 60% or more (cumulative) of the goals stated in their IIPs per term across the four terms in the year. Furthermore, approximately a third of the students achieved 100% of the goals set in their IIPs every term. The findings are testament to the positive results of speech-language intervention in helping children with speech, language and communication issues.





Besides the considerable improvements made by student as measured using the IIPs, there were qualitative gains as well. Children and parents were asked for their feedback. Their responses point to greater confidence in speaking to others and more attentive listening during interactions at home and in classes in school as the two most significant and commonly-cited benefits of speech-language therapy.

Overall, the findings indicate that the current practices for speech-language therapy continue to be effective in meeting the needs of the children who are referred to the DAS for therapy. A noteworthy point is that this year's programme evaluation has expanded coverage to include almost all the students enrolled in DAS SES SLT, so it is a more representative study compared to evaluations in previous years which relied on convenience sampling. Going forward, the team intends to look at in more detail children who do not respond as favourably to therapy as their peers so that the DAS SLT programme can be further fine-tuned to serve this group of children better in future.

Quality Assurance and Continuous Professional Development

DAS SLTs observe and are observed by their peers at least once every year and undergo at least 50 hours of Continuing Professional Development annually. Relevant courses / workshops attended by the SLTs in the year include:

- ◆ 1st International Developmental Language Disorder (DLD) Research Conference
- ◆ Evidence-based intervention and strategies for children with DLD
- ◆ Communication in autism differences and support strategies
- ◆ Supporting adolescents with autism
- ◆ Solving behaviour issues in autism
- ◆ After the Meltdown
- ◆ Hanen - It Takes Two to Talk
- ◆ Hanen - Learning Language and Loving It

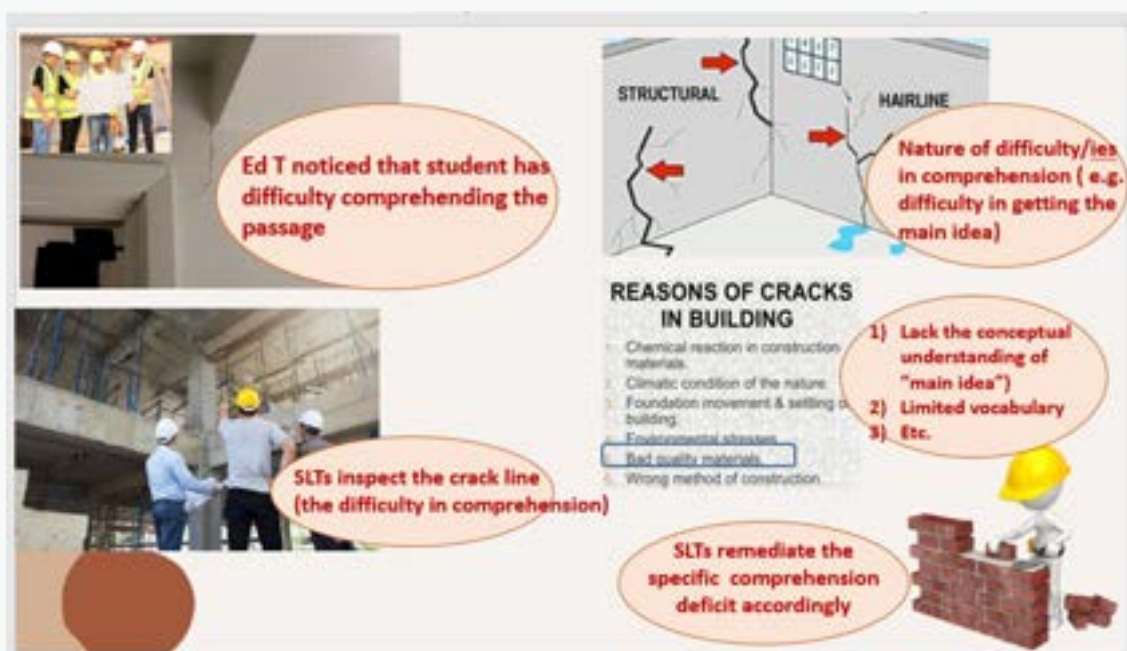
KEY EVENTS

Presentation at UNITE SpLD 2021

During this year's UNITE SpLD, Senior SLT Shuet Lian teamed up Lead EdT Hani to present the Register of Educational Therapists (ASIA) RETA Case Management Discussion. The discussion focused on supporting learners with dyslexia and language difficulties through the use of a case study. It highlighted how a student diagnosed with both Dyslexia and language disorder could be supported by the DAS Main Literacy Programme and programmes from the Specialised Educational Services such as Speech and Language Therapy as well as Speech and Drama Arts. The presentation was followed up with a panel discussion involving Senior Education Psychologist Minqi and Senior SLT Er Ker that brought to the fore how speech and language difficulties look like in the classroom and the role that could be played by speech-language therapy in supporting such children.

Teams Teaching Teams (TTT) 2021

On 4 June 2021, SLTs Shuet Lian and Tammy conducted a 45-minute Zoom presentation titled, "Teaching Comprehension to Poor Comprehenders – The SLT Way". The SLTs shared tips and tricks on how SLTs teach comprehension with fellow DAS staff. The main content of the presentation focused on three ways to teach comprehension, namely role-playing, main idea and inferencing. The presenters shared numerous practical strategies. Video examples were also shown to give participants a clearer idea of the implementation of role-playing. Finally, the presenters concluded by explaining how the work of SLTs at DAS complements the work of EdTs, through the use of the analogy of how the different professionals in the construction industry (namely, the builders and the structural engineers) come together to create spaces that are functional, safe and built to last.



More than 70 DAS staff attended the presentation. The presentation was well-received as the participants provided high ratings for the session's objectives and for the presenters. 88.1% of the attendees gave the presenters a rating of 4 or 5. This was further supported by positive comments

such as “Shuet Lian did a great job!”, “Slides & examples shown are simple & easy to understand.”, “Good job!” and “I like the snippets of the activities done in class to allow us to see how the activity has been carried out. Great sharing!”

UNITE SpLD 2021 Virtual Booth

In line with the programme for this year’s UNITE SpLD, the DAS SLTs set up a Virtual Booth at the start of the conference. The purpose of the virtual booth was to increase awareness and understanding of the speech, language and communication issues commonly faced by children amongst the conference participants. All the SLTs took turns to present on an area / aspect of speech-language therapy through pre-recorded videos, covering the following topics:

- ◆ What is a speech-language assessment and what does it entail?
- ◆ What is Speech Sound Disorder and how do we help?
- ◆ How do we help children with LD? – Grammar
- ◆ How do we help children with LD? – A walk-through of some of the resources used
- ◆ How do we help children with LD – Auditory Processing
- ◆ How do we help children with Social Communication issues?
- ◆ What is Language Disorder?
- ◆ What is Phonological Processing?

In between the video presentations, the SLTs engaged participants in live interaction, and fielded questions both face-to-face and through the chat function in Zoom.

The response to the Virtual Booth was good, with more than 40+ participants at the same time at one point. Participants provided positive feedback, praising the highly informative and insightful nature of the presentations, clear and concise explanations, as well as the use relevant infographics and sharing of practical tips.



Speech-Language Service at Northlight School (NLS)

Northlight School engaged DAS once again to bring speech-language therapy to its students on-site. SLT Tammy WONG continued her excellent work there. An average of 15 students benefitted from speech-language therapy during the year. As with past years, the majority of them had poorly developed communication skills with comorbid learning differences. Consequently, therapy focused on helping the students develop their communication skills. At the end of the intervention period, positive outcomes were achieved by all the students who underwent therapy.

Training at DAS Academy (DAC)

The SLT team completed two runs of the Certificate in Understanding Speech, Language and Communication Needs (also recognised as a module in the Specialist Diploma in Specific Learning Differences) in May and October 2021. 22 participants attended the courses in total. The participants consisted of special education teachers, mainstream school teachers, parents, as well as staff from the DAS. The content covered included typical speech and language development, definition of language disorder, speech and language assessments and strategies to help children with language and speech disorders. The course was delivered in a lecture style via ZOOM. At the end of the two-day course, participants completed an online QUIZ. When asked for feedback, participants responded that the course content provided them with a much better awareness and understanding of the scope and extent of difficulties that are likely to be faced by children with speech-language and communication needs.

Other workshops and trainings conducted

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

The full list of the workshops and training activities conducted can be found below:

Date(s)	Type	Event Title	Participants	SLT(s) involved
22 & 29 May 2021	External Training (DAS Academy)	Certificate in Understanding Speech and Language and Communication Needs	Education professionals and parents	Elizabeth LIM, LEE Er Ker and Tammy WONG
4 Jun 2021	In-house Training	Teaching comprehension to poor comprehenders - the SLT way	DAS Staff	HO Shuet Lian and Tammy WONG
24 – 25 Jun 2021	Local Conference	Register of Educational Therapists (ASIA) RETA Case Management Discussion - Supporting Learners with Dyslexia and Language Difficulties	Education professionals and parents	HO Shuet Lian and LEE Er Ker (in collaboration with Hani Zohra MUHAMAD and CHUA Minqi)

Date(s)	Type	Event Title	Participants	SLT(s) involved
11 Aug 2021	In-house Inset	AET Training	DAS Educational Therapists	Tammy WONG
25 & 26 Oct 2021	External Training (DAS Academy)	Certificate in Understanding Speech and Language and Communication Needs	Education professionals and parents	Elizabeth LIM, SEET Xian Hui and Felicia POH
14 Nov 2021	External Training (DAS Academy)	Master of Arts in Special Educational Needs – Module on Speech & Language Development & Difficulties	Education professionals	SEET Xian Hui and Felicia POH
16 Feb 2022	In-house Inset	AET Training	DAS Educational Therapists	SEET Xian Hui

TESTIMONIALS

Hi Teacher Eliz,

Thank you for the past 6 or 7 years of teaching. Thank you for what you have done for this year especially, giving us notes and topic to discuss. Those notes are useful and it help me a lot to cope with my English. Sorry if I have disturb you or make you angry sometimes. I'll sure I would be more mature and behave myself and getting my priority rights. I would surely use what you have told me about the planning and the matrixes too. I'll sure it would help me a lot in my future. Thank you for educating me and helping me with my pronunciation and giving us tips such as head body toe. Add on giving us some quotes to improve ourself and sharing your story to aspire us and make us learn things from you too. I also deeply thank you for planning out what we are going to do after our n level especially giving us to plan about what part time job we would like to do and what courses are we going to choose in the future. Futuremore u also spend sometimes out for our oral too really grateful about that. The tips u had taught me was useful and I wish my results would not disappoint you!

- Lim Guanji (student)

Thanks Mr Lee,

It has been a emotional roller coaster all these years. Celebrating milestones met and disheartening moments. But, Clarence is a fighter. He really tries very hard and he is very motivated in his learning journey Appreciate it very much for your support towards Clarence. He listens to you really well. Thank you

Mrs Loo (mother of Clarence)

He got AL 27 to NT. And he is great as he is one of top scorer in foundation in school. He did it n we so proud of him. So thankful for your support to him these years n it is not easy.

Mrs Ngan (mother of Lexann)

Good afternoon Mr Lee, Jasmine is eligible to Secondary (NT) for next year, where so happy that she made it. Thank you for all the support.

Mrs De Leon (mother of Jasmine)

Dear Shuet Lian,

Y has a copy of it well laminated. ;) Both of us cannot be certain it's from you or I got it printed and laminated for her.. Ha. What's important is, she remembered she has such an award. And she's able to retrieve to show me!

I hope the same achievement she had will continue to prompt her to do better day by day.

I wish to take this opportunity to express my heartfelt thanks for the guidance and tons of patience spent on Y. She has certainly benefitted a lot from this program. I have also gained a lot from your guidance.

Please do extend my sincere thanks to Teacher Felicia too.

Please take care, stay healthy and safe. Allow me to wish you an early greeting.

Wishing you all the joys, the warm and wonderful blessings of Christmas!!

Warmest Regards,
Mrs T

Good evening teacher Sharon, just now you said to add references and what? I forgotten sorry thank you so much for all this years teaching me and helping me so much to improve in my studies, I really appreciate everything you have done for me. I will miss your teaching and u!!

Jerlyn Tay (student)

Thank you Xian Hui! Ophelia has improved a lot after 2 terms of lessons. If you feel that she doesn't require any more lesson we are ok to withdraw her.

However, we would like to leave the door open. Just in case she struggles in the later part.

Mrs Ng (mother of Ophelia)

尊敬的Mr Lee Siang:

您好! 我是YanQi 的妈妈, 首先在这里我要感谢Ms Seet老师,感谢她这三年来对 YanQi的尽心尽力的教导,使得他在语言方面取得不错的进步。以及她无私的奉献精神 (因为我经常在晚上给她发信息, 她都第一时间回我) 让我们很感动!感谢Ms Seet 您出现在我们的生命里,感恩有您! YanQi能够取得这样的进步,功劳非您莫属! Yan Qi 刚上P1时, 因为他在语言方面 有所欠缺, 他在学校会遇到困难, 他自己无法处理, 而学校老师不知道的情况下, 他会对上学产生恐惧, 所以我把我所担心的事情和Ms Seet说了, 她二话不说, 立马就Yan Qi 的情况发电邮给学校的老师。

她会时常给我发一些对YanQi有帮助的链接, 让我们在家有空时, 可以看视频然后再教一下Yan Qi 。总之她无时无刻都在想着Yan Qi能赶快掌握这个技能, 因为这对他以后来说, 真的太重要了。

前段时间, YanQi 在学校被欺凌了, 关于这件事, 我和我先生都很气愤, 我也是把这件事和Ms Seet 说了, 她还教我, 当面对这样的情况, YanQi 需要做些什么。真的很感谢。

比如最近这段时间, 当Yan Qi 晚上练习spelling 时, 有些字他读的不好, 我也是会找她, 她都能及时给Yan Qi 回复正确的发音。

总之, 感谢DAS中心能给我儿子配一个 这么好, 这么尽责的老师, 他对于YanQi 的成长起了很大的帮助。再次感谢Ms Seet, 一个美丽善良以及智慧的老师!

Mrs Poh (mother of Yan Qi)

今天是bintong最后的一节课,我在家里看 弟弟,我跟bintong说你要感谢老师的教导,让你进步这么大,我回来问她有没有感谢老师,他说忘记了。

因为你会鼓励他,所以他就很开心的,就更 积极了,在学校孩子多,顾不上那么多的孩子,老师就比较严厉,比较凶一点,他就更 不爱学了。

Mrs Shi (mother of Bintong)

Dear Elizabeth

Thank you for your comments on the gaps in my IEP assignment. There were so many! There is a lot to take in and think about and your suggestions are very helpful. Thank you again for your patience, professionalism, and most of all, your passion to help those in need and to train others to help. You have been nothing but inspiring and I wish I had started this course much earlier in life! Still, I know the Lord's timing is always perfect! Have a good weekend and may the good Lord continue to strengthen you as you share your experience and expertise.

Warmest regards

Lisa (Participant of DAS Academy Course)

Dear Elizabeth,

Thank you for being such an exemplary teacher!

Not only have you taught me the strategies and tools for intervention, you have also ingeniously crafted your classes and discussion, and judiciously executed the SMART goals on your lectures thus achieving the objectives of the programme. I have enjoyed the class discussions and appreciated the extension of one-to-one consultation time with the class. You prompted us with questions that invoked my metacognitive awareness in the area of IEP and provided a structure that directs a route to successful planning for the Learners.

I must say that since attending your class, I have been using my IEP knowledge not only in education planning, but also in achieving my housekeeping goals!

IEP is an extensive subject and an important topic for all who are in the teaching industry. A must know for all educators. It is unfortunate that the instructional time is too short for such a wide topic. Nevertheless, you have managed to train my mind to think – as per Albert Einstein says “Education is not the learning of facts, but the training of the mind to think”.

Thank you for being my instructor for this course and I wish you all the best in all your endeavours.

Yours sincerely,

Jin Tay (Participant of course @ DAS Academy)

Class of March, 2021

Hi Teacher Felicia,

I would like to express my gratitude to you. Though I had never seen you face to face, I heard lots from Torres. You are definitely one of his favourite teacher. He really enjoyed your class a lot.

Really appreciate your concerns towards him for the past 1 term. I believe that he had definitely benefited a lot from you.

Best Regards,

Sally Teo (mother of Torres)

Ms Tammy... She made it... going secondary school.. I am so proud of her... and she was awarded honourable award... J

Thank you for the patience and effort you put in with her...

Mdm Wong (mother of Keisha)

SUCCESS STORIES

Success Story 1

Yu Da was enrolled in the Normal Technical (NT) Stream at Hai Sing Secondary School in 2021. He is the younger of two children in a predominantly Mandarin speaking family. Nonetheless, he is more conversant in English than Mandarin. Yu Da was diagnosed with dyslexia in 2011 and had been in the Main Literacy Programme (MLP) till he graduated in 2021. He was referred for speech-language therapy following a psychological assessment in 2016. Consequently, he started speech-language therapy at the DAS in Jan 2017.

Speech-language therapy (SLT) is non-academic in nature and focuses on oral/spoken language. Therapy seeks to increase a child's ability to function and participate in typical activities children his age are expected to do so at home, in school and in other contexts relevant to him.

Yu Da attended 35 one-hour weekly SLT sessions between January 2021 and December 2021 in a group setting. Speech-language therapy focused on skills that contributed to his ability to learn in the classroom, as well as understand the requirements of and respond more relevantly and appropriately to the academic tasks he is expected to do. Consequently, therapy targeted his ability to understand and use more complicated sentence structures encountered at his academic level, and skills to better understand longer pieces of connected texts of various types and the academic tasks he faced. Other areas focused on were vocabulary skills (e.g. recognizing the relationship between words and categorising new words, etc.), as well as non-verbal and verbal reasoning skills. Finally, therapy sought to increase his understanding of key linguistic and awareness of fundamental grammatical concepts to better support his ability to access learning.

Yu Da made good progress in these areas in 2021. Based on the Individual Intervention Plan (IIP) used to evaluate the progress of a child undergoing therapy, he achieved the following:

Term 1 2021	Term 2 2021	Term 3 2021	Term 4 2021
100% of IIP goals achieved	80% of IIP goals achieved	80% of IIP goals achieved	75% of IIP goals achieved

Other than progress shown in his IIP, his mother noted his improvement over the years in spoken English, especially in terms of being more detailed when expressing his thoughts and ideas. She is also thankful that he is able to learn in school and cope adequately with school work.

Yu Da did very well in the GCE N(T)-level national examinations at the end of 2021. In recognition of his outstanding performance, Yu Da was awarded "HAI ACHIEVER" by his school.

LEE ER KER

**Senior Speech and Language Therapist
Tampines & Parkway Learning Centres**

Success Story 2

Terence Tan Xing Yu is a Primary 3 student at Teck Ghee Primary School. He is the younger of two children in a Mandarin-speaking family. Terence achieved his speech and language developmental milestones late and hardly spoke until he was 5-years-old. He attended the Early Intervention Programme for Infants and Children (EIPIIC) from 2017 to 2019. Subsequently, in July 2019, he started literacy intervention in the DAS Preschool Programme as well as DAS's Speech & Language Therapy Programme (SLT). In 2020, Terence was diagnosed with dyslexia and transferred from the DAS Preschool Programme to the Main Literacy Programme (MLP) on top of SLT. He then started receiving STF funding for his therapy sessions at DAS in 2021.

Terence attended 37 one-hour weekly SLT sessions between January 2021 and December 2021. Terence had a history of severe difficulties in both his speech and language skills. Due to his multiple speech errors, he was only understandable about 50% of the time when he first started SLT. In addition, he spoke with limited vocabulary and would display frustrations as he struggled to express himself. He had difficulties understanding others and expressing himself in both English and Mandarin.

Speech-language therapy thus focused on first helping him eliminate the speech errors that were compromising his intelligibility the most. For example, he had a tendency to reduce syllables in words (e.g. pronouncing the word 'primary' as 'peh', 'elephant' as 'eh-fu'). His auditory skills had to be worked on in therapy, for him to identify the syllables in words he hears, and then use them accurately when speaking. It was also essential to work on his language skills (e.g. vocabulary, sentence structures) at the same time, so that he could express his needs more effectively.



Fortunately, Terence has an extremely commendable learning attitude and has been very motivated to improve his communication skills since the start of his therapy. He learnt to detect differences in his own speech from others, and would try to correct himself. During his SLT sessions, he would also actively share about what he learnt in MLP and in school. Despite his young age, he requested his mother to sign him up for more classes.

Terence made good progress in the areas targeted in SLT in 2021. Although he needed 1 to 1 intervention previously, he showed that he was ready for group therapy in 2021. Based on the Individual Intervention Plan (IIP) used to evaluate the progress of a child undergoing therapy, he achieved the following:

Term 1 2021	Term 2 2021	Term 3 2021	Term 4 2021
75% of IIP goals achieved	100% of IIP goals achieved	75% of IIP goals achieved	100% of IIP goals achieved

Other than progress shown in his IIP, his mother noted his improvement over the years. She noted that he can express himself a lot more clearly now, and that he can better understand and accept explanations to him now. When Terence was shown a video of himself speaking during his first SLT session in 2019, he said, "Last time I speak like a baby. Now I speak like a human."

In recognition of his good progress and diligent efforts, Terence received the 'Good Progress Award' for SLT at DAS's 2021 Student Graduation and Achievements Awards Ceremony. He also exceeded his family's, teachers' and therapists' expectations for being able to cope in Primary school despite the severity of his communication difficulties just 3 years ago.

SEET Xian Hui
Speech Language Therapist
Bishan Learning Centre

SPEECH & LANGUAGE THERAPY PROGRAMME



The SES Speech-Language Therapy (SLT) programme aims to help children with speech, language and communication difficulties understand others, express themselves better and be more effective learners.

SIGNS OF SPEECH & LANGUAGE DIFFICULTIES

-  Display challenges in interacting socially with peers
-  Shows poor understanding of age-appropriate stories
-   Relates stories or events in a disorganised or incomplete manner
-  Shows confusion over words with similar sounds (e.g. 'key' for 'tea')
-  Shows difficulty in understanding and following instructions
-  Shows difficulty in finding the right words to say
-  Mispronounces sounds in words (e.g. says 'toap' instead of 'soap')
-  Shows difficulty remembering things that people say

Speech & Language assessments are also available.

SPEECH & LANGUAGE ASSESSMENT

An assessment helps to find out if your child's speech and language ability is age-appropriate. It also identifies individual strengths and weaknesses.

Our comprehensive SLT assessments may comprise of

- Informal assessment/observations
- Recordings analysis of samples of communication
- Formal standardised testing



FOR MORE INFORMATION,
VISIT WWW.DAS.ORG.SG

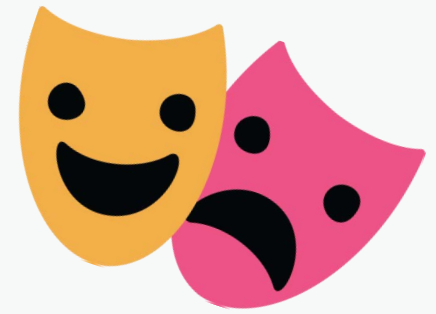
☎ 6444 5700
✉ info@das.org.sg
📱 @dyslexiasg

SPEECH AND DRAMA ARTS

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication. Students are given the freedom to express themselves freely, using their imagination and creativity. Other vital communication skills that are fostered in the class setting includes listening and concentration. Activities ranging from role-playing to stage performances require students to understand the fundamentals of stage directions, character dialogues, music and light cues. Orton-Gillingham Principles are incorporated in our lessons to ensure quality and effectiveness.



SPEECH AND DRAMA ARTS



PROGRAMME VISION

To reach out to students in and beyond DAS, transforms them into confident communicators, as well as to empower them to be inquisitive and compassionate individuals through social–emotional literacy.

ABOUT THE 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



WHO DO WE SERVE?

Under the Speech and Drama Arts programme, there are 3 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)

WHY IS IT IMPORTANT WE SERVE THESE STUDENTS?

Children diagnosed with specific learning differences (SpLD) not only struggle with academic demands but may also have trouble communicating with people around them. Not being able to find the right word to develop and share ideas with their peers and family members can be frustrating and embarrassing. These issues have significant impact on their self-esteem and confidence. 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. These experiences will help the students recognise their strengths as they work on presentations – feeling capable and confident.

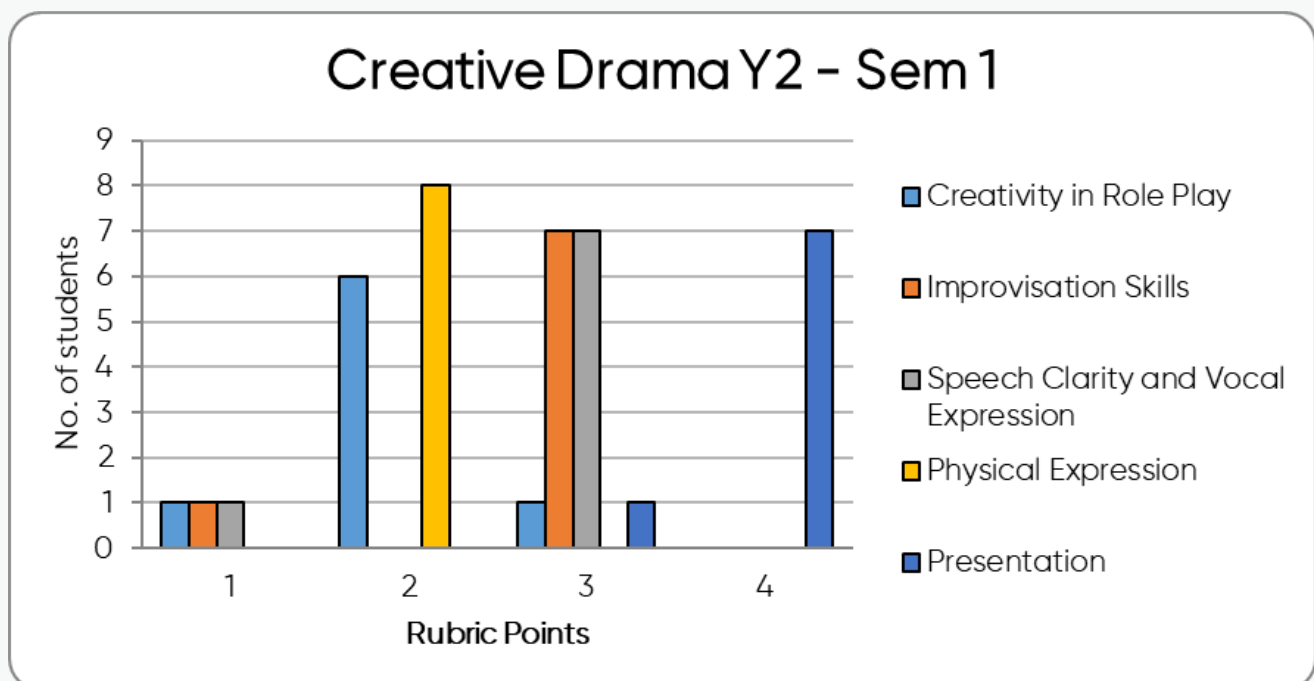
EVALUATING OUR PROGRAMME

The Speech and Drama Arts programme evaluates the progress of our students once twice a year- 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 fit for the needs of our learners.

Through the programme evaluation exercise, we hope that that we will be able to evaluate areas in which we are doing well in and should continue, and areas in which we could do better in or work differently with for each individual child we see. We hope that our consistent programme evaluation process would enable us consistently improve the development and implementation of our Speech and Drama Arts curricula. Each curriculum is unique and has its own objectives in each semester. Students are assessed by a 4 point scale rubric that covers a set of skills - drama skills, literacy component, critical thinking / creativity and presentation skills. In addition, we also gather Parents' Feedback at the end of each semester as we believe in working closely with parents so that we can better support our students' learning journey.

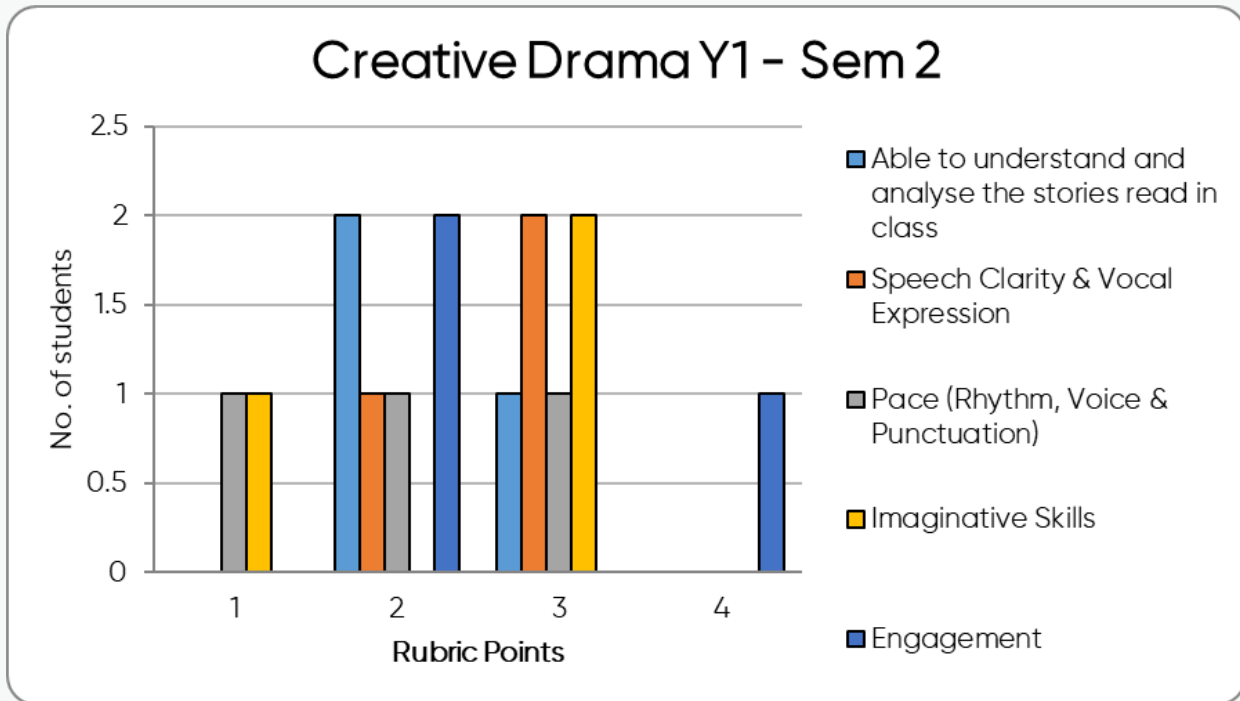
In FY21/22, the Speech and Drama Arts programme had these curricula - Creative Drama, Literacy Through Drama and Educational Drama, conducted in Bishan and Bedok Learning Centres.

In Semester 1, 8 students from Creative Drama were assessed on 5 components - creativity in role play, improvisation skills, speech clarity and vocal expression, physical expression and overall presentation. The graph below shows how our students performed for each component.

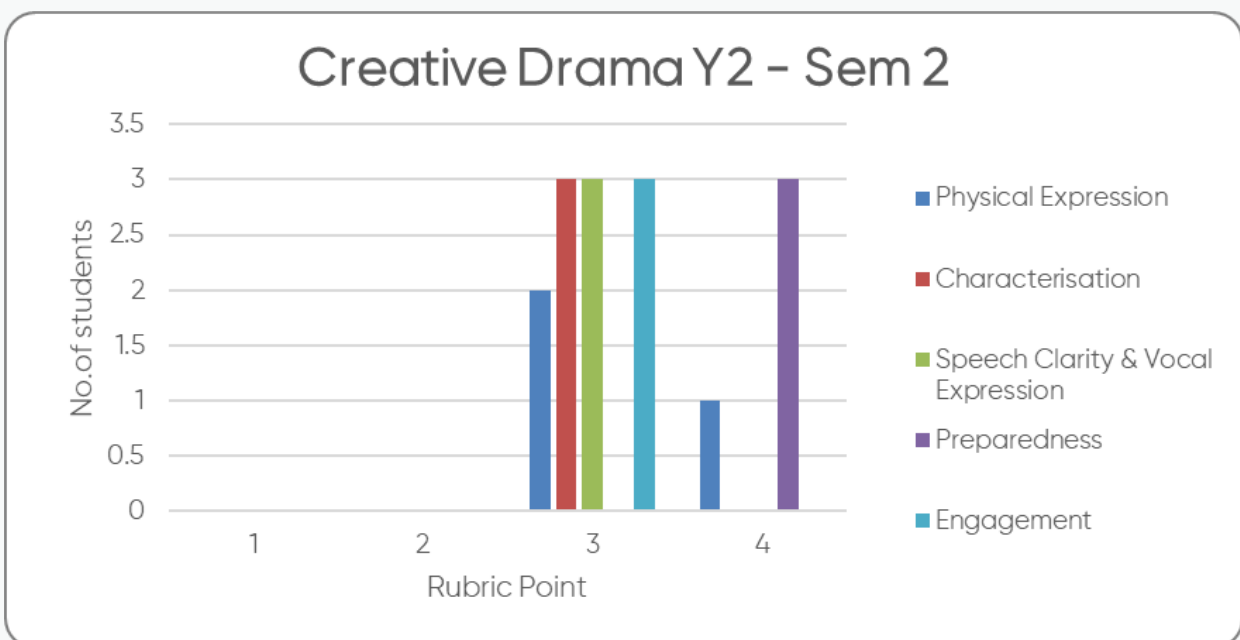


This group of students had been on the Creative Drama programme for a year and progressed into the second year. The curriculum placed much emphasis on role play and improvisation - which both test the creativity of the students and at the same time, their spontaneity, ability to collaborate and support fellow actors.

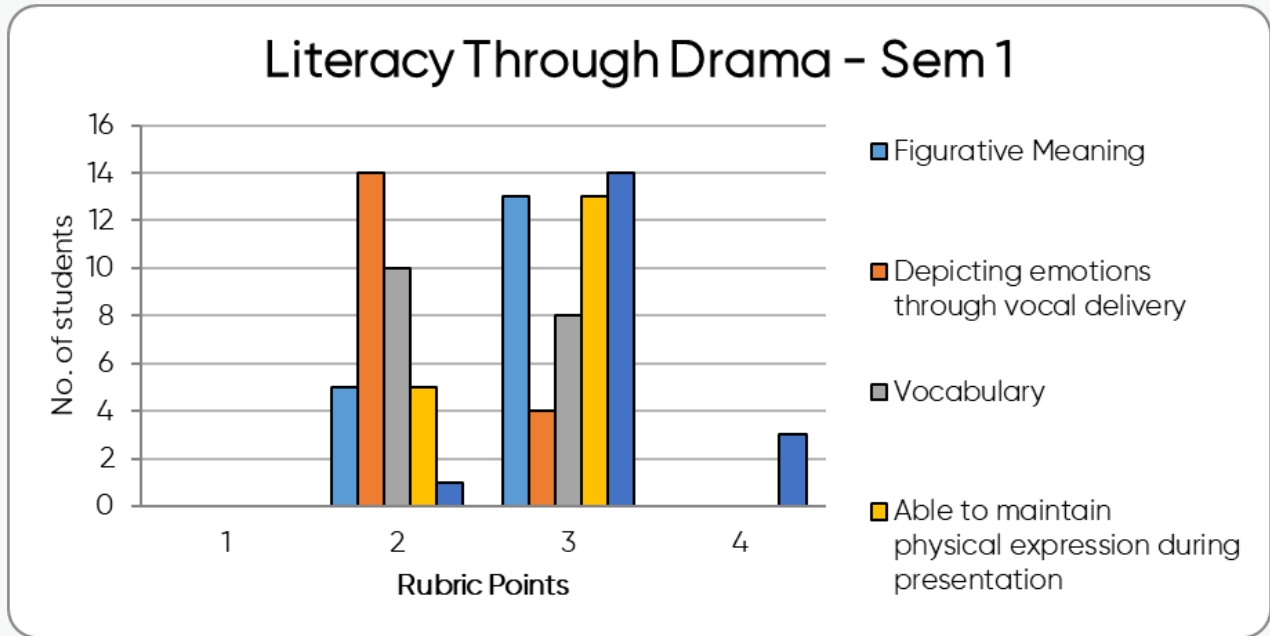
At the end of Semester 2, there were 2 groups of Creative Drama classes – Year 1 and Year 2. There were 3 students who were new to the curriculum. They were assessed on 5 components – the ability to understand and analyse stories, speech clarity and vocal expression, pace, imaginative skills and engagement. The graph below shows how our Creative Drama Year 1 students performed for each component.



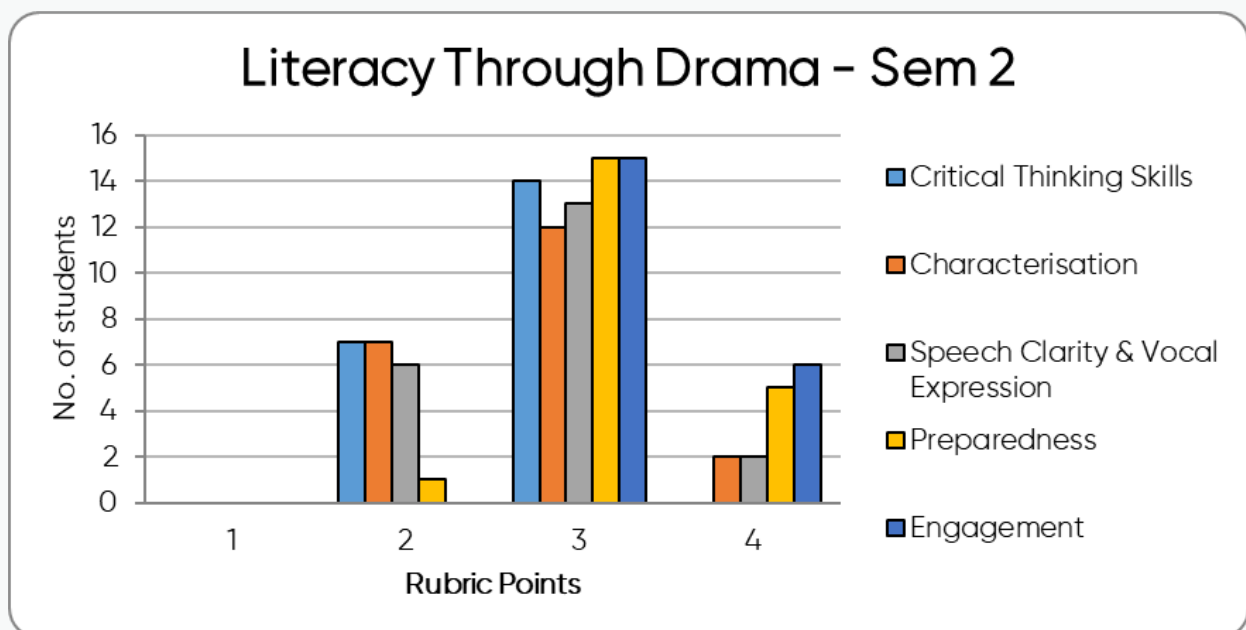
The next graph shows the Creative Drama Year 2 students and their progress. There were 3 students who progressed to the next level. At this stage, play-building was the emphasis of the curriculum. The process of play-building for these students involved drama activities that challenged their physical expression, embodying the characters and collaboratively create a performance. Apart from facial expression, the physical expression is also an important aspect that must not be ignored when we want to maximise performance.



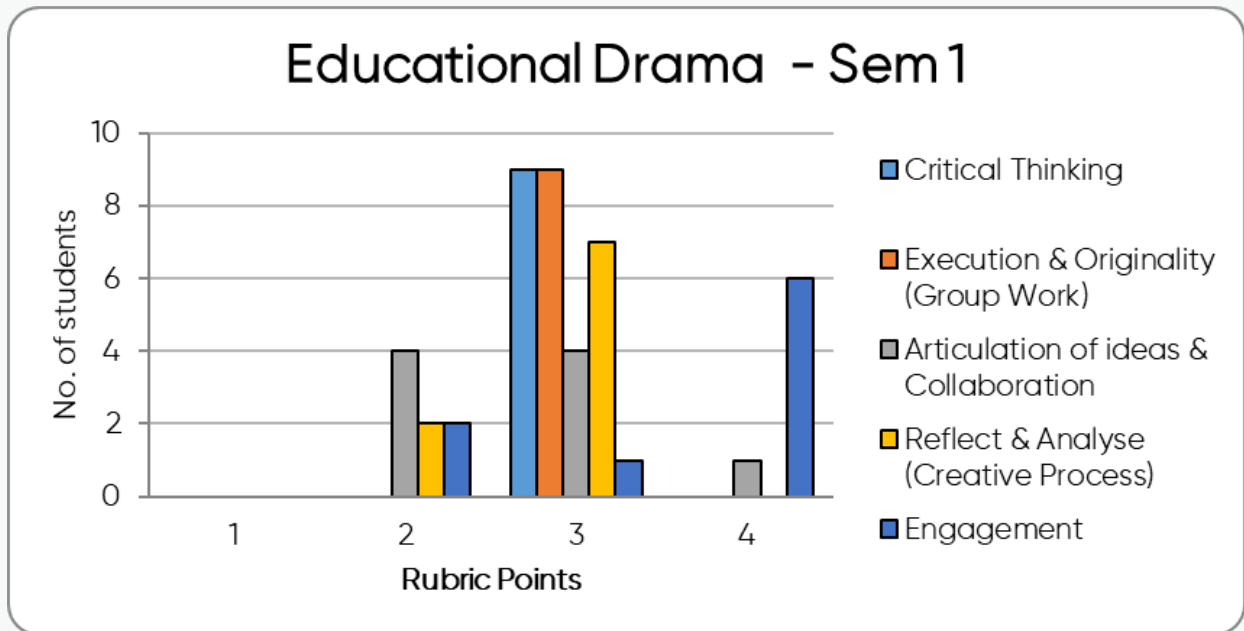
This year, we saw a total of 21 students in the Literacy Through Drama programme. This programme was offered in Bedok and Bishan Learning Centres. This number comprised of students who had progressed to the next level and also some new ones who had just joined us along the way. In semester 1, figurative language was covered in class through drama activities, games and presentations. The graph below shows most of our students were able to give accurate definition for the idioms taught. Most of them did well too for the other components.



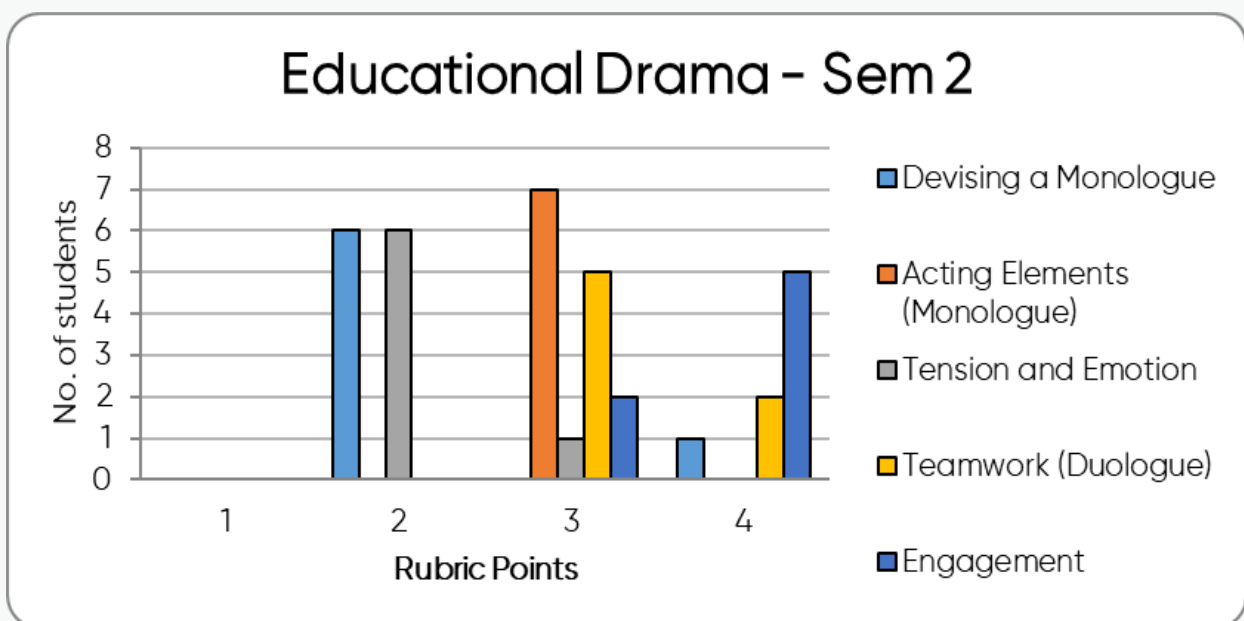
In Semester 2, our Literacy Through Drama students went into greater depth with characterisation and play-building. The curriculum aims to hone their critical thinking skills, in addition to their acting and presentation skills. During this period, students gained insight into perspectives of characters in the stories and the settings, and used that to approach common situations in multiple angles. In the graph below you can see that out of the 21 students in the programme, 14 students did admirably well for the critical thinking component while the other 7 students needed a lot prompts or help from teachers in this area.



We started the year with 9 students in the Educational Drama class which was offered in Bishan Learning Centre. This curriculum is meant to give our students' the opportunity not only to act in plays but also to devise them. The graph below shows how our students had performed for each component.



As you can see, critical thinking continues to be an assessable component when students progressed to the next level in the Speech and Drama Arts programme. This semester, the Educational Drama curriculum included intended activities that would foster collaboration and original work as the students go through the creative process. Based on the theme 'Homelessness', the students explored and researched on this issue. The process looked at 'homelessness' and 'sleeping rough' in Singapore. At the end of semester 1, the class presented 'Chilli Crab and Steamed Buns' – a poignant play about kindness and homelessness.



In semester 2, the Educational Drama curriculum covered monologues and duologues. It is important for student actors in this group to be able to hold the audiences with their solo presentation. Monologues can be intimidating as the actors are fully responsible for their performances. This builds confidence and improves acting skill. Duologues, on the other hand fosters good collaboration between two actors. At the end of the semester, the class presented their own original monologues. The graph below shows how our students performed for each component.

KEY EVENTS

a) Act & Craft Workshop

On 14 – 17 March, we conducted Act & Craft: Grasshopper and the Ants for the lower primary. This workshop was a collaboration between the Speech and Drama Arts team and the ArtVenture team.



We were excited to have the second running of this workshop after few postponements due to the Covid-19 situation in Singapore. This workshop was opened to lower primary students.

The Grasshopper and the Ants is a classic tale that taught us the virtues of hard work and planning for the future. In this workshop, 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 role-playing, they got their hands in paints and glue, making props and costumes for their mini-presentation. During the presentation day, the children were eager to put up a mini-performance using the props and costumes they made.

b) UNITE SpLD Conference 2021

This year, two Speech and Drama Arts teachers, Amrit Kaur Gill and Muzdalifah Hamzah presented in the UNITE SpLD conference that was held on 24 and 25 June 2021. Their video-on-demand presentation titled 'Drama Approaches to Enhance Communication Skills in Children with Special Educational Needs (SEN)' mentioned the importance of communication skills in education, especially so for children with SEN. During the presentation, guests were taken through drama activities that would prepare and encourage students to express their thoughts.

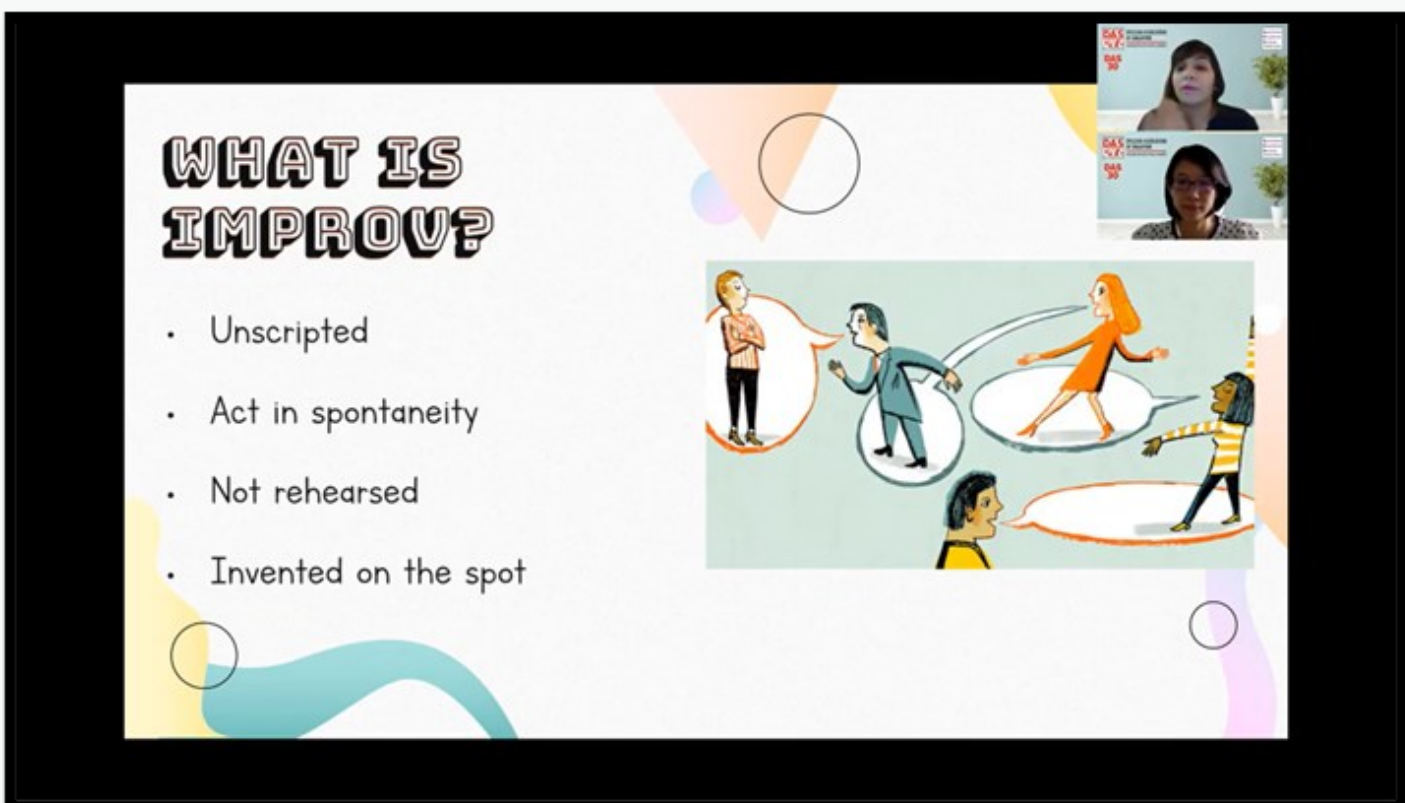


SEN & Communication Skills

**...children with speech and language impairment tend to have difficulties in social interactions and communication skills.
(Rice, Sell & Hadley, 1991)**



In addition to this, the Speech and Drama Arts team had a virtual booth – ‘Drama in Action’, running during the first day of the conference. The booth’s main objective was to debunk the perception of drama classes being just learning to act and playing games. Our teachers shared on ‘Improvisation’ during the spotlight session. It was an informative session with demonstrations of improv activities. At the end of the exhibition, we received positive feedback from participants who visited our booth on that day.



SPEECH & DRAMA ARTS PROGRAMME



Specialised Educational Services
UNLOCKING POTENTIAL

The SES Speech & Drama Programme aims to develop literacy, communication and presentation skills and boost the self-esteem of learners with dyslexia.



Three different programmes catered to different age groups:

CREATIVE DRAMA

Builds a strong foundation in drama skills with the goal of developing expression, language and social-emotional literacy.



LITERACY THROUGH DRAMA

Fosters greater understanding of text and word consciousness through fun drama activities.



EDUCATIONAL DRAMA

Enhances our students' social-emotional competencies and critical thinking skills through the dramatisation of social issues.



FOR MORE INFORMATION,
VISIT WWW.DAS.ORG.SG

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@dyslexiasg

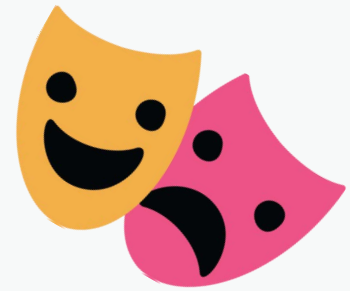
c) DAS Student Graduation & Achievement Award Ceremony 2021

On 27 November 2021, the Speech and Drama Arts students from Bishan Learning Centre presented a staged reading of an adapted version of Debra A. Cole's Bubble Wrap Princess for DAS Virtual 19th Student Graduation and Award Ceremony 2021.

It was a tale of one overprotected princess who had to go through the vicious forest to get help as the King and Queen were terribly ill. The audience followed the princess's journey in overcoming her fears and discovering her strengths with her unexpected friends along the way.



Due to Covid-19 and SMMs, these students had their parts recorded individually in class and then the videos were joined together to form the play. As the students were committed to give a good show, they came to class ready to rehearse their lines. Invitation to the event was extended to their parents so they could watch and enjoy the performance with the whole family. The teachers and parents were very proud of these students' dedication and perseverance to present Bubble Wrap Princess for the ceremony.



Speech and Drama Arts Trial Class – Drama Galore!

For Kindergarten to Lower Secondary Levels



\$41
(including GST)

To teach and assist students to reach their full potential in all areas of communication, social-emotional competencies and language acquisition.



Scan the QR code or sign up now at tinyurl.com/SDA-TrialClasses

SUCCESS STORY

Muhammad Ziqry Bin Muhd Irfan joined the Speech and Drama Arts (SDA) programme in July 2018. He is diagnosed with Dyslexia, GDD, ADHD and Autism. When he first joined the programme, he was only 9 years old and had a hard time making friends and unable to manage his emotional responses towards his peers. Despite all that, Ziqry is lucky to have a very strong support system – his parents. They oversee his every aspect of growing and learning and often working hand in hand with his teachers, including his drama teacher in the SDA programme.

Ziqry is a multitalented boy. He is active in his favourite sport– football and also loves to draw, dance and act.

As a drama student, Ziqry always gives his best in class and in performances. He looks forward to performances and enjoys the limelight whenever he’s on the stage. Throughout his years in the SDA programme, Ziqry had appeared on many class showcases and performed at external venues.

In addition to that, Ziqry always looks out for his peers during rehearsals and often seen helping them with their lines or expressions. It was not surprising that Ziqry was among the seven recipients of the SDA Outstanding Performer award during the DAS Virtual 19th Student Graduation and Award Ceremony.



Ziqry as King in Bubble Wrap Princess.

HANG TUAH

(an adaptation)



Ziqry and his peers as a part of a Dikir Barat ensemble in Hang Tuah at the 2018 DAS Student Graduation and Achievement Award ceremony .



ARTVENTURE

Where your Art Journey Begins!

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 a person with dyslexia's talents. Whether your child has 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 also provide opportunities for DAS students who love art to participate in art events and competitions.



ARTVENTURE

INTRODUCTION

The ARTVenture Programme is talent-based programme designed with our dyslexic students in mind. It is fully taught by our Educational Therapists who understand how our students' mind works and how to enhance their strengths. The programme works closely with corporate sponsors to provide generous subsidies to our students so as to provide equal opportunity for students from all socio-economic backgrounds and learning capabilities to access quality art programmes.



PROGRAMME DESCRIPTION

Our art short term programme caters to students from Primary 1 to Primary 6 and is open to DAS and non-DAS students alike. ARTVenture believes that all DAS children should be given an equal opportunity to pursue their talent regardless of socio-economic background. For that reason, we vivaciously work with our corporate partners so that students in the DAS will continuously enjoy generous subsidies when they enrol into our ARTVenture short-term programmes and workshops.

There are multiple modes of delivery that include weekly sessions during term time (1.5 hour/10 sessions), block delivery (3 hour/day over 5 days) and Post-PSLE Block (3 hours/day over 5 weeks).

The programme runs six intakes a year as follow:

- ◆ **Essential Elements of Visual Arts (EEVA)** for primary 1 to primary 3 (3 intakes)
- ◆ **Elementary Mixed Media Art (EMMA)** for primary 4 – primary 6 (3 intakes)

EVALUATION OF PROGRAMME FOR 2021-2022

Completion EEVA Revised Curriculum

To ensure standardization of all our programmes, the team embarked on creating standardized worksheets and lesson plans for all components that are taught in EEVA (Essential Elements of Visual Arts). Being a programme that is creative in nature, it is not possible to control all aspects of the delivery as children's creativity should not be limited to a lesson plan. Instead, the revised EEVA curriculum provides our instructors with clear objectives to be met in each lesson while leaving the delivery to the instructor's discretion i.e. theme, mediums. Moving forward, the team will be expanding EEVA to pre-schoolers and lessons will be tweak for our new demographic.

QUALITY ASSURANCE

To ensure the same quality of delivery across all intakes, we have developed a teachers' observation routine where all instructors are observed once a year. We also encouraged peer observations where possible as the COVID restriction eases.

TEACHER TRAINING

◆ NAFA Certificate - Children Art & Craft for Teachers

In March 2022, two instructors were sponsored to attend the NAFA Certificate – Children Art & Craft for Teachers. This has equipped our instructors with the foundational knowledge on the type of skills that are suitable for our younger learners and suitable craft work that is pegged to their level.

◆ Introduction to Manga Digital Art

In December 2021, four of our instructors attended the Introduction to Manga Digital Art Workshop to learn about what Manga is and how we can incorporate into our short term programmes.



NEW INITIATIVES TAKEN FOR 2021-2022

1. Introduction to Art Therapy – Parent and Child Workshop

On March 12, 2022, ARTVenture welcomes two art therapists who are graduates from LASALLE College of the Arts. The introductory workshop welcomed six pairs of parent-child participants who came together to share not only their art pieces but found the opportunities open up to one another. Participants were asked to draw what and how they felt about each other or whatever they felt like drawing at that time. Our therapists then guided them through talks and questions. At the end of it all, it was a heart-warming event where parents of children with dyslexia shared about their hopes and fears about their child's education journey and emotional well-being. It was great bonding session between parents and children as they get to hear how one another feel.

2. Partnership with ITE College Central for Internship

In 2021, in the bid to overcome our manpower shortage and expertise in the area of digital media, ARTVenture agreed to be an internship partner with ITE College Central. Having interns working with the team, will help the team build our teaching materials and provide insights on how to run a digital media art programme.

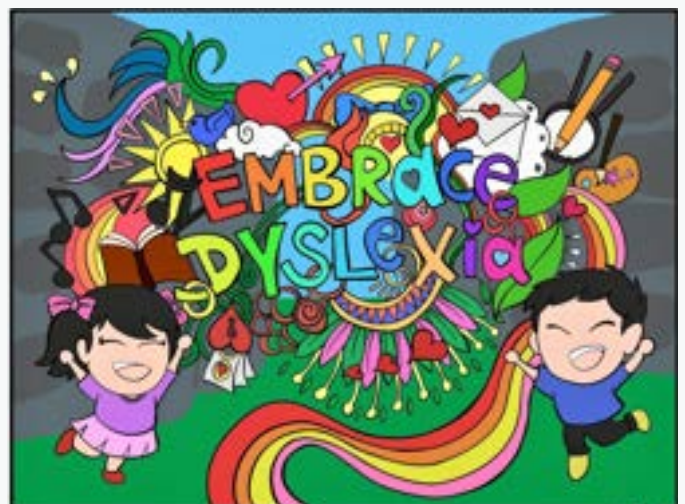
3. Online Art Delivery Training

Having been through the COVID-19 situation and being unable to make the transition to online delivery mode, it was important that we equipped our instructors with the necessary skills to adapt to unforeseen situation. To ensure the sustainability of our programmes, ARTVenture formed a partnership with NAFA lecturer Ranae Nasir for a 10-hour training workshop to deliver on how to teach art to special needs children online. The training will be taking place in between April 2022 – June 2022.

ENGAGEMENT AND AWARENESS

Be DAS-zzled DAS Art Competition 2021

In 2021, DAS Art Competition pays tribute to the Pop-Art Scene akin Pablo Picasso and Yayoi Kusuma. ARTVenture continues to bring our annual art competition to our students even when faced with the circuit breaker as it is a great way to keep our students busy and to remember to work on their talents. To cater to different artists' preferences, the competition accepted both online art works and physical pieces. We have received many feedbacks from parents on how the competition has brought a sense success and confidence to our children.





This year's competition pays tribute to the Pop-Art Scene. We are looking for artworks with vibrant colours that will dazzle our judges and attract public votes as well. Winning pieces will get a chance to have their artwork auctioned at our fundraising events and receive a gratuity if sold. Plus, cash vouchers, trophies and art sponsorship to be won!

Not good at drawing? Join our colouring category where we will be looking for bright and lively pieces as well!

SUPER JUNIOR

- 5 to 9 years-old
- Colouring
- DAS students only

JUNIOR

- 10 to 13 years-old
- Colouring / Original
- DAS students only

OPEN / YOUTH

- 14 years-old & above
- Original Artwork
- Open to all

COMPETITION PERIOD:
26 JUL 2021 TO ~~26 SEP 2021~~

EXTENDED!
TO 8 OCT 2021



Scan the QR code or go to www.das.org.sg for FULL details on competition rules, registration and art piece submission! Winning pieces will be announced on 18 October 2021.



@DyslexiaSG



6444 5700
Mon to Fri
 9am to 5pm



@DyslexiaSG



www.das.org.sg

JUNIOR ORIGINAL

- 1st - Iffah Bastrisyia
- 2nd - Johanan Shi
- 3rd - Mikael Eshan



SUPER JUNIOR

- 1st - Kaylene Choo, 9
- 2nd - Shanice Toh, 7
- 3rd - Titus Teo, 6

Five Special Prize Winners' details - please refer to email.



SUCCESS STORIES / CASE STUDY

Leow Yong Jun (P3) Bukit Panjang Primary School

Yong Jun was first discovered when DAS held our first DAS Art Competition in 2019. He came in first place in the Colouring – Junior Category. During the prize giving ceremony held in conjunction with World's Dyslexia Awareness Week, he shared that it was the first time that he had receive a trophy or won anything in his life. In 2020, he was once again chosen as the winner by our judges for the Draw & Colour category. These two milestones marked the seal of honour for Yong Jun as one of our most creative students at the DAS!

Yong Jun's journey has not always been easy. He was diagnosed with autism at 5 years old. Mother suspected he had autism since he was three years old but she did not seek help. His journey in art started since young when he was often out casted by his classmates and friends so his mother gave him a sketching book to keep him company. Yong Jun's mother is not very educated, but she excelled in art so all she had to impart to her children was her artistic talents. Facing so many challenges as a young child, his mom decided to focus on his strength in pattern drawing to develop his talent in art. She is very proud to have found her son's area of strength and with that, it draws him away from what he is not good at.



Short Term Programme

ARTVenture



Essential Elements of Visual Arts (EEVA) - P1 to 3
Elementary Mix Media Arts (EMMA) - P4 to 6

Bursary is available!



Designed to bring out children's interest in art as well as organising and participating in various events to promote a person with dyslexia's talents. Whether they are an avid drawer or just enjoy doodling around, they will learn at their own pace and develop their skills according to each individual's interest area.



For more info, scan the QR code or visit tinyurl.com/DAS-artventureclass

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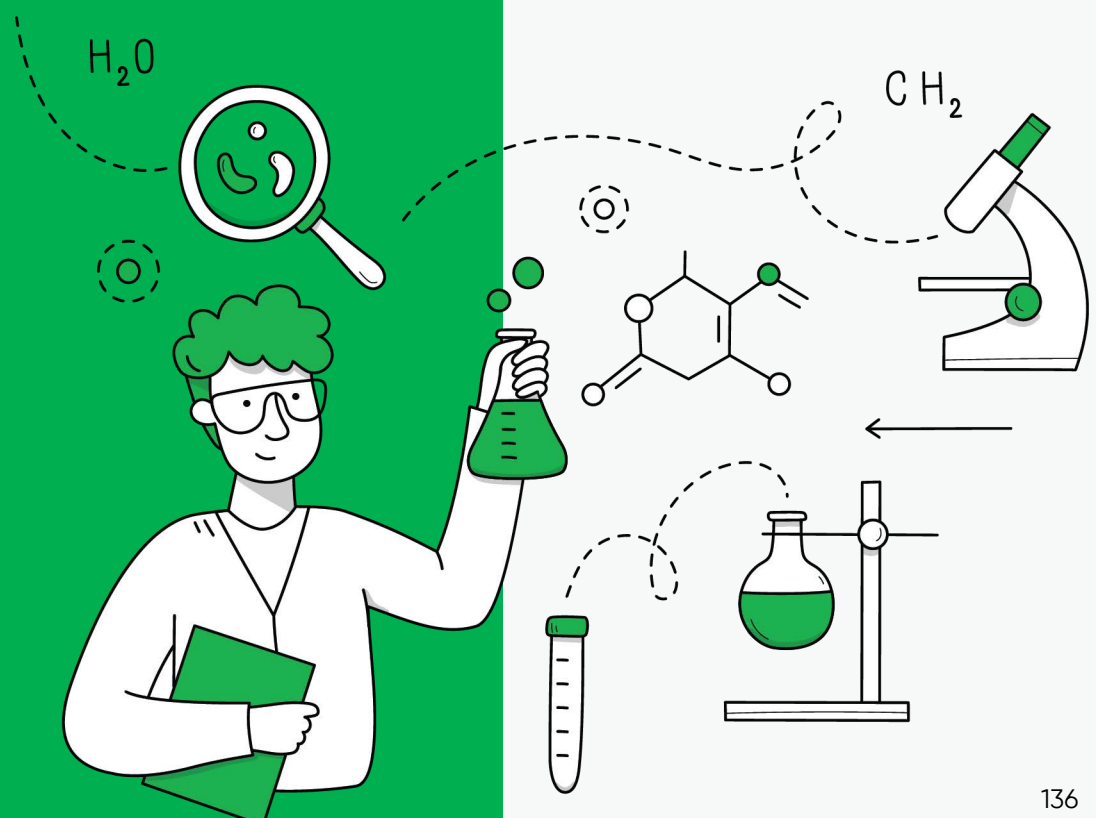


SCIENCE EXPLORERS

The Science Explorers Short-Term Programmes (STP) are conducted in every school term this year with a focus on different Science themes in line with MOE syllabus.

Curriculum Structure

These Science Programmes are designed to provide support for our primary school students with the Science Literacy, Understanding of the Science Processes, Specialised Science Vocabulary Knowledge and Application of the Conceptual Understanding and Skills to answer Science Exam Questions in a Fun and Interactive Environment.

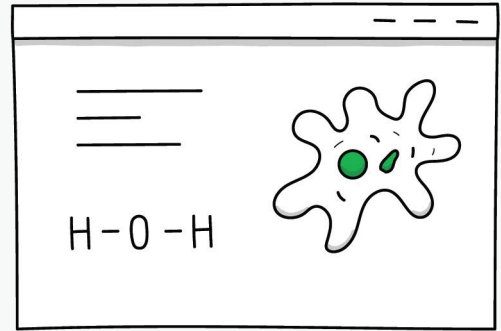


SCIENCE EXPLORERS



INTRODUCTION

At the DAS, we understand the various difficulties faced by our students with dyslexia when learning Science in their mainstream schools. We do certainly want to help these students to not only cope better with their Science literacy but to grow as confident individuals and achieve success. The Science Explorers Short-Term Programmes are conducted in every school term with a focus on learning the different Science themes that are in-line with MOE syllabus such as Diversity, Energy, Cycles, Systems and Interactions.



PROGRAMME DESCRIPTION

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

Entry Criteria

The Science Explorers Short-Term Programme accepts both DAS and Non-DAS primary 3 to primary 6 students who are diagnosed with dyslexia in their valid psychological assessment report. Students must score below 75% for their Science examination.

Exit Criteria

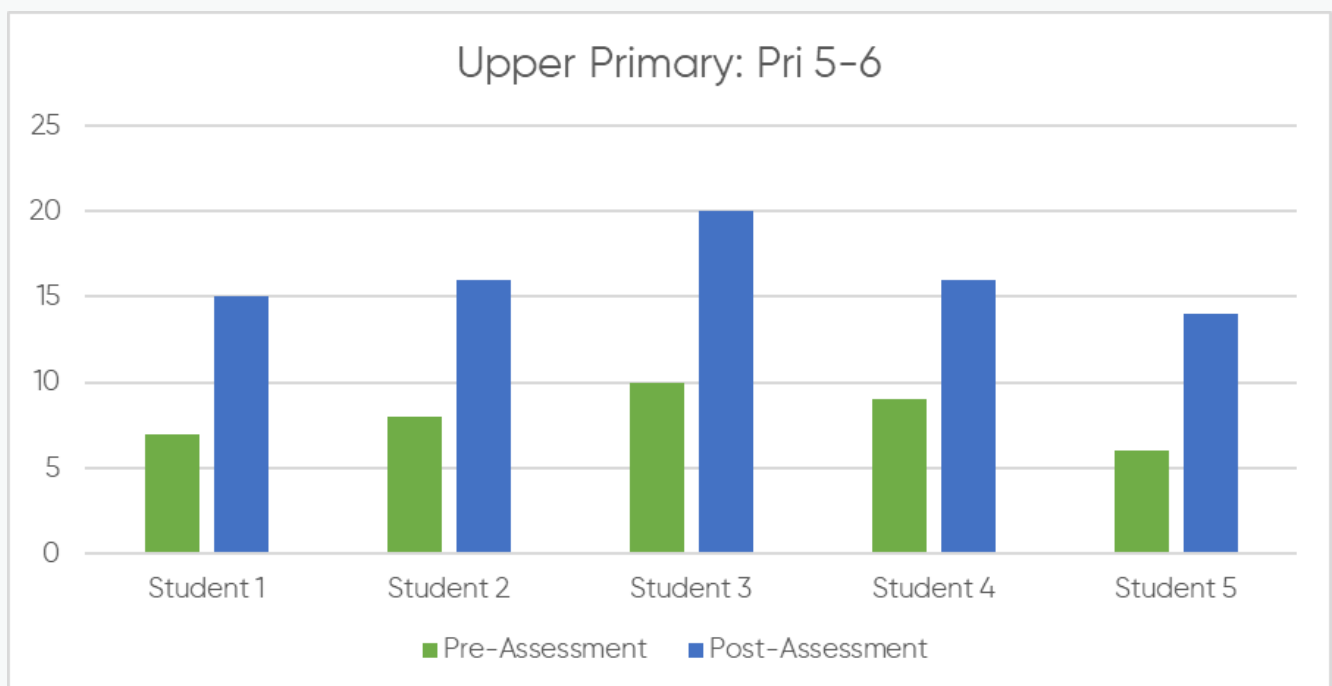
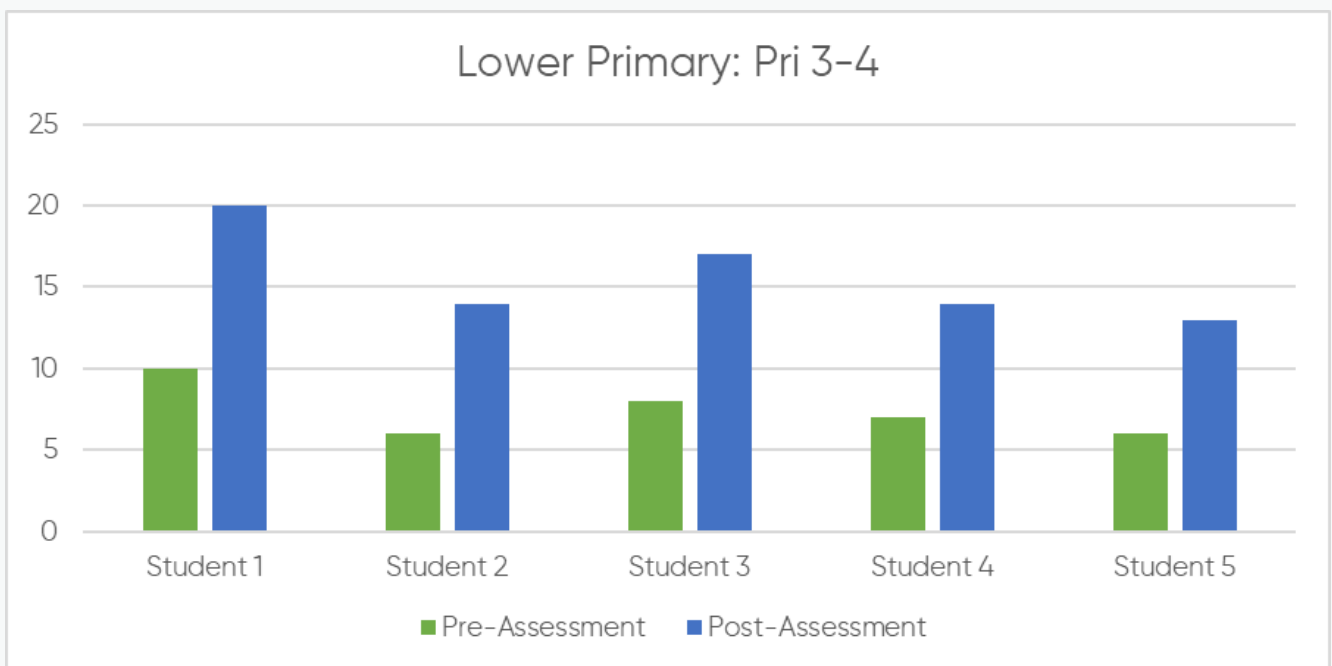
Students will automatically exit from the Science Explorers Short-Term Programme when they have completed 10 1-hour lessons in the school term. As such, students can sign-up for another Science Explorers Short-Term Programme with a different Science theme in the following school term.

Who the Programme is for

The Science Explorers Short-Term Programmes are for Primary 3 to Primary 6 students who have been diagnosed with dyslexia and are facing challenges to learn Science in their mainstream schools and hence, require a strong foundation in the conceptual knowledge and understanding of the Science syllabus.

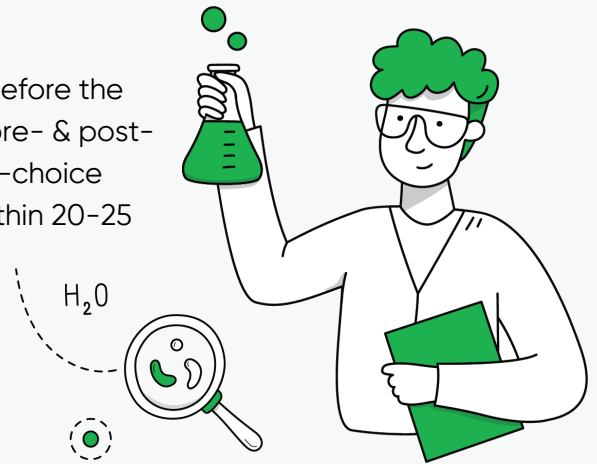
EVALUATION OF PROGRAMME FOR 2021-2022

A termly evaluation of our Science Explorers Short-Term Programmes is carried out as one of the best practises at the Dyslexia Association of Singapore (DAS), to ensure that our programmes are of high quality and its effectiveness throughout the year. Our evaluation process includes the Science pre- & post- assessments as well as feedback from our Science dual specialists and parents. The data derived from this evaluation process certainly enables us to analyse and identify areas for future developments and enhancements to ensure that our Science Explorers Short-Term Programmes cater to the educational needs of our students with dyslexia who face challenges when learning Science in their mainstream schools.



Science Pre- & Post- Assessments

Our students sit for their Science pre- & post- assessments before the first and after the last lesson of each term respectively. The pre- & post-assessments consists of Section A, which includes 10 multiple-choice questions (MCQ) that students must attempt to complete within 20-25 minutes. There is also a Section B, which includes 5 open-ended questions for students to attempt and complete within 30 minutes. All Science questions are based on the Science theme of the Science Explorers Short-Term Programme for that current school term.



Overall, results obtained from the termly pre- and post- assessments indicated good progress between both the lower primary and upper primary students. It is evident that our students are able to retain the learned Science concepts and processes as well as to be able to apply the Science concepts which were taught in the specific Science Explorers Short-Term Programmes. In comparison with Science multiple-choice questions in Section A with open-ended questions in Section B, most students performed better in Section A as it is not required for students to write down their observations or conclusions using Science specialised vocabulary, which proves to be a struggle for them.

Feedback from parents

90% of our parents gave feedback that their child enjoyed attending the Science lessons because it was fun exploring Science and the lessons were engaging which included Science experiments and videos on Science concepts. They also observed that their child had become more confident and able to present Science concepts better when asked to explain the conceptual knowledge and understanding of the learned Science topics throughout the school term.

Parents also suggested a few areas of improvement which is to extend the duration of the Science Explorers Short-Term Programme as 1-hour is too short to learn more Science concepts. Moreover, parents also suggested that they prefer face to face Science classes than online lessons as their child is unable to focus during an online session and parents are unable to guide them because they are at work. These suggestions clearly shows that parents would like their child to learn more Science concepts in a face-to-face classroom where there is a need for more engagement and hands-on Science activities.

NEW INITIATIVE TAKEN FOR 2021-2022

The launch of Science Explorers Short-Term Programmes for Upper Primary 5-6 students with dyslexia. The Science Explorers Short-Term Programmes (STPs) for upper primary students 5-6, were launched in 2021. These programmes are designed to prepare our students for their upcoming primary school leaving examination (PSLE). Apart from exploring Science concepts and processes, these students are provided with Science exam skills, which help them to cope with their Science examination by understanding the Science questions better.

ENGAGEMENT AND AWARENESS

On Wednesday, 2nd March 2022, Ms. Kavitha Tiruchelvam, Programme Manager for SES Science, conducted a RETA Webinar titled, 'Teaching Science using the Inquiry-Based Learning approach (IBL) to primary school students with dyslexia.' Twelve RETA members had registered for the RETA Webinar; however, only five RETA members participated in it.

The webinar explored the challenges faced by our students with dyslexia when learning Science in their mainstream schools and how our students can overcome these challenges when provided with meaningful learning experiences that would create opportunities to inquire about the role of Science in today's world. In addition, the speaker also shared about the Science Explorers Short-Term Programmes (STPs) at the Dyslexia Association of Singapore (DAS), which have been designed to provide support for primary 3 to primary 6 students with the Science literacy and the application of the Science conceptual knowledge and skills, in a fun and interactive environment.

Overall, according to the feedback of the attendees, the RETA webinar was useful and well received with crucial insights.

TESTIMONIALS

Testimonial by Science Educational Therapist, Ms. Kavitha Tiruchelvam



Rico is a motivated learner who was engaged throughout the Science lessons. He inquired when in doubt and we were able to correct his misconceptions on some of the Science concepts. He enjoyed the Science experiments where he was able to investigate, note down his observations and conclusions. This indeed helped Rico to understand the Science concepts better and he was able to tackle the Science exam questions with his Science conceptual knowledge and skills. He has shown good progress in his Science subject. It certainly was an enriching learning experience for Rico when he attended the Science lessons, which has led him to have an inquisitive mind.

Guardian's Feedback by Grandmother, Madam Erica

I would like to say that the Science programmes benefited Rico very much because the Ms. Kavitha have good skills and knowledge in the Science subject that she teach. The Science programmes were like enrichment for him and thus helped him pass his PSLE in Science. Thank you for assisting Joji, appreciate it.

SUCCESS STORIES / CASE STUDY

One of our Science students, who was in primary 3 in 2021, did well for her Science weighted assessment and scored 74%. Her mother was shocked despite her daughter's struggles with her medical condition. She was extremely happy and thanked our Science dual specialist, Ms. Nur Farahin, for her dedication, patience and understanding when teaching her daughter. Till date, our student is still currently enrolled in the Science Explorers Short-Term Programme and is enjoying her Science lessons.






Short Term Programme Science Explorers

For Primary 3 to 4 and Primary 5 to 6
Class is catered to two separate age groups

\$685

Bursary is available



Our Science Explorers Short-Term Programme is designed to provide support for science literacy, understanding of the science processes and application of the conceptual knowledge and skills to answer science exam questions in a fun and interactive environment.



To sign up, scan the QR code

More more info, visit tinyurl.com/DAS-Science

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**Helping people with Dyslexia and
Other Specific Learning Differences Achieve**

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Bishan (Junction 8)

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Singapore 579837

Chinatown Point

133 New Bridge Road
#04-01
Singapore 059413

Chua Chu Kang

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#01-167
Singapore 680017

Parkway Parade

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

Rex House

73 Bukit Timah Road
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Singapore 229832

Henderson

Blk 95A Henderson Road
#01-01
Singapore 151095

Serangoon

Blk 411 Serangoon Central
#01-387
Singapore 550411

Sengkang

Blk 257C Compassvale Road
#01-545
Singapore 543257

Woodlands

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Tampines

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