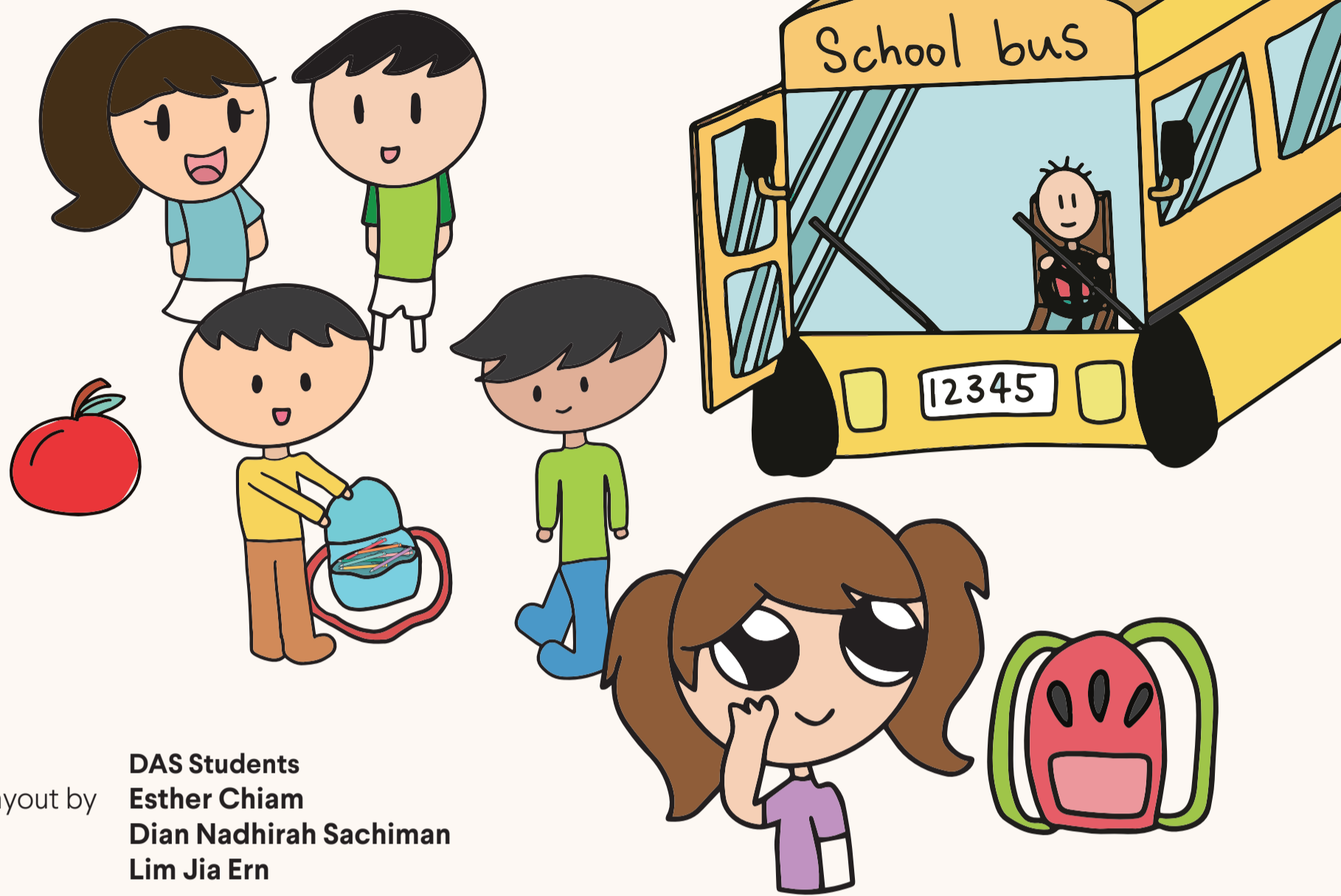


CELEBRATING TALENTS

ANNUAL REPORT FY2019-2020





Original Artwork*
Editor & Design Layout by
Digital Illustrators

DAS Students
Esther Chiam
Dian Nadhirah Sachiman
Lim Jia Ern

*Artwork Commissioned by English Language and Literacy Division for the Sight Word Card Deck teaching resource.

DAS Patron **Mrs Goh Chok Tong**

Dyslexia Association of Singapore

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

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

Institution of a Public Character (IPC)
Since 15 February 1996. IPC No. IPC000249
It has been accorded the IPC status from 1 April 2018 to 31 March 2021.

Full Member of National Council of Social Service

www.das.org.sg
www.dasacademy.edu.sg
www.dasint.org.sg

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Charity Transparency Awards 2019



Dyslexia Association of Singapore was one of the 67 recipients at the 4th Charity Transparency and Governance Awards 2019 and was conferred the Charity Transparency Award by the Charity Council on 3rd December 2019.

The Charity Transparency Awards are a part of the broader scheme of the Charity Governance Awards that are an initiative by the Charity Council. They aim to promote good governance in the charity sector by acknowledging the excellent work of charities while inspiring others to emulate their best practices.

To recognise charities with good disclosure practices, charities that meet the qualifying standards in disclosure under the Charity Transparency Framework will receive the Charity Transparency Awards.

(Source: Charity Council)



DAS President Mr Eric Lee received the award from Chairman of Charity Council, Dr Gerard Ee.

About the Dyslexia Association of Singapore

Started as a Community Project

Initiated as a one-off community project by the Raffles City Rotary Club (RCRC) in 1989, the Dyslexia Association of Singapore has since served thousands of individuals with dyslexia and is continuing to develop capabilities with an aim to support all individuals with dyslexia in Singapore.

DAS began as a community service project in 1989 by the then-President of RCRC, Mr George Abraham, and the late Dr Jimmy Daruwalla to raise awareness about dyslexia in Singapore. After organising two public forums on dyslexia, the first of which counted Mrs Marion Welchman, the founder of the first UK Dyslexia Association and Dr Lee Wei Ling, who was a consultant Paediatric Neurologist and the Head of the Learning Disorders Clinic at School Health Services as its speakers, RCRC forged ahead to establish a local Dyslexia Association and formed a committee to initiate the project in April 1991 this led to the official registration of DAS with the Registrar of Societies in October 1991.

With the RCRC's support and many other significant donors and sponsors, DAS has expanded from an initial intake of 12 students and a teacher in 1993, to its current

full-time staff strength of 241, which includes educational therapists, specialist psychologists and speech and language therapists, to support more than 3,500 students with dyslexia in 14 centres in Singapore.

“We are thankful for the unfailing support from the Rotary Club of Raffles City throughout the past 29 years. It is because of charitable organisations like RCRC that DAS is able to continue to enhance our capabilities and expand our reach and scope to assist more individuals with dyslexia. The evolution of DAS as a small-scale community service project by RCRC into its present-day scale demonstrates that no charitable effort is insignificant, that an initiative of a few can benefit thousands. We hope this partnership will inspire more organisations and people to give individuals with dyslexia a helping hand,” said Lee Siang, Chief Executive Officer, DAS.

“The RCRC is proud to have initiated a community service project on dyslexia that became the foundation for the growth of DAS into an organisation offering support for students with learning needs. Beyond observing 25 years of support to DAS, RCRC understands there are many more children with dyslexia out there and is committed to supporting DAS to help these children overcome their learning differences, reach their potential and achieve academic, professional and personal successes,” said Corina Lai, President of RCRC (2015).



President's Message

COVID-19 began to impact DAS towards the end of FY2019-2020. I would like to thank the DAS Executive Committee and Management for being adequately prepared to switch to Home-Based Learning when the Ministry of Education instructed us to do so from Term Two Week One (23 March 2020). DAS was therefore, able to continue delivering our programmes and services and for most of our students, their learning was not disrupted. The full impact of COVID-19 will be felt by DAS in the next Financial Year (FY2020-2021) but with government support measures such as the Jobs Support Scheme and donations already pledged from the Singapore Teochew Foundation and the national Bicentennial Fund, we can be confident that DAS will be financially sound going forward.

The work of DAS for the dyslexia community has been ongoing for 29 years and this would not have been possible without the firm foundation laid by our founding President Dr Jimmy Daruwalla, our supporters, donors, volunteers, parents and of course the ExCo and staff of DAS.

I would like to thank the Ministry of Education (MOE) for their continuous support over the years and providing the MOE Grant for dyslexic students attending the MOE-aided DAS Main Literacy Programme (MLP) at our fourteen DAS Learning Centres. We expect the Grant to amount to \$10,423K in FY2019-2020.

Students from lower-income families also benefited from the MOE Financial Assistance Scheme (FAS). If not for the MOE Grant and FAS, DAS would have to charge higher fees for MLP to be

sustainable. With MOE's support, we can keep our MLP fees affordable and our services accessible to parents and their children. The MLP fee payable by parents is \$25.68 per hour (including GST) and this has not changed since 2007.

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

Likewise, DAS provides bursaries for students from lower-income families to access much-needed non-MOE funded DAS programmes. In FY2019-2020, the amount of DAS bursaries provided was \$1,017K although net donations raised was only \$811K during the FY. We are most grateful to the many generous donors who have come forward to help children from lower-income families benefit from DAS services. I am not able to name them all but we will certainly not forget the many individuals and organisations who have supported the work of DAS.

A major DAS fundraising event for FY2019-2020 was our Pledge Card effort from January to March 2020. Due to the splendid efforts of staff, parents and students of DAS, we raised \$85K. Staff also contributed over \$12K in FY2019-2020 from their monthly salaries towards the DAS bursary fund. It is wonderful to see staff, parents and students contributing to these efforts to ensure children from lower-income families can access much needed DAS programmes and services.

Other notable contributions in FY2019-2020 include the Ishk Tolaram Foundation who donated \$243K to

bursaries for the DAS Preschool Programme for 2019 and 2020. The President's Challenge has been a great supporter over the years and donating significant sums to DAS. Much staff preparatory work in the latter half of FY2019-2020 resulted in the Singapore Teochew Foundation agreeing to provide DAS with up to \$814K for 100 per cent bursaries for DAS students attending non-MOE funded programmes and services. And there were many other important donations.

DAS also organised another excellent World Dyslexia Awareness Week (WDAW) in the first week of October 2019. I would like to thank Mr Mervyn Koh and UOB Business Banking for once again providing DAS with the UOB Plaza Atrium for our WDAW Exhibition and Art Competition. I would also like to thank Gardens by the Bay for allowing DAS use of the Gardens and Member of Parliament and Mayor of the Central Singapore District Ms Denise Phua for attending our WDAW Walk for Dyslexia on 4 October 2019 and donating generously to DAS.

I would also like to thank the members of parliament, Mr Chng Kee Hiong, Associate Professor Daniel Goh, Mr Faisal Manap, Mr Pritam Singh, Mr Seah Kian Peng, Mr Teo Ser Luck, the Singapore soccer legends, media celebrities, F17 Academy players, sponsors MEDIA360, SPEEDOC, WARRIX & 1 PLAY SPORTS and all students and spectators for joining us for Score for Dyslexia event on 7 October 2019. In total, our efforts during WDAW raised a total of \$26K and much positive publicity for dyslexia in Singapore.



I am most grateful to Ms Lucy Tay, Director, Special Educational Needs, MOE for attending the DAS Student Graduation and Achievement Awards Ceremony on 26 November 2019 at the SUTD Auditorium as our Guest of Honour. Her presence and wonderful speech truly encouraged everyone and re-affirmed the Government's support for our students and their parents.

I am most heartened by the support and approval we have received from the Ministry of Education, the Housing Development Board and the MP Advisor of the Yishun area, Associate Professor Dr Muhammad Faishal Ibrahim to replace our current Yishun Centre with a larger centre with more classrooms. As 83 per cent of the students enrolled at the DAS Yishun Centre are from lower-income families and qualify for bursaries, we hope the relocation will allow us to reach out to more of such children who reside in the Yishun vicinity and need the services to be provided close to where they live. We expect the new centre to be built and ready for classes by January 2021.

Most importantly, I would like to express our appreciation to our ever-supportive patron, Mrs Goh Chok Tong. Mrs Goh has been our Patron since 1995 and her

encouragement has been instrumental to our continued development. Mrs Goh's kind letter on our behalf to the Lee Foundation has resulted in a \$300K donation from the Foundation towards the building of our new Yishun Centre.

Board renewal continues to be an important item on the Executive Committee's agenda. We now have four Executive Committee members, Mr Jim Lee, Mr Kevin Kwek, Ms Wong May Lyn and Dr Zubin Daruwalla who are around 50 years old and below. We also have four new sub-Committee members - Ms Alicia Tan, Ms Lye Ay Wen, Mr Dickon Addis, Mr Anurag Pandey - who joined us over the past 12 months. They will be contributing to the Fundraising Committee as well as the Programmes and Services Committee. We will endeavour to continue to attract more qualified and committed people to join the Executive Committee and supporting Committees to ensure the continuity necessary to pursue the outstanding work achieved by DAS over the years to help people with dyslexia.

I am delighted that at the management level, there continues to be stability and progress under the leadership of Chief Executive Officer Mr Lee Siang. Under Lee Siang and his General Management Team's able management, DAS has continued to grow from strength to strength. I would like to thank him and his team for another outstanding effort in the past year in reaching out and helping many more students with dyslexia and associated learning differences despite limited funds and resources. In March 2020, the unprecedented yet relatively smooth

transition to home-based learning by over 3,000 students across our 14 learning centres was a momentous undertaking in response to the COVID-19 situation. This was an excellent example of management's excellent stewardship, willingness to embrace change and improvement and must be acknowledged.

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

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

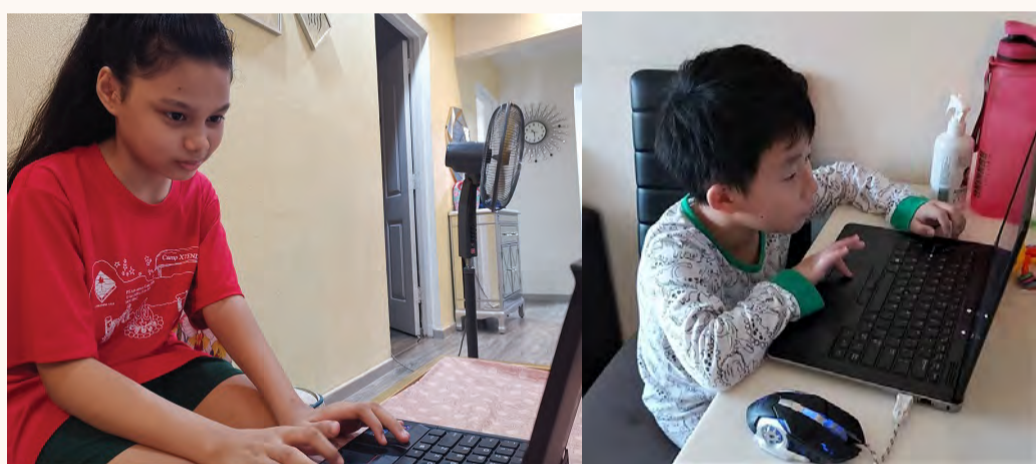
We will continue to further our mission - Helping Dyslexic People Achieve.



Eric Lee, President

CEO's Message

As highlighted in the opening statement of DAS President Mr Eric Lee's message, the financial impact of COVID-19 on the Association only began when the requirement for DAS to switch to Home-Based Learning commenced at the start of School Term Two from 23 March 2020. We will experience the full impact in the next Financial Year (FY2020-2021). However, although COVID-19 continues to dominate the conversation, it is important we do not forget the many achievements and successes of DAS in FY2019-2020.



With DAS having incurred a financial deficit in FY2014-2015 for the first time in more than a decade, one of management's priorities for the past five years was to stabilise the finances of DAS and its subsidiaries. I am therefore pleased that at Group level, we were in surplus from FY2015-2016 to FY2019-2020. This is despite the MOE Grant rate being largely unchanged and lower donations received in FY2019-2020. It has therefore been another challenging year for DAS and Group accumulated funds remain at \$13.98million as at 31 March 2020. This is only around 66 per cent of the annual expenditure for FY2019-2020. DAS must, therefore, continue to be prudent in our spending.

The MOE-aided DAS Main Literacy Programme has once again reached an all-time enrolment high of 3,157 students in

Term 4, 2019. ELL (English Language and Literacy) Division's FY2019-2020's full-year revenue was \$16,581K which is five percent higher than FY2018-2019's \$15,784K. Besides higher MLP fees and MOE Grant received because of higher MLP enrolment, there have been more contributions from the new iReach and iStudySmart programmes as well.

Full-year FY2019-2020 revenue for dyslexia assessments was \$566K which is much lower than the \$854K in dyslexia assessment fees received in FY2018-2019. Although the number of referrals received in 2019 was not significantly lower than in 2018, 2018 saw an exceptionally high number of assessments due to a huge backlog from 2017. Like in 2017, we had a shortage of psychologists to conduct assessments in 2019 and early 2020. The assessment and processing waitlist had increased to over 300 at the end of March 2020 and wait time for an assessment was ten to twelve weeks compared to two to three weeks in late 2018. We expect assessment numbers to pick up again from September 2020 as more assessment capacity becomes available.

One heartening development is the revenue for SpLD assessments increasing by 40 per cent to \$104K in FY2019-2020 compared to \$74K in FY2018-2019. With many students with dyslexia having comorbid SpLDs, SpLD assessments are expected to contribute more to the revenue of SAS (SpLD Assessment Services) going forward.

Revenue and enrolment for various SES programmes were mixed although overall full-year revenue for SES was \$2,809K for

FY2019-2020 which is a 10 per cent increase from FY2018-2019's \$2,548K. This is due to overall SES enrolment reaching a historical high of 1,238 in Term 4, 2019 with additional contributions from Science and Termly Programmes.

Besides the 14 DAS centres, we also taught in PAP Community Foundation Preschool Centres and some MOE schools.

Additionally, we conducted a literacy and numeracy programme for five residents of the Singapore Boys Home in Term 4, 2019 and Term 1, 2020.

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 29 staff have completed Masters degrees in related fields. To facilitate the reliability of DAS programmes, programme evaluation and research has become part of the culture at DAS. A DAS Handbook that includes the programme evaluation reports of all major programmes was published for the first time in October 2014 and a 6th issue is being put together for publication in late-2020.

The 12th and 13th issues of the Asia Pacific Journal of Developmental Differences featuring research articles from DAS staff as well as researchers from Singapore and the region was published in July 2019 and January 2020 respectively. In June 2015, DAS organised the first UNITE SpLD Conference and a fifth instalment was organised from 26 to 28 June 2019 with speakers from DAS, Singapore as well as

Australia, China, Hong Kong, Indonesia, India, Japan, Kenya, Malaysia, Italy, UK and US.

There was a one-time payment made by DAS in FY2019-2020. IRAS had informed DAS that we have to pay \$447K by end March 2020 due to an over claim of input tax over the last five years.

Despite the above one-time payment, DAS achieved full-year revenue of \$20,606K for FY2019-2020 compared to FY2018-2019's \$19,840K and a surplus of \$287K for the full FY2019-2020.

As our subsidiaries are an important extension of our charitable work, I would like to also report that for DAS Academy, the Full Year FY2019-2020 revenue was \$872K which is lower than the \$934K for FY2018-2019. Revenue from public participants increased slightly to \$462K in FY2019-2020 from \$444K in FY2018-2019. Enrolment has been mixed with historically high numbers for Certificate Courses and the Specialist Diploma in Specific Learning Differences and good interest for in-school workshops but lower numbers for the Masters in Special Educational Needs and workshops.

Revenue from MOE Allied Educators training was absent although this revenue item will return in FY2020-2021. 4th quarter revenue was impacted by the COVID-19 situation with many participants deferring attendance or not signing up. This is despite DAS Academy offering the option of online attendance for all lectures.

DAS Academy's full-year revenue from DAS participants declined to \$397K in FY2019-2020 from \$482K in FY2018-2019. This is mostly because of reduced recruitment of full-time Educational Therapists at DAS.

Despite the above, because of improved cost controls, DAS Academy came in with a surplus of \$17K for FY2019-2020.

For DAS International, full-year FY2019-2020 revenue increased by 29 per cent to \$350K, up from \$271K in FY2018-2019. Besides a historically high number of one-to-one Specialist Tutoring teaching hours, teacher/parent training in Shenzhen and Guangzhou, China in June and December 2019 also contributed. DAS International achieved an operating surplus of \$79K for the full year of FY2019-2020 and was able to contribute \$60K to DAS from this surplus and another \$150K from retained earnings in FY2019-2020.

The financial environment for DAS continues to be very fluid especially because of the changes in our funding agreement with MOE. The COVID-19 situation has also disrupted revenue. Management will continue to be prudent. Nevertheless, our efforts to increase the range and productivity of our programmes and services are bearing fruit and we can look forward with greater confidence as we provide more dyslexic people with more comprehensive and better services.

The DAS strategy for the next five years remains unchanged and this is "To build a comprehensive and holistic range of programmes and services for our clients

with Dyslexia and Specific Learning Differences". Major areas for development include the increasing use of technology in our classrooms, the continued development of talent-based programmes such as an arts programme, Artventure as well as piloting additional support for Normal Tech students.

This has been a wonderful team effort and I must once again acknowledge DAS colleagues for their immense effort and the Executive Committee for their support and guidance. It should be noted that the above developments were achieved despite a freeze in administrative headcount since 2014 and a decrease in full-time Staff Strength from 240 at end-March 2019 to 237 at end March 2010. Despite the greater demands, DAS staff are serving longer. 41 per cent have now served DAS for more than four years. This was 26 per cent just 36 months ago. This has been the result of a stable resignation rate.

The breadth and complexity of work at DAS have increased significantly. But DAS continues to be in the pioneering country in almost everything we do and there is much more we can accomplish for the greater benefit of our clients with Dyslexia and Specific Learning Differences.



Lee Siang, Chief Executive Officer

Executive Committee



Mr Lee Siew Pin Eric
President



Mr Rajaram
Vice President



Mr Vincent Chen
Honorary Treasurer



Dr Zubin Daruwalla
Honorary Secretary



Mr Kevin Kwek
Assistant Honorary Treasurer



Ms Wong May-Lyn
Assistant Honorary Secretary

Executive Committee



Mr K Kesavapany
Committee Member



Mr Kaka Singh s/o Dalip Singh
Committee Member



Mrs Cynthia Tan
Committee Member



Mr Paul Lim Boon Tong
Committee Member



Mr Jim Lee
Committee Member

General Management Team



Lee Siang
Chief Executive Officer



Chai Soo Chiao
Chief Financial Officer
& 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 &
Staff Professional
Development



Edmen Leong
Director of Specialised
Educational Services

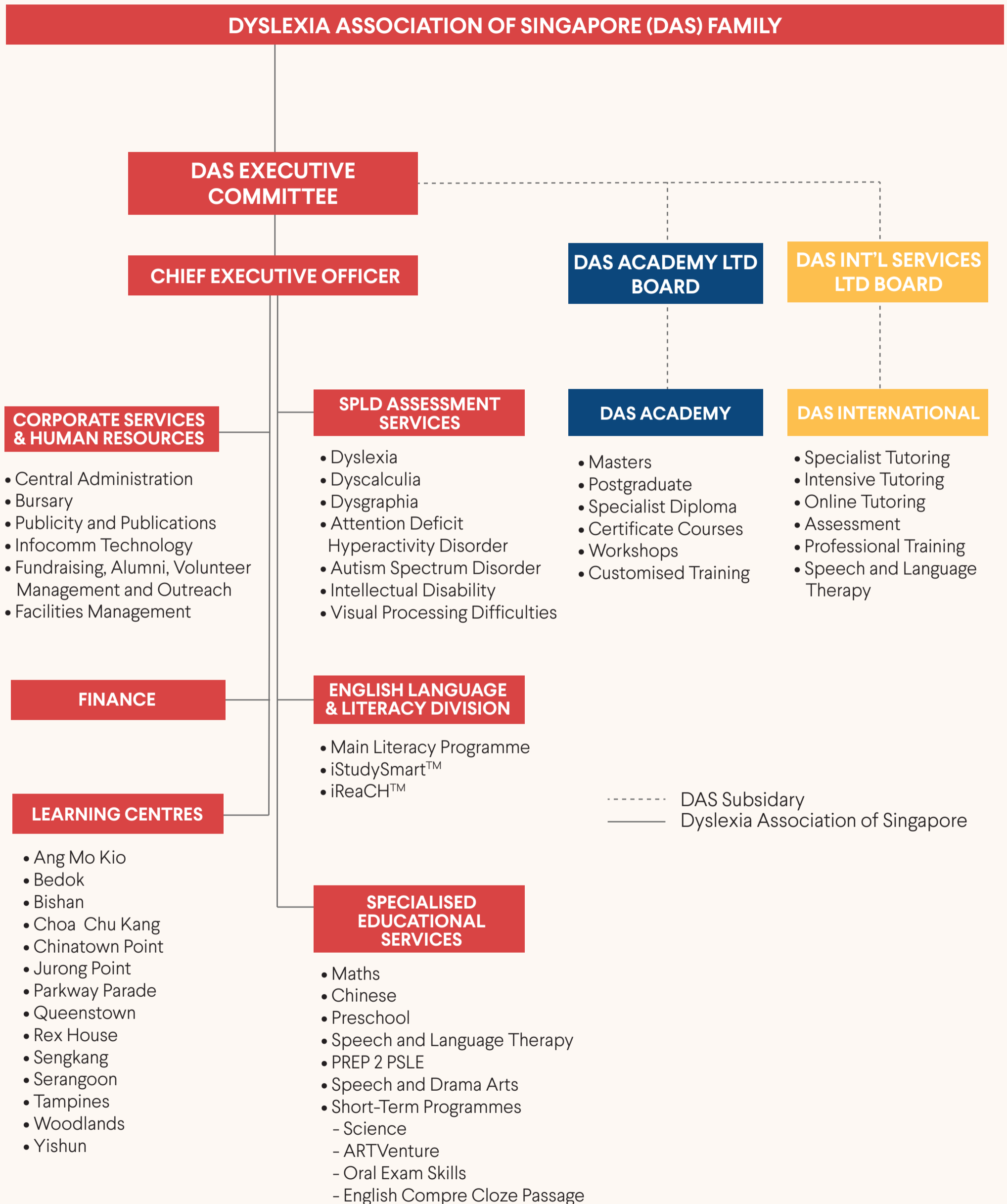


June Siew
Head, DAS Academy



Anaberta Oehlers-Jaen
Head, DAS International

Organisational Structure



Event Highlights



DAS Charity Movie Screening

On 27 April 2019, DAS held its second Charity Movie Screening to raise funds for our bursary students from lower-income families. The two day screening of Avengers: Endgame saw its cinemas filled. The event was a huge success! We sincerely thank you for your generosity and overwhelming support for our cause.



UNITE SpLD Conference

From 26 to 28 June 2019, more than 70 experts from Singapore and 10 other countries came together to discuss new findings and methodologies that would enhance support, intervention, and assessment for children with dyslexia and other specific learning needs.

The conference showcased the latest global research covering aspects of behavioural, literacy and social-emotional support, intervention and assessment for children.

The keynote presentation on 'Lifting the Bottom – Helping the Disadvantaged' centred on the discourse surrounding children with learning disabilities who also have lower social-economic status.



Play it Forward

Students from DAS participated in the Play it Forward charity challenge junior category at Marina Bay Sands from 2 to 4 Aug 2019. They were awarded the winning team for their participation in the games.





DAS Student Graduation and Achievement Awards Ceremony

The 17th Student Graduation & Achievement Awards Ceremony was held on 26 November 2019 at the Singapore University of Technology and Design (SUTD). The event celebrated 357 DAS students from across 14 Learning Centres and their achievements in both academic and non-academic pursuits.



Painting by the River

DAS students participated in Painting by the River on 28 November 2019. Painting by the River was organised by DAS ARTventure and supported by UOB Business Banking. Our students had the opportunity to create art by the Singapore River!



Hovercraft Holiday Workshop

Our first parent-child handicraft workshop welcomed 10 families to their create own hovercraft and raced against one another. DAS Alumni student Selwyn and his parents conducted the workshop and shared parenting experiences during the session.



First Online Preschool Seminar

DAS welcomed more than 200 local and overseas participants to its first online Preschool Seminar on Tuesday, 17 March 2020. The seminar catered to significantly increasing demand amongst parents and educators for expert advice in giving preschool children with literacy delays the best possible start in their learning journey.



World Dyslexia Awareness Week

World Dyslexia Awareness Week (WDAW) 2019 was organised to raise support for children with dyslexia and Specific Learning Differences (SpLD) and celebrate their diverse talents, from 1 to 6 October 2019, Dyslexia organisations worldwide joined in raising awareness.

WDAW began with the 'Let's Embrace Dyslexia' exhibition on 1 October, supported by UOB Business Banking at the UOB Atrium, followed by the 'Clever but Cluttered' parent workshop on 2 October to improve executive function of young learners at the DAS Academy. On 3 October at the Lifelong Learning Institute, children attended a free mass dyslexia screening and parents attend a "Tea with DAS Specialist Psychologists" session to have their questions about learning differences answered and to find out more about social emotional difficulties in and SpLD comorbidities.

The inaugural 'Walk for Dyslexia' on 4 October 2019 co-organised with Gardens by the Bay was graced by guest-of-honour Ms Denise Phua, Member of Parliament for the Jalan Besar Group Representation Constituency (GRC) and Mayor of Central Singapore District who lead the walk at Gardens by the Bay.

WDAW 2019 wrapped up with the 'Score for Dyslexia' charity football match on 6 October 2019 co-organised with Sport Singapore and ActiveSG Football Academy at the Jalan Besar Stadium, where local veteran football icons will play against contending teams comprising F17 Academy Footballers and children with dyslexia.

COVID-19 Response

CEO Thoughts: Home-Based Learning Initiative Amidst COVID-19 Pandemic

The Dyslexia Association of Singapore (DAS) stood together with Singapore and the World in facing the COVID-19 Pandemic. The Singapore Government rallied together and made a strong call for action, the Singapore Minister for Health, Mr Gan Kim Yong said: "We should take all the necessary precautions and carry on with life". For DAS, this meant that we needed to ensure our students had continuity in their learning and to not let the virus stop their progress.

Changes Were Rapidly Taking Place!

Announcements were made as COVID-19 evolved and that activated DAS to prepare for its activities to go online. DAS Staff started to conduct all its meetings by Zoom and we started to stagger our working hours. DAS scaled down the Mass Dyslexia Screening events, this was replaced with a one-to-one service out of our learning centres. The DAS Centralise Parents Orientation (CPO) also went online. The CPO, usually restricted to 40 parents due to the venue capacity, now saw attendance soar due to the new online delivery. The DAS Preschool Seminar was turned into our first online seminar and its success buoyed our staff and built confidence about online delivery of events. Finally, it was decided that UNITE SPLD, the DAS yearly conference, was to go online and with some fast reorganisation of the programme, presenters contacted, and with the success of our Preschool Seminar still in

the air, the DAS spirit took over and the event planning went into action!

By March 2020, DAS had already initiated a plan of action that would pre-empt this announcement. DAS started to create Home-Based Learning packs and updated the curriculum if students were to learn from home. This started a significant chain of events as the pandemic was evolving. DAS prepared for the unprecedented implementation of home-based learning for 3,500 students across our 14 learning centres. DAS Home-Based Learning is delivered via online teaching and/or the take-home learning packs provided by our Educational Therapists.

Preparing To Go Online!



Converting to home-based learning for thousands of children, especially using online platforms, is an enormous task and it took only a few weeks to implement and then it took a few more before this new approach to teaching stabilised for staff, students, and parents. The effort involved was momentous for all at DAS but necessary for DAS students to continue their learning while COVID-19 continued to spread and evolve.

DAS CEO, Lee Siang mentioned in his blog post, "I often say, "It is not the situation but the response". I am tremendously grateful and proud of DAS colleagues and their response for moving to home-based learning! A significant effort has been made to create on-line lessons and take-home learning packs for our students which also entails additional interaction with parents and students to ensure effectiveness. DAS colleagues have responded so positively, and this must be acknowledged!"



Understandably, many parents wondered about the effectiveness of online teaching and the use of take-home teaching packs, many expressed their concerns, but many were incredibly positive with the delivery of services. One parent from Bishan Learning Centre commented,

"Being a DAS teacher must have been challenging especially during these uncertain times. Though the class size is relatively smaller than mainstream schools, it takes passion and commitment to do what you do every week. Besides following up on my son's uncompleted homework, you were always engaging your students during the lesson live streaming. I would like to extend my appreciation and recognition of your efforts by making the class as interesting for the kids as you always do, (when I peeped over his shoulders during live stream)."

Another Parent made similar comments, "DAS is way ahead in conducting the live stream lessons much before other commercial tuition centres and even primary schools. They had teething problems, but DAS did not! We are very appreciative and a huge THANK YOU! Stay well."

Another mentioned, "We thank you so much for putting in the effort to make innovative and creative lessons for them to learn. Please stay safe and healthy so the children can meet you again."

Educational Therapists Reflected about the Online Environment

As DAS Educational Therapists delved into online learning, they were experiencing some amazing connections with their students. And surprisingly, online learning was a good solution for many of their students and for some online learning works exceptionally well!

"Overall, I feel the online experience is very engaging for the kids, and at the same time, they have picked up knowledge to use computers amazingly fast."

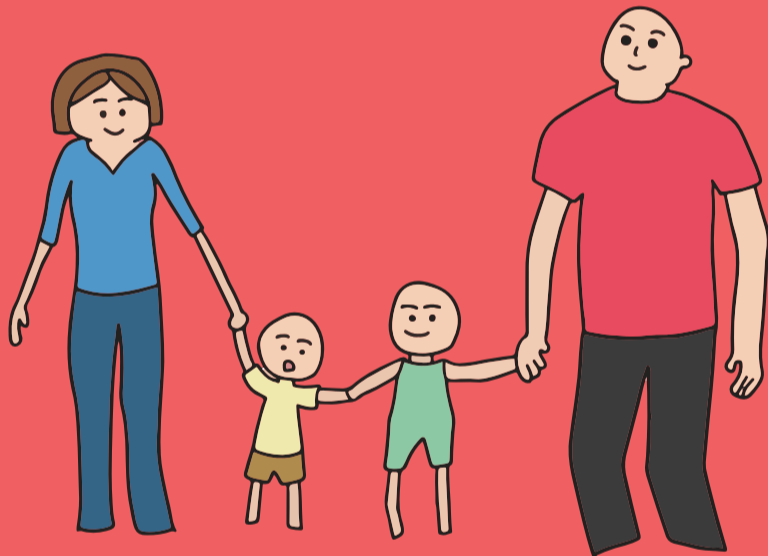
"On top of the anxiety and concern, I actually felt a tinge of excitement when the possibility of converting lessons to online was announced the very first time. Online learning is not something new, but before COVID-19, a concept undervalued, especially in this digitalized world. Nevertheless, what makes the whole experience even more interesting is being able to assess how students with SpLD respond to an online medium."

The Year in Numbers



3,157

children and youth supported in the main literacy programme

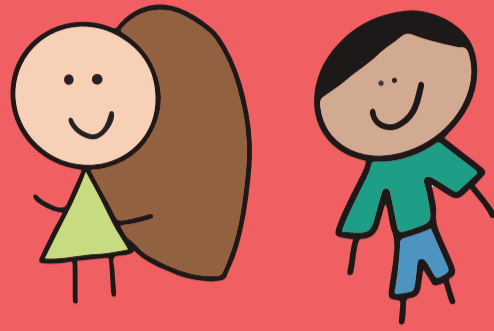


\$827,856

donations received in support of DAS families who require bursary aid to access intervention programmes

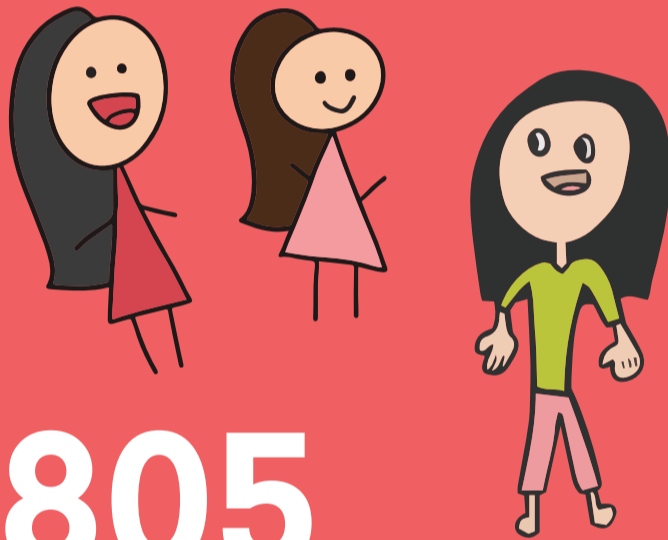
6,764

individuals reached through outreach and public awareness efforts



2,135

bursaries provided to individuals to access assessments and educational services



805

assessments conducted for dyslexia, adult and other learning differences

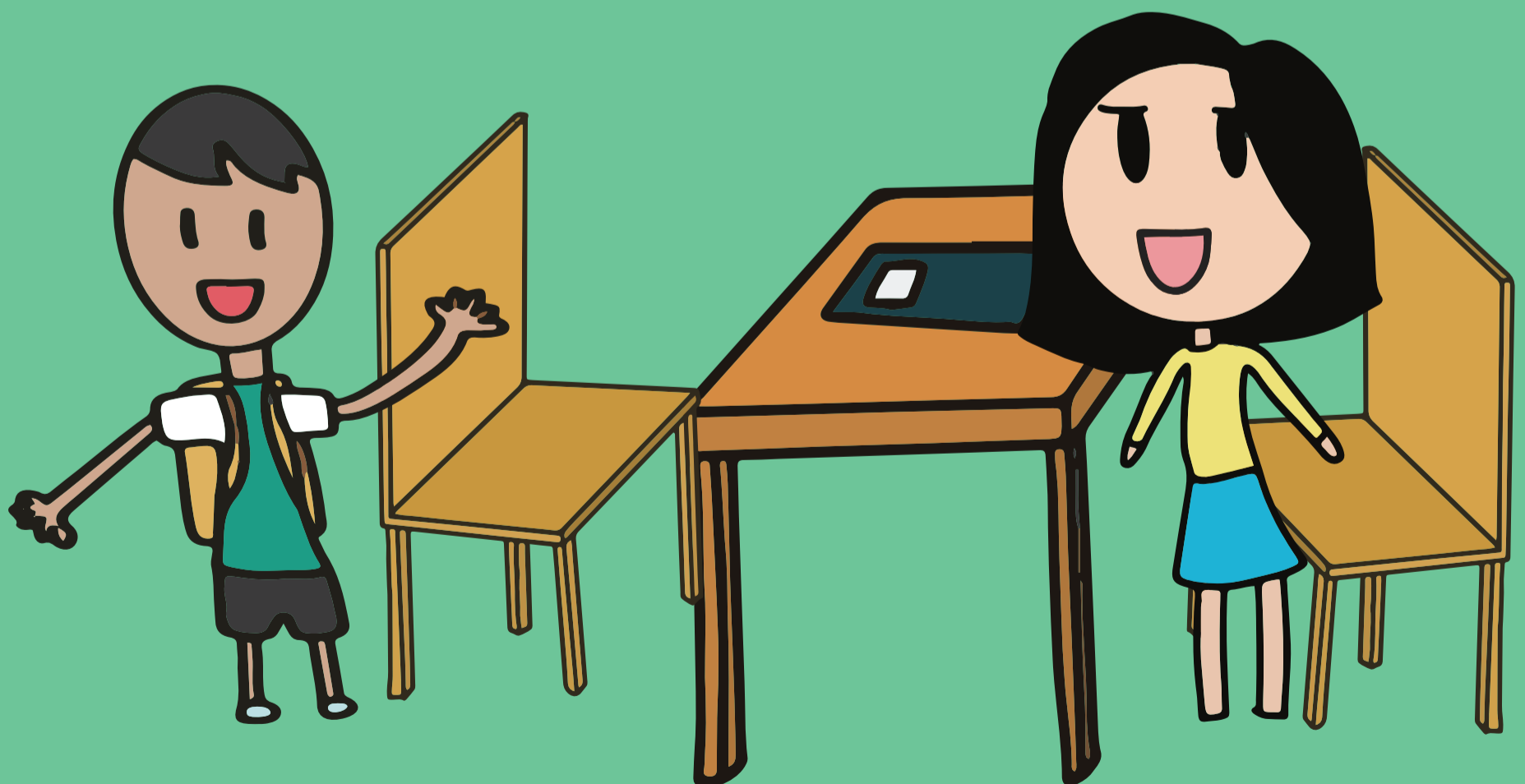
1,049

children and youth supported in the programmes in the specialised educational services

189

children and youth supported in speech-language therapy

SpLD Assessment Services



SpLD Assessment Services

At a Glance

SpLD Assessment Services (SAS) serves as the gateway to DAS programmes and intervention. Comprising a team of Registered Psychologists and Specialist Psychologists, SAS provides admission services, psycho-educational assessments and consultations and talks to support the ongoing development of people with specific learning difficulties. SAS serves all age groups, from preschool learners to working adults.

The psychologists determine the learner's profile as each child has his/her own unique profile which identifies their 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 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 Referral

SAS received a total of 1,654 referrals from a number of sources. The number of students for each referral source is:

- Ministry of Education - 322 students
- DAS websites - 128 students
- Friends and family - 19 students
- Online media - 16 students
- Awareness Talks - 10 students
- Mass Screening - 62 students
- Hospital's Child Unit - 797 students

Assessments Conducted

SAS conducted a total of 805 assessments in FY2019-2020. The breakdown of the number of clients for each assessments are:

- Dyslexia Assessments - 749 students
- Adult Assessments - 15 adults
- Other Specific Learning Differences - 41 students

Bursaries Awarded

A total of 390 bursaries were awarded to student applicants to offset the cost of psychological assessments conducted.

Expansion of Assessment Services

Beyond Dyslexia Assessments

We know that learners with dyslexia may have other co-occurring learning needs. SAS has been conducting assessments for SpLDs other than dyslexia since 2017, and we have seen a gradual but steady increase in the number of non-dyslexia SpLD assessments over the years. The majority of concerns highlighted during such assessments continue to be difficulties with attention and difficulties with Mathematics. In addition, about 32 per cent of these assessments involved the investigation of two areas of concerns, reaffirming that a portion of students' experience difficulties in more than one area that would impact their learning.

A small increase (an increase from 12 in 2018 to 15 in 2019) has also been noted in adults seeking assessments to ascertain whether they have dyslexia. A majority of these individuals continue to be tertiary-level students seeking access arrangements during examinations. However, a small number of this group are working adults seeking options for career advancement, as well as strategies that could be helpful for them at work.

Of the 805 assessments conducted, 16 were fast-tracked, where assessments had to be conducted within a tighter timeline. It is encouraging to note the interest in the SAS from international clients, and SAS is working towards continued growth and expansion.

Enhancing the Curriculum-Based Assessments - MAPTrack

The use of curriculum-based assessments (CBAs) – MAPTrack – started in 2014 to better track the progress of students against the curriculum (scope and sequence) which they were taught at the Main Literacy Programme (MLP). With the enhancement of the MLP curriculum over the recent years, there is a need to update the CBA to ensure that it stays relevant and matches changes in the curriculum.

With the aim of creating a word reading and spelling test which serve as both an updated CBA test as well as a standardised, normed test which informs students' performance against the typically developing population, DAS embarked on the CBA norming project.

For the project, DAS Educational Advisers created two word lists each for reading and spelling, based on the concepts taught in the MLP scope and sequence. The word lists were tested in a mini-pilot with 26 DAS students across different ages (Primary One to Secondary Four) and nine literacy levels (Literacy bands A1 through C9). 10 teachers who taught the



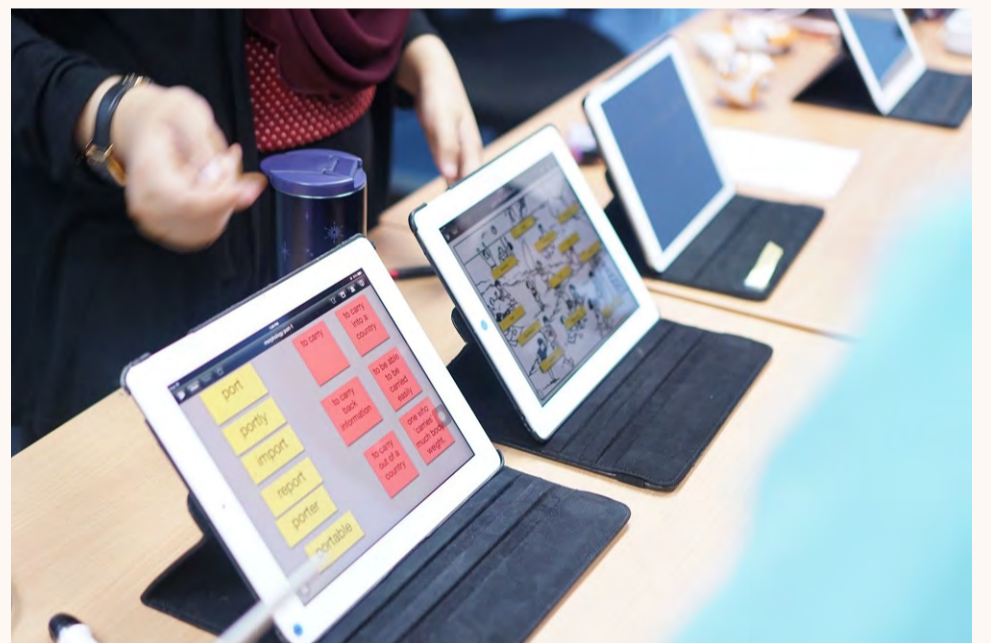
Enhancing the Curriculum-Based Assessments

English Language in mainstream MOE Primary and/ or Secondary schools were also recruited to provide ratings on the perceived difficulty levels of the words in the word lists created. These teacher responses are expected to inform how the difficulty level of the words in the MLP curriculum matches the difficulty level of words learned by the general school-age population.

Following the conclusion of the mini-pilot for the norming of CBAs, the decision was made not to go forward with the subsequent phases of the project. Nonetheless, SAS psychologists continued their work on analysing data obtained from the mini-pilot as well as the survey from teachers. Analysis of the mini-pilot and survey results are currently being conducted on the word lists of 273 words for reading and 270 words for spelling.

Out of the recruited DAS students, 25 completed the reading test and 24 completed the spelling test. All 10 recruited teachers provided their word

difficulty ratings. Based on the analysis, a list of reading and spelling words will be selected for consideration as items in the final CBA Word Reading Accuracy and Word Spelling tests.



Continual Professional Development

DAS strives towards delivering quality professional services for its service users. As such, DAS psychologists continually undergo training to enhance their expertise in conducting assessments and providing tailored recommendations. To do so, the team is involved in weekly professional development sessions that include case discussions, topical or journal presentations, and test-kit training.

In 2019, discussions on complex cases concerning adult dyslexia, dysgraphia, attention deficit hyperactivity disorder (ADHD), and even behavioural/ medical/ sensory issues that may be comorbid with dyslexia, were held. We also share findings from journals and specific topics such as autism spectrum disorder (ASD) and ADHD. To ensure that DAS psychologists are well-equipped to conduct assessments with a range of tests at our disposal, the team learned and examined the interpretive use of the Test of Visual Perceptual Skills – Fourth Edition (TVPS-4), the York Assessment of Reading for Comprehension (YARC), the Adult Reading Test (ART), as well as the British Ability Scales – Third Edition (BAS-3) this financial year.

In addition to internal training, external training was also conducted. Three external consultants for ADHD Ms Poon Siew Win from Mind Matters and ASD Ms Valerie Ho from Insight Psychological Services and Ms Liza Thia from Liza Thia Psychological Consultancy conducted regular training, supervisions and consultations with DAS psychologists, which have been crucial in enhancing our other SpLD services.

The assessment team also attended external courses such as “Communication in Autism Differences and Support Strategies” and “Understanding Vision, Visual Perception and Visual Motor Skills for the Classroom and Clinic” by Bridging Talents, as well as Signposts Facilitator Training and “Language Development for Children with Special Needs” at the Social Service Institute.

Moreover, some of the senior psychologists attended the 2019 Asia Pacific Autism Conference: Thriving with Autism. To enrich ourselves with the knowledge that could be vital for recommendations for our service users, external talks/ visits, including one by Dr Deborah Tan of Singapore National Eye Centre and a visit to Tech Able located at Enabling Village, were also arranged. Furthermore, our team attended a webinar on “Introduction to Telepractice for Therapists and Psychologists” conducted by Pearson, to keep updated on recommended practices and considerations for telepractice.



English Language and Literacy Division



English Language and Literacy Division

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

Main Literacy Programme

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

Applied Educational Therapy Module

“Learning is not a spectator sport” - At DAS we strongly believe in this adage, hence our Educational Therapists (EdTs) do not only obtain training in the theoretical knowledge of planning and delivering lessons, they also receive on-the-job training. They embark on co-teaching right from the start of their training.

The Applied Educational Therapy module is holistic in nature. The lectures that we conduct not only teach Educational Therapists about being effective in the classroom, it also teaches them about

being self-reflective when teaching. Training and teaching concurrently can take a toll on anyone, as such there is also a module included in the lectures on how to recognise burnout and how to avoid it.

The module is taught over two terms and consists of 30 hours of group lectures and weekly one to one mentoring support for over the two terms. There were four lesson observations by the Educational Advisor and collegial learning through observing their peers.

In 2019, the Educational Advisors alongside the lecturers from DAS Academy successfully trained and supported 20 Educational Therapists.



Expansion of Services

iReaCH™ Programme

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

iReaCH™ is developed to provide upper primary and secondary school students with the skills and content knowledge to improve their reading comprehension and writing skills, it also aims to increase their confidence and preparedness to cope with the curriculum demands in school.

Aligned with the mainstream curriculum, the employment of vocabulary instruction coupled with the appropriate use of educational technology encourages learners to become confident and inquisitive knowledge seekers.

With a team of dedicated and experienced iReaCH™ EdTs, we have seen a total of 19 students placed in iReaCH™ as at the end of Term 1, 2020 with five students currently on the waitlist.

iStudySmart Programme

Following the successful trial of the iStudySmart (iSS) programme in Term 4, 2018, the soft launch was rolled out in Term 3 and 4, 2019; an expanded content

covered throughout 20 weeks. The iSS team supported seven Secondary 4 students as they prepared to embark on their tertiary education.

The two terms programme culminated in a live final presentation by the students on 28 November 2019, graced by their peers, families and educational therapists. With sheer tenacity, determination and discipline displayed by the students coupled with unwavering support and encouragement shown by their family members and iStudySmart facilitators, the students overcame not only their learning challenges but also their fear of public speaking! All the students put up spectacular presentations where the topics presented were both educational and thought-provoking, covering a range of subjects from technology to mental well-being. The topics included:

- 'The Importance of Raising Awareness of Stress and its Impact on Mental Wellbeing'
- 'The Advantages and Disadvantages of Nuclear Energy'
- 'Careers beyond Artificial Intelligence'



Educational Technology

Preparing our students for the future is an important role of education and therefore, through iStudySmart, it is our hope that our students will be able to stand in good stead and better prepare themselves as they make the transition into Institutions of Higher Learning (IHLs) and beyond. We are certainly looking forward to supporting more students on the iStudySmart programme when the full launch takes place in Term 2 and 3, 2020!

Appy Hour

The EdTech Team conducted two rounds of Appy Hour for MLP EdTs. Members of the EdTech Team, also known as iReps, shared between three to five applications and web tools that MLP EdTs can use in their MLP lessons (learning) as well as for preparing their lesson materials (teaching). The iReps gathered Educational Therapists to introduce the applications and tools. Educational Therapists then had about two weeks to try these tools with their students after which they would gather again for a discussion on what worked and how they could overcome the areas of concern.

Mobile Learning Week

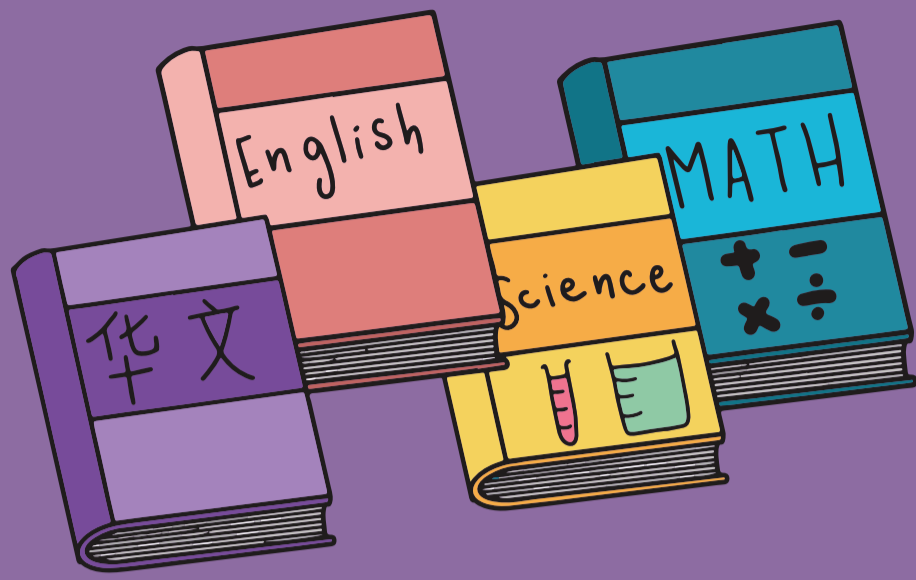
The EdTech Team also conducted one round of Mobile Learning (M-Learning) Week during Term 3 2019. MLP Educational Therapists were to post snippets (either photographs or 1-minute videos) of their usage of technology in MLP classrooms. As these posts are posted on Google+, other MLP Educational Therapists can view each

other's posts and like, share or comment on the posts to either ask questions or leave encouraging comments on their peers' posts.

After that round of M-Learning Week, the Learn@EdTech Team took in constructive feedback from MLP colleagues and extended M-Learning Week to a month-long initiative, Techy Month. This was to allow more time for exploration and inspiration from colleagues.

Techy Month was carried out in Term 1 2020. It is very encouraging to see many posts from MLP colleagues displaying their students' work and their teaching materials using technology. Over time, it was observed that colleagues no longer used technology as a substitute for traditional methods, but are aspiring to achieve lesson objectives that could only be possible with the use of technology. In doing so, they are also introducing students with dyslexia to the various accessibility features that technology offers while creating engaging learning activities.





Specialised Educational Services

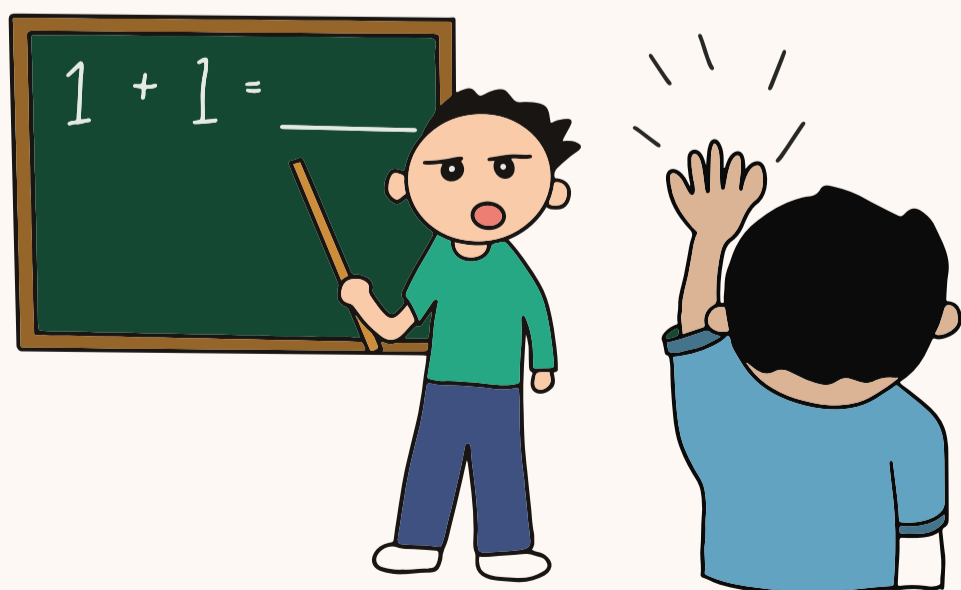


Maths Programme

To be a hub of expertise in dyslexia and associated mathematical learning difficulties, providing Primary and Secondary One Normal Technical (NT) students with evidence-based quality intervention

The Maths Intervention Programme helps to bridge the gap between the students' current mathematical knowledge and what the mainstream syllabus expects them to know. The programme has two curricula for primary school students to meet the diverse learning abilities of our students. The Essential Maths curriculum for Primary One to Primary Six students focuses on building concept understanding and mastery.

The Problem Sums for Upper Primary (PSUP) curriculum is for Primary Five and Primary Six students taking the Standard Mathematics syllabus in school. It aims to hone students' thinking skills for problem solving by providing an environment for students to freely express their thinking and to teach heuristic strategies in a dyslexia-friendly manner.



Who Do We Serve

Within DAS, the programme saw a peak of 331 primary school students in our Essential Maths and PSUP classes. Furthermore, we supported 20 Secondary One (NT) students in our first run of the Secondary 1 Normal Technical (NT) Short-term Programme in Term 1, 2020.

We conducted two runs of Maths remediation support externally for two groups of boys at the Singapore Boys Home. We received positive feedback from the staff at the Singapore Boys Home on our service delivery and the progress they saw in the boys. They are looking forward to working with us again in future.

Why It is Important That 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.

Maths Open House 2019

During the June holidays on 3 June 2019, the Maths team organised the first Maths Open House to spread awareness of our Math Programme, as well as to conduct mass profiling tests for new students.

We had a successful turnout of 46 students over two sessions. The Open House included a profiling session for each student, a talk for parents to share about Maths support at DAS, as well as a one-to-one debriefing session for parents with our Math educational therapists. Parents also had the opportunity to take a look at our concrete materials used in class at our booth display.

UNITE SpLD Conference 2019

The Maths team presented our research, investigating the difficulties that Primary Four students with dyslexia had with expressing 5-digit numbers in words. Our results showed that the spelling of number words was the most common obstacle for the students. This accounts for 47 per cent of all the errors made. The students also struggled with using commas and hyphens correctly and expressing numbers using the appropriate sentence structure. These findings highlight the need for Maths teachers to consider teaching literacy components such as spelling and grammar skills explicitly in Maths lessons.



Expansion of Maths Programme

Launch of Secondary 1 Normal Technical Short-term Programme

A Short Term Programme (STP) for Secondary 1 Normal Technical (NT) students was launched in Term 1 2020 to further support our existing students who have graduated from the primary school curriculum. This STP provides ten hours of curriculum-based lessons that cover Numbers and Algebra and real-world context. This programme aims to promote their readiness, engagement and mastery in the topics that are usually covered in the first term of the school year. Such support is essential in building their confidence as they transit to secondary school maths.

In 2019, we successfully trained eight teachers and 18 students from Jurong Point, Bishan and Parkway Parade Learning centres were enrolled for the initiation in January 2020. Positive feedback was received and we hope to offer this programme to the other learning centres in the future.



Chinese Programme

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 Chinese programme supports learners with dyslexia from seven to fourteen years old in their learning of the Chinese language by teaching them skills and strategies to learn independently.

Learners are profiled before commencing intervention so that learning is pegged at their current ability.

Since 2013, we have supported more than 500 students in their Chinese learning journey.

In 2019, we supported 217 primary school students and 32 secondary school students through the programme. Of these students 18 per cent received bursary support. There was also an increase in demand for our services in the past year.

Visitors from National Taiwan Normal University

From 3 to 16 February 2020, the Chinese team hosted two doctoral students from the National Taiwan Normal University. Over two weeks, our visitors observed lessons across different programmes and were provided with an overview of the various Specialised Educational Services programmes. The Chinese team also tapped on their expertise in speech and language therapy and occupational therapy by getting them to observe classes where students had observed difficulties in these areas, and to provide suggestions on how they could be better supported.

The doctoral students conducted a sharing session with DAS staff as well, sharing with us about the special education system in Taiwan and their research work. They provided their suggestions and ideas to the Chinese curriculum which were very insightful and thought-provoking.

Visitors from the National Taiwan Normal University with the Chinese and Speech and Language Therapy team at Bishan Learning Centre.



Success Story - Wen Yu and Zi An

I had the privilege of teaching two Primary 6 students, Wen Yu and Zi An, who only joined in 2019. Before joining our programme, they were near borderline pass or failing their Chinese exams. However, with strategies taught and their hard work, I witnessed both blossoming to become confident learners of the language, scoring B and C for their PSLE. Their positive learning attitude and progress helped inspire their Primary 5 classmates to also strive to do well, and to overcome their fears of the PSLE.

Cailyn Kwan,
Senior Educational Therapist

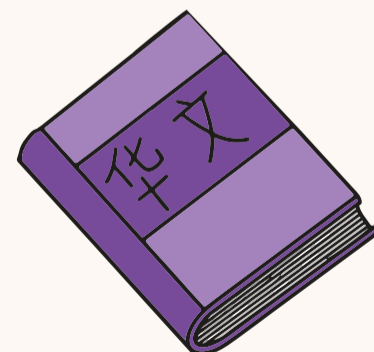


Success Story - Jun Yi

Jun Yi used to be my student when he was in primary school. He rejoined DAS when he was in Secondary 2 in 2019. In my class, he was quiet, had low self-esteem and was very resistant to writing. His mother mentioned that he faced difficulties in school, especially with Chinese learning.

He started to pick up the strategies and skills I taught in class after a while and became more active. Gradually, he began to enjoy the way we teach and the interaction with classmates, resulting in him to initiate more practices at home. Through his effort, he managed to pass the express Chinese exam at the end of the year and was awarded a Good Progress Award in school. He also became more confident with his Chinese and showed increased interest in the language as well.

Li Dong,
Senior Educational Therapist and Chinese Programme Manager



Preschool Programme

To provide timely specialised early intervention for preschoolers experiencing learning difficulties in literacy and numeracy

The Preschool programme supports 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.

Who Do We Serve

The Preschool Programme was started in 2006 for Kindergarten One and Two preschoolers who show dyslexic type tendencies, or developmental delay in early literacy skills.

Preschool enrolment increased from Term 2 to Term 4, 2019 with a total of 261 students. Students in Kindergarten Two who were diagnosed with dyslexia at the end of 2018 moved onto the Main Literacy Programme offered for Primary One students at the start of Term 1, 2020. Students who opted not to go for School-Aged Assessment or not diagnosed with dyslexia left the programme at the end of Term 4, 2019.

Why It is Important That We Serve These Students

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 223 students (144 males and 79 females), primarily made up of 40 Kindergarten One students, 169 Kindergarten Two students and 14 Kindergarten Two repeat Students. Students attended an average of 53.3 hours of intervention.

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

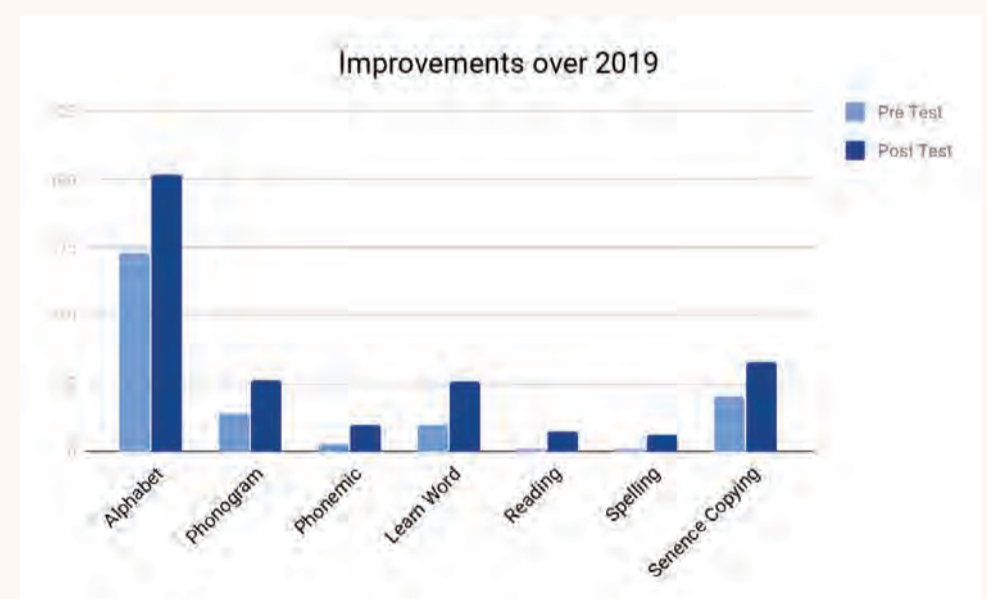


Chart 1. Comparison of literacy improvements at pre and post-test across seven areas: alphabet knowledge, phonogram knowledge, phonemic awareness, learnt word knowledge, reading ability, spelling ability and sentence copying.

Preschool Seminar 2020

The eighth edition of DAS Preschool Seminar is a purposeful blend of deep exploration of topics emphasising the importance of early intervention and workshops imparting practical tips to help preschool learners achieve. For the first time, DAS delivered the seminar online to ensure the safety of participants in light of COVID-19. Despite its online format, sign-ups for the online seminar were encouraging. This attests to the notion that the preschool seminar has built a strong following over the years.

DAS welcomed 206 participants to its first online Preschool Seminar on 17 March 2020. 206 Participants consisted of 174

paying participants, 19 invited guests and 13 DAS Parents receiving financial assistance that were sponsored by a donor to attend the seminar. The online format has broadened the reach of the event beyond Singapore, providing opportunities for overseas participants to attend the seminar without incurring travel costs. It also allowed busy parents and educators to access its rich content line-up from the comfort of their homes and own time.



Early Childhood Development Agency Conference 2019

Early Childhood Conference and Exhibition (ECDA) was held from 13 to 14 September 2019 at Suntec Singapore Convention Exhibition Centre. DAS Preschool Educational Therapist Vera Tai and Nadia Ali presented a workshop about the different branches of phonological awareness strategies to enhance essential skills which are precursors to advanced literacy skills. Phonological awareness is a predictor of early literacy and children can learn to be sensitive to language sounds through play.



Support from Ishk Toleram Foundation

The Preschool Programme needed donor support in 2019 as the current donor had moved its funding to support tertiary education needs. The fundraising team sort out a new donor and found support from Ishk Toleram Foundation. The preschool core team presented to the Ishk Toleram Foundation representatives and this further contributed to successfully bringing onboard donor grant of \$243,000 for pupils from low-income families attending the Preschool Programme.



Success Story - Tessa

Tessa joined the DAS Preschool Intervention Programme in August 2018. She started with some basic alphabet knowledge. She exhibited consistent confusion in vowel sounds and had rather weak fine motor skills. She was unable to blend more than two-letter words or spell. Other challenges observed included comprehension skills, maintaining attention and confidence in literacy-related activities.

Despite her challenges, Tessa was often keen to learn, persevered and attempted her best in class. In the comfort of her peers whom she bonded with and

multi-sensory literacy activities tailored to her developmental needs, Tessa gradually blossomed. She showed vivid improvement throughout the 14 months in the Preschool Programme.

At the end of the programme, she was developing in reading and spelling four to five letter CVCC/CVCC words and CVCCC words. Her fine motor skills have improved evidently from her handwriting. She was also observed to be more confident, participative and responsive during comprehension questions after story session in class.

Tessa's Pre Test

Words to Spell

1) o 7 ?	oz				
2) f ?	if				
3) m ?	am				

Tessa's Post Test

Words to spell

1) ug	ug	11) fi	fid
2) id	id	12) fu	fup
3) a	a	13) sh	shand
4) va	va	14) ch	chusk
5) ni	ni	15) th	thorp
6) i	i	16)	
7) bl	bl	17)	
8) gr	gr	18)	
9) h	h	19)	
10) h	h	20)	

Note: Words provided during these spelling tasks were decodable nonsense words that the child does not know. This is to gauge the accuracy in the child's letter sound knowledge and phonological awareness can be identified.

PREP 2 PSLE Programme

To reach out to struggling learners with dyslexia beyond the DAS and empower them with skills and strategies to take ownership of their learning and to establish the importance of the technicalities of the English Language

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. Preparation for English Paper 2 Programme (PREP 2 PSLE) was created with the intent of supporting primary school children with learning difficulties to tackle the school's English language examinations. PREP 2 PSLE aims to support struggling learners with dyslexia beyond the DAS, empowering them with skills and strategies to take ownership of their learning and to allow for transference of skills to tackle the various components of the PSLE English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.



Who Do We Serve

In 2019, there was a peak enrolment of 100 students in Term 1, 2020. This was largely due to students who enrolled in the programme after sitting for the PREP 2 PSLE readiness test conducted in November 2019. On average, 21 per cent of students enrolled in PREP 2 PSLE received a bursary for their termly programme fees throughout the academic year.

PREP 2 PSLE continues to have 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 programme, having attained a Certificate in Supporting SpLD Learners in English Exam Skills awarded by DAS Academy. A total of \$32,000 was provided to students on the bursary scheme through DAS fundraising efforts.

This amount has greatly supported primary school learners with dyslexia gain confidence and succeed in their English examination. The PREP 2 PSLE programme would like to extend our sincere gratitude and appreciation to our donors for their generosity in helping our students with the provision of bursaries.

PSLE English Paper 2 Boot Camp

A newly launched initiative in June 2020, the PSLE Boot Camp was offered as an intensive 10-hour short-term programme (STP) from 10 to 14 June 2019. It is designed to equip Primary six students with knowledge and skills to tackle selected topics of the English paper 2 and to enhance their readiness for the year-end PSLE English paper.

The PSLE Boot Camp was well-received, with both learning centres (Sengkang/ Tampines) offering this STP having a full sign-up of 8 students each. In post-survey feedback by participants, students commented that they enjoyed having the online quizzes and manipulative resources specially crafted by the PREP 2 PSLE team. These resources were part of the take-home kit students received daily, to provide the support they need to remain engaged in learning even at home.



UNITE SpLD Conference 2019

A paper on “Using Progress Monitoring Data to Measure the Performance of Singaporean Primary School Students with Dyslexia in the English Exam Skills Programme” was presented at the UNITE SpLD Conference.

As part of our programme evaluation and to ensure that students receive quality remediation, the team conducted a study that measured students’ performance against the duration of their enrolment in the programme that was not recorded in earlier studies (Leong, 2015; Leong, Asjamiah & Wang, 2017; Abdul Razak, See, Tan & Leong, 2018). The performance of three different groups of students who enrolled in the programme at different stages - 10 weeks, 20 weeks and 30 weeks was compared.

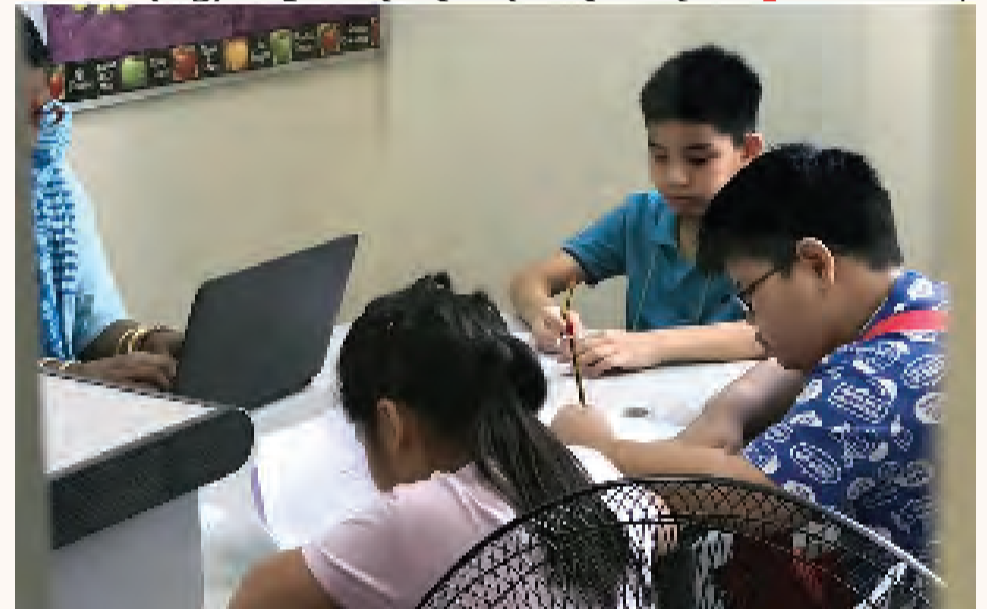
Results of the study were shared at the UNITE SpLD Conference where the audience was informed that the full extent of the programme’s effectiveness demands a longer period of exposure to the PREP 2 PSLE curriculum.



PREP 2 PSLE English Readiness Test

PREP 2 PSLE programme held its first-ever mass assessment on 29 November 2019 for Primary three to six students with dyslexia, with a total of 47 students who sat for the test. The English readiness test identifies students' strengths and difficulties in coping with challenging components of English Paper 2.

While students were taking the 45-minutes test, parents attended a complimentary talk that provided insight on tips and strategies that can help their child enjoy learning and be better equipped for Upper Primary English. After the test, all parents were engaged in a one to one consultation with our PREP 2 PSLE educational therapists to discuss their child's performance for the readiness test.



Success Story - Zheng Yang



Zheng Yang has been in the PREP 2 PSLE programme since March 2019. When he first joined our programme, he used to rush through his work when answering practice questions. He also needed a lot of guidance in understanding the demands of the questions.

During the year, he learned editing skills such as using the 'drop-e rule' to edit the words, grammar rules such as 'countable and uncountable nouns' and comprehension skills such as question annotation using the 'CUBH' method.

Now, he is more confident and consciously uses the skills, knowledge and strategies that he has learnt to complete his worksheets. Zheng Yang has always been an enthusiastic learner and it has been a joy teaching him.

Camillia Churemi,
Senior Educational Therapist

Success Story - Yu De

Yu De is very weak in his literacy skills and needs help to read instructions and texts. However, he is very determined and takes initiative in his learning. Despite struggling to answer questions independently, he tries to apply the skills and strategies taught in the PREP 2 PSLE classroom.

With constant practice and persistence, he has managed to answer questions more accurately. For example, for the comprehension component, he is now able to effectively annotate the text, make guesses from drawing contextual clues and can identify the correct answer in the text. I am certain, with continued guidance and consistent practise, he will be able to tackle examination questions independently.

Siti Halimah,
Educational Therapist



Speech-Language Therapy

To be a leading service provider of speech-language therapy services to mainstream preschool and school-aged children with speech, language and communication needs by helping them realise their potential through the provision of evidence-based assessment and intervention services and active involvement of parents, caregivers, and stakeholders.

Speech and Language Therapy (SLT) is offered to children who need support in communication. Besides providing speech-language assessments and therapy services, the SLT team also conducts courses for parents and educators at DAS Academy, presents at conferences, runs workshops for children, and are involved in school-based projects.

Who Do We Serve

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

Why It Is Important That We Serve These Students

Children with dyslexia and other specific learning differences often have associated speech, language and communication difficulties. We work with these children to help them better manage their issues by building up their fundamental skills in their areas of weakness to support their speech and language development and learning.

Training at DAS Academy

We 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 September 2019. 18 participants attended the course in total. The participants consisted of special education teachers, mainstream school teachers and parents.

The content covered included typical speech and language development, the definition of language disorder, speech and language assessments and strategies to help children with language disorders. The course was delivered in a lecture-style by the SLTs with group discussions and hands-on activities. At the end of the two-day course, participants completed a test, in which 100% of participants passed. Participants gave feedback that the course content provided them with 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.

UNITE SpLD Conference 2019

Senior SLT, Ho Shuet Lian conducted a session in collaboration with Specialist Psychologists titled, “Getting into the world of a child who has multiple challenges”. The issue of co-morbidity and co-morbidity rates linked to children diagnosed with dyslexia were highlighted. Participants were then encouraged to gain better insight into the significant and varied challenges faced by children with multiple issues, and how these challenges may manifest in their learning and everyday lives through case studies. Strategies that have helped address some of the issues faced by these children were shared too. The pre-conference was well received, and many participants visited the SLT booth after the session to further explore how speech-language therapy can contribute to the learning of these children.

SLT, Seet Xian Hui shared her research findings at the main conference in a presentation titled, “Assessing Language in Bilingual Children with Dyslexia”. Participants were brought up-to-date on the subtle but significant differences that differentiate developmental dyslexia and developmental language disorder. The limitations and difficulties associated with the way language has been assessed in the local context were highlighted. Participants were then informed of how the research findings regarding the use of

sentence repetition tests for assessing oral language may show the way in contributing to more accurate and efficient differential diagnoses of the language-related difficulties children face and in guiding intervention planning. Feedback on the presentation was excellent with numerous participants expressing interest at the theoretical and clinical implications of the research.

Social Skills Workshop

SLTs, Tammy Wong and Lee Er Ker conducted the Social Skills - Getting Ready and Staying Happy in Primary School for Kindergarten Two to Primary Two workshop at DAS Serangoon Learning Centre. It was a workshop that took place over two half-days on 28 and 29 November 2019. The workshop was again sold out before the registration closing date. The participating children learnt how to use their social smarts to stay happy in their primary schools through fun games, role play, practical activities and stories.

This included learning the Dos and Don'ts on how to be a good conversation partner, friend and team player and be assertive in a positive way. At the end of the workshop, a short insightful sharing session with each child's parent(s) discussing the child's participation in the workshop activities, as well as the child's strengths and areas to look into with respect to their social skills, was conducted. Each child also received a personalised certificate of achievement at the end of the workshop.

Speech-Language Service at Northlight School

Northlight School (NLS) engaged DAS for the fourth year running to bring speech-language therapy to its students on-site, after seeing how SLT has benefitted its students in the past due to the stellar work by Shuet Lian despite the complexity of the caseload there. An average of 14 students benefitted from SLT over three school terms during the year. As with past years, the majority of them had poorly developed communication skills and approximately 85 per cent of the students seen have comorbid learning differences. At the end of the intervention period, the students became more confident individuals who were able to converse readily with the school staff they interacted with.

In recognition of the outstanding work she has done with the students there, NLS has requested that Shuet Lian continues in 2020 as she is very familiar with the profile of students there. As DAS is guided by a policy of rotational engagement to ensure professional development of staff, Tammy will take on next year's assignment following a smooth handover.

Success Story - Aniq

Aniq was diagnosed with dyslexia, ADHD and Irlen Syndrome. While he has shown improvement in his literacy skills after receiving literacy intervention at the DAS since Primary One, he continued to

struggle with his understanding of written text and verbal expression. Thus, he was referred by a psychologist to see a Speech and Language Therapist (SLT). He then commenced weekly group SLT sessions with an SLT at DAS when he was in Primary Five. Aniq's SLT noted that he had difficulties making inferences, thereby affecting his understanding of what he reads. Furthermore, any idea seemed genuinely possible to Aniq – even completely illogical ones like monkeys stealing a car and driving off in it. As such, Aniq was mistaken as being mischievous when he wrote illogical answers during his school exams. In addition, it could be difficult to understand Aniq even in conversation as he would leave out important details when recounting an event and would often use non-specific vocabulary.

In his SLT sessions, Aniq was guided through the thought process of making inferences (or what he learnt to call “smart guesses”), and ways to determine the likelihood of each scenario happening, from among various possibilities for a given situation or context. Aniq himself noticed his progress and commented in the second month of his SLT session, “See, I made a smart guess! I used my smart brain!” to help him with his narrative recounts, Aniq's SLT also used an ‘Alibi game’ whereby Aniq had to provide an alibi verbally to defend himself in fake police investigations conducted by his SLT. Omitting important details in his verbal recounts would result in him being “arrested as a suspect”. Aniq thoroughly

enjoyed the game and was very motivated to include all the important details in his verbal narratives. He showed good progress over the months and his school teachers also commented that he improved a lot after attending SLT. In the fifth month of his SLT intervention, Aniq was awarded a “Best Speaker Award” in school! It was indeed a great encouragement to him after all his hard work put into improving his language skills. After three terms of his weekly SLT sessions, he met all of his intervention goals and was discharged from SLT. Good job, Aniq!

Seet Xian Hui,
Speech-Language Therapist

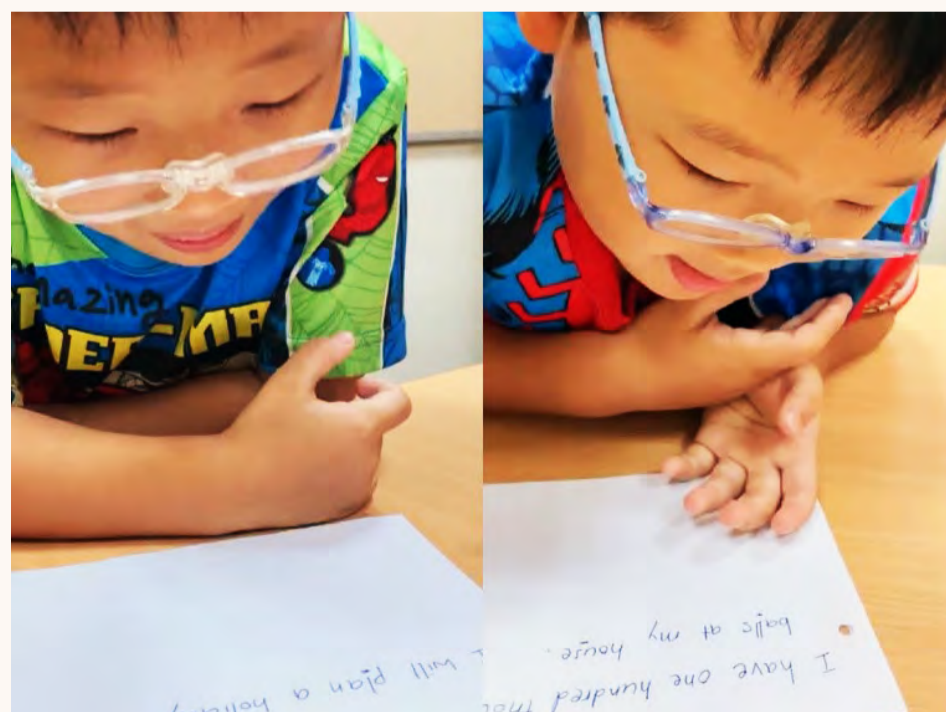
Success Story - Scott and Dylan

Scott and Dylan are twin brothers, who are currently in Primary One. They were referred for speech therapy due to speech sound difficulties (i.e., the unclear pronunciation of words). They were taught how speech muscles (e.g., tongue, lips) work together to produce clear speech sounds. Using a mirror, the boys would monitor the movement of their speech muscles when saying sounds that they had difficulties producing clearly. the SLT would provide feedback on how they can make adjustments to produce the clearest possible pronunciation. After weeks of practice, Scott and Dylan developed self-monitoring skills and were able to identify how to make their adjustments as they speak.

With their hard work and determination to improve, they eventually progressed to being able to produce their target sounds clearly in full sentences.

Both of them also made great strides in terms of their social skills. Due to parents' concern and the SLT's observations that Scott and Dylan often display poor sportsmanship when playing (e.g., overly concerned about winning, display anger when losing), the boys were also taught social skill concepts that led to good play behaviours. For example, they took on the concept of being a gracious competitor very well. Within a few sessions, they were able to demonstrate positive play behaviours, such as offering to let the other person start the game and encouraging each other regardless of the outcome of the game. I am hopeful that Scott and Dylan would form a stronger bond as they learn to be supportive brothers to each other

Tammy Wong,
Speech-Language Therapist



Speech and Drama Arts

To reach out to students in and beyond DAS, transform them into confident communicators, as well as to empower them to be inquisitive and compassionate individuals through social-emotional literacy.

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 a significant impact on their self-esteem and confidence.

The Speech and Drama Arts programme provides children with SpLD a safe platform where they can learn to express themselves, experience teamwork 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.



Who Do We Serve

Under the Speech and Drama Arts programme, there are three curricula to cater to the different age groups. Creative Drama (Kindergarten Two to Primary Three), Literacy Through Drama (Primary Four to Six) and Educational Drama (Secondary One and Two).



UNITE SpLD Conference 2019

Speech and Drama Arts (SDA) students kicked off the second day of UNITE SpLD Conference with remarkable performances. Our young SDA students aged six to nine years from Bedok and Bishan Learning Centres dazzled the audience with their acting skills and abilities. They presented the adaptations of Aesop's Fables – "Grasshopper and the Ants and Tortoise and the Hare".

The audience was delighted by the valuable lessons presented by SDA students on that day. Prior to the performance day, these students put in a total of 21 hours of rehearsals over 12 days in their classrooms. On the night before the show, they had to attend a full dress rehearsal where they practiced on stage with all the technical cues.

They were excited especially when we had the technicians fixed their

microphones as it was a brand new experience for them. For most of them, it was their first time playing lead roles and performing on stage for a large crowd. Every student, from the oldest to the youngest, had challenges they had to personally overcome, like memorising sheer number of lines, movements and taking cues from their co-actors in both plays.

Despite their learning difficulties and speech and language issues, they managed to overcome the challenges by their determination and effort. After the show, it was heartening for the teachers to hear students saying they were proud of themselves and had a good time on stage. Most importantly, these students learnt a valuable lesson about perseverance and were able to experience the fruits of their hard work.



DAS Student Graduation & Achievement Awards Ceremony

On 26 November 2019, 11 SDA students from Bishan Learning Centre graced the stage of Singapore University of Technology and Design. Some of these students have been with SDA programme for more than four years and have been performing at DAS events. Bringing in magic and humour, these students performed in a short play 'Midsummer Chaotic Dreams – The Fairy World', an adaptation of Shakespeare's Midsummer Night's Dream.



Success Story - Toh Jia Ying



Jia Ying joined the Speech and Drama Arts Programme in 2015 when she was in Primary Three. She was diagnosed with dyslexia and moderate language disorder. Jia Ying is a quiet and soft-spoken girl. It was very hard to hear her speak and she had difficulty expressing herself in class. Over the years, Jia Ying who is now in Secondary Two has shown great improvement in every aspect of performance and communication skills. She readily accepts challenging roles and would take the initiative to share her ideas to improve her presentations, whether for class showcases or external performances. Her parents and teachers are very proud of her achievements!



ARTVenture

To provide equal opportunity for students from all socio-economic backgrounds and learning capabilities to access quality art programmes thereby pursuing their love for the subject academically through community partnerships and support from our various stakeholders

ARTVenture Programmes are designed especially for children with dyslexia in mind, making it suitable for all children who enjoy learning art in a structured and multisensorial way.

Who Do We Serve

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 a child is an avid drawer or just enjoys doodling around, they learn at their own pace and develop skills according to their areas of interest. We also provide opportunities for DAS students who love art to participate in art events and competitions.

Why It Is Important That We Serve These Students

Every child deserves an art education - ARTVenture believes that all children with dyslexia should be given an equal opportunity to pursue their talent regardless of socio-economic background. All DAS students who are enrolled in the

Main Literacy Programme are entitled to generous subsidies when they enrol into short-term ARTVenture programmes.

DAS Art Competition

As part of the restructuring process, the first art competition was incepted to help raise awareness of the ARTVenture brand as well as to help the public understand more about how art and dyslexia can go hand in hand to showcase the strengths of a child with dyslexia, raise self-confidence and personal fulfilment in our children.

The winners of the art competition were presented awards on 1 October 2019 at the launch of World Dyslexia Awareness Week 2019 at UOB Plaza.



Mr Lee Siang presented the award to Javen Ow, winner of the ARTVenture Competition (Logo Design Category).

ARTVenture Logo Design

The winning logo artwork designed by Javen Ow was digitally illustrated and used as the main logo for ARTVenture.



Success Story - Lim Xuan Ying

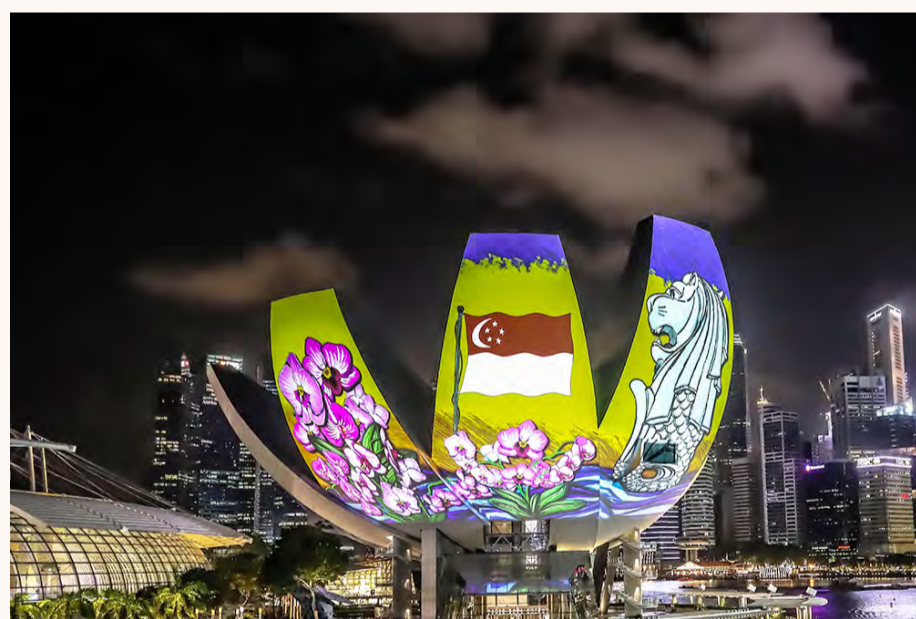
In November 2019, Lim Xuan Ying was featured in the Marina Bay Singapore Countdown (MBSC) 2019 Build a Dream campaign. Xuan Ying came in as the first runner-up at the first DAS Art Competition.

Her talent captured the attention of the MBSC committee and her artwork was projected on the Art Science Museum. It was not easy for her to be in the limelight as she had difficulty with self-expression which in some ways affected her performance in school. After much encouragement, Xuan Ying agreed to be part of the video campaign for MBSC

alongside other beneficiaries from participating charities.

Due to her multiple learning challenges, Xuan Ying had to attend intensive remediation and this opportunity was the first time that she felt she found success in something that she is good at after years of struggling academically. Her educational therapist, Ang Seow Li played a crucial role in Xuan Ying's decision to participate in the DAS Art Competition.

Soon after her artwork was featured at the Art Science Museum, Xuan Ying won Best Painting at Painting by the River, a corporate social responsibility event organised by the UOB Business Banking division.



Science Explorers

To use the Inquiry-Based Learning (IBL) Approach in our Science classroom that will create opportunities for experiential learning and cultivate critical thinking skills for primary school students with dyslexia

Science Explorer is 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.

At a Glance



Since Term 2, 2019, we served 77 students who had signed up for our Science Explorers Short-Term Programmes. We need to serve this population of students as they face key challenges to learn Science in their mainstream schools.

Unlike a narrative text, a Science text is an example of expository prose, which includes different text structures and vocabulary. This becomes a huge struggle

for students with learning difficulties to read and comprehend it as they do not have enough prior knowledge and are unable to derive inferences. They also have issues in identifying main ideas and describing details from the text too.

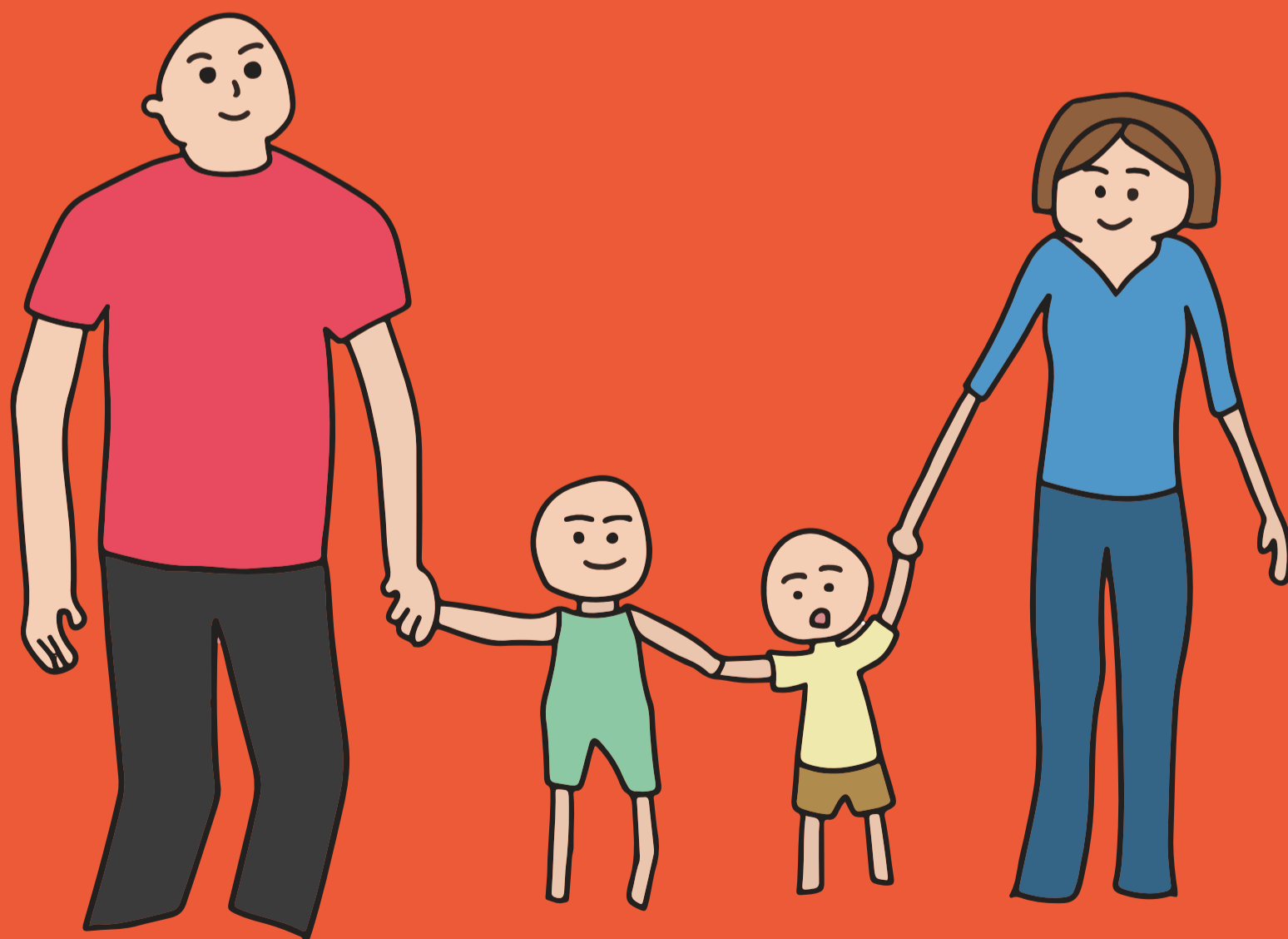
Therefore, having difficulties with the specialised vocabulary used in the Science text, problems in trying to recall facts and formula, issues with sequencing information in the respective order are some of the key challenges faced by our students with dyslexia when learning Science in the mainstream schools.

UNITE SpLD Conference 2019

The Science Team presented for the first time at UNITE SpLD Conference 2019. Our research-based topic presentation was about 'Teaching Science Using the IBL Approach To Primary School Students with Dyslexia'. It was well received by the attendees of the conference as the presentation included the challenges faced by students with dyslexia when learning Science in their mainstream schools and also how was IBL Approach being applied in our Science lessons at DAS.



Learning Centres and Parent Support Group



Learning Centres

Situated strategically across Singapore are 14 DAS Learning Centres that provide essential services to the dyslexia community by providing remedial classes, assessments and awareness to the community. DAS Learning Centres are at the forefront of the organisation in engaging parents, assisting them with queries and applications of programmes as well as supporting the Educational Therapists to ensure classes run smoothly.

DAS Learning Centres are managed by Centre Managers and they are supported by Students Service Associates to serve parents, students and the local communities.

SMART Learning Centres

Since opening its first SMART Learning Centre in Serangoon in May 2018, DAS has progressively transformed its other Learning Centres into SMART Learning Centres by upgrading its Student Management System and installing All-in-One self-help kiosks in all centres. Parents can access DAS services such as applications for DAS programmes and bursaries, and making payments remotely and at their convenience.

Bursary Online Sessions for DAS Parents

From late 2019 to February 2020, several onsite bursary support sessions at various DAS learning centres were conducted to guide and support parents to apply for their 2020 bursaries online.

On 30 November 2019, two bursary support sessions were held for 72 parents on a bursary. Many parents found the sessions informative and useful as some parents did not have access to computers or had limited IT know-how to apply themselves. Consequently, staff from learning centres guided them personally, including conducting sessions in mandarin for mandarin speaking parents. The launch of the bursary application online by DAS is a significant step towards automation and streamlining from the manual process in the past.



Student Graduation and Achievements Awards Ceremony

Learning Centres organised the Student Graduation and Achievements Awards Ceremony on 26 November 2019. The graduates that consisted of students from the DAS Main Literacy Programme (MLP). The ceremony also recognises the progress and achievements of students who have made outstanding progress in MLP, Preschool, Maths, Chinese, PREP 2 PSLE and Speech and Language Therapy programmes.

There were a total of 205 graduates and 164 achievement award recipients from MLP and the Specialised Educational Services programmes. The Guest of Honour was Mrs Lucy Toh, Divisional Director, Special Educational Needs Division from the Ministry of Education. The ceremony was also graced by our patron Mrs Goh Chok Tong and DAS Executive members.

One of the highlights of the day was the performance of 12 students from DAS Bishan Learning Centre's Speech and

Drama Arts programme. They performed an enchanting play was an adaptation of Shakespeare's *Midsummer's Night's Dream*. The Speech and Drama Arts programme has helped our children to develop and improve their language, communication and social-emotional skills.

Every year, we recognise the dedication and hard work by our Educational Therapists. The 2019 MLP Educational Therapist (EdT) of the Year Award winners were EdT Muzdalifah from DAS Seng Kang Learning Centre and EdT Soofrina from DAS Woodlands Learning Centre.



2019 Young Achiever Award



Award recipient, Amelia Rae-Lene Chua

Special Achievement Award

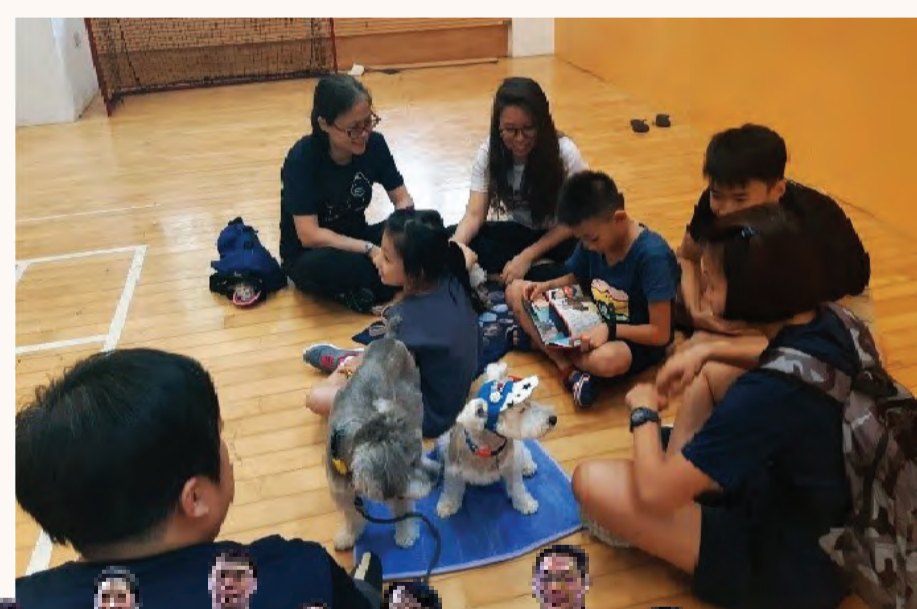


Award recipients, Nicholas Chu Young-Han and Mohammad Raziq

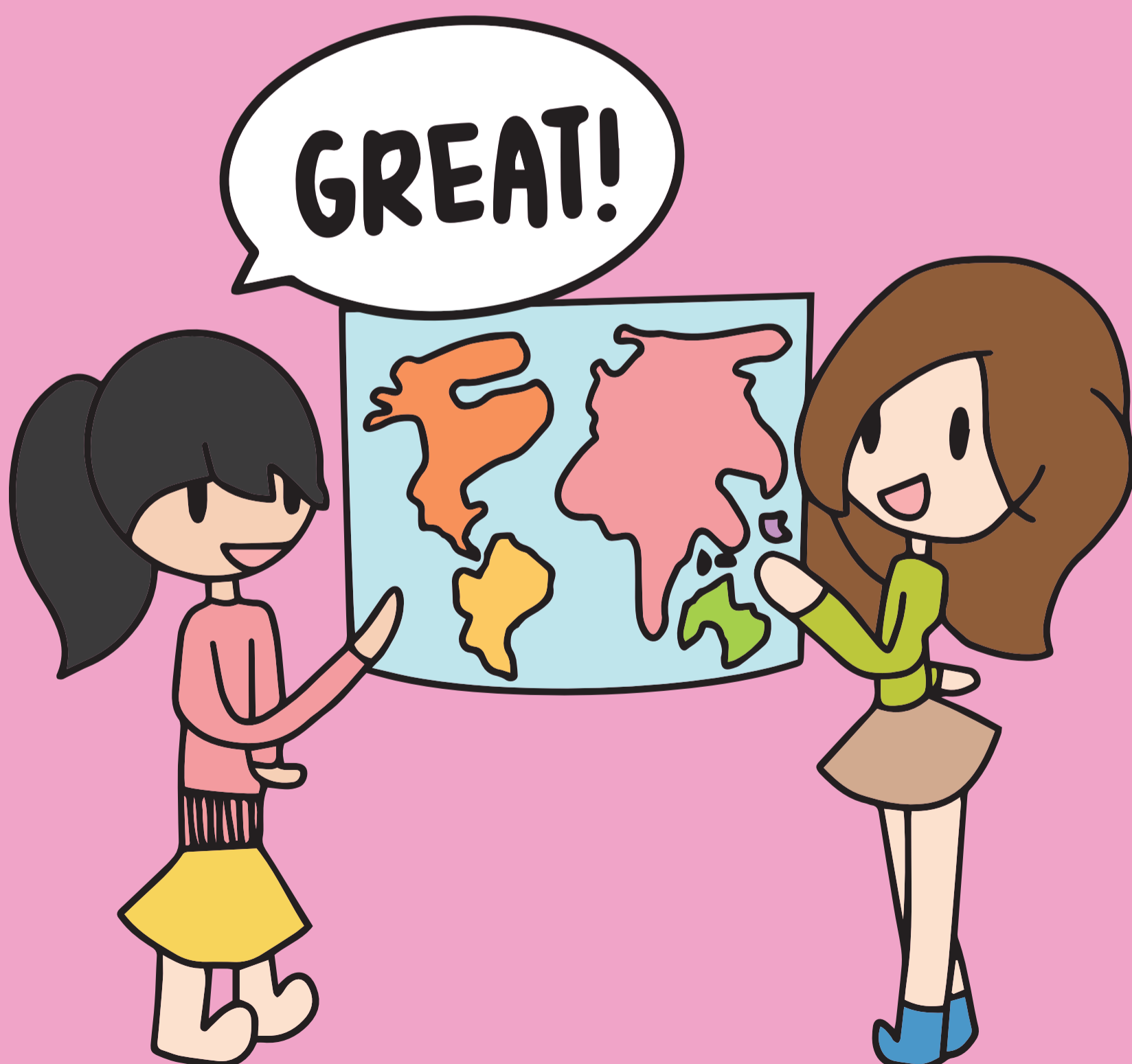
DAS Parents' Support Group

DAS Parents' Support Group (PSG) formed in March 2017 has since become the mouthpiece for parents and students as PSG continues to engage them with the various events and online sessions such as the Compulsory Parents' Orientation and PAWS for Reading.

Parents and students with our volunteers attending PAWS for Reading event Parents were encouraged to actively participate in the discussions on relevant topics in the DAS Facebook to bring like-minded parents together and benefiting them. From April 2019 till April 2020, the PSG had organised and conducted 24 events with about 515 attendees. With a variety of themes and guest speakers, face to face and online events, the PSG hopes to offer more relevant events that will benefit all parents.



Staff Professional Development and Research



Professional Development and Research

Research

DAS continues to invest time and resources into research as it is critical to the development of support services and that this is evidenced-based and effective for our students. 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 and this is initiated by them and is closely aligned to their work. Some staff are also prompted to undertake research on behalf of the organisation. Research findings are presented at local and overseas conferences and are submitted for journal articles such as Asia Pacific Journal of Developmental Differences (APJDD).

DAS has an established Research Committee that ensures that all research conducted adheres to research ethics and the appropriate documentation and consent forms are completed before any research project is initiated.

Policies and procedures regarding research are documented and published on the DAS website.

DAS Scientific Review Committee

DAS initiated and established the Scientific Review Committee in 2018 with 16 Scientific Committee Members. In 2019 three staff members came on-board, bringing the total number of members to 19.

The role of the Scientific Review Committee members is to review up to two articles per year for the Asia Pacific Journal of Developmental Differences (APJDD) as instructed by the Editor-in-Chief.

Research Numbers

We had 14 research requests and 11 were approved. Three out of the 11 approved were from DAS staff.

Four requests were collaboration between DAS the following external institutes:

- Nanyang Technological University
- Temasek Polytechnic
- Ministry of Education, National Institute of Education
- Singapore Centre for Chinese Language

Five requests were from the following external institutes:

- National Institute of Education
- Raffles Institution
- Singapore University of Social Sciences
- University of Western Australia
- University College London, Institute of Education



UNITE SpLD Conference 2019

From 26 to 28 June, we organised our Uniting Ideas in Teaching Excellence in Specific Learning Differences (UNITE SpLD) Conference 2019. At the conference we had nine themes and a total of 35 presentations.

The nine themes were Differentiation, Assessment, Edutech & Assessment, Differentiation & Assessment, Edutech & Differentiation, Teacher Support, School Leaders, Advocacy and Intervention.

A total of 75 local and overseas presenters came together to discuss new findings and methodologies that would enhance support for children with learning differences. The two keynote sessions were delivered by Geetha Shantha Ram on 'Lifting the Bottom - Helping the Disadvantaged' and Jim Lee on 'Assistive Technology - Enabling Learners'.

Making Our Mark at Other Conferences



Soofrina Mubarak and Geetha Shantha Ram at the 2019 International Dyslexia Association Annual Conference.

There were a total of nine conference presentations, of which were eight oral presentations and one poster presentation.

Of the nine conferences, four were local conferences and the other five were overseas conferences.

- AUSPELD 2019
- International Dyslexia Association 2019
- EduTech Asia 2019
- Early Childhood Development Agency (ECDA) 2019
- Singapore Learning Design and Technology 2019

The Asia Pacific Journal of Developmental Differences

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 2019, we had a total number of 14 journal articles published. Six articles were contributed by DAS staff and eight from researchers around the globe.

Directory of Educational Therapists

There was a significant effort put into increasing the awareness of Register of Educational Therapists Asia (RETA) and the value it brings to its members.

RETA membership increased from 176 to 191 members compared to the same period in 2018. The members for each of the six membership levels are:

- 27 Fellows
- 49 Associate Fellows
- 74 Members
- 32 Associate Member Plus
- 2 Associate Members
- 2 Affiliate Members

In 2019, we organised four RETA sessions, where one was our very first RETA webinar:

- 28 June 2019: RETA Case Management at UNITE SpLD Conference 2019 - Discussion on Supporting adolescents with learning and behavioural issues at DAS by Hani Zohra Muhamad, Roslan Bin Mohamed Saad and Madinah Begum Binte Rahmansha
- 1 July 2019: RETA Session - The Elements of Emotional Well-Being by Harsheeni Hanna Rajoo and Madinah Begum Binte Rahmansha
- 2 October 2019: RETA Session at World Dyslexia Awareness Week 2019 - Clever but Cluttered by Siew Hui Li June

- 11 March 2020: RETA Webinar: Behaviour Management by Hani Zohra Muhamad

CalmEd: Face of Educational Well-being

A wing of the Staff Professional Development Team, CalmEd, an interdisciplinary well-being initiative, was launched in 2019 to nurture the importance of Educational well-being at DAS. The Educational well-being meta-model responds to the Five W's and One H Approach (5W1H) where how we educate is concerned.

Employing the expertise of Mindfulness, Positive Psychology and the Science of Well-Being, Harsheeni Rajoo, Educational Advisor and CalmEd's lead, specifically developed this programme to suit Educational Therapists and trained our team of Educational Advisors over 11 months.



The Team CalmEd at UNITE SpLD Conference 2019

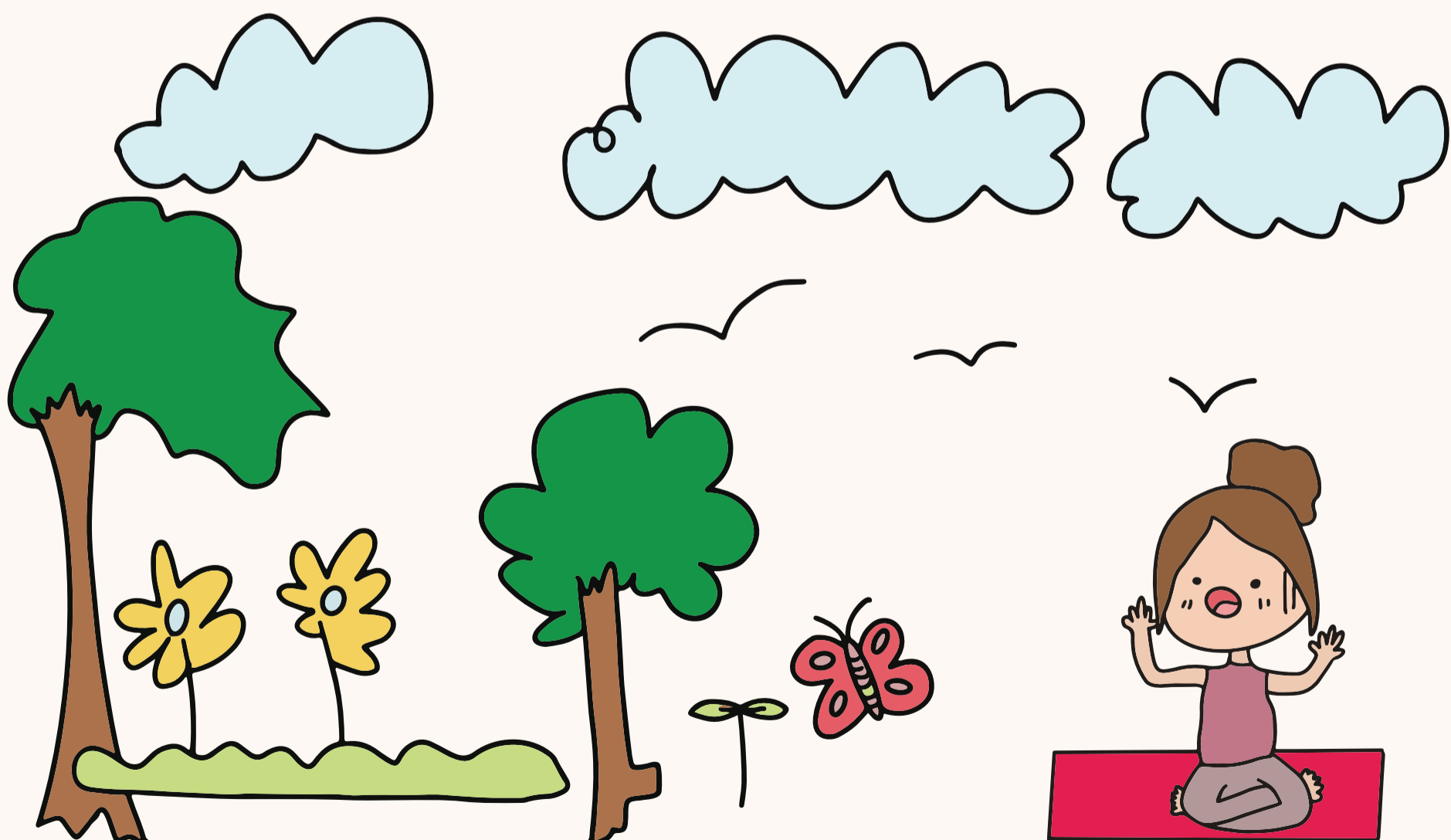
The Educational Advisors were introduced to Mindfulness literacy and Positive Psychology based concepts that guided them through helping themselves as individuals, teaching and overall job crafting.

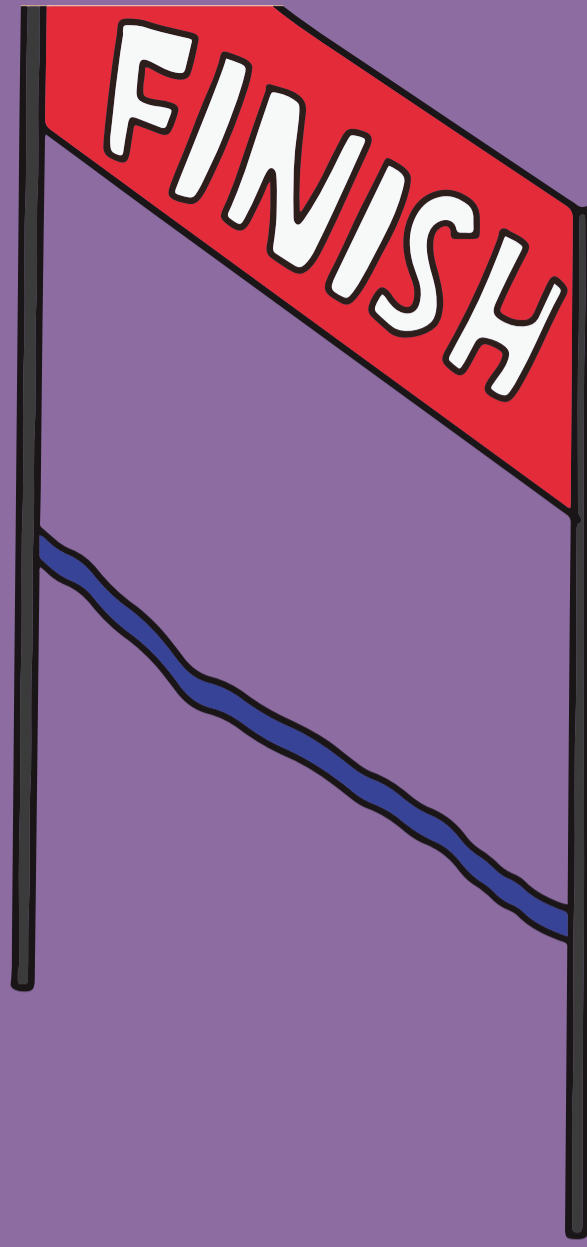
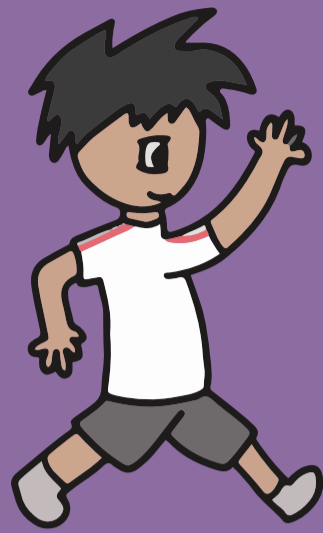
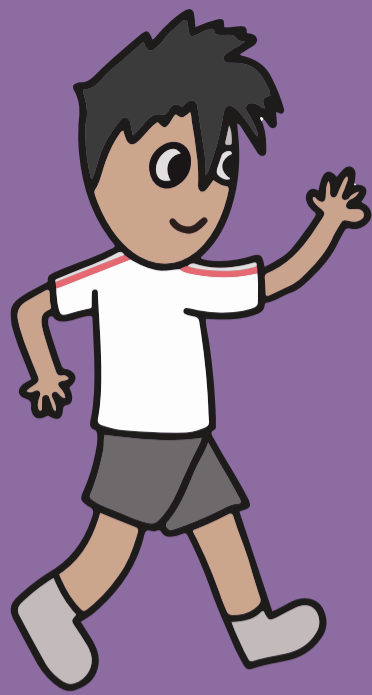
Additionally, this also helped enrich specific Applied Educational Therapy lectures like Burnout & Reflective Practitioner.

As part of our ongoing awareness initiatives, weekly Mindful Monday e-mails, the CalmEd Google site, RETA sessions and articles on the APJDD have been effectively put in place.

As a result of the training, CalmEd has also successfully launched The Educator's Guidebook in January 2020 as

an overture to welcoming CalmEd in our classrooms. CalmEd classroom strives to share the pedagogical role of mindfulness in classrooms through intentional teaching methods like cultivating refined attention towards the subject, and enhancing the process of meeting a student's individual or specialised needs on a deeper level.





Fundraising, Awareness, Volunteer Management, and Outreach



Fundraising and Volunteer Management

Fundraising

DAS provides over \$1.5million in bursaries every year, this figure is rising. Our fundraising team is tasked to ease the financial burdens of low-income families by providing children access to appropriate educational programmes and specialised services to help them learn. We aim to introduce the next generation to the importance of generosity by showing how they can make a positive change through the gift of giving and a greater appreciation of what they have. These are some of the events and corporate collaborations planned and organised by the fundraising team to meet the needs of these children.

Charity Movie Screening

DAS charity movie screening of the blockbuster Avengers Endgame on 27 April 2019 was a great success. The event was sponsored by UOB Business Banking. DAS staff, students, friends and family came together in support of this event. Two cinema halls were sold out and we raised a total of \$43,000 for our cause.



Eat for a Good Cause

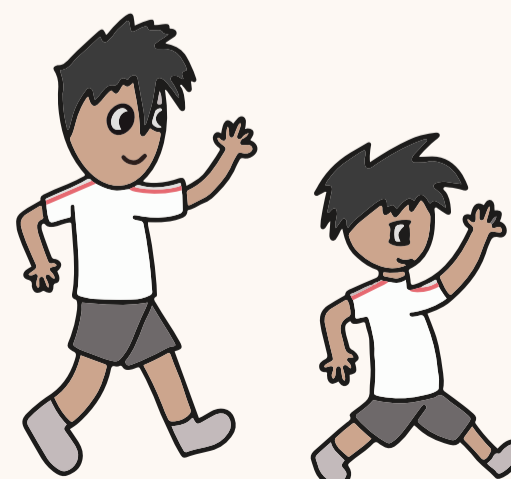
DAS partnered with Pastamania from 31 May to 31 December 2019 raised a total of \$10,700 through the sale of 1,000 Pastamania food vouchers.



United Overseas Banking

DAS was nominated as a beneficiary of the UOB Heartbeat Run 2018. The run raised more than \$86,000 for DAS. DAS was also a beneficiary at the UOB Business Banking Chinese New Year dinner.

The auction of collectable items at the dinner such as rare liquor, art pieces by DAS' students and the signed copy of the autobiography of our late Minister Mentor Lee Kuan Yew raised almost \$45,000 for DAS.



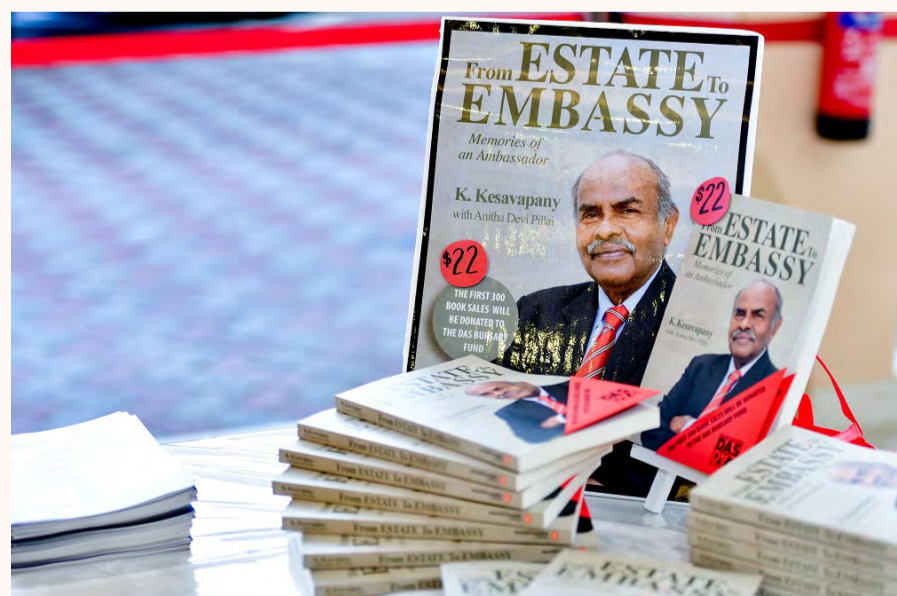
Donate to Educate Campaign

DAS conducted its second annual pledge card campaign to round up the year's fundraising activities. 3,500 cards were disbursed to DAS staff and students and the campaign raised \$85,000 for low-income families.



Mr Kesavapany's Book Launch

On 5 April 2019, Mr K Kesavapany launched his biography titled "From Estate to Embassy - Memoirs of an Ambassador" co-authored with Anitha Devi Pillai. The royalties and proceeds from sales of the first 300 signed books were donated to the DAS. More than \$13,000 was raised.



Youth For Causes

Youth for Causes is an initiative by Citibank and YMCA. Since 2013, DAS has been a proud supporter of Youth for Causes. This year, DAS collaborated with 7 teams from 6 schools to raise awareness and funds for our students on a bursary. The teams are:

- Project Guardian from Hwa Chong Institution
- Team CAN-Descent from Nan Chiau High School
- Team Novaturient from Nan Chian High School
- Team Konki from Ping Yi Secondary School
- Team Blue Pants from Hai Sing Catholic School
- Team Direction from Raffles Institution and Nanyang Girls' High School
- Project Minerva from Catholic High School

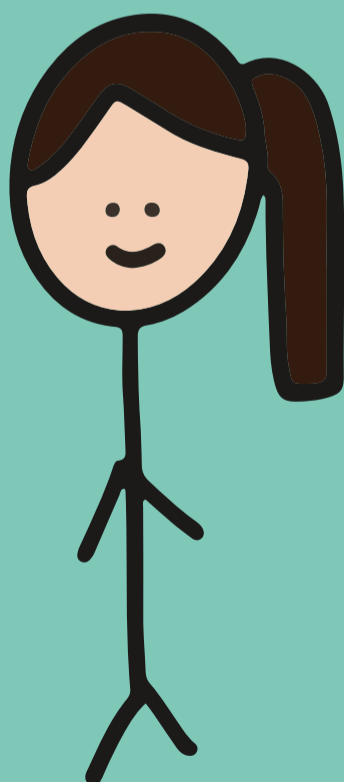
The teams reached out to their peers and families and mobilised almost 200 volunteers to aid them in their project. They planned and executed workshops such as pizza making workshop, sports carnival, science workshop, and traditional games for DAS beneficiaries. They successfully conducted a myriad of fundraising activities, both physical and digital and together raised more than \$25,000.



Other Major Donors

FY2019-2020

Barclays	\$14,800
Chew Hock Teck Foundation	\$10,000
DAS Staff Giving	\$12,700
Goh Joo Hin Pte Ltd (New Moon)	\$8,600
Hindu Endowment Board	\$23,000
Ishk Tolaram	\$243,000
Marina Bay Sands	\$15,000
Mr Pon Sundaraju's Book Launch	\$8,000
President's Challenge 2018	\$61,000
RCRC Charity Movie	\$25,000



Volunteers

Volunteer Management is a brand new initiative in DAS. In 2019, we officially welcomed 14 volunteers into our centre to assist with administrative support. DAS in the past has had volunteers for only short term periods. This is the first time we have had volunteers coming in almost every week to assist our Student Support Assistants at the centres, helping to hold down the fort as we strive to cater to the needs of 3,500 students.

Volunteers are a big help in keeping costs low as well as helping us to raise



Volunteers from UOB Business Banking at Paint by the River event

awareness of our cause. We aim to have volunteers becoming a permanent fixture in the day-to-day business at our Learning Centres.

There were over 350 volunteer opportunities in FY2019-2020, the volunteers helped out at Preschool Seminar, UNITE SpLD Conference, DAS Student Graduation Awards Ceremony, Mass Screening, Learning Centres and other ad-hoc projects.



Volunteers from UOB Business Banking at the World Dyslexia Awareness Week event.



Volunteer from Marina Bay Sands at the Play It Forward charity event

Outreach and Awareness

Dyslexia is a type of specific learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. "In Singapore, the prevalence of dyslexia amongst the population is estimated to be 10 per cent of which four per cent will have dyslexia severe enough to warrant intervention", DAS hopes to raise awareness amongst educators and parents about dyslexia and signs and symptoms of it. These students struggle academically and many of them may have low self-esteem or anger management issues. If detected early, they can receive intervention classes from DAS to compensate for their difficulties.

Awareness Talks

DAS serves to elevate public awareness and understanding of dyslexia through talks and screenings. DAS has been actively liaising with various schools and organisations to arrange for FREE awareness talks in the hopes of empowering different groups of audience. We customise the talks for several audience groups:

1. Teachers
2. Parents
3. Students
4. Organisations
5. Companies
6. General public

The awareness talks are focused to equip audiences with a deeper understanding of dyslexia, empower them with the ability to identify dyslexic students and give them general tips on how they can help their

students or children with their daily academic demands and hence, boost their self-esteem. With up-to-date information, visuals and hands-on activities, the awareness talks aim to ensure that audiences leave with a better awareness of dyslexia.

From April 2019 to March 2020, DAS conducted a total of 90 awareness talks to schools, organisations and companies. With these, we reached out to 6,764 people. (2,924 teachers/educators, 638 parents/caregivers, 3,018 students, 151 staffs from other organisations and companies; and 33 public attendees)



Preschool Awareness Talk for 300 teachers from PCF North West District

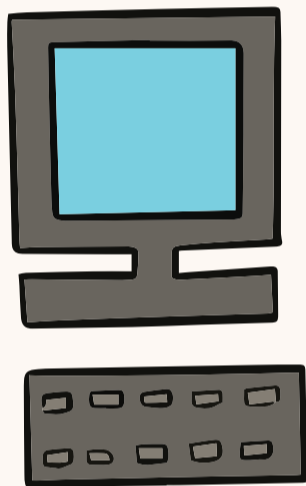


Understanding Dyslexia Talk for tutors from Mendaki Sense

DAS Specialised Educational Services (SES) offers support to students who struggle to learn in other academic subjects such as Math, Chinese and English (PREP 2 PSLE Programme).

Awareness talks about these programmes helped to raise the understanding on the availability of support for students with learning needs on specific subjects.

Dyslexia Screening



Apart from giving awareness talks, DAS also conducted mass screenings for preschool, primary and secondary students. The mass screenings exercise essentially tests a students' reading, spelling and phonological abilities. DAS' multi-disciplinary team of professionals will explain the results of screenings and advise parents/caregivers on the suitable support and assistance available.

In Term 1, 2020, DAS started an initiative where our mass screenings were decentralised and all the screening requests were to be conducted at a DAS learning centre nearest to our clients. In view of the Covid-19 pandemic in Term 1, our mass screenings were translated to a decentralised screening to reduce the

number of students and staff gathered for mass screening.

From April 2019 to March 2020, DAS screened a total of 677 students (four screening exercises for preschool students, six screenings for primary students and four screenings for secondary students).

In total, there were 130 preschool students, 463 primary students and 84 secondary students screened during these exercises. On average, based on the preschool students screened, 24 per cent of those screened signed up for the DAS Preschool Programme. 22 per cent of the primary school students and 10 per cent of secondary school students signed up for the Psychological Assessments after the screening.



Primary School Mass Screening conducted during World Dyslexia Awareness Week 2019 at the Lifelong Learning Institute

Learning Journey

DAS also conducted Learning Journeys for teachers and educators from the Ministry of Education (MOE) and NIEC SEED Institute. Learning Journeys were conducted to allow participants to understand Dyslexia and also learn about the variety of DAS Services that the organisation provides to not only students but also teachers, educators and parents.

From April 2019 to March 2020, a total of four learning journeys were conducted for a total of 85 teachers and educators.



Secondary School Allied Educators (AEDs) from West Cluster at Jurong Point Learning Centre



Primary School Allied Educators (AEDs) from West Cluster at Jurong Point Learning Centre

Participant Feedback

“It is nice that DAS asked for our preferences (on the topic to be discussed during the talk section of this learning journey). I look forward to attend more learning journeys or sessions where DAS shares their learning strategies”.

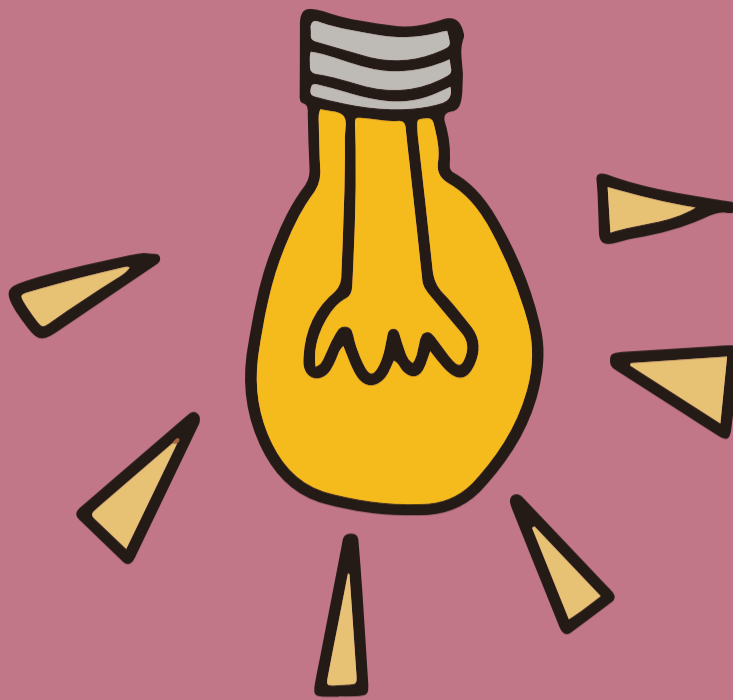
- Nurul Soffiah Yusoff, AED from Fuhua Primary School, Participant from the Main Literacy Programme Engagement Session

Preschool Seminar 2020

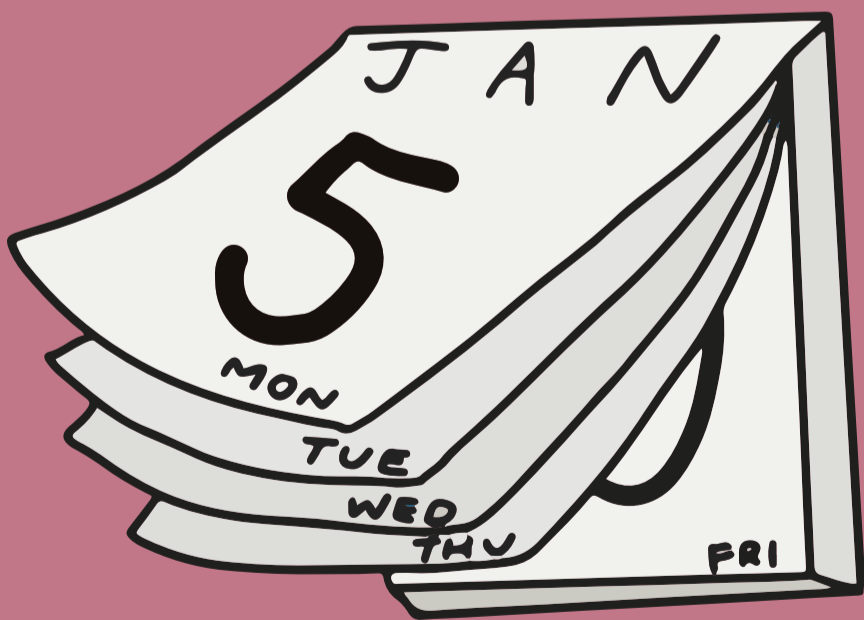
Preschool, Outreach and Publicity teams organised the annual Preschool Seminar. Given the COVID-19 situation in Singapore, we delivered our very first Online Preschool Seminar. On 17 March 2020, the DAS Preschool Seminar 2020 “Overcome pre-literacy challenges: Pathway to Success” saw a total of 206 registered participants.

Registered participants were entitled to attend two live keynote sessions and four pre-recorded workshops sessions that were made available to the participants for a duration of one week from 17 March 2020.

DAS Outreach will continue its goal to educate, advocate and aid in every manner where possible to the masses, including MOE schools, sending the message that everyone should not only know about dyslexia but make an effort to “Embrace Dyslexia”.



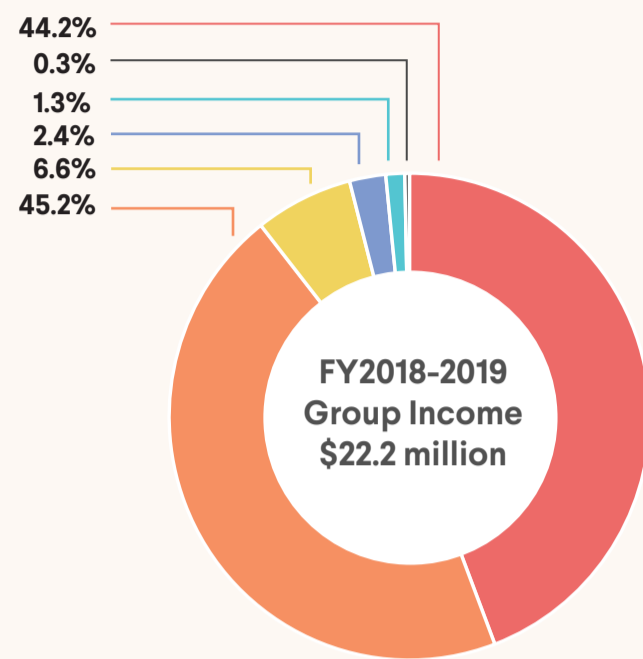
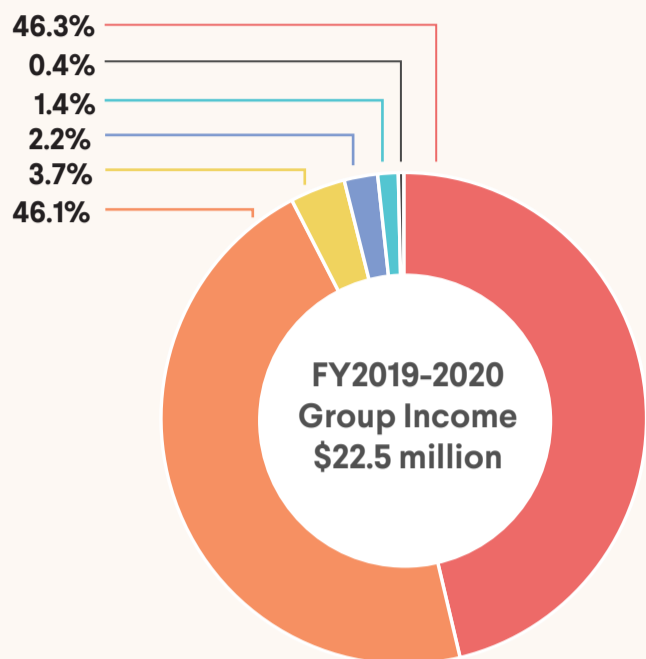
Financial Highlights



Statement of Financial Activities

Overview of Financial Results for the Year Ended 31 March 2020

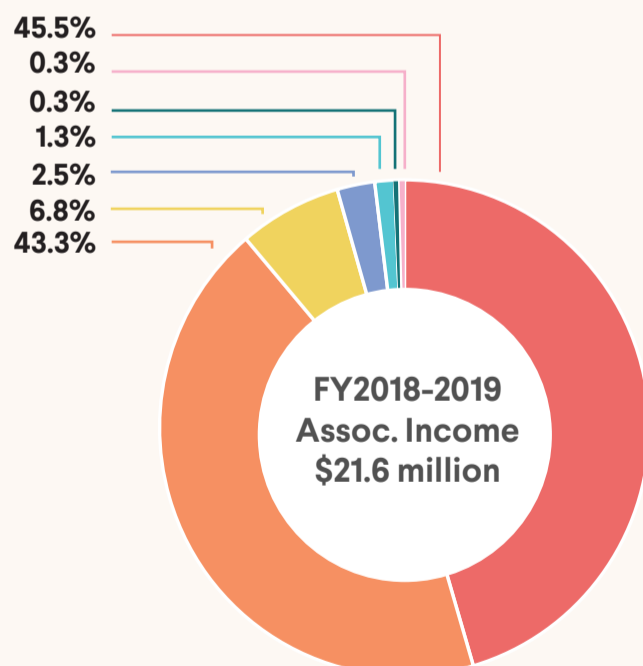
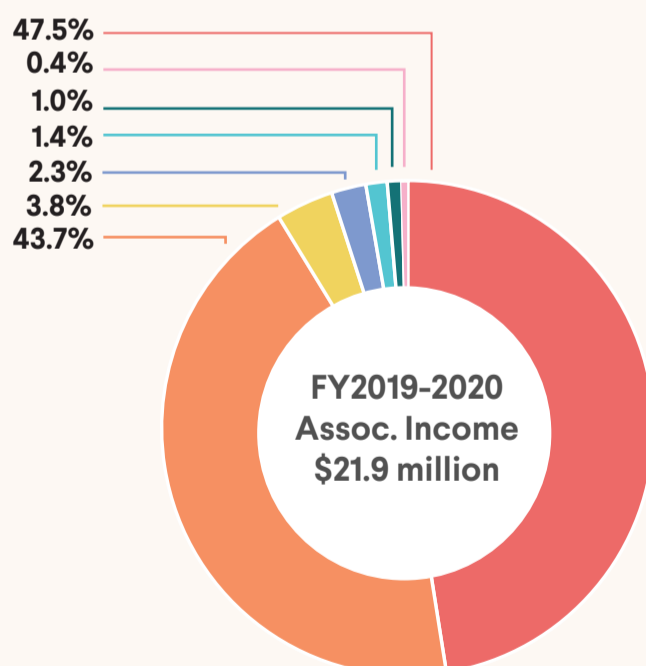
Sources of Income (Group)



- MOE Grant \$10.4 million (46.3%)
- Tuition & Other fees \$10.3 million (46.1%)
- Donations & Other Fundraising Activities \$828k (3.7%)
- Wage Credit & Other Government Funding \$502k (2.2%)
- Investment & Interest Income \$307k (1.4%)
- Others \$81k (0.4%)

- MOE Grant \$9.8 million (44.2%)
- Tuition & Other Fees \$10.0 million (45.2%)
- Donations & Other Fundraising Activities \$1.4 million (6.6%)
- Wage Credit & Other Government Funding \$542k (2.4%)
- Investment & Interest Income \$283k (1.3%)
- Others \$69k (0.3%)

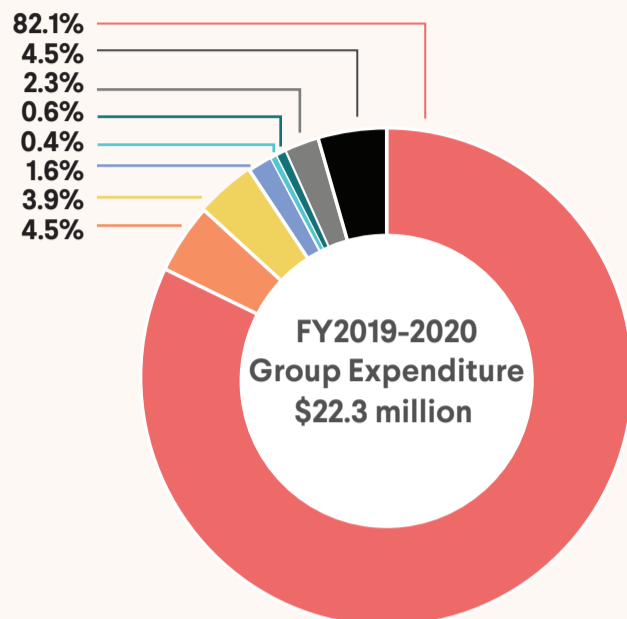
Sources of Income (Association)



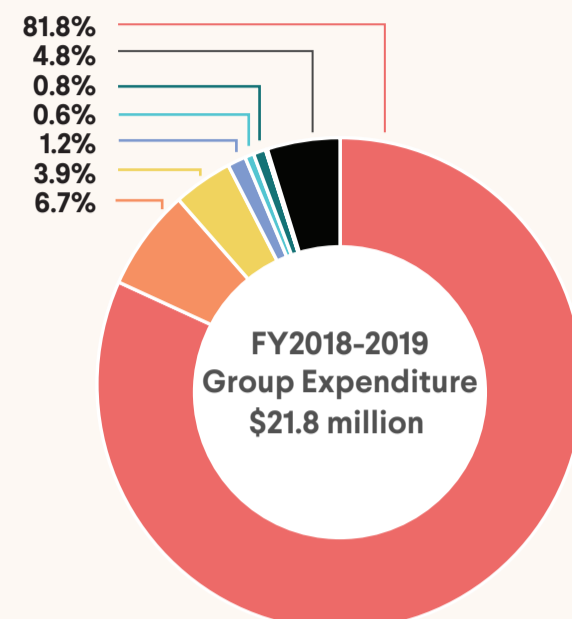
- MOE Grant \$10.4 million (47.5%)
- Tuition & Other fees \$9.6 million (43.7%)
- Donations & Other Fundraising Activities \$828k (3.8%)
- Wage Credit & Other Government Funding \$499k (2.3%)
- Investment & Interest Income \$307k (1.4%)
- Return of Grant by Subsidiaries \$210k (1.0%)
- Others \$83k (0.4%)

- MOE Grant \$9.8 million (45.5%)
- Tuition & Other fees \$9.3 million (43.3%)
- Donations & Other Fundraising Activities \$1.4 million (6.8%)
- Wage Credit & Other Government Funding \$538k (2.5%)
- Investment & Interest Income \$283k (1.3%)
- Return of Grant by Subsidiaries \$65k (0.3%)
- Others \$73k (0.3%)

Distribution of Expenditure (Group)

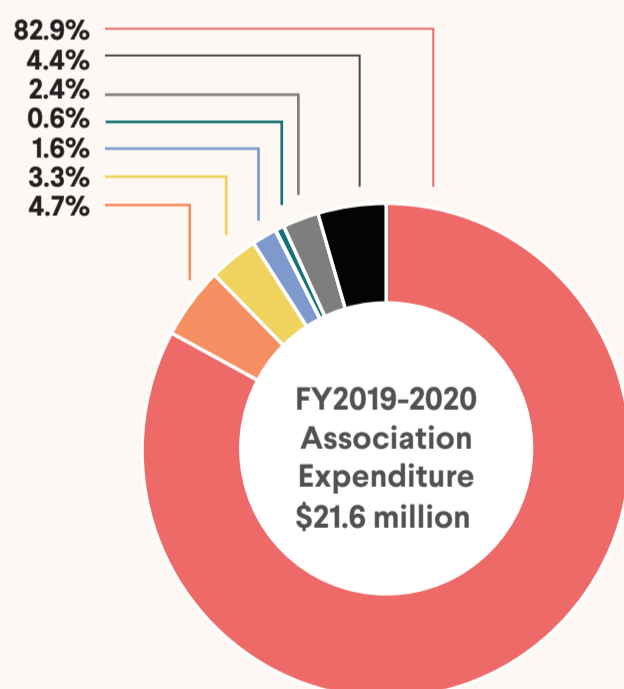


- Staff Related Expenses \$18.3 million (82.1%)
- Bursaries \$1.0 million (4.5%)
- Rental Expenses \$871k (3.9%)
- Depreciation of Plant and Equipment \$365k (1.6%)
- Course and Other Programme Expenditures \$93k (0.4%)
- Publicity and Publication \$127k (0.6%)
- Investment Management Cost \$0 (0%)
- GST Input Tax Disallowed \$515k (2.3%)
- Other Operating Expenses \$1.0 million (4.5%)

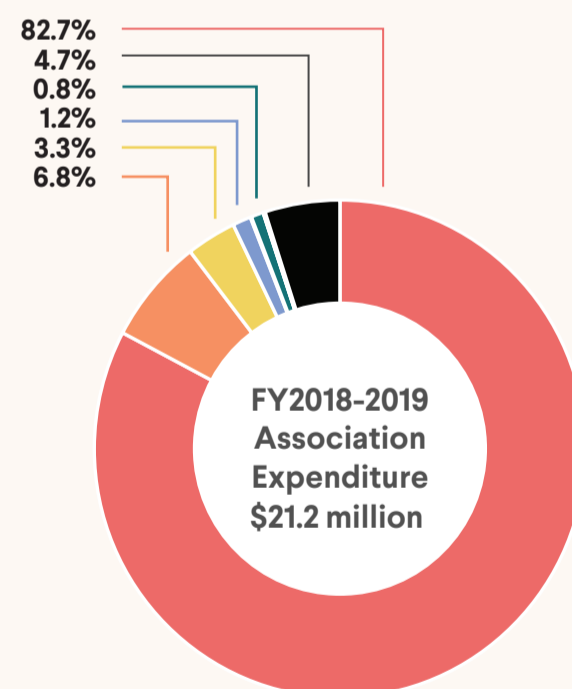


- Staff Related Expenses \$17.8 million (81.8%)
- Bursaries \$1.4 million (6.7%)
- Rental Expenses \$862k (3.9%)
- Depreciation of Plant and Equipment \$265k (1.2%)
- Course and Other Programme Expenditures \$131k (0.6%)
- Publicity and Publication \$180k (0.8%)
- Investment Management Cost \$4k (0.02%)
- GST Input Tax Disallowed \$25k (0.1%)
- Other Operating Expenses \$1.0 million (4.8%)

Distribution of Expenditure (Association)



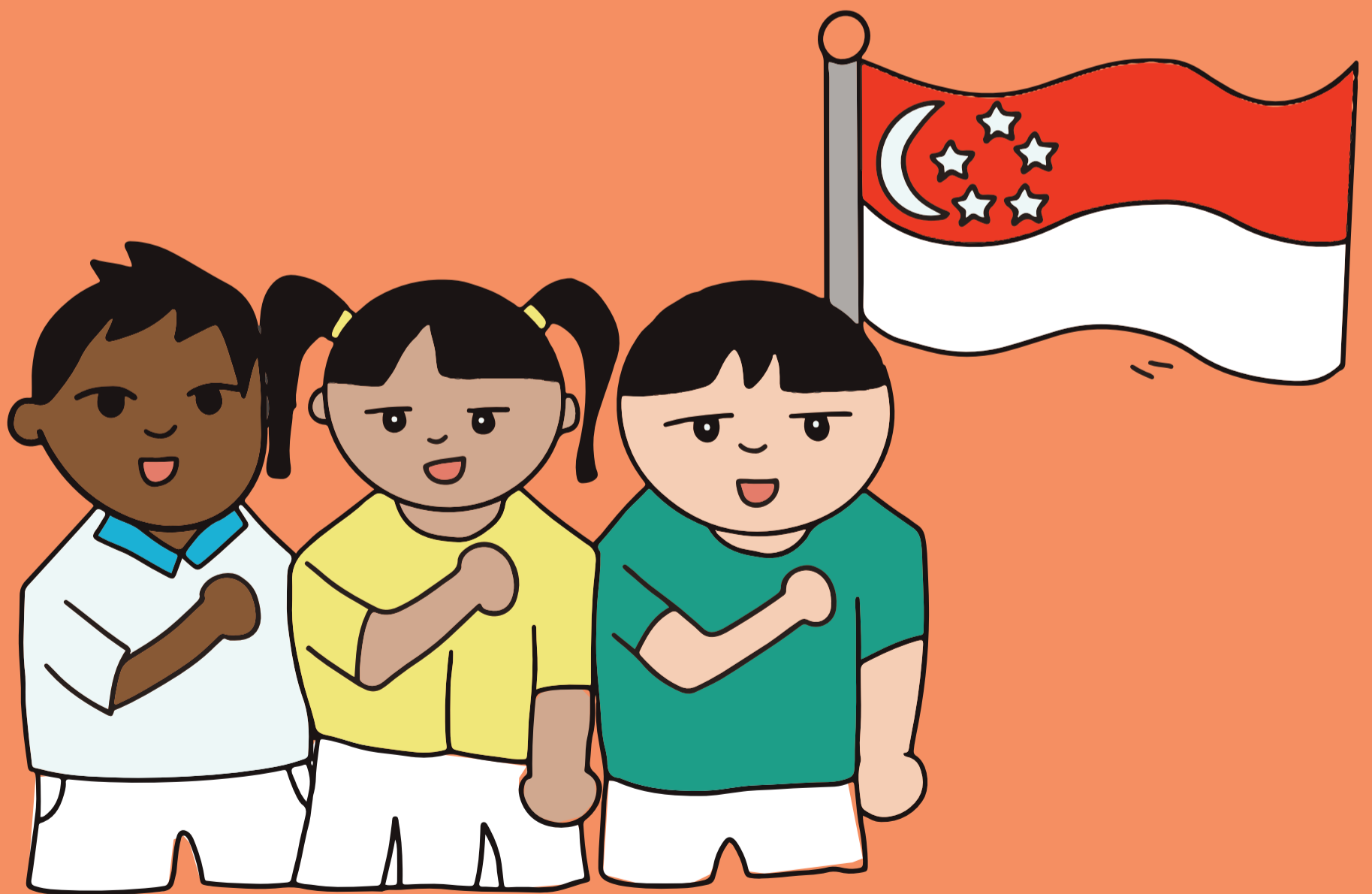
- Staff Related Expenses \$17.9 million (82.9%)
- Bursaries \$1.0 million (4.7%)
- Rental Expenses \$707k (3.3%)
- Depreciation of Plant and Equipment \$356k (1.6%)
- Course and Other Programme Expenditures \$39k (0.2%)
- Publicity and Publication \$124k (0.6%)
- Investment Management Cost \$0 (0%)
- GST Input Tax Disallowed \$515k (2.4%)
- Other Operating Expenses \$947k (4.4%)



- Staff Related Expenses \$17.5 million (82.7%)
- Bursaries \$1.4 million (6.8%)
- Rental Expenses \$698k (3.3%)
- Depreciation of Plant and Equipment \$256k (1.2%)
- Course and Other Programme Expenditures \$61k (0.3%)
- Publicity and Publication \$171k (0.8%)
- Investment Management Cost \$4 (0.02%)
- GST Input Tax Disallowed \$25k (0.1%)
- Other Operating Expenses \$1.0 million (4.7%)

The detailed financial statements are available at the annex.

Corporate Governance



Corporate Governance

Executive Committee

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

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

Executive Committee Composition and Membership

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

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

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

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

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

Sub-Committees

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

The seven sub-committees are:

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

Board composition and members of the respective Board Committees from the last AGM date, 14 September 2019, is set out in the table.

FY2019-2020 Exco Sub-Committees

Executive Committee Members	Audit & Risk Mgt	Building	Finance & Investment	Fund raising	Human Resources	Nomination	Programme & Services
Mr Eric Lee				M	M	C	M
M Rajaram	C	C		M		M	
Mr Vincent Chen		M	M				
Mr Kaka Singh			C		C		
Mr Paul Lim	M	M			M		M
Mr K Kesavapany	M	M		M			M
Dr Cynthia Tan	M			C	M	M	M
Mr Kevin Kwek			M	M		M	C
Dr Zubin J Daruwalla			M	M			M
Ms Wong May-Lyn				M	M		M
Mr Lee Jim C			M				M
C: Chairman M: Member							

Other Members	Audit & Risk Mgt	Building	Finance & Inv't	Fund raising	Human Resources	Nomination	Programme & Services
Ms Alicia Tan Gek Cheng *				M			M
Ms Lie Ay Wen *				M			M
Mr Addis William Dickon ^	M						
Mr Anurag Pandey ^			M	M			
*Appointed to sub-committees on 15 May 2020 ^Appointed to sub-committees on 7 Aug 2020							

Risk Management and Internal Controls

The Executive Committee has overall responsibility against key risks to safeguard DAS interest and its assets. They have an oversight function, ensuring that processes are in place, which are adequate and effective in fulfilling the mission of DAS.

The Audit Committee assists the Executive Committee in providing risk management oversight while the ownership of day to day management and monitoring of existing internal control systems are delegated to the DAS GMT.

Audit and Risk Management Committee

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

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

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

Building Committee

The Building Committee oversees new building or major renovation projects of DAS and/or its Learning Centres. It ensures the tender procedures are followed and will negotiate the tender price with the two contractors with the lowest quotations.

The Building Committee's responsibilities is also to ensure the total cost of new building projects stay within the approved budget and will recommend to Executive Committee or approval if the cost should exceed the approved budget

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 he investment environment. Reports on the investment performance and financial condition of the Fund to the Executive Committee on a regular basis.

Nomination Committee

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

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

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.

Programme and Services Committee

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

Executive Committee and Other Members' Attendance

Members and their respective attendance at the meetings from 1 April 2020 are set out below:

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

Other Members	Executive Committee	Audit & Risk Mgt	Finance & Investment	Fundraising	Human Resources	Programme & Services	Nomination
No. of meetings held since appointment	NA	1	NA	1	NA	NA	NA
Alicia Tan Gek Cheng				1			
Lie Ay Wen				1			
Addis William Dickon		1					

- (1) All Executive Committee members have met the constitutional requirements and none has been absent for three consecutive meetings without satisfactory explanation.
- (2) The Building Committee did not meet during the year. The discussions on the building of new Yishun Centre which is being targeted to open in early 2021 were done through ExCo Building Committee updates.
- (3) Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. From 1 April 2019, the number of updates sent to various Committees are as follows: Executive Committee (65), Audit and Risk Management Committee (11), Programme & Services (15), Finance & Investment Committee (22), Building Committee (5), Human Resource Committee (2), Fundraising Committee (27) and Nomination Committee (8). Some of these updates require written approval by the Executive Committee members.

Reserves Policy

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

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

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

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

	Group		Association	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Total operating expenses	21,318	20,330	20,629	19,751
75% of Government Grant	7,817	7,384	7,817	7,384
Net Fees	5,225	5,065	4,819	4,708
Net expenditure	8,276	7,881	7,993	7,659
Total reserves required	24,828	23,643	23,979	22,977

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

	Current Year \$'000	Previous Year \$'000	% Increase/ Decrease
Unrestricted Funds (Reserves)	1,300	1,533	-15%
Restricted / Designated Funds:			
- Education Fund	12,633	12,225	3%
Total Funds	13,933	13,758	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/corporate-governance.html> for DAS Corporate Governance Policies.

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

FINANCIAL STATEMENTS

FOR THE REPORTING YEAR ENDED 31 MARCH 2020

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

Financial Statements

For the reporting year ended 31 March 2020

Contents

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Statements of Cash Flows	9
Statements of Financial Activities – Supplementary Schedules	11
Notes to the Financial Statements	15

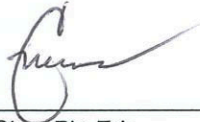
**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENT BY EXECUTIVE COMMITTEE**

FOR THE REPORTING YEAR ENDED 31 MARCH 2020

In the opinion of the Executive Committee,

- (i) the accompanying financial statements which comprise the balance sheets, statements of financial activities and statements of cash flows of the Group and of the Association are drawn up so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2020 and of the results and cash flows of the Group and of the Association for the reporting year then ended; and
- (ii) at the date of this statement, there are reasonable grounds to believe that the Association will be able to pay its debts as and when they fall due.

On behalf of the Executive Committee



Lee Siew Pin Eric
President



Chen Wei Ching
Honorary Treasurer

Singapore, 25 August 2020

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Dyslexia Association of Singapore (the "Association") and its subsidiaries (the "Group"), which comprise the balance sheets of the Group and of the Association as at 31 March 2020, and the statements of financial activities and statements of cash flows of the Group and of the Association for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements are properly drawn up in accordance with the provisions of the Societies Act, Chapter 311 (the Societies Act), the Charities Act, Chapter 37 and other relevant regulations (the Charities Act and Regulations) and Charities Accounting Standard ("CAS") so as to present fairly, in all material respects, the state of affairs of the Group and of the Association as at 31 March 2020 and the results and cash flows of the Group and of the Association for the year ended on that date.

Basis for Opinion

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

RT LLP
Chartered Accountants
UEN : T08LL0811J

RT ASEAN Pte Ltd
Head Office
UEN : 201537050N

RT Advisory Pte Ltd
UEN : 201510979W

RT Links Pte Ltd
UEN : 201542866E

RT Academy Pte Ltd
UEN : 201527798R

RT International Advisory Pte Ltd
UEN : 201726206W

+65 62260080
+65 62263345
info@rtasean.com

1 Raffles Place, #17-02, One Raffles Place, Singapore 048616

RT Group : www.rt-ca.com RT ASEAN : www.rtasean.com

Founding Member of RT ASEAN and Independent Member of BKR International

Singapore Australia Cambodia China India Indonesia South Korea Laos
Malaysia Myanmar Taiwan Thailand Vietnam UK

 **Financial**  **Digital**  **Legal**



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Other Information

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

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

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

Responsibilities of Management and Executive Committee for the Financial Statements

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

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

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



**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

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:

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

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

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF
DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

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.



RT LLP
Public Accountants and
Chartered Accountants

Singapore, 25 August 2020

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020

Group	Note	Unrestricted Funds	Restricted Funds	Total 2020	Total 2019
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	591,272	488,841	1,080,113	1,875,889
Activities for generating funds	4	8,387	-	8,387	3,609
Investment income	5	18,175	288,500	306,675	282,879
Income from charitable activities	6	21,130,504	-	21,130,504	20,100,125
Total Income		21,748,338	777,341	22,525,679	22,262,502
EXPENDITURES					
Costs of generating funds					
Voluntary income	7	100,882	17,342	118,224	156,366
Cost of resource books sold	7	3,055	-	3,055	934
Investment management cost	7	-	-	-	4,335
Charitable activities	8	21,824,617	354,274	22,178,891	21,650,693
Governance costs		52,475	-	52,475	37,481
Total expenditures		21,981,029	371,616	22,352,645	21,849,809
Net (deficit)/income		(232,691)	405,725	173,034	412,693
Gross transfers between funds:					
Gross transfer from funds		-	-	-	-
Gross transfer to funds		-	-	-	-
		-	-	-	-
Net movement in funds		(232,691)	405,725	173,034	412,693
Reconciliation of funds					
Total funds brought forward		1,533,000	12,269,304	13,802,304	13,389,611
Total funds carried forward		1,300,309	12,675,029	13,975,338	13,802,304

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020

Association	Note	Unrestricted Funds	Restricted Funds	Total 2020	Total 2019
		\$	\$	\$	\$
INCOME					
Income from generated funds					
Voluntary income	3	589,168	488,841	1,078,009	1,872,964
Investment income	5	18,175	288,500	306,675	282,879
Income from charitable activities	6	20,355,860	-	20,355,860	19,435,794
Total Income		20,963,203	777,341	21,740,544	21,591,637
EXPENDITURES					
Cost of generating funds					
Voluntary income	7	100,882	17,342	118,224	156,366
Investment management cost	7	-	-	-	4,335
Charitable activities	8	21,117,845	383,123	21,500,968	21,079,757
Governance costs		43,945	-	43,945	29,431
Total expenditures		21,262,672	400,465	21,663,137	21,269,889
Net income before return of grant		(299,469)	376,876	77,407	321,748
Return of grant by subsidiaries	24	210,000	-	210,000	65,000
Net (deficit)/income		(89,469)	376,876	287,407	386,748
Gross transfers between funds					
Gross transfer from funds		-	-	-	-
Gross transfer to funds		-	-	-	-
		-	-	-	-
Net movement in funds		(89,469)	376,876	287,407	386,748
Reconciliation of funds					
Total funds brought forward		1,521,117	11,726,671	13,247,788	12,861,040
Total funds carried forward		1,431,648	12,103,547	13,535,195	13,247,788

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
BALANCE SHEETS
AS AT 31 MARCH 2020

	Note	Group		Association	
		2020	2019	2020	2019
		\$	\$	\$	\$
Current assets					
Inventories	9	2,436	7,548	-	-
Trade and other receivables	10	4,381,927	3,424,979	4,391,696	3,325,314
Investments in financial assets	11	6,507,820	6,003,834	6,507,820	6,003,834
Cash and bank balances	12	8,986,907	7,871,875	8,288,315	7,206,645
		<u>19,879,090</u>	<u>17,308,236</u>	<u>19,187,831</u>	<u>16,535,793</u>
Non-current assets					
Plant and equipment	13	661,609	399,003	648,633	385,996
Investments in financial assets	11	1,506,875	2,524,000	1,506,875	2,524,000
		<u>2,168,484</u>	<u>2,923,003</u>	<u>2,155,508</u>	<u>2,909,996</u>
Total assets		<u>22,047,574</u>	<u>20,231,239</u>	<u>21,343,339</u>	<u>19,445,789</u>
Current liabilities					
Trade and other payables	15	5,050,113	3,722,320	4,941,109	3,671,496
Other liabilities	16	2,970,130	2,654,552	2,815,042	2,474,442
Deposits received	17	51,993	52,063	51,993	52,063
		<u>8,072,236</u>	<u>6,428,935</u>	<u>7,808,144</u>	<u>6,198,001</u>
Net current assets		<u>11,806,854</u>	<u>10,879,301</u>	<u>11,379,687</u>	<u>10,337,792</u>
Total assets less current liabilities		<u>13,975,338</u>	<u>13,802,304</u>	<u>13,535,195</u>	<u>13,247,788</u>
Funds					
<u>Unrestricted Funds</u>					
General Fund	18	479,824	717,977	611,163	706,094
Jimmy and Roshen Daruwalla Fund	19	820,485	815,023	820,485	815,023
		<u>1,300,309</u>	<u>1,533,000</u>	<u>1,431,648</u>	<u>1,521,117</u>
<u>Restricted Funds</u>					
Education Fund	20	12,633,172	12,224,890	12,061,690	11,682,257
Parent-Teacher Group Fund	21	7,620	8,689	7,620	8,689
Library Fund	22	34,237	35,725	34,237	35,725
Total restricted funds		<u>12,675,029</u>	<u>12,269,304</u>	<u>12,103,547</u>	<u>11,726,671</u>
Total funds		<u>13,975,338</u>	<u>13,802,304</u>	<u>13,535,195</u>	<u>13,247,788</u>

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020

	<u>Note</u>	<u>2020</u> \$	<u>Group</u> <u>2019</u> \$
Operating activities			
Net income		173,034	412,693
Adjustments for:			
Depreciation of plant and equipment	13	365,167	265,173
Allowance for doubtful debts	10	13,553	13,323
Plant and equipment written off	8	3	1
Interest and dividend income	4,5	(306,790)	(282,993)
Loss on disposal of investments in financial assets	7	-	4,335
Operating cash flows before changes in working capital			
		244,967	412,532
Decrease/(increase) in inventories		5,112	(3,352)
Increase in trade and other receivables		(966,285)	(584,757)
Increase in trade and other payables		1,327,793	108,880
Increase in other liabilities		315,578	149,418
Decrease in deposits received		(70)	(334)
Net cash flows generated from operating activities		<u>927,095</u>	<u>82,387</u>
Investing activities			
Purchase of plant and equipment	13	(627,776)	(168,818)
Purchase of financial assets	11	(503,986)	(6,003,834)
Proceeds from disposal of financial assets		1,017,125	1,511,680
Placement of short-term deposits		(1,000,000)	-
Interest and dividend income received		302,459	254,208
Net cash flows used in investing activities		<u>(812,178)</u>	<u>(4,406,764)</u>
Net increase/(decrease) in cash and cash equivalents		114,917	(4,324,377)
Cash and cash equivalents at the beginning of the year		<u>4,825,989</u>	<u>9,150,366</u>
Cash and cash equivalents at the end of the year	12	<u><u>4,940,906</u></u>	<u><u>4,825,989</u></u>

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF CASH FLOWS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020

	<u>Note</u>	<u>Association</u>	
		<u>2020</u>	<u>2019</u>
		\$	\$
Operating activities			
Net income before return of grant		77,407	321,748
Adjustments for:			
Depreciation of plant and equipment	13	356,269	256,279
Allowance for doubtful debts	10	13,553	13,323
Plant and equipment written off	8	3	-
Interest and dividend income	5	(306,675)	(282,879)
Loss on disposal of investments in financial assets	7	-	4,335
Operating cash flows before changes in working capital		140,557	312,806
Increase in trade and other receivables		(1,075,720)	(534,387)
Increase in trade and other payables		1,269,613	59,295
Increase in other liabilities		340,600	148,713
Decrease in deposits received		(70)	(334)
Net cash flows generated from/(used in) operating activities		674,980	(13,907)
Investing activities			
Purchase of plant and equipment	13	(618,909)	(156,555)
Purchase of financial assets	11	(503,986)	(6,003,834)
Proceeds from disposal of financial assets		1,017,125	1,511,680
Placement of short-term deposits		(1,000,000)	-
Return of grant by subsidiaries	24	210,000	65,000
Interest and dividend income received		302,460	254,208
Net cash flows used in investing activities		(593,310)	(4,329,501)
Net increase/(decrease) in cash and cash equivalents		81,670	(4,343,408)
Cash and cash equivalents at the beginning of the year		4,206,645	8,550,053
Cash and cash equivalents at the end of the year	12	4,288,315	4,206,645

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Group	Note	← Unrestricted Funds →			← Restricted Funds →				Total 2020	Total 2019
		General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
		\$	\$	\$	\$	\$	\$	\$	\$	
INCOME										
Income from generated funds										
Voluntary income	3	591,272	-	591,272	488,841	-	-	488,841	1,080,113	1,875,889
Activities for generating funds	4	8,387	-	8,387	-	-	-	-	8,387	3,609
Investment income	5	-	18,175	18,175	288,500	-	-	288,500	306,675	282,879
Income from charitable activities	6	21,130,504	-	21,130,504	-	-	-	-	21,130,504	20,100,125
Total income		21,730,163	18,175	21,748,338	777,341	-	-	777,341	22,525,679	22,262,502
EXPENDITURES										
Cost of generating funds										
Voluntary income	7	100,882	-	100,882	17,342	-	-	17,342	118,224	156,366
Cost of resource books sold	7	3,055	-	3,055	-	-	-	-	3,055	934
Investment management cost	7	-	-	-	-	-	-	-	-	4,335
Charitable activities	8	21,811,904	12,713	21,824,617	351,717	1,069	1,488	354,274	22,178,891	21,650,693
Governance costs		52,475	-	52,475	-	-	-	-	52,475	37,481
Total expenditures		21,968,316	12,713	21,981,029	369,059	1,069	1,488	371,616	22,352,645	21,849,809
Net income/(expenditure)		(238,153)	5,462	(232,691)	408,282	(1,069)	(1,488)	405,725	173,034	412,693

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Group	← Unrestricted Funds →			← Restricted Funds →					
	General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal	Total 2020	Total 2019
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Gross transfer between funds									
Gross transfer from funds	-	-	-	-	-	-	-	-	-
Gross transfer to funds	-	-	-	-	-	-	-	-	-
Net movement in funds	(238,153)	5,462	(232,691)	408,282	(1,069)	(1,488)	405,725	173,034	412,693
Reconciliation of funds									
Total funds brought forward	717,977	815,023	1,533,000	12,224,890	8,689	35,725	12,269,304	13,802,304	13,389,611
Total funds carried forward	479,824	820,485	1,300,309	12,633,172	7,620	34,237	12,675,029	13,975,338	13,802,304

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

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Association	Note	← Unrestricted Funds →			← Restricted Funds →				Total 2020	Total 2019
		General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal		
		\$	\$	\$	\$	\$	\$	\$	\$	
INCOME										
Income from generated funds										
Voluntary income	3	589,168	-	589,168	488,841	-	-	488,841	1,078,009	1,872,964
Investment income	5	-	18,175	18,175	288,500	-	-	288,500	306,675	282,879
Income from charitable activities	6	20,355,860	-	20,355,860	-	-	-	20,355,860	19,435,794	
Total income		20,945,028	18,175	20,963,203	777,341	-	-	777,341	21,740,544	21,591,637
EXPENDITURES										
Cost of generating funds										
Voluntary income	7	100,882	-	100,882	17,342	-	-	17,342	118,224	156,366
Investment management cost	7	-	-	-	-	-	-	-	-	4,335
Charitable activities	8	21,105,132	12,713	21,117,845	380,566	1,069	1,488	383,123	21,500,968	21,079,757
Governance costs		43,945	-	43,945	-	-	-	-	43,945	29,431
Total expenditures		21,249,959	12,713	21,262,672	397,908	1,069	1,488	400,465	21,663,137	21,269,889
Net income/(expenditure) before return of grant		(304,931)	5,462	(299,469)	379,433	(1,069)	(1,488)	376,876	77,407	321,748
Return of grant by subsidiaries	24	210,000	-	210,000	-	-	-	-	210,000	65,000
Net income/(expenditure)		(94,931)	5,462	(89,469)	379,433	(1,069)	(1,488)	376,876	287,407	386,748

**DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES
STATEMENTS OF FINANCIAL ACTIVITIES – SUPPLEMENTARY SCHEDULES
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

Association	← Unrestricted Funds →			← Restricted Funds →					Total 2020	Total 2019
	General Fund	Jimmy And Roshen Daruwalla Fund	Subtotal	Education Fund	Parent-Teacher Group Fund	Library Fund	Subtotal			
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Gross transfer between funds										
Gross transfer from funds	-	-	-	-	-	-	-	-	-	
Gross transfer to funds	-	-	-	-	-	-	-	-	-	
Net movement in funds	(94,931)	5,462	(89,469)	379,433	(1,069)	(1,488)	376,876	287,407	386,748	
Reconciliation of funds										
Total funds brought forward	706,094	815,023	1,521,117	11,682,257	8,689	35,725	11,726,671	13,247,788	12,861,040	
Total funds carried forward	611,163	820,485	1,431,648	12,061,690	7,620	34,237	12,103,547	13,535,195	13,247,788	

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

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

1. GENERAL

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

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

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

The financial statements for the reporting year ended 31 March 2020 were approved and authorised for issue by the Executive Committee on the date indicated in the Statement by the Executive Committee.

2. SIGNIFICANT ACCOUNTING POLICIES

(I) Basis of preparation

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies

(a) Currency Translation

Functional and Presentation currency

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

Transactions and balances

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

(b) Consolidation

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

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(c) Fund Accounting

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

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

(d) Revenue recognition

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(e) Expenditures

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

Cost of Generating Funds

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

Charitable Activities

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

Governance Costs

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

(f) Plant and equipment

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

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

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

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

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(g) Financial assets and financial liabilities

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

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

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

(h) Operating Lease

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

(i) Inventories

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

(j) Income Tax

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(II) Significant accounting policies (Cont'd)

(k) Employee benefits

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

3. INCOME FROM GENERATED FUNDS – VOLUNTARY INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Unrestricted funds:				
Donations	339,015	795,939	339,015	795,939
Wage credit	248,570	269,855	246,466	266,930
Membership subscriptions	3,687	5,816	3,687	5,816
	<u>591,272</u>	<u>1,071,610</u>	<u>589,168</u>	<u>1,068,685</u>
Restricted funds:				
Donations	488,841	673,042	488,841	673,042
Toteboard Funding	-	131,237	-	131,237
	<u>488,841</u>	<u>804,279</u>	<u>488,841</u>	<u>804,279</u>
	<u>1,080,113</u>	<u>1,875,889</u>	<u>1,078,009</u>	<u>1,872,964</u>

Restricted donations include \$121,000 (2019: \$60,000) funding received from President's Challenge. The fund was used to send parents of students from lower-income families to workshops and courses, \$76,002 (2019: \$45,261) of the amount received was utilised and had been charged to course and other programme expenditures (Note 8) during the reporting year.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

4. INCOME FROM GENERATED FUNDS – ACTIVITIES FOR GENERATING FUNDS

	<u>Group</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
Unrestricted funds:		
Sale of resource books	8,272	3,495
Interest income from cash and bank balances	115	114
	<u>8,387</u>	<u>3,609</u>

5. INCOME FROM GENERATED FUNDS – INVESTMENT INCOME

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Unrestricted funds:				
Interest income, net	11,582	11,646	11,582	11,646
Dividend income	6,593	5,652	6,593	5,652
	<u>18,175</u>	<u>17,298</u>	<u>18,175</u>	<u>17,298</u>
Restricted funds:				
Interest income, net	183,852	178,806	183,852	178,806
Dividend income	104,648	86,775	104,648	86,775
	<u>288,500</u>	<u>265,581</u>	<u>288,500</u>	<u>265,581</u>
	<u>306,675</u>	<u>282,879</u>	<u>306,675</u>	<u>282,879</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

6. INCOME FROM CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Unrestricted funds:				
Tuition and assessment fees	9,935,065	9,581,115	9,584,713	9,310,217
Proceeds from courses and workshops conducted	450,040	473,027	16,944	73,264
Grant from MOE	10,422,877	9,844,967	10,422,877	9,844,967
VCF grant from NCSS	55,970	60,175	55,970	60,175
Conference fee income	36,405	15,085	36,405	15,085
Sundry income	30,659	44,040	40,458	51,327
Special and temporary employment credit	15,795	14,786	15,785	14,786
Government-paid maternity, paternity and child care leave	82,108	49,080	81,123	48,123
Professional Conversion Programmes support	99,362	17,088	99,362	17,088
Allowance for doubtful debts written back (Note 10)	2,223	516	2,223	516
	<u>21,130,504</u>	<u>20,099,879</u>	<u>20,355,860</u>	<u>19,435,548</u>
Restricted funds:				
Proceeds from workshops conducted	-	246	-	246
	<u>21,130,504</u>	<u>20,100,125</u>	<u>20,355,860</u>	<u>19,435,794</u>

7. EXPENDITURES – COST OF GENERATING FUNDS

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Unrestricted funds:				
Voluntary income	100,882	93,414	100,882	93,414
Cost of resource books sold	3,055	934	-	-
<u>Investment management cost</u>				
Loss on disposal of investments in financial assets	-	265	-	265
	<u>103,937</u>	<u>94,613</u>	<u>100,882</u>	<u>93,679</u>
Restricted funds:				
Voluntary income	17,342	62,952	17,342	62,952
<u>Investment management cost</u>				
Loss on disposal of investments in financial assets	-	4,070	-	4,070
	<u>17,342</u>	<u>67,022</u>	<u>17,342</u>	<u>67,022</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

8. EXPENDITURES – CHARITABLE ACTIVITIES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Unrestricted funds:				
Plant and equipment written off	3	1	3	-
Publication and publicity	64,524	122,029	61,470	112,854
Bank charges	17,479	21,966	11,770	15,431
Bursary	666,306	1,147,549	666,306	1,147,549
Cleaning services	136,803	130,993	133,535	127,549
Cost of conference	62,939	58,452	62,939	58,452
Course and other programme expenditures	94,011	130,806	8,311	15,891
Depreciation of plant and equipment (Note 13)	365,167	265,173	356,269	256,279
Insurance	17,352	19,253	14,411	17,160
Rental of equipment and upgrading	29,537	32,796	27,468	29,980
Learning resources	47,467	59,372	47,705	58,694
NETS commission	13,024	13,702	12,030	12,668
Other expenses	49,184	53,490	48,019	52,067
GST input tax disallowed	514,956	24,710	514,956	24,710
Allowance for doubtful debts (Note 10)	13,553	13,323	13,553	13,323
Printing and supplies	57,891	58,853	53,935	53,428
Rental expenses	871,397	861,815	707,133	697,551
Repairs and maintenance	228,349	211,652	219,565	207,564
Secretarial fees	3,520	3,120	-	-
Staff scholarships	117,979	155,368	405,838	508,141
Staff salaries and related staff costs	18,141,054	17,620,832	17,450,718	16,993,387
Telecommunications and networks	76,244	90,983	74,076	88,746
Transport and travelling	20,798	19,844	16,584	15,824
Utilities	215,080	224,752	211,251	218,055
	<u>21,824,617</u>	<u>21,340,834</u>	<u>21,117,845</u>	<u>20,725,303</u>
Restricted funds:				
Bursary	350,644	308,827	350,644	308,827
Course and other programme expenditures	2,018	666	30,867	45,261
Learning resources	1,488	46	1,488	46
Other expenses	124	320	124	320
	<u>354,274</u>	<u>309,859</u>	<u>383,123</u>	<u>354,454</u>
	<u>22,178,891</u>	<u>21,650,693</u>	<u>21,500,968</u>	<u>21,079,757</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

9. INVENTORIES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u> \$	<u>2019</u> \$	<u>2020</u> \$	<u>2019</u> \$
Merchandise	2,436	7,548	-	-

The costs of inventories recognised as an expense amount to \$6,807 (2019: \$4,723).

10. TRADE AND OTHER RECEIVABLES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u> \$	<u>2019</u> \$	<u>2020</u> \$	<u>2019</u> \$
<u>Trade Receivables</u>				
Outside parties	2,078,375	1,987,596	2,028,979	1,889,884
Less: Allowance for doubtful debts	(24,653)	(20,806)	(24,653)	(20,806)
	2,053,722	1,966,790	2,004,326	1,869,078
Financial assistance/ bursary from MOE	626,711	566,211	626,711	566,211
	2,680,433	2,533,001	2,631,037	2,435,289
<u>Other Receivables</u>				
Amount owing by subsidiary	-	-	93,108	-
Grant receivable – Jobs Support Scheme	1,165,600	-	1,137,000	-
Outside parties	105,986	101,770	105,895	101,680
Deposits to secure services	322,461	321,199	322,461	321,199
Prepayments	107,447	469,009	102,195	467,146
	1,701,494	891,978	1,760,659	890,025
Trade and other receivables	4,381,927	3,424,979	4,391,696	3,325,314

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

	<u>Group</u>		<u>Association</u>	
	<u>2020</u> \$	<u>2019</u> \$	<u>2020</u> \$	<u>2019</u> \$
Balance at beginning of year	20,806	16,020	20,806	16,020
Current year allowance (Note 8)	13,553	13,323	13,553	13,323
Amount written off	(7,483)	(8,021)	(7,483)	(8,021)
Amount written back (Note 6)	(2,223)	(516)	(2,223)	(516)
Balance at end of year	24,653	20,806	24,653	20,806

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

10. TRADE AND OTHER RECEIVABLES (CONT'D)

On 18 February 2020, the Singapore Government announced Jobs Support Scheme (JSS) at the Budget 2020. The JSS was subsequently enhanced in supplementary budgets on 26 March 2020. The purpose of the JSS is to provide wage support to employers during the circuit breaker period and economic uncertainty (Note 28). The government will pay out the JSS grants in batches after the reporting date.

As at reporting date, the Association is entitled to a portion of the JSS grants. Therefore, grant receivable and deferred grant income (Note 15) are recorded in respect of such portion of the JSS grants although the funds were not received during the reporting year.

11. INVESTMENTS IN FINANCIAL ASSETS

	<u>Group and Association</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
Balance at beginning of year	8,527,834	4,040,015
Additions	503,986	6,003,834
Disposals	(1,017,125)	(1,516,015)
Balance at end of year, at cost	<u>8,014,695</u>	<u>8,527,834</u>

During the reporting year, the Association subscribed to various conservative investment funds that amounted to \$503,986 (2019: \$6,003,834) to achieve a reasonable return while achieving long-term growth and adequate diversification. The investments are managed by independent fund managers.

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

	<u>Group and Association</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
<u>Current</u>		
Investment in funds	6,507,820	6,003,834
<u>Non-current</u>		
Quoted debt securities	1,506,875	2,524,000
	<u>8,014,695</u>	<u>8,527,834</u>

	<u>Group and Association</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
<u>Fair values</u>		
Investment in funds	6,483,755	6,055,750
Quoted debt securities	1,494,693	2,502,398
	<u>7,978,448</u>	<u>8,558,148</u>

The effective interest rates of the quoted debt securities range from 3.35% per annum to 4.7% per annum (2019: 3.35% per annum to 4.7% per annum).

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

11. INVESTMENTS IN FINANCIAL ASSETS (CONT'D)

The fair values of the investments in funds and quoted debt securities on 31 July 2020 were approximately \$6,829,000 and \$1,505,000, while the costs of the funds were \$6,507,820 and 1,506,875 respectively. As the fair values of the investments increased after the reporting date, the lower fair values compared to costs as at reporting date of 31 March 2020 were not considered an impairment in values of financial assets.

12. CASH AND BANK BALANCES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Cash in hand and at bank	4,940,906	4,825,989	4,288,315	4,206,645
Short-term deposits – more than 3 months	4,000,000	3,000,000	4,000,000	3,000,000
Short-term deposit – restricted	46,001	45,886	-	-
Cash and bank balances	<u>8,986,907</u>	<u>7,871,875</u>	<u>8,288,315</u>	<u>7,206,645</u>

The short-term deposits have interest rates ranging from 0.25% per annum to 2.22% per annum (2019: 0.25% per annum to 1.79% per annum).

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

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

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Cash and bank balances (as above)	8,986,907	7,871,875	8,288,315	7,206,645
Less:				
Short-term deposits – more than 3 months	(4,000,000)	(3,000,000)	(4,000,000)	(3,000,000)
Short-term deposit – restricted	(46,001)	(45,886)	-	-
	<u>4,940,906</u>	<u>4,825,989</u>	<u>4,288,315</u>	<u>4,206,645</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

13. PLANT AND EQUIPMENT

Group	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2018	1,289,806	3,459,041	393,360	5,142,207
Additions	130,114	38,704	-	168,818
Disposal/Written off	(568)	-	-	(568)
As at 31 March 2019	1,419,352	3,497,745	393,360	5,310,457
Additions	198,691	29,320	399,765	627,776
Disposal/Written off	(303)	-	-	(303)
As at 31 March 2020	1,617,740	3,527,065	793,125	5,937,930
Accumulated depreciation:				
As at 1 April 2018	1,121,831	3,208,200	316,817	4,646,848
Depreciation charge for the year (Note 8)	144,889	88,234	32,050	265,173
Disposal/Written off	(567)	-	-	(567)
As at 31 March 2019	1,266,153	3,296,434	348,867	4,911,454
Depreciation charge for the year (Note 8)	172,831	82,118	110,218	365,167
Disposal/Written off	(300)	-	-	(300)
As at 31 March 2020	1,438,684	3,378,552	459,085	5,276,321
Net carrying value: -				
As at 31 March 2020	179,056	148,513	334,040	661,609
As at 31 March 2019	153,199	201,311	44,493	399,003

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

13. PLANT AND EQUIPMENT (CONT'D)

Association

	<u>Equipment and furniture</u>	<u>Renovation</u>	<u>Software</u>	<u>Total</u>
	\$	\$	\$	\$
Cost:				
As at 1 April 2018	1,213,396	3,291,519	365,032	4,869,947
Additions	119,993	36,562	-	156,555
As at 31 March 2019	1,333,389	3,328,081	365,032	5,026,502
Additions	196,353	26,536	396,020	618,909
Disposal/Written off	(303)	-	-	(303)
As at 31 March 2020	1,529,439	3,354,617	761,052	5,645,108
Accumulated depreciation:				
As at 1 April 2018	1,050,704	3,040,691	292,832	4,384,227
Depreciation charge for the year (Note 8)	137,864	87,805	30,610	256,279
As at 31 March 2019	1,188,568	3,128,496	323,442	4,640,506
Depreciation charge for the year (Note 8)	167,107	81,133	108,029	356,269
Disposal/Written off	(300)	-	-	(300)
As at 31 March 2020	1,355,375	3,209,629	431,471	4,996,475
Net carrying value: -				
As at 31 March 2020	174,064	144,988	329,581	648,633
As at 31 March 2019	144,821	199,585	41,590	385,996

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

14. INVESTMENTS IN SUBSIDIARIES

The wholly owned subsidiaries are as follows:

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

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

* Audited by RT LLP, Singapore

15. TRADE AND OTHER PAYABLES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
<u>Trade payables</u>				
Outside parties	176,030	190,163	75,324	85,997
Accruals	362,333	339,567	333,263	322,389
Goods and services tax payable	172,220	166,329	144,880	139,539
	<u>710,583</u>	<u>696,059</u>	<u>553,467</u>	<u>547,925</u>
<u>Other payables</u>				
Amount owing to subsidiaries	-	-	177,726	199,369
Outside parties	185,865	185,865	185,865	185,865
Accruals for unconsumed leave	371,777	367,225	344,668	339,633
Deferred grant income (Note 10)	1,165,600	-	1,137,000	-
Other accruals	2,616,288	2,473,171	2,542,383	2,398,704
	<u>4,339,530</u>	<u>3,026,261</u>	<u>4,387,642</u>	<u>3,123,571</u>
	<u>5,050,113</u>	<u>3,722,320</u>	<u>4,941,109</u>	<u>3,671,496</u>

16. OTHER LIABILITIES

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Advance billings	<u>2,970,130</u>	<u>2,654,552</u>	<u>2,815,042</u>	<u>2,474,442</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

17. DEPOSITS RECEIVED

The deposits are for tuition fees received from students.

18. GENERAL FUND

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

19. JIMMY AND ROSHEN DARUWALLA FUND

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

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

20. EDUCATION FUND

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

21. PARENT-TEACHER GROUP FUND

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

22. LIBRARY FUND

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

23. EMPLOYEE BENEFITS

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Salaries and bonus	15,421,874	15,011,618	14,744,338	14,370,029
Employer's contribution to Central Provident Fund	2,298,917	2,257,324	2,233,319	2,193,888
Foreign worker levy and skill development fund	53,684	59,564	52,997	58,881
Other staff related expenses	585,440	541,108	926,784	972,144
	<u>18,359,915</u>	<u>17,869,614</u>	<u>17,957,438</u>	<u>17,594,942</u>

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

24. RELATED PARTY TRANSACTIONS

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

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

(a) Significant transactions with its subsidiaries

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

	<u>Association</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
Return of grant received in prior years by subsidiaries *	210,000	65,000
Repayment to a subsidiary for course fees, and expenses paid by the subsidiary on behalf of the Association	319,032	416,961
Salaries paid by the Association on behalf of the subsidiaries but borne by the subsidiaries	64,309	53,676
Salaries paid by the subsidiary on behalf of the Association but borne by the Association	110,852	107,838
Rental, utilities and other expenses paid on behalf of the subsidiaries by the Association but borne by the subsidiaries	199,277	191,714
Collection collected by a subsidiary on behalf of the Association	792	-
Course fees charged to the Association by a subsidiary	397,478	482,243
Course fees charged to a subsidiary	1,373	680
Fees collected by the Association on behalf of the subsidiaries	155,733	145,425
Expenses paid by the subsidiaries on behalf of the Association	778	8,569
Teaching materials charged to the Association by a subsidiary	465	-
Trainer fees paid by the Association on behalf of the subsidiaries but borne by the subsidiaries	195,500	180,455
Administrative expenses charged to a subsidiary by Association	37,479	33,830

* Return of grant by subsidiaries are in relation to the grants given by the Association to its subsidiaries in 2012 and 2013 to enable the subsidiaries to undertake programmes of work identified by the Association as necessary to meet the Group's objectives. For information only, the balance of grants to be returned after the total returns of \$405,000 by subsidiaries as at reporting date amounts to \$1,595,000.

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE REPORTING YEAR ENDED 31 MARCH 2020**

24. RELATED PARTY TRANSACTIONS (CONT'D)

(b) Compensation of key management personnel

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
Number of staffs in the following remuneration bands (per annum) of:				
\$200,001 and above	2	2	2	2
\$150,001 to \$200,000	3	3	2	2
\$100,001 to \$150,000	2	2	2	2
	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Salaries and bonus	1,270,755	1,305,788	1,128,702	1,130,117
Employer's contribution to Central Provident Fund	86,883	95,228	75,010	79,889
	<u>1,357,638</u>	<u>1,401,016</u>	<u>1,203,712</u>	<u>1,210,006</u>

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

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

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

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

Annual remuneration	<u>2020</u>	<u>2019</u>
\$100,001 to \$200,000	1	1
\$200,001 to \$300,000	1	1
\$300,001 to \$400,000	1	1

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

24. RELATED PARTY TRANSACTIONS (CONT'D)

- (c) Significant transactions with other related parties

Professional fees paid and payable to companies in which an executive member has interest amounted to \$19,601 (2019: \$3,200).

25. TAX DEDUCTIBLE RECEIPTS

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

During the reporting year, the Association issued tax deductible receipts for donations collected amounting to \$227,386 (2019: \$471,715).

26. COMMITMENTS

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

Capital commitments

Expenditure approved and contracted for:

	<u>Group and Association</u>	
	<u>2020</u>	<u>2019</u>
	\$	\$
Development of student management system and accounting software	-	398,350
Purchase of office equipment	-	36,918
	<u>-</u>	<u>435,268</u>

27. OPERATING LEASE COMMITMENTS

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

	<u>Group</u>		<u>Association</u>	
	<u>2020</u>	<u>2019</u>	<u>2020</u>	<u>2019</u>
	\$	\$	\$	\$
Within one year	786,565	832,038	784,789	830,262
Within two to five years	2,036,783	2,637,596	2,031,455	2,630,492
	<u>2,823,348</u>	<u>3,469,634</u>	<u>2,816,244</u>	<u>3,460,754</u>

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

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

DYSLEXIA ASSOCIATION OF SINGAPORE AND ITS SUBSIDIARIES

NOTES TO THE FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDED 31 MARCH 2020

28. EVENTS OCCURRING AFTER THE REPORTING PERIOD

The Coronavirus Disease (COVID-19) outbreak and the measures taken to contain the spread of the pandemic have created a high level of uncertainty to global economic prospects and this has impacted the Association's operations and its financial performance subsequent to the financial year end.

The Singapore Multi-Ministry Taskforce implemented an elevated set of safe distancing measures as a circuit breaker from 7 April 2020, to pre-empt the trend of increasing local transmission of COVID-19. Except for those providing essential services and selected economic sectors, all businesses are required to suspend all in-person activities and activities at the business location. As a result, the Association suspended operations at its 14 learning centres from 7 April 2020 to 1 June 2020. While the assessments services were temporary suspended during the period, the classes for various programmes were conducted through online platforms with the exception of students who were deemed not suitable for online teaching.

As the situation continues to evolve with significant level of uncertainty, the Association is unable to reasonably estimate the full financial impact of the COVID-19 outbreak. However, its cash flows remain manageable, with the ability to pay its liabilities when they are due.

29. COMPARATIVE INFORMATION

Certain comparative figures have been adjusted to conform to the current year's presentation.

- (i) Trade receivables amounted to \$149,520 for the Group and the Association had been reclassified to other liabilities, the cash flow statement had been reclassified accordingly, and
- (ii) Operating lease commitment decreased by \$59,431 and \$68,311 for the Group and the Association respectively.


30. COLUMNAR PRESENTATION OF BALANCE SHEETS

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

CONTACT US

CORPORATE OFFICE

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

6444 5700  info@das.org.sg  www.das.org.sg

STAY CONNECTED



Dyslexia Association of Singapore

LEARNING CENTRES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSMENT SERVICES

SpLD Assessment Services
73 Bukit Timah Road, #05-0, Rex House, Singapore 229832

DAS ACADEMY

73 Bukit Timah Road, #05-0, Rex House, Singapore 229832

Tel: 6336 2555 | Fax: 6643 9643 | info@dasacademy.edu.sg | www.dasacademy.edu.sg

DAS INTERNATIONAL SERVICES

73 Bukit Timah Road, #05-0, Rex House, Singapore 229832

Tel: 6643 9600 | FAX: 6643 9603 | info@dasint.org.sg | www.dasint.org.sg

CORPORATE INFORMATION

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

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