

DYSLEXIA ASSOCIATION OF SINGAPORE

TOGETHER FOR LEARNING

ANNUAL REPORT 2022 - 2023



OUR MISSION

Helping People With Dyslexia and Other Specific Learning Differences Achieve

OUR GOAL

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

DAS PATRON

Mrs Goh Chok Tong

Dyslexia Association of Singapore (UEN 202114767K)
Registered Company Limited by Guarantee (CLG) under ACRA on 26 April 2021
Registered Charity under the Charities Act 1994 on 29 June 2021
Institution of a Public Character (IPC)
Accorded the IPC status from from 25 August 2021 to 31 March 2024.

Full Member of National Council of Social Service

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

Auditor:
RT LLP

Main Banker:
OCBC Bank

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

Designed by
Lim Jia Ern, Manager of Publicity & Publications
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CHAIRMAN MESSAGE

In a 2nd June 2018 Channel News Asia article titled "Can education fix inequality in Singapore? If not, what can?", it was identified that family circumstances make the dominant impact on student performance in Singapore. The article shared research from NTU and NUS and stated that "The PISA test which we regularly top shows that 15-year-old students in Singapore on average perform better than those in OECD countries, but here the gap between the top and bottom scorers is wider and the dependence on parents' socio-economic status higher."

Therefore even as Singapore takes great pride in the achievements of our students, we must recognize there is a group of students who are underperforming and these children are often doubly disadvantaged by their learning difference and limited resources due to their families being lower-income.

To support this group of children, I am pleased to share that DAS had raised \$1,982K in the past financial year (FY2022-2023) towards bursaries for children with dyslexia from lower-income families. I thank the generosity of our many wonderful supporters and the tremendous efforts of the DAS Board, Committee and staff members of DAS.

I would like to thank the Ministry of Education (MOE) for their continued support over the years and for providing the MOE Grant for students with dyslexia attending the MOE-aided DAS Main Literacy Programme (MLP) at our twelve DAS Learning Centres. The Grant will amount to \$9,728K in FY2022-2023. Students from lower-income families also benefited from the MOE Financial

Assistance Scheme (FAS). If not for the MOE Grant and FAS as well as DAS management's productivity and cost-saving measures, DAS would have to charge higher fees for MLP to be sustainable. MLP fees have not changed since 2007. Over the next few years, we anticipate significant financial stresses as demand for our services increase and especially if MOE funding on a per capita basis is not increased in line with inflation. The Consumer Price Index was as high as 5.7% in April 2023.

We continue to celebrate our students' successes and recognise the tremendous effort they have put into their learning journey. With the removal of COVID-19 Safe Management Measures, the DAS Student Graduation and Achievement Awards Ceremony on 26 November 2022 was held in person at the SUTD Auditorium for the first time in three years! Our Guest-of-Honour was MOE Director General of Education, Ms Liew Wei Li whose speech greatly encouraged our students and staff and re-affirmed the Government's support for our students and their parents. Ms Liew also visited the DAS Rex House Learning Centre on 21 November 2022 for a productive discussion on the way forward for MOE and DAS.

To further our outreach in Singapore, we officially opened our new learning centre at Yishun Ave 5, Block 741 on 13 October 2022. Located in the heart of Yishun and very near Northpoint Mall, the centre will replace and expand the number of classrooms available at our former learning centre located at Yishun Block 932. I would once again like to thank Member

of Parliament and Minister of State, Ministry of Home Affairs & Ministry of National Development, Assoc Prof Dr Muhammad Faishal Ibrahim, for graciously accepting our invitation to be the Guest-of-Honour at the official opening.

Very importantly, I would like to express our appreciation to our ever-supportive Patron, Mrs Goh Chok Tong. Mrs Goh has been our Patron since 1995 and her encouragement has been key to our continued development. Mrs Goh's kind letter on our behalf to the Lee Foundation was instrumental in the aforementioned \$50K donation from the Foundation towards the building of our new DAS Toa Payoh Learning Centre.

I am delighted that at the management level, there continues to be stability and progress under the leadership of Chief Executive Officer Mr Lee Siang. Under Lee Siang and his General Management Team, DAS has continued to grow from strength to strength. I would like to thank him and his team for another outstanding effort in the past year in reaching out and helping many more students with dyslexia and associated learning differences despite limited funds, resources and adapting as Singapore came out of a pandemic! The COVID-19 pandemic has continued to impact operations and DAS staff adopted hybrid teaching to ensure students who have to stay home because they tested positive could continue their learning uninterrupted. The above are excellent examples of management's excellent stewardship and the staff's willingness to embrace change. Having been initiated as a community service project by the Rotary Club of Raffles City, DAS

has been working for the dyslexia community for 30 years. October 2021 was the 30th birthday of DAS. Looking forward to more years to come, we celebrated our 30th Anniversary on 7 September 2022 at our Charity Gala Dinner where Her Excellency, President Halimah Yacob was our Guest-of-Honour!

On the road ahead, DAS will not stop focusing on quality and sustainability. We will continue to invest resources and expand efforts to secure funding and donations to support a comprehensive and holistic range of programmes. We will continue to invest in the professional development of our staff. We will also invest time in programme evaluation and research to ensure the reliability of our programmes and services. We will continue to engage, collaborate and partner with MOE in all our efforts. We will strive to reach out to new partners, donors and supporters. Together, we will form better ways and newer perspectives, to build a level playing field for our children.

We will continue to further our mission - Helping People with Dyslexia and Other Specific Learning Differences Achieve.



ERIC LEE
Chairman

CEO MESSAGE

In alignment with Chairman Mr. Eric Lee's message, I extend my gratitude to DAS staff for their unwavering commitment to students with dyslexia. Despite challenges this year, DAS reduced its projected deficit from \$1,686K to \$1,035K in FY2022-2023. However, with stagnant MOE Grant rates and MOE funding as our primary revenue, financial hurdles persist. As of March 31, 2023, our accumulated funds stand at \$15.58 million, only 68% of this year's expenses. Projected deficits ahead necessitate continued cost-effectiveness.

Amid financial constraints, DAS achieved significant successes in FY2022-2023. Operating revenue slightly decreased from \$20,973K to \$20,595K, attributed to fluctuations in program enrollment. Specialized Educational Services (SES) showed a 10% revenue growth, totaling \$3,751K. DAS expanded its curriculum, serving a broader student profile. Notably, the English Language and Literacy Division's collaboration with the Lim Hoon Foundation saw progress in supporting students in higher learning institutions.

Cost management remained effective; staff costs remained steady, and despite challenges, DAS continued its investment in expertise and program evaluation. DAS Academy faced challenges, with revenue dropping to \$766K from \$961K, primarily due to reduced course enrollment post-COVID-19. Yet, prudent management led to reduced costs and additional revenue from MOE SEN Officer training and onsite training for schools.

DAS International Services showcased growth, with increased tutoring hours and revenue of \$384K. However, DAS International reported a deficit of \$54K after contributing back to DAS. As we navigate this challenging year, the DAS team's adaptability shines. Though financial uncertainties persist due to MOE funding changes, we remain cautious yet optimistic. Our expanded programs empower a wider range of learners, with a focus on students facing overlapping challenges not captured by traditional diagnoses. As we continue this journey, we appreciate the support of our stakeholders in fulfilling our mission.

Despite it being another challenging year, my colleagues at DAS have shown me what it truly means to embrace change! The financial environment for DAS continues to be very fluid especially because of the changes in our funding with MOE. Management has continued to be prudent in our spending. Nevertheless, our efforts to increase the range and productivity of our programmes and services are bearing fruit and we can look forward with greater confidence as we provide more dyslexic children and people with more comprehensive and better services.

Going forward, a group of students have increasingly captured our attention. Those with difficulties that overlap those of students with dyslexia but do not qualify for a diagnosis of dyslexia or related specific learning difference. A good example of a child who did not tick

all the boxes is 7-year-old Anne (not her real name). Her DAS assessment showed an intelligent child with high fluid reasoning. But Anne has many “dyslexic” weaknesses including poor visual working memory, processing speed, rapid naming, alphabet, and reading fluency. So a spiky profile with highs and lows that did not meet the criteria of a diagnosis. And there are many others like Anne who then do not have programmes and funding support to remediate their learning difference and consequently struggle to learn. We recently met another Struggling Learner who was receiving support in one of our special projects with a family service centre. At P5, this student could only add and could not deduct, multiply, or divide. Yet he does not have a diagnosis of a learning difference.

In fact, each year, one-third of the approximately 1,000 students assessed by DAS will not be

diagnosed with dyslexia but struggle to learn because of overlapping learning difficulties. Some of these students may then fall through the cracks! Recognising that this is a gap and there is a significant group of students who are underserved, the DAS Board and Management came together and agreed that we will pilot a trial to determine if current DAS programmes will be beneficial to Struggling Learners who are not Dyslexic (SL-ND) and if they can become part of our range of clients.

Although we have been serving children and people with dyslexia for 32 years (since 1991), there continue to be many areas and client groups DAS must reach out to. The management and staff look forward to the support of our Board and stakeholders as we strive to empower children and people with dyslexia and other struggling learners to achieve their true potential.



LEE SIANG

Chief Executive Officer

BOARD OF DIRECTORS



MR LEE SIEW PIN ERIC
Chairman



MR KEVIN KWEK
Vice Chairman



MR VINCENT CHEN
Director



MR KAKA SINGH S/O DALIP SINGH
Director



MS WONG MAY-LYN
Director



MR ADDIS WILLIAM DICKON
Director



MR PAUL LIM BOON TONG
Director



DR ZUBIN DARUWALLA
Director



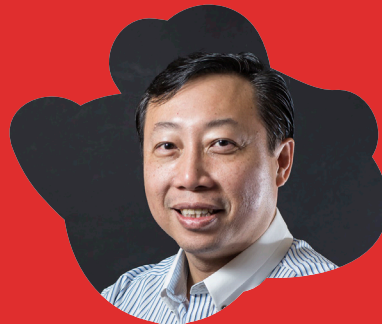
MR JIM LEE
Director



MR ANDY LIM
Director



MS ALICIA TAN
Director



MR LEE SIANG
Director

MEMBERS OF VARIOUS COMMITTEES



DR CYNTHIA TAN



LIE AY WEN



MR ANURAG PANDEY



DR RICHARD YAP



MR GUILLAUME SACHET

GENERAL MANAGEMENT TEAM



Lee Siang
Chief Executive Officer
Board Director



Quek Gek San
Director of
Corporate Services and
Human Resources
(Resigned May 2023)



Edmen Leong
Director of Specialised
Educational Services



Anaberta Oehlers-Jaen
Head, DAS International



Chai Soo Chiao
Chief Financial
Officer/ Director of
Learning Centre
Management

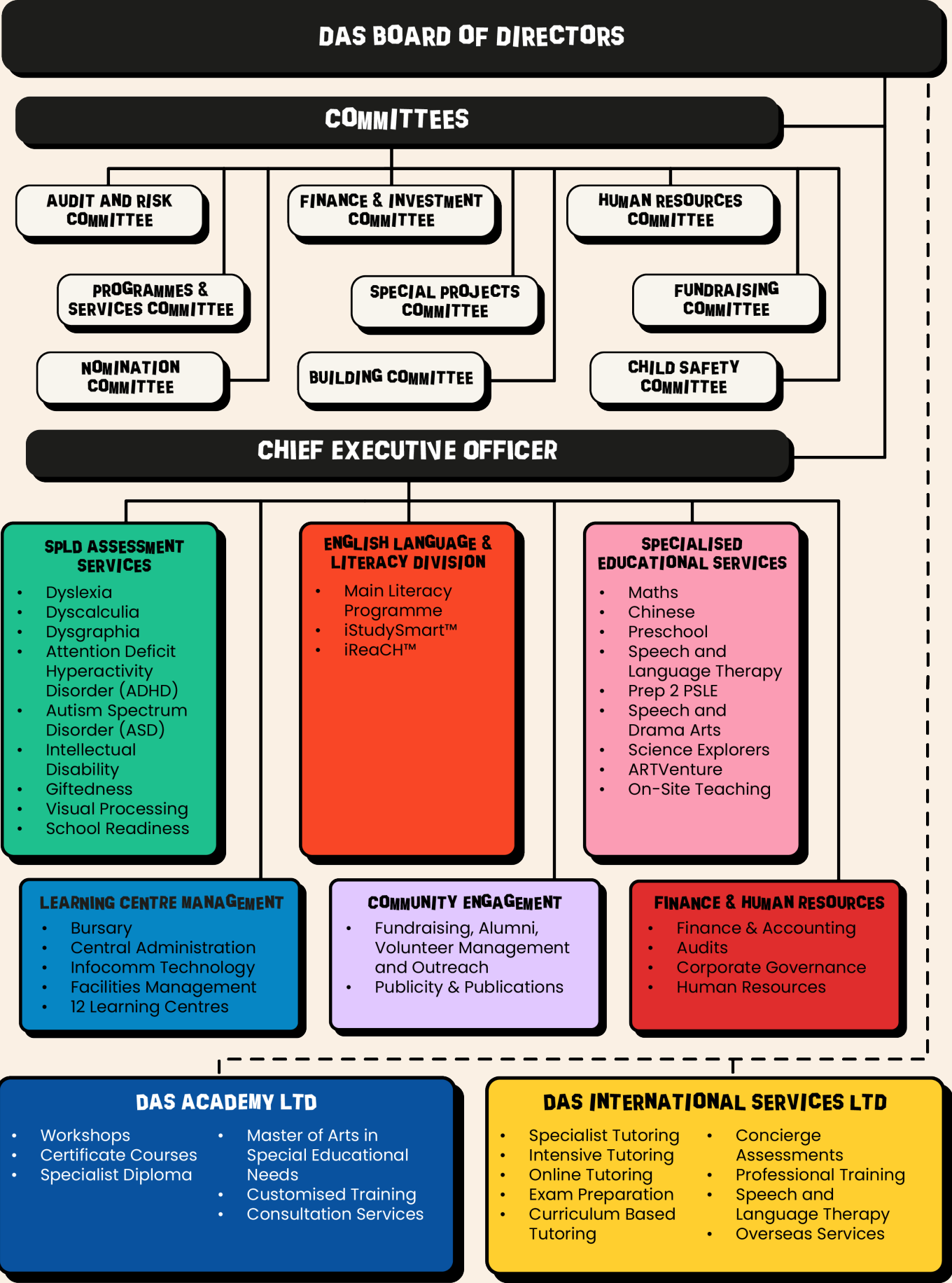


Geetha Shantha Ram
Director, SpLD
Assessment Services,
English Language
and Literacy Division
and Staff Professional
Development



June Siew
Head, DAS Academy

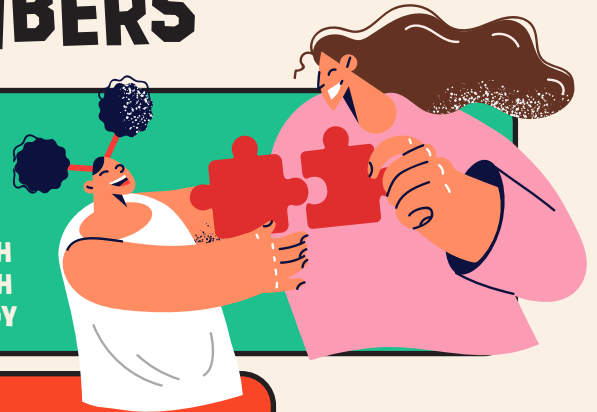
ORGANISATIONAL STRUCTURE



OUR IMPACT IN NUMBERS



169
CHILDREN AND YOUTH
SUPPORTED IN SPEECH
& LANGUAGE THERAPY



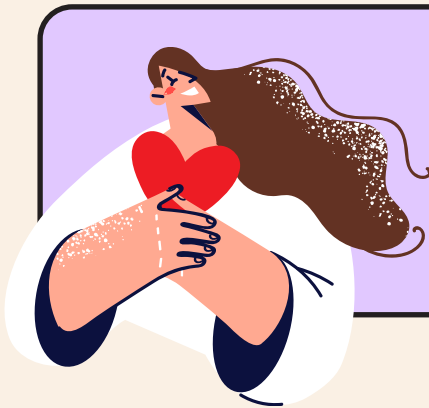
3,497 CHILDREN AND YOUTH
SUPPORTED IN THE MAIN
LITERACY PROGRAMME



\$1,982,000
DONATIONS RECEIVED IN SUPPORT OF DAS
FAMILIES WHO REQUIRE BURSARY AID TO ACCESS
INTERVENTION PROGRAMMES



1,063
ASSESSMENTS CONDUCTED FOR
DYSLEXIA, ADULT AND OTHER
LEARNING DIFFERENCES



2,079
BURSARIES PROVIDED TO
INDIVIDUALS TO ACCESS
ASSESSMENTS AND
EDUCATIONAL SERVICES



1,193 CHILDREN AND YOUTH SUPPORTED
IN SPECIALISED EDUCATIONAL
SERVICES PROGRAMMES



2,620
INDIVIDUALS REACHED
THROUGH OUTREACH AND
PUBLIC AWARENESS EFFORTS

CHARTING THE PATH AHEAD

As we stride into a new chapter of our journey, the Dyslexia Association of Singapore (DAS) stands ready to champion progress and inclusivity. The accomplishments of the past year have fueled our commitment to creating a brighter future for individuals with dyslexia and other Specific Learning Differences (SpLDs), propelling us towards innovative initiatives that will shape lives and transform communities.

NAVIGATING CHALLENGES WITH RESILIENCE

The ever-evolving landscape of education continues to present challenges, but our resolve remains unwavering. We are committed to sustaining learning solutions that ensure educational support, leveraging technology to bridge gaps and bolster the learning experience.

EXPANDING HORIZONS OF SUPPORT

DAS is dedicated to providing holistic support that addresses the multifaceted needs of students with dyslexia and SpLDs. Our comprehensive assessment services empower educators with insights, enabling them to tailor interventions that unlock potential and fuel growth. As part of our commitment, we continue to extend these assessment services to adults, ensuring that individuals of all ages receive the tailored support they deserve.

ELEVATING AWARENESS AND COMPASSION

Beyond raising awareness about dyslexia, our focus expands to the profound impact it has on individuals across diverse age groups and academic pursuits. Through an array of awareness talks and enriching learning journeys, we aim to fortify communities with insights that promote inclusivity and empathy.

A NEW LEARNING LANDSCAPE: TOA PAYOH CENTRE

Anticipation brews as we prepare to open a new learning centre in Toa Payoh. This expansion symbolises our commitment to equitable access to quality education. With each centre, we broaden our reach, ensuring that exceptional support is available to more students, families, and communities.

CHAMPIONING STRUGGLING LEARNERS

Our pursuit to embrace diversity extends to a dedicated focus on Struggling Learners who exhibit learning challenges that may not fit conventional criteria. As we unveil tailored programmes and interventions, we aim to bridge the gap and empower every individual to flourish.

FOSTERING TALENTS AND SKILLS

The Embrace Dyslexia movement is evolving into a comprehensive Talent Development Programme, celebrating individual strengths and nurturing talents. Through partnerships and initiatives, we are determined to empower students with diverse pathways for success

CONTINUING EXPERTISE AND ADVOCACY

Our commitment to advancing knowledge about dyslexia and SpLDs remains steadfast. Through research, collaboration, and advocacy, we strive to cultivate a deeper understanding of these conditions and their impact on individuals and society. Looking ahead, we are proud to announce that DAS will soon boast four esteemed PhD holders in our midst, offering expert voices in the industry.

HOLISTIC WELLBEING: MIND, BODY, AND COMMUNITY

The wellbeing of our students, educators, and staff remains a top priority. Our holistic approach ensures that not only academic needs are met, but also emotional and mental wellness are nurtured within a supportive community.

BRIDGING OPPORTUNITY GAPS THROUGH ACCESSIBILITY

Committed to equal access, we break financial barriers to unleash children's potential. Future efforts will amplify fundraising and bursaries, enabling lower-income families' children to flourish. By eliminating financial hurdles, we empower young minds to access programs, unlock potential, and embark on growth journeys. With community support, we strive to create an equitable playing field for every child, regardless of their socio-economic background.

A DECADE OF DEDICATION

Proudly marking a decade of APJDD publication, our commitment to advancing developmental differences knowledge stands strong. The journal's growth and unwavering dedication have enriched the field, fostering research and practice. We're excited to sustain this legacy, enhancing understanding and support for individuals with developmental differences.

MILESTONES AND MOMENTS →

We celebrate the leaps we've taken, the connections we've fostered, and the transformative impact we've made as a united community dedicated to dyslexia and other Specific Learning Differences (SpLD).



EMPOWERING THROUGH FUNDRAISING & AWARENESS

DAS teamed up with Lion City Sailors Football Club on 24 July 2022, for a Singapore Premier League match. Lion City Sailors committed to donating 100% of ticket proceeds to support dyslexic students from lower-income families. In alignment with World Dyslexia Awareness Week, we did our "Leap for Lewis" to celebrate Lewis Hamilton during the F1 race, spotlighting dyslexic strengths.



REWRITE THE STARS: DAS 30TH ANNIVERSARY CHARITY GALA DINNER

In celebration of our 30th anniversary, the "Rewrite the Stars" Charity Gala Dinner took place on September 7, 2022, with President Halimah as the Guest-of-Honour. This event raised funds for dyslexic children from low-income families and garnered a total of \$1,157,000 with generous donor support.



DAS YISHUN LEARNING CENTRE UNVEILING

Our new and improved Yishun Learning Centre opened its doors, accommodating the increasing number of students with dyslexia and SpLDs. Associate Professor Dr Muhammad Faishal Ibrahim, Minister of State, inaugurated the centre as the Guest-of-Honour, highlighting our commitment to enhanced support.



UNITE SPLD 2022 CONFERENCE

At UNITE SpLD 2022, the annual conference brought together global experts in specific learning differences (SpLD). Held online on 23 and 24 June, the conference aimed to boost support, assessment, and intervention for children with SEN. It showcased effective teaching strategies and the latest research findings, elevating SpLD education.



DAS STUDENT GRADUATION CEREMONY

At the DAS Student Graduation Ceremony 2022, young talents with dyslexia celebrated their achievements. This in-person ceremony marked their resilience during the pandemic, underlining their commitment to advancing their learning journey.



UNFORGETTABLE DAS STUDENT EVENTS

Our students created cherished memories through various events, including cycling, sailboat journeys, and visits to the Museum of Ice Cream. These experiences fostered confidence, camaraderie, and personal growth, leaving an enduring impact on our students' lives.

TOGETHER FOR LEARNING



PRESCHOOL SEMINAR 2023

The 10th DAS Preschool Seminar focused on early intervention for children at-risk of learning difficulties. Aligned with governmental efforts, the seminar provided effective strategies for identifying and supporting children with dyslexia and SpLDs. The event facilitated practical learning strategies, best practices, and networking.

OUR FUNDRAISING EFFORTS



\$2,085,145
RAISED TO MAKE
AN IMPACT

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

In FY 2022-2023, we raised \$2,085,145. We are deeply encouraged by the support of the community that helped support the cause of DAS in providing more students with dyslexia from lower-income families the opportunity to receive the specialist intervention that they need and deserve!

E-PLEDGE CARDS

As the physical collection of funds were halted due to the pandemic, FAVOR launched an e-Pledge Card campaign from 1 July 2022 till 31 August 2022 via Giving.sg to continue donation collection across all 13 DAS learning centres virtually. We thank all donors for their donation towards this campaign.

**\$89,339
RAISED**





SCORE FOR DYSLEXIA

**\$30,500
RAISED**

On 24 July 2022, DAS collaborated with Lion City Sailors Football Club on a Singapore Premier League (SPL) match played between Lion City Sailors Football Club and Tampines Rovers Football Club. Lion City Sailors pledged 100% of the ticket proceeds to DAS in support of students with dyslexia from lower-income families.

We raised a total of \$25,500 through the ticket sales!

We would also like to thank Tampines Rovers Football Club for the donation of \$5,000 in support of our cause.

MOVE FOR DYSLEXIA

**\$47,262
RAISED**

In celebration of World Dyslexia Awareness Week, DAS launched Move for Dyslexia 2022. Move for Dyslexia is an annual charity walk, run, cycle campaign that runs from 1 October 2022 till 31 December 2022.

Move for Dyslexia aims to raise awareness of dyslexia and other specific learning difficulties, while raising much needed funds for the DAS Bursary Fund.



DAS30 CHARITY GALA DINNER

**\$1,141,000
RAISED**



In celebration of 30 years, DAS organised the 30th Anniversary Charity Gala Dinner – Rewrite the Stars that was held on 7 September 2022 at St. Regis Singapore to raise funds for children with dyslexia from lower-income families. We had the honour of having our President, Mdm Halimah Yacob, as the Guest-of-Honour. Our appreciation goes to all donors and sponsors for supporting this event to be a successful one!



YOUTH FOR CAUSES

**\$17,697
RAISED**

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

In 2022, we partnered with four teams from Hwa Chong Institution, Nan Chiau High and St. Joseph's Institution to create awareness and raise funds for our students on bursary. The teams engaged our students through various direct service activities such as conducting clay making workshops. They also raised funds through selling merchandise and online fundraising campaigns.

FUNDRAISING EFFORTS IN 2024

In 2023, we have lined up several fundraising initiatives such as our DAS Charity Golf & Dinner 2023, Move for Dyslexia, E-Flag Day, Youth For Causes 2023 and DAS Student Showcase: Gift of Wonders.

We started the year 2023 with a new online donation campaign 'Hope for Children with Dyslexia! #iwishyouknew'. The campaign is hosted on the Giving.sg platform. We hope to raise \$250,000 from the campaign.

Youth For Causes (YFC) is a community initiative that was started by the YMCA of Singapore where youths execute self-initiated projects to raise public awareness and raise funds. We are grateful to have 4 teams from Hwa Chong Institution, Temasek Junior College, Nan Chiau High School and Ngee Ann Secondary School to champion for the DAS. Their project was launched in May 2023 and will be implemented all the way till August 2023.

DAS held our first golf event after Covid-19, DAS Charity Golf & Dinner - Drive For Dyslexia at the Tanah Merah Country Club Tampines Course on 2 August 2023. The dinner was graced by our Guest-of-Honour, the Minister of Education, Mr Chan Chun Sing. The target for the Charity Golf & Dinner 2023 was \$500,000 and we are proud to announce that we have raised \$539,456.

In celebration of World Dyslexia Awareness Week, Move for Dyslexia was launched on 30 September 2023 at the Gardens by the Bay. In this event, participants come together for a mass walk, while raising funds for students with dyslexia from low-income families. Our Guest-of-Honour, Mr Seah Kian Peng, Speaker of Parliament and Member of Parliament of Marine Parade GRC will be joining the walk. Participants will also be able to enjoy the mid-autumn festival celebration at the Gardens by the Bay.

Alongside Move for Dyslexia, we will be initiating an E-Flag Day launch on 30 September 2023. As introduced last year, DAS adopted a cashless collection via SGQR code and the Giving.sg for the campaign. Our target for the E-Flag Day campaign is to raise \$100,000.

Last but not least, our DAS Student Showcase, 'Gift of Wonders', will be held on 29 December 2023 at the SingPost Auditorium. Gift of Wonders is a student performance to showcase the talents of both current and former DAS students. It also aims to raise funds for DAS' SDA and ArtVenture Programmes. Ms Denise Phua, Mayor of the Central Singapore District, will be attending as our Guest-of-Honour.

Every year, DAS has to raise over \$2.9 million in order to provide financial assistance for students from lower-income families to ensure that they can access the specialist intervention that they need. As such, DAS has been approaching various foundations and organisations for support. Only with the generous support from donors can DAS achieve our goal of supporting children with dyslexia and other specific learning differences.

SPLD ASSESSMENT SERVICES



**SUPPORTING STUDENTS WITH
LEARNING DIFFERENCES**

AT A GLANCE

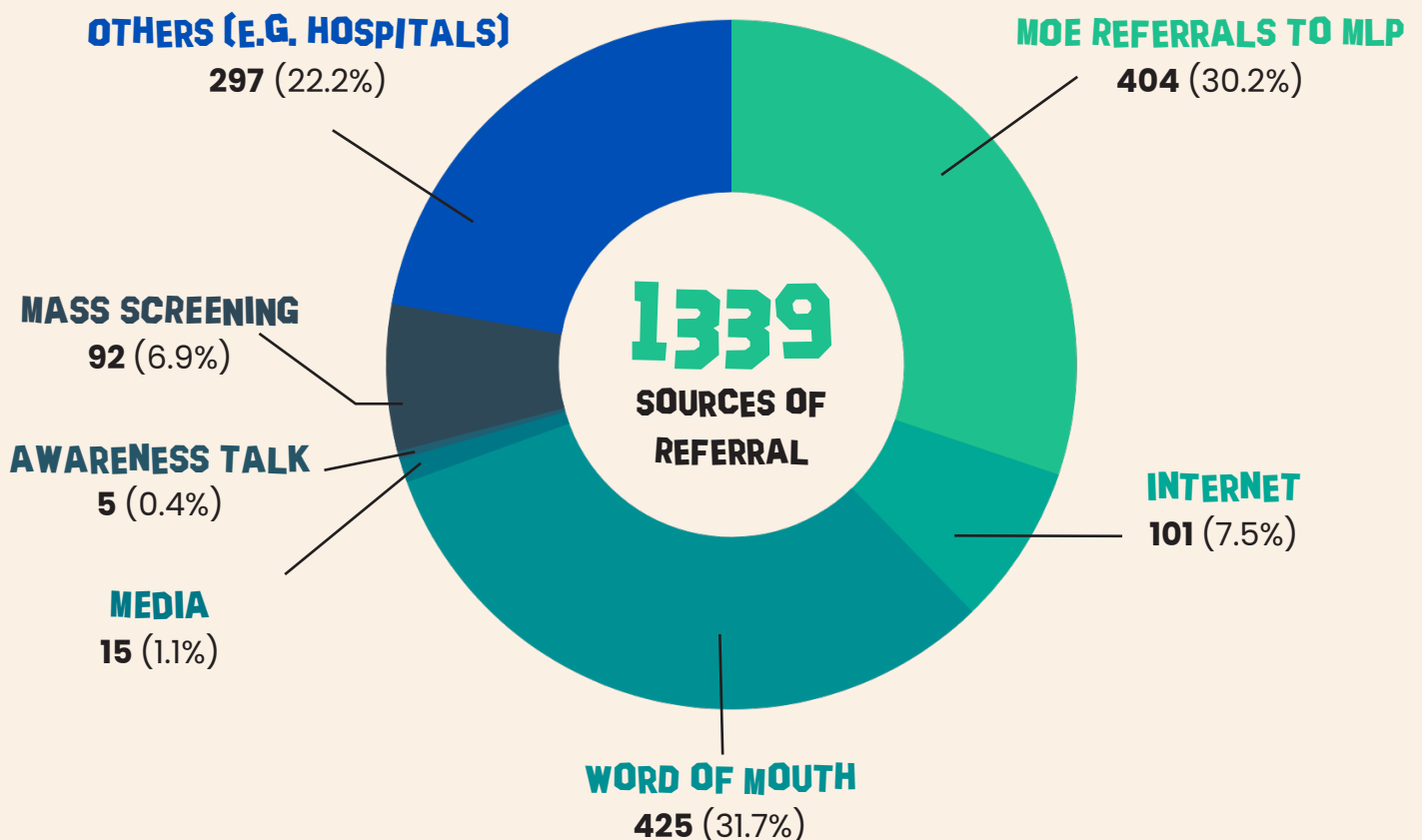
SpLD Assessment Services (SAS) serves as the gateway to DAS services and programmes. Comprising a team of Registered Psychologists and Specialist Psychologists, along with Referral Reading Officers (RROs) and administrative personnel, SAS provides admission services, screening for dyslexia, psycho-educational assessments and consultations for those who struggle with literacy. The team also regularly conducts talks to raise awareness of people with specific learning difficulties.

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

Besides learners with SpLD, SAS psychologists contribute to the community with their work with professionals from different Social Service Agencies and organisations as well as parents to empower them.

SOURCES OF REFERRALS

FOR ASSESSMENT SERVICES AND PLACEMENT INTO PROGRAMMES



1,063 ASSESSMENTS CONDUCTED

**DYSLEXIA
ASSESSMENTS**
960 (90.3%)

**ADULT
ASSESSMENTS**
30 (2.8%)

**OTHER SPLD
ASSESSMENTS**
65 (6.1%)

**CONCIERGE
ASSESSMENTS**
8 (0.8%)

**BURSARIES
AWARDED FOR
ASSESSMENTS**
547 (51.5%)

ASSESSMENTS FOR DYSLEXIA AND BEYOND

In FY 2022–2023, changes unfolded as students in local schools with prior access arrangements were exempt from updated review assessments. Notably, SpLD and adult dyslexia assessments surged to 8.9% of total evaluations (2.8% adult assessments, 6.1% other SpLDs), emphasising concerns in attention and Mathematics.

Our SAS team introduced Concierge Assessments through DAS International, led by registered psychologists. This service ensured swift access and turnaround for assessments, aiding both local and international clients. Additionally, we launched computerised dyslexia screenings for adults in partnership with the Lim Hoon Foundation, bolstering support for struggling adult readers.

CONTINUAL PROFESSIONAL DEVELOPMENT

SAS prides itself in keeping up to date with assessment methods and skills in order to deliver quality professional services for its service users. In FY 2022/2023, the team continued to attend weekly professional development sessions that included case discussions, as well as topical or journal presentations. Two of our newly recruited specialist psychologists completed the Certificate in Dyslexia and Literacy Teaching, and one of our Referral Reading Officers completed the Certificate in Educational Psychology. We also visited external agencies such as Metta Preschool, and attended sharing sessions with psychologists from the KK Women's and Children's Hospital. With the support of the registered and senior psychologists of the team, the specialist psychologists learned how to administer the Singapore Ability Scales. To ensure the quality of our assessments and reports, the team continues to support one another through report vetting and checking of protocols from psycho-educational assessments.

ENGLISH LANGUAGE LITERACY



THE ENGLISH LANGUAGE AND LITERACY (ELL) DIVISION PROVIDES INTENSIVE INTERVENTION IN ENGLISH LITERACY INCLUDING THE COMPREHENSIVE MAIN LITERACY PROGRAMME (MLP) AND EDUCATIONAL TECHNOLOGY INFUSED LESSONS TO BEST ENGAGE OUR LEARNERS. BESIDES MLP, ELL DEVELOPED 2 OTHER PROGRAMMES IN 2018 AND 2019 RESPECTIVELY: IREACH AND I STUDYSMART.

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

**PEAK STUDENT
ENROLMENT
3,024**

**STUDENTS WHO
GRADUATED
222 Auto-grads**

STUDENT ENROLMENT AND ENGAGEMENT

Despite the challenges of 2022, our student enrollment remained strong at 3000. We are committed to student retention and engagement through various events and talks for both current and potential parents. To ensure minimal disruption to students' intervention hours, "Meet the Parents" sessions were introduced outside of intervention time. Our dedicated Educational Therapists displayed resilience and commitment in adapting to changes and supporting learners and parents.



BUILDING EDUCATIONAL CAPABILITIES

To enhance the expertise of our Educational Therapists, regular centre-sharing sessions are conducted by Educational Advisors and Center Advisors. In 2022, center-sharing covered areas such as conducting "Meet the Parents" sessions, establishing goals, programme objectives, and differentiated instruction.

ENHANCING MEET THE PARENTS SESSIONS

From 2022 onwards, "Meet the Parents" sessions are scheduled outside of intervention hours to ensure uninterrupted student intervention. Initial challenges, including time constraints and parent interactions, are being addressed through continuous improvement efforts. Approximately 64% of our Educational Therapists found arranging these sessions manageable, and we are actively refining the process based on feedback.

STRUCTURED MANDATORY MAKE-UP CLASSES (SMMU)

In response to learning disruptions caused by medical certificates, school activities, and public holidays in 2022, DAS conducted four "Structured Mandatory Make-up" (SMMU) classes. These classes aimed to help students recover lost learning opportunities and maintain their educational progress.

TESTIMONIALS

Throughout my years in DAS, I have learned and improved in a lot of ways, including areas beyond my academics. DAS is a fun place to learn and the teachers and other classmates are friendly and nice. If I could have the chance to go back, I definitely would!

In the past, I had been struggling with English language and psychological issues. English is an important subject in school and DAS gives me weekly practices on it. DAS has been there for me all these years. I am grateful to all the DAS teachers in Bedok. THANKS, THANKS, THANKS!

My time in DAS was filled with many positive memories. Even though it was tiring attending DAS after school, I truly enjoyed my time there. I have always liked the activities prepared for me by the teachers, for example Kahoot and Blooket. These activities are something I would remember for a long time. Thank you for helping me DAS!

When I first started DAS in Primary 2, I was timid and unable to understand what was being taught in class. I appreciate the teachers being patient and supportive. I soon learned how to speak, read simple books and spell. Hence, I am grateful to my teachers and my family.

The past 8 years I have been in DAS were memorable and enjoyable. I'm grateful for every teacher who taught me. The lessons taught helped me to understand better as I could apply them in my school work. I am also grateful for the friendships I've forged in the classes too. I will miss them. Thank you to those who have been part of my journey in DAS.

iReaCH™ PROGRAMME

iReaCH™ is an advanced literacy programme, which develops the reading comprehension and writing skills of students through targeted vocabulary instruction for upper primary and secondary school students.

In Term 3, 2022, iReaCH transitioned to a fully online format, removing distance barriers and ensuring timely class placements. This change has increased flexibility and convenience, accommodating students' busy schedules. To ensure a smooth transition, support was provided to Educational Therapists (EdTs), parents, and students from Week 3 of Term 1 to the end of Term 2, 2022. Enhancements included converting resources to online format and addressing administrative needs.

TESTIMONIALS

"This programme has helped me to understand the PEEL writing structures. My English has been improving. I used to be weak in my writing and iReaCH™ has helped my ideas flow. The lessons were interactive as we have educational games like Blooklet. Such activities help me to recall what I have learnt and I really enjoyed it."

Secondary School Student

"I am pleased with the DAS iReach™ Programme as it has helped me improve my English Language skills and increased my self confidence when speaking to others."

Secondary School Student

"All thanks to you and DAS for giving her help and confidence. She scored A2 for her English."

Parent of Secondary School Student

"Deep appreciation from my hubby and myself. I know that during this period you have taken much effort and hard work to work on my child's improvement. Thank you for your time and patience."

Parent of Primary School Student

ISTUDYSMART™ PROGRAMME

The iStudySmart™ (iSS) programme aims to empower students to become confident and independent individuals through the acquisition of time management and prioritisation skills, planning and organisation skills, tertiary writing skills and presentation skills, critical in building a strong foundation for success in higher education and beyond.

In Term 1, 2023, the iSS programme witnessed its highest enrollment to date, with 6 upper secondary and 23 post-secondary students, including 19 from the Institutes of Technical Education (ITEs), benefitting from specialist intervention.

For tertiary learners, iSS alumni played a vital role in increasing awareness through meaningful efforts. They engaged in awareness talks, sharing their experiences as individuals with dyslexia and former students. These talks have proven impactful, leading to positive feedback and heightened interest.

In collaboration with institutions like Singapore Polytechnic (SP) and Temasek Polytechnic, iSS alumni have addressed graduates, parents, and guests, demonstrating the programme's effectiveness in preparing students for higher education challenges. These efforts resulted in a significant intake for the 1st intake of 2023.

Webinars and preparatory sessions, along with articles and social media contributions, further reinforce the program's reach, preparing students for the transition to institutions of higher learning. The iSS team remains committed to promoting specialised support and advocating for special educational needs in tertiary education.



ISTUDYSMART™ FINAL PRESENTATION EVENT

The programme for intake 2, 2022 culminated in a final presentation event that was held in-person at the Singapore University of Technology and Design (SUTD) after three years of online delivery due to the pandemic. While presenting live in front of an audience may seem daunting and challenging, the student presenters rose to the occasion, overcame their nerves and put up engaging presentations that covered a range of topics from cyberbullying, inspiring role models to artificial intelligence.

What is equally noteworthy was the confidence and capacity displayed by the students when responding to the questions posed by the judge. Supported by their facilitators, a great deal of research and preparation have gone into putting together relevant content and information, enabling them to be well-versed and knowledgeable in their topics selected.

Lastly, it was delightful to see parents, facilitators and invited guests interact, mingle and congratulate the student presenters physically, which certainly boosted their confidence and motivation.



TESTIMONIALS

"Enrolling my child in iSS is one of the best decision[s] I have ever made. Through the months, I watched her develop her study skills & time management skills progressively. [She] took ownership of her own studies and I never had to worry about her. Whenever she runs into some issues, when doing her assignments, her teacher is always ready to point her towards the right direction. I especially appreciate how the facilitator advised my child with useful applications & websites that she could use for her graduation presentation. The teacher works at bringing out the child's gifts & style rather than expecting her to be moulded into fixed criteria. It's great that each child could cultivate their own unique learning. I was impressed when [my child] clinched "The Best Presenter/Speaker award" with her animated delivery of her presentation for her batch."

Parents of iSS student, Batch 2, 2022

"First of all, thank you so much for giving [my daughter] the opportunity to do the presentation and giving parents the chance to be with her. It was an amazing and fun experience, a place to know nowadays what teenagers do with their gadgets n also learn more other sports like hurdles besides swimming [my three girls all only swim:)] [My daughter] now understands [how to create] her PowerPoint [slides]. She [enjoyed] her friends' presentations as they were lively and interactive. Once again many thanks to her teacher, DAS and everyone for this great experience."

Parents of iSS student, Batch 2, 2022



"I feel that iSS has helped me learn some essential skills that I can use in my future studies. The content was easy to understand and I was able to do the presentation at the end of the program very well with the things I have learned during the course of 2 terms...I definitely believe that the knowledge I have gotten thru iSS will help me in my future as I now know what to put in my presentation, be it my script or my slides. I have also improved on time management skills which will help me manage my time better as I used to find myself doing last minute work. The methods I have acquired in iSS are applicable not only in my studies but also when I get into the work environment."

iSS student, Batch 2, 2022

"I like that it [the programme] offers flexible time frames that can be personalised to my own schedule. I get to learn through a variety of activities using many different learning styles."

iSS student, Batch 2, 2022

"[The programme] has helped me improve on my presentations and fear of presenting in front of a large crowd."

iSS student, Batch 2, 2022



EDUCATIONAL TECHNOLOGY

MONTHLY SHARING THROUGH THE TECHY TIPS SERIES

The Techy Tips series is an initiative by ELL's Learn@Edtech team that aims to empower educational therapists (EdTs) with practical and easily implementable tools to enhance their teaching strategies. Through monthly emails, the series provides bite-sized descriptions and direct links to useful resources.

One of the highlighted tools during this period was [Gimkit](#), a dynamic platform designed to make learning fun and interactive. Gimkit offers a unique approach to teaching and learning, incorporating elements of gamification and student engagement. With Gimkit, EdTs can create customisable quizzes and assignments that encourage active participation and knowledge retention. The platform provides real-time feedback and progress tracking, allowing EdTs to monitor their students' performance and tailor their instruction accordingly. By incorporating Gimkit into their sessions, EdTs can foster a more enjoyable and effective learning environment.

The Techy Tips series introduced EdTs to valuable resources such as interactive whiteboard tools, online collaborative platforms, and digital note-taking applications. These tools enable EdTs to facilitate group work, encourage peer collaboration, and enhance content delivery. By embracing technology in their practice, EdTs can create a more dynamic and engaging learning experience for their students, promoting active participation and knowledge retention. Moreover, the Techy Tip series highlights the importance of accessibility and inclusivity in educational therapy. By leveraging such tools, EdTs can ensure that all students have equal opportunities to access and engage with educational content, fostering an inclusive learning environment.

Throughout the year, the Learn@Edtech team consistently provided EdTs with valuable insights and recommendations to. The Techy Tips series served as an update of the latest educational technology trends and bridged theory and practice, enabling EdTs to integrate technology seamlessly into their teaching approaches. By embracing these tools and strategies, EdTs can continue to empower their students and enhance their learning outcomes in an increasingly digital world.

PRESCHOOL EARLY LITERACY PROGRAMME



EARLY IDENTIFICATION AND
SUPPORT PREVENTS READING
FAILURE IN YOUNG CHILDREN.

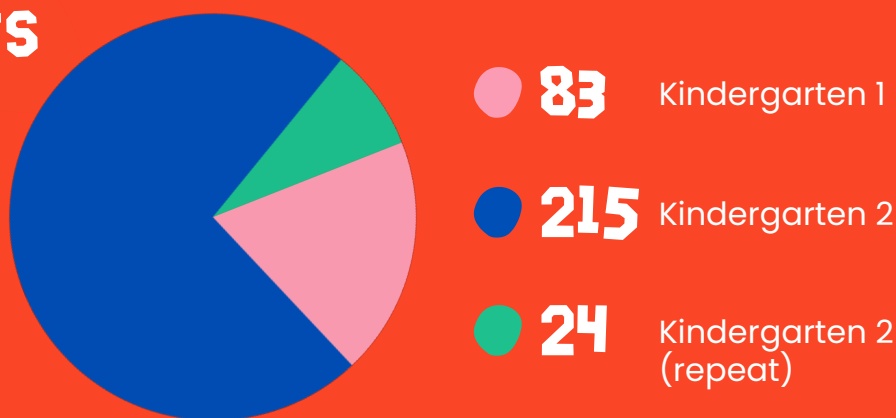
DR JOSEPH K. TORGESEN

PRESCHOOL EARLY LITERACY PROGRAMME

The Preschool Early Literacy Programme (PELP) was started in 2006 for Kindergarten 1 and 2 pre-schoolers who show dyslexic type tendencies, developmental delay in early literacy skills, or are experiencing early literacy learning difficulties despite supportive efforts from home and school. The aim of the programme is to help pre-schoolers develop skills and strategies to become confident learners and are able to better manage learning when they enter primary school. By the end of 2022, the programme supported 295 students.

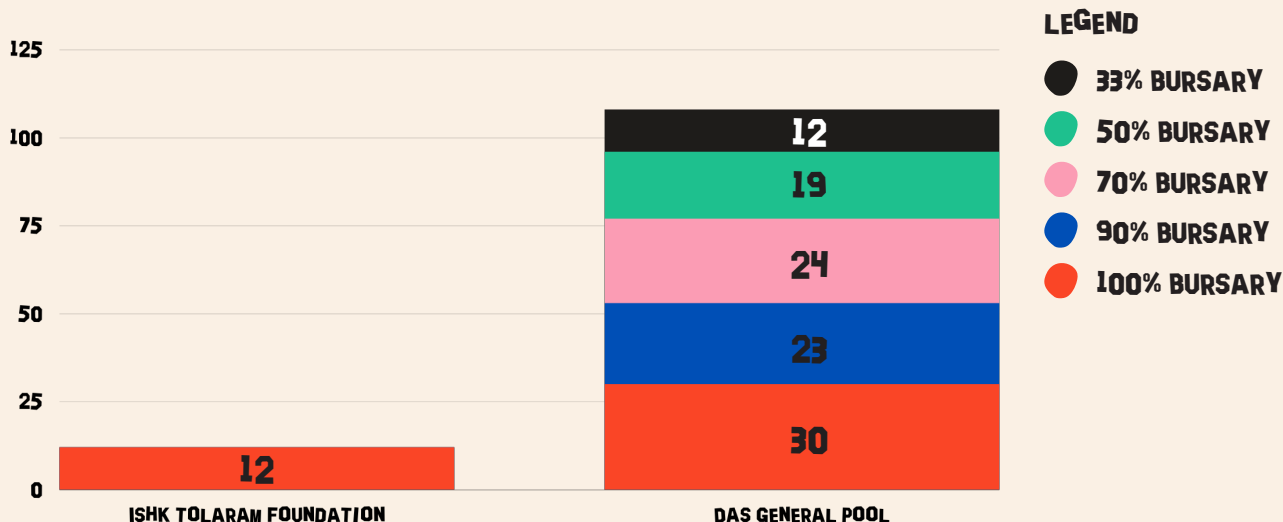
**SUPPORTED
295
STUDENTS**

THE PRESCHOOL PROGRAMME SUPPORTED 295 STUDENTS, COMPRISING OF 187 BOYS AND 108 GIRLS.

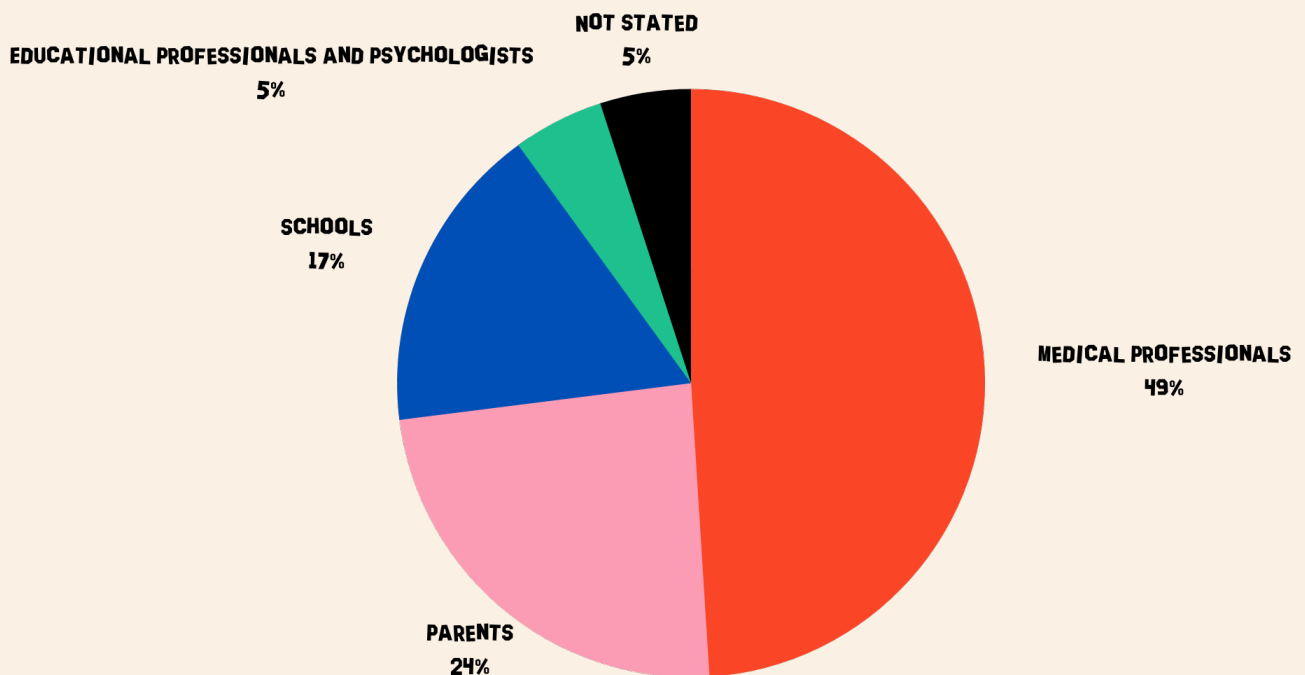


BURSARIES

Two key donors, the Ishk Tolaram Foundation and the DAS General Pool, generously funded the Preschool Early Literacy Programme. By the end of Term 4, 2022, the Ishk Tolaram Foundation offered 100% bursaries to 12 children, while the DAS General Pool supported a substantial 108 students. The DAS General Pool's contribution was divided among different bursary levels: 30 students at 100%, 23 at 90%, 24 at 70%, 19 at 50%, and 12 at 33%.



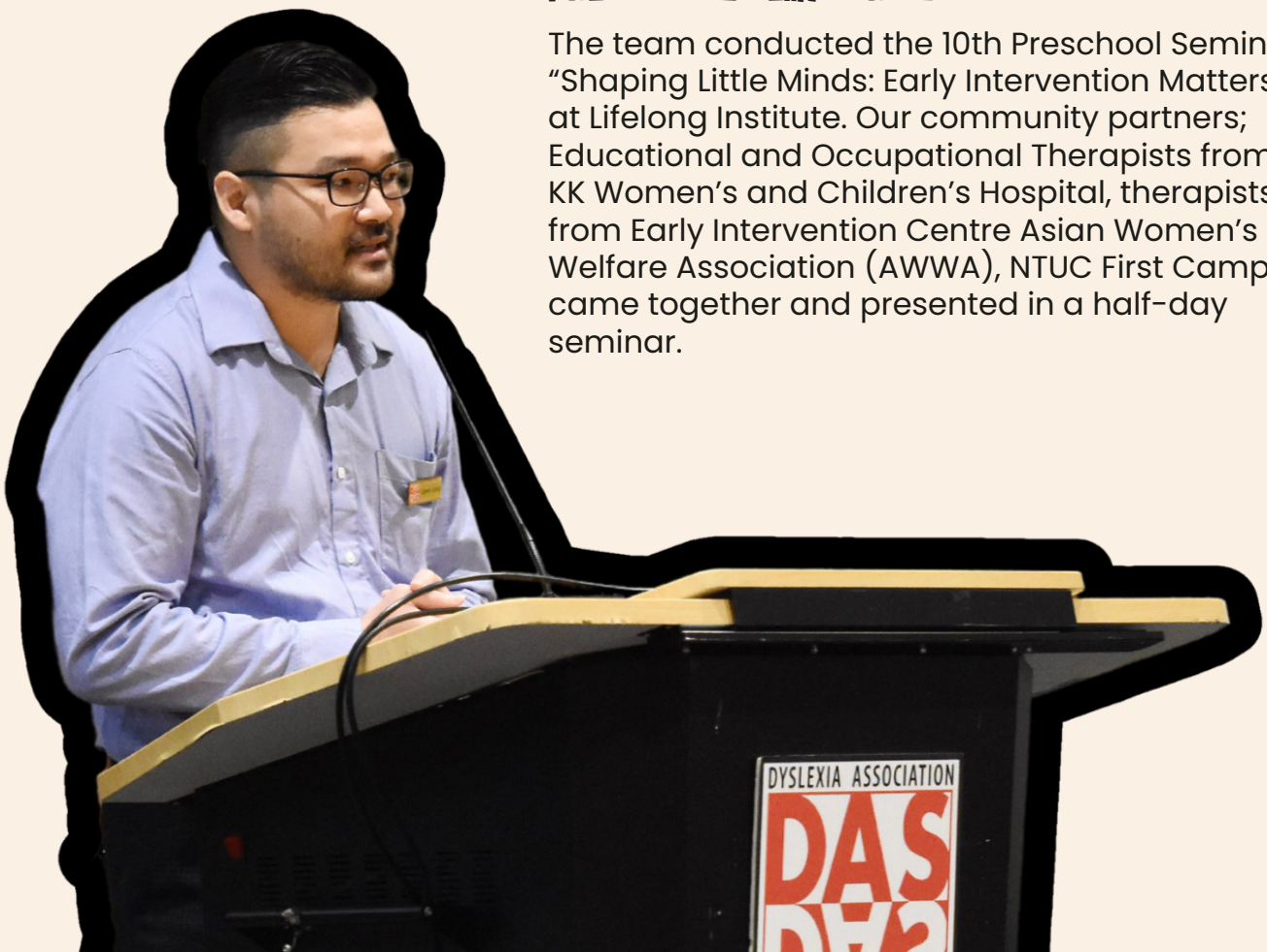
SOURCES OF REFERRALS



HIGHLIGHTS OF THE YEAR

PRESCHOOL SEMINAR 2023

The team conducted the 10th Preschool Seminar “Shaping Little Minds: Early Intervention Matters” at Lifelong Institute. Our community partners; Educational and Occupational Therapists from KK Women’s and Children’s Hospital, therapists from Early Intervention Centre Asian Women’s Welfare Association (AWWA), NTUC First Campus came together and presented in a half-day seminar.



VISIT BY EARLY CHILDHOOD DEVELOPMENT AGENCY (ECDA)

ECDA CEO, Mr Tan Chee Wee and his team from Early Intervention visited REX Learning Centre to explore potential collaboration to complement existing literacy support and teachers training in the community.



INTERNATIONAL DYSLEXIA ASSOCIATION (IDA) CONFERENCE 2022

The team presented an hour-long on-demand video that focused on a study that investigated the impact of DAS Preschool Early Literacy Programme. The viewers learned about the research findings, specific literacy strategies, and in-house resources that were customised to suit our preschool learners.

UNITE SPLD CONFERENCE 2022

This conference highlighted research that covered aspects of behavioural, identification, early intervention, technology, multilingualism, assessment for children and adults with special learning needs. The preschool team presented a 30 minutes sharing on a study that explored the learning journey of 2 kindergarteners who received continued literacy learning support during the unpredictable COVID-19 Safe Management Measures (SMM) under Stream 2 (Identification and Intervention).

RADIO INTERVIEWS ON WARNA 94.2 FM AND CAPITAL RADIO 95.8 FM

The team went on 2 radio interviews live on national radio on 20 and 28 February 2023 respectively. This was also available for viewing on Facebook live. The audience learned how to look out for signs of a preschooler struggling with early literacy difficulties.

SUCCESS STORIES

ACCOUNT BY JOANNE, PRESCHOOL EDUCATIONAL THERAPIST

Kenneth* started with some knowledge of letter recognition. He was unable to grasp letter sound knowledge, recognise sight words, read, spell, and sequence the alphabet from A to Z. Kenneth showed low confidence in attempting literacy-related activities.

He showed increased confidence and progress alongside his peers when engaging during sessions curated for their learning needs. Kenneth was recently heard saying "This is easy for me!", showing how far he has come in his confidence.

At the end of the program, Kenneth has developed in areas that he faced challenges in, such as A-to-Z letter recognition, letter sound correspondence, reading, and spelling phonetically. He is now competent in the reading and spelling of three letter CVC words and developing in four letter CCVC and CVCC words. I am confident he will progress steadily with his newfound confidence!

*Names have been anonymised.



ANN TOH, PRESCHOOL EDUCATIONAL THERAPIST

"I am really thankful that my child has started off at DAS with Teacher Ann as his very first teacher. He really enjoyed his experience here and his lesson with you. Thank you once again for your patience, care, and concern for him."

Parent from REX Learning Centre



SUSAN YAP, PRESCHOOL EDUCATIONAL THERAPIST

Because of your love for the students, you gave my child a new lease on life. No words can express our gratitude. Thank you, Teacher Susan.

Parent from Yishun Learning Centre



CHINESE PROGRAMME



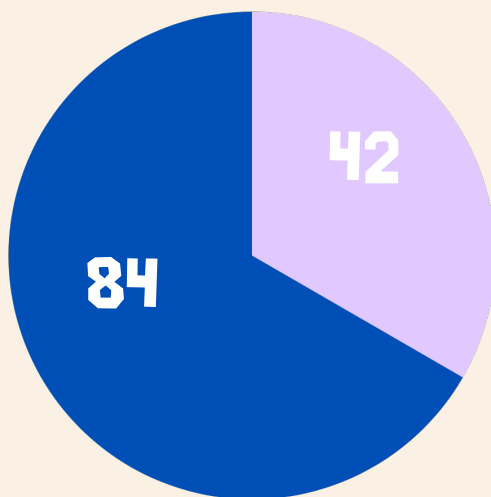
THE CHINESE PROGRAMME ADOPTS A STRUCTURED LITERACY INTERVENTION THAT FOSTERS A LOVE FOR LEARNING AND EQUIPS STUDENTS WITH STRATEGIES TO LEARN INDEPENDENTLY FACILITATED BY PARENTS OUTSIDE OF THE CLASSROOM.

CHINESE PROGRAMME

The programme supports learners with dyslexia from 7 to 17 years-old in their learning of Chinese by teaching them skills and strategies to learn the language independently. In the primary programme, each lesson covers common vocabulary, sentence structures and word recognition strategies. Students who have developed competency in their oral skills would be introduced to higher literacy skills such as writing and comprehension skills. In the secondary programme, we adopt a curriculum-based approach with goals to equip students with the necessary reading and writing skills to assimilate into secondary school learning.

**SUPPORTED
372
STUDENTS**

BURSARY



At the end of FY22/23, a total of 372 students were supported through the Chinese programme. 34% of the students received financial assistance from Singapore Teochee Foundation (STF) and Bicentennial Community Fund. These bursaries have helped the students to receive subsidised Chinese remediation from a term to a year.



BICENTENNIAL COMMUNITY FUND - CHINESE



SINGAPORE TEOCHEE FOUNDATION

HIGHLIGHTS OF THE YEAR

EXPANSION OF CURRICULUM TO CATER TO SECONDARY 4 STUDENTS

In 2022, we launched the Chinese Secondary Short-Term Programme (STP) to boost exam literacy skills for our students. Initially held only in Term 2 and 3 of the year to align with the 'O' and 'N' level exams in June and September, the program's success prompted an expansion of the curriculum- the Secondary STP now begins in term 1 so as to ensure uninterrupted learning. We have since optimised the content to address exam questions and bolster reading abilities, memory retention, and vocabulary skills.

UNITE SPLD CONFERENCE 2022

The Chinese Team presented on the research topic "Supporting Students with Reading and Writing Difficulties: Using the Orton Gillingham Approach for Chinese Secondary 3 Programme" in UNITE SplD 2022 conference. The conference was held online and we presented live. We had the opportunity to engage in discussions with the audience during the Q&A session after the presentation.

TESTIMONIAL

LIU HAI FENG, SENIOR EDUCATIONAL THERAPIST

C*, who joined the Chinese Programme in 2021, initially displayed reserved behaviour and lacked confidence in learning Chinese. Her Chinese language skills were below average, and she had a tendency to become easily distracted in class. To address these challenges, I encouraged her active participation, promoting interaction with classmates and engagement in class activities. I closely monitored her progress and utilised questioning techniques to help maintain her focus during lessons. After nearly two years in the programme, C* has demonstrated significant improvement. Presently, she can respond to my questions using simple Chinese words and has notably enhanced her listening skills. She has also gained the confidence to read aloud assigned Chinese words and sentences in class. Customised worksheets, inclusive of appropriate prompts, have proven effective in familiarising her with Chinese sentence structures and honing her writing skills. Although C*'s Chinese proficiency remains limited, her attitude toward learning the language has undergone a remarkable transformation, instilling greater confidence in her Chinese language acquisition.

PARENT'S FEEDBACK FOR C*

Chinese lessons have benefitted my child - from not speaking mandarin to making the effort to speak basic Chinese and words used. The lesson have so far been encouraging to her.

*Names have been anonymised.



MATHS PROGRAMME



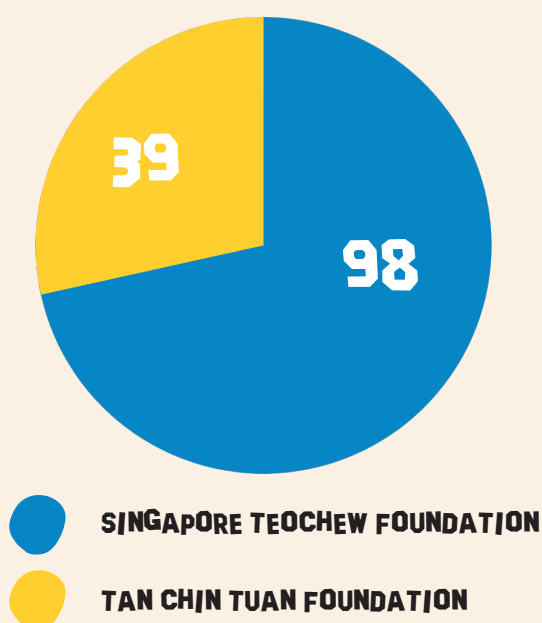
**UNIQUELY TAILORED TO EMPOWER STUDENTS WITH
DYSLEXIA WHO STRUGGLE WITH MATHEMATICS,
FOSTERING THEIR CONFIDENCE THROUGH
INCREMENTAL ACHIEVEMENTS WHILE EMBRACING
DYSLEXIA-FRIENDLY PRINCIPLES TO ENSURE
PERSONALISED AND EFFECTIVE LEARNING.**

MATHS PROGRAMME

The Maths Programme provides targeted support for students with dyslexia who face ongoing difficulties in mathematics. This intervention-based programme consists of three separate curricula, each designed to cater to the specific needs of different student populations. The Essential Maths and Problem Sums for Upper Primary (PSUP) curricula are intended for primary students, while the third curriculum is designed for Secondary 1 students taking the Normal Technical maths syllabus. All three curricula aim to align with the mainstream syllabus and utilise dyslexia-friendly approaches to help bridge any gaps between students' current abilities and the expectations of the mainstream syllabus, with a focus on addressing weaker areas.

**SUPPORTED
356
STUDENTS**

BURSARY



In 2022, our Maths programme assisted 356 students, with 38.5% benefiting from financial aid through the Singapore Teo Chew Foundation (STF) and the remainder through the Tan Chin Tuan Foundation (TCTF). These bursaries provided subsidised maths remediation and entrance test fees.

In the same year, DAS Maths extended support to 21 youths facing dyslexia and learning difficulties offsite through three successful remediation projects at Singapore Boys' Home, Singapore Girls Home, and Junyuan Secondary School. Our commitment continues in the upcoming year with support planned for South Central Community Family Service Centre.

HIGHLIGHTS OF THE YEAR

ONLINE MASS PROFILING

The Maths team organised two online mass profiling events last year; 2 June 2022 and 21 November 2022. A total of 56 students were profiled during the mass profiling events. These mass profiling sessions significantly helped to clear the long waitlist of new maths applications every year.

UNITE SPLD CONFERENCE 2022

Two of our Maths Educational Therapists presented their research findings in a recorded session. It was available for all participants to view. The title of their presentation was 'The experiences of Primary 6 students with dyslexia using the metacognitive-based approach of problem solving for algebraic word problems'

PILOT RUN OF TOPICAL TESTS

A pilot run for the administration of Topical Tests as a tool for measuring students' progress was conducted from Term 2 to Term 4 of 2022. 55 students were involved in this pilot run. The full implementation of Topical Tests for all maths classes will begin in Term 1 2023.

TESTIMONIAL

Jun Rong joined DAS Maths Programme in 2021 while attending APSN Chaoyang School, which follows a unique academic curriculum. Despite the differences, Jun Rong greatly benefited from DAS programmes designed to cater to diverse learning profiles, including those with multiple specific learning differences. (Picture on the right: Jun Rong's Certificates of Achievement)

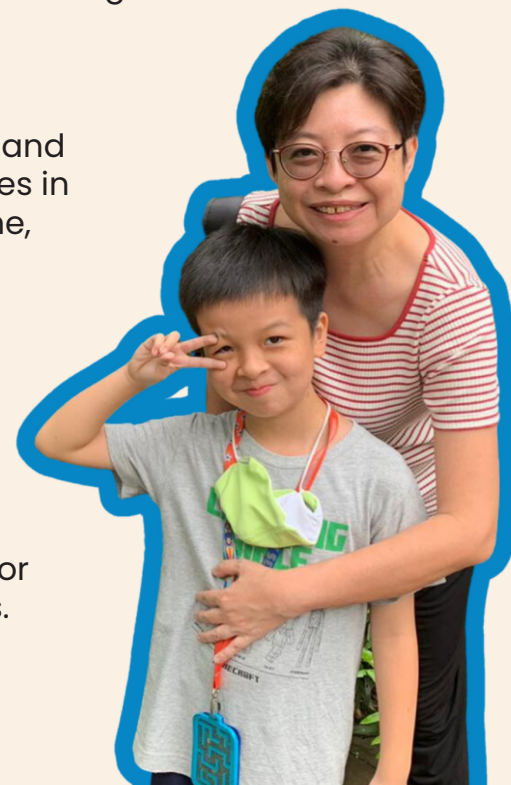


EDUCATIONAL THERAPIST TESTIMONIAL (MS. IVY):

Jun Rong exhibits remarkable progress and harmonious interactions with classmates at APSN Chaoyang School. His attentiveness and motivation significantly contribute to his achievements, particularly his enhanced confidence in number sense and place value concepts. Building this foundation is pivotal for deeper mathematical comprehension. Furthermore, his diligence shines through his improved understanding and computational skills in addition and subtraction. His enthusiastic response to intervention demonstrates his admirable learning attitude. With consistent guidance and appropriate challenges, Jun Rong's potential for sustained growth is evident. His advancement is a result of not only his diligence and qualities but also the cohesive partnership between parents and educational stakeholders. By nurturing his enthusiasm and providing requisite support, educators can elevate Jun Rong's educational journey to even greater heights.

PARENT'S TESTIMONIAL:

As a child with mild special needs and dyslexia, Jun Rong faced challenges in math. Through the DAS programme, Teacher Ivy tailored his learning pace to fortify foundational skills. His progress and confidence in tackling math problems were evident, achieving a remarkable 100% in Numeracy for SA1 at Sped school this year. DAS's dedicated support empowered him, and we express gratitude to his teachers for shaping Jun Rong's achievements.



PREP 2 PSLE PROGRAMME



**THE NECESSARY STUDY SKILLS
NEEDED TO GIVE YOUR CHILD A
HEADSTART IN PSLE**

PREP 2 PSLE PROGRAMME

The PREP 2 PSLE programme (Preparation for English Paper 2 PSLE) was established with the intent of supporting primary school children with learning difficulties to tackle the school's English language examinations. The programme aims to reach out to struggling learners by empowering them with skills and strategies to take ownership of their learning, and to allow for explicit transference of skills to tackle the various components of the Primary School Leaving Examinations (PSLE) English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.

**PEAK
ENROLMENT OF
139 STUDENTS**

In FY 2022-2023, there was a peak enrolment of 139 students in Term 3, 2021. Prep 2 PSLE has a stable team of 16 teachers across 11 DAS learning centres. A total of \$117, 698.35 was provided to students on the bursary scheme through DAS fund-raising efforts and support from the Singapore Teochew Foundation in the year 2022.

HIGHLIGHTS OF THE YEAR

STRENGTHENING SUPPORT THROUGH OUTREACH

Free webinars were conducted to enhance marketing and engagement efforts, offering parents practical strategies to support their children at home.

COFFEE CHATS

A new initiative to spread awareness about the programme, providing valuable insights into its benefits and impact on children's learning. These interactive sessions covered curriculum, teaching methodologies, specific skills, and success stories, empowering parents to make informed decisions.

HOLIDAY PROGRAMMES

During the June and December holidays, the team conducted two well-received online programmes: PSLE Boot Camp and Cloze Passage Skills. Students received learning kits with tactile tools and practice worksheets, enhancing engagement and learning effectiveness.

ONLINE MASS PROFILING

In November, an online mass profiling was organized for P3 to P5 students. The readiness test, attended by 32 students, led to individual consultations with parents. Following these sessions, 26 students enrolled in the programme. A dedicated webinar was also held to inform parents about the challenges students face in exam-style questions and how the Prep 2 PSLE programme uniquely supports students with dyslexia.

TESTIMONIAL

MUHAMMAD AFANDI BIN MUHAMMAD AKBAR. PREP 2 PSLE STUDENT



Afandi joined the Prep 2 PSLE (P2P) programme in mid 2021. Prior to joining the programme, he had been highlighted as a student with attendance issues. He refused to come for classes at the DAS and would often miss lessons without a valid reason. On days when he attended P2P lessons, he was quiet and disengaged. He would not answer any questions and refused to participate in class discussions. It took a year of constant motivational talks and building of trust for him to finally open up and share his personal stories and respond to questions.

He started attending every DAS lesson and would make it a point to come very early for lessons. With a better attitude, he was then able to grasp the skills and strategies taught easily. He was increasingly able to annotate comprehension texts meaningfully and understood the texts and questions better. From failing his English exams in school, he started passing them and for the 2022 PSLE, he scored a B for English.

Despite scoring well for English, he has to repeat his PSLE paper once again as he failed his Mathematics paper. At the start of this year, he felt embarrassed to face his new classmates again and did not want to attend school and DAS. The first lesson that he attended, we sat down for a talk and he briefly shared his frustrations. We talked about opportunities and seeing new perspectives. With renewed lenses, Afandi has since shown great determination and has continued to show progress in his literacy skills. I am so proud of his accomplishments and his positive disposition!

**SITI HALIMAH BINTE MOHAMED YAHAYA,
LEAD EDUCATIONAL THERAPIST**



SPEECH-LANGUAGE THERAPY PROGRAMME



**SPEECH AND LANGUAGE
THERAPY IS OFFERED TO
CHILDREN WHO NEED SUPPORT
IN COMMUNICATION.**

SPEECH-LANGUAGE THERAPY PROGRAMME

Children with dyslexia and other specific learning differences often have associated speech, language and communication difficulties. Having these difficulties limit children in their ability to participate in and benefit from academic and social activities with their same-age peers. At the DAS, both assessment and intervention services are available accessible to children from mainstream preschool, primary and secondary schools. A diagnosis of dyslexia is not required to access both assessment and therapy services.

The chart below illustrates the number of students enrolled in the SLT programme, showcasing its significant role in supporting these children alongside their mainstream education and the DAS' Main Literacy Programme.

STUDENT ENROLMENT	TERM 2 2022	TERM 3 2022	TERM 4 2022	TERM 1 2023
	162	169	128	119

In Term 2, 2022, the Speech-Language Therapy (SLT) team comprised six full-time and one flexi therapist. However, due to a reduction in manpower, the team now has only three full-time and two flexi therapists, which accounts for the decline in student enrolment. Nevertheless, the SLTs maintained a high teaching capacity, nearly reaching 90%. The team will see a boost with the addition of a new therapist in Term 2, 2023, reflecting DAS's ongoing commitment to providing continuous support.

HIGHLIGHTS OF THE YEAR

SHARING OUR KNOWLEDGE AND EXPERTISE TO THE WIDER FRATERNITY

The SLT team is committed to sharing our specialised knowledge and expertise with educational professionals, parents and other allied health professionals by conducting trainings on top of our regular speech-language classes and assessment services. We have conducted over ten workshops and courses within the year, most of them in partnership with the DAS Academy.

Some of the courses include:

- Certificate in Understanding Speech, Language and Communication Needs
- Be Your Child's Social Skills Coach Workshop
- Talk for Success Workshop
- AET (Training of DAS Educational Therapists)

RAISING AWARENESS OF SPEECH AND LANGUAGE THERAPY - ECDA VISIT TO THE DAS

A new initiative to spread awareness about the programme, providing valuable insights into its benefits and impact on children's learning. These interactive sessions covered curriculum, teaching methodologies, specific skills, and success stories, empowering parents to make informed decisions.

TESTIMONIALS

Batrisyah binte Shamshir, a Primary 5 student at Ngee Ann Primary School, began her Speech and Language Therapy (SLT) support at the Dyslexia Association of Singapore (DAS) in May 2022. Diagnosed with dyslexia and language difficulties during a psychological assessment at DAS in 2017, Batrisyah has received specialist literacy intervention under MOE bursary since Primary 1.



**FELICIA POH,
SPEECH-LANGUAGE THERAPIST**

Having attended 21 one-hour weekly SLT sessions in a group setting from May to November 2022, Batrisyah initially faced communication challenges, struggling to understand and express herself effectively. The sessions targeted classroom learning skills and communication improvement, helping her contrast assumptions with intended meanings and encouraging specific questioning to clarify uncertainties. Therapy also enhanced her vocabulary, verbal reasoning, and structured expression.

Batrisyah's dedication is evident as she actively engages during sessions and applies what she learns to her schoolwork. She made substantial progress, achieving 50%, 60%, and ultimately 100% of her Individual Intervention Plan (IIP) goals in Terms 2, 3, and 4 of 2022, respectively.

Her mother has observed her increased initiative to seek clarification. Continued SLT support will further empower Batrisyah to enhance her learning and participation across various contexts.

Moohammad Reno Ruwayfi Bin Syed Mohammad Rustam Al-Habshee attended group Speech-Language Therapy sessions from January 2021 to November 2022. Initially facing grammatical and syntax weaknesses, along with organizational challenges in his writing and oral narratives, Reno showed remarkable progress. Through targeted exercises, he improved sentence construction, grammar, and narrative organization. This progress translated into success in his PSLE, allowing him to qualify for both the Normal Academic and Express Streams in Secondary School. As a result of his achievements, Reno completed his Speech-Language Therapy journey at the end of 2022.



**ELIZABETH LIM,
SPEECH-LANGUAGE THERAPIST**

SPEECH AND DRAMA ARTS PROGRAMME



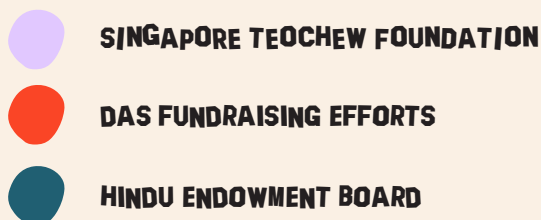
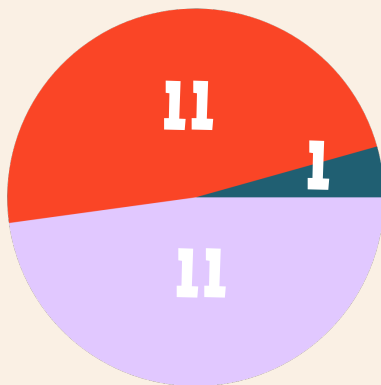
**USING DRAMA ACTIVITIES,
STUDENTS HAVE THE
OPPORTUNITY TO ENHANCE
THEIR PERSUASIVENESS AND
CONFIDENCE IN COMMUNICATION.**

SPEECH AND DRAMA ARTS PROGRAMME

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

**SUPPORTED
35
STUDENTS**

BURSARY



SDA witnessed the enrollment of 35 students, marking its continued impact on young learners. Among these students, 23 were supported through bursaries, with the Singapore Teochew Foundation, DAS fundraising efforts, and the Hindu Endowment Board collectively providing a total of \$29,717.19 in financial assistance. The programme's outreach was further enhanced through 10 trial classes and a series of engaging showcases, featuring five virtual presentations during Semester 1 and three live performances in Semester 2. These accomplishments reflect the programme's dedication to nurturing artistic expression and fostering a vibrant creative community.

HIGHLIGHTS OF THE YEAR

Speech and Drama Arts students showcased resilience and growth post-pandemic with live performances at prestigious events like the DAS Charity Gala Dinner and Student Graduation Ceremony. Enriching workshops in secondary schools expanded their impact on young minds.

TESTIMONY

Hazel Low joined the Speech and Drama Arts (SDA) Programme in January 2021. Two years later, she is one of the recipients of the SDA Outstanding Performer award during the DAS 20th Student Graduation and Award Ceremony.



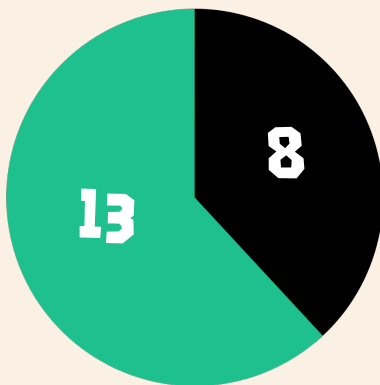
SCIENCE EXPLORERS PROGRAMME



SCIENCE EXPLORERS PROGRAMME

The Science Explorers Short-Term Programme (STP) is one of the most exciting programmes available under Specialised Educational Services. In line with our Ministry of Education's (MOE) Science Syllabus, our students with dyslexia learn to 'Explore Science & Enrich Their Minds'! There are five Science Themes; Diversity, Interactions, Systems, Energy and Cycles, which are, included respectively in each Science Explorers STP, throughout the year. These Science Explorers STPs were designed to support our students from Primary 3 to Primary 6 with their understanding of the Science concepts and processes as well as applications of the concepts and skills to answer Science exam questions.

BURSARY



DAS BURSARY



SINGAPORE TEOCHEW FOUNDATION

A collaborative effort powered the Science Explorers programme throughout the year, benefiting a total of 21 students, with 8 students receiving invaluable support through the Singapore Teochew Foundation (STF) bursaries and another 13 students benefiting from the DAS Bursaries. Enthusiasm for learning was palpable as 14 captivating STPs were successfully conducted, garnering remarkable interest with 100 student sign-ups for the enriching Science Explorers STPs. The programme's effectiveness was further underscored by a diverse range of referral sources, including Educational Therapists, DAS Website, and Parents Support Group.

HIGHLIGHTS OF THE YEAR

MICRON-DAS SCIENCE EXPLORERS WORKSHOP FOR PRIMARY 5 TO 6 STUDENTS

The Science Team organised a dynamic Science Explorers Workshop on November 25, 2022, at DAS REX House Learning Centre, in collaboration with sponsor Micron Technology Inc. This event aimed to engage 20 DAS students in interactive Science learning, fostering creative partnerships. Students delved into electricity's history, conducted experiments, and built circuits, learning about its environmental impact. The workshop empowered students to champion environmental sustainability and energy conservation. Each student received a 'Certificate of Participation' as a proud symbol of their contribution.



TESTIMONIALS

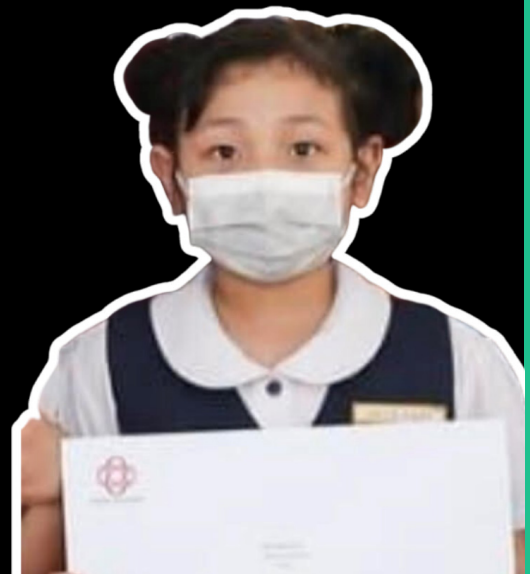
ACCOUNT BY MS. NUR FARAHIN BTE AHMAD SHARIFF. SENIOR EDUCATIONAL THERAPIST

Dalya is a very respectful, hardworking and persevering student. Throughout the months she has been my student, she has never been disrespectful to anyone. She tries her best in class. She listens attentively and does what was taught to her. Dalya earlier faced challenges when trying to answer the Science questions. However, to understand the Science questions better, she now highlights the key words and she eliminates the answers after concluding her observations. She does it without being reminded and therefore, there has been a good steady progress especially when learning new Science concepts. In addition, Dalya is steadfast and she has never once shown her losing focus despite feeling weaker from her health condition. Dalya has shown slight improvements through our Science pre-post test results every term. Furthermore, in class, she is one of the few students who is always actively participating when questions are asked. Dalya continues to pass her Science exams in her primary school and this, as a result, has increased her self-confidence when learning Science.



PARENT'S TESTIMONIAL: MDM ZAIDA BINTE HASHIM

My child has benefited from the Science Explorers programme as she can better understand the Science concepts and remember the tips that have been provided by her Science Educational Therapist, Ms Farahin. We are very pleased with her constant good results. Despite her absence due to her medical condition, Dalya always tries her best to complete her task or show resilience whenever she finds challenging topics. Kudos to you Ms Farahin for always encouraging her to do her best and inform Dalya it is fine to make mistakes and that you will learn and take note in future. For the bursary, we are blessed to be receiving it as it helps lessen our financial struggles and it gives my child an opportunity to enrol in this Science class and do her best in her Science. Thank you once again for believing in my child's strength and nominating her for this bursary.



ART VENTURE PROGRAMME



**STRUCTURED ART
PROGRAMMES DESIGNED
TO BRING OUT CHILDREN'S
INTEREST IN ART**

ARTVENTURE PROGRAMME

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.

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



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

Every child deserves an art education - ARTVenture believes that all DAS children should be given an equal opportunity to pursue their talent regardless of socio-economic background. For that reason, we vivaciously work with our corporate partners so that students in the DAS will continuously enjoy generous subsidies when they enroll into our ARTVenture short-term programmes and workshops.



This year, ARTVenture gradually pivoted towards partnerships and collaborations so that we are able to provide a wider range of opportunities for our children to feature their artworks on a bigger platform. While we continue to provide in-house art programmes to ensure that our children continue to be able to access quality-structured programmes to nurture their talent, we also actively seek corporate and community partners to support us in terms of programme delivery and engaging quality instructors. This is to help us focus more on relationship building with our partners, seeking funding to support our children with talents but no access to art programmes and organizing activities to help promote our dyslexic children's talents.



HIGHLIGHTS OF THE YEAR

ARTVENTURE ARTISTS LIVE PAINTING @ DAS FUND-RAISING GALA

In September 2022, 13-year-old Elijah Lim and 11-year-old Johanna Shi created live painting pieces that were put up for live auction at the event. They both raised \$430 and \$330 respectively for the DAS.



ARTWORKS OF DAS ARTISTS AS TOKEN OF APPRECIATIONS

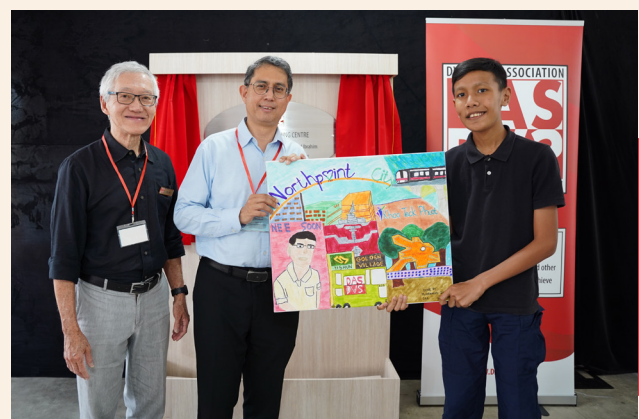
The past year has been a remarkable journey for our students, whose exceptional artworks were presented as tokens of appreciation at various significant DAS events, graced by prominent figures, including President Halimah Yacob. Here are some of the noteworthy occasions:

On November 26, 2022, Amber Pan, a talented 14-year-old artist, expressed her gratitude by presenting her remarkable creation to Ms. Liew Wei Li, Director-General of Education at the Ministry of Education. Amber's artwork carried a profound message: "The snail represents our journey, the crowd symbolises the diverse challenges we face, and the grass embodies our aspirations and ambitions. Similar to the snail, obstacles might seem insurmountable, but with determination and persistence, we can realise our dreams."

During the Score for Dyslexia event on July 24, 2022, at Jalan Besar Stadium, Mikael Eshan, a multi-winner of the DAS Art Competition, crafted an original artwork to be presented to the Lion City Sailors.



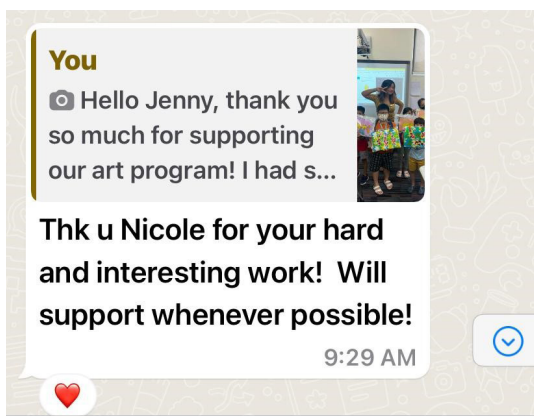
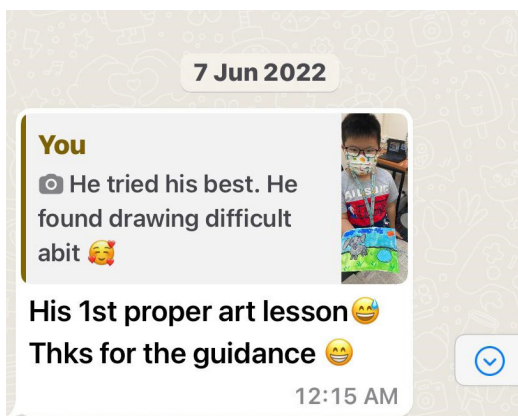
The DAS Yishun Opening Ceremony on October 13, 2022, graced by Mrs. Goh Chok Tong and MP Nee Soon Dr. Faishal, featured artist Muhd Siqry Bin Muhammad Irfan, who added his creative touch to the event.



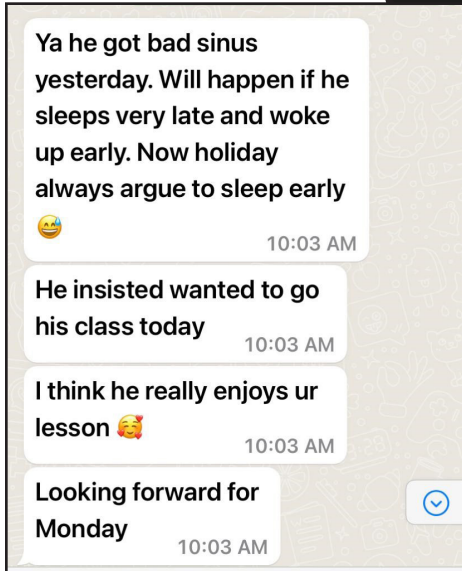
TESTIMONIALS

Edward was in Primary 3 when he joined EEVA Holiday Program in June 2022. He has significant learning difficulties especially in term of writing and spelling. Because of that he has low self-esteem and came to class reluctant to perform any task. Every activity was met with task avoidance as he told the teacher that he had not much interest in Art and was not sure what to do. With the encouragement and guidance from his art instructor, he slowly warmed up and made friends. At the end of the five days, he managed to complete all the art pieces and left a happy and bubbly boy.

Edward is a bursary recipient of UOB Art Fund and this is the first time that he has joined an art class. Because of financial constraint, Edward never had a chance to attend classes like this. Edward joined us again December 2022 willingly this time, with smiles!



Mahyr is Primary 3 boy with autism. He comes from a single parent family whose mother cares for him singlehandedly. Prior to joining EEVA Holiday Programme, Mahyr has never attended any art class before, however, has always been expressing interest in drawing and painting. When his mother came across our email, she decided to sign him up for the programme as it offered 90% subsidy for all bursary students. It was something that she could afford and a rare chance for Mahyr to experience attending an art program for the first time. Mahyr was an enthusiastic and keen learner who enjoyed coming to class each day. His mother even shared how disappointed he was when he knew he could not come to class due to his sinus!



LEARNING CENTRES



THE LEARNING CENTRES DIVISION GOES BEYOND DAILY OPERATIONS, SPEARHEADING PIVOTAL INITIATIVES AND SERVICES THAT ENHANCE THE DAS EXPERIENCE.

LEARNING CENTRES DIVISION

The Learning Centres Division goes beyond daily operations, spearheading pivotal initiatives and services that enhance the DAS experience. With 12 strategically placed centres across Singapore, we engage parents and support around 4000 students, offering essential guidance, assistance, and program applications.

Our Centre Managers and Student Service Associates form the crucial bridge between parents, students, and Educational Therapists, ensuring seamless operations and a conducive learning environment. These centres are community hubs, enhancing engagement and enriching the DAS journey for all.

KEY HIGHLIGHTS

VIRTUAL COUNTER CENTRE (VCC)

The DAS Learning Centre is actively advancing its transition to Virtual Counter Centres (VCC) across all locations. This strategic move streamlines our administrative processes, optimising resources by allowing central administrative staff to virtually assist parents and educational therapists at the centres. This innovation is monitored remotely by off-site staff.

The VCC pilot was initiated at the Yishun and Serangoon learning centres in Term 3, 2022. For instance, upon arrival at the Yishun centre, parents can interact with the virtual admin team at Bishan Learning Centre via an intercom system. This proficient team offers a range of services including facilitating access to the self-help kiosk in the lobby, aiding program applications, assisting students entering classes, guiding fee payments through PayNow, facilitating document submission, and addressing other parental inquiries.

Following careful monitoring and enhancements based on feedback, both centres transitioned fully to VCC in Term 4, 2022. Building on this success, VCC trials were extended to Woodlands, Chua Chu Kang, and Henderson learning centres in Term 1, 2023, and they became fully operational VCCs from Term 2, 2023.

CLOSURE OF DAS CHINATOWN POINT LEARNING CENTRE

After more than a decade of service, the DAS Chinatown Point learning centre concluded its operations at the close of 2022. Its doors were originally opened on 19 March 2013, offering an array of programs including Math, Prep2PSLE, Specialist Tutoring, and the DAS Main Literacy Programme. This establishment catered to dyslexic students from neighboring schools, notably Gan Eng Seng and Cantonment Primary.

In its final term of operation, Term 4 Week 10, 2022, the centre accommodated a total of 110 students across its diverse programs. Following its closure, a significant portion of these students transitioned to the nearby DAS REX learning centre to continue their educational journey.



20TH STUDENT GRADUATION AND AWARD CEREMONY 2022

The Learning Centre Division played a vital role in orchestrating and collaborating with parents and students ahead of the Dyslexia Association of Singapore's (DAS) 20th Student Graduation and Achievement Awards Ceremony held on 26 November 2022 at the Singapore University of Technology and Design (SUTD). This event marked a significant milestone, especially after two years of virtual ceremonies due to the COVID-19 pandemic. The ceremony celebrated the achievements of 231 students who successfully completed the DAS Main Literacy Programme (MLP), with 221 receiving MLP Achievement Awards for exceptional progress in literacy development. Additionally, certificates were presented to 53 students from various Specialised Educational Services (SES) programmes, recognising their accomplishments in different fields.



SAILING AT THE BAY

In collaboration with the Singapore Sailing Federation and DBS Marina Bay Sailing programme, the DAS Parents Support Group (PSG) organised the Sailing at the Bay event on 12 June 2022. A total of 51 participants, including 39 students and 12 parents, took part in the event. With the guidance of 18 DAS staff, safety rules and life jackets were provided to participants. The event concluded with participants expressing joy and gratitude for this unique and enjoyable experience.



CYCLING WITH THE KIDS

The cycling event on 7 October 2022, equipped DAS students with essential cycling knowledge through a programme by the Singapore Cycling Federation (SCF). SCF assessed students' cycling abilities on-site and provided appropriately sized bicycles and safety gear. With 3 coaches, 6 DAS staff, and a safety briefing, the students learned about bicycle parts and improved their cycling skills. Despite heavy rain, the event continued in the sheltered venue. Out of the 19 participants, 6 initially unable to cycle gained confidence and improved. Parents accompanying their children expressed gratitude for the opportunity to learn cycling basics. The event positively impacted 18 bursary students and 1 non-bursary student.



ICE CREAM MUSEUM

An engaging trip to the Ice Cream Museum on 9 October 2022, offered an enjoyable and educational experience for 57 bursary students. Divided into two groups, the students explored 14 captivating multi-sensory exhibits, delving into ice cream history. The outing included ice cream tasting and playful moments in the iconic sprinkle pool.

Students also received postcards to share their feelings with loved ones, adding a personal touch to the visit. This event allowed students from diverse backgrounds to connect and interact while 10 dedicated DAS staff members provided support and joined in the fun.

The day was thoughtfully planned, ensuring a balanced and immersive museum visit. Lunch vouchers were provided, and both students and staff enjoyed this enriching excursion, embodying DAS's commitment to inclusive opportunities.



HORSE-RIDING EVENT

A rewarding horse riding event was organised on 16 March 2023, with 20 enthusiastic bursary students participating. Divided into two groups, the students engaged in riding and grooming activities under the guidance of the academy's owner. They learned about horse behavior, daily routines, and feeding patterns, enriching their understanding.

Over the two-hour event, students had the chance to interact closely with the horses, swapping activities and even feeding them carrots. Supported by 5 DAS staff members and 3 dedicated parent volunteers, the day left a positive impression on all participants. Mr. Lim, the owner, expressed a warm welcome for future visits from DAS students.



TRICKEYE MUSEUM

An outing to the Trickeye Museum took place on 18 February 2023, fostering parent-child bonding and creative photography. For many, it was a novel experience, exploring the museum’s illusions. The highlight was a photo hunt, where parent-child teams matched exhibits with activity worksheet images. The fastest five teams won Trickeye tote bags, while all participants received a Trickeye luggage tag. Supported by 4 DAS staff, 18 bursary students, and 18 parents attended.



PARENT ORIENTATION

MAIN LITERACY PROGRAMME (MLP) PARENT ORIENTATION

DAS hosts regular virtual orientations for the Main Literacy Programme (MLP), fostering parent engagement and understanding. These webinars, open to all parents, offer comprehensive insights into the curriculum. In FY2022-2023, 271 stakeholders participated in these engaging sessions.

9 APRIL 2022	23 JULY 2022	15 OCTOBER 2022	4 FEBRUARY 2022
47	86	84	54

Feedback from parents highlights clear presentations and strong recommendations. Attendees expressed interest in more examples of dyslexia symptom identification. Each session concludes with a Q&A segment.

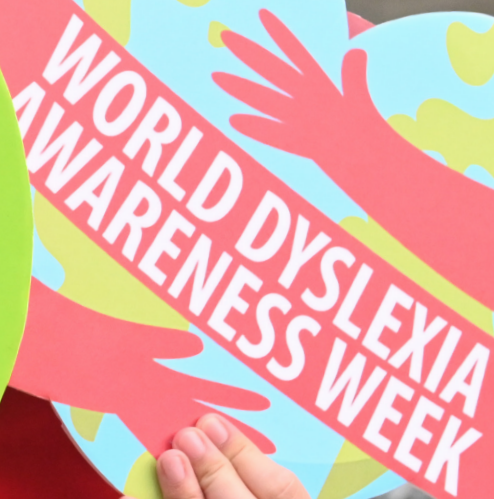
SPECIALISED EDUCATIONAL SERVICES (SES) PARENT ORIENTATIONS

Introduced in 2021, SES parent orientation webinars spotlight key programmes like Maths, Chinese, Preschool, and Prep2PSLE. Termly SES orientations raise awareness about various offerings. In FY2022-2023, these events engaged 166 stakeholders.

30 APRIL 2022	6 AUGUST 2022	22 OCTOBER 2022	11 FEBRUARY 2022
39	47	40	40

Parent feedback emphasises informative presentations and a willingness to recommend the sessions. Enhancing programme videos was suggested. Attendees frequently inquired about placement, class availability, and profiling during the Q&A segment.

VOLUNTEERS FOR DAS



**VOLUNTEERS PLAY A VITAL ROLE
IN SUPPORTING STUDENTS WITH
DYSLEXIA AND ESPECIALLY THOSE
FROM LOWER-INCOME FAMILIES.**

VOLUNTEER HIGHLIGHTS

VOLUNTEER APPRECIATION DAY

On 25 March 2023, we hosted our Volunteers Appreciation Award Day at the DAS Bishan Learning Centre. The event recognised the hardwork and dedication of our volunteers. Appreciation certificates and vouchers were awarded to these unsung heroes. They were deployed to assist in our mass primary school screening events and other DAS events.

Congratulations to our award recipients - Ms Angeline Poon, who was awarded the Volunteer Commendation Award, and Ms Lu Ying Qi Vicki, who was awarded as the Volunteer of the Year.



UNDERSTANDING DYSLEXIA E-COURSE FOR VOLUNTEERS

As part of our efforts to increase awareness about dyslexia, we invited our volunteers who attended the event to attend an online e-learning course, Certificate in Understanding Dyslexia, conducted by DAS Academy. This course provides a useful foundation to understand more about this specific learning difficulty, the assessment, and support of students with dyslexia. We are very heartened to have 10 of our volunteers to have voluntarily attended this course and learn to better support individuals with dyslexia.



VOLUNTEERS SUPPORTING DAS EVENTS

DAS PRIMARY SCHOOL SCREENING

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

MOVE FOR DYSLEXIA



On 1 October 2022, we held our official launch of Move for Dyslexia 2022 at Gardens by the Bay. Our volunteers supported us as ushers to guide our participants along the walk. The volunteers' ever-ready attitude to provide their assistance greatly contributed to the success of the launch.

PRESCHOOL SEMINAR 2023

On 13 March 2023, we had 25 volunteers from HP Inc. who volunteered at the 10th DAS Preschool Seminar 2023. The volunteers assisted us as workshop registers, timekeepers and ushers. A big thank you to our dedicated volunteers from HP Inc.!



REACHING OUT TO STUDENTS

DONATION OF HP DEVICES TO OUR STUDENTS AND STAFF



HP Inc. has generously donated 13 laptops, 17 printers and 13 wireless mice to DAS in support of our efforts to embrace technological innovation in our students' learning experience.

SIGNIFY DONATES UV-C SOLUTIONS

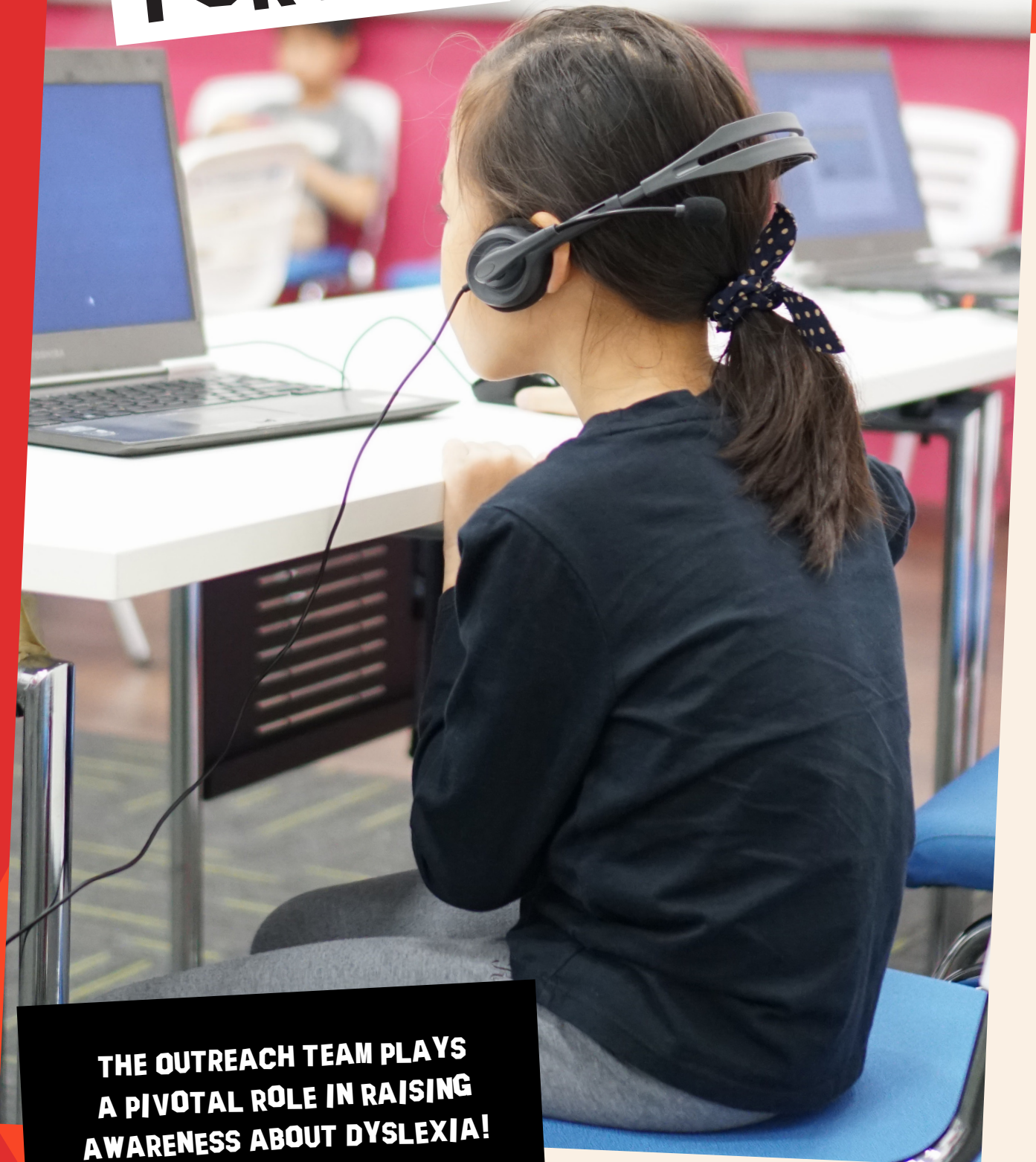


To promote greater health and well-being of our students and staff, Signify generously donated 8 UV-C air disinfection units, enhancing classroom air quality during ongoing COVID-19 waves.

OTHER MAJOR DONORS

SINGAPORE TOTALISATOR BOARD	\$521,161
SINGAPORE TEOCHEW FOUNDATION LTD	\$503,018
LIM HOON FOUNDATION	\$125,900
ISHK TOLARAM FOUNDATION	\$54,808
SICC MAY DAY CHARITY 2022	\$99,300
PRESIDENT S CHALLENGE 2022	\$61,250
MICRON TECHNOLOGY	\$53,039
HINDU ENDOWMENTS BOARD	\$34,154
DR SURESH NAIR	\$29,967
RIVERHILL HOLDINGS PTE LTD	\$29,967
SEED OF LIFE, FERTILITY & WOMEN S CARE MEDICAL CENTRE PTE LTD	\$29,967
LION CITY SAILORS PRIVATE LIMITED	\$25,484
M RAJARAM	\$24,061
TAN CHIN TUAN FOUNDATION	\$20,000
HO CHING	\$20,000
CHEW HOW TECK FOUNDATION	\$15,000
ZUBIN DARUWALLA	\$14,633
THE TIDES FOUNDATION (GOOGLE DATA CENTER GRANT)	\$14,768
DAS WORKPLACE GIVING	\$13,640
SALLEH MARICAN FOUNDATION LTD	\$12,222
LUCUS YAP ZEYU	\$10,500
CYNTHIA TAN GUAN HIANG	\$10,467
CHEN HOLDINGS PTE LTD	\$10,000
LIM HIM CHUAN	\$10,000
LEE FOUNDATION	\$10,000
LEE SIEW PIN ERIC	\$10,000
PAP COMMUNITY FOUNDATION	\$10,000
SHENG SIONG GROUP LTD.	\$10,000
TAN SUAT HUA	\$10,000

OUTREACH FOR DAS

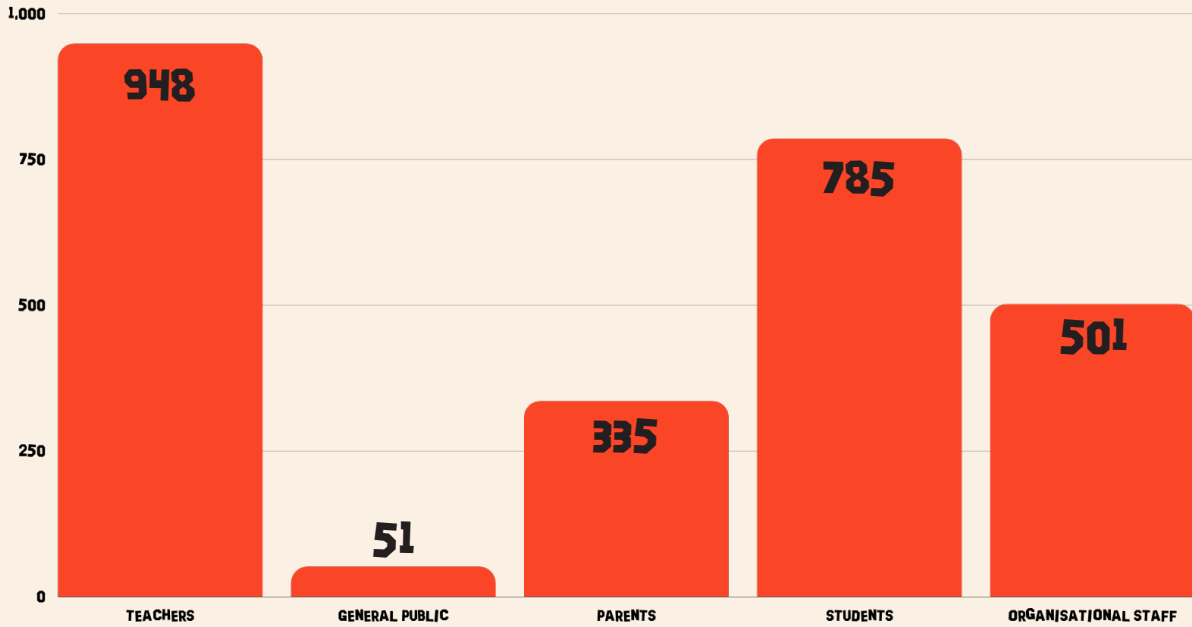


**THE OUTREACH TEAM PLAYS
A PIVOTAL ROLE IN RAISING
AWARENESS ABOUT DYSLEXIA!**

AWARENESS TALKS

From April 2022 to March 2023, DAS did a total of 70 awareness talks to preschools, MOE schools, Institutes of Higher Learning, corporations, organisations and general public.

**REACHED
2,620
INDIVIDUALS**



AWARENESS TALK FEEDBACK

As we transit from a pandemic to an endemic, our awareness talks will continue to be made available online. Our awareness speaker will continue to provide the audience with up-to-date information, visuals and online activities, to ensure that the audiences are continuously engaged and leave with a better awareness of dyslexia.

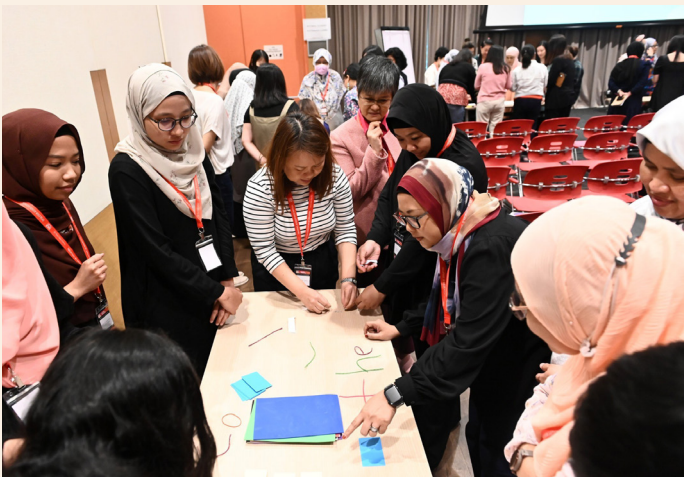
"I enjoy hearing about the experience of those with dyslexia and the activity that allows us to read the words the same way that they did."

Student from Institute of Higher Learning

"I am really thankful for the hands-on session that helped me understand what a person who has dyslexia goes through when they are trying to write something out. It made me more conscious and I am glad I was able to reflect on my teaching methods with some students I have and whether or not I have been patient enough with them."

Teacher from a Primary School

PRESCHOOL SEMINAR 2023



DAS Presents its 10th preschool seminar on 13 March 2023. As we progress towards an endemic for COVID-19, the DAS resumed conducting the preschool seminar physically at the Lifelong Learning Institute. The success of the seminar was through the collaborative efforts of various divisions in the DAS including the Preschool Team, Outreach Team and many others.

We received a total of 231 registrants, including invited guests, for the Preschool Seminar 2023. The team worked promptly and connected with all registrants to ensure that their registration has been processed smoothly and that the event has been marketed to the majority of the preschools in Singapore.

At the end of the seminar, we continued to communicate with all registrants to ask them for their feedback on what they felt about the seminar and most importantly on how we can continue to do better for the next Preschool Seminar.

LEARNING JOURNEY

DAS conducts learning journey 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 2022 to March 2023, a total of 4 learning journeys were conducted for a total of 86 participants.

DATE	SCHOOL / ORGANISATION	PROFILE OF AUDIENCE	NUMBER OF PARTICIPANTS
19 October 2022	MOE Schools Division (SD)	Staff	9
16 November 2022	Kuo Chuan Presbyterian Secondary School	Teachers	19
7 February 2023	Nan Chiau High School	Students	29
8 February 2023	CDAC	Staff	29



DYSLEXIA SCREENING

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

PRESCHOOL SCREENING		
DATE	SCREENING LOCATION	TOTAL SCREENED STUDENTS
31 May 2022	DAS Preschool Screening - Online	50
6 September 2022	DAS Preschool Screening - Online	17
22 November 2022	DAS Preschool Screening - Online	14
14 March 2023	DAS Preschool Screening - Online	7

PRIMARY SCHOOL SCREENING		
DATE	SCREENING LOCATION	TOTAL SCREENED STUDENTS
30 May 2022	DAS Tampines Learning Centre	21
7 October 2022	DAS Henderson Learning Centre	25
8 October 2022	UOB Tampines branch	8
21 November 2022	DAS Yishun Learning Centre	51
3 December 2022	UOB Parkway Parade branch	13
16 March 2023	DAS Henderson Learning Centre	63

SECONDARY SCHOOL SCREENING		
DATE	SCREENING LOCATION	TOTAL SCREENED STUDENTS
Apr 2022 – Mar 2023	Ad hoc screening at DAS Learning Centres	34

STAFF PROFESSIONAL DEVELOPMENT



The Staff Professional Development (SPD) division oversees many of the organisation-wide efforts through committees. These efforts include professional and career development, research, the Register of Educational Therapists (Asia) (RETA), and staff well-being through HEAL.

No. of Full Time staff - **214**

Directors/ Assistant Directors / Learning Centres Administrators - **39**

Corporate Services & Finance - **31**

Lecturers/ Educational Therapists - **127**

Psychologists - **13**

Speech & Language Therapists - **4**

PROFESSIONAL DEVELOPMENT

At its core, DAS is committed to the ongoing professional growth of our staff. During FY22/23, 268 team members participated in paid training, collectively accumulating an impressive 3184 hours of training – an average of 11.88 hours per individual. We foster a culture of knowledge exchange, motivating staff to contribute articles and insights based on their experiences and newfound expertise for the broader benefit. In the same fiscal year, our divisions collectively submitted a notable total of 45 articles.

DAS RESEARCH

Research is a cornerstone of DAS's mission, ensuring effective and evidence-based support. We prioritise research investments, encouraging our staff's active participation. Findings are showcased at local and global conferences and published in reputable journals like the Asia Pacific Journal of Developmental Differences (APJDD).

DAS RESEARCH COMMITTEE

The DAS Research Committee (DRC) plays a pivotal role, evaluating proposals and shaping research initiatives. It contributes to the APJDD and engages in peer reviews, abstract assessments, and paper evaluations for various conferences.

RECOGNISED EXCELLENCE

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



FY22/23 RESEARCH OVERVIEW

In the fiscal year 2022–2023, we received and supported nine research requests, with contributions from DAS staff and esteemed external institutions including Catholic Junior College, Raffles Institution, Raffles College of Higher Education, National University of Singapore (NUS), and National Institute of Education (NIE).

THE ASIA PACIFIC JOURNAL OF DEVELOPMENTAL DIFFERENCES (APJDD)

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

The journal covers theory into practice and provides a showcase for research in the Asian context as well as highlighting research areas that have implications for further research within Asia and beyond. In FY 22/23, we had a total number of 14 journal articles published by both the DAS staff as well as external researchers.

UNITE SPLD 2022

The UNITE SpLD Conference took place from 23 to 24 June 2022, marking our third virtual edition. This event served as a pivotal platform for bringing together researchers, practitioners, parents, and individuals engaged with Specific Learning Differences (SpLD) and special educational needs (SEN).

A wide spectrum of topics was explored, encompassing behavioral requisites, identification and intervention methodologies, educational technology, and multilingualism. The conference featured succinct, dynamic sessions that presented a fusion of research findings and practical solutions. Notably, attendees had the exciting opportunity to directly engage with influential researchers and presenters who are actively shaping the landscape of SpLD and SEN on both local and global fronts.

UNITE SpLD 2022 boasted 24 breakout presentations and three keynote addresses:

1. Dr. June Siew - The Role of Allied Educators (Learning and Behavioural Support) in a Comprehensive Whole-School SEN Approach.
2. Dr. Helen Taylor - Dyslexia-associated cognition: A Specialised Exploration of Cognitive Search, Not a Disorder.
3. Dr. Kenneth K Poon, Lee Chiew Lim & Sherilyn Goh - Unveiling the Emotional and Behavioral Needs of Primary Students with Specific Learning Disorders.

REGISTER OF EDUCATIONAL THERAPISTS (ASIA) - RETA

RETA, an initiative by DAS, aims to unite professionals in the realm of specific learning differences, while concurrently acknowledging their professional stature and endorsing their qualifications. As a Community of Practice, RETA empowers its members with access to training, events, focus group meetings, and case management discussions. These platforms foster collaborative practice, knowledge exchange, and networking among likeminded experts.

To facilitate growth and discourse, RETA is guided by two advisors who represent both local and international needs and standards:



Professor Angela Fawcett

Academic Director,
Dyslexia Association of Singapore



Geetha Shantha Ram

Director of SpLD Assessment Services,
English Language and Literacy Division,
and Staff Professional Development

In the fiscal year 2022–2023, we successfully hosted three illuminating RETA webinars:

1. 24 June 2022: Unraveling ADHD: Beyond the Buzz, by Hani Zohra bte Muhamad, Safinah Hassan, Michelle-Lynn Yap (Ngee Ann Polytechnic) & Tina Tan (SPARK)
2. 30 August 2022: Empowering Third Culture Kids with Specific Learning Differences, by Anaberta Oehlers - Jaen & Shilpa Madane
3. 20 October 2022: Taming the Chaos: Strategies for Organizing Disorganised Children, by Rebecca Shalinah & Siti Mariam

Membership in RETA has experienced a commendable increase compared to the previous fiscal year, rising from 202 to 225 members. The distribution of RETA members across membership levels is as follows:

FELLOW	ASSOCIATE FELLOW	MEMBER	ASSOCIATE MEMBER PLUS	ASSOCIATE MEMBER	AFFILIATE MEMBER
71	82	29	42	1	0

DAS THERAPIST OF THE YEAR

The “DAS Therapist of the Year” award honors the exceptional contributions of therapists who play a pivotal role in empowering learners to achieve success in their literacy journeys. These dedicated professionals provide vital interventions and holistic support, serving as compassionate listeners and understanding pillars of strength.



CORINNE ANG PUAY JOO



RAIHANA BINTE MOHAMED HASHIM

Beyond education, they prioritise the social and emotional well-being of their students, collaborating with parents, schools, and fellow professionals to guide children’s educational paths. Their impact reaches far beyond learning – they shape lives. This award recognises their profound dedication, underscoring that DAS Therapists don’t just facilitate learning; they enrich and transform lives.

HEAL: HOLISTIC EDUCATION ALTERNATIVE LEARNING

WELL-BEING ARTICLES

This initiative aims to promote well-being within the organisation. The Monthly Wellness Articles and Well-Being Sharing sessions provide educational information, resources and inspirational stories. These articles and sharing sessions were restructured to follow a thematic approach, as follows: self-care; stress management; work-life balance; and rest and relaxation.

WELLNESS ACTION PLAN

As part of our commitment to staff well-being, we conducted a trial during last year’s mid-year performance review. Managers posed three important questions:

1. How do you ensure your well-being inside and outside work?
2. What challenges do you face and how do they affect your work?
3. How can your manager proactively support you?

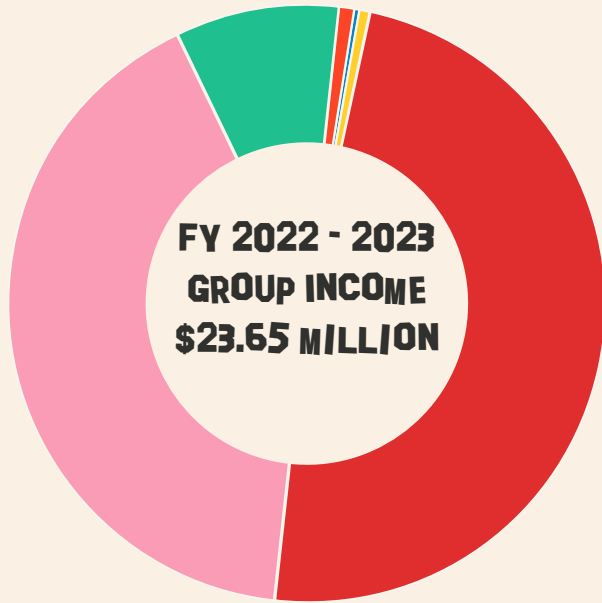
This trial provided insights into mental well-being, staff sentiments, and managerial experiences. Based on feedback, we introduced two forms. All staff complete Form A, helping managers identify those needing extra support. Form B offers a deeper dive. A toolkit with resources and tips was created to empower staff in prioritizing well-being, managing stress, and achieving work-life balance.

SUPPORTING EDUCATIONAL THERAPISTS WITH CHALLENGING STUDENTS

The HEAL team has actively supported Education Therapists (EdT's) in managing challenging students. This involves effective collaboration and communication with EdTs, Centre Managers (CMs), and Educational Advisors/Centre Advisors (EAs/CAs) to prioritise the mental well-being of EdTs and the students involved. Through close coordination, the team determines suitable conditional placements when necessary and develops comprehensive action plans for effectively managing at-risk students. Moving forward, the team remains committed to this collaborative effort while also implementing a database to facilitate a systematic approach to address and track relevant information and interventions for improved student support.

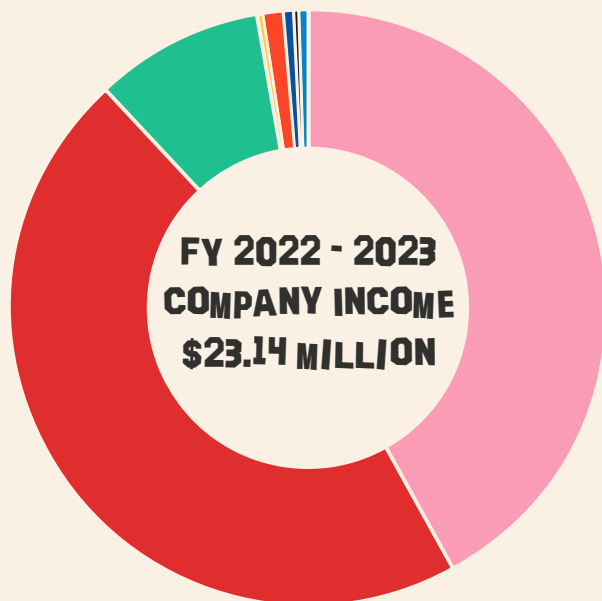
FINANCIAL HIGHLIGHTS

SOURCES OF INCOME (GROUP)



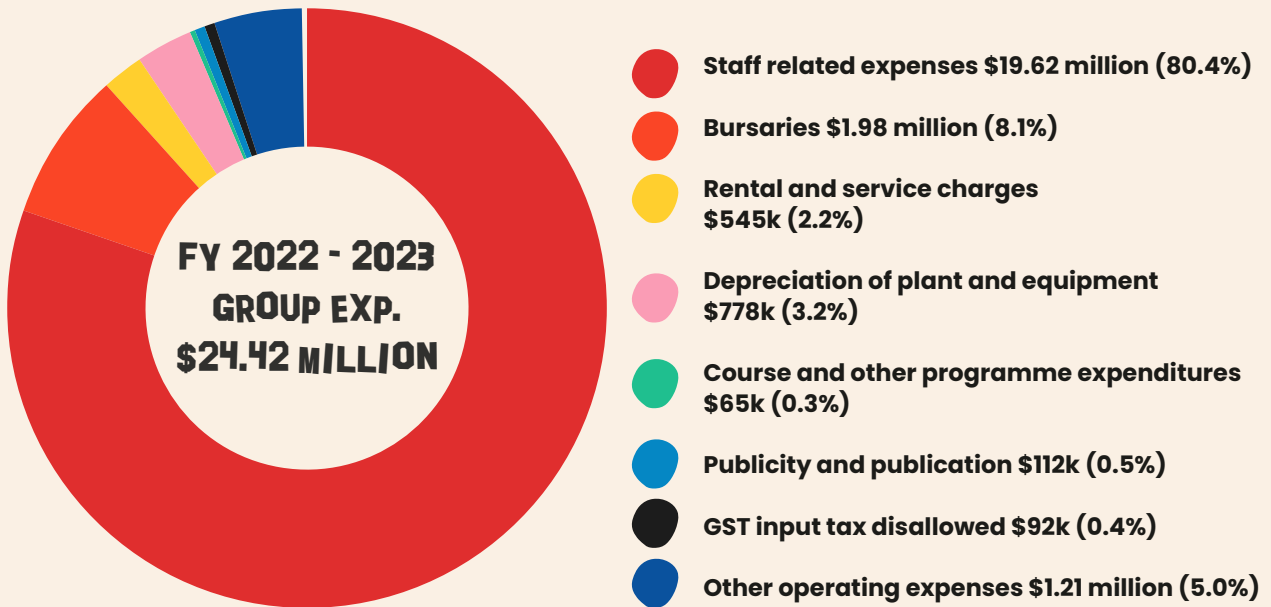
- MOE Grant \$9.72 million (41.1%)
- Tuition and other Fees \$11.45 million (48.4%)
- Donations and other Fundraising Activities \$2.08 million (8.8%)
- Wage Credit and other Government Funding \$78k (0.3%)
- Investment and Interest Income \$244k (1.0%)
- Others \$67k (0.3%)

SOURCES OF INCOME (COMPANY)

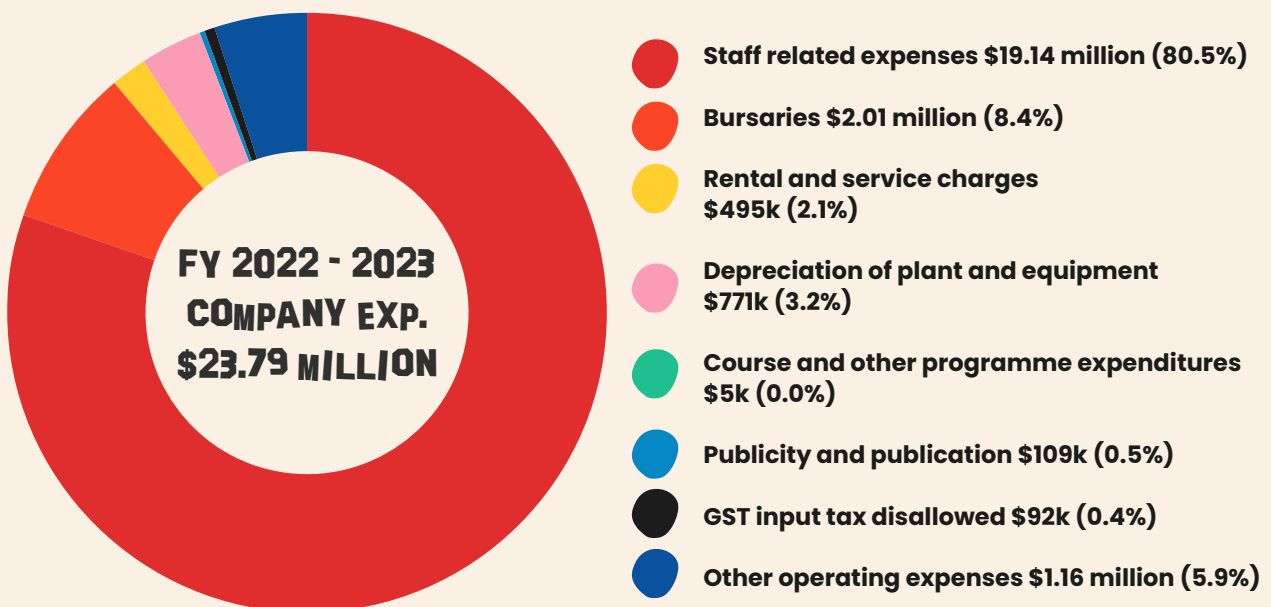


- MOE Grant \$9.72 million (42.0%)
- Tuition and other Fees \$10.71 million (46.3%)
- Donations and other Fundraising Activities \$2.08 million (9.0%)
- Wage Credit and other Government Funding \$74k (0.3%)
- Investment and Interest Income \$244k (1.1%)
- Intercompany Rental Recharge \$113k (0.5%)
- Return of grant by subsidiaries \$110k (0.5%)
- Others \$80k (0.3%)

DISTRIBUTION OF EXPENDITURE (GROUP)



DISTRIBUTION OF EXPENDITURE (COMPANY)



CORPORATE GOVERNANCE

BOARD OF DIRECTORS

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

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

BOARD OF DIRECTORS COMPOSITION AND MEMBERSHIP

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

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

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

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

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

BOARD OF DIRECTORS

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

RESIGNED DIRECTORS

Name	Date of Appointment	Date of Resignation
M Rajaram	26 April 2021	24 September 2022

BOARD MEETINGS



DAS Board, Senior and Middle Management Staff

A total of seven Board meetings and one Annual General Meeting (AGM) in the financial year ended 31 March 2023, as shown below:

Board Meetings	4 Jun 2022 27 Aug 2022 19 Nov 2022	18 Mar 2023 3 Jun 2023 26 Aug 2023
Annual General Meeting	24 Sep 2022	

As necessary, the Board may hold additional meetings. The Board, along with other committee members and the general and middle management teams, participated in a retreat on 9 April 2022. Subsequently, they held meetings on 10 May 2022, 11 August 2022, 19 January 2023, and 12 May 2023, to thoroughly review and discuss DAS' strategic direction

SUB-COMMITTEES

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

The nine committees are:

- Audit
- Building
- Finance and Investment
- Fundraising
- Human Resource
- Programme and Services
- Nomination
- Special Project
- Child Safety (Newly established and endorsed during the AGM on 24 September 2022)

Board composition and members of the respective Board Committees from the last AGM date, 24 September 2022, is set out in the table.

FY 2022/2023 BOARD COMPOSITION

Committee	Name	Designation	Number of Meetings Attended
Audit & Risk	Addis William Dickon	Chairman	6/6
	Paul Lim Boon Tong	Member	1/6
	Jim Chao-An Lee	Member	6/6
	Alicia Tan Gek Cheng	Member	3/6
	Andy Lim How Boon	Member	4/6
Building	Andy Lim How Boon	Chairman	-
	Paul Lim Boon Tong	Member	-
	Chen Wei Ching	Member	-
	Lie Schagen Ay Wen	Member	-
Finance & Investment	Kaka Singh s/o Dalip Singh	Chairman	5/5
	Chen Wei Ching	Member	3/5
	Kevin Kwek Yiu Wing	Member	1/5
	Dr Zubin Jimmy Daruwalla	Member	2/5
	Anurag Pandey	Member	2/5
	Dr Richard Yap Chin Yee	Member	4/5
Fundraising	Dr Cynthia Tan Guan Hiang	Co-Chairman	13/13
	Alicia Tan Gek Cheng	Co-Chairman	13/13
	Lee Siew Pin Eric	Member	12/13
	Kevin Kwek Yiu Wing	Member	9/13
	Wong May-Lyn	Member	10/13
	Dr Zubin Jimmy Daruwalla	Member	7/13
	Lie Schagen Ay Wen	Member	5/13
Human Resource	Kaka Singh s/o Dalip Singh	Chairman	4/4
	Lee Siew Pin Eric	Member	4/4
	Paul Lim Boon Tong	Member	2/4
	Dr Cynthia Tan Guan Hiang	Member	4/4
	Wong May-Lyn	Member	3/4
	Jim Chao-An Lee	Member	1/4
	Addis William Dickon	Member	-

Committee	Name	Designation	Number of Meetings Attended
Nomination	Lee Siew Pin Eric	Chairman	-
	Chen Wei Ching	Member	-
	Jim Chao-An Lee	Member	-
	Kevin Kwek Yiu Wing	Member	-
	Dr Cynthia Tan Guan Hiang	Member	-
Programme & Services	Kevin Kwek Yiu Wing	Chairman	3/3
	Lee Siew Pin Eric	Member	3/3
	Paul Lim Boon Tong	Member	-
	Dr Cynthia Tan Guan Hiang	Member	-
	Wong May-Lyn	Member	3/3
	Dr Zubin Jimmy Daruwalla	Member	2/3
	Jim Chao-An Lee	Member	3/3
	Alicia Tan Gek Cheng	Member	3/3
	Lie Schagen Ay Wen	Member	2/3
	Dr Richard Yap Chin Yee	Member	3/3
	Guillaume Sachet (Member from 1 July 2023)	Member	1/1
Special Project	Kevin Kwek Yiu Wing	Co-Chairman	5/5
	Andy Lim How Boon	Co-Chairman	5/5
	Anurag Pandey	Member	3/5
Child Safety	Addis William Dickon	Chairman	2/2
	Alicia Tan Gek Cheng	Member	2/2
	Wong May-Lyn	Member	2/2

1. All Board members have met the constitutional requirements and none has been absent for three consecutive meetings without satisfactory explanation.
2. Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. From 1 April 2022, the number of updates sent to various Committees are as follows: Board members (69), Audit and Risk Committee (7), Programme & Services (7), Finance & Investment Committee (19), Building Committee (15), Human Resource Committee (15), Fundraising Committee (66), Nomination Committee (5), Special Project (2), Child Safety (1), IT (1) and Jimmy-Roshen Daruwlla Fund (3). Some of these updates require written approval by the Board members.
3. The Governance Board of DAS International Services Ltd and DAS Academy Ltd refers to the Board of Directors of its parent charity, Dyslexia Association of Singapore. Hence, their board of directors' meetings were held on the same date as that of DAS Board of Directors' meetings.

GENERAL MANAGEMENT TEAM

Name	Designation	Date of Current Appointment
Lee Siang	Chief Executive Officer	1 September 2014
Chai Soo Chiao	Chief Finance Officer and Director of Learning Centre	1 January 2017
Quek Gek San	Director of Corporate Services and Human Resources	27 January 2015 (Resigned May 2023)
Geetha d/o Shantha Ram	Director, SpLD Assessment Services, English Language and Literacy Division & Staff Professional Development Division	1 November 2013
Leong Mingjian Edmen	Director of Specialist Education Services	1 January 2019
Oehlers-Jaen Ana Berta	DAS Programme Director for on-site and school engagement, Head of DAS International	9 May 2011
Siew Hui Li June	Head, DAS Academy	7 January 2015

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

AUDIT AND RISK MANAGEMENT COMMITTEE

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

SPECIAL PROJECT COMMITTEE

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

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

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

BUILDING COMMITTEE

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

PROGRAMMES AND SERVICES COMMITTEE

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

CHILD SAFETY COMMITTEE

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

FINANCE AND INVESTMENT COMMITTEE

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

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

FUNDRAISING COMMITTEE

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

HUMAN RESOURCE COMMITTEE

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

NOMINATION COMMITTEE

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

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

RESERVES POLICY

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

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

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

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

	Group		Company	
	2023 \$'000	2022 \$'000	2023 \$'000	2022 \$'000
Total operating expenses	22,335	22,508	21,684	21,972
75% of Government Grant	7,296	7,241	7,296	7,241
Net Fees	5,732	5,633	5,349	5,231
Net expenditure	9,307	9,634	9,039	9,500
Total reserves required	27,921	28,902	27,117	28,500

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

	Current Year \$'000	Previous Year \$'000	% Increase/ (Decrease)
Unrestricted Funds (Reserves)	3,221	4,008	-20%
Restricted / Designated Funds:			
- Education Fund	12,312	12,288	0%
Total Funds	15,533	16,296	-5%
Ratio of Reserves ^[1] to Net Expenditure ^[2] over 3 years	0.56	0.56	-1%

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

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

CONFLICT OF INTEREST POLICY

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

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

WHISTLE BLOWING POLICY

1. Introduction

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

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

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

2. Reporting and/or Communication Channels

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

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

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

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

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

Chairman of DAS	Mr Eric Lee, ericlee2508@gmail.com
Chairman of Audit Committee	Mr Dickon Addis, dickonaddis@me.com

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

Any whistle-blowing report involving the Chairman of the Audit Committee may be reported directly to the Chairman of DAS, while any whistle-blowing report involving the Chairman of DAS may be reported directly to the Chairman of the Audit Committee. There were no whistleblowing report received during the financial year.

3. How to make a report

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

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

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

4. How will DAS Respond

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

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

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

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

Chairman of Human Resource Committee: Mr Kaka Singh, kaka@rsmchiolim.com.sg

Harassment or Retaliation

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

Confidentiality

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

Anonymous Report

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

5. Scope of Improprieties

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

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

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

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

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

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

7. Implementation of the Policy

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

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

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

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

GOVERNANCE EVALUATION CHECKLIST

Name of Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE

UEN: 202114767K

Preview Governance Evaluation Checklist Submission for the period Apr 2022 – Mar 2023

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
Board Governance				
1	Induction and orientation are provided to incoming governing board members upon joining the Board.	1.1.2	Complied	
	Are there governing board members holding staff* appointments? (Skip items 2 and 3 if "No")		Yes	There are no board members holding staff appointment, except for the CEO who is an ex-officio Board member.
2	The staff does not chair the Board and does not comprise more than one third of the Board	1.1.3	Complied	
3	There are written job description for the staff's executive functions and operational duties, which are distinct from the staff's Board role	1.1.5	Complied	
4	The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years. If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity.	1.1.7	Complied	
5	All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.	1.1.8	Complied	
6	The Board conducts self evaluation to assess its performance and effectiveness once during its term or every 3 years, whichever is shorter.	1.1.12	Complied	
	Is there any governing board member who has served for more than 10 consecutive years?		Yes	
7	The charity discloses in its annual report the reasons for retaining the governing board member who has served for more than 10 consecutive years.	1.1.13	Complied	This was disclosed in the annual report page (84).
8	There are documented terms of reference for the Board and each of its committees.	1.2.1	Complied	

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

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

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