

Growing Impact: Reaching Further, Supporting Deeper

Dyslexia Association of Singapore
Annual Report 2025-2026

About Dyslexia Association of Singapore

At the Dyslexia Association of Singapore (DAS), every learner's journey matters. Since our beginnings in 1991 as a community project by the Rotary Club, we have supported thousands of students with learning differences, including dyslexia, empowering them to look beyond their challenges and discover their potential.

Today, DAS is a registered charity and Institution of a Public Character (IPC), with a national presence across 12 learning centres, supporting more than 4,000 students each year. More than half of our learners receive intervention made possible through the generosity of our donors, funders and partners.

At the heart of our work is the belief that every child deserves the opportunity to learn, grow and thrive. Wherever they may be in their learning journey, we strive to provide the right support to help each learner move forward with greater confidence and possibility.

Our commitment to those we serve is underpinned by strong governance and accountability. DAS was recognised with the Charity Transparency Award in 2019 and from 2022 to 2024, affirming our responsibility to the community and the supporters who make our work possible.

Our Mission

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

Our Goal

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

Going Beyond Together

Beyond Dyslexia

Supporting those who learn differently, with or without a diagnosis.

Beyond Age Groups

Serving preschoolers, students, and adults alike.

Beyond English Literacy

Expanding support in Chinese, Maths, Science and executive functioning.

Beyond Diagnosis

Opening our doors to learners without formal assessments.

Beyond Academics

Building confidence, talents, and life skills in every learner.

Beyond Singapore

Sharing expertise through research and partnerships.

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From the Chairman



Eric Lee
Chairman

At the Dyslexia Association of Singapore (DAS), every learner's journey matters. FY2025-2026 was another momentous year for the Dyslexia Association of Singapore. Despite significant financial challenges, the "DAS spirit of going beyond" saw DAS continue to expand our services to reach out to more beneficiaries. FY2025-2026 saw the continued emphasis on seven major initiatives as follows.

DAS 2.0: Reaching More Learners

Research shows that 30% of Learners will find learning challenging and will require additional specialist support. Approximately 10% will have a diagnosis of a learning difference such as dyslexia but the remaining 20% are often underserved because of the absence of a label. The DAS Board in 2024 decided to change the DAS Constitution and expand support for the above "20%" of struggling learners without a diagnosis of dyslexia. We have been heartened by the response. Since the launch, the percentage of students enrolled on various DAS programmes without a diagnosis of dyslexia but are nevertheless struggling to learn has increased to 8% of all students. We increasingly receive enquiries about learning concerns beyond dyslexia.

Expanding Access Through Partnerships

We have also developed strong partnerships with other charitable organisations to support our expanded range of beneficiaries. In 2024, DAS Educational Therapists travelled to Sunbeam Place, Gracehaven and Children's Wishing Well on top of Chen Su Lan Methodist Children's Home to support their children who learn differently. By 2025, this has expanded to 11 partners including South Central Community Family Service Centre, Darul Ihsan Girls' & Boys' Orphanage, Gladiolus Place, Melrose Home and Tasek Academy and Social Services. We also continue to support children in the Singapore Boys Home. DAS is most appreciative of donors including World Vision Singapore, SP Group, Temasek and the Jimmy and Roshen Daruwalla Fund who recognised that these children are underserved and have stepped forward to provide funding for DAS to deliver our services especially to those from underprivileged families.

Evolving Our Partnership with MOE

DAS has had a close partnership with the Ministry of Education since 1997. The DAS-MOE-aided Main Literacy Programme (MLP) has successfully supported primary and secondary school students over the years. Since 2014, approximately 11,000 students have benefitted from the programme. I am most appreciative that Ms Haslinda Zamani, MOE's Divisional Director for Curriculum Planning & Development Divisions 2, was the Guest-of-Honour for the 2024 Student Graduation and Achievement Awards Ceremony. MOE has requested that DAS move from our current individualised teaching approach to a standardised lesson plan approach. Coupled with 16 progress monitoring tests each year, the new approach is expected to complement our current Curriculum Based Assessments and provide further detail of students' progress on MLP. I am most heartened that the DAS team has developed the standardised lesson plan approach curriculum in 2025 and we are ready for the January 2027 launch.

The Ministry of Education has also decided that students who achieve a score of AL5 and above for the Primary School Leaving Examination will no longer receive MOE funding for the DAS MOE-aided Main Literacy Programme from Secondary One. MOE's assessment is that these students have achieved foundational literacy and will be able to continue learning independently. If they need continued support for advanced literacy or scaffolding for increased educational demands in secondary school, they can continue with the DAS MOE-aided Main Literacy Programme by paying full price or access support from MOE schools. This new policy was from January 2026. 22 out of 290 DAS primary 6 students achieved AL5 or better. It should be noted that a good number of these DAS students had received 12 months or less intervention and reflects the importance of students joining DAS earlier.

Centralisation for Greater Efficiency

To better streamline our administration and operations and to reduce manpower costs, 2025 saw the DAS complete the centralisation of all learning centre administrators at our new Toa Payoh Centre. This included the merger with the administration of DAS Academy DAS International and SpLD Assessment Services. With the centralisation and mergers, our Virtual Counter Centre approach whereby all 12 DAS centres are supported virtually from Toa Payoh has been fully implemented. This far-sighted initiative by DAS management will also help to contain staff cost inflation.

Shaping the Future Through DAS 3.0

The DAS Board has endorsed the management's proposal to implement DAS 3.0. Although the current DAS approach to teaching based on small groups has been highly successful, Artificial Intelligence has now matured to the point we can now create a screening, assessment, learning and evaluation system that is fully individualised and immediately responsive to each learner. The proposed DAS 3.0 system will fundamentally change the DAS classroom. It will have the potential to be scalable and reduce cost to families. Such a system will be unique, pioneering and once again reflect the "DAS going beyond spirit". We have begun to source for funding and welcome potential donors to join us in this transformative endeavour. From May 2026, the DIAL collaboration with Singapore University of Technology and Design (SUTD) through Dell's AI Innovation Hub ecosystem has commenced. This supports the modular Proof-of-Concept development for DIAL. 170 SUTD students have started working in multiple teams on rapid prototyping and AI experimentation.

Equipping Educators for Evolving Needs

Additionally, DAS Academy has noted a marked increase in schools requesting teacher training, especially for behaviour management of students. DAS Academy has successfully developed Executive Function, ADHD and Learning and Motivation courses which will become another tier of compulsory training for all DAS Educational Therapists. DAS SpLD Assessment Services has also continued with Social Emotional Skills and Learning Workshops for DAS to directly support students with these needs.

Extending Our Expertise Across the Region

DAS International continues to receive many requests for teacher training from the region but our neighbouring organisations are not able to afford Singapore rates. We are therefore most appreciative that Oak Foundation will support DAS International to conduct training in the region with SGD320,000 in funding each year for three years. Training has already being organised inMalaysia, China and India from October 2026.

I would like to thank all the DAS Board and Committee members, management and staff for your tremendous contributions in the past year. Your dedication continues to make a difference to the children we serve and their families. Let us continue to reach further and grow our impact.

From the CEO



Lee Siang
Chief Executive Officer

As highlighted by our Chairman Mr Eric Lee, FY2025-2026 has again been a difficult financial year for DAS. There has again been no increase to the MOE Grant rate for the MOE-aided DAS Main Literacy Programme. This rate has increased by only 3% over the last 13 years. MOE has also advised DAS not to increase the fees payable by parents which means this fee has not changed for the last 19 years. The DAS is therefore under tremendous pressure to overcome the cost inflation we have experienced especially in recent years.

Continued Support From Our Donors

DAS has once again been supported by many wonderful donors including the Singapore Totalisator Board, Community Foundation of Singapore (Emily Chan Foundation, Sky Foundation, TD Family Foundation), Lee Foundation, The Majurity Trust (Wee Foundation), Marina Bay Sands Pte Ltd, Ms Susan ML Hoe, Mr Dickon Addis, Lim Hoon Foundation Limited, National Council of Social Services, Mellford Pte Ltd, Mr Andy Lim, Chew How Teck Foundation, Mr David Hauw Jia Ying, Hindu Endowment Fund (Mr Rama Arunachalam Chettiar & AR Mangayarkarasi Achi Fund), DAS Staff (Workplace Giving), Youth for Causes, Chen Holdings Pte Ltd, Hock Tong Bee Pte Ltd, Recruit Express Pte Ltd and many others. Because of their support, funds raised was $2,451,238 for FY2025-2026. This was unfortunately $698,700 below our budget reflecting the variableness of fundraising income from year to year.

Stretching Every Dollar

Consequently, the DAS financial deficit after unrealised gains for FY2025-2026 was $681,000 although this was a good improvement from FY2024-2025's deficit of $1.295 million. DAS Academy will have a surplus of $79,000 and will contribute $40,000 back to DAS. DAS International will have a surplus of $16,300 and will contribute $10,000 back to DAS. This is on the back of historical high annual revenue of $508,000 for DAI.

In view of the financial deficit and with manpower costs constituting 90% of all DAS costs, DAS management has placed great emphasis on managing our manpower and costs. DAS references the recommended salary scales of the National Council of Social Services and the significant inflation in wages in Singapore has resulted in DAS starting salaries increasing by almost 30% since 2021. Despite these significant salary cost pressures, DAS has sought to contain the overall increase in manpower costs through active manpower management. Salary costs for FY2025-2026 was $18.516 million, slighly higher than the budgeted $18.059 million and compared with last year's $17.503 million. This has been achieved through measures including reducing full time headcount from 209 in March 2023 to 180 in March 2026, the increasing use of Flexi Scheme psychologists and educational therapists, the merger of administration at Toa Payoh and moderating performance bonus payments, et cetera.

Growing Reach and Demand

I am most appreciative that DAS colleagues have responded to our financial challenge and are striving to make improvements while reaching out to help more beneficiaries.

I am heartened that the strong reputation and quality of DAS programmes and services have resulted in continued increasing demand. By the end of 2025:

- Non-MLP revenue reaching 38% of total revenue and students without dyslexia reaching 8% of overall enrollment
- MLP matched the year end enrolment of 2024 with over 2650 students in Term 4, 2025 and has continued to surpass 2024 numbers
- Our community based programmes became established with 54 MLP students with 9 partners
- iReach enrolment reached a historical high of 108 in Term 4 2025, a 86% increase from 2024. There were also 12 iReach students from our community partner Children's Wishing Well.
- iStudySmart™ ended the financial year strongly with full registration of 25 students for the 2026 intake
- SpLD Assessment Services (SAS) clocked in 606 assessments from April to November 2025 which is 31% more than the same period in 2024
- Specialised Educational Services (SES) Maths crossed the 400 enrolment mark with a historical high of 456 students by end 2025
- SES Chinese crossed the 500 enrolment mark with a record high of 532 students
- SES Science reached a historical high enrolment of 83 students, a 48% increase.
- DAS Academy continues to see good demand from schools for customised training with April to November 2025 revenue at $63K, well above the budgeted $56K.
- DAS International's highlights for 2025 were the overseas training in Indonesia and China as well as 25 concierge assessments from April to November 2025 compared to just 7 over the same period in 2024. DAI attaining Oak Foundation funding over the next three years puts it on a good footing going forward!

Beyond the numbers that reflect the increased children and families that we are helping, there were other immense work going on in the background:

- The English Language and Literacy Team created the MLP Standardised Lesson Plan curriculum
- ELL conceptualised DAS 3.0, i.e. delivering intervention via an AI-aided programme
- Successful events such as Preschool Seminar 2025, Gift of Wonders 2025, Charity Golf and Dinner, DAS Academy Graduation Ceremony, and DAS Student Graduation and Achievement Awards Ceremony, et cetera
- The Learning Centre Management (LCM) Team's continued merger with other admin teams including DAS Academy and SAS
- DAS Academy successfully navigated the new admin approach above as well as bedding in a new team of lecturers
- Dr Priscillia Shen taking over DAS International and Community Based Programmes and LCM's increased admin support
- FAVOR and PnP's merger into Communications, Engagement and Fundraising (CNF)
- Dr Edmen Leong, Director of Specialised Educational Services, completing his PhD and the continued improvement of DAS' academic strength

Progress Beyond the Numbers

These numbers represent real students and families who have found support, encouragement, and hope through DAS. We will continue to do our utmost to bring our programmes to more children who learn differently, and to ensure no one is left behind.

Board of Directors



Eric Lee, PBM
Chairman



Kevin Kwek
Vice-Chairman



Vincent Chen
Director



Kaka Singh, PBM
Director



Zubin Daruwalla
Director



Jim Lee
Director

Board of Directors



Alicia Tan
Director



Addis William Dickon
Director



Richard Yap
Director



Lie Ay Wen
Director



Lee Siang
Director

Directors who stepped down during FY2025/26:



Andy Lim
Director

Resigned
15 September 2025



Wong May-Lyn
Director

Resigned
18 October 2025

Members of Various Committees



Cynthia Tan



Low Boon Hon



Lam Kun Kin



Paul Lim



Lim Eng Hong



David Ellison

General Management Team



Lee Siang
Chief Executive Officer



Dr Geetha Shantha Ram
Chief Operating Officer & Director, SpLD Assessment Services
(Appointed as COO on 1 April 2026)



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



Serena Tan Abdullah
Director, English Language and Literacy
(Appointed on 1 April 2026)



Dr Edmen Leong
Director, Specialised Educational Services



Lim Jia Ern
Director, Communications, Engagement and Fundraising
(Appointed on 1 July 2026)



Deborah Hewes
Director, Communications, Engagement and Fundraising
(Appointed on 12 Aug 2025, stepped down on 1 July 2026)

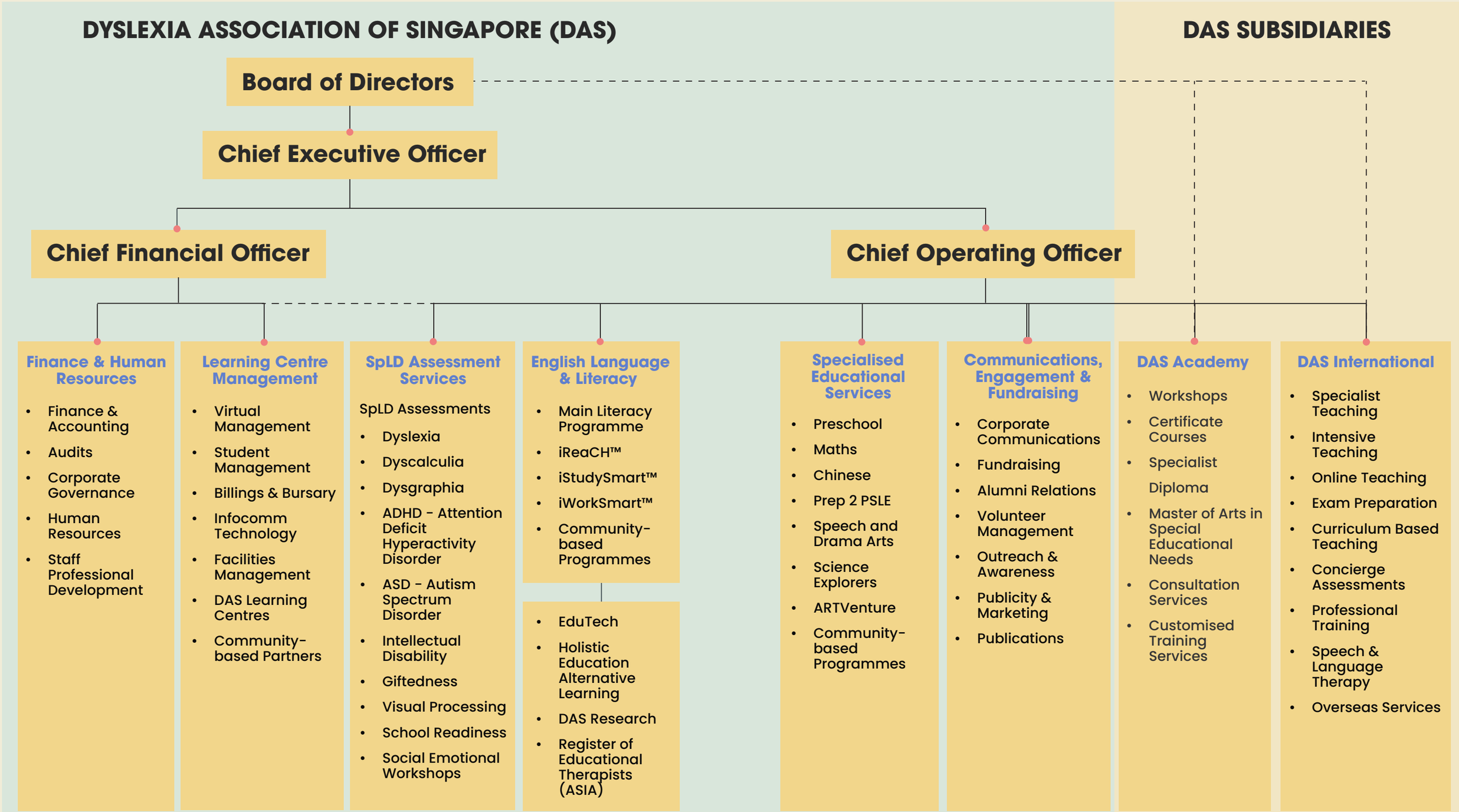


Dr June Siew
Head, DAS Academy



Dr Priscillia Shen
Head, DAS International

Organisational Chart



——— Dyslexia Association of Singapore (DAS) - - - - - DAS Subsidiary

Our Impact in Numbers

Each figure reflects a person, family or community touched by the work of DAS. As our reach continues to grow, so does our commitment to providing meaningful support, strengthening the quality of intervention, widening access and creating more opportunities for those who learn differently to thrive.

Total Funds Raised

$2,451,238 donations received in support of DAS families who require bursary aid to access intervention programmes

Assessments Conducted

891 assessments conducted for dyslexia, adult and other learning differences

Bursaries provided

1,676 individuals to access assessments and educational services

Outreach Efforts

1,535 individuals reached through outreach and public awareness efforts

1,556 children and youth supported in Specialised Educational Services programmes

3,154 children and youth supported in the Main Literacy Programme

132 children and youth supported in Speech and Language Therapy

Our Year At A Glance

FY2025–2026 was a year of meaningful connections and shared milestones. We created new spaces for honest conversations, brought support closer to the community, celebrated the creativity and progress of our students, and rallied our supporters around a common purpose. Each moment reflected the many ways our DAS community continues to grow together, strengthen understanding, open doors to support and give every learner the confidence to thrive.

Charity Golf & Dinner: Drive for Dyslexia

The DAS Charity Golf & Dinner returned on 29 August 2025 at Laguna National Golf Resort Club, with Mr Chee Hong Tat, Minister for Nationa Development in attendance. The event raised over $1 million, helping more students access specialised intervention and move forward with confidence.





Same Same But Different: A Podcast by DAS

This year, DAS brought conversations about learning differences to a wider audience through our newly launched podcast. The series explored different perspectives on learning differences, helping families feel less alone while encouraging greater understanding of dyslexia and the strengths that come with it.





Roadshow at City Square Mall and UOB Plaza

Our journey continued beyond our learning centres. Through activities, resources and conversations with our team, members of the public learned more about learning differences and the support available. By bringing DAS closer to the public, we made it easier for parents to ask questions and begin seeking support for their children.




DAS Student Talent Showcase: Gift of Wonders

On 28 June 2025, SingPost Auditorium came alive as our students stepped confidently into the spotlight. Through two plays, instrumental performances and a vibrant art gallery, Gift of Wonders celebrated their creativity and courage.





Student Graduation & Achievement Awards Ceremony

At the DAS Student Graduation and Achievement Awards Ceremony 2026, we honoured graduates of the Main Literacy Programme. Each achievement reflected a journey shaped by a community that continued to believe in every learner.





Making Support Possible

We raised
$2,451,238

For many families, financial assistance opens the door to specialised support that might otherwise be out of reach. DAS requires more than $2.9 million each year to meet the bursary needs of students from lower-income families.

In FY2025/2026, the generosity of our supporters helped us raise $2,451,238 Every contribution brought us closer to ensuring that more children who learn differently could receive the support they needed.

Opening Doors Through Sponsorship

$99,365
raised

Through the Sponsor a Child initiative, $99,365.80 was raised to support 27 students from lower-income families. The funds helped make education and talent development programmes more accessible, giving children who learn differently the specialist intervention they needed to build their skills, confidence and resilience.



DAS Talent Showcase: Gift of Wonders

$66,819
raised

At Gift of Wonders on 28 June 2025, our students shared their artistry through theatrical and instrumental performances, while the accompanying art gallery featured their creative works.

The showcase raised $66,819 for the DAS bursary fund, helping more students from lower-income families access specialised support.



DAS Charity Golf & Dinner 2026

$1,077,259
raised

The DAS Charity Golf & Dinner returned on 29 August 2025 at the Laguna National Golf Resort Club, with Mr Chee Hong Tat as Guest of Honour.

The event raised $1,077,259 was made possible by the generous contributions of sponsors, donors, volunteers and guests who rallied behind the cause.



$41,073
raised



World Dyslexia Awareness Week

From September to December 2025, World Dyslexia Awareness Week extended beyond raising awareness to taking action.

Together, different initiatives such as DAS E-Flag Day, roadshows, donation boxes and third-party fundraisers, raised approximately $41,073. This also gave members of the community different ways to learn about dyslexia and support children who learn differently, while raising funds for them.

Youth For Causes

$32,789
raised

Through Youth For Causes, a record seven student teams from four schools stepped forward to raise funds for DAS.

Together, they raised $32,789, showing how the youth can rally their communities, turn their ideas into action and create a meaningful impact for others.



Understanding Needs, Guiding Next Steps Through Assessments

Every referral begins with a question:
Why is learning difficult, and what support would help?

Through assessments and consultations, the SpLD Assessment Services (SAS) team helps children, adults and families better understand learning differences. With clearer insight into each individual's learning profile, they can make informed decisions about interventions, accommodations and the way forward.

Clarity Through Assessment

In FY2025–2026, SAS completed 891 psycho-educational assessments, helping individuals and families better understand their learning needs and access appropriate support.

The breakdown of assessments reflect the range of needs we serve:

Dyslexia Assessments	681
Review Assesments	140
Adult Assessments	17
Other SpLD	56
Assessments though DAI	20
Bursaries Awarded	297

SAS also supports individuals with a wide range of learning, attention and academic concerns, including tertiary students and working adults seeking clarity about their learning profiles and





the accommodations available in education or the workplace.

Through DAI, SAS also provided Concierge Assessments conducted by Registered Psychologists. This service offered clients more individualised guidance and closer support throughout the assessment process.

Guidance That Makes a Difference

An assessment provides more than an identification of learning needs. Families also receive practical recommendations to help them support their child at home and in school.

"It was a smooth and clearly guided experience throughout the entire assessment process. The guidance and recommendations provided were holistic and tailored to support my son across all areas where he needed help."

Support Beyond Assessment

SAS continued to broaden its support for students' social and emotional development through targeted group programmes and workshops.

Ready, Set, Connect: A Social Skills Workshop gave students the opportunity to build social communication, emotional regulation and peer interaction skills through engaging activities and guided practice.

Exploring Emotions With Young Learners helped lower primary students better understand and express their emotions while developing helpful coping strategies.

Getting Ready for Primary School supported Kindergarten 2 students in approaching the social and emotional challenges of primary school with greater confidence.



Together, these programmes created opportunities for students to receive practical support beyond the assessment process.

Growing Support for the Year Ahead

Building on the positive response from families, SAS will continue offering these short-term programmes and workshops, giving students more time to learn through experience, practise new skills and connect with others.



Helping More Learners Find Their Way Forward

Reading and writing challenges can affect more than a child's schoolwork. They can also shape how children see themselves as learners. The Main Literacy Programme (MLP) provides structured, evidence-based support that helps students strengthen their reading, spelling and writing while building the confidence and resilience to keep trying.

Bringing Literacy Support to More Learners

The need for specialised literacy support continues to grow in FY2025–2026, with 2,336 students in Term 1 2025 and a peak of 2,642 students in Term 4.

The programme welcomed learners ,without a formal dyslexia diagnosis, enabling more students with diverse literacy challenges to receive support.

DAS also brought literacy intervention directly to students by working with 11 homes and community organisations, including Chen Su Lan Methodist Home, Gracehaven, Tasek Academy and Social Services Limited. This helped make specialised support more accessible to students who may otherwise faced barriers receiving it.



Progress Learners and Families Could See

Across all school levels, reading accuracy improved from 87.7% to 92.2%, with students also making progress in spelling and writing.

Nearly four in five parents reported measurable improvement in their child's academic performance.

Students also showed greater motivation and engagement, an encouraging reminder that the right support can strengthen not only literacy skills, but also a learner's confidence and willingness to participate.

Making Every Lesson Count

MLP began to trial Standardised Lesson Plans to give students a more consistent learning experience across DAS centres. Educational Therapists tested the plans in their classrooms and shared what worked and what could be improved, including pacing, flexibility and support for different learning needs.



Parents also began receiving clearer updates about their child's progress twice a year. The progress report was shortened from seven pages to a more concise, parent-friendly four-page format. An AI-assisted report-writing tool also helped Educational Therapists work more efficiently while preserving the thoughtful and personalised feedback families value.

Supporting Different Ways of Learning

For some students, staying focused and engaged in class requires support beyond reading and writing. MLP introduced an Attention Deficit Hyperactivity Disorder (ADHD)/Autism Spectrum Disorder (ASD) Toolbox across its learning centres, bringing together practical strategies and resources for students with different attention, emotional regulation and sensory needs.

Simple tools such as resistance bands and carefully selected fidget toys give students who benefit from movement an appropriate way to remain focused during lessons. ADHD consultant Tina Tan also helped Educational Therapists understand how to adapt these strategies to each student instead of taking a one-size-fits-all approach.





Helping Our Educators Grow

Through e-SEED, Educational Therapists strengthened their skills at their own pace, including communicating with parents and sharing students' progress.

A new Central Repository made teaching resources easier to access and share across all 12 DAS Learning Centres, while improvements to the MLP Curriculum Crafter supported lesson ideas tailored to students' needs.



Growing Access, Building Confidence

The iReaCH™ programme provides structured literacy support for students with a wide range of learning needs, including those without a formal diagnosis of dyslexia. Through targeted lessons, students strengthen essential literacy skills while developing greater confidence, motivation and readiness to learn.

Responding to Growing Demand

99 students | **83 on waitlist**

More students received support through iReaCH™ in the past financial year. Enrolment in the programme grew from 61 students in Term 1 of 2025 to 99 students in Term 1 of 2026. The waitlist also increased from 36 to 83 students, reflecting the growing recognition of iReaCH™ and need for accessible literacy intervention.

To help students receive support sooner, available spaces in suitable ongoing classes were opened to new students, while additional classes created more intervention places. Literacy profiling and closer coordination with the Student Management Team also helped match students to classes suited to their literacy needs and learning profiles.

Growing with Children's Wishing Well

DAS continued providing onsite intervention at the Children's Wishing Well centres in Clementi and Bukit Merah Central.

Early feedback showed that students responded positively to interactive activities. Educational Therapists observed students becoming more attentive, motivated and participative. They also worked closely with Centre Managers to follow-up and guide students who needed additional encouragement or attendance support.

Students made meaningful progress produced more developed work, organised their ideas more clearly and approached writing tasks with greater willingness.

Onsite lessons will continue through 2026, giving students sustained support as they build their literacy skills. Lessons will be shaped based on the students' learning needs and progress.



Extending Support into Schools

A new partnership with Boon Lay Gardens Primary School began in Term 2 2026, giving 16 students access to structured literacy intervention through the support of a funding partner.

Before lessons began, every student completed a literacy profiling test to better understand their readiness and learning needs. Lower Primary students took Curriculum-Based Assessments, while Primary 4 and 5 students completed the iReaCH™ Profiler. The results helped place each student in a suitable intervention class, with the first onsite class commencing in March 2026.

This partnership reflects DAS' commitment to working alongside mainstream schools so that more students with literacy challenges can receive timely and targeted help within their school community.



Strengthening the Learning Experience

As iReaCH™ continued to grow, the team also reviewed how lessons could better meet students' diverse needs. Through regular discussions and collaborative sharing, Educational Therapists refined lesson structures, teaching approaches and ways to provide differentiated support.

These conversations allowed educators to learn from one another and turn classroom experiences into practical improvements. By continuing to strengthen both access and programme quality, iReaCH™ helps more students develop the literacy skills, confidence and readiness they need to move forward in learning.



Extending Support into Schools

iReaCH™ helps more students build confidence and embrace learning through engaging intervention and meaningful partnerships. With the right guidance, every step forward can open new possibilities for their future.

Capability Building, Sustainability and Scalability

The iStudySmart™ (iSS) programme empowers Upper Secondary and Tertiary students to manage their studies with greater confidence by strengthening their skills in time management, organisation, writing and presentations.

Through practical digital tools, guided consultations and repeated practice, students became more independent learners and confident communicators. The programme reached full capacity for the second consecutive year, equipping students with skills that support them throughout their education and beyond.

Greater Confidence in Essential Skills

By the end of the programme, students felt more capable across all four areas with the greatest growth seen in presentation skills.

Students showcased this progress at a presentation event held at YMCA Orchard. Students took to the stage to share topics they genuinely cared about, connecting their research to real-world issues and drew on personal experiences to communicate their ideas with greater meaning and purpose.







Hear from our iSS students and parents

"I am amazed by the changes in my daughter as she has blossomed. Her confidence has soared since joining, and she finally felt brave enough to speak up during her final presentation. She is making a lot of effort, trying her best in her preparations and seeing challenges as a chance to learn."

"My child's final presentation amazed me. From her choice of topic to presenting on stage with a kind of confidence I never thought she had. The independence over these three months, the confidence on stage, the quality of her presentation materiald, all of this tells me she put in a great deal of effort to learn."

"I would recommend this programme to other parents. It builds confidence and helps students understand that everyone has their own special ideas. Amazing results in such a short time."

"It has prepared me for real-life situations. When I work in hospitality, I will need to communicate with customers, and this programme has helped me build that skill."

"It has helped me step out of my comfort zone. I have a fear of speaking in front of crowds, but after the final presentation, I felt more optimistic and noticed an improvement in my confidence on stage."



Empowering Older Learners Who Learn Differently

The iWorkSmart™ workshop series equips upper secondary students, tertiary students and working adults with practical executive function strategies, productivity tools and self-advocacy skills. Participants learned to manage everyday demands with greater confidence and independence.

Daily Tools for Learners

During the workshops, students explored how executive functioning shapes the way they organise tasks, manage time and follow through with plans. They were also introduced to digital tools that could be applied to their own studies, work and everyday routines.

Total of
73 participants
across all 5 workshops in 2025



Shaping Support Around Students

iWorkSmart™ tailored its workshops to help students turn practical tools into meaningful outcomes. Participants gained greater confidence in managing examinations, while others harnessed AI tools to research real-world issues and pitch purposeful solutions.



Growing Awareness in the Community

DAS reached more than 1,000 students and teachers through a Special Educational Needs awareness talk and engaged future changemakers at Catholic Junior College's Service-Learning Fair. These efforts challenged misconceptions and inspired young people to help build a more understanding and inclusive community.

Empowering Learners to Move Forward

iWorkSmart™ helps learners take greater control of their studies, work and everyday lives. Each workshop builds the confidence to navigate challenges, speak up for their needs and move forward with greater independence.



What our participants and attendees said

"What I found beneficial was the recommendation of several tools and applications that can support students with dyslexia in managing their time and tasks. These resources are especially useful in helping them differentiate between urgent and non-urgent tasks, allowing them to plan and prioritise more effectively."
- Special Educational Needs Officer

"Excellent teaching from both teachers, I really appreciate their time and detailed explanations."
- iWorkSmart™ student

"I was surprised by the amount of new things to learn about myself, as well as the different AI tools!"
- iWorkSmart™ student

The 2025–2026 year saw both iStudySmart™ and iWorkSmart™ grow stronger and reach more learners across schools, tertiary settings and the wider community. With a strengthened team, an enrolment milestone, and deepening partnerships with schools and community organisations, both programmes are ready to create even more opportunities for learners who learn differently.



Specialised Educational Services: Tailored Support Across Areas

Every stage of learning brings new challenges, and some students may need a little more support along the way. From preschool to secondary school, our Specialised Educational Services (SES) offer focused guidance across different subjects and learning needs, helping students strengthen their skills, understand difficult concepts and move forward with greater confidence.

Building Early Literacy Foundations

Learning to read and write is a big step in the beginning of a child's learning journey. When these skills do not come easily, having the right support can help a child feel more secure, capable and ready for primary school.

The DAS Preschool Early Literacy Programme supports Kindergarten 1 and 2 children in building these important foundations. Through lively, multisensory lessons, children discover different ways to recognise letters, connect sounds, read words and express themselves in writing, all while growing in confidence and learning at a pace that feels right for them.

In 2025, the programme supported 237 students across DAS Learning Centres.

74 students received bursaries through the DAS General Pool, while one student received a full bursary from the Hindu Endowments Board.

237 Students

Bursaries awarded:

DAS General Pool	**74**
Hindu Endowments Board	**1**

Sharing Knowledge To Strengthen Early Support

Throughout the year, the Preschool team shared its knowledge with parents, educators and professionals so that more children could receive timely support.

Through presentations at the KLC and ECDA Conferences in 2025, the team explored inclusive literacy practices and how stronger collaboration can help preschoolers flourish.

Lunchtime webinars on Early Literacy Challenges were held every term, giving busy parents and professionals practical guidance, and an accessible space to ask questions about the children in their care.







From Uncertainty to Confidence

When *Gary** first joined the Preschool Programme, he was overwhelmed. Over time, he began recognising sounds, reading and writing with greater ease. Now ready for Primary 1, Gary's journey is a heartwarming reminder that early support can change how a child sees learning.

A case study reflection by
Ms Joanna Tan,
Lead Educational Therapist

**Name has been anonymised*

Pauline has been very dedicated and experienced. My child is very fortunate to have her as his guiding teacher.

Parent from Woodlands Learning Centre

Teacher Li Fang is incredibly dedicated, attentive, and caring. She puts her whole heart into her work!

Parent from Yishun Learning Centre

My child feels comfortable in the small group setting. Teacher Rumin is also very patient with him.

Parent from Bishan Learning Centre

Growing Confidence in the Chinese Language

507 Students

The DAS Chinese Programme helps students who learn differently find their way through a language that seems difficult or frustrating. The lessons are shaped around how they learn, helping them gradually recognise characters more confidently and understand what they read. Over time, Chinese becomes a language they can approach with confidence and even enjoyment.



Reaching More Learners

By the end of the financial year, the Chinese Programme supported approximately 507 students.

Among them, 12% were students who learn differently without a diagnosis of dyslexia, giving them access to support based on their needs.

Around 30% of students received bursary support, easing the financial burden on their families and allowing them to continue building their Chinese literacy skills through specialised intervention.

A Milestone for Chinese Literacy Support

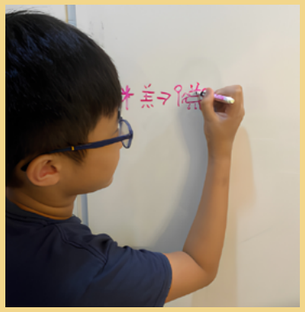
The Chinese Programme team published its study in collaboration with Tan Ah Hong from the National Institute of Education. The study, published by Springer, explored the impact of the Orton-Gillingham approach on Secondary 3 students with dyslexia.

This achievement brings the team's classroom experience to a wider audience and adds to the growing understanding of how Chinese can be taught more effectively to students with dyslexia.

Finding His Confidence

Chinese comprehension felt out of reach for Eric*, who struggled to read and understand even after moving to Foundation Chinese. With steady support at DAS, he approached comprehension with greater confidence and even began using more Chinese in everyday conversations at home.

A case study reflection by Ms Kate Ong, Educational Therapist



*Name has been anonymised

What our students' parents say

My child has been using more Chinese at home and sometimes responds to my questions in Mandarin without being prompted. It is encouraging to see her developing more interest and confidence in using the language daily.

Parent from Bishan Learning Centre

The teacher is kind, supportive and encouraging. We appreciate the patience and care shown towards our child, which has helped make the learning environment more positive and reassuring.

Parent from Sengkang Learning Centre

At the end of each lesson, the teacher speak to parents individually and gives appropriate advice. This helps us better understand our child's learning progress and how we can continue supporting the learning at home.

Parent from Bishan Learning Centre

The teacher is kind, supportive and encouraging. We appreciate the patience and care shown towards our child, which has helped make the learning environment more positive and reassuring.

Parent from Sengkang Learning Centre

Moving Forward

For students who once felt discouraged by Chinese, the right guidance can change how they see the language, helping them understand and enjoy the language. In the year ahead, the team will explore how AI can make preparing lessons and activities easier. With less time spent on preparation, educational therapists can focus on each learner's needs and progress.

Maths Programme: Making Every Step Count

Maths can feel overwhelming when numbers and problem sums do not make sense. The DAS Maths Programme gives students who learn differently the time and guidance to work through these challenges, helping them understand what they are learning and approach the subject with growing confidence.

Our Maths lessons support students at different stages of their journey. By meeting learners where they are, the programme helps close learning gaps and makes progress feel possible.

Bringing Support Within Reach

In 2025, the Maths Programme supported 486 students, with approximately half receiving financial assistance. With bursaries from various funds and donors, more families could access subsidised Maths intervention for a term or even a full year. Some also received help with the cost of entrance profiling, making it easier for them to take that important first step towards suitable support.

The Maths team also held two mass profiling sessions, with approximately 74 students in attendance and helping more families move forward without a long wait.

486 Students

Bursaries awarded:	
DAS General Pool	50
Hindu Endowments Board	8
Lee Foundation	17
Emily Chan Foundation	100
Marina Bay Sands Pte Ltd	30
Tan Chin Tuan Foundation	15
IFPAS Love Fund	4
Kai Nargolwala	2



Extending Our Reach Beyond Classrooms

DAS continued its partnership with the Singapore Boys' Home through the fifth run of its onsite Learning Support Programme. By bringing dedicated numeracy support directly to the youths, the programme reached learners who could benefit from extra guidance in building their Maths skills.

90% of Primary 6 students progressed to secondary school, up from 87.4% the year before. The students were supported towards the next important chapter with improved skills and greater confidence.

Overcoming frustration and finding joy

When Xuan Chen joined the DAS Maths Programme in Primary 2, she would get easily frustrated in class. With support from DAS, she gradually found the confidence to ask questions and participate in class. Her exam score rose from 30 in Primary 3 to 76 in Primary 6. Her mother shared that the tears surrounding Maths had given way to joy, bringing back her smile.



DAS gave my daughter her smile back and completely erased her fear of maths. We used to face constant stressful homework battles. Thanks to their specialised, nurturing approach, she now learns with genuine joy. Seeing her self-esteem return is a massive relief. We are incredibly grateful!

Xuan Chen's mother

Building the Readiness to Take on PSLE English

Preparing for the PSLE can feel daunting , especially for students who find English challenging. The Prep 2 PSLE Programme supports Primary 3 to 6 students in building the skills they need for English Paper 2. With clear strategies and guidance suited to how they learn, students become more confident in tackling questions and more independent in their revision.

Growing in Support and Skills

107 Students at peak

The Prep 2 PSLE Programme provides targeted intervention for Primary 3 to 6 students, breaking down difficult language skills and teaching strategies suited to how they learn. With the right guidance, students strengthen their understanding, work more independently and approach English with greater confidence.

Throughout FY2025–2026, the programme supported an average of 100 students across 12 DAS Learning Centres. The Standard stream was the most widely attended, making up 65% of enrolment, as many families sought added English support during the important upper-primary years.

Beyond preparing students for the exam, the programme helps them understand questions better and approach difficult components with greater clarity. As these skills grow, students are better able to work independently and face English Paper 2 with a more positive mindset.

A total of $23,862.81 in bursary support was provided through DAS Workplace Giving and the DAS General Pool. Made possible by the generosity of our donors, this support gave more students the opportunity to prepare for the PSLE with the guidance and reassurance they needed.

Elson's Determination

When Elson first joined the programme, he struggled to understand comprehension passages and was often afraid to share his answers in case he made a mistake.

With guidance from his educational therapist, he learnt how to approach challenging Paper 2 components and gradually became more willing to participate in class. His father also saw him applying the strategies independently during revision and answering more questions correctly.

Elson's journey shows how the right preparation can bring in examination skills, and give a learner the confidence to trust what they know and keep trying.





Helping Children Communicate Clearer through Speech and Language Therapy

Communication helps children share what they think, connect with others and take part more confidently in everyday life. For children who find speaking, interacting with others or understanding language challenging, DAS Speech-Language Therapy provides personalised care shaped around their needs.

Speech-Language Therapy goes beyond working on sounds and words. It gives each child a safe and encouraging space to express themselves, build independence and discover greater confidence in their own voice.

Strengthening the Care Around Every Learner

More than 100 students received Speech-Language Therapy each term in FY2025–2026.

Each student worked towards personal therapy goals based on their communication needs. On average, 90% achieved at least half of their goals each term, while 34% achieved every goal they had been working towards.

Parents and therapists observed students becoming more comfortable expressing themselves and better able to communicate what they needed.

With every step forward, children gained skills that helped them participate more fully at school and in daily life.

Finding Confidence in Her Voice

When *Xin** first joined Speech and Language Therapy in Primary 2, practising sounds and words often left her frustrated, and she became reluctant to attend sessions.

Her therapist recognised that Xin had to rediscover her confidence, so lessons were made more playful and shaped around activities she could enjoy.

Over time, Xin became more willing to practise and started to ask for extra activities. Her parents later shared that she left therapy happy and continued practising on the way home.

Xin's journey shows that when learning feels encouraging, children can find not only their voice, but also the confidence to keep using it.

**Name has been anonymised*

Bringing Science to Life

91 students

Science becomes more meaningful when students can see it happen before their eyes. Through experiments and hands-on discovery, the Science Explorers Programme helps students understand concepts that may feel difficult in the classroom. In a warm and encouraging space, they are free to ask questions and discover that Science can be a subject they enjoy and succeed in.

Reaching More Young Explorers

The programme celebrated an exciting milestone this year, reaching a peak of 111 students across seven DAS Learning Centres. Its growing reach reflects the need for Science lessons shaped around students who learn differently, as well as the curiosity waiting to be encouraged in every learner.

Among these students, 42 received financial assistance through the Science General Pool, DAS ILD General Pool and Hindu Endowments Board. This funding opened the door for more children to receive specialised Science intervention, regardless of their families' financial circumstances.

Bursaries awarded:	
Science General Pool	**38**
DAS ILD General Pool	**3**
Hindu Endowments Board	**1**



Deepening the Learning Experience

Behind each young explorer is a team committed to making Science clearer and more engaging. The programme is now led by six Science Educational Therapists, including two new therapists who completed the Professional Certificate Course in Science Support this year.

With a larger team, the programme can reach more students while giving each learner the thoughtful guidance they need. Through activities that turn abstract ideas into something they can see and experience, students gain a stronger understanding of Science and greater belief in what they can achieve.

Discovering Her Potential

Jyotsana used to find Science difficult to follow in school and did not perform well in her examinations. However, her determination never wavered.

She took charge of her learning after enrolling in the DAS Science Programme. Jyotsana particularly enjoyed the hands-on and sensory-based teaching methods, which made complex topics more memorable. This newfound interest and determination, along with the guidance of her dedicated DAS Educational Therapist, Ms Farah, led to a remarkable improvement in her performance in Science, more than doubling her previous year's examination score.

Today, Jyotsana flourishes in an environment where her learning needs are met. She has gained confidence, improved her academic performance, and developed a strong foundation for future success.







Celebrating Every Talent

Talent can take many forms, and every student deserves the opportunity to discover what they are capable of. Through creative experiences and partnerships with the wider community, Talent Development and Partnerships (TDP) creates opportunities for students wsho learn differently to explore their interests, and be recognised for their strengths beyond academics.

This year, students stepped forward through drama, art exhibitions, competitions and workshops. Each experience gave them something meaningful to work towards and a place where their creativity could be seen and celebrated.

Discovering Self-Expression Through Speech and Drama Arts

Drama gives children the opportunity to express themselves, connect with others and let their imaginations run free. In the Speech and Drama Arts (SDA) programme, students learn and perform in a safe, encouraging space where confidence takes root. Along the way, they develop drama and language skills that carry into their learning and everyday lives.

Finding Their Confidence on Stage

One of the year's biggest highlights was the Student Talent Showcase 2025: Gift of Wonders, where 19 SDA students took to the stage in two plays and an ensemble featuring singing and drumming. As they rehearsed and performed together, students strengthened their stage presence and found the courage to step into the spotlight. The experience gave them a proud sense of achievement, surrounded by their family, friends, DAS staff, educational therapists and donors who encouraged and celebrated them.









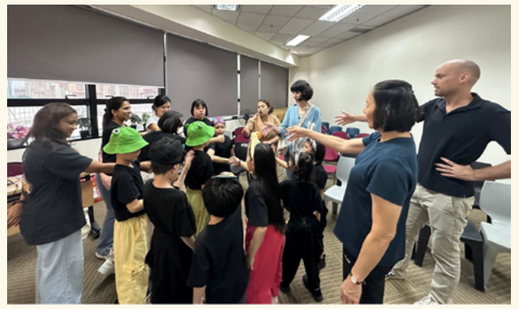


A Celebration of Progress

In Term 4 of 2025, 25 students performed for their proud families at the SDA Class Showcase at DAS Bishan Learning Centre. Across three performances, students brought their own creativity and energy to the room, reflecting the commitment and confidence they had developed throughout the programme.

Creative Drama

The youngest group of performers (ages 6–9) brought "Is the Wise Owl Wise?" to life.





Literacy Through Drama

Students (ages 9-12) had the audience laughing with their hilarious adaptation of the classic tale “Chicken Little”!





Educational Drama

Teens (ages 13-15) entertained everyone with their comedic rendition of The Sleepy Bear.





Project Dyslexiatre with SOTA

This year, SOTA students guided SDA students as they prepared for Gift of Wonders. Their patience and enthusiasm helped the young performers feel encouraged. The volunteers also gained a deeper understanding of learning differences and how thoughtful guidance can help every child feel included.





The Confidence to Keep Trying

The SDA team also attended the Singapore Drama Educators Association’s Theatre Arts Conference 2025. Learning from fellow educators and theatre practitioners gave the team fresh ideas for creating responsive spaces where students feel understood and able to participate fully.

These insights will continue to strengthen how drama is used to help learners communicate and connect.







Bringing Creativity Within Reach through ARTventure

ARTventure gives students the space to explore their artistic interests and develop their talents. Through subsidised art programmes, workshops and community projects, students with learning differences can experience the joy of creating and discover where their imagination leads them.

Beautifully Different: DAS Art Competition 2025

The DAS Art Competition 2025, themed Beautifully Different, received more than 100 submissions, each offering a glimpse into the student’s imagination and creativity.

The competition gave young artists a meaningful way to express something personal through their work. Seeing their creations appreciated also affirmed their creative strengths and gave them a proud sense of



achievement. Their artworks were also featured in galleries and exhibitions at DAS roadshows and events, allowing them to share their creativity with the mass public.






Competition winners and their families were invited to ART SG 2026, Southeast Asia's leading contemporary art fair. Surrounded by artworks from around the world, students encountered new forms of creative expression and discovered how exciting the world of art could be.

Opening Creative Possibilities with UOB

With support from the UOB Heartbeat Fund, art and painting workshops were conducted for more than 340 participants. In an encouraging environment, students had the freedom to experiment with different art forms, develop their artistic abilities and discover new ways to express their creativity.



Broadening Our Reach

Throughout FY2025-26, DAS has strategically evolved its engagement model to ensure that our support extends further.

Through awareness talks, learning journeys, screenings, community engagements and roadshows, we helped more people recognise learning needs, understand the support available and take informed next steps.



Awareness Talk

DAS conducted **17 awareness talks and webinars** for **738 participants** across educational instituitions, corporations and public platforms.

We leveraged online webinars, breaking down physical barriers to equip our audience with crucial insights on learning differences and early detection.

Through this dual focus of wider digital accessibility and community engagement, we continue to break stigmas, accelerate timely intervention and ensure no child is left behind in their learning journey.





17 awareness talks

738 participants

Educators	139
Parents	15
Organisational Staff	159
Public & Volunteers	425

It was inspiring to see how dyslexia interventions are thoughtfully adapted into experiences that keep students motivated to learn.

I gained a deeper appreciation for how essential early detection is.

Learning Journeys

While our webinars allow us to reach further into the community, our Learning Journeys exemplify what it means to support deeper.

Over the past year, we hosted 3 immersive Learning Journeys, opening our doors to 68 passionate educators and various professionals for an intimate, behind-the-scenes experience of the DAS specialised intervention.

These learning journeys focused on the quality of connection by sparking vital conversations, dismantling misconceptions about neurodiversity, and equipping our attendees with practical insights to support individuals with learning challenges.

3 learning journeys

68 educators





Dyslexia Screening

Early detection remains essential to guiding struggling learners. This year, our team reached 792 students across 12 preschools, primary, and secondary schools through our screenings.

Tailored to each academic level, including engaging, game-based tests for primary students, these tools provide immediate indicators of dyslexia risk.

While formal diagnosis requires a full psychological assessment, this screening process offers parents vital clarity on their child's unique strengths and needs, opening the door to timely, targeted DAS interventions.

729 screenings

Preschool	271
Primary School	491
Secondary School	30

Outreach Engagement Booths

We continue to expand into the wider community by forging strategic connections across corporate landscapes. Our active involvement such as participating in Micron's Capable Week, where we set up interactive booths to connect directly with staff, and joining the SP Group's Community Festival allowed us to engage directly with working professionals. These outreach initiatives serve as vital touchpoints to demystify dyslexia, showcase our specialised support services, and drive community-wide empathy and create a more inclusive, supportive network for every neurodivergent individual.







DAS Roadshows at UOB Plaza & City Square Mall

As part of our community outreach, the DAS Roadshow brought education, empowerment, and engagement directly to UOB Plaza and City Square Mall. The event featured interactive activities, informative sessions, and a captivating art gallery highlighting our students' creative talents. Through interactive programme booths, our team showcased specialised teaching resources and hands-on tools, sparking meaningful conversations with parents, educators, and the public.

By fostering understanding of learning differences and celebrating neurodivergent strengths, the roadshow underscored the vital importance of early awareness and inclusive support.







Growing Our People & Practice

260 Staff

Behind every learner supported at DAS is a dedicated team deeply committed to the learners and families they serve. Our staff continually strive to give their best while growing alongside those they support. Through professional development, research, shared learning and staff well-being initiatives, we continued to strengthen the knowledge, skills and practices that shape the quality of our services.

Lecturers/ Educational Therapists	181
Psychologists & Referral Officers	13
Speech & Language Therapists	4
Corporate Services & Finance	20
Parent & Student Support Team	42

Growing Through Professional Development

Learning remained an important part of our staff journey. During the year, **168** staff members completed **1,514 hours** of paid training, averaging approximately **9 hours per staff member**.

Staff also shared what they had learnt through writing. Colleagues from the English Language and Literacy, SpLD Assessment Services and Specialised Educational Services divisions contributed **95 articles** to DAS and RETA blogs, extending their knowledge and experiences to fellow professionals.



Strengthening Practice Through Research

Staff are encouraged to contribute to research that strengthens practice at DAS and advances inclusive education. The DAS Research Committee, led by Dr Geetha Shantha Ram and Professor Angela Fawcett, supports this work by reviewing research and conference submissions and contributing to the development of the Asia Pacific Journal of Developmental Differences (APJDD).

Published by DAS, APJDD provides a platform for research into dyslexia and other learning differences, with particular attention to experiences and practices within the Asian context.



- 6 staff research requests were approved
- 17 journal articles were published in the APJDD by DAS staff and external researchers
- 14 local and international conference presentations by DAS staff, spanning global stages from World Literacy Summit and UK Literacy Association 2025 to Re:Define Success Conference 2025

Building a Community of Professionals

The Register of Educational Therapists (Asia), or RETA, brings together professionals supporting individuals with specific learning differences.

During the year, RETA welcomed **224 members** across its membership levels it organised four professional learning sessions covering neurodiverse classrooms, dyslexia assessment, spelling and reading instruction.

Building a Community of Professionals

The Educational Therapist of the Year Award was presented to Ms Soofrina Binte Mubarak in recognition of her dedication and contributions to students with learning differences.



Supporting Staff Well-Being Through HEAL

Through HEAL, staff received practical resources encouraging them to care for their well-being at work and beyond. Articles shared during the year explored managing work stress positively, practising self-compassion and emotional regulation, and making space for mindful rest and reflection.



Enriching Journeys Within & Beyond the Classroom

Our learning centres bring students and families together with staff and community partners, ensuring that support extends beyond the classroom and across the wider DAS community. By strengthening the connection between education and the community, we create a collaborative, inclusive environment where students are supported to learn, grow and thrive.



Helping Parents Understand DAS Programmes

Across our online Parents' Orientations, 333 parents gained a better understanding of the Main Literacy Programme and Specialised Educational Services. The sessions introduced them to DAS programmes, teaching approaches, assessments and the different support pathways available for their children.

Empowering Parents Along the Journey

The DAS Parent Support Group (PSG) worked with Ms Tina Tan, Chief Trainer of SPARK, freelance parent coach and recipient of the DAS MA-SEN Scholarship, to organise parent engagement and peer-support initiatives. These included a session on ADHD, as well as online and in-person discussions about children's learning and behavioural challenges.

Together, these sessions welcomed 78 parents into a supportive space where they could exchange experiences, learn practical strategies and be reminded that they did not have to navigate their journeys alone.







Supporting Children Beyond Education

DAS PSG worked with Ms Kate Lim, volunteer counsellor, to offer one-to-one counselling to students aged 7 to 16 years old.

Twelve students received personalised support for concerns such as school transitions, friendships, stress and emotional or behavioural challenges. By giving students a safe space to express themselves and work through their concerns, the sessions supported their wellbeing alongside their learning.

New Experiences to Encourage Confidence

Learning took on a different form at Ola Beach Club, Sentosa, where 16 students and five parents participated in a Stand-Up Paddling Experience across two runs in June and December 2025.



Conducted with the Singapore Paddling Club and led by Ms Edwina Woo, recipient of the DAS MA-SEN Scholarship and Founder of GRYT, the sessions encouraged students to step outside their comfort zones. With guidance from volunteers, they learnt paddling techniques and water-safety practices. The experience was an opportunity to face something unfamiliar, support each other and discover what they were capable of.



Opening Our Doors to the More Families and Professionals

The DAS Open House welcomed 43 parents, educators, school representatives and therapists to the Serangoon Learning Centre on 2 June 2025.

Six DAS divisions presented their programmes and services through interactive booths, while talks by the English Language and Literacy team offered a closer look at the Main Literacy Programme and its teaching approaches. Visitors also toured classrooms and spoke directly with DAS staff, gaining a clearer understanding of the learning environment and the range of support available.

These personal conversations made the Open House more than an introduction to DAS. They helped visitors explore their questions, understand possible next steps and connect with the people behind our programmes.







Student Graduation & Achievement Awards

The 2025 DAS Student Graduation and Achievement Awards Ceremony was held on 29 November 2025 at SUTD.
The celebration brought students, families, educators and supporters together to recognise 236 graduating students.
The Young Achiever Award was presented to Sophie O'Hara, while Ahmad Amirul Irfan bin Muhammad Khairul Amilin and Charlotte Koh Han Qi both received the Special Achievement Award.









Continuing Their Journey with DAS

Our alumni continue to play an important role in the DAS community by sharing their experiences, contributing their talents and giving back in meaningful ways.

Throughout FY2025-26, they supported events such as Gift of Wonders, the DAS Charity Golf & Dinner, the DAS Student Graduation and Achievement Awards Ceremony and the DAS Roadshow. They also participated in a HP LIFE session and a professional training programme in Jakarta.



Left to Right: DAS Alumni Naomi Ann, Anjana Lakshmi, Dylan Ang, Maxx Ang and Xavier Tan



DAS Alumnus Ryan Kwek with Fundraising Committee member, Dr Cynthia Tan

Taking on roles as emcees, ambassadors, event volunteers and speakers, our alumni engaged with attendees and shared their personal journeys. Through their involvement, they helped deepen understanding of learning differences while remaining closely connected to DAS.



DAS Alumnus Dylan Ang



DAS Alumni Jarrett Goh and Nuh Syazwan



DAS Alumni Siti Hawa and Shadiyah

Our Valued Volunteers

Volunteers play an important part in extending the work of DAS. Throughout the year, corporate partners, individual volunteers and DAS alumni generously gave their time to support our events, initiatives and community outreach.



In FY2025/2026, DAS was supported by **105 volunteers** who collectively contributed **554 hours** across a wide range of events. Our volunteer community comprised corporate volunteers from UOB, HP, Micron and Marina Bay Sands (MBS), alongside committed individual volunteers and DAS alumni who generously shared their time and expertise.





Volunteer Appreciation Day

DAS hosted Volunteer Appreciation Day on 19 September 2025 at the Jurong Point Learning Centre to recognise the dedication and impact of our volunteers, whose commitment has made a meaningful difference with DAS.



We are especially proud to recognise **Mr Mohammed Ali Akbar** as our Volunteer of the Year for his outstanding commitment and service. We also presented Volunteer Commendation Awards to **Ms Nehetha Shahani Mohamed Shafi, Ms Mui Chuang Chia, Candy,** and **Mr Lee Su Gie** in recognition of their exemplary contributions.

To every volunteer who has journeyed alongside DAS, we extend our heartfelt thanks for choosing to make a difference alongside us.



Honouring Those Who Make Our Work Possible

DAS Supporters Appreciation Lunch

Our Supporters' Appreciation Lunches, held on 25 July 2025 and 6 February 2026, gave us the opportunity to connect with those who have stood behind our work. Across both gatherings, we welcomed representatives from up to 16 partner organisations, shared how their support had made a difference and strengthened the relationships built over the years.

We extend our heartfelt appreciation to our corporate and individual donors, foundations and partners. Their generosity and continued belief in our work help more children who learn differently receive the support they need to grow with confidence.









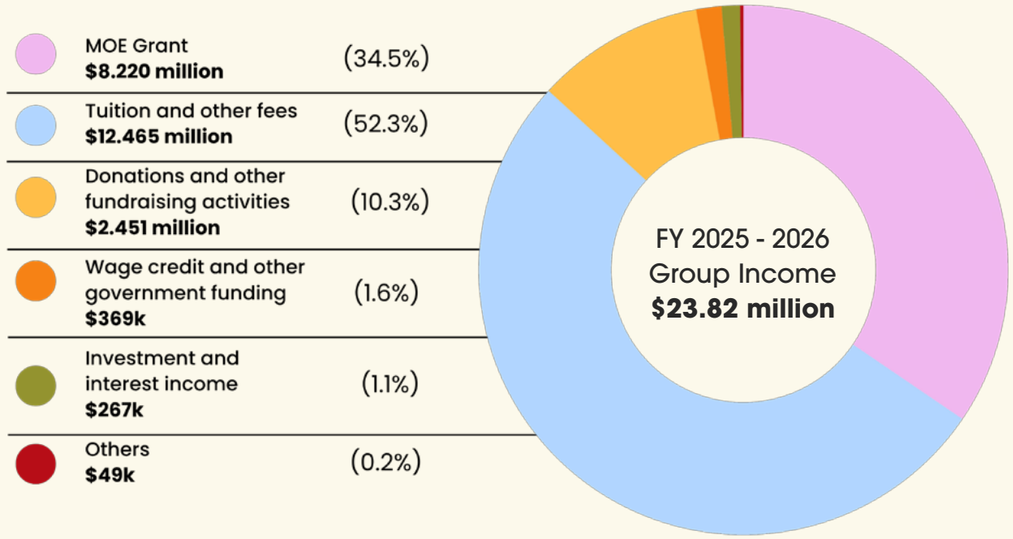
Major Donors & Partners

Our work was strengthened by the generosity of donors and partners who shared our commitment to making specialised support more accessible. We are deeply grateful to our major supporters, whose contributions of more than $10,000 helped children from lower-income families receive the support they needed to thrive.

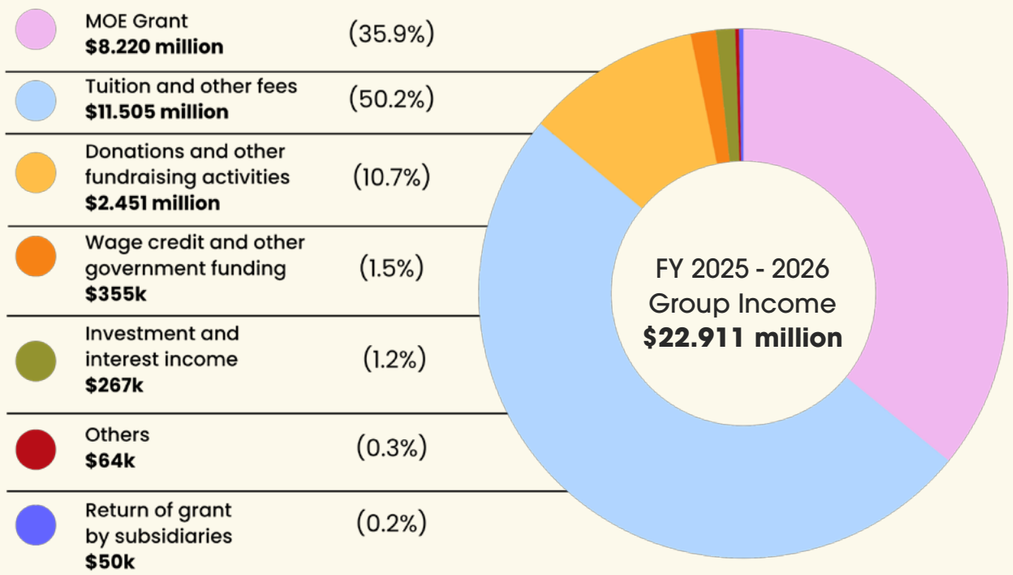
Singapore Totalisator Board	$ 862,600
The Community Foundation of Singapore	$ 391,120
Lee Foundation	$ 220,000
World Vision	$ 187,711
The Majurity Trust	$ 150,000
National Council of Social Service	$ 89,457
Marina Bay Sands Pte Ltd	$ 78,000
Susan ML Hoe	$ 70,221
Addis William Dickon	$ 53,470
Lim Hoon Foundation Limited	$ 48,240
Mellford Pte Ltd	$ 20,000
Andy Lim	$ 15,324
David Hauw Jia Ying	$ 15,000
Chew How Teck Foundation	$ 15,000
Hindu Endowments Board	$ 13,316
DAS Workplace Giving	$ 12,636
Chen Holdings Pte Ltd	$ 12,108
Recruit Express Pte Ltd	$ 11,043
Koh Choon Fah	$ 10,000

Financial Overview

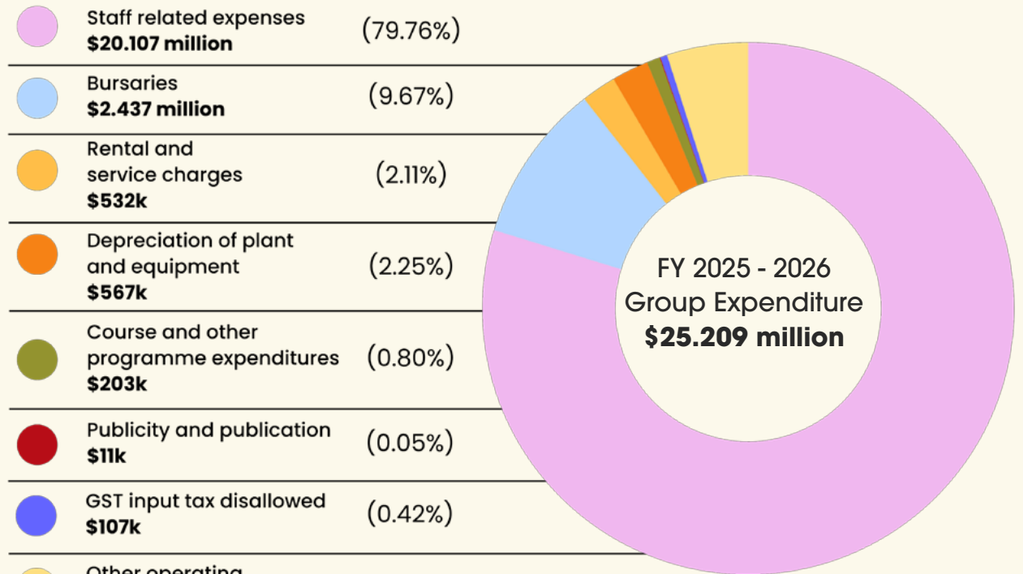
Sources of Income (Group)



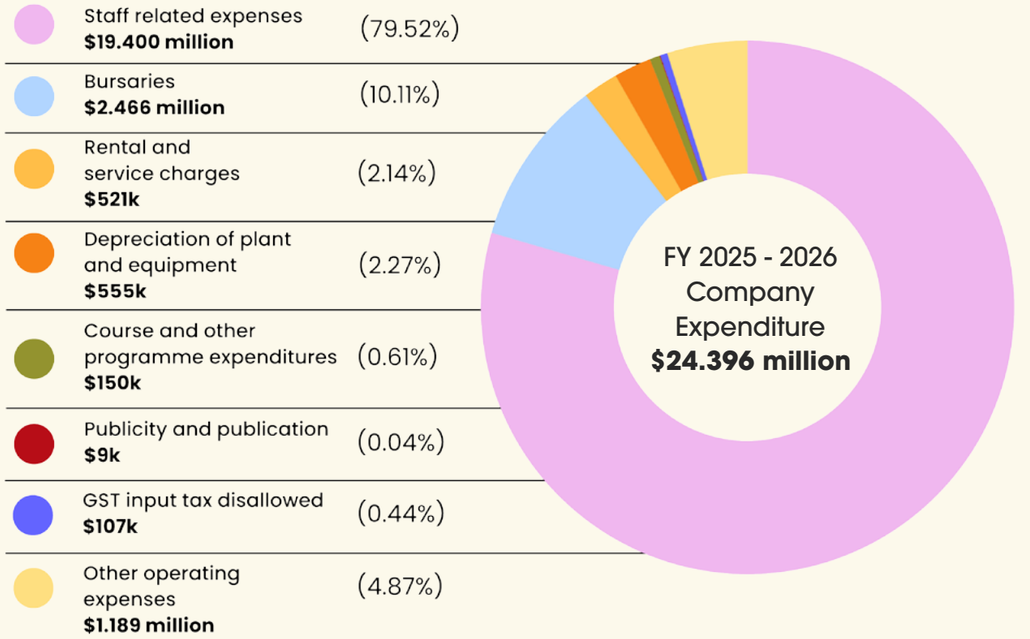
Sources of Income (Company)



Distribution of Expenditure (Group)



Distribution of Expenditure (Company)



Governance and Board of Directors



Governance and Board of Directors

The Dyslexia Association of Singapore (DAS) is committed to the highest standards of governance, transparency, and accountability as a registered charity and Institution of a Public Character (IPC). The DAS Board of Directors provides strategic direction and oversight, ensuring that DAS remains true to its mission of empowering those who learn differently. The Board oversees the DAS General Management Team (GMT), led by the Chief Executive Officer (CEO), who is responsible for day-to-day operations and for implementing policies and directives approved by the Board.

Composition and Membership

DAS is governed by 11 Directors, headed by a Chairman. All Directors serve in a voluntary capacity and do not receive remuneration for their services, except for the CEO who is an ex-officio Board member and part of the Company's key management personnel. Directors retire by rotation at each Annual General Meeting (AGM), with one-third of the Board stepping down each year. In accordance with the Company's Constitution, every Director will retire at least once every three years and, if eligible, may offer themselves for re-election. The Finance Committee chair role carries a maximum term limit of four consecutive years. In recent years, the Board has recruited five new members (two in 2021, one in 2022 and two in 2025).

Retention of Long-Serving Directors and Succession Planning

The DAS CLG was incorporated in 2021 as a new legal entity, and on legal advice the tenure of directors is deemed to have commenced from their first appointment to the CLG Board in April 2021. While this provides a legal basis, it is noted that there is continuation of some directors from the former DAS (Society) Executive Committee beyond 10 years of service. The Board has retained four such directors because of their deep expertise in human resources, accounting, finance, and legal matters. These domains are critical to the governance and sustainability of DAS. The continued service of these experienced directors provides stability and continuity as DAS navigates significant operational and funding challenges. In parallel, the Board has established succession planning measures to support leadership renewal and maintain strong governance for the future.

This structured approach includes:

- Leadership transition: identifying and preparing a Vice Chair and ensuring the Chairman steps down after the stipulated term. This is for the main Board and where available, the Committees.
- Pipeline development: maintaining a pool of active committee members who may be considered for Board appointment when renewal is required.
- Diversity of expertise: seeking candidates with complementary skills in Human Resources, Finance/ Accounting/ Consulting, Fund-Raising, Legal, Medical/ Partnerships, Marketing, Information Technology, Education, and Charity/IPCs
- Mentorship and integration: involving new members early in Board and committee discussions to facilitate knowledge transfer

DAS has also been recognised with the Charity Transparency Award for four (4) consecutive years (2019, 2022-2024), affirming its commitment to accountability, transparency, and good governance. The Board and management will continue to review and strengthen governance practices to ensure renewal, sustainability, and long-term impact for the organisation.

Meetings and Recognition

In FY2025/26, the Board held six meetings and one Annual General Meeting.

Board of Directors

Board Members	Current Charity Board Appointment	Attendance at Board Meetings 2025-2026	Occupation
Lee Siew Pin Eric	Chairman 26 April 2021	5/7	Executive Coach (Career Transitions)
Kevin Kwek Yiu Wing	Vice Chairman 26 April 2021	6/7	Lawyer, Partner (Kennedy's Legal Solutions)
Chen Wei Ching	Director 26 April 2021	6/7	Director (Chen Holdings Pte Ltd)
Kaka Singh s/o Dalip Singh	Director 26 April 2021	6/7	Chairman, Senior Partner (RSM Chio Lim LLP)
Wong May-Lyn	Director 26 April 2021 *Resigned on 18 Oct 2025*	1/7	Associate Lecturer (Ngee Ann Poly)
Zubin Jimmy Daruwalla	Director 26 April 2021	2/7	Senior Director, Clinical Innovation Advisory Group Director, Clinical Advisory Senior Orthopaedic Resident Physician (NUHS)
Jim Chao-An Lee	Director 26 April 2021	3 /7	Head, International Data Center Partnerships (Meta Platforms)
Alicia Tan Gek Cheng	Director 20 Nov 2021	6/7	Director (Allecret Global Pte Ltd)

Board Members	Current Charity Board Appointment	Attendance at Board Meetings 2025-2026	Occupation
Addis William Dickon	Director 20 Nov 2021	5/7	Retiree
Andy Lim How Boon	Director 19 March 2022 *Resigned on 15 Sep 2025*	1/7	Chief Executive Officer (JL Family Office)
Lie Schagen Ay Wen	Director 18 October 2025	3/7	Partner, PwC (PricewaterhouseCoopers Advisory Services Pte. Ltd.)
Dr Richard Yap Chin Yee	Director 18 October 2025	3/7	Retiree
Lee Siang	Director 26 April 2021	7/7	Chief Executive Officer (Dyslexia Association of Singapore)

FY 2025/2026 Board Composition

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

The eight committees are:
- Audit & Risk
- Building
- Finance & Investment
- Fundraising
- Human Resource
- Programme & Services
- Nomination
- Child Safety

Board composition and members of the respective Board Committees from the last AGM date, 18 October 2025, is set out in the table.

Committee	Name	Designation	Meetings Attended
Audit & Risk	Addis William Dickon	Chairman	6/6
	Jim Chao-An Lee	Member	4/6
	Alicia Tan Gek Cheng	Member	2/6
	Lim Boon Hon	Member	4/6
Building	Lie Schagen Ay Wen *(wef 18 Oct 2025)*	Chairman	
	Chen Wei Ching	Member	
	Dr Richard Yap Chin Yee *(wef from 18 Oct 2025)*	Member	
	Low Boon Hon *(wef from 18 Oct 2025)*	Member	
Finance & Investment	Chen Wei Ching (wef 10 November 2025)	Chairman	5/5
	Kaka Singh s/o Dalip Singh	Member	4/5
	Kevin Kwek Yiu Wing	Member	2/5
	Dr Zubin Jimmy Daruwalla	Member	2/5
	Dr Richard Yap Chin Yee *(wef from 18 Oct 2025)*	Member	4/5
	Lie Ay Wen *(wef 21 Sep 2024)*	Member	4/5
	Lam Kun Kin *(wef 17 Mar 2025)*	Member	4/5

Committee	Name	Designation	Meetings Attended
Fundraising	Alicia Tan Gek Cheng	Co-Chairman	6/8
	Lie Schagen Ay Wen	Co-Chairman	8/8
	Lee Siew Pin Eric	Member	8/8
	Kevin Kwek Yiu Wing	Member	4/8
	Dr Zubin Jimmy Daruwalla	Member	1/8
	Dr Cynthia Tan Guan Hiang	Member	8/8
Human Resource	Jim Chao-An Lee	Chairman	2/3
	Kaka Singh s/o Dalip Singh	Member	2/3
	Lee Siew Pin Eric	Member	3/3
	Dr Cynthia Tan Guan Hiang	Member	2/3
	Low Boon Hon *(wef 18 Oct 2025)*	Member	1/3
Nomination	Lee Siew Pin Eric	Chairman	7/7
	Chen Wei Ching	Member	5/7
	Jim Chao-An Lee	Member	2/7
	Kevin Kwek Yiu Wing	Member	7/7
	Dr Cynthia Tan Guan Hiang	Member	4/7
Programme & Services	Dr Richard Yap Chin Yee *(wef 18 Oct 2025)*	Chairman	1/4
	Kevin Kwek Yiu Wing	Member	4/4
	Lee Siew Pin Eric	Member	3/4
	Paul Lim Boon Tong	Member	1/4
	Dr Cynthia Tan Guan Hiang	Member	1/4
	Dr Zubin Jimmy Daruwalla	Member	
	Jim Chao-An Lee	Member	1/4
	Alicia Tan Gek Cheng	Member	2/4
Child Safety	Addis William Dickon	Chairman	4/4
	Alicia Tan Gek Cheng	Member	4/4
	Lie Ay Wen	Member	2/4
	Jim Chao-An Lee	Member	1/4

2. Apart from the meetings held, DAS management sends regular updates to various Board Committees through e-mails. B, the number of updates sent to various Committees are as follows: Board members (33), Audit and Risk Committee (7), Programme & Services (28), Finance & Investment Committee (32), Building Committee (4), Human Resource Committee (15), Fundraising Committee (72), Nomination Committee (7), Special Project (1), Child Safety (3), IT (0) and Jimmy-Roshen Daruwalla Fund (2). 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
Geetha d/o Shantha Ram	Chief Operating Officer, Director of SpLD Assessment Services, Advisor, Register of Educational Therapists (Asia), Executive Editor, Asia Pacific Journal of Developmental Differences	1 April 2026
Chai Soo Chiao	Chief Finance Officer and Director of Learning Centre	1 January 2017
Serena Tan Abdullah	Director of English Language and Literacy	1 April 2026
Leong Mingjian Edmen	Director of Specialised Educational Services	1 January 2019
Lim Jia Ern	Director of Communications, Engagement and Fundraising	1 July 2026
Deborah Hewes	Director of Communications, Engagement and Fundraising	12 August 2025 *Stepped down 1 July 2026*
Siew Hui Li June	Head, DAS Academy	7 January 2015
Priscillia Shen	Head, DAS International	1 April 2025

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 critcial information on governance matters.

Audit and Risk Management Committee

The Audit and Risk Committee is a subcommittee 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 subcommittee does not make decisions about risk management but provide challenge and assurance to the Board of Directors ("Board").

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	
	2026	2025	2025	2025
	$'000	$'000	$'000	$'000
Total operating expenses	22,491	21,995	21,649	21,143
75% of Government Grant	6,165	5,938	6,165	5,938
Net Fees	5,680	6,024	5,193	5,532
Net expenditure	10,646	10,033	10,291	9,673
Total reserves required	31,938	30,099	30,873	29,019

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

	Current Year $'000	Previous Year $'000	% Increase/ (Decrease)
Unrestricted Funds (Reserves)	13,239	12,402	7%
Restricted / Designated Funds:			
- Education Fund	1,262	1,494	-16%
Total Funds	14,501	13,896	4%
Ratio of Reserves[1] to Net Expenditure[2] over 3 years	0.45	0.46	-2%

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/wp-content/uploads/2026/06/DAS-Corporate-Governance.pdf

Conflict of Interest Policy

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

1. Board members and staff have to complete and submit the Conflict of Interest form on an annual basis or when actual or potential conflicts of interest arise at the earliest opportunity.

2. Staff shall not be involved in setting his or her own remuneration. This does not apply to Board members as they do not receive any remuneration.

3. When Board members have: a. Any interest in business transactions or contracts that DAS may enter into; or b. Any interest in other organisations that DAS has dealings with or is considering entering into joint ventures with; or c. Any interest as the charity's suppliers, service users, beneficiaries or staff. The Board member concerned should not vote on the matter nor participate in discussions. He or she shall also offer to withdraw from the meeting, and the other Board members should decide if this is required. The reason for how a final decision is made on the transaction or contract will be recorded in the minutes of the meeting.

4. Any appointment of staff who is related to current Board members or staff shall undergo the established human resource procedures for recruitment, performance evaluation and remuneration.

Board members or staff should make a declaration of such relationships and not influence decisions made during these procedures.

Remuneration

Details of key management personnel remuneration, including the remuneration bands of the three highest-paid staff and disclosures relating to Board members and their close family members, are set out in Note 24(b) of the Audited Financial Statements for FY2025/26.

Environmental, Social and Governance

DAS considers relevant environmental, social and governance factors in its operations and decision-making. This includes adopting environmentally responsible practices where practicable, promoting inclusion, accessibility and the well-being of our beneficiaries and employees, and maintaining strong governance, accountability and ethical practices.

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 andwhistleblowers 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. During the financial year, DAS did not receive any whistleblowing reports. The Board and management remain committed to maintaining a transparent and safe environment where concerns can be raised responsibly and addressed promptly.

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. Whistleblowers may be the subject of disciplinary or other legal action if the reports or allegations are malicious, frivolous or simply to cause anger, irritation, or distress.

4. How will DAS Respond

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

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

In the event that the whistle-blowing reports involve any Board Member, the reports shall be escalated to the 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 Jim Lee, jimlee@gmail.com

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.

No whistleblowing reports were received during the financial year ended 31 March 2026.

Governance Checklist

Name of Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE
UEN: 202114767K
Preview Governance Evaluation Checklist Submission for the period Apr 2025 - Mar 2026

S/N	Code guideline	Code ID	Response (Select whichever is applicable)	Explanation (if Code guideline is not complied with)
Board Governance				
1	Clearly state the charitable purposes (For example, vision and mission, objectives, use of resources, activities, and so on) and include the objectives in the charity's governing instrument. Publish the stated charitable purposes on platforms (For example, Charity Portal, website, social media channels, and so on) that can be easily accessed by the public.	1.1	Yes	
2	Develop and implement strategic plans to achieve the stated charitable purposes.	1.2	Yes	
3	Have the Board review the charity's strategic plans regularly to ensure that the charity is achieving its charitable purposes, and monitor, evaluate and report the outcome and impact of its activities.	1.3	Yes	
4	Document the plan for building the capacity and capability of the charity and ensure that the Board monitors the progress of this plan. "Capacity" refers to a charity's infrastructure and operational resources while "capability" refers to its expertise, skills and knowledge.	1.4	Yes	
Principle 2: The charity has an effective Board and Management.				
5	The Board and Management are collectively responsible for achieving the charity's charitable purposes. The roles and responsibilities of the Board and Management should be clear and distinct	2.1	Yes	
6	The Board and Management should be inducted and undergo training, where necessary, and their performance reviewed regularly to ensure their effectiveness.	2.2	Yes	
7	Document the terms of reference for the Board and each of its committees. The Board should have committees (or desig nated Board member(s)) to oversee the following areas*, where relevant to the charity: a. Audit b. Finance *Other areas include Programmes and Services, Fund-raising, Appointment/ Nomination, Human Resource, and Investment.	2.3	Yes	

8	Ensure the Board is diverse and of an appropriate size, and has a good mix of skills, knowledge, and experience. All Board members should exercise independent judgement and act in the best interest of the charity.	2.4	Yes	
9	Develop proper processes for leadership renewal. This includes establishing a term limit for each Board member. All Board members must submit themselves for re-nomination and reappointment, at least once every three years.	2.5	Yes	
10	Develop proper processes for leadership renewal. This includes establishing a term limit for the Treasurer (or equivalent position). For Treasurer (or equivalent position) only: a. The maximum term limit for the Treasurer (or equivalent position like a Finance Committee Chairman, or key person on the Board responsible for overseeing the finances of the charity) should be four consecutive years. If there is no Board member who oversee the finances, the Chairman will take on the role. i. After meeting the maximum term limit for the Treasurer, a Board member's reappointment to the position of Treasurer (or an equivalent position may be considered after at least a two-year break. ii. Should the Treasurer leave the position for less than two years, and when he/she is being re-appointed, the Treasurer's years of service would continue from the time he/she stepped down as Treasurer.	2.6	Yes	
11	Ensure the Board has suitable qualifications and experience, understands its duties clearly, and performs well. a. No staff should chair the Board and staff should not comprise more than one-third of the Board	2.7	Yes	There are no board member holding staff appointment, except for the CEO who is an ex-officio Board member.
12	Ensure the Management has suitable qualifications and experience, understands its duties clearly, and performs well. a. Staff must provide the Board with complete and timely information and should not vote or participate in the Board's decision-making.	2.8	Yes	

13	The term limit for all Board members should be set at 10 consecutive years or less. Re-appointment to the Board can be considered after at least a two-year break. For all Board members: a. Should the Board member leave the Board for less than two years, and when he/she is being re-appointed, the Board member's years of service would continue from the time he/she left the Board. b. Should the charity consider it necessary to retain a particular Board member (with or without office bearers' positions) beyond the maximum term limit of 10 consecutive years, the extension should be deliberated and approved at the general meeting where the Board member is being re-appointed or re-elected to serve for the charity's term of service. (For example, a charity with a two-year term of service would conduct its election once every two years at its general meeting). c. The charity should disclose the reasons for retaining any Board member who has served on the Board for more than 10 consecutive years, as well as the succession plan, in its annual report.	2.9a 2.9b 2.9c	Yes	The DAS CLG was incorporated in 2021 as a new legal entity, and on legal advice the tenure of directors is deemed to have commenced from their first appointment to the CLG Board in April 2021. This provides a clear legal basis. It is noted that as a result, some directors from the former DAS (Society) Executive Committee have continued their service which combined with their CLG service will be beyond 10 years. To reflect good governance practice, our annual report will explain the rationale for retaining these experienced directors and outline our succession planning approach in line with the Code's intent.
Principle 3: The charity acts responsibly, fairly and with integrity.				
14	For Treasurer (or equivalent position) only: d. A Board member holding the Treasurer position (or equivalent position like a Finance Committee Chairman or key person on the Board responsible for overseeing the finances of the charity) must step down from the Treasurer or equivalent position after a maximum of four consecutive years. i. The Board member may continue to serve in other positions on the Board (except the Assistant Treasurer position or equivalent), not beyond the overall term limit of 10 consecutive years, unless the extension was deliberated and approved at the general meeting – refer to 2.9.b	2.9d	Yes	
15	Conduct appropriate background checks on the members of the Board and Management to ensure they are suited to work at the charity	3.1	Yes	

16	Document the processes for the Board and Management to declare actual or potential conflicts of interest, and the measures to deal with these conflicts of interest when they arise. a. A Board member with a conflict of interest in the matter(s) discussed should recuse himself/herself from the meeting and should not vote or take part in the decision-making during the meeting.	3.2	Yes	
17	Ensure that no Board member is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
18	Ensure that no staff is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
19	Establish a Code of Conduct that reflects the charity's values and ethics and ensure that the Code of Conduct is applied appropriately.	3.4	Yes	
20	Take into consideration the ESG factors when conducting the charity's activities. 3.5 Yes Principle 4: The charity is well	3.5	Yes	
Principle 4: The charity is well-managed and plans for the future.				
21	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. a. Ensure the Board approves the annual budget for the charity's plans and regularly reviews and monitors its income and expenditures (For example, financial assistance, matching grants, donations by board members to the charity, funding, staff costs and so on).	4.1a	Yes	
22	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. b. Implement appropriate internal controls to manage and monitor the charity's funds and resources. This includes key processes such as: i. Revenue and receipting policies and procedures; ii. Procurement and payment policies and procedures; and iii. System for the delegation of authority and limits of approval.	4.1b	Yes	
23	Seek the Board's approval for any loans, donations, grants, or financial assistance provided by the charity which are not part of the core charitable programmes listed in its policy. (For example, loans to employees/subsidiaries, grants or financial assistance to business entities).	4.2	Yes	

24	Regularly identify and review the key risks that the charity is exposed to and refer to the charity's processes to manage these risks.	4.3	Yes	
25	Set internal policies for the charity on the following areas and regularly review them: a. Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT); b. Board strategies, functions, and responsibilities; c. Employment practices; d. Volunteer management; e. Finances; f. Information Technology (IT) including data privacy management and cyber-security; g. Investment (obtain advice from qualified professional advisors if this is deemed necessary by the Board); h. Service or quality standards; and i. Other key areas such as fund-raising and data protection	4.4	Yes	
26	The charity's audit committee or equivalent should be confident that the charity's operational policies and procedures (including IT processes) are effective in managing the key risks of the charity.	4.5	Yes	
27	The charity should also measure the impact of its activities, review external risk factors and their likelihood of occurrence, and respond to key risks for the sustainability of the charity.	4.6	Yes	
Principle 5: The charity is accountable and transparent.				
28	Disclose or submit the necessary documents (such as Annual Report, Financial Statements, GEC, and so on) in accordance with the requirements of the Charities Act, its Regulations, and other frameworks (For example, Charity Transparency Framework and so on).	5.1	Yes	
29	Generally, Board members should not receive remuneration for their services to the Board. Where the charity's governing instrument expressly permits remuneration or benefits to the Board members for their services, the charity should provide reasons for allowing remuneration or benefits and disclose in its annual report the exact remuneration and benefits received by each Board member.	5.2	Yes	
30	The charity should disclose the following in its annual report: a. Number of Board meetings in the year; and b. Each Board member's attendance.	5.3	Yes	

31	The charity should disclose in its annual report the total annual remuneration (including any remuneration received in the charity's subsidiaries) for each of its three highest-paid staff, who each receives remuneration exceeding $100,000, in incremental bands of $100,000. Should any of the three highest-paid staff serve on the Board of the charity, this should also be disclosed. If none of its staff receives more than $100,000 in annual remuneration each, the charity should disclose this fact.	5.4	Yes	This was disclosed in the financial statements Note 24(b).
32	The charity should disclose in its annual report the number of paid staff who are close members of the family of the Executive Head or Board members, and whose remuneration exceeds $50,000 during the year. The annual remuneration of such staff should be listed in incremental bands of $100,000. If none of its staff is a close member of the family of the Executive Head or Board members and receives more than $50,000 in annual remuneration, the charity should disclose this fact.	5.5	Yes	This was disclosed in the financial statements Note 24(b).
33	Implement clear reporting structures so that the Board, Management, and staff can access all relevant information, advice, and resources to conduct their roles effectively. a. Record relevant discussions, dissenting views and decisions in the minutes of general and Board meetings. Circulate the minutes of these meetings to the Board as soon as practicable.	5.6a	Yes	
34	Implement clear reporting structures so that the Board, Management, and staff can access all relevant information, advice, and resources to conduct their roles effectively. a. The Board meetings should have an appropriate quorum of at least half of the Board, if a quorum is not stated in the charity's governing instrument.	5.6b	Yes	
35	Implement a whistle-blowing policy for any person to raise concerns about possible wrongdoings within the charity and ensure such concerns are independently investigated and followup action taken as appropriate.	5.7	Yes	
Principle 6: The charity communicates actively to instil public confidence.				
36	Develop and implement strategies for regular communication with the charity's stakeholders and the public (For example, focus on the charity's branding and overall message, raise awareness of its cause to maintain or increase public support, show appreciation to supporters, and so on).	6.1	Yes	
37	Listen to the views of the charity's stakeholders and the public and respond constructively	6.2	Yes	
38	Implement a media communication policy to help the Board and Management build positive relationships with the media and the public.	6.3	Yes	



Dyslexia Association of Singapore

UEN Number: 202114767K
Auditor: CLA Global TS Public Accounting Corporation
Main Banker: OCBC Bank
Investment Fund Managers: Lion Global Investors Limited, Fullerton Fund Management Company Ltd

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 that is valid up to 31 March 2027.

Full Member of National Council of Social Service

Designed by: Phoo Phoo Thak Khin, Officer, Communications, Engagement and Fundraising

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