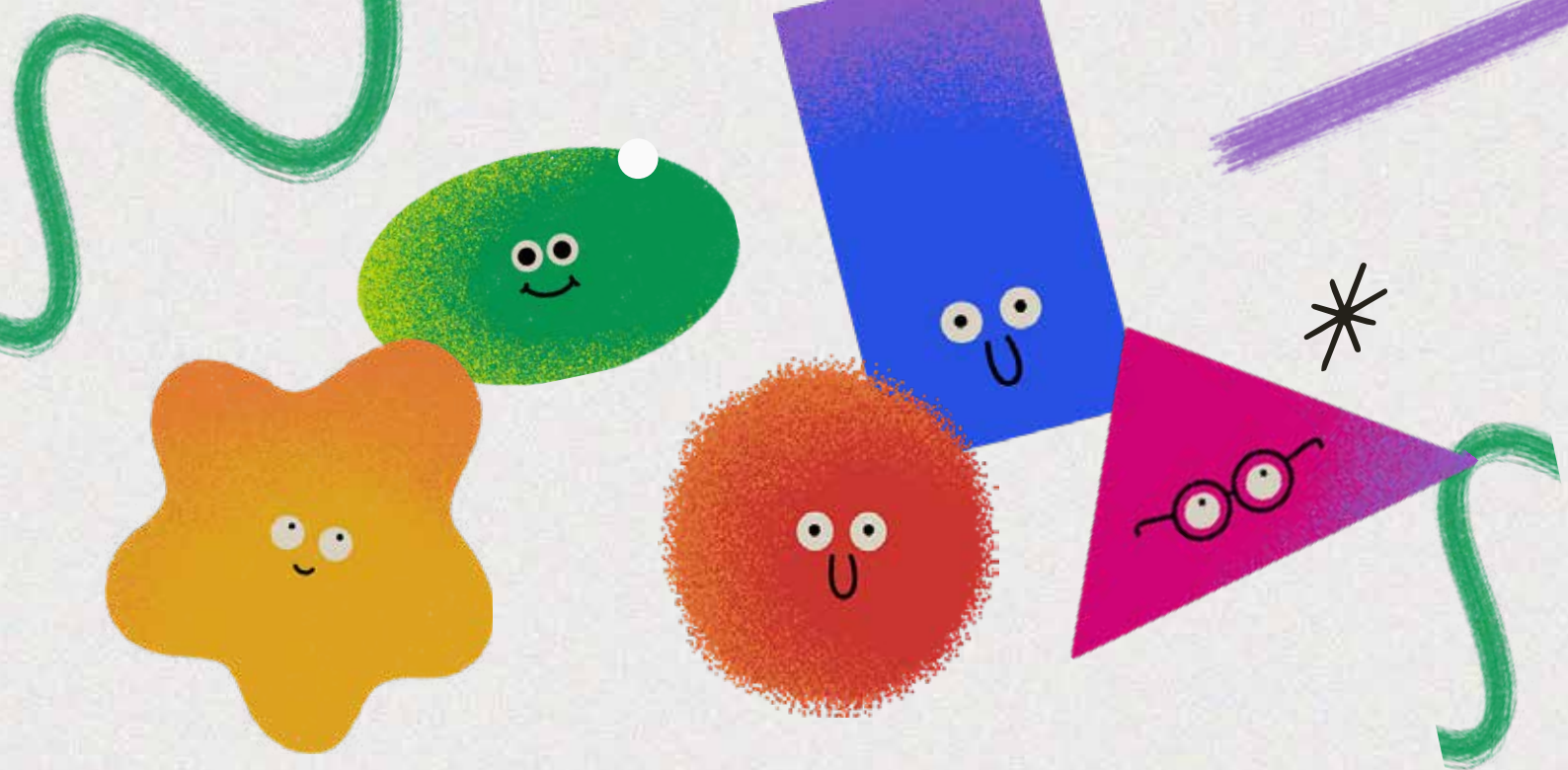


# EMBRACING EVERY LEARNER TO SUCCESS

**Annual Report** FY 2023 - 2024



*DAS International*  
EMPOWERING SUCCESSFUL  
LEARNING



## OUR MISSION

Empowering Successful Learning

## OUR GOAL

The provision of professional services to help and/or enable help to be provided for people in Singapore and the region who have Specific Learning Differences and other struggling learners to achieve their true potential.

**DAS PATRON**  
**MRS GOH CHOK TONG**

**DAS International Services Ltd**  
(UEN: 201111119G)

Registered Address:  
Rex House, 73 Bukit Timah Road  
#05-01, Singapore 229832

Auditor:  
CLA Global TS Public  
Accounting Corporation

Main Banker:  
OCBC Bank

Designed by  
Lim Jia Ern  
Manager of Publicity & Publications

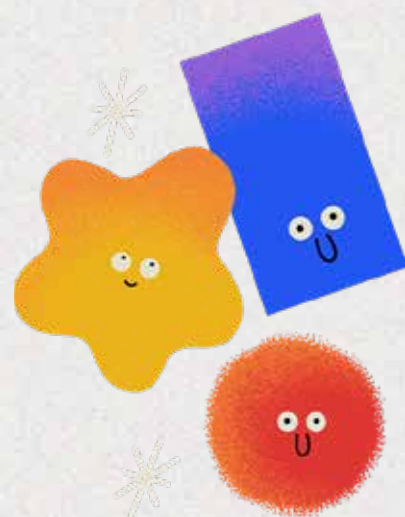
Deborah Hewes  
Executive, Publicity & Publications

Published by Dyslexia Association of  
Singapore  
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A warm, golden-toned photograph of a woman and a young boy in a classroom. The woman, on the left, is smiling and high-fiving the boy. The boy, on the right, is also smiling and has his hands up for the high-five. They are both looking at each other. The background shows a classroom setting with a green chalkboard and some papers pinned to it.

# Every Learner, Every Need

This year has been transformative for us at DAS International, where our mission to support students with learning differences has reached new heights. In this report, we aim to provide an engaging narrative of our journey, celebrating our successes, and sharing impactful stories from the past year.

DAS International Services Ltd, a subsidiary of the Dyslexia Association of Singapore (DAS), builds on over 25 years of expertise in supporting individuals with learning differences. Our goal is to provide high-quality, individualised support to students facing various learning challenges, helping them reach their full potential. Our services cater to students from preschool through young adulthood, offering a comprehensive solution for educational needs.



# Our **Commitment** to **Support**

At DAS International, our mission is to empower successful learning for all. As we move forward, we're excited to share our key initiatives:

## **Global Expansion of Concierge Assessment Services**

We're expanding our Concierge Assessment Services internationally. By partnering with regional agents, we aim to offer tailored assessments to learners around the globe, ensuring everyone has access to personalised support and fostering global educational inclusivity.

## **Inclusive Support for Diverse Learning Needs**

We understand that effective support goes beyond formal diagnoses. Our expanded services will now cater to learners facing educational challenges without specific diagnoses. This approach promotes a more inclusive educational environment that addresses a wide range of learning needs.

## **Enhanced Coaching for Lifelong Learners**

Learning is a lifelong journey. DAS International is dedicated to supporting learners of all ages through enhanced coaching programmes. These programmes will help older learners achieve their academic and personal goals, reaffirming that learning opportunities should be available to everyone, regardless of age.

## **Guiding Career and Learning Pathways for Adults**

Navigating career and learning pathways can be complex. Our new programmes will provide adults with the tools and strategies needed for success in both personal and professional spheres, supporting their ongoing growth and development.

## **Innovating in Specialist Tutoring**

Our commitment to excellence drives us to continuously innovate in Specialist Tutoring. We'll explore new methods, leverage emerging technologies, and integrate the latest research to ensure our services remain effective and relevant.

**ANABERTA  
OEHLERS-JAEN**

Head, DAS International

Programme Director for  
On-site School Based  
Programmes



# BOARD OF DIRECTORS



**Mr Lee Siew Pin Eric**  
Director



**Mr Kevin Kwek**  
Director



**Dr Cynthia Tan**  
Director



**Mr Kaka Singh s/o Dalip Singh**  
Director



**Ms Wong May-Lyn**  
Director

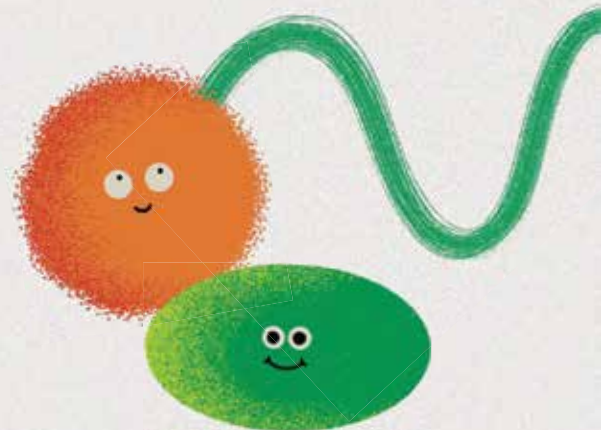


**Mr Lee Siang**  
Director





# ORGANISATION CHART



# ABOUT OUR PROGRAMMES





# ABOUT OUR PROGRAMMES

## Services Provided

Since its inception in 2011, DAS International has been providing one to one Specialist support for students with Literacy, Maths, Speech and Language challenges through a customised one to one programme. In response to demand DAS International has responded with new initiatives that aim to support students with Specific Learning Differences (SpLDs) and struggling learners in Singapore and the region.

Services provided by DAS International include:

- ♦ Specialist Teaching
- ♦ Online Teaching
- ♦ Speech and Language Therapy
- ♦ Concierge Assessments
- ♦ Overseas Training
- ♦ Regional Awareness





# CONCIERGE ASSESSMENTS



**ONE-STOP Assessment Centre** delivered by experienced Registered Educational Psychologists providing gold standard worldwide recognised assessments.



## WHY CHOOSE DAS INTERNATIONAL?



Direct access to the psychologist within 3 working days of your enquiry



A personalised approach for every client



An assessment report within 2 weeks after the assessment conclusion\*

## DAS INTERNATIONAL PROVIDES TIMELY ASSESSMENT SERVICES BOTH IN SINGAPORE AND OVERSEAS



**DAS INTERNATIONAL Concierge Assessment Services** offer a range of psycho-educational assessments that may help to address your concerns with regard to education, attention and social skills. The difficulties that may be investigated include:

- Dyslexia from Preschool to Adult
- Dyscalculia
- Attention Deficit Hyperactivity Disorder (ADHD)
- School Readiness (for mainstream schools)
- Special Education (SPED) school entry



\*Timelines will be discussed with clients individually. The timings indicated are the quickest possible turnaround times.

**CONNECT WITH US TO FIND OUT MORE ABOUT OUR CONCIERGE ASSESSMENT SERVICES!**

f @DASinternationalsg  [www.dasint.org.sg](http://www.dasint.org.sg)  
✉ [enquiry@dasint.org.sg](mailto:enquiry@dasint.org.sg) ☎ 6643 9600







**DAS International**  
EMPOWERING SUCCESSFUL  
LEARNING

# SPECIALIST TEACHING

ONE-TO-ONE CUSTOMISED TEACHING SERVICES



**DAS INTERNATIONAL DELIVERS ONE-TO-ONE PROGRAMMES  
BY TRAINED AND EXPERIENCED SPECIALIST TEACHERS**

Specialist Teaching provides a comprehensive and holistic range of individual services to clients of all ages with Dyslexia, Specific Learning Differences and those students who struggle to learn in Singapore and overseas.

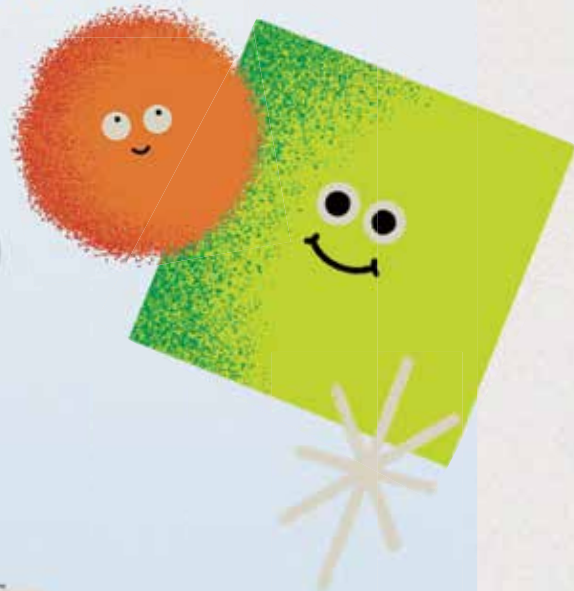


**FOR MORE INFO, PLEASE CONNECT WITH US**

f @DASinternationalsg [www.dasint.org.sg](http://www.dasint.org.sg)  
✉ [enquiry@dasint.org.sg](mailto:enquiry@dasint.org.sg) ☎ 6643 9600



## SPECIALIST TEACHING





# SPECIALIST TEACHING



## Programme Description

Specialist Teaching provides a comprehensive and holistic range of individual services to clients of all ages with Specific Learning Differences such as Dyslexia, ADHD, Maths Learning Difficulties as well as struggling learners. Providing an individualised problem-solving approach and is intended to support students who seek or require one to one Specialist Tutoring that aims to bridge the gaps in the child's learning and curriculum divide.

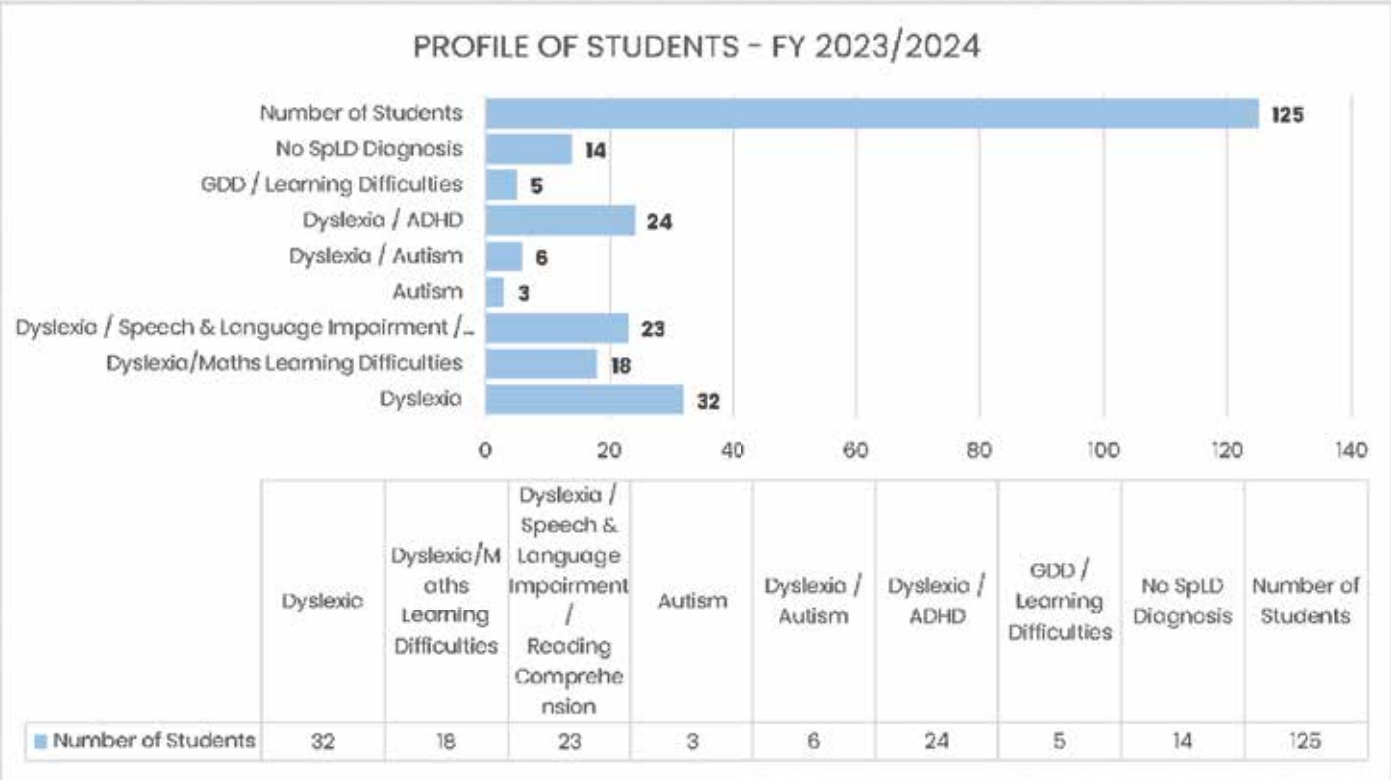
The aim of Specialist Teaching is to effectively support the development of each child. Each child is seen as an active, competent learner, especially children who have Specific learning differences (SpLD), or are struggling learners, wanting and in need of a value-added programme / specialist support. Specialist teaching is individually tailored, based on the profile of the child obtained both externally through previous psychological reports or through our in-house psycho-educational assessments, and in consultation with parents and educators.

Student and Teacher Numbers	FY23/24
Total students attended Specialist Tutoring & Speech and Language Therapy	125
Specialist tutoring	121
Speech and Language Therapy	4
Students attending International schools	48
Student attending Ministry of Education Schools (MOE)	77
Specialist Teachers	17
Speech and Language Therapists	4

PROFILE OF ST STUDENTS

Students accessing support programmes at DAS International have a range of educational needs. Increasingly we are seeing more students who do have a diagnosis but who are require additional support and who may learn differently.

These are the student profiles we have supported in FY2023-2024.



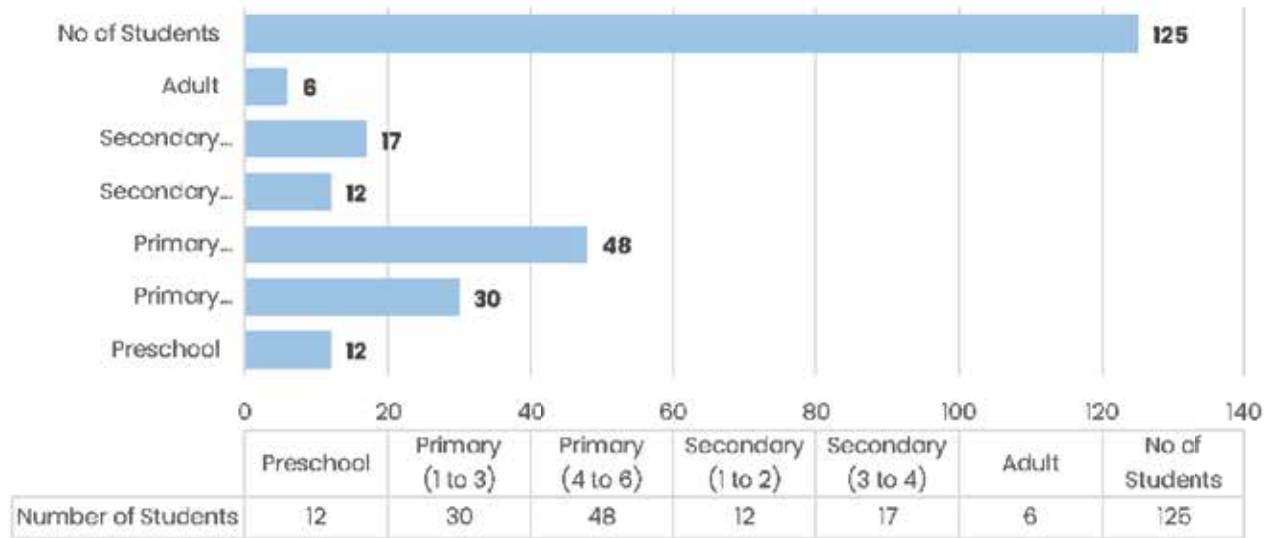
Grade Level of Students on Specialist Teaching

We have increasingly seen the trend of Specialist tutoring students to initial attend once per week on one subject to twice a week for two subjects, Maths and Literacy. This has resulted in the increase of Specialist tutoring hours over the period FY 23/24 to 2704 hours as compared to the previous FY 22/23: 2261 hours. At the time we have starting seeing more students who do not have a confirmed diagnosis of a Specific Learning Difference (SpLD)

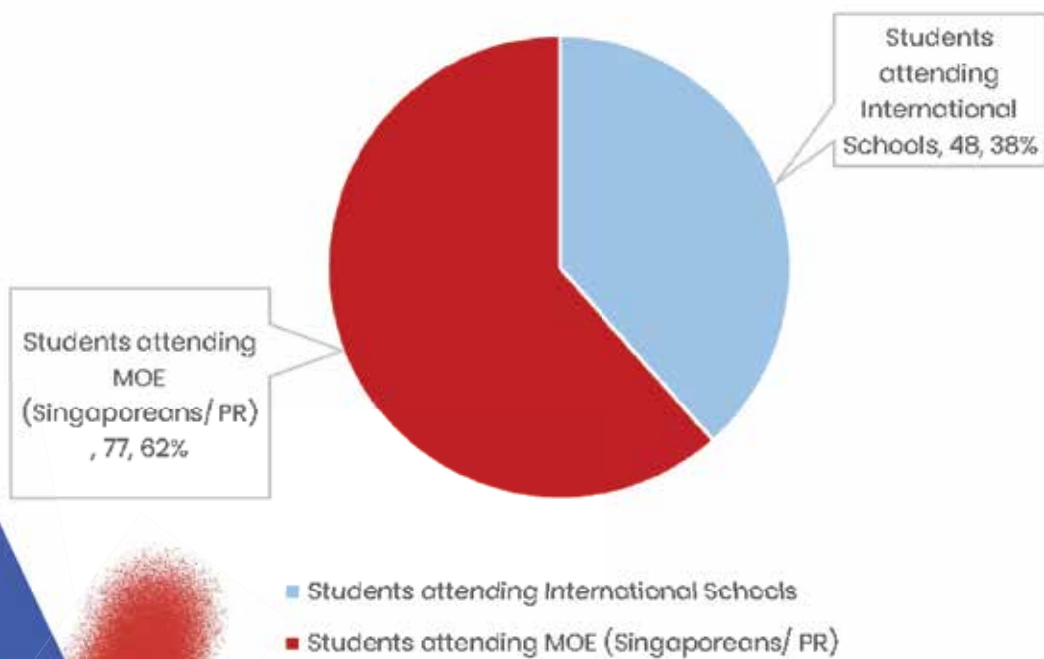
We saw students preparing for national exams like the PSLE and O Levels. Predominantly the Primary Grade age of 4 to grade 6 saw the most number of students seeking remediation support.



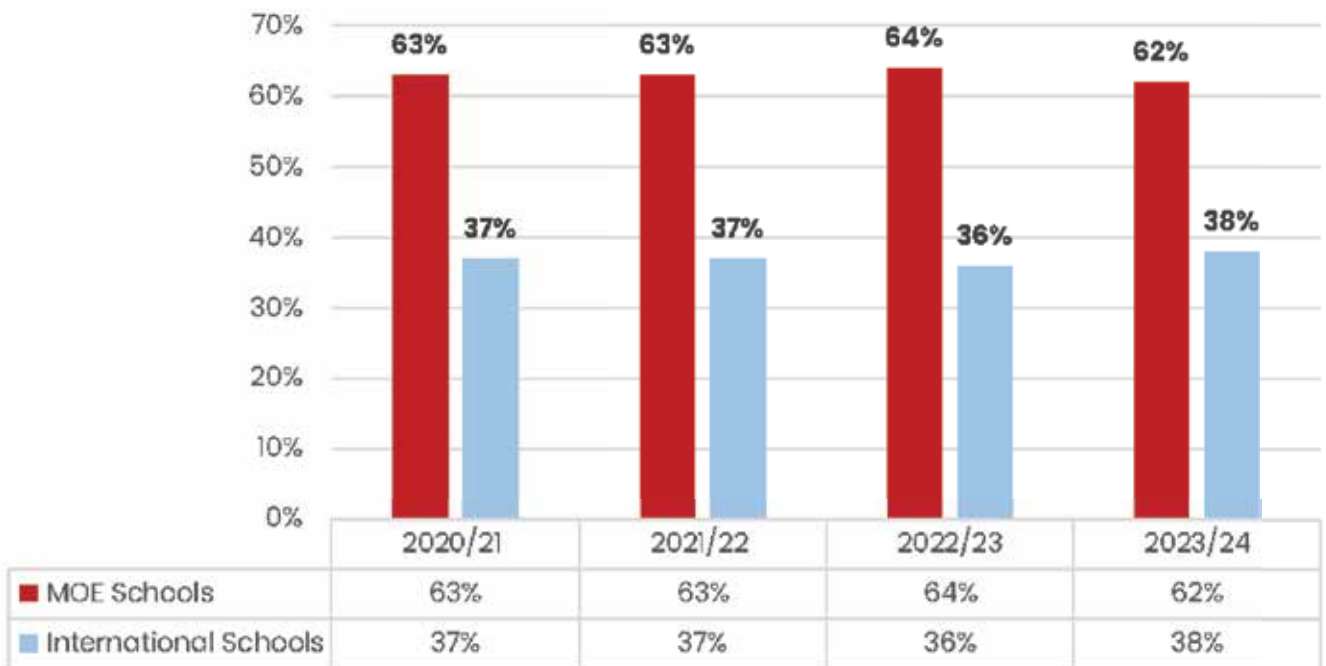
### Number of Students



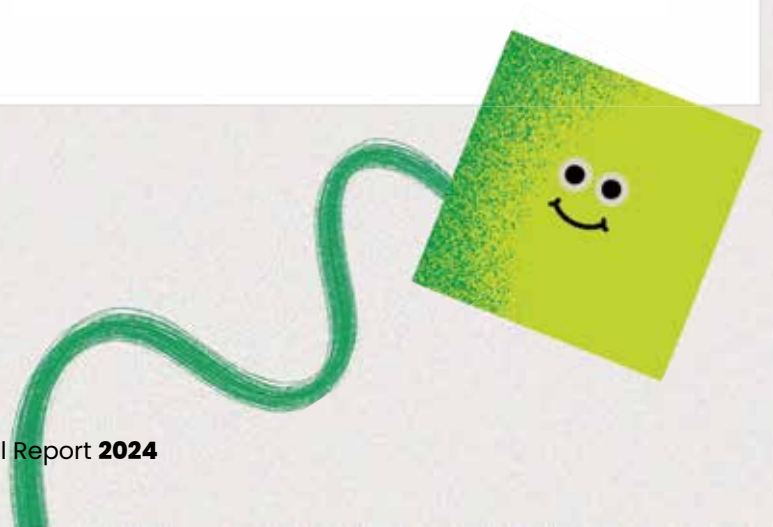
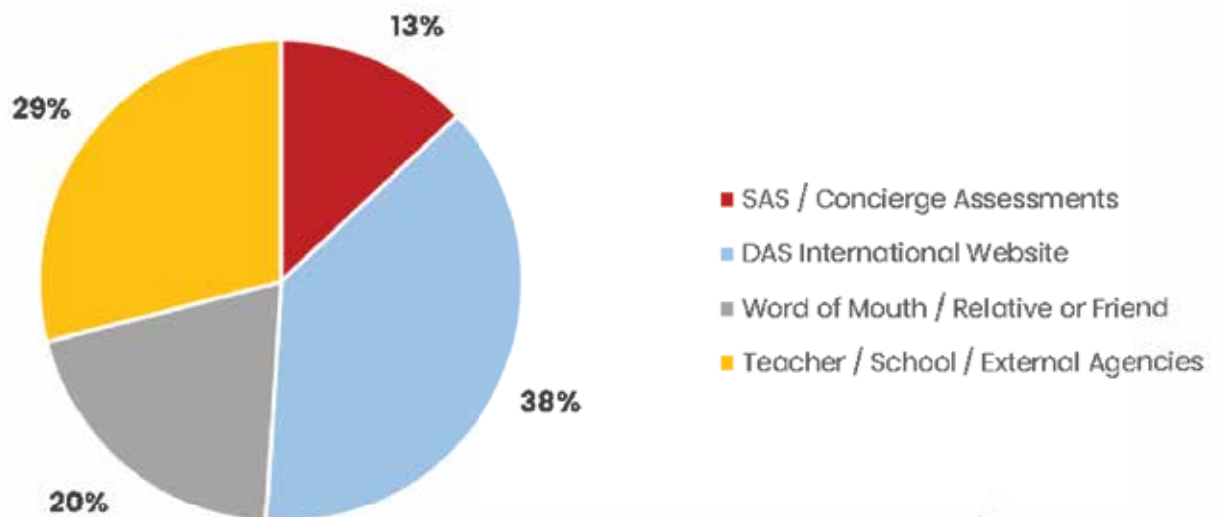
### Number of Students on Specialist Teaching FY 23/24 (n=125)



### MOE vs International School Students Comparison over the Years



### Referral Source for FY 2023-2024 (n=125)





# QUALITY ASSURANCE



## **DAS International Quality Assurance and Audit (QAA) Report for FY 2023/24**

The DAS International Quality Assurance Audit (QAA) is conducted every financial year to ensure Specialist Teachers maintain high standards in teaching and provide adequate support to students who are facing difficulties.

QAA was conducted for all 17 Specialist Teachers (ST) for FY 2023/24 between January to March 2024 that were on the panel of Specialist teachers (Refer to Annex A for the summary list of ST's of the audit).

Four of the STs were unable to submit video recordings during this period due to 3 resignations during the third and 4th quarter of FY2023/24. One of the students had completed the PSLE exams as such had left the programme as such a video recording was not taken, however all other components were complete.

As such 13 STs' video recordings were marked for the audit. Out of these 17 STs, **xxxxxx**

Below are the requirements for the Audit:

STs are required to select 1 class and record the lesson for QAA for the period, 1 July 2023 – 31 Dec 2023

### **Documents to be submitted:**

1. Brief student's profile
2. Student's IEP
3. Recording of a 1hr complete lesson (1 file)
4. Lesson plan
5. Completed worksheets/ Pics of activities done during lesson
6. Observation report (signed by both observer and ST)
7. List of students (1 Apr 2023 – 31 Mar 2024) in excel sheet
8. Parents communication log (1 Apr 2023 – 31 Mar 2024)
9. IEPs of all students (1 Apr 2023 – 31 Mar 2024)
10. Progress reports of all students (1 Apr 2023 – 31 Mar 2024)



11. Peer Observation – STs to view video recording of any one of their colleagues, do a peer observation and upload to the audit folder (1 Jul 2023 – 31 Mar 2024)

There were both documentation and lesson observation audits conducted. For documentation, STs are required to submit the following documents for the FY:

- ◆ List of ST students' IEPs & Progress reports for the FY
- ◆ Parent communication log for the FY

For lesson observation, STs are required to submit the following:

- ◆ Selected student's: IEP and Lesson plan
- ◆ Video recording of the selected session
- ◆ Peer observation
- ◆ ST Audit Form with feedback provided by observer.

By 31st March 2024, all 13 STs submitted the required documents and video recordings and cleared the audit. The documents were audited respectively by 4 observers: Ana Berta Oehlers Jaen, Rebecca Shalinah, Senior Specialist Teachers : Bhavani Jeganatha and Veena Jayanth.

However, there were some challenges faced during the audit:

- ◆ Some STs had difficulties meeting deadlines.
- ◆ Some of them faced technical issues recording and uploading the videos.
- ◆ There were some who had Incomplete documents and had to be followed up on
- ◆ There were some inconsistencies seen in the documents that were used. For instance, they were not using the lesson plans given.

### **Improvements to the Quality Assurance Audit : QAA FY 2024/25:**

1. **AUDIT:** The auditing of documents and lesson recordings will be conducted solely by Head of DAS International Ana Berta Oehlers-Jaen and Assistant Director of DAS International Ms Rebecca Shalinah, ensure consistency and fairness.



2. **GUIDELINES** Clearer guidelines will be provided to STs in the submission requirements. For instance, previously it was stated that Parent communication logs between 1 Apr 2023 to 31 Mar 2024 have to be submitted. Moving forward, this will be quantified where STs are required to submit at least 2 communication logs for each package that has been signed/renewed. This will be communicated to all STs during the scheduled Quality Assurance Meeting.

STs are required to submit the following set of documents by 31st December 2024:  
Brief student's profile

1. Student's IEP
2. Recording of a 1hr complete lesson (1 file)
3. Lesson plan
4. Completed worksheets/ Pics of activities done during lesson
5. Observation report (signed by both observer and ST)
6. List and status of students (1 Apr 2024 - 31 Mar 2025) in excel sheet

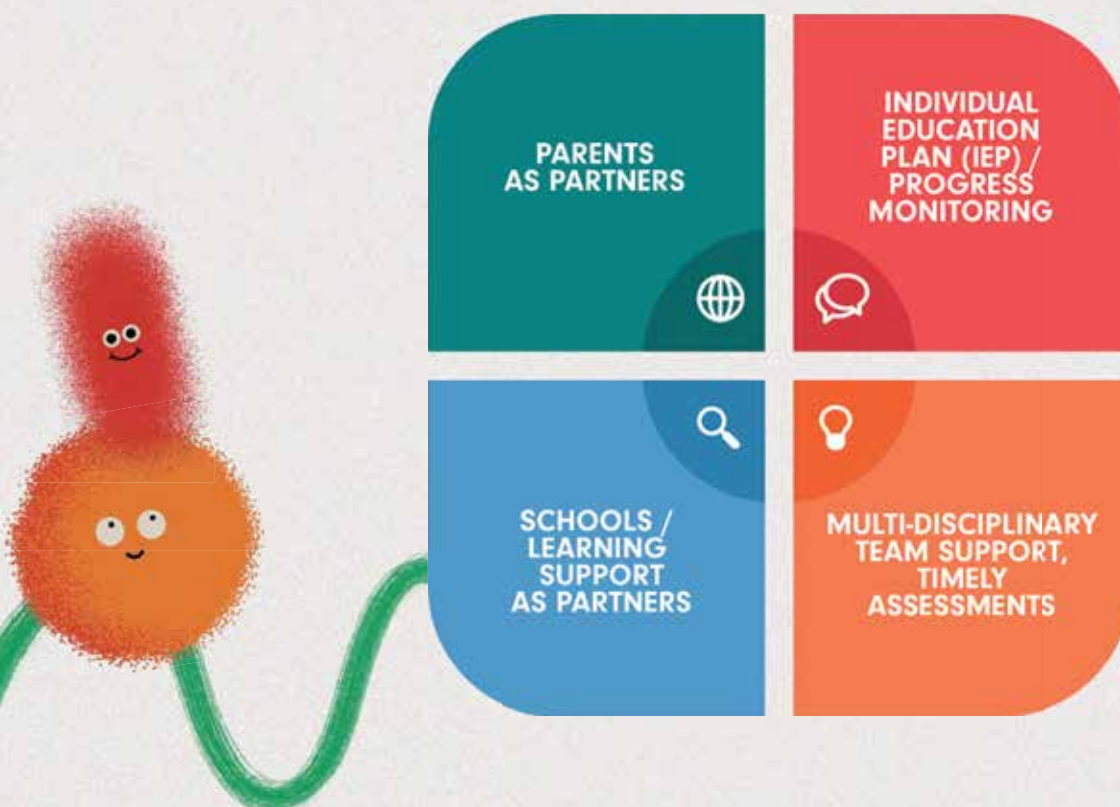
To reduce the workload of the duplication of uploading of documents: : STs are required to:

7. Parents communication log (1 Apr 2024 - 31 Mar 2025) (uploaded onto the DAS International Tigernix system)
  8. IEPs of all students (1 Apr 2024 - 31 Mar 2025) (uploaded onto the DAS International Tigernix system)
  9. Progress reports of all students (1 Apr 2024 - 31 Mar 2025) DAS International Tigernix system
  10. Peer observation - STs to view video recording of any one of their colleagues, do a peer observation and upload to the audit folder (30 Apr 2024 - 31 Mar 2025)
  11. The drive will be available by 30th Apr 2024 for them to upload these documents on a regular basis.
3. **EXTENSION:** STs are required to write in to Ana Berta Oehlers-Jaen and Rebecca Shalinah, at least 8 days prior to 31st Dec 2024 to request for extension of submission deadline with valid reasons if they are unable to do so. Failure to do so will result in receiving verbal warning.

4. **WARNING:** Upon receiving the extended deadline, STs are required to adhere to it and submit the necessary documents. Failure to do so will result in written warning which will affect their incentive bonus.
5. **CHECK:** Learning Centre's involvement: CM/SSAs will do a half yearly check on the DAS International Tigernix for the following documents:
  - ♦ Parent Communication logs
  - ♦ IEPs
  - ♦ Progress reports

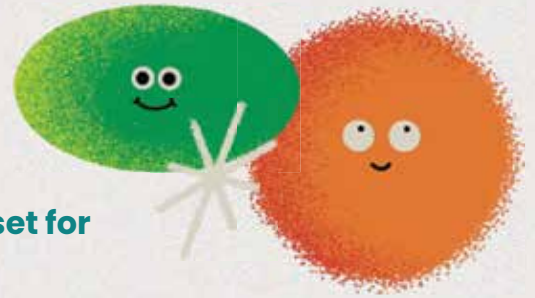
Additionally, we have included a new component for STs to reflect on their practice. FY 2023/24s submitted video recordings will be shared with all STs. They are then required to select any one of the recording, view, do a self-reflection and upload it to the QAA folder. This enables them to learn from each other.

**Meet the Parent Session:** Effective from Term 4 2024 Specialist teachers will conduct formal 15 minutes of meet the parent sessions that will be outside of their Specialist Teaching sessions. This is to further ensure that feedback to parents and feedback from parents is captured along with progress reports provided to the parents.





# TRAINING



**Overview : In service Training for DAS International Inset for Specialist Teachers.**

## **Curriculum Remediation for struggling learners and children with SpLD**

As DAS International expands to supports students, who learn differently it was timely to equip our Specialist teachers with key strategies.. The aim being to support their students seeking Curriculum Remediation through the internal sharing from our experienced Senior Specialist Teachers Shilpa Madane, Anupama Selarka and Veena Jayanth who have hands-on experience in the area of Literacy and Maths support whereby Curriculum remediation is applied. They designed a 3 hour In-service training for their fellow colleagues.

Date: November 15 – 17 2023

Attended by 12 Specialist Teachers

### **Course Overview**

- ◆ This Unique programme addresses the challenges of struggling learners and children with SpLD coping with grade expectations.
- ◆ It focused on filling the gaps while moving along the specific curriculum, keeping in mind the importance of inclusivity.

The participants were exposed during the workshop to the idea of working with children from different curriculum streams exhibiting different support requirements. They understood the importance of establishing open communication channels with

- ◆ Parents, teachers, learning support and other professionals involved.
- ◆ This also helps in assessing if the student is transferring skills learned effectively.
- ◆ Through discussion of case studies, the participants got ideas of how some practical strategies could be incorporated in their sessions.

## Course Objectives/Learning outcomes

- ♦ How to approach Curriculum Remediation
- ♦ How to customize each lesson based on Academic needs/student profile
- ♦ Establishing a Support System by establishing a communication channel- Parent, School, ST
- ♦ Familiarise with the objectives of relevant curriculum
- ♦ Understanding the difference between Tuition and Remediation
- ♦ Establishing the importance and effectiveness of Curriculum Remediation through Case Studies.

## Why is curriculum remediation necessary?

Students missing a few critical skills

- ♦ Unable to understand some concepts due to SpLD (dyslexia, dyscalculia, ADHD)
- ♦ Not always with a conclusive diagnosis. Gaps in learning
- ♦ Address the gaps in learning - Using the school's curriculum or grade level expectations or school based assignments - we fill in the gaps
- ♦ Lagging behind in class due to various reasons (long absence from school, emotional issues, move schools for various reasons)  
It's a Link the above with child's ability, learning style and teaching strategies.
- ♦ To unblock the hurdle in progressing and to facilitate inclusiveness
- ♦ Work on hindrances due to academic behaviour
- ♦ It is not tuition, It is individualized based on child's IEP and the school's curriculum

## Feedback

Feedback from the participants who were fellow Specialist teachers was very positive with requests for more Insets covering specific subject such as Maths support. This has been given the go ahead in Term 4 2024.

Bouquet from parent on Curriculum Remediation support for Senior Specialist Teacher Ms Shilpa Madane



Dear Ms Shilpa we had feedback from homeroom teacher Mr H: YX is the happiest kid in the class. Every day he always smiles and is happy to learn in class. And he is very focussed in class recently. He has shown great improvement in his academics. His reading level has hit Grade 4 now and his writing is at Grade 5. Previously he was one year behind. His spelling has improved.

From YX Parent Ms Lau

XY is a student from China studying in an International School. He attends Specialist Teaching Online with Ms Shilpa twice a week.



I LEARN DIFFERENTLY





# NEW INITIATIVES: I LEARN DIFFERENTLY

Specialist Teaching supports a diverse group of learners with varying and equally diverse individual requirements. As part of the initiative by the DAS to support students who learn differently DAS International Specialist Teaching saw 7 students of varying profiles without a diagnosis and who learn differently over a trial period from July 2023 to February 2024

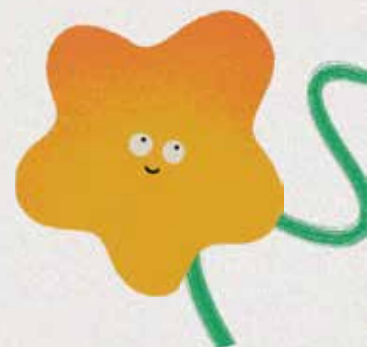
## Student Profiles



1	<b>PUBLIC SPEAKING &amp; ORACY—Secondary 1</b>
2	<b>STUDY SKILLS—Adult - Tertiary Exam Preparation</b>
3	<b>SECONDARY 1—LITERACY -Bridging / Relearning</b>
4	<b>SECONDARY 2—MATHS -Bridging / Relearning</b>
5&6	<b>PRESCHOOL—LITERACY - Intensive x 2 and Weekly x 1</b>
7	<b>PRIMARY 3 LITERACY— Spelling and Reading</b>

## Specialist Teaching

- ◆ Identifying the needs of students without a diagnosis
- ◆ Intensive Specialist Teaching
- ◆ IEPs (Individual Education Plans)
- ◆ Progress Reports
- ◆ Parent Feedback
- ◆ Training on Curriculum Remediation
- ◆ Feedback from Specialist Teachers On the profile of ST students



## CASE STUDIES

### PRIMARY 3 —LITERACY

#### Senior Specialist Teacher Nicole Chua

Weekly: 20 Hours—August - February 2024

- ♦ To provide literacy intervention targeting the areas of spelling to path his way to becoming an independent speller.
- ♦ To empower him with word attacking and word recognition strategies using the Orton-Gillingham approach to enable him to read complex words, thus increasing his sight words - pathing the way towards becoming a more fluent reader.
- ♦ *Renewed 20 sessions*

### PRESCHOOL—K2 —LITERACY

#### Senior Specialist Teacher—Gladys Wee

Dates: 24 September to 14 January 2024

- ♦ Undiagnosed
- ♦ To fill gaps of early foundation literacy skills
- ♦ Develop Phonological awareness / phonics
- ♦ Reading / Comprehension / Spelling
- ♦ 20 sessions

### PRESCHOOL—INTENSIVE— LITERACY

#### Senior Specialist Teacher—Gladys Wee

January - February—3 Times per week—20 Hours

- ♦ Literacy
- ♦ Phonemic Awareness
- ♦ Sight words
- ♦ Write the alphabets in order (upper and lower case)





## ADULT (20 Yrs)—INTENSIVE EXAM PREPARATION

**Senior Specialist Teacher : Veena Jayanth**

ONLINE : July – 7.5 Hours

- ♦ At the end of 5 sessions, in preparation for her semester exams
- ♦ She will be able to plan her study schedule and execute the same successfully.
- ♦ She will use her thinking, planning and self evaluating strategies effectively in her preparation.
- ♦ Resources- Planners, Graphic organisers, Mind maps, Short videos, practice papers

## SECONDARY 1—INTENSIVE – PUBLIC SPEAKING AND ORACY

**Senior Specialist Teacher : Anupama Selarka**

November–December 2023 – 10 Hours

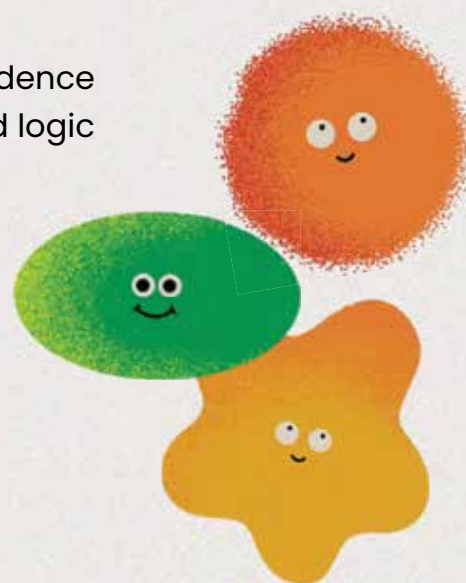
- ♦ No Diagnosis of a learning difference
- ♦ Building oracy & presentation skills and his confidence
- ♦ Present facts, ideas and opinions with clarity and logic
- ♦ Writing Skills Development
- ♦ Reading with understanding

## PRESCHOOL—K1— INTENSIVE – LITERACY

**Senior Specialist Teacher : Veena Jayanth**

21 November 2023 to 6 December 2023—10 Hours

- ♦ Write the alphabets in order (upper and lower case)
- ♦ She will be able to relate the letter sounds to the respective alphabets.
- ♦ She will blend the sounds to read simple (CVC) words.
- ♦ She will also sound out the letter sounds to decode words as she reads.
- ♦ She will be made familiar with appropriate sight words to help her read, spell and write



## SECONDARY 2—INTENSIVE—MATHS

**Senior Specialist Teacher :Shilpa Madane**

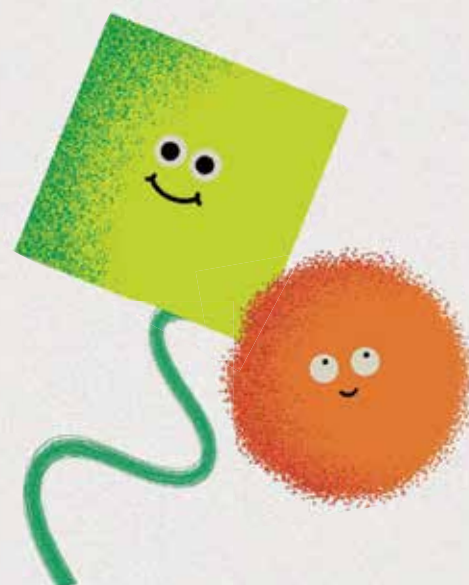
ONLINE : August - October—10 Hours

- ♦ To Strengthen the topics learnt in Secondary 2
- ♦ To introduce some new topics to provide foundation for Secondary 3.
- ♦ To encourage knowledge application.
- ♦ Mensuration
- ♦ Pythagoras theorem
- ♦ Trigonometric Functions
- ♦ Simultaneous equations
- ♦ Word Problems based on all of the above

## INDIVIDUAL CASE STUDIES

### Case Study 1

Name: GK—Primary 3  
Diagnosis: Not diagnosed with dyslexia  
Service: Specialist Teaching: - Literacy  
Timing: 20 hours  
Dates: 6th August 2023 - 25th February 2024  
Teacher: Nicole Chua, Senior Specialist Teacher



## OVERALL PROGRESS SUMMARY

GK started the programme with initial assessment of not being able to read and spell. He appeared to recognise very few sight words, therefore, impeding his reading. Over the ten weeks GK picked up phonological awareness, phonemic awareness and blending skills. However, it is not sufficient for him to carry out independent reading or spelling expected of his age.

- ♦ Literacy - Reading and Spelling
- ♦ GK is able to identify basic consonants and vowels except <e> accurately. He has difficulties blending r and l-blends and mostly unable to string the sounds together. Most of our dyslexic children face similar difficulties.



- ♦ GK is able to blend up to cvc words independently.
- ♦ He seems to have some difficulties with visual recognition and often confuses similar looking words such as for <press> is read as prince and

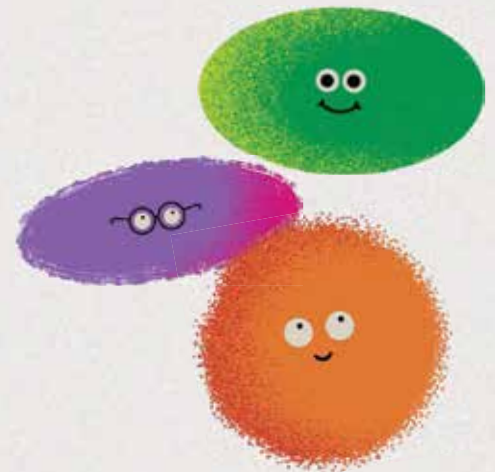
## RECOMMENDATIONS

Moving forward, Nicole will focus on:

- ♦ word attacking skills – about 50% (literacy),
- ♦ sentence construction (conventions) (using Grammar for Writing adapted from Project Read <https://www.projectread.com/>) ,
- ♦ word inquiry (basic morphological instructions <https://wordtorque.com/> to provide him a compensatory strategy to guess word meanings) and
- ♦ paragraph writing with picture prompts.

## Case Study 2

Name: SR K2 (6 Years of age)  
 Diagnosis: Not diagnosed with a learning difference  
 Service: Specialist Teaching—Literacy  
 Timing: 20 Sessions  
 Dates: 24 September 2023– March 2024  
 Teacher: Ms Gladys Wee, Senior Specialist Teacher



“When I first met SR on 24 September 2023, he was in K2. He appeared restless with task avoidance issues when asked to read and write. Hence my initial assessment was conducted in 2 sessions interspace with fine motor activities – scissor skill, sewing. He was happy and cooperated well. Subsequent lessons were conducted in 15 mins slots, see below:

- ♦ Literacy with Writing worksheets (a-z, CVC- begin/middle/end, blends/ begin/end)
- ♦ Fine motor skills (cutting, tearing,)
- ♦ Reading / Oral (Oxford Reading Tree)
- ♦ Weekly meetings with parents were held after lesson hence SR’s impressive progress are also due to his parents’ commitment and hard work”

## Parent Testimonial for Specialist Teaching



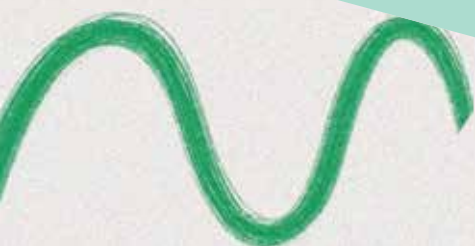
We were referred to DAS from a private therapy centre the by SR's behavioural therapist who recognised that SR was experiencing some challenges with reading. I was instantly touched at how Senior Specialist Teacher from DAS International, Ms Gladys. was genuine and honest about finding out more about SR.

Initially we were concerned about how SR would approach sessions with Ms Gladys given his aversion to reading. Six sessions on, we are incredibly pleased with how SR has developed an interest in reading over such a short time! Ms Gladys quickly understood S

Previously, SR would constantly find excuses to avoid his English homework and today we are in such awe at how much he has progressed in such a short time. The strategies that Ms Gladys has shared with us are tailored to SR and work perfectly at home! SR has improved in only six sessions with Gladys and we cannot thank her enough. Such improvements motivate us as parents to recognise and understand SR challenges better and to keep finding creative ways to teach him and motivate him.

Last week, SR remarked, "mummy I can read right?"

Being a hyper kid, I often get feedback that SR would "not be able to read till he's much older etc" but Ms Gladys has shown us the world of possibilities with SR and we can't thank her enough. I trust that she will continue to inspire students with her enthusiasm and creativity tailored to every child's needs.





LOOKING AHEAD...

## SUPPORTING STRUGGLING LEARNERS ON SPECIALIST TEACHING

**EMPOWERING LEARNING WITH ONLINE SPECIALIST TEACHING**  
BY ANABERTA OEHLERS-JAEN  
HEAD, DAS INTERNATIONAL

**Bridging Borders: DAS International's Innovative Approach to Online Specialist Teaching**  
Positive solutions, unique support and inspiring teachers helping those who learn differently around the world!

FIND OUT MORE ABOUT OUR SPECIALIST TEACHING  
[WWW.DASINT.ORG.SG](http://WWW.DASINT.ORG.SG)

**DAS**  
DAS International  
EMPOWERING SUCCESSFUL LEARNING

**ONLINE SPECIALIST TEACHING**

**Bridging Borders: Supporting Students Overseas**

This service is designed to cater to the unique needs of our clients from the region, providing unique and personalised solutions to learning!

[WWW.DASINT.ORG.SG](http://WWW.DASINT.ORG.SG)

**DAS**  
DAS International  
EMPOWERING SUCCESSFUL LEARNING

### Bridging Borders: DAS International's Innovative Approach to Online Specialist Teaching

by Anaberta Oehlers-Jaen  
Head of DAS International

At DAS International, we are dedicated to supporting our overseas clients through our specialised services, particularly in the realm of online specialist teaching. Our clients come from across the region, flying into Singapore to benefit from our comprehensive psychological assessments conducted by our registered psychologists under our esteemed DAS International Concierge Assessments Service. This service is designed to cater to the unique needs of our clients, offering a seamless process with a quick turnaround time, often less than 4 weeks from booking an appointment to flying into Singapore.

Following assessments, recommendations are made to our clients, and if specialist teaching is deemed necessary, we ensure a tailored approach to meet their needs. We have had the privilege of serving clients who receive one-to-one online specialist teaching for literacy and maths from countries such as Vietnam, Indonesia, Istanbul, and Brunei. These students periodically fly into Singapore for intensive rounds of specialist teaching, typically consisting of 10 hours over 5 days. This physical connection to their specialist teachers enhances the multisensory experience through direct teaching, reinforcing concepts that they can then continue to build upon in their online lessons upon returning to their home country. This formula has proven to be highly successful, as attested by numerous satisfied parents.

Let me share a case story of Michelle Jones\*, a Grade 2 student. Michelle's parents brought her to Singapore for assessment under DAS International Concierge Assessments, where she was diagnosed with dyslexia. Upon returning to Vietnam, Michelle commenced online specialist teaching sessions twice a week for literacy and maths with Senior Specialist Teacher, Shilpa Madane. An Individual Education Plan (IEP) was meticulously crafted based on her recent psychological assessments, focusing on a holistic approach to support Michelle in reaching her potential in these areas, as she was performing below her grade level.

Michelle is scheduled to attend a 10-hour intensive specialist tutoring session at the end of April, a testament to the effectiveness of our blended approach to learning. We are immensely proud of Michelle's progress and grateful for the heartfelt feedback from her mother, Mrs. Jones acknowledging the positive impact of our online specialist teaching on Michelle's academic journey.

### **Bouquet from Michelle's mother for Ms Shilpa: Senior Specialist Teacher**

"Michelle enjoys the lessons and has been progressing well. I do not know if she is at the level of kids her age or not (I fear not) but clearly, she has been progressing since starting with you for her Online Specialist Teaching. Michelle is really looking forward to meeting you in person when she comes to Singapore for her intensive Specialist teaching with you.

In general, Michelle absorbs like a sponge everything that we give her from academic content (in English or Vietnamese) to physical activities like golf, roller blading, martial arts or extra curriculum activities like piano, dancing, cooking, coding, etc....



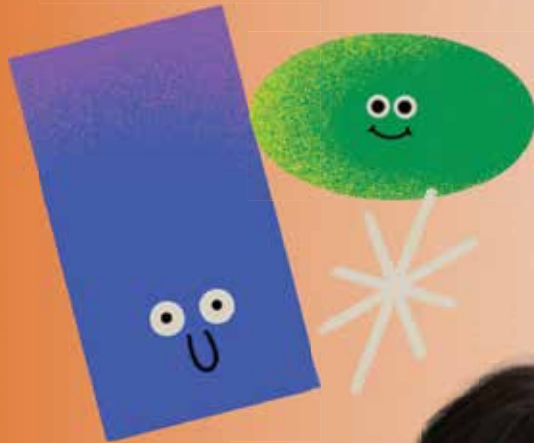
Sometimes I wonder if I had to follow her schedule would I be exhausted? Because I travel a lot and her daddy is not with us all the time as he is also travelling, and grandma is already old so engaging her in activities or having her take lessons is a way for me to ensure that someone is always with her instead of her lying in bed watching her iPad."

At DAS International, we're dedicated to extending our support to clients in regions with limited access to specialist services for diverse learning needs. Through DAS Academy, we offer courses and workshops to empower parents in understanding their child's learning journey. Whether locally or during visits to Singapore, we provide valuable resources to enhance parental support and create a more inclusive learning environment for all.

Our unique blend of online and in-person specialist teaching continues to bridge distances, ensuring that students, regardless of their location, receive the support they need to thrive.



# CONCIERGE ASSESSMENTS





# CONCIERGE ASSESSMENTS



DAS International launched Concierge Assessments in April 2022. DAS International Assessments Services comprises a team of Registered Psychologists, who have been awarded a Master's or Doctoral degree in Psychology from a recognised institution.

Building upon decades of experience and expertise at DAS in providing high-quality psychological assessment services to students with learning differences, DAS International Assessment Services aims to serve both the international and local school communities by providing personalised concierge service. Recognising that comorbidities impact learning, the assessment services will address specific learning differences such as Dyslexia and Dyscalculia, behavioural concerns such as Attention Deficit Hyperactivity Disorder (ADHD) as well as School Readiness and Giftedness. Through the extensive resources available from our expert team of registered psychologists, speech and language therapists and experienced specialist tutors, DAS International is in the best position to support children on an individual basis that will allow them to experience success in learning and achieve their full potential.

Our Concierge Assessments service delivery promises:

- ♦ A gold standard in psychological assessments that are recognised worldwide and delivered by our experienced registered psychologists.
- ♦ A personalised experience for the client who will be closely guided by our psychologist in completing the application through to obtaining information, understanding concerns, and providing preliminary recommendations for support.
- ♦ Timely assessment reports are completed within 2 weeks after the assessment is undertaken.
- ♦ Every assessment is a priority.

## Moving forward FY 23/24

Concierge Assessments will continue to be the Gold Standard go to provider for overseas clients within the region. Overseas assessments through utilising and

building a network of regional contacts will endeavour to provide quality assessments throughout the region through our registered psychologists, over the coming years with ongoing expansion to our Commission based agents. We continue to source for like-minded referral partners.

Commission based agents offering 10% referral fees: It is also important to note that all three of our referral partners are members of RETA

- ♦ Pakistan : Ms Fehmnina Khan
- ♦ Sri Lanka: Mr Samunn Abdull Caffoor
- ♦ Cambodia: Mr George Cowie from Learning Support Asia
- ♦ Indonesia : To be added in FY23/24
- ♦ Vietnam: To be added in FY23/24

Concierge Assessment Services offer a range of psycho educational assessments that may help to address your concerns with regard to education, attention and social skills. The difficulties that may be investigated include:

- ♦ Dyslexia
- ♦ Dyslexia for Adults
- ♦ Dyscalculia
- ♦ Attention Deficit Hyperactivity Disorder (ADHD)
- ♦ School Readiness (for mainstream schools)
- ♦ Special Education (SPED) school entry

### **Concierge Assessments conducted for the period FY23/24**

- ♦ Dyslexia and review assessments for clients from Grade 2 up to Grade 12
- ♦ Reason for seeking Concierge Assessments—The customer preferred the shorter wait time as compared to the customary 6 to 8 weeks waiting period for a DAS SpLD Assessment.
- ♦ Assessment results were shared and completed within 3 weeks.

#### **Profile of the cases**

- ♦ 6 out of 11 are Non-Singaporeans
- ♦ 4 out of the 11 cases were from countries with limited assessment services



## CONCIERGE ASSESSMENTS:FY 23/24

Country	Assessment FY 23/24	Assessments FY 22/23
Singapore (MOE School)	5	2
Non-SG International School	2	2
Vietnam	2	-
Indonesia	2	2
India		1
Adult		1
	<b>11 Assessments</b>	<b>8 Assessments</b>



# INITIATIVES TAKEN THIS FINANCIAL YEAR





# COACHING

## Introducing DAS International's New Coaching Service: Unlocking Your Full Potential

At DAS International, we've always been committed to empowering our clients to navigate life's challenges and seize opportunities with confidence. We are thrilled to announce a groundbreaking addition to our suite of services – Coaching!

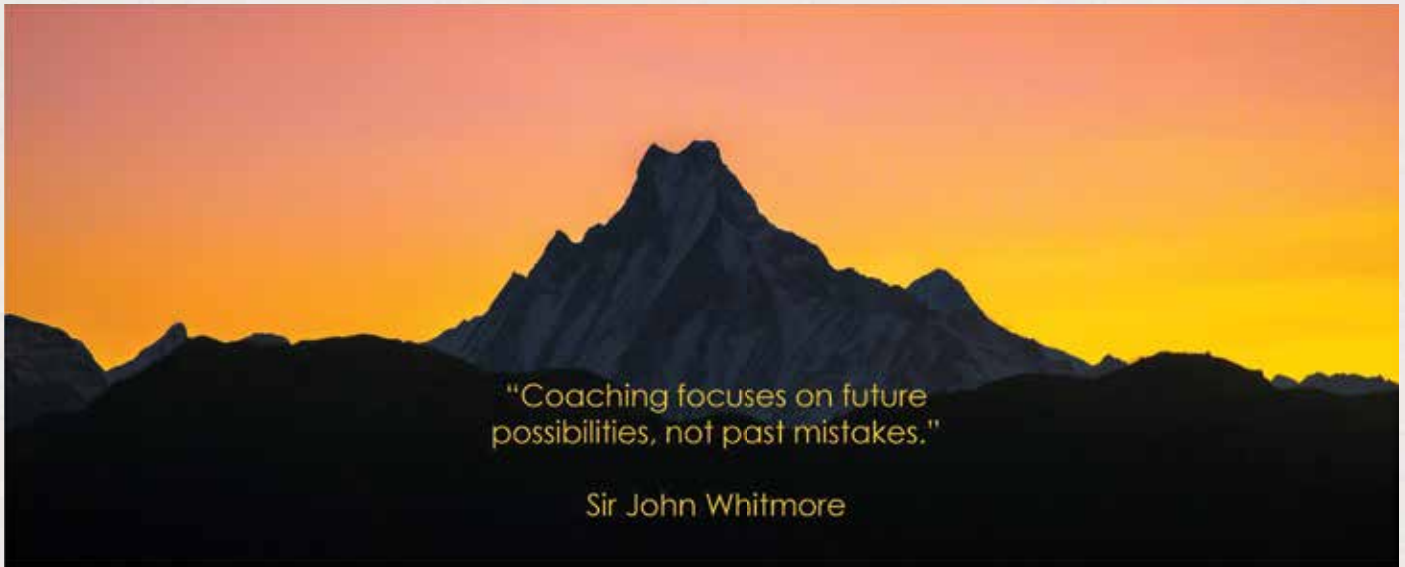
Coaching is a powerful and transformative journey that sets its sights firmly on the future. It's distinct from counselling, which addresses emotional and psychological issues, often rooted in the past. While counselling provides a vital path to healing and self-awareness, coaching takes a different route, one that leads to the realisation of your full potential, the attainment of specific goals, and the creation of lasting, positive change.

In the world of personal development, coaching is the beacon that lights the way forward. It's the compass guiding you through uncharted waters, helping you hone your skills, and propelling you towards the life you've always envisioned. With DAS International's coaching services, you'll embark on a journey of self-discovery, growth, and achievement like never before. Are you ready to unlock your full potential?

### What is Coaching?

Coaching is a dynamic and forward-focused process that sets you on a path of personal and professional development. Unlike counselling or therapy, which delve into the past, coaching is all about the present and the future. It's a partnership between you and your coach, centered on action, progress, and growth.



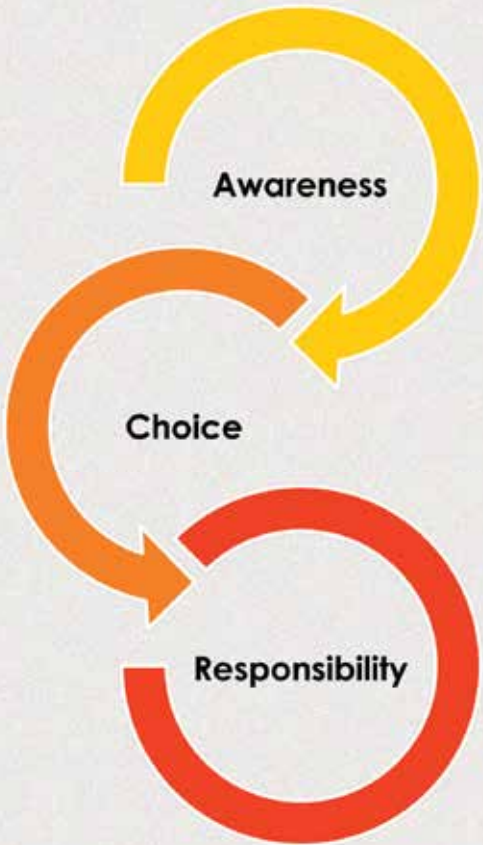


With coaching, you'll tap into your strengths, overcome challenges, and lead a more fulfilling life. It's about enhancing your self-awareness, achieving your goals, and improving your performance in various areas, from leadership and career to relationships and personal growth.

Why Coaching Matters

Coaching offers a multitude of benefits, making it a crucial tool for personal and professional success:

- 1. **Enhanced Self-Awareness:** Through coaching, you'll embark on a journey of self-discovery, gaining a deeper understanding of your strengths, values, and aspirations.
- 2. **Goal Achievement:** Our coaches are here to guide and motivate you, helping you set and reach your goals, no matter how ambitious they may be.
- 3. **Improved Performance:** Whether you're looking to excel in your career, strengthen your relationships, or grow personally, coaching can be your secret weapon for improved performance.







## UNLOCKING POTENTIAL: A PERSONAL JOURNEY THROUGH COACHING

By Bhavani Jeganathan  
Senior Specialist Teacher & Coach

**Feeling stuck and unfulfilled?**

**Discover how coaching transformed Bhavani's life.**

Read our latest blog to learn how you can break down barriers, set powerful intentions, and achieve your highest performance through the power of coaching.

## UNLOCKING POTENTIAL: A PERSONAL JOURNEY THROUGH COACHING

By Bhavani Jeganathan  
Senior Specialist Teacher and Coach

### **The Crossroads**

Two years ago, I found myself standing at a crossroads. My personal life, mirrored misery, feeling more like the twists and turns of a torpedo than the fulfilling existence I had envisioned. The zest for life I once had seemed to have faded, leaving behind a sense of unfulfillment.

## **The Awakening**

The decision to seek help came and I searched for the reasons behind my discontent. I then came across 'life coaching'. Feeling sceptical, I could not understand how coaching could untangle the cobwebs in my life. Yet, part of me was so desperate to seek help and I stepped into action. This time it was different. I leapt into taking up a coaching course to coach myself. That was the beginning of a transformative journey for me.

## **The Coaching Chronicles**

I had signed up for a coaching course and I was greeted by a coach who was a coach-mentor, a game-changer and a cheerleader. The class was full of energy and we had exchanges of coaching sessions with the rest of the coachees. During these intensive sessions for over a year, I reflected, I unravelled the deep hidden beliefs and values that steered my life and how these had played a significant role in bringing out the best in me. When I steered my life away from my beliefs and values, fears and disappointments had set in. These were the major reasons for the unfulfilling life that I had set upon me.

## **Moments of Revelation**

One of the most surprising facts came when my coach asked, "What would you do differently if you knew you could not fail?" This question took me off guard. These powerful questioning techniques in the coaching course unearthed the dreams that I had long buried due to self-doubt and lack of confidence.

The growth and the resilience crept out slowly chipping away the walls that I had erected around my true potential. Through various tasks like goal-setting, bringing awareness within one, making choices and being responsible for actions, I learnt the power of setting intentions, the art of journaling, the art of mindfulness, and the courage to take that step out of my comfort zone. Get comfortable with being uncomfortable. Be not afraid of discomfort.

## **The Transformation**

The turning point came when I realised the power of coaching after finishing the course. I was encouraged to create my own coaching community, something I had



never dared attempt. I navigated social media and technology to plan and execute my own coaching community. The project is ongoing though not a success yet but it is a testament to the growth I have undergone. It was a symbol of what I could achieve by stepping out of my comfort zone.

### **The Journey Continues**

Today, I stand in a very different position from where I began. Coaching has not only brought the true potential within but has equipped me with the tools to continued growth and transformation. My career has taken a new leap, my relationships are filled with genuine connections, and overall I have moved to my highest performance.

### **The Ripple Effect**

The impact of coaching has rippled beyond my imagination. It has influenced how I interact, empathise and empower others. I have become a coach to friends, family and my coaching peers, sharing the insights and tools that have tremendously shaped my journey.

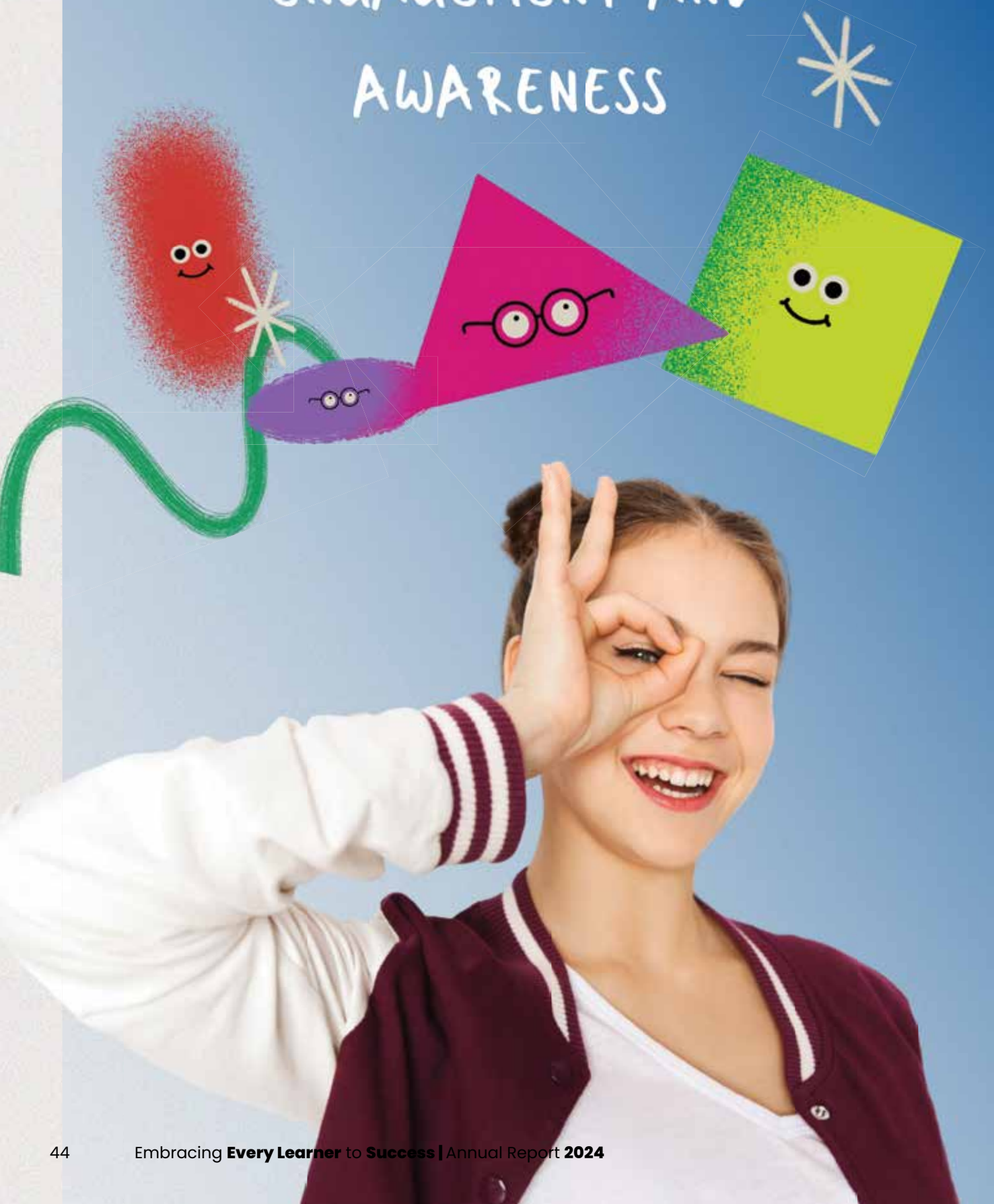
### **A Beacon for Others**

To those standing at their own crossroads, Coaching has unlocked my potential. It has made me discover many uncomfortable truths and the true potential I had within me. My true potential allows me to bring myself to my highest performance.

"The only person who can change is you. Break those walls, transform and grow. Coaching was my fuel; perhaps it could be yours too."



# ENGAGEMENT AND AWARENESS





# ENGAGEMENT AND AWARENESS

## DAS International Awareness & Outreach Initiatives

In line with the DAS International key efforts to outreach to likeminded organisations, International schools and communities, in the Asia Pacific Region, DAS International hosted these events.

### Spotlight on Specialist Teachers—Webinar Series

For FY 2023/24 DAS International continued with the ever popular Spotlight on Specialist Teacher Series. This lunchtime webinar series brings together both parents and professional. Through the sharing of our expert voices our specialists drawn upon their experiences to provide tips in supporting students who struggle to learn.



The importance of Executive Functioning in preparing our preschoolers to successfully transition into Primary School. By Senior Specialist Teachers—Gladys Wee, Janitha Panicker & Amirah Arzami

Curriculum Remediation plays an important role in children who learn differently By Senior Specialist Teachers—Veena Jayanth, Shilpa Madane & Anupama Selarka



Understanding how an Assessment can support Learning By Specialist Psychologists—Adeline Teo and Pearlllyn Kang





## International Perspectives on Dyslexia: Insights from around the Globe

Drawing from the wealth of knowledge presented in the book "The Routledge International Handbook of Dyslexia in Education," edited by Gad Elbeheri and Lee Siang, this live forum served to be a valuable resource for educators, researchers, and anyone interested in dyslexia awareness and intervention.

By exploring these diverse international perspectives on dyslexia, our webinar objectives to foster a deeper understanding of the challenges and successes in different regions of the world proved to be a successful. We have participants from all across the globe joining us.

Attendees gained valuable insights, shared experiences, and practical strategies to enhance dyslexia awareness, identification, and support in their communities. The webinars it was acknowledged embraced dyslexia and brought together, much needed information on Dyslexia that was shared by our distinguished guest authors

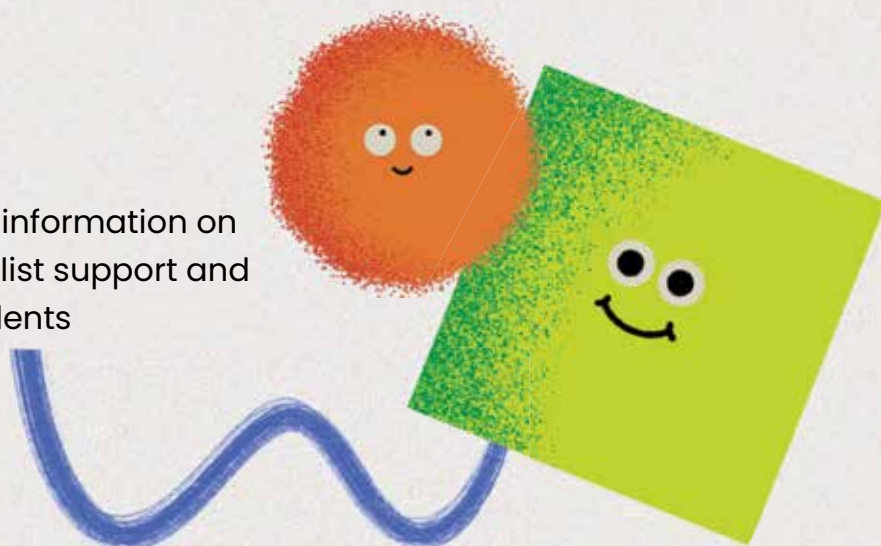
Presented by Lee Siang, Singapore & Gad Elbeheri, Egypt, Corey Zylstra, Canada; Ababayehum Mekonnen, Ethiopia; The-Hop Bui, Vietnam; Thi-Cam Huong Nguyen, Vietnam.





## Blog Articles

Blog articles that aimed to share information on range of topics relating to specialist support and the impact they have on the students



### THE POWER OF SPECIALIST TEACHING

BY ANABERTA OLHERS-JAEN  
HEAD, DAS INTERNATIONAL

Specialist teaching can be a beacon of hope for struggling learners, whether they have a formal diagnosis of a learning difference or simply find themselves grappling with learning gaps.

FIND OUT MORE ABOUT OUR  
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EMPOWERING SUCCESSFUL  
LEARNING



### HEART OF SPECIALIST TEACHING

BY ANABERTA OLHERS-JAEN  
HEAD, DAS INTERNATIONAL

Specialist Teachers are the heart and soul of our mission. They are educators, mentors, and advocates who genuinely care about their students' well-being. With extensive training in Special Education and a passion for making a difference, they inspire students to reach their full potential.

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LEARNING



### SUPPORTING STRUGGLING LEARNERS

By Meetal Madia, Senior Specialist Tutor  
DAS International

#### Language and Literacy Support for those who learn differently

Supporting students who learn differently, starts with the teacher understand the learning styles of her student so that she/ he can then bring the best out in their student.

Read this article by Meetal on how she supports her student!



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LEARNING



### SPECIALIST TEACHING VS PRIVATE TUITION

BY ANABERTA OLHERS-JAEN  
HEAD, DAS INTERNATIONAL

#### MAKING AN INFORMED CHOICE

Understanding the differences can help parents make the right choice based on their child's unique learning requirements and challenges.

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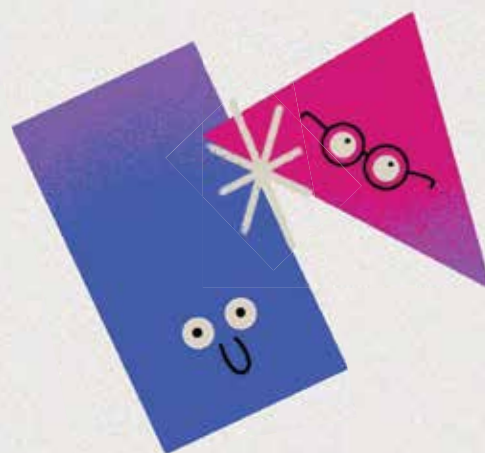
## Regional Awareness Talks

DAS International hosts Awareness Talks for international schools and organisations. This year we presented 2 online talks for teachers, parents and students by Zoom meetings.. The talks were very well received by those who had attended.

School / Organisation	Dates	Attendees
International School of Bangkok	18 April	40 pax
Binus Simprug School (Indonesia)	10 May	40 pax

Our awareness speaker, Hamadatun Nahwa Yusuf Wahib, shared during the talk

- ♦ What is Dyslexia
- ♦ The cause of Dyslexia
- ♦ The signs and symptoms of Dyslexia
- ♦ What can we do?
- ♦ Embracing Dyslexia



## Feedback

**Thank you so much for tis  
information, I learnt a lot an had  
so much fun  
Have a good day :)**

**This is very informative and I  
think there is a need for us to  
know more so that we can help  
and empower our people.**



## Overseas Training

DAS International continued to engage and seek out potential overseas training. We had interest in particular from Botswana and Ethiopia for potential teacher training. DAS INTERNATIONAL submitted training proposals to DYSLEXIA AND SOCIAL SUPPORT SERVICES BOTSWANA and to Fana Association for Individuals with Learning and Communication Difficulties (FANA-Ethiopia) which were under consideration.



# SUPPORTING LEARNERS WITH DYSLEXIA IN LITERACY

### KEY COURSE INSIGHTS

- ✓ Understanding dyslexia and the barriers it places on learning
- ✓ Features of an inclusive and SEN-Friendly learning environment
- ✓ The Universal Design Learning (UDL) Principles
- ✓ General SEN-friendly instructional learning strategies

**6 Hours via ZOOM  
Certified Online Course**

**Saturday,  
27 APRIL 2024**  
9.30am to 4.30pm (CAT)  
3.30pm to 10.30pm (SGT)

**JOIN US  
ONLINE  
USD\$430**

**DYSLEXIA LITERACY MASTERY:  
Unleash Your Teaching Superpowers  
with this 6-Hour online course!**

**DELIVERED BY EXPERTS FROM SINGAPORE**

**ABOUT OUR LECTURERS:**  
[www.dasacademy.edu.sg/faculty-staff](http://www.dasacademy.edu.sg/faculty-staff)



SCAN ME



**SITI ASJAMIAH  
BINTE ASMURI**  
DAS Academy Lecturer &  
RETA Fellow



**REBECCA  
SHALINAH**  
DAS Academy Lecturer &  
RETA Associate Fellow



**Dyslexia**  
And Social Support  
Services Botswana



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**REGISTER:**  
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**MORE INFORMATION**  
**+267 73 460 345**

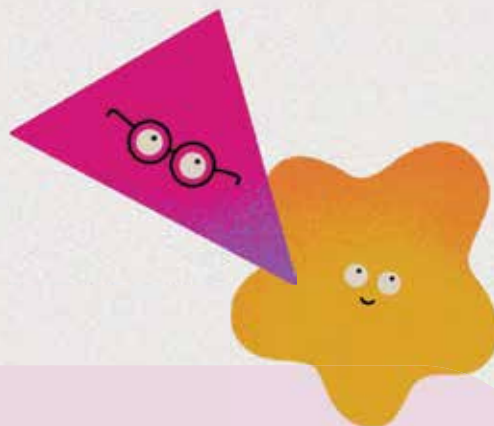
# TESTIMONIALS





# TESTIMONIALS

## Celebrating Success



### Testimonial for Senior Specialist Teacher—Gladys Wee

I am writing this letter to highly recommend Gladys for her exceptional work as a specialised tutor to my daughter Susy at the Dyslexia Association of Singapore (DAS).

Gladys demonstrated an exceptional level of expertise and professionalism with her in-depth knowledge of the specific learning needs of Sarah. It is instrumental in helping Susy develop effective and tailored learning strategies. Gladys also goes above and beyond to ensure that Sarah receives the support she needs to thrive academically and gain confidence in her abilities.

Gladys's greatest strength is her ability to establish a nurturing and supportive learning environment for Susy. She possesses a natural talent for building rapport with students, creating a safe space making Sarah feel comfortable expressing her challenges and asking for help. This, combined with her patient and compassionate approach, allows Sarah to develop a positive attitude towards learning.

Moreover, Gladys is a highly effective communicator and collaborator. She maintains open lines of communication with both Susy and me, keeping me informed about Sarah's progress and areas for improvement.

Best wishes  
Sophie  
Mother of Susy (P6)



# TESTIMONIALS

## Testimonial for Senior Specialist Teacher Shilpa Madane

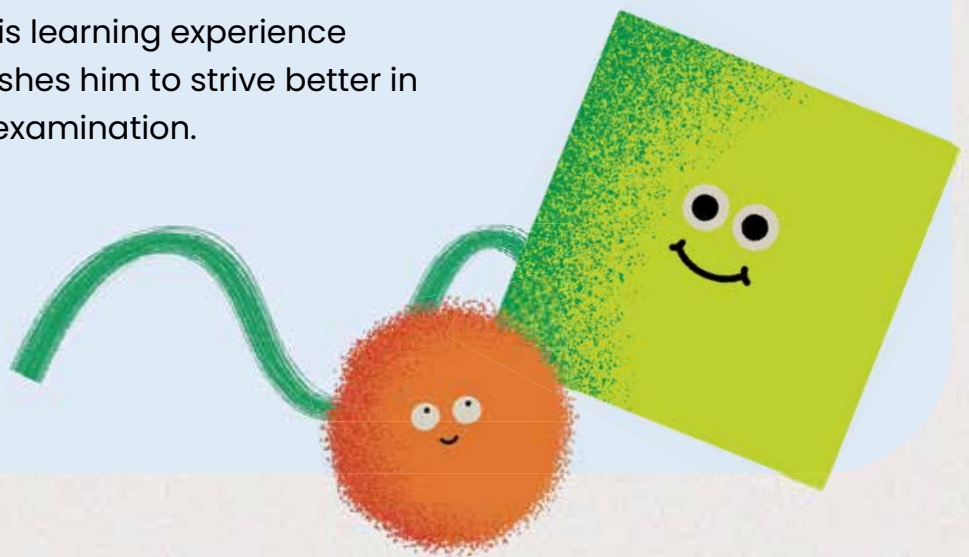
Dear Shilpa,

I wish to express my heartfelt appreciation for the guidance and support you have provided Edison under your tutelage. Your dedication and expertise has had a significant impact on his academic journey.

Your patience, ability and your teaching methods makes it easier for him to grasp even the most challenging topics. Also, your unwavering support and belief in his potential makes him look forward to every Math and English lessons with you.

Thank you for making his learning experience more engaging as it pushes him to strive better in every assignment and examination.

Regards,  
Cheryl





# TESTIMONIALS

## Testimonial for Speech and Language Therapist Ms Tammy Wong



"I am happy to share the experience of my child's speech therapist, Teacher Tammy. Through the speech therapy sessions, she has built a strong rapport with my child and made him feel comfortable and at ease. She took the time to understand my child's unique needs and worked diligently to address the specific sounds that my child struggled with.



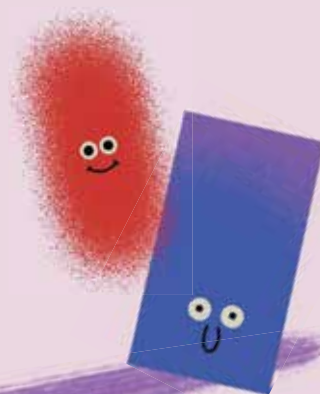
The progress my child has made under Teacher Tammy's guidance has been tremendous. My child's speech has improved significantly, and I am amazed at the progress that my child has made to pronounce sounds that were previously challenging for him. She also tries innovative ways to engage my child, which made the therapy sessions enjoyable and effective. My child has grown to love attending therapy sessions with Teacher Tammy, and looks forward to each session with excitement.

One aspect that impressed me was the invaluable tips that she has provided for us to work on at home. She shared creative and effective techniques that we could incorporate into our daily routine to further enhance my child's speech development.

Thank you, Teacher Tammy, for your dedication, professionalism, and care towards my child. We are grateful for the positive impact you have made on our child's speech development."

Thank you.

Pansy  
Mother of SLT Student, Roger (7 years)





# CONCIERGE ASSESSMENTS



**ONE-STOP Assessment Centre** delivered by experienced Registered Educational Psychologists providing gold standard worldwide recognised assessments.



## WHY CHOOSE DAS INTERNATIONAL?



Direct access to the psychologist within 3 working days of your enquiry



A personalised approach for every client



An assessment report within 2 weeks after the assessment conclusion\*

## DAS INTERNATIONAL PROVIDES TIMELY ASSESSMENT SERVICES BOTH IN SINGAPORE AND OVERSEAS



**DAS INTERNATIONAL Concierge Assessment Services** offer a range of psycho-educational assessments that may help to address your concerns with regard to education, attention and social skills. The difficulties that may be investigated include:

- Dyslexia from Preschool to Adult
- Dyscalculia
- Attention Deficit Hyperactivity Disorder (ADHD)
- School Readiness (for mainstream schools)
- Special Education (SPED) school entry



\*Timelines will be discussed with clients individually. The timings indicated are the quickest possible turnaround times.

**CONNECT WITH US TO FIND OUT MORE ABOUT OUR CONCIERGE ASSESSMENT SERVICES!**

f @DASinternationalsg  [www.dasint.org.sg](http://www.dasint.org.sg)  
✉ [enquiry@dasint.org.sg](mailto:enquiry@dasint.org.sg) ☎ 6643 9600



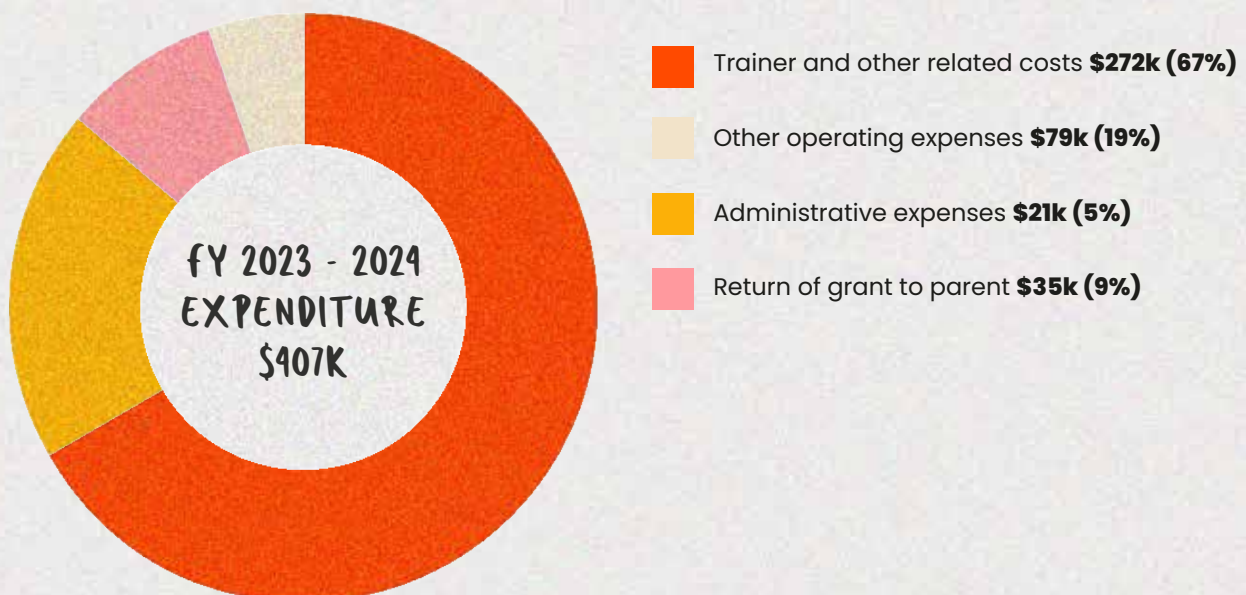


# Financial Highlights

## Total **Income**



## Total **Expenditure**



# Governance **Evaluation** Checklist

Name of Organisation: DAS International Services Ltd. UEN: 201111119G

Preview Governance Evaluation Checklist Submission for the period Apr 2023 – Mar 2024

The Board of Governance of DAS International refers to the Board of Directors of its parent company, Dyslexia Association of Singapore ("DAS"). For the DAS Group Corporate Governance Policies, please refer to the [annual report of DAS](#).

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
<b>Board Governance</b>				
1	Induction and orientation are provided to incoming governing board members upon joining the Board.	1.1.2	Complied	The Board of Governance of DAS International Services Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore
	Are there governing board members holding staff* appointments? (Skip items 2 and 3 if "No")		No	
4	The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years. If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity.	1.1.7	Complied	
5	All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.	1.1.8	Complied	
6	There are documented terms of reference for the Board and each of its committees.	1.2.1	Complied	
<b>Conflict of Interest</b>				
7	There are documented procedures for governing board members and staff to declare actual or potential conflicts of interest to the Board at the earliest opportunity.	2.1	Complied	
8	Governing board members do not vote or participate in decision making on matters where they have a conflict of interest.	2.4	Complied	
<b>Human Resource and Volunteer* Management</b>				
9	The Board approves documented human resource policies for staff.	5.1	Complied	






S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
<b>Financial Management and Internal Controls</b>				
10	There is a documented policy to seek the Board's approval for any loans, donations, grants or financial assistance provided by the charity which are not part of the charity's core charitable programmes.	6.1.1	Complied	
11	The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.1.2	Complied	
12	The Board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied	
13	The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied	
	Does the charity invest its reserves (e.g. in fixed deposits)? (Skip item 14 if "No")		No	
<b>Fundraising Practices</b>				
	Did the charity receive cash donations (solicited or unsolicited) during the financial year? (Skip item 15 if "No")		No	
	Did the charity receive donations in kind during the financial year? (Skip item 16 if "No")		No	
<b>Disclosure and Transparency</b>				
17	The charity discloses in its annual report — (a) the number of Board meetings in the financial year; and (b) the attendance of every governing board member at those meetings.	8.2	Complied	The Board of Governance of DAS International Services Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore (DAS). Hence, refer to DAS' Board meetings disclosure.
	Are governing board members remunerated for their services to the Board? (Skip items 18 and 19 if "No")		No	Disclosed in the financial statements Note 10.
	Does the charity employ paid staff? (Skip items 20 and 21 if "No")		No	





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