



DAS International

**EMPOWERING SUCCESSFUL
LEARNING**

ANNUAL REPORT 2024-2025

Beyond Access: Empowering Every Learner for Success



Our Motto

Empowering
Successful Learning

Our Goal

The provision of professional services to support people in Singapore and the region who have Specific Learning Differences and other struggling learners to achieve their true potential.

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Executive Summary

2024/25 has been a year of growth and transition for DAS International. We welcomed new leadership under Dr Priscillia Shen, following the dedicated service of Anaberta Oehlers-Jaen, who shaped DAS International into a trusted provider of specialist support.

Our services have continued to expand in both reach and impact, with Concierge Assessments more than doubling over three years and Specialist Teaching supporting 150 students, the majority from MOE schools (60%) and the remainder from International schools (40%). Demand was highest at the Upper Primary and Upper Secondary levels, where academic expectations, transitional stages and milestone examinations drive families to seek support. Complementing this, Speech and Language Therapy supported nine students, while Overseas Training also broadened our regional reach, with impactful programmes delivered to educators in Indonesia.

Financially, Specialist Teaching remained our core service, contributing 86% of revenue and growing 27% over three years, while Concierge Assessments and Overseas Training showed strong potential for revenue diversification.

Looking ahead, DAS International is committed to strengthening its role as a trusted one-stop provider of assessments and individualised educational support to empower learners with specific learning differences to achieve their full potential. Guided by our mission, we remain committed to delivering high-quality assessments, evidence-based support, overseas training, building partnerships, and transforming lives – one “starfish” at a time.







Message from Head of DAS International

At DAS International, we believe that every learner deserves the opportunity to regardless of the challenges they face.

You may be familiar with the story of the boy walking along a beach, gently tossing stranded starfish into the sea, one at a time. When he was told he couldn't possibly make a difference given that thousands were washed ashore, the boy picked up another, threw it into the sea, and replied, "Well, I made a difference to that one." This story reflects the heart of our work.

From concierge assessment to crafting individualised educational plans, we aim to transform lives of students from diverse backgrounds and face a range of learning difficulties, including dyslexia, ADHD, and other Specific Learning Differences. What our learners need most is someone who recognises their potential at the start and supports them every step of the way to achieve their full potential at the end.

Like ripples through the sea, our mission extends beyond individual learners. Every starfish returned to the water is a testament of our dedication and impact of our work. Through partnerships with parents, educators, and local and international organisations, we share knowledge and build capacity through training, creating waves of awareness, skill, and inclusivity that reach from Singapore to the wider region.

Guided by our mission to empower learners with the skills, confidence, and support they need, we transform lives – one "starfish" at a time. Every learner we support, every skill we help develop, and every mind we open creates a ripple of possibility. Together with parents, educators, and partners, we are building a more inclusive, equitable learning community and shaping brighter futures for learners everywhere.

Dr Priscillia Shen

Head of DAS International &
Programme Director for
Onsite School based Learning





Leadership Transition at DAS International

After two decades of dedicated service to the Dyslexia Association of Singapore (DAS) and DAS International, Anaberta Oehlers-Jaen has stepped down from her role as Head of DAS International to pursue new opportunities.

Anaberta's journey with DAS began as an Educational Therapist, where her career shift from the fashion industry was driven by a heartfelt desire to make a difference in the lives of children with learning differences. Over the years, she played an instrumental role in establishing DAS International as a trusted provider of specialist assessments, teaching services, and regional partnerships, under her leadership. Her unwavering commitment to equity in education has left a lasting mark on the organisation, its staff, and the families it serves.

As Anaberta bids farewell, DAS warmly welcomes Dr Priscillia Shen as the new Head of DAS International. A long-time colleague of Anaberta's, Priscillia joined DAS at the same time and trained alongside her in the Orton-Gillingham approach to supporting children with dyslexia as an Educational Therapist. Priscillia was the Assistant Head at the DAS Academy since 2014. Her extensive experience working directly with struggling learners has provided her with deep pedagogical insight and a practical, evidence-based approach to teaching. This foundation now informs her leadership as Head of DAS International, where she guides and supports fellow educators, ensures excellence in pedagogy, and upholds the highest standards of programme delivery and classroom practice.

As DAS International enters this new chapter, we extend our deepest gratitude to Anaberta for her vision, leadership, and heart, and look forward with confidence to Dr Priscillia's leadership in guiding DAS International's future.







Our Strategy for the Year Ahead

In the coming year, DAS International will pursue a strategy focused on delivering a comprehensive and holistic suite of individualised services to clients of all ages with dyslexia, and other specific learning differences, including those who may be experiencing challenges in realising their full potential.

This strategy encompasses the continued provision of the established concierge assessment services, alongside individualised educational support delivered through our Specialist Teaching service, in Singapore and beyond. As a trusted and credible institution, DAS International aspires to be the leading one-stop provider of individualised educational support services. Our programmes are delivered by a team of highly qualified and experienced professionals, ensuring that our learners receive evidence-based support that empowers them to achieve meaningful and lasting outcomes. In addition, DAS International will extend its reach through teacher training initiatives to build awareness and capacity within the wider and overseas communities.



OVERVIEW OF THE DAS INTERNATIONAL

About DAS International Services Ltd

DAS International Services Ltd is a wholly-owned subsidiary of the Dyslexia Association of Singapore (DAS) and forms part of the DAS Group of companies. DAS International Services builds upon 30 years of recognised experience, expertise and competence of DAS in supporting individuals with learning differences, including those with dyslexia. DAS International delivers high-quality, one-to-one specialist services to learners in Singapore and across the region. We work with learners facing a range of Specific Learning Differences, behavioural challenges, and developmental disorders, providing targeted support to help them overcome learning difficulties, bridge learning gaps and achieve their full potential.

DAS International offers a comprehensive, individualised approach to meet each learner's unique educational needs. Our programmes are designed to close learning gaps and empower learners, aging from preschool through young adulthood, to succeed academically and personally. By leveraging evidence-based strategies and up-to-date resources, we ensure that the services provided to both individual learners and partner schools/organisations uphold the highest standards of quality and effectiveness.



BOARD OF DIRECTORS



Eric Lee, PBM
Director



Kevin Kwek
Director



Dr Cynthia Tan
Director

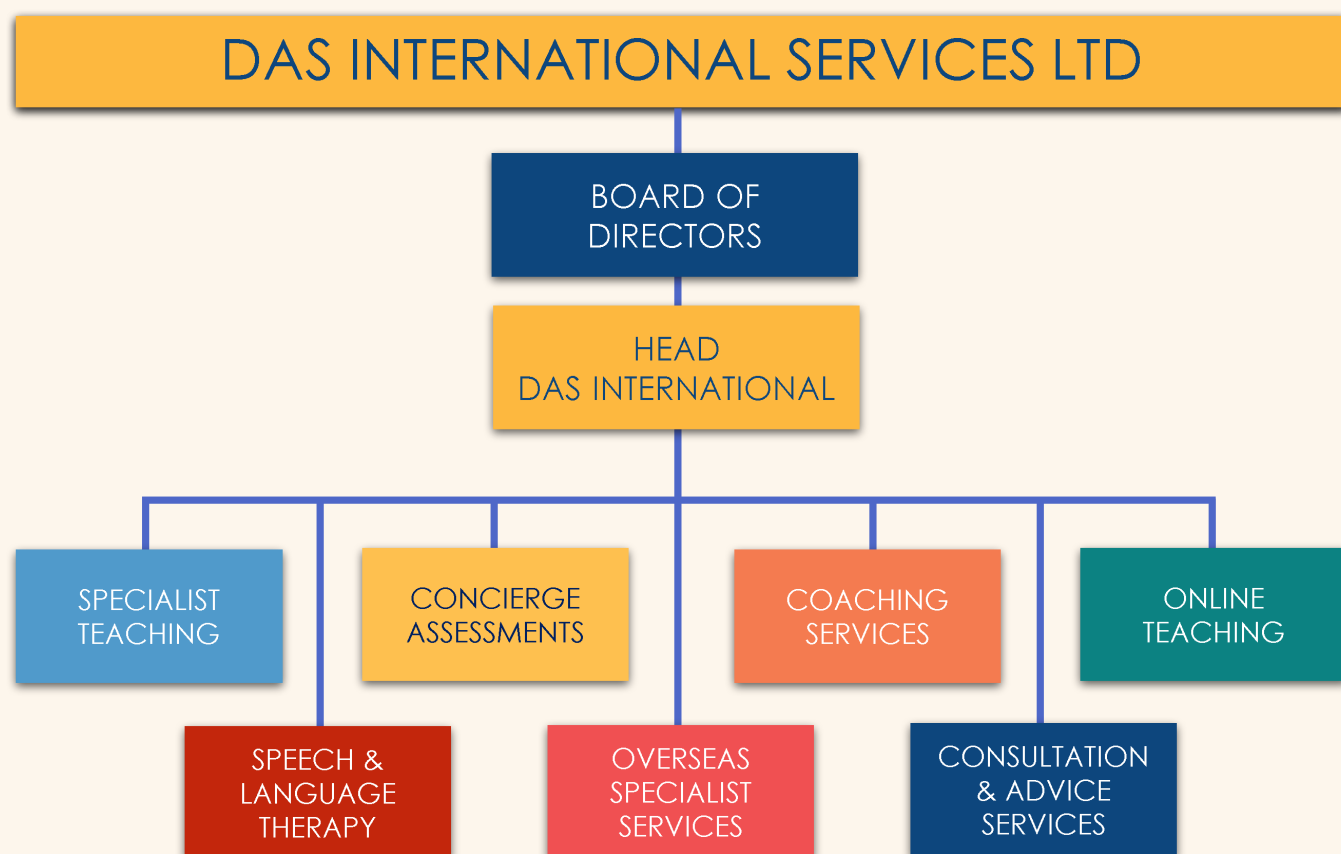


Wong May-Lyn
Director



Lee Siang
Director

ORGANISATION CHART



DAS INTERNATIONAL SERVICES



About Our Services

Services Provided

Since its inception in 2011, DAS International has been delivering customised one-to-one specialist support for students facing challenges in English and Chinese literacy, mathematics, and speech and language. Recognising the diverse needs of learners, we have continuously evolved its programmes to incorporate evidence-based strategies and personalised learning plans. In response to growing demand, DAS International has introduced new initiatives aimed at supporting struggling learners, both within Singapore and across the region. Through these efforts, DAS International seeks not only to improve individual learning outcomes but also to empower educators, parents, and partner organisations with the knowledge and skills to create inclusive and effective learning environments.

Services include:

- ◆ **Concierge Assessments**
- ◆ **Specialist Teaching** (Face-to-face and Online)
 - ◆ English Literacy
 - ◆ Chinese Literacy
 - ◆ Mathematics
 - ◆ Preschool Literacy & Numeracy
 - ◆ Curriculum Support
 - ◆ Examination Preparation
 - ◆ Speech and Language Therapy
- ◆ **Overseas Training**



Concierge Assessments



ABOUT OUR CONCIERGE ASSESSMENT SERVICES

Launched in April 2022, the Concierge Assessments service is led by a team of Registered Psychologists, each holding at least a Master's degree in Psychology from recognised institutions. The service delivers high-quality psycho-educational assessments for learners of all ages across both local and international communities.

Recognising the influence of co-occurring conditions on learning, the assessments go beyond dyslexia to address associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD) and dyscalculia. The assessments also cover broader areas, including general learning profiles, Intellectual Disability (ID), school readiness, and giftedness.

Dyslexia

Adult Dyslexia

ADHD

Dyscalculia

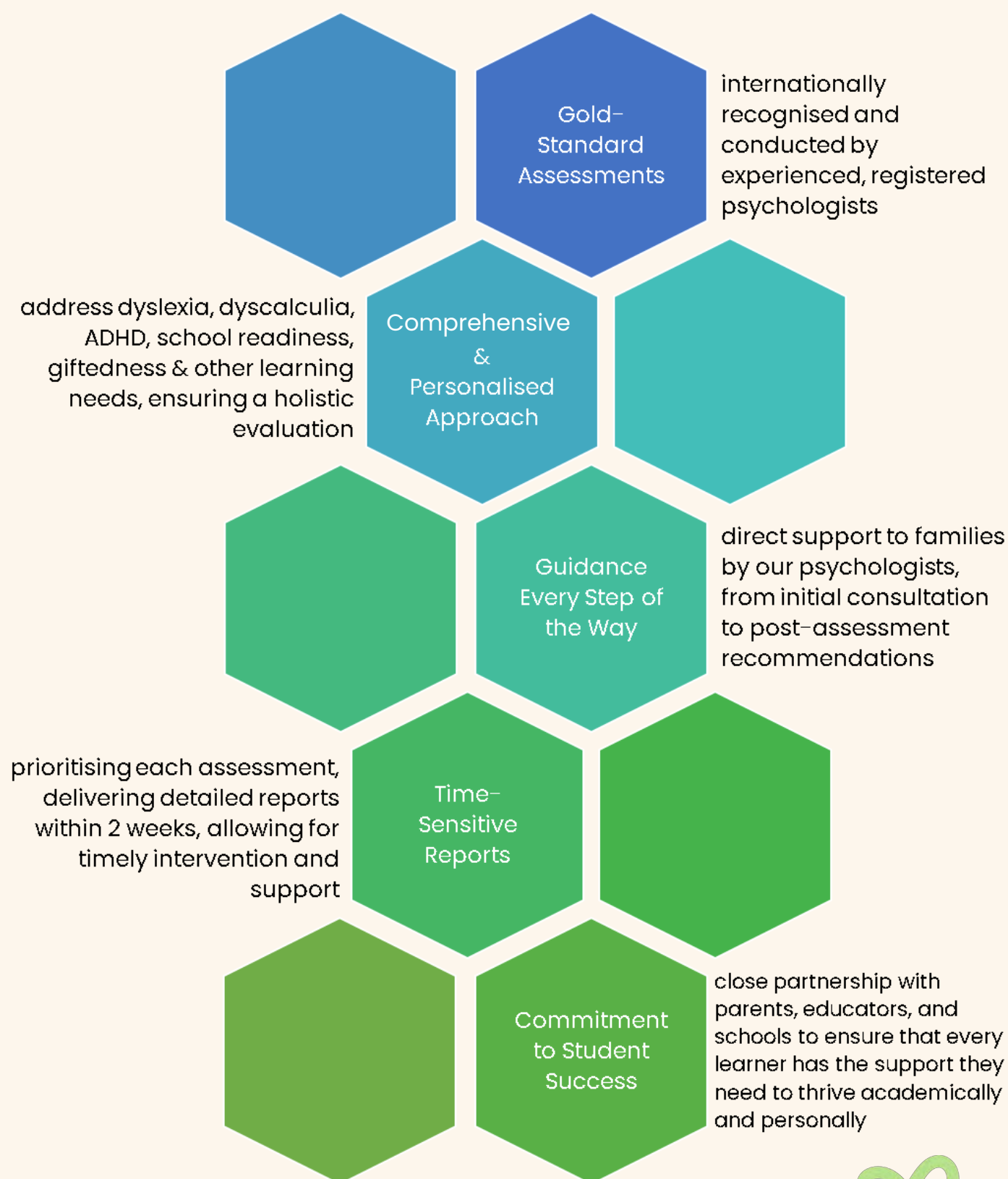
General Learning
Profile

Giftedness

School Readiness
for Mainstream
School Access

Special Educational
(SPED) School Entry

KEY FEATURES OF THE CONCIERGE ASSESSMENTS SERVICE:



Concierge Assessments conducted for the period FY24/25 and profile of cases over the past 3 years

CONCIERGE ASSESSMENTS			
Country	Assessment FY 24/25	Assessment FY 23/24	Assessments FY 22/23
Singapore (MOE School)	11	5	2
Non-SG International School	7	2	2
Adult	-	-	1
Bangladesh	1	-	-
Vietnam	-	2	-
Indonesia	-	2	2
India	-	-	1
	19 Assessments	11 Assessments	8 Assessments

In FY2024/25, DAS International conducted a total of 19 Concierge Assessments, representing a notable increase from 11 assessments in FY2023/24 and 8 assessments in FY2022/23. This growth reflects the rising demand for high-quality, personalised psycho-educational assessments across both local and international communities, more than doubling over the 3 years. Profiles from MOE Schools in Singapore is the largest and fastest-growing group, with the numbers rising steadily across the 3 years. While the growth of profiles from International Schools have been relatively consistent, it highlights DAS International's expanding role in supporting expatriate and global communities. Profiles from other regions remain small but demonstrate DAS International's regional outreach potential.

Looking ahead, DAS International is well-positioned to build on the strong growth of its Concierge Assessments service. We can further strengthen our impact by deepening partnerships with local and international schools to streamline referral pathways, expanding outreach across the region through formalising collaborations with overseas schools and NGOs, and exploring opportunities with adult learners with Specific Learning Differences through higher education institutions and employers. Ensuring that our Concierge Assessment Service remain time-sensitive, comprehensive, and personalised will be critical to sustaining confidence and trust among parents, schools, and regional partners.

Through this service, DAS International is uniquely positioned to provide personalised support to learners with learning differences. By drawing on each learner's individual learning profile assessed, we can tailor individualised educational plans that enable them to experience success in learning and realise their full potential.



SPECIALIST TEACHING



Specialist Teaching



Specialist Teaching at DAS International offers a comprehensive and holistic range of individualised services for learners of all ages with Specific Learning Differences (SpLD) such as dyslexia, ADHD, and mathematics learning difficulties, as well as for students who may be struggling with learning but remain undiagnosed. The service adopts a personalised, problem-solving and needs-based approach, designed to bridge gaps in learning and support learners in overcoming curriculum challenges. The primary aim is to nurture each learner's development by recognising them as active and capable learners. Guided by the principles of the Orton-Gillingham approach, our instruction is multi-sensory, structured, cumulative, emotionally sound, diagnostic and prescriptive.

Each learner receives an Individual Education Plan (IEP) carefully tailored to their profile, drawing on insights from external psychological reports, in-house psycho-educational assessments, and close collaboration with parents and educators. Interventions are delivered in blocks of 10, 20 or 30 sessions, each lasting 1 or 1.5 hours. The IEP is carefully planned based on the learner's strengths and areas of needs, with the aim to bridge any learning gaps.

We strongly believe in working in partnership with parents and schools. Ongoing communication and regular updates is an important aspect in ensuring the learner receives the support they need.

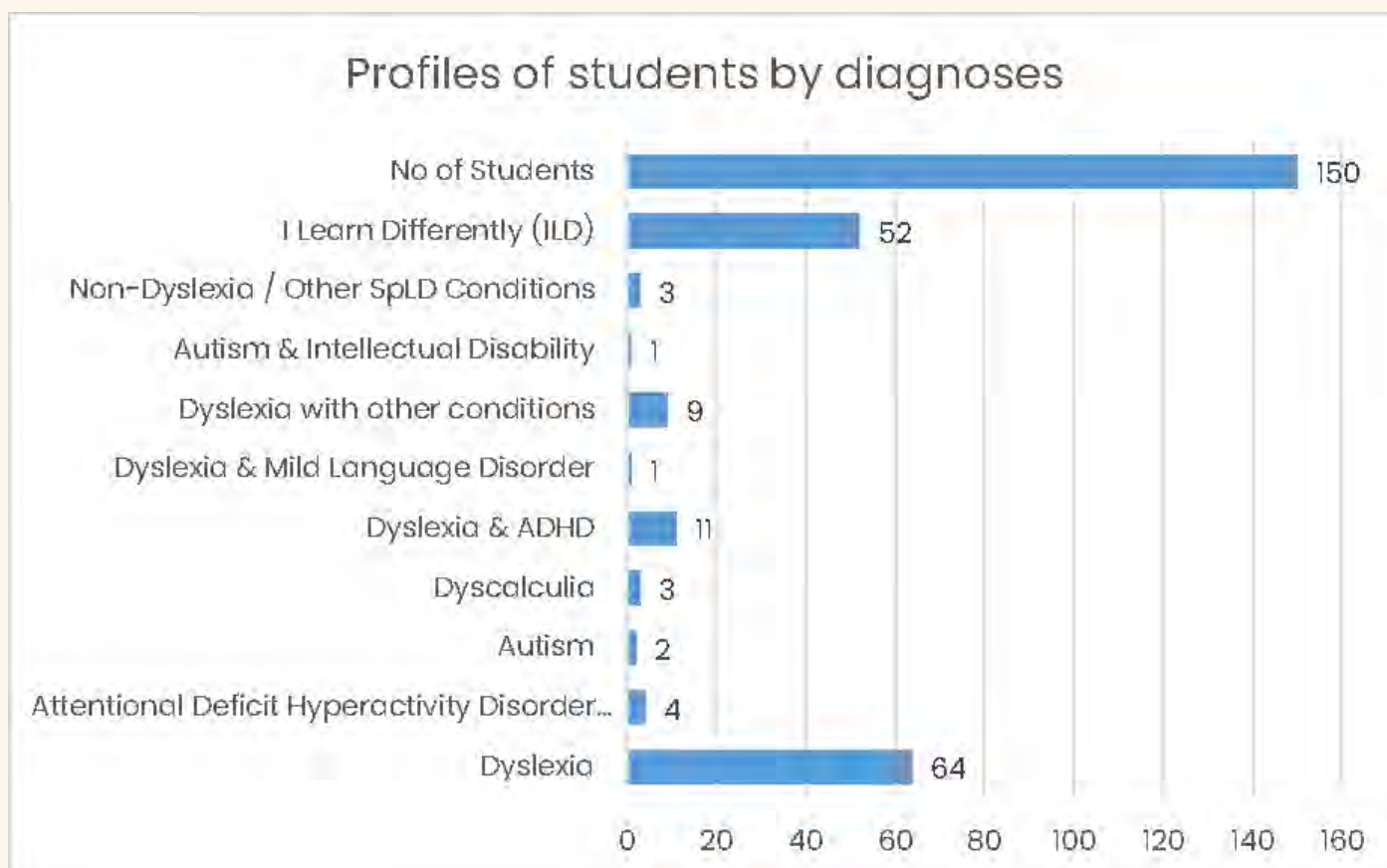


Student and Teacher Numbers	FY24/25
Total number of students	150
Specialist Teaching	139
Speech and Language Therapy	9
Specialist Teaching & Speech and Language Therapy	2
Students attending International Schools	57
Student attending Ministry of Education (MOE) Schools	89
Students attending Special Education (SPED) Schools	4
Specialist Teachers	16
Speech and Language Therapists	4



PROFILES OF STUDENTS RECEIVING SUPPORT THROUGH SPECIALIST TEACHING

Students accessing the Specialist Teaching Service at DAS International have a diverse range of educational needs. While many have dyslexia, we also support students with other learning differences, and all of whom benefit from our individualised educational approach.

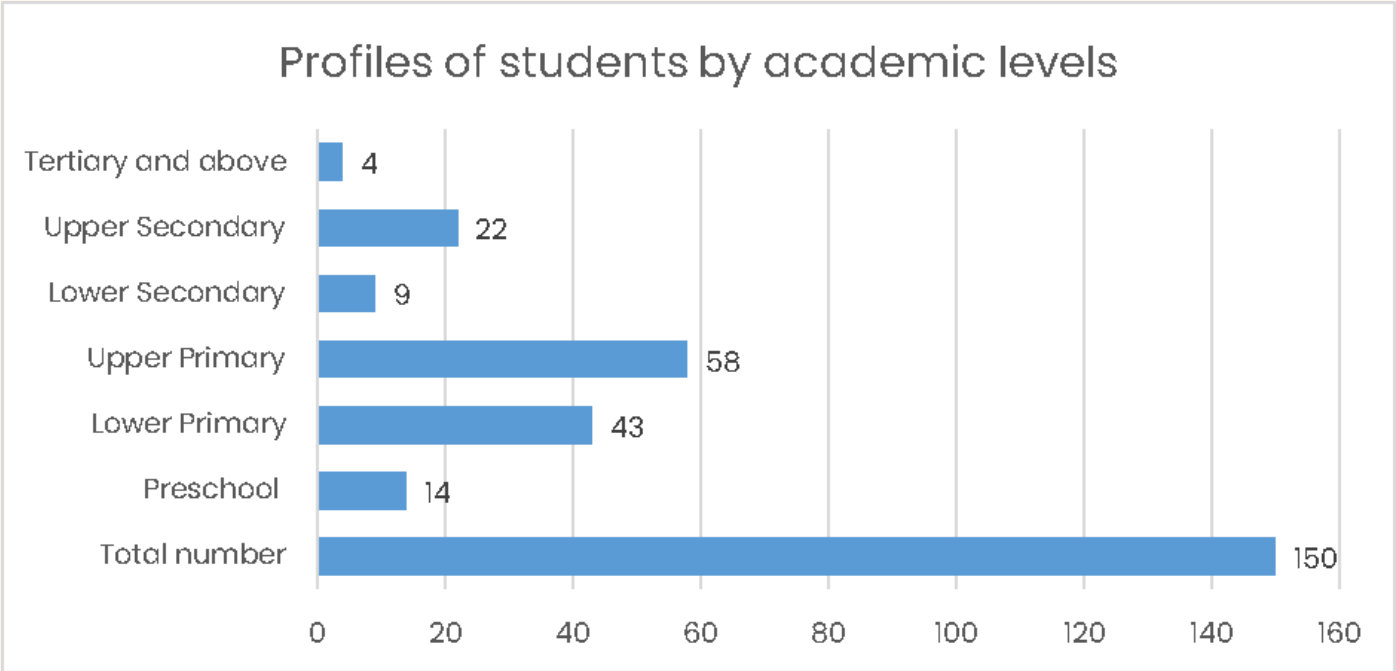


In FY2024/25, DAS International supported 150 students with a range of learning profiles. The largest group comprised students diagnosed with dyslexia (64), followed by those who are of “I Learn Differently” (ILD) profiles (52) who do not fit traditional diagnostic categories but require individualised intervention. Aligned with the initiative of our parent organisation, we recognise that every child’s educational journey is unique. Some students may encounter learning gaps or struggle with foundational skills. We regard them as “I Learn Differently” (ILD) profiles. We believe that our individualised educational support programmes can also provide these students with the right support and resources to overcome their challenges and reach their full potential. Our Specialist Teaching Service can provide individual educational support that are designed to support struggling learners without any

formal diagnosis to build foundational knowledge, boost confidence, and nurture a lifelong love for learning.

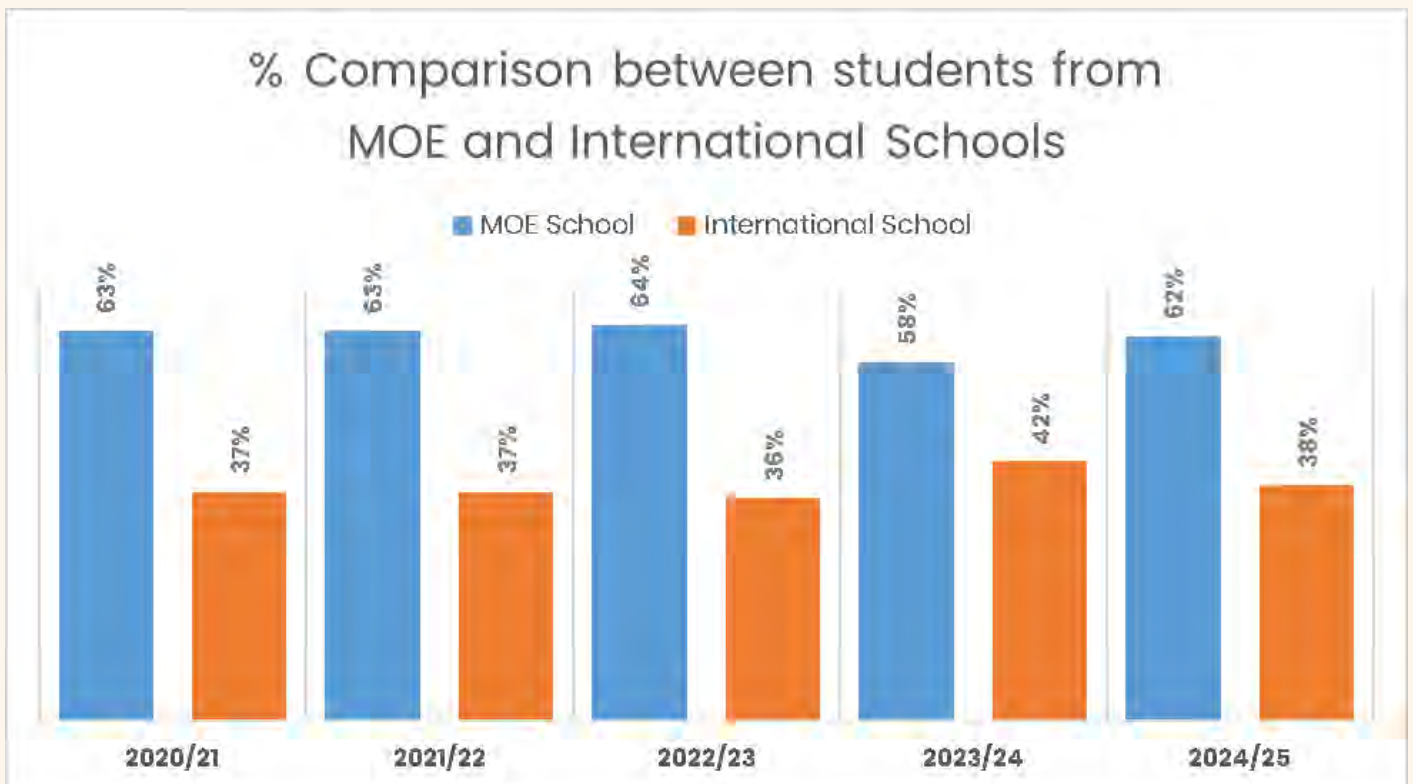
Dyslexia itself presents differently in each learner and may often co-occur with conditions such as ADHD. 11 students were identified with dyslexia and ADHD, while 9 students presented with dyslexia alongside other conditions. Profiles of dyslexia and other conditions refers to students who have been diagnosed with dyslexia and learning difficulties relating to executive functions and social, emotional and behavioural issues. Profiles of non-dyslexia and other SpLD conditions refers to students who have been diagnosed with dysgraphia, motor skills and other developmental delays. Smaller groups included students with ADHD (4), dyscalculia (3), autism (2), autism with intellectual disability (1), and dyslexia with mild language disorder (1).

This distribution highlights both the diversity of learning needs and the importance of providing tailored, multidisciplinary support that goes beyond dyslexia to address a broad spectrum of specific learning differences. Our Specialist Teachers bring a wide variety of professional backgrounds and expertise, and are recruited for their strong qualifications and extensive experience in supporting learners with special educational needs. They receive additional training in specialised knowledge and skills required for our individualised educational support programmes. With this preparation, they are well equipped to deliver effective and tailored interventions that help every individual student of different profiles to succeed.



Similar to previous years, while younger students do access our Specialist Teaching service, a larger proportion of students continue to come from the Upper Primary and Upper Secondary levels. This trend can be attributed to several factors, such as increased academic demands and motivation for academic milestones in preparation for national examinations (PSLE and 'O' Levels). For many families, the learning gaps may be overlooked until when it becomes more pronounced as their children progress towards higher levels, prompting them to seek intervention at these critical academic stages and transition points.

At the same time, we observe a consistent predominance of students from MOE Schools over the years, who make up approximately 60% of our enrolments while students from international schools account for the remaining 40%. This pattern reflects the increased academic pressures and milestone examinations within the MOE system, as well as the transitional challenges and diverse curriculum demands experienced by international school students.



PROFESSIONAL DEVELOPMENT

DAS International places great emphasis on providing a professional service. Specialist Teachers are given training provided by the DAS Academy to be equipped with the basic knowledge and skills in supporting learners in the programme.

Our Specialist Teachers are required to attend the following training:

- ◆ Certificate in Dyslexia Studies
- ◆ Certificate in Individual Education Plans (IEP) Planning for SpLD Learners
- ◆ Professional Certificate Course in Individual Education Plans (IEP) Planning for SpLD Learners (On-the-job training, which includes a short practicum)
- ◆ Specialist Diploma in Learning Support for Specific Learning Differences (SpLD)



The Specialist Diploma in Learning Support for Specific Learning Differences (SpLD) consists of modules that cover a range of knowledge and skills that allow our Specialist Teachers to select according to their areas of expertise, such as supporting learners with Mathematical learning difficulties, Chinese language learning difficulties and executive function deficits. The diploma training also includes a teaching practicum which further reinforces the application and enhances the quality skills in the classrooms for the Specialist Teachers.



QUALITY ASSURANCE

The Quality Assurance Audit (QAA) is conducted every financial year to ensure that our Specialist Teachers maintain high standard in teaching and provide adequate support to learners with learning difficulties.

The Specialist Teachers were required to submit the following documents for QAA for the period of 1 April 2024 – 31 December 2024.

- ◆ Brief student profile
- ◆ Individualised Education Plans (IEP) for student
- ◆ Recording of a complete 1-hour lesson (single file)
- ◆ Lesson plan (Use the provided standardised lesson plan template)
- ◆ Completed worksheets or pictures of activities conducted during the lesson
- ◆ Observation reports (signed by both the observer and the student teacher)

Out of the 13 Specialist Teachers, who are involved in the QAA process, 2 were exempted as they newly joined the team.

The rest met the expectations of planning and implementing IEPs and were assessed to be competent.



OVERSEAS TRAINING



Overseas Training



DAS International aims to prepare educational professionals in the region with knowledge and skills to effectively support students with learning differences in their own educational contexts by offering professional training programmes that are specially tailored to their needs. DAS International works closely with the DAS Academy by leveraging on more than two decades of rich experiences of its lecturers to conduct the training. The Overseas Training service covers a range of awareness building and capability building courses that empower international communities to provide the best intervention and care to learners with learning difficulties outside of Singapore. The training courses cover a range of topics:

Awareness building training

- ◆ Dyslexia
- ◆ ADHD
- ◆ Dyscalculia
- ◆ Executive Function deficits

Capability building training

- ◆ Teaching principles and strategies that effectively support these learners in English literacy
- ◆ Teaching principles and strategies that effectively support these learners in Chinese literacy
- ◆ Teaching principles and strategies that effectively support these learners in mathematics
- ◆ Universal Design Learning in creating a more inclusive learning environment for all

In addition, the training are customised based on the needs and context of the organisation.

Training in Jakarta, Indonesia: “Unlocking the potential of dyslexia. Strategies for educators”

DAS International responded to a request by Yayasan Poppy & Boenjamin Setiawan (YPBS) to conduct a teacher training for Santa Laurensia Elementary School in January 2025. Our trainers conducted a 1-day training for 42 teachers. This training aims to equip teachers with the skills and knowledge needed to support learners with dyslexia through a structured, multi-sensory teaching approach. It encourages teachers to be intentional and thoughtful in addressing the unique literacy needs of neurodiverse learners, ensuring they receive the necessary support to succeed.



Our DAS Academy Lecturers, Rebecca Shalini and Hamadatun Yusuf (right) with Ms Poppy Setiawan (Centre) and Ms Khoirun Nisa' Sri Mumpuni from Yayasan Poppy & Boenjamin Setiawan, (left) and Mr Terry Dipo, Principal of St. Laurencia Elementary school.

The learning outcomes by the end of the training are for the teachers to be able to:

1. Explain what dyslexia is and their impact on literacy development and classroom learning.
2. Describe executive functioning and its key components, including working memory, cognitive flexibility, and inhibitory control, and explain their relationship with dyslexia and literacy challenges.

3. Apply evidence-based strategies to develop executive function skills that support students with dyslexia in reading, spelling, and overall academic success.
4. Demonstrate the application of Orton-Gillingham teaching principles to teach phonics, syllabication, and spelling systematically and effectively.
5. Utilise multi-sensory tools and strategies, such as fingerspelling and Elkonin boxes, to engage students and support spelling development.

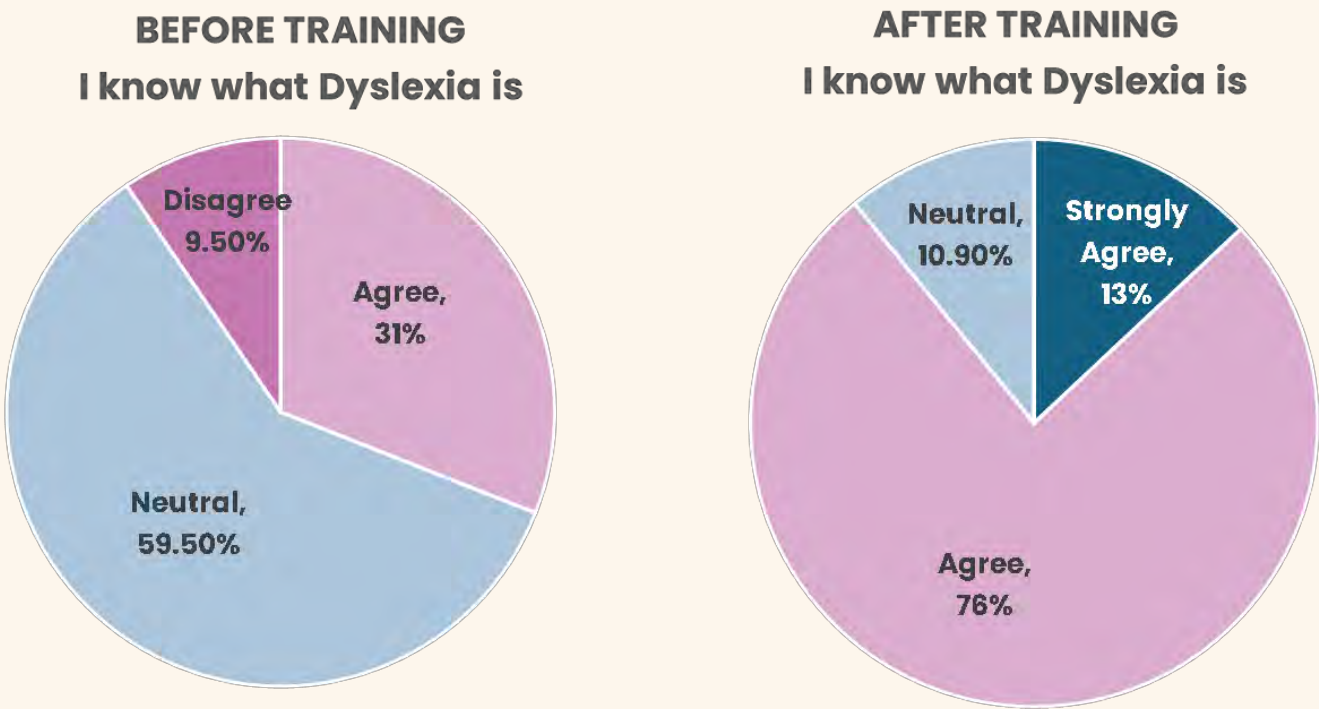


A pre- and post- questionnaire was given to the teachers before and after the training to evaluate the impact of the training on their knowledge of dyslexia and skills in supporting their students in the classroom.

Training Evaluation Analysis

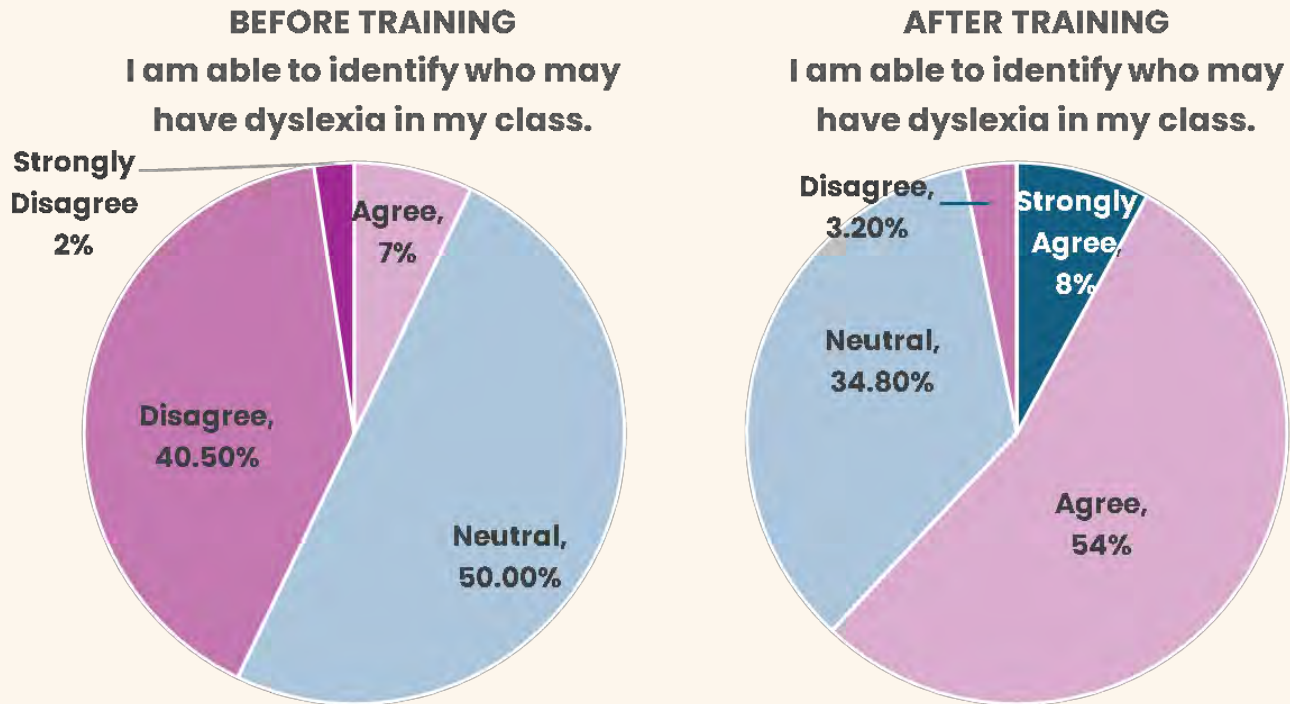
The objectives of the training evaluation are to assess the changes in the teachers’ understanding of dyslexia, their confidence and ability to implement learnt strategies and overall satisfaction with the training and relevance to their professional needs.

(a) Knowledge of Dyslexia: “I know what Dyslexia is.”



Teachers’ knowledge of dyslexia and their ability to explain what dyslexia is increased from 31% before training to 89.1% after training. This shows a significant improvement in their understanding of dyslexia.

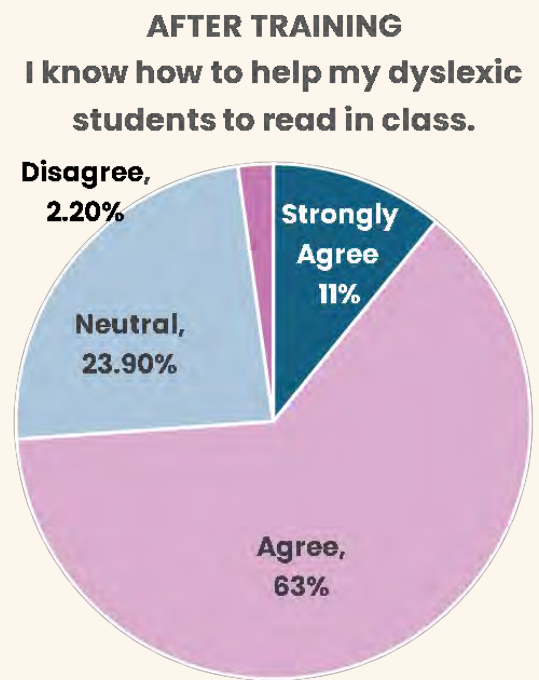
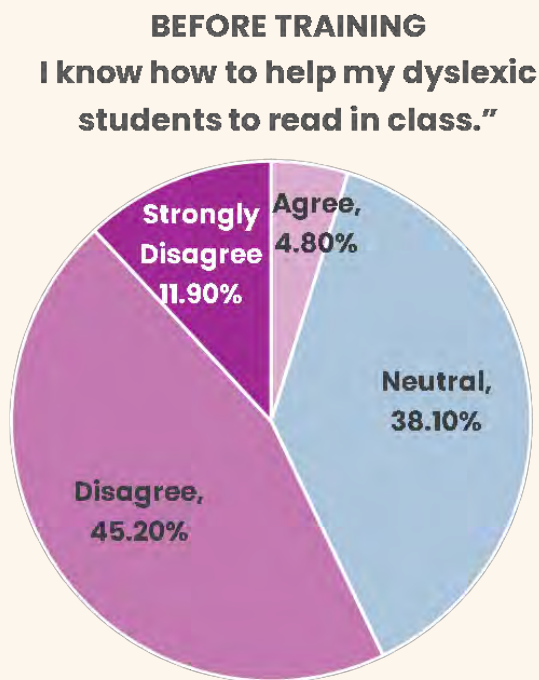
(b) Identification of Dyslexia: “I am able to identify who may have dyslexia in my class.”



The teachers initially stated that they were not able to identify students who may have dyslexia in their classrooms. After the training, they are now able to identify who may have dyslexia through their understanding of the signs and symptoms of dyslexia that were covered in the training. Those who stated that they are able to identify before and after the training showed quite a significant increase from 7.1% before training to 54.3% after training. However, it is noted that about 35% of the teachers (some decrease from 50% before training) remained neutral about their ability to identify dyslexia in their students. Further recommendations are provided in the summary and action plans below.

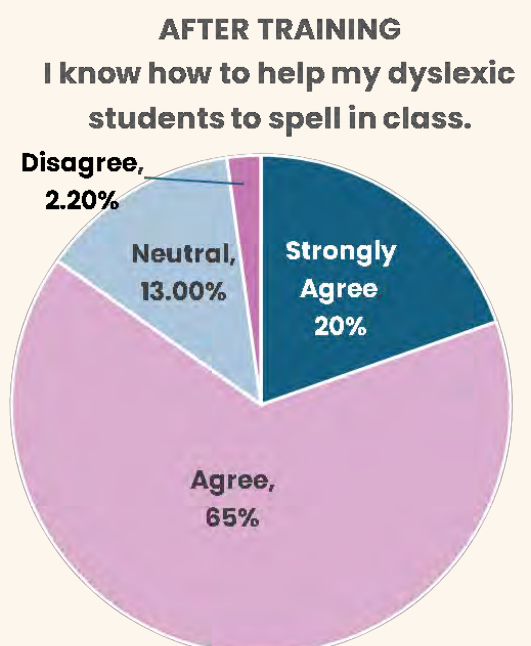
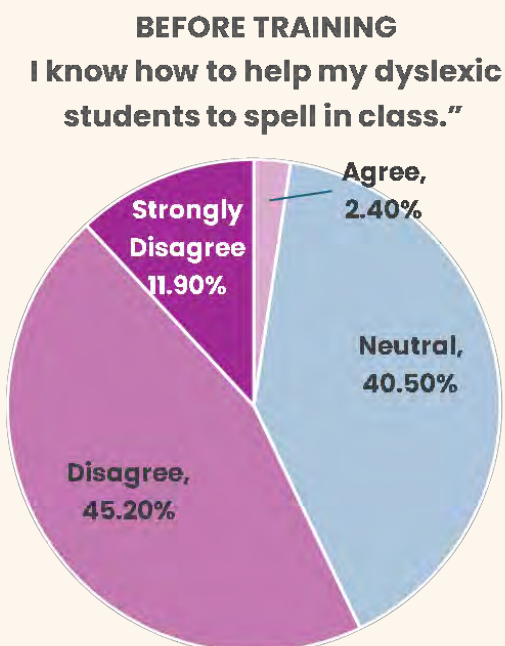


c) Supporting the learner: “I know how to help my dyslexic students to read in class.”



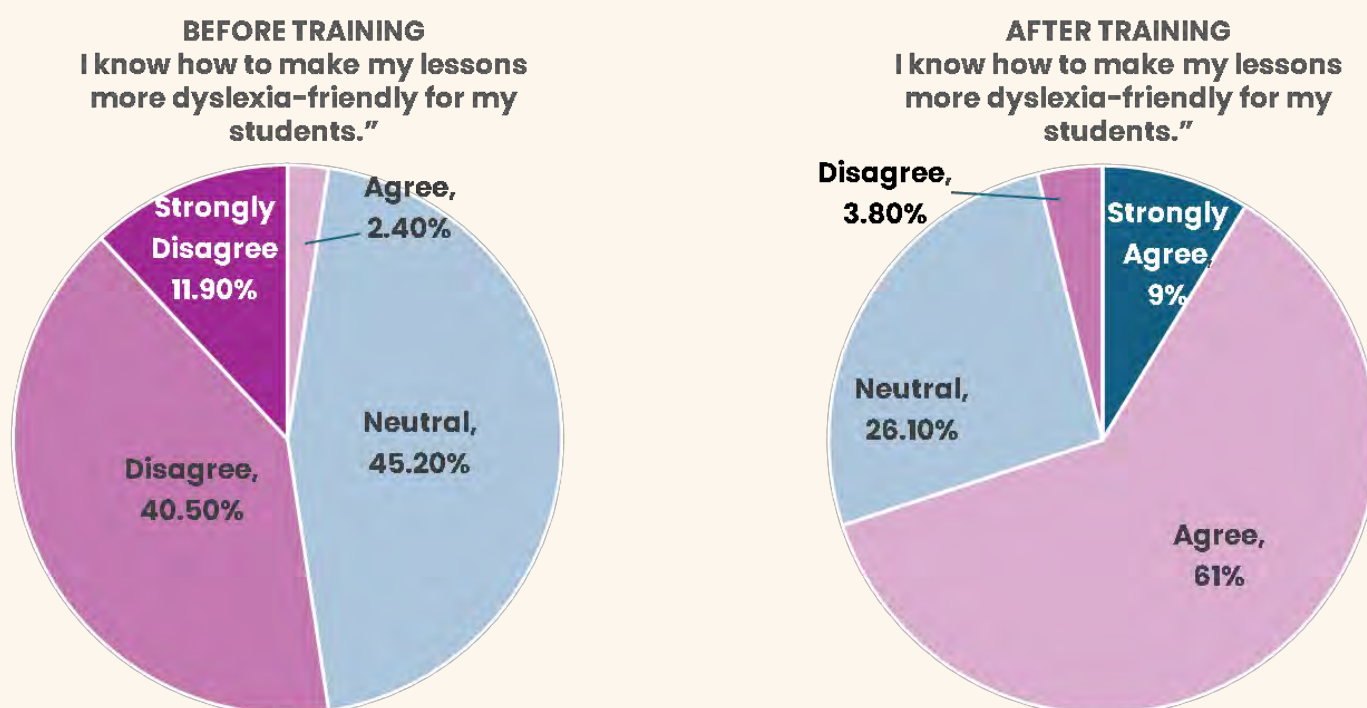
As for helping dyslexic students to read in class, there is a significant increase from 4.8% before training to 73.9% after training. This shows that teachers are now more equipped with the skills to help dyslexic students to read in class.

(d) Supporting the learner: “I know how to help my dyslexic students to spell in class.”



Similarly, for helping dyslexic students with spelling in class, there is a significant increase from 2.4% before training to 84.8% after training. This shows that teachers are now more equipped with the skills to help dyslexic students to spell difficult words in class.

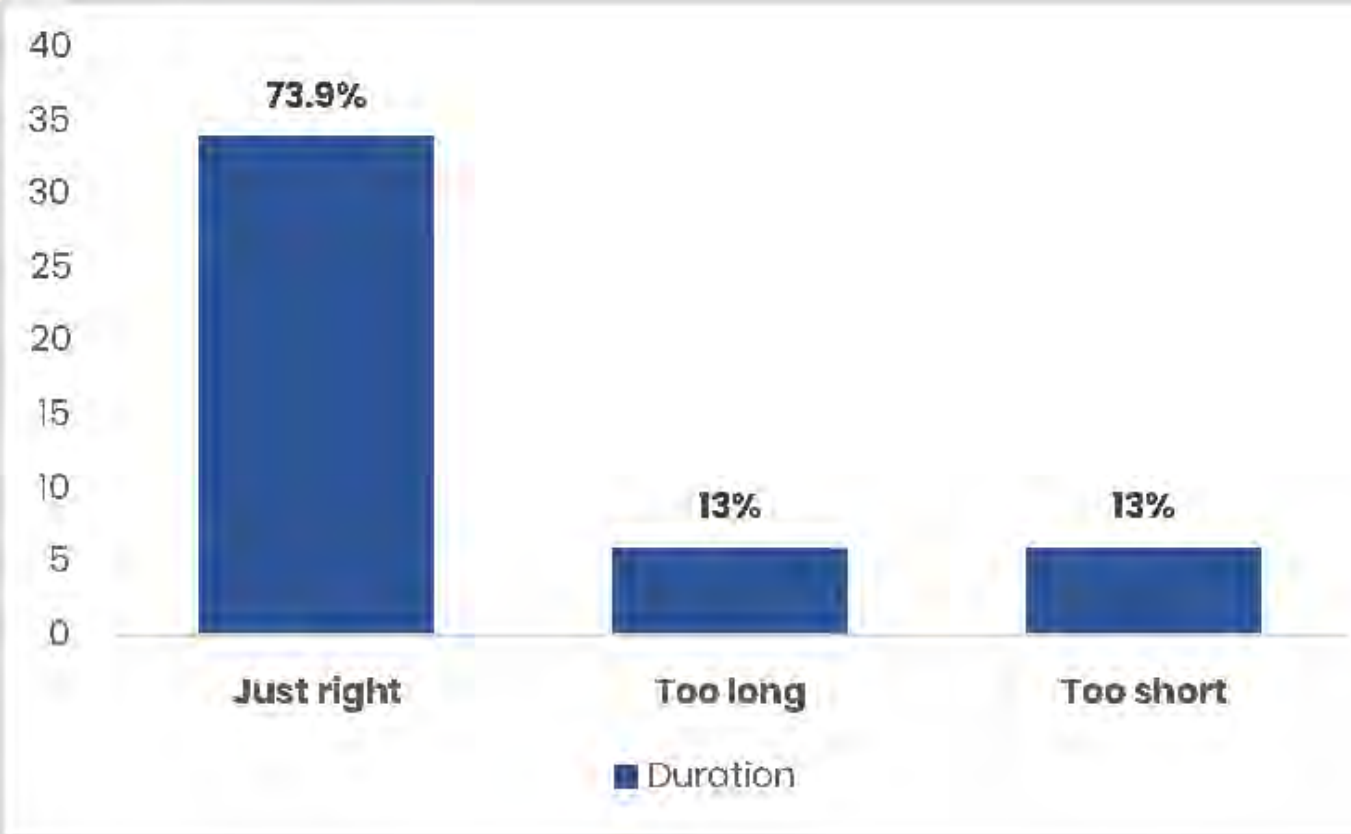
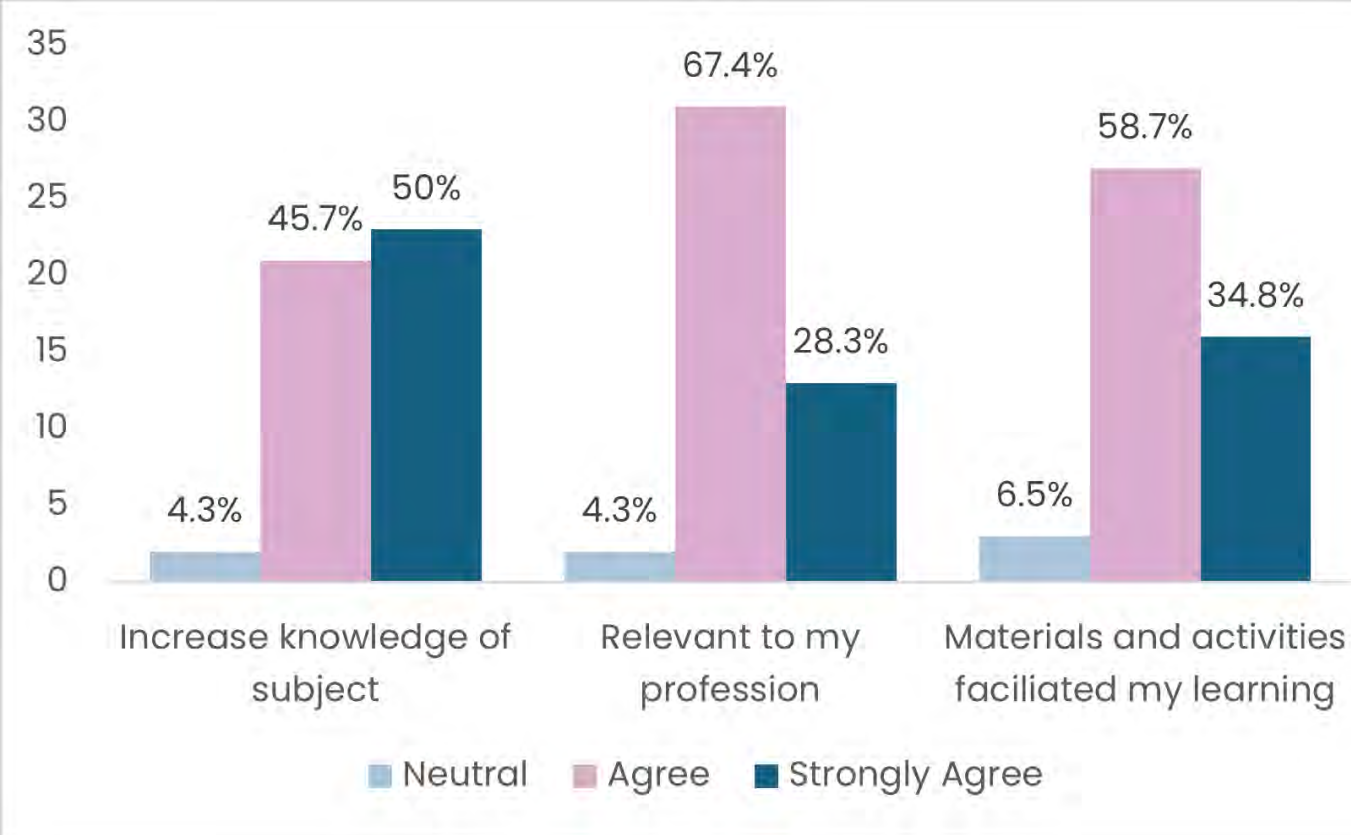
(e) Supporting the learner: “I know how to make my lessons more dyslexia-friendly for my students.”

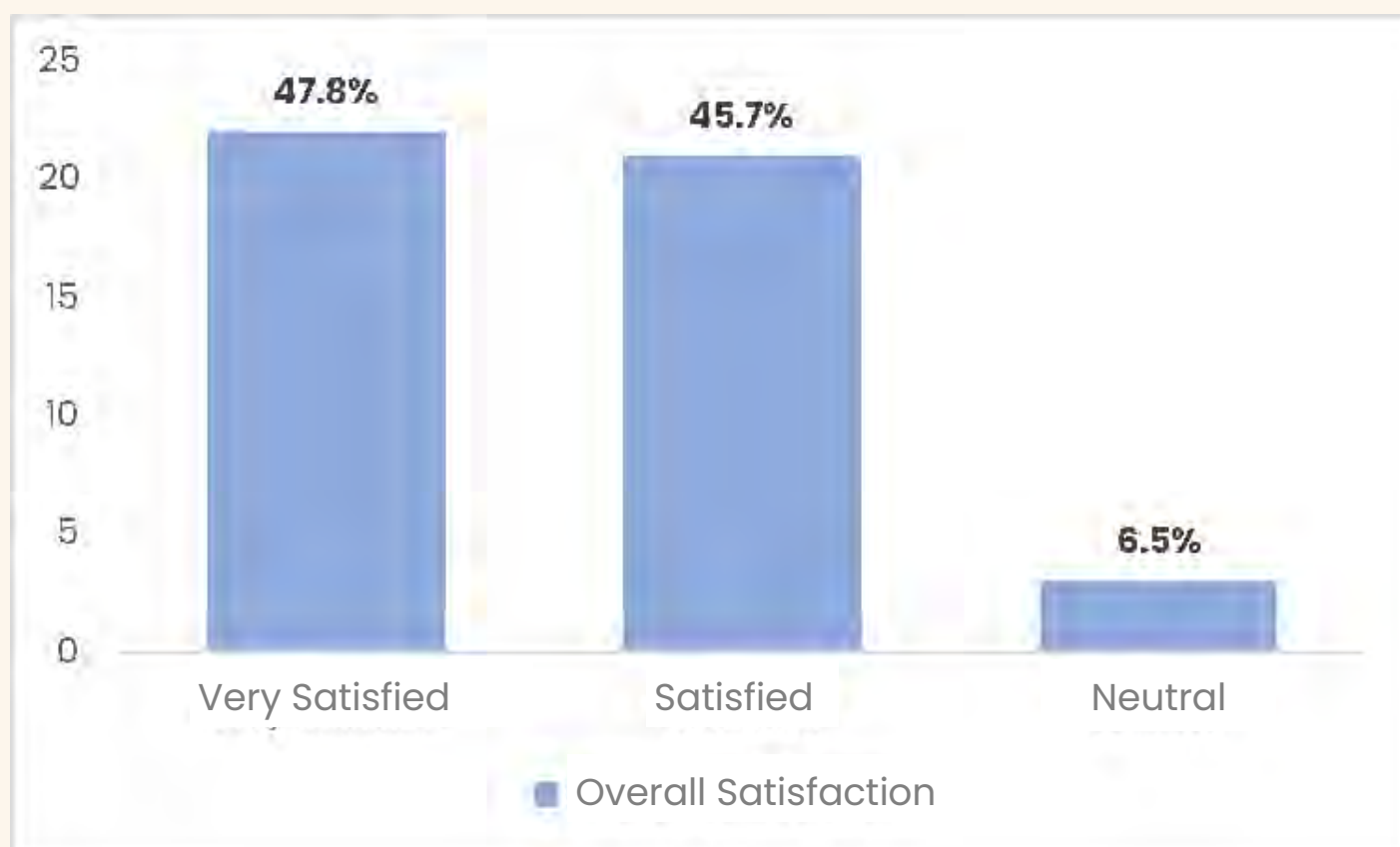


Through the training which covered on the understanding of dyslexia and Orton-Gillingham principles, there is a significant increase from 2.4% before training to 69.6% after training for teachers who know how to make their lessons more dyslexia-friendly for their students.

All in all, the training is found to be effective and cater to the needs of the teachers in Santa Laurensia Elementary School. Most of the teachers found training informative, relevant and useful to their professional context. The following graphs show the overview of the teachers' feedback about the course. Generally, the teachers were satisfied with the training and most of them found the duration of a one-day training to be just right.

About the course





Summary of the teachers' plans after the training

The teachers expressed their plans to implement several strategies to support dyslexic students in their classrooms based on what they have learnt from the training.

- ◆ Incorporate the Orton-Gillingham approach and multisensory teaching using visual aids and hands-on activities, and providing clear, simple oral instructions to support dyslexic students
- ◆ Support dyslexic students in reading and spelling through use of simultaneously multisensory approach to teach phonics and use LINC and sight word strategies to teach difficult vocabulary
- ◆ Breakdown tasks into manageable steps and provide additional time for assignments and activities, especially in reading and writing

- ♦ Pay special attention to dyslexic students and monitor their progress and tailor support accordingly in their reading and writing
- ♦ Encourage and motivate students through positive reinforcement

Summary of the teachers' feedback about what they liked about the course

The teachers found the training insightful, helpful and essential for them in supporting dyslexic students. Many expressed that they have gained deeper understanding of dyslexia and practical strategies that are applicable for them to help dyslexic students to read and write. The teachers also feedback that there is a good balance between theoretical concepts (i.e., Orton-Gillingham teaching principles) and practical applications, as well as good integration of real-life examples that are beneficial for their teaching. They found the learning experience enjoyable and the activities engaging, allowing them to apply and demonstrate their understanding with step-by-step guidance from the trainers. There was recurring request for more in-depth content on dyslexia and how to cater to other students with learning difficulties.

The teachers have expressed interests in having more such practical training on systematic approaches in supporting students with diverse learning needs in a classroom. Some have asked about how to apply the Orton-Gillingham principles in teaching students in Bahasa and Math. Some have asked for more strategies that support ADHD and autism, emotional resilience and motivation in students, classroom management and inclusive teaching.

In addition, teachers have asked for methods of identifying dyslexia and tools for assessment. While the training provided the teachers an understanding of dyslexia to help them observe students who possibly show signs and symptoms of dyslexia, it is understandable that an identification tool that detects dyslexic symptoms can help teachers make a more informed decision on the support the students need. Hence, the following are the actionable suggestions on a follow-up training plan for YPBS' consideration.



Highlight of the Year



Celebrating Success

Special Bouquet by Parents of Naomi Ann von Daeniken, a Grade 10 student at St Joseph Institute International, currently preparing for IGCSE exams scheduled for October and November.



Dear Ms Shen,

I hope this email finds you well. It feels like just yesterday that Naomi began her learning journey with DAS, and we have watched her grow so much during this time.

After careful consideration I am writing to inform you that Naomi will not be continuing with her tuition sessions at DAS. Due to scheduling constraints and Naomi's current academic commitments, we have decided to explore different educational support options moving forward.

We cannot express enough the gratitude for the incredible support that DAS has provided Naomi through these years. The dedication and expertise of her teachers have made such a meaningful difference in her learning journey. We would particularly like to extend our heartfelt thanks to Ms Veena, Ms Anupama and Ms Shilpa, who have each played such an important role in Naomi's development and growth.

The foundation that DAS has helped build for Naomi will undoubtedly continue to serve her well as she progresses in her studies. We are truly indebted to the entire team for their unwavering commitment to her success.

Thank you once again for everything you and your team have done for Naomi. We wish DAS continued success in supporting students on their learning journeys.

Kind Regards
Didier and Eva





Shilpa Madane
Senior Specialist Teacher
Adjunct Lecturer,
DAS Academy
RETA Fellow



Naomi was diagnosed with dyslexia at age 6. She struggled with writing, spelling, phonics, and keeping pace with peers, which affected her academic progress and confidence despite working hard and making some gains in reading. She joined the DAS International Specialist Teaching programme in Grade 1 and had made tremendous progress academically and emotionally. She developed fluent reading skills and strong mathematical abilities, enabling her to pursue IGCSE studies in high school, and received recognition for outstanding progress in the Chinese Department for reading in 2023. During her time at DAS, Naomi developed key life skills, including discipline in completing assignments, self-confidence in her abilities, independence in studying, and self-acceptance regarding her learning differences. She encourages others with dyslexia to recognise their progress, embrace their unique learning journey, and take pride in their efforts, emphasising that dyslexia does not define one's potential or worth. Looking ahead, Naomi aspires to build a successful career in music, using her creative skills to their fullest potential and transforming her unique perspective and experiences into strengths that will serve her well in her chosen field.

DAS International is proud of Naomi's achievements and delighted to welcome her as part of our DAS Alumni. As an ambassador, she contributes back to the community by advocating for greater awareness of dyslexia and inspiring younger learners to believe in their own potential. Well done, Naomi! Her journey reminds us that perseverance and passion can open doors to endless possibilities, and we look forward to seeing her continue making a difference!

FINANCIAL INFORMATION



Overview of Revenue from DAS International Services



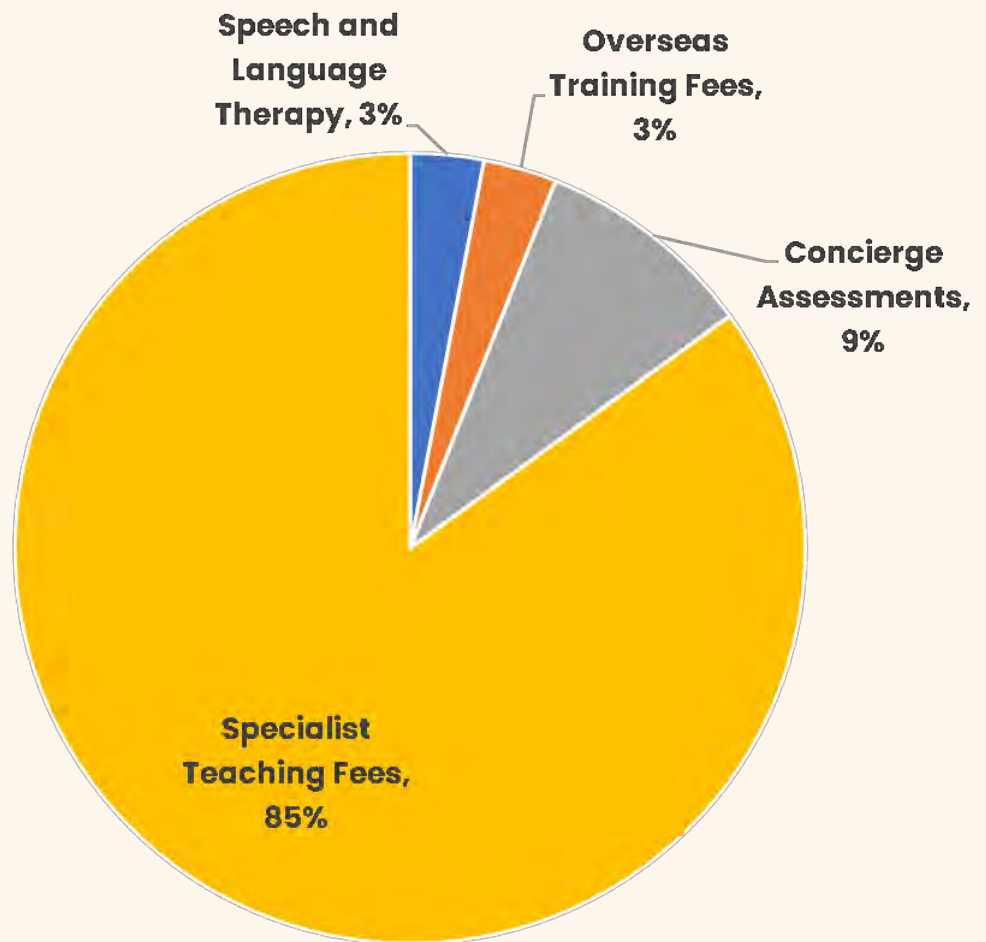
Specialist Teaching is at the heart of DAS International's services, making the greatest contribution to revenue while delivering the most direct impact on learners' progress and success. In FY2024–25, it accounted for 86% of total revenue, reflecting both its scale and significance. Through structured, evidence-based intervention, this service provides learners with the skills, confidence, and strategies they need to thrive. Its dual role in sustaining DAS International's operations and transforming lives underscores its central place in our mission. Complementing this, assessments contribute 8%, while Speech and Language Therapy (SLT) and Overseas Training each make up 3%. These services, though smaller, highlight growing avenues of support and diversification that strengthen DAS International's overall impact.

Over the past three financial years, revenue trends show steady growth. Specialist Teaching has remained the largest and fastest-growing source of revenue, increasing by 27% since FY2022–23. Revenue rose from \$351,000 in FY2022–23 to \$447,000 in FY2024–25. Assessments have also shown strong growth, more than doubling over the same period, from \$18,000 to \$39,000, reflecting rising demand for diagnostic and evaluation services.

Overseas Training has emerged as a new contributor, with a notable increase in FY2024–25, reaching \$15,000 compared to \$2,000 the year prior, signalling growth potential in international engagement. While these developments signal a strengthening of revenue diversification, Specialist Teaching continues to be the dominant driver of both income and impact for DAS International. We foresee Concierge Assessments and Overseas Training services, to pick up in the new FY.

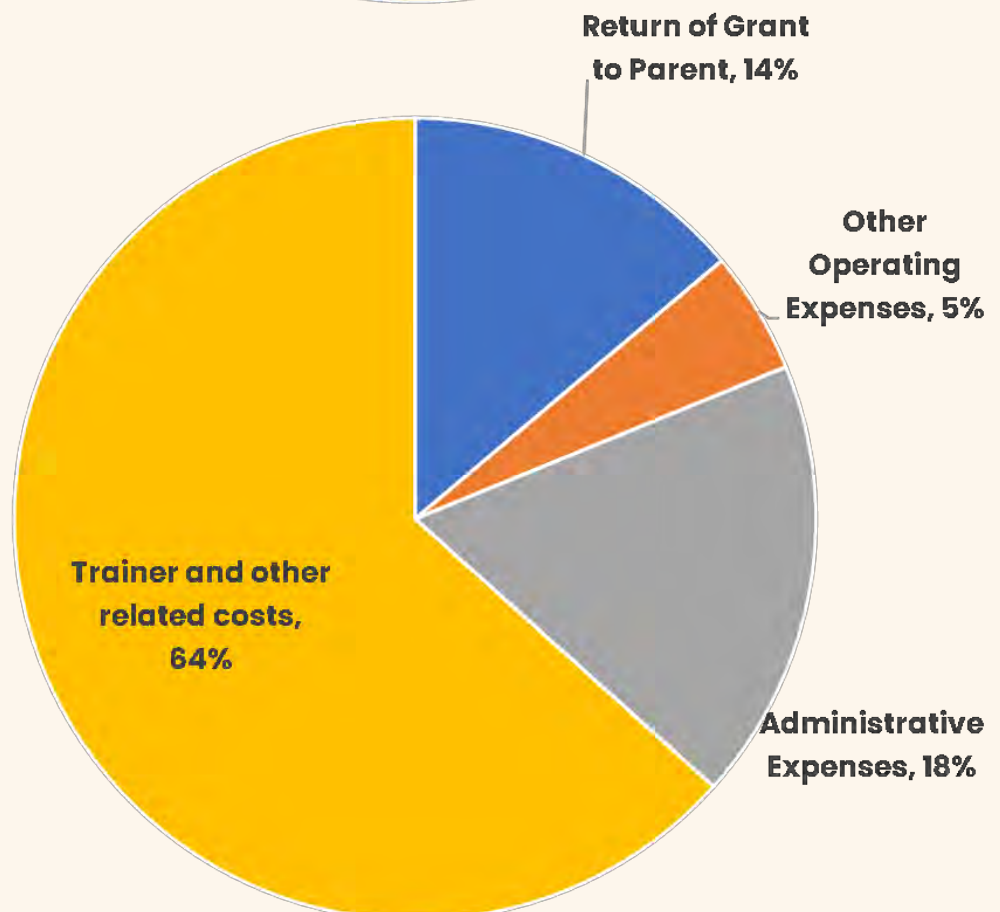
INCOME

FY 2024-25

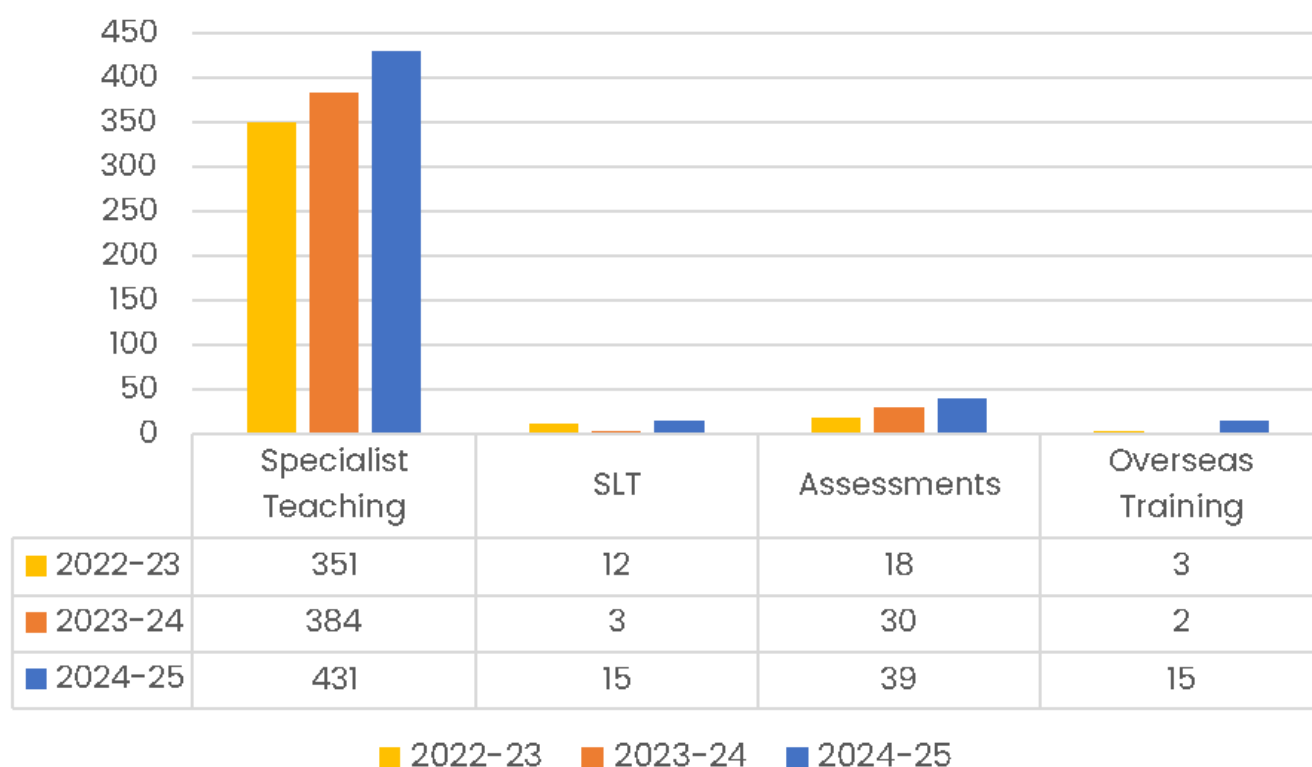


EXPENSES

FY 2024-25



Comparison of Revenue over 3 Financial Years (\$'000)



DAS INTERNATIONAL SERVICES LTD

Income (SGD \$,000)	FY2024-25	FY2023-24	FY2024-25	FY2023-24
Tuition fees – Specialist Teaching	431	384	85%	92%
Tuition fees – Speech & Language Therapy	15	3	3%	1%
Overseas Training fees	15	2	3%	0%
Concierge Assessment fees	46	30	9%	7%
Total Income	506	420	100%	100%

Expenditure (SGD \$,000)	FY2024-25	FY2023-24	FY2024-25	FY2023-24
Trainer and other related costs	323	272	64%	67%
Administrative expenses	90	79	18%	19%
Other operating expenses	25	21	5%	5%
Return of grant to Parent (DAS)	70	35	14%	9%
Total Expenses	509	407	100%	100%

Governance Evaluation Checklist

SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or 'Partial Compliance", please explain.
Principle 1: The charity serves its mission and achieves its objectives.				
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	
Principle 2: The charity has an effective Board and Management.				
4	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	
5	The Board and Management should be inducted and undergo training, where necessary, and their performance reviewed regularly to ensure their effectiveness.	2.2	Yes	The Board of Governance of DAS International Services Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore.
6	Document the terms of reference for the Board and each of its committees. The Board should have committees (or designated 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	

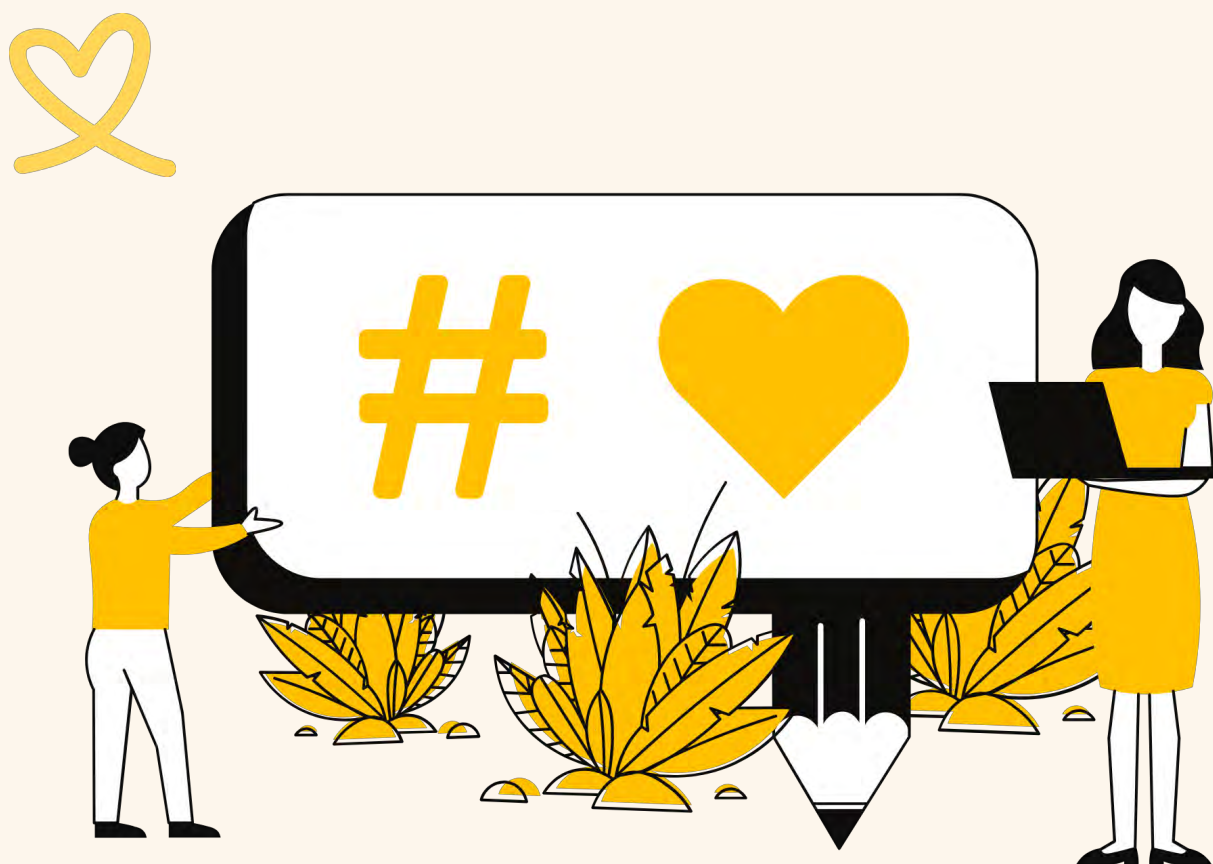
SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or 'Partial Compliance', please explain.
7	Ensure the Board is diverse and of an appropriate size, and has a good mix of skills, knowledge, and experience. All Board members should exercise independent judgement and act in the best interest of the charity.	2.4	Yes	
8	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	
9	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	
10	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	
11	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	

SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or "Partial Compliance", please explain.
Principle 3: The charity acts responsibly, fairly and with integrity.				
12	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	
13	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	
14	Ensure that no Board member is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
15	Ensure that no staff is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
16	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	
17	Take into consideration the ESG factors when conducting the charity's activities.	3.5	Yes	
Principle 4: The charity is well-managed and plans for the future.				
18	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	
19	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	

SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or 'Partial Compliance', please explain.
Principle 3: The charity acts responsibly, fairly and with integrity.				
20	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	
21	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	
Principle 5: The charity is accountable and transparent.				
22	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	
23	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	
24	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	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.

SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or 'Partial Compliance', please explain.
25	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	
26	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	
27	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	
28	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	

SN	Call for Action	Code ID	Did the charity put this principle into action?	If you have indicated "No" or 'Partial Compliance', please explain.
Principle 6: The charity communicates actively to instil public confidence.				
29	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	
30	Listen to the views of the charity's stakeholders and the public and respond constructively.	6.2	Yes	





DAS International

**EMPOWERING SUCCESSFUL
LEARNING**

DAS International Services Ltd

UEN Number: UEN: 201111119G

Auditor: CLA Global TS Public Accounting Corporation

Main Banker: OCBC Bank

Designed by: Deborah Hewes,
Director, Communications, Engagement and Fundraising

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