



DAS International

**EMPOWERING SUCCESSFUL
LEARNING**



Growing Impact: Reaching Further, Supporting Deeper

DAS INTERNATIONAL ANNUAL REPORT 2025-2026

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.

DAS International Services Ltd
(UEN: 201111119G)

Business Address

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

Auditor:

CLA Global TS Public
Accounting Corporation

Main Banker:

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Registered Address

8 Wilkie Road
#03-01 Wilkie Edge
Singapore 228095

Designed by

Deborah Hewes,
Director, Special Projects & Managing Editor of APJDD

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Executive Summary

FY2025-26 was a year of consolidation, strengthened professional practice and broader regional reach for DAS International. The organisation continued to build on its role as a trusted provider of psycho-educational assessments, individualised specialist teaching, speech and language therapy, and overseas training for learners with dyslexia and other learning differences.

Service delivery remained responsive to the needs of families, schools and adult learners. Concierge Assessments sustained the growth achieved in the previous year, while Specialist Teaching continued to be the core service, supporting learners with a wide range of profiles and educational needs. Demand remained strongest among students from Singapore MOE schools, who represented 80% of enrolments, reflecting continued awareness of early identification, timely intervention and support during key educational transitions.

Quality assurance and professional development were key priorities during the year. The introduction of the Supportive Practice Circle strengthened reflective practice and peer learning among Specialist Teachers, while the enhanced Quality Assurance Audit, which included live lesson observations, reaffirmed the consistency of evidence-based and individualised teaching. DAS International also extended its impact beyond Singapore through overseas training and webinars, supporting educators, parents and partner organisations in building more inclusive learning environments.

Financially, revenue remained broadly stable, with Specialist Teaching continuing to be the largest contributor at 71%. At the same time, the growing contribution from Concierge Assessments and Overseas Training points to a more diversified and sustainable service portfolio. Looking ahead, DAS International will focus on strengthening enrolments, deepening school and organisational partnerships, expanding assessment and adult-support pathways, and building regional capacity through training and collaboration. Guided by its mission, the organisation remains committed to empowering learners with Specific Learning Differences to achieve their full potential.

Message from Head of DAS International

The simple story about a boy walking along a beach, gently returning stranded starfish to the sea, one by one, continues to capture the heart of our work at DAS International.

When the boy was told that he could not possibly make a difference because there were thousands of starfish along the shore, he picked up another and returned it to the water, saying, “Well, I made a difference to that one.”

Specialist Teaching remains at the core of what we do, by providing individualised, evidence-based support that recognises each learner’s unique strengths, needs and potential. Whether we are helping a learner overcome a literacy challenge, supporting a learner through an important academic transition, or building confidence in a learner who has struggled to find success in learning, our work begins with understanding the individual and supporting them, one step at a time.

As DAS International grows, so is our understanding of what it means to make an impact. Our vision this year, “Growing Impact: Reaching Further, Supporting Deeper”, reflects our commitment not only to support more learners, but to strengthen the quality and reach of the support we provide. Supporting deeper begins with the people at the heart of our work, who are the Specialist Teachers. We recognise that to provide meaningful support to learners, we must also invest in and support the professionals who work alongside them. By strengthening their professional knowledge, practice and reflective capacity, we strengthen the support that reaches every learner in our classrooms.

At the same time, we are reaching further by sharing our knowledge beyond the classroom through webinars and training. Looking ahead, we are excited about the opportunities to extend this reach even further. Through the support of the Oak Foundation, DAS International will embark on an expanded training initiative to build the capacity of educators and organisations across the region.



Yet, amidst this growth, one thing remains unchanged: the learner remains at the centre of everything we do. Every learner we support matters. Every teacher we strengthen matters. Every parent we empower, every educator we train, and every partnership we build creates another ripple of possibility.

Together, we continue to create ripples that travel much further than we may ever see.

Dr Priscillia Shen

Head of DAS International &
Director of Community-based
Programmes, DAS



Our Strategy for the Year Ahead

In the coming year, DAS International will continue to strengthen its suite of individualised services for learners of all ages with dyslexia and other Specific Learning Differences, as well as those experiencing challenges in learning who may not yet have a formal diagnosis. Our strategy will focus on providing comprehensive, evidence-based support that responds to each learner's unique profile, needs and goals. This includes the continued provision of Concierge Assessments, alongside individualised educational support through our Specialist Teaching service in Singapore and beyond. We will also continue to develop our Speech and Language Therapy service to provide more holistic support for learners with diverse learning needs.

At the heart of this strategy is our commitment to maintaining high standards of professional practice. Our programmes are delivered by qualified and experienced professionals, and we will continue to invest in their professional development, reflective practice and quality assurance. By strengthening the knowledge and capabilities of our Specialist Teachers and other professionals, we aim to ensure that learners receive personalised support that is responsive, consistent and grounded in evidence-based practice.

DAS International will also continue to share our expertise beyond the classroom. The Learning Lounge Webinar series will continue to explore a range of topics relevant to learners at different stages of their educational journey, from early years and school transitions to mathematics, assessments and support for adult learners.

Our professional training initiatives will likewise be expanded through stronger partnerships with schools and organisations in Singapore and across the region. The Oak Foundation-supported training initiative will provide an important platform for DAS International to extend its reach through awareness- and capability-building programmes.

As we look to the year ahead, DAS International remains committed to growing our services while remembering where it all begins – with one learner, one educator, one family, and one opportunity to make a difference.

Overview of 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 more than 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, individualized 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



Mr Eric Lee, PBM
Director



Mr Kevin Kwek
Director



Dr Cynthia Tan
Director



Ms Lie Ay Wen
Director

Appointed on 18 October 2025



Mr Lee Siang
Director

ORGANISATION CHART

DAS INTERNATIONAL SERVICES LTD



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

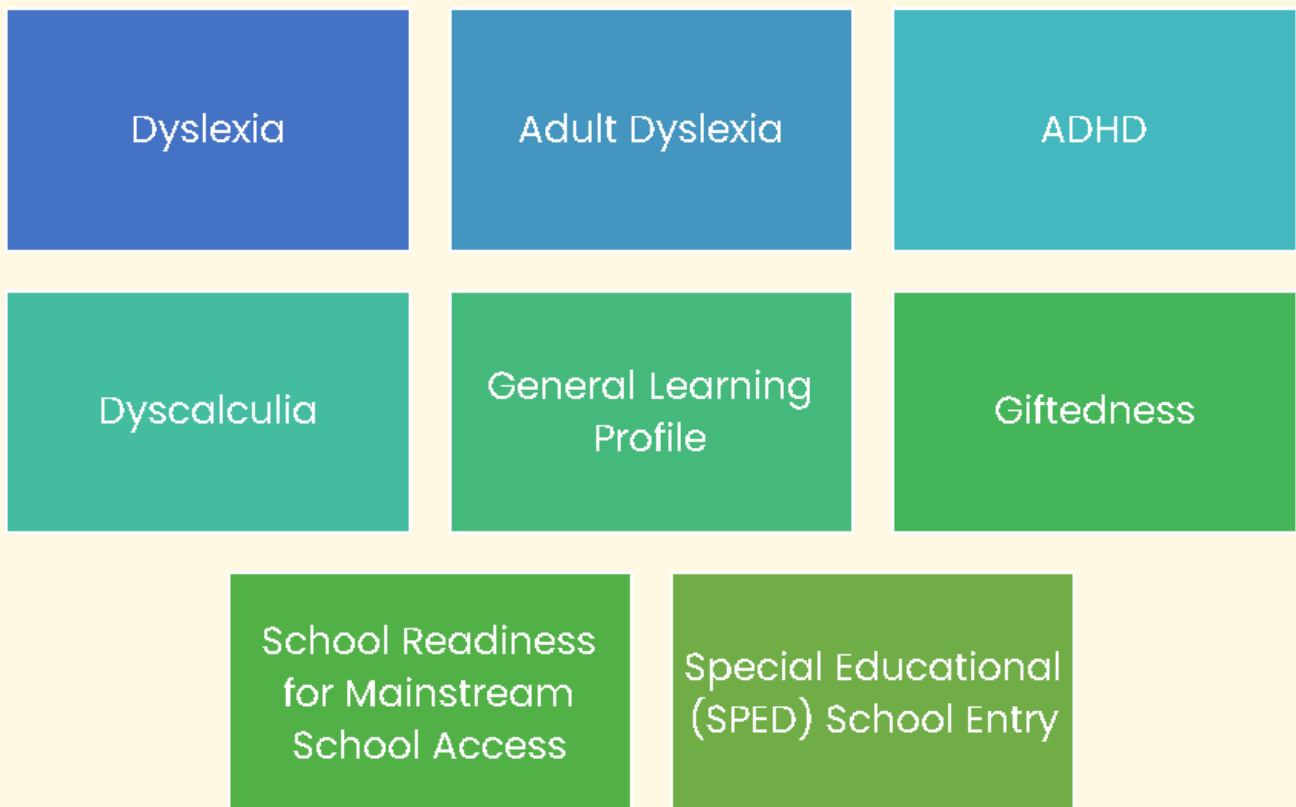


Concierge Assessments

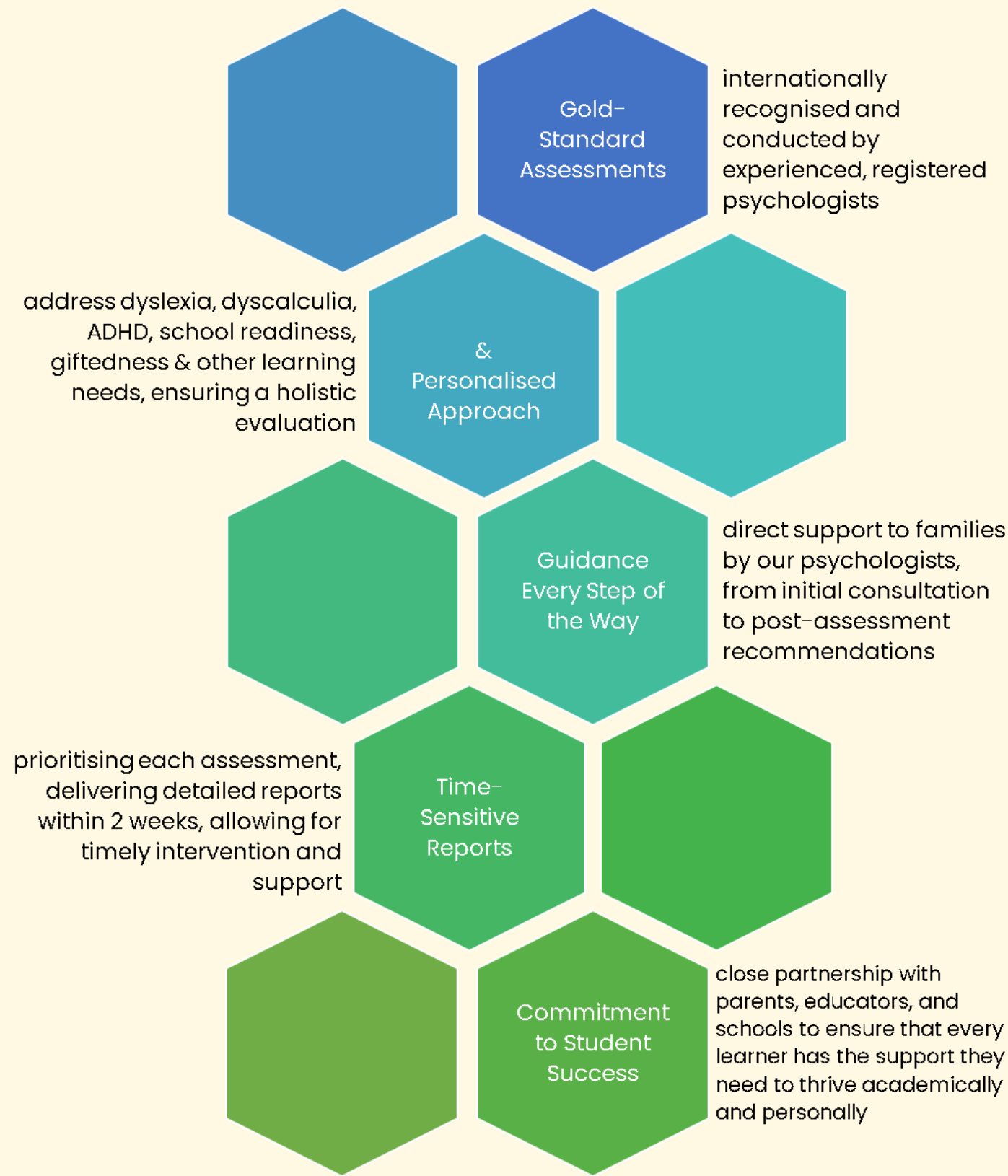
About our Concierge Assessment Services

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.



KEY FEATURES OF THE CONCIERGE ASSESSMENTS SERVICE:



CONCIERGE ASSESSMENTS			
Country	Assessment FY 25/26	Assessment FY 24/25	Assessment FY 23/24
Singapore (MOE School)	14	11	5
Non-SG International School	2	7	2
Adult (Singapore)	1	-	-
Adult (Philippines)	1	-	-
Adult (Indonesia)	1	-	-
Bangladesh	-	1	-
India	-	-	-
Indonesia	-	-	2
Vietnam	-	-	2
Total	19 Assessments	19 Assessments	11 Assessments

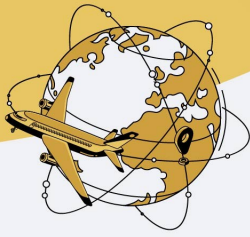
In FY2025-26, DAS International conducted a total of 19 Concierge Assessments, maintaining the same level of service delivery as FY2024-25 and representing a significant increase from 11 assessments in FY2023-24. This sustained growth reflects the continued demand for high-quality, personalised psycho-educational assessments, with the number of assessments increasing by more than 70% over the past three financial years.

Learners from Singapore MOE schools continued to form the largest client group, increasing steadily from 5 assessments in FY2023-24 to 11 in FY2024-25 and 14 in FY2025-26. This upward trend reflects growing awareness of the importance of early identification and intervention among local schools and families. Assessments for students from International Schools remained an important component of the service. While the number of assessments fluctuated over the three-year period, the continued demand highlights DAS International's ongoing role in supporting expatriate and international communities.

The service also continued to extend its reach beyond Singapore. In FY2025-26, DAS International supported three adult clients (one each from Singapore, the Philippines, and Indonesia) marking the highest number of adult assessments to date. Although referrals from other countries remain modest, the diversity of clients served over the past three years, including Bangladesh, Indonesia, Vietnam, and the Philippines, reflects DAS International's growing regional presence and its increasing recognition as a trusted provider of psycho-educational assessments.

Beyond diagnosis, the Concierge Assessments service plays a pivotal role in informing meaningful intervention. By developing a comprehensive understanding of each learner's unique cognitive and learning profile, DAS International can recommend personalised educational pathways and interventions that empower learners to experience success in school and beyond. This holistic and individualised approach ensures that support is tailored to each learner's strengths, needs, and aspirations.

Looking ahead, DAS International is well-positioned to further strengthen the impact of its Concierge Assessments service. Building on the sustained demand seen over the past three years, we will continue to deepen partnerships with local and international schools to enhance referral pathways, expand collaborations with overseas schools and non-governmental organisations, and explore opportunities to support more adults with Specific Learning Differences through partnerships with higher education institutions and employers. As demand continues to grow, maintaining a timely, comprehensive, and personalised assessment service will remain central to sustaining the confidence and trust of learners, families, schools, and regional partners.



DAS International
EMPOWERING SUCCESSFUL
LEARNING

Concierge Assessment Service

by DAS International

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

Why Choose DAS International?



Direct access to the psychologist within 3 working days of receiving the enquiry form



A personalised approach for every client



An assessment report as quickly as 3 weeks after the assessment conclusion*

What Do We Assess For?

- Attention Deficit Hyperactivity Disorder (ADHD)
- School Readiness (Mainstream Schools)
- Special Educational (SPED) School Entry
- Dyslexia for Adults
- Dyscalculia
- Dyslexia

FIND OUT MORE ABOUT THE CONCIERGE ASSESSMENT SERVICE

WWW.DASINT.ORG.SG

The CONCIERGE ASSESSMENT SERVICE is provided by DAS International and is separate from DAS SpLD Assessment Services (SAS).

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

f @DASinternationalsg **www.dasint.org.sg** **enquiry@dasint.org.sg**

SPECIALIST TEACHING



Specialist Teaching

Specialist Teaching is at the heart of DAS International's services, offering a comprehensive and holistic programme of individualised support for learners of all ages with Specific Learning Differences (SpLDs), including dyslexia, ADHD, and mathematics learning difficulties, as well as learners who experience academic challenges but remain undiagnosed. The service goes beyond subject-specific academic support by integrating educational therapy that address not only academic attainment but also the underlying cognitive, emotional, and social factors that influence learning.

Our Specialist Teachers adopt a personalised, needs-based, and problem-solving approach, recognising that every learner has a unique learning profile. Grounded in evidence-based practice and guided by the principles of the Orton-Gillingham approach, instruction is explicit, structured, cumulative, diagnostic and prescriptive, while incorporating multi-sensory teaching strategies that enable learners to engage meaningfully with new concepts and build confidence in their learning.



Each learner is supported through an Individualised Education Plan (IEP), which serves as a personalised roadmap for learning. The IEP is developed using information gathered from external psychological reports, in-house psycho-educational assessments, informal assessments and observations, school feedback, and discussions with parents. It identifies the learner's strengths, areas of need, learning goals, teaching strategies, and expected outcomes, ensuring that intervention is purposeful, targeted, and responsive to each learner's unique profile.

Intervention is delivered in blocks of 10, 20 or 30 sessions, with each session lasting one or one-and-a-half hours, and follows the APIE cycle of Assessment, Planning, Implementation, and Evaluation.

This cyclical framework ensures that teaching remains dynamic and responsive. Specialist Teachers begin by assessing each learner's current abilities and learning needs, before developing an individualised intervention plan.

The plan is then implemented using evidence-based, multi-sensory instructional strategies, with progress continuously monitored and evaluated against the learner's goals. Findings from each review inform subsequent planning, enabling the programme to evolve alongside the learner's progress and emerging needs.



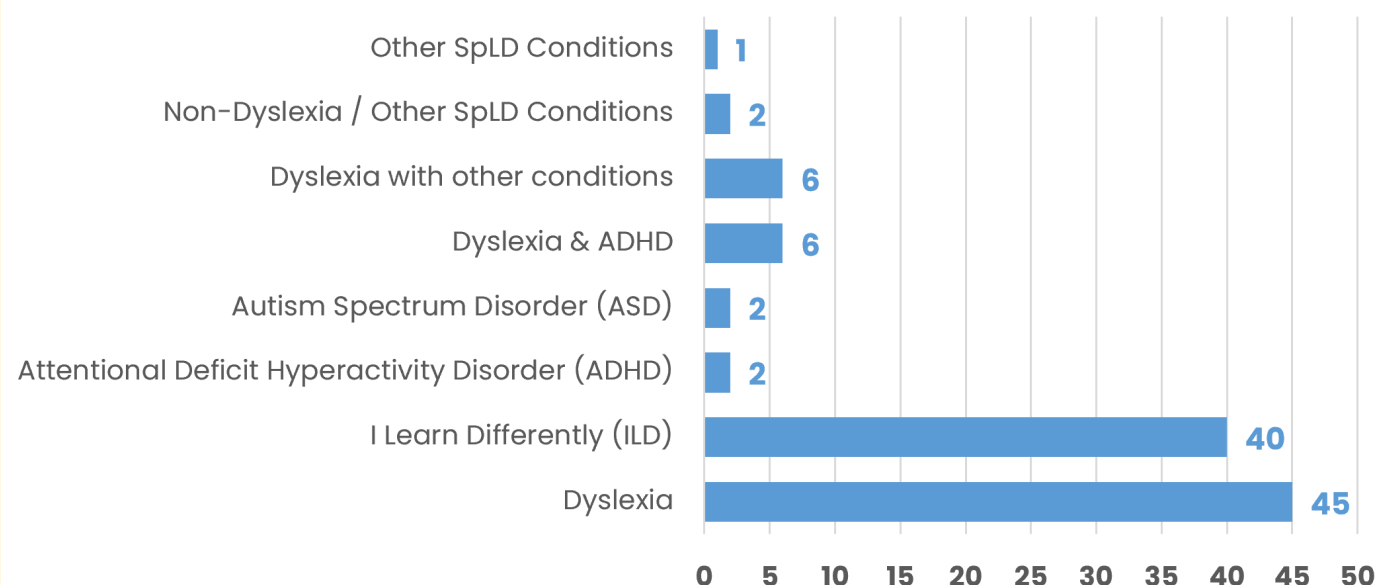
We firmly believe that successful outcomes are achieved through strong partnerships with families and schools. Regular communication, progress reviews, and collaborative goal setting ensure that learners receive consistent and coordinated support across home and school environments, maximising their opportunities for growth and success

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 individualized educational approach.

Programme Type	Count
Specialist Teaching	96
Speech and Language Therapy (1-to-1)	8
Total number of students	104

Profiles of students by diagnoses



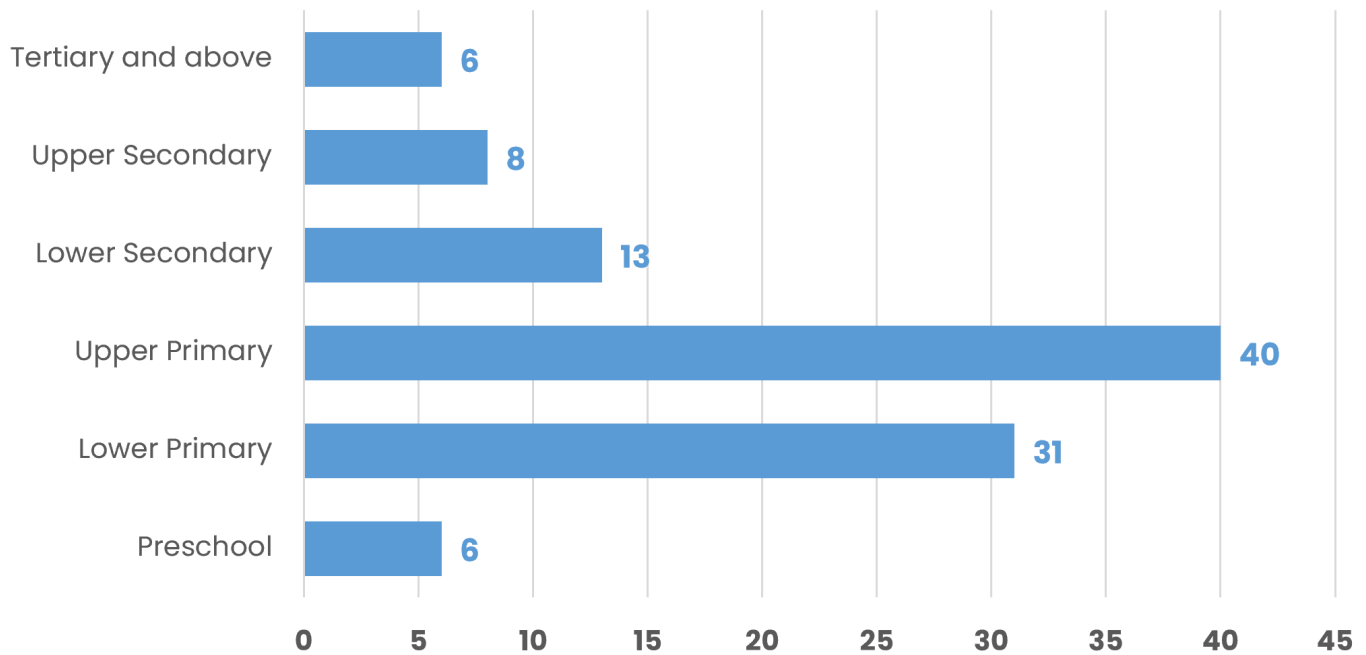
In FY2025–26, DAS International supported 104 students with a range of learning profiles. The largest group comprised students diagnosed with dyslexia (45), followed by those who are of “I Learn Differently” (ILD) profiles (40) who do not fit traditional diagnostic categories but require individualised 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 is 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. 6 students were identified with dyslexia and ADHD, while 6 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 (2), autism (2), autism, and other Specific Learning Disorders (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.

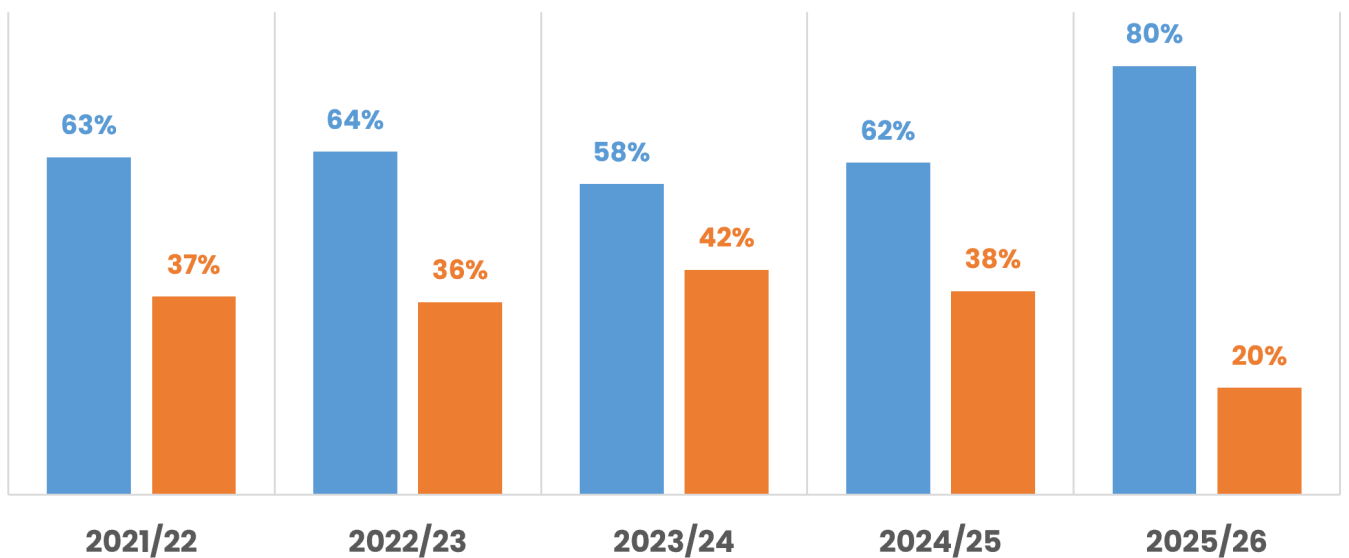
As in previous years, the majority of students enrolled in Specialist Teaching were from the primary school years, with Upper Primary (40) and Lower Primary (31) students together accounting for more than two-thirds of total enrolments. This trend

Profiles of students by academic levels



% Comparison between students from local and international schools

■ Local School ■ International School



reflects growing awareness among parents of the importance of early identification and intervention, enabling learners to receive timely support before learning gaps become more pronounced.

Demand continues to be particularly strong at key academic transition points. Many families seek specialist support as children encounter increasing curriculum expectations and prepare for important educational milestones, such as the transition to upper primary, the Primary School Leaving Examination (PSLE), and the move into secondary education. At the same time, the continued enrolment of students across secondary, tertiary, and adult levels highlights that learning differences can remain impactful beyond the primary years, and that intervention continues to benefit learners at every stage of their educational journey.

Students from Singapore MOE schools have consistently represented the largest proportion of DAS International's enrolments over the past five financial years. In FY2025-26, this proportion increased to 80% of total enrolments, compared with 62% in FY2024-25, while students from international schools accounted for the remaining 20%. The continued predominance of local school students reflects growing awareness of learning differences among local families, as well as increasing demand for specialist teaching intervention during key educational transitions and preparation for national examinations.

The lower proportion of students from international schools this year is largely attributable to a reduction in referrals from our partner schools. While DAS International remains committed to supporting learners across diverse international curricula, this trend highlights the importance of strengthening our engagement with the international education community. Looking ahead, we will seek to deepen partnerships with existing international schools, establish new collaborations with schools and organisations both within Singapore and across the region, and expand outreach initiatives to increase awareness of our specialist services among expatriate and international families.

Professional Development

DAS International is committed to delivering high-quality, evidence-informed educational services through the continuous professional development of its Specialist Teachers. All Specialist Teachers undergo a structured training pathway delivered by the DAS Academy, equipping them with the knowledge, practical skills, and professional competencies required to effectively support learners with Specific Learning Differences (SpLDs).

Specialist Teachers are required to complete the following professional qualifications:
Certificate in Dyslexia Studies

- ◆ Certificate in Individual Education Plans (IEP) Planning for SpLD Learners
- ◆ Professional Certificate in Individual Education Plans (IEP) Planning for SpLD Learners (including on-the-job training and a supervised teaching practicum)
- ◆ Specialist Diploma in Learning Support for Specific Learning Differences (SpLD)

The Specialist Diploma in Learning Support for Specific Learning Differences (SpLD) comprises a range of specialised modules that enable teachers to deepen their expertise in areas such as mathematics learning difficulties, Chinese language learning difficulties, executive functioning, and other specialised intervention approaches.

The programme also includes an extensive teaching practicum, allowing teachers to translate theory into practice and continually refine the quality of their classroom instruction.

Recognising that professional learning extends beyond formal qualifications, DAS International also provides ongoing opportunities for collaboration, reflection, and peer learning.



Monthly Supportive Practice Circle (SPC)

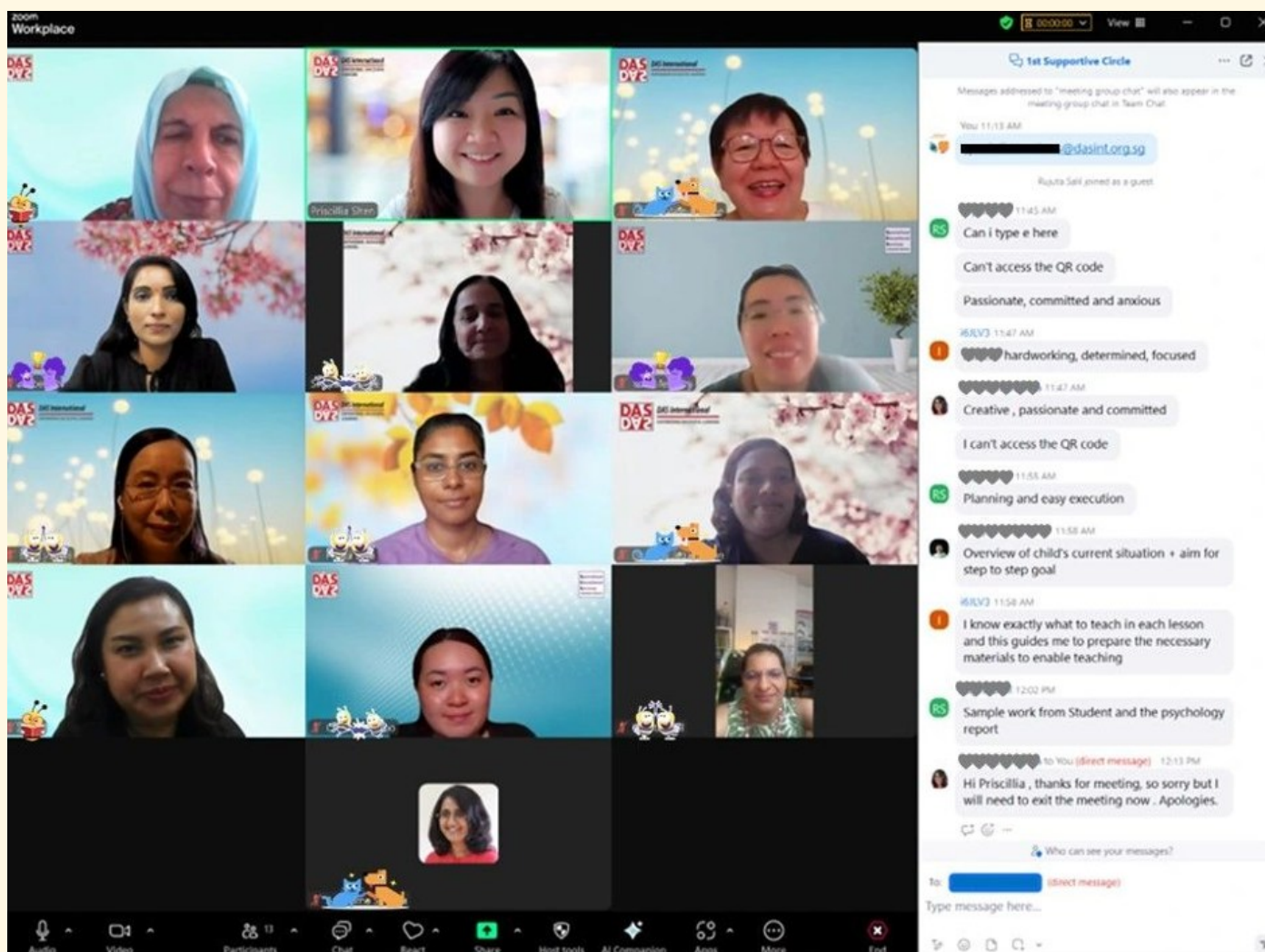
In May 2025, DAS International introduced the Supportive Practice Circle (SPC), a monthly professional learning community designed to foster continuous improvement and reflective practice among Specialist Teachers.

The SPC provides a dedicated platform for teachers to:

- ◆ Reflect on classroom experiences and teaching practices;
- ◆ Share effective intervention strategies and resources;
- ◆ Learn from one another through collaborative discussions and case sharing; and
- ◆ Encourage and support one another in our shared mission of empowering learners with learning differences.

By cultivating a culture of reflective practice and professional collaboration, the Supportive Practice Circle complements formal training and strengthens the consistency and quality of intervention across the Specialist Teaching team. It also reinforces DAS International's commitment to lifelong professional learning and excellence in service delivery.





Quality Assurance

The Quality Assurance Audit (QAA) is conducted annually to ensure that DAS International maintains consistently high standards of Specialist Teaching and continues to deliver quality, evidence-based support to learners. The audit serves as an important quality assurance mechanism to monitor teaching practices, promote professional accountability, and identify opportunities for continuous improvement.

In FY2025–26, the Quality Assurance Audit was enhanced through live lesson observations, allowing the Head of DAS International to observe authentic classroom interactions, instructional practices, learner engagement, and the implementation of specialist teaching strategies in real time. This provided a more comprehensive and accurate evaluation of teaching quality, while enabling immediate professional dialogue and constructive feedback.

As part of the audit, each Specialist Teacher arranged a live lesson observation and submitted supporting documentation for the audit period of 1 April 2025 to 31 March 2026, including:

- ◆ Individualised Education Plan (IEP);
- ◆ Lesson plan (using the standardised DAS International lesson plan template); and
- ◆ Completed student work or photographs of learning activities conducted during the lesson.

Audit Framework

Specialist Teachers were evaluated across five key domains that reflect the core competencies required to deliver high-quality specialist intervention:

Each criterion was assessed using a four-point rating scale:

Score	Description
0	Not met / Not observed
1	Partially met
2	Met expectations
3	Exceeded expectations

Teachers were also given an overall rating based on their total scores:

Overall Rating	Score Range
Not yet competent	0–39
Emerging	40–49
Proficient	50–69
Exemplary	70–75

Domain	Criteria
1. IEP and Lesson Planning	♦ Alignment with IEP goals ♦ Lesson structure ♦ Personalisation ♦ Pacing ♦ Resource preparation
2. Lesson Delivery	♦ Clarity of instruction ♦ Modelling and guided practice ♦ Monitoring learner understanding ♦ Feedback ♦ Instructional flexibility
3. Specialist Teaching Practices	♦ Application of specialist and evidence-based approaches (e.g., Orton-Gillingham, multi-sensory instruction, metacognitive strategies) ♦ Scaffolding and differentiated support ♦ Promotion of metacognition ♦ Progress monitoring ♦ Adaptation for learners with co-existing needs
4. Learner Engagement and Communication	♦ Learner participation ♦ Emotional climate ♦ Behaviour and self-regulation ♦ Teacher-learner rapport ♦ Communication
5. Professionalism and Reflective Practice	♦ Preparedness ♦ Responsiveness ♦ Collaboration ♦ Reflective practice ♦ Professional conduct

The audit criteria were carefully developed to promote consistency and standardisation across all Specialist Teachers while reflecting the essential components of effective specialist instruction. By evaluating lesson planning, instructional delivery, learner engagement, professional practice, and the implementation of evidence-based interventions, the QAA provides a comprehensive picture of teaching quality.

Three (3) Specialist Teachers were exempted from the QAA as they newly joined the team and completed the Professional Certificate in Individual Education Plans (IEP) Planning for SpLD Learners which included a supervised teaching practicum. These 3 new Specialist Teachers were assessed using the same audit criteria through informal and formal lesson observations. All of them obtained an overall rating of “Proficient”. The remaining thirteen (13) Specialist Teachers also obtained an overall rating of “Proficient” and above for the FY2025–26 Quality Assurance Audit. The audit findings indicate that Specialist Teachers demonstrated well-planned and personalised lessons aligned with learners' Individualised Education Plans (IEPs), while effectively applying evidence-based specialist teaching approaches, including structured, multisensory instructional methods. Lesson observations also highlighted strong teacher-learner rapport, positive classroom environments, and the effective use of scaffolding, differentiation, and ongoing progress monitoring to support learners with diverse educational needs.

The introduction of live lesson observations this year further strengthened the audit process by providing authentic insights into classroom practices and enabling meaningful professional feedback by the Head of DAS International to support reflective practice and continuous improvement of the Specialist Teachers. Overall, the audit outcomes reaffirm DAS International's commitment to maintaining high standards of teaching excellence and delivering quality, evidence-based intervention that empowers learners with Specific Learning Differences to achieve their full potential.



DAS International
EMPOWERING SUCCESSFUL
LEARNING

SPECIALIST TEACHING

ONE-TO-ONE CUSTOMISED TEACHING SERVICES



**DAS INTERNATIONAL DELIVERS ONE-TO-ONE PROGRAMMES
BY SEN 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

[DASinternationalsg](#) www.dasint.org.sg
 enquiry@dasint.org.sg 6444 5700

OVERSEAS TRAINING



Overseas Training

DAS International is committed to building the capacity of educators and professionals across the region to better support learners with dyslexia and other learning differences within their own educational contexts. Through its Overseas Training service, DAS International equips teachers, therapists, school leaders, and educational professionals with evidence-based knowledge, practical strategies, and the confidence to implement effective interventions that promote inclusive learning.

The training programmes are developed and delivered in close collaboration with the DAS Academy, drawing on more than two decades of expertise in specialist education, educational therapy, and professional training. By leveraging the extensive experience of DAS Academy's lecturers and trainers, DAS International delivers high-quality professional learning that is grounded in research and informed by best practices.

The Overseas Training portfolio comprises both awareness-building and capability-building programmes designed to strengthen participants' understanding of learning differences while equipping them with practical strategies that can be readily applied in their own classrooms and organisations.

Awareness-building programmes include:

- ◆ Dyslexia
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Dyscalculia
- ◆ Executive Function Difficulties

Capability-building programmes include:

- ◆ Evidence-based teaching principles and instructional strategies for learners with dyslexia and other learning differences in English literacy
- ◆ Evidence-based teaching principles and instructional strategies for Chinese literacy
- ◆ Effective approaches to supporting learners with Mathematics learning difficulties
- ◆ Universal Design for Learning (UDL) to create inclusive and accessible learning environments for diverse learners

Recognising that every organisation operates within a unique educational, linguistic, and cultural context, DAS International also customises its training programmes to meet the specific needs of partner organisations. This ensures that the content remains relevant, practical, and immediately applicable, enabling participants to translate learning into meaningful classroom practice and organisational change.

Through these professional learning initiatives, DAS International continues to strengthen educational capacity beyond Singapore, empowering schools and organisations across the region to provide timely, effective, and sustainable support for learners with learning differences.

Striving for Better Support: Empowering Diverse Students

14–15 July 2025 | Santa Laurensia Elementary School, Jakarta, Indonesia

As part of DAS International's commitment to building educational capacity across the region, **a two-day professional development symposium**, Striving for Better Support: Empowering Diverse Students, was conducted at Santa Laurensia Elementary School in Jakarta, Indonesia. The 15-hour programme brought together educators to strengthen their understanding of neurodiversity and equip them with practical, evidence-based strategies to support students with diverse learning needs within mainstream classrooms.

The symposium focused on developing teachers' knowledge of common neurodevelopmental differences, including **dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), dyscalculia, and speech and language impairments**, while examining how these conditions influence learning across language, mathematics, and science. Participants were introduced to systematic frameworks and structured multi-sensory teaching approaches that promote equitable access to learning for all students.

A key feature of the programme was its emphasis on translating theory into classroom practice. Teachers explored strategies to strengthen executive functioning, support positive classroom behaviour, and implement differentiated instruction by adapting content, learning processes, assessment methods, and classroom environments to meet diverse learner needs. The symposium also introduced the **Universal Design for Learning (UDL)** framework as a practical approach to reducing barriers to learning and creating more inclusive classrooms.





*Token of Appreciation
by the Founder of
Yayasan Poppy and
Boenjamin Setiawan,
Mrs Poppy H.
Setiawan.*

The programme concluded with participants developing individual action plans to implement inclusive teaching strategies within their own classrooms and schools. By empowering educators with practical tools and evidence-based approaches, the symposium reinforced DAS International's commitment to strengthening inclusive education practices and building sustainable capacity among educators across the region.

Dyslexia Intervention for Children with Chinese Learning Difficulties

8–10 December 2025 | Orient Speech Therapy, Wuhan, China

As part of DAS International's ongoing efforts to strengthen specialist expertise in Chinese literacy intervention across the region, a **22-hour professional development programme**, Dyslexia Intervention for Children with Chinese Learning Difficulties, was delivered in partnership with Orient Speech Therapy in Wuhan, China. The programme was designed to equip educators and allied professionals with the knowledge, practical skills, and evidence-based strategies required to support children with dyslexia and Chinese language learning difficulties.



The training provided participants with a comprehensive understanding of dyslexia in the context of Chinese language acquisition, including its manifestations, prevalence, underlying cognitive-linguistic deficits, and common co-occurring conditions. Participants explored the unique morphosyllabic nature of the Chinese language and the literacy skills required for successful Chinese reading and writing development. Drawing on educational therapy principles and the **Orton-Gillingham approach**, the programme introduced structured, multisensory teaching strategies that support learners with diverse learning needs.

Beyond developing theoretical knowledge, the programme emphasised practical application. Participants learnt to assess learner profiles, design individualised lesson plans, develop instructional resources, and implement evidence-based strategies to strengthen orthographic awareness, morphological awareness, character recognition, oral language, reading comprehension, and written expression. These competencies enable educators to deliver targeted and effective Chinese literacy intervention within their own educational settings.

To maximise learning and promote sustained implementation, the programme was delivered through a **three-phase professional learning model**:

- ◆ **Phase One – Certificate in Understanding Dyslexia (Chinese)**: Participants completed an asynchronous e-learning course to establish a common foundation in dyslexia before attending the face-to-face training.
- ◆ **Phase Two – On-site Training**: A 2.5-day intensive workshop enabled participants to deepen their understanding through interactive discussions, demonstrations, and hands-on application of specialist teaching strategies.





- ◆ **Phase Three – Online Consultation:** Following the training, participants engaged in small-group consultation sessions with DAS International lecturers to discuss classroom implementation, receive personalised feedback, and refine their instructional practices within their own educational contexts.



By integrating self-paced learning, intensive face-to-face training, and post-course professional consultation, the programme supports sustained professional growth beyond the classroom. This comprehensive training model reflects DAS International's commitment to building long-term educational capacity and empowering educators to deliver high-quality, evidence-based Chinese literacy intervention for learners with dyslexia throughout the region.

The Inclusive Way Forward for Institutes of Higher Learning in China

2–3 December 2025 | University of Nottingham Ningbo, China

DAS International was invited to deliver an **8-hour symposium**, *The Inclusive Way Forward for Institutes of Higher Learning in China*, at the **University of Nottingham Ningbo**, bringing together university faculty, administrators, and professional staff to explore inclusive practices in higher education. The symposium reflects DAS International's expanding role in supporting tertiary institutions across the region as they strengthen their capacity to meet the needs of increasingly diverse student populations.

The programme focused on enhancing participants' understanding of **Special Educational Needs (SEN)** and **neurodiversity** within the higher education context, while introducing the **Universal Design for Learning (UDL)** framework as a practical and sustainable approach to creating inclusive learning environments. Participants examined the barriers that neurodivergent students may encounter throughout their





university journey and explored strategies to foster equitable access, participation, and success for all learners.

Beyond raising awareness, the symposium emphasised practical implementation. Participants explored evidence-based approaches to applying UDL principles in teaching, curriculum design, assessment, student support, and institutional policies. Through collaborative discussions and case-based learning, university staff reflected on existing practices, identified systemic barriers within their own institutions, and developed practical solutions to promote a more inclusive campus culture.



A key feature of the symposium was its whole-of-institution perspective, recognising that inclusive education extends beyond the classroom and requires collaboration among academic staff, administrators, and student support services. Participants were encouraged to identify actionable steps within their respective roles and departments to strengthen institutional policies and





Vice Provost for People and Culture, Professor Umesh Sharma, and our RETA fellow, Jean Wu (Senior Disability Support Advisor) on left with Dr June Siew and Dr Priscillia Shen.

practices that support students with diverse learning needs.

By partnering with institutions of higher learning, DAS International continues to extend its expertise beyond school-based intervention, contributing to the advancement of inclusive education across the education continuum. This symposium reinforces our commitment to empowering educators and institutions to build learning environments where all students, regardless of their learning differences, can thrive and achieve their full potential.

Dyslexia Awareness and Literacy Support: Equipping Educators to Empower Struggling Readers

31 January–1 February 2026 | Rotary Club of Puteri Lagoon, Johor Bahru, Malaysia

As part of its regional outreach efforts, DAS International will partner with the Rotary Club of Puteri Lagoon, Johor Bahru, to deliver **a 12-hour, two-day professional development programme** titled Dyslexia Awareness and Literacy Support: Equipping Educators to Empower Struggling Readers. The programme aims to strengthen educators' capacity to recognise and support learners with dyslexia while fostering a more inclusive school culture through greater awareness and advocacy.

Designed for school leaders, department heads, and teachers, the training will provide participants with a comprehensive understanding of dyslexia as a language-based learning difference and its impact on literacy development. Beyond building awareness, the programme seeks to empower educators to become advocates for learners with dyslexia by promoting inclusive practices and cultivating strengths-based, empathetic approaches within their schools.



Token of Appreciation by the President of Rotary Club of Puteri Lagoon (Johor Bahru), Mr Tang Boon Hong (left) and President of Rotary Club of Raffles City (Singapore), Mr Philip Tolath

Central to the programme is the application of the **Orton-Gillingham (OG) approach**, an evidence-based, structured, explicit, and multi-sensory methodology that underpins effective literacy intervention for learners with dyslexia. Participants will gain practical knowledge of phonics instruction, phonological awareness, syllable structures, spelling patterns, and multisensory teaching techniques that support the development of reading and spelling skills. The training will also introduce the **paired reading strategy**, enabling educators to provide guided reading support that builds learners' fluency, comprehension, confidence, and motivation.

The programme combines theory with practical application through interactive workshops, demonstrations, role-play, collaborative discussions, and hands-on activities. By the end of the training, participants will be equipped with evidence-based instructional strategies that can be readily implemented in their classrooms to support struggling readers and create more accessible learning experiences for all students.

This collaboration with the Rotary Club of Puteri Lagoon reflects DAS International's continued commitment to extending its expertise beyond Singapore and building educational capacity across the region. By equipping educators with practical knowledge and effective literacy intervention strategies, the programme contributes to the development of more inclusive schools where every learner is given the opportunity to reach their full potential.





CELEBRATING SUCCESS



Celebrating Success

Recipients of DAS International's Shining Star Award 2025

The Shining Star Award recognises students who have demonstrated perseverance, a positive attitude towards learning, and meaningful academic progress. This year, we are proud to present the award to 7 outstanding students who embody resilience, effort, and a growing confidence in their abilities. These students were selected based on their consistent perseverance, positive attitude towards learning, and tangible progress in school examinations and class performance.

Across English and Chinese Literacy, and Mathematics, these students have made remarkable strides from learning to read and write more fluently, to mastering complex mathematical concepts and developing confidence in oral communication. Many have overcome early challenges such as short attention spans, difficulty focusing, or struggles with decoding and spelling.

Through steady effort and the application of strategies taught in Specialist Teaching, they have shown measurable improvement in school assessments and classroom participation. Their teachers and parents have noted growing self-motivation, curiosity, and a newfound pride in learning.





Our students receiving the award from Mr Kevin Kwek, DAS Board Vice-Chairman.

Testimonials



Gladys Wee-Bourne

Senior Specialist Teacher &
Senior Educational
Therapist

Thank you Gladys for helping Caleb!

We are thrilled to have this opportunity to share Caleb's learning journey at DAS, and would like to express our heartfelt gratitude to Teacher Gladys for the tremendous impact she has had on our son's literacy journey over the past two years.

When Caleb first started specialist teaching, he struggled to connect phonics with the words he saw on the page. Reading was often a source of anxiety, and he lacked the confidence to read aloud. As parents, it was difficult to watch him doubt his own abilities.

Today, we see a very different child. One of the most memorable moments for us was recently hearing him read aloud from the Bible during Sunday School. He sounded confident, fluent, and comfortable, just like his peers. For that moment, it was as though dyslexia was no longer defining him. It was a powerful reminder of how far he has come through his hard work and the patient guidance he has received.

Beyond literacy skills, Teacher Gladys has also helped shape his mindset. We were deeply touched when he told us that it is okay if he does not achieve fluency or speed immediately, as long as he puts in his best effort. This reflects a lesson that Teacher Gladys consistently reinforces: that perseverance and effort matter, and that he is capable of succeeding if he continues to try. We believe this is a lesson that will carry him far beyond reading and into all areas of his life.

Our son genuinely enjoys attending lessons. Teacher Gladys has a remarkable ability to know when to be firm and when to bring in humour and encouragement. Her approach helps him stay engaged without becoming fearful of making mistakes. She understands what motivates him and thoughtfully celebrates his efforts with small rewards and trinkets that make him feel seen and appreciated.

What has impressed us most is the care she extends beyond the classroom. Even after a long day of teaching, she often stays beyond the last lesson to speak with us, sharing practical strategies, encouragement, and insights from her own parenting experience. During moments when we worried about his future, she reminded us that his learning challenges do not define his potential and that he can still thrive and do well in life. Those conversations have encouraged us as parents just as much as her lessons have encouraged our son.

Please convey our gratitude to Teacher Gladys, for her firmness, patience, wisdom, and unwavering belief in our child. Her dedication has not only helped him gain literacy skills and discover the joy of reading, but also helped him develop confidence, resilience, and belief in himself. We are deeply grateful for the difference Teacher Gladys has made in his life and in our family's journey.

Thank you, Teacher Gladys!

You have made an amazing impact for our family!

With sincere appreciation,

Sam and Adelene

(The grateful parents of Caleb)

Thank you Shilpa for supporting Kevy!



Shilpa Madane

Senior Specialist Teacher,
Educational Therapist &
Adjunct Lecturer, DS Academy

My son has been with DAS since he was 8 years old after we discovered he is dyslexic as well as dyscalculic. It was a very challenging period for us and even more so for my son who lost his confidence and had to struggle with not one but two learning challenges.

He slowly learnt how to read and write better with the support of DAS teachers. He enjoyed every classes he attended, knowing that he had friends and teachers who supported and understood him all the way. After our family moved overseas, DAS International continues to support his learning journey online.

We are very blessed to have senior specialist teacher, Ms Shilpa Madane, who was very patient, encouraging and accommodating despite the time difference. Not only did she help my son academically, she was constantly motivating him, reminding him that he was excellent in his own ways, if not in grades.

My son has grown into a much more confident young man he is now and he is still learning to be better.

Thank you very much Shilpa, for making a difference in our lives!

Serene Quek

(Kevy's mum)

HIGHLIGHTS OF THE YEAR



Highlights of the Year

The Learning Lounge Webinar Series

Launched in November 2025, The Learning Lounge is a webinar series by DAS International that aims to raise awareness of Specific Learning Differences and showcase how specialist intervention can support learners in the classroom and beyond. The series provides a platform for our Specialist Teachers and educational professionals to share their expertise, classroom experiences, and practical strategies with parents, educators, and the wider community.

During FY2025–26, two sessions were conducted. The inaugural session, “When Dyslexia Meets Chinese: From Research to Practice,” explored how dyslexia may manifest differently in bilingual learners and examined the challenges of learning Chinese in the context of dyslexia. Drawing on research and classroom experience, the session highlighted the cognitive–linguistic skills that underpin Chinese literacy and how structured, multisensory approaches can be adapted to support Chinese language learning.

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The Learning Lounge

When Dyslexia Meets Chinese: From Research to Practice

Let's unpack what research reveals about bilingual dyslexia and what it looks like in real classrooms.

Dr Priscillia Shen
Head of DAS International & Programme Director for School-based Programmes





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LEARNING





The second session, “Unlocking Academic Success: One-to-One Specialist Teaching for International School Students,” focused on the learning needs of students in international school settings. The session introduced the role of Specialist Teaching and how it differs from conventional tuition, while highlighting the use of Individualised Education Plans (IEPs), targeted intervention, and collaboration among parents, schools, and Specialist Teachers. The session also explored how specialist support can address foundational gaps across English literacy, Mathematics, and Chinese, while nurturing learners' confidence and emotional well-being.

Through these sessions, The Learning Lounge provides an accessible avenue for families and educators to better understand what Specialist Teaching is, who may benefit from it, and how individualised intervention can make a difference to a learner's progress and confidence. At the same time, it allows DAS International to showcase the breadth of expertise within its Specialist Teaching team and the evidence-informed practices used in the classroom.

The Learning Lounge will continue to expand in the coming financial year, with upcoming topics covering Mathematics learning, psychological and psycho-educational assessments, supporting learners through key educational transitions from preschool to primary and secondary school, and support for adults with learning differences. Through this growing series, DAS International hopes to continue building awareness, encouraging meaningful conversations about learning differences, and connecting more families and educators with the support available to help learners thrive.



FINANCIAL INFORMATION



Overview of Revenue from DAS International Services

In FY2025–26, DAS International recorded a total revenue of \$509,000, remaining broadly stable compared with \$507,000 in FY2024–25. While the overall revenue remained relatively consistent, there was a notable shift in the composition of revenue across the different services.

Specialist Teaching remained the largest contributor, accounting for 71% (\$361,000) of total revenue. However, this represents a decrease from 85% (\$431,000) in FY2024–25, with revenue from Specialist Teaching declining by \$70,000. Despite this reduction, Specialist Teaching continues to be the core service of DAS International, providing individualised, evidence-based intervention that directly supports learners with diverse learning needs.

The decline in Specialist Teaching revenue was offset by strong growth in other services. Concierge Assessments increased from \$46,000 in FY2024–25 to \$63,000 in FY2025–26, representing a \$17,000 increase, with its contribution to total revenue rising from 9% to 13%. This reflects the continued demand for comprehensive and personalised psycho-educational assessments. Overseas Training recorded the most significant growth, increasing from \$15,000 to \$68,000, a substantial \$53,000 increase, with its contribution rising from 3% to 13%. This growth reflects the expanding reach of DAS International's professional training and capacity-building initiatives beyond Singapore. Speech and Language Therapy (SLT) remained relatively stable, increasing slightly from \$15,000 to \$17,000, while maintaining a 3% contribution to total revenue.

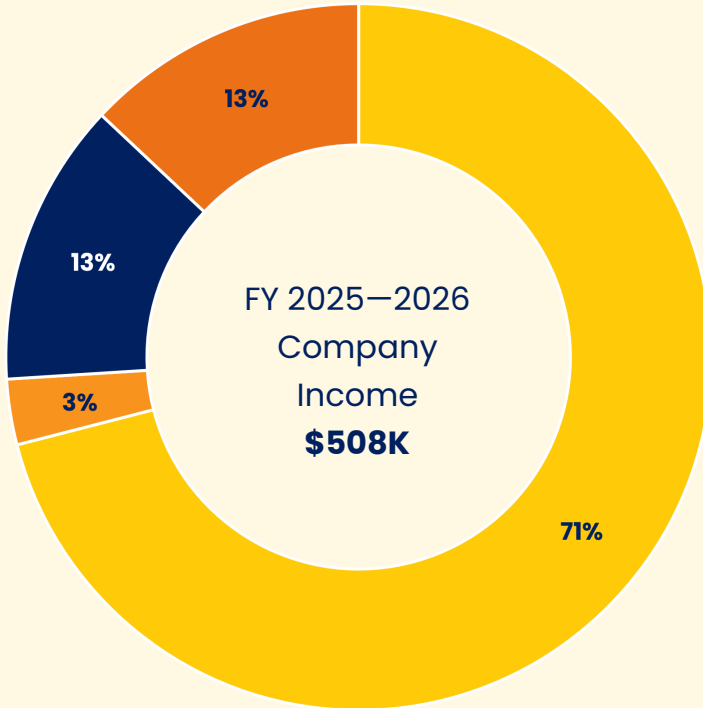
Overall, the FY2025–26 revenue profile reflects a more diversified service portfolio. While Specialist Teaching remains the primary source of income, its share of total revenue has reduced as Concierge Assessments and Overseas Training have gained greater prominence.

This shift demonstrates progress towards building multiple sustainable streams of service delivery while extending DAS International's reach through assessment, intervention, professional training and international partnerships. Looking ahead, DAS

International will continue to strengthen Specialist Teaching enrolments while building on the growing demand for Concierge Assessments and Overseas Training, supporting both the sustainability and broader impact of the organisation.

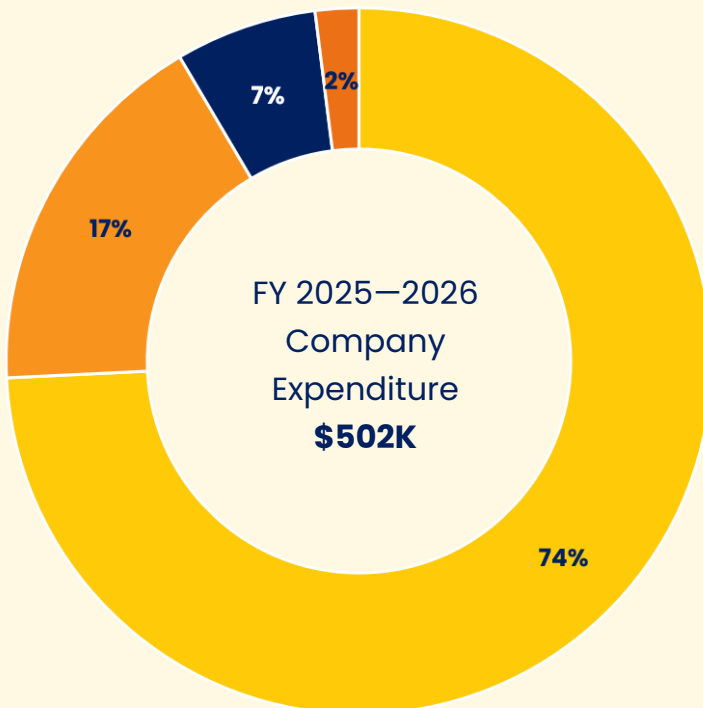
DAS International Services Ltd					
Total Income	FY 2025-26		FY 2024-25		FY 2025-26 FY 2024-25
Specialist Teaching (ST) fees	\$	360,704	\$	431,203	71% 85%
Speech Language Therapy (SLT) fees	\$	17,189	\$	14,762	3% 3%
Training fees	\$	67,600	\$	14,553	13% 3%
Concierge Assessment fees	\$	62,633	\$	45,818	13% 9%
Total Income	\$	508,126	\$	506,336	100% 100%
Total Expenditure	FY 2025-26		FY 2024-25		FY 2025-26 FY 2024-25
Trainer and other related costs	\$	372,539	\$	323,471	74% 64%
Administrative expenses	\$	86,694	\$	90,067	17% 18%
Other operating expenses	\$	32,577	\$	25,021	7% 5%
Return of grant to parent	\$	10,000	\$	70,000	2% 14%
Total expenses	\$	501,810	\$	508,559	100% 100%

Financial Highlights



Sources of Income

■	Specialist Teaching
	\$ 361K (71%)
■	Speech & Language Therapy
	\$17K (3%)
■	Training fees
	\$68K (13%)
■	Concierge Assessments
	\$63K (13%)



Sources of Expenditure

■	Trainer & Other related Costs
	\$ 373K (74%)
■	Administrative expenses
	\$87K (17%)
■	Other operating expenses
	\$33K (7%)
■	Return of grant to parent
	\$10K (2%)

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

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DAS International Services Ltd

UEN Number: UEN: 201111119G
Auditor: CLA Global TS Public Accounting Corporation
Main Banker: OCBC Bank

Designed by: Deborah Hewes,
Director, Special Projects & Managing Editor, APJDD

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Get in Touch

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

 www.dasint.org.sg

 enquiries@dasint.org.sg

 6444 5700

Stay connected with us: @dasinternationalsg

