



DAS Academy

ENABLING EXCELLENCE

ANNUAL REPORT 2024-2025

Beyond Access: Empowering Educators, Transforming Lives

About DAS Academy: Building Capacity for a more Inclusive Future

DAS Academy is a registered Private Education Institution (PEI) under the Committee for Private Education (CPE), part of SkillsFuture Singapore (SSG). Established on 19 February 2010, it originated as the training arm of the Dyslexia Association of Singapore (DAS). Today, DAS Academy stands as a leading institution dedicated to equipping educators, parents, and caregivers with the knowledge and skills to support learners with dyslexia and other commonly co-occurring Special Educational Needs (SEN).

As the specialist training arm of the Dyslexia Association of Singapore (DAS), DAS Academy plays a pivotal role in advancing inclusive education in Singapore and the region. Our mission is to empower those working with children with SEN through high-quality, evidence-based training that translates theory into impactful practice.

We offer a suite of accessible and rigorous programmes, from short practical workshops to Specialist Diplomas, Postgraduate, and Master's-level qualifications, all designed to meet the evolving needs of education professionals and families. These programmes are attended not only by mainstream teachers and allied professionals but also by those in the social service sector and caregivers of children with SEN.

Our faculty of experienced practitioner-lecturers, including educational therapists, psychologists, and speech-language therapists, ensures that learning is both academically robust and grounded in real-world expertise. Backed by DAS' 25-year legacy in specialist assessment and intervention, DAS Academy provides learners with a truly applied and impactful educational experience.

With a vision to be a world-class institution in SEN education and research, DAS Academy actively partners with government agencies, community organisations, and international bodies. These collaborations allow us to extend our reach, raise professional standards, and drive systemic change in support of inclusive education. With strategic investment and partnership, DAS Academy is poised to deepen its impact, developing more accessible training pathways, scaling outreach efforts, and contributing to research that shapes policy and practice.



OUR MISSION

To empower special education professionals and caregivers to help people with special educational needs achieve their full potential.



OUR GOAL

To be a world-class academic institution providing education and research in the area of special educational needs.

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Going Beyond. Together.

♥ Beyond Training

From short workshops to Master's degrees, offering pathways for every stage of professional growth.

♥ Beyond Classrooms

Equipping educators and caregivers so that learning continues at home and in the community.

♥ Beyond Borders

Extending our reach through customised training and international collaborations.

♥ Beyond Professions

Serving not only teachers, but also allied health professionals, social service staff, and parents.

♥ Beyond Knowledge

Translating research and theory into practical strategies that change lives.

♥ Beyond Today

Preparing professionals for the future of inclusive education through innovation and partnerships.

♥ A message from Dr June Siew

As a domain expert in the disability field, DAS Academy empowers educators, allied professionals and caregivers with knowledge and skills, to provide the best support to children with dyslexia, attention-deficit hyperactivity disorder and other Special Educational Needs (SEN).

At the DAS Academy, we believe that if you get things right for learners with SEN, you will get things right for every learner. What is essential for some is good for all. The effort taken to make instruction accessible to learners with SEN will always improve learning for all other learners in the mainstream classroom.

As always, our team of lecturers-practitioners at DAS Academy is highly committed to the mission of empowering struggling learners and stands ready to deliver contextualised, grounded and practical training for our stakeholders.

Dr June Siew,
Head of DAS Academy



Board of Directors



Eric Lee, PBM
Chairman



Kevin Kwek
Vice Chairman



Kaka Singh
Director



Lee Siang



**Professor
Angela Fawcett**



Dr Geetha Shantha Ram



Lee Siang
Director



Dr Cynthia Tan



Wong May-Lyn
Director



Dr Shirley Egley



Lois Lim

Academic and Examination Board



Celebrating Lifelong Learning

This year at DAS Academy was filled with moments that reminded us why we do what we do. Every highlight tells a story of people choosing to learn, to give, and to create new possibilities for learners who experience education differently.



Our annual graduation ceremony was more than a celebration. Graced by Mr Lee Wee Chee, Director of the Social Service Institute, as Guest-of-Honour, the event was a celebration of determination, resilience, and hope.

Among the graduates were a 70-year-old grandmother who chose to keep learning so she could read with her granddaughter, and a mother of two boys with severe autism who turned her personal challenges into strength by equipping herself as a caregiver and advocate. Their journeys stood alongside those of educators and allied professionals who pursued further studies to better serve their students. Together, they embodied the truth that learning has no age limit and inclusion is a collective responsibility.



Empowering Change-Makers

In FY2024/25, more than 1,545 learners came through our programmes, from half-day workshops to Master's-level qualifications. Each brought with them the determination to better support children who learn differently.

Our reach spanned every stage of learning. 222 participants attended workshops, including 116 caregivers supported through the Caregivers Training Grant (CTG). 358 learners completed certificate courses, while 111 educators strengthened their practice through TNM training. At the Specialist Diploma level, we celebrated 14 graduates in LS for SpLD, 20 in Educational Therapy (English), and 4 in Educational Therapy (Chinese). At the postgraduate level, 10 students completed the Master of Arts in Special Educational Needs/Additional Learning Needs (MA SEN/ALN).



Funding Support for Greater Accessibility

DAS Academy remains committed to making training more accessible to families and community stakeholders through a range of funding initiatives. The CTG, administered by the Agency for Integrated Care (AIC), continues to play a vital role in reducing financial barriers for parents and caregivers of children with SEN. This enables them to attend workshops and build essential skills to better support their children at home.

In addition, DAS provides funding assistance for parents whose children are on the DAS bursary scheme, offering significantly subsidised fees for selected certificate programmes. This initiative strengthens the support framework for these families, equipping them with deeper knowledge and practical strategies to complement their children's learning and development.

These funding schemes reflect our belief in walking alongside parents and caregivers in their journey, empowering them with the tools and confidence to be active partners in their children's educational progress.

Journeys of Growth

Graduation at DAS Academy is never just about a scroll or a certificate. It is about stories of resilience, transformation, and purpose. Behind every graduate is a journey shaped by personal challenges, professional growth, and a deep commitment to learners who experience education differently.

This year, our valedictorians and scholarship recipients reminded us that education can change not only careers, but lives. From a mother who found answers for her child, to an educator who turned curiosity into a calling, to mid-career switchers who discovered new purpose, their journeys reflect the many ways DAS Academy nurtures growth.



Walking with Scholars

This year marked the second cycle of the DAS-DAS Academy Scholarship, made possible through the generosity of our donor. Established to support individuals seeking a meaningful mid-career switch into the Special Educational Needs (SEN) sector, the scholarship reflects DAS' vision of building a world-class organisation dedicated to supporting people with dyslexia and other specific learning differences.

Lim Hwee San Kate, the second recipient, is a speech and language therapist with a deep commitment to children and adolescents. Passionate about social-emotional learning, she hopes to strengthen the DAS community by

weaving her counselling expertise into intervention and advocacy.

Edwina Woo, the third recipient, is a devoted mother of three children with SEN. Her journey, marked by trial and perseverance, began with the struggle of navigating conventional learning systems that did not meet her children's needs. What began as unfamiliar territory has since grown into her life's calling. Today, she is pursuing formal training with DAS Academy, determined to use her knowledge to empower other parents on similar paths.

The stories of Kate and Edwina remind us that the SEN journey is deeply personal, and that with the right support, passion can be transformed into purpose.



Specialist Diploma in Learning Support for SpLD Valedictorian

As a mother of three, Alicia Feng became deeply concerned during the pandemic when her youngest child struggled with reading. After exploring various methods, she realised she needed more structured knowledge. Her search led her to dyslexia, the Orton-Gillingham approach, and eventually to DAS Academy's Specialist Diploma in Learning Support for Specific Learning Differences.

The programme, with its flexible structure and practical curriculum, allowed Alicia to balance study with family life while equipping her with strategies she could apply immediately. The tools she has

gained not only support her child but also give her confidence to help others with learning differences. Alicia looks forward to walking alongside children as they carve their own paths to success.



Specialist Diploma in Educational Therapy (Chinese) Valedictorian

Hu Ying made a mid-career switch from real estate to the SEN field after working as an assistant Chinese teacher in an international school, where she encountered children with learning difficulties. Inspired to do more, she enrolled in the Specialist Diploma in Educational Therapy (Chinese).

The programme deepened her understanding of SEN, including dyslexia, ADHD, and ASD, and shaped her belief that every learner's effort deserves recognition. Her diagnostic-prescriptive approach has helped students gain confidence and interest in Chinese

literacy, gradually becoming independent learners. Hu Ying now finds purpose in helping each child discover their strengths and shine in their own way.



Specialist Diploma in Educational Therapy (English) Valedictorian

Nur Diana Lim's journey began when she was teaching English to preschoolers and primary school students. While helping one child who struggled with spelling and letter reversals, she came across DAS videos explaining dyslexia and the Orton-Gillingham approach. Motivated to learn more, she applied to become an Educational Therapist.

The Specialist Diploma in Educational Therapy proved intense and challenging, but with guidance from mentors, Diana gained knowledge, strategies, and best practices that transformed how she teaches. She now sees her role not only as providing learning support but also encouraging students to advocate for themselves and embrace inclusive practices. For Diana, every child deserves the opportunity to achieve their fullest potential.

MA SEN/ALN Valedictorian



Praba Siva began her journey ten years ago as an Allied Educator with the Ministry of Education, where she first saw the challenges faced by struggling learners and the weight of labels placed on them. Seven years ago, she joined

DAS Academy, drawn to its culture of continuous professional development. She completed several training courses, but her hunger to grow further led her to pursue the Master of Arts in Special Educational Needs/Additional Learning Needs (MA SEN/ALN), offered in collaboration with the University of South Wales.

Her dissertation on dual-mode teaching directly informed the transition from online to face-to-face instruction during the pandemic. Along the way, Praba pushed herself to master new tools, from advanced Excel to coding, building skills she now applies in designing evidence-based strategies for students' academic, emotional, and behavioural needs. Today, she continues her work as a SEN educator in Singapore, applying insights from her master's journey to help learners thrive holistically.



Extending Our Impact



Customised Trainings

This year, we delivered customised training to 806 participants across a wide range of settings. Our most sought-after modules focused on executive functioning, behaviour management, and supporting students with English, Chinese, and Mathematics difficulties. Each session combined research-based insights with real case studies drawn from participants' own contexts, ensuring that theory translated into immediate, practical application.

Traditionally, our flagship programmes served teachers and Special Educational Needs Officers (SENOs) in both mainstream and special schools. This year, we expanded that reach to include Social Service Agencies working with children in childcare settings, as they increasingly sought targeted professional development. By responding to this demand, we continue to strengthen multidisciplinary collaboration across education and social services, driving deeper impact and lasting change.

Charity Transparency Awards 2024

Closer to home, DAS Academy was once again honoured with the Charity Transparency Award in 2024. This recognition affirms not only our governance practices but also our deep commitment to accountability and trust.



International Outreach

Our impact extended beyond Singapore to Jakarta, Indonesia, where we partnered with DAS International to train 42 teachers from Santa Laurensia Elementary School. For many of these educators, it was their first hands-on experience with the Orton-Gillingham approach. Over the course of the training, they saw how a structured, multisensory method could open new doors for multilingual learners struggling with literacy.



The reflections of the participants were powerful. Teachers spoke about realising that dyslexia is not a barrier to learning but a call to teach differently. They shared their excitement about bringing these strategies back to their classrooms, where they could immediately begin reshaping their literacy instruction. The Jakarta collaboration reminded us that inclusion is not bound by geography. Whether in Singapore or Indonesia, educators are united by the same desire: to ensure every child has the opportunity to succeed.

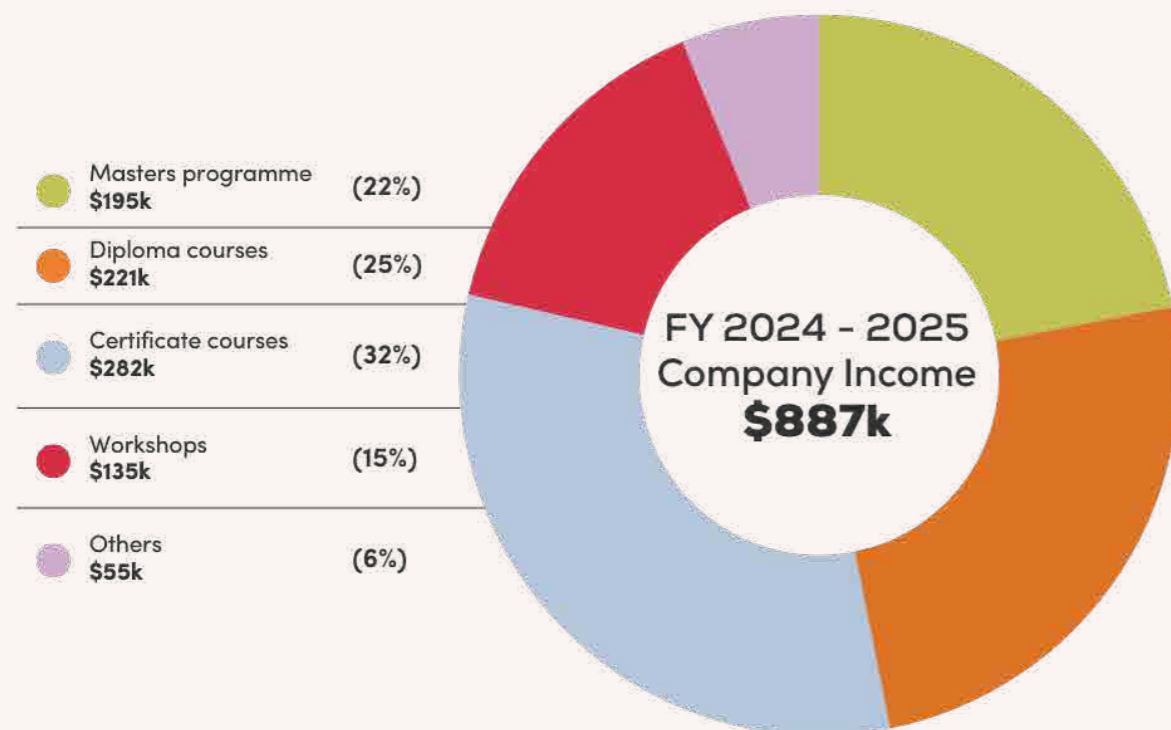
SUSS UniLearn Forum 2024

We also had the privilege of sharing our e-learning journey at the SUSS UniLEARN Forum, where more than 1,200 caregivers and educators engaged with our programmes. For many caregivers, especially parents navigating the challenges of raising children with SEN, these digital modules became a lifeline. They discovered that online learning can do more than convey knowledge, it can provide encouragement, restore confidence, and offer hope in moments of discouragement. For educators, the sessions validated their daily work and connected them to a wider community of professionals walking the same path.

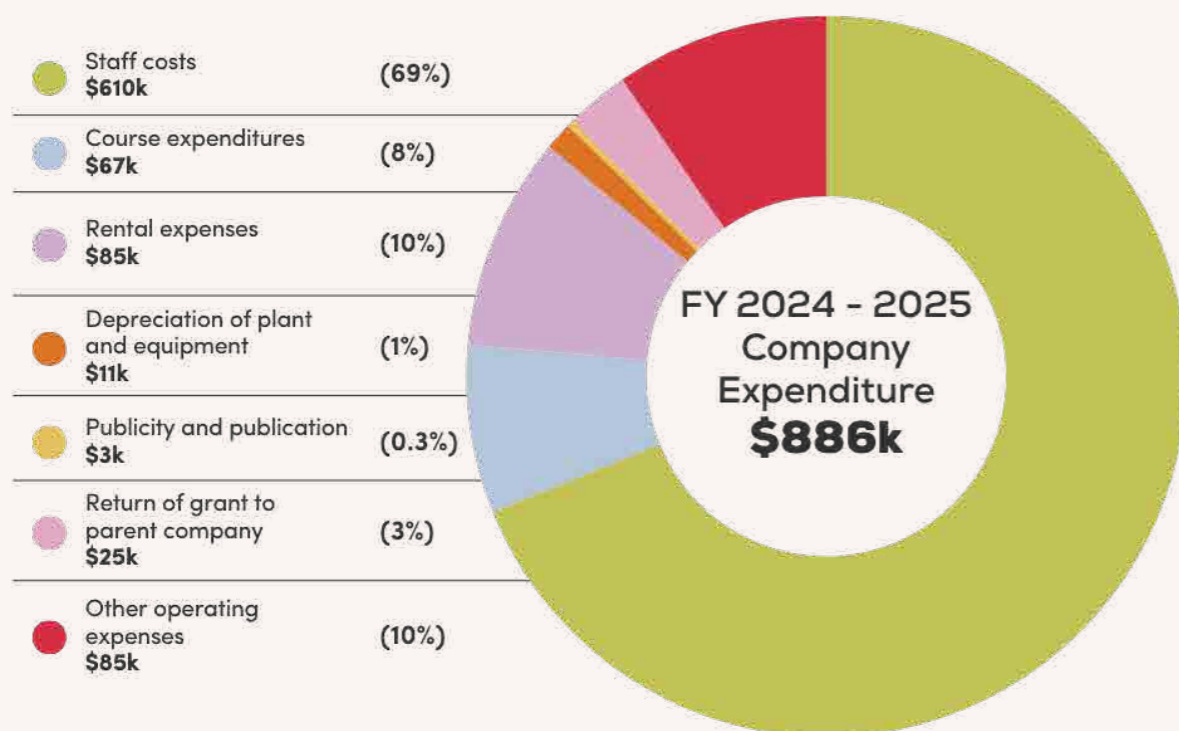


Financial Highlights

Sources of Income (Company)



Distribution of Expenditure (Company)



Governance Checklist

Name of Organisation: DAS Academy Ltd

UEN: 201003689Z

Preview Governance Evaluation Checklist Submission for the period Apr 2024 - Mar 2025

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
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 Academy 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.	2.4	Complied	

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
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 oversees 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.	Yes		
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	

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
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	

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 Academy Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore (DAS). Hence, refer to DAS' Board meetings disclosure.
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	This was disclosed in the financial statements Note 15 (c)

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	This was disclosed in the financial statements Note 15 (c)
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	
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	



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DAS Academy Ltd

UEN Number: 201003689Z

CPE Registration Number: 201003689Z


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Engagement and Fundraising

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