



**SPEECH & LANGUAGE
DEVELOPMENT AUSTRALIA**
Find your voice



**ANNUAL
REPORT
2018**

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ABOUT US

We help children and young people to find their voice

Speech & Language Development Australia (SALDA) is the nation's peak body supporting and advocating for the needs of children and young people with speech, language and communication needs.

For over 40 years our not-for-profit organisation has developed a unique, multidisciplinary approach to helping the 1 in 14 children with Developmental Language Disorder (DLD) learn to speak and ultimately find their voice.

When people have a voice their thoughts, feelings and aspirations

are recognised by others. They possess the capacity to make an impact, both on their own personal situation as well as the broader community, through their actions and words.

At SALDA we operate The Glenleighden School, the only Foundation to Year 12 specialist school for children with speech, language and communication needs in the Southern Hemisphere.

We also provide School Support Services to reach children in regional and remote communities, professional learning and resource

development for educators and health professionals, as well as research and advocacy initiatives to ensure every child has the opportunity to learn to speak....and find their voice.



SALDA is operated by
The Association for Childhood Language
and Related Disorders (CHIL.D.)

OUR VISION

To be the leader in enabling **better outcomes for children and young people** with disability for whom language is their primary disorder.

OUR MISSION

We provide holistic, innovative and effective therapy, education and support services.

OUR VALUES

We are child focussed, providing a safe and supportive environment.
We are a compassionate, accountable, respectful and resilient team.
We pursue excellence and act with integrity.



THE FUTURE BEGINS WITH US

OUR IMPACT

IN 2018

102

students were supported to reach their goals whilst undertaking study at The Glenleighden School

Our School Support Services worked with **141** schools to screen **646** students and provide intervention to **97** children

Our research and advocacy team collaborated on **5** research projects and led the International Developmental Language Disorder Awareness Day campaign

\$40,000

With the support of the community we raised over \$40,000. This result was achieved due to the success of a number of events and donations received from the community

1000

More than 1000 educators, professionals, university students and families attended our workshops across Australia and internationally

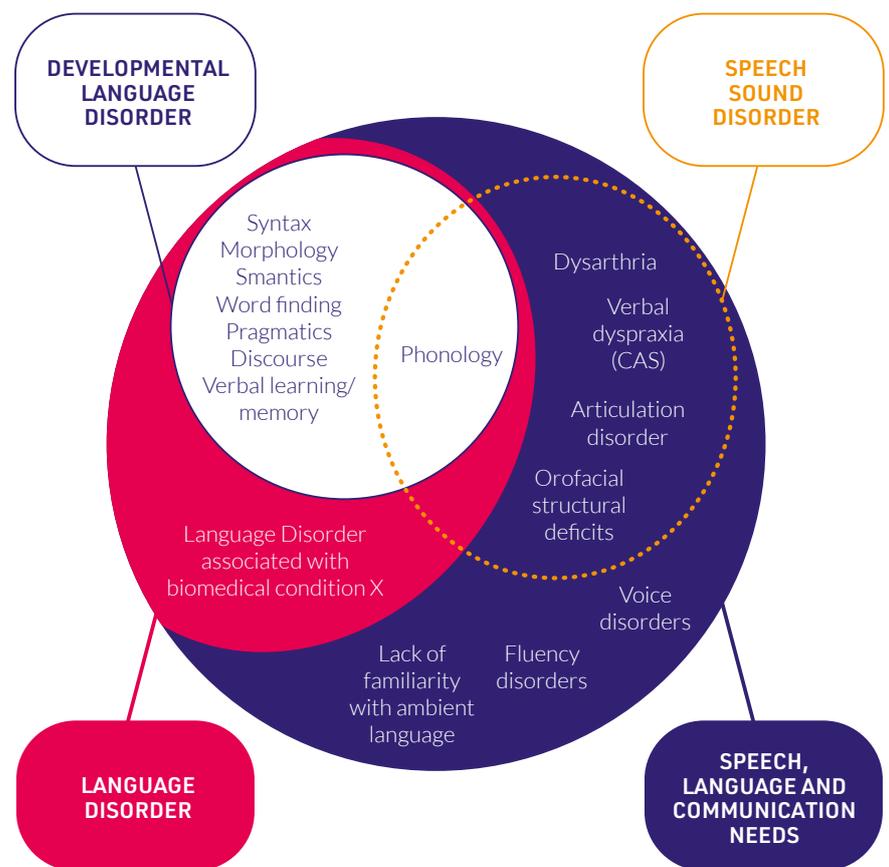
DEVELOPMENTAL LANGUAGE DISORDER (DLD) IN AUSTRALIA

Children and young people with Developmental Language Disorder are as able and healthy as their peers. With one primary exception: they have great difficulty thinking about, understanding and using language.

A child with Developmental Language Disorder will not develop speech and language skills in the typical way and more often than not, there is no obvious reason for this difficulty. There may be no outward signs of disability and no obvious physical indicators of a problem.

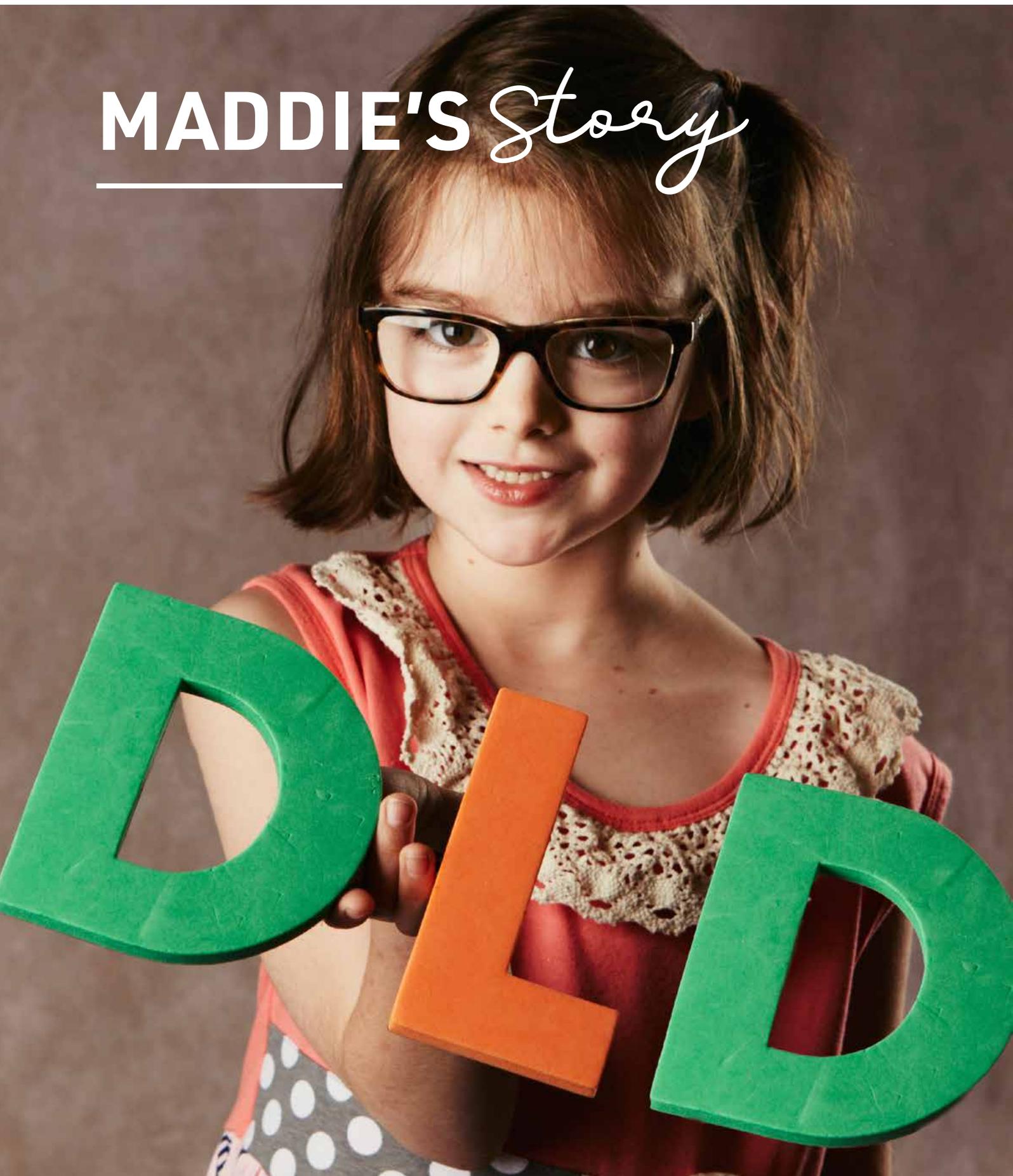
For this reason, Developmental Language Disorder is also known as a 'hidden but common disability' affecting 1 in 14 children. The term Language Disorder describes children with language problems, which significantly impact their everyday life. Language Disorder (pink circle) can co-occur with other conditions, such as Autism, Intellectual Disability and Down Syndrome. Developmental Language Disorder (white circle) is recommended to be used for cases of Language Disorder with no other co-occurring conditions.

Under the umbrella of communication (blue circle), children can also present with speech (yellow circle), voice or fluency disorders, or may have a lack of familiarity with the local language. These can occur in isolation or co-occur with Developmental Language Disorder.



Language development is an important milestone in every child's life and challenges in this area have significant implications for academic and employment outcomes. Our commitment is to find out all we can through research to unlock the complexities of Developmental Language Disorder so we can do more to help children affected.

MADDIE'S *Story*



"Maddie is in many ways a typical nine-year-old. She loves singing and dancing, riding her bike, playing in the park, camping and drawing. But she has always had one fundamental challenge. She struggles with her speaking and understanding what others say."

"Maddie was born in London, England. It became evident early on that Maddie had difficulties forming words and was late in achieving every one of her language related developmental milestones. The initial assessments from the health services were that her language was delayed but little support was available in the mainstream environment in the form of therapy or a definitive diagnosis. Having a primary school teacher as a mother meant Maddie's issues were identified earlier than most and, through a private assessment, we were armed with a report that unequivocally identified a language related disorder by the age of 4. Unfortunately, whilst the early childhood care environment was supportive, they lacked the skilled staff needed to provide the necessary support. As parents, we again stepped in and provided Maddie with a private speech and language therapist who worked with her kindergarten to help with her language until she entered the school environment, and armed us with a second report.

As a result of these reports, Maddie was accepted into a local mainstream primary school which accepted children from prep to year 2 with a specialised language unit. It was however becoming clear that whilst Maddie's speech was improving, the gap between herself and her peers was growing and she was slowly slipping behind. During our discussions with her teachers, they expressed concerns that Maddie would struggle to assimilate into a main stream school at the end of her third year and we again faced the prospect

of finding a new school that could accommodate Maddie's speech and language delays. The choices were grim. Either Maddie could go to the local special school, where language support was limited, or she could be integrated into a main stream school that would have significantly less support than her current environment.

Thankfully, through a family friend, we were introduced to The Glenleighden School, and after some significant packing and a lot of jet lag, we made the move to Australia. Maddie is again in a safe environment with lots of friends and an educational plan tailored to her specific needs. And she is thriving as a result.

Having listened to others' stories, we are conscious that Maddie has been fortunate in that she has always had the support needed at the right times. As a result, Maddie is far more advanced in her communication skills than she would otherwise be, and continues to be a happy and engaged child who loves school. Maddie is a great example of what can be achieved if the right support is provided from day one. Unfortunately for most DLD children, the level of support needed from multiple therapists and qualified teachers is simply unavailable in main stream education."

Andrew
proud father of Maddie

MESSAGE FROM THE CHAIR

Early in 2018, it was my great honour to take on the position of Chair. One of my first duties was to acknowledge the immense contribution of the outgoing Chair, Gareth Davies. Gareth commenced on the Board of SALDA in 2013 and under his leadership a new Townsville site was introduced, the organisation expanded into research, governance frameworks were improved and the organisation rebranded to SALDA.

Michael Cutri vacated his position as Treasurer after five years' and Sue Park, Secretary, stepped down after three years' service. Brett Skyring and Professor Sheena Reilly also vacated their positions. We thank them for their time on the Board and wish them well with their future endeavours.

In response to these movements, Alex Rummery, a long-standing member of the SALDA Board, was appointed to the role of Treasurer and we welcomed Caroline Snow, to the role of Secretary. Additionally, Craig Duncan, Deborah Nisbet and Andrew McAuliffe joined the Board in early December.

As a Board, we are charged with an important role encompassing leadership, governance and strategic development. I would like to thank my fellow Board Members for their support and contributions to the organisation in their capacity as a voluntary Board.

The reality is that in many ways' children with DLD are being failed by the community. Staggering statistics such as 60% of youth offenders having an undiagnosed Language Disorder must not be ignored. With two children in every classroom affected we have much to do to raise awareness and advocate on their behalf.



LEADERSHIP

In 2018 the SALDA Board introduced a Leadership Team model which has delivered strong results for the organisation. The new model sees a collective of staff in key areas forming a Leadership Team which reports directly to the Board of SALDA. Our Leadership Team is made up of staff with extensive experience in their area of responsibility and many have been with the organisation for a number of years.

STRATEGIC PLAN

At SALDA we believe every child deserves the chance to reach their full potential. This is why we work with every child individually, based on their unique strengths. Our goal is to ensure each child achieves their goals, enhances their relationships and can move forward with a life based on their own decisions and choices.

We have ambitious goals which we are committed to achieving in the coming years. This year we launched the 2017-2019 SALDA Strategic Plan after extensive consultation with key stakeholders to identify the strategic objectives that will best enable our organisation to advance its mission. The plan will be revisited on an ongoing basis as our internal and external environment evolves.

2018 has been dedicated to building the platform to increase our influence and strengthen our position as Australia's leading not-for-profit representing speech, language and related disorders.

THE GLENLEIGHDEN SCHOOL

In September, Jan Morey was appointed Principal of The Glenleighden School. Jan has been an invaluable member of the Glenleighden team for more than 12 years commencing as a Teacher and Literacy Coach before progressing to Teaching, Learning and Curriculum Coordinator. As a long-term member of the SALDA Leadership Team, Jan is well positioned to uphold the integrity of our school whilst working with staff, students and families to improve the learning experience at Glenleighden.

The Glenleighden School is in great demand achieving a record of 103 full time students in 2018 with many eager families seeking to join our school from around the world. In response to the growing need for our services we launched a Capital Fund to enable SALDA to drive important change and the development of our current site to meet the vision we have for children with DLD.

School Support Services

Our School Support Services worked with 141 schools to screen 646 students and provide intervention to 97 children with Language Disorder. We acknowledge the Department of Education Queensland for their ongoing financial support of this vital program which ensures that being regionally based in Queensland is not a barrier to receiving intervention and support for children with DLD.

PROFESSIONAL LEARNING

Our Professional Learning program, saw 12 online learning modules released for educators, health professionals and families to build awareness and increase knowledge to better support children with speech, language and related communication needs. Additionally, our staff regularly provided training to student therapists and educators completing their university studies on how best to support the children we represent.

RESEARCH & ADVOCACY

Our advocacy efforts are building strong relationships with corporates, grant providers and government to increase our profile and strengthen our ability to influence important decisions impacting our community. We held our first NDIS planning session to help families of children with DLD navigate the system and access the support they deserve.

2018 saw the second Developmental Language Disorder Awareness Day take place globally led by SALDA. Our organisation proudly championed the development of a new website and promotional materials to raise awareness of DLD with exceptional reach and engagement.

THANK YOU

Our sincere thanks goes to the many donors and supporters who have generously supported our organisation throughout the year. From those who participated in the Brisbane Marathon, donated to the iPad Appeal, attended our Legends Lunch for Language or gave what they could via donations of goods/money/services please know it is greatly appreciated by the children and families of our organisation.

I would like to take this opportunity to recognise and thank the staff, volunteers and contractors at all levels who have each contributed to the betterment of the organisation and the solidification of our position as

leaders in the sector. So many people demonstrate their commitment to their students, clients and families each and every day. We are truly grateful for the great work that they do.

On behalf of the SALDA Board I thank you for partnering with us to continue to evolve our organisation as we work to provide children with DLD with the greatest opportunities to build their confidence, explore their individual interests and ultimately, find their voice and place in the world.

Peter Seldon

A smiling woman with long brown hair is looking at a young girl with blonde hair in a ponytail. They are in a library or office setting with bookshelves in the background. The image is overlaid with a semi-transparent pink filter.

OUR VISION

To be the leader in enabling better outcomes for children and young people with disability for whom language is their primary disorder.

OUR SERVICES

- 1. Multiple Pathways** - To provide multiple evidence informed/best practice pathways to meet a diverse range of client needs.
- 2. Reach** - To expand our services and partnerships to reach new markets, communities, professionals, cultures and demographics.
- 3. Innovation** - To embrace innovative principles and practices to deliver services responsive to changing political, environmental, technological and social trends.

OUR GOVERNANCE

- 1. Social Responsibility** - To be socially responsible, operating within an ethical framework, for the benefit of society at large.
- 2. Risk** - To be compliant and transparent, taking moderate strategic risks and evaluating outcomes.
- 3. Our Entity** - To ensure one entity both internally and externally.

OUR CLIENTS

- 1. Responsiveness** - To tailor our services and partnerships to respond to the changing needs of our clients.
- 2. Client Focused** - To create a positive client experience at every touch point from first engagement to becoming an organisation advocate.
- 3. Advocacy** - To advocate and represent the needs of children and young people with speech and language related disorders.

OUR PEOPLE

- 1. Culture** - To live a culture of respect, recognition, empathy and productivity which engenders support from individuals for the success of the whole organisation.
- 2. Leadership** - To nurture leadership potential in all of our people.
- 3. Collaboration** - To implement effective internal and external communication, ensuring cohesion, sharing of ideas and the leveraging of the skills and strengths of our people.

2017 - 2019 SALDA STRATEGIC PLAN

OUR FINANCES & RESOURCES

- 1. Sustainability** - To be financially sustainable through fulfilling specific objects and identified actions.
- 2. Effectiveness** - To provide sound financial policies and systems, accurate and timely information, excellent customer service and sound advice to the Board, management and departments.
- 3. Investment for Growth** - To facilitate organisational growth through investment.

The Glenleighden School

MESSAGE FROM THE *Principal*

"For almost forty years Glenleighden has been the leader in enabling better outcomes for children with speech, language and communication needs. It has been my great privilege to take on the role of Principal for The Glenleighden School in 2018. As Principal I feel honoured to work with families who are so dedicated to advancing their child's education. I feel humbled that these families entrust their loved ones to our care and I feel really privileged to work with such a great team of dedicated and professional staff as we work hard to see every child develop and grow."

Throughout the year our student body reached a record 102 full time and 1 part time students from Prep to Year 12. Our staff to student ratio remained better than 1:3 ensuring our school continued to provide a world-class, highly supportive learning environment for our students. Glenleighden fills a vital gap in education opportunities for children with speech, language and communication needs globally and we are proud to provide this vital service.

The Glenleighden School continues to follow the Australian Curriculum with a difference in that the curriculum is modified and individualised to meet the needs of the unique young people we support who all have Developmental Language Disorder or Language Disorder. Students are given the opportunity to engage in a number of extra-curricular activities and the school program was expanded this year to include new learning experiences and initiatives.

Our expert team comprised of teachers, school assistants, speech language pathologists, occupational therapists, physiotherapist, psychologist, music therapist, school counsellor, school chaplain and administration staff who worked tirelessly throughout the year to provide world class learning and development opportunities to our students.

At Glenleighden we provide a number of sporting initiatives to nurture the considerable talent within the school. Sports Day 2018 saw students compete in running races, long jump and shot put. The sportsmanship and sheer determination shown on the day was inspiring for all in attendance. Our school soccer team continued to achieve outstanding results in each match they competed in.



Jan Morey





The Glenleighden School Concert was a spectacle of colour, song and dance performed under the stars on a warm spring evening. Students from the whole school performed confidently, with family and friends enjoying the creative atmosphere.

The end of year Awards Night celebrated student achievements across the school year. All students were acknowledged for their improvements in the areas of academia, communication and social participation. A number of students were further recognised for their exceptional efforts in specific areas such as Leadership, Manual Arts, Work Experience, Communication and Physiotherapy.

The school's Chaplaincy Service continued to create avenues for connection and relaxation for school families. The program offers much needed support to students and their families when needed by providing monetary, emotional and material support. Staff were treated to a Pancake Breakfast during Chappy Week to foster well-being and to celebrate and build partnerships within the school community.

“Throughout the year our student body reached a record 102 full time and 1 part time students from Prep to Year 12.”





The school was again bolstered by the support of an active Parents, Staff and Friends (PS&F) group. Collectively they organised events from staff BBQs, a Trivia Night, Student Pizza Day, to social drinks on Awards Night, Tasty Tuesday and financial support for school activities and resources such as iPads. We are truly thankful for the tireless contributions of everyone involved.

Finally, we must acknowledge the efforts of our staff. The quality of our program at The Glenleighden School is due to the hours of work, many unpaid, spent by our amazing teachers, school assistants, administration workers and therapists to ensure every child at the school receives only the best education possible.

It has been another incredible year at The Glenleighden School. We have enjoyed working with each child to identify their strengths and helping them to develop their self-belief and confidence. It has been a real joy to see the excitement on their faces when they achieve a goal they didn't think they could obtain.

Our staff are focussed, our parent and family community are constantly looking for opportunities to help the school grow and our students are a vibrant cohort who are reaching new milestones every week. Therefore, we look forward to 2019 and celebrating 40 years of The Glenleighden School.

Jan Morey

For information about The Glenleighden School please visit our website: glenleighden.org.au or 'like' our The Glenleighden School Facebook page.

 @TheGlenleighdenSchool



A STUDENTS DAY AT *Glenleighden*

There is no other school like Glenleighden in the Southern Hemisphere. Each day students are provided speech therapy via an integrated therapy model in addition to subjects to meet the Australian curriculum.

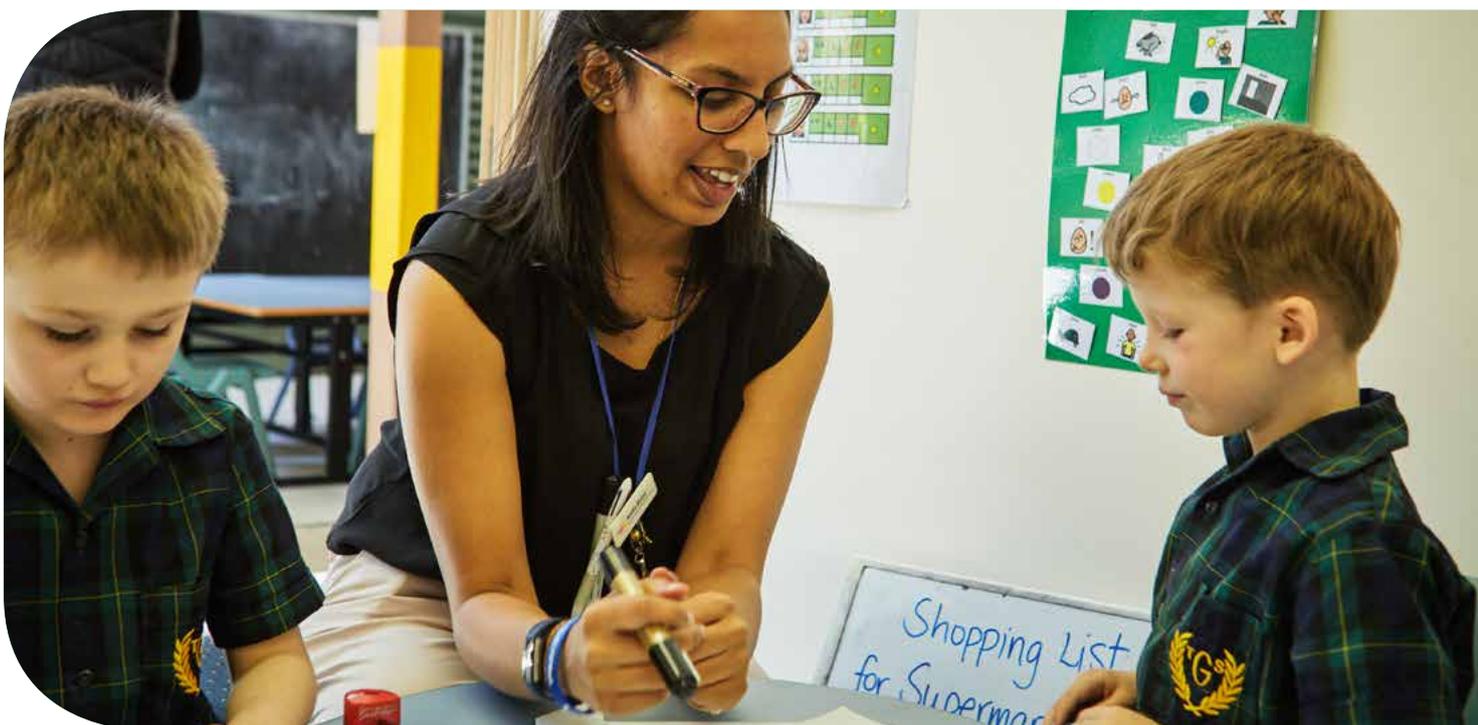
Time	Early Childhood	Junior School	Middle School	Lower Senior School	Upper Senior School
	9:00 am Pastoral Care (Hello time)	8:45am Pastoral Care (Morning routine)	8:45am Pastoral Care (Morning routine)	8:45am Pastoral Care (Morning routine)	8:45am Pastoral Care (Morning routine)
	Move, Grow, Dance	Move, Grow, Dance	Move, Grow, Dance	Move, Grow, Dance	Move, Grow, Dance
9:15	Literacy (Teacher and Speech Language Pathologist)	Rotation: <ul style="list-style-type: none"> • English/Literacy (Teacher) • Speech/Language (Speech Language Pathologist) • Physiotherapy 	Numeracy focus – Rotation: <ul style="list-style-type: none"> • Operations (Teacher) • Maths Concepts (Speech Language Pathologist) • Physiotherapy 	Tennis (Teacher and Tennis coach)	8:30am Chatters Café (Hospitality)
9:45	Literacy (Teacher and Speech Language Pathologist)				
10:15	Music and Movement (Teacher and Music Therapist)				
10:45	Play	Play	Eating	Eating	Eating
11:00	Eating	Eating	Play	Play	Play
11:15	Rotation: <ul style="list-style-type: none"> • Mathematics (Teacher) • Physiotherapy 	Rotation: <ul style="list-style-type: none"> • Mathematics (Teacher) • Music and Movement (Music Therapist and Occupational Therapist) • Speech/Language (Speech Language Pathologist) 	Literacy focus – <ul style="list-style-type: none"> • Guided writing (Teacher) • Fine motor (Occupational Therapist) 	Literacy/English (Teachers and Speech Language Pathologist)	ASDAN program + Life Skills (Teacher and Occupational Therapist)
11:45					
12:15	Mathematics (Teacher) + targeted Physiotherapist for identified students				
12:45	Play	Eating	Eating	Eating	Eating
1:00	Eating	Play	Play	Play	Play
	Relaxation	Science (Teacher) + Targeted therapy for identified students	Social Emotional Development (Speech Language Pathologist and Music Therapist)	Science (Teacher) + Music Therapy for identified students	Design and Technologies (Teacher)
	Science (Teacher) + Targeted therapy for identified students				
	2:20 Pastoral Care (Good bye time)	2:40 Pastoral Care (Afternoon routine)	2:40 Pastoral Care (Afternoon routine)	2:40 Pastoral Care (Afternoon routine)	2:40 Pastoral Care (Afternoon routine)



WILLIAM FINDS HIS VOICE AT *Glenleighden*

"William is a soft, gentle little soul. Early on in life he showed signs of having no desire to communicate with another human. Eventually he was diagnosed with Autism and Language Disorder. William has loved being at Glenleighden from day one. He's really blossomed since starting at the school. Our Paediatrician had previously told us to lower our expectations for William's future. He was totally nonverbal just over 18 months ago and all of a sudden it was like someone turned a light switch on. It has been beautiful and remarkable to watch because we didn't think it was possible. The future is now remarkably different to what we had once anticipated for William. To give a child their voice you can't do any better for them. We couldn't be happier or prouder.

Elaine and Gary,
William's parents

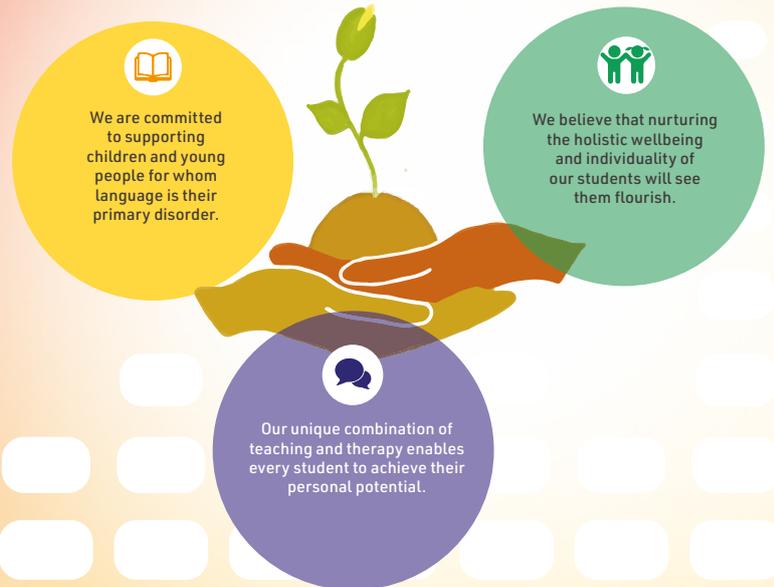


SELF IMPROVING SCHOOLS

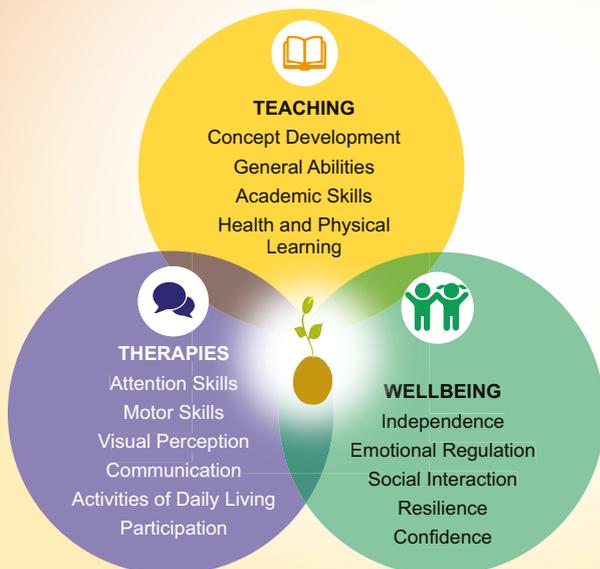
Program

In 2018 The Glenleighden School participated in the Independent Schools Queensland (ISQ) Self-Improving Schools Program. The program supports schools to work with ISQ to assess their performance and implement evidence-based strategies for improvement. Through participating in the program the following resources were produced to inform staff, families and the broader community about Glenleighden and its unique, multidisciplinary approach to learning.

THE GLENLEIGHDEN SCHOOL EDUCATIONAL PHILOSOPHY



THE GLENLEIGHDEN SCHOOL LEARNING PRIORITIES



THE GLENLEIGHDEN SCHOOL LEARNING EXPERIENCE



Therapy Domain

- Individual, multi-disciplinary, targeted intervention plans, designed by specialists and embedded within the curriculum.
- Evidence based support to:
 - Attention Skills • Motor Skills • Adaptive Skills
 - Visual Perception • Communication
- Activities of Daily Living
- Participation
- Development of fundamental language and communication skills to provide a strong basis to support learning.

We are committed to supporting children and young people for whom language is their primary disorder.



Teaching Domain

- Expertise in teaching students with language and communication disorders.
- Explicit communication skill instruction enabling students to understand and express knowledge.
- Australian Curriculum presented in an authentic context.
- Child-centred flexible learning programs catering to students' developmental abilities, learning styles and strengths.
- Challenging and relevant learning experiences to motivate and engage students, promoting positive attitudes to learning.
- Exposure to practical, functional life skills with a vocational focus to encourage our students to develop into active, independent citizens.



Well-being Domain

- Implementation of programs to develop confidence, self-esteem and social skills
- Nurturing and caring staff provide social and emotional guidance and support
- Development of independence and self-management skills
- Focus on the whole child through connections between home, school and community.

Our unique combination of teaching and therapy enables every student to achieve their personal potential.

We believe that nurturing the holistic wellbeing and individuality of our students will see them flourish.



School Support Services

MESSAGE FROM THE SCHOOL SUPPORT SERVICES *Manager*

"At SALDA one of our strategic priorities is to offer multidisciplinary services which provide best practice pathways to meet the diverse needs of the students that we support."

For over 35 years, our School Support Services has been supporting the provision of quality differentiated learning for students with Developmental Language Disorder (DLD) through consultation, capacity building via intensive support and professional learning for school staff. School Support Services visit schools across metropolitan, regional and rural areas of Queensland.



Irene Peters



"Our School Support Services worked with 141 schools to screen 646 students and provide intervention to 97 children with Language Disorder in 2018."



The service works collaboratively across all three education sectors in Queensland (State, Catholic and Independent Schools) to ensure individualised approaches are developed to support students with DLD to access the curriculum in a safe and supportive environment regardless of where they live.

Our School Support Services worked with 141 schools to screen 646 students and provide intervention to 97 children with Language Disorder in 2018.

SALDA's multidisciplinary team consists of a range of specialist staff including; speech language pathologists, educators, occupational therapists, physiotherapist and guidance officer.

We provide informal assessment for the students we see. Then we meet collaboratively with school staff to identify student support needs and discuss goal setting. Capacity building sessions for school staff are also utilised to provide continued support for students with DLD.

In 2018 School Support Services were proud to launch 12 self-directed Online Learning Modules developed specifically to enhance understanding of how to support students with DLD. These modules were developed as a special project in partnership with the Department of Education, Non-State Special Needs Organisations Program. All schools visited by School Support Services receive complimentary access through the SALDA Professional Learning Service. These Online Learning Modules along with a series of 150 handouts further detailing supports for students with DLD have been well received, with future plans to offer webinars in the works.



“eServices are provided to regional and rural schools, to ensure geography isn't a barrier to supporting children with DLD in the classroom.”

School Support Services is dedicated to the delivery of a quality service to schools and the students we visit. In 2018, a review of our current practices, along with feedback received from schools led to the development of a number of quality improvement projects. These projects included:

- Update of the Informal Multidisciplinary Assessment Tool (IMAT) – used to screen students
- Review of the Intensive Support (IS) capacity building model
- Resource development
- Development of outcome measures to track effectiveness of SSS program
- Professional development for schools
- Review of terminology and transdisciplinary practice
- Service promotion
- Review of technology used in eServices
- Review of booking process and referral form
- Development of information regarding school transitions

Moving forward, I am delighted to report that the School Support Services program has been successful in securing an increase in funding for the next 3 years. Our focus will be on continuing to enhance educational outcomes for students, enabling greater access to and participation in the curriculum through:

- Early identification of DLD
- Improved understanding and support for students with DLD
- Encouragement of high quality learning opportunities for students
- Capacity building through coaching

SALDA would like to thank the many schools who have welcomed us into their learning environment and collaborated with our team. And to the students we have had the privilege of working with who strive to do their best every day, you are our inspiration and our motivation to do and be our best.

Rene Peters





ONLINE LEARNING

Modules

SALDA is committed to developing high quality content to help schools support students with speech, language and communication needs. Through funding from Queensland's Department of Education Non-State Special Needs Organisations Program (NSSNOP), SALDA was proud to launch 12 Online Learning Modules in 2018. These modules have been developed from 40 years of multidisciplinary experience supporting young people with Developmental Language Disorder, as well as current international research.

THE ONLINE LEARNING MODULE TOPICS INCLUDE:

- Module 1** – Speech, Language and Communication
- Module 2** – Understanding Language Disorder
- Module 3** – Identifying Language Disorder
- Module 4** – Foundations for Learning Framework
- Module 5** – Classroom Strategies
- Module 6** – Positive Behaviour Support
- Module 7** – Literacy Support
- Module 8** – Numeracy Support
- Module 9** – Handwriting
- Module 10** – Sensory Processing
- Module 11** – Social Skills
- Module 12** – Speech Development

These self-paced modules enable participants to develop their understanding of Language Disorder. Each module takes up to 60 minutes to complete and includes strategies, resources and handouts to integrate new learning into the classroom.

WHAT ARE EDUCATORS SAYING ABOUT OUR PROFESSIONAL DEVELOPMENT TOOLS?

- “Lots of great examples that helped explain things. Good ideas for strategies to incorporate into classrooms”
- “Information presented clearly at a good pace. Examples given that are easy to understand”
- “Engaging, relevant real-life examples, exactly on topic for schools and teachers – well-presented informative info, but easy to understand”

Feedback

“I reflect positively on our experiences with SALDA this year and thank you for all the guidance you have provided our students and me as you have worked with (our school). SALDA is a valuable resource. Thank you for providing me with this wonderful opportunity.”

SCHOOL SUPPORT SERVICES SURVEY *Results*

How effective have SALDA School Support Services been in supporting access to the curriculum/education program?

Over 83% of respondents indicated Effective or Highly Effective

Comments:

- The reporting gave the school specific areas to focus the learning. The delivery of a specific program by professionals aided in progress.
- Identifying/ outlining student strengths and deficits empowered the teacher by confirming their concerns. SALDA staff were efficient, kept to agreed schedule and were highly professional. Identifying student goals. Comprehensive follow up report with information sheets for teachers to use.
- All aspects were effective - screening - feedback - quality of reports and resources provided.
- All current aspects were very effective. As a Learning Support Coordinator, I particularly found the meeting to discuss each child and the subsequent report to be extremely beneficial.
- The communication with staff was excellent. They were both very professional and offered insights for teachers.

"I've been meaning to email you to say how excellent your team's visit was. Their reports are fantastic and very comprehensive as well. Both the team and the reports contributed greatly to the school's understanding of the children seen and gave very valuable direction for the best way forward. Please pass on my comments to the team."

*Nancy Mills,
SLP, Our Lady of Lourdes, Ingham*

How effectively would you say SALDA School Support Services collaborated with the school staff in supporting the students?

100% Effective or Highly Effective – 28.8% Effective, 71.2% Highly Effective

Comments:

- We appreciate this service.
- We greatly value the contribution of the multidisciplinary team as it provides valuable feedback and recommendations as to how best meet the needs of our students.
- St Peter's is very appreciative of the support that SALDA offers our learners.
- The meetings held following the assessments were very useful.
- Excellent resources recommended. Many many thanks.

"The support you have provided for our students is invaluable. We really value your input and professional expertise to assist us in planning the best educational opportunities for our students of need."

*Joanne Andrews,
Deputy Principal, Columba Catholic College,
Charters Towers*

"Thank you very much for your reports and resources. So very thorough and extremely appreciated by the team here at Dakabin. We will go through as a team and consider the most effective ways to meet goals and utilise resources your team have provided."

*Julianne Lewis,
Learning Support, Dakabin State School*

“Thank you from the bottom of my heart for your service to Crow’s Nest State School. I have just received the reports and I am amazed and extremely grateful for the work that goes into these. Your recommendations will be used thoroughly to assist these students to achieve.”

Helen Thompson,
HOSES, Crow’s Nest State School

“Thank you so much for your visits over the last 2 weeks, it has been wonderful to gain further insight into our students from a different perspective. We really appreciate your time, and we would love to have our students and teacher aides participate in the support program next term. It is fantastic news that some of our students will get to benefit from the extra support program.”

Bonnie Rae,
Learning Support, The Lakes College

“May I thank you for the effective and comprehensive support provided to X and CMS staff. We appreciate the recommendations, resources and support provided; we have learned much from your work with us and acknowledge the positive outcomes for X and for future students with similar needs.”

Yvonne Rinaldi,
Principal, Caboolture Montessori School

“I appreciate all your support this year, it has been greatly appreciated, and I look forward to continuing to work with, the SSS team in the future.”

Ash Vazey,
Learning Support, Ipswich Flexible Learning Centre



Research & Advocacy

MESSAGE FROM THE RESEARCH & ADVOCACY Manager

"Research into Developmental Language Disorder has found that despite nearly 200 years of professionals identifying language problems there is poor awareness of the condition relative to the frequency and severity of DLD. In 2018, the SALDA Research and Advocacy team collaborated with organisations across the globe to raise awareness and advocate for improved support."

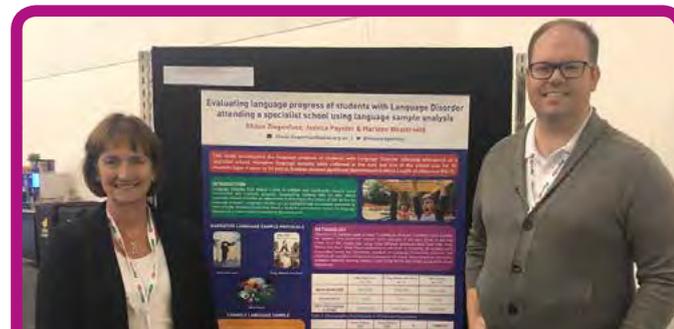


Shaun Ziegenfusz

PUBLICATIONS AND PRESENTATIONS

Over recent years, the demographic and multidisciplinary assessment data of students who attended The Glenleighden School from 2005-2015 was investigated as a joint study with Griffith University. The results found significant improvement in the student's receptive and expressive language during their enrolment with accelerated improvement, which provides some initial evidence for the effectiveness of this program. The findings were published in the Journal of Clinical Practice in Speech-Language Pathology, titled "Measuring Language Progress in Students with Developmental Language Disorder while Attending a Specialist School".

Speech Pathology Australia's National Conference was held in Adelaide in 2018. The theme INSPIRE helped focus delegates on promoting INSpiring Practice Innovation, Research and Engagement, which are all key priorities for the team at SALDA. In partnership with Griffith University, Shaun presented findings from a recent study investigating the language progress of students following 1 year at The Glenleighden School. The results demonstrated that students significantly improved



SPA Conference



“In 2018 we supported more tertiary students than ever before”

in their mean length of utterance (average number of words used in a sentence) across the school year and supported the use of language samples as an outcome measure of spontaneous language.

In September, our team was invited to present at Queensland University of Technology's Jean Ferguson Memorial Lecture on the topic of transdisciplinary practice within early childhood education. The lecture provided an opportunity to connect with teachers, tertiary students and industry leaders to address key issues in the early childhood sector. Particularly the early identification of speech, language and communication needs to support transition to schooling.

NATIONAL AND INTERNATIONAL COLLABORATIONS

Following the Speech Pathology Australia National Conference, our staff were invited to visit the speech & language class at Richmond Primary School in Adelaide. After spending the morning with staff and children, the local, interstate and international delegates congregated to discuss service delivery and best practice for students with DLD.

In June, our team was invited to present to members of Speech and Language Therapy Singapore on the topics of Multidisciplinary Needs of Children with DLD and Strategies, Service Delivery and Current Literature on DLD. The sessions were well attended and highlighted the need for global discussions in this space.



Adelaide



Singapore

CREATING A FIELD OF EXPERTS

Throughout 2018, professional learning opportunities were offered on a range of topics both internally and externally, including DLD, multidisciplinary needs of students, literacy support and numeracy support.

At SALDA Innovation is one of our strategic priorities. We strive to embrace innovative principles and practices to deliver services responsive to changing political, environmental, technological and social trends. Therefore, A focus this year was to start the development of SALDA's Framework of Practice, which aims to articulate what our people do when working with children and young people. The focus was to review past and current practices, as well as integrate current research, to build services that enable optimal outcomes. Work will continue in 2019 to bring this project to fruition and continue to embrace the key components of SALDA's approach which are:

1. Evidence informed practice
2. Collaborative multidisciplinary teams
3. A holistic focus
4. Individualised programs
5. Positive learning environments
6. Multi-modal strategies
7. Community connections



International Developmental Language Disorder Awareness Day

SALDA is proud to be an international partner of the Raising Awareness of Developmental Language Disorder (RADLD) campaign. The theme for International DLD Awareness Day was the 'ABC's of DLD'. People were encouraged to ASSESS their understanding using a quiz, BUILD their knowledge through resources and research and CREATE awareness of this disability in their local community.

Together with our international partners we launched a website (www.radld.org), produced resources and educational posters alongside a phenomenal social media campaign that made over 800,000 impressions online. The population calculator proved to be very popular, as users estimated how many people in their school, city or country have this hidden, but very common disability.

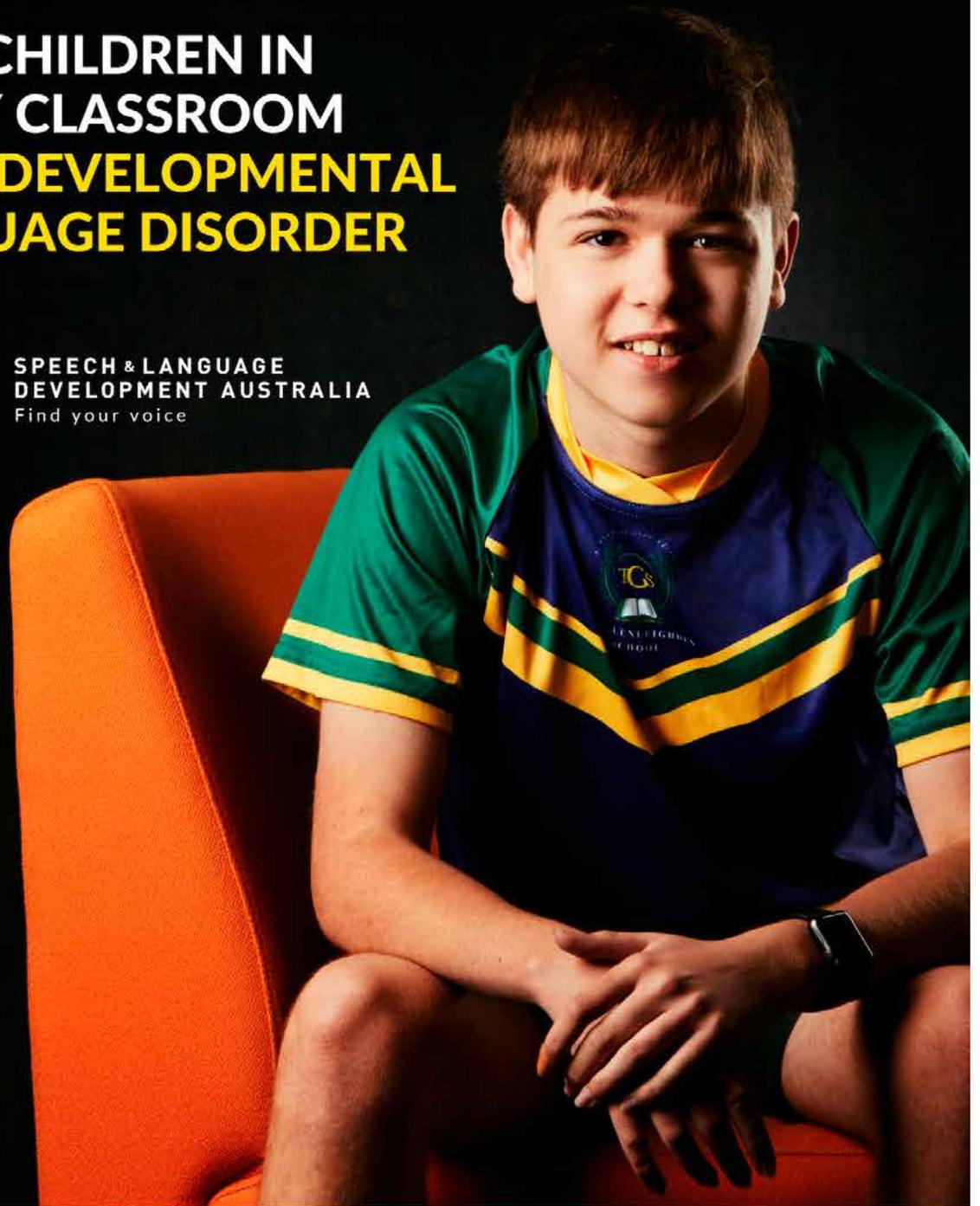
We will continue to partner with RADLD in 2019.

Shaun Ziegenfuss

**TWO CHILDREN IN
EVERY CLASSROOM
HAVE DEVELOPMENTAL
LANGUAGE DISORDER**



**SPEECH & LANGUAGE
DEVELOPMENT AUSTRALIA**
Find your voice



**DEVELOPMENTAL LANGUAGE DISORDER
AWARENESS DAY**

19 OCTOBER 2018

WWW.RADLD.ORG



FUNDRAISING

TRIVIA NIGHT

The Glenleighden Roaring 20s Trivia Night was a fun and memorable event! The effort each guest put into their costumes was exceptional and made it the best dressed trivia night in town. Over \$3000 was raised on the night.

BRISBANE MARATHON

In 2018 we entered a Language Legends team in the Brisbane Marathon. Our 12 entrants collectively ran 130km to raise over \$2,000.

IPADS FOR GLENLEIGHDEN APPEAL

Glenleighden was in need of 20 iPads at a cost of \$10,000 with the PS&F committing to fund half. An online appeal was launched via Facebook and \$5,122.76 was raised over four days via 22 donations. Many thanks to Stephen & Sharon Danzig, TGS major donors, who attended assembly to hand over the iPads to our school leader Ben. We'd also like to acknowledge the other exceptional individuals and organisations who supported our iPad appeal including the Bayside Social Fishing Club inc.

LEGENDS LUNCH FOR LANGUAGE

Over 100 of our most dedicated supporters gathered at Cloudland in October to speak up for children with speech, language and communication needs. Highlights from the event included guest speakers Nicholas a former Glenleighden student and his brother Benjamin and an incredible performance from current student Sophie. \$10,000 was raised for Glenleighden on the day. Thank you to our generous guests who made the day extra special. It was wonderful to see so many familiar faces return to help raise awareness of Developmental Language Disorder.





OUR People

KNOWLEDGE, EXPERTISE AND PASSION

At SALDA, we are incredibly fortunate to benefit from the skills, passion and dedication of many exceptional teachers, therapists and professionals as part of our broader team.

In 2018, more than 70 staff made a positive difference — creating opportunities for the children we support, empowering minds of young people and proudly helping them find their voice.

ANNE CELEBRATES 26 YEARS OF SERVICE

“In 1976, I attended a meeting and listened to Mancel Ellis-Robinson present her vision for children whose language and learning were impacted by their disordered acquisition of communication skills. Our organisation is unique and special because her idea was moving into an area as yet untapped here in Australia. I believe Mancel has touched the lives of so many of us, both families and staff and encouraged us to work toward positive active community participation for our young people.

I began my journey at The Glenleighden School in July 1991. From the very first morning, I knew this was a place of friendship, learning and challenge. Many of my colleagues have become good friends and mentors. I continue to learn so much from all of them.

My early role was spread across different levels of the school and I provided small group speech therapy sessions, supporting students to access the curriculum in their educational program.

From the beginning, I was faced with the enormous challenge of learning how to sign Paget Gorman Signed Speech as a system to support and facilitate the therapy programs. What a challenge!!

I realised very early on that SALDA was a unique place to work and that I wanted to be a team member. It became apparent that working in a multidisciplinary team delivering therapy programs together and having the opportunity to become part of a fast-growing Outreach team was very exciting. No two years have been the same!

The organisation and The Glenleighden School will be with me forever.”

Anne McSweeney



GET *Involved*

DONATE

Make a Donation

A tax-deductible donation will contribute to vital therapy, education and School Support Services for children with Developmental Language Disorder.

Give Regularly

A little goes a long way when you give regularly. It also gives us the ability to commit to long-term projects to support children in need.

Workplace Giving

An automated payroll deduction can be set up so it's easier to give directly to SALDA. – making it a simple and tax-deductible way to donate. Organisations also have the opportunity to match donations from their employees doubling your donations impact.

Remember us in your Will

Making a bequest to SALDA will help continue our vital work into the future. Bequests are essential in making the long-term commitment necessary to fund our services. Leave SALDA a gift in your will and become one of our lifetime partners.

There are many ways you can help support children and young people with Developmental Language Disorder

Host (or join) a Fundraising Event

- Join our Language Legends team by running or walking in local sporting events such as the Brisbane Marathon and Bridge to Brisbane.
- Host a Lunch for Language at work, home, school or in the community to raise funds and awareness.
- Be a Language Legend by coming up with your own challenge or event to raise funds. We're open to all ideas!





VOLUNTEER

Our volunteers are everyday people who generously give their time, skills and passion to our cause. There are so many ways to volunteer your time and energy. For example, you may have specialist skills, be able to assist with support services or education programs or perhaps you'd like to help with administration. Corporate volunteer opportunities are also available.

PARTNER WITH US

If you'd like to be more involved with SALDA we welcome the opportunity to discuss our work and how you can be involved. A partnership, whether financial or in-kind, will greatly assist our work.

ADVOCATE

Help raise awareness of Developmental Language Disorder by supporting International DLD Awareness Day. For more information please visit our website salda.org.au



ONLINE COMMUNITIES

We have an active and vibrant online community so Like Us on Facebook to spread the word! Ask a question, share your story, see what we're up to and the difference we are making for all Australians affected by Developmental Language Disorder.

For more information on how you can enable better outcomes for children and young people with Developmental Language Disorder, contact SALDA:

hello@salda.org.au

1300 881 763

www.salda.org.au

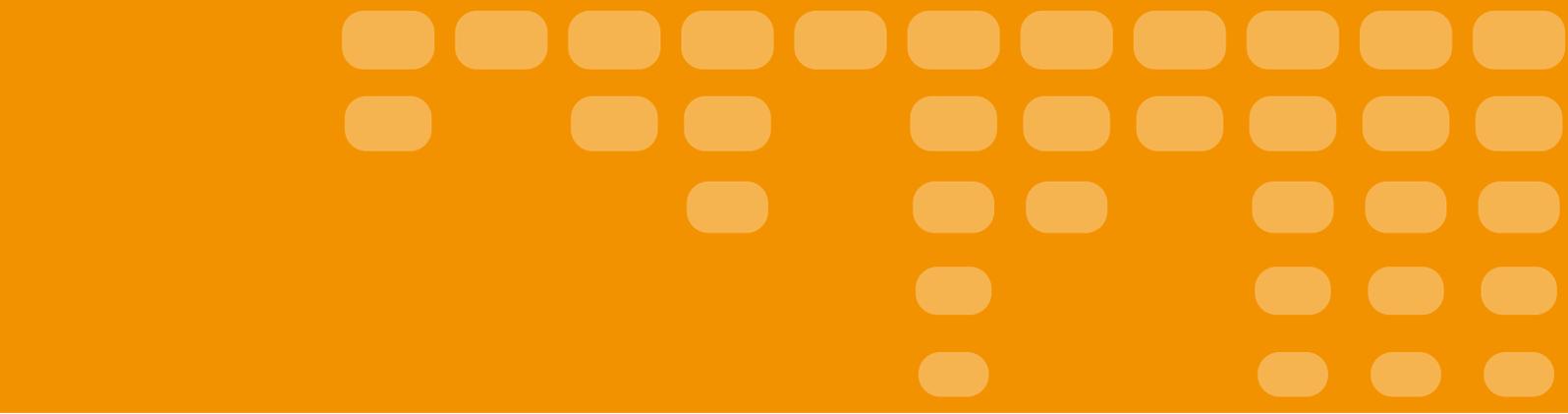


ACKNOWLEDGEMENTS

Thank you

We take this opportunity to acknowledge the generous individuals and organisations who have supported SALDA this year financially, with gifts in kind and as volunteers. We thank you for helping children and young people with Developmental Language Disorder find their voice. We couldn't do it without you!

- Ambrose Treacy
- Australian Children's Music Foundation - ACMF
- Bayside Social Fishing Club
- Bauman Family
- Betts
- Big W Loganholme
- Birds Nest
- Border Builders Mitre 10
- Brisbane Broncos
- Brisbane Wine Cellar Design & Construction
- Cathy Lammie Property
- Cr Julian Simmonds
- Danzig Family
- Deep Grey Photography
- Downtown Toyota Morningside & Wynnum
- Escape Hunt Brisbane
- Fuji Xerox
- Griffith University
- Harry J Hart Music
- Jane Prentice MP
- LDA Air Conditioning & Electrical
- Michael Berkman MP
- Montague Fresh
- Morgan Stanley Australia
- Norwex - Karen Wallace
- Non School Organisations (NSO)
- Non-State Special Needs Organisations Program (NSSNOP)
- Pandora Mt Ommaney
- Salt Mama Photography
- Seldon Family
- Softel Brisbane
- Stephanie's Luxury Spa
- Sun Star Studios
- Unlimited IT
- Vickie Botic
- Wheel of Brisbane



GOVERNANCE

CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as Speech & Language Development Australia (SALDA) continues to adopt good governance principles which adequately and flexibly support the organisation’s constantly changing environment. Imperatives of good governance such as flexibility, accountability, compliance and risk management are represented in the development of consistent and cohesive policies, processes and internal controls for all areas of responsibility throughout the organisation.



CHAIR

Peter Seldon

Assoc Dip Acc

Peter Seldon is a Senior Vice President at Morgan Stanley Wealth Management and has worked in the financial services industry for over 25 years. His career has seen him work for some of the largest global banks and during that time he has worked in domestic and International equities, derivatives, foreign exchange and fixed interest. Peter is currently responsible for domestic bond trading for Morgan Stanley’s Wealth Management business. Peter has been an enthusiastic fundraiser and supporter for numerous children’s charities and brings those skills, as well as business acumen, to the Board.



TREASURER

Alex Rummery

*BSc (HONS)(Econ&Acc),
ACMA, CPA, ATI, MAICD*

Alex Rummery is a qualified accountant with over 20 years’ experience across various organisations in the UK, the Middle East and Australia. His experience encompasses both public and private sector entities and he specialises in business process and system improvements to enable businesses to leverage their full potential. He is a member of the Chartered Institute of Management Accountants, CPA Australia, The Tax Institute and the Australian Institute of Company Directors and has additional qualifications in Treasury and Risk Management.

SALDA BOARD MEMBERS



SECRETARY

Susan Park

M.Sp.Path.,(UQ), B.Sp.Thy, (UQ),MSPA

Susan Park is a Speech Pathologist, who has a long history with Speech & Language Development Australia as a previous employee in speech pathology and management roles. She has over 40 years' experience, including her research-based Masters of Speech Pathology, investigating treatment for childhood dyspraxia at Glenleighden. She is co-leader for Queensland Private Practice members of Speech Pathology Australia. Sue has a passion for supporting children with speech and Language Disorders and has served on the Board of Directors of since August 2015.



Caroline Snow

(LL.B) (HONS), Grad Dip Applied Corporate Governance, FGIA, FCIS

Caroline Snow is Partner in the Corporate Advisory team at AJ & Co Lawyers. She specialises in equity and debt capital markets, corporate governance, mergers and acquisitions and funds management. She is admitted to practice in in the Supreme Court of Queensland (2009) and the High Court of Australia (2013). She holds the positions of Fellow, Governance Institute of Australia, Fellow, Institute of Chartered Secretaries and Administrators and a Member, Queensland Law Society, Women Lawyers Association of Queensland. Caroline is the immediate past president of the National Council of Women of Queensland Inc.



Gareth Davies,
BHSc (HSaf&Env)

Gareth Davies is currently the father of a student attending The Glenleighden School and is committed to ensuring the stability, viability and strategic growth of the organisation. Gareth is the Managing Director of SafeAssure and brings specific expertise to the Board in the areas of health & safety, community engagement and compliance management. He has served on the Board since September 2013.

SALDA BOARD MEMBERS



Andria Wyman-Clarke
Clarke BA (hons), MBA

Andria Wyman-Clarke has been a Human Resources executive for over 25 years in various industries including mining, automobile, retail, pharmaceutical, defense, and aeronautics. Recently she founded Job Toolbox, a Human Resources consultancy which focusses on career development for individuals. She has strong experience in all aspects of Human Resources including culture change, organisational design and mergers & acquisitions. As a child, Andria had a speech impairment which meant that no one could understand her so she has first-hand understanding of the impact of Language Disorder on a young child and the need for specialised therapy and schools. She is committed to the success of SALDA.



Deborah Nisbet
MBA, FCPA, FGIA, GAICD, B.Bus, C.Dec

Deborah Nisbet is the General Manager – Finance & Business Services of St Vincent de Paul Society Queensland with key responsibilities across Finance, Communication & Marketing, Procurement and Information and Communication Technology services. Prior to this role, she worked in executive financial positions across a diversity of industries for the past 20 years. Deborah is a board member on Volunteer Queensland and is Vice President of CPA Qld and is a member of CPA, AICD and GIA. She looks forward to using her passion to support mission based for purpose organisations such as SALDA.



Craig Duncan
GAICD FAIM FAIEA PMESA CMgr (CMI) MBA (Bond) BA (Otago)

Craig has 30 years of broad-ranging business management experience across a variety of industry sectors, within a range of operating environments and with considerable exposure to the international region. He has held senior leadership whole-of-business roles as well as responsibility for commercial, operational and corporate service functions. Craig's capability within the education sector includes first hand teaching experience (school & university level), governance and stewardship through prior board roles (including reform of NFP) as well as public policy development and advocacy. At an organisational development level, Craig's focus is on good governance, strategic leadership and portfolio change management.

SALDA BOARD MEMBERS



Andrew McAuliffe

BAppSci (Physio), GDipSocSci (Health)

Andrew worked as a physiotherapist in Victoria and Queensland before moving into service management and development roles. He has wide experience in quality improvement and corporate and clinical governance roles. He has managed local, regional and statewide health in Queensland and the Northern Territory. For three years he was the Executive Director, Policy and Advocacy with the Australian Healthcare. Andrew has extensive networks in the health, education and political environments and welcomes the opportunity to use those in support of SALDA.



Professor Sheena Reilly

B.App.Sc. PhD. MSPA.

Professor Reilly is Pro Vice Chancellor of the Health Group at Griffith University. Professor Reilly received her B.App.Sc (Speech & Hearing) from Curtin University and a PhD from the Faculty of Medicine, University of London. She worked as a postdoctoral researcher and clinician at the Institute of Child Health and Great Ormond Street Children's Hospital, London, before returning to Australia in 1999 and establishing a research program focused on childhood language and literacy problems.



Brett Skyring

BAdmin, M.Env.C.H., G.D.U.R.P.

Brett holds a Bachelor of Administration with a major in Human Resources and Training, and a Masters of Environmental and Community Health, combined with qualifications as a Company Director (AICD). Brett has specific interest and experience in innovative customer/ community engagement techniques, and new service delivery models.

AUDITED FINANCIAL REPORT

OFFICERS

The following persons were Officers of The Association for Childhood Language & Related Disorders (CHI.L.D.) trading as Speech & Language Development Australia (SALDA) during the whole of the financial year and up to the date of this report, unless otherwise stated:

Gareth Davies	Chairman	Resigned	March 2018
Peter Seldon	Chairman	Appointed	March 2018
Michael Cutri	Treasurer	Resigned	March 2018
Alex Rummery	Treasurer	Appointed	March 2018
Susan Park	Secretary	Resigned	August 2018
Caroline Snow	Secretary	Appointed	August 2018

COMMITTEE MEMBERS

Andria Wyman-Clarke	Appointed	August 2017
Brett Skyring	Resigned	August 2018
Prof. Sheena Reilly	Resigned	August 2018
Gareth Davies	Appointed	August 2018
Andrew McAuliffe	Appointed	December 2018
Craig Duncan	Appointed	December 2018
Deborah Nisbet	Appointed	December 2018

AUDITED FINANCIAL REPORT

PRINCIPLE ACTIVITIES

During the financial year the principle continuing activities of SALDA were the provision of direct services through The Glenleighden School and School Support Services. Other activities included advocacy, provision of information, promotion of research activities, fundraising and capital development.

PERFORMANCE MEASURES

SALDA measures its performance in a number of ways, such as, but not limited to:

- the number of children accessing services
- the outcomes of service provision
- measurement of client satisfaction
- staff wellbeing
- the number of community members who access information from the organisation
- maintaining costs at or below budgeted levels
- maintaining costs for each part of our operations at or below the revenue generated from grants, donations and fees
- using any excess revenue to reduce the future cost of services or reinvest into the development of current services.



TREASURER'S REPORT

The Financial Statements show the financial position as at 31st December 2018 and provides a consolidated statement across all operational activities of CHI.L.D – The Association for Childhood Language and Related Disorders trading as Speech & Language Development Australia (SALDA) i.e. The Glenleighden School, School Support Services and Research for the full year.

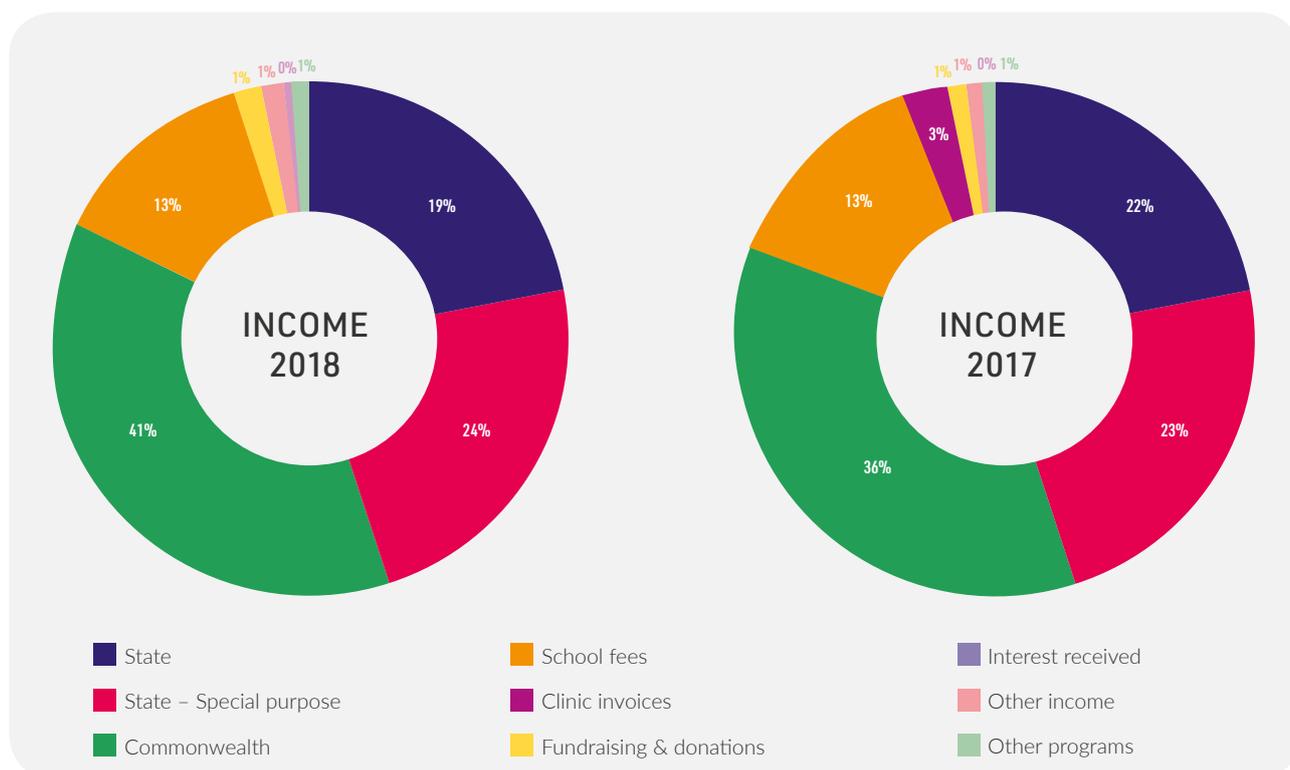
Summary

Income for all areas for 2018 totaled \$5,864,819. This result was an increase of \$638,778 on the previous year. A significant contributor to the revenue increase was the additional Commonwealth recurrent grant due to increased enrolments at The Glenleighden School. Expenditure across all areas was \$5,705,836 a decrease of \$357,594 on the previous year.

The surplus for the year was \$158,983 (2017: Deficit of \$837,388). This improved result was a reflection of the efforts made during 2018 to deliver more sustainable service models.

Income

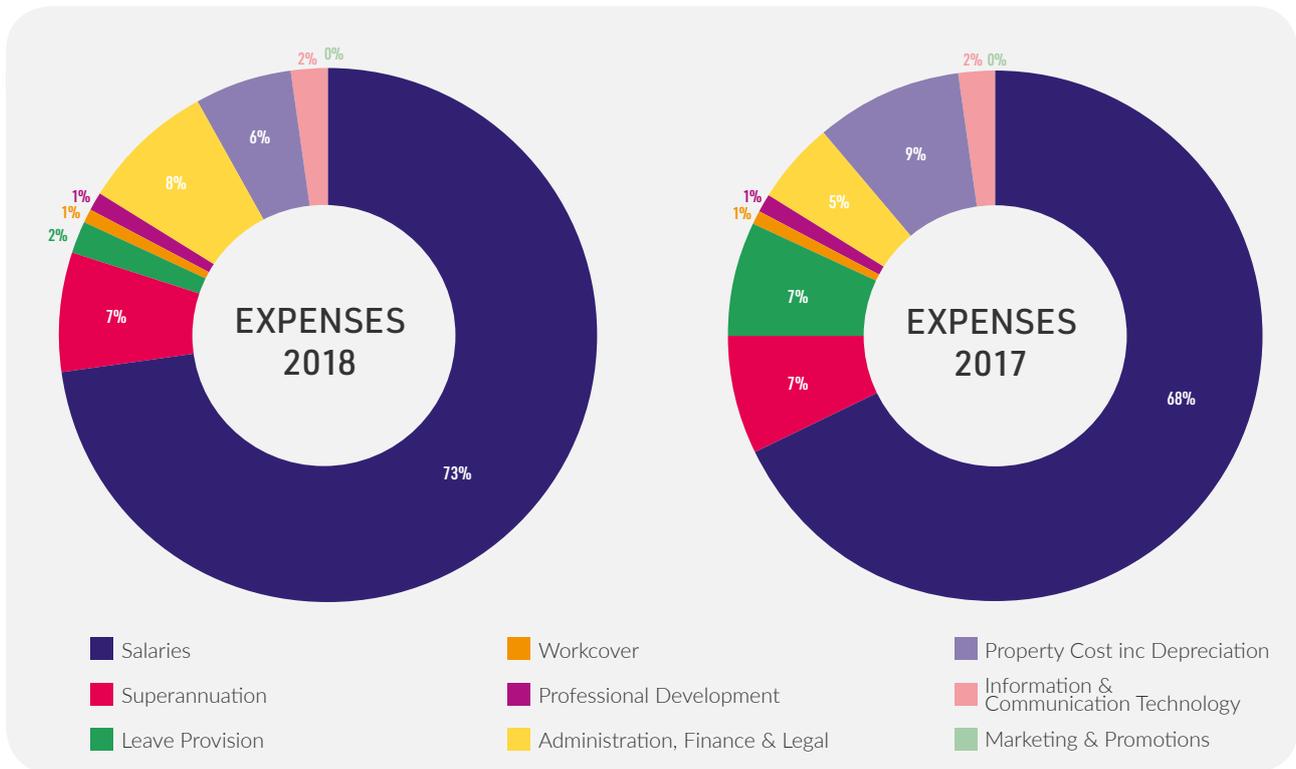
Total Income for 2018 was \$5,864,819, a 12% (\$638,778) increase over last years \$5,226,041. The Commonwealth and State government continued to support SALDA providing approximately 84% of Total income. A breakdown of income sources is as follows:



Expenditure

2018 expenditure was \$5,705,836, a decrease of \$357,594 over the 2017 expenditure of \$6,063,429. The strategic decision to close the clinic operations in 2017 allowed substantial savings in expenditure in the areas of staffing costs and overhead costs.

In 2018 there was a realignment and flattening of organisational management structure giving more responsibility to the management team including greater influence over the finances of the business units. A breakdown of expenditure by source is as follows:



The Glenleighden School

Income for the school was \$4,400,453 up 16% on the previous year due to additional government funding reflecting a significant increase in student numbers on 2017. 81% of the school's total income, \$3,552,956, was funded by the State and Federal Government. The remaining income is generated from school fees and other sources.

School Support Services

School Support Services, which is funded by the Department of Education and Training and SALDA was expanded due to increased funding. Income was \$1,396,386 with an increase of \$104,367 on 2017 as a result of the Queensland Governments recognition of the quality of the program. Expenditure at the end of 2018 was \$1,334,171 which is broadly equivalent to prior year.

Clinic

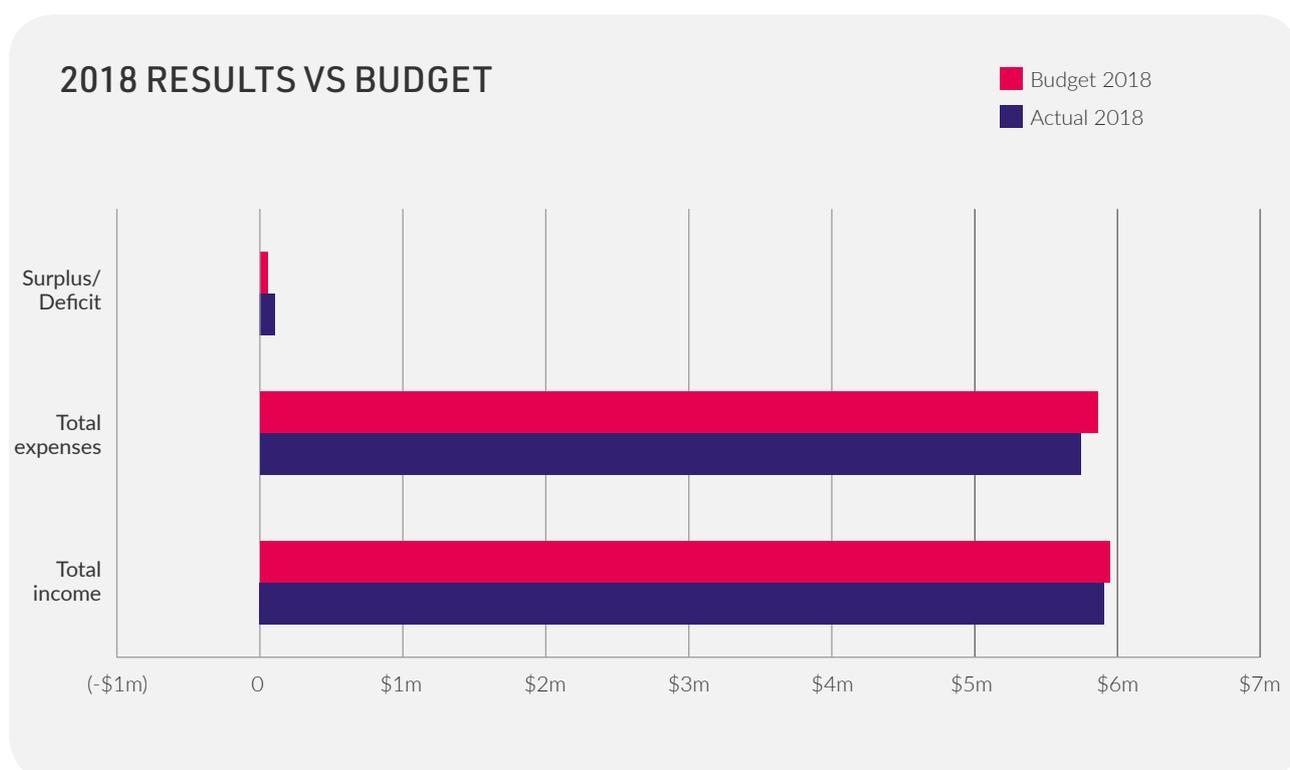
Clinic services at Townsville and The Glenleighden School were discontinued during 2017, a small loss of \$4,420 was recorded being transitional expenses.

SALDA

Income from SALDA was \$72,400 in 2018. This was a decrease of \$22,060 from 2017. Fundraising efforts during 2018 raised \$25,343 up 414% on the previous year, primarily resulting from the reintroduction of the Legends Lunch for Language. Donations were down, totaling \$18,902 and were once again a reflection on the organisations investment in other areas for 2018. Interest received was down -48% on 2017 in line with declining interest rates and lower cash position.

Budget

The 2018 income of \$5,864,819 is a 1% decrease against a budgeted income of \$5,914,524. 2018 expenditure was \$5,705,836 down 3% against a budgeted expenditure of \$5,878,163. The actual surplus was \$158,983 which exceeded the budgeted surplus of \$36,361. The results are as follows:



Statement of Financial Position

The net asset position of SALDA is \$1,909,410, which is up on the 2017 net asset position of \$1,750,428 reflecting the positive outcomes from the revised strategic direction over the 2017 and 2018 financial years. SALDA benefits immensely from its dedicated and multi-skilled staff and management team, who work tirelessly to deliver high quality outcomes to the children and young people who benefit from a variety of services we offer. It is a privilege to acknowledge their contribution, and thank them for their continued efforts throughout the year. The efforts of our staff are enhanced by the contribution made by volunteers who commit extensive hours to SALDA.

I would also like to personally acknowledge the efforts of my predecessor Michael Cutri over his long involvement with SALDA and also to welcome Deborah Nisbet to the Board, bringing with her a wealth of high-level finance experience within the Not for Profit sector highlighting our ongoing commitment to succession planning and financial sustainability.

Alex Rummery

Treasurer

STATEMENT OF INCOME AND EXPENDITURE

For the year ended 31 December 2018

	Note	2018 \$	2017 \$
INCOME			
Grants			
State	2	1,131,076	1,125,909
Commonwealth	2	2,411,879	1,868,048
Special Purpose	2	1,390,321	1,216,822
		4,933,276	4,210,779
Fees			
School Tuition		792,288	699,318
Let's Talk		6,877	181,388
Other Programmes		46,286	40,096
		845,452	920,802
Other			
Donations Received		15,948	24,835
Fundraising		26,234	4,931
Interest Received		9,267	17,928
Membership Fees		975	945
Other Income		33,667	45,822
		86,091	94,460
TOTAL INCOME		5,864,819	5,226,041
EXPENSES			
Salaries and On-Costs			
Salaries		4,060,553	4,012,638
Superannuation		360,820	413,599
Leave Provision		136,383	416,137
Workcover		27,664	35,072
		4,585,419	4,877,446
Administration		173,496	180,861
Cleaning and Maintenance		100,538	178,670
Depreciation		152,813	145,936
Equipment Purchases		2,591	4,341
Finance and Legal Costs		274,733	106,370
Audit Fees		11,913	18,820
Information and Communication Technology		109,238	112,617
Marketing and Promotions		17,275	26,472
Professional Development		40,219	38,462
Programme Expenses		103,222	97,061
Property Costs		60,498	201,148
Travel		73,880	75,225
TOTAL EXPENSES		5,705,836	6,063,429
SURPLUS / (DEFICIT) FOR THE YEAR	9	158,983	(837,388)
Less loss from Discontinued operations (The Clinic)	16	-	342,073
Profit / (Loss) from continuing operations		158,983	(495,315)

STATEMENT OF FINANCIAL POSITION

For The Year Ended December 31, 2018

	Note	2018 \$	2017 \$
CURRENT ASSETS			
Cash and cash equivalents	3	1,031,317	430,866
Trade and other receivables	4	121,274	95,347
TOTAL CURRENT ASSETS		1,152,591	526,213
NON-CURRENT ASSETS			
Property, plant and equipment	5	1,768,047	1,900,571
CHI.L.D. Community Trust	6	17,896	17,896
TOTAL NON-CURRENT ASSETS		1,785,943	1,918,467
TOTAL ASSETS		2,938,534	2,444,680
CURRENT LIABILITIES			
Trade and other payables	7	507,175	259,293
Provisions	8	503,583	372,859
TOTAL CURRENT LIABILITIES		1,010,758	632,152
NON-CURRENT LIABILITIES			
Provisions	8	18,366	62,100
TOTAL NON-CURRENT LIABILITIES		18,366	62,100
TOTAL LIABILITIES		1,029,124	694,252
NET ASSETS		1,909,410	1,750,428
EQUITY			
Retained (losses)/profits	9	(1,026,080)	(1,185,063)
Capital reserves	16	2,935,490	2,935,490
TOTAL MEMBERS' FUNDS		1,909,410	1,750,427

The accompanying notes form part of this financial report

STATEMENT OF **CHANGES IN EQUITY**

For The Year Ended December 31, 2018

	Note	2018 \$	2017 \$
Retained (losses)/profits			
Opening Balance 1 January		(1,185,063)	(347,675)
Surplus/(Deficit) for the year		158,983	(837,388)
Balance at 31 December		(1,026,080)	(1,185,063)
Capital reserves			
Brought forward as at 1 January		2,935,490	2,935,490
Capital grants received in the year		-	-
Carried Forward as at 31 December		2,935,490	2,935,490

The accompanying notes form part of this financial report

STATEMENT OF **CASH FLOWS**

For The Year Ended December 31, 2018

	Note	2018 \$	2017 \$
CASH FLOW FROM OPERATING ACTIVITIES			
Operating grants received		4,933,277	4,641,628
Interest received		9,893	17,928
Other income		105,361	129,625
Receipts from customers		859,965	1,041,149
Payments to employees and suppliers		(5,314,758)	(6,424,992)
Net cash provided by/(used in) operating activities	11	593,738	(594,662)
CASH FLOW FROM INVESTING ACTIVITIES			
Payments for office equipment		(16,801)	(93,680)
Payments for building and ground improvements		(3,490)	-
Receipts from vehicle sales		27,000	-
Net cash from investing activities		6,709	(93,680)
Net Increase/(Decrease) in cash		600,447	(688,342)
Cash at Beginning of Year		430,866	1,119,208
Cash at End of Year		1,031,313	430,866

The accompanying notes form part of this financial report

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act 2012) and the Australian Charities and Not-for-Profit Commission Regulation 2013. CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as Speech & Language Development Australia (SALDA) have determined that the Association is not a reporting entity because there are no users who are dependent on its general purpose financial statements. For the purpose of preparing the financial statements, the Association is a not-for-profit entity.

The financial report covers the Association as an individual entity. The Association is declared to be a body corporate by issue of Letters Patent in November 1980 in pursuance of the Religious & Charitable Institutions Act 1861-1967 and is registered as a charity in Queensland in pursuance of the provisions of the Collections Act 1966-1975.

The report has been prepared in accordance with the requirements of the ACNC Act 2012 and the Australian Charities and Not-for-profit Commission Regulation 2013. Material accounting policies adopted in the preparation of this financial report are presented below and throughout the notes of the financial report. They have been consistently applied unless otherwise stated.

Income Tax

The Association is exempt from Income Tax in terms of Section 50-5 of the Income Tax Assessment Act 1997 as amended.

Goods and Service Tax

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances the GST is recognised as part of the cost of the acquisition of the asset or as part of an item of the expense. Receivables and payables in the Balance Sheet are shown inclusive of GST.

Cash flows are included in the Cash Flow Statement on a gross basis and the GST component of cash flows arising from investing and financing activities, which is recoverable from, or payable to, the taxation authority are classified as operating cash flows.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

	Note	2018 \$	2017 \$
NOTE 2: GRANTS			
State Grants			
Recurrent		527,824	401,875
Students with Disabilities		586,146	700,856
Special Grants		14,960	22,925
Textbooks & Resources		2,146	253
		1,131,076	1,125,909
Commonwealth Grants			
Recurrent		2,409,379	1,860,648
Special Grants		2,500	7,400
		2,411,879	1,868,048
Special Purpose Grants			
Project Grants		295,288	294,805
NSO inc Equipment		1,095,034	922,018
		1,390,321	1,216,823

NOTE 3: CASH AND CASH EQUIVALENTS

Cash on hand		600	975
Cash at bank		518,591	18,717
Cash on deposit (Short term)		512,126	411,174
		1,031,318	430,866

Cash and Cash Equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, and other short-term highly liquid investments with original maturities of three months or less.

Investments

The Association has term deposits and interest on these deposits is re-invested and the interest income included in surpluses.

NOTE 4: TRADE AND OTHER RECEIVABLES

Trade debtors		40,723	30,597
Doubtful debts provision		(10,496)	(16,057)
		30,227	14,540
Other Debtors		91,046	80,806
		121,274	95,347

Receivables

Receivables which generally have 30-90 day terms, are recognised and carried at original invoice amount less an allowance for any uncollectible debts. An estimate for doubtful debts is made when there is objective evidence that collection of the full amount is no longer probable. Bad debts are written off when identified.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

Note	2018 \$	2017 \$
NOTE 5: PROPERTY, PLANT & EQUIPMENT		
Building at valuation	2,792,324	2,788,834
Less: Accumulated depreciation	(1,486,913)	(1,422,255)
TOTAL WRITTEN DOWN VALUE OF BUILDINGS	1,305,410	1,366,579
Buildings - work in progress		
Playground equipment at cost	457,526	457,526
Less: Accumulated depreciation	(188,883)	(179,324)
TOTAL WRITTEN DOWN VALUE OF PLAYGROUND EQUIPMENT	268,644	278,202
Furniture and equipment at cost	273,093	273,093
Less: Accumulated depreciation	(215,005)	(199,009)
TOTAL WRITTEN DOWN VALUE OF FURNITURE AND EQUIPMENT	58,088	74,084
ICT equipment at cost	506,004	489,205
Less: Accumulated depreciation	(396,813)	(337,552)
TOTAL WRITTEN DOWN VALUE OF ICT EQUIPMENT	109,191	151,653
Motor vehicles at cost	33,392	84,700
Less: Accumulated depreciation	(6,678)	(54,647)
TOTAL WRITTEN DOWN VALUE OF MOTOR VEHICLES	26,714	30,053
TOTAL PROPERTY, PLANT AND EQUIPMENT	1,768,047	1,900,571

Property, Plant and Equipment

Each class of leasehold improvements, property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation.

The depreciable amount of all property, plant and equipment is depreciated over the useful lives of the assets to the Association commencing from the time the asset is held for use. Leasehold improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements. Buildings are erected on Crown Lease land. The lease is for a period of 30 years commencing from 1 July 2011.

Leasehold improvements are amortised over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

Note	2018 \$	2017 \$
NOTE 6: CHI.L.D COMMUNITY TRUST		
Child Community Trust	17,896	17,896
	17,896	17,896
Opening Balance	17,896	17,896
Distribution	-	-
Closing Balance	17,896	17,896

The Association paid an Establishment Fee in 2002 to the Public Trustee to establish the CHI.L.D. Community Trust Sub-Fund. The fee of \$10,000 was invested in perpetuity together with any future bequests which may be bequeathed to the Trust. Initial annual distributions from the Trust were re-invested into the Trust with the Trust balance as at 30 June 2018 being \$18,423. Each year we receive a distribution donation income from the Trust. The capital balance of the Trust is part of the assets of the QCF, the QCF no longer report the balance of the Trust to beneficiaries, only distributions of the Trust.

NOTE 7: TRADE AND OTHER PAYABLES

Current:

Trade Creditors	299,201	18,216
GST payable	100,372	50,049
PAYG payable	60,618	81,326
Superannuation payable	33,882	360
Prepaid grant	2,800	105,902
Accrued expenses	10,302	3,442
	507,175	259,294

NOTE 8: PROVISIONS

Current

Provision for audit	12,900	15,206
Provision for annual leave	188,433	140,801
Provision for long service leave	302,250	216,852
	503,583	372,859

Non-current

Provision for long service leave	18,366	62,100
	18,366	62,100

Employee Benefits

Provision is made for the Association's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits have been measured at the amounts expected to be paid when the liability is settled. Benefits have been measured at the amounts expected to be paid when the liability is settled.

Provisions

Provisions are recognised when the Association has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured. Provisions are measured at the best estimate of the amounts required to settle the obligation at the end of the reporting period.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

Note	2018 \$	2017 \$
NOTE 9: RETAINED LOSSES		
Brought forward	(1,185,063)	(347,675)
Surplus/(Deficit) for the year	158,983	(837,388)
	(1,026,080)	(1,185,063)
NOTE 10: OPERATING LEASE COMMITMENTS		
Rental of Photocopiers		
Payable - minimum lease of payments		
- Less than 12 months	6,676	6,612
- Between 12 months and 5 years	6,676	13,224
	13,352	19,836
Lease of Toyota Hiace Bus		
Payable - minimum lease of payments		
- Less than 12 months	10,616	-
- Between 12 months and 5 years	30,078	-
	40,694	-
TOTAL OPERATING LEASE COMMITMENTS	54,046	19,836

Leases

Leases of property, plant and equipment, where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership, are transferred to the Association, are classified as finance leases.

Finance leases are capitalised by recording an asset and a liability at the lower of the amounts equal to fair value of the leased property or the present value of the minimum lease payments, including any guaranteed residual values. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for that period.

Leased assets are depreciated on a straight-line basis over the shorter of their estimated useful lives or the lease term.

Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the period in which they are incurred.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

Note	2018 \$	2017 \$
NOTE 11: CASH FLOW INFORMATION		
Reconciliation of Cash Flow from Operations with (Loss)/Profit from Ordinary Activities after Income Tax		
Profit from ordinary activities after income tax	158,983	(837,388)
Adjustments for disposals of assets	(27,000)	
Add/(less) non-cash items:		
Bad debt write-offs		13,653
Depreciation	152,813	145,936
NET CASH PROVIDED BY OPERATING ACTIVITIES BEFORE CHANGE IN ASSETS AND LIABILITIES	284,796	(677,799)
Changes in assets and liabilities, net of the effects of purchase and disposal of subsidiaries		
Decrease/(Increase) in debtors	(15,687)	78,789
(Decrease)/Increase in creditors	222,431	109,505
(Decrease)/Increase in provisions	102,198	(105,157)
NET CASH PROVIDED BY/(USED) IN OPERATING ACTIVITIES	593,738	(594,662)

NOTE 12: CONTINGENT LIABILITIES

Building the Education Revolution Funding

The Association received a total of \$868,794 during 2011 and 2010 to erect The Glenleighden School's Multipurpose building in 2010. In accordance with the conditions of this grant the following contingent liability is noted. This liability will only be realised should the school no longer utilise the building and/or site.

The full grant \$868,794 is payable during the first 7 years of its life and then reduces at a rate of 14.29% each year until 2024. The current amount payable as at the December 2018 is \$744,643.

State Capital Assistance Grant 2011 (BGA 1 and BGA 2)

The Association received a total of \$390,000 during 2013 and 2014 to convert the Boarding House to a usable building and modify the administration building. In accordance with the conditions of this grant the following contingent liability is noted. This liability will only be realised should the school no longer utilise the building and/or site.

The full grant of \$390,000 (2013: \$270,000 and 2014: \$120,000) is payable over 20 years at a rate of 5% per year.

ACCOUNTING STANDARDS AND INTERPRETATIONS ISSUED BUT NOT OPERATIVE

Accounting Standards issued by the Australian Accounting Standards Board ('AASB') that are not yet mandatorily applicable to the company, together with an assessment of the potential impact of such pronouncements on the association when adopted in future periods, are discussed below:

- AASB 16 Leases (applicable to annual reporting periods beginning on or after 1 January 2019) will replace the current accounting requirements applicable to leases in AASB 117 Leases and related Interpretations. AASB 16 introduces a single lessee accounting model that eliminates the requirement for leases to be classified as operating or finance leases. The main changes introduced by the new Standard are as follows:

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

- recognition of a right-of-use asset and liability for all leases (excluding short-term leases with less than 12 months of tenure and leases relating to low-value assets)
- depreciation of right-of-use assets in line with AASB 116 Property, Plant and Equipment in profit or loss and unwinding of the liability in principal and interest components
- inclusion of variable lease payments that depend on an index or a rate in the initial measurement of the lease liability using the index or rate at the commencement date
- application of a practical expedient to permit a lessee to elect not to separate non-lease components and instead account for all components as a lease, and
- inclusion of additional disclosure requirements.

The transitional provisions of AASB 16 allow a lessee to either retrospectively apply the Standard to comparatives in line with AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors or recognise the cumulative effect of retrospective application as an adjustment to opening equity on the date of initial application.

The adoption of AASB 16 is not expected to have any material impact on the company's financial report.

NOTE 13: EVENTS OCCURRING AFTER THE BALANCE DATE

The management committee are not aware of any other events occurring subsequent to balance date that are likely to have a material effect on the results of the association as disclosed in the financial statements.

NOTE 14: RELATED PARTIES

The names of individuals who were Board members and who have held office during the financial year are:

Gareth Davies	Chairman	Resigned	March 2018
Peter Seldon	Chairman	Appointed	March 2018
Michael Cutri	Treasurer	Resigned	March 2018
Alex Rummery	Treasurer	Appointed	March 2018
Susan Park	Secretary	Resigned	August 2018
Caroline Snow	Secretary	Appointed	June 2018
Andria Wyman Clarke		Appointed	August 2017
Gareth Davies		Appointed	August 2018
		Resigned	December 2018
Brett Skyring		Resigned	August 2018
Sheena Reilly		Resigned	August 2018
Andrew McAuliffe		Appointed	December 2018
Deborah Nisbet		Appointed	December 2018
Craig Duncan		Appointed	December 2018

The members of the board, did not receive remuneration during the year other than reimbursement of expenses.

NOTES TO THE FINANCIAL STATEMENT

For The Year Ended December 31, 2018

	Note	2018 \$	2017 \$
NOTE 15: CAPITAL RESERVES			
Brought forward as at 1 January		2,935,490	2,935,490
Capital grants received in the year		-	-
Carried Forward as at 31 December		2,935,490	2,935,490

Capital Reserve

In accordance with the Commonwealth Government guidelines for Non-Government Schools, Building Grants from the Commonwealth Governments and donations from other sources for Capital Projects are first recognised as income then transferred to the capital reserve account.

NOTE 16: LOSS FROM DISCONTINUED OPERATIONS

On the 31 July 2017, SALDA announced its intention to exit the Clinical services business and concentrate on SALDA's educational activities being The Glenleighden School and School Support Service. The net loss of the Clinic including redundancy was \$342,073 in 2017 and \$4,420 in 2018.

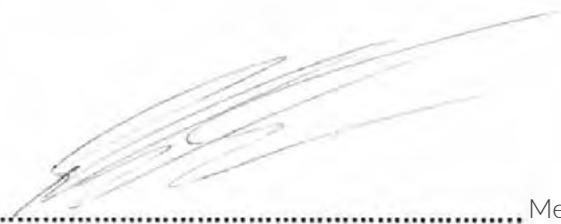
STATEMENT BY MEMBERS OF THE EXECUTIVE COMMITTEE

The Executive Committee has determined that CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as Speech & Language Development Australia (SALDA) is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the Members of the Executive Committee:

- (a) The financial statements, comprising the Income and Expenditure Statement, Statement of Financial Position, Statement of Cash Flows, and accompanying notes, are in accordance with the Australian Charities and Not-for-profits Commission Act 2012 and:
 - i. comply with Australian Accounting Standards as described in Note 1 to the financial statements and the Australian Charities and Not-for-profits Commission Regulation 2013 (ACNC Regulation 2013); and
 - ii. give a true and fair view of the Association's financial position as at 31 December 2018 and of its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements.
- (b) There are reasonable grounds to believe that the Association will be able to pay all of its debts, as and when they become due and payable.

This statement is made in accordance with a resolution of the Members of the Executive Committee and is signed in accordance with subsection 60.15(2) of the Australian Charities and Not-for-profit Commission Regulation 2013 on their behalf:

Chairperson  Member 

Peter Seldon Alex Rummery

Dated this 20th of February 2019

INDEPENDENT AUDIT REPORT

To the members of CHI.L.D. - The Association for Childhood Language and Related Disorders trading as Speech & Language Development Australia (SALDA)

REPORT ON THE FINANCIAL REPORT

Audit Opinion

We have audited the financial report of CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as SALDA, which comprises the statement of financial position as at 31 December 2018, the statement of income and expenditure, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the statement by members of the Executive Committee.

In our opinion, the financial report of CHI.L.D – The Association for Childhood Language and Related Disorders trading as SALDA has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-Profits Commission Act 2012*, including:

- (a) giving a true and fair view of the Association's financial position as at 31 December 2018 and of its financial performance for the year then ended; and
- (b) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 the *Australian Charities and Not-for-profits Commission Regulation 2013*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Association in accordance with the *Australian Charities and Not-for profits Commission Act 2012 (ACNC Act)* and the ethical requirements of the *Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Association's financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibility of the Executive Committee for the Financial Report

The Executive Committee of the Association are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the ACNC Act and the needs of the members. The Executive Committee's responsibility also includes such internal control as the Executive Committee determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

INDEPENDENT AUDIT REPORT

In preparing the financial report, the Executive Committee are responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the Executive Committee either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

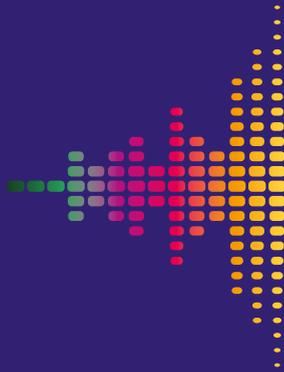
- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by Executive Committee.
- Conclude on the appropriateness of Executive Committee's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Cameron Bradley

Partner, PKF Brisbane Audit
26TH FEBRUARY 2019,
Brisbane



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