

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



ANNUAL REPORT 2019

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ABOUT US



We help children and young people to find their voice

Speech and Language Development Australia (SALDA) is the leader in supporting and advocating for the needs of children and young people with Developmental Language Disorder (DLD).

At SALDA, we offer a range of education and therapy services that include School Support Services (SSS), The Glenleighden School (TGS) and the Professional Learning Service.

Our multidisciplinary SALDA organisation is comprised of passionate experts who work in integrated teams to help children and young people with DLD. We develop personalised plans with targeted treatment approaches to ensure every child is able to 'find their voice.'

Our SSS team is proud to be partnered with the Department of Education (Specialist Disability Support in Schools Program and Non-State Special Needs Organisation Program) to deliver

services across Queensland. These services are complimentary to many schools' existing programs; spanning across all three education sectors (State, Catholic Education and Independent Schools).

Through informal multidisciplinary assessment and consultation with key stakeholders, our SSS team support external schools' staff to understand their students with Language Disorder and implement strategies to enable the students to thrive at school.

Our Professional Learning Service is pleased to offer a range of learning opportunities to support children and young people with speech, language and communication needs.

The Online Learning Modules, webinars and handouts are designed for educators as a great resource for anyone looking to grow their understanding of the Developmental Language Disorder.

The Glenleighden School is Australia's leading special speech and language school for students from Prep (Foundation) through to Year 12. We teach through modes that are engaging and effective for students with Developmental Language Disorder.

Our teachers implement the Australian Curriculum with educational adjustments to support each students' academic achievement. Therapists provide group-based intervention, targeting skills underpinning the curriculum, as well as addressing barriers to participation in everyday life.



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 2019

101

The Glenleighden School supported 101 students to reach their goals

Our School Support Services worked with **175** schools to screen **858** students and provide intervention strategies for **174** students

World 1st Research

The effectiveness of pretend play interventions on the pretend play abilities of children aged 4-9 with DLD

12 OLMs and 6 new webinars;
more in 2020

\$40,000+

This result was achieved thanks to the success of a number of events and donations received from our community

Leadership has developed a master plan that will **enable the school to increase the number of students** it can support and dramatically improve the resources available for our current students

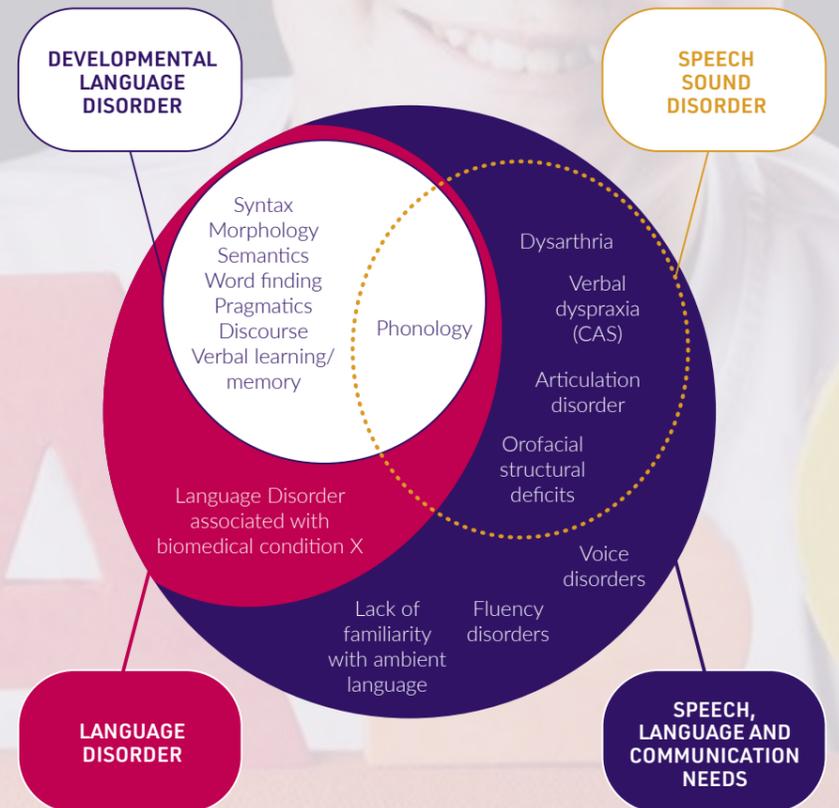
DEVELOPMENTAL LANGUAGE DISORDER (DLD) IN AUSTRALIA

Developmental Language Disorder is a condition that affects how children think about, understand and use language.

Despite affecting up to one in 14 children, the disorder is relatively unknown in the wider community. Children and young people with DLD have trouble understanding and/or using language to express themselves. The condition can range in severity, impacting each individual differently. Along with the challenges related to language, a child with DLD may also present difficulties with:

- Reading and writing
- Fine and gross motor skills
- Focus/attention
- Regulating sensory information
- Emotional regulation
- Task avoidance
- Challenging behaviour
- Organisation and problem-solving
- Making friends and playing with others.

Children and young people with DLD benefit from intervention by a speech language pathologist and may also require support from a multidisciplinary team to achieve optimal outcomes.



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 discover all we can through research and unlock the complexities of Developmental Language Disorder so that we can do more to help those children who are affected.

SIO'S Story



"Imagine how your life changes when you realise that your eldest son is not meeting his developmental milestones. He is struggling to communicate with those around him, and you are living far away from your support network."

How far would you go to help your child learn to speak? One of our families has relocated from Japan specially to attend The Glenleighden School, in the hope of finding the specialised support services their child needs.

"We knew when Sio was two years old that he would need help. When we first enrolled him at school, we found his teachers did not understand him. His needs and his behaviour deteriorated so much that the whole family was suffering. I started to look for other options and found The Glenleighden School. We booked our flights over and paid the school a visit. After the school tour, we knew that this was going to be the perfect place for Sio. He would receive daily speech and occupational therapy and also have physio and music therapy here. The school has so many support structures in place to cater for all of Sio's needs.

Sio is a different person now. He is talkative and greets all his friends and teachers. He wants to learn and is generally very happy. We could not ask for more!"

Tegan

Proud Mother of Sio



MESSAGE FROM THE CHAIR



This year has seen considerable recognition for some of the great work that the Board of Speech and Language Development Australia (SALDA), The Glenleighden School (TGS), School Support Services (SSS) and SALDA staff have accomplished on behalf of our members and supporters. The growth and expansion of our school is about to commence, enabling us to increase the number of students we reach via our SSS and TGS programs.

The role of chair at SALDA comes with great responsibility but also limitless opportunities to make a difference. 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 voluntary contributions to the SALDA Board.

The reality is that in many ways, children with Developmental Language Disorder (DLD) are failed by the community. We are confronted with staggering statistics, such as up to 60% of youth offenders may have an undiagnosed Language Disorder. These figures are alarming and should not be ignored. With up to two children in every classroom affected by DLD, we have much work to do to raise the awareness of speech and language disorders and to advocate on their behalf for greater access to support services.

In 2019 we have been able to continue building a platform of awareness, increasing our sphere of influence and strengthening our position as Australia's leading not-for-profit representing speech, language and related disorders. As a member of SALDA, I thank you for your support.

LEADERSHIP

In 2019 the SALDA Leadership Team demonstrated strength, resilience and determination to produce high quality outcomes for our organisation. During the year, the role of Chief Operating Officer was established to assist the individual areas of SALDA to focus on their core functions and move the management of corporate services, project management, HR, Marketing, Philanthropy, Communications and Finance in to a single reporting line.

We recruited Adriano Franchi as Head of Marketing, Philanthropy, Communications, Strategic Engagements and Events. Adriano and his team spearheaded our drive

to increase government relations, community awareness of DLD and building our brand to strengthen SALDA's future.

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, building on their unique strengths. Our goal is to ensure each child achieves their unique set of goals, enhances their personal relationships, and experiences growth, enjoys a life fulfilled with the opportunity to make their own decisions and choices.

We have ambitious goals that we are committed to achieving in coming years. This year we launched the new Master Plan for TGS, including new buildings and growth in the number of students that we provide expert education and therapy to, at both the Fig Tree Pocket site and via our SSS program.

The Board and Leadership Team held a number of strategy days this year to build on the collaborative framework required to achieve our goals, to reinforce the commitment of the entire association and to enhance our reputation as the experts in Australia for speech and language disorders as well as to becoming an outstanding employer and school of choice.

GROWING

We have seen continuous growth at The Glenleighden School with student enrolments up 13.4% for the 2020 school year, requiring the speedy development of an additional classroom. Our SSS program also achieved continuous growth receiving a renewed contract for support services to be supplied on behalf of the Queensland Government, and an increase in the number of children supported in the wider community, bringing the total to 850 students by the end of 2019.

2019 SUCCESSES

SALDA has had some major achievements this year that need to be celebrated and acknowledged for the organisation as a whole.

The Glenleighden School received a specially wrapped 22 Seat Coaster Bus that is in addition to the other smaller bus we received in late 2018. The bus was delivered with assistance from Downtown Toyota and the Servco Group.

We launched the new Master Plan for TGS including the design of a new building and the lodgement for a Federal Government Grant for its construction. We have so far

received approval for \$2.3 million towards the \$4 million construction cost. Further funding is now being sought and will be supported with additional funds raised through the re-introduction of a Building Levy/Capital Fund in 2019. It has been through the dedicated work of the leadership team and board members that this significant development opportunity has been possible.

The inaugural Gala Dinner, celebrating the 40th anniversary of TGS was a resounding success, due to the efforts of Adriano and his team alongside our dedicated Gala committee.

Our most notable achievement is always the success of the children. In co-operation with our specialised program and educators, our students have been able to achieve their personal learning goals with a few achieving such success, that they have been able to transition into mainstream schooling. The achievements of these students were celebrated at a special assembly in December.

THE GLENLEIGHDEN SCHOOL

Our Principal, Jan Morey has begun to implement changes and developments to the school for the long term improvement of student outcomes in all facets of school life. Jan was a key member during the Building Grant Application process, helping to design the layout of the buildings' learning areas through a clear and precise knowledge of each our students' needs.

The Glenleighden School is in great demand, achieving a record 110 full time enrollments for 2020 with many families seeking to join our school from around the world. We now have a healthy wait list with parents eagerly awaiting the expansion of our school.

SCHOOL SUPPORT SERVICES

Our School Support Service worked with 175 schools to screen 850 students with intervention services; providing assistance to 174 children diagnosed with DLD. We acknowledge the Department of Education for their ongoing financial support of this vital program that ensures

that being regionally based in Queensland is not a barrier to receiving intervention and support for children with DLD.

PROFESSIONAL DEVELOPMENT

Our Professional Development program saw a number of 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 disorders. 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

We have boosted our research and advocacy efforts as we launched the SALDA Research Institute in the third quarter of 2019. An advocacy trip to Canberra was conducted by myself and Adriano Franchi with many successful meetings being held with the Ministers for Education, and the NDIS as well as other MP's. From these meetings, came a robust push for advocacy and understanding from within both the State and Federal Government circles, wanting to understand SALDA's unique offering, service and situation. We can see some of this success via the numerous State Government visits in Term 4, concluding with a visit to TGS by the Governor of Queensland, His Excellency Paul de Jersey and Mrs de Jersey. It was both exciting and humbling to be able to introduce our political leaders to our community and to showcase our exceptional program and incredible students.

This year also saw the harmonization of DLD globally. TGS participated in Developmental Language Disorder Day, celebrated globally on 18th October each year. The internationally uniform language now used to describe DLD greatly increases the awareness of the disorder as well as giving a new platform to describe what we are achieving in the areas of training and research to best improve our students' outcomes.

THANK YOU

Our deepest thanks to the many donors and supporters who gave generously throughout the year. From those who donate to our specific appeals, attend our Gala Dinner, give donations for prizes or silent auctions, or spend their valuable time assisting our staff and our Cafe, please know it is greatly appreciated by all of the children, staff and families supported by our organisation.

I would like to take this opportunity to recognise and thank our staff, volunteers and contractors at all levels who have each contributed to the betterment of our organisation and the strengthened 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 offer children with DLD the greatest opportunities to build their confidence, explore their individual interests and ultimately, find their voice and place in the world.

Peter Seldon



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 CLIENTS

- 1. Responsiveness** - To tailor our services and partnerships to respond to the changing needs of our clients.
- 2. Client Focused** - To create positive client experiences at every touchpoint; from their first engagement, to becoming an organisational advocate.
- 3. Advocacy** - To advocate and represent the needs of children and young people with speech and language related disorders.

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 PEOPLE

- 1. Culture** - To live a culture of respect, recognition, empathy and productivity that 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.

2020 - 2022 SALDA STRATEGIC PLAN

OUR FINANCES & RESOURCES

- 1. Sustainability** - To be financially sustainable through fulfilling specific objectives 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*

"2019 was an amazing year as we celebrated 40 years of excellence and being a leader in enabling better outcomes for children with Language Disorder. The school has grown from a small self-help parental group with six students led by our founder Mancel Ellis Robinson AM, to a school assisting over 100 students each year to find their voice and engage in an educational program. I would like to acknowledge the outstanding achievements of our students, past and present and the wonderful staff who support them. Our alumni list now includes several thousand former students whose lives were transformed by their time at the Glenleighden."

The Glenleighden School (TGS) is situated in a quiet bush setting in a leafy suburb of Brisbane and features a library, oval, basketball court, performing arts space and playground. Our Prep (Foundation) to Year 12 school provides comprehensive, multi disciplinary programs through a combination of teaching and therapy to prepare each child for the next stage of their

educational journey. Our staff to student ratio is 1:3, ensuring our school provides a world-class and highly supportive learning environment. Each student receives a modified and adapted Australian Curriculum educational program. This individualised plan is created by a team of professionals comprised of teachers, speech language pathologists, occupational therapists, physiotherapist, psychologist, music therapists, school counsellor, school assistants, chaplain and the administration staff who work tirelessly to provide every opportunity for the students.

The school program extends far beyond just the classroom with students participating in a range of extra-curricular experiences through Soccer, Craft, Dance, Coding, Choir, Basketball and Lego Clubs. A number of specialised programs have been introduced to extend the students both academically and physically. One of these programs, the Junior School Kitchen Garden Program, teaches the students food production from "the paddock to the plate".



Jan Morey

"What Glenleighden provides is a very inclusive environment that is very hands on. The program is not just a teacher/student relationship. What they offer is nurturing, care and love. Noah is improving every day. When she first came to the school, she could not form sentences and it is just so delightful to see that in her first year she is already communicating. That is amazing."

Stephen Danzig,
Proud TGS parent

"He fits here, he belongs here. He has found his place in the world."

Sarah Walter's,
Proud TGS parent

"Move, Grow, Dance" is a movement program developed specifically for the school, by the Physiotherapist, Occupational and Music Therapist, to support students to engage in daily physical activity and to encourage self-regulation.

Throughout the year, there have been numerous student inspired events. Senior School students officiated commemorative ANZAC and Remembrance Day services. Students participated in the Easter Bonnet Parade, Book Week, Sports Day, sleepovers and camps and this year's Concert aptly themed 'Celebrations', was a spectacle of colour and talent.

The Senior School program options continue to grow with a structured VET program that successfully supports students to become "Job Ready". In 2019, students have had the opportunity to engage in the Bridge Award, a positive youth development program based on the Duke of Edinburgh's International Award. The Lexia Core5 Reading Program has been introduced and supports teachers in providing differentiated literacy instruction for students of all abilities.

"He is like a lily he has come out of his shell and blossomed. We could not be prouder or happier that he has found his voice."

Elaine and Gary,
Proud TGS parents





Older students continue to take part in the ASDAN program which develops skills for learning, work and life. Senior School operates the school café called Chatters Café to enable students to gain invaluable hospitality experience. The Chatters Café students expanded their service delivery and provided a Pop-Up Café for The University of Queensland Business School. The friendship group between Ambrose Treacy College and Brigidine College continues to develop, and provides excellent opportunities for social experiences as well as an invaluable community link between the schools.

Parents are active participants in school life. Glenleighden parents took part in the Parent Immersion Program to gain first-hand experience of the learning opportunities offered at the school. Through a series of short games, parents gained an insight into what it might be like to have a Language Disorder. They participated in 'hands on' activities to see exactly what the school offers our unique student cohort.

The support of donors and our wider community was evidenced by the Parent, Staff and Friends Association's fundraising events that raised funds toward a playground refurbishment. The school's relationship with Kenmore Rotary was rekindled this year and the school was presented with

a special clock as Kenmore Rotary mark their 50th year and Glenleighden their 40th.

The school celebrated its 40th year through some amazingly memorable events. 180 guests attended our 40th Anniversary Gala Dinner, the student community celebrated by throwing a BIG 40th Birthday Party. We were honoured by a visit from the His Excellency the Honourable Paul de Jersey AC and his wife Mrs de Jersey who attended our Christmas concert. We celebrated Developmental Language Disorder Day by lighting up the Gateway and Victoria Bridges in purple and yellow and hosting an event at the school.

The Glenleighden School also engaged with several other prominent politicians. These included: Dr Christian Rowan MP (Member for Moggill - Shadow Minister for Communities and Shadow Minister for Disability Services and Seniors; Shadow Minister for Aboriginal and Torres Strait Islander Partnerships; Shadow Minister for the Arts); Mr Trevor Watts MP, (Member for Toowoomba North, Shadow Minister for Police and Counter Terrorism, Shadow Minister for Corrective Services); Mr Julian Simmonds MP (Federal member for Ryan); Mr Michael Berkham (State Member for Maiwar); and local Councillor Mr James Mackay.

What an amazing year. We ended the decade with great news! The school has been successful in securing an Australian Government Capital Grant of \$2.3M for the construction of a new building housing four general learning areas, a flexible learning centre, therapy withdrawal spaces and outdoor learning areas. This grant is 65% of the goal that will ensure the construction of 'Building One' that was previewed at the SALDA Gala Dinner in August. Thank you to all who have been involved with the grant process and those supporting our planned improvements and growth. In 2020 we are adding a new class, representing over 10% growth in enrolments, and enquiries are still rolling in.

Jan Morey



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

 @TheGlenleighdenSchool

CELEBRATING 40 YEARS OF *Excellence*

40TH GALA DINNER



BIG BASH BIRTHDAY PARTY AT SCHOOL



The Glenleighden School



GOVERNORS VISIT



POLITICIANS VISITS



ISAAC'S *Story*



ACHIEVEMENT OVER *Adversity*

Isaac is like any other teenager. He enjoys music, spending time with his friends and the independence of earning his own money through part time work. But Isaac' is far from ordinary. "I have struggled all my life with everything. I have struggled to have people understand me. I cannot explain my thoughts or ideas which has been sad and frustrating for me'.

Isaac has been at The Glenleighden School for the last five years having moved here with his family from New Zealand. "It was so hard to move to a different country and school. I was so nervous on my first day, but I quickly realised that the staff were different here to my previous school in New Zealand. They were going to help me communicate in other ways. I have learnt that the best way to get around my communication difficulties is to use my memories and pictures to help me".

Isaac was first introduced to visual memory techniques in the school café so that he could remember which coffee customers had ordered. He then trained in the café to make coffees and has thoroughly enjoyed every aspect of coffee making,

Jan Morey, our Principal is one of Isaac's most loyal customers, "We look forward to Wednesdays as Isaac's coffees are delicious and he has even mastered the beautiful coffee art".

"I loved making coffee and went home and watched dozens of YouTube videos to learn more about coffee and coffee art. I practised with dishwashing liquid and was constantly thinking of new ideas for our café. I have never had any success in the classroom but here behind a coffee machine I feel like a winner".

Isaac now has three part-time jobs in cafes around Brisbane and is really enjoying the financial independence that these jobs bring. Isaac would like to learn to be a firefighter as he thinks this would be a challenging and exciting career.

"If you had told me five years ago that I would have three part time jobs and be thinking of firefighting as a career, I would have laughed and said I can't do that as I am not good at anything. Now I have realised that if you find something you enjoy and you practise hard at it you can succeed".

Isaac

School Support Services

MESSAGE FROM THE *Manager*

SALDA School Support Services (SSS) is committed to enhancing outcomes of students with or suspected of having Language Disorder (LD). The support team does this by visiting educational institutions and supporting their staff to identify and understand LD. This builds confidence and capacity to improve access participation; and achievement for the students visited.

In 2019 the School Support Services team entered the first year of our 3-year funding program. The increased funding received through Department of Education grants has enabled the team to travel to new locations and schools across rural and metropolitan Queensland, providing more services to a larger number of students than ever before.



Irene Peters

“In 2019, School Support Services team visited 850 students with 174 students going on to participate in our Intensive Support program that focuses on capacity building for school staff across 175 schools.”



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

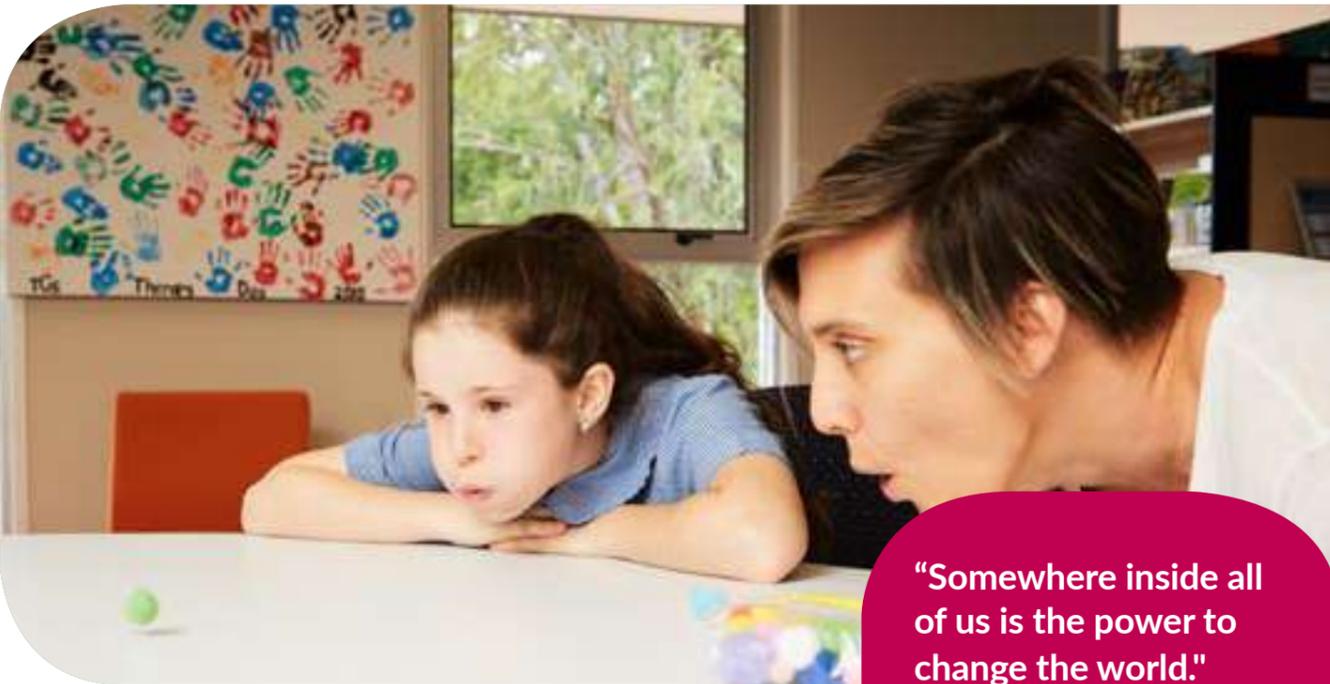
This past year has also seen the team focus on improving not only the access to services, but also the quality of the services provided. In 2019 the team completed a number of quality improvement projects that commenced in 2018.

- 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.

The completion of these projects is a reflection of the SSS teams commitment to the delivery of quality services to the students and schools we visit.

I would like to take this opportunity to thank the Principals and school staff that have welcomed the SSS team into their schools throughout 2019. It has been a privilege to work collaboratively with you to support our most treasured students. Always remember the famous quote from Roald Dahl, "Somewhere inside all of us is the power to change the world."

Irene Peters



"Somewhere inside all of us is the power to change the world."
Roald Dahl



RESOURCE Development

Feedback
"Excellent initiative."

"This is my first module - looking forward to completing more. Thank you!"

"Great succinct content that covered the basics. Additional handouts on speech and language development are a valuable resource."

"I am a speech pathologist and I thought it was very useful as a tool to recommend to teachers."

The SALDA SSS team has continued to actively develop resources to assist school staff and families who support students with Language Disorder. In 2019, the Online Learning Module (OLM) and Handout projects have continued with the team updating many of the OLMs, and creating an additional 15 handouts to supplement the original 154 developed in previous years.

ONLINE LEARNING MODULE PROJECT
 Survey results indicate that there have been at least 664 views of the 12 OLMs. Modules 1 and 2 have had the most views with 206 and 133 views respectively.

Data collated from the OLM viewers demonstrates that over 90% of module viewers agreed, or strongly agreed that the OLMs met their expectations, were relevant to their needs, were of an appropriate length, contained well organised content and increased their knowledge and understanding of the topic viewed. Above 85% of module viewers agreed or strongly agreed that the OLMs contained new information to them, and that they gained skills that they could apply.

HANDOUT PROJECT
 Survey responses indicate that 98% of respondents agreed or strongly agreed that the handouts increased their knowledge and understanding of Language Disorder.

ADDITIONAL COMMENTS:
 "I found the handouts to be very effective and the online e-therapy sessions were very self explanatory and were full of visuals. I find visuals always work best".
 "The support from the SALDA staff and the resources they have shared have been wonderful. The handouts have been very useful to prompt my student".

WEBINARS
 A new exciting venture for SALDA SSS was the planning and delivery of six webinars throughout 2019. This has enabled the team to provide up to date information on current issues facing schools. The webinars have been designed to be viewed either in real time or via recording on the SALDA website. Viewing the webinars in real-time enables participants to ask questions and engage directly with SALDA SSS team members.

The webinars delivered as a part of the project included:

- Understanding Developmental Language Disorder
- Using visual supports in schools
- Making the most of genre writing
- Building vocabulary in the classroom
- Integrating visual perceptual skills into the classroom
- Using effective questions to guide student learning

92% or above, of respondents agreed or strongly agreed that the webinar presented, met their expectations, was of ideal length and contained well organised content. 85% of respondents agreed or strongly agreed that the webinar, was relevant to their needs, increased their knowledge and understanding and that they gained skills that they could apply. 69% of participants agreed or strongly agreed that the webinar included information that was new to them.

SCHOOL SUPPORT SERVICES SURVEY Results

SCHOOL SUPPORT SERVICES IMPACT IN QUEENSLAND

An independent survey conducted by the Department of Education, SDSS program revealed:

96.4% of respondents were satisfied or very satisfied with SALDA's engagement with schools and students

96.4% of respondents were satisfied or very satisfied with the capability of SALDA's staff

96.4% of respondents were satisfied or very satisfied with the overall delivery of services

96.4% of respondents felt that the services provided by SALDA were beneficial in increasing the students' access, participation, achievement and/or attendance.

100% of respondents were likely or very likely to recommend SALDA to another school.

"The new learning that has resulted from your visit is benefiting so many people, and ultimately, our students. I've found working with your team so great as you are very professional, flexible, knowledgeable and friendly. A winning combination!"

Nicole Buckley,
Support Teacher: Inclusive Education (STIE)
St Thomas' Catholic Primary School

"I just wanted to say thank you to you and your wonderful team for working with our students and teachers. Your knowledge and expertise is invaluable to us and we really appreciate your guidance."

Virginia Blake,
Learning Support Teacher, Star of the Sea, Gladstone

"I very much appreciate you working with our TA's. I have found your professionalism and follow-up incredibly helpful."

Laura Cummings,
Inclusion Coach - Milton SS

"Thank you so much for coming to visit us at Carmichael. I just love your input and expertise you have when dealing with our kids."

Amanda Sharrock,
Head of Learning Enrichment - Carmichael College

"Thank you for the reports. I've found them to be very comprehensive, with great strategies that are practical for the classroom teachers to implement. I've no doubt that school will be a much more effective and enjoyable environment for our students once we put your suggested strategies into place."

Karen Reed,
Support Teacher: Inclusive Education, St. Andrew's Catholic Primary, Ferny Grove

"Our visit from SALDA gave us an in-depth and holistic understanding of our students skills and provided us with a wide variety of strategies, supports and adjustments that we are very excited to implement to give our students the best opportunities to learn and access the curriculum. I would like to say a big thanks to the SALDA team we worked with for their invaluable support of the school staff and our students!"

Sarah Moller,
SLP, Seton College



Justin McCarthy

Disorder when assessing our students.

- The SALDA staff provide a sound knowledge base to be leaning against to support students. It really informs our practice; we strip a lot out of the reports and put them in our differentiation around teacher planning, and we use it in our interventions with students.
- The ability to have a return service is very useful to see how far students have progressed and to provide the 'next step' for student outcomes.
- The Foundations for Learning (FFL) is very informative and provides a broader overview that teachers can't cover alone. It also brings an awareness to what other areas students are having difficulty with.
- The fee for service was extremely affordable and useful.
- The collaborative meetings are very useful, and SALDA staff don't just agree, they are there to provide their own professional opinion.
- Genuine professional practice is provided to staff and students. The feedback provided is very open and allows for honest discussion about student challenges.
- The multidisciplinary report is very useful. We parallel the SALDA findings with our school SLP and this forms part of our strategic use of the service. They review which aspects have been implemented adequately and provide some follow up where they can if needed.

The school has already requested a return visit for 2020!

CASE STUDY

In order to understand the needs of the schools we service; the School Support Services team actively seeks feedback through the use of surveys and interviews. The information collected serves a number of purposes, to both provide information to the Department of Education on the effectiveness of our services and to provide the team with information to reflect on and develop quality improvement projects, as required.

Mr Justin McCarthy from St. Patrick's Catholic Primary School, Nanango, was interviewed to gain feedback on the services provided by SALDA School Support Services under the Non-State Special Needs Organisations (NSSNO) program.

St Patrick's Nanango received a visit in Term 4, 2018, with a return visit in Term 3, 2019.

In 2019, St Patrick's Nanango, paid for some of their students to access the service through our Educational Support Service, Multidisciplinary Screening program as some of their students no longer met the eligibility requirements for inclusion under the NSSNO Program funding.

SALDA staff conducted in class observations and informal multidisciplinary assessment with the students referred. Collaborative feedback and goal setting meetings were then conducted with school staff. A report detailing the school visit and meeting along with strategies, recommendations and resources was provided to the school following the visit.

For the purpose of the case study, Mr McCarthy was asked to reflect on the progress of one of the students who accessed the service. Mr McCarthy reported that following SALDA's initial visit that this student's participation in the classroom had improved, as had his attention, and that his confidence and increased quite remarkably. Mr McCarthy also reported that the student

now has more affinity for learning and is starting to write for the first time.

As a result of the initial visit, it was also noted that the school had changed the way that they were supporting this student, moving to a more individualised program for the student and had increased their support hours for the student to support the completion of more intensive learning strategies such as 'Read to Learn'.

Mr McCarthy has also noted that while the student's learning outcomes were marginal in terms of his achievement level, a significant improvement was apparent considering the student's previous educational history. The student's reading level had progressed three levels and he had consolidated his sound-letter correspondence which was a significant improvement.

Mr McCarthy reported the following changes in the time since the SALDA Visit:

- As the SALDA team sits with the teacher, the teaching staff then become more aware of the students difficulties and have a growth in confidence in supporting them.
- SALDA team have a 'real' connection with teachers and as a result they do value the feedback and are more likely to buy in.
- There are a number of strategies that teachers used, and all staff are encouraged to constantly go back to the report to refresh their knowledge.
- The SALDA handouts are plentiful. After the initial report is received a meeting is held to highlight which information is most important and that is then printed and imbedded into practice.

With regards to the effectiveness of the service, Mr McCarthy reported the following:

- It is very useful having external eyes using specialist knowledge, particularly around Language

The SALDA Research Institute

A key development in 2019 in Speech and Language Development Australia's role as a peak body was the establishment of the SALDA Research Institute.

The objectives of the SALDA Research Institute are to bring consumers, educators, clinicians, researchers and policymakers together to work collaboratively to:

- Identify priority issues that require further development of an evidence base
- Facilitate high-quality, independent research synthesis, and policy and practice-based research. Ensure research findings are translated into policy and practice
- Build capacity in the health and education sector for knowledge translation and exchange
- Communicate the outcomes of our work widely and authoritatively and build collaborative networks nationally and internationally

The SALDA Research Institute will work to achieve these objectives by:

- Working with other organisations and stakeholders to identify priority educational, clinical and policy issues
- Directly funding targeted research
- Supporting research on emerging issues through a competitive research grants program
- Actively promoting and sharing research findings through publications, conferences and the media
- Using the research evidence to support our advocacy work to influence government policy makers at the state and national level



Andrew McAuliffe



ABOVE: Andrew McAuliffe, Prof. Nigel Edwards, Chief Executive, Nuffield Trust UK, and Adriano Franchi

The initial activities of the Research Institute are focussed on the development of a series of publications that will review the current evidence and policy issues on three issues that are fundamental to SALDA.

The first paper will provide an overview of the extent and nature of Developmental Language Disorder in Australia. The availability of up-to-date information is critical to SALDA's advocacy work with politicians and government departments as we seek to ensure appropriate levels of funding and support and an accurate appreciation of the impact and consequences of DLD.

A second paper will consider the interconnections between the National Disability Insurance Scheme (NDIS) and DLD. Navigating the NDIS is a very difficult task and there is anecdotal evidence that the rigid NDIS structures and processes unfairly disadvantage children with DLD and their families. Formalising the evidence around this issue will enable SALDA to advocate more effectively for change.

The third planned paper will examine the evidence for effective early intervention and management of Developmental Language Disorder, with a focus on educational interventions. This will ensure that The Glenleighden School continues to be at the forefront in the delivery of high-quality evidence based programs and support.

While SALDARI is very new at this stage, we are excited about the opportunities available and are encouraged by the positive response to date from partner organisations, potential collaborators, politicians and policy-influencers across Australia.

Andrew McAuliffe

"While SALDARI is very new at this stage, we are excited about the opportunities available and are encouraged by the positive response to date from partner organisations, potential collaborators, and politicians and policy-influencers across Australia." said Andrew McAuliffe

Marketing, Philanthropy, & Engagement

MESSAGE FROM THE Department Head

It has been a privilege joining the Speech and Language Development Australia (SALDA) community, a community devoted to enabling better outcomes for children with disability for whom language is their primary disorder. 2019 has been an exceptional year for SALDA, and especially The Glenleighden School (TGS).

We have celebrated the 40th anniversary of the school that was founded, by Mancel Ellis Robinson AM, with an inaugural class of just six students. In 2020, we will have exceeded

this number by more than 100 students who trust us thanks to the exceptional teaching and guidance conducted by our multidisciplinary team within our nurturing SALDA environment.

One of the most precious gifts a Glenleighden education bestows is the legacy that children are able to find their voice, whilst forging strength and confidence in all our students.



Adriano Franchi



They continue to flourish even after they leave the care and support of the school.

The fantastic achievements of SALDA, School Support Services and The Glenleighden School were celebrated at the inaugural 40th Anniversary Gala Dinner. It was an extraordinary event and further proof that we are indeed surrounded by a genuinely supportive community. The evening was a tremendous success, raising much needed funds for the re-development of the existing campus that will include a state-of-the-art facility for our students. More importantly, it was a

"Alone, we can do so little; together, we can do so much"
H. Keller

chance for our staff, parents, donors and supporters to share in the achievements of our students past and present, and to reflect on the incredible impact a Glenleighden education has on their lives.

One of the more exciting events this year was DLD Awareness Day on October 18. Andrew McAuliffe and I joined politicians, philanthropists, and health care champions at the John Deeble Memorial Lecture held in our nation's capital. At the inaugural lecture to celebrate 'The father of Medicare', experts discussed the more common dysfunctions in health care policy formation and implementation and the reasons why good policy goes bad. The lecture was a unique opportunity to draw the attention of the attending policy makers and government departments to the needs of children with speech and language disorders. Later during my Canberra visit, Peter Seldon joined me to meet privately with many Ministers and senior officials in the education and disability portfolios to discuss the future needs of SALDA and Glenleighden. These meetings have led to many federal and state ministers attending tours of our campus, to see for themselves the excellent work conducted here. These visits have led to ongoing dialogues between SALDA and government departments that will be continuing in 2020.

The school has been successful in securing an Australian Government Capital Grant of \$2.3M for the construction of a new building housing four general learning areas, a flexible learning centre, therapy withdrawal spaces and outdoor learning areas. We have also benefited from a grant from The Gambling Community Benefit Fund (GCBF) that awarded the school \$20,000. The GCBF awards funds to non-for-profits to enhance their capacity to provide services, leisure activities and opportunities for QLD communities. This grant will go towards providing much needed senior student laptops.

From SALDA, we would like to extend a special recognition to the Danzig family who generously donated a STEM (Science, Technology, Engineering, Mathematical) kit for our Early Childhood students.

The kits encourage colour exploration, problem solving and creativity. Students can colour mix, build and construct, explore and work in teams. The kits are also excellent for sensory play due to the coloured light and tactile and visual resources. The Danzig family also continues to support our amazing Junior School gardening project by loaning us gardening ground on their property, enabling the students to learn all the environmental processes from the paddock to the plate.

Our thanks to Thuy Ly and the team at Van Long Supermarket. Your encouragement, generosity, and most importantly your time has been greatly appreciated.

In addition to all the foregoing, our immense gratitude to our caring, engaged and active group of parents (and staff) who contribute to the SALDA community. Led by Abbey Bird, the Glenleighden Parents, Staff, and Friends Association (PS&F) actively co-ordinated many social and community activities for the school, as well as raising valuable funds toward the upgrade of our existing playground to meet the multi-faceted needs of the students.

"Giving is not just about making a donation. It is about making a difference."
Kathy Calvin

Together we are making a difference!

For those SALDA community members who haven't already experienced the satisfaction of active participation in the life of The Glenleighden School, I invite you to consider becoming involved directly during 2020 to maintain our vital and unique tradition of community engagement. 2019 was a powerful reminder of how far we have come. It speaks to the energy and commitment of our staff and students and it celebrates our place in the SALDA community. It reminds us that what we are doing is valuable, liberating work that brings wealth and joy to the students who have speech, language and communication needs.

Adriano Franchi



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

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 that 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.



SECRETARY

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 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 former past president of the National Council of Women of Queensland Inc.

SALDA BOARD MEMBERS



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.



Andria Wyman-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 and 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.



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.



THANK YOU

for your support

Thank you, donors, partners, friends, families and community members who supported Speech and Language Development Australia in enabling better outcomes for children and young people with Development Language Disorder in 2019.

We are proud to share our journey with so many supporters from across the SALDA community. We couldn't do it without you!

- Ambrose Treacy
- Amy Sergeantson Chocolate
- Border Builders – Mitre 10
- Brisbane BMW
- Brisbane Broncos
- Brisbane Lions
- Brisbane Wine Cellar Design & Construction
- Buildcorp
- Building Solutions
- Cr James Mackay
- Downtown Toyota – Morningside & Wynnum
- Forty Winks - Jindalee
- Fuji Xerox
- Glenleighden PS&F
- Griffiths University
- His Excellency the Honourable Paul de Jersey AC, Governor of Queensland
- Hydra Digital
- Julian Simmonds MP
- LDA Air Conditioning and Electrical
- Lush Cosmetics - Indooroopilly
- Michael Berkman MP
- Montague Fresh
- Morgan Stanley Australia
- Natalie Le Riche Art
- Non-State Special Needs Organisation Program (NSSNOP), DoE
- Pandora - Mt Ommaney
- RSL – Kenmore Moggill Sub-Branch
- Servco
- Specialist Disability Support in Schools - SDSS, DoE
- Sun Star Studios
- The Cheese Pleaser
- The Rotary Club of Kenmore
- Van Long Supermarkets



Thank you

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:

Peter Seldon	Chairman
Alex Rummery	Treasurer
Caroline Snow	Secretary

COMMITTEE MEMBERS

Andria Wyman-Clarke
Andrew McAuliffe
Craig Duncan
Deborah Nisbet

AUDITED FINANCIAL REPORT

PRINCIPAL ACTIVITIES

During the financial year, the principal continuing activities of SALDA were the provision of direct services through The Glenleighden School and School Support Service. 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 2019 and provides a consolidated statement across all operational activities of CH.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as Speech & Language Development Australia (SALDA) i.e. The Glenleighden School, School Support Service and Research for the full year.

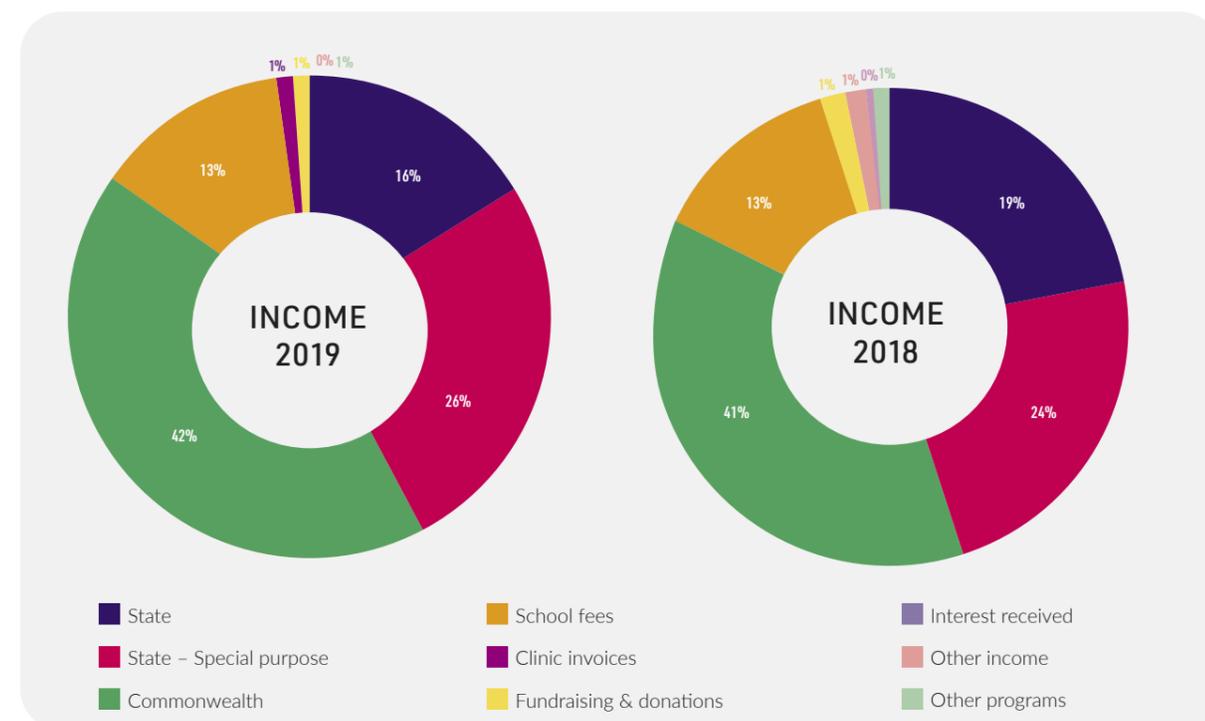
Summary

Income for all areas for 2019 totaled \$6,430,502. This result was an increase of \$565,683 on the previous year. Significant contributors to the revenue increase were additional Commonwealth recurrent grant due to increased enrolments at The Glenleighden School as well as increase in special purpose grants. Expenditure across all areas was \$6,394,712, an increase of \$688,876 on the previous year. The majority of the increase is in staff expenses (\$660,338), which was due to an increase in school staff in response to increased student numbers, and administration staff as previously outsourced services were brought back in-house.

The surplus for the year was \$35,791 (2018 : \$158,983).

Income

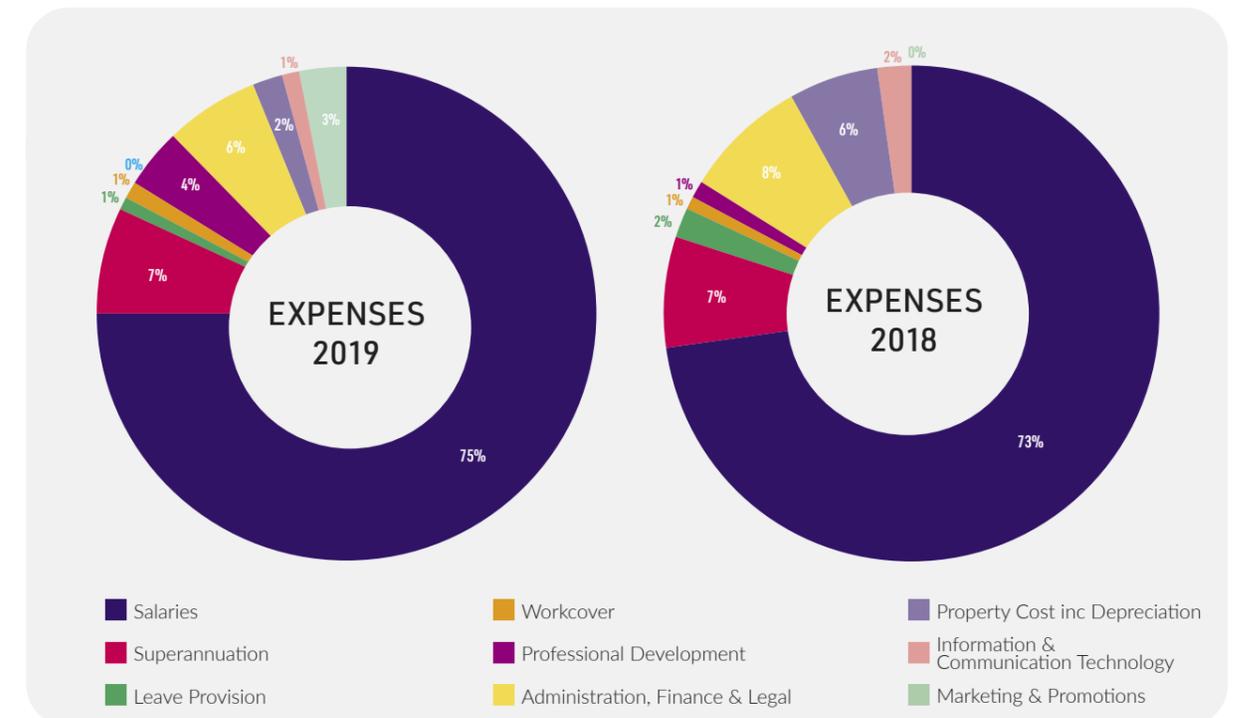
Total Income for 2019 was \$6,430,502, a 10% (\$565,683) increase over last years \$5,864,819. Commonwealth and State governments continue to provide significant support to SALDA with grants equating to approximately 84 % of total income. A breakdown of income sources is as follows:



Expenditure

2019 expenditure was \$6,394,712, an increase of \$688,876. over the 2018 expenditure of \$5,705,836. Staff costs account for 82% (2018: 80%) of total expenses as we continue increase our staffing levels in line with service delivery.

A breakdown of expenditure by source is as follows:



The Glenleighden School

Income for the school was \$4,611,709 up 4.9% on the previous year due to additional government funding and school fees. 81% of the school's total income, \$3,736,589, was funded by the State and Federal Government (2018: 81%). The remaining income is generated from school fees and other sources.

School Support Services

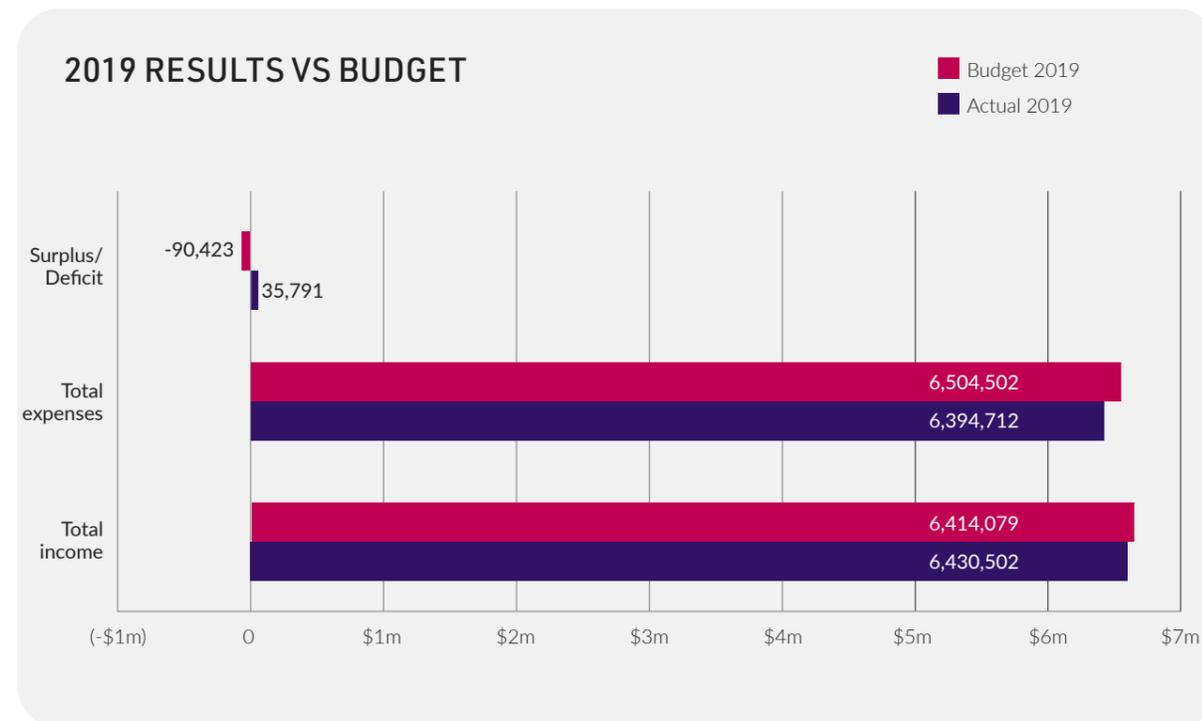
School Support Services, which is funded by the Department of Education and Training and SALDA had income of \$1,709,718 being an increase of \$317,752 on 2019. Expenditure for 2019 was \$1,680,503 which is an increase of \$346,332 on the previous year with staff expenses being the major contributor.

SALDA

Income from SALDA was \$109,076 in 2019 which is an increase of \$36,677 from 2018. Fundraising efforts during 2019 continued to increase particularly the Gala fundraising event held in August 2019. Interest income was up by 121% compared to 2018 due to more active cash management.

Budget

The 2019 income of \$6,430,502 is in line with the budgeted income of \$6,414,079. 2019 expenditure was \$6,394,712 which is lower to the budgeted expenditure of \$6,504,502 by 1.7%. The actual surplus for the year is \$35,791 which exceeded the budgeted deficit of \$90,423 by \$126,214. The results are as follows:



Statement of Financial Position

The net asset position of SALDA is \$1,945,201, up on the 2018 net asset position of \$1,909,410 reflecting the positive outcomes from the revised strategic direction over the 2018 and 2019 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.

Alex Rummery

Treasurer

STATEMENT OF INCOME AND EXPENDITURE

For the year ended 31 December 2019

	Note	2019 \$	2018 \$
INCOME			
Grants			
State	2	1,023,131	1,131,076
Commonwealth	2	2,703,318	2,411,879
Special Purpose	2	1,689,243	1,390,321
		5,415,692	4,933,276
Fees			
School Tuition		827,924	792,288
Education Support Services		32,289	6,877
Other Programmes		31,675	46,286
		891,888	845,452
Other			
Donations Received		14,430	15,948
Fundraising		64,574	26,234
Interest Received		20,949	9,267
Trust Distributions		2,284	-
Membership Fees		694	975
Other Income		19,991	33,667
		122,922	86,091
TOTAL INCOME		6,430,502	5,864,819
EXPENSES			
Salaries and On-Costs			
Salaries		4,737,124	4,060,553
Superannuation		425,913	360,820
Leave Provision		44,588	136,383
Workcover		38,132	27,664
		5,245,757	4,585,419
Administration		123,875	173,496
Amortisation of right - of - use assets		31,329	-
Audit Fees		12,470	11,913
Cleaning and Maintenance		103,965	100,538
Depreciation		155,906	152,813
Equipment Purchases		-	2,591
Finance and Legal Costs		136,676	274,733
Information and Communication Technology		102,424	109,238
Interest Expense		5,049	-
Marketing and Promotions		77,330	17,275
Motorvehicle Expenses		16,581	-
Professional Development		24,443	40,219
Programme Expenses		169,938	103,222
Property Costs		78,102	60,498
Travel		110,867	73,880
TOTAL EXPENSES		6,394,712	5,705,836
SURPLUS / (DEFICIT) FOR THE YEAR	10	35,791	158,983
Less loss from Discontinued operations (The Clinic)		-	4,420
Profit / (Loss) from continuing operations		35,791	154,563

The accompanying notes form part of this financial report.

STATEMENT OF FINANCIAL POSITION

For The Year Ended December 31, 2019

	Note	2019 \$	2018 \$
CURRENT ASSETS			
Cash and cash equivalents	3	884,146	1,031,317
Trade and other receivables	4	121,590	121,274
TOTAL CURRENT ASSETS		1,005,736	1,152,591
NON-CURRENT ASSETS			
Property, plant and equipment	5	1,685,753	1,768,047
Capital Work in Progress		41,926	-
Right-of-use Assets	6	103,017	-
CHI.L.D. Community Trust	7	18,517	17,896
TOTAL NON-CURRENT ASSETS		1,849,213	1,785,943
TOTAL ASSETS		2,854,949	2,938,534
CURRENT LIABILITIES			
Trade and other payables	8	224,323	507,175
Lease Liabilities	6	34,597	-
Provisions	9	542,565	503,583
Building Fund Contributions		13,750	-
TOTAL CURRENT LIABILITIES		815,235	1,010,758
NON-CURRENT LIABILITIES			
Lease Liabilities	6	70,241	-
Provisions	9	24,272	18,366
TOTAL NON-CURRENT LIABILITIES		94,513	18,366
TOTAL LIABILITIES		909,748	1,029,124
NET ASSETS		1,945,201	1,909,410
EQUITY			
Retained (losses)/profits	10	(332,976)	(1,026,080)
Capital reserves	16	2,278,177	2,935,490
TOTAL MEMBERS' FUNDS		1,945,201	1,909,410

The accompanying notes form part of this financial report.

STATEMENT OF CHANGES IN EQUITY

For The Year Ended December 31, 2019

	Note	2019 \$	2018 \$
Retained (losses)/profits			
Opening Balance 1 January		(1,026,080)	(1,185,063)
Surplus/(Deficit) for the year		35,791	158,983
Updated transfer from capital reserves		657,313	-
Balance at 31 December		(332,976)	(1,026,080)
Capital reserves			
Brought forward as at 1 January		2,935,490	2,935,490
Capital grants received in the year		-	-
Updated transfer to accumulated funds		(657,313)	-
Carried Forward as at 31 December		2,278,177	2,935,490

The accompanying notes form part of this financial report.

STATEMENT OF CASH FLOWS

For The Year Ended December 31, 2019

	Note	2019 \$	2018 \$
CASH FLOW FROM OPERATING ACTIVITIES			
Operating grants received		5,419,191	4,933,277
Interest received		20,949	9,893
Other income		122,068	105,361
Receipts from customers		809,787	859,965
Payments to employees and suppliers		(6,375,779)	(5,314,758)
Net cash provided by/(used in) operating activities	12	(3,784)	593,738
CASH FLOW FROM INVESTING ACTIVITIES			
Payments for office equipment		(67,048)	(16,801)
Payments for building and ground improvements		(6,564)	(3,490)
Payments for Capital Work in Progress		(41,926)	-
Receipts from vehicle sale		-	27,000
Trust Distributions received		1,663	-
Net cash from investing activities		(113,875)	6,709
CASH FLOW FROM FINANCING ACTIVITIES			
Payments for Right - of - Use Assets		(29,508)	-
Net cash from financing activities		(29,508)	-
Net Increase/(Decrease) in cash		(147,167)	600,447
Cash at Beginning of Year		1,031,313	430,866
Cash at End of Year		884,146	1,031,313

The accompanying notes form part of this financial report.

NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended December 31, 2019

NOTE 1: 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.

REVENUE

Revenue Recognition

The Entity has applied AASB 15: Revenue from Contracts with Customers (AASB 15) and AASB 1058: Income of Not-for-Profit Entities (AASB 1058) using the cumulative effective method of initially applying AASB 15 and AASB 1058 as an adjustment to the opening balance of equity at 1 January 2019. Therefore, the comparative information has not been restated and continues to be presented under AASB 118: Revenue and AASB 1004: Contributions. The details of accounting policies under AASB 118 and AASB 1004 are disclosed separately since they are different from those under AASB 15 and AASB 1058, and the impact of changes is disclosed in Note 1.

IN THE CURRENT YEAR

Contributed assets

The Entity receives assets from the government and other parties for nil or nominal consideration in order to further its objectives. These assets are recognised in accordance with the recognition requirements of other applicable accounting standards (for example, AASB 9, AASB 16, AASB 116 and AASB 138).

On initial recognition of an asset, the Entity recognises related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer).

The Entity recognises income immediately in profit or loss as the difference between the initial carrying amount of the asset and the related amount.

Operating grants, donations and bequests

When the Entity received operating grant revenue, donations or bequests, it assesses whether the contract is enforceable and has sufficiently specific performance obligations in accordance with AASB 15.

When both these conditions are satisfied, the Entity:

- identifies each performance obligation relating to the grant
- recognises a contract liability for its obligations under the agreement
- recognises revenue as it satisfies its performance obligations.

Where the contract is not enforceable or does not have sufficiently specific performance obligations, the Entity:

- recognises the asset received in accordance with the recognition requirements of other applicable accounting standards (for example AASB 9, AASB 16, AASB 116 and AASB 138)

NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended December 31, 2019

- recognises related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer)
- recognises income immediately in profit or loss as the difference between the initial carrying amount of the asset and the related amount.

If a contract liability is recognised as a related amount above, the Entity recognises income in profit or loss when or as it satisfies its obligations under the contract.

Capital Grant

When the Entity receives a capital grant, it recognises a liability for the excess of the initial carrying amount of the financial asset received over any related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer) recognised under other Australian Accounting Standards.

The Entity recognises income in profit or loss when or as the Entity satisfies its obligations under the terms of the grant.

Interest income

Interest income is recognised using the effective interest method.

Dividend income

The Entity recognises dividends in profit or loss only when the Entity's right to receive payment of the dividend is established.

All revenue is stated net of the amount of goods and services tax.

In the comparative period

Non-reciprocal grant revenue was recognised in profit or loss when the Entity obtained control of the grant and it was probable that the economic benefits gained from the grant would flow to the Entity and the amount of the grant could be measured reliably.

If conditions were attached to the grant which must be satisfied before the Entity was eligible to receive the contribution, the recognition of the grant as revenue was deferred until those conditions were satisfied.

When grant revenue was received whereby the Entity incurred an obligation to deliver economic value directly back to the contributor, this was considered a reciprocal transaction and the grant revenue was recognised in the statement of financial position as a liability until the service had been delivered to the contributor; otherwise, the grant was recognised as income on receipt.

The Entity received non-reciprocal contributions of assets from the government and other parties for no or nominal value.

These assets were recognised at fair value on the date of acquisition in the statement of financial position, with a corresponding amount of income recognised in the statement of profit or loss and other comprehensive income.

Donations and bequests were recognised as revenue when received.

Interest revenue was recognised using the effective interest method, which for floating rate financial assets is the rate inherent in the instrument. Dividend revenue was recognised when the right to receive a dividend had been established.

Revenue from the rendering of a service was recognised upon the delivery of the service to the customer.

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 STATEMENTS

For The Year Ended December 31, 2019

	2019 \$	2018 \$
NOTE 2: GRANTS		
State Grants		
Recurrent	470,624	527,824
Students with Disabilities	547,536	586,146
Special Grants	350	14,960
Textbooks & Resources	4,621	2,146
	1,023,131	1,131,076
Commonwealth Grants		
Recurrent	2,697,868	2,409,379
Special Grants	5,450	2,500
	2,703,318	2,411,879
Special Purpose Grants		
Project Grants	300,131	295,288
NSO inc Equipment	1,389,112	1,095,034
	1,689,243	1,390,321
NOTE 3: CASH AND CASH EQUIVALENTS		
Cash on hand	676	600
Cash at bank	883,470	518,591
Cash on deposit (Short term)	-	512,126
	884,146	1,031,318

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.

	2019	2018
NOTE 4: TRADE AND OTHER RECEIVABLES		
Trade debtors	53,542	40,723
Doubtful debts provision	(37,365)	(10,496)
	16,177	30,227
Other Debtors	105,413	91,046
	121,590	121,274

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 STATEMENTS

For The Year Ended December 31, 2019

	2019 \$	2018 \$
NOTE 5: PROPERTY, PLANT & EQUIPMENT		
Building at valuation	2,798,888	2,792,324
Less: Accumulated depreciation	(1,552,883)	(1,486,913)
Total written down value of buildings	1,246,005	1,305,410
Playground equipment at cost	457,526	457,526
Less: Accumulated depreciation	(198,441)	(188,883)
Total written down value of playground equipment	259,085	268,644
Furniture and equipment at cost	285,808	273,093
Less: Accumulated depreciation	(231,647)	(215,005)
Total written down value of furniture and equipment	54,161	58,088
ICT equipment at cost	560,337	506,004
Less: Accumulated depreciation	(457,209)	(396,813)
Total written down value of ICT equipment	103,128	109,191
Motor vehicles at cost	33,392	33,392
Less: Accumulated depreciation	(10,018)	(6,678)
Total written down value of motor vehicles	23,374	26,714
TOTAL PROPERTY, PLANT AND EQUIPMENT	1,685,753	1,768,047

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 STATEMENTS

For The Year Ended December 31, 2019

	2019 \$	2018 \$
NOTE 6: LEASES		
Right-of-use Assets		
Fuji Xerox Photocopier lease	15,502	-
Less: Accumulated amortization of photocopier Lease	(8,088)	-
Toyota Hiace Mini Van	36,454	-
Less: Accumulated amortization of Toyota Hiace Mini Van Lease	(9,509)	-
Toyota Coaster	82,391	-
Less: Accumulated amortization of Toyota Coaster Bus Lease	(13,732)	-
Right-of-use Assets Total	134,346	-
Less: Accumulated amortization of right-of-use assets Total	(31,329)	-
TOTAL RIGHT-OF-USE ASSETS	103,017	-
Lease Liabilities		
Lease Liabilities - current	34,597	-
Lease Liabilities - non-current	70,241	-
TOTAL LEASE LIABILITIES	104,838	-

Leases

Leases of property, plant and equipment are recognised as right-of-use assets and as a lease liability at the commencement date from 01/01/2019 onwards. The lease liability is measured at the present value of the lease payments that are not paid at that date. The lease payments are discounted using an incremental borrowing rate as at 1st of January 2019. Right-of-use assets are amortised over the lease term period or useful life of the underlying asset, whichever is the shortest.

	2019 \$	2018 \$
NOTE 7: CH.I.L.D COMMUNITY TRUST		
Child Community Trust	18,517	17,896
	18,517	17,896
Opening Balance	17,896	17,896
Distribution	621	-
Closing Balance	18,517	17,896

C.H.I.L.D Community Trust

The Association paid an Establishment Fee in 2002 to the Public Trustee to establish the CH.I.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 2019 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.

NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended December 31, 2019

	Note	2019 \$	2018 \$
NOTE 8: TRADE AND OTHER PAYABLES			
Current:			
Trade Creditors		27,305	299,201
GST payable		31,594	100,372
PAYG payable		84,018	60,618
Superannuation payable		41,385	33,882
Prepaid grant		6,298	2,800
Parent Deposits and Prepaid Fees		13,500	-
Accrued expenses		20,223	10,302
		224,323	507,175
NOTE 9: PROVISIONS			
Current			
Provision for audit		13,200	12,900
Provision for annual leave		220,026	188,433
Provision for long service leave		309,339	302,250
		542,565	503,583
Non-current			
Provision for long service leave		24,272	18,366
		24,272	18,366

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.

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 STATEMENTS

For The Year Ended December 31, 2019

	2019 \$	2018 \$
NOTE 10: RETAINED LOSSES		
Brought forward	(1,026,080)	(1,185,063)
Surplus/(Deficit) for the year	35,791	158,983
Updated transfer from reserves to accumulated funds	657,313	-
	(332,976)	(1,026,080)
NOTE 11: LEASE COMMITMENTS		
Rental of Photocopiers		
Payable - minimum lease of payments		
- Less than 12 months	-	6,676
- Between 12 months and 5 years	-	6,676
	-	13,352
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
Lease of Toyota Commuter		
Payable - minimum lease of payments		
- Less than 12 months	-	-
- Between 12 months and 5 years	-	-
	-	-
TOTAL OPERATING LEASE COMMITMENTS	-	54,046

Note: Current year figures are not shown where AASB 16 has been applied

NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended December 31, 2019

	2019 \$	2018 \$
NOTE 12: 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	35,791	158,983
Adjustments for disposals of assets	-	(27,000)
Investment Income	(2,284)	-
Add/(less) non-cash items:		
Depreciation	155,906	152,813
Amortisation of right - of - use assets	31,329	-
Net cash provided by operating activities before change in assets and liabilities	220,742	284,796
Changes in assets and liabilities, net of the effects of purchase and disposal of subsidiaries		
(Decrease)/Increase in voluntary building fund contributions	13,750	-
Decrease/(Increase) in debtors	(316)	(15,687)
(Decrease)/Increase in creditors	(282,848)	222,431
(Decrease)/Increase in provisions	44,888	102,198
Net Cash provided by/(used) in operating activities	(3,784)	593,738

NOTE 13: CONTINGENT LIABILITIES

Early Childhood Building Grant (2005)

The Association received a grant under State Capital Assistance Scheme in 2005 to construct an early childhood teaching space in total of \$425,731. 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 is payable over 20 years at a rate of 5% per year. Current amount payable is \$127,719.

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 2019 is \$620,493.

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. Current amount payable is \$189,000 for BGA1 and \$90,000 for BGA 2.

NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended December 31, 2019

Australian Government Capital Grant

In December 2019 the organisation was successfully granted an Australian Government Capital Grant to assist with the construction of a new school building. This event created a capital expenditure commitment to fund the difference between the capital grant (\$2,300,000) and the total construction costs, which were estimated as \$3,475,252 on the application. The estimated value of the commitment is \$1,175,252.

Pursuant to the conditions attached to Commonwealth and State Government capital grants, the school is contingently liable to repay, based on a formula, all or part of the grants received if the project to which the funds are applied ceases to be used for the purpose approved, or is sold or otherwise disposed of within 20 years of the completion of the project.

NOTE 14: EVENTS OCCURRING AFTER THE BALANCE DATE

Australian Government Capital Grant

The association has been approved for an Australian Government Capital Grant of \$2,300,000 to assist with the construction of a new school building and related areas. Total construction costs are estimated at \$3,475,252, where the association is to pay \$1,175,252 and the Australian Government Capital Grant is to contribute the remainder. Payments of the grant funding will take place when construction milestones are completed.

Purchase of the land on 33 Cubberla Street

The organisation paid a deposit of \$251,799 on 28/02/2020 to buy the land on 33 Cubberla Street from Queensland Government. The total purchase price is \$1,600,000. The balance amount of \$1,590,000 is due to be paid by 21st of April 2020.

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 15: RELATED PARTIES

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

Peter Seldon	Chairman
Alex Rummery	Treasurer
Caroline Snow	Secretary
Andria Wyman-Clarke	
Andrew McAuliffe	
Craig Duncan	
Deborah Nisbet	

The Members of the Board did not receive remuneration during the year other than reimbursement of expenses.

	2019 \$	2018 \$
NOTE 16: CAPITAL RESERVES		
Brought forward as at 1 January	2,935,490	2,935,490
Capital grants received in the year	-	-
Updated transfer to accumulated funds	(657,313)	-
Carried Forward as at 31 December	2,278,177	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.

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:

- 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:
 - 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
 - give a true and fair view of the Association's financial position as at 31 December 2019 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.
- 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 4th of March 2020

INDEPENDENT AUDITOR'S 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 2019, 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 2019 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.

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.

INDEPENDENT AUDITOR'S REPORT

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:

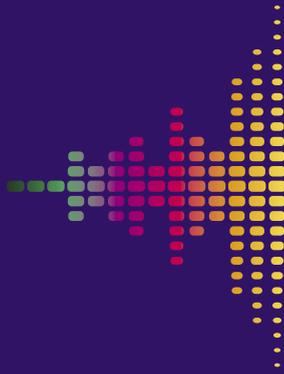
- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a 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
4th of March 2020,
Brisbane



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