



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



# 2022



**ANNUAL  
REPORT**



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# ABOUT US

## Passionate about helping children and young people to find their voice!

Speech & Language Development Australia (SALDA) is the nation's peak body supporting and advocating for the needs of children and young people with speech, language and related disorders, including Developmental Language Disorder (DLD). Our vision is to be the leader in ensuring extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language Disorder. We do this by relentlessly pursuing our mission to educate, support and advocate for children and young people with Language Disorder, enabling them to find their voice.

At SALDA, we offer a range of services that include:

- The Glenleighden School (TGS)
- School Support Service (SSS)
- Allied Health Services
- Professional Learning Services
- Research and Advocacy (SALDARI)

SALDA is a multi-disciplinary organisation, comprised of passionate experts who work in integrated teams to help children and young people with Language Disorder. We develop

personalised plans with targeted approaches to ensure every child is able to 'find their voice.'

The **Glenleighden School** is Australia's leading specialist speech and language school for students from Prep through to Year 12. We implement multiple disciplinary approaches to education that are engaging and effective in ensuring extraordinary outcomes for our wonderful students with Language Disorder. Our teachers implement the Australian Curriculum with educational adjustments to support each student's academic achievement, whilst our allied health professionals provide group-based intervention, targeting skills underpinning the curriculum, as well as addressing barriers to participation in everyday life.

The **School Support Service** 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 complementary to many schools' existing programs, spanning across all three education sectors (State, Catholic Education, and Independent). 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 their students to thrive at school.

The **Allied Health Services** team provides fee-for-service assessments and therapies for children and young people with language and other related disorders. These services can be face-to-face or through e-therapy and may be privately or NDIS funded.

Our **Professional Learning Services** offers a range of learning opportunities for teachers, allied health professionals, parents and others who support children and young people with speech, language, and communication needs. We provide both online and face-to-face training sessions throughout Australia as well as developing resources to provide ongoing guidance and support.

SALDA is committed to ensuring that our services and approaches are underpinned by the latest international research. Through SALDARI, our **Research and Advocacy** institute, we work in partnership with other organisations to support and undertake research relating to Language Disorder. We disseminate up-to-date information to build recognition and understanding about Language Disorder, and advocate for children and young people with speech, language and related disorders to be provided with the ongoing, high-quality support services they need and deserve.

<p><b>S</b> Service</p> <p>We put the interests of others above our own and actively seek out opportunities to help.</p>	<p><b>P</b> Passion</p> <p>We love what we do and show this through our enthusiasm, energy and positive mindset.</p>	<p><b>E</b> Excellence</p> <p>We have high expectations of ourselves and each other, and continually strive to be better tomorrow than we were today.</p>	<p><b>A</b> Accountability</p> <p>We accept responsibility, do what is expected of us and are answerable to each other.</p>	<p><b>K</b> Kindness</p> <p>We are friendly, generous and considerate in everything we do.</p>	<p><b>E</b> Empowerment</p> <p>We deliberately enable others, develop their agency and voice, and are committed to their success.</p>	<p><b>R</b> Respect</p> <p>We show through our everyday actions that we value others as unique individuals, entitled to our high regard and dignity; honouring their difference and contribution.</p>
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THE FUTURE BEGINS WITH US  
**OUR IMPACT  
IN 2020**

**110**

The Glenleighden School supported 110 students to reach their goals

Our School Support Services worked with **191** schools to screen **832** students and provide intervention and capacity building for **140** students and their support team.

We provided **7 new** webinars to support teachers across Australia

Published 3 Research Briefing Papers in conjunction with the Deeble Institute for Health Policy Research

We purchased the Fig Tree Pocket site, home of the Glenleighden School

Progressed designs, approvals and financing for the first new building in the master plan launched in 2019.

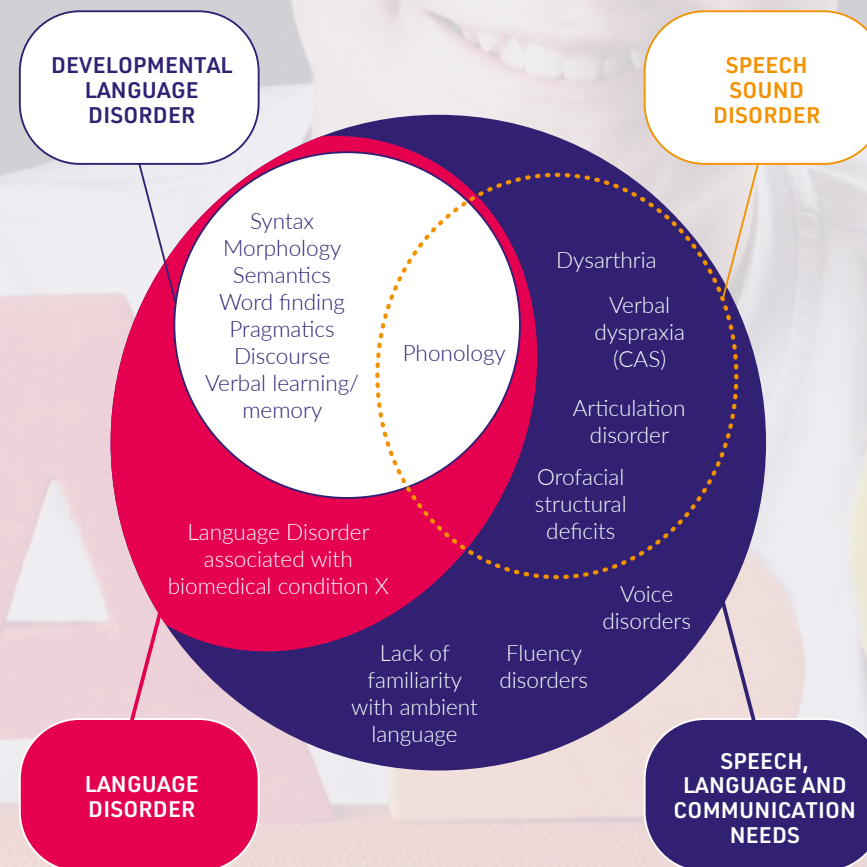
**DEVELOPMENTAL LANGUAGE DISORDER (DLD) IN AUSTRALIA**

**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.



# MEET *Mia*



*"It is mind blowing how the staff at The Glenleighden School have taken such a comprehensive approach in how they teach the students."*

## From fighting for her life to thriving in the classroom

A terrible disease changed Mia's life forever. Then she came to Glenleighden.

Mia was just a baby when she was diagnosed with a rare form of tuberculosis that nearly killed her.

Mia's tiny body was riddled with advanced stages of the deadly infection which – over the course of just five months – had spread from her lungs to her spine, eventually, affecting her brain.

A team of neurosurgeons performed an emergency operation, but brain damage was inevitable.

**After six months in hospital, Mia's devastated parents were told their baby would probably never walk or talk.**

At age two, Mia was already defying the odds. She was developing, but much slower than her peers.

Sensory and language issues presented, non-verbal and verbal cues were not understood, gross and fine gross motor skills were lacking.

The list, it seemed, never ended.

Like their daughter, however, Mia's parents soldiered on, celebrating her milestones and steeling themselves for the school-aged years ahead.

Her mother, Lisa, was terrified.

"No doctor or specialist could give us a definite answer as to where they thought Mia would fit into," said Lisa. "We were left to find out for ourselves in the choices and decisions we made."

Mia started Prep. She was enrolled at a mainstream school, surrounded by peers the same age as her – but light years ahead in almost every other aspect.

Mia's fine gross motor skills frustrated her so much, she avoided any writing tasks or playing games that required these skills.

She would snap pencils and throw pens.

She spent lunch breaks in the Principal's office.

Even with support systems in place, the school was failing Mia.

"She became distant; she hated going to school and it broke my heart," said Lisa.

Enter: The Glenleighden School.

"Sitting and talking with staff of The Glenleighden School I immediately saw the caring, the passion, the drive, the acceptance, the understanding," recalled Lisa. "We were actually sitting in a school setting environment that made me feel Mia and I were understood."

Now aged seven, Mia is a thriving Glenleighden pupil, receiving her education from a team of teachers, speech language pathologists, occupational therapists, physiotherapist, music therapists, counsellor, chaplain and school assistants.

"It is mind blowing how the staff at The Glenleighden School have taken such a comprehensive approach in how they teach the students."

"The Glenleighden School is definitely your unique school," said Lisa. "Where else in the country, let alone the world, can we find a staff of specialists and teachers that work day in, day out, week to week, term to term, year to year, in bringing out the shine and voices of our little ones?"

**Through a combination of teaching and therapy, students like Mia are given the support they need to thrive – in the classroom, at home and in the years beyond.**

"Mia speaks daily of her class routine – what she did first, then what she did next, and all I can hear is happiness, excitement and confidence when she talks of her day," said Lisa.

Like a wooden-shape sorter box, with shapes on the floor and slots into which they fit, Mia's life has been a challenge. Now having completed her second year at The Glenleighden School, Lisa is proud that they have finally found where Mia fits.

"Where ever our paths lead us from here on out, Mia has found where she belongs; with the shine back in her eyes, the hunger to learn, the eagerness to try, the motivation to speak, and the understanding of herself and others around her."

*Lisa*

Proud Mother of Mia



# MESSAGE FROM THE CHAIR



**What can I say about 2020 as a year? It certainly has been a year of excitement, challenges and great outcomes; all while we have been coming to terms as a community with the “New Normal” as Covid 19 dominated the landscape. So, from the Board and myself we wish to thank you all for your efforts and spirit to get our organisation SALDA, including the School Support Service and The Glenleighden School, through this period stronger and better than we were. A special mention must be made of our students for the way in which they have handled these large-scale changes to their world. They have coped, succeeded, grown and thrived throughout this monumental challenge.**

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 contributions to SALDA in their capacity as a voluntary Board.

2020 saw us launch into the public eye, with our expanding presence via our Research Institute and publicity over our involvement with Seton College and its possible sale; with SALDA looking at the expansion to a second campus if that eventuated.

We have had great success at home with the Board finalising the purchase of the Fig Tree Pocket site that the school resides on, which is a great outcome for our organisation 40 years after we opened our doors. This allows for us to grow and control our destiny as we outlined in the Master Plan released in 2019. We are now progressing with the construction and financing of building 1 that will open up new learning spaces and state of the art facilities for our students and staff. We expect construction to start in Mid 2021 with completion in April 2022.

The reality is that in many ways children with Language Disorder (LD) and DLD are being failed by the community. We are confronted with staggering statistics such as 60% of youth offenders having an undiagnosed Language Disorder, which cannot and must not be

ignored. With two children in every classroom affected, we have much to do to raise awareness and advocate on their behalf. In 2020 we were able to continue building a platform of awareness, increasing our influence and strengthening our position as Australia’s leading not-for-profit organisation representing speech, language and related disorders. As a member of SALDA, we thank you for your support.

## LEADERSHIP

In 2020 the SALDA Board took on the task of recruiting a new CEO for the organization. It was a long and robust worldwide search and we interviewed candidates from around the globe. We are pleased to welcome Mark Yeowell to our organisation. Mark is charged with leading SALDA into the future, driving culture and student outcomes, so that we can help the children and young people with whom we work become the 'best version of themselves'. Mark has extensive experience leading schools around the world and most recently was Head of the Junior School at Hills Grammar in Sydney. On behalf of the Board, Staff, the broader SALDA community and myself, we welcome Mark aboard and wish him good luck in the position.

## STRATEGIC PLAN

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

We have ambitious goals which we are committed to achieving in the coming years. This year we highlighted the Master Plan, released in 2019, as we showcased the imagery and timetable for the first new building. We also saw continued growth in the number of students that we provide expert education and therapy to at the Fig Tree Pocket site and via our SSS program.

*Peter Seldon*  
SALDA CHAIR OF THE BOARD

# MESSAGE FROM THE CEO



**I am delighted to have joined SALDA as CEO in October 2020, and to be leading such a significant and worthwhile organisation into what promises to be an exciting phase of its development and growth. SALDA has a vital role in not only providing an array of direct services to children and young people with Language Disorder (and those who support them), but also in being a national voice for them. It has been a real privilege to begin to get to know the wonderful students at The Glenleighden School, their parents, SALDA staff, board members and our supporters. I have also been delighted to welcome to the SALDA Leadership Team Kerry Rule, Head of Human Resources, and Rebecca Kitcherside, Head of Finance.**

At the end of 2020 we revised SALDA's vision, mission, and values to reflect a greater level of aspiration for the children and young people whom we serve. **Our vision boldly sets out our shared commitment and determination to be the leader in ensuring extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language Disorder. Our mission declares how we will do this: we educate, support and advocate for children and young people with Language Disorder, enabling them to find their voice; whilst our SPEAKER values, Service, Passion, Excellence, Accountability, Kindness, Empowerment and Respect, define the way in which we go about this important work.**

Throughout 2020, against the challenging backdrop of a global pandemic, SALDA's different business units continued to develop and adapt to ensure continuity of service, supporting increasing numbers of children and

young people with Language Disorder. The Glenleighden School continued to attract families to Brisbane from across Australia and enrolments for the start of 2021 stood at 120. Our School Support Service worked with 191 schools across Queensland, building capacity in staff to support students with Language Disorder. We published three evidence briefs in conjunction with Australian Healthcare and Hospitals Association (AHHA) and the Deeble Institute for Health Policy Research, and continued to gain positive media coverage.

Demand for our services continues to build, necessitating a review of how we structure our organisation and its different components as we move forward. Plans to establish the SALDA Allied Health Hub are underway, and 2021 should see the construction of the first in a series of new buildings at the Fig Tree Pocket site, enabling us to enrol more students at Glenleighden, now almost at capacity. In the fee-for-service space we will also begin to develop and expand our allied health services as well as a range of broader services for students at Glenleighden and beyond. 2021 will also see us begin to further extend the reach of our professional learning services beyond Queensland.

The whole SALDA community should feel very proud of all that it achieved in 2020. The foundations are laid for some exciting developments in the years ahead, and whilst there is much work to be done, I know that working together we will achieve some amazing outcomes in 2021 for children and young people with Language Disorder.

*Mark Yeowell*  
SALDA CEO

## THANK YOU

Our sincere thanks go to the many donors and supporters who gave generously and supported our organisation throughout the year. From those who donated to specific appeals, gave what they could via donations of goods/ money/services please know it is greatly appreciated by the children and families supported by our organisation.

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

So many people demonstrate their commitment to our 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 we thank you for partnering with us to continue to evolve our organisation as we work to offer our students the greatest opportunities to build their confidence, explore their individual interests and ultimately, find their voice and place in the world.

*Peter Seldon* (Chair of the Board) and  
*Mark Yeowell* (CEO)





## OUR VISION

To be the leader in ensuring extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language 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 the 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.

Respect

Empowerment

Kindness

Accountability

Excellence

Passion

Service



# The Glenleighden School



## MESSAGE FROM THE *Principal*

**2020 was a challenging year for our local and global communities; however, it also showed us the best of people, and the importance of connection. As a school community, we worked together to support each other through this difficult period.**

Against the backdrop of a pandemic and nationwide school closures, The Glenleighden School made history with students continuing their learning journeys and developing lifelong skills of adaptability, communication, independence and technological knowledge. Student numbers increased by more than 10%, peaking at 110 with 11 classes for the 2020 school year.

Our new vision – to be the leader in ensuring extraordinary outcomes for children and young people with Language Disorder – kept us focused on the goals and ambitions of our students, as we continued to strive for excellence in our learning, teaching, service and operations. With hard work, determination and resilience, we have delivered great outcomes and we go into 2021 in a strong position.

### 2020: AN UNPRECEDENTED YEAR

The school year started like any other, with the face-to-face welcoming and information sessions. From our 'Tissues and Tim Tams' event for new parents to a 'Welcome Back' morning tea for returning families, it was wonderful to see so many faces on campus.

We hosted a Parent Information Evening as well as the Saturday Parent Immersion Morning, helping families gain a real appreciation of the challenges their sons and daughters may contend with daily, and a better understanding of the programs offered at our school to support students.

The Saturday session proved a particular success, with parent feedback including: "A wonderful morning to give us an insight into our child's school day," "Very impressive," and "Thank you for including us through this experience." For many, it was the first time they had experienced what it might be like to have a language disorder.

However, as the COVID-19 pandemic took hold and many schools were forced to close, the Glenleighden community embraced new modes of education. With much dedication and patience from families and staff, school life continued in innovative ways.



Jan Morey

We launched our 'Learning From Home' program which included a new online teaching platform on the School's website where we hosted teaching and therapy programs. We also offered one-on-one speech and occupational therapy tele-practice sessions, ensuring ongoing provision of therapy support to our students.

Our therapists worked tirelessly and without complaint, scheduling nearly 500 tele-practice sessions. Our teachers were equally dedicated, taking part in more than 1,000 Zoom sessions, with our busiest day recording 84% of families participating in remote learning.

Parental support was instrumental during this period; and thanks to their open mindedness and perseverance, 'Learning From Home' attendance rates continued to soar with Zoom teaching sessions attended by over 90% of students.

### BACK TO SCHOOL

During the 'Learning From Home' period, the school remained open for 'at risk' children and those from essential worker families. As restrictions eased and students returned onsite, however, school operations were adjusted. New drop-off and pick-up routines ensued, and events were re-engineered to ensure the safety of all.

Our Sports Day was replaced with inhouse track and field events to determine place getters, with Turnbull taking the honours of being the 2020 House Champion. The annual school concert became a film production where students learnt drama skills as well as filming and editing techniques, and thoroughly enjoyed seeing themselves on the 'big screen' during the premiere.

Students' talents and achievements were acknowledged at fortnightly assemblies and new-look end-of-year awards ceremonies. An important milestone, we ensured our five Year 12 graduates enjoyed their Badge Ceremony, Guard of Honour and formal dinner, proudly sharing memories of their time together at Glenleighden.

While the Early Childhood students did not have the opportunity to take part in their traditional excursions, they enjoyed many other fun activities, such as horse riding, the school concert, Book Week, Book Fair and various Sports Day events.

The Junior School cohort was able to continue practical learning through the Stephanie Alexander Kitchen Garden Program where they transferred their academic knowledge from the classroom into real-world experiences. They grew their own vegetables, harvested and cooked them – even serving their parents at a morning tea.

Middle and Senior School students had fun creating together as they completed artworks, participated in drama sessions and an energetic dance program.

The Senior School-run Chatters Café modified its delivery mode and provided takeaway coffee and home baked treats to staff. Budding baristas were put through their paces and other students ensured that payments were not missed when using the contactless payment machine. Senior School students managed an end of year excursion to the Eldorado Cinema where they enjoyed the reclining chairs and having the whole cinema to themselves.

Respect

Empowerment

Kindness

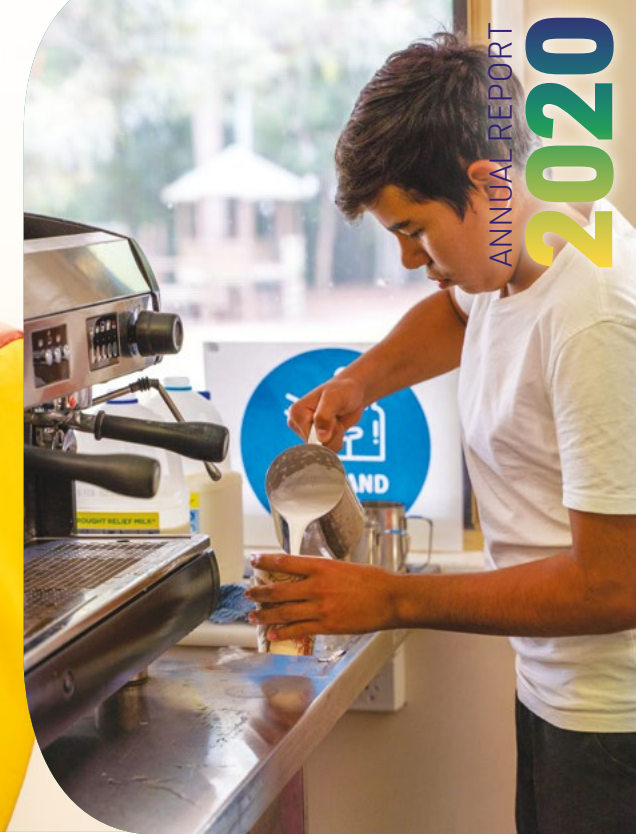
Accountability

Excellence

Passion

Service





### COMMITMENT TO IMPROVEMENT

With the pandemic continuing to affect Australian schools, we maximised our learning opportunities at Glenleighden, maintaining quality programs provided in a flexible and supportive environment.

We embraced a whole school transdisciplinary approach to education, where each level had an overarching concept or theme in which they planned and presented learning. These overarching concepts helped our students in developing their functional and academic skills.

Inclusive literacy supports, including 'Clicker 8' and 'CoWriter', were implemented across the school; and the 'Sounds Write Phonics Program' - an evidence based systematic synthetic phonics approach to decoding - was trialled in Junior and Middle Schools. Success data demonstrated this yielded great outcomes, with the program to be expanded across the whole school in 2021.

School improvement was also the key aim of several research projects Glenleighden staff were involved in. As part of our commitment to ensuring evidence for learning, involvement in the Self-Improving Schools program was a catalyst for the development and trialling of a whole school transdisciplinary approach (inclusive of both teaching and therapy) of 'The Glenleighden School Progression of Learning'.

The school was also part of the Nationally Consistent Collection of Data (NCCD) Quality Assurance Project, an initiative of Independent

Schools Queensland, which included an internal audit of NCCD evidence to assess rigor and robustness.

The Queensland Curriculum and Assessment Authority (QCAA) Abilities Based Learning and Education Support (ABLES) trial was also a promising undertaking allowing teaching teams and schools to develop their understanding of the ABLES assessment tools and resources for students with disability. Unfortunately, the 2020 project was interrupted by the COVID pandemic.

### EXPANDING OPPORTUNITIES

As The Glenleighden School expands, so too does our commitment to our older students. Throughout 2020, secondary school students were given more opportunities, especially in the areas of work readiness, work sampling and work experience where we had a 44% increase in involvement over the previous year. As part of this, in 2020 we hosted our inaugural 'Post-School Options Evening' - an exciting event that allowed students to sample the alternative options for life after school. Older students were also given the chance to study a Certificate II in Hospitality.

To develop students' social skills and resilience, a program was offered weekly during Term Three for our Middle School girls; and a targeted Year 12 program - 'Post School Preparedness' - was run weekly during Term Four, preparing students for the changes and choices they will face once they leave school.

Recognising the opportunity to assist with a smoother transition from Middle to Senior Schools, a 'transition' year was introduced, providing Year 7 students with more support to better prepare them for the expectations of their secondary schooling. Additionally, a separate eating area for Middle School students was also established to allow for more socialisation with same-aged peers.

### LOOKING FORWARD

The capacity to provide high-quality learning and social experiences to a highly diverse student constituency through commitment and innovation represented a major business differentiator for The Glenleighden School in 2020.

With a memorable year now behind us, we aspire to be more innovative, connected and forward-thinking, as we seek to create enduring value for our students, their families, our staff and stakeholders.

I look forward to engaging with you in the new year as we continue to deliver excellent outcomes and work towards creating a better future for all.

*Jan Morey*

PRINCIPAL

"It has been such a relief to have found a school for him that tackles each learning difficulty head on and finds a way around the obstacles. Each student has a different set of issues and the teachers manage to handle the step change with every one they sit beside. It is truly remarkable."

*Tony*

Proud TGS grandparent

For information about The Glenleighden School please visit our website: [glenleighden.org.au](http://glenleighden.org.au) or 'like' our The Glenleighden School Facebook page.

 @TheGlenleighdenSchool



# School Support Services

## MESSAGE FROM THE *Manager*

As for many of us, the year that was 2020 offered many challenges and tested the ongoing flexibility and resilience of the School Support Services team. Throughout the ever changing educational landscape of the past year the School Support Services team has remained committed to the delivery of services across Queensland in the pursuit of enhancing outcomes for all students with or suspected of having Language Disorder.

In what was the second year of Speech and Language Development Australia's 3-year funding agreement with the Department of Education, Office of Non-State Education, the School Support Services team has continued to build confidence and capacity, improve access, participation and achievement for the students we visit.

When visiting schools across the state the School Support Services team provide a multidisciplinary individualised service to students and their school. Our team of Speech Language Pathologists, Educators, Occupational Therapists, Psychologist and Physiotherapist focus on supporting schools to understand the educational needs of their students and build capacity

in school staff. Through classroom observations, informal assessment, collaborative team meetings and goal setting, the team are able to provide a specialised report containing strategies, recommendations and resources to schools. Following this, schools are also invited to participate in our Intensive Support program where we build capacity and support school staff to implement goals set during the initial consultation.

During the year, the School Support Services team demonstrated flexibility in service delivery through the extension of online service delivery options, in addition to adapting the School Support Services Travel Calendar in response to the service delivery needs of regional areas across Queensland. With these modifications, and a travel laden schedule to finish the year, the School Support Services team were successful in exceeding their service delivery goals to verified students across the state.

With the 2020 year necessitating the shift to online service delivery options, the team undertook a significant project in the development of online delivery of the currently used Informal Multidisciplinary



Irene Peters



Assessment Tool (IMAT). This informal assessment, traditionally used in a face-to-face setting provides the team with information regarding a student's areas of strength and challenge when accessing the school curriculum. This project, still under development is set to be trialled in rural schools in early 2021, with a progressive roll out throughout the coming year.

To further support professionals within the field of education, the School Support Services team also launched a dedicated Facebook page supporting those who support students with language and other related disorders. The SSS Professional Network provides up to date information on supporting students along with sharing resources and creating a space where like minded professionals can collaborate.

The School Support Services team has also continued to maintain and develop a number of resources to further

support staff in schools. This project has included the continued development of handouts, resources and webinars along with the ongoing maintenance of SALDA's Online Learning Modules.

After an incredible year with all of its challenges, we can also reflect and say that we learnt a considerable amount and we take this knowledge with us into 2021.

I would like to offer my thanks and admiration to the students, schools and Principals that were flexible and understanding of the changes that were made to services in 2020 and continued to welcome us into their schools. It was our pleasure to continue to provide you with our ongoing service.

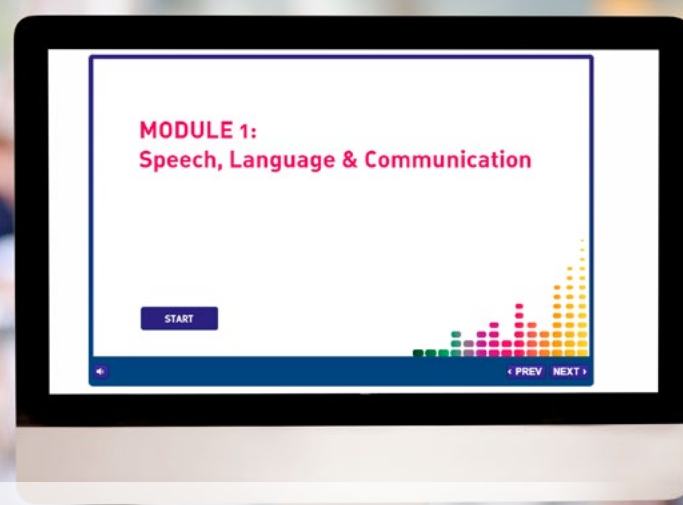
*Irene Peters*

## TARGETS REACHED/CURRENT FIGURES

- In 2020 the SSS team visited **832** students with **140** students going on to participate in our Intensive Support program that focuses on capacity building for school staff across **191** schools
- Specialist Disability Support in Schools Program: **633** students
- Non-State Special Needs Organisations: **199** students







## RESOURCE *Development*



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



The SALDA School Support Services team have taken great pride in continuing to maintain and develop a number of resources to support school staff and families who support students with Language Disorder.

The team also continued to develop a number of handouts, with SALDA now maintaining a list of over 170 handouts. In extension of the handout project, 43 resources have also been created. These resources support the implementation of various strategies within the school setting and along with the handouts are freely distributed to schools who participate in the School Support Services Program.

In 2020, the School Support Services team delivered a further seven online webinars for educational support staff and professionals across the nation. These webinars were presented free of charge to enable access for all.

Further upgrades to the Online Learning Module have also taken place to ensure the modules continue to be maintained in good working order and are reflective of current evidence based practice.

Webinars delivered in 2020 included:

SALDA continues to receive great feedback from viewers of our Online Modules, with comments including:

- Speech vs Language Development
- Language vs Literacy Development
- Technology in the Classroom
- Transitions Within the School Day
- Vocabulary Development
- Reading Comprehension
- Emotion Regulation

**"Leaves me with the desire to learn more!"**

Comments received from webinar participants include:

**"These modules are excellent. I will be sending links to all our teaching and support staff and encouraging them to complete them."**

"The information in this webinar was excellent. As a teacher at a school for disengaged or disadvantaged teenagers, we often come across young people who do not have good literacy skills. I will be completing the other webinars and trying to utilise as many skills as possible in my practice to improve their skills. Well done ladies!"

**"Excellent training, very beneficial and informative"**

"Thank you for the variety of topics and the online option via webinar. This is my third webinar this year and registered for a 4th. Your ability to link knowledge and practice in an easy to understand way has been valuable and the recordings allow me to rewatch parts and use with colleagues as a reference point for their students, understanding and planning. Thanks again."

"Very well organised and practical information was presented. Thank you"

**"Excellent module, very practical and useful strategies suggested and comprehensive information sheets to compliment the learning. Thank you."**

"Thank you so much, I really enjoyed the Webinar and got reminded of some excellent tools to use in the classroom."



# SCHOOL SUPPORT SERVICES SURVEY Results

## SCHOOL SUPPORT SERVICES IMPACT IN QUEENSLAND

An independent survey conducted by the Department of Education, Office of Non-State Education, SDSS program revealed:

**100%** of respondents were satisfied or very satisfied with SALDA's engagement with schools and students.

**100%** of respondents were satisfied or very satisfied with the capability of SALDA's staff.

**100%** of respondents were satisfied or very satisfied with the overall delivery of services.

**90%** of respondents felt that the services provided by SALDA were beneficial in increasing the student's access, participation, achievement and/or attendance.

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

"The suggestions and recommendations were very thorough."

"The intensive support sessions, because they worked alongside our teachers to build capacity and understanding."

"The School Officers were not only able to support the students that SALDA were working with but utilised the skills and resources to work with many students within the classroom."

"We found the team extremely knowledgeable. They listened to staff regarding the needs of the students and make relevant and achievable suggestions."

"The thoroughness of the multidisciplinary evaluation is extremely beneficial to our staff. The depth of knowledge and the way SALDA staff work with students is amazing. The briefing at the end of the evaluation is possibly of the greatest value because it offers insights that don't necessarily make it into the report and give the teachers solid information and ideas to use with students."

"Although an experienced teacher, I had tried every approach I knew of to help the child in my class and didn't have success. These activities combined information I had heard with new and different ideas and then achieved success."

"Reports are amazing - comprehensive and I love the multiple options that are included, which allows teachers autonomy to choose what works within their classroom and for their particular student. Teachers all commented post-meeting that they felt validated by the comments/ observations made by SALDA staff. Given that the team only see the students for a short period of time, the information presented in the reports are very informative and assist teacher with student directed goals/learning."

## CASE STUDY

Every year the School Support Services team actively seeks feedback from the schools we have visited to ensure the services we provide are highly efficient and remain responsive to the needs of the schools we support. Feedback is actively sought through the provision of surveys and through interviews completed with school staff. The information collected is used not only to refine our service offerings but also provides information to the Department of Education on the effectiveness and quality of the services that we provide.

The following case study reflects an interview conducted with Ms Katrina Russell, a Learning Support Teacher from St Paul's Lutheran Primary School.

St Paul's Lutheran Primary School received two visits in 2020, with the first in term 2 and the second in term 3. The School Support Services team have provided services to St Paul's Lutheran annually since 2018.

A speech language pathologist and educator from the School Support Services team, attended St Paul's Lutheran Primary School conducting classroom observations, and informal multidisciplinary assessment, and led collaborative feedback and goal setting meetings with school staff.

Ms Russell reported that the school have been able to develop a more personalised learning plan with specific supports in place to support students to increase access to the curriculum and reported that classroom teachers now have a greater awareness of adjustments that can be put in place which has therefore improved students' ability to access multiple curriculum areas.

With support from the School Support Services Team, the school have developed modified plans for some of their students and have now have a focus on mapping literacy and numeracy progression points rather than grade-based assessment learning outcomes. Ms Russell also commented that while small improvements had been made over the term, long-term improvements were also expected, with the full impact known in the 2021 school year.

Ms Russell indicated that while no specific data had been collected as yet, she felt the reports and service provided to the school in 2020 has set the school up with valuable goals and directions for 2021 with the school expecting growth over several areas. One area in particular is reading, where the approach taken addresses many of the phonemic awareness concerns that they held for their students.

With respect to changes in teaching practice following the School Support Services visit, Ms Russell indicated:

- I feel teachers and our Learning Support team are more aware of the impact language difficulties have on students with Language Disorder.



Ms Russell

- There is more consideration given to teaching of 'vocabulary' during units of work, which hasn't necessarily been a target previously.
- Our Learning Assistants are now able to use many of the strategies such as colourful semantics, vocabulary strategies such as POSSUM and word maps along with extending awareness of words to synonyms and antonyms. This better supports teachers in the classroom.
- Many of the social emotional resources suggested have also value added to our Social Emotional programs; those on growth mindset, perspective, empathy etc., have been valuable for the targeted student but also transferable to other students with similar difficulties and have supported the teacher in feeling confident to approach this learning topic.

Ms Russell also reported on the effectiveness of the service commenting:

- It was easy to co-ordinate the visits with the Educator and Speech Pathologist with several options given.
- Paperwork and organisational templates assisted in helping to arrange the day.
- Great to provide services for those who are verified but also very valuable for those in P-3 who are not yet verified or have a condition affecting their language that is not verifiable.
- The professional conversations about students were led well by the SALDA team and the information effectively communicated.
- It was great to have the option of having some Social Emotional goals as many of our students struggle in this area, so advice from the multidisciplinary team was also valued to support our students.
- The reports were well set out and the range of resources (free and paid) were beneficial in value adding to IEP or ESP goals and providing direction to Learning Assistants who may have been implementing some of the intervention sessions.

With regards to future services and improvements, Katrina reported that St Paul's Lutheran Primary have requested a return visit for 2021. Katrina reported that at times the planning meetings can feel a bit rushed but maybe that is good in some ways as it makes staff focus and make decisions that get to the core/heart of goals for the students.



# The SALDA Research Institute

LABORATION work. especially in liter  
 united labour.  
**COLLABORATOR** (-lab'or-  
 one who assists another  
 in literary or sci  
**COLLAPSE**  
 or

**In 2019 Speech and Language Development Australia established and launched the SALDA Research Institute (SALDARI). Despite the challenges of COVID19, progress was made in continuing to develop this important aspect of SALDA's work.**

SALDARI's objective is 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 institute aims to achieve this 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.

In 2020 the Research Institute focussed on the development of a series of publications reviewing the current evidence and policy issues in relation to three significant foci for SALDA. This three-stage project was undertaken in conjunction with the Deeble Institute for Health Policy Research and the Australian Hospital and Healthcare Association. 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.

The first paper was published in May 2020 and titled Developmental Language Disorder: A disability, health and education challenge. It provided an overview of the extent and nature of Developmental Language Disorder in Australia, highlighting contemporary challenges and opportunities facing individuals with Developmental Language Disorder, those who support them and the nation as a whole.

This was followed up in October 2020 by a second paper, Developmental Language Disorder and the National Disability Insurance Scheme (NDIS), which considered the interconnections between the NDIS and DLD. Navigating the NDIS is a challenging task and it is evident that the rigid NDIS structures and processes unfairly disadvantage children with DLD and their families.

The third paper, Supporting school aged children with Developmental Language Disorder (DLD) was developed at the end of 2020 and published to coincide with the start of the 2021 school year. It highlights the limited support available to students with DLD within the Australian education system, makes international comparisons, and identifies for policy makers some key areas needing their attention.

Whilst SALDARI is still in its early stages, we remain excited about the potential to build on the achievements of 2020 in pursuit of our objectives. In particular, we will be looking to build collaborative partnerships with other organisations to jointly raise awareness of DLD and call for children and young people with DLD to be ensured access to the quality support they need and deserve. We will also be focused on initiating and supporting a number of key research projects to provide greater insight into DLD and contribute to the international field of research in this space.





# 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 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 [www.salda.org.au](http://www.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 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](mailto:hello@salda.org.au)

1300 881 763

[www.salda.org.au](http://www.salda.org.au)

Respect

Empowerment

Kindness

Accountability

Excellence

Passion

Service



# 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 almost 30 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 and managing his specialist team to deliver superior outcomes to his clients.

Peter has a strong capability within change management, governance and empowering others to gain skills and knowledge to grow and develop within an organisation and their role. 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

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

Deborah is the current President of CPA Qld, is on the board of Volunteer Queensland and is a Fellow of CPA and GIA. She is also a Graduate member of AICD. She looks forward to using her passion to support mission based For Purpose organisations, such as SALDA.

Deborah Nisbet is also 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 over 25 years.



## SECRETARY

**Caroline Snow**  
(LL.B)(HONS) FGIA CGP MQLS

Caroline is a legal practitioner with more than 20 years experience in governance, compliance and legal roles. She was admitted to practice in the Supreme Court of Queensland in 2009 and the High Court of Australia in 2013 and is currently Partner in the Corporate Advisory team at AJ & Co Lawyers, leading the governance and compliance team. Caroline is a Chartered Governance Professional and is a Fellow, Governance Institute of Australia and a Member, Queensland Law Society. Caroline is the current Vice President of the National Council of Women of Queensland Inc and a mother to two boys, one of whom has Developmental Language Disorder.

## SALDA BOARD MEMBERS



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

Craig has 30 years of broad-ranging experience in the education & vocational training, transport & logistics, financial services, agri-business and government sectors, with exposure to our international region. He has held executive leadership positions covering 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. Craig has a passion for the empowerment of others through skill and knowledge acquisition and associated personal development, seeing educational growth as an economic enabler. 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.



**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 state-wide health services in Queensland and the Northern Territory. For three years he was the Executive Director, Policy and Advocacy with the Australian Healthcare and Hospitals Association. 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 Language Disorder in 2020. We are proud to share our journey with so many supporters from across the SALDA community. We couldn't do it without you!

- Active Eight
- Australian Healthcare and Hospitals Association (AHHA)
- AJ&Co Lawyers
- All Abilities Australia
- Ambrose Treacy College
- Blue Tongue Adventure
- Border Builders – Mitre 10
- Brisbane Wine Cellar Design
- bRU CRU Coffee – Kenmore
- Bruce Grundy
- BurgerP18 – Jindalee
- Cherie Farry
- Coles – Jindalee
- Cr James Mackay
- Deeble Institute
- Downtown Toyota – Morningside & Wynnum
- E-Waste
- Fuel Christian Church
- Fuji Xerox
- Giarola Architects
- Glenleighden PS&F
- Good Talent Media
- Griffiths University
- Happy Paws Happy Hearts Foundation
- HELP Enterprises - McIntyre Centre
- His Excellency the Honourable Paul de Jersey AC, Governor of Queensland
- Independent Schools Queensland (ISQ)
- Jason Carriage Tennis
- Jindalee Golf Club
- Jindalee Jungle
- Julian Simmonds MP
- Lifeline – Sumner Park
- Makenzie's Cake Co.
- McDonalds – Jindalee
- Merlo - Springfield
- Michael Berkman MP
- Mirra House
- Mylestones Employment Agency
- Monsoon Hair Design
- Montague Fresh
- Morgan Stanley Australia
- National Disability Insurance Agency (NDIA)
- Non-State Special Needs Organisation Program (NSSNOP), DoE
- Pet Barn – Kenmore
- Polystyrene Solutions 40
- Queensland Police Service – Sergeant Dan
- RSL – Kenmore Moggill Sub-Branch
- Servco
- Sharon and Stephen Danzig
- Specialist Disability Support in Schools - SDSS, DoE
- St Andrew's Hospital
- St Vincent de Paul – Kenmore
- TAG5
- The Cheese Pleaser
- The Rotary Club of Kenmore
- Todd Dziuina
- Van Long Supermarkets
- And many others

# 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
Deborah Nisbet	Treasurer
Alex Rummery	Treasurer – resigned 28/03/2020
Caroline Snow	Secretary

## COMMITTEE MEMBERS

Andria Wyman-Clarke  
Andrew McAuliffe  
Craig Duncan



# AUDITED FINANCIAL REPORT

## PRINCIPLE 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.



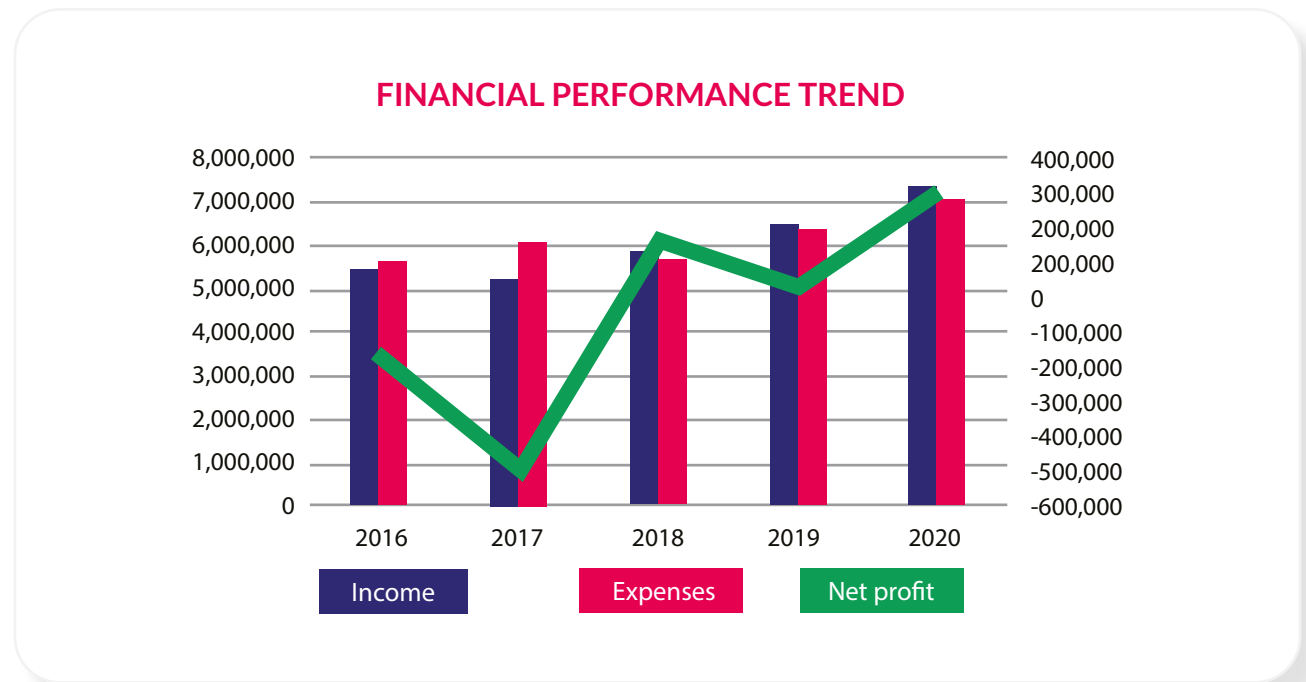
# TREASURER'S REPORT

The Financial Statements show the financial position as at 31st December 2020 and provides a consolidated statement across all operational activities of CHIL.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 Institute for the full year.

## Summary

The Association has achieved a strong result for 2020, with surplus for the year of \$306,432 (2019, \$35,791). This is commendable, given the challenges that 2020 brought, which required agile delivery across all aspects of our services by our management and staff.

The surplus is a result of an increase in income, mainly due to increased government grants, and sound management of expenditure, with savings achieved across service areas impacted by COVID.

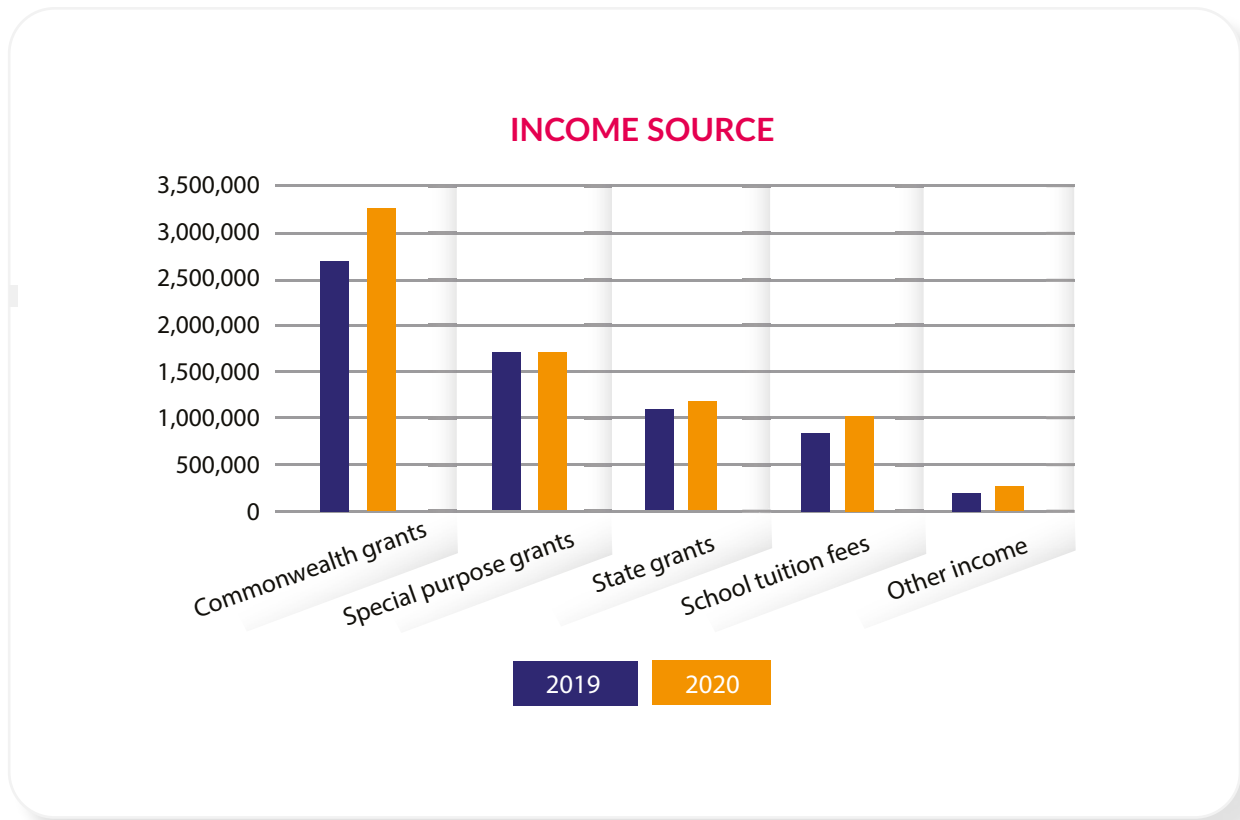


## Income

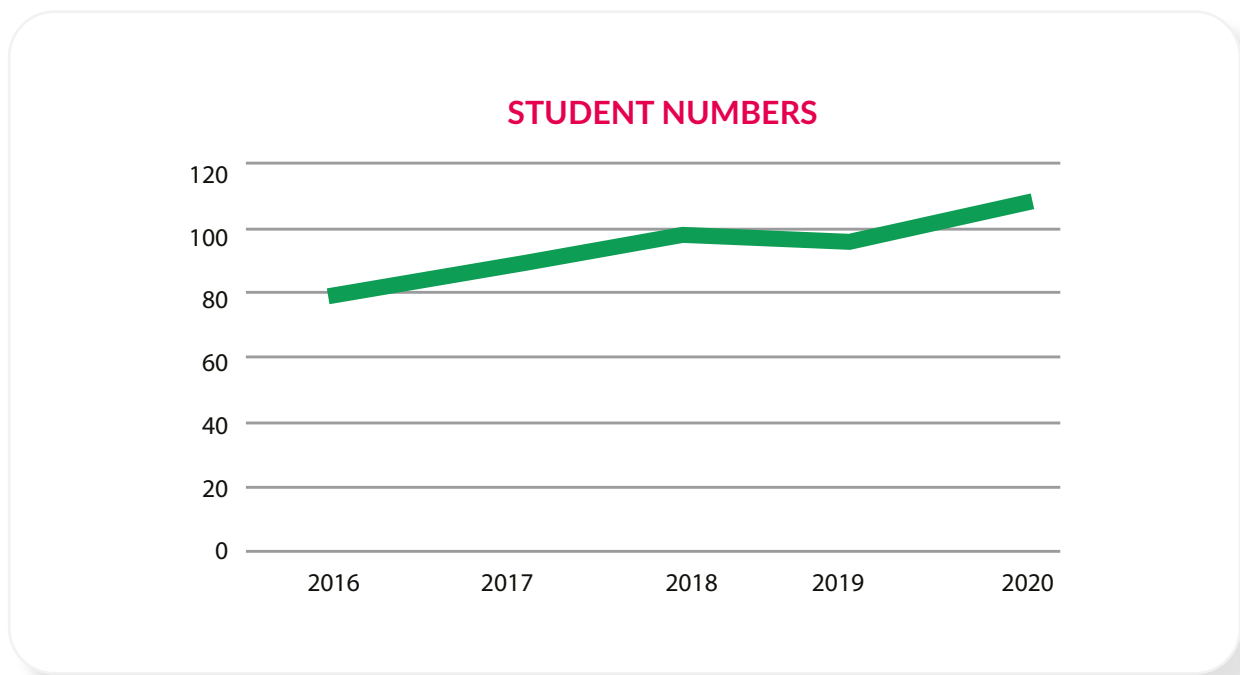
Total Income for 2020 was \$7,354,993, a 14% (\$924,491) increase over last years \$6,430,502. Both The Glenleighden School (up 17.7%) and the Schools Support Services saw increases.

Commonwealth and State governments continue to provide the most significant support to SALDA with grants equating to approximately 84 % of total income, with Fees and Education Support Service income contributing the balance. The COVID-19 Cashflow boost contributed \$100,000.



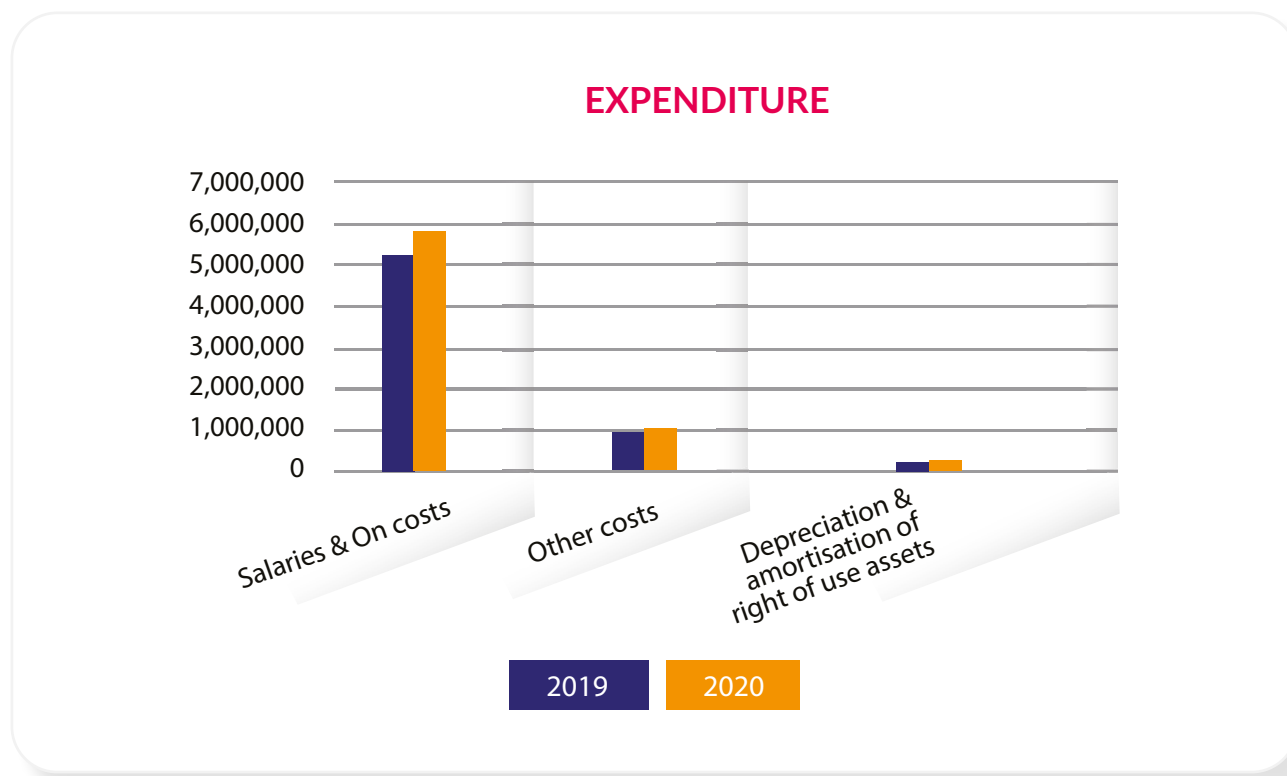


Significant contributors to the revenue increase were additional Commonwealth recurrent grant (\$517,056) due to increased enrolments at The Glenleighden School which have increased steadily over the past 5 years.

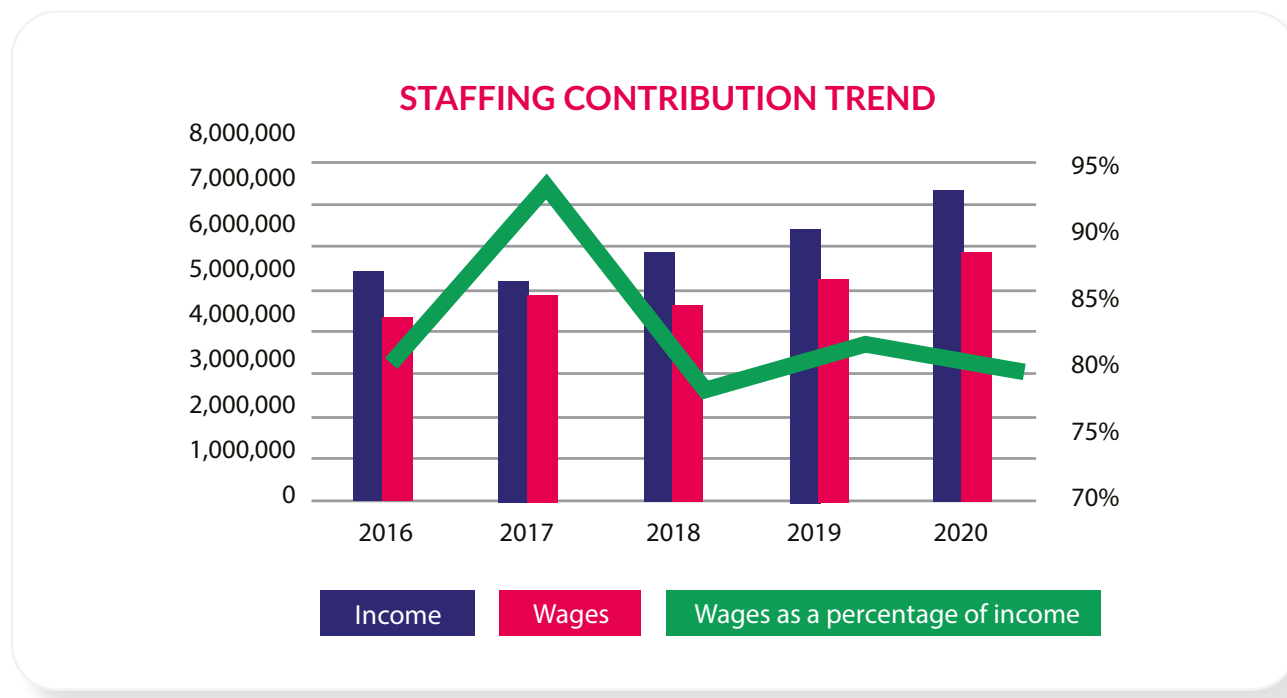


### Expenditure

2020 expenditure was \$7,048,561, an increase of \$653,849 over the 2019 expenditure of \$6,394,712.



Staff costs account for 85% (2019: 82%) of total expenses, an increase of \$603,253, which is in line with service delivery requirements and the increase in student numbers.



Savings were made in other areas due to COVID-19 not allowing certain activities to occur. A repayment of \$156,187 was made for unspent funds relating to 2019. As this was not included in 2019 financials, it has been taken up in the 2020 expenses.



## Budget

The actual surplus for the year is \$306,432, which has exceeded the budgeted surplus of \$24,565 by \$281,867. Both 2020 Income and Expenditure are below budget, due to the impact of COVID. The additional \$100,000 Cashflow boost (Income) and the \$156,187 grant repayment (Expenditure) impacted the overall surplus. Surplus would have been \$362,619 without these non-operational elements.

## Statement of Financial Position

The net asset position of SALDA is \$2,251,633 is up on the 2019 net asset position of \$1,945,201 reflecting the continued growth achieved in the 2020, building on the 2018 and 2019 financial years.

New additions in Property, plant & equipment, and a new line item, Borrowings, reflect the new capital initiative which commenced in 2020. SALDA has purchased the land at Cubberla Street, Fig Tree Pocket, and will begin to construct additional buildings, anticipated to be completed in 2022. Much of the funding required for the project has been sourced from an Australian Government Capital Grant. This expansion will further strengthen SALDA's financials, enabling us to deliver assistance to more children with Language and related disorders in the future.

SALDA benefits immensely from its dedicated and multi-skilled staff and a Research Institute 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.

*Deborah Nisbet*

Treasurer

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## GENERAL INFORMATION

The financial statements cover The Association for Childhood Language & Related Disorders (CHI.L.D.) trading as Speech & Language Development Australia (SALDA) as an individual entity. The financial statements are presented in Australian dollars, which is The Association for Childhood Language & Related Disorders (CHI.L.D.) trading as Speech & Language Development Australia (SALDA) functional and presentation currency.

The financial statements were authorised for issue on 22 February 2021.

## STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

For the year ended 31 December 2020

	Note	2020 \$	2019 \$
<b>INCOME</b>			
<b>Grants</b>			
State	3	1,169,014	1,023,131
Commonwealth	3	3,254,492	2,703,318
Special purpose	3	1,722,342	1,689,243
		<b>6,145,848</b>	<b>5,415,692</b>
<b>Fees</b>			
School Tuition		968,360	827,924
Education Support Services		105,105	32,289
Other programs		12,832	31,675
		<b>1,086,297</b>	<b>891,888</b>
<b>Other</b>			
Donations received		4,540	14,430
Fundraising		1,295	64,574
Interest received		9,262	20,949
Trust distributions		-	2,284
Membership fees		580	694
Cashflow boost		100,000	-
Other Income		7,171	19,991
		<b>122,848</b>	<b>122,922</b>
<b>TOTAL INCOME</b>		<b>7,354,993</b>	<b>6,430,502</b>
<b>EXPENSES</b>			
<b>Salaries and On-Costs</b>			
Salaries		5,205,372	4,737,124
Superannuation		487,871	425,913
Leave Provision		118,386	44,588
Workcover		37,381	38,132
		<b>5,849,010</b>	<b>5,245,757</b>
<b>Expenses</b>			
Administration		147,738	123,875
Amortisation of right of use assets		36,847	31,329
Audit fees		16,565	12,470
Cleaning and maintenance		109,272	103,965
Depreciation		174,655	155,906
Equipment purchases		-	-
Finance and legal costs		123,104	136,676
Information and communication technology		105,478	102,424
Interest expense		8,518	5,049
Marketing and promotions		18,949	77,330
Motor vehicle expenses		3,784	16,581
Professional development		39,864	24,443
Program expenses		98,442	169,938
Property costs		71,280	78,102
Travel		88,868	110,867
Returned grant		156,187	-
<b>TOTAL EXPENSES</b>		<b>7,048,561</b>	<b>6,394,712</b>
<b>Surplus</b>		<b>306,432</b>	<b>35,791</b>
<b>Other comprehensive income</b>		<b>-</b>	<b>-</b>
<b>Total comprehensive income for the year</b>		<b>306,432</b>	<b>35,791</b>

The accompanying notes form part of this financial report.



## STATEMENT OF FINANCIAL POSITION

For The Year Ended 31 December 2020

	Note	2020 \$	2019 \$
<b>ASSETS</b>			
<b>Current assets</b>			
Cash and cash equivalents	4	1,395,860	884,146
Trade and other receivables	5	153,666	121,590
<b>Total current assets</b>		<b>1,549,526</b>	<b>1,005,736</b>
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	6	3,242,249	1,685,753
Right of use assets	6	65,495	103,017
Capital work in progress		95,340	41,926
CHI.L.D Community trust	7	18,517	18,517
<b>Total non-current assets</b>		<b>3,421,601</b>	<b>1,849,213</b>
<b>TOTAL ASSETS</b>		<b>4,971,127</b>	<b>2,854,949</b>
<b>CURRENT LIABILITIES</b>			
Trade and other payables	8	401,833	224,323
Borrowings	10	106,000	-
Lease liabilities	11	30,433	34,597
Provisions	9	622,017	542,565
Building fund contributions		29,763	13,750
<b>Total current liabilities</b>		<b>1,190,046</b>	<b>815,235</b>
<b>NON-CURRENT LIABILITIES</b>			
Lease liabilities	11	38,142	70,241
Borrowings	10	1,431,000	-
Provisions	9	60,306	24,272
<b>Total non-current liabilities</b>		<b>1,529,448</b>	<b>94,513</b>
<b>TOTAL LIABILITIES</b>		<b>2,719,494</b>	<b>909,748</b>
<b>NET ASSETS</b>		<b>2,251,633</b>	<b>1,945,201</b>
<b>EQUITY</b>			
Retained (losses)/profits	12	138,393	(332,976)
Capital reserves	12	2,113,240	2,278,177
<b>TOTAL EQUITY</b>		<b>2,251,633</b>	<b>1,945,201</b>

The accompanying notes form part of this financial report.

## STATEMENT OF CHANGES IN EQUITY

For The Year Ended 31 December 2020

	Note	2020 \$	2019 \$
<b>Retained surplus/ (deficit)</b>			
Opening Balance 1 January		(332,976)	(1,026,080)
Surplus/(Deficit) for the year		306,432	35,791
Transfer to accumulated funds		164,937	657,313
<b>Balance at 31 December</b>		<b>138,393</b>	<b>(332,976)</b>
<b>Capital reserves</b>			
Brought forward as at 1 January		2,278,177	2,935,490
Transfer to accumulated funds		(164,937)	(657,313)
<b>Balance at 31 December</b>		<b>2,113,240</b>	<b>2,278,177</b>

The accompanying notes form part of this financial report.

## STATEMENT OF CASH FLOWS

For The Year Ended 31 December 2020

	Note	2020 \$	2019 \$
<b>CASH FLOW FROM OPERATING ACTIVITIES</b>			
Operating grants received		6,175,750	5,419,191
Receipts from customers		1,113,000	809,787
Payments to suppliers and employees		(6,469,774)	(6,375,779)
Cashflow boost		100,000	-
Returned grant		(156,187)	-
		<b>762,789</b>	<b>(146,801)</b>
Interest received		9,262	20,949
Other income		22,816	122,068
Net cash from operating activities	17	<b>794,867</b>	<b>(3,784)</b>
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>			
Payments for office equipment		(128,291)	(67,048)
Payments for building and ground improvements		(1,602,860)	(6,564)
Payments for Capital work in progress		(53,414)	(41,926)
Trust distributions received		-	1,663
<b>Net cash from investing activities</b>		<b>(1,784,565)</b>	<b>(113,875)</b>
<b>CASH FLOW FROM FINANCING ACTIVITIES</b>			
Repayments of right of use assets		(35,588)	(29,508)
Proceeds from borrowings		1,590,000	-
Repayment of borrowings		(53,000)	-
<b>Net cash from financing activities</b>		<b>1,501,412</b>	<b>(29,508)</b>
<b>Net increase in cash and cash equivalents</b>		<b>511,714</b>	<b>(147,167)</b>
<b>Cash and cash equivalents at the beginning of the financial year</b>		<b>884,146</b>	<b>1,031,313</b>
<b>Cash and cash equivalents at the end of the financial year</b>	4	<b>1,395,860</b>	<b>884,146</b>

The accompanying notes form part of this financial report.



# NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

## NOTE 1. SIGNIFICANT ACCOUNTING POLICIES

### New or amended Accounting Standards and Interpretations adopted

The Entity has adopted all of the new or amended Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') that are mandatory for the current reporting period.

Any new or amended Accounting Standards or Interpretations that are not yet mandatory have not been early adopted.

### Basis of preparation

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.

These financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') and the disclosure requirements of AASB 101 'Presentation of Financial Statements', AASB 107 'Statement of Cash Flows', AASB 108 'Accounting Policies, Changes in Accounting Estimates and Errors', AASB 1048 'Interpretation of Standards' and AASB 1054 'Australian Additional Disclosures', as appropriate for not-for-profit oriented entities.

### Historical cost convention

The financial statements have been prepared under the historical cost convention.

### Critical accounting estimates

The preparation of the financial statements requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the Entity's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements, are disclosed in note 2.

## REVENUE RECOGNITION

The entity recognises revenue as follows:

### Revenue from contracts with customers

Revenue is recognised at an amount that reflects the consideration to which the entity is expected to be entitled in exchange for transferring goods or services to a customer. For each contract with a customer, the entity: identifies the contract with a customer; identifies the performance obligations in the contract and determines the transaction price.

### Sales revenue

# NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

Events, fundraising and raffles are recognised when received or receivable.

### 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 receives 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)
- 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

Interest revenue is recognised as interest accrues using the effective interest method.

### Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

## INCOME TAX



## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

As the association is a charitable institution in terms of subsection 50-5 of the Income Tax Assessment Act 1997, as amended, it is exempt from paying income tax.

### 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.

### CURRENT AND NON-CURRENT CLASSIFICATION

Assets and liabilities are presented in the statement of financial position based on current and non-current classification.

An asset is classified as current when: it is either expected to be realised or intended to be sold or consumed in the entity's normal operating cycle; it is held primarily for the purpose of trading; it is expected to be realised within 12 months after the reporting period; or the asset is cash or cash equivalent unless restricted from being exchanged or used to settle a liability for at least 12 months after the reporting period. All other assets are classified as non-current.

A liability is classified as current when: it is either expected to be settled in the entity's normal operating cycle; it is held primarily for the purpose of trading; it is due to be settled within 12 months after the reporting period; or there is no unconditional right to defer the settlement of the liability for at least 12 months after the reporting period. All other liabilities are classified as non-current.

### CASH AND CASH EQUIVALENTS

Cash and cash equivalents includes cash on hand, deposits held at call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

### TRADE AND OTHER RECEIVABLES

Other receivables are recognised at amortised cost, less any allowance for expected credit losses.

### 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 amortized over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

### TRADE AND OTHER PAYABLES

These amounts represent liabilities for goods and services provided to the entity prior to the end of the financial year and which are unpaid. Due to their short-term nature they are measured at amortised cost and are not discounted. The amounts are unsecured and are usually paid within 30 days of recognition.

### EMPLOYEE BENEFITS

#### Short-term employee benefits

Liabilities for wages and salaries, including non-monetary benefits, annual leave and long service leave expected to be settled wholly within 12 months of the reporting date are measured at the amounts expected to be paid when the liabilities are settled.

#### Other long-term employee benefits

## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

The liability for annual leave and long service leave not expected to be settled within 12 months of the reporting date are measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date using the projected unit credit method. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

#### Defined contribution superannuation expense

Contributions to defined contribution superannuation plans are expensed in the period in which they are incurred.

### FAIR VALUE MEASUREMENT

When an asset or liability, financial or non-financial, is measured at fair value for recognition or disclosure purposes, the fair value is based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date; and assumes that the transaction will take place either: in the principal market; or in the absence of a principal market, in the most advantageous market.

Fair value is measured using the assumptions that market participants would use when pricing the asset or liability, assuming they act in their economic best interests. For non-financial assets, the fair value measurement is based on its highest and best use. Valuation techniques that are appropriate in the circumstances and for which sufficient data is available to measure fair value, are used, maximising the use of relevant observable inputs and minimising the use of unobservable inputs.

### NEW ACCOUNTING STANDARDS AND INTERPRETATIONS NOT YET MANDATORY OR EARLY ADOPTED

Australian Accounting Standards and Interpretations that have recently been issued or amended but are not yet mandatory, have not been early adopted by the entity for the annual reporting period ended 31 December 2020. The entity has not yet assessed the impact of these new or amended Accounting Standards and Interpretations.

### NOTE 2. CRITICAL ACCOUNTING JUDGEMENTS, ESTIMATES AND ASSUMPTIONS

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the reported amounts in the financial statements. Management continually evaluates its judgements and estimates in relation to assets, liabilities, contingent liabilities, revenue and expenses. Management bases its judgements, estimates and assumptions on historical experience and on other various factors, including expectations of future events, management believes to be reasonable under the circumstances. The resulting accounting judgements and estimates will seldom equal the related actual results. The judgements, estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities (refer to the respective notes) within the next financial year are discussed below.

#### Coronavirus (COVID-19) pandemic

Judgement has been exercised in considering the impacts that the Coronavirus (COVID-19) pandemic has had, or may have, on the Entity based on known information. This consideration extends to the nature of the products and services offered, customers, supply chain, staffing and geographic regions in which the Entity operates. Other than as addressed in specific notes, there does not currently appear to be either any significant impact upon the financial statements or any significant uncertainties with respect to events or conditions which may impact the incorporated association unfavourably as at the reporting date or subsequently as a result of the Coronavirus (COVID-19) pandemic.

#### Employee benefits provision

As discussed in note 1, the liability for employee benefits expected to be settled more than 12 months from the reporting date are recognised and measured at the present value of the estimated future cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.



## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

	2020 \$	2019 \$
<b>NOTE 3: GRANTS</b>		
<b>State Grants</b>		
Recurrent	524,757	470,624
Students with Disabilities	635,919	547,536
Special Grants	1,050	350
Textbooks & Resources	7,288	4,621
	<b>1,169,014</b>	<b>1,023,131</b>
<b>Commonwealth Grants</b>		
Recurrent	3,214,924	2,697,868
Special Grants	39,568	5,450
	<b>3,254,492</b>	<b>2,703,318</b>
<b>Special Purpose Grants</b>		
Project Grants	305,049	300,131
NSO inc Equipment	1,417,293	1,389,112
	<b>1,722,342</b>	<b>1,689,243</b>

**NOTE 4: CURRENT ASSETS - CASH AND CASH EQUIVALENTS**

	2020 \$	2019 \$
Cash on hand	2,410	676
Cash at bank	1,393,450	883,470
Cash on deposit (Short term)		
	<b>1,395,860</b>	<b>884,146</b>

As at 31 December 2020, \$1,257,000 of cash at bank was used to offset the loan. Interest is not payable on the bank loan when funds are deposited in the offset facility.

**NOTE 5: TRADE AND OTHER RECEIVABLES**

	2020 \$	2019 \$
Trade receivables	100,100	53,542
Doubtful debts provision	(65,472)	(37,365)
	34,628	16,177
Other receivables	119,038	105,413
	<b>153,666</b>	<b>121,590</b>

## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

	2020 \$	2019 \$
<b>NOTE 6: NON-CURRENT ASSETS - PROPERTY, PLANT AND EQUIPMENT</b>		
<b>Land and buildings - at cost</b>	4,401,748	2,798,888
Less: Accumulated depreciation	(1,614,958)	(1,552,883)
<b>Total written down value of land and buildings</b>	<b>2,786,790</b>	<b>1,246,005</b>
<b>Playground equipment at cost</b>	457,526	457,526
Less: Accumulated depreciation	(208,001)	(198,441)
<b>Total written down value of playground equipment</b>	<b>249,525</b>	<b>259,085</b>
<b>Furniture and equipment at cost</b>	309,226	285,808
Less: Accumulated depreciation	(248,190)	(231,647)
<b>Total written down value of furniture and equipment</b>	<b>61,036</b>	<b>54,161</b>
<b>ICT equipment at cost</b>	662,894	560,337
Less: Accumulated depreciation	(538,031)	(457,209)
<b>Total written down value of ICT equipment</b>	<b>124,863</b>	<b>103,128</b>
<b>Motor vehicles at cost</b>	33,392	33,392
Less: Accumulated depreciation	(13,357)	(10,018)
<b>Total written down value of motor vehicles</b>	<b>20,035</b>	<b>23,374</b>
	<b>3,242,249</b>	<b>1,685,753</b>
<b>Right of Use assets - at cost</b>	134,346	134,346
Less: Accumulated depreciation	(68,851)	(31,329)
<b>Total Right of Use assets</b>	<b>65,495</b>	<b>103,017</b>
	<b>3,307,744</b>	<b>1,788,770</b>

**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. Right-of-use assets are amortised over the lease term period or useful life of the underlying asset, whichever is the shortest.

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

**NOTE 7: CHI.L.D COMMUNITY TRUST**

	2020 \$	2019 \$
Opening Balance	18,517	17,896
Distribution	-	621
<b>Closing Balance</b>	<b>18,517</b>	<b>18,517</b>

**C.H.I.L.D Community Trust**

The Association paid an Establishment Fee in 2002 to the Public Trustee to establish the CHI.L.D. Community Trust Sub-Fund. The fee of \$10,000 was invested in perpetuity together with any future bequests which may be bequeathed to the Trust. Initial annual distributions from the trust were re-invested into the trust with the trust balance as at 30 June 2020 being \$18,517. Each year the Association receive a distribution donation income from the trust. The capital balance of the trust is part of the assets of the QCF. Distribution for the year has not been received as of the date of this report.



## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

	2020 \$	2019 \$
<b>NOTE 8: TRADE AND OTHER PAYABLES</b>		
Trade payables	19,989	27,305
GST payable	60,201	31,594
PAYG payable	95,238	84,018
Superannuation payable	46,710	41,385
Prepaid grant	36,200	6,298
Parent deposits and prepaid fees	51,397	13,500
Accrued expenses	92,098	20,223
<b>Closing Balance</b>	<b>401,833</b>	<b>224,323</b>
<b>NOTE 9: PROVISIONS</b>		
<b>Current</b>		
Provision for audit	10,300	13,200
Provision for annual leave	255,485	220,026
Provision for long service leave	356,232	309,339
<b>Closing Balance</b>	<b>622,017</b>	<b>542,565</b>
<b>Non-current</b>		
Provision for long service leave	60,306	24,272
<b>Closing Balance</b>	<b>60,306</b>	<b>24,272</b>
<b>NOTE 10: BORROWINGS</b>		
<b>Current</b>		
Current borrowings	106,000	-
<b>Closing Balance</b>	<b>106,000</b>	<b>-</b>
<b>Non-current</b>		
Non-current borrowings	1,431,000	-
<b>Closing Balance</b>	<b>1,431,000</b>	<b>-</b>
<p>During the year, the Entity purchased land at 33 Cubberla Street, Fig Tree Pocket. The Entity took out a bank loan to fund the purchase. Loan repayments are \$26,500 per quarter over a 15-year term. The current loan facility expires on 30th April 2025. As at 31 December 2020, \$1,257,000 of cash at bank was used to offset the loan. Interest is not payable on the bank loan when funds are deposited in the offset facility.</p>		
<b>NOTE 11: LEASES</b>		
<b>Current</b>		
Current lease liabilities	30,433	34,597
<b>Closing Balance</b>	<b>30,433</b>	<b>34,597</b>
<b>Non-current</b>		
Non-current lease liabilities	38,142	70,241
<b>Closing Balance</b>	<b>38,142</b>	<b>70,241</b>

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.

## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

	2020 \$	2019 \$
<b>NOTE 12: EQUITY - RETAINED SURPLUS</b>		
Retained surplus at the beginning of the financial year	(332,976)	(1,026,080)
Surplus for the year	306,432	35,791
Transfer from reserves to accumulated funds	164,937	657,313
<b>Retained surplus at the end of the financial year in assets and liabilities</b>	<b>138,393</b>	<b>(332,976)</b>
<b>NOTE 12: EQUITY - CAPITAL RESERVES</b>		
Retained surplus at the beginning of the financial year	2,278,177	2,935,490
Transfer from capital improvement grants to accumulated funds	(164,937)	(657,313)
<b>Retained surplus at the end of the financial year in assets and liabilities</b>	<b>2,113,240</b>	<b>2,278,177</b>

### 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 \$106,433.

#### 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 2020 is \$496,342.

#### 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 \$175,500 for BGA1 and \$84,000 for BGA 2.

#### 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. The capital grant awarded was \$2,300,000 with the Association paying the remaining construction costs. Building is anticipated to start in 2021 with planned completion in 2022.

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. COMMITMENTS

The entity has a lease arrangement for 12 months to 31 December 2021, totalling \$30,000, as such this is not caught under AASB Right of Use Assets and is not included under the assets of the Entity.



## NOTES TO THE FINANCIAL STATEMENTS

For The Year Ended 31 December 2020

### NOTE 15. EVENTS AFTER THE REPORTING PERIOD

The impact of the Coronavirus (COVID-19) pandemic is ongoing and while it has been financially positive for the entity up to 31 December 2020, it is not practicable to estimate the potential impact, positive or negative, after the reporting date. The situation is constantly developing and is dependent on measures imposed by the Australian Government and other countries, such as maintaining social distancing requirements, quarantine, travel restrictions and any economic stimulus that may be provided.

#### 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. The Association is to contribute the remainder of the costs. Payments of the grant funding will take place when construction milestones are completed.

No other matter or circumstance has arisen since 31 December 2020 that has significantly affected, or may significantly affect the association operations, the results of those operations, or the association's state of affairs in future financial years.

### NOTE 16. RELATED PARTIES

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

	2020 \$	2019 \$
<b>NOTE 17. RECONCILIATION OF SURPLUS AFTER INCOME TAX TO NET CASH FROM OPERATING ACTIVITIES</b>		
Surplus after income tax expense for the year	306,432	35,791
Adjustments for:		
Depreciation and amortisation	174,655	155,906
Investment income		(2,284)
Amortisation of right of use assets	36,847	31,329
Change in operating assets and liabilities:		
Decrease/(increase) in trade and other receivables	(32,076)	(316)
Decrease/(increase) in voluntary building fund contributions	16,013	13,750
Decrease/(increase) in creditors	177,510	(282,848)
Decrease/increase in provisions	115,486	44,888
<b>Net cash from operating activities</b>	<b>794,867</b>	<b>(3,784)</b>

## STATEMENT BY MEMBERS OF THE EXECUTIVE COMMITTEE

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

#### In the opinion of the Members of the Executive Committee:

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

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

Chairperson



Peter Seldon

Treasurer



Deborah Nisbet

Dated 22nd February 2021



## INDEPENDENT AUDITOR'S REPORT

### INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF C.HI.L.D. - The Association for Childhood Language and Related Disorders trading as SPEECH & LANGUAGE DEVELOPMENT AUSTRALIA (SALDA)

#### REPORT ON THE FINANCIAL REPORT

##### Opinion

We have audited the accompanying financial report of CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as; Speech & Language Development Australia (SALDA) which comprises the statement of financial position as at 31 December 2020, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, 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 2020 and of its performance for the year ended on that date; 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.

##### Independence

We are independent of the consolidated entity in accordance with the ethical requirements of the *Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants* (including Independence Standards) (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.

##### 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.

## INDEPENDENT AUDITOR'S REPORT

### 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.

### Auditor's Responsibilities for the Audit of the Financial Report

Our responsibility is to express an opinion on the financial report based on our audit. 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 Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individual or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report. A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.



**Cameron Bradley**  
Partner, PKF Brisbane Audit  
22 February 2021,  
Brisbane





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