

# Annual Report 2022



# Language Disorder Australia

is Australia’s trusted national network of professionals and services, committed to ensuring extraordinary outcomes — beyond what anyone imagined possible — for children and young people with Language Disorder.

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We are building a world  
of **greater understanding  
and connection** for  
children and young people  
with Language Disorder.



# About Us

Language Disorder Australia is Australia's trusted national network of professionals and services, committed to ensuring extraordinary outcomes – beyond what anyone imagined possible – for children and young people with Language Disorder.

With over 40 years of experience providing high-quality education, support, and advocacy for our clients and their families across the country, we are boldly spearheading a better future for all children and young people with Language Disorder, unafraid to do things differently in the pursuit of our vision.

Our multidisciplinary and integrated network of educators and allied health professionals work with our partners, community and government to provide services that consider and address all aspects of life. Through our work at Mancel College, across the education system and via our Bright Door allied health clinics, we deliver contemporary, integrated support underpinned by evidence-based research – placing our clients' needs at the heart of everything we do.

Our service network includes:

## Mancel College

Mancel College is a specialist Prep to Year 12, multidisciplinary school for children and young people with Language Disorder, run by a talented team of teachers, therapists and supporting staff dedicated to helping our students achieve extraordinary outcomes.

We deliver the Australian Curriculum and provide a quality education experience enhanced by the support that children and young people with Language Disorder need to get the most out of their learning in an inspiring and exciting environment.

## Bright Door

Bright Door is a specialised, multidisciplinary support service for children and young people with Language Disorder and their families. It is run by a team of

dedicated allied health professionals working together to help achieve extraordinary outcomes.

We provide the space and the services – speech-language pathology, occupational therapy, psychology, music therapy and physiotherapy – our partners need to better understand Language Disorder, connect with a community of professionals and access shared experiences.

Our 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 telehealth and may be privately or NDIS funded.

## School Support Services (SSS)

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 supports external schools' staff to understand their students with Language Disorder and implement strategies to enable their students to thrive at school.

## Professional Learning Services

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.





We believe every child  
deserves the chance to  
reach their full potential.

Australian Government  
MANCEL COLLEGE  
By Language Disorder Australia

This plaque commemorates the official opening of  
Building 1 of the Master Plan  
by  
Senator the Hon Anthony Chisholm, Assistant Minister for Education,  
Assistant Minister for Regional Development, Senator for Queensland  
on  
16 November 2022

This project was jointly funded by the Australian Government, under the  
Capital Grants Program, and Language Disorder Australia.

Chief Executive Officer: Mr Mark Yeowell  
Chair of Board: Mr Peter Seldon



# Chair of the Board

On behalf of the Board of Language Disorder Australia, I want to congratulate our staff throughout the organisation, and of course the Mancel College students and their families, for such a great effort again this year during what has once again been a challenging period. The rebranding at the organisational level to Language Disorder Australia, the school to Mancel College (honouring our past and celebrating our future) and the launch of our Bright Door clinics have been well received and created a vibrant new persona for the organisation for the future.

I want to pass on my sincere thanks to Andria Wyman-Clarke, who resigned from the Board in December. Andria has been a long-standing director, joining the Board when I did many years ago, and has been instrumental in getting us to where we are today. She has provided incredible support to myself, fellow board members, the Executive and broader staff members over her tenure and I want to thank her for her service. The legacy that she has helped to create for Language Disorder Australia will help the lives of many children and young people into the future.

What can I say about 2022 as a year? It has again been a year of significant change; with the ongoing impact of COVID still affecting the organisation and then the floods in January and February impacting the Mancel College campus; however, everyone rose to the occasion. Our Mancel College students have made many wonderful achievements, our School Support Services teams have assisted hundreds of students and teachers throughout Queensland, and our Bright Door allied health business has expanded and helped many across our various locations.

In 2022 we saw the evolving physical manifestation of the Master Plan, with the opening of Building 1 on the Fig Tree Pocket site. This was the culmination of a lot of hard work by the team and is only the beginning of our roll-out of new infrastructure for the College. We also demolished the existing library building to make way for Building 2, which we will commence construction of in early 2023. 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.

During the year, the Executive Leadership Team and the Board held a strategy day focusing on risk and growth of the organisation. Working together towards a common goal, developing strategy and plans for the future of the organisation with the Executive and Board was great. At Language Disorder Australia we believe every child deserves the chance to reach their full potential. That is why we are so committed to working with every child individually, based on their unique strengths so they can achieve all they can. 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.

We have continued to work actively to expand our services and reach, so that we can help even more children and young people to achieve and become the best versions of themselves. We have clearly demonstrated this during 2022 with the completion of Building 1 at Mancel College and the opening of our first three Bright Door Clinics. We will continue to build on the achievements of the last few years, with 2023 seeing the commencement of construction of Building 2, expansion and review of the Mancel College curriculum and greater reach of our therapy practice via additional clinics and more therapists across different locations.

As I have said previously, the role of Chair at Language Disorder Australia 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. We can all see the positive difference and change that has been made in recent years, although it has at times been tough. I would like to thank my fellow directors for their ongoing support and contributions to Language Disorder Australia. Without them these changes would not have been possible.

Our sincere thanks go to the many donors and supporters who gave generously 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.

I would like to take this opportunity to recognise and thank the staff, volunteers and contractors at all levels who have each contributed to the betterment of the organisation and the solidification of our position as leaders in the sector. So many people demonstrate their commitment to our students, clients and families each and every day. We are truly grateful for the great work that they do.

On behalf of the Language Disorder Australia Board, I thank you for partnering with us to continue to

evolve our organisation as we work to offer children and young people with Language Disorder the greatest opportunities to build their confidence, explore their individual interests and ultimately, find their voice and place within the world.

**Peter Seldon**  
Chair of the Board





## Our Vision

Our vision is to ensure extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language Disorder.

## Our Mission

Our mission is to educate, support and advocate for children and young people with Language Disorder, so they can connect, belong and achieve.



## Our Values

### Service

We put the interests of others above our own and actively seek out opportunities to help.

### Passion

We love what we do and show this through our enthusiasm, energy and positive mindset.

### Excellence

We have high expectations of ourselves and each other, and continually strive to be better tomorrow than we were today.

### Accountability

We accept responsibility, do what is expected of us and are answerable to each other.

### Kindness

We are friendly, generous and considerate in everything we do.

### Empowerment

We deliberately enable others, develop their agency and voice, and are committed to their success.

### Respect

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.



## Individual and collective potential

We are passionate about helping children and young people with Language Disorder to achieve extraordinary outcomes in their lives. Language Disorder Australia will do this by providing high quality direct services, but also by building a connected network of those who can support them. Together we are stronger and can achieve more, by realising the enormous individual and collective potential of these young people, their families and the diverse range of professionals who work alongside them.

## Quality independent, specialist education

We believe that every child and young person has the right to a high-quality education, tailored to their needs and uncompromising in its high expectations of what can be achieved. Language Disorder Australia will continue to provide high quality, specialist independent education for children and young people with Language Disorder to ensure that their unique needs are met and they are enabled to achieve and thrive.

## Multidisciplinary support and intervention

Every child and young person is unique. Those with Language Disorder require ongoing, connected, multidisciplinary support and intervention to enable them to achieve, live their best lives and to belong. Language Disorder Australia will continue to provide and advocate for greater access to these essential services.

## Innovative and evidence-informed practice

Knowledge and understanding about Language Disorder is rapidly growing through ongoing research. Language Disorder Australia will ensure that all of its services are evidence-informed and whilst innovative, always underpinned by contemporary research. We will continue to undertake, support and disseminate research that builds understanding in this critically important space.

## Maximum profile and reach

Language Disorder is a prevalent, lifelong condition, impacting the lives of approximately one in ten people. With greater understanding and equitable access to the ongoing, tailored supports they need, people with Language Disorder can find success, connection and a genuine sense of belonging. Language Disorder Australia will continue to look for ways to expand its profile and reach so that

we can educate and support more children and young people with Language Disorder across an increasingly wide geographical area.

## Growth, sustainability and diversity of funding

Language Disorder Australia is committed to expanding our organisation, not only to reach more people, but to ensure our ongoing sustainability and effectiveness. We will continue to explore and establish differing revenue sources beyond relying solely on grant funding.

## Advocacy and voice

Despite its prevalence, Language Disorder remains widely unknown, undiagnosed, misunderstood and underfunded. This leaves people with Language Disorder struggling to be recognised, understood and supported, and at an increased risk of negative outcomes across all facets of life. Language Disorder Australia will continue to work relentlessly to build awareness and understanding, and to ensure that the voice of those with Language Disorder is heard.

## High performing teams

Our success as an organisation in achieving our vision will only be achieved through the organised collective work of an outstanding team of professionals. Language Disorder Australia will actively recruit, develop and retain, dedicated and skilled people, who by working effectively together as a team, achieve more than they would individually. We trust and care for our people so that they can produce extraordinary work for the benefit of children and young people with Language Disorder.

## Partnership and collaboration

Language Disorder Australia will actively build connections and partnerships with individuals and organisations who will help us to ensure extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language Disorder.

## Respected, national peak body

Creating, collating and disseminating knowledge and understanding about Language Disorder in a coordinated, accessible and systematic way is essential to ensuring that children and young people with Language Disorder are educated and supported effectively. Language Disorder Australia will continue to develop its role as a national peak body for Language Disorder, becoming widely recognised and respected for its work in this space.

# Strategic Framework Drivers





Establish a culture authentically driven by our values

**Objective:** To ensure that our values are explicitly driving our behaviours and actions in everything we do.

**Outcome:** Our stated values are evident in everything we do, across all areas of the organisation.

Recruit, develop and retain a high performing team

**Objective:** To bring together a diverse and talented group of aligned professionals, relentlessly focused on realising our vision, mission and values.

**Outcome:** Language Disorder Australia attracts, retains and develops outstanding professionals to work with our clients and is recognised as an employer of choice.

Ensure that learning is at the centre of all we do

**Objective:** To enable everyone connected with our organisation to be actively engaged in high quality continuous learning that ensures extraordinary outcomes.

**Outcome:** Language Disorder Australia deliberately and explicitly embeds learning in all that we do and is widely recognised for being a learning centred organisation.

Build our profile and reputation

**Objective:** To ensure that Language Disorder Australia is known across Australia and beyond, and its services are recognised as contemporary, high quality and leading edge.

**Outcome:** That Language Disorder Australia is demonstrably a trusted and respected brand across Australia and seen as the leader in educating, supporting and advocating for children and young people with Language Disorder.

# Strategic Framework Goals

# 05

Develop and deliver exceptional services

**Objective:** To provide a comprehensive range of outstanding education and support services for children and young people with Language Disorder, their families and the professionals who support them.

**Outcome:** Language Disorder Australia is widely recognised and sought after for its high-quality services that enable children and young people with Language Disorder to achieve extraordinary outcomes.

Provide outstanding facilities and resources

**Objective:** To ensure that across all areas of our organisation our employees, clients and their families have access to contemporary and high-quality facilities and resources that enable them to provide and access extraordinary education and support.

**Outcome:** Language Disorder Australia facilities and resources are second to none in the sectors we operate and are being fully utilised to maximum potential.

Increase our capacity, scale and reach

**Objective:** To expand our organisation and its operations so that we can provide services to a greater number of clients towards becoming a truly national organisation.

**Outcome:** Language Disorder Australia and its services are increasingly accessible across Australia.

Strengthen our partnerships and networks

**Objective:** To proactively identify, initiate and develop key partnerships with other organisations, universities, government and others in support of our vision and mission.

**Outcome:** Language Disorder Australia has established networks of connections and partners who are actively working with us in making a difference for children and young people with Language Disorder.



## 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.

## SECRETARY

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



Caroline is a corporate lawyer and partner at Dentons. She specialises in corporate governance, funds management and mergers and acquisitions. She has a particular interest in advising not for profit organisations to ensure they are able to provide high quality, compliant services to their stakeholders. She is admitted to practice in the Supreme Court of Queensland (2009) and the High Court of Australia (2013). She is recognised as a certified governance professional as a Fellow of the Governance Institute of Australia and a Chartered Governance Professional in the United Kingdom. Caroline is a member of the Queensland Law Society and the immediate past vice president of the National Council of Women of Queensland Inc. Caroline has a child with Developmental Language Disorder and has direct, daily experience of the advocacy, support and intervention required to ensure young people with Language Disorder to ensure they meet their full potential.

# Our Board

## TREASURER

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



Deborah is an experienced non-executive director, advisory committee chair and member, and C-suite finance executive with a demonstrated history in strategic management. An active listener who seeks to strengthen deliverables through strategic, innovative initiatives. Skilled in not-for-profit organisations, stakeholder engagement, business planning, team building, fundraising, governance, and management. Deborah is an FCPA, GAICD and FGIA. She holds an MBA, a Bachelor of Business (Accounting), and an Associate Diploma of Business. She is the current chair of The Experienced Network Committee, and a member of the Not-for-Profit Committee with CPA Australia. As well as being a Director of Volunteering Qld (VQ), Deborah is a Non-Executive Director for Inala Primary Care (IPC). Deborah is the Chair of the Finance and Audit Committee at Language Disorder Australia, Chair of Governance Risk and Finance Committee of VQ, and a member of Finance and Risk Committee of IPC.

## BOARD MEMBER

**Craig Duncan**  
GAICD FAIM FAIEA  
PMESA FIML 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.

## BOARD MEMBER

**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 Language Disorder Australia.

## BOARD MEMBER

**Andria Wyman-Clarke**  
BA (HONS), MBA



Andria has been a Human Resources executive for over 25 years in various industries including mining, automobile, retail, pharmaceutical, defence, 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 Language Disorder Australia.

# 06



# CEO

2022 was an enormous year of change, development and growth for Language Disorder Australia and its business units.

In January, we moved into the new Head Office of Language Disorder Australia at 88 Jephson Street, Toowong. As well as housing our Corporate Services Team, it is also the base for our South-East Queensland School Support Services teams as well as one of our three new Bright Door clinics. We also moved into our new premises in Townsville, the home of the North Queensland School Support Services teams and a Bright Door clinic.

Over the past 12 months our School Support Services team have continued to provide outstanding outreach support to schools throughout Queensland. This important work ensures that students with Language Disorder in mainstream schools, across all three sectors, are supported by their schools with effective interventions and support strategies that enable them to find success. We were delighted that the Queensland Government extended our contract for this work for a further three years and that feedback from schools we work with continues to be extremely positive.

Our three newly established Bright Door Clinics (Toowong, Fig Tree Pocket and Townsville) grew steadily throughout 2022 supporting an increasing number of clients through the provision of direct allied health services, predominantly under the NDIS. A broad range of holiday programs also took place as part of the services provided.

Throughout 2022 we continued to provide professional learning services, both face-to-face and online, for parents, teachers, educators, allied health professionals and others. Members of the team also presented at conferences and delivered a range of webinars.

On 25 August 2022, 46 years on from Mancel Robinson establishing CHI.L.D. - The Association for Childhood Language and Related Disorders, we finalised our entity legal transition to become Language Disorder Australia Limited. This not only aligned the company name with the new brand, but more importantly placed us ready to expand our reach into states beyond Queensland

and facilitates a structure more suited to our increasingly diversified service offerings.

As part of the company wide rebranding exercise, on 11 July 2022, the Glenleighden School was renamed Mancel College, honouring our founder, Mancel Robinson. This transition saw not only a new name and visual branding, but also a total refresh of the front elevation of the school and reception area and the launch of a new school uniform. This was underpinned by significant work in reviewing the educational model, educational approach, curriculum and wider offerings of the college. Sadly, in September we farewelled Kelly McBurnie as Head of School as she moved to North Queensland. Following an extensive search, I appointed and welcomed Mr Peter Foster as Principal of Mancel College in October.

The first building in the Mancel College Campus Master Plan was completed in October 2022. The official opening took place on 16 November by Hon Anthony Chisholm, Assistant Minister for Education, Assistant Minister for Regional Development, Senator for Queensland. During December we appointed Armstrong Building as the contractor for construction of Building 2 and demolished the existing library building to make way for this project to commence in early 2023. We were also successful during 2022 in securing a BGA grant from the Federal Government to part fund the third building, which we are aiming to start construction of in early 2024.

During 2022, the Board and Executive Leadership team held their annual strategic planning day, following which we developed and published the Language Disorder Australia Strategic Framework 2022-2025. This is a key document which will underpin our work over the next three years and beyond. I would like to thank our directors and executive team for all their work on this and the many other developments which have been successfully undertaken during the past 12 months.

I am extremely proud of what has been achieved by the team at Language Disorder Australia during 2022 as we successfully supported an increasing number of children and young people with Language Disorder. Our ongoing focus remains not only reaching more people and providing new services, but also on continuing improvement to the quality of services offered.

Thank you to the wonderful children and young people we have the privilege of serving every day.

Thank you also to the parents and carers who entrust us with their child's education, care and support. I would like to thank the Board of Directors for their ongoing support and dedication to Language Disorder Australia, as well as our amazing employees who have once again worked so hard throughout the year and achieved so much.

There is still a great deal of work to be done to ensure that the enormous potential of the 1 in 10 people in Australia with Language Disorder is realised. I am confident that 2022 has set us up for even greater success in the coming year and that through our ongoing work and development we will see even more

children and young people achieving extraordinary outcomes, beyond what anyone imagined possible.

**Mark Yeowell**  
Chief Executive Officer  
Language Disorder Australia







# Mancel College

## The Legacy of the Glenleighden School as the foundation of Mancel College

It is wonderful to reflect on the significant year that the College has had and bring to the forefront the many positive changes and achievements that have been achieved over the past 12 months.

2022 saw The Glenleighden School moving into new structures, systems and programs to realise the intended transformational change program across the school. The School remodelled its teaching and learning approach to be able to deliver the Australian Curriculum through evidence-based practice encompassing contemporary approaches in both the education and allied health disciplines.

During the mid-year holiday break, The Glenleighden School was officially renamed as Mancel College, after its founder Mrs Mancel Ellis Robinson; this marked the beginning of a new and exciting era of education for students and young people with Language Disorder. As part of the transition, there was a major refurbishment of the front elevation of the campus, including the installation of new signage and building presentation. Towards the end of Term 3, the College officially opened a new adventure playground - a unique and exciting space for our students to explore.

At the end of August, the College farewelled Mrs Kelly McBurnie as the Head of College, as she relocated to North Queensland. There was much celebration at the inaugural PS&F Bush Dance evening, acknowledging the energy, enthusiasm and hard work that Mrs McBurnie implemented across the College, while also establishing the Bush Dance event as a key community engagement event for years to come. I joined the College in October as Principal and bring to the role not only a passion for ensuring high quality educational provision for all students but significant experience in leading schools through major change and growth periods; key for the next stage of Mancel College's development.

In November we opened the first building on our Campus Master Plan. This is a wonderful new facility that consists of six state-of-the-art learning spaces with a large undercroft multi-purpose space which will be used for classes, assemblies, presentations, functions and as a shaded play space. We thank the Federal Government for their monetary assistance with this project and for being part of our opening. Our students and staff are enjoying the classrooms participating in engaging lessons each day, furthering their strong outcomes.

A huge thank you to the Executive Leadership Team and Board of Language Disorder Australia who have continued to work relentlessly to support the College and to drive forward and enable the major developments that we have achieved. I would also

like to thank our college staff for all their hard work on what was a very busy and productive year. Finally, I would like to thank our college parents for entrusting us with their child's education and for their continuing support and partnership as we work with our amazing students.

## The Future

We are looking forward to a very productive 2023, achieving once again extraordinary outcomes with our students at Mancel College.

With the restructure of our College Leadership Team, we aim to achieve wonderful progress in teaching and learning, student wellbeing and a collaborative effect with our allied health team, ensuring all our students reach their potential this year.

We aim for our teaching staff to grow in their practice, planning their improvement relating to the Australian Professional Teaching Framework. Annual professional development for staff will be targeted at teaching and learning pedagogy with a focus on literacy teaching and development across all grades at the College. Goals and objectives for improvement will align with all employee's professional annual learning plan (PALP).

Student outcomes will be at the centre of all the decisions we make, placing the student at the centre of our planning for both in the present and in the future.

Building 2 of the Campus Master Plan will be completed for the end of the year. This will consist of both Hospitality and Design Technology learning spaces on the ground floor. Three state-of-the-art classrooms on the first floor with modern technology to complement our first floor in Building 1. To enhance both our physical education program, sports, co-curricular and therapy programs there will also be a rooftop swimming pool.

By the end of 2023, we expect to have achieved a significant increase in enrolments at the College, completing the year with over 165 students and with a strong intake for commencement of the following year. There is a great deal to look forward to over the year ahead, with our Mancel Educational Model being implemented and operationally planned for by all areas of the College. It is also our aim that 100% of our graduating students at the end of the year will be either earning or learning as they leave the College on their journeys. We will be defined as the leading specialist school in the southern hemisphere in relation to educating students with Language Disorder, achieving extraordinary outcomes in and outside of the classroom.

**Peter Foster**  
Principal  
Mancel College



2022 saw a continued period of growth and transformation across the Allied Health Team, building on the restructure implemented in 2021 wherein Language Disorder Australia's therapy team were brought together under my leadership and lead by business unit Allied Health Coordinators, Lynsey Mayot (Bright Door); Chelsea Auld (Mancel College) and Athena Panagopoulos (School Support Services).

Language Disorder Australia's thirty strong Allied Health Professionals (AHP's), include: Speech Language Pathologists (SLP), Occupational Therapists (OT), Physiotherapists, Educators, Music Therapists, a Psychologist and Behaviour Support Specialist. Unifying and harnessing the full potential of the allied health team is imperative to meeting the organisations strategic goals in particular those of: Recruit, develop and retain a high performing team, Build our profile and reputation and Develop and deliver exceptional services.

### Recruiting and retaining a high performing team

With an ongoing national shortage of Allied Health Professionals and a dynamic post-covid employment market across Australia, review of the Employee Value Proposition (EVP) within the Allied Health Team was necessary in the

first half of 2022. Whilst further work to define the EVP is required in the coming years to further cement Language Disorder Australia as a preferred employer this initial review included: introduction of a Senior Clinician title to reflect the specialist skills of AHP's in support of children and young people with Language Disorder, addition of this role classification now offers three points of career progression for AHP's within the organisation; 5% pay increase above award; increasing paid parental leave to 14 weeks.

2022, also saw the launch of Language Disorder Australia's inaugural Graduate Program. This program was devised in conjunction with Board Member Andria Wyman-Clarke, offering a 12-month schedule of supervision and support. This program is defined to support entry level clinicians through robust clinical supervision processes and procedures. This program was launched in August 2022. In January 2023 the program commenced with five SLP's and 1 OT graduate all providing services to Bright Door. Similarly, in the final quarter of 2022 a Clinical Educator Lead was established, to improve the coordination of our tertiary clinical placement experience across Language Disorder Australia. This role will provide support and devise systems to ensure the quality of the placement experience is enhanced for Clinical Educators as we as the Student Clinicians, offer a central point of communication with the Tertiary placement coordinator's with University partners. Enhanced clinical placement opportunities and experiences also offer a future AHP graduate pipeline.

### Build our profile and reputation

Building partnerships with external agencies has been

a focus of my role and the broader team throughout 2022. Collectively throughout the year, this has taken a number of forms, including presentations at conferences and seminars including the National Education Summit, Languages Road Show and SDSS Providers Forum. Throughout 2022, Language Disorder Australia was represented at the Speech Pathology Australia (SPA) National Conference in Melbourne. Our presence as delegates and vendors provided an opportunity to raise the profile of the organisation amongst speech pathologists, with a focus on sharing professional learning resources, recruitment and networking with other providers and industry leaders. One of many outcomes of this presence was the relationship built with Speech Pathology Australia, including my opportunity to record a Speak Up podcast with SPA, to coincide with DLD Awareness Day which at the time of publishing this Annual Report 3,526 'listens'. In late, 2022 Lynsey Mayot and Lily Wilks successfully submitted two papers to 2023 SPA's Conference Organising Committee. Allied Health Coordinator, Lynsey Mayot and Occupational Therapist, Georgia O'Connor alongside SPA's Amy Fitzpatrick will present a workshop entitled *DLD and functional impairment*. This presentation will be alongside a Spark Talk Presentation by Senior Speech Pathologist Lily Wilks: *AAC club - more than just fun and games*.

### Develop and Delivery Exceptional Services

#### Bright Door

February 2022, saw the launch of Bright Door allied health clinics. Under the banner of Language Disorder Australia Bright Door offers integrated multidisciplinary services for children and young people with Language and other

# Allied Health Services





developmental Disorders at three sites in Fig Tree Pocket, Toowong and Townsville. In addition to the rebrand 2022 was a period of establishment to develop a range of processes and sustainable practices that could be replicated in current and future sites. This included selection of a long-term practice management system: creation of Bright Door's website; establishing an initial multidisciplinary service delivery model that meets the needs of the NDIS and children and parent partners, as well as defining the physical look and feel of the clinics and partner experience. Lynsey Mayot, Allied Health Coordinator and Marie Cameron, Practice Manager also led the team in the establishment of a range of clinical and administrative initiatives including:

- Creation of the Bright Door Manual
- Bright Door Compliments and Complaints and Risk Management Procedures
- Clinical templates for a range of assessment and reporting purposes, such as NDIA access reports and Functional Capacity Assessments
- Launch of Bright Door Instagram
- Establishing a Townsville Allied Health Community of Practice (COP)

## Mancel College

2022, saw the realisation of the Response to Intervention (RTI) model driving support and intervention to Mancel College students. In line with contemporary practice within the education sector, the RTI framework is a tiered intervention model, in which therapists support students and their teachers in the provision of whole class quality, evidenced based practices. The multi-tiered intervention supports differentiated instruction for all students. Therapist support at Tier One can take several forms including, whole class

intervention, consultation, coaching, professional development and classroom resourcing. With students who require increased intensity of intervention to address their needs, through Tier Two and Three. Examples of Tier One interventions evident across the College include: Sounds Write; Direct Vocabulary Instruction, Emotional Regulation and Interoception; Reading and Oral Comprehension Intervention, Visual and Multimodal supports for a range of curriculum needs such as to support engagement and scaffolding. Led by Allied Health Coordinator, Chelsea Auld, the Mancel College AHP team also initiated a range of whole school projects including focus on: Multimodal Supports; Interoception; Play; Transition (after high school); Vocabulary and Literacy. Building and enhancing connections with Mancel College families was also a priority for the Allied Health team across a number of modalities, including through termly "Meet the Therapists" morning teas, during individual curriculum plan (ICP) meetings, social media and parent communication channels such as Seesaw.

In October, 2022 Mancel College Allied Health team also commenced negotiations with AAC provider Assistiveware to become a pilot school to trial use of their iPad App, Proloquo as a Tier 1 universal support for receptive and expressive language in our 2023 Prep to Year 3 classrooms. As part of this negotiation, time was spent reviewing the literature into the evidence base for AAC in supporting students' receptive language in the classroom, this review indicated a positive clinical impact on receptive language, but also highlighted a lack of clear research into the use of AAC as universal support for students with Language Disorders. This trial hopes to add to this evidence base.

## School Support Services (SSS)

2022, was the first of three years of SDSS funding. During this year, led by Allied Health Coordinator, Athena Panagopoulos, Language Disorder Australia's School Support Services team based at Toowong and Townsville provided a Multidisciplinary Assessment (MDA) service for 643 SDSS students across 177 schools. Language Disorder Australia has also provided follow-up capacity building services to the 30 schools of 125 SDSS students supporting the professional development of school staff and continuous support of students with Language Disorder. These follow-up services were provided via e-Therapy for schools in rural/regional communities and face-to-face for metro schools.

Covid continued to impact services in Term 1 and 2 of 2022, with student absences during this period significantly higher than in past years. Consequently, the SSS team completed ten (10) electronic-Informal Multidisciplinary Assessment (e-IMAT) with students who were absent during rural screenings and were appropriate candidates for this online assessment option.

During 2022, schools indicated ongoing teacher/staff shortages impacting their ability to release staff for feedback meetings and/or IS sessions. In response to this, the SSS team formalised the report unpacking service. This condensed capacity building offering provided an opportunity for report recommendations to be thoroughly discussed and demonstrated to school staff and has been a valuable addition to the existing follow-up options of PD and IS sessions.

During 2022 the SSS team have continued delivering a range of professional learning webinars. These webinars are delivered live with the option of viewing them on demand through the Language Disorder Australia website.

The webinars delivered during 2022 included:

- Building Independence
- The Language of Maths
- Writing Across the Curriculum
- Fine Motor Skill Development
- Multi-Modal Communication
- Building Self-Esteem and Confidence

Annually, the Department of Education surveys schools requesting feedback on Language Disorder Australia's SSS services. Language Disorder Australia was justifiably proud of this feedback which is summarised on the right. Additional comments regarding the benefit to students and schools included:

*"The access to Language Disorder Australia has enabled the school to set goals and provide targeted supports where required. The advice provided generally affirms what the school is doing is best practice, supports the classroom teacher to consider the types of adjustments and allows the school to use this as evidence to support student disability".*

*"The service provides the school with direction for further support required, recommendations and resources to scaffold the recommendations. The multidisciplinary reports are shared with the teachers/parents and support staff."*

*"Language Disorder Australia provide a very comprehensive report to the school and parents. Included in this report are many additional suggested resources for individual students."*

*"Would highly recommend this service for students struggling with language."*

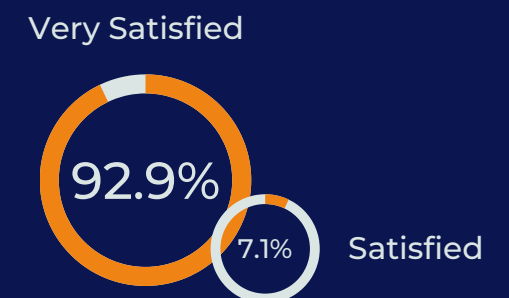
*"Process was thorough and recommendations were very supportive for parents and teachers."*

**Lisa Quinn**  
Head of Allied Health Services

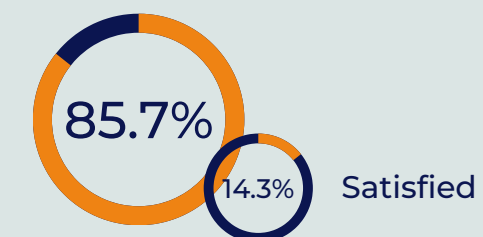
# SDSS Program Survey Feedback

*"The Department of Education recently released a survey to schools requesting feedback on the services provided in 2022 by organisations funded through the SDSS Program."*

How satisfied are/were you with Language Disorder Australia engagement with your school and student/s?

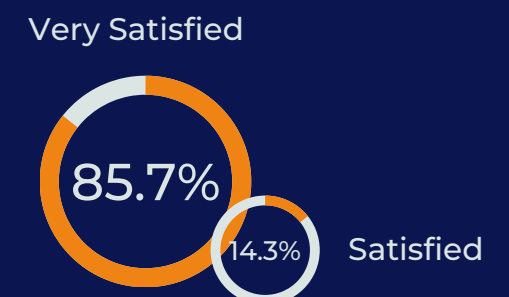


Very Satisfied



How satisfied are/were you with the capability of Language Disorder Australia staff?

How satisfied are/were you with the overall delivery of services?



Yes



Were the services provided by Language Disorder Australia beneficial to the student/s? For example, was there an increase in the student's access, participation, achievement and/or attendance?



# Case Study

Holy Spirit Catholic School (Cranbrook) was visited by the SSS team in Term 3, 2022. This was a return visit for the SSS team as visits have been conducted since 2016, however, the team coordinated with a new contact, Angela Bourne - Inclusive Practice Teacher (IPT). Five students were eligible for the visit under SDSS funding.

On the two days of the visit in Term 3, 2022, the following actions were carried out:

- Classroom observation of three referred students
  - Informal multidisciplinary assessment
  - Collaborative feedback meetings and goal setting conducted by the SSS Speech Language Pathologist and Physiotherapist in collaboration with the IPT and each student's classroom teacher
  - Student strengths and challenges were identified during feedback meeting discussions and further analysed in order for two priority areas to then be selected by the school staff

Following on from the visit, the SSS team:

- Completed the Language Disorder Australia Multidisciplinary Reports for each student, describing the two priority areas selected, accompanied by recommendations, strategies, programs, apps and general resources.
  - Sent reports and accompanying resources/handouts to the IPT to then be further disseminated to appropriate school contacts.
  - Offered and completed report unpacking as a follow-up service for the staff members supporting the 5 SDSS students. The report unpacking was led by the Speech Pathologist and Physiotherapist in Term 4, 2022 and delivered to the IPT and each classroom teacher.

Student reports and resources were disseminated by the IPT to the following stakeholders:

- Classroom teachers
  - 2023 classroom teachers
  - Support staff
  - New IPT starting at the school: The report was reviewed further with support from the current IPT.
  - The IPT also added the reports, resources and handouts to each student's iSupportEd files and strategies and recommendations from the report to each student's IEP.
  - A number of Language Disorder Australia branded resources were also printed and shared with other classroom teachers and staff working with students who would benefit from these particular resources and strategies.

The following were also made available to the IPT to share with school staff:

- A SharePoint School Portal site created for the school containing folders for each student with relevant attachments such as handouts and resources
- Weblinks to the Language Disorder Australia modules, webinars and closed Facebook group

Language Disorder Australia - SSS Professional Network were also shared

The following impacts and outcomes in relation to the SDSS students were reported by Angela Bourne (IPT) during a phone interview carried out in Term 1, 2023:

- Participation: Angela reported that all students benefited from strategies and resources across all areas.
  - R.S.: This student in particular demonstrated the most growth in regards to participation.
  - R.S. previously had limited attendance, reduced classroom engagement, often leaving the classroom. Since implementing the recommended resources and strategies following the MD assessment in the priority area of emotion regulation, his attendance has improved significantly. He can engage for longer in the classroom and rarely leaves the classroom as the Traffic Light System for Independent Work, Break Cards, Visual Supports and a Task Checklist recommended to him have significantly assisted this student.
  - S.D.: This student was unsettled at the start of Term 4. However, since implementing a range of resources and strategies in the classroom relating to social skills and task engagement, he was observed to have a more seamless transition and appeared to be engaging significantly more within classroom activities.
- Access to the curriculum: Angela reported that all students demonstrated increased access to the curriculum due to improved classroom engagement.
  - S.D.: This student in particular demonstrated the most growth in this area. S.D.'s independence skills have improved since the SSS visit. Prior to the visit, he was able to complete academic work only when provided with 1:1 support. However, since the recommended strategies have been implemented, S.D. has demonstrated engagement in whole class activities.
- Learning outcomes: Angela found it challenging to comment on this domain specifically, however, believes that increased engagement and access to the curriculum would be leading to better academic outcomes for all students seen by the SSS team.
- Defined pathways: Using the reports written by the SSS team, the school were able to more carefully track the students' academic outcomes and create more individualised learning plans, which resulted in them being able to access the curriculum at their level of need. Furthermore, the





school also utilised these reports to advocate for additional funding and requirements for students to ensure they are able to be supported appropriately in the classroom. For example, one student, R.S. now has a full-time inclusion aide that is additional to the classroom aide.

The impacts and outcomes of the service, were measured through the interview with Angela, based on her reflections, discussions with the school team, including classroom teachers, as well as the students' presentations pre and post the SSS visit.

- With regards to the effectiveness of the service, Angela reported:
  - She found the service very useful. She noted that in particular, the identification of priority areas based on the assessment and feedback meetings were effective in guiding and planning teaching for students. The priority areas also assisted in writing students' goals in their Individual Education Plans.
- With regards to the effectiveness of the reports, Angela reported:
  - She believes that the reports, recommendations and resources helped the staff of Holy Spirit to better understand Language Disorder and language difficulties. She noted that the information and resources provided to them were widely shared within the school community as they found them to be extremely useful and effective for many children.
- With regards to the effectiveness of the Report Unpacking service specifically, the following was discussed:
  - “It was extremely beneficial for me and the teachers who attended” and “I believe it positively impacted implementation of strategies and resources in the classroom”.
  - This service allows for teachers to see how each resource could be used within the classroom.
  - Angela also stated that she believes this was so effective that she wished that the students who were seen under the NSSNOP funding

were also able to access this additional service.

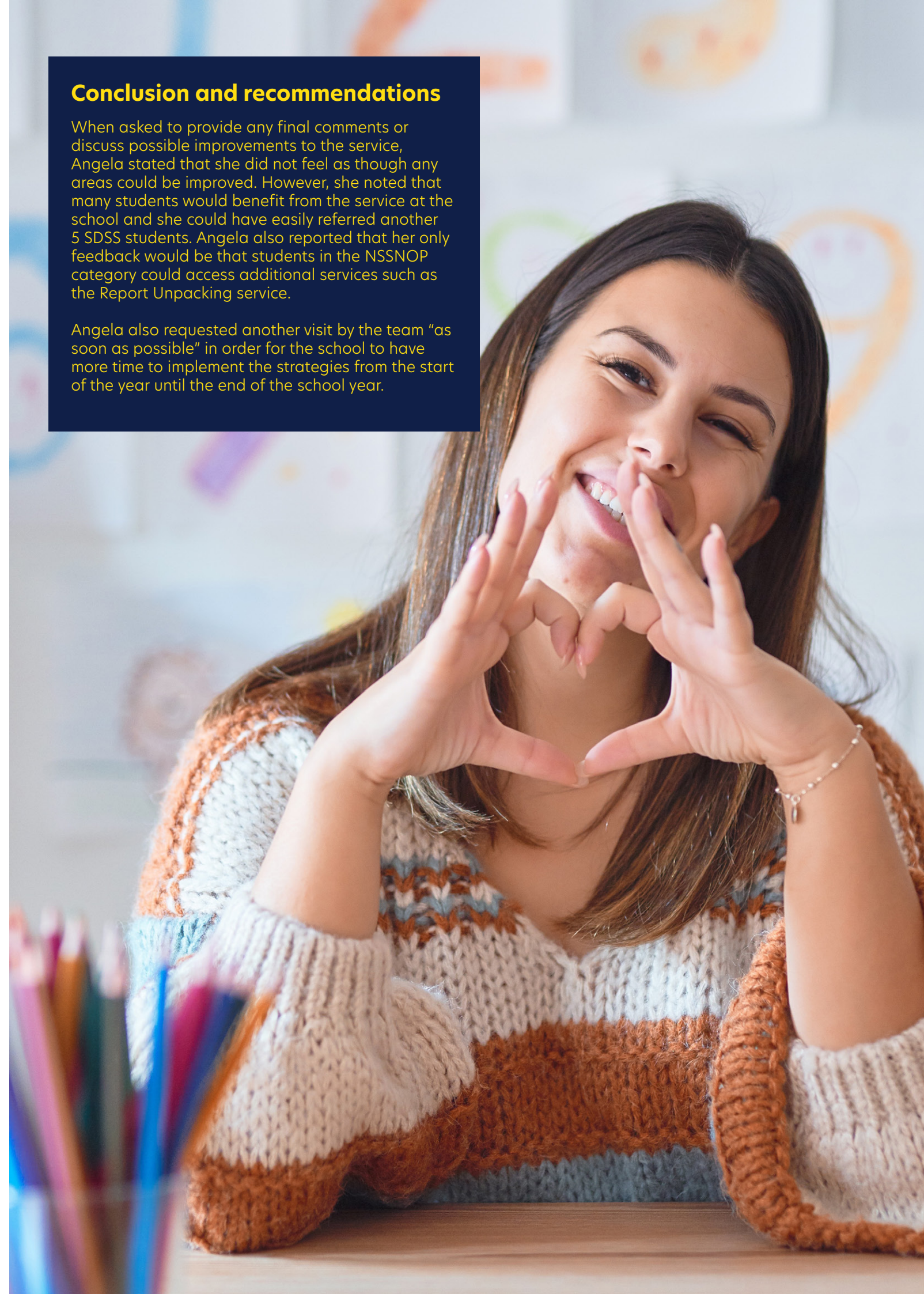
- Angela commented that a number of staff have been asking about the service and if it can continue or be made available again to the school.

- As part of the Multidisciplinary reports, a number of resources, handouts and learning platforms were made available to the school. Regarding the usefulness of these resources, the following was reported:
  - Angela utilised the resources and implemented a number of strategies shared by the SSS team. She also distributed these to the classroom teachers of the referred students, as well as other classroom teachers with students who would benefit from the use of these resources.
  - Classroom teachers reported that all of these handouts and resources were helpful to them and effective. Overall, these assisted in curriculum engagement for a number of students. The handouts were useful in providing information to a wider range of staff.
  - The following resources and handouts were especially effective and resulted in significantly increased classroom engagement and curriculum access. Angela stated that she was able to successfully implement these strategies herself when she was called to assist with behaviour incidences occurring in the classroom:
    - Break Cards
    - Dots for Motivation
    - Visual Schedules
    - Task Checklist
    - Traffic Light System for Independent Work
    - Handout: Using Checklists
    - Handout: Visual Supports
- With regards to the teaching practice at Holy Spirit Catholic School, Angela believes that since the visit, teachers have a better understanding of language difficulties, and therefore, are using more visuals, reasonably adjusting teaching and learning and are being more flexible within the classroom to support students, including giving choices, using visual timetables and supports and engagement techniques and strategies.

## Conclusion and recommendations

When asked to provide any final comments or discuss possible improvements to the service, Angela stated that she did not feel as though any areas could be improved. However, she noted that many students would benefit from the service at the school and she could have easily referred another 5 SDSS students. Angela also reported that her only feedback would be that students in the NSSNOP category could access additional services such as the Report Unpacking service.

Angela also requested another visit by the team “as soon as possible” in order for the school to have more time to implement the strategies from the start of the year until the end of the school year.





# Donate and get involved

## MAKE A DONATION

A tax-deductible donation will contribute to vital therapy, education and School Support Services for children with 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 Language Disorder Australia – 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 Language Disorder Australia will help continue our vital work into the future. Bequests are essential in making the long-term commitment necessary to fund our services. Leave Language Disorder Australia 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 Language Disorder Australia 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 [languageorder.org.au](http://languageorder.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 Language Disorder, contact us today!

# 11





12

Financials





# Treasurer's report

## Summary

Language Disorder Australia has achieved a strong result for 2022, with a surplus for the year of \$1,939,610 (2021: \$525,650). This is another commendable result given the growth trajectory and the associated financial challenges that brings to the organisation.

The surplus is a result of an increase in income, mainly due to increased government grants, and sound management of expenditure while maintaining continued growth.

## Income

Total Income for 2022 was \$12,642,919, a 55% (\$4,500,058) increase over last year's income of \$8,142,861. Total income for 2022 includes a \$2.3 million Australian Government Capital Grant which was used to assist the construction of Building 1 of The Mancel College Construction Master Plan. Commonwealth and State governments continue to provide the most significant support to Language Disorder Australia with grants equating to approximately 85% (2021: 82%) of total income, with School Tuition and Allied Health Services (Fee for Service) income contributing to the balance.

In 2023, Language Disorder Australia will continue to build on the 2022 income produced by Allied Health services (\$533,177) ensuring further diversification of income streams and therefore reducing the reliance on Commonwealth and State funding.

Another significant contributor to the income increase was additional Commonwealth recurrent grant funding

(\$1,351,304) due to increased funding per student and a marginal increase in enrolments at Mancel College which have increased steadily over the past 3 years.

## Expenditure

2022 expenditure was \$10,703,309, an increase of \$3,086,098 over the 2021 expenditure of \$7,617,211. Note, expenses include a cost of \$835,989 for the loss on disposals for the Multi-Purpose Building which was demolished in the preparation of Building 2 and the old playground, both of which had net values on the Balance Sheet.

Staff costs account for 73% (2021: 78%) of total expenses, an increase of \$1,525,774, which is in line with service delivery requirements and the increase in student numbers.

## Statement of Financial Position

The net asset position of Language Disorder Australia is \$4,716,893 is up on the 2021 net asset position of \$2,777,283 reflecting the continued growth achieved in 2022, building on the 2020 and 2021 financial years. New additions in Property, plant & equipment of \$7.88M consist primarily of a new school building (\$6.7M), new playground (\$554,905) at Mancel College and further investment in ICT Equipment (\$249,313) and Furniture and Equipment (\$350,292). The completion of Building 1 was funded from an Australian Government Capital Grant, bank borrowings and cash contributions from Language Disorder Australia. This expansion will further strengthen Language

Disorder's financials, enabling us to deliver assistance to more children with Language and related disorders in the future. Language Disorder Australia benefits immensely from its dedicated and multi-skilled staff and management team, who work tirelessly to deliver high-quality outcomes to the children and young people who benefit from a variety of services we offer. It is a privilege to acknowledge their contribution and thank them for their continued efforts throughout the year. The efforts of our staff are enhanced by the contribution made by volunteers who commit extensive hours to Language Disorder Australia.

## 2023 and Beyond

The outlook for 2023 and beyond is exciting, building a stronger organisation and greater capacity to deliver on our mission. By the end of 2023, the second building of The Mancel College Construction Master Plan will be completed, and preparation for Building 3 and 4 will be well underway. This will provide further state-of-the-art facilities for our students and increase the schools' capacity by 20% to approximately 190 students for the start of the 2024 year.

Language Disorder Australia is also growing our allied Health Services at the current Bright Door clinics at Fig Tree Pocket, Townsville and Toowong. These services provide support services for families struggling to find available allied health services in their area, as well as strengthening a diversity of income streams for the organisation.

**Deborah Nisbet** – Treasurer

**David Vojinov** – Head of Finance and Business Services

Language Disorder Australia Ltd was incorporated as a company limited by guarantee on the 22 August 2022 replacing the previous entity - CHI.L.D – The Association for Childhood Language and Related Disorders (the Association) trading as Speech & Language Development Australia (SALDA) for the full year.

This change however had no impact on the status of the company and its reporting obligations as a registered charity under Australian Charities and Not-for-profits Commission Act 2012.

The Financial Statements show the financial position as of 31st December 2022 and provides a consolidated statement across all operational activities of Language Disorder Australia Ltd for the full year.

# 2022 Financial highlights





**Language Disorder Australia Ltd**  
**(previously The Association for Childhood Language & Related Disorders**  
**(CHI.L.D.) trading as Speech & Language Development Australia (SALDA)**  
**ACN 661 795 133**

**Financial Statements**  
**For the Year Ended 31 December 2022**

**Language Disorder Australia Limited**  
**Directors' report**  
**31 December 2022**

The Directors present their report, together with the financial statements, of the company for the year ended 31 December 2022.

**Directors**

The following persons were Directors of Language Disorder Australia Ltd during the whole of the financial year and up to the date of this report, unless otherwise stated:

Peter Seldon  
Deborah Nisbet  
Caroline Snow  
Andrew McAuliffe  
Craig Duncan  
Andria Wyman-Clarke (resigned on 5 December 2022)

**Objectives**

Our vision is to ensure extraordinary outcomes, beyond what anyone imagined possible, for children and young people with Language Disorder.

Our mission is to educate, support and advocate for children and young people with Language Disorder, so they can connect, belong, and achieve.

**Principal activities**

During the financial year the principal continuing activities of the company were the provision of direct services through Mancel College (previously known as The Glenleighden School), across the education system via our School Support Services and via our Bright Door allied health clinics. Other activities included advocacy, provision of information, promotion of research activities, fundraising and capital development.

**Performance measures**

The company measures its performance in several 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.

**Information on directors**

Name:	Peter Seldon
Title:	Board Chair
Qualifications:	Assoc Dip Acc
Experience and expertise:	Peter is a Senior Vice President at Morgan Stanley Wealth Management and has worked in the financial services industry for over 25 years. His career has seen him work for some of the largest global banks and during that time he has worked in domestic and international equities, derivatives, foreign exchange, and fixed interest. Across his career Peter has also established the equity derivatives and options market making business for a mid-tier broking firm, was a swap and bond repo trader for a Global Investment Bank and has held the role of Head of Rate Derivative operations. Peter is currently responsible for domestic bond trading for Morgan Stanley's Wealth Management business. Peter has been an enthusiastic fundraiser and supporter for numerous children's charities and brings those skills, as well as business acumen, to the Board.
Special responsibilities:	Member of the Finance, Risk and Audit Committee



Language Disorder Australia Limited  
Directors' report  
31 December 2022

Name:	Deborah Nisbet
Title:	Treasurer
Qualifications:	MBA, FCPA, FGIA, GAICD, B. Bus, C. Dec
Experience and expertise:	Deborah is an experienced non-executive director, advisory committee chair and member, and C-suite finance executive with a demonstrated history in strategic management.  An active listener who seeks to strengthen deliverables through strategic, innovative initiatives. Skilled in not-for-profit organisations, stakeholder engagement, business planning, team building, fundraising, governance, and management. Deborah is an FCPA, GAICD and FGIA. She holds an MBA, a Bachelor of Business (Accounting), and an Associate Diploma of Business. She is the current chair of The Experienced Network Committee, and a member of the Not-for-Profit Committee with CPA Australia.  As well as being a Director of Volunteering Qld (VQ), Deborah is a Non-Executive Director for Inala Primary Care (IPC). Deborah is the Chair of the Finance and Audit Committee at Language Disorder Australia, Chair of Governance Risk and Finance Committee of VQ, and a member of Finance and Risk Committee of IPC.
Special responsibilities:	Chair of the Finance, Risk and Audit Committee
Name:	Caroline Snow
Title:	Director and Board Secretary
Qualifications:	(LL.B) (HONS), Grad Dip Applied Corporate Governance, FGIA
Experience and expertise:	Caroline is a corporate lawyer and partner at Dentons. She specialises in corporate governance, funds management and mergers and acquisitions. She has a particular interest in advising not for profit organisations to ensure they are able to provide high quality, compliant services to their stakeholders.  She is admitted to practice in the Supreme Court of Queensland (2009) and the High Court of Australia (2013). She is recognised as a certified governance professional as a Fellow of the Governance Institute of Australia and a Chartered Governance Professional in the United Kingdom. Caroline is a member of the Queensland Law Society and the immediate past vice president of the National Council of Women of Queensland Inc.  Caroline has a child with Developmental Language Disorder and has direct, daily experience of the advocacy, support and intervention required to ensure young people with Language Disorder to ensure they meet their full potential.
Special responsibilities:	None
Name:	Andrew McAuliffe
Title:	Board Member
Qualifications:	BAppSci (Physio), GDipSocSci (Health), GAICD
Experience and expertise:	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 and was a member of a range of national policy committees and advisory boards. Andrew has extensive networks in the health, education and political environments and provides consultancy services focussed on health service design and evaluation and business system improvement.
Special responsibilities:	None

Language Disorder Australia Limited  
Directors' report  
31 December 2022

Name:	Craig Duncan
Title:	Board Member
Qualifications:	GAICD FAIM FAIEA PMESA CMgr (CMI) MBA (Bond) BA (Otago)
Experience and expertise:	Craig provides major change assistance including transformational and strategic growth programmes across the agribusiness sector, particularly focused on people, process and systems enhancements post acquisition. With an earlier exposure to education, advocacy and the NFP space, Craig’s focus at Language Disorder Australia is on good governance, strategic development of commercial operations and portfolio change management. Craig has a passion for the empowerment of others through skill and knowledge acquisition and associated developmental growth.
Special responsibilities:	None
Name:	Andria Wyman-Clarke
Title:	Board Member
Qualifications:	BA (HONS), MBA
Experience and expertise:	Andria has been a Human Resources executive for over 25 years in various industries, including mining, automobile, retail, pharmaceutical, defence and aeronautics. She has strong experience in all aspects of Human Resources, including culture change, organisational design, and mergers & acquisitions.
Special responsibilities:	None

Meetings of directors

The number of meetings of the company's Board of Directors ('the Board') and of each Board committee held during the year ended 31 December 2022, and the number of meetings attended by each director were:

	Full Board		Finance, Risk and Audit Committee		Board Strategy Day	
	Attended	Held	Attended	Held	Attended	Held
Peter Seldon	8	8	9	9	1	1
Deborah Nisbett	8	8	9	9	1	1
Caroline Snow	8	8	-	-	1	1
Andrew McAuliffe	7	8	-	-	1	1
Craig Duncan	5	8	-	-	1	1
Andria Wyman-Clarke	7	8	-	-	1	1

Held: represents the number of meetings held during the time the director held office or was a member of the relevant committee.

Contributions on winding up

In the event of the company being wound up, ordinary members are not required to contribute.



Auditor's independence declaration

A copy of the auditor's independence declaration is set out on page 6 and forms part of the directors' report for the financial year ended 31 December 2022.

On behalf of the directors



Peter Seldon  
Chairman

13 March 2023  
Brisbane



AUDITOR'S INDEPENDENCE DECLARATION  
UNDER SECTION 60-40 OF THE  
AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS COMMISSION ACT 2012  
TO THE DIRECTORS OF LANGUAGE DISORDER AUSTRALIA LTD

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2022, there have been:

- (a) no contraventions of the auditors' independence requirements as set out in the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit; and
- (b) no contraventions of any applicable code of professional conduct in relation to the audit.

This declaration is in respect of Language Disorder Australia Ltd during the year.



PKF BRISBANE AUDIT



CAMERON BRADLEY  
PARTNER

BRISBANE  
13 MARCH 2023



**Language Disorder Australia Ltd**  
**Contents**  
**31 December 2022**

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**General information**

The financial statements cover Language Disorder Australia Ltd as an individual entity. The financial statements are presented in Australian dollars, which is Language Disorder Australia Ltd’s functional and presentation currency.

Language Disorder Australia Ltd is a not-for-profit entity, domiciled in Australia. Its registered office and principal place of business are:

Registered office	Principal place of business
Level 3, 88 Jephson Street Toowong QLD 4006	33 Cubberla Street Fig Tree Pocket QLD, 4069

A description of the nature of the entity’s operations and its principal activities are included in the directors’ report, which is not part of the financial statements.

The financial statements were authorised for issue, on 13 March 2023.

**Language Disorder Australia Ltd**  
**Statement of profit or loss and other comprehensive income**  
**For the year ended 31 December 2022**

	Note	2022	2021
		\$	\$
<b>Revenue - Grants</b>			
State	3	1,443,850	1,277,504
Commonwealth	3	5,009,366	3,658,062
Special purpose	3	4,270,174	1,740,052
		<b>10,723,390</b>	<b>6,675,618</b>
<b>Fees</b>			
School Tuition		1,279,162	1,194,006
Allied Health		533,177	266,748
Other programs		33,738	(13,741)
		<b>1,846,077</b>	<b>1,447,013</b>
<b>Other</b>			
Donations received		122	2,877
Fundraising		-	162
Interest received		2,151	6,264
Trust distributions		729	1,035
Membership fees		-	640
Other Income		70,450	9,252
		<b>73,452</b>	<b>20,230</b>
<b>TOTAL INCOME</b>		<b>12,642,919</b>	<b>8,142,861</b>
<b>Expenses - Salaries and On-Costs</b>			
Salaries		6,993,294	5,776,581
Superannuation		711,037	540,465
Leave Provision		104,059	(25,749)
Workcover		51,975	43,294
		<b>7,860,365</b>	<b>6,334,591</b>
<b>Expenses</b>			
Administration		244,784	209,320
Amortisation of right of use assets		132,300	66,180
Audit fees		17,059	17,312
Cleaning and maintenance		261,534	119,994
Depreciation		248,927	157,537
Finance and legal costs		281,149	169,783
Information and communication technology		152,300	137,093
Interest expense		119,150	11,936
Marketing and promotions		90,012	33,346
Motor vehicle expenses		1,700	1,705
Professional Services Development		81,868	110,075
Program expenses		161,251	75,763
Property costs		122,270	66,421
Travel		85,642	106,155
Loss on disposal of assets		842,996	-
<b>TOTAL EXPENSES</b>		<b>10,703,307</b>	<b>7,617,211</b>
<b>Surplus attributable to members</b>		<b>1,939,612</b>	<b>525,650</b>
<b>Other comprehensive income</b>		-	-
<b>Total comprehensive income for the year attributable to members</b>		<b>1,939,612</b>	<b>525,650</b>



**Language Disorder Australia Ltd**  
**Statement of financial position**  
**As at 31 December 2022**

	<b>Note</b>	<b>2022</b> <b>\$</b>	<b>2021</b> <b>\$</b>
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	4	466,763	1,044,593
Trade and other receivables	5	582,296	370,952
Total current assets		<u>1,049,059</u>	<u>1,415,545</u>
<b>Non-current assets</b>			
Property, plant and equipment	6	11,020,770	4,237,232
Right of use assets	7	237,562	422,951
Capital work in progress		516,027	988,821
CHI.L.D Community trust	8	18,517	18,517
Total non-current assets		<u>11,792,876</u>	<u>5,667,521</u>
<b>Total assets</b>		<u><b>12,841,935</b></u>	<u><b>7,083,066</b></u>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Trade and other payables	9	1,732,444	900,513
Borrowings	12	250	267,057
Lease liabilities	11	161,439	126,269
Provisions	10	631,991	567,517
Building fund contributions		71,413	53,613
Total current liabilities		<u>2,597,537</u>	<u>1,914,969</u>
<b>Non-current liabilities</b>			
Lease liabilities	11	124,961	286,158
Borrowings	12	5,270,000	2,011,200
Provisions	10	132,542	93,456
Total non-current liabilities		<u>5,527,503</u>	<u>2,390,814</u>
<b>Total liabilities</b>		<u><b>8,125,040</b></u>	<u><b>4,305,783</b></u>
<b>Net assets</b>		<u><b>4,716,895</b></u>	<u><b>2,777,283</b></u>
<b>Equity</b>			
Retained surplus		2,933,528	828,980
Capital reserves		1,783,367	1,948,303
<b>Total equity</b>		<u><b>4,716,895</b></u>	<u><b>2,777,283</b></u>

*The above statement of financial position should be read in conjunction with the accompanying notes*

**Language Disorder Australia Ltd**  
**Statement of changes in equity**  
**For the year ended 31 December 2022**

	<b>2022</b> <b>\$</b>	<b>2021</b> <b>\$</b>
<b>Retained surplus/(deficit)</b>		
Balance brought forward at 1 January	828,980	138,393
Surplus for the year	1,939,612	525,650
Transfer to accumulated funds	164,936	164,937
<b>Balance at 31 December</b>	<u><b>2,933,528</b></u>	<u><b>828,980</b></u>
<b>Capital reserves</b>	<b>2022</b> <b>\$</b>	<b>2021</b> <b>\$</b>
Balance brought forward at 1 January	1,948,303	2,113,240
Transfer to accumulated funds	(164,936)	(164,937)
<b>Balance at 31 December</b>	<u><b>1,783,367</b></u>	<u><b>1,948,303</b></u>

*The above statement of changes in equity should be read in conjunction with the accompanying notes*



**Language Disorder Australia Ltd**  
**Statement of cash flows**  
**For the year ended 31 December 2022**

	<b>Note</b>	<b>2022</b> <b>\$</b>	<b>2021</b> <b>\$</b>
<b>Cash flows from operating activities</b>			
Operating grants received		10,723,390	8,114,544
Receipts from customers		1,978,887	728,967
Payments to suppliers and employees		<u>(8,847,453)</u>	<u>(7,811,831)</u>
		3,854,824	1,031,680
Interest received		2,151	6,264
Interest paid		(119,150)	(11,936)
Other income		<u>107,068</u>	<u>7,253</u>
Net cash from operating activities		<u>3,844,893</u>	<u>1,033,261</u>
<b>Cash flows from investing activities</b>			
Payments for office equipment		(350,292)	(44,141)
Payments for building and ground improvements		(6,274,006)	(1,050,767)
Payments for ICT equipment		(244,687)	(57,612)
Payments for Capital work in progress		<u>(472,794)</u>	<u>(893,480)</u>
Net cash used in investing activities		<u>(7,341,779)</u>	<u>(2,046,000)</u>
<b>Cash flows from financing activities</b>			
Proceeds from borrowings		2,991,993	741,256
Repayment of lease liability		<u>(72,937)</u>	<u>(79,784)</u>
Net cash from financing activities		<u>2,919,056</u>	<u>661,472</u>
Net increase in cash and cash equivalents		(577,830)	(351,267)
Cash and cash equivalents at the beginning of the financial year		<u>1,044,593</u>	<u>1,395,860</u>
Cash and cash equivalents at the end of the financial year	4	<u><u>466,763</u></u>	<u><u>1,044,593</u></u>

**Language Disorder Australia Ltd**  
**Notes to the financial statements**  
**31 December 2022**

**Note 1. Significant accounting policies**

The principal accounting policies adopted in the preparation of the financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Language Disorder Australia Ltd was incorporated as company limited by guarantee on the 22 August 2022. This change however had no impact on the status of the company and its reporting obligations as a registered charity under Australian Charities and Not-for-profits Commission Act 2012. All assets and liabilities as at 21 August 2022 from the previous The Association for Childhood Language & Related Disorders (CHI.L.D.) trading as Speech & Language Development Australia (SALDA) (an unincorporated association) were transferred to Language Disorder Australia Ltd on 22 August 2022. Accordingly, these financial statements present the financial performance of the association and the company for the year ended 31 December 2022.

**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**

These general purpose financial statements have been prepared in accordance with the Australian Accounting Standards – Simplified Disclosures issued by the Australian Accounting Standards Board ('AASB') and the Australian Charities and Not-for-profits Commission Act 2012. The Company is a not-for-profit Company for financial reporting purposes under Australian Accounting Standards.

*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.

*The above statement of cash flows should be read in conjunction with the accompanying notes*



Note 1. Significant accounting policies (continued)

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; determines the transaction price which takes into account estimates of variable consideration and the time value of money; allocates the transaction price to the separate performance obligations on the basis of the relative stand-alone selling price of each distinct good or service to be delivered; and recognises revenue when or as each performance obligation is satisfied in a manner that depicts the transfer to the customer of the goods or services promised.

Variable consideration within the transaction price, if any, reflects concessions provided to the customer such as discounts, rebates and refunds, any potential bonuses receivable from the customer and any other contingent events. Such estimates are determined using either the 'expected value' or 'most likely amount' method. The measurement of variable consideration is subject to a constraining principle whereby revenue will only be recognised to the extent that it is highly probable that a significant reversal in the amount of cumulative revenue recognised will not occur. The measurement constraint continues until the uncertainty associated with the variable consideration is subsequently resolved. Amounts received that are subject to the constraining principle are recognised as a refund liability.

Sales revenue

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 related 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.

Note 1. Significant accounting policies (continued)

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 accrued 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

As the company 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

Trade receivables are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, less any allowance for expected credit losses. Trade receivables are generally due for settlement within 30 days.

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



**Note 1. Significant accounting policies (continued)**

**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 company, commencing from the time the asset is held for use.

Land and buildings are shown as historical cost. Historical cost includes expenditure that is directly attributable to the acquisition. Buildings are subsequently measured using historical cost less depreciation and impairment losses.

Plant and equipment is stated at historical cost less accumulated depreciation and impairment. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Depreciation is calculated on a diminishing value or straight-line basis, dependent on the nature of the asset, to write off the net cost of each item of property, plant and equipment (excluding land) over their expected useful lives as follows:

Boarding House	5-25 years
Furniture & Fittings	3 -25 years
ICT	2 - 10 years
Playground Equipment	1-40 years
School Building	5-25 years
Vehicles	10 years

The residual values, useful lives and depreciation methods are reviewed, and adjusted if appropriate, at each reporting date.

An item of property, plant and equipment is derecognised upon disposal or when there is no future economic benefit to the entity. Gains and losses between the carrying amount and the disposal proceeds are taken to profit or loss.

**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*

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.

**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.

**Note 1. Significant accounting policies (continued)**

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.

**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.

*Estimation of useful lives of assets*

The company determines the estimated useful lives and related depreciation and amortisation charges for its property, plant and equipment and finite life intangible assets. The useful lives could change significantly as a result of technical innovations or some other event. The depreciation and amortisation charge will increase where the useful lives are less than previously estimated lives, or technically obsolete or non-strategic assets that have been abandoned or sold will be written off or written down.

*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.



**Language Disorder Australia Ltd**  
**Notes to the financial statements**  
**31 December 2022**

**Note 3. Revenue - Grants**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<i>State Grants</i>		
Recurrent	720,348	608,298
Students with disabilities	718,040	661,200
Textbooks and resources	5,462	8,006
	<u>1,443,850</u>	<u>1,277,504</u>
<i>Commonwealth Grants</i>		
Recurrent	4,994,306	3,649,862
Special grants	15,060	8,200
	<u>5,009,366</u>	<u>3,658,062</u>
<i>Special Purpose Grants</i>		
Project grants	339,492	302,608
Capital works grant income	2,300,000	-
NSO including equipment	1,630,682	1,437,444
	<u>4,270,174</u>	<u>1,740,052</u>
<b>TOTAL GRANT REVENUE</b>	<u><b>10,723,390</b></u>	<u><b>6,675,618</b></u>
<i>Disaggregation of revenue</i>		
The disaggregation of revenue from contracts with customers is as follows:		
<i>Major revenue categories</i>		
Grants	10,723,390	6,675,618
Fees	1,812,339	1,450,692
	<u>12,535,729</u>	<u>8,126,310</u>

**Note 4. Current assets - cash and cash equivalents**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Cash on hand	290	290
Cash at bank	466,473	1,044,303
	<u>466,763</u>	<u>1,044,593</u>

Refer to **Note 12 Borrowings** - \$730,000 of available cash is held on the \$6 million CBA Better Business Loan.

**Note 5. Current assets - trade and other receivables**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Trade receivables	190,947	191,824
Doubtful debts provision	(60,463)	(63,296)
	<u>130,484</u>	<u>128,528</u>
Other receivables	451,812	242,425
	<u>582,296</u>	<u>370,953</u>

**Language Development Australia Ltd**  
**Notes to the financial statements**  
**31 December 2022**

**Note 6. Non-current assets - property, plant and equipment**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Land and buildings - at cost	11,324,601	5,452,515
Less: Accumulated amortisation	(1,538,270)	(1,679,090)
	<u>9,786,331</u>	<u>3,773,425</u>
Playground equipment - at cost	554,905	457,526
Less: Accumulated depreciation	(9,331)	(217,560)
	<u>545,574</u>	<u>239,966</u>
Furniture and equipment - at cost	703,658	353,367
Less: Accumulated depreciation	(295,477)	(263,738)
	<u>408,181</u>	<u>89,629</u>
ICT equipment - at cost	965,191	720,505
Less: Accumulated depreciation	(697,865)	(602,989)
	<u>267,326</u>	<u>117,516</u>
Motor vehicles - at cost	33,392	33,392
Less: Accumulated depreciation	(20,034)	(16,696)
	<u>13,358</u>	<u>16,696</u>
<b>Total Plant, Property &amp; Equipment</b>	<u><b>11,020,770</b></u>	<u><b>4,237,232</b></u>

*Reconciliations*

Reconciliations of the written down values at the beginning and end of the current financial year are set out below:

	Land and Buildings	Playground Equipment	Furniture and Equipment	ICT Equipment	Motor Vehicles	Total
Balance at 1 January 2022	3,773,425	239,966	89,629	117,516	16,696	4,237,232
Additions	6,724,620	554,905	350,292	249,313	-	7,879,130
Disposals	(603,912)	(239,966)	-	(2,787)	-	(846,665)
Depreciation/amortisation expense	(107,803)	(9,331)	(31,739)	(96,716)	(3,338)	(248,927)
Balance at 31 December 2022	<u>9,786,331</u>	<u>545,574</u>	<u>408,182</u>	<u>267,326</u>	<u>13,358</u>	<u>11,020,770</u>



**Language Development Australia Ltd**  
**Notes to the financial statements**  
**31 December 2022**

**Note. 7. Non-current assets – right-of-use assets**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Right-of-use assets – at cost	557,981	557,981
Less: Accumulated depreciation	(320,419)	(135,030)
	<u>237,562</u>	<u>422,951</u>

Additions to the right-of-use assets during the year were NIL (2021: \$423,635.)

The company leases its Toowong office under a 3 year agreement with no options to extend. The lease has various escalation clauses. On renewal, the terms of the leases are renegotiated. The company also leases office equipment and motor vehicles under agreements of between three to four years.

Leases that are either short-term or low-value are expensed as incurred and not capitalised as right-of-use assets.

**Note. 8. CHI.L.D Community Trust**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Opening balance	18,517	18,517
	<u>18,517</u>	<u>18,517</u>

The company 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 31 December 2022 being \$18,517 (2021: \$18,517). Each year the company 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.

**Note 9. Current liabilities - trade and other payables**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Trade payables	407,695	43,525
GST payable	(25,083)	(196,525)
PAYG payable	316,798	110,458
Superannuation payable	137,452	53,245
Prepaid grant	641,265	737,441
Parent deposits and prepaid fees	98,630	57,430
Sundry Creditors	5,158	(83,524)
Accrued expenses	150,528	178,463
Capital Works Grant	-	-
	<u>1,732,444</u>	<u>900,513</u>

**Language Development Australia Ltd**  
**Notes to the financial statements**  
**31 December 2022**

**Note 10. Provisions**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<b>Current</b>		
Provision for audit	14,200	14,700
Provision for annual leave	405,439	290,834
Provision for long service leave	212,352	261,983
	<u>631,991</u>	<u>567,517</u>
<b>Non-Current</b>		
Non-current – provision for long service leave	<u>132,542</u>	<u>93,456</u>

**Note 11. Leases**

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
<b>Current</b>		
Lease Liabilities	<u>161,439</u>	<u>126,269</u>
<b>Non-Current</b>		
Lease Liabilities	<u>124,961</u>	<u>286,158</u>
<i>Future lease payments</i>		
Future lease payments are due as follows:		
Within one year	174,933	126,269
One to five years	129,121	286,158
More than five years	-	-
	<u>304,054</u>	<u>412,427</u>

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 6%. Right-of-use assets are amortised over the lease term period.



**Note 12. Borrowings**

	2022	2021
	\$	\$
<b>Current</b>		
Current borrowings	<u>250</u>	<u>267</u>
<b>Non-current</b>		
Non-current borrowings	<u>5,270,000</u>	<u>2,011</u>

The loan was refinanced by CBA on 19th September 2022 for a limit of \$6,000,000 for a term of three years. The current repayr arrangements are interest only for three years.

*Bank Loans*

CBA Better Business Loan (2021: NAB Corporate Markets Loan – net of cash offset)	<u>5,270,000</u>	<u>1,610,</u>
--	------------------	---------------

*Total secured liabilities*

The total secured liabilities (current and non-current) are as follows:

CBA Better Business Loan (2021: NAB Corporate Markets Loan – net of cash offset)	<u>5,270,000</u>	<u>1,610,</u>
--	------------------	---------------

*Assets pledged as security*

The bank loans are secured by first mortgages over the entity’s land and buildings	<u>9,786,331</u>	<u>2,760,</u>
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*Financing arrangements*

Unrestricted access was available at the reporting date to the following lines of credit:

Total facilities

NAB Corporate Markets Loans	<u>-</u>	<u>2,278,</u>
CBA Better Business Loan	<u>6,000,000</u>	
CBA Corporate Charge Card	<u>50,000</u>	
Contingent Liability – Bank guarantee	<u>50,000</u>	

There is \$730,000 of available cash held on the \$6,000,000 CBA Better Business loan.

**Note 13. Contingent liabilities**

NAB Bank Guarantee

The Company received a bank guarantee of \$47,740 in relation to the rental bond owed for the Toowong property in 2021.

Early Childhood Building Grant (2005)

The Company 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. The current amount payable as at 31 December 2022 is \$63,860.

Building the Education Revolution Funding

The Company 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 31 December 2022 is \$248,041.

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

The Company 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. The current amount payable as at 31 December 2022 is \$148,500 for BGA1 and \$72,000 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 Company paying the remaining construction costs. Building has been completed and capitalised in November 2022.

Pursuant to the conditions attached to Commonwealth Capital grants, the school is contingently liable to repay if the school no longer utilise the building, sold or otherwise disposed of within 20 years of the completion of the project.

**Note 14. Commitments**

The company has agreed to purchase the residential property at 21 Cubberla St, Fig Tree Pocket for \$2,100,000. Settlement was completed on 23 January 2023.



**Note 15. Events after the reporting period**

No matter or circumstance has arisen since 31 December 2022 that has significantly affected, or may significantly affect the company operations, the results of those operations, or the company's state of affairs in future financial years.

**Note 16. Related Party Transactions**

*Key management personnel*

Disclosures relating to key management personnel are set out in Note 17.

*Transactions with related parties*

There were no transactions with related parties during the current or previous financial year.

*Receivable from and payable to related parties*

There were no trade receivables from or trade payables to related parties at the current and previous reporting date.

*Loans to/from related parties*

There were no loans to or from related parties at the current or previous reporting date.

**Note 17. Key Management Personal Disclosures**

*Compensation*

The aggregate compensation made to directors and other members of key management personnel of the entity is set out below:

	2022 \$	2021 \$
Aggregate compensation	870,773	855,489

**Note 18. Remuneration of auditors**

During the financial year the following fees were paid or payable for services provided by PKF Brisbane Audit, the auditor of the company.

	2022 \$	2021 \$
Audit of the financial statements	11,340	10,800
Assistance in preparation of financial statements	2,625	2,500
Grant acquittals	5,200	4,000
	19,165	17,300

In the Directors' opinion:

- the attached financial statements and notes comply with the Australian Accounting Standards – Simplified Disclosures and, the Australian Charities and Not-for-profits Commission Act 2012,
- the attached financial statements and notes give a true and fair view of the company's financial position as at 31 December 2022 and of its performance for the financial year ended on that date; and
- there are reasonable grounds to believe that the company will be able to pay its debt as and when they become due and payable

On behalf of the directors



Peter Seldon  
Chairman

13 March 2023



Deborah Nisbet  
Treasurer

13 March 2023



## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF LANGUAGE DISORDER AUSTRALIA LTD

### Report on the Financial Report

#### Opinion

We have audited the accompanying financial report of Language Disorder Australia Ltd ("the Company"), which comprises the statement of financial position as at 31 December 2022, 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 directors' declaration.

In our opinion the financial report of the Company is in accordance with the Division 60 of the Australian Charities and Not-for-Profit Commission Act 2012, including:

- a) Giving a true and fair view of the Company's financial position as at 31 December 2022 and of its performance for the year ended on that date; and
- b) Complying with Australian Accounting Standards – Simplified Disclosures and the Division 60 of the Australian Charities and Not-for-Profit 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 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 Company in accordance with the auditor independence requirements of the Australian Charities and Not-for-Profit Commission Act 2012 and 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.

### Directors' Responsibilities for the Financial Report

The directors of the Company are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards – Simplified Disclosures and the Australian Charities and Not-for-Profit Commission Act 2012 and for such internal control as the directors determine is necessary to enable the preparation of the 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 Directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

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

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with 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.

  
PKF BRISBANE AUDIT

  
CAMERON BRADLEY  
PARTNER

13 MARCH 2023  
BRISBANE





CONNECT WITH US

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