



Speld
QLD

Supporting people experiencing
learning differences

2019 - 2020

Annual Report



OUR MISSION

Speld Qld supports all Queenslanders experiencing learning differences to realise their full potential in all circumstances.

OUR VISION

To be the leader of quality services to improve learning outcomes for all Queenslanders who experience learning differences.

OUR AIMS

Aim one: To increase community awareness of learning differences and provide opportunities for improved access.

Aim two: To seek, utilise, promote and share evidence based research and best practice regarding learning differences.

Aim three: To provide support and services for students and adults experiencing learning differences, their families and professionals.



SPELD QLD

TABLE OF CONTENTS

INTRODUCTION

Message from The Chair	4
-------------------------------	---

OVERVIEW

Speld Qld At a Glance	6
------------------------------	---

SERVICE REPORTS

Speld Qld Membership	8
Advisory Service	9
Assessment Service	10
Specialist Teacher Service	11
Assistive Technology	12
Sounds-Write Program	13
Learnersaurus Program	14
Resources & Library Service	15
Professional Development	16
Workshops & Events	17

SUPPORTERS

Speld Qld Supporters	18
-----------------------------	----

FINANCIAL

Financial Report	20
-------------------------	----

PRESIDENT'S REVIEW

Joe Kelly MP



In the face of extremely difficult times, Speld Qld has continued to deliver services and grow. This is an amazing achievement, a testament to the hard work and leadership of the CEO Marion McMahon, the dedicated staff and volunteers, including the members of the Management Committee.

As we concluded our celebrations of the 50th Anniversary in 2019, none of us could have predicted the difficult path ahead in 2020. The organisation has demonstrated that it is robust enough to rise to difficult challenges, adapt services and take advantage of new opportunities. It has been wonderful to see the work being done by staff on social media. This bodes well for the future.

Demand for services has risen dramatically following the recent COVID-19 home schooling period. Perhaps this is because more parents and carers were exposed on a daily and close basis to the reality of their children's learning attributes. Whatever the reason, Speld has positioned itself well to cater to this growth.

During this period, the Management Committee undertook a thorough review of the organisation. The purpose of this review was to take a top to bottom look at an organisation that has been going very well and very fast to ensure that we have the capability to manage the growth, and most importantly, to be a sustainable organisation. I would like to thank Lynne Foley from Potential Plus Solutions for conducting the review. I would like to thank all the staff and volunteers for participating in the review.

The review has helped the organisation to develop a strategic plan that will assist in maintaining and sustaining growth, ensuring that we provide even more services to all Queenslanders.

I would like to thank Paul Keene and Tony Brown who are leaving the Management Committee this year. Both have made a significant contribution to the Management Committee and I wish them well in the future. Dominique Layt will be seeking to become a member of the Management Committee at the AGM. Dominique has significant corporate and board experience which will be a valuable asset for the committee.

After four years it is with great sadness that I step down from my role on the Management Committee. It has been a pleasure to work as part of such a great team. I wish to thank Marion McMahon, the staff and the volunteers. You have been simply tremendous. Gerard Payntner also deserves thanks for the assistance he has provided with fundraising. I wish to thank Education Queensland and the Reading Centre for the support given over this time.

There are times as a volunteer when you wonder why you give up your Sunday mornings or Tuesday nights to help an organisation. For me the motivation has always been about recognising that SPELD offers something that I really believe in, an opportunity for every person to have an education. At a recent Management Committee, we heard the story of a new service Speld is offering in collaboration at a school in South East Queensland. After just two weeks of operating in this school, a 16-year-old had re-engaged with learning, gaining confidence and perhaps seeing a future they couldn't see before. That is what kept me going, if we just help one young person to love to learn, that is special, but I know we do that over and over again.

JOE KELLY MP

President of the Management Committee



Joe Kelly MP with Founder Patricia Savage (left) and Patron, Jackie French AM (right) at the 50th celebration event on 17 October 2019 at Parliament House, Qld.

MANAGEMENT COMMITTEE



JOE KELLY MP

President & Member for Greenslopes

Registered Nurse with experience in managing non-profit organisations. Joined Committee in 2016.



PAUL KEENE

Treasurer

Former Police Officer. Currently Senior Policy Advisor to Queensland Attorney General. Joined Committee in 2018.



IAN CHAPMAN

Secretary

Owner/Founder VMP Production. Career in radio, film and media production. Joined Committee in 2018.



KIRRILY BOULTON

Head of Corporate Affairs at the Endeavour Foundation. Extensive Senior Management experience in the non-profit and corporate sector. Joined Committee in 2018.



TONY BROWN

Fleet Manager, Keema. Extensive experience in sales and marketing in automotive and other corporate roles. Joined Committee in 2018.



JOSEBA LARRAZABAL

Principal at Kedron State High School. Lifetime commitment to public education with positions in teaching and senior leadership in rural, remote and metropolitan Schools. Joined Committee in 2018.



JOANNE NYLAND

Deputy Director, Development and Alumni at Griffith University. Extensive higher education experience in the UK and Australia. Joined Committee in 2019.



SAMUEL WALKER

Stakeholder Engagement Consultant with CleanCo. Extensive experience in not for profit organisations. Joined Committee in 2019.



KAREN KNIGHT

General Manager, Client Services, Qld/ Northern NSW & NT at Vision Australia. Extensive experience in leadership and team management. Joined Committee in 2019.



BERNY BYRNE

Head of Learning Enrichment at Marist College Ashgrove and passionate teacher. Joined Committee in 2019.



Chief Executive Officer

The year that was...

Whoever would have anticipated the events of 2019 - 2020?

2019 was the year we celebrated our 50th Anniversary - such a happy and busy time.

Highlights included:

- Enhancing our partnership with The Department of Education following a visit to our office from the Minister for Education, Hon Grace Grace.
- Brisbane Sings performing at QPAC and donating the proceeds of the evening to Speld Qld.
- A cocktail party at Parliament House where we were able to celebrate our achievements with the founder of Speld Qld, Patricia Savage, our Patron, Jackie French AM, and 104 of our closest supporters.
- Distributing 93 Speld Qld information packs to State MP'S at a Parliamentary drop in.
- Delivering the Include, Improve, Inspire Conference in partnership with LDA and LSTAQ.
- Welcoming new staff to the team Teresa Daniel, Julia Grant-Smith, Robyn Newell, Glenda Pilatowicz, Margaret Pampling, Jane Wotherspoon and Denise Cullen.

2020 commenced with the committee engaging an external consultant to conduct a review of the organisation.

Already growing at an exponentially fast rate in 2019 and the beginning of 2020, the arrival of COVID-19 changed our way through the world.

I have to say a huge thank you and congratulations to all of the staff here in the office and the assessors who work for us, you stepped up to the mark, exceeded all expectations, and set Speld Qld on the path to a sustainable future. We were forced to rethink how we operated and as a result, our organisation moved forward 5 years in 10 weeks.

We now offer all of our services online as well as face to face assessments, intensive literacy coaching and professional development.

This year has been memorable, challenging, exciting and perhaps the most rewarding year I have had as CEO of Speld Qld.

MARION MCMAHON
Chief Executive Officer

“

I've completed the survey but it made me realise how little I've thanked the SPELD QLD team for their help over the past year.

Thank you for making your resources - library, knowledge, unflappable advice - available to parents and for guiding us new to dyslexia etc through the maze of jargon, literature and school resources. My son, husband and I wouldn't be where we are without you all. Almost a year on from my son's diagnosis he is so much happier and more settled at school than he has ever been.

We have an amazing tutor in Jan Marks who was recommended by you. She "gets" Jack and all of his quirks and they have a great rapport. After only a month of sessions with her he is a million times more confident in Maths and tripled his score in the latest maths test at school compared to similar tests last year with no Jan on the scene. She has taught (is teaching) him so well, better than I have in the previous 8 years of his schooling, and his confidence has increased no end too. Without SPELD we wouldn't have found her.

Keep doing what you're doing. Our family is so grateful for you all.



”

STAFF

Chief Executive Officer	Marion McMahon
Education Advisor	Kylie Griffin
Education Advisor	Teresa Daniel
Education Advisor (2019)	Ainsley Robertson
Specialist Teacher Coordinator	Samantha Jefferson
Specialist Teacher Coordinator (2019)	Cathy Gardner
Psychologist	Jane Wotherspoon
Psychologist	Denise Cullen
Psychologist	Margaret Pampling
Provisional Psychologist	Julia Grant-Smith
Literacy Coach	Glenda Pilatowicz
Literacy Coach	Robyn Newell
Literacy Coach	Fiona Bird
Literacy Coach	Trina Kearey
Services & Communications Officer	Melinda Goopy
Accountant	Megan Smith
Administrative Officer	Emily Thompson



ASSESSORS

Psychologist	Dr Michael Maier
Psychologist	Danielle Copplin
Academic Assessor	Merisa Ots
Academic Assessor	Mandy Jak

VOLUNTEERS

- Anne Moran
- Kathy Mogg
- Gerard Paynter
- Jordan Singh
- Julie Amos



SPELD QLD MEMBERSHIP

This year saw the number of Financial Members increase from 1008 to 1254 members, across the five categories. This represents a 24% increase from last year. Table 1 outlines the benefits of Speld Qld Membership.

Speld Qld Service	Free/Guest	Family	Family (concession)	School	Corporation/ Organisation	Speld Qld Specialist Teacher
Advisory Line	✓	✓	✓	✓	✓	✓
Register for workshops & events	✓	✓	✓	✓	✓	✓
Discounts on workshops & events		✓	✓	✓	✓	✓
Prurchase shop items	✓	✓	✓	✓	✓	✓
Discount on shop items		✓	✓	✓	✓	✓
Access to Assessment service		✓	✓			
Access to Literacy programs		✓	✓			
Access to Member only content		✓	✓	✓	✓	✓
eNews (weekly during Term)	✓	✓	✓	✓	✓	✓
eMagazine (quarterly)	✓	✓	✓	✓	✓	✓
Library borrowing		✓	✓	✓	✓	✓

Table 1. Benefits of Speld Qld Membership

MEMBERSHIP TYPES

Family: Covers all immediate family living in a household.

Family (concessional): For holders of current Government issued concession card.

School: Covers all teaching, support and administrative staff on one campus.

Corporation / Organisation: Covers all staff within an organisation.

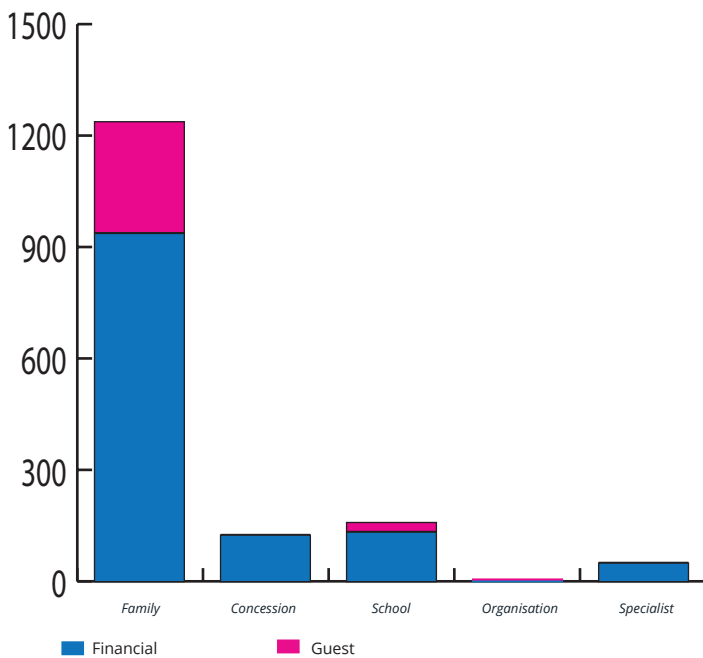


Figure 1. Membership by Type

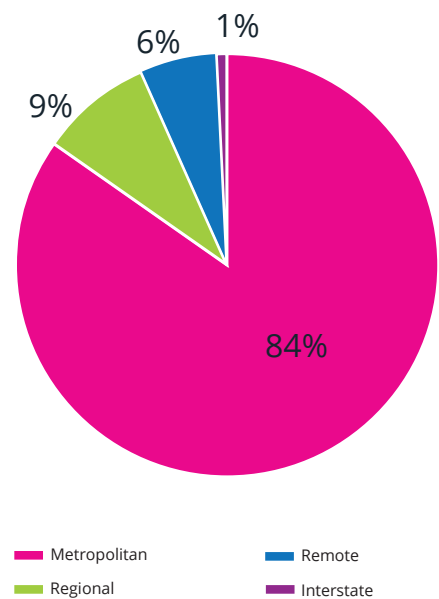


Figure 2. Financial Membership by Region

ADVISORY SERVICE

The Speld QLD Advisory service provides essential support and practical advice to parents and teachers of children experiencing a learning difference, along with adults whose literacy difficulties impact negatively on their work, study and daily lives. Many families contact Speld in search of direction to begin their journey of supporting and advocating for their child.

Most calls continue to come from family members and teachers of those who experience learning differences. Many families contact Speld in search of direction to begin their journey of supporting and advocating for their children with learning differences. Education Advisors provide a listening ear to often anxious parents. They share advice about current research and evidence-based practices and give suggestions for advocacy and direction towards Speld services.

These services include the Assessment Service, Specialist Teacher Service, Sounds-Write Tutoring Service, Assistive Technology sessions and the Library. The advisory line also supports school support staff and allied professionals. Most of this advice is given over the phone, however some parents and teachers will contact Speld via email or visit the Speld office.

The advisory line has experienced a significant increase in demand during most months in this reporting period compared to the previous period. As shown in Figure 3, the highest volume of calls was recorded in February 2020 with 602 calls received. This is an increase of 43.5% from the 2018-2019 period. The next highest volume of calls occurred during June with 512 calls, an increase of 44% from last period. March and May 2020 followed with 498 and 479 calls, respectively.

Parents and teachers often contact the advisory line at the beginning of the school term to gain assistance with ensuring students with learning differences are well supported in the classroom. During this time, teachers are beginning to identify each student's individual needs. With the development of COVID-19, the advisory line experienced an increase in calls during June, March, and May. During March, many parents were seeking advice on home schooling and assistive technology. In May, parents were enquiring about assessments and tutoring services. June experienced a large volume of calls as parents received end of term feedback from teachers. Many callers to the advisory line suggested they became more aware of their children's difficulties when they were attempting schooling at home during COVID-19 isolation.

Most enquiries for 2019-2020 continue to relate to students attending Queensland State Primary and Secondary Schools. Enquiries from Catholic and Independent schools remain steady with a small number of calls relating to adults enrolled in tertiary study. The highest number of calls received by the advisory line related to primary school aged students.

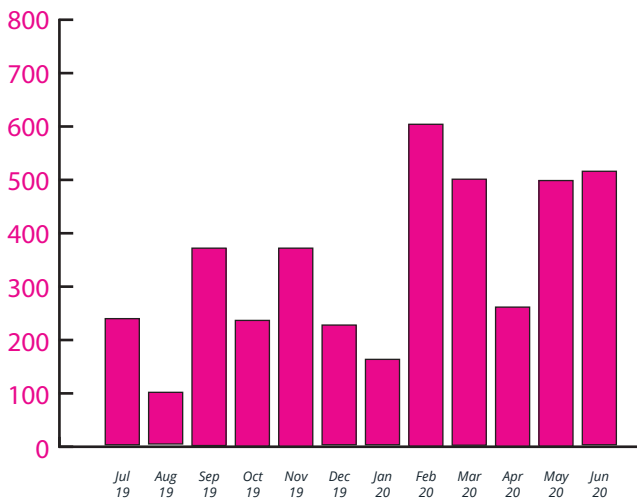


Figure 3. Total Incoming calls

“

SERVICE FEEDBACK

Honestly, your personal support and encouragement, as well as the information and resources available on the SPELD website, are invaluable for me. It's very good to find an organisation that is so generous.

”

ASSESSMENT SERVICE

One of the cornerstones offered at Speld is our assessment service. The diagnosis of a specific learning disorder is a complex process that requires a deep understanding of the individuals learning challenges, the quality of intervention they have received, and the profile of strengths and weaknesses that are common to specific learning disorders.

Although teachers are well positioned to observe firsthand the struggles and challenges that a student has in any given academic area, it is important that the actual diagnostic process be undertaken by a specialist in the area ie a Psychologist with educational and /or developmental training.

During this period we received 906 applications for assessment, which is a 39% increase compared to last year's reporting period. Requests are being met in metropolitan and also the rural and regional areas. With Queensland being a diverse State, this meant limited service, lots of travel, and our much-needed funds spent on accommodation and flights.

As we all know, in March of this year COVID-19 hit the country, so the way we operated changed drastically. Thankfully Psychologists were

regarded as an essential service, but as we were not sure how long this would be valid, our team of Psychologists doubled their workload and tried to meet the requests on file.

Little did we realise that home schooling would highlight to more families the extent to which their children were not coping at school, so our requests for assessments in June 2020 grew to 131 which is a 76% increase in comparison to June 2019.

Thankfully during this time, the assessment process also changed to meet the needs of the pandemic and we were able to offer assessments to rural and remote clients through an online platform. This is an enormous assistance to Speld as we can increase our service and decrease the wait time for rural and remote clients.

As the requests for assessments continue to increase each month, our team of Psychologists also grows to meet this need. A big shout out to Danielle Copplin, Dr Mike Maier, Jane Wotherspoon, Julia Grant-Smith, Denise Cullen, Merisa Ots and Mandy Jak for their amazing work in this area over the past year.

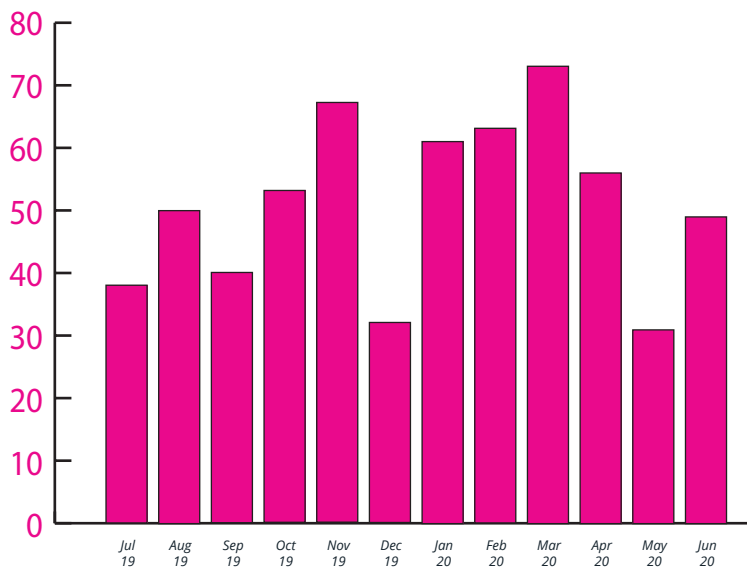


Figure 4. Assessments conducted per month. Yearly total = 613

“

SERVICE FEEDBACK

I just wanted to let you know you made a big impact following my son's assessment today. You are an excellent representation of Speld Qld, you exceeded expectations and you had a beautiful way with my son.

”

SPECIALIST TEACHER / TUTOR SERVICE

Demand for the Specialist Teacher/Tutor service remains consistent with an average of five referral requests being made and processed each week during school terms as shown in Figure 5. Ten additional teachers have been registered since February 2020.

Two major changes occurred in this reporting period. The Specialist Teacher Coordinator role changed hands and COVID-19 lockdowns saw a rapid pivot for many teachers to online instruction and lesson delivery.

As a result of these two changes, significant revision of the existing model has been conducted to ensure the service continues to evolve and improve.

COVID-19 lock downs and precautions presented a particular challenge to the Specialist Teachers and training was provided to support all Specialist Teachers to offer their services via live video web conferencing using either Zoom or Skype. While some clients were unable or unwilling to use online tuition services during the COVID-19 lockdowns, the majority of families did continue to access support remotely during lockdowns. Despite this significant disruption, no decline in referrals made or requested is apparent.

An additional consequence of increased online access to teachers and tutors means Speld Qld's reach into rural and remote areas has significantly improved.

Over 40 of the current 50 Specialist Teachers participated in specialist training in online tuition in 2020 to meet the demands of families requiring online tuition due to the COVID-19 pandemic.

The mandatory Professional Development (PD) offered on the 3rd of March was "Dyscalculia: Teaching Strategies" presented by international speaker, Judy Hornigold. This PD was selected to encourage a greater number of Specialist Teachers to add mathematics intervention and support to their repertoire of skills.

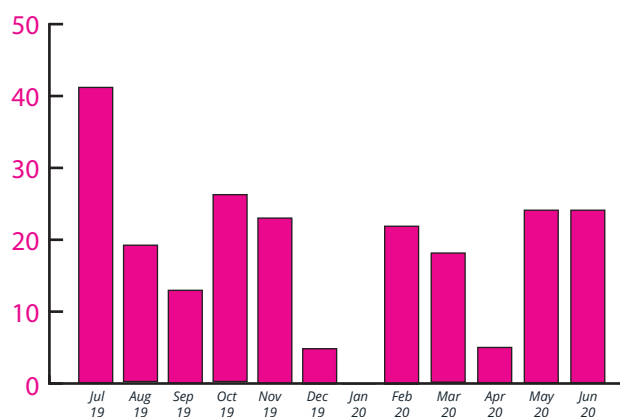


Figure 5. No. of referrals made. Yearly total = 220



ASSISTIVE TECHNOLOGY SERVICE

There has been a continued rise in access and interest in our Assistive Technology (AT) service during this reporting period. The advent of COVID-19 saw an increased demand for online Assistive Technology consultations and enquiries from parents and teachers to accommodate online learning. Figure 6. shows the growing demand for the diverse range of AT services, one-on-one (36), school consultations (2), and Professional Development (7).

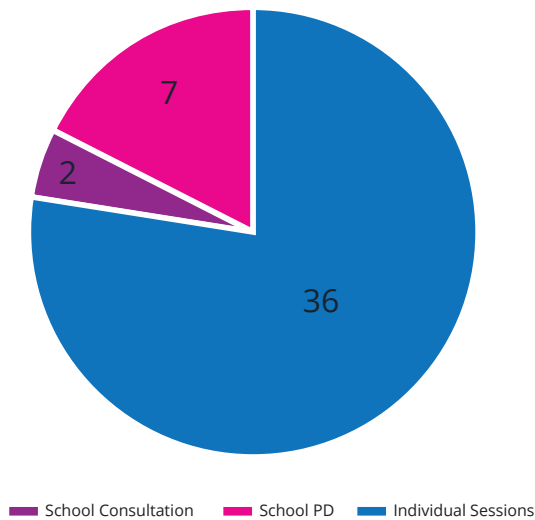


Figure 6. AT service delivery

Seven Professional Development sessions to staff at schools across Queensland were provided, either face to face, or via Zoom. These Professional Development sessions varied in length from 1.5 hour Assistive Technology workshop to full day consultations with a number of students and teachers on campus. Online service delivery has enabled us to provide Professional Development to schools in Blackall and Barcardine.

Over the past 12 months our Assistive Technology service has conducted 36 one-on-one consultations with members as outlined in Figure 7. This is a 25% increase on the number of consultations from last year. The majority of these consultations have been with a student (primary and high school) and their parent or carer. However, there have also been several teachers who have attended Laptop sessions.

Many educational settings are adopting a one-to-one iPad or laptop program and students with Learning Differences can benefit greatly from the use of Technology. There are specific tools, programs and apps available to assist those with Learning Differences and our AT consults provide expert advice to get the most out of this technology.

Consultation sessions are therefore individually tailored to meet the needs of the clients. There are many assistive features our devices have that are already built-in that many technology users don't realise exist until they attend a Speld Qld AT consult.

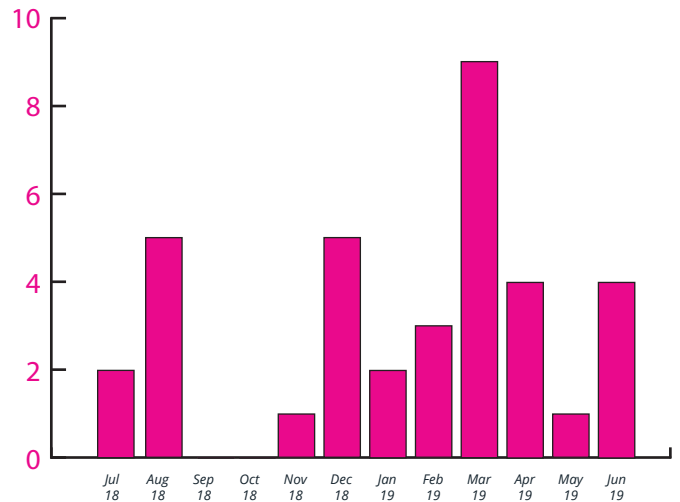


Figure 7. AT one-on-one sessions per month

SOUNDS-WRITE PROGRAM

The Sounds-Write program provides a phonic approach to the teaching of reading. Beginning with the sounds of English, it moves students from the sounds to the written word. For a phonics program to meet the criteria of 'evidence-based' instruction it must contain several elements. Evidence-based literacy programs must have a logically organised scope and sequence, include multisensory, explicit teaching, cumulative learning and begin with the sounds of a language. Sounds-Write contains each of these essential elements.



Sounds-Write tutoring has been offered at Speld Qld since Term 4, 2018. Throughout 2019, Sounds-Write was conducted in small group settings, along with individual tutoring sessions. At the commencement of Term 4, 2019 it was decided to move Sounds-Write to an individual tutoring format to provide the best possible learning outcomes for students.

During 2019, forty-eight students worked diligently with their teachers on a weekly basis to improve their literacy skills. Of these students, thirty-seven attended primary schools, two attended secondary schools and six students attended the YMCA. Our coaches also worked with three adult learners. These learners exhibited a range of learning differences including dyslexia, hearing impairment, dysgraphia and English as a second language.

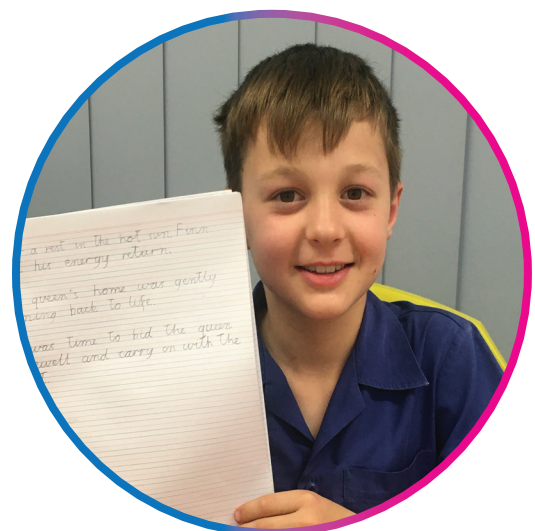
As the COVID-19 pandemic developed around Australia, all Sounds-Write tutoring sessions moved to an online format. Using Zoom connections, tutors successfully delivered Sounds-Write lessons remotely and collaborated professionally to produce and share online resources. As the pandemic eased, some lessons returned to face-to-face lessons at the Speld office, while some students remained working with their tutors online.



SERVICE FEEDBACK

"I have been meaning to let you know how positive Habishan has been regarding his experience with your Sounds-Write program. He said that at first, he could kind of read the words, but did not really connect with the meaning. Later in the program, he felt that he could understand the meaning of the words. He volunteered this information. I could hear the excitement in his voice."

Maria Murtas
Secondary Teacher EALD
St Laurence's College



LEARNERSAURUS PROGRAM

The Learnersaurus program was developed by Leslie Keast-Patch due to the frustration she felt as a teacher when her intelligent, eager students continued to struggle to acquire literacy skills. It contains the essential elements of evidence-based practice including multi-sensory, sequenced, explicit teaching. Learnersaurus is divided into two programs. The 26 Letters program is a foundational program for students requiring assistance to develop their alphabet knowledge. Learnersaurus follows the 26 Letters program and explicitly teaches students the letter/sound knowledge they require to become successful readers and writers.

During the reporting period, Speld Qld had one Learnersaurus Coach working with students one-on-one at the Speld Qld office. As shown in Figure 8, the Learnersaurus Coach worked with 26 students during the current reporting period which is a 69% increase compared to the last reporting period.

As the COVID-19 pandemic developed, the Learnersaurus lessons were moved to an online tutoring format. All students have continued to work successfully with their Learnersaurus coach using the online format.

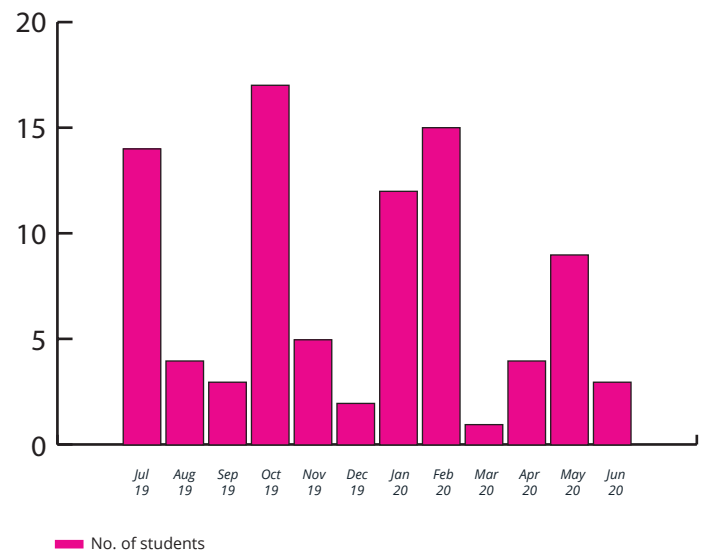


Figure 8. No. of students accessing the program each month



RESOURCES & LIBRARY

This year, shop sales consisted of Books and C-Pens. Both categories were popular, and sales trends followed previous years with declines in school holiday periods.

Sales of C-Pens have now concluded due to a change in the supplier agreement.

A free postage promotion was run in May and June to help increase sales due to the downturn caused by COVID-19 and the current book list was revised in June to lower the number of titles on offer.

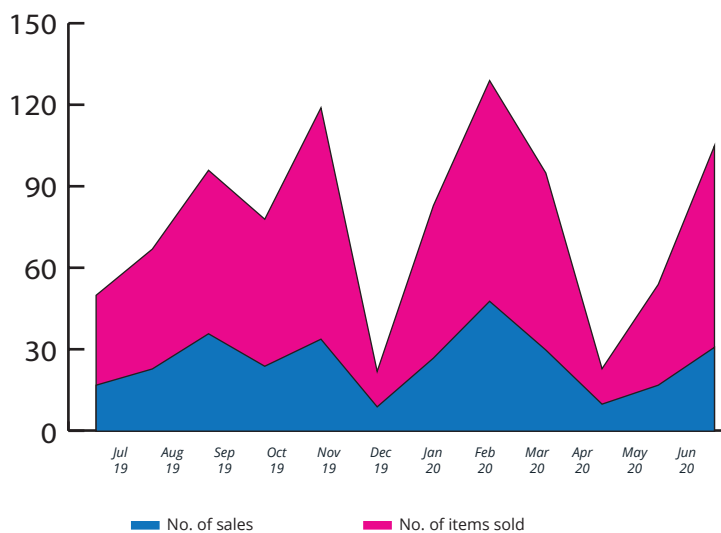


Figure 9. Resources sold per month

The Speld Qld specialist Library continued to be a highly valued and a popular service for our members throughout 2019-2020.

In March 2020, a user-satisfaction survey was emailed to members to seek feedback about our Library service. More than half of all respondents gave a 5-star rating regarding the quality of resources available. The most popular resource in the specialist library was the sets of decodable readers.

The Speld Qld library saw a sharp rise in borrowing at the beginning of 2020 with a peak of 933 resources borrowed in March. The library was closed at the end of March due to safety concerns surrounding COVID-19, which caused borrowing numbers to plummet to 0 in April.

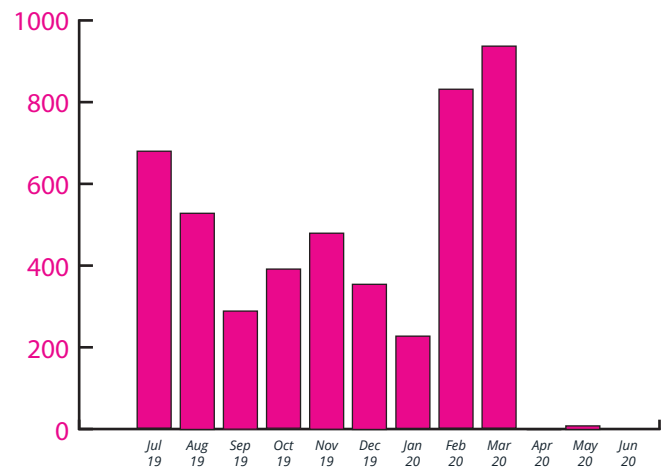


Figure 10. Resources borrowed per month



“

SERVICE FEEDBACK

Thank you for making it [the Library] available to parents and for guiding us new to dyslexia etc through the maze of jargon, literature and school resources. My son, husband and I wouldn't be where we are without you all.

”

PROFESSIONAL DEVELOPMENT

The past 12 months have provided Speld with plenty of opportunities to demonstrate how agile and responsive we are as an organisation to deliver Professional Development.

Table 2 outlines the Professional Development we have delivered face to face or online to groups of 3 to 60 from Primary to Secondary schools, in State, Catholic and Independent sectors, and workplaces, throughout Metropolitan, rural and remote locations.

Being able to deliver online webinars has enabled us to reach a diverse audience and continue to operate throughout the COVID-19 lockdown.

Whilst in our lockdown phase we also delivered readings from chapter books, information on our services and exciting activities to assist you and your child with learning.

All of these sessions provided us with an opportunity to ensure well researched and evidence-based programs and methods are shared with practitioners.

Date	Topic	Presenter	Location	No. attendees	Educator category
Jul 19	Understanding LD	Marion McMahon	St Pius	5	Teacher Aides
Jul 19	Understanding LD	Marion McMahon	St Pius	14	Teachers
Jul 19	Assistive Technology	Ainsley Robertson	Qld Childrens Hospital School	20	Teachers
Aug 19	Understanding LD	Marion McMahon	Westside Christian College	35	Teachers
Aug 19	Understanding LD 3	Marion McMahon	St John's Bundaberg	34	Teachers
Aug 19	Executive Functions	Marion McMahon	St John's Bundaberg	34	Teachers
Aug 19	Full Day LD	Marion McMahon	Kedron State High School	14	Beginning Teachers
Oct 19	Understanding LD	Marion McMahon	Townsville	15	Teachers
Oct 19	Assistive Technology	Ainsley Robertson	St Joseph's Bracken Ridge	15	Teachers
Oct 19	Assistive Technology	Ainsley Robertson	St Eugene's	20	Teachers
Oct 19	Executive Functions	Marion McMahon	Toowoomba East	60	Teachers
Oct 19	Understanding LD	Marion McMahon	Southern Cross College	50	Teachers
Jan 20	Understanding LD	Teresa Daniel	Dayboro State School	35	Teachers
Jan 20	Understanding LD	Teresa Daniel	Junction Park State School	30	Teachers
Mar 20	Understanding LD	Teresa Daniel	St Joseph's Blackall	7	Teachers
Mar 20	Assistive Technology	Teresa Daniel	Toowoomba East State School	60	Teachers
May 20	Assistive Technology	Teresa Daniel	Autism Queensland	10	Teachers
May 20	Assistive Technology	Teresa Daniel	St Joseph's Blackall	7	Teachers
Jun 20	Assistive Technology	Teresa Daniel	Redeemer College	3	Teachers

Table 2. No. of Professional Development presented during the period. (Note: Learning Differences (LD))

“ SERVICE FEEDBACK

I just wanted to thank you once again for sharing your expertise with our staff. It has been wonderful to have already received many collegial reflections from your dynamic session this afternoon.

”

WORKSHOPS & EVENTS

There is a continued high demand for quality workshops, with 22 workshops presented by guest speakers sourced nationally and internally during this period, attended by 517 people.

The number of attendees rose by 19% from the previous year while the number of workshops offered remained steady. Attendees to on-site workshops were largely represented by Educators and Speech Pathologists.

Table 3 outlines the workshops presented for the period, showing a high demand for Dyslexia, Literacy and Assistive Technology.

Speld Qld continues to be involved in our Community, exhibiting at the P&C Conference, Rotary Club New Farm, McDonalds Coorparoo, Parliament House, QPAC and QUT.



Date	Topic	Location	Attendees
Aug 19	Assistive Technology - iPad focus	Speld Qld - Woolloongabba	14
Aug 19	Sounds-Write 4 day training	Speld Qld - Woolloongabba	11
Sep 19	Using Technology - parent workshop	Speld Qld - Woolloongabba	21
Sep 19	Using Technology - teacher workshop	Speld Qld - Woolloongabba	15
Sep 19	Dyslexia defined	Speld Qld - Woolloongabba	26
Sep 19	Building higher performing primary schools	Speld Qld - Woolloongabba	19
Sep 19	Talk for Writing	Speld Qld - Woolloongabba	9
Sep 19	Joint Conference - Include, Improve, Inspire	Brisbane Convention Centre	174
Oct 19	Nessy programs - parents	Speld Qld - Woolloongabba	10
Oct 19	Nessy programs - teachers	Speld Qld - Woolloongabba	18
Jan 20	Spelling workshop for students aged 7-10yrs	Speld Qld - Woolloongabba	6
Feb 20	Sounds-Write 4 day training	Speld Qld - Woolloongabba	5
Feb 20	Talk for Reading	Speld Qld - Woolloongabba	3
Feb 20	Talk for Writing Tier 3; 2 day training	Speld Qld - Woolloongabba	21
Feb 20	Dyslexia defined	Speld Qld - Woolloongabba	5
Feb 20	Spelling and Reading workshop	Speld Qld - Woolloongabba	23
Mar 20	Dyscalculia: Teaching strategies and approaches	Speld Qld - Woolloongabba	19
Mar 20	Whole School Literacy Strategy	Townsville	14
Mar 20	Whole School Literacy Strategy	Mackay	17
Mar 20	Whole School Literacy Strategy	Speld Qld - Woolloongabba	23
Mar 20	Introduction to Online Tuition	Online	46
Jun 20	Sounds-Write online 6 week training	Online	15

Table 3. No. of workshops presented during the period.

SPELD QLD SUPPORTERS



**Queensland
Government**

Department of Education and Training

Queensland Government Department of Education	Autism Hub and Reading Centre
<p>Via the Non-State Special Needs Organisations Program, the Queensland Department of Education continues to support Speld Qld.</p> <p>2020 was the first year of the new 3-year Service Agreement, which provided funding for the Advisory Service as well as expanding into Workshops, Professional Development, Specialist Teacher and Assessment Programs.</p> <p>Our sincere thanks to all who assisted us to see an increase in our funding to meet the needs of clients throughout the State.</p>	<p>The Reading Centre supports school leaders, teachers and parents to inspire, encourage and teach young Queenslanders to read.</p> <p>2020 was the first year of the new 3-year Service Agreement, which provided funding for Literacy Programs and Sponsorship of the Joint Conference and Speld Qld 50th Anniversary Celebration.</p>



AUSPELD	The International Dyslexia Association	Australian Charities and Not for Profits Commission (ACNC)
<p>The Australian Federation of Speld Associations represents all state and territory Speld Associations.</p> <p>The role of AUSPELD is to represent and support the many thousands of children and adults struggling with learning difficulties in Australia.</p> <p>Auspeld promotes an awareness and understanding of the problems and needs of children and adults with specific learning difficulties, thereby assisting them to obtain specialised identification and intervention as early as possible.</p> <p>Auspeld also promotes best-practice teaching, evidence-based intervention and support for research within the areas of literacy and numeracy development.</p>	<p>The International Dyslexia Association (IDA) is a non-profit education and advocacy organisation devoted to issues surrounding dyslexia.</p> <p>The IDA's mission is to create a future for all individuals who struggle with dyslexia and other related reading differences so that they may have richer, more robust lives and access to the tools and resources they need.</p>	<p>Speld Qld is a registered charity with the ACNC and proudly display the Registered Charity Tick.</p> <p>Speld Qld is listed on the Charity Register where people can view information about its operations including who runs it, how they spend their money, if they are up to date with their reporting and if any compliance action has been taken against them.</p>



Civic Solutions	Brisbane Sings	Coopers Brewery Foundation	Brisbane Airport Community Giving Fund	Ergon-Energex Community Fund
<p>Civic Solutions is a not-for-profit organisation and a leading provider of employment, training and support services to individuals and businesses in the community.</p> <p>In 2020 they continued to support us by providing a further \$50,000 donation to support students with subsidised assessment and tutoring fees.</p>	<p>What a wonderful night to witness and be a part of!</p> <p>Brisbane Sings is a community event featuring choirs from all over the city performing separately and collectively.</p> <p>A massed choir of over 500 voices and a stage band presented an entertaining show.</p> <p>In 2019 Brisbane Sings chose Speld Qld to be their charity partner to help celebrate and promote our 50th year and we were fortunate to receive proceeds from the night.</p>	<p>Through their support of Youth Education, we have been able to train additional Sounds Write coaches and purchase additional readers for this program.</p>	<p>In 2019, we gratefully received funding for stationery supplies to help create resources in the Assessment, Workshop and Literacy Programs.</p>	<p>We were one of 31 groups chosen to receive a grant this year and it will help us to expand and deliver the Sounds-Write Program.</p>



FINANCIAL REPORT

The full 2019-2020 Audited Financial Statements are located on the Speld Qld website and an extract has been provided in this report.

We are pleased to report a surplus for the year of \$376,030.

Income

Income for the 2019-2020 Year was \$1,580,392 compared to \$1,128,291 last year.

Grants \$509,367 (33% of total income)

This comprises funding by the Queensland Department of Education for the Advisory, Assessment, Specialist Teacher and Professional Development Services and the Reading Centre Partnership which funds Literacy and Professional Development sessions. Also included this year are grants from Energex and the Brisbane Airport Corporation to help improve resources and training for the Sounds Write Literacy Program.

Contributions (members) \$105,530 (7% of total income)

Membership fees from Individuals, Specialist Teachers, Schools and Organisations. There has been a 14% increase in membership fees this year, due to the increase in the number of assessments being conducted and the requirement for clients to pay a membership fee.

Donations \$71,013 (5% of total income)

With wonderful support from Civic Solutions, Brisbane Sings, Coopers Brewery Foundation and our clients and community, we can offer support to students who may not be able to afford our services otherwise.

Goods and Services \$811,352 (53% of total income)

This comprises our fee for service areas of the Assessment Service, Seminars and Workshops, Specialist Teacher Service, Special Interest Programs and Shop.

Revenue from investments \$1,887 (0.01% of total income)

A small amount of bank interest was received this year.

Other income \$81,243 (5% of total income)

This is income from other sources not listed above, such as Commission on Book Sales as well as the Cash Flow Boost and Jobkeeper wage subsidies received under the Government's response to the Covid-19 pandemic.

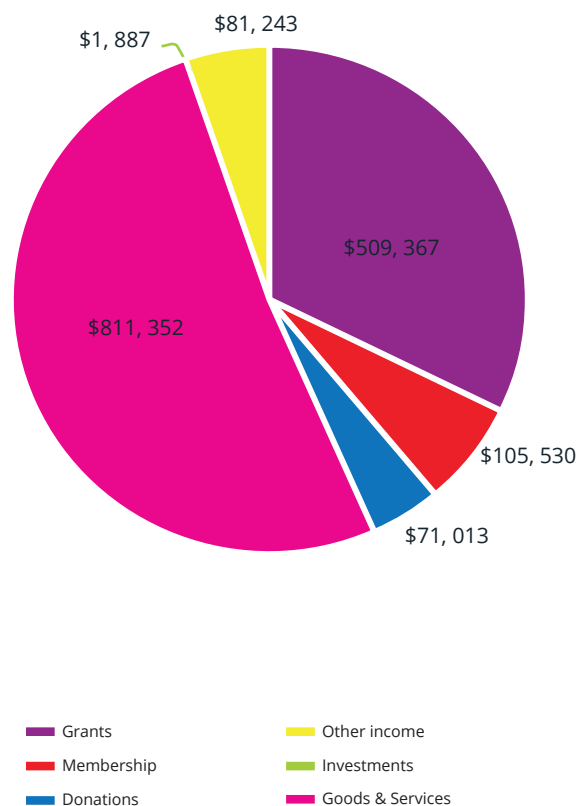


Figure 11. Income areas: 2019-2020 Financial Year

Expenses

Expenses for the 2019-2020 Year were \$1,204,362 compared to \$1,069,563. This represents a 21% increase.

Cost of Services provided \$414,708 (34% of total expenses)

These are the direct costs of running the fee for service areas of the Assessment Service, Seminars & Workshops, Specialist Teacher Service, Specialist Interest Programs and the Shop.

Employee expenses \$686,388 (57% of total expenses)

This covers all employee related costs, such as wages, superannuation and leave entitlement provisions.

All other expenses \$103,266 (9% of total expenses)

The remaining expenses are grouped here and relate to the general office running costs, depreciation, computer maintenance and insurance.

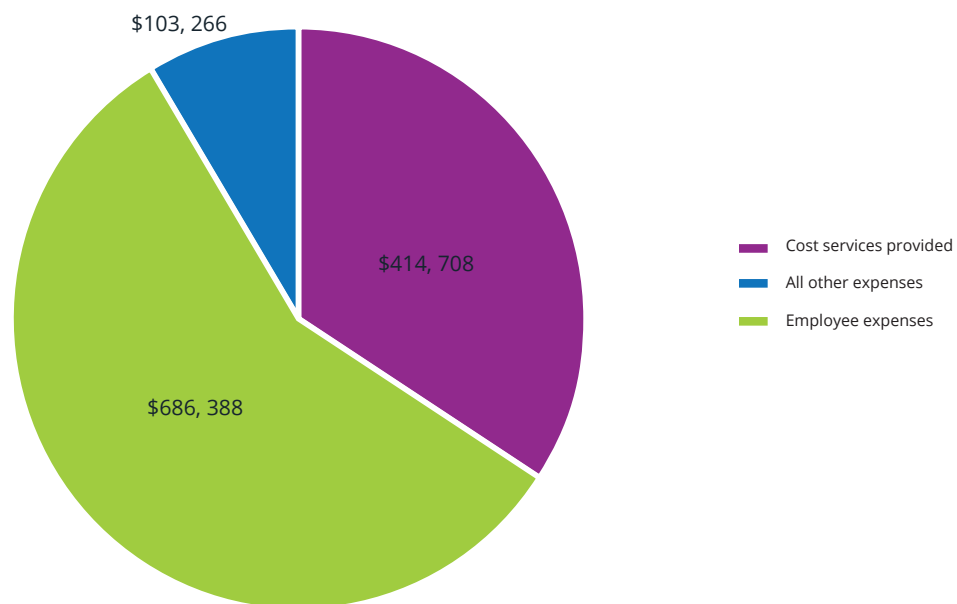


Figure 12. Expenses: 2019-2020 Financial Year

SPELD QLD INC
Statement of profit or loss and other comprehensive income
for the period 1 July 2019 to 30 June 2020

	2020	2019
	\$	\$
INCOME		
Grants	509,367	312,220
Contributions (members)	105,530	90,845
Donations	71,013	56,305
Revenue from providing goods or services	811,352	660,169
Revenue from investments	1,887	1,988
Other income	81,243	6,764
TOTAL INCOME	1,580,392	1,128,291
EXPENSES		
Cost of goods and services provided	414,708	545,651
Employee expenses	686,388	425,739
All other expenses	103,266	89,263
TOTAL EXPENSES	1,204,362	1,069,653
PROFIT / (LOSS)	376,030	58,638

SPELD QLD INC
Statement of financial position
as at 30 June 2020

	30 June 2020	30 June 2019
	\$	\$
ASSETS		
Current Assets		
Cash and cash equivalents	720,607	282,400
Trade and other receivables	26,454	43,001
TOTAL CURRENT ASSETS	747,061	325,401
Non-Current Assets		
Property, plant and equipment	53,583	57,909
Intangible assets	3,051	193
TOTAL NON-CURRENT ASSETS	56,634	58,102
TOTAL ASSETS	803,695	383,503
LIABILITIES		
Current Liabilities		
Trade and other payables	106,550	87,707
Other liabilities	93,046	67,727
TOTAL LIABILITIES	199,596	155,434
NET ASSETS	604,099	228,069
Equity		
Retained surpluses	599,018	222,988
Historical balancing account	5,081	5,081
TOTAL EQUITY	604,099	228,069



Supporting people experiencing
learning differences

2020

SPELD QLD

141 Merton Road
Woolloongabba Qld 4102

ABN
40 536 194 614

Phone
07 3391 7900

Website
www.speld.org.au

Email
speld@speld.org.au