



Supporting people experiencing  
learning differences



2020 - 2021

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.



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# SPELD QLD

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## PRESIDENT'S REVIEW

BERNADETTE BYRNE



I first became aware of Speld Qld as a young teacher, as I searched for ways to assist students in my class who, despite being bright and creative, struggled with the basics of reading and spelling. I remember desperately telephoning Speld Qld over 30 years ago asking for help. Thankfully school systems are getting better at catering for the needs of dyslexic students in their classes now. Real change has been a long time coming, with schools not receiving any dedicated funding for dyslexic students until commencement of the Nationally Consistent Collection of Data (NCCD) in 2018. There is still a long way to go.

### The aims of Speld Qld are:

- **To increase community awareness of learning differences and provide opportunities for improved access.** Speld now works in rural and remote locations as well as the metropolitan areas of Queensland. PD, assessments and lessons are delivered online and in-person to ensure educational outcomes are achieved for all students.
- **To seek, utilise, promote and share evidence-based research and best practice regarding learning differences.** This aim is evidenced in Intensive Literacy Lessons; Decodable Readers; Sounds-Write Program and Assessments which occur at Speld and through our Education Advisors.
- **To provide support and services for students and adults experiencing learning differences, their families and professionals.** Speld consultants have been engaged in schools to build capacity. Collaborative planning days, and the provision of professional development significantly enhance outcomes for students with dyslexia.

Marion has made a huge contribution to Speld over these last 8 years at the helm, and deserves to be recognised for her achievements in this space.

Marion is well supported in her work by a dedicated and professional team which includes Education Advisors, Specialist Teachers, Psychologists, Literacy Coaches, Administrators, Academic Assessors and dedicated Volunteers.

I would like to sincerely thank Joseba Larrazabal who, after three years of dedicated service, is leaving the Management Committee this year. Joseba joined the committee in 2018 and has provided valuable advice and expertise to the Committee during this time. Joseba has a lifetime commitment to public education, with positions in teaching and senior leadership within rural, remote and metropolitan schools, and most recently, Principal of Kedron State High School and Ferny Grove State High School.

BERNADETTE BYRNE

President of the Management Committee



Bernadette Byrne, Marion McMahon & Joe Kelly, MP.

## MANAGEMENT **COMMITTEE**



### BERNADETTE **BYRNE**

President

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



### IAN **CHAPMAN**

Secretary

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



### JOANNE **NYLAND**

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



### DOMINIQUE **LAYT**

General Manager, Home Instead Senior Care and Chair of the Somerville House Foundation, with over 30 years of experience leading strategy, governance, risk management, innovation and customer experience. Joined Committee in 2020.



### SAMUEL **WALKER**

Treasurer

Stakeholder Engagement Consultant with CleanCo. Extensive experience in non-profit organisations. Joined Committee in 2019.



### 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.



### 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.



### KAREN **KNIGHT**

General Manager Client Services, at Vision Australia. Extensive experience in leadership and human service management. Joined Committee in 2019.

# SPELD QLD

## AT A GLANCE



### Chief Executive Officer

#### *2020 - 2021 was certainly an amazing year of growth at Speld Qld.*

Throughout last year and this, the COVID-19 pandemic has provided us with challenges and opportunities. We have learnt to work differently, and expand the services offered here at Speld and across the State. This was balanced precariously with the challenge of cancellation and rescheduling of workshops and assessments.

The rise in assessment applications was quite staggering, as parents home schooled their children and being more closely involved in their learning, realised the gaps their children experienced. At some times during this period there were so many assessments being conducted in the office with a limited number of spaces that my office was the kitchen ....

During this period, we started offering consultancies to schools. These have ranged from delivering intensive literacy classes to students in alternate education centers, to working with teachers to ensure they have the skills and knowledge to cater for the individual differences at their school. This support has been greatly acknowledged by the schools and as we move into the next year, we will see this service expanded to more centres across the State.



Di Farmer MP, Marion McMahon and Hon. Grace Grace.

Our specialist teacher service was revamped, and a much more streamlined user-friendly service was established. A huge shout out to Samantha for her amazing work to get this sorted.

Our income increased by 28% on the previous year ... a huge shout out to our very talented Accountant, who keeps tabs on our finances ensuring we are compliant and meeting all our financial requirements. It is encouraging to see a healthy budget after many years of barely making ends meet.

A very personal highlight came in February when I was approached by an artist who wrote:

“

*.... I would hope by painting you representing the great work you do as CEO of Speld Qld, that we together would be raising the awareness of dyslexia. My son was diagnosed with dyslexia, dysgraphia and dyspraxia when he was in grade 5.*

*.....I immediately connected with Speld Qld who were tremendous support with his progress. .... I have had huge admiration for what you do.*

”

We are so looking forward to Paula's portrait of me being displayed at our *Go Red For Dyslexia* event later this year.

In closing, I once again extend my thanks to all staff here and around the reaches. I am so very proud of you all in ensuring a professional, timely and informative service was offered to all across the State.

MARION MCMAHON

Chief Executive Officer

## STAFF

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Chief Executive Officer	Marion McMahon
Education Advisor	Kylie Power
Education Advisor	Mandy Jak
Education Advisor	Teresa Daniel
Specialist Teacher Coordinator	Samantha Jefferson
Librarian	Jackie Court
Literacy Coach	Mary-Ann Morgan
Literacy Coach	Fiona Bird
Literacy Coach	Glenda Pilatowicz
Accountant	Megan Smith
Corporate Services Manager	Melinda Goopy
Client Services Officer	Emily Thompson

## ASSESSORS

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Psychologist	Angela Parsons
Psychologist	Bethany Townsend
Psychologist	Danielle Copplin
Psychologist	Jane Wotherspoon
Psychologist	Julia Grant-Smith
Psychologist	Kathy Brunnen
Psychologist	Margaret Pampling
Psychologist	Dr Michael Maier
Psychologist	Peter Bland
Provisional Psychologist	Renee Harrington
Academic Assessor	Merisa Ots
Academic Assessor	Mandy Jak
Speech Language	Teresa Daniel

## VOLUNTEERS

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Anne Moran

Kathy Mogg



# SPELD QLD MEMBERSHIP

This year we saw the number of Financial Members increase dramatically, from 1254 to 1797. This is a 43% increase on last year and can be attributed to an increase in the number of Assessments conducted for which Family's must become members. 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.

**Speld Specialist Teacher:** Must meet annual requirements and be approved by the Specialist Teacher Coordinator.

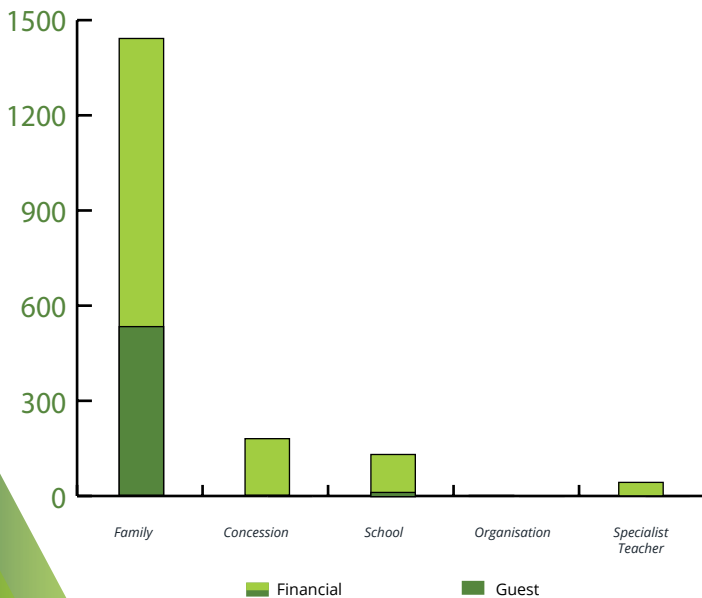


Figure 1. Membership by Type

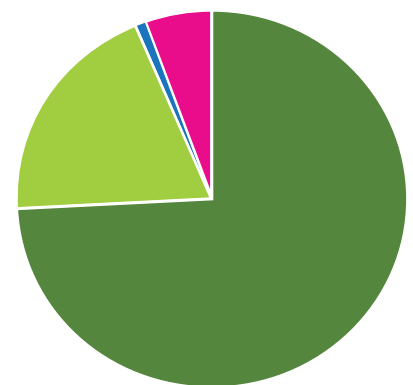


Figure 2. Membership by Region



## ADVISORY SERVICE

The Speld Qld free advisory phone service provides much needed support and advice for parents, teachers, and allied professionals who are attempting to support others experiencing a learning difference. Adults who experience learning differences also access this service for themselves when they are seeking advice to improve their daily lives. Many families contact Speld when they are beginning the journey of supporting their children who are experiencing a learning difference, and teachers contact our phone line for advice on how to best support the students in their care.

Most calls continue to come from family members and teachers of those who experience a learning difference. Parents can be anxious and emotional when they first contact the advisory line. They are often overwhelmed by the amount of information available on the internet and are seeking advice about which information is evidence-based.

Education Advisors provide support using their teaching experience and knowledge of current research to help parents find practical pathways for their children to reach their full potential. Sometimes, parents also need support with advocating for their children to ensure they receive appropriate support and accommodations at school. Teachers contact the Speld advisory line seeking advice on which programs and resources are the most appropriate and effective for their students, and to enquire about Professional Development options through Speld.

Many callers are asking for information about Speld Qld's services. These include the Assessment Service, Specialist Teacher and Sounds-Write Tutoring Service, Assistive Technology sessions and library resources. Most advice is given over the phone with a comprehensive email sent following the call which includes the information discussed during the call. At times, clients will choose to visit the Speld office for further advice and to investigate the

resources in the library. The advisory service also receives email enquiries, and these clients receive a prompt response from our Education Advisors via a phone call or return email.

The advisory line has experienced a significant increase in demand during this reporting period compared to the previous period. Overall, calls to the advisory service for the 2020-2021 period have increased from 4068 in the previous period to 6258 in the current period. This is an increase of 53%. As shown in Figure 3, the highest volume of calls was recorded in March 2021 with 756 calls received. This is an increase of 51% when compared to the previous reporting period. The next highest volume of calls occurred in June 2021 with 661 calls, an increase of 29% when compared to the 2019-2020 reporting period. May 2021 followed, with 651 calls, an increase of 30% compared to the previous period.

Parents and teachers often contact the advisory line in the beginning of the school year. Generally, teachers contact the advisory line during the first months of first term as they get to know their students and begin to plan for their individual needs. Parents often meet with teachers early in the term to discuss their child's learning differences and seek advice from Speld on the best way forward. The advisory line also receives a high volume of calls in June. This can be due to the end of Semester reports given by teachers and teacher/parent conferences are often occurring at this time.

Most enquiries during this reporting period continue to relate to students attending Queensland State Primary and Secondary Schools. A smaller number of calls relate to students attending Catholic and Independent schools. Call numbers from these sectors remain steady. The majority of enquires continue to relate to primary school aged students.

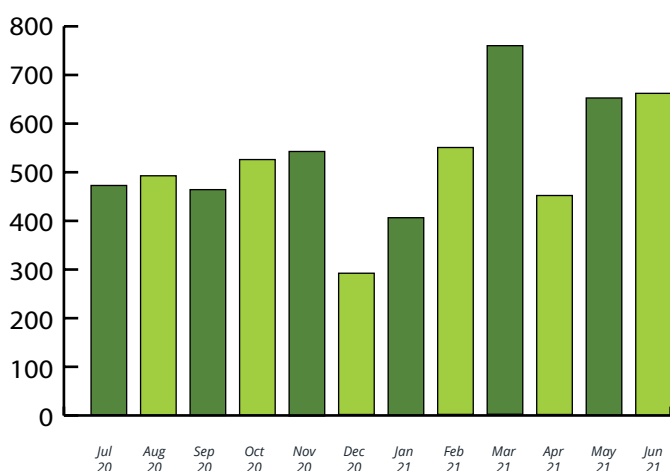


Figure 3. Total Incoming calls

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### SERVICE FEEDBACK

*Very good service...the education advisor was super helpful at a time where I didn't know where to turn. She provided heaps of resources and helped me contact a specialist teacher to help my child. I couldn't recommend this service enough. Thank you.*

”

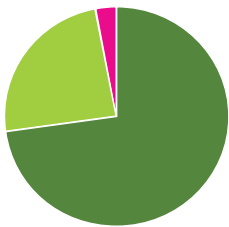
# ASSESSMENT SERVICE

What a crazy full year in the assessment arena.

Over this period there were 1315 applications for assessment with 1070 being conducted. As can be seen in the graph below there was an exponential rise in applications received every month. We had so many applications for assessment, that we had to engage 9 psychologists to keep up with the enquiries. We also had to engage a psychologist to conduct our online assessment enquiries to ensure our rural and remote clients also received a timely service.

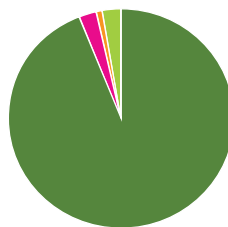
The following pie graphs provide a quick snapshot of the sectors, type of assessments conducted and locations of clients who accessed our assessment service.

I would like to formally acknowledge the exceptional work of our Assessment team this year and their agility to provide this high quality service during difficult environmental circumstances.



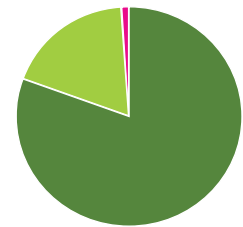
Primary	783
Secondary	259
Tertiary and workplace	30

Figure 4. Sector



Psychometric	1008
Academic	29
Review	26
Speech	9

Figure 5. Type of Assessment



South East Qld	881
Rural & Remote Qld	198
Interstate	12

Figure 6. Location of Students

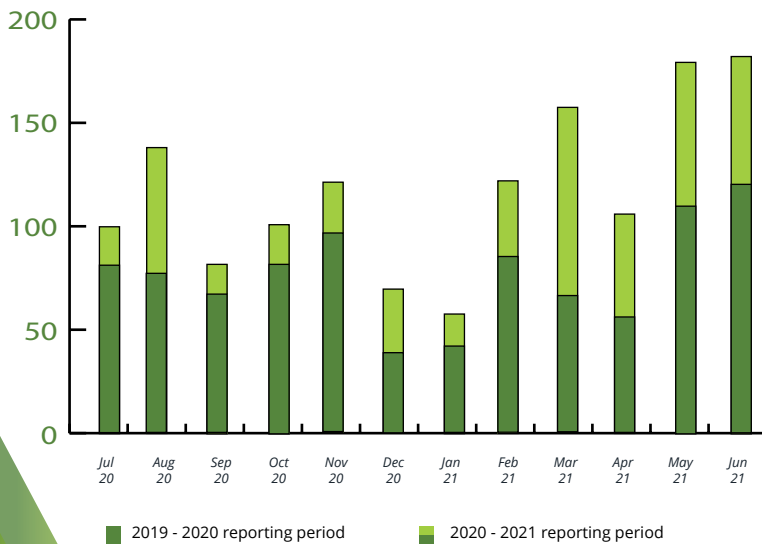


Figure 7. Assessments conducted per month. Yearly total = 1,070

“

## SERVICE FEEDBACK

*Thank you so much for preparing such a comprehensive report about my son. It was informative to read and will hopefully lead to some further changes being made in the classroom to assist and accommodate him.*

*We are incredibly grateful to you.*

”

# SPECIALIST TEACHER / TUTOR SERVICE

The demand for Specialist Teachers and Specialist Tutors has continued to grow this year, with an average of 28 students referred to the service each month. An additional 5 Specialist Teachers have been registered since May.

Specialist Teachers and Tutors are flexible in their service delivery and offer tuition in a variety of ways:

- Face to face in their office or clinic
- Face to face in your home
- Face to face at your child's school
- Online via live video web conferencing

In February, the mandatory Professional Development offered to Specialist Teachers was presented by Teresa Daniel, Speld Qld's Assistive Technology Advisor. Teresa's practical and informative

session, *Assistive Technology, Bringing Confidence, Independence and Joy to Learning* was held at the office and online simultaneously so most Specialist Teachers could access the information and ask questions regardless of where they lived in the state.

The Specialist Teacher Service was further improved during this reporting period. Financial Speld Members can now search the database on our website of Specialist Teachers available in their area and enquire directly with the Teacher by email or phone.

This change to the Specialist Teacher service means parents no longer need to pay a referral fee or wait to be matched to a Specialist Teacher by a third party. The simplified process means that children with literacy and numeracy difficulties can get the help they need from specialist instructors promptly.

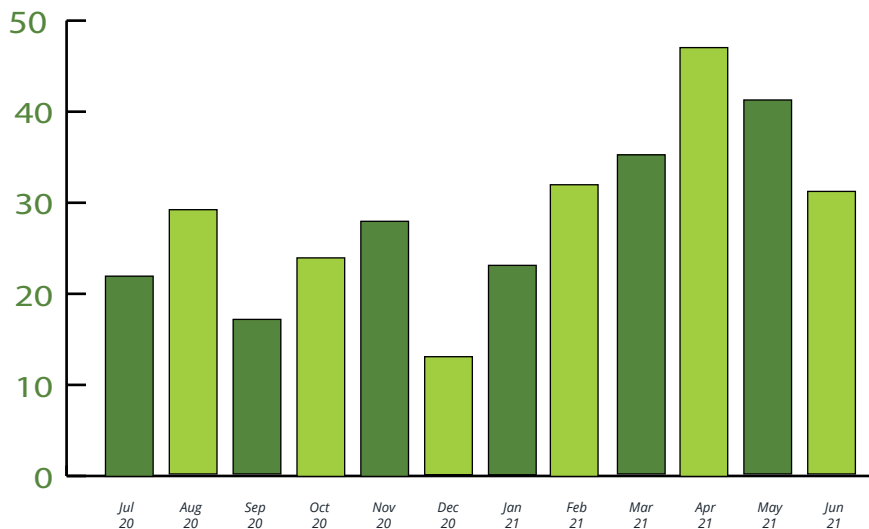


Figure 8. No. of referrals made. Yearly total = 342

## ASSISTIVE TECHNOLOGY SERVICE

With the continuing challenges schools and students faced with COVID-19 lockdowns and at-home learning during 2020-2021, demand for Assistive Technology sessions remained high.

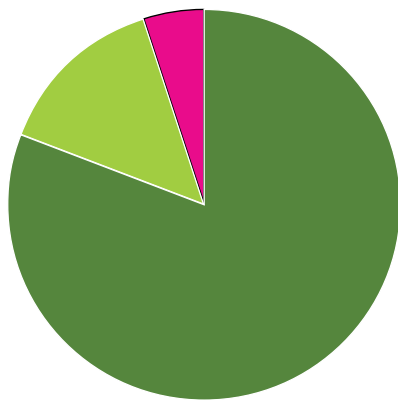
Sessions were conducted throughout Queensland and Interstate either face to face or online. 34 one-to-one sessions were conducted with students and their families and 8 professional development sessions were conducted, resulting in a total of 42 sessions, compared with 45 total sessions last year.

The reach of these sessions has expanded to include workshops to educational staff in Noosa, Dalby, Cairns and the Northern Territory,

as well as individual consultations with families in Sydney and Queensland wide.

Sessions were also requested by students, families and schools wanting to increase their capacity with Assistive Technology to gain documentation and approval from AARA for assistive technology provisions to be accessed for external ATAR assessment.

A new development in this past year is the increase in adult learners wanting to access Assistive Technology consultations, with 2 adults attending one to one sessions, compared to no adults attending last year.



Individual	34
Professional Development	6
School Consultations	2

Figure 9. AT service delivery

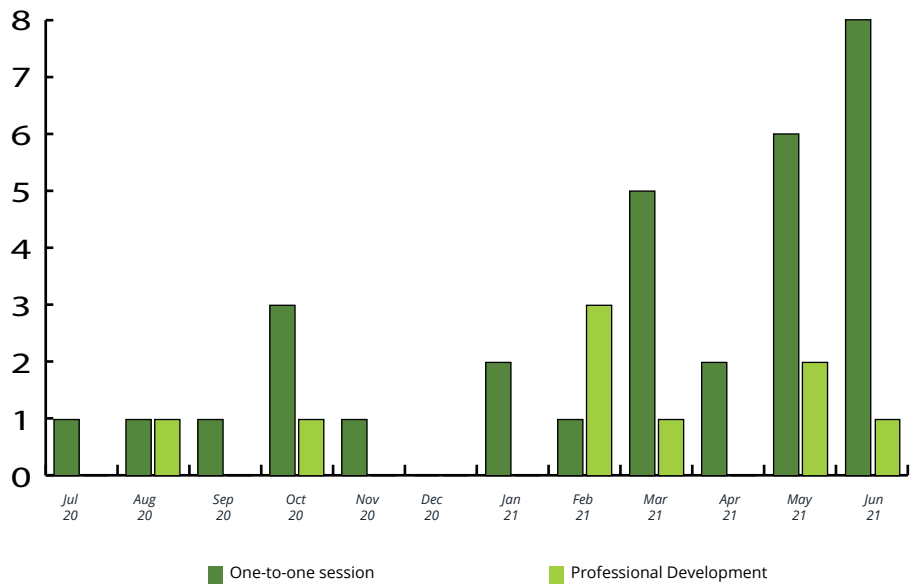


Figure 10. AT sessions conducted per month

## SOUNDS-WRITE PROGRAM

Current research into the best method of teaching reading and spelling emphasises the need for students to engage in a structured, sequenced, linguistic/synthetic phonics program. Sir Jim rose, author of, "The Rose Report", concluded the following:

*"There is a well-established evidence-base showing that intervention programmes which systematically prioritise phonological skills for reading and writing for teaching children with dyslexia. This recognises that children with dyslexic difficulties particularly benefit from teaching that adheres to the following principles: highly structured, systematic, 'little and often', using graphic representation, allowing time for reinforcement and encouraging generalisation. Intervention sessions for dyslexia therefore need to have a strong, systematic phonic structure and be sufficiently frequent to secure children's progress and consolidate learning."*

Considering the research conclusions above, Speld Qld carefully chose Sounds-Write as the preferred intervention program for students experiencing learning differences in Qld. Sounds-Write is a synthetic phonics program and includes the essential elements of an effective evidence-based program. It has a logical scope and sequence and allows for practice and consolidation of skills and concepts. Sounds-Write requires explicit teaching and uses a multi-sensory approach. Sounds-Write tutoring has been offered at Speld Qld since Term 4, 2018. During 2020 and 2021, tutoring has been

offered at Speld on an individual basis to ensure the best learning outcomes for each student. Most sessions are conducted at the Speld office in Woolloongabba, with two regional students being tutored via online tutoring sessions.

During 2020, 22 students worked conscientiously with their tutors to improve their skills of reading, spelling and writing. Of these students, 19 attended primary schools, 2 attended secondary schools and one was an adult learner. Eleven of the students enrolled were from Catholic schools, nine from state schools and one from an independent school. These students exhibited a range of learning differences including dyslexia, dysgraphia, English Language Learners and students with a Developmental Language Delay.

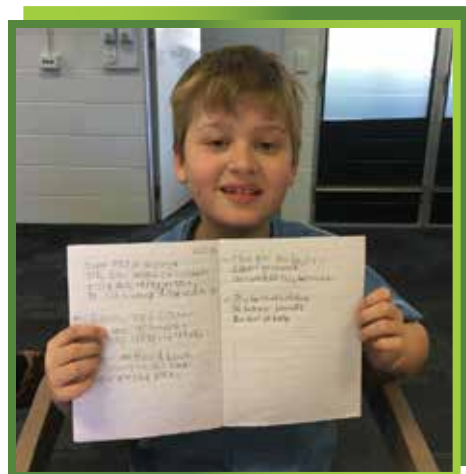
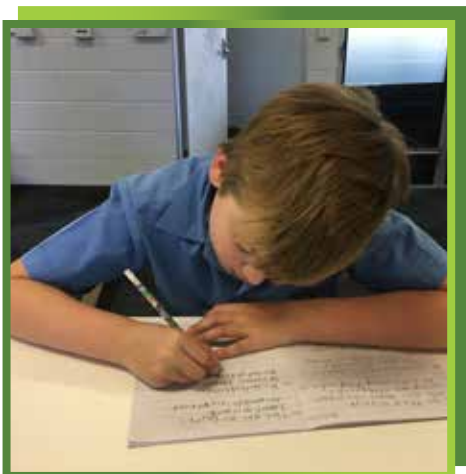
The students enrolled in Sounds-Write tutoring have all enjoyed improvement in their literacy skills. Due to the high public demand of this program, Speld has recently employed three more literacy tutors to meet the needs of the students in our local community. As a result, many new students have recently begun working with our new tutors and are already enjoying the program and the success and new-found confidence it brings.

“

### SERVICE FEEDBACK

*SPELD's focused lessons with our Literacy Coach have made an enormous difference to my daughters abilities to read and write. She has also gained so much confidence in herself to give things a go. I'm just so proud of her and so thankful to Speld.*

”



## WORKSHOPS & EVENTS

There is a continued high demand for quality workshops, with 30 workshops presented by speakers sourced nationally and internationally during this period, attended by 771 people, as outlined in Table 2. The number of attendees rose by 33% from the previous year while the number of workshops offered increased by eight. Workshops were predominately offered online during this period, due to the uncertainty within the environment caused by COVID-19.

Professional Development was delivered to Schools and Community Groups both face to face and online during this period, with 45 sessions delivered to 1,348 Educators, Parents and Speech Pathologists, as outlined in Table 3. The number of attendees rose by 42% from the previous year, while the number of professional development delivered increased by 15 sessions.

Date	Topic	Location	Attendees
Jul 20	Sounds-Write (6 weeks)	Online	10
Jul 20	Reading for Comprehension	Online	37
Aug 20	Sounds-Write (6 weeks)	Online	10
Aug 20	Talk for Writing	Online	5
Aug 20	Assistive Technology: iPad focus	Speld Qld - Woolloongabba	9
Oct 20	Dyslexia: Dispelling the Myths	Goondiwindi	39
Oct 20	Sounds-Write (6 weeks)	Online	22
Oct 20	Dyslexia and Mental Health (AM session)	Online	32
Oct 20	Dyslexia and Mental Health (PM session)	Online	42
Oct 20	Dyslexia in a Sea of Strengths	Speld Qld - Woolloongabba	23
Oct 20	Assistive Technology: Laptop focus	Online	8
Nov 20	Writing Workshop	Online	15
Feb 21	Collaborating with parents of students with SLD	Online	42
Feb 21	The Power of Orthography	Online	18
Feb 21	Sounds-Write (6 weeks) DSF	Online	25
Feb 21	Sounds-Write (6 weeks) Soundality	Online	11
Feb 21	Decodable Readers	Online	29
Feb 21	Sounds-Write (4 days)	Speld Qld - Woolloongabba	15
Feb 21	Dyscalculia	Online	21
Mar 21	Language, Learning & Cognition	Online	76
Mar 21	Dyslexia	Online	21
Mar 21	Working Memory & Learning	Online	31
Mar 21	Advocate for your child at School	Online	68
Mar 21	Dyslexia and Mental Health	Online	62
Apr 21	Explicit Vocabulary Instruction	Speld Qld - Woolloongabba	13
Apr 21	Accommodating Dyslexic Students in every classroom	Speld Qld - Woolloongabba	15
Apr 21	Sounds-Write (6 weeks)	Online	27
May 21	Collaborating with parents of students with SLD	Online	14
May 21	Etymology: Word Origins	Online	12
May 21	Sounds-Write (4 days)	Speld Qld - Woolloongabba	19

Table 2. No. of workshops presented during the period.

## PROFESSIONAL DEVELOPMENT

Date	Topic	Location	No. Attended
Jul 20	Accommodating Students with Dyslexia in every classroom	Jimboomba	40
Jul 20	Assistive Technology Adjustments	Online	35
Jul 20	Assistive Technology	Toowoomba East State School	30
Jul 20	Assistive Technology	Toowoomba East State School	30
July 20	Accommodating Students with Dyslexia in every classroom	St Martins Catholic School	25
Aug 20	Accommodating Students with Dyslexia in every classroom	Kedron State High School	18
Aug 20	Assistive Technology for iPad	Speld Qld and Online	10
Sep 20	Accommodating Students with Dyslexia in every classroom	Merrimac State High School	22
Sep 20	Accommodating Students with Dyslexia in every classroom	Lakeland State School	16
Sep 20	Accommodating Students with Dyslexia in every classroom	Aspley State High School	33
Sep 20	Assistive Technology	Online - St Joseph's	8
Sep 20	Understanding LD	Unity College, Caloundra	60
Sep 20	Assistive Technology	Unity College, Caloundra	60
Sep 20	Assistive Technology	Redeemer College	30
Oct 20	Executive Functions	Hills College	40
Oct 20	Accommodating Students with Dyslexia in every classroom	Goondiwindi State School	38
Oct 20	Accommodating Students with Dyslexia in every classroom	Gateway Community	45
Oct 20	Accommodating Students with Dyslexia in every classroom	Border Rivers Christian College	15
Oct 20	Accommodating Students with Dyslexia in every classroom	Dutton Park State School	32
Oct 20	Understanding Learning Differences	Indigenous Health	18
Oct 20	Accommodating Students with Dyslexia in every classroom	St Aidans	32
Oct 20	Accommodating Students with Dyslexia in every classroom	Pullenvale	21
Nov 20	Accommodating Students with Dyslexia in every classroom	Rochedale South State School	20
Jan 21	Accommodating Students with Dyslexia in every classroom	St Bernards	45
Jan 21	Understanding Learning Differences	Bethany Lutheran	23
Jan 21	Understanding Learning Differences	Horizons Caboolture	35
Jan 21	Accommodating Students with Dyslexia in every classroom	Earnshaw State High School	70
Jan 21	Executive Functions	Kedron State School	35
Jan 21	Accommodating Students with Dyslexia in every classroom	St Eugenes	23
Feb 21	Understanding Learning Differences	Longreach	15
Mar 21	Accommodating Students with Dyslexia in every classroom	Burleigh State High School	75
Mar 21	Accommodating Students with Dyslexia in every classroom	St John Vianneys	45
Mar 21	The Challenge of Learning to Read	Toowoomba East SS	60
Mar 21	Explicit Vocabulary Instruction	Toowoomba East SS	60
Mar 21	The Challenge of Learning to Read	St Eugene's Catholic Primary	4
Apr 21	Understanding Learning Differences	St John Vianneys	40
Apr 21	Accommodating Students with Dyslexia in every classroom	St Ambrose	25
Apr 21	Accommodating Students with Dyslexia in every classroom	Burleigh Heads Primary School	60
May 21	Executive Functions	Online - Chinchilla Christian College	15
May 21	Assistive Technology	Buranda State School	10
May 21	Assistive Technology	Online - Gold Coast	8
Jun 21	Accommodating Students with Dyslexia in every classroom	Marlene Moore Flexi Schools Network	10
Jun 21	Accommodating Students with Dyslexia in every classroom	Marlene Moore Flexi Schools Network	10
Jun 21	Executive Functions	Merrimac State High School	75

Table 3. No. of Professional Development presented during the period.

## ONLINE SHOP

This year the Online Shop was reviewed, and the number of items offered for sale was reduced. The focus is now on stocking resource books for Teachers and Parents.

Equipment items such as acrylic letters, maths resources and reading rulers were discontinued.

Webinars were added to the Resources this year, both paid and free. Phonics books continue to be in demand this year, with both schools and individuals.

The net profit of the Online Shop this year was \$1,446.

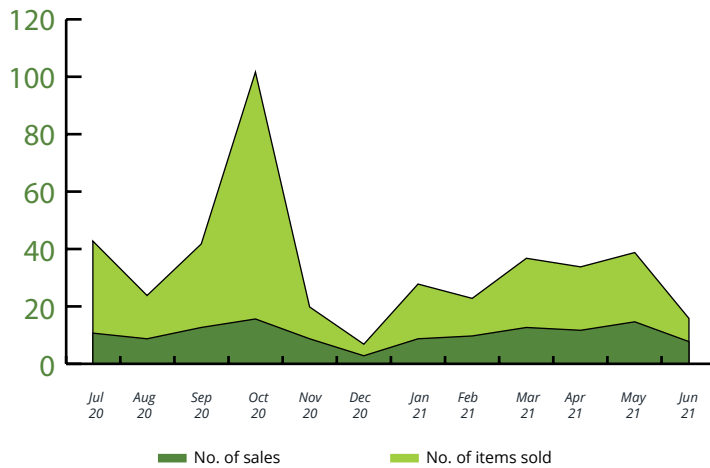
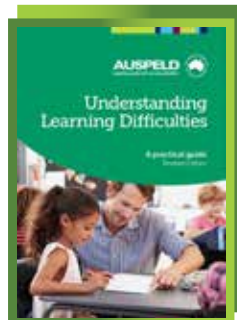
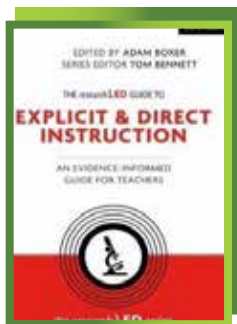


Figure 11. Resources sold per month



## LIBRARY SERVICE

The Speld Qld Library stocks a range of phonics readers from beginner readers to teen and adults which continue to be popular during this period. Phonics readers can be borrowed in a set of readers with a workbook consisting of multi-sensory activities linked to the series of books.

Borrowing levels fluctuated throughout the period, with a peak of 763 resources borrowed in March 2021, which is consistent with the peak period from the previous period.

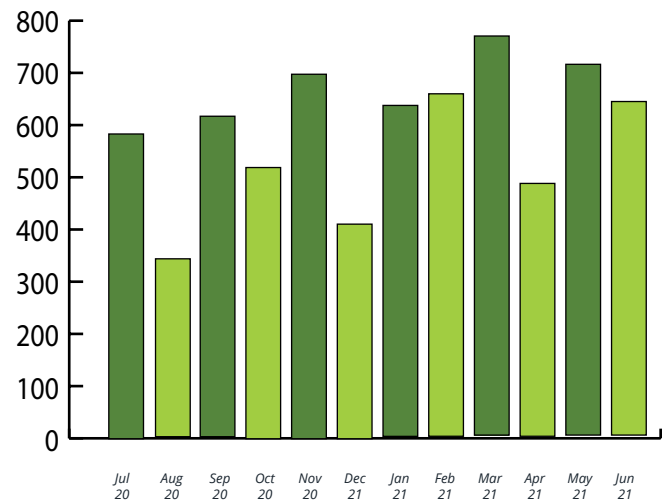


Figure 12. Resources borrowed per month



# SPELD QLD SUPPORTERS

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>2021 was the second year of the 3-year Service Agreement, which continued to provide funding across a range of services such as the Advisory Service, Workshops, Professional Development, Specialist Teacher and Assessment Programs.</p>		<p>The Reading Centre supports school leaders, teachers and parents to inspire, encourage and teach young Queenslanders to read.</p> <p>2021 was the second year of the 3-year Service Agreement, which continued to provide funding for Literacy Programs. However, the Covid-19 pandemic paused the Professional Learning and Planning Sessions. This funding has been redirected to expand the Literacy Programs in FY2022.</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 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		Gambling Community Benefit Fund		Goondiwindi Regional Council	
<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 2021 they carried over funding continued to support students with subsidised assessment fees.</p>		<p>With funding support from the Gambling Community Benefit Fund we were able to upgrade our computer and IT equipment.</p> <p>This was very well received by staff, who can now improve service delivery to clients in regional areas.</p> <p style="text-align: center;"><i>Proudly funded by the Gambling Community Benefit Fund.</i></p>		<p>We gratefully received funding for venue hire, which allowed us to present a Workshop to parents and Teachers in the Goondiwindi Region.</p>	
					

SPELD QLD INC  
Statement of profit or loss and other comprehensive income  
for the period 1 July 2020 to 30 June 2021

	2021	2020
	\$	\$
<b>INCOME</b>		
Grants	501,914	509,367
Contributions (members)	143,142	105,530
Donations	1,167	71,013
Revenue from providing goods or services	1,208,520	811,352
Revenue from investments	338	1,887
Other income	173,180	81,243
<b>TOTAL INCOME</b>	<b>2,028,261</b>	<b>1,580,392</b>
<b>EXPENSES</b>		
Cost of goods and services provided	338,436	414,708
Employee expenses	1,168,000	686,388
All other expenses	100,503	103,266
<b>TOTAL EXPENSES</b>	<b>1,606,939</b>	<b>1,204,362</b>
<b>PROFIT / (LOSS)</b>	<b>421,322</b>	<b>376,030</b>

SPELD QLD INC  
Statement of financial position  
as at 30 June 2021

	30 June 2021	30 June 2020
	\$	\$
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	1,221,757	720,607
Trade and other receivables	40,947	26,454
<b>TOTAL CURRENT ASSETS</b>	<b>1,262,704</b>	<b>747,061</b>
<b>Non-Current Assets</b>		
Property, plant and equipment	90,841	53,583
Intangible assets	5,006	3,051
<b>TOTAL NON-CURRENT ASSETS</b>	<b>95,847</b>	<b>56,634</b>
<b>TOTAL ASSETS</b>	<b>1,358,551</b>	<b>803,695</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Trade and other payables	191,939	106,550
Other liabilities	146,272	93,046
<b>TOTAL LIABILITIES</b>	<b>338,211</b>	<b>199,596</b>
<b>NET ASSETS</b>	<b>1,020,340</b>	<b>604,099</b>
<b>Equity</b>		
Retained surpluses	1,020,340	599,018
Historical balancing account	0	5,081
<b>TOTAL EQUITY</b>	<b>1,020,340</b>	<b>604,099</b>



Supporting people experiencing  
learning differences

2021

**SPELD QLD**

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