Speld QLD

Supporting people experiencing learning difficulties

ANNUAL REPORT

2025-2026

Acknowledgement of Country

Speld Qld acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respects to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.

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Our History

Speld Qld was founded in 1969 by Patricia Savage, an inspirational woman who wanted to ensure her child received the very best education. Since its inception, Speld Qld has grown and developed ensuring the needs of its members are met. In October 2014, Speld rebranded and refocused its attention, with a promise to ensure our services and professional development are accessible for those in regional, rural and isolated areas of the State. Speld Qld is a non-for-profit working with State, Catholic and Independent schools and also offering services to training organisations and workplaces. Working with families and teachers, our not-for-profit organisation provides evidence-based advice and services to assist students to meet their individual educational needs.

Speld Qld Inc Supporters

Queensland Government

Through the Non-State Special Needs Organisation Program and the Kindy Inclusion Project, the Queensland Department of Education continues to provide invaluable support to Speld Qld.

Matana Foundation for young people

The Matana Foundation is a Private Ancillary Fund (PAF) whose goal is to assist disadvantaged young people in Australia in order to give them the opportunity to reach their full educational and social potential.

EASTS LEAGUES CLUB

Easts Leagues Foundation Community Benefit Fund provides direct grants for community welfare through charitable organisations to help make local communities a better place to live, work and play. Their donations assist Speld Qld to purchase picture books with a focus on Maths to add to our library.

QCOAL Foundation

QCoal Foundation Community Grant Program proudly supports our Speld Qld library. The QCoal Foundation Community Grant Program provides assistance to community-led initiatives that encourage liveability, health and education in regional and remote communities.

Slater Gordon Lawyers

AUSTRALIAN COMMUNITIES FOUNDATION

Australian Communities Foundation is a non-profit organisation that supports and enables smart, rewarding and effective giving. We have been proudly supported by Slater and Gordon Lawyers and the Australian Communities Foundation.

THE CLEM JONES FOUNDATION

The Clem Jones Foundation is the philanthropic arm of the Clem Jones Group. The trustees are dedicated to benefiting the community through ongoing commitments to the wishes and philosophies of the late Dr Clem Jones AO.

Our Mission

Speld Qld supports and empowers Queenslanders experiencing learning difficulties to realise their full potential.

Our Vision

To lead the delivery of high-quality services that enhance learning outcomes for Queenslanders experiencing learning difficulties.

Our Aims

To increase community awareness of learning difficulties and provide opportunities for improved access.

To seek, utilise, promote and share evidence-based research and best practice regarding learning difficulties.

To provide support and services for students and adults experiencing learning difficulties, their families and professionals.

At A Glance

Education Advisory and Support Services

Our Education Advisory team has helped over 1500 teachers seeking advice or information about how they can help their students and schools, and assisted more than 4,000 individuals and families seeking advice and support.

Assessment Service

We supported 1089 children and adults across metropolitan, regional, and remote areas, delivering 835 Psychoeducational assessments, 24 ADHD assessments, 139 combined ADHD & Psychoeducational assessments, and 32 Speech & Language assessments.

Specialist Teachers

This year we supported over 410 members across QLD to link to our Specialist Teacher Network of 67 teachers delivering evidence-based programs to support improved literacy, numeracy and learning outcomes.

Workshops

Speld Qld facilitated 56 workshops (32 Sounds-Write, 9 UFLI , and 15 Word Origins), training a total of 1,108 participants including teachers, speech pathologists, and parents to use evidence-based literacy programs.

Kindy Inclusion Service

Speld Qld Kindy Inclusion Service now has over 512 kindergartens registered. Our evidence-based approaches helped kindergarten educators improve early oral language outcomes for over 16,000 children across Queensland.

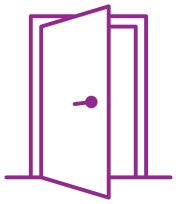
Library

9,429 resources were borrowed from the Speld Library from over 1,000 borrowers from all across Queensland. Many of our borrowers have taken advantage of Speld Qld's free postage to regional and remote areas.

Our Values

Compassion

In all that we do, we embody compassion, fostering empathy, understanding, and dignity to empower and uplift the lives of individuals we support.



Accessibility

We believe that accessibility is a fundamental right that ensures equal opportunities, inclusion, and dignity for all individuals, regardless of their abilities.

Respect

Respect is the cornerstone of our organisation, as we honour and value the inherent worth, diversity, and contributions of every individual we encounter.

Integrity

Integrity is our guiding principle, as we consistently uphold honesty, transparency, and ethical conduct, earning the trust and confidence of those we support and collaborate with.

Perseverance

We are committed to supporting people to overcome their challenges, embrace resilience and pursue personal growth. We believe that perseverance is an invaluable virtue that empowers individuals to achieve their highest potential.

President's Review

Emma Rees | President

For more than 50 years, Speld Qld has supported Queenslanders experiencing learning difficulties to realise their full potential. That purpose continues to guide who we are, the decisions we make and the impact we seek to create.

This has been an important year for Speld Qld – one of stability, transition and renewed focus on the future.

We ended the financial year in a positive position, an important achievement that reflects disciplined management, the commitment of our team and the stewardship of the Management Committee. It gives us a stronger foundation from which to continue investing in the services, support and expertise our community relies on.

The year also marked an important leadership transition, with the recruitment and appointment of a new CEO, Phillip Laidlaw, who has brought an inspiring level of energy and vision to the role. I want to sincerely thank the Speld Qld team for the professionalism, care and commitment they showed throughout this period. Despite the change around them, their focus remained where it mattered most – supporting individuals, families, schools and professionals across Queensland.

A highlight of the year was welcoming Jackie French back as Patron of Speld Qld. Jackie's personal experience of learning difference, and her belief in the potential of every learner, resonate strongly with our purpose. Her address at our strategic planning day challenged and inspired us to think about the difference Speld Qld can continue to make and the importance of never allowing a learning difficulty to define what someone can achieve.

President's Review

The Management Committee has also continued to strengthen its focus on organisational performance and impact. This is about more than good governance. It is about making sure our resources, decisions and priorities are directed to where they can make the greatest difference.

I am deeply grateful to my fellow Management Committee members, who generously volunteer their time and expertise. I also acknowledge our staff, supporters and the many schools and professionals who work alongside us. Most importantly, thank you to the children, young people, adults and families who place their trust in Speld Qld. That trust is a privilege and a responsibility we do not take for granted.

As we look ahead, our vision is clear: to lead the delivery of high-quality services that enhance learning outcomes for Queenslanders experiencing learning difficulties.

With a stronger organisation, a clear purpose and the continued trust of our community, we are well placed to build on more than five decades of impact and help even more Queenslanders realise their full potential.

Emma Rees
President

Speld Qld CEO Reflection

Phillip Laidlaw | CEO

I started in the role of Speld Qld CEO in mid-April this year, and am very pleased to have joined such a vibrant team doing such important work to improve literacy, numeracy and learning outcomes for children and adults.

My background is in Occupational Therapy, and across my career I have led teams and organisations working with children and young people.

I was drawn to Speld Qld because literacy and numeracy are not just essential skills - they shape how we view ourselves and understand our potential. The right support at the right time will change the course of an individual's life, and can have many other positive impacts across families and communities.

Our team at Speld is full of highly experienced, dedicated people who are passionate about making a difference. We offer a holistic suite of services and have a unique ability to help Queenslanders with learning difficulties direct their lives towards a better future.

The 2025/26 year has been a successful one for Speld Qld. In this annual report, you will read of the life-changing impacts our teams are having across the state. It is also pleasing in a difficult economic climate to generate a surplus.

I'd like to thank our President Emma Rees and our Management Committee who were a strong and consistent presence through what was a year of transition for Speld Qld. Thanks also to Nick Parker and Michelle-Ann Noppe who at different times assumed the role of Interim CEO. The CEO role can be a challenging role to step into, but Speld's achievements this year owe a lot to your steady hands and leadership.

To our funding partners – thank you so much for investing in literacy and numeracy. Your support increases accessibility for people who need supports and helps us service more of our state.

Speld Qld CEO Reflection

More broadly, well done to everyone in our teams across Speld Qld. We have a fantastic culture of service, and everyone across Speld worked with discipline and professional pride to make 2025/26 a success for Speld, and most importantly to provide exceptional support to the children, adults and educators and other stakeholders who rely on us.

Looking ahead, my entry to the organisation has lined up with a planning phase for Speld Qld where we are setting our direction for coming years. Speld is small but mighty. We are doing so much good work, but as we look to the future we must consider which kids, adults, parents, teachers, kindergartens and schools are still missing out on the support they need.

I'm privileged to work with our teams to both hone our current services and to broaden our reach, and ensuring more and more people can count on us to be here for them when they need support or advice.

Finally, thanks to the individuals, families, educators and professionals who call on Speld's services. We love supporting you to grow towards your potential.

Phillip Laidlaw
CEO

Management Committee

Emma Rees

President

Head of Communications and Engagement at Endeavour Foundation. Extensive experience in service-based environments communicating with varied stakeholder groups. Joined the committee in 2022.

Robin Mack

Vice President

Founder & CEO at Innovation Transformation and Non-Executive Director at Deaf Connect. Over 25 years' experience in technology and education. Joined the committee in 2024.

Peter Geraghty

Treasurer

Retired chartered accountant who has been involved in several community-based organisations for many years. Joined the committee in 2024.

Jane Lewin

Secretary

An experienced lawyer currently working in-house for a financial services company in Brisbane as a Regulatory Change Lead. Joined the committee in 2022.

Ian Chapman

Committee Member

Owner/Founder of VMP and VMP eLearning. Career in radio, television, and media production. Joined the committee in 2018.

Management Committee

Cherie Smith

Committee Member

Cherie is an executive fundraising leader with more than 17 years' experience helping Australia's leading health and community charities build sustainable income, strengthen philanthropy and deliver greater impact for the people and communities they serve.

Michelle Kinnane

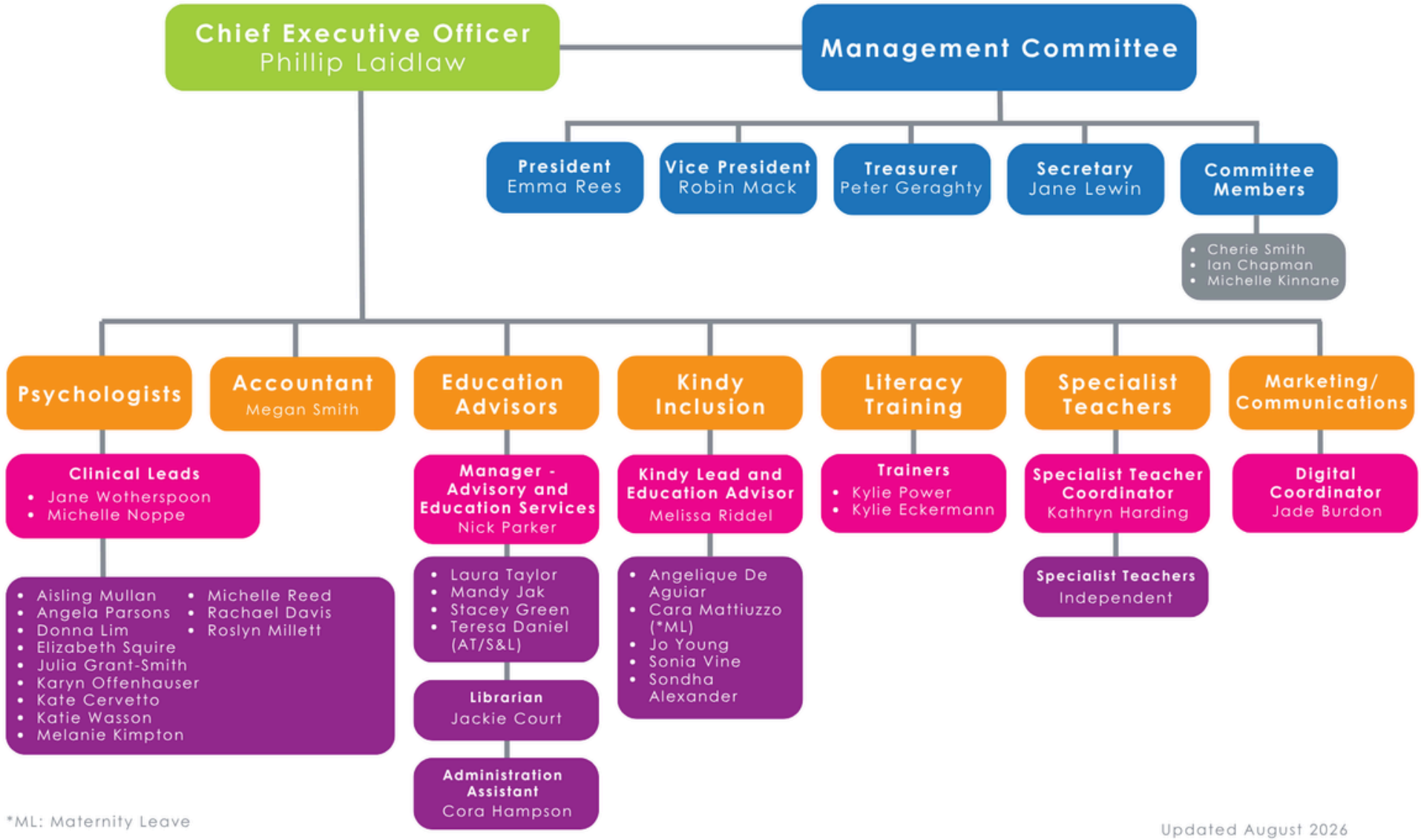
Committee Member

Area Principal - Edmund Rice Education Flexible Schools. Passionate educator with extensive experience in governance, change management and meeting the unmet needs of young people. Joined the committee in 2024.

Speld QLD

Supporting people experiencing learning difficulties

ORGANISATIONAL CHART



*ML: Maternity Leave

Updated August 2026

Educational Advisory and Support Services

Our Education Advisory service provides valuable support for individuals, families, schools, teachers and teacher aides, and health professionals who are seeking information and guidance related to literacy, numeracy or learning difficulties. Our team is made up of teachers with a broad range of experience, ensuring all people in Queensland have a place to turn to, regardless of where they are or the challenges they may be encountering.

Responding to Growing Demand

Every day our team received enquiries via phone, email and through our website. To provide a few examples, contact might come from:

- A teacher seeking advice on how to better support children with learning difficulties.
- A parent who is extremely concerned about their child's progress at school.
- A principal or head of inclusion who wants to undertake a significant overhaul of their school's approach to literacy intervention.
- A health professional keen to ask a question related to best practice in supporting literacy.
- An adult with a learning difficulty seeking advice on assistive technology.

Our team is equipped to respond to a wide variety of calls, providing valuable technical advice with high degrees of warmth and empathy.

This year, family members remained the largest identifiable client group using our services. At the same time, we saw increasing engagement from educators and schools. The 2026 data recorded **1,507** teacher contacts, highlighting the important role teachers continue to play in seeking information and support to better meet the needs of students with learning difficulties.

Educational Advisory and Support Services

Our resource and library services also played a significant role in helping members and the wider community access practical information and evidence-based resources. During the year, **1,100** resource and library requests were recorded, demonstrating the value members place on having access to high-quality information and learning materials.

Interest in assistive technology remained steady, with **171** requests recorded during the year. These enquiries reflect the ongoing importance of technology in helping individuals access learning more effectively and independently.

Supporting Schools and Educators

A key part of our work is helping schools build their capacity to identify and support students with learning difficulties. During 2025-26, professional development and information sessions were delivered to schools, universities and education networks across Queensland.

Topics included:

- Dyscalculia
- Accommodating Learning Difficulties in Every Classroom
- Classroom adjustments for diverse learners
- Inclusive teaching practices
- Supporting pre-service teachers
- Seminar presentations for education professionals

Educational Advisory and Support Services

Support was delivered to a diverse range of educational settings, including schools and networks in the Tablelands, Cairns, Gladstone, Springfield, Townsville, Morayfield, Redlands, Stafford, Darling Downs, Noosa and online audiences across Australia.

These partnerships help ensure that evidence-based practices reach classrooms and that students receive better-informed support from the educators who work with them every day.

Looking Ahead

The year demonstrated continuing demand for assessment information, intervention support, professional learning and practical resources. Whether through connecting families with specialist teachers, supporting schools to build inclusive practices, expanding access to resources, or providing trusted advice, our services reached thousands of people seeking support for learning difficulties.

Thank you to everyone who has used our advisory services this year including the individuals, families, specialist teachers, educators, volunteers and supporters. Your ongoing involvement helps ensure that individuals with learning difficulties and their families can access the information, services and support they need to thrive.

Kindy Inclusion Service

The Speld Qld Kindy Inclusion Service (KIS) is committed to supporting every child to participate, communicate and learn within a high-quality kindergarten environment. We work alongside educators to build their knowledge, confidence and practical skills in supporting children's oral language and early literacy development. Our universal approach recognises that strong foundations in language and literacy benefit every child, while ensuring that children who may be experiencing language or learning difficulties are supported through intentional and inclusive practices.

Across Queensland, our team of Speech Pathologists and Early Years Teachers bring together specialist knowledge with an understanding of the realities of busy kindergarten environments. We aim to make evidence-informed practice practical, achievable and relevant to educators. By strengthening educator capability, our work can have an impact well beyond individual interactions, reaching the many children who participate in each kindergarten program.

Supporting Educators across Queensland

Throughout 2025–26, the Speld Kindy team continued to provide a combination of professional development, individual educator support, advisory services and resources. Support was delivered both online and face-to-face, enabling us to work with kindergartens across metropolitan, regional and remote Queensland.

Our universal approach to strengthening the capability of kindergarten educators enables evidence-informed language and literacy practices to be embedded into everyday experiences. In 2025–26, this approach supported kindergarten educators working with more than 16,000 children across Queensland.

Kindy Inclusion Service

Our professional development offerings cover key areas of early communication, language and literacy, including language development, phonological awareness, multilingual language learners, visual supports, shared book reading, speech sounds and numeracy.

During 2025–26, we saw a significant increase in uptake of our visual supports workshop, making it our most frequently delivered workshop. We continued to refine our workshops to ensure educators leave with practical strategies that can be embedded into everyday interactions, routines and play-based learning.

Individual Educator Support sessions allowed our team to work alongside educators to consolidate learning from professional development and apply it to the needs of their unique kindergarten cohort. This included observing existing practice, modelling strategies and developing practical approaches that could be implemented within their environment.

Regional and remote visits remained an important part of our work. These visits provided opportunities to build relationships with kindergarten teams, deliver face-to-face professional learning and provide support that is responsive to the context of each community. In 2025–26, the Kindy team travelled to communities including Townsville, Mareeba, Bundaberg, Mackay, Innisfail, Bowen and Biloela, as well as many other locations, working alongside educators and gaining valuable insight into the diverse contexts in which Queensland kindergartens operate.

We also continued to expand the ways educators can access support. Multiple options for online professional learning, resource sharing and our Kindy Library, including the Books from Douglas program, provided flexible options for educators to access evidence-informed information and practical resources throughout the year.

Kindy Inclusion Service

Key KIS metrics

Key measure	2025–26
Kindergarten services supported	512
Workshops / webinars delivered	241
Children reached	16,749
Educators participating in professional learning	1,107
Resources borrowed through Speld Kindy Library	529
Regional / remote trips	11

Looking ahead

In the year ahead, the Speld Kindy team will continue to strengthen the quality, accessibility and impact of the Kindy Inclusion Service. We will use feedback and participation data to refine our professional learning program, develop an accessible online resource hub that responds to emerging educator needs and explore new ways of delivering support to services experiencing geographical or capacity barriers.

A key focus will be continuing to strengthen the connection between professional learning and on-the-ground implementation. By combining practical professional development with opportunities for educators to receive individualised support, reflect on their practice and apply strategies within their own environments, we aim to further embed evidence-informed and inclusive language and literacy practices into everyday kindergarten experiences.

Assessment Team Annual Report Summary

Speld Qld's psychology assessment team provides psychoeducational assessments for children and adults. When someone is experiencing challenges with learning, an assessment to investigate the factors that may be impacting them can provide much needed answers, information, and recommendations.

Psychoeducational assessments provide recommendations that can support individuals to access the specific intervention, adjustments, and accommodations they need. The clear, detailed information provided by an assessment can help individuals and families better understand their strengths and challenges, reduce anxiety by explaining why learning feels hard, and reframe any difficulties in a more helpful and affirming way.

Reports are designed to be shared with relevant stakeholders (e.g. schools or health professionals) to increase their understanding of the person, and enable them to provide timely, targeted support and intervention that improves learning and wellbeing, reduces frustration, and builds long-term confidence and resilience.

Our achievements in 2025/26

Our team of psychologists have continued to provide psychoeducational assessments to explore possible Specific Learning Disorders (such as dyslexia) as well as ADHD assessments for children and adults. Speld Qld's assessment team has grown to **14** psychologists located in Bundaberg, Dayboro, Woolloongabba, Sunshine Coast, Gold Coast, and online. We have also supported 4 provisional psychologists through their final placements, which has allowed us to offer additional, lower cost assessments to families and adults.

In 2026 we were also able to run a pilot social emotional wellbeing group for students with dyslexia. This was a positive experience for both students and our team, and one that we will use to inform groups we run in the future. The team continues to build their skills and stay up to date with current research into assessments and supports for learning difficulties through both external and internal professional development and supervision.

Assessment Team Annual Report Summary

Our team is committed to servicing people and families across the state. We provide online assessments that are highly accurate and can be accessed regardless of where an individual lives.

Using funding from NSSNOP Regional Remote program, our psychologists were also able to travel to Cairns, Millmerran, Roma, and Rockhampton to complete face-to-face psychoeducational assessments. One of our speech pathologists also travelled to Mackay to complete speech language assessments.

This funding also allowed us to provide a number of free assessments to families living in regional or remote areas. These assessments were either completed at one of our offices when families could travel or online.

Appointment Type	R&R	Other	Total
Psychoeducational Assessment	93	742	835
ADHD & Psychoeducational Assessment	3	136	139
Review of Provisional Diagnosis	0	39	39
ADHD Assessment	3	21	24
ADHD Clinical Interview	0	10	10
ADOS / Autism Assessment	1	6	7
Cognitive Assessment	1	0	1
Academic Achievement Testing	0	1	1
School Readiness	0	1	1
Speech Language Assessment	8	24	32
Total	109	980	1,089

Assessment Team Annual Report Summary

Looking forward

Assessment enquiries have surged over the last six months as parents, schools and adults continue to seek assessment to better understand learning and attention-related difficulties and identify appropriate supports for school, tertiary study and work.

In response to this demand, Speld Qld is looking to expand its psychology team to reduce assessment wait times and will continue to offer ADHD assessments alongside its established learning assessment services.

We are also focused on strengthening the quality and consistency of our assessments through ongoing professional development, clinical supervision and refinement of our assessment processes.

A particular priority is developing our feedback processes to help individuals and families understand their assessment findings and identify practical next steps. Our aim remains to consistently provide timely, thorough and collaborative assessments that offer clear, useful information to guide support at home, in education and at work.

Training

Our training team delivers professional learning for teachers, teacher aides and health professionals to support better literacy outcomes for students. Our work equips attendees to deliver high-quality, evidence based phonics and literacy programs in both whole classroom and intervention settings, lifting the standard of literacy education for all students and ensuring that children with learning difficulties have the structured support they need to thrive.

We also provide "on the ground" consultancy and coaching services to schools to ensure that they implement programs with fidelity, structure intervention effectively and achieve maximum value from their investment in professional learning.

Literacy Workshops

During the reporting period, Speld Qld continued to strengthen its professional learning program for educators, providing evidence-based training designed to improve literacy instruction and build teacher knowledge, confidence and classroom practice.

Professional learning was delivered through three key programs: Sounds-Write, UFLI Foundations and Word Origins. Together, these programs provide educators with a progression of approaches that support literacy development from the foundational skills of reading and spelling through to the more complex word knowledge required by older students.

Across the reporting period, 56 workshops were delivered to 1,108 participants, including significant delivery in regional Queensland.

Training

Sounds-Write

Sounds-Write remained a significant component of Speld Qld's professional learning program, with **32** workshops delivered to **637** participants. Training was provided across Brisbane and regional Queensland, including Rockhampton, Caloundra, Bundaberg, Ashmore, Urangan, Emerald and Currumbin, extending access to quality professional learning beyond metropolitan areas.

This evidence-based systematic synthetic phonics program has been used successfully for more than 20 years in both classroom and intervention settings. The intensive four-day training develops teacher expertise in phonics instruction and equips educators with practical, multi-sensory strategies that can be implemented immediately to support diverse learners.

UFLI Foundations

Speld Qld delivered **9** UFLI Foundations workshops to **182** participants, primarily in Brisbane, with one workshop held in Toowoomba.

Developed by the University of Florida Literacy Institute, UFLI Foundations is an explicit and systematic phonics program that supports both classroom instruction and intervention. Its structured eight-step lesson routine provides teachers with a practical framework for delivering consistent, evidence-informed literacy instruction and building students' literacy skills, confidence and automaticity.

Training

Word Origins

Speld Qld delivered **15** Word Origins workshops to **289** participants across Brisbane, Bundaberg, Toowoomba and Hervey Bay.

Developed by Dyslexia Speld Foundation, Word Origins extends literacy instruction beyond foundational phonics by developing understanding of morphology and the origins of English words. The one-day program provides educators with practical teaching resources and strategies to support vocabulary, spelling and reading development, particularly for middle and upper primary students and beyond.

As a relatively new addition to the professional learning program, awareness continues to grow. The delivery of 15 workshops and engagement of 289 participants during the reporting period provides a strong foundation for future expansion.

Training

Looking Ahead

The delivery of **56** workshops to **1,108** educators during the reporting period highlights the ongoing demand for high-quality, evidence-based literacy professional learning across Queensland. Through Sounds-Write, UFLI Foundations and Word Origins, Speld Qld is well positioned to support educators across the continuum of literacy development while strengthening teacher expertise and classroom practice.

Looking ahead to 2027, Speld Qld will continue expanding its reach through regional delivery, including visits to communities not previously served. The training team plans to further strengthen relationships with schools across Queensland, refine the school consultancy service to complement professional learning programs, and develop new workshops that broaden the support available to educators. Together, these initiatives will help increase the impact of Speld Qld's professional learning and support improved literacy outcomes for students across the state.

Feedback from Workshops and Relationships with Speld Qld Trainers

"Thank you for a terrific four days. I am amazed at how much I have learnt and enjoyed the course. I'm looking forward to using the lessons in my classrooms for many years to come."

"Loved this PD. Loved the detail provided and to see trainers who have actually used the program and can give real-life content."

"Very engaging, ample knowledge on both the program as well as some practical tips to implement in the classroom based on real-life knowledge."

"We have had such excellent feedback from the three staff who were trained already. Spelling is soaring in their classes and more children are taking up our home reader program too!!"

"Thanks so much for the work you do! It's really making an impact for our little people xx"

Membership

Speld Qld offers memberships for families and schools. Membership allows access to reduced price professional development, access to the Speld endorsed network of specialist teachers, and the ability to borrow from our comprehensive library of books and resources. These supports help both teachers and families as in their efforts to improve individual literacy and numeracy outcomes.

Membership Numbers

In October 2025 Speld Qld made a decision to include free one-year membership for all clients accessing our Assessment service. This has had the simultaneous impacts of increasing the number of current memberships, but reduced the number of paid memberships from the previous reporting period.

Speld Qld Memberships:

Membership Type	2024-25	2025-26
Family	1274	510
Family (Complimentary)	N/A	820
Family (Concession)	116	63
Family Total	1,390	1,393
Corporate / Organisations	6	3
School	24	23
Specialist Teachers	62	65

Membership

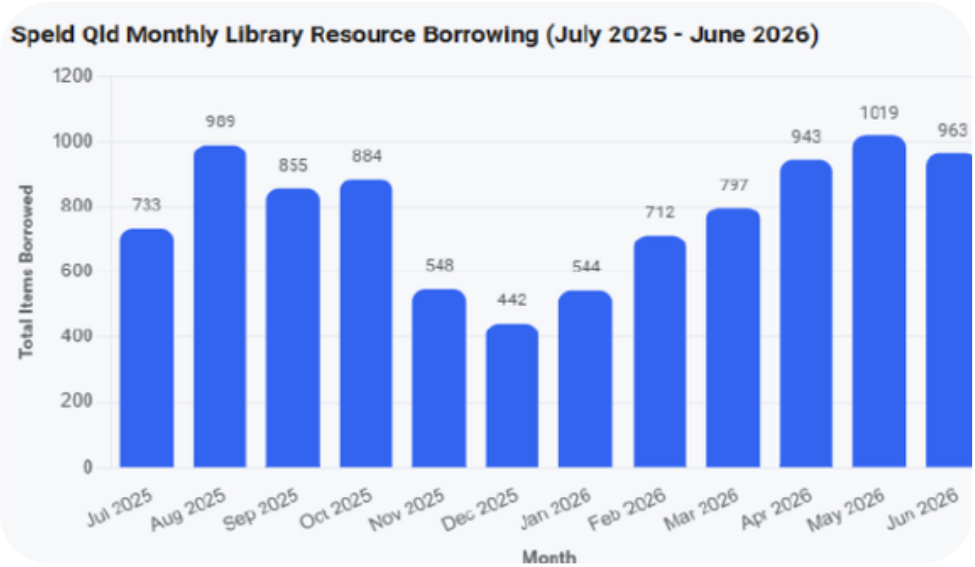
Library Service

The library continues to offer its highly popular collection of decodable phonics books, supporting learners of all ages—from early beginners right through to teenagers and adults. We have formally expanded our inventory to include an exciting new range of graphic novels.

These resources greatly reduce financial access barriers for both families and tutors, enabling them to trial and use resources at minimal cost without committing to the considerable expense of buying.

Our community is reading and engaging more than ever. Annual circulation data shows strong, consistent growth across the year:

- Peak Activity Month: 1,019 items borrowed in May 2026.
- Total Annual Circulation: 9,429 resources borrowed between July 2025 and June 2026.
- Year-on-Year Growth: An increase of 310 additional items compared to the previous financial year.



Membership

In October 2025, the Speld Qld library experienced a significant boost in new resources, with an increase of 200 new items. Our collection has expanded to include a wide range of numeracy and literacy resources—ranging from games and readers to interactive, hands-on materials—providing even more engaging pathways for learners of all ages.

Our library can be viewed online and is utilised by members right across the state, with resources posted far and wide from our Woolloongabba head office.

Specialist Teacher Network

Our Speld Qld Specialist Teacher Network continued to expand and evolve during 2025-26. The network now includes **67** specialist teachers providing intervention and support services to families across Queensland. While many teachers are based in Brisbane, specialist teachers are also located throughout regional and rural Queensland, as well as in New South Wales and Victoria, allowing support to be delivered both face-to-face and online.

Online tuition continues to grow in popularity and is helping make specialist support more accessible for families who may otherwise face geographical barriers. This has been especially valuable for regional and rural communities, providing greater choice and flexibility in how support is accessed.

Membership

Between July 2025 and March 2026, 410 families sought information about intervention support. Encouragingly, 81% of those families went on to connect with a specialist teacher and commence ongoing sessions. This strong conversion rate reflects both the demand for specialist intervention and the effectiveness of the referral pathways available to families.

In March 2026, we launched a new online Teacher Directory, giving members and families the ability to search for and contact specialist teachers directly through our website. This change provides faster access to support, greater choice for families, and more flexibility in selecting a teacher who best meets their needs. Additional guidance remains available through the Specialist Teacher Co-ordinator when required.

Looking ahead

We believe that a highly valued membership offering is a great way to maintain meaningful relationships with teachers and clients over time. We have identified a number of opportunities to enhance our membership offering.

In the year ahead will consult with existing members (including members in our specialist teacher network), and undertake a project to design and implement an improved membership experience.

Our hope is to significantly grow our membership base, particularly across family and teacher categories.

Support Services

Speld Qld's frontline services are supported by dedicated team members who largely operate behind the scenes.

Our **Administration Assistant** supports many areas of the organisation, including welcoming clients and stakeholders into Speld when they arrive for assessment appointments or other meetings.

Our **Finance Manager** manages all aspects of Speld Qld's financial matters. For a small to medium-sized NFP, the demands on Speld Qld's finance function are complex. We have five very distinct service delivery streams with distinct business models and unique accountability and reporting requirements. Payroll is also managed within the finance function, along with accounts payable, accounts receivable and all formal and operational financial reporting.

The ultimate responsibility for other "back of house" support functions including People & Culture, Growth & Marketing, and IT is held by the **CEO**, albeit with strong support from across the organisation.

Our **Digital Coordinator** works across multiple crucial areas of the organisation including managing our communication channels (including social media and mailing list functions), developing content and supporting the functionality of our website, engaging with members and managing membership data, and coordinating the design and execution of resources, reports and other documents.

We use an external IT and Cybersecurity service provider to ensure our technology and systems are safe and effective. We also engage an external Human Resources / Industrial Relations agency to provide cost-efficient support on technical and complex people matters.

Financial Statements

Statement of profit or loss and other comprehensive income for the period of 1 July 2025 to 30 June 2026.

Income	2026	2025
Income from government (including grants)	1,632,967	1,600,366
Other grants	16,785	0
Contributions (members)	58,341	121,589
Donations	26,690	24,751
Revenue from providing goods or services	2,464,686	2,616,278
Revenue from investments	35,171	60,196
Other income	20,054	1,160
Total Income	**4,254,694**	**4,424,340**
Expenses		
Cost of goods and services provided	446,648	543,790
Employee expenses	3,194,013	3,653,690
All other expenses	525,019	506,031
Total Expenses	**4,165,680**	**4,703,511**
PROFIT/(LOSS)	**89,014**	**(279,171)**

Financial Statements

Statement of financial position as at 30 June 2026.

Assets		
Current Assets	**30 June 2026**	**30 June 2025**
Cash and cash equivalents	1,563,334	1,624,508
Trade and other receivables	194,932	136,285
Total Current Assets	**1,758,266**	**1,760,793**

Non-Current Assets	**30 June 2026**	**30 June 2025**
Deposits Held	8,367	8,367
Property, plant and equipment	45,832	43,605
Intangible assets	17,732	23,333
Total Non-Current Assets	**71,931**	**75,305**
TOTAL ASSETS	**1,830,197**	**1,836,098**

Financial Statements

Statement of financial position as at 30 June 2024.

Liabilities		
Current Liabilities	**30 June 2026**	**30 June 2025**
Trade and other payables	288,682	193,190
Other liabilities	309,584	499,991
Total Current Liabilities	598,266	693,181
Total Liabilities	**598,266**	**693,181**
Net Assets	**1,231,931**	**1,142,917**

Equity	**30 June 2026**	**30 June 2025**
Retained Profits	1,231,931	1,142,917
Total Equity	**1,231,931**	**1,142,917**

Speld QLD

Supporting people experiencing learning difficulties

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