



Speld  
QLD

# ANNUAL REPORT 2019





# SPELD QLD

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SPELD QLD

## MESSAGE FROM THE CHAIR

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*Joe Kelly MP*

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There could be perhaps no greater way to celebrate the 50th Anniversary of Speld Qld than to continue to achieve the mission statement, however, that is not all that has occurred over the past 12 months. The organisation has continued to grow, serving even more Queenslanders across the breadth of our state.

There are no doubt many people in the community who have been touched by Speld Qld that don't even know it. I would count myself in this category, finding out only recently that one of my brothers was supported by Speld Qld to learn to read in the early 1970s. It is pleasing to know that our staff and volunteers are continuing to bring the gift of reading and learning to even more people each year.

With the majority of the Management Committee being new to Speld Qld we set ourselves three objectives:

- To support the EO Marion McMahon
- To build an understanding of the organisation
- To ensure a proper celebration of the 50th Anniversary of Speld Qld

Marion has been instrumental in growing Speld Qld. She has built on the legacy of previous volunteers and staff dramatically expanding the services offered by Speld both in terms of numbers and variety. Under Marion the organisation continues to assess people with learning differences, develop educational plans, make referrals to specialist teachers, provide resources to people with learning differences and enhance the capacity of school teachers to support people with learning differences within a classroom environment.

Marion is ably supported by a dedicated team of staff and volunteers. The Management Committee appreciates the contributions of all of these people and their commitment to achieving the mission of the organisation.

The Management Committee has built a solid understanding of Speld Qld over the last 12 months which has helped to support the upgrading of information technology, improving social media, supporting the EO and establishing a fundraising support group.

Most importantly the Management Committee has worked with the EO to strengthen the relationship with Education Queensland. This strengthened relationship has led to significant increases in funding and support. The Board are extremely grateful to the Hon Grace Grace, Minister for Education and Education Queensland for the faith they have shown in the organisation. This faith is based on the impressive work of our staff and volunteers in supporting people experiencing learning differences.

Ray Ashford, Briony Waiman and Andrew Elphinstone will be departing the board this year. All have made a significant contribution to the organisation and we are very thankful for their service.

50th Anniversary Celebrations have been held in Warwick and Townsville. Our major celebration will be later in the year at Parliament House, a night to celebrate the achievements of this great organisation and to look forward to the next 50 years of service.

With incredible growth over the last few years, increased funding, rapidly changing technology and greater demands for service from the community, the next 12 months will be a time to work with the EO to reflect on the organisation, to test our strengths and look for future opportunities, to make sure we have the capacity to take advantage of these opportunities so we can deliver even more support for people who experience learning differences.

Patricia Savage could hardly have imagined in 1969, the organisation she founded would be still growing 50 years later. She started the organisation because there was nothing to support people experiencing learning differences.

To this day we regularly deal with families who tell us they were completely lost and alone before they found Speld Qld, floundering around for a solution and support. We celebrate 50 years of Speld Qld by being the organisation that people continue to turn to for support if they are experiencing learning differences.

JOE KELLY MP

*Chair of the Management Committee*

## MANAGEMENT COMMITTEE



**JOE KELLY MP**

Chair & Member for Greenslopes

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



**RAY ASHFORD**

Secretary

A former senior education executive and psychologist currently providing consultancy services to education systems and schools. Joined Committee in 2016.



**TONY BROWN**

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



**IAN CHAPMAN**

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



**DR BRIONY WAINMAN**

A professional educator with 17 years teaching experience in secondary and tertiary institutions. Joined Committee in 2017.



**PAUL KEENE**

Treasurer

Former Police Officer. Currently Senior Policy Advisor to Queensland Attorney General. 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.



**JOSEBA LARRAZABAL**

Acting Assistant Regional Director, Education Qld. Lifetime commitment to public education with positions in teaching and senior leadership in rural, remote and metropolitan Schools. Joined Committee in 2018.



**ANDREW ELPHINSTONE**

Teacher at Marist College Ashgrove and is currently the President of Independent Education Union - Qld & NT. Andrew specialises in business and economics. Joined Committee in 2018.

## SPELD QLD AT A GLANCE

### Executive Officer

I wonder did Patricia Savage, the founder of Speld way back in 1969, ever imagine that her initiative will still be making an impact in 2019?

Over the 12 months July 2018 – June 2019, I have been involved in a range of diverse and exciting events.

Whether the activities have been:

- competing in the Bridge to Brisbane to raise money for Speld,
- presenting a 3-minute elevator speech to the Premier,
- launching a multi-sensory kit designed by one of our assessors for parents to use with students,
- attending an International professionally rewarding conference in Perth with fellow Queenslanders,
- meeting the nieces of Patricia Savage at the ICPA Conference in Charters Towers, or
- touring Queensland and co presenting workshops with an International speaker,

I have been able to showcase Speld and highlight the opportunities it provides for schools, families and students.

As we celebrate 50 years of service to the community in 2019, we again have many varied opportunities to engage with

communities across the State and learn more about how Speld Qld has been an integral part of many people's lives over the past 50 years. At our event in Warwick we met Mrs Mavis Cooper who was the secretary of Speld Qld and President of a Speld Qld branch in Warwick in the early 80's, and Mayor Tracy Dobie and Cheryl Ruhle who were both volunteer tutors for Speld Qld students in the 70's.

With each annual report I write, I reflect on how we have grown and the impact Speld Qld has made for so many over the previous year. This year we have seen:

- Many new members join the committee, bringing fresh eyes and new ideas to consider
- A need to employ 3 more psychologists to meet the need for assessments
- Intensive Literacy programs delivered at our office to over 50 students ranging in ages from 6 to 18, and the hiring of 4 Literacy coaches to deliver this service.

The work of Speld Qld would not be possible without the support of dedicated staff who each day go above and beyond to ensure we meet our targets, the wonderful support from the Department of Education and the Reading Centre, and of course the many members of Speld Qld who access our range of services on a daily basis.



## STAFF

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|                                |                   |
|--------------------------------|-------------------|
| Executive Officer              | Marion McMahon    |
| Education Advisor              | Ainsley Robertson |
| Education Advisor              | Kylie Griffin     |
| Specialist Teacher Coordinator | Cathy Gardner     |
| Learnersaurus Coach/Admin      | Emily Thompson    |
| Office Manager                 | Melinda Goopy     |
| Accountant                     | Megan Smith       |

## ASSESSORS

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|                   |                  |
|-------------------|------------------|
| Psychologist      | Dr Michael Maier |
| Psychologist      | Danielle Copplin |
| Psychologist      | Rod Matheson     |
| Psychologist      | Jan Cowen        |
| Academic Assessor | Merisa Ots       |
| Academic Assessor | Mandy Jak        |

## VOLUNTEERS

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Anne Moran  
Kathy Mogg  
Gerard Paynter  
Jordan Singh  
Julie Amos

# SPELD QLD MEMBERSHIP

The number of members this year has increased by 10% to 1008 members, across 5 categories.

While the Advisory Line can be accessed by all, it is our financial members who gain access to:

- Assessment service
- Professional development
- Specialist Teacher Referral service
- Literacy programs
- Discounts to Seminars and Workshops
- Discounts to Shop items
- Library

Speld Qld provides new Members with a comprehensive information pack, including information on a range of learning differences, together with service information.

Guest members increased by 404 people this year, and the total number of people on our information distribution emailing list is approximately 4600 people. When Financial Membership lapses, members are transferred to Guest Membership to stay informed of events and information through weekly email newsletters.

Membership in regional areas has grown this year from 14% to 21%, due to the extensive travelling and service delivery of our Executive Officer and team of Assessors.

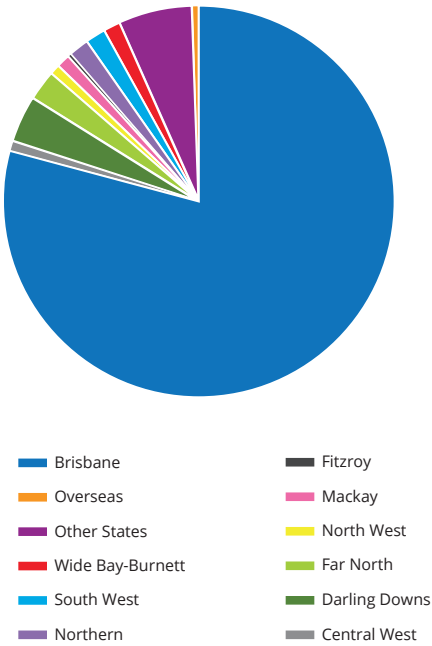


Figure 2. Membership by Region

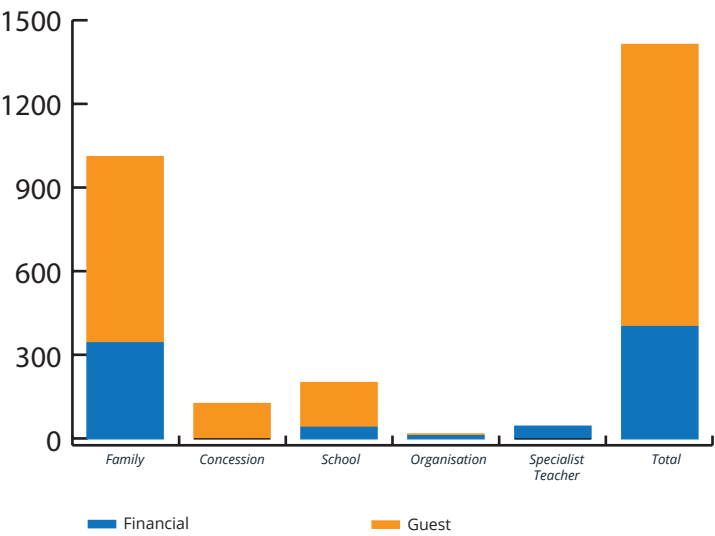


Figure 1. Membership by Type

## ADVISORY SERVICE

The Advisory Service provides essential support to parents of children experiencing learning differences, teachers and school support staff, along with adults whose literacy difficulties impact negatively on their work, study and daily lives.

Speld QLD has again witnessed an increase in the demand for the Advisory Line service in 2018-2019, as this demographic seek advice from Education Advisors. The majority of this advice is given by phone, however, parents will often email, or seek face-to-face advice, including guidance on suitable readers for their child from the Library.

The majority of our enquiries continue to come from family members and teachers of those who experience learning differences.

Most enquiries continue to relate to primary school students and high school students, however enquiries from adults seeking support and information for themselves has increased slightly from the previous year.

The majority of calls to the advisory line related to general advice and information to support those experiencing learning differences.

Calls to the Speld Qld Advisory line have shown a significant increase in 2018-2019 (See Figure 3). The months of February, March and May 2019 show the highest peak in enquires to our service at 340, 467 and 402 respectively.

Parents and teachers often experience concern for students in March as Term 1 draws to a close. Often student's needs are being identified at this time and individual learning plans are being designed. In May, parents are prompted or directed by their schools, to call for advice due to end of term parent/teacher interviews and NAPLAN testing. We often see another increase in calls during November due to end of year reporting on student progress. Parents often wish to book assessments and receive advice about beginning the following school year positively with support in place.

The majority of enquiries from the past year were relating to students attending Queensland State Schools, followed by students attending Independent and Catholic Schools. Enquiries relating to the workplace have slightly increased this year.

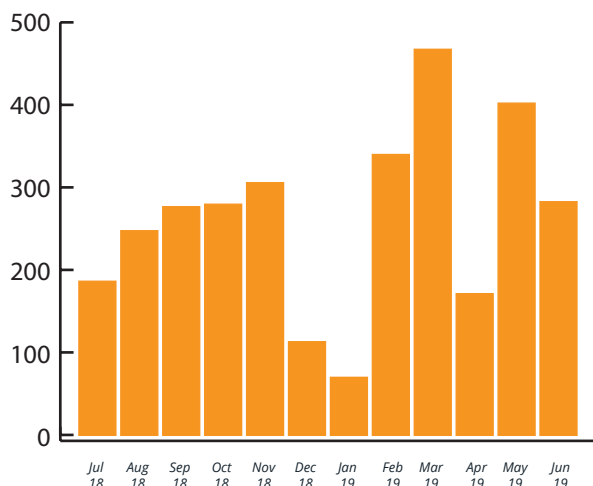


Figure 3. Total Incoming calls

“

### SERVICE FEEDBACK

*Thank you very much for your informative telephone call this morning. It is very much appreciated, especially as this is all new to me and I am still trying to get my head around everything I have been looking up.*

*Thank you for all of the links, I will have a look at them tonight after work.*

*I most definitely appreciate your knowledge, kindness and understanding.*

*Thank you for your time this morning and the depth of your email. I really appreciate it. I look forward to reading through the links and being the best advocate for my son that I can be. I will be in touch regarding the zoom tutoring in Sounds-Write after I complete my membership. Once again, thank you for your time and advice.*

*Thanks so much for speaking with me today and for sending me all that information on the available support services for adults with literacy issues.*

”

# ASSESSMENT SERVICE

A huge shout out to my amazing assessment team who over the past 12 months have conducted 462 assessments. Our team members for the past 12 months were Rod Matheson, Jan Cowen, Dr Mike Maier, Danielle Copplin, Courtney McNally, Merisa Ots and Mandy Jak.

In addition to the regular requests from parents and schools Statewide, we have worked in partnership with the Reading Centre and the Toowoomba Catholic Diocese to conduct assessments on their behalf.

The demand for this service is so great that we had to employ 3 more psychologists to the team to ensure we can meet the current level of need. We welcome to our team Jane Worthington, Denise Cullen and Julia Grant-Smith.

We have also had the amazing support from Civic Solutions who have sponsored some of our assessments for rural and remote students and those from a disadvantaged background. 30 students were supported through this program and came from Gladstone, Townsville, Goondiwindi, Proserpine, Jimboomba, Innisfail, Sunshine Coast and Kedron State High. Special thanks to Civic Solutions, as without their support these students would otherwise not have been able to access our service.

Figure 4 outlines the number of assessments conducted per month. The assessment data can be further segmented into 372 Psychometric and 90 Academic.

Of the 372 psychometric assessments conducted 87 were on behalf of the Reading Centre, 23 were on behalf of Toowoomba Catholic Diocese and the remaining 345 directly from parents  
Figure 2 indicates the locations of the 87 requests from the Department of Education Reading Centre.

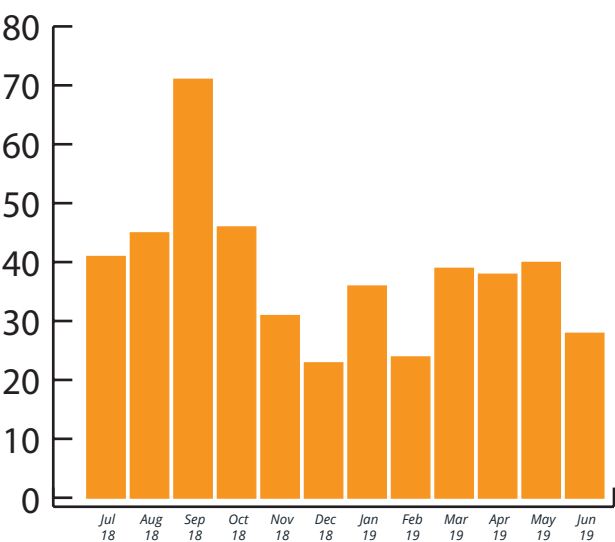


Figure 4. Assessments conducted per month

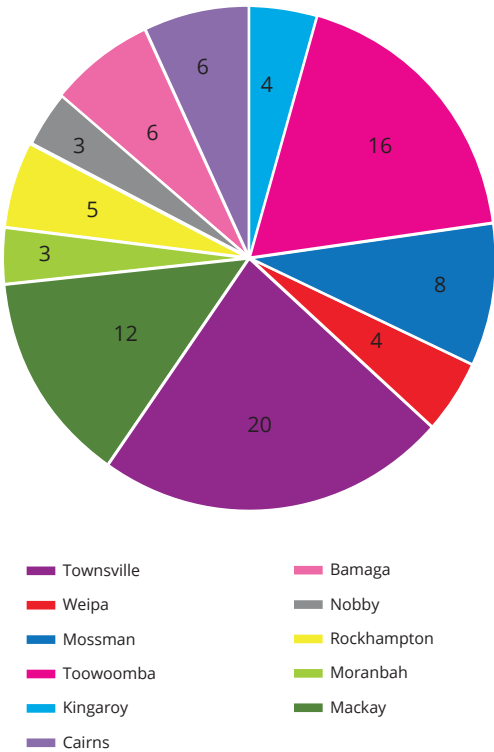


Figure 5. Location of request from DET Reading Centre.

“

## SERVICE FEEDBACK

Jade felt quite nervous at home leading up to the assessment, however, when she walked out of her session with Mike said 'That was the nicest man I've ever met' and wanted to come back to see Mike again.

”

## SPECIALIST TEACHER / TUTOR SERVICE

This year the very high demand for this valuable service has continued to see growth. Figure 6 shows the number of referrals made to Specialist Teachers this financial year. This figure has increased from 172 in the last financial year to 198 this financial year.

Similarly, figure 7 outlines the number of requests made during this period. Requests for a Specialist Teacher have increased 15% to 224 referrals this financial year.

As this is a Member access service, many families join Speld only to access the Specialist Teacher Service and, as an ongoing

service, many renew their memberships at the request of the Specialist Teacher.

Neither the memberships nor the renewals are captured in the significant income the Specialist Teacher/Tutor Service brings to Speld.

We continually interview new teachers to add to our database to meet this growing demand. This year 5 high quality Specialist Teachers and 1 Tutor have joined Speld Qld after meeting the 2019 Speld Qld requirements.

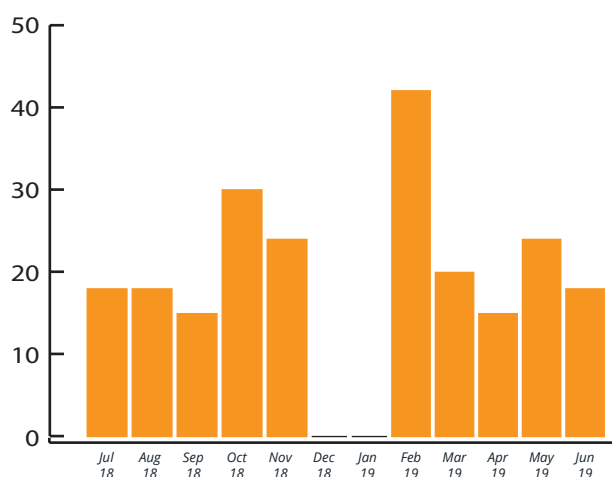


Figure 6. Number of referrals

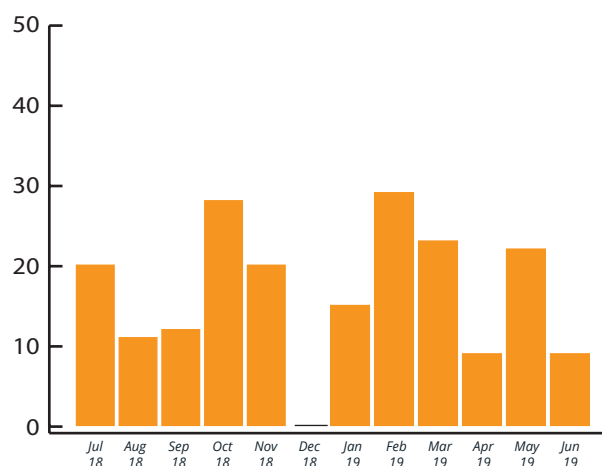


Figure 7. No. of requests

## “SERVICE FEEDBACK

*Our daughter needs a range of long term supports. She has a speech therapist, a psychologist and in school help. In terms of the best and measurable return on our investment, I can honestly say that xxx delivers hands down on a consistent basis. Our daughter would be lost in the system without her very special and caring support.*

*Finding xxxx through Speld when xxx was in Gade 1 has brought a huge turnaround to xxx's world. Xxx is more confident and achieves consistent Bs in English. He has recently started high school and chose to continue working with xxx, xxx is one of xxx's 'rocks'. She is very patient and calm, which assists in helping him to relax and learn.*

”

A highly successful targeted Professional Development Session 'Anxious Kids: Effective Teaching' was held for Speld Qld Specialist Teachers and Tutors in March.

Courtney McNally, Psychologist at DSF Literary and Clinical Services and Speld Assessor delivered this workshop, which outlined how to assist students experiencing anxiety as a result of learning differences. The workshop was highly praised particularly for its style of delivery and the wide range of resources suggested.

One Teacher commented, *Probably the best PD I have done in a long time.*



## ASSISTIVE TECHNOLOGY SERVICE

There has been a significant rise in access and interest in our Assistive Technology (AT) service over the past twelve months. Speld Qld has strived to keep pace with this growing demand for AT services by providing more small group (1-3 attendees) iPad and Laptop consultations as well as one full-day workshop each term at our Woolloongabba site. We have also continued to deliver Assistive Technology 1.5hr Professional Development sessions at schools across South East Queensland.

Over the past 12 months our Assistive Technology service has conducted 30 small group iPad and small group Laptop consultations with members. 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 adult learners and some teachers who have attended Laptop sessions over the past 12 months.

Consultation sessions are personalised according to the needs of the attendees. 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.

Sessions begin with an investigation of what settings on their chosen device can be altered so they have the appropriate in-built assistive technology working for them. Such in-built setting changes include: permitting text to speech, speech recognition, enlarging of text and much more.

Our Speld Qld iPad and Laptop AT consultation sessions also often include an investigation of the best apps, programs, websites and tips that assist with all the stages involved in the writing process ~ brainstorming, research, reading, notetaking, writing, spelling, editing and publishing.

Most of our attendees are also interested in finding out how to make a paper text or PDF fully accessible (i.e. having test papers read to them by a device and then, 'voice typing' their answers by using speech-to-text). Many attendees also appreciate information on apps, tools and tips that will assist them with improving their Literacy and Mathematics skills and with keeping organised. Audiobooks and e-Book options are also often explored in these sessions.

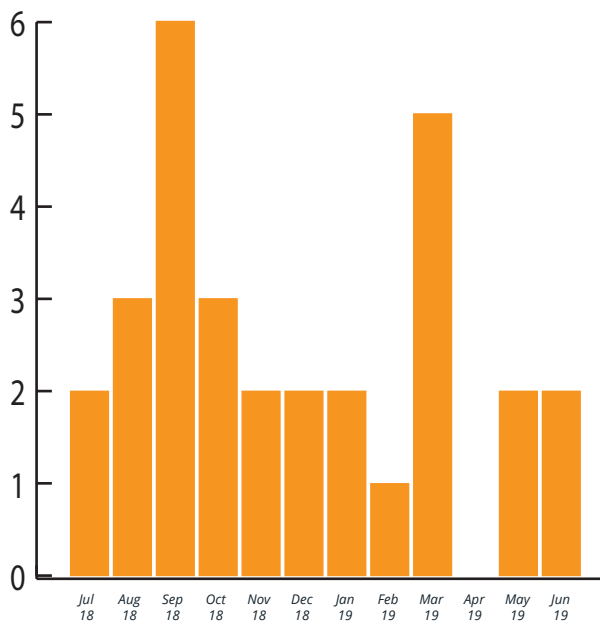


Figure 8. AT one-on-one sessions per month

“

### SERVICE FEEDBACK

- *Explanation and presentation of content was excellent.*
- *Seeing how to use Prizmo and Claro (apps) was great.*
- *Very relevant information. Thank you!*
- *Emily was fantastic at explaining and very empathetic of 'Ts' uncertainty.*

”

## SOUNDS-WRITE PROGRAM

Sounds-Write is an evidence-based linguistic program widely used throughout the U.K. and Australia providing successful outcomes for students learning to read and spell.

Speld Qld began offering group tutoring sessions in the Sounds-Write program in Term 4, 2018. During 2018, two Sounds-Write coaches provided effective, structured, cumulative intervention for students who had fallen behind in their reading and spelling.

The group environment also provided students with the opportunity to share their experiences of living with a learning difference.

During 2018, 18 enthusiastic students worked diligently to improve their literacy skills. Of these students, 11 were of primary school age, 2 were high school students and 5 were from the YMCA.

During Terms 1 and 2 of 2019, 14 students have been enrolled, 14 primary school aged students and 1 from the YMCA.

Recently, Speld Qld has engaged two further coaches to join the Sounds-Write team, expanding the program and making it possible for a greater number of students to be enrolled each term.

“

### SERVICE FEEDBACK

*Sounds-Write is the third program we have tried since my daughter was diagnosed at age 6. She is now 10 years old. We have been doing daily literacy, decoding and phonics games since the age of 6. We had both really hit a wall this year as she is still struggling with spelling and decoding new words and there was minimal improvement for the effort put in.*

*Sounds-Write has improved my daughter's engagement with literacy in an immeasurable way. She now has regained a positive outlook with reading, is reading a book silently to herself at night for the first time ever and generally feel pretty happy and positive about herself. I believe this is because she has a program that meets her perfectly at her level without being too junior, implemented by a beautiful teacher with a group of other children all learning at a similar level to her.*



”

## LEARNERSAURUS PROGRAM

Over the past twelve months, 5 students have completed the full Learnersaurus program with great progress in the areas of reading, spelling and handwriting for these students. In this same 12 month period we have engaged 8 new students and families with the Intensive Reading Program.

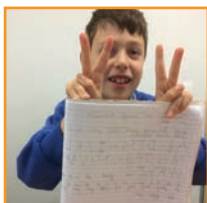
## STUDENT REVIEW

**Student name:** Zachary Macquet

**Parent name:** Louise Macquet

**Age:** 9

**Grade:** 3



Areas of difficulty with literacy reported by Louise:  
In the initial enquiry into the Learnersaurus Program in 2016

### Louise reported that Zac had significant difficulties with:

- Identifying letter names/sounds
- Identifying syllables
- Following a sequence in a story
- Organising his writing
- Following more than one instruction
- Letter reversals
- Generally with all aspects of reading

### Areas of Difficulty reported by Zac's classroom teacher:

In February of 2017 Zac's grade 1 classroom teacher reported the following in an email to Louise "Zac was not benchmarked at a PM level at the end of last year. This meant that Zac had very limited early reading skills with limited sound and letter knowledge (early phonological awareness).

Last week, I tested Zac again using the PM system and I was able to benchmark him at a PM Level 1 but please be aware that he has made very limited progress between the end of last year and early this year.

Zac is very delayed in his Reading development for his age and year of schooling - he is not able to clearly identify the sounds at the beginning of words."

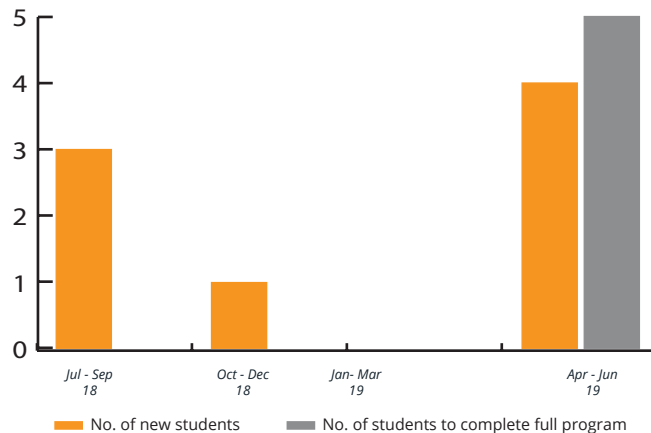


Figure 9. No. of students accessing the program by quarter

### Areas of Difficulty identified by Learnersaurus Coach:

Through the initial assessment stage of the Learnersaurus program Zac didn't seem to understand that letters had both names and sounds. He frequently attempted to decode by saying letter names rather than sounds. When he did manage to decode it was very disjointed and he could not blend any non-words that were longer than 2 letters. During the initial assessment Zach took 4 minutes and 50 seconds to sequence the alphabet with a number of errors in the order and with reversals.

### Initial and final testing scores

Throughout Learnersaurus Zac has mastered the following letter/sound combinations: i, t, p, n, s, a, d, c, o, r, m, e, h, b, u, l, sp, st, sn, tr, cr, dr, pr, nd, nt, mp, pl, cl, bl, sl, ll, ss, f, fl, fr, br, g, gr, gl, k, sk, ng, nk, th, str, spr, scr, ck, v, y, ing, w, tw, sw, wa, j, sh, qu, x, z, ff, zz, ch, ar, ee, or, ore, y (like in happy), y (like in cry), i-e, ire, a-e, are (like in square), ay, ce, wh and er.

On the 23rd of October 2018 Louise reported that Zac's classroom teacher assessed his reading level and he had reached PM level 22 and was reading at his age expectation. Zac's classroom teacher also stated that his writing level was steadily improving and that he should reach his age expectation for writing in the next 12 months. Zac has made marked progress with his alphabet sequencing, writing speed and spelling as is evidenced by the comparison scores above.

| Time on program | Initial Alphabet Arc score                             | Most recent score       | Initial letters per minute | Most recent score | Initial pre-test spelling score | Most recent post-test score     |
|-----------------|--------------------------------------------------------|-------------------------|----------------------------|-------------------|---------------------------------|---------------------------------|
| 2.5 years       | Time: 6.50 Reversals: Q, J<br>Out of order: R, Q, V, C | Time: 1.05<br>No errors | Score: 13                  | Score: 52         | Pre lit book 1<br>Score 7/20    | Post lit book 4 score:<br>19/20 |

# RESOURCES & LIBRARY

Schools, families and individuals continue to access the wide range of high quality evidence-based resources available through the Resource Shop both instore and online.

Figure 10 shows the number of sales against the number of items sold. It is encouraging to see consumers purchase on average 2.1 resources per transaction.

The Shop operates largely through on-line sales via the website and the range of resources available is regularly revised.

The Auspeld Guides have been revised this year and continue to be popular. In the coming year, these guides will also be used in Parent workshops around the state.

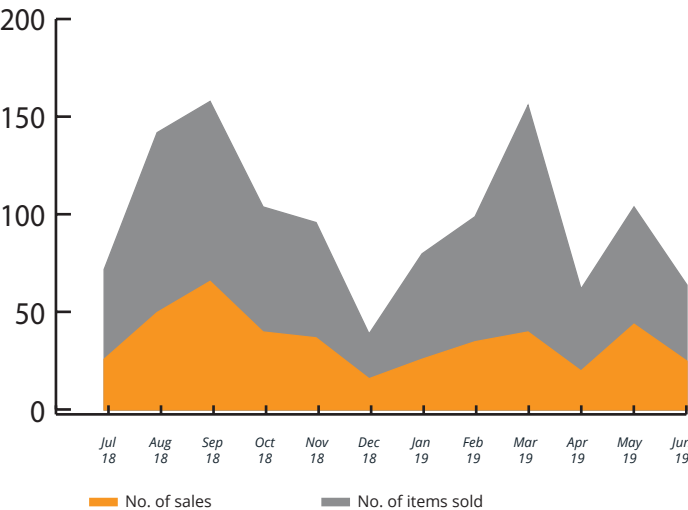
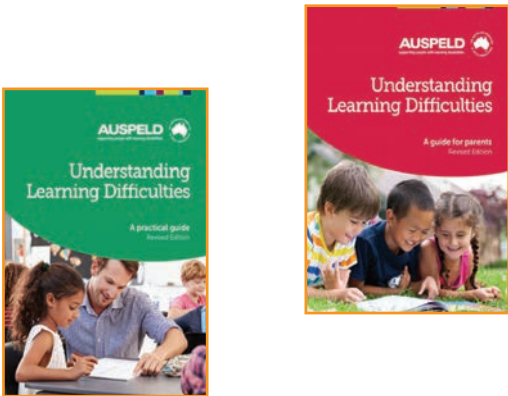


Figure 10. Resources sold per month

The Speld Qld Library includes an extensive collection of high quality, evidence-based resources which are available to loan to Speld Qld Members.

The specialist library continues to be a popular and highly valued service for Speld Qld members. Due to a grant received in the last financial year, numerous new sets of decodable readers were able to be purchased and catalogued into the library. As a result of this the number of loans per year has increased quite dramatically from 587 resources borrowed during 2017-18 to 4,539 this financial year.

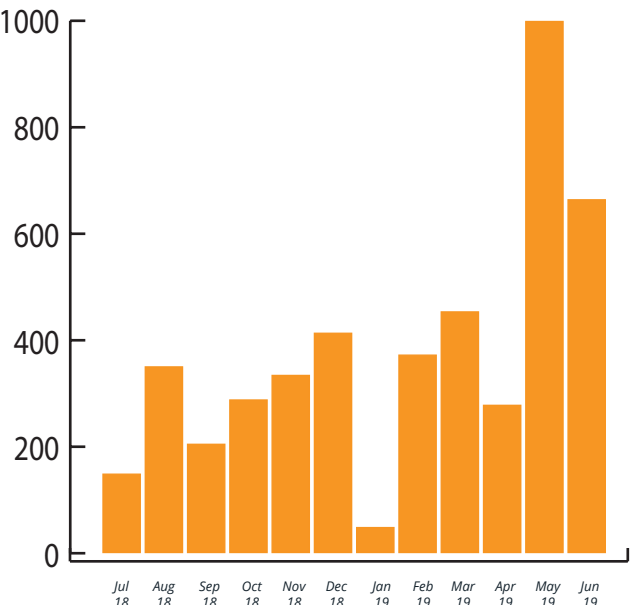


Figure 11. Resources borrowed per month



## PROFESSIONAL DEVELOPMENT

Offering inexpensive Professional Development in evidenced based programs is essential if we are to meet the needs of teachers across the State. It is important to note that the fees charged are consistent across our State and no travel is charged to deliver to those in regional and remote communities.

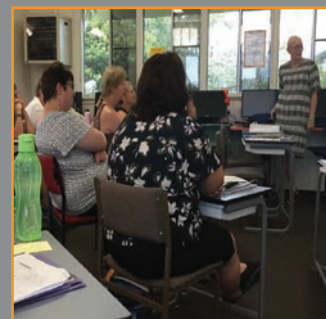
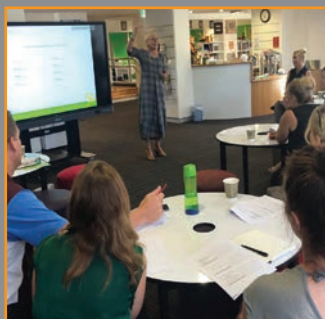
The Executive Officer presented a total of 50 Professional Development sessions over the period and three Assistive Technology sessions were presented by the Assistive Technology Advisor.

Understandably, Pupil free days were heavily booked with 2 and 3 workshops being delivered each day. After school sessions were popular with teachers, whilst teacher aides and parents tended to access the morning for their sessions.

“  
I have attended  
many professional  
development  
sessions during my  
first year teaching  
and I found yours to  
be the most useful.”

| Topic                              | No. presented |
|------------------------------------|---------------|
| Executive Functions                | 5             |
| Understanding Learning Differences | 34            |
| Unpacking Learning Differences     | 6             |
| What is Dyslexia? an Overview      | 2             |
| Webinars                           | 3             |
| Assistive Technology               | 3             |

| Sector                        | No. presented |
|-------------------------------|---------------|
| State Schools                 | 20            |
| Independent Schools           | 9             |
| Catholic Schools              | 5             |
| Alternate Educational Centres | 2             |
| Training Organisations        | 2             |
| Regional and Remote areas     | 13            |
| Middle Schools                | 3             |
| High Schools                  | 3             |
| Parent Groups                 | 2             |
| Guidance Officers             | 1             |
| Teacher Aides                 | 5             |



## WORKSHOPS & EVENTS

There is a continued high demand for quality workshops, with 21 workshops presented during this period, attended by 436 people.

The number of attendees rose by 37% 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.

The table outlines workshops presented for the period, showing high demand for Dyslexia, Literacy, Mathematics and Assistive Technology.

Speld Qld continues to be involved in our Community exhibiting at Neighbour Day and the P&C Conference and our yearly Parent Expo continued to be popular this year, seeing nearly 70 attendees access our workshops, displays and advice.



| Date   | Topic                                                                                         | Location                  | Attendees |
|--------|-----------------------------------------------------------------------------------------------|---------------------------|-----------|
| Aug 18 | Creative Literacy to support inclusion for those with dyslexia and other barriers to learning | Speld Qld - Woolloongabba | 27        |
| Aug 18 | Teacher Aide Workshop - Level 1                                                               | Speld Qld - Woolloongabba | 16        |
| Aug 18 | Teacher Aide Workshop - Level 2                                                               | Speld Qld - Woolloongabba | 9         |
| Oct 18 | Assistive Technology                                                                          | Speld Qld - Woolloongabba | 27        |
| Nov 18 | Talk 4 Writing                                                                                | Speld Qld - Woolloongabba | 10        |
| Nov 18 | Singapore Maths                                                                               | Speld Qld - Woolloongabba | 30        |
| Nov 18 | Understanding Learning Differences                                                            | Speld Qld - Woolloongabba | 23        |
| Feb 19 | Assistive Technology - iPad Focus                                                             | Speld Qld - Woolloongabba | 19        |
| Mar 19 | Sounds-Write                                                                                  | Speld Qld - Woolloongabba | 18        |
| Mar 19 | Dyslexia Defined                                                                              | Speld Qld - Woolloongabba | 16        |
| Mar 19 | Reading Instruction                                                                           | Speld Qld - Woolloongabba | 7         |
| Mar 19 | Understanding Learning Differences & The Gifted or Dyslexic Child                             | Proserpine                | 49        |
| Mar 19 | Understanding Learning Differences & The Gifted or Dyslexic Child                             | Bowen                     | 10        |
| Mar 19 | Understanding Learning Differences & The Gifted or Dyslexic Child                             | Gold Coast                | 31        |
| Mar 19 | Understanding Learning Differences & The Gifted or Dyslexic Child                             | Longreach                 | 27        |
| Mar 19 | Talk 4 Writing                                                                                | Speld Qld - Woolloongabba | 8         |
| Apr 19 | Dyslexia Defined                                                                              | Speld Qld - Woolloongabba | 28        |
| May 19 | Building Higher Performing Primary Schools                                                    | Speld Qld - Woolloongabba | 29        |
| Jun 19 | Talk 4 Writing                                                                                | Speld Qld - Woolloongabba | 20        |
| Jun 19 | Assistive Technology - PC Focus                                                               | Speld Qld - Woolloongabba | 14        |
| Jun 19 | Sounds-Write                                                                                  | Speld Qld - Woolloongabba | 18        |

## 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>2018-2019 was the final year in the current Service Agreement, which provided funding for the free Advisory Line.</p> <p>A new 3-year Service Agreement has been entered into, which will provide funding to expand the Advisory Service and other Speld Programs.</p> | <p>The Reading Centre supports school leaders, teachers and parents to inspire, encourage and teach young Queenslanders to read.</p> <p>In 2018-2019 we partnered with the Reading Centre to deliver our Assessment Service in regional Queensland.</p> <p>A new 3-year Service Agreement has been entered into, which will provide funding to deliver Reading Programs and Professional Development.</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 withing 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                                                                                                                                                                                                                                                                                                            | Rotary Club of Woolloongabba                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The Honda Foundation                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 2018-2019 they continued to support us by providing a further \$50,000 donation to support students with subsidised assessment fees.</p> | <p>Rotary is an organisation of community, business and professional people who provide humanitarian service, encourage high ethical standards in all vocations and help build goodwill and peace in the world.</p> <p>The Rotary Club of Woolloongabba, established in 1955, is one of more than 33,000 clubs in over 200 countries.</p> <p>In 2018-2019 they continued to support Speld Qld in the joint Neighbour Day event. This event raised \$500 to support students with subsidised assessment fees.</p> | <p>The Honda Foundation is funded by contributions from Honda Australia, private donors and more than 100 dealerships across the country.</p> <p>Thanks to The Honda Foundation, Speld QLD has now purchased a C-Pen Reader Classroom Set of 10 scan pens.</p> |



## FINANCIAL REPORT

The full 2018-2019 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 \$58,638.

### Income

Income for the 2018-2019 Year was \$1,128,291 compared to \$809,400 last year. This represents a 39% increase.

#### Grants \$312,220

This comprises funding by the Queensland Department of Education for the Advisory Service and Reading Centre Assessment Program, a library book grant from the Gambling Community Benefit Fund and a professional development grant from the Edna Furey Bursary.

#### Contributions (members) \$90,845

Membership fees from Individuals, Specialist Teachers, Schools and Organisations.

#### Donations \$56,305

We were grateful to receive donations from some very generous individuals and organisations this year. The specific donations helped support regional and disadvantaged students access assessments and purchase a C-Pen classroom kit. General donations helped support disadvantaged students access the Literacy Programs.

#### Goods and Services \$660,169

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 \$1,988

A small amount of bank interest was received this year.

#### Other income \$6,764

This is income from other sources not listed above, such as Commission on Book Sales and Fundraising income from events.

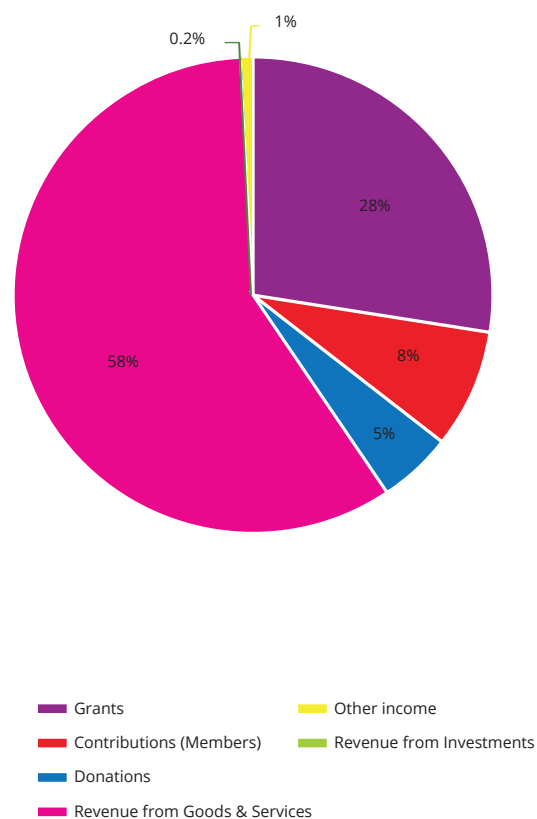


Figure 12. Income areas: 2018-2019 Financial Year

## Expenses

Expenses for the 2018-2019 Year were \$1,069,563 compared to \$884,168 last year. This represents a 21% increase.

### **Cost of Services provided \$545,651**

The largest category of expenses covers the costs for the Goods and Services provided and has increased in proportion to the increase in income received.

### **Employee expenses \$425,739**

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

### **All other expenses \$98,263**

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

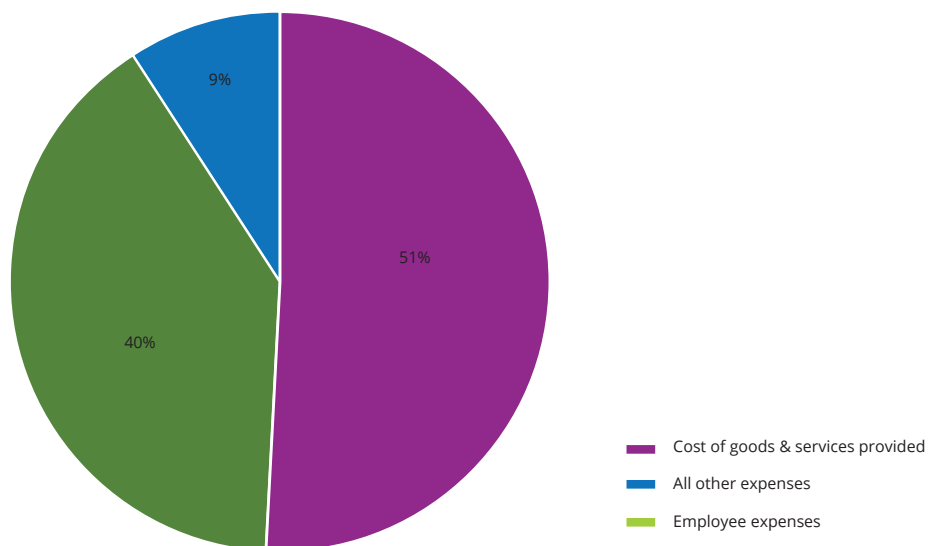


Figure 13. Expenses: 2018-2019 Financial Year

SPELD QLD INC  
Statement of profit or loss and other comprehensive income  
for the period 1 July 2018 to 30 June 2019

|                                          | 2019             | 2018            |
|------------------------------------------|------------------|-----------------|
|                                          | \$               | \$              |
| <b>INCOME</b>                            |                  |                 |
| Grants                                   | 312,220          | 154,937         |
| Contributions (members)                  | 90,845           | 87,940          |
| Donations                                | 56,305           | 51,765          |
| Revenue from providing goods or services | 660,169          | 501,440         |
| Revenue from investments                 | 1,988            | 1,160           |
| Other income                             | 6,764            | 12,158          |
| <b>TOTAL INCOME</b>                      | <b>1,128,291</b> | <b>809,400</b>  |
| <b>EXPENSES</b>                          |                  |                 |
| Cost of goods and services provided      | 545,651          | 417,535         |
| Employee expenses                        | 425,739          | 382,170         |
| All other expenses                       | 98,263           | 84,463          |
| <b>TOTAL EXPENSES</b>                    | <b>1,069,653</b> | <b>884,168</b>  |
| <b>PROFIT / (LOSS)</b>                   | <b>58,638</b>    | <b>(74,768)</b> |

SPELD QLD INC  
Statement of financial position  
as at 30 June 2019

|                                 | 30 June 2019   | 30 June 2018   |
|---------------------------------|----------------|----------------|
|                                 | \$             | \$             |
| <b>ASSETS</b>                   |                |                |
| <b>Current Assets</b>           |                |                |
| Cash and cash equivalents       | 282,400        | 191,189        |
| Trade and other receivables     | 43,001         | 49,351         |
| <b>TOTAL CURRENT ASSETS</b>     | <b>325,401</b> | <b>240,540</b> |
| <b>Non-Current Assets</b>       |                |                |
| Property, plant and equipment   | 57,909         | 46,304         |
| Intangible assets               | 193            | 4,086          |
| <b>TOTAL NON-CURRENT ASSETS</b> | <b>58,102</b>  | <b>50,390</b>  |
| <b>TOTAL ASSETS</b>             | <b>383,503</b> | <b>290,930</b> |
| <b>LIABILITIES</b>              |                |                |
| <b>Current Liabilities</b>      |                |                |
| Trade and other payables        | 87,707         | 75,645         |
| Other liabilities               | 67,727         | 45,854         |
| <b>TOTAL LIABILITIES</b>        | <b>155,434</b> | <b>121,499</b> |
| <b>NET ASSETS</b>               | <b>228,069</b> | <b>169,431</b> |
| <b>Equity</b>                   |                |                |
| Retained surpluses              | 222,988        | 164,350        |
| Historical balancing account    | 5,081          | 5,081          |
| <b>TOTAL EQUITY</b>             | <b>228,069</b> | <b>169,431</b> |



Speld  
QLD

Celebrating 50 years supporting  
people experiencing learning differences



2019

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