

2018/19

"Education is not the filling of a pail, but the lighting of a fire."

W.B. Yeats



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Amy is more sociable and making more friends now she can communicate better.

*Some of the children's names in the alphabet features have been changed for privacy reasons.



YOUR IMPACT: 2018/19 YEAR IN REVIEW

Bella
has improved
significantly in
reading and
spelling.



Thank you so much for your generous support over the past year. With your help, Learning Links continued to grow our reach to children and families, while becoming increasingly customer focussed, and collaborating through partnerships to achieve community impact.

We gratefully received funding from the NSW State Government as part of the Start Strong Pathways initiative, which enabled us to commence a new inclusive playgroup program. This is now being rolled out across Sydney locations and will support the development and learning of many more children with disabilities and developmental delays. With partner funding and support from Aboriginal partner organisations, we launched a pilot program to help vulnerable Aboriginal children in Western Sydney to improve their literacy and numeracy outcomes. The program has delivered promising and measurable outcomes for the children. We are now exploring ways to bring these potentially life-changing and yet affordable interventions to more children through partnerships with Aboriginal organisations, businesses, clubs and government.

Over the past 12 months we opened three new Learning Centres. These have given much needed access for children, families and schools in and around Liverpool, Gledswood Hills and Alexandria. We also reconfigured our existing Learning Centre at Peakhurst and moved our support office functions to our new centre at Alexandria. This enabled more children to access services in the Peakhurst area in particular and has reduced waiting lists. With this enlarged

footprint across Sydney and support from generous new and existing funding partners, Learning Links was able to grow our services by over 40% in 2018/19. At the same time, we reached our highest customer satisfaction score yet, with 93% of customers in 2018/19 indicating they would recommend Learning Links to others.

Learning Links is keen to share our expertise and experience with others to help develop solutions on a systems level. We broadened and deepened our relationships with key stakeholders across local, state and federal governments and initiated sector collaboration with key agencies. We were pleased to contribute to the stakeholder panels in the review of the NSW Fundraising and Community Gaming legislation and provide input to these critical regulatory and legislative frameworks for our sector.

What Learning Links achieved over the past year was only possible because of the dedication of wonderful people like you, and our many participants, supporters and partners. A sincere thank you to all our children and families, schools, corporate, philanthropic and club partners, supporters, volunteers, staff, and to the Learning Links Board. We particularly thank Director Michele Adair who retires at the upcoming AGM having served and made significant contributions to Learning Links in her seven years on the Board. We welcome our two new Directors, Jennifer Wilson and Jackie Gambrell, who joined us in July 2019 and bring new skills and perspectives to the governance of our organisation.

Learning Links is on a progressive path of learning, growth and community impact. We continue to seek the expansion of services to more children, families and schools, centred around inclusive and evidence-based practice.

We are proud and privileged to lead the organisation at such an exciting time and look forward to developing our next organisational strategy with stakeholders during this coming year. This new strategy will be in delivery as Learning Links celebrates the organisation's 50th anniversary in 2022. The strategy will aim to ensure Learning Links remains a key player in our sector and that we continue to deliver real measurable outcomes on an increasing scale to the children and families we are here to serve.



Gregory Wallace
Chair



Birgitte Maibom
CEO





Charlotte
has improved in
numeracy and is now
up to an appropriate
level for her age.

TOGETHER, WE'RE HELPING KIDS LEARN

OUR VISION

A community where difficulties learning are no longer a barrier to a fulfilling life.

OUR MISSION

To provide children and young people who have difficulties learning with the skills, services and family support that will enable them to realise their potential.



Danielle is more confident socially and now has a handful of strategies to use if she is anxious.

OUR PURPOSE

To prevent learning difficulties from causing disadvantage by offering evidence-based services and advocating to influence positive change. To collaborate with the sector to make sure we contribute effectively to the system.

OUR VALUES

Empowerment

We are resourceful, accountable and proactive, using our initiative to achieve positive change and outcomes.

Collaboration

We value teamwork and the strength that comes from diversity and from joining forces to make a difference.

Excellence

We are professional, competent and driven, striving always be the best we can be, in everything we do.

Integrity

We are reliable and dependable guided by our moral compass at all times.

HOW YOUR SUPPORT CAN TRANSFORM LIVES

THE CHALLENGE

Up to **15%** of children are affected by learning difficulties and disabilities.

- There is no financial assistance available for many of these children to access the extra supports they need.
- Our education system is struggling to cope with the complexity of the challenge and may lack the expertise to know what to do.
- Many children fall through the gaps and fail to reach their full learning potential.
- These children are at risk of mental health issues, unemployment and incarceration causing significant economic cost to our community.
- There is a strong correlation between disadvantage and learning difficulties – without adequate education it is more difficult to participate and achieve success in our society.



OUR RESOURCES

Expertise and experience from over **47 years** of supporting children with learning difficulties and disabilities and establishing inclusive learning environments.

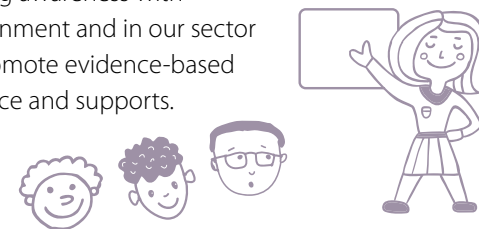
- 210 staff, including specialist educators and teachers, speech and occupational therapists and psychologists.
- 448 dedicated volunteer Reading and Counting Buddies to help children through playful and evidence-based programs.
- Strong, ongoing support from many loyal funders and partners across business, clubs, government and not for profit agencies.



OUR ACTIVITIES

Evidence-based programs and interventions including early childhood education, literacy, numeracy, psychology, speech and occupational therapy.

- Assessments to determine children's learning needs.
- Inclusive education and interventions that are playful and engaging, set high expectations and reinforce what it possible.
- Parent support programs, advice and workshops
- Professional learning and development for professionals, including teachers.
- Raising awareness with government and in our sector to promote evidence-based practice and supports.



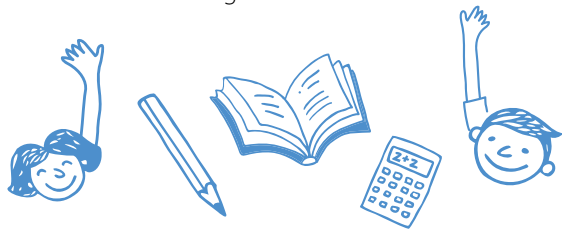


Eddy
 is applying himself
 better....a lot more effort
 can be seen as well as
 enjoyment in learning.

THE OUTCOMES

Children are better able to keep up with their peers at school and reach their full learning potential.

- Children make measurable gains with literacy and numeracy.
- Children have improved social, emotional and behavioural skills that support their education and wellbeing.
- Children and parents feel more enabled, empowered and confident about their learning.
- Professionals feel empowered to better support and teach children who have additional needs and their families.
- Children are better able to participate in mainstream schooling and activities.



YOUR IMPACT

More children gain the necessary literacy, numeracy, social and interpersonal skills required to complete education.

- Children can better realise their full potential and therefore lead a more fulfilling and productive life with suitable employment and better mental health.
- Parents and families are happier and more productive when their children are able to contribute to society and fulfil their potential.
- The cycle of disadvantage due to learning difficulties and disabilities may be broken.





Felix
wants to read and
write now. He is
not afraid to try.



ABOUT LEARNING LINKS

Learning Links was established in 1972 by parents concerned about the lack of appropriate education and support services to meet their children's needs. Today, with your help, our focus is on preventing learning difficulties and disabilities from causing disadvantage.

In Australia, a diagnosis of a learning disability or difficulty does not entitle a child or family to financial assistance to enable them to access additional supports. The child's future is therefore largely dependent on their family's financial situation and their ability to pay for the assessments, therapies, educational supports and targeted behavioural interventions that the child needs. It is however, not just for financial reasons that access to interventions can be challenging. These children are often part of families who

may also lack the ability to provide the practical support they need due to the hereditary nature of their learning disabilities and difficulties.

Learning Links works in collaboration with schools, early childhood settings and parents to help children with learning disabilities and difficulties to participate in mainstream settings. These children are often anxious, lack confidence, have trouble communicating and making friends, and many have behavioural issues. We work with the children throughout their early years and into young adulthood by providing additional literacy, numeracy and allied health supports. Our work also involves supporting and educating their parents, carers and families. A very important aspect of what we do is to help build the capacity of schools, early childhood services and professionals to ensure inclusion and sustainable change is achieved.

Children who are accessing the National Disability Insurance Scheme can also receive help through Learning Links to achieve their short and long-term goals through the development of functional skills for independence and meaningful community participation.

With over 30 years' experience in the field, our Learning Links Preschool in Peakhurst is a leader in its field and acts as a Centre of Excellence for truly inclusive early childhood education. Inclusion is at the centre of our practice at Learning Links - we aim to enable all children, irrespective of their backgrounds and abilities, to participate in a mainstream education and community setting and help them achieve their dreams and goals.



Gus has improved his ability in letter recognition and blending to make words.



OUR INTERVENTION MODEL





SEBASTIAN'S STORY

11 years old

No more guesswork!

By Rachael, Sebastian's mum

Sebastian had a challenging start to life, facing several health issues when he was very young, including multiple open-heart surgeries.

We identified pretty early on during the preschool years that he was learning at a different pace to his peers. He also ended up needing grommets at the end of kindergarten, which we believe had an impact on his learning as he probably missed a lot of sounds due to difficulty hearing. All of this, together with the significant time he needed off school, had a major impact on his learning.

Sebastian was really struggling at school and this was clear when we received his reports that said he was having difficulty with reading, comprehension and writing. Following simple instructions was also a challenge and he was unable to retain much information. He started to get very emotional, feeling like he was "dumb" – this was so heartbreaking to see.

We tried a few different tutors for him, but no one seemed to really understand his learning style. It was then that a friend told me about

Harry's
parents and
teacher have
noticed a
difference after
only 6 months.



Learning Links. We started seeing Rosa, a qualified teacher, who tailored the lessons to his needs and went right back to basics to fill all the learning gaps that he had, including phonics and sounds. Rosa has made an incredible difference – she is a big advocate of Sebastian and thinks he is a little star!

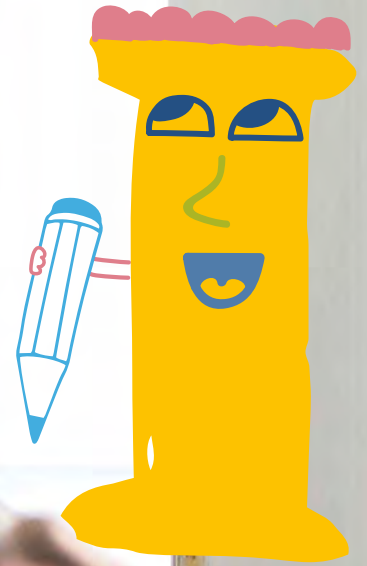
This support has given him more self-confidence and his reading fluency and ability to read bigger words have both improved. He has greater self-esteem at school and now participates more actively in class, answering questions correctly instead of trying to guess all the time. There aren't as many tears when tackling homework and projects, which shows how much more confident he is in his abilities.

Sebastian is a much happier child now. He's not as anxious and is coping so much better at school. It still takes him time to break things down and we know he still has a long way to go. But we are so pleased with his progress!

Your continued support will help us reach more children like Sebastian in the years to come.








Isabella
has made amazing
improvement in
drawing and colouring.



THE CHALLENGE FACING CHILDREN

THERE ARE EARLY WARNING SIGNS

Many children entering school are already developmentally at risk in the following skill domains:¹

	Emotional maturity	15.3%
	Communication skills and general knowledge	14.5%
	Social competence	14.4%
	Physical health and wellbeing	12.3%
	Language and cognitive skills	9%

21.7%

of children are developmentally vulnerable in one or more domains.

LEARNING DIFFICULTIES ARE COMMON



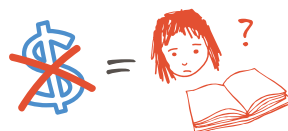
Up to 15%

of children are affected by learning disabilities and difficulties.²

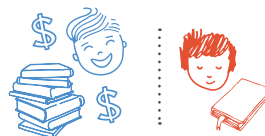


739,000

Australian children (or 17.3%) live in households in poverty.³



There is a strong correlation between financial disadvantage and learning difficulties.



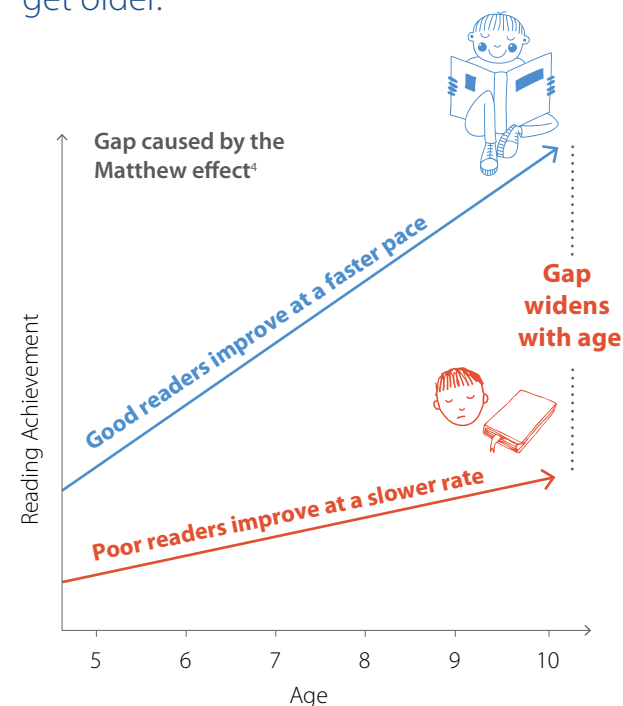
Ability gaps between the advantaged and disadvantaged open up at an early age.



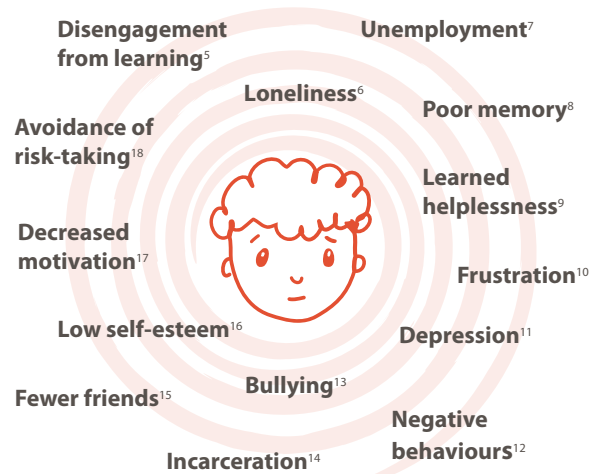
Learning difficulties can impact multiple generations, creating a cycle of disadvantage.

AND WITHOUT INTERVENTION

If children don't acquire the necessary skills at an early age, the gap between them and their peers widens as they get older.



THERE ARE LONG-TERM IMPACTS



44%

of Australian adults possess only minimally functional literacy skills.¹⁹



55%

of Australian adults possess only minimally functional numeracy skills.¹⁹

LEADING TO SIGNIFICANT ECONOMIC COSTS

The annual cost of all early school leavers is:

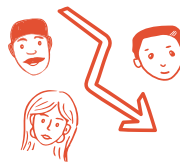
Fiscal Cost

\$315.3m



Social Cost

\$580.7m



*Most of this impact is due to lower earnings of early school leavers across their working life, but there are also substantial economic impacts due to crime and marginal tax burden.

¹ Australian Early Development Census, 2018; ² DSM5, 2013; ³ Australian Council of Social Services and UNSW Sydney, 2018; ⁴ Stanovich, 1986; ⁵ Rowe, 2006; ⁶ Carter et al., 2006; ⁷ ABS 2012; ⁸ Hay et al., 2005; ⁹ Firth et al., 2007; ¹⁰ Watson, 2005; ¹¹ Carter et al., 2007; ¹² Rowe, 2006; ¹³ Carter et al., 2006; ¹⁴ SPELD NSW, 2011; ¹⁵ Carter et al., 2006; ¹⁶ Nalavany & Carawan, 2011; ¹⁷ Watson, 2005; ¹⁸ Twomey, 2006; ¹⁹ Program for International Assessment of Adult Competencies PIAAC – ABS, 2012; ²⁰ Lamb & Huo, 2017.

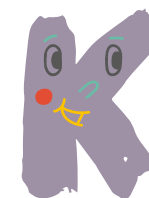
TOGETHER WE CAN BREAK THIS CYCLE!

The financial support available to help families is minimal. Learning Links supports families and communities by providing the specialist interventions required to help these children reach their full potential.



Jasper
Understands more and completes task on his own.

THANK YOU FOR HELPING KIDS LEARN



Kelly's
attention
span has
gotten better.

We are so grateful for your support over the last financial year. Your generosity makes it possible for us to deliver much-needed services to children and families, and we can't thank you enough for this.

Platinum Partners



Gold Partners

Dooleys Lidcombe Catholic Club
Ingleburn RSL Club
Richmond Club
Bennelong Foundation
Parramatta Leagues Club
Chatswood RSL Club
Perpetual Philanthropic Services
Auburn Soccer Sports Club
North Sydney Leagues Club
Revesby Workers Club
Blacktown Workers Club

Silver Partners

Mounties
Wyang Rugby League Club
Liverpool Catholic Club
Tradies Gynea
CMC Markets Asia Pacific Pty Ltd
Christmas in The Hills Committee
Canada Bay Club
Cumberland Council
James N Kirby Foundation
Georges River Council

Club Rivers
Club Marconi
Mosman Returned Servicemen's Club Ltd
City of Ryde
Tigers Five Dock
The Shellharbour Club
Burwood RSL Club
Berkeley Sports Club
Castle Hill RSL Club
Pittwater RSL Club
Forestville RSL Club
Bluescope Steel

Bronze Partners

LEGO® Australia
Ramsgate RSL Sub-Branch Memorial Club
Canterbury Bankstown Council
Count Charitable Foundation
A Sweet Helping Hand
City of Sydney, Lord Mayor's New Year's Eve Picnic
Liverpool City Council
Bankstown Sports Club
Officeworks, Hoxton Park
TruRating
Blake Elearning
Rainmaker Group
Dapto Leagues Club Ltd
Officeworks, Liverpool
The Star Entertainment Group
Hornsby RSL Club

ANZ Stadium
Hawkesbury Race Club Ltd
Royal Agriculture Society NSW
Verdaflore
IGA Community Chest Limited (Lugarno)
Cruise Express
New Impressions Media
Australian Wine and Beer School
Paul Gow Events
Magpies Waitara
Coca Cola Amatil
Meridien Construction Services

Government Partners

National Disability Insurance Agency
NSW Department of Education
Department of Social Services
NSW Department of Family & Community Services

Housie Clubs

Wenty Leagues
Ingleburn RSL Club
Blacktown Workers Club
Campbelltown Catholic Club & Golf Club
Club Rivers
St Marys Rugby League Club
Merrylands RSL Club
Bexley RSL & Community Club
Moorebank Sports Club

Penrith RSL Club
Berkeley Sports Club
Rules Club Wagga Wagga
St Johns Park Bowling Club
Panthers Penrith
Richmond Club
Canterbury-Hurlstone Park RSL Club
Dapto Leagues Club
The Lakemba Club
Pittwater RSL
Doyalson Wyee RSL Club
Hornsby RSL Club
Tradies Gynea
Tradies Helensburgh
Brighton Lakes Recreation & Golf Club
Ashfield RSL Club
Bellambi Bowling Club
Chester Hill RSL
Dooleys Regents Park Sports Club
The Galston Club
Cronulla RSL Memorial Club
Norths Sydney Leagues Club
Springwood Sports Club
Ramsgate RSL Club
The Showgrounds Dapto
Wyang RSL Club
Five Dock RSL Club
Commercial Club Wagga
Panania Diggers

Individual Donors

Chris Conte, Stephanie Max, Jessica Valencia, Amanda Ugo

Volunteers & Pro Bono Support

Jan Colley, John Cavaleri, Julie Ducrou, Max Li, Rafael Barreto, Research for Good, The Men's Shed Penhurst, Tom Kenny, Volker Rath, Wayne Camenzuli (Innova Capital)

Community Partners

A1 Bakery, Allowah Children's Hospital, Brotherhood of St Laurence, Cabramatta Public School, Cabra-Vale Diggers Club, David Coleman MP Federal Member for Banks, Disability Macarthur, Early Ed, Fairfield RSL, Georges River College – Oatley Senior Campus, Glen Innes Severn Council, Gunnedah Early Childhood Intervention, HIPPY Australia, HIPPY Fairfield, Lugarno Lions, Luke Priddis Foundation, Mark Coure - State Member for Oatley, McCallums Hill Public School, Muddy Puddles Batemans Bay, Multicultural Health Service – Fairfield, NGROO Education, Paint Fairfield Red, Parenting Research Centre, Primary Health Network South Western Sydney, Riverwood Library, Riverwood Public School, Sanctuary Point Connect, St Andrew's Church, Riverwood, St George Men's Shed, St John's Ambulance, Swansea Baptist Church, The Smith Family

WHAT OUR STAKEHOLDERS SAY

OUR FAMILIES

"Learning Links has been a great support for not just my child but also for me. It gives me great confidence to know that the educators are really invested to see my child succeed to her full potential."



93% of our families would recommend Learning Links to others.

OUR STAFF

"I see firsthand how our work is having a positive impact on children's lives. I particularly love seeing a child's self-confidence grow as a result of receiving speech therapy and am so proud of the role I played towards achieving that outcome. I'm also really proud to work for an organisation that is actively committed to supporting disadvantaged children."



★ 93% of our staff like the kind of work they do.

OUR FUNDERS

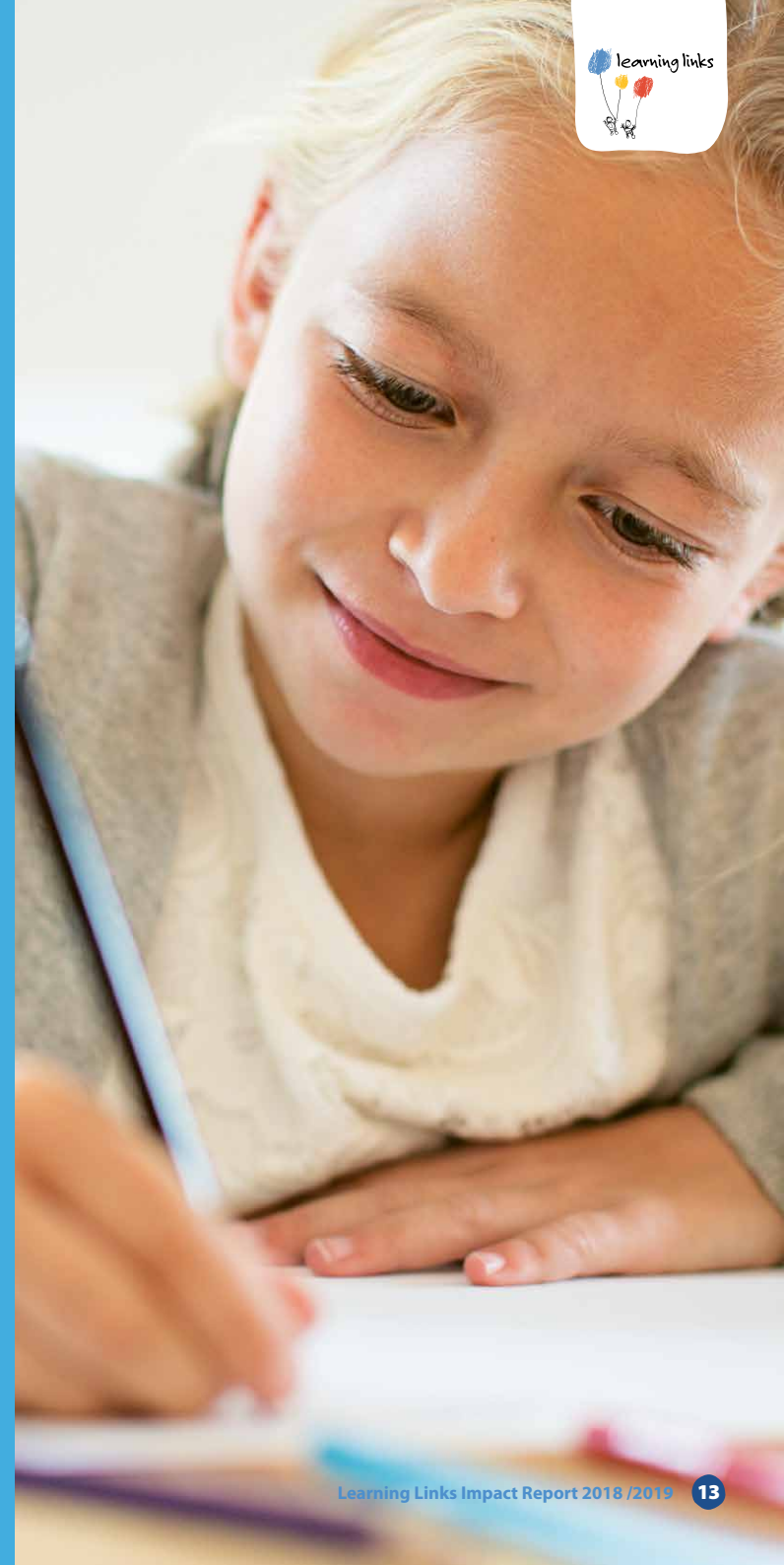
"Education is something that has always been something important to our board and management. When we found the opportunity to be involved with Learning Links we just thought it was a great relationship to start and it certainly has been something that has been rewarding for all of us."



OUR VOLUNTEERS

"The greatest thing that I found about volunteering as a Counting for Life Buddy was seeing the change in attitude of the child by the end of the session. By the time the recess bell rang, he was happy and smiling and ready to run off and enjoy the rest of his day."

92% of our "For Life" volunteers are very satisfied with their experience.





Liam
now has an
increased interest
in writing,
numbers and
letter recognition.



HELPING MORE CHILDREN ACCESS SUPPORT

THREE MAJOR STEPS TO EXPAND ACCESS TO OUR SERVICES ACROSS SYDNEY

Over the past year, Learning Links has expanded significantly, with three new centres established in Liverpool, Alexandria and Gledswood Hills.

Learning Links has had a presence in Liverpool since 2015, but the increased need for an array of specialist intervention services prompted a move to a larger site in September 2018. Our new centre includes seven consultation rooms to support literacy and numeracy, speech therapy, assessments, counselling and group programs.

In order to support the organisation's growth plans and accommodate more children, families and staff at our



A FACELIFT FOR THE PEAKHURST LEARNING CENTRE

Thanks to generous funding from the NSW Government's Community Building Partnership Program, Learning Links' Peakhurst site underwent upgrades to support the growing need for services.

The funding enabled a reconfiguration of the office area and waiting room to include three new service delivery rooms, a larger waiting area for families, a new bathroom and better utilisation of the remaining office space.

These changes have expanded our service capacity at Peakhurst by 20%, with an additional 80 children now able to access our speech, occupational and psychological therapy and educational support programs every week. We have also been able to reduce appointment waitlist times, provide a much more comfortable environment for visitors and employ additional intake and customer care team members and professionals to support families.



Peakhurst Centre, we established a new Support Office in Alexandria in January 2019 for staff in Finance, HR, Corporate Partnerships and Marketing. The Alexandria Centre also has four therapy rooms, providing speech therapy, psychology and educational support to families in the area.

As the fastest growing area in Australia, the need for learning support services in the Camden region is significant. To address this need, Learning Links opened a new centre in Gledswood Hills in June 2019, offering eight rooms for speech therapy, assessments, counselling, literacy and numeracy sessions and group programs.

These new centres have also provided increased opportunities to partner with schools and early childhood settings, growing our professional development courses and in-school supports for students who struggle to learn.



Michael
has more patience
and reasoning skills.

HELPING CHILDREN PREP FOR PRESCHOOL

To expand support for young children in the years leading up to school, Learning Links' new Prep 4 Preschool program was established at Oatley in Term One 2019.

This supported playgroup is for vulnerable families who have a child aged from two years, or who are facing difficulties regarding their child attending an early learning service.

The groups are led by an early childhood teacher and supported by a childcare worker, speech therapist and occupational therapist. The supported playgroups are conducted in a relaxed, safe and engaging environment where play activities are tailored to enhance the development of each child.

Prep 4 Preschool commenced two days per week, and thanks to its success, is now expanding to cover additional days and locations

Prep 4 Preschool was made possible with funding and support from the Department of Education Start Strong Pathways program.



MAX'S STORY

3 years old

No longer shy with the other kids

By Ashley, Max's mum

Mum, Ashley, is thrilled by the progress she's seen with her son, Max.

"When Max first came to playgroup he was incredibly shy and wasn't able to engage with the other kids or with the environment. He just stayed very close to me.

Now, he loves being here. He packs his own bag in the morning and gets himself ready. He plays and takes turns with the other kids and he'll interact with the teachers and therapists. He

knows where everything is and he really enjoys playing outside – his favourite activity is waterplay.

Being part of the group has been huge for his social development. He's behind in his physical development and speech skills, but he's improving a lot and the support from the playgroup is helping him find other ways to communicate. I didn't know how he'd build social skills outside of home without being in the right environment, so it's just been a game changer for us.

Max has just blossomed and I'm excited to see how much he continues to change and develop. He just loves coming to playgroup and is learning so much."

Nathan
now has more
confidence, more
emotional regulation
and less crying.



JAMES' STORY

5 years old

Communicating and making friends

By Vidhya, James' mum

We noticed quite early on that there were some things to be concerned about with James, as his older brother has a disability so we recognised the signs.

James was diagnosed with autism and a speech and global developmental delay at the age of three. Thankfully we knew about Learning Links' inclusive Preschool, as my other son had received services from Learning Links. James has been attending the preschool and speech therapy for over 2 ½ years. The staff make him feel so welcome and comfortable, so he was happy there right from the start.

James used to get very frustrated when he wasn't able to communicate his needs, and that was incredibly hard for us. Since attending Learning Links, he's now much better with his communication and his frustration has reduced a lot. Teachers and therapists at the preschool taught him new ways to communicate through practising and modelling with the other kids in a

positive and encouraging way. He can now respond to questions I ask, especially relating to special events on at the preschool. Even if he replies in a few words he always makes sure I know exactly what he's talking about.

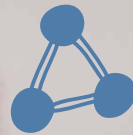
The other kids have also been really helpful with James, sharing toys and playing with him. James has even started initiating play with them. He absolutely loves puzzles and LEGO® and he's very good at them. He also enjoys drawing the things that he sees out and about.

Since James started receiving support our life at home has changed a lot, with much less frustration. We are so happy with James' progress and we know if we put in the hard work he'll continue to improve as he gets older.

Your ongoing generosity will help more children like James get the support they need.



YOUR COMMUNITY CONTRIBUTION AND IMPACT



45

Services



210

Staff



448

Volunteers



78

Donors and
Funders

IN 2018/2019, LEARNING LINKS PROVIDED THERAPY, EDUCATION AND SUPPORT SERVICES TO:



3975

Children



1932

Families



339

Schools & Communities



711

Professionals

256

Children received inclusive educational care through our Preschool, Prep 4 Preschool and Out Of School Hours care services.

1471

Children with conditions such as dyslexia, dyscalculia, dysgraphia and ADHD participated in programs to improve literacy and numeracy.

555

Children were assessed to determine their strengths and needs and to provide families with guidance regarding the support required.

315

Children and families in disadvantaged communities were assisted with specialist intervention and support.

647

Professionals including teachers and early childhood educators were provided with specialist knowledge and skills in children's learning, development and family support.

787

Children received therapy to develop communications, language, sensory, fine and gross motor skills.

672

Children with social, emotional and behavioural concerns were provided support to reduce anxiety, build confidence, self-esteem and stronger family relationships.

627

Parents and carers were provided with specialist knowledge and skills in children's learning, development and family support.

64

Provisional psychologists gained expertise and skills working with children and families to fulfil the requirements to become fully registered.



Oscar's tantrums have decreased and he has become a much happier child.



Reading for Life® is an evidence-based program that provides one-on-one support to primary school children with reading disorders, including dyslexia.

The program is delivered by volunteer 'Reading Buddies' at school or in the home. Children who participate are tested both at the beginning and end of the program to measure the impact of the intervention.



52

Schools



687

Children



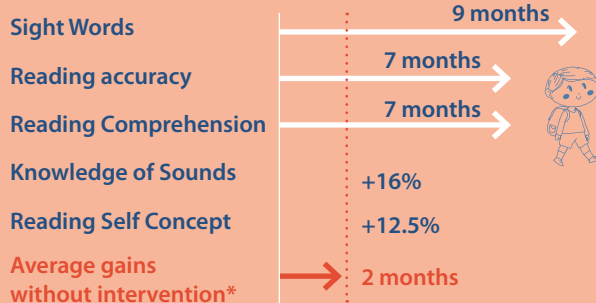
223

Volunteers

AVERAGE READING PROGRESS

By children with reading difficulties (15-week program)

WITH READING FOR LIFE



*On average it is estimated that a child with learning difficulties learns at half the rate of their peers



Counting for Life® is a program that works by training volunteers to work with selected children at their school to improve their numeracy, self-esteem and confidence.

The volunteer 'Counting Buddies' visit the children once a week for 10 weeks and guide them through a semi-structured program with fun activities and games for engagement whilst building their numeracy skills and self-esteem.



29

Schools



372

Children



146

Volunteers

AVERAGE NUMERACY PROGRESS

By children with numeracy difficulties (10-week program)

WITH COUNTING FOR LIFE



LITERACY & NUMERACY SESSIONS

Learning Links runs specialist individualised literacy and numeracy classes. Following an assessment to establish a benchmark we evaluate the progress made by each child.

Sessions are conducted by education specialists on an individual basis at our centres or within school settings. Sessions are tailored to engage the individual learner, using evidence-based programs.



357
Children

Attended our tailored literacy and numeracy classes.

AVERAGE LEARNING GAINS

By children (8-month program)

LITERACY SKILLS





Peter
has improved in
numeracy and is now
up to an appropriate
level for his age.



Children with learning difficulties have been shown to make only a six-month improvement for each year they attend school, while their peers progress a full 12 months (Thompson, 1990; Wheldall & Beaman, 1999), this becomes more significant with age.

Our Educational Support program is making a significant difference for enrolled students, with gains in the foundation skills for literacy and numeracy being achieved over an eight-month period of intervention. This is a wonderful achievement, working towards breaking the cycle of disadvantage of learning difficulties.



KEY HIGHLIGHTS AND ACHIEVEMENTS

Learning Links works in communities across Sydney and NSW to help children and families improve their learning and lives. Here's a brief overview of what your support achieved across our organisation in 2018/19.



PSYCHOLOGY

Our Educational Psychology team conducts cognitive and academic assessments to understand a child's overall learning abilities, strengths and support needs. To gain a detailed understanding of a child's reading, writing and maths skills, additional assessments are also available for dyslexia, dyscalculia, memory, ADHD, autism and adaptive behaviour. Through the assessment process, Learning Links assists parents to identify their child's challenges and strengths and the types of support they would benefit from at home and school to assist their learning.

Our psychology services also provide essential support to children and their families who struggle with emotional, social and behavioural development, which can impact on learning. We utilise a range of evidence-based therapies including Cognitive Behaviour Therapy and Play Therapy to address anxiety, depression, low self-esteem, poor social skills and issues associated with ADHD.

Highlights include

- We grew our psychological intervention services for children, adolescents and their families across all learning centres.
- We introduced bulk billing for psychological intervention in our learning centres on weekdays between 9.30am and 2.30pm which allowed us to provide services to many new families.
- We introduced a new school holiday program called Zones of Regulation which teaches children strategies for emotional and sensory self-management.



Quinn

is now more aware of his sensory limitations and able to communicate his needs better.



Remy
now has clarity
on sentence
and paragraph
structure with
improved spelling.

SPEECH & OCCUPATIONAL THERAPY

Educational Therapy is delivered by a team of passionate speech therapists and occupational therapists who work with children, families and teachers in our Learning Centres and schools across Sydney. Our therapists deliver evidence-based intervention with a focus on creating family-centred goals to support children to reach their potential. In schools we work collaboratively with teachers and school staff to share knowledge and support groups and classes of students, as well as working towards long term change in school settings so that teachers can identify and support students with speech, language and motor difficulties in the classroom.



Our speech therapists support children with understanding and using language (e.g. understanding instructions and concepts, using vocabulary, forming sentences), social language skills, pronouncing sounds clearly, stuttering and pre-literacy skills.

Occupational therapists help children understand and work with their bodies so they can perform the basic life skills and tasks required of them at home and school. This includes the development of fine and gross motor skills, self and body awareness, sensory processing, visual perception and motor integration.

Highlights include

- Our team has continued to grow this year with 20 therapists working across six sites and more than 25 schools.
- We supported speech pathology and occupational therapy students through university placement programs allowing us to provide additional services in schools and our Learning Centres.
- We updated resources at all our Learning Centres to ensure our therapists had adequate tools to provide support to our families.



EDUCATIONAL SUPPORT PROGRAMS

Our Educational Support program is delivered by a team of highly qualified teachers who work with children who have learning difficulties including ADHD, dyslexia and dyscalculia. They provide specialist intervention across all areas of literacy and numeracy. Sessions are conducted on an individual or small group basis at our centres or within school settings. Every child attending our program receives an initial screening assessment upon entry which identifies their specific needs and informs the development of an individualised learning plan in collaboration with parents and teachers. Weekly activities during sessions are focused on building confidence and achieving success in the areas that will have the biggest impact on literacy and numeracy development. Our education specialists tailor each session to engage the individual learner, utilising iPad and other digital technologies, hands-on materials and carefully sequenced activities to facilitate learning. All strategies are from evidence-based programs and are supported by the multidisciplinary team at Learning Links. Regular progress reports are provided throughout the program to optimise educational outcomes.



Highlights include

- Our pilot educational support program for Aboriginal children in the Mt Druitt area was highly successful, with children learning their letter-sounds, gaining up to eight months in reading and over 12 months in addition and subtraction during the 30-week program.
- Our Education Manager was invited to speak at several state and interstate conferences throughout the year, including Professional Association for Learning Support Teachers, NSW Hospital Schools and the Dyslexia SPELD Foundation, in addition to a segment about Dyslexia for “Mums at the Table” for Adventist Television. This provided greater exposure for our programs and organisation.



Sam has had amazing development in self sufficiency, socialising and being more independent.



THOMAS' STORY

8 years old

Now writing creative stories

By Tara, Thomas's mum

It was when Thomas was six that I first noticed he was having difficulties at school, particularly with his reading and writing.

I got in touch with Learning Links and enrolled Thomas into the literacy program. Within a few weeks, our Learning Links teacher, Jan, noticed that Thomas was finding it quite hard to concentrate. He was also easily distracted and always on the move. She suggested we have him tested for ADHD, so we arranged a formal assessment through Learning Links. Thomas was diagnosed with ADHD and we also found out that he had a learning difficulty that was affecting his reading accuracy and fluency.

When Thomas first started the literacy program, he didn't know all his letters, and sight words and writing were a struggle for him. He has come so far within the last two years. He's still working on knowing the 44 different sounds but his reading has really improved.

It was such a proud moment for us this year when Thomas was chosen from his class to write a speech for the public speaking



Toby is doing more age appropriate activities and his ability to concentrate has also improved.

competition and read it on the stage in front of the year one and two classes. He was a bit nervous and very excited but did such a great job!

Thomas has a great imagination and he's now finding it much easier to get his thoughts out of his head and onto paper to write stories. We have a much happier child who doesn't fight you when you say it's time for reading or spelling – the change has been fantastic.

Thomas' progress has made a big difference to our family life!

Your continued support will help even more children like Thomas achieve their learning goals.

PARENTING PROGRAMS

HIPPY

The Home Interaction Program for Parents and Youngsters (HIPPY) is based on evidence that children's earliest and most powerful learning comes from their family. Encouraging literacy and numeracy in early childhood sets children up for success in learning. Families access this structured home-based program over two years for free, starting the year before their child starts school. The children work through weekly or fortnightly play-based educational activities, with trained home tutors supporting parents and families to learn about their children's development and engagement in educational activities and to enable school readiness. The program also offers individual parents and carers a supported pathway to employment and local community leadership. Learning Links conducts HIPPY Cabramatta and Riverwood through funding from the Brotherhood of St Laurence. The program is supported by HIPPY Australia.

Highlights include

- A total of 54 families graduated after successful completion of the full two-year program. A total of 190 children, parents and grandparents proudly attended the graduation ceremonies.
- Families participating in the Age 5 Program accessed the new HIPPY program curriculum for Age 5, including colourful new activity books and storybooks.



- HIPPY Home Tutors completed or commenced additional studies and training under the Pathways to Possibilities Framework. This included home tutors completing the following:
 - Certificate 4 (2 tutors)
 - Education Support (3 tutors)
 - Diploma in Community Service (1 tutor)
 - Certificate III in Early Education and Care (1 tutor)

MyTime

The MyTime Group Program is funded nationally and supported by the Parenting Research Centre. It provides facilitated peer support for parents, grandparents and carers of children 0-18 years with a disability, developmental delay or chronic medical condition. MyTime provides invaluable emotional and practical support to parents and carers, with participants accessing a range of specialist supports across the areas of disability, self-care, family support and parenting.

Highlights include

- Learning Links coordinated 12 MyTime groups across the Sydney metropolitan area and regional NSW, including new groups established in Minto, Dundas and Lakemba.
- We continued support and care to a range of vulnerable parents and carers across the state. 203 carers attended MyTime groups within the Learning Links coalition.
- We co-facilitated a successful professional development day for MyTime facilitators across NSW.
- We secured extra capacity building funding for our MyTime groups.
- We were successful in our application for supplementary funding to conduct a pilot project of an online MyTime group which will help us provide service to additional families who may not have the opportunity to take part in a MyTime group.

EDUCATIONAL CARE

Preschool

Our inclusive Preschool provides children three to six years of age and their families with a community that values diversity of culture, language, ability and experience. All children are enabled to participate in a wide range of experiences and play opportunities appropriate to their needs and developmental stage. Children are encouraged to explore, investigate and create within our caring and nurturing environment.

Our transdisciplinary staff include early childhood and special education teachers, educators, a speech therapist and an occupational therapist.

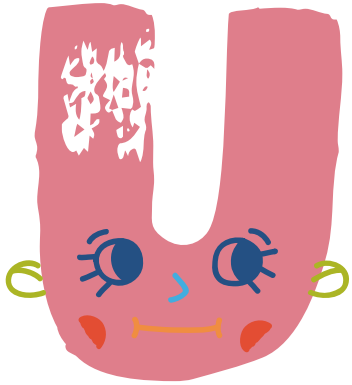
Highlights include

- The Preschool continued to operate at 100% occupancy with a growing waiting list and consistent demand from families. All children enrolled met the Department of Education's priority enrolment guidelines prioritising children in their year before school, children with a disability, and/or from disadvantaged backgrounds being included in the program.



- The Preschool underwent a detailed assessment and rating process by the Department of Education in March 2019. The assessment process resulted in an initial rating of Exceeding the National Quality Standards in all seven quality areas – a perfect score. The Preschool has also applied for the highest rating an early education and care service can achieve under the National Quality Framework – Excellent.
- In response to the need to support several children's emotional regulation difficulties and provide staff and families with strategies and informations, the Zones of

Regulation (ZOR) program has been implemented within the Preschool. We have liaised with Autism Spectrum Australia (Aspect)'s South East Sydney School staff to learn more about how the ZOR approach is embedded into their teaching practices to support children with emotional regulation difficulties, and how we can adapt this approach to support younger children in the Preschool. Our occupational therapist is currently using the ZOR approach to write a program for educators in our Preschool to implement in the Preschool program with all children and families. Educators and families will be involved in the development and review of the program.



Ursula
has better pencil grip which means she has more confidence when writing and now enjoys drawing.



Out of School Hours Care Service (OOSH)

Learning Links is the service provider for the Out of School Hours Care service at McCallums Hill Public School in Roselands. The service provides families with a quality recreation and care service for their children before and after school, Monday to Friday during school terms. The Vacation Care service is conducted across all school holiday periods.

The OOSH service is accessed by children of all ages and abilities, with funding secured via the Department of Education and Communities to facilitate appropriate professional resourcing for students with additional learning support needs.

Highlights include

- We saw an increase in the total number of children who attended our OOSH and Vacation Care service this year with:
 - 49 children enrolled in the Before School service
 - 77 children enrolled in the After School Service
 - 50 children enrolled in the Vacation Care Service
- Successful funding applications for children with additional learning support needs were secured through the Inclusion Support Program.

WORKSHOPS

Learning Links offers high quality training to professionals through a range of public, tailored and professional development workshops. Professionals across early childhood, education and healthcare sectors receive practical training that reflects current expert knowledge and industry standards. We provide relevant, innovative and practical workshops that allow professionals working with children to build on their knowledge, skills and professional networks. Our team of expert presenters consists of highly qualified early childhood educators, psychologists, occupational therapists and speech therapists.

Highlights include

- We held Professional Development Learning opportunities for teachers and early childhood educators in the Canterbury Bankstown, Bankstown, Liverpool, Cumberland, Canada-Bay, Castle Hill, and Paramatta Local Government



Areas. Topics that were presented included Dyslexia and Dyscalculia, identifying speech and language difficulties, managing anxiety and depression in children, and mathematics games in the classroom. These days proved to be very successful with participants gaining valuable knowledge that can be adapted to their teaching environments and students.

Workshops held

- 18 free parent workshops funded by the NSW Department of Education.
- 15 free Teacher Professional Learning workshops.
- 46 public workshops.
- 16 workshops tailored to meet specific school and early childhood educators needs.



PSYCHOLOGIST REGISTRATION PROGRAM

Learning Links offers an internship program for psychologists which meets the supervision and placement requirements for registration, as specified by the Psychology Board of Australia. The program takes a provisional psychologist on a one to four-year journey (depending on the chosen pathway) accessing weekly individual supervision, monthly group supervision and professional development. The provisional psychologists complete eight core competencies which include knowledge of the discipline, research, assessment, interventions and legal obligations. They also complete a placement of 17 to 34 hours a week at Learning Links or externally, which provides an opportunity to offer intervention or assessment services. Many of our provisional psychologists find that the voluntary placement at Learning Links can open up opportunities to work in paid employment.

Highlights include

- We attended the Western Sydney University Psychology Careers Expo and the APS Career Expo which gave greater exposure to the Learning Links Psychologist Registration program.
- 17 students from Western Sydney University completing a Masters of Professional Psychology Program completed a placement with Learning Links.
- We increased our Psychology Administration Team to provide greater support for all the Learning Links psychologists.



CHARITY HOUSIE

Charity Housie is a low-cost form of entertainment conducted in licensed clubs to raise funds for charities. Housie raises significant funds for Learning Links to provide much needed support to children with learning difficulties and their families. Learning Links is a leading provider of Charity Housie in NSW conducting over 4000 sessions per year across Greater Sydney, the Central Coast, Illawarra Region and Wagga Wagga.

The contribution from Charity Housie to Learning Links is significant. Our customer focused approach has not only seen an increase in this contribution but has also provided pathways to work with clubs in other areas such as community-based programs. A professional, hardworking Housie team who are dedicated to raising funds for the charity is behind the success in this area.



GOVERNANCE



Willow
has more
imaginative
expression
of ideas.

OUR BOARD



Gregory Wallace
Chair

Greg was appointed as Non-Executive Director to the Learning Links Board in October 2012 and appointed Chair in November 2015. Greg currently provides consultancy services and is also a Non-Executive Director of Metro Tasmania Pty Ltd. Previously, Greg was a Program Director at Service NSW and the Business Lead for Digital Customer Information Services at Transport for NSW. Greg is an experienced senior executive with over 20 years of experience including in senior marketing leadership roles at Telstra Corporation. He brings dedication and expert marketing and communications expertise to Learning Links and has a demonstrated passion for excellence in marketing and business.



Sarah Donald
Secretary

Sarah joined the Board of Learning Links as a Non-Executive Director in April 2015. She is currently serving as the Company Secretary and the Chair of the Governance and Risk Committee. Sarah is an experienced commercial lawyer with post graduate qualifications in contract law, risk management and corporate governance. Sarah has significant experience in private practice and currently leads a team of lawyers as the General Counsel for the Sunshine Coast Council. Sarah has a passion for the education sector and ensuring that all people have access to supportive learning environments. Sarah is a graduate of the Australian Institute of Company Directors.



Michele Adair
Non-Executive Director

Michele was appointed to the Learning Links Board in February 2013. She has made sustainable contributions at executive level on boards and advisory committees in complex community, health and social environments. Michele is the CEO of Housing Trust and serves on the Member Services Committee of Local Government Super. Michele is a Graduate of the Australian Institute of Company Directors.



Clive Cuthell
Non-Executive Director

Clive was appointed to the Board of Learning Links in July 2017. Clive is currently the CFO of Speedcast, a leading global provider of remote communication and IT services. Prior recent experience includes global CFO at Nuplex Industries and five years with the global cement major, Holcim. With extensive experience in commerce and finance, both in Australia and internationally, Clive enjoys supporting and leading organisations through growth and change. Clive is a member of the Institute of Chartered Accountants of Scotland and a member of Chartered Accountants Australia and New Zealand. He is also a Graduate and Member of the Australian Institute of Company Directors.



Darryl Easton
Non-Executive Director
(Retired November 2018)

Darryl was appointed to the Learning Links Board in August 2008. Darryl is a sales and general management professional with a diverse 25-year career in the ICT industry across Australia and abroad. He is currently APAC Sales Lead for the Communication and Collaboration business with LogMeIn. Darryl holds postgraduate qualifications from the University of Technology Sydney and his expertise encompasses end-to-end business and delivery management. Darryl's family benefited from the services provided by the original Association for Children with Learning Disabilities, now Learning Links.



Helen Hu
Non-Executive Director

Helen joined the Board of Learning Links in May 2017 and serves as Chair of the Finance and Audit Committee. Helen is currently the CFO and Company Secretary for Grain Growers. She has previously worked for large universities and held senior executive roles in sports organisations. She has solid knowledge of corporate governance regulation, risk management and extensive experience in managing finance for not-for-profit and membership-based organisations. Helen is a Member of Chartered Accountants Australia and New Zealand, a Graduate Member of the Australian Institute of Company Directors and a graduate of the Governance Institute of Australia.



OUR LEADERSHIP TEAM



Birgitte Maibom
Chief Executive Officer

CEO at Learning Links since 2015, Birgitte has over 20 years' experience in market-driven not-for-profits across children's services, health care, disability and education, Birgitte has a strong track record in delivering successful, innovative business strategies to achieve social outcomes. Birgitte holds a BA/MA and an MBA from Macquarie Graduate School of Management, is a qualified teacher and a Graduate of the Australian Institute of Company Directors. Birgitte has a deep commitment to social justice and is a strong believer in the transforming power of education.



Don Tilley
General Manager Corporate Partnerships & Marketing

Don has had a distinguished and diverse career with senior roles in the corporate sector and as a retail business owner. Don brings extensive experience and success in growing sales and the bottom line to his role at Learning Links. Don has a Business Management degree and strong interest and expertise in business development and developing customer service excellence. Don was awarded an Australian Sports Medal for his services to junior sport and his strong commitment to supporting children is a key driver of his contribution to the future of Learning Links



Diane Peacock-Smith
General Manager Quality and Impact

Diane has worked in senior management positions in the NFP sector for over 20 years. She has a Grad Dip in Community Leadership, MA Special Ed, Dip Special Ed, BA Special Ed, Dip Business Management. Key achievements include the establishment and accreditation of a Best Practice Early Intervention Setting and co-writing a Functional Skills Curriculum (DET NSW). Diane brings extensive experience and expertise in working across the education, health and community sectors to provide all children with access to education relevant to their individual needs.



John McCormack
General Manager Corporate Services

John has a diverse skill set developed over 20 years in senior finance roles in a variety of industries and more recently in the NFP sector. He also brings experience in project management in implementing IT software, infrastructure systems and facility management. John has a Bachelor of Business (Accounting) from the University of Technology Sydney and is a member of CPA Australia. John has a strong focus on optimising efficiencies by utilising a combination of leading edge technology and streamlined business processes to help achieve strategic outcomes. John is committed to supporting the future of children with learning disabilities through the work of Learning Links.



Simone Montgomery
General Manager Client Services

Simone has worked in the NFP sector for over 20 years in management roles supporting vulnerable and disadvantaged people across the human services sector. She has worked with Aboriginal and culturally and linguistically diverse people, at risk people and incarcerated populations. Simone holds a Bachelor of Adult Education, a Masters in Social Development and a Diploma of Project Management. Simone is a strong believer in placing the client and customer at the centre of service provision to reducing disadvantage and supporting individual choice.



OUR TEAM OF EXPERTS



Dr. Samantha Hornery:
Manager Education

Samantha is a primary and special education teacher who has worked in school and community settings teaching, developing, and managing educational programs for students with learning difficulties. She has extensive experience in the development and implementation of professional learning opportunities for teachers and health professionals. Samantha appeared as an educational advisor in the ABC documentary, Kids on Speed? supporting children with ADHD and their families. She completed her PhD evaluating Learning Links' Reading for Life program and won the NSW Institute for Educational Research Outstanding Thesis in 2012. Samantha has been with Learning Links since 1999.



Michelle Button
Manager Psychology

Michelle has over 15 years' experience working in educational psychology. She is an educational and developmental psychologist and a member of the College of Educational & Developmental Psychologists with the Australian Psychological Society. Michelle completed a Masters of Psychology majoring in Education and Development and a Masters of Education majoring in Special Education. She is an authorised supervisor allowing her to supervise provisional psychologists. She has lectured and tutored students in subjects including educational psychology and inclusion support. Michelle's passion is helping children with learning difficulties and disabilities especially in assessment and diagnosis as well as helping them access the social and emotional support they may need. Michelle joined Learning Links in 2002.



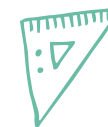
Liz Bell
Manager Therapy

Liz Bell is a qualified Speech Pathologist with experience working with children ages 2-18. She has worked in schools and preschools with children with hearing impairment, speech, language and literacy difficulties. Liz recently returned to Sydney after living in Europe for 3 years. She is passionate about early intervention and working with teams, families and educators in clinics and educational settings to provide the best opportunities for children with learning difficulties. Liz has a Bachelor of Applied Science in Speech Pathology and holds Certified Practicing status with Speech Pathology Australia. She is also fluent in Australian Sign Language. Liz joined Learning Links in 2017.



Melissa Murphy
Manager Early Childhood

Melissa has worked in the early childhood sector for over 18 years as an early childhood teacher and preschool manager. She has also worked as a lecturer and tutor for the University of Western Sydney and the Sydney Institute of TAFE and delivered a variety of professional development workshops for early childhood staff and families. Melissa holds a Bachelor of Education (Early Childhood 0-8 years). Melissa has a passion for and expertise in working with children with diverse learning needs. Melissa joined Learning Links in 2001.



Xanthi
has developed coping skills, better understand triggers and her body's responses as well as manage her own behaviour.

FINANCIAL SUMMARY

Statement of profit or loss and other comprehensive income for the year ended 30 June 2019

	2019	2018
Income		
Income	\$16,169,543	\$15,127,805
Total income	\$16,169,543	\$15,127,805
Expenses		
Expenses	\$15,849,364	\$14,652,504
Total expenses	\$15,849,364	\$14,652,504
Net surplus for the year attributable to members	\$320,179	\$475,301
Items that will not be reclassified subsequently to surplus or deficit		
Gain on revaluation of property, plant and equipment **	\$1,368,712	-
Other comprehensive income	\$1,368,712	-
Total comprehensive income attributable to members	\$1,688,891	\$475,301
Where we obtained our income		
Fee income for services	\$2,944,407	\$2,470,162
Grants, donations and other fundraising*	\$2,421,517	\$2,114,815
Charity Housie and Bingo	\$10,722,134	\$10,502,968
Membership fees	\$8,726	\$8,113
Other income	\$72,759	\$31,747
	\$16,169,543	\$15,127,805
How we applied our income		
Human resources costs services	\$5,045,372	\$4,330,372
Charity Housie and Bingo	\$9,216,619	\$9,067,474
Program costs	\$278,870	\$216,844
Support services and facility costs	\$1,308,503	\$1,037,814
	\$15,849,364	\$14,652,504

* Includes Government Grants \$1,733,089, Non-Government Grants \$654,735 and Donations and other Fundraising \$33,693
 ** Our Peakhurst property was valued by an independent valuer in September 2019. This resulted in the property increasing in value by \$1,368,712.

Statement of financial position as at 30 June 2019

	2019	2018
Current assets		
Cash & cash equivalents	\$2,192,177	\$1,889,100
Trade & other receivables	\$504,569	\$711,670
Prepayments	\$154,276	\$91,439
Inventories	\$105,636	\$76,850
Other current assets	\$23,042	\$48,636
Total current assets	\$2,979,700	\$2,817,695
Non-current assets		
Land & building	\$3,000,000	\$1,512,218
Leasehold improvement	\$246,332	\$29,601
Furniture & fittings	\$117,884	\$51,722
IT hardware & other equipment	\$209,519	\$139,628
IT software	\$241,769	\$299,749
Motor vehicle	\$8,197	\$13,661
Total non-current assets	\$3,823,701	\$2,046,579
Total assets	\$6,803,401	\$4,864,274
Current liabilities		
Trade & other payables	\$536,470	\$410,949
Income received in advance	\$79,305	-
Grants & funding in advance	\$890,281	\$844,224
Provisions & employee entitlements	\$403,482	\$387,205
Housie prize fund	\$84,169	\$108,006
Total current liabilities	\$1,993,707	\$1,750,384
Non-current liabilities		
Provisions & employee entitlements	\$29,930	\$23,017
Total non-current liabilities	\$29,930	\$23,017
Total liabilities	\$2,023,637	\$1,773,401
Net assets	\$4,779,764	\$3,090,873
Equity		
Reserves	\$2,362,747	\$994,035
Accumulated surplus	\$2,417,017	\$2,096,838
Total equity	\$4,779,764	\$3,090,873

A copy of the Detailed Financial Report and Auditor's Report will be sent to any member free of charge upon request.

Support children who struggle to learn by donating to or funding one of our programs.



Yasmine
is more confident in completing her homework independently with less meltdowns.



An evidence-based program for children in Years 2-4 who are falling behind in reading. This volunteer run program provides one-on-one weekly support for 15 weeks to children and is proven to increase children's literacy skills.



A numeracy program for children in Years 3-5 who are falling behind in maths. This volunteer run program provides one-on-one weekly support for 10 weeks to children and is proven to increase children's numeracy skills.



EDUCATIONAL SUPPORT IN SCHOOLS

Our team of specialist teachers provide literacy and numeracy sessions for children and work collaboratively with families, schools and other professionals to address the road blocks that prevent children from learning at school.



THERAPY IN SCHOOLS

Our speech or occupational therapists work with a primary school to build teachers' capacity to help children with learning difficulties. The therapist will work in the school for one day each week, helping children in the classroom on a group or one-on-one basis with those children who require intensive support.



COUNSELLING & PSYCHOLOGY IN SCHOOLS

Psychologists assist children with social, emotional and behavioural concerns which can impact on learning, friendships and daily life functioning. They provide assessments, specialist intervention programs and counselling.



DISADVANTAGED KIDS EDUCATION FUND

We provide essential support to disadvantaged children with learning difficulties including literacy and numeracy support, speech or occupational therapy and psychology-based services. Our aim is to ensure equity of access to support services to promote participation and inclusion in school and help each child reach their full potential.



LEARNING LINKS CENTRES

Alexandria

(Support Office):
Suite 3, Level 1, 140 Bourke Rd
Alexandria NSW 2015
T 02 8525 8250
E alexandria@learninglinks.org.au

Liverpool

Shop 2, 54-56 Macquarie St (North)
Liverpool NSW 2170
T 02 8525 8280
E liverpool@learninglinks.org.au

Bella Vista

6a/7 Meridian Place
Bella Vista NSW 2153
T 02 8525 8260
E bellavista@learninglinks.org.au

Maroubra

3rd floor Bowen Library
669-673 Anzac Parade
Maroubra Junction NSW 2035
T 02 8568 8200
E maroubra@learninglinks.org.au

Gledswood Hills

Suite 7, Level 1 SOMA Wellness
7 Gregory Hills Drive
Gledswood Hills NSW 2557
T 8525 8270
E gledswoodhills@learninglinks.org.au

Oatley

Cnr Oatley Ave and Hurstville Rd
Oatley NSW 2223
T 02 8525 8222
E mail@learninglinks.org.au



Zac
now thinks about
things before
doing them.

Peakhurst

(Main Office): 12-14 Pindari Rd
Peakhurst NSW 2210
T 02 8525 8222
E peakhurst@learninglinks.org.au

LEARNING LINKS

ABN 71 097 577 636

**ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED 30 JUNE 2019**

LEARNING LINKS

Annual Report
For the Financial Year ended 30 June 2019

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DIRECTORS' REPORT

The Directors present this report on Learning Links (the "Company") for the year ended 30 June 2019.

Directors

The names of each person who has been a director during the year and to the date of this report are:

Gregory Wallace
Sarah Donald
Michele Adair
Clive Cuthell
Darryl Easton - retired 13 November 2018
Jackie Gambrell – appointed 29 July 2019
Helen Hu
Jennifer Wilson – appointed 29 July 2019

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Objectives of the Company

The Company assists children and young people who have difficulties learning by providing them with the skills, services and family support that enable them to reach their full potential. This includes:

- Establishing and operating programs which directly assist children who have learning difficulties, disabilities or developmental delays and their families.
- Establishing and operating early childhood programs which provide inclusion of children with special needs into early childhood settings.
- Increasing public awareness, understanding and interest in the special needs of children who have learning difficulties, disabilities or developmental delays.

Principal Activity

The principal activity of the Company during the financial year was to help children who have disabilities, learning difficulties, and developmental delays to realise their full potential.

Review of Operations

The surplus of the Company amounted to \$320,179 (2018: \$475,301).

A review of the operations of the Company during the financial year and the results of those operations found that during the year the Company continued to engage in its principal activity, the results of which are disclosed in the attached financial statements.

Dividends

The Company operates on a not-for-profit basis and in accordance with the terms of its Constitution, no portion of its assets or income shall be distributed directly or indirectly to members of the Company. As such no dividends were paid or declared since the start of the financial year and no recommendation for payment of dividends has been made.

Significant Changes in State of Affairs

There were no significant changes in the affairs of the Company that occurred during the financial year other than as reported therein.

DIRECTORS' REPORT (CONT'D)

Subsequent Events

There has not been any matter or circumstances that have arisen since the end of the financial year which significantly affected or might significantly affect the operations of the Company, the results of those operations, or the state of affairs of the Company in subsequent financial years.

Future Developments

The Company has completed three years of its four years strategic plan and is exceeding its growth targets to deliver quality services across greater Sydney. The next phase of the growth strategy is to provide further services across Sydney and NSW to meet the growing demand for services. In addition, the Company will continue to expand its reach and impact to children in areas currently served including increasing service delivery to children eligible for NDIS supports.

Environmental Issues

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a State or Territory.

Information on Directors

Gregory Wallace	—	Chair
Qualifications	—	Bachelor of Business (Business Management), MAICD
Experience	—	Senior Executive – government and telecommunications
Sarah Donald	—	Secretary
Qualifications	—	Master of Laws, Bachelor of Laws, Bachelor of Business (Management), Grad Dip Legal Practice, GAICD
Experience	—	Legal counsel
Michele Adair	—	Director
Qualifications	—	Master of Management, Master of Public Advocacy & Action, GAICD
Experience	—	Senior Executive – community housing and support services
Clive Cuthell	—	Director
Qualifications	—	Bachelor of Arts (Hons.) Accountancy and Finance, CA, GAICD
Experience	—	Senior Executive – multinational organisation in manufacturing, construction materials and property
Darryl Easton	—	Director
Qualifications	—	Master of Engineering Management and Master of Business
Experience	—	Engineering professional-telecommunications
Jackie Gambrell	—	Director
Qualifications	—	Bachelor of Arts (Hons), Master of Business Administration
Experience	—	Senior Executive – education and health-based not for profits
Helen Hu	—	Director
Qualifications	—	Bachelor of Arts, Master of Commerce, GAICD, GIA, CA
Experience	—	Senior Executive – member-based organisations, service sector and company secretary
Jennifer Wilson	—	Director
Qualifications	—	GAICD
Experience	—	Specialist advisory roles in digital development and production; corporate management and advice

DIRECTORS' REPORT (CONT'D)

The number of directors' meetings held in the period during which each director held office over the financial year and the number of meetings attended by each director are:

Director meeting attendances for the FY2019

Director	Board of Directors		Finance and Audit		Corporate Governance	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
Gregory Wallace	7	7	4	4	2	2
Sarah Donald	7	6	0	0	2	2
Michele Adair	7	5	5	3	0	0
Clive Cuthell	7	6	5	5	0	0
Helen Hu	7	6	5	5	0	0
Darryl Easton *	2	1	0	0	1	1

* Not member for full year

Indemnifying Officers or Auditor

The company has indemnified the directors and executives of the company for costs incurred, in their capacity as a director or executive, for which they may be held personally liable, except where there is a lack of good faith.

During the financial year, the company paid a premium in respect of a contract to insure the directors and executives of the company against a liability to the extent permitted by the Corporations Act 2001. The contract of insurance prohibits disclosure of the nature of the liability and the amount of the premium.

The company has not, during or since the end of the financial year, indemnified or agreed to indemnify the auditor of the company or any related entity against a liability incurred by the auditor.

Proceedings on Behalf of the Company

No person has applied for leave of Court to bring proceedings on behalf of the Company or intervene in any proceedings to which the Company is a party for the purpose of taking responsibility on behalf of the Company for all or any part of those proceedings.

The Company was not a party to any such proceedings during the year.

DIRECTORS' REPORT (CONT'D)

Assessment of Performance

The Company assesses its performance using the following methodologies in order to ensure that the objectives of the Company are being met:

- Monthly financial reporting and analysis
- Accountability reporting to all major funding partners
- Comprehensive quality framework and systems with wide-ranging policies and procedures reviewed regularly.
- Regular client and staff surveys
- Managing governance, compliance and risks
- Monthly monitoring of client numbers
- Reporting and monitoring of key performance indicators
- Dashboard reporting on a monthly basis

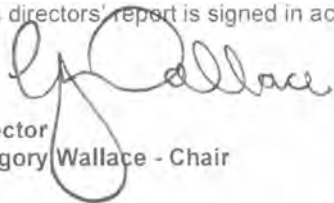
Members' Guarantee

Learning Links is a Company limited by guarantee without share capital. In the event of the Company being wound up, each member undertakes to contribute an amount not exceeding any outstanding membership fees. As at 30 September 2019, there were 618 (30 June 2018: 352) members of the Company.

Auditor's Independence Declaration

The auditor's independence declaration for the year ended 30 June 2019 has been received and can be found on page 6.

This directors' report is signed in accordance with the resolution of directors.



Director
Gregory Wallace - Chair



Director
Sarah Donald – Secretary

24 October 2019

AUDITOR'S INDEPENDENCE DECLARATION UNDER SECTION 60-40 OF THE AUSTRALIAN CHARITIES AND NOT FOR PROFITS COMMISSION ACT 2012 TO THE DIRECTORS OF LEARNING LINKS

I declare that, to the best of my knowledge and belief during the year ended 30 June 2019 there have been:

- No contraventions of the auditor independence requirements as set out in the Australian Charities and Not-for-profits Commission Act 2012 in relation to the audit; and
- No contraventions of any applicable code of professional conduct in relation to the audit.



William Buck
Chartered Accountants
ABN 16 021 300 521



Domenic Molluso
Director

Sydney, 24 October 2019

ACCOUNTANTS & ADVISORS

Sydney Office
Level 29, 66 Goulburn Street
Sydney NSW 2000

Parramatta Office
Level 7, 3 Horwood Place
Parramatta NSW 2150

Telephone: +61 2 8263 4000
williambuck.com

Learning Links

Independent Auditor's Report to the Directors

Report on the Audit of the Financial Statements

Opinion

We have audited the financial report of Learning Links (the Entity), which comprises the statement of financial position as at 30 June 2019, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion the financial report of the Entity has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- a) Giving a true and fair view of the Entity's financial position as at 30 June 2019 and of its financial performance for the year then ended; and
- b) Complying with Australian Accounting Standards – Reduced Disclosure Regime and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

In compliance with Section 24 of the Charitable Fundraising Act 1991 and the Authority Condition, we report:

- a) The financial report of the Entity gives a true and fair view of the financial results of fundraising appeals during the year ended 30 June 2019;
- b) The accounting and associated records have been properly kept during the year in accordance with the Charitable Fundraising Act 1991 and the Regulations;
- c) Money received as a result of fundraising appeals conducted during the year have been properly accounted for and applied in accordance with the Charitable Fundraising Act 1991 and the Regulations; and
- d) At the date of this report, there are reasonable grounds to believe that the Entity will be able to pay its debts as and when they fall due.

ACCOUNTANTS & ADVISORS

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Sydney NSW 2000

Parramatta Office
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williambuck.com

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the auditor independence requirements of the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act) and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

The directors are responsible for the other information. The other information comprises the information included in the Entity's annual report and directors report for the year ended 30 June 2019, but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Directors for the Financial Report

The directors of the Entity are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards – Reduced Disclosure Regime and the ACNC Act and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

The Directors are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of these financial statements is located at the Auditing and Assurance Standards Board website at:

http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf

This description forms part of our independent auditor's report.

A handwritten signature in black ink that reads 'William Buck'.

William Buck
Chartered Accountants
ABN 16 021 300 521

A handwritten signature in black ink that reads 'Domenic Molluso'.

Domenic Molluso
Director

Sydney, 24 October 2019

RESPONSIBLE PERSONS

The responsible persons declare that:

- (a) in the responsible persons' opinion, there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable; and
- (b) in the responsible persons' opinion, the attached financial statements and notes thereto are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, including compliance with accounting standards and giving a true and fair view of the financial position and performance of the Company.

Signed in accordance with a resolution of the board members made pursuant to s.60.15 of the *Australian Charities and Not-for-profits Commission Regulation 2013*.

On behalf of the responsible persons:



Director
Gregory Wallace - Chair



Director
Sarah Donald - Secretary

24 October 2019

DECLARATION UNDER THE CHARITABLE FUNDRAISING ACT

I, Gregory Wallace, Chair of Learning Links, declare that in my opinion:

- a. The financial statements give a true and fair view of all income and expenditure for Learning Links with respect to fundraising appeal activities for the year ended 30 June 2019;
- b. The statement of financial position gives a true and fair view of affairs for Learning Links with respect to fundraising appeal activities for the year ended 30 June 2019;
- c. The provisions of the *NSW Charitable Fundraising Act 1991* and Regulations under the Act and the conditions attached to the authority have been complied with during the year ended 30 June 2019; and
- d. The internal controls exercised by Learning Links are appropriate and effective in accounting for all Income received and applied by Learning Links from any of its fundraising appeals.

This declaration is made in accordance with a resolution of the Directors.



Gregory Wallace
Chair

24 October 2019

LEARNING LINKS

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2019

	Note	2019 \$	2018 \$
INCOME			
Fee income for Services		2,944,407	2,470,162
Government Grant	3	1,733,089	1,457,315
Fundraising-Non Government Grants	2(s)	654,735	584,836
Donations		33,693	72,664
Bingo Income		-	133,164
Housie Income	2(s), 12	10,722,134	10,369,804
Membership Fees		8,726	8,113
Other Income		72,759	31,747
Total Income		16,169,543	15,127,805
EXPENDITURE			
Human Resources Costs for Services		5,045,372	4,330,372
Human Resources Costs for Housie & Bingo		1,293,785	1,255,932
Housie and Bingo Other Costs		7,922,834	7,811,542
Program Costs		278,870	216,844
Marketing Costs		101,815	82,903
Administration & Office Costs		877,844	619,984
Finance Costs		17,121	13,086
IT Costs		311,723	321,841
Total Expenses		15,849,364	14,652,504
Net Surplus for the year		320,179	475,301
Gain on revaluation of land & building	4	1,368,712	-
Other Comprehensive Income		1,368,712	-
Total Comprehensive Income		1,688,891	475,301

The accompanying notes form part of these financial statements

LEARNING LINKS

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2019

	Note	2019 \$	2018 \$
ASSET			
CURRENT ASSETS			
Cash and cash equivalents	10	2,192,177	1,889,100
Trade and other receivables	15	504,569	711,670
Prepayments		154,276	91,439
Inventories		105,636	76,850
Other current assets		23,042	48,636
Total Current Assets		2,979,700	2,817,695
NON-CURRENT ASSETS			
Land & Building	4	3,000,000	1,512,218
Leasehold Improvement	4	246,332	29,601
Furniture & Fittings	4	117,884	51,722
IT hardware & other Equipment	4	209,519	139,628
IT Software	5	241,769	299,749
Motor Vehicle	4	8,197	13,661
Total Non-current Assets		3,823,701	2,046,579
Total Assets		6,803,401	4,864,274
LIABILITIES			
CURRENT LIABILITIES			
Trade & other Payables	16	536,470	410,949
Income received in advance		79,305	-
Grants & Funding in advance		890,281	844,224
Provisions & Employee entitlements	14	403,482	387,205
Housie Prize Fund		84,169	108,006
Total Current Liabilities		1,993,707	1,750,384
NON-CURRENT LIABILITIES			
Provisions & Employee entitlements	14	29,930	23,017
Total Non-current Liabilities		29,930	23,017
Total Liabilities		2,023,637	1,773,401
Net Assets		4,779,764	3,090,873
EQUITY			
Reserves	6	2,362,747	994,035
Accumulated Surplus		2,417,017	2,096,838
Total Equity		4,779,764	3,090,873

LEARNING LINKS

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2019

	Retained surplus	Asset Revaluation Reserve	Total
	\$	\$	\$
Balance as at 1 July 2017	1,621,537	994,035	2,615,572
Net surplus for the year	475,301	-	475,301
Total comprehensive income for the year	475,301	-	475,301
Balance at 30 June 2018	2,096,838	994,035	3,090,873
Balance as at 1 July 2018	2,096,838	994,035	3,090,873
Net surplus for the year	320,179	-	320,179
Other comprehensive income for the year	-	1,368,712	1,368,712
Total comprehensive income for the year	320,179	1,368,712	1,688,891
Balance at 30 June 2019	2,417,017	2,362,747	4,779,764

LEARNING LINKS

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2019

	Note	2019 \$	2018 \$
Cash flow from operating activities			
Receipts from customers		16,752,313	15,787,230
Payments to suppliers & employees		(15,863,243)	(14,905,637)
Interest received		30,986	20,515
Net cash flow from operating activities		920,056	902,108
Cash flow from investing activities			
Payment for property, plant & equipment	4	(616,979)	(232,382)
Proceeds from disposal of property, plant & equipment		-	1,818
Net cash flow from investing activities		(616,979)	(230,564)
Net increase in cash held		303,077	671,544
Cash and cash equivalents at beginning of the year		1,889,100	1,217,556
Cash and cash equivalents at the end of the year	10	2,192,177	1,889,100

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 1: REPORTING COMPANY

Learning Links is a not-for-profit public Company limited by guarantee, incorporated and domiciled in Australia.

The registered office and principal place of business of the Company is:

12-14 Pindari Road, Peakhurst NSW 2210

The Company's principal activity during the year was to help children who have disabilities, learning difficulties, developmental delays and those at risk of not achieving learning or developmental milestones realise their individual potential.

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

Statement of Compliance

These general purpose financial statements have been prepared in accordance with Australian Accounting Standards - Reduced Disclosure Requirements and Interpretations issued by the Australian Accounting Standards Board ('AASB'), the Australian Charities and Not-for-profits Commission Act 2012 and New South Wales legislation the Charitable Fundraising Act 1991, as appropriate for not-for profit oriented entities.

The financial statements were authorised for issue by the directors on 24 October 2019.

The following is a summary of the material accounting policies adopted by Learning Links in the preparation of the financial report. The accounting policies have been consistently applied unless otherwise stated.

Basis of Preparation

The financial report has been prepared on an accruals basis and is based on historical costs except for certain non-current assets that are measured at revalued amounts or fair values as explained in the accounting policies below. Cost is based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars, unless otherwise noted.

In the current year, the Company has adopted all of the new and revised Standards and Interpretations issued by the Australian Accounting Standards Board (the AASB) that are relevant to its operations and effective for the current annual reporting period. The revised Standards and Interpretations adopted did not have an impact on the financial statements.

Accounting Policies

(a) Income Tax

The Company received endorsement from the Australian Taxation Office as an income tax exempt charitable Company effective from 1 January 2002. The Company is exempt from income tax under Division 50 section 50-5 of the Income Tax Assessment Act 1997. It is also exempt from State payroll taxes.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(b) Inventories

Inventories of goods purchased for fundraising are valued at the lower of cost and net realizable value. Costs are assigned on a first-in first-out basis and only include direct costs. Inventories on hand consist of Bingo prizes, Bingo and Housie tickets, raffle prizes, Bingo accessories and Reading for Life kits.

(c) Property, Plant and Equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, net of any accumulated depreciation and any impairment losses.

Property

Properties are measured on the fair value basis, with changes in the fair value recognized in Asset Revaluation Reserve in the period that they arise. It is a policy of Learning Links to have an independent valuation every three years, with annual appraisals being made by the directors.

Plant and Equipment

Plant and equipment are measured on a cost basis less depreciation and impairment losses.

The carrying amount of plant and equipment is reviewed annually by directors to ensure it is not in excess of the recoverable amounts from these assets. The recoverable amount is assessed on the basis of the expected net cash flows, which will be received from the assets employment and subsequent disposal. The expected net cash flows have not been discounted to their present values in determining recoverable amounts.

Subsequent costs are included in the assets' carrying amount or recognised as a separate asset, as appropriate, only when the future economic benefits associated with the item will flow to the Company and the cost of the item can be measured reliably. All other repairs and maintenance are charged to the income statement during the financial period in which they are incurred.

Depreciation

The depreciable amount of all fixed assets and capitalised lease assets are depreciated over their useful lives using the straight line or diminishing value method as considered appropriate. New assets are depreciated from the time the asset is held ready for use. Plant and equipment under lease are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

The depreciation rates used for each class of assets in the current and comparative year are as follows.

Class of fixed assets	Measurement bases 2019	Depreciation rates 2019	Depreciation basis 2019
Land & Buildings	Fair value	Nil	N/A
Leasehold Improvements	Historical cost	20%-40% or life of the asset	Diminishing Value & Straight Line
Furniture & Fittings	Historical cost	20%	Straight Line
IT Hardware & Equipment	Historical cost	20%	Straight Line
Motor Vehicles	Historical cost	40%	Diminishing Value

Class of fixed assets	Measurement bases 2018	Depreciation rates 2018	Depreciation basis 2018
Land & Buildings	Fair value	Nil	N/A
Leasehold Improvements	Historical cost	40% or life of the asset	Diminishing Value
Furniture & Fittings	Historical cost	20%	Diminishing Value
IT Hardware & Equipment	Historical cost	20%	Diminishing Value & Straight Line
Motor Vehicles	Historical cost	40%	Diminishing Value

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each balance sheet date. An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Gains and losses on disposal are determined by comparing proceeds with the carrying amount. These gains or losses are included in the statement of comprehensive income.

(d) Leases

Leases of fixed assets where substantially all the risks and benefits incidental to the ownership of the asset, but not the legal ownership that are transferred to the company are classified as finance leases.

Finance leases are capitalised by recording an asset and a liability at the lower of the amount equal to the fair value of the leased property or the present value of the minimum lease payments, including any guaranteed residual values. Lease payments are allocated between the reduction of the lease liability and the lease interest expense for the period.

Leased assets are depreciated on a straight-line basis over the shorter of their estimated useful lives or the lease term. Lease payments for operating leases, where substantially all the risks and benefits remain with the lessor, are charged as expenses in the periods in which they are incurred.

Lease incentives under operating leases are recognised as a liability and amortised on a straight-line basis over the life of the lease term.

(e) Financial Instruments

Recognition and initial measurements

Financial instruments, incorporating financial assets and financial liabilities, are recognised when the Company becomes party to the contractual provisions of the instrument. Trade date accounting is adopted for financial assets that are delivered within timeframes established by marketplace convention.

Financial instruments are initially measured at fair value plus transaction costs where the instrument is not classified as at fair value through profit or loss. Transaction costs related to instruments classified as at fair value through profit or loss are expensed to profit or loss immediately. Financial instruments are classified and measured as set out below.

Financial assets at amortised cost

A financial asset is measured at amortised cost only if both of the following conditions are met: (i) it is held within a business model whose objective is to hold assets in order to collect contractual cash flows; and (ii) the contractual terms of the financial asset represent contractual cash flows that are solely payments of principal and interest.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(f) Impairment of Assets

At each reporting date, the Company reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the income statement.

(g) Employee Benefits

Provisions are made for the Company's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits expected to be settled within one year together with entitlements arising from wages and salaries and annual leave which will be settled after one year, have been measured at the amounts expected to be paid when the liability is settled, plus related costs. Other employee benefits payable later than one year are measured at the present value of the estimated future cash outflows to be made by the Company in respect of services provided by employees up to the reporting date.

(h) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less.

(i) Revenue

Grant revenue is recognised in the statement of comprehensive income when the Company obtains control of the grant and it is probable that the economic benefits gained will flow to the Company and the amount of the grant can be measured reliably.

If conditions are attached to the grant which must be satisfied before the Company is eligible to receive the contributions, the recognition of the grant as revenue will be deferred until those conditions are satisfied and control of the funds is obtained.

Bingo and Housie revenue is recognised on sale of the game ticket.

Donations and bequests are recognised as revenue when received.

Revenue from rendering of a service is recognised upon the delivery of the services to the customers.

Interest revenue is recognised on a proportional basis taking into account the interest rates applicable to the financial assets as it is received.

Other revenue, including fundraising, is recognised when the right to receive the revenue has been established.

(j) Borrowing Costs

Borrowing costs are recognised in the period in which they are incurred.

(k) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of expense. Receivables and payables in the Statement of Financial Position are shown inclusive of GST.

Cash flows are presented in the Statement of Cash Flows on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(l) Fair Value Measurement

When an asset or liability, financial or non-financial, is measured at fair value for recognition or disclosure purposes, the fair value is based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date; and assumes that the transaction will take place either: in the principal market; or in the absence of a principal market, in the most advantageous market.

Fair value is measured using the assumptions that market participants would use when pricing the asset or liability, assuming they act in their economic best interests. For non-financial assets, the fair value measurement is based on its highest and best use. Valuation techniques that are appropriate in the circumstances and for which sufficient data are available to measure fair value, are used, maximising the use of relevant observable inputs and minimising the use of unobservable inputs.

(m) Critical Accounting Estimates and Judgments

The directors' evaluations and judgments incorporated into the financial report are based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the Company.

Employee benefits provision

The liability for employee benefits expected to be settled more than 12 months from the reporting date are recognised and measured at the present value of the estimated future cash flows to be made in respect of all employees at the reporting date. In determining the present value of the liability, estimates of attrition rates and pay increases through promotion and inflation have been taken into account.

Estimation of useful lives of assets

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

Provision for impairment of receivables

The provision for impairment of receivables assessment requires a degree of estimation and judgement. The level of provision is assessed by taking into account the ageing of receivables, historical collection rates and specific communication with debtors.

Estimation of the fair value of land and buildings, and investment properties

The company determines the fair value of land and buildings and investment properties based on an estimate of its valuation provided by a certified professional real estate valuer. The reasonableness of the valuation is assessed by taking into account existing and comparable market sales data at the date of valuation

(n) Accounts and Other Receivables

Accounts receivables which generally have 14-90 day terms, are recognised and carried at original invoice amount less an allowance for uncollectible amounts.

An allowance for doubtful debts is made when there is objective evidence that the Company will not be able to collect the debts. The accounts receivable amount in the Statement of Financial Position is net of doubtful debts. Bad debts are written off when identified.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(o) Trade and other payables

These amounts represent liabilities for goods and services provided to the company prior to the end of the financial year and which are unpaid. Due to their short-term nature they are measured at amortised cost and are not discounted. The amounts are unsecured and are usually paid within 30 days of recognition.

(p) Traders

As a form of fundraising, Learning Links has a contract with one trader. This is Helping Hand Sweet Company. The income from this trader is included in Fundraising and Other Income in the Statement of Comprehensive Income.

(q) Intangible Assets

Intangible assets acquired as part of a business combination, other than goodwill, are initially measured at their fair value at the date of the acquisition. Intangible assets acquired separately are initially recognised at cost. Indefinite life intangible assets are not amortised and are subsequently measured at cost less any impairment. Finite life intangible assets are subsequently measured at cost less amortisation and any impairment. The gains or losses recognised in profit or loss arising from the derecognition of intangible assets are measured as the difference between net disposal proceeds and the carrying amount of the intangible asset. The method and useful lives of finite life intangible assets are reviewed annually. Changes in the expected pattern of consumption or useful life are accounted for prospectively by changing the amortisation method or period.

(r) Current and non-current classification

Assets and liabilities are presented in the statement of financial position based on current and non-current classification.

An asset is classified as current when: it is either expected to be realised or intended to be sold or consumed in the company's normal operating cycle; it is held primarily for the purpose of trading; it is expected to be realised within 12 months after the reporting period; or the asset is cash or cash equivalent unless restricted from being exchanged or used to settle a liability for at least 12 months after the reporting period. All other assets are classified as non-current.

A liability is classified as current when: it is either expected to be settled in the company's normal operating cycle; it is held primarily for the purpose of trading; it is due to be settled within 12 months after the reporting period; or there is no unconditional right to defer the settlement of the liability for at least 12 months after the reporting period. All other liabilities are classified as non-current.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 2: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

(s) Fundraising Activities

The Company has an authority to fundraise under the *Charitable Fundraising Act 1991 (NSW)*. The Authority number is CFN 13232 which expires on 15/02/2021. Additional notes and information have been provided in the financial report to assist the authority holder with its disclosure requirements. A detailed list of fundraising permits has not been provided in this report but is available upon request.

All proceeds from fundraising activities were used in the costs of providing services to children who have difficulty learning and their families. Charity Housie financial information is contained in Note 12.

Charity Housie is a gaming program with cash prizes run for charitable purposes while Club Bingo is a gaming program with non-cash prizes usually run as a social activity in clubs. Both are required to comply with government legislation.

The disclosure above relates only to Charity Housie, in accordance with the *Charitable Fundraising Act 1991 (NSW)* requirement

		Surplus	2019	2018
	\$	\$	%	%
Total cost of fundraising/gross proceeds from fundraising	9,029,068/11,376,869	2,347,801	79%	82%
Net surplus from fundraising/gross proceeds	2,347,801/11,376,869		21%	18%
Total cost of services/expenditure	6,636,848/15,849,363		42%	38%
Total cost of services/income	6,636,848/16,169,543		41%	37%

Fundraising

The following table comprises items from Charity Housie, Fundraising and Other Income in the Statement of Comprehensive Income. It covers arrangements with traders and small fundraising activities.

(i) Gross Proceeds from fundraising

	2019	2018
	\$	\$
Trader – Helping Hand Sweet Company	2,563	2,563
Other Fundraising	652,172	582,273
	654,735	584,836
Charity Housie (Note 12)	10,722,134	10,369,804
	11,376,869	10,954,640

(ii) Total cost of fundraising

Other Fundraising	149,226	175,995
Charity Housie (Note 12)	8,879,842	8,760,001
	9,029,068	8,935,996
Net surplus from fundraising	2,347,801	2,018,644

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 3: GRANTS AND CONTRACTS

Grants and contracts are received by Learning Links from government and non-government sources.

Funding Body	2019	2018
	\$	\$
NDIS	113,221	-
Brotherhood of St Laurence	453,099	449,295
The Smith Family	150,000	150,000
NSW Government Department of Education & Communities	724,500	578,617
Parenting Research Centre	166,157	161,900
Community Service Grants Program (EIPP)	126,112	117,503
Total Funding Revenue	<u>1,733,089</u>	<u>1,457,315</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 4: PROPERTY, PLANT & EQUIPMENT

	2019	2018
	\$	\$
Land & Building (Peakhurst) - at Fair Value (i)	3,000,000	1,512,218
Less accumulated depreciation	-	-
	<u>3,000,000</u>	<u>1,512,218</u>
Leasehold Improvements at cost	463,134	189,683
Less accumulated depreciation	(216,802)	(160,082)
	<u>246,332</u>	<u>29,601</u>
Office furniture & fittings - at cost	312,988	217,438
Less accumulated depreciation	(195,104)	(165,716)
	<u>117,884</u>	<u>51,722</u>
IT Hardware - at Cost	494,669	385,779
Less accumulated depreciation	(285,150)	(246,151)
	<u>209,519</u>	<u>139,628</u>
Motor vehicles - at cost	56,897	57,352
Less accumulated depreciation	(48,700)	(43,691)
	<u>8,197</u>	<u>13,661</u>
Total Property, Plant & Equipment	<u>3,581,932</u>	<u>1,746,830</u>

The Peakhurst property was valued by an independent valuer in September 2019.

The comparative figures for Land & Building and Leasehold Improvements have been restated since the last Financial Statement for comparative disclosure purposes.

NOTE 5: INTANGIBLE ASSETS

	2019	2018
	\$	\$
Software development		
IT Software - at cost	1,138,012	1,117,942
Less: accumulated amortisation	(896,243)	(818,193)
	<u>241,769</u>	<u>299,749</u>

	Land & Buildings	Leasehold Improvements	Office Furniture & Fittings	IT Hardware	Motor Vehicles	IT Software	Total
	\$	\$	\$	\$	\$	\$	\$
Balance at 1 July 2018	1,512,218	29,601	51,722	139,628	13,661	299,749	2,046,579
Additions	119,069	273,394	95,549	108,897	-	20,070	616,979
Disposals	-	-	-	-	-	-	-
Revaluation of land and building	1,368,713	-	-	-	-	-	1,368,713
Depreciation and Amortisation expense	-	(56,663)	(29,387)	(39,006)	(5,464)	(78,050)	(208,570)
Balance at 30 June 2019	<u>3,000,000</u>	<u>246,332</u>	<u>117,884</u>	<u>209,519</u>	<u>8,197</u>	<u>241,769</u>	<u>3,823,701</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 6: RESERVES

	2019	2018
	\$	\$
Revaluation of land & building	2,362,747	994,035
Movements during the year;		
Opening Balance	994,035	994,035
Revaluation of property, plant and equipment	1,368,712	-
	<u>2,362,747</u>	<u>994,035</u>

NOTE 7: REMUNERATION AND RETIREMENT BENEFITS

No remuneration was paid or is payable to the Directors of the Company.

NOTE 8: MEMBERS' GUARANTEE

Learning Links is a Company limited by guarantee without share capital. In the event of the Company being wound up, each member undertakes to contribute an amount not exceeding any outstanding membership fees. As at 30 September 2019, there were 618 (30 June 2018: 352) members of the Company.

NOTE 9: RELATED PARTY TRANSACTIONS

Management have reviewed transactions and no related party transactions were identified.

Members are generally also clients of Learning Links. Clients who become members pay a membership fee of \$20 which also entitles the member to a 10% discount on services provided by Learning Links.

NOTE 10: CASH AND CASH EQUIVALENTS

Reconciliation of cash

	2019	2018
	\$	\$
Cash flow from operating activities		
Cash on hand and at bank	852,979	746,475
Term deposit	1,339,198	1,142,625
Cash and cash equivalent at the end of the year	<u>2,192,177</u>	<u>1,889,100</u>

NOTE 11: SEGMENT REPORTING

Learning Links operates in the Community Services Sector providing assistance within Australia to children who have difficulty learning and their families.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 12: HOUSIE OPERATIONS (EXCLUDING BINGO)

	2019	2018
	\$	\$
Income		
Housie Ticket Sales	9,816,723	9,571,244
Other Sales	905,411	798,560
Total Income	10,722,134	10,369,804
Expenditure		
Housie Prizes	7,192,896	7,080,028
Wages, Superannuation and Workers Insurance	1,293,785	1,236,533
Profit sharing arrangements	21,667	24,936
Housie Tickets	307,684	324,951
Miscellaneous	63,810	93,553
Total Expenditure	8,879,842	8,760,001
Gross Surplus on Housie Games	1,842,292	1,609,803
Gross Surplus/Total Housie Income	17.2%	15.5%

Charity Housie is a gaming program with cash prizes run for charitable purposes while Club Bingo is a gaming program with non-cash prizes usually run as a social activity in clubs. Both are required to comply with government legislation.

The disclosure above relates only to Charity Housie, in accordance with the *Charitable Fundraising Act 1991 (NSW)* requirement.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 13: REMUNERATION OF AUDITOR

	2019 \$	2018 \$
Audit of the financial report and grant acquittals	35,000	31,500
	35,000	31,500

NOTE 14: PROVISIONS

	2019 \$	2018 \$
Employee entitlements	433,412	410,222
	433,412	410,222
Current	403,482	387,205
Non-current	29,930	23,017
	433,412	410,222

NOTE 15: TRADE AND OTHER RECEIVABLES

	2019 \$	2018 \$
Trade receivables	513,473	726,170
Less: Allowance for impairment	(8,903)	(14,500)
	504,569	711,670

Trade terms vary. Parent fees for services are due within 14 days of service delivery. Learning Links raises money to subsidise fees for parents who cannot afford to pay, either because of their financial circumstances at the time the service is agreed to or changed circumstances while the service is being received. Fee subsidies assist in paying for services when parents cannot.

Provisional Psychologists attending the psychology development program pay for the service by way of equal instalments over the duration of the program, or for casual services invoiced monthly.

Housie and Bingo consists of two sources of income, first being session income and second being club reimbursement. All session income is cash at the time of service and club reimbursements are 30 days trade terms (the terms with clubs may vary based on contractual agreements). Trade terms for selected government departments are 90 days from the date of service. No interest is charged on receivables. Past experience indicates that trade receivables can be recoverable even when outstanding beyond payment terms.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

NOTE 16: TRADE AND OTHER PAYABLES

	2019	2018
	\$	\$
Trade payables	102,849	112,976
Other payables	413,418	262,747
Goods & Services Tax payable	20,203	35,226
	<u>536,470</u>	<u>410,949</u>

Other payables include Superannuation, Accrual, Loan and PAYG payable

NOTE 17: KEY MANAGEMENT PERSONNEL REMUNERATION

Total Key Management Personnel Remuneration in FY2019 was \$823,569 and in FY2018 was \$795,419.

Note 18. COMMITMENTS

	2019	2018
	\$	\$
Lease commitments - operating Committed at the reporting date but not recognised as liabilities, payable:		
Within one year	619,909	522,461
One to five years	589,579	176,000
	<u>1,209,488</u>	<u>698,461</u>

NOTE 19: SUBSEQUENT EVENTS

There has not been any matter or circumstances that have arisen since the end of the financial year which significantly affected or might significantly affect the operations of the Company, the results of those operations, or the state of affairs of the Company in subsequent financial years.