



# ANNUAL REPORT

"Always remember you are braver than you believe, stronger than you seem, and smarter than you think."

Christopher Robin

2017/18

# CONTENTS

- 01 The Year 2017/18 in review
- 03 Our Vision, Mission, Purpose and Values
- 05 Who is Learning Links?
- 06 A Compelling Case for Change
- 08 Learning Links Family Stories
- 12 Feature Stories
- 16 Our Community Contribution and Impact
- 20 Some Highlights from our Work
- 27 Our Partners and Supporters 
- 28 Our Board 
- 30 Our Leadership Team 
- 31 Our Team of Experts 
- 32 Financial Summary



## Alex

Worked hard to overcome his learning difficulties and is now applying for university.

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

# THE 2017/18 YEAR IN REVIEW



**Benjamin**  
Developed excellent communication and sharing skills.

“Education is a human right with immense power to transform.”

**Kofi Annan**

Learning Links has been providing services to children and families for over 45 years to help tackle the barriers that children with learning difficulties and disabilities face. Despite progress in many areas, these children continue to be at significant risk of educational disengagement, mental health issues, unemployment and incarceration. The transformational power of education is still not always available to these children.

As a charity dedicated to supporting children and families affected by learning difficulties and disabilities, it is important that we not only support these children and families, but also ensure that their issues are considered by those who shape and implement educational policy.

For two years now, Learning Links has been implementing our Strategy 2020 aimed at increasing our geographical footprint and social impact so that many more children, families and educators can benefit from what we have to offer whilst also raising awareness of our cause.

In 2017/18 we once again saw great outcomes of this strategy as we increased the number of children reached through our services to over 3500; almost 1000 children (or 37%) more than in the previous year. In our literacy and numeracy programs, the learning gains made by children attending were substantial; on average up to 13.5 months for reading and 12 months for numeracy over an 8-month period. A record number of 825 children participated in our Reading and Counting for Life programs. Our customers confirmed the high quality of our

services, with 87% prepared to recommend us to family and friends. In our inclusive Preschool this rating was 100%!

The substantial growth in service delivery was underpinned by our decision to open our Bella Vista Centre in the Hills District and to enter the NDIS. Furthermore, we opened a new Liverpool Centre doubling our capacity to service that area. We continued to build our partnerships and fundraising capacity enabling the expansion of our free programs, and were honoured to be selected by FICAP (Financial Industry Community Aid Program) as their new charity for 2018. We were also fortunate to gain the support of many other distinguished companies, foundations and clubs over the past year and are grateful for their support.

In 2017/18 we established a dialogue with educational decision makers. We welcomed the Federal Minister for Education and Training Simon Birmingham (now Federal Minister for Trade) and our local member, David Coleman recently appointed Federal Minister for Immigration, to our Peakhurst Centre and met with NSW Minister for Education Rob Stokes and NSW Shadow Minister for Education Jihad Dib, MP. NSW Minister for Early Childhood Education Sarah Mitchell visited our preschool with local member for Oatley Mark Coure MP. These are important dialogues that we will continue.

As part of our strategic focus on investing in people and systems, we rolled out a staff survey through the Voice Project. Here our staff across all services rated their passion for Learning Links at 80% and their satisfaction with the progress of the organisation at 85%. These ratings are 4 and 15% higher than the sector benchmark, evidence of an organisation with a respectful, positive and performance-driven culture.

Financially Learning Links continued its positive trajectory by exceeding our financial targets and achieving a strong surplus that

supports our long-term viability as it allows us to invest in more services and, in our systems, people and facilities. These investments are important to make sure our services are conducive to high impact learning for children and that we continue to increase the number of children and families that we are able to help.

As we look to the year ahead, we are optimistic and positive. Federal and state initiatives are underway that over time will make a difference for our children and families - increased needs-based school funding, strengthening of preschool education and the continued roll out of the NDIS. Learning Links will be there at the 'frontline' helping to make it happen.

A BIG thank you to all our children and families, funding partners, supporters, volunteers, staff, and to the Learning Links Board. We particularly thank Director Darryl Easton who retires at the upcoming AGM having served 10 years on the Board.

Learning Links is a wonderful organisation. What we achieved in the past year for the children and families we support, we could not have done without any of you, thank you.



**Gregory Wallace**  
Chair



**Birgitte Maibom**  
CEO



**Cody**

Can now hold his pencil with a strong grip and colour in between the lines.

## 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

Learnt some strategies to manage her anxiety and can now be apart from her mum with confidence.

## OUR PURPOSE

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

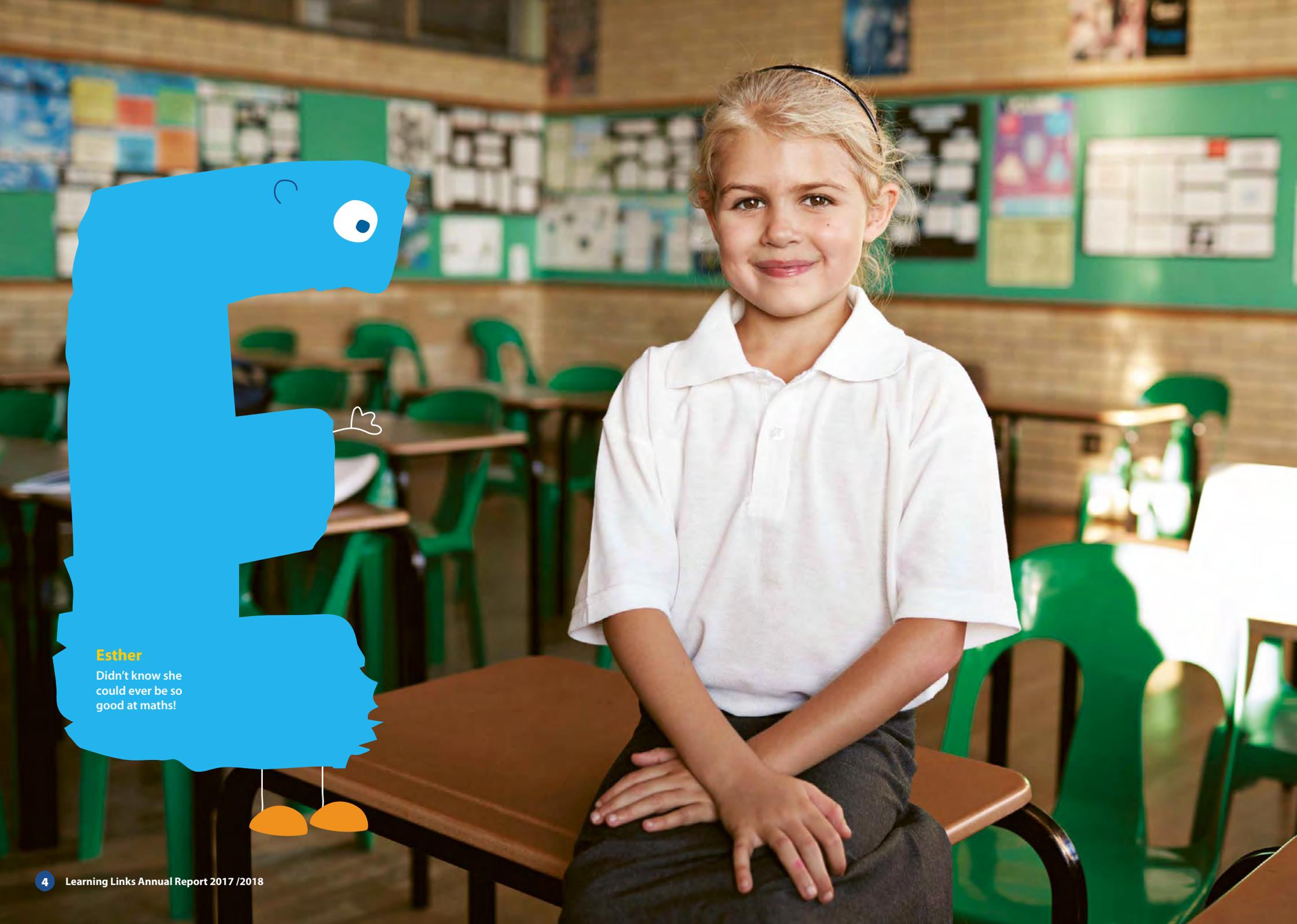
## OUR VALUES

**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 to 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.



**Esther**

Didn't know she could ever be so good at maths!

# WHO IS 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, our focus is on preventing learning difficulties and disabilities from causing disadvantage.

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 include children with conditions such as ADHD, autism spectrum disorder, dyslexia, dyscalculia, fine and gross motor delays and speech and language delays. These children are often anxious, lack confidence, have trouble communicating and making friends, and many have behavioural issues. If they do not receive the help and support they need, they are often challenged later in life in literacy and numeracy. This can impact on their ability to complete education, find employment, participate in the community and live fulfilling lives.

Learning Links works with these children throughout their early years and into young adulthood. Our work also involves their parents, carers and families and we collaborate with other professionals who provide support in or outside of schools. A very important aspect of our work is to help build the capacity of schools, early childhood services and professionals to ensure inclusion and sustainable change is achieved.

We work with children who are accessing the National Disability Insurance Scheme to achieve their short and long-term goals through the development of functional skills for independence and meaningful community participation.

Minimal support is available in early childhood education services and schools for children with learning difficulties. Whilst teachers do their best with the resources at hand, it is rarely sufficient to address the increasing developmental and learning gaps between children with learning difficulties and those of their peers. Additional

specialist intervention from speech and occupational therapists, psychologists and education specialists is often necessary to break the cycle of educational disadvantage.

Learning Links services range from educational and psychological assessments to targeted behavioural and therapeutic interventions including speech and occupational therapies. We understand that every child is different and tailor our support services to meet individual needs. We also run a highly renowned preschool service. With over 40 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.

Today in Australia, a diagnosis of a learning disability and difficulty does not entitle a child or family to financial assistance. 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 not just for financial reasons that access to interventions can be challenging for the many children in our community who come from socio-economically disadvantaged backgrounds. These children are often part of families who may also lack the ability to provide the practical support the children need due to the hereditary nature of their learning disabilities and difficulties.

Learning Links raises awareness of these issues and the need to provide better access to supports. We raise funds through donations, partnerships and grants to offer our services at subsidised rates to children and young people from disadvantaged backgrounds. We also deliver a wide range of free programs and services focused on improving children's literacy, numeracy and emotional well-being in schools across Sydney and in other parts of NSW, Victoria and Tasmania.



**Flynn**

Is more confident in his ability to sound out words making his reading more fluent.

## OUR INTERVENTION MODEL

**Group and individual intervention**



**Professional learning and team teaching**



**Observation, screening and assessment**



**Parent consultation and support**



**Ongoing collaboration**



**Regular feedback**



**Central contact for multiple services**

# A COMPELLING CASE FOR CHANGE

## THERE ARE EARLY WARNING SIGNS

Many children entering school are already developmentally vulnerable in the following skill domains:

	Emotional maturity	<b>15.3%</b>
	Communication skills and general knowledge	<b>15.1%</b>
	Social competence	<b>15%</b>
	Physical health and wellbeing	<b>13%</b>
	Language and cognitive skills	<b>8.9%</b>

**22%** of children are developmentally vulnerable in one or more domains.

## LEARNING DIFFICULTIES ARE COMMON



**5-15%**

of children are affected by learning disabilities and difficulties.<sup>2</sup>



**603,000**

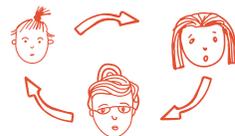
Australian children (or 17.7%) live in households in poverty.<sup>3</sup>



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



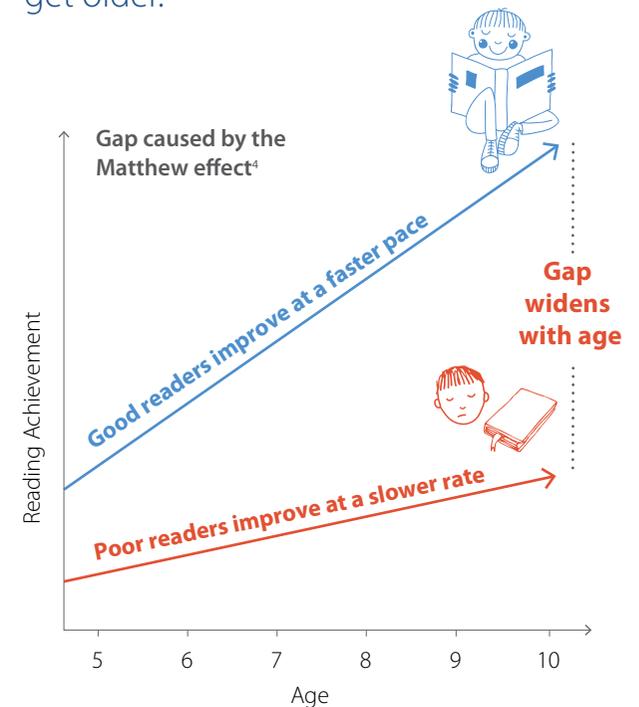
Ability gaps between the advantaged and disadvantaged open up at an early age.



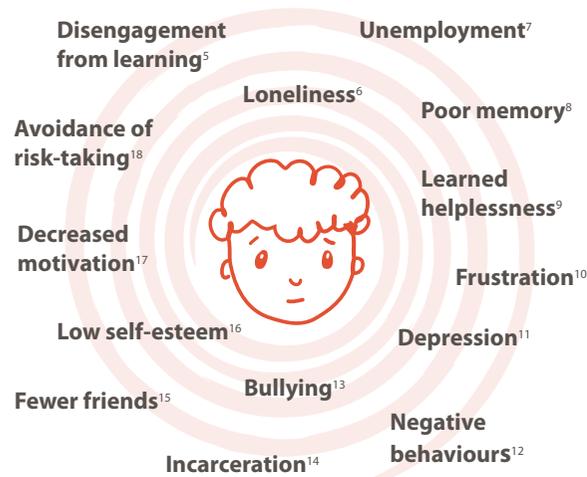
Learning difficulties can impact multiple generations, creating a cycle of disadvantage.

## 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.<sup>19</sup>



**55%**

of Australian adults possess only minimally functional numeracy skills.<sup>19</sup>

## LEADING TO SIGNIFICANT ECONOMIC COSTS

The annual cost of all early school leavers is:

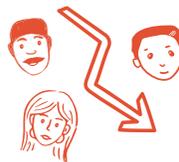
**Fiscal Cost**

**\$315.3m**



**Social Cost**

**\$580.7m**



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

1 Australian Early Development Census, 2015. 2 DSM5, 2013. 3 Australian Council of Social Justice, 2014. 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.

## WE MUST ACT NOW TO 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.



**George**

Stood up in front of his class and presented after attending literacy sessions.

# LEARNING LINKS FAMILY STORIES



## **CALEB** (15 years old)

### **Has a totally new outlook on learning**

When Caleb was four we noticed he was having difficulties with receptive and expressive language. He was having difficulty communicating and difficulty with phonics awareness. We noticed these issues and his preschool teachers noticed them too.

During primary school he experienced problems with reading, spelling and mathematics as well as understanding directions and instructions. He also suffered from anxiety.

From the age of four to 11, we took Caleb to see multiple therapists and doctors. It wasn't until he was 12 years old we finally received an official diagnosis of our son having an intellectual disability.

During his primary school years when Caleb was seeing different therapists, we found they were

having little success because they were trying to do the same program for each child, but this was clearly not achieving any outcome for our son. We mentioned our frustrations to his school and they suggested we try Learning Links. We thought we would give Learning Links a go and Caleb started seeing Rosa for Educational Support. She was very patient in explaining things in different ways to him until he completely understood the question or task which made him feel totally comfortable. We could see such an incredible difference in his ability to comprehend things when he was taught in a certain way. This has brought us so much success for him and he really enjoys attending lessons with Rosa every week.

Since attending Learning Links, Caleb has become very positive about himself and his learning. He has a totally new outlook on learning. Even though he often needs to get direction and guidance in understanding things, he wants to give things a go and not just give up. He is eager to do his best and be the best within himself. One of his proudest moments was when he came home and had passed his maths exam all on his own. He couldn't wait to go in with his result to show Rosa at Learning Links. His confidence is just amazing, and he is aiming to get higher scores in his next exam.

There have been so many positive outcomes for our family life because of Caleb's progress.

*By Lina, Caleb's mum*

## **JARROD** (11 years old)

### **Smiling with pride**

It was at the end of Kindergarten that Jarrod's teacher first spoke to us about her concerns with Jarrod. She was concerned that he lacked retention of what he had learnt that year. More specifically he had poor memory and attention, trouble tying his shoe laces and getting dressed, his handwriting was very poor, and he was way behind his peers in terms of reading and writing.

We took Jarrod to see a developmental and behavioural paediatrician and his eyesight and hearing were checked. He was diagnosed with Tourette syndrome, ADD inattentiveness, colour blindness, anxiety, and specific learning difficulties with reading, writing and mathematics. Over the years he has had speech and occupational therapy and he is seeing a psychologist.

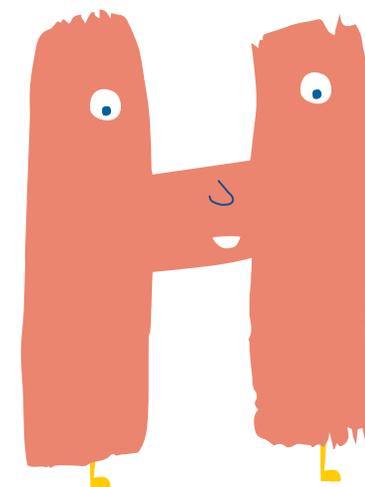
One of Jarrod's specialists suggested we contact Learning Links for Educational Support. Jarrod commenced numeracy and literacy support in 2017 and started the MultiLit program. He has a fantastic relationship with his teacher, Louise, and combined with his willingness to learn it's been a fantastic outcome and a great partnership. We've seen many specialists over the years and with his Tourette's and social anxiety Jarrod doesn't respond to verbal therapy, however, he has this connection and special bond with Louise which is amazing, and we can't thank her enough.

Each session he walks out with a smile on his face knowing how well and hard he's worked and what he's accomplished. As a result, Jarrod's confidence has grown as has his knowledge and understanding. He recognises and is proud of his own achievements. He has trust in himself and a willingness to learn and better himself. The difference to our family life has been amazing! A massive stress has been lifted seeing these great results.

*By Michelle, Jarrod's mum*

## **Harry**

### **Has improved his concentration on sit-down tasks.**





## PESAL (5 years old)

### Ready to start school

Pesal was born with Cerebral Palsy. We knew we faced many challenges ahead as he wasn't able to turn, sit, walk or speak. We initially spent 3 years in India undergoing a range of therapies, however, there just weren't the same opportunities that Australia had to offer so we moved to Sydney to support Pesal's development. We found out about the Learning Links inclusive Preschool as my other son was attending Educational Support classes at Learning Links. We applied for a spot and were accepted and Pesal commenced preschool the following year.

The Learning Links Preschool was the best thing that ever happened to Pesal! By the end of term 3 his communication had improved dramatically and he knew exactly what he wanted to say. He could speak 5-word sentences and communicate more like the typically developing kids. He's also made some very good friends who adore him and he talks about them constantly at home. The children really accept him and embrace him in this inclusive environment.

When he first started his fine motor skills were poor, and he was unable to hold onto things firmly. After completing the *Handwriting without Tears*

program, he is now cutting and drawing. He also did speech therapy with Hannah in the Preschool and his communication is now very sharp.

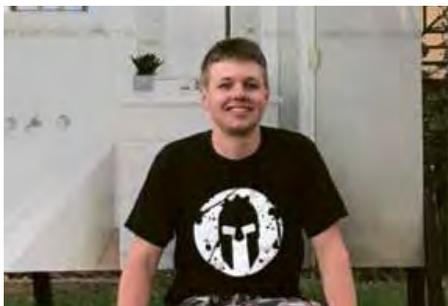
The Preschool staff all encourage and push independence in the children. They always ask Pesal to use his walker independently and as a result he has since become so strong that he was able to go and visit the school across the road on an excursion. They used to have to take him in a pram as it was too far for him.

The Preschool taught us some new strategies to improve Pesal's behaviour and we also completed the *123 Magic* parenting workshop at Learning Links. His behaviour has come a long way and things are now a lot calmer in our house.

The Learning Links Preschool gave Pesal an opportunity that no other preschool could offer. The change in him was really dramatic. He says to me "I like to be in my preschool and I'm going to miss my friends." He is starting school next year and I feel confident as the Preschool have really supported his transition to school organising all the meetings.

*By Rashmi, Pesal's mum*

# LEARNING LINKS FAMILY STORIES



## **MITCHELL** (26 years old)

### **Now a site manager at work**

We had a very proud and inspirational moment today. Our son Mitchell was identified early in his school life as being dyslexic and as having issues with learning, reading, writing and fine motor skills. He found school difficult, so we sought help from Learning Links, and along with some other supports, he improved and started producing very pleasing results.

Mitchell left high school in Year 11 and soon afterwards took up a trial position at Joe's Meats in Menai. He showed such enthusiasm and diligence that he was offered an apprenticeship. He completed the apprenticeship in record time with an appreciation for sausages and with all ten fingers attached!

After his apprenticeship, his boss offered him a full-time role and he became the ever-smiling team member, always happy to go that little bit extra for his retail and wholesale customers. He was never

short of a chat with his encyclopaedic knowledge of NRL, gold price and the Australian Stock Market! To his credit he had a total of only 6 sick days in 9 ½ years which showed his dedication to his customers, the business and his produce.

Today is a special day because having worked his way up through the ranks of Wash Up Boy, Apprentice, Qualified Butcher, Holiday Relief and 3 years as Assistant Manager, he was today promoted to Site Manager of the Menai store where it all started, now called The Menai Premium Meat House.

Through his commitment to work he bought his first property at aged 22, stretched his abilities to include rock climbing, undertook two weeks training in Ice Climbing and Survival in New Zealand, and is an active scuba diver.

From bottom to top this makes me so proud of Mitchell's determination to succeed and he is a true Learning Links community success story.

*By Geoff, Mitchell's dad*



**Mitchell at age 8**



## **LARA** (15 years old)

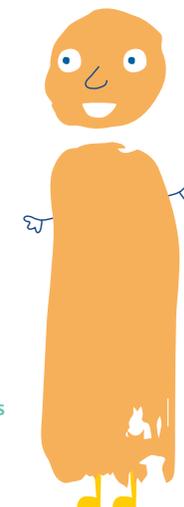
### **Receiving letters of achievement from the school**

Lara was six when we first noticed she was having difficulties. I noticed them myself and my concerns were backed up by her teachers. Lara was having problems with reading, comprehension, spelling and writing. Throughout her primary school years Lara had continual assistance from the Learning Support Teacher at school and when she was in Year 3 Lara attended a reading program at school for one term. However, her improvement was slow, so we wanted to find further help.

Lara started Educational Support classes at Learning Links two years ago. Prior to commencing, Lara had Psychometric and Learning Assessments done to determine what areas we needed to focus on in her support classes. Since attending her classes at Learning Links, Lara is enjoying reading so much more.

## **India**

**Is more confident, has better social skills and can identify and express her feelings.**



Her school assignments are improving dramatically and becoming less of a challenge for her and less of a burden on me as a parent. There is far less stress on the family with regards to completing assignments and homework. Lara is a much happier child and that makes all our lives easier and happier!

As part of a process of recognition, the school Lara attends sends home letters to parents congratulating their child on improved performance in relation to assignments and exams. In the last three terms, Lara has received a number of these letters relating to her continuous achievements and improvement in her school work. Receiving these letters has been a proud moment for all of us because it shows Lara's hard work is paying off.

*By Allison, Lara's mum*



**James**

Has improved his self confidence in learning situations.



# FEATURE STORIES

## SUPPORTING CHILDREN UNDER THE NDIS

Learning Links is now a registered NDIS (National Disability Insurance Scheme) provider in the support areas of Early Childhood Supports, Therapeutic Supports/Improved Daily Living and Communication and Information Equipment. We support children under the scheme with a range of services including Assessments, Educational Support, Group Programs, Occupational Therapy, Speech Therapy and Psychology.

Learning Links programs help children and young people achieve their NDIS goals through the development of functional skills for independence and meaningful community participation. Some of these goals include improved resilience and confidence, friendships and community participation, behaviour, communication, fine and gross motor skills, as well as functional literacy and numeracy skills.

The NDIS is a rapidly growing area for Learning Links with 220 children accessing services under the Scheme this year. Our service offering is expanding to meet the increasing demand for specialised services for children with disabilities. 2017/18 saw the launch of two new programs, Lego Club and Secret Agent Society, to support the growing need of children with Autism Spectrum Disorder and other social difficulties.

In the past year, Learning Links was successful in securing an Information, Linkages and Capacity Building Grant under the ILC National Readiness project. The grant focus of the ILC Project is to provide organisations building community capacity and readiness to enable people with disability to access a normal life. Learning Links is using the funding to redevelop an existing program, PaCC (our highly successful Parents as Case Coordinators



Program), as a national online toolbox dedicated to parents of children with a disability. The redevelopment of PaCC Online will include a series of video tutorials; toolbox of resources; information guides; and a forum for parents and families to engage, share in their experiences and build a support network. The toolbox site will aim to educate and encourage parents to develop case coordination skills by navigating their way through the NDIS network confidently over their child's lifetime.

Learning Links is also part of an NDIS network working collaboratively with Local Area Coordinators (LACs), NDIS planners and other registered providers of NDIS supports with a focus on building our understanding of the NDIS. We will continue to respond to the changing dynamics of the scheme and work towards continuous improvement. In addition, Learning Links is an active member of local networks including the NDIS South East Sydney Forum.

## TEACHER PROFESSIONAL LEARNING MAXIMISING THE IMPACT ON CHILDREN

One of the most powerful ways Learning Links supports children with learning difficulties and disabilities is through Teacher Professional Learning for teachers and educational professionals. Teachers are provided with quality intervention strategies, resources and practical methods to implement in the classroom aimed at students struggling in literacy and numeracy.

For every teacher who attends Teacher Professional Learning, up to thirty children may benefit the very next day and throughout their school years. The flow on effect sees teachers share their learnings with colleagues at school, exponentially increasing the number of children who benefit. Building the capacity and knowledge of all teachers is an effective approach in which Learning Links assists children with learning difficulties and disabilities.

We are deeply grateful to the following registered clubs: Campsie RSL, Castle Hill RSL, Canterbury-Bankstown RSL, Canterbury League Club, Dooleys Catholic Club, Lantern Club and Liverpool Catholic Club who provided financial support to Learning Links, enabling us to offer free professional learning to teachers and educational staff from local schools.

Over the past year, we have provided four free Teacher Professional Learning days which supported 108 teachers with additional knowledge, strategies and resources relating to: assessments, anxiety and depression, resilience, oral language in the classroom, vocabulary and mathematics games.

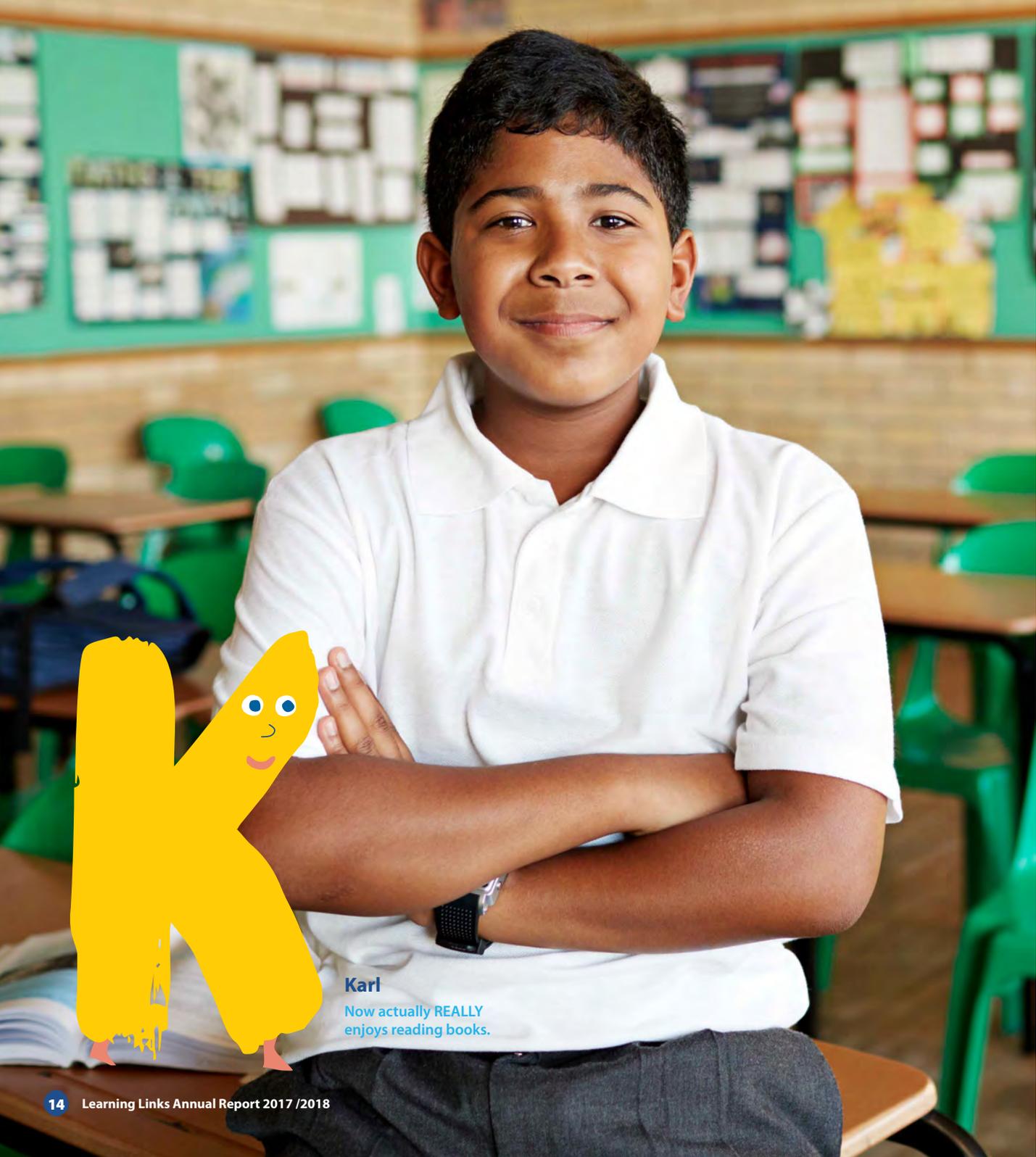
We received some great feedback from our participants:

*"The best TPL I attended all year, I am running a TPL for all staff at my school to share the knowledge."*

*"Looking forward to taking my newly taught skills back to school."*

*"Thank you for such an insightful information training session. It's great to have such training to support us in our position."*





**Karl**

Now actually REALLY enjoys reading books.

## ACTIVELY SPEAKING UP FOR CHILDREN WITH LEARNING DIFFICULTIES AND DISABILITIES

Over the past year, Learning Links has met with political and educational leaders to raise awareness of our purpose, that is, to prevent learning difficulties and disabilities from causing disadvantage. The aim has been to highlight the continued lack of sufficient educational resources in our schools and early learning settings and highlight the barriers often faced by children with learning difficulties and disabilities. These meetings detailed the real-life experiences and hurdles often faced by families, their children and educators and how additional expertise and practical learning and teaching strategies can make a difference.

Our discussions with Mr Simon Birmingham, Federal Minister for Education and Training (now the Federal Minister for Trade), and Mr Rob Stokes, NSW Minister for Education, focused on the perspectives of children, their families and educators and the resources and knowledge required to fully support the developmental needs of these children. Discussions emphasised the importance of evidence-based supports and approaches in schools and early learning settings and introduced Learning Links multidisciplinary model of intervention and support programs across the age spectrum.

In our meetings with NSW Shadow Minister for Education Jihad Dib MP, we discussed the value of intervention and the Learning Links model to assist the growing needs of children who are struggling to learn and to ensure their educational journey is strengthened. Our purpose resonated with Mr Dib as he reflected on his own personal experiences as a teacher and the former Principal of Punchbowl Boys High School.

We were also pleased to welcome NSW Minister for Early Childhood Education, Hon. Sarah Mitchell to our Preschool where she met with our specialist team and we discussed how the inclusive educational model and early intervention methods promoted by Learning Links could be incorporated across all educational settings. Teaching children to understand and learn from each other irrespective of their abilities, helps to maximise all children's learning ability and well-being as they progress to primary school.

We would like to thank Federal Member for Banks, David Coleman MP and Member for Oatley, Mark Coure MP for their continued support of Learning Links, our purpose and the many local children and families and educators who benefit from our community work.

Learning Links will continue to work collaboratively with educational and political leaders across the spectrum to ensure our voice is heard and our purpose achieved to the great benefit of children and families affected by learning difficulties and disabilities.



**Simon Birmingham, Minister for Education and Training (Now Federal Minister for Trade) together with David Coleman Federal Minister for Immigration, met with Learning Links Chairman, Greg Wallace and CEO, Birgitte Maibom**

## LEARNING LINKS SECURES NEWEST CORPORATE PARTNER, FINANCIAL INDUSTRY COMMUNITY AID PROGRAM (FICAP)

Learning Links newest Corporate Partner, Financial Industry Community Aid Program (FICAP) was formed to provide a way for financial service professionals to give back to the community. Monies raised by FICAP are distributed to charities with the aim of supporting young children and their families.

As part of the partnership, FICAP will be sponsoring the Learning Links 'Counting for Life Program' over the next three years. The sponsored program is funded through proceeds raised at FICAP's annual fundraising event, 'Who wants to be a Rockstar'. In addition, FICAP volunteers will provide valuable support for up to 70 young children per year across Sydney CBD and Western Sydney primary schools. The program is provided to children who are found to be up to 12 months behind their peers in the classroom.

Counting for Life supports children in Years 3-5 with extra assistance to develop a child's numeracy skills, and above all, their confidence in their work. Our programs, with the support of funds, volunteers and the inclusion of play-based learning activities, have proven to increase children's numeracy skills. Children can make numeracy gains of up to 1.5 years in the space of just 10 weeks.

We are grateful to FICAP sponsors for their commitment and time to work with these young children to strengthen and support their educational journey.



**Over 900 people attended the 'Who Wants to be a Rockstar?' fundraising event where talented industry professionals perform onstage in the name of charity**

# OUR COMMUNITY CONTRIBUTION AND IMPACT



41

Services



200

Staff



318

Volunteers



128

Donors and Funders



**Lucy**

Is happier to do homework now and her attention span has improved.

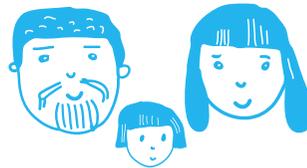


## IN 2017/2018, LEARNING LINKS PROVIDED THERAPY, EDUCATION AND SUPPORT SERVICES TO:



# 3597

Children



# 707

Parents & Carers



# 158

Schools & Communities



# 585

Professionals

## 390

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

## 593

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

## 405

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

## 707

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

## 138

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

## 393

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

## 240

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

## 544

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

## 41

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

**Melanie**

Has greater confidence & resilience when speaking to her peers and teachers.





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.



**61**  
Schools



**599**  
Children



**245**  
Volunteers

Skill	Gains
Sight Words	↑ 8 months
Knowledge of Sounds	↑ 24%
Reading Self-concept	↑ 5 points
Reading Accuracy	↑ 9 months
Reading Comprehension	↑ 10 months



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 "Buddies" visit the children once a week for 10 weeks and guide them through a semi-structured program which contains a variety of fun activities and games to encourage children's engagement and interest while building their numeracy skills. They also encompass activities to boost children's self-esteem.



**27**  
Schools



**226**  
Children



**156**  
Volunteers

Skill	Gains
Numerical Operations	↑ 9 months
Mathematical Reasoning	↑ 10 months
Math Self-concept	↑ 7 points
Addition	↑ 13 months
Subtraction	↑ 12 months
Multiplication	↑ 11 months
Division	↑ 10 months



## 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.



**390**  
Children

Attended our tailored literacy and numeracy classes.

On average, over an 8-month period, children made the following learning gains and improved their:

Literacy Skills	Average Gains
Reading Accuracy	↑ 13.5 months
Spelling	↑ 13 months
Numeracy Skills	Average Gains
Addition	↑ 10.5 months
Subtraction	↑ 11.5 months
Multiplication	↑ 11.5 months
Division	↑ 14.5 months



### Nina's

Confidence has skyrocketed and she feels more like the other kids now.

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 twelve months (Thompson, 1990; Wheldall & Beaman, 1999), this becomes more significant with age.

Our Educational Support Program is making a significant change for enrolled students with gains between 10.5 - 14.5 months 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.

# SOME HIGHLIGHTS FROM OUR WORK

Learning Links works in communities across Sydney and NSW to help children and families improve their learning and lives. Here are some of the key highlights and achievements from across our organisation in 2017/18.



## Qana

Can now express how she feels without being frustrated.

## 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 and 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 introduced and ran a new program called Secret Agent Society (SAS) which is an evidence-based breakthrough social skills approach for 8 to 12 year old children with a range of different social and emotional challenges. The SAS Program is designed to help children learn how to feel happier, calmer and braver through having fun and using espionage themed resources.
- We introduced Lego® Club for children aged 5 to 7 years old. The program is a small group program that has proven to help children with social difficulties including Autism Spectrum Disorder, to improve and practice their social interaction and communication skills.
- We reviewed our staffing model to increase our capacity to provide intervention services across our Learning Centres.



**Pesal's**  
Communication has improved dramatically and he knows exactly what he wants to say.



## SPEECH & OCCUPATIONAL THERAPY

Learning Links Educational Therapy is delivered by highly qualified speech therapists and occupational therapists who work with children at our Learning Centres and schools across Sydney. Our therapists work collaboratively with families, schools and other professionals to develop individualised programs that meet the needs of each child. Therapy programs delivered in schools are based on the specific needs of the students, teachers and each school as a whole. We work collaboratively with parents, teaching staff and support staff to design and deliver flexible and effective programs to support children's learning.

Speech therapists support children with understanding and using language (e.g. understanding instructions and concepts, using a range of vocabulary), social language skills, pronouncing sounds, stuttering, and prereading 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:

- We welcomed a new Therapy Manager in October 2017 to lead the Therapy program
- Our Therapy team grew considerably which enabled us to provide more services to families on waiting lists.
- Information sessions for teaching staff in schools were provided to accompany therapy programs and encourage collaboration.
- We continued to increase the number of school programs delivered by our team and serviced over 20 schools.
- We began conducting school readiness programs at our Peakhurst and Bella Vista Centres.
- We supported speech pathology and occupational therapy students through university placement programs. By taking on graduates we gave our therapists the opportunity to reflect on their own practice and added value to our programs in schools and Learning Centres.



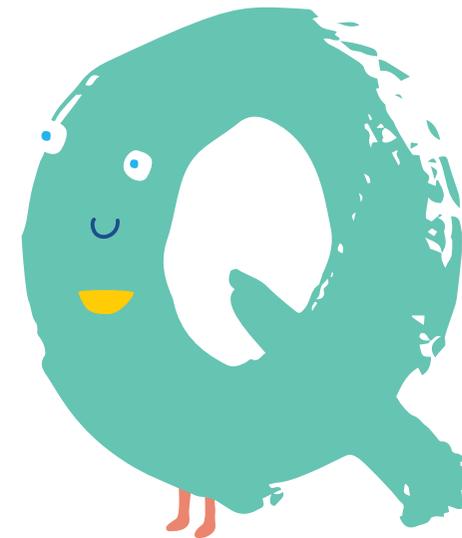
*"The teacher has taught my child to be confident in her reading and how best to process her words. Learning Links has produced great results for my child she has moved up 10 levels in reading this year."*

## 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 experiencing 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 programs are evidence-based and supported by the multidisciplinary team at Learning Links. Regular progress reports are provided throughout the program to optimise educational outcomes.

### Highlights include:

- Children attending educational support sessions throughout the year at all our locations improved, on average, between 10.5 to 14.5 months over an 8 month teaching period. This helped children make progress towards their individual learning goals and to cope better in the classroom.
- We formed a partnership with NGR00 Education to provide a bespoke education support program to Aboriginal children in the Mt Druitt area.
- Our Education Manager was invited to speak at several state and interstate conferences throughout the year, including NSW Learning Difficulties Coalition and the Learning Differences Conventions in both Melbourne and Sydney. This provided greater exposure for our programs and organisation.



**Quinn**  
Learnt the skills required to start kindergarten.

## 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 44 families graduated after successfully completing the full two-year program. A total of 312 children, parents and family members proudly attended the graduation ceremonies.
- Families participating in the Age 4 cohort accessed the new HIPPY program curriculum for Age 4 including colourful, new activity booklets and storybooks.
- Home Tutors engaged in the new Pathways to Possibilities framework that supports the development of parents in their role as Home Tutors.
- HIPPY parents attended many educational workshops covering a wide range of topics relating to their children's development.



**Kabita and her children Asha and Sidarth have attended our Home Interaction Program for Parents and Youngsters (HIPPY)**

- We successfully participated in Assessment & Development Visits by HIPPY Australia for both Cabramatta and Riverwood sites.
- Both sites successfully secured maximum funding made available to HIPPY sites. This enabled us to provide high-quality additional resources to families living with socio-economic disadvantage.
- We had consistent high attendance and family participation rates at the Parent Group and functions such as National Families Week and National HIPPY Week.

### 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 to 16 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 11 MyTime Groups during the last financial year across the Sydney metropolitan area and regional NSW. This includes the new groups established in Forestville and Batemans Bay.
- We continued support and care to a range of vulnerable carers across the state. 300 carers attended MyTime groups within the Learning Links coalition in the last year.
- We were successful in securing funding from the Parenting Research Centre to co-facilitate a professional development day for NSW MyTime Facilitators.
- We created 'Dad Only' events within some of our groups to reach isolated men who have children with special needs.

## EDUCATIONAL CARE

### Preschool

Our inclusive Preschool provides children 3 to 6 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. They are encouraged to explore, investigate and create within our caring and nurturing environment. Our transdisciplinary staff include early childhood and special educators, child care workers, a speech therapist, an occupational therapist and provisionally registered psychologists.

#### Highlights include:

- The Preschool continued to operate at 100% occupancy with a growing waiting list and consistent demand from families. A high percentage of children met the priority enrolment guidelines with children with a disability, high learning support needs and/or from disadvantaged backgrounds being included in the program.
- We maximised funding from the Department of Education under the Start Strong model. This included securing optimal funding under Disability Inclusion Support to help children with high support learning needs and maximise the staff:child ratios in the program as per best practice guidelines.
- Over the year we prioritised an enhanced focus on curriculum content to support all children's learning and development. This included the full implementation of the Munch and Move Health Program - embedding National Nutrition, Movement and Screen Time guidelines in the Preschool Curriculum, implementation of the Hand Writing Without Tears program and upskilling staff in the Zones of Regulation approach to support children's emotional regulation and wellbeing.

- Funding under the Quality Learning Environment and Minor Capital Works Grants programs enabled us to complete a much-needed bathroom renovation and full refurbishment of the classrooms to provide improved access and functionality of the Preschool environment.

### 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 Training to facilitate appropriate professional resourcing for students with additional learning support needs.

#### Highlights include:

- A 41% increase in bookings across all services.
- The service secured a rating of MEETING against the National Quality Standards after the assessment and rating process.
- Funding applications for children with additional learning support needs were approved to provide increased staff ratios to meet their needs.
- A new process was implemented of taking shared responsibility for documenting observations around children's engagement and group dynamics. Children enjoyed the opportunity to share their experiences.



**Ronny**

Is now a happier, more confident, vibrant young man.

## 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 which allow professionals working with children to build on their knowledge, skills and professional networks. Our team of professional 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, Liverpool and Cumberland Local Government Areas. Topics that were presented included promoting positive behaviour, identifying speech and language difficulties, managing anxiety and depression in children, and managing



numeracy difficulties. These days proved to be very successful with participants gaining valuable knowledge that can be adapted to their teaching environments and students.

- We delivered several Psychology Masterclasses to accommodate psychologists' need to renew their status before the end of June 2018 in both local and interstate locations.
- Workshop locations included Oatley, Bella Vista, Maroubra, Haymarket, Brisbane, Adelaide, Melbourne and Newcastle.

**Workshops held:**

- 17 free parent workshops funded by the NSW Department of Education
- 4 free Teacher Professional Learning workshops
- 33 public workshops
- 10 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 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:**

- Paid position opportunities for provisional psychologists at Learning Links were increased including For Life Coordinators, Counsellors and an Assessor.
- We attended the Western Sydney University Psychology Careers Expo and the Macquarie University Career Expo which gave greater exposure to the Learning Links program.
- We introduced Facebook advertising which helped us reach a wider audience and generate greater interest in the program.
- The new Bella Vista Centre provided more opportunities for provisional psychologists from Sydney's north west as well as those as far north as the Central Coast, to access the program. This was especially beneficial as there were very few options for internships available in those areas.

**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.

**Highlights include:**

- The contribution from Charity Housie to Learning Links was 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.



**Sarah**  
Learnt to recognise and apply spelling rules.

# OUR PARTNERS, GOVERNANCE AND FINANCIAL REPORT



**Trish**

Has become more cooperative and willing to listen and let others take the lead.

# OUR PARTNERS AND SUPPORTERS

We are so grateful to our funders and supporters this financial year. We simply could not deliver our services to children and families without your generous support.

Together they supported programs such as Reading and Counting for Life, Therapy in Schools, Disadvantaged Children's Education Fund and allowed us to purchase vital resources for our services. Today in Australia there is little Government funding for learning difficulties and we are so grateful to be able to offer many of our programs free to children and families from the generous support of our funders.

## Platinum Partners



## Gold Partners

St Marys Rugby League Club  
Perpetual Philanthropic Services  
Richmond Club  
Club Central Hurstville  
Chatswood RSL Club  
Dooleys Lidcombe Catholic Club  
Canterbury-Hurlstone Park RSL Club  
Auburn Soccer Sports Club  
Revesby Workers Club

## Silver Partners

Campbelltown Catholic Club  
Doyalson-Wyee RSL Club  
Blacktown Workers Club  
North Sydney Leagues Club  
Sutherland District Trade Union Club  
Bluescope Steel  
Castle Hill RSL Club  
CMC Markets Asia Pacific  
James N Kirby Foundation  
Liverpool Catholic Club  
Moorebank Sports Club

Mounties  
Parramatta Leagues Club  
Penrith RSL  
Tigers Five Dock  
Buyside  
Canada Bay Club  
Commonwealth Bank  
Mosman Returned Servicemen's Club  
Cumberland Council  
Burwood RSL Club  
John Edmondson VC Memorial Club  
Petersham RSL  
Ashfield Catholic & Community Club  
Chester Hill RSL & Bowling Club  
Pittwater RSL Club  
Ryde Eastwood Leagues Club  
Georges River Council

## Bronze Partners

St George Masonic Club  
Burwood Council  
Rotary Club of Hastings  
Western Port  
The Westport Club  
Bathurst RSL Club  
Lithgow & District Workmen's Club  
Rotary Club of Somerville Tyabb  
North Ryde RSL  
The Coast Real Estate  
Bathurst Panthers  
Ramsgate RSL Club  
TruRating  
The Galston Club  
West Pennant Hills Sports Club  
Sydney Hi Fi Mona Vale  
A Sweet Helping Hand  
Cronulla RSL Club  
Hawkesbury Race Club

Verdaflore  
Olds Park Sports Club  
IGA Lugarno  
Bendigo Bank  
Law In Order  
Kurtis Paige Initiatives  
Australian Wine and Beer School

## Government Partners

Department of Social Services  
Department of Family & Community Services  
NSW Department of Education

## Housie clubs

Wenty Leagues  
Ingleburn RSL Club  
Blacktown Workers Club  
Campbelltown Catholic Club & Golf Club  
Club Rivers  
St Marys Rugby League Club  
Doyalson Wyee RSL 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  
Commercial Club Wagga  
Hornsby RSL Club  
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  
Five Dock RSL Club  
North Sydney Leagues Club  
Springwood Sports Club  
The Greens The Entrance

## Individual Donors

Amanda Ugo, Arthur J Gallagher, Clive Cuthell, Dana Faulkner, Daniel Tilley, Fiona Arnold, Helen Hu, Jessica Valencia, John Sweller, Liz Diamond, Lynee Humphreys, Michele Adair, R & D Batteries Pty Ltd, Richard Kolesnyk, Roger Riley, Sandra Lang, Sarah McAlpine, Steven Pentland, Susan George, The Cohen Family, The Muir Electric, Toni Sharma, Vi Bui, Warwick Brown, Ying-Zhao Zheng

## In-Kind Donations

ANZ Stadium, AV1, Canterbury League Club, Catalina, Cruise Express, Darlinghurst Theatre, Dove for Men, Dulux, Georges River Council, Landrover, La Rosa, LEGO, Meridian Constructions, Mounties, Pendolino Pulu, Rockpool Dining Group, Selleys, Sydney Harbour Eco Hopper, Sydney, Indoor Climbing Gym, Sydney Kings, Sydney Opera House, The Star, Trees Adventure,

Unitech Solutions, Village Roadshow Theme Parks, Whale Watching Sydney, Yates

## Volunteers & Pro Bono Support

Brad Lethborg, Jan Colley, John Cavaleri, Julie Ducrou, Max Li, Sandra Axiak, The Men's Shed Penhurst, Tim Faulkner, Tom Kenny, Wayne Camenzuli (Innova Capital)

## Community Partners

Brotherhood of St Laurence, Cabramatta Public School, Cabra-Vale Diggers Club, David Coleman MP - Federal Member for Banks, 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 Couré - State Member for Oatley, McCallums Hill Public School, Muddy Puddles Batemans Bay, Multicultural Health Service - Fairfield, Parenting Research Centre, Primary Health Network South Western Sydney, Riverwood Library, Riverwood Punchbowl Anglican Church, Sacred Heart Catholic Primary School, Sanctuary Point Public School, SNAPP (Special Needs Ability Program Providers), Somerville Rise Public School and St Brendans Public School, St George Men's Shed, St John's Ambulance, St Joseph's Family Services Port Macquarie, Swansea Baptist Church, The Smith Family.

# 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 is currently Program Director at Service NSW. Prior to this, Greg was 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 Non-Executive Director in April 2015. She is currently serving as Secretary and Chair of the Governance and Risk Committee. Sarah is a commercial lawyer with extensive experience in the areas of contract law and governance. Sarah spent the first half of her career in private practice providing advice on commercial contracts and resolving disputes in the international arbitration arena. Sarah is currently with NSW Fire & Rescue in the role of General Legal Counsel. 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**  
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.



**Martyn Berry**  
Director (Retired November 2017)

Martyn joined the Board of Learning Links in October 2007. Over a 35-year career in the financial services industry, Martyn held senior executive positions in general management, sales and marketing. He has also served as a Director on the Board of several large financial corporations including Westpac Financial Services Limited, Westpac Securities Administration Limited and MLC Client Services Limited. He is dedicated to creating a community where all children have access to equal learning opportunities.



**Uma**  
Her writing and identification of letters and numbers has greatly improved.



**Vicky**  
Can now write clearly and neatly.



**Clive Cuthell**  
**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**  
**Director**

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.



**Glen Farrow**  
**Director (Resigned March 2018)**

Glen was appointed to the Learning Links Board in April 2017. He has been Director of Clinical Governance at Sydney Children's Hospital Network since 2012. Previously Glen held executive medical roles at several hospitals and is a qualified specialist paediatric and general surgeon. He holds Fellowships in General and Paediatric Surgery, an MBA in Health and is a Member of the Australian Institute of Company Directors and the International Society for Quality in Health Care. He also holds the title of Adjunct Associate Professor at Sydney Medical School, University of Sydney.



**Helen Hu**  
**Director**

Helen joined the Board of Learning Links in May 2017 and serves as Chair of 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 the Institute of Chartered Accountants in Australia and New Zealand, a Graduate Member of the Australian Institute of Company Directors and a graduate of the Governance Institute of Australia.



**William**  
Can now  
pronounce  
words clearly.

# OUR LEADERSHIP TEAM



**Birgitte Maibom**  
**Chief Executive Officer**

With 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 turnaround 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 joined Learning Links in 2013 in the role of General Manager Marketing & Business Development and became CEO in 2015. She is passionate about the organisation and its purpose of helping all Australian children overcome the barriers to achieving the best possible educational outcomes and opportunities in life.



**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 Therapy and 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. Michelle joined Learning Links in 2002.



**Liz Carey**  
**Manager Therapy**

Liz Carey 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 Practising status with Speech Pathology Australia. She is also fluent in Australian Sign Language.



**Sarah Herbert**  
**Manager Preschool**

Sarah is an early childhood special educator who is passionate about all children's education, inclusion and wellbeing. Sarah has worked as a teacher and manager in our inclusive Preschool since 1999 and has 20 years' experience working in community based early childhood education settings. Sarah holds a Bachelor of Teaching (Early Childhood) and a Bachelor of Education (Special Education – Distinction). In 2006, Sarah was the first Early Childhood Teacher awarded a NSW Quality Teaching Award by the Department of Education and Training. Sarah is also Hanen certified.



**Melissa Murphy**  
**Assistant Manager Preschool**

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.



**Xavier**  
 Was ready to start kindy after receiving early intervention at the preschool.

# FINANCIAL SUMMARY

## Statement of profit or loss and other comprehensive income for the year ended 30 June 2018

	2018	2017
<b>Income</b>		
Income	\$15,127,805	\$13,851,854
<b>Total income</b>	<b>\$15,127,805</b>	<b>\$13,851,854</b>
<b>Expenses</b>		
Expenses	\$14,652,504	\$13,516,230
<b>Total expenses</b>	<b>\$14,652,504</b>	<b>\$13,516,230</b>
<b>Net surplus for the year attributable to members</b>	<b>\$475,301</b>	<b>\$335,624</b>
<b>Items that will not be reclassified subsequently to surplus or deficit</b>		
Revaluation of property, plant and equipment	–	\$289,035
<b>Other comprehensive income</b>	<b>–</b>	<b>\$289,035</b>
<b>Total comprehensive income attributable to members</b>	<b>\$475,301</b>	<b>\$624,659</b>
<b>Where we obtained our income</b>		
Fee income for services	\$2,470,162	\$2,281,002
Grants, donations and other fundraising*	\$2,114,815	\$1,944,548
Charity Housie	\$10,502,968	\$9,574,601
Membership fees	\$8,113	\$8,613
Other income	\$31,747	\$43,090
	<b>\$15,127,805</b>	<b>\$13,851,854</b>
<b>How we applied our income</b>		
Human resources costs services	\$4,330,372	\$3,979,784
Charity Housie and Bingo	\$9,067,474	\$8,345,282
Program costs	\$216,844	\$236,025
Support services costs	\$1,037,814	\$955,139
	<b>\$14,652,504</b>	<b>\$13,516,230</b>

\* Includes Government Grants \$1,457,315, Non-Government Grants \$584,836 and Donations and other Fundraising \$72,664

## Statement of financial position as at 30 June 2018

	2018	2017
<b>Current assets</b>		
Cash and cash equivalents	\$1,889,100	\$1,217,556
Trade and other receivables	\$711,670	\$529,373
Prepayments	\$91,439	\$89,538
Inventories	\$76,850	\$95,517
Other current assets	\$48,636	\$119,919
<b>Total current assets</b>	<b>\$2,817,695</b>	<b>\$2,051,903</b>
<b>Non-current assets</b>		
Property, plant & equipment	\$1,746,830	\$1,634,718
Intangible assets	\$299,749	\$334,547
<b>Total non-current assets</b>	<b>\$2,046,579</b>	<b>\$1,969,265</b>
<b>Total assets</b>	<b>\$4,864,274</b>	<b>\$4,021,168</b>
<b>Current liabilities</b>		
Trade & other payables	\$410,949	\$657,159
Grants & funding in advance	\$844,224	\$289,410
Provisions & employee entitlements	\$387,205	\$347,929
Housie prize fund	\$108,006	\$79,388
<b>Total current liabilities</b>	<b>\$1,750,384</b>	<b>\$1,373,886</b>
<b>Non-current liabilities</b>		
Provisions & employee entitlements	\$23,017	\$31,710
<b>Total non-current liabilities</b>	<b>23,017</b>	<b>31,710</b>
<b>Total liabilities</b>	<b>1,773,401</b>	<b>1,405,596</b>
<b>Net assets</b>	<b>\$3,090,873</b>	<b>\$2,615,572</b>
<b>Equity</b>		
Reserves	\$994,035	\$994,035
Accumulated surplus	\$2,096,838	\$1,621,537
<b>Total equity</b>	<b>\$3,090,873</b>	<b>\$2,615,572</b>

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

# OUR PROGRAMS

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



**Yousef**

Had trouble reading, but she loves books and we're finding ways for her to bridge the gap.



**Zia**

Can now carry a conversation on the phone to her dad.



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

Learning Links' 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.



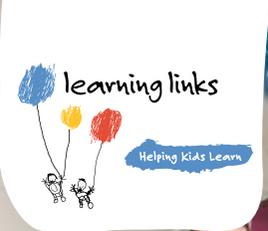
## COUNSELLING & PSYCHOLOGY IN SCHOOLS

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

Learning Links provides essential support to disadvantaged children with learning difficulties including literacy and numeracy support, speech or occupational therapy and psychology-based services. The 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 Team 2018

# LEARNING LINKS CENTRES

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

**Bella Vista**  
6a/7 Meridian Place  
Bella Vista NSW 2153  
T 02 8525 8260  
E [bellavista@learninglinks.org.au](mailto:bellavista@learninglinks.org.au)

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

**Oatley**  
Cnr Oatley Ave and Hurstville Rd  
Oatley NSW 2223  
T 02 8525 8222  
E [mail@learninglinks.org.au](mailto:mail@learninglinks.org.au)

**LEARNING LINKS**

**ABN 71 097 577 636**

**ANNUAL FINANCIAL REPORT  
FOR THE YEAR ENDED 30 JUNE 2018**

**LEARNING LINKS**  
**Annual Report**  
**For the Financial Year ended 30 June 2018**

**TABLE OF CONTENTS**

	PAGE
<b>Directors' Report</b>	<b>2</b>
<b>Auditor's Independence Declaration</b>	<b>6</b>
<b>Independent Audit Report</b>	<b>7</b>
<b>Responsible Persons</b>	<b>10</b>
<b>Declaration under the Charitable Fundraising Act</b>	<b>10</b>
<b>Annual Financial Report</b>	
<b>Statement of Profit or Loss and Other Comprehensive Income</b>	<b>11</b>
<b>Statement of Financial Position</b>	<b>12</b>
<b>Statement of Changes in Equity</b>	<b>13</b>
<b>Statement of Cash Flows</b>	<b>14</b>
<b>Notes to the Financial Statements</b>	<b>15</b>

## **DIRECTORS' REPORT**

The Directors present this report on Learning Links (the "Company") for the year ended 30 June 2018.

### **Directors**

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

Michele Adair  
Martyn Berry (Retired 14 November 2017)  
Clive Cuthell (Appointed 7 July 2017)  
Sarah Donald  
Darryl Easton  
Glenn Farrow (Resigned 30 April 2018)  
Helen Hu  
Gregory Wallace

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

### **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 \$475,301 (2017: \$335,624).

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.

### **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 two years of its four year 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 in south west Sydney to meet the growing demand for services in that region. In addition, the Company will continue to expand its reach and impact to children in areas we currently service including increasing service delivery to children eligible for NDIS supports.

## DIRECTORS' REPORT (CONT'D)

### 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

<b>Gregory Wallace</b>	—	<b>Chair</b>
Qualifications	—	Bachelor of Business (Business Management)
Experience	—	Senior Executive – government and telecommunications
<b>Sarah Donald</b>	—	<b>Secretary</b>
Qualifications	—	Master of Laws, Bachelor of Laws, Bachelor of Business (Management), Grad Dip Legal Practice, GAICD
Experience	—	Legal counsel
<b>Michele Adair</b>	—	<b>Director</b>
Qualifications	—	Master of Management, Master of Public Advocacy & Action, GAICD
Experience	—	Senior Executive Community Housing and Support Services
<b>Martyn Berry</b>	—	<b>Director</b>
Qualifications	—	Bachelor of Science with First Class Honours in Mathematical Statistics
Experience	—	Senior Executive – Financial Services
<b>Clive Cuthell</b>	—	<b>Director</b>
Qualifications	—	Bachelor of Arts (Hons.) Accountancy and Finance, CA, GAICD
Experience	—	Senior Executive – multinational organisation in manufacturing, construction materials and property
<b>Darryl Easton</b>	—	<b>Director</b>
Qualifications	—	Master of Engineering Management and Master of Business Administration
Experience	—	Engineering professional - telecommunications
<b>Glen Farrow</b>	—	<b>Director</b>
Qualifications	—	Adjunct Associate Professor, University of Sydney, MBBS(Hons.), MBA, FRACS (General & Paediatric), MRACMA, MAICD
Experience	—	Senior Executive Health and Community Services
<b>Helen Hu</b>	—	<b>Director</b>
Qualifications	—	Bachelor of Arts, Master of Commerce, GAICD, GIA, CA
Experience	—	Senior Executive – member based organisations, service sector and company secretary

## DIRECTORS' REPORT (CONT'D)

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

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
Michele Adair	7	5	7	5		
Martyn Berry*	2	2	2	1		
Clive Cuthell	7	5	7	5		
Sarah Donald	7	6			2	2
Darryl Easton	7	7			2	2
Glen Farrow*	5	0				
Helen Hu	7	6	7	7		
Gregory Wallace	7	7	7	6	2	2

\* Not member for full year

### Indemnifying Officers or Auditor

Insurance premiums of \$5,500 were paid during or since the end of the financial year, for any person who is or has been an officer or auditor of the Company.

### 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.

### 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.

### 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,
- Wide-ranging policies and procedures reviewed at least triennially,
- Regular client and staff surveys,

## DIRECTORS' REPORT (CONT'D)

- Monthly monitoring of client numbers,
- Reporting and monitoring of key performance indicators,
- Dashboard reporting on a monthly basis

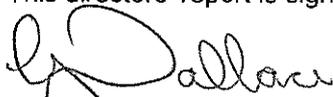
### Members' Guarantee

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 June 2018, there were 352 (2017: 433) members of the Company.

### Auditor's Independence Declaration

The auditor's independence declaration for the year ended 30 June 2018 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

26 October 2018

## Learning Links

### Auditors Independence Declaration Under Section 60-40 of the Australian Charities and Not For Profit Commission Act 2012

I declare that, to the best of my knowledge and belief during the year ended 30 June 2018 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, 26 October 2018

**CHARTERED ACCOUNTANTS  
& ADVISORS**

Sydney Office  
Level 29, 66 Goulburn Street  
Sydney NSW 2000

Telephone: +61 2 8263 4000

Parramatta Office  
Level 7, 3 Horwood Place  
Parramatta NSW 2150

PO Box 19  
Parramatta NSW 2124  
Telephone: +61 2 8836 1500

[williambuck.com](http://williambuck.com)

## Learning Links

### Independent Auditor's Report to Members

## Report on the Audit of the Financial Statements

### Opinion

We have audited the financial report of Learning Links (the Company), which comprises the statement of financial position as at 30 June 2018, 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 addition, we have audited the Company's compliance with the specific requirements of the *Charitable Fundraising Act 1991* for the year ended 30 June 2018.

In our opinion the financial report of Learning Links 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 Company's financial position as at 30 June 2018 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, in our opinion:

- a. The financial report of the Company gives a true and fair view of the financial results of fundraising appeals during the year ended 30 June 2018;
- 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 Company will be able to pay its debts as and when they fall due.

**CHARTERED ACCOUNTANTS  
& ADVISORS**

Sydney Office  
Level 29, 66 Goulburn Street  
Sydney NSW 2000  
Telephone: +61 2 8263 4000

Parramatta Office  
Level 7, 3 Horwood Place  
Parramatta NSW 2150  
PO Box 19  
Parramatta NSW 2124  
Telephone: +61 2 8836 1500  
[williambuck.com](http://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 Learning Links 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 Learning Link's directors report for the year ended 30 June 2018, 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.

## **Other Matter**

The financial report of Learning Links for the year ended 30 June 2017 was audited by another auditor who expressed an unmodified opinion on the financial report on 31 October 2017.

## **Responsibilities of the Directors for the Financial Report**

The directors of Learning Links 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 compliance with the *Charitable Fundraising Act 1991*. The directors are also responsible 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 Learning Links' 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 Learning Links or to cease operations, or has no realistic alternative but to do so.

The Directors are responsible for overseeing the Learning Links' 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](http://www.auasb.gov.au/auditors_responsibilities/ar4.pdf)

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

We also provide the directors with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.



**William Buck**  
Chartered Accountants  
ABN 16 021 300 521



**Domenic Molluso**  
Director

Sydney 26 October, 2018

## 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

26 October 2018

## 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 2018;
- 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 2018;
- 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 2018: 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

26 October 2018

**LEARNING LINKS**  
**STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**  
**FOR THE YEAR ENDED 30 JUNE 2018**

	Note	2018 \$	2017 \$
<b>INCOME</b>			
Fee income for services		2,470,162	2,281,002
Government grants	3	1,457,315	1,301,687
Fundraising - non-government grants	2(q)	584,836	623,783
Donations		72,664	19,078
Bingo income		133,164	361,130
Housie income	2(q), 12	10,369,804	9,213,471
Membership fees		8,113	8,613
Other income		31,747	43,090
<b>Total income</b>		<b>15,127,805</b>	<b>13,851,854</b>
<b>EXPENSES</b>			
Human resources costs for services		4,330,372	3,979,784
Human resources costs for Housie & Bingo		1,255,932	1,188,085
Housie and Bingo other costs		7,811,542	7,157,197
Program costs		216,844	236,025
Marketing costs		82,903	77,231
Administration & office costs		619,984	562,520
Finance costs		13,086	17,254
IT costs		321,841	298,134
<b>Total expenses</b>		<b>14,652,504</b>	<b>13,516,230</b>
<b>Net surplus for the year attributable to members</b>		<b>475,301</b>	<b>335,624</b>
<b>ITEMS THAT WILL NOT BE RECLASSIFIED SUBSEQUENTLY TO SURPLUS OR DEFICIT</b>			
Revaluation of property, plant and equipment		-	289,035
<b>Other comprehensive income</b>		<b>-</b>	<b>289,035</b>
<b>Total comprehensive income attributable to members</b>		<b>475,301</b>	<b>624,659</b>

The accompanying notes form part of these financial statements

**LEARNING LINKS**  
**STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2018**

	Note	2018 \$	2017 \$
<b>ASSET</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	10	1,889,100	1,217,556
Trade and other receivables	15	711,670	529,373
Prepayments		91,439	89,538
Inventories		76,850	95,517
Other current assets		48,636	119,919
<b>Total current assets</b>		<b>2,817,695</b>	<b>2,051,903</b>
<b>NON-CURRENT ASSETS</b>			
Property, plant & equipment	4	1,746,830	1,634,718
Intangible assets	5	299,749	334,547
<b>Total non-current assets</b>		<b>2,046,579</b>	<b>1,969,265</b>
<b>Total assets</b>		<b>4,864,274</b>	<b>4,021,168</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade & other payables	16	410,949	657,159
Grants & funding in advance		844,224	289,410
Provisions & employee entitlements	14	387,205	347,929
Housie prize fund		108,006	79,388
<b>Total current liabilities</b>		<b>1,750,384</b>	<b>1,373,886</b>
<b>NON-CURRENT LIABILITIES</b>			
Provisions & employee entitlements	14	23,017	31,710
<b>Total non-current liabilities</b>		<b>23,017</b>	<b>31,710</b>
<b>Total liabilities</b>		<b>1,773,401</b>	<b>1,405,596</b>
<b>Net assets</b>		<b>3,090,873</b>	<b>2,615,572</b>
<b>EQUITY</b>			
Reserves	6	994,035	994,035
Accumulated surplus		2,096,838	1,621,537
<b>Total equity</b>		<b>3,090,873</b>	<b>2,615,572</b>

The accompanying notes form part of these financial statements.

**LEARNING LINKS**

**STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2018**

	Retained Surplus	Asset Revaluation Reserve	Total
	\$	\$	\$
Balance as at 1 July 2016	1,285,913	705,000	1,990,913
Net surplus for the year	335,624	-	335,624
Other comprehensive income for the year	-	289,035	289,035
Total comprehensive income for the year	<u>335,624</u>	<u>289,035</u>	<u>624,659</u>
<b>Balance at 30 June 2017</b>	<b><u>1,621,537</u></b>	<b><u>994,035</u></b>	<b><u>2,615,572</u></b>
Balance as at 1 July 2017	1,621,537	994,035	2,615,572
Net surplus for the year	475,301	-	475,301
Other comprehensive income for the year	-	-	-
Total comprehensive income for the year	<u>475,301</u>	<u>-</u>	<u>475,301</u>
<b>Balance at 30 June 2018</b>	<b><u>2,096,838</u></b>	<b><u>994,035</u></b>	<b><u>3,090,873</u></b>

The accompanying notes form part of these financial statements

**LEARNING LINKS**

**STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2018**

	Note	2018 \$	2017 \$
<b>Cash flow from operating activities</b>			
Receipts from customers		15,787,230	13,455,860
Payments to suppliers & employees		(14,905,637)	(13,007,839)
Interest received		20,515	22,353
<b>Net cash flow from operating activities</b>		<b>902,108</b>	<b>470,374</b>
<b>Cash flow from investing activities</b>			
Payment for property, plant & equipment		(186,715)	(209,605)
Payment for IT software		(45,667)	(120,627)
Proceeds from disposal of property, plant & equipment		1,818	-
<b>Net cash flow from investing activities</b>		<b>(230,564)</b>	<b>(330,232)</b>
<b>Cash flow from financing activities</b>			
Repayment of borrowings		-	(906)
<b>Net cash flow from financing activities</b>		<b>-</b>	<b>(906)</b>
<b>Net increase in cash held</b>		<b>671,544</b>	<b>139,236</b>
<b>Cash and cash equivalents at beginning of the year</b>		<b>1,217,556</b>	<b>1,078,320</b>
<b>Cash and cash equivalents at the end of the year</b>	<b>10</b>	<b>1,889,100</b>	<b>1,217,556</b>

The accompanying notes form part of these financial statements.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

### NOTE 1: REPORTING COMPANY

The financial report is a general purpose financial report which has been prepared in accordance with Division 60 of the *Australian Charities and Not for Profits Commission Act 2012* and Australian Accounting Standards – Reduced Disclosure Requirements and complies with both other requirements of law and the *Charitable Fundraising Act 1991 (NSW)*. 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 Rd  
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

The financial report is a general purpose financial report which has been prepared in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, Accounting Standards and Interpretations, and complies with other requirements of the law.

The financial statements were authorised for issue by the directors on 26 October 2018.

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.

In the current year the Company reclassified certain Income line items within the Statement of profit or loss and other comprehensive income. Items reclassified were government grants and fundraising – non-government grants. From the prior financial year 2017 to the financial year 2018 the grants line item has been disaggregated into government grants and non-government grants. This change achieves improved presentation for users by providing more information about sources of funding. In addition, from the prior financial year 2017 to the financial year 2018 the fundraising line item is aggregated with non-government grants and now described as fundraising – non-government grants. This better reflects the total amount of non-government grants. Comparatives for prior years are also restated accordingly.

#### 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.

##### *Fringe Benefits Tax*

For 2017 and 2018 FBT year, the grossed-up taxable value of exempt fringe benefits that a charity may provide to each employee is capped at \$31,177 and \$30,000 respectively. Any amount above the cap will not be exempt and will be subject to normal FBT treatment.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

### 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 realisable 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 recognised 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 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%	Straight Line
IT Hardware & Equipment	Historical cost	20%	Straight Line
Motor Vehicles	Historical cost	40%	Straight Line

Class of fixed assets	Measurement bases 2017	Depreciation rates 2017	Depreciation basis 2017
Land & Buildings	Fair value	Nil	N/A
Leasehold Improvements	Historical cost	40% or life of the asset	Diminishing Value
Furniture & Fittings	Historical cost	40%	Diminishing Value
IT Hardware & Equipment	Historical cost	40%	Diminishing Value & Straight Line
Motor Vehicles	Historical cost	40%	Diminishing Value

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

### 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.

##### *Derecognition*

Financial assets are derecognised where the contractual rights to receipt of cash flows expires or the asset is transferred to another party whereby the Company no longer has any continuing involvement in the risks and benefits associated with the asset. Financial liabilities are derecognised where the related obligations are discharged, cancelled or expire. The difference between the carrying value of the financial liability extinguished or transferred to another party and the fair value of consideration paid, including the transfer of non-cash assets or liabilities assumed is recognised in profit or loss.

##### *Loans and receivables*

Loans and receivables are non-derivative financial assets with fixed or determinable payments which are not quoted in an active market and are subsequently measured at amortised cost using the effective interest rate method.

##### *Financial liabilities*

Non-derivative financial liabilities are recognised at amortised cost using the effective interest rate method.

##### *Fair value*

Fair value is determined based on current bid prices for all quoted investments. Valuation techniques are applied to determine the fair value for all unlisted securities, including recent arm's length transactions reference to similar instruments and option pricing models.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

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

#### *Impairment*

At each reporting date, the Company assesses whether there is objective evidence that a financial instrument has been impaired. In the case of available-for-sale financial instruments, a prolonged decline in the value of the instrument is considered to determine whether an impairment has arisen. Impairment losses are recognised in the income statement.

#### **(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.

Impairment testing is performed annually for goodwill and intangible assets with indefinite lives. Where it is not possible to estimate the recoverable amount of an individual asset, the Company estimates the recoverable amount of the cash-generating unit to which the asset belongs.

#### **(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.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

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

#### (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.

#### (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.

##### *Impairment*

The Company assesses impairment at each reporting date by evaluating the conditions specific to the Company that may lead to impairment of assets. Where an impairment trigger exists, the recoverable amount of the asset is determined. Fair value less costs to sell or current replacement cost calculations performed in assessing recoverable amounts incorporate a number of key estimates.

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

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

#### (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.

#### (o) 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.

#### (p) 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.

#### (q) 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.

	\$	Surplus \$	2018 %	2017 %
Total cost of fundraising/gross proceeds from fundraising	8,935,996/10,954,640	2,018,644	82%	86%
Net surplus from fundraising/gross proceeds	2,018,644/10,954,640		18%	14%
Total cost of services/expenditure	5,585,030/14,652,504		38%	38%
Total cost of services/income	5,585,030/15,127,805		37%	37%

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

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

**(q) Fundraising Activities (cont'd)**

**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

	2018	2017
	\$	\$
Trader – Helping Hand Sweet Company	2,563	3,791
Other fundraising - Non-government grants	582,273	619,992
	<u>584,836</u>	<u>623,783</u>
Charity Housie (Note 12)	10,369,804	9,213,471
	<u>10,954,640</u>	<u>9,837,254</u>

(ii) Total cost of fundraising

Other fundraising	175,995	123,319
Charity Housie (Note 12)	8,760,001	7,898,703
	<u>8,935,996</u>	<u>8,022,022</u>

Net surplus from fundraising	<u>2,018,644</u>	<u>1,815,232</u>
------------------------------	------------------	------------------

**NOTE 3: GRANTS AND CONTRACTS**

Funding body	2018	2017
	\$	\$
Brotherhood of St Laurence	449,295	443,186
Smith Family	150,000	105,562
NSW Government Department of Education & Communities	578,617	450,364
Parenting Research Centre	161,900	194,032
Community Service Grants Program (EIPP)	117,503	108,543
<b>Total government funding revenue</b>	<u>1,457,315</u>	<u>1,301,687</u>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

**NOTE 4: PROPERTY, PLANT & EQUIPMENT**

	Land & Buildings (fair value)	Building & Leasehold Improvements	Furniture & Fittings	IT Hardware & Equipment	Motor Vehicles	Total
<b>At 30 June 2017</b>						
Gross carrying amount	1,450,000	219,722	194,480	276,928	53,625	2,194,755
Accumulated depreciation and impairment		(147,461)	(146,935)	(214,277)	(51,364)	(560,037)
<b>Net carrying amount</b>	<b>1,450,000</b>	<b>72,261</b>	<b>47,545</b>	<b>62,651</b>	<b>2,261</b>	<b>1,634,718</b>
<b>At 30 June 2018</b>						
Gross carrying amount	1,450,000	251,901	217,438	385,779	57,352	2,362,470
Accumulated depreciation and impairment	-	(160,082)	(165,716)	(246,151)	(43,691)	(615,640)
<b>Net carrying amount</b>	<b>1,450,000</b>	<b>91,819</b>	<b>51,722</b>	<b>139,628</b>	<b>13,661</b>	<b>1,746,830</b>

**Reconciliation**

A reconciliation of carrying amount of each class of property, plant & equipment at the beginning and end of the reporting period is set out below:

	Land & Buildings (fair value)	Building & Leasehold Improvements	Furniture & Fittings	IT Hardware & Equipment	Motor Vehicles	Total
<b>Year ended 30 June 2018</b>						
Net carrying amount at beginning of year	1,450,000	72,261	47,545	62,651	2,261	1,634,718
Additions		32,179	22,958	108,851	22,727	186,715
Less: Disposals		-	-	-	(2,165)	(2,165)
Depreciation Expense		(12,621)	(18,781)	(31,874)	(9,162)	(72,438)
<b>Net carrying amount at end of year</b>	<b>1,450,000</b>	<b>91,819</b>	<b>51,722</b>	<b>139,628</b>	<b>13,661</b>	<b>1,746,830</b>

The Peakhurst property was last valued as at 25 October 2016 by independent valuer, MJ Davies Valuations. The directors are of the opinion that the carrying value of the property as at 30 June 2018 is not materially different to the current market value of the property, based on management's assessment of external market data relating to the properties in the surrounding area.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

**NOTE 5: INTANGIBLE ASSETS**

	Intangible Assets	Total
	\$	\$
<b>At 30 June 2017 - at cost</b>		
Gross carrying amount	1,072,275	1,072,275
Accumulated amortisation and impairment	(737,728)	(737,728)
Net carrying amount	<u>334,547</u>	<u>334,547</u>

<b>At 30 June 2018 - at cost</b>		
Gross carrying amount	1,117,942	1,117,942
Accumulated amortisation and impairment	(818,193)	(818,193)
Net carrying amount	<u>299,749</u>	<u>299,749</u>

**Reconciliation**

A reconciliation of carrying amount of intangible assets at the beginning and end of the reporting period is set out below:

	Intangible Assets	Total
	\$	\$
<b>Year ended 30 June 2018</b>		
Net carrying amount at beginning of year	334,547	334,547
Additions	45,667	45,667
Amortisation expense	(80,465)	(80,465)
Net carrying amount at end of year	<u>299,749</u>	<u>299,749</u>

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

### NOTE 6: RESERVES

	2018	2017
	\$	\$
Asset Revaluation Reserve	994,035	994,035
Movements during the year		
Opening balance	994,035	705,000
Revaluation of property, plant and equipment	-	289,035
Closing balance	994,035	994,035

### 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 June 2018, there were 352 (2017: 433) members of the Company.

### NOTE 9: RELATED PARTY TRANSACTIONS

Learning Links was incorporated as a Company limited by guarantee on 23 July 2001 and commenced operation on 1 January 2002. All assets, liabilities and reserves were transferred from the Association for Children with Learning Disabilities (ACLD) Inc trading as Learning Links.

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

	2018	2017
	\$	\$
<b>Cash flow from operating activities</b>		
Cash on hand and at bank	746,475	646,931
Term deposit	1,142,625	570,625
<b>Cash and cash equivalent at the end of the year</b>	<b>1,889,100</b>	<b>1,217,556</b>

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

**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.

**NOTE 12: HOUSIE OPERATIONS (EXCLUDING BINGO)**

	2018 \$	2017 \$
<b>Income</b>		
Housie ticket sales	9,571,244	8,700,262
Other sales	798,560	513,209
Club donation	-	-
<b>Total Income</b>	<u>10,369,804</u>	<u>9,213,471</u>
<b>Expenditure</b>		
Housie prizes	7,080,028	6,412,602
Wages, superannuation and workers insurance	1,236,533	1,115,547
Profit sharing arrangements	31,801	24,936
Housie tickets	324,951	286,779
Miscellaneous	86,688	58,839
<b>Total Expenditure</b>	<u>8,760,001</u>	<u>7,898,703</u>
<b>Gross Surplus on Housie Games</b>	<u>1,609,803</u>	<u>1,314,768</u>
 <b>Gross Surplus/Total Housie Income</b>	 15.5%	 14.3%

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.

**NOTE 13: REMUNERATION OF AUDITOR**

	2018 \$	2017 \$
Audit of the financial report and grant acquittals	31,500	37,543
	<u>31,500</u>	<u>37,543</u>

The auditor of Learning Links is William Buck, appointed on 30 April 2018.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

**NOTE 14: PROVISIONS**

	2018 \$	2017 \$
Employee entitlements	410,222	379,639
	<u>410,222</u>	<u>379,639</u>
Current	387,205	347,929
Non-current	23,017	31,710
	<u>410,222</u>	<u>379,639</u>

**NOTE 15: TRADE AND OTHER RECEIVABLES**

	2018 \$	2017 \$
Trade receivables	726,170	545,959
Less: Allowance for impairment	(14,500)	(16,586)
	<u>711,670</u>	<u>529,373</u>

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 falls within 90 days from the date of service. No interest is charged on receivables. Past experience is that debt can be recoverable even when outstanding beyond payment terms.

**NOTE 16: TRADE AND OTHER PAYABLES**

	2018 \$	2017 \$
Trade payables	112,976	305,311
Other payables	262,747	333,029
Goods & Services Tax payable	35,226	18,819
	<u>410,949</u>	<u>657,159</u>

Other payables include Superannuation and PAYG payable.

**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018**

**NOTE 17: KEY MANAGEMENT PERSONNEL REMUNERATION**

	2018	2017
	\$	\$
Short term employee benefits	731,861	706,862
Post-employment benefits	63,558	57,268
Termination benefits	179,004	130,264
	<u>974,423</u>	<u>894,394</u>

**NOTE 18: 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.