



**SILA**

SUMMER INSTITUTE OF  
LINGUISTICS AUSTRALIA

# ANNUAL REPORT

2020



# Contents

Our Purpose.....	1
Our PEO reports .....	2
Our Governance.....	4
Our Partnerships.....	5
Our training .....	8
Our projects.....	10
Our consultants.....	11
Our Finances.....	16

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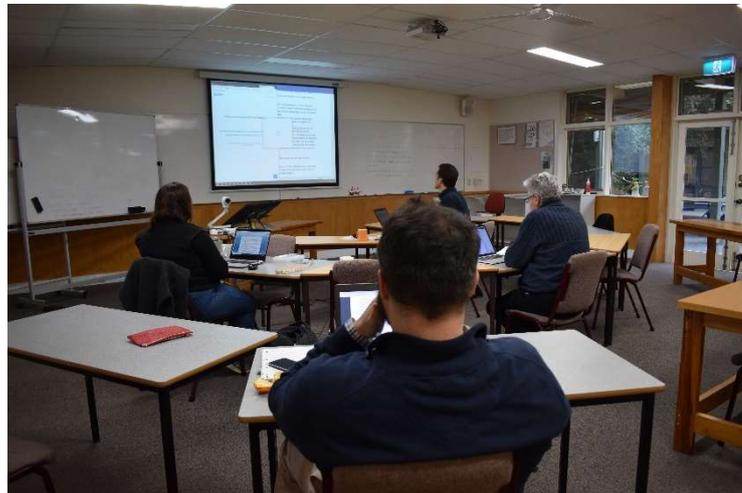


## Our Purpose

The purpose of the Summer Institute of Linguistics Australia (SILA) is to serve minority language communities worldwide through language development activities. SILA does this through integrated programs of vernacular language study, literacy, translation, and development. Such programs facilitate understanding and communication, and help alleviate poverty, health problems and the disadvantaged state of these communities. SILA recognises that language is the building block for development activities in all of these areas.

To facilitate this purpose, SILA carries out, promotes or supports the following activities:

- effective **training** in language description and development
- specialised **consulting** to language development projects
- promotion and **funding** support of language and community development projects in ethnolinguistic communities



All of SILA's work is people-centred and community based. It is concerned with all aspects of human life. There is an emphasis on training and partnership with indigenous people, and the development of locally owned sustainable programs. Promotion of the work of SILA is assisted within Australia by its major partner organisation, Wycliffe Bible Translators Australia, with whom an agreement for services has been signed.

## Our PEO reports

### SILA: A Story of God's Faithfulness

In 1950 the very first SIL training was held in Australia; the first cohort of students trained for cross-cultural work and language development. Some seventy years later SIL Australia continues to train, and now also provides consulting and funding so that ethnolinguistic minority communities around the world are able to take steps towards achieving the goals that they have for the community and for their languages. Woven through the past seventy years of this work there is a clear testimony of God's guiding hand and faithfulness. Over the past twelve months, SILA has once again seen God's kindness and grace at work in our community and programs; and for that I am deeply thankful.

This past year has been one that has required a light-footed and nimble approach as well as deep patience and grace to deal with the uncertainty that has become intrinsic to our life and work. The SILA community – staff and students – has been able to journey together in this season as a community marked by grace and care for each other, and for that I am deeply grateful.

I also give thanks and am grateful for those who have supported the work of SILA financially, prayerfully, and in practical ways. Generosity in a time of hardship for many is even more meaningful and encouraging.

In this report you will read some of the amazing stories of SILA and its community and work. These are a testimony to the goodness of God and the hard work and dedication of the team, and the desire of communities to use their languages in the ways which are most meaningful to them.



PEO with students

The continued building of relationships with partners has also increased opportunities for training with the result that during 2020, whilst travel was so limited, student enrolments exceeded expectations.

The partnership with Eastern College Australia has provided new opportunities for our training program. Training in the season of COVID has challenged SILA to develop further its virtual and online delivery modes. A highlight of the past year has been the manner in which the SILA staff team has risen to the

challenge of demands of the season, grappling with ways to teach, train, and nurture in subject areas we never envisaged having to deliver remotely. This has meant investigating and investing in new technology, experimenting with class formats, finding new methods for engaging students, and providing students with additional technology to enable them to comply with the requirements of COVID lockdown.

SILA seeks to build and expand its capacity to consult in language development and other domains. Although some initiatives have been disrupted by COVID and travel bans, other work has been able to continue and even prosper. We can be thankful that one of the benefits of the world we live and work in, is the increasing access to communication technology across the globe. In many ways this past year has stimulated a change in how SILA and SIL globally works and engages, which has opened new opportunities and expanded our horizons of possibility.

An exciting development during this period has been relationship building and provision of consulting services with diaspora communities here in Australia. The need for expanded language services for diaspora communities has been identified by the federal government and other national organisations serving in this area, and in the coming period, I am hopeful that this will be an area that SILA can participate in more fully.

The synergy resulting from partnerships enables and energises SILA to continue to offer training, consulting, funding; and seeking the best possible outcomes for language communities with which we and our graduates work.



Graham Scott  
Principal Executive Officer

## Our Governance

The Board of SIL Australia is elected at its Biennial Conference. Approximately half of the Board members are elected each two years and serve for not more than four years without re-election. The most recent Biennial Conference of SILA was held in May 2019. The following are the Directors of SILA who served in 2020:



**Dr David Nicholls**

**Appointed:** 2013

**Term expires:** 2023

**Responsibilities:** Board Chair; Chair Board Development Committee



**Ms Gillian Asquith**

**Appointed:** 2015

**Term expires:** 2021

**Responsibilities:** Vice Chair, Board Development Committee



**Mr Timothy Wilson**

**Appointed:** 1991

**Term expires:** 2023

**Responsibilities:** Treasurer



**Dr Thomas Kimber**

**Appointed:** 2017

**Term expires:** 2021



**Mrs Roslyn Manson**

**Appointed:** 2015

**Term expires:** 2023

**Responsibilities:** Board Development Committee



**Professor David Grayden**

**Appointed:** 2020

**Term expires:** 2021

Meetings of the full Board were held: 23 February, 17 April, 3 May, 10 August, and 8-9 November 2019. The Annual General Meeting of SILA was held on 15 May 2020, via Zoom.

## Our Partnerships

Increasingly the world in which SILA operates is one that recognises the essential connectedness and relatedness of peoples, communities, organisations, communities, nations, and more. This requires all to embrace hospitality as a fundamental value, to extend the hands of warm welcome; and to be willing to find ways to work with and alongside others.

SILA's very existence and key activities are only possible through a series of partnerships, and through partnerships, SILA is able to extend its influence and mission into communities across the globe.

SILA's fundamental partnership is with SIL International, from whom we derive our identity and being. The core principles of SIL International are ones that SIL shares and is deeply committed to. Together we work so that communities around the world, particularly ethnolinguistic minorities, are able to pursue their goals—social, cultural, political, economic, or spiritual—through the power of their languages.

Wycliffe Bible Translators Australia on a day-to-day basis is SILA's closest partner. Sharing a common campus, and working together to assist each other meet their goals, SILA is thankful for its relationship with WBTA, and seeks to find further opportunities to work and serve together in ways that are forged in mutuality and respect.

SILA works closely in partnership with World Relief Australia, to ensure that SILA's projects are consistent with best practice. All of SILA's projects are possible through the good working relationship that we have with WRA.

A newer partner for SILA is Eastern College Australia. Eastern College offers undergraduate and graduate level training in language development via units that are taught by SILA faculty members. This partnership is vital for the delivery of relevant, current, and practical training for cross-cultural work and language development.

SILA also partners with local communities and other SIL organisations in the delivery of training, consulting, and funding.

Churches across Australia and abroad also partner with SILA in their ongoing support and care of the SILA staff team and student body. These relationships are critical to the continued wellbeing of the SILA community. With these faith communities, and our other partners, SILA is providing personnel and support for language communities around the globe, and we are excited to witness what is possible when local communities realise the potential and power of their languages as vehicles of identity and change.

SILA is grateful to be able to host training and consulting, and we desire to be gracious and generous hosts. And SILA is thankful for the friendships in partnership that it has that enable it to be SILA, and to deliver on the promise of our vision and mission.

## **New Opportunities for Hospitality: Diaspora partnerships**

**SILA is committed to providing training and resources that will enable communities to reach their goals through the power of their languages.**

- Australia is a nation of migrants, with the exception of its approximately 1 million Indigenous peoples.
- Almost 30% of people living in Australia today were born outside of Australia.
- For many ethnolinguistic minority communities, the journey to Australia has been marked by chaos and violence, and the complete disruption of education.
- The Australian Senate has recognised the unique contribution of diaspora communities to the nation (January 2021); and has also highlighted the distinct needs of diaspora communities.
- Language is a key to the successful transition for diaspora communities into Australia cultural, social, education, and economic life.
- Sadly, there are few resources available to assist diaspora communities; particularly for them to develop literacy in their own language(s) before embarking on English learning.
- Language deficits in diaspora communities are a cause of intergenerational conflicts, confusion about identity and culture, sense of displacement and alienation, and of course, language deficits have a profound economic impact.

### **Ma'di Language Development Initiative**

Several diaspora communities have approached SILA for assistance with resourcing their language goals. One of these, the Ma'di Language Development Initiative (MLDI), based in Brisbane, has now begun the steps towards establishing a language school for their community.

This South Sudanese community desires to see families better able to communicate across the generations, and to see that children now being raised in Australia have a strong and confident sense of their identity and an understanding of the story of their community and family.

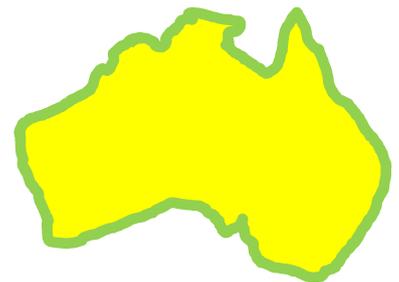


MLDI leaders with Graham and the SIL Pacific Area Director

This project was conceived prior to the disruption of COVID-19, but enabled by virtual platforms, the leadership of MLDI asked SILA to commence literacy training. Graham Scott has facilitated sessions for adults to learn the orthography, begin to read, and start to write in their own language. Materials previously produced in South Sudan almost thirty years ago by the Ma'di community and SIL International have been used, with these being updated to provide a new generation of Ma'di learners the opportunity to read and write, record their own stories, and preserve the essence of what it means to be Ma'di.



11 <sup>1</sup> Ẹsú 'bá vū ndütü drī rīi orī ká tì  
 alu rī 'jo áu, vúa kákí ẹ'jọ ékwí  
 áluá rītì e'bū áwu. <sup>2</sup> Kí 'bá engá ịtú ǎ  
 efüre gá sī, ecákí kǎré jǎjǎ Bǎbīlóniǎ  
 drī ígá 'dī, oríkí láka. <sup>3</sup> Ọ'jọkí ǎ'i  
 ílọfọ, “ǎnyevū, ǎnyī'bǎ ọmgbakí  
 mūtūfálí, vúa ígwékí ọkpó.” vúa  
 ọmgbakí mūtūfálí, ígwékí ọkpó ọní  
 kǎré gá, vúa lūdrí tǎ bījọ rī ǎ kǎré  
 gá, e'būkí íswe gū'dū idéjọ rīi áu.  
<sup>4</sup> Nǎívú ọ'jọkí, “ǎnyī'bǎ ọsíkí 'baní  
 ganyi vúa lọrọ, azọ ani kōca bī 'bū



Genesis 11, the Babel story, has been used in each session as a practice text

## Our training

Graham Scott served as Principal Executive Officer (PEO) for the period. The PEO serves as both the CEO of SILA and the Principal of the training program.

SILA is associated with SIL International as a 'Collegial Organisation', with a Memorandum of Understanding between the bodies. The MoU is the primary document expressing the formal agreement between the two bodies. This connection provides a formal means of input and feedback within the international corporation for personnel, training and language development projects.

During 2020, training for language description and development continued to be delivered at the SILA campus, Kangaroo Ground, Victoria. For 70 years SILA has provided training in language learning, descriptive and applied linguistics, and literacy for SIL workers, members of other organisations, and members of the public.

In 2020, SILA delivered accredited training in partnership with Eastern College Australia as units in a Graduate Diploma in Arts. SILA faculty also taught two units in a Master of Arts (Ministry) through Melbourne School of Theology (MST).

SILA's training and consulting operations rely on volunteer staff. Academic staff consisted of both permanent and sessional personnel with considerable field experience in linguistics and language development activities. Support staff operated the administration office, library, student support services, IT services, and the occasional child-minding program.

### Summer semester

SILA's 6-week summer semester serves as an intensive introduction to the yearlong courses as well as providing a standalone non-accredited introductory course called *Launch* for students studying language learning, phonetics, basic linguistic analysis and anthropology.

The course was non-accredited in 2020 unless students were enrolled at Eastern College. Fourteen students studied over the summer: 6 were Eastern students studying at graduate level, and 8 were Launch students, not taking the course for credit. Non-accredited subjects taught were Language Awareness, Cultural Anthropology, Language Learning, and Phonetics. Eastern students were enrolled in the Linguistics and Language Learning unit.



Launch Students 2020

## Semesters 1 and 2 and winter semester

There were 7 students in Semester 1 and 13 in Semester 2. Two were enrolled in the MST MA (Ministry), 1 in an MST Graduate Diploma of Divinity studying cross-institutionally, 1 in an MST Master of Divinity and 7 in an Eastern College Graduate Diploma in Arts. All but one student were part time, taking between 2 and 3 units, and 2 were distance students.

The Master's units were taught by intensive with a guest lecturer teaching the Semester 2 unit online from Papua New Guinea as a result of COVID-19. Seven students from PNG, New Zealand and around Australia audited this unit. One unit was offered by split intensive in Semester 2 with the first week being delivered online.

Another development as a result of the pandemic was the introduction of a Winter Semester, also online, which overlapped with the end of Semester 1 and was finished by the start of Semester 2. A number of students took advantage of this—3 taking a unit for credit and 2 auditing a unit.

In 2020, one student completed a Graduate Diploma of Divinity through MST and one a Graduate Diploma in Arts with the graduation ceremony to be held in 2021.

# SILA: On the Way

**1950**  
1<sup>st</sup> SIL training in Australia  
Berwick, VIC



**1970**  
1000<sup>th</sup> student trained

**1983**  
Kangaroo Ground training begins  
Purpose built facilities

**1996**  
Building program  
Computer lab & faculty corridor

**2019**  
1<sup>st</sup> Pacific Island yearlong students



**SILA on the move**  
Training in borrowed facilities  
Brisbane, Melbourne, Sydney

2000<sup>th</sup> student enrolled  
**1988**



**2015**  
3000<sup>th</sup> student enrolled

1<sup>st</sup> MA students  
**2018**

**COVID**  
Remote work, virtual teaching & learning, renovations  
**2020**

Accredited Training

1994 VIC VET

2015 TABOR

2020 ECA

1999 VIC Higher Ed

2012 TEQSA

2016 MST

Unaccredited Training

## Our projects

### **SILA Overseas Aid and Development Fund**

SILA's Overseas Aid and Development Fund is a Deductible Gift Recipient (DGR) fund which provides assistance to literacy and education development projects. During the reporting period, a total of \$16,260 was raised through donations and \$9,120 was distributed via World Relief Australia (WRA) for projects.

The COVID-19 pandemic and consequent restrictions on travel meant the final workshop for the **Mayoyao mother-tongue based multilingual education project** in the Philippines could not take place as planned in April. The project has now been running for four years and was due to be completed after the April workshop. There is uncertainty around a completion date and whether or not this workshop can run in the future.

The primary focus of this project is to support national teachers in the Mayoyao area to develop reading books and curriculum materials in the local Mayoyao language for children in Kindergarten to Grade 3. These materials are to help these students develop foundational literacy skills in their local language before also acquiring the national languages of Filipino and English.

### **World Relief Australia**

SILA is a signatory to the World Relief Australia Code of Conduct. As a signatory, SILA wishes to express its commitment to the responsible and effective use of donations, to helping the poor and needy in developing countries irrespective of nationality, race, gender, political conviction or religious belief, and to improving the quality and effectiveness of SILA development initiatives.

## Our consultants

SILA provides specialist consultant services to organisational units and partners of SIL International where language development work is being carried out.

### Literacy and education

Despite the restriction of international travel in 2020, Zoom has made it possible for Christine Brodie to engage in new opportunities for training and consultation in the areas of literacy and education. One such opportunity was a project assisting 5 ethnic education groups in Asia who are seeking to strengthen their school programs through mother tongue-based multilingual education (MTB MLE).

Each ethnic group has a team consisting of 2 mentors and 4-6 additional members. The project began in 2018 with a focus on materials development for Kindergarten / Grade 1 (with the view to expand to other grade levels in the future). Since joining the project in May 2020, Christine has worked alongside the SIL International Coordinator for Literacy & Education to write and facilitate training sessions on curriculum writing (4 sessions) and teacher training (15-day workshop). One of the key strategies has been to build understanding and capacity in the team mentors prior to the workshop so that they can then take the lead in translating and re-presenting the training sessions to the other team members.

This approach has created a strong sense of partnership with the team mentors, and despite challenges relating to technology and online learning methodologies, has fostered good interactions with the workshop participants. It has been encouraging to see the progress and enthusiasm of teams as they share videos of practice training sessions and report on their work towards completing assigned tasks. Christine and her colleague have already prepared the next series of workshop presentations and look forward to engaging with the teams in the next stage of the project.

### Language Technology

#### Adapt It Team

Despite the COVID-19 problems everyone has endured, work on Adapt It (AID, desktop version), Key It (KIT, for Android and iOS phones and tablets), and Adapt It Mobile (AIM, also for Android and iOS) has continued. Two members of the team continue as remote assignees to SIL Australia, working on the 3 apps in Dallas, Texas. The year 2020 has been a busy time.

Principal areas of focus in 2020 were:

- AID—Version 6.10.1, and 6.10.2, were released in 2020. Part-time team member, Leon Pearl, has successfully prototyped a quicker, improved way to do the Knowledge Base sharing feature. It will be refactored for Windows machines to use embedded C code in 2021, making maintenance easier. Enhancing source text parsing was completed in 2020 for support of Unified Standard Format Marking (USFM) version 3.0. Many small improvements were made as well.
- AIM—Erik Brommers in Dallas continues to add useful features and support for tablet installations. Discussions for data sharing with KIT and AID commenced, and are ongoing.

- KeyIt development by Graeme Costin made many design and implementation improvements in 2020. It is not ready for release yet but progress is good.
- Help Desk work—Bruce Waters, team manager, continues to be the principal Help Desk person. All requests for help were responded to successfully. Bill Martin helped with a few involving code he was supporting.
- Training mini-workshop—Bruce and Glenys Waters went to Milingimbi to support Ngalambirra (working on Luke) and Mararrgirarrgi (working on the Gospel of John) early in 2020, for a week and a half and helped them work successfully. Each completed their Gospel by the end of 2020. COVID-19 prevented a major training workshop in 2020.



Bruce working with Ngalambirra



Murarrgirarrgi adapting

## Keyman Team

A second software development team is headed up by Marc Durdin. In 2020, this team continued its work on Keyman which was originally created in 1993 to type Lao on Windows, and is now a free and open source keyboarding platform which allows anyone to write a keyboard layout for their language.

Keyman is available for many platforms, including Windows, macOS, iOS, Android, Linux and the web. Keyman currently supports over 2000 different languages!

The Keyman team released version 13 of Keyman in February 2020 and has continued work on version 14 to be released in early 2021. In these two versions, significant work has been done to improve the user experience, especially around locating and installing keyboard layouts, internationalising the user interface, improving product stability, and enhancing predictions and corrections. Over 2000 smaller improvements are included in these two versions.

Learn more about Keyman 14: <https://keyman.com/14>

Watch online webinars about version 14: <https://keyman.com/14/webinar>

## Translation consulting

### Solomon Islands

Deborah Conwell undertook the following activities in 2020:

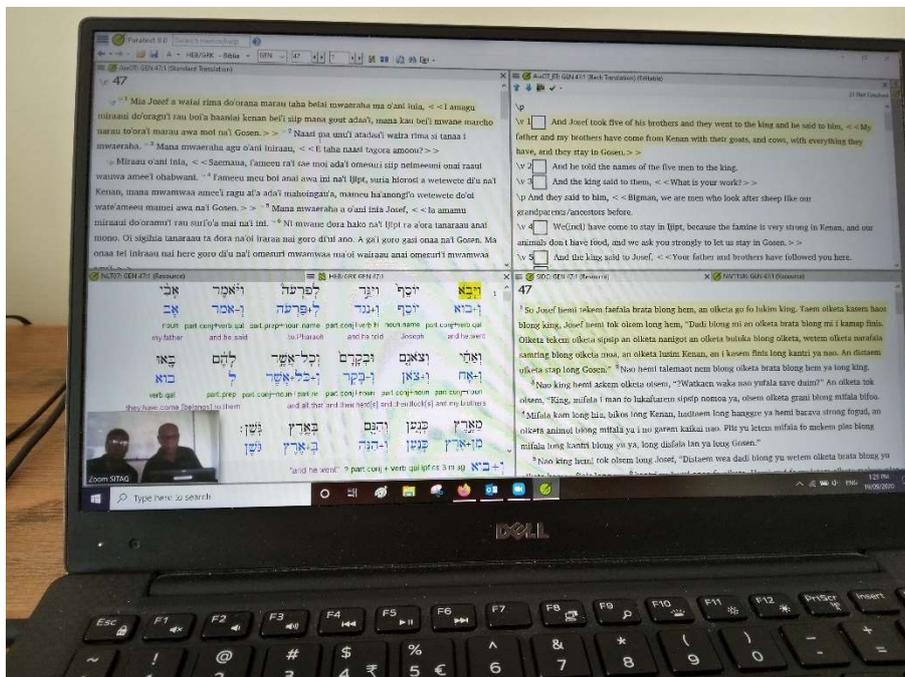
- in February, a ‘rapid data collection’ workshop, funded by Wycliffe Relief and Development Foundation (WRDF). This aroused incredible support and interest from the community who are asking when the dictionary will be completed.
- in March, a capacity building workshop for senior translators, funded by Wycliffe Australia
- in September, a consultant check of Genesis was completed and a consultant check of Ezra was begun for the Arosi language. This was miraculously organised from Australia and 100 copies of Genesis were able to be printed and sent to the community.
- in November, an exegetical check of Ezra was completed and a consultant check of 1 Kings was begun for the Bilua language, also in the Solomons, part funded by Wycliffe Asia-Pacific who also provided the consultant.



Data collection workshop – held on Vella LaVella



Capacity building workshop – translator leading discussion



Arosi check—working in Paratext

## Indonesia

Translation Consultant Guinevere Swan’s focus with the Papuan Malay translation project in 2020 was exegetical checking of the books of Mark, Matthew and Revelation, and guiding the translators through comprehension checking.

Translator Kristin shared: ‘A few of the young people who often help me, if there’s something they don’t understand, they are intrigued and want me to explain it, even though they’re not usually interested in the text’s meaning’. Another said, ‘Only now do I realise the deep meaning of the Bible. With the Bible we usually use, we can’t feel how deep the meaning is.’

Guinevere also consultant-checked portions of Matthew in Vee and John’s epistles in Masan (see photo below), both languages of Java.



Guinevere checking via Zoom

Since returning from Papua at the beginning of 2020, Philip Swan continues to support Nimboran language development remotely.

The Bible translation team stopped meeting during 2020 because of COVID-19, but plan to resume work in 2021 on a first draft of the book of Titus. Little Scripture Engagement is happening, but in the latter half of 2020 a ‘Chorale Club’ started meeting weekly to sing and share translated hymns and chorales. This has fostered community interest in and enthusiasm for written Nimboran and they have asked the Bible translation team to help them follow the official orthography.



Philip and Guinevere with the Nimboran team and partners, late 2019

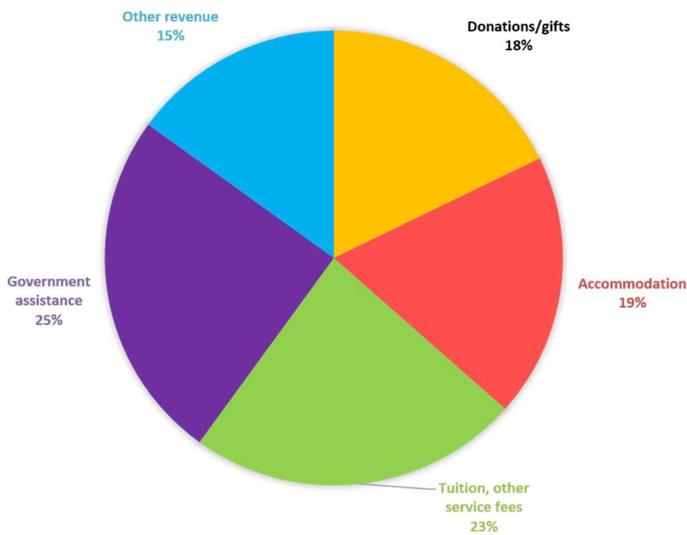
## Linguistic consulting

Staff member Ken Manson consulted with a team in Mainland SE Asia and provided resources for studying grammatical analysis. He has been asked to conduct a grammar workshop for them in 2023.

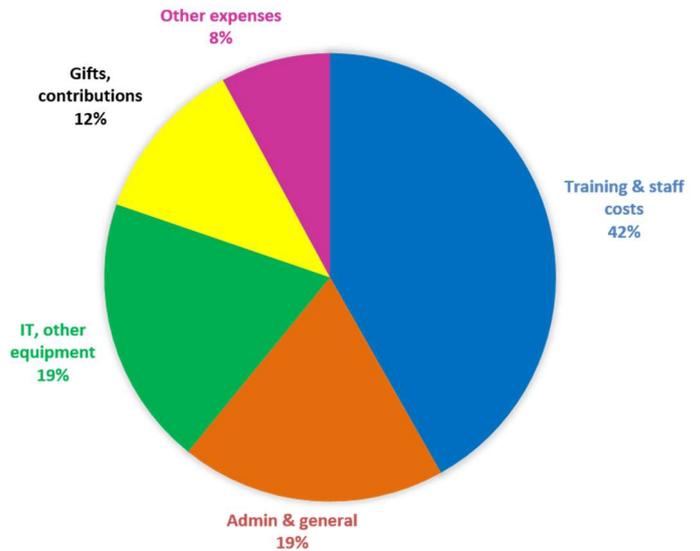
## Our Finances

SIL Australia recorded an operating surplus of almost \$65000 in 2020. This surplus was the result of stronger student enrolments, gifts, and government financial assistance (COVID relief). During 2020 there was significant investment in the renovation of classrooms and office spaces, including furniture replacement. Additionally, during this period, SIL Australia employed an Operations Manager for the first time.

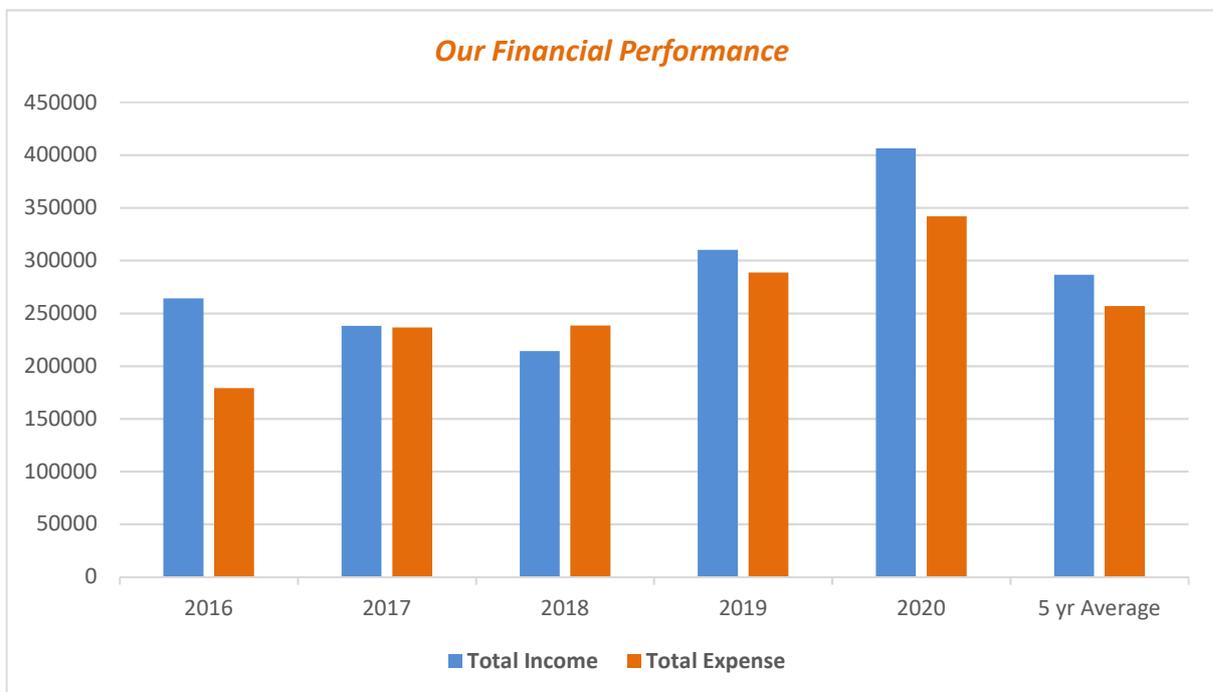
### Where does our money come from?



### Where does our money go?



### Our Financial Performance



**Statement of Profit or Loss and Other Comprehensive Income  
for the Year Ended 31 December 2020**

	<b>2020</b>	<b>2019</b>
	\$	\$
<b>Revenue</b>	406,511	309,997
Accounting and audit fees	(5,175)	(4,275)
Computer, library and other equipment	(46,282)	(24,206)
Depreciation expense	(20,242)	(15,251)
Donations, gifts and contributions	(40,473)	(79,888)
Employee costs	(98,696)	(41,460)
General office expenses	(37,986)	(29,851)
Insurance expense	(12,253)	(11,819)
Subscriptions	(7,207)	(11,863)
Training and other staff costs	(32,855)	(30,512)
Travel expenses	(4,222)	(5,028)
Utilities and rates	(9,485)	(10,610)
Other expenses	(26,902)	(23,868)
	<b>(341,778)</b>	<b>(288,631)</b>
<b>Surplus before income tax expense</b>	64,733	21,366
Income tax expense	-	-
<b>Surplus after income tax expense for the year attributable to the members of Summer Institute of Linguistics Australia</b>	64,733	21,366
<b>Other comprehensive income for the year, net of tax</b>	-	-
<b>Total comprehensive income for the year attributable to the members of Summer Institute of Linguistics Australia</b>	<b>64,733</b>	<b>21,366</b>

**Statement of Financial Position**  
as at 31 December 2020

	2020 \$	2019 \$
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	351,525	298,342
Trade and other receivables	15,269	18,686
Financial assets	100,000	100,000
Other assets	13,024	3,355
<b>TOTAL CURRENT ASSETS</b>	<b>479,818</b>	<b>420,383</b>
<b>NON-CURRENT ASSETS</b>		
Property, plant and equipment	65,816	49,425
<b>TOTAL NON-CURRENT ASSETS</b>	<b>65,816</b>	<b>49,425</b>
<b>TOTAL ASSETS</b>	<b>545,634</b>	<b>469,808</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Trade and other payables	13,953	5,217
Employee benefits	4,411	2,054
Other liabilities	4,000	4,000
<b>TOTAL CURRENT LIABILITIES</b>	<b>22,364</b>	<b>11,271</b>
<b>TOTAL LIABILITIES</b>	<b>22,364</b>	<b>11,271</b>
<b>NET ASSETS</b>	<b>523,270</b>	<b>458,537</b>
<b>EQUITY</b>		
Reserves	108,599	93,802
Retained earnings	414,671	364,735
<b>TOTAL EQUITY</b>	<b>523,270</b>	<b>458,537</b>

**Statement of Cash Flows**  
for the year ended 31 December 2020

	2020	2019
	\$	\$
<b>Cash Flows from Operating Activities:</b>		
Receipts from customers	412,903	292,902
Payments to suppliers and employees	(326,974)	-273,705
Interest received	3,887	7,322
<b>Net cash provided by/used in operating activities</b>	<b>89,816</b>	<b>26,519</b>
<b>Cash Flows from Investing Activities:</b>		
Payment for financial assets		55,000
Payments for property, plant and equipment	(36,633)	-10,744
<b>Net cash provided by/used in investing activities</b>	<b>(36,633)</b>	<b>44,256</b>
Net increase/decrease in cash and cash equivalents held	53,183	70,775
Cash and cash equivalents at beginning of year	298,342	227,567
<b>Cash and cash equivalents at end of financial year</b>	<b>351,525</b>	<b>298,342</b>

**Statement of Changes in Equity  
for the year ended 31 December 2020**

<b>2020</b>				
	<b>Retained Earnings</b>	<b>Plant replacement reserve</b>	<b>Designated funds</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Balance at 1 January 2020</b>	<b>364,735</b>	<b>49,426</b>	<b>44,376</b>	<b>458,537</b>
Surplus after income tax expense for the year	<b>64,733</b>			<b>64,733</b>
Other comprehensive income for the year, net of tax				
<b>Total comprehensive income for the year</b>	<b>64,733</b>			<b>64,733</b>
Transfer to/from reserves	<b>(14,797)</b>	<b>16,391</b>	<b>(1,594)</b>	
<b>Balance at 31 December 2020</b>	<b>414,671</b>	<b>65,817</b>	<b>42,782</b>	<b>523,270</b>
<b>2019</b>				
	<b>Retained Earnings</b>	<b>Plant replacement reserve</b>	<b>Designated funds</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Balance at 1 January 2019</b>	305,314	53,932	77,925	437,171
Surplus after income tax expense for the year	21,366	-	-	21,366
Other comprehensive income for the year, net of tax	-	-	-	-
<b>Total comprehensive income for the year</b>	21,366	-	-	21,366
Transfer to/from reserves	38,055	(4,506)	(33,549)	-
<b>Balance at 31 December 2019</b>	<b>364,735</b>	<b>49,426</b>	<b>44,376</b>	<b>458,537</b>

*Audited full financial statements are available on request.*



## World Relief Australia

**Summer Institute of Linguistics Australia** partners with the World Relief Overseas Aid Fund by acting as its agent for fundraising and the delivery of relief and development projects in developing countries.

**Summer Institute of Linguistics Australia** is a signatory to the World Relief Australia Code of Conduct.

<https://www.wra.org.au/>



**Summer Institute of Linguistics Australia** is a charity registered with ACNC (Australian Charities and Not-for-profits Commission)

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