



# North East Metropolitan Language Development Centre

Business Plan 2018-2020



Developing language. Building futures.

# North East Metropolitan Language Development Centre

**Our Vision:** To be an informed, dynamic and influential school that builds the foundations of language and communication for lifetime success.

**Our Motto:** Developing language. Building futures.

**The Department Values** - learning, equity, excellence and care guide everything we do.

**Our School Values** – Kindness, Respect and Doing Your Best strengthen student self-esteem, optimism and social responsibility.

The North East Metropolitan Language Development Centre (NEMLDC) is an Independent Public School providing specialised language programs to meet the individual learning and social needs of students from Kindergarten to Year 2 who have been identified as having a Developmental Language Disorder (DLD). To be considered for placement, students need to be living within the North East Metropolitan suburbs, provide a speech pathology and psychometric / developmental assessment and a completed teacher or carer questionnaire. A stringent selection process ensures places are offered to students who meet eligibility criteria and demonstrate both the highest need and strongest ability to successfully access the learning programs.

The West Australian Curriculum is delivered with an oral language focus to approximately 280 students by an interdisciplinary team of Teachers, Speech Pathologists and Support Staff, skilled in language development. Students develop the relevant skills, knowledge and language associated with all aspects of the Curriculum and the Early Years Learning Framework.

The NEMLDC, co-located on the West Morley and North Balga Primary School sites, provides a safe and welcoming environment where students, families and staff feel valued and respected. Families of students who attend the NEMLDC engage in their child's language development through participation in a range of parent workshops and opportunities to implement their skills. Parent participation is also encouraged through involvement with the P&C and School Board.

'Outreach' is a service offered by the NEMLDC, made up of a team of Speech Pathologists and Teachers who work with mainstream schools and staff across

the North East Metropolitan and Wheatbelt Education Districts, to build their capacity to cater for K-2 children with speech and language difficulties.

The Business Plan 2018 – 2020 and supporting Operational Plans, is premised on the Department strategic direction, 'High Performance-High Care' and the Delivery and Performance Agreement. The following documents provided the foundation for our reflection and planning.

- 2017 Department Educational Services Review Findings
- Self- assessment against the National School Improvement Tool
- Annual Department Focus documents
- School Improvement and Accountability Framework.

The Business Plan has been prepared in collaboration with Staff, School Community and the School Board. It articulates school direction, key priority areas and improvement targets to ensure we support and empower happy, successful learners through the implementation of evidence based language and literacy programs developed and delivered with the collaborative input of education and speech pathology staff.

With the endorsement of the school Board, we present the North East Metropolitan Language Development Centre Business Plan 2018 – 2020.



Lisa Gannon  
Principal



Glenn Stroud  
Board Chairperson

## Priority 1: Success for all students

FOCUS AREA	STRATEGIES	TARGETS
<p>1.1 Improve student outcomes by developing staff capacity to deliver the Western Australian Curriculum with an explicit oral language focus.</p> <p><b>Focus Curriculum Areas</b></p> <ol style="list-style-type: none"> <li>1. <b>English</b> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Grammar &amp; Vocabulary</li> </ul> </li> <li>2. <b>Maths</b></li> <li>3. <b>STEM</b></li> </ol>	<ul style="list-style-type: none"> <li>• Develop and implement Operational Plans for each curriculum area, with a focus on Oral Language</li> <li>• Development and implement a Scope and Sequence for each curriculum area, with a focus on Oral Language</li> <li>• Develop and implement a Curriculum Guide for Focus Curriculum areas.</li> <li>• Through the provision of collaborative DOTT staff engage in directed dialogue centred around pedagogy, planning and data to ensure whole school processes are embedded</li> <li>• Professional learning opportunities for all staff linked to school priorities and Focus Curriculum Areas</li> <li>• Prioritise Focus Curriculum areas</li> </ul>	<p>Reflection against the National School Improvement Tool in Domain 6 (Systemic Curriculum Delivery) indicates positive growth.</p> <ol style="list-style-type: none"> <li>1. <b>ENGLISH</b> <ul style="list-style-type: none"> <li>• All students to demonstrate a statistically significant increase in oral language performance during the LDC placement, as evidenced by the <b>CELF-5 Growth Scale Value</b> (2019 onwards)</li> <li>• To reduce the percentage of students falling within the high risk category on the <b>Dynamic Decoding Measures</b> (Years 1 &amp; 2)</li> <li>• To reduce the percentage of students falling within the high risk category on the <b>InitialLit Cumulative Screener # 4</b> (Pre Primary) to 10% or less from Term 1 – Term 4 each year</li> <li>• To reduce the percentage of students falling within the high risk category on the <b>Narrative Language Measures: Listening</b> (K-2) from Term 1 – Term 4 each year</li> <li>• To reduce the number of students in the high risk category on the <b>Narrative Language Measures – Reading</b> to 20% or less from (Yrs 1 &amp; 2; Term 1 – Term 4 each year)</li> <li>• For students to progress by one <i>Words Their Way</i> spelling stage during each year of placement in Years 1 and 2</li> <li>• For 80% of Year 1 &amp; 2 students to achieve an annual 20 point increase in their Brightpath assessment written narrative score</li> </ul> </li> <li>2. <b>MATHS</b> <ul style="list-style-type: none"> <li>• Y1 – 50% of students at stanine 6 or above in PAT maths</li> </ul> </li> </ol>

		<p>assessment</p> <ul style="list-style-type: none"> <li>• Y2 – 40% of students at stanine 5 or above in PAT</li> </ul> <p><b>3. STEM</b></p> <ul style="list-style-type: none"> <li>• 60% of students to achieve Satisfactory or higher on a moderated STEM task assessed using the ACARA judging standards rubric.</li> </ul>
<p>1.2 Provide a positive learning environment that supports student success.</p>	<ul style="list-style-type: none"> <li>• Whole school documented process for identification, tracking and follow up of students at risk</li> <li>• Establish and implement processes for management of non-academic domains (social, emotional, physical, developmental, behavioural, attendance, Aboriginal, EAL/D, CPS)</li> <li>• Implement the Response to Intervention model</li> <li>• Engage a collaborative interdisciplinary approach</li> <li>• Promote development of student wellbeing through mental health care</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students in RTI Tier 2&amp; 3 are making progress towards their goals, evident in pre and post assessments.</li> <li>• Reflection against the National School Improvement Tool in Domain 7 (Differentiated Teaching and Learning) indicates positive growth.</li> <li>• Decrease unauthorised absenteeism to 15%</li> <li>• Increase % of students achieving often and above in their Personal Development and Learning Behaviours. (Attitude, Behaviour and Effort and Personal and Social Learning)</li> </ul>

## Priority 2: Developing quality teaching and effective leadership

FOCUS AREA	STRATEGIES	TARGETS
<p>2.1 Improvement in school and staff performance and development.</p>	<ul style="list-style-type: none"> <li>• Support and build staff capacity against relevant standards through:               <ul style="list-style-type: none"> <li>○ Performance management &amp; development</li> <li>○ Self-reflection, peer observation and feedback</li> </ul> </li> <li>• Share teacher expertise through directed collaborative opportunities</li> <li>• Professional Learning aligned to system and school strategic priorities</li> <li>• Induction process for new staff and new roles</li> <li>• Distributed leadership with defined roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection against National School Improvement Tool in Domains 3 (A Culture That Promotes Learning) and 5 (An Expert Teaching Team) indicate positive growth.</li> <li>• Biannual surveys – improvement in rating across all areas.</li> <li>• National Quality Standards Domain 7 – Leadership &amp; Service Management – meet the requirements of this domain</li> </ul>
<p>2.2 Develop a data literate staff to direct learning and focus planning.</p>	<ul style="list-style-type: none"> <li>• Scheduled review and planning for school improvement against the National School Improvement Tool</li> <li>• Ensure Department Strategic direction and Focus priorities are understood and embedded in school planning</li> </ul>	<ul style="list-style-type: none"> <li>• School performance levels are increasing (self-assessed)               <ul style="list-style-type: none"> <li>○ Department Strategic Direction documents</li> <li>○ domains of the School Improvement Tool</li> <li>○ National Quality Standards</li> <li>○ Business plan</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• A whole school approach to assessing and monitoring student learning</li> <li>• Whole school assessment schedule</li> <li>• Common assessment tools and moderation processes</li> <li>• Data (academic and non-academic) informs planning and teaching</li> <li>• Impact Mentors support collaborative analysis and planning through disciplined dialogue</li> <li>• Effective handover of data at transition points</li> <li>• Professional Learning to develop staff data literacy</li> <li>• Distributed leadership of data review</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection against Domain 2 of the National School Improvement Tool (Analysis and Discussion of Data) indicates positive growth.</li> </ul>

## Priority 3: Relationships

FOCUS AREA	STRATEGIES	TARGETS
<p>3.1 Create and maintain a positive school and community relationship.</p>	<ul style="list-style-type: none"> <li>• Timely and ongoing communication of class, school and community events using a range of mediums.</li> <li>• Provision of quality learning for parents to support student outcomes</li> <li>• Survey parents and staff to inform school improvement agenda.</li>   <li>• Support the P&amp;C in building their profile within the school community</li> <li>• Develop and maintain community partnerships to enhance school programs</li> <li>• Develop an advocacy plan that promotes and raises awareness to the community of the LDC and services it provides</li> <li>• Maintain a flexible class structure in response to enrolments</li> <li>• Outreach to build the capacity of mainstream schools to cater for children with speech and language difficulties from K-2 with a focus on transfer to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection against the National School Improvement Tool in Domain 9 (School – Community Partnerships) indicates positive growth.</li> <li>• Positive feedback for parent workshop surveys</li> <li>• Biennial School Survey – Parent results confirm 85% agreement               <ul style="list-style-type: none"> <li>○ The school takes parent opinions seriously</li> <li>○ The school has a strong relationship with its school community</li> </ul> </li> <li>• Increase P&amp;C membership by 20% per year (5 in 2017)</li> <li>• 100% of services engage in support to develop understanding of LDC and referral processes</li> <li>• 80% of schools and or teachers who received an Outreach service rate ‘impact on practice’ as significant or higher</li> </ul>
<p>3.2 Develop effective governance to influence and shape the strategic direction of the school</p>	<ul style="list-style-type: none"> <li>• Review and align Charter to Departmental documentation</li> <li>• Scheduled review of the implementation of the Business Plan and delivery of the Board Charter</li> <li>• Induction for all new Board members</li> <li>• Provide community updates through a range of media.</li> <li>• Elevate community understanding of the roles and responsibilities of the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Board self-assessment to demonstrate 90% positive response</li> <li>• Measure and improve upon community understanding of School Governance through the biennial school survey.</li> </ul>