



# Annual Report 2018



North East Metropolitan  
LANGUAGE DEVELOPMENT CENTRE  
*Developing language. Building futures.*



North East Metropolitan  
**LANGUAGE DEVELOPMENT CENTRE**  
Developing language. Building futures.

**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

**Our School Values**

Kindness, Respect, Doing Your Best

We are guided by The Department Values of learning, equity, excellence and care.

**School Context**

The North East Metropolitan Language Development Centre (NEMLDC) is an Independent Public School providing direct and indirect 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).

The West Australian Curriculum is delivered with an oral language focus by an interdisciplinary team of Teachers, Speech Pathologists and Support Staff, skilled in language development. Collaboratively developed oral language and literacy programs are delivered using evidence base programs and the explicit teaching model, in order to maximise the learning outcomes of students. 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.

To be considered for placement within our direct service, students need to be living within the North East Metropolitan suburbs, meet eligibility criteria and demonstrate both the highest need and strongest ability to successfully access the learning programs.

'Outreach,' our indirect service, is 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.

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# Principal: Lisa Gannon

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On behalf of the School and Board, I am pleased to present the North East Metropolitan Language Development Centre 2018 Annual Report.

In 2018, the NEMLDC commenced with 277 students with Developmental Language Disorder (DLD) enrolled in Kindergarten to Year 2 at the 2 campuses. 124 students exited to 71 mainstream schools, most at the end of the year.

New staff, including 4 graduates, were provided an intensive induction program. Throughout 2018 extra staffing time was allocated to enable collaborative planning, provide more in-class support and provide direct Speech Pathology intervention programs. The school elected to merit select and appoint a permanent School Psychologist, Bradley Calamel.

We recognise and value the support and partnership of our parents in the educational development of their children. The school hosted numerous day and evening workshop opportunities for our parents across both sites. The sessions focused on working with parents/caregivers to increase their understandings of the oral language areas and to support their ability to develop their children's skills within the home.

Our partnership with Curtin University has continued, with Brooke Sanderson, Director of Fieldwork - Speech Pathology an active Board member, accepting another 3-year term on our School Board. Further to this, the school has formed new partnerships with ECU, Murdoch and TAFE.

Outreach, supported approximately 130 public primary schools with a focus on improving oral language for K-2 mainstream students. The emphasis was on sustainable capacity building of teacher, school and system to deliver high quality learning opportunities. A report of this service is included.

In 2018, nine speech pathology students from Curtin completed practicums in the NEMLDC, supervised by LDC Speech Pathologists, with a further ten Curtin students completing their practicums in mainstream schools with supervision from our Outreach Speech Pathologists.

To address key strategies within the Business Plan, the School provided staff collaborative communities and a new structure of distributed leadership with training and direction to support these new leaders. The Western Australian Curriculum was fully implemented with students assessed and provided standardised reports as well as the informative NEMLDC progress reporting grids. The evidence-based InitialLit program commenced in our pre-primary year with pleasing results, included in the report. A focus on developing staff data literacy to ensure that data is interrogated with rigour and used to develop and drive targeted programs saw staff planning and comparing assessments and outcomes collaboratively.

It has been an absolute pleasure to work with an incredible staff, dedicated and professional; with the support and direction of a focused, influential School Board and an enthusiastic P&C. We bring to you our 2018 achievements, highlights and progress in the areas of school and student performance and resource management. The report demonstrates our focus upon planning for improvement and the commitment of the staff and community to ensure we are meeting the needs of our students.



Lisa Gannon  
Principal  
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# School Board Chair: Glenn Stroud

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The year commenced with 4 new Board members, 3 parents and 1 staff member, with a second staff member joining the Board half way through the year, backfilling a member on leave. All new Board members participated in the Board induction modules provided by the Department.

In 2018, the Board worked with the School to finalise and endorse the 2018 – 2020 Business Plan. From there, Board discussions were centred around the Business Plan, with the Board provided a scheduled presentation report from key staff members on the progression of the Business Plan at each meeting, with opportunity to question and discuss progress and implementation. The Board was also provided a Principal's Report at each meeting, which reported and outlined updates on the operational work toward the Business Plan.

Early in the year the Board charter was aligned with the Delivery and Performance Agreement and Education Act documents. A calendar was devised with items from the Charter and Business Plan scheduled for discussion.

Following survey feedback, the Board endeavoured to provide community with a greater understanding of their function with regular web, newsletter and assembly updates. We will be continuing our work in this area.

We thank the following members of the School Board for their commitment and contribution in 2018.

<b>Chair</b>	Glenn Stroud	Former parent
<b>Parent</b>	Adrian Boeing Moones Mohebati Emma Doritich	Parent (NB) Parent (WM) Parent (WM)
<b>Community</b>	Brooke Sanderson Nadia Maso	Curtin University Independent Education Consultant
<b>Staff</b>	Lisa Gannon Denise Grassi Laura Glisson Anna Taylor	Principal Deputy Speech Pathologist T1 &2 Speech Pathologist T3 &4

It is with pleasure that with the endorsement of the School Board, we present the 2018 Annual School Report.



Lisa Gannon  
**Principal**  
April 2019



Glenn Stroud  
**Board Chair**  
April 2019

# P&C President: Vicky Bovenkerk

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On behalf of the current P&C committee and members, we would like to thank and acknowledge the 2018 President, Mrs Katerina Gerace and committee members, Tania Maitre, Danelle Schaeffer and Yvonne Caffieri, who led the dedicated P&C through 2018 fundraising and support for the school. This included 2 big events which the kids loved and had so much fun with, Superhero lap-a-thon and Graduation Disco. The P&C also ran a cake stall at the faction carnival, a Mother's Day Stall and an Easter chocolate raffle.

The P&C donated \$8000 to the school, which was used to have a Bike track built at North Balga and a contribution toward an undercover area for the Pre-primary playground at West Morley. We sincerely thank the P&C for their hard work across the year and the NEMLDC families for their support.

*Vicky Bovenkerk*  
**2019 P&C President**

## READING THE REPORT

Progress toward targets and recommendations has been presented throughout the report using the system below. Information to demonstrate the progress has been provided using quantitative and qualitative data.

### KEY

Status	Interpretation	Actions
	Target met	Maintain or improve result
	On track to meet target	Continue to implement improvement strategies
	At risk	Review strategies and develop an action plan
	Data unavailable	Collect /analyse data

# IPS Review Recommendations

In 2017, the Department of Educational Services (DES) team reviewed the school’s performance against the 2015 – 2017 Business Plan. The 2018 Annual Report outlines how these recommendations have been progressed, with a summary provided below.

A full report of the Review findings is available on our school website and on Schools Online.

Progress against IPS Report Recommendations for Improvement	Status
A whole – school approach to planning involving all staff.	
The development of a business plan that links the long-term strategic approach for the centre with measurable improvement targets across curriculum and non-academic areas that can demonstrate improved student learning.	
The development of a whole-school approach involving all staff in planning, pedagogy and assessment to enable longitudinal monitoring of student learning across all areas of the curriculum.	
Full implementation of the Western Australian Curriculum and Assessment outline in Humanities and Social Science, Health and Physical Education, Mathematics and Science is required.	
The establishment of procedures to ensure continuous processes are in place for rigorous and ongoing self-assessment to verify the performance of the centre.	
Developing the workforce plan as outlined in the DPS, detailing future staffing needs at each campus and within the state-wide outreach service	
The induction of all Board members through the Department of Education program and that consideration be given to an Induction program and what it means to be a Board member at the centre.	
All members and staff to participate in professional learning on developing an effective business plan.	

# Delivery and Performance Agreement

The Delivery and Performance Agreement (DPA) sets out the performance and accountability expectations of the school; and the resources and support supplied by the Department of Education was presented to the Board in May 2018. The School Board reviewed their Charter ensuring all elements of the DPA were reflected and that items to be provided to the Board for review and monitoring were scheduled into the Board’s forward planner.

Information relating to each of the 6 areas below is provided within the specific area of this report.

Performance and Accountability Expectations	Status
1. School Boards (BP 3.2)	
2. The Business Plan	
3. Teaching and Learning Programs (BP 1.1)	
4. Resourcing and Support	
5. Student Performance Monitoring (BP 1.1 / 2.1 /2.2)	
6. Compliance with System Requirements	

## Targeted Initiatives

Initiative	Expectations	Status
Speech and Languages Learning Difficulties	<ul style="list-style-type: none"> <li>Provide access and support to teachers who teach K-3 students who have speech and language learning difficulties</li> <li>Ensure support officers deliver professional learning and advice for classroom teachers</li> <li>Maintain contact with the schools in their districts to ensure they are made aware of the support available.</li> </ul>	
Level 3 Classroom Teachers Additional Teacher Time	<ul style="list-style-type: none"> <li>Each school is required to use the funding to provide the equivalent of one half day a week, for one of the school's Level 3 classroom teachers to mentor, teach and share their knowledge about classroom teaching practice with other teachers at their school.</li> <li>This initiative is provided to eligible schools in addition to the Level 3 Classroom Teachers Additional Teacher Time initiative.</li> <li>Schools receiving both of these initiatives will receive allocations totalling 0.2 FTE, providing funding for one full day a week for a teacher.</li> </ul>	1.1
Low Proportion of Level 3 Classroom Teachers	<ul style="list-style-type: none"> <li>Schools can decide whether one or more of their Level 3 classroom teachers mentor, teach and share their knowledge about classroom teaching practice with other teachers at their school.</li> </ul>	1.2
School Psychologists - IPS Flexibility	<ul style="list-style-type: none"> <li>Ensure that all funds provided by this initiative must be expended and used only to employ a school psychologist</li> <li>Prepare and implement a distinct service plan that captures agreed outcomes that have been negotiated with the appointed school psychologist. The service plan should outline the identified needs of the school and include a resource plan that outlines the skill sets required of the school psychologist to meet these needs.</li> </ul>	
Mental health programs	<ul style="list-style-type: none"> <li>Allocation of .1 of a level 3 teacher to lead and implement mental health outcomes within the school.</li> </ul>	1.2



# Business Plan

The 2018 – 2020 Business Plan, prepared in collaboration with Staff, School Community and the School Board was finalised early in Term 1, 2018.

The Business Plan and supporting Operational Plans, are 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 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.

The first year of progress toward the targets, implementation and delivery of the Business Plan is outlined in the following pages, through qualitative and quantitative data, with a progress summary provided below.

The plan consists of three priority areas and six supporting focus areas.

Summary: Progress against Business Plan	Status
<b>Priority Area 1: Success for all students</b>	
<b>Focus 1.1:</b> Improve student outcomes by developing staff capacity to deliver the Western Australian Curriculum with an Oral Language Focus. Curriculum Focus Areas - English, Mathematics, Stem	
<b>Focus 1.2</b> Positive Learning Environment	
<b>Priority Area 2: Developing quality teaching and effective leadership</b>	
<b>Focus 2.1</b> Focus on Staff and School Improvement	
<b>Focus 2.2</b> A Data Literate Staff	
<b>Priority Area 3: Positive Relationships</b>	
<b>Focus 3.1</b> Creating school and community relationships	
<b>Focus 3.2</b> Developing effective governance	

# Priority 1: Success for all Students

## FOCUS 1.1 IMPROVE STUDENT OUTCOMES BY DEVELOPING STAFF CAPACITY TO DELIVER THE WESTERN AUSTRALIAN CURRICULUM WITH AN EXPLICIT ORAL LANGUAGE FOCUS.

TARGET: Success for all Students 1.1	Status
Improve student outcomes by developing staff capacity to deliver the Western Australian Curriculum with an explicit oral language focus.	

During 2018 significant progress has been achieved in developing our capacity as a school in delivering the WA curriculum for the seven curriculum areas of English, Mathematics, Science, Humanities and Social Science (HASS), Health and Physical Education, Technologies and The Arts. Curriculum teams have been established ensuring representation from each year level in each team. Curriculum leaders were appointed to lead the teams and to support the school's distributed leadership initiative. Guidelines were established explaining the roles, responsibilities and expectations of the curriculum teams and curriculum leaders, including timelines for development and review of the curriculum documents.

Through this process all teaching staff, administration and Speech Pathologists have participated in the development of Operational Plans, Guidelines and Scope & Sequence documents for each curriculum area. Targets were established for each curriculum area. Teams decided on whole school assessment tasks. With all students in a given year level completing the same assessment tasks, staff were able to discuss, moderate and make judgements of student achievement against the WA Curriculum standards. In Term 4, following assessment, curriculum leaders and team members were able to present the data to all staff for analysis. Analysis of this data enabled the teams to review progress, look for specific areas of difficulty and establish new overarching targets and strategies for 2019.

### 1.1 Actions for 2019:

- 2018 was our first full year of implementing all curriculum areas. Having now used the curriculum documents and having sought review from staff, many of the documents will require significant review and redevelopment to meet the specific language needs of our students with Developmental Language Disorder. This will be a priority focus for 2019.
- Collaborative DOTT was established in 2018 to allow teachers of each level to meet and discuss issues relevant to each specific year level. During collaborative meetings teachers discussed whole school assessment tasks and moderated the results of these. During 2019 a focus will be on ensuring all curriculum area plans are discussed to ensure whole school processes are embedded.

## CURRICULUM FOCUS AREAS: ENGLISH, MATHEMATICS, STEM

Success for all Students	Status
Curriculum Focus Areas based on data collected: Priority areas of English, Mathematics and STEM	

Priority curriculum areas of English, Mathematics and STEM were established in 2018. Extra funding was provided to each of these targeted areas. This funding enabled these curriculum teams to meet with advice from Teacher Development School (TDS) staff and other specialised staff to assist with the development of school planning documents. Funding also provided resources to support the implementation of the programs. Implementation and achievement of curriculum area targets are outlined in the following Curriculum Area reports.

## English Curriculum Area

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The WA English curriculum is built around three inter-connected strands that support a student's ability to use and understand English: Language, Literature and Literacy.

The NEMLDC focuses on the development of oral language skills, which provide the basis for literacy, social and academic skills. To build a strong oral language foundation, explicit instruction in the areas of semantics, grammar, comprehension, phonological awareness and narrative is provided daily.

Current research from speech pathology and educational disciplines informs program delivery, target setting and classroom pedagogy to improve student success in language and literacy. Collection of data in each language area informs decision making regarding planning and student support, as well as providing insight into areas that are working well and those that require improvement.

In 2018 the English Committee introduced a range of initiatives, including the:

- introduction of the CUBED Narrative Language Measures (NLM) and Dynamic Decoding Measures (DDM) progress monitoring assessments to track progress in the areas of oral narrative and foundation literacy skills, and drive the delivery of the tiered intervention model across the school;
- introduction and delivery of InitialLit across six Pre-primary classrooms;
- stock take, restructure and further resourcing of the NEMLDC whole-school home reading program to ensure synchronicity with the school's approach to literacy instruction;
- installation of JunoFront Row sound field systems across twenty classrooms; and
- professional learning sessions for staff focused on building teacher knowledge and skills in teaching vocabulary across the curriculum.

In Term 4 2018 staff participated in extensive data analyses to evaluate whole school progress towards the oral language and literacy targets outlined in the NEMLDC 2018-2020 Business Plan. A Traffic Light system was adopted as a visual cue of performance against each target.



Target 1	Status
All students to demonstrate a statistically significant increase in oral language performance during the LDC placement, as evidenced by the CELF-5 Growth Scale Value (2019 onwards)	

The CELF 5 is a standardised speech pathology assessment that helps to identify language strengths and weaknesses in children. It is administered to all students exiting the Centre each year and can be used to compare a student’s performance on the test to that of other children the same age. From the assessment a Core Language Score is derived. This provides a measure of general language ability and can be used to evaluate the overall language performance of exiting students.

Figure 1 demonstrates that:

- 39% of students exiting the school achieved scores within the average, or above average, range. These students performed similarly to a group of children of the same age on the test; and
- 9% of exiting students achieved scores within the severe, or profound, range of functioning. These students performed significantly below a group of children of the same age on the test.

A comparison of Core Language Scores achieved by the 2017 and 2018 cohorts showed that a greater number of students exited school in 2018 with average or above skills, or with mild oral language difficulties (Figure, 2). In 2018, the percentage of students leaving the Centre with severe or profound difficulties reduced by 17%.

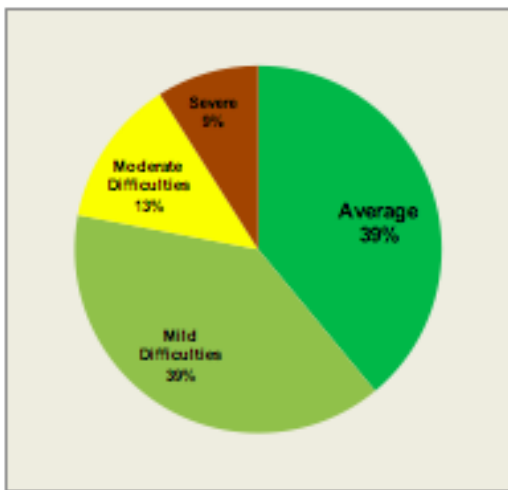


Figure 1: 2018 Core Language Score Summary

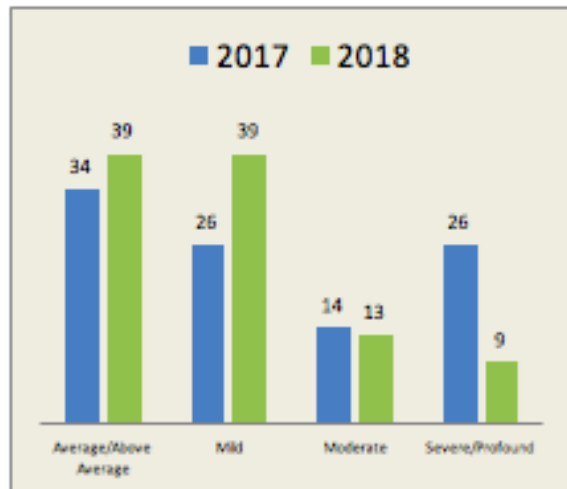


Figure 2: 2017 – 2018 Comparison

Target 2	Status
To reduce the percentage of Years 1 & 2 students falling within the high-risk category on the Dynamic Decoding Measures DDM	

The DDM is a tool that measures and tracks progress in specific skills related to, or reflective of decoding and decoding related skills. Decoding is the ability to apply knowledge of letter-sound relationships to correctly pronounce written words. Proficiency in decoding fosters the ability to recognise familiar words quickly, and to figure out words not seen before. It is an essential foundation skill for the development of reading.

Skills assessed include:

- phonemic awareness;
- word identification; and
- decoding of CVC (e.g. pet), CCVC (e.g., trap) and words with a split vowel spelling (e.g. bite).

In 2018 the DDM was administered to students in Years 1 and 2 in Terms 1, 2 and 3. Test scores were analysed and used to place a student’s performance against what is considered the benchmark (i.e. desired level of performance for the cohort).

Regular assessment enabled longitudinal monitoring of student learning. Students at risk, or those not responding to intervention, were identified through the data and received additional support.

Analyses of cohort data for Years 1 and 2 showed that the percentage of students within the high risk category reduced from Terms 1 to 3 on all subtests of the DDM. A selection of the test results is presented in Figures 3 and 4.

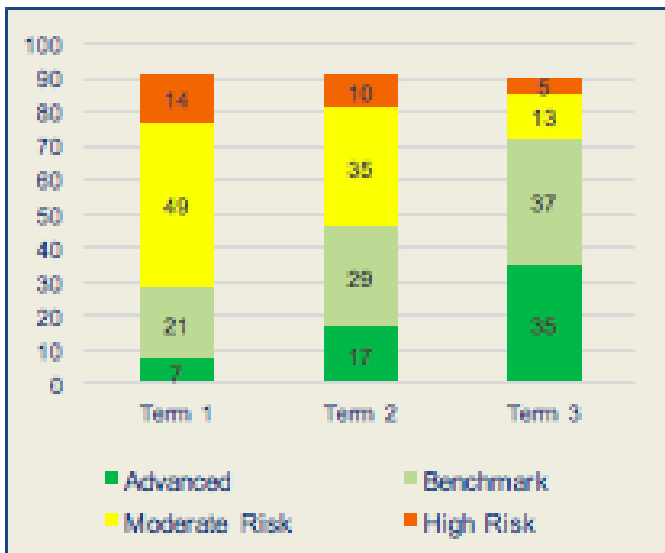


Figure 2: 2017 – 2018 Core Language Score Comparison

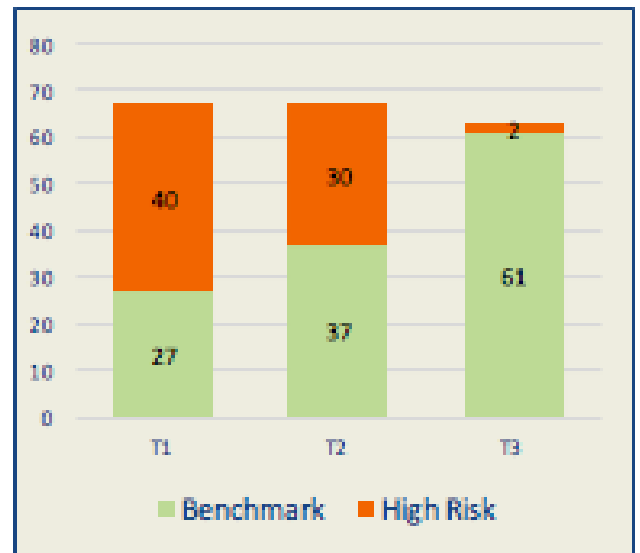


Figure 3: 2018 Year 1 DDM Phoneme Segmentation

Target 3	Status
To reduce the percentage of Pre-primary students falling within the high risk category on the InitialLit Cumulative Review # 4 to 10% or less	

In 2018 Pre-primary classes commenced the implementation of InitialLit, an evidenced-based whole-class early literacy intervention program. InitialLit provides students with the essential core knowledge and skills to become successful readers and writers. The program was selected for implementation within the NEMLDC because it incorporates a synthetic approach to the teaching of phonics using an explicit and effective teaching framework. Built into the program are regular assessments, which allows for ongoing and close monitoring of students.

In addition to multiple progress monitoring assessments, cumulative reviews were administered throughout the year. The final cumulative review was administered in Term 4. On this assessment 27% of students achieved an overall score within the high risk range of functioning for reading words.

Implementation of Initialit will commence in Year 1 in 2019 and Year 2 in 2020.

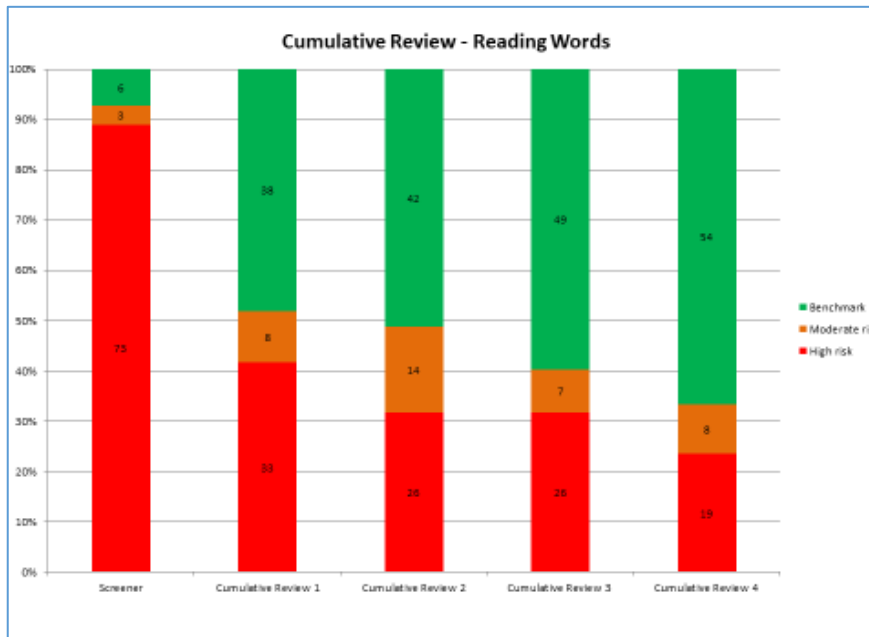


Figure 4: 2018 Pre-primary Final Cumulative Review – Reading Words

Target 4	Status
To reduce the percentage of students falling within the high risk category on the Narrative Language Measures: Listening from Term 1 – Term 4	

The NLM Listening is a tool that measures and tracks progress a student’s ability to understand and produce stories. Specific skills assessed include:

- listening retell skills;
- listening comprehension (story and vocabulary questions); and
- personal generation.

Figure 6 indicates that 34% of students in Kindergarten achieved scores on the NLM Listening in the high-risk range. As the test does not provide a benchmark for the Term 2 assessment, a comparison between Terms 2 and 3 could not be made.

Figure 7 indicates that the number of students achieving scores within the high-risk range fell for the Pre-primary and Years 1 and 2 cohorts. Future targets will aim to further reduce the percentage of students in the high-risk range, as oral narrative continues to present as an area of relative weakness for students.

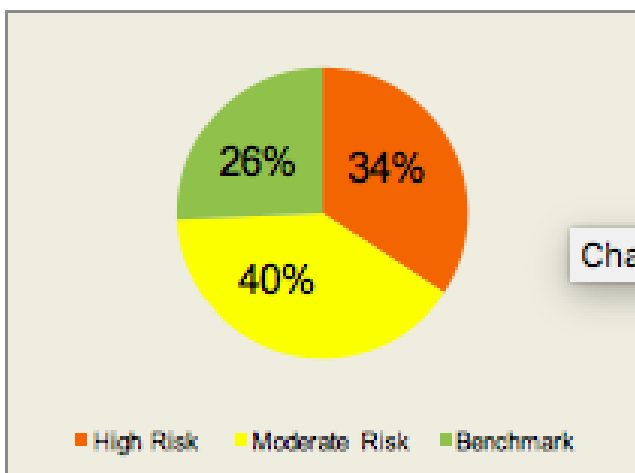


Figure 6: Kindergarten 2018 NLM Listening Results

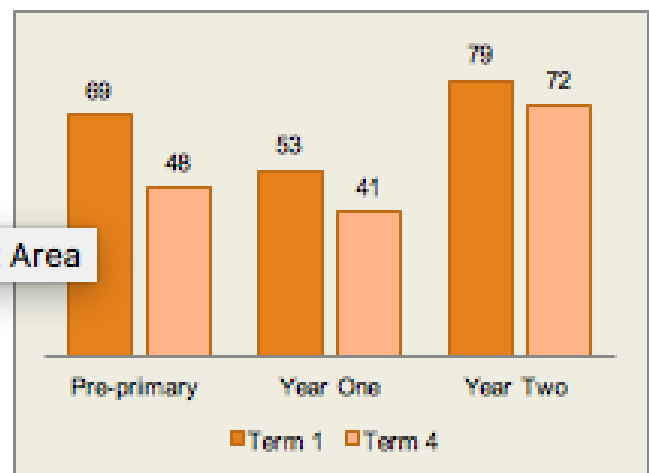


Figure 7: Number of students in the high risk range on the NLM Listening Term 1 – Term 4 2018

Target 5	Status
To reduce the number of Year 1 and 2 students in the high risk category on the Narrative Language Measures – Reading to 20% or less	

The NLM Reading is a progress monitoring assessment that measures decoding fluency (rate and accuracy) together with reading comprehension. Students are required to read a short passage for one minute and answer story grammar questions relating to what they have read.

In Terms 1, 2 and 3 the assessment was administered to all students in Years 1 and 2.

Figure 8 shows that the percentage of Year 1 students within the high risk category reduced between Terms 1 and 3. Figure 9 shows that the percentage of Year 2 students within the high risk range increased between Terms 1 and 3. These results have been shared and discussed with staff. An action plan for improvement has been developed by the Year 2 collaborative team.

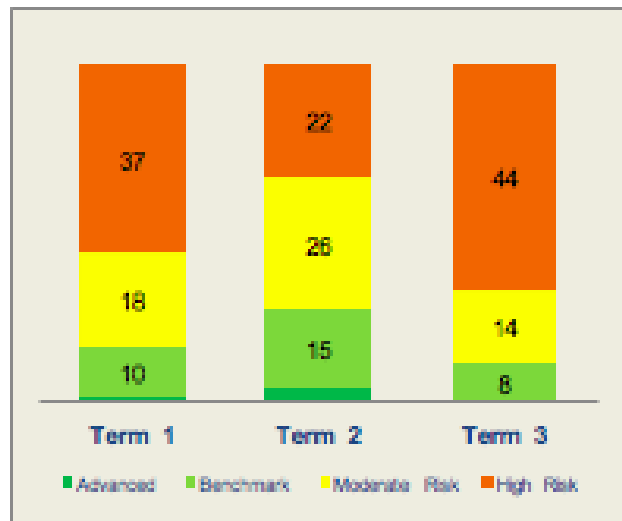
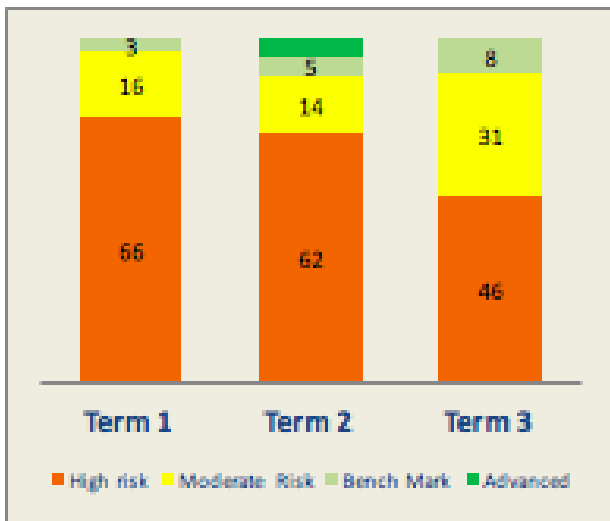


Figure 8: Year One 2018 NLM Listening Results



TARGET 6	STATUS
For students to progress by one Words Their Way spelling stage during each year of placement in Years 1 and 2.	

Words Their Way (WTW) Primary Spelling Inventory is a spelling assessment which evaluates students’ ability to write the letters, or combinations of letters, to represent the sounds they hear. The list of words in the inventory increase in complexity of the skills needed to spell. The assessment uses a Feature Guide to score students’ results which can be used to identify a Spelling Stage. There are five spelling stages which loosely correspond to school year levels:

- Emergent: Pre-primary to Year 1;
- Letter Name Alphabetic: Pre-primary to Year 2;
- Within Word: Year 1 to Year 4;
- Syllables and Affixes: Year 2 to Year 6; and
- Derivational: Year 5 to Year 6.

NEMLDC students from Pre-primary to Year 2 are assessed in Terms 1 and 4. Figure 10 shows the proportion of Year 1, Year 2 and the Total (combined Year 1 and Year 2) that progressed at least one WTW Spelling Stage between Term 1 and Term 4. In Year 1, 78.82% of students moved at least one stage and 69.35% of Year 2s progressed one or more Spelling Stage giving a total of 74.83% meeting the Business Plan target. These results suggest that the NEMLDC is on track to meet the target in 2019.

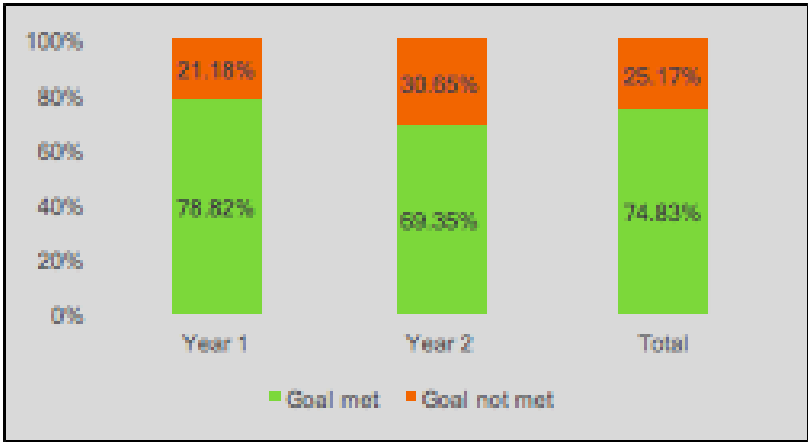


Figure 10: Proportion of Year 1 and Year 2 students progressing one or more WTW Spelling Stages from Term 1 to Term 4.

Target 7	Status
For 80% of Year 1 & 2 students to achieve an annual 20-point increase in their Brightpath assessment written narrative score.	

BrightPath is an online tool used by teachers to compare students’ work to a database of exemplars to determine a scaled score via teacher judgement. The tool is available for assessment of a variety of oral and written text genres, including written narrative. BrightPath was used to assess the written narrative samples of all Years 1 and 2 students in Terms 2 and 4.

Figure 11 shows the proportion of students who improved by 20 points using the BrightPath assessment tool. Of the data available, 78.75% of Year 1s (n= 80) and 66.15% of the Year 2s (n=65) improved by at least 20 points giving a total (n= 145) of 73.10% meeting the business plan target.

These results suggest that the NEMLDC is on track to meet the target in 2019.

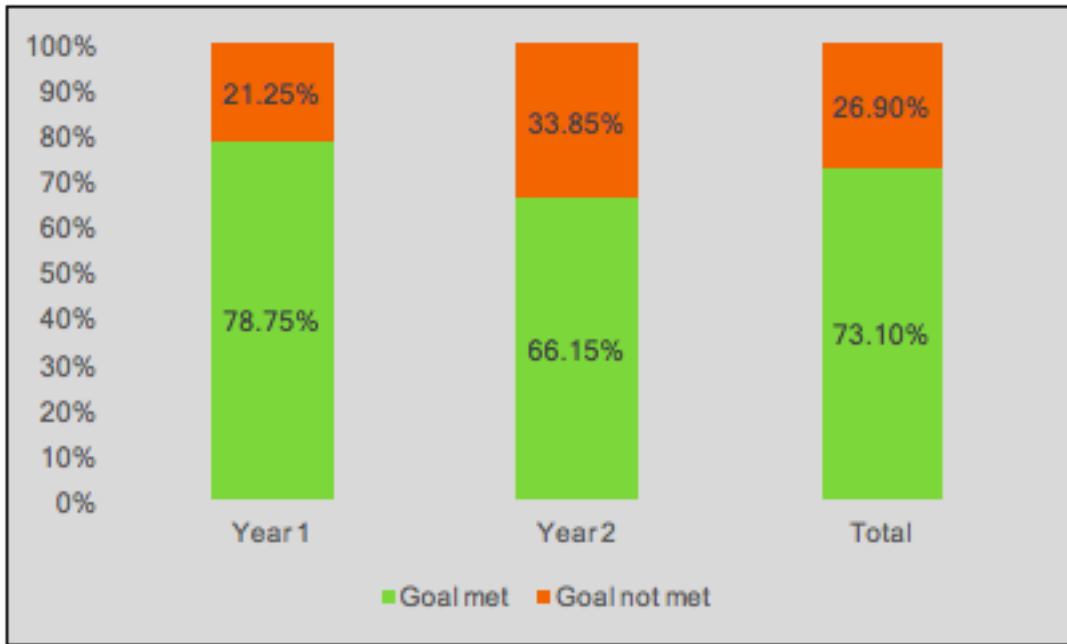


Figure 11: Proportion of Year 1 and Year 2 students improving their BrightPath written narrative by 20 points or more from Term 2 to Term 4.

## Mathematics Curriculum Area

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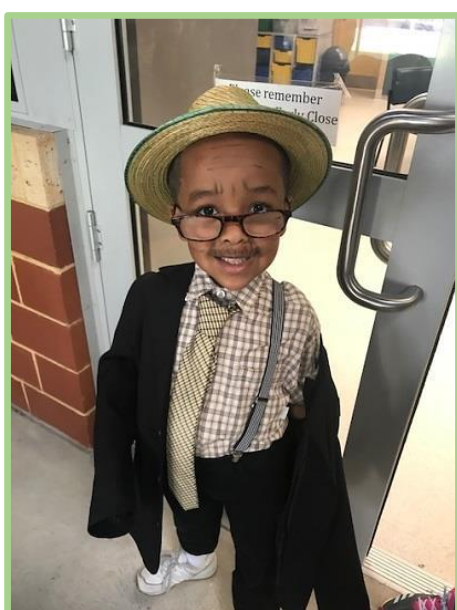
In 2018 the NEMLDC Maths Committee developed a whole school numeracy plan commencing with the development of an Operational Plan and Curriculum Guidelines. Year level scope and sequence documents were developed by the committee amalgamating content descriptors and elaborated skills from ACARA with links to Paul Swan planning documents, First Steps, NZ Maths, Queensland Maths and Connect resources to assist staff with planning. The Scope and Sequence is supported by a more detailed term by term planning document that includes the vocabulary that needs to be covered over the year.

Following an audit of current resources, committee members instigated discussion at year level collaborative meetings to identify required resources to ensure all classes had appropriate hands-on resources. The majority of the Mathematics allocated budget was spent purchasing year level maths kits for every classroom.

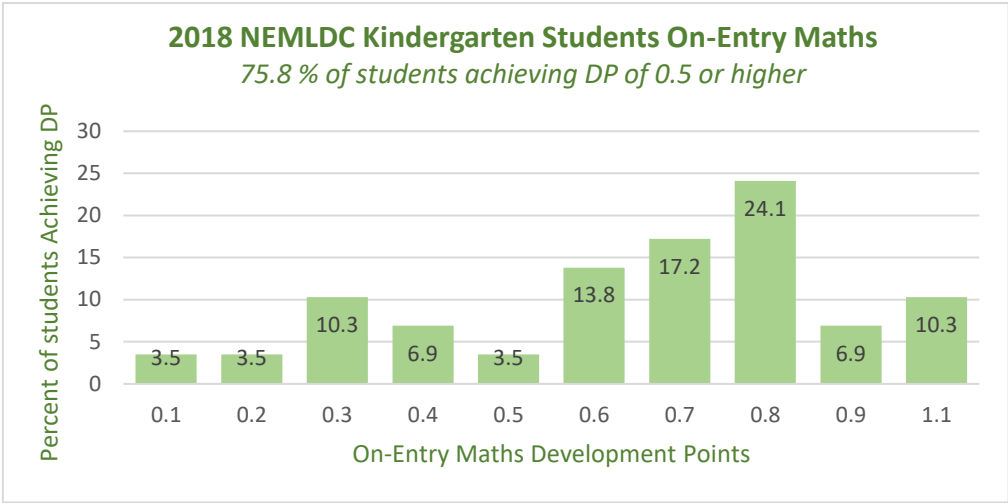
Student achievement was evaluated using On-entry Numeracy and PAT Maths assessment tools. Year level collaborative teams used First Steps moderation tasks to ensure consistency for reporting grades for Semester Reports.



*On July 26th the whole school participated in a dress-up and activity day for the 100 days of school. Classes engaged in a range of activities based around the number 100.*

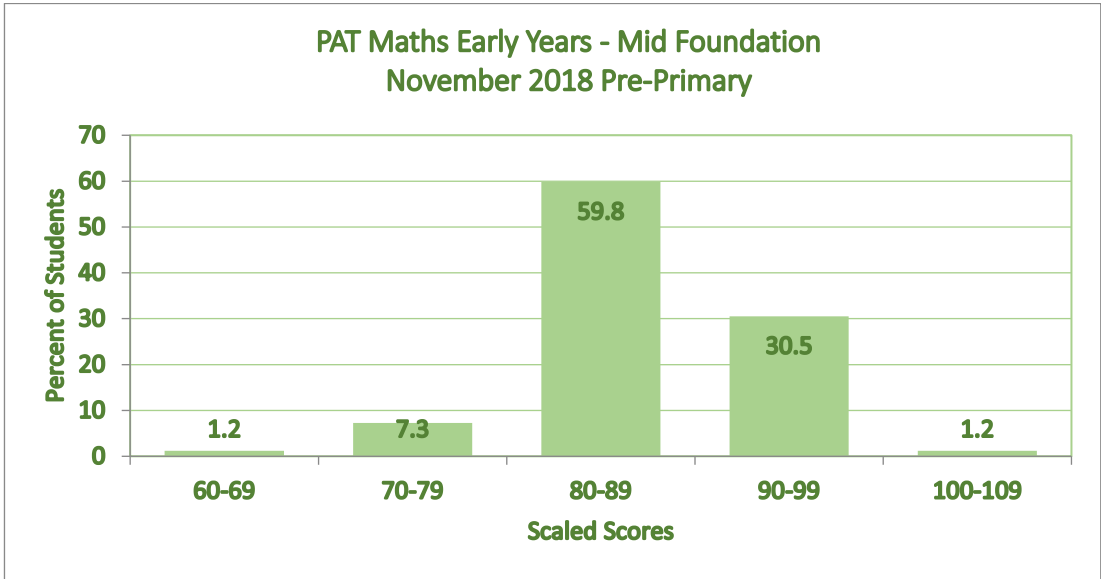


Mathematics Target: Kindergarten Students	Status
Kindergarten: On-Entry 30% students to be at least level 0.5	



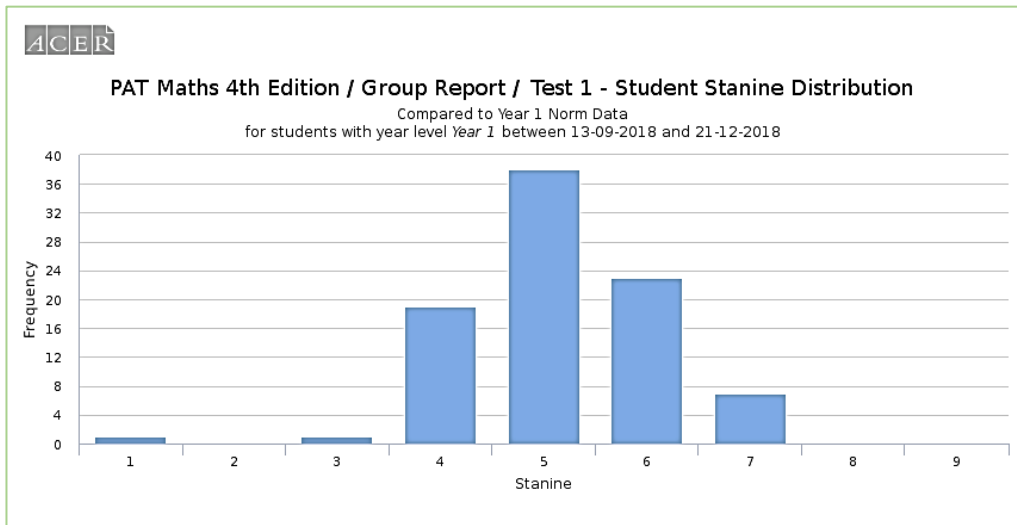
All NEMLDC Pre-primary students were assessed using the On-Entry numeracy assessment in March 2019. The graph above shows the results of the students who attended Kindergarten at NEMLDC in 2018. They are an indication of end of year achievement for the 2018 cohort of NEMLDC Kindergarten Students. 75.8% of students achieved an On-entry Development Point score of 0.5 or higher, thereby achieving the target.

Mathematics Target: Pre-primary Students	Status
Pre-Primary: PAT Maths Early Years Mid Foundation 70% of students achieving a scaled score of 80 or above.	



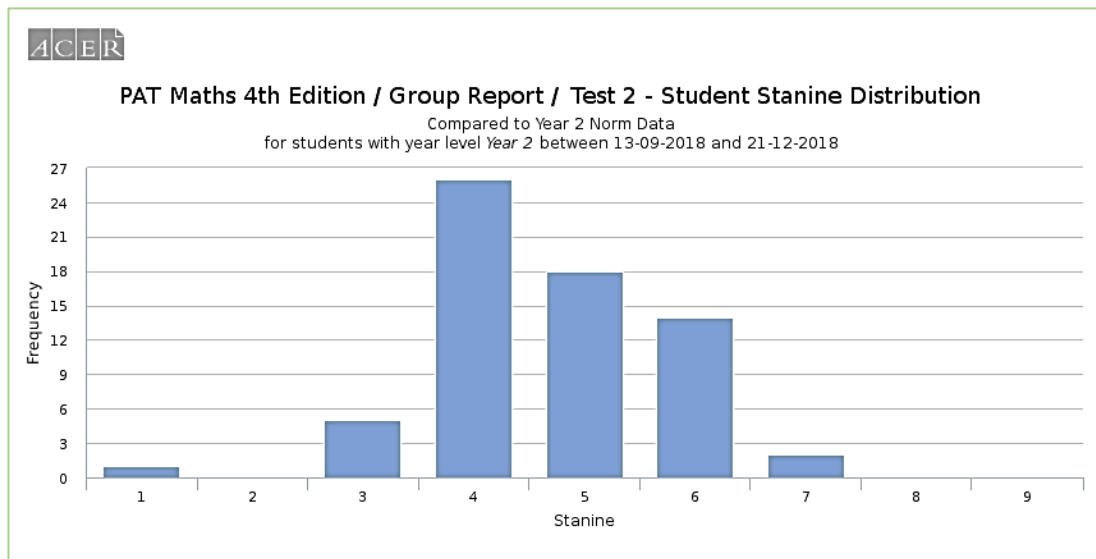
Pre-primary students were assessed using the PAT Maths Early Year Mid Foundation assessment in November 2018. Results show 91.5% of students achieved a scaled score of 80 or above thereby achieving the 2018 target.

Mathematics Target: Year 1 Students	Status
Year 1: PAT Maths 4th Ed 70% students 5th stanine or above	



Year 1 students were assessed using the PAT Maths 4<sup>th</sup> Edition Test 1 in October 2018. This is a standardized assessment and 77% of NEMLDC Year 1 Students achieved the 5<sup>th</sup> Stanine or above. The target was achieved.

Mathematics Target: Year 2 Students	Status
Year 2: PAT Maths 4th Ed 70% students 5th stanine or above	



Year 2 students were assessed using the PAT Maths 4<sup>th</sup> Edition Test 2 in October 2018. This is a standardized assessment and 51% of Year 2 Students achieved the 5<sup>th</sup> Stanine or above. For this assessment our target was not reached and this is an 'At Risk' area. Analysis of the data and the specific questions the students had difficulty with indicated that our students had the most difficulty with the more heavily language based questions. A target for 2019 will be to develop the language of maths across all year levels with a specific focus on the language describing the maths operations.

# Technologies Curriculum Area



STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

Through STEM, students develop key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy.



<https://www.education.wa.edu.au/what-is-stem->

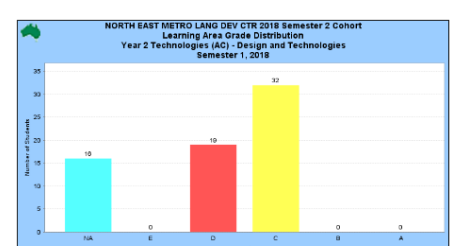
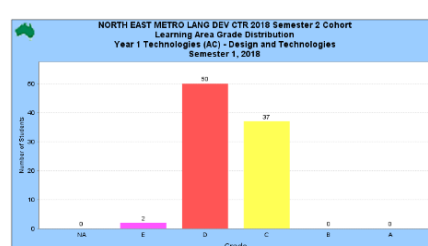
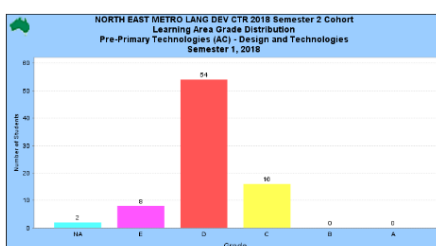
STEM is important for empowering our children with the skills required to adapt to our changing world.

STEM was a new area of focus for the LDC in 2018. Staff had been including many of the strategies and activities that are part of it in their teaching, but in a different way with a different focus. This required a shift in thinking and understanding about STEM. Towards the end of 2017 and in 2018 staff participated in Professional Learning sessions conducted by Scitech as well as by one of our staff members. Resources were sourced and purchased to allow for this area to be taught.

DLD students require support to use their social skills to work co-operatively and collaboratively on these projects. Their ICT, digital technology and fine motor construction skills need to be explicitly taught and supported as well. Some children found this area difficult, but others found it extremely motivating and it allowed them to demonstrate their skills in areas other than language. One of the most important factors of STEM is that it is motivating, creative, allows for higher level thinking skills and is FUN!

The Technologies curriculum area allows for the skills required in all STEM areas to be taught and demonstrated in “project” type activities. In 2018 the whole school taught and assessed our chosen Design and Technologies area of Food and Fibre Production in Semester 1 and Digital Technologies in Semester 2.

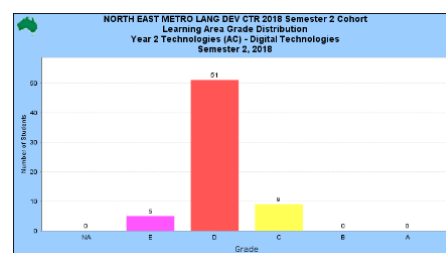
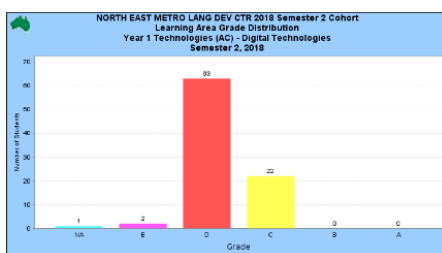
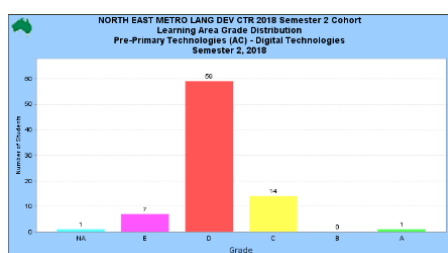
Each year level completed a moderation activity in Design and Technology adapted from the SCSA Judging Standards towards the end of Semester 1 and the results of these were moderated within the Year level collaborative meetings. These results were not collated in 2018, but the report results have been recorded instead. Our report grades for design and technology are below.



As you can see from our report results, we have not met our target of 60% or higher achieving satisfactory, in any year level, but the year 2s were much closer to it.

Technologies Target	Status
60% of students to achieve semester report grade of Satisfactory or higher.	

In Semester 2, we decided to come up with our own moderation activity, as opposed to the one suggested in SCSA Judging standards, based on the equipment our children had learned to use (bee bots) as we felt they had not had enough exposure to independent computer use to have that as assessment. All classes PP to Year 2 completed the same activity, but the Year 2s had an added component of taking their own photo/video evidence of the task. The children enjoyed coding their beebots and making them draw specific shapes. Report results are indicated below.



In digital technologies we fell far below our target of 60% achieving Satisfactory or higher in all year levels. As this was the first year digital technologies has been taught in WA some of this is due to lack of prior exposure of the students meaning that teachers were having to teach all skills right from the beginning stages. In 2019 we will ensure an integrated STEM project will be completed and the results collated so we can see if the STEM target of 60% satisfactory can be met, rather than it being just a technologies-based assessment.

Staff were happy with the children’s progress in 2018 and felt it was a great start to this new curriculum area & innovative STEM way of teaching, but feel we could come a long way in relation to the resources we need and staff training required in order to get this area running more effectively. We would like the two strands of technologies to be more integrated in future projects.

We want our students not to just be learning how to use technology but to be able to be users of technology to help them with their learning and demonstrate their understandings.



## Science Curriculum Area

2018 saw the full implementation of Science across all year levels at NEMLDC. The curriculum team planned priorities, set targets and ensured all year levels had the appropriate resources to implement the science program. The NEMLDC Science program is based on the Primary Connections Science program. Assessment was the result of moderated tasks set for each year level in each of the science strands. Data from 2018 Semester 2 reports indicates most students received an assessment of 'Limited Achievement'.

Year Level	Very Low	Limited	Satisfactory	High	Excellent
Pre-primary		65%	35%		
Year 1	3%	68%	29%		
Year 2		62%	36.5%		1.5%

Science Target	STATUS
To improve the percentage of students achieving a satisfactory (C Grade), increasing the average to a minimum of 30% of students (PP- Year 2)	

The target was achieved for Pre-primary and Year 2 students and was very close to being achieved for Year 1 students.

The Science Guidelines implementation timetables ensure each science strand (or topic) supports the language themes being covered by that year level so that vocabulary and language concepts are reinforced in language and science lessons.

## Health and Physical Education (H&PE) Curriculum Area

2018 saw the implementation of new programs, resources and ideas to facilitate the school target of delivering teaching and learning of Health and Physical Education in 100% of classes.

The trial morning fitness program proved a great success at the West Morley site, with 100% of classes participating in the daily sessions across the year. Staff feedback highlighted the benefits of the program, including: improvement in skill development; excellent student participation and involvement; increased student engagement in class; assisted assessment and reporting of physical education skills; and enjoyed by staff and students. The program will commence at the North Balga campus and continue at West Morley in 2019.

Both sites accessed specialist coaching and equipment in basketball, cricket and soccer, through the Sporting Schools Program. The funding also assisted with the purchase of new equipment to enable effective teaching of 10 sports in the Physical Education program. Lesson planning, specific to the NEMLDC, was provided to staff to further support implementation of the 10 sports.

The committee trialled a different structure to Sports Day and this proved to be another successful endeavour. In addition to the tabloid activities of previous years, competitive running races were held. Student involvement in running races supported elements of the NEMLDC Social Skills program and following the day, the feedback from students, staff and parents was positive.

Health and Physical Education Target	Status
100% of classes delivering explicit teaching of H&PE.	



## Humanities and Social Sciences (HASS) Curriculum Area

In 2018, our school HASS committee focused on the history and geography contexts of this learning area as we prepared for the full implementation of the Western Australian Curriculum. The History Curriculum has two strands: Historical Knowledge and Understanding, and Historical Skills. The Geography Curriculum encourages children to understand the importance of place and experience and react to a place and its features. Over the course of our children’s education, they will study history that is local, regional and global. The HASS committee worked to upskill staff in teaching and assessing HASS through professional development opportunities and facilitating assessment moderation tasks in our collaborative year level groups. We feel that we have made a good start in our HASS curriculum journey and acknowledge that it has been a steep but rewarding learning curve for all involved.



*Right: Year 1 and 2 students visited Kalamunda History Village to support understanding of HASS history context.*



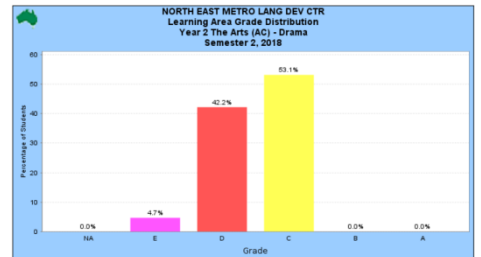
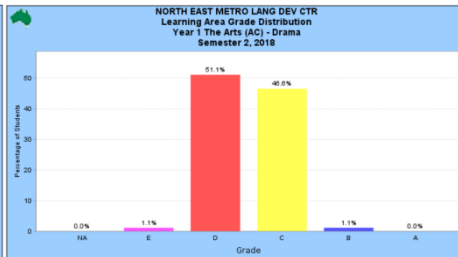
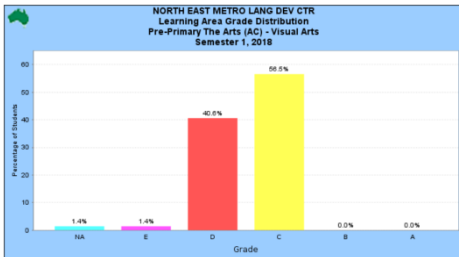
Humanities and Social Science (HASS) Targets	Status
100% of classes delivering explicit teaching of HASS	
100% of classes reporting on HASS in 2018	

Targets for the HASS curriculum area are on track to be achieved. 100% of classes reported on the HASS curriculum area in Semester 1 and Semester 2 2018. The HASS Scope and Sequence and Guidelines documents are being reviewed to give more direction in the delivery of explicit teaching of HASS.

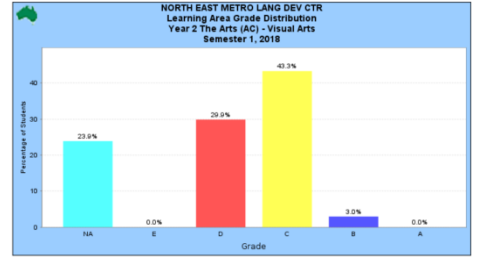
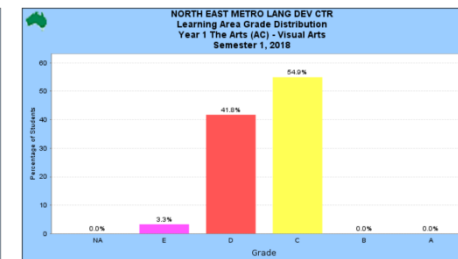
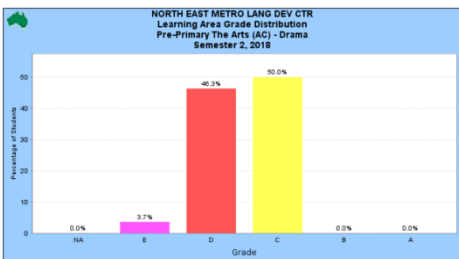
# The Arts Curriculum Area

The Arts curriculum was implemented in 2018 with Visual Arts being the focus for Semester 1 and Drama for Semester 2. Assessment was the result of moderated tasks set for each year level in each of the arts contexts. Data from 2018 Semester reports shows that many students received an assessment of ‘Satisfactory Achievement’.

## Visual Arts: Semester 1



## Drama: Semester 2



The Arts Targets	STATUS
100% of classes delivering explicit teaching of Visual Arts and Drama	
100% of classes reporting on The Arts in 2018	

Planning for the Arts during 2018 saw the development of an Operational Plan and draft Scope and Sequence and Guidelines documents. The Arts contexts of ‘Visual Arts’ and ‘Drama’ were reported on in Semester 1 and 2, but the specific guidelines for explicit teaching of The Arts is still developing. The Arts targets were partially met and we are continuing to implement improvement strategies.



## FOCUS 1.2 STUDENT SUCCESS

Targets	Status
100% of students in RTI Tier 2& 3 are making progress towards their goals, evident in pre and post assessments.	
Reflection against the National School Improvement Tool in Domain 7 (Differentiated Teaching and Learning) indicates positive growth.	
Decrease unauthorised absenteeism to 15%	
Increase % of students achieving often and above in their Personal Development and Learning Behaviours. (Attitude, Behaviour and Effort and Personal and Social Learning)	

Regular assessments across the language areas enabled longitudinal monitoring of student learning. Students at risk, or those not responding to intervention, were identified through the data and received additional support. Data included in the oral language section reflects improvement in the percentage of students within the high risk category.

All staff engaged in some self-reflection of this domain in 2017, a review of the domain by all staff in 2018 demonstrated significant positive growth.

Although we currently have an attendance rate that is above the state average, sitting at 92.6% our unauthorised absences in 2018 were at 27%. Much of these absences are due to families visiting their country of origin. We aim to reduce this to 15% by 2020 through continuing education of families on the long term effect of regular absenteeism.

At the end of 2018 staff reviewed the ABE (Attitudes, Behaviour and Effort) data for the first time. Across all year levels the target was met.

### Student wellbeing

A highlight of 2018 was receiving Federal Government funding to support mental health program delivery with our students. A level 3 teacher was funded 0.1 FTE to:

- Promote student wellbeing and provide opportunities for students to develop mental health knowledge, skills and competencies.
- Develop supports within our school community for engaging in mental health promotion, prevention, early intervention and case management responses that address mental health needs of students.
- Develop responses to mental health care that fit with our school context.

A range of teaching and non-teaching staff formed a committee to meet twice per term to review our program delivery and develop an Operational Plan to target student wellbeing. Focus areas included:

- Raise parent awareness and support LDC families with anxious children.
- Capacity building of staff to identify and support anxious LDC students.
- School wide programs and initiatives to target student mental health and well-being

To support our families, we organized a parent workshop in Term 2 by Resilience Kit. The workshop was very well received by families with over 50 workshop participants and covered areas such as signs and symptoms of anxiety, prevention and when to seek treatment and evidence based strategies to build resilience in the family.

In addition to our explicit teaching of Social Skills, with particular focus on: Self Awareness, Body Language, Conversation Skills, Assertiveness our Health and Physical Education team researched and implemented a range of Health related programs including Protective Behaviours, School Drug Education and Road Aware (SDERA) to support all aspects of our students' wellbeing.



# Priority 2: Developing quality teaching and leadership

## FOCUS 2.1 IMPROVEMENT IN SCHOOL AND STAFF PERFORMANCE AND DEVELOPMENT

### SUMMARY OF RESULTS

Targets	Status
1. Reflection against National School Improvement Tool in Domains 3 (A Culture That Promotes Learning) and 5 (An Expert Teaching Team) indicate positive growth.	baseline
2. Biennial surveys – improvement in rating across all areas.	
3. National Quality Standards Domain 7 – Leadership & Service Management – meet the requirements of this domain	baseline

### National School Improvement Tool – 2018 rating

2018 was the first year the school self-rated using the National School Improvement Tool in order to collect base-line data for planning. A schedule was developed for biennial collection of this data, to determine areas for focus and improvement. Ratings were determined after groups looked at the criteria making up each domain. Curriculum delivery had already been determined as an area requiring improvement following the DES review, thus the inclusion as Priority 1 in the 2018 –2020 Business Plan.

Scale: Low- Medium - High – Outstanding

Domain	2018 Rating
1. An Explicit Improvement Agenda	2.75 Medium – Staff
2. Analysis and Discussion of Data	3.0 High – Staff
3. A Culture That Promotes Learning	3.2 High – Board / 4 Outstanding – P&C / 2.8 Medium - staff
4. Targeted Use of School Resources	Data unavailable
5. An Expert Teaching Team	Data to be entered
6. Systematic Curriculum Delivery	2.5 Medium – Staff
7. Differentiated Teaching and Learning	3.2 High - Staff

8. Effective Pedagogical Practice	3.2 High - Staff
9. School-Community Partnerships	3.8 High – Admin / 3.3 High – Board / 2.8 – Medium - Outreach

We are very proud of the high calibre of staff at the school. A number of staff were nominated for excellence within their field across the state. We congratulate

Nicole Barranca – Manager Corporate Services, who was selected as one of four state finalists.

Dianne Sivalops – School Officer – Level 2

Clare Rice – Teacher (parent nomination supported by the LDC)

Lauren Stagoll – Speech and Language Officer

Amanda Simpson – Education Assistant

## FOCUS 2.2 DEVELOP A DATA LITERATE STAFF TO DIRECT LEARNING & FOCUS PLANNING

Target 1	Status
Reflection against Domain 2 of the National School Improvement Tool (Analysis and Discussion of Data) indicates positive growth.	baseline

In November 2018, teaching staff worked collaboratively to reflect on the indicators from the NSIT Domain 2. Group feedback was collected and summarised to inform our status of **‘On track to meet target’**.

Example areas of high progress	Planning for improvement
The school uses data to identify starting points for improvement and to monitor progress over time;	The school includes in its data gathering input and feedback from students and parents;
All teaching staff have access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress;	The school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross- curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development;
Professional development is provided to build staff skills in analysing and interpreting data;	

Throughout 2018 LDC staff were provided with a range of interactive and engaging professional learning to determine and develop their level of skills and confidence in being data driven in their daily practice. To support cohort level planning and in line with our distributed leadership model, a high performing teacher from K-2 was nominated to be trained as an Impact Mentor. Impact Mentors set the agenda, in collaboration with their Speech Pathologist and Coach, for collaborative DOTT days. During collaborative DOTT each cohort critically analyses a range of academic and non-academic data to inform short and long term planning for individual students, small groups and classes.

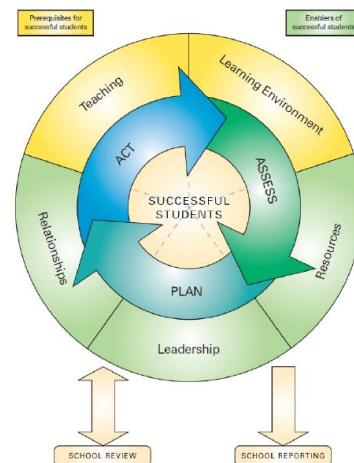
## Consistent approaches to data collection and analysis include:

- Disciplined dialogue template using the DARTS model for data analysis
- Whole School Assessment schedule
- Curriculum data collection throughout 2018 and presented to all staff, collated in a data matrix
- Case management template based on the conceptual model School Improvement and Accountability developed for 2/term 3 way meetings

In Term 4 data from each curriculum area was reviewed. Each curriculum team presented their data to staff – grade allocations, testing results and moderation tasks and facilitated a discussion of the results using focus questions such as:

- Areas of strength/development – The data is indicating....
- Are there year level trends?
- Even better if ...

A recording matrix of data analysis by staff was collected and distributed to all staff. The feedback from this session will drive their 2019 Operational Planning and determines how they allocate funds, types of Professional Learning they seek, programs they run and range of assessments implemented. In 2019 the Term 4 School Development Day will be dedicated to data presentation, analysis and planning.



# Priority 3: Positive Relationships

## FOCUS 3.1 CREATE AND MAINTAIN A POSITIVE SCHOOL AND COMMUNITY RELATIONSHIP

Targets	Status
1. Reflection against National School Improvement Tool in Domain 9 (School – Community Partnerships) indicate positive growth.	baseline
2. Biennial survey – Parent results confirm 85% agreement <ul style="list-style-type: none"> <li>a. Positive feedback for parent workshop surveys</li> <li>b. The school takes parent options seriously - 86%</li> <li>c. The school has a strong relationship with its school community – 69%</li> </ul>	
3. Increase P&C memberships by 20% per year (5 in 2017)	
4. 100% of services engage in support to develop understand of LDC and referral processes	
5. 80% of schools and or teachers who received an Outreach service rate ‘impact on practice’ as significant or higher.	

## Community Engagement

Target 1 & 2	Status
Reflection against National School Improvement Tool in Domain 9 (School – Community Partnerships) indicate positive growth.	baseline
Biennial survey – Parent results confirm 85% agreement <ul style="list-style-type: none"> <li>a. Positive feedback for parent workshop surveys – (not surveyed)</li> <li>b. The school takes parent opinions seriously – 86%</li> <li>c. The school has a strong relationship with its school community – 69%</li> </ul>	

The school provided two newsletters per term to the parent community. These were electronically delivered or parents had the option of a hard copy. Parents were also provided information via email, text, the website and letter home.

Parent opinion and involvement was sought as we redeveloped our school vision, motto and logo via competitions, polls and presentations at P&C and Board meetings.

Parent and staff opinion was also sought through the biennial survey, results below. Student opinion was not sought due to student age. Previously, a slightly different survey was conducted in 2015 so not all results are comparative.

A score of 3.8 (staff) and 3.9 (parents) out of 5 for “The school has a strong relationship with the local community” is where both staff and parent community consider the school ranked weakest of all areas. While this is something the

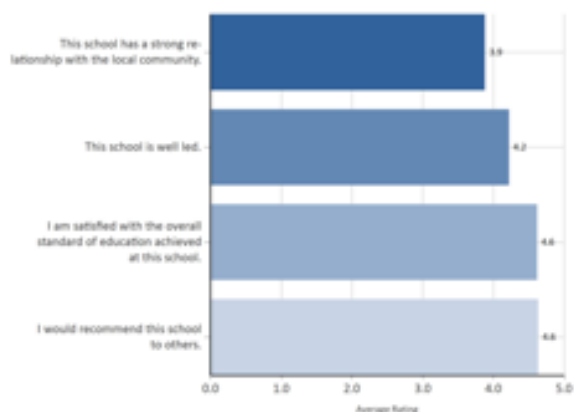
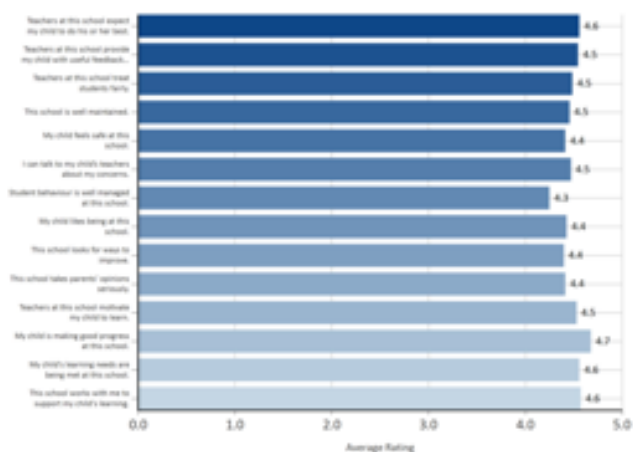


school considers, it is also one of the school's biggest challenges as students attend the two campuses from many suburbs. In 2018 we provided community events such as the sports carnival and disco during school time, providing transport to ensure all students could attend. The school was highly rated (above 4/5) in all other areas.

The Board and P&C were further surveyed using the National School Improvement Tool domains 3 & 9, providing baseline data and contributing towards improvement planning. Please see ratings in Priority 2, Focus area 1.

**School Opinion Survey Results** (full survey available on the school website)

**2018 Parent Opinions – 68 participants**



<b>This school has a strong relationship with the local community.</b>	1	1%	-	-	3	4%	17	25%	28	41%	19	28%
<b>This school takes parents' opinions seriously.</b>	1	1%	-	-	3	4%	4	6%	18	26%	42	62%

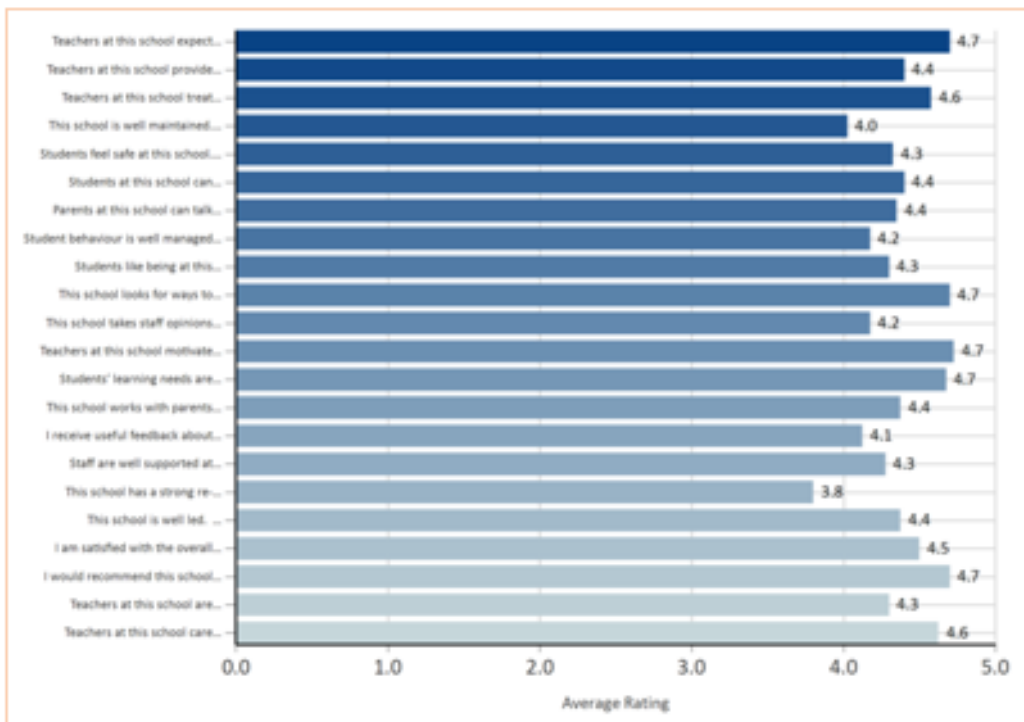
**Parent Workshop attendees** (of the 68 survey participants)

	Resiliency / anxiety		Maths		Oral language		Reporting		Protective behaviours		I have not been able to attend a workshop	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
<b>Number</b>	25	18%	20	14%	44	31%	32	23%	11	8%	9	6%

**2014 Staff Opinions** – Limited comparative information available due to differences in survey questions. 17 participants

<b>The school takes staff opinions seriously.</b>	2	12%	1	6%	5	29%	7	41%	2	12%
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## 2018 Staff Opinions – 40 participants



This school has a strong relationship with the local community.	-	-	1	3%	1	3%	13	33%	15	38%	10	25%
This school takes staff opinions seriously.	-	-	-	-	2	5%	4	10%	19	48%	15	38%

### Target 3

### Status

Increase P&C memberships by 20% per year (5 in 2017)

The Principal or delegate was present at each 2018 P&C meeting to support the P&C members in their development and direction. With an ever-changing membership, the P&C struggles for stability. The Principal also used this opportunity to seek member opinions and conduct surveys.

At each assembly, the Principal supported the P&C to build their profile and membership by providing the P&C President the opportunity to talk to the community, or spoke on their behalf. The work of the P&C was promoted in every newsletter with a section provided for the P&C.

The P&C are also using Facebook to promote their work and membership, using their NEMLDC parent logo and profile.

In 2017 there were 5 P&C members and in 2018, approximately 12 P&C members, an increase of over 100% membership. All P&C office bearer positions were filled in 2018, with Katerina Gerace the President.

At the new parent meeting in October 2018, P&C member, Tania Maitre spoke with incoming families with interest expressed from 16 potential members for 2019, a fantastic outcome.

## Outreach

In 2018, PL participants feedback, the reports to Speech Officers Speech and Language School Agreement, Principal Surveys including from Aboriginal Early Childhood Language Support Program and PLIS survey feedback were analysed to inform our status of 'On track to meet target'.

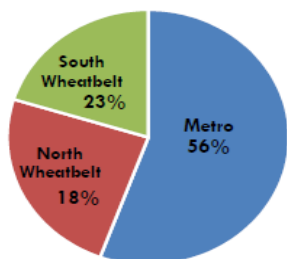
Target 5: Outreach	Status
80% of schools and or teachers who received an Outreach service rate 'impact on practice' as significant or higher.	

The scope of services provided aims to support schools to expand their knowledge and leadership skills of staff and included professional learning at District and Network level, school level requests for professional learning on specific oral language areas, observation within the LDC classrooms and lesson demonstrations, support with planning and feedback. Outreach continued to support the final year of the federally funded Aboriginal Early Childhood Language Program with strategies and intervention planning and worked with Curtin University to supervise 4th year speech pathology student's clinical placements each term.




### SCHOOL DETAILS

# of Schools Receiving a Service in 2018 by School Location

Metro	55
North Wheatbelt	24
South Wheatbelt	20



Number of unique...

	<b>Educators</b>	<b>830</b>
	<b>Schools</b>	<b>100</b>
	<b>Education Networks</b>	<b>21</b>

impacted by the NEMLDC Outreach Service

During 2018, a priority was to extend our reach into the Metro and Wheatbelt Networks and this resulted in our focusing on 6 networks. Sixty professional learning sessions were run by the Outreach Service which resulted in direct impact to 100 schools. The staff attending professional learning included teachers, education assistants, AIEOs and school administrators.

In 2018 the Outreach Service supervised 2-3 final year Speech Pathology students per term. This supervision was provided through a partnership with Curtin University. The students worked across 4 Metropolitan schools through a referral process. One school reported that the partnership with the Speech Pathology students provided the opportunity for students to gain individual speech and language support as required, as well as tailored, differentiated work with rotations within the classroom. It provided "an incredible chance to help support our students with intervention."

Additionally, feedback from the Speech Pathology Students indicate the value they saw in the program "On our placements at both Ashfield and Malvern Springs Primary School, we have realised just how much of a difference Speech Pathologists can make to students struggling to communicate. We have loved seeing a difference in the students and watching them achieves their goals."

Evidence	
Language Leadership School Series	21 Language Leaders were enrolled and 98% of schools responded significant to very significant
Language Leadership Schools Network	40 Language Leaders were enrolled and 100% of schools responded significant to very significant
Network PL	94.5% of schools responded significant to very significant
School PL	96.6% of schools responded significant to very significant
Curtin University PL	91.6% of schools responded significant to very significant
District PL	97.1% of schools responded significant to very significant

Whilst this is highly significant, the Outreach 2019 aim is to raise the impact of the professional learning on making sustainable change within schools and classrooms. The Outreach Service has established a more rigorous School Agreement for Principals of educators attending the Language Leadership Series to ensure that learning is shared and implemented at the school sites.

At the end of 2018, Outreach surveyed all government schools in the North Metro and Wheatbelt Regions to ascertain types of services they would like, content and delivery style. With 108 responses, the Outreach Service will offer multiple delivery services – after school, all day, Network and at school PL to enable schools to access PL. PL content will be added to in 2019 to include speech sounds, DLD and referral pathways, Assessment across K-2 and will link to the Focus 2019 priority area: incorporating play into the curriculum. In addition, Outreach will deliver PL to graduate teachers, focusing on building their understanding of the importance of oral language as a foundation to successful writers and readers.

Target 4: Outreach Advocacy	Status
100% of services engage in support to develop understanding of LDC and referral processes	

In 2018, the Outreach created a Referral Pathways document to implement at all school meetings and in conversations with allied services, shared LDC/ Outreach Transition workshops and in PL to provide schools with support and up to date knowledge of possible avenues for support and timelines for the referral process to the LDC.

PL on DLD was developed and delivered to highlight the prevalence and impact of DLD and language disorders in mainstream schools. This PL was repeated due to the high demand and feedback indicated a desire to understand more. This led to further PL development for 2019 and the provision of a refined Outreach Brochure provided to all exiting parents and receiving schools at the end of 2018.

The Outreach Service sent information sheets to all mainstream schools in the NE Metro and Wheatbelt Regions including links to Raise Awareness of DLD (RADLD) to celebrate the annual DLD Day.

The Outreach Service supported 21 Networks. 2018 was the final year of a three year partnership with the Great Southern Schools Network providing PL and school level support in all areas of oral to written language development and a plan was created at the end of the year to enable and prioritise continued learning and development of their schools' staff through the identification of specific language leaders to coach across schools and implement induction in oral language areas. In 2019 the Outreach Deputy will strategically target Network Principals to develop their understanding of the importance of oral language development for the success of students with a language disorder.

Finally, congratulations to Alannah Murray who completed training and is now an accredited Hanen® trainer for the Learning Language and Loving It™ program for Australasian region, to Cindy Stirling who received Candidacy with Curtin University for her Masters to investigate what factors predict the outcomes of children with DLD and Tina Kilpatrick in being at the stage of collection of data to inform her Masters study on social, emotional, mental health outcomes for adolescents with DLD. The culture of continual learning raises awareness of DLD, increases knowledge across sectors and ensures that Outreach is an integral part of this informed, dynamic and influential school that builds the foundations of language and communication for lifetime success.



## NEMLDC ADVOCACY

Target 4	Status
100% of services (Department of Health CDS/CPC, Schools Psychology Service, PSPAWA, Curtin & Edith Cowan Universities and Department of Education Schools) engage in support to develop understanding of LDC and referral processes.	

Successful pursuit of the NEMLDC’s vision is dependent upon the establishment of strong, purposeful partnerships with families, other schools, local universities and other organisations within the community.

Effective working relationships between the NEMLDC and local schools, community speech pathologists and school psychologists are integral to supporting the identification and referral of eligible students for placement at the NEMLDC.

Services are engaged to promote the LDC and support outside agencies in their understanding of the LDC function, so that they in turn might promote and recommend the LDC / Outreach.

<b>Child Development Service (CDS)</b>	<ul style="list-style-type: none"> <li>• In Term 2, 2018 the 2019 referral documents and overview of projected placements were sent to CDS Speech Pathology teams at Midland CDC, Lockridge CPC, Koondoola CDC, State CDC and Warripendi CPC.</li> <li>• All Centres were offered an onsite visit from the NEMLDC Speech Pathologist.</li> <li>• As required, throughout the referral process regular correspondence between community and NEMLDC Speech Pathologists took place.</li> </ul>
<b>Schools Psychology Service</b>	<ul style="list-style-type: none"> <li>• The NEMLDC School Psychologist circulated the 2019 referral documents and provided support to School Psychologists throughout the referral process.</li> <li>• In Term 4, 2018 the NEMLDC hosted an inter-agency psychologists' meeting during which representatives from Catholic Education, AISWA and the Department of Education discussed the LDC referral assessments, and ideas for ways in which the process could be improved.</li> </ul>
<b>Curtin and Edith Cowan Universities</b>	<ul style="list-style-type: none"> <li>• During 2018 the NEMLDC hosted eight fourth year Speech Pathology students on practicum placements.</li> <li>• A further nine students were supervised on placement in mainstream schools by the Speech and Language Outreach team.</li> <li>• Curtin University PhD candidate Samuel Calder conducted a research project in the NEMLDC which evaluated the effectiveness of explicit grammar instruction on the language skills of children with developmental language disorder.</li> <li>• A collaborative research project between the NEMLDC and Edith Cowan University Lecturer and researcher, Simone Pogorzelski, was established. The project will evaluate the effectiveness of Initialit within the NEMLDC context from 2018-2019.</li> <li>• Outreach Speech Pathologist, Laura Glisson, was invited to present a lecture to 2nd year speech pathology students on DLD and its impact on learning for students throughout school.</li> </ul>
<b>Department of Education Schools</b>	<ul style="list-style-type: none"> <li>• In Term 1, 2018 the NEMLDC hosted a transition information session for mainstream schools receiving NEMLDC students.</li> <li>• During 2018 the Speech and Language Outreach Team offered professional learning that supported mainstream schools to identify and support students with developmental language disorder. At this session the NEMLDC Senior Speech Pathologist provided an overview of the NEMLDC referral processes.</li> </ul>
<b>Speech Pathology Australia</b>	<ul style="list-style-type: none"> <li>• In Term 1, 2018 NEMLDC Administration, Speech Pathology, Outreach and Teaching staff participated in interviews which contributed to the development of video resource package for speech pathologists working in schools across Australia.</li> </ul>
<b>Language and Literacy Community of Practice</b>	<ul style="list-style-type: none"> <li>• In Term 2, 2018 the NEMLDC Senior Speech Pathologist presented to a group of public and private speech pathologists belonging to the WA Language and Literacy Community of Practice. The presentation provided an overview of the implementation of the Response to Intervention framework across the NEMLDC.</li> </ul>

<b>PROMPT Institute</b>	<ul style="list-style-type: none"> <li>• In the Term 2 school holidays the PROMPT Institute hosted a training session within the NEMLDC Conference Room. Speech pathologists from private and public organisations attended the training.</li> </ul>
<b>TAFE</b>	<ul style="list-style-type: none"> <li>• Gardener and Education Assistant practicums.</li> </ul>
<b>Government and Private Schools</b>	<ul style="list-style-type: none"> <li>• Transition Information for exiting students.</li> <li>• Year 10 Community Service opportunities.</li> </ul>
<b>Murdoch University</b>	<ul style="list-style-type: none"> <li>• Social Skills research project (incomplete)</li> </ul>
<b>North Balga / West Morley shared site schools</b>	<ul style="list-style-type: none"> <li>• Shared site negotiations and agreements.</li> </ul>



## Develop and market the NEMLDC brand

A competition was held to develop the motto. Ideas were collected from parents, community, staff and the School Board and the motto was launched at a school assembly. Developing language. Building futures.

As a school community we established the school values that reflect the school vision. Kindness, Respect and Doing Your Best are built into the teaching and learning cycle. In Term 4 the school had a Kindness Challenge focus, within classrooms and across the staff.

The NEMLDC accessed SIMS design to develop a new brand for the school. Through consultation with staff, community and the board, the logo for the school was developed, which reflects both receptive and expressive language and the team approach to supporting our students to develop language to build futures.



A yellow speech bubble to reflect expressive language  
A green thought bubble to reflect receptive language  
Adults who celebrate and nurture our children's growth  
A child confidently taking the stepping stones into their future





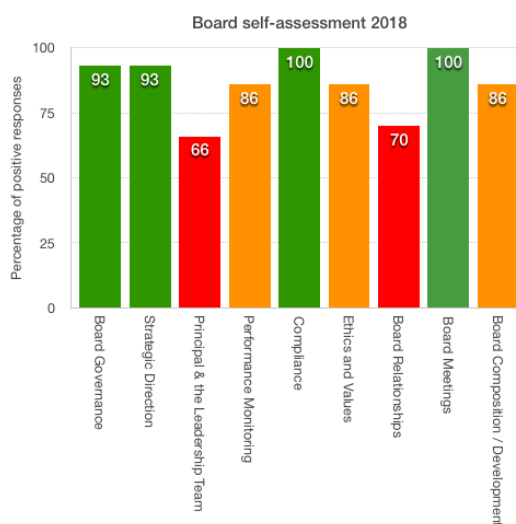
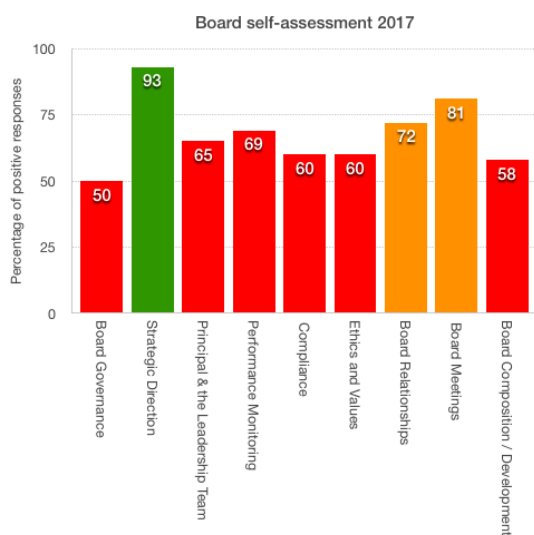
## FOCUS 3.2 DEVELOP EFFECTIVE GOVERNANCE TO INFLUENCE AND SHAPE THE STRATEGIC DIRECTION OF THE SCHOOL

Target	Status
Board self-assessment to demonstrate 90% positive response.	
Measure and improve upon community understanding of School Governance through the biennial school survey.	Base line data

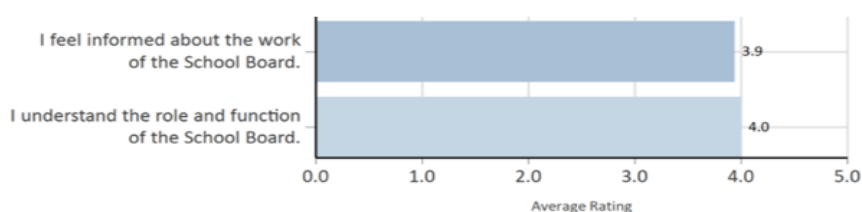
Parent feedback from the 2018 Biennial Survey indicates that 72% / 73% of the 68 respondents expressed understanding of the Board’s work, with 22% / 21% neither positive or negative and 6% in each category expressing that they do not feel informed about the Board (see table below). The 2014 parent survey did not collect this information, so baseline data can only be provided.

The community were provided information on 3 Key discussion points from each meeting in each School newsletter and were invited to attend the Open Meeting, although no parents took up the offer. The Principal provided information to the community regarding the work of the Board through assemblies, P&C meetings, class meetings and assemblies. The Chair, Glenn Stroud, attended the ANZAC Commemorations and Graduation Ceremony, where he addressed families and handed out awards.

All strategies have been progressed / under progression. The graphs below show the comparison of Board Self-assessment 2017 / 2018 while the tables reflect the outcomes of biennial School Survey – baseline data. Future focus is for Board members to regularly attend events and better represent their community, areas scoring red, 2018.



I feel informed about the work of the School Board.	2	3%	2	3%	15	22%	28	41%	21	31%
I understand the role and function of the School Board.	2	3%	2	3%	14	21%	26	38%	24	35%



# Highlights – North Balga

## Parent Involvement at our North Balga Campus

Parents are always very welcomed at our North Balga Campus and formed a vital part of our learning community. Some of the ways our parents were involved included attending assemblies, meeting and learning journeys. Parent workshops were held each term to ensure our parents had the skills to support their children with their language development.



*Assemblies presented by Year 1.4 (left) and Pre-Primary 6 (right)*



*Parents attending year 2 learning Journey (left) and parent workshop (right).*

## Excursions

All LDC classes at North Balga attended excursions and incursions which were planned to support the language programs. These occurred throughout the year and provided an important shared experience on which teachers were able to build and develop language skills.



## Physical Education

We were very excited to offer 2 weeks of swimming lessons for our Pre-Primary, Yr 1 and Yr 2 students during term 4. Each day students walked to the nearby Balga Leisure Centre for lessons and made great progress. We were also fortunate to have sporting Schools funding to support coaching in a variety of sports.



*Swimming lessons (left), T-Ball coaching clinics (right).*

## Whole School Celebration Days



*Pirate Dress up day for Book Week (left) and Community Workers Dress-up Day (right).*

## NAIDOC Week

During August, our year 1 and 2 students at North Balga celebrated NAIDOC Week. Our students learnt about the indigenous history of the local Balga area. They really enjoyed seeing and examining lots of Aboriginal artefacts and learning how these were made and used. This activity was held with North Balga Primary School students, continuing to develop our strong partnership with our host school.



*LDC Students celebrating NAIDOC Week*

# Highlights – West Morley

## PP Family Picnic Term 1

It was terrific to see such a great turn out at our family picnics in week 3 this term. LDC staff really value the connection with our students' families and it really helps to support your child's learning at home. Teachers shared information about class routines, the curriculum and upcoming events. If you were unable to attend please talk to your child's teacher and request a handout of the topics that were discussed.

## PP Cricket Clinic Term 1

All pre-primary classes over the last two Thursdays have participated in a Cricket clinic with Jacob and Jesse from the Perth Scorchers. The skills covered were throwing our ball at a target and catching and throwing our own ball. Some could even throw and catch one handed!



*Family Picnic*



*Cricket Clinic*

## Lap-a-thon Term 3

We finished the end of term with a 'superhero bang' with the lap-a-thon! Thank you to the P&C for organising this event. As you can see from the photos all the students and families that came along had a great time. There were certainly many acts of kindness and respect shown amongst the students and they really did do their very best!!



*Superhero Lap – a – thon*



*Sports Carnival Day*

### **Outdoor Classroom Day Term 4**

In week 4, all of our Pre-primary classes at West Morley took part in Outdoor Classroom Day. Staff and students spent the day doing nature related activities in all curriculum areas such as patterning, counting, practising concepts – under, over etc, story-telling and the scientific skills of observing/comparing. Here are some photos of the children enjoying our beautiful nature playground. This will be our current PP students’ playground in 2019 so it was also a great chance for them to become familiar with it.

### **Teddy Bears’ Picnic**

On 28 November 2018 the WM Kindy students had a Teddy Bear's picnic. All the children brought in a teddy from home to come play with them and a plate of food to share. We sang beautiful songs together with our teddies and they shared what they liked to play together. We had a lot of fun together with our special friends and had beautiful manners sharing the food at our picnic. What a great day at Kindy!



*Outdoor Classroom*



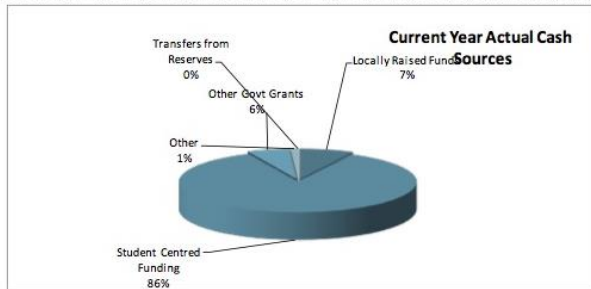
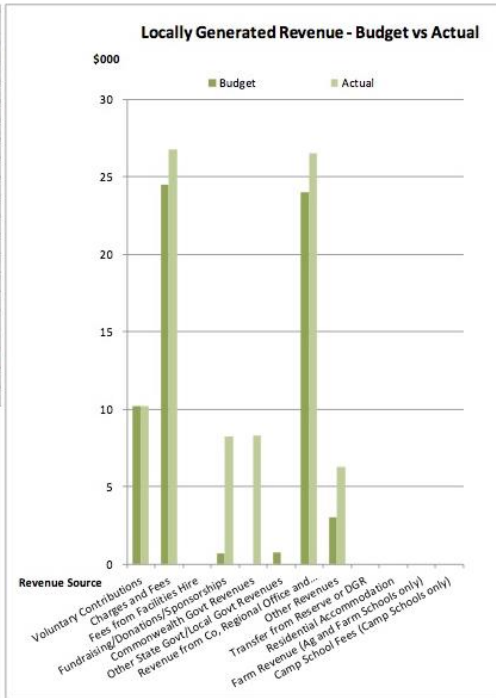
*Kindy Teddy Bear Picnic*

# Finance

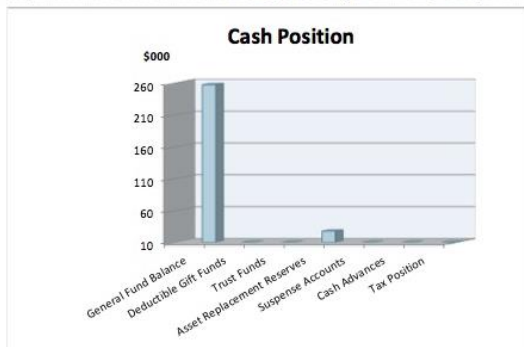
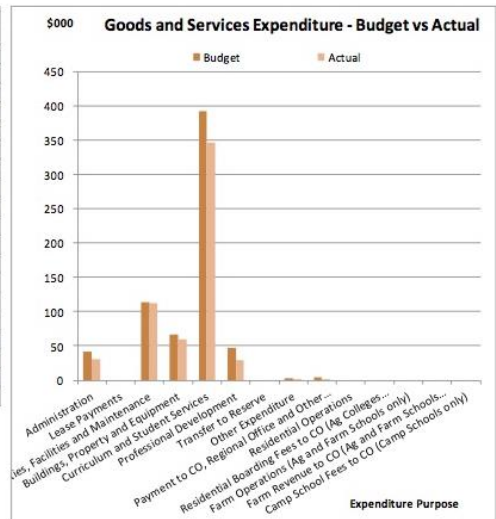


## NE Metro LDC Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,200.00	\$ 10,204.04
2 Charges and Fees	\$ 24,500.00	\$ 26,777.76
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 700.00	\$ 8,250.00
5 Commonwealth Govt Revenues	\$ -	\$ 8,272.57
6 Other State Govt/Local Govt Revenues	\$ 750.00	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 24,000.00	\$ 26,518.18
8 Other Revenues	\$ 3,000.00	\$ 6,253.93
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 63,150.00</b>	<b>\$ 86,276.48</b>
Opening Balance	\$ 232,889.93	\$ 232,889.93
Student Centred Funding	\$ 464,374.92	\$ 516,384.92
<b>Total Cash Funds Available</b>	<b>\$ 760,414.85</b>	<b>\$ 835,551.33</b>
Total Salary Allocation	\$ 5,501,418.00	\$ 5,501,418.00
<b>Total Funds Available</b>	<b>\$ 6,261,832.85</b>	<b>\$ 6,336,969.33</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 40,990.00	\$ 30,130.58
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 113,444.00	\$ 111,695.11
4 Buildings, Property and Equipment	\$ 66,978.92	\$ 58,983.31
5 Curriculum and Student Services	\$ 391,239.00	\$ 345,933.21
6 Professional Development	\$ 47,089.00	\$ 28,388.17
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,853.00	\$ 1,513.56
9 Payment to CO, Regional Office and Other Schools	\$ 4,000.00	\$ 1,463.64
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 666,593.92</b>	<b>\$ 578,107.58</b>
Total Forecast Salary Expenditure	\$ 4,937,645.00	\$ 4,937,645.00
<b>Total Expenditure</b>	<b>\$ 5,604,238.92</b>	<b>\$ 5,515,752.58</b>
Cash Budget Variance	\$ 93,820.93	



Cash Position as at:	
Bank Balance	\$ 289,470.61
Made up of:	\$ -
1 General Fund Balance	\$ 257,443.75
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 27,650.32
5 Suspense Accounts	\$ 7,921.54
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 3,445.00
<b>Total Bank Balance</b>	<b>\$ 289,470.61</b>



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LANGUAGE DEVELOPMENT CENTRE  
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