



# 2019 Annual Report



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 2019 Annual Report.

In 2019, the NEMLDC commenced with 275 students with Developmental Language Disorder (DLD) enrolled in Kindergarten to Year 2 at the 2 campuses. 121 students exited to 72 mainstream schools, most at the end of the year.

New staff, were provided an intensive induction program. Throughout 2019 extra staffing time was allocated to enable collaborative planning, provide more in-class support and provide direct Speech Pathology intervention programs. The school also appointed a permanent Occupational Therapist, Jessica Dreaver.

Our biggest 2019 highlight was our Developmental Language Disorder celebrations and awareness raising. We joined the world and literally lit up our corner, Perth, in the colours of DLD, purple and yellow. We raised awareness with presentations, forums, billboards and social media and provided a fun day for our students and their families.

Workshops for our parents across both sites focused on increasing understanding of the oral language areas and to support their ability to develop their children's skills within the home. We recognise our families and parents as our children's first and ongoing teachers.

Our partnership with Curtin University is ongoing, and we worked closely with MultiLit, with ongoing implementation of the InitialLit program, and a trial of their MiniLit program with our students. In 2019, six speech pathology students from Curtin completed practicums in the NEMLDC, supervised by LDC Speech Pathologists.

Outreach, supported approximately 140 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.

To address key strategies within the Business Plan, the School continued to provide staff collaborative opportunities and distributed leadership with ongoing training and direction to support these leaders. A full-time Literacy Coach was appointed as well as .6 FTE allocated to the development of STEM. The Western Australian Curriculum was fully implemented with a whole school focus on explicit teaching. The evidence-based InitialLit program progressed into Year 1, with staff training and purchase of resources.

The data focus shifted from the development of staff data literacy, to ensuring data is interrogated with rigour and used to develop and drive targeted programs, including the Tier 2 & 3 Intervention program, which was delivered by trained staff and student speech pathologists.

I am privileged to work with our LDC community; staff, families, Board & P&C. Together a team of enthusiastic, knowledgeable and caring individuals, with the best interests of our children the core of what they do every day.

We bring to you our 2019 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

# School Board

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In 2019 we welcomed parent representative Andrea Mladinovic, staff representative, Tarryn Jolly and Anna Taylor as Community representation. We farewelled Emma Doritich and Adrian Boeing and thank them for their work. I would especially like to acknowledge Adrian Boeing for his work as Board Chair.

Monitoring the delivery of the Business Plan continued to be our key focus, 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.

The Board provided were consulted and provided input for the development of the Attendance Guidelines (finalised 2019) and the Placement Guidelines (finalised 2020) and following feedback from the 2018 School Survey, endeavoured to ensure the NEMLDC community was provided a better understanding of the work of the Board, through regular updates following meetings.

We thank the following members of the School Board for their commitment and contribution in 2019.

<b>Chair</b>	Adrian Boeing	Parent (NB)
<b>Parent</b>	Moones Mohebati Andrea Mladinovic Emma Doritich	Parent (WM) Parent (WM) Parent (WM)
<b>Community</b>	Lisa Gibson Brooke Sanderson Anna Taylor	Principal – North Morley PS Curtin University LDC / Intialit
<b>Staff</b>	Lisa Gannon Denise Grassi Tarryn Jolly Terri Morris	Principal Deputy Teacher Teacher

It is with pleasure that with the endorsement of the School Board, we present the 2019 Annual School Report.



Lisa Gannon  
**Principal**  
July 2020



Jeremy Heng  
**Board Chair 2020**  
July 2020



On behalf of the current P&C committee and members, we would like to thank and acknowledge the parents and community who supported the committee through 2019 fundraising and community development and support for the school. The Lap-a-thon and Graduation Disco were big hits and the dress-up days lots of fun. The P&C also ran a sausage sizzle and cake stall at the faction carnival, a Mother's Day Stall, a Father's Day Stall and an Easter chocolate raffle and supported the school with another sausage sizzle for our big DLD day celebrations. Our P&C president represented our community at the Anzac Day commemorations, and the Graduation, as well as being there to support our new parents at the Open and Orientation Days.

The P&C donated \$3760 to the school, which was used to contribute toward a defibrillator for each site, a set of money kits for each Year 2 class, and provided the Cuddly Animal Farm fun for our students at our DLD day celebrations.

We sincerely thank the P&C Committee and members for their hard work across the year and the NEMLDC families for their support.

<b>President</b>	Vicky Bovenkerk
<b>Vice President</b>	Biljana Necovski
<b>Treasurer</b>	Amanda Hand
<b>Secretary</b>	Nikki Kreider

*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 2019 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 which was presented to the Board in May 2018. All elements of the DPA are scheduled into the Board’s forward planner for annual review and monitoring.

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	Outcomes / Expectations	Status
Speech and Language Learning Difficulties	<p>The Speech and Language Outreach Service is delivered by ten FTE Support Officers attached to the five Language Development Centres, with responsibility to:</p> <ul style="list-style-type: none"> <li>provide state-wide access and support to teachers of K-2 students with speech and language difficulties</li> <li>provide advice, assistance and professional learning for K-2 classroom teachers</li> <li>ensure that all schools in allocated districts are aware of the support provided through the service</li> <li>support K-2 teachers to engage with and inform parents, caretakers and/or guardians of participating students around</li> <li>speech and language development.</li> </ul>	3.1
Level 3 Classroom Teachers Additional Teacher Time	<ul style="list-style-type: none"> <li>To enable improved classroom learning, through Level 3 classroom teachers mentoring, teaching and sharing their knowledge about classroom teaching practice with other teachers at their school.</li> <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> </ul>	1.1
Low Proportion of Level 3 Classroom Teachers	<ul style="list-style-type: none"> <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> <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>	1.2
National Partnership on Universal Access to Early Childhood Education	<ul style="list-style-type: none"> <li>All children have access to, and participate in, an affordable, quality early childhood education programme for a minimum of 600 hours (15 hours per week, 40 weeks per year) in their year before full-time school.</li> </ul> <p>Program delivery expectations of schools:</p> <ul style="list-style-type: none"> <li>ensure Kindergarten is delivered by a degree-qualified early childhood teacher</li> <li>deliver in accordance with the National Quality Standard (NQS)</li> <li>optimise Kindergarten enrolments and strive for regular attendance.</li> </ul>	1.1 1.2
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. Funding to be reviewed in 2021.</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 and second 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

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2019 was the second year of full implementation of the Western Australian Curriculum. Planning for the delivery of the curriculum was managed under 2 focus areas:

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

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

Planning within each curriculum area was developed by Curriculum Teams who met each term to review and update whole school planning documents which were then implemented across the school. Oral language was targeted by including curriculum specific vocabulary into Scope & Sequence and Planner documents for each curriculum area. Curriculum Team Leaders were provided with training and time to work with their teams to ensure planning was completed and shared with staff. Curriculum teams developed and updated staff professional knowledge and understanding of curriculum areas by presenting information to staff at staff meetings, school development days and through the staff memo. Class Dojo was used to communicate curriculum information to parents and during 2019 parent workshops were held in the English and Maths curriculum areas. Staff engaged in analysis of data in each curriculum area to inform targets for ongoing curriculum development centred around explicit teaching, planning and data to improve student outcomes.

## **CURRICULUM FOCUS AREAS: ENGLISH, MATHEMATICS, STEM**

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

Professional learning opportunities for all staff were linked to our school priorities of English, Maths and STEM. Teacher Development Schools (TDS) were accessed for the areas of Maths and Technologies. Progress in curriculum implementation and achievement of specific targets set for each curriculum area are discussed in the following curriculum 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 inform 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 2019 the English Committee introduced a range of initiatives, including:

- delivery of InitialLit across eight Year One classrooms;
- stock take and further resourcing of the NEMLDC whole-school home reading program to ensure synchronicity with the school’s approach to literacy instruction;
- having a Literacy Specialist Teacher to provide support to classroom teachers and to provide targeted, specialised support to groups of students at risk;
- the development of a Tier 2 Oral Narrative intervention program;
- training of Education Assistants to deliver narrative and literacy intervention;
- training of select staff to deliver Sounds Write as a small group literacy intervention;
- the implementation of Brightpath assessment in Pre-primary which has led to whole school moderation in the area of writing from Pre-primary to Year 2;
- the development and implementation of consistent narrative plans across all year levels;
- the delivery of parent workshops in Narrative, Social Skills and InitialLit;
- a trial of MiniLit as a Tier 2 literacy intervention in Year One;
- the implementation of a whole school vocabulary framework to teach Tier 2 words across the curriculum;
- professional learning sessions for staff focused on building teacher knowledge and skills in teaching vocabulary and semantics in the English Curriculum Area.

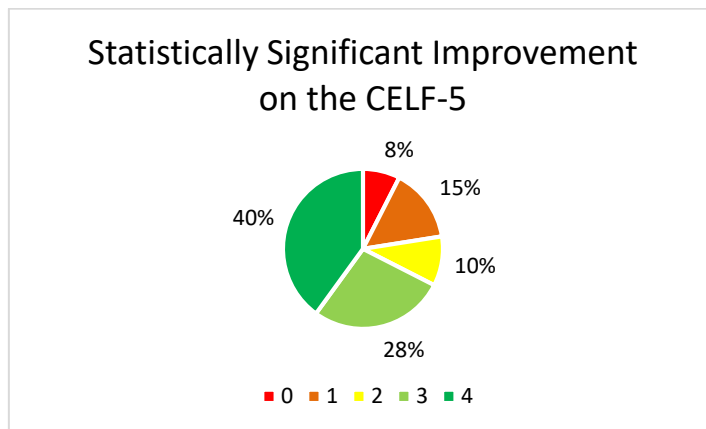
In Term 4 2019, staff participated in extensive data analyses to evaluate whole school progress towards the oral language and literacy targets outlined in the NEMLDC 2018-2020 Business Plan.



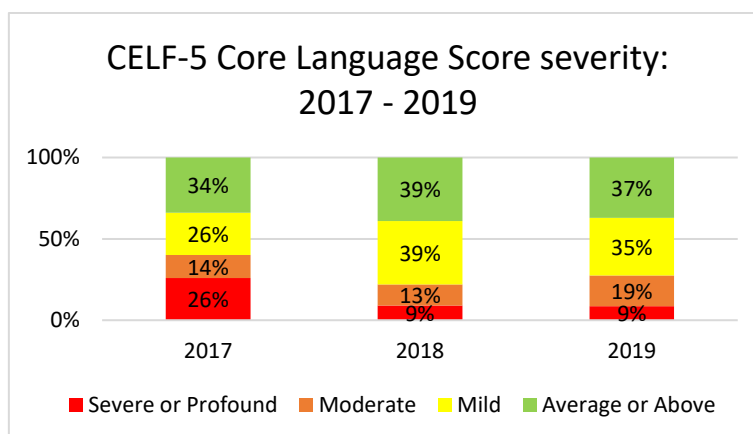
Target 1	Status
All students to demonstrate a statistically significant increase in oral language performance during the LDC placement, as evidenced by the CELF-5 Growth Scale Value.	92%

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 NEMLDC each year and can be used to compare a student’s performance 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.

In 2019, 92% of students demonstrated a statistically significant improvement on at least one subtest of the CELF-5. This indicates their improvement is not a chance result, due to maturation.



The proportion of students exiting the NEMLDC with language skills in the average range has remained relatively stable over the past 3 years, with 37% in 2019. Only 9% of students exited with language skills in the severe range, representing significant improvement over the duration of their placement.

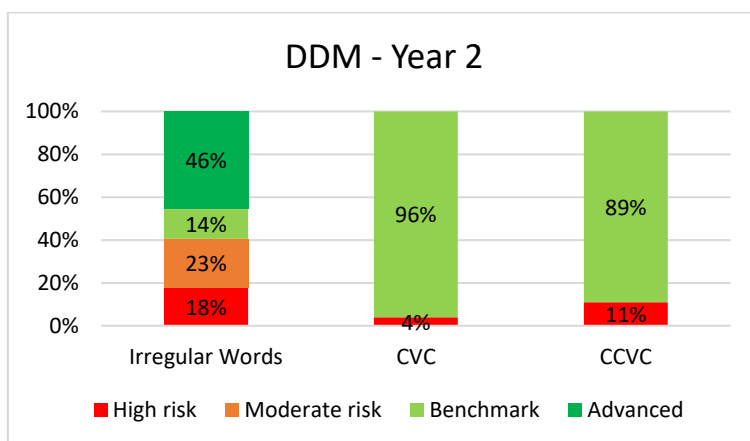


Target 2	Status
To reduce the percentage of students falling within the high risk category on the Dynamic Decoding Measures (Years 2 in 2019) to 20% or less for Irregular Words, and 5% or less for CVC and CCVC words	Irregular: 18%
	CVC: 4%
	CCVC: 11%

The Dynamic Decoding Measures (DDM) is a tool that measures and tracks progress in specific skills related to, or reflective of decoding and 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 read new words. It is an essential foundation skill for the development of reading.

In 2019 the DDM was administered to students in Year 2 in Terms 1, 2 and 3. Test scores were analysed and used to compare a student’s performance against what is considered the benchmark (i.e. desired level of performance for the cohort).

Irregular words are not a focus of teaching, as instruction explicitly targets decoding skills which is reflected by student achievement with CVC and CCVC targets.

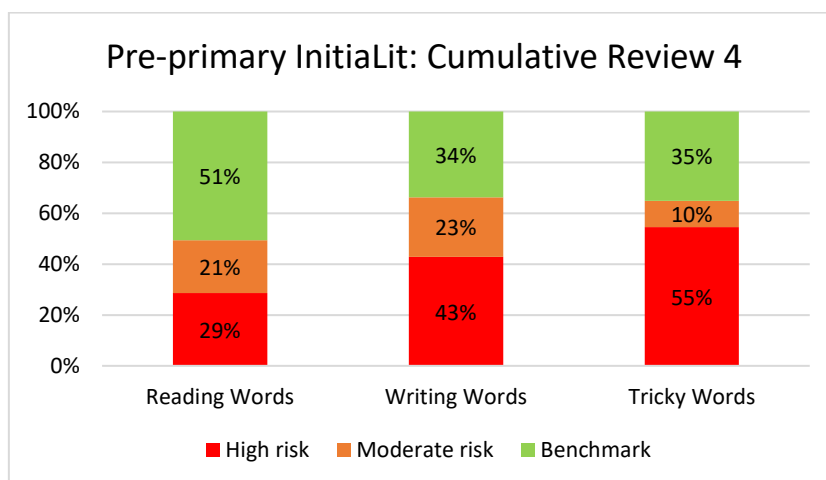


Target 3	Status
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 to 20% or less for Reading.	PP 29%
	Y1 32%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (PP & Year 1) to 30% or less for Writing.	PP 43%
	Y1 50%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (PP) to 40% or less for Tricky Words.	PP 55%

Following a successful introduction of InitialLit in Pre-primary in 2018, the program was introduced to the Year 1 classes in 2019. InitialLit follows a systematic synthetic phonics approach, within an explicit teaching framework.

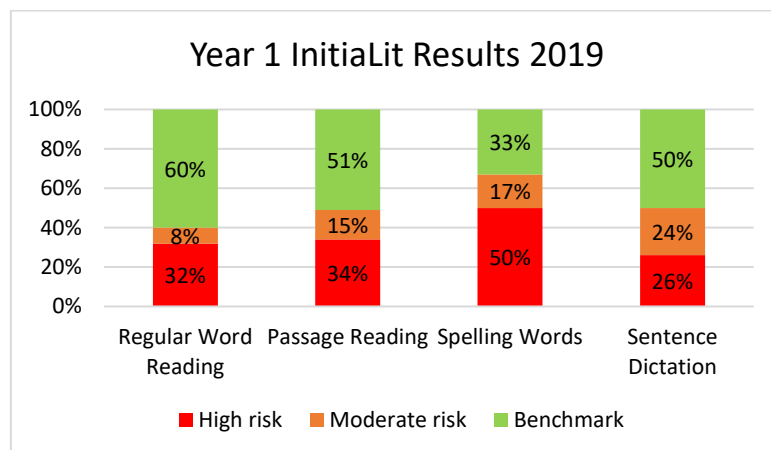
The Pre-primary program focused on introduction of single sound-letter correspondences, early digraphs, and blending, segmenting and manipulating with these sounds. The Year 1 program focused on the extended phonics code, multisyllabic words and spelling choices.

In 2019 the strongest literacy skill in Pre-primary was reading, which is the focus of the program. Similar to the Year 2 DDM Irregular Words results, tricky words are not a priority. Instead the focus is on teaching decoding skills as the first and most powerful reading strategy.





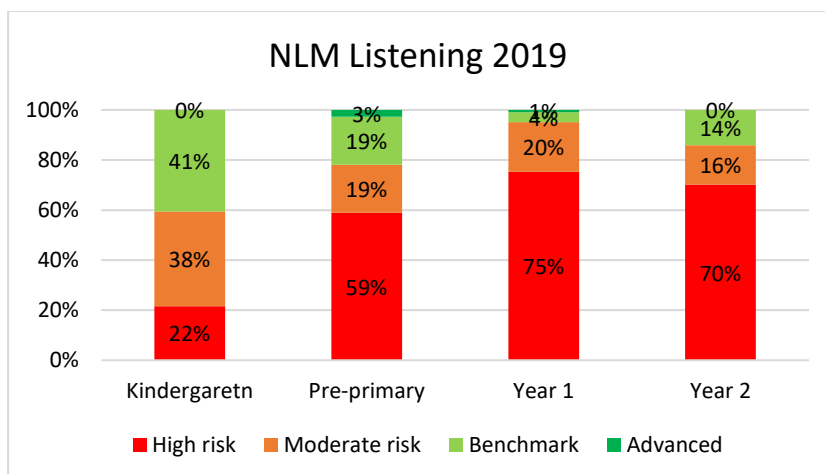
The Year 1 targets were set following analysis of the 2018 Cumulative Review 4 results in Pre-primary and the 2019 Year 1 screener results. Reading continued to be a strength of the students. Stronger performance in Sentence Dictation than Spelling Words is due to the sentences containing some tricky/high frequency words (e.g. the, a).



Target 4	Status
To reduce the percentage of students falling in the high risk category on the Narrative Language Measures: Listening (K-2) to 50% or less.	K 22%
	PP 59%
	Y1 75%
	Y2 70%

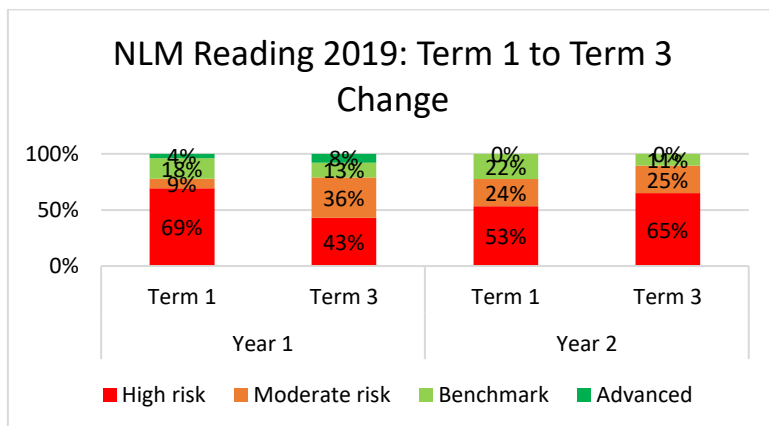
The NLM Listening is a tool that measures and tracks a student’s ability to understand and produce stories. Specific skills assessed include listening retell skills, listening comprehension (story and vocabulary questions) and personal generation.

Kindergarten students are shown a simple sequence of pictures when listening to and retelling the story, which is an effective support. There is no picture support for the other year levels, which significantly increases the difficulty of the task.



Target 5	Status
To reduce the percentage of students falling in the high risk category on the Narrative Language Measures – Reading (Years 1 & 2) to 40% or less.	Y1 43%
	Y2 65%

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.

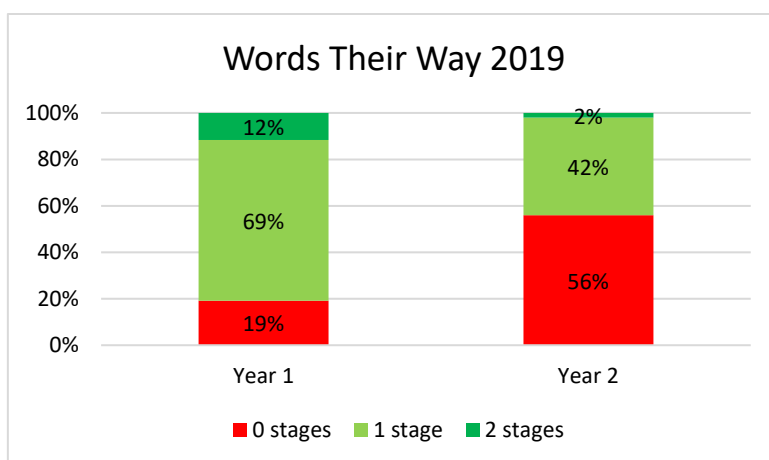


Despite the average scores in Year 2 increasing from Term 1 to Term 3, the proportion of students achieving the benchmark decreased. The Year 2 Benchmark levels increase significantly from Term 1 to 3 (i.e. the high risk range increases from  $\leq 18$  to  $\leq 50$ ) as students are expected to be reading fluently by the end of Year 2.

Target 6	Status	
For students to progress by one Words Their Way spelling stage during each year of placement in Years 1 and 2.	Y1	81%
	Y2	44%

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:

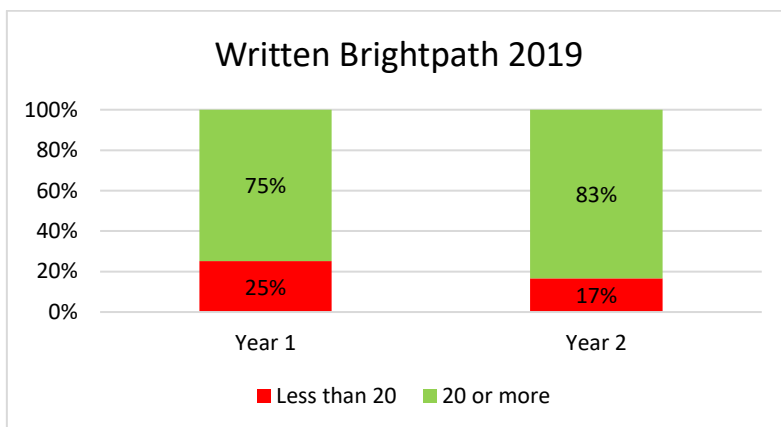
- Emergent: Pre-primary to Year 1;
- Letter Name Alphabetic: Pre-primary to Year 2;
- Within Word: Year 1 to Year 4;
- Syllables and Affixes: Year 2 to Year 6; and
- Derivational: Year 5 to Year 6.



Each spelling stage (as detailed above) is made up of several 'steps' (e.g. early, middle, late) which can represent big changes (e.g. from writing final sounds to including blends). By Year 2 there is generally more movement within a stage than between them.

Target 7	Status
For 80% of Years 1 & 2 students to achieve an annual 20-point increase in their Brightpath assessment written narrative score.	Y1 74%
	Y2 88%

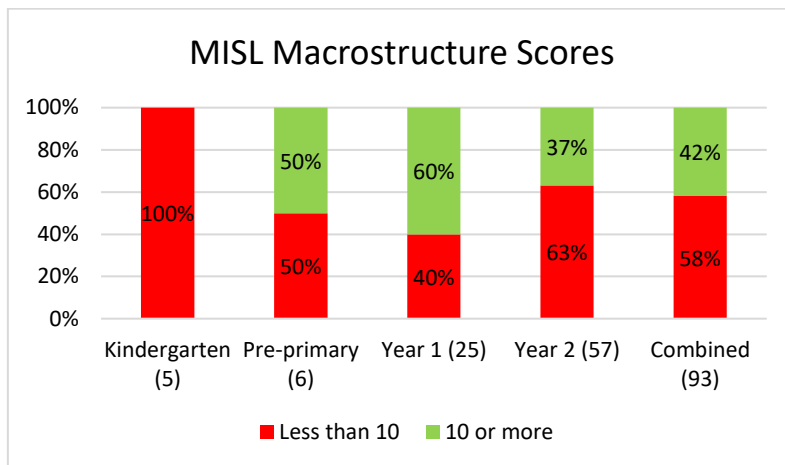
Brightpath is an online tool used by teachers to compare students' work to a database of exemplars to determine a scaled score via teacher judgement. The tool is available for assessment of a variety of oral and written text genres, including written narrative. Brightpath was used to assess the written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



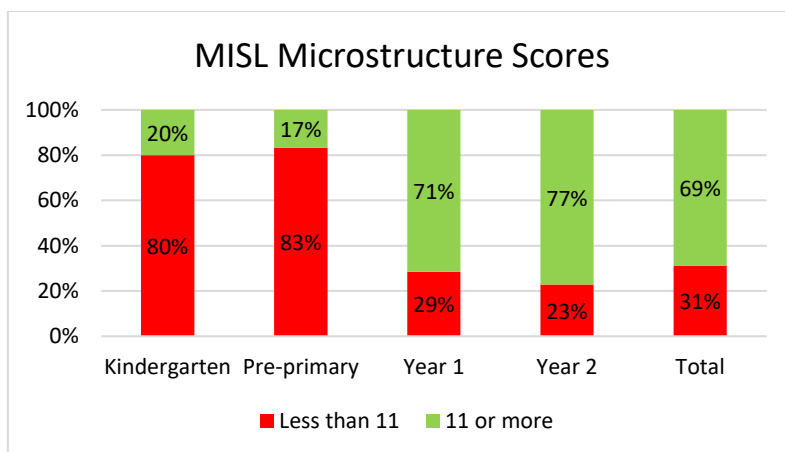
Target 8	Status
For 80% of exiting students to achieve a Monitoring Index of Scholarly Language macrostructure score of 10 or more in their final narrative generation.	42%
For 80% of exiting students to achieve a Monitoring Index of Scholarly Language microstructure score of 11 or more in their final narrative generation.	69%
For 80% of exiting students to have an MLU-m of 7 or above in their final narrative generation.	77%
For 80% of exiting students to have an NDW of 79 or above in their final narrative generation.	64%

Systematic language sample analysis is considered one of the most effective ways to measure students' expressive language skills. This tool provides information that may be used to reference skills against age-matched normative data, as well as use criterion-referencing to plan targets and evaluate attainment. Oral language samples were collected in Term 4 for all students at the NEMLDC. An oral narrative generation context was used with Frog Where Are You? as the stimulus. Samples were collected, recorded and transcribed by education staff. The speech pathology team checked, coded and analysed samples from all exiting students in 2019 (n= 94). Coding using the Systematic Analysis of Language Transcripts conventions and use of the software allows the extraction of measures known to be reliable indicators of language difficulties and development, such as mean length utterances-morphemes (MLU-m) and number of different words (NDW). Transcripts were also coded using the Monitoring Index of Scholarly Language (MISL), a valid and reliable criterion-referenced coding system which measures the quality of oral narrative macrostructure and microstructure.

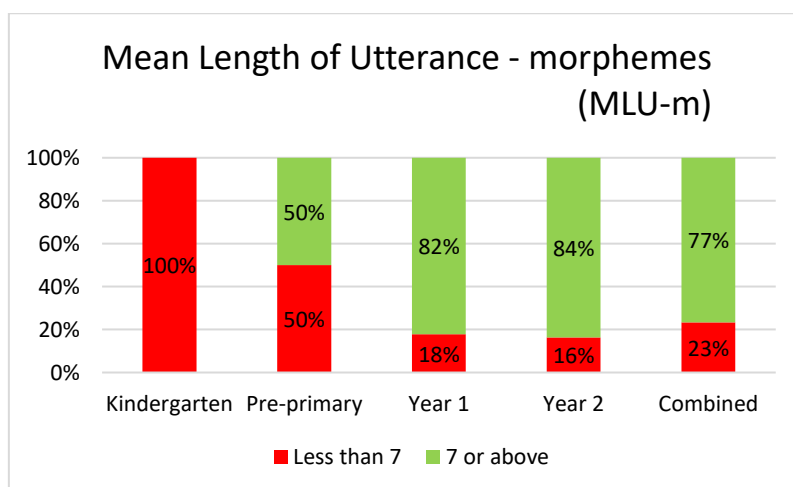
Narrative macrostructure refers to the overall coherence and organisation of the narrative. The MISL gives a score for inclusion and quality of macrostructure elements.



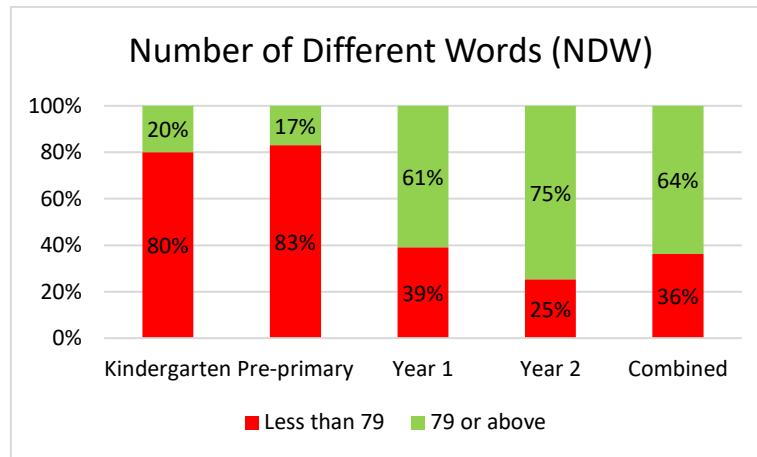
Narrative microstructure refers to measures of productivity and complexity at the word and sentence level. The MISL gives a score for inclusion and complexity of microstructure elements, and up to 3 additional points are also awarded in relation to errors and tense changes, which are areas of specific difficulty for LDC students.



The mean length of utterance in morphemes is a measure of syntactic complexity, and an indication of expressive language development. This target was met for exiting Year 1 and 2 students.



The Number of different words (NDW) is a measure of vocabulary variation and semantic skills more broadly.



## Mathematics Curriculum Area

In 2019 the NEMLDC Maths Committee continued to develop a whole school numeracy plan commencing with updating the Operational Plan and Curriculum Guidelines. Lisa Cyr, Vicki Anthony and Sue Wood developed whole school year level planning documents incorporating weekly planning descriptors and vocabulary to be covered. The Pre-Primary to Year 2 DOTT teachers collaborated to create shared weekly planning resources for Statistics and Probability including common assessments. With the help of Cindy Stirling, excel documents were created for use in 2020 to record the data collected from the assessments. The aim is for more shared units of work to be developed by the year level teaching staff with common assessments and recording of data for 2020.

In 2019 year level resource kits were further boosted with more engaging, hands on resources. More Year 1 kits were purchased for the extra classes this year. We have allocated spending for 2020 to upgrade the kits further and ensure the new Year 2 class is well resourced from the start of the year. The Top Ten Resources with 500 age appropriate hands on, sequential, practical lessons for K-2 were purchased in readiness for 2020 planning.

Teaching staff have regularly uploaded photos to DOJO of children engaged in maths activities. Members of the committee have shared ideas with parents on DOJO to support the teaching of maths skills at home. In term 3 a workshop was held for parents to provide them with ideas and resources to support their child's maths learning.



Above: Recognising and representing division into equal sets and writing simple division and multiplication problems to solve these representations.



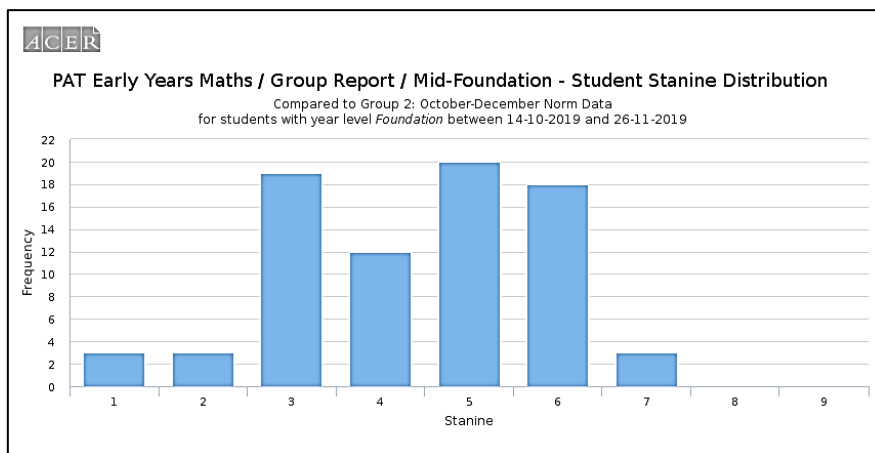
Above: Recognising and representing multiplication as groups.



Above: Ordering a collection from biggest to smallest using natural resources.

Student achievement was evaluated by 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.

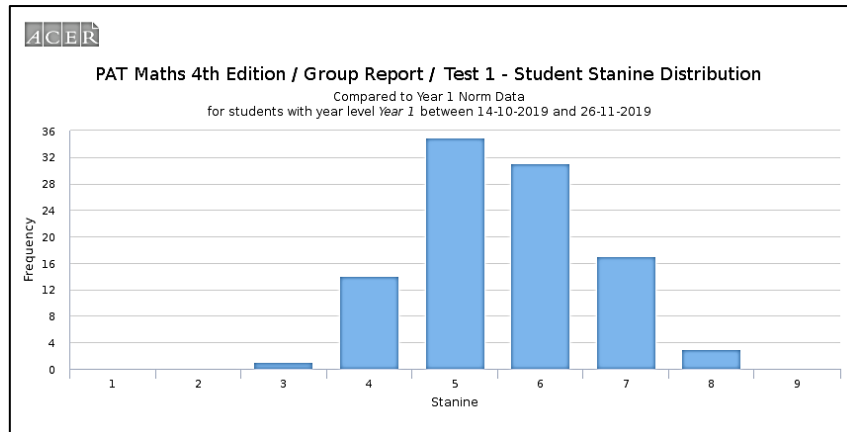
Mathematics Target: Pre-primary Students	Status
PAT Maths Early Years Mid Foundation 70% of students achieving a scaled score of 80 or above.	



Pre-primary students were assessed using the PAT Maths Early Year Mid Foundation assessment in November 2018. Results show 92.3% of NEMLDC Pre-Primary Students achieved a scaled score of 80 or above thereby achieving the 2019 target. 52% of NEMLDC Pre-Primary Students achieved the 5th Stanine or above.

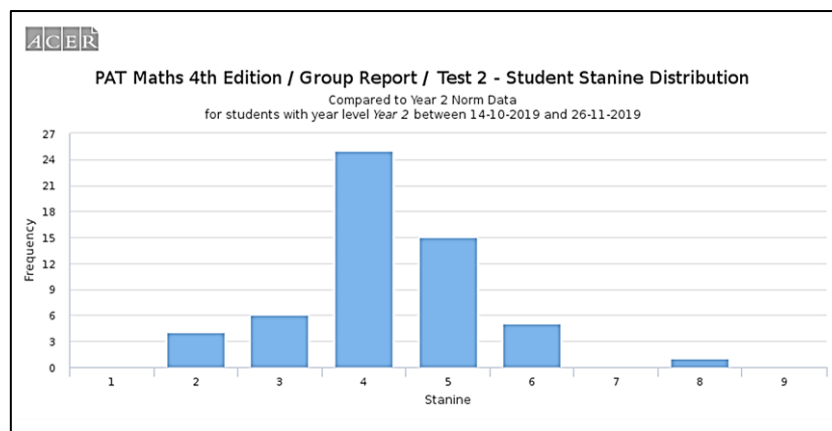


Mathematics Target: Year 1 Students	Status
PAT Maths 4th Ed 70% students 5th stanine or above	



Year 1 students were assessed using the PAT Maths 4th Edition Test 1 in October 2019. This is a standardized assessment and 85% of NEMLDC Year 1 Students achieved the 5th Stanine or above. The target was achieved.

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



Year 2 students were assessed using the PAT Maths 4th Edition Test 2 in October 2019. This is a standardized assessment and 37.5% of Year 2 Students achieved the 5th 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 which had limited or no picture support. Students with limited basic number skills experienced more difficulty with this assessment. Focus strategies for 2020 will be to develop the language of maths across all year levels with a specific emphasis on the language describing the maths operations and the development of more fluent basic number facts across all year levels.

# STEM 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 and was continued to be developed in 2019. It had been identified that teachers were not confident in teaching STEM, especially the digital technologies so it was decided that a STEM coach would be provided for a day a week to provide support for staff and students through in class demonstrations, staff PL, and the provision of resources in this area. Resources were purchased and made more easily accessible to teachers. Teachers could request STEM coach time either as one off sessions about a piece of equipment that was new to them, or for a series of 4 sessions that initially started as a demonstration by the STEM coach, and moved to the teacher taking the lesson with support by the STEM coach by the end of the series. We conducted an online teacher survey and it was found that 84% of those teachers that responded to the survey now felt ok about teaching with digital technology, but most would like to learn more.

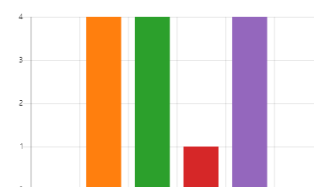
2. When teaching technologies/STEM lessons in my classroom I feel...

Confidence Level	Count
Confident	0
Ok, but I'd like to learn more	9
ok	2
not very confident	1
Not Applicable	1



3. When teaching other curriculum areas I use technology/ICT

Frequency	Count
Often, and I'm confident with ...	0
Often, but I feel a bit unsure a...	4
Sometimes, I would like to use...	4
Sometimes and I think that is ...	1
Not very often	4
I don't use it	0



## Student Achievement

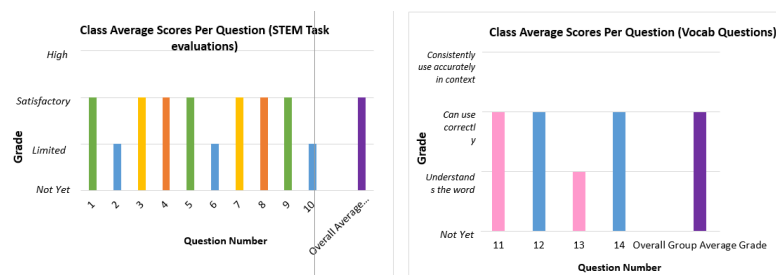
The business plan target was 60% of students to achieve Satisfactory or higher on a moderated STEM task assessed using the ACARA judging standards rubric.

The technologies curriculum committee have requested a change to the business plan wording due to the ACARA rubrics no longer being available. We have proposed - 50% of Students to achieve Satisfactory or Higher on a moderated STEM task using a checklist/rubric created based on the skills and levels indicated by the SCSA Judging Standards Assessment Pointers and work samples in relevant Design & Digital Technologies, Science and Mathematics. So the Technologies Committee provided an integrated STEM Moderation task for each year level. Class teachers were provided with vocabulary and task description or "challenge" PowerPoints, suggestions of lead up lessons, a checklist of skills demonstrated and a data collection spreadsheet. In the year level collaborative meetings teachers compared the planning, work and evaluations produced by students to ensure their judgement of levels was moderated.

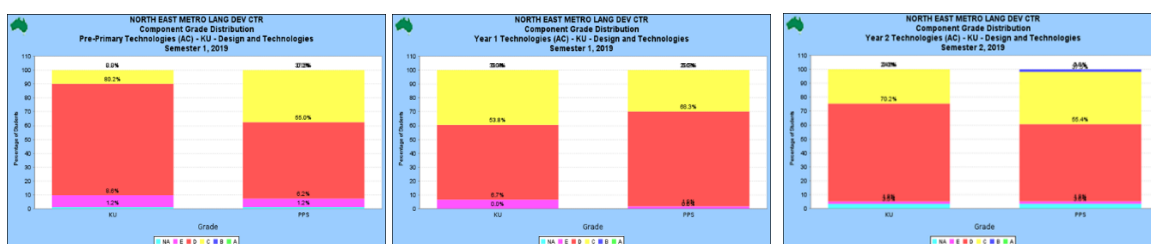
All the the tasks were “playground fun” based projects where they were required to design, make and evaluate a prototype. The Pre Primary classes had to come up with a marble run or marble maze, Year 1, something light or sound related to play with and year 2, a piece of playground equipment. These were all chosen based on the Physical Sciences topic for each year level. There was an aspect of Mathematics and both design and digital technology included in each project. The children then had to use their camera skills to take photos or videos of their own (or a friend’s) work. The children had a great time completing these projects while developing and demonstrating their skills.

The data from these tasks were collated and it was found that in PP and year 2 less than 50% of the students achieved satisfactory and in Year 1 50 % of the students did achieve for the task, and in Vocabulary for Year 1 and 2 over 60% of the of the students were could use the correct vocabulary and in PP it was approximately 50%.

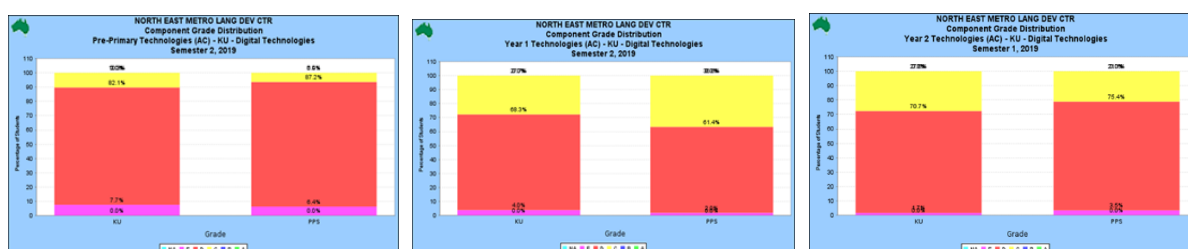
Year 1 Data



The **Technologies** curriculum area was encouraged to be taught in an integrated project based way in 2019. In order for equipment to be more accessible some year levels focused on and reported on Design and Technologies: Food and Fibre Production in Semester 1 and Digital Technologies in Semester 2 and some the other way around. Year level teams decided on their own tasks to moderate in both areas this year. The report grades for Design and Technology are below.



These show that in PP and Year 2 their process and production skills are higher than their knowledge and understanding, but in year 1 their knowledge and understanding is stronger. The report grades for Digital Technologies are below.



These show that there is a significant increase in both skills and understandings between Pre-primary and year 1 and that there is a slight decrease in the number achieving Satisfactory in Year 2. Digital skills and Understandings are at similar levels within each year level.

Technologies and STEM will continue to be an area of focus for the LDC into 2020. We are happy with the progress we have made this year and look forward to seeing future gains as 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

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2019 is the second year of 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 2019 Semester 2 reports indicates most students received an assessment of 'Limited Achievement' in Science Understanding.

Year Level	Very Low	Limited	Satisfactory	High	Excellent
Pre-primary	16.9%	42.9%	40.3%		
Year 1	22%	51.7%	46.1%		
Year 2	3.5%	52.6%	40.9%	1.8%	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, Year 1 and Year 2 students. We exceeded our goal this year by 10%.

The Science Guidelines implementation 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.

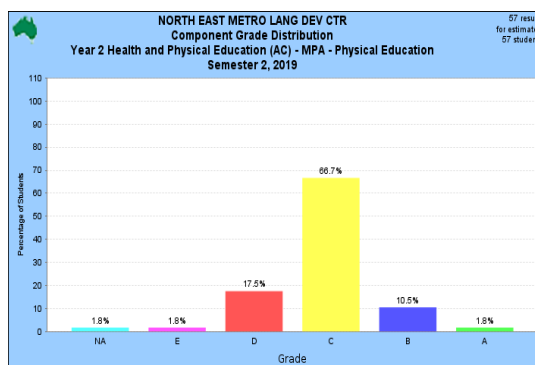
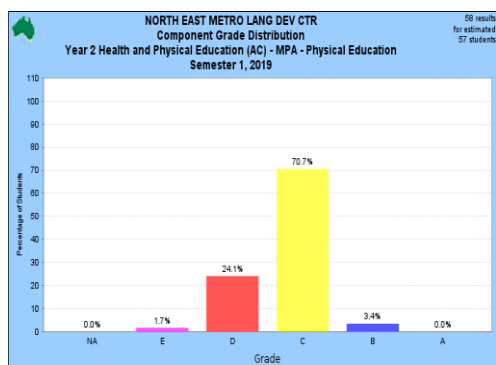
## Health and Physical Education (H&PE) Curriculum Area

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In 2019, our established physical education programs gained further momentum with the support of our school based Occupational Therapist, Jessica Dreaver. This, together with a variety of new resources supported the school target of delivering teaching and learning of physical education in 100% of classes on both campuses.

In particular, the morning fitness program, enhanced through occupational therapy skills, proved a great success at the West Morley site, with 100% of classes participating in the daily sessions across the year. Consistent implementation at the North Balga campus requires further support in 2020. School report data pertaining to physical education indicated the success of the morning fitness program, with an increase in students attaining a satisfactory grading from Semester One to Semester Two. In accordance with this, staff highlighted benefits 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 2020.

## Sample HPE grade allocation -Year 2 both campuses



We note positive trends between Semester 1 and 2 with an increase in the number of A and B grades between Semester 1 and 2. K-2 teaching staff had an opportunity to analyse the data and provide insight into areas of strength and difficulty for our students which will inform the HPE Operational Planning for 2020.

Both sites accessed specialist coaching and equipment in badminton, volleyball, athletics and touch football, through the Sporting Schools Program. The funding also assisted with the purchase of new equipment to enable effective teaching of skills in the Physical Education program. The sessions not only provide students with quality skills development, but also an opportunity for teachers to enhance their knowledge and understanding in physical education instruction.

Sports Day followed a similar structure to 2018, in which tabloid activities and 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.

Several programs and resources were presented to staff to support the implementation of the Health program such as SDERA Challenges and Choices, Nestle Healthy Kids, Growth and Developing Healthy Relationships, and Protective Behaviours. A more consistent approach to implementation and assessment across the health domain is a focus for 2020.



## Humanities and Social Sciences (HASS) Curriculum Area

In 2019, our school HASS committee consolidated the work we did in 2018 fully implementing the history and geography contexts of this learning area 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 surveyed the staff and the results showed that teachers felt more confident in 2019 compared to 2018 delivering history and geography content and reporting on children's progress. The moderation exercises lead to teachers making more consistent judgements about student progress.



Humanities and Social Science (HASS) Targets Status 100% of classes delivering explicit teaching of HASS 100% of classes reporting on HASS in 2019. 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 2019.

The HASS Scope and Sequence and Guidelines documents are being reviewed to give more direction in the delivery of explicit teaching of HASS and to reflect the importance of inquiry based learning. The HASS committee worked with other curriculum area committees to ensure a consistent approach to incursions and excursions. By working together, we ensure that excursions are appropriate to age and ability, value for money and avoid repeating, for example, the same excursion in Pre-Primary and Year One.

The Aboriginal Cultural Framework, which has been developed to support indigenous understandings in the classroom is a particularly exciting development. The HASS committee purchased quality resources for implementing and teaching The Aboriginal Cultural Framework and in 2020 we will develop strategies for teachers to access and use the resources.



Year One students developing HASS understandings through an excursion to Peninsula Farm.



Year One students playing 'olden days' games at Peninsula Farm.

## Welcome to Country



Our dedicated staff formed a committee to work on a 'Welcome to country' to open each of our assemblies. They worked together to produce a welcome to country that is child friendly with accompanying actions and beautiful artwork and lesson plans to help staff teach children about the importance of the contributions of our nation's first peoples.



## FOCUS 1.2 POSITIVE LEARNING ENVIRONMENT

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.

There has been a trend historically with our attendance rate sitting above the state average. We did however see an overall decrease in our attendance rate from 92.6% in 2018 to 90.9% in 2019. We also saw an increase in our unauthorised absences from 2018 of 27.3% in 2019 to 43.2% and this was attributed to the number of students sitting in the severe at risk category, increase from 2 to 4 in 2019. Our aim is to reduce our unauthorised attendance rate to 15% through the continuing education of families on the long term effect of regular absenteeism.

At the end of 2019 staff reviewed the ABE (Attitudes, Behaviour and Effort) data for the second time. Across all year levels the target continues to be met.

### Student wellbeing (Targeted Initiative – Mental Health and Wellbeing)

In 2019 we formed a SWAT (Student Wellbeing Action Team) made up of a Deputy Principal, Teachers, Education Assistants and Speech Pathologist dedicated to mental health support for students in our school. An Operational Plan was devised targeting the areas of:

- 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 inform our planning we administered a staff survey to establish areas of strength and areas to develop. SWAT members accessed online professional learning through the Be You website <https://beyou.edu.au/>. Modules were prioritised according to the results of the staff survey.

## Strengths

	Question:	Average Score:
1	[FP ASSIST] I understand the role of families in supporting the mental health and wellbeing of children and young people. (From matrix name: Be You Framework Questions - Family Partnerships)	93.00% (3.72/4)
2	[LR AFFIRM] I understand what being resilient means. (From matrix name: Be You Framework Questions - Learning Resilience)	93.00% (3.72/4)
3	[ES PROVIDE] I understand the requirements of confidentiality when working with children, young people or their families experiencing mental health issues. (From matrix name: Be You Framework Questions - Early Support)	93.00% (3.72/4)
4	[MHC UNDERSTAND] I recognise self-care strategies and the importance of managing my own mental health to best support children and young people in my care. (From matrix name: Be You Framework Questions - Mentally Healthy Communities)	91.00% (3.64/4)
5	[LR AFFIRM] I'm aware of what can affect children and young people's social and emotional development. (From matrix name: Be You Framework Questions - Learning Resilience)	90.00% (3.60/4)

## Areas for development

	Question:	Average Score:
1	[LR EMPOWER] Children and young people have a say in how our learning community can better promote positive mental health for all. (From matrix name: Be You Framework Questions - Learning Resilience)	41.00% (1.64/4)
2	[GETTING STARTED] To what level does your learning community promote mental health and wellbeing? (From matrix name: To what level does your learning community promote mental health and wellbeing?)	47.60% (4.76/10)
3	[RT RESPOND] My learning community has a current and user-friendly Critical Incident Management Plan in place. (From matrix name: Be You Framework Questions - Responding Together)	51.00% (2.04/4)
4	[RT RESPOND] I'm aware of different ways to support my learning community following a critical incident, and my specific role and responsibilities in this situation. (From matrix name: Be You Framework Questions - Responding Together)	51.04% (2.04/4)
5	[RT RECOGNISE] I'm confident in supporting the needs of children and young people impacted by a critical incident. (From matrix name: Be You Framework Questions - Responding Together)	55.00% (2.20/4)

We continue to receive 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.

To support our families, we organised 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.



A school wide mental health initiative was R U Ok? day where students learnt the R U Ok? Rap and the steps to start a conversation with a friend they think might need help. To continue the R U OK? conversation students and staff can nominate Great Mate awards which are drawn at assembly and link to our school values of Kindness, Respect and Doing Your Best.

## 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	

#### National School Improvement Tool – 2019 rating

The National School Improvement Tool is used to determine areas for focus and improvement. Ratings are determined after groups look at and discuss the criteria making up each domain. Recommendations for future planning for improvement are also provided. Each area is scheduled for rating every 2 years.

Scale: \*0-1 Low \*1-2 Medium \*2-3 High \*3-4 Outstanding

Domain	2018 Rating - baseline	2019 Rating
1. An Explicit Improvement Agenda	2.75 Medium – Staff	3.7 Outstanding - Staff

2. Analysis and Discussion of Data	3.0 High – Staff	2020 review
3. A Culture That Promotes Learning	3.2 Outstanding – Board 4 Outstanding – P&C 2.8 High - staff	2020 review
4. Targeted Use of School Resources	2.7 High - Staff	2020 review
5. An Expert Teaching Team	2.8 High - Staff	3.7 Outstanding - Staff
6. Systematic Curriculum Delivery	2.5 High – Staff	2.6 High – Staff
7. Differentiated Teaching and Learning	3.2 Outstanding - Staff	2020 review
8. Effective Pedagogical Practice	3.2 Outstanding - Staff	2020 review
9. School-Community Partnerships	3.8 High – Admin 3.3 High – Board 2.8 Medium - Outreach	Data unavailable

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

Lauren Stagoll – Winner – Speech Pathology Australia - METROPOLITAN CLINICAL EDUCATOR OF THE YEAR

Lauren received two nominations from students across two universities.

Annette Hopkinson – Teacher

Zoe Schaffert – Deputy Principal

School staff annually self-rate against the National Quality Standards framework, overseen and with ad hoc audits provided by the Department’s Early Years team.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP			
<b>STANDARD 7.1 GOVERNANCE</b>			
<b>Governance supports the operation of a quality school.</b>			
ELEMENTS		Reflection /Determination	
<b>Element 7.1.1</b> School philosophy and purpose	A statement of philosophy guides all aspects of the school’s operations.	G	A R
		M	WT
<b>Element 7.1.2</b> Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.	G	A R
		M	WT
<b>Element 7.1.3</b> Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.	G	A R
		M	WT
<b>Determination STANDARD 7.1</b>		M	WT

<b>STANDARD 7.2 LEADERSHIP</b>			
<b>Effective leadership builds and promotes a positive organisational culture and professional learning community.</b>			
<b>ELEMENTS</b>		<b>Reflection /Determination</b>	
<b>Element 7.2.1</b> Continuous improvement	There is an effective self-assessment and quality improvement process in place.	G M	A WT R
<b>Element 7.2.2</b> Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	G M	A WT R
<b>Element 7.2.3</b> Development of professionals	Educators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	G M	A WT R
<b>Determination STANDARD 7.2</b>		<b>M</b>	<b>WT</b>

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

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

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**'. In 2020, staff will once again reflect on the NSIT

<b>Example areas of high progress</b>	<b>Planning for improvement</b>
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;	

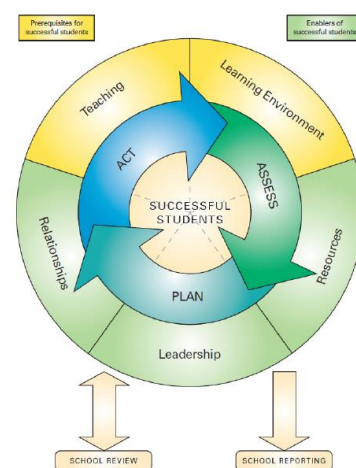
From the beginning of 2019, a school wide assessment schedule, created and endorsed by the Assessment and Reporting Committee in 2018, has been in operation to provide all staff with clear timelines for assessment.

Throughout 2019 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. Following professional learning in the area of Professional Learning Communities the Disciplined Dialogue template was refined to support more targeted conversations around data interrogation.

On our Term 4 School Development Day Curriculum Teams collated and presented their data – grade allocations, testing results and moderation tasks and facilitated a discussion of the results using Professional Learning Communities focus questions such as:

- What we want our students to learn – *the curriculum*
- How we will know our students are learning? – *our assessment and data*
- How we will respond when our students don't learn? – *support*
- How we will enrich and extend the learning for our students?
- How we will increase our instructional competence? – *teacher/staff development*
- How we will co-ordinate our efforts as a school? – *leadership*



A recording matrix of data analysis by staff was collected and distributed to all staff. The feedback from this session will drive their 2020 Operational Planning and determines how they allocate funds, types of Professional Learning they seek, programs they run and range of assessments implemented. This information will also be reviewed on the first two School Development Days of 2020 to ensure new staff are familiar with our students’ learning needs and school priorities.





# 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

The highlight for Community engagement was our DLD day celebrations, Term 3. Please see the section of the Annual Report dedicated to this celebration.

In 2019, a group of staff and parents formed to look at better communication with parents. Mid-2019, we commenced the delivery of information to families via the Class DOJO smart phone app. The functionality of the app allows administration and staff to deliver targeted messages to all families, selected families and individuals, with 307 parents connected at the end of the year. Messages included information on student in-class activities, Board discussions, Curriculum updates and school information. The new format has been well-received, and indicates a higher number of parents reading the messages.

We consulted with both the Board and P&C as we reviewed and developed our Attendance and Placement Guidelines.

The P&C continued to grow, with an enthusiastic membership team. All office positions were filled, with Vicky Bovenkerk the President and meetings alternating between campuses, with the Principal attending all meetings. Members for 2020 were sought at Orientation Day.

P&C and Board provided representation at all key events, ANZAC, Open Day, Graduation and Orientation Day.

We provided opportunities for families to engage in their child’s learning through picnics, parent interviews, workshops and a range of in-class opportunities.

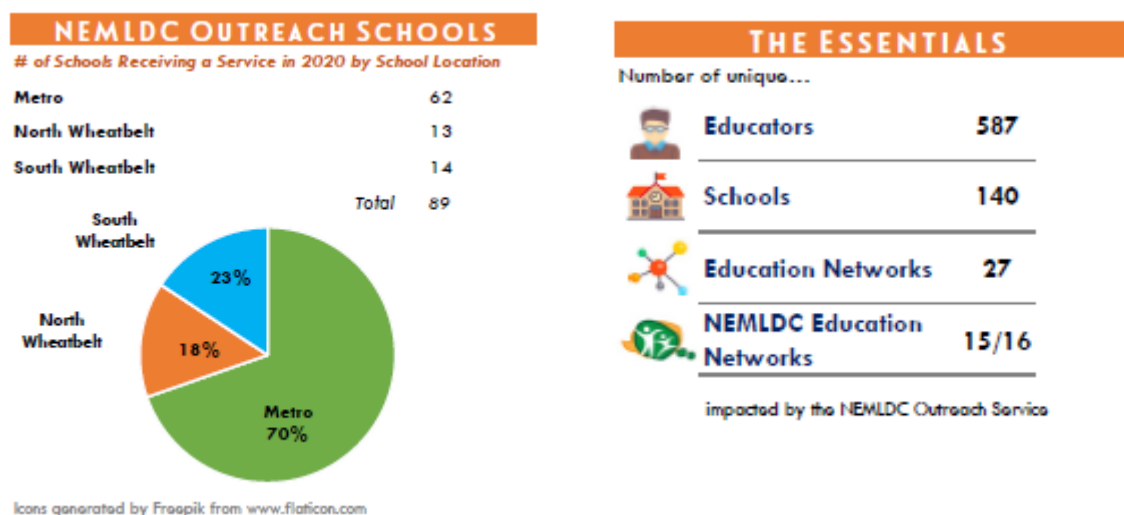
The school Parent Opinion Survey, issued every second year, was not distributed in 2019.

## Outreach

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

The NEMLDC Outreach Service has worked across the NE Metropolitan and Wheatbelt areas to provide support to the mainstream schools in the area of oral language and early intervention support for teaching staff working with students with speech and language difficulties. The Outreach team is part of Statewide Services and in 2019, the service has been reviewed and a new agreement reached. In addition to the training and support, from 2020 mainstream schools will be directed to our service as needed.

In 2019, the Outreach Service supported schools through the Language Leadership Series and Network to expand participants' knowledge of the oral language areas and invested in these schools to ensure that we were meeting individual school priority areas, embedding practice and supporting Leaders to integrate their learning within their own school. To cater for schools that did not have Language Leaders enrolled, the Outreach Service provided district level professional learning and worked with school networks to provide support in a cost and time effective way.



Feedback from LLSN participant:

*"It has provided me with a framework to better teach and support oral language within my classroom. Learning about evidence based practice and being provided with ideas/resources has enabled me to improve and fill out my programs and become confident enough to share some of my new knowledge and experience with my colleagues"*

The range of staff attending professional learning included teachers, education assistants and school administrators.

Target	Evidence 2019	
80% of schools and/or teachers who received an Outreach Service report significant- very significant (Average rating or 3 out of 4)	Language Leadership School Series	15 Language Leaders were enrolled
	Language Leadership Schools Network	12 Language Leaders were enrolled
	District PL	57 PL delivered

In 2019, there was a higher level of Network and School level engagement than district level Professional Learning.

During 2019, we extended into the Northern Wheatbelt to support the Principals as they developed K-2 school programs, particularly in the areas of phonological awareness to phonics and oral text development. We assisted schools in these Networks to select the most appropriate assessment and analyse data to inform practice.

Feedback from Louise Armstrong, Principal:

*“Appreciate the NEMLDC providing this invaluable support (classroom observations, PL, meeting with Principals) to improve consistency across the Network to our small schools. Great to have access to your expertise without having to travel”*

The Outreach Service relationship with Curtin University continued, albeit without Student Placement in 2019, due to staffing. The Outreach Team ran a PL at Curtin University for undergraduate and masters’ students on DLD and language disorders; aiming to upskill speech pathology students in identifying and supporting students with language disorders.

Feedback from Janet Beilby, Associate Professor:

*“I cannot thank you enough for the fabulous presentation you did for the students and the University last Friday. The students are absolutely “buzzing” about the content and the way you packaged it. It was really enthralling. Thankyou most sincerely on behalf of them all.”*

In 2019, the Outreach Service invested in upgrades to enable us to deliver and facilitate professional learning on line, as this will ensure equity of access to learning and extend our ability to present to schools when it suits them.

In 2020, the Outreach Service will be prioritising schools based on need identified through Statewide Services data and will continue to build capacity of schools through training and language leaders through the DARTS process of

## 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, focussing on informing partners about DLD, it’s prevalence, impact and benefits of early intervention.

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 NEMLDC placement.

In October 2019, the NEMLDC organised an enormously successful International DLD Awareness Day. The day was organised into three areas:

Fun Day for families, students and staff to acknowledge and celebrate our students and the NEMLDC. All events were selected to ensure language development was the focus.



**Advocacy:** This allowed us to raise the profile of the NEMLDC through inviting the local members of parliament to engage them in discussions about DLD and its prevalence.

**Awareness:** We held an information forum with a selected audience, including the Director General of Education, Lisa Rodgers, other Department of Education personnel, the University Schools of Education, the University Schools for Occupational Therapy, Social Work and Speech Pathology, Day Cares, Child Development Centres, Legal representation, private speech pathologists, university students, teachers and mainstream schools from all sectors.

**Lighting up the City:**

To raise the profile of DLD as a prevalent disorder that impacts the entire community, we arranged parts of Perth city to be lit up in purple and yellow, and organised pictures of our students to be displayed in Yagan Square.



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

<p><b>Child Development Service (CDS)</b></p>	<ul style="list-style-type: none"> <li>• In Term 2, 2019 the 2020 referral documents were sent to CDS Speech Pathology teams at Midland Child Development Centre (CDC), Lockridge CDC, Koondoola CDC, and State CDC.</li> <li>• All CDCs were offered an onsite visit from the NEMLDC Speech Pathologist.</li> <li>• The NEMLDC Principal, Senior Speech Pathologist and Psychologist visited Koondoola CDC to discuss referral procedures.</li> <li>• As required, throughout the referral process regular correspondence between community and NEMLDC Speech Pathologists took place.</li> </ul>
<p><b>Schools Psychology Service</b></p>	<ul style="list-style-type: none"> <li>• The NEMLDC School Psychologist circulated the 2020 referral documents with amendments and Appendix sheet, and provided support to School Psychologists throughout the referral process.</li> <li>• Planned for the School Psychologist and Senior Speech Pathologist to present at the School Psychologist’s Network Meeting in January 2020.</li> </ul>

<b>Curtin and Edith Cowan Universities</b>	<ul style="list-style-type: none"> <li>• During 2019 the NEMLDC hosted six fourth year Speech Pathology students on practicum placements.</li> <li>• Outreach Speech Pathologist, Cindy Stirling, was invited to present a lecture to second year speech pathology students and Master’s students on DLD and it’s impact on learning for students throughout school.</li> <li>• University representatives from the Curtin School of Occupational Therapy, Social Work and Speech Pathology, ECU School of Medical and Health Sciences (Speech Pathology) and the Schools of Education (Curtin, ECU, Murdoch, Notre Dame) attended the DLD Awareness Day forum. Following this, new relationships are being formed, particularly with the Schools of Education.</li> </ul>
<b>Department of Education Schools</b>	<ul style="list-style-type: none"> <li>• In Term 1, 2019 the NEMLDC hosted a transition information session for mainstream schools receiving NEMLDC students. The information session enables receiving schools to understand DLD, our data and the support level available through the Outreach Service.</li> <li>• During 2019 the Speech and Language Outreach Team offered professional learning that supported mainstream schools to identify and support students with Developmental Language Disorder and other language and literacy concerns, and provided information about the NEMLDC referral process.</li> </ul>
<b>Language and Literacy Community of Practice</b>	<ul style="list-style-type: none"> <li>• In Term 4, 2019 the NEMLDC Support Officer Speech and Language presented to a group of public and private speech pathologists belonging to the WA Language and Literacy Community of Practice. ‘Evaluating Apps in Speech Pathology’ as part of ‘Making Our Practice Tech Savvy’.</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>
<b>Community Relationships</b>	<ul style="list-style-type: none"> <li>• During 2019, the Speech teams created 3 handouts defining and explaining DLD. Each handout has a different audience; staff at the LDC, staff in mainstream schools and parents. These will be used in conversations with parents, in PL and conversations the Outreach Service have with mainstream schools and for parents to use to help explain DLD in their community.</li> <li>• International DLD Awareness Day is held on the third Friday in October annually. In 2019, the LDC organised a day celebrating our families and students, advocating for DLD awareness and informing community stakeholders about its prevalence.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• A collaborative research project between the NEMLDC and MultiLit entered the second phase. The project will evaluate the effectiveness of InitialLit within the NEMLDC context from 2018-2019.</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>• In July 2019, the NEMLDC hosted 40 community clinicians for the Research and Networking Session which aimed to present speech pathologists with updates on relevant research conducted with LDC students to inform clinical practice, as well as providing opportunities for LDC and local speech pathologists to network and foster collaboration.</li> </ul>

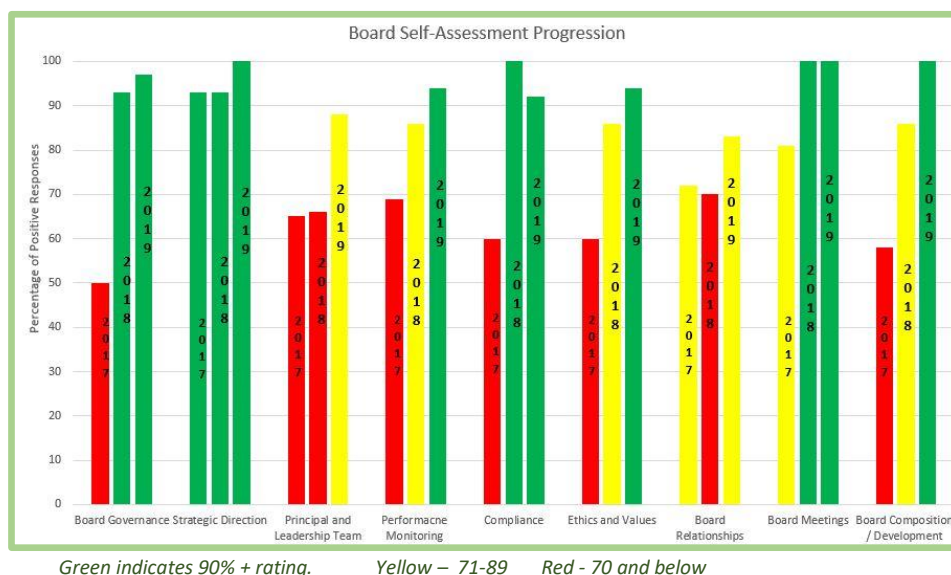


## FOCUS 3.2 DEVELOP EFFECTIVE GOVERNANCE TO INFLUENCE AND SHAPE THE STRATEGIC DIRECTION OF THE SCHOOL

Target	Status
Board self-assessment to demonstrate 90% positive response.	78%
Measure and improve upon community understanding of School Governance through the biennial school survey.	Base line data

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. Board member MOones Mohebati attended the ANZAC Commemorations and Graduation Ceremony, where she handed out awards.

The graphs below show the comparison of Board Self-assessment 2017 / 2018 / 2019. We note that we continue to self-reflect to be better represented as a Board at events, however, following further discussion, it is perhaps about communicating to all Board members about how they have in fact been represented.



# Highlights – North Balga

In 2019 Sharlene Samuel-May was appointed as the site manager at our North Balga campus. Site upgrades took place over the course of the year to support the physical environment within which the students learn and the staff work in, all in line with our Business Plan, the National Quality Standards and Occupational Health and Safety requirements. As per previous years The Language Centre programs were very well supported at our North Balga campus during 2019. As well as delivering our strong language programs, we had a strong focus on involving our parents and developing our collaboration with our host school, North Balga Primary School.



## Parent Involvement at our North Balga Campus

Parents were 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 and class celebrations. Parent workshops were held each term to ensure our parents had the skills to support their children with their language development.



An assembly presented by Year 2.4 (left) and a classroom celebration (right)

## Excursions and Incursions

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.



Dinosaur footprints (left), Outdoor Classroom Day (middle) and a HASS excursion (right).





## Physical Education

We were very excited to enjoy 2 weeks of swimming lessons yet again for our Pre-Primary, Yr 1 and Yr 2 students during term 4. We were also fortunate to have sporting Schools funding to support coaching in a variety of sports. We also enjoyed our whole school sports day event and DLD day at our main campus in Dianella.



Whole school sports day (left), volley ball coaching clinics (right).

## Whole School Celebration Days



DLD Day (left) and Pyjama Dress-up Day (right).

## Site Upgrades



Year 1 and Year 2 classes were recarpeted and painted.

BER building undercover area had fans installed

The staff room kitchen and teacher/speech pathologist planning room was upgraded.



# 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. It was a great opportunity for families to meet others and the LDC staff.

## 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!!





**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*



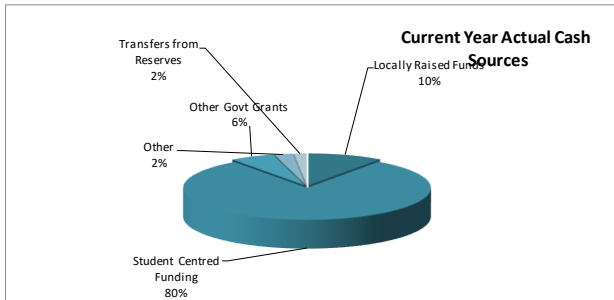
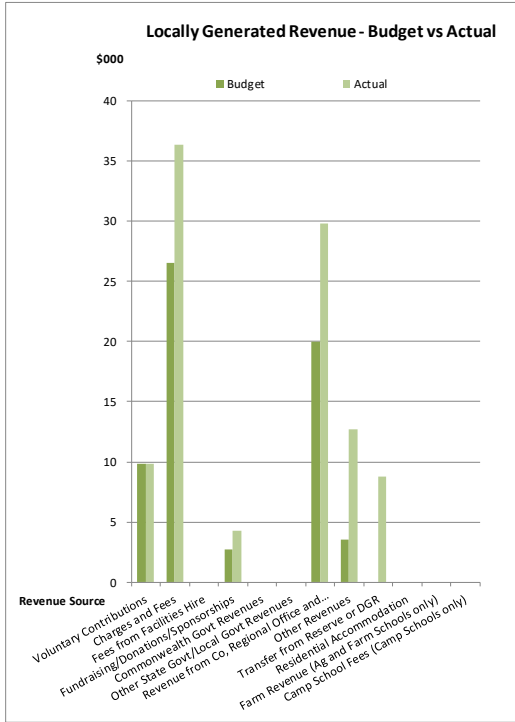
*Kindy Teddy Bear Picnic*

# Finance

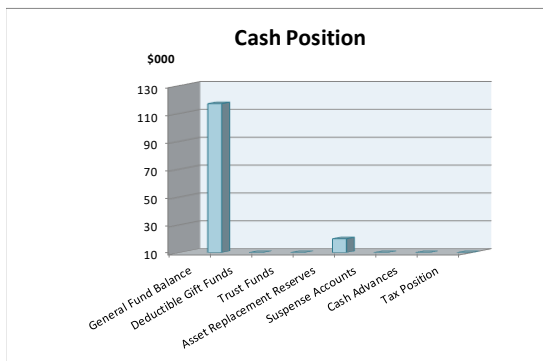
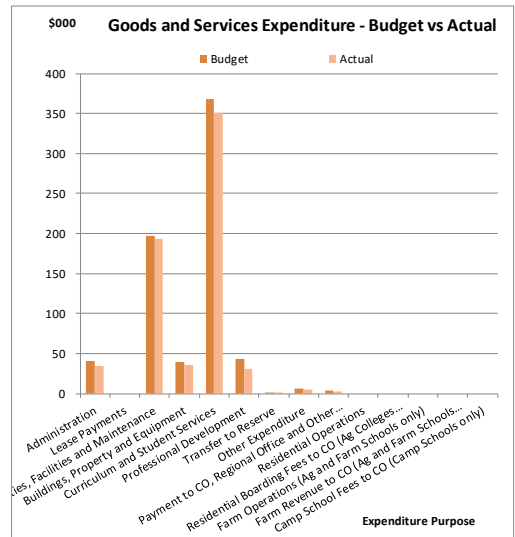


## NE Metro LDC Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,800.00	\$ 9,829.50
2 Charges and Fees	\$ 26,500.00	\$ 36,332.81
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,750.00	\$ 4,291.41
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 20,000.00	\$ 29,772.71
8 Other Revenues	\$ 3,500.00	\$ 12,669.43
9 Transfer from Reserve or DGR	\$ -	\$ 8,809.00
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>\$ 62,550.00</b>	<b>\$ 101,704.86</b>
<b>Opening Balance</b>	<b>\$ 289,470.00</b>	<b>\$ 257,443.75</b>
<b>Student Centred Funding</b>	<b>\$ 350,000.00</b>	<b>\$ 413,161.05</b>
<b>Total Cash Funds Available</b>	<b>\$ 702,020.00</b>	<b>\$ 772,309.66</b>
<b>Total Salary Allocation</b>	<b>\$ 5,881,659.00</b>	<b>\$ 5,881,659.00</b>
<b>Total Funds Available</b>	<b>\$ 6,583,679.00</b>	<b>\$ 6,653,968.66</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 40,210.00	\$ 34,763.74
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 197,421.50	\$ 193,620.24
4 Buildings, Property and Equipment	\$ 39,535.00	\$ 36,060.31
5 Curriculum and Student Services	\$ 367,462.15	\$ 350,634.41
6 Professional Development	\$ 43,125.70	\$ 31,378.86
7 Transfer to Reserve	\$ 1,089.70	\$ 1,089.70
8 Other Expenditure	\$ 6,688.00	\$ 5,377.86
9 Payment to CO, Regional Office and Other Schools	\$ 4,000.00	\$ 2,468.17
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>\$ 699,532.05</b>	<b>\$ 655,393.29</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 5,259,885.00</b>	<b>\$ 5,259,885.00</b>
<b>Total Expenditure</b>	<b>\$ 5,959,417.05</b>	<b>\$ 5,915,278.29</b>
<b>Cash Budget Variance</b>	<b>\$ 2,487.95</b>	



Cash Position as at:	
Bank Balance	\$ 131,878.02
Made up of:	\$ -
1 General Fund Balance	\$ 116,916.37
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 19,931.02
5 Suspense Accounts	\$ 690.37
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 4,079.00
<b>Total Bank Balance</b>	<b>\$ 131,878.02</b>



**Developing language. Building futures.**

## **North East Metropolitan Language Development Centre**

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