



North East Metropolitan Language Development Centre

2020 Annual Report



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



Our Guiding Statements

Our Vision

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

Our Philosophy

Staff at the NEMLDC are committed to creating and ensuring a positive and dynamic early learning experience for our students.

Our staff embrace diversity, building relationships with students, their families and the community, to foster participation and a sense of belonging. Our approach is collaborative, evidence-based and tailored to each child's unique academic, social, emotional and physical potential.

We nurture and expand each child's communication skills by empowering educators to use best practice teaching strategies that build foundations for their future achievements and well-being.

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.

Our Beliefs

- We provide a safe, nurturing, positive and engaging early childhood environment.
- We value diversity by respecting students' backgrounds, cultures and abilities.
- Each child has the ability to be a successful and active participant in an ever changing world.
- Explicitly taught oral language programs provide children the strategies and skills to communicate effectively.
- It takes a collaborative community to foster the academic and non-academic development of a child.
- All educators, through learning and support, can develop their understanding and teaching of oral language
- Our whole school approach toward teaching is continually improved through data driven decisions and evidence based practice.

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.

Our Logo

A child confidently stepping out on their journey into the future.

The supportive adults of our staff and community, celebrating our children.

The gold speech bubble representing focus and support for our students' expressive language development.

The green thought bubble representing focus and support for our students' receptive language development.



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Principal: Lisa Gannon

On behalf of the School and Board, I am pleased to present the North East Metropolitan Language Development Centre 2020 Annual Report. 2020 was the final year of our 2018 – 20 Business Plan, with some significant changes and improvements achieved with the progression of this plan.

Our key achievement was the development of staff capacity to deliver the Western Australian curriculum to improve student outcomes. In 2017, the biggest direction from the school review, was that the NEMLDC align to the Western Australian Curriculum. With passionate leadership from our Curriculum Leadership team, under the direction of Denise Grassi, this outcome has well and truly been achieved. With the English Curriculum area as our main focus, I acknowledge our English Coach, Lisa Reynolds together with lead Speech Pathologists, Anna Taylor and Lauren Koch for delivering this outcome with determination to ensure that our students are provided targeted, effective programs and support the support to deliver. Annette Hopkinson led staff in the delivery of STEM, to ensure that our students have the skills, knowledge and understanding to effectively integrate into mainstream school, and to improve staff capacity in the teaching of this area. A well-received program from staff and students. Our third focus Curriculum area, Mathematics, led by Curriculum leaders Sue Wood and Lisa Cyr saw full implementation of the Maths Curriculum, with outcomes and programs driven by data, and some fabulous presenters upskilling our staff.

I acknowledge Zoe Schaffert for her work in developing a data literate staff. Staff now meet and discuss student data, putting a face to the data. Staff meet with their teams, analysing data to set and review group and individual goals to improve student outcomes. Zoe has been supported by impact members and curriculum leaders in the collection and analysis of this data. Data is now used to drive all decisions around student and school improvement.

Supporting student success by providing the perfect learning environment for students to thrive, was determined as an area in which we could improve. Led by Sharlene Samuel-May, our students at risk, attendance, intervention and behaviour support processes were reviewed as well as staff development, induction and effective collaborative opportunities with the development of staff as Impact Mentors.

Further to this, Zoe Schaffert led staff in the development staff capacity to support student mental health, and together with our newly appointed OT, all staff worked collaboratively to develop and work toward improving student outcomes. A significant focus to upgrade facilities, led by Nicole Barranca, with painting, carpeting and a focus on maintenance saw our school transform into a more contemporary environment for our community to teach and learn.

The National School Improvement Tool was used as a self-assessment to collect information and drive direction. Staff and community were regularly asked to contribute their assessments and ideas, with much of our 2021 – 23 business planning determined from this data contribution.

The development of community was our final focus. Deb Cavanagh led our talented Outreach team to build mainstream teachers' capacity to support students with DLD across the North East Metro and Wheatbelt regions. Schools regularly come back for more, an indicator of how valuable schools see this service.

Deb Cavanagh, Anna Taylor and Lauren Koch ensured that the NEMLDC are doing their part in raising awareness of Developmental Language Disorder and the LDC across the community. Our 2019 DLD Day was a highlight of awareness raising, with Perth joining the world in lighting up in purple and yellow, the colours of DLD. They also created a plan to ensure that DLD and LDC are regularly promoted and featured in referring and local community conversations.

Our immediate community development was part of this focus, with the creation of a small but active and enthusiastic P&C and a Board effectively contributing to the design and delivery of the Business Plan, ensuring the community is well informed of their work. The contribution and support of both Board and P&C Office Bearers and members is truly appreciated and I thank all of our members and supporting community for their amazing efforts.

2020 – What a year!

The impact of COVID-19 on 2020 made it a year with a difference. Firstly, I want to acknowledge our amazing staff. Staff were presented the status of 'Essential Services Workers' which meant that despite the community health concerns around Coronavirus, they were required to be at work to ensure a program for all students. This included students at home, with or without computer access, as well as students continuing at school. The home packages and programs were created with little notice and limited direction, but were filled with care, learning and understanding. Activities that children could do with or without the support of parents, many who were facing concerns of their own. At school, classes were joined and students provided a learning program that was considerate of each child's needs, with a focus on ensuring each child felt safe, despite the concerns in the community. Families and students were then supported by staff in building confidence in our school as a safe, healthy learning environment, immediately responsive to direction and committed to the health and welfare of our students and families. I thank and acknowledge our staff for all their work and dedication to ensuring that safe teaching and learning could continue.

In 2020, the NEMLDC commenced with 309 students with Developmental Language Disorder (DLD) enrolled in Kindergarten to Year 2, at the 2 campuses. 127 students exited to 76 mainstream schools, most at the end of the year.

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 2020, four speech pathology students from Curtin completed practicums in the NEMLDC, supervised by LDC Speech Pathologists.

Outreach, supported approximately 97 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.

We bring to you our 2020 achievements and the final report for our 2018-21 Business Plan. The report highlights progress in the areas of school and student performance, and resource management. It 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.

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.



School Board

The 2020 year proved to be another busy and challenging one for the Board at NEMLDC, as we engaged in discussions, planning and decisions related to many aspects of our school's strategic direction and functioning, including the impact of the Coronavirus pandemic.

The Board would like to express our gratitude and commendation to the NEMLDC staff and Leadership team for their tireless work in the 2020 year to lessen the impact of COVID-19 as much as possible on the learning and development of students and their families.

In 2020 the Board welcomed and farewelled parent representatives Emily Deleuil and Moones Mohebati and Andrea Mladinovic respectively and thank them for their contributions.

Monitoring the delivery of the Business Plan continued to be our key focus, with the Board provided at each meeting a brief update from key staff members on the progression of the Business Plan and the opportunity for questions and discussions on progress and implementation. The Board was also provided a Principal's Report and data dashboard at each meeting, which reported and outlined updates on the operational work toward the Business Plan.

The Board were consulted and provided input on the development of the 2021-23 Business Plan (ongoing), focus areas such as EALD (English as an Additional Language/Dialect) and social disadvantage, Biennial survey results (endorsed 2020), and Curriculum Plan.

We also continue our endeavour to action survey feedback by providing the NEMLDC community with an increased understanding of the work of the Board, through regular updates following meetings via the app, web, and newsletter updates.

We thank the following members of the School Board for their commitment and contribution in 2020.

Chair	Jeremy Heng	Parent (WM)
Parent	Emily Deleuil Andrea Mladinovic	Parent (WM) Parent (WM)
Community	Lisa Gibson Brooke Sanderson Anna Taylor	Principal – North Morley PS Curtin University LDC / IntiaLit
Staff	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 2020 Annual School Report.



Lisa Gannon
Principal
March 2021



Jeremy Heng
Board Chair 2020
March 2021

2020 was a year of adjustments with at home learning, event restrictions and challenges. We had many zoom meetings, socially distanced events and extra health and safety practices to ensure we were still able to fundraise and make the year exciting for our school community. I would like to take this opportunity to thank the P&C team, parents and school staff who have given their time to support our school P&C.

P&C Fundraising:

- End of term dress up days
- Easter Raffle
- Mothers' & Fathers' Day stalls
- Sports Carnival raffle, sausage sizzle and bake stall
- Bunnings Sausage sizzle
- 2nd hand uniform shop
- Pencil Grips

Total Funds raised: \$8710.45

P&C not for profit focused events / activities:

- Anzac Day wreath donation for both campuses
- Book week colouring competition with popcorn
- P&C Day colouring / drawing competition with icy poles
- DLD Day treats
- End of year disco and treats

The P&C donated a total of \$6016 to contribute towards:

- I pads
- Bilingual Books
- Animal Fun motor skills program
- Play equipment
- Walkway path repair



President	Nikki Kreider
Vice President	Martine Bardin-Robson
Treasurer	Bonnie Scantlebury
Secretary	Michelle Kelly

I am proud that our P&C focuses on giving back to the school community by creating fun events for our students. This is an important aspect of the P&C and we love seeing the students have a great time, the school disco being a highlight for the year.

We have made some great achievements this year with our small P&C team but I hope we will see more parents join and volunteer in 2021. I sincerely thank everyone for participating in our fundraising efforts.

Nikki Kreider
2020 NEMLDC 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 \$33,010.00	<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"> provide state-wide access and support to teachers of K-2 students with speech and language difficulties provide advice, assistance and professional learning for K-2 classroom teachers ensure that all schools in allocated districts are aware of the support provided through the service support K-2 teachers to engage with and inform parents, caretakers and/or guardians of participating students around speech and language development. 	3.1
Level 3 Classroom Teachers Additional Teacher Time \$11,330.20	<ul style="list-style-type: none"> 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. 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. This initiative is provided to eligible schools in addition to the Level 3 Classroom Teachers Additional Teacher Time initiative. 	1.1 1.2
Low Proportion of Level 3 Classroom Teachers \$11,330.20	<ul style="list-style-type: none"> Schools receiving both of these initiatives will receive allocations totalling 0.2 FTE, providing funding for one full day a week for a teacher. 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. 	
School Psychologists - IPS Flexibility \$19,101.00	<ul style="list-style-type: none"> Ensure that all funds provided by this initiative must be expended and used only to employ a school psychologist 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. 	1.2
National Partnership on Universal Access to Early Childhood Education \$51,410.00	<ul style="list-style-type: none"> 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. <p>Program delivery expectations of schools:</p> <ul style="list-style-type: none"> ensure Kindergarten is delivered by a degree-qualified early childhood teacher deliver in accordance with the National Quality Standard (NQS) optimise Kindergarten enrolments and strive for regular attendance. 	1.1 1.2
Mental health programs \$11,330.20	<ul style="list-style-type: none"> Allocation of .1 of a level 3 teacher to lead and implement mental health outcomes within the school. Funding to be reviewed in 2021. 	1.2

Business Plan

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

Implementation and delivery of the Business Plan, 2020, is outlined in the following pages, through qualitative and quantitative data, with a summary provided to our success in achieving our intended outcomes for the term of the Business Plan (2018-2020) below.

The 2021- 23 Business Plan has been created based upon reflections from a range of data, including our status for achievement in each of the areas of the 2018-2020 Business Plan below. It will focus on an Integrated Western Australian Curriculum driven by data, with continued focus on English, Maths and STEM. Intervention for students requiring additional support, positive behaviour support, Staff development, Outreach and advocacy are continued focus. New focus areas include ensuring our curriculum is delivered using an effective blend of purposeful pedagogy, there is more support for students from socially diverse backgrounds and student learning environment is enriched by cultural diversity. Also new is staff well-being to be added to our student well-being focus.

We look forward to continuous focus on improvement in these areas, as well as ensuring that our successes remain as best practice in what we do every day.

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

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	

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

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 guides 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 2020 the English Committee introduced a range of initiatives, including:

- the delivery of InitialLit across five Year Two classrooms;
- further resourcing of the NEMLDC whole-school home reading program to ensure synchronicity with the school's approach to literacy instruction;
- having a teacher in the role of Literacy Specialist to provide both support to classroom teachers and targeted, specialised support to groups of students at risk;
- the training of select staff to deliver Sounds Write as a small group literacy intervention;
- the training of Education Assistants to deliver narrative and literacy intervention;
- further development of whole school moderation in the area of writing from Pre-primary to Year 2;
- further development and implementation of consistent narrative plans across all year levels;

- a review of whole school Narrative Program;
the delivery of parent workshops and Open Days – Introduction to DLD, Literacy (delivered on-line), Bookshare and Transitioning to a New School;
- the delivery of school transition process and support to mainstream staff;
- the continuation of the trial of MiniLit as a Tier 2 literacy intervention in Year One;
- professional learning sessions for staff focused on building teacher knowledge and skills in teaching oral language skills in the English Curriculum Area.

In Term 4 2020, 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	
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	33%
	Y1	43%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 to 30% or less for Spelling.	PP	42%
	Y1	64%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 2) to 40% or less for Reading.	36%	
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 2) to 50% or less for Spelling.	47%	
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 2) to 60% or less for Reading Comprehension.	70%	

Following a successful introduction of InitialLit in Pre-primary in 2018, the program was introduced to the Year 1 classes in 2019. In 2020, InitialLit was introduced across the Year 2 classes, resulting in a consistent, whole school approach to literacy instruction. InitialLit incorporates the teaching of synthetic phonics within an explicit and systematic teaching framework. The Year 2 program focused on comprehension and fluency, spelling, grammar and vocabulary using children's literature. Regular assessments were analysed at a student, class and cohort level, and identified students to receive additional Tier 2 or 3 literacy support across Pre-primary to Year 2.

In addition to regular progress monitoring assessments, Cumulative Reviews were administered throughout the year. The final Cumulative Review was administered in Term 4 and evaluated all of the content from the Pre-primary, Year 1 and Year 2 programs.

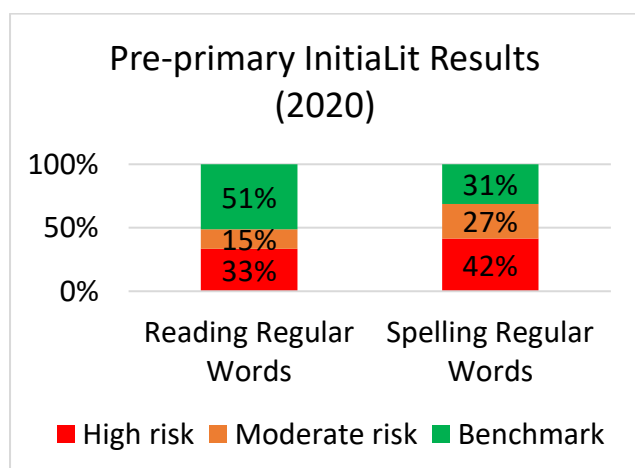


Figure A: 2020 Pre-primary Final Cumulative Review results

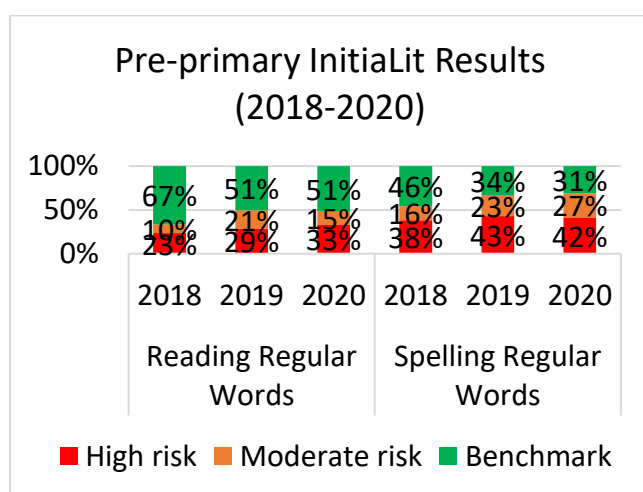


Figure B: 2018-2020 Pre-primary Cumulative Review 4 longitudinal results

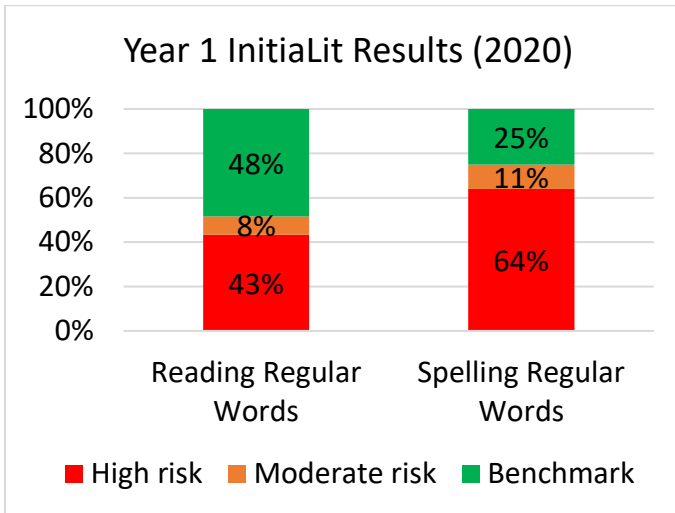


Figure C: 2020 Year 1 Final Cumulative Review results

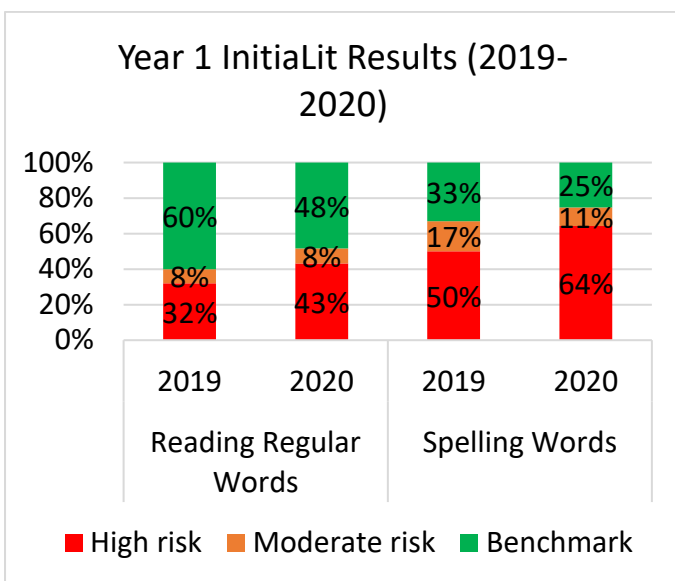


Figure D: 2019-2020 Year 1 primary Cumulative Review 4 longitudinal results

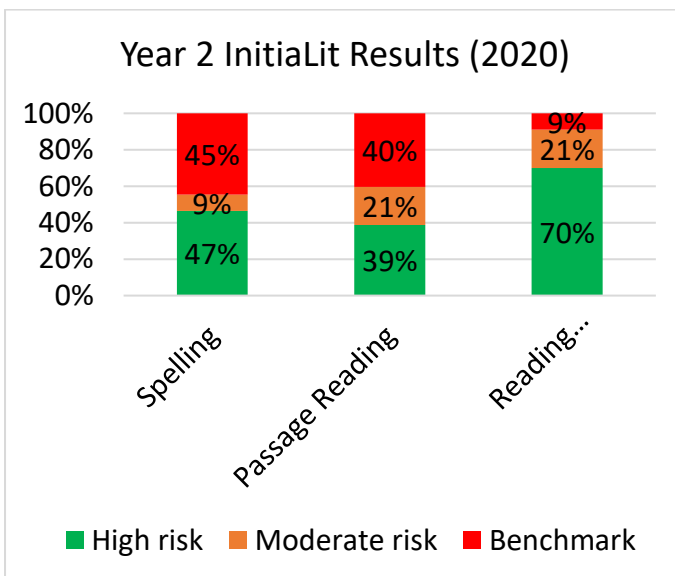


Figure E: 2020 Year 2 Final Cumulative Review results

Target 2	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	42%
	PP	84%
	Y1	59%
	Y2	68%

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.

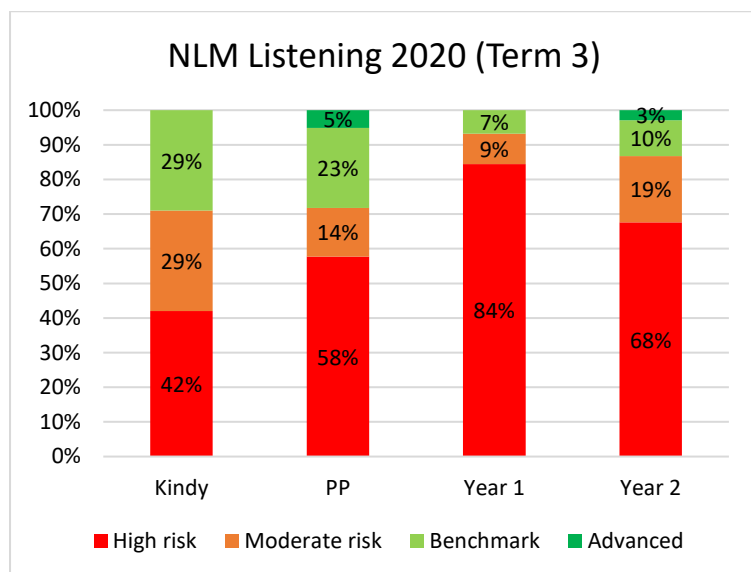


Figure F: Number of students in each benchmark range on the NLM Listening Term 3, 2020

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.

Pre-primary to Year 2 showed similar results to 2019, however in Kindy there was an increase in the number of students in the high risk range in the 2020 data.

Target 3	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	59%
	Y2	49%

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.

The 2020 data showed an improvement in the NLM Reading results from Term 1 to Term 3 with Year 1 students and showed a decrease in the number of Year 2 students falling with the high risk category from 2019 to 2020.

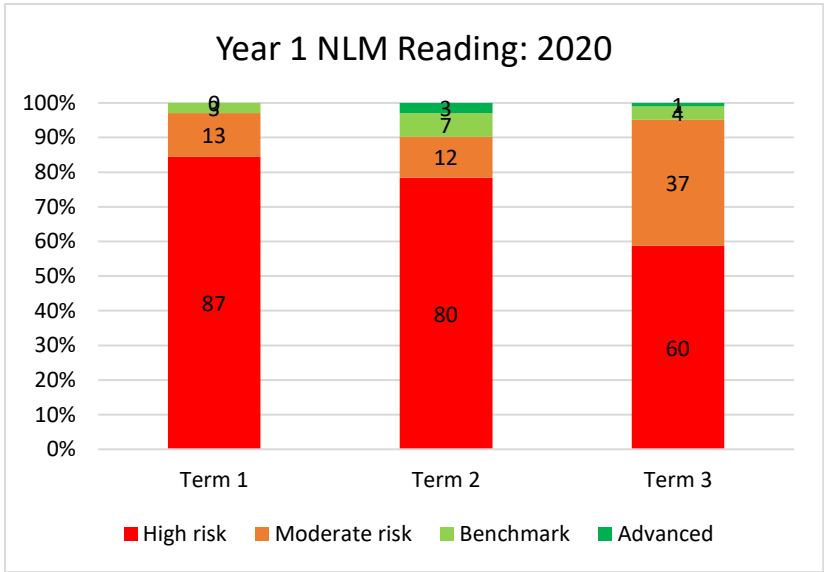


Figure G: Year 1 2020 NLM Reading Results

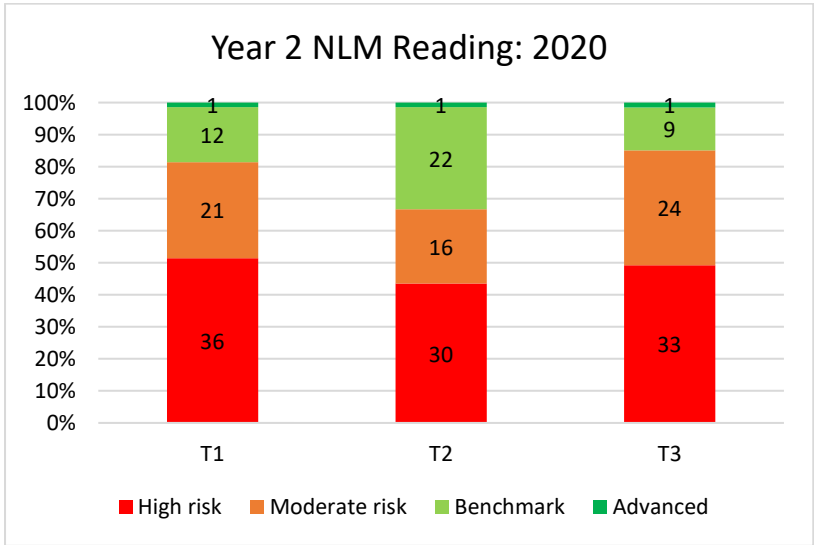


Figure H: Year 2 2020 NLM Reading Results

Target 4	Status
For 80% of Year 1 students to progress by two Words Their Way spelling steps in Term 4 of each year.	80%
For 80% of Year 2 students to progress by one Words Their Way spelling step in Term 4 of each year.	100%

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 in Years 1 and 2 are assessed in Terms 1 and 4, and Pre-primary students are assessed in Term 4 only.

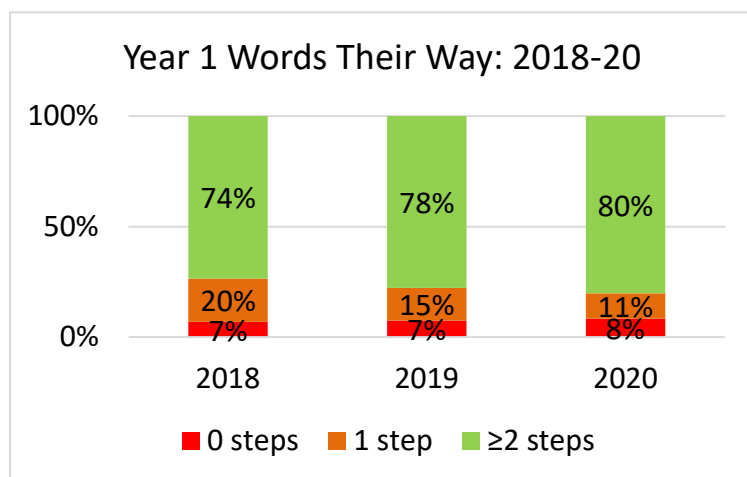


Figure I shows a comparison of Year 1 students in 2018 – 2020. In 2020, 11% of students moved at least one step and 80% progressed two or more spelling steps.

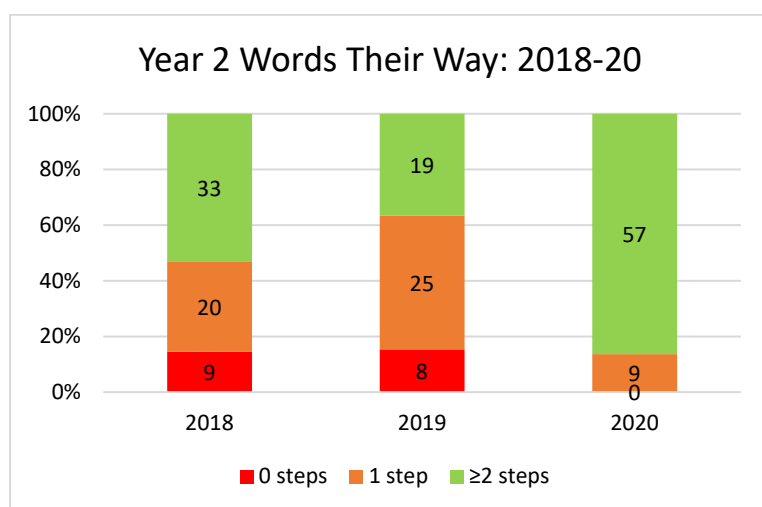


Figure J compares the proportion of Year 2 students moving spelling steps from 2019 to 2020. In 2020, 14% of students moved at least one step and 86% progressed two or more spelling steps.

Target 5	Status	
For 80% of Years 1 students to score between 170-220 of higher on the Brightpath written assessment in Term 4 of each year.	Y1	61%
For 80% of Years 2 students to score 220 or higher on the Brightpath written assessment in Term 4 of each year.	Y2	0%

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.

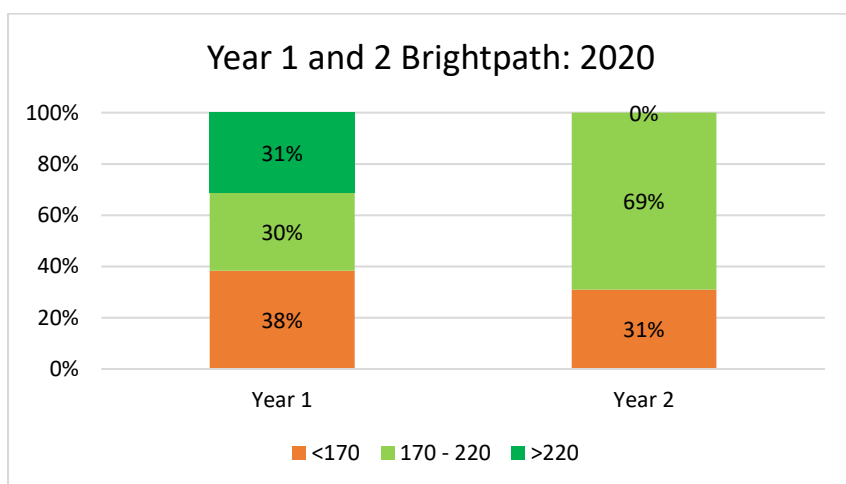


Figure K shows the proportion of students in Year 1 and 2 who scored using the Brightpath assessment tool.

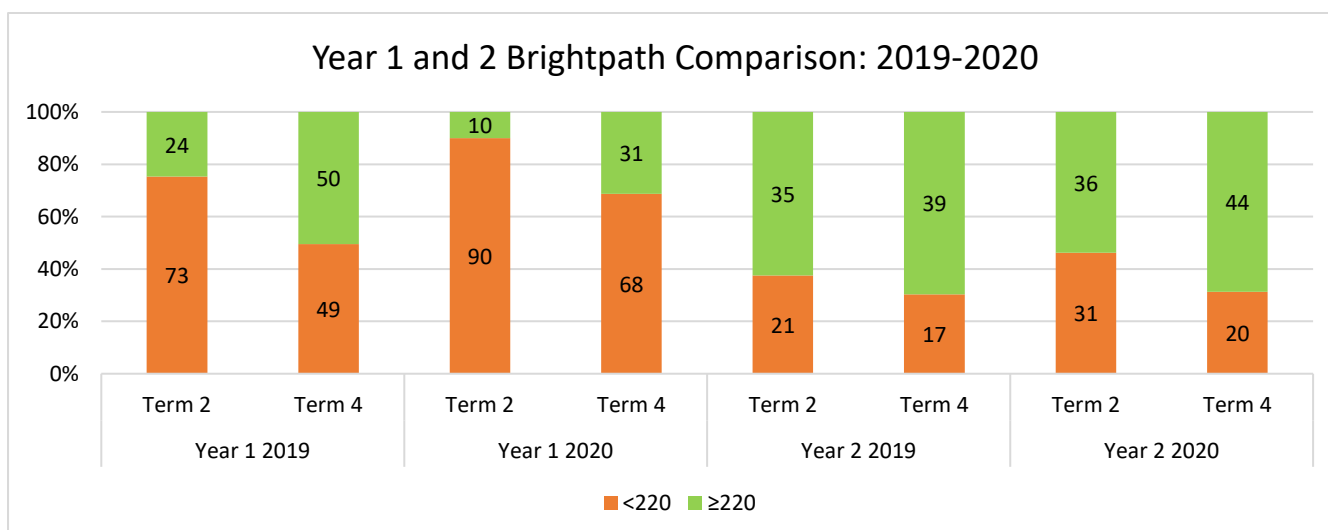


Figure L shows a comparison from Term 1 to term 4 from 2019 to 2020 for the Year 1 and 2 students on the Brightpath assessment tool.

Target 6	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.	30%
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.	67%
For 80% of exiting students to have an NDW of 79 or above in their final narrative generation.	51%

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 2020 (n= 116). 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. Analysis of transcripts revealed that 30% of exiting students achieved a score of 10 or above for MISL Macrostructure. However, the median score for all samples was 9 (interquartile range= 2.25), which suggests that if the lower performing students can be supported to improve their oral narrative skills, the NEMLDC is on track to meet this target in 2020.

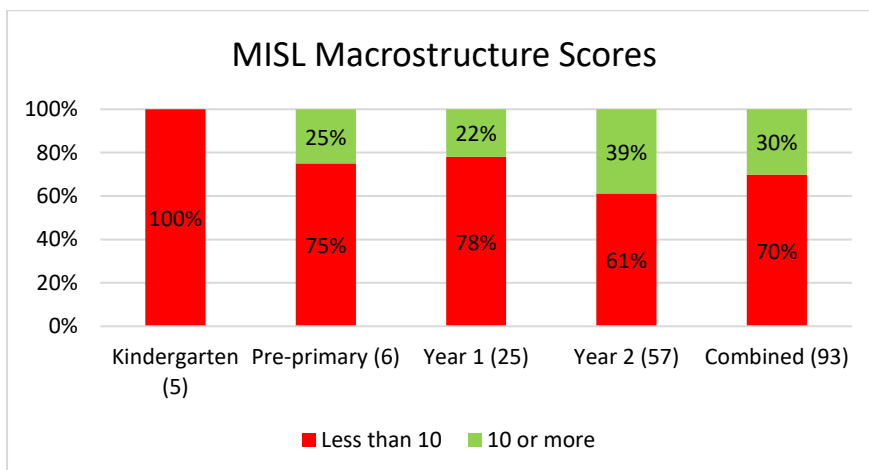


Figure M. MISL Macrostructure Scores from K-Y2 of all exited students.

Narrative microstructure refers to measures of productivity and complexity at the word and sentence level. Analysis of transcripts revealed that 69% of exiting students achieved a score of 11 or above for MISL Microstructure. With a median score of 11.5 (interquartile range= 3.25), results suggest the NEMLDC is on track to meet this target in 2020.

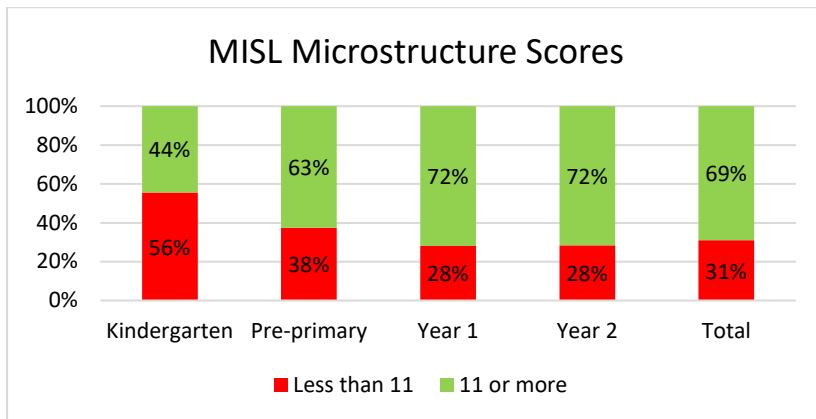


Figure N. MISL Microstructure Scores from K-Y2 of all exited students.

MLU-m is a measure of sentence level grammar (syntax). Analysis of transcripts revealed that 67% of exiting students produced MLU-m of 7 or above. With a mean score of 7.0 (standard deviation= 1.0), results suggest the NEMLDC is on track to meet this target in 2020.

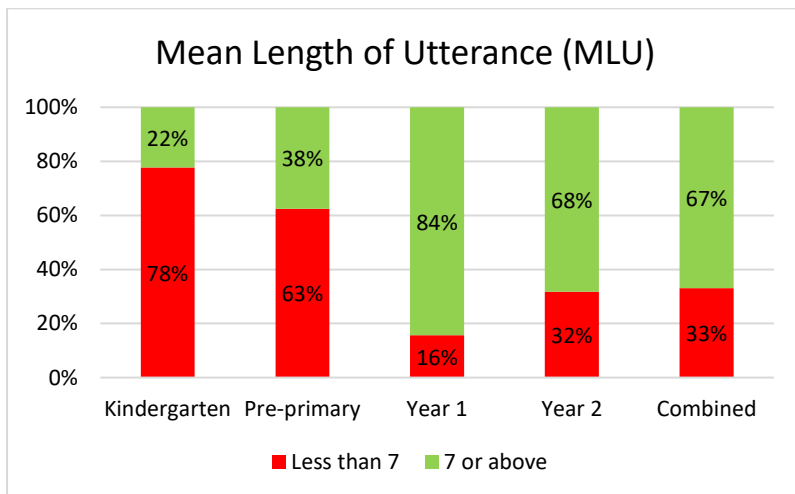


Figure O. MLU-m from K-Y2 of all exited students.

NDW is a measure of semantic productivity and vocabulary diversity. Analysis of transcripts revealed that 51% of exiting students produced NDW of 79 or above. However, the mean score for all samples was 85.3 (standard deviation= 20.7), which suggests high variability in skills among exiting students. If the lower performing students can be supported to improve their semantic and vocabulary skills, the NEMLDC is on track to meet this target in 2020.

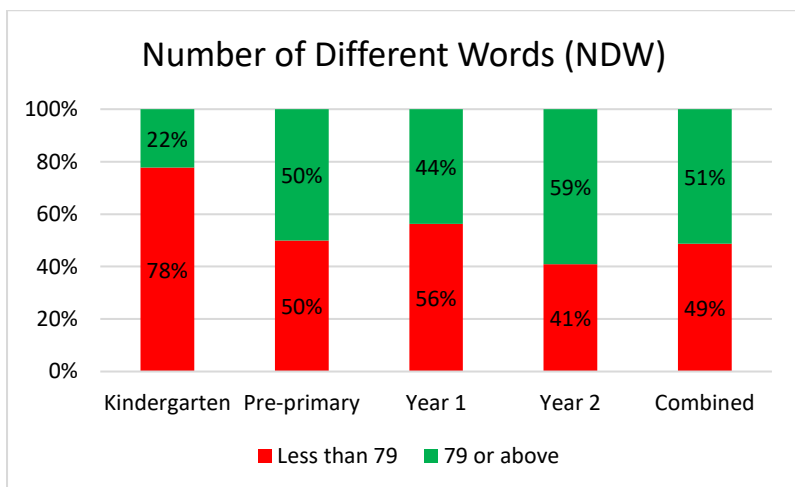


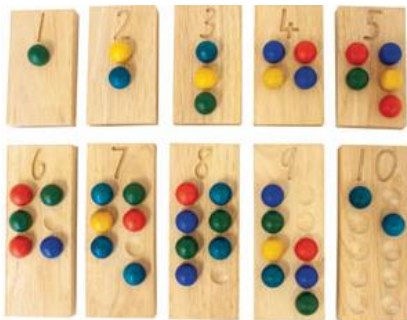
Figure P. NDW from K-Y2 of all exited students.

Mathematics Curriculum Area

In 2020 the NEMLDC Committee implemented and begun using the whole school Maths planning and vocabulary documents that were created in 2019 from Kindergarten to Year 2. The Pre-Primary to Year 2 DOTT teachers collaborated to create share weekly planning resources for Measurement including common assessment tasks. the Math Committee created Moderation tasks across all year levels to measure math understanding and specific mathematical vocabulary across the target areas. The Westwood Fluency Screener was used in Year 1 and 2 in the areas of addition and subtraction to record our students progress with their number facts. Data was collated through these moderation tasks to inform and guide future teaching in the area of Maths leading into 2021. With the help of Cindy Stirling, Denise Grassi and Lisa Cyr excel documents were created and used to input and record the collected data for analysis at a whole school level.

This year we have added to our Maths resources in each year level. We purchased a complete set of Year 2 resources for the extra class at West Morley. For Pre-Primary, Year 1 and 2, we purchased clocks for the children to write and create digital and analogue time. In Kindergarten we purchased build a picture magnetic shapes for shape recognition and transformation and wooden 10 frames for counting and addition. For all year levels we built on our Top Ten Maths lesson ideas purchasing 40 Maths story books for each site with accompanying lessons.

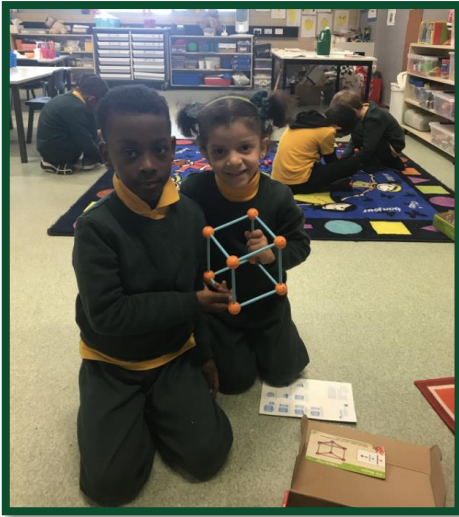
In Term 3 we had successful professional learning opportunities for both NEMLDC staff and parents in the Maths domain of Numeracy and differentiated learning led by Sheila Griffiths and the Maths Committee. In Term 4 Jacinta Guerrini organised a Start Smart Money Incursion to help the students learn about the value of Australian coins and notes.



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.



Above: Kindergarten and Pre-primary students exploring numbers and creating patterns with counters.



Above: Year 1 students creating 3D shapes with our class kits.

Below: Year 1 students investigating Australian money. Describing and recognising the value of each coin with giant coins.



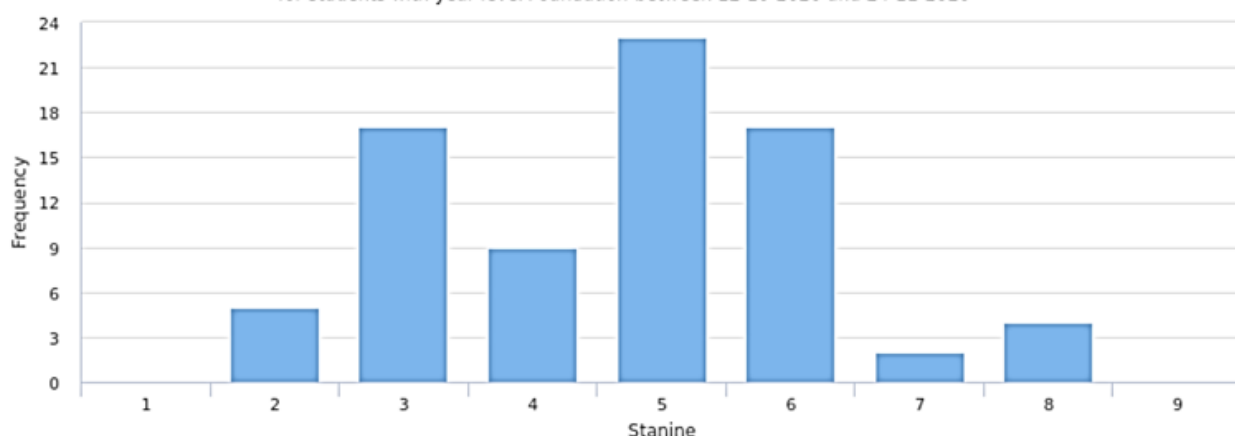
Left to Right: Photo 1 and 2- Year 2 photo investigating 3D shapes and their features. The students looked at what shapes can roll or be stacked. Photo 3: Smart School money incursion.

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



PAT Early Years Maths / Group Report / Mid-Foundation - Student Stanine Distribution

Compared to Group 2: October-December Norm Data
for students with year level Foundation between 12-10-2020 and 24-11-2020



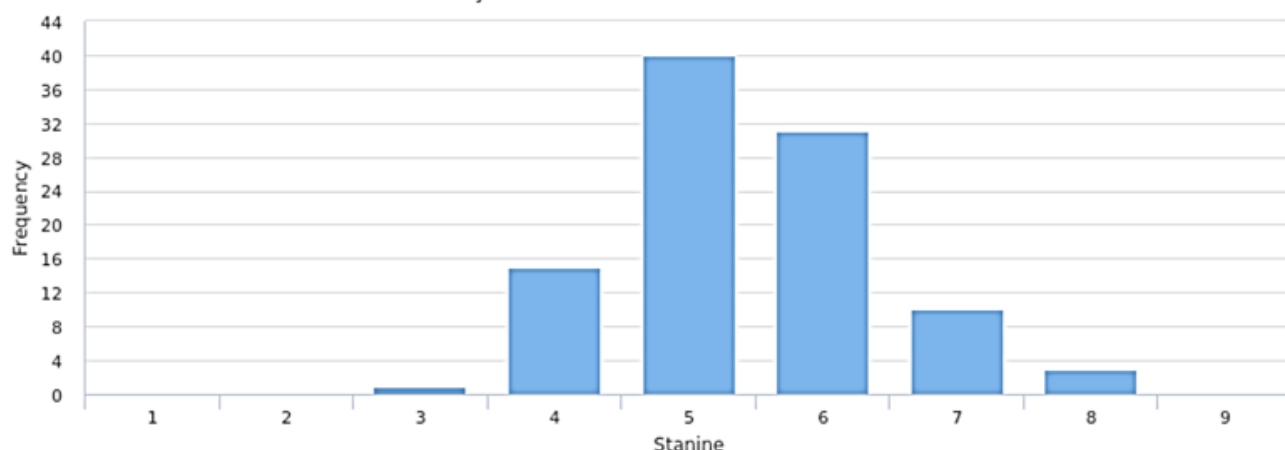
Pre-primary students were assessed using the PAT Maths Early Year Mid Foundation assessment in November 2020. Results show 95% of NEMLDC Pre-Primary Students achieved a scaled score of 80 or above thereby achieving the 2020 target. A score of 80 is the 3rd Stanine or above. 60% of NEMLDC Pre-Primary Students achieved the 5th Stanine or above. In 2021 we will adjust the targets to make it higher.

Maths Target Year 1	Status
Y1 – 70% of students at stanine 5 or above in PAT maths assessment	



PAT Maths 4th Edition / Group Report / PAT Maths Test 1 - Student Stanine Distribution

Compared to Year 1 Norm Data
for students with year level Year 1 between 12-10-2020 and 24-11-2020



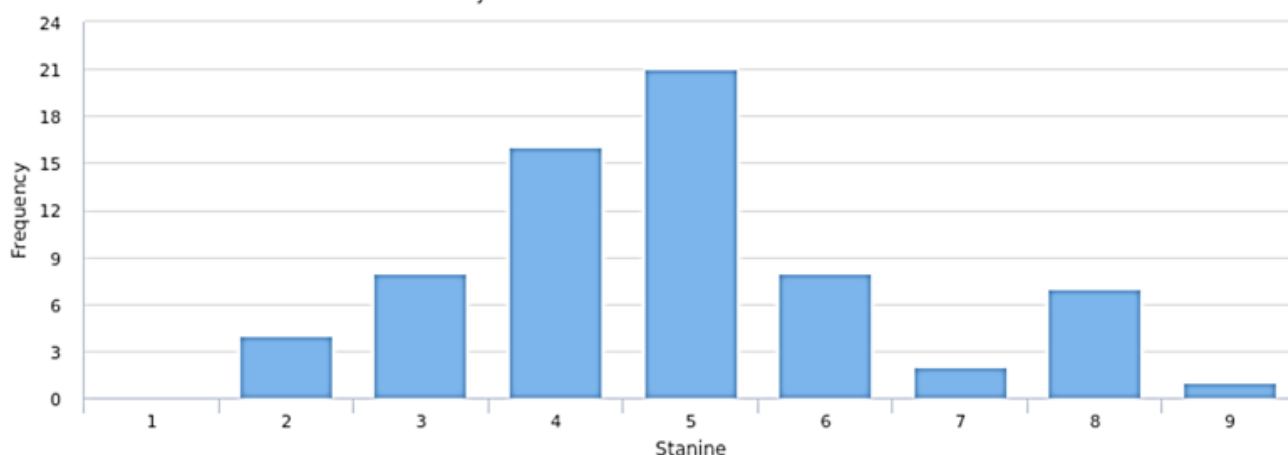
Year 1 students were assessed using the PAT Maths 4th Edition Test 1 in November 2020. Results show 84% of NEMLDC Year 1 Students achieved the 5th Stanine or above. This target was achieved.

Maths Target Year 2	Status
Y2 – 60% of students at stanine 5 or above in PAT	



PAT Maths 4th Edition / Group Report / PAT Maths Test 2 - Student Stanine Distribution

Compared to Year 2 Norm Data
for students with year level Year 2 between 12-10-2020 and 24-11-2020



Year 2 students were assessed using the PAT Maths 4th Edition Test 2 in November 2020. This is a standardized assessment and 58.5% of Year 2 students achieved the 5th Stanine or above. This is an increase from 2019 results where 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 word problems that had limited or no picture support using mathematical vocabulary. Students with limited basic number skills and beginning concept development experienced more difficulty with this assessment. Focus strategies for 2021 will be to further develop and extend the language of specific mathematical vocabulary across all year levels and the problem solving abilities for word based number problems as well as missing addend number problems.

In 2021 we plan to set review our Math vocabulary teaching and set new targets to measure the progress of student understanding and concept development.

STEM Curriculum Area



STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics and is important for helping our students develop skills for our changing world.

STEM was in its 3rd year of focus in 2020 and to help with the identified need of developing teacher confidence in teaching this area a STEM coach was provided. Annette Hopkinson continuing as STEM coach, was available to come into classes and work alongside the classroom teachers, providing demonstration and support with equipment and planning for one off lessons, or for a short series on a topic. Every class in the LDC was involved in 2020 and feedback on this has been outstanding. This support has been highly valued and the confidence of teachers has been increased and they are keen to learn more. Staff have requested it continue in future years.



More resources were purchased, including extra quantities of those resources in high demand so they could be made more easily accessible to teachers on both campuses. The design and technologies area was a focus



for purchases this year. The Technologies committee provided a hands-on half day professional learning on how to teach technologies with opportunities for staff learning to use and try out several pieces of our technologies equipment.

The Technologies Committee produced several documents this year and these will continue to be built on in the future. A Technologies Curriculum vocabulary document indicating the year level to start using specific terminology with the students as well as the year level they are expected to use these. A Definitions document with child-friendly language for all of these words has also been developed. A scope and sequence style document was also developed with details of the equipment we have available at the LDC along with year level appropriate ways to introduce and use this equipment and other resources.

The students were involved with STEM related incursions and excursions this year, such as visiting Brownes Dairy, fruit sorting at Kalamunda History Village (food and fibre production), Remida workshops building their own “Junk Bug” using recycled and reusable materials, Scitech and Bricks 4 Kids Lego robotics workshop.

Student Achievement

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

In 2019 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.

This target was met in both Year 1 and 2.

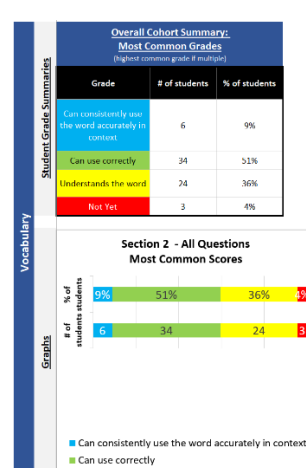
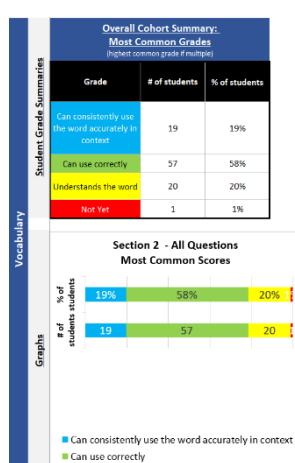
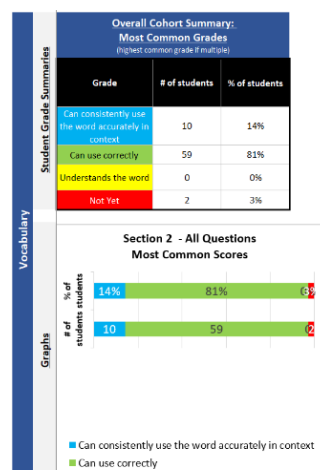
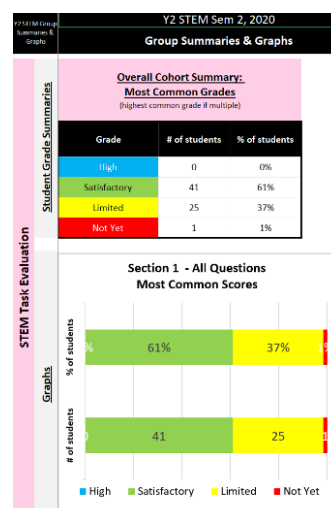
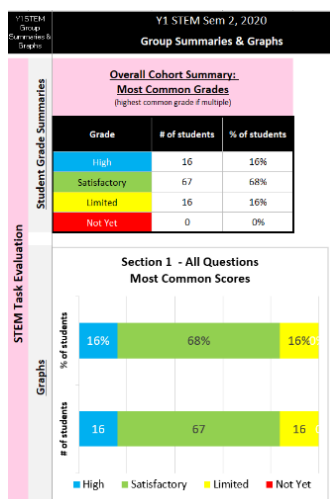
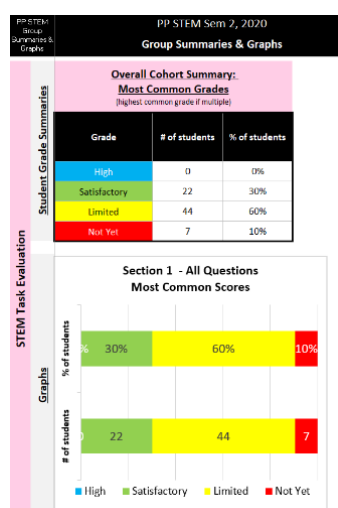


Targets	Status		
	Pre-Primary	Year 1	Year 2
2020 Operational Plan			
To have a minimum of 40% of students receiving a satisfactory grade in the technologies areas.			
To have 50% of students in each year level using the age appropriate technical vocabulary in the STEM moderation tasks.			
Business Plan Target - adapted			

The Technologies Committee provided an integrated STEM Moderation task for each year level in 2019, and this was adapted for 2020 based on teacher feedback and the results from last year.

All the the tasks were “playground fun” based projects where students were required to research, design, make and evaluate a prototype and were 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. Students then had to use their camera skills to take photos or videos of their own (or a friend’s) work.

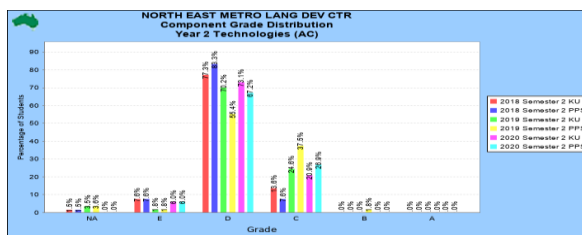
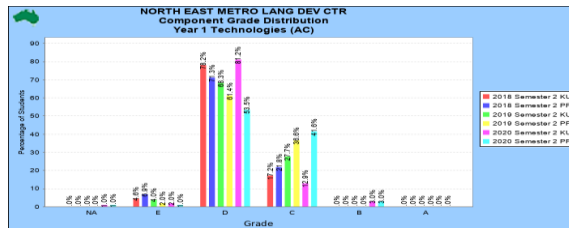
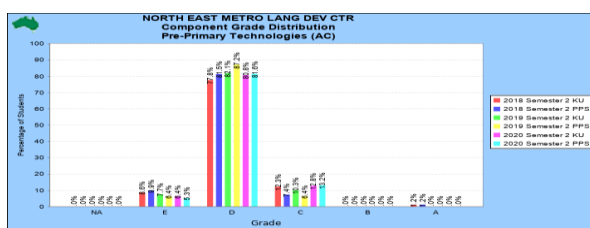
The children had a great time completing these projects while developing and demonstrating their skills.



The data from these tasks indicates that only 30% of Pre-Primary students achieved satisfactory, but their correct use of the vocab was 95%. Year 1 results indicate 84% were able to satisfactorily complete the task and 77% could use the vocabulary. 61% of Year 2 students achieved satisfactory, with 60% using the vocabulary. The technologies committee feel the focus on vocabulary has paid off.

The Technologies curriculum area was encouraged to be taught in an integrated project based way in 2020. Due to the changed reporting requirements this year due to Covid 19 classes only received grades in Semester 2, so Year 1 grades were for digital technologies and PP & Year 2 for design and technologies. A comparison of the report grades from 2018 to 2020 is provided below.

KU is Knowledge and Understanding, PPS is Processes and production skills.



These graphs indicate that in all year levels the Process and Production Skills (PPS) are higher than their Knowledge and Understandings (KU). Pre-primary grades had increases slightly from previous years, Year 1 PPS had increased, but KU had decreased and year 2 were both lower. This indicates that more work in this area is needed.

STEM will continue to be an area of focus for the LDC into 2021. 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

In 2020 Science was taught across the Kindergarten to Year 2 settings. The NEMLDC Science program is based on the Primary Connections Science program PP-Year 2. The Science curriculum team planned priorities, set targets and ensured all year levels had the appropriate resources to implement the science program. Lifecycle sets of bees, butterflies, frogs and a peanut were purchased for both campuses. Donations of push and pull toys were well received and will assist students in their science understanding of forces. The Year 2 classes participated in hatching chickens with an incubator in their classroom to observe the lifecycle changes. Science Week was celebrated 15th -23rd August with a focus on The Deep Blue. Each classroom participated in engaging Science based experiences.

Assessment was the result of moderated tasks set for each year level in each of the Science strands. Data from 2020 Semester 2 reports indicates most students received an assessment of 'Limited Achievement' in Science Understanding and Science Inquiry Skills.

Science Curriculum Area Targets: 2020	STATUS
To improve the percentage of students achieving a satisfactory (C grade) in Science Understanding, improving the average to a minimum of 40% of students (PP- Year 2).	
To raise the percentage of students achieving a satisfactory (C grade) in Science Inquiry, increasing the average to a minimum of 30% of students (PP-Year 2)	

Science Understanding	Year Level	Very Low	Limited	Satisfactory	High
	Pre-Primary	3.8%	86.3%	12.8%	0%
	Year 1	8.9%	50.5%	39.6%	0%
	Year 2	6.0%	56.7%	35.8%	1.5%
Science Inquiry	Year Level	Very Low	Limited	Satisfactory	High
	Pre-Primary	1.3%	80.8%	17.9%	0%
	Year 1	11.9%	59.4%	27.7%	0%
	Year 2	10.4%	80.6%	9%	0%

The 2020 targets for Science Understanding in Year 1 and 2 were almost achieved with 39.6% and 37.3% of students receiving a satisfactory grade or higher. The Science Inquiry 2020 targets for PP-Year 2 were not achieved. The targets will be reviewed and refined for 2021.

In 2021 Science will be taught using an integrated approach following the Western Australian Curriculum. Science will be taught through STEM projects building on the inquiry, skills and understanding of the students.



Health and Physical Education (H&PE) Curriculum Area

In 2020 classes at NEMLDC were involved with weekly health lessons covering the curriculum, our Social Skills Program and Protective Behaviours using a range of resources. Students also enjoyed fun practical lessons in Fundamental Movement skills. Each morning, classes were involved in a fitness session coordinated by teachers and our school based Occupational Therapist Jessica Dreaver, ensuring that throughout the term the children would be systematically taught the fundamental movement skills and given the opportunity to practice those skills each term. The equipment was used on a roster that rotated to the classes at each site, week by week. Classes also participated in Physical Education lessons each week where sports skills and how to use the equipment was explicitly taught and practiced as appropriate to each year level.

The target of 100% of classes participating in these sessions was met in 2020 and will be continued in 2021.

The Animal Fun program was rolled out to the whole school this year thanks to the generous donations of the Animal Fun resources for each class by the P&C. This program was developed in Australia by Curtin University. *“Animal Fun is a unique program designed to promote motor skills and social skill development in young children aged 3-6 years. Based on imitating animal movements, Animal Fun allows children to practice and develop their skills within an imaginative, play environment.”* *“Animal Fun is an evidenced based program which meets many of the desired outcomes of the National Quality Framework and the Australian Curriculum for Health and Physical Education (Foundation Year).”* Sourced from <https://animalfun.com.au/> on 09/03/2021



In September the whole school met together at the West Morley campus for our annual Sports Carnival, which consisted of a morning of tabloid sports, followed by year level competitive running races. This event is a fun whole school community event and is kindly supported by our P&C who organised a sausage sizzle and delicious cake stall during the day. Feedback from the day was highly positive.



Humanities and Social Sciences (HASS) Curriculum Area

In 2020, our school HASS committee consolidated the work done over the last couple of years of full implementation of 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 continued to work on upskilling themselves by attending professional learning around embedding Aboriginal Perspectives into early childhood education as well engaging in professional readings around Inquiry learning and Aboriginal culture. The HASS team continued to facilitate the assessment moderation tasks in collaborative year level groups, which resulted in teachers making more consistent judgements about student progress.

In 2020 the percentage of EAL/D students at our school sites were as follows; 23% West Morley and 50% North Balga. As a result of such diversity we purchased popular fiction texts in the wide range of languages of our cohort. Particular attention and mention was made on relevant celebrations and holidays specific to our school community, on our school communication platform to create a sense of belonging and recognition.

Future directions will see us implementing an integrated curriculum with a focus on continuing to celebrate Aboriginal and Torres Strait Islander culture by developing a school Reconciliation Action Plan.



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.

All staff engaged in some self-reflection of Domain 7 Differentiated Teaching and Learning in 2020 and the result indicated a plateau from 2018, maintaining a HIGH standard.

Although we currently have an attendance rate that is above the state average, sitting at 92.5% our unauthorised absences in 2020 was 27%. We did aim to reduce this to 15% in 2020 however COVID-19 had a significant impact on how families felt about sending their children to school during such uncertain times.

At the end of 2020 staff reviewed the ABE (Attitudes, Behaviour and Effort) data for the third time. Across all year levels positive growth was noted and this can be attributed to the focus we put on the explicit teaching of social skills at the NEMLDC.



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.	
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 2018-20

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, however due to Covid and alternate priorities, not all areas of data were collected in 2020.

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

Domain	2018 Rating - baseline	2019 Rating	2020 Rating
1. An Explicit Improvement Agenda	2.75 Medium – Staff	3.7 Outstanding - Staff	
2. Analysis and Discussion of Data	3.0 High – Staff		3.6 Outstanding-staff
3. A Culture That Promotes Learning	3.2 Outstanding – Board 4 Outstanding – P&C 2.8 High - staff		Data unavailable
4. Targeted Use of School Resources	2.7 High - Staff		Data unavailable
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		3.25 Outstanding - Staff
8. Effective Pedagogical Practice	3.2 Outstanding - Staff		2.9 High – Staff
9. School-Community Partnerships	3.8 High – Admin 3.3 High – Board 2.8 Medium - Outreach	Data unavailable	

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

STANDARD 7.1 GOVERNANCE

Governance supports the operation of a quality school.

ELEMENTS		Reflection /Determination		
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.	G	A	R
		M		WT
Element 7.1.2 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
Element 7.1.3 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
Determination STANDARD 7.1		M	WT	

STANDARD 7.2 LEADERSHIP

Effective leadership builds and promotes a positive organisational culture and professional learning community.

ELEMENTS		Reflection /Determination		
Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.	G	A	R
		M		WT
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	G	A	R
		M		WT
Element 7.2.3 Development of professionals	Educators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.	G	A	R
		M		WT
Determination STANDARD 7.2		M	WT	

QUALITY AREA 7 DETERMINATION

M

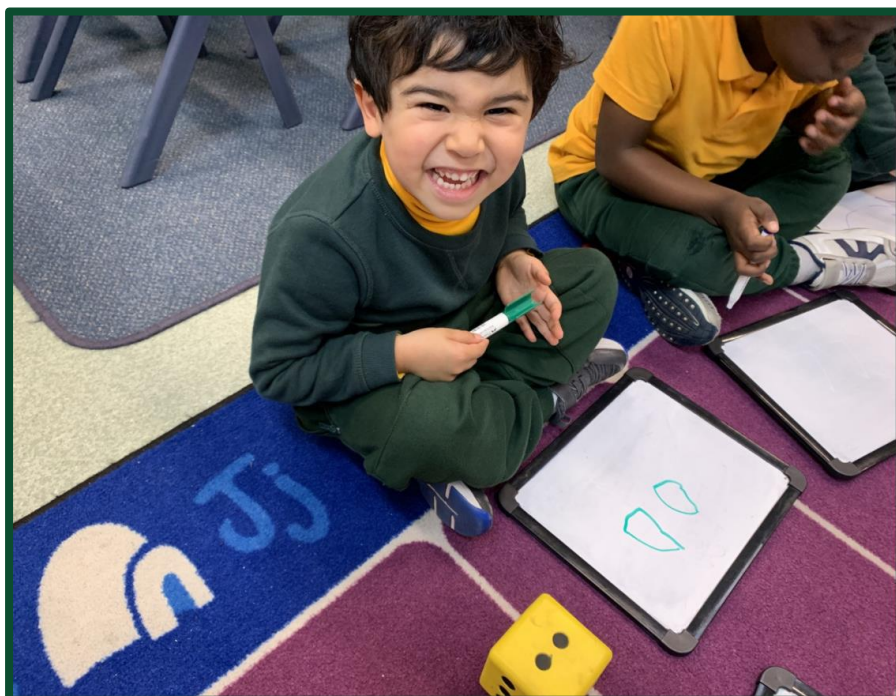
WT

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.	

Staff worked collaboratively to reflect on the indicators from the NSIT Domain 2. Group feedback was collected and summarised to inform our status of target met.

Example areas of high progress	Planning for improvement
The school uses data to identify starting points for improvement and to monitor progress over time;	Collection of well-being data.
School leaders, regularly work with their teams to review achievement data.	Refining Moderation processes
Data are used in building a culture of self-evaluation and reflection.	



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.	
2. Biennial survey – Parent results confirm 85% agreement <ol style="list-style-type: none">Positive feedback for parent workshop surveysThe school takes parent options seriously - 86%The school has a strong relationship with its school community – 69%	
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.	

- Domain 9 self-reflection average of Board, admin, outreach - 2018 – 3.3 average / 2020 – 3.4 average
- Biennial survey – Parent results confirm 85% agreement
 - Positive feedback for parent workshop surveys
 - The school takes parent options seriously – 2018 - 86% / 2020 – 93%
 - The school has a strong relationship with its school community – 2018 - 69% / 2020 – 84% (20% neutral)
- P&C member ship – 2017 – 5 / 2020 – 9
- See Outreach report
- See Outreach report

Community Engagement

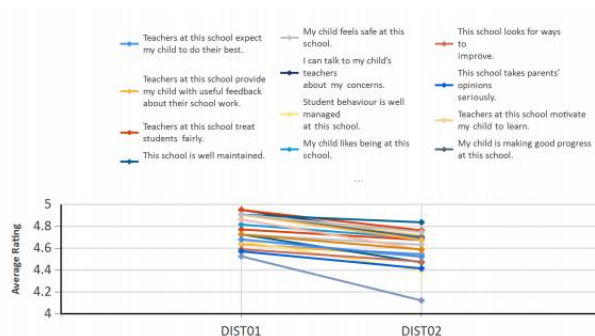
With Covid-19, community engagement was forced to take a new format. With parents not on site or in classrooms, assemblies, many meetings and workshops cancelled, and students learning from home, our families were asked to participate online. Many took this opportunity and worked together at home learning from the videos and work packages.

P&C continued to be active, with a fantastically successful fund raising year, with the Bunnings sausage sizzle. (see the P&C report) A small but very enthusiastic team.

The Board contributed to the development of the next Business Plan, considering ideas, progress of the current plan and assessment tools.

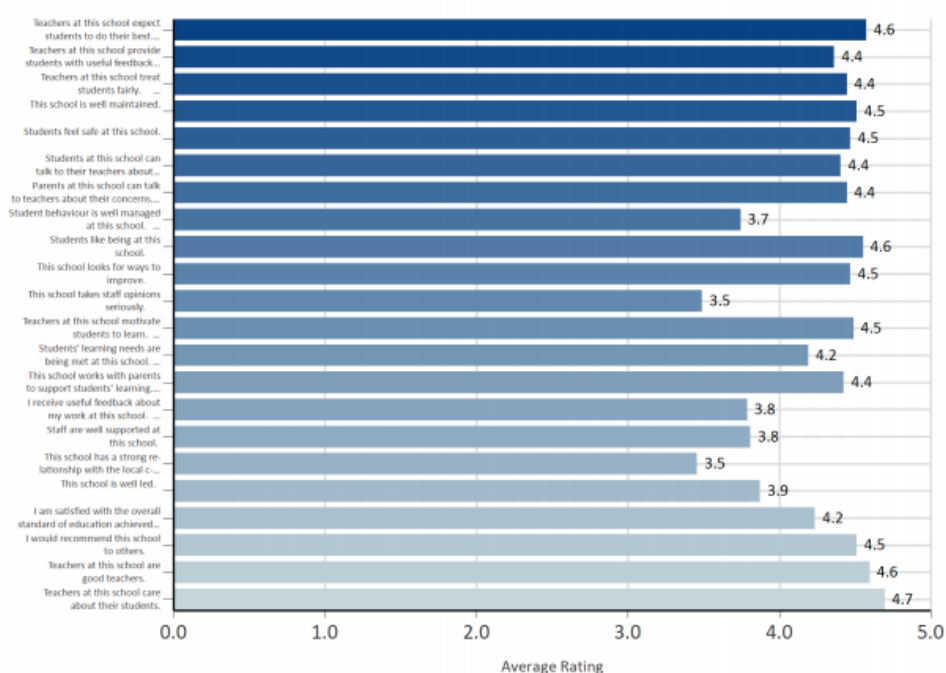
The Parent Opinion Survey, was distributed in 2020, with results below.

	DIST01		DIST02	
	No.	Avg	No.	Avg
Teachers at this school expect my child to do their best.	22	4.6	66	4.5
Teachers at this school provide my child with useful feedback about their school work.	22	4.6	68	4.5
Teachers at this school treat students fairly.	22	4.8	68	4.7
This school is well maintained.	22	4.7	68	4.5
My child feels safe at this school.	22	4.7	68	4.6
I can talk to my child's teachers about my concerns.	21	5.0	68	4.7
Student behaviour is well managed at this school.	21	4.7	68	4.4
My child likes being at this school.	22	4.8	68	4.7
This school looks for ways to improve.	22	4.6	67	4.5
This school takes parents' opinions seriously.	21	4.6	65	4.4
Teachers at this school motivate my child to learn.	22	4.9	68	4.7
My child is making good progress at this school.	22	4.9	67	4.7
My child's learning needs are being met at this school.	22	4.9	68	4.6
This school works with me to support my child's learning.	22	4.7	68	4.6
This school has a strong relationship with the local community.	19	4.5	66	4.1
This school is well led.	22	4.7	67	4.5
I am satisfied with the overall standard of education achieved at this school.	22	4.9	68	4.7
I would recommend this school to others.	21	5.0	68	4.8
My child's teachers are good teachers.	22	4.9	68	4.8
Teachers at this school care about my child.	22	4.9	68	4.8



There were 2 distributions of the survey as there were not enough respondents in the first distribution. All responses from both surveys gave a rating of above 4/5.

The Staff survey results are below.



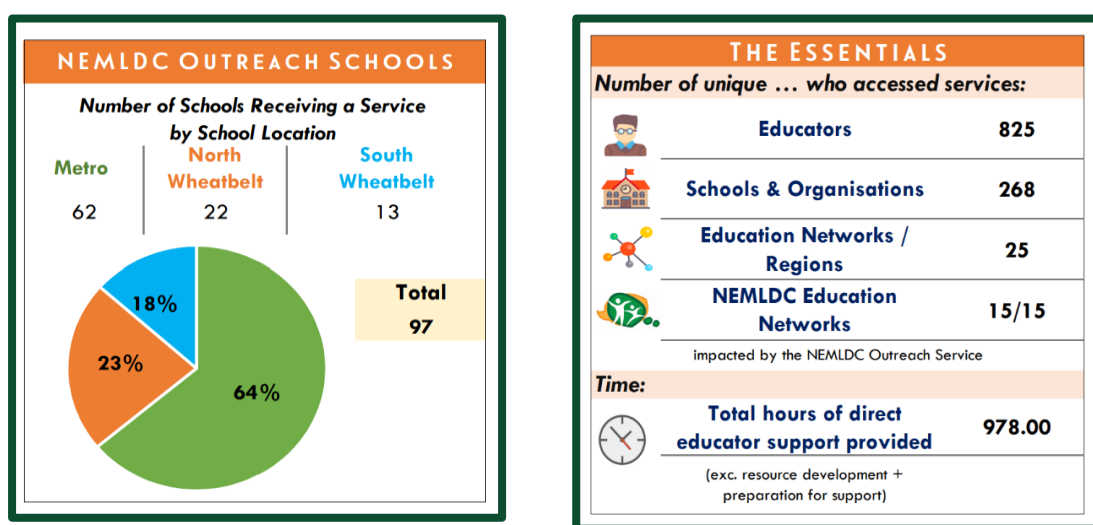
Outreach

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 North East Metropolitan and Wheatbelt areas to provide support to the mainstream schools in all areas of oral language and foundations of literacy. Schools were directed to the Outreach service in 2020 by Statewide Services based on the percentages of students in Pre-primary considered to be at risk of experiencing difficulties in the areas of oral language and literacy.

In 2020, the Outreach Service supported schools through the Language Leadership Series and Network. Through these programs, participants were able to expand their knowledge of the oral language areas and were supported in their schools to ensure changes were made in relation to identified school priority areas. Additionally, District and Network level professional learning was provided to mainstream schools to upskill staff in target areas.

In 2020, the Outreach service expanded delivery into online webinars which saw an exponential increase in the number of participants attending professional learning. This has seen the NEMLDC Outreach Service reach a far larger number of educators and schools than in 2019 and has further empowered regional schools to be able to access affordable support.



Feedback from a Language Leader:

"I cannot wait until next year to refine and teach other teachers my new skills."

To increase the accountability and to ensure that the schools are embedding learning throughout the school, the Principals and Deputy Principals are invited to attend the final presentation and their feedback is sought on how the Language Leader and Administration teams share knowledge learnt. There was an increased representation by school administration teams and in reported feedback, there was improved planning at a whole school level. This will continue to be a priority in 2021.

Feedback from Deputy Principals about the impact of training a Language Leader:

"The language leadership series equips our staff with the foundational knowledge of what students need in order to be effective literacy learners. It covers essential information not touched on explicitly enough in university. Every single

participant who has attended from our school reflects on how much they learn during the series and that they come away with invaluable resources and knowledge. From an EC leader's perspective, having teaching staff who understand the fundamentals of literacy development is essential in building best practice. We teach some of the most disadvantaged members of society, our students come into formal schooling already behind other students of the same age."

"The LLSS that our teacher has been involved in has completely reshaped our school's Oral Language and writing program" The teacher and the Literacy committee are formulating the Oral Language and Writing operational plan with NLM and Bridge to Literacy as the key programs for planning and assessment. She meets regularly with Admin to run over her plans. This will continue in 2021."

We welcomed Curtin University final year speech pathology students back in Terms Three and Four. This enabled the Outreach Service to be able to support two mainstream schools with early identification of students at risk as well as providing intervention programs in small groups and at individual level. This invaluable relationship has supported with:

- building student capacity,
- boosting advocacy for speech pathology services in schools, and
- increasing awareness of both DLD and the importance of early intervention.

In 2021, the Outreach Service will continue to prioritise schools based on need identified through Statewide Services data and will continue to build capacity of schools through training and language leaders using the DARTS process of collecting data, analysing it, making recommendations, and setting goals. We will continue to work with Administration teams to assist them to plan with their Language Leaders to make changes at both classroom and K-2 school level. Once again, I thank the Outreach Support Officers, Speech and Language, for their professionalism and knowledge, and their commitment to upskilling staff in mainstream schools in the NE Metro and Wheatbelt Regions.



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.

Our relationships with School Psychologists, universities, and the Department of Health and CDS ensure we are supporting the identification and referral of eligible students for placement at the NEMLDC.

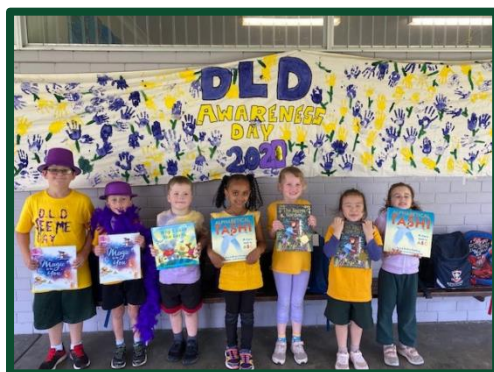
International DLD Awareness Day "DLD See Me" was celebrated at the NEMLDC in 2020 with a dress up day and support from the P+C who promoted it widely on DOJO. The staff at each site celebrated with a shared morning tea and dress up activities in each classroom.



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.

Child Development Service (CDS)	<ul style="list-style-type: none"> In Term 2, 2020 the 2021 referral documents were sent to CDS Speech Pathology teams at Midland Child Development Centre (CDC), Lockridge CDC, Koondoola CDC, and State CDC (West Perth and Karrinyup Road sites). Following a request from the Department of Health, the LDC Principals and Speech Pathologists met in June 2020 to modify the required referral documents and format, for the 2021 referral process only, in light of the disruption to community speech pathology services by COVID-19. All CDCs were offered a site visit from the NEMLDC Senior Speech Pathologist, to discuss the referral process, eligibility criteria and LDC placement. The State CDC requested attendance at their team meeting in August 2020, and a phone meeting was held with the new Senior Speech Pathologist at Midland CDC. As required, throughout the referral process regular correspondence between community and NEMLDC Speech Pathologists took place.
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Schools Psychology Service	<ul style="list-style-type: none"> • In January 2020 the NEMLDC School Psychologist and Senior Speech Pathologist presented to 40 school psychologists in the North Metro district on Developmental Language Disorder, LDC eligibility criteria and the referral process. • The NEMLDC School Psychologist circulated the 2021 referral documents with amendments and Appendix sheet, and provided support to School Psychologists throughout the referral process.
Curtin and Edith Cowan Universities	<ul style="list-style-type: none"> • During 2020 the NEMLDC hosted four fourth year Curtin University Speech Pathology students on practicum placements. The Speech Pathology students provided small group and individual literacy, narrative and phonology intervention to NEMLDC students. • During 2020, the NEMLDC outreach hosted eight fourth year Speech Pathology students – supporting them in two mainstream schools. This supported the importance of speech pathologists working in schools as well as the Outreach Team being able to promote the prevalence of DLD in mainstream and to the university students.
Department of Education Schools	<ul style="list-style-type: none"> • In Term 1, 2020 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. • During 2020 the Speech and Language Outreach supported mainstream schools , as identified by Statewide services and/or self identified, to provide teaching and learning targetting supporting students with literacy and language needs, and provided information about the NEMLDC referral process.
North Balga / West Morley shared site schools	<ul style="list-style-type: none"> • Shared site negotiations and agreements.
Community Relationships	<ul style="list-style-type: none"> • International DLD Awareness Day is held on the third Friday in October annually. In 2020, the LDC supported “DLD See Me” through parent newsletters and a school dress up day.
Research	<ul style="list-style-type: none"> • The results of the collaborative research project between the NEMLDC and MultiLit, which indicated InitialLit is an effective program within the NEMLDC context, were presented to staff. An article summarising the study and results has been submitted to a peer-reviewed journal for consideration. • The research project by an Edith Cowan University PhD candidate investigating the assessment of DLD in multilingual children was put on hold due to COVID-19.



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.	

Board self-assessment to demonstrate 90% positive response

2017 – 57% positive;	36% neutral;	18% negative
2018 - 78% positive;	12% neutral;	12% negative
2019 – 99% positive;	.5% neutral;	0% negative
2020 – 96% positive;	3% neutral;	1% negative

Measure and improve upon community understanding of School Governance through the biennial school survey.
2018

I feel informed about the work of the School Board – 72% positive response; 22% neutral; 6% negative

I understand the role and function of the Board – 73% positive response; 21% neutral; 6% negative

2020

I feel informed about the work of the School Board – 80% positive response; 15.5% neutral; 4.5% negative

I understand the role and function of the Board – 80% positive response; 15.5% neutral; 4.5% negative

The community were provided information on 3 Key discussion points from each meeting on DOJO and were invited to attend the Open Meeting. Once assemblies ceased, there were limited opportunities for talking to the community about the work of the Board, so DOJO was the main communication tool.



Highlights – North Balga



Kindy "Music Man" Incursion



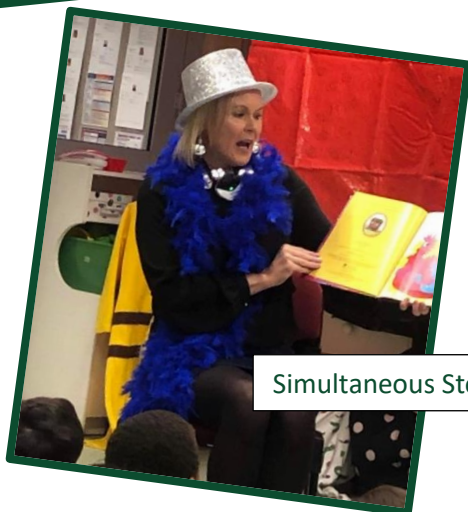
Pyjama Day – P & C Fundraiser



Triple P Parent Workshop



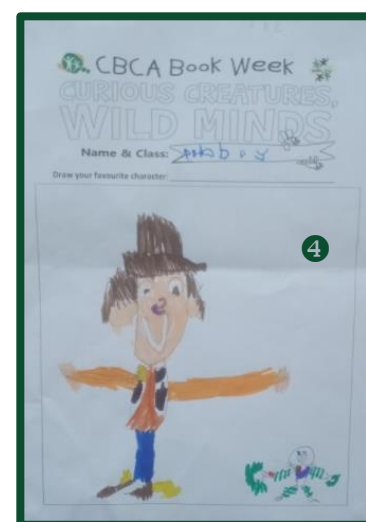
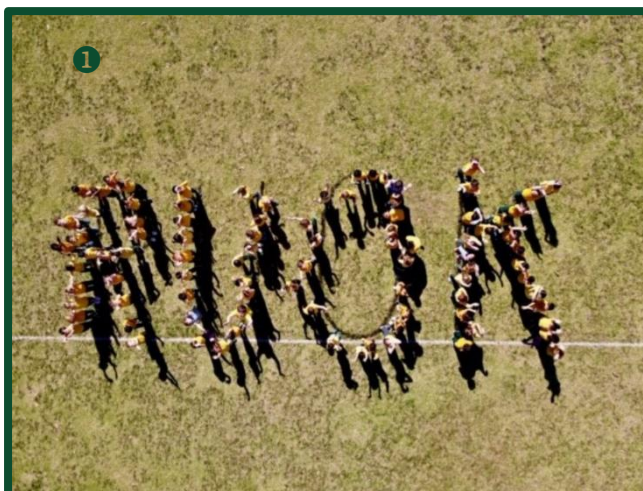
Year 2 Technology Incursion



Simultaneous Story Telling Day



Highlights – West Morley



1. RUOK Day
2. DLD Purple/ yellow P&C dress-up
3. Book week dress-up
4. Book week P&C colour competition
5. RUOK day – Staff in yellow
6. P&C PJ day
7. Simultaneous story telling day
8. Parent joining the PJ fun!
9. Making story telling day crowns
10. Constable Care incursion
11. Swimming Lessons
12. Athletics Carnival

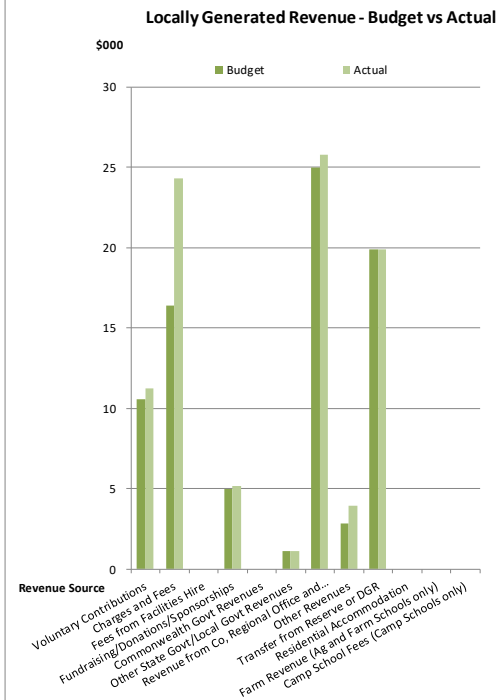
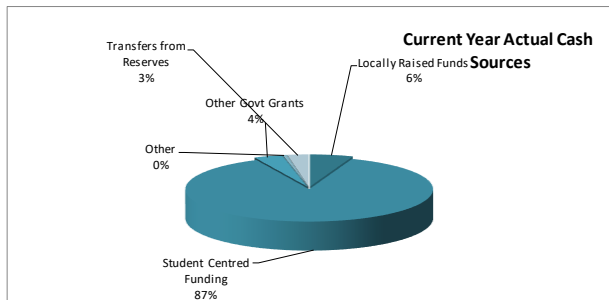


Finance

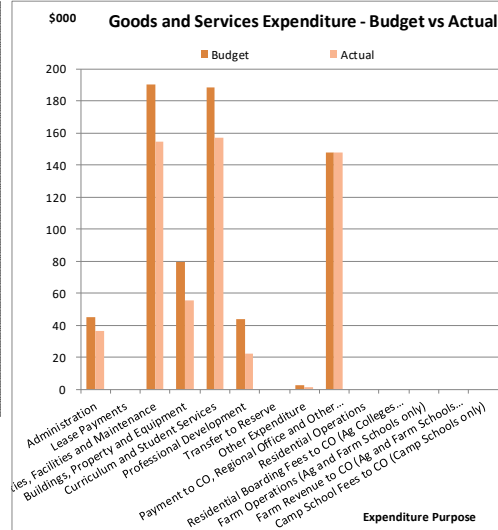
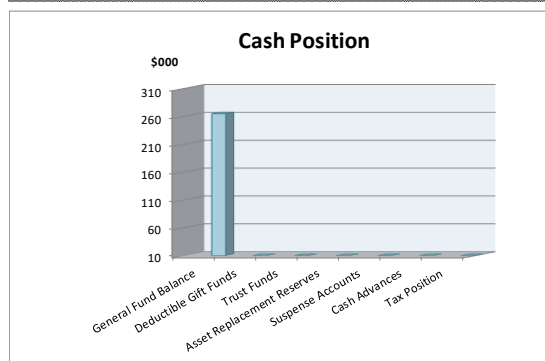


NE Metro LDC Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,600.00	\$ 11,230.00
2 Charges and Fees	\$ 16,420.00	\$ 24,349.50
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 5,000.00	\$ 5,180.63
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ 25,000.00	\$ 25,809.09
8 Other Revenues	\$ 2,853.00	\$ 3,920.23
9 Transfer from Reserve or DGR	\$ 19,931.00	\$ 19,931.02
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 80,904.00	\$ 91,520.47
Opening Balance	\$ 116,916.37	\$ 116,916.37
Student Centred Funding	\$ 665,000.00	\$ 630,460.00
Total Cash Funds Available	\$ 862,820.37	\$ 838,896.84
Total Salary Allocation	\$ 5,881,659.00	\$ 5,881,659.00
Total Funds Available	\$ 6,744,479.37	\$ 6,720,555.84



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 45,167.00	\$ 36,002.88
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 190,291.00	\$ 154,417.47
4 Buildings, Property and Equipment	\$ 79,583.00	\$ 55,677.50
5 Curriculum and Student Services	\$ 188,132.00	\$ 156,832.94
6 Professional Development	\$ 43,885.00	\$ 22,407.46
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,263.00	\$ 1,005.50
9 Payment to CO, Regional Office and Other Schools	\$ 147,825.00	\$ 147,824.95
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 697,146.00	\$ 574,168.70
Total Forecast Salary Expenditure	\$ 5,259,885.00	\$ 5,259,885.00
Total Expenditure	\$ 5,957,031.00	\$ 5,834,053.70
Cash Budget Variance	\$ 165,674.37	



Cash Position as at:	
Bank Balance	\$ 255,306.80
Made up of:	
1 General Fund Balance	\$ 264,728.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 7,363.34
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 1,858.00
Total Bank Balance	\$ 255,306.80



Developing language. Building futures.

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