

North East Metropolitan Language Development Centre

Our Plan 2021-2023

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Developing language. Building futures.

Building Futures. Our Plan 2021-2023


Our Plan is our way forward, developed in consultation with the staff and community of the North East Metropolitan Language Development Centre. It is our key guiding document for the coming years, laying out key focus areas, broad strategies and the milestones and targets to demonstrate their achievement, and the improvement of student outcomes.

Our Plan is driven by Department direction, NEMLDC data and self-assessment, and our School's guiding statements. The delivery of Our Plan is monitored by the School Board, with achievements reported through the School's Annual Report and the Department school review process. Operational planning elaborates the delivery of each strategy.

With the endorsement of the School Board, we bring you Our Plan 2021 - 2023.

Our Guiding Statements


Lisa Gannon, Principal


Jeremy Heng, Board Chair

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 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.
- Our whole school approach toward teaching is continually improved through data driven decisions and evidence based practice.
- All educators, through learning and support, can develop their understanding and teaching of oral language



Improve student outcomes by providing targeted evidence based programs by staff skilled in the delivery of LDC specific programs, and informed by data to meet each child's individual needs.

Explicit delivery of an integrated Curriculum with an Oral Language focus.

FOCUS: English, Maths, STEM

Intervention for students requiring additional support is responsive and targeted

Collect, analyse and use data to influence direction.

English Targets

40% of students PP-2 achieve a minimum satisfactory grade for Reading and Viewing.

30% of students PP-2 achieve minimum satisfactory grade for Writing.

20% of students PP-2 achieve minimum satisfactory grade for Speaking and Listening.

Maths Targets

70% of Pre-primary students achieve minimum 5th Stanine on PAT Maths Early Years Mid Foundation

80% of Year 1 students achieve minimum 5th stanine on PAT Maths 4th Ed

65% of Year 2 students achieve minimum 5th stanine on PAT Maths 4th Ed

STEM Targets

Increase the number of PP-2 students achieving a minimum satisfactory grade in Science and Technologies learning areas by 10%.

60% of students PP-2 achieve minimum satisfactory grade in the assigned STEM moderation tasks.

Curriculum delivery is an effective blend of purposeful pedagogy for students with Developmental Language Disorder.

- Explicit Direct Instruction
- Inquiry
- Intentional Play
- 21st Century Learning



Success Indicator

80% of staff to indicate an increase in confidence when teaching using blended purposeful pedagogy.



Nurture and support student well-being ensuring every child is ready to learn, that there are strong links between home and school and that every child has a strong sense of belonging.

Positively nurture and support students' behavioural development.

Target: Increase number of students' Attitude/ Behaviour/ Effort (ABE) reporting as 'interacting with peers and adults in an acceptable way.'

Provide a learning environment cognisant of and enriched by cultural diversity.

Success Indicator: The school meets the National Quality Standard in Elements 1.1.2 and 6.1.2

Enable students from socially disadvantaged backgrounds to thrive at school and reach their potential.

Success Indicator: 100% of students receiving additional supports, demonstrate improvement across all aspects of their learning.

Attendance Target: Reduce unauthorised absence to 15%

Develop our community understanding of Developmental Language Disorder, empowering parents, staff, mainstream schools and our broader community to better support and advocate for our children.

Empower parents and carers to understand, support and advocate for their child with Developmental Language Disorder.

Success Indicator: Consistent delivery of support for Developmental Language Disorder advocacy.

Raise community awareness, understanding and support for Developmental Language Disorder and Language Development Centres.

Develop capacity of mainstream staff.

Success Indicator: 90% of targeted leadership schools rate 'impact on practice' as significant or higher.

Build professional and performance capability of staff, aligned to school and department priorities.

Milestone: Review and implement staff development processes and guidelines.

Protect, promote and support staff health and well-being.

Success Indicator: Achieve average of .5 scale higher across all domains using the Workplace PERMAH profile.

