

North East Metropolitan Language Development Centre Annual Report 2022



We acknowledge and respect the Whadjuk Noongar people as the traditional custodians of the boodja (land) on which we work and live - Boorloo (Perth), and on which our students learn and are educated throughout Western Australia.



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

School Context

The North East Metropolitan Language Development Centre (NEMLDC) is an Independent Public School providing specialised language programs to meet the individual learning and social needs of students from Kindergarten to Year 2 (K-2), who have been identified as having Developmental Language Disorder (DLD).

The NEMLDC, co-located on the West Morley, Beechboro and North Balga Primary School sites, provides a safe and welcoming environment where students, families and staff feel a sense of belonging, and where there is an intensive focus on improving student outcomes across all Curriculum areas, with a focus on oral language.

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 Parents and Citizens Association (P&C) and School Board.

The **Western 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-based programs and an explicit teaching model. Students develop the relevant skills, knowledge and language associated with all aspects of the Curriculum and the Early Years Learning Framework. To be considered for placement within our direct service, students need to be living within the North East Metropolitan suburbs of Perth and meet eligibility criteria as outlined on our website. **'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.

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 of Education of Western Australia 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.

Student Numbers and Characteristics

Student Numbers (as at 2022 Semester 2)

| | |
|----------------|-------|
| Student Number | (FTE) |
|----------------|-------|

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (19) | 88 | 99 | 85 | | | | | 291 |
| Part Time | 37 | | | | | | | | |

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 28 | 68 | 133 | | 229 |
| Female | 9 | 20 | 51 | | 80 |
| Total | 37 | 88 | 184 | | 309 |

Workforce Composition

Staff Information

| | No | FTE | ABL |
|--------------------------------------|------------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 4 | 2.8 | 0 |
| Total Administration Staff | 5 | 3.8 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 3 | 2.6 | 0 |
| Other Teaching Staff | 35 | 26.5 | 0 |
| Total Teaching Staff | 38 | 29.1 | 0 |
| Allied Professionals | | | |
| Clerical / Administrative | 10 | 7.0 | 1 |
| Gardening / Maintenance | 1 | 0.5 | 0 |
| Instructional | 18 | 9.6 | 0 |
| Other Allied Professionals | 31 | 24.3 | 0 |
| Total Allied Professionals | 60 | 41.4 | 1 |
| Total | 103 | 74.3 | 1 |

NEMLDC, across three campuses in 2022, was overseen by the Principal, with each campus managed by a Deputy Principal. Furthermore, a Deputy Principal managed the Outreach Service, comprising Speech Pathologists and Teachers.

The NEMLDC programs are delivered by an **interdisciplinary team**, consisting of Speech Pathologists, Teachers, Education Assistants, an Occupational Therapist, Librarian and School Psychologist. A Literacy Coach and a Science, Technology, Engineering and Mathematics (STEM) coach have also been appointed for the 2021-23 while an Information Technology specialist provides technological support across campuses. Each campus has office staff, led by the Manager of Corporate Services (MCS). The NEMLDC contributes to site costs at each campus, which include staffing for gardeners and cleaners.

Student Attendance

Attendance

Primary Attendance Rates

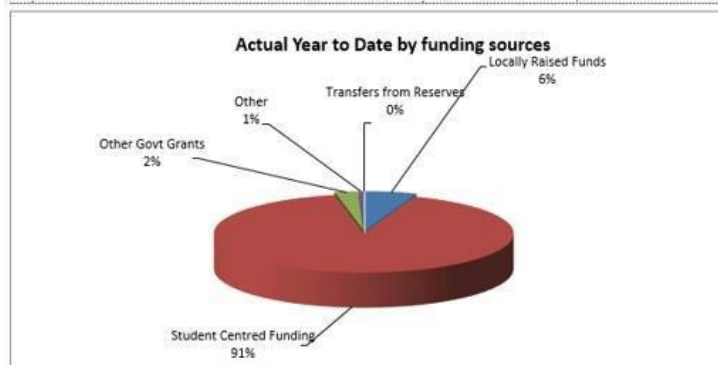
| | Attendance Rate | |
|------|-----------------|-------------------|
| | School | WA Public Schools |
| 2020 | 93.6% | 91.9% |
| 2021 | 91.5% | 91.0% |
| 2022 | 88.8% | 86.6% |

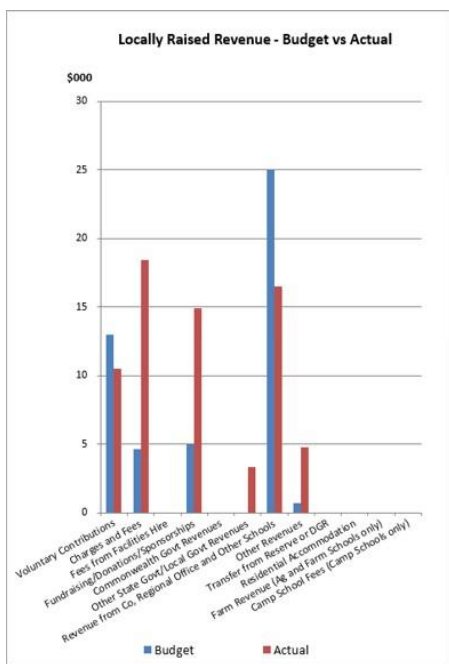
Attendance % - Primary Year Levels

| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2020 | 94% | 94% | 93% | | | | |
| 2021 | 91% | 91% | 92% | | | | |
| 2022 | 88% | 90% | 88% | | | | |
| WA Public Schools 2022 | 86% | 87% | 87% | | | | |

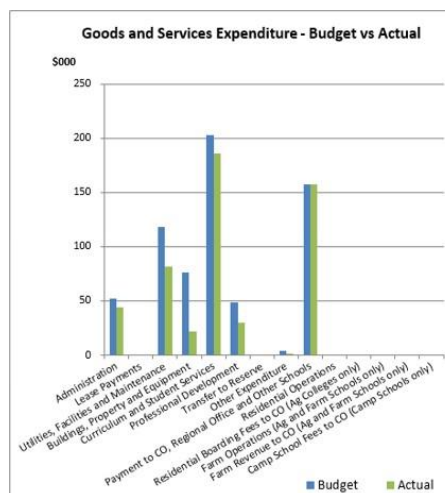
School Income by Funding Source (SRS)

| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|--|---------------|-----------------|
| 1 | Voluntary Contributions | \$ 13,000.00 | \$ 10,501.25 |
| 2 | Charges and Fees | \$ 4,600.00 | \$ 18,426.00 |
| 3 | Fees from Facilities Hire | \$ - | \$ - |
| 4 | Fundraising/Donations/Sponsorships | \$ 5,000.00 | \$ 14,938.00 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ 3,300.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 25,000.00 | \$ 16,471.84 |
| 8 | Other Revenues | \$ 703.00 | \$ 4,756.06 |
| 9 | Transfer from Reserve or DGR | \$ - | \$ - |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| | Total Locally Raised Funds | \$ 48,303.00 | \$ 68,393.15 |
| | Opening Balance | \$ 261,489.01 | \$ 261,489.01 |
| | Student Centred Funding | \$ 565,000.00 | \$ 719,128.00 |
| | Total Cash Funds Available | \$ 874,792.01 | \$ 1,049,010.16 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 874,792.01 | \$ 1,049,010.16 |





| Expenditure - Cash and Salary | | Budget | Actual |
|---|-----------|-------------------|----------------------|
| 1 Administration | \$ | 52,520.00 | \$ 43,753.61 |
| 2 Lease Payments | \$ | - | \$ - |
| 3 Utilities, Facilities and Maintenance | \$ | 118,057.00 | \$ 81,796.77 |
| 4 Buildings, Property and Equipment | \$ | 76,620.00 | \$ 22,018.55 |
| 5 Curriculum and Student Services | \$ | 202,907.00 | \$ 186,082.59 |
| 6 Professional Development | \$ | 48,767.00 | \$ 30,050.08 |
| 7 Transfer to Reserve | \$ | - | \$ - |
| 8 Other Expenditure | \$ | 3,753.00 | \$ 1,147.68 |
| 9 Payment to CO, Regional Office and Other Schools | \$ | 157,332.00 | \$ 157,318.37 |
| 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 | \$ | 659,956.00 | \$ 522,167.65 |
| Total Forecast Salary Expenditure | \$ | - | \$ - |
| Total Expenditure | \$ | 659,956.00 | \$ 522,167.65 |
| Cash Budget Variance | \$ | 214,836.01 | |



| Cash Position Components | |
|------------------------------|----------------------|
| Bank Balance | \$ 530,851.51 |
| Made up of: | |
| 1 General Fund Balance | \$ 526,842.51 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ - |
| 5 Suspense Accounts | \$ 3,815.00 |
| 6 Cash Advances | \$ (200.00) |
| 7 Tax Position | \$ 394.00 |
| Total Bank Balance | \$ 530,851.51 |

From the Principal: Lisa Gannon

On behalf of the School and Board, I am pleased to present the NEMLDC 2022 Annual Report. In 2022, the NEMLDC commenced with 319 students with DLD enrolled in K-2, at the three campuses, with 158 students at our West Morley campus, 114 students at our North Balga campus, and our new Beechboro campus opened with 47 students, and 140 students exited to 79 mainstream schools, most at the end of the year.

Over the year, the impact of COVID-19 continued, with staff and students needing a week in isolation if tested positive. This continued to impact later in the year, with several people contracting the illness a second time. Despite a disrupted program, staff worked hard to deliver programs as usual. As the year progressed, the school gradually returned to pre-Covid operation, with a few changes. The opportunity to join parent and Board meetings using online platforms was introduced, based on feedback from parents. A great outcome.

In 2022, the second year of our 2021-23 Business Plan, we implemented strategies identified to target improvements in our **three key priorities**.

1. Improve student outcomes, focusing on English, Maths and STEM.
2. Nurture and support student well-being.

3. Develop community understanding.

Strategies were further developed within the Operational Plans, and managed by appointed (Portfolio) leaders, consisting of Deputies, Senior Speech Pathologists and Level 3 staff, and teams of staff who volunteered to support these teams.

Staff meeting time in 2023 was directed toward collaborative year group planning, looking at data and ensuring the use of data to make improvements. The Practice Improvement Tool (PIP) was introduced, directing groups of staff to focus on areas of need. This will continue into 2023, as the more formalised PIPSTOP!

Working groups were established to focus on Business Plan targets and were well attended by staff passionate to make a difference. This approach differed from previous years where staff were allocated to groups. I sincerely thank these staff members for the extra time they have given, many on several working parties. Through these teams, the Reconciliation Action Plan (RAP), Behaviour Policy, Social Skills program, STEM and Pedagogy directions have been progressed to name a few. Our progress toward the delivery of the Business Plan is outlined in this report with pictures of highlights from our three campuses throughout.

Community

A significant highlight in 2022 was our new partnership with Beechboro Primary School as the NEMLDC opened four classes at this new campus. We enjoy an integrated approach, sharing breaks, assemblies, carnivals and performances, and have been made to feel like part of their community.

I acknowledge the Beechboro staff under the leadership of Len Christie for their warm welcome. Staff member Chiara D'Angelo was nominated for an Education Excellence Award and recognised by the Director General Lisa Rodgers for her contribution to education. We congratulate Chiara for this distinction.

The P&C struggled to rebuild following Covid and were unable to find sufficient office bearers to form a committee. Despite this, volunteers, in particular Michelle Kelly, continued to provide Mother's and Father's Day stalls, and a range of opportunities for our children. Most significantly, we thank the P&C for the beautiful mural of the six Noongar seasons at the West Morley campus, by artist Kerise Delcours. The P&C look forward to rebuilding in 2023.

The NEMLDC provided practicum experience to TAFE Education Assistant students. Speech Pathology students on placement from Curtin University were supervised by NEMLDC Speech Pathologists at the NEMLDC and by Outreach Speech Pathologists in mainstream schools.

The school continued to welcome local research, this year supporting Emily Hunt as she investigated assessment of multilingual children for DLD, her PhD research project through Edith Cowan University.

Outreach supported 96 public primary schools; 67 metropolitan and 29 rural schools, with a focus on improving oral language for K-2 mainstream students. The emphasis was on sustainable capacity building of teachers, schools and systems to deliver high quality learning opportunities. A report outlining the activities and achievements of this service is included in this report.

Additionally, the school continued the Speech Pathologists in Schools Pilot, finishing the year with 23 schools engaging a Speech Pathologist, and another 10 schools waitlisted for a 2023 placement. At the end of Term 3, at the request of the North Metropolitan Regional Office, the program expanded to the full north metropolitan area, with discussions scheduled with Statewide Services for further expansion.

The **NEMLDC 2022 Annual Report** provides information on progress towards targets of the 2021-23 Business Plan. I wish to acknowledge our NEMLDC leaders, who have driven implementation and prepared this report for the community.

I want to take this opportunity to thank and acknowledge the staff for their ongoing care and commitment to ensure each child was provided with targeted and intensive support throughout their NEMLDC placement.

Lastly, I thank our families for their ongoing support for our staff and school and of course our students, who make all our work worth it. A great community.

On a personal note, 2022 was my final year as Principal at the NEMLDC. I would like to take this opportunity to thank and acknowledge staff and community for their support for me and the journey we have been on together over the past five years. It has been a period of both change and challenge, and I have valued the commitment and dedication of my team to ensure we have been the best we could be in supporting our students. I will take away wonderful memories of a great school. *Lisa Gannon*

Art Mural Project - at our West Morley Campus

Over several years the idea of having an art mural on the walls next to the basketball courts at our West Morley campus was considered. In 2021, an Art Mural Project Team was formed, consisting of teachers and Education Assistants. Parents were consulted for ideas of design and suggestions of artists. Several artists were contacted and quotes and sample designs were received. Kerise Delcours was chosen to complete the works. She consulted with local Noongar community contacts and she designed six panels of art work. These reflect the six Noongar seasons. A native bird is featured in each panel and colours and native scenery represent each season.

Kerise began work during the July school holidays. She used a projector at night and traced the outline of the design on to each panel. Over the next several weeks she painted the colours and added detail along with her assistant, Tracey. Classes of students had the opportunity to come and watch her work and ask her questions about her creative process. As Kerise is a teacher as well as an artist she was excellent at explaining what she was doing in a way the students could understand.

The final panels were completed by the end of September and the whole school community was able to see it at our Sports Carnival.

A Bush Tucker incursion was organised, funded by a PALS grant. The students received an information session from Shelly, an Aboriginal educator, to learn about Bush Tucker and some Noongar words. They looked at, felt and smelt a range of Bush Tucker plants, such as trees, shrubs, herbs and vegetables. Afterwards, the students were able to get their hands dirty and planted

20 Bush Tucker plants into the garden beds adjacent to the wall, finishing off the magnificent display.

Many staff and parents helped fundraise for the mural with a Bunnings Sausage sizzle early in 2022, and the P&C generously contributed the rest of the required funds. A big thank you to Michelle Kelly, from the P&C for organising this.



Panel 1: Birak (First Summer)

- Dec-Jan
- Hot & dry
- Christmas tree blooms
- Easterly winds in the morning & sea breezes in the afternoon
- White sulfur crested cockatoo



Panel 2: Bunuru (Second Summer)

- Feb-March
- Hottest season
- Long days, short nights
- White female Zamia flowers
- Hot easterly winds, cooling sea breeze in the afternoons
- Carnaby's cockatoos



Panel 3: Djeran (Autumn)

- April-May
- Cooler weather begins
- Light winds, southeast to southwest
- Red Menzies banksia
- Honey Eater bird
- White sulfur crested cockatoo

Panel 4: Makuru (Winter)

- June-July
- Heavy rain, coldest, wettest time
- Black swans



Panel 5: Djilba (Spring)

- Aug-Sept
- Transitional weather time- warm, sunny days and clear, cold days and rainy and windy days
- Wildflowers budding- Acacias
- Swooning magpies, willw wae tails & wattle birds



Panel 6: Kambarang (Second Spring)

- Oct-Nov
- Longer & warmer days, less rain
- Banksia
- Kookaburra

The Process



Projecting the digital images - Sketching on to the walls - Outlining the images- Learning about Bush Tucker gardens

Board Report: Jeremy Heng, Chair

| | | |
|--|---|---------------------------|
| Tran Huynh Fiona Butler Nicole Amato | West Morley West Morley Beechboro | Parent Representatives |
| Jeremy Heng Casey Magee/Lydia Timms Anna Taylor Lisa Gibson | Chair Curtin University Intialit North Morley Primary School | Community Representatives |
| Lisa Gannon | Principal | Principal |
| Annette Hopkinson Victoria Bingham/Katelin Neil Jacinta Guerrini | Deputy Staff Staff | Staff Representatives |

In 2022, the **NEMLDC School Board** oversaw the second year of the implementation of the 2021-23 Business Plan, with online meetings the new normal. At our Annual Open Meeting in Term 2, progress toward Curriculum targets were presented by School leaders, with opportunity for questions and discussion.

Behaviour Support, Parent Communication and Pedagogy were **focus points for discussion** in 2022 and the Board provided input into the review of our Behaviour, Parent Communication, Attendance and External Services Providers Guidelines.

The Board was provided with a report at each meeting, which outlined updates on the operational work toward the Business Plan and the Statement of Expectations.

We continue to **action survey feedback** to provide the NEMLDC community with an increased understanding of the work of the Board, through regular updates following meetings via DOJO.

I thank members of the School Board for their commitment and contribution in 2022 and the school community, for once again working together to ensure a great school experience for our children.

Jeremy Heng

P&C Report

The P&C struggled to fully reform following Covid-19, unable to secure office bearers. Despite this, volunteers continued to support the school, raise funds and provide events for our students.

P&C Fundraising

- Donation through school fees
- Easter raffle
- Mother's & Father's Day stalls
- Bunnings sausage sizzle
- 2nd hand uniform shop
- Pencil grips

Total Funds raised: **\$13,500**

P&C not for profit focused events/activities:

- Book week colouring competition
- P&C Day colouring / drawing competition
- DLD Day treats
- End of year icy poles at disco

The P&C donated a total of \$13 500 to contribute towards:

- Wall Mural at West Morley by artist Kerise Delcoure
- Classroom resources at Beechboro to support set-up - \$500 per classroom
- Outdoor tables and chairs at North Balga

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. We thank everyone who has helped our P&C with contributions, support and participation in our fundraising efforts, but in 2022, a special thanks to Michelle Kelly, who pushed without the support of a committee.

Beechboro Campus



In Term 1, 2022 we opened up our third NEMLDC campus at Beechboro PS. We currently have four classes including a Kindergarten, two Pre-primaries and a Year One. The year has been filled with building strong and positive relationships with our students, families and the wider school community.

NEMLDC students at the Beechboro campus share many activities with mainstream students including recess and lunch, school assemblies, concerts, swimming lessons, incursions and whole school themed dress-up and sausage sizzle days.

In Term 3 we celebrated DLD Day at Beechboro with a range of activities based around 'When I grow up'. The students participated in a Bunnings workshop, gardening, cookie decorating and enjoyed a St John Ambulance visit.

In Term 4, the Year 1 and Pre-primary classes presented their assembly to the school and had a wonderful end of year music concert led by the BPS Music Specialist Kelly Raynsford.

In 2023 we will continue to have four classes at Beechboro: a Pre-primary, two Year 1 and a Year 2 class.

Celebrating events across campuses



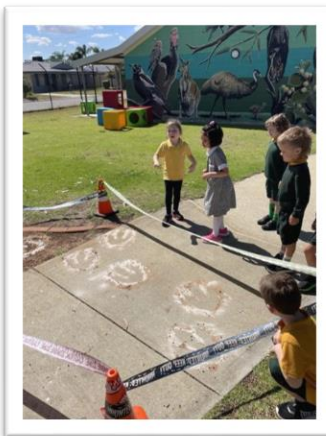
Farm incursion



Sport



Kindy musical drama



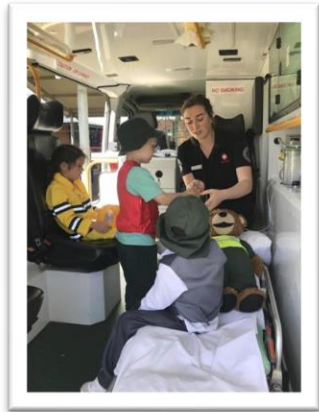
Footprints' Brightpath



Pre-primary 'Australian' assembly



Gardening DLD Day



St John Ambulance visit



End of year music concert

I would like to acknowledge and thank the following staff for their significant contribution into the development of the 2022 Annual Report.

- Lisa Reynolds
- Rebecca Balchin
- Lisa Cyr
- Annette Hopkinson
- Sharlene Samuel-May
- Cindy Stirling
- Nicole Barranca

I trust you have found the report both informative and enjoyable.

Lisa Gannon
Principal

Reading the Report

| 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 |

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

Priority 1: Improve Student Outcomes

1.1 Explicit delivery of an integrated Curriculum with an Oral Language focus: English



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 2022 the English Committee introduced a range of initiatives, including:

- appointment of a senior teacher to the role of Literacy Specialist to provide both support to classroom teachers and targeted, specialised support to groups of students at risk in conjunction with the Speech Pathology team;
- review of Assessment and Reporting Guidelines resulting in the addition of Brightpath Writing Assessment in Term 2 for Pre-Primary, the Wheldall Assessment of Reading Lists (WARL) for Year 1, and the WIIG Assessment of Basic Concepts in Kindergarten;
- revised format for Student Development Meetings (SDMs) to prioritise goal setting for all students;
- scoring of the Narrative Language Measures - Listening (NLM-L) by the Speech Pathology team to ensure opportunity for moderation and consistency of marking;
- modified use of the Disciplined Dialogue proforma during year level collaborative meetings to facilitate a more intensive focus on students at high risk;
- tracking of several individual students from each class, thereby 'putting a face' to the data and enabling qualitative analysis;
- the introduction of the Practice Improvement Plan (PIP) for all classroom teachers to promote reflection and responsiveness to year level/class data;
- opportunity for all teaching staff to take a turn preparing and analysing year level data with the relevant speech pathologist for presentation at collaborative meetings;
- introduction of mid-term intervention reporting to teachers in the form of a SWAY, and end of term intervention reporting to teachers and parents/caregivers in the form of Treatment Summary reports;
- completion of whole school moderation rubrics to support the reporting of Speaking and Listening, Reading, and Writing from Pre-primary to Year 2;

- established moderation with North Balga Primary School for Brightpath Writing Assessment for Pre-Primary to Year 2, thereby improving consistency of marking;
- commenced review of whole school Comprehension and Social Skills programs;
- the delivery of parent workshops and Open Days – Introduction to DLD, Literacy (delivered online), Bookshare (delivered online), Transitioning to a New School and Interpreting the Exit Report;
- the provision of a supported school transition process for families, and handover information to mainstream staff;
- the expansion of MiniLit as a Tier 2 literacy intervention in Year 1 and 2 with intervention sessions scheduled to maximise the number of sessions possible whilst also minimising impact on students' attendance within the classroom for key learning areas;
- professional learning sessions for staff focused on increasing knowledge and skills in the focus areas of comprehension, semantics and reading fluency;
- dedicated professional learning sessions for Education Assistants in response to feedback received in the areas of comprehension and literacy.



1.3 Explicit delivery of an integrated Curriculum with an Oral Language focus: Intervention for students requiring additional support is responsive and targeted.

In 2022, the following strategies were implemented to support the delivery of intervention:

- Introduction of mid-term intervention reporting to teachers in the form of a SWAY, and end of term intervention reporting to teachers and parents/caregivers in the form of Treatment Summary reports.
- Expansion of MiniLit as a Tier 2 literacy intervention in Year 1 and 2 with intervention sessions scheduled to maximise the number of sessions possible, whilst also minimising impact on students' attendance within the classroom for key learning areas.

1.4 Explicit delivery of an integrated Curriculum with an Oral Language focus: Collect analyse and use data to influence direction.

In Term 4 2022, staff participated in extensive data analyses to evaluate whole school progress towards the oral language and literacy targets outlined in the NEMLDC 2020-2023 Business Plan.

In 2020, InitialLit was introduced across all classes from Pre-primary to Year 2, 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 focuses on comprehension and fluency, spelling, grammar and vocabulary using children's literature. Regular InitialLit assessments were analysed at student, class and cohort levels, and these assessments helped identify students to receive additional Tier 2 or 3 literacy support across Pre-primary to Year 2.

| Target 1 | Status |
|--|--------|
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Pre-primary) to 30% or less for Reading. | 20% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Year 1) to 40% or less for Reading. | 32% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>Wheldall</u> Assessment of Reading Lists (Year 1) to 50% or less for Reading. | 53% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>Wheldall</u> Assessment of Reading Passages (Year 2) to 40% or less for Reading. | 36% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Pre-primary) to 40% or less for Spelling. | 42% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Year 1) to 50% or less for Spelling. | 57% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Year 2) to 30% or less for Spelling. | 35% |
| To reduce the percentage of students falling within the <u>high risk</u> category on the <u>InitialLit</u> Cumulative Review #4 (Year 2) to 60% or less for Reading Comprehension. | 72% |

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 content from the Pre-primary, Year 1 and Year 2 programs.

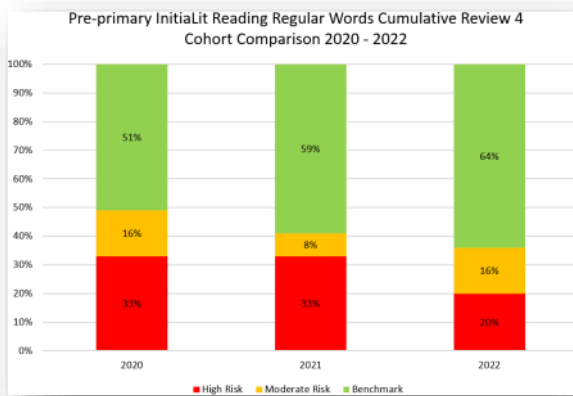


Figure A: Pre-primary InitialLit Cumulative Review 4 Reading Results Comparison 2020 - 2022

From Term 2, 2022 additional in-class support was provided to the Pre-primary cohort by the Language and Literacy Specialist or a speech pathologist. Streaming in response to the class data enabled this additional support to be targeted at the high-risk students at each campus. Additional Tier 2 support for literacy was also provided by two Education Assistants and a Pre-primary teacher from Term 3.

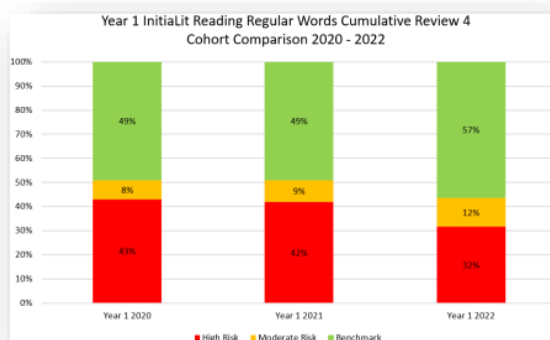


Figure B: Year 1 InitialLit Cumulative Review 4 Reading Results Comparison 2020 - 2022

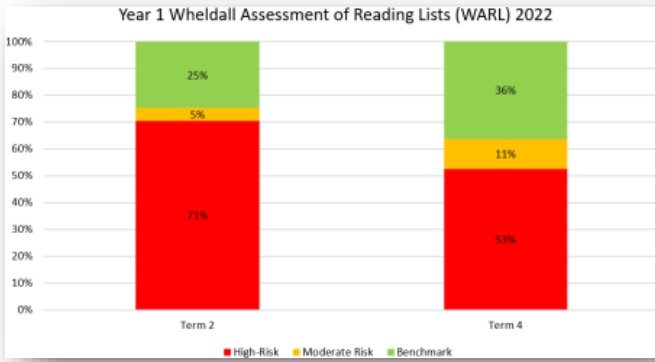


Figure C: Year 1 WARL Reading Results 2022

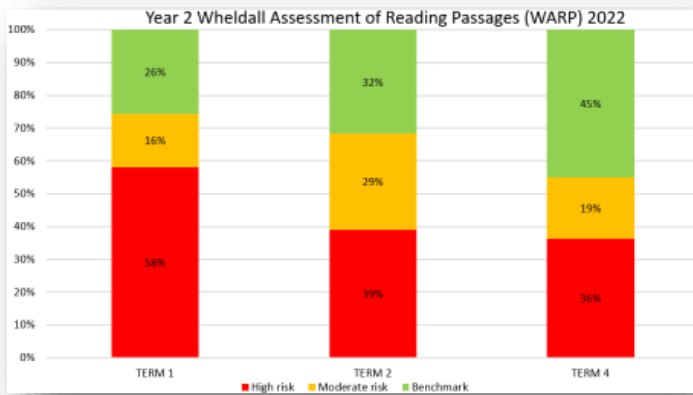


Figure D: Year 2 WARP Reading Results 2022

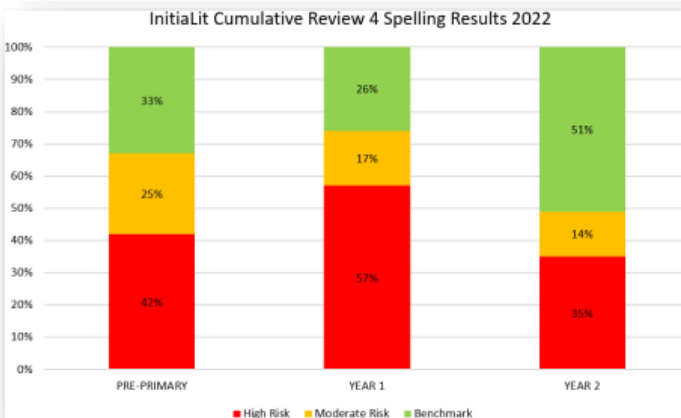


Figure E: InitialLit Cumulative Review 4 Spelling Results 2022

Following a review of the Assessment and Reporting Guidelines in Term 1, 2022 the decision was made to remove the Narrative Language Measures – Reading (NLM-R) for the assessment of reading fluency in Years 1 and 2. The assessment was replaced with the Wheldall Assessment of Reading Lists (WARL) in Year 1 and the Wheldall Assessment of Reading Passages (WARP) in Year 2 to align with the InitialLit program.

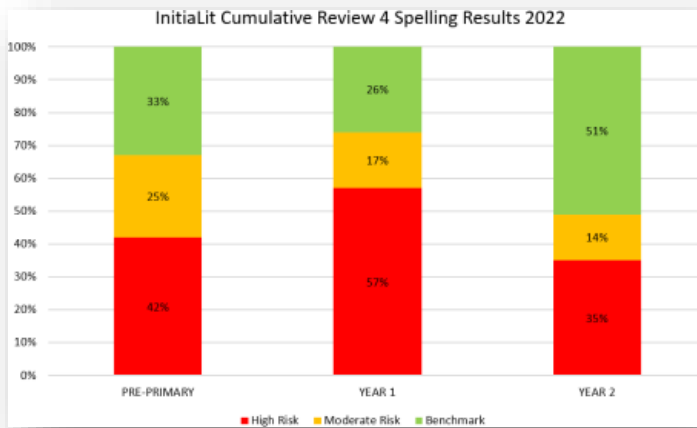


Figure E: InitialLit Cumulative Review 4 Spelling Results 2022

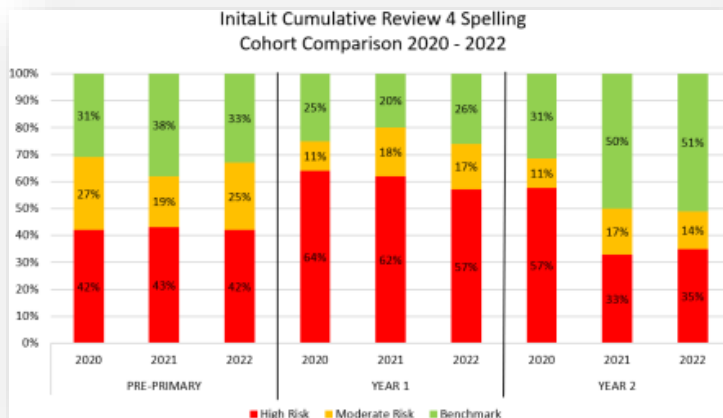


Figure F: InitialLit Cumulative Review 4 Spelling Results Comparison 2020 -2022

Spelling data for Pre-primary and Year 1 shows consistent results across the last three years. Spelling results in Year 2 have been maintained for 2022 in response to cross-setting between classes which has enabled a focus on the skills students need and limited the amount of differentiation required in teaching during these rotations.

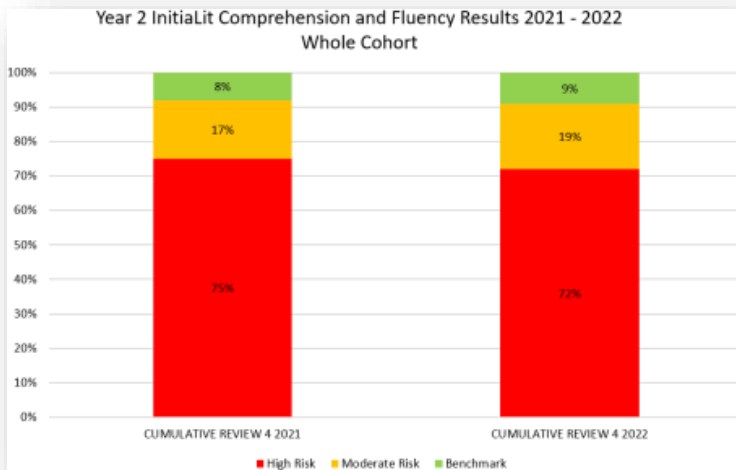


Figure G: Year 2 InitialLit Comprehension and Fluency Results Comparison 2021 – 2022

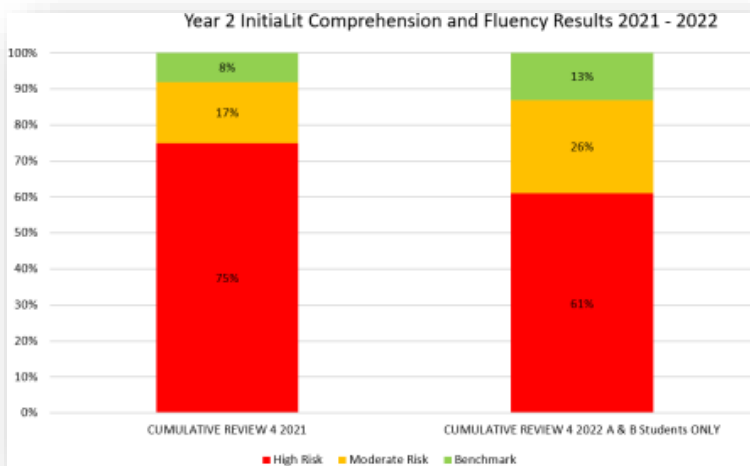


Figure H: Year 2 2021-2022 InitialLit Comprehension and Fluency differentiated results

In previous years, all Year 2 students have completed the Cumulative Review 4 for Comprehension and Fluency independently. In 2022 the decision was made to permit students to complete the Term 4 assessment under the same assessment conditions as in previous terms. Students' abilities were evaluated by the Speech and Language Specialist and Language and Literacy Specialist in collaboration with the classroom teachers. Students were then allocated to the relevant stream A, B or C with specific assessment conditions.

| Stream | Student Ability | Assessment Conditions |
|--------|--|---|
| A | Students who can read and write independently according to relevant assessment data | Independent |
| B | Students who can read independently but have limited success with writing | Independent reading of passage and questions, assessor scribed response |
| C | Students who have significant literacy difficulties who have generally been receiving <u>MiniLit</u> | Oral language assessment |

| 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 | 24% |
| | PP | 65% |
| | Y1 | 90% |
| | Y2 | 89% |

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

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

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

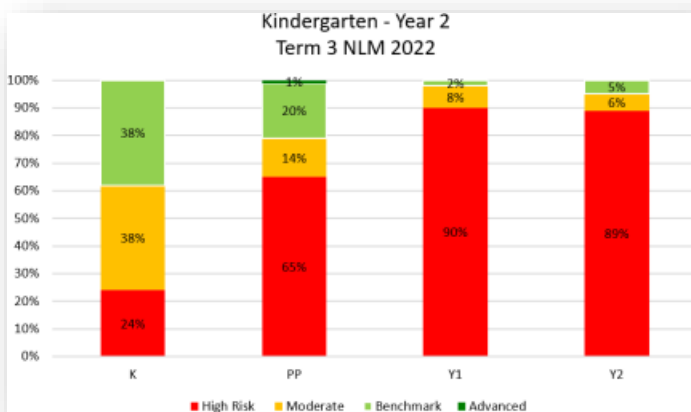


Figure I: Number of students in each benchmark range on the NLM Listening Term 3, 2022

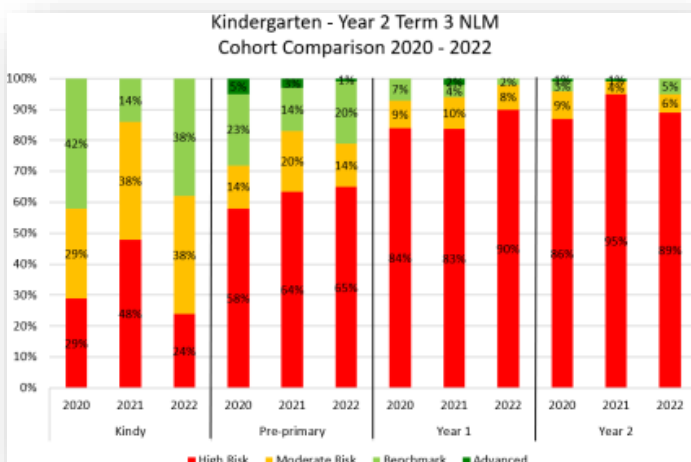


Figure J: K-2 NLM Listening Cohort Comparison 2020 - 2022

In Term 3, 2022 the Speech Pathology team took over the scoring of NLM-L. This was to enable regular moderation and ensure greater consistency with the allocation of scores. Whilst in the short term this may have had an adverse impact on the NLM-L results, it was agreed that accurate and consistent scoring is essential for goal setting and progress monitoring.

Kindergarten results improved in 2022 and Pre-Primary results remained similar to 2021. The Year 1 and 2 results show an increase in the number of students in the high-risk range for 2022. For 2023 new timetabling will enable additional targeted support to be provided during the oral language block by the speech pathology and admin teams. Consistent use of the narrative checklist will also be encouraged to ensure appropriate goal setting for individual students.

| Target 3 | Status |
|--|--------|
| For 80% of Year 1 students to progress by two Words Their Way spelling steps in Term 4 of each year. | 77% |
| For 100% of Year 2 students to progress by one Words Their Way spelling step in Term 4 of each year. | 91% |

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.

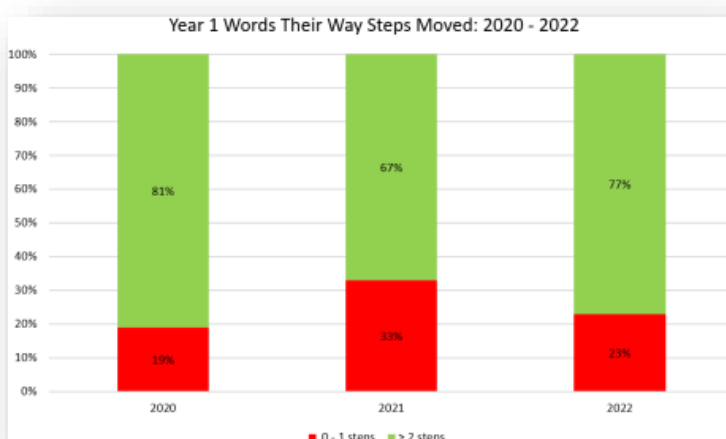


Figure K: Year 1 WTW longitudinal results 2020-2022

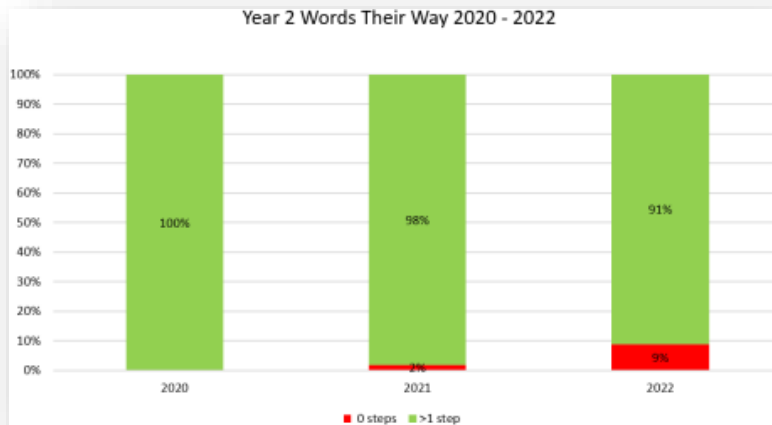


Figure L: Year 2 WTW longitudinal results 2020-2022

The proportion of Year 1 students moving spelling steps from 2020 to 2022 was compared. In 2022, 77% of Year 1 students progressed two or more spelling steps on the Words Their Way assessment, a 10% improvement on the previous year's result.

The proportion of Year 2 students moving spelling steps from 2020 to 2022 was compared. In 2022, 91% of Year 2 students progressed two or more spelling steps on the Words Their Way assessment.

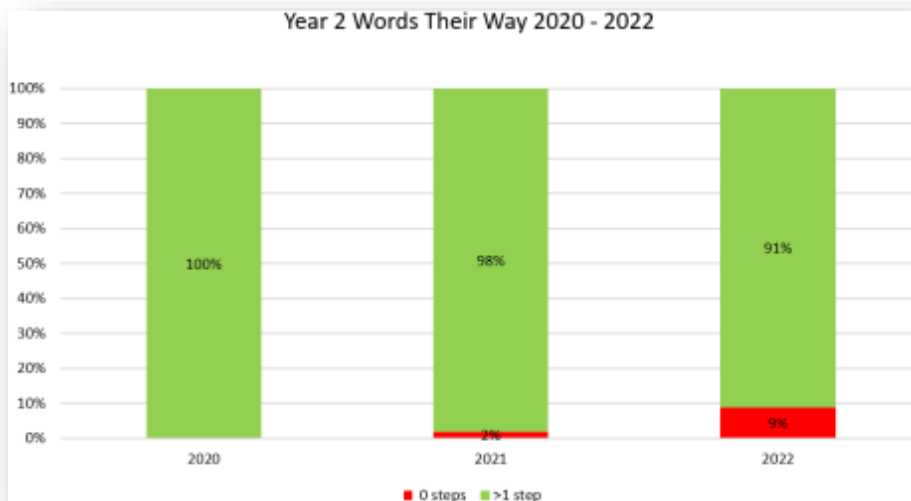


Figure L: Year 2 WTW longitudinal results 2020-2022

The proportion of Year 2 students moving spelling steps from 2020 to 2022 was compared. In 2022, 91% of Year 2 students progressed two or more spelling steps on the Words Their Way assessment.

| Target 4 | Status |
|--|--------|
| For 50% of Pre-primary students to score between 130-170 or higher on the <u>Brightpath</u> written assessment in Term 4 of each year. | 31% |
| For 80% of Year 1 students to score between 165-231 or higher on the <u>Brightpath</u> written assessment in Term 4 of each year. | 68% |
| For 80% of Year 2 students to score between 219-278 or higher on the <u>Brightpath</u> written assessment in Term 4 of each year. | 59% |

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. It was used to assess the written narrative samples of all Pre-primary, Year 1 and 2 students in Terms 2 and 4. 2022 was the first year the Pre-primary students completed the assessment in Term 1 to provide pre and post data.

Brightpath provided the parameters for a A-E Grades from Term 3, 2022. The Operational Plan targets were changed accordingly and have been represented in the graph legends. The provision of parameters by Brightpath for the attribution of grades has made cohort comparison between years invalid.

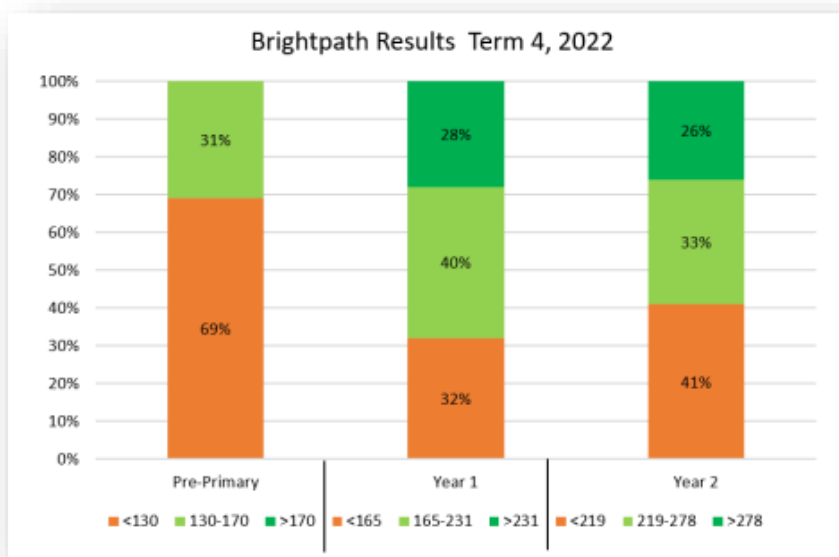


Figure M: Brightpath Results Term 4, 2022

The proportion of Pre-primary, Year 1 and 2 who scored within the target range using the Brightpath assessment tool was evaluated. In 2022, 31% of Pre-primary students met the target of a score between 130-170 on the Brightpath written assessment in Term 4. 68% of Year 1 students met the target of a score between 165-231 or higher and 59% of Year 2 students met the target score of between 219-278 or higher.

| Target 5 | 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. | 40% |
| For 80% of exiting students to achieve a Monitoring Index of Scholarly Language microstructure score of 11 or more in their final narrative generation. | 68% |
| For 80% of exiting students to have an MLU-m of 7 or above in their final narrative generation. | 80% |
| For 80% of exiting students to have an NDW of 79 or above in their final narrative generation. | 55% |

Systematic Analysis of Language Transcription (SALT) is considered one of the most effective ways to measure students' expressive language skills. This approach to analysis 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 2022 ($n = 114$). Coding using the SALT conventions and 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.

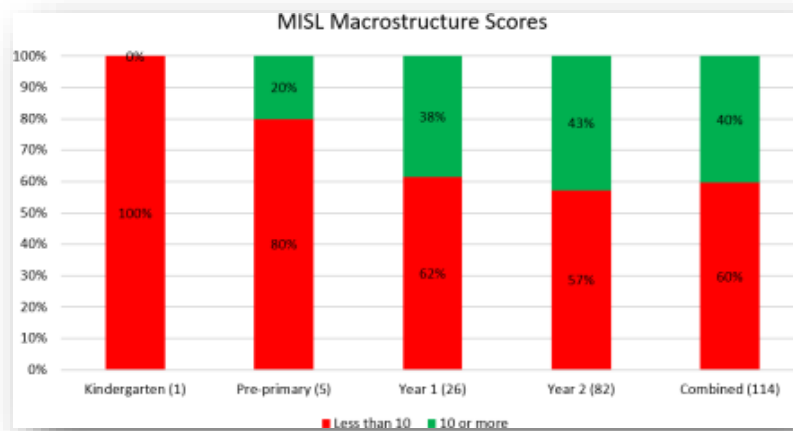


Figure N: MISL Macrostructure Scores from K-Y2 of all 2022 exited students.

Narrative macrostructure refers to the overall coherence and organisation of the narrative. Analysis of transcripts revealed that 40% of exiting students achieved a score of 10 or above for MISL Macrostructure. However, the median score for all samples was 9 (interquartile range = 4), 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 2023.

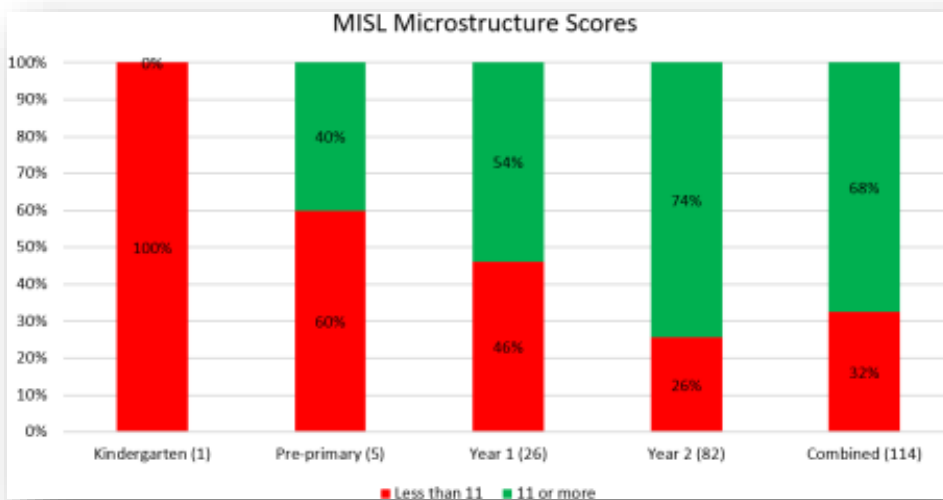


Figure O: MISL Microstructure Scores from K-Y2 of all 2022 exited students

Narrative microstructure refers to measures of productivity and complexity at the word and sentence level. Analysis of transcripts revealed that 68% of exiting students achieved a score of 11 or above for MISL Microstructure. With a median score of 12 (interquartile range= 3), results suggest the NEMLDC is on track to meet this target in 2023.

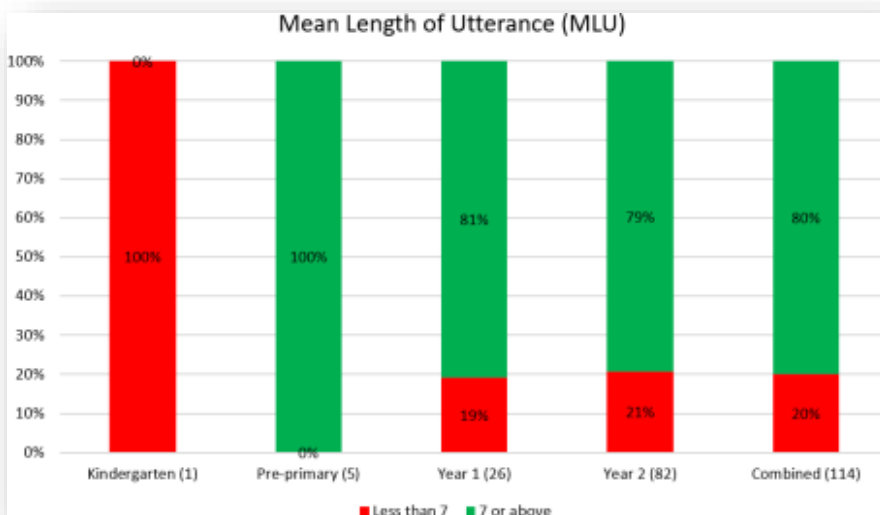


Figure P: MLU-m from K-Y2 of all 2022 exited students

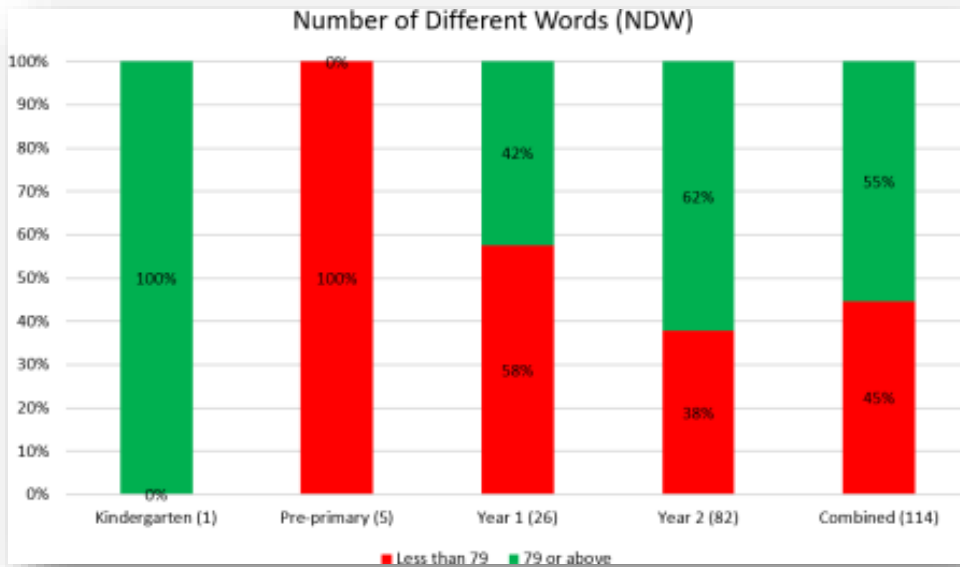


Figure Q: NDW from K-Y2 of all 2022 exited students

MLU-m is a measure of sentence level grammar (syntax). Analysis of transcripts revealed that 80% of exiting students produced MLU-m of 7 or above. With a mean score of 7.9 (standard deviation= 1.3), results indicate the NEMLDC has met this target for 2022.

NDW is a measure of semantic productivity and vocabulary diversity. Analysis of transcripts revealed that 55% of exiting students produced NDW of 79 or above. However, the mean score for all samples was 83.7 (standard deviation= 22.3), 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 2023

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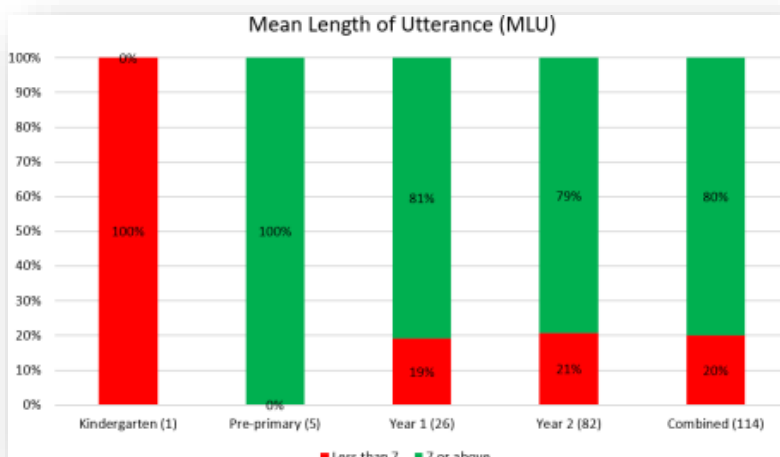


Figure P: MLU-m from K-Y2 of all 2022 exited students

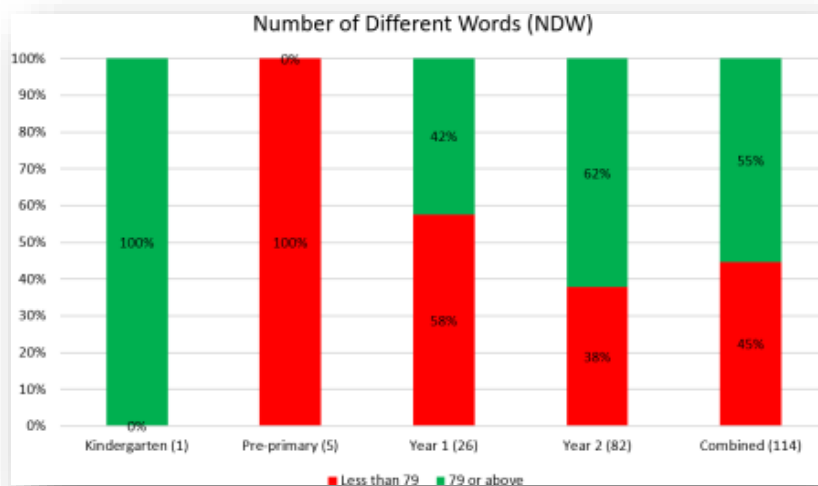
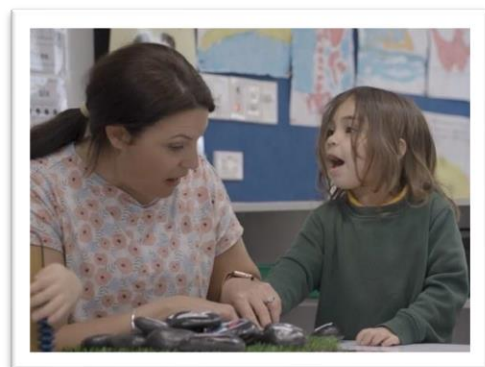


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1.1 Explicit delivery of an integrated Curriculum with an Oral Language focus:

In 2022 we continued with the Operational Plan for 2021-2023 Math priorities, focus areas and strategies in line with the NEMDLC Business Plan. The Maths planning team (part of STEM planning team) met throughout the year to discuss the operational priorities and ongoing progress. Classroom and DOTT teachers followed the NEMLDC Maths year level planners and met with their collaborative groups to moderate and discuss the Maths judging standards in accordance with School Curriculum Standards Authority. This will continue in 2023.

The Westwood Fluency Screener was administered for the third year in Years 1 and 2 covering the

areas of addition and subtraction to record our students' progress with their number facts. Data was collated through this assessment to inform and guide future teaching in the area of Maths leading into 2023. The results showed that the cohorts of students are making significant progress between the Timed 1 and Timed 2 data within the normal range of scores.



Westwood Screener Data Addition Year 1 & 2 2022



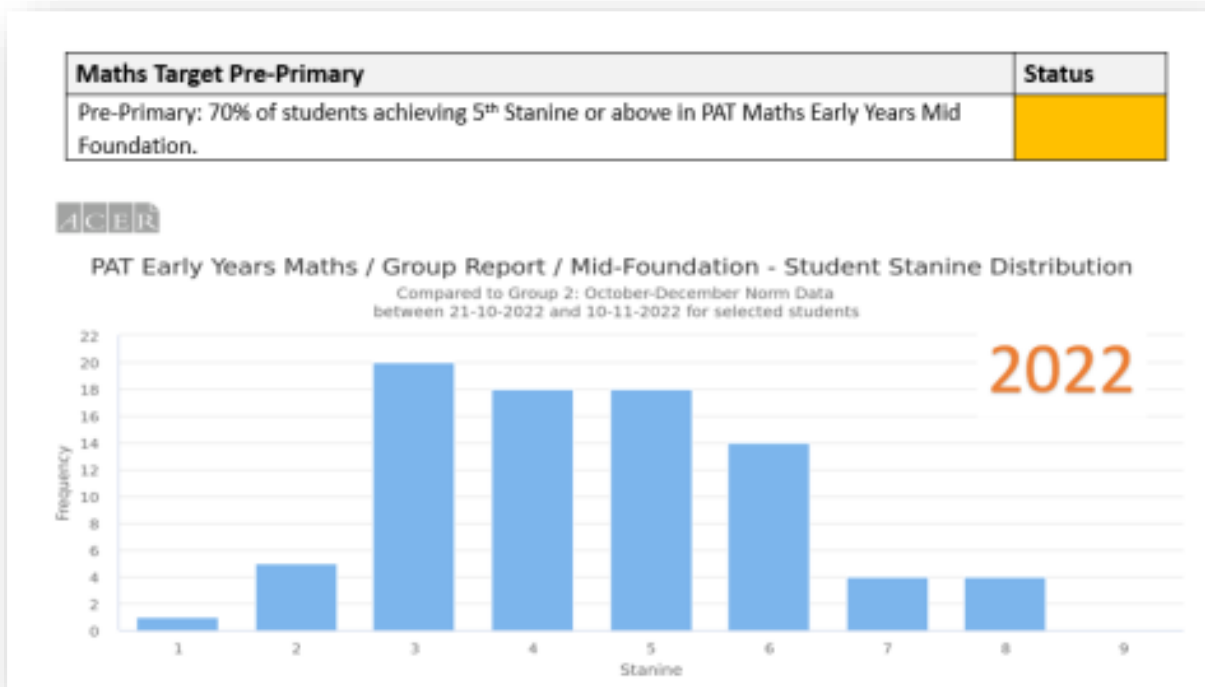
Westwood Screener Data Subtraction Year 1 & 2 2022

Over the year we added Maths resources to each year level kit. Sue Wood, Lynda Burch, Louise Forbes and Tracey Bennett supported with the organisation and stocktake of all items at each campus. Classroom based staff utilised the Math kits in each room to support the teaching and learning of students.



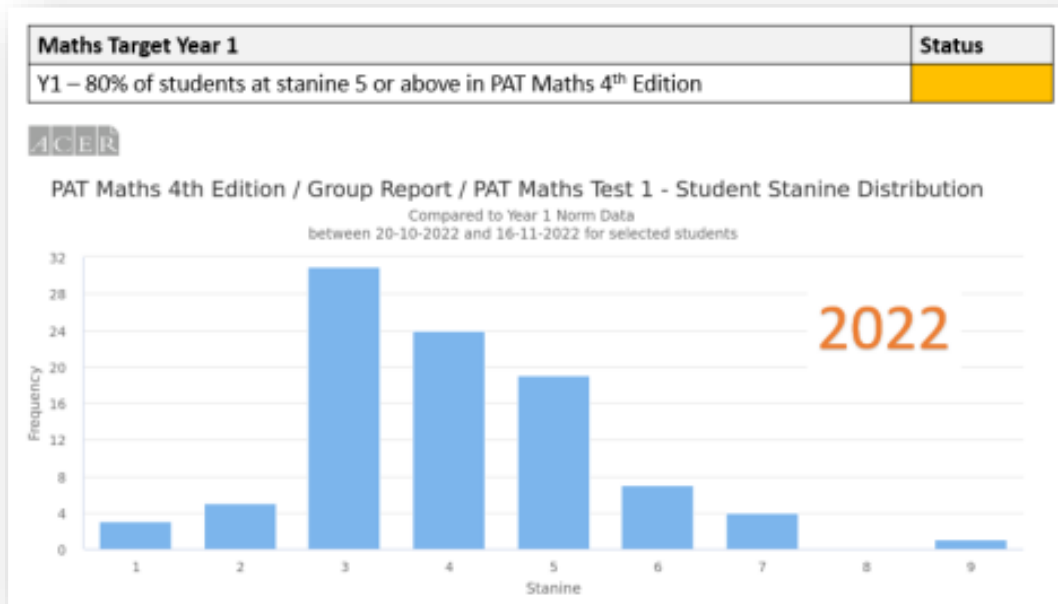
Newly purchase Math resources

In Term 3 classes participated in the 100 days of school Maths day. Some classes dressed up, engaged in a variety of 100 day inspired Math activities. Other classes chose to dress as a number between 1-100.



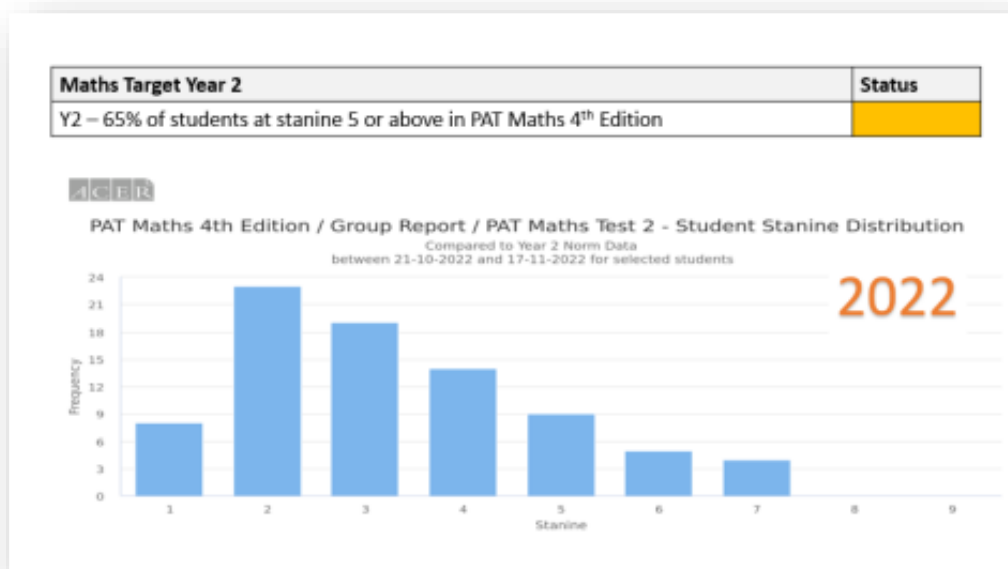
Pre-Primary Pat Maths Data 2022

Pre-primary students were assessed using the PAT Maths Early Year Mid Foundation assessment in October 2022. Results show 47.6% of NEMLDC Pre-primary students achieved 5th Stanine or above. We did not meet the Math target of 70% of students achieving the 5th Stanine or above. Through whole staff data analysis, the areas of strength in the PP data were: counting, patterning, coin recognition and matching quantities. Priority areas for 2023 include counting principals, word problems and ordering 2 digit numbers.



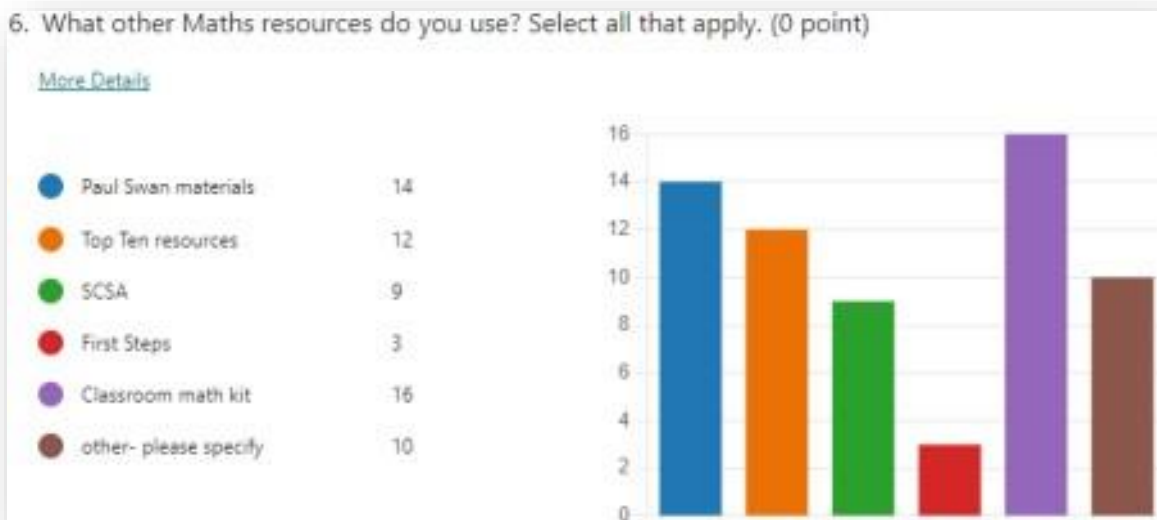
Year 1 Pat Maths Data 2022

Year 1 students were assessed using the PAT Maths 4th Edition Test 1 in October 2022. Results show 33% of NEMLDC Year 1 Students achieved the 5th Stanine or above. This target of 80% was not met. Through whole staff data analysis, the areas of strength in the Year 1 data were: place value, time/calendar, and questions that could be visually represented. Priority areas for 2023 include: how to solve multi-step word problems, improving automaticity and representing numbers in different ways.

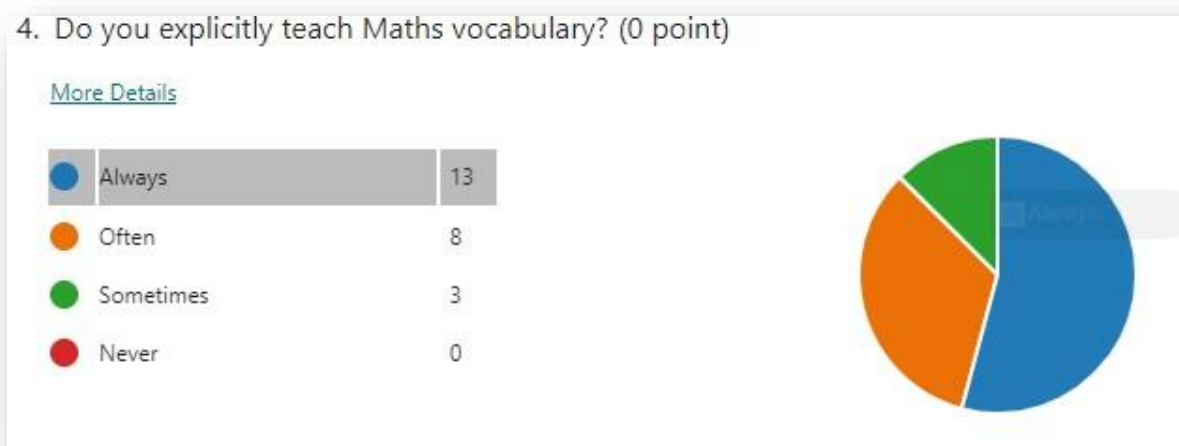


Year 2 Pat Maths Data 2022

Year 2 students were assessed using the PAT Maths 4th Edition Test 2 in October 2022. This is a standardised assessment and 22% of Year 2 students achieved the 5th Stanine or above. The target of 65% was not met. Through whole staff data analysis, the areas of strength in the Year 2 data were: addition and subtraction number sentences, capacity, stronger in Geometry and spatial awareness compared to previous years. Priority areas for 2023 include: patterns using skip counting, identifying missing numbers in subtraction and addition problems and fractions. The Maths committee met regularly to discuss and evaluate the learning programs and plans. We conducted a Forms survey with staff in Term 3 about Math teaching and practices. Some of the results are below.



Forms survey- Teaching Maths feedback



Forms survey- Teaching Maths feedback

The survey indicated teaching staff wanted more direction with their Maths teaching and targets. The Maths committee investigated and looked into different Maths programs that would suit our students and contexts. After researching and collaborating with other LDC's we found the program Bond Blocks to be best suited to provide EDI for our students in Numeracy. Between Term 1 and Term 4 members of the Maths committee attended Bond Blocks Professional Learning. A proposal was submitted to the finance committee allowing us to purchase a school license for Bond Blocks in Kindergarten and Pre-primary for 2023 as well as up to Bond Block kits per K/PP class. All staff were provided a professional learning workshop on Bond Blocks by the creator Narelle Rice in Week 7 Term 4. In 2023 Bond Blocks will be used a Tier 1 teaching program in every K/PP classroom with the hope of extending it to Year 1 and Year 2 as a Tier 2/3 intervention program. In 2023 we plan to focus on targeted Maths vocabulary during the explicit teaching of Maths as well as implementing daily reviews across year levels

1.2 Explicit delivery of an integrated Curriculum with an Oral Language focus: STEM



Interactive whiteboards in action

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. The STEM planning team continued in 2022 with Lynda Burch stepping into the STEM coaching in Semester 2 role for 0.4fte. The STEM planning team comprises of staff across all year levels and campuses. The STEM planning team met throughout the year and staff were allocated projects/tasks according to their year level. These projects consisted of working on Integrated level planners, STEM assessments and moderation tasks.

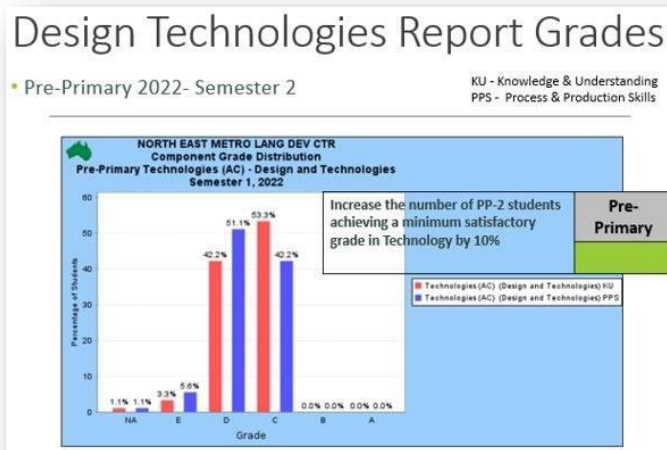
Additional STEM purchases were made in 2022 with the Science grant funds from 2021. We purchased Digital and Science resources for the Beechboro campus and STEM hands on materials for K-2 across all 3 campuses.

Student Achievement

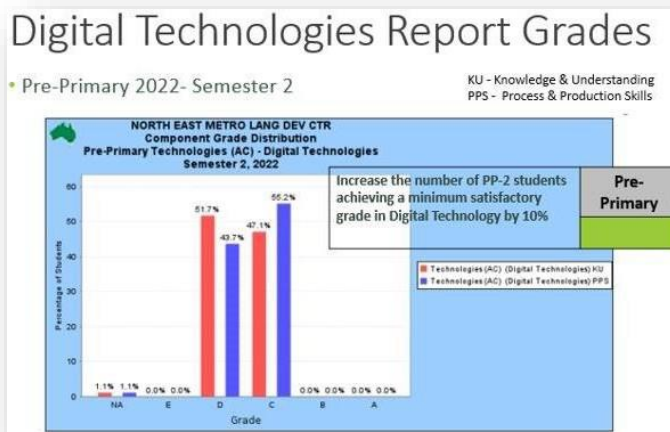
The NEMLDC Business Plan includes an explicit delivery of an Integrated Curriculum with an oral language focus: STEM. Our business targets are as follows;

| Targets | 2022 Status | | |
|---|-------------|--------|--------|
| | Pre-Primary | Year 1 | Year 2 |
| 2021-2023 School Business Plan 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 achive a minimum satisfactory grade in the assigned STEM moderation tasks. | | | |

STEM Business Plan Target



Pre-primary Design Technology grades 2022



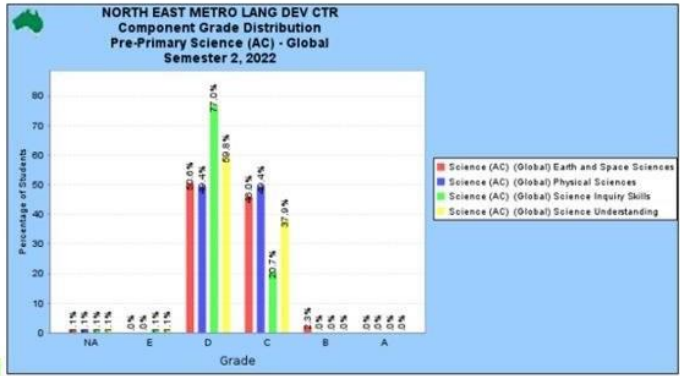
Pre-primary Digital Technology grades 2022

Science Report Grades

Pre-Primary 2022 Semester 2

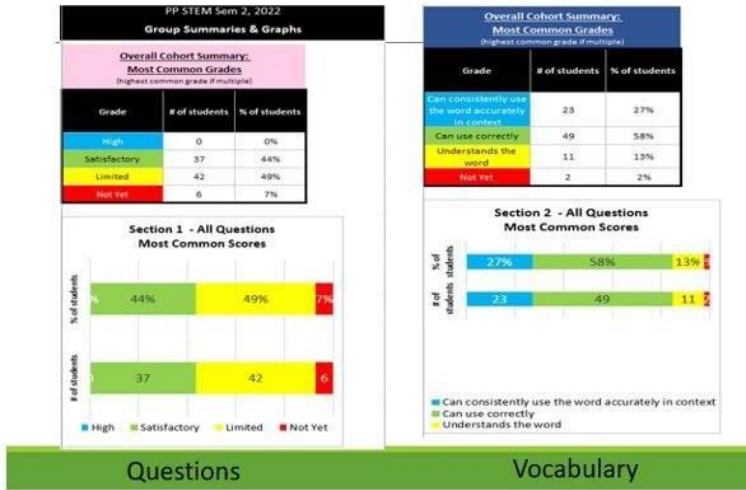
Increase the number of PP-2 students achieving a minimum satisfactory grade in Science by 10%

Pre-Primary



Pre-primary Science grades 2022

PP- Marble Run 2022



Pre-primary Marble Run STEM Data 2022

STEM- *Marble Run*

Pre-Primary



RM 4 WM Rm 15 & 16 Beechboro RM 4 WM

Pre-primary Marble Run

Technologies Report Grades

Year 1 2022- Semester 2

KU - Knowledge & Understanding
PPS - Process & Production Skills



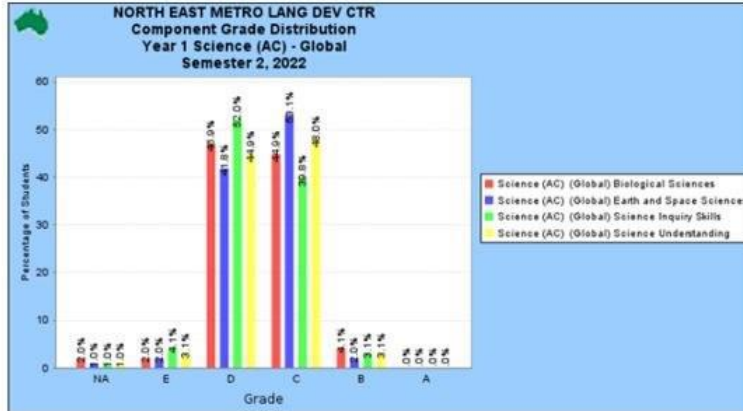
Year 1 Technologies grades 2022

Science Report Grades

Year 1 2022 Semester 2

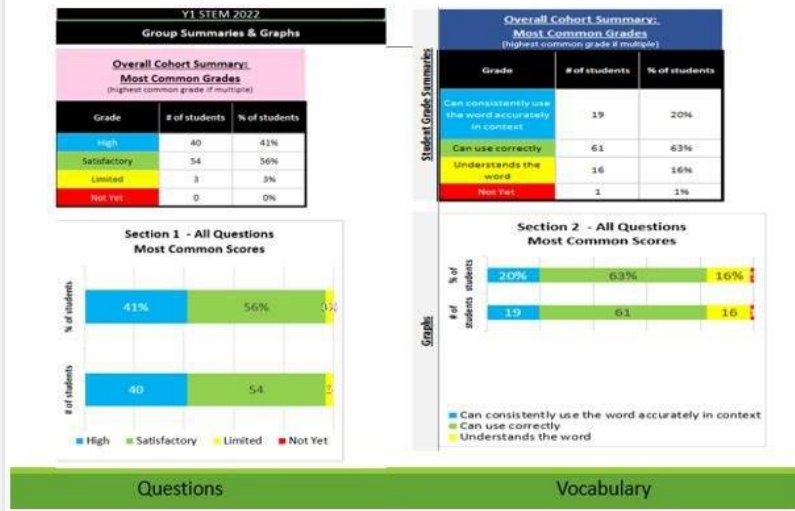
Increase the number of PP-2 students achieving a minimum satisfactory grade in Science by 10%

Year 1



Year 1 Science grades 2022

Yr1 – Light & Sound 2022



Year 1 Light/Sound STEM task 2022

STEM Musical/Light Instrument

Year 1



Rm 1 WM



Year 1 Light/Sound STEM task 2022

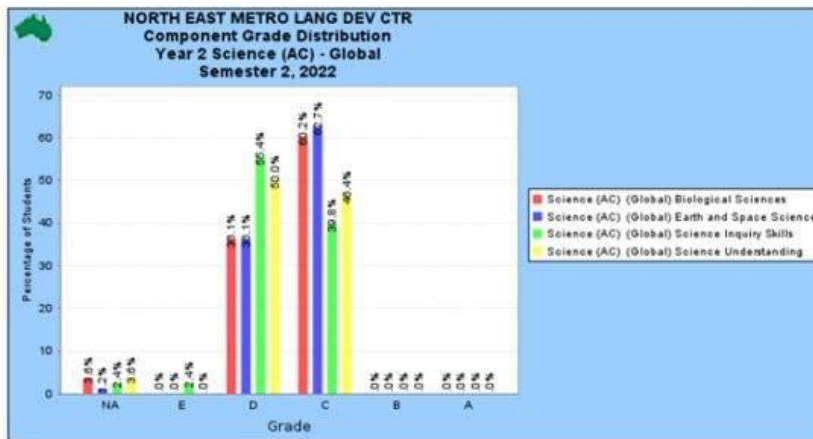
Science Report Grades

Year 2 2022 Semester 2

Increase the number of PP-2 students achieving a minimum satisfactory grade in Science by 10%

Year 2

Av increase 29.97%

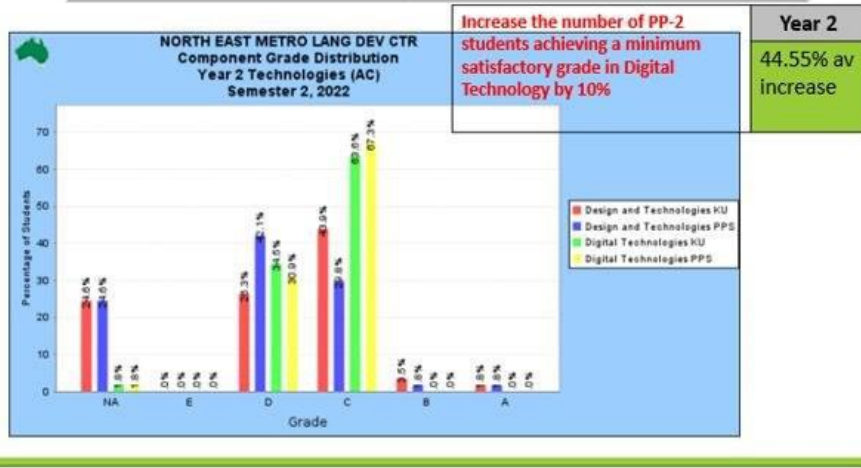


Year 2 Science grades 2022

Technologies Report Grades

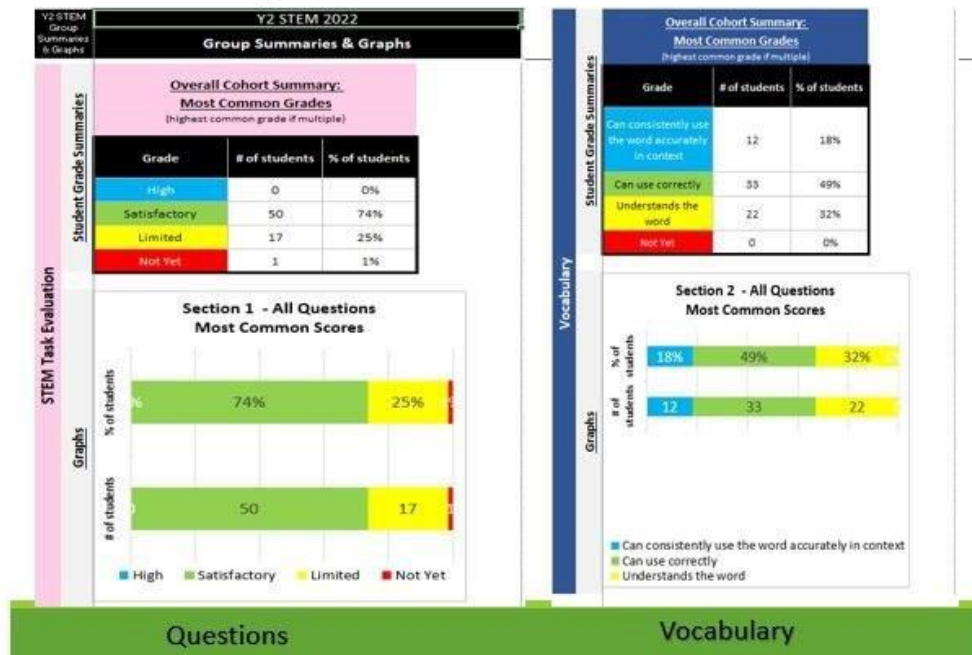
Year 2 2022- Semester 2

KU - Knowledge & Understanding
PPS - Process & Production Skills



Year 2 Technologies grades 2022

Yr2 – Organic Garden 2022



Year 2 Garden STEM task 2022

STEM Organic garden



Year 2 Garden STEM task 2022

STEM Organic garden



Year 2 Garden STEM task 2022

Priorities for 2023 are refining the K-2 integrated planners, supporting new staff with the implementation of digital technologies through the role of the STEM coach and embedding STEM moderation projects per term across K-2.

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

The Pedagogy Committee's aims for 2022 were to **continue to explore pedagogy best practice**, make decisions about how to teach the Western Australian Curriculum whilst meeting the needs of students with DLD, and begin whole staff training and development in these areas.

Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. It refers to the method or practice of teaching. It is sometimes referred to as the art and/or science of teaching. It encompasses everything a teacher does to help students learn and is focused on helping children to learn.

Four Pedagogies investigated were:

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

Several whole staff training sessions were held throughout 2022 exploring and developing understanding of pedagogy:

- Term 1: Victoria Bingham supported staff understanding of four pedagogies and their importance in the Business Plan

-Term 2: Rebecca Duncan from AISWA provided information on Inquiry and Play-Based Learning.

Feedback from this session indicated that staff felt that a lot of the inquiry skills were best developed with DLD students as part of the Semantics and Comprehension Oral Language programs. The Pedagogy team suggested a refresh of these programs in conjunction with the English team. Three members of the pedagogy team attended a full day workshop with Jodie Davey titled Effective Pedagogy in November. All staff finished off the year at the final Staff Development Day with some problem solving in teams and exploring the links between the 21st Century learning skills and the General Capabilities in the Australian Curriculum facilitated by Candice Baker and Annette Hopkinson.





The committee has been busy developing documents to guide best practice and have been clarifying the use of the different pedagogy styles in our Integrated Planner documents. These will be continued to be developed in to 2023.

They will also continue to build whole staff understanding of each of the above areas, develop guidelines and other resource documents. A scope and sequence of the skills required for Intentional Play, Inquiry and 21st Century learning skills has started. The aim is that by the end of the three-year Business Plan, staff have a good understanding of each of the different pedagogies and will be confident selecting the most suitable strategies, lesson style and learning activities most suitable for children with DLD.

Priority 2: Support student well-being

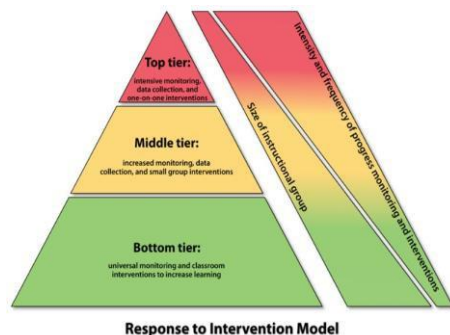


2.1 Positively nurture and support students' behavioural development

| Target | Status |
|--|--------------------------|
| Increase number of students' Attitude/Behaviour/Effort (ABE) reporting as 'interacting with peers and adults in an acceptable way. | 2020 – 60% 2021 – 55% |

Personal and Social Learning Area 8

Early in 2022, staff were consulted to direct the redevelopment of the Behaviour Guideline to a Tiers of Support and Intervention model. Staff provided input at School Development Day into the guideline development. A team of staff met regularly across the year and were then joined by a broader team of staff and community representatives for further consultation and comment. The first draft was well-received by the School Board during Term 4, with completion and implementation scheduled for 2023.



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

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

Success Indicators:

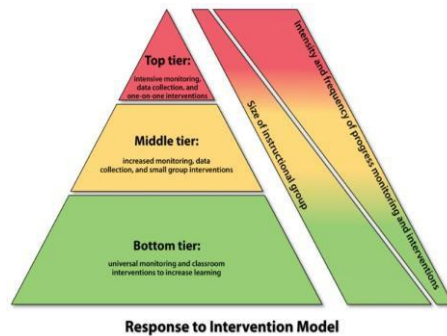
100% students identified as requiring additional supports, demonstrate steady positive improvements across all aspects of their learning: oral language, intervention data (links to 1.3 & 1.4).

In 2022, we had 26 Aboriginal families and 126 EALD families across our three campuses. This year, we successfully applied for Chaplaincy funding and are now recruiting a suitable Chaplain for our unique context. We have a long term goal to reduce our unauthorised absence to 15%. In 2021 unauthorised absence was 31%, however we attributed that to family anxiety around COVID. In 2022 our unauthorised attendance was at 20% which is showing a promising trend and given how Perth, WA was impacted by the pandemic it is pleasing to see a decrease in that percentage. It could be attributed to regular DOJO posts explaining the importance of attending and regular updates around attendance percentages provided to families if their child was at 90% or below. We will continue to aim for a 15% unauthorised absenteeism by the end of the current Business Plan.

We will continue to nurture and support our families by:

- meeting with families and offering support through social service agencies and submitting Child Protection and Family Services referrals, as required.
- ensuring basic needs of students are continually met and supported as required (i.e., food and clothes).
- collaborating and liaising with CPS and external health agencies.
- providing orientation proactive opportunities for new and internally transitioning students (e.g., social stories).

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- providing orientation proactive opportunities for new and internally transitioning students (e.g., social stories).

Year 2 students at our West Morley LDC campus had the privilege to participate in an Aboriginal Cultural incursion. The students received an information session from Shelly, an Aboriginal Educator, to learn about what Bush Tucker is in addition to learning some Noongar words. They looked at, felt and smelt a range of Bush Tucker plants, such as trees, shrubs, herbs and vegetables. Afterwards, the students were able to get their hands dirty and planted 20 Bush Tucker plants into our garden! The Bush Tucker plants have been planted in the garden beds opposite our new Noongar Seasons Art Mural.

This area links to other areas of the business plan: Improve Student outcomes – T 2 / 3 intervention & Behaviour Development



Removing obstacles and shifting mental models and mindsets take time, so we are committed to continuing to move slowly in the right direction to ensure what we do is authentic and respectful. Ultimately, we want to achieve a sense of **BELONGING** within our school whereby members of our school community, staff, families and students have the opportunity to achieve their full potential and be seen.



Pre-primary Assembly

Members from our administration and a Year 2 teacher attended the EALD two-day conference. It reaffirmed that we have come a long way in creating culturally responsive school community.

A focus for 2023 is for us as a school to cater more specifically for our EALD students now that we will be allocated funding. For the first time we will track our EALD cohort and provide Tier 2 intervention through a vocabulary focused program, LanguageLift.

Relevant DOJO posts to increase awareness and understanding of Aboriginal and Torres Strait Islander and the diversity of our school community's identities, cultures and beliefs is ongoing (NQS 6.1.2).

Our Reconciliation Action Plan continues to be in development: Our Community Development team met this term to review the Aboriginal Cultural standards Framework to identify areas to further focus on and reflect in our RAP. The area identified as requiring development was *Teaching & Resourcing: EALD student data tracking and intervention*.

NEMLDC Australian Indigenous Voices Book Club commenced Term 4 for staff
Weekly #TakeActionTuesday emails for staff to encourage a school wide culture that values and encourages cross-cultural relationships commenced in Term 3. Feedback from staff has been positive as it creates an opportunity for staff to reflect on and learn about practical ways we can all walk together towards reconciliation.

As part of our SDD Term 4 we incorporated a hands-on team building activity with Sharyn Egan making Noongar Fibre Animals, which provided an opportunity to yarn and connect our head knowledge with our heart and spirit.

Priority 3: Develop community understanding



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

The following activities were undertaken to empower NEMLDC parents to understand, support and advocate for their children:

- transition workshops for exiting students were provided in both Terms 2 and 4. These were both well attended with excellent feedback.
- a Padlet was created for parents to support transition process resulting in greater empowerment by handing over resources to families to create and use with their children.
- case conferences were scheduled to provide families with a clear understanding of their child's language profile and unique needs prior to exit.
- meetings to explain results of CELF testing were organised for families, so they were able to better understand their child's unique language profile.
- early handover visits were offered to mainstream schools to support the transition of our exiting students which were positively received and taken up.
- as a way to measure our families' sense of empowerment, a confidence measure survey was created and administered with families at the start of 2021. Families will be asked to complete it at the end of the school year over the course of this Business Plan. We are still currently receiving responses. It is hoped that at the end of the current Business Plan and students' three-year placement that we will see a growth in confidence from those feeling neutral and low in confidence to agree and strongly agree.

ADVOCACY: Confidence Measure
Term 4, 2022

| | | | | | |
|---|---|---|---|---|---|
| 1. I feel confident with my understanding of Developmental Language Disorder. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel confident with my ability to explain what Developmental Language Disorder is. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel confident talking to educators about what my child needs. | 1 | 2 | 3 | 4 | 5 |



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

NEMLDC staff and students celebrated DLD day by dressing in purple and yellow at school and flooding social media with information for the community on DLD. The school supports RADLD (Raising Community Awareness for DLD), using their infographics and fact sheets. Staff member, Amy Nguyen, designed and organised DLD Day T-shirts, worn by many with pride!





DLD Day Community Picnic video Created by Alyssa Davidson & Noah Landau Curtin University.

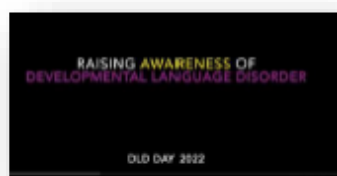
Enjoy this video created by a couple of students from Curtin University. It features some of our very own staff and families! Thank you to Cindy Stirling from our Outreach Team and Dr Robert Wells Speech Pathologist, and Curtin University for organising this wonderful event in collaboration with Speech Pathology Australia - WA Branch.

Growing with DLD

Developmental Language Disorder (DLD) is still not widely recognised and well understood. DLD impacts people all over the world from all socio-economic backgrounds. This year's theme recognises that DLD is 'developmental' which means it starts in childhood, but it doesn't go away. As individuals grow, what DLD looks like and how it impacts changes, and the support that's needed changes too. It's about **Growing with DLD**. Thank you to Rocco, Hannah, Nathan, Aleysha, Max, Maggie and Luke for sharing their dreams, aspirations and achievements with us! Thank you to your families for being such amazing advocates and for allowing us to share your stories. Thank you to Dr Samuel Calder for his support and advice along the way. Research shows that there are two children with DLD in every mainstream classroom of 30 students, and difficulties often go unnoticed until children get to school. The first step to addressing public health concerns is increasing awareness. Please like and share this video with the hashtags #DLDday #devlangdis

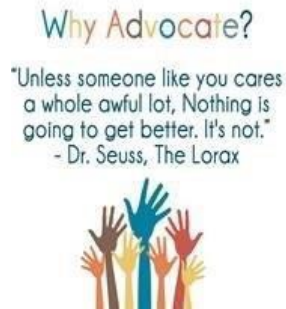
<https://vimeo.com/user111234624/growingwithdld>

<https://youtu.be/3xUFRae8aSw>

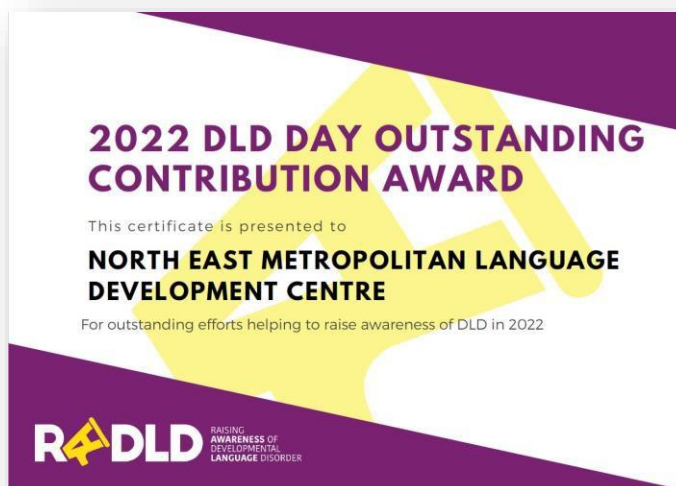


As part of our Advocacy component of our Business Plan to ‘Develop our community understanding of Developmental Language Disorder, empowering parents, staff, mainstream schools and our broader community to better support and advocate for our children’, Board Chair, Jeremy Heng wrote a petition on behalf of our school community, informed the Hon Bill Shorten Minister for NDIS and our State member of Parliament Hon Don Punch (Minister for Disability Services; Small Business; Fisheries; Seniors and Ageing) of the inconsistency and inequity that exists around the approval of NDIS funding. We had 111 signatures.

Staff members Katelin, Trudie, Sarah, Lisa and Sharlene presented information about DLD at a special morning tea at our shared site schools Beechboro PS, North Balga PS and West Morley PS.



2022 was another exceptional year for growing awareness and understanding for DLD throughout the world and right here in Perth, WA and as such RADLD recognised our efforts for going above and beyond. We were one of their DLD Day Outstanding Contribution award winners in recognition of our contributions in 2022.



Speech Pathologists in Schools Pilot

Overview of the Pilot: In 2022 the NEMLDC's Speech Pathologists in Schools (SPIS) pilot program continued on from the strong start it had in 2021. The SPIS program enables public schools to access a speech pathologist through the NEMLDC. SPIS speech pathologists are employed, managed and supported by the NEMLDC and work within schools in the North East metropolitan area.

SPIS speech pathologists provide a range of services, including tier 1 support and capacity building, direct tier 2 and 3 interventions, upskilling of teachers and EAs to provide intervention, diagnostic assessment, NEMLDC referral, NDIS application, and consultancy support to educators. The initiative complements services provided by the NEMLDC Outreach Service to maximise impact of the combined services.

Significant changes: In 2022 Joanne Harris (Director of Education, North Metropolitan Region) directed the program to expand to all schools in the north metropolitan region. An increase in senior speech pathology time by 0.2FTE was provided to coordinate the program and support schools and SPIS speech pathologists.

Key statistics:

- **33 schools signed up:** 23 schools had speech pathologists placed in their schools in 2022 (four education support, one high school and 18 mainstream primary schools). A further 10 schools are waiting for a speech pathologist to become available. This is more than a 12 fold increase from the start of 2021, with two schools involved at the start of the 2021 and nine schools by the end of 2021.
- **10 SPIS speech pathologists** were employed
- Average FTE per school: 0.2FTE

Of the school leadership involved in the program in 2022 who were surveyed:

- 100% reported that the program was going 'very well' in their school (5/5 rating)
- 97% reported the program being 'very good' (5/5 rating) value for money, with the other 3% of leadership surveyed reported the program being 'good' value for money (4/5)
- 98% reported that they would recommend the program to other schools and/or colleagues

Some of the positive impacts leadership reported the SPIS program having in their schools:

- EAs feeling more confident to implement phonics intervention.
- many teachers enjoying the SP working at a tier 1 level in the classroom.
- effective support strategies being implemented by educators in-class where they haven't previously.
- reduced teacher stress.
- increased number of students needing support being identified and suitably referred (e.g. to CDS, LDCs or other agencies)
- students on the waiting list for support outside the school getting support which they would otherwise not get access.

3.3 Outreach - Developing capacity of mainstream staff

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 2022 by Statewide Services based on Priority rankings. In Term 4, the Outreach Service provided an information session to administration teams of priority one schools. Schools were provided with information and encouraged to access the services available.

In 2022, the Outreach Service supported schools through the **Language Leadership School Series (LLSS)** and **Language Leadership School Network (LLSN)**. Through these programs, participants were able to expand their knowledge of the oral language areas and supported to ensure changes were aligned with school priority areas. Additionally, District and Network level professional learning was provided to mainstream schools to upskill staff in target areas.

In 2022, the Outreach Service continued to expand their delivery of online webinars with mixed modes of online and face to face options. A new professional learning session on Response to Intervention (RtI) and an online self-paced learning module 'Language Difficulties- Understanding and Supporting Students through Canvas' were created.

A range of professional learning and school services were provided by the Outreach team in 2022, including LLSS, LLSN, Learning Language and Loving It (Hanan, 2002), Language Difficulties, Phonics, Morphology, Oral Text and Social Skills.

To increase participant active engagement and school self-reflection, and to ensure that the schools are embedding learning throughout the school, the Principals and Deputy Principals of the LLSS again invited to attend the final presentation and their feedback was sought on how the Language Leader and Administration teams shared knowledge. Feedback indicated improved planning at a whole school level, which will continue to be a priority in 2023.




NEMLDC OUTREACH SERVICE PROVISION

Service Statistics (Sem 1, 2022)



THE ESSENTIALS

Number of unique...

| | | |
|---|-------------------------------------|------------|
|  | Educators | 690 |
|  | Schools | 66 |
|  | Education Networks (NE only) | 17 |

impacted by the NEMLDC Outreach Service



Impact

10350 students

Assuming each educator impacts 15 students

That's 2724 students per 1.FTE of Support Officer time!

During semester 1 of 2022, DOE COVID-19 and the associated restrictions meant that during term 1 and a part of term 2, all professional learning sessions had to be run online. COVID-19 put an enormous amount of strain on schools, which impacted school's ability to commit to support from the Outreach Service, in particular the language leadership schools network. Despite the challenges faced, a large number of schools continued to engage with the service.

KEY LANGUAGE LEADER DETAILS

Number of unique Key Leaders actively involved with the NEMLDC Outreach in their...

| | | | | | |
|-----------------|-----------|-----------------|----------|-------------------|----------|
| 1st year | 20 | 2nd year | 3 | 3rd+ years | 6 |
|-----------------|-----------|-----------------|----------|-------------------|----------|

Number of...



Metro Key Leaders

27



Wheatbelt Key Leaders

2

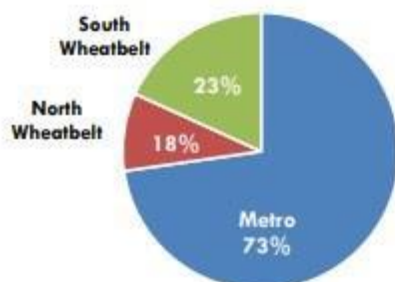
Total

29

SCHOOL DETAILS

of Schools Receiving a Service by School Location

| | |
|------------------------|-----------|
| Metro | 48 |
| North Wheatbelt | 6 |
| South Wheatbelt | 12 |



Icons generated by Freepik from www.flaticon.com

PL DETAILS

Number of...



PLs

47



Hrs providing PL

112.58

In addition to resource

| Nature of PLs... | # | As a % of total PLs |
|------------------------|-----------|---------------------|
| District level: | 16 | 34% |
| School level: | 31 | 66% |

| Format of PLs... | # | As a % of total PLs |
|-------------------|-----------|---------------------|
| In person: | 30 | 64% |
| Online: | 17 | 36% |

NEMLDC OUTREACH SERVICE PROVISION

Service Statistics (Sem 2, 2022)



THE ESSENTIALS

Number of unique...

Educators **786** (↑ by 96 from sem. 1)

NEMLDC Schools **64**

Other Schools/Agencies **61**

Education Networks **14**
(/16 NE only)

impacted by the NEMLDC Outreach Service



Impact

11790 students

(↑ by 1,440 students from sem. 1)

Assuming each educator impacts 15 students

That's 3684 students per 1.FTE of Support Officer time!

Semester 2 of 2022 saw the easing of direct COVID-19 impacts on service delivery. Many schools had however exhausted their relief budgets during semester 1, making district PL during the day challenging. Despite the challenges faced, a large number of schools continued to engage with the service, especially at a school level. During 2022 a number of previously unengaged schools accessed the Outreach Service after hearing about it through the North Metropolitan Speech Pathologists in Schools Program. Going into 2023 the two services will continue to work hand in hand to best support schools.

KEY LANGUAGE LEADER DETAILS

Number of unique Key Leaders actively involved with the NEMLDC Outreach in their...

| | | | | | |
|-----------------|-----------|-----------------|----------|-------------------|----------|
| 1st year | 20 | 2nd year | 3 | 3rd+ years | 6 |
|-----------------|-----------|-----------------|----------|-------------------|----------|

Number of...



Metro Key Leaders

27



Wheatbelt Key Leaders

2

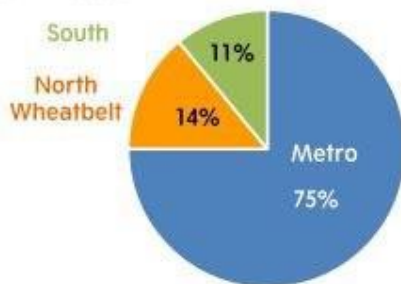
Total

29

SCHOOL DETAILS

of NE Schools Receiving a Service by School Location Total

| | | |
|------------------------|-----------|-----------|
| Metro | 48 | |
| North Wheatbelt | 9 | 64 |
| South Wheatbelt | 7 | |



PL DETAILS

Number of...



PLs

47



Hrs providing PL

107

In addition to resource development, additional Key Leader Support and other services provided.

Nature of PLs... # As a % of total PLs

District level: 16 34%

Network level: 4 9%

School level: 32 68%

68%

34%

Format of PLs... # As a % of total PLs

In person: 39 83%

Online: 8 17%

83%

17%

AVERAGE PL RATING






Icons generated by Freepik from www.flaticon.com

NEMLDC OUTREACH SERVICE PROVISION

Service Statistics (2022 - full year)

THE ESSENTIALS

Number of unique...

| | | |
|---|--|-------------|
|  | Educators | 1281 |
|  | NEMLDC Schools | 87 |
| | Other Schools/Agencies | 108 |
|  | Education Networks (/16 NE only) | 14 |

impacted by the NEMLDC Outreach Service



Impact

19215 students

Assuming each educator impacts 15 students

That's 6005 students per 1.FTE of Support Officer time!

2022 was a challenging year, with COVID-19 disrupting a large part of standard services in semester 1. In semester 2 when COVID-19 was less of a direct factor, many schools had exhausted their relief budgets, making district PL during the day challenging. In 2022 online, after school and on-demand district PLs continued to attract large numbers of educators. Despite challenges faced, a large number of schools also continued to engage with school based services. During 2022 a number of previously unengaged schools accessed the Outreach Service after hearing about it through the North Metropolitan Speech Pathologists in Schools Program. Going into 2023 the two services will continue to work hand in hand to best support schools.

KEY LANGUAGE LEADER DETAILS

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| | | | | | |
|-----------------|-----------|-----------------|----------|-------------------|----------|
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|-----------------|-----------|-----------------|----------|-------------------|----------|

Number of...

Total



Metro Key Leaders

27

29

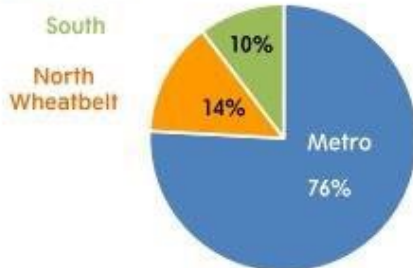


Wheatbelt Key Leaders

2

SCHOOL DETAILS

| # of NE Schools Receiving a Service by School Location | Total |
|--|-------|
| Metro | 66 |
| North Wheatbelt | 12 |
| South Wheatbelt | 9 |



PL DETAILS

Number of...

PLs **94**

Hrs providing PL **224.58**

In addition to resource development, additional Key Leader Support and other services provided.

| Nature of PLs... | # | As a % of total PLs |
|------------------------|----|---------------------|
| District level: | 16 | 17% |
| Network level | 5 | 5% |
| School level: | 61 | 65% |

| Format of PLs... | # | As a % of total PLs |
|-------------------|----|---------------------|
| In person: | 68 | 72% |
| Online: | 26 | 28% |

AVERAGE PL RATING



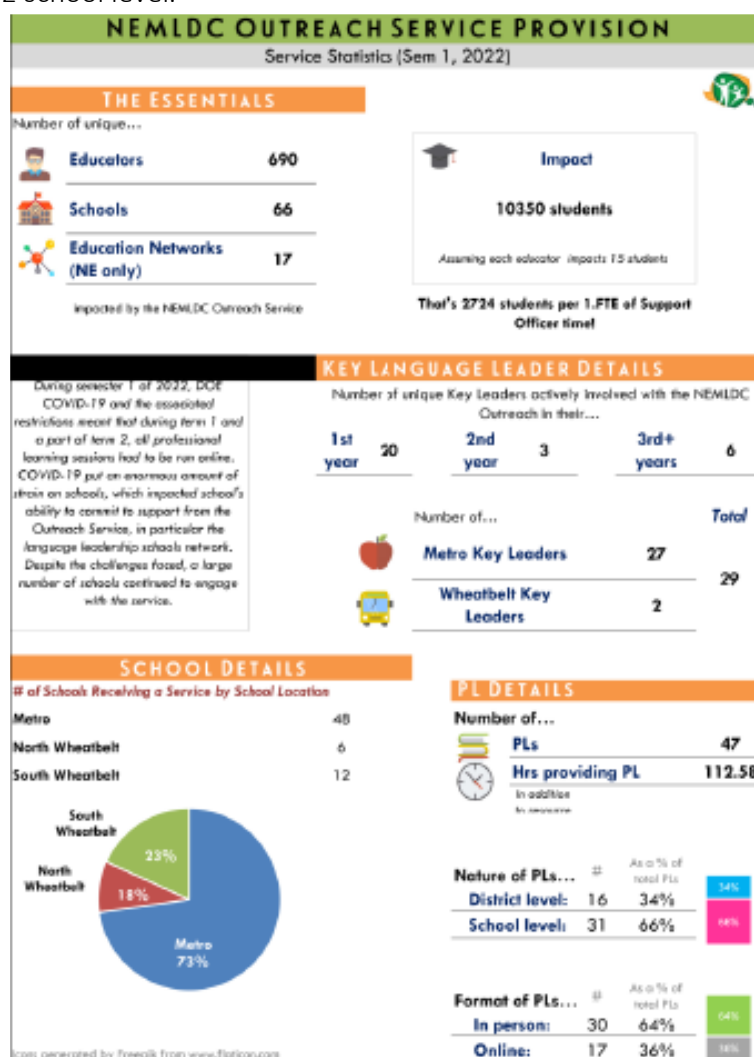
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Outreach projects during 2022 included a K-2 reading spine and supporting with the Social Skills NEMLDC program.

We welcomed eight final year speech pathology students from **Edith Cowan and Curtin Universities** in Terms 2–4. In 2023 student placements will occur Terms 3 and Term 4. Student placements enabled the Outreach Service to support two mainstream schools with the early identification of students at risk, as well as providing intervention programs in small groups and at individual level resulting in:

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

A future direction for 2023 for the Outreach Service will continue to offer and provide support services to schools in the North East Metro and Wheatbelt regions. We 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.



Sem 1, 2022 Stats

3.3 Build professional and performance capability of staff, aligned to School and Department priorities.

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

Through analysis of data using the School Improvement Tool in 2020, in particular Area 3, 'A Culture that promotes learning', staff determined that a focus on well-being would play an important part in maintaining the **positive school culture**.

Staff completed the **PERMAH** survey early in 2021 to determine a baseline, with the target set to improve .5 on the PERMAH scale in each area across the duration of the Business Plan. The survey was completed by 74% of staff with the newly created staff well-being team deciding to focus on three areas across the three years, according to the data.

- Staff physical health (H) – 4.44
- Staff engagement (E) – 5.26
- Relationships (R) – 6.74

The team goal for a mentally and physically healthy staff at work was to educate staff in self-managing and being responsible for this area of their lives. Helping staff to understand what they can do to be more positive and engaged at work, how their working lives can be more meaningful and with better working relationships. The importance of good sleep, exercise and nutrition to support a healthy mindset.

In 2022, staff self-rated more positively in all areas of the survey, with 60% of staff responding. In our target areas, we achieved our goal for physical health.

- Staff physical health (H) – 6.8 (+2.4)
- Staff engagement (E) – 5.43 (+0.17)
- Relationships (R) – 7.15 (+0.41)

Each campus continued initiatives for physical health, with North Balga particularly keen in this area with yoga ongoing. Social functions continued to be organised by each year level, and staff were recognised for their accomplishments.

