

North East Metropolitan Language Development Centre

Independent Public School



Annual Report 2023

Developing language. Building futures.

Acknowledgement of Country

We at the LDC respectfully acknowledge the past and present Traditional Custodians of this land on which we are meeting, the Whadjuk people.

We say thank you for looking after the Land, the water and sky, and for respecting the animals, for you and I.

We promise to take care of this special place too; it is a privilege to be learning and playing on Noongar Country.

Ngalak LDC Noonook Djinaning,
Beedarwaang Whadjuk Noongar Boodja.

Alidja Yangka Djinang Ngolanga Woorla Boodja
Worl Alidja Barna.

Naartj Nidja Boonda Wariny Alidja Moortitj
Boodja Kaartijn Warbiny Whadjuk Noongar
Boodja.

Translated by Cyril Yarran

Principal Report

On behalf of the North East Language Development Centre (NEMLDC) community we present the Annual Report for 2023. The report provides a summary of the School and Statewide Speech and Language Service (SSLS) strategic performance and highlights the key achievements, milestones and initiatives that have been targeted in 2023.

At NEMLDC we uphold our vision to have a strong focus on student achievement and well-being, family and school community, effective leadership, and exemplary high-quality teaching. This is summarised in our by-line of *'Developing language. Building Futures'*. At the NEMLDC we foster an inclusive, positive and safe culture upholding the DoE priorities of *'Every student, every classroom, every day'* and *Focus 2023*.

In 2023 it was my great privilege accept the position of NEMLDC Principal from term two and as a team we have successfully ensured our students have continued to progress within our specialised learning programs.

In May 2023 we participated in the three year Public-School Review process. The Review gave NEMLDC and our Outreach Service an opportunity to critically review processes and outcomes, ensuring our ongoing self-assessment was meeting the needs of staff, students, parents and the school community in accordance with the *2021-2023 Business Plan*. We can successfully demonstrate that all recommendations are on the way to being implemented by the end of 2023 with ongoing improvement as a focus for 2024.

In 2023, the third year and final year of our 2021-23 Business Plan, our data showed progress and improvement in our three key priority areas:

- Improve student outcomes, focusing on English, Maths and STEM.
- Nurture and support student well-being.
- Develop community understanding.

We commenced 2023 with 313 students enrolled and 24 classes across our three sites of the West Morley campus, Beechboro campus and North Balga campus, where we continue to build on positive partnerships with our co-located schools.

In 2023 we collected survey data from parents, staff members, and the School Board. The results confirmed the valuable work of the school and service to validate that we are providing the highest level of exemplary leadership, teaching and learning to support our community.

The following report provides a detailed insight into the outcomes, highlights and achievements of our school during 2023. Sincere acknowledgement must be given to the dedicated and highly skilled team at the NEMLDC for their commitment to education and their dedication and care of all students in our school. I would also like to thank our parents for your support of your child's education whilst at our school. I extend my sincere thanks to Fiona Butler as Board Chair and our Board members for their governance and ongoing support of our school.

We celebrate another successful year of high-quality service, teaching and learning and we will continue to focus on student success and well being for 2024 as we introduce our new 2024-2026 Business Plan.

Shelley Collins

Principal

North East Metropolitan Language Development Centre

Board Chair Report

On behalf of the School Board, I would like to share the continued positive progress of our school community and welcome all the new families who have joined the North East Language Development Centre (NEMLDC) community in 2023.

Over the past 12 months, as a school NEMLDC has operated to its usual high standards in all areas throughout the school in 2023. It has been a very productive year in which we have celebrated many successes.

Throughout 2023, the NEMLDC Board continued to fulfil its governance responsibilities as required by the Department of Education. We also continued to upskill ourselves and build our knowledge and effectiveness as a School Board. We maintained relationships with the school community throughout the year by attending the school orientation days for our new families, school assemblies and the end of year Book Awards at all three campuses.

This year, with the support of the board, I took part in the Public School Review conducted by the Department of Education. The review commended the school on various aspects, including:

- Strong leadership and governance
- Effective teaching and learning practices
- Positive school culture and climate
- Engagement with the community

The board is incredibly proud of this achievement and extends its gratitude to the entire school community for their dedication and hard work.

We will endeavour to continue to develop our knowledge and relationships with the school and wider community. The Board remains committed to its mission of providing high-quality governance and fostering a positive environment for all students. We are confident that, with continued collaboration and dedication, the school will continue to thrive and build upon its high quality education for all students in our care.



Fiona Butler

Board Chair

North East Metropolitan Language Development Centre

Our philosophy, vision, and values

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 Values

- Respect
- Kindness
- Doing your best

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 is supported to be a successful and active participant in an ever-changing world.
- Explicitly teach oral language programs to provide children the strategies and skills to communicate effectively.
- Our collaborative community fosters the academic and non-academic development of all students.
- Data driven decisions and evidence-based practice drive our whole school approaches.
- Our educators are committed to developing their practice in line with the current research of the teaching of oral language.



About us

The North East Language Development Centre strives for excellence in providing evidence based programs designed to support students with Developmental Language Disorder. The Centre focuses on the development of oral language skills that provide the foundation for literacy, social and academic skills.

The school administration is situated on the site of West Morley Primary School in Dianella and we have campuses co-located at North Balga Primary School and Beechboro Primary School.

We are a dynamic and innovative school responsible for providing early intervention for students identified with Developmental Language Disorder (DLD) from Kindergarten to Year Two.

The school consists of a multi-disciplinary team. Teachers, Education Assistants, Speech Pathologists, a School Psychologist, a Student Support Officer, IT support Officer and an Occupational Therapist all work collaboratively to develop and deliver the Western Australian Curriculum with an Oral Language focus. The programs are delivered using a Tiers of Intervention model. This enables the individual needs of all students to be addressed.

The Outreach Team includes a Deputy Principal and Speech Pathologists who are employed to support mainstream schools to develop the capacity of their staff in oral language and the foundations of literacy. The team also supports teachers of students transitioning into mainstream from the LDC. The Outreach Team is committed to develop DoE staff capacity through training Language Leaders in schools.

We believe every child at the NEMLDC has the capacity to fulfil their learning potential. Our staff welcome and include parents as partners in their child's education. We provide parents with regular communication, and opportunities to participate at school. Parents are also invited to attend workshops, volunteer in classes and join in school events.

We are committed to our core school values of kindness, respect and doing your best. We strive to support all students at NEMLDC by upholding our motto of:

Developing language. Building futures.



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 2023 the English Committee introduced a range of initiatives, including:

- the provision of additional targeted support for literacy rotations by the Speech Pathology team and Admin when classes cross-set according to ability, thereby limiting the amount of time the weakest students are required to undertake independent literacy activities and increasing the provision of specialised differentiated instruction;
- additional targeted support for language rotations by the Speech Pathology team as a trial with a Year 1 class with plans to roll this out on a larger scale in 2024;
- professional learning undertaken by the Speech Pathology team in Colourful Semantics and PROMPT;
- update of the Following Instructions Assessment (picture scene) for Year 1 and 2 to achieve greater alignment with the skills reported on the Language Reporting Grids;
- review of Assessment and Reporting Guidelines in December 2023, resulting in changes in the scheduling of narrative assessments for 2024 as necessitated by a new edition of the CUBED Narrative Language Measures - Listening assessment.
- Comparison of Brightpath Writing Assessment data for Year 2 with North Balga Primary School and School of Isolated and Distance Education (SIDE) with plans to extend this to include further schools in 2024 to determine how our students are performing in comparison to mainstream students;
- Minor review of NEMLDC Grammar Program with opportunity for staff to have input in the Scope and Sequence and planners;

- the delivery of parent workshops and Open Days – Introduction to DLD, Literacy, Bookshare, 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;
- whole school professional learning session on home reading and the allocation of appropriate readers;
- increased number of dedicated professional learning sessions for education assistants in response to feedback, targeting narrative assessment administration and transcription, understanding student behaviour and positive behaviour support.
- InitialLit professional development opportunity provided for new staff.
- Purchase of chapter books to extend the Year 2 readers program.
- Simultaneous Storytime across all campuses – The Speedy Sloth.
- Book Week parades at each campus.



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

In 2023, the following strategies were implemented to support the delivery of intervention:

- appointment of an education assistant to the role of Lead Education Assistant to oversee the Education Assistant Intervention program, support and upskill the education assistants delivering intervention and provide additional targeted, specialised support to students at risk in conjunction with the Speech Pathology team;
- introduction of LanguageLift, an evidence based, Tier-2 oral language intervention program, initially with Year 1 students targeting vocabulary and spoken grammar, and Year 2 students promoting narrative skills. LanguageLift was subsequently implemented with Pre-primary students in Semester 2. The program has been positively received by staff and students alike.

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

In Term 4 2023, 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 high risk category on the InitialLit Cumulative Review #4 (Pre-primary) to 30% or less for Reading.	25%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 1) to 40% or less for Reading.	26%
To reduce the percentage of students falling within the high risk category on the Wheldall Assessment of Reading Lists (Year 1) to 50% or less for Reading.	57%
To reduce the percentage of students falling within the high risk category on the Wheldall Assessment of Reading Passages (Year 2) to 40% or less for Reading.	25%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Pre-primary) to 40% or less for Spelling.	44%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 1) to 50% or less for Spelling.	45%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 2) to 30% or less for Spelling.	22%
To reduce the percentage of students falling within the high risk category on the InitialLit Cumulative Review #4 (Year 2) to 60% or less for Reading Comprehension.	60%

In addition to regular progress monitoring assessments, Cumulative Reviews were administered throughout the year. Regular analysis of InitialLit assessment data enabled cross-setting between classes and the provision of additional targeted support for the weakest students in each year level cohort. The final Cumulative Review was administered in Term 4 and evaluated all content from the Pre-primary, Year 1 and Year 2 programs.

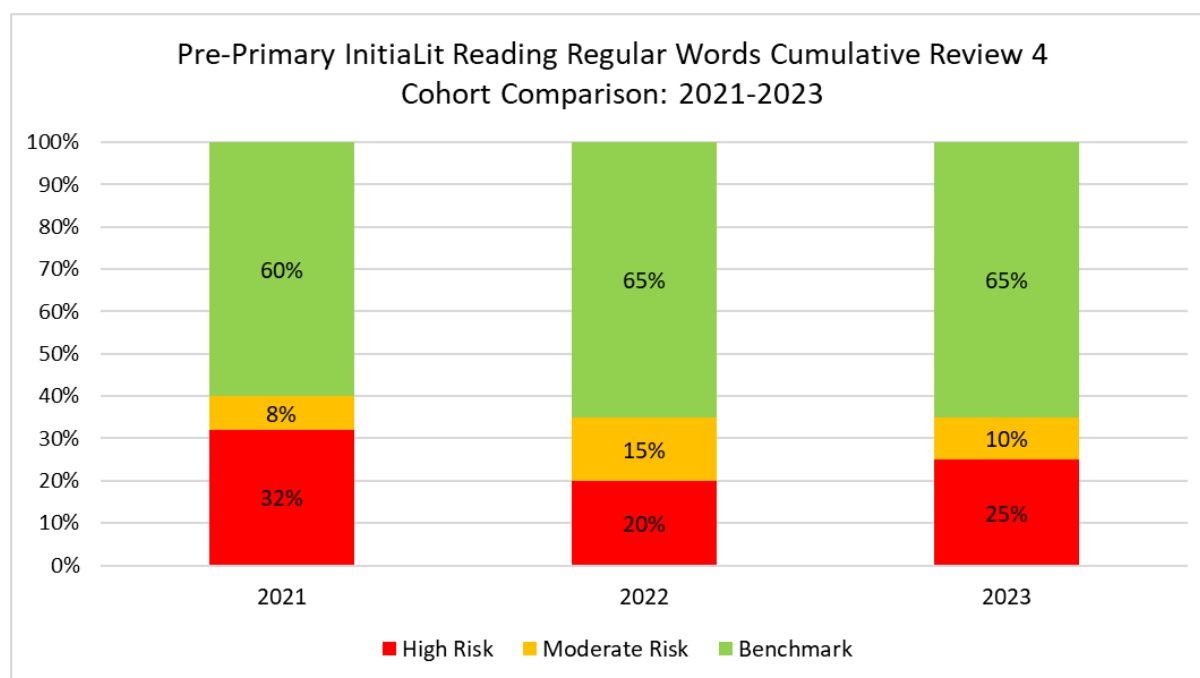


Figure A: Pre-primary InitialLit Cumulative Review 4 Reading Results Comparison 2021 - 2023

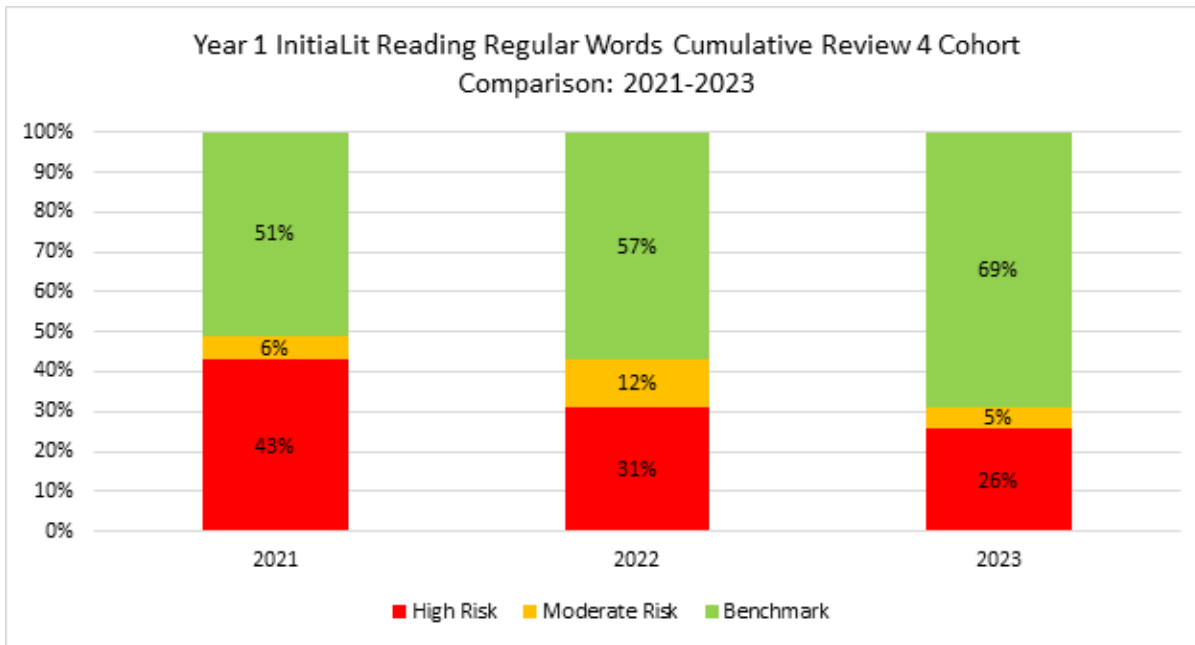


Figure B: Year 1 InitialLit Cumulative Review 4 Reading Results Comparison 2021 – 2023

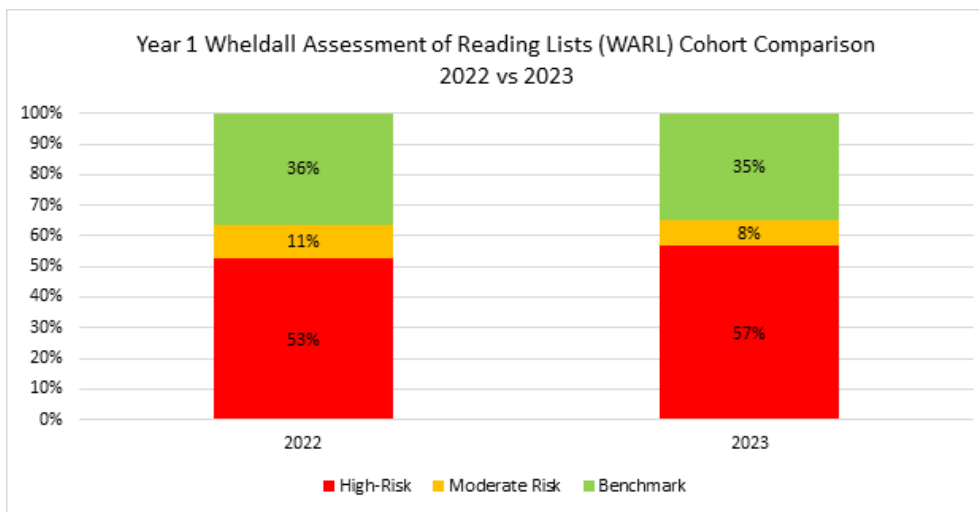


Figure C: Year 1 WARL Reading Results Term 4 Cohort Comparison 2022 - 2023

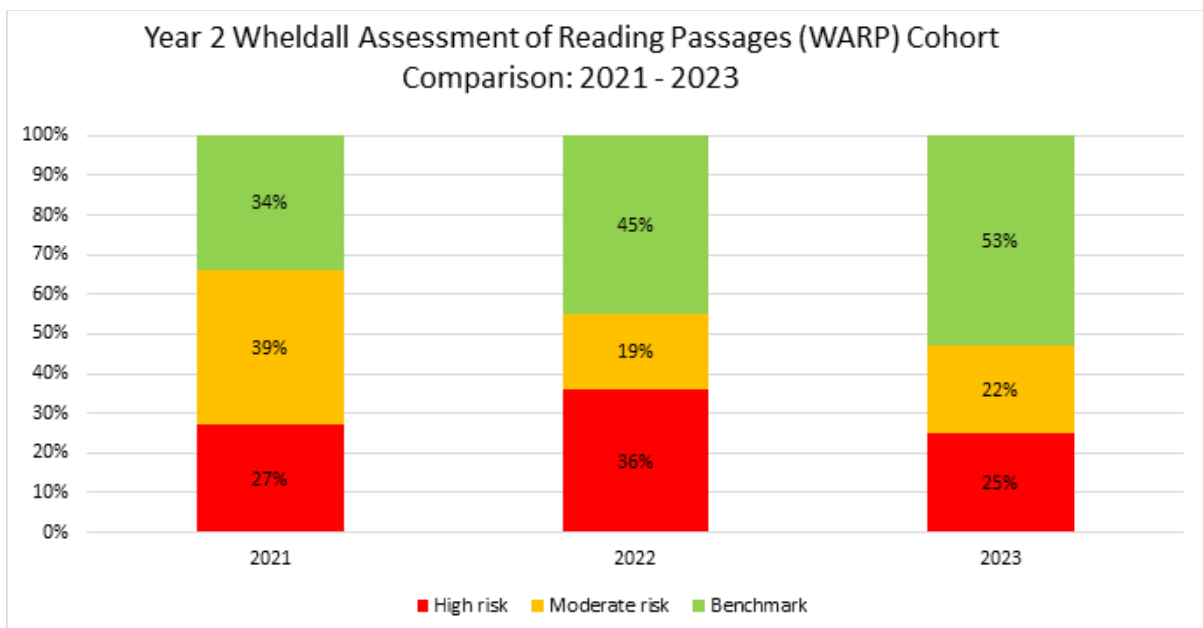


Figure D: Year 2 WARP Reading Results Term 4 Cohort Comparison 2021- 2023

End of year results for reading indicate Pre-primary and Year 1 Cumulative Review 4 targets were comfortably achieved in 2023. Final reading fluency results remained consistent between 2022 and 2023 on the Wheldall Assessment of Reading Lists (WARL) in Year 1 and improved significantly on the Wheldall Assessment of Reading Passages (WARP) in Year 2. Over half of the exiting Year 2 students read with age-appropriate accuracy and fluency further supporting the investment in more complex reading texts. Whilst the WARL target was almost achieved in Year 1, results suggest the development of reading fluency should remain a focus.

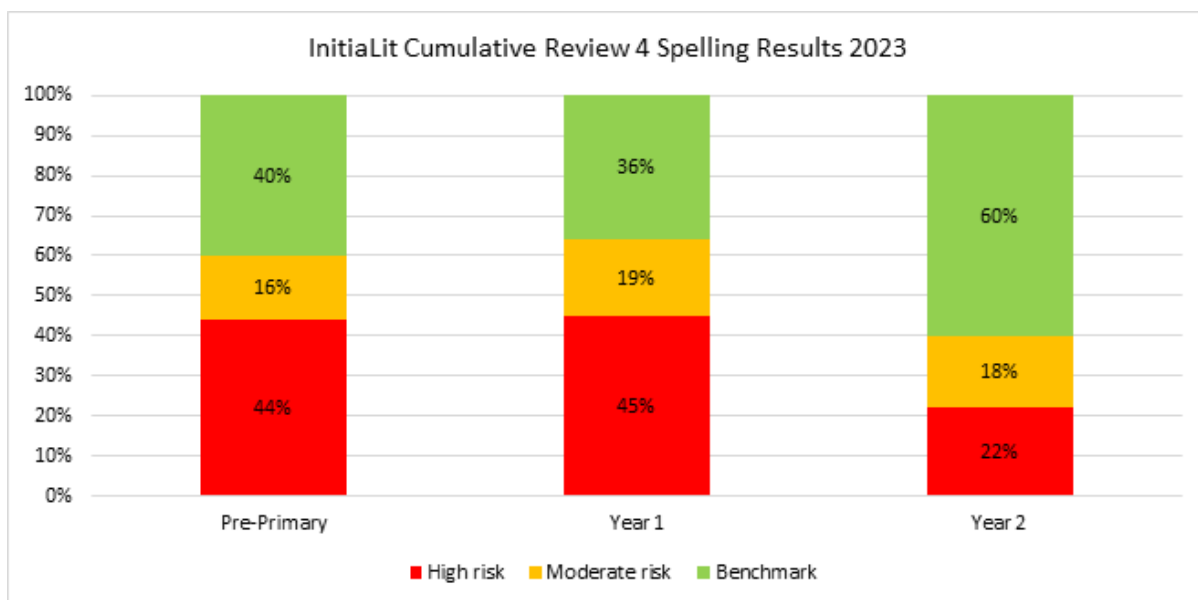


Figure E: InitialLit Cumulative Review 4 Spelling Results 2023

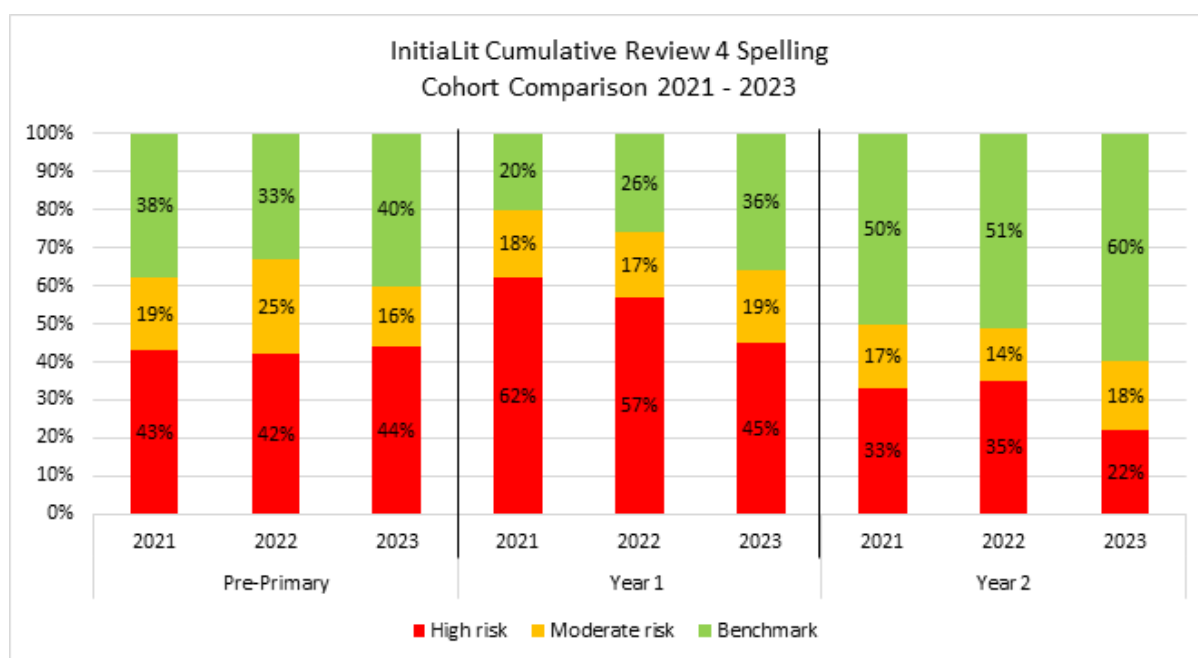


Figure F: InitialLit Cumulative Review 4 Spelling Results Comparison 2021 -2023

Spelling data for Pre-primary shows relatively consistent results across the last three years, whilst the spelling target for Pre-primary has not been achieved this year, results indicate it remains a realistic and achievable target. Spelling results in Year 1 and Year 2 have improved year by year since 2021 with fewer students performing in the High Risk range for spelling than in any previous year since the program was introduced.

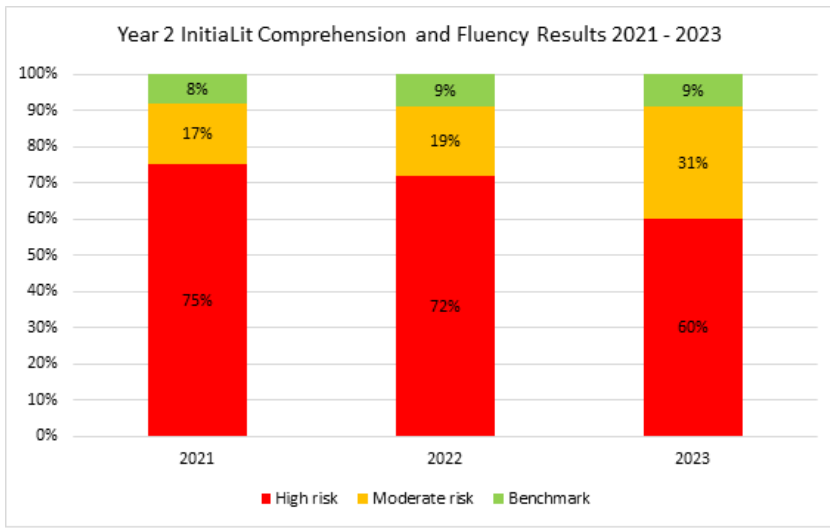


Figure G: Year 2 InitialLit Comprehension and Fluency Results Comparison 2021 – 2023

In Term 4, 2023, Year 2 students completed the InitialLit Cumulative Review 4 for Comprehension and Fluency. Students' abilities were evaluated by the Language and Literacy Specialist and year level speech pathologist in collaboration with their classroom teacher to determine the most appropriate assessment conditions for each student. Students who did not have the reading ability to engage with the assessment as intended completed the assessment as an oral comprehension assessment for the additional information this would provide. Results for these students were not included in the data analyses and they are therefore represented within the percentage of students at High Risk in Figure G.

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	34%
	PP	49%
	Y1	74%
	Y2	79%

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 and the stories and vocabulary increase in complexity as the students move through Pre-primary to Year 2, which significantly increases the difficulty of the task.

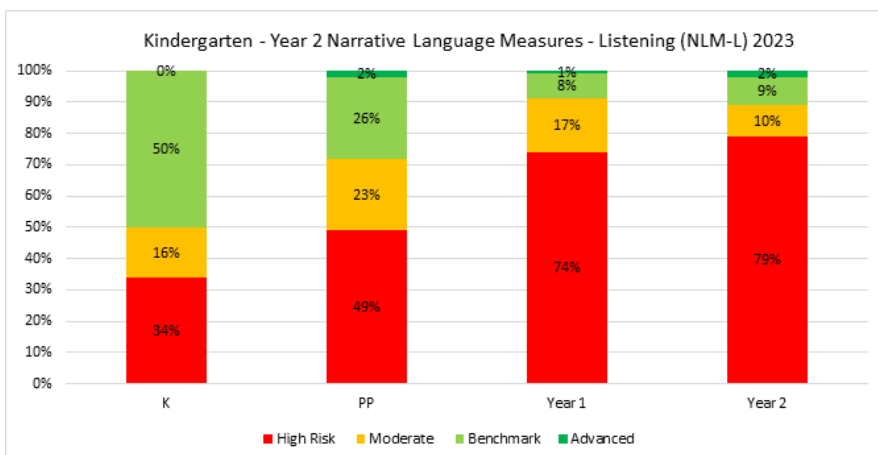


Figure H: Number of students in each benchmark range on the NLM Listening Term 3, 2023

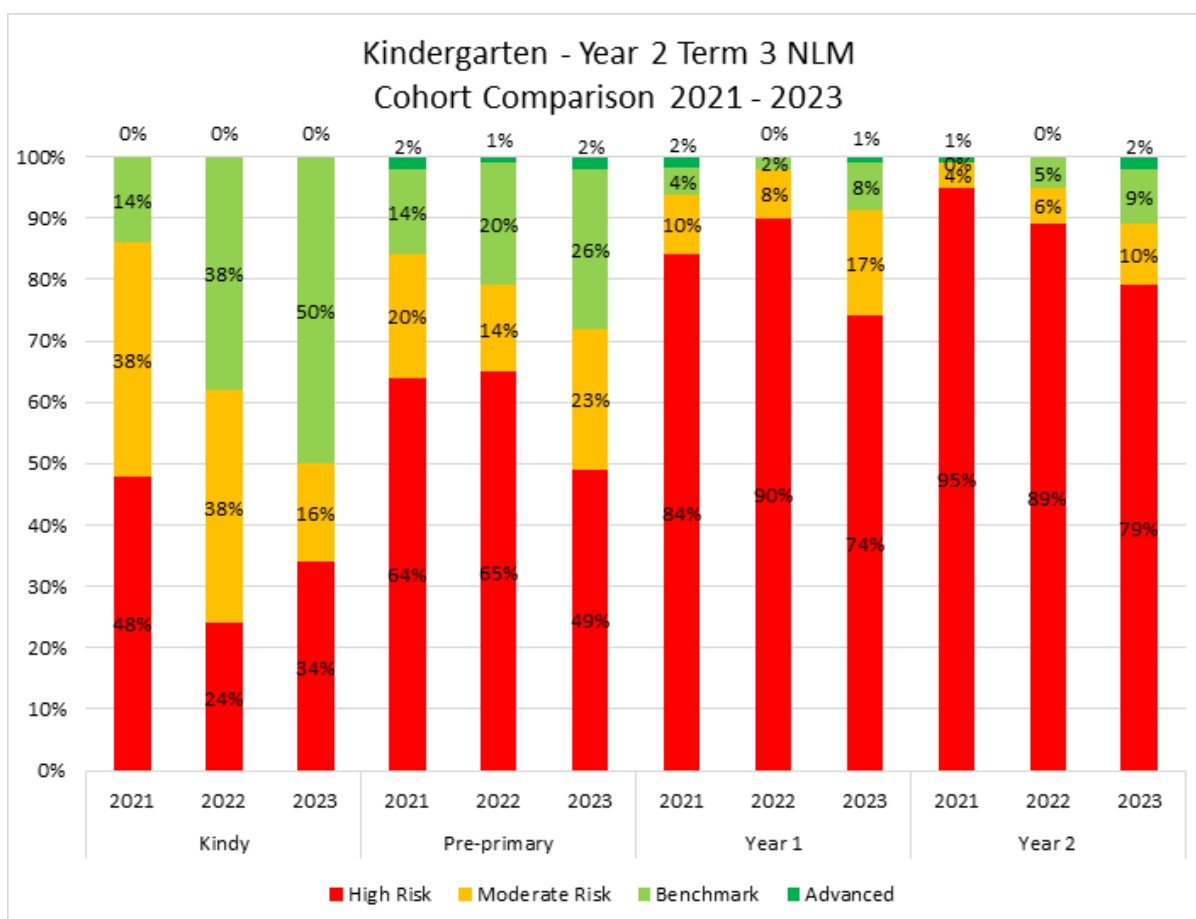


Figure 1: K-2 NLM Listening Cohort Comparison 2021 - 2023

Final NLM data for 2023 shows the target for Kindergarten was achieved despite a greater number of students in the High Risk range than in 2022. Pre-primary results improved in 2023, with the target being achieved for the first time. The Year 1 and 2 results show a reduction in the number of students in the High Risk range for 2023. However, the target remains unachieved. As part of the review and preparation for the next Business and Operational Plans these targets will be re-evaluated.

Target 3	Status
For 80% of Year 1 students to progress by two Words Their Way spelling steps Term 4 of each year.	73%
For 100% of Year 2 students to progress by one Words Their Way spelling steps in Term 4 of each year.	88%

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.

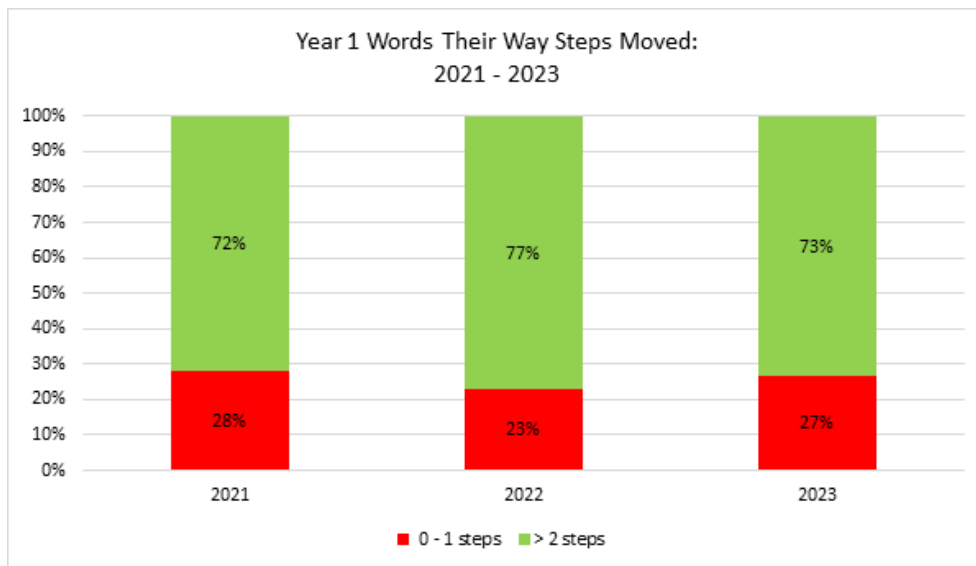


Figure J: Year 1 WTW longitudinal results 2021-2023

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

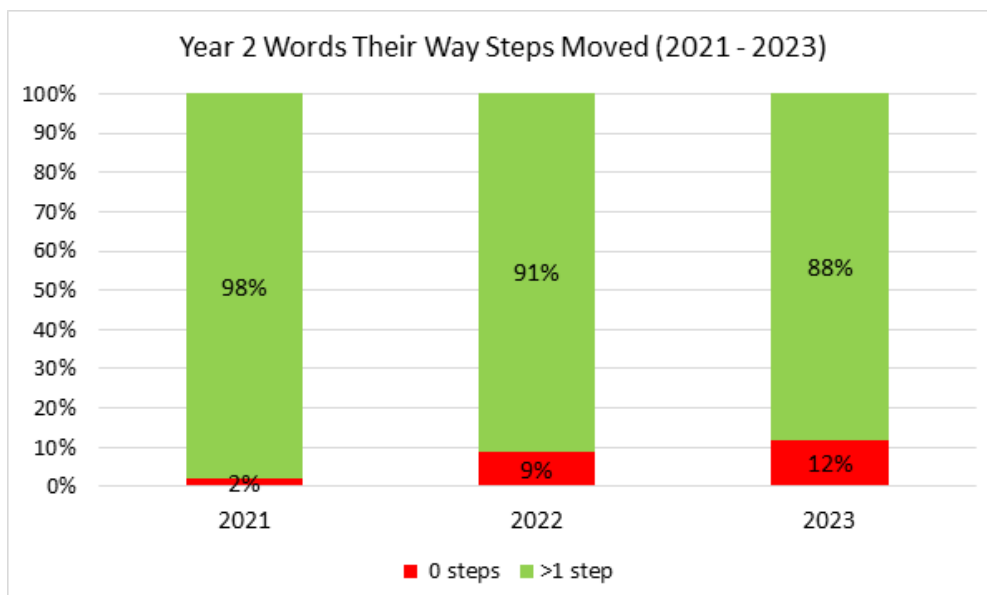


Figure K: Year 2 WTW longitudinal results 2021-2023

The proportion of Year 1 students moving spelling steps from 2021 to 2023 was compared. In 2023, 73% of Year 1 students progressed two or more spelling steps on the Words Their Way assessment, results are consistent with previous years.

The proportion of Year 2 students moving spelling steps from 2021 to 2023 was compared. In 2023, 88% of Year 2 students progressed two or more spelling steps on the Words Their Way assessment. Whilst the target was not achieved, and fewer students moved >1 step than in the last two years, it should be noted a larger number of students achieved results in the more advanced spelling stages at the beginning of the year impacting on the potential for making further gains.

Target 4	Status
For 50% of PP students to score between 130-170, or higher	47%
For 80% of Year 1 students to score between 165-231 or higher	81%
For 80% of Year 2 students to score between 219-278, or higher	92%

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.

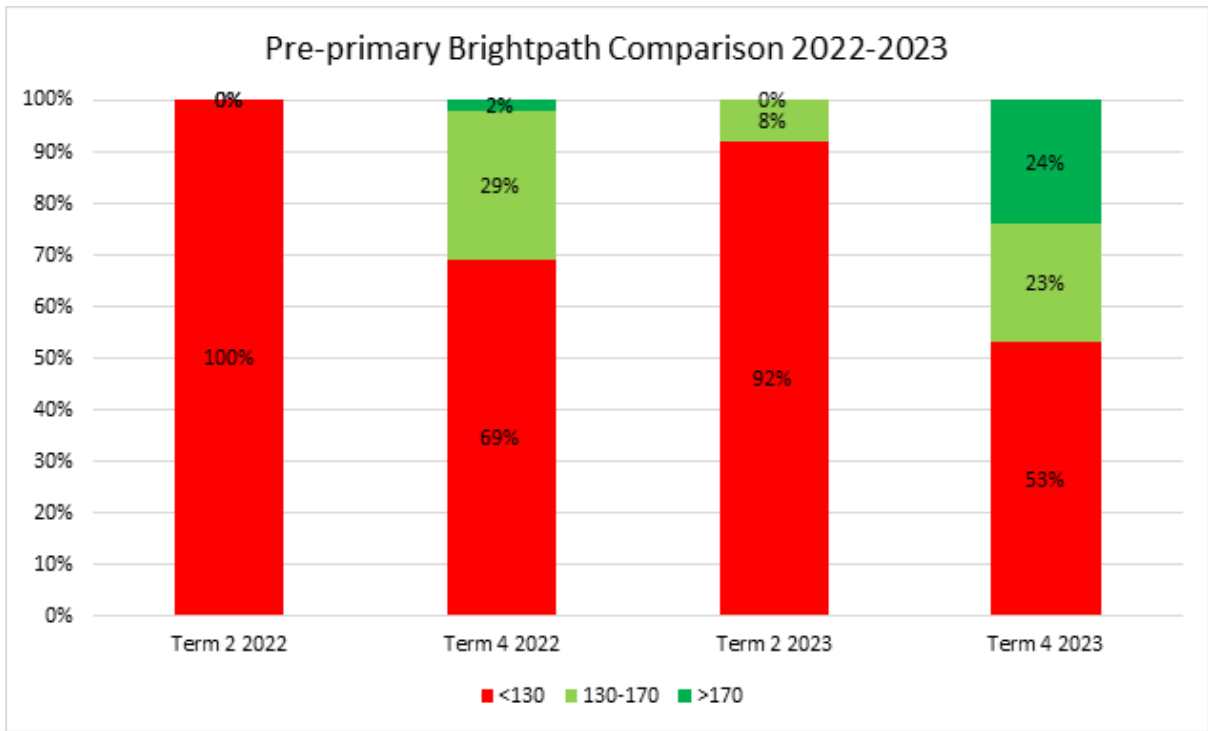


Figure L: Brightpath Results Pre-Primary Term 4, 2023

The proportion of Pre-primary, Year 1 and 2 who scored within the target range using the Brightpath assessment tool was evaluated. In 2023, 47% of Pre-primary students met the target of a score between 130-170 on the Brightpath written assessment in Term 4.

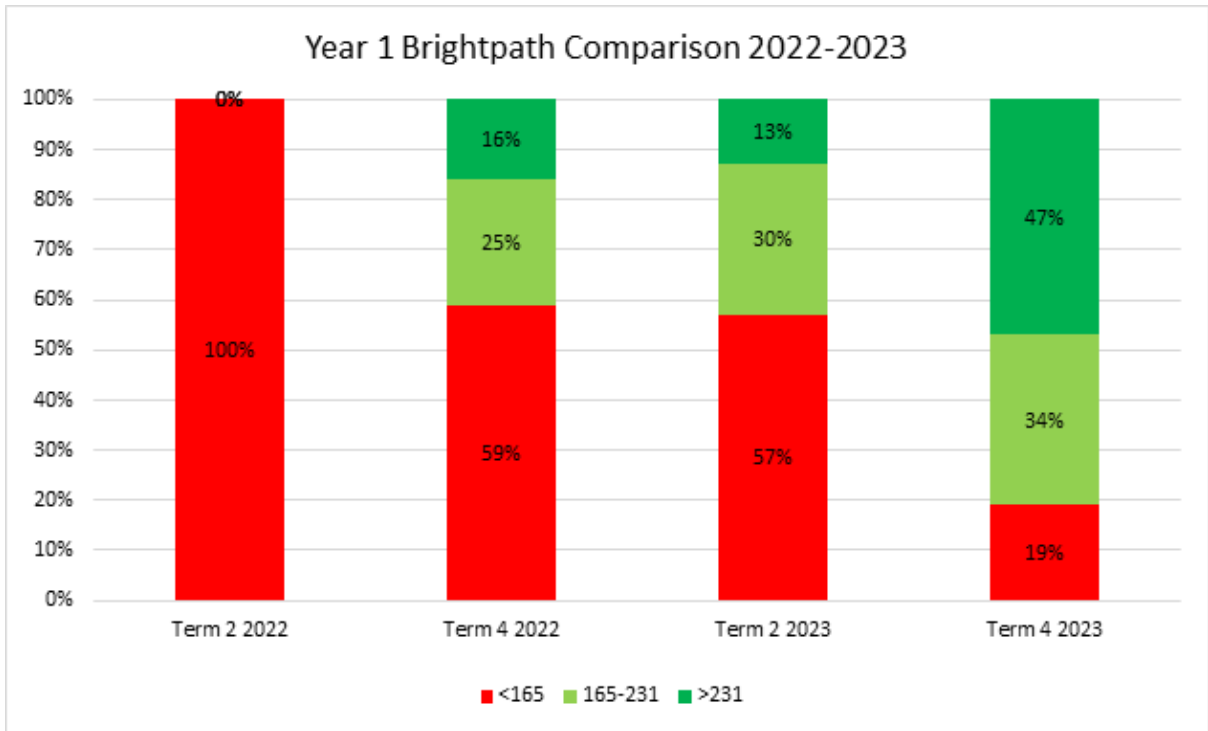


Figure M: Brightpath Results Year 1 Term 4, 2023

In 2023, 81% of Year 1 students met the target of a score between 165-231 or higher on the Brightpath written assessment in Term 4.

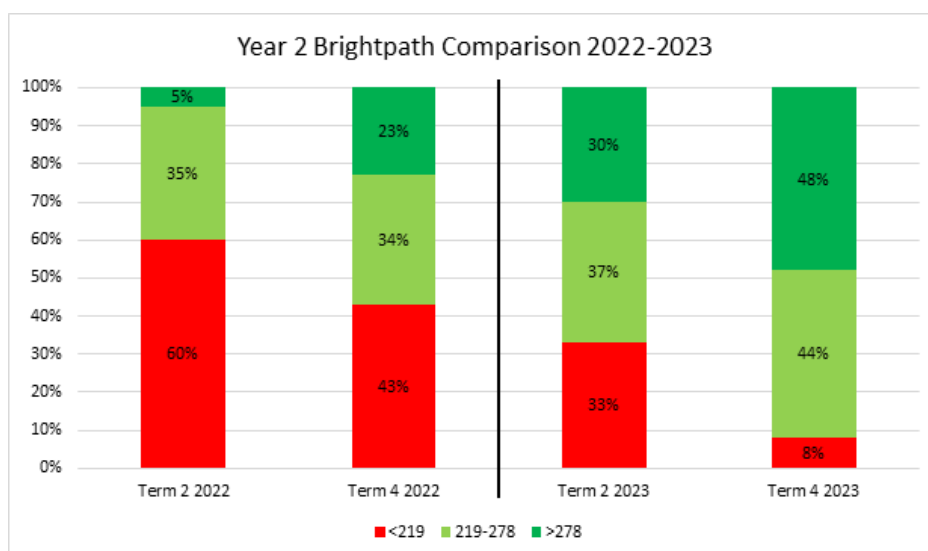


Figure N: Brightpath Results Year 2 Term 4, 2023

the previous year. The delivery of consistent language and literacy programs across classes, year levels and campuses along with a whole school focus on moderation has contributed to more accurate scoring.

Target 6	Status
For 80% of exiting students to achieve a Monitoring Index of Scholarly Language macrostructure score of 10 or more in their final narrative generation.	60%
For 80% of exiting students to achieve a Monitoring Index of Scholarly Language microstructure score of 11 or more in their final narrative generation.	67%
For 80% of exiting students to have an MLU-m of 7 or above in their final narrative generation.	64%
For 80% of exiting students to have an NDW of 79 or above in their final narrative generation.	57%

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 2023 ($n = 95$). 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.

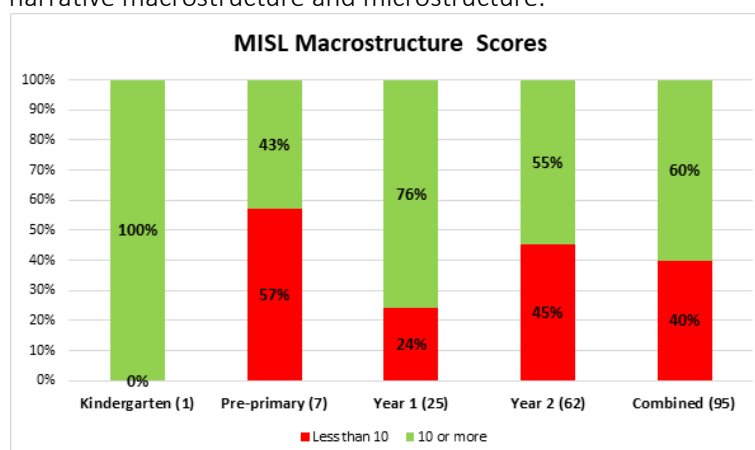


Figure O: MISL Macrostructure Scores from K-Y2 of all 2023 exited students.

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 with a median score for all samples of 10 (interquartile range = 3), results indicate the NEMLDC did not meet the target for 2023.

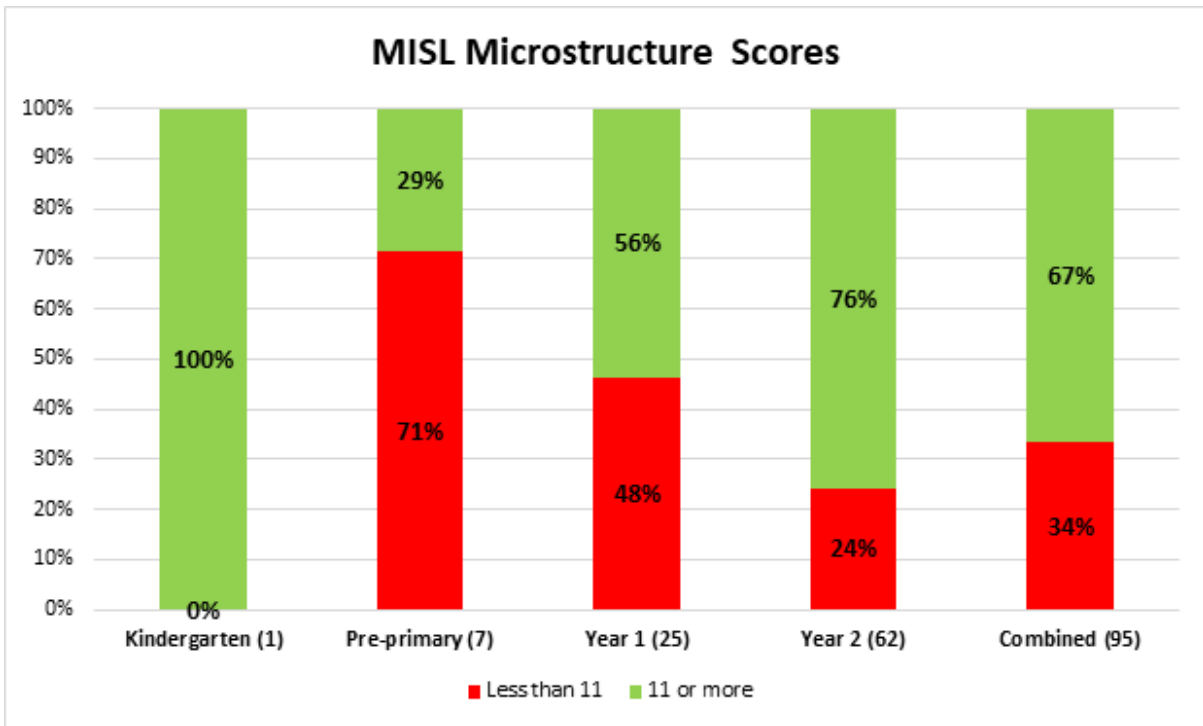


Figure P: MISL Microstructure Scores from K-Y2 of all 2023 exited students

Narrative microstructure refers to measures of productivity and complexity at the word and sentence level. Analysis of transcripts revealed that 67% of exiting students achieved a score of 11 or above for MISL Microstructure with a median score of 12 (interquartile range= 4), results indicate the NEMLDC did not meet the target for 2023.

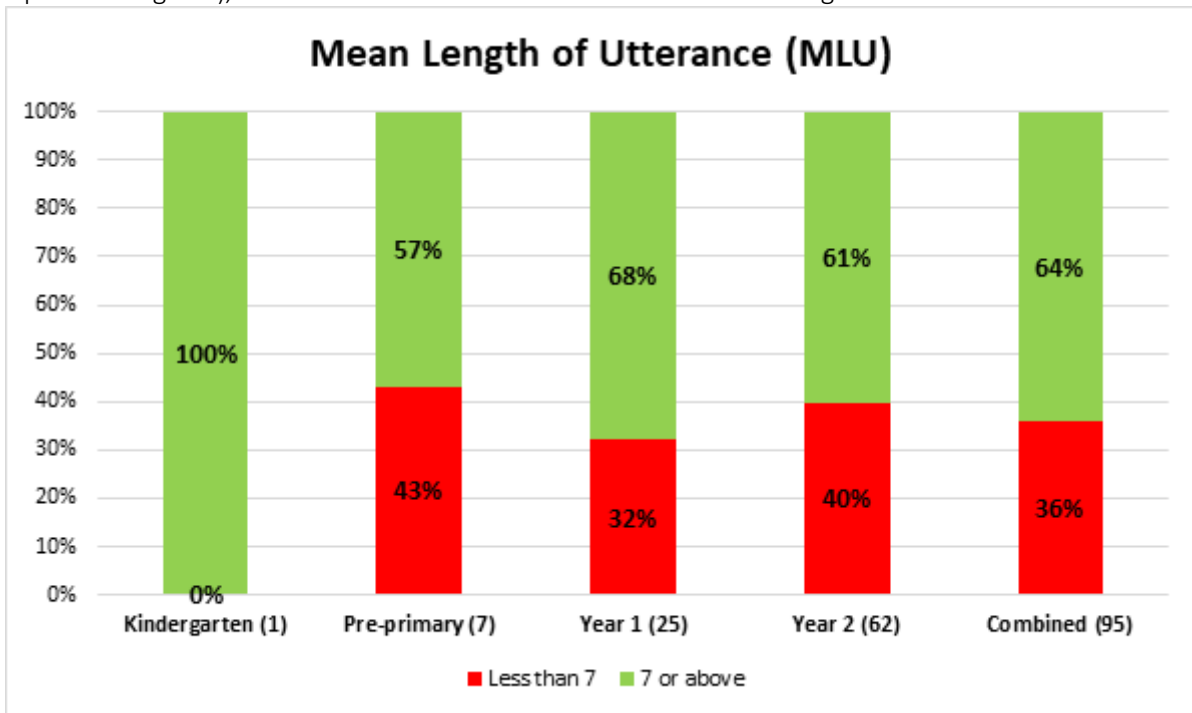


Figure Q: MLU-m from K-Y2 of all 2023 exited students

MLU-m is a measure of sentence level grammar (syntax). Analysis of transcripts revealed that 64% of exiting students produced MLU-m of 7 or above with a mean score of 7.4 (standard deviation= 1), results indicate the NEMLDC did not meet the target for 2023.

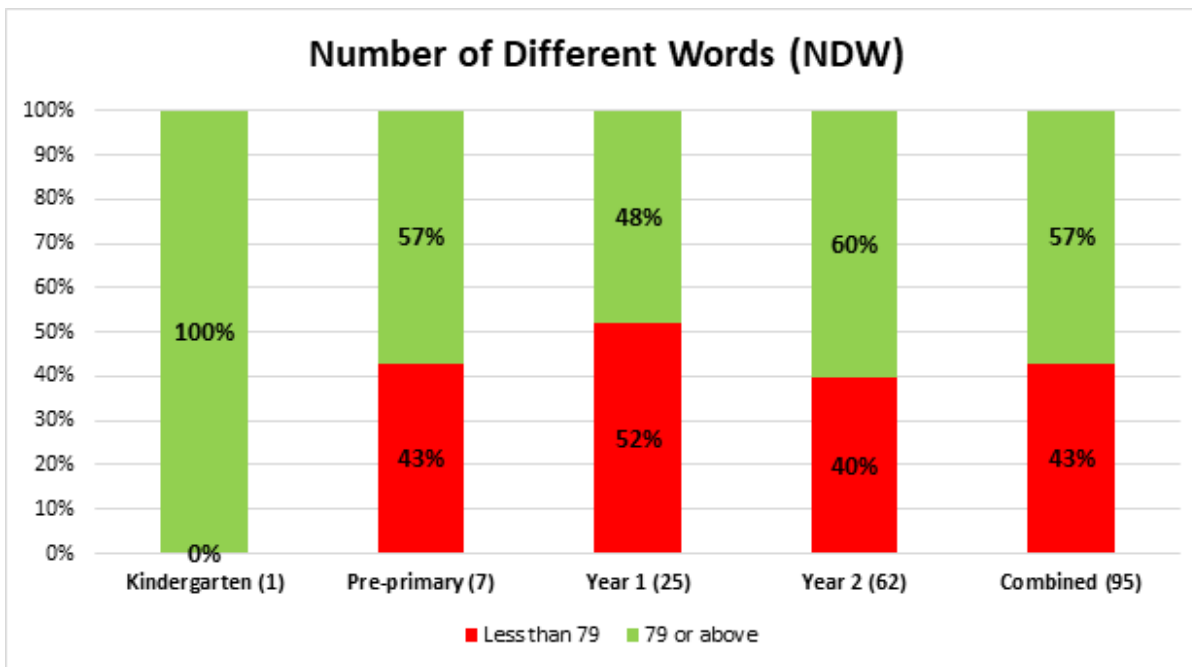


Figure R: NDW from K-Y2 of all 2023 exited students

NDW is a measure of semantic productivity and vocabulary diversity. Analysis of transcripts revealed that 57% of exiting students produced NDW of 79 or above. However, the mean score for all samples was 85.1 (standard deviation= 23.7), which suggests high variability in skills among exiting students. It should be noted that 13% of exiting students were parent initiated exits following a single year of placement which may explain this variability.

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

2.3 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)

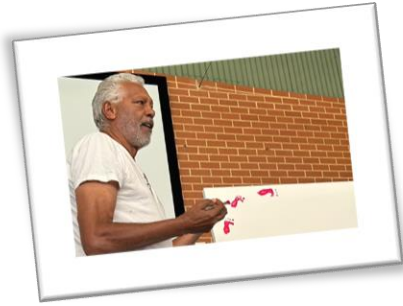
In 2023 we had 26 Aboriginal families and 126 EALD families across our three campuses. In 2023 we successfully applied for Chaplaincy funding and will be recruiting a suitable Chaplain for our unique context in 2024. We had a goal to reduce our unauthorised absence to 15%. In 2021 unauthorised absence 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. In 2023 our unauthorised absence was 48%. We attribute this high number to the overseas travel that resumed post COVID (K- vacation). We will review our attendance target when developing the next 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).
- we now have LDC DLD handouts translated into over 30 different languages. Head to the padlet link to access them;<https://padlet.com/NEMLDC/developmental-language-disorder-dld-ibhz6ona0n0g1iz5>
- collaborating and liaising with CPS and external health agencies.
- providing orientation proactive opportunities for new and internally transitioning students (e.g., social stories)

In 2023 we commenced Tier 2 intervention through a vocabulary focused program, LanguageLift. (1.3 Explicit delivery of an integrated Curriculum with an Oral Language focus: Intervention for students requiring additional support is responsive and targeted).

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).



Reconciliation Action Plans were published for each site in 2023. The area identified in the Aboriginal Cultural standards Framework as requiring ongoing development as a whole school was Teaching & Resourcing: EALD student data tracking and intervention. We will explore this area when developing our next business plan.

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 processes 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.



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

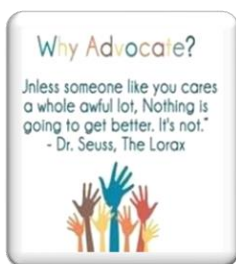
NEMLDC staff and students celebrated DLD day by dressing in purple and yellow at school and flooding social media with information for the community on DLD. The school supports RADLD (Raising Community Awareness for DLD), using their infographics and fact sheets. We were excited to share our new awareness-raising video just in time for #DLDday2023! This passion project highlights that Developmental Language Disorder (DLD) affects people everywhere, regardless of background. DLD impacts how language is learned and used. But too often, its challenges are unseen and misunderstood. We want to change that by spreading knowledge about DLD far and wide. This video features facts about DLD from educators to students to families, their involvement illustrating their commitment to shining a light on this disorder. Our message is clear - every child, teen and adult with DLD deserves to get the support they need to thrive. Families should not have to constantly explain an invisible difference. [DLD Around The World 2023 \(youtube.com\)](https://www.youtube.com/watch?v=...)

As we wrap up another successful chapter in our school's Business Plan (2021-2023), we reflect with deep gratitude on the cultural diversity journey we've shared over these past few years. We set out to lay a solid foundation of understanding and respect around the rich cultural tapestry of our community.

Through events like our whole school Harmony Day, guest speakers providing staff and students with Aboriginal perspectives across our curriculum, we've celebrated the many backgrounds represented among our students, staff and families. Our school community's enthusiasm in sharing cultural foods, dance, art and traditions with us has enhanced our appreciation for diversity immensely.

Our work establishing Reconciliation Action Plans across our three sites and increasing Indigenous representation through consultation and feedback has been tremendously meaningful. By acknowledging and learning from the past, we are nurturing inclusive environments where all feel empowered in their identity. We have also advocated for cultural sensitivity through professional development and resources on topics like unconscious bias, anti-racism and creating safe spaces for difficult discussions over the last three years. We established a new community partnership with Cyril Yarran from Milliyan Aboriginal Services who not only provided us with an Aboriginal perspective when reviewing our RAP but also supported us with the translation of our school acknowledgement of country into Noongar.

To all families who have left - we hope you feel confident that your cultures have been honoured and that your children proudly own their place in this community and this world. We appreciate you joining us on this journey and trust that the advocacy support we've provided over your time with us has also given you the confidence that will ripple outward in the DLD space.



As our next Business Plan period begins, rest assured our commitment to cultural respect, understanding and representation will remain strong. Thank you all for your partnership - it will continue shaping futures. 🙏💜💛

Outreach Team

Service Statistics (2023 - full year)

THE ESSENTIALS



Number of unique...

	Educators (from NE schools only)	1263	
	NEMLDC Schools (/148)	87	= 59%
	Education Networks (/15 NE only)	15	= 100%

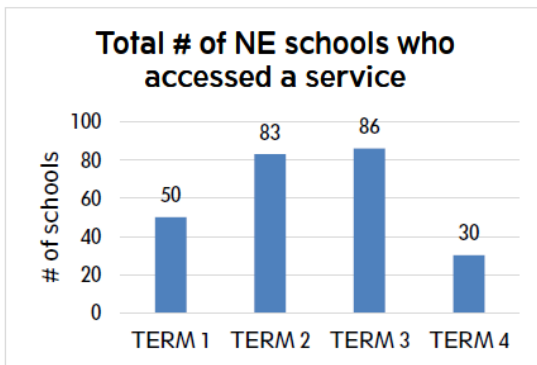
impacted by the NEMLDC Outreach Service

Impact

18945 students

Assuming each educator impacts 15 students

That's 6766 students per 1.FTE of Support Officer time!

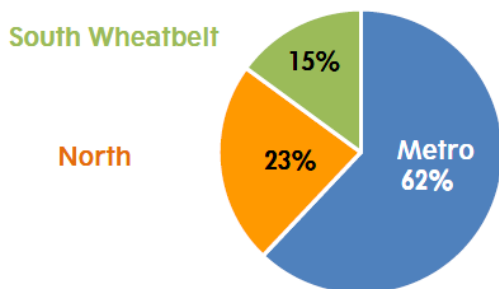


LANGUAGE LEADERSHIP SERIES

# of Language Leaders from the...		Total
	Metro region	25
	Wheatbelt	3
		28
# of Schools enrolled from the....		Total
	Metro area	13
	Wheatbelt	2
		15

SCHOOL DETAILS

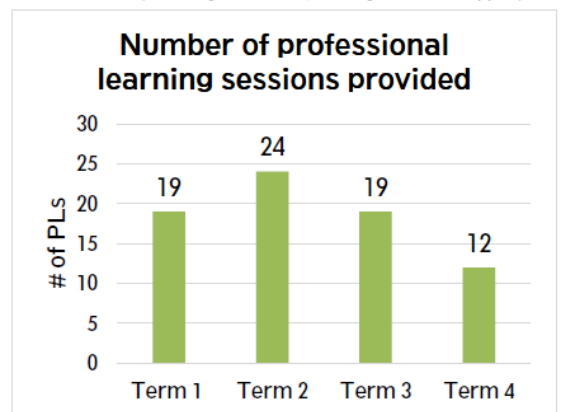
# of NE Schools Receiving a Service by School Location	Total
Metro	54
North Wheatbelt	20
South Wheatbelt	13
Total	87



PL DETAILS

Number of...	Total
PLs provided in 2023	74

(excluding consultations, meetings and other support)



AVERAGE PL RATING



Icons generated by Freepik from www.flaticon.com

Speech Pathologists in Schools (SPiS) Pilot Program

2023 was the 3rd year of the Speech Pathologists in Schools (SPiS) pilot program, with the north metro region having access for 2023. The SPiS pilot program continues to enable public schools in the north metro region to access a well-trained and supported DOE speech pathologist (SP) through the NEMLDC. Through SPiS, speech pathologists are employed through the NEMLDC and are managed and supported by a senior SP who is also employed through the NEMLDC, the SPiS program operates in a modular fashion mostly separate from the school. SPiS team members work exclusively at their school and not in the LDC.

NB. The results of the DoE and Statewide Services 2024 review of the SPiS Pilot will determine the future location and management of the program in 2025. Schools have indicated the value of the Pilot which has now grown beyond the scope and management capability of the LDC.

Overview of what SPiS team members do: 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. Schools are encouraged to use their service mainly for capacity building purposes (tier 1). Most schools use the service for tier 1 support 60-40% of the time and for tier 2/3 intervention support (often also capacity building focused) for 40%-60% of the time. The pilot program complements services provided by the NEMLDC (and West Coast) Outreach Services to maximise impact of the combined services.

Changes in 2023:










- The cost to schools increased to **\$26k pa for 0.2FTE** [up an average of \$4.5k from the year before] to help ensure cost neutrality and ensure the financial sustainability of the program. Costs are planned to continue to increase yearly by 3-5% to account for increases in the costs the LDC incurs.
- Senior SP / program coordinator time increased to **3 days a week** from 0.4FTE in 2022.
- **Additions made** to the terms of reference and service agreements schools sign up to, specifically about cost increases between contracts, contract cessation notice and SP/school roles and responsibilities.

Key statistics:

- **31 schools engaged:** 5x Education Support Centres, 1x high school and 25 mainstream primary schools. A further 3 schools were waiting for a speech pathologist to become available. Of these 31 schools:
 - 11 schools were new to the program (35%), with 12 schools (45%) in their second year of the program and 6 schools (20%) in their third year of the program.
 - 26 schools (84%) in the North East catchment, 5 school (16%) in the West Coast catchment
- **13 SPiS speech pathologists** were employed (increase of 3 team members from 2022)
- Average FTE of **0.2FTE per school**

Feedback:

School leaders of SPiS schools reported the following regarding the program:

Overall satisfaction with the SPiS program		4.9/5	
 Impact on	School overall	4.5/5	
	Teachers	4.7/5	
	Education Assistants	4.6/5	
	Students	4.7/5	
	Families	4.4/5	
	Other school staff	4.7/5	
Likelihood to continue in 2024		87% Very likely 13% Somewhat likely	

Here is some of what school leaders said:

“I wish all schools had equal access to this support service. Schools are overwhelmed with a variety of competing demands and this service brings the 'medical/health model' into education setting.”

“This is a significant part of our language offering at [high-needs school name]- it is vital to our students and their language acquisition.”

“After trying other models of having SP's on site including through universities, this has been the most effective model we have had.”

[The program is the] **“best thing** we have done.”

[We would like for the program to:] **“...be continued with the SP attached to the LDC and not the school.** I believe many more schools would take up the option without the 'fear' of having them as a permanent member of staff”.

“It would be a detrimental outcome for all schools involved should the program cease. Beyond the SP on-site, the support of other LDC staff [reference to Outreach] is **important for schools.**”

What has been of greatest benefit to our school has been...

“... being able to have the expertise of a speech pathologist on site each week and available to answer questions relating not only to SLD but other literacy and language issues.”

“It has been great that the SP are able to adapt what they do and the service they provide to match the school needs.”

“...the upskilling of staff, as well as giving individual advice for 'pointy ended' students.”

SPiS Pilot 2024 and Beyond

The SPiS program is under review in 2024 by Statewide Services and DoE to analyse data collected during the past 3 years.

The purpose of the review is to decide the future of the program and its location, as it has grown beyond the scope and management of NEMLDC for 2025.

Schools will be informed in 2024 about the results of the review and access to the program in 2025.

PALS Grant 2023

For the 2022 and 2023 years our school was awarded a PALS (Partnerships, Acceptance, Learning Sharing) Grant. PALS is an initiative of the department which encourages Western Australian (WA) schools to develop projects that promote reconciliation in their local community. PALS is based on the core attributes of:

Partnership between Aboriginal and non-Aboriginal people based on trust, mutual respect and understanding;
Acceptance of and respect for diversity and valuing Aboriginal perspectives;
Learning more about each other, Aboriginal histories, languages and cultures; and how we can build strong partnerships with Aboriginal people;
Sharing a common journey towards healing and reconciliation.

A bush tucker garden was completed at our West Morley campus in 2022 in the garden beds along the wall with the mural.

In 2023 the grant money was used at the North Balga campus. Mrs Trudie Geddes coordinated this and organised for Greg Nannup of Indigenous Tours WA to visit the school. All of the LDC students at the campus had the opportunity to be outside in nature. Greg told lots of interesting stories about the history of the local area - the places, plants and animals and how Australian Aboriginal people used and lived with these. Small groups went on a very interesting, guided bush walk in the bushland next to the school - Bina Parkland, looking out for particular plants. Staff and students all learned new things.



After this visit Mrs Geddes organised for Mr Geddes, a native plant specialist, to re-vamp the garden beds in front of our North Balga LDC Office. He worked with the year 1 classes to prepare the ground, then plant a section of native plants. The students were taught about ways to stay safe in the garden but especially the very important lesson that we do not just eat, or rub on our skin, anything from trees or plants without first checking with a grown up that knows.

The students learned how each plant had been traditionally used by Aboriginal people and about some of the different ways the Aboriginal people used plants as medicine and food. The children then had the opportunity to plant some native bush food plants to make a beautiful entranceway when we have visitors. The plan is to integrate the use of technology by adding QR codes to our garden linking to information about the names of each plant along with other useful information.



Pedagogy

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

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.

The 4 areas investigated were:

- Explicit Direct Instruction (reviewed to be referred to as Explicit Teaching)
- Inquiry
- Intentional Play
- 21st Century Learning

The Pedagogy Committee's aims for 2023 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 continue whole staff training and development in these areas to allow staff to develop confidence when selecting the best teaching and learning style for the learning objective.

In consultation with the whole staff, pedagogy guidelines were developed, clearly stating that Explicit teaching is the expectation for the majority of the teaching and learning sessions at the NEMLDC. The skills required for Inquiry, 21st century learning (general capabilities from the WA curriculum) and play are to be taught and practiced. The development of oral language as the base skill for all other language development has been reiterated. Staff are to have a good understanding of the different pedagogies so they can effectively choose the best way to teach and develop the skills required with their students with DLD.

The staff questionnaire that was answered at the beginning of the business plan in 2021 was repeated at the end of 2023 to gauge the effectiveness of building staff understanding of the different pedagogies. The results show that staff are generally more confident with explicit teaching. It is felt that within our LDC programs, it can be hard to fit lessons using the other pedagogies in, and that there is not much room in the day to fit in lessons following the students lead or interests, but most felt it is important to do it when they can.

There was the general feeling that the questions asked in the questionnaire did not best reflect the information we were trying to find out, but the results were still an interesting way for the staff to reflect on their learning and in class practice.

The Pedagogy committee's recommendation is to continue to engage in staff Professional Learning about explicit teaching and review and refresh the current NEMLDC explicit teaching model, comprehension and semantics programs to ensure that all staff are using the strategies to develop the skills and understandings of the students. The integrated planners also need further development to allow more time in the day to include more opportunities for the development of the skills required for Inquiry and learning through play.

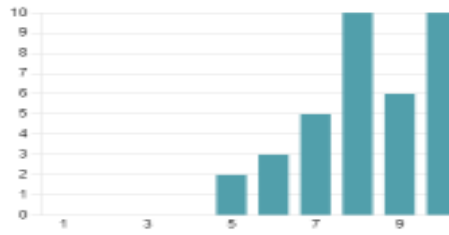
The LDC staff will endeavour to continue to keep up with the latest research into evidence-based practice including, but not limited to "Principles of Instruction: Researched-Based Strategies that all teachers should know" Barak Rosenshine (2012) which will be explored during year level collaborative meetings in 2024.

6. I feel confident explaining explicit teaching (0 point)

[More Details](#)

[Insights](#)

8.25
Average Rating

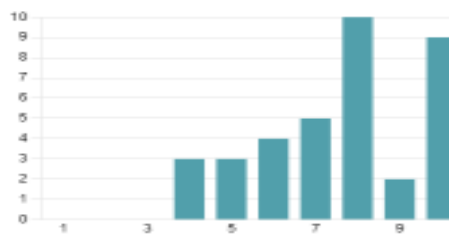


7. I feel confident explaining purposeful play (0 point)

[More Details](#)

[Insights](#)

7.61
Average Rating

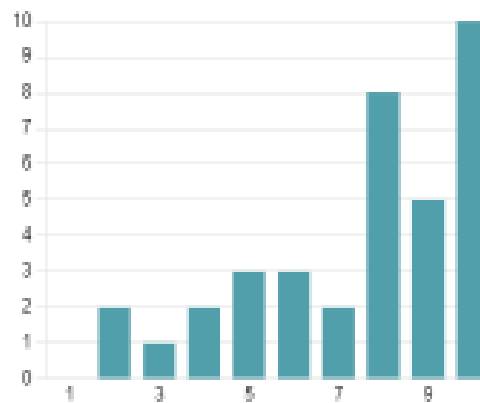


19. Children's understanding and transfer of learning is the goal rather than memorisation of facts and completion of a task (0 point)

[More Details](#)

[Insights](#)

7.53
Average Rating

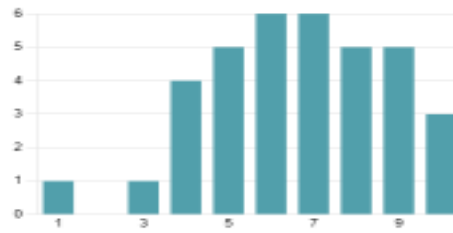


8. I feel confident explaining 21st century learning (0 point)

[More Details](#)

[Insights](#)

6.61
Average Rating

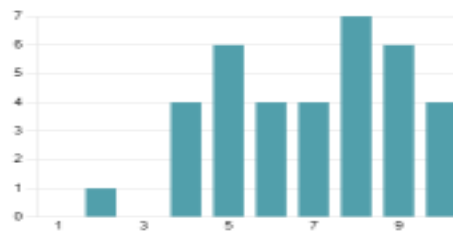


9. I feel confident explaining what an Inquiry approach is (0 point)

[More Details](#)

[Insights](#)

6.94
Average Rating

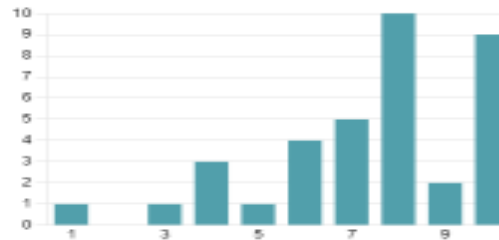


23. I am intentional in my planning but provide room in my day to be flexible and responsive to student interests (0 point)

[More Details](#)

[Insights](#)

7.44
Average Rating

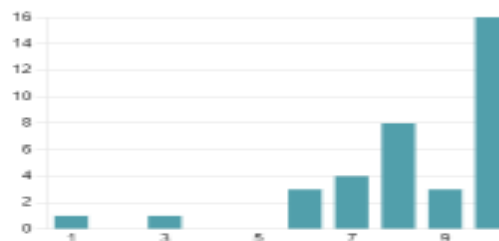


24. I model risk taking, reflecting in my own learning and talk about my own mistakes (0 point)

[More Details](#)

[Insights](#)

8.36
Average Rating



Student Numbers

Student Numbers (as at 2023 Semester 1)

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

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	91	119	68					296
Part Time	35								

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

	Kin	PPR	Pri	Sec	Total
Male	20	64	137		221
Female	15	27	50		92
Total	35	91	187		313

Student Numbers (as at 2023 Semester 2)

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

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	88	117	68					290
Part Time	33								

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

	Kin	PPR	Pri	Sec	Total
Male	18	62	135		215
Female	15	26	50		91
Total	33	88	185		306



Workforce

Staff Information

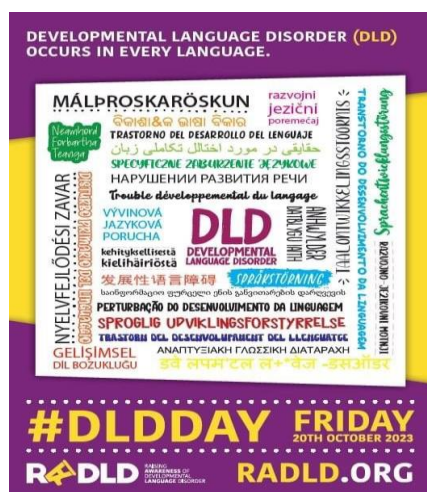
No	FTE	AB'L
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Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.0	0
Total Administration Staff	5	4.0	0

Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	36	27.7	0
Total Teaching Staff	38	29.7	0

Allied Professionals			
Clerical / Administrative	9	6.1	1
Gardening / Maintenance	1	0.5	0
Instructional	20	12.9	0
Other Allied Professionals	32	25.5	0
Total Allied Professionals	62	45.0	1

Total	105	78.7	1
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Student Attendance

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2021	91.5%	91.0%
2022	88.8%	86.6%
2023	90.4%	88.9%

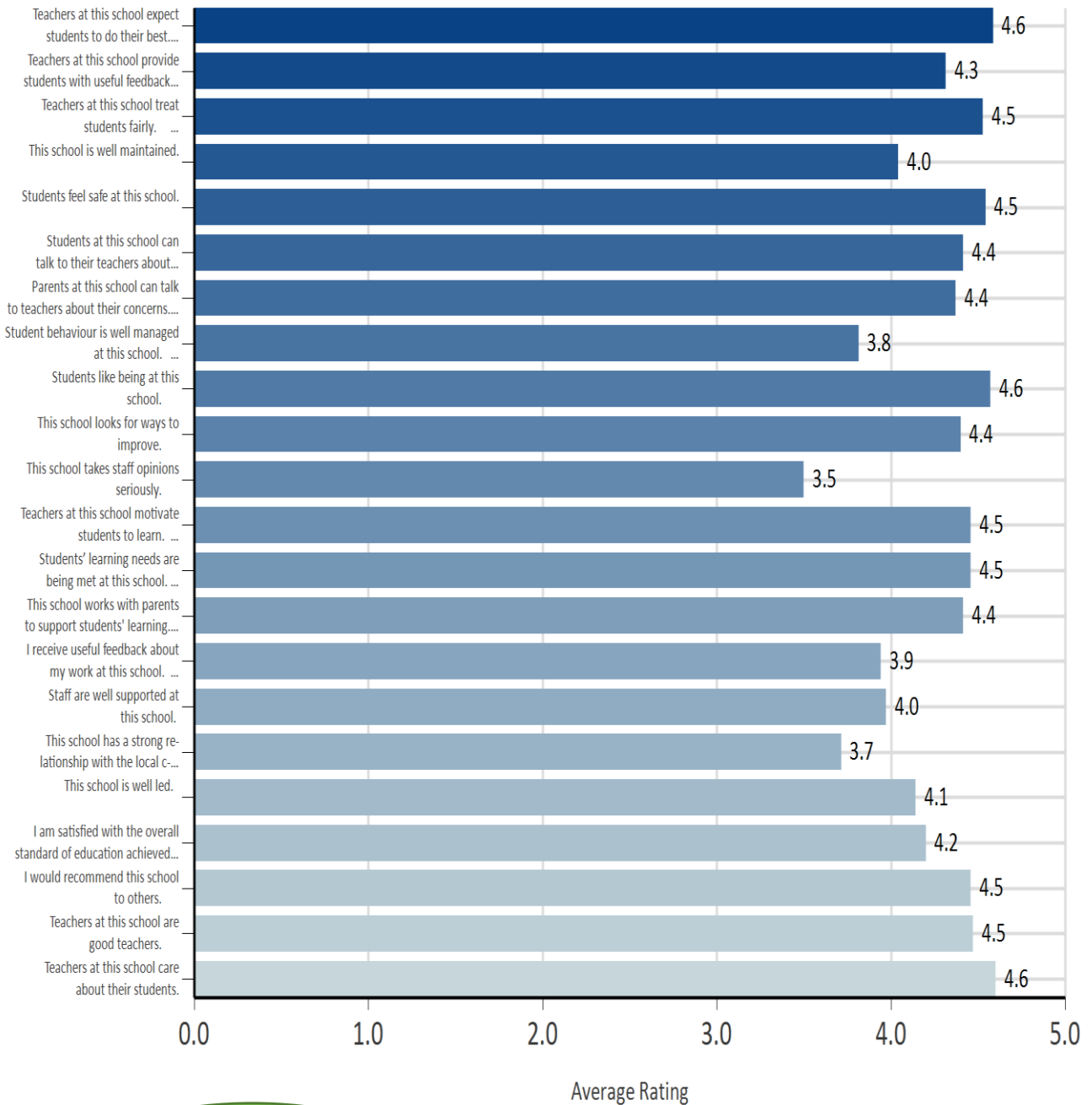
Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	91%	91%	92%				
2022	88%	90%	88%				
2023	92%	90%	89%				
WA Public Schools 2023	88%	89%	89%				



Surveys

In 2023, NEMLDC completed the Staff National School Opinion Survey. The information was analysed and The results presented to the School Leadership Team, the School Board and staff. Recommendations were then implemented in school planning.



Staff care for students and support them. Teachers are always willing to support each other.

The school is well run and Admin cares about staff and students.

Funding

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	526,843	526,843
Carry Forward (Salary):	414,000	414,000
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	8,127,444	8,127,444
Locally Raised Funds:	91,853	91,479
Total Funds:	9,160,139	9,159,766
EXPENDITURE		
Salaries:	7,528,623	7,528,623
Goods and Services (Cash):	707,644	597,499
Total Expenditure:	8,236,267	8,126,122
VARIANCE:	923,872	1,033,644
EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	6,841,826	6,841,826
New Appointments	0	0
Casual Payments	664,524	664,524
Other Salary Expenditure	22,273	22,273
Total Funds:	7,528,623	7,528,623
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	54,725	43,879
Lease Payments	0	0
Utilities, Facilities and Maintenance	118,405	106,360
Buildings, Property and Equipment	67,440	27,299
Curriculum and Student Services	235,921	210,183
Professional Development	59,500	40,189
Transfer to Reserve	0	0
Other Expenditure	3,753	3,329
Payment to CO, Regional Office and Other schools	167,900	166,260
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	707,644	597,499
TOTAL	8,236,267	8,126,122

INCOME - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	526,843	526,843
Carry Forward (Salary)	414,000	414,000
STUDENT-CENTRED FUNDING		
Per Student	2,736,389	2,736,389
School and Student Characteristics	3,990,826	3,990,826
Disability Adjustments	56,683	56,683
Targeted Initiatives	203,567	203,567
Operational Response Allocation	588,096	588,096
Total Funds:	7,575,561	7,575,561
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	528,194	528,194
School Transfers - Cash	23,689	23,689
Department Adjustments	0	0
Total Funds:	551,883	551,883
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	11,100	11,180
Charges and Fees	24,200	25,410
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,500	1,414
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	25,000	24,531
Other Revenues	30,053	28,944
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	91,853	91,479
TOTAL	9,160,140	9,159,766