

North East Metropolitan Language Development School

An Independent Public School



Annual Report
2025

Developing language. Building futures.

Acknowledgement *of* 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.**

**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.**

Translated by Cyril Yarran



Our SCHOOL

At NEMLDC we uphold our vision with a strong focus on student achievement and well-being, effective leadership, and high-quality teaching. Our by-line of 'Developing language. Building futures' underpins our commitment to learning, equity, excellence and care. We are an Independent Public School co-located on the West Morley, North Balga and Beechboro Primary School sites with the administration situated at West Morley. We provide specialised language programs to develop the academic, social and emotional needs of students from Kindergarten to Year 2 who have been identified with Developmental Language Disorder (DLD). At NEMLDC the Western Australian Curriculum and the Early Years Learning Framework is delivered through evidence-based programs with an oral language focus by an interdisciplinary staff skilled in language development.

Our families are respected and valued as partners in education and are supported to foster their child's language development through parent workshops, parent/teacher meetings, and in-class support.

Our School Board works in partnership with the school to advocate for families and students within our school community. We offer support for mainstream staff and students across the North East Metropolitan and Wheatbelt Education Region through the Outreach Team. The team builds the capability of mainstream staff and schools via a range of evidenced based professional learning, programs and consultation.

Our three priority areas of Successful Students, Connected Educators and Engaged Leaders, and Community, Culture and care shows our way forward over the next three years to build on our strong supportive culture.



Our VISION

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

Our PRIORITIES

Successful Students

We provide support and opportunities for all students to achieve individual success.

We improve student outcomes by providing targeted evidence-based programs.

We nurture and support student well-being so that every child is ready to learn.

Connected Educators, Engaged Leaders

We develop educators professional practice to deliver data-informed, whole-school programs to meet student needs.

We support staff well-being, foster a collaborative culture, and enhance teacher efficacy.

We cultivate leadership capability and promote a sense of belonging among staff and students.

Community, Culture and Care

We develop our community understanding of Developmental Language Disorder.

We empower parents, staff, mainstream schools and our broader community to support and advocate for our children.

We foster strong links between home and school to ensure that every child and family has a strong sense of belonging.



Principal REPORT

On behalf of the North East Language Development Centre (NEMLDC) community we present the Annual Report for 2025. 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 2025.

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 Department of Education priorities of *'Every student, every classroom, every day'* and *Focus 2025*.

In 2025 it was my great privilege to lead NEMLDC in continuing to implement our 2024-2027 Business Plan, where we ensure our students are supported within our specialised intervention programs.

In 2025, the second year of our 2024-2027 Business Plan, data showed progress and improvement in our three key priority areas:

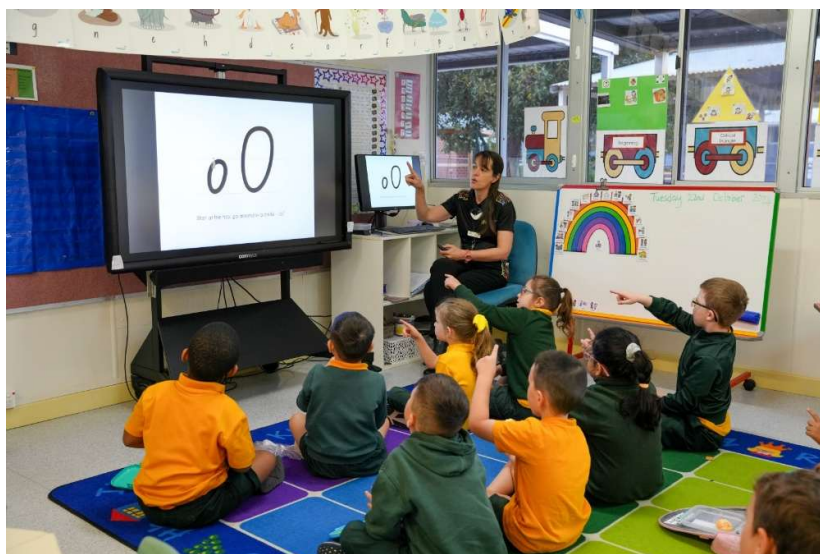
- **Successful Students** with a focus on English, Maths and STEM.
- **Connected Educators, Engaged Leaders** with a focus on building a collaborative culture and high-quality teaching
- **Community Culture and Care** with a focus on supporting families and our communities to strengthen their understanding of Developmental Language Disorder

We commenced 2025 with 337 students enrolled and 26 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.

The following report provides detailed insight into the outcomes, highlights and achievements of our school during 2025. 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 like to thank our parents for your support of your child's education whilst at our school. I extend my sincere thanks to Jessica Paterniti as Board Chair and our Board members for their governance and ongoing support of our school.

In 2025 we celebrated another successful year of high-quality service, teaching and learning. We will continue to provide the highest level of exemplary leadership, teaching and learning to support our school community.

Shelley Collins
Principal



Board Chair REPORT

In 2025, the NEMLDC School Board continued to provide strong governance and meaningful support to our school community. At the beginning of the year, we farewelled several outgoing Board members and extend our sincere gratitude for their dedication and service. We also welcomed new parent, staff, and community representatives, who have strengthened the Board’s capacity and helped deepen our connection with families and the wider community.

Throughout the year, the Board fulfilled its governance responsibilities by reviewing key planning and policy documents, including the Business Plan 2024–2027, annual school performance data, the Student-Centred Funding Statement, and a range of financial and strategic reports. We also ratified updated Behaviour and Communication Guidelines and continued developing our understanding of governance through formal Board training, mandatory Department of Education modules, and the completion of a Board Self-Assessment to guide future improvement.

One of the Board’s significant contributions in 2025 was the endorsement of a new whole-school mathematics program, following thorough review of data, evidence, and costings. This program will enhance student learning and support consistent, high-quality numeracy instruction across all campuses.

Engagement with our community has remained a central part of our work. This year, Board members attended school events, including Open Day, where we welcomed around 80 families, and the graduation assemblies. We also proudly supported major DLD awareness initiatives. In addition, the Board continued to strengthen communication with families through website development and increased sharing of Chair and Principal reports on DOJO. We also contributed feedback on the school’s Reconciliation Action Plan and celebrated the school’s commitment to cultural safety and inclusion.

A major milestone this year was the retirement announcement of our Principal, Shelley Collins. Shelley has been an exceptional leader and a strong advocate for children with DLD, and I sincerely thank her for her dedication and guidance. We look forward to welcoming Annette Hopkinson as Principal in 2026 and supporting her leadership in the years ahead.

As Chair, I am incredibly proud of the Board’s achievements and grateful for the collaborative spirit shared by our members and broader school community. We remain committed to supporting high-quality education, strong relationships, and a positive, inclusive culture for all students. With continued partnership, I am confident the NEMLDC will remain a thriving and supportive environment for every child in our care.

Jessica Paterniti
Board Chair, 2025



Successful STUDENTS



The WA English Curriculum is designed to build strong communication and literacy skills by integrating Language, Literature and Literacy. This approach supports students to make sense of spoken and written texts, express their ideas clearly, and develop the skills required for success across learning areas.

At the NEMLDC, the development of oral language remains a central focus, recognising its critical role in supporting students to become successful learners across literacy, social and academic contexts. Students engage in daily, explicit instruction targeting key areas of oral language development, including semantics, grammar, comprehension, and narrative skills. This consistent and systematic approach supports students to access the curriculum, participate meaningfully in learning, and build the foundations required for ongoing academic success.

Teaching and learning practices are informed by current research from both speech pathology and educational disciplines, ensuring programs remain evidence-based and aligned with best practice. The systematic collection and analysis of data across all language domains enables targeted planning, early intervention and responsive student support. This data-driven approach supports continuous improvement, strengthens instructional decision-making, and contributes directly to improved student engagement, progress and achievement in language and literacy, aligning with the school's focus on developing successful students.

English

In 2025 the Student Support Team introduced a range of initiatives, including:

- Development and introduction of a comprehensive *Instructional Handbook* to support consistency across classrooms, providing a central reference for curriculum delivery, procedures and school-wide expectations.
- A strengthened induction process for new teaching staff through more frequent sessions and regular check-ins, enabling tailored support and consistent implementation of school approaches.
- InitialLit professional development opportunity provided for new staff.
- Year Level Collaborative Meetings were restructured into site-based teams and scheduled twice per term, improving planning efficiency and enabling more targeted, context-specific collaboration within each location.
- *Mopoke Readers* were introduced to strengthen early literacy instruction and provide consistent access to decodable texts, supporting skill consolidation and extension for more advanced readers.
- A detailed Writing Scope and Sequence was developed to ensure coherent, sequential skill development and consistent expectations across year levels.
- Year level narrative planners were redesigned to provide clearer structure and strengthen the explicit teaching and integration of language areas beyond narrative.
- A review of the *Language Reporting Grids* was completed to improve clarity, consistency and accuracy in monitoring and reporting student progress. The new grids will be implemented in Kindergarten for 2026.
- Cross-setting arrangements and the provision of targeted input by the Student Support Team (SST) were expanded, ensuring timely, needs-based support for students.
- *Sounds~Write* training was completed by new speech pathologists, increasing team capacity to deliver structured literacy intervention with fidelity and consistency.
- Members of the Student Support Team attended a *Reading Comprehension Masterclass* presented by Dr Sharon Vaughn to strengthen instructional practice.
- Continued training of new education assistants (and those providing relief support) in either MiniLit or LanguageLift to ensure consistent delivery of the EA Intervention program irrespective of staff changes or absences.

- New Brightpath Writing Assessment prompts introduced in response to increase in placement length (potentially four years if student enrolled in Kindergarten) thereby ensuring students only encounter each prompt once during their LDC placement.
- The delivery of parent workshops and Open Days – *Introduction to DLD, Literacy, Transitioning to a New School* and *Interpreting the Exit Report*.
- New Bookshare packs made available to Kindergarten families and very well received, with positive feedback indicating strong engagement in shared reading and language experiences at home.
- Short instructional videos produced and shared with families via ClassDojo to support Bookshare practices at home.
- The largest supported school transition process to date was delivered, providing families with comprehensive transition support and ensuring detailed handover information enabled mainstream staff to effectively meet student needs.
- Simultaneous Storytime across all campuses – *The Truck Cat* by Deborah Frenkel in May 2025.
- Children’s Book Week 2025 was celebrated in Term 3, Week 5, with activities aligned to the theme *Book an Adventure*, promoting student engagement in literacy and a whole-school culture of reading.



In Term 4 2025, staff participated in extensive data analyses to evaluate whole school progress towards the oral language and literacy targets outlined in the NEMLDC English Operational Plan 2025.

Speaking and Listening Targets	Status
For 80% of all Kindergarten students to achieve Moderate or Benchmark on the Narrative Language Measures: Listening (NLM-L) in Term 4.	98%
For 80% of all PP - Year 2 students scoring in the High and Moderate Risk range to increase their retell score by ≥ 3 on the Narrative Language Measures: Listening (NLM-L) from Term 1 to 4.	64%
For 80% of all PP – Year 2 students scoring in the High Risk and Moderate range to increase their questions score by ≥ 3 on the Narrative Language Measures: Listening (NLM-L) from Term 1 to 4.	61%
For 80% of exiting students who have completed a minimum 2-year placement to increase their Monitoring Index of Scholarly Language (MISL) macrostructure score by ≥ 3 from commencement of placement to end of placement on the <i>Frog Where Are You?</i> narrative generation.	82%
For 80% of exiting students who have completed a minimum 2-year placement to increase their Monitoring Index of Scholarly Language (MISL) microstructure score by ≥ 5 from commencement of placement to end of placement on the <i>Frog Where Are You?</i> narrative generation.	73%

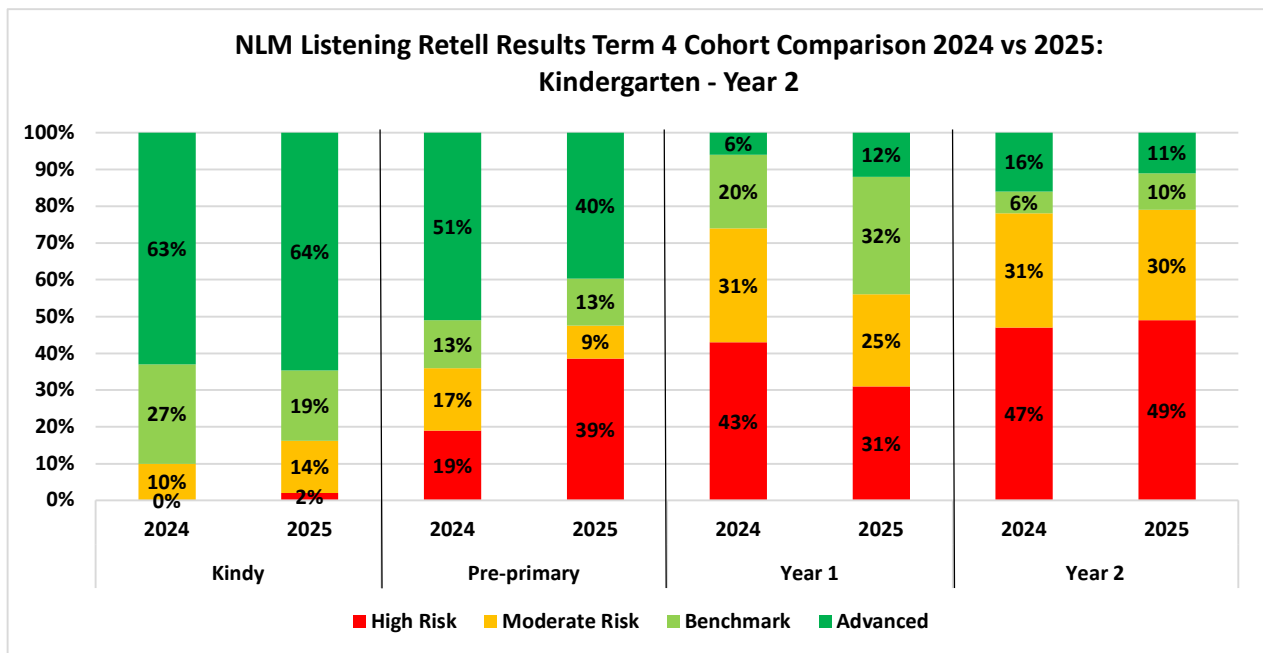
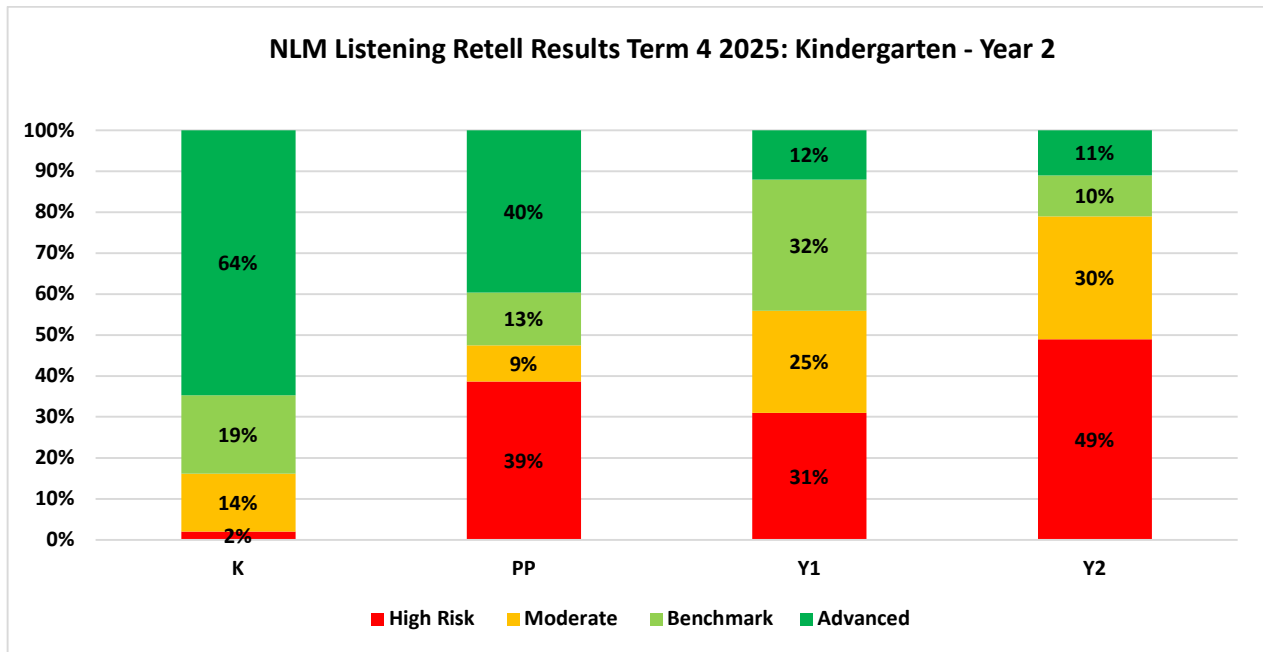
CUBED Narrative Language Measures: Listening (NLM-L)

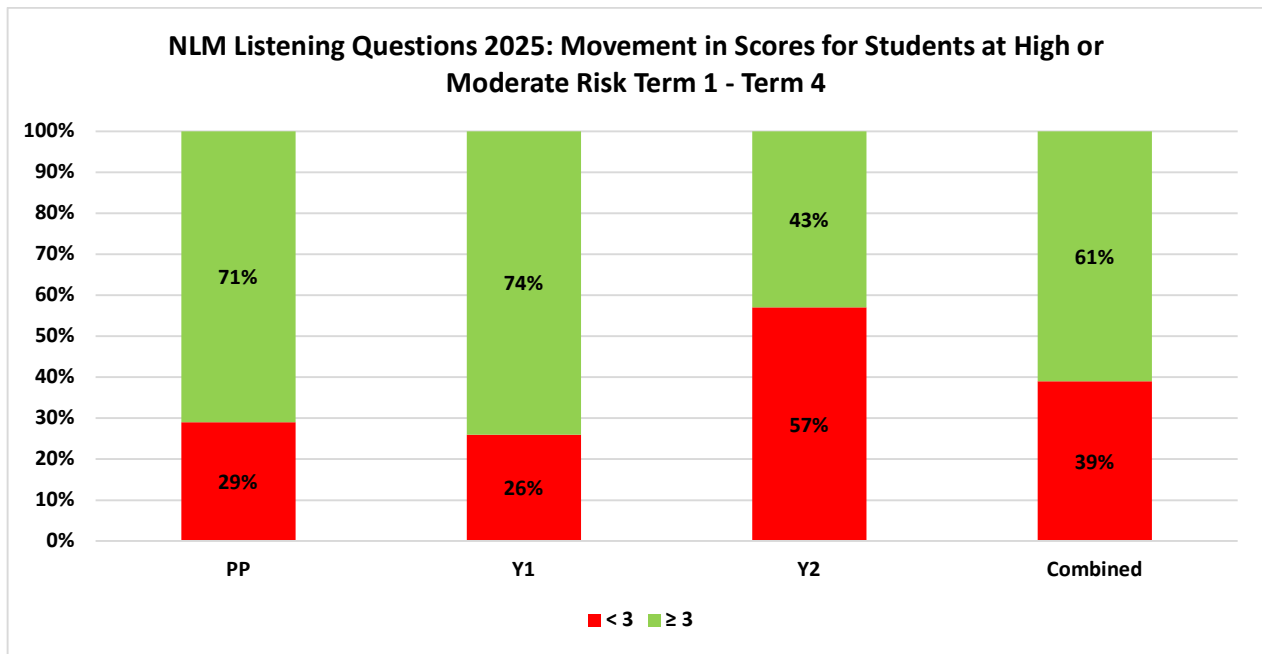
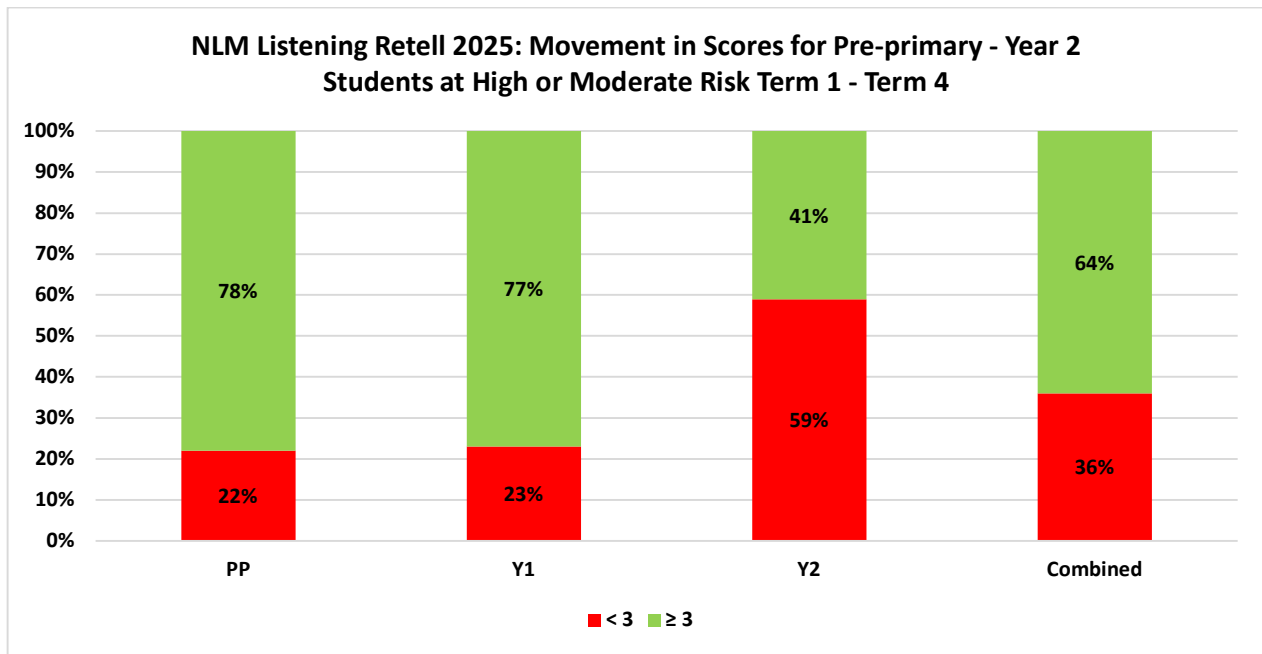
The Narrative Language Measures: Listening (NLM-L) is a tool that measures and tracks a student’s ability to understand and produce stories. Specific skills assessed include:

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

The NLM-L assessment is benchmarked for students in Pre-primary through Year 2, ensuring alignment with curriculum expectations and developmental milestones. However, it is not benchmarked for Kindergarten until Term 4 to allow adequate time for early language development to emerge in a play-based learning environment. Consequently, the operational target for Kindergarten differs from that of other year levels.



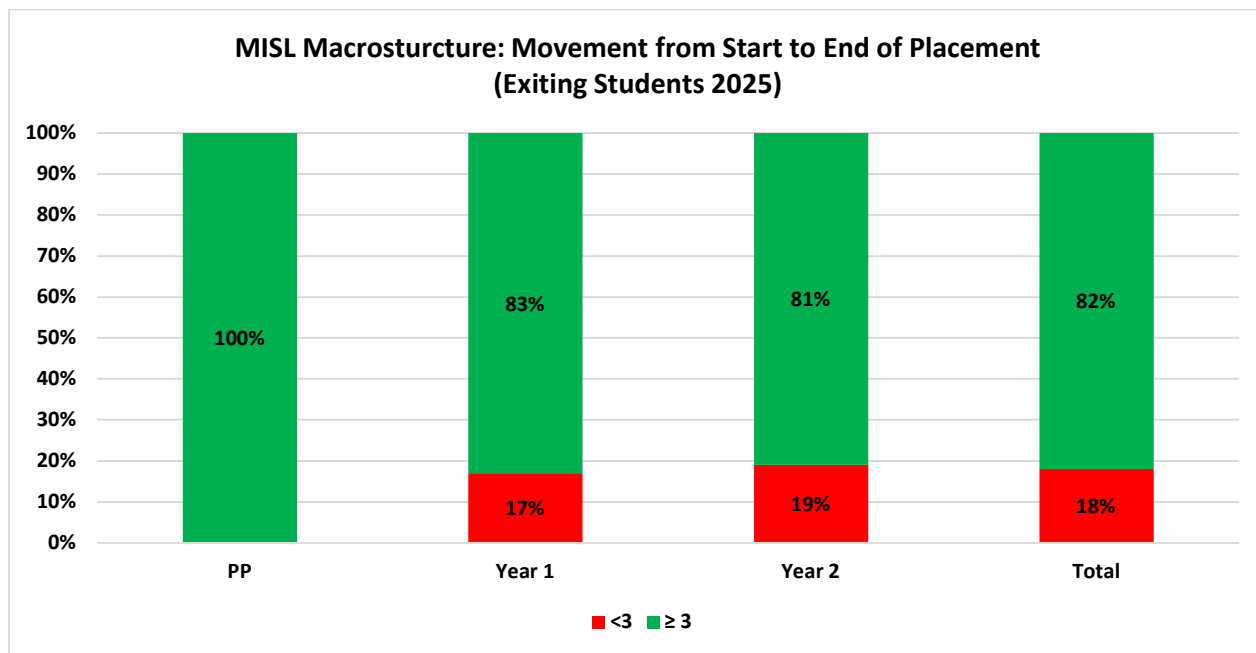


Final NLM data for 2025 indicates that the Kindergarten target was exceeded, with the vast majority of students demonstrating strong engagement and positive response to the NEMLDC narrative program. Results for Pre-primary and Year 1 in both NLM retell and comprehension measures were marginally below the 80% target, indicating that the target remains both realistic and achievable for these year levels. NLM targets for Year 2 were not met in 2025. Staff have identified this cohort had limited prior knowledge of the context of the Term 4 story, which impacted students' performance. Results may also have been influenced by a higher proportion of new teaching staff in Year 2 during the year. The Student Support Team has liaised with the assessment developers to explore potential adjustments to ensure contextual accessibility for future cohorts. As a whole school, the target remains centred on strong student growth from Term 1 to Term 4 in NLM retell and comprehension measures and will continue to inform whole-school improvement priorities.

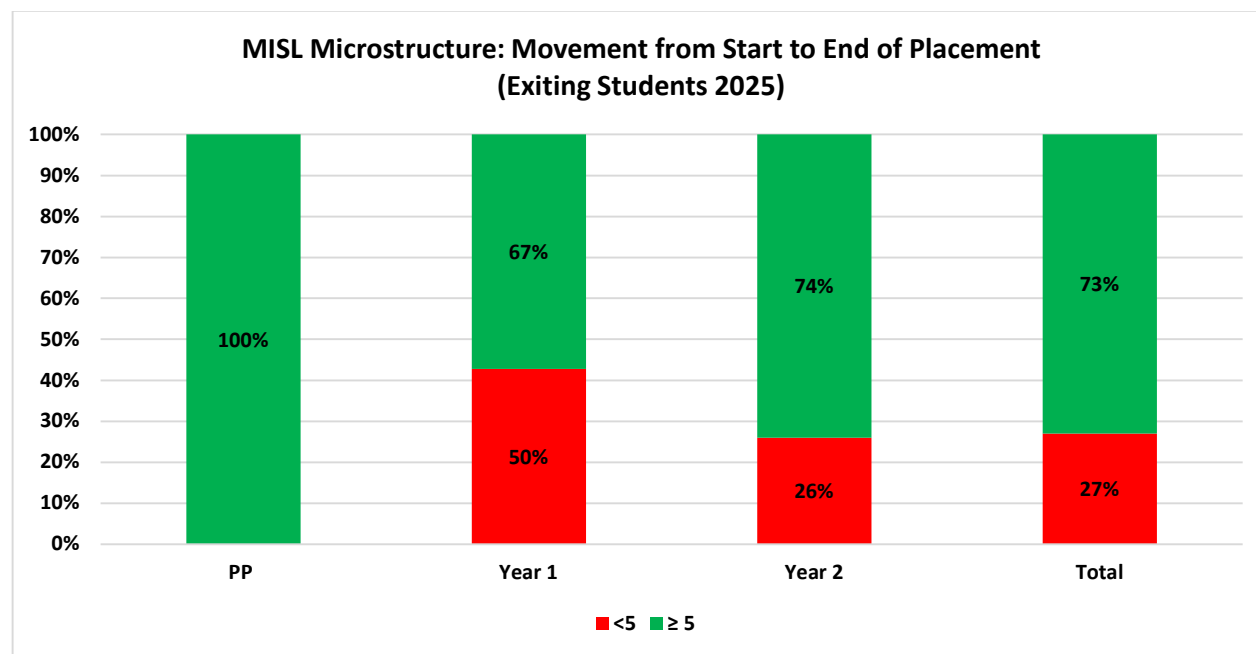
Monitoring Index of Scholarly Language (MISL)

Oral language samples were collected in Term 4 for all exiting 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 reviewed, coded and analysed samples from all exiting students in 2025 (n =98). Transcripts were 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. Students' results were compared with their performance on the same task at the commencement of their LDC placement.



Narrative macrostructure refers to the overall coherence and organisation of the narrative. Analysis of transcripts revealed that the NEMLDC met the target for 2025.



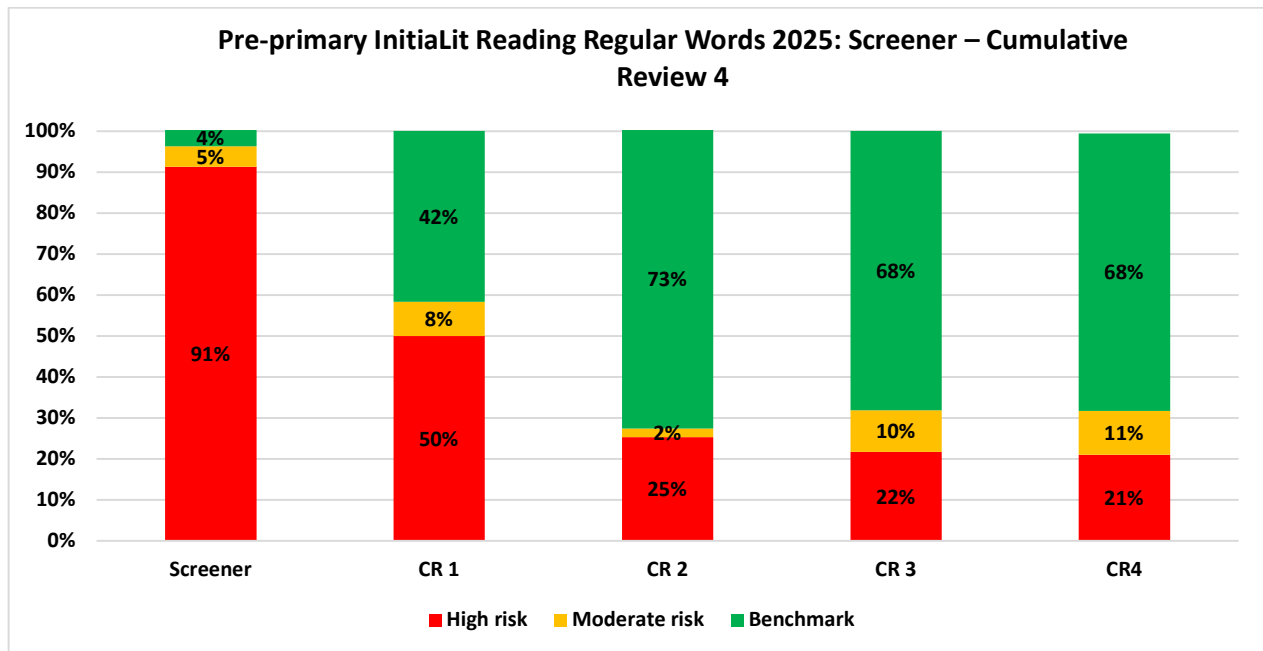
Narrative microstructure refers to measures of productivity and complexity at the word and sentence level. Analysis of transcripts revealed that the NEMLDC almost met the target for 2025 indicating the target to be appropriate for 2026, particularly in light of the whole school focus on grammar.

Reading and Viewing Targets	Status
For 75% of Pre-primary students to achieve Moderate Risk or Benchmark on the InitialLit Cumulative Review 4 (Reading) .	79%
For 75% of Year 1 students to achieve Moderate Risk or Benchmark on the InitialLit Cumulative Review 4 (Reading) .	80%
For 35% of Year 1 students to demonstrate reading fluency by achieving Benchmark on the Wheldall Assessment of Reading Lists (WARL) in Term 4 .	42%
For 55% of Year 2 students to demonstrate reading fluency by achieving Benchmark on the Wheldall Assessment of Reading Passages (WARP) in Term 4 .	57%
For 50% of Year 2 students to achieve Moderate Risk or Benchmark on the InitialLit Comprehension Assessment 4 .	43%

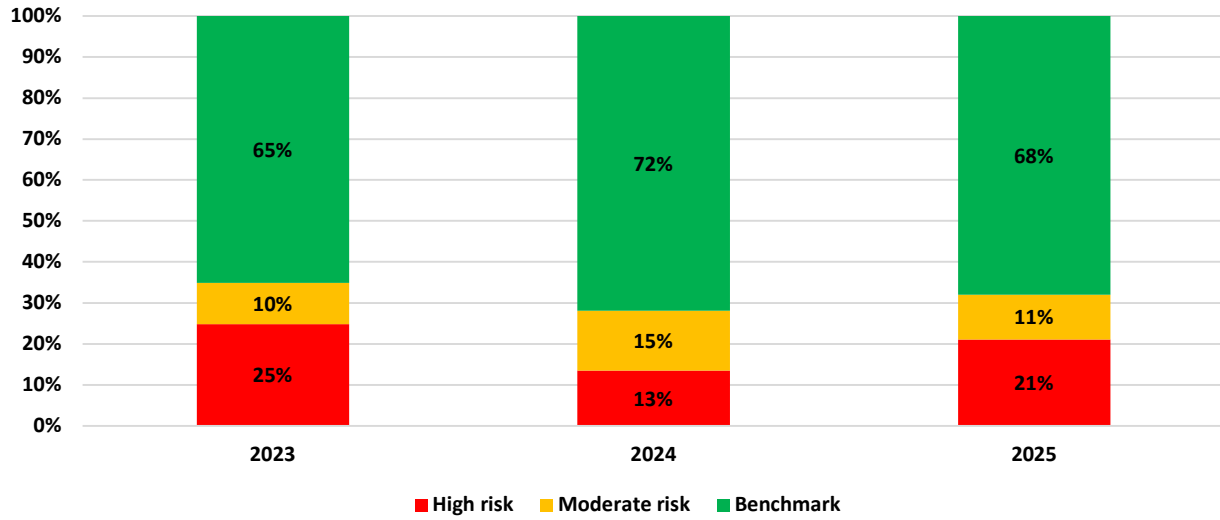
InitialLit Reading

InitialLit has been delivered across all classes from Pre-primary to Year 2 since 2020, 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, campus and cohort levels, and these assessments helped identify students to receive additional Tier 2 or 3 literacy support across Pre-primary to Year 2.

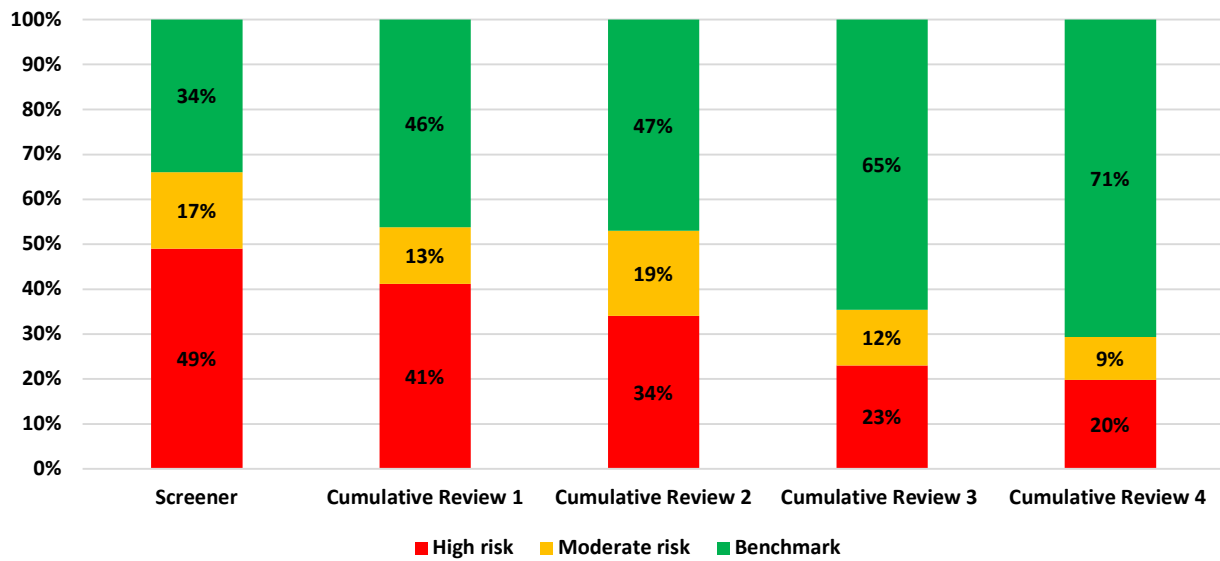
In addition to regular progress monitoring assessments, Cumulative Reviews were administered throughout the year. Regular analysis of InitialLit assessment data enabled cross-setting between classes and the provision of additional targeted support for the weakest students in each year level cohort. The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

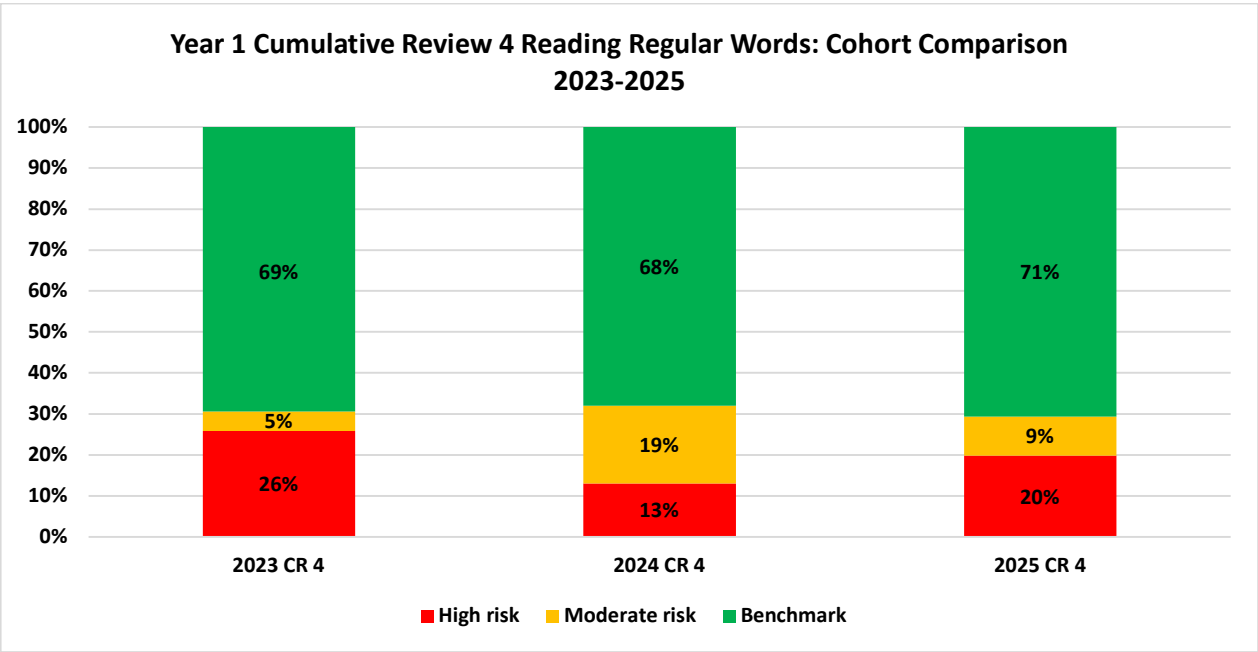


**Pre-primary InitialLit Reading Regular Words Cumulative Review 4
Cohort Comparison: 2023 - 2025**



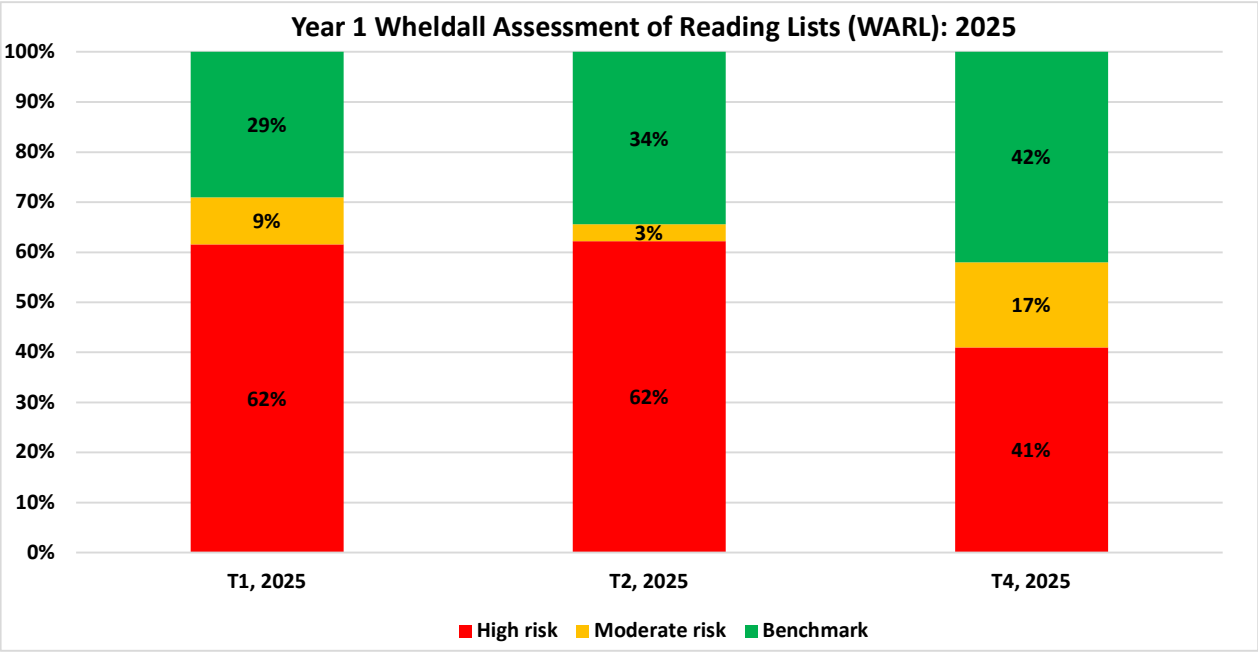
Year 1 Reading Regular Words 2025: Screener – Cumulative Review 4



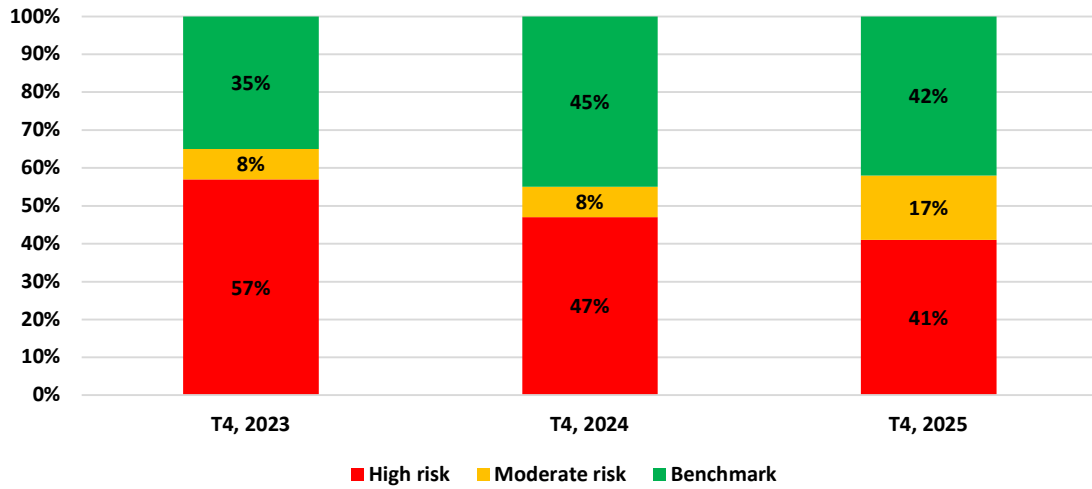


End of year results for reading indicate Cumulative Review 4 targets were achieved in both Pre-primary and Year 1 for 2025.

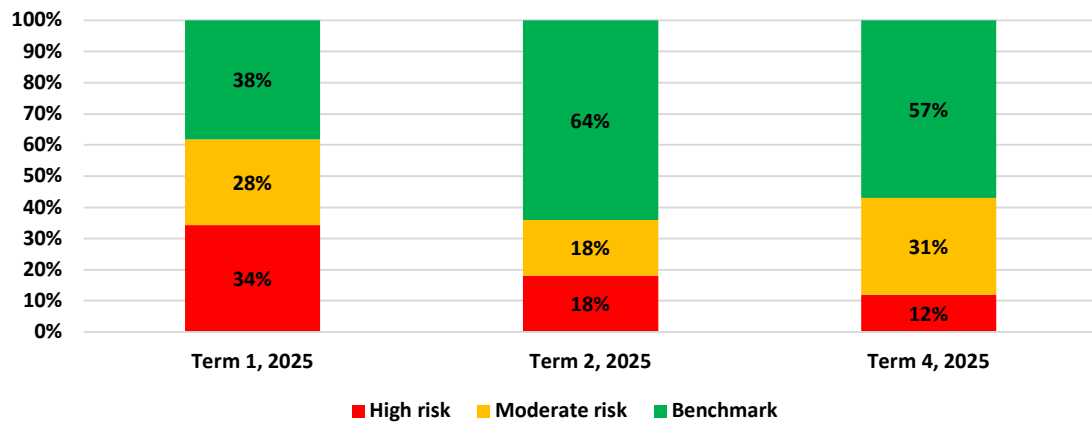
The Wheldall Assessment of Reading Lists (WARL) is a quick and simple measure of reading performance, designed to identify low-progress readers and for monitoring reading progress. The Wheldall Assessment of Reading Passages (WARP) has been designed to identify low-progress readers, and to monitor their reading performance over time, using a quick, simple, reliable and valid test of oral reading fluency. The assessments were administered in Term 1, Term 2 and Term 4.



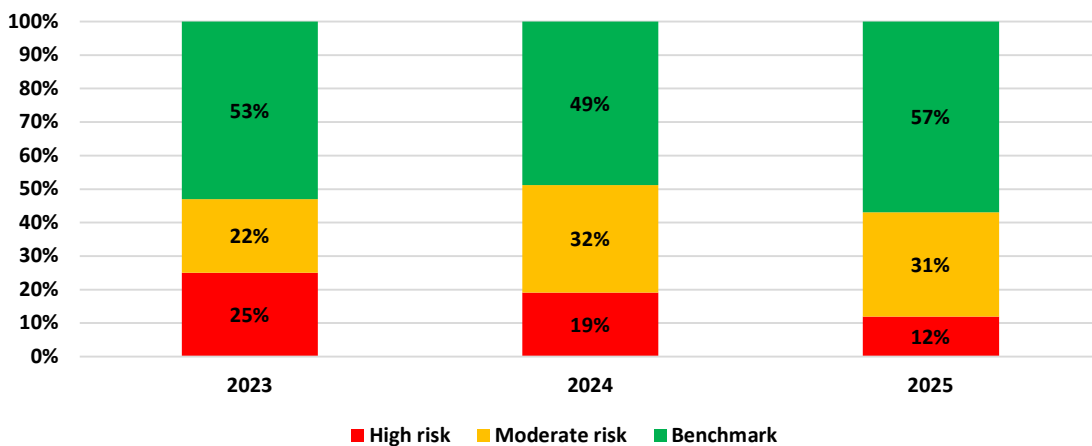
Year 1 WARL Term 4 Cohort Comparison: 2023- 2025



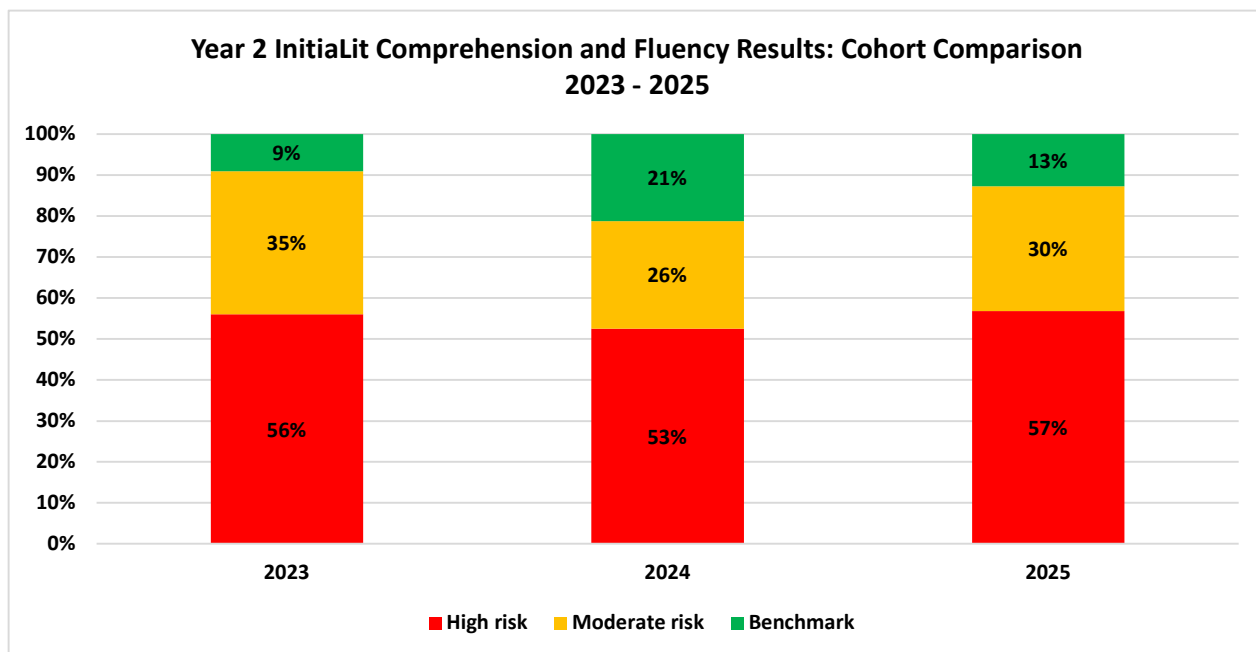
Year 2 Wheldall Assessment of Reading Passages (WARP) Term 1 - 4 2025



Year 2 Wheldall Assessment of Reading Passages (WARP) Term 4: Cohort Comparison 2023 - 2025



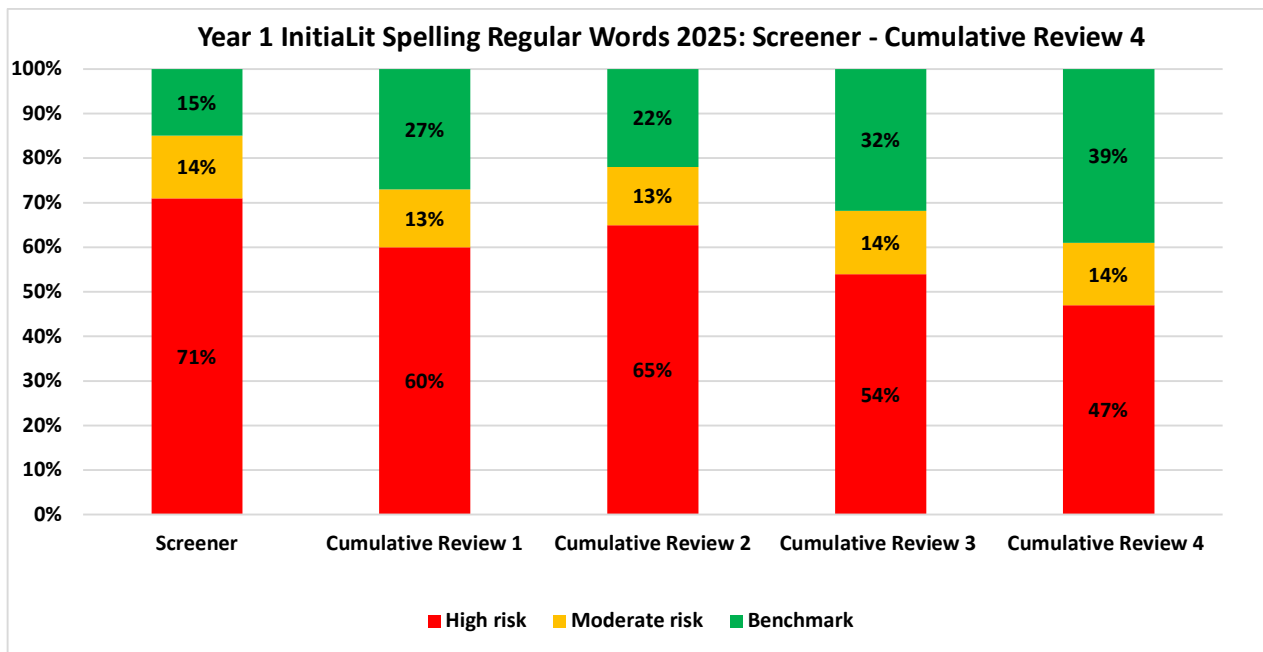
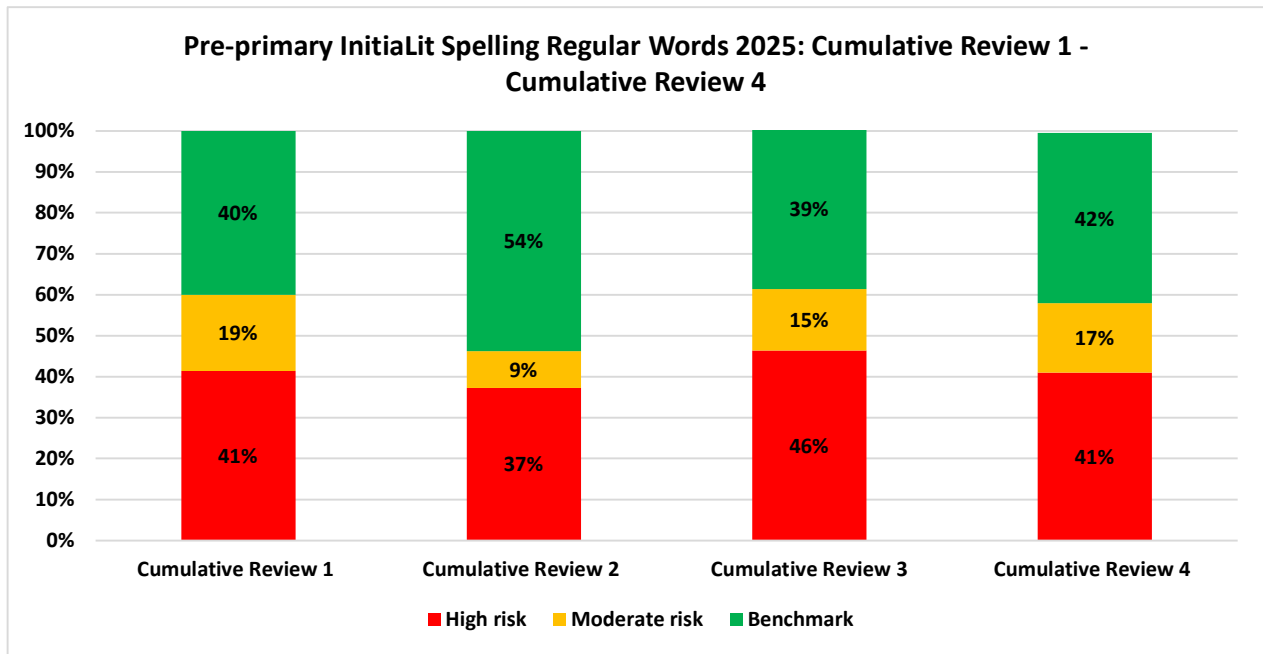
In 2025, reading fluency outcomes improved across both Year 1 and Year 2. Year 1 WARL data showed a clear shift from Term 1 to Term 4, with a substantial reduction in the proportion of students identified as High Risk and a corresponding increase in students achieving Benchmark. Similarly, Year 2 WARP results demonstrated strong growth across the year, with fewer students identified as High Risk by Term 4 and more students reading at Benchmark. These trends reflect the positive impact of explicit reading instruction, targeted intervention and informed allocation of home readers and reading resources.

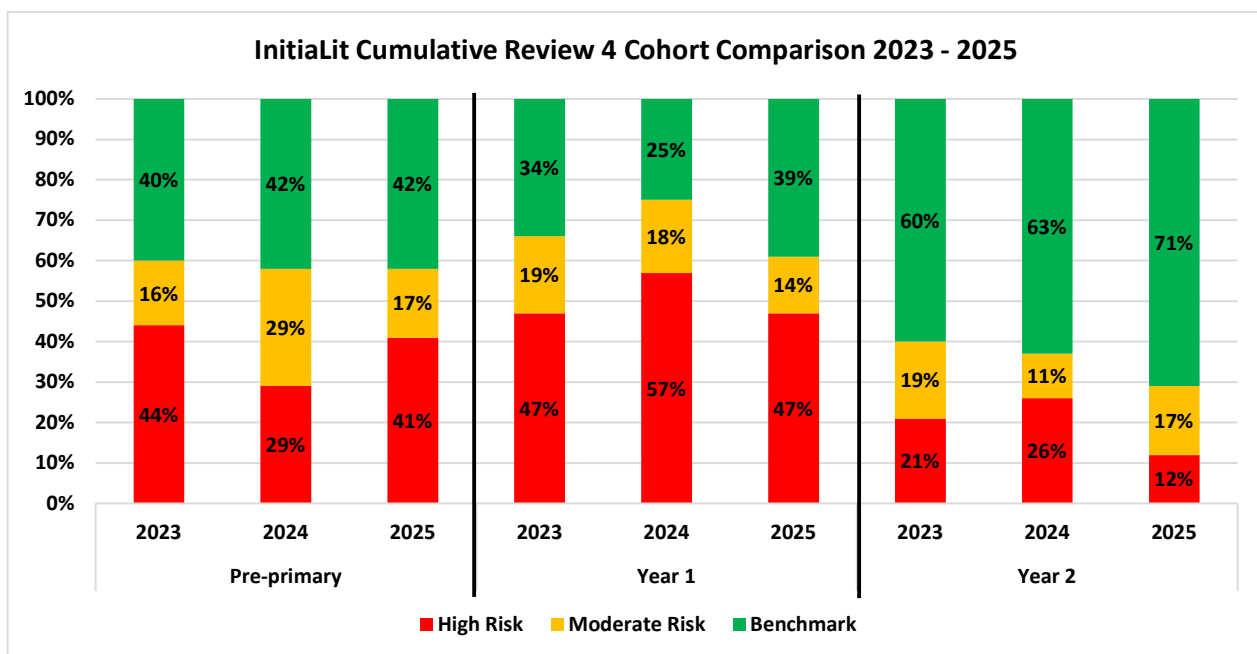
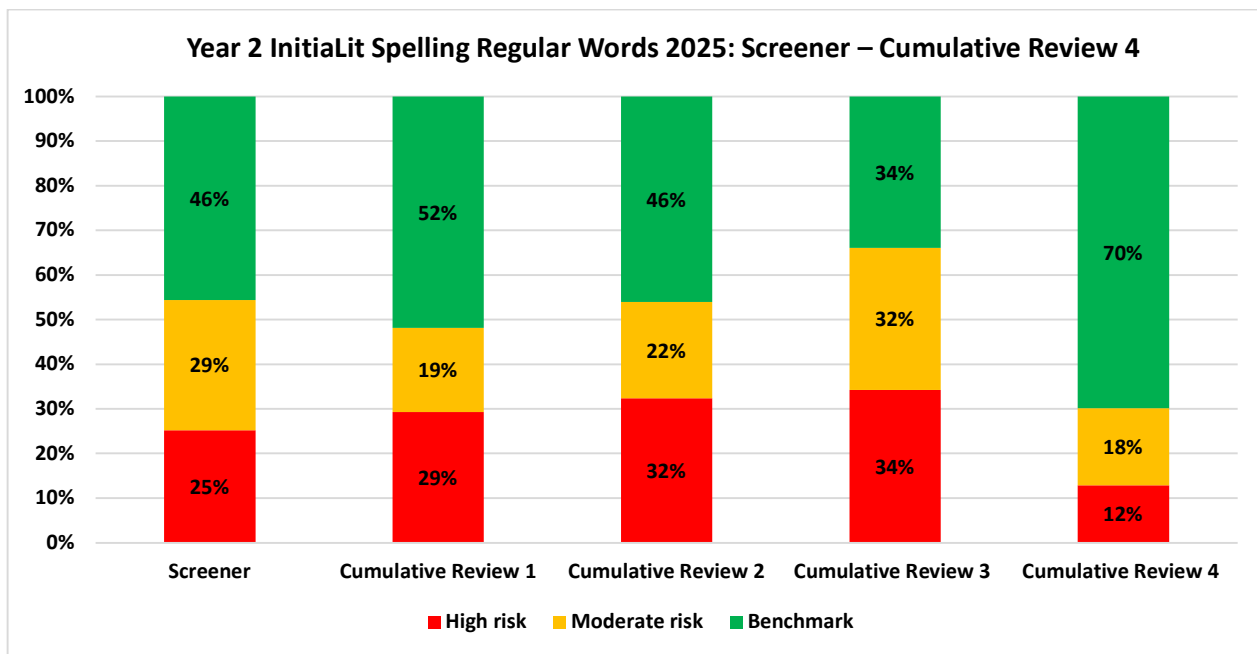


In keeping with previous years' data, 2025 results indicate answering questions on a passage they have read is an ongoing area of difficulty for many students with Developmental Language Disorder. Reassuringly, cohort comparison reveals relatively consistent performance on this assessment across the last three years. To strengthen reading comprehension outcomes in Year 2, the use of structured comprehension resources (including *More to Explore* books) has been made compulsory in the early years. This ensures consistent, explicit teaching of comprehension strategies from the Foundation years, building the language and text understanding skills required for success in later year levels.

Writing Targets	Status
For 60% of Pre-primary students to achieve Moderate Risk or Benchmark on the InitialLit Cumulative Review 4 (Spelling) .	59%
For 60% of Year 1 students to achieve Moderate Risk or Benchmark on the InitialLit Cumulative Review 4 (Spelling) .	53%
For 80% of Year 2 students to achieve Moderate Risk or Benchmark on the InitialLit Cumulative Review 4 (Spelling) .	80%
For 50% of PP students to score ≥ 130 on the Term 4 Brightpath written assessment.	56%
For 80% of Year 1 students to score ≥ 165 on the Term 4 Brightpath written assessment.	67%
For 80% of Year 2 students to score ≥ 219 on the Term 4 Brightpath written assessment.	86%

InitialLit Spelling

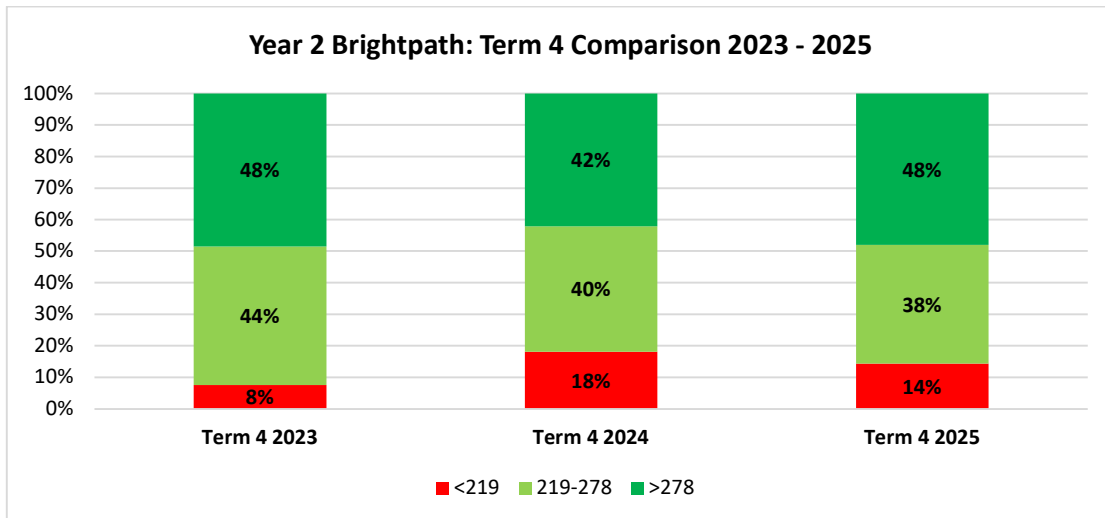
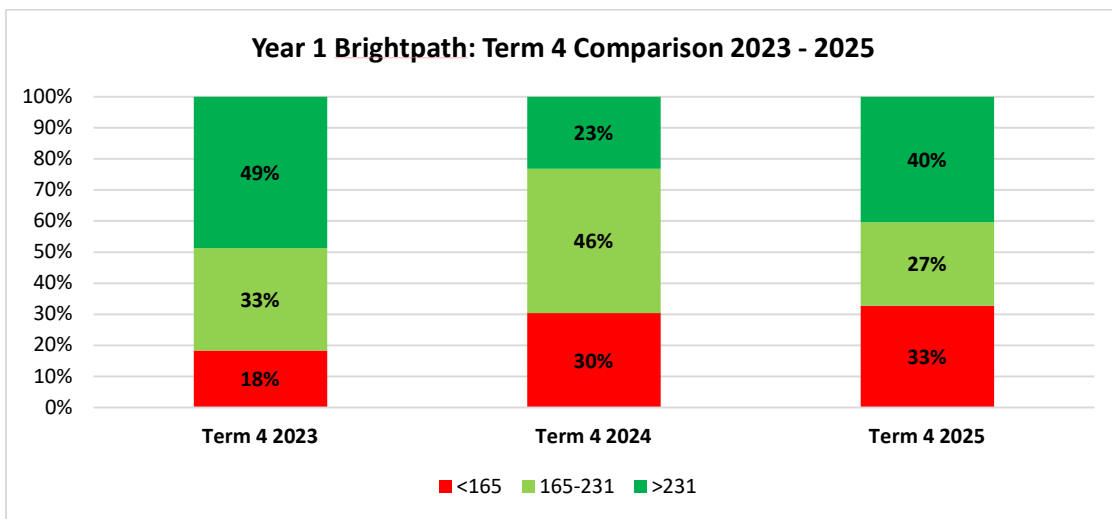
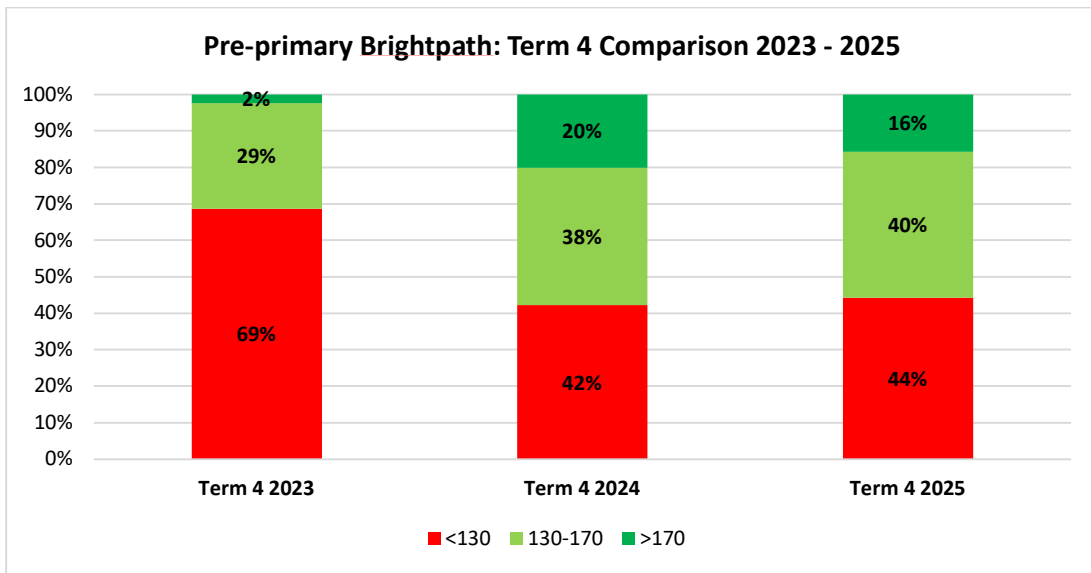




Pre-primary spelling outcomes in 2025 were just below the target, with 59% of students achieving Moderate Risk or Benchmark against a target of 60%, indicating progress towards the expected level of achievement. Year 1 spelling results remained below target (53% against a target of 60%), highlighting ongoing cohort variability and the need for continued focus on consolidating early spelling skills. Year 2 spelling outcomes met the target, with 88% of students achieving Moderate Risk or Benchmark, reflecting steady improvement over time and the strongest performance across the last three years.

Brightpath Written Assessment

Brightpath is an online assessment tool that supports teachers to moderate and scale student work against a bank of exemplars, enabling consistent and reliable teacher judgement. The tool is available across a range of oral and written text genres, including written narrative. In 2025, Brightpath was used to assess written narrative samples from all Pre-primary, Year 1 and Year 2 students in Terms 2 and 4.



The Brightpath writing assessment was used to review how many Pre-primary, Year 1 and Year 2 students reached the expected achievement range. In 2025, 56% of Pre-primary students recorded a Term 4 score of 130 or above, aligning with the operational plan target. These outcomes show that the majority of NEMLDC Pre-primary children are moving into Year 1 equipped with the emerging skills and confidence needed to produce their own age-appropriate written narratives.

In Year 1, 67% of students achieved a score of 165 or higher in Term 4. Although this falls short of the set target, the overall progress in students' writing development throughout the year reflects steady and positive growth.

In Year 2, 86% of students reached the target score of 219 or above in Term 4, successfully meeting the operational plan goal. Nearly half of the cohort (48%) achieved results comparable to an A or B grade. These findings suggest that most students exiting Year 2 are well prepared to return to mainstream schooling with the essential skills needed to generate and write a cohesive fictional narrative.

Numeracy

Successful Students

- *To improve student achievement in literacy and numeracy*
- *PP-Year 2 students to improve in their Maths scores*

Throughout 2025, the Mathematics learning area maintained a clear focus on improving student achievement in numeracy Kindergarten to Year 2 students. Whole-school and cross-campus initiatives were designed to strengthen consistency in teaching practice, increase access to high-quality resources, and build staff capability in evidence-based mathematics instruction.

Students engaged in a range of rich and meaningful learning experiences, including the celebration of 100 Days of School, where classes participated in purposeful mathematics activities that promoted number sense and problem-solving.

Teaching and Learning

To support high-quality classroom practice, a number of key teaching and learning initiatives were implemented:

- Bond Blocks continued to be implemented across all Kindergarten to Year 2 classrooms, supporting concrete, visual and structured learning of Number. On demand professional learning has been accessed by all educational staff.
- Our Instructional Coach, Danielle Halliwell worked alongside teachers to support the implementation of Daily Reviews and Explicit Instruction in mathematics, strengthening lesson structure and consistency across classrooms.
- A submission was made for the Explicit Maths Program (EMP) to further support a whole-school, evidence-informed approach to early mathematics instruction. EMP was trialled in one Pre-primary classroom by Rebecca Trigwell with improved results.

Assessment and Monitoring

- Pre-primary- Year 2 students completed PAT Adaptive Mathematics, administered Term 3.
- K-2 students completed Bond Blocks pre and post-test assessments
- Pre-primary students completed the On-entry assessment in Numeracy Term 1.

Resources and Learning Environment

Ensuring equity of access to high-quality mathematics resources across all campuses was a priority in 2025:

- A Top Ten Mathematics-based picture book collection was purchased, enabling all sites to access rich texts that support mathematical language and reasoning.
- A comprehensive mathematics stocktake was completed across North Balga, Beechboro and West Morley, identifying current resources and future needs.
- Explicit Maths Program resources and visualisers were purchased to support whole-class modelling and instruction for 2026.

Staff Capability and Leadership

Building staff expertise and leadership in mathematics remained a key focus:

- Various members of the Maths Committee attended targeted professional learning, including the DSF Maths Summit, MAWA Conference, and Paul Swan Mathematics Professional Learning.
- NEMLDC hosted the LDC network meeting, bringing together Mathematics leaders to collaborate and share practice. The Explicit Maths Program was introduced during this session by Peel LDC.



- In Term 4, 2025, staff participated in their first professional learning session for the Explicit Maths Program, establishing shared understanding ahead of implementation.

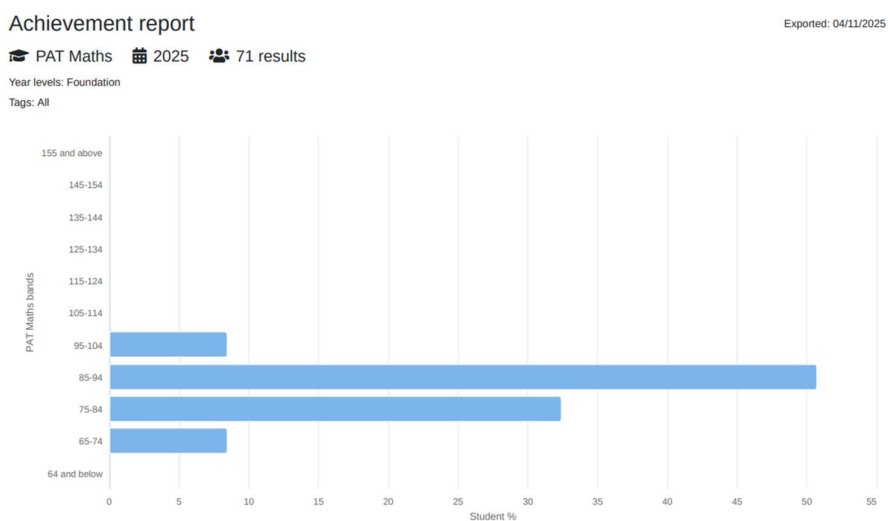
Future Focus: 2026

In alignment with the school’s improvement priorities, the Mathematics focus for 2026 will include:

- Trialling the Explicit Maths Program in Pre-Primary to Year 2 classrooms, supported by ongoing professional learning and coaching in early 2026.
- Reviewing Bond Block kits to ensure all new classes are adequately resourced, with replacement kits purchased where required.
- Continue with our NEMLDC Instructional Model in the Maths learning area.
- Continuing to embed consistent use of assessment data to inform planning, intervention and differentiation.

Summary

2025 has been a year of consolidation and preparation within the Mathematics learning area. Through targeted professional learning, improved resourcing and a clear focus on explicit, evidence-based instruction, the school is well positioned to continue strengthening numeracy outcomes and supporting successful students across all campuses.



Above: 2025 Pre-primary Pat Maths Adaptive data

8.5% students band 95-104, 50.7% students band 85-94, 32.4% students band 75-84, 8.45% students band 65-74.

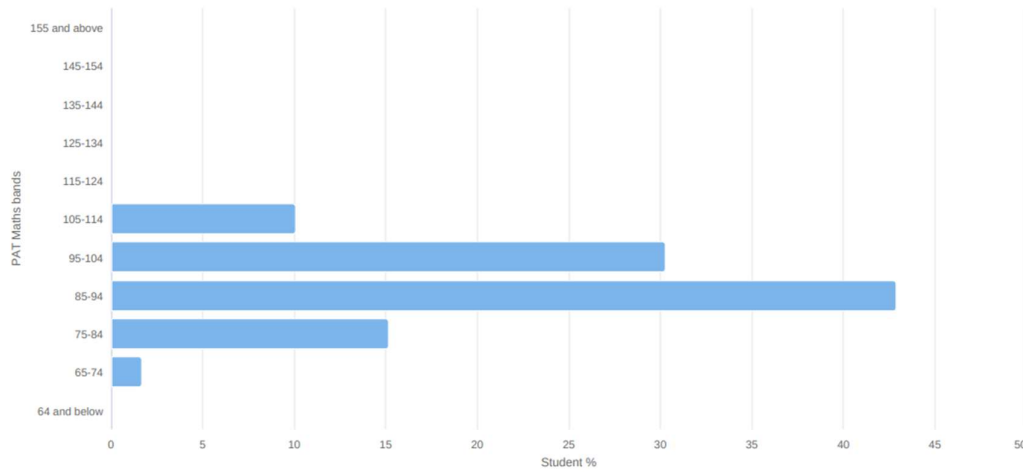
Achievement report

Exported: 04/11/2025

 PAT Maths  2025  119 results

Year levels: Year 1

Tags: All



• Australian Council for Educational Research

1



• **Above: 2025 Year 1 Pat Maths Adaptive data**

• **10% students band 105-114, 30% students band 95-104, 43% students band 85-94, 15% students band 75-84, 2% students band 65-74.**

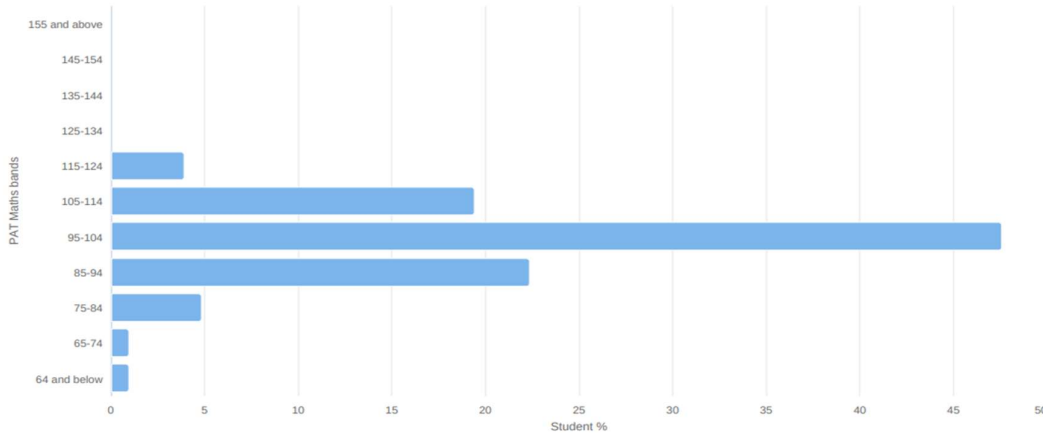
Achievement report

Exported: 04/11/2025

 PAT Maths  2025  103 results

Year levels: Year 2

Tags: All



Australian Council for Educational Research

1



2025 Year 2 Pat Maths Adaptive data

4% students band 115-124, 20% students band 105-114, 47% students band 95-104, 22% students band 85-94, 5% students band 75-84, 1% students band 65-74, 1% students band 64 below.

Health and Physical Education

At NEMLDC, Health and Physical Education is an integral part of our curriculum, providing students with regular opportunities to be active and to develop an understanding of healthy lifestyles. All students participate in weekly Health and Physical Education lessons that promote physical wellbeing, safety, and personal development.

Health education this year included units on healthy eating, personal hygiene, sun and water safety, road safety and protective behaviours. Staff were also allocated time to develop planning documents aligned with the new Australian Curriculum coming into effect in 2026.

A strong focus continues to be placed on the development of fundamental movement skills, including balancing, jumping, running, galloping, skipping, kicking, throwing and catching. Each morning, classes take part in a structured fitness session coordinated by teachers and our school-based Occupational Therapist, ensuring systematic instruction and practice of these essential skills throughout the year.

Through the Sporting Schools program, students received specialist coaching in soccer, athletics and netball, further enhancing their skill development. Pre-primary to Year 2 students participated in two weeks of swimming lessons, supporting water safety and confidence. In preparation for 2026, the school has also purchased the Kiddo gold standard Fundamental Movement Skills teaching and assessment program to further support staff in high-quality PE delivery.



Students and families participated in our annual Sports Day which is a combined event of all PP-Yr 2 students from all 3 campuses. The day started with everyone involved with tabloid style events, followed by running races. This year was a great community building event with the addition of food trucks to add to the atmosphere.

Science, Engineering and Technology (SET)

In 2025 the SET Curriculum Team was led by Lynda Burch and Sarah Brown, with staff member representation from both WM and NB campuses. The team continued to oversee Science and Technologies (Design and Digital) curriculums. Four key focus areas guided the work of the team:

- Increasing students' use of appropriate technology-based vocabulary, supported by a shared vocabulary document for staff.
- Building teacher confidence in using digital technologies through professional learning opportunities, including a hands-on "open house" session where staff explored available resources.
- Strengthening inquiry-based SET projects, including moderated assessment tasks such as designing an animal shelter (Pre-Primary), creating a musical instrument (Year 1), and designing a vegetable garden (Year 2).
- Promoting connections between SET learning at school and home through ClassDojo sharing and SET news topics.

A staff technology survey indicated that approximately 70% of respondents use iPads at least fortnightly. Literacy/English, Digital Technologies and Mathematics were the most common learning areas for use. InitialCode and Reading Doctor were the most frequently used applications, followed by Book Creator and Safari. With 96% of staff indicating interest in learning how iPads are used in other classrooms, there is a clear commitment among staff to share and learn from effective practices across the school.

Curriculum familiarisation commenced in preparation for implementation in 2026. While some changes involve minor wording adjustments in content descriptors, more significant content updates in Years 1 and 2 have required Integrated Planner revisions, with work beginning in Term 4, 2025 and this will continue through 2026.

The 2025 budgets of \$5,000 for Technologies and \$5,000 for Science were used to purchase ABACUS curriculum resource boxes aligned to the new curriculum, cooking kits (one per site), and 25 visualisers (one per classroom) to support implementation of the EMP Mathematics program in 2026. The school also maintained a ReMida membership to support STEM projects.

HASS

This year, the HASS curriculum team's biggest focus has been collating information and templates for each year level's History and Geography moderation tasks. Our goal was to ensure the information is clear for every teacher and the required resources can easily be located.

We have spent our \$500 budget on acquiring objects from the past, which will enhance our teaching of the History curriculum. These objects have been divided up so that each site has a portion of objects. We have also had donations from generous staff members, and endeavour to continue adding to our collections into the future.



The Arts

2025 is the seventh year of full implementation of The Arts Curriculum Area across all year levels at NEMLDC. The Arts include Dance, Drama, Music and Visual Arts and it is clear that students benefit enormously from education in the Arts. Skills are explicitly taught, with opportunities to teach in an integrated way. Reportable subjects over the school year are Visual Arts in Semester One and Drama in Semester Two.

The Arts Curriculum Team endeavour for all students to be provided with opportunities and support to achieve individual success within the Arts. The 2025 Curriculum Team planned priorities were for all classes to have the resources provide quality making and responding visual arts and drama instruction. Each campus was also given opportunities to be involved with performance opportunities such as assemblies, Bollywood dance & Aboriginal & Islander cultural experiences. We have made responding to Visual Art a particular focus this year. We are working towards all year levels having the appropriate resources to implement The Arts learning area.

The Arts Curriculum Team are committed to raising awareness of the ways in which Visual and Performing Arts education can be used to improve student academic and language development and enhance student wellbeing, social skills and mental health outcomes.

The Arts Curriculum Team achievements in 2025:

- Purchasing resources requested by staff to support teaching of visual and performing arts.
- Whole school drama, dance and storytelling events.
- Updating the Operational Plan and Guidelines with more specific goals.
- Using Remida membership to facilitate a sustainable Art project for DLD Day.
- Adding to the Art in the Environment PowerPoint with more photos of Perth environmental art.

Connected Educators, Engaged Leaders

At NEMLDC we endeavour:

- To have a shared language and understanding of an educator's impact on student learning
- To create a culture of shared responsibility and whole school connected practices for all stakeholders to enhance student outcomes
- To identify, develop and support the leadership capabilities of our staff to support and improve the health and well-being of our staff
- To foster strong connections between mainstream and LDC educators and leaders

We have:

- Continued to implement a structured coaching model that aligns to the Quality Teaching Strategy
- Provided opportunities to strengthen whole-school connected practices through staff feedback regarding whole school structures
- Provided opportunities for staff to strengthen their health and wellbeing and contribute to the wellbeing of others
- Created opportunities for mainstream and LDC staff to learn from and connect with each other
- Continued to offer staff opportunities to strengthen classroom management skills through expert-led professional development
- Collaboratively developed a North East Metropolitan Language Development Staff Charter to strengthen shared commitments and foster a supportive, high-performing culture where all staff can thrive
- Provided opportunities for staff to give feedback on how each value of the Staff Charter was upheld in 2025.
- Completed a successful trial of the evidence-based Maths Program, EMP, demonstrating positive outcomes for early years mathematics instruction

As a result of this we have achieved:

- Staff familiarisation of the school's newly developed Instructional Handbook. Strengthened focus on students' individual needs and the implementation of targeted strategies through updated whole-school structures of collaborative meetings between speech pathologists and teachers
- A clear leadership structure and roles within the school along with improving the structure of the School Improvement Team with regular termly meetings to oversee the school
- Positive feedback from staff on the implementation of our Staff Charter including:
 - "I appreciate the clarity it provides for our work and culture. The ongoing visibility of the Charter at meetings and in everyday practice helps strengthen our shared identity and values."
 - "So lucky to be somewhere I feel valued and supported in what I do."
 - "I have been able to develop my ability to approach challenges with empathy, resulting in an enhanced mutual respect and common purpose."
 - "It sets the tone for meetings, discussions and collaborative sessions."
- A full cycle of professional development for all staff members based on school priorities, student and staff needs.
- Following the successful trial of the Explicit Maths Program, it has been approved for whole-school implementation in 2026 for Pre-primary to Year 2.



NQS Report 2025

As our school is an Early Childhood Education facility, we use the National Quality Standards Framework to guide us to continuously improve by providing clear expectations, promoting child wellbeing, and ensuring learning environments are safe, supportive and developmentally appropriate. Throughout 2025 our decision making was driven by our research informed programs and continuous reflections through data cycles. Our focus for the year was to provide every student with a pathway to a successful future, strengthen support for teaching and learning excellence in every classroom and use evidence to drive decision-making at all levels of the system.

Through our 2025 NQS analysis we identified our areas of strength in each Quality area. Through this process we identified that the school maintained a strong focus on oral language development and the WA Curriculum through structured English blocks and close collaboration with Speech Pathologists, Occupational Therapists and Psychologists. Regular Student Development Meetings and campus-based data discussions strengthened goal setting, targeted intervention and responsive teaching. Teachers engaged in extensive professional learning, contributing to improved student outcomes through evidence-based instruction, structured assessments and targeted support.

Student wellbeing was supported through calm, inclusive learning spaces, healthy lifestyle initiatives and OT-guided strategies for identified students. Staff were well prepared to manage medical needs, with clear emergency procedures and Occupational Health and Safety officers on each campus. A coordinated approach to student support, through planned rostering, Student Development Meetings and collaborative planning, ensured continuity of care. Positive relationships, consistent behaviour expectations and whole-school routines, including Morning Fitness, further strengthened student engagement and wellbeing. Students with additional needs were supported through a multi-tiered system involving case conferencing, allied health collaboration and family partnerships.

Hands-on material across learning environments were checked and updated through stocktake processes and new classroom demountable were added at Beechboro and North Balga campuses to accommodate growing enrolments. Professional collaboration remained a strength throughout the year, with contributions from allied health staff, DOTT planning, year-level PLCs and curriculum moderation.

Clear operational systems, including updated guidelines, structured induction processes and mentoring, supported staff consistency and confidence. Professional learning such as Classroom Management Strategies training, workshops and shared planning time enhanced staff capability. The Roles and Responsibilities document was updated to support consistent practice, and the Performance Development Structure continued effectively across staff. Induction processes

were well embedded, and preparations commenced for a tailored induction and coaching program to support incoming Associate Principals beginning in 2026.

We are committed to continuing to develop the below aspects of NQS in the upcoming year:

Quality Area 1: Educational Program and Practice

- Giving students more agency to make decisions at their competency level.
- Continue to develop staff understanding of new curriculum updates through each Curriculum Team's planning and changes to Integrated Planners.

Quality Area 2: Children's Health and Safety

Quality Area 3: Physical Environment

- Investigate and implement recycling initiatives at each campus.
- Collaborate with other curriculum teams to implement resources for inside and outside of the classroom.

Quality Area 4: Staffing Arrangements

- Explore ways to increase opportunities for deeper engagement with identifying and actioning improvement areas from the annual National Quality Standard Reflections.
- Continue Professional Learning focus of Explicit Instruction and Classroom Management Strategies through ongoing internal training and ongoing partnership with SSEN:BE.

Quality Area 5: Relationships with Children

- Continue progress in developing a Social Skills Matrix to support explicit teaching of these skills catered to students with Developmental Language Disorder.

Quality Area 7: Governance and Leadership

- In 2026 there will be changes within the administration team regarding staffing. In the second part of 2025 our team commenced developing an induction and coaching process to support our new Associate Principals who will be taking on their new roles at the commencement of the new school year.



Community Culture and Care

At NEMLDC we endeavour to:

- Empower our school and wider community to understand and advocate for people with Developmental Language Disorder
- Support the educational, social and emotional outcomes of our students through working in partnership with parents, carers, families and agencies
- Support and improve the health and well-being of our community through cultural responsiveness

We continue to:

- Help parents and carers deepen their understanding of Developmental Language Disorder and equip them with practical strategies to support their child or children in their specific context and stage of development
- Increase community awareness and understanding of Developmental Language Disorder and the purpose of Language Development Centres through events such as DLD Awareness Forums, highlighting the lived experiences and daily perspectives of people with DLD themselves
- Support mainstream schools across Western Australia to apply evidence-based knowledge of language and literacy concepts through effective teaching strategies, supported by our Outreach Team
- Promote and support community health and well-being to advocate for educational engagement through parent education programs, community events and student voice
- Create a range of opportunities for family engagement to build on family connections to our school community
- Implement and further develop our Reconciliation Action Plan
- Collaborate with our school's Aboriginal and Islander Education Officer (AIEO) to support positive outcomes through cultural responsiveness

As a result of this we have achieved:

- Reconciliation Action Plans across all sites and planning has commenced for a Yarning Circle at Beechboro campus
- Students across all three campuses contributed to the design of a school T-shirt based on the theme "You Can't See DLD," fostering a shared message of awareness within our school community. Every student received a T-shirt, celebrating their involvement and strengthening the sense of unity across the campuses
- Over one hundred parents and carers engaged in the school's annual 2025
- With strong representation from parents, staff, and community members, the School Board provided steadfast support for the Language Development Centre in 2025 and consistently advocated for students with developmental language disorder across all campuses
- Alignment with our mainstream collocated schools which includes having updated whole site emergency procedures, coordinated shared events, organised procedures for shared spaces and finances
- Hosted DLD Awareness Forum which featured expert guest speakers who presented current research in the DLD space, as well as voices from individuals with lived experience, families and educators working to support students with DLD across Western Australia

Proposed Timeline for Workshops 2025			
Term 1	Transition workshop – for receiving schools	Yr 2 DP & SPs	Week 3, WM
	DLD Workshop	SPs	Week 5, NB and WM
	Video for LRGs	SPs	Week 7, Dojo upload
Term 2	Post re pronunciation of sounds	SST	Week 2, Dojo post
	Supporting home reading - video	SST	Week 5, Dojo upload
	Literacy Workshop	SPs / teachers / EAs	Week 6, NB and WM
Term 3	Video – Book share	SPs	Week 6, Dojo upload in line with Book Week
	Moving to Mainstream for exiting families	Admin (SP support)	Week 3 site specific workshop by campus AP
Term 4	Understanding your child's Exit Report	Yr 2 DP & SPs	Week 10

Outreach

The NEMLDC Outreach Service provides support to schools within the North East Metropolitan and Wheatbelt Education Districts in the areas of oral language and literacy for primary school aged children, including those with speech and language difficulties.

The Outreach team is a multidisciplinary team of Speech and Language Consultants (SLC) with specialist knowledge and experience in language and literacy intervention and instruction for primary school age children. The team is led by an Associate Principal. Total FTE for 2025 was 3.2fte.



Key Achievements 2025

- District, Network and School level professional learning sessions for educational staff and leaders
- 53 Schools Serviced - 41 North Metropolitan Schools - 12 Wheatbelt Schools
- 60 unique Professional learning sessions and 1238 professional learning participants
- Language Leadership School Series (LLSS) 6-part series, included Metropolitan and Wheatbelt Schools
- Facilitated Hanen Teacher Talk A and B full day courses
- Hosted Outreach Sharing Day at NEMLDC June 2025
- Hosted Developmental Language Disorder (DLD) Day Forum at NEMLDC October 2025
- Presented at Child Parent Centre Co-ordinators Forum Aug 2025

School Support

Throughout 2025, the Outreach Team:

- Responded adequately to requests for service forms from North East Metropolitan and Wheatbelt schools
- Provided ongoing school support, consultancy and resources/planning tools
- Travelled to the Wheatbelt to visit schools and provide network sessions
- Facilitated school based professional learning and planning sessions

Collaboration and Partnerships

The Outreach Team worked in partnership with:

- School leadership and classroom teachers North Metro and Wheatbelt mainstream schools
- LDC Teams: Student Services team (SST) and School Improvement Team (SIT)
- SPiS - collaboration with Speech Pathologists in Schools program

- Curtin University – Final Year Speech student placements Term 3 and 4
- CliniKids - Dr Sarah Pillar Diagnostic boundaries ASD and DLD
- Outreach Teams: FLDC, SELDC, WCLDC, PLDC
- Statewide Service Teams: Phonics Initiative, PECES, Centre for Excellence, PSR
- Child Parent Centres; attending and presenting at Local Advisory Committees
- Early Years Network: ABEYN

These partnerships are strengthening support of our services across our mainstream schools.

Professional Learning and Development

Outreach staff engaged in ongoing professional learning to strengthen practice, including:

- DSF Word Origins, SpellEx, CUBED-3 Online Training, Keyword Sign, DIBELS online, Seven Steps, UFLI Foundations, Tessa Daffern, Sharon Vaughan, Early Years Talk for Writing, Neurodiversity professional learning SPA, ResearchED, and Jenny Cole team coaching session.

2025 Data Analysis

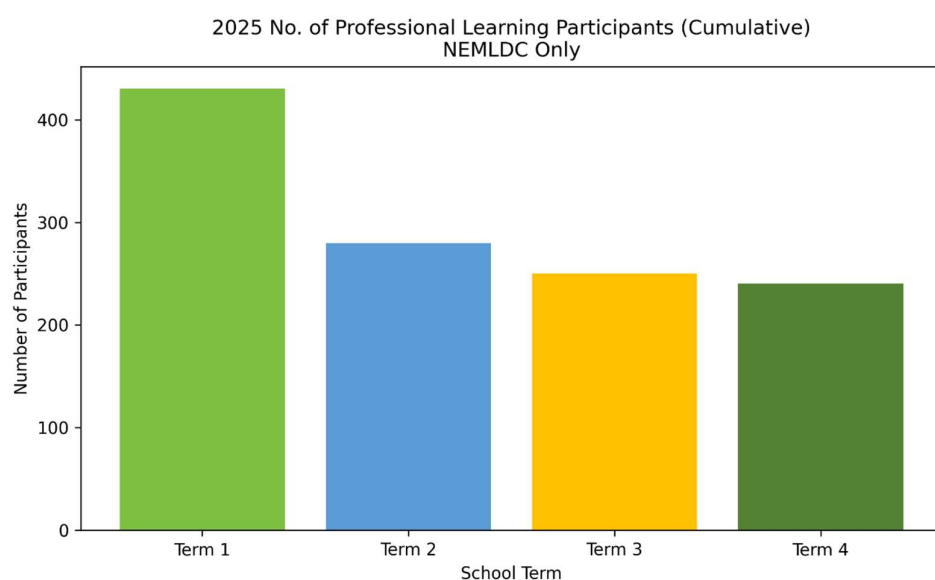
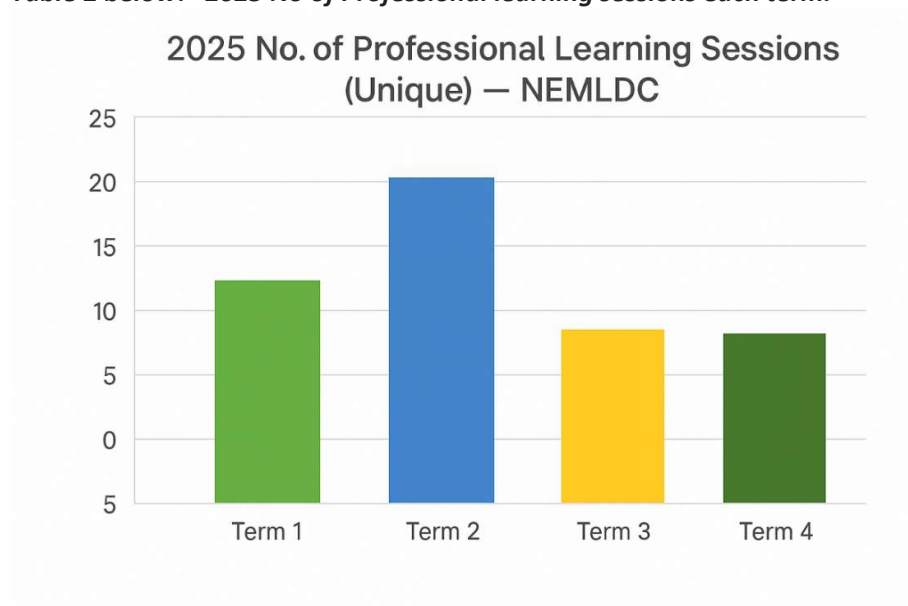


Table 1 above: 2025 No of Professional learning participants each term.

Table 2 below: 2025 No of Professional learning sessions each term.



Speech Pathologists in Schools (SPiS) Pilot Program

The Speech Pathologists in Schools (SPiS) Program continues to enable public schools in the North Metropolitan region to access a well-trained and supported Department of Education (DOE) Speech Pathologist (SP). Established in 2021 through the NEMLDC as a pilot initiative, SPiS transitioned in 2026 to being an ongoing program supported by Brabham PS. The 2025 school year — the fifth year of SPiS — focused on transition planning and the development of sustainable infrastructure to support this shift beyond the LDC.

Trial of new models

In 2025, 29 schools continued to engage an SP under the established SPiS pilot structure, accessing an SP directly through the NEMLDC. In addition, two alternative models were trialled to test feasibility for 2026 and beyond, under the auspices of the Deputy Director General – Schools:

1. **Direct Appointment Model:** Participating schools employed the SP directly as part of their own staffing profile (7 schools).
2. **Network Model:** A host school employed an SP on behalf of partner schools within their network, with costs recovered directly from participating schools (2 schools).

Across all three models, core **SPiS support infrastructure** remained centralised. Recruitment processes, line management, professional supervision and school support were coordinated by the Program Coordinator (0.7 FTE, employed by NEMLDC).

Program costs were fully recovered from participating schools via:

- A notional pro-rata SP salary contribution (\$27,500 per 0.2 FTE), and
- An annual program administration fee (\$3,800 per school), supporting coordination, supervision and program operations.

Workforce Reform: Development of Dedicated SPiS JDFs

During 2025, new Job Description Forms (JDFs) were developed to better reflect the scope and complexity of work undertaken within SPiS.

- **SP Roles in Schools:** Updated Specified Calling Level 1 JDF and the creation of a new Specified Calling Level 2 JDF. *The introduction of a Level 2 role strengthens career progression pathways, supports recruitment and retention, and better aligns remuneration with scope of responsibility.*
- **Program Leadership:** Creation of a Team Leader JDF (General Division Level 6) and a Program Manager JDF.

Separating leadership functions across two roles enables scalable governance, clearer delineation of responsibilities, and sustainable growth as the program expands.

Governance Infrastructure

In 2025, formal governance structures were established to support SPiS from 2026 onward through the formation of the **SPiS Principals' Management Group (PMG)**. This group consists of:

- Representative principals across mainstream primary, mainstream secondary, and education support primary and secondary schools
- The principal of Brabham Primary School (Program Management Partner)
- The principal of NEMLDC (school holiday host site)
- The North Metro Coordinator of Regional Services
- Associate Director Carolyn Press (Chair)

The PMG provides **strategic governance and oversight** of the SPiS Program and is responsible for:

- Setting strategic direction
- Oversight of the Program Coordinator (2025) / Program Manager (2026+)
- Endorsing annual budgets and costs to schools
- Ensuring sustainability and responsiveness to school needs

During 2025, the PMG developed and ratified key governance instruments:

- **SPiS Program Charter** – articulating shared purpose, guiding principles, governance structure and operational expectations.
- **Terms of Reference** – defining membership, decision-making authority, roles and operating processes.
- **2026 leadership staffing ratios and program management fee structures.**

Further governance strengthening will continue in 2026.

Ongoing Involvement of NEMLDC (2026+)

NEMLDC has entered into a formal hosting agreement with the SPiS Program to:

- Host SPiS team members on site during school holidays
- Provide on-site workspace for the Program Manager/Team Leader during part of the school term

Associated costs to the LDC are recovered through the SPiS program.

This arrangement:

- ✓ Supports collaboration between SPiS, Outreach and LDC staff
- ✓ Strengthens alignment of services delivered to schools
- ✓ Enables supervision, induction, resource development and service improvement
- ✓ Maintains continuity of support for schools accessing SPiS and/or Outreach services

Parting words from the SPiS Program Coordinator










My sincere thanks to the NEMLDC for its sustained support of the SPiS Program over the past five years. The NEMLDC has been the birthplace of this initiative — providing the leadership, infrastructure and operational foundation that enabled the pilot to be established, refined and strengthened. The NEMLDC's commitment to innovation and willingness to host and nurture the program during its formative years have been instrumental in shaping it into the sustainable model it is today. The foundations laid at NEMLDC position the program well for future growth, with the long-term aspiration of expanding access to schools across Western Australia.

I would also like to publicly acknowledge the significant contributions of Shelley Collins for her strong advocacy of SPiS during her time at NEMLDC and for her support in facilitating a smooth transition to the program's long-term governance structure. Particular thanks are extended to Nicole Barranca (the NEMLDC's MCS), who has managed substantial additional workload, staffing complexity and financial oversight associated with SPiS over the past five years. Her professionalism, generosity and steady leadership have been deeply appreciated.

The connection between SPiS, the NEMLDC and the Outreach Service will remain strong as we continue to work collaboratively to improve outcomes for Western Australian children — particularly those with language and communication needs.



Key statistics in 2025

 Schools	Total number of schools	38 schools <ul style="list-style-type: none"> LDC pilot program: 76% (29 schools) Direct appointment mode: 18% (7 schools) Network model: 5% (2 schools) 
	Regional distribution	 North East: 76% (29 schools) West Coast: 24% (9 schools)
	Types of schools engaged	<ul style="list-style-type: none"> Mainstream primary schools 84% (32 schools) Education support centres – primary: 11% (4 schools) Mainstream high school: 3% (1 school) Education support high school: 3% (1 school) 
 Contracts	% of schools who renewed their contract	100% of 2024 schools
	Length of school contracts	 1-2 years: 34% 3-4 years: 53% 4.5 - 5 years: 13%
 Team	Total SP FTE	8.6 FTE P1 SP time (+ 0.7 FTE Program Coordinator / Senior SP time)
	Number of P1 SPs	15 (33% at 0.8 - 1.0FTE, 20% at 0.3 - 0.6FTE & 47% at 0.2FTE) 
	Average FTE per P1 SP	0.57 FTE
 Costs	Average amount charged to schools <small>(12m of 1d/week of SP time)</small>	\$27,500 (\$3,800 admin fee + \$23,700 SP salary per 0.2 FTE)
	Total estimated 2025 money in	\$871,500 (6.1 FTE of LDC pilot Salaries: \$722,850 + Admin fees x 38 schools: \$144,400 + minimum senior SP leave reimbursement from Central \$4250) - \$106,350 less than in 2024 (exc. leave reimbursement), on account of fewer schools in the LDC pilot
	Total estimated 2025 money out	\$803,133 (Consists of: 6.1FTE SP salary costs: \$649,500 + Senior SP cost: \$80,600 + SPiS cash budget spent: \$36,517 + MSC time: \$36,516.7) = estimated surplus to the LDC of approximately \$68,367 (7.8%)
Feedback from schools	2025 overall satisfaction	4.93 / 5 ★★★★★
	Likelihood of recommending SPiS	4.93 / 5 ★★★★★
	Sample feedback from SPiS schools	<i>"Huge positive impact on the students"</i> <i>"[SP] is a fantastic addition to the school and an amazing resource"</i> <i>"Amazing program!"</i>

Student Numbers

Student Numbers (as at 2025 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	71	119	105					316
Part Time	42								

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

	Kin	PPR	Pri	Sec	Total
Male	27	48	142		217
Female	15	23	82		120
Total	42	71	224		337

Student Attendance

Attendance Overall

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	90.4%	88.9%
2024	92.3%	89.4%
2025	92.0%	89.1%



Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	92%	90%	89%				
2024	92%	93%	92%				
2025	92%	92%	92%				
WA Public Schools 2025	89%	89%	89%				

Workforce

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	6	5.0	0
Total Administration Staff	7	6.0	0
Teaching Staff			
Level 3 Teachers	2	1.8	0
Other Teaching Staff	46	31.8	0
Total Teaching Staff	48	33.6	0
Allied Professionals			
Clerical / Administrative	5	3.7	1
Gardening / Maintenance	1	0.5	0
Instructional	13	9.2	1
Other Allied Professionals	37	27.7	0
Total Allied Professionals	56	41.1	2
Total	111	80.7	2



Funding

Student-Centred Funding

Student-Centred Funding - 2025

Per Student Funding	\$ 3,162,079.00
Student and School Characteristics	\$ 4,459,134.28
Disability Adjustments	\$ 0.00
Targeted Initiatives	\$ 255,777.44
Operational Response Allocation	\$ 632,321.75
Regional Allocation	\$ 0.00
Total 2025	\$ 8,509,312.47

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	43	0	\$241,746.00
Pre-primary	71	0	\$693,457.00
Year 1	121	0	\$1,181,807.00
Year 2	107	0	\$1,045,069.00
Year 3	0	0	\$0.00
Year 4	0	0	\$0.00
Year 5	0	0	\$0.00
Year 6	0	0	\$0.00
Total	342	0	\$3,162,079.00



Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	18.00	\$41,149.72
Disability	1.00	\$26,365.00
English as an Additional Language or Dialect	110.00	\$422,714.76
Language Development Centre	342.00	\$3,521,013.00
Social Disadvantage	96.81	\$96,831.41
Sub Total		\$4,108,073.89
School Characteristics		
Enrolment-Linked Base		\$351,060.39
Locality		\$0.00
Sub Total		\$351,060.39
Total		\$4,459,134.28

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$24,600.51
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Targeted Initiative: Phonics Initiative	\$6,598.50
Targeted Initiative: Preschool Reform Agreement	\$48,332.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$44,297.86
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
Targeted Initiative: Statewide Speech and Language Outreach Service	\$66,705.88
Total	\$255,777.44

Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	\$11,217.45
Operational Response: Faults Management Program	\$36,445.00
Operational Response: Language Development Centre Split Site Allocation	\$113,645.30
Operational Response: Provision of Speech and Language Services	\$469,930.00
Operational Response: Split Site Cash Allocation	\$1,084.00
Total	\$632,321.75