



West Coast
LANGUAGE DEVELOPMENT CENTRE

Business Plan 2021-2026



Learning to learn: changing futures



CONTENTS

3. OUR CONTEXT AND PURPOSE
4. BUSINESS PLAN DEVELOPMENT AND IMPROVEMENT PLANNING
5. EVERY STUDENT, EVERY CLASSROOM, EVERY DAY.....LEARNING TO LEARN
6. OUR BELIEFS AND BEHAVIOURS
7. OUR ASPIRATIONS FOR OUR STUDENTS AND LINKED STRUCTURES
8. DOE ASPIRATIONS LINKED TO OUR ASPIRATIONS
9. DOE IMPROVEMENT DRIVERS LINKED TO OUR PROCESSES
10. SUCCESS DEMONSTRATED THROUGH STUDENT LEARNING TARGETS
 - ENGLISH
 - MATHEMATICS
 - SOCIAL SKILLS
11. STUDENT LEARNING LINKED TO EFFECTIVE AND HIGH QUALITY TEACHING
12. EFFECTIVE TEACHING DEVELOPED THROUGH BUILDING OF CAPACITY SUPPORTED BY DISTRIBUTED INSTRUCTIONAL LEADERSHIP

We acknowledge the traditional custodians of the land on which our students live and are educated, the Whadjuk (Wadjuk) Noongar people. We wish to acknowledge and show our respect for their elders, past, present and emerging, for their continuing culture and the contributions they make to the life of our community, both now and in the past.

WEST COAST LDC PURPOSE

The Language Centre intensive early intervention, outreach and research and development services are focused on maximising the learning of students with language impairment/disorder, difficulties or disadvantage.

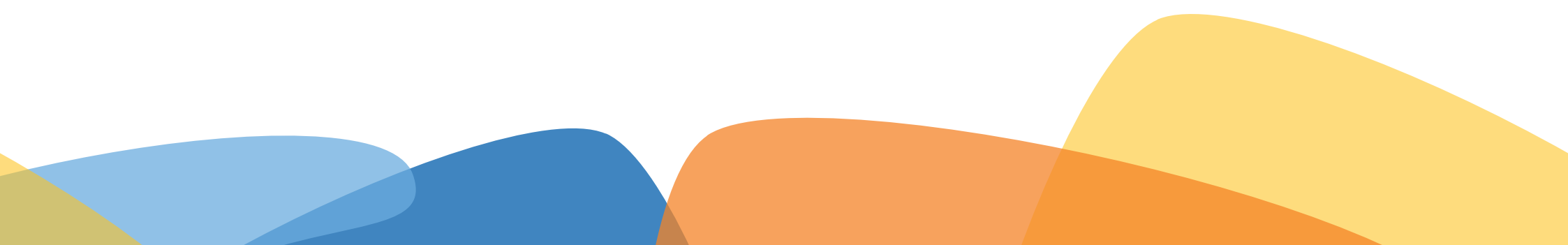
OUR CONTEXT AND PURPOSE

The West Coast Language Development Centre is an Independent Public School Education Support facility that also includes the Statewide Speech and Language Outreach Service for the North Metropolitan (coastal schools) and the Midwest Educational Regions.

The West Coast Language Development Centre is a centre of excellence that provides specialised early direct intervention (for students), outreach (for schools and networks), and research and development services in the area of speech, language and associated literacy. The synergism and cohesion amongst service delivery, teaching and research leads to changes in classroom practice; as knowledge increases, 'best practices' are identified, and service needs are recognised within the centre and across mainstream schools.

The purpose is achieved through whole school connected, cohesive approaches and programs that are based on evidence-based high effect size strategies and interventions.

The priority is on student learning through quality teaching where the gap between disordered/delayed and typically developing students in speaking, listening, reading, writing and social domains is minimised through quality teaching. Specialised capacity of leaders, teachers, speech pathologists and other school staff is built in the areas of language and associated learning: enabling staff to provide targeted, differentiated teaching and learning that is also shared with mainstream schools.



LEARNING TO LEARN TO CHANGE FUTURES

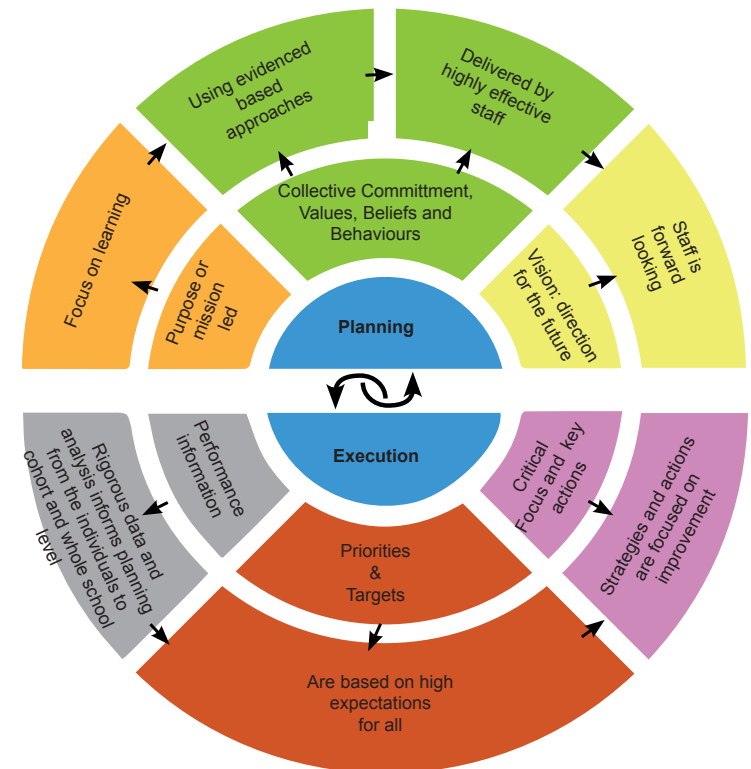


BUSINESS PLAN DEVELOPMENT AND IMPROVEMENT PLANNING

100% of students enrolled at the centre at one review point will not be at the centre for the next review date.

Recommendations for centre improvement are generated through strategic and operational reviews with school staff and board. Overall analysis (strengths, concerns, trends) of school performance by the West Coast Language Development Centre Executive and leadership team informs the School Board and school planning in the setting of directions. The model evaluates information from the individual, class, cohort and whole school level to determine school improvement in key strategic areas with a priority focus on oral language and associated literacy.

The Language Centre has a two phase approach to the development and monitoring of the business plan: planning and execution. At the planning level, the mission or purpose informs the current and future direction. This is underpinned by a collective commitment, values, beliefs and behaviours informed by evidence based approaches delivered by highly effective staff. The plan is informed by performance data. Execution of the plan involves the collation and analysis of critical data that informs the setting and monitoring of challenging targets for key learning. Key actions and strategies are focused on ensuring targets are met. A rigorous self-assessment process involving the analysis of performance data is undertaken by the centre executive and staff, along with input from the school board to inform the planning and monitoring processes.



IT IS ABOUT.....

EVERY STUDENT, EVERY CLASSROOM, EVERY DAY.....LEARNING TO LEARN



Effective, rigorous, evidence based practices delivered by quality teaching focused on optimal, targeted conditions for student learning, supported by instructional leadership.

ATTENTION

The mechanisms by which the brain selects information, amplifies it, channels it and deepens its processing.

Explicitly drawing student attention to what must be learned helps them pay attention to what must be learned.

ACTIVE ENGAGEMENT

Deeper processing, better learning by engaging, exploring, and actively generating hypotheses and testing them on the outside world.

The ideal scenario is to use structured pedagogy while encouraging children's creativity by maximising their natural curiosity.

ERROR FEEDBACK

Every error offers an opportunity to learn and can be a teaching moment. It is critical for the learner (and teacher) to understand what caused the error.

Informative feedback allows the learner to move past the mistake and correct it, provided they feel confident and encouraged rather than criticised (shuts down motivation).

CONSOLIDATION

A shift from slow, conscious and effortful processing to fast, unconscious, and automatic expertise.

Purposeful practise makes perfect so over time, all effort evaporates as routines become increasingly more efficient, freeing up brain resources enabling the execution of those skills while talking or thinking about something else.

Learning occurs when the brain selects the appropriate sensory inputs (attention), uses them to produce a prediction (active engagement), and evaluates the accuracy of the prediction (error feedback): Surprise is one of the fundamental drivers of learning.



OUR BELIEFS AND BEHAVIOURS

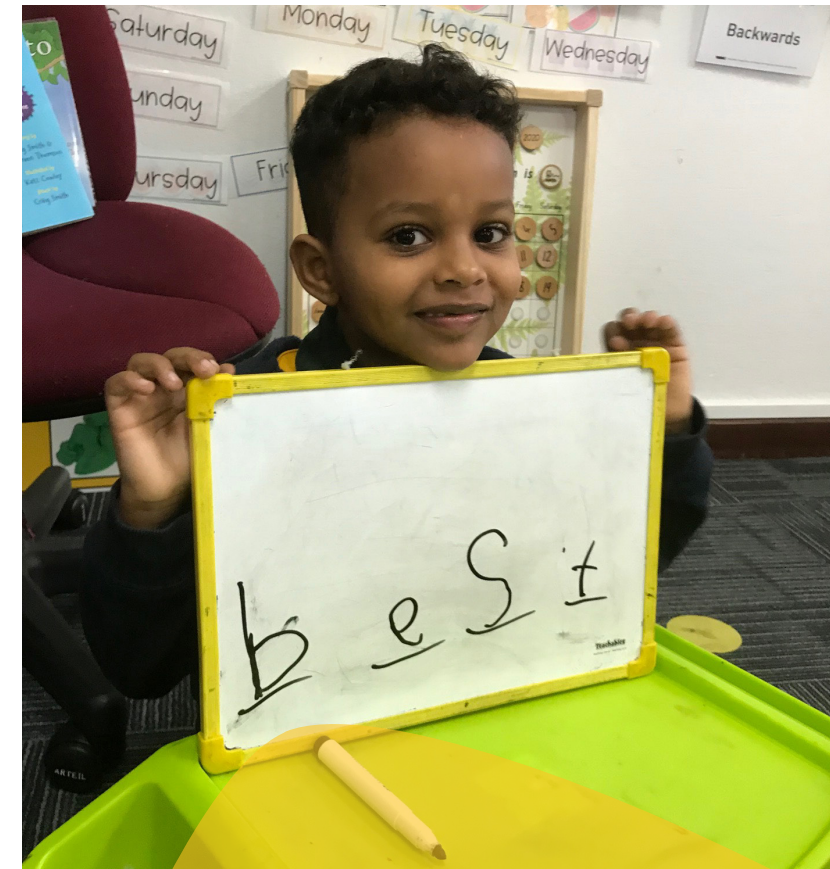
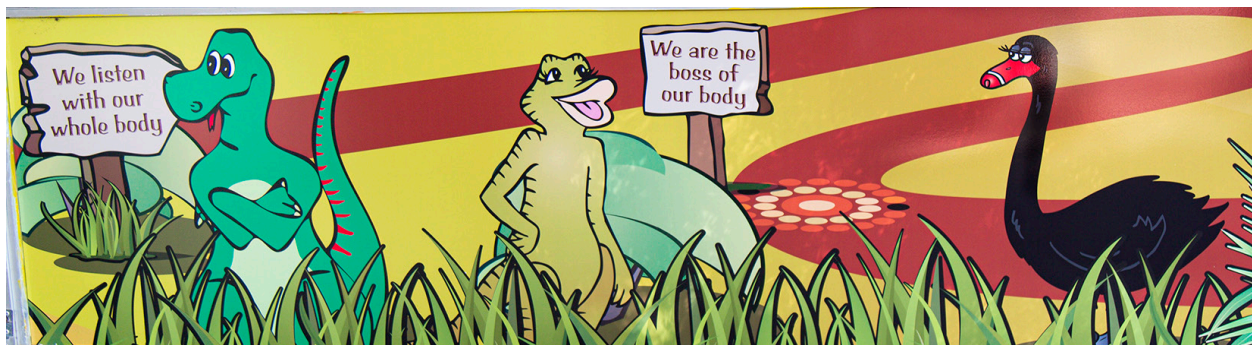
Our shared values, beliefs and behaviours provide the foundation upon which our approaches to teaching and learning are built. The focus is on teaching with the learning brain in mind and increasing the likelihood of learning growth by determining what is needed and in what quantity at any given time.

1. Excellent teaching leads to improved learning outcomes for all students:
2. All students can learn and disadvantage and/or disorder does not define destiny.
3. Evidence informed approach by integrating multiple lines of research from multiple theoretical perspectives in the development and modification of powerful interventions linked to identified student needs.
4. Promoting rigour, through expectations and experiences that are academically, intellectually and personally challenging supports student learning.
5. Collective commitment to the implementation and maintenance of centre-wide practices and programs leads to connected, cohesive approaches.
6. Early, prescriptive and intensive intervention that is solution focused minimises the impact of risk factors and reduces compounding literacy difficulties.
7. An integrated approach to instruction deliberately and directly addressing affective, behavioural and cognitive characteristics, strengths and needs supports student learning.
8. Teaching and learning that systematically scaffolds students through explicit modelling, intentional teaching and repeated practice that leads to independence.
9. Building knowledge semantically by activating and linking to what is known, continuously ensuring connections are made and information is integrated to support deepening and accessible knowledge.
10. Creating and manipulating environments and structures that facilitate desired social and academic learning minimises the risk of negative behaviours.
11. Teaching powerful strategies supports the development of independence.
 - Social/effective strategies enable interaction and self-regulation (e.g. Boss of Self, Bounce Back, calming strategies).
 - Metacognitive strategies help with mental organisation of learning (e.g. comprehension monitoring, whole body listening).
 - Cognitive strategies help learners learn internal procedures that enable them to learn more successfully (e.g. repetition, mnemonics, problem solving routines, visualising, looking for and linking clues, monitoring, graphic organisers)
12. Decision-driven data collection and reflection informs planning and review at the individual, group and cohort level.
13. Feedback, where student's understanding and performance becomes feedback for the teacher's understanding, that in turn enables better or more targeted point of need instructional decisions.

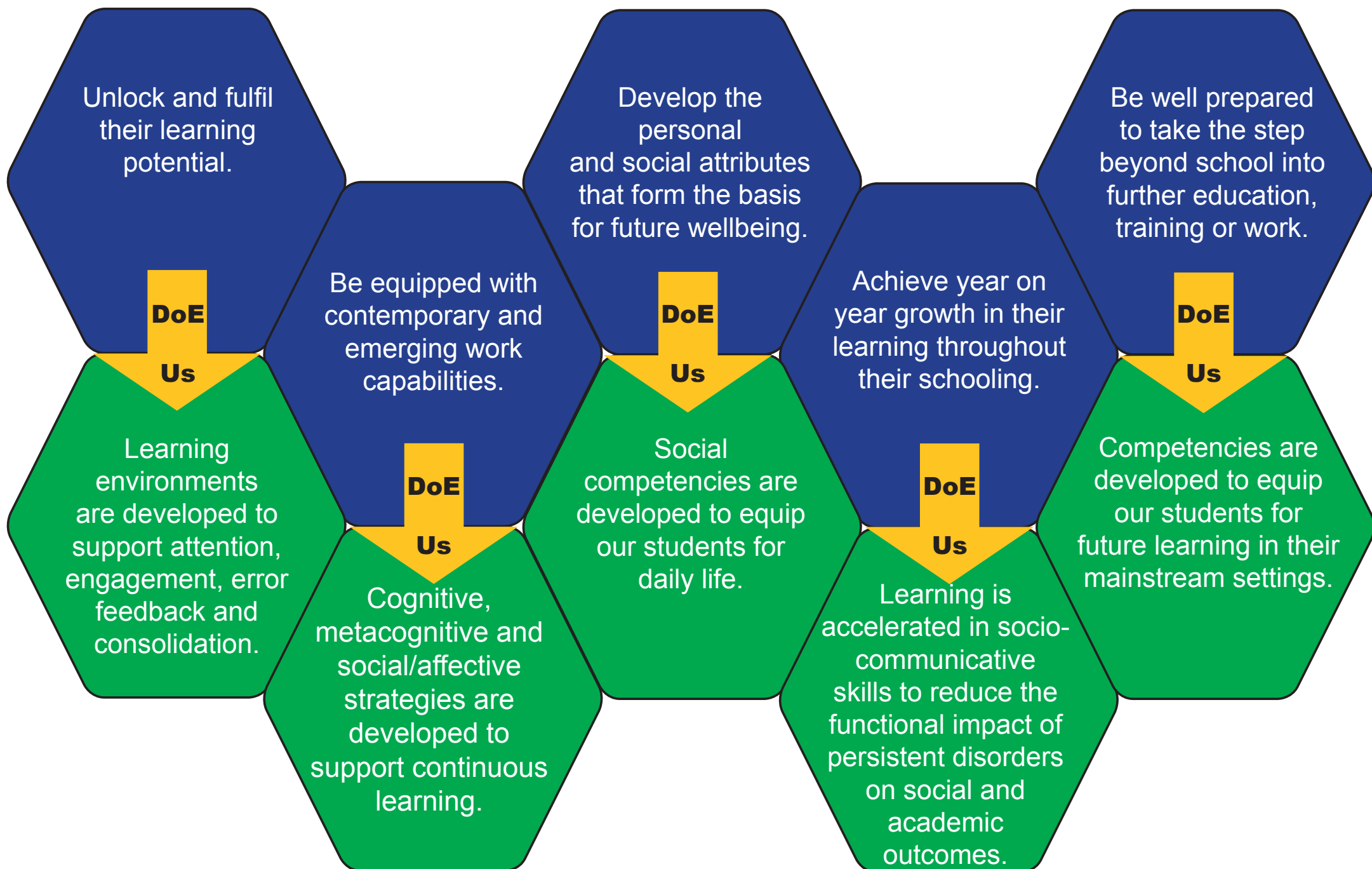


OUR ASPIRATIONS FOR OUR STUDENTS AND LINKED STRUCTURES

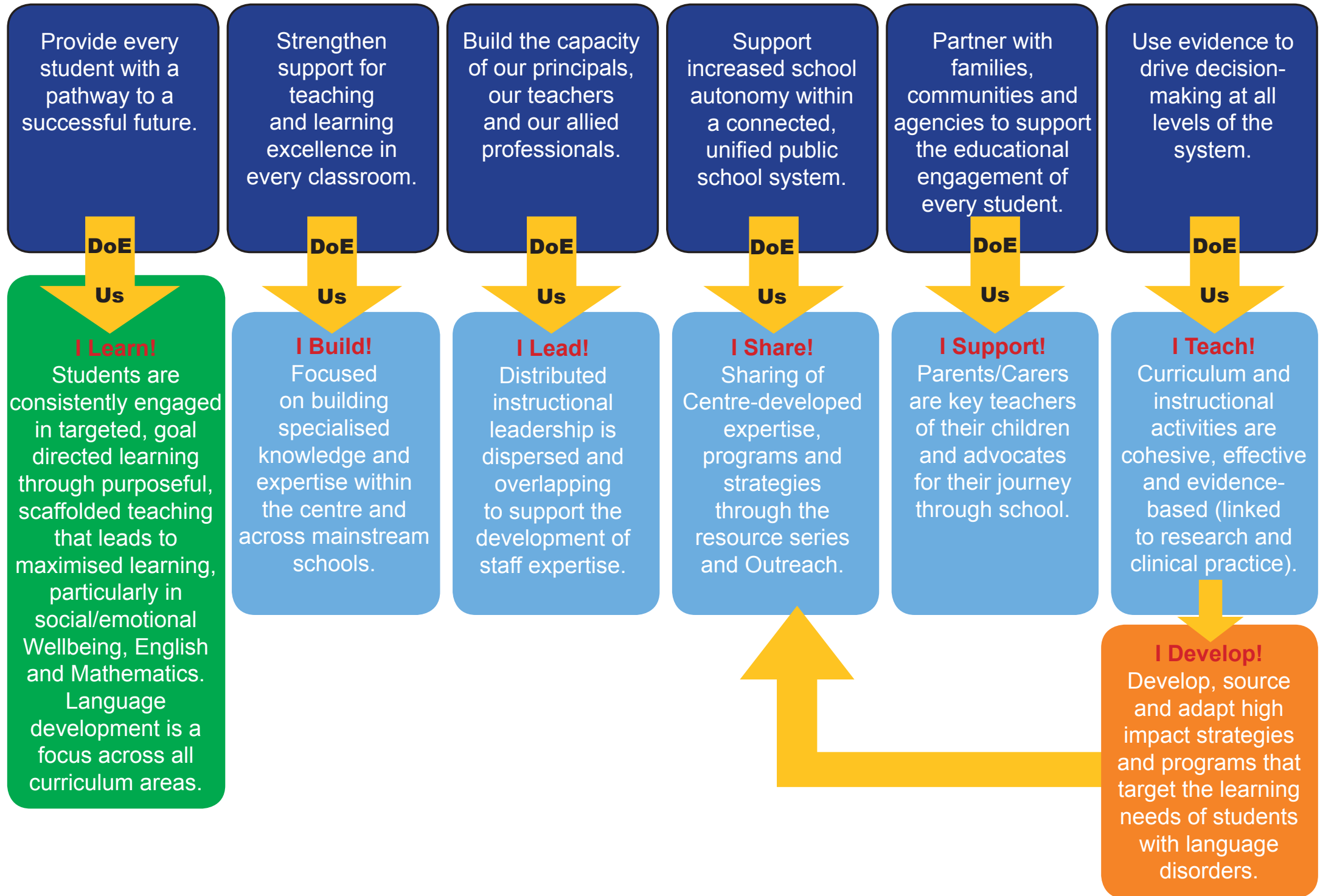
The early intervention direct service provides short term, intensive intervention for students in the early years who are at the severe end of the group of children defined as having Developmental Language Disorder.



DOE ASPIRATIONS LINKED TO OUR ASPIRATIONS



DOE IMPROVEMENT DRIVERS LINKED TO OUR PROCESSES



SUCCESS DEMONSTRATED THROUGH STUDENT LEARNING TARGETS



Due to the changing nature and starting point of each cohort each year and the nature of Developmental Language Disorder, the percentage of students to meet each enabling target will be set during the baseline data establishment and student review conducted during term 1 of each year.

In English it is all about

the sentence and actively linking sentences coherently over time both expressively and receptively in oral and written domains (speaking, listening, reading and writing)...

through....

explicit, planned, systematic opportunities to build lower and higher level (decontextualised) language skills and using these skills to take students from sound to print to develop efficient decoding and encoding from the word to the sentence level.

Success demonstrated by the % of students who....

	KINDERGARTEN Establish Foundations	PRE-PRIMARY Build Core Language	YEAR 1 Bridge into Literate Language
EXPRESSIVE LANGUAGE NARRATIVE	<p>Expressive Language Action Sequence Level</p> <ul style="list-style-type: none"> Story consists of events around a central theme, character or setting. Events may be temporally but not causally related. <p>Uses 4+ elements in sentences, e.g:</p> <ul style="list-style-type: none"> Subject + verb + object + adverbial: "Mum drives the car to school" Subject + verb + object + complement: "He made the boy cry" 	<p>Narrative (Familiar Context) Primitive Narrative/ Reactive Sequence Level</p> <ul style="list-style-type: none"> Implied cause/effect relationships included. Limited evidence of character motivation. Evidence of a consequence around a central theme but no resolution. <p>Uses a wider range of connectors e.g. because, so, but</p> <p>Use of regular & irregular verbs with minimal tense errors. Evidence of cognitive verbs, e.g. think, decide know, remember.</p>	<p>Narrative (Familiar Context) Chain / Abbreviated Episode (Familiar Context)</p> <ul style="list-style-type: none"> Story centres around a main character experiencing a series of events and includes goals or intentions (may be inferred). Includes some cause/effect and/or temporal relationships, but plot not strong. Ending may be abrupt. <p>Uses a wider range of connectors e.g. because, so, but</p> <p>Uses a range of personal & possessive (her, his, their) pronouns, correctly referenced to a noun.</p> <p>Use of regular & irregular verbs with minimal tense errors. Evidence of cognitive verbs, e.g. think, decide, know, remember.</p>
COMPREHENSION	<p>Comprehension Monitoring: Uses non-specific responses (e.g. shrugs, looks worried). Relies on adult to provide reason and strategy</p> <p>Following Instructions: Consolidating 2-step related commands (e.g. get your drink bottle and put it in your bag)</p> <p>Literal Comprehension: Consolidating</p>	<p>Comprehension Monitoring: May be able to specify reason for lack of comprehension. Limited range or overuse of known strategies.</p> <p>Following Instructions: Consistently follows 2-step related commands (e.g. get your drink bottle and put it in your bag)</p> <p>Inferential: Emerging</p>	<p>Comprehension Monitoring: Able to specify reason for lack of comprehension and mostly selects appropriate strategy for that situation.</p> <p>Following Instructions: 2-step unrelated commands (e.g. put an art shirt on, then get a piece of paper)</p> <p>Inferential Comprehension: Consolidating</p>



In English it is all about

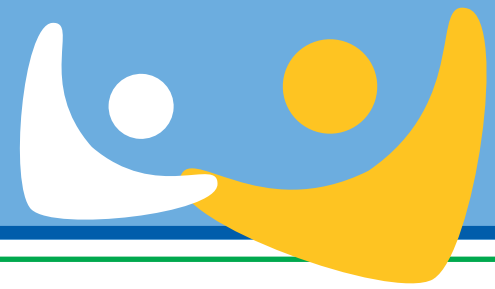
the sentence and actively linking sentences coherently over time both expressively and receptively in oral and written domains (speaking, listening, reading and writing)...

through....

explicit, planned, systematic opportunities to build lower and higher level (decontextualised) language skills and using these skills to take students from sound to print to develop efficient decoding and encoding from the word to the sentence level.

Success demonstrated by the % of students who....

	KINDERGARTEN Establish Foundations	PRE-PRIMARY Build Core Language	YEAR 1 Bridge into Literate Language
READING	<p>Decoding Identifies some initial phonemes in words.</p> <p>Visualising Visualises simple, concrete elements in a shared story (e.g. place, character) as evidenced by simple verbal description (e.g. it is ...).</p>	<p>Decoding Accurately links phoneme to grapheme.</p> <p>Fluency Independently blends sounds to read CVC words containing taught graphemes.</p> <p>Visualising Visualises elements in a text (e.g. drawing an event or character from a text read aloud). (ACELY1650 elaboration)</p>	<p>Decoding Independently recognises phoneme-grapheme links for some taught spellings (extended code) as outlined in WCLDC pacing guide.</p> <p>Fluency Reads aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences. (Achievement Standard)</p> <p>Visualising Judges importance of clues to create clear visualisations of key ideas in the text, as evidenced by drawings or descriptions.</p>
WRITING	<p>Spelling Writes own first name.</p>	<p>Spelling Correctly spells a few simple CVC words, e.g. 'cat', 'run'. (ACELA 1820, ACELA 1438)</p> <p>Narrative Creates a short text (ie: simple sentence or phrase) using familiar words, phrases and images to convey ideas (Achievement standard statement; ACELY 1651) about a picture, event or shared story.</p>	<p>Spelling Uses short vowels, [taught] long vowels, consonant digraphs and consonant blends when writing single syllable words. (ACELA 1458) Accurately spells high frequency words with regular spelling patterns. (Achievement Standard)</p> <p>Narrative - Action Sequence Writes narratives at the action sequence level: Story has a setting, middle and an end related to a sequence of actions with clear temporal connections and some early sense of plot. No cause/ effect.</p>



In Mathematics it is all about ...

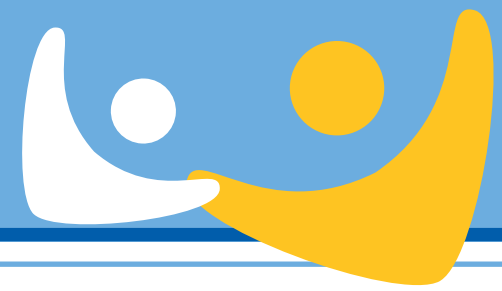
building number sense: teaching practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas....

through...

actively introducing mathematical concepts, methods, and language through a range of appropriate experiences and teaching strategies.

Success demonstrated by the % of students who....

	KINDERGARTEN Establish foundations	PRE-PRIMARY Build Early Number Sense	YEAR 1 Deepening number sense linked to operations
MATHEMATICS	<p>Counting Counts collections up to 5, then up to 10 items in a line or circle. Counts using 1:1 correspondence and understands that the last item counted represents how many in the whole collection.</p> <p>Subitising Subitises collections up to 4 in a regular arrangement and up to 3 in a random arrangement.</p> <p>Number Magnitude Compares two collections, understanding the terms 'less' and 'more'.</p>	<p>Counting Counts collections up to 20 in any order and from any starting point, demonstrating the five counting principles. (ACMNA002)</p> <p>Subitising Subitises collections up to 6, placed in a regular arrangement, and up to 4 in a random arrangement.</p> <p>Number Magnitude Compares, orders and makes correspondences between collections to 20, and explain reasoning. (ACMNA289)</p>	<p>Counting Counts collections up to 100, demonstrating the five counting principles. Counts collections beyond 20 by partitioning using place value. (ACMNA014)</p> <p>Subitising Subitises collections up to 6 placed in a regular arrangement. Uses partitioning to Subitise random arrangements 5-8.</p> <p>Number Magnitude Recognise, model, read, write and order numbers to at least 100.</p> <p>Addition and Subtraction Represents and solves simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015).</p>



For Social and Emotional development, it is all about....

building social cognition and interaction: teaching core social learning skills that help students learn to attend, interpret and problem solve in daily and school contexts and to support students to develop the skills to effectively interact and play with peers

by...

considering the hidden processes and concepts (inside head) that are the foundation of social learning and actively engaging students in learning and applying critical routines and strategies in a supported environment so that students can transfer these skills into other social settings.

Success demonstrated by the % of students who....

	KINDERGARTEN Establish core routines	PRE-PRIMARY Early Building of key foundational concepts	YEAR 1 Continued focus on concepts that help students learn to attend, interpret, and problem solve social contexts
SOCIAL SKILLS	<p>Associative play level with Limited vocabulary used in play situations.</p> <p>Starting to comment and use questions to request.</p>	<p>Cooperatively playing in pairs Participates in shared play situations by consistently using language to request, ask questions, comment, and invite during play.</p> <p>Participates in conversations. May not provide all required information the listener needs.</p> <p>May have turns that are too long/short. Limited range of topics.</p>	<p>Cooperative Play in groups Uses language to appropriately have a turn. Attempts negotiation, suggests ideas/play scenarios. Uses group orientated statements, peers' names, attention grabbing phrases.</p> <p>Initiates a conversation and participates in conversations on a range of subjects. Sustains the conversation by asking questions, commenting and responding.</p> <p>Uses conflict resolution and problem solving skills in an increasing number of situations. Only uses adults for complex situations.</p>

STUDENT LEARNING LINKED TO EFFECTIVE AND HIGH QUALITY TEACHING

At the West Coast Language Development Centre there are clearly defined strategies, deliberate actions or sequence of actions that are undertaken by staff in order to implement our differentiated curriculum and priorities. The attributes of effective instruction for students at risk include supportive differentiation with explicit, systematic and specialised approaches. Successful outcomes are facilitated by aligning instruction with state and federal standards that are interpreted at the local level in the context of our student cohort. Effective instruction is aligned with valid and reliable evidence-based assessment practices. The following table overviews critical focus areas.

Critical focus linked to the department key drivers	Key Improvement Strategies
<p>DoE Key Driver: Provide every student with a pathway to a successful future.</p> <p>I Learn! Students are consistently engaged in targeted, goal directed learning through purposeful, scaffolded teaching that leads to maximised learning, particularly in English and Mathematics. Language development a focus across all curriculum areas.</p>	<ol style="list-style-type: none"> 1. High Expectations for all with a focus on achievement for all. 2. Cohesive staff linked to agreement on fundamental and organisational issues, including goal priorities, student learning needs, instructional approaches, sound assessment strategies and expectations about student performance. 3. Targeted focus on student achievement and learning linked to defined assessment and monitoring processes. 4. Structures and support provided that enable staff collaborate with each other (interdependence). 5. Staff roles clarified to achieve a common purpose.
<p>DoE Key Driver: Use evidence to drive decision making at all levels of the system.</p> <p>I Teach! Curriculum and instructional activities are cohesive, effective and evidence-based (linked to research and clinical practice).</p>	<ol style="list-style-type: none"> 1. Effective systems of intervention leading to staff sharing a sense of collective efficacy, including strategies and techniques that are underpinned by reliable theory and practise evidence with a focus on strategic intervention. 2. Evidence-based high impact strategies that help ensure all students are successful. 3. Curriculum delivery underpinned by the Response to Intervention model where level of risk is determined by student learning and the level of support (intensity) required in the context of effective, evidence-based teaching and personalised intervention.
<p>DoE Key Driver: Use evidence to drive decision making at all levels of the system.</p> <p>I Develop! Develop, source and adapt high impact strategies and programs that target the learning needs of students with language disorders.</p>	<ol style="list-style-type: none"> 1. Ongoing research and identification of valid reliable evidence of solutions for identified problems and questions around our students' learning needs informs the development, trialling and adapting of programs and strategies.
<p>DoE Key Driver: Partner with families, communities and agencies to support the educational engagement of every student.</p> <p>I Support! Parents/Carers are key teachers of their children and advocates for their journey through school.</p>	<ol style="list-style-type: none"> 1. Comprehensive parent programs empower parents/carers through the provision of information about Language Disorder, the development of learning and how this can be supported. 2. Regular communication and reporting on progress and key milestones about their child's learning. 3. Provision of short video clips that model key strategies and processes to enable more targeted home support.

EFFECTIVE TEACHING DEVELOPED THROUGH BUILDING OF CAPACITY SUPPORTED BY DISTRIBUTED INSTRUCTIONAL LEADERSHIP

Student identified needs, learning goals and targets inform staff development. Evidence based practices underpin program development and implementation linked to self-reflection from the individual staff member, sub-teams and school level. The focus is on building content and specialist knowledge, including effective delivery of critical strategies that enhance the development of oral language and associated literacy skills in at-risk populations.

Critical focus linked to the department key drivers	Critical Improvement Strategies and Actions
DoE Key Driver: Strengthen support for teaching and learning excellence in every classroom. I Build! (Within Centre) Focus on building specialised knowledge and expertise.	<ol style="list-style-type: none"> 1. Induction programs for all new staff targeting the development of knowledge and skills in the specialist area of Developmental Language Disorder linked to Centre-wide assessment and intervention strategies. 2. Professionals engage in collective and collaborative action-based inquiry into, and development of, best and current practice to build capacity and skills to a deep level. 3. Teacher opt-in extension growth and development program focused on developing higher level specialist knowledge and skills shared with other staff (instructional leadership). 4. Strategic resourcing (and strategic use at the classroom level) ensure alignment with priority teaching goals and pedagogical purpose.
DoE Key Driver: Build the capacity of our principals, our teachers and our allied professionals. I Lead! Distributed instructional leadership is dispersed and overlapping to ensure investment is effective.	<ol style="list-style-type: none"> 1. Development (and recruitment) of appropriate expertise to support the needs of students through building staff capacity to deal with complex and diverse needs. 2. Build key leadership in the area of speech, language and the acquisition of social skills and literacy. 3. Direct involvement in the planning, coordinating and evaluation of teaching and the curriculum ensuring a strong impact on student learning. 4. Overseeing the curriculum to ensure that it aligns with school goals through school-wide coordination. 5. Promoting and participating in teacher learning and development (instructional leadership). 6. Being a source of instructional advice and ensuring an orderly and supportive environment.
DoE Key Driver: Support increased school autonomy within a connected, unified public school system. I Build! Outreach Focus on building specialised knowledge and expertise.	<ol style="list-style-type: none"> 1. School based services are linked to priority schools and negotiated service agreements. 2. Provide contextualised and prioritised support based on the needs of the school. 3. Guided by research to facilitate the development of explicit, connected approaches, differentiated for student needs. 4. Focus on the development of teacher skills and knowledge in the area of speech, language, social skills and early literacy. 5. Build key leadership within schools and across networks of schools in the area of speech, language and the acquisition of social skills and literacy. 6. Utilise technology to support schools. 7. Providing cohesive shared professional learning across Networks of schools facilitates collaboration and the establishment of common evidence.
DoE Key Driver: Strengthen support for teaching and learning excellence in every classroom. I Share! Sharing of Centre-developed expertise, programs and strategies with other schools.	<ol style="list-style-type: none"> 1. Centre developed resources and expertise are shared with mainstream schools through professional learning. 2. Key resources developed are based on reliable and valid evidence about what works and may include collaborative partnerships with mainstream schools.



**West Coast
Language Development Centre**

Changing Futures