



Department of  
Education



**West Coast  
Language Development  
Centre**

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Changing Futures

# Outreach Service 2023

*Working Together to Change Futures*



## Overview of West Coast LDC



The West Coast Language Development Centre is a specialist school that provides direct intervention for students with Developmental Language Disorder (DLD) in K-1. We specifically target oral language and associated literacy. We also provide support to mainstream primary schools through the Outreach service.

The services of the West Coast Language Development Centre engage in the provision of high quality, differentiated, flexible, practical support to schools and their communities to develop practices and programs that accelerate and maximise learning outcomes for students with speech, language and literacy needs. This is underpinned by the WA Education Department's Focus 2022 statement to;

***Provide every student with a pathway to a successful future.***

***Together we will:***

- *provide high quality, evidence-based learning opportunities in the early years*
- *engage in early pathway planning to support young people to transition successfully through education and beyond*
- *ensure all students are achieving year-on year progress through evidence-based approaches.*

### **WCLDC Service Provision**

The West Coast Language Development Centre works at the system, network, individual school, leadership and teacher level to provide high quality services in speech, language and associated learning that are based on current best practice evidence.

The services build on from each other and include:

#### **1. Direct services for students**

The WCLDC provides an early, intensive intervention service for students with identified Developmental Language Disorder (DLD) in the north metropolitan region (coastal strip).

#### **2. Outreach Service**

The Outreach Service responds to the distinctive needs of public primary schools with a focus on improving speaking, listening and literacy learning for students with language difficulties, differences and disorders.

The emphasis is on sustainable capacity building of teacher, school and system to deliver high quality learning opportunities.

#### **3. Research and Development**

The service conducts and supports the research, development and trialling of evidence based practices for speech, language and associated literacy by establishing collaborative partnerships with schools and universities.



## Outreach Service



The WCLDC Outreach provides support to enable schools to cater for their diverse range of learners. The broad operating principle is the focus on developing school and staff capacity to cater for their student needs.

The service delivery centres on oral language and early literacy development with a focus on sound evidence based practices and how these can be differentiated for identified groups of students with specific needs. The types of support include professional learning with associated action learning, mentoring, assessment analysis and in-class modelling.

### **Services**

- Are contextualised and prioritised based on the needs of individual schools and level of engagement in leadership training.
- Involve the early years phase of school (K-2) and SAER students (Yr 3-6) focusing on differentiated connected approaches.
- Focus on the development of specialised teacher skills and knowledge in the area of speech, language and early literacy.
- Build key leadership within schools and across networks.
- Are guided by and inform research.
- Focus on closing the gap between Aboriginal and Non-Aboriginal students.
- Raise the standards of student learning for those with language difficulties, differences and disorders.

### **School Level Service Principles**

- The West Coast Language Development Centre supports the development and embedding of differentiated approaches based on reliable and current research and evidence-based practices in speech, language and literacy.
- The West Coast Language Development Centre develops and provides high quality professional learning for key teachers and staff within schools. Professional Learning programs developed and supported in the area of Speech, Language and Learning across the state are based on current research, evidence-based practices and identified school needs.
- The West Coast Language Development Centre supports and mentors key mainstream staff with delivery of workplace professional learning and planning for initiatives in speech, language and links to literacy.

### **Support via Webex**

Remote, country and metropolitan schools in the North Metropolitan West Coast region are able to access services via Webex for professional learning and teacher/school consultations.



## Outreach Service



While all schools requesting a service will be allocated a Support Officer, to manage the workload in the context of the number of schools requesting new or ongoing support, we prioritise schools (in terms of time availability) on the following basis:

**Priority 1:** Schools that have a focus on building in-school specialised leadership capacity and sharing that capacity focusing on oral language, the links to literacy and the impact of disorder or disadvantage.

**Priority 2:** Schools looking for services without a focus on leadership development. These may be schools in their first year of accessing services or ongoing schools who may require less input.

Area	What	Who
<b>Communication about services</b>	Email/flyers Letters outlining services 'Connect' Communities PLIS, WebEx	Principal, Outreach Deputy, Registrar, Support Officers and School Leaders.
<b>Application for Services</b>	Consults from Support Officer Speech and Language (SOSL) PL for phases of learning groups Key Language Leaders series Research and Development Participation Resource Action Learning Series	Principal, Deputies, Support Officers and selected teacher expertise.
<b>Allocation of Services</b>	Level of connected school planning with a focus on leadership in two categories: Priority 1 - high Priority 2 - mid	Support Officers (SOSL) allocated to selected schools and networks. Selected teacher expertise.
<b>Documenting Service Provision</b>	1. Service Agreement including ongoing contact, smart goals and action plan summaries. 2. Feedback and analysis of PD sessions. 3. Completion of feedback rubric.	SOSLs, School Leaders.
<b>Professional Learning Communities</b>	Focus on Networks by connecting expertise and common needs. 'Connect' Communities Webex training	SOSLs, Principals, deputies, School Language Leaders



# Leadership Program



This series focuses on developing the capacity of teachers to improve the language/literacy outcomes of students in their schools with a focus on students at language risk. The service integrates current language development theory and research with the principles of best practice in teaching oral language and how this impacts on literacy. Participants learn to assess and analyse language and are provided with practical strategies for addressing identified needs.

The Key Language Leadership Program runs over **six days** spread through out the year. The series has a strong action learning component, so there is an expectation that participants will undertake some additional reading and trial many of the assessments and activities between sessions. The training also encourages participants to reflect on their teaching practice, develop their leadership and mentoring skills and establish networks. Opportunities to identify, plan and report on school based initiatives will be provided throughout the series, helping to develop the leadership skills of the participant.

The training includes the following oral language modules:

- Intro to Oral Language, Comp and LBU
- Narrative Macrostructure
- Narrative Microstructure & Grammar
- Semantics, Vocabulary and LBU Tie Up
- Phonological Awareness and the Early Code
- Complex Code, Polysyllabic Words, Morphology & Wrap Up



Each of the modules includes theory, strategies and resources. Participants are provided with recommended assessments, and learn how to analyse and set goals using the data. There are opportunities to reflect on current practice and link planning for teaching and learning programs to suit diverse learning needs, including ideas for classroom organisation. Participants receive significant resources in print and on a usb.

These include:

- Narrative - I Tell it! book
- Semantics - Word Connections: Semantic Intervention Pack
- Phonological Awareness - Rainbow Assessment Tool and Intervention Pack
- Synthetic Phonics - Lesson Structure and Resources
- Comprehension - Strategies and 'I Get It!' comprehension file

On completion of the course there is the opportunity for past participants to continue to engage through a Connect community, network meetings and continued support from the West Coast LDC Outreach Service.

### **Who:**

Teachers and administrative staff who have an interest in language and literacy development linked to diverse learning needs. These teachers also need to be seen as current or future leaders in your school.

**When:** 6 full days of Professional Learning (dates TBA each year)

**Cost:** \$495 (gst inclusive). Price subject to change.





## Professional Learning



The district general series is delivered at our Outreach office, rear of East Hamersley Primary School. Sessions can be attended by any teacher or education assistant. These sessions aim to give participants an overview of language and an introduction to key language areas. The cost of each series varies and covers the cost of food, printing, resources and usb (if required). All content is aligned with the WA Curriculum, Kindergarten Curriculum Guidelines and recent advances in research. All sessions are available at a district, school or network level.

Topic	Topic Outline
<b>Articulation</b>	Aims to build participants' knowledge of typical articulation development in young students, including possible areas of difficulty. Strategies and activities to support children with non-typical articulation are provided. <i>When: 3.30 - 5.30 pm</i>
<b>What is DLD?</b>	Developmental Language Disorder (DLD) affects approximately two children in the average classroom (7% of children), and difficulties persist throughout a child's school life and beyond. Participants will learn about the importance of oral language as the foundation for learning, oral language difficulties (including DLD) and how to identify and support your students in the classroom. <i>When: 3.30 - 5.30 pm</i>
<b>Supporting students with DLD</b>	Participants must attend the What is DLD? session prior to enrolling in this PL. This session focuses on supporting students with DLD, you will learn about effective strategies to support students with oral language difficulties and how to integrate high-quality language teaching in your classroom. <i>When: 12.30 - 5.00 pm</i>
<b>PA to Phonics What's next after RAT assessment</b>	Defines phonological awareness and phonemic awareness. Teachers are supported to develop their own phonological awareness skills and are provided with many practical strategies and assessment for use in the classroom to develop various phonological awareness skills. <i>When: 3.30 - 5.30 pm</i>
<b>Grammar (syntax)</b>	<b>How oral syntax competency impacts on literacy outcomes.</b> Looking at typical development for speech sound production in young students. Possible areas of difficulty; and possible strategies to support children with speech difficulties. <i>When: 12.30 - 5.00 pm</i>
<b>Boosting Language with Book Sharing (3 part series)</b>	Participants will gain an understanding of; effective book sharing strategies, engage in step-by-step action learning to implement effective book sharing strategies, receive individualised support from a speech pathologist to support their action learning enhance their teaching to improve students' language development. <i>When: 3.30- 4.45pm</i>
<b>Graduate Teacher Series</b>	A new series offered in 2023. Held over two half-days, graduate teachers (graduated between 0-3 years or as negotiated) are invited to learn about the foundations of oral language and early literacy. The critical aspects underpinning their teaching, this series will be informative and practical. <i>When: two half-days held in the school holidays from 9 -1pm both days.</i>
<b>WCLDC Transition to Mainstream</b>	Mainstream teachers/schools who have exited WCLDC students are invited to training with the aim to support their understanding of students with language difficulties within the classroom. Training also includes explanations of programs, assessment and reporting rubrics used within the WCLDC in the areas of language and early literacy. <i>When: 8.30 - 3.30pm</i>

Working Together to Change Futures



# Resource Series



## Topic

## What

## Content

### Kindergarten Assessment Tool 'KAT'



The KAT package consists of several dynamic common assessment tasks that enable a teacher to collect baseline data in oral language and emergent literacy skills during the kindergarten year. The assessment activities inform teacher judgement and allow for differentiated goal setting at a whole class, small group & individual level. Some tasks are designed for all students and others target students that may be at risk. To assist judgements, ages and stages information is included for teacher reference.

Individual subtests of the KAT can be used strategically and systematically by teachers across the school year according to the needs of the class. There is flexibility in when subtests are administered and in the order of subtests selected.

#### Who:

All Early Childhood Teaching Staff & School Administrators & Leaders.

#### When: 1 full day

**Cost:** Participant Cost \$75 - (Includes GST, morning tea, lunch, certificate and & relevant handouts). \*Kindergarten Assessment Tool (KAT) Package Cost: DoE schools - \$220 non DoE schools - \$264 (\*Minimum one per school must be ordered, unless your school has previously purchased a complete kit!)

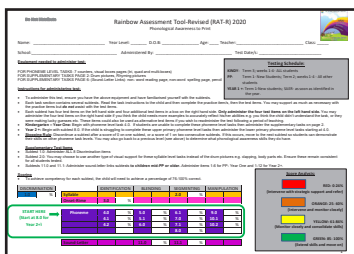
Introduction and background to test.

Subtests unpacked: Comprehension, Semantics (vocabulary), Locational Relationships (Prepositions), Social/Emotional, Concepts of Print and Reading, Play and Social Skills. Narrative, Phonological Awareness and Grammar (syntax).

Profiling data

Planning for instruction through goal setting.

### Rainbow Assessment Tool RAT-R



The Rainbow Assessment Tool (RAT-R) is a measure of students' phonological and phonemic awareness skills. This tool allows teachers to evaluate students early pre-literacy skills and what skills need to be further taught. The tool is used K-1 primarily, but when using the more complex extension tasks, can be useful for older students struggling with literacy. There is an intervention package that follows to support teachers in teaching these skills. .

When: 3.30 - 5.30 pm

Introduction and background.

How to administer RAT-R assessment

Profiling data

Identify and plan for targeted learning goals from sample data.

Current research on PA and phonics.

Endorsed by



Department of Education




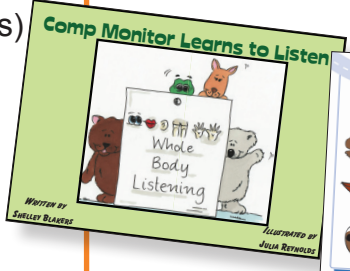
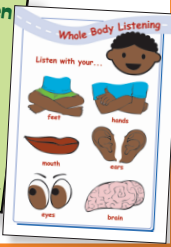
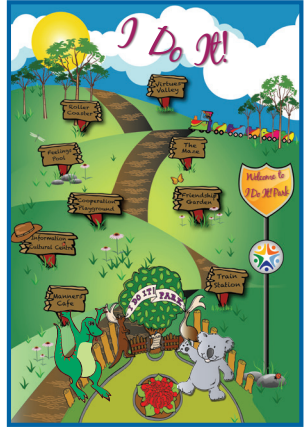


## Resource Series



The Resource Series provides professional learning opportunities connected to specific resources developed by the West Coast Language Development Centre through the Research and Development arm. These resources are based on current theory about evidence based practices with high effect sizes. During the development phase many mainstream schools have trialled the resources and provided feedback. (Prices subject to change.)

**All resources are mapped to the West Australian Curriculum and Kindergarten Guidelines.**

Topic	What	Content
<b>Comprehension 'I Get It!'</b>   	<p>The purpose of this package is to provide engaging and practical ways to teach comprehension and support students as they develop the language and skills of higher order thinking and understanding. The focus is on the broad or global view of comprehension and focuses on developing oral comprehension first with the application of these skills to reading comprehension. Critical to the resource is the development of thinking routines and strategies that support meaning making. There are many practical resources including story books, posters and lesson plans. Links are made to First Steps resources, strategies and thinking routines.</p> <p><b>Who:</b> All teaching staff (Junior Primary focus)  <b>When:</b> 1 full day 8.30 - 3.30 pm  <b>Cost:</b> \$418 includes gst, resource file, puppet, 11 posters, 5 big books and usb. An additional \$100 + gst per participant for PD or for schools who already have package. Morning tea and lunch provided.</p>	<p>Language foundations, Listening and Attending, Comprehension Monitoring, Visualising,</p> <p>Look for and link clues, Prior Knowledge, Prediction, Judging Importance, Problem/Solution,</p> <p>Cause-Effect, Main Idea, Inference and Questioning.</p>  
<b>Social Skills 'I Do It!'</b> 	<p>'I Do It!' is a social skills resource package that covers critical social and pragmatics skills through developmental pathways, assessment and targeted strategies with associated resources. The resource is based around a virtual park that has a range of areas including a Manners Cafe, Co-operation Playground, Friendship Garden, Feelings Pool and Virtues Valley.</p> <p><b>Who:</b> All teaching staff (ECE focus)  <b>When:</b> 2 x 1/2 day 8.30-12.00  <b>Cost:</b> \$200 includes gst, manual, usb, morning tea.</p>	<p><b>Module 1</b>  Introduction, setting the scene, Boss of Yourself (body, mouth, brain, feelings) Manners, Rules, Co-operation, Turn Taking, Sharing, Joining In and Conversations. Friendship, Feelings</p> <p><b>Module 2</b>  Anger Management, Managing Worries/ Fears, Social Problem Solving including Bullying. Virtues - Confidence, Persistence, Resilience, Kindness &amp; Honesty</p> <p><i>Links will be made to other programs including 'I Get It!', 'PATHS' and 'You Can Do It!'.</i></p>





## Resource Series

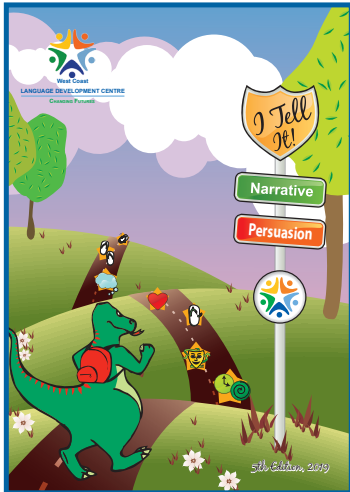


### Topic

### What

### Content

#### Narrative and Persuasion 'I Tell It!'



'I Tell It!' focuses on the processes and strategies that teachers can use to teach oral and written narrative with links to expository structures, particularly persuasion. It covers critical developmental pathways, assessment and targeted strategies with associated resources. If schools want to make links to middle and upper years, this can be accommodated with this resource.

**Who:** All teaching staff

**When:** 1 full day.

**Cost:** \$200 includes gst, book, usb, morning tea and lunch.

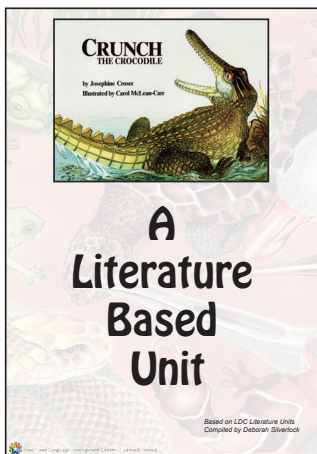
How to address the challenges and issues of teaching narrative and persuasion skills.

An in-depth look at the similarities and differences between narrative and persuasive texts.

Looking at assessment and linking to planning.

Considerations for practical classroom implementation followed by an action learning task to be used in subsequent session.

#### Literature Based Units



Looks at the importance of literature and stories in building language and early literacy skills. It will provide activities to address aspects of language including, vocabulary, grammar, phonological awareness, narrative and writing in an integrated way.

Participants are asked to bring a fictional text they would like to use in their classroom.

They will use this text to produce their own literature based unit during the session.

**Who:** All teaching staff

**When:** 1 full day.

**Cost:** \$200 includes gst, workshop booklet, usb of resources, morning tea and lunch.

Explain the concept of a Literature Based Unit.

Understand where an LBU fits into a suggested literacy block and how it differs from teaching reading.

Be able to develop an LBU by selecting appropriate texts and strategies to teach different language areas.

How to explicitly unpack and teach the areas of language within a text.

Have access to numerous Literature Based Units that the WCLDC has created.

Added to the LBU Connect community for resources access.



## Dates of Professional Learning



EVENT	PL Date	Time	Registration Closing Date
<b>Language Leadership Series – North Metropolitan</b> <i>Building Oral Comp &amp; Links to Early Literacy</i> <i>PA, Early Literacy &amp; Morphology</i> <i>Vocabulary &amp; Semantics</i> <i>Narrative Macrostructure</i> <i>Narrative Microstructure (Grammar &amp; Syntax)</i> <i>LBU &amp; Presentations</i>	<b>Tuesdays:</b> <b>28 February</b> <b>2 May</b> <b>13 June</b> <b>25 July</b> <b>5 September</b> <b>17 October</b>	8.30 - 3.45pm	17 February
<b>District Series</b>			
<b>Rainbow Assessment Tool (RAT)</b> <b>Phonological and Phonemic Awareness Assessment</b> <b>Education Department Endorsed</b>	<b>2 March (Th)</b> <b>11 May (Th)</b> <b>2 August (W)</b> <b>26 October (Th)</b>	3.30 - 5.30pm	<b>23 February</b> <b>1 June</b> <b>26 July</b> <b>19 October</b>
<b>PA to Phonics</b> <b>What's next after RAT-R assessment?</b> <i>Defines phonological awareness, phonemic awareness and synthetic phonics. Teachers are supported to develop their own early literacy skills and are provided with many practical strategies and assessment for use in the classroom.</i>	<b>23 March (Th)</b> <b>8 June (Th)</b> <b>13 September (W)</b> <b>29 November (W)</b>	3.30 - 6:00pm	<b>16 March</b> <b>1 June</b> <b>6 September</b> <b>22 November</b>
<b>Developmental Language Disorder Series (2 sessions)</b> <b>What is DLD?</b>	23 February (Th)	3.45 - 5.45pm	16 February
<b>Supporting students with DLD</b>	30 March (Th)	12.30 - 5.00pm	23 March
<b>Articulation and Phonology</b> <i>Looking at typical development for speech sound production in young students. Possible areas of difficulty; and possible strategies to support children with speech difficulties.</i>	16 May (Tues) (TBC)	3.30 - 5.30pm	9 May
<b>Grammar (syntax) – How oral syntax competency impacts on literacy outcomes.</b>	20 June (Tues)	12.30 - 5pm	15 June
<b>WCLDC Transition to Mainstream</b>	15 February (W)	8.30 - 3.00pm	10 February
<b>Resource Series</b>			
<b>Kindergarten Assessment Tool (KAT)</b>	<b>Fridays</b> <b>10 March</b> <b>26 May (WebEx)</b> <b>1 December</b>	8:30 - 3:30pm	<b>3 March</b> <b>19 May</b> <b>24 November</b>
<b>Literature Based Unit– The Big 6</b> <i>Looks at the importance of literature and stories in building language and literacy skills; including, vocabulary, grammar, phonological awareness, narrative and writing in an integrated way. Participants will use a text to produce their own literature based unit.</i>	<b>Full Day Training</b> <b>Monday</b> <b>8 May</b>	8.30 - 3.30pm	2 May
<b>I Get It! comprehension package</b> <i>Focuses on processes and strategies that can use to teach comprehension skills across the curriculum including; comp.monitoring, visualising, problem/solution, prediction, cause &amp; effect, looking of clues, inferencing etc.</i>	<b>Friday</b> <b>17 March</b>	8.30 - 3.30pm	10 March
<b>Graduate Teacher Series</b>			
<b>Newly graduated teachers</b> <i>will learn about the foundations of oral language and early literacy. The critical aspects underpinning their teaching, this series will be informative and practical. The two half-days will be held in the school holidays.</i>	20 & 21 April	9 - 1.00pm	31 March



# Terms and Conditions



## **TERMS & CONDITIONS** **PLEASE READ CAREFULLY**

To attend an event, all registrations must be completed through PLIS.

### **Payments**

Payment is required at the time of registration.

School staff to use credit card and need to have this ready during the registration process to avoid losing their spot.

All incomplete registrations will be automatically reserved for 24 hours.

*To reserve a 24-hour hold without payment:* 1) select event, click "Register" and proceed through the enrollment process. 2) Close the browser on the 'Cart Summary' page (one step before payment). The 24-hour hold is only available before the registration closing date.

*To return to complete the registration:* 1) select event, click "Update" and proceed to complete the enrollment process.

Each attendee can only be registered once.

*Invoices* are automatically emailed to participants at the time of successful registration. Participants can login to PLIS to access their invoices online.

### **Cancellations & Refunds**

If an event is cancelled, all participants will be emailed and fully refunded.

To withdraw from an event, please email [lesley.riches@education.wa.edu.au](mailto:lesley.riches@education.wa.edu.au) immediately.

Participants who withdraw their enrolment:

- More than seven days prior to course commencement will receive a full refund.
- Less than seven days prior to course commencement will need to provide a valid reason. Refunds are considered on a case-by-case basis at the sole discretion of the event organiser.

### **Participant Swaps / Replacements**

Please note that the closing date for registration is strictly adhered to and only registered participants can attend events, walk-in participants will not be accepted.

If the registered participant is unable to attend, any replacement participant has to be organised prior to the event's commencement by contacting the event organiser on PH: 08-9462 9580.

### **Other Information**

If the event is full, please click on "Expression of Interest" as the course may be re-run based on demand. For schools with a signed service agreement who wish to register more than 12 people, please contact your school support officer at 08-9462 9580 for customised school based professional learning.

For enquiries, please contact the West Coast LDC Outreach Team at 08-9462 9580

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