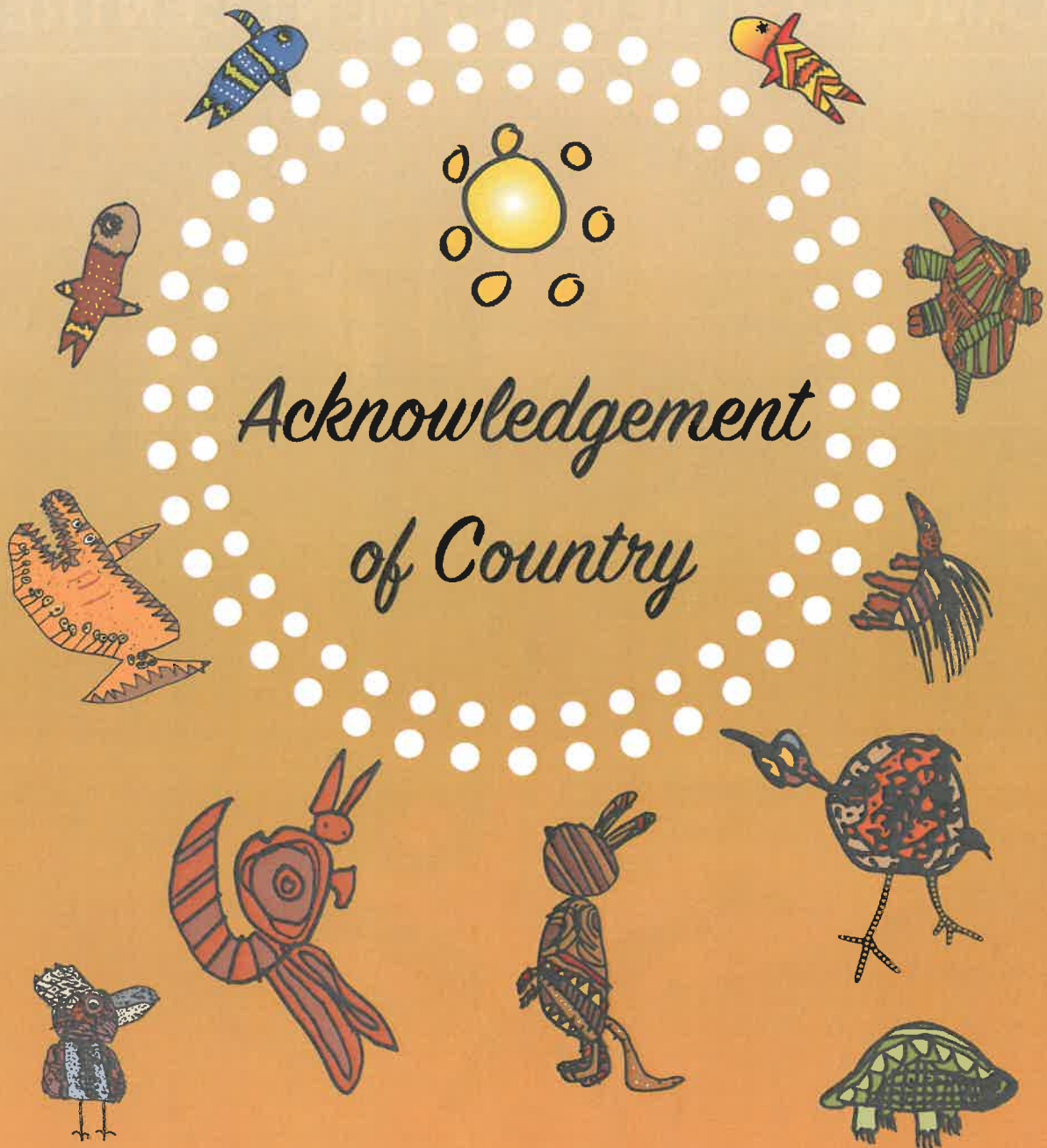# West Coast
LANGUAGE DEVELOPMENT CENTRE

Changing Futures

Annual Report
2022

Acknowledgement of Country

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, in the past, now and in the future.

West Coast Language Development Centre
Changing Futures

Endorsed by the school board:
Signatures:
Board Chair

Date: 4.4.2023
Principal:

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GUIDING STATEMENTS

VISION

The West Coast Language Development Centre is dedicated to providing early intervention to maximise learning outcomes for students with Developmental Language Disorder.

BELIEFS

Students are supported by:

- early intensive intervention through explicit high-quality teaching.
- having a safe and supportive learning environment.
- data driven and evidence-based practice.
- high expectations to succeed socially, emotionally and academically.
- collaborative partnerships and building capacity within the wider community.

MESSAGE FROM THE PRINCIPAL

Welcome to our 2022 Annual Report. We started the 2022 school year with our School Review in the second week of Term 1. The documentation was planned and uploaded to the ESAT (Electronic School Assessment Tool) by the administration team as well as some leaders within our school at the end of the 2021 school year. It is a rigorous and self-reflective process that looks at five key areas: Relationships and Partnerships, Learning Environment, Leadership, Use of resources, Teaching Quality and Student Achievement and Progress. We had many commendations across each area, and some recommendations, including considering strategies that consistently build community connection across geographically diverse campuses and continuing to explore ways of monitoring and utilising data pertaining to social, emotional, and behavioural development. The next school review will be scheduled for Term 1, 2025. I would like to thank all the staff and community members, including our school board, for being involved in this process. A copy of the School Review is available on the Schools Online website and we are very proud of our achievements.

COVID hit staff and students hard in the first half of the school year. Ensuring that we had teachers in front of classrooms was a big task, with many teachers and leaders stepping in to take classes. If teacher relief could not be found classes were combined to manage the learning process. It was a difficult period, but everyone pulled together and we managed to get through the worst with the least amount of disruption possible.

The principal, Shelley Blakers, retired at the end of 2022 but took some well-deserved leave from mid-term 2 until the end of the year. A function was held early in term 4 to celebrate Shelley's retirement from the Department including recognising her outstanding career and achievements. Shelley was an inspiration and visionary within our school and has left a school culture that is cohesive, collaborative, supportive, highly motivated and dedicated. It has been a real pleasure working with such an outstanding leader.

The Outreach team continued to offer support to mainstream schools in both the North Metropolitan and Midwest regions. Due to COVID, online learning via WebEx continued to be a solution to the reduction of face-to-face support and Professional Learning.

At the centre we have a highly collaborative and supportive environment with a focus on building staff capacity. The staff were involved in several professional learning sessions linked to the school Business Plan. The overall focus was 'All About the Sentence' and we started the year with training on 'Colourful Semantics' and 'Alien Talk' (syntax programs). Both these programs are focused on sentence development linked to writing. Staff Growth and Development centred around this focus with goals and targets being set through the performance management process, solution focused discussions during teacher learning groups and collaborative meetings. Several staff members were trained in the 'Sounds Write' program (synthetic phonics), with most staff now being fully trained. Teaching staff also engaged in numeracy upskilling on Bond Blocks.

Staff and students worked very diligently to achieve their very best in 2022. Thanks and recognition must go to everyone at both the school and Outreach levels as they worked incredibly hard during an extremely challenging year. This annual report reflects our progress and achievements throughout 2022 and we are very proud to have such a dynamic, and dedicated team and a positive school community.

Catherine Regan

Principal

SCHOOL OVERVIEW

SCHOOL OVERVIEW

The West Coast Language Development Centre (WCLDC) is a specialist Education Support facility that services the North Metropolitan (coastal schools), and the Midwest Educational Regions. For 2022 the centre was located over four sites, all co-located with primary schools. The main administation site is Padbury with sites at Quinns Beach, Poseidon, and East Hamersley Primary Schools.

The WCLDC works at the system, network, individual school, leadership, teacher and student 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:

Direct Services for students: An early, intensive intervention service targets students with identified Developmental Language Disorder in the metropolitan area.

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

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.

STUDENT NUMBERS AND CHARACTERISTICS

The intake area for the WCLDC consists of 90+ government primary schools located along the coastal strip north of the Swan River, west of Wanneroo Road and south of Lancelin. All referred students must have a significant Developmental Language Disorder (DLD) in one or more language areas that is detailed in a report completed by a speech pathologist as well as information about non-verbal cognitive abilities (formally assessed by a psychologist for Pre-primary and Year 1 referrals), and sound adaptive behaviour.

The Centre exits and places more than 130-160 students each year. Our largest intake years are Kindergarten and Pre-primary.

In 2022 the centre had 86 Kindergarten (7 classes), 123 Pre-primary (8 Classes) and 131 Year 1 (9 classes) students enrolled.

The following table overviews the placement of students for 2022.

Site	Kindergarten	Pre-Primary	Year 1	Total
East Hamersley	12	27	15	54
Padbury	26	43	46	115
Poseidon	23	23	28	74
Quinns Beach	25	30	42	97
Total	86	123	131	340

SCHOOL OVERIEW

WORKFORCE COMPOSITION

Position	FTE 2022	Total Staff	Area
Administration	3.8	4	All sites and Outreach
Teacher	27.80	36	Intensive Early Intervention Program
Speech Pathologist	9	11	Intensive Early Intervention Program
Library Officer	1.2	2	Intensive Early Intervention Program and Outreach. Also fund 0.2 at off-sites as part of resourcing agreement.
Education Assistant	12.59	21	Intensive Early Intervention Program
Office Staff	2.8	3	Based at Padbury and Outreach
Network Support Officer	0.5	1	All sites
Support Officer Speech and Language	3.75	5	Outreach 1.4 FTE funded by school, 2.6 fund- ed under targeted initiative.
School Psychologist	0.3	1	All sites
Totals	61.74	84	

RELATIONSHIPS AND PARTNERSHIPS

OUTREACH SERVICE

The Statewide Speech and Language Service (Outreach service) is provided by the Department of Education in Western Australia to support public schools. It is facilitated by the WCLDC to work with schools in the North Metropolitan, Midwest and Gascoyne regions. The primary role of the Outreach service is to assist educators to build their capability to support children in the early years (K-2) who experience language learning difficulties. The service supports staff through professional learning and consultations which promote the use of evidence-based practices in oral language and early literacy development. Schools must elect to receive services and commit to ongoing learning, via a service agreement.

The team of Support Officers, Speech and Language (SOSLs) are based at the WCLDC's East Hamersley campus and includes speech pathologists and teachers. Support officers travel to our regional areas throughout the year, to work with schools who have requested support.

Outreach Service: Student Cohort

The Outreach service indirectly caters for the broader group of students with language impairments, difficulties or disorder and students with language vulnerabilities due to disadvantage. This group represents approximately 20-30% of the student population.

Schools serviced 2022

	Number of schools 2022 Metro	Number of schools 2022 Midwest
Priority 1	5	11
Priority 2	9	39
Other	50	
Total	64	50

Previously schools have been prioritised according to On-Entry results. From 2023 request for services will be prioritised based on the following:

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.

Service Delivery Type

Service delivery type 2022	Total
Total contact hours Face to Face not Professional Learning	632 hours
Total contact hours for Professional Learning	298 hours
Professional Learning	108 hours
Total no. of participants for Professional Learning	1972

RELATIONSHIPS AND PARTNERSHIPS

PROFESSIONAL LEARNING CONDUCTED

Topic	Number of sessions	Target Audience	Number of participants
Language Leadership	Course is run over 6 sessions during the year.	Teachers - English curriculum leaders	22 trained to date
What is Developmental Language Disorder *(PL is over 2 sessions.)*	4 sessions Online and uploaded on WCLDC You Tube channel	Teachers, deputies, principals, school psychologists, education assistants. Parents were able to access online video through You Tube channel	162
RAT-R (Rainbow Assessment Tool)		Teachers, deputies, leaders	465 trained to date
KAT (Kindy Assessment Tool: *2 full day sessions)*	2 WebEx (1 full day and 1 done over 3 sessions)	Kindy teachers, deputies, leaders	1227 trained to date

KEY OUTCOMES OF THE OUTREACH SERVICE

Language Leadership
- 22 teachers trained in the Language Leadership series.
- Language Leadership end of training teacher presentation was focused on the change that the teachers had made at the individual, class and school level with knowledge and data driving this.
- In 2022 a proposal to change the number of days for leadership training from 6 to 7 and to consider not having the 4 half days in the following year as mandatory. This is due to SOSLs already being in these schools during the year and the uptake of newly trained leaders conducting professional learning at the school level has been low. It is proposed that on the 7th leadership day that leaders are to prepare a professional learning session and be mentored on how to run this at the school level.
- Number of teachers trained to date: 376 across the metro and Midwest regions

Developmental Language Disorder Series (2 sessions) Number of sessions: 4

Number of participants: 162 from 95 schools
Teachers (across all year levels - Kindy to Year 2, Years 2-6 and even secondary school teachers)
Admin staff (Principals, Deputies, other School Leaders), Education Assistants, School Psychologists

RELATIONSHIPS AND PARTNERSHIPS

The DLD Professional leanring Included;
- What is DLD?
- Supporting students with DLD
- What is Developmental Language Disorder (DLD)?
- How do students with DLD present in the classroom?
- General strategies to support students using the Response To Intervention model.
- High-quality oral language teaching
- Semantics and vocabulary
- Grammar
- Narrative

Online professional learning about DLD was also conducted for teachers and parents. Videos were accessible through our school YouTube channel.

RAT- R (Rainbow Assessment Tool) *endorsed by WA Education Dept as part of the departments' Phonics initiative.*
- We are now working in partnership with Statewide services to ensure a consistent message about Phonemic Awareness and Phonics.
- 437 trained in RAT-R since 2018 at district and school levels

The RAT-R addresses the following:
- To improve teacher knowledge of phonological and phonemic awareness and the skills students need to learn for literacy outcomes.
- Participants to be able to administer the Rainbow Assessment Tool and understand the results of the assessment.
- Participants to be able to identify targeted teaching goals from the results of the Rainbow Assessment Tool.
- To improve the participants awareness of current research in phonemic awareness and phonics teaching.

Kindergarten Assessment Tool (KAT)

PL conducted: 2 full day sessions, 2 WebEx (1 full day and 1 done over 3 sessions): schools are investing in increased training across K and PP teachers and using data to inform planning and referrals

KAT training numbers up to and including term 4, 2022: 1180 participants from 366 unique schools and 400 KAT packages sold.

The KAT is a criterion referenced assessment tool designed to ensure oral language development is maximised. The purpose is to provide teachers with baseline data in oral language and emergent literacy skills of Kindergarten students.

WEBEX Professional Learning (PL)

In term 1 with Covid hitting again, we were forced to support schools only via WebEx. This encouraged mainstream schools to stay connected. Consequently, the amount of Online PL tripled. As soon as the schools opened we were surprised at how many of them wanted to resume face to face service. As a result, the service has now accumulated a large number of videos for on demand PL.

RELATIONSHIPS AND PARTNERSHIPS

Transition Program

Some students benefit from becoming familiar with their new mainstream school and developing some friendships prior to starting in the new year. A formalised transition plan is sent to both parents and mainstream principals at the beginning of term 4. The following are the transition guidelines:

- Parents enroll their child at their mainstream school beforehand.

- Parents are given the option of transitioning their child into their mainstream school during term 4, preferably one day a week for weeks 6-8.

- Parents contact the mainstream school to arrange a convenient time to meet with administration staff prior to transition to schedule dates and time.

- A social story can be created if needed. LDC staff will liaise with the mainstream school to obtain some photos for the story.

- The mainstream teacher is given the opportunity to visit the LDC class in term 4 for observation purposes.

- If a child is having difficulty with the transition process alternative arrangements may be necessary.

Recommended days:

- Pre-primary – Wednesday   Year 1 – Tuesday

Information sent to schools

- A letter outlining key information about WCLDC programs and individual student needs is sent to schools by week 6 of term 4. This information can be used by schools to help with planning for class placement and transition.

- The SAER (students at educational risk) file contains copies of language and academic grids, assessments, literacy intervention information, reports, individual behaviour plans (if developed) and case conference information which is forwarded to schools upon receipt of a transfer note.

Information sent/given to parents

- Term 4 school report including SEN goals and SIS report will be sent out in week 10.

- Speech Pathology report outlining the results of a standardised language assessment (CELF). This will include an age comparison for a variety of language skills. 2 copies will be sent; one for parents file and one for the mainstream school.

- Language and academic grids.

- Term 4, wk 3: teacher and parent meeting.

RELATIONSHIPS AND PARTNERSHIPS

Transition to Mainstream Professional Learning

The 2022 Transition to Mainstream Professional Learning session saw the delivery format adapt and change to accommodate COVID-19 restrictions. All language and literacy modules were moved to an online presentation.

Session Aims: The Transition professional learning opportunity aims to support mainstream teachers who have students with language difficulties within the classroom. The professional learning supports them in understanding the programs that are being used within the WCLDC to teach comprehension, phonological awareness, semantics, narrative, and pragmatic skills.

Summary of Feedback:

The videos had on average 24 views per module. Feedback was gathered online via a QR code and was based on rating scale of 1-10, with 1 being not confident at all and 10 being extremely confident. Participants were asked to rank themselves on; how they felt with their knowledge, prior to attending the Professional Learning based on their existing knowledge. They were then asked how they felt about their knowledge after attending the Professional Learning, based on their level of understanding from the awareness, semantics, narrative, and pragmatic skills.

Participant's initial average score was 7.0, showing they had a sound understanding of oral language within the classroom. After the professional learning the participants rated themselves an average of 9.0, showing a strong growth in knowledge and their ability to support students with DLD in the classroom.

A Connect group has been set up to provide access to the resources that were mentioned within the module videos. This year it has been accessed by 25 teachers. Teachers from private schools were unable to access this platform and were emailed the content to support the students within their classroom.

RELATIONSHIPS AND PARTNERSHIPS

Parent Workshops Conducted in 2022

The WCLDC runs several parent workshops through the year. Covid made it difficult to run all workshops on school grounds due to restrictions, particularly in the first half of the year so we adapted some workshops to enable them to be run online or videoed so parents could access any time.

Workshop or program	When	Purpose	Presenters	No.of attendees
DLD parent workshop	Semester 1	To build parent knowledge in language difficulties linked to practical ways they can support their child.	Speech Pathologists	62 including online participants
Kindergarten program	Semester 1	To provide training for parents in key strategies that focus on scaffolding oral language.	Speech Pathologists	This was offered online in semester one due to Covid. Number of participants unknown.
Book Sharing-Pre-primary	Semester 1	To provide training for parents in key language strategies focused on using effective book sharing strategies to support expressive and receptive language.	Speech pathologists	59
Transition workshop	Term 4	To provide information for parents of exiting students.	Administration	Online due to COVID. 90 participants

School Board Members

Position	Member	Position	Member
Board Chair	Dawn Wallam	**Current Parent**	Matthew Spencer
Principal/s	Shelley Blakers (T1) Catherine Regan (T2-4)	**Current Parent**	Andrew Carpenter
Executive Officer	MCS (no voting rights)	**Past Parent**	Nadine Brazil
Outreach Deputy	Deborah Silverlock	**University Representative**	Abigail Lewis
Speech Pathology Representative	Julia Cronje	**Principal Representative**	Michelle Wellsteed
Student Program Staff Members	Cheryl Priestley Sarah Armstead	**Principal Representative**	Geoff Smith

LEARNING ENVIRONMENT

The learning environment includes the physical space and the safety within the environment, both physically and socially. The centre promotes safe, orderly and physically inviting learning environments with the aim to increase the potential for student engagement in learning and minimising potential negative risks linked to behaviour issues. Policies and guidelines for supporting students guide and inform day to day interaction and management of students to ensure maximum engagement in learning programs. In addition, targeted skill development and key ways teachers teach to support enjoyment in learning and engagement of students inform part of the Centre-wide approaches.

Physical Space

Walkthroughs in Term 1 focus on looking at the physical space in terms of safety, functionality and the effectiveness of visual displays. There is a high degree of consistency across rooms with all classes appropriately set up. Many classes were exceptionally attractive and had very engaging environments for students. Walkthroughs indicated that the intentional teaching tables were used effectively in most classes. ICT use was evident with all interactive panels in active use and the I-pads used with students.

Quinns Beach demountable classrooms have needed some majors works and they have now been scheduled for painting, window treatments, new flooring and reverse cycle air-conditioning. These works were due to start over the summer holiday but have been pushed back to term 1 2023.

Student Attendance

Attendance at school is one key factor in the academic progress of students. The centre monitors attendance and provides regular reminders through newsletters, individual letters to parents and via case conferences. The attendance rate is slightly lower than previous years not affected by COVID. The aim in 2023 is to improve overall attendance to above historical rates. (around 93%).

Semester One Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	128 (53%)	82 (34%)	31 (13%)	2 (1%)
Former	1 (17%)	3 (50%)	1 (17%)	1 (17%)
All	**129 (52%)**	**85 (34%)**	**32 (13%)**	**3 (1%)**

Semester One Year Group breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	88.3%	58	46	15	2	79%	21%
Y01	89.0%	71	39	17	1	74%	26%

LEARNING ENVIRONMENT

Semester Two Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	130 (54%)	75 (31%)	33 (14%)	2 (1%)
Former	0 (0%)	1 (25%)	1 (25%)	2 (50%)

Attendance Profile 2022 Semester 1

Attendance Profile 2022 Semester 2
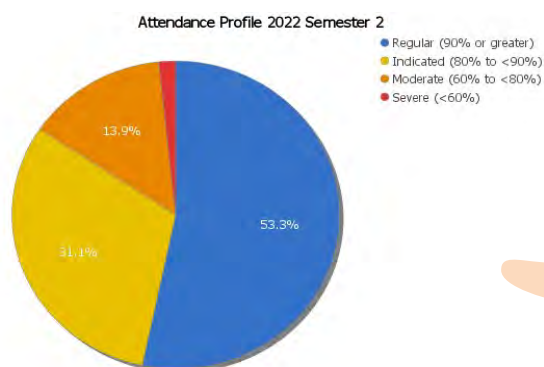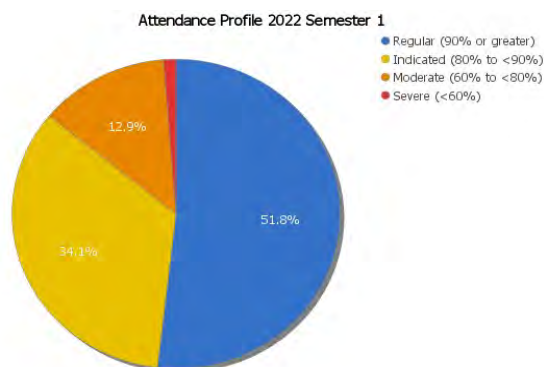
	WCLDC	WA Public Schools
2020	93.1%	91.0%
2021	91.3%	91.0%
2022	88.7%	86.6%

Semester Two Year Group breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	87.8%	58	38	22	2	70%	30%
Y01	89.1%	72	38	12	2	63%	37%

SAER LITERACY AND BEHAVIOUR INTERVENTION

Students enrolled at the WCLDC are deemed at educational risk due to their language disorder and as part of their placement students have individual learning goals in the areas of oral language, social skills, literacy and mathematics. These goals form part of the reporting and assessment processes and are rated twice yearly, with new goals set at the beginning of each semester. Some students are identified as requiring a more specific detailed Educational, Social or Behavioural Plan and these are documented on specific proformas and communicated with parents and caregivers. In 2022, many of these students received additional support and intervention as part of the process. A few students with significant behavioural/social/emotional needs had plans developed linked to more intensive and specialised intervention and support. The following table details the number of students and types of plans developed in 2022.

Year	Literacy Intervention	PBSP (behaviour)	Speech Pathology Intervention
K	N/A		6
PP	N/A	3	18
1	35	8	5

STUDENT ACHIEVEMENT AND PROGRESS

ENGLISH: EXPRESSIVE LANGUAGE

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….

EXPRESSIVE LANGUAGE / NARRATIVE

	KINDERGARTEN — Establish Foundations	PRE-PRIMARY — Build Core Language	YEAR 1 — Bridge into Literate Language

KINDERGARTEN

Expressive Language
Action Sequence Level
 Story consists of events around a central theme, character or setting. Events may be temporally but not causally related.

150 and above	Target	Achieved
2021	55%	45%
2022	55%	40%

Uses 4+ elements in sentences, e.g:
 Subject + verb + object + adverbial:"Mum drives the car to school"
 Subject + verb + object + complement:"He made the boy cry"

150 and above	Target	Achieved
2021	50%	51%
2022	50%	49%

PRE-PRIMARY

Narrative (Familiar Context)
Primitive Narrative/ Reactive Sequence Level
 Implied cause/effect relationships included. Limited evidence of character motivation. Evidence of a consequence around a central theme but no resolution.

170 and above	Target	Achieved
2021	75%	73%
2022	75%	75%

Uses a wider range of connectors e.g. because, so, but

170 and above	Target	Achieved
2021	75%	80%
2022	75%	68%

Use of regular & irregular verbs with minimal tense errors. Evidence of cognitive verbs, e.g. think, decide know, remember.

170 and above	Target	Achieved
2021	55%	46%
2022	50%	44%

YEAR 1

Narrative (Familiar Context)
Chain / Abbreviated Episode (Familiar Context)
 Story centres around a main character experiencing a series of events and includes goalsor intentions (may be inferred). Includes some cause/effect and/or temporal relationships but plot not strong. Ending may be abrupt.

190 and above	Target	Achieved
2021	70%	60%
2022	65%	59%

Uses a wider range of connectors e.g. because, so, but

170 and above	Target	Achieved
2021	85%	82%
2022	85%	87%

Uses a range of personal & possessive (her, his, their) pronouns, correctly referenced to a noun.

190 and above	Target	Achieved
2021	25%	27%
2022	NA	NA

Use of regular & irregular verbs with minimal tense errors. Evidence of cognitive verbs, e.g. think, decide, know, remember.

170 and above	Target	Achieved
2021	65%	77%
2022	70%	75%

Students start Kindergarten at the WCLDC with limited expressive language. Weak phrase and word structure skills impact on sentence development. However, students make significant gains throughout the year given the explicit teaching focus on developing semantics (vocabulary) and syntax (grammar). There has been a whole school focus on sentence structure and overall. We have seen the student's sentences become longer and include more grammatical elements. The target for the sentence structure has been met, although the sequence level target has not been met.

Pre-primary students have performed well at the sequence level and the target was met, 'connectors' (because, and, so, etc.). Data was lower than last year's cohort of 80% and the target was not met with only 68%. Verb use continues to be problematic for our students and is an area that will be a focus moving forward.

Year 1 students have done well overall with all targets met, except the story structure (chain sequence) and although the target was lower. We did not meet it with only 59% of students performing at the target level.

STUDENT ACHIEVEMENT AND PROGRESS

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
COMPREHENSION	*Comprehension Monitoring*: Uses non-specific responses (e.g. shrugs, looks worried). Relies on adult to provide reason and strategy.	*Comprehension Monitoring*: May be able to specify reason for lack of comprehension. Limited range or overuse of known strategies.	*Comprehension Monitoring*: Able to specify reason for lack of comprehension and mostly selects appropriate strategy for that situation.

KINDERGARTEN

140 and above	Target	Achieved
2021	60%	68%
2022	65%	66%

Following Instructions: Consolidating 2-step related commands (e.g. get your drink bottle and put it in your bag).

2 and above	Target	Achieved
2021	70%	57%
2022	70%	27%

Literal Comprehension:
Emerging →Consolidating

Greater than 1	Target	Achieved
2021	70%	67%
2022	65%	43%

PRE-PRIMARY

160 and above	Target	Achieved
2021	63%	60%
2022	60%	67%

Following Instructions: Consistently Follows 2-step related commands (e.g. get your drink bottle put it in your bag)

3 and above	Target	Achieved
2021	50%	35%
2022	45%	30%

Inferential Comprehension:
Emerging →Consolidating

Greater than 1	Target	Achieved
2021	40%	42%
2022	45%	46%

YEAR 1

180 and above	Target	Achieved
2021	50%	58%
2022	60%	40%

Following Instructions: Consolidating Follows 2-step unrelated commands (e.g. put an art shirt on, then get a piece of paper)

2 and above	Target	Achieved
2021	85%	88%
2022	85%	85%

Inferential Comprehension:
Emerging →Consolidating

Greater than 1	Target	Achieved
2021	85%	80%
2022	80%	80%

There have been mixed results this year in the area of comprehension, with some targets being met and some not. A concern is the 'following instructions' in Kindergarten with a big drop in results this year, down from 57% to 27% only achieving the target. 'Literal comprehension' scores are down also from 2021. This will be an area discussed at the Kindergarten Teacher Learning Groups in 2023.

Pre-primary data is relatively stable with some results up from 2021 but 'following instructions' is still difficult for many students. Year 1 students did well with 'following instructions' and 'inferential comprehension'. 'Comprehension Monitoring' skills was an area that the year 1 students struggled with this year. Results were lower than previous years and is an area that will be explicitly focused on moving forward.

STUDENT ACHIEVEMENT AND PROGRESS

ENGLISH

READING

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	*Decoding* Identifies some initial phonemes in words.	*Decoding* Accurately links phoneme to grapheme: (+j, w, x, y, z).	*Decoding* Independently recognises phoneme-grapheme links for some taught spellings (extended code) as outlined in WCLDC pacing guide.

Kindergarten Decoding

150 and above	Target	Achieved
2021	55%	57%
2022	60%	51%

Kindergarten Visualising
Visualising
Is able to sequence 3 or 4 pictures to convey the sequence of a simple shared story.

170 and above	Target	Achieved
2021	75%	79%
2022	80%	60%

Pre-Primary Decoding

230 and above	Target	Achieved
2021	45%	55%
2022	50%	58%

Fluency
Independently blends sounds to read CVC words containing taught graphemes (+j, w, x, y, z).

230 and above	Target	Achieved
2021	35%	41%
2022	40%	38%

Visualising
Discusses and sequences some events from shared stories. (ACELY 1650 elaboration)

230 and above	Target	Achieved
2021	45%	55%
2022	50%	60%

Year 1 Decoding

310 and above	Target	Achieved
2021	60%	49%
2022	60%	59%

Fluency
Reads aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences. (Achievement Standard)

330 and above	Target	Achieved
2021	40%	25%
2022	40%	33%

Visualising
Judges importance of clues to create clear visualisations of key ideas in the text, as evidenced by drawings or descriptions.

290 and above	Target	Achieved
2021	65%	59%
2022	60%	53%

There were mixed results across Kindergarten classes. Nearly 20% less students met the target in 'sequencing stories' than in 2021. The Pre-primary cohort did well overall and met all targets. Year 1 results were mixed with the 'decoding' target being met and some improvements in 'fluency', although this target was not met. 'Visualising' was slightly lower than 2021. The year 1 teachers reflected that more reading for fluency needs to be planned for each week so the students have opportunities to practise regularly. One way for this to happen may be to have parent helpers listening to students reading.

The English curriculum team have updated the 'Visualising and Verbalising' pacing guide and it is ready for sharing with staff early in 2023.

STUDENT ACHIEVEMENT AND PROGRESS

WRITING

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

WRITING

KINDERGARTEN — Establish Foundations

Spelling
Writes own first name.

170 and above	Target	Achieved
2021	70%	63%
2022	65%	48%

PRE-PRIMARY — Build Core Language

Spelling
Correctly spells a few simple CVC words, e.g. 'cat', 'run'.(ACELA 1820, ACELA 1438).

250 and above	Target	Achieved
2021	40%	45%
2022	40%	55%

Narrative
Creates a short text (ie: simple sentence or phrase) us- ing familiar words, phrases and images to convey ideas(Achievement standard statement; ACELY 1651) about a picture, event or shared story.

250 and above	Target	Achieved
2021	25%	25%
2022	25%	32%

YEAR 1 — Bridge into Literate Language

Spelling
Uses short vowels, [taught] long vowels, consonant digraphs andconsonant blends when writing single syllable words. *(ACELA 1458)*
Accurately spells high frequency words with regular spellingpatterns. (Achievement Standard)

330 and above	Target	Achieved
2021	40%	29%
2022	35%	29%

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.

310 and above	Target	Achieved
2021	60%	45%
2022	55%	44%

Pre-primary met all targets, which is pleasing, with better results than 2021. The consensus is that 'Colourful Semantics' and 'Alien Talk' are supporting the students with writing, as well as supporting moderation between teachers. Year 1 students achieved close to the same results as in 2021 in both spelling and narrative structure, but targets have not been met. A point of discussion at the whole school data day was that students in Year 1 were using limited 'connectors', mainly using 'and', which lead to forming/writing short compound sentences with students only listing events.

'Talk for Writing' will be revisited early in 2023. The last time staff had a professional learning session on 'Talk for Writing' was nearly 10 years ago. So, it is hoped that this will assist to refocus and develop teacher understanding about 'Talk for Writing' processes and upskill for staff who have not previously had training.

STUDENT ACHIEVEMENT AND PROGRESS

MATHEMATICS

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 connectingmathematical 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

KINDERGARTEN

Counting
Counts collections up to 5, then up to 10 items ina line or circle. Counts using 1:1 correspondenceand understands that the last item counted represents how many in the whole collection.

130 and above	Target	Achieved
2021	80%	78%
2022	80%	78%

Subitising
Subitises collections up to 4 in a regulararrangement and up to 3 in a random arrangement.

130 and above	Target	Achieved
2021	80%	71%
2022	75%	64%

Number Magnitude
Compares two collections, understanding and using the terms 'less', 'more', 'the same', 'not the same'.

130 and above	Target	Achieved
2021	85%	76%
2022	80%	69%

PRE-PRIMARY

Counting
Counts collections up to 20 in any order and from any starting point, demonstrating the five counting principles. (ACMNA002)

170 and above	Target	Achieved
2021	60%	71%
2022	65%	70%

Subitising
Uses subitising as a basis for ordering and comparing collections of numbers 1-6. (ACMNA003 elaboration)

170 and above	Target	Achieved
2021	60%	73%
2022	65%	68%

Number Magnitude
Compares, orders and makes correspondences between collections to 20, and explain reasoning. (ACMNA289)

170 and above	Target	Achieved
2021	50%	66%
2022	55%	62%

YEAR 1

Counting
Counts collections up to 100, demonstrating the five counting principles. Counts collectionsbeyond 20 by partitioning using place value. (ACMNA014)

210 and above	Target	Achieved
2021	55%	58%
2022	60%	63%

Subitising
Uses subitising as a basis for ordering and comparing large collections of numbers.

210 and above	Target	Achieved
2021	70%	59%
2022	70%	61%

Number Magnitude
Recognise, model, read, write and order numbers to at least 100.

210 and above	Target	Achieved
2021	60%	62%
2022	65%	67%

Addition and Subtraction
Represents and solves simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. (Up to 10) (ACMNA015)

210 and above	Target	Achieved
2021	50%	44%
2022	50%	52%

Results in 'Counting' were positive with all year levels meeting targets. Subitising had mixed results with Pre-primary meeting the target. Pre-primary teachers reported they gave opportunities for regular practise of the skill, not only during Mathematics sessions but throughout the day.

Targets were met in 'Number Magnitude' in Pre-primary and Year 1 but Kindergarten students had difficulty with the understanding and use of language, 'more', 'less', 'same' and 'not the same'. Teachers are continuing to use 'Number Talks' and asking questions like 'How do you know?" which encourages them to think and talk about how they work numerical problems out. 'Bond Blocks' are being used more confidently by teachers and it will be interesting to see if the results in 2023 reflect this.

STUDENT ACHIEVEMENT AND PROGRESS

SOCIAL SKILLS

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 onto 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, interprets and problem solve social contexts
SOCIAL SKILLS			

KINDERGARTEN

Associative Play

140 and above	Target	Achieved
2021	75%	82%
2022	80%	76%

Limited vocabulary used in play situations. Starting to comment and use questions to request.

140 and above	Target	Achieved
2021	70%	71%
2022	70%	67%

PRE-PRIMARY

Participates in shared play situations by consistently using language to request, ask questions, comment, and invite during play.

160 and above	Target	Achieved
2021	75%	69%
2022	75%	75%

Participates in conversations.
May not provide all required information the listener needs.
May have turns that are too long/short. Limited range of topics

160 and above	Target	Achieved
2021	65%	60%
2022	65%	65%

YEAR 1

Works out rules and follows them.
Accepts rule changes. Still may not always choose appropriate playmates/ situations.

200 and above	Target	Achieved
2021	50%	33%
2022	50%	32%

Initiates a conversation and participates in conversations on a range of subjects.
Sustains the conversation by asking questions, commenting and responding.

180 and above	Target	Achieved
2021	65%	64%
2022	65%	53%

Uses conflict resolution and problem solving skills in an increasing number of situations. Only uses adults for complex situations.

180 and above	Target	Achieved
2021	60%	39%
2022	55%	34%

Kindergarten and Pre-primary have met most targets for 2022 in social skills. The Social Skills Curriculum team have been working on creating videos that demonstrate a variety of social skills with the hope that teachers will gain a clearer understanding of what they are observing during children's play. This will also help with consistency when marking the social skills rubric.

Typically, Year 1 students have more difficulty in some areas of social skills as expectations increase and they become more independent, particularly during outside play times. 'Conflict Resolution' is an area that is very difficult for our students as they can struggle to understand more complex play situations. Students are supported through explicit teaching in this area.

STUDENT ACHIEVEMENT AND PROGRESS

SCIENCE AND HASS

Science and HASS Targets

Success demonstrated by the % of students who demonstrate satisfactory achievement of what is expected for this year level.

PRE-PRIMARY			YEAR 1		

Chemical Science: Science Understanding

Satisfactory and above	Target	Achieved
2021	25%	28%
2022	25%	36%
2023	25%	

Biological Science: Science Understanding

Satisfactory and above	Target	Achieved
2021	40%	40%
2022	40%	44%
2023	40%	

Earth and Space Science: Science Understanding

Satisfactory and above	Target	Achieved
2021	25%	56%
2022	25%	51%
2023	25%	

Physical Sciences: Science Understanding

Satisfactory and above	Target	Achieved
2021	50%	61%
2022	40%	50%
2023	40%	

Geography: Knowledge and Understanding

Satisfactory and above	Target	Achieved
2021	20%	31%
2022	25%	32%
2023	25%	

Geography: Knowledge and Understanding

Satisfactory and above	Target	Achieved
2021	25%	41%
2022	40%	38%
2023	40%	

History: Knowledge and Understanding

Satisfactory and above	Target	Achieved
2021	20%	41%
2022	25%	47%
2023	25%	

History: Knowledge and Understanding

Satisfactory and above	Target	Achieved
2021	40%	40%
2022	40%	45%
2023	40%	

In Pre-primary, all targets were met in both Science and HASS and many Year 1 students also demonstrated pleasing results in History and Chemical Science.

STUDENT ACHIEVEMENT AND PROGRESS

STUDENT ACHIEVEMENT AND PROGRESS

CELF-5 GROWTH VALUE SCORES

Growth Scale Values provide an objective score for measuring changes in a student's language performance over time. This report provides a summary of oral language testing on exit from the LDC program mainly at the end of Year 1. It gives an indication of where a student's oral language skills sit compared to other children their age.The table on the next page shows the average improvement by index areas as well as final exit scores on sub-tests. At the WCLDC every child completes a CELF -P2 on entry and a CELF-5 on exit to track language progress.

Growth Scale Values can be used to:

- Track a student's skill development in specific language areas.

- Determine if the student has gained additional language skills since a previous administration of CELF–5.

- Measure the efficacy of an intervention protocol.

The tables below explain each assessment section.

Celf 5
Table 1

Score	Description
Core Language	This is an overall measure of language ability.
Receptive Language	This is an overall measure of spoken language comprehension (understanding).
Expressive Language	This is an overall measure of expression (talking).
Language Content	This is an overall measure of semantics (meaning), including vocabulary and concept knowledge.
Language Structure	This is an overall measure of the use and understanding of correct grammar and syntax (word and sentence structure).

Table 1

Score	Description
Core Language	This is an overall measure of language ability.
Receptive Language	This is an overall measure of spoken language comprehension (understanding).
Expressive Language	This is an overall measure of expression (talking).
Language Content	This is an overall measure of semantics (meaning), including vocabulary and concept knowledge.
Language Structure	This is an overall measure of the use and understanding of correct grammar and syntax (word and sentence structure).

Table 2

Subtest	Description
Sentence Comprehension	Measures ability to understand the meaning and grammar of spoken sentences. This skill is important in the classroom to understand stories, instructions, and conversations.
Linguistic Concepts	Measures ability to follow instructions with language concepts (e.g. *before, after,* and *between).* This skill is important in the classroom to understand instructions needed to participate in learning activities.
Word Structure	Measures ability to use rules of grammar in spoken language (e.g. *"It is Jack ' s "* and *"The girls play ed "*). This skill is important in the classroom for students to communicate clearly to others.
Word Classes	Measures understanding of the links between words (e.g. understanding that *apple* and *banana* go together because they are both fruit). This skill is important in the classroom to express meaning and understand the meaning of others' language.
Following Directions	Measures ability to follow instructions that increase in length and information (e.g. *Point to the first circle and the middle square*). This skill is important in the classroom to understand, recall, and carry out instructions.
Formulated Sentences	Measures ability to plan and say sentences which are grammatically correct and express meaning clearly. This skill is important in the classroom to communicate effectively (e.g. engage in conversations, tell stories, etc.).
Recalling Sentences	Measures ability to accurately repeat sentences that increase in length and information. This reflects working memory and language knowledge. This skill is important in the classroom to follow instructions, learn, and recall information in learning activities.

Table 2

Subtest	Description
Sentence Structure	This is a measure of a child's ability to understand spoken sentences. This skill is important in the classroom for students to understand stories, instructions, and conversations.
Word Structure	This is a measure of a child's ability to use the rules of grammar in spoken language (e.g. *"it is Jack ' s "* and *"the girls play ed "*).This skill is important in the classroom for students to communicate clearly to others.
Expressive Vocabulary	This is a measure of a child's ability to name pictures of people, objects and actions (e.g. *fireman, trophy, pouring*).
Following Directions	This is a measure of a child's ability to follow instructions that increase in length and information (e.g. *after you point to the dog, point to the cat*). This skill is important in the classroom for students to understand, recall, and carry out instructions.
Recalling Sentences	This is a measure of a child's ability to accurately repeat sentences that increase in length and information which reflects working memory and language knowledge. This skill is important in the classroom for students to follow instructions, learn, and recall information in learning activities.
Basic Concepts	This is a measure of the child's understanding of one-step oral instructions containing concepts (e.g. *first , long , full*).
Word Classes – Receptive	This is a measure of a child's understanding of the links between words (e.g. understanding that *apple* and *banana* go together because they are both fruit). This skill is important in the classroom for students to express meaning and understand the meaning of others' language.

STUDENT ACHIEVEMENT AND PROGRESS

Year One Exits

ENTRY SCORES — INDEX SCORES (CELF 5)

	Core Language	Receptive language	Expressive Language	Language Content	Language Structure
2022 Average	72.7	73.3	72.4	76.3	73.0
% Average and Above	15%	23%	9%	14%	10%
% Below Average	85%	77%	91%	86%	90%
2021 Average	71.2	73.3	69.6	73.4	69.6
% Average and Above	10%	19%	4%	12%	8%
% Below Average	90%	81%	96%	88%	92%

EXIT SCORES — INDEX SCORES (CELF 5)

	Core Language	Receptive language	Expressive Language	Language Content	Language Structure
2022 Average	81.1	83.3	80.8	82.9	81.1
% Average and Above	39%	39%	35%	39%	32%
% Below Average	61%	61%	65%	61%	68%
2021 Average	79.9	84.5	78.8	83.9	80.0
% Average and Above	34%	39%	32%	39%	28%
% Below Average	66%	61%	68%	61%	72%

EXIT SCORES — SUBTESTS

	Sentence Comprehension	Linguistic Concepts	Word Structure	Word Classes	Following Directions	Formulated Sentences	Recalling Sentences
2022 Average	7.3	6.8	7.3	7.9	6.6	6.4	6.3
% Average and Above	46%	35%	51%	48%	30%	32%	25%
% Below Average	54%	65%	49%	52%	70%	68%	75%
2021 Average	7.3	6.8	7.5	8.0	6.9	5.6	5.8
% Average and Above	47%	36%	45%	54%	41%	21%	15%
% Below Average	53%	64%	55%	46%	59%	79%	85%

Pre-Primary/Kindy Exits

ENTRY SCORES — INDEX SCORES (CELF P2/P3)

	Core Language	Receptive language	Expressive Language	Language Content	Language Structure
2022 Average	77.4	76.1	75.7	83.5	86.0
% Average and Above	29%	43%	29%	50%	50%
% Below Average	71%	57%	71%	50%	50%
2021 Average	74.7	65.4	76.3	82.7	74.8
% Average and Above	7%	21%	9%	67%	33%
% Below Average	93%	79%	91%	33%	67%

ENTRY SCORES — Word Classes Subtests

	Word Classes Receptive	Word Classes Expressive	Word Classes Total
2022 Average	10.7		
% Average and Above	83%		
% Below Average	17%		
2021 Average	8.6	8.8	8.9
% Average and Above	64%	71%	57%
% Below Average	36%	29%	43%

EXIT SCORES — SUBTESTS

	Sentence Structure	Word structure	Expressive Vocabulary	Concepts and Following Directions	Recalling Sentences	Basic Concepts
2022 Average	6.7	7.5	7.3	6.7	6.3	7.6
% Average and Above	33%	67%	67%	50%	33%	40%
% Below Average	67%	33%	33%	50%	67%	60%
2021 Average	8.5	7.7	8.4	8.1	5.9	9.9
% Average and Above	67%	60%	67%	60%	27%	86%
% Below Average	33%	40%	33%	40%	73%	14%

EXIT SCORES — INDEX SCORES (CELF P2/P3)

	Core Language	Receptive language	Expressive Language	Language Content	Language Structure
2022 Average	83.7	84.2	83.2	85.8	81.7
% Average and Above	33%	33%	67%	50%	50%
% Below Average	67%	67%	33%	50%	50%
2021 Average	89.3	90.5	85.7	91.6	84.1
% Average and Above	73%	67%	53%	67%	60%
% Below Average	27%	33%	47%	33%	40%

LEADERSHIP

Leaders Learning Group

The Leaders Learning Group continues to meet once each term. The group consists of the principal, deputy principals, lead teachers and level 2 speech pathologists. The focus for 2022 was on mentoring staff and having difficult conversations. This focus will continue in 2023.

Growth and Development

The Growth and Development Group has been running for 3 years and is linked to deepening specialist knowledge with a focus on developing leaders or future leaders. This has resulted in encouraging outcomes with the participants' active engagement in the process. The outcomes have been evident in disciplined dialogue throughout formal and informal processes stepping up to higher levels. It has been encouraging to see the power of self-development in specialist knowledge for the individual growth and development, but also, with the influence on others. The group is lead by a level 3 teacher and is slowly growing in number of participants. Meetings are run after school hours each term. The Growth and Development focus continued from 2021 to 2022, with a focus on 'The Sentence' in keeping with the Centre-wide focus.

Leadership Framework

The WCLDC worked closely with North East LDC in 2021 and 2022 to develop a Leadership Framework. This time was funded by the school Network. The WCLDC principal and a deputy along with the principal and deputy from North East LDC attended the WA Future Leaders Framework Professional Learning at the Leadership Centre and worked together to develop a Framework. Although both the WCLDC and the North East LDC have a slightly different leadership structure, the process ensured we were creating a process that was clear, fair and equitable for all staff and aligned with the DoE Leadership Framework processes and policy.

QUALITY TEACHING

New Teacher Induction

There was a total of 4 new teachers and 2 new speech pathologists in 2022. The new teacher induction starts before the first 2 school development days in January. The Induction is run by the principal, deputies and senior speech pathologists. It is an overview of the Centre, DLD and the programs used.

Throughout the year the new teachers and speech pathologists attended professional learning on 'I Get It' and "I Do It'. There is also a Narrative 1 day workshop run in a teachers' first year. Alongside the professional learning, the new teachers are allocated a mentor and employee performance is linked to whole school programs. Two teachers completed 'Sounds Write' training during the April holidays.

Staff Development

The focus 'All about the Sentence' continued in 2022. The professional learning schedule included a full day workshop on this topic which was run by the centre's speech pathologists. During a staff meeting later in term 1, the staff had a sharing session to discuss their reflections on what was working or had changed in their approach to explicitly focusing on teaching at the sentence level in comparison to individual words. 'Colourful Semantics' and 'Alien Talk' are the two programs currently being used at the Centre to develop sentence structure (syntax) and grammar. Teachers also share ideas during Teacher Learning Groups (TLGs) throughout the year.

The remainder of the school development days for the year included 'Bond Blocks' (numeracy) presented by Narelle Rice. The Bond Blocks system has two uses:

1. Whole class teaching (Tier 1): teaching well initially in order to reduce the number of students who need intervention efforts
2. Maths Intervention (Tier 2 and 3 Intervention): in small groups or with pairs of students to build up foundational skills.

Bond Blocks have been developed by Australian teacher Narelle Rice together with Dr Paul Swan and is informed by research using evidence-based methodology. We have invested in 'Bonds Block' resources across all year levels. The feedback from teachers was that following the workshop they were much more confident in using the resource with the students and have a deeper understanding of the how and why to develop students' number sense.

Teacher Learning Groups

Teachers meet twice each term to engage in professional dialogue to ensure consistency around delivery of assessments, share teaching strategy ideas and problem solve together. There is also a focus on developing and building knowledge through shared readings of research papers or books. The following summarises the focus areas for this year's teams.

Kindergarten Focus:

QUALITY TEACHING

- Visualising and Verbalising: pacing guide and teaching in a systematic way. (67% of teachers felt it was a valuable use of time)
- Top 10 Maths Resources: Teachers identified the areas that were more relevant to Kindergarten (100% of the teachers rated this moderately useful)
- PA and Lindamood: articulation program and how to support students speech sounds. (100% of teachers found this highly useful)

Pre-primary Focus:

- Main area of focus for 2022 was looking at ways to improve the writing assessments using decodable texts.
- Review of HASS and Science assessments - (50 % of teachers found this very useful)
- Bringing Words to Life reading (vocabulary) - (100% of the teachers felt this reading was very valuable)
- Moderation in writing - (100% of teachers found this very useful)

Year 1 Focus:

- This year the Year 1 teachers were involved in action learning- with a particular focus on reading and writing.
- Small group reading - (majority of teachers found this a very useful use of time)
- Zones of Regulation - Online PL and readings and sharing ideas- mixed views on this with some finding it very useful and some not so useful)
- Writing Text Genre - (highly useful)

DAYS TO CELEBRATE

Edudance

Sports Day

Easter Hat Parade
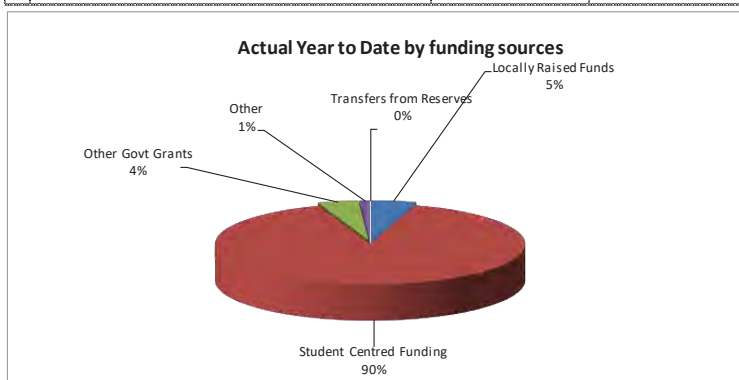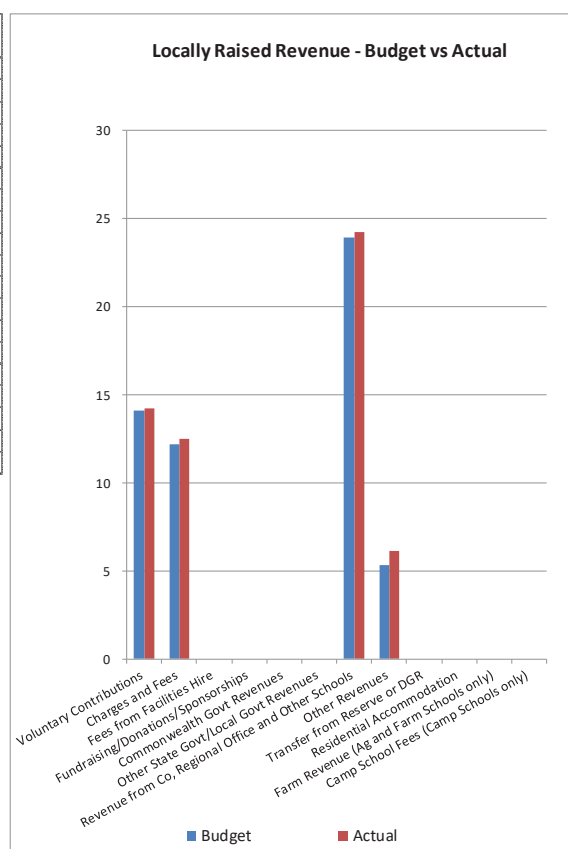
DLD Day

Book Week

RESOURCES

USE OF RESOURCES

West Coast LDC has effective and targeted financial and workforce practices to ensure appropriate use of the overall budget allocation and composition of human resources that reflect the needs of our students. The Manager of Corporate Services, MCS, (with the principal, finance committee and school board) ensures the budgeting decisions for the annual school year (and beyond) are based on evidence and support the school's business and operational school plans. The budget is split between salaries (around 95%) and operational cash (around 5%). The appropriate self-assessments are undertaken each year. The cash plan includes costs that are negotiated with mainstream co-located partners for cleaning, gardening and other ancillaries. The budget is monitored and ratified by the school board and finance committee. Staff are allocated cost centres and submit a forward estimate each year, and these cost centres are monitored by the MCS and finance committee.

Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 14,131.00	$ 14,250.50
2	Charges and Fees	$ 12,186.00	$ 12,468.68
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ -	$ -
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ 23,961.00	$ 24,245.08
8	Other Revenues	$ 5,325.00	$ 6,105.88
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 55,603.00	$ 57,070.14
	Opening Balance	$ 308,852.00	$ 308,851.95
	Student Centred Funding	$ 508,714.49	$ 508,714.31
	Total Cash Funds Available	**$ 873,169.49**	**$ 874,636.40**
	Total Salary Allocation	$ 7,762,680.00	$ 7,762,680.00
	Total Funds Available	**$ 8,635,849.49**	**$ 8,637,316.40**

Actual Year to Date by funding sources

- Locally Raised Funds 5%
- Transfers from Reserves 0%
- Other 1%
- Other Govt Grants 4%
- Student Centred Funding 90%

Locally Raised Revenue - Budget vs Actual

- Budget
- Actual

(Categories: Voluntary Contributions, Charges and Fees, Fees from Facilities Hire, Fundraising/Donations/Sponsorships, Commonwealth Govt Revenues, Other State Govt/Local Govt Revenues, Revenue from Co, Regional Office and Other Schools, Other Revenues, Transfer from Reserve or DGR, Residential Accommodation, Farm Revenue (Ag and Farm Schools only), Camp School Fees (Camp Schools only))

RESOURCES

Expenditure - Cash and Salary	Budget	Actual
1 Administration	$ 76,541.00	$ 51,240.82
2 Lease Payments	$ -	$ -
3 Utilities, Facilities and Maintenance	$ 53,018.49	$ 45,286.86
4 Buildings, Property and Equipment	$ 133,265.00	$ 106,341.85
5 Curriculum and Student Services	$ 125,364.00	$ 73,492.95
6 Professional Development	$ 31,500.00	$ 22,752.50
7 Transfer to Reserve	$ 58,565.00	$ -
8 Other Expenditure	$ 390,845.00	$ 312,887.77
9 Payment to CO, Regional Office and Other Schools	$ 4,071.00	$ 4,072.00
10 Residential Operations	$ -	$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12 Farm Operations (Ag and Farm Schools only)	$ -	$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14 Camp School Fees to CO (Camp Schools only)	$ -	$ -
Total Goods and Services Expenditure	$ 873,169.49	$ 616,074.75
Total Forecast Salary Expenditure	$ 5,965,170.00	$ 5,965,170.00
Total Expenditure	$ 6,838,339.49	$ 6,581,244.75
Cash Budget Variance	$ -	
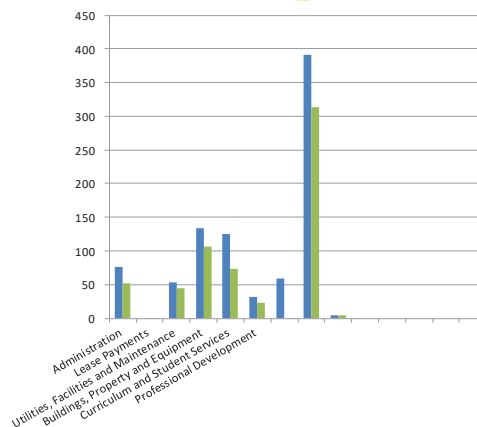
Cash Position Components		
Bank Balance	$	403,540.90
Made up of:		
1 General Fund Balance	$	258,561.65
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	146,524.75
5 Suspense Accounts	$	391.50
6 Cash Advances	$	-
7 Tax Position	$	(1,937.00)
Total Bank Balance	$	403,540.90

Changing Futures