



**West Coast
Language Development
Centre**

Changing Futures

Outreach Service Brochure 2026



What We Do

The West Coast Language Development Centre (WCLDC) Outreach Service responds to the **distinctive needs of public primary schools** with a focus on **improving speaking, listening and early literacy learning and outcomes** for students with language difficulties, differences and disorder in the North Metropolitan (coastal), Midwest and Gascoyne Education Districts.

The emphasis is on **sustainable capacity-building** of teacher, school and system to deliver **high-quality Professional Learning (PL) and support**. We work at the **network, individual school, leadership and teacher level** to provide services that are grounded in **evidence-informed practice**.

The Outreach Service is a multidisciplinary team, led by an Associate Principal and consists of **Speech and Language Consultants (SLCs)**. SLCs are speech pathologists with specialist knowledge and experience in language and literacy development and intervention, including classroom instruction for primary school age children.

As a team we **develop and deliver evidence-informed professional learning and related support services** for education staff supporting initiatives in speech, language, and literacy, linked to identified school priorities and assessment data.

Rural, remote and metropolitan schools in the North Metropolitan West Coast region can access support services either face-to-face or via Webex.

Outreach Service Structure

All schools requesting support will be allocated a Speech and Language Consultant. However, to manage the workload in the context of the number of schools requesting new or ongoing services, we prioritise schools on the following basis:

Priority 1: Schools that have a commitment to building sustained *in-school* specialised leadership for oral language and literacy, as well as supporting students with difficulties, disorder or disadvantage. Priority 1 schools will receive comprehensive in-school support from a SLC for the year. The support will be goal driven, based on school priorities, as well as the goals of the selected key language leaders.

Eligibility for Priority 1 services requires that a school:

- Has at least one staff member currently enrolled in the Key Language Leadership Course
- **or**
- Has had at least one staff member attend the Key Language Leadership Course in the previous year

See page 3 for details of Priority 1 school-based service options

Priority 2: Schools that choose not to enrol staff in the Key Language Leadership Course can receive limited in-school support. The services provided to Priority 2 schools will be based on SLC availability. These may be schools in their first year of accessing services or schools who may require less support. A prioritisation policy will be adhered to in the event of receiving a large volume of requests. All individual service requests must be submitted via Microsoft forms and will be subject to SLC availability. The form must be submitted with one Term's notice required for Professional Learning, or at least four weeks before the requested date for other support services. ***See page 4 for details of Priority 2 school service options***



Priority 1 School-Based Services

For schools who have educator/s currently participating in the Language Leadership series or who had educator/s attend the series previous year. The Outreach Service supports schools in a variety of ways. Working closely with school administrators, literacy and curriculum leaders, the Speech and Language Consultant can tailor support services to meet the priorities, goals, and needs of the school. The school-based services aim to build the capacity of educators to support students with speech, language and literacy

Service	Overview
School Based Professional Learning Workshops (pages 5 & 6 for PL topics; page 7 for PL topics available to Priority 1 schools)	This service is available to schools within the West Coast North Metropolitan, Midwest and Gascoyne districts. Professional learning can be provided across a variety of areas in oral language and early literacy. Workshops can be tailored to address school priorities and areas of concern. Presentations can be delivered face-to-face or online.
Teacher Consults/planning Data analysis (individual, grade level or POLT)	This service is for teachers (individual or teams) who would like support in up-skilling in the areas of oral language and/or early literacy, using data to drive goal setting and planning.
Classroom observations and feedback	This service is available for teachers or EAs to receive feedback or be supported in reflection around their implementation of language or literacy intervention in the class.
Ex-LDC Student Consults	This service is available for teachers of students who have exited a Language Development Centre, to gain support in strategies that best suit these students' language and literacy needs.
Network Level Support	Professional learning is available to all school networks within our region for teachers and education assistants.
Parent/Community Workshops	Workshops can be requested on the following topics. <ul style="list-style-type: none"> • Oral Language and Early Literacy Development • What is DLD?

Support Services will be agreed in consultation with the designated Speech and Language Consultant and formalised in a service agreement based on the goals and priorities identified by the school.

Educators from Priority 1 schools may also access any of the *District Professional Learning (PL) Series* held at West Coast LDC Outreach Office (East Hamersley). There are minimal fees associated with these sessions. Please see pages 5 & 6 for all PL topics. The topics on offer and dates for 2026 can be found on the LDC website:

<https://westcoastldc.wa.edu.au/outreach/professional-learning/>.



Priority 2 Service Options

Schools that choose not to participate in the 2026 Language Leadership course may still access specific services from the Outreach Team. These services will be based on the submission of individual service requests submitted online. **Services provided to Priority 2 schools are listed below. Please be aware requests will be fulfilled based on team availability and schools may not receive services from a consistent SLC. Additional factors will be considered when prioritising requests (e.g. ICSEA & type of request)**

Service	Overview
School Based Professional Learning Workshops (pages 5 & 6 for PL topics; page 7 for PL topics available to Priority 2 schools)	This service is available to schools within the West Coast North Metropolitan, Midwest and Gascoyne districts. Professional learning can be provided across a variety of areas in oral language and early literacy. Workshops can be tailored to address school priorities and areas of concern. Presentations can be delivered face-to-face or online.
Teacher Consults/planning (individual, grade level or POLT)	This service is for teachers (individual or teams) who would like support in up-skilling in the areas of oral language and/or early literacy to support their planning and delivery of evidence-informed practices.
Data analysis (individual teachers or grade level teams)	This service is for teachers (individual or teams) wanting support in analysing their language and literacy data sets with support in developing goals for individual, small group and whole class instruction.
Ex-LDC Student Teacher Consults	This service is available for teachers of students who have exited a Language Development Centre, to gain support in strategies that best suit these students' language and literacy needs.
Network Level Support	Professional learning is available to all school networks within our region for teachers and education assistants.
Parent/Community Workshops	Workshops can be requested on the following topics. <ul style="list-style-type: none"> • Oral Language and Early Literacy Development • What is DLD?

Educators from Priority 2 schools may also access any of the **District Professional Learning Series sessions** held at West Coast LDC Outreach Office (East Hamersley). There are minimal fees associated with these sessions. Please see pages 5 & 6 for all PL topics. The 2026 topics and dates can be found on the school website: <https://westcoastldc.wa.edu.au/outreach/professional-learning/>

WEBSITE PL DATES



SERVICE REQUEST FORM



Professional Learning Topics

The **District General Series** can be attended by any teacher, education assistant or administrator from priority 1 or priority 2 schools. These sessions aim to give participants an introduction to key language areas. The table below outlines the professional learning topics offered by the Outreach Service. Please refer to the school website for 2026 topics on offer and dates of the **District General Series** (not all topics will be offered each year). The cost of each session varies and covers the cost of catering, printing and resources.

Topic	Overview
Key Language Leadership Course	This course aims to build specialised knowledge of oral language and literacy development and how these relate specifically to academic outcomes. This course is for educators looking to improve their classroom practice, as well as those looking to take on a leadership role within the school. 6 full days across the year
Speech Sounds (Articulation and Phonology)	Aims to build participants' knowledge of typical speech sound development in young students, including possible areas of difficulty. General strategies to support children's speech sound development are provided. 2 hours
Supporting Students with Developmental Language Disorder (DLD)	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 students in the classroom . The session can also focus on effective strategies to support students with oral language difficulties and how to integrate high-quality language teaching in the classroom. Time allocation negotiable
Grammar (syntax)	The grammar and syntax PL offers teachers an insight into the development of both oral and written grammar . It is a practical session where teachers have an opportunity to plan, using a text of their choice. Full day
Literature Based Units	Participants will learn how to plan units of teaching around literature, focusing on comprehension, vocabulary, grammar, and narrative in an integrated way . Participants will start to develop a Literature Based Unit (LBU) during the session using a text of their choice and will also have access to examples of LBUs for a range of books via the Connect community. Full day
Boosting Language with Book Sharing (3-part series)	Over a 3-part series, participants will gain an understanding of effective book sharing strategies to support expressive and receptive language , and engage in step-by-step action learning to implement these strategies. Each participant can receive individualised feedback from a speech pathologist to support their action learning, directly enhancing the impact on students' language development. Three 1.5 hour sessions
Kindergarten Assessment Tool (KAT)	The Kindergarten Assessment Tool is a criterion referenced assessment tool of oral language development . The purpose is to provide teachers with baseline data in oral language and the emergent literacy skills of Kindy students. The KAT is aligned with the Western Australian Kindergarten Curriculum Guidelines. Full day



Topic	Overview
Rainbow Assessment Tool (RAT): Phonological and Phonemic Awareness Assessment	<p>This professional learning will look at the Rainbow Assessment Tool (RAT-R) as a measure of students phonological and phonemic awareness skills. This tool allows teachers to evaluate, plan goals, and track progress in early literacy skills. Participants will learn how to use the RAT-R tool and analyse sample data.</p> <p>2 hours</p>
PA to Phonics	<p>This session focuses on phonological awareness skills, as well as effective ways to teach structured synthetic phonics. The session has an emphasis on practical ideas that can be immediately translated to the classroom.</p> <p>3 hours</p>
Vocabulary: Explicit Instruction for the Classroom	<p>This session is designed to explore building vocabulary and semantics. This session explores the links between vocabulary skills and future academic performance. In addition, participants will be provided with lots of evidence-based strategies to support robust vocabulary development.</p> <p>3 hours</p>
Morphology: The missing piece of the puzzle	<p>This session will introduce participants to the importance of explicitly teaching morphological awareness to support students' word-level reading, spelling and reading comprehension skills. The session will cover both theory of terminology as well as practical guidelines to implement in the classroom.</p> <p>3 hours</p>
Graduate Teacher Series	<p>This series is aimed at K-6 teachers in the early stages of their teaching career (1-4 years). Held in the school holidays, this two-part series aims to provide early career teachers with the knowledge and skills to support language and literacy development in the classroom. It is mandatory to attend both sessions. <u>These sessions do NOT replace the department's Graduate Teacher Modules.</u></p> <p>1.5 days (one full day and one-half day)</p>
WCLDC Student Transition to Mainstream	<p>Mainstream teachers/schools that have enrolled exited WCLDC students are invited to attend. The aim of the session is to support understanding of students with Developmental Language Disorder (DLD) within the classroom. Training includes explanations of programs, assessment, reporting, and strategies to support oral language and literacy used within the WCLDC.</p> <p>Full day</p>
Early Childhood Parent/Caregiver Workshop	<p>This workshop provides information to caregivers about oral language development, when to be concerned, how to seek support, and how to support oral language and early literacy at home. This session can be tailored if required by the school.</p> <p>Time allocation negotiable (minimum 45 minutes)</p>
Allied Agencies Workshop (DLD)	<p>This professional learning focuses on Developmental Language Disorder and is available to school health nurses, psychologists and other allied health/education professionals. The session can be requested by schools and networks, or by external agencies.</p> <p>Time negotiable (~2 hours)</p>



The following table outlines professional learning topics available at the **district, school or network** levels.

Professional Learning Topic	District	Priority 1 Schools	Priority 2 Schools	Network
Key Language Leadership Course (see page 8 for specific details)	✓	✗	✗	✗
Speech Sounds (Articulation and Phonology) (2hrs)	✓	✓	✓	✓
Identifying and Supporting students with DLD (time negotiable)	✓	✓	✓	✓
Grammar (syntax) (full day)	✓	✓	✗	✓
WCLDC Transition to Mainstream (full day)	✓	✗	✗	✗
Boosting Language with Book Sharing (3-part series; 1.5 hrs each)	✓	✓	✗	✗
Rainbow Assessment Tool (RAT) Phonological and Phonemic Awareness Assessment (2 hrs)	✗	✓	✓	✓
PA to Phonics (3hrs)	✗	✓	✓	✓
Vocabulary (3 hrs)	✓	✓	✓	✓
Morphology (3 hrs)	✓	✓	✓	✓
Graduate Teacher Series (1.5 days during school holidays)	✓	✗	✗	✗
Parent workshop- ECE (1 hr)	✗	✓	✓	✓
Literature Based Units (full day)	✓	✓	✗	✗
Kindergarten Assessment Tool (KAT) (full day)	✓	✗	✗	✗

For 2026 District General Series topics and dates please scan the QR code to visit our website: <https://westcoastldc.wa.edu.au/outreach/professional-learning/>



Key Language Leadership Course

This course focuses on developing the capacity of classroom teachers, Principals, Deputy Principals, Literacy Coaches, Literacy Leaders, SAER Coordinators and Curriculum Leaders, to improve the language/literacy outcomes of students in their schools with a focus on students at language risk. Participants learn to assess and analyse language and are provided with practical strategies for addressing identified needs.

The Language Leadership Series runs over **six full days** throughout the year. The series has a strong action learning component, so there is an expectation that participants will undertake some additional reading and trial some 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:

- Introduction to Change Management in Schools, Oral Language & Comprehension
- Literature Based Units introduction & Narrative Macrostructure analysis & teaching
- Narrative Microstructure Analysis and Grammar Instruction
- Semantics, Vocabulary, LBU Wrap Up, Intro to phonological and phonemic awareness
- Structured Synthetic Phonics: The Early and Complex Codes
- Polysyllabic Words, Morphology; Literacy Assessments; End of course wrap up.

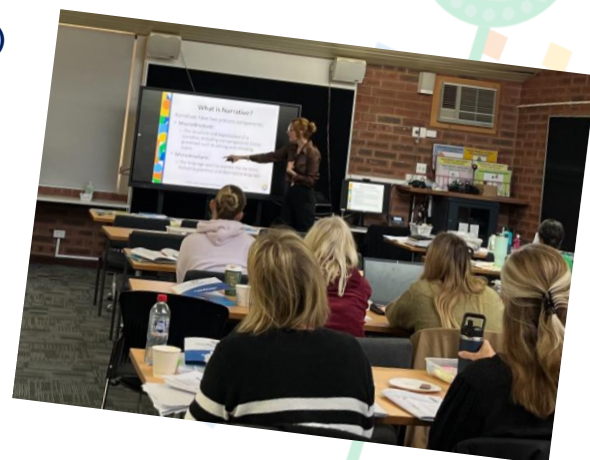
Each of the modules includes theory, strategies and resources. Participants are provided with recommended assessments and learn how to analyse and set SMART goals using the data. There are opportunities to reflect on current practice and link planning for teaching and learning programs to suit diverse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

Schools enrolled in the Key Language Leadership Series are eligible for Priority 1 in-school support. This comprehensive support is driven by the school priorities as well as the goals set by the Key Language Leader(s).

2026 Cost: \$155 per person (inclusive of all materials and catering)

2026 Registration Link:

<https://plis.education.wa.edu.au/?EventID=69956>



Kindergarten Assessment Tool (KAT)

The KAT is a criterion referenced assessment tool designed to ensure oral language development is maximised. The purpose of the test is to provide teachers with baseline data in oral language and emergent literacy skills of Kindy students. The KAT is aligned with the Western Australian Kindergarten Curriculum Guidelines.

KAT Subtests (x 9): Oral Comprehension (Blank Screen), Semantics (Vocabulary), Locational Relationships (Prepositions), Social / Emotional Development, Concepts of Print & Reading, Play & Social Skills, Oral Narrative (Joint Action Routine & Retell), Phonological Awareness and Grammar (Syntax).

This training is designed for ECE teachers (e.g. Kindergarten/Pre-Primary teachers), but we encourage administrators, learning support coordinators and other curriculum leaders to attend as well. The training is run over one full day session held either face-to-face (in Terms 1 and 4) or online via Webex (in Term 2).

The training includes: Introduction and background to the test, information about oral language and links to literacy, subtest administration and scoring guidelines, data analysis and goal setting.

2026 KAT PL Cost: \$25 per person (inclusive of handouts and catering) – there is an additional cost for the KAT Pack.

Literature Based Units (LBU)

Literature Based Units (LBUs) are integrated units of structured learning which target critical aspects of oral language including comprehension, narrative, vocabulary, syntax and pragmatics in the context of literature (narrative texts). Teachers select good quality children's literature (picture books or short novels) as the basis of an LBU, to support students' oral language and writing development. LBUs also aim to connect to curriculum content to support vocabulary learning, topic knowledge and comprehension.

Literature Based Units support the language development of all students but are particularly helpful for students with oral language difficulties, disadvantage, disorder, or difference (e.g. EAL/D).

District Level Training (educators from Priority 1 and 2 schools can attend):

Literature Based Unit Professional Learning is provided as a full day workshop at the WCLDC Outreach Office. Educators are asked to bring a text(s) to start planning an LBU during the workshop.

2026 District PL Cost: \$25 per person (inclusive of handouts and catering)

School-Based Training (Priority 1 schools only):

Priority 1 schools may decide to engage in a school-wide focus on Literature Based Units. This entails a multifaceted implementation process over approximately two years. There are recommended pre-requisite Professional Learning sessions to complete prior to the full day LBU workshop. The recommendation for school-based implementation is:

1. Pre-requisite: Explicit vocabulary instruction - PL session and implementation support (~one semester)
2. Pre-requisite: Grammar and syntax instruction - PL session and implementation support (~one semester)
3. Literature Based Units PL (~one year). This involves a full day workshop and ongoing year level consultations to support planning and implementation. This can be customised to suit the school's needs

Please liaise directly with your school's SLC to discuss the roll out plan





The WCLDC Outreach office is located at the East Hamersley
LDC site.

(rear of East Hamersley Primary School)

9 Earn Place

Hamersley WA 6022

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*To contact the Associate Principal or a Speech and Language
Consultant (SLC) please use the following email address*

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