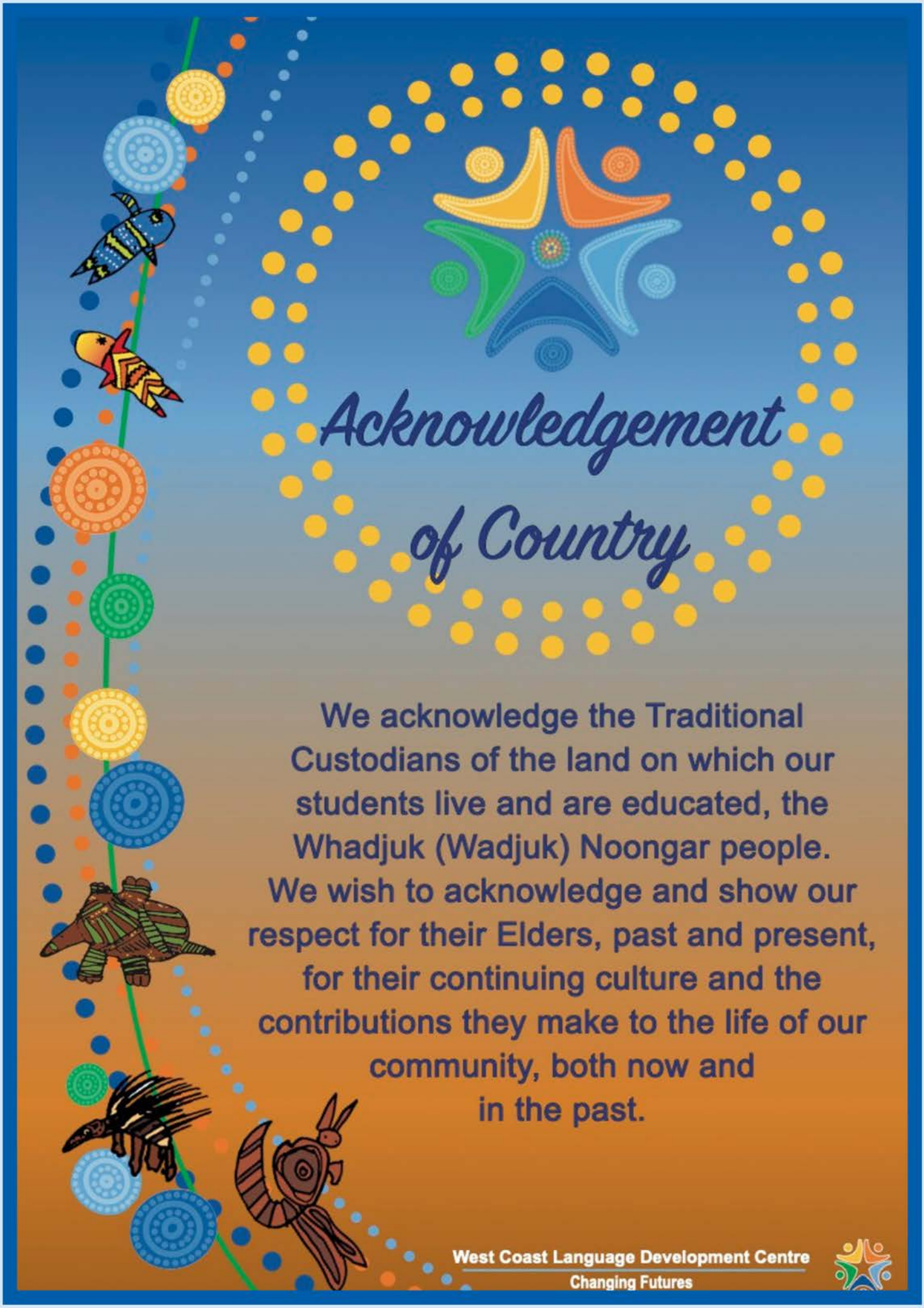


ANNUAL REPORT 2025

West Coast

LANGUAGE DEVELOPMENT CENTRE

Changing Futures


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 and present, for their continuing culture and the contributions they make to the life of our community, both now and in the past.
West Coast Language Development Centre
Changing Futures

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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.
- A safe and supportive learning environment.
- Data-driven and evidence-based practice.
- High expectations for students to succeed socially, emotionally and academically.
- Collaborative partnerships and the building of community capacity.



MESSAGE FROM THE PRINCIPAL

It is my pleasure to present the Annual Report for the West Coast Language Development Centre. With approximately 300 students across our sites, we remain committed to providing high-quality, specialist education for children with Developmental Language Disorder (DLD) and complex language needs.

This year we strengthened our integrated teaching and speech pathology model, ensuring precise, evidence-based language intervention throughout the day. Staff continued to deepen their expertise in DLD and used assessment data effectively to guide planning and monitor progress.

Classrooms remained calm, predictable and language-rich, supporting engagement through explicit social-emotional teaching, purposeful play-based learning, and visual and multimodal supports. The growth we have seen academically, socially, emotionally and in communication reflects the dedication of our staff.

Our partnerships with families also grew through clear communication, practical workshops and collaborative discussions that support learning across home and school. We are also excited to build a new partnership with Butler Primary School to strengthen understanding of DLD and share best practice.

I extend my sincere thanks to our teachers, speech pathologists, education assistants and support staff for their professionalism and commitment, and to our School Board and community partners for their ongoing support. We remain focused on strengthening data-informed practice, deepening DLD expertise, and creating language-rich environments that enable every student to thrive.

Catherine Regan
Principal
West Coast Language Development Centre



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 Midwest education regions. The centre is located across four sites, all co-located with primary schools. The main administration site is at Padbury Primary School, with additional sites at Quinns Beach, Poseidon and East Hamersley Primary Schools. WCLDC works at the system, network, individual school, leadership, teacher and student levels to provide high-quality services in speech, language and associated learning based on evidence-informed best practice.

After a successful year with Year 2 students at our East Hamersley campus in 2024, we opened a further four classes for Year 2 students across all campuses in 2025.. Padbury did not have sufficient space, so we applied for a transportable and negotiated with the Padbury Primary School Principal to use an empty classroom within the Padbury Primary School block. The transportable was delivered towards the end of Term 1, with the class temporarily housed in the music room.

Outreach: This service responds to the distinctive needs of public primary schools, with a focus on improving speaking, listening and literacy outcomes for students with language difficulties, differences and disorders. The emphasis is on sustainable capacity building of teachers and leadership teams to deliver high-quality learning opportunities.

Student Numbers

Site	Kindergarten	Pre-Primary	Year 1	Year 2	Total
East Hamersley	10	14	13	9	46
Padbury	23	37	38	23	121
Poseidon	11	13	22	11	57
Quinns Beach	22	27	30	7	86
Total	66	91	103	50	310

SCHOOL OVERVIEW

Workforce Composition

Position	Number of Staff	FTE
Administration	5	4.8
School Officer	3	1.6
Manager Corporate Services	1	1
Teacher	37	30.5
Speech Pathologist	7	5.3
Education Assistant	26	16.2
Speech and Language Officer	4	2.4
School Psychologist	1	0.6
Library Officer	1	1
Total	85	63.4



STUDENT ACHIEVEMENT

Oral Language

In 2025, the school continued to strengthen the quality of teaching in oral language, with a particular focus on supporting students with Developmental Language Disorder (DLD). Staff worked together to embed evidence-based language scaffolding techniques across classrooms, ensuring all students could access and use targeted language forms.

Throughout the year, Speech Pathologists delivered ongoing professional learning to build teacher capability in oral language instruction. This included explicit instruction in inferencing skills to support comprehension and the implementation of the Inferential Comprehension Program. Teachers also incorporated Literature Based Units (LBUs), with a minimum of one LBU planned each term.

Classroom programs emphasised the development and use of microstructure elements within narrative, Tier 2 vocabulary expansion, semantic organisational skills and conceptual language. These strategies were integrated across curriculum areas to promote generalisation and support students' overall language development.



STUDENT ACHIEVEMENT

Literacy

The Common Assessment Tool for Literacy (LAT) is administered in Terms 2 and 4 and provides data on key concepts of print and early phonemic awareness in kindergarten, along with decoding and encoding skills in later years. The LAT is aligned to the WCLDC Phonological Awareness and Phonics Pacing Guide, ensuring consistency between assessment and instructional expectations. This tool supports teachers to set clear goals that drive high-quality instruction and improve student achievement. Teachers analyse the data to monitor individual and group progress, using this information to inform targeted planning and responsive teaching. Year level teams also meet to discuss the results, share effective teaching strategies and set common year level goals.

In 2024, the introduction of Year 2 at the East Hamersley site enabled the development of a Year 2 Common Assessment Tool (2LAT). In 2025, WCLDC expanded to include Year 2 classes across all sites. Although there is currently insufficient cohort data to establish Year 2 targets, it was encouraging to note that 65% of Year 2 students were decoding and encoding words containing extended code. It is also pleasing to report that all grade levels from Kindergarten to Year 1 achieved their literacy targets in 2025.

In 2025, the Kindergarten reading target was met, with 57% of students able to orally blend some phonemes and 26% able to segment some phonemes in Term 4. The Pre-Primary reading target, focused on decoding real words, was achieved by 88% of students. The Pre-Primary spelling target, spelling decodable words, was met with 76% of students achieving the target. The Year 1 targets were also achieved, with 65% of students meeting the target for reading real words containing extended code and 29% meeting the target for spelling decodable words.



STUDENT ACHIEVEMENT

Reading: Kindergarten

Blending Phonemes: Students able to blend some phonemes (KLAT).

2 and above	Target	Achieved
2024	40%	50%
2025	50%	57%
2026		
2027		

Reading: Pre-Primary

Decoding Real Words: Students able to decode some real words (PLAT).

2 and above	Target	Achieved
2024	80%	84%
2025	80%	88%
2026		
2027		

Reading: Year 1

Decoding Real Words: Students able to decode words with extended code (1LAT).

2 and above	Target	Achieved
2024	60%	51%
2025	50%	65%
2026		
2027		

Reading: Year 2

Decoding Real Words: Students able to decode words with extended code (2LAT).

2 and above	Target	Achieved
2024		92%
2025		65%
2026		
2027		

STUDENT ACHIEVEMENT

Writing: Kindergarten

Segmenting Phonemes: Students able to segment some phonemes (KLAT).

2 and above	Target	Achieved
2024	20%	22%
2025	20%	26%
2026		
2027		

Writing: Pre-Primary

Spelling: Students able to spell some decodable words (PLAT).

5 and above	Target	Achieved
2024	70%	65%
2025	65%	76%
2026		
2027		

Writing: Year 1

Spelling: Students able to spell some decodable words (1LAT).

5 and above	Target	Achieved
2024	30%	32%
2025	30%	29%
2026		
2027		

Writing: Year 2

Spelling: Students able to spell some decodable words (2LAT).

7 and above	Target	Achieved
2024		85%
2025		65%
2026		
2027		

STUDENT ACHIEVEMENT

Numeracy

In 2025, Mathematics actions focused on strengthening teaching practice and improving numeracy outcomes across the school. A key priority was embedding high-impact teaching strategies to strengthen student understanding in number relations and operations. School-wide programs including Bond Blocks, Number Talks, Top Ten and Word Aware supported consistent practice aligned with the WA Curriculum. Numeracy planning documents and resources were refined, including development to support Year 2 implementation.

Professional learning strengthened staff capability, with Maths curriculum team members attending external sessions focused on hands-on strategies for Years 1 and 2. These were shared through collaborative planning and co-teaching to enhance practice across the school. Staff also reviewed On-Entry numeracy data to identify trends and inform planning.

Clear achievement targets were established for early years cohorts, aligned to key numeracy understandings. In Kindergarten, 66% of students achieved the target. In Pre-Primary, 71% achieved the target. In Year 1, 83% achieved the expected standard.

In 2025, Year 2 classes operated across all sites. As this was the first year, no formal target was set; however, a focus on addition and subtraction strategies was established. By the end of the year, 60% of students achieved end-of-year expectations, providing baseline data for future target setting.

Overall, 2025 demonstrated strengthened instructional consistency and positive growth in Mathematics achievement across the early years.



STUDENT ACHIEVEMENT

Numeracy

Kindergarten

Counting: Using 3 counting principles to 10.

2 and above	Target	Achieved
2024	60%	66%
2025	60%	66%
2026		
2027		

Pre-Primary

Counting: Using 5 counting principles to 10.

2 and above	Target	Achieved
2024	60%	68%
2025	60%	71%
2026		
2027		

Year 1

Addition: Identifies the larger number (numbers to 10) and counts on from the larger number to solve simple addition problems. To be achieved by the end of year 1.

2 and above	Target	Achieved
2024	80%	87%
2025	80%	83%
2026		
2027		

Year 2

Addition/Subtraction: Using a range of strategies in addition.

2 and above	Target	Achieved
2024		67%
2025		60%
2026		
2027		

STUDENT ACHIEVEMENT

Social Skills

2025 saw the school-wide implementation of our updated Pragmatics Profile, a tool for recording students' social skill development. Use of this profile meant that 2025 results are not comparable with 2024 results, and therefore a percentage target wasn't set for 2025. Teachers continued to focus on supporting students to develop the many skills that impact their ability to engage in cooperative play with peers. Cooperative play involves playing in groups, establishing rules for play and having shared goals. Skills include planning, sharing, turn taking and conflict resolution. Social skills data was analysed and reflected on during our whole school data day in Term 4.

Kindergarten teachers focused on using Play to Talk strategies to join students in their play; modelling and using visual tools; embedding play within structured routines; and incorporating play and cooperative strategies into other learning areas.

Pre-primary teachers focused on having clear play skill targets that are discussed before and after playtimes; ensuring consistency of language and approach across staff; modelling throughout the day; and engaging in child led play.

Year 1 and 2 teachers focused on linking social skills to other curriculum areas, particularly STEM; think-alouds and modelling related to social problem solving; and explicitly teaching the rules for sports and team games.

The number of students engaging in play at a cooperative level steadily increased between Pre-primary and Year 2, with 18% in Pre-primary, 48% in Year 1, and 78% in Year 2. This growth demonstrates a consolidation of the skills taught explicitly through *I Do It*!, our social skills program.

Social Skills

Students able to play cooperatively, to be achieved by the end of year 1.

190 and above		Target	Achieved
2024		80%	72%
2025			48%
2026			
2027			

QUALITY TEACHING

Data literate and reflective staff

In 2025, we continued to strengthen staff capability in assessment, data collection and data-informed reflection. Staff engaged in multiple structured opportunities throughout the year, including School Development Days, Teacher Learning Groups and staff meetings, to analyse and reflect on student data. Our data analysis templates and processes were further refined to better capture staff reflections and guide consistent whole-school review practices. During the annual whole school data day in Term 4, staff collaboratively examined longitudinal trends, identified key areas for improvement and contributed to establishing focus areas for the following year.

In 2026, we will trial a new Mathematics assessment for Pre-Primary to Year 2 students. Essential Assessment Maths will provide more targeted, fine-grained data on students' numeracy understandings. The program's diagnostic assessments will support teachers to identify individual learning needs, track progress over time and plan differentiated instruction aligned with each student's next steps.



QUALITY TEACHING

Evidence Informed, Language Focused Curriculum

Our speech pathologists delivered comprehensive professional learning throughout the year, including a full-day session on Literature-Based Units at the beginning of the year. Curriculum leaders presented professional learning in Science and Mathematics, with a focus on Science Inquiry Skills and oral language development, including questioning and predicting. In Mathematics, the focus included patterning and the use of data to inform planning.

Curriculum teams engaged with current research to guide discussion and planning, leading to the development of an instructional handbook to be finalised early next year. This handbook will support whole-school improvement by establishing consistent, evidence-based practices and reducing variability in curriculum delivery across classrooms. It will provide clear guidance on instructional approaches, ensuring all students have access to high-quality, differentiated and engaging learning experiences.

In 2026, leadership will continue to support teachers in implementing a cohesive Literacy Block structure that incorporates daily reviews, clear learning intentions and success criteria. A key focus will be the implementation of the instructional handbook to support a consistent, whole-school approach to curriculum delivery. This will strengthen alignment of teaching practices, increase consistency between classrooms and ensure all students have access to high-quality, evidence-based instruction.



QUALITY TEACHING

Deepening understanding of the impact of DLD

DLD is the most common childhood developmental disorder but remains largely unknown; this continues to drive our focus and commitment to increasing awareness across our communities. This was achieved through building relationships (as previously outlined), the provision of information sessions across community groups and professional learning.

We organised events for International DLD Awareness Day; the theme this year was 'You can't see DLD'. This included school community events for our parents, as well as staff and parents from co-located schools. These events provided a fun and engaging way to increase awareness of DLD and were delivered in conjunction with the international organisation Raising Awareness of DLD (RADLD) in the UK. We shared current research and promotional information, including video clips, media releases and activities from around the world. Participation in this global event strengthened awareness of DLD across our school sites and the wider community.

Throughout the year, LDC speech pathologists and Outreach Speech and Language Consultants delivered a two-part professional learning series on DLD for Department of Education staff (primary and secondary) and allied health professionals. The first session focused on the impact of DLD on learning outcomes, while the second explored the use of evidence-based strategies to support students. The series was well received, with positive feedback from participants.

The West Coast LDC website includes a DLD information page accessible to prospective and current parents, as well as the wider community. This page features videos on topics such as understanding DLD, parent perspectives and a virtual tour of the centre.



WELLBEING

Safe, inclusive and culturally responsive environment for students

WCLDC is deeply committed to the wellbeing of our students. In 2025, we implemented a number of strategies to ensure we continue to provide a safe, inclusive and culturally responsive learning environment for students.

WCLDC's first formal Student Wellbeing Plan was finalised by our school Wellbeing Team, consisting of the Principal, School Psychologist, Dylan Roggio, and Student Wellbeing Leader, Emma McFarland. This plan formalises our commitment to student wellbeing, with targeted strategies including:

- School-wide explicit teaching of respect using the new unit developed for I Do It!, our social skills program. This unit includes respect for self, others, personal and school belongings, living things, the environment, and all cultures.
- Increased opportunities to learn through play, including outdoor classroom experiences and teacher learning focused on risk in play.
- Auditing and updating visual supports to ensure they reflect diversity.
- Dedicated mindfulness time in all classrooms.

Our Student Wellbeing Leader, Emma, works with teachers and other staff to build capacity and deepen understanding of young children's social and emotional wellbeing, including behaviour support, trauma-informed practice, and neurodiversity. In 2025, staff were supported in the development and implementation of individualised classroom engagement support plans, as well as receiving guidance related to student wellbeing needs within the classroom. A variety of resources were developed to support student wellbeing, including visual tools to support students to identify and communicate their needs.

The Northern Beaches Education Network, of which WCLDC is a part, organised for the Berry Street Education Model (BSEM) training to be delivered again in 2025, following positive feedback in 2024. Four staff members attended the professional learning for one day each term. BSEM is a trauma-informed approach that equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. In 2026, these strategies and other learning from the model will be shared across the school.

WELLBEING

Safe, inclusive and culturally responsive environment for Staff

Staff health and wellbeing remain a high priority for our school. Our Wellbeing Team finalised our first formal Staff Wellbeing Plan, which will be reviewed and updated annually. In considering teacher workload, we have continued to refine our assessment and reporting processes, and this year established a Workload Advisory Committee to seek valuable input from staff. We sought staff feedback via surveys and implemented changes as a result, including adapting the structure of teacher learning groups and streamlining processes where possible.

We fostered a strong sense of staff belonging through celebrating significant days, planned staff events, and a wellbeing and team-building focus at our Term 3 School Development Day.

Schools are required to develop a Psychosocial Management Plan, and we consulted with RSO (Resilient Safe Organisations) to support us with this. This entailed staff surveys, professional development around psychosocial hazards and ways to develop resilience, and staff interviews. The plan will be finalised early next year once all data is collated, but early indications confirm we are a cohesive, collaborative, and supportive work environment for our staff.

In 2025, Curriculum Support Teachers were introduced and have worked alongside staff, providing support, particularly to new staff members, and driving school improvement. Staff also receive support and professional learning from our School Psychologist and Student Wellbeing Leader.



WELLBEING

Reconciliation Action Plan

WCLDC remains committed to fostering a culturally responsive school environment that recognises, respects and celebrates diversity, with a strong focus on embedding Aboriginal and Torres Strait Islander cultures, histories and perspectives across all aspects of school life. Visible initiatives such as the school logo and artwork created by local Aboriginal artist Rosie Paine prior to 2025 and featured on our school shirts, continue to strengthen a shared sense of identity and commitment to reconciliation.

A significant milestone in 2025 was the publication of the WCLDC Reconciliation Action Plan (RAP), developed through the dedication of our RAP Working Group of school staff and students' family members, with strong support from the wider school community. Key events included Reconciliation Week activities and morning teas across all sites, providing opportunities to engage families and share RAP progress.

During NAIDOC Week, students benefited from learning experiences with local Aboriginal artist Gabrielle Bruce and community member Ree Couzens, with resulting artwork displayed across the school. The school also secured a $5,000 Partnership Acceptance Learning Sharing Grant to support ongoing work with community artists and a planned 2026 incursion with Indigenous Tours WA.

Staff professional learning remained a priority, including participation in the Koora Waangkinny Boodjar experience and a Term 3 School Development Day at Yanchep National Park focused on RAP engagement and local Aboriginal history. Curriculum teams also worked to embed the Aboriginal Cultural Standards Framework across all learning areas. WCLDC will continue to implement and review its RAP actions, with a formal update scheduled for July 2026.

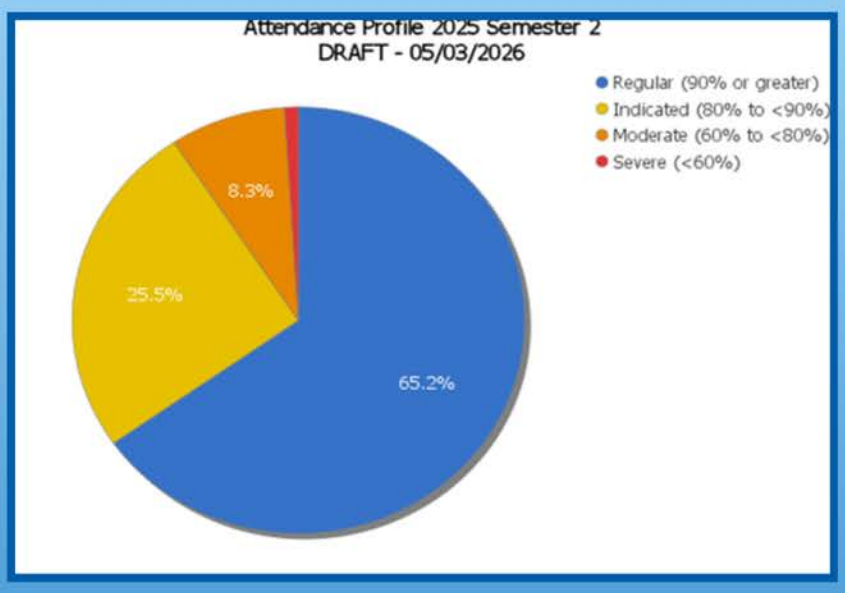


WELLBEING

Attendance

Attendance at school is a key factor in students' academic progress. The Centre monitors attendance and provides regular reminders through newsletters, individual letters to parents, and case conferences. We have a tracking and follow-up system, as well as regular communication about the importance of attending school through our newsletters and other communication systems. Letters of concern are issued to parents for their consideration when students are taken on holiday during term time.

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	93.30%	47	12	4		72%	28%
PPR	90.70%	60	20	7	1	70%	30%
Y01	90.00%	63	27	10	1	51%	49%
Y02	90.20%	27	18	4	1	61%	39%



COMMUNITY PARTNERSHIPS AND RELATIONSHIPS

Effective, supportive partnerships within our school and wider community

During Term 1, 2025, strong progress continued across Community Relations initiatives, with a focus on enhancing digital engagement, refreshing visual media and improving information accessibility for families and the wider community.

Work progressed on updating the school's Virtual Tour. Outdated footage was identified, and new clips from late 2024, along with additional footage featuring a broader representation of current staff, are being collected. These updates will ensure the tour provides an accurate and contemporary reflection of all campuses.

We remain fortunate to have a committed group of parents, both current and former, who volunteer their time to participate in parent information sessions for prospective families, as well as follow-up meetings for those who have successfully secured placement for their child. Their involvement contributes significantly to building welcoming and supportive connections with new families.

Our new partnership with Butler Primary School will provide valuable opportunities for collaboration with mainstream leaders and staff. This work supports shared understanding of best practice and promotes awareness of Developmental Language Disorder (DLD), enabling teachers and leaders to identify DLD early and facilitate timely intervention, including potential referrals to LDC or speech pathology services.



COMMUNITY PARTNERSHIPS AND RELATIONSHIPS

Strengthen relationships with external agencies

We continued to initiate and strengthen interactions with external agencies, including the Child Development Service (Health Department); Notre Dame University; TAFE; the Playgroup Association; Pre-Kindy programs in mainstream schools; and the Child and Parent Centre Service. These interactions included exploring with each agency how we could increase understanding, knowledge, and awareness of the critical importance of children's oral language development. This was achieved through the provision of tailored staff talks and professional learning, as well as parent information sessions (for Pre-Kindy and kindergarten families). Focus areas include early language development; Developmental Language Disorder and its impact on literacy acquisition and academic achievement; and strategies to support early language development. Strengthening these relationships will continue to be a focus in 2026.



COMMUNITY PARTNERSHIPS AND RELATIONSHIPS

Building understanding of DLD

We have several initiatives for building community understanding of Developmental Language Disorder. These include updating our website with new videos and information for parents and the wider community, and looking at ways to communicate information to busy families who may not be able to attend workshops during school hours. A review of website tabs and content organisation commenced in Term 1, with particular focus on the placement of Professional Learning and Parent resources. The team is considering the creation of a dedicated Developmental Language Disorder (DLD) section, potentially titled DLD FAQs, to improve clarity and accessibility. Structural changes will be discussed with the design team.

Development also began on a series of short DLD information videos. Narration has been recorded by staff, and accompanying visuals will be produced for distribution to families and educators. In addition, the team is exploring the inclusion of a new website section to host relevant research papers, further supporting parent and educator understanding of DLD.

Efforts also continued to organise and streamline video content for the school's YouTube channel and website. Editing workflows remain under review, with YouTube recommended as a more reliable platform for managing ongoing video updates.

Each year our community's involvement in DLD Awareness Day grows, with many of our staff and families and students joining in with celebrations, fun and games on the Swan River foreshore in Burswood at the beginning of term 4.



LEADERSHIP

West Coast Language Development Centre continues to be an active member of the Northern Beaches Education Network, with a strong focus on developing leadership capacity across the school. In 2025, the Network maintained its priority of strengthening middle leadership, providing opportunities for emerging leaders to broaden their skills and contribute to whole-school improvement.

Our aspirant leaders again engaged in professional learning facilitated by Collective Culture Consultancy, an educational and business consultancy specialising in strengthening positive and productive organisational culture. Staff were able to opt into a series of after-school workshops across the year, with sessions exploring effective team leadership, understanding self as a leader and managing stressors in high-pressure environments. This learning continues to support the development of confident, capable leaders within our school.

The Leaders Learning Group met regularly throughout 2025, with a continued focus on refining the school's Operational Plan and reviewing assessment, reporting, and data-collection processes. This group also progressed the preliminary work begun in 2024 toward the development of a comprehensive School Improvement Plan, due for implementation in 2026.

A significant leadership initiative in 2025 was the support of several teachers pursuing Level 3 Classroom Teacher status. In addition, the school introduced two new leadership roles: Curriculum Specialist: Literacy and Curriculum Specialist: Numeracy. These specialist leaders worked directly with teachers to ensure fidelity to whole-school programs, strengthen instructional practices, and build staff capacity. They also played an important mentoring role, supporting new teachers joining the school in 2025.



RESOURCES

Finance Summary

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 that budgeting decisions for the annual school year (and beyond) are based on evidence and support the school's business and operational plans. The budget is split between salaries (approximately 95%) and operational cash (approximately 5%). Appropriate self-assessments are undertaken each year. The cash plan includes costs negotiated with mainstream co-located partners for cleaning, gardening, and other ancillary services. 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 the Finance Committee.

Department of **Education**

Operational-Dec 2025

Operational One Line Budget Statement

Issued on 23 February 2026

School:	West Coast Language Development Centre	**School Year:**	Dec 2025 (Verified Dec Cash)
Region:	North Metropolitan Region	**Aria:**	0
		Distance to Perth (km):	18.89

One Line Budget – Dec 2025

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	78,681	78,681	
Carry Forward (Salary):	$	336,606	336,606	
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	7,423,354	7,423,354	
Locally Raised Funds:	$	122,613	122,837	-224
Total Funds:	$	7,961,253	7,961,478	-225
EXPENDITURE				
Salaries:	$	7,045,057	7,045,057	
Goods and Services (Cash):	$	564,424	480,831	83,592
Total Expenditure:	$	7,609,480	7,525,888	83,592
Variance:	$	351,773	435,590	-83,817

RESOURCES

Finance Summary

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	**$78,680.64**	**$78,681.00**	**$-.36**
Carry Forward (Salary)	**$336,605.86**	**$336,605.86**	**$.00**
Student-Centred Funding (including School Transfers & Department Adjustments)	**$7,423,353.80**	**$7,423,353.80**	**$.00**
Per Student	$2,775,211.00	$2,775,211.00	$.00
School and Student Characteristics	$3,767,759.83	$3,767,759.83	$.00
Disability Adjustments	$62,087.09	$62,087.09	$.00
Targeted Initiatives	$289,931.57	$289,931.57	$.00
Operational Response Allocation	$626,547.77	$626,547.77	$.00
Regional Allocation	$.00	$.00	$.00
School Transfers – Salary	$-311,465.81	$-311,465.81	$.00
School Transfers - Cash	$213,282.35	$213,282.35	$.00
Department Adjustments	$.00	$.00	$.00
Locally Raised Funds (Revenue)	**$122,613.00**	**$122,837.14**	**$-224.14**
Voluntary Contributions	$13,648.00	$13,768.20	$-120.20
Charges and Fees	$14,216.00	$14,260.20	$-44.20
Fees from Facilities Hire	$.00	$.00	$.00
Fundraising/Donations/Sponsorships	$.00	$.00	$.00
Commonwealth Govt Revenues	$.00	$.00	$.00
Other State Govt/Local Govt Revenues	$5,445.00	$5,445.00	$.00
Revenue from CO, Regional Office and Other schools	$22,689.00	$22,698.91	$-9.91
Other Revenues	$17,615.00	$17,664.83	$-49.83
Transfer from Reserve or DGR	$49,000.00	$49,000.00	$.00
Residential Accommodation	$.00	$.00	$.00
Farm Revenue (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees (Camp Schools only)	$.00	$.00	$.00
Total	**$7,961,253.30**	**$7,961,477.80**	**$-224.50**

RESOURCES

Finance Summary

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	**$7,045,056.83**	**$7,045,056.83**	**$.00**
Appointed Staff	$6,459,650.90	$6,459,650.90	$.00
New Appointments	$.00	$.00	$.00
Casual Payments	$582,459.89	$582,459.89	$.00
Other Salary Expenditure	$2,946.04	$2,946.04	$.00
Goods and Services (Cash Expenditure)	**$564,423.64**	**$480,831.41**	**$83,592.23**
Administration	$47,159.64	$34,889.72	$12,269.92
Lease Payments	$6,425.00	$5,732.61	$692.39
Utilities, Facilities and Maintenance	$26,836.00	$22,030.54	$4,805.46
Buildings, Property and Equipment	$78,799.00	$59,056.41	$19,742.59
Curriculum and Student Services	$89,333.00	$72,838.31	$16,494.69
Professional Development	$52,017.00	$26,355.19	$25,661.81
Transfer to Reserve	$18,500.00	$18,500.00	$.00
Other Expenditure	$244,105.00	$240,158.63	$3,946.37
Payment to CO, Regional Office and Other schools	$1,249.00	$1,270.00	$-21.00
Residential Operations	$.00	$.00	$.00
Residential Boarding Fees to CO (Ag Colleges only)	$.00	$.00	$.00
Farm Operations (Ag and Farm Schools only)	$.00	$.00	$.00
Farm Revenue to CO (Ag and Farm Schools only)	$.00	$.00	$.00
Camp School Fees to CO (Camp Schools only)	$.00	$.00	$.00
Total	**$7,609,480.47**	**$7,525,888.24**	**$83,592.23**

PARENT SATISFACTION

Parent Survey

The parent survey was conducted from November to December 2025 and received 80 responses from families. Responses were received from families across all year levels at the school, with the highest proportion coming from Pre-Primary (38%) and Year 1 (32%), followed by Kindergarten (15%) and Year 2 (15%).

Overall feedback from parents was very positive, with all survey items receiving an average rating above 4 out of 5, ranging from 4.0 to 4.8.

The highest levels of agreement were in areas related to teaching quality, student progress and relationships between staff and students. Parents strongly agreed that teachers care about their children, effectively support student learning, and that students are making good progress at the school. Parents also indicated that they feel comfortable speaking with teachers about their child's learning and any concerns.

The survey results also demonstrated strong confidence in the school, with many parents indicating that they would recommend the school to others.



OUTREACH

The West Coast Language Development Centre (WCLDC) Outreach Service responds to the diverse needs of public primary schools by supporting improved speaking, listening and early literacy outcomes for students with language difficulties, differences, and disorders across the North Metropolitan (coastal), Midwest and Gascoyne Education Districts.

The Outreach Service focuses on sustainable capacity-building at the teacher, school and system level through the delivery of high-quality, evidence-informed professional learning and targeted support. Working across networks, individual schools, school leadership teams and classroom teachers, the service strengthens instructional practice and builds capability. In addition, the Outreach Service designs, develops and delivers evidence-informed professional learning and associated supports aligned to speech, language and literacy initiatives, informed by identified school priorities, assessment data and best practice in language and literacy development.

Number of metropolitan schools	Number of Midwest schools
64	18

Service delivery type 2025	Total
No. of professional learning sessions (unique)	73
Total no. of participants for professional learning	1258
Consult hours (face to face)	461.95 hours
Professional Learning hours (unique)	219.5 hours



OUTREACH

Professional Learning Summary

	Number of Sessions	Number of Participants	Hours
Book sharing	3	50	4.25
Comprehension	9	164	15
DLD	4	123	6.5
KAT	6	67	26.25
Key Language Leadership-Metro	6	13	38.5
Key Language Leadership-Midwest	4	7	25.5
LBU	7	113	28
Morphology	3	74	5
Oral Language	5	115	7.5
Oral Language-Parent Session	2	56	2.5
Phonics	4	93	11.5
RAT	2	21	3.5
Speech/ Articulation	3	44	6
Syntax	9	118	21.75
Vocabulary	6	137	17.25

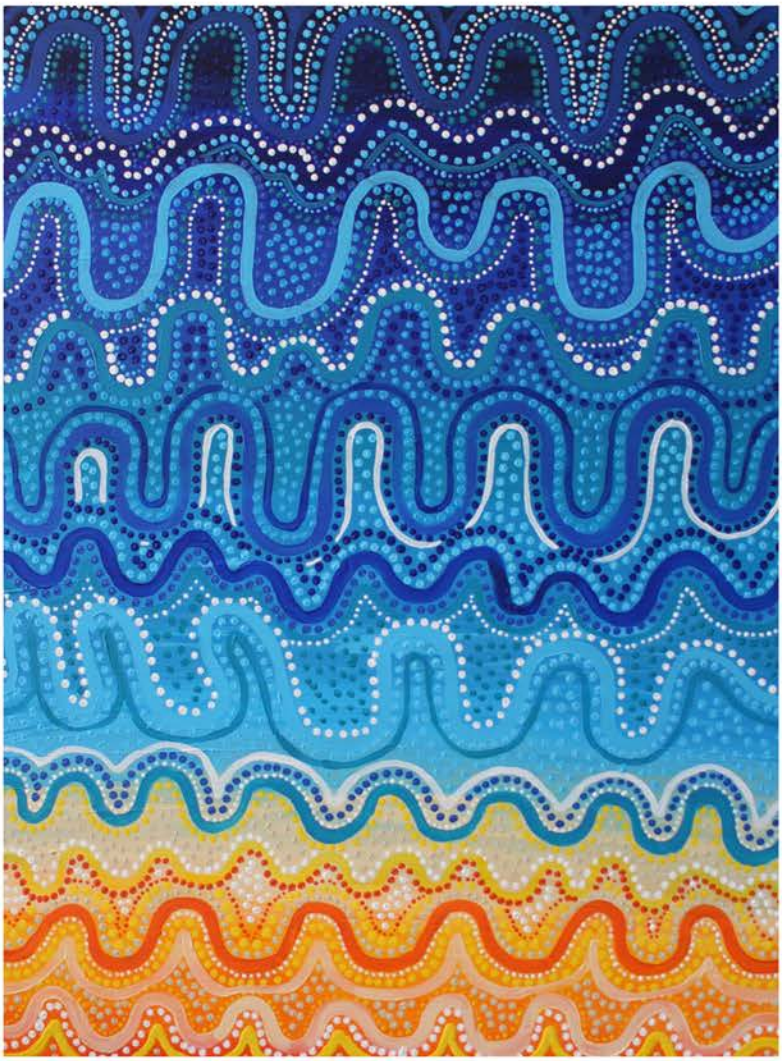
OUTREACH

Family information programs

A total of 336 parents attended school run language information sessions over the course of the year (run over 21 sessions).

Workshop or program	When	Audience	Purpose	Presenters
DLD Information Session	Term 1	Parents	To build parent knowledge and awareness of DLD, the language difficulties associated with DLD and the impact on learning.	Speech Pathologists
Kindergarten program	Term 1/2	Parents	To provide parents with effective & practical strategies to support their child's language development at home.	Speech Pathologists
Pre Primary Let's Bookshare Program	Term 2	Parents	To build parents understanding and knowledge about the importance of book sharing and its impact on the development of expressive & receptive language. To provide and demonstrate key language strategies to use in book sharing with their child.	Speech Pathologists
Year 1 Let's Talk DLD	Term 3	Parents	To provide parents with the knowledge to help them to understand their child's needs, which will help them to support their transition to mainstream schooling and beyond.	Speech Pathologists
Transition workshop	Term 4	Parents	To provide information for parents of exiting students.	Administration & Speech Pathologists
New parent meetings	Term 4	Parents	To provide information for new parents on how we differ from mainstream schools.	Administration

West Coast
LANGUAGE DEVELOPMENT CENTRE
Changing Futures



Endorsed by the school board:

Date: 25/03/2026

Board Chair: Anne Dunn _____

Principal: Catherine Regan _____