

Annual Report  
2025



**SELDC**

South East Language  
Development Centre

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## Introduction

### Principal's Welcome

Welcome to South East Language Development Centre (SELDC).

We are one of five Independent Public Schools in Western Australia providing specialised services for students with Developmental Language Disorder (DLD). Our focus is on early intervention, supporting children from Kindergarten to Year Two to develop the skills they need for future success and to become lifelong learners.

At SELDC, we are proud to be a dynamic and innovative school built on a strong multi-disciplinary approach. Our priority is to ensure every student achieves their best in a safe, caring, and supportive environment. Classrooms are enriched by collaboration, where teachers and education assistants work alongside speech pathologists to deliver a modified Western Australian Curriculum tailored to students' needs.

We hold high expectations for our students and ourselves, believing that every child has the capacity to reach their potential. By recognising and supporting individual needs, we help our students thrive and achieve their best possible outcomes. Our work is guided by our core values: Be Kind, Be Safe, Be Respectful, and Be Your Best.

Our Outreach Service extends this support beyond our classrooms, partnering with schools across the Goldfields region. The team builds staff capacity in oral language and literacy, shares best practice in teaching and learning, and supports students as they transition confidently from the LDC back to their mainstream schools.

We also believe strong partnerships with families and the wider community are essential for student success. Our role is to support children and families throughout their time with us and beyond.

I am proud to lead a school where staff are deeply committed, professional, and passionate about their work. At the heart of everything we do is our ethos: Language for Life.

Ronnie O'Neil

Principal



*We would like to acknowledge the traditional custodians of this land the Wadjuk people of the Noongar Nation and pay our respects to the elder's past, present and emerging. We walk together on this pathway leading students on their discovery of themselves, their language and their community. We nurture strength, power and belonging to place and encourage each and every voice.*

## Relationships & Partnerships

In 2025, our school continued to build strong, positive relationships that support every child’s learning and wellbeing. We value the connections between students, families, staff, and our wider community, and we work together to make sure all children feel safe, included, and supported. Staff worked closely with each other through planning days, team activities, and shared learning. This helped create a consistent and caring approach across the school. We focused on belonging at the start of the year and taught our Positive Behaviour Support expectations to set students up for success. Clear routines, shared language, and strong communication helped create calm, predictable classrooms. Our relationships with students were strengthened through warm, positive interactions and consistent teaching practices. We worked with families through a range of communication methods—SMS, email, phone calls, Connect, newsletters, meetings, and community events like welcome picnics and learning journeys. We also partnered with speech and allied-health services, using a clear schedule to minimise disruptions to learning. We continued to grow strong connections with our co-located schools and local community partners. Staff participated in cultural awareness training, continued progress on our Reconciliation Action Plan, and celebrated events such as Harmony Day, National Sorry Day, Reconciliation Week, and NAIDOC Week. Families were invited to contribute through Cuppa and Yarn sessions and other community activities. These efforts helped us build a school culture based on trust, respect, and shared purpose—strengthening the daily experience of students and deepening the connections between families, staff, and our community.

### School Board

The School Board plays an important role in supporting the ongoing growth and success of the school. Board members work closely with the leadership team to review student progress, look at school data, and help guide financial decisions that benefit student learning and wellbeing. They also recognise school achievements, celebrate milestones, and contribute to discussions about future priorities and directions to ensure the best outcomes for all students. This year, the Board acknowledged and discussed the following:

Funding Agreement for Schools	Student requirements lists
Annual Report 2024	School Board roles and responsibilities
Contributions and Charges	Raising the School board profile
Financial review	Future growth
Preliminary budget	Operational planning

School Board Representatives	
2023	
<b>Chairperson</b>	<b>Principal</b>
Dr Sharon Davies	Veronica O’Neil
<b>Parents and Community</b>	
Roya Ansari	Stephanie Pollaart
David Conti	Natasha Flynn
Sarah Durham	Ana Rita Sequeira
Sofia letto-Conti	Sammoy Palmer
<b>School Representatives</b>	
Lorraine Trouchet (MCS)	Claire Wade
Cecile Ferreira (SP)	Annette Myer

## Parents & Citizens Association

We continue to enjoy a strong partnership with our P&C, who work tirelessly to both raise funds and create valuable opportunities for our students. We sincerely thank all representatives and volunteers for their support throughout the year. Their efforts have directly contributed to the development of an outdoor classroom at the Armadale campus and enhanced early childhood resources at the Cloverdale and Maddington campuses.

P&C Representatives		
2023		
President	Vice President	Secretary
Stephanie Pollaart	Aroha Mills-Barlow	Natasha Flynn
Treasurer	Principal	School Board member
Natasha Brown	Veronica O'Neil	Sofia Ietto-Conti

### Interagency and Community Collaboration

The school continues to collaborate and build upon relationships with other agencies and the wider community. We work closely as a district service to collaborate and advocate for our community.

- 114 schools throughout our regions
- TAFE and Universities for Teacher, Speech Pathologists and Education Assistant work placements and internships
- Child and Parent Centres - East Maddington, Gosnells and Westfield Park.
- Child Development Services – Health WA Midland, Bentley and Armadale
- Health providers (such as Paediatricians, Speech Pathologists, Occupational Therapists and school nurses)
- Dental Therapy Centres
- Collaboration with other Language Development Centres
- Statewide Services collaboration
- School bus services (Perth Transport Authority)
- BOOST-Ed (Armadale West Early Years Partnership)

### Collaboration With Collocated Schools and Other Events

Across our three campuses, we continue to benefit from strong, collaborative relationships with our co-located mainstream primary schools. These partnerships allow us to engage regularly in shared events, joint activities, and community celebrations that enrich learning and wellbeing for all students. Throughout the year, students participated in a wide range of collaborative events, including the Big Breakfast at our Armadale campus with Kingsley Primary School, Harmony Day celebrations across all three campuses, and ANZAC ceremonies that we proudly contribute to and share with our co located schools. At our Maddington campus, students joined East Maddington Primary School for a series of fun days that encouraged connection, participation, and shared enjoyment. In addition, students took part in sports carnivals, swimming lessons, and other joint activities that strengthen inclusion and create meaningful opportunities for connection. These shared experiences help build a vibrant, supportive community where every child is welcomed, valued, and included.

Throughout 2025, students across our campuses engaged in a rich and diverse range of learning experiences and community events that supported connection, creativity, and engagement. Our school participated in several shared celebrations and incursions, including the annual whole school incursion, which showcased and celebrated our students' growing confidence and enjoyment in music. We also welcomed Kaboom Music for highly engaging community music sessions that brought students and staff together through rhythm, movement, and play. A highlight for our early years was the Pre-primary class's involvement in a specialised drama workshop, where students learned about Tiktaalik and then transformed their learning into a creative performance. They proudly presented their play to the whole school, demonstrating their developing storytelling, collaboration, and performance skills. These events, alongside community times, shared celebrations, and regular opportunities for students to come together across campuses, contributed to a vibrant and inclusive school culture. Each experience strengthened relationships, supported student wellbeing, and offered meaningful opportunities for learning beyond the classroom.



The school enjoyed a fantastic music incursion with Kaboom, bringing high-energy fun, rhythm, and movement to our students. These enrichment experiences add excitement and variety to the school day, offering valuable opportunities for engagement, creativity, and shared enjoyment. Our inaugural Welcome Picnic was a huge success and a positive way to start the year. We also take great pride in hosting our Parent in Community Time assemblies, where families are welcomed into the school to celebrate student achievements and highlight the wonderful learning taking place in classrooms.

### Transition from the School

When children are ready to return to a mainstream class, families and students are supported through a carefully planned and collaborative transition process. Receiving mainstream schools are also provided with transition support, which includes joint planning, opportunities for professional learning, workshops, and time to meet with the teachers and speech and language officers who have been working closely with each child. Every student receives a comprehensive exit report outlining their progress, key data, and recommended strategies to assist their continued learning in a mainstream setting. In 2025, a total of 88 students were supported to transition successfully back to their mainstream schools, reflecting the strength of our partnerships and our shared commitment to inclusive pathways.

## Statewide Speech & Language Service (Outreach)

The Statewide Speech and Language Service (or Outreach Service) is provided by the Department of Education in Western Australia to support public schools. It is facilitated by the South East Language Development Centre (SELDC) to work with schools in the South Metropolitan and Goldfields 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.

Schools elect to receive services and commit to ongoing learning, via service agreement.

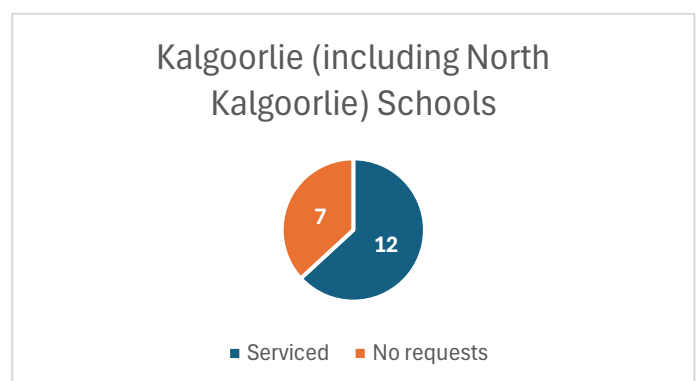
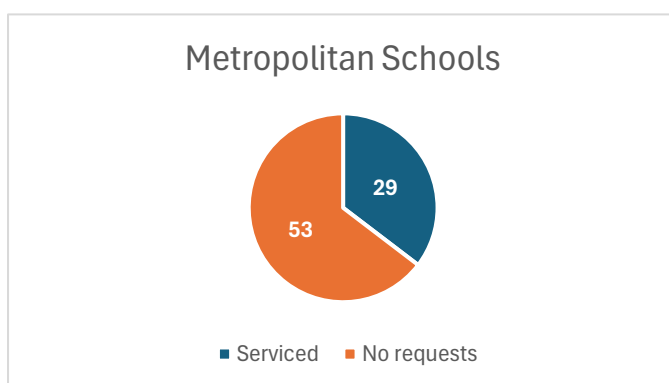
The team had a change of title in 2025, they are now called Speech and Language Consultants (SLCs) (previously Support Officers of Speech and Language). The team travel to our regional areas throughout the year, to work with schools who have requested support. Support can be provided via:

- Consultation with school leadership, educators and specialist support staff
- School-based professional learning including workshops for educators around speech and language development and the link to literacy.

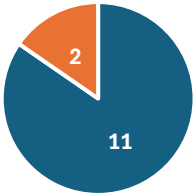
In 2025 the Outreach team continued to provide a more tailored approach to schools requesting support. This included the Leading Language in Schools (LLiS) model. Schools who opted for LLiS were provided with professional learning on the language area that suited the needs of their school. This sharing of knowledge was strengthened with additional SOSL support in the school, where SLCs worked with educators in the classroom to model strategies, demonstrate, observe and provide feedback. This model strengthens the capability of educators working with children, so that they can develop a range of strategies to support students, that are embedded into teaching practice and interactions with students.

Again, feedback from schools who received a service in 2025 has been extremely positive, and the service evaluation forms completed show that the schools value our approach and the service delivered has had a positive impact on teachers and outcomes for students. The relationships built between the SLCs and schools has enabled ongoing learning and sustainable change to practice.

Breakdown of School Serviced in each region in 2025 – graphs.



### Esperance Schools



■ Serviced ■ No requests

In 2025, the Outreach team supported 35% of our Metropolitan schools, and 72% of our Regional schools in 2025. We presented 23 professional learning workshops to 333 educators. In total, 46% of our schools received a service in 2025.

## Learning Environment

Our three campuses are co-located with mainstream primary schools, and as a result, any significant changes to our learning environments are undertaken through strong collaboration and shared planning. We value the partnerships we have with each host school and work to ensure that improvements to our spaces also add value to the broader school community, particularly in the shared playgrounds and outdoor learning areas.

Throughout 2025, we continued to enhance the quality, functionality, and accessibility of our learning environments. Across our classrooms, several major upgrades were completed, including the installation of additional storage cupboards that also created new alcove-style learning areas, providing quieter and more flexible spaces for students to work. At our Armadale campus, new pin-up boards were installed to support visual learning and display student work. Maddington campus saw further refurbishment of internal alcove areas, improving both usability and comfort and we installed additional air-conditioning to ensure climate-controlled, comfortable learning spaces for students and staff.

Looking ahead, a key priority for 2026 will be a major overhaul of student furniture across all campuses. This long-term project has been in development for several years and represents our commitment to creating contemporary, flexible learning environments that support student engagement, wellbeing, and access.



### National Quality Standard

National Quality Standard School Self-rating of each Quality Area (Comparative data)			
Quality Area / Rating	2023	2024	2025
QA1 - Educational Program and Practice	WT	WT	WT
QA2 - Children's Health and Safety	M	M	M
QA3 - Physical Environment	WT	WT	WT
QA4 - Staffing Arrangements	M	M	M
QA5 - Relationships with Children	M	M	M
QA6 - Collaborative Partnerships with Families and Communities	M	M	M
QA7 - Governance and Leadership	M	M	M

*M = Meeting Standard*

*WT = Working Towards Standard*

The annual school self-audit of the National Quality Standard showed that we continue meet most of the Quality Areas. The school is still addressing planned, intentional, opportunities for meaningful play in the Junior playground areas.

## Behaviour Management

Our approach to behaviour management is based on the belief that all children can experience success when they are supported with clear expectations, consistent routines, and a positive, structured environment. A core focus across our school is planning for success, and this philosophy guides all aspects of our behaviour support processes.

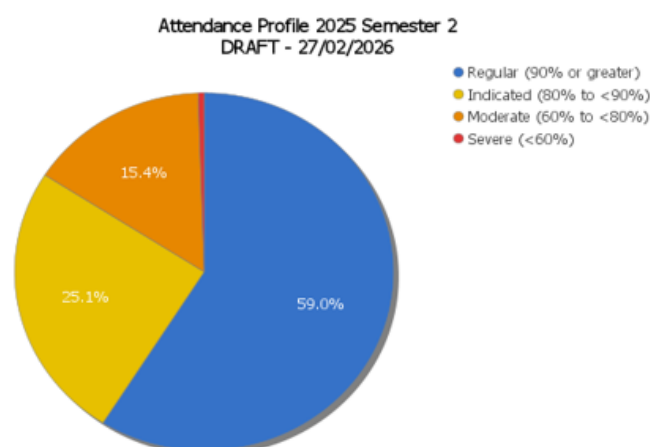
Instead of traditional intervention plans, we develop Success Plans for students who require additional guidance. These plans are proactive, strengths-based, and individualised, outlining the supports, strategies, and environmental adjustments that help each child to succeed. Success Plans are created collaboratively with staff, families, and support professionals to ensure a consistent and unified approach across all settings.

Our behaviour management practices prioritise positive relationships, explicit teaching of social and emotional skills, and predictable classroom routines. Staff work closely with students to build their independence, resilience, and self-regulation, celebrating progress and reinforcing positive choices. Through this approach, we aim to maintain calm, supportive, and inclusive learning environments where every student is encouraged and equipped to engage, participate, and achieve success.

## Attendance

Our school has strong structures in place to regularly monitor student attendance and support families in maintaining positive attendance habits. Parents are informed if their child's attendance falls into the at-risk category, and tailored support is provided to help improve attendance where needed.

In 2025, we aimed to maintain our overall attendance rate and achieved a solid average of 89.7%. Regular school attendance remains a priority, as it plays a vital role in student progress, wellbeing, and connection to school life.



## Leadership

Leadership development continues to be a strong focus across the school, with ongoing work to build a common understanding of what effective leadership looks like at all levels. Staff are provided with opportunities to take on leadership roles in a range of areas, including promotional positions, leading learning areas, coordinating focus projects, and contributing to priority initiatives within the school. We actively encourage staff to explore the many different forms of leadership available, recognising that leadership can occur in classrooms, specialist programs, collaborative teams, and whole-school initiatives.

Throughout the year, we supported staff to build confidence, develop new skills, and strengthen their capacity to lead change and innovation. Opportunities for mentoring, collaboration, and shared decision-making have helped to grow a strong leadership culture that values initiative, reflection, and continuous improvement.

Looking ahead, we plan to continue with the Future Leaders project, which will remain a key strategy for building leadership capability and supporting emerging leaders across all campuses.

### Performance Development & Accountability (PDA)

In 2025, our focus for the Performance Development and Accountability (PDA) process was on strengthening the quality and consistency of feedback provided to staff, while also ensuring that the process remained purposeful, supportive, and aligned with our school priorities. Recognising the importance of allowing staff time to settle into their roles and establish classroom routines, the PDA cycle formally commenced in Term 2. This provided staff with the opportunity to reflect on their practice, engage meaningfully with expectations, and begin the process from a place of stability and confidence.

Throughout the year, we continued to refine and clarify the structures that guide the PDA process. Clear protocols and procedures were maintained to ensure consistency across all campuses, and Department of Education templates were used to provide alignment with system requirements. Leaders focused on offering constructive, targeted feedback that supported professional growth and encouraged reflective practice.

This approach ensured the PDA process remained a genuine tool for improvement, fostering a culture of collaboration, professional learning, and continuous development across the school.

### Professional Learning Collegiate Teams

In 2025, our Professional Learning Teams continued to play a central role in strengthening teaching practice, curriculum development, and whole-school alignment. A significant feature of this year's work was the increased use of collaborative planning days, which proved highly valuable in supporting meaningful professional dialogue, shared planning, and consistent approaches across campuses. These dedicated planning days enabled the PLT to develop comprehensive narrative programs, ensuring that literacy learning was purposeful, engaging, and aligned with evidence-based practices. As part of this work, staff integrated the Aboriginal Standards Framework into their planning, using the time to explore resources in partnership with the RAP team and to embed culturally responsive practices into classroom programs. In addition to this, the PLT used their collaborative time to design curriculum-aligned programs and develop scope and sequences that will support consistency and clarity across year levels. This collaborative approach ensured that teaching and learning plans were well-structured, coherent, and reflective of school and system priorities. The ongoing commitment to structured team planning has strengthened teacher confidence, improved alignment across classrooms, and contributed to a more unified and intentional approach to curriculum delivery throughout the school.

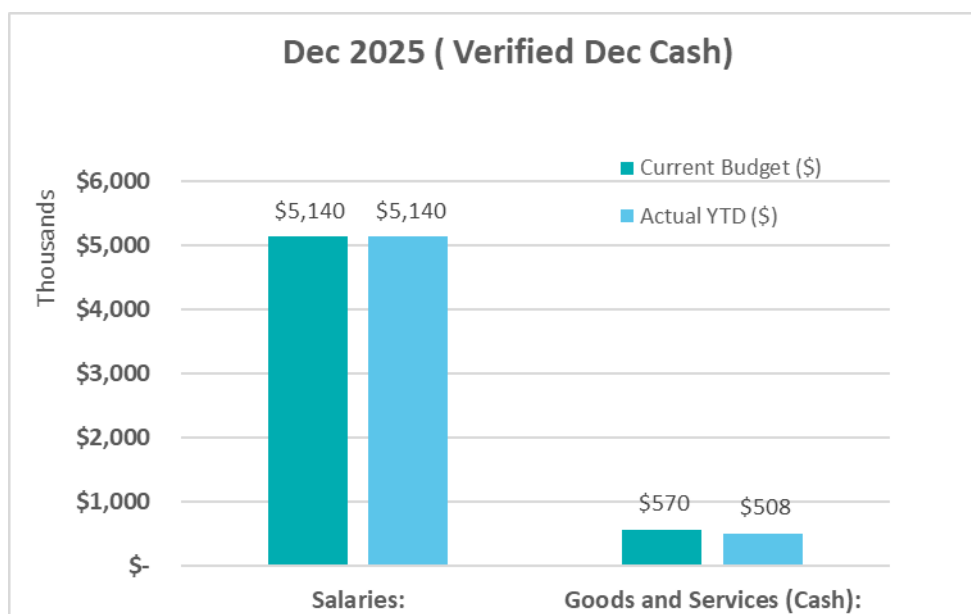
# Use of Resources

## Annual Financial Summary

Student Centred Funding (SCF) manages our funding schedule each year. We have targeted initiatives linked to systemic functions such as our Chaplaincy program, Fifteen hours of kindergarten access per week and school characteristics for students with Developmental Language Disorder. State-wide Services support the Outreach service at the LDC with staffing and contingencies. The school then plans for and delivers a specialised program with reduced class sizes, high education assistant support and speech and language officers.

INCOME - Dec 2025 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	233,680	233,680
Carry Forward (Salary)	472,120	472,120
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,068,794	2,068,794
School and Student Characteristics	3,034,673	3,034,673
Disability Adjustments	13,894	13,894
Targeted Initiatives	145,873	145,873
Operational Response Allocation	590,840	590,840
<b>Total Funds:</b>	<b>5,854,074</b>	<b>5,854,074</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(437,860)	(437,860)
School Transfers - Cash	285,000	285,000
Department Adjustments	(33,223)	(33,223)
<b>Total Funds:</b>	<b>(186,083)</b>	<b>(186,083)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	9,500	9,680
Charges and Fees	6,255	8,515
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	4,006	15,687
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	149
Revenue from CO, Regional Office and Other schoo	930	930
Other Revenues	22,092	23,902
Transfer from Reserve or DGR	103,561	103,561
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>146,344</b>	<b>162,424</b>
<b>TOTAL</b>	<b>6,520,135</b>	<b>6,536,215</b>

EXPENDITURE - Dec 2025 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,592,667	4,592,667
New Appointments	0	0
Casual Payments	546,713	546,713
Other Salary Expenditure	771	771
<b>Total Funds:</b>	<b>5,140,151</b>	<b>5,140,151</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	47,894	40,229
Lease Payments	0	0
Utilities, Facilities and Maintenance	40,334	33,895
Buildings, Property and Equipment	137,799	132,759
Curriculum and Student Services	130,305	119,093
Professional Development	20,500	16,599
Transfer to Reserve	67,000	67,000
Other Expenditure	1,171	845
Payment to CO, Regional Office and Other schools	125,000	97,209
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>570,003</b>	<b>507,629</b>
<b>TOTAL</b>	<b>5,710,154</b>	<b>5,647,780</b>



## Teaching Quality

In 2025, the school maintained a strong focus on strengthening teaching quality, with particular emphasis on understanding and improving teaching impact. Staff engaged closely with the Department of Education’s Teaching for Impact documentation, using it as a foundation to guide professional learning and to begin developing a contextualised version tailored specifically to the needs of our school community. This work has been substantial, collaborative, and deeply reflective, ensuring that our approach to teaching impact is meaningful, practical, and aligned with both system priorities and the needs of our students. Our school already has a well-established instructional teaching model, which continues to provide a consistent and evidence-based framework for classroom practice across all campuses. Daily Review remains a key component of this model, implemented in every classroom to strengthen retention, build fluency, and ensure students have regular opportunities to consolidate their learning. The ongoing commitment to Daily Review has had a noticeable impact on teaching practice, supporting clarity, pacing, and the intentional use of instructional routines that maximise student learning. The work undertaken this year has further solidified our shared understanding of high-quality teaching and has contributed to a more consistent, reflective, and impact-driven culture across the school.

### Quality Teaching

In 2025, teaching quality across the school was strengthened through a deeply embedded, whole school commitment to Teaching for Impact. This framework guided lesson design, explicit instruction, feedback cycles, and the consistent use of learning intentions and success criteria, ensuring high impact teaching practices were visible in every classroom. Instructional coaching played a pivotal role in supporting staff to refine practice, engage in reflective dialogue, and align teaching with evidence based strategies.

Curriculum implementation was strengthened through whole school Literacy and Numeracy programs for Kindergarten to Year 2, supported by curriculum progression documents, the notional timetable guidance document, and consistent Social Emotional Learning routines and PBS expectations. Staff used the Kindergarten Curriculum Guidelines, EYLF, and WA Curriculum to deliver high quality learning programs across all learning areas, including English (Language for Literacy, school based syntax program, narrative work, Edu NSW ACT Foundation font), Mathematics (school based program), Science (Primary Connections and Inquisitive), HaSS (Inquisitive), Technologies, The Arts (Kodály-inspired Music and teacher-led Visual Arts), and Health and PE (KIDDO and teacher-led Health).

Professional Learning Teams, peer observations, collaborative planning days, and School Development Day programs strengthened collective efficacy and supported alignment between curriculum, pedagogy, and assessment. Collaboration with Speech and Language Officers, the LDC network, the Belmont schools’ network, the LDC Principal network, and South Metro leadership networks enhanced staff expertise and ensured consistency across campuses and partner sites. Strategic planning—including the School Plan (Business Plan 2024–2026), operational plans, School Improvement Tools, and the school self assessment schedule—provided clear direction for teaching, assessment, and whole school improvement.

Teachers engaged in ongoing assessment and planning using tools such as language assessments, Literacy and Numeracy Profiles, and Social Emotional Learning data. Individual Education Plans (developed each term using the SEN tool) included personalised language goals, and progress was reviewed every term and formally reported each semester, with ABE data incorporated into SEN reports. Documented plans were shared with CPFS when required, ensuring strong interagency collaboration and accountability.

Continuous improvement was supported through National Quality Standard self audit processes, mandatory professional learning, School Development Days, staff meetings, and access to external professional learning and network events. Participation across Belmont schools, LDC leaders, South Metro networks, and statewide forums ensured staff remained connected to contemporary practice and system priorities.

Through strong alignment between Teaching for Impact, collaborative professional learning, curriculum programs, assessment practices, and strategic planning, the school delivered high quality, consistent, and evidence based teaching that supported every learner to make progress.

## Language Development

Our specialised team worked on reviewing and streamlining the profiling documents used by teachers to develop the Individual Language Plan (ILP). Language development is the core business of the school. Each child has an ILP with a focus on language goals.

## Social Emotional Learning

Collaborative teamwork continues to be highly valued across our school, and 2025 saw significant progress in the development of a unified approach to Social and Emotional Learning (SEL). A dedicated SEL Committee was formed to bring together several related areas of practice, including Positive Behaviour Support (PBS) and mindfulness. By aligning these fields under one cohesive team, we were able to streamline efforts, strengthen shared vision, and enhance the consistency of wellbeing practices across all campuses.

This collaborative approach created new opportunities for leadership, resource development, and strategic planning. Staff from a range of roles contributed their expertise, allowing the team to draw on diverse perspectives and build a more comprehensive and responsive SEL framework. The Committee became increasingly involved in the CASEL model, making use of its structured guidance and support systems to inform decision-making, strengthen implementation, and promote evidence-based practice.

Through this work, the school has strengthened its capacity to deliver high-quality social and emotional learning, ensuring that students benefit from a supportive, consistent, and well-coordinated approach to wellbeing.

## Student Achievement & Progress

In 2025, a comprehensive and systematic approach to assessment ensured that student achievement and progress were closely monitored, well understood, and used to inform responsive teaching across the school. A combination of systemic, school based, and classroom based assessments provided a clear picture of individual growth and whole school performance, with data to be added to this report once finalised.

Systemic assessments included On-entry Numeracy for Pre Primary students and the Year 1 Phonics Check (SPAT R). School based summative assessments, such as the Emergent Literacy Profile, DIBELS Oral Reading Fluency and Maze, the Numeracy Profile, and CUBED Narrative, offered robust evidence of foundational skill development. Classroom based formative assessments—including literacy reviews, numeracy reviews, reflective discussions within Professional Learning Teams, and ongoing class assessments—supported teachers to adjust instruction in real time.

Assessment and monitoring processes were aligned with the School Plan (Business Plan 2024–2026) and guided by the school's self-assessment schedule, which outlined clear timelines for data collection, analysis, and reporting. Class and whole school databases (2024–2026) enabled consistent tracking of literacy, numeracy, and language development over time. Curriculum progression documents supported teachers to plan from year level expectations, with adjustments documented in SEN plans to meet the needs of students with Developmental Language Disorder and other learning needs.

Speech Pathologist assessment data was incorporated into planning, ensuring that language targets were embedded in all SEN plans. Professional Learning Teams and instructional coaching sessions included collaborative analysis of assessment data, with an emphasis on maintaining high expectations and using evidence to guide next steps in teaching. Curriculum goals were aligned with the WA Curriculum (SCSA), and each goal was adapted to reflect the specific language and learning adjustments required for individual students.

Together, these practices ensured that student progress was carefully tracked, teaching was informed by meaningful evidence, and every learner had a personalised pathway for growth. Detailed analysis and student achievement data will be included in the final version of the report.

## Literacy

Literacy remained a major focus throughout 2025, with the Language for Literacy program continuing as a core component of our Tier 1 teaching. With no changes to delivery from 2024, classroom teachers maintained responsibility for implementing the program within their own rooms, ensuring continuity and stability for students. This structure has helped to embed the program deeply into daily practice and has supported strong, consistent routines across all year levels.

Across the school, the quality and consistency of literacy delivery has remained steady, with all classes using Daily Review to strengthen student retention, fluency, and automaticity of key literacy skills. Daily Review has become an essential part of the school’s instructional approach and has contributed to improved clarity and pacing in literacy lessons.

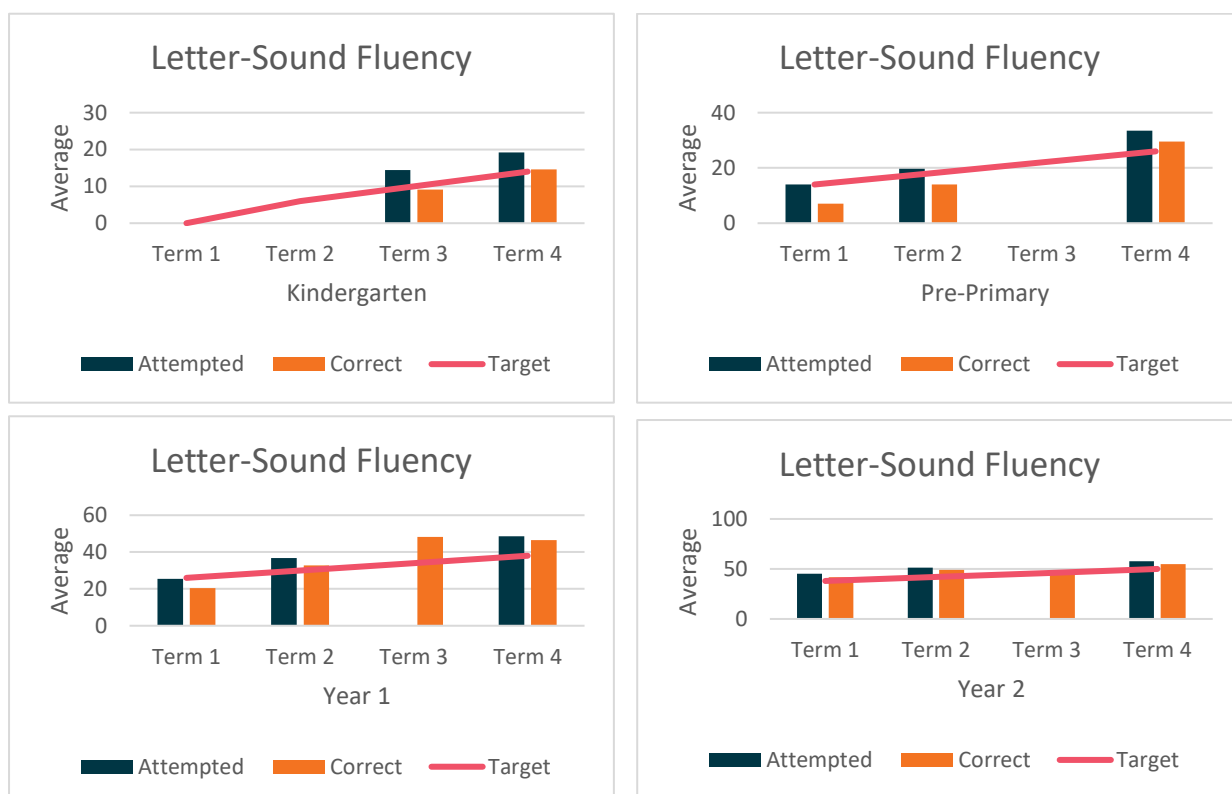
While our foundation programs in phonological awareness and oral language continue to be strong, staff identified a growing need to further develop whole-school approaches to writing and reading. This recognition has shaped forward planning and confirmed the importance of strengthening explicit instruction, shared strategies, and aligned practices in these areas.

The work undertaken in 2025 has reinforced literacy as a priority across the school and laid the groundwork for future improvements in writing and reading instruction.

Below are snapshots of the 2025 literacy data collected from the Emergent Literacy Profile assessment, with a focus on the Letter-Sound Fluency, Regular Word Reading and Oral Reading Fluency (Words Correct Per Minute) subtests. These subtests show three of the steps in development of reading, and this was identified by teachers as an area of the literacy block done inconsistently. Reading continues to be an area of focus for 2026 and into our next School Plan cycle.

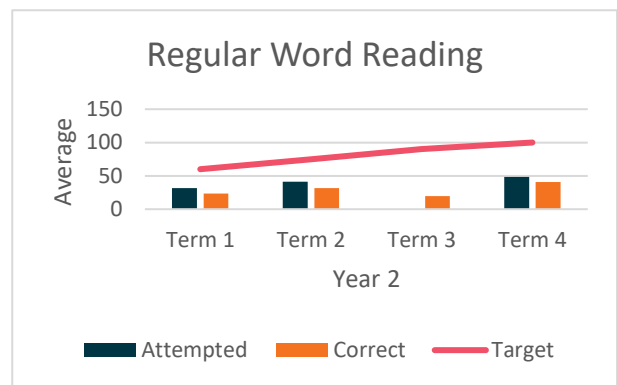
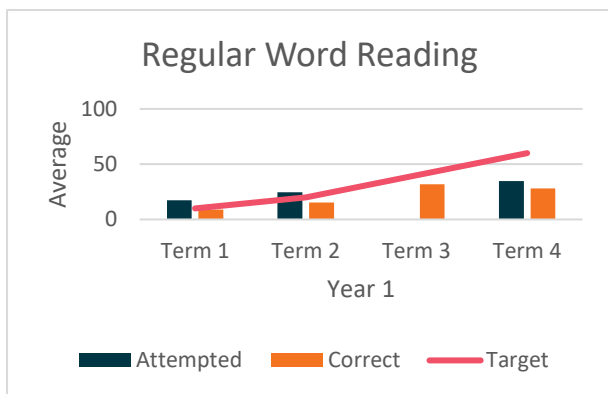
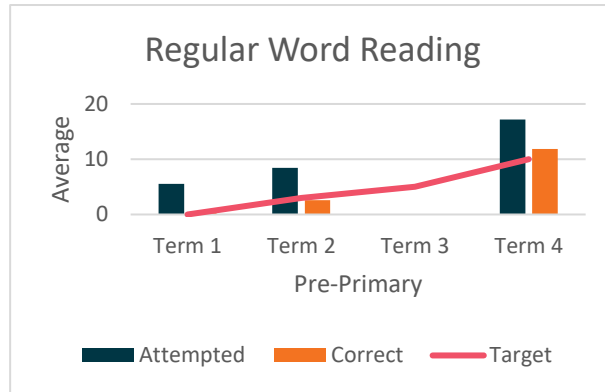
### Letter-Sound Fluency

The graphs show the scores for Letter-Sound Fluency in each year. It represents an average of how many letter-sound correspondences (phoneme-graphemes) the students gave correctly in a timed assessment task (1 minute).



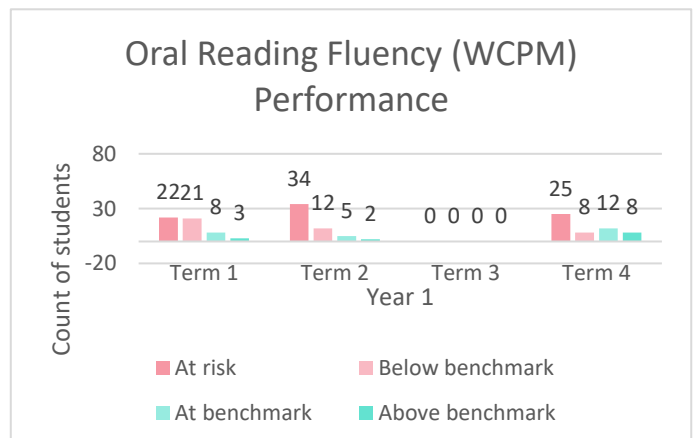
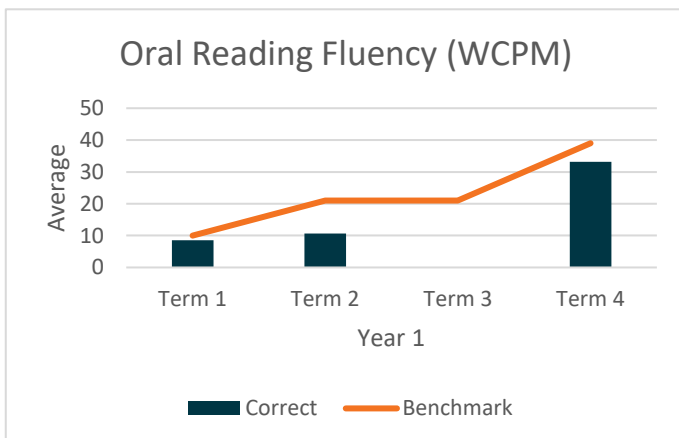
### Regular Word Reading

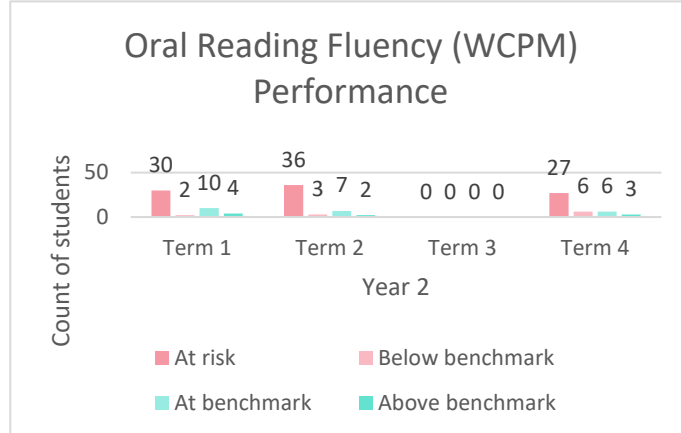
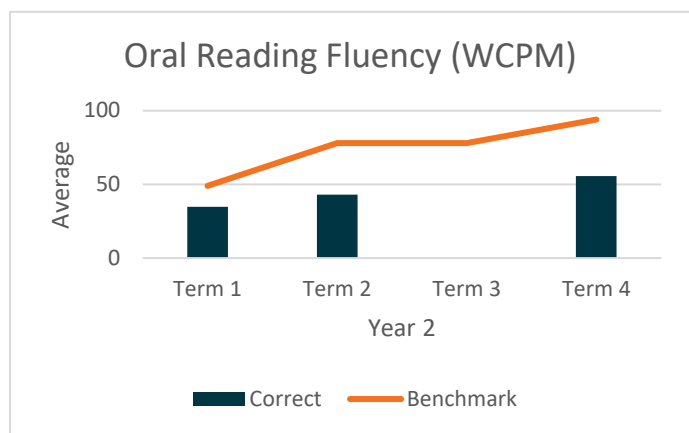
The graphs show the scores for Regular Word Reading subtest in years P-2. Each graph represents the average of how many regular words (decodable) the students read correctly in a timed assessment task (2 minutes).



### Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency (Words Correct Per Minute)

The graph shows the scores for the Oral Reading Fluency subtest of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. The graphs reflect one component of reading fluency (the words correct per minute) and is compared against benchmark goals for the grade level and time of year.





The graphs show that the students are making progress in this area, with the number of students 'at risk' declining in Term 4. It is pleasing to note that some of the cohorts are achieving 'at benchmark' and 'above benchmark' by the end of the year.

## National Assessment Program Literacy and Numeracy (NAPLAN)

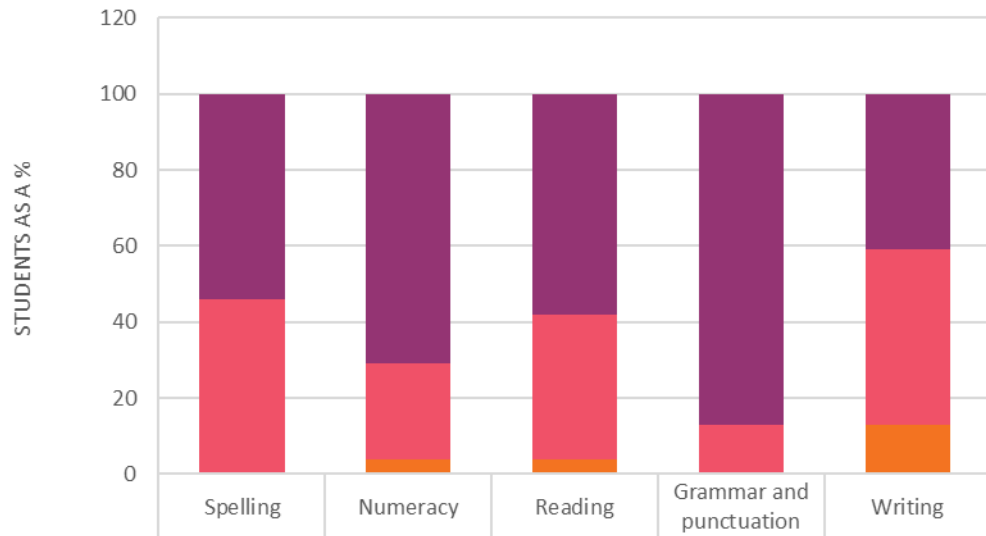
The National Assessment Program Literacy and Numeracy (NAPLAN) appraises the performance of year 3, 5, 7 and 9 students in aspects of reading, writing, spelling, numeracy and grammar (including punctuation). Only year 3 students at our school are tested so results and data are for this cohort of students only. Whilst the testing is standardised it is important for the student's results be looked at in context to the specialised language program they participate in and that the students have an identified language disorder. This will have an impact on their results.

### Summary of NAPLAN data

#### Key Insights

- No students achieved 'Exceeding' in any domain, indicating a need to stretch high-performing students through enrichment strategies.
- Writing stands out as the strongest domain, with 13 students achieving a Strong rating and 46 in Developing. This suggests that recent efforts in writing instruction may be yielding positive results.
- Grammar and Punctuation is the most concerning area, with 87 students requiring additional support. This will need to be a priority area for intervention and professional learning.
- Numeracy and Reading show moderate performance, with 4 students in each achieving a Strong rating. However, the number of students needing support remains high (71 in Numeracy, 58 in Reading).
- Spelling has a large proportion of students in the Developing category (46), but none in Strong or Exceeding, suggesting a plateau in progress that may require a review of current strategies.

## 2025 NAPLAN PROFICIENCY LEVELS YR 3



Needs additional support	54	71	58	87	41
Developing	46	25	38	13	46
Strong	0	4	4	0	13
Exceeding	0	0	0	0	0

## CELF-5 Growth Value Scores

We use a tool called the Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5) to measure how children’s language skills improve while they are with us. This assessment looks at important areas like understanding instructions, vocabulary, and sentence structure.

To measure progress, we use Growth Scale Values (GSVs). These scores show how much a child’s skills have grown over time. Unlike scores that compare children to others their age, GSVs focus on each child’s own improvement. This gives us a clear picture of learning gains and the impact of our programs. Children are assessed when they start with us (usually in Pre-Primary or Year 1) and again when they finish their placement. Comparing these scores shows how much progress they’ve made.

In 2025, both our Year 2 and Year 3 groups moved on to mainstream schooling as we became a K–2 service. Here’s what the data tells us about their growth:

### Language Growth for Year 2 and Year 3 Cohorts

The charts show how much progress students made in different language skills. Each dot represents one child’s improvement. The higher the dot, the greater the growth. Blue diamonds show the average improvement for each skill, and red squares show the median improvement, which is the typical gain for the group.

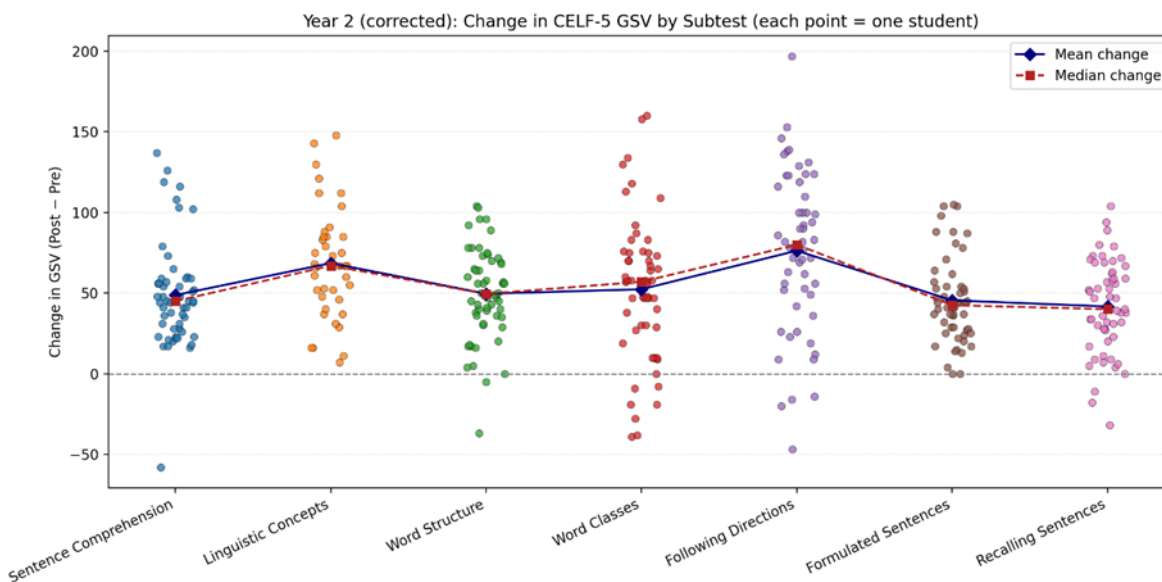
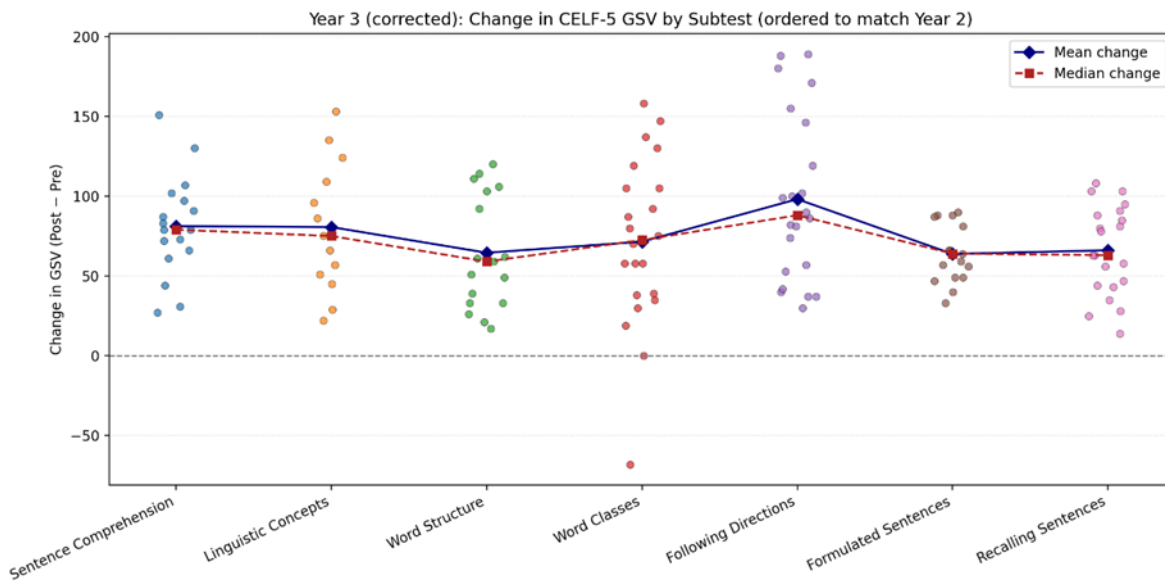


Figure A: Year 2 Student Progress Across CELF-5 Language Tasks

#### Year 2 Interpretation:

- The biggest gains were in Following Directions (average increase of about +76 GSV) and Linguistic Concepts (+69 GSV).
- Other areas, such as Sentence Comprehension, Word Structure, Word Classes, Formulated Sentences, and Recalling Sentences, also showed strong improvement, with average increases between +41 and +52 GSV.
- These gains reflect better ability to follow instructions, understand classroom concepts, and form grammatically correct sentences.



### Year 3 Interpretation:

- Following Directions showed the greatest improvement (+98 GSV), followed by Sentence Comprehension and Linguistic Concepts (around +81 GSV).
- Other areas, including Word Classes, Word Structure, Formulated Sentences, and Recalling Sentences, also showed consistent growth (averages around +64 to +67 GSV).
- These gains support skills needed for success in mainstream classrooms, such as understanding instructions, grasping concepts, and expressing ideas clearly.

### What This Means for Students

Across both groups, children made real, measurable progress in language skills that matter for learning and participation. These improvements help children feel more confident and capable as they move into mainstream schooling. Skills like following directions, understanding concepts, and forming sentences are the foundation for success in reading, classroom learning, and social communication.



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