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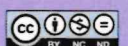


Department of
Education

Shaping the future

South East Language Development Centre

Public School Review



Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

Context

South East Language Development Centre is located over 3 campuses, sharing facilities in Cloverdale (Belmay Primary School), Maddington (East Maddington Primary School) and Armadale (Kingsley Primary School) within the South Metropolitan Education Region. The administration is located at Belmay Primary School in Cloverdale which is approximately 11 kilometres east of the Perth central business district,

Offering a specialised program for students with an identified Developmental Language Disorder from Kindergarten to Year 3, the school currently enrolls 221 students. An outreach team provides a support service to schools in the South Metropolitan and Goldfields regions.

The school has an Index of Community Socio-Educational Advantage of 950 (decile 8).

South East Language Development Centre opened in 1985 and gained Independent Public School status in 2015.

Support is provided by the active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of South East Metropolitan Language Development Centre was conducted in Term 4, 2021. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Recommendations from the previous school review provided a clear focus for reflection and effectively supported the articulation of the school's improvement journey.
- Each member of the leadership team led the self-reflection process for a domain aligned to their portfolio, facilitating meaningful contributions from all staff.
- Staff engaged in structured opportunities to analyse evidence, reflect on impact and identify priorities for improvement through professional learning teams, leadership forums and whole-staff discussions. This collaborative approach ensured diverse perspectives informed decision making and fostered collective ownership of the school's improvement agenda.
- Judgements against the Standard were informed by multiple sources of robust evidence, including student achievement and wellbeing data, attendance information, survey feedback, program evaluations and compliance reviews.
- Classroom visits enriched the validation process and provided valuable contextual evidence to support the Electronic School Assessment Tool (ESAT) submission.
- A range of stakeholders, including external partners, parents, and Principals of co-located schools, provided clear endorsement of the school's work during validation day discussions.

The following recommendation is made:

- Embed cyclical self-assessment processes as ongoing practice to ensure evidence-informed reflection guides school planning and supports sustained improvement.

Relationships and partnerships
<p>A highly relational 'village' approach fosters strong trust and authentic collaboration with families, agencies and community organisations. These partnerships sustain meaningful connections with students and families beyond their transition to mainstream schooling.</p>
<p>Commendations</p> <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Clear and inclusive communication practices strengthen partnerships with stakeholders. The regular use of Connect, complemented by SMS, email, meetings, workshops and community events, ensures families are informed and actively engaged in their child's learning journey. • Highly effective professional learning teams, including speech pathologists and instructional coaches, provide a strong forum for collaborative practice across campuses. This supports the sharing of specialist expertise, consistency in instructional approaches and rigorous analysis of student data to inform differentiated teaching. • Purposeful partnerships with external organisations, including Derbarl Yerrigan Health Service and the School of Special Education Needs: Medical and Mental Health, deliver targeted support for students and families while simultaneously building staff capacity. • An engaged and well-informed School Board and P&C actively support and advocate for the work of the school and for children with developmental language disorder, contributing to increased community awareness and understanding.
<p>Recommendations</p> <p>The review team support the following:</p> <ul style="list-style-type: none"> • Implement regular community surveys to further strengthen parent and community voice, ensuring feedback systematically informs decision making and future strategic directions. • Consult with the Program Kaartdijin support team to prioritise the implementation of Compass, enabling streamlined communication processes, improved attendance, behaviour and wellbeing recordkeeping and the efficient and accurate transition of student records to intake mainstream schools.
Learning environment
<p>Inclusive, student-centred practices foster a welcoming school environment where students and families feel valued and supported, creating strong conditions for students to flourish.</p>
<p>Commendations</p> <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Positive School Framework provides clear expectations, consistent language and restorative practices that promote safety, predictability and positive relationships. The introduction of Life Space Interviews supports students to regulate emotions, resolve conflict and sustain positive peer relationships. • Learning support coordinators and teachers collaborate to develop Success Plans, monitoring student progress and achievement weekly. Clear referral processes ensure early, targeted and responsive support. • The provision of social stories, supported by comprehensive handover meetings between teachers, facilitates student transition by reducing student anxiety and ensuring continuity of support. • Initiatives such as well-attended Cuppa and Yarn sessions, the development of a school-wide Acknowledgement of Country, and the integration of Aboriginal texts across the curriculum, strengthen Aboriginal cultural responsiveness and deepen engagement with families and the wider community.
<p>Recommendations</p> <p>The review team support the following:</p> <ul style="list-style-type: none"> • Prioritise professional learning, ongoing support and appropriate resourcing to ensure consistent implementation of trauma-informed, calm and predictable learning environments across all campuses. • Establish whole-school expectations to strengthen the consistency of social and emotional learning practices, including morning meetings and the delivery of Friendly Schools lessons.

Leadership

A clear and consistent ethos, Language for Life, unites the school community and underpins strong alignment across strategic, operational and classroom planning, ensuring resources, time and effort are focused on the initiatives and priorities that have the greatest impact on student outcomes.

Commendations

The review team validate the following:

- Transparent decision making and a distributed leadership approach are embedded across the school and strengthened through engagement in Leading School Improvement professional learning.
- The introduction of the instructional coach and learning support coordinator roles has enhanced and complemented the expertise of the leadership team, strengthened role clarity and provided targeted, timely support for teachers.
- The deliberate allocation of additional time for professional learning team meetings, with a clear focus on consistent instructional practice and the analysis of student data, maximises collaboration and fosters collective responsibility for student achievement and progress.
- Deliberate and coordinated change management, informed by evidence and supported through strategic resourcing, targeted professional learning and mentoring, enable sustained school improvement while maintaining a focus on staff wellbeing.

Recommendations

The review team support the following:

- Utilise the Western Australian Future Leaders Framework to identify, develop and support aspiring leaders.
- Encourage teachers to apply for level 3 classroom teacher status, including consideration of targeted resourcing, time and coaching to support the development of high quality portfolios.

Use of resources

Strategic and collaborative resource management ensures financial, human and physical resources are effectively aligned to school priorities, supporting efficient operations and improved student outcomes.

Commendations

The review team validate the following:

- The Principal and manager corporate services work in close partnership, maintaining strong communication and collaboration with co-located schools to ensure flexible, innovative and strategic use of resources aligned to school priorities and enhanced student outcomes.
- Oversight by the School Board and Finance Committee provides strong accountability, transparency and compliance, meeting the requirements of the Funding Agreement for Schools.
- Timetabling and human resource allocation prioritise collaborative planning between teachers, speech pathologists and learning support staff. This maximises the effective use of specialist expertise, reduces duplication and supports sustainable teacher workload.
- Systematic asset management and reserve budget planning, informed by audit processes, ensure resources are prioritised to address safety, functionality and learning needs across sites.

Recommendations

The review team support the following:

- Strengthen guidelines and clearly communicate staff expectations to tighten purchasing officer processes and reduce incidents of incorrect purchase card usage.
- Prioritise the continuation of collaborative planning time and the provision of instructional coaching to sustain consistency of practice across campuses.

Teaching quality
Within a culture of high expectations, all students are supported to achieve through explicit, systematic instruction and consistently implemented low-variance routines across classrooms.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Shared beliefs about teaching and learning, informed by staff reflection against Teaching for Impact and its contextualisation to the Language Development Centre setting, underpin consistent and high quality whole-school practice. • The bespoke Language for Literacy approach provides an evidence-based and targeted strategy to meet the language and learning needs of students with developmental language disorder. Embedded assessment and monitoring processes enable high levels of responsiveness, ensuring students make expected progress. • Documented plans outline individualised learning goals and teaching strategies for each student, informed by systemic and school-based data. Student progress is systematically tracked and formally reported to parents each semester, promoting transparency and accountability. • High levels of mutual respect between teachers and allied professionals support the effective sharing of expertise, maximising intervention impact and improving student outcomes.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Collaboratively develop mathematics units of work aligned to the scope and sequence, incorporating high impact teaching strategies, to reduce teacher workload and strengthen consistency of curriculum delivery. • Schedule regular whole-school planning days to enable collaborative analysis of data, the setting of learning and language goals and curriculum differentiation to meet student needs.
Student achievement and progress
Embedded cycles of assessment inform planning and teaching practice, with staff focused on maximising the impact of interventions to support students' language development and enable long-term academic success.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Purposeful and valued assessments provide reliable baseline data to inform planning and enable the ongoing monitoring of student progress, while supporting the early identification of students requiring additional support. • Tailored assessment approaches provide fine-grained information that captures small yet significant increments of student progress. The introduction of the comprehensive numeracy profile strengthens the validity and reliability of assessment by enabling students to demonstrate mathematical understanding without being constrained by language delay, supporting more accurate teacher judgments of achievement. • Collaboration within professional learning teams strengthens consistency in teacher judgements of student achievement and progress through systematic analysis of work samples and common assessment tasks, ensuring shared expectations and standards across year levels. • Speech pathologists administer specialist assessments to monitor longitudinal language growth and work closely with teachers to interpret and apply data to inform classroom practice and whole-school progress trends.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Undertake regular whole-school and network moderation to strengthen shared understanding of the achievement standard and ensure consistency in teacher judgement, particularly in mathematics. • Provide ongoing professional learning and modelling of data interrogation to further strengthen staff data literacy.

Reviewers

Melanie Langley
Director, Public School Review

Nichola Middlemiss
**Principal, Fremantle Language Development Centre
Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools