

South East Metropolitan Language Development Centre

AN EARLY INTERVENTION PROGRAM FOR

Children With Language

Learning Difficulties and

Extended State Wide Services

Annual Report

2016

LANGUAGE

for **LIFE**



School Profile

South East Metropolitan Language Development Centre and Outreach Service is an Education Support facility within the Department of Education Western Australia.

The school has a cohort of students and the Outreach Service works with other mainstream schools across the state. Our school is situated over three campuses. Each campus is co-located with a mainstream primary school.

Our Outreach Service is part of the State Wide Services provided by the Department of Education and is an integral part of the school structure. This team of teachers and speech pathologists work within the greater South Metropolitan and Goldfields districts. They support schools to develop the capacity to provide sound literacy and language focuses embedded in school planning and culture. As part of this the team also works to support specialised intervention plans and strategies for Aboriginal language development in the early years supported by the Federal government.

Principal's Welcome

On behalf of the Staff and School Board Chairperson I am pleased to present the 2016 Annual Report. The Report highlights aspects of South East Language Development Centre and Outreach Service's Target achievements as well as addressing key milestones, special projects and initiatives that have been targeted in teaching and learning programs throughout the year.

Children referred to the school program have been identified as having Specific Language Impairment (SLI), a type of speech, language or communication difficulty which impacts on language development. At the school we refer to this as language learning difficulties or language impairment. The school provides an intensive early intervention program that targets the specific needs of each child. We provide full time education for children from Kindergarten to Year Three. Children are monitored continuously. Once language limits are within the normal range or they reach the end of Year Three, they return to mainstream education at the end of the school year. Mainstream staff are then supported with a transition program including collaborative planning and professional learning opportunities. A total of 62 students were identified as ready to exit at the end of the 2016 school year.

This year we continued our journey as an Independent Public School. This has enabled the School Board to evolve their understanding of the processes, policies and Department initiatives and how we, as a Language Development Centre then make the links back to our student's special needs. Our School Board has supported the development of our Curtin University Research project, our plans to improve school physical facilities and our financial processes. I look forward to our continued partnerships in the future.

Ronnie O'Neil
Principal

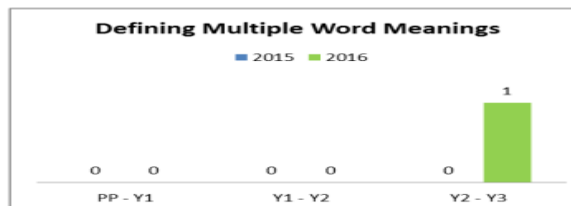
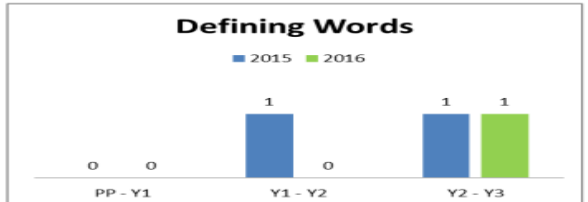
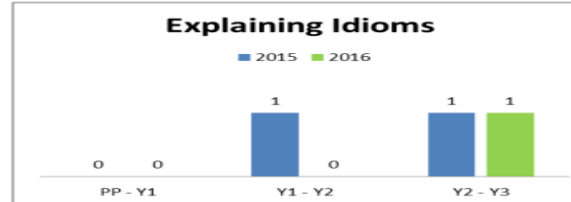
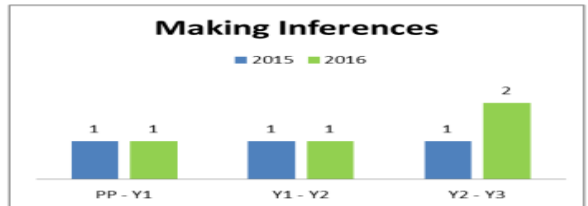
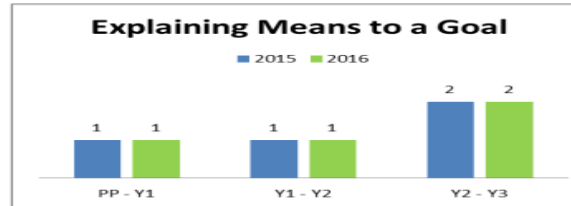
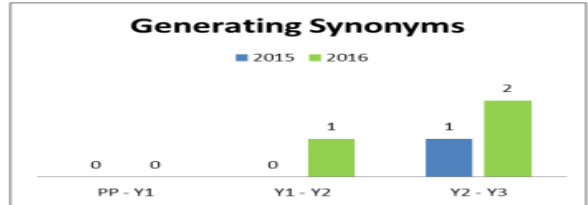
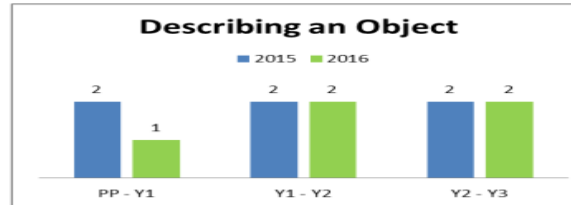
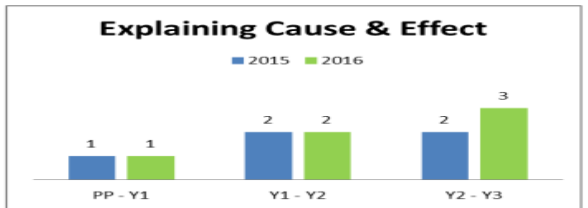
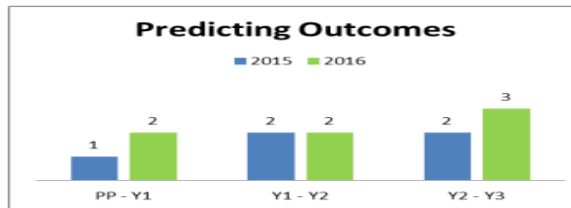
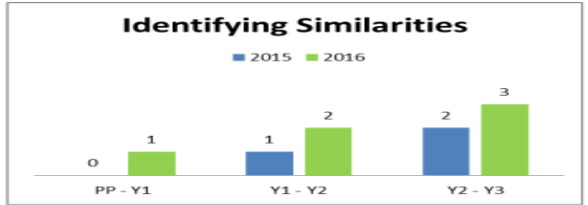
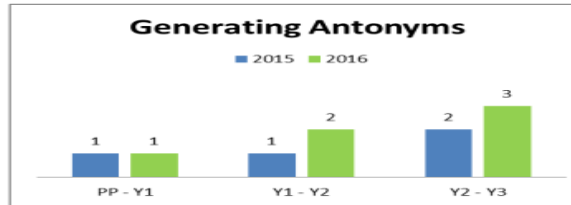
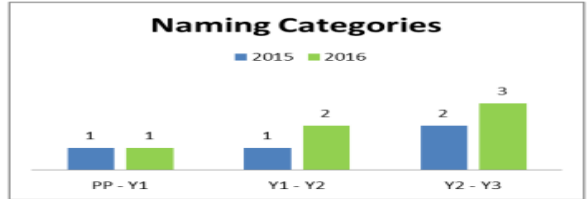
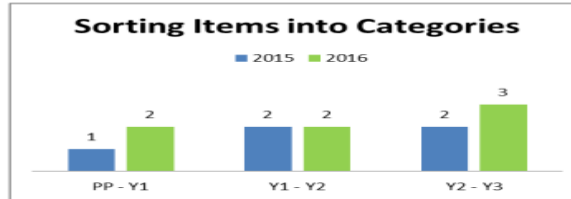
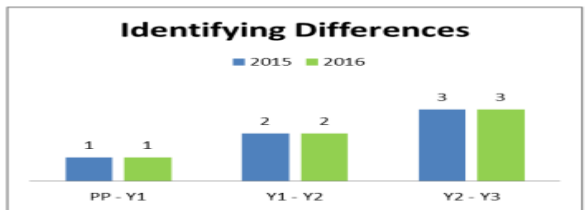
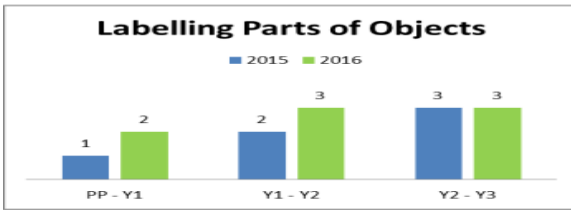
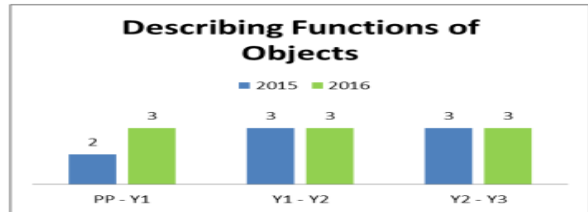
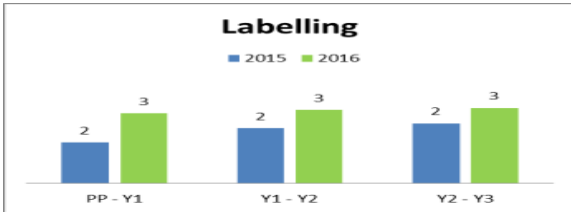


Milestones

Staff, students and community have worked this year to achieve the following milestones

Teaching and Learning	<ul style="list-style-type: none"> ◆ Humanities Scope and Sequence for all Western Australian Curriculum from PP – Yr3 including composite class scenarios. ◆ Moderation against judging standards. ◆ Teachers released from classes to work on collaborative Language Profiling with Speech Pathologists to implementing new ILP utilising proofing sessions to plan and report on student progress. ◆ Developing ILP strategy and comment bank to use with SEN planning for the development of online Individual Language Plans. ◆ Professional Learning workshops on Semantics, Pragmatics and Social Language. ◆ New staff Induction (planning and implementation) ◆ Hanen training for all staff ◆ Completed reviews for National Quality Standards, ALISSEN and PThS and additional training for new staff ◆ Links for Early Years Learning Framework (EYLF) to school curriculum ◆ Development of school policy and procedures with adjustments to meet each campus needs in <ul style="list-style-type: none"> • Toileting • Bus Duty • Playground duty • Head lice • Ill Students ◆ Review of the Language Profile document online to be accessed each year and updated as the child moves through the program recording their historical progress. ◆ Committee begins work on pre literacy program
Students	<ul style="list-style-type: none"> ◆ Following Instructions, Basic Concepts screener and updated Semantics screener incorporated. ◆ Narrative : Introduction of the Squirrel Story to support Peter and the Cat ◆ Friends for Life in Yr 3 and Protective Behaviours programs ◆ Bucket Filling Social Skills revised professional learning workshop for all staff. ◆ Attendance focus months in August and November with class campus awards ◆ Letter to parents when absence rate falls below 90% without reasonable response.
Leadership	<ul style="list-style-type: none"> ◆ Narrative support role developed. ◆ Continued investment in Mentor project. ◆ Staff attended Designing Effective Professional Learning workshop ◆ Maintaining Leadership Portfolios developing well defined roles and organisational structures. ◆ Instructional leadership processes embedded into planning. ◆ Staff collaborate to develop peer observation procedures and practices to enhance current Performance Management including Planning meetings, Administration observation and feedback, Peer observation and feedback. ◆ Development of staff information pack “The Blue Book” ◆ Systematic review of school and outreach policies ◆ Development of new policies for <ul style="list-style-type: none"> • TOIL • Remote Travel • Attendance • Performance Management
Community Partnerships	<ul style="list-style-type: none"> ◆ Friday Fun Day for each campus ◆ Investigation and set up of Facebook page ◆ Revamp of school webpage ◆ Reinstated Chaplaincy program with school investment ◆ Campus coordinators as liaison between schools ◆ Scheduled coordinator meetings ◆ Continued participation in joint events with colocated schools ◆ Moderation with staff ◆ Continued research project with Curtin University ◆ Coaching – Language in classroom ◆ Anne Faulkner Honours student research project
Environment	<ul style="list-style-type: none"> ◆ Coordination of charitable donations for families in need eg. Hampers, school equipment ◆ Family sausage sizzle for each campus with community services displays ◆ OSH checklist completed for each campus ◆ Renovation of Armadale campus to include kitchen and new storage ◆ Revision of Protective Behaviours with support from Belmont City Council ◆ Regular School Board meetings ◆ P and C Association ◆ Planning and commencement of renovations at East Maddington including new sports shed ◆ Renovated toilet block at Cloverdale ◆ Audit completed with satisfactory rating ◆ Revision of cost centre model ◆ Furniture audit and replacement program

Targets



Semantics was our language focus area between in 2016. An informal semantics test was developed in house to align with the Language Planning Document which is used to develop students' Individual Language Plans. These documents follow a hierarchy of easiest to most difficult skills to acquire and use in the area of semantics. The semantics test identifies the level of the student's semantic skills through the following key:

- 3 – Consolidated
- 2 – Developing
- 1 – Emerging
- 0 – Not demonstrated

All students between Year 1 and Year 3 consolidated the following skills:

- labelling familiar items
- describing functions of familiar objects
- improved in their ability to describe the similarities between two pictures and that these skills were consolidated by the beginning of Year 3

Students showed improvement in the skills of:

- their ability to label parts of objects and that these skills were consolidated by the beginning of Year 2
- students in the Pre Primary–Year 1 and Year 2–Year 3 cohorts improved in their ability to sort items into categories
- between 2015 and 2016, students in the Year 1–Year 2 and Year 2–Year 3 improved in their ability to name familiar categories
- students in the Year 1–Year 2 and Year 2–Year 3 improved in their ability generate antonyms (opposites)
- between 2015 and 2016, students in the Pre Primary–Year 1 and Year 2–Year 3 cohorts improved in their ability to predict the outcomes of events

Staff will continue to support students in developing:

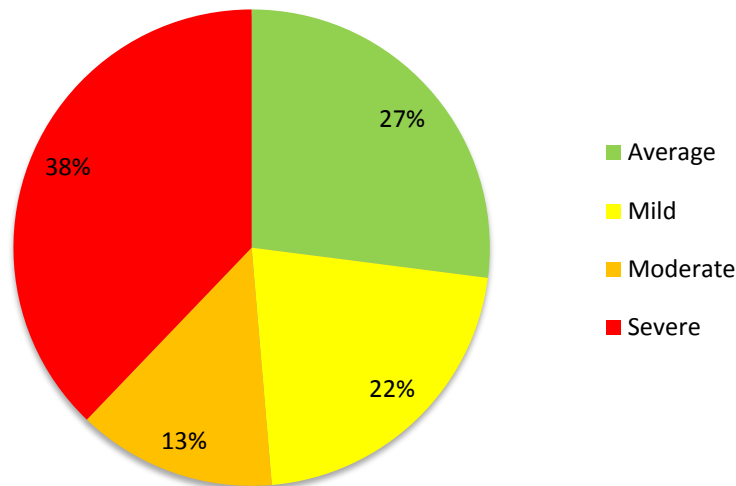
- Explaining cause and effect
- Generating synonyms
- Explaining means to a goal
- Making inferences
- Explaining idioms
- Defining words
- Defining multiple word meanings

As the skills move along the hierarchy the degree of difficulty increases and the expectation of attainment is impacted.

Year 3 Exit Data

Each year a core group of students exit the program and are transitioned back into a mainstream setting. For a small cohort this is prior to year 3. For the remaining students once they finish year 3 they are required to exit. They are then assessed by the speech pathologists on the same testing that gained them entry into the program. The Clinical Evaluation of Language Fundamentals (CELF – 4) is designed to identify students with a recognised language impairment or language learning disorder. The results represent a measure in many sub tests that then give the speech pathologist data that shows whether a student is within normal limits (WNL) for three major areas; Receptive Language, Expressive Language and a Core Language Score. The data is measured against a set of Australian norms so is significant in its evaluation of a student's capacity. It also enables the speech pathologists to identify, through subtests, areas of strengths and weakness so that further strategies for teachers can be set.

2016 Year 3 CELF-4 Results



The CELF-4 is a standardised assessment of language which compares a child's language development to that of his or her typically developing peers. It evaluates many different aspects of language; including receptive language (i.e. comprehension) and expressive language (i.e. using language to express oneself). The Core Language Score calculated by the CELF-4 provides a picture of how the child's language skills are developing overall. Children typically enter our school with Core Language Scores in the moderate to severe difficulty range. Our aim is to move children closer to the average range, so that they can effectively access the curriculum when they return to mainstream schooling.

This graph indicates the different levels of severity at which our Year 3 students exited the school. The CELF-4 is a diagnostic assessment, which means it is used to identify children with Language Learning Impairment. As the CELF-4 taps into the areas which children with language impairments find challenging, it can be difficult for children to show progression on this assessment.

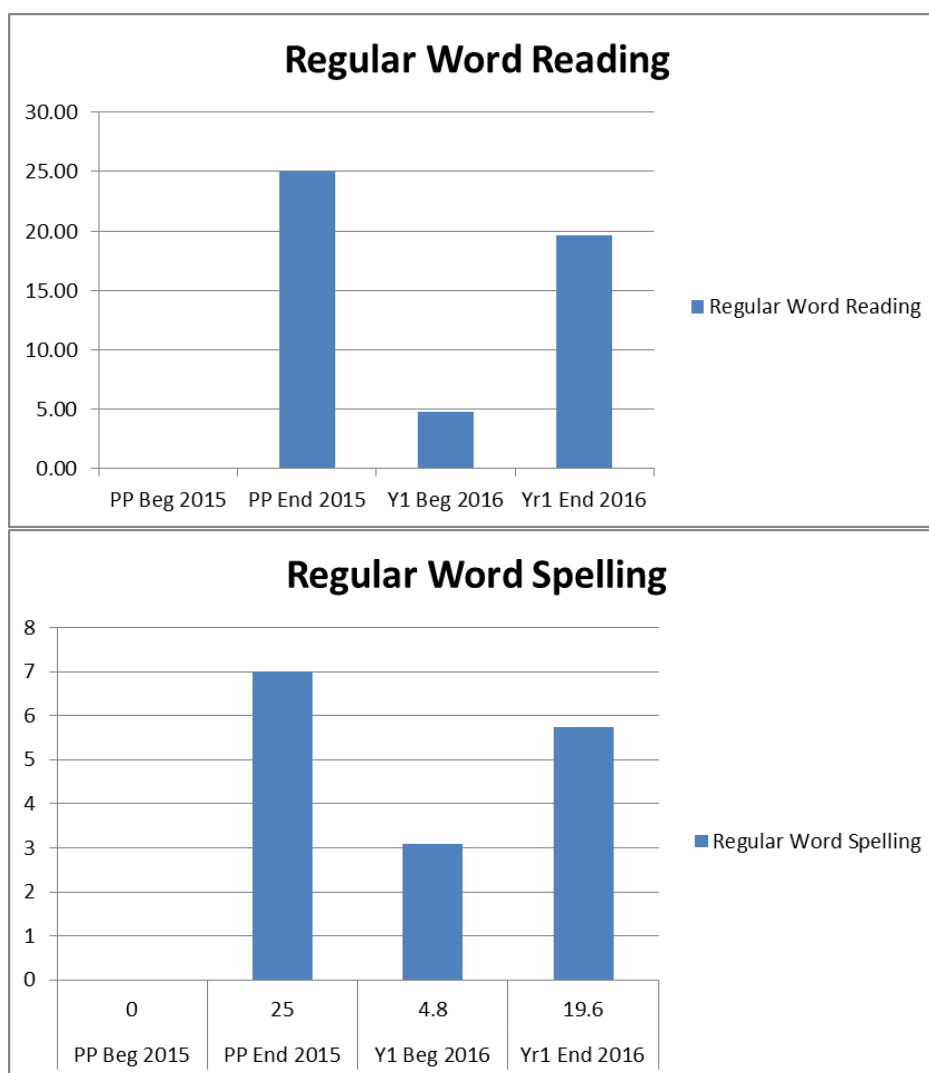
Thirty-seven Year 3 students attended our school in 2016. The number of students in this cohort reduced steadily each year as students exited our program early. Students exit the Language Centre prior to Year 3 and return to mainstream schooling when they demonstrate language skills within the average range for their age. Students who remain with us until Year 3 typically have severe and more long-term language difficulties. This is evident on the graph, which shows that majority of Year 3 students who exited our program in 2016 continued to demonstrate severe language difficulties. However, it was pleasing to see that just over a quarter of the Year 3 students exited our program with core language skills in the average range.

Findings of ELP data

In 2015-2016 students' regular word reading and spelling abilities were tested on the Emergent Literacy Profile (ELP). This includes a test of students' abilities to read as many regular words (simple words that can be sounded out) as possible during a two minute period.

At the beginning of 2015, on average Pre Primary students could not read any regular words. By the end of 2015, Pre-primary students could read an average of 25 regular words. At the beginning of 2016, (only a few months later) year 1 students could read on average 4.8 regular words, and by the end of 2016 they had increased their abilities to read on average 19.6 words. This data shows a significant increase in abilities during the 2015 year and 2016 year. It also shows a marked decline from the end of 2015 to the beginning of 2016.

At the start of 2015, on average Pre Primary students could not spell any regular words (simple words that can be segmented and spelt). By the end of 2015, Pre-primary students could spell an average of 7 regular words. At the beginning of 2016, (only a few months later) year 1 students could spell on average 3.1 regular words, and by the end of 2016 they had increased their abilities to spell on average 5.75 words. This drop in abilities can be explained as a lack of retention of learnt skills during the summer holidays. More likely it is the significant change in the cohort that has affected the data. Students who fall within the normal range for their language skills return to mainstream schooling for the start of each new school year, and new students who are referred with a moderate to severe language delay enter the school through a referral process. This means that the children with stronger skills left at the end of 2015, and students with weaker skills entered the program at the start of 2016, impacting the overall data.



Transition and Induction

Workshops were held for parents of exiting students discussing ways to support their children on their return to mainstream education and identifying the processes involved. Students were able to attend their home schools for visits in term four. Students are supported to develop an introduction CV for their first day of school. All schools received an exit report detailing student's language strengths and difficulties with suggestions for focus strategies and extensive information on each child. Principals, LSC Coordinators and Teachers were invited to attend after school workshops held at each campus. Parents of children entering the language centre in 2017 also attended a workshop to let them know how the program at the language centre works and how they can assist their children to develop language skills.

School Board

Our School Board came together throughout the year to examine and investigate many aspects of the school's progress highlighted throughout this Annual Report. As Principal I would like to extend my thanks and acknowledge the efforts of all those involved.

Thanks must go to all our members:

Chairperson:	Chris Wiegele
Principal:	Veronica O'Neil
Parents and Community:	Naomi Laurie Yvonne Roche Leo Ryan Danielle Collins Terry McQuillan Dr Sharon Davies
Staff:	Lorraine Trouchet Carey Bragg Deborah Bullock Cecile Ferreira

The School Board worked with the staff, students and community to develop and drill down into the vision and direction of the school as it began its journey as an Independent Public School. This involved close consultation on the design and endorsement of the school Business Plan, signing off on our school budget and investigating and supporting the research project taking place in cooperation with Curtin University.

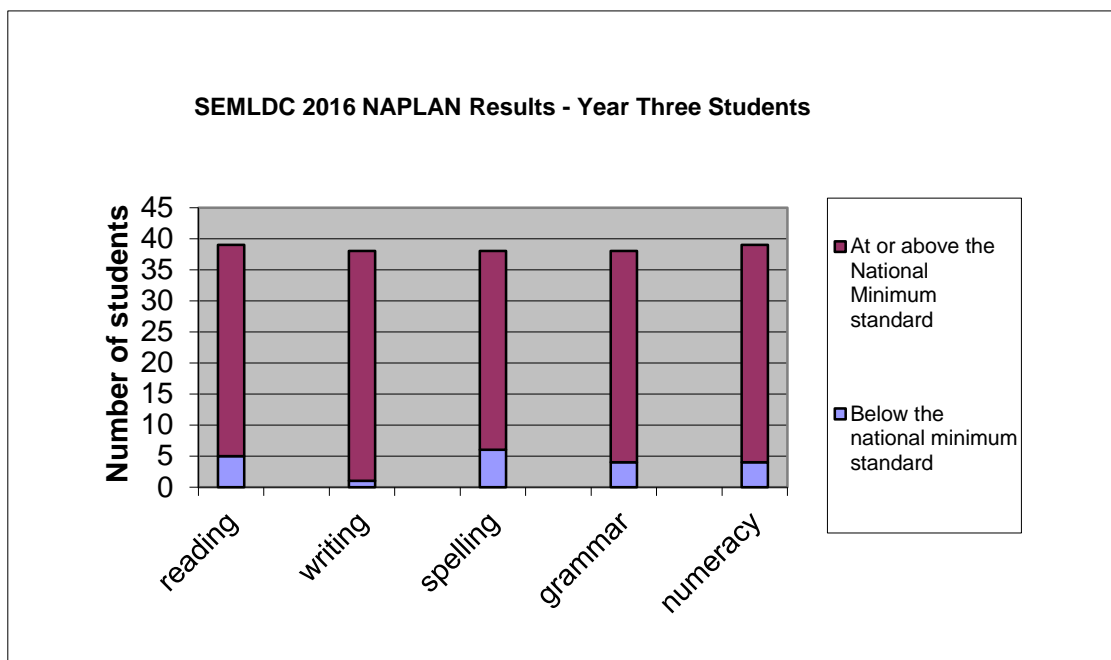
Referral statistics

Identical referral procedures and standard reporting formats apply to all Language Development facilities. Enrolment numbers at South East Metropolitan LDC allow development of specialised programs to continue to grow. With 147 placement applications for 2017 the trends show consistent growth in Pre Primary and Year One applications with numbers remaining high, however, there has been a notable increase in Kindergarten applications and also for placement at the Cloverdale Campus. Of these applications 94 were assessed as eligible. The school had the capacity to make offers of enrolment to all 94 applicants. In addition to this the school was able to negotiate and accommodate several intra LDC transfer for students to and from our LDC to other LDC. This has enable the school to offer support to an increased number of families in the community

New referrals made for LDC enrolment in 2017				
	Kindergarten	Pre Primary	Year One	Total
Cloverdale	35	20	18	73
East Maddington	15	16	10	41
Kingsley	17	12	4	33
Total	67	48	32	147

NAPLAN Results

The National Assessment Program Literacy and Numeracy (NAPLAN) appraises the performance of the year 3, 5, 7 and 9 students in aspects of reading, writing, spelling, numeracy and grammar and punctuation providing information to the National Goals for Schooling which focuses on establishing high standards of literacy and numeracy for all students of school age. Individual performance remains confidential to the student, parent and teacher. It is also important to note that only Year Three students at South East Metropolitan LDC 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 identified language impairment. This will have an impact on their results. The graph below shows the number of year 3 children working at or above the National Standards and those working below the National Standards in each of the areas tested.



Student attendance

During 2016, student attendance at the language centre remained steady however slightly below state averages. Those few children with at risk attendance were monitored by the attendance coordinator. The school has structures in place where student absence is monitored, parents and carers are kept informed if their child's absence is falling into the at risk area. The attendance coordinator also monitors explanations and follows up on unexplained absences. The school is looking to continue to maintain its overall attendance rate and explore ways in which to improve the attendance of those few students with acute absentee records.

2014		2015		2016	
School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
92.9%	92.1%	92.1%	92.7%	91.2%	92.6%

Behaviour Management

The South East Metropolitan LDC Managing Student Behaviour policy has a strong focus on reinforcing positive behaviour through rewards such as verbal praise or acknowledgement, stickers, stamps and class reward programs and certificates. A values program is also implemented whereby students are encouraged to display and acknowledge values such as friendliness, courtesy, honesty and helpfulness.

A comprehensive classroom and playground policy exists and is supported throughout the school. This is supported by the coordinator student behaviour and clear processes. Very serious incidents can result in a suspension from school. In 2016 we had suspensions given of only 1.0 days.

Highlights

Throughout the year the school works closely with other agencies, parents and our partner schools to deliver a highly individualised early intervention program. Some of our highlights this year included Parent workshops on Helping Your Child to Be a Good Friend and Finding Words (Semantics).



Staff have participated in school based professional learning including the opportunity to select from concurrent sessions. We celebrate teaching excellence in many ways including staff presenting mini workshops on successful practice and passing on knowledge they've gained at outsourced professional learning. Some of the sessions have included Semantics, Protective Behaviours, Sight Words, QR Codes, Understanding Ourselves and Others and Investigative Play.

Our research project involving Curtin University has helped to develop some sound direction and processes for the mentor program for new and experienced staff. This research has also enable the school to develop a rich bank of strategies for teachers to use to help support our specialist program in particular in Semantics. It is hoped to continue this in other language specific areas.

Staff have worked collaboratively to develop comprehensive scope and sequences for Humanities and Social Sciences and develop a highly comprehensive curriculum guide. This shows how the school delivers the Western Australian curriculum with links to language learning from a Kindergarten guide to Year Three. Included are guidelines for composite classes. At the end of the year we also began preparing for our first independent Public School Review.





Students have also enjoyed the opportunity to take part in several different sporting clinics and Edu Dance helping to develop coordination and muscle strength as well as language skills.

We have had many incursions and excursion including visits to the Kalamunda History Village.



Staff and students have also recognised special events such as No Writing Wednesday, ANZAC Day, Harmony week and Book week with activities, parades and lots of immersion in language.

In an attempt to reach an even larger school community group this year's Fun Day took on a new format. Each campus held a Free Friday Sausage Sizzle. Local community services were invited to attend and parents, staff and students had a great opportunity to mingle in a less formal environment. We had a overwhelming response at each campus and plan to extend on this in the future.



Outreach Services

The State Wide Speech and Language Service is an integral part of the school structure. This team of teachers and speech pathologists work within the greater South Metropolitan and Goldfields districts. They support schools to develop their capacity to provide sound literacy and language focuses embedded in school planning and culture. As part of this the team also works to support specialised intervention plans and strategies for Aboriginal Early Childhood Speech and Language Program supported by the Federal government. We provide professional learning at District and Network level through our Language Leadership, Aboriginal Early Years series and Oral Language After School Series of workshops. At a school level we provide professional learning on a variety of topics by request in both the metropolitan and regional areas. This has seen us present professional learning at a large number of schools within our catchment both regional, remote and metropolitan. During the year we have also focussed on Community Partnerships with several of our schools providing 'professional learning for parents' on supporting language development. We have also been working with Curtin University on several research projects.

Language Leadership

The Language Leadership Schools Initiative is a professional learning program designed to build the capacity of schools to implement successful speech and language programs within their schools from Kindergarten to year 6. Principals of participating schools are invited to nominate two teachers, one from K-2 and one from years 4-6, to participate in an intensive professional learning program involving action research. This is to ensure maximum coverage of leadership across the early childhood and middle to upper primary sectors of the school. There are four full day workshops, one per term and additional in school mentoring.

In 2016 there were 11 metropolitan schools involved in the program.

Oral Language After School Series

The OLASS workshops are aimed at supporting teachers across the Canning and Goldfields regions to help build knowledge and understanding in various areas of language. All workshops are 2 hours in duration and take place after school. Each term two workshops are run and are aligned to AITSL Standards with a focus on Speech and Language.

In 2016 the team ran the following workshops:

- Identifying Students with Speech and Language Needs
- Cool Kits Aboriginal English
- Cool Kits Phonological Awareness
- Cool Kits Social Skills
- Cool Kits Springboards to Story telling
- Cool Kits Speech Games

On average each workshop catered for 30 participants with many workshops being offered a second time due to popular demand.



In total over 1000 teachers, administrators, education assistants and community members attended or accessed these presentations and workshops.

Aboriginal Early Childhood Language Support Program

This is a federally funded initiative which targets teachers and schools with significant Aboriginal enrolments and who wish to develop the school's capacity to help in the development of language strategies through a school based language leader.

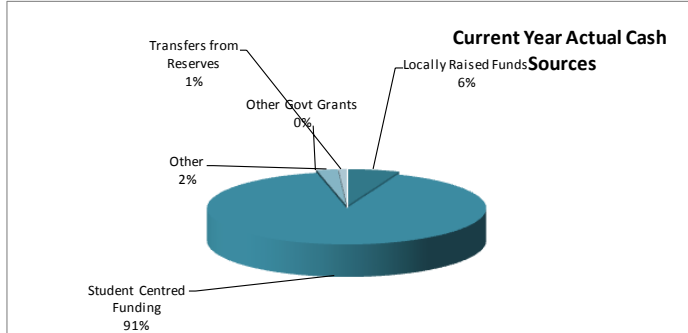
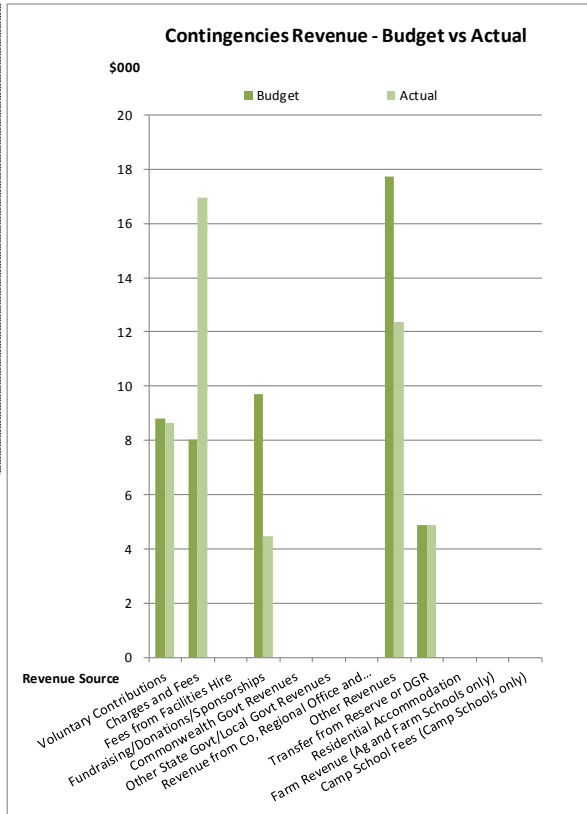
Schools both in the metropolitan and goldfields regions have the opportunity to be a part of this initiative. In 2016 there were 5 schools involved in the Early Years Initiative. They attended a series of workshops and were required to develop and share results from action research done with in their schools.

Financial summary

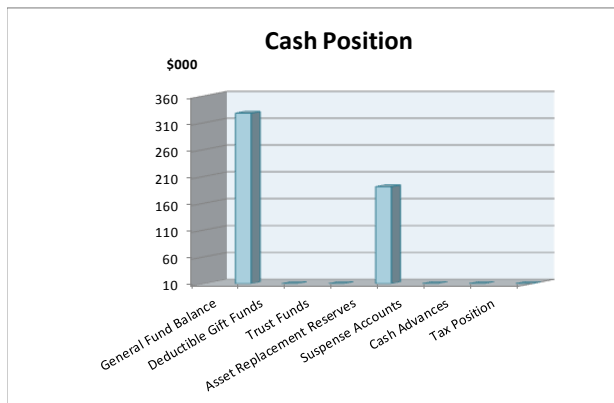
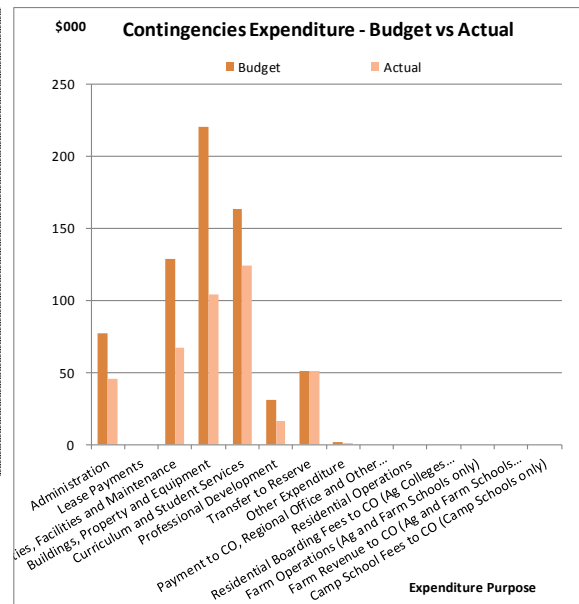
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South East Metro LDC Financial Summary as at 13 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 8,820.00	\$ 8,655.00
2	Charges and Fees	\$ 8,037.40	\$ 16,949.50
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,691.74	\$ 4,451.74
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,739.11	\$ 12,361.55
9	Transfer from Reserve or DGR	\$ 4,868.60	\$ 4,868.60
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 49,156.85	\$ 47,286.39
	Opening Balance	\$ 231,738.14	\$ 231,738.14
	Student Centred Funding	\$ 391,569.68	\$ 455,678.65
	Total Cash Funds Available	\$ 672,464.67	\$ 734,703.18
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 672,464.67	\$ 734,703.18



	Expenditure	Budget	Actual
1	Administration	\$ 76,917.56	\$ 45,752.11
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 128,834.00	\$ 67,128.07
4	Buildings, Property and Equipment	\$ 220,162.15	\$ 103,839.97
5	Curriculum and Student Services	\$ 163,457.82	\$ 123,666.73
6	Professional Development	\$ 31,100.00	\$ 15,844.76
7	Transfer to Reserve	\$ 50,642.14	\$ 50,642.00
8	Other Expenditure	\$ 1,351.00	\$ 338.05
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 672,464.67	\$ 407,211.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 672,464.67	\$ 407,211.69
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 511,971.02
Made up of:	
1 General Fund Balance	\$ 327,491.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 190,503.82
5 Suspense Accounts	\$ 128.00
6 Cash Advances	\$ -
7 Tax Position	-\$ 6,152.29
Total Bank Balance	\$ 511,971.02



CLOVERDALE CAMPUS

276 Epsom Ave
Cloverdale WA 6105
Phone:(08) 9277 3200
Fax:(08) 9277 3299
(located at Belmay PS)

ARMADALE CAMPUS

Lathwell St
Armadale WA 6112
Phone:(08) 9399 2854
(located at Kingsley PS)

MADDINGTON CAMPUS

79 Pitchford Ave
Maddington WA 6109
Phone:(08) 9452 1795
(located at East Maddington PS)

OUTREACH TEAM

STATEWIDE SPEECH AND LANGUAGE SERVICES

276 Epsom Ave
CLOVERDALE WA 6105
Phone: (08) 9277 3200
(located at Belmay PS)