



Annual Report

2021



**FREMANTLE LANGUAGE
DEVELOPMENT CENTRE**



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Message from the Principal



On behalf of the staff and School Board I am pleased to present the 2021 Annual Report for the Fremantle Language Development Centre (LDC).

Executive Leadership Team

Vivienne Doig (Principal)

Jennie Dawson (Deputy Principal)

Nichola Middlemiss (Deputy Principal)

Jodie Shepherdson (Deputy Principal)

In 2021, the staff and School Board worked collaboratively through whole school self-assessment processes to identify our school priorities for 2021 and beyond. This formulated our new Business Plan (2021-2024). Our thorough self-assessment process demonstrates the strong commitment of staff, students and families who, in partnership, ensure the Fremantle LDC is a school of excellence that empowers our students to talk, learn and grow.

This report is a summary of 2021 for both the school and the Outreach Service and provides the highlights and achievements of the past year in the areas of school and student performance, and financial and human resource management. It outlines the progress we have made in the four key areas of the Business Plan (2021 – 2024). These are:

- Student Achievement
- Excellence in Teaching
- Culture and Care
- Strengthening Relationships

Vivienne Doig

Principal

School Board Report

This year the School Board has been working on their new strategic direction in providing support to the school so they can effectively meet their Business Plan priorities. Through workshops with an educational consultant, it was identified that the School Board's goal was to understand the *why* of everything that happens in the school and provide appropriate and active support. This is done through having:

- A clear understanding of the School Board Role – members represent, equally, the interests of all students enrolled at Fremantle LDC.
- Good governance skills – really understand all processes, documents and reasons behind decisions.
- A commitment to individual and collective responsibilities.
- Strong and respectful relationships with debate but no conflict.
- Knowledge and understanding of the data and how the school measures improvement.

With this advice in mind, the School Board finalised its ***Terms of Reference and Schedule of Business***. In essence, a smaller School Board was convened with a membership of seven. These seven comprise three staff, three parents and one community member. In addition, the ability to co-opt members onto the School Board for short periods of time, targeting people with expertise required at that time.

The School Board, and its members, aims to be a visible and tangible entity of the school community. With this as a focus, the School Board then worked on its own Strategic Plan to align firmly with the directions and priorities of the school's plan, identifying strategies to support the priorities:

- 1.Student Achievement
- 2.Excellence in Teaching
- 3.Culture and Care
- 4.Strengthening Relationships



The School Board meeting agenda and structures were developed to include a session whereby a school staff member presented what was being undertaken in the school. The reason for this was the imperative that each School Board member has a sound understanding of the school's operation, so that in turn, this understanding and knowledge could then be promote to the wider school community by School Board Members.

For example, Fleur Aris introduced the School Board to the rigorous selection process undertaken by the school to choose the most appropriate whole school program for their explicit instruction in reading - *InitialLit*. The November meeting saw Jude Rangihaeata and Ellen Laing introduce the school's draft RAP (Reconciliation Action Plan). The work undertaken was exemplified with Sharon Gregory (Elder) and the students from Caralee CS and Fremantle LDC developing a joint school 'Acknowledgement of Country' in Noongar language.

With the school undergoing its review in October, I was pleased to be able to speak with the reviewers and extol the many positive attributes of the school's journey to date. I think the many parents who responded to the survey with the wish that the school would continue beyond Year 3, was a testament as to how well the school, and its staff, meet the needs of its students. This was a point that I believe was well received by the reviewers.

At this time, I would like to acknowledge the members of the School Board, whose tirelessly care for the school, ensures the School Board operates fairly and professionally and supports astutely, the work of the school. To the retiring members of the School Board, I offer my appreciation for the work that you have undertaken for the school to reach the high community standing it rightfully enjoys.

Finally, I would like to acknowledge the amazing, dedicated and collective work of the staff of Fremantle LDC. The caring guidance and leadership of Vivienne Doig, whose vision of excellence for the schools, is ably supported by Jennie Dawson, Nichola Middlemiss and Jodie Shepherdson. The whole-school focus, and commitment to the individual needs of each student undeniably results in students who leave the Fremantle LDC in a much better place to participate successfully in mainstream education.

I have thoroughly enjoyed the opportunity to join the School Board. I look forward to 2022 and working with the school. As a member of the Fremantle LDC School Board, I am excited about continuing to support working towards the achievement of the school's planned outcomes, as set out in its new Business Plan.

David McLean Hewitt
Chair, Fremantle Language Development Centre Board



School Overview

Fremantle Language Development Centre (LDC) is an Independent Public School that provides high quality specialist education for Kindergarten to Year 3 students who have been identified as having a Developmental Language Disorder. We consist of a school and a state-wide Outreach service and provide targeted, intensive language and academic intervention in a supportive environment that focuses on the social, emotional and academic growth of students.

Fremantle LDC is located across three sites where facilities are shared with local primary schools, enabling children from the LDC to benefit from interaction and inclusion with mainstream students. The duration of attendance at Fremantle LDC depends on each student, the progress made and the appropriateness of placement. Every student has an Individual Education Plan that is reviewed continuously.

- The main administration is located on the Caralee Community School site in Willagee. In 2021, the Fremantle LDC had a total of 18 classes from Kindergarten to Year 3, with three classes at Bull Creek Primary School and four classes at Beeliar Primary School. A coordinator at each satellite school site works closely with the mainstream administration staff to assist with the management of the classes and programs. Some children may be transported to each school site through the WA Government's Public Transport Authority bus service.
- The aim is to return children to mainstream education when they demonstrate age-appropriate speech, language, social skills and the ability to participate academically.

Our Outreach Service supports mainstream primary school teachers in the South Metropolitan Region, Pilbara and West Kimberley regions with students who have speech and language delays or difficulties and:

- are enrolled in K – Year 2 and do not attend an LDC/LDS, or
- previously attended an LDC and have exited into a mainstream setting (PP-Year 4)

All our school and Outreach staff are highly skilled and engage in high quality professional learning to ensure that current research and data drives our evidence-based practices in language intervention

Student Numbers and Characteristics

The referral process for 2021 began in the previous year and was coordinated by Fremantle LDC in partnership with the South Metropolitan Region Psychology Services and the Health Department. Referrals were accepted for Kindergarten to Year 1. Both a speech pathology assessment and a psychological assessment (PP-Yr1) were required, as well as a teacher questionnaire where appropriate.

The Placement Committee interpreted the information from 83 referrals and made offers of placement to 68 children who met the entrance criteria for placement for 2021. 58 of these offers were accepted. The main decline of places was in the Kindergarten year.

In 2021, there were 219 students enrolled in Kindergarten to Year 3. As in previous years, there was a high proportion of male students (72% boys and 28% girls).

Enrolments by Year Group, Gender

Year Group	Gender	Total	Non Aboriginal	Aboriginal
KIN	Male	17	17	0
KIN	Female	7	7	0
PPR	Male	37	32	5
PPR	Female	12	11	1
Y01	Male	46	40	6
Y01	Female	17	12	5
Y02	Male	29	20	9
Y02	Female	17	12	5
Y03	Male	29	26	3
Y03	Female	8	6	2
Total	Male	158	135	23
Total	Female	61	48	13
Total	Other	0	0	0

Analysis and Evidence of Impact

These overall numbers were slightly down from 2020 but have been consistent over the years. This is largely due to reaching capacity at our host schools and therefore being unable to expand with more classes.

The majority of the decline in places offered was in the Kindergarten year (70% of total declines). Improvement strategies for 2022 will focus on:

- Building awareness of LDCs across all referring agents (parents, day care, schools, community groups, Child Development Service, private speech pathologists).
- Workforce Management: Creation of Public Relations role (0.1FTE) with a specific marketing portfolio to promote the importance of early intervention and awareness of Developmental Language Disorder.

Staff Information 2021



The staff of Fremantle LDC consists of:

- Teachers
- Education Assistants
- Support Officers Speech and Language (Outreach SOSL)
- Speech and Language Officers/Specialists (Speech Pathologists)
- Manager Corporate Services
- School Officers
- Librarian
- Network Support Officer
- Chaplains
- School Psychologist

Workforce Planning

Workforce planning is in place to allow for the reduction to teaching and support staff through retirement. This involves recruitment processes, inductions, building capacity in oral language intervention and retention of permanent staff.

Administration Staff	No	FTE
Principal	1	1
Deputy Principal	3	2.4
Total Administration Staff	4	3.4
School Staff	No	FTE
Teaching Staff	35	25.9
Non-Teaching Staff	33	22
Total School Staff	68	47.9

Student Attendance



How are we going?

We have continued to maintain a high level of student attendance despite the impact of COVID-19. We fell 0.4% short of the state average in 2021.



How do we know?

Attendance rates sit very closely with WA Public Schools.



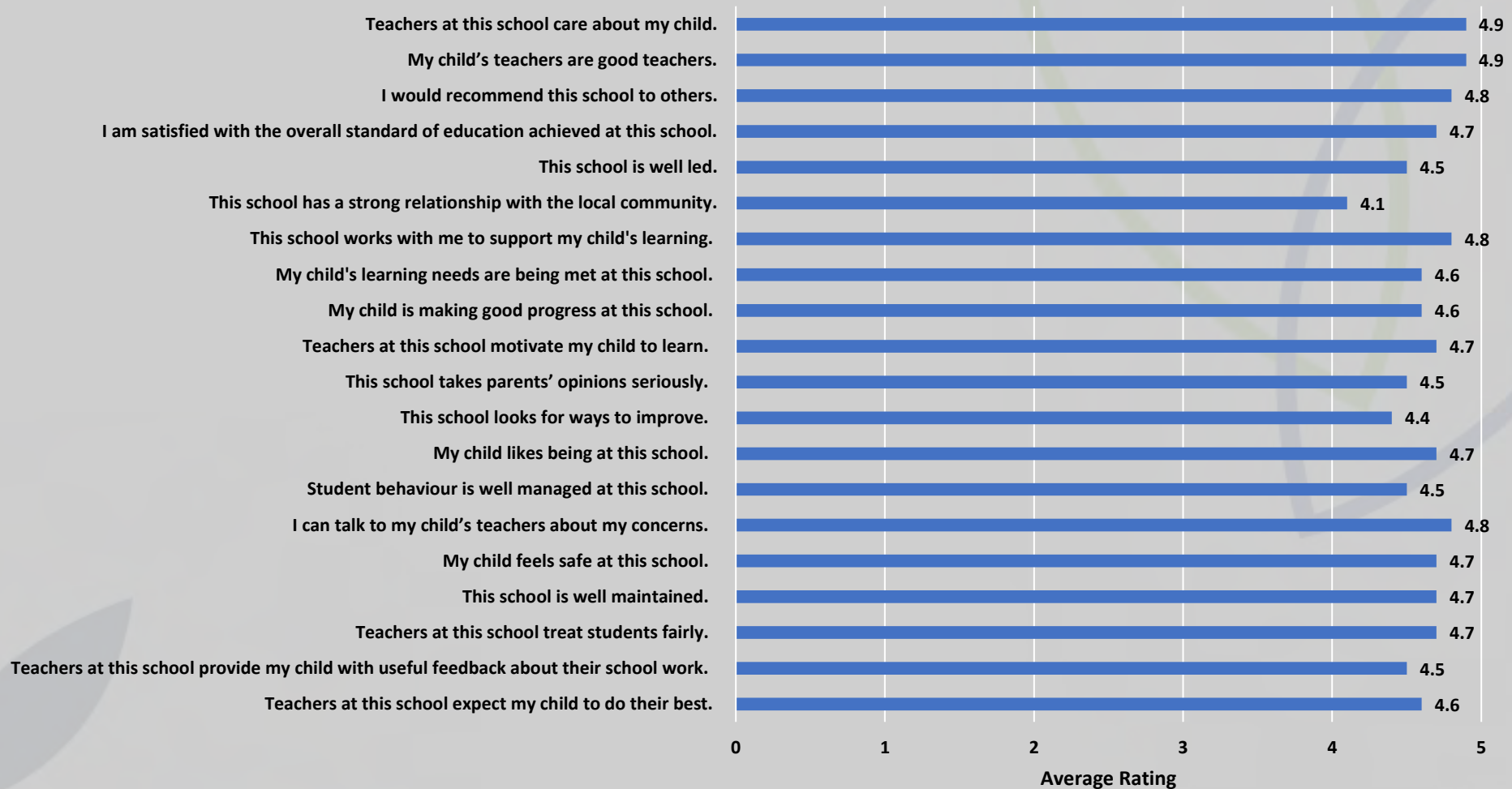
What are we doing to improve?

The Attendance Committee will continue to identify and develop action plans for students at risk and those with improved attendance. The importance of attending school will continue to be promoted with the school community.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	91.7%	91.6%
2020	91.3%	91.9%
2021	90.6%	91.0%

Parent Survey 2021



In 2021, Fremantle LDC collaborated with the School Board to develop and conduct a school survey, seeking specific feedback on our Business Plan priorities.

This feedback along with our school self-assessment processes, continued to formulate our improvement priorities

Overall, the results from the Parent School Survey 2021 were extremely positive with quality feedback and clear areas for improvement. The vast majority of ratings were within the Agree (4) to Strongly Agree (5) range.

Parent Survey 2021



How are we going?

Results from the Parent School Survey 2021 were extremely positive.

The response rate was much higher (61.9%) than we have received in previous years (70 responses in 2021, 42 responses in 2019).

The vast majority of responses were within the 'Agree' and 'Strongly Agree' range responses



How do we know?

We continue to encourage open lines of communication to foster positive partnerships.

All classes have access to Seesaw to ensure staff and families maintain regular communication.

We seek and act on feedback from case conferences and everyday communication such as phone, communication books, email and Seesaw.



What are we doing to improve?

Collaboration with the School Board to continue to build positive relationships with the school community.

Continue to engage parents and staff in the use of Seesaw.

Alter newsletter format to increase engagement.

Continue strengthening school's Positive Behaviour Support plan.

Continue to seek feedback on a regular basis.

Restart parent workshops and information sessions.

2021 Highlights

Although the COVID-19 disruptions impacted on extra-curricular activities, we were still very fortunate to be able to celebrate many achievements and be involved in exciting events. These are some of the highlights.



Book Week Events



Aboriginal Cultural Day



Smoking Ceremony



Story Dog



Big Day Out for Year 3 students.



Athletic carnivals



Leaver's Assemblies held at each site



Harmony Day Celebrations



Edu-dance across all sites



Excursions



Colour Run

Business Plan Self-Assessment

Independent Public Schools develop a Business Plan that outlines their long-term strategic planning. The Fremantle LDC Business Plan (2021-2024) was developed collaboratively by Fremantle LDC staff and the School Board and was informed by our thorough self-assessment processes, performance data and surveys, quality research, Department of Education Strategic Plan, and Focus documents.

The Fremantle LDC Business Plan communicates to all staff, parents and the community the strategic direction of our school and identifies what we want to achieve over a four-year period. The Fremantle LDC regularly reports to the School Board on its progress towards the achievement of the Business Plan (2021 – 2024) targets. Through the development of the Fremantle LDC Business Plan, the school and school community have a shared commitment for the future direction of the school.

The purpose of the 2021 Annual Report is to report on how the school is tracking against the Fremantle LDC Business Plan (2021-2024) targets. The Fremantle LDC's achievements are reviewed against the following areas of the Business Plan:

- Student Achievement
- Excellence in Teaching
- Culture and Care
- Strengthening Relationships





STUDENT ACHIEVEMENT

We cultivate high expectations for student progress and achievement.

Together we will:	Improvement strategies:
Accelerate progress in oral language.	<ul style="list-style-type: none">✓ Refine our Response to Intervention.✓ Create and implement literature-based units.✓ Develop and embed an integrated curriculum approach underpinned by oral language.✓ Strengthen collaborative processes in data analysis and planning for intervention.
Accelerate progress in literacy.	<ul style="list-style-type: none">✓ Strengthen our Response to Intervention.✓ Implement systematic evidence-based literacy programs.✓ Engage in rigorous data analysis and disciplined dialogue.
Accelerate progress in numeracy.	<ul style="list-style-type: none">✓ Establish a learning progression of early number skills to inform planning and practice.✓ Embed explicit instruction in the language of mathematics.





STUDENT ACHIEVEMENT

1



KEY ACHIEVEMENTS WERE:	WHAT ARE WE DOING TO IMPROVE?
<p><i>Accelerate progress in oral language:</i></p> <ul style="list-style-type: none"> ✓ The development and implementation of high-quality Literature Based Units in all classes by speech pathologists and teachers. ✓ Analysis of oral language data using disciplined dialogue to inform our response to intervention, student goals and class programs. ✓ Implementation of explicit Tier 2 and 3 oral language intervention by speech pathologists. ✓ Improvement in the narrative macrostructure of Pre-primary students (effect size: 0.7). ✓ Improvement in automaticity at the onset rime level or above for year one to three students as demonstrated by pre- and post-test data on the PAST assessment (effect size: 0.79). 	<ul style="list-style-type: none"> ➤ Embedding high quality explicit oral language instruction into our Talk for Writing Units. ➤ Co-constructing Talk for Writing units with teachers and speech pathologists in phase of learning groups. ➤ Refining our assessment schedule including the introduction of the Cubed Narrative Assessment. ➤ Strengthening collaborative processes between speech pathologists and teachers through an instructional coaching model.
<p><i>Accelerate progress in literacy:</i></p> <ul style="list-style-type: none"> ✓ Implementation of InitialLit, an evidenced based synthetic phonics program in all PP and year one classes. ✓ Analysis of literacy data using a disciplined data approach in data review meetings to inform our response to intervention, student goals and programs. ✓ Explicit evidenced based Tier 2 and 3 literacy intervention using InitialLit, Sounds-Write and the Reading Tutor Program. ✓ Improvement in writing skills as demonstrated by Pre- and post-assessment using Brightpath (effect sizes (PP: 2.35, Yr. 1: 1.31, Yr2: 1.04, Yr. 3: 0.54). ✓ Improvement in reading of non-words by year one to three students as measured by the WARN (effect size: 0.83). 	<ul style="list-style-type: none"> ➤ Implementing InitialLit in all Pre-primary to year three classes. ➤ Implementing Pre-Lit for all Kindergarten classes and for Pre-primary students in term one. ➤ Strengthening our data review processes by analysing data in phase of learning groups to inform planning and school improvement. ➤ Developing a whole-school scope and sequence along with planning processes for Talk for Writing. ➤ Refining our whole school assessment processes.
<p><i>Accelerate progress in numeracy:</i></p> <ul style="list-style-type: none"> ✓ Pre-primary students demonstrating growth from term one 2021 to term two 2022 above that of like schools. ✓ Year three students demonstrating improvement over the year in numeracy skills as measured by pre- and post Brightpath assessment (effect size: 0.7). ✓ Analysis of systemic data in phase of learning groups using the Student Achievement and Information System and a disciplined dialogue approach to inform practice, improvement and classroom programs. 	<ul style="list-style-type: none"> ➤ Trialing and finalising the Early Number Trajectory. ➤ Building teacher capacity in evidence-based numeracy strategies through professional learning and Teaching Sprints. ➤ Reviewing our assessment schedule and data collection processes. ➤ Developing a whole-school Numeracy Plan.



EXCELLENCE IN TEACHING

We embed high impact teaching practices in every classroom.

Together we will:	Improvement strategies:
Enhance educator capability through high impact professional learning.	<ul style="list-style-type: none"> ✓ Build on collaborative processes and collective efficacy to plan, act and assess student learning. ✓ Enrich professional learning opportunities in evidence-based tiered intervention.
Embed high quality, explicit teaching practices in every classroom for every student.	<ul style="list-style-type: none"> ✓ Refine observation, feedback, and reflection processes. ✓ Strengthen coaching and mentoring processes. ✓ Embed the use of the Fremantle LDC Instructional Framework. ✓ Cultivate differentiated teaching practice to address individual learning pathways. ✓ Build instructional leadership to support the delivery of effective and evidence-based teaching practices.
Analyse student data to inform planning for targeted teaching and appropriate intervention.	<ul style="list-style-type: none"> ✓ Strengthen data literacy and processes. ✓ Embed robust disciplined dialogue to build professional reflection and practice.



2 EXCELLENCE IN TEACHING

KEY ACHIEVEMENTS WERE:

Enhance educator capability through high impact Professional Learning (PL):

- ✓ Building capacity through whole-school PL aligned to our strategic directions and operational plans.
- ✓ Embedding Teaching Sprints as a professional development approach to evidence-informed PL with a focus on oral language and numeracy.
- ✓ Increasing the knowledge and confidence of staff to implement high-quality and evidenced-based tiered intervention through the provision of targeted PL, modelling of practice and the development of programs.
- ✓ Strengthening our coaching and mentoring processes through the appointment of a Literacy Coach who provided PL in Literacy based intervention, modelled practice, observed teaching, provided feedback, supported the analysis of data and engaged in coaching conversations.
- ✓ Building on our performance development cycle with the development and implementation of a Fremantle LDC School Improvement Reflection Tool.

Embed high quality, explicit teaching practices for every student:

- ✓ The development of Whole-School Literacy and Oral Language Plans.
- ✓ Strengthening our pedagogical framework with a focus on explicit teaching and high-impact teaching strategies and embedding the practices in every classroom.
- ✓ Implementing InitialLit, an evidenced based structured synthetic phonics program, in Pre-primary and year one classes.
- ✓ Building on our Response to Intervention processes with additional Tier 2 and 3 literacy and oral language intervention.
- ✓ Ongoing peer observation, feedback and self-reflection through videos of practice to support reflection and continuous growth of staff.
- ✓ Weekly consultations between speech pathologists and teachers, strengthening teacher's ability to implement high quality teaching practices and oral language intervention.

Analyse student data to inform planning for targeted teaching and intervention:

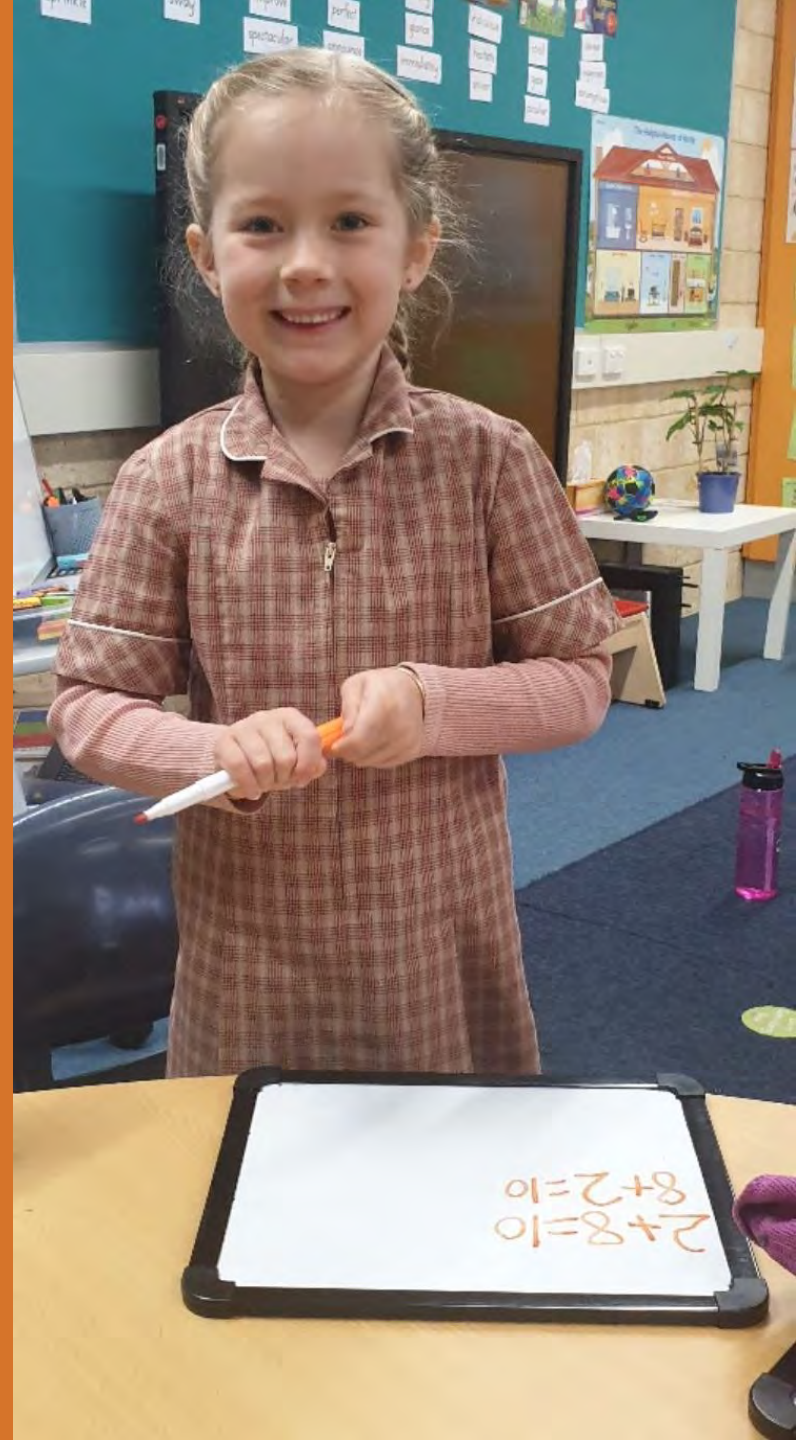
- ✓ Implementing data review meetings to analyse data and inform planning.
- ✓ Termly IEP Reviews to review student progress and data, inform decisions about our response to intervention and classroom programs.
- ✓ Analysis of on-entry data using data from the Student Achievement and Information System to inform Teaching Sprints and programs.
- ✓ Analysis of oral language data in phase of learning groups and with speech pathologists to inform oral language intervention.
- ✓ The trial of Brightpath Mathematics Assessment for year three students with analysis of data to inform programs and report to transition schools.
- ✓ NAPLAN analysis day for year three teachers to inform school improvement.

WHAT ARE WE DOING TO IMPROVE?

- Continuing our focus on high-quality PL in oral language, literacy, numeracy and social and emotional development.
- Building the capacity of staff to develop and implement Talk for Writing units to support the development of oral language and literacy skills.
- Embedding the Teaching Sprint process to foster continuous practice improvement.

- Implementing InitialLit in every PP to year three classroom.
- Implementing Pre-Lit in all Kindergarten classrooms.
- Consolidating observation and feedback processes.
- Strengthening collaborative processes between teachers and speech pathologists through refining and enhancing weekly meetings and working shoulder to shoulder in the classroom to implement oral language intervention.

- Embedding termly data review meetings in phase of learning groups.
- Refining the IEP Review schedule to align with whole school processes.
- Strengthening collaborative assessment and data analysis processes between teachers and speech pathologists.
- Building on moderation processes.
- Refining our assessment schedule.





3

CULTURE and CARE

We foster a high-care and inclusive culture that supports social and emotional wellbeing.

Together we will:	Improvement strategies:
Ensure a safe, inclusive, and culturally responsive learning environment.	<ul style="list-style-type: none">✓ Strengthen strategies to support students' self-regulation, positive behaviour, and wellbeing.✓ Embed the Aboriginal Cultural Standards Framework.
Enhance case management for students with additional learning needs.	<ul style="list-style-type: none">✓ Strengthen processes to identify, support and monitor student progress.✓ Enhance collaboration with families and allied professionals.
Develop students' social and emotional skills.	<ul style="list-style-type: none">✓ Refine whole school programs that build skills in pragmatics, resilience, and wellbeing.





CULTURE and CARE



KEY ACHIEVEMENTS WERE:

Ensure a safe, inclusive, and culturally responsive learning environment:

- ✓ The Alert program continuing in every class to support students' self-regulation and behaviour.
- ✓ A whole school approach to managing and supporting behaviour being maintained.
- ✓ A Positive Behaviour Support (PBS) team being established in partnership with Caralee Community School to develop consistency with behaviour management.

Enhance case management for students with additional learning needs.

- ✓ The SAER process being refined and articulated to staff to ensure identification of students at educational risk was clear and consistent.
- ✓ Behaviour Support Plans for identified students being updated to include student strengths and positive behaviours to target.

Develop students' social and emotional skills.

- ✓ Students developing their social and emotional resilience skills through the implementation of the Little Highway Heroes (PP-2) and Highway Heroes (2-3) programs.
- ✓ Social and emotional learning goals aligned with the Highway Heroes programs being included in student's IEPs.

WHAT ARE WE DOING TO IMPROVE?

- The Alert program will be included in the induction process for new staff.
- All new staff will engage in professional learning in 123 Magic and Emotion Coaching.
- The PBS Committee will develop initiatives to acknowledge positive student behaviour and refine processes for managing playground behaviour.

- Continue to work in partnership with families and external providers to ensure students with additional needs are being supported and receive appropriate interventions.
- Collect data through the PBS framework to monitor student behaviour and identify areas for support.

- Implement all modules of the Little Highway Heroes (PP-2) and Highway Heroes (2-3) programs.
- Develop resources to support the Little Highway Heroes (PP-2) and Highway Heroes (2-3) programs implementation.
- Parent workshops will be developed to support families with students' social and emotional skills and behaviour.



4



STRENGTHENING RELATIONSHIPS

We nurture partnerships within the school and wider community.

Together we will:	Improvement strategies:
Build the capacity of families and educators to support the language and learning of students.	<ul style="list-style-type: none">✓ Establish and develop language learning groups for kindergarten students and their parents.✓ Enhance professional learning and support through our Outreach service.
Develop and nurture relationships with our Aboriginal Communities.	<ul style="list-style-type: none">✓ Develop and implement our Reconciliation Action Plan.✓ Deepen our understanding about Aboriginal histories, peoples, and cultures.
Foster student engagement and agency.	<ul style="list-style-type: none">✓ Promote the importance of attendance and engagement through data analysis and targeted support.✓ Enrich quality play-based learning.



4

STRENGTHENING RELATIONSHIPS

KEY ACHIEVEMENTS WERE:

Build the capacity of families and educators to support the language and learning of students:

- ✓ The implementation of Talk Learn Grow Language Learners program for Kindergarten students and their parents.
- ✓ Parent workshops being held throughout the year.
- ✓ Regular sharing of student work with parents through Seesaw.
- ✓ Termly meetings with parents to discuss student goals, progress and strategies.
- ✓ Regular articles being included in the school newsletter with ideas for parents to foster their child's learning at home.
- ✓ Providing parents with access to Parent TV.
- ✓ The Outreach Service providing professional learning and support to priority schools.

Develop and nurture relationships with our Aboriginal Communities:

- ✓ Further development of our Reconciliation Action Plan (RAP) with staff, parents and community members including the development of a shared vision.
- ✓ Staff and students at the Willagee site engaging in a smoking ceremony with Caralee CS.
- ✓ Students from all three sites joined together for our Aboriginal Cultural Day and Aboriginal families were invited to attend the incursion followed by morning tea.
- ✓ Embedding the Aboriginal Cultural Standards Framework (ACSF) across our school.
- ✓ Self-reflection of teachers against the ACSF.
- ✓ The translation of our by-line, Talk Learn Grow, into Noongar.
- ✓ An Acknowledgement of Country being developed for the Fremantle LDC and Caralee CS by students with the support and guidance of an Aboriginal Elder.

Foster student engagement and agency.

- ✓ Regular meeting of the Attendance Committee to review and improve student attendance and develop initiatives to promote the importance of attendance.
- ✓ The alignment of Fremantle LDC attendance rate with the average attendance rate of WA Public Schools.
- ✓ Support of students and families through the School Chaplaincy Program and other pastoral care processes.
- ✓ The publishing of the Fremantle LDC Early Years Philosophy.
- ✓ Embedding of high-quality play-based instruction.
- ✓ Continuation of initiatives such as the Story Dog program.

WHAT ARE WE DOING TO IMPROVE?

- Continuing the Language Learners Program.
- Continuing to offer workshops to parents throughout the year.
- Developing online professional learning modules for use with the Outreach Service to build the capacity of educators.
- Strengthen reflection processes to be responsive to feedback from Priority Schools on service delivery options.

- Continuing the development of the Fremantle LDC RAP.
- Fostering the engagement of families and community members with the RAP and other school events.
- Continuing to embed the ACSF across the school.
- Engaging as a whole school in professional learning to increase staff's knowledge and understanding of the Aboriginal Culture.

- Implementing PBS processes to support engagement and behaviour of students.
- Acknowledging improvement in attendance with students and families.
- Embedding play-based instruction in our Talk for Writing program.
- Continuing our strong pastoral care processes to support students and families.



2021-2024 Oral Language Improvement Target

Oral Language

All students will have made progress on their Oral Narrative assessment from the beginning of the year to the end of the year, as measured by a minimum of 0.4 effect size.

Milestone:

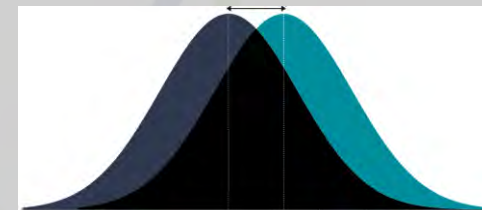
- **2021: Pre-primary students**



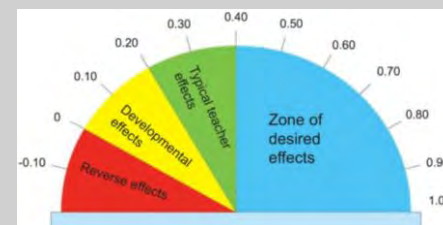
To establish the students learning needs all students completed an oral narrative assessment at the start of the year. To measure the effectiveness of the oral narrative program implemented, the pre-primary and exiting students were re-assessed at the end of the year using an oral narrative task.

Cohort	Cohen's d
Year Three	0.32
Pre Primary	0.7
Early Exits	1.6

Throughout the year an extensive review of the oral narrative assessments available was completed and a new assessment, CUBED Language Narrative Measure (LNM) was identified as the best assessment for the FLDC. The CUBED provides, rich, meaning information scores with normative information in a reduced timeframe. This did have implication into the longitudinal data that was collected. It was felt the re-assessment of the pre primary cohort provided the information required to determine the effectiveness of the oral narrative program implemented in 2021. In future years, the efficient nature of the CUBED LNM will allow pre and post data to be established for all students to ensure the learning needs are monitored and accommodated.



The varying levels of effect sizes are representative of the students' response to the intervention provided at the FLDC. The students exiting the program early are doing so as they have responded well to the input received and consequently the change in their mean scores were significant. Conversely, the year three students remain at the FLDC as they require intensive intervention to shift their understanding and use of language. The pre-primary cohort made significant gains in their narratives which indicates they responded well to the input provided.



2021-2024 Literacy Improvement Target

Literacy

To reduce the number of Pre-primary students within the high-risk category as measured by InitialLit Cumulative Reviews from Term 1 to Term 4.

In 2021, all Fremantle LDC Pre-primary classes implemented InitialLit for the first time. As the Fremantle LDC caters for the individual needs of students, the program had to be differentiated and the pace of the program modified during the year. As such this target was unable to be measured as most students did not reach Cumulative Review Four by the end of the year. The target will be reviewed and amended for 2022 based on data from 2021.

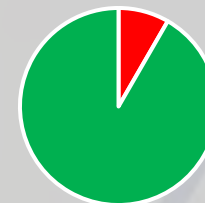
Data from students who completed both Cumulative Review One and Three showed a decrease in the number of students in the high-risk category in Term Four.

Cumulative Review 1



■ Critical ■ Not Critical

Cumulative Review 3



■ Critical ■ Not Critical

Data from students who completed both Cumulative Review 1 and 3

More Literacy Data

Writing:

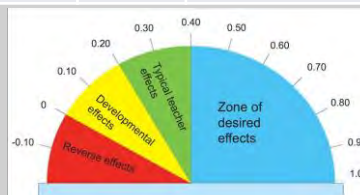
In 2021, students' writing from PP to Yr 3 was assessed using Brightpath. Analysis of the data shows that students writing skills made statistically significant gains over the year. Students from PP to Yr 2 made large gains and students in Yr 3 moderate gains.

Brightpath Writing Yr PP-3		
Year	Genre	Effect size
PP	Recount	2.35
1	Recount	1.31
2	Narrative	1.04
3	Narrative	0.54

Phonological Awareness:

In 2021, Year 1 to 3 students' phonological awareness skills were assessed using the Phonological Awareness Screening Test (PAST). Students demonstrated an improvement in their automaticity at an onset rime level or above on their pre and post assessment with an overall effect size of 0.79

PAST Assessment			
	Mean	SD	N
PAST-B	26.72	12.92	117
PAST-A	17.32	11.05	134
M1-M2	9.40 Cohen's d Effect		
Pooled SD	11.96 Size = 0.79		



Reading Fluency:

In 2021, Year 1 to 3 students completed pre and post assessment on the Wheldall Assessment of Reading Nonwords (WARN). This assessment measures a student's level of oral reading fluency. Analysis of the data showed a significant increase in students' ability with an effect size of 0.83

Wheldall Assessment of Reading Nonwords (WARN) Year 1-3			
	Mean	SD	n
Assessment 1 Feb '21	8.096296	7.618589	135
Assessment 2 Nov'21	15.1875	9.470842	128
M ₁ M ₂	7.091204	Effect size = 0.83	
Pooled SD	8.570029		
Cohen's d _s	0.827442		

2021-2024 Numeracy Improvement Target

Numeracy

To increase the number of Year One and Two students making average progress from Modules 1 to 2 or Modules 2 to 3 compared to the Average Progress data in On Entry Numeracy.

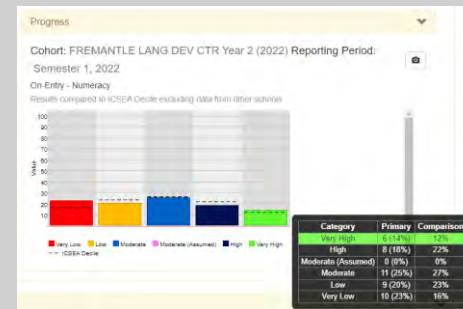
In 2021, all students from PP-Y2 completed the On Entry Numeracy assessment in Term 1 and Term 4.

The Department of Education (DoE) no longer uses the Average Progress measure, therefore student progress for 2021 was calculated using the DoE Student Achievement Information System (SAIS) using data from Term 1 2021 to Term 1 2022.

This data does not include data from the students who have exited from Fremantle LDC to their mainstream school. If their data was included in this dataset, we would predict that the results would be even stronger due to the majority of exiting students transitioning due to making significant gains.

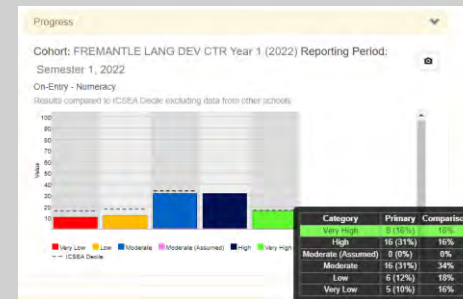
PP (2021 T1) – Y1 (2022 T1)

- 78% of students made moderate, high and very high progress.



Y1 (2021 T1) – Y2 (2022 T1)

- 57% of students made moderate, high and very high progress.



In 2021, all students in year three were assessed in term one and again in term four using the Brightpath Maths Number and Algebra Assessment.

Yr 3 (2021- T1 to T4)

- Effect size: 0.7

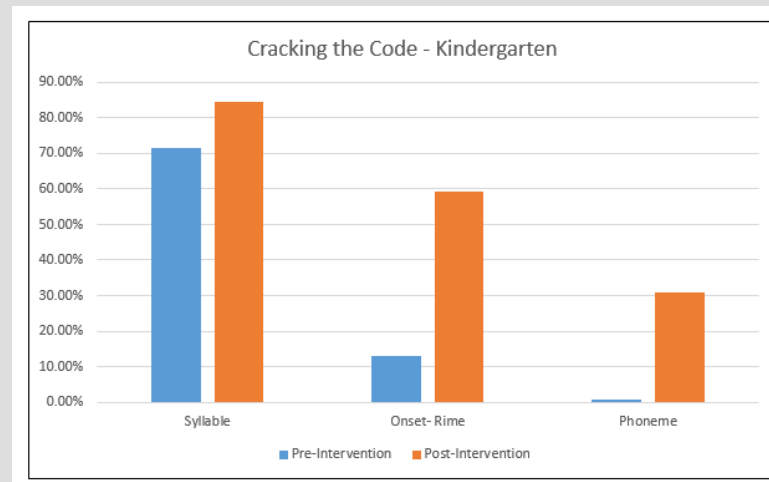
	Mean	Stanard Deviation	Number students
Pre-test	187.9	46	35
Post-test	219.9	45.8	35

2021 Outreach Service Highlights

The Fremantle LDC Outreach Service established professional relationships with Priority Schools as identified by Statewide Service Resource Agreement 2020-2022. In 2021, 25 schools have been identified through On Entry Literacy data. **96% of Priority Schools participated in two more levels of service as outlined in the Statewide based Service Agreement.** The Outreach Service analyses trends and engagement from Priority Schools to continue to provide targeted support on achieving service agreement deliverables. This data-informed model of school selection allows Support Officers, Speech and Language to work more closely and intentionally with specific schools. **This increased level of support has allowed for more personalised services to be offered which has yielded more measurable changes across all targeted levels including school, teacher and student.** Number of schools identified as Priority Schools has decreased at end of 2021.

A database is collated as an ongoing recording of contact with schools and educators who have engaged in professional learning, consultations, modeling or observation in the classroom settings. **321 Kindy/PP staff accessed PL.** This has resulted in changes in the development of evidence-based school plans, increased quality of instructional strategies and practices in the classroom as well as improvements in individual student data. **Feedback is sought through surveys of professional learning to reflect and inform early educators' needs.**

The Fremantle LDC Outreach Service enhanced early year educators' knowledge and understanding through the use of research aligned Intensive Oral Language Programs (IOLP), Cracking the Code and Words, Grammar and Fun. **Eight new schools implemented IOLP and 78 K/PP staff accessed modelling and consultations.** Analysis of data informed targeted teaching and appropriate intervention to improve student outcomes is demonstrated in pre and post assessment of Cracking the Code (see below).



In 2022, our improvement priorities are:

- Strengthening reflection processes to be responsive to feedback from Priority Schools on service delivery options
- Broadening the scope for developing on-demand and online professional learning module
- Developing of ways to support 17 priority schools with 1.5FTE of Support Officer Speech and Language (SOSL)

2021 Transition Highlights

In 2021, The Transition team trialed:

- an additional Transition Day for exiting Year 3 students
- a new online booking platform for teacher handover meetings
- different meeting format (via, phone call, in person or video conferencing)
- review of Transition Package content
- review of timeline for Transition processes



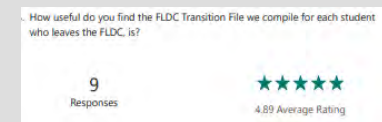
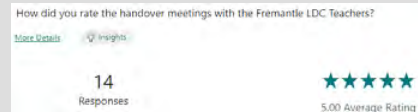
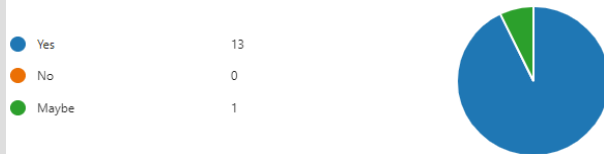
A Transition database is collated for all exiting students and consultation sought from all transitioning schools. A one-on-one handover meeting is provided with the transitioning teacher and relevant SAER support staff. **A total of 68 students out of 75 students took part in a student handover from a Fremantle LDC staff member. 44 out of a possible 47 total schools took part in the Fremantle LDC Transition process.**

Transition Days were conducted over two days for Early Exiting students and Year 3 students, these continued to be a success. **A total of 31 teachers** were in attendance and rated the **Transition Day overall an average 4.86/5**. Teachers participated in oral language, DLD and literacy PL, time observing Fremantle LDC classrooms and handover meetings with Fremantle LDC teachers and Speech Pathologists. **39 student handover meeting** were conducted over the two Transition days, feedback sought rated **handover meetings an average of 5/5**.

Would you consider attending a future Transition Day if you had another student exit into your school from the Fremantle LDC?

[More Details](#)

[Insights](#)



All transition schools were provided with a detailed **Transition package** that includes, reports, assessment data, IEPs, and support strategies for the **75 exiting students**.

Follow up support throughout the year (and beyond) is also provided as needed (e.g. consultation, professional learning). **15 educators attended the Supporting students with Language and Early Literacy Difficulties Professional Learning. 42 mainstream teachers responded to the Student Review follow up and 4 requested follow up consultations in Term 3.**

In 2022, what we are doing to improve:

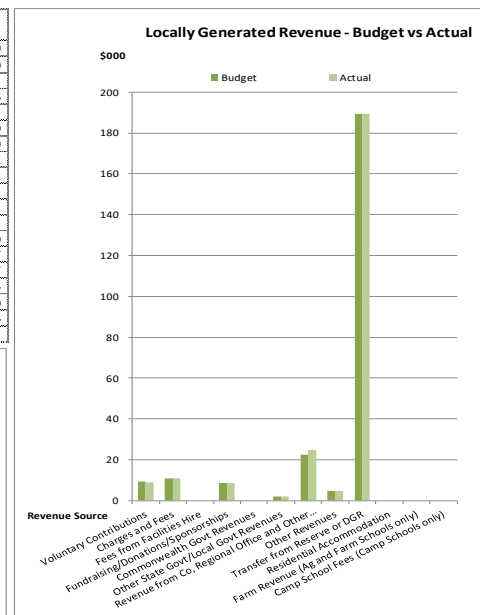
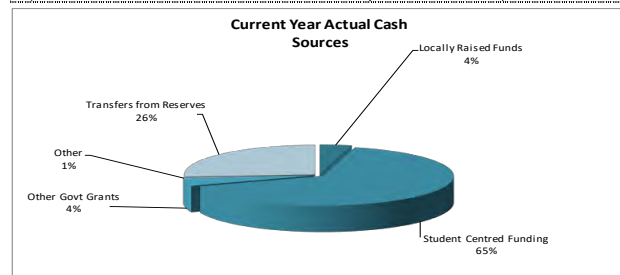
- Continue to strengthen our partnerships with mainstream schools to advocate for our exiting students in mainstream education
- Establish partnerships with AIEO's to facilitate successful transition for Aboriginal students.

Financial Summary 2021

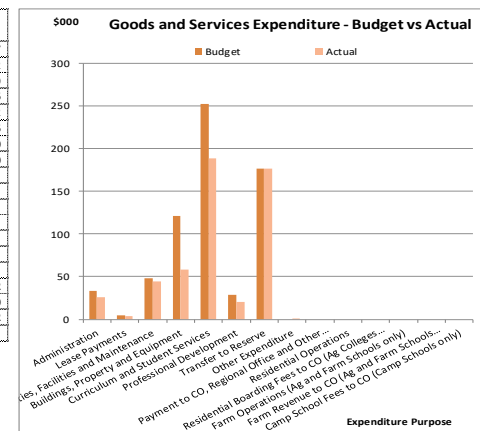
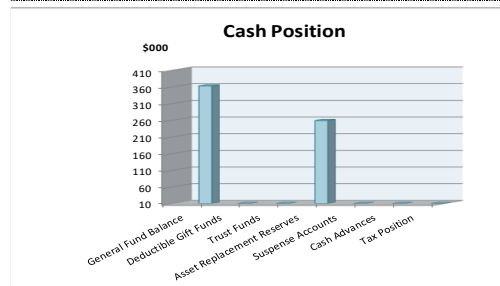


Fremantle LDC
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,284.40	\$ 9,037.00
2 Charges and Fees	\$ 10,865.00	\$ 10,865.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 8,533.46	\$ 8,579.46
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 2,000.00	\$ 2,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 22,549.93	\$ 24,850.70
8 Other Revenues	\$ 4,763.09	\$ 4,765.92
9 Transfer from Reserve or DGR	\$ 189,204.92	\$ 189,204.92
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 247,200.80	\$ 249,303.00
Opening Balance	\$ 161,390.97	\$ 161,390.97
Student Centred Funding	\$ 470,237.67	\$ 470,237.67
Total Cash Funds Available	\$ 878,829.44	\$ 880,931.64
Total Salary Allocation	\$ 4,800,514.00	\$ 4,800,514.00
Total Funds Available	\$ 5,679,343.44	\$ 5,681,445.64



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 33,309.94	\$ 26,166.77
2 Lease Payments	\$ 5,000.00	\$ 3,294.92
3 Utilities, Facilities and Maintenance	\$ 47,670.77	\$ 44,611.99
4 Buildings, Property and Equipment	\$ 120,590.24	\$ 58,565.66
5 Curriculum and Student Services	\$ 252,027.30	\$ 188,368.42
6 Professional Development	\$ 28,266.99	\$ 20,646.06
7 Transfer to Reserve	\$ 176,500.00	\$ 176,500.00
8 Other Expenditure	\$ -	\$ 1.40
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	\$ 663,365.24	\$ 518,155.22
Total Forecast Salary Expenditure	\$ 4,572,415.00	\$ 4,572,415.00
Total Expenditure	\$ 5,235,780.24	\$ 5,090,570.22
Cash Budget Variance	\$ 215,464.20	



Cash Position as at:	
Bank Balance	\$ 619,140.62
Made up of:	
1 General Fund Balance	\$ 362,776.42
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 258,873.11
5 Suspense Accounts	\$ (302.91)
6 Cash Advances	\$ -
7 Tax Position	\$ (2,206.00)
Total Bank Balance	\$ 619,140.62