

**West Coast  
Language Development Centre**

# **Business Plan**



**2018-2020**

**Approved by Board: 30/11/2017**

**Signed:**

**Principal:**

**Shelley Blakers**

**Board Chair:**

**Dawn Wallam**

## Index

<b>Introduction</b>	<b>4</b>
<b>Purpose and Vision</b>	<b>5</b>
<b>Values, Beliefs and Behaviours</b>	<b>6</b>
<b>Priorities</b>	<b>7</b>
<b>Organisational Structure</b>	<b>7</b>
<b>Business Plan Development and Improvement Planning Model</b>	<b>8</b>
<b>Whole School Connected Service Delivery</b>	<b>9</b>
<b>Priority 1: I Learn! I Teach! Student Level</b>	<b>10</b>
<b>Learning Targets</b>	<b>11</b>
<b>Critical Focus Areas and Key Improvement Strategies and Actions: I Learn! I Teach!</b>	<b>13</b>
<b>I Teach! Centre-wide Curricular and Instructional Programs</b>	<b>14</b>
<b>Priority 2: I Build! I Lead! School Level</b>	<b>16</b>
<b>Targets</b>	<b>17</b>
<b>Knowledge of Content and Specialist Intervention</b>	<b>17</b>
<b>Building of Capacity and Leadership Development (within the LDC): I Build! I Lead!</b>	<b>18</b>
<b>Priority 3: I Build! I Lead! Outreach School and Network Level</b>	<b>20</b>
<b>Targets</b>	<b>21</b>
<b>Critical Focus Areas and Key Improvement Strategies and Actions</b>	<b>21</b>
<b>Appendix 1: Metro referral boundaries for the student program and metro mainstream public schools (outreach)</b>	<b>23</b>

## Introduction

The West Coast Language Development Centre is an Independent Public School Education Support facility that also includes the Statewide Speech and Language Outreach Service for the North Metropolitan (coastal schools) and the Midwest Educational Regions. The centre is located over multiple sites.

The West Coast Language Development Centre is a centre of excellence that provides specialised early direct intervention (for students), outreach (for schools and networks), and research and development services in the area of speech, language and associated literacy. The synergism and cohesion amongst service delivery, teaching and research leads to changes in classroom practice; as knowledge increases, 'best practices' are identified, and service needs are recognised within the centre and across mainstream schools.

The West Coast Language Development Centre works at the **system, network, individual school, leadership, teacher and student level** to provide high quality services in speech, language and associated learning that are based on current best practice evidence. The services build on from each other and include:

- 1. Direct services for students: intensive, early intervention**

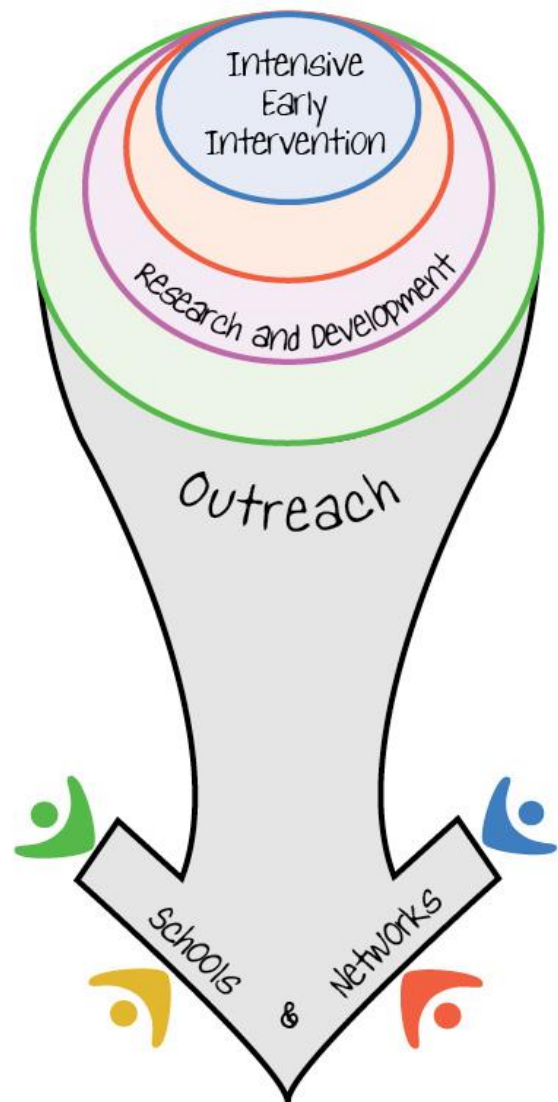
An early intensive intervention service targets metropolitan students in Kindergarten-Year 1-2 with identified Specific Language Impairment.

- 2. Outreach**

This service responds to the distinctive needs of public primary schools in the metro and regional areas with a focus on improving speaking, listening and literacy learning for students with language difficulties, difference and disorders. The emphasis is on sustainable capacity building of teachers, schools and systems to deliver high quality learning opportunities.

- 3. Research and Development**

The service conducts and supports the research, development and trialling of evidence based practices for speech, language and associated literacy by establishing collaborative partnerships with schools and universities.



The map in Appendix 1 defines the West Coast Language Development Centre boundaries for student referrals and schools (accessing Outreach) within the specified geographical area. Outreach also includes the Mid-west Education Region.

## Our Purpose

The Language Development Centre intensive early intervention, outreach and research and development services are focused on maximising the learning of students with language impairment/disorder, difficulties or disadvantage.

## Vision

### Early Intensive Intervention

All students achieve maximised academic and social learning outcomes through specialised, evidence-based intervention strategies delivered by highly effective staff.

### Outreach

All public schools in Western Australia have the capacity to maximise the speech, language and learning outcomes for the diverse learning needs of all students.



## Our Values, Beliefs and Behaviours

Our shared values, beliefs and behaviours provide the foundation upon which our approaches to teaching and learning are built. They are the underpinnings of program development that is shared across mainstream schools through the outreach program.

1. **Excellent teaching** and learning leads to improved learning outcomes for all students:
  - a. Reflective, action based professional learning through induction and ongoing learning programs connected to coaching, mentoring and work shadowing, supports the development of teacher capacity.
2. **All students can learn** and disadvantage and/or disorder does not define destiny.
3. **Early, prescriptive and intensive intervention** minimises the impact of risk factors and reduces compounding literacy difficulties.
4. **Language and associated literacy are complex multi-linguistic processes.** Language (for at-risk learners), reading and writing are challenging to teach, requiring a vast repertoire of knowledge and skills.
  - a. Language is taught in a connected, cohesive manner using different linguistic systems: semantic, syntactic (including morphology), phonological and extended discourse (including pragmatics).
  - b. Reading is taught by building on from and reciprocally with the language base with the addition of the orthographic system and the focus on deepening mental orthographic images.
  - c. Writing, including spelling, is taught by building on from and reciprocally with the language and reading base with the addition of handwriting and typing skills.
5. **Teaching and learning systematically scaffolds** students through explicit modelling, intentional teaching and repeated practice leading to independence.
6. **Teaching and learning that is differentiated and personalised** caters for individual learning needs.
7. **Scientifically based research or documented evidence** underpins programs, strategies and resources.
8. **Collective commitment** to the implementation and maintenance of centre-wide practices and programs leads to connected, cohesive approaches.
9. **Formative and summative assessments** ensures teachers are accountable for what students learn and this informs comparative analysis of data and target setting, leading to improved learning outcomes.
10. **Focus on alterable variables** leads to improved student learning.
  - a. Teachers focus on alterable context and content variables that impact on student learning: focusing on critical areas; setting and measuring concise goals (formative and summative assessment); aligning targets with curriculum and instruction; adapting and differentiating programs and resources to fit the needs of students; teaching focused lessons; using time wisely; and managing behaviour to maximise engagement.

## Priorities

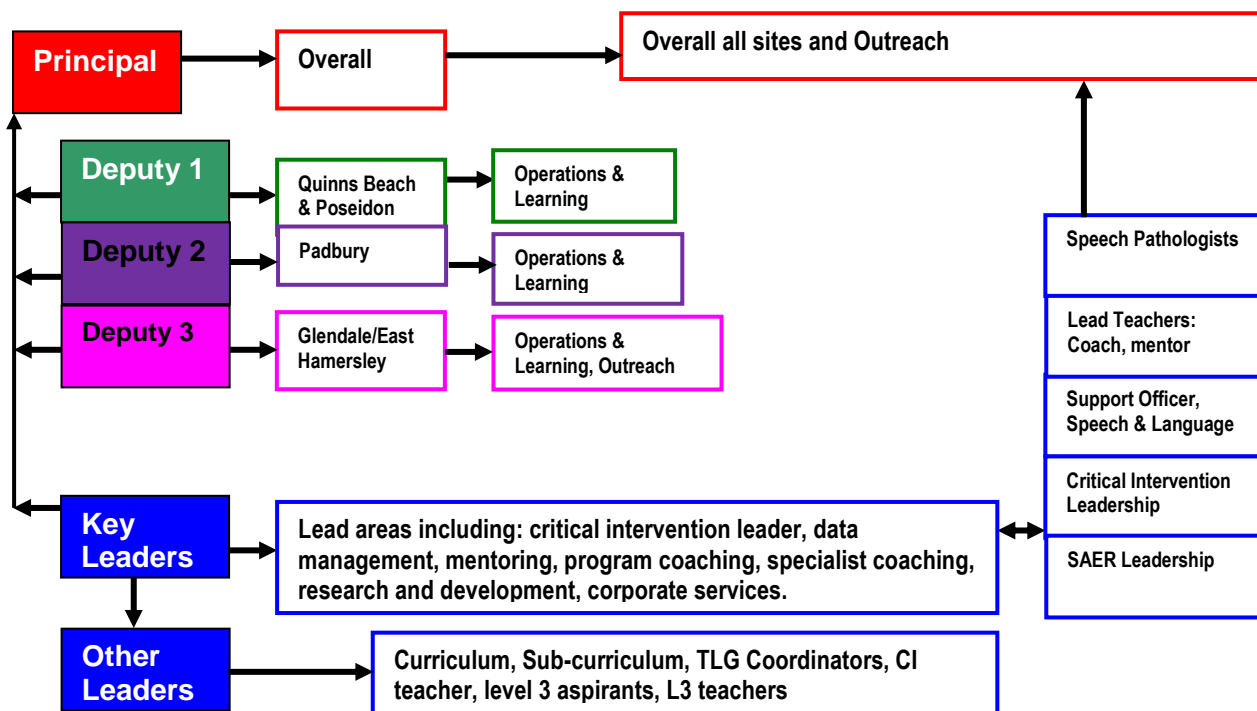
The vision and purpose are achieved through three priorities delivered through whole school connected, cohesive approaches and programs that are based on evidence-based high effect size strategies and interventions. The priority areas are linked to the key services provided by the Centre: early intervention student program and outreach.

**Priority 1:** The gap between disordered/delayed and typically developing students and Aboriginal and non-Aboriginal students in speaking, listening, reading, writing and social domains is minimised.

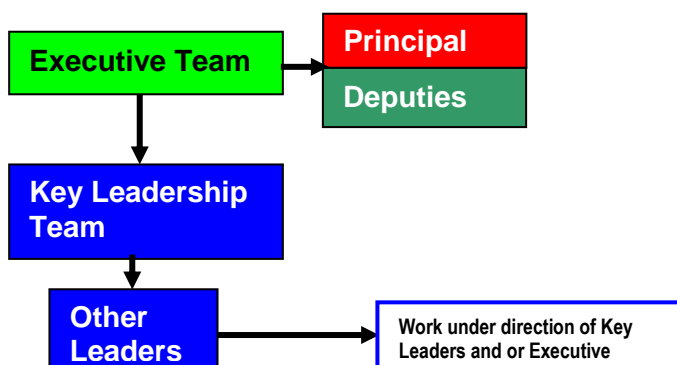
**Priority 2:** Specialised capacity of leaders, teachers, speech pathologists and other school staff within the Centre is built in the areas of language and associated learning enabling staff to provide targeted, differentiated teaching and learning.

**Priority 3:** Specialised capacity of educators across mainstream schools is built in the areas of language and associated learning enabling staff to provide targeted, differentiated teaching and learning to maximise outcomes for students with language disorders, difficulties or disadvantage.

## West Coast Language Development Centre Organisational Structure

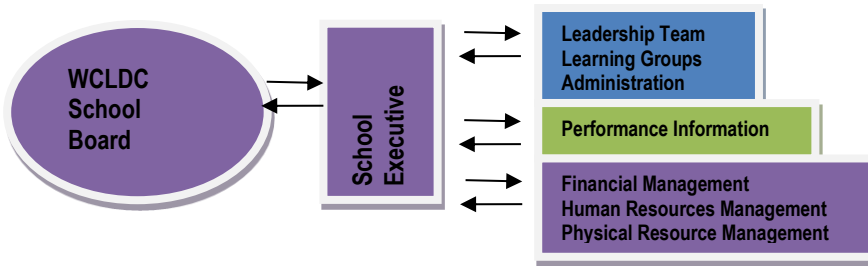


## Strategic and Distributed Leadership Structure





## Business Plan Development and Improvement Planning Model



The West Coast Language Development Centre business plan cycle is correlated with the 3 year maximum length of stay for any student. ***The next projected review date will be conducted when 100% of the current enrolments will have exited the centre programs. Due to the common Disorder of our students the Business Plan is re-cyclic in nature.***

Recommendations for centre improvement are generated through strategic and operational reviews with school staff and board. Overall analysis (strengths, concerns, trends) of school performance by the West Coast Language Development Centre Executive and leadership team informs the School Board and school planning in the setting of directions. The model evaluates information from the individual, class, cohort and whole school level to determine school improvement in key strategic areas with a priority focus on oral language and associated literacy.

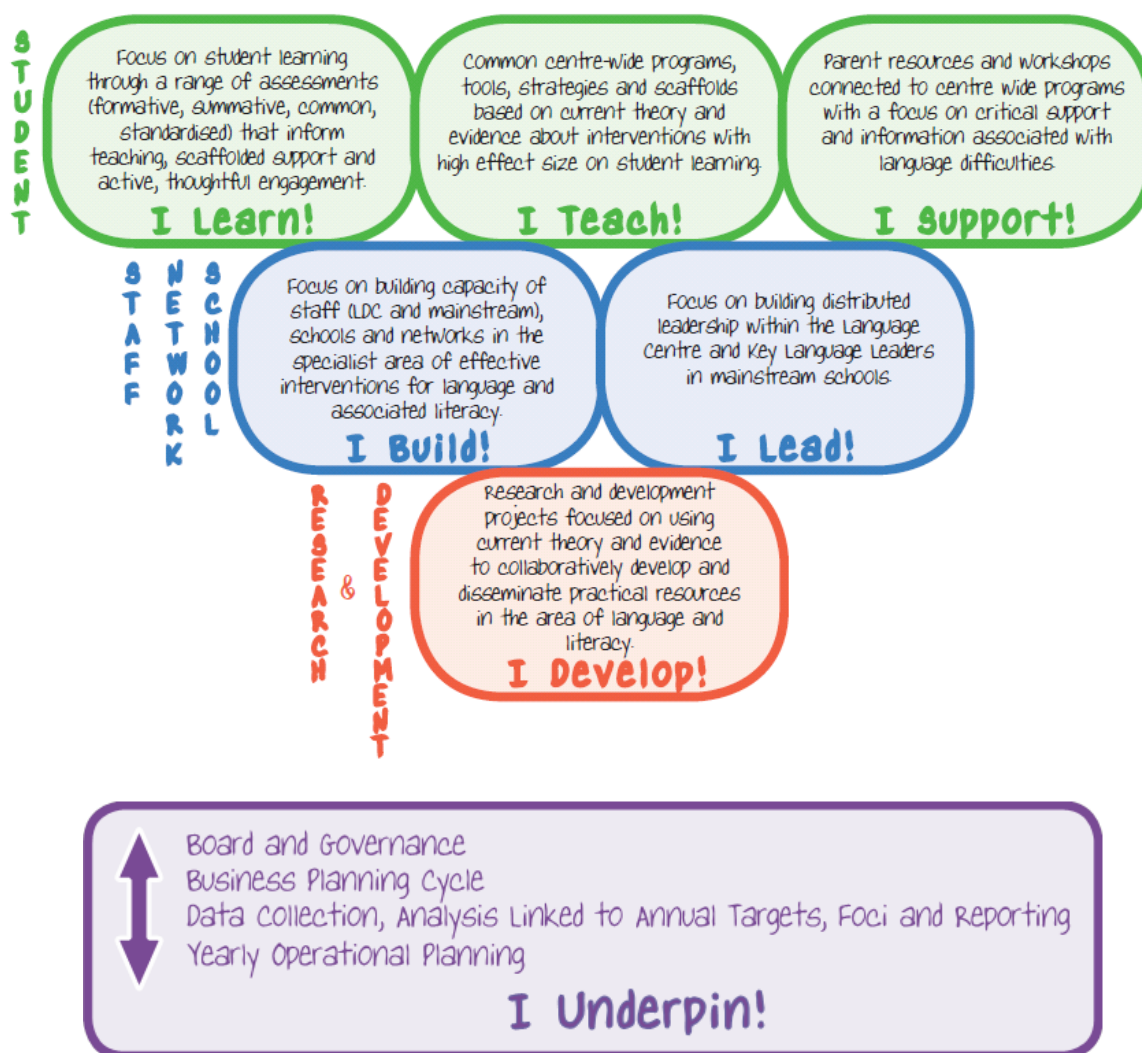
The Language Centre has a two phase approach to the development and monitoring of the business plan: planning and execution. At the planning level, the mission or purpose informs the current and future (vision) direction. This is underpinned by a collective commitment, values, beliefs and behaviours informed by evidence based approaches delivered by highly effective staff. The plan is informed by performance data. Execution of the plan involves the collation and analysis of critical data that informs the setting and monitoring of challenging targets for key learning. Key actions and strategies are focused on ensuring targets are met. A rigorous self-assessment process involving the analysis of performance data is undertaken by the centre executive and staff, along with input from the school board to inform the planning and monitoring processes.





## Whole School Connected Cohesive Service Delivery Structure

The following structures ensure the development of cohesive connected approaches where each builds with and on from each other. The focus is on student learning through the provision of direct intervention for identified students with Specific Language Impairment (I Learn! I Teach! I Support!), the development of teacher, leadership and school capacity to teach students with language concerns both within the Language Centre and across mainstream schools via the Outreach program (I Build! I Lead!), and the creation of evidence-based interventions and resources (I Develop!). The governance structures support ethical and compliant delivery of all the above levels.

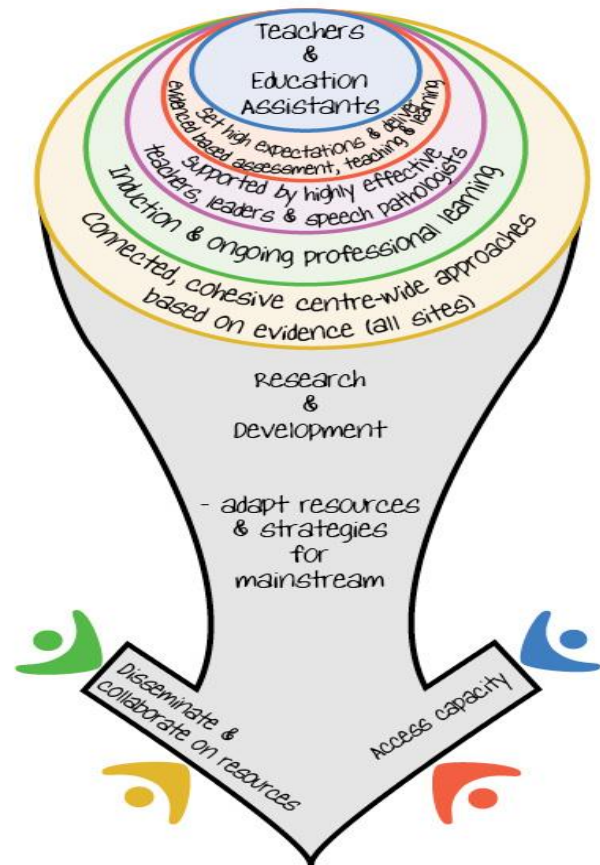


**Priority 1: The gap between disordered/delayed and typically developing students and Aboriginal and non-Aboriginal students in speaking, listening, reading, writing and social domains is minimised.**

## Student Level: I Learn! I Teach!

### **Intensive Early Intervention Service: Student Cohort**

The early intervention direct service provides short term, intensive intervention for students in the early years who are at the severe end of the group of children defined as having Developmental Language Disorder. The service focuses on K-2 students with a maximum of three years placement.



### **The student program is located over multiple sites:**

1. The main administration site co-located at Padbury Primary School.
2. A northern site located at Quinns Beach Primary School.
3. A mid site located at Poseidon Primary School..
4. A southern site co-located at East Hamersley Primary School that also includes the Outreach Service.

## Learning Targets

Due to the changing nature and starting point of each cohort each year and the nature of Developmental Language Disorder, the percentage of students to meet each target will be set during the baseline data establishment and student review conducted during term 1 of each year.

### Overall Target:

*Learning is accelerated in English and Mathematics to close the gap between students with developmental language disorder and non-disordered students.*

### Enabling Targets by Year Level and Sub-strand: English

	Kindergarten	Pre-primary	Year 1
<b>Listening (Comprehension) Target</b>	<p>Indicates lack of understanding at least using non-specific responses.</p> <p>Developing the ability to follow instructions with prepositions and 2 step related commands.</p> <p>Developing the ability to answer think and search questions.</p>	<p>Can verbally specify a reason for lack of comprehension .</p> <p>Reliably follows instructions with prepositions and 2 step related commands.</p> <p>Reliably answers think and search questions.</p>	<p>Uses a variety of taught strategies to monitor comprehension across the school day.</p> <p>Reliably follows instructions containing 2 unrelated steps and before/after in order of mention.</p> <p>Developing the ability to answer solve-it questions.</p>
<b>Speaking</b>	<p>Verbally engage using sentences containing 4 clausal elements. Able to engage in stories at a descriptive sequence level.</p>	<p>Able to retell stories at a reactive sequence level or higher.</p>	<p>Able to retell stories developing at a chain level or higher.</p>
<b>Reading</b>	<p>Has basic concepts of print, and is making some links between sounds and letters.</p>	<p>Reads simple short decodable text containing phonically regular single syllable words and a few irregular high frequency words.</p>	<p>Reads and comprehends decodable text containing taught initial and extended code, affixes and irregular high frequency words.</p>
<b>Writing</b>	<p>Writes own first name.</p>	<p>Writes a simple sentence or phrase, correctly spelling a few simple CVC words, to convey ideas about a picture, event or shared story.</p>	<p>Writes a simple story, following repeated oral practice, at an action sequence level or higher. Shows evidence of correct spelling for simple words and common irregular words.</p>

### Enabling Targets by Year Level: Mathematics

	Kindergarten	Pre-primary	Year 1
<b>Mathematics</b>	<p>Counts to 10 in a line or circle. Counts using 1:1 correspondence and understands that the last item counted represents how many in the whole collection.</p> <p>Subitises collections of regular arrangements to 4 and random arrangements to 3.</p> <p>Compares 2 collections understanding the terms less and more.</p>	<p>Counts collections to 20 demonstrating the 5 counting principles.</p> <p>Subitises collections of regular arrangements to 6 and irregular arrangements to 4.</p> <p>Compares, orders and makes correspondences between collections to 20 and explains reasoning.</p>	<p>Counts collections to 100 demonstrating the 5 counting principles. Counts collections beyond 20 by partitioning using place value.</p> <p>Subitises collections up to and beyond 6 placed in regular or random arrangements using partitioning.</p> <p>Compares, orders and makes correspondences between collections and numbers up to and beyond 20 and explains reasoning.</p> <p>Recalls addition and subtraction number combinations to 10.</p>

### Enabling Targets by Year Level: Social Skills

	Kindergarten	Pre-primary	Year 1
<b>Social Skills</b>	<p>To play at the associative level.</p>	<p>To play at the cooperative level in pairs.</p> <p>Participates in conversations. May provide insufficient listener orientation and take turns which are too long/short within a limited range of topics.</p>	<p>Participates in conversations on an increasing range of topics.</p> <p>Cooperates with others and follows rules in social situations. Uses conflict resolution and problem solving skills in an increasing range of situations.</p>

## Critical Focus Areas and Key improvement Strategies and Actions

The attributes of effective instruction for students at risk include supportive differentiation with explicit and systematic, specialised approaches. The centre develops parents as active partners in the development of language and academic learning. The following table overviews critical focus areas for the Intensive Early Intervention student program, linked to improvement strategies and performance information for 2018-2020.

	Key Improvement Strategies and Actions	Performance Information
<b>I Learn!</b> Students are consistently engaged in targeted, goal directed learning through purposeful, scaffolded teaching that leads to maximised learning, particularly in English and Mathematics. Language development a focus across all curriculum areas.	We use: <ul style="list-style-type: none"> <li>clearly defined learning intentions and success criteria to make goals clear for students</li> <li>centre- wide and differentiated classroom artefacts (posters, tools) to provide consistent connected support for learning</li> <li>concrete aids, puppets and other tools to prime and motivate students for learning</li> <li>diagnostic, summative and formative assessment tasks as evidence for making valid and reliable judgements about student levels and learning achievement on monitoring rubrics.</li> <li>analysed information from rubrics to set, monitor and compare learning targets (goals) at the individual, class, cohort and school level to inform class and school planning</li> <li>learning and behaviour goals for all students, with individual plans for those requiring more critical intervention</li> <li>ICT as a tool to support learning.</li> </ul>	<ol style="list-style-type: none"> <li>In-class observations indicate the degree to which teachers effectively manage student engagement as well as organisational and management facets of classroom life.</li> <li>In-class observation and walkthrough records indicating classroom resources (include centre-wide artefacts) are displayed and used by teachers and students to support learning.</li> <li>Learning intentions and success criteria (define or indicate what it looks and sounds like) are displayed and used by the teacher and students to reflect on and monitor learning.</li> <li>Teacher Learning Group minutes, data analysis summaries, and reflective data demonstrate a collective focus on student learning that is results orientated.</li> <li>The data management cycle is based on the 'prepare, inquire, act' process and includes:               <ol style="list-style-type: none"> <li>Monitoring rubrics and student goals.</li> <li>KELAT, PPAT, OMAT, and CNAT data and associated reflection.</li> <li>Data reflection information.</li> <li>National Quality Standard evidence and judgement.</li> </ol> </li> <li>Student data on monitoring rubrics demonstrates improvement where the performance gap is minimised.</li> </ol>

Critical Focus	Key Improvement Strategies and Actions	Performance Information
<p><b>I Teach!</b> Curriculum and Instructional Activities are cohesive, effective and evidence-based (linked to research and clinical practice).</p> <p>Also see next table that overviews instructional approaches and programs.</p>	<ul style="list-style-type: none"> <li>Oral language, associated literacy and social learning curriculum and instruction are linked to critical learning paths and monitoring rubrics connected to the Australian Curriculum.</li> <li>Curriculum delivery is underpinned by the Response to Intervention model where level of risk is determined by student learning and the level of support (intensity) required in the context of effective, evidence-based teaching and personalised intervention.</li> <li>Provision of critical intervention support to class teachers is based on the individual needs of students in the context of the class.</li> <li>Centre-wide cohesive programs are focussed on critical aspects of learning.</li> <li>Speech pathology time provides for targeted, contextually based intervention with a focus on building teacher capacity.</li> </ul>	<ol style="list-style-type: none"> <li>Critical Learning Path, pacing guides and monitoring rubrics reviewed and monitored.</li> <li>In-class observations provide to opportunity for staff to reflect on the degree to which teaching is direct, explicit, scaffolded and monitored.</li> <li>Staff member accountability documentation including records associated with:               <ol style="list-style-type: none"> <li>Induction program</li> <li>Coach/ mentor information.</li> <li>Ongoing Growth and Development Plans and associated feedback.</li> </ol> </li> <li>Growth and Development Plans (linked to AITSL for teachers) and classroom observations indicate the degree to which staff members implement and support cohesive and connected centre wide approaches to teaching, learning and assessment linked to own Professional Growth goals.</li> <li>National Quality Standard evidence and judgement.</li> </ol>

**I Teach! Centre-wide Curricular and Instructional Programs and Approaches (linked to and differentiated from the WA Curriculum)**

Component	Major Approach	Key Improvement Programs
<b>Syntax (Including Morphology)</b>	Explicit teaching occurs with a focus on building oral foundations through authentic contexts at the social and literate level. Main scaffolding techniques include modelling, recasting and elaborating.	<p><b>I Construct It! (Syntax)</b> I Tell It! Narrative and Exposition Literature Based Units focused on repeated access to syntactic structures. I Know It! Vocabulary</p>
<b>Vocabulary (semantics)</b>  (Across all curriculum areas)	Core concepts are built and broadened, linked to fast mapping and slow mapping. The focus is mostly on core and tier 2 words. Students are scaffolded by a range of visual supports support slinked to linguistic descriptions. Themes are contextually and cohesively built through the use of Literature Based Units linked to other learning areas, particularly science and HASS.	<p><b>I Know It! (Vocabulary)</b> Word Aware I Construct It! (Syntax) I Tell It! Narrative and Exposition (including the Braidy Tool) for both oral and written domains. I Get It! Comprehension. Description Charts, Literature Based Units. Links made to all subject areas, particularly science, maths, geography and history.</p>
<b>Extended discourse (Narrative and Exposition)</b>	The main focus is teaching story grammar and text structures to build internal story and expository text structure schemas. This is connected to building language use (connectives, referencing, adverbials,	<p><b>I Tell It! (Narrative and Exposition, including the Braidy Tool for both oral and written domains):</b></p> <ul style="list-style-type: none"> <li>Literature Based Units with a focus on repeated practice of macro and micro structures (Talk for Writing) and storytelling</li> </ul>



Component	Major Approach	Key Improvement Programs
	elaborated phrases, direct speech, and cognitive verbs). Teaching both macro and micro structure of text is linked to using visual cognitive cues to represent macrostructure and other critical elements. Critical to building story schema is repeated access to text and repeated oral retelling, reciprocal mapping and generation activities based on good models of text.	modelling to build internal schemas. I Get It! Comprehension. I Construct It! Syntax I Do It! Social Skills and Pragmatics Black Sheep Press
<b>Social skills and pragmatics</b> (linked to behaviour)	Teaching physical, verbal and cognitive routines enables students to be engaged in learning in the context of real life problems and situations. A focus on building physical routines, associated language, cognitive routines then self-regulation occurs.	<b>I Do It!</b> linked to: Pacing guides You Can Do It!, PALS and PATHS I Get It! Comprehension. I Tell It! Narrative and Exposition.
<b>Phonemic Awareness Instruction</b>	Explicit, systematic approach is based on assessment to build the awareness of and ability to manipulate phonemes in words. At the phoneme level, links to print are made (taking students from sound to print). The focus is on the specific instructional sequence not the context, i.e. the teaching does not go from selection of book or poem to choosing phoneme as a focus.	<b>I Code It! (in development)</b> Linked to: Commercial Programs: Sounds Write, Isabel Beck, Gail Gillon, Lindamood, Love & Reilly, Susan Galletly resources Computer: Reading Doctor, and i-Pad apps.
<b>Phonics and Beyond</b> (linked to syllables and morphology for both decoding and encoding)	Explicit, systematic, synthetic approach is focused on the alphabetic principle, taking students from sound to print (first) and print to sound. Decoding and encoding (spelling) are taught simultaneously. Phonics instruction is a stand-alone instructional component linked to a print-rich environment with a significant literature base. Instruction starts when students have some awareness of and ability to manipulate phonemes. Prior to this, letters are used incidentally as part of the PA program. Teaching and learning goes beyond phonics to develop a deep understanding and automatic recall of orthographic images, morphology, derivational roots and rules.	<b>I Code It! (in development)</b> Linked to: Commercial Programs: S Sounds Write, Susan Galletly, Lindamood, Making Sense of Phonics (Isabel Beck), Spelfabet and Sounds Write Pacing guides Phonics Folders and Centre resources: include sound pockets and word sorts. Computer: Reading Doctor, i-Pad apps
<b>Comprehension</b>	Critical comprehension skills and processes are explicitly taught meta-cognitively as thinking routines to build higher level processing skills linked to building critical background knowledge (semantics and syntax). The focus is to support the development of a coherent model of text meaning linked to higher level language skills.	<b>I Get It! The Road to Comprehension</b> Linked to: Pacing guides I Tell It! I Construct it! Syntax I Know It! Vocabulary I Tell It! Narrative and Exposition I Do It! Social Skills and Pragmatics
<b>Writing</b>	Writing is linked to and builds on from the oral foundations with a focus on building both the language and convention arms.	Linked to: I Tell It (Narrative and Expository, including the Braidy Tool) for both oral and written. Literature Based Units and Talk for Writing..
<b>Maths</b>	Focus is on building key language and concepts in number, measurement and spatial areas through explicit teaching and use of concrete materials.	Paul Swan resources Numeracy Block structures Pacing guides linked to maths language sequence



**Priority 2: Specialised capacity of leaders, teachers, speech pathologists and other school staff within the Centre is built in the areas of language and associated learning enabling staff to provide targeted, differentiated teaching and learning.**

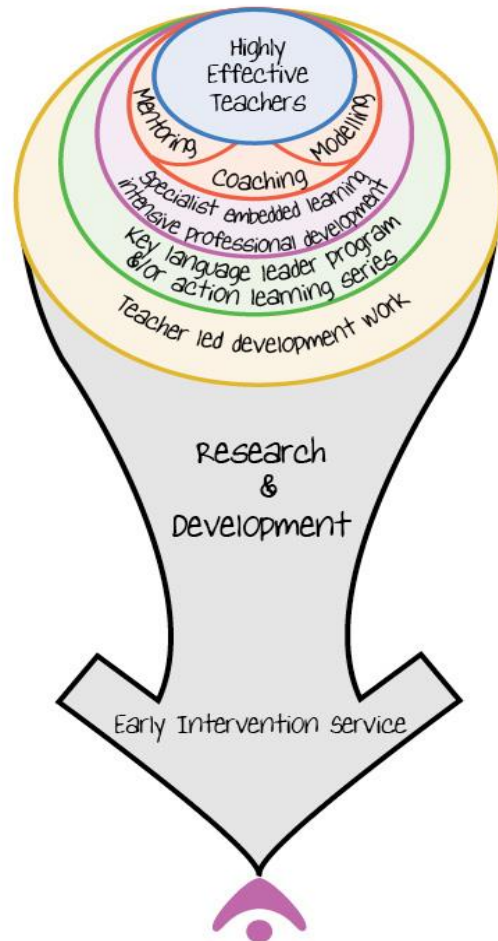
## Language Centre Level: I Build! I Lead!

### Building Expertise and Capacity of Staff within the Early Intensive Intervention and Outreach Services

The West Coast Language Development Centre develops and supports effective, differentiated evidence-based practices in speech, language and learning in a connected, cohesive whole school approach where data drives improvement and informs decision making. The Outreach Service disseminates the effective practices utilised within the Early Intensive Intervention Service and supports schools as they develop differentiated teaching models to improve student outcomes in speech, language and early literacy.

The West Coast Language Development Centre creates a collective sense of responsibility for increasing achievement and building of instructional leadership. This is created through the role of the principal as a curriculum leader and by creating and supporting distributed leadership including: deputies, critical intervention teachers, mentors, coaches and curriculum leadership positions. Successful outcomes are facilitated by aligning instruction with state and federal standards that are interpreted at the local level in the context of our student cohort. Effective instruction is aligned with valid and reliable evidence-based assessment practices.

The West Coast Language Development Centre builds staff capacity in speech, language and literacy teaching and learning at the class through to leadership level via targeted, supported and evaluated programs. The centre is focused on the development and retention of an effective workforce.



## Overall Target:

*Develop within-centre capacity to use specialised evidence based approaches to oral language and associated learning.*

## Enabling Targets

Content Knowledge	General Staff Level	Leadership Development
Build content knowledge and specialist knowledge including effective delivery of critical strategies that enhance the development of oral language and associated literacy skills in at-risk populations.	Enhance teacher, speech pathologist, education assistant and support officer effectiveness through the delivery of a comprehensive induction and ongoing professional learning program.	Maintain and continue the development of a distributed leadership model and enhance leadership skills to allow leaders to be critical builders of capacity.

## Knowledge of Content and Specialist Intervention

Resource Focus	Critical Implementation Strategies and Actions	Performance Information
<b>I Get It! The Road to Comprehension</b>	<ul style="list-style-type: none"><li>• A structured, systematic approach used across all classes that is unambiguous and direct.</li><li>• Clear purposeful instructional design and delivery used, including a focus on critical content, and developing physical, verbal and thinking routines.</li><li>• Scaffolds or supports used to guide students through the learning process.</li><li>• Learning purpose or intention clearly articulated, including success criteria for key skills.</li><li>• Guided practise includes targeted feedback that leads students to independent mastery.</li><li>• Tasks are broken down into manageable steps.</li><li>• High level of student engagement in academic learning tasks.</li><li>• Distributed, intense to less intensive and cumulative practise.</li><li>• Student performance is monitored closely.</li></ul>	<ul style="list-style-type: none"><li>• Critical Learning Path (English).</li><li>• Curriculum Pacing Guides.</li><li>• Learning and development plans.</li><li>• Coach and mentor documentation.</li><li>• Teacher overall plans and daily lesson plans reviewed and linked to performance management.</li><li>• Teacher classroom management plan reviewed and linked to performance management.</li><li>• Classroom walkthrough information and observations.</li><li>• Literature Based Units (LBU).</li><li>• C-NAT, OMAT, PPAT, KELAT monitoring tool data and reflections.</li><li>• Progress Review Classroom summaries.</li><li>• Staff survey about key areas (in a cyclic pattern) are analysed and linked to student data to inform professional learning focus. (Code cracking, narrative linked to Talk for Writing, syntax, semantics linked to Word Aware, comprehension, maths, social skills and behaviour management).</li></ul>
<b>I Do It! Social, Pragmatics, Emotional Development</b>		
<b>I Tell It! Narrative and Exposition (including the Literature Based Units connected to C-NAT or Comprehension-Narrative Assessment Tool).</b>		
<b>I Code It! Decoding and Encoding</b>		
<b>I Construct It! Syntax and I Know It! Semantics (linked to Science, Geography, History, Health and T &amp; E)</b>		
<b>Writing</b>		
<b>Maths</b>		

## General Building of Capacity and Leadership Development (within the Language Centre)

Critical Focus	Critical Improvement Strategies and Actions	Performance Information
<b>I Build!</b>  <b>Induction:</b> All new staff complete a 1-3 year induction program with a focus on building specialist knowledge in the area of oral language and associated literacy.	<ul style="list-style-type: none"> <li>• Induction programs for all new staff target the development of critical knowledge and skills in the specialist areas of Developmental Language Disorder as well as language delay and disadvantage. This is linked to targeted Centre-wide assessment and intervention strategies.</li> <li>• All new teachers and speech pathologists are allocated a mentor.</li> <li>• New teachers access ongoing professional learning associated with centre resources.</li> <li>• Teachers mentor new education assistants.</li> <li>• Teachers working with education assistants provide targeted feedback.</li> <li>• Teacher Learning Groups meet regularly and focus on collaboratively based action enquiry and data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Program overview.</li> <li>• Induction overviews, including resource series.</li> <li>• Record of staff involvement.</li> <li>• Record of teacher collaborative planning meetings with speech pathologists, mentors and deputies.</li> <li>• Attendance at resource series and reflection.</li> <li>• Record of in-class modelling and observations.</li> <li>• Staff Guidelines: general, speech pathology, education assistant, teacher.</li> </ul>
<b>I Build! I Lead!</b>  <b>Ongoing Development of Staff:</b> In-school support is provided to enable staff to develop their skills through continuous, cumulative, work embedded practice. The support includes 'hands-on' practice where the support person models new behaviours and provides guided practice around new skills.	<p>Professionals engage in collective and collaborative action-based inquiry into, and development of, best and current practice. Staff engage in professional learning activities to build capacity and skills to a deep level.</p> <ul style="list-style-type: none"> <li>• Staff are action orientated and learn by exploring and doing.</li> <li>• Staff are committed to continuous improvement and engage in ongoing self-improvement and learning in the area of speech, language and associated learning.</li> <li>• Needs are investigated across the school year and support provided, including materials and training.</li> <li>• Time is allocated (common DOTT for each year group, common admin for speech pathologists, common leadership day, common SOSL day) for staff to collaborate, plan and to learn together in Learning Teams during the school day.</li> <li>• Ongoing professional learning is linked to performance management and professional standards of practice.</li> <li>• AITSL Standards used with teaching staff.</li> <li>• School Development days and staff meetings used to build skills and share effective practice.</li> <li>• Leadership coaches (speech pathologists and teachers) provide in-class modelling, consultation, mentoring and coaching linked to individual needs.</li> <li>• Reading of critical academic papers and literature is encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed program overviews and associated resources.</li> <li>• Record of professional learning, including school development days and staff meetings.</li> <li>• Performance Management records (Learning and Development Plans).</li> <li>• Learning Group Guidelines</li> <li>• Learning Group minutes</li> <li>• Performance management overview summaries.</li> <li>• In-class observational records.</li> <li>• Professional Learning PowerPoints.</li> <li>• Action learning reflections.</li> </ul>

Critical Focus	Critical Improvement Strategies and Actions	Performance Information
<b>I Lead!</b>  <b>Distributed Leadership:</b> To have leadership dispersed and overlapping to ensure investment not focused on a few.	<ul style="list-style-type: none"> <li>Professional knowledge and leadership skills are developed through training and aspirant programs that include professional learning, networking, mentoring and coaching.</li> <li>A range of leadership positions reflect the needs of the Centre.</li> </ul>	The range of positions, role descriptions (linked to skill levels) and record of PL for deputy principals, critical intervention teachers, key leaders (mentors/coaches), support officers and curriculum leaders.
<b>Selection and Retention of Staff</b>	<ul style="list-style-type: none"> <li>Staff selection processes lead to an appropriate staff balance that enables to purpose and vision to be accomplished.</li> <li>Aspirant professional learning available for the purpose of recruitment, retention and succession planning.</li> </ul>	Documentation of processes undertaken and outcomes.

**Priority 3: Specialised capacity of educators across mainstream schools is built in the areas of language and associated learning. This enables staff to provide targeted, differentiated teaching and learning to maximise outcomes for students, particularly those with language disorders, difficulties or disadvantage.**

## Outreach, School and Network Level: I Build! I Lead!

**Building Expertise and Capacity of Staff across Mainstream Public Schools with a primary focus on Kindergarten to Year 3 staff.**

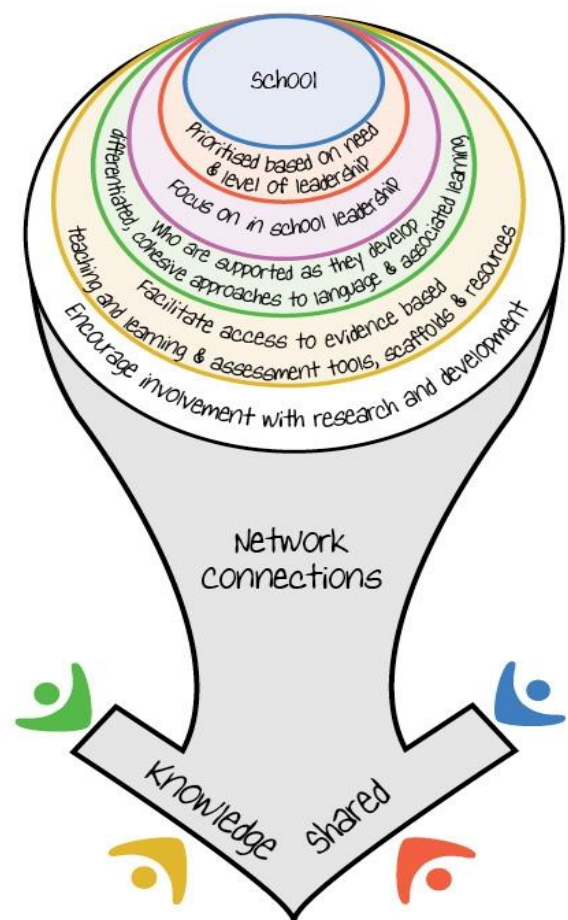
Capacity is developed across mainstream schools and networks through the outreach service and research and development arms. The focus is to develop mainstream teacher and school capacity to enable effective teaching of the curriculum and social domains to maximise the outcomes for students with language disorders, difficulties or disadvantage. Capacity is built through the use of four interrelated dimensions for sustainable capacity development; individual, entity, interrelationships and enabling environments.

### Outreach Service: Student Cohort

The Outreach Service indirectly caters for the broader group of students with language disorders, difficulties and disadvantage. This group represents approximately 20-30% of the student population.

### Aboriginal Focus

The Outreach Service is allocated resources to support targeted schools with significant Aboriginal enrolments in K-Year 1. The focus is on building the expertise of Key Language Leaders and to support these leaders as they work with teachers within their schools. This is linked to the Department's strategic directions for Aboriginal students: High expectations for all students linked to a strong sense of identity in Aboriginal students as successful learners; Strong partnerships developed with schools and their communities with the support from the specialised Outreach Service; evidence-based practices are advocated, developed and implemented; and accountability through effective data collation, analysis and monitoring.





## Overall Target

*Specialist knowledge associated with oral language linked to literacy is shared and capacity built across schools and networks through the delivery of school based (linked to networks of schools) services with a focus on building leadership capacity.*

## Enabling Targets

School and Network Level Support
<ol style="list-style-type: none"> <li>1. Services offered to mainstream primary schools are prioritised based on a needs criteria that includes: number of Aboriginal students, recent ERG (Expert Review Group), disadvantage, level of leadership development focus, engagement in leadership training, implementation of Language Centre programs, involvement in research and level of access for across school sharing.</li> <li>2. Network connections between schools are facilitated.</li> <li>3. Offer and deliver a leadership development series for two years, involving a series of one day professional learning sessions spaced over the year with associated action learning and reading. Teachers trained in this program are supported through networking sessions and school based coaching and mentoring.</li> <li>4. To provide resource based action learning series based on resources developed by the service (connected to the Australian/WA Curriculum) with links made to the implementation within the Language Centre and other mainstream schools</li> </ol>

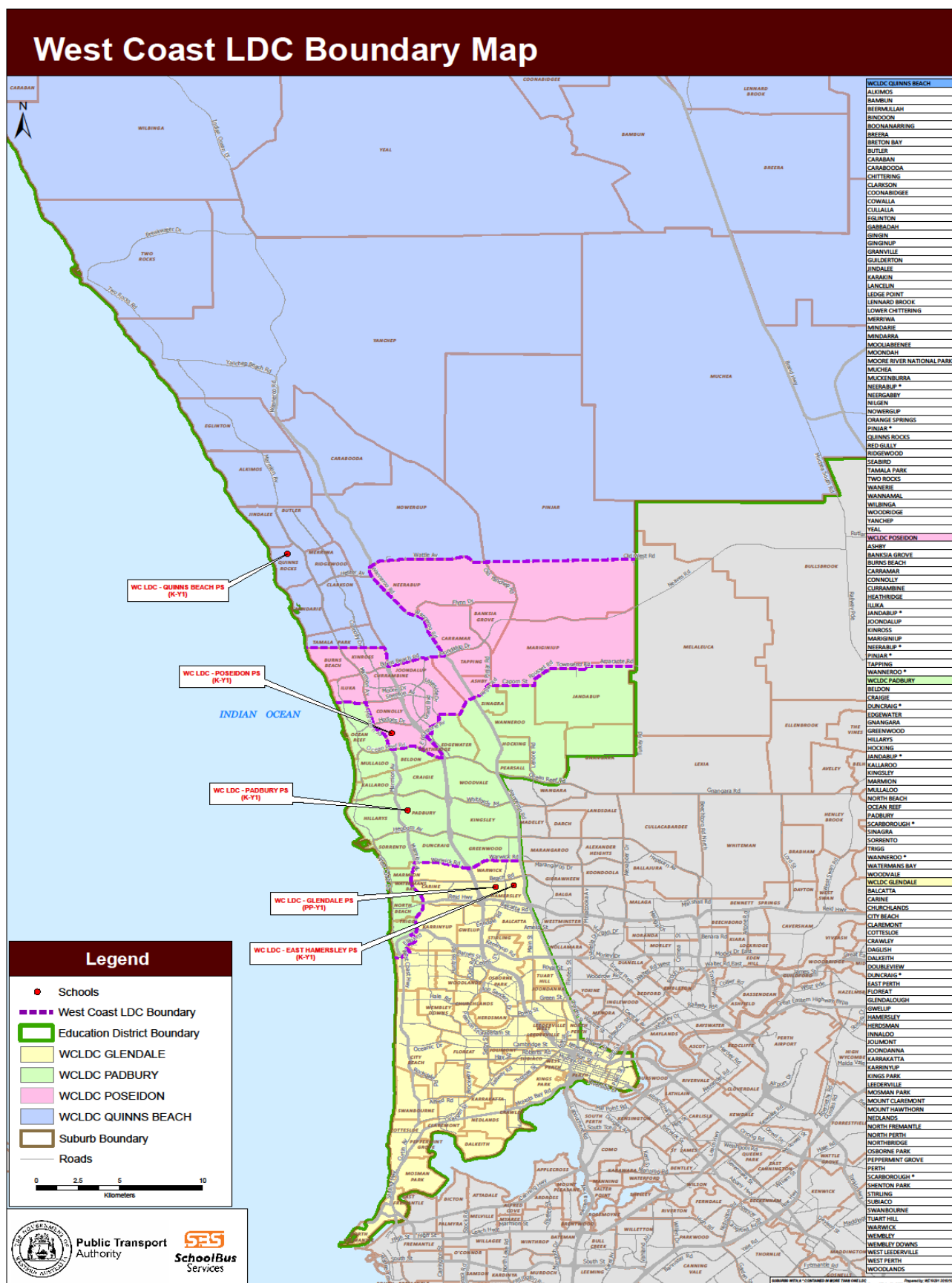
## Critical Focus Areas and Key Improvement Strategies and Actions: School and Network Services

Critical Focus	Critical Improvement Strategies and Actions	Performance Information
<p><b>School Based Services</b></p> <p>Services target school based development in the area of language and associated early literacy for vulnerable students connected to identified school need and level of school engagement.</p>	<p>Provide contextualised and prioritised support based on the needs of the school.</p> <ul style="list-style-type: none"> <li>• Guided by research to facilitate the development of explicit, connected approaches, differentiated for student needs.</li> <li>• Focus on the development of teacher skills and knowledge in the area of speech, language, social skills and early literacy.</li> <li>• Build key leadership within schools (including those with high Aboriginal enrolment given additional resources) and across networks of schools in the area of speech, language and the acquisition of social skills and literacy.</li> <li>• Utilise technology to support schools in country and remote regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of communication letters and flyers.</li> <li>• Service agreements.</li> <li>• Record of service type provided, numbers of teachers, outcomes.</li> <li>• Data analysis from schools.</li> <li>• School based feedback.</li> <li>• Support officer observational notes.</li> <li>• Level of leadership focus.</li> <li>• Record of resource and assessment packages accessed.</li> <li>• Copies of professional learning provided.</li> <li>• Online support records.</li> <li>• Information on Connect.</li> </ul>

Critical Focus	Critical Improvement Strategies and Actions	Performance Information
<p>Professional Learning and associated action tasks are provided at the whole staff, cohort or phase of school level.</p>	<ul style="list-style-type: none"> <li>• Negotiation of desired outcomes by valuing and building on existing expertise ensuring that key stakeholders and priorities are targeted.</li> <li>• Encouraging and developing collaborative processes through the sharing of resources, experience and expertise from the Language Centre and across mainstream schools.</li> <li>• The delivery, evaluation and modification of professional learning to build educators levels knowledge and skills in a sustainable manner.</li> <li>• The maintenance of links to tertiary institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• School based professional learning records, including summary of feedback and action learning tasks.</li> <li>• Record of university links and outcomes.</li> <li>• Records of network connections developed and supported.</li> </ul>
<p><b>Leadership Series</b> A leadership development program focuses on specialist language and literacy skills.</p>	<p><b>General and Aboriginal</b> Training and support offered in our service district targets the development of language and associated early literacy skill leadership at a specialised level through spaced (4-8 days) professional learning and associated action tasks.</p>	<ul style="list-style-type: none"> <li>• Number of schools accessing series.</li> <li>• Level of support provided.</li> <li>• Participant reflection.</li> <li>• Presenter reflection.</li> </ul>
<p><b>Network Focus</b> Schools are encouraged to collaborate, build and share knowledge across and within networks of schools.</p>	<p>Providing cohesive shared professional learning across schools facilitates collaboration and the establishment of common evidence based approaches.</p>	<ul style="list-style-type: none"> <li>• Record of network activity and type of support provided and outcomes.</li> </ul>



## Appendix 1: Metro referral boundaries for the student program and metro mainstream public schools (outreach)



NB: The WCLDC has rooms located at Glendale that can be used if required.

21/05/2018

23

# West Coast Language Development Centre



## Administration

**Principal:** Shelley Blakers

**Deputies (Student Program):** Catherine Regan, Deborah Silverlock and Sarah Arnatt

**Outreach Deputy:** Deborah Silverlock

## Sites and Programs

### Early Intensive Intervention:

1. Padbury Primary School
2. Poseidon Primary School
3. Quinns Beach Primary School
4. East Hamersley Primary School

### Outreach and Research and Development

5. East Hamersley Primary School

## Contact Details

### West Coast Language Development Centre

c/- Padbury Primary School  
Macdonald Ave  
Padbury

**Phone:** 08 9401 5433

**Email:**

**WestCoast.LDC@education.wa.edu.au**

**Web Page:**

**[www.westcoastldc.det.wa.edu.au](http://www.westcoastldc.det.wa.edu.au)**

