



Government of Western Australia
Department of Education

Fremantle Language Development Centre

2017

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Ms Wendy Strang
Board Chair:	Ms Jo Wiese
School Address:	24 Winnacott Street, Willagee WA 6156
Number of Students:	218
Reviewers:	Mr Alby Huts (Lead) Ms Donelle Church
Review Dates:	23 and 24 October 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Established in 2005, the Fremantle Language Development Centre is an IPS that incorporates the Statewide Speech and Language Outreach Service for schools in the South Metropolitan, Pilbara and Kimberley education regions. The outreach service teachers and speech pathologists work with mainstream schools to develop staff capacity to provide sound literacy and language programs for students with speech and language difficulties.

The centre caters for 218 students from Kindergarten to Year 3 who have been identified with a Developmental Language Disorder (DLD). The centre provides early direct intervention for students in the areas of speech, language, literacy and numeracy and is located over three sites shared with Caralee Community School, Beeliar Primary School and Bull Creek Primary School. The principal and the main administration are based at the Caralee Community School site with coordinators at each of the two co-located campuses.

The intake area for the centre includes schools located in the area south of the Swan River, west of the Kwinana Freeway and north of Thomas Road, Oakford. The centre collaborates with co-located mainstream schools and integrates for uniforms, student play, duty rosters, sports days, assemblies, staff room access and the use of other common facilities, including libraries. Classroom teaching and learning and behaviour management for the centre's students in mainstream schools is the responsibility of the centre's off-site coordinators and staff.

The centre staff includes 28 teachers (22.5 full-time equivalent [FTE]), five speech pathologists (3.7 FTE), a chaplain (0.3 FTE), a psychologist (0.2 FTE), 16 education assistants (EAs) (13.8 FTE), five support officers speech and language (SOSL) and an occupational therapist. The centre is well supported by parents, the board and the broader community.

Findings

- A comprehensive business plan is available to the centre's community and outlines the long-term strategic approach for the centre as well as an improvement agenda based on an extensive and detailed analysis of centre-based data. Clear links are made in the business plan between the key focus areas, strategies, improvement objectives and targets.

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- The four key focus areas of the business plan are to: create successful students; be a distinctive school; develop high quality teaching and leadership; and support innovation and research. Improvement objectives, strategies and success indicators for these focus areas together with the centre's context, vision and values are embodied in the business plan.
- The centre's vision: "To be a school of excellence that is innovative and builds expertise and leadership to ensure best outcomes for students with speech and language impairment," is embedded in its day-to-day practices and evident in its operational plans; explicit teaching; evidence-based programs and integrated social skills programs.
- The Department of Education's Strategic Plan for WA Public Schools 2016–2019 is reflected in the key focus areas of the business plan and more detailed information is provided in the centre's operational plans which outline strategies, programs, responsibilities, resourcing and timelines.
- The planning process incorporates a clear self-review cycle linked to school performance. This process involves analysis of school and individual student performance data, school survey data and is supported by educational research.
- The school improvement cycle is an ongoing dynamic process and the leadership team meets regularly each term to assess the progress of business plan improvement objectives and operational plan targets.
- The business plan is supported by operational and workforce plans which are based around the centre's focus areas and targets.
- The shared values and beliefs outlined in the business plan underpins educational research and development that is shared across the centre's multiple sites as well as with mainstream schools through the outreach program. Teachers believe that all students can learn and this was demonstrated when they discussed explicit teaching strategies, differentiated programs, role modelling and the way in which they built students skills and confidence by incorporating evidence-based teaching and learning programs.
- The business plan's academic and non-academic targets together with comprehensive strategies link to the centre's four major focus areas. Specific, measurable, achievable, relevant and time limited (SMART) targets are included in operational plans, but the business plan targets themselves are worded very broadly and would benefit from further refinement.

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- The business plan is supported by whole-centre approaches to language development; planning that specifically targets the needs of language impaired students; explicit teaching and a targeted approach to monitoring student progress. This combined with strong centre leadership; an embedded approach to building staff capacity; comprehensive operational plans; a collaborative culture; and an enthusiastic and dedicated staff have contributed to the centre's successful outcomes.
- The centre's business plan has been endorsed by the board and is publicly available on its website.

Areas of strength

- The comprehensive rigorous cyclic self-review of the business plan with a focus on future action and improvement.
- Strong culture of self-review and reflection and evidence-based assessment which is demonstrated in all aspects of the centre's operations.

Area for improvement

- Develop SMART targets for student achievement in the next business plan.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- The reviewers were able to verify a shared vision with staff, students and parents through classroom visits, extensive staff interactions and discussions with board members and parents.
- The centre's purpose relates to the importance of early intervention programs, the provision of outreach services and the integral role of research development in maximising the learning of students with language impairment/disorder, difficulties or disadvantage. All aspects of the centre's purpose have been clearly demonstrated in its business plan and its teaching and learning practices.
- Staff have adopted a set of stated beliefs about excellence in teaching, class practice, coaching, collaboration and professional learning and self-assessment based on an explicit teaching model.
- The business plan's academic targets link to the centre's focus of creating successful students and aim to improve progress in oral language, reading and numeracy. To continue to improve quality teaching and leadership at the centre non-academic business plan targets were also developed.
- Comprehension target – “Students will demonstrate progress in comprehension (oral).”
 - Each semester comprehension skills for students in Years 1–3 are assessed using the Discourse Comprehension assessment. Between 2015 and 2017, data indicated that the average total score increased from Semester 1 to Semester 2 every year. This target was met.
- Semantics target – “Students will demonstrate progress in semantics.”
 - Each year students in Years PP–3 have semantic skills assessed using the Semantic Organisation assessment. Between 2015 and 2017 the average semantics results increased from 56.51% in 2015 to 58.22% in 2017. This target was met.
- Grammar target – “Students will demonstrate progress in grammar.”

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- At the end of each year, students in Years K–2 are assessed using the Renfrew Action Picture Test. Between 2015 and 2017 the average grammar score increased from 21.42 to 21.87. This target was met.
- Phonological awareness target – “Students will demonstrate progress in phonological awareness.”
 - Each semester students’ phonological awareness skills are assessed in Years PP–3 using the Sutherland Phonological Awareness Test – Revised. Data between 2015 and 2017 indicated that the average score increased between Semester 1 and Semester 2. This target was met.
- Reading targets – “Students in Years 1 to 3 will demonstrate progress in accuracy, rate and comprehension.”
 - Each year students’ reading skills are assessed in Years PP–3 using the York Assessment of Reading for Comprehension. Data indicated that the average percentile rank for accuracy, rate and comprehension decreased between 2015 and 2017. These targets were not met.
- Numeracy target – “Students will demonstrate progress in numeracy.”
 - Each year students’ numeracy skills are assessed in Years PP–3 using the Easy Mark Test Sheet. However, only Year 3 students were assessed in 2017 as the centre transitioned to using On-entry numeracy. Data indicated that the average percentage for numeracy decreased from 43.11% in 2015 to 23.05% in 2017. This target was not met.
- Student data from individual education plans (IEPs) and tracking notes indicates that all students have made progress and improved outcomes during the 2015–17 planning cycle. Exit data from 2016 indicated that performance had lifted in relation to students’ improving average language scores compared to 2014.
- Building staff capacity targets – “increase teacher knowledge and opportunities by reflecting through professional learning, professional learning clusters and networks,” “review and develop the school’s distributed leadership model to create greater opportunities for leadership roles and development,” and “provide professional support to increase teacher knowledge of integrating technology in the classroom using the substitution, augmentation, modification and redefinition model.”
 - These targets were successfully met because the centre developed an effective workforce plan and through targeted professional learning programs, built the context and specialist knowledge of staff to deliver effective programs for students with a DLD. The centre continued to build

capacity through its professional learning clusters, comprehensive two-year professional learning cycle and its induction program. A strong focus on building the capacity of all staff is a feature of the centre and this is reflected in the performance management process. The focus on increasing teachers' knowledge of integrating technology into classroom activities together with leadership development and the centre's coaching and mentoring practices are further evidence of the centre meeting its targets related to building capacity.

- Self-reflection by teaching staff is against the Australian Professional Standards for Teachers, the business plan and student performance. Teachers reflect on their performance against the standards and set goals that reflect their identified needs and the centre's needs. Professional learning for staff is linked to personal professional learning plans as part of the annual performance management process which includes teachers receiving feedback and support through a strong collegiate culture using peer observations and walk throughs to help improve the quality of their teaching.
- The supporting Aboriginal students' target of the business plan, which is linked to the centre's innovation and research programs, is "to improve speech and language (in standard Australian English) outcomes in Aboriginal students in Pre-primary."
 - Funds were allocated to 14 schools with high Aboriginal populations in the West Kimberley, Pilbara and South Metropolitan Education Regions and intensive oral language programs were conducted in 12 of the 14 schools. Individual student outcomes were tracked and improved speech and language skills were evident during the early intervention phase. This two-year program which involves building staff capacity and implementing early intervention language programs is highly successful and the target has been met.
- Curriculum planning and interrogation of school performance data is conducted during collaborative planning meetings and through regular data analysis checks by the leadership team and board. The reviewers affirm the leadership team's approach of working collaboratively with staff to ensure they regularly interrogate data to develop and implement IEPs to help students to meet their needs. The centre has developed a high quality learning environment which engages students in all aspects of the curriculum.
- In determining whether the targets of the business plan have been achieved, the leadership team has compiled comprehensive documentation of student performance including data analysis for each individual student.

- Whole-centre planning occurs following annual reviews and plans are re-evaluated during collaborative team meetings. Each student's progress is mapped using a wide range of assessment tools including the Kindergarten Assessment Tool a criterion referenced oral language assessment and On-entry numeracy assessments from Pre-primary to Year 2. Teaching staff also make teacher judgements; incorporate a case management approach and assess IEPs to monitor student knowledge and understanding of the curriculum.
- The collaborative approach to planning, monitoring, data collection and analysis is evident in the work undertaken through the centre's curriculum area reviews. Teachers' collaborative professional learning clusters focus on problem-solving linked to identified areas of need based on data. Teachers are sometimes involved in action learning trials linked to research being undertaken at the centre. Collaborative work cultures have developed and been facilitated through the structuring of timetables to ensure that all year levels have common duties other than teaching (DOTT) time. This provides time for across-site meetings and time for teachers to plan for student learning with speech pathologists. There is a strong collaborative culture at the centre where distributed leadership and teamwork is promoted and facilitated by the leadership team and valued and appreciated by the staff.
- Parents affirmed that students are involved in programs appropriate to their learning needs and the vision outlined in the business plan.
- From the evidence provided by the school, the reviewers are confident of the centre's capacity to maintain optimal student learning opportunities and to provide for future improvement in student achievement through collaborative planning, target setting, work force planning and staff development.
- The centre has embedded practices in collaboration, whole-centre planning, data collection and data analysis. It has implemented evidence-based teaching and learning programs and performance management practices which continually build staff capacity ensuring the growth and sustainability of its teaching and learning programs.

Areas of strength

- Data which clearly demonstrates that student performance has lifted.
- A collaborative approach to the centre's practices which embraces distributed leadership; enhances succession planning; develops teamwork and provides a rich and engaging educational environment for students.

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- Coaching and mentoring programs that build capacity, support staff and develop strong and confident teachers.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement

Findings

- The centre's performance and student improvement targets and priorities, are thoroughly assessed and regularly reviewed using a range of tools including the nine domains of the National School Improvement Tool and the Department's School Improvement and Accountability Framework. Outcomes and recommendations which result from the reviews are discussed with the board, documented in annual reports, operational plans, students' IEPs and the centre's annual executive summary. Staff performance management and professional learning processes and practices, reviewed throughout the year, support the centre's focus on building staff capacity and developing high quality teachers and leaders. A comprehensive review of the centre's performance against its DPA and discussions with staff and the board provided evidence that the centre has achieved its agreed DPA commitments.
- The process for assessing students' speech development was reviewed to ensure the skills assessed were reflective of the identified special needs of students. As a consequence of the centre's comprehensive self-review processes and in consultation with a speech pathologist, students experiencing articulation difficulties; those with phonology delays or disorders and students with childhood apraxia of speech were each assessed with different tools that better reflected their progress and needs.
- Whole-centre monitoring and data collection processes in relation to improving oral language skills of students with DLD are comprehensive and thorough. Monitoring student performance is ongoing with the main forms of assessment being linked to receptive language (comprehension) and expressive language (narrative, semantics, syntax and phonological awareness). Teachers, EAs and speech pathologists are responsible for administering most of the assessments, many of which are conducted on a one-to-one basis. Outcomes from data analysis leads to recommendations that link to the development or modification of IEPs, operational plans and business plan targets.
- Operational plans developed for all learning areas include assessment strategies such as moderation tasks, common assessment tasks, checklists, rubrics, tracking notes, screening assessments and a wide range of standardised assessments suitable for DLD students. Fundamental movement skills are monitored to determine students' skill level in a range of physical

activities and pragmatic programs have been implemented to teach and monitor students' social skills. The Clinical Evaluation of Language Fundamentals administered and analysed by speech pathologists is a standardised assessment of language which is undertaken by all students exiting the centre. Students who are within the normal range for their expressive and receptive language are able to leave the centre to return to their mainstream schools. In 2016 there were 54% of all students who exited the centre who had a core language score within the normal range for age. This compares well with 2014 data when 38% of all exiting students had a core language score within the normal range for age.

- The centre has implemented an instructional framework that incorporates the iSTAR model of pedagogy based on John Hattie's research on visible learning. Students apply and action skills during lessons giving teachers the opportunity to give instant feedback, track progress and intervene according to students' individual needs. In reviewing and revising at the end of each lesson teachers conduct formative assessments and give students positive constructive feedback and encouragement. Through self and peer reflection students have the opportunity to give and receive feedback from peers.
- Teachers reported that feedback to DLD students is an integral part of student learning and to this extent is immediate, explicit and often involves teachers rephrasing, recasting grammar errors, repeating messages and using visual prompts.
- An internal National Quality Standard (NQS) audit conducted by the principal and the centre's NQS team revealed that of the seven quality areas, five have been met. Quality Area 2 (Children's Health and Safety) and Quality Area 3 (Physical Environment) are yet to be fully addressed, but extensive work has been undertaken in these areas. A comprehensive NQS plan documents future directions, outlines professional learning for staff and links NQS to a range of the centre's initiatives including the mental health and wellbeing program KidsMatter. Colourful posters around the centre promote its commitment to the NQS and feature students participating in Crunch&Sip, physical education lessons and being involved in sun safety health sessions. The centre is planning to have an external NQS validation from the Department's Office of Early Childhood Development in 2018.
- The centre monitored its progress against the Aboriginal Cultural Standards Framework (ACSF) and has developed and implemented a comprehensive Aboriginal Education Plan which is linked to the intent of the ACSF. The Aboriginal Education Plan documents professional learning requirements for staff, engages parents and ensures that Aboriginal education is integrated across the curriculum using culturally appropriate resources. Partnership,

Acceptance, Learning and Sharing grants between 2015 and 2017 have assisted the school to fund incursions and cross-cultural days. The centre's commitment to Aboriginal education is evident and includes National Aboriginal Islander Day Observance Celebration week, Harmony Day celebrations, students' artwork and the breakfast club. Coupled with this, several teachers have undertaken cultural exchanges to remote Aboriginal schools to further develop their knowledge and understanding of the Aboriginal culture.

- Annual reports are prepared and have been reviewed and endorsed by the board. The board chair's input to the 2016 Annual Report outlined aspects of the board's role and affirmed the board's support for the centre. Annual reports are comprehensive and give details of the business plan's academic and non-academic achievement targets in relation to strategies, measurement data, review processes and future planning directions. There were no clear conclusions drawn regarding the extent to which some non-academic business plan targets were met. However, after discussions with the principal and leadership team conclusions regarding the target outcomes were determined. Annual reports document information related to school community satisfaction data, centre context, student attendance, highlights and end of year financial summaries. They also outline the way in which the centre draws upon research when determining pedagogical practices, focus areas for the centre's language support program, questioning techniques and relevant assessment tools. Annual reports are available on the centre's and Department's Schools Online websites.
- Centre self-review practices and the thorough way in which staff collaboratively collect, analyse and review assessment data leads reviewers to believe that student performance monitoring practices are highly effective, efficient and sustainable.

Areas of strength

- Targeted approach to the collection, analysis and review of individual student data which leads to effective improvement planning at whole-centre, year level and individual student level.
- Linking aspects of the centre's operations to research when determining and justifying pedagogical styles, questioning techniques, language focus areas and assessment tools suitable for DLD students.

Area for improvement

- Ensure annual reports draw conclusions regarding the extent to which all business plan targets have been met.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- Non-academic improvement targets relate to the centre being a distinctive educational facility which supports innovation and research. Distinctive centre targets (outreach service, transition, early intervention) include:

- “To increase the number of schools with language leaders across all regions; increase the number of schools implementing intensive language programs and increase the number of schools in the South Metropolitan Education Region accessing professional learning.”

Increased involvement occurred in all areas between 2015 and 2016 ensuring that the business plan’s outreach service targets were met.

- “To continue to assist schools and teachers to support students who have exited from the centre.”

All schools to which the centre’s students transitioned participated in handover meetings and the number of teachers who participated in a progress review increased by 13% between 2015 and 2016. This target was met.

- “To connect vulnerable Aboriginal and multicultural families to the school and community; identify and provide early intervention for children with language or developmental delay; support families from the centre and Caralee Community School to develop positive parenting skills and connectedness to the school community; and to maintain and build partnerships with the community to foster effective referral pathways and knowledge of community support services.”

Positive feedback from families, improved student outcomes, continued community support for therapeutic playgroups and the community playgroup which supports the needs of children with speech and language delays ensured that early intervention strategies have been successful and the targets have been met.

- Innovation and Research Targets (occupational therapy, supporting Aboriginal students, partnerships and research) include:

- “Kindergarten students to be assessed using a snapshot screening tool by the end of Term two, 2015; 80% of all students to improve core strength and 70% of Pre-primary students to use functional tripod or quadruped pencil hold.”

Kindergarten students were assessed within the timeline ensuring the screening target was met. However, 41% of students lost core strength and were not able to hold extension postures for long. This target was not met. Sixty-eight per cent of Pre-primary students were able to use functional tripod or quadruped pencil holds. This target was not met.

- “To implement a Goal Attainment Scaling (GAS) tool to measure teacher confidence and competence in the domain areas of movement, self-regulation, handwriting, motor skills, dynamic classrooms and use of technology. For 70% of teachers of referred students to feel children are better able to self-regulate.”

Results from the 2016 GAS indicated that staff were meeting the expected outcomes across all domains. This target was met.

- “In partnership with Curtin University School of Psychology and Speech Pathology, provide opportunities for honours and masters students to undertake research projects in the areas of Specific Language Impairment.”

Partnerships with Curtin University continued and new partnerships were formed with Edith Cowan University resulting in the centre participating in four research projects in 2016. This target was met.

- During the cycle of the business plan the principal and leadership team in collaboration with staff from three campuses have implemented a range of programs designed to enhance student engagement and wellbeing. Learning programs delivered are embedded with specific language strategies which address the individual needs of students who have been identified with DLD. The comprehensive program of curriculum delivery is in accordance with the Western Australian Curriculum and Assessment Outline and Early Years Learning Framework. Teachers report to parents and carers in all learning areas in accordance with the requirements of the *School Curriculum and Standards Authority Act 1997*.
- Pragmatic programs using strategies from the Virtues Project, Fun Friends, Friends for Life and Connect 4 Kids have been implemented at the centre to help students in developing age appropriate play and socialisation skills and to

enhance emotional resilience. These programs strongly support the intent of the centre's Positive Student Behaviour plan. Parents noted the value of the centre's social skills programs and because they were offered training by centre's staff they are able to implement social skill strategies in the home.

- Speech pathologists are integral to the successful delivery of many of the centre's language programs. They provide classroom support, develop and present workshops for staff, link centre programs to research, model strategies, conduct and analyse a range of assessments and assist with planning for future improvement. Centre leaders, teachers and parents acknowledged and valued their role in the centre.
- The centre's KidsMatter program has been successfully implemented ensuring that students are learning skills which enable them to self-regulate and develop resilience. Students learn how to pay attention and deal with stress and disappointments associated with daily life. KidsMatter workshops have been presented to parents enabling them to better connect and engage with the centre. The KidsMatter team responsible for the implementation of the program has undertaken professional learning, shared knowledge with colleagues and has ensured that the centre is committed to enhancing students' mental health and wellbeing.
- The pastoral care needs of students are well catered for through constant communication between teachers, parents and other professionals including a psychologist, chaplain and speech pathologists. Strong tripartite relationships exist between the centre, parents and students. Each student takes home a daily communication book and parents are encouraged to contact the centre immediately if any issues arise. Parents acknowledged the benefits of the communication book and noted that the principal and staff were approachable and always available to communicate with parents.
- A strengths and difficulties checklist is administered for each student and results indicate improved emotional resiliency as students progress through the centre's programs. The school culture is characterised by concern, compassion and care for every student.
- Occupational Therapy (OT) strategies taught as part of the centre's physical education program address students' sensory motor skills and self-regulation through the Alert program. Other OT programs conducted by teachers and EAs help students to use technology; to undertake daily practice of the core strength postures and help students develop motor skills through the centre's Animal Fun program.

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- There is a centre-wide commitment to support the diverse needs of all students. A comprehensive program to support Students at Educational Risk was evident in resourcing, staff allocation, planning and evaluation.
- The centre's outreach service is part of the Statewide Service provided by the Department and is an integral part of the centre's structure. A deputy principal and four speech pathologists work with 57 schools in the South Metropolitan Education Region, 10 schools in the West Kimberley and 24 Pilbara schools. Their role is supporting schools to develop the capacity to provide sound literacy and language programs. Student data collected by the outreach team indicates that their programs have been most successful and highly valued by rural and remote teachers.
- The outreach services team conducts the centre's transition to mainstream program by meeting with relevant mainstream staff; providing them with student handover files; conducting progress reviews; delivering professional learning as required and providing and discussing students' exit and school reports. Students' Letters and Sounds tracking booklets and their strengths and difficulties checklist also accompany exiting students to their new mainstream school. Staff involve parents in all aspects of the centre's highly successful transition process.
- A range of policies linked to student health, safety and wellbeing has been implemented ensuring that students are safe during excursions, incursions, in the playground and in the classroom.
- Fifty-two per cent of the centre's staff contributed to the Staff National School Survey in 2016 and most agreed that they are supported, receive useful feedback about their work and that their opinions are taken seriously. Sixty-two parents representing 29% of families either strongly agreed or agreed that student behaviour is well-managed, children feel safe at the centre and are treated fairly and teachers at the centre care about children. Staff and parent surveys indicate that people who work at the centre are valued and that children are safe and well treated.
- Induction, mentoring and coaching programs have been developed and implemented ensuring that staff are supported and have the knowledge, skills and confidence to improve the outcomes of DLD students in a complex educational environment.

- Reviewers are confident that the school can sustain educational programs that are designed and delivered to meet the needs of students in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*.

Areas of strength

- The principal and staff have created a collaborative and inclusive learning environment which provides students with appropriate learning opportunities in a safe and secure setting.
- Social skills programs which help students to regulate behaviour, consider the needs of others and enhance their mental health.
- The outreach services team's ability to improve student outcomes by building the capacity of teachers and school leaders particularly in rural and remote schools.
- Partnership with Curtin University and Edith Cowan University which has resulted in four research projects being undertaken at the centre.
- The integral role of speech pathologists, teachers and EAs in the successful delivery of the centre's programs.
- The integral role OT programs play in supporting the needs of the centre's students.
- Therapeutic and community playgroups with links to the centre support Aboriginal and multicultural students with speech and language delays and assist in connecting families to the centre and the community.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The school has completed an extremely rigorous and collaborative school self-assessment against the DPA and the Department's School Improvement and Accountability Framework with findings outlined in two documents: the School Review Summary and the School Review Process. As part of this review process, incorporating a cycle of assess, plan and act, as well as using the National School Improvement Tool, staff were actively involved in the school review through a dynamic and systemic distributed leadership model.
- School expenditure supports the business plan and areas of focus. The centre has well established processes in place to deliver the accountability expectations in relation to funding and operation of the budget. The centre provides a significant array of programs targeting both academic and non-academic support for students. Resourcing for special projects to ensure enriched learning opportunities for students is well targeted. Evidence of this comprehensive process was verified and supported through discussions with the leadership team, manager corporate services and the board chair. The reviewers commend the school on its capacity to resource focus areas and to ensure student needs are supported.
- The centre employs a range of self-assessment and accountability processes to inform evaluation of progress towards the business plan focus areas and improvement objectives. Regular evaluation and reflection informs resourcing, planning and classroom practice.
- Planning and monitoring of student enrolments is critical to the effective management and resourcing of programs. A comprehensive student referral process is employed to ensure students meet the criteria for entry. Students may stay at the centre for a maximum of five years; however, a systemic review process enables students working at an appropriate level to be identified for transition to mainstream schooling. Some students may exit during Years K–2 but all Year 3 students must exit the program at the end of that year.
- The centre has used the IPS staffing flexibility to support its service delivery model across multiple sites and to enable employment of additional staff including speech pathologists, occupational therapist, EAs, school psychologist and chaplains to support students, teachers and parents.

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- The 2017 workforce management plan is linked to the focus areas of the business plan, identifies potential workforce skill gaps, plans for building staff capacity and provides a strategic framework for workforce decisions.
- In recent years the centre has addressed the ageing workforce by employing increasing numbers of younger teachers and speech pathologists. New staff have an initial two-day comprehensive induction and also receive ongoing mentoring and coaching as part of their performance management process.
- The resourcing of common DOTT time for each year level enables collaborative planning time and supports a professional learning culture.
- The SOSL outreach service offers professional learning to mainstream teachers in regional and remote schools aimed at building capacity in the key focus areas of speech, language, the acquisition of social skills and literacy. This professional learning and support for teachers is delivered through a variety of means including face-face meetings, teacher workshops and video conferencing. A recent video conference enabled approximately 80 remote and regional teachers to participate.
- Research and development are important aspects of the service delivery model and are undertaken in collaboration with the other language development centres, mainstream schools and universities.
- Classrooms are well equipped with resources that are linked to the centre's key programs. These are supplemented by a collection of oral language and teacher resources at each campus.
- Teachers use technology to support student learning and to motivate and engage students. Each classroom has a designated number of computers and iPads are also available with relevant applications.
- Performance management documents are clearly linked to the business plan focus areas and are aligned to the Australian Professional Standards for Teachers. Professional learning for staff is provided in accordance with a two-year plan which addresses the key features of the business plan focus areas and the Department's Strategic Plan for WA Public Schools 2016–2019.
- Careful and considered planning of resources has enabled the centre to support a wide range of targeted programs and allocate resources to the acquisition of staff in key areas. The centre is well placed to sustain the current resource allocation and respond to changed circumstances into the future.

Areas of strength

- The centre's well-developed self-review processes in monitoring the ongoing allocation of resources and use of specialist staff to support the business plan's focus areas.
- The effective delivery of professional learning to staff through a planned two-year cycle.
- The outreach services support provided by the SOSL team to provide resources and video conferencing to remote and regional staff in the Pilbara and West Kimberley.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- Board membership is representative of the centre's community and there is a shared understanding of their roles and responsibilities as outlined in the *School Education Act 1999* and *School Regulations 2000*. Board membership includes representation from the community, parents and centre staff.
- In undertaking its legislated responsibilities, the board endorses the DPA, business plan, annual reports and budget. It has input into budget development, annual reports, school review practices, business plan development and processes to determine satisfaction levels of parents and staff. The board communicates its achievements at open meetings, discussions with parents, in annual reports and in centre newsletters.
- Board members have been through an induction process; some have had training related to board roles and responsibilities and new board members plan to have training later this year. The turnover of parent representation is relatively high as the students exit the centre at different year levels once their language skills have consolidated.
- The board, in consultation with centre staff has developed a Schedule of School Board Business ensuring that there is a well-planned and structured approach to all board business matters throughout the year. All board meetings are minuted and circulated to relevant people.
- The board's Code of Conduct is reviewed on an annual basis and in reviewing its performance the board has been able to demonstrate that it is cognisant of its role; has good decision-making processes and is actively involved in the centre's strategic planning.
- The board receives relevant monthly financial reports; results of school audits and reviews and advice on school performance and student improvement targets. A public board meeting is conducted each year; board members are invited to attend the centre's annual planning night and a board member is also a member of the centre's finance committee.

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- Following an examination of board minutes, annual reports, centre review documents and meetings with staff and board members, reviewers concluded that the centre's board has provided exemplary governance for the duration of the DPA.
- Reviewers believe that the board is well led; has established highly effective practices; is extremely supportive of the centre and has the skills and expertise to ensure that its practices and procedures are sustainable.

Areas of strength

- Board members demonstrated a high level of commitment and advocacy towards the centre.
- Reflective practices and a well-structured and business-like approach to board roles and responsibilities ensures the centre's governance is optimal.
- Open, constructive and respectful collaboration between the chair, board representatives and principal.

Conclusion

The leadership team, staff and board work collaboratively to improve student learning in a culture that values individuals, promotes excellence and develops positive relationships in a stimulating learning environment.

The centre's distributed leadership model and its emphasis on coaching and mentoring works well to assist staff to develop leadership skills and enhance succession planning.

The centre's dedicated and reflective staff, led by the principal and leadership team, ensures that challenging and innovative educational and social skills programs are delivered through a language enriched curriculum which reflects the individual needs of all students.

A strong feature of the centre is its ability to build staff capacity and to undertake research that results in evidence-based language programs being successfully implemented for the benefit of the students.

The board and parents are extremely supportive and value the centre's programs that cater for individual, group and whole-centre needs.

Reviewers believe that the centre has met its commitments to its DPA and with its sustainable practices, very capable staff and committed board is well placed to move forward into its next planning cycle.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Fremantle Language Development Centre, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Alby Huts, Lead Reviewer

18 December 2017

Date



Mrs Donelle Church, Reviewer

19 December 2017

Date



Mr Ken Perris, Director
Independent Public School Review

22 January 2018

Date