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Education

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# Fremantle Language Development Centre

## Public School Review

# Public School Review

## Purpose

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

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

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

## Expectations of schools

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

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

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

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

## Public School Review – The Standard

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

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

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

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Fremantle Language Development Centre's main administration is located in Willagee on the Caralee Community School site, approximately 13 kilometres from the Perth central business district in the South Metropolitan Education Region. The school also operates satellite classes at Beeliar Primary School and Bull Creek Primary School, providing specialist support across multiple locations.

Established in 1982, Fremantle Language Development Centre is a specialist education support facility that provides a service for students who have a significant primary language disorder or diagnosis of Developmental Language Disorder.

Fremantle Language Development Centre became an Independent Public School in 2015.

Currently, there are 227 students enrolled from Kindergarten to Year 3. The school has an Index of Community Socio-Educational Advantage of 994 (decile 5). The school benefits from the work of an active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Fremantle Language Development Centre was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The school improvement team, led by the Principal, delivered a comprehensive and insightful school self-assessment, demonstrating a strong commitment to fostering a culture of growth and continuous improvement.

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

- The Electronic School Assessment Tool (ESAT) process was supported by an exemplary self-assessment framework that drives evidence-based decision making and continuous improvement.
- Feedback from the previous Public School Review guided the strategic development of the ESAT submission, ensuring that evidence was clearly aligned with the recommendations and demonstrated the progress achieved within the previous business plan cycle.
- The executive leadership team implemented collaborative processes that deepened staff understanding of the Standard and ensured comprehensive evidence was provided against each of the domain foci.
- Staff, parents, board members and students made valuable contributions during the validation day visit, providing considered insights and constructive feedback that enriched the review process.
- The planned actions outlined in the ESAT are reflected in school planning and clearly articulate the school's defined improvement agenda and the strategic resources identified to achieve them.

## Relationships and partnerships

Strong authentic relationships and dynamic partnerships foster a vibrant, inclusive learning community built on deep trust and collaboration, enriching every aspect of school life.

### Commendations

The review team validate the following:

- A clear, consistent communication strategy engages staff, families and the community, using analytics to measure impact. Parent workshops across 3 sites have promoted inclusion and strengthened family confidence, reflecting responsiveness and shared commitment to student success.
- Targeted advocacy has strengthened partnerships with schools, health professionals, universities and community organisations to improve referral processes, empower families, raise Developmental Language Disorder awareness and enhance student outcomes.
- The School Board and P&C collectively advance the school's strategic direction through strong governance, family engagement and funding initiatives, with transparent processes and regular feedback confirming their positive impact.
- The transition program supports students, families and schools through a 12 month process into mainstream education. Comprehensive packages, case conferences, information sessions and school visits enable collaborative, evidence-based decisions that strengthen teacher capability and parent partnerships.
- The Outreach Service delivers targeted professional learning in speech, language and literacy through data-driven strategies. Partnerships across health and education sectors are expanding, with growing engagement in the South Metropolitan, Pilbara and West Kimberley regions.

### Recommendations

The review team support the following:

- Develop an on-demand referral unit that provides clear, accessible guidance for schools and allied health professionals, improving referral accuracy and consistent referrals across networks.
- Strengthen and expand the service delivery model of the Talk Learn Grow Language Group sessions.

## Learning environment

Fremantle Language Development Centre create spaces where confidence grows, curiosity thrives and every child is supported to experience joy and success in learning.

### Commendations

The review team validate the following:

- The Together We Care code of conduct fosters respect and belonging, embedding inclusivity through whole-school frameworks and daily practice. Authentic approaches to cultural responsiveness are reflected throughout school planning.
- Classrooms are equipped with sensory-smart tools that promote regulation, focus and active participation in learning. Outdoor spaces, including sensory gardens and nature play areas, enhance curiosity, social development and wellbeing within safe, inclusive environments.
- A consistent Positive Behaviour Support framework is embedded across all campuses, with positive behaviour recognised through tokens, certificates and reward initiatives. Behaviour data informs targeted interventions and whole-school planning, while wellbeing is strengthened through evidence-based social and emotional learning programs.
- Student voice is embedded in decision-making to ensure relevance and responsiveness to learner needs. Initiatives such as playground design workshops and Positive Behaviour Support surveys empower students to influence outcomes, fostering engagement, ownership and a positive school culture.

### Recommendations

The review team support the following:

- Strengthen the positive behaviour and wellbeing team to review and refine teaching and social and emotional learning programs and monitor staff wellbeing through regular check-ins with the workload committee.
- Review and update the students at educational risk (SAER) policy to incorporate the newly established SAER Support referral processes.

## Leadership

Purposeful and connected leadership has established a school culture that fosters collaboration, innovation and a relentless focus on student success.

### Commendations

The review team validate the following:

- The Excellence Plan 2025-2028, developed through rigorous self-assessment, school improvement team analysis and broad consultation, clearly aligns with systemic directions and sets SMART<sup>1</sup> targets that drive evidence-based priorities and maintain a strong focus on continuous improvement.
- Operational planning is evidence-based and aligned with the Excellence Plan. Strategic priorities are monitored through data reviews and school improvement team processes, with tracking of oral language, literacy, numeracy and social and emotional learning, ensuring responsive strategies for students across the school.
- A clear distributed leadership model supports staff participation in curriculum teams, committees and network opportunities. Identified staff leadership roles promote shared ownership, strengthen pedagogy and enable aspirants to progress into leadership roles aligned with the school's strategic priorities.
- Phase of learning impact coaches and strengthen instructional leadership by aligning practices across phases and promoting consistency in pedagogy. They provide targeted coaching, actionable feedback and data-driven analysis to support school improvement initiatives.
- The education assistant (EA) - lead role has strengthened consistency and capacity by coordinating the EA performance development cycle, professional learning, induction, mentoring, relief processes and a work shadow program. Modelling best practice, the role builds collegiality and directly enhances student outcomes.

### Recommendation

The review team support the following:

- Expand cyclical opportunities for aspirant staff within the school improvement team to strengthen succession planning and support processes that drive the school's explicit improvement agenda.

## Use of resources

Comprehensive and effective financial and resource management supports the implementation of the Excellence Plan across three campuses in a complex setting.

### Commendations

The review team validate the following:

- The Principal and manager corporate services work in close collaboration to ensure financial management practices comply with the Funding Agreement for Schools. Established processes within the Finance and accounting manual provide a clear framework to meet all compliance requirements.
- Resource allocation is evidence-based and aligned with Excellence Plan priorities, ensuring strategic direction is maintained across the school. Operational plans translate these priorities into action, providing a clear framework for efficient resource use.
- Student characteristic and targeted initiative funding are strategically applied to improve academic and wellbeing outcomes. Funding supports teaching adjustments, additional EAs, targeted interventions and wellbeing programs, with impact monitored to ensure that resourcing supports student progress.
- Workforce planning reflects strategic priorities. Annual strategy reviews support adaptability, succession planning and efficient resourcing, while matching staff expertise to student needs. Workforce planning is embedded within the school improvement cycle to sustain staff capacity and student progress.

### Recommendation

The review team support the following:

- Embed mid-cycle workforce evaluations to proactively adjust plans in response to demographic changes and evolving student performance needs.

Teaching quality
<p>Student success is driven by quality teaching grounded in a deep, shared understanding of diverse and complex student needs and supported by a leadership culture that enables it to thrive.</p>
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is committed to evidence-based programs, with practices that are aligned to contemporary research and regularly reviewed. Initiatives like impact coach roles and the instructional framework, ensure data-driven teaching informed by disciplined dialogue.</li> <li>• Staff growth is driven by a strong culture of professional learning and a focus on teaching excellence. Whole-school learning, aligned with the Excellence Plan and guided by ongoing professional learning, is embedded in staff development days to promote consistent practice.</li> <li>• Strategic and operational plans deliver high-quality programs aligned to the Western Australian Curriculum. Collaboration via professional learning communities across the campuses, impact coaches and the oral language team ensures continuity and addresses language needs for all students.</li> <li>• The school uses a structured, curriculum-aligned assessment policy to track progress and inform instruction. Data analysis guides teaching, while parents are engaged through regular communication, flexible meetings and detailed reports, including IEPs<sup>2</sup> and system-level assessments like NAPLAN<sup>3</sup>.</li> <li>• The school uses a multi-tiered system of support to deliver differentiated teaching across all learning areas. All students have IEPs supported by teacher–oral language team collaboration, targeted interventions and dynamic SAER processes.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Develop phase of learning integrated units that are linked with the language enriched Talk for Writing units.</li> <li>• Utilise the Outreach Service database to track delivery, identify emerging trends and adapt support and consultative practices to maximise positive outcomes for schools, educators and students.</li> </ul>
Student achievement and progress
<p>A data-driven, whole-school approach to track achievement and progress ensures evidence informs planning and drives improvement, empowering staff to deliver targeted, high-impact learning for every student.</p>
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Student data drives strategic planning at all levels, with staff and board members engaging in structured dialogue during the Annual Celebration Night to review progress, analyse achievement data and set future priorities, ensuring transparency and continuous improvement.</li> <li>• Whole-school, data-driven self-assessment processes guide planning and drive improved student achievement. Staff collaborate to analyse data, set SMART goals and implement targeted interventions, supported by IEPs and culturally responsive, evidence-based practices for all students.</li> <li>• Centralised databases enable longitudinal tracking across key learning areas, using standardised oral language assessments like the CELF-5 (Clinical Evaluation of Language Fundamentals) Values to demonstrate progress and readiness for mainstream transition. Student exit decisions are collaborative and supported by oral language and academic data.</li> <li>• Moderation processes ensure consistency and reliability in teacher judgements through regular collaborative analysis of systemic and school-based data, Brightpath assessments and School Curriculum Standards Authority Judging Standards. Professional learning communities provide dedicated time for moderation across achievement standards, attitude, behaviour and effort data, and personal and social learning scales.</li> </ul>
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Regularly review assessment tools to ensure validity, reliability and purpose, balancing administration time with the value of insights gained.</li> </ul>

Reviewers	
Craig Stanners <b>Director, Public School Review</b>	Shelley Collins <b>Principal, North East Metropolitan Language Development Centre</b> <b>Peer Reviewer</b>

## Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Specific, measurable, achievable, relevant, time-bound
- 2 Individual education plans
- 3 National Assessment Program – Literacy and Numeracy