



**FREMANTLE LANGUAGE
DEVELOPMENT CENTRE**

Annual Report 2025



Acknowledgment of Country

Kaya

Ngalak djoorabiny
noonook djinanginy
nidja Fremantle LDC.

Ngalak dandjoo
Wadjak Noongar
boodjak. Ngalak
kaadatj Noongar moort
koora koora, yeyi wer
boordakan.

Fremantle LDC
kalyakoorl kolbang
kooliny kaadadjiny wer
yanginy Noongar
nakolak wer malayin.



Artwork by Krista Davies

Kaya

We are happy to see you
here at Fremantle LDC.
We come together on
Wadjak Noongar
country. We
acknowledge Noongar
families long ago, now
and in the future.

Fremantle LDC is always
moving forward learning
and sharing Noongar
knowledge and culture.

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Message from the Principal

The 2025 Annual Report outlines the progress, achievements and key developments at the Fremantle Language Development Centre (LDC) during a year of purposeful strategic growth. It highlights the collective effort of our school community to strengthen practice, build consistency and ensure our learning environment meets the diverse needs of our students.

A significant milestone this year was the introduction of the Fremantle LDC Excellence Plan, which clearly defines our strategic direction and provides a focused framework for improvement. This plan has sharpened our collective intent and guided consistent action across the school. Early progress is already visible as we work towards our improvement strategies and targets within our four focus areas: **Successful Students, Quality Teaching, Culture and Care, and Strengthening Relationships.**

We also celebrated a successful Public School Review in 2025. The review affirmed the strength of our strategic direction, resulting in a three-year return. The panel commended our strong culture of growth and continuous improvement—recognition that reflects the dedication of our staff, students and families.

I acknowledge the professionalism and collaborative spirit of our staff, and the enthusiasm and perseverance of our students. Our partnership with families remains a cornerstone of our work and continues to support positive outcomes as we strive to empower students to talk, learn and grow.

The Fremantle LDC continues to benefit from strong relationships with our co-located schools—Caralee Community School, Beeliar Primary School and Bull Creek Primary School—whose inclusive practices greatly support our students' success and wellbeing.

I also extend my appreciation to our School Board, led by Dr Kyle Hoath, and thank Asheila for her valued contributions as parent representative. I further acknowledge the outstanding efforts of our P&C, led by Jessica Fleury, whose revitalised commitment in 2025 resulted in successful fundraising initiatives that directly supported our school.

It remains a privilege to lead the Fremantle LDC during this important phase of our improvement journey as we work to enhance outcomes for every student, in every classroom.



Nichola Middlemiss
Principal



Jodie Shepherdson
Deputy Principal



Robyn Eade
Deputy Principal



Elizabeth Langford-Smith
Deputy Principal

School Overview

Fremantle Language Development Centre (LDC) is an Independent Public School that provides high quality specialist education for Kindergarten to Year 3 students who have a significant primary language disorder or diagnosis of Developmental Language Disorder (DLD). Fremantle LDC consists of a school and a statewide Outreach service and provide targeted, intensive language and academic intervention in a supportive environment that focuses on the social, emotional, and academic growth of students.

The school is located across three sites where facilities are shared with local primary schools, enabling children from the LDC to benefit from interaction and inclusion with mainstream students. The main administration is located at Willagee on the Caralee Community School site. The Beeliar campus is located at Beeliar Primary School and Bull Creek campus is located at Bull Creek Primary School. Students have access to transport through the WA Government's Public Transport Authority bus service.

Fremantle LDC's goal is to transition students to mainstream education once they demonstrate age-appropriate speech, language, social skills, and the ability to capacity to participate academically. The duration of a student's placement varies according to individual progress and needs, with every student supported by a Documented Plan that is reviewed regularly.

Outreach Service

The Statewide Speech and Language Service provide valuable support to Department of Education schools to build the capability of educators to strengthen oral language practices to support all students, including students with language learning difficulties. Fremantle LDC's Outreach Service offers specialist consultancy services, tailored and evidence-based professional learning, current information, resources, and practical support. Our team of Speech and Language Consultants (SLCs) support schools across the South Metropolitan, Pilbara, and West Kimberley.

All Fremantle LDC and Outreach staff are highly skilled professionals who engage in ongoing professional learning to ensure that current research and data inform our evidence-based language intervention practices.

2025 Student Numbers and Characteristics

The referral process for 2025 began in the previous year and was coordinated by Fremantle LDC in partnership with the South Metropolitan Region Psychology Services and the Health Department. Referrals were accepted for Kindergarten, Pre-primary and Year 1, with both a speech pathology assessment and a psychological assessment (PP-Yr1) required, along with a teacher questionnaire where appropriate.

The Placement Committee reviewed information from 106 referrals and made offers of placement to 91 children who met the entrance criteria for placement for 2025. 73 of these offers were accepted.

In 2025, there were 229 students enrolled from Kindergarten to Year 3. As in previous years, there was a high proportion of male students.

2025 Student Numbers

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	47	68	54	38				217
Part Time	20								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	8	32	115		155
Female	12	15	45		72
Total	20	47	160		227

Our Vision and Values

At Fremantle Language Development Centre (LDC), our vision is
"To be a school of excellence that empowers students to talk, learn and grow."

This vision underpins every aspect of our teaching, learning, and student support practices, and reflects our commitment to fostering a safe, inclusive, and empowering environment where every child can reach their full potential.

Our core values of **Respect, Care and Courtesy, and Courage and Determination** are embedded across all school settings and guide the behaviour and interactions of our whole-school community. These values are explicitly taught, modelled, and celebrated throughout the year.

- Respect for self, others, and the environment is encouraged through daily interactions, restorative practices, and our inclusive approach to learning.
- Care and Courtesy are promoted through positive relationships, supportive learning environments, and targeted social-emotional programs.
- Courage and Determination are fostered by setting high expectations for all students and providing the scaffolding and support they need to overcome challenges and thrive.

The strategic directions of our Excellence Plan provide a clear framework for enacting our vision and values. Key initiatives focused on empowering students to talk through enhanced oral language programs, to learn through high-impact teaching strategies and targeted interventions, and to grow through a whole-school focus on wellbeing, inclusion, and student voice.

Together, these strategic directions ensure that the Fremantle Language Development Centre community continues to provide an exceptional learning environment where all students are empowered to talk, learn and grow.

Vision

Our aim is to be a school of excellence that empowers students to talk, learn and grow.



Values

We believe that all members of a school community have the right and responsibility to demonstrate:



Excellence Plan Self-Assessment

As an Independent Public School, Fremantle LDC develops a Business Plan to guide long-term strategic planning, ensuring a clear and purposeful direction.

The Fremantle LDC Excellence Plan (2025–2028) was developed in collaboration with staff and the School Board, underpinned by thorough self-assessment processes, analysis of performance data and surveys, quality educational research, and alignment with the Department of Education’s Strategic Plan and Focus documents.

This plan provides a clear roadmap for the school, articulating its vision, priorities, and key targets over a four-year period. It serves as a vital communication tool, ensuring that staff, parents, and the broader community understand the strategic direction and collective aspirations of the school. The School Board plays a key role in monitoring progress, with regular reporting on achievement towards Business Plan targets, reinforcing a shared commitment to continuous improvement.

The 2025 Annual Report reflects on how Fremantle LDC is tracking against the goals outlined in the Excellence Plan (2025–2028). This review process allows the school to celebrate achievements, assess areas for further growth, and refine future directions. The school’s progress is evaluated across four critical areas of focus:

Successful Students

Quality Teaching

Culture and Care

Strengthening Relationships



Staff Information 2025



The staff of Fremantle LDC consists of:

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



Workforce Planning

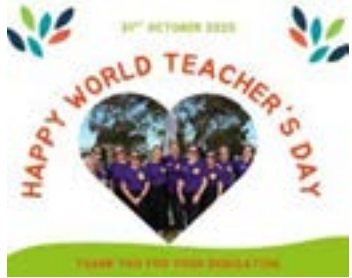
Targeted workforce planning processes are in place to ensure the extensive professional knowledge and skill set of FLDC staff are maintained and not lost through retirement of teaching and support staff. This involves quality recruitment processes, comprehensive Induction programs, ongoing capacity building in oral language and retention/recruitment of permanent staff.



2025 Highlights



2025 Highlights



2025 Highlights



Strengthening Relationships

We nurture relationships and partnerships within the school and wider community.

Together we will:

Build awareness of our context

- actively engage with local schools, networks and the wider community to provide information about our school and Outreach service

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

- provide workshops, professional learning and opportunities to partner with families
- strengthen collaborative practices between educators and the Oral Language Team
- provide and refine language learning groups for students and their families

Foster student self-advocacy and agency

- teach skills to improve students' capacity to self-advocate
- provide opportunities for students to share their ideas, choices and opinions

Nurture relationships with co-located schools and community

- engage in collaborative practices and shared school events
- cultivate inclusive learning environments with our co-located schools
- provide professional learning and support to schools in the FLDC Outreach Service areas.

Key Achievements for 2025:

Build awareness of our context:

- ✓ Supported greater understanding of context through open morning, transition events and allied health professional referral information sessions.
- ✓ Promoted community awareness through events such as DLD Awareness Day and increased social media presence.
- ✓ Engagement with education networks including the Cockburn Central Education Network, the Riverside Network and the LDC Statewide network.

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

- ✓ Offered targeted parent workshops across three sites to build family capacity to raise awareness of students needs.
- ✓ Implemented a revised model for the *Talk Learn Grow* Language Group, with session delivered in the classroom to strengthen in-context learning.

Foster student self-advocacy and agency:

- ✓ Participation in the '*DLD and Me*' program in five classrooms to support student self-awareness, self-advocacy, and transition readiness.
- ✓ Refine the *Play and Connect: Complex Behaviour Support Project* to provide sustained, targeted support for students with complex behavioural needs.
- ✓ Student collaboration to design an inclusive 'outdoor classroom' at the Willagee site in collaboration with Caralee CS.

Nurture relationships with co-located schools and community:

- ✓ Enhanced collaboration with co-located sites by increasing Deputy Principal time at satellite campuses to strengthen on-site leadership and partnership.
- ✓ Celebration of shared whole school events such as, Caralee 20th Anniversary, Bull Creek 50th Anniversary.
- ✓ Present FLDC context and information at the Beiliar PS School Board meeting.



Strengthening Relationships - School Board Chair Report

The Fremantle LDC Board has continued to support the Principal in leading the school and to represent the views of the broader school community. In 2025, the Board's work was shaped by the commencement of a new strategic cycle, with a clear focus on supporting the school to deliver strong outcomes for students and families.

A key milestone this year was the implementation of the FLDC Board Strategic Plan 2025–2028. This plan sharpened the Board's role and provided clear line of sight across four priority areas: Successful Students, Culture and Care, Strengthening Relationships, and Quality Teaching. These priorities gave the Board a strong framework for its work and kept our focus firmly on student achievement, wellbeing, community connection and evidence-based teaching practice.

Throughout 2025, Board meetings continued to provide an important forum for strategic discussion, governance oversight and partnership with school leadership. Updates from the school remained central to our work and enabled Board members to stay informed about progress, priorities and emerging opportunities. As always, the Board's role has remained strategic rather than operational, with our focus on supporting the Principal, representing the school community and helping ensure alignment between the school's vision, planning and delivery.

The new strategic plan has also reinforced the importance of visibility, engagement and advocacy. As a Board, we recognise our role not only within the school, but also in helping build awareness of Developmental Language Disorder and in championing the work of the Fremantle LDC across the wider community. This remains an important part of how we add value as a Board and support the school's long-term success.

I want to acknowledge the strong and steady leadership of Principal Nichola Middlemiss, who has continued to lead the school with clarity, care and professionalism. The Board greatly values Nichola's partnership and the thoughtful way she works with us to keep the focus on what matters most for students. I also want to acknowledge our staff representatives, Jodie Shepherdson and Lauren Hoath, who have continued in their roles throughout 2025. Their insight, expertise and close connection to the life of the school add enormous value to Board discussions and decision-making.

Our Executive Officer, Ana Philpott, has again played a critical role in ensuring the Board operates smoothly and effectively. Ana's professionalism, organisation and attention to detail are central to good governance, and the Board is deeply appreciative of her support.

There were also some changes to Board membership during the year. At the beginning of 2025, Ed Fayle and Evonne Low joined the Board as parent representatives. Their appointment strengthened parent voice around the Board table and brought fresh perspective and energy to our work. At the end of 2025, Asheila Narang concluded her time on the Board. I would like to sincerely thank Asheila for her service, commitment and contribution to the Fremantle LDC community.

What continues to stand out most clearly is the shared commitment across the school community to helping students thrive. The work of the Fremantle LDC is specialised, purposeful and deeply impactful, and the Board sees firsthand the difference that high-quality teaching, targeted support and a caring environment make for students and families. The new strategic plan provides a strong platform for the years ahead, and I am confident it will support continued excellence across the school.

On behalf of the Board, I thank Nichola, Ana, Jodie, Lauren and all FLDC staff for their continued dedication to students and families. I also thank my fellow Board members and the broader school community for their partnership and trust. As we move into 2026, with welcome continuity in school leadership and Board support, I look forward to continuing our work together in support of the school's vision to help every student talk, learn and grow.










Kyle Hoath
Board Chair

Strengthening Relationships – P&C President Report

The focus for the Fremantle Language Development Centre (FLDC) Parents and Citizens Association is to support, promote and enhance the education experience of its students. The association works to foster collaboration between parents, teachers and the wider community, to raise funds for additional resources and act as a link between parents and the school administration to build positive relationships and support school development.

Over 2025 our successful fundraising initiatives resulted in almost \$6000 in raised revenue, above and beyond the generous parent contributions and government payment. Thanks to renewed parental participation and collaboration with the Bull creek and Caralee P&Cs we not only managed to reboot the previously dormant FLDC P&C but have gone from strength to strength this year and built some good momentum for 2026. We have also registered the P&C as a not for profit and are in the process of creating a firm foundation from which to operate smoothly in the years ahead.

Key Deliveries this year were;

-  **New library book display** to enhance student engagement
-  **Comprehension book resources** to support literacy development
-  **Fully funded 2025 Big Day Out graduation celebrations**
-  **Headsets for auditory self-reflection** to support specialized language learning needs
-  **Giant puzzles for early education classes**
-  Alongside the **Caralee P&C** we delivered coffees on **Teachers' Appreciation Day**
-  **Locally handmade dolls** were purchased as emotional regulation resources

It has been a wonderful honor for me to work on the renewal of the FLDC P&C and work alongside such genuine and caring parents and school staff this year. Thank you to our dedicated volunteers, families, and staff, it is your ongoing support and time donated that makes these achievements possible.

FLDC P&C Association | *Every child deserves a voice*



Jessica Fleury, President
Fremantle Language Development Centre
Parents and Citizens Association



Strengthening Relationships - Outreach Service

The Fremantle LDC Outreach Service continued to provide state-wide speech and language support to Western Australian public schools. The service aims to build the capability of educators to support children in the early years who experience language learning difficulties. The service supports staff through professional learning and consultations which promote the use of evidence-based practices in oral language. Schools elect to receive services and commit to ongoing learning.

In 2025, the Outreach Service supported **91 schools** across metropolitan and regional areas, maintaining strong professional relationships with **1344 educators**. This included:

- **1007 educators** who participated in targeted professional learning
- **337 educators** who accessed individualised consultation and in-class modelling

Professional learning was delivered on a broad range of evidence-informed topics, including:

- Oral language development
- Phonological awareness and phonics
- Vocabulary and grammar instruction
- Speech sound disorders and articulation (*on-demand module*)
- Early literacy instruction
- EA Workshops – Language and Early Literacy
- Assessment and data analysis
- Planning for students with speech and language needs
- Implementation of Intensive Oral Language Programs (*Cracking the Code, Words, Grammar and Fun*)



- The *Language Leadership Schools Initiative* (LLSI) expanded in 2025, with **ten schools** actively engaged and **16 Language Leaders** supported across the network to embed oral language strategies and lead localised improvement. In addition, a specialist Language Leadership was offered to past leaders to share an update on current research and development in language and early literacy.
- Travel to the Pilbara region provided an opportunity to deliver LLSI professional learning and enhance school-based consultations with regional schools.



- Implementation of Intensive Oral Language Programs continued to grow, with new schools adopting either *Cracking the Code* or *Words, Grammar and Fun*. Pre- and post-assessment data demonstrated strong gains in targeted oral language and early literacy outcomes. Criterion-referenced guidelines were released for Cracking the Code Assessment Tool. Daily Reviews for Cracking the Code and Words, Grammar & Fun (Phase One) were developed.
- This comprehensive and responsive level of service delivery has continued to support the development of evidence-based school plans, increased educator confidence, and contributed to improved outcomes for students with speech and language needs across the **103 schools** supported by the Outreach Service.



Strengthening Relationships - Transition

The comprehensive Fremantle LDC Transition Program is designed to support students as they return to mainstream education, ensuring they are well-prepared for success in their new learning environments. Student progress is closely monitored throughout their time at Fremantle LDC, with collaboration between teachers, speech pathologists, and families. Language development, supported by teacher judgement, plays a central role in determining a student's readiness to transition. In 2025, 70 students exited Fremantle LDC ranging from Kindy to Year 3.

Transition Days

Four Transition Day events were held for early exiting and Year 3 students in Term 4, 2025. These involved:

- Three half-days at each site and one full-day of PL at the Willagee site and classroom observations with visits to all sites
- Participation from 39 teachers, who rated the overall experience an average of **5/5 for the full day event, and 5/5 for the half day events.**

Teachers engaged in professional learning focused on:

- Developmental Language Disorder (DLD)
- Oral language development
- Semantics and Vocabulary
- Classroom observations and handover meetings with Fremantle LDC teachers and speech pathologists.

A total of 61 handover meetings were conducted during these Transition Days. The remaining student handovers were provided at the beginning of the year.

3. Overall, how did you rate the Fremantle LDC Transition Day?

5.00
Average Rating
★★★★★



School Engagement and Handover Support

- A detailed Transition Database was maintained for all exiting students
- Each school received a comprehensive Student Transition Package including Individual Education Plans, assessment data and reports and recommended support strategies
- Follow-up support throughout the year was also provided as needed, including consultation and professional learning through the Outreach Service.

Parent and Student Support

An evening and morning Parent Information Session were held in Term 4, attended by over 50 parents and carers, providing information on the transition process and how to support their child.



Culture and Care

We have a caring and inclusive culture that supports connection and belonging for all.

Together we will:

Ensure a culturally safe and inclusive learning environment

- deepen educators understanding of cultural safety and responsiveness
- update the FLDC Reconciliation Action Plan in line with the revised Aboriginal Cultural Standards Framework
- foster trusting relationships with our Aboriginal community
- strengthen connections with members of the school community and embed cultural knowledge and practices in our school environments

Enhance case management for students with additional needs

- refine our Students at Educational Risk processes to identify, support and monitor student progress
- analyse and effectively use data to inform case management
- continue to monitor and support student attendance
- foster collaboration with families and allied professionals
- develop and implement targeted programs to support individual complex needs

Equip students with the skills and strategies to support their social and emotional development

- enhance whole school programs that build social skills, resilience and wellbeing
- ensure consistent implementation of social and emotional programs
- build the capacity of staff to support students' social and emotional wellbeing.

Improvement Strategies:

Key Achievements for 2025:

Ensure a culturally safe and inclusive learning environment:

- ✓ Deepened staff understanding of cultural safety and responsiveness through targeted professional learning delivered by Principal and RAP leader guiding staff reflection to build awareness of our students, families and community.
- ✓ Reviewed our Reconciliation Action Plan (RAP), refining actions and aligning them with the Aboriginal Cultural Standards Framework. Discussions began with Caralee CS about faction names to better reflect the Willagee site.
- ✓ Introduced a 'Welcome Pass' to replace the 'Leave Pass', shifting our language to reflect that every student is valued and welcome at Fremantle LDC.

Enhance case management for students with additional needs:

- ✓ Developed a SAER Overview Database to strengthen data collection, analysis, and tracking of student progress over time.
- ✓ Refined the SAER Team Referral Form and associated processes to further streamline and enhance the efficiency of internal referrals.
- ✓ Embedded SAER Reviews into the term schedule and case conferences were held as required to ensure families were informed and actively involved in the monitoring student progress.

Equip students with the skills and strategies to support their social and emotional development:

- ✓ Refined the Tier 1 approach; using a modified version of the *Little Highway* and *Highway Heroes* programs with adjustments to include more explicit language and clearer skill breakdowns to better support students' social and self-regulation skills.
- ✓ Engaged the creator of *Little Highway* and *Highway Heroes* to deliver professional learning, strengthening staff capacity and deepened our understanding of program impact.
- ✓ Consistent delivery of the *DLD and Me* program to support exiting students to understand and advocate for their language needs.



Culture and Care - Student Attendance

Overall school attendance decreased by 1% compared to the previous year; however, attendance across all year levels remained above the WA Public Schools average. The School Bus Service continued to provide transport assistance for families.

The Attendance Committee met twice per term to review student absences, analyse attendance trends and implement strategies to promote positive attendance. Holiday leave requests continued to have the greatest impact on attendance. Despite a formalised holiday leave process, families continued to take students on holidays during school terms. These absences were recorded in a database, with data shared with the parent community to highlight the impact on student learning.

In 2025, 99 students were absent due to holidays, resulting in a total of 559 days of missed learning.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	89.1%	88.9%
2024	91.6%	89.4%
2025	90.6%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate			
	PPR	Y01	Y02	Y03
2023	89%	90%	89%	88%
2024	93%	90%	93%	90%
2025	90%	91%	90%	91%
WA Public Schools 2025	89%	89%	89%	90%



FREMANTLE LANGUAGE DEVELOPMENT CENTRE

INFORMATION FOR PARENTS

ATTENDANCE AT PRIMARY SCHOOL

Attending school is important to children's learning, social and emotional development, wellbeing, physical and mental health. At the Fremantle Language Development Centre, we want your children to do their very best. To get the best education, they need to go to school **every day**. We know that some children may need extra encouragement to go to school regularly. By working together, our school community can support your child's attendance.

What can you do to help?

- Have a set time for your child to go to bed at night and get up in the morning.
- Create a visual schedule and put it in the fridge to view and discuss each day.
- Have their uniform and school bag ready the night before.
- Have a set time for breakfast.
- Set a time for daily practice and home reading.
- Talk about school positively.
- If running late, encourage your child to still go to school and reassure them that you will let the school know.
- Organise for your child to meet a friend before school so they can arrive at school together if possible.
- Get involved at school through volunteering or participate in the Parent Watcher (when available) or join the PLEC.

Do you need to let the school know if your child will be away from school?

Yes, you need to let the school know that your child will be absent from school and the reason why as soon as possible. Having information about why a child is missing school helps us plan for their return to school and to work out whether we can provide any further help to you.

To let the school know you can:

- Use the school SMS text service or phone us on 9322 1850.
- Email the school at fremantle.LDC@education.wa.edu.au
- Contact your child's teacher via 'SeeSaw', email and/or the Communication Book.
- Send a note to the school with an explanation for the absence.

What will staff at the Fremantle LDC do to help?

- Offer developmentally, socially and culturally responsive learning opportunities to engage students.
- Monitor every student's attendance and work with parents to overcome problems affecting attendance.
- Provide predictable routines to help students know what to expect to reduce anxiety about going to school.
- Talk with you about involving support staff such as the school Chaplain, school psychologist and/or Students at Educational Risk Deputy Principal and other agencies/ organisations to help.
- Talk with your local services that may also be able to help.



Talk Learn Grow
Engage. Inspire. Thrive.

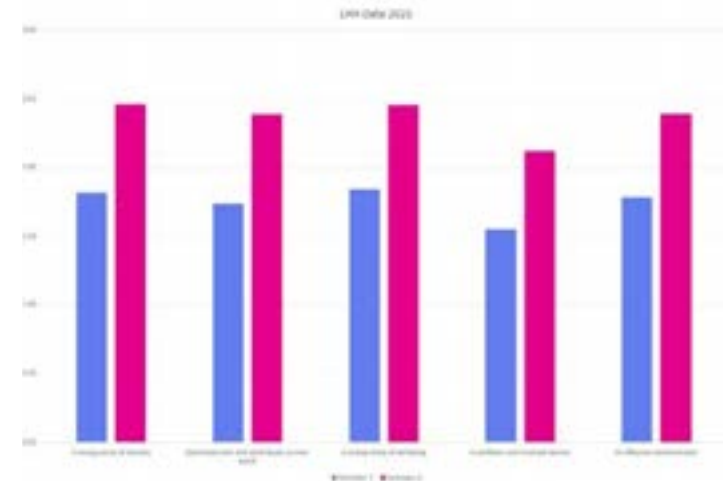
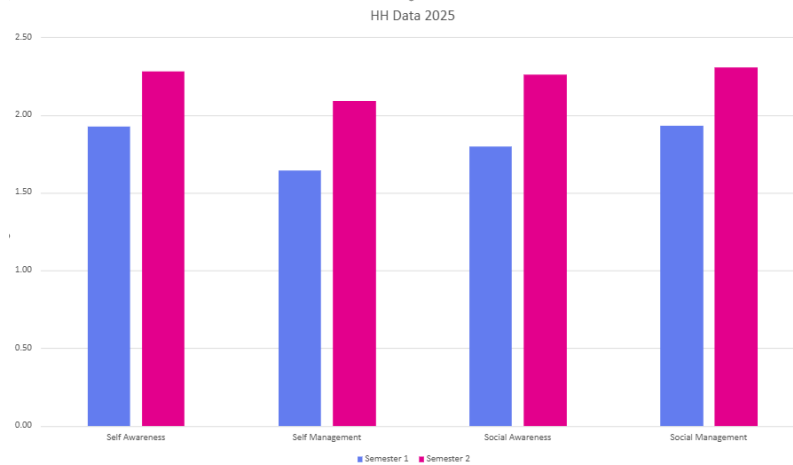


Culture and Care – Complex Behaviour Support

In 2025, Fremantle LDC further strengthened its Multi-Tiered Systems of Support (MTSS) for social and emotional learning. Ongoing funding for the Complex Behaviour Support Project enabled this work to continue, supporting improved outcomes for students.

Tier 1 – Little Highway and Highway Heroes

In 2025, work continued on refining the Little Highway and Highway Heroes teaching modules. A clear scope and sequence was developed to outline the skills and concepts taught across phases of learning. Supporting 'Cheat Sheets' and PowerPoints were created to explicitly break down language and skills, with scaffolds to support student understanding. The content integrated all whole-school social and emotional learning approaches, including the *Connect for Kids* characters by Amanda Styles and the *Alert Program* to support students' self-regulation. This integration enabled a consistent, school-wide approach to the explicit teaching of social and emotional skills and language.



Tier 2 – DLD and Me

The *DLD and Me* program was extended to support Year 2 students in addition to Year 3 students, strengthening students' self-awareness and self-advocacy in relation to their language difficulties. The program was modelled and delivered by a highly experienced Senior Teacher, enabling classroom teachers to observe, engage with, and experience high-quality social and emotional learning instruction. This approach supported teachers to continue students' learning consistently within their classrooms. Parent feedback was particularly positive and evident during Term 4 exit case conferences, with families reporting increased confidence in their child to support their transition to mainstream education.



Culture and Care - Complex Behaviour Support

Tier 3 – Play and Connect

The *Play and Connect* program continued to be offered in 2025 for students requiring additional support with emotional regulation. Following consultation and support from a Play Therapist, the program was refined to include more targeted outcomes to support students' emotional regulation, social interaction and play skills. Clear selection criteria were developed to guide referrals, resulting in 10 students being appropriately identified and supported throughout the year. Program data demonstrated improvements in students' emotional regulation and lability and negativity.



Tier 3 Support Program: Supporting Emotional Regulation and Language Development

Play and Connect is a Tier 3 intervention program within our MTSS (Multi-Tiered System of Support) model. It is available to targeted students identified through the FLDC SAER process whose language difficulties impact their ability to regulate emotions and develop social skills.

Drawing on principles of play therapy, it recognises the strong link between play, language development, and positive relationships. Through play, students are given a safe and supportive way to express themselves when words are difficult, making it a fitting strategy for students with moderate to severe language and social challenges.

Program Aims

Play and Connect is specifically designed for targeted students identified through the FLDC SAER process. The program provides intensive support to:

- Enhance wellbeing
- Build social skills and resilience
- Strengthen self-advocacy
- Support emotional regulation

Focus of Sessions

Play and Connect sessions provide a safe and supportive environment where students work on:

1. Building emotional connections
2. Supporting agency while accepting boundaries
3. Developing language for actions and emotions

Reasons for Referral

Students may be referred to Play and Connect if they are experiencing:

- Difficulty seeking or maintaining emotional connections
- Challenges with emotional regulation
- Behavioural concerns
- Low self-confidence
- Limited understanding of boundaries
- Disengagement from peers
- Disengagement from learning



Play and Connect Referral Criteria

Play and Connect sessions focus on:

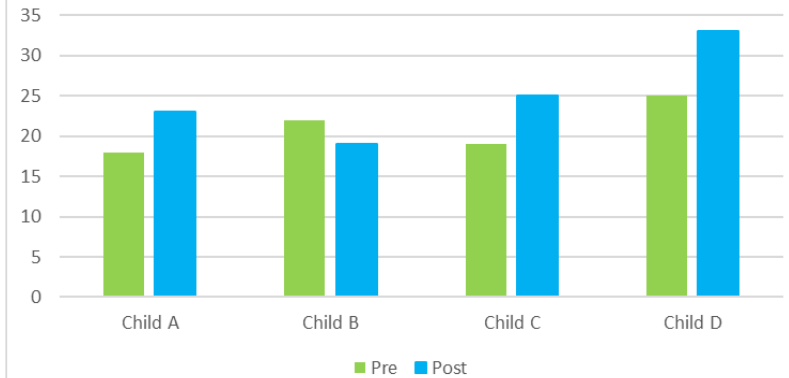
1. Building emotional connection
2. Supporting agency along with accepting boundaries
3. Providing language for actions and emotions

Reasons for referral may include any of the following:

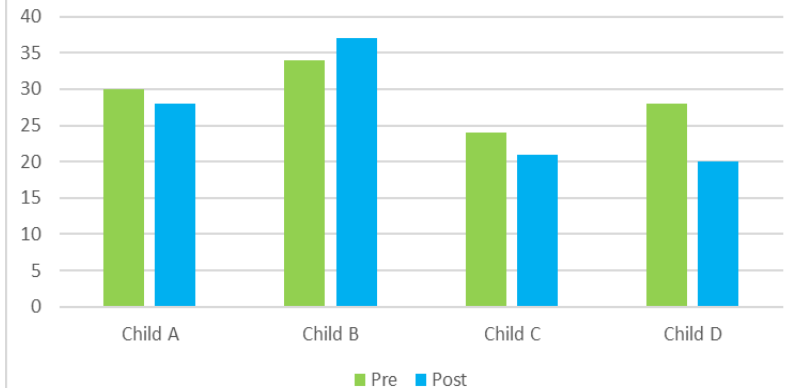
- Seeking or struggling with emotional connection
- Challenges with emotional regulation
- Behaviour challenges
- Lacking self-confidence
- Lacking in understanding boundaries
- Disengaged from peers
- Disengaged from learning



Emotional Regulation



Lability & Negativity



Quality Teaching

We consistently embed evidence-based teaching practices in every classroom.

Together we will:

Enhance educator capacity to support school priorities

- provide targeted, research-aligned professional learning
- refine collaborative practices within phases of learning and the Oral Language Team to strengthen instructional approaches and foster collective efficacy
- strengthen the role of the Phase of Learning Impact Coach to build teacher capacity through instructional coaching and mentoring
- embed the role of the Oral Language Impact Coach to support the implementation of oral language strategies through coaching, modelling, observation and feedback
- refine and strengthen the induction process for all staff

Embed high quality explicit teaching practices in every classroom for every student

- implement a cohesive approach to the design and delivery of high-quality Daily Reviews to maximise student engagement and learning outcomes
- revise the FLDC Instructional Framework in alignment with the Quality Teaching Strategy, ensuring clarity and consistency in pedagogical expectations
- develop the FLDC Instructional Playbook as a practical guide for staff, outlining our pedagogical approach and practices

Analyse student data to inform practice

- embed rigorous disciplined dialogue to build professional reflection and practices
- strengthen moderation practices to make consistent judgements on student progress and achievement.

Improvement Strategies:

Key Achievements for 2025:

Enhance educator capacity to support school priorities:

- ✓ Provided professional learning to educators on Peggy Lego explicit handwriting instruction.
- ✓ Provided professional learning to educators on the language component of LETfW.
- ✓ Built capacity of educators in how to administer oral language assessment.
- ✓ Modelling of whole class oral language instruction by the Oral Language Team and Oral Language Impact Coach.
- ✓ Shared responsibility of planning and implementing language sessions through a contextualised narrative approach.
- ✓ Phase of Learning Impact Coaches modelled and provided coaching on instructional routines to ensure consistency across the FLDC classes.
- ✓ Phase of Learning Impact Coaches developed Literacy Daily Reviews using a whole-school template they designed, supporting consistency of icons and delivery.
- ✓ Induction processes were refined, mentors were allocated at the start of the year and a new-staff checklist was developed.
- ✓ As part of the induction process new staff were offered Oral Language PL by our Outreach Service and PL on whole-school programs.

Embed high quality explicit teaching practices in every classroom for every student:

- ✓ Teaching staff and Education Assistants attended the Shaping Minds PL on Daily Reviews.
- ✓ Phase of Learning Impact Coaches developed Daily Review templates to be used across the school for consistency.
- ✓ Teaching staff were provided with a subscription to Daily Review Maker by Shaping Minds for the development of their numeracy reviews.
- ✓ Engagement norms and TAPPLE posters displayed in every classroom.
- ✓ The school improvement team began developing the FLDC Instructional Playbook.

Analyse student data to inform practice:

- ✓ Consultation with MultiLit for support to analyse and interpret data.
- ✓ Consultation with the On-Entry Team to analyse data and develop targets for Numeracy.
- ✓ Regular moderation in Literacy and Numeracy across all year levels.
- ✓ Data collected and stored in whole-school databases.
- ✓ Data analysed and the shared and reflected on at the annual FLDC Celebration Night.



Successful Students

We have high expectations for student progress and achievement.

Key Achievements for 2025:

Together we will:

Optimise growth in Oral Language

- strengthen our Multi-Tiered Systems of Support
- deepen collaborative processes in data analysis and planning
- refine the implementation of our Language enriched Talk for Writing approach
- enhance connections between our Language enriched Talk for Writing units and Integrated Curriculum

Maximise progress in Literacy

- strengthen our Multi-Tiered Systems of Support
- enhance whole school evidence-based programs through the implementation of Daily Reviews
- refine processes in rigorous data analysis, disciplined dialogue and planning

Maximise progress in Numeracy

- strengthen our Multi-Tiered Systems of Support
- implement a cohesive evidence-based approach to teaching and assessment, including a clear scope and sequence, structured Numeracy blocks and Daily Reviews
- refine processes in rigorous data analysis, disciplined dialogue and planning.

Optimise growth in Oral Language:

- ✓ Refined Cycle B of the whole-school Language Enriched Talk for Writing Scope & Sequence, providing clearer guidance on oral language focus.
- ✓ Align oral language scope and sequence to LeTfW unit goals in documented plan.
- ✓ Fortnightly collaborations to analyse data, collaboratively plan, discuss individual student progress and embed research informed practice.
- ✓ Develop pre and post assessments for LeTfW unit plans.
- ✓ Share responsibility for resource development and unit planning through collaborative meetings, PLCs and staff meetings.
- ✓ Refined the Oral Language Impact Coach role to model and support high-impact Tier 1 instruction and facilitation of Tier 2 with EAs.

Maximise progress in Literacy:

- ✓ Accessed support from MultiLit Consultant to analyse data, support differentiation and guide classroom instruction.
- ✓ Peggy Lego professional learning for all staff to build consistency in our whole school approach to explicit handwriting instruction.
- ✓ Developed a whole school approach to Literacy Daily reviews, aligned with Shaping Minds through support of Phase of Learning Impact Coaches.
- ✓ Collaborative disciplined dialogue to analyse data and inform targeted instruction.
- ✓ Built capacity in Education Assistance to support small group Literacy Instruction and Intervention.
- ✓ Built capacity of Education Assistants in Year 1-3 to deliver the Reading Tutor Intervention Program to develop consistency and fidelity.

Maximise progress in Numeracy:

- ✓ Bond Blocks intervention was implemented from PP-3.
- ✓ Finalised the whole-school Mathematics scope and sequence, including the integration of key mathematical vocabulary.
- ✓ Developed a whole-school instructional framework for the numeracy block.
- ✓ Built teacher capacity to design and implement Numeracy Daily Reviews.
- ✓ Provided teacher subscriptions for Daily Review Maker, Learning Through Doing and Maths Hero.
- ✓ Conducted data analysis and disciplined dialogue of our On-Entry, Bond Blocks and NAPLAN data.
- ✓ Explored whole school common assessment tasks for Mathematics. PAT Maths trialled at one site.



Improvement Target – Literacy (Reading)

To reduce the number of students (stable cohort) below the benchmark on the Wheldall Assessment of Reading Nonword (WARN) from mid Pre-primary to the end of Year One.

How are we going?

- Overall, this target was not achieved in 2025.
- 2 students moved from benchmark 25% up to within average range.
- 2 students moved from benchmark 25% up to benchmark 40% range.
- 11 students remained in the below benchmark of 25% range.
- 4 students moved from benchmark 40% down to 25% range.
- 4 students moved from within average to below benchmark 25%.
- 3 student moved from within average range to bottom 40%.

How do we know?

Benchmark	Mid Pre-primary 2024	End Year One 2025
25%	16	20
40%	4	4
Total 'low progressing'	20	24

What are we doing to improve?

- Strengthen Tier 1 instruction through the development of a whole school approach to Literacy Daily Reviews and consistency in delivery of the InitialLit program.
- Strengthen Tier 2 and Tier 3 Literacy Intervention with targeted small-group and individual instruction.
- Build capacity of Education Assistants to support the implementation of Literacy Intervention.
- Revising and updating the WARN, WARL, WARP assessment Schedule and the use of this data to identify student needs.
- Continue disciplined dialogue and data analysis to inform targeted instruction.
- Strengthening the Oral Language Impact Coach role to build staff capacity, focusing on Tier 2 invention and links to literacy instruction.



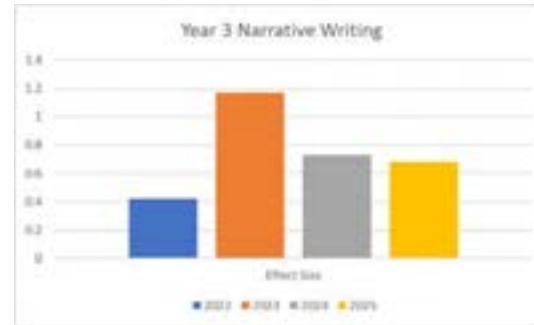
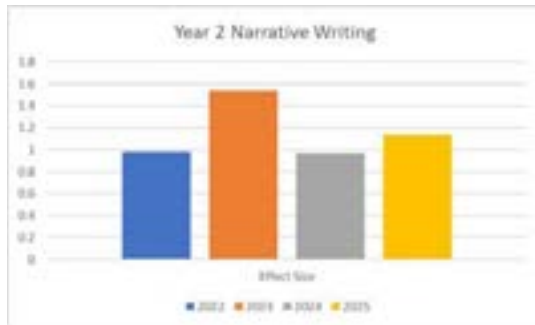
Improvement Target – Literacy (Writing)

Year Two and Three students will make an average growth of 0.8 effect size between Term One and Term Four as measured on Brightpath Narrative writing assessment.

How are we going?

- The improvement target was **successfully achieved** for our students in **Year 2**, who achieved an average growth of **1.14** effect size improvement on the Brightpath Narrative assessment.
- The improvement target was **not successfully achieved** for our students in **Year 3**, who achieved an average growth of **0.68** effect size improvement on the Brightpath Narrative writing assessment.
- The improvement target was increased from **0.4** effect size to **0.8** effect size from past years.

How do we know?



What are we doing to improve?

- Develop a whole School Writing Scope & Sequence to support writing instruction in all year levels.
- Strengthen sentence-level writing instruction for Year 1 -3.
- Continue to refine Language Enriched Talk for Writing Units (LeTfW) to enhance the implementation of our whole school approach.
- Revise the Whole School Literacy plan and develop a FLDC Instructional Framework to support consistency in Literacy Instruction.
- Continue to support and strengthen collaborative data review, writing moderation and disciplined dialogue.

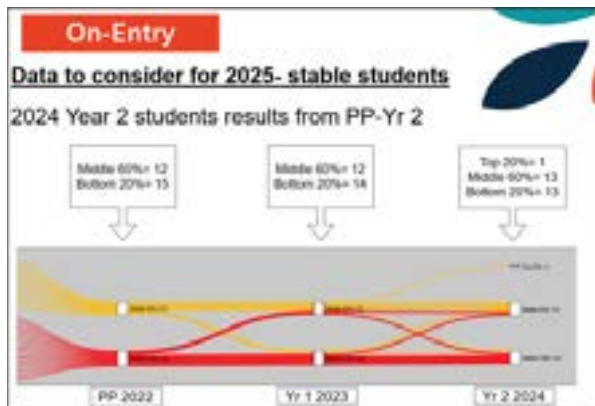


Improvement Target - Numeracy

To reduce the number of students (stable cohort) in the bottom 20% of the On-Entry Numeracy assessment from Pre-primary to Year One and from Year One to Year Two.

How are we going?

- All FLDC students PP-2 completed the On-Entry Numeracy assessments.
- Staff analysed the On-Entry data and identified the students who scored in the bottom 20%.
- Targeted PL was provided to teachers and education assistant to build capacity in providing Tier 2 Mathematics Intervention.
- Math Intervention kits were provided to each class.
- We discussed the On-Entry 'What now?' teaching resources to target those students.
- Bond Blocks ran in every class K-3 to develop students fact fluency to support numeracy skills.

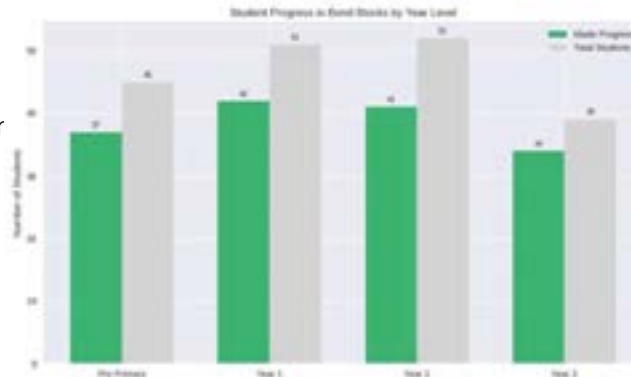


How do we know?

- The improvement target will be measured after our 2026 On-Entry assessment period.
- Improvements in Mathematics achievement measured through Bond Blocks:
 - PP: 82% of students made progress
 - Yr 1: 82% of students made progress
 - Yr 2: 79% of students made progress.
 - Yr 3: 87% of students made progress.
- Improvements in Mathematics achievement measured through NAPLAN:
 - Greater number of students were in the 'developing' proficiency range.
 - Fewer students in the 'needs additional support' proficiency range.
 - Our overall school average moved from the 'Needs Additional Support' range to 'Developing' range.
- Improvements in Mathematics achievement measured through Brightpath:
 - Increase in effect size from 0.35-0.89 for Number and Algebra.
 - Increase in effect size from 0.37-0.52 for Measurement and Geometry.
 - Both areas now falling in the 'Zone of desired effect'.

What are we doing to improve?

- Implement the 2026 Mathematics curriculum updates.
- Implement Maths Hero as a whole-school Mathematics program that supports consistent vocabulary and a clear progression of concepts.
- Run a trial of 'Explicit Maths Program' in two classrooms.
- Consistently implement daily reviews in every class and provide subscriptions to 'Daily Review Maker'.
- Strengthen disciplined dialogue around the analysis of On-Entry and Brightpath data whilst exploring alternative common maths assessments for moderation.



Improvement Target - Social and Emotional Learning

70% of Pre-primary to Year Two students will demonstrate progress on a minimum of two areas of the Semester Two Personal, Social and Learning (PSL) scales on the Student Achievement Reports.

How are we going?

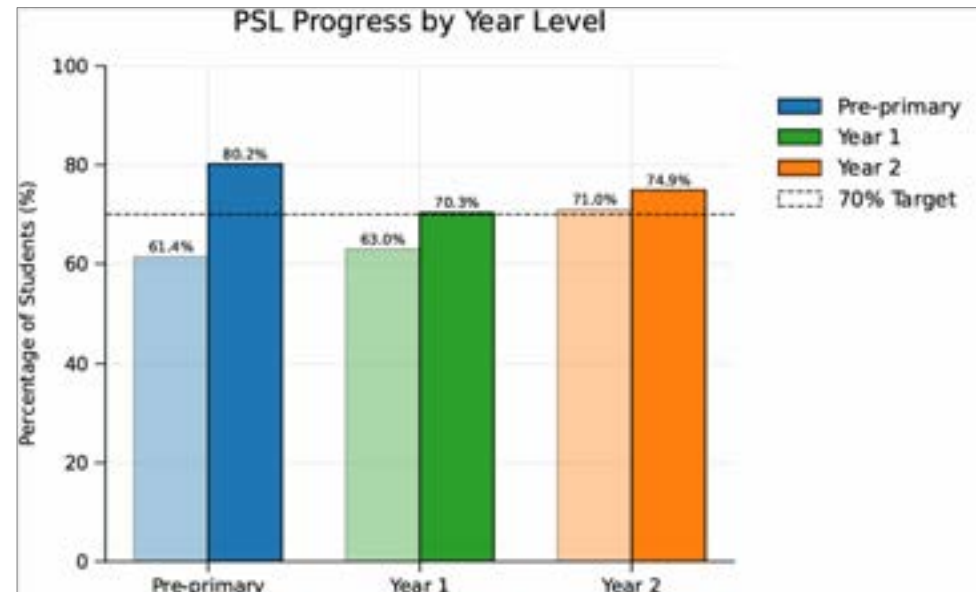
The improvement target was **successfully achieved**, with evidence of strong student growth in personal, social and learning capabilities across the early years.

How do we know?

In Semester Two, 74.5% of Pre-primary to Year Two students were assessed as demonstrating Personal, Social and Learning behaviours at the “Often” or “Consistently” level, indicating progress across a minimum of two PSL areas. This exceeded the school’s improvement target of 70%.

What are we going to do to improve?

- Continue to prioritise the development of students’ social and emotional learning.
- Further refine and consistently implement the modified *Little Highway* and *Highway Heroes* modules and associated resources.
- Strengthen opportunities for professional dialogue and moderation focused on Personal, Social and Learning behaviours across all phases of learning.



2025 Funding Agreement



Schedule A

Student-Centred Funding Statement

As at 31 March 2025

School:	Frontier Language Development Centre	School Year:	2025
Region:	South Metropolitan Region	Area:	0
		Distance to Perth (km):	12.17

Student-Centred Funding - 2025

Per Student Funding	\$2,153,743.00
Student and School Characteristics	\$3,079,201.26
Disability Adjustments	\$9,657.93
Targeted Initiatives	\$150,883.11
Operational Response Allocation	\$591,502.95
Regional Allocation	\$0.00
Total 2025:	\$5,984,988.25

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	20.00		\$112,440.00
Pre-Primary	47.00		\$459,049.00
Year 1	70.00		\$682,090.00
Year 2	54.00		\$527,418.00
Year 3	38.00		\$371,148.00
Total	229.00		\$2,153,743.00

Student and School Characteristics Funding - At Census

Student Characteristics	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Aboriginality	21.00		\$51,709.87
Disability	4.00		\$90,140.00
English as an Additional Language or Dialect	0.00		\$0.00
Language Development Centre	229.00		\$2,405,934.00
Social Disadvantage	49.05		\$50,869.96
Sub-Total			\$2,600,653.83
School Characteristics			
Enrolment Linked Base			\$478,547.43
Locality			\$0.00
Sub-Total			\$478,547.43
Total			\$3,079,201.26



Schedule A

Student Characteristics Funding (Detailed) - At Census

	Funded Student FTE	Amount
Aboriginality	21.00	\$51,709.87
Disability		
Disability	4.00	\$90,140.00
Educational Adjustment	0.00	\$0.00
Disability - Total	4.00	\$90,140.00
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	0.00	\$0.00
English as an Additional Language or Dialect Intensive English Centres	0.00	\$0.00
English as an Additional Language or Dialect - Total	0.00	\$0.00
Language Development Centre	229.00	\$2,405,934.00
Social Disadvantage		
Social Disadvantage Decile 1	15.72	\$25,970.88
Social Disadvantage Decile 2	15.40	\$15,986.62
Social Disadvantage Decile 3	14.93	\$8,670.46
Social Disadvantage - Total	46.05	\$50,627.96
Total Student Characteristics		\$2,600,653.83

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Coherence and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Expansion of Complex Behaviour Coordinators	\$26,202.03
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,121.02
Targeted Initiative: Schools with Low Proportion of Level 3 Classroom Teachers	\$13,121.02
Targeted Initiative: Statewide Speech and Language Outreach Service	\$35,029.41
Total	\$128,403.11

Targeted Initiatives - At Census

	Funded Student FTE	Amount
Targeted Initiative: Preschool Reform Agreements	20.00	\$22,480.00
Total		\$22,480.00

Operational Response Allocation (Detail)

	Amount
Operational Response: Language Development Centre Split Site Allocation	\$127,572.95
Operational Response: Provision of Speech and Language Services	\$463,930.00
Total	\$591,502.95



2025 Financial Summary

One Line Budget - Income

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	159,050	159,050
Carry Forward (Salary)	596,233	596,233
STUDENT-CENTRED FUNDING		
Per Student	2,153,743	2,153,743
School and Student Characteristics	3,079,201	3,079,201
Disability Adjustments	37,647	37,647
Targeted Initiatives	170,913	170,913
Operational Response Allocation	593,143	593,143
Total Funds:	6,034,647	6,034,647
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(452,691)	(452,691)
School Transfers - Cash	200,000	200,000
Department Adjustments	(2,769)	(2,769)
Total Funds:	(255,460)	(255,460)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	11,260	11,320
Charges and Fees	17,648	17,777
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	1,186	2,794
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	16,875	18,733
Other Revenues	15,788	14,778
Transfer from Reserve or DGR	34,197	34,197
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	96,954	99,599
TOTAL	6,631,424	6,634,069

One Line Budget - Expenditure

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,130,459	5,130,459
New Appointments	0	0
Casual Payments	444,008	444,008
Other Salary Expenditure	5,408	5,408
Total Funds:	5,579,875	5,579,875
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	43,382	35,206
Lease Payments	15,400	14,413
Utilities, Facilities and Maintenance	56,300	58,218
Buildings, Property and Equipment	78,237	63,538
Curriculum and Student Services	241,287	136,245
Professional Development	65,200	39,448
Transfer to Reserve	0	0
Other Expenditure	842	404
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	500,648	347,472
TOTAL	6,080,523	5,927,347



2025 Financial Summary

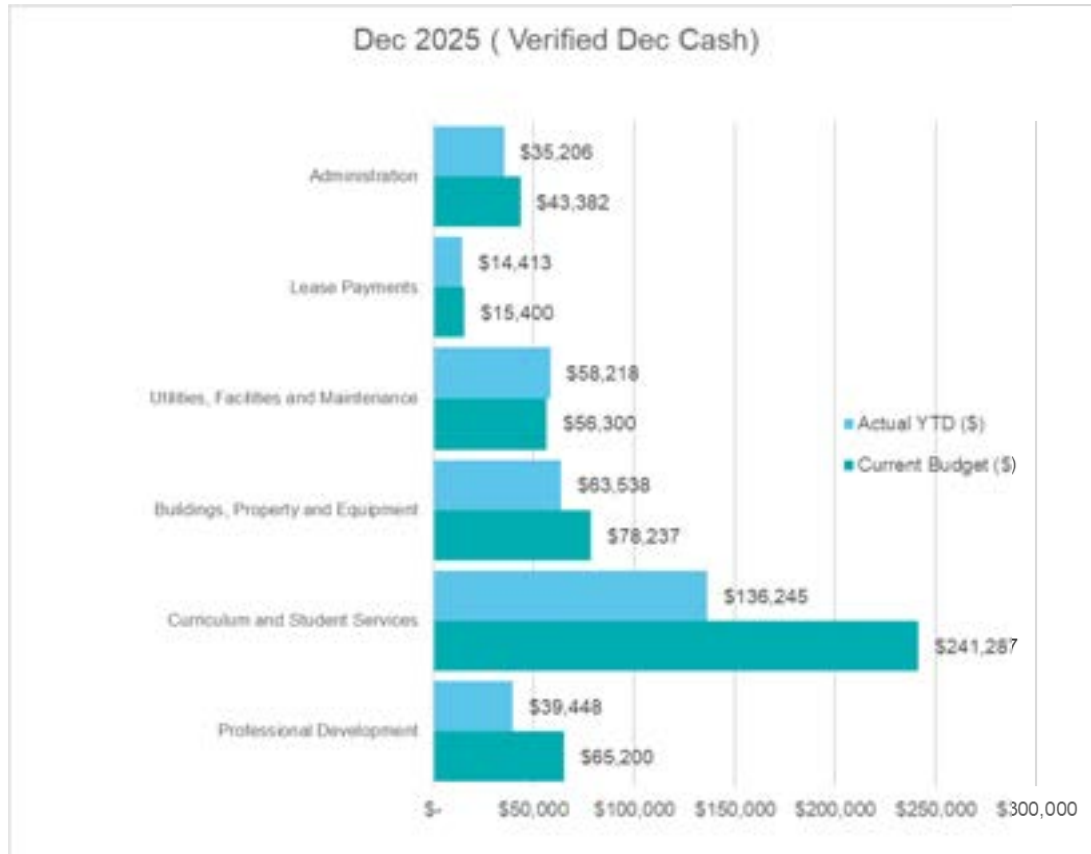
One Line Budget - Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	159,050	159,050
Carry Forward (Salary):	596,233	596,233
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,779,187	5,779,187
Locally Raised Funds:	96,954	99,599
Total Funds:	6,631,424	6,634,068
EXPENDITURE		
Salaries:	5,579,875	5,579,875
Goods and Services (Cash):	500,648	347,472
Total Expenditure:	6,080,523	5,927,346
VARIANCE:	550,901	706,722



2025 Financial Summary

Goods and Services Expenditure Budget vs Actual

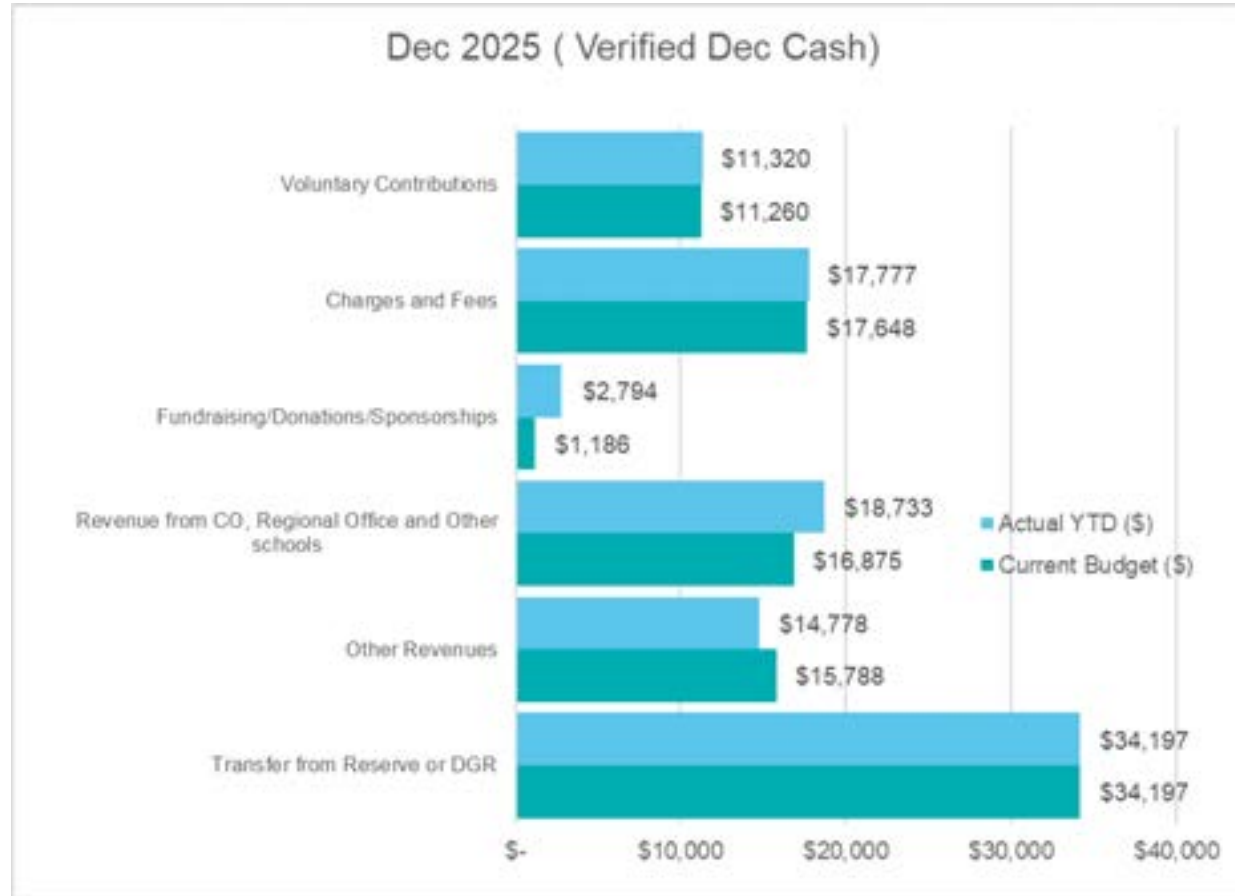


Goods and Services vs Salary Expenditure



2025 Financial Summary

Locally Generated Revenue Budget vs Actual



Leavers' 2025

Our Leavers Assembly in 2025 was a proud and reflective celebration of each student's journey at Fremantle LDC marking an important milestone as students prepared to transition to their mainstream schools. For the first time in many years, all three sites came together to farewell 70 students. They shared songs, received certificates and awards and celebrated their achievements. The assembly created a strong sense of unity and shared pride across our whole school community, recognising each students' progress in confidence and communication, while celebrating the collective effort of staff, families and students in supporting successful transitions.



Leavers' 2025





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