



**FREMANTLE LANGUAGE  
DEVELOPMENT CENTRE**



# Annual Report 2024



# Acknowledgment of Country



Artwork by Krista Davies

Kaya

Ngalak djoorabiny noonook djinanginy nidja Fremantle LDC. Ngalak dandjoo Wadjak Noongar boodjak. Ngalak kaadatj Noongar moort koora koora, yeyi wer boordakan.

Fremantle LDC kalyakoort kolbang koorliny kaadadjiny wer yanginy Noongar nakolak wer malayin.

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



On behalf of the Fremantle Language Development Centre (LDC) community, we are proud to present the 2024 Annual Report, highlighting our school's progress and achievements over the past year. This report reflects our commitment to continuous improvement and our dedication to providing a high-quality learning environment that supports the needs of our students.

As we approach the final year of our Business Plan, we are pleased to showcase the progress made in our four priority areas:

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

We extend our heartfelt thanks to our dedicated staff, students, and the broader Fremantle LDC community for their ongoing contributions. Together, we have worked towards our vision *to be a school of excellence that empowers students to talk, learn and grow.*

We also appreciate the collaboration with our co-located schools—Caralee Community School, Beiliar Primary School, and Bull Creek Primary School. Their ongoing commitment to working in partnership with the FLDC ensures that our students thrive in an inclusive and supportive learning environment.

We acknowledge our School Board, led by Dr. Kyle Hoath, for their dedication to supporting the school's strategic directions. Thank you to our parent representative members, Kelly and Gemma for their valuable contributions to the Board over the past few years. Your commitment has been deeply appreciated, and we wish you all the best as your children transition to their mainstream schools.

It has been a privilege to continue leading the Fremantle LDC on its journey of continuous improvement. I look forward to further strengthening our school directions and initiatives and enhancing outcomes for every student in every classroom.

Nichola Middlemiss, Principal



**Jodie Shepherdson**  
Deputy Principal



**Jennie Dawson**  
Deputy Principal



**Elizabeth Langford-Smith**  
Deputy Principal



**Robyn Eade**  
Deputy Principal

# School Board Report

The Fremantle Language Development Centre (LDC) Board supports and guides the strategic direction of the school as outlined in its Business Plan. In 2024, the Board continued to represent the whole school community, working closely with new Principal Nichola Middlemiss and the leadership team to deliver on the final year of the 2021–2024 Business Plan. Each Board meeting focused on the school’s four priority areas: Student Achievement, Excellence in Teaching, Culture and Care and Strengthening Relationships. Staff leading these priorities provided detailed updates, offering Board members insight into progress and impact. These presentations helped ensure the Board remained well informed and able to represent the school effectively in the community.

In line with our governance responsibilities, the Board signed off on the 2024 Department of Education Funding Agreement and endorsed the FLDC Annual Report. We also reviewed and approved the 2025 Booklist and school fees, ensuring these reflected the school’s strategic priorities and community expectations. A continued focus in 2024 was increasing Board visibility and engagement across the school community. Board representatives attended events such as the planning night, new parent meetings, and leavers’ assemblies, providing opportunities to connect with families, celebrate student success, and engage meaningfully with the culture of the school.

A significant milestone this year was preparing for the school’s Public School Review, which coincides with the conclusion of the current Business Plan. The Board supported the leadership team in gathering evidence and reflecting on progress across all strategic priorities. We are proud of what the school has achieved and look forward to using the review insights to shape the next planning cycle.

I want to acknowledge the valued contributions of our parent representatives, Gemma Nugent (Deputy Chair), Kelly Smith, and Asheila Narang, who have generously given their time and expertise. A special thank you to Gemma and Kelly as they complete their tenures on the Board. Their service has been deeply appreciated. We also benefitted from the contributions of our staff representatives, Nichola Middlemiss, Jodie Shepherdson, and Lauren Hoath, whose extensive experience and understanding of students with Developmental Language Disorder have added great value to our work. The Board commends Nichola for her strong, thoughtful leadership and commitment to student wellbeing and achievement. Behind the scenes, Ana Philpott, our Executive Officer, has played an essential role in keeping Board operations smooth and effective. Ana’s attention to detail, professionalism, and organisation ensured our meetings were productive and our work remained focused.

Under Nichola’s leadership, and with the ongoing dedication of the staff, the school has continued to deliver outstanding results for students. The Board consistently sees that children leave the Fremantle LDC with the confidence and skills needed to thrive in mainstream education. This is a direct reflection of the high-quality teaching, targeted support, and nurturing environment that defines the school.

It is also important to recognise the often-unseen dedication of all staff. Your efforts, whether in the classroom, in support roles, or as part of the wider school team, are deeply valued. I had the privilege of attending several events and an end-of-year review session where staff shared achievements and discussed future opportunities. It was inspiring to see the passion and professionalism that drives this community.

As we close out the current Business Plan, work is already underway on the school’s next Excellence Plan. The Board is excited to contribute to this process and to ensure the new plan reflects the needs and aspirations of the entire Fremantle LDC community.

Serving as Board Chair continues to be a genuine privilege. I remain deeply impressed by the collaboration, care, and clarity of purpose that define Fremantle LDC. As we move into 2025, I look forward to supporting the development of our next strategic chapter and continuing to help the school “Talk, Learn, Grow.”

**Kyle Hoath**

**Board Chair, Fremantle Language Development Centre Board**



# School Overview

Fremantle Language Development Centre (LDC) is an Independent Public School that provides high quality specialist education for Kindergarten to Year 3 students who have been identified as having a Developmental Language Disorder (DLD) or have language difficulties aligning with the criteria for DLD. Fremantle LDC consists of both a school and a state-wide Outreach service, delivering targeted, intensive language and academic intervention within a supportive environment that fosters social, emotional, and academic growth.

Fremantle LDC operates across three sites, co-located with local primary schools, allowing students to benefit from interaction and inclusion with mainstream peers. The duration of attendance varies based on individual progress and placement needs, with each student having an Individual Education Plan (IEP) that is continuously reviewed.

The school's main administration is based at Caralee Community School in Willagee. In 2024, Fremantle LDC comprises 17 classes, including four classes at Bull Creek Primary School and three at Beeliar Primary School. Fremantle LDC collaborates with the co-located schools' administration teams to ensure an inclusive environment. Some students access 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 participate academically.

## Outreach Service

Fremantle LDC's Outreach Service supports mainstream primary school teachers across the South Metropolitan, Pilbara, and West Kimberley regions in working with students who have speech and language delays or difficulties. This service is available for students who:

- Are enrolled in Kindergarten to Year 2 and do not attend an LDC/LDS, or
- Have previously attended an LDC and have transitioned into a mainstream setting (Pre-primary to Year 4).

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.

## 2024 Student Numbers and Characteristics

The referral process for 2024 began in the previous year and was coordinated by Fremantle LDC in partnership with the South Metropolitan Region Psychology Services and the Health Department. Referrals were accepted for Kindergarten to Year 1. Both a speech pathology assessment and a psychological assessment (PP-Yr1) were required, as well as a teacher questionnaire where appropriate.

The Placement Committee interpreted the information from 101 referrals and made offers of placement to 92 children who met the entrance criteria for placement for 2024. Sixty-nine of these offers were accepted.

In 2024, there were 219 students enrolled in Kindergarten to Year 3. As in previous years, there was a high proportion of male students.

### Student Numbers (as at 2024 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Total
Full Time	(12)	51	60	56	29	208
Part Time	23					

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

	Kin	PPR	Pri	Total
Male	18	35	104	157
Female	5	16	41	62
Total	23	51	145	219

	Kin	PPR	Pri	Total
Aboriginal	1	6	15	22
Non-Aboriginal	22	45	130	197
Total	23	51	145	219

# 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."*

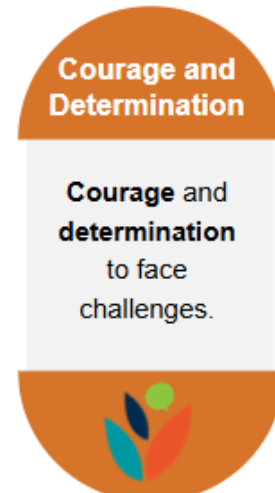
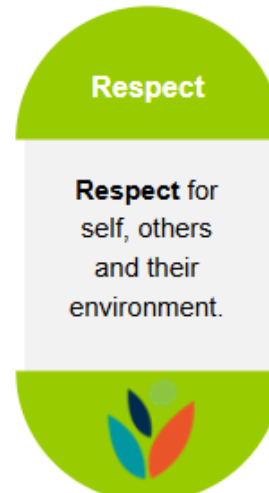
This vision underpins every aspect of our teaching, learning, and student support practices, and reflects our commitment to fostering a safe, inclusive, and empowering environment where every child can reach their full potential.

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 Business 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.

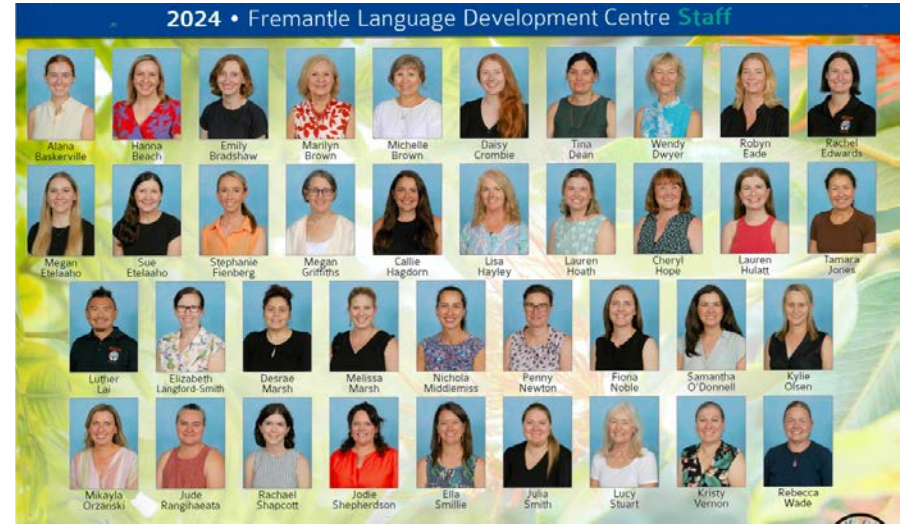
Together, these strategic directions ensure that the Fremantle Language Development Centre community continues to provide an exceptional learning environment where all students are empowered to talk, learn and grow.



# Staff Information 2024

The staff of Fremantle LDC consists of:

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



Administration Staff	No	FTE
Principal	1	1
Deputy Principal	3	2.6
<b>Total Administration Staff</b>	<b>4</b>	<b>3.6</b>
School Staff	No	FTE
Teaching Staff	30	21.2
Non-Teaching Staff	33	23.6
<b>Total School Staff</b>	<b>71</b>	<b>52</b>



## 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, new staff inductions, ongoing capacity building in oral language intervention and retention/recruitment of permanent staff.

# Student Attendance

## How are we going?

- Strong improvement: Attendance has increased by 4.1% from 87.5% in 2022 to 91.6% in 2024.
- Above state average: *In 2024, the school's attendance rate is 2.2% higher than WA Public Schools (91.6% vs. 89.4%).*
- Outperforming trends: The school has maintained a higher attendance rate than the state average for three consecutive years.

	Attendance Rate	
	School	WA Public Schools
2022	87.5%	86.6%
2023	89.1%	88.9%
2024	91.6%	89.4%

## How do we know?

- Data trends show a consistent upward trajectory in attendance over three years.
- Comparison with WA Public Schools confirms that the school's attendance is outperforming the state average.
- Increased attendance suggests effective school-wide strategies, student engagement, and possibly improved wellbeing initiatives.

## What are we doing to improve?

- Proactive monitoring: Identifying and supporting students at risk of chronic absenteeism.
- Positive school culture: Fostering belonging through wellbeing and engagement programs.
- Parental engagement: Strengthening communication on the importance of attendance.
- Targeted support: Addressing barriers like social-emotional challenges or learning needs.
- Recognition & rewards: Celebrating and encouraging strong attendance school-wide.



# 2024 Highlights

Maths Fun Day



Incursions



Book Week



Excursions



Big Day Out



NAIDOC week



Celebrating DLD Day



Colour Run



# Business 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 Business Plan (2021–2024) 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 2024 Annual Report reflects on how Fremantle LDC is tracking against the goals outlined in the Business Plan (2021–2024). 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:

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



# Student Achievement

**We cultivate high expectations for student progress and achievement.**

## Together we will:

Accelerate progress in oral language.

- ✓ Refine our Response to Intervention.
- ✓ Create and implement literature-based units.
- ✓ Develop and embed an integrated curriculum approach underpinned by oral language.
- ✓ Strengthen collaborative processes in data analysis and planning for intervention.

Accelerate progress in literacy.

- ✓ Strengthen our Response to Intervention.
- ✓ Implement systematic evidence-based literacy programs.
- ✓ Engage in rigorous data analysis and disciplined dialogue.

Accelerate progress in numeracy.

- ✓ Establish a learning progression of early number skills to inform planning and practice.
- ✓ Embed explicit instruction in the language of mathematics.
- ✓ Build on collaborative processes and collective efficacy to plan, act and assess student learning.
- ✓ Build instructional leadership to support delivery of effective and evidence-based teaching practices.



# Student Achievement: Oral Language



## KEY ACHIEVEMENTS IN 2024 WERE:

- ✓ Strong growth in K/PP oral language (RAPT), exceeding targets. PP: Info 1.22, Grammar 1.18 (Target: 0.4) K: Info 0.86, Grammar 0.84 (Target: 0.4)
- ✓ Year 3 narrative retell (CUBED) exceeded expectations. Effect size: 0.6 (Target: 0.4)
- ✓ Year 1 showed significant progress in story structure & complexity. Story Grammar: 0.81, Language Complexity: 1.01 (Target: 0.4)
- ✓ Steady progress in Years 1–3 narrative development (CUBED). Overall Retell: 0.37 (*approaching 0.4*)
- ✓ Year 2 & 3 Story Grammar/Complexity: 0.58 (Target: 0.4)
- ✓ Established the Oral Language Impact Coach to model and support high-impact Tier 1 instruction in classrooms.
- ✓ Refined Cycle A of the whole-school Language Enriched Talk for Writing Scope & Sequence, providing clearer guidance on oral language focus.
- ✓ Delivered targeted Tier 2 & 3 Oral Language interventions to support identified students.
- ✓ Enhanced narrative instruction by implementing storytelling boxes in all classrooms and increasing opportunities for story retelling and generation using vocabulary banks and key connectives.
- ✓ Continued resource development and unit planning through collaborative meetings, PLCs, and staff meetings.

## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Further strengthening the Oral Language Impact Coach role to build staff capacity, including targeted support for new LDC staff.
- Refining and embedding Cycle B of the Language Enriched Talk for Writing Units to enhance implementation.
- Aligning oral language goals in IEPs with Language Enriched Talk for Writing Units for greater continuity.
- Developing pre- and post-assessments linked to IEP goals and Talk for Writing Units to measure progress effectively.
- Refining the oral language assessment schedule to improve consistency and data-driven decision-making.
- Enhancing fortnightly phase-of-learning consultations with speech pathologists to build teacher knowledge.
- Building parent knowledge of oral language strategies through workshops, parent workshops, newsletters, and targeted communication to support language development at home.
- Designing and piloting a new 'Talk, Learn, Grow' language group model to strengthen early oral language development for Kindergarten students and provide parents with strategies to support learning at home.

# Student Achievement: Literacy

## KEY ACHIEVEMENTS IN 2024 WERE:

### *Accelerate progress in literacy:*

- Writing growth exceeded targets, with Pre-primary and Year 1 students achieving an effect size above 0.8, and Year 2 and Year 3 students above 0.4.
- Brightpath Term 4 mean scores improved from 2023.
- More students achieved the strong and exceeding categories in NAPLAN writing and grammar, with a higher percentage in the strong category for writing compared to like schools.
- The Business Plan target was met, with Year 1 to Year 3 students achieving an average effect size of 0.6 in reading fluency (WARN, WARL, WARP).
- More students showed high and very high progress from On-Entry Literacy to Year 3 NAPLAN reading compared to 2023.
- Year 3 students demonstrated improved reading comprehension on YARC.
- InitialLit continued in all Pre-primary to Year 3 classes, with a scope and sequence developed for Pre-primary.
- The Spellex program was introduced for Year 3 students who completed InitialLit 2.
- Collaborative data review using disciplined dialogue was strengthened.
- The assessment schedule for WARN, WARL, and WARP was updated, with professional learning provided on assessment and data analysis.
- Refined whole school systems for handing over literacy data from year to year.

## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Accessing support from MULTILIT Consultants to analyse data, identify starting points for instruction, and support differentiation.
- Revising and updating the Whole School Literacy Plan to reflect current best practices.
- Building consistency in handwriting instruction through professional learning on Peggy Lego and refining the whole-school approach.
- Developing a whole-school approach to daily reviews to support literacy instruction, aligned with Shaping Minds professional learning.
- Strengthening sentence-level instruction in writing for Year 1 students.
- Continuing disciplined dialogue to analyse data and inform targeted instruction.
- Strengthening Tier 2 and Tier 3 literacy interventions with targeted small-group instruction.
- Reviewing and refining assessment schedules to ensure data informs teaching and intervention planning effectively.
- Building capacity of Education Assistants in Years 1-3 to implement Reading Tutor Program with consistency and fidelity.



# Student Achievement: Numeracy



## KEY ACHIEVEMENTS IN 2024 WERE:

- ✓ Over 50 percent of Year 1 students completing Bond Blocks Module 4 achieved an increase of 5 or more growth points in pre- and post-assessments.
- ✓ Year 3 students made steady progress in Number and Algebra, with Brightpath pre- and post-test assessments showing an effect size of 0.35.
- ✓ The number of Year 1 students who met the Bond Blocks growth target increased from 2023.
- ✓ The number of Year 1 students correctly answering word problem questions in the On-entry assessment increased.
- ✓ Through targeted professional learning and coaching built education assistant capacity to support Bond Blocks and Tier 2 intervention in Mathematics.
- ✓ Implemented Tier 2 and Tier 3 Mathematics Intervention, with 92% of targeted students making progress.
- ✓ Developed and implemented a whole-school Mathematics scope and sequence.
- ✓ Trialed an evidence-based numeracy program to strengthen instructional practices.
- ✓ Reviewed the Fremantle LDC Language of Mathematics scope and sequence to ensure alignment with best practices.

## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Providing targeted professional learning to build teacher and education assistant capacity in Bond Blocks and Tier 2 Mathematics Intervention.
- Strengthening Tier 2 Mathematics Intervention to enhance student progress.
- Developing a whole-school instructional framework for the numeracy block.
- Implementing high-quality daily reviews aligned with Shaping Minds professional learning strategies.
- Refining Bond Block assessments and improvement targets.
- Strengthening the use of Bond Blocks as both a Tier 1 and Tier 2 strategy to support whole-class instruction and targeted intervention.
- Finalising the Fremantle LDC Mathematics Scope and Sequence and Language of Mathematics Scope and Sequence.
- Identifying a whole-school model for attacking word problems.

# Excellence in Teaching

We embed high impact teaching practices in every classroom.

## Together we will:

Enhance educator capability through high impact professional learning.

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

Analyse student data to inform planning for targeted teaching and appropriate intervention.

## Improvement strategies:

- ✓ Build on collaborative processes and collective efficacy to plan, act and assess student learning.
- ✓ Enrich professional learning opportunities in evidence-based tiered intervention.
- ✓ Refine observation, feedback, and reflection processes.
- ✓ Strengthen coaching and mentoring processes.
- ✓ Embed the use of the Fremantle LDC Instructional Framework.
- ✓ Cultivate differentiated teaching practice to address individual learning pathways.
- ✓ Build instructional leadership to support the delivery of effective and evidence-based teaching practices.
- ✓ Strengthen data literacy and processes.
- ✓ Embed robust disciplined dialogue to build professional reflection and practice.



# Excellence in Teaching

KEY ACHIEVEMENTS IN 2024 WERE:

## *Enhance educator capability through high impact Professional Learning:*

- ✓ Strengthened leadership roles by further developing the Phase of Learning Leader role to support the implementation of whole-school programs, strategies, and pedagogy.
- ✓ Built the capacity of Phase of Learning Leaders as Instructional Coaches, equipping them with the skills to support and guide staff in evidence-based teaching practices.
- ✓ Continued the Numeracy Coach role, leading the implementation of numeracy intervention strategies, including Bond Blocks, and developing teacher knowledge and capacity.
- ✓ Embedded collaborative practices within phase-of-learning groups, supporting the development of resources for Language Enriched Talk for Writing units and enhancing literacy and numeracy instruction.
- ✓ Appointed an Oral Language Coach, further strengthening teacher capacity in oral language development and evidence-based instructional practices.
- ✓ Sustained our commitment to professional learning through weekly PLCs, ensuring ongoing collaboration and professional growth, a comprehensive induction program and coaching and mentoring models to build confidence in tiered intervention.

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

- ✓ Trialled the use of 'Learning Through Doing' to collect and analyse mathematics data.
- ✓ Developed a Reporting Working Party to refine IEP processes, ensuring alignment with school-wide practices and responsiveness to student needs.
- ✓ Expanded the use of Bond Blocks Screeners to assess numeracy development and inform intervention planning.

WHAT ARE WE DOING TO IMPROVE IN 2025?

- Enhancing the Oral Language Impact Coach role to provide deeper support for teachers in embedding oral language instruction.
- Restructuring PLCs to include fortnightly Phase of Learning (POL) collaborative planning meetings and Speech Pathology consultations on alternate weeks with POL Teams.
- Delivering whole-school professional learning on high-impact teaching strategies through Shaping Minds PL.
- Providing in-class modelling and demonstration lessons by a Shaping Minds Consultant to support teachers in applying evidence-based practices.
- Implementing targeted observation and feedback on Daily Reviews, led by the Shaping Minds Consultant, to refine instructional effectiveness.
- Strengthening induction processes for new staff, including a more structured mentoring program to support professional growth.
- Refining the Phase of Learning Leader role to embed a stronger focus on instructional coaching, further developing teacher capacity.
- Strengthening the use of data to inform Tier 2 and Tier 3 interventions, ensuring targeted support for student learning needs.
- Refining data analysis processes within Phase of Learning teams to enhance decision-making and instructional planning.
- Investigating mathematics assessments that improve the ability to analyse data effectively and serve as diagnostic tools for targeted teaching.
- Strengthening teacher knowledge and understanding of oral language assessments and their ability to interpret data to inform planning.



# Excellence in Teaching

## KEY ACHIEVEMENTS IN 2024 WERE:

### *Embed high quality, explicit teaching practices for every student:*

- ✓ Built the capacity of Phase of Learning Leaders through targeted professional learning, including Shaping Minds PL, to deepen their knowledge of high-impact teaching strategies.
- ✓ Continued the implementation of InitiaLit in all Pre-primary to Year Three classes and Pre-Lit in Kindergarten classes, embedding structured synthetic phonics.
- ✓ Strengthened Response to Intervention with Tier 2 and Tier 3 Bond Blocks intervention to improve outcomes in early number skills.
- ✓ Enhanced instructional consistency by having Phase of Learning Leaders model lessons aligned to the FLDC Instructional Framework, observe teacher practice, and provide targeted feedback to strengthen educator practice.
- ✓ Enhanced collaboration between teachers and speech pathologists through structured collaboration meetings and PLCs.
- ✓ Provided targeted support through the Oral Language Impact Coach, who worked alongside teachers in planning, modelling, shoulder-to-shoulder work, and consultations to build educator capacity and deepen understanding of Developmental Language Disorder (DLD).
- ✓ Embedded a focus on explicit teaching with a gradual release of responsibility, ensuring structured and scaffolded learning experiences for students.

## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Developing the Fremantle LDC Instructional Playbook, aligning with the Quality Teaching Strategy and Teaching for Impact, to provide a clear framework for implementing high-impact, explicit teaching practices.
- Embedding high-impact instructional strategies through whole-school professional learning, coaching, and structured collaboration. Implementing structured PLCs and coaching cycles, supporting teachers in refining explicit teaching through collaborative learning and peer feedback.
- Refining the Phase of Learning Leader role to embed a stronger focus on instructional coaching, ensuring consistency in high-impact teaching.
- Expanding the use of daily reviews, ensuring explicit teaching practices are consistently embedded across classrooms.
- Providing teachers with in-class modelling and demonstration lessons from a Shaping Minds Consultant, reinforcing explicit teaching and evidence-based strategies.



# Culture and Care

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

## Together we will:

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

Enhance case management for students with additional learning needs.

Develop students' social and emotional skills.

## Improvement strategies:

- ✓ Strengthen strategies to support students' self-regulation, positive behaviour, and wellbeing.
- ✓ Embed the Aboriginal Cultural Standards Framework.
- ✓ Strengthen processes to identify, support and monitor student progress.
- ✓ Enhance collaboration with families and allied professionals.
- ✓ Refine whole school programs that build skills in pragmatics, resilience, and wellbeing.



# Culture and Care



## KEY ACHIEVEMENTS IN 2024 WERE:

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

- ✓ Enhanced workplace safety practices by appointing and training a new Health and Safety Representative, ensuring compliance and consistency across all sites.
- ✓ Refined our Positive Behaviour and Wellbeing approach to embed a consistent, proactive framework for behaviour support across the three campuses.
- ✓ Strengthened inclusive relationships and collaborative practices with co-located site partners to support shared student outcomes.
- ✓ Commissioned a culturally significant artwork by Aboriginal artist Krista Davies, symbolising Fremantle LDC's unique identity and deepening our connection to Country.

### *Enhance case management for students with additional learning needs:*

- ✓ Strengthened case management processes for students with additional learning needs to ensure timely and coordinated support.
- ✓ Reviewed internal SAER referral procedures and developed a SAER Team Referral Form.
- ✓ Established regular SAER Team meetings to review referrals and collaboratively develop targeted action plans.
- ✓ Strengthened Multi-Tiered Systems of Support with the launch of the *Connect and Thrive: Complex Behaviour Support Project* in partnership with Network 20.



## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Strengthening partnerships with parents through targeted engagement initiatives such as regular parent workshops.
- Building staff expertise in supporting student self-regulation through professional learning in the Alert Program.
- Enhancing the impact of positive behaviour and wellbeing initiatives by embedding consistent, proactive behaviour strategies across all sites.
- Designing an inclusive 'outdoor classroom' at the Willagee site in collaboration with Caralee CS.
- Deepening staff understanding of cultural safety and responsiveness through targeted professional learning.
- Enhancing collaboration with co-located sites by increasing Deputy Principal time at satellite campuses to strengthen on-site leadership and partnership.
- Developing a SAER Overview Database to strengthen data collection, analysis, and tracking of student progress over time.
- Refining the SAER Team Referral Form and associated processes to further streamline and enhance the efficiency of internal referrals.
- Reviewing and strengthening longitudinal data collection to inform effective case management and decision-making.
- Monitoring and supporting student attendance through regular Attendance Committee meetings and the implementation of proactive strategies, such as early identification and follow-up with families to address emerging attendance concerns.
- Fostering collaboration with families and allied health professionals through regular meetings and workshops, including an Allied Health Referral Information Session.

# Culture and Care

## KEY ACHIEVEMENTS IN 2024 WERE:

### *Develop students' social and emotional skills:*

- ✓ Adapted the whole-school social and emotional learning program to increase accessibility for students with language difficulties, including a refined scope and sequence.
- ✓ Refined the *DLD and Me* program to build self-awareness and self-advocacy skills in Year 3 students transitioning to mainstream settings, with post-assessment data demonstrating significant improvement in outcomes.
- ✓ Developed a Tier 3 *Play and Connect* program, grounded in play therapy principles, to support students requiring additional assistance with emotional regulation.
- ✓ Strengthened teacher capacity through targeted professional learning, including a workshop facilitated by Amanda Styles from *Connect for Kids*.

## WHAT ARE WE DOING TO IMPROVE IN 2025?

- Continuing and strengthening the *Connect and Thrive: Complex Behaviour Support Project* to provide sustained, targeted support for students with complex behavioural needs.
- Ongoing implementation and refinement of the *DLD and Me* program to support student self-awareness, self-advocacy, and transition readiness.
- Enhancing the chaplaincy service across all sites to provide consistent wellbeing support for students and families.
- Consolidating staff understanding of whole-school wellbeing and behaviour support approaches, through ongoing professional learning and coaching.
- Sustaining consistent induction processes to ensure new staff are supported to implement whole-school programs with confidence and clarity.



# Strengthening Relationships

We nurture partnerships within the school and wider community.

## Together we will:

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

Develop and nurture relationships with our Aboriginal Communities.

Foster student engagement and agency.

## Improvement strategies:

- ✓ Establish and develop language learning groups for kindergarten students and their parents.
- ✓ Enhance professional learning and support through our Outreach service.
- ✓ Develop and implement our Reconciliation Action Plan.
- ✓ Deepen our understanding about Aboriginal histories, peoples, and cultures.
- ✓ Promote the importance of attendance and engagement through data analysis and targeted support.
- ✓ Enrich quality play-based learning.



# Strengthening Relationships

## KEY ACHIEVEMENTS IN 2024 WERE:

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

- ✓ Reviewed the *Talk Learn Grow* Language Group to ensure it met the needs of current students and their families.
- ✓ Offered parent workshops to build family capacity and raise awareness of student needs.
- ✓ Strengthened ties between regional and metropolitan schools through the introduction of a new Language Leadership model by Outreach Service.



### *Develop and nurture relationships with our Aboriginal Communities:*

- ✓ Continued to embed the Aboriginal Cultural Standards Framework across the school.
- ✓ Invited Aboriginal families to join in NAIDOC week activities and events.
- ✓ Worked collaboratively with co-located schools on the development of Aboriginal Initiatives.



## WHAT ARE WE DOING TO IMPROVE in 2025?

- Trialling a revised model for the *Talk Learn Grow* Language Group program, with sessions delivered in the classroom to strengthen in-context learning.
- Offering targeted workshops to new families to build understanding of Developmental Language Disorder and provide practical strategies for home support.
- Extending the offer of family workshops to co-located schools to build broader community awareness and support for students with language needs.
- Continuing to raise awareness of DLD across our three co-located sites by sharing information, resources, and hosting DLD Day events and celebrations.
- Further developing the suite of online professional learning modules through the Outreach Service to enhance educator capacity and accessibility.
- Enhancing educator capacity to deliver evidence-based oral language programs by releasing criterion-referenced assessment scores for *Cracking the Code* and developing Daily Reviews for both *Cracking the Code* and *Words, Grammar & Fun* to strengthen instructional fidelity and student outcomes.
- Commencing the review and update of the FLDC Reconciliation Action Plan to reflect current practices and future aspirations.
- Continuing to enhance our school environments to foster a stronger sense of belonging, cultural safety, and inclusion for all students.
- Exploring opportunities to deepen connections with local Aboriginal communities through consultation and collaboration.
- Embedding culturally responsive practices across teaching, learning, and community engagement through ongoing staff learning and reflection.

# Strengthening Relationships

## KEY ACHIEVEMENTS IN 2024 WERE:

### *Foster student engagement and agency:*

- ✓ Continued implementation of positive behaviour support processes to support engagement and behaviour of students.
- ✓ Acknowledged improvement in attendance with students and families.
- ✓ Continued our strong pastoral care processes to support students and families.

## WHAT ARE WE DOING TO IMPROVE in 2025?

- Providing meaningful opportunities for students to express their ideas, make choices, and contribute to decision-making in their learning environments.
- Strengthening student leadership within the LDC by creating developmentally appropriate leadership opportunities for Year 3 students.
- Embedding engagement norms in classroom practice to increase active student participation and on-task behaviour.
- Promoting agency through play-based learning in the early years, supporting students to take initiative, explore their interests, and lead their own learning.



# Improvement Target: Oral Language

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

Narrative intervention can be an efficient and versatile means of promoting a large range of academically and socially important language targets that improve children's access to general education curriculum and enhance their peer relations.

## How are we going?

- Overall, students in Years 1–3 achieved an effect size of **0.37**, slightly below the 0.4 target.
- Across cohorts and skills, multiple areas exceeded the desired effect size (0.4), including:
  - PP Story Grammar: 0.64
  - Year 1 Story Grammar: 0.81
  - Year 1 Language Complexity: 1.01
  - Year 2 Language Complexity & Year 3 Story Grammar: 0.58

## How do we know?

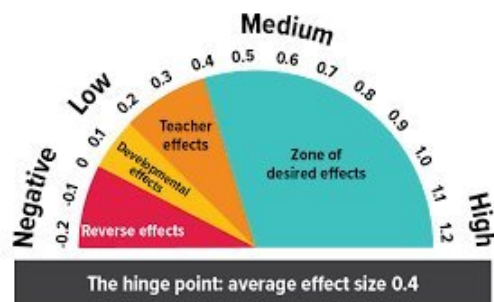
- Story Grammar continues to show a desired effect across all year levels, this impact is more than typical development and more than would be expected from general instruction.
- Language complexity has shown gains for some year levels.
- The difference in results can be explained by narrative generation being a complex task and until the structure in well-established it is difficult to use complex language.

## What are we doing to improve?

- Reassessing our choice of narrative assessment to ensure progress can be measured.
- Strengthening the Oral Language Impact Coach role to build staff capacity, focusing on Tier 1 instruction.
- Continuing to refine Language Enriched Talk for Writing Units (LeTfW) to enhance the implementation of our whole school approach.
- Aligning oral language goals in IEPs with LeTfW Units for greater continuity.

Area	Effect Size	Description
Total Narrative Score (Years1-3)	0.37	Teacher Effects

Area	Effect Size	Description
PP Story <i>Generation</i> – Story Grammar	0.64	Desired Effects
PP Story <i>Generation</i> – Language Complexity	0.3	Teacher Effects
Year 1 <i>Generation</i> – Story Grammar	0.81	Desired Effects
Year 1 <i>Generation</i> – Language Complexity	1.01	Desired Effects
Year 2 <i>Retell</i> – Language Complexity	0.58	Desired Effects
Year 3 <i>Retell</i> – Story Grammar	0.58	Desired Effects



# Improvement Targets: Literacy- Writing

**For students in Pre-primary and Year 1 to make an average growth of 0.8 or above (effect size) in writing as measured by pre- and post-assessment in terms 1 and 4 using Brightpath.**



## How are we going?

- The writing improvement target was met.
- Pre-primary: Significant progress with 100% student improvement and a high effect size (2.28). Mean and median scores are now closely aligned with all-school benchmarks.
- Year One: Strong growth sustained, with an effect size of 1.44, indicating continued impact.
- The mean (139) and median (135) scores show steady improvement.

## How do we know?

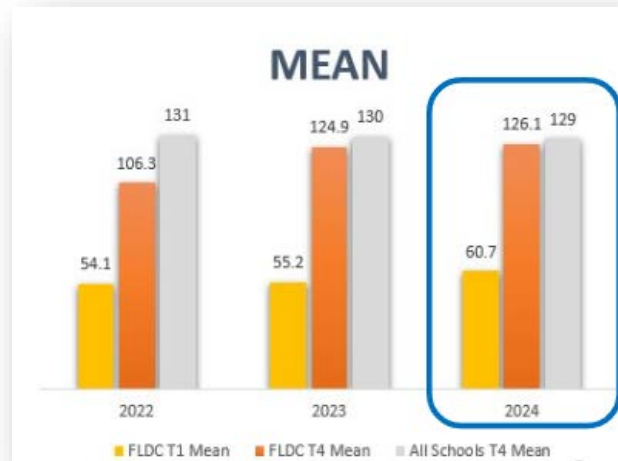
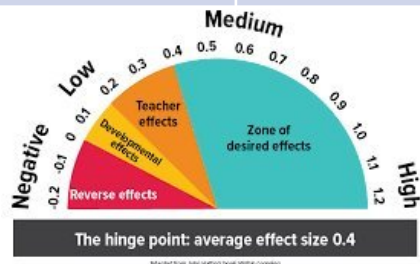
- Consistent year-on-year progress in Brightpath data across both year levels.
- Effect sizes confirm sustained impact.
- Closing the gap with all-school data, with Pre-primary achieving at comparable levels and Year One showing continued upward momentum.

## What are we doing to improve?

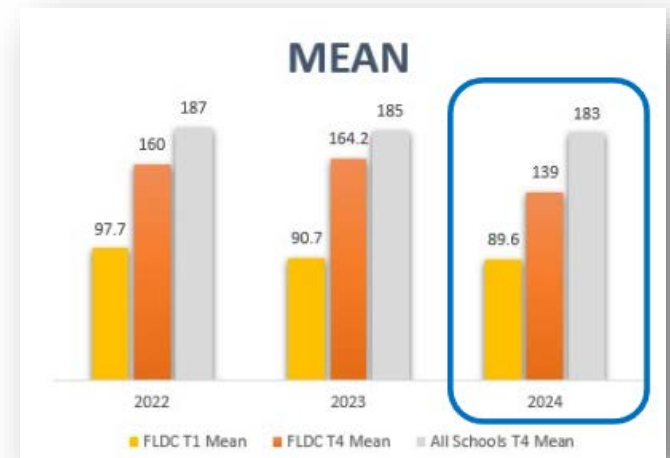
- Enhancing Language-Enriched Talk for Writing Units to strengthen oral language and writing connections.
- Explicitly teaching sentence-level writing to improve structure and fluency.
- Embedding high-impact teaching strategies to drive student growth.
- Strengthening early literacy instruction through InitialLit to build phonics, vocabulary, and comprehension.

### Effect Sizes– Pre-test to Post-test Growth Brightpath

Year Level	Effect Size
Pre-primary	2.28
Year One	1.44



Pre-primary Student Brightpath-Recount Writing Mean Scores 2022-2024



Year One Student Brightpath-Recount Writing Mean Scores 2022-2024

# Improvement Targets: Literacy-Reading

For students in Years 1 to 3 to make an average growth of 0.6 (effect size) in reading fluency as measured by pre- and post-assessment in terms 1 and 4 using the WARN, WARL or WARP.



## How are we going?

- Students in Years 1 to 3 have exceeded the school reading fluency target of 0.6 effect size.
- Effect sizes based on pre- and post-assessments were:
  - WARN (non-words): 1.22
  - WARL (word lists): 1.05
  - WARP (reading passages): 0.96
- All assessments show significant gains in fluency, indicating highly effective teaching and intervention practices.

## How do we know?

- Pre- and post-assessment data shows consistent upward trends in mean scores across all year levels and tools.
- Growth was measured using standardised oral reading fluency assessments:
  - WARN (InitialLit Foundation program)
  - WARL (InitialLit 1 program)
  - WARP (InitialLit 2 program)
- Data triangulated with teacher judgment supports the fluency gains reflected in assessment scores.

## What are we doing to improve?

- Strengthening our Multi-Tiered Systems of Support using assessment data to target instruction and support for students not making expected progress.
- Enhancing our whole school evidence-based programs through the implementation of daily reviews.
- Refining processes in rigorous data analysis, disciplined dialogue and planning.
- Working with the Multi-Lit School Partnership Team to refine our implementation of InitialLit to ensure it meets the needs of our students.
- Continuing the explicit teaching of literacy skills using evidence-based programs and strategies.

WARN	Pre-test	Post-test
Mean Score	1.931	7.172
Standard Deviation	2.374	5.581
Number	29	29
Cohen's d	1.22	

WARL	Pre-test	Post-test
Mean Score	16.476	35.683
Standard Deviation	13.194	22.322
Number	63	63
Cohen's d	1.05	

WARP	Pre-test	Post-test
Mean Score	69.391	102.565
Standard Deviation	36.996	32.247
Number	46	46
Cohen's d	0.96	

# Improvement Target: Numeracy

**All Year 1 students who have completed Module 4 of the Bond Blocks Program will achieve an increase of 5 or more growth points as measured in their pre and post test data.**

## How are we going?

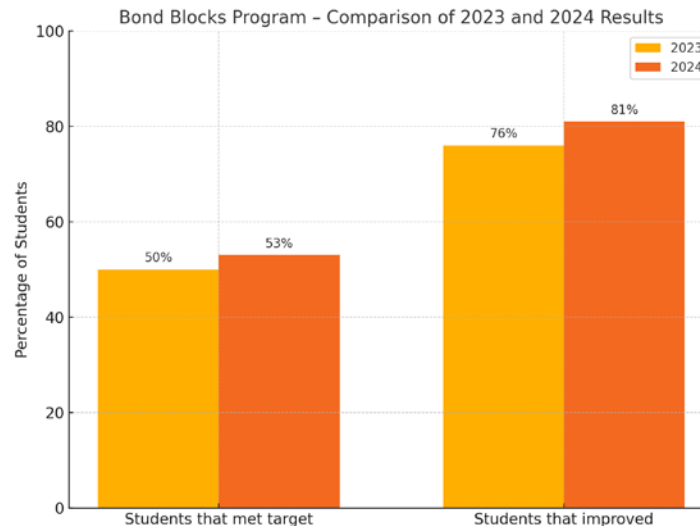
In 2024, 60 Year 1 students participated in Module 4 of the Bond Blocks Program.

- 53% of students met the target of achieving 5 or more growth points.
- 81% of students showed overall improvement in their pre- and post-assessment scores.

These results reflect a modest improvement on 2023 outcomes, with a 3% increase in target achievement and a 5% increase in overall growth. The data highlights the positive impact of the program, while also guiding our next steps to support even more students in reaching expected benchmarks.

## How do we know?

Student progress was measured using pre- and post-assessment data from Module 4 of the Bond Blocks Program. This data showed that 81% of students improved, with 53% meeting the growth target of 5 or more points. A comparison with 2023 results confirmed a positive trend, supporting the program's continued use and refinement.



## What are we doing to improve?

We are strengthening our approach to numeracy through a targeted expansion of the Bond Blocks Program and a focus on consistent, high-impact teaching strategies. Key improvement actions include:

- Developing scope and sequences with clear lesson progressions and vocabulary links.
- Embedding Tier 2 and 3 interventions in Years 1–3 to support students at educational risk.
- Prioritising daily review practices in Mathematics.
- Continuing professional learning, coaching, and in-class modelling to build staff capability.
- Exploring alternative assessment tools to better monitor progress.
- Introducing a whole-school strategy for solving word problems.

These initiatives aim to increase consistency, strengthen foundational number skills, and improve student outcomes.

# 2024 Outreach Service Highlights

The Fremantle Language Development Centre Outreach Service continued to provide state-wide speech and language support to Western Australian public schools. The service aims to build the capacity of educators working with students who have speech and language delays or difficulties and who:

- are enrolled in Kindergarten to Year 2 and do not attend an LDC; or
- previously attended an LDC and have transitioned into a mainstream setting.

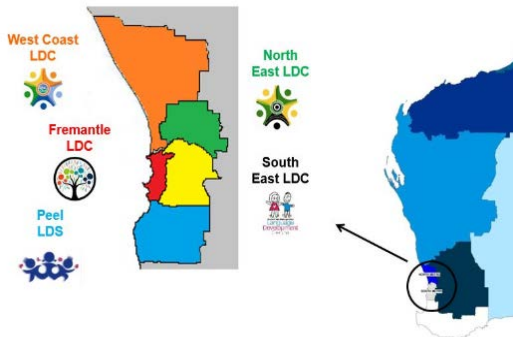
In 2024, the Outreach Service supported **64 schools** across metropolitan and regional areas, maintaining strong professional relationships with **910 educators**. This included:

- **777 educators** who participated in targeted professional learning
- **133 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
- Early literacy instruction
- 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 2024, with **five schools** actively engaged and **eight Language Leaders** supported across the network to embed oral language strategies and lead localised improvement.
- 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 four 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.
- 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.



# 2024 Transition Highlights

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 FLDC, 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 2024, 61 students exited Fremantle LDC ranging from Kindy to Year 3.

## Transition Days

Three Transition Day events were held for early exiting and Year 3 students in Term 4, 2024. These involved:

- Two half-days and one full-day of PL and classroom observations
- Participation from 39 teachers, who rated the overall experience an average of **4.94/5 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
- Literacy instruction
- Classroom observations and handover meetings with FLDC teachers and speech pathologists
- A total of **46** handover meetings were conducted during the Transition Days. The remaining student handovers were provided at the beginning of the year.

## School Engagement and Handover Support

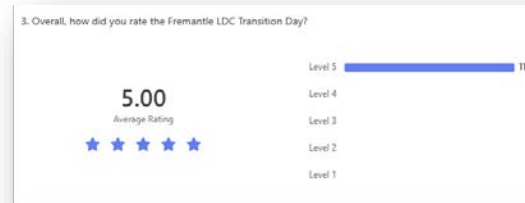
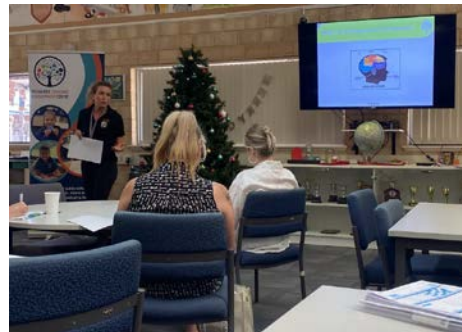
- A detailed Transition Database was maintained for all exiting students
- Each school received a comprehensive Student Transition Package including Individual Education Plans, assessment data and reports and recommended support strategies
- Follow-up support throughout the year was also provided as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

## Parent and Student Support

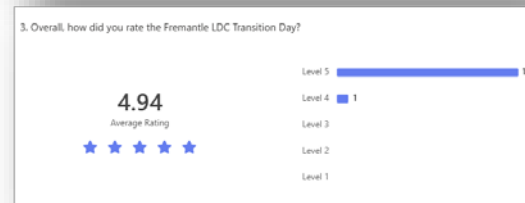
A Parent Information Session was held in Term 4, attended by over **50** parents and carers, providing information on the transition process and how to support their child.

## Student Advocacy: *DLD and Me*

The *DLD and Me* advocacy program, piloted with Year 3 students in 2023, was continued in 2024. This program aims to build students' understanding of their own communication needs, promote self-awareness and self-advocacy and support students both at school and at home. The program includes both classroom and home-based activities and was again met with highly positive feedback from staff and families.



Transition Day (half day)



Transition Day full day)

# Funding Agreement 2024

Department of Education		Schedule A			
<b>Student-Centred Funding Statement</b>					
As at 25 March 2024					
School:	Fremantle Language Development Centre	School Year:	2024		
Region:	South Metropolitan Region	Aria:	0		
		Distance to Perth (km):	12.17		
<b>Student-Centred Funding - 2024</b>					
Per Student Funding:	\$2,006,764.00				
Student and School Characteristics:	\$2,887,574.54				
Disability Adjustments:	\$0.00				
Targeted Initiatives:	\$132,961.40				
Operational Response Allocation:	\$574,498.21				
Regional Allocation:	\$0.00				
<b>Total 2024:</b>	<b>\$5,601,798.15</b>				
<b>Per Student Funding - At Census</b>		<b>Student and School Characteristics Funding - At Census</b>			
Per Student	Funded Student FTE	Amount	Funded Student FTE	Amount	
Kindergarten	23.00	\$125,764.00	Aboriginality	23.00	\$52,321.49
Pre-Primary	51.00	\$484,500.00	Disability	5.00	\$69,122.00
Year 1	60.00	\$570,000.00	English as an Additional Language or Dialect	0.00	\$0.00
Year 2	57.00	\$541,500.00	Language Development Centre	221.00	\$2,238,717.00
Year 3	30.00	\$285,000.00	Social Disadvantage	50.03	\$50,294.32
<b>Total</b>	<b>221.00</b>	<b>\$2,006,764.00</b>	<b>Sub Total</b>	<b>\$2,410,454.81</b>	
			<b>School Characteristics</b>		
			Enrolment-Linked Base	\$477,119.73	
			Locality	\$0.00	
			<b>Sub Total</b>	<b>\$477,119.73</b>	
			<b>Total</b>	<b>\$2,887,574.54</b>	

The Fremantle LDC operates under a one-line budget, providing flexibility to meet the needs of its school community. The principal is accountable for managing public funds responsibly, in line with legislative and policy requirements. In 2024, resources were strategically allocated to support high-quality teaching, targeted programs, and student wellbeing.

Department of Education		Schedule A	
<b>Student Characteristics Funding (Detailed) – At Census</b>			
	Funded Student FTE	Amount	
Aboriginality	23.00	\$52,321.49	
Disability			
Disability	5.00	\$69,122.00	
Educational Adjustment	0.00	\$0.00	
Disability - Total	5.00	\$69,122.00	
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 Centre	0.00	\$0.00	
English as an Additional Language or Dialect – Total	0.00	\$0.00	
Language Development Centre	221.00	\$2,238,717.00	
Social Disadvantage			
Social Disadvantage Decile 1	16.10	\$24,269.51	
Social Disadvantage Decile 2	17.16	\$17,373.61	
Social Disadvantage Decile 3	16.77	\$8,651.20	
Social Disadvantage - Total	50.03	\$50,294.32	
<b>Total Student Characteristics</b>		<b>\$2,410,454.81</b>	
<b>Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.</b>			
<b>Targeted Initiatives (Detail)</b>			
	Amount		
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23		
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$7,968.74		
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51		
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51		
Targeted Initiative: Statewide Speech and Language Outreach Service	\$49,529.41		
<b>Total</b>	<b>\$107,822.40</b>		
<b>Targeted Initiatives – At Census</b>			
	Funded Student FTE	Amount	
Targeted Initiative: Preschool Reform Agreement	23.00	\$25,139.00	
<b>Total</b>		<b>\$25,139.00</b>	
<b>Operational Response Allocation (Detail)</b>			
	Amount		
Operational Response: Language Development Centre Split Site Allocation	\$118,078.21		
Operational Response: Provision of Speech and Language Services	\$456,420.00		
<b>Total</b>	<b>\$574,498.21</b>		

# Financial Summary 2024

INCOME - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	215,803	215,803
Carry Forward (Salary)	432,089	432,089
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,006,764	2,006,764
School and Student Characteristics	2,887,575	2,887,575
Disability Adjustments	76,375	76,375
Targeted Initiatives	158,468	158,468
Operational Response Allocation	599,925	599,925
<b>Total Funds:</b>	<b>5,729,107</b>	<b>5,729,107</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(317,453)	(317,453)
School Transfers - Cash	89,151	89,151
Department Adjustments	(2,689)	(2,689)
<b>Total Funds:</b>	<b>(230,991)</b>	<b>(230,991)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	11,610	10,005
Charges and Fees	17,708	17,708
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	2,118	2,131
Commonwealth Govt Revenues	2,386	2,386
Other State Govt/Local Govt Revenues	3,300	3,300
Revenue from CO, Regional Office and Other scho	16,812	16,812
Other Revenues	21,271	21,272
Transfer from Reserve or DGR	83,110	76,092
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>158,315</b>	<b>149,706</b>
<b>TOTAL</b>	<b>6,304,323</b>	<b>6,295,714</b>

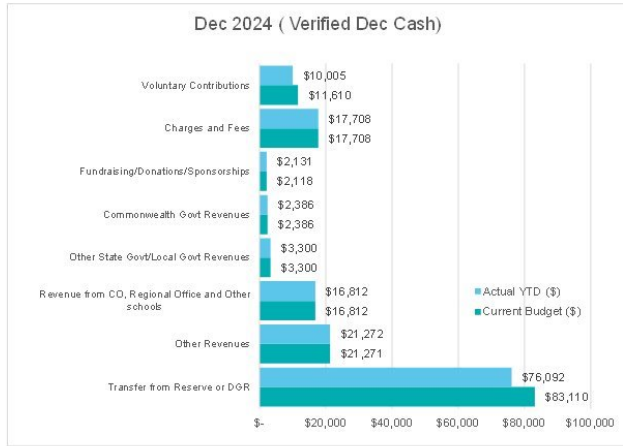
EXPENDITURE - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,658,885	4,658,885
New Appointments	0	0
Casual Payments	483,501	483,501
Other Salary Expenditure	5,085	5,085
<b>Total Funds:</b>	<b>5,147,471</b>	<b>5,147,471</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	49,372	31,626
Lease Payments	21,526	8,020
Utilities, Facilities and Maintenance	33,663	27,108
Buildings, Property and Equipment	134,988	140,359
Curriculum and Student Services	250,976	156,789
Professional Development	33,500	28,577
Transfer to Reserve	0	0
Other Expenditure	278	4
Payment to CO, Regional Office and Other schools	0	477
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
<b>Total Funds:</b>	<b>524,303</b>	<b>392,960</b>
<b>TOTAL</b>	<b>5,671,774</b>	<b>5,540,431</b>

The Fremantle LDC's finances are carefully monitored by the Finance Committee, which meets once each term to ensure sound financial management, strategic planning, and alignment of resources with school priorities. Funding is primarily derived from the Department of Education's Student-Centred Funding model, which is determined by the Semester 1 school census and includes allocations for per-student funding, school characteristics, targeted initiatives, and disability adjustments.

In 2024, total income amounted to \$6.3 million, with the majority of revenue sourced from student-centred funding (\$5.7 million), supplemented by locally raised funds and carry forward balances. Expenditure was \$5.54 million, predominantly allocated to staff salaries (\$5.1 million), reflecting our investment in quality teaching and support services. Additional spending focused on curriculum delivery, student services, infrastructure, and ongoing maintenance. The Finance Committee ensures all decisions are guided by the school's strategic direction, with a clear focus on maximising student outcomes and sustaining a high-quality learning environment.

# Financial Summary 2024

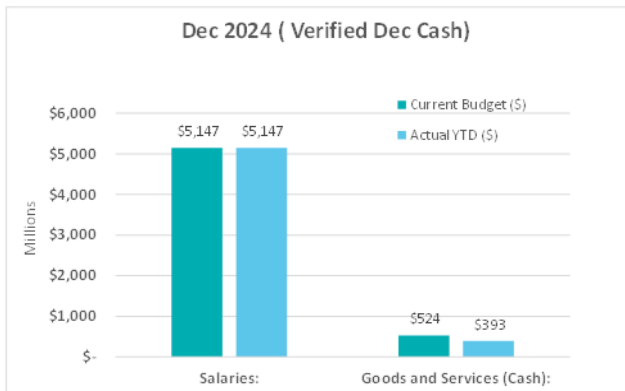
## Locally Generated Revenue – Budget vs Actual



Fremantle LDC ended 2024 in a strong financial position. The majority of funding was invested in staff salaries, supporting high-quality teaching across the school. Spending on goods and services was carefully managed, with a strong focus on curriculum and student services, reflecting our commitment to student learning and wellbeing.

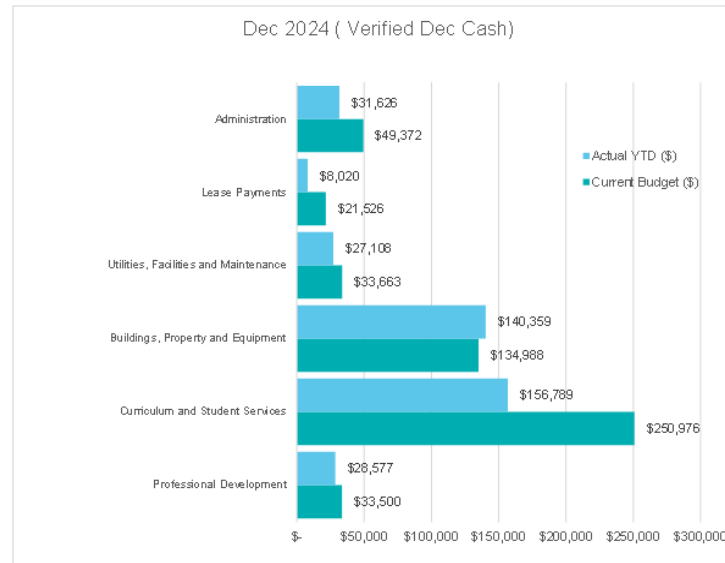
The school also performed well in generating income locally. Voluntary contributions, fundraising, and other revenue sources remained steady, and most areas met or exceeded expectations. These efforts helped ensure that resources were used effectively and responsibly to benefit students.

## Good and Services vs Salary Expenditure



## Goods and Services Expenditure

### Budget vs Actual



# Leavers' 2024



Bull Creek



Willagee



Beelior



# FREMANTLE LANGUAGE DEVELOPMENT CENTRE

Administration

Winnacott Street, WILLAGEE WA 6156

Ph: (08) 9312 4850

E: [Fremantle.LDC@education.wa.edu.au](mailto:Fremantle.LDC@education.wa.edu.au)

Web: [www.fremantleldc.wa.edu.au](http://www.fremantleldc.wa.edu.au)

## Caralee CS site

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WILLAGEE WA 6156  
(08) 9312 4850



## Beeliar PS site

86 The Grange  
BEELIAR WA 6164  
(08) 6174 1409



## Bull Creek PS site

32 Hardy Street  
BULL CREEK WA 6149  
(08) 6216 4415

