

# Peel Language Development School

Independent Public School



## Annual Report 2022



## ***Acknowledgement of Country***

*We acknowledge the traditional custodians of this land, where Noongar people performed age old ceremonies of storytelling, music, dance and celebration and where they cared for the lands and the waterways.*

*We acknowledge and pay respect to the Elders past and present and acknowledge those of the future, for they hold the memories, traditions and hopes for all Aboriginal Australians.*

*Always was, always will be*

Artwork:

Shoalwater by Bradley Kickett

# 2022 Overview



On behalf of the Peel Language Development School (PLDS) community we present the Annual Report for 2022. The report provides a summary of the School and Statewide Speech and Language Service (SSLS) strategic performance and highlights the key achievements, milestones and initiatives that have been targeted in 2022. At PLDS we uphold our vision to have a strong focus on student achievement and well-being, family and school community, effective leadership, and exemplary high-quality teaching. This is summarised in our by-line of 'Inspire, Educate, and Achieve.' At PLDS we foster an inclusive, positive, and safe culture upholding the DoE priorities of 'Every student, every classroom, every day' and *Focus 2022*.

2022 was again a year where we successfully navigated exceptional circumstances to ensure our PLDS students progressed within our specialised learning programs. We kept our school community up to date and informed of Health and Education Department directives and ensured they were supported as we continued to work together with ongoing COVID related challenges. We continued to be innovative about connecting our widely spread community and strengthened our flexible capabilities to ensure our high-quality services were delivered to our students via home learning packages and to schools via the Statewide Speech and Language Service in our WA service region. Our parent community was supportive and flexible with managing new guidelines and our resourceful teams managed the daily challenges with flexibility and resilience, supporting each other to keep business continuity throughout the 2022 pandemic waves.

In our seventh year as an Independent Public School, we have continued to meet the requirements of the *Statement of Expectations* and presented to the School Board our new *Business Plan 2022 – 2024* for ratification. This plan guides our strategic planning for the next three years. Ongoing self-assessment from staff, the School Board and the school community ensures that we are meeting the needs of students, parents, our school community, and the wider community.

We commenced 2022 with 285 students enrolled and 23 classes across all sites. We continue to build on positive partnerships with our host schools at Rockingham Lakes, Bungaree, Pinjarra and Mandurah Primary Schools and information in this report details the inclusive practices with each of these schools. In 2022 we collected survey data from our Host Schools, Statewide Speech and Language Service, Parents, Staff Members, and the School Board. The results confirmed the valuable work of the school and service, and demonstrated evidence that we are providing the highest level of exemplary leadership, teaching, and learning.

2022 is the 10th successful year of operation of the Statewide Speech and Language Service (SSLS). During 2022, our SSLS Team have continued to ensure our expertise and knowledge is shared with the 138 schools we service, to build the capacity of early childhood teachers in Western Australia.

The following report provides a detailed insight into the outcomes, highlights, and achievements of our school during 2022. Acknowledgement goes to the dedicated staff at PLDS. We acknowledged and thanked Michelle Williams for her 6 years of service as the outgoing School Board Chair at the beginning of 2022. We thank Kynan Ridley, the newly elected Board Chair and the PLDS School Board for their governance and ongoing support of our school. We celebrate another successful year of high-quality service, teaching and learning, and we will continue to focus on student success and engagement for 2023.

Prof Fiona Forbes

Principal

A handwritten signature in black ink, appearing to read 'Fiona Forbes', is located below the text 'Principal'.



# Board Chair Report



On behalf of the School Board, I would like to extend a warm welcome to all the new families that have joined the Peel Language Development School community this year. I am sure that all our new students have settled into the school well.

Over the past 12 months, as a school we have continued to be adaptable, patient, organised and resilient as a result of the lasting effects of COVID-19 in our community. Throughout 2022, plans were updated and prepared for responses to new variants. Even though there was still uncertainty, we were able to see so many great achievements from our students. These included resilience, independence, and adaptability. There was always a common purpose to ensure that the students and their families were well assisted during a difficult time.

Peel Language Development School continued to operate to its usual high standards in all areas throughout the school. It remained business as usual and overall, it has been a very productive year in which we have celebrated many successes.

Throughout 2022, Peel Language Development School Board continued to fulfil its governance and responsibilities as required by the Department of Education. We also continued to upskill ourselves and build our knowledge and effectiveness as a School Board, as well as have an active role in the formulation of the new PLDS Business Plan 2022-2024.

As newly elected Board Chair in 2022, I had the privilege of leading a group of now experienced Parent, Community and Staff Board Members. We continued to build relationships with the school community throughout the year by attending the school orientation days for our new families, the parent volunteer morning tea, and the end of year Book Awards on all our school campuses.

Throughout this past year, our Board Members were involved in the preparation and planning of our schools' upcoming Department review in Term 1, 2023. We are excited to share our understanding and knowledge of Peel LDS and discuss governance requirements from a department perspective.

In 2023, our intention is to elect two more Parent and Community members to our Board and to work collaboratively with the school Leadership Team. We will endeavour to continue to develop our knowledge and relationships with the school and wider community.

In 2022, our Board met six times, including our Annual Public Meeting.  
Our Board members for 2022 were:

Kynan Ridley (Board Chairperson)  
Fiona Forbes (School Principal)  
Jenny-Lee Fussell (MCS)  
Tanya Rose (Speech Pathologist)  
Justine Daly (Staff Representative)  
Janamat Sharma (Parent)  
Billie Jo Whitehurst (Parent) and  
Nikki Woodthorpe (Parent)

# Board Chair Report



I would like to thank our Board Members for all their hard work and dedication throughout the 2022 year and look forward to working with them all again in 2023.

In closing, I would like to commend and thank Fiona Forbes, the Leadership Team and all the staff for their dedication and hard work. I would also like to thank my fellow Board Members for your time and commitment to your role. You are truly amazing and I'm so proud to have you all along side of me as we represent this wonderful school.

I look forward to working with you all throughout this coming year.

Kynan Ridley  
School Board Chairperson



# Business Plan Focus Areas



## Our Vision

In partnership with our school community, we lead an inclusive early language intervention program, providing students with pathways to a successful future.

## OUR PURPOSE

To inspire, educate and nurture our students in a safe and supportive learning environment.

## OUR VALUES

Our values of *Kindness, Effort and Respect* encompass our whole school community, including students, parents, caregivers, and staff.

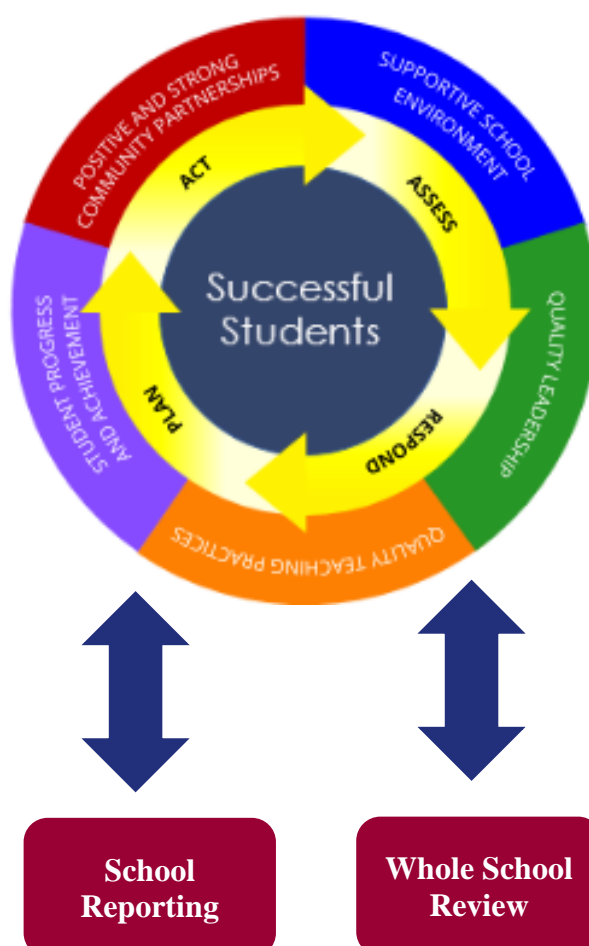
At Peel Language Development School, we reach our vision through collaborative processes in four focus areas. The importance of early intervention and life-long learning has been highlighted in research and is clearly defined in our Vision Statement and Business Plan. The interconnected diagram below demonstrates the links between our strategies and milestones to improve outcomes for students in our school along with students in the wider school community.

## SCHOOL SELF-ASSESSMENT

Our school engages in an ongoing self-assessment and reflection process using a range of assessment tools to ensure we continue to meet the individual needs of our students and improve their standards of achievement and performance.

Our self-assessment and review process includes regularly reviewing whole school data. This is done at Whole School Review (WSR) days where staff review student progress and indicate achievement through the use of a traffic light system (green indicates on track, orange indicates working towards, and red indicates critical, with additional support required).

Our Operational Plans provide a framework to monitor and guide the self-assessment process across all areas of our school.



# Introduction



## About Us

Peel Language Development School (PLDS) is the first purpose-built facility for early language intervention in Western Australia. The concept of a 'school within a school' is unique within the educational landscape of Western Australia. We foster close co-operation and collaboration between school communities, which provides opportunities for inclusive planning and delivery of this unique concept. PLDS caters for a population of children who have a Developmental Language Disorder (DLD), which refers to children who demonstrate significant difficulties in learning language and acquiring literacy skills.

PLDS provides high quality intervention for students from Kindergarten to Year Three. Our school is co-located at Rockingham Lakes, Bungaree, Mandurah, and Pinjarra Primary Schools. Our specialist knowledge, skills and teaching practices strengthen the capacity of our co-located schools. Our Statewide Speech and Language Service works to ensure our expertise and knowledge is shared with the schools we service to build the capacity of early childhood teachers in Western Australia.

PLDS educators work as a collaborative team to deliver specialised language and academic instruction to maximise student outcomes. Student learning is supported through a higher teacher to student ratio within each classroom.

### We believe

- Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success.
- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- Our focus is on developing the whole child – socially, emotionally, academically, creatively and physically.
- High quality, evidenced-based teaching is an undeniable factor in increasing outcomes for our students.
- All young people are capable of learning, and success for all students is our core business.
- Learning programs need to acknowledge and build on where students are at with their learning. They need to be culturally and developmentally appropriate and have real-life application.
- A culture of active and open communication between staff, students, parents and caregivers supports student engagement and achievement.

# Quality Teaching and Learning



## English

Reading is a focus area of the Peel Language Development School (PLDS) Business Plan for 2022-2024. PLDS has an extensive supply of reading books which the English Committee continuously review and update. All books are levelled according to PM Benchmark to ensure students have texts they are able to read and comprehend. Teaching staff use the PM running records to assess, analyse and level student reading abilities. PLDS also uses Guided Reading as a whole school approach to teach students how to effectively read and comprehend texts.

In 2022, students demonstrated some positive outcomes from the implementation of our programs. Our Year 1 students moved from a PM Benchmark assessment to a decodable reading assessment to align with our Sounds-Write program. The Year 1 data for decodable readers was higher than 2021. The Year 2's PM Benchmark reading data was higher than 2021 and the Year 3's data was lower. In Writing, the Pre-primary's, and Year 2's writing data was higher than 2021. The Year 1's and 3s data was lower than 2021. All year levels achieved lower data results in spelling than in 2021.

To support spelling as a school priority area all PLDS teachers are trained in the Sounds-Write program, which is a quality first phonics program. Its purpose is to provide a comprehensive system with which to teach reading, spelling, and writing. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting, and phoneme manipulation necessary for learning to read and spell. All staff have been implementing the Sounds-Write program 3 to 4 times a week into their literacy lessons.

Professional Learning was provided in the area of Reading during our School Development Day in Term 3, ensuring the 2022 focus was to 'provide high quality, evidence-based learning opportunities in the early years.' At our Whole School Review Day in Term 2, the staff were given a refresher Professional Learning (PL) workshop on Sounds-Write, to ensure all staff were implementing the program correctly. A follow up PL session was then scheduled for the Staff Development Day in Term 3. Provision of PL increased the collective knowledge and teaching expertise in the English Curriculum area and exposed educators to new experiences, resulting in staff who were engaged and motivated in their teaching practices. Increase in teacher expertise improved student outcomes in the areas of spelling, reading, and writing.

In 2022, teaching staff participated in moderation of writing samples between like year teachers. Moderation occurred for four types of writing; 2 recounts of 2 different picture books, a persuasive picture where students had to write about which animal they liked more – cats or dogs; and a recount of a shared experience. Moderation assisted teachers to make more informed judgements of the writing samples and the curriculum attainment.

As a Language Development School, our focus will always be to implement the highest quality programs and enhance teacher expertise to improve student outcomes. We will continue to review and reflect on the data collected from the Sounds-Write program to ensure our students are progressing. We will also continue to collect teacher feedback on the implementation of the Sounds-Write program in 2023.





The English Committee organised events in the school calendar to further engage students in their learning and as an opportunity to celebrate their achievements. Three major events occur annually: National Simultaneous Storytime (NSS), Book Week and Topsy Turvy Day.

## National Simultaneous Storytime

National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops, and many other places around the country. Being part of the NSS, PLDS promotes the importance of reading and literacy, the value and fun of books while promoting Australian writers and publishers to our students. It is a fun event where classes join together at each site for shared reading and writing experiences. This year's book was "Family Tree" written by Josh Pyke.

## Book Week

Book Week is an anticipated event that occurs across all campuses in Term 3. It is an event that celebrates children's literature by encouraging students, staff, and community members to dress as their favourite book character. Parents were invited to attend our Book Week parades. Students and staff enjoyed getting dressed up as characters from their favourite books. At the RLPS Campus in 2022, we had a visit from Widi, the mascot for the Paint Rockingham REaD initiative. This initiative is to encourage the whole community to read, talk, rhyme and sing with their children and the aim is to create a community culture that celebrates literacy and has a love for reading. We were proud to partner with the City of Rockingham to promote this initiative.



# Quality Teaching and Learning



# Quality Teaching and Learning



## Topsy Turvy Day

Topsy Turvy Day is a successful annual event held in Term 2 across all Peel Language Development School campuses. Parents, family members and carers are invited to come into the classrooms and become students for a session of the school day. During this time, the students become the teachers and teach literacy and numeracy skills to their 'students'. Topsy Turvy is a highlight for families and an important event in our partnership with families and the community to showcase student achievement and staff expertise. It is always very well attended across all campuses and 2022 was no exception. The feedback from parents was overwhelmingly positive and supportive of the teaching and learning programs. Comments from the parent survey included: 'It's great to see what kids are learning in the classroom', 'I loved spending this time with my child'. The majority of attendees commented that their knowledge and understanding of how language goals are targeted in the classroom was well developed as a result of attending the event.





## Mathematics

Number was a focus area in Peel Language Development School Business Plan for 2022-2024, as it is one of the most critical concepts for students to learn and master. PLDS has a comprehensive supply of manipulatives at all sites to help students learn mathematical concepts. In addition, all classrooms have a Number Kit containing hands on materials (manipulatives) to teach number.

As a Language Development School, our continual focus is to implement the highest quality programs and enhance teacher expertise to improve student outcomes. PLDS has a Mathematics Scope & Sequence (MSS) and Number Assessment. The MSS was created from the WA Mathematics Curriculum and covers all Content strands and assists teachers in their planning, while the PLDS Number Assessments are in-line with the MSS. These documents ensure all students are achieving year on year progress in numeracy.

The Mathematics Committee organised events in the school calendar to further engage students in their learning and as an opportunity to celebrate their achievements. Two major events occur annually, Topsy Turvy Day and 100 Days of School. This year provided us with the opportunity to celebrate Twosday on Tuesday 22<sup>nd</sup> of February 2022. This date when written numerically is a palindrome, creating new and exciting learning opportunities for all our students across all campuses.

100 Days of School is an annual event for PLDS that celebrates student achievements in school and their knowledge of number, with their peers and the wider community. It coincides with the 100<sup>th</sup> day the students have attended school. Students participate in activities that focus on Number and other areas of mathematics.

In 2022, most students demonstrated positive outcomes in their Number knowledge. Nearly all year groups exceeded their Number targets, this was due to staff embedding 'whole school approaches and professional collaboration that strengthens teaching, learning and leadership' (Focus 2021). The year 3 students had demonstrated improvement, though had not reached their target.



# Quality Teaching and Learning



## Science

At PLDS, Science is taught to all students from Pre-Primary to Year 3, at Mandurah PS, Pinjarra PS, Bungaree PS and Rockingham Lakes PS. All sites have materials to support teaching Science and for students to investigate and explore scientific concepts. PLDS uses Primary Connections as a Whole School Approach in teaching the Science Curriculum to students. Science Specialists teach Science to our students in our Pre-Primary to Year 3 classes.

The Science Committee has an ongoing goal for students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, we believe students will develop critical and creative thinking skills and challenge themselves to identify questions and eventually draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' will include giving students the capability to investigate the natural world and changes made to it through human activity. The Science Committee also engage with the Science Specialists in our Host Schools which helps to strengthen relationships between schools and encourage inclusiveness.

National Science Week is Australia's annual celebration of Science and Technology. This year, during National Science Week, each campus engaged in a competition based on the theme 'Recycle, Reuse, Repurpose, Refly'. This was an enormous success, and the winners of the competition were celebrated at each campus. Rockingham Lakes PS also joined in with the completion to further our inclusive nature. Every year we endeavour to have more inclusive experiences between campuses.



# Quality Teaching and Learning



## Humanities and Social Sciences

Humanities and Social Sciences (HASS) is taught to all students from Kindergarten to Year 3 across all campuses by classroom teachers. Peel Language Development School (PLDS) has a variety of resources to support teaching HASS. Students are encouraged to develop an appreciation and knowledge of the world around them locally, nationally, and internationally. Students are taught to apply HASS skills and concepts, demonstrate respect and understanding for people, places, culture, and the environment.

During 2022 the HASS committee focussed on embedding the Aboriginal Cultural Standards Framework (ACSF). This coincided with Focus 2022 to increase the capacity of teachers to use their knowledge of the history, culture, and experiences of Aboriginal people, and explicitly embed this in classroom practice.

The committee continued to support staff with resources with the purchase of Noongar language posters for all campuses. Lower funding in 2022 resulted in the HASS committee reprioritising the purchase of additional resources and a NAIDOC incursion for Rockingham Lakes campus to 2023.

PLDS received the PALS grant for the maximum of two years, this grant will be used to fund the Totem project across all campuses. A separate committee has been established to drive this project.

The HASS committee supports multiple events that occur annually at PLDS. This year the HASS committee shared resources for use with students in the classroom for ANZAC Day, Sorry Day, Reconciliation Week, NAIDOC week and Remembrance Day. HASS committee also provided funds to host schools for NAIDOC week.

Students have been engaged in and enjoyed the variety of learning opportunities over the year. Many classrooms are developing their own Acknowledgements of Country. It has been wonderful hearing the students use language in the classroom and playground, as well as embedding Aboriginal culture in curriculum lessons in maths, literacy, and science.





## Health & Physical Education

Health and Physical Education at Peel Language Development School provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity, and to promote their own health and well-being.

PLDS provided a wide range of Health, Sport and Wellbeing programs and events throughout 2022. Students at all sites have access to a specialist for their Physical Education requirements. Sporting events, such as Cross Country and the Sports Carnival, provide an opportunity for students to demonstrate their athletic ability and make the Interschool teams to compete against other local schools. Morning fitness programs are a part of class morning routines. Hats and water bottles are strongly encouraged for play outside. Crunch&Sip is a Health program that students participate in to refuel with fruit and/or vegetables and water throughout the day. PLDS also provide students with wellbeing programs such as You Can Do It and Kimochis to incorporate innovative, fun, exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character, and confidence. These skills of social and emotional learning are necessary for school success, academic achievement, positive social relationships, and the development of emotional competence.

At PLDS, participation, attitude and effort are the main focuses for our students when taking part in Physical Education programs. However, there have been some outstanding individual performances throughout 2022 in this area. Firstly, at Rockingham Lakes, the Sports Award was given to Isaac Vincent for his passion towards sport and athletics. Other notable performances at Rockingham Lakes include Seth Barnett who won Runner up Champion boy at the athletics carnival and came second in the Faction Cross-Country race. Ebony Tupou also won Year 2 Runner up Champion girl. Our Mandurah campus had some brilliant results at the athletics carnival. Kohen Hunter won Year 1 Champion boy, Lilly Turner won Year 1 Runner up Champion girl, Jasmine Jones won Year 2 Runner up Champion girl and Keith Langford won Year 2 Champion boy. At our Pinjarra Campus PLDS also had Trinity Leeder win Year 3 Runner up Champion girl.

As always, PLDS finished off the year 2022 with the End of Year Picnic where students received a well-earned break from the classroom and took part in an excursion to City Park to have fun with many activities and celebrate the year.



# Quality Teaching and Learning



INSPIRE • EDUCATE • ACHIEVE

PEEL LANGUAGE  
DEVELOPMENT SCHOOL



MANDURAH CAMPUS  
www.plds.wa.edu.au







## Technologies

### Digital Technology

Digital Technologies is taught to all students from Kindergarten to Year 3 at all campuses by the classroom teacher. Peel Language Development School has a variety of digital devices to support the teaching of Digital Technologies including desktop computers, laptops, iPads, Bee-Bots, Codeapillars, Dash and Dot Robotics, Stop Motion, Osmo, Coding/Numbers, Holograms, Marbotic letters, numbers, and shapes. This year we extended our STEM resources by adding in the new feature Osmo fractions, coding, and music, as well as Botzees robotics. Our focus for students is developing Digital Technology skills across a range of means and demonstrating resiliency skills along the way.

During 2022 our focus area was to raise student skills in digital technology. For example, skills while using iPads, Laptops, Desktop computers and STEM Coding resources. We worked on upskilling staff with using Microsoft Teams/ Office 365/ One drive/ forms/ Webex/ Zoom. This supported staff with connections during staff meetings and PLC meetings, as well as students, whilst COVID was impacting on face-to-face interactions.

2022 was a challenging year with the disruption of COVID. During this turbulent time, our Technology skills from both teachers and students were further developed. Seesaw was used to connect parents to the classroom and showcase activities and student progress directly to parents. This platform allowed teachers and families to continue to stay connected outside the classroom with engaging photographs and videos. During this time, our Digital Technology skills were essential. Webex/Teams was used on numerous occasions for staff across 4 campuses to join and meet to discuss school business.

The Technology Committee purchased subscriptions to Reading Eggs, Literacy Planet and Mathseed to assist students with their digital technology skills, as well as focusing on English and Maths subject areas. This was well received by staff, and the students were also able to use these resources at home during COVID and as part of the home practice program.

2022 challenged us all with digital technology and how our society has changed over time. Digital Technology is an essential part of our daily lives, and all staff and students need these skills to effectively function today and in the future. This year verified to our school community the need for all students and staff to keep up to date with the ever-changing digital world. All PLDS Teaching staff are supplied with an iPad. Our Year 3 classes on the RLPS site worked towards a 1:1 student device ratio, preparing them for moving on to mainstream schooling. This has also been added to our plan for 2023 across all sites for our year 3 students. Staff particularly taught students to use keynote. Staff also worked on using Apple class manager.





## Design Technology

In order to implement the use of the Design Technology, our school follows the PLDS Design Cycle in classrooms across all sites. This cycle highlights a framework for all design model tasks with a simplified and explicit sequence for our students. For the past three years the Technology Committee has driven the whole school initiative, and this year our focus was a 'Nature Challenge'. The Nature Challenge is inspired by students using natural materials to create an original idea and work through the design process. It celebrates child creativity where students are invited to build anything they can dream up using natural recycled materials and their imagination. Students follow the PLDS Design Process to guide their creative process. It is then displayed for their peers and family to see. This year we conducted a guided walk across all campuses where students viewed and asked questions about the different natural creations. We also included interviewing students about their creations.

This event prompted oral language and written activities, as the students were engaged and motivated to talk and write about their creations. Parents were invited to view the creations during the Topsy Turvey event in classes.

Cyber safety was another area of focus for the Technology Committee this year. During the year, we promoted e-safety guidelines for parents through the newsletter on a regular basis. Staff also have access to cyber safety for students using Hectors world and Y-safety lessons for each year group. This will continue to be a focus for our future digital citizens.





## The Arts

In 2022, Peel Language Development School provided an Arts Specialist Program for classes at all campuses. Provision of an Arts Program assists learners to develop creative problem-solving and critical thinking skills. It can connect students with their own culture as well the wider world. It has the capability to build students' confidence and use of language.

Each year, PLDS and RLPS hold the Artacular Exhibition. Artacular is an exhibition of students' visual artwork that is displayed at the RLPS campus. The wider community is invited to view and celebrate students' visual artistic achievements during the week of the exhibition. This year's Artacular theme was 'Animals' with artwork inspired by fauna and artists from Australia (both Indigenous and non-Indigenous) as well as from around the world.

This year, students at the RLPS campus were able to participate in the creation of a tile mural. The tile mural was collaboratively created by both RLPS and PLDS students. The mural has enhanced the school grounds, adding colour to the library wall that would otherwise go unnoticed. The area is now visually appealing for students, teachers, parents, and the wider community.

Thanks to a donation from Bunnings, PLDS received tools and materials for students to further explore their art skills in woodworking. Students were able to develop woodworking skills and explored their creative practices to create an insect out of wood. Woodwork has now become one of the students' favourite forms of construction and creativity.

In 2022, students displayed greater pride in their school and the work that they had done. Students were more confident in their knowledge and skills in the Arts. Students experienced more enjoyment in school, were eager to be more creative and developed greater interests in the Arts.



# Quality Teaching and Learning





## The Arts - Dance

Two campuses participated in external dance programs in Term 3 2022. Rockingham Lakes Campus participated in Edu Dance and Bungaree Campus in Creative Moves. Both programs require the PP – Year 3 students to learn a choreographed dance routine set to popular music and then perform this at an end of term concert for their peers, families, and the school community. The enjoyment is evident on the faces of the students on the day as they go through their routines. The learning is two-fold – one as the individual participant, and the other as an active and involved audience member. Both goals are linked to the WA Curriculum and the students were actively involved in this fun 30 minutes per week learning activity for the whole of Term 3.



# Quality Teaching and Learning



## DATA ANALYSIS

NAPLAN for 2022 was completed by our Year 3 students over an extended period, due to the impact of COVID-19. Students completed the Writing assessment on paper, with all other assessments completed online. 75% of our Year 3 students were at or above the minimum national standard in Reading, Grammar, Writing and Numeracy.

Test Completed	Below	At Target	Above
Reading	23%	45%	32%
Grammar	20%	52%	27%
Spelling	45%	19%	36%
Writing	21%	24.5%	54.5%
Numeracy	25%	43%	32%

We also compared our data to Fremantle LDC (Language Development Centre) and South East LDC from 2022 and our data was at the same level or slightly better in many areas.

		Reading	Writing	Spelling	Grammar	Numeracy
PLDS	Year 3	317	341	306	313	326
FLDC	Year 3	318	338	320	294	303
SELDC	Year 3	303	350	323	306	309

During 2022 we analysed and used our school data to drive our school improvement. Our whole school targeted data was analysed along with our Speech and Language data to effectively cater for our students and their needs.

# Quality Teaching and Learning



In the area of Mathematics, all our classes scored at or above our school target except our Year 3 cohort which scored just below. This was a fabulous outcome and one of our best years in Mathematics.

Maths Target: 70% of students score 60% +	
Kindy	80%
PP	94%
Yr1	79%
Yr2	82%
Yr3	68%

Our Writing data showed strength in our PP, Year 1, and Year 2 cohorts. Our PP students achieved an outstanding score of 81% at or above our target compared to the year before of 47%. This year in PP we implemented Sounds-Write at an earlier stage, and as a result we saw a great improvement in writing scores for our PP students.

Writing Target: % score at or above Target	
PP	81%
Yr1	76%
Yr2	89%
Yr3	59%

In the area of Spelling, our target was 70% of students spelling at target. The Year 1 cohort achieved the target and Year 2 and 3 were slightly behind.

Spelling Target: 70% of students at target	
Yr1	71%
Yr2	62%
Yr3	66%

In the area of Reading, our Business plan target was for 70% of Year 3 students to achieve our school targeted reading level. This year 59% of our Year 3's students achieved this target, which is down from last year. Reading will be a priority area for us in 2023.

In 2022, we held a Whole School Review Day where staff analysed both our individual and whole school data in alignment with our Business Plan Targets. We used the traffic light symbols to measure progress. This assisted staff and our school with developing an action plan to drive school improvement.



## Speech & Language

The PLDS Speech and Language Team consists of Speech Pathologists and specialised Language Support Teachers. The team works in collaboration with Classroom Teachers and Education Assistants to design, implement, monitor and review specialised speech, language and literacy programs that cater for students with a Developmental Language Disorder (DLD). Speech Pathologists are also actively involved in the School Board and Leadership Team.

In 2022, Semantics was the language focus area, with Grammar becoming our maintenance language area, after two years as the language priority.

During Term 1, members of the Speech and Language Team, Classroom Teachers and Education Assistants completed oral language assessments to assist with goal setting and progress monitoring. Individual Language Plans (ILPs) were developed or updated for each student, which document their oral language goals across the six areas of language. These goals were regularly reviewed and reported on to monitor student progress within the specialised program, and ensure each student is working towards their potential. Follow up assessments were completed in Term Four.

During Term 1, The Speech and Language Team developed a Covid Response/Business Continuity Plan to ensure continued service delivery during COVID-19 restrictions. Emergency kits were created for each school site targeting the areas of narrative, comprehension, semantics, and grammar. These were available to use if a member of the Speech Pathology team was absent and unable to deliver their program in person.

Small group and whole class language programs were developed by the Speech and Language Team and implemented on a weekly basis during Terms Two and Three in collaboration with Classroom Teachers and Education Assistants. Students participated in a range of engaging, interactive, language rich activities that specifically targeted their individual goals in line with current evidence-based practices.

During Terms 3 and 4, the Speech and Language Team trialed a targeted intervention program across two of our campuses, utilising the Sounds-Write Program. Using our whole school data, students who were identified as not demonstrating adequate progress in reading, were selected to participate in the program. Small group intervention sessions were run by the Speech Pathologists and Education Assistants. In Semester Two, 52 % of students who participated moved out of the red zone for reading and 96% of students who participated in the program showed an improvement in their decodable reading level. This program will continue in 2023 and will be implemented across all four school campuses.





# Quality Teaching and Learning

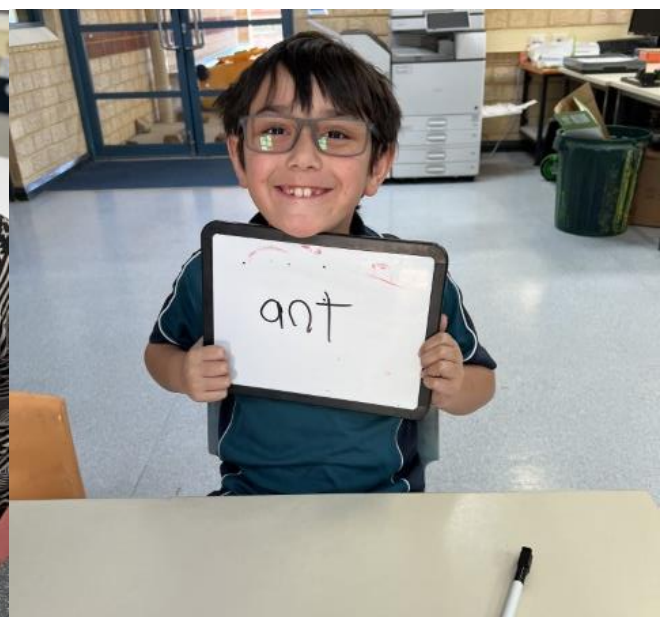


A variety of professional learning opportunities were provided by the Speech and Language Team throughout 2022. The following list outlines the different sessions that were offered to PLDS staff, families, and the wider community, including those that were delivered online due to Covid-19 restrictions.

- “An Introduction to Speech and Language” presented in person to new staff members and Notre Dame teaching students on placement at PLDS
- “An Introduction to Speech and Language” for new families (presented via online delivery)
- “Sounds-Write Udemy Course” – EAs (Education Assistants) viewed this presentation online to refresh their knowledge on the Sounds-Write Program (Term 1)
- “Language information modules” for families (presented via online delivery)
- “Open Day Information Session” (presented to prospective parents via online delivery and face to face)
- “Referral Process” – presented via online delivery to external Teachers and Administration Staff and in person to Speech Pathologists from Down South Therapy Services (Term 2)
- “Semantics and the Curriculum” presented by PLDS Speech and Language Service via online delivery to teaching staff followed by collaborative sessions with Speech Pathologists at each school campus linking ILP (Individual Language Plan) semantics goals to the Curriculum (Term 2).
- Whole School Data Review – presented to teaching and Admin staff (Term 2 & Term 4)

Speech Pathologists also engaged in their own professional learning during 2022, through attending events hosted by Speech Pathology Australia, Private Speech Pathologists, and the Dyslexia-SPELD Foundation, engaging in professional reading and accessing relevant online webinars.

During Term 4, language data was collated, analysed, and presented to staff at the Whole School Review Day. The language data was presented alongside the curriculum data, allowing teaching staff to look for generalisation of skills, celebrate the success of students across language and curriculum targets, and to identify students who require additional support.



# Quality Teaching and Learning



**Semantics Target:** By the end of 2022, Year 1, 2 and 3 students will demonstrate progress in more than 70% of their Semantics Goals set in their Individual Language Plan.

**Outcome:** Year One students demonstrated progress in 82% of their ILP goals. Year Two students demonstrated progress in 75% of their ILP goals. Year Three students demonstrated progress in 77% of their goals.

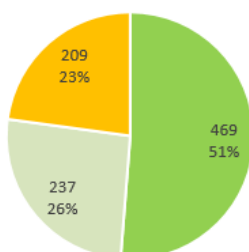
**Grammar Target:** By the end of 2022, Year 1, 2 and 3 students will demonstrate progress in more than 60% of their Grammar Goals set in their Individual Language Plan

**Outcome:** Year One students demonstrated progress in 69% of their ILP goals. Year Two students demonstrated progress in 67% of their ILP goals. Year Three students demonstrated progress in 73% of their ILP goals.

## Summary of Whole School (Kindergarten to Year Three) Language Data

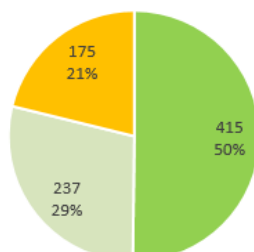
Please note: Percentages are the number of active goals present on student Individual Language Plans at the end of Semester Two, 2022.

Comprehension Progression



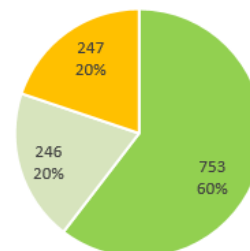
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Semantics Progression



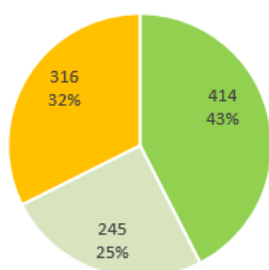
■ Consolidated ■ Progressed ■ Limited Progress

Narrative Progression



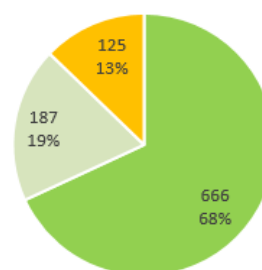
■ Consolidated ■ Progressed ■ Limited Progress

Grammar Progression



■ Consolidated ■ Progressed ■ Limited Progress

PA Progression



■ Consolidated ■ Progressed ■ Limited Progress

Following the review of whole school language data, curriculum data, Year Three NAPLAN data, and classroom teaching practices, the focus area for 2023 will remain as Semantics. Grammar will remain on maintenance.



## Attendance

Student attendance is a focus area in the Peel Language Development School Business Plan for 2022-2024. The primary goal at PLDS is to 'maintain an attendance rate of 90% or above' (Focus 2022). PLDS believe that consistent attendance and participation are essential to maximise the benefits of our specialist early intervention service. The impact of attendance on learning is constantly reinforced and is a large part of the induction for new families to our school. PLDS also provides specialist programs that encourage participation and engagement in our school, along with special events for students to attend and be involved in. As a result, PLDS remains consistently within the attendance expectation of the Department of Education.

COVID-19 has had far reaching effects across all areas of schooling since its arrival in Australia. In 2022 it arrived in WA and had a measurable impact upon student attendance which lingered over the year. PLDS developed a management plan to ensure minimal disruption to student learning and worked closely with families to manage isolation periods for both students and staff. The impact of COVID-19 will likely continue, with families now more aware of the need to keep children home when presenting with even the slightest cold and flu symptoms. This may have an impact on attendance data but will have a positive impact upon the general health and wellbeing of the school community.

Student attendance data for 2022 remained consistent with previous years where COVID affected our lives. Rates dropped during the peak of the event and later stabilised, before returning to near normal.

### Attendance rate K – 3 Semester 1 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	50330	6498	87.1%
Former	0	0	0.0%
<b>All</b>	<b>50330</b>	<b>6498</b>	<b>87.1%</b>

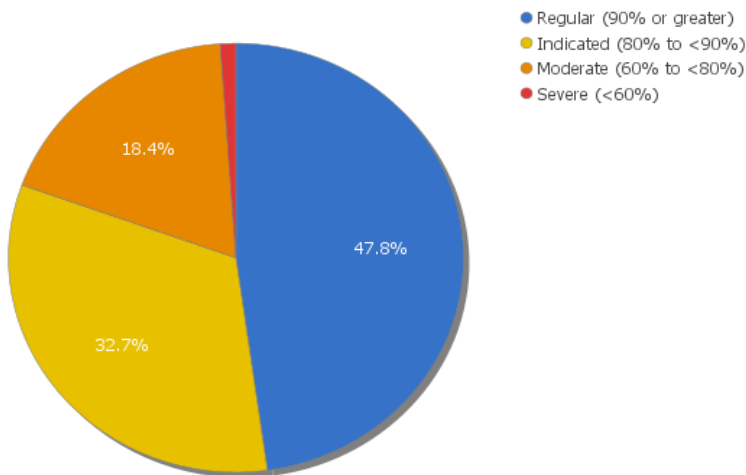
### Attendance break down by year group Semester 1 2022

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
KIN	89.8%	15	9	2	
PPR	90.6%	24	6	2	1
Y01	85.3%	30	26	22	1
Y02	87.3%	31	21	14	1
Y03	85.2%	30	27	11	5

# Quality Guidance



Attendance Profile 2022 Semester 1



## Indigenous students Semester 1 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	4962	898	81.9%
Former	0	0	0.0%
<b>All</b>	<b>4962</b>	<b>898</b>	<b>81.9%</b>

## Non indigenous Semester 1 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	45368	5600	87.7%
Former	0	0	0.0%
<b>All</b>	<b>45368</b>	<b>5600</b>	<b>87.7%</b>

## WA schools Semester 1 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	57467002	8825292	84.6%
Former	0	0	0.0%
<b>All</b>	<b>57467002</b>	<b>8825292</b>	<b>84.6%</b>

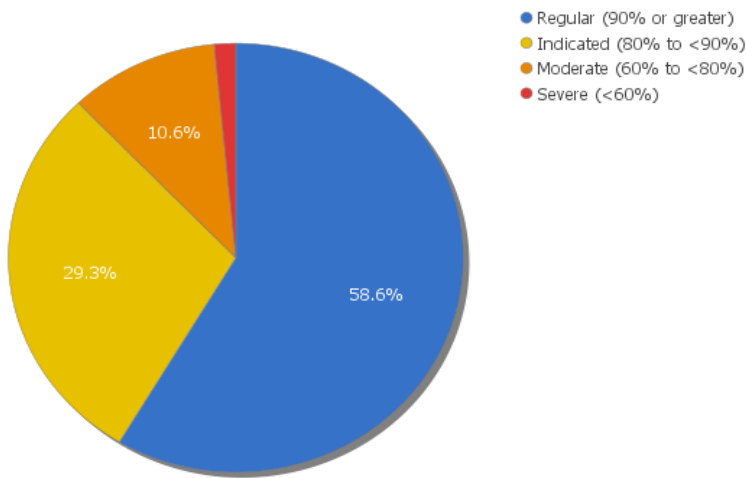
## Attendance rate WA schools Semester 1 2022

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
KIN	86.5%	11734	7626	3467	1106
PPR	86.0%	12474	8495	3647	1274
Y01	86.9%	13591	8582	3339	1113
Y02	87.0%	13382	8289	3092	1084
Y03	87.3%	13764	7979	3007	1085

# Quality Guidance



Attendance Profile 2022 Semester 2



Attendance rate K – 3 Semester 2 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	47858	5093	89.4%
Former	0	0	0.0%
<b>All</b>	<b>47858</b>	<b>5093</b>	<b>89.4%</b>

Attendance break down by year group Semester 2 2022

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
KIN	90.2%	16	7	3	
PPR	91.9%	22	9	2	
Y01	89.5%	43	27	7	1
Y02	88.4%	34	17	12	
Y03	87.9%	40	18	6	4

Indigenous students Semester 2 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	4514	632	86.0%
Former	0	0	0.0%
<b>All</b>	<b>4514</b>	<b>632</b>	<b>86.0%</b>

Non indigenous Semester 2 2022

Enrolments	Available HD	Total HD Ab	Attendance Rate
Current	43344	4461	89.7%
Former	0	0	0.0%
<b>All</b>	<b>43344</b>	<b>4461</b>	<b>89.7%</b>



## Health & Well-being

Health and Well-being Education at Peel Language Development School (PLDS) provides students with an opportunity to learn the skills they need to build resilience and effectively manage their emotions, behaviour, and relationships with others. This enables students to learn and practice social skills such as cooperation, managing conflict, making friends, coping, being resilient, and recognising and managing their own feelings. PLDS provided a wide range of Health and Well-being programs and events throughout 2022.

Kimochis is a social and emotional well-being program designed to give children the knowledge, skills, and attitudes they need to recognise and manage their emotions. Kindy and Pre-Primary classes implemented the program to incorporate innovative, fun, and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character, and confidence. These skills of social and emotional learning are necessary for school success, academic achievement, positive social relationships, and the development of emotional competence.

You Can Do It! is another social and emotional well-being program designed to teach positive attitudes, social-emotional skills, character strengths and values based on the science of wellbeing and achievement. Year 1-3 classes across all campuses have implemented the program, creating lessons for students to teach mindfulness, grit, gratitude, optimism, resilience, self-acceptance, growth mindset, confidence, organisation and getting along.

At PLDS in 2022, the school held events to enhance the well-being of both staff and students. Students benefitted from events such as National Day of Action Against Bullying and Violence, Harmony Day and RUOK Day. PLDS also celebrates World Teacher's Day and Education Assistant Appreciation Week.



# Quality Partnerships



## Rockingham Lakes PS Campus

In 2022, the Peel Language Development School (PLDS) Rockingham Lakes Primary School (RLPS) Campus included a Kindergarten class, two Pre-Primary classes, two Year 1 classes, one Year 1 / 2 class, two Year 2 classes, one Year 2 / 3 class, and two Year 3 classes. PLDS students joined in with the RLPS students at break times, assemblies, incursions, commemorative days, reward events and whole campus events. We are also a part of the joint RLPS PS and PLDS Positive Behaviour Reward system or PBR (Positive Behaviour Recognitions) which recognises good behaviour and attendance and reinforces the Good Standing Policy for both schools. PLDS students also wore the RLPS uniform. Staff from PLDS often collaborated and communicated openly with RLPS staff. This ensured an inclusive environment where PLDS students and families felt as though they were part of the RLPS campus.

The start of 2022 saw interruptions and adjustments to normal school operations as COVID arrived in WA and the school activated its Continuity Plan. To maintain social distancing measures, the RLPS Campus did not have face-to-face school assemblies in Semester 1. Students, parents and the local community were able to participate via our online assemblies and later in the year face-to-face events resumed.

In Term 1, PLDS students joined with RLPS to celebrate Harmony Day. Students wore orange clothing to celebrate with the wider community.

In Term 2, the RLPS Campus held our ANZAC Ceremony, a joint school organised event where parents, caregivers and the wider community are invited to join. This was also held online for students to be a part of from their classrooms to maintain social distancing protocols, and guests were limited to speakers only. Students took part in the National Simultaneous Storytime, an annual campaign that aims to encourage more young Australians to read and enjoy books by reading the same book at the same time across the whole of Australia. We held our popular Topsy Turvy Day and invited our parents, caregivers, and extended family members to come to school. During Topsy Turvy Day, students become teachers for the morning, teaching all that they know in Literacy and Numeracy to their family and caregivers in attendance. Students from Year 1 and up participated in the Cross Country. All place winning students then competed at the Interschool Cross Country Carnival representing RLPS.

Term 3 is always a busy term. Students started the term by celebrating NAIDOC week. This year each class from both schools studied a famous aboriginal person and held an assembly celebrating culture and country and the NAIDOC 2022 Theme- Get Up, Stand Up, Show Up. Then we celebrated 100 Days of School and all things Number. Book week was popular, with the occurrence of the Book Fair and the Book Week dress up day. Students from PLDS and RLPS had their artwork displayed in the Artacular, held this year in the Library and the Undercover Area. The PLDS and RLPS community were able to view the exhibition and the campus during the RLPS campus Open Night. Term 3 also saw Edudance return, and all the students hard work culminated in a concert for family members which is always well attended. Students participated in the joint RLPS and PLDS Faction Carnival with much fun being had, and many ribbons being won on the day.

In Term 4, we rounded off the year with our annual picnic at City Park in Rockingham. The picnic is a much-anticipated PLDS community event where students had fun with water play and games and enjoyed a picnic with friends and family.

The Rockingham Lakes combined schools' campus continues to build upon a model of inclusivity that promotes PLDS students and their families to be part of the RLPS community.

# Quality Partnerships







## Mandurah PS Campus

In 2022, we continued with the structure of five classes at the Mandurah Campus of Peel Language Development School (PLDS). With a combined cohort of 58 students, the structure for the classes included Kindergarten/Pre-Primary, Pre-Primary/ Year One, Year One and two Year Two/Three classes.

This year we commenced an initiative to locate PLDS Deputy Principals at our four campus locations to support staff, students, and families during the COVID crisis. The initiative received positive feedback from staff, parents, and the administration of the host schools.

At our Mandurah campus, specialists for Physical Education, Science, Language Support teachers and Speech Pathologists work collaboratively with Classroom Teachers and Education Assistants to provide high quality programs to ensure consistency and continuity of Whole School Priorities. PLDS also regularly integrate with our host school Mandurah Primary School (MPS) for incursions, assemblies, sporting, and special events throughout the year to support our inclusive model of education.

In Term 1 parents were welcomed into classes and became comfortable partners in their child's classroom learning journey. With the unprecedented and ongoing COVID-19 pandemic, Staff, students, and parents continually implemented changes and adapted new ways to interact with each other, via Seesaw and Connect Platforms. Under the guidance of our school Chaplain, who we also shared with MPS, students were able to join in drumming sessions to promote wellbeing and confidence. The students created some amazing experiments for Science Week and celebrated 2's day on the 22/2/22.

PLDS Mandurah began our 'Your Move' journey, with the aim of winning a grant of \$7,500 at the end of the year. During the year we wrote articles and learned about active transport and road safety, embedding further literacy development of PLDS students. Our efforts were rewarded, and we received four Bike Education lessons, backpacks, drink bottles and slap bands throughout the year. In November we achieved our goal of Double Platinum status and were recipients of the \$7,500 grant. This grant will be further utilised in 2023 in various ways, to continue to support our student's safety, fitness, and learning.

Term 2 saw the return to face-to-face classroom learning. Unfortunately, parent entry to school and classrooms were restricted impacting the extremely popular Topsy Turvy Day at MPS. PLDS Students and staff joined their Mandurah Primary School peers to celebrate a very moving and memorable ANZAC service with students learning about the day and wearing student created paper poppies.

Term 3 saw students join with Mandurah Primary students on numerous occasions. A Faction Athletics carnival and Interschool were held with overwhelming spectator attendance. Students thoroughly enjoyed the carnivals, with Peel students performing extremely well in many events. PLDS students also joined with their Mandurah Primary peers to make red, yellow, and black paper flowers, which were arranged in the shape of the Aboriginal flag. This created an eye-catching display to acknowledge NAIDOC commemorations at the school's entrance. NAIDOC week also provided opportunity for Peel Students to join with Mandurah Primary students to experience traditional Aboriginal culture by tasting kangaroo, emu crocodile sausages and damper, and learn Noongar Language. Students listened to Dreamtime stories and viewed Boomerang throwing. We joined our MPS peers to learn about and cook traditional Noongar food under the guidance of Murdoch University staff.

# Quality Partnerships



Term 3 saw the return of the Mandurah Primary School Community Breakfast and it was fantastic to see members of the Mandurah school Community come together for breakfast and camaraderie. During the term, we also learned about taking care of ourselves through the 'Kids against Violence' program provided by OVIS. In Term 3, PLDS staff at the Mandurah campus were successful in our application for a \$75.00 grant to help us participate in Crunch and Sip's 'The Great Veggie Crunch' run by the Cancer Council. We held the event on Friday, September 16<sup>th</sup> and used the grant to purchase a wide variety of vegetables to create tasting plates for each of our classrooms. We linked the concepts to healthy eating, semantics (labelling, categorising) and mathematics (statistics and data). In addition, we were able to turn any leftovers into a delicious veggie soup during the following week to support sustainability and link to procedural writing.

Term 4 also saw us say goodbye to 16 year three students who, after highly successful Transition visits, were excited and self-assured about the future of their education beyond Peel Language Development School. As always, the annual picnic provided opportunity for students to re-unite with past teachers and socialise collaboratively with other Peel students across our four campuses, to celebrate a successful and memorable 2022 learning journey.



# Quality Partnerships



# Quality Partnerships



## Bungaree PS Campus

In 2022, we had five PLDS classes located at Bungaree Primary school. In total we had 60 students in these classes, which included a Kindergarten, Pre-Primary/ Year 1, Year 1/2, Year 2 and Year 3 class. It was the first year that a Kindergarten class has been located at our Bungaree campus and this will continue to be offered based on enrolments.

On a weekly basis, Bungaree PS provided our students with specialist classes in Physical Education (PE). In PE, students had lots of fun exploring and practising fundamental movement skills including dribbling, throwing, catching, and kicking balls. In Term 3, students participated in the annual Faction carnival. Students demonstrated grit, amazing skills, and a can-do attitude on the day. Many families attended to support their children and shared a picnic lunch with them at the conclusion of the carnival. Eight students were chosen to represent Bungaree in the Interschool Carnival in Term 4, with many students placing in events on the day.

Throughout the year students had the opportunity to combine with Bungaree PS to celebrate and commemorate special events including Harmony Day, NAIDOC week, ANZAC day, and Book week. In addition, students attended weekly assemblies, PBS (Positive Behaviour School) rewards days and participated in events including the Colour Run, Crazy Hair and Pyjama Day.

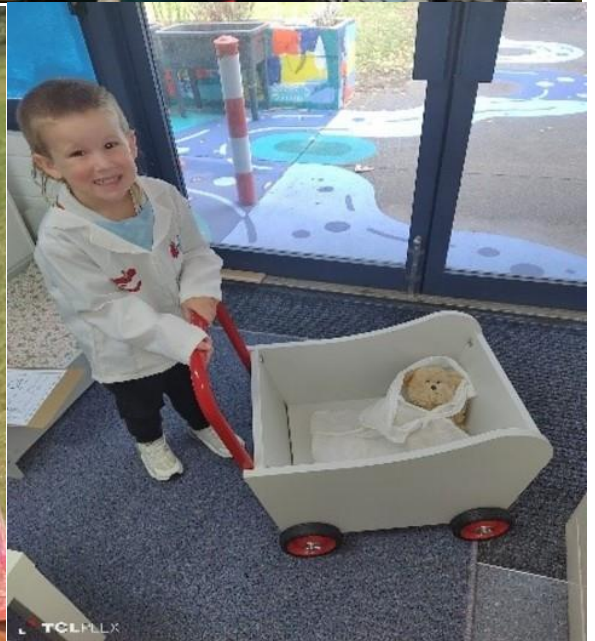
During 2022, students engaged in positive behaviour initiatives in line with Bungaree's Positive Behaviour policy. These included the Bungaree Fair, Around the World, Games Day, and Pizza for lunch. Students also participated in explicit lessons and modelling of desired behaviours. To encourage, acknowledge and reward students that were demonstrating the positive behaviours of choosing 'Safety, Effort and Respect', certificates, medals and prizes were given throughout the year.

Throughout 2022, all classes combined at various times to participate in multi-age group activities. This has given the students the opportunity to interact with students from all PLDS classes. Our Year 3 students took great pleasure in caring for our Kindergarten students through weekly shared library visits. Our Bungaree students have formed a cohesive community who care and learn from each other.

A highlight of the 2022 year at our Bungaree PS campus was the combined 'Creative Moves' dance concert in Term 3. All students had the opportunity to perform in their co-constructed dance in front of the school community. Students had practised hard and contributed some of their own dance moves in the lead up to this performance. They did an amazing job, remembering all the dance moves while having fun on the day.

At the end of 2022, we farewelled fourteen Year 3 students who have returned to mainstream for the commencement of Year 4. These students participated in a successful transition program in Term 4 and are excited about continuing their learning journey at their new school.

# Quality Partnerships



# Quality Partnerships



## Pinjarra PS Campus

In 2022, the Pinjarra Primary School Campus of PLDS had a combined cohort of 26 students which were distributed into two classrooms consisting of a Kindergarten/Pre-Primary/Year 1 class and a Year 2/3 class. All students were a part of the Pinjarra PS community and joined in with the Pinjarra PS students at break times, assemblies, incursions, commemorative days, reward events and whole campus events.

In Term 1, PP-Yr3 students participated in the annual Pinjarra Primary School Easter Hat parade. The Pre-Primary-Year 1 students participated in the 'Hospital Familiarisation Program', where students learn about hospitals and have an opportunity to share their hospital experiences with their peers.

In Term 2, PLDS students participated in the whole school ANZAC day assembly. The very popular Topsy Turvy Day was held in Term 2, with a focus on 'Nature Challenge'. Students enjoyed having their parents come into the classroom and the opportunity to 'teach' their parents some of the skills they had been learning in class and showcase some of their 'natural creations' through the teaching of design technology.

The Pinjarra Primary School Cross Country running event was held this year with all students from Year 1 – Year 6 having the opportunity to participate in the event. It was a lovely, sunny day and the students all put in their best effort and demonstrated good sportsmanship and resiliency participating in such a long run.

Term 3 was a busy one! We learnt about, and celebrated, indigenous culture during NAIDOC week. Pinjarra Primary School invited us to attend a performing dance group during the NAIDOC week celebrations. The dance was interactive, entertaining, and informative. Our junior students in PP – 1 were part of an ambulance incursion and learnt about the role of ambulances in our community and what to do in the event of a snake bite.

Also in Term 3, PLDS students participated in the Annual Sports Carnival, with the K/PP's having a separate carnival this year. All our students from K-3 displayed phenomenal participation and resilience when joining in with students from Pinjarra Primary in sports events including running, pass ball, and flag races. We had some great results from our students in the Sports Carnival and the Jumps and Throws Carnival with one Year 3 student Runner-Up Champion Girl and selected to represent Pinjarra Primary School in the Interschool Carnival in Term 4. What an achievement!

Other events held in Term 3 were the school open night, 100 days of school celebration, Book Week Parade, National Simultaneous Storytime, and hands on activities for Science Week.

The K/PP students participated in their very own sports carnival at the beginning of Term 4. All the K/PP students across Pinjarra Primary School take part in the carnival and it is always well supported by families and carers. There are lots of games and activities for our youngest students with lots of fun to be had by all.

During Term 4 we participated in two weeks of swimming lessons which students thoroughly enjoyed! There were lots of very tired little people once we came to the end of the fortnight. Throughout the year PLDS students joined with Pinjarra PS Positive Behaviour in Schools incentives, such as reading with a buddy class from an older year group.

# Quality Partnerships



We wrapped up the year with a whole school Christmas concert with PLDS classes joining together to sing a Christmas song. Room 28 and 29 students had a sit-down Christmas lunch where we practised etiquette and social skills while having a fun time celebrating the past year. PLDS students also joined our fellow students from other campuses and met up for the End of Year Picnic.

In 2022, PLDS students at the Pinjarra PS campus felt included and part of the Pinjarra PS community. PLDS parents attended special events at the Pinjarra PS campus and watched their child engage in activities.



# Quality Partnerships



## Annual School Picnic

The annual whole school picnic is an exciting event held at the end of Term 4 for all students at Peel Language Development School (PLDS) across all campuses. The picnic is an acknowledgement and celebration of the school community's hard work throughout the year. It is a time for family and community members to enjoy a relaxing day in the City Park (Rockingham), joining in activities and a lunch picnic with PLDS staff and students. It is a highly anticipated event that is enjoyed by all. In 2022, there was an additional celebration on the day, as it was 20 years since the school opened in 2002. Mrs Forbes was on hand as the Foundation Principal to address the school community, and everyone enjoyed the celebratory 20<sup>th</sup> anniversary cookies.





# Quality Partnerships

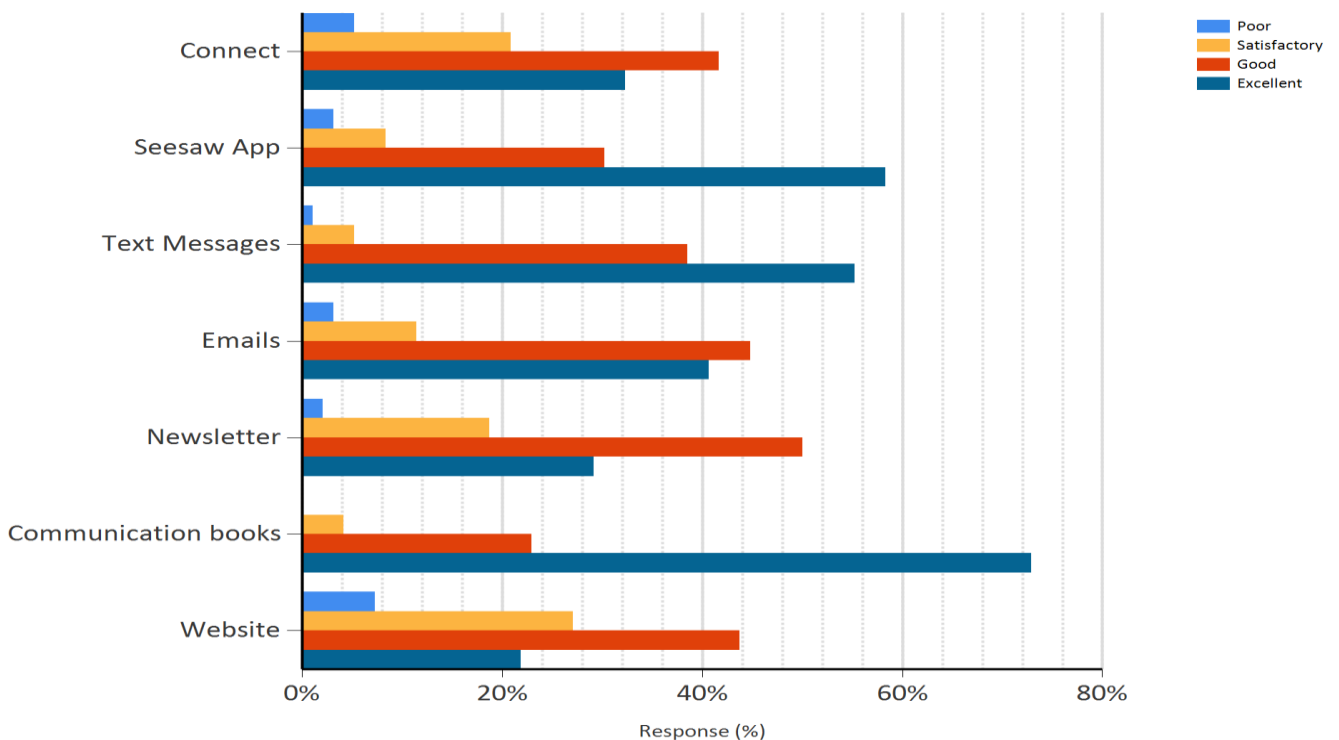




## Parent Survey

In 2022, PLDS completed the Parent National School Opinion Survey. The purpose of the survey was to measure the extent of participation and engagement by parents and caregivers through planned events, as well as the extent of satisfaction among families on a range of key aspects of the school's performance and operations. Ninety-six parents completed the survey. Peel Language Development School believe that engagement from parents, caregivers, the school community, host schools and the wider community is important for students' emotional development and wellbeing. The information was analysed and presented to the School Leadership Team, the School Board, and staff. Recommendations were then implemented in school planning.

Peel LDS Parent School Opinion Survey 2022



### Parent Comments:

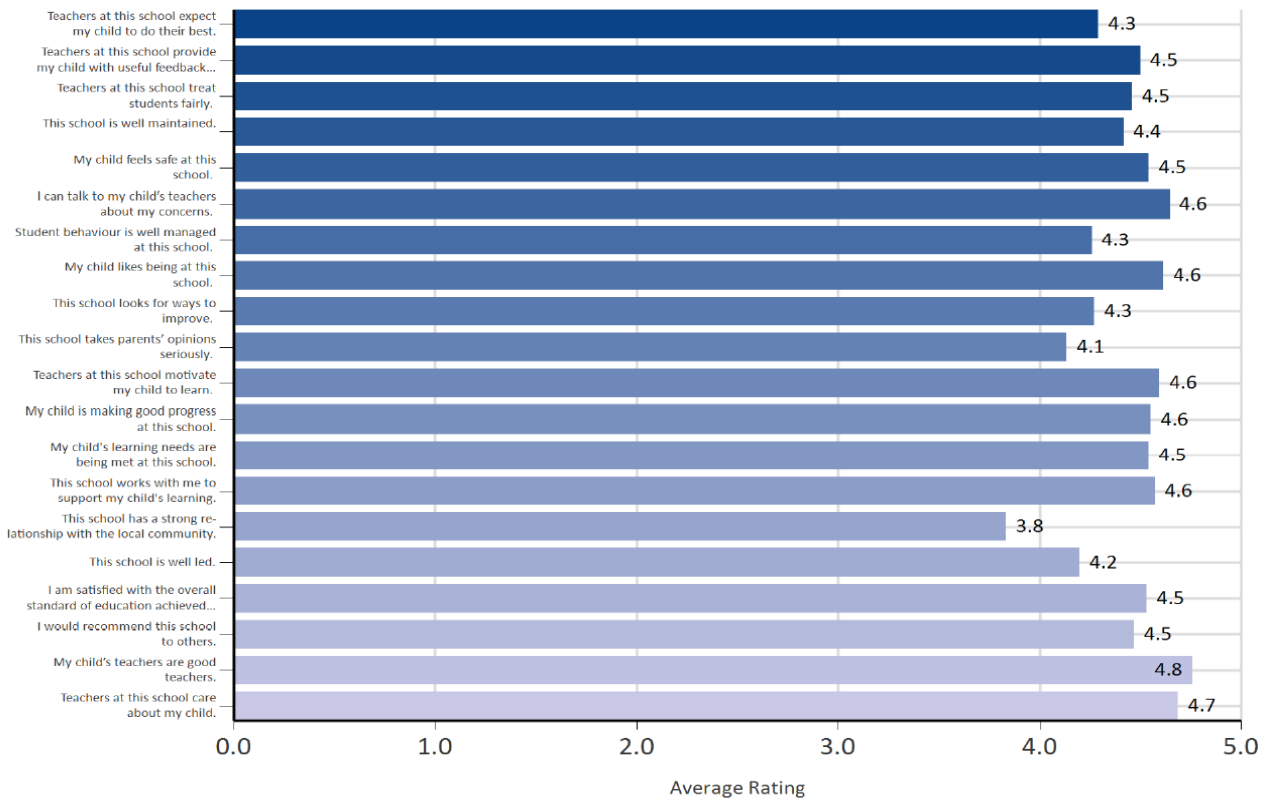
'Peel language has been amazing for my son and all the teachers he has had each year have all been so good. Excellent standard of teaching and the most caring teachers.'

'I have been very impressed with both the teachers and EA's that my child has had in Kindy and PP. Very happy with the quality of staff that is employed.'

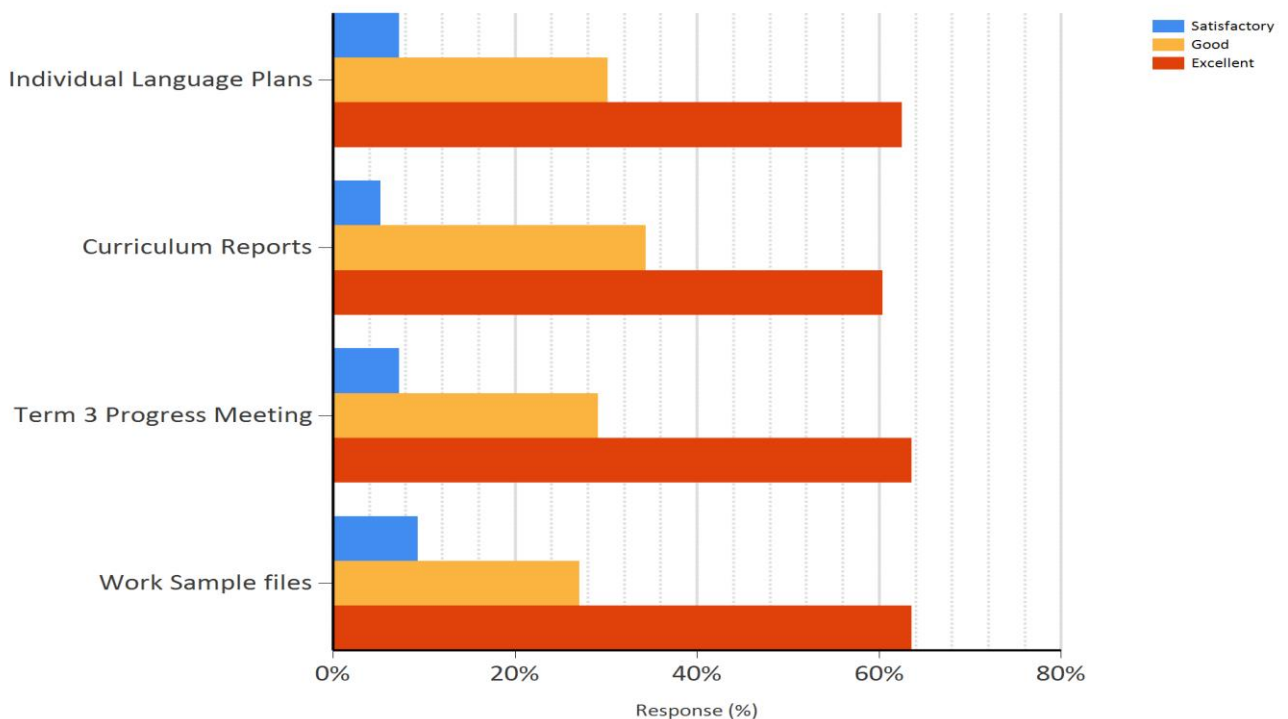
'Best school and teachers!!!'

'School has been amazing for my son and I can't believe how far he has come in such little time.'

# Quality Partnerships



## PLDS Report in a variety of ways.





## Transition

At the conclusion of 2021, 57 Year 3 students exited Peel Language Development School. Fifty-one of these students enrolled in government schools and six in private schools for the commencement of 2022. PLDS established contact at the commencement of Term 1 2022, with all schools of exited Year 3 students to determine the level of support required. Support available included opportunities to engage in on demand Webinars, Webex meetings, phone conferences or email support from the exited students' PLDS teacher. Of the 35 schools that our exited students enrolled in, 9 schools engaged with one of the levels of support offered. This was lower than the previous year, however, Term 1 and 2 of 2022 saw many schools having to implement Business Continuity Plans due to the impact of COVID-19.

All 2022 teachers of exited students were also emailed an exit file, which included a comprehensive report based on the results of 'Clinical Evaluation of Language Fundamentals- Fifth Edition' (CELF-5) testing administered by our Speech Pathologists, Curriculum and NAPLAN reports, Individual Language Plans, work samples and classroom-based testing results. Exiting information sent, and the handover processes offered from PLDS teachers, targeted the building of capacity of educators to support exited students to continue to access the Curriculum, through dissemination of individual student's language needs, along with the sharing of evidence-based practices to support these needs.

Educators and schools of exited students were able to access further support throughout 2022, including complimentary access to the Statewide Speech and Language Service's 'Supporting Students with Language Difficulties' on demand webinar, access to work shadowing and ongoing support from PLDS teachers. PLDS will continue to review and seek feedback from the schools that our students exit to, to ensure a seamless transition occurs for all students transitioning from PLDS.





## Statewide Speech & Language Service

The Statewide Speech and Language Outreach Services supports schools with strategic initiatives and professional learning to enable them to cater more effectively for students with speech and language difficulties. Outreach services are staffed by Speech and Language Support Officers who are either specialist teachers or speech pathologists.

The Statewide Speech and Language Outreach Services provide:

- Service to Schools identified by On Entry Assessment as Priority One Schools
- Whole-school and targeted professional learning, including opportunities to develop language leaders.
- Support with whole-school planning (including speech and language assessment, oral language scope and sequence)
- Early intervention programs that can be delivered by classroom teachers.
- Work shadowing at a language development facility.
- Resource and expertise.

Covid had a significant impact on our services in 2022. In Term 1, many schools were struggling with staff shortages, as well as difficulty getting relief. The issues with staffing and relief continued throughout the year and often meetings that were planned needed to be cancelled and rescheduled. Schools were unable to secure relief staff to support attendance at our face-to-face professional learning offerings. We supported schools during this time by offering our webinars for school development days.

### Priority One Schools

A Statewide initiative in 2020 is the identification of Priority One schools through their on-entry data in reading and oral language. In 2022, Twenty-nine Priority One schools were identified by their Reading Data. Twenty Priority One schools engaged in our services either through implementing the Words, Grammar and Fun language programs or engaging in professional learning.

### Professional Learning

The service presented 24 professional language sessions to both schools and networks in 2022. This included Words, Grammar and Fun training, Kindergarten Assessment Tool Training, Science of Reading: Foundations in Phonological Awareness and Phonics, and Shared Sustained Thinking and Inquiry. We hosted three Network & Nibble sessions, Science of Reading, Daily Reviews, and an Early Literacy Network session. Schools also participated in our online webinars throughout the year. After the success of our Language Leaders Foundations course offered via webinar in 2021, and the concerns of covid impacting service, we offered the Language Leaders foundations course online with 65 registrants.

### Language Leaders

The Language Leaders program continued in 2022 with coaching of Language Leaders. Due to covid, it was difficult to meet with all language leaders and many coaching consults occurred either by telephone or zoom meeting. 2022 was difficult for many coaches, as it was no longer a priority due to staffing and relief availability. It was decided to also delay the Professional Learning until 2023, to support our Language Leaders and schools. Seven schools and nine Language Leaders continued with coaching in 2022.

# Quality Resources



## Consultations

Thirty-seven schools engaged in consults with our services. These were held with schools in the South West, South Metropolitan and East Kimberly Regions and held either in person or via telephone. This also included those with Priority One schools.

## Oral Language Programs

Eight schools and 53 registrants participated in the Words Grammar and Fun training sessions, which were presented online (both on-demand and live) for the assessment component. Videos were created of the activities and are available for participants to refer to when delivering the program. We sold a total of 13 Phase 1 and Phase 2 WGF kits.

## Parent Information Sessions

We have been supporting teachers through an on-demand webinar to present their own Kindy Café presentation and we also provide them with resources. We attended one Kindy Café at a metro school this year.

## Resource Development

This year the team developed a 'Story Book Essentials' package, alongside a new webinar. This package supports educators in teaching vocabulary and comprehension. During the year, this package has continued to be updated with more common early childhood books, and an Aboriginal package has been added to imbed Aboriginal Culture and Histories in the classroom. This will be released at the end of 2022.

## Community Connections

During 2022, we participated in the Rockingham Early Years Network. We attended meetings twice a term and participated with a stall at the Teddy Bears Picnic. We are on the Paint the Rockingham REaD committee and enjoyed a visit from the mascot, Widi, at book week. Peel Language Development School Statewide Speech and Language Services are also working alongside other community members and the Rockingham Council in developing a "My Journey to School" book. We released a webinar for Day-care Services and Early Years providers on Oral Language and the PLDS referral process.

## Summary

During 2022, the Peel Language Development School (PLDS) Statewide Speech and Language Services (SSLS) service region comprised of 138 Mainstream schools in the South Metropolitan, South West and East Kimberly region. Eleven service requests were received from schools resulting in service provision to our service regions. During 2022, we worked with 101 schools and 566 educators.



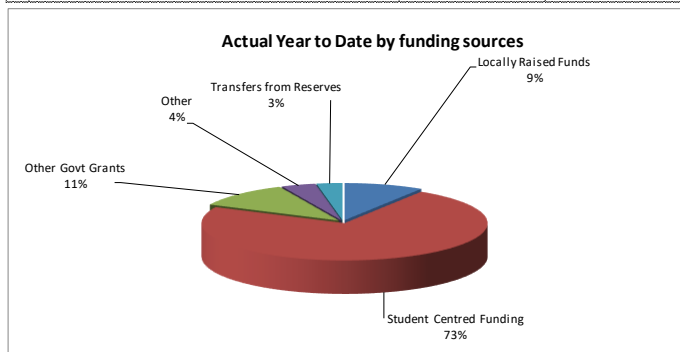
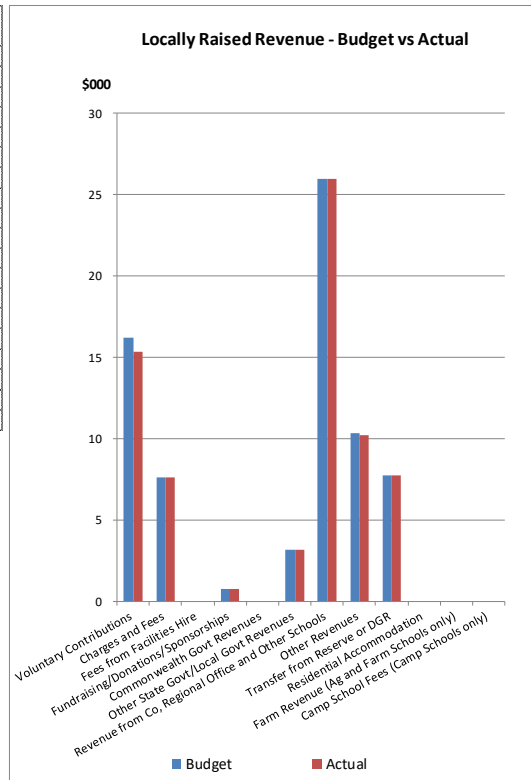
# Quality Resources



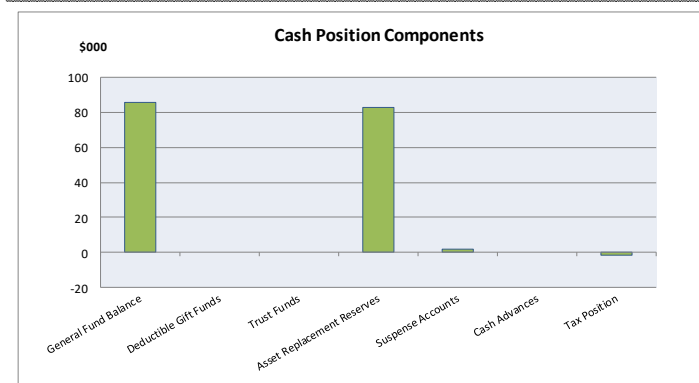
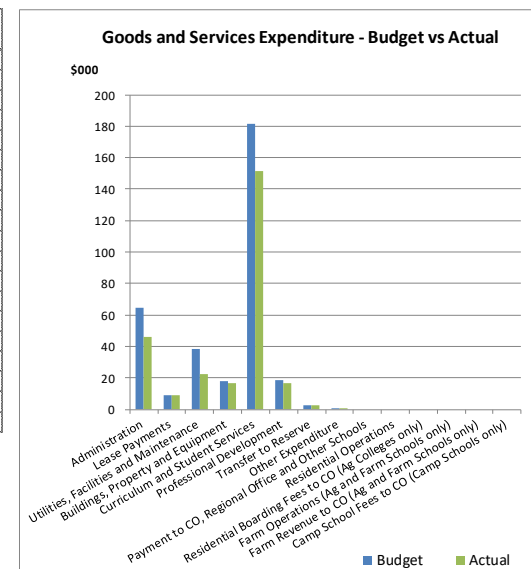
## Financial Report

Peel Language Development School  
Financial Summary as at  
31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,225.00	\$ 15,315.00
2	Charges and Fees	\$ 7,593.00	\$ 7,593.75
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 774.73	\$ 774.73
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,150.00	\$ 3,150.00
7	Revenue from Co, Regional Office and Other Schools	\$ 25,973.00	\$ 25,972.73
8	Other Revenues	\$ 10,347.43	\$ 10,231.57
9	Transfer from Reserve or DGR	\$ 7,712.96	\$ 7,712.96
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 71,776.12</b>	<b>\$ 70,750.74</b>
	<b>Opening Balance</b>	<b>\$ 88,623.99</b>	<b>\$ 88,623.99</b>
	<b>Student Centred Funding</b>	<b>\$ 191,842.30</b>	<b>\$ 191,842.30</b>
	<b>Total Cash Funds Available</b>	<b>\$ 352,242.41</b>	<b>\$ 351,217.03</b>
	<b>Total Salary Allocation</b>	<b>\$ 5,959,707.00</b>	<b>\$ 5,959,707.00</b>
	<b>Total Funds Available</b>	<b>\$ 6,311,949.41</b>	<b>\$ 6,310,924.03</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 64,359.63	\$ 46,217.00
2	Lease Payments	\$ 8,971.00	\$ 8,892.20
3	Utilities, Facilities and Maintenance	\$ 38,279.00	\$ 22,591.12
4	Buildings, Property and Equipment	\$ 17,726.96	\$ 16,504.57
5	Curriculum and Student Services	\$ 181,787.26	\$ 151,731.59
6	Professional Development	\$ 18,694.00	\$ 16,374.11
7	Transfer to Reserve	\$ 2,670.00	\$ 2,670.00
8	Other Expenditure	\$ 345.00	\$ 347.45
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 332,832.85</b>	<b>\$ 265,328.04</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 5,778,192.00</b>	<b>\$ 5,778,192.00</b>
	<b>Total Expenditure</b>	<b>\$ 6,111,024.85</b>	<b>\$ 6,043,520.04</b>
	<b>Cash Budget Variance</b>	<b>\$ 19,409.56</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 169,429.67</b>
Made up of:	
1 General Fund Balance	\$ 85,888.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 83,003.68
5 Suspense Accounts	\$ 1,800.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,263.00)
<b>Total Bank Balance</b>	<b>\$ 169,429.67</b>