

Peel Language Development School

Independent Public School



Annual Report 2023



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

2023 Overview



On behalf of the Peel Language Development School (PLDS) community we present the Annual Report for 2023. 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 2023. 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 2023*.

PLDS students made pleasing progress within our specialised learning programs in 2023.

In our eighth year as an Independent Public School, we have continued to meet the requirements of the *Statement of Expectations*. In March 2023 we participated in the once every three-year, Public-School Review. The Review gave Peel LDS and our Outreach Service an opportunity to look more critically at the process and outcomes we have made towards the targets in our Business Plan. These school-based judgements were then validated by external senior leadership from the Department of Education. On the Peel LDS Website, we have placed a copy of the Review comments and recommendations. I am pleased to report that by the end of 2023 all recommendations have begun to be addressed, if not, in fact, been achieved.

We commenced 2023 with 276 students enrolled and 21 classes across all campuses. 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 2023 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.

2023 is the 11th successful year of operation of the Statewide Speech and Language Service (SSLS). During 2023 our SSLS Team have continued to ensure our expertise and knowledge is shared with the 140 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 2023. Acknowledgement goes to the dedicated staff at PLDS. We acknowledged, congratulated and thanked Shelley Collins for her years of service as Acting Principal, Deputy Principal and L3 classroom teacher in May 2023, as she became the substantive Principal of North East Metropolitan Language Development Centre. We thank Kynan Ridley, 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 2024.

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 share the continued positive progress of our school community and welcome all the new families that have joined the Peel Language Development School community this year. I am sure that all our new students are settling in well.

Peel Language Development School (PLDS) has operated to its usual high standards in all areas throughout the school in 2023. It remained business as usual and overall, it has been a very productive year in which we have celebrated many successes.

Throughout 2023, the PLDS School Board continued to fulfil its governance responsibilities as required by the Department of Education.

We also continued to upskill ourselves and build our knowledge and effectiveness as a School Board. We maintained 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, culminating with the Community Values and Spirit award being given to one child from each campus.

This year, with the support of the board, I took part in the Whole School Review conducted by the Department of Education. The review commended the school on various aspects, including:

- **Strong leadership and governance**
- **Effective teaching and learning practices**
- **Positive school culture and climate**
- **Engagement with the community**

The board is incredibly proud of this achievement and extends its gratitude to the entire school community for their dedication and hard work.

School attendance software was endorsed by the board to be implemented across the school and has been effective in ensuring children attend school regularly and assists with monitoring absences.

In 2023, we elected three more Parent members and one Community member to our Board 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.

The Board remains committed to its mission of providing high-quality governance and fostering a positive environment for all students. We are confident that, with continued collaboration and dedication, the school will continue to thrive and build upon its successes.

Board Chair Report



The PLDS Board met six times this year, including our Annual Public Meeting. Our Board members for 2023 were:

Kynan Ridley (Board Chairperson)
Fiona Forbes (School Principal)
Jenny-Lee Fussell (MCS)
Tanya Rose (Speech Pathologist)
Justine Daly (SSLS Representative)
Lori Katheappa (Staff Representative)
Janamat Sharma (Parent)
Billie Jo Whitehurst (Parent)
Nikki Woodthorpe (Parent)
Stephanie Davie (Parent)
Tabitha Nott (Parent)
Kim Sunderland (Community)
Chellsey Morrison (Co-Opted)

A big thank you to School Principal, Fiona Forbes, the school Leadership Team and all the teaching, specialist and support 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 alongside me as we represent this wonderful school.

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

Kynan Ridley
School Board Chairperson
Peel Language Development School



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.

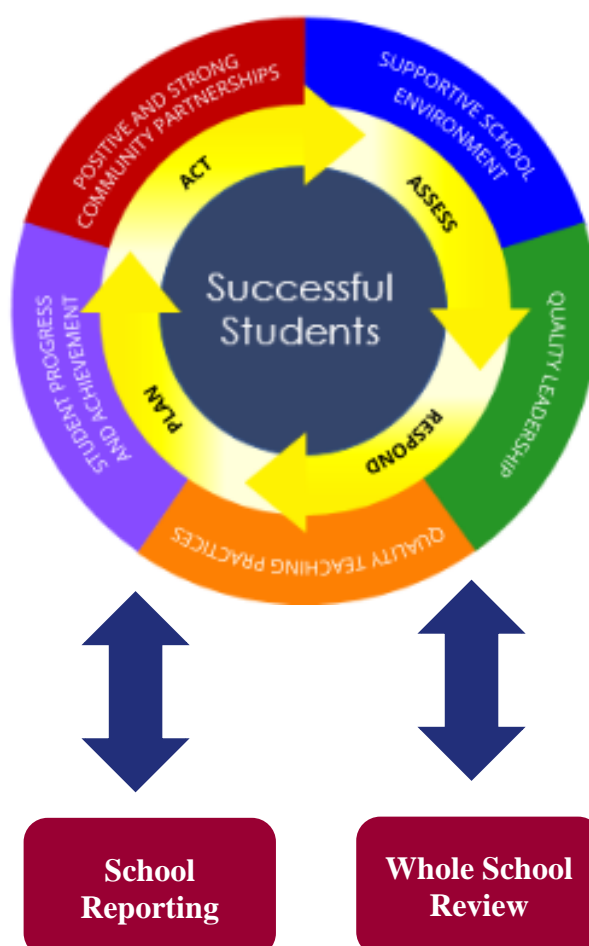
At Peel Language Development School, we reach our vision through collaborative processes in four focus areas. The importance of early intervention and life-long learning has been highlighted in research and is clearly defined in our Vision Statement and Business Plan. The interconnected diagram below 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 teaching students how to effectively read and comprehend texts.

Professional Learning (PL) was provided in the area of Reading, and in Term 1, we had a review of the Sounds-Write scope and sequence and using Sounds-Write as an intervention tool. We looked at Decodable Readers and assessing Decodable Readers during our School Development Day in Term 2, ensuring we are following the 2023 focus of ensuring 'all students are achieving year on year progress through evidence-based approaches.' Staff received PL at our Whole School Review Day in Term 2 from the Dyslexia-SPELD Foundation as a refresher workshop on Sounds-Write, to ensure all staff were implementing the program correctly. Provision for 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. This increase in teacher expertise improved student outcomes in the areas of spelling, reading and writing.

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.

In 2023, students demonstrated some positive outcomes from the implementation of our programs. Our Year 1 students completed the decodable reading assessment which aligns with our Sounds-Write program. The Year 1 data for decodable readers was higher than 2022. The Year 2's and Year 3's PM Benchmark reading data was higher than 2022. In Writing, the Pre-primary's, and Year 3's writing data was higher than 2022. The Year 1's and 2's data was lower than 2022. In Spelling, the Year 2's and 3's data was higher than 2022 and the Year 1's data was lower.

In 2023, 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, such as the Sports Carnival at the end of Term Three. Moderation assisted teachers to make more informed judgements of the writing samples and the curriculum attainment.

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: Book Week, National Simultaneous Storytime (NSS) and Topsy Turvy Day.

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, as well as reflecting on our reading and writing data throughout 2024.



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.

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 campus for shared reading and writing experiences. This year’s book was “The Speedy Sloth” written by Rebecca Young and illustrated by Health McKenzie.



Quality Teaching and Learning



Topsy Turvy Day

Topsy Turvy Day is a successful annual event held in Term 3 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', and '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.



Quality Teaching and Learning



Mathematics

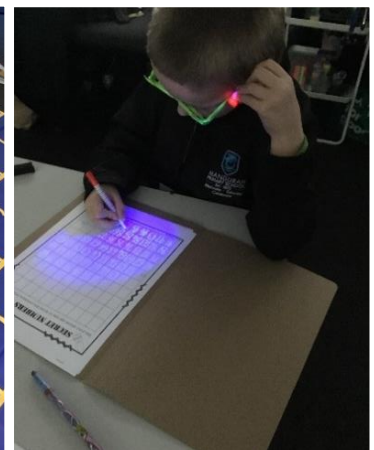
As per the PLDS Business plan, the Number Strand continued to be our prime focus area in Mathematics. Becoming numerate is an essential skill, helping children to know and describe the world around them in a meaningful way. To encourage engagement and a deep understanding, teachers at PLDS use hands-on learning methods, incorporate visuals, integrate maths games into lessons, connect mathematical concepts to real life situations and provide students opportunities to share their mathematical reasoning.

Following up from the successful roll out of the Mathematics Scope and Sequence (MSS) document in 2022, the Mathematics Committee conducted a survey to gauge teacher feedback and effectiveness. All PLDS teachers reported using the MSS for planning and found it to be an effective tool to guide programming. The MSS ensures that our students continue to consolidate knowledges and skill and progress year upon year. The Mathematics Committee is currently awaiting the new National Curriculum plan for Mathematics and will revise the Scope and Sequence accordingly once this has been released.

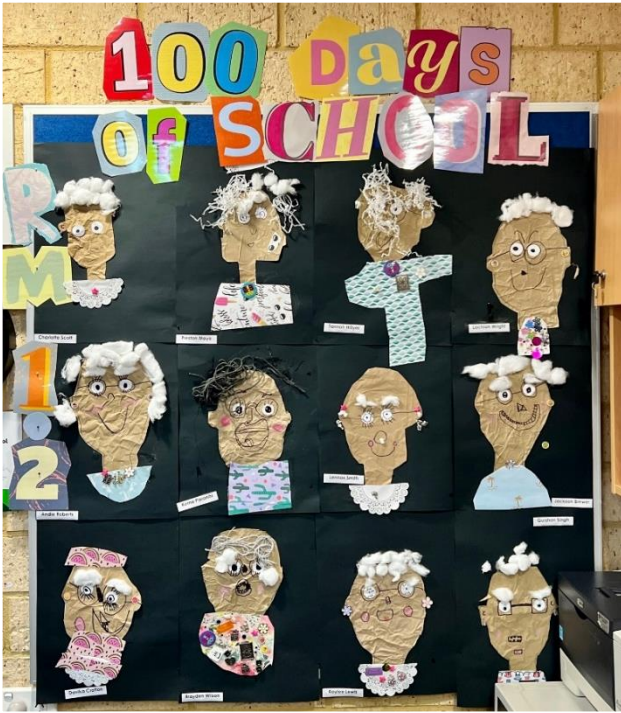
Whole school data collection for Mathematics occurs twice yearly, in Terms 2 and 4. The mid-year test provides a snapshot reviewing the retention of concepts taught the previous year and understanding of the early skills expected at the current year level. The final test is summative. Data for 2023, shows that most students extended their number knowledge, with all years meeting the targets for the Number Strand as set in the PLDS Business Plan.

To showcase mathematical thinking and foster a positive mindset towards numeracy, the Mathematics Committee organised several key events in the school calendar to highlight mathematical learning. These events included World Mathematics Day and 100 Days of School. Mathematics was also a focus in PLDS' annual Topsy Turvy day with students 'teaching' parents how to complete selected maths games and activities. On each of these occasions, students had the opportunity to share in and explore concepts in meaningful, engaging and fun ways to deepen their understanding of numeracy.

Going forward, the Mathematics Committee is excited to continue to support PLDS students in building a rich understanding of mathematical language and to assist in encouraging the application of skills across different contexts. To help facilitate this, new picture book resources, explicitly linking mathematics and literacy, have been purchased for each campus to be rolled out at the beginning of 2024.



Quality Teaching and Learning



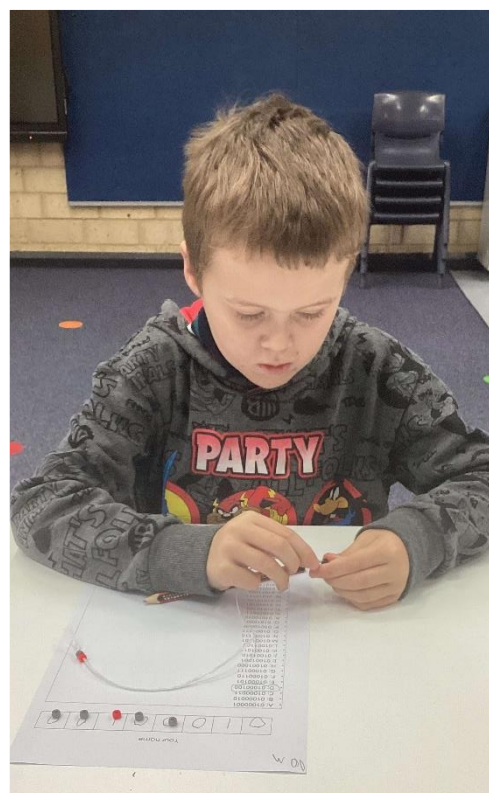


Science

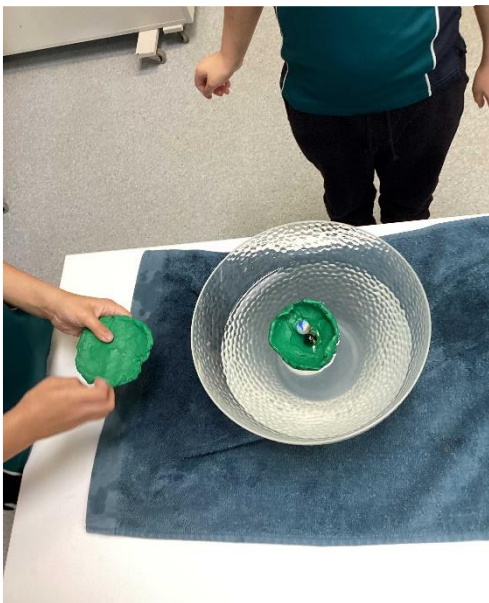
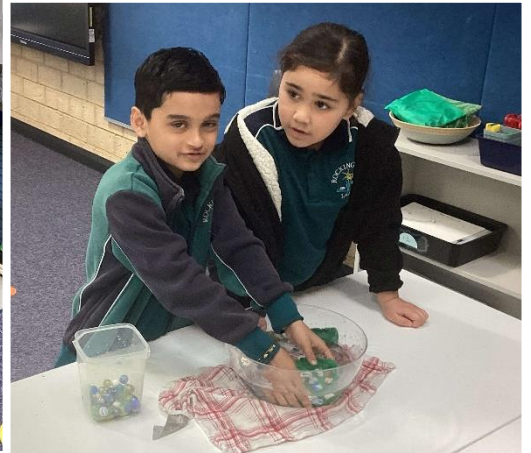
At PLDS, Science is taught to all students from Pre-Primary to Year 3 at Mandurah, Pinjarra, Bungaree and Rockingham Lakes Primary School. All campuses have materials to support teaching Science and for students to investigate and explore scientific concepts. PLDS uses Primary Connections as a Whole 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 delight of scientific discovery and nurture their natural curiosity about the world around them. In doing this, we hope students will develop a joy of learning while developing an interest in conserving the world around them for everyone to enjoy. Our science activities provide students with opportunities to develop and practice many different skills and attributes. These include communication skills, collaborative skills, teamwork and perseverance, as well as enquiry, observation, reasoning and problem-solving skills.

National Science Week is Australia's annual celebration of Science and Technology. This year in the week before National Science Week, Rockingham Lakes PS campus enjoyed an incursion from SciTech, learning about Space. This was a huge success, with both the demonstration and the workshop, for students and staff alike, enjoying more inclusive experiences. During National Science Week the theme was Innovations and Problem-solving and every campus focussed on problem solving and inventions. This was a huge success, with all the campuses. Students enjoyed activities with coding, coins and water tension, floating, gravity and Penguins and potential energy, engaging the students and developing curriculum skills and language skills.



Quality Teaching and Learning





Humanities and Social Sciences

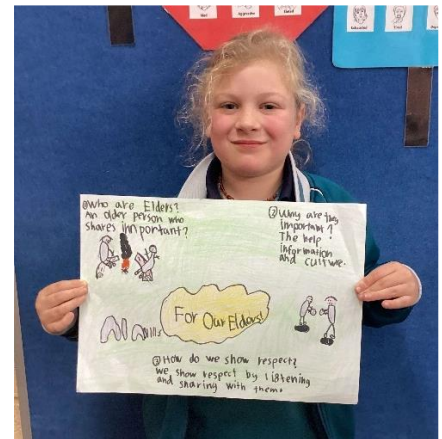
Humanities and Social Sciences (HASS) is taught to all students from Kindergarten to Year 3 across all campuses by the classroom teachers. Peel Language Development School (PLDS) has a variety of resources to support teaching HASS. Students are encouraged to develop an appreciation and knowledge of the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

During 2023 the HASS committee focused on embedding the Aboriginal Cultural Standards Framework (ACSF). This coincided with Focus 2023 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 HASS committee continued to support staff with resources with the purchase of Noongar dictionaries for all classrooms, a cultural activity for the school picnic, and an annual subscription to the One World resource centre.

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. The HASS committee also provided funds to our host schools for NAIDOC Week.

Students have been engaged in and enjoyed the variety of learning opportunities over the year. Classrooms have developed their own Acknowledgement of Country, and it has been wonderful hearing the students use Noongar language in the classroom and playground.





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 also provided a wide range Health, Sport and Wellbeing programs and events throughout 2023. Students at all campuses have access to a specialist for their Physical Education requirements. Sporting events such as Cross Country and the Sports Carnivals 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, and we strongly encourage hats & water bottles for outside play. Crunch&Sip is a Health program that students participate in to refuel with fruit 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, and exciting lessons and activities that are 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 2023 in this area. Firstly, at our Rockingham Lakes Primary School campus, the Sports Award was given to Ace Hooper. Ace won Year 3 Champion Boy at the Athletics Carnival and represented the school at the Interschool Athletics Carnival and Interschool Cross Country Carnival. At our Mandurah Campus, PLDS had some brilliant results at their Athletics Carnival. Kohen Hunter won Year 2 Champion boy, Harmony Barton-Hiku won Year 2 Champion girl, Mason Carr won Year 3 Runner Up Champion Boy and Keith Langford won Year 3 Champion boy.

As always, PLDS finished off the year 2023 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





Technologies

Digital Technology

Digital Technologies is taught to all students from Kindergarten to Year 3 at all campuses by the classroom teacher or DOTT provider. Peel Language Development School has a variety of digital devices to support the teaching of Digital Technologies including iPads, Bee-Bots, Codeapillars, Dash and Dot Robotics, Stop Motion, Osmo, Coding/Numbers, Holigrams, Marbotic letters, numbers and shapes and Botzees robotics. Our focus for students is developing Digital Technology skills across a range of means and demonstrating resiliency skills along the way.

During 2023 our focus area was to raise student skills in the area of digital technology e.g., skills while using iPads and STEM Coding resources. We worked on upskilling staff with using Microsoft Teams/ Office 365/ One drive/ forms/ Webex/ Zoom. As we have 4 campuses using technology supports staff with connections and flexibility, alleviating time spent on travel. Technology is used for some staff meetings, PLC meetings and curriculum teams.

In 2023 we used the Seesaw App 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. This interactive platform assisted our Parents in asking our students probing questions about their day at school and providing students with an opportunity to extend their verbal recounts.

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. Professional Learning was given to staff from 3P Learning to extend our teachers knowledge of the Applications we had purchased.

2023 continued to challenge 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 in today's society and in the future. All our Teaching staff are supplied with an iPad and taught skills throughout the year to extend their knowledge too. Our Year 3 classes on the RLPS campus worked towards 1-1 student device ratios, preparing them for moving on to mainstream schooling. This has also been added to our plan for 2024 across all campuses for our year 3 students. Staff and students were taught to use keynote. Staff also worked on using Apple class manager.

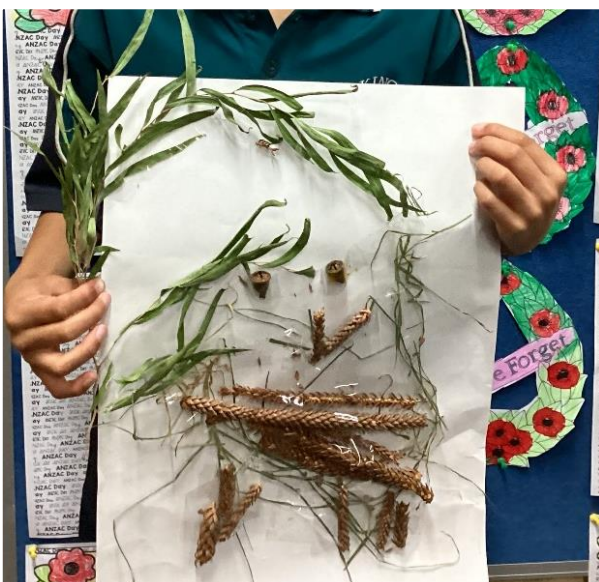
Quality Teaching and Learning



Design Technology

In order to implement the use of the Design Technology Curriculum, our school follows our PLDS Design Cycle in classrooms across all campuses. 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- this year our focus was the 'Nature Challenge'. The Nature Challenge is inspired by students using natural materials to create an 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 imagination. Students follow the PLDS Design Process to guide their creative process. The completed creation 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. This event promoted oral language skills and written activities as the students were engaged and motivated to talk and write about the creations.

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 2023, Peel Language Development School had no Arts Specialist Program for classes at all campuses. Classroom teachers taught The Art Curriculum to their students.

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 "Plants" with artwork inspired by flora and artists from Australia (both Indigenous and non-Indigenous) as well as from around the world.

In 2023, 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.





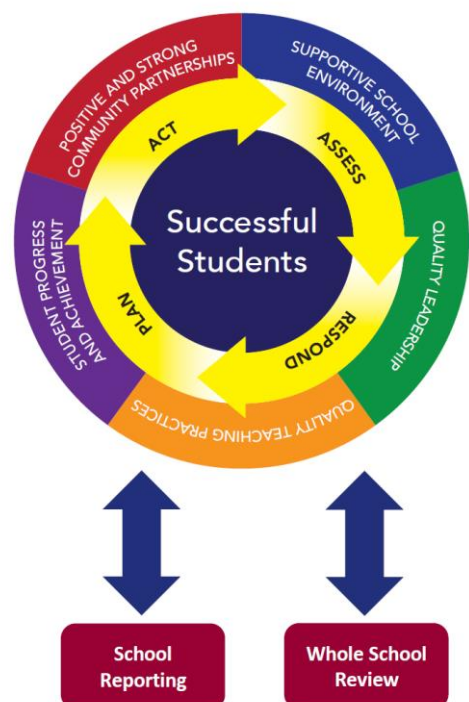
Data Analysis

NAPLAN

56 of our 57 Year 3 students participated in NAPLAN in 2023. Some key changes were made to NAPLAN for 2023, including the administration of NAPLAN being moved to Week 7 of Term 1, instead of Term 2, and the scale of achievement being reported in proficiency levels instead of bands. Changes to the NAPLAN scale means that data cannot be compared to that of previous years. The new proficiency levels are **'exceeding'** (the student's result exceeds expectations at the time of testing), **'strong'** (the student's result meet challenging but reasonable expectations at the time of testing), **'developing'** (the student's results indicates that they are working towards expectations at the time of testing) and **'Needs additional support'** (the student's result indicates that they are not achieving learning outcomes that are expected at the time of testing). Our writing data was of strength on the NAPLAN assessment, with nearly 60% of our students working in the developing, strong and exceeding levels.

Test Completed	Exceeding	Strong	Developing	Needs additional support
Reading		10.5%	38.6%	49.1%
Grammar		14%	31.6%	52.6%
Spelling	3.6%	15.7%	29.8%	49.1%
Writing	1.8%	31.6%	26.3%	38.6%
Numeracy		17.5%	33.3%	47.4%

We also compared our data to Fremantle and South-East Language Development Centres (LDC). In Numeracy, Writing, Spelling and Grammar we had a slightly larger percentage of students meeting the strong proficiency level.



Quality Teaching and Learning



During 2023 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.

In the area of Mathematics, all our classes scored at or above our school target except our Kindy cohort which scored just below. This was a fabulous outcome and one of our best years in Mathematics. Year 3 had great success with a wonderful score of 82% of students achieving the target of 60% or better in Maths.

Maths Target: 70% of students score 60% +	
Kindy	68%
PP	96%
Yr1	72%
Yr2	70%
Yr3	82%

Our Writing data showed strength in our Year 1 and Year 2 cohorts. Our PP students achieved lower than expected results of 65% at or above our target compared to the year last year at 81% but still better than 2021 of 47%. In 2022 PP implemented Sounds-Write at an earlier stage exposing them to more writing. From this we saw a real rise in writing scores for our PP students showing great improvement. Overall, each year group had steady results. Writing will be our focus area for 2024.

Writing Target: % score at or above Target	
PP	65%
Yr1	70%
Yr2	71%
Yr3	51%

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 61% of our Year 3's students achieved this target, which is up from last year where we had 59% of students achieve this target.

In 2023 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 traffic light symbols to measure progress. This assisted staff and our school with developing an action plan to drive school improvement.

Quality Teaching and Learning



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 2023, Semantics continued to be the language focus area, with Grammar remaining on maintenance.

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. Speech Pathologists and Classroom Teachers met with parents / caregivers during term 1 to discuss ILP's and ways for school and home to work together to support student progress.

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.

A variety of resources were purchased using the 2023 Speech and Language budget to update and expand our library of available books, resources and games in all language areas. These are available for use by the Speech and Language Team and Classroom Teachers, across all four school campuses.

During 2023 the Sounds-Write intervention program was implemented across all four campuses. This was a collaborative effort involving Classroom Teachers, Education Assistants, and members of the Speech Pathology team. Students participated in twice weekly sessions utilising the "Sounds-Write" synthetic phonics program.

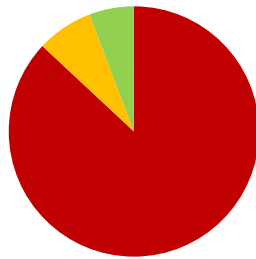
A total of 69 students participated in the intervention program in 2023 (this is approximately 25% of our total student population). 87% of students commenced intervention with reading skills which were considered to be within the 'red zone' for our school.

Following intervention, 97% of students demonstrated progress in their decodable reading levels and only 16% of students remained in the red zone. Students who remained in the "red zone" were known to the SAER team and additional support and liaison occurred for these students.

Quality Teaching and Learning

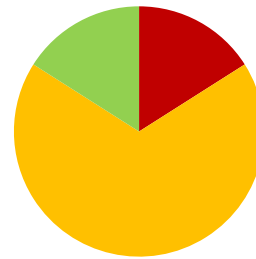


Pre Intervention
Sounds-Write Data



■ Red Zone ■ Orange Zone ■ Green Zone

Post Intervention
Sounds-Write Data



■ Red Zone ■ Orange Zone ■ Green Zone

The Speech Pathology team was also involved in a trial of the SPARKLE Reading Assessment. This was done in collaboration with a cross section of teachers from PP – Year 3 who worked across all four campuses. At the end of the trial, it was decided that while the assessment added value to the teachers planning, it was not suitable as a whole school reading assessment. Other assessments will be investigated and trialled.

A variety of professional learning opportunities were provided by the Speech and Language Team throughout 2023. The following list outlines the different sessions that were offered to PLDS staff, families and the wider community.

- “An Introduction to Speech and Language” presented in person to new staff members
- “An Introduction to Speech and Language” for new families presented via online delivery
- An information session outlining the referral process delivered to external professionals
- “Open Day Information Session” presented to prospective parents in person, with a recorded webinar available via our website (for those who were unable to attend in person)
- “Grammar and the Curriculum” delivered to staff at the SDD in Term 3. This provided staff with an update on resources available to support grammar and map language goals directly to the curriculum
- A 2 hour “Introduction to Key Word Sign” presented to the Education Assistants
- A parent information video developed outlining the “Sounds-Write” intervention program
- Whole School Data Review – presented to teaching and Admin staff (Term 2 & Term 4)

Speech Pathologists also engaged in their own professional learning during 2023, through attending events hosted by Speech Pathology Australia, AGOSCI and the Dyslexia-SPELD Foundation, engaging in professional reading and accessing relevant online webinars.

During Term 4, follow up language assessments were completed by the Speech and Language team, Classroom Teachers and Education Assistants. ILP’s were updated and then 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 2023, 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 86% of their ILP goals. Year Two students demonstrated progress in 86% of their ILP goals. Year Three students demonstrated progress in 85% of their goals.

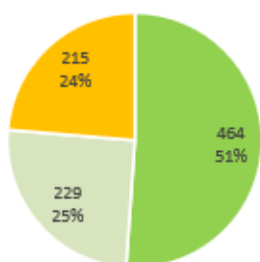
Grammar Target: By the end of 2023, Year 1, 2 and 3 students will demonstrate progress in more than 60% of their Grammar Goals set in their Individual Language Plan

Outcome: Year One students demonstrated progress in 76% of their ILP goals. Year Two students demonstrated progress in 68% of their ILP goals. Year Three students demonstrated progress in 70% of their ILP goals.

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

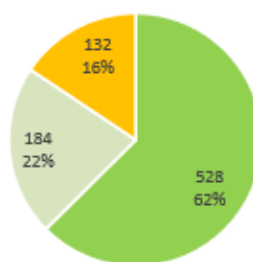
Please note: Percentages are the number of active goals present on student Individual Language Plans at the end of Semester Two, 2023.

Comprehension Progression



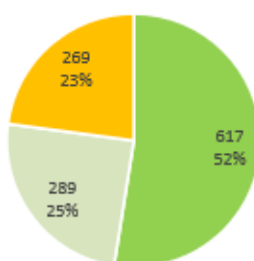
■ Consolidated ■ Progressed ■ Limited Progress

Semantics Progression



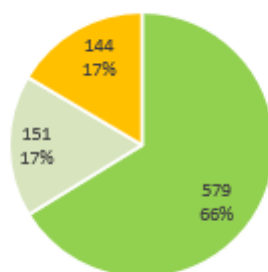
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Narrative Progression



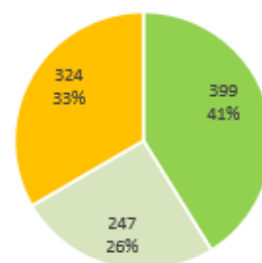
■ Consolidated ■ Progressed ■ Limited Progress

PA Progression



■ Consolidated ■ Progressed ■ Limited Progress

Grammar 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 2024 will be Comprehension. Semantics will move to 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 2023). 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.

While COVID-19 has moved to the background of general school operations, it remains a factor, as do its effects upon student and staff health and student attendance. We have been grateful for parents continuing to test students and keep them home if they are symptomatic. One of the key factors now affecting attendance related to COVID is the many families needing to reconnect with loved ones overseas and the cost of airfares in the school holidays necessitating that families travel during school time.

Student attendance data for 2023 generally improved in comparison with previous years across all year groups. Semester 1 showed a greater improvement than Semester 2, however, both showed gains in all areas. Compared to other schools in the state, the data for PLDS was a little better or similar in like year levels.



Quality Guidance



Attendance rate K -3 Semester 1 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	48298	4729	90.2%
Former	72	0	100.0%
All	48370	4729	90.2%

Attendance breakdown by year group Semester 1 2023

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
KIN	90.1%	17	11	3	
PPR	86.7%	17	22	8	
Y01	91.7%	47	18	2	
Y02	90.7%	46	23	4	1
Y03	90.9%	35	19	3	

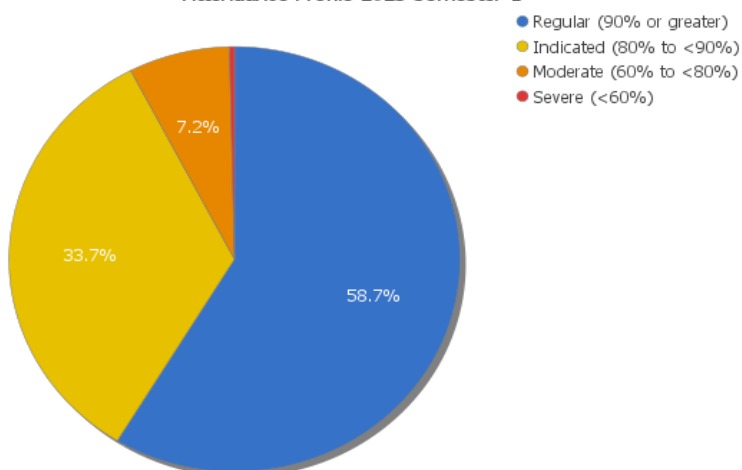
Indigenous Students Semester 1 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	6516	799	87.7%
Former	0	0	0.0%
All	6516	799	87.7%

Non-Indigenous students Semester 1 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	41782	3930	90.6%
Former	0	0	0.0%
All	41782	3930	90.6%

Attendance Profile 2023 Semester 1





Attendance rate K – 3 Semester 2 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	49430	5190	89.5%
Former	0	0	0.0%
All	49430	5190	89.5%

Attendance breakdown by year group Semester 2 2023

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe
KIN	88.5%	17	8	6	
PPR	88.2%	22	19	7	
Y01	89.4%	33	24	9	1
Y02	89.2%	43	24	5	1
Y03	91.2%	36	16	5	

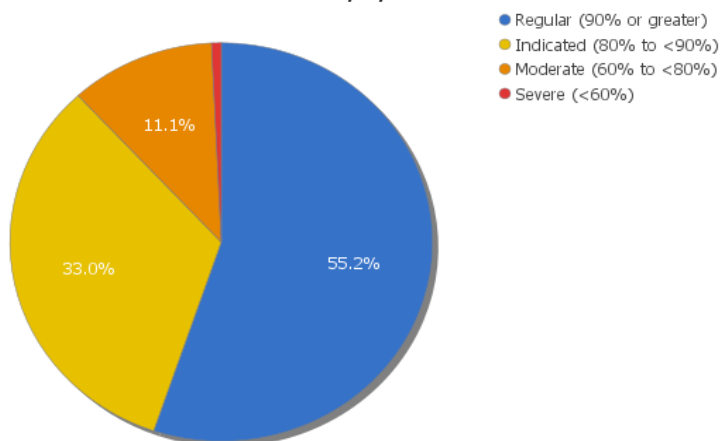
Indigenous Students Semester 2 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	6408	838	86.9%
Former	0	0	0.0%
All	6408	838	86.9%

Non-Indigenous students Semester 2 2023

Enrolments	Available HD	Total HD Ab	Attend Rate
Current	43022	4352	89.9%
Former	0	0	0.0%
All	43022	4352	*

Attendance Profile 2023 Semester 2
DRAFT - 29/02/2024





Health & Well-being

The school held events to enhance the well-being of all staff. Health & well-being week was a new initiative which included a week of events to promote well-being to both staff and students. Staff events included yoga, a Community Breakfast and a guest speaker. Angie Bain, Fremantle Dockers Wellbeing Coach-along with her dog Winnie, spoke to staff about the importance of wellbeing and maintaining a work life balance. She provided staff with some ideas and strategies to assist with finding this balance.

The Health and Well-being team also provided gifts (potted succulents, chocolates and handwritten appreciation certificates) for all staff as part of our staff appreciation days.

An End of Year Function was arranged for all staff at a local bowling club. Over 50 staff members attended and enjoyed playing bowls and catching up with colleagues. This was a wonderful opportunity to come together and celebrate a successful year.





Rockingham Lakes PS Campus

In 2023, the Peel Language Development School (PLDS) Rockingham Lakes Primary School (RLPS) Campus consisted of one Kindergarten class, two Pre-Primary classes, two Year 1 classes and one Year 1 / 2 class, one Year 2 class and one Year 2 / 3 class, and one Year 3 class. PLDS students participated 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 which recognises good behaviour and attendance and reinforces the Good Standing Policy for both schools. PLDS students also wear 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, and all students are cared for.

2023 saw a smooth start to the school year with no interruptions due to COVID 19, and parents and carers were once again welcomed onto school grounds for meetings and gatherings. Many of the positive things that we put in place as a result of COVID have remained, such as the use of technology to facilitate meetings when face to face is unavailable. This has saved many staff and families time lost in travel to destinations and eased workload.

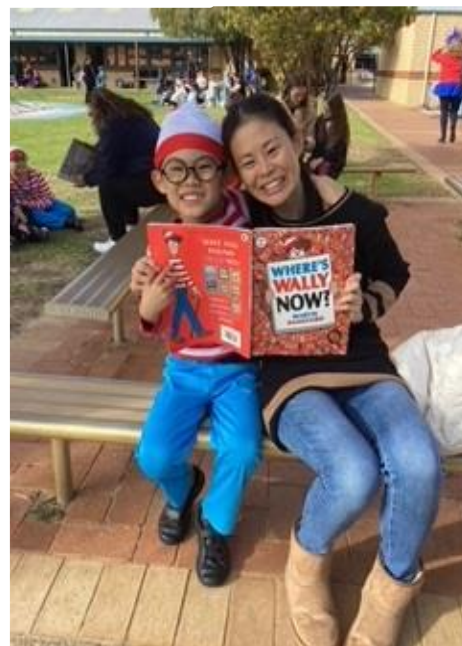
In Term 1, PLDS students joined RLPS Students and wore orange clothing, or traditional dress, and participated in the Happy Walk, which is an event that celebrates Harmony Day with the wider community.

In Term 2, the RLPS Campus had our ANZAC Ceremony, a joint school organised event where parents, caregivers and the wider community are invited. 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 also held our Book Fair to further promote the joy of books and reading. We held our popular Topsy Turvy Day and invited our parents, caregivers and extended family members to come to school. Topsy Turvy is where students become the teacher to their family member, teaching all that they know in Literacy and Numeracy. Students from years 1 and up participated in the Cross Country. All place winning students then competed at the Interschool Cross Country Carnival representing RLPS. A highlight of the term for students was the school disco, Nature Challenge, Royal Fair and Support your Sport Day. Two students from each class were also rewarded for their good behaviour and PBR points by joining the Be Proud Lunch each semester.

Term 3 is always a busy term. Students started the term by celebrating NAIDOC week. This year each class from both schools studied different aspects of Indigenous culture and attended a musical and Noongar language concert. A NAIDOC Aboriginal morning tea was held to plan and discuss the campus Yarning Circle. We celebrated 100 Days of Schools and all things Number. Book week was popular, and the Book Week dress up day. Science week took place in week 4 with many great science-based rotations and experiences along with a Science incursion. Books on blankets was another annual community event where families came together to share books and stories. 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 as a whole during the RLPS campus Open Night. Students joined in with the Faction Carnival and PLDS featured with a number of stars. A favourite activity for students was another school disco and R U OK Day.

In Term 4, students participated in a new initiative, Wellbeing Week, with a number of cross-campus activities. In school swimming occurred in Term 4 this year and was well attended. We rounded up 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 encourages PLDS students and their families to be part of the RLPS community.

Quality Partnerships





Mandurah PS Campus

In 2023 we continued with the structure of five classes at the Mandurah Campus of Peel Language Development School (PLDS). With a combined cohort of 65 students, the structure for the classes included Kindergarten, Pre-Primary/Year One, Year One, Year Two and Two/Three classes.

In 2023 we continued to locate PLDS Deputy Principals at our four campus locations to support staff, students and families. This initiative continues to receive 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. PLDS Mandurah continue our 'Your Move' journey, In November 2022 we achieved our goal of Double Platinum status and were recipients of the \$7,500 grant. The grant was utilised in various ways, including bike education, road signs to support bike education and a range of books to be shared in the classroom. Throughout the year we wrote articles and learned about active transport and road safety, embedding further literacy development for PLDS students. We continue to run this program and have received a grant for 2024 to be used for bike education.

Term One saw the return of our students and the commencement of a new year. Early in the term Year Three students participated in NAPLAN. Students and staff participated in Community Breakfast and REACH Reward Days. Peel Language Development School had their successful School Review, where staff from Mandurah came and participated in the review process.

Term 2 saw students participate in Bike Education and then welcome their parents into the classroom for Topsy Turvey Day. This was a fabulous success with nearly all parents attending. We also held our Nature Challenge where students demonstrated their creativity and problem-solving skills using objects from nature. Students shared their work with their peers and students from other classes. Peel students participated with Mandurah Primary School students to commemorate ANZAC Day, Community Breakfast and also REACH Reward Days.

In Term 3, PLDS students participated with Mandurah students and celebrated NAIDOC week. Students experienced traditional Aboriginal culture by tasting kangaroo, emu, crocodile sausages and damper at the Community Breakfast. They learnt Noongar Language, listened to Dreamtime stories and participated in art activities. Students and staff celebrated book week by dressing up as their favourite book character and participated in a parade showing off their costumes. It was fabulous to see so many creative costumes. Our Kindy and Pre-Primary students participated in a Father's Day incursion with Bunnings and made a lovely present. Students celebrated Science Week with rotational activities across our PLDS classes. Students participated in swimming lessons and later in the term, a Faction Athletics and Interschool carnival were held with overwhelming spectator attendance. Students thoroughly enjoyed the carnivals with Peel students performing extremely well in many events.

In Term 4 we said goodbye to 12 year three students who, after very 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, including their pen pals from across our four campuses, to celebrate a very successful and memorable 2023 learning journey.

Quality Partnerships



Quality Partnerships



Bungaree PS Campus

In 2023, we had five Peel Language Development School classes located at Bungaree Primary school. In total we had 65 students in these classes, which included a Kindergarten, PP/1, 1/2, and two 2/3 classes.

On a weekly basis, Mr Voges provided our students with specialist classes in Physical Education. 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 determination, amazing skills, good sportsmanship 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. 8 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, ANZAC day and Book week. Students also attended weekly assemblies, PBS (Positive Behaviour School) rewards days and participated in events including the Colour Run, Teddy Bear's Picnic, Crazy Hair and Pyjama Day. As part of our acknowledgement of NAIDOC week, PLDS students had the opportunity to listen to an Elder's story about her childhood, the importance of listening to nature and family connection.

During 2023, students engaged in positive behaviour initiatives in line with Bungaree's Positive Behaviour policy. These included the Bungaree Fair, a crafts morning, disco and Sausage Sizzle. 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 2023, 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 Kindy 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 2023 year at our Bungaree PS campus was the combined Edu-Dance concert in Term 3. All students had the opportunity to perform in their dance in front of the school community. Students had practised hard 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 2023, we farewelled sixteen Year 3 students who have returned to mainstream for the commencement of Year 4. The Year 3 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 2023, PLDS Pinjarra PS had a combined cohort of 21 students across two classrooms consisting of a K/PP/1 class and a Year 2/3 class. All students wore the Pinjarra PS uniform and joined in with the Pinjarra PS students at break times, assemblies, incursions, commemorative days, reward events and whole campus events.

In Term 1, the annual Easter Hat Parade was held at Pinjarra Primary School. PLDS students from Kindy to Year 3 participated in the parade with their amazing creations. The Kindy and Pre-Primary students also enjoyed treating their doll patients during a AWCHWA Hospital Familiarisation incursion. The students in Pre-Primary and Year 1 received a shoelace tying practise kit and demonstrated amazing resiliency at the Pinjarra Primary School Shoelace Clinic. Pinjarra PLDS teachers, education assistants and administration staff joined in with Pinjarra Primary School on their Staff Development Day for a cultural tour of Binjareb Park and the Pinjarra Massacre site, an affecting educational experience.

Term 2 saw students participate in the annual 'Nature Challenge'. Room 29 had been learning about sustainability and made their boats out of recycled materials. Room 28 created beautiful art works out of natural materials from the garden. Later in the term, we invited families to participate in our annual Topsy Turvy Day, where family members become 'students' for the morning, and the children are the 'teachers'. This year, the visiting 'students' were treated to a mini version of a usual day in Room 28 and 29. We had listening, reading, and writing activities up first, followed by some maths fun and literacy games that support our ILP goals.

As Term 3 commenced, it was a pleasure to experience Pinjarra Primary School's NAIDOC assembly. Binjareb Elders shared stories from their lives with the children. The students asked lots of questions about their daily activities growing up, and about their families. For Science Week, we were invited to a science play and exploration morning organised by 'The Crazy Scientist' at Pinjarra Primary. Students had an hour of play and exploration, racing cars down ramps, kinetic sand, marble runs, playing in the very popular light tent, observing bugs and plants under a microscope. Term 3 is also Sports Carnival term. Students from Year 1 to 3 were selected to compete in Jumps and Throws carnival, which is held on a separate day to the main faction carnival. We finished the term with Kindy and Pre-Primary students joining their friends from PPS for their annual Mud Play Day. Students spent the afternoon splashing, splatting, squishing, squidging, squelching, and exploring a variety of textures and having lots of messy fun.

Term 4 started with Kindy Sports Day. Kindy and Pre-Primary students enjoyed joining with the PPS K/PP/1 students to participate in rotational sporting activities that demonstrated their movement and turn-taking skills. Student favourites this year were the Wheelbarrow Obstacle Relay Race and the Scooter Board Relay. During Term 4, Pinjarra students took to the stage and performed their assembly item 'The Three Bears Rap'. Everyone practised hard, worked together and put on a wonderful performance. Our Year 3 students participated in several days of their transition process, where they visit the school they will attend for Year 4. The Year 3's had fun meeting future classmates and preparing to spread their wings ready for their schooling beyond PLDS. We finished up the year with the popular long table Christmas lunch. There was a delicious feast, music and the very popular bon bons. The grand finale for the term was the Pinjarra Primary School Twilight Concert. PLDS students joined together with Pinjarra Year 1 students to sing and sign 'We Wish You a Merry Christmas'. This was the first year this event was held, and it was a very festive wrap up to the fantastic school year of 2024.

Quality Partnerships

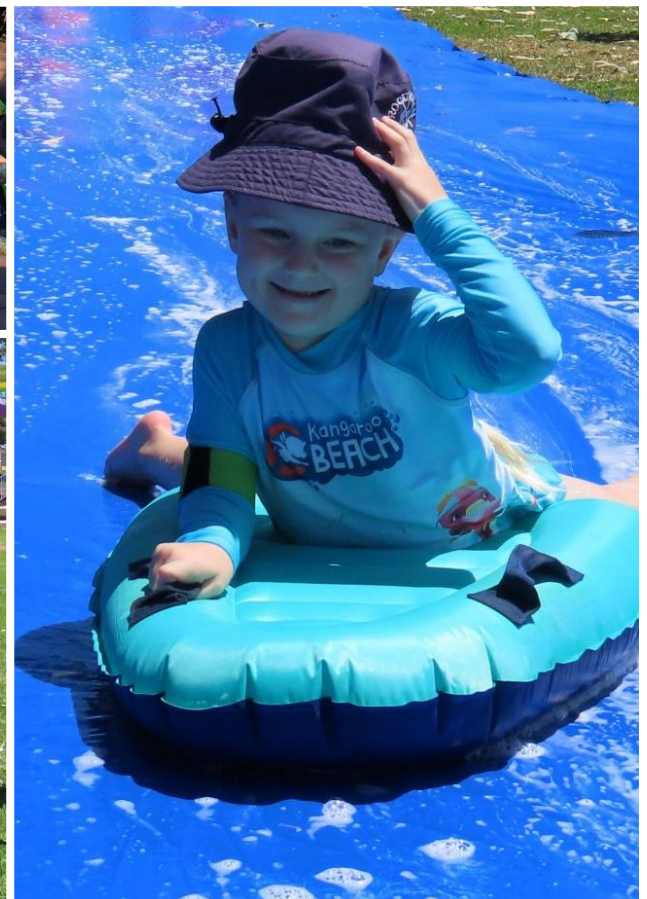
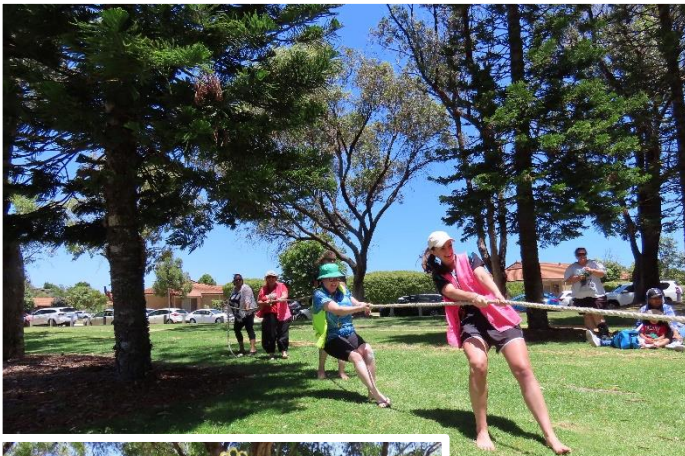


Quality Partnerships



Annual School Picnic

Our annual school picnic is held in the final weeks of Term 4, as a celebration of the learning and effort that all PLDS students engage in throughout the year. Students and staff from all four of our campuses, gathered at City Park (Rockingham) for a fun filled day of activities including making animal footprints, bubble blowing, bocce, water relays and the ever-popular water slide. Many PLDS families joined us for the day and shared a picnic lunch with their child at the conclusion of the activities.



Quality Partnerships



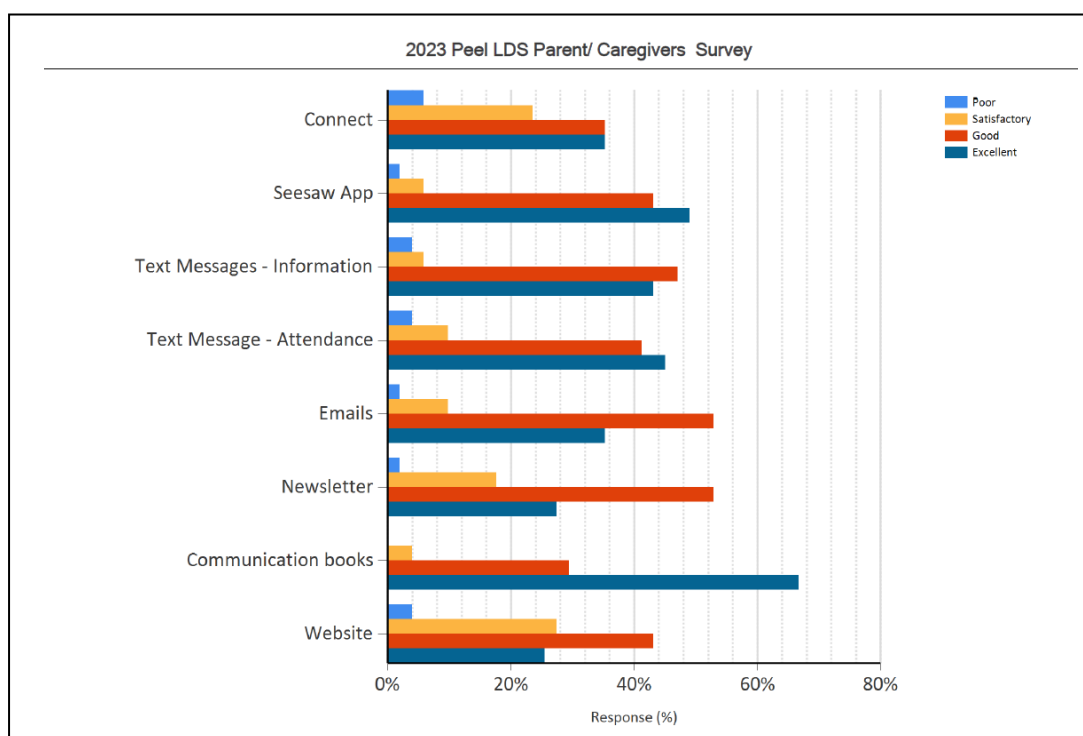
Quality Partnerships



Parent Survey

In 2023, 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. 51 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 2023



Parent Comments:

"I'm grateful my son was given the opportunity to attend PLDS, I love watching his journey, watching his language and reading skills develop. He really enjoys reading and learning new words. He has also benefited emotionally too, being in smaller class, the children have built friendships and socialise outside of school. In the mornings they greet each other as they arrive, it's really special".

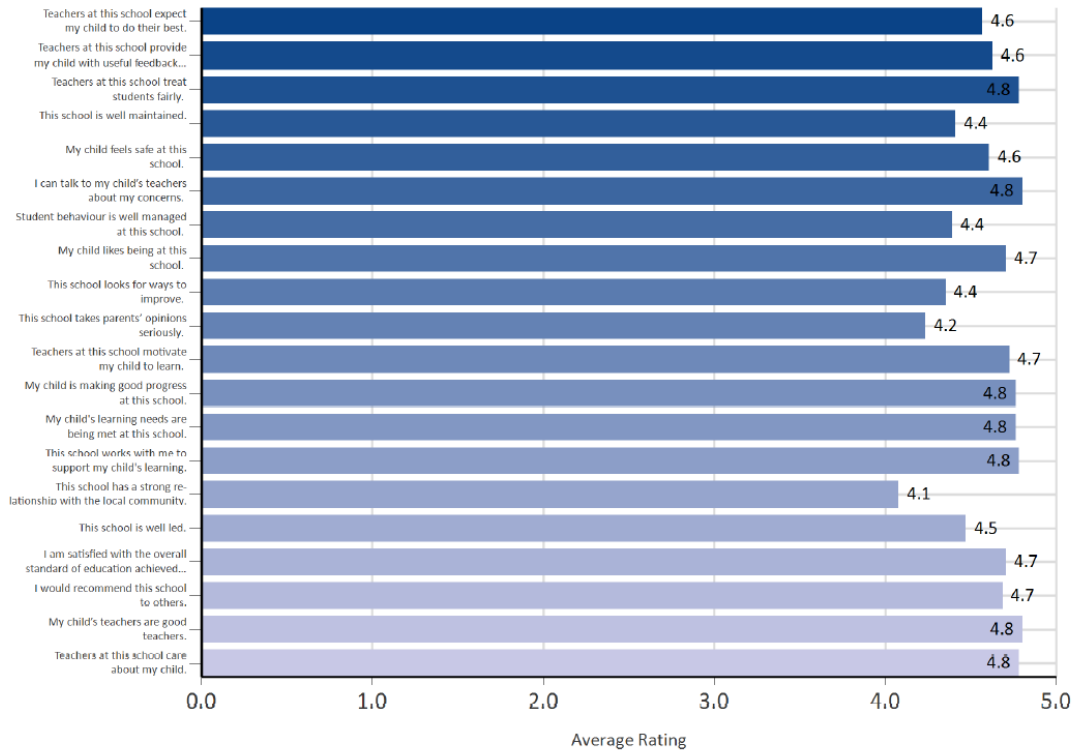
"I've been extremely happy with the way the school is run and all of the staff are great at what they do and so caring towards the children and parents. I am extremely grateful that my son got a place this year as he is making great progress and feels safe and happy at Peel."

"Love this school so much and the support it provides."

"It's an excellent school and my Child loves it. He has absolutely thrived here, and I'll be sad to see him end after grade 3. It was the best decision my Husband and I made for him to attend."

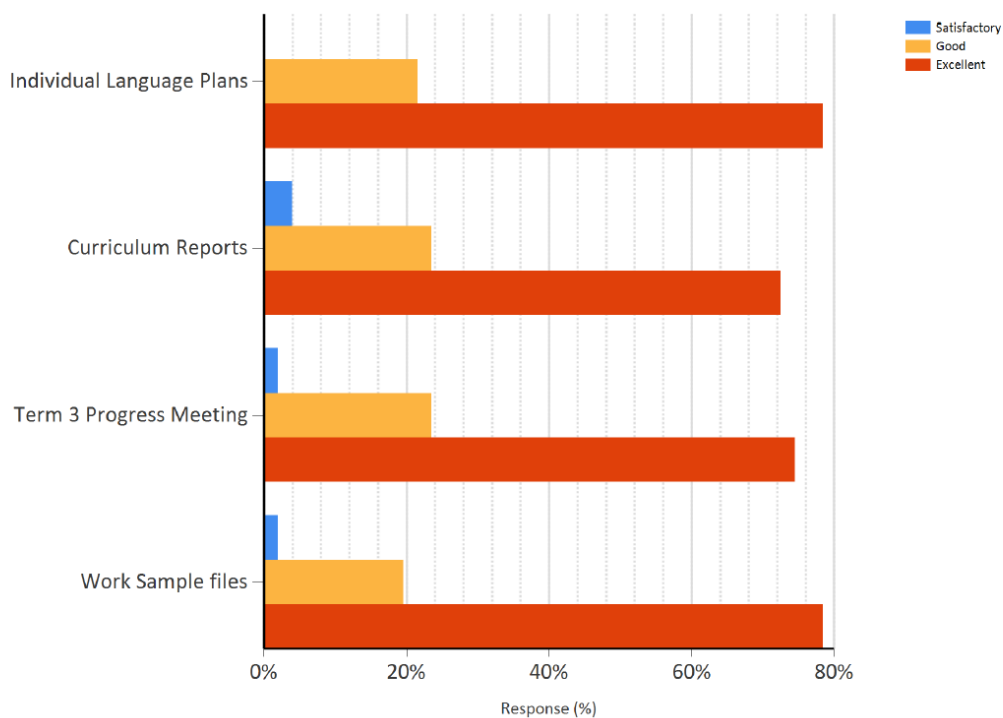
"I love each and every educator at peel. I am honestly so heartbroken that it's our last year. We have been so spoilt the last few years and I just wish we could continue to have such amazing people and support. I'll never be able to thank you enough for what you've done."

Quality Partnerships



PLDS Report in a variety of ways.

2023 Peel LDS Parent/ Caregivers Survey





Transition

At the conclusion of 2022, 67 Year 3 students exited Peel Language Development School, one of our biggest cohorts of Year 3 students in a number of years. Sixty of these students enrolled in government schools and seven in private schools for the commencement of 2023. PLDS established contact, at the commencement of Term 1 2023, 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. PLDS teachers engaged in 9 meetings with teachers of exited students throughout the year.

All 2023 teachers of exited students were also emailed an exit file, which included a comprehensive report based on the results of CELF-5 Clinical Evaluation of Language Fundamentals 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. Due to the comprehensive nature of this information, many schools determined that no further support was required after receiving the exiting information.

Educators and schools of exited students were able to access further support throughout 2023, 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:

- 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 still impacted our services in 2023, with schools having difficulty securing relief staff. We found our webinars very popular for schools. We also had reduced staffing in 2023 due to a staff member taking Maternity leave, and we were unsuccessful in securing a replacement team member for this role. As a team we had to rethink the delivery of our service. The service spent time researching best practice in online learning and we are now reproducing our webinars in a different format to ensure we are providing the best online professional learning.

Professional Learning

The service presented 70 professional language sessions to both schools and networks in 2023. This included Words, Grammar and Fun training, Kindergarten Assessment Tool Training, Science of Reading: Foundations in Phonological Awareness and Phonics, both in the metropolitan area as well as Albany and Bunbury. Schools also participated in our online webinars throughout the year. We offered our Language Leaders Foundations course as a webinar series in 2022, with 22 participants across our service region. Overall, we worked with 673 educators, 68 schools across our service region.

Consultations

Seventy-Four schools engaged in consults with our services. These were held with schools in the Southwest, South Metropolitan and East Kimberly Regions and held either in person, telephone or zoom.

Oral Language Programs

Five schools and 12 registrants participated in the Words Grammar and Fun training sessions which was 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 four Phase 1 and one Phase 2 WGF kits.

Parent Information Sessions

We have been supporting teachers through on demand webinar to present their own Kindy Café presentation and we also provide them with resources. We attended five Kindy Café sessions at metropolitan schools this year.

Quality Resources



Resource Development

This year the team added to the Story Time Essentials Package, and developed a package based on Aboriginal books. This package supports educators in teaching vocabulary and comprehension while embedding Aboriginal perspectives.

Community Connections

During 2023 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 had the mascot, Widi at book week. Peel Language Development School Statewide Speech and Language Services worked alongside other community members and the Rockingham Council in developing a “My Journey to School” book and the booklet was released mid-year in 2023. We attended the first Children’s Week event in Kwinana and have been working with Child Development Services to support families in Mandurah at community events. We attended a playgroup community event in March and a family’s event at Koorana Primary School. We presented at the ECE conference at the Pan Pacific in March, and from PLDS had five teachers and two administration staff attend this event.

Summary

During 2022, the Peel Language Development School (PLDS) Statewide Speech and Language Services (SSLS) service region comprised of 140 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 2023 we worked with 76 schools and 673 educators.



Quality Resources



Financial Report

Peel Language Development School

Financial Summary as at 31/12/2023

Issued on 15 January 2024				
School:	Peel Language Development School	School Year:	Dec 2023 (Verified Nov Cash)	
Region:	South Metropolitan Region	Aria:	0	
		Distance to Perth (km):	45.72	
One Line Budget – Dec 2023				
		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	85,889	85,889	
Carry Forward (Salary):	\$	181,514	181,514	
INCOME				
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	6,431,568	6,431,568	
Locally Raised Funds:	\$	66,456	61,045	5,410
Total Funds:	\$	6,765,427	6,760,017	5,410
EXPENDITURE				
Salaries:	\$	5,604,496	5,604,496	
Goods and Services (Cash):	\$	726,769	553,923	172,846
Total Expenditure:	\$	6,331,264	6,158,418	172,846
Variance:	\$	434,163	601,599	-167,436

Income	Current Budget	Actual YTD
Carry Forward (Cash)	\$85,889.00	\$85,889.00
Carry Forward (Salary)	\$181,514.49	\$181,514.49
Student-Centred Funding (including School Transfers & Locally Raised Funds)	\$6,431,568.17	\$6,431,568.17
Per Student	\$2,412,383.00	\$2,412,383.00
School and Student Characteristics	\$3,347,709.49	\$3,347,709.49
Disability Adjustments	\$86,375.09	\$86,375.09
Targeted Initiatives	\$208,350.53	\$208,350.53
Operational Response Allocation	\$574,436.00	\$574,436.00
Regional Allocation	\$0.00	\$0.00
Transition Adjustment	\$0.00	\$0.00
School Transfers – Salary	\$-633,332.86	\$-633,332.86

	Current Budget	Actual YTD	Variance
School Transfers - Cash	\$446,079.00	\$446,079.00	\$0.00
Department Adjustments	\$-10,432.08	\$-10,432.08	\$0.00
Locally Raised Funds (Revenue)	\$66,455.55	\$61,045.43	\$5,410.12
Voluntary Contributions	\$13,000.00	\$7,589.00	\$5,411.00
Charges and Fees	\$5,038.00	\$5,037.30	\$0.70
Fees from Facilities Hire	\$0.00	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$7,608.00	\$7,608.75	-\$0.75
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$17,524.00	\$17,523.58	\$0.42
Other Revenues	\$6,574.55	\$6,575.80	-\$1.25
Transfer from Reserve or DGR	\$16,711.00	\$16,711.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$6,765,427.21	\$6,760,017.09	\$5,410.12

Expenditure	Current Budget	Actual YTD	Variance
Salaries	\$5,604,495.54	\$5,604,495.54	\$0.00
Appointed Staff	\$4,982,921.10	\$4,982,921.10	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$619,992.93	\$619,992.93	\$0.00
Other Salary Expenditure	\$1,581.51	\$1,581.51	\$0.00
Goods and Services (Cash Expenditure)	\$726,768.76	\$553,922.81	\$172,845.95
Administration	\$82,653.80	\$41,147.71	\$41,506.09
Lease Payments	\$8,971.00	\$8,892.20	\$78.80
Utilities, Facilities and Maintenance	\$66,845.00	\$33,769.64	\$33,075.36
Buildings, Property and Equipment	\$22,123.00	\$13,019.29	\$9,103.71
Curriculum and Student Services	\$229,387.96	\$172,267.12	\$57,120.84
Professional Development	\$24,550.00	\$11,585.35	\$12,964.65
Transfer to Reserve	\$272,786.00	\$272,786.00	\$0.00
Other Expenditure	\$25.00	\$28.23	-\$3.23
Payment to CO, Regional Office and Other schools	\$19,427.00	\$427.27	\$18,999.73
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$6,331,264.30	\$6,158,418.35	\$172,845.95