

# Peel Language Development School

Independent Public School



## Annual Report 2020

# Principals Report



On behalf of the Peel Language Development School (PLDS) community we present the Annual Report for 2020. 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 2020.

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'*.

2020 was a very unusual year, where we successfully navigated unprecedented 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 faced the COVID-19 crisis together. Some of the positives we gained from the COVID crisis included; online learning programs such as Seesaw and communication platforms such as Message You and Connect, along with WebEx meetings and online learning from our SSLS team. Our parent community were supportive and flexible with managing new guidelines and our resourceful teams managed the daily challenges with grace and resilience, supporting each other to learn new technology skills and new ways of working and networking.

In our fifth year as an Independent Public School we have continued to meet the requirements of the Delivery and Performance Agreement and uphold the vision and quality areas of our 2018-2021 Business Plan. This plan, in consultation with our School Board, has guided our Operational Planning throughout the year. 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.

In 2020 we had 285 students enrolled and included a Pre-Primary class at our Bungaree site. 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 2020 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.

2020 will be the eighth successful year of operation of the SSLS. During 2020 our SSLS team have continued to ensure our expertise and knowledge is shared with the 135 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 2020. I would like to acknowledge the dedicated staff at PLDS, along with Michelle Williams, Board Chair and the PLDS School Board for your governance and 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 for 2021.

Shelley Collins  
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 (PLDS) community this year. I am sure that all our new students have settled into the school well.

In a year that has been dominated by COVID 19, it goes without saying that as a school community we have experienced many new challenges in this time of uncertainty. The School Board would like to commend everyone for your adaptability, flexibility and understanding throughout this time. We recognise your dedication and collaboration in supporting our students to continue to achieve their goals.

Even though the year looked a little different, PLDS continued to operate to high standard in all areas throughout the school. It remained business as usual and overall has been a very productive year, in which we have celebrated many successes.

In 2020 the Board met seven times, including the Annual Public Meeting held in June. Our Board members for 2020 included:

- Michelle Williams (Board Chairperson)
- Shelley Collins (School Principal)
- Jenny-Lee Fussell (MCS)
- Dominique Colcott (Speech Pathologist)
- Justine Daly (Staff Representative)
- Kynan Ridley (Parent)
- Deborah Dunne (Parent)
- Sophie Follington (Parent)
- Kim Sunderland (Community Member)
- Hazel Hatfield (Community member)
- Rowan Lambert (Community member)

I would like to thank our Board Members for all their hard work and dedication throughout the 2020 year. The highlights for 2020 included:

- Meet and greet with Aboriginal Elder Charlie Kickett
- Presentation of the annual "Community Spirit Award"
- Members of the School Board attended a Board training day
- The Board was able to conduct our meetings even in a time of 'Lockdown' through computer technology platforms
- Ongoing collaboration with our school leaders to achieve the best possible outcomes for all students at PLDS

In 2021, our intention is to have more Community Members on our Board and to work collaboratively with the school leadership in the development of the School Business Plan. We will be electing a Vice Chair for the PLDS Board and we will be continuing to develop our knowledge and relationships with the school community.

On a final note, I would like to take this opportunity to thank our school principal Shelley Collins and all of the PLDS staff for their professionalism, hard work and commitment throughout the 2020 year. This is why our school is successful in achieving great outcomes for our students.

Yours Sincerely

Michelle William (Board Chair)

# Business Plan Focus Areas



## Our Vision

is to lead an inclusive and innovative language service that creates a passion for life-long learning

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.



# Introduction

## About Us



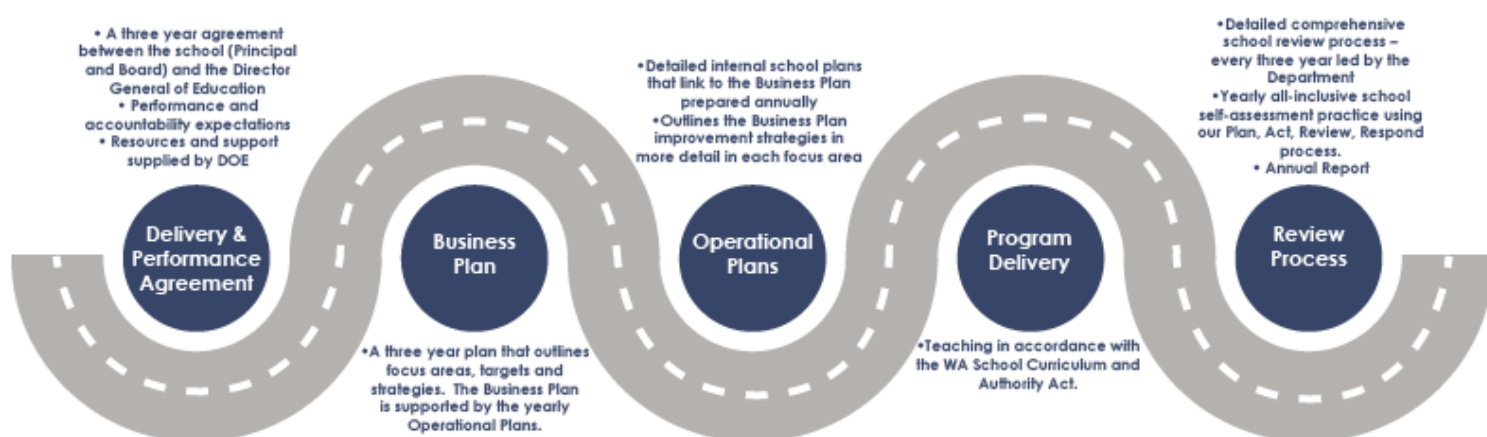
Peel Language Development School (PLDS) is the first purpose built facility for early language intervention in Western Australia. The concept of a 'school within a school' is unique within the educational landscape of Western Australia. We foster close co-operation and collaboration between school communities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

PLDS supports students from Kindergarten to Year 3. Our school is co-located at Rockingham Lakes, Bungaree, Mandurah and Pinjarra Primary Schools. Our specialist knowledge, skills and teaching practices enhances the capacity of our co-located schools. Our school takes pride in supporting the community and students by providing a unique school within a mainstream environment.

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.

## Road Map for Success

Student achievement is at the heart of everything we do at PLDS. This is outlined in our by-line, '*Inspire, Educate, Achieve.*' Our current pedagogical practices are supported by strong research based evidence and delivered through a balanced Western Australian curriculum. Our high quality practices are effectively implemented by our educators in a positive, quality learning environment. Effective teaching and learning practices are supported by quality resources and guidance from a strong, committed, dedicated and distributed leadership team. As an Independent Public School (IPS) we ensure that our planning reflects the policies and practices of the Department of Education of Western Australia. Our school has an all-inclusive annual self-assessment process aligned to the focus areas of our Business Plan.



# Quality Teaching and Learning



## English

Reading is a focus area of the Peel Language Development School (PLDS) Business Plan for 2018-2021. 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.

To support spelling as a school priority area for 2020, PLDS teachers were 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. Staff were trained in the program over 4 days. Two days were completed in Term 1 and the other 2 days were completed in Term 3 due to COVID-19 restrictions implemented in Term 1. During Term 3 and Term 4 of 2020, all staff implemented the program into their Literacy blocks.

In 2020, the English Committee committed to upskill staff in the Curriculum area of English by providing Professional Learning (PL) workshops during School Development Days while ensuring the 2020 focus was to 'use evidence-based instruction tailored to the education needs of students with specific learning disorders.' The PLs included workshops in: Reading, Spelling and the PLDS Writing Assessment. Each workshop focused on the needs of students with a Primary Language Disorder and on how teachers can link their lessons to the six areas of Language. 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. Increase in teacher expertise improved student outcomes in the areas of spelling, reading and writing.

In 2020, during Professional Learning Community (PLC) meetings, teaching staff participated in moderation of writing samples. Moderation occurred for two types of writing; a recount of a picture book and a recount of a shared experience. 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. Unfortunately, Topsy Turvy Day had to be postponed due to COVID restrictions.

## Book Week

Book Week is an anticipated event that occurs across all sites 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. Due to COVID-19 parents were unable to attend Book Week parades, but students and staff still enjoyed getting dressed up as characters from their favourite books.

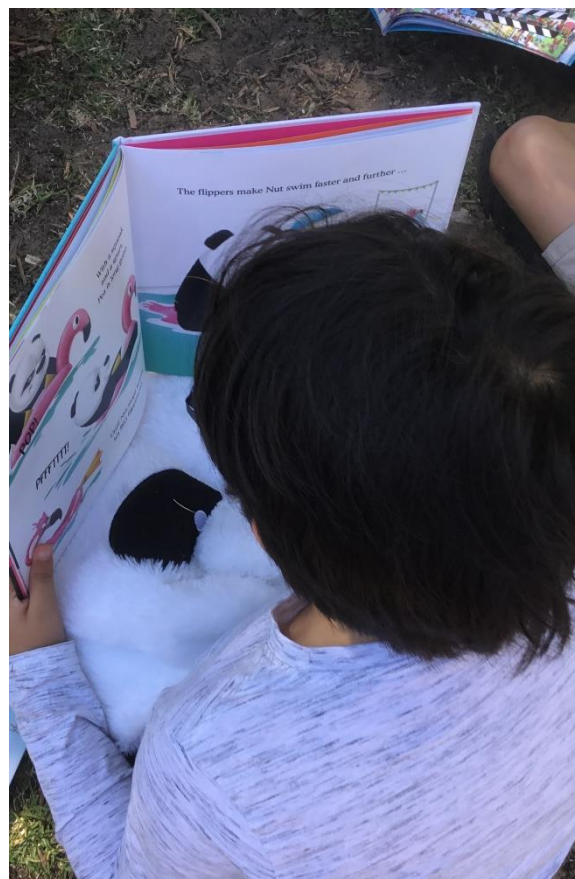


## National Simultaneous Storytime

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 site for shared experiences. This year's book was *"Whitney and Britney Chicken Divas"* by Lucinda Gifford which inspired many students to create their own chicken diva.

In 2020, students demonstrated some positive outcomes from the implementation of our programs. Year 1's reading data was lower than 2019 but Year 2's and 3's were able to improve upon their reading targets from 2019. Pre-primary and year 3 writing data was lower than 2019 however Year 1's and 2's improved upon their writing targets from 2019. All year levels achieved lower than expected data results in spelling and this could be due to the delay in getting all staff properly trained in using the Sounds-Write program.

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 2021 as this will be our first full year of implementing the program.





## Mathematics

Number was a focus area in Peel Language Development School Business Plan for 2018-2021 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. PLDS has a Maths File in every classroom as a whole school approach to teach and extend all areas of Maths. The file contains the Mathematics Pathway that incorporates the Western Australian Curriculum, EYLF and First Steps Mathematics into one document. The file also contains Maths Number Assessments for each year group that the whole school uses for data collection as well as planning documents for teachers to use. The Number assessment was created from the WA Curriculum.

As a Language Development School, our continual focus is to implement the highest quality programs and enhance teacher expertise to improve student outcomes. Through teacher feedback and data analysis to better understand students, school and system performance (Focus 2020), the Mathematics Committee decided to create a Mathematics Scope & Sequence (MSS). The MSS was created from the WA Mathematics Curriculum and covers all Content strands. With the creation of the MSS, the PLDS Number Assessments were reviewed and changes were made to align the tests with the MSS. All documents are to be implemented in 2021 and reviewed at the end of that year.

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. Due to COVID-19 restrictions, Topsy Turvy Day had to be cancelled.

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 100<sup>th</sup> day the students have attended school. Students participate in activities that focus on Number and other areas of mathematics.

In 2020, despite a difficult year for education, most students demonstrated positive outcomes in their Number knowledge. Kindergarten, Pre Primary and Years 2 and 3 were able to achieve their Number targets, while the Year 1's were still working towards reaching their targets. This was due to staff 'Knowing the numeracy needs of every student, to support them to build foundational competencies' (Focus 2020).



# Quality Teaching and Learning



## Science

At Peel Language Development School, Science is taught to all students from Pre Primary to Year 3 by Science Specialists at all campuses. All sites have materials to support teaching Science and for students to investigate and explore scientific concepts. PLDS also uses Primary Connections as a Whole School Approach in teaching the Science Curriculum to students in our Pre Primary to Year 3 classes.

In 2020, the Science Committee goal was for students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, students were taught to develop their 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' include giving students the capability to investigate the natural world and changes made to it through human activity.

Unfortunately, COVID-19 stopped organisations from visiting any of our campuses this year. However, the Science specialists presented innovative and creative online distance learning, using the SeeSaw program.

Each class has been looking after plants in their classrooms this year. Students have been developing their observation skills and care of plants in general. The plants have ranged from ferns to succulents, each presenting with different needs resulting in increased student knowledge and engagement about living things.

Events were organised in the school calendar to further engage students in their learning and as an opportunity to celebrate their achievements. Three major events were held in 2020 including National Science Week, Outdoor Classroom Day and Play Based Friday.

National Science Week is Australia's annual celebration of Science and Technology. This year, during National Science Week, each campus engaged in Science rotations based on the theme 'Changes'. This was a huge success and the feedback was very positive with some constructive ideas given for next whole school Science rotations.



# Quality Teaching and Learning



# 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 2020 the HASS committee had a significant focus on embedding the Aboriginal Cultural Standards Framework (ACSF). This coincided with Focus 2020 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. In 2019 our staff survey feedback indicated that more resources were required to support Aboriginal Perspectives across the curriculum. In 2020 the committee purchased a variety of toys, puzzles, books and resources sourced from Indigenous businesses. The committee prepared a document that integrated Aboriginal cultures and histories in all curriculum areas. Along with this, a bank of culturally responsive lessons were made available for staff to access.

In the 2019 staff survey, it was identified that many staff members felt they weren't properly equipped to deliver lessons that were culturally responsive and relevant to the local Noongar area. In response, the HASS Committee sought to establish a relationship with local Noongar Aboriginal Elders Charlie and Helen Kickett to provide opportunities for our staff to engage professionally, ask questions and gain an understanding of local Noongar perspectives. Charlie and Helen attended a staff meeting in Term 1 to meet staff and share their story. They came to the Rockingham Lakes campus in Term 3 to engage students and staff in story-telling. With NAIDOC week approaching, the HASS committee met with Charlie and Helen to share, discuss and seek feedback on some culturally appropriate lessons that could be shared with staff to run a whole school rotational activity day. Feedback from the staff survey in 2020 indicated that staff appreciated the opportunity to work with Charlie and they also found the resources purchased to support teaching of Aboriginal culture in their classroom very helpful.

The HASS committee supports a number of events that occur annually at PLDS. Unfortunately due to COVID restrictions, many of these events were cancelled or postponed. In 2020, we acknowledged Reconciliation Week, NAIDOC Week and Remembrance Day. The purpose of these events is to support our school in being more culturally responsive and engage students in their learning and understanding of culturally significant events.

For NAIDOC week 2020, the HASS committee organised Koolankas Kreate to attend the RLPS campus for a special Arts integrated incursion. Students from Kindergarten to Year 3, as well as all RLPS classes, participated in a traditional dance and music performance. Our exiting Year 3 students were also involved in creating a group indigenous painting that is representative of the meeting place of two schools on one campus, where students learn and play. Year level teams and offsite classes were encouraged to work together to implement the lesson plans that had been prepared with Charlie and Helen's input.

Students have been engaged in and enjoyed the variety of learning opportunities over the year. Many classrooms are developing their own Acknowledgements of Country.

# Quality Teaching and Learning





## 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 Well-being programs and events throughout 2020. Students at all sites had access to a specialist for their Physical Education requirements. Sporting events such as Cross Country and the Sports Carnivals provided an opportunity for students to demonstrate their athletic ability and make the Interschool teams to compete against other local schools. Morning fitness programs were a part of class morning routines and hats and water bottles were strongly encouraged for play outside. *“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 well-being 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 2020 in this area. Firstly, at Rockingham Lakes campus, the Sports Award was given to a student for his passion towards sport and athletics and also for winning Year 3 Runner Up Champion Boy at the school Athletics Carnival and making the Interschool Athletics team. Other notable performances at the Rockingham Lakes campus include students winning Year 2 Champion Boy and Year 1 Runner Up Champion Boy. At the school Cross Country, a PLDS student won the Year 3 race and then went on to come second at the Interschool Cross Country competing against more than 70 other runners from 12 different schools. At our Pinjarra campus, our student won Year 1 Champion Girl.

As always, PLDS finished off 2020 with the annual End of Year Picnic where students received a well-earned break from the classroom. They took part in an excursion to City Park to have fun with many activities and to celebrate the year.



# 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 and Coding/Numbers. This year we extended our STEM resources by adding in the new feature of Holograms. Our students showed enthusiastic engagement in Digital Technology skills and demonstrated resiliency skills when activities didn't always go to plan.

During 2020 our focus area was to raise student skills in the area of digital technology. For example, skills while using iPads, Laptops, Desktop computers and STEM Coding resources. We worked on upskilling staff and students in using a range of STEM equipment which included: Bee-Bots, Codeapillars, Dash and Dot Robotics, stop motion, Osmo Coding/ numbers and Holograms.

2020 was a challenging year with the disruption of COVID. During this turbulent time our Technology skills from both teachers and students were further developed. All students were added to our Seesaw program which was used for home schooling. This platform allowed teachers and students to continue to develop relationships outside the classroom with engaging videos and lessons targeting needs. During this time our Digital Technology skills were essential. Webex was used on numerous occasions for staff across 4 campuses to join together 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.

2020 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 in today's society 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.

## Design Technology

In order to implement the use of the Design Technology, our school follows our 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 two years the Technology Committee has driven the whole school initiative – 'Cardboard Box Challenge'

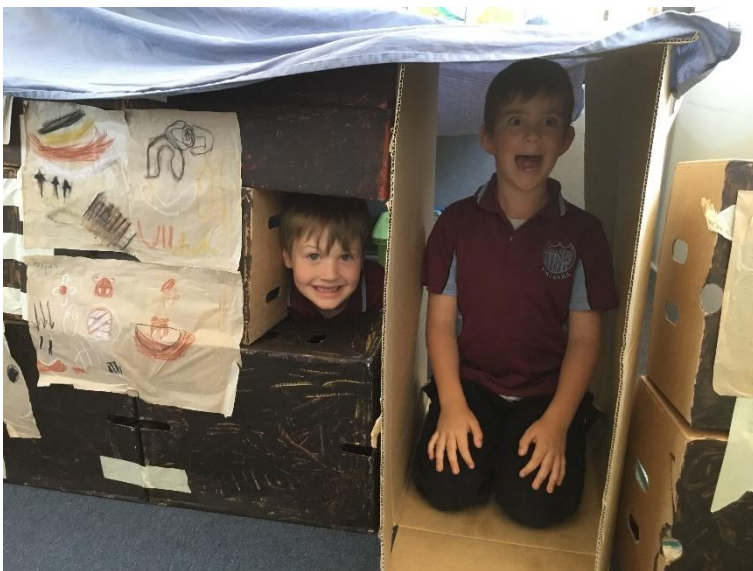
The Cardboard Box Challenge is inspired by the short film 'Caine's Arcade'. It celebrates child creativity where students are invited to build anything they can dream up using cardboard, recycled materials and imagination. Students follow the PLDS Design Process to guide their creative process. It is 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 cardboard box creations. This event prompted developmental oral language and written activities as the students were engaged and motivated to talk and write about the creations. Unfortunately we were unable to have parents in to view our creations, however they were photographed, sent home and celebrated at a community level too.

# Quality Teaching and Learning



## Box Challenge

The Box Challenge is an annual global event inspired by the short film 'Caine's Arcade'. It celebrates child creativity where students are invited to build anything they can dream up using cardboard, recycled materials and imagination. Students at all campuses follow the PLDS Design Process to guide their creative process, then have it displayed for their peers and family to see.



# Quality Teaching and Learning



## The Arts

In 2020, Peel Language Development School has provided a Specialist Program for classes at the sites of RLPS, Pinjarra and Mandurah that focused on Visual Art and Music. Bungaree PS continues to supply the PLDS classes with a Music and Physical Education Specialist for the whole year, while classroom teachers teach Visual Art to their students. Provision of an Arts Program helps learners to develop creative problem-solving and critical thinking skills. It can connect students with their own culture as well as with the wider world and it can build students' confidence and use of language.

In order to teach music at PLDS, specialist teachers use the music program *Music Room* as a Whole School Approach. In 2020, PLDS was extremely privileged to receive funding from the Federal Government Local Schools Community Fund grant. Through the funding we were able to provide a comprehensive list of musical instruments to all of our sites. With our new equipment, students were able to fully engage when learning about music. Our new music library strengthened our student's capacity to be verbally competent and to aurally discriminate sounds. It also helped them to identify beat in words to assist when reading and writing. Students were excited when they got to play on their new instruments and were eager to practise their skills.

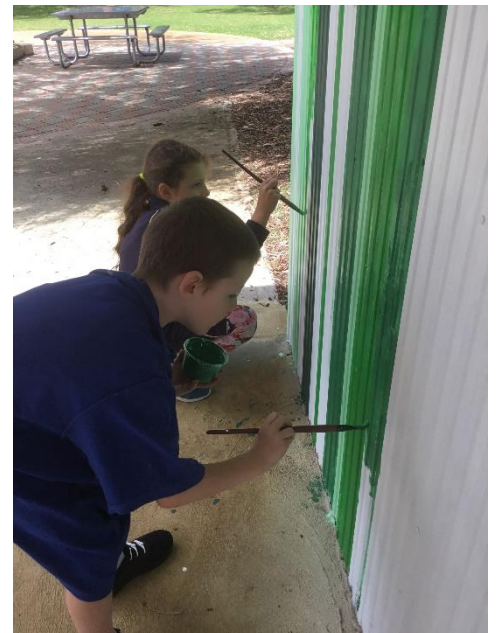
In partnership with Rockingham Lakes PS (RLPS), students on-site followed the "*Musica Viva In Schools*" program, learning about beat, rhythm, tempo, Jazz music and musical instruments. At the end of the program, the students attended a concert and participated in a presentation using the skills and knowledge that they had learnt.

Each year, all PLDS campuses and RLPS holds the Artacular Exhibition. Artacular is an exhibition of students' visual art work that is displayed at the RLPS campus. The wider community is invited to view and celebrate students' visual artistic achievements during the week it is exhibited. This year, due to COVID-19 restrictions, parents and the wider community were unable to enter the school grounds to view the exhibition. As a result of this restriction, the Art Specialists from both PLDS and RLPS created virtual tours on-line for the school community to view the exhibition. This year's Artacular theme was "Environment and Sustainability", with art works inspired by Australian fauna, flora and artists both Indigenous and non-Indigenous, using household items and recycled materials.

This year, students at the RLPS campus were able to participate in the creation of two murals. One of the murals was a rainbow painting located outside the new Art room. The other was a tile mural collaboratively created by both RLPS and PLDS students. Both murals enhanced the school grounds, adding colour to building walls that would otherwise go unnoticed. These areas are now visually appealing for students, teachers and parents alike. The murals were created to revitalise students and the community especially with the changes COVID-19 has brought to our community.

In 2020, 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





## Play Based Friday

In 2020, Peel Language Development School continued to develop our new initiative called Play Based Friday. It was identified that students needed more opportunity to use play based learning to consolidate the curriculum and encourage student led learning. After introducing Play Based Friday last year, staff were surveyed and a decision was made that this valuable day should be celebrated each term in 2020.

Play Based Friday is an event where classes use hands-on learning and focus on learning through play. Classes use play to integrate curriculum areas and focus on learning through the student's interests. It is an opportunity to work outside the classroom or in more creative ways. Often classes chose investigation as their mode of learning and students join in a range of activities such as going on a nature hunt where they learn Mathematics, Science and English skills and content all at the same time!

Play Based Friday was a great success with students and teachers enjoying the days and finding them a valuable addition to their programs. Play Based Friday will focus on ways to extend the inclusion of more learning areas in 2021.





## NAPLAN – DATA ANALYSIS

NAPLAN for 2020 was cancelled due to the impact of COVID and therefore no data was available for 2020.

During 2020 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 Year 1 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                                     | 75% |
| PP  | 91% |
| Yr1                                       | 66% |
| Yr2                                       | 72% |
| Yr3                                       | 81% |

Our Writing data showed strength in our Year 2 and Year 1 cohorts. All our students achieved a higher score than last year's data showing improvement. Targets were met in both Year 1 and Year 2 however, Year 3 and PP targets were lower.

In the area of Spelling, our target was 70% of students spelling at target.

Our Years 2 and 3 did well again, however our Year 1 cohort was slightly below target.

| Spelling Target: 70% of students at target |     |
|--|-----|
| Yr1  | 64% |
| Yr2  | 70% |
| Yr3  | 81% |

In the area of Reading, our Business plan target was; 70% of Year 3 students to achieve our school targeted reading level. This year 60% of our Year 3's students achieved this target.

Literacy was an area where we implemented change with a new Synthetic Phonics Program called SoundsWrite. This program is a research based synthetic phonics program used to assist with decoding in reading, writing and spelling in the early years. 2020 saw the initial roll out of this program, along with our new literacy coaches providing our staff with a reflective model and embedding best practice. Although the roll out of the program was disrupted a number of times due to COVID, our school is on a journey of implementation and change.

In 2020 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 Peel Language Development School 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. These programs cater for students with a Primary Language Disorder. Speech Pathologists are also actively involved in the School Board and Leadership Team.

Following on from our 2019 language focus area, Phonological Awareness, in 2020 the language focus area was Grammar and will remain the focus for a minimum of two years.

Members of the Speech and Language Team completed oral language assessments during terms one and four to assist with goal setting and progress monitoring. Individual Language Plans (ILPs) were developed for each student which documented their oral language goals across the 6 areas of language. These goals were regularly reviewed and reported on to monitor student progress within the specialised program, and ensure each student was working towards their potential. This helped teachers to know the “literacy needs of every student and to support them to build foundation competencies” (Focus 2020). It also assisted teachers to “prioritise students identified as being at high risk of not achieving, and implement targeted approaches to successfully engage them in their education” (Focus 2020).

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 2020, the Speech Pathology Team also supervised two final year Speech Pathology students from Curtin University. The students were provided with invaluable learning opportunities throughout their clinical placement, which enriched their knowledge and practical experience in working with children who have been diagnosed with a language impairment in a specialised education setting.

The Speech and Language Team have been involved in the development and implementation of a new database for reporting and data analysis. This has been an exciting process for the team, allowing students’ language progress to be tracked in a longitudinal manner.

A variety of professional learning opportunities were provided by the Speech and Language Team throughout 2020. 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. Providing information sessions to caregivers via online delivery improved overall participation and attendance compared to previous sessions delivered face-to-face.

- “An Introduction to Speech and Language” for new staff (start of 2020)
- “An Introduction to Speech and Language” for new families (Online Module: Term 1)
- “Language information modules” delivered via Seesaw to all families (Term 1 & 2)
- “Parent Information Session” (presented to prospective parents at Open Day Term 2 via online delivery)

# Quality Teaching and Learning



- “SoundsWrite implementation for EAs” (presented to PLDS EA’s Term 3 and Term 4)
- “Articulation Review for Education Assistants” (presented to PLDS EA’s Term 3 and Term 4)
- “Key Word Sign Basic Workshop” (presented to local Cell network Teachers and Education Assistants in Term 4)
- Whole School Data Review – presented to teaching and Admin staff (Term 3 & Term 4)

Speech Pathologists also engaged in their own professional learning during 2020, through attending events hosted by Speech Pathology Australia and the Dyslexia-SPELD Foundation, engaging in professional reading and accessing relevant online webinars.

A variety of resources were purchased using the 2020 Speech and Language budget to update and expand our library of available 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 sites.

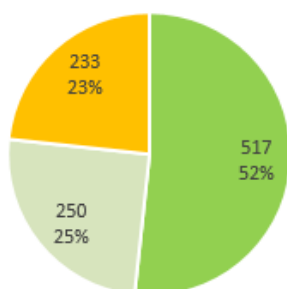
During Term 4, 2020, language data was collated, analysed, and presented to staff at the Whole School Review Day. The results in the maintenance language area of Phonological Awareness demonstrated that all students are continuing to achieve their goals in this area in line with school targets. This highlights the success of high quality teaching and learning and shows that the implementation of whole school approaches such as SoundsWrite is proving beneficial for early literacy success. Grammar continues to be an area of need for our students and the results emphasised the importance of a continued focus in 2021 to continue to build on improving staff knowledge and student outcomes in this language area.

Following the whole school review of language data, curriculum data and Year Three NAPLAN data, the focus area identified for 2020 was Grammar.

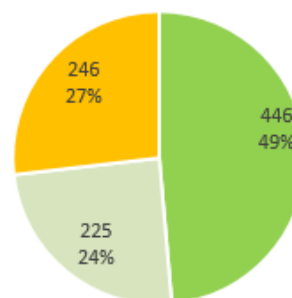
## Summary of Kindergarten to Year Three Language Data

*Please note: Percentages are the number of active goals present on student Individual Language Plans at the end of Semester Two, 2020.*

Comprehension



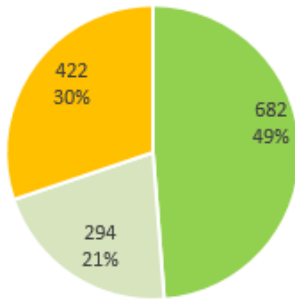
Semantics



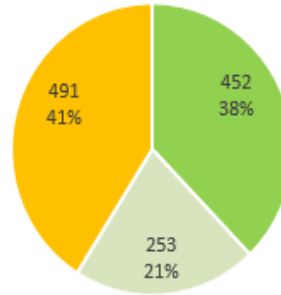
■ Consolidated ILP goals ■ Developing ILP goals ■ Emerging ILP goals

■ Consolidated ILP goals ■ Developing ILP goals ■ Emerging ILP goals

Narrative

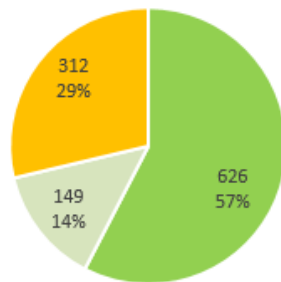


Grammar

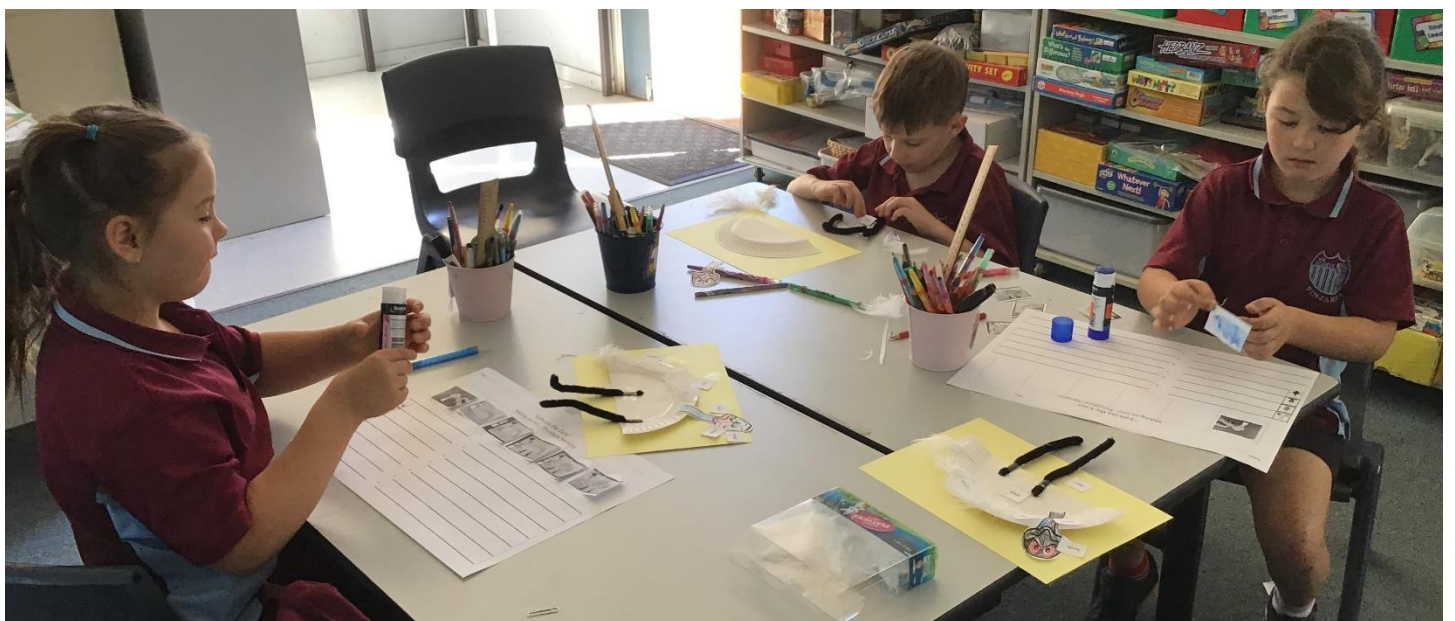


■ Consolidated ILP goals  
 ■ Developing ILP goals  
 ■ Emerging ILP goal:  
 ■ Consolidated ILP goals  
 ■ Developing ILP goals  
 ■ Emerging ILP goals

Phonological Awareness



■ Consolidated ILP goals  
 ■ Developing ILP goals  
 ■ Emerging ILP goals





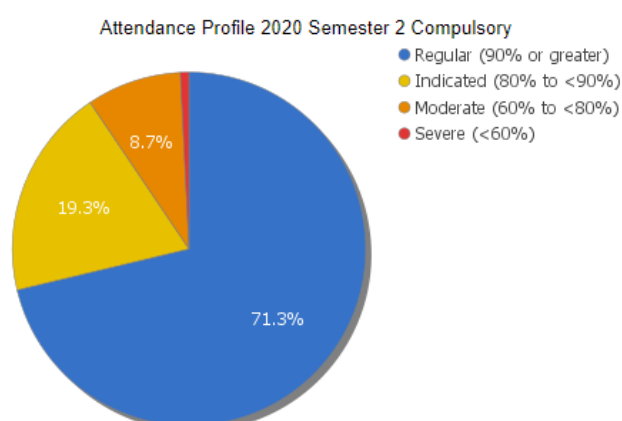
## Attendance

Student attendance is a focus area in the Peel Language Development School Business Plan for 2018-2021. 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 encourages 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 had far reaching effects across all areas of schooling in 2020 including attendance. Taking out the impact of the compulsory closure dates in Term 1, our school attendance data has remained consistent. This demonstrates the value placed by parents on our program. It is worth noting that 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 rate | Percent <sup>1</sup> |
|-------------------------|----------------------|
| All students            | 92%                  |
| Indigenous students     | 88%                  |
| Non-Indigenous students | 92%                  |

| Breakdown         | Attendance Rate % | Regular    | At Risk Indicated | At Risk Moderate | At Risk Severe | Auth. %    | Unauth. %  |
|-------------------|-------------------|------------|-------------------|------------------|----------------|------------|------------|
| KIN               | 88.6%             | 15         | 8                 | 5                |                | 81%        | 19%        |
| PPR               | 92.0%             | 42         | 11                | 4                |                | 79%        | 21%        |
| Y01               | 90.9%             | 58         | 16                | 8                | 1              | 80%        | 20%        |
| Y02               | 91.8%             | 46         | 9                 | 6                |                | 72%        | 28%        |
| Y03               | 89.9%             | 35         | 13                | 4                | 1              | 72%        | 28%        |
| <b>Compulsory</b> | <b>91.1%</b>      | <b>181</b> | <b>49</b>         | <b>22</b>        | <b>2</b>       | <b>76%</b> | <b>24%</b> |





## Rockingham Lakes PS campus

In 2020, the Peel Language Development School (PLDS) Rockingham Lakes Primary School (RLPS) Campus consisted of 2 Kindy classes, 3 Pre Primary classes, 3 Year 1 classes, 1 Year 2 class, 1 Year 2/3 class, and 2 Year 3 classes. PLDS students joined in with the RLPS students at break times, assemblies, incursions, commemorative days, reward events and whole campus events. 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.

2020 started out smoothly with PLDS students joining RLPS students for swimming lessons. There were other events planned throughout the year, however restrictions due to the COVID-19 pandemic resulted in almost all events being cancelled, while others were modified to keep our school community safe.

Due to the COVID pandemic, Term 1 was a tumultuous time for our community with ever increasing restrictions and uncertainty. There were cancellations of parent meetings and the Easter Hat parade and the school saw the closure of the outside gates. Through this time however, all members of our school community began to shine. Staff were adaptable and flexible, the school community were understanding and compliant, students became more independent and developed a greater understanding of their own health and hygiene. Drop off and pick-up areas were provided for Kindy to Year 1 students, with teachers and EAs waiting at the front of the school to create a smooth hand-over. Year 2 to 6 students were dropped off at the front gates and walked themselves to their classrooms. Attendance of our students slowly dropped as more parents chose to keep their children at home. At the end of the term, Teachers created home learning packages and on-line learning with the anticipation of a complete lock down in the following term. Staff knowledge and use of technology increased as all meetings and communications were done on-line. Staff meetings were conducted on WebEx and communication and lessons were created on Seesaw. Staff became familiar with filming themselves giving instructions on lessons for students to view on-line.

Term 2 commenced with no lock downs and numbers of students slowly increased in the first week, with full numbers by the second week. We as a community at RLPS campus were settling into our new normal with the COVID pandemic. The school gates continued to be closed, and the drop off and pick-up points were still available until restrictions were eased. There were no assemblies, incursions, excursions or community events. Communications were kept open with parents and carers through Connect and Seesaw. Staff then had the challenge to ensure student learning was consistent, as some had not been to school in 2 months. Despite all this, staff strived to make the school environment as normal as possible with all lessons running as 'normal', just with extra cleaning involved. Cleaners were employed for longer hours to ensure a more hygienic environment. Students were able to compete against each other at Cross Country Running. PLDS students did amazingly by coming first in both the Year 3 girls' and boys' races, coming in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> in the Year 2 boys' race, and 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> in the Year 1 boys' race. Our Year 3 girl went on to win the Year 3 Runner Up Champion in the RASSA Interschool Cross Country. Students have proven to be more resilient, and educational gains have improved with all the efforts made by students and all staff members.

Term 3 saw greater freedom with COVID restrictions easing. The external gates were still closed, however Kindy to Year 1 students were able to be dropped off and picked up at gates closer to their areas. During the term, we celebrated 100 Days of School, the RLPS' Year 5 and 6's organised the annual fundraising event, The Royal Fair. The Royal Fair is where all students across the campus enjoy playing games and buying items, while the Year 5 and 6's flex their entrepreneurial skills. PLDS students were also able to view their first incursion for the

# Quality Partnerships



year, *Musica Viva presents East Winds*. The term ended with the campus' Faction Carnivals, whereby students from Kindy and Pre Primary, then Years 1-6 competed against each other. This year the victorious faction was Beard (Blue faction) for the third year running. PLDS was very well represented for the individual awards, winning the Year 3 Runner Up Champion Boy, the Year 2 Champion Boy and the Year 1 Runner Up Champion Boy.

Term 4 ended up being our busiest term, hosting many events that were postponed due to COVID restrictions at the beginning of the year. We started the term with the Artacular Art Exhibition, then we had Book Week Dress Up Day. We displayed our creations for the annual Box Challenge and then had a wet afternoon for RLPS' Colour Fun Run. We also celebrated NAIDOC week with many activities and a visit from Aboriginal elders Charlie and Helen Kickett. We concluded the long year with our Annual PLDS School Picnic at City Park, Rockingham. The PLDS School Picnic is a much anticipated event where students from all campuses convene together and participate in various activities, the favourite being the big water slide! Unfortunately, all these events were experienced without parents and the wider community due to COVID restrictions, but were shared through newsletters, Connect, the PLDS website and Seesaw.

The model of inclusivity has allowed PLDS students and their families to feel a part of the school community. In 2020, PLDS students were engaged in all activities and felt safe and grounded despite being in the midst of a global pandemic.



# Quality Partnerships



## Mandurah PS Campus

2020 saw a continuation of the previous structure of four classes at the Mandurah satellite Campus of Peel Language Development School (PLDS) being a K/P, P/1, 1/2 and 2/3 classes with a combined cohort of 48 students. Support is provided internally from PLDS; specialist staff and our team of Speech Pathologists provide specialist programs that support and ensure consistency and continuity of academic and social programs across all sites.

At our Mandurah campus this support was achieved through specialist Physical Education, Science, Language Support Teachers and Speech Pathologists working collaboratively and in partnership with the classroom Teachers and Education Assistants. In addition to the extensive support provided internally from PLDS, students in all classes had the opportunity to work collaboratively with each other and integrate with our host school Mandurah PS for incursions, assemblies, incidental and special events throughout the year.

Term 1 initially saw many parents visit and become comfortable partners in their child's classroom learning journey. With the unprecedented COVID-19 pandemic, staff, students, and parents continually implemented changes and adapted new ways to interact with each other via Seesaw Education and Connect platforms.

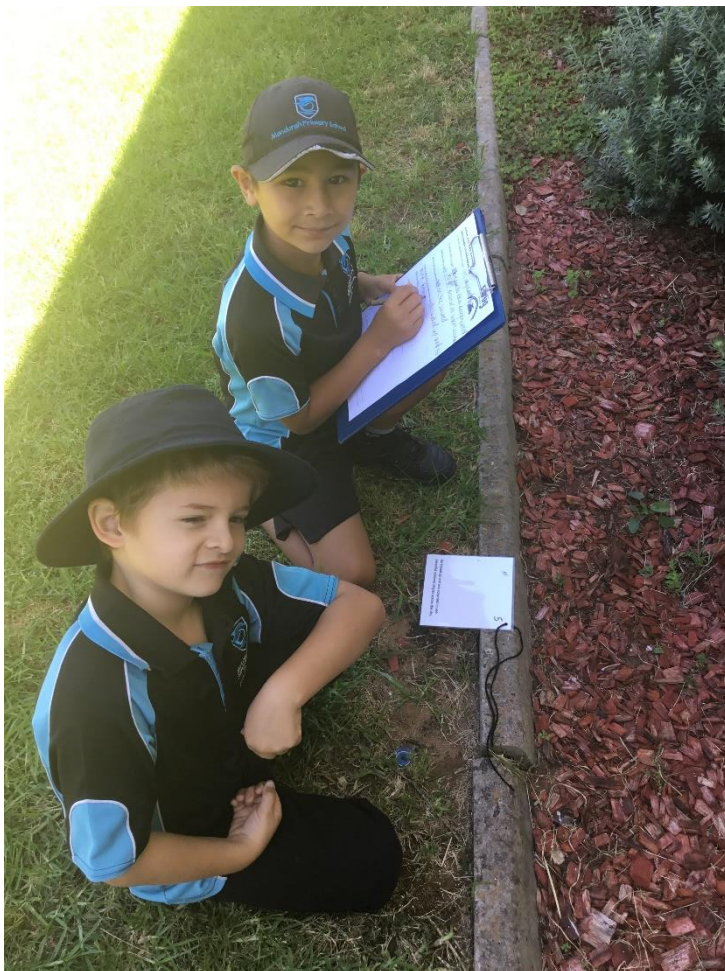
Term 2 saw the return to face-to-face classroom learning. Unfortunately, parent entry to school and classrooms was restricted. This meant that the very popular Topsy Turvy Day was unfortunately cancelled due to restrictions of the pandemic. To commemorate ANZAC day and wearing paper poppies, we proudly joined our Mandurah PS friends to celebrate a very moving and memorable ANZAC service.

Term 3 saw students join with Mandurah PS students on numerous occasions. A modified Athletics carnival was held over three days with limited spectator attendance. Despite this the students enjoyed the carnivals where PLDS students performed extremely well in many events. PLDS students also joined with their Mandurah PS peers to make red, yellow, and black paper flowers, which were arranged in the shape of the Aboriginal flag, creating an eye catching display to acknowledge NAIDOC commemorations at the school's entrance. NAIDOC week also provided opportunities for PLDS students to join with Mandurah PS students to experience traditional Aboriginal culture by tasting kangaroo, emu, crocodile sausages and damper, throwing boomerangs and totem badge making.

Term 4 saw us say goodbye to six Year 3 students who after a very successful transition program were excited and self-assured about the future of their education beyond PLDS. Peel students joined with their Mandurah peers for a sausage sizzle and tabloid sports session before returning to school to compete in the annual Colour Fun event. As always, the annual Picnic provided an opportunity for students to re-unite with past teachers and socialise collaboratively with other PLDS students across our four campuses, to celebrate a very successful and memorable 2020 learning journey.



# Quality Partnerships



# Quality Partnerships



## Bungaree PS Campus

In 2020, we were very excited to add a Pre- Primary class to our campus. We had four PLDS classes located at Bungaree Primary School, catering for students from Pre- Primary to Year 3.

On a weekly basis Bungaree PS provided our students with specialist classes in Music and Physical Education. In music, students learnt to keep a steady beat, copy and improvise rhythms and play and read rhythms in time with the class group. In Physical Education, students had a lot of fun exploring and refining fundamental movement skills including dribbling, throwing, catching and kicking. In Term 3 they participated in the annual Faction sports carnival. Many of our students/teams showed amazing skills to place in a range of events including running and team games.

Unfortunately, due to COVID, many of the events PLDS students usually had the opportunity to participate in were cancelled. This included swimming lessons and Topsy Turvy Day. Some special events such as Harmony Day and NAIDOC Week still continued but in a COVID friendly manner. In particular, students enjoyed the Colour Fun Run. Throwing colour powder at each other and teachers was fun for everyone.

Throughout 2020, students engaged in positive behaviour initiatives in line with Bungaree's Positive Behaviour policy. These included a pizza lunch, water fun play, disco and movie afternoon. In addition, they participated in explicit lessons, modelling desired behaviours and were rewarded with certificates, medals and prizes acknowledging the positive behaviours shown around choosing Safety, Effort and Respect.

Throughout 2020, all classes have combined at various times to participate in multi age group activities around Science Week, Harmony Day, NAIDOC Week and Book Week. This gave students the opportunity to interact and learn from each other. These opportunities helped to create a cohesive group of students who knew each other, were comfortable working together and enthusiastic about sharing ideas and learning from each other.

In Term 3, the highlight of the year was when students got the opportunity to participate in Edu Dance. They attended a lesson each week and presented a concert at the end of the term to showcase their skills. Parents were able to attend for short periods to watch their child's performance. Students did an awesome job learning their choreography and entertaining other students and parents.

At the end of 2020, we had 6 of our 14 Year 3 students transition to Year 4 at Bungaree Primary School. It is wonderful to be able to see these students on a daily basis and continue to observe their learning journey.



# Quality Partnerships



# Quality Partnerships



## Pinjarra PS Campus

During 2020, the Pinjarra PS Campus had a combined cohort of 37 students which were distributed into three classrooms consisting of a K/PP, a Year 1 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, unfortunately many of our usual initiatives like the 'MillionTrees Program' and the Annual Easter Hat parade were cancelled due to COVID-19. Teachers prepared for online learning via Seesaw and many students were learning from home for a time.

In Term 2, we were slowly getting back into familiar school life but there were still restrictions. Year 3 students were lucky enough to participate in the whole school Cross Country event. It was a cold, wet day but the Year 3's all put in their best effort and demonstrated good sportsmanship and resiliency participating in such a long run for the first time.

Term 3 was a busy one! We learnt about and celebrated Indigenous culture during NAIDOC Week. K-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. We commenced the implementation of a new, whole school reading and spelling program 'Sounds-Write' to support and teach our students with their literacy journey. Students responded well to the sequenced, multi-sensory approach and student progress was evident. Also in Term 3, PLDS students participated in the Annual Sports Carnival with the K/PP's having a separate carnival this year. All of our students from K-3 displayed phenomenal participation and resilience when joining in with students from Pinjarra PS in sports events including running, pass ball and flag races. We had some outstanding results from our students in the Sports Carnival and the Jumps and Throws Carnival with some students being selected to represent Pinjarra PS at the Interschool Carnival in Term 4. What an achievement!

The K/PP students participated in their very own sports carnival in Term 4. All the K/PP students across Pinjarra PS took part in the carnival and it was well supported by families and carers. There were lots of games and activities for our youngest students with lots of fun had by all.

Term 4 wrapped up the year with the Interschool Carnival in Week 1 where a few of the Year 3 students represented Pinjarra PS. We had 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. Students got creative in Design and Technology for the Annual PLDS Box Challenge with a range of fabulous creations across the three classrooms.

We concluded the year with a fabulous Pinjarra Primary's Whole School Incentive Day with blow up water slides. The weather was perfect and everyone including the teachers had a fantastic time sliding down the slides. PLDS students also joined our fellow students on other campuses and met up for the End of Year Picnic.

Throughout the year PLDS students joined with Pinjarra PS in order to celebrate, commemorate, and recognise other significant days including ANZAC Day, NAIDOC Week, Science Week, Book Week and National Simultaneous Story Day, Crazy Hair Day. In 2020, 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



# Quality Partnerships



## Annual School Picnic

The annual whole school picnic is an exciting event held at the end of term four for all students at Peel Language Development School across all campuses. The picnic is an acknowledgement and celebration of the work of the school community throughout the year. It is usually a time for family members to enjoy a relaxing day joining in activities at City Park, however this year due to COVID restrictions, parents and younger siblings were not able to attend.



# Quality Partnerships



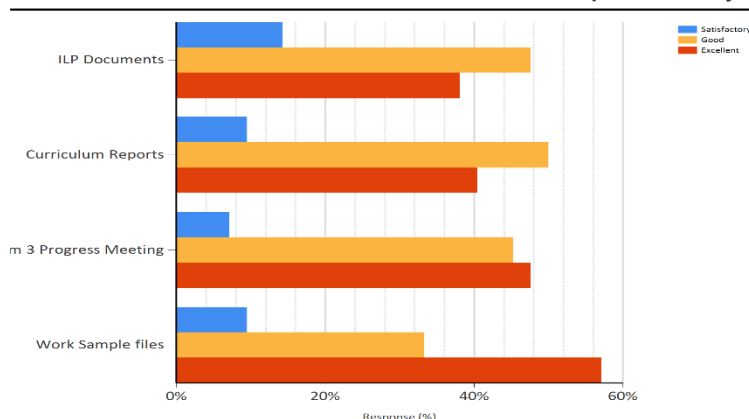
# Quality Partnerships



## Parent Survey

In 2020, 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. 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 2020



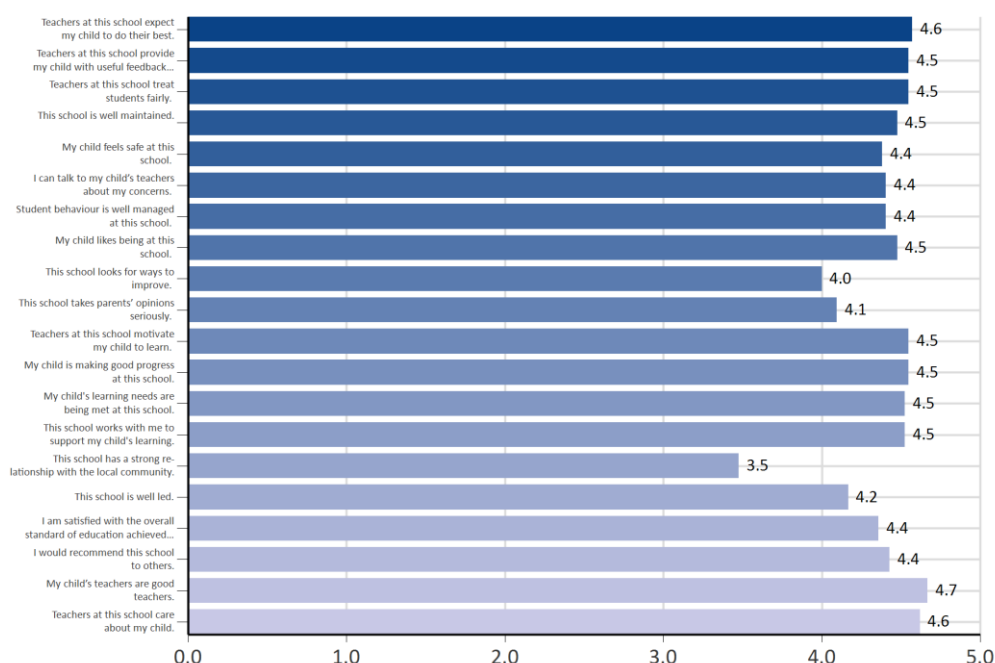
### Parent Comments:

*"The staff are exceptional and I couldn't be happier with the school my daughter is in."*

*"All of the teachers go above and beyond for the children in their class. My son is thriving and it's all thanks to love and dedication of his teachers."*

*"The school and staff at PLDS are FANTASTIC and really care about my children and their education!"*

|                         | Satisfactory |     | Good |     | Excellent |     |
|-------------------------|--------------|-----|------|-----|-----------|-----|
|                         | Num          | %   | Num  | %   | Num       | %   |
| ILP Documents           | 6            | 14% | 20   | 48% | 16        | 38% |
| Curriculum Reports      | 4            | 10% | 21   | 50% | 17        | 40% |
| Term 3 Progress Meeting | 3            | 7%  | 19   | 45% | 20        | 48% |
| Work Sample files       | 4            | 10% | 14   | 33% | 24        | 57% |





## Transition

At the conclusion of 2019, 58 Year 3 students exited Peel Language Development School. Fifty of these students enrolled in government schools and 8 in private schools for the commencement of 2020. PLDS established contact at the commencement of Term 1 2020, with all schools of exited Year 3 students to determine the level of support required. Support available included opportunities to attend Professional Learning, face to face meetings, phone conferences or email support from the exited students' PLDS teacher. Of the 33 schools that our exited students enrolled in, 12 schools engaged with one of the levels of support offered. This was slightly lower than previous years, and may have been impacted by COVID.

All 2020 teachers of exited students were also emailed an exit file, which included a comprehensive report based on the results of CELF 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 2020, including priority access to the Statewide Speech and Language Service's 'Professional Language Series', access to work shadowing and ongoing support from PLDS teachers. Data reviewed from the transition survey distributed to educators and schools of exited students at the end of 2020 indicated that the current methods of support offered were preferred by schools, and that all documents included in the exit file were beneficial.





## Statewide Speech & Language Service

The Statewide Speech and Language (SSLS) Outreach Service 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 SSLS 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

### Priority One Schools

A Statewide initiative in 2020 was the identification of Priority One schools through their on-entry data in reading and oral language. We had 63 priority schools in our service region, which included 6 in the Kimberley which we did not service as they are still participating in the Kimberley Schools Project. We had contact with 48 WA schools and consulted with them to discuss how our service could support them. From this, many schools engaged in the Professional Language Series, with some accessing the Language Leader opportunity. Some schools purchased language kits such as Words, Grammar and Fun and Cracking the Code. We also had a number of schools purchase the Kindergarten Assessment Tool. Many schools opted for professional learning either via face to face or on demand webinars for their staff with follow up consults.

### Professional Learning

Twenty One Professional Learning sessions were held at individual schools, catering for their individual requirements and another 22 network Professional Development workshops, both face to face and webinars, were held. These workshops were open to educators from all the regions. Professional Learning covered the following topics; Introduction to Oral Language both face to face and webinar, Oral Language and Play Planning Across the Curriculum, Kindergarten Assessment Training, Role Play Package and News telling Package, Hosting a Parent Session, as well as webinars in Social skills, Executive Functioning, Explicit Teaching, Speech Sounds and Targeting Rich Vocabulary. The Professional Language Series was adjusted to an online format. We hosted the webinar one week and the following week offered an opportunity to catch up via Zoom in like year groups, discussing the topic of the webinar. These sessions covered the six oral language areas, Comprehension, Semantics, Oral Text, Grammar, Phonological Awareness and Pragmatics. To support our schools during COVID, we offered this series free of charge and all resources were available online on Connect. There was a total of 51 participants in the Professional Language Series for 2020.

### Language Leaders

Twelve schools engaged in the 2020 Language Leaders Program (22 staff). Language Leaders across the state attended Professional Learning held at the main campus of PLDS to engage in two days of PL – the Language Leaders forum. The Language Leaders PL was also offered in Bunbury and Albany in 2020. This in depth Professional Learning supported 33 educators in further building and applying their knowledge in Oral Language and Play and Planning across the Curriculum in their school. At the end of 2020 PLDS SSLS have mentored a total of 28 Language Leaders.

# Quality Resources



## Consultations

Fifty-seven consults were held with schools in the South West, South Metropolitan and East Kimberly Regions, either in person or via telephone. This also included those with Priority one schools.

## Oral Language Programs

Nine schools and 43 registrants participating in the Metropolitan Words, Grammar and Fun Professional learning session which was face to face, and 15 regional schools and 43 registrants participated in the webinar sessions. We sold a total of 35 Phase 1 and Phase 2 Words, Grammar, Fun (WGF) kits. Two schools purchased Cracking the Code kits this year and participated in the Professional Learning.

## Work shadowing

Unfortunately, due to COVID-19 restrictions we did not host any work shadowing in 2020.

## Parent Information Sessions

Three parent sessions were requested this year. We also run How to Host a Kindy Café for teachers. We had a stall at the Kwinana Early Years Network, A Holistic Approach to the Transition to Schools.

## Resource Development

This year we had a big focus on Phonological Awareness. The Professional Learning was over two sessions and we worked on resources to give out to teachers to support their teaching of Phonological Awareness. We also created a resource package - The 2020 PLDS Integrated Learning Package, which supports teachers with Inquiry Learning in their classroom.

## Summary

During 2020, the PLDS SSLS comprised of 137 mainstream schools in the South Metropolitan, South West and East Kimberly region. Sixteen service requests were received from schools resulting in service provision to the metropolitan area. Due to COVID-19 we were unable to travel within the state for many months. We only completed three regional trips, delivering our Language Leaders Program and KAT training. Due to COVID-19 we re-assessed our service delivery and developed 9 webinars to support schools, as well as 7 on demand webinars for regional schools to access. In 2020 we serviced 112 schools, and 957 teachers accessed our Professional Learning.

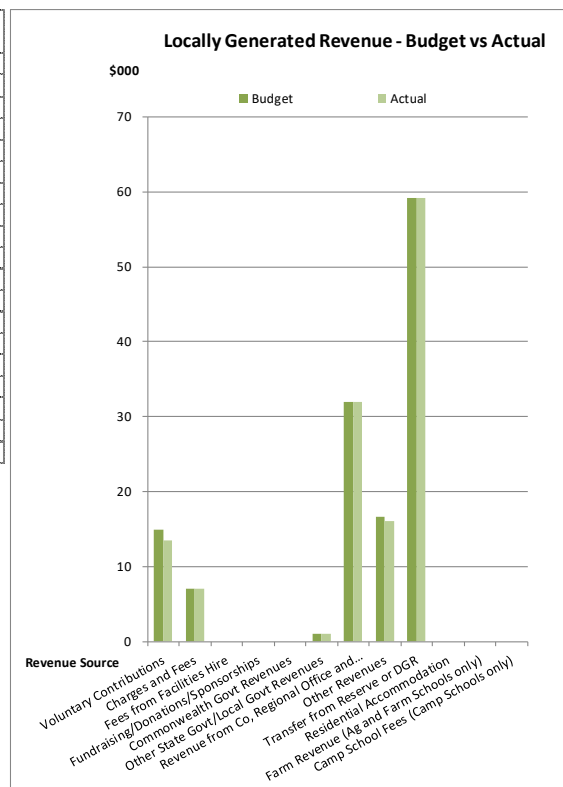
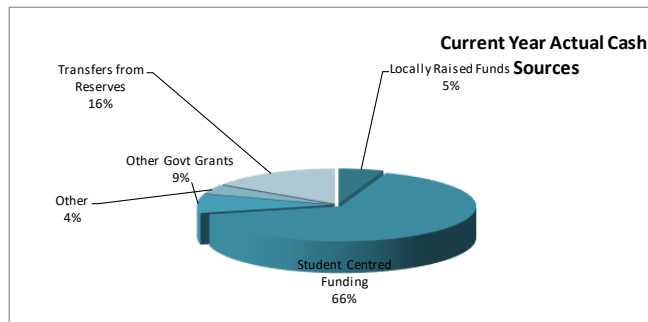


# Quality Resources

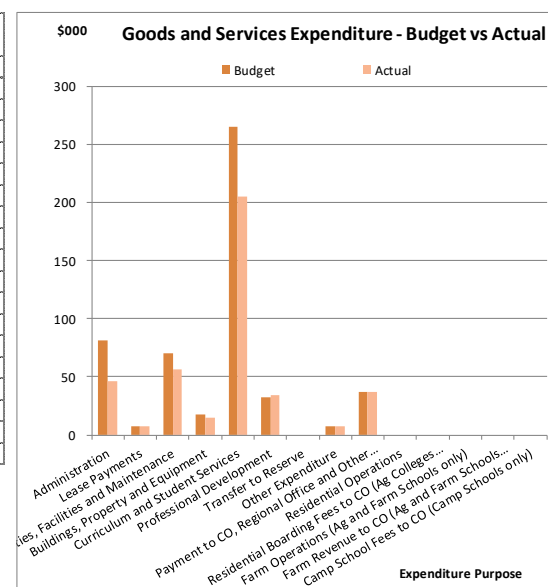
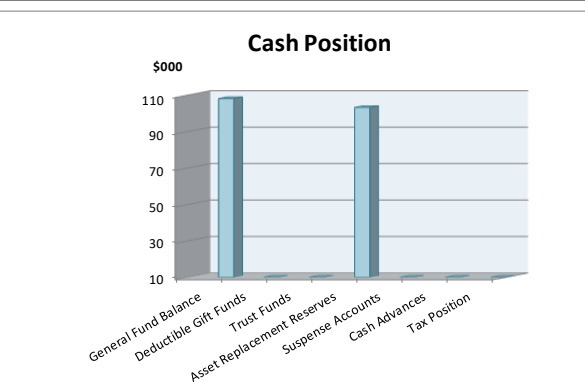
## Financial Report



| Revenue - Cash & Salary Allocation                   | Budget               | Actual               |
|--|----------------------|----------------------|
| 1 Voluntary Contributions                            | \$ 14,895.00         | \$ 13,485.00         |
| 2 Charges and Fees                                   | \$ 7,011.00          | \$ 7,011.00          |
| 3 Fees from Facilities Hire                          | \$ -                 | \$ -                 |
| 4 Fundraising/Donations/Sponsorships                 | \$ -                 | \$ -                 |
| 5 Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6 Other State Govt/Local Govt Revenues               | \$ 1,000.00          | \$ 1,000.00          |
| 7 Revenue from Co, Regional Office and Other Schools | \$ 31,982.18         | \$ 31,982.76         |
| 8 Other Revenues                                     | \$ 16,580.01         | \$ 16,064.56         |
| 9 Transfer from Reserve or DGR                       | \$ 59,201.84         | \$ 59,201.84         |
| 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>\$ 130,670.03</b> | <b>\$ 128,745.16</b> |
| <b>Opening Balance</b>                               | <b>\$ 138,404.82</b> | <b>\$ 138,404.82</b> |
| <b>Student Centred Funding</b>                       | <b>\$ 248,872.00</b> | <b>\$ 248,872.00</b> |
| <b>Total Cash Funds Available</b>                    | <b>\$ 517,946.85</b> | <b>\$ 516,021.98</b> |
| <b>Total Salary Allocation</b>                       | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Funds Available</b>                         | <b>\$ 517,946.85</b> | <b>\$ 516,021.98</b> |



| Expenditure - Cash and Salary                         | Budget               | Actual               |
|---|----------------------|----------------------|
| 1 Administration                                      | \$ 81,620.50         | \$ 46,212.10         |
| 2 Lease Payments                                      | \$ 6,925.00          | \$ 7,246.12          |
| 3 Utilities, Facilities and Maintenance               | \$ 70,145.00         | \$ 56,187.95         |
| 4 Buildings, Property and Equipment                   | \$ 17,161.84         | \$ 15,156.56         |
| 5 Curriculum and Student Services                     | \$ 265,338.54        | \$ 205,114.24        |
| 6 Professional Development                            | \$ 32,539.82         | \$ 34,147.47         |
| 7 Transfer to Reserve                                 | \$ -                 | \$ -                 |
| 8 Other Expenditure                                   | \$ 7,331.00          | \$ 7,332.64          |
| 9 Payment to CO, Regional Office and Other Schools    | \$ 36,580.00         | \$ 36,579.55         |
| 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>\$ 517,641.70</b> | <b>\$ 407,976.63</b> |
| <b>Total Forecast Salary Expenditure</b>              | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Expenditure</b>                              | <b>\$ 517,641.70</b> | <b>\$ 407,976.63</b> |
| <b>Cash Budget Variance</b>                           | <b>\$ 305.15</b>     |                      |



|                              |                      |
|------------------------------|----------------------|
| <b>Cash Position as at:</b>  |                      |
| <b>Bank Balance</b>          | <b>\$ 209,733.97</b> |
| Made up of:                  | \$ -                 |
| 1 General Fund Balance       | \$ 108,045.35        |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 103,172.64        |
| 5 Suspense Accounts          | \$ (6,202.57)        |
| 6 Cash Advances              | \$ -                 |
| 7 Tax Position               | \$ 4,718.55          |
| <b>Total Bank Balance</b>    | <b>\$ 209,733.97</b> |

# Peel Language Development School

Independent Public School

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