

# Peel Language Development School

Independent Public School



## ANNUAL REPORT

## 2024



# Acknowledgement of Country



## Acknowledgement of Country

Peel Language Development School would like to acknowledge the Whadjuk and Pinjarup Noongar people - the traditional custodians of the land on which our schools stand - and pay respect to all the Elders, past and present. We wish to acknowledge and respect their continuing culture and the contribution they have made in the past, now and in the future.

Artwork:  
Shoalwater by Bradley Kickett



# 2024 Overview



On behalf of the Peel Language Development School (PLDS) community we present the Annual Report for 2024. 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 2024.

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 2024.

PLDS students made pleasing progress within our specialised learning programs in 2024. In our ninth year as an Independent Public School, we have continued to meet the requirements of the Statement of Expectations. In consultation with all school staff we developed our new Business Plan for 2025 – 2027. The Business plan also had input in the Partnerships with the Community from our School Board. As part of our journey of Cultural Responsiveness, the School Board approved incorporating an Aboriginal name for our school, Gnalla Mia Kartidjin Boola. This translates to 'place of learning, plenty, lots'. The name was endorsed by the School Board in late 2024 and added to our school name for use in 2025. This is clearly reflected in the new Business Plan.

We commenced 2024 with 273 students enrolled and 23 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.

2024 is the 12th successful year of operation of the Statewide Speech and Language Service (SSLS). During 2024, 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 2024. Acknowledgement goes to the dedicated staff at PLDS. 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 2025.

Dr Fiona Forbes

Principal



# Board Chair Report



Dear School Community,

It has been a productive and positive 12 months for our Language Development School, and I'm pleased to share the key highlights of our Board's activities and decisions.

## **Strengthening Our Governance and Team**

The board welcomed returning Chairperson Kynan Ridley and Vice Chairperson Stephanie Davie. Their leadership has been invaluable in maintaining a strong and collaborative board team.

We successfully managed member tenures, ensuring continuity and fresh perspectives. We thanked Janamat Sharma for his dedicated service and welcomed Chellsey Morrison to the parent member team. We retained all other members and thanked them for their valuable knowledge and experience. We conducted annual member inductions, reinforcing our commitment to governance, confidentiality, and supporting our school community. The inductions provided good insight and perspective to the board's operation. We reviewed and confirmed our 2024 Terms of Reference, providing a clear framework for our roles and responsibilities. We have prepared for 2025 by arranging governance training for board members at the first meeting, to ensure they have the best possible start to the new year.

## **Enhancing Our School Environment and Programs**

The completion of the Yarning Circle was a significant achievement for the school, providing a valuable learning space for our students, and a place of cultural importance. The opening ceremony was attended by several board members and was a wonderful success. We reviewed and endorsed the 2023 Annual Report, showcasing the remarkable achievements of our students and staff. We endorsed and presented the EOY School Board Awards for each campus, which recognised student achievement and rewarded deserving students with Scitech Family Passes. We assisted in the presentation of the new parent induction meetings. Our aim was to help impart knowledge and ensure that new parents felt welcomed and informed.

## **Focusing on Student Success**

Throughout the year, we received insightful presentations on student attendance and data, allowing us to monitor progress and identify areas for improvement.

We were presented with, and continue to review, the 2025-2027 Business plan to ensure the school continues to move forward in a positive direction. This was finalised late in the year, ready to start embedding within the community next year.

We worked on the Strategic Intentions of the school, including the addition of a by-line to the logo, "Ngalla Mia Kaartdijin Boola" – Our place of knowledge/learning, plenty/lots.



# Board Chair Report



As a Board, we are supporting the parent driven LDC Parent Advocacy Initiative, to help spread the message of all LDCs to the wider community. The initiative had its genesis with West Coast Language Development School and the board are encouraged by the eminent enthusiasm for all LDCs. The current Minister for Education, Tony Buti, has attended meetings and is championing the cause.

## Maintaining Financial Stability and Transparency

Regular finance reports were presented and reviewed throughout the year, ensuring sound financial management. The board endorsed the 2025 Voluntary Contributions and Charges Schedule, and the 2025 Booklists. The first draft of the 2025 Operational Budget was also reviewed and will be endorsed early in the new year.

## Looking Ahead

We are committed to the ongoing development of our school, supporting quality teaching practices and student progress. We will continue to monitor and support the development of all campuses of Peel Language Development School and will continue to provide good communication with parents, and the wider community. I want to express my sincere gratitude to all board members, staff, parents, and students for their dedication and support. Together, we are creating a nurturing and enriching learning environment for our children.

Sincerely,

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.

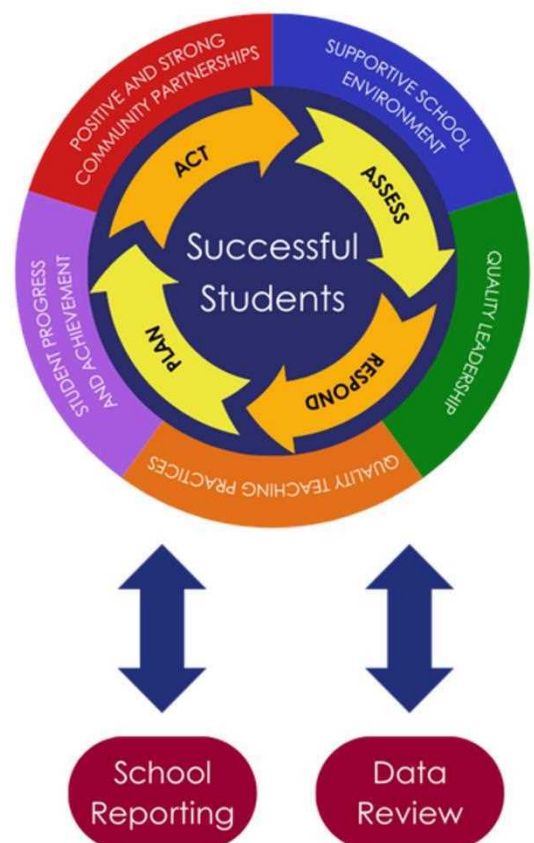
At Peel Language Development School, we reach our vision through collaborative processes in four focus areas. The importance of early intervention and life-long learning has been highlighted in research and is clearly defined in our Vision Statement and Business Plan. The interconnected diagram below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



## 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 Benchmark running records to assess, analyse and level student reading abilities. PLDS also incorporates reading into our Sounds-Write lessons.

To support spelling as a school priority, 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 within their literacy lessons.

In 2024, 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.





## English - 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. Parents were invited to attend our Book Week parades. Students and staff enjoyed getting dressed up as characters from their favourite books.



## Library Visit

During Children's Book Week on the 19th of August, the Year 1 to 3 classes from the Rockingham Lakes Campus and the Bungaree Campus attended the Rockingham City Library to listen to author Kitty Black read her new story, "Mr Bat Wants a Hat." Kitty Black also talked to the students about where she gets her ideas for her stories from, and she showed us how she writes a plan for a story. All students then had a go at writing their own plan for a story, using the same method that Kitty Black uses. The students then shared their plans with peers in their groups. All students had a great time at the library. Some of the students went back to school and continued to expand on their story plan.





## English - 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, including the value and fun of books, while promoting Australian writers and publishers to our students. It is a fun event where classes join together at each site for shared reading and writing experiences. This year's book was "Bowerbird Blues", written and illustrated by Aura Parker.



## Data

In 2024, 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, and our Year 2 and 3 students complete the PM Benchmark Reading Assessments.

- Pre-Primary data for writing was higher than in 2023.

- The Year 1 data for decodable readers was higher than 2023. Their data for spelling was slightly lower than in 2023 and their writing data was higher than 2023.

- The Year 2's PM Benchmark data was lower than in 2023. Their spelling and writing data were slightly lower than 2023.

- The Year 3's PM Benchmark reading data was higher than 2023. Their spelling and writing data were higher than in 2023.

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 2025.



## Topsy Turvy Day

Topsy Turvy Day is a successful annual event held in Term 2 across all Peel Language Development School campuses. Parents, family members and carers are invited to come into the classrooms and become 'students' for a session of the school day. During this time, the students become the 'teachers' and teach literacy and numeracy skills to their 'students'. Topsy Turvy is a highlight for families and an important event in our partnership with families and the community to showcase student achievement and staff expertise. It is always very well attended across all campuses and 2024 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 enhanced as a result of attending the event.

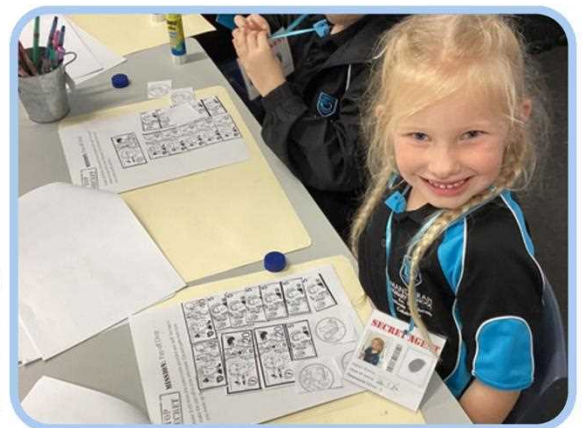




## Mathematics

In 2024, the Number Strand continued to be a key priority in support of the PLDS Business Plan. Numeracy is a crucial skill that empowers children to understand and make sense of the world around them, providing a foundation for creative problem-solving. By engaging in numeracy activities, children develop key abilities like recognising patterns, solving equations, and understanding ratios. These skills not only help them approach complex challenges but also encourage higher-level thinking. As children work through tasks that require logical reasoning and breaking down larger problems into smaller, manageable steps, they strengthen their cognitive problem-solving abilities—skills that are essential in everyday life and future learning. PLDS teachers encourage student engagement and deep understanding by using hands-on learning methods, including visuals and inquiry tasks to connect concepts to real-life experiences and provide opportunities for students to share their mathematical thinking.

In 2024, teachers continued to follow the PLDS Mathematics Scope and Sequence to guide their planning. Together with a school focus on Rosenshine's Ten Principles of Instruction, this provided a proven format for teachers to use in delivering quality lessons in Mathematics. To strengthen the engagement of students, and showcase working mathematically, the Mathematics Committee organised and supported several key events in the school calendar dedicated to numeracy. These included World Mathematics Day in Term One and celebrating 100 Days of Learning in Term Three. Additionally, Mathematics was also highlighted in PLDS' annual Topsy Turvy Day with students teaching parents/carers how to complete some of their favourite maths games and activities. During all of these experiences, students had the opportunity to engage in mathematical discussion and play to enrich their understanding and make meaningful connections to mathematical concepts. To further support these goals on a sustainable and ongoing basis, the Mathematics Committee continue to add additional picture book resources and associated mathematical explorations to 'Mathematics & Literacy Links' resource tubs at all sites with a range of materials covering the K-3 curriculum outcomes.



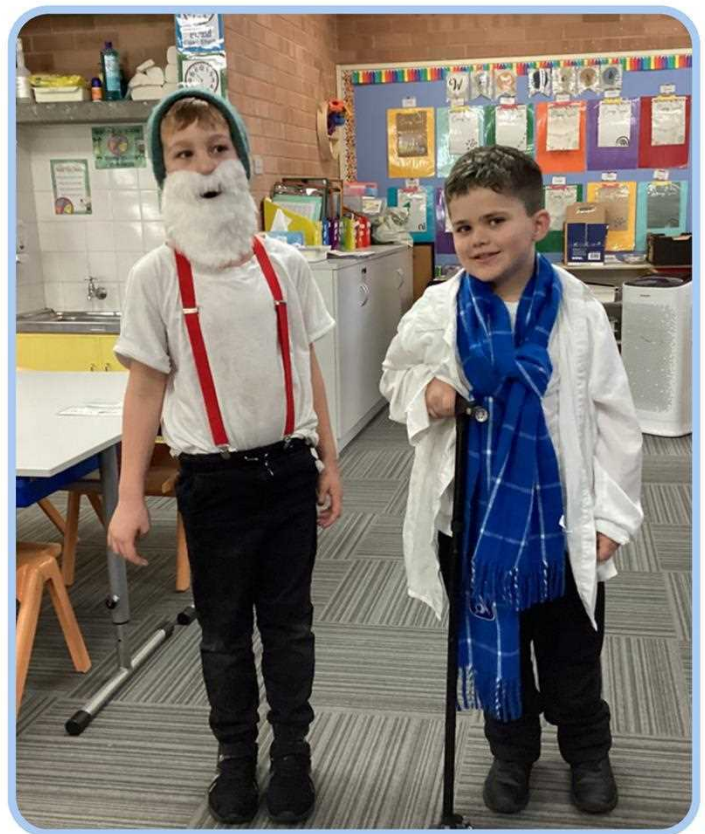
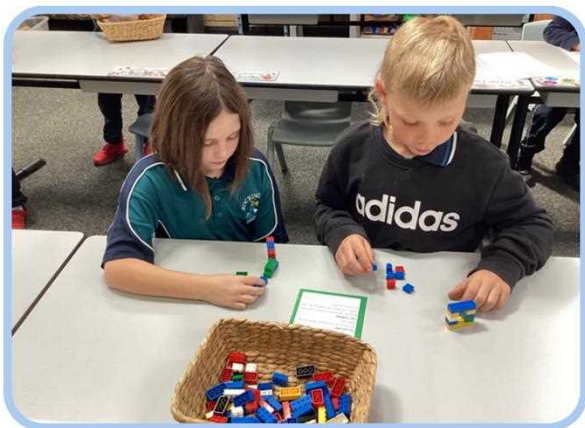


## Mathematics

Whole school data collection for Mathematics occurs twice yearly, in Terms Two and Four. While the mid-year test provides a review of previous learning, the final test is summative. Data for 2024 shows that our Kindy to Year Two cohorts met or exceeded the Business Plan target: '70% of students will achieve a numeracy score of 60% or greater in the PLDS Maths Number Assessment'. Whilst our Year Three cohort fell just short, with 67% of students achieving a score of 60% or greater, there were significant improvements in Semester Two with a reduction in 'red' (high-risk students) from 16.67% to just 3.3% of students.

Additionally, in 2024 a trial was conducted by select Year 2/3 teachers utilising the Brightpath Assessment Tool as an additional measure of student achievement. Teachers involved with the trial found that the assessment was relatively easy to administer and that they gained a wealth of information on the ability of students to apply their mathematical understanding in a range of questions. Students enjoyed the assessment as it was conducted using ipads. As a result, Brightpath has been added to the PLDS assessment schedule for Years Two and Three in 2025.

Going forward, the Mathematics Committee is excited that PLDS will be trialling a new whole school approach in 2025, for Pre-Primary to Year Two, the Australian developed EMP (Explicit Maths Program).





## Science

At PLDS, Science is taught to all students, from Pre-Primary to Year 3, at all of our 4 campuses. These lessons are delivered by a specialist science teacher. Each campus is resourced and supplied with the 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.

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 practise many different skills and attributes as guided by the Western Australian Curriculum. Lessons are provided to cover the curriculum areas of Chemical Science, Physical Science, Earth and Space Science, and Biological Science. Other skills covered include communication skills, collaborative skills, team working and perseverance, as well as enquiry, observation, reasoning and problem-solving skills. These offer students an opportunity to become active learners in the growing STEM classrooms when they return to their home schools.

National Science Week is Australia's annual celebration of Science and Technology. This year's topic was Species Survival: More than just Sustainability. Each campus chose an aspect of their local school environment to highlight to students, through the lens of species survival. At the RLPS campus, children explored the flora in the Yarning Circle with the help of an Aboriginal Elder who explained the medicinal qualities of plants and retold the yarn of the Grass Tree to groups of students, who then went away to plant a Grass Tree seed.





## 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 2024, the HASS committee continued to focus on embedding the Aboriginal Cultural Standards Framework (ACSF). This coincided with Focus 2024 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 an overhaul of the HASS resource collection, the development of history, geography, and Indigenous resource boxes for each campus, and a cultural activity for the school picnic.

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.

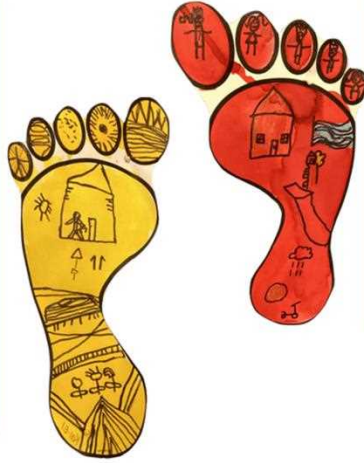




# Quality Teaching and Learning



## Humanities and Social Sciences





## Health and 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 of Health, Sport and Wellbeing programs and events throughout 2024. 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 hats and water bottles are 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 provides students with wellbeing programs such as 'You Can Do It' and Kimochis to incorporate innovative, fun, and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character, and confidence. These skills of social and emotional learning are necessary for school success, academic achievement, positive social relationships, and the development of emotional competence.





## Health and Physical Education

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 2024 in this area. Firstly, at Rockingham Lakes, the Sports Award was given to Charlotte Scott. Charlotte won Year 3 Runner Up Champion Girl at the Athletics Carnival and represented the school at the Interschool Athletics Carnival. Rockingham Lakes also saw Alexis Emmins win Year 2 Runner Up Champion Girl and Amira Hayek win Year 1 Runner Up Champion Girl. Representing the school at the Interschool Athletics Carnival was Charlotte Scott, Alexis Emmins, Amira Hayek, Will Eastham and Rylee Paparone. Representing the school at the Interschool Cross Country Carnival was Sebastian Hemsley, Gurshan Singh and Andie Roberts.

There was a lot of success at our other campuses as well. At Mandurah, PLDS did extremely well at the School Athletics Carnival with Marissa Hulsekamp winning Year 1 Champion Girl, Oliver Richardson winning Year 1 Champion Boy, Kendall Kriwopischin winning Year 2 Champion Girl and Harmony Barton-Hiku winning Year 3 Champion Girl. At our Bungaree campus, we had lots of representatives for the school at the Interschool Cross Country Carnival and the Interschool Athletics Carnival. The year 3's that went to the Interschool Cross Country were Mia Ucin, Lulu Poole, Maurice Pohe and Gold Cavaun. An amazing performance from Gold saw him win the Year 3 boys race in a photo finish as he raced against more than 70 other competitors. Representing Bungaree at the Interschool Athletics Carnival was Jack Butler, Aiden Simpson, Theo Martin, Ayla Prendergast, Oliver Gaymer, Adelle McQueen, Mia Ucin, Lulu Poole and Gold Cavaun.

As always, PLDS finished off the year 2024 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.



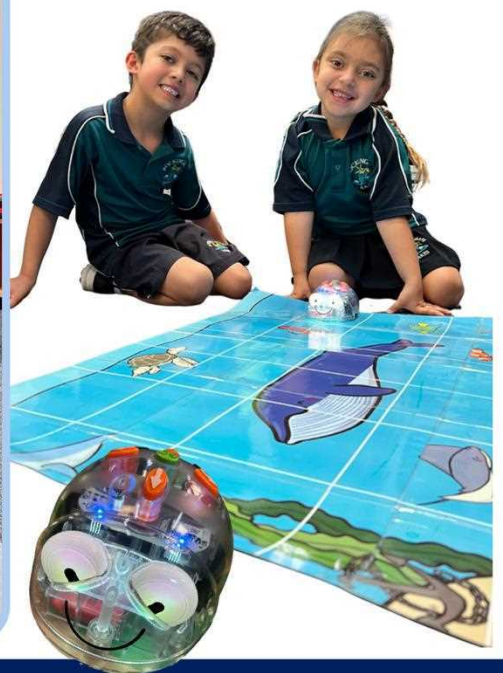
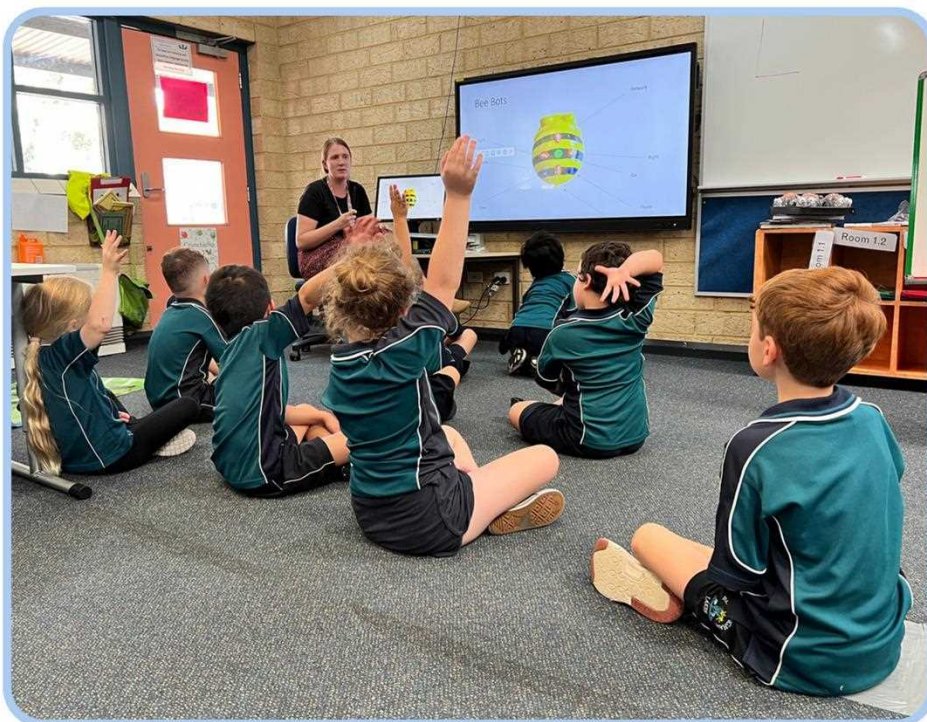


## Technologies - Digital Technology

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 2024 our focus area was to raise student skills in the area of digital technology. For example, 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 2024 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 parents and caregivers in asking our students probing questions about their day at school and providing students with an opportunity to extend their verbal recounts.





## Technologies - Digital Technology

The Technology Committee purchased subscriptions to Reading Eggs and Mathseeds 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 in 2023 to extend our teachers knowledge of the Applications we had purchased.

2024 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 Tech expert delivered PL to staff on developing IT skills for both Teachers and EA's throughout the year, as well as assisting on a daily basis.

Our Year 3 classes on the RLPS campus worked towards one-to-one student device use, preparing them for moving on to mainstream schooling. This has also been added to our plan for 2025 across all campuses for our Year 3 students. Staff, and students particularly, taught students to use keynote. Staff also worked on using Apple class manager.

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.





## Technologies - Design Technology

In order to implement the use of the Design Technology Curriculum, 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 four years the Technology Committee has driven the whole school initiative, this year our focus was on – '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 their 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. A common template was implemented and used this year to structure students working through the design process.





## The Arts

In 2024, Peel Language Development School provided an Arts Specialist Program for classes at the Rockingham Lakes and Bungaree Campus'. Provision of an Arts Program assists learners to develop creative problem-solving and critical thinking skills. It can connect students with their own culture as well the wider world. It has the capability to build students' confidence and use of language.

Traditionally, PLDS and RLPS hold the Artacular Exhibition, however, this year RLPS chose to have their art displayed in teaching blocks. 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 of the exhibition. This year's Artacular theme was "Mini Beasts", with artwork inspired by observations of nature.

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

2024 saw the creation of a new event for PLDS, the Artacular Extravaganza. The Extravaganza is where the staff and students at the Bungaree, Pinjarra and Mandurah campuses came to the Rockingham Lakes campus to view the Artacular Exhibition and to partake in art activities, games, cultural stories and a picnic. The Extravaganza was an opportunity for students to develop friendships across campuses and to explore their creativity. We were also privileged to have our Noongar Elders have a yarn with us about country. It was a day of fun, friendship, cultural growth, collaboration and creation of memories.

In 2024, students displayed greater pride in their school and the work that they had done. Students were more confident in their knowledge and skills in the Arts. Students experienced more enjoyment in school, were eager to be more creative and developed greater interests in the Arts.



# Quality Teaching and Learning



## The Arts





## The Arts





## Data Analysis - Naplan

61 Year 3 students participated in NAPLAN in 2024. This was the second year of the changes made to NAPLAN, including the administration of NAPLAN in Week 7 of Term 1, and the scale of achievements continuing to be reported in proficiency levels. Proficiency levels are as follows:

**Exceeding**- exceeds expectations at the time of testing

**Strong**- met challenging but reasonable expectations at the time of testing

**Developing**- working towards expectations at the time of testing

**Needs additional support** - not achieving learning outcomes that are expected at the time of testing

Our writing data continues to be of strength on the NAPLAN assessment, with 80% of students meeting either the exceeding, strong or developing proficiency level.

Test Completed	Exceeding	Strong	Developing	Needs additional support
Reading	2%	11%	41%	46%
Grammar	0%	9%	34%	56%
Spelling	2%	18%	34%	46%
Writing	2%	41%	37%	20%
Numeracy	2%	13%	41%	43%

We also compared our 2024 data to Fremantle (FLDC) and South-East Metropolitan Language Development Centres (SEMLDC). Our results were similar or slightly better in all areas assessed.

### PLDS

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	298	355	314	300	327

### FLDC

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	276	335	303	298	306

### SEMLDC

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	263	311	292	254	301



## Data Analysis

During 2024 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. This year we used a program called Xuno Student Maps to assist with data collection and analysis.

### Target Results:

Maths Target: 70% of students score 60% +	
Kindy	70%
PP	91%
Yr1	82%
Yr2	70%
Yr3	67%

Writing Target: 70% score at or above Target	
PP	81%
Yr1	78%
Yr2	67%
Yr3	58%

Spelling Target: 70% of students at target	
Yr1	66%
Yr2	75%
Yr3	68%

Reading Target: 70% of students at target	
Yr1	63%
Yr2	60%
Yr3	67%

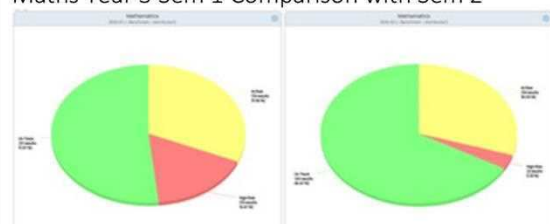
In 2024 we held a Whole School Review Day where staff analysed both our individual and whole school data in alignment with our Business Plan Targets. We used the traffic light symbols to measure progress. This assisted staff and our school with developing an action plan to drive school improvement.

Red = High Risk, Yellow = At Risk, Green = On Track, Blue = Age appropriate.

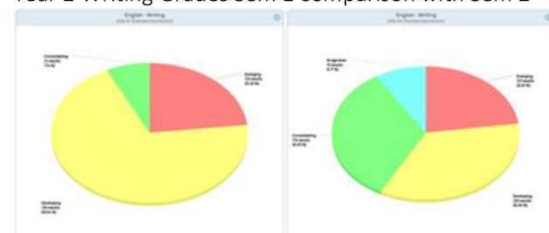
Maths Year 2 Sem 1 comparison with Sem 2



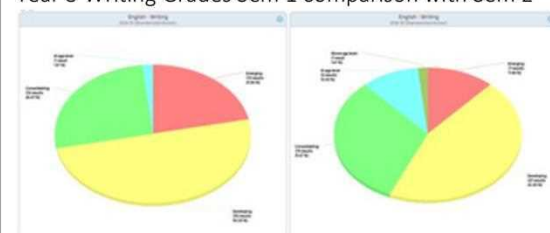
Maths Year 3 Sem 1 Comparison with Sem 2



Year 2 Writing Grades Sem 1 comparison with Sem 2



Year 3 Writing Grades Sem 1 comparison with Sem 2





## Data Analysis

Year 2 Spelling Term 1 – Term 2 – Term 4



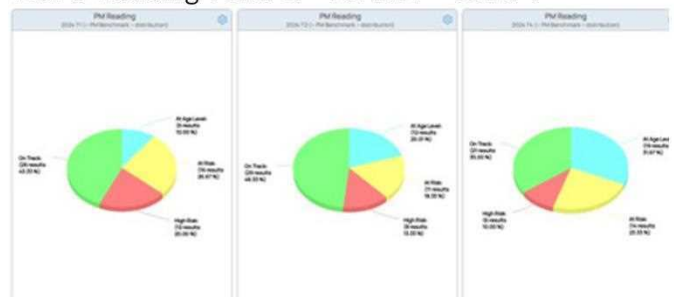
Year 3 Spelling Term 1 – Term 2 – Term 4



Year 2 Reading Term 1 – Term 2 – Term 4



Year 3 Reading Term 1 – Term 2 – Term 4



Our Data was extremely positive this year and showed excellent progress in all areas. The new system we have been using has assisted staff to clearly see and target intervention and extra support for students who require extra assistance.

Looking over our data and using our thorough method of analysis, we will be looking at raising our targets for 2025. We will also be trialling some new programs that will enhance and assist our data and student progress.

Some changes we will implement will be:

- Raise standard of Reading Age in year 3
- Track and monitor Curriculum Grades
- Implement a new Explicit Maths Program (EMP) with testing to enhance our Maths outcomes.



## Speech and Language

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

Based on our 2023 Whole School Language Data and teacher feedback, Comprehension was selected as the language priority area in 2024, with Semantics being moved to 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 one to discuss ILPs and ways for school and home to work together in partnership in order 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.

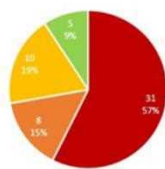
A variety of resources were purchased using the 2024 Speech and Language budget to update and expand our library of available books, resources and games across all language areas. These resources are available for use by the Speech and Language Team, Classroom Teachers, and Education Assistants across all four school campuses. A large portion of our budget was also spent on creating additional “Comprehension Kits” which teachers used within their classroom instruction or sent home to families as additional home practise.



## Speech and Language

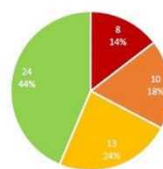
The Speech Pathology team and Deputy Principal worked together to present our mid-year data to staff at the Staff Development Day (SDD) in Term 3. A new addition to this data presentation was a review of the Year 3 Exit Data. All students who commence at PLDS are required to have a standardised assessment completed (Clinical Evaluation of Language Fundamentals – CELF) which demonstrates that a language disorder is present. All Year 3 students also complete the CELF prior to exiting our school. While DLD is a disorder that is identified in early childhood and persists into adolescence and adulthood, we wanted to demonstrate that there was a positive shift in the severity of language difficulties demonstrated by students who attend PLDS. A summary of the Entry and Exit data for the 2023 cohort of students can be seen below.

CELF Entry Data



■ Severe (1) ■ Moderate (2) ■ Mild (3) ■ Average (4)

CELF Exit Data



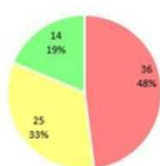
■ Severe (1) ■ Moderate (2) ■ Mild (3) ■ Average (4)

During the 2024 school year, the Sounds-Write intervention program continued to be 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 75 students participated in the intervention program in 2024 (this is approximately 28% of our total student population). 48% of students commenced intervention with reading skills which were considered to be within the ‘red zone’ for our school.

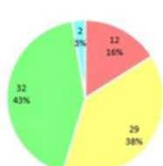
Following intervention, 96% of students demonstrated progress in their decodable reading levels and only 16% of students remained in the red zone. Students who remained in the ‘red zone’ were known to the SAER team and additional support and liaison has been occurring for these students.

Before SW Intervention



■ Red Zone ■ Yellow Zone ■ Green Zone

After SW Intervention



■ Red Zone ■ Yellow Zone ■ Green Zone ■ Blue Zone



## Speech and Language

A variety of professional learning opportunities were provided by the Speech and Language Team throughout 2024. The following list outlines the different sessions that were offered to PLDS staff, families and the wider community.

- “An Introduction to Speech and Language” was presented in person to new staff members
- “An Introduction to Speech and Language” for new families was presented in person, with an online version also made available for families who were unable to attend
- An information session outlining the referral process was delivered to external professionals and school educators
- The Senior Speech Pathologist and School Psychologist delivered a collaborative information session to Speech Pathologists from our local Child Development Service
- A “Parent Information Session” was presented to prospective parents/caregivers in person, with a recorded webinar available via our website (for those who were unable to attend in person)
- A parent information video was developed sharing information regarding “Book sharing and the link to Comprehension”. This was made available to parents at our Topsy Turvy day events (where possible) and also was provided as an online recording for those who were unable to access the presentation in person
- Whole School Data Review – presented to teaching and Admin staff (Term 3 SDD & Term 4)

Members of the Speech Pathology teams also engaged in their own professional learning during 2024, through attending events hosted by Speech Pathology Australia (including the SPA National Conference which was held in Perth), the Dyslexia-SPELD Foundation, the DLD Project, and 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. ILPs 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.



## Speech and Language

**Comprehension Target:** By the end of 2024, Year 1, 2 and 3 students will demonstrate progress in more than 70% of their Comprehension Goals set in their Individual Language Plan

**Outcome:** Year One students demonstrated progress in 85% of their ILP goals. Year Two students demonstrated progress in 84% of their ILP goals. Year Three students demonstrated progress in 83% of their goals.

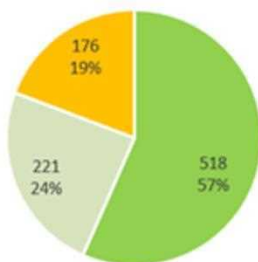
**Semantics Target:** By the end of 2024, Year 1, 2 and 3 students will demonstrate progress in more than 60% of their Semantics Goals set in their Individual Language Plan

**Outcome:** Year One students demonstrated progress in 90% of their ILP goals. Year Two students demonstrated progress in 92% of their ILP goals. Year Three students demonstrated progress in 87% of their ILP goals.

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

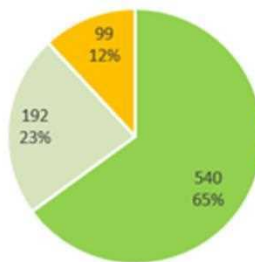
Please note: Percentages are the number of active goals present on student Individual Language Plans at the end of Semester Two, 2024.

Comprehension Progression



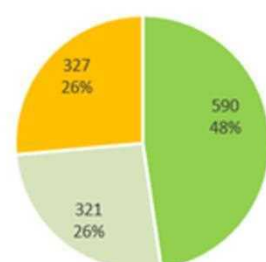
Consolidated Progressed Limited Progress

Semantics Progression



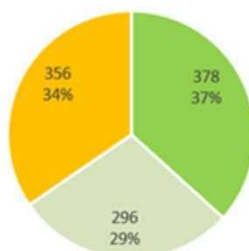
Consolidated Progressed Limited Progress

Narrative Progression



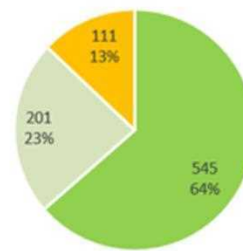
Consolidated Progressed Limited Progress

Grammar Progression



Consolidated Progressed Limited Progress

PA Progression



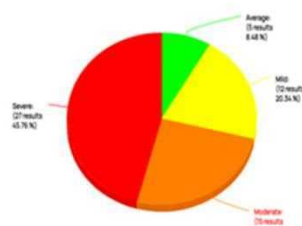
Consolidated Progressed Limited Progress



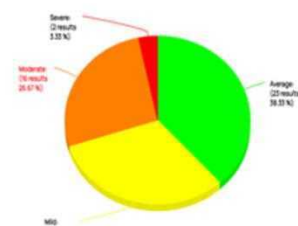
## Speech and Language

A review of the CELF data for our Year 3 students exiting at the end of 2024 was also presented. At the end of the year, we were able to make use of the new data system (Xuno) to gather and compare this data. A summary of the Entry and Exit data for the 2024 cohort of students can be seen below.

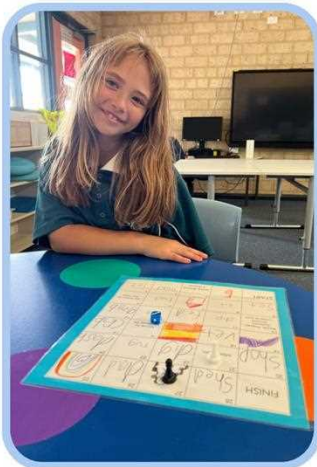
CELF Entry Data



CELF Exit Data



In continuing with our two-year cycle, Comprehension will remain the priority / focus area for the 2025 school year.





## Attendance

Student attendance is a focus area in the Peel Language Development School Business Plan for 2025 -2027. The primary goal at PLDS is to promote and recognise good attendance at school and monitor attendance to ensure we maintain an attendance rate of 90% or above, for more students to attend more often and restore attendance levels to pre COVID levels as per DOE expectations (Focus 2024). 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 has moved to the background of general school operations, we have returned to more consistent and predictable attendance patterns. COVID is still in the community, as are other cold and flu strains, and these remain a factor in attendance as families still screen children and will keep them home more often to stop the spread. 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. Cost of living pressures are also influencing families and school attendance as they prioritise holidays during school time to lessen the cost, and limit car journeys to and from school due to rising costs of fuel etc.

Student attendance data for 2024 generally remained similar with previous years across all year groups. Semester 1 showed a greater improvement than Semester 2, however both remained consistent with 2023 trends. Compared to other schools in the state, the data for PLDS was a little better or similar in like year levels. The school continues to work on reducing the amount of unexplained and unauthorised absences by clarifying the use of the correct code with staff.

### Semester 1 K - Yr 3

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	47764	4626	90.3%	3681 (80%)	945 (20%)
Former	0	0	0.0%	0 (0%)	0 (0%)
<b>All</b>	<b>47764</b>	<b>4626</b>	<b>90.3%</b>	<b>3681 (80%)</b>	<b>945 (20%)</b>



## Attendance

### Semester 1 by year group

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.6%	22	5	4		88%	12%
PPR	90.7%	32	14	4		74%	26%
Y01	89.7%	45	22	4	2	75%	25%
Y02	89.9%	40	13	5	1	84%	16%
Y03	90.7%	41	17	3		83%	17%

### Semester 2 K - Yr 3

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth. HD Ab	Unauth. HD Ab
Current	49460	5373	89.1%	4175 (78%)	1198 (22%)
Former	0	0	0.0%	0 (0%)	0 (0%)
<b>All</b>	<b>49460</b>	<b>5373</b>	<b>89.1%</b>	<b>4175 (78%)</b>	<b>1198 (22%)</b>

### Semester 2 by year group

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	88.5%	15	9	5	1	87%	13%
PPR	88.5%	22	20	7		72%	28%
Y01	88.9%	35	32	4	2	75%	25%
Y02	89.6%	36	18	3	2	81%	19%
Y03	89.6%	37	15	8		80%	20%



## Health and Wellbeing

The school held events to enhance the well-being of all staff and students. Health & well-being week was a success with many events held across our four campuses. All staff were invited to attend an afternoon which included a clay class, board games and a team-building challenge. Other events included Community Breakfast at some of our campuses.

As part of our strategic strategy to support staff well-being, the Health and Well-being team provided gifts (personalised knife and fork sets) on staff appreciation days.

Staff were sent information about R U OK Day and each staff member received a wellbeing pack, which were well received.

Our students participated in health and well-being classroom programs and we added an additional shared day to build friendships at the RLPS Campus with Artacular Extravaganza to give students a stronger sense of belonging to their whole school community.

Keera Anketell - Walker  
Classroom Teacher & Health & Well-being Leader





## Rockingham Lakes PS Campus

In 2024, the Peel Language Development School (PLDS) Rockingham Lakes Primary School (RLPS) Campus consisted of: two Kindy classes, one Pre Primary class, one Pre-Primary/Year 1 class, two Year 1 classes and one Year 1 / 2 class, two Year 2 classes and two Year 3 classes. PLDS students joined in with the RLPS students at break times, assemblies, incursions, commemorative days, reward events and whole campus events. We are also a part of the joint RLPS 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 wore the RLPS uniform. Staff from PLDS often collaborated and communicated proactively 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.

In Term 1, teachers held class meetings with a good turnout by families, particularly in the younger year levels. Administration and teaching staff also began training to use the new XUNO system for the collection of student data, easing teacher workload and promoting greater targeted teaching to learner needs. Harmony Day was celebrated in classes and the term was rounded off with the annual Easter Hat Parade that saw lots of chocolate distributed throughout the wider combined school community.

Term 2 saw the return of Edu Dance to the campus, with students training for the concert at the end of the term. This is always very well attended and a spectacular display. RLPS Campus had our ANZAC Ceremony, a joint school organised event where parents, caregivers and the wider community are invited. The PLDS Open Day was held in May to provide prospective families and other interested community members and allied health professionals the opportunity to visit us and see and hear how we operate. 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 had 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. A highlight of the term for students was the school disco, Nature Challenge, Royal Fair and Outdoor Classroom Day. Two students from each class were also rewarded for their good behaviour and PBR points by joining the Be Proud Lunch. It was a jam-packed term.



## Rockingham Lakes PS Campus

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. The week culminated in the formal opening of the schools Yarning Circle. A smoking ceremony was held, along with an Aboriginal Dance Performance by the Binjarra Middars. We also celebrated 100 Days of School and all things Number. The school Cross Country event also occurred early in the term and saw representatives go off to the RASSA Cross Country event. Book week and the Book Fair were popular, and the Book Week dress up day rounded off the week with some great costumes by young and old. A visit to the Rockingham Library to meet an author was a fabulous event that promoted some wonderful writing by our students. Books on Blankets saw all students enjoy an opportunity to read with a family member. Science week took place in week 4, with many great science-based rotations and experiences, along with a visit from our Aboriginal Elder Charlie Kickett, who taught the students about the plants in the Yarning Circle garden and told the yarn of the Grass Tree. Students from the combined PLDS campuses came together for the first time for the year in our Artacular Spectacular where their artworks were displayed in the Library. Students rotated around classes and took part in various activities to have fun and meet their Pen Pals. The PLDS and RLPS community were able to view our art exhibits 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.

Term 4 began with the Community Breakfast which coincided with Developmental Language Disorder (DLD) Day.

DLD Day acts to promote knowledge and understanding of DLD in our community and is the diagnosis attached to children who attend PLDS. 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 school campus continues to build upon a model of inclusivity that promotes PLDS students and their families to be part of the RLPS community.





# Quality Partnerships



## Rockingham Lakes PS Campus





## Mandurah PS Campus

In 2024 we continued with the structure of five classes at the Mandurah Primary School campus of Peel Language Development School (PLDS). With a combined cohort of 65 students, the structure for the classes included Kindy /Pre Primary, Pre-Primary/Year One, Year One/Year Two, Year Two/Year Three and Year Three classes.

In 2024 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 continued our 'Your Move' journey. In November 2023 we achieved our goal of Platinum status and were recipients of a \$7,500.00 grant. The grant was utilised in various ways, including bike education. 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 2025 to be used for bike education. This program continues to support our student's safety, fitness, and learning.

Term 1 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. Parents were invited to class meetings, a New Parent Information session and Individual Language Plan (ILP) meetings.

Term 2 saw students participate in Swimming Lessons and then welcome their parents into the classroom for Topsy Turvy Day. This was a fabulous success with nearly all parents attending. Students participated in Simultaneous Story Time, students listened to the story Bowerbird Blues and participated in activities. 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. PLDS students joined with Mandurah Primary School students to participate in Community Breakfast, Burger Fund Raiser Lunch and also REACH Reward Days. Term Two was a long 11 week term and students and educators looked forward to the holiday break.



## Mandurah PS Campus

In Term 3, parents were invited into the school to discuss their child's report and progress with their classroom teacher. It is always wonderful to see so many parents coming in to meet with teachers. This term students joined with Mandurah Primary students on numerous occasions, including NAIDOC week which provided opportunity for PLDS students to join with Mandurah Primary students to experience traditional Aboriginal culture. They learnt Noongar Language, listened to Dreamtime stories and participated in art activities, as well as Boomerang throwing. 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. Term Three also saw students celebrating Science Week with rotational activities across our PLDS classes. Students participated in the Faction Athletics carnival. Students thoroughly enjoyed the carnivals with PLDS students performing extremely well in many events. The inaugural Artacular Spectacular occurred at the end of Term Three, with students able to see their artwork on display as well as meet their pen pals and see where their Deputies and the Principal's offices are located. Students participated in rotational activities and had an enjoyable day.

In Term 4 we celebrated Developmental Language Disorder (DLD) Day with our host school. Staff wore the DLD Day awareness colours of purple and yellow, and enjoyed a morning tea. We also said goodbye to 14 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. We invited our new 2025 parents to an Induction meeting, to meet staff and see the classrooms. 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, and to celebrate a very successful and memorable 2024 learning journey. The Book Awards and final Assembly was another opportunity to celebrate the achievements of students with book prizes being awarded by classroom teachers, including a School Board Award.





# Quality Partnerships



## Mandurah PS Campus





## Bungaree PS Campus

In 2024, we had five Peel Language Development School classes located at Bungaree Primary school. In total we had 60 students in these classes, which included a Pre-Primary, Pre-Primary/Year 1, Year 1/2, Year 2/3 and Year 3 class.

On a weekly basis, Mr Voges provided our students with specialist classes in Physical Education (PE). In PE, students had lots of fun exploring and practising fundamental movement skills including dribbling, throwing, catching, and kicking balls. In Term 3, students participated in the annual Faction carnival. Students demonstrated 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. Nine students were chosen to represent Bungaree in the Interschool Carnival in Term 4, with many students placing in events on the day. Bungaree campus students also participated in weekly lessons with our Specialist teachers, Ms Fyfe (Visual Art), Ms Gillis (Science) and Ms Butt (Digital Technologies).

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) Reward Days and participated in events including the Colour Run, Crazy Hair and Pyjama Day. As part of our acknowledgement of NAIDOC week, PLDS students had the opportunity to participate in an incursion with renowned musicians Gina Williams and Guy Ghouse. Through their Wanjoo Workshop they shared Noongar language through music and song.





## Bungaree PS Campus

During 2024, 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 2024, 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 Bungaree students have formed a cohesive community who care and learn from each other.

A highlight of the 2024 year at our Bungaree PS campus was the combined Edu-Dance concert in Term 3. All students had the opportunity to perform 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. Students also participated in the Christmas concert, where they amazed us once again with their dance moves, while singing their chosen song.

At the end of 2024, we farewelled seventeen 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.





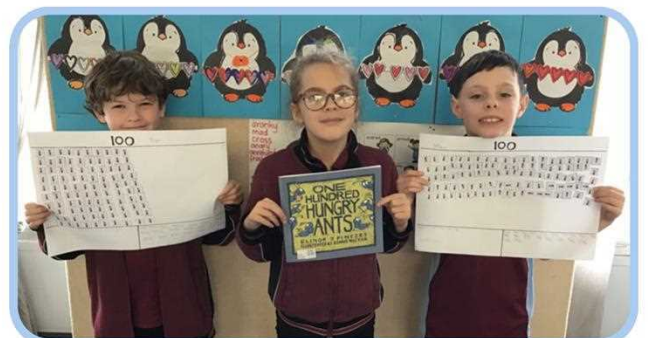
## Pinjarra PS Campus

In 2024, the Pinjarra PS PLDS campus had a combined cohort of 20 students which were distributed into three classrooms consisting of a K/PP/1 and a Year 1/2/3 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.

The annual Easter Hat Parade was held at Pinjarra Primary School in Term 1. PLDS students from Kindy to Year 3 participated in the parade with their amazing creations. Lots of effort was put in by parents and students to create an array of colourful Easter hats. The Kindy and Pre-Primary students were invited to participate in the AWCHWA Hospital Familiarisation incursion. The students were introduced to the tools and equipment that are commonly used in hospitals and ambulances. They had their blood pressure taken, listened to their hearts, and role played as doctors and nurses, using the equipment to 'treat' the 'patients' (dolls). This incursion provided the opportunity to introduce and explore the language associated with hospitals and health care.

To celebrate Harmony Day in Term 1, students dressed in orange. They learnt about the meaning behind Harmony Day. Everyone listened to stories celebrating multiculturalism, watched Behind The News (BTN) explain Harmony Day and different ways people celebrate. Students participated in a range of crafts and activities celebrating Harmony Day.

Pinjarra Campus started Term 2 with an ANZAC Day assembly. Pinjarra PS Head Boy and Girl and Student Councillors presented the assembly. An invited guest from the Australian Defence Force spoke to the students about the life and service of a local soldier. All students participated in National Simultaneous Storytime. This year the book was a beautiful story called Bowerbird Blues. Children learnt about the satin bowerbird and made art and poetry in response to the story. Students from Years 1-3 competed in the Pinjarra Primary School Cross Country Carnival. All students put in an exceptional effort. Term 2 saw the PLDS students perform their assembly item. They had been learning and practising singing and using percussion instruments in Music and presented this item along with a dance.





## Pinjarra PS Campus

The annual PLDS Nature Challenge was held in Term 2. Room 29 had been learning about natural disasters and made houses out of recycled materials. The student's design brief was to make a house that would withstand a 'cyclone'. Students had lots of fun designing, creating and modifying their houses. They then tested their houses with a hairdryer (wind) and watering can (rain).

In Term 2 we held our annual Topsy Turvy Day. Our young 'teachers' really enjoyed taking charge of learning activities and guiding their families through some of their favourite familiar tasks. 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 Individual Language Plan (ILP) goals. It was so fantastic to see our families enjoying the session just as much as the children did... perhaps even more! A heartfelt thank you to all those who were able to attend.



We started Term 3 with Pinjarra Primary School's NAIDOC assembly and celebrated 100 days of school. Term 3 is also Sports Carnival term with students from Year 1 to 3 selected to compete in Jumps and Throws Carnival. As Term 3 is a busy term, we also joined celebrations around Book Week and Science Week, with activities organised by 'The Crazy Scientist' at Pinjarra Primary and our K/P students joined in with 'Mud Play'.

2024 was an Olympic year and students supported Aussie athletes in Paris by donning their very best green and gold attire as the whole school dressed up for Green and Gold Day. K-3 students learnt all about the Paris 2024 Olympics in the lead up to the 'Potato Olympics'. Room 29 researched a country, discovered Olympic mascots from past and present Olympics, and created their own mascot. All students from Room 28 and 29 created a potato athlete and flag from their chosen country. There were lots of great names considered by the students such as 'Hash Brown', 'Tater Tot', 'Hot Potato' and 'Spudicus the Gladiator'. To wrap up the unit of work, the 2024 Potato Olympics were held.



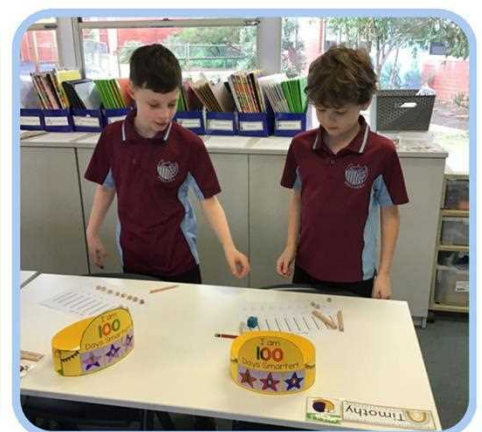
## Pinjarra PS Campus

There was an opening ceremony with Mr Lewis officially opening the games, followed by a torch relay and athlete parade. The games then commenced. Break dancing was first (which potato can spin the longest), weightlifting (how many blocks can your potato balance), running races, diving (the potato to make the biggest splash when dropped in a bucket), and a rolling competition. The day was very busy and a fun way for students to practise their oral language skills such as following instructions, prepositional language (on, off, before, after etc), and social skills. To finish, medals were awarded, and certificates were given for good 'Spudsmanship'. The day was full of potato puns and lots of fun for students and teachers.

Pinjarra PLDS students had their yearly swimming lessons at the Murray Aquatic and Leisure Centre. Students from Pre-Primary to Year 3 participated in two weeks of lessons, learning the valuable life skills of swimming and water safety. Congratulations to all students who put in their best effort- some students moved up to the next level at the end of the two weeks. For those that didn't, keep working on those swimming skills and you will progress!

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. We were joined by the Pinjarra Primary School Principal and Deputies, which was a highlight for the students. The End of Year Presentation assembly was held in the last weeks and students received awards for achievement. The grand finale for the term was the Pinjarra Primary School Twilight Concert held at the school. We had a great turnout of PLDS students to sing their Christmas song. This was the second year this event was held and it was a very festive wrap up to the school year of 2024.





## 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 Aboriginal 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.





## Transition

At the conclusion of 2023, 56 Year 3 students exited Peel Language Development School. Forty eight of these students enrolled in government schools and eight in private schools for the commencement of 2024. PLDS established contact at the commencement of Term 1 2024 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 and email support from the exited students' PLDS teacher. PLDS teachers engaged in 9 meetings with teachers of exited students throughout the year.

All 2024 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. Feedback from teachers of exited students reflected that the partnership is effective with one educator stating "This was the first time that I have received some handover documents in my teaching career. Having knowledge that I can access students grades, examples and background information certainly assists with transitioning and within the classroom" as well as what we do being "First class already".

Educators and schools of exited students were able to access further support throughout 2024, 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 and 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.

### Professional Learning

The service presented 38 professional language sessions to both schools and networks in 2024. This included Words, Grammar and Fun training, Kindergarten Assessment Tool Training, Evidence Based Vocabulary Instruction, both in the metro area as well as Albany and Bunbury. Schools also participated in our online webinars throughout the year. We were able to utilise the beautiful space of the Yarning Circle for our breaks during professional learning at our Port Kennedy campus.

### Consultations

The service provided consultation to 76 schools in 2024, this was either face to face or by zoom consults or conference call.

### Oral Language Programs

Two schools and 19 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 three Phase 1 and three Phase 2 WGF kits.



## Statewide Speech and Language Service

### 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 six Kindy Café sessions at a metro schools this year.

### 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. The team have continued to develop new online professional learning on the Department of Education (DoE) required platform. This has involved the team in learning this new platform and working closely with the DoE to ensure professional learning is ready for 2025.

### Community Connections

During 2024 we participated in the Rockingham Early Years Network and Mandurah Early Years Network. We attended meetings twice a term and participated with a stall at the Teddy Bears Picnic, as well as having a stall at the Mandurah Early Years Network. We are on the Paint the Rockingham REaD committee and had the mascot, Widi, at Book Week. We had a stall at the local restaurant 'Birdie', where we were asked to host storytelling and have an information stall on our services- Widi also attended this event. We have been involved in the initial meetings for Painting Mandjoogoordap (Mandurah) and we also attended the first Children's Week event in Kwinana and Pinjarra. We attended a playgroup community event in March and also a family's event at Koorana Primary School. We worked alongside TAFE Rockingham, presenting four times to students in Early Childhood Education in Early Learning Centres and Education Assistants, presenting to a total of over a hundred students.

### Summary

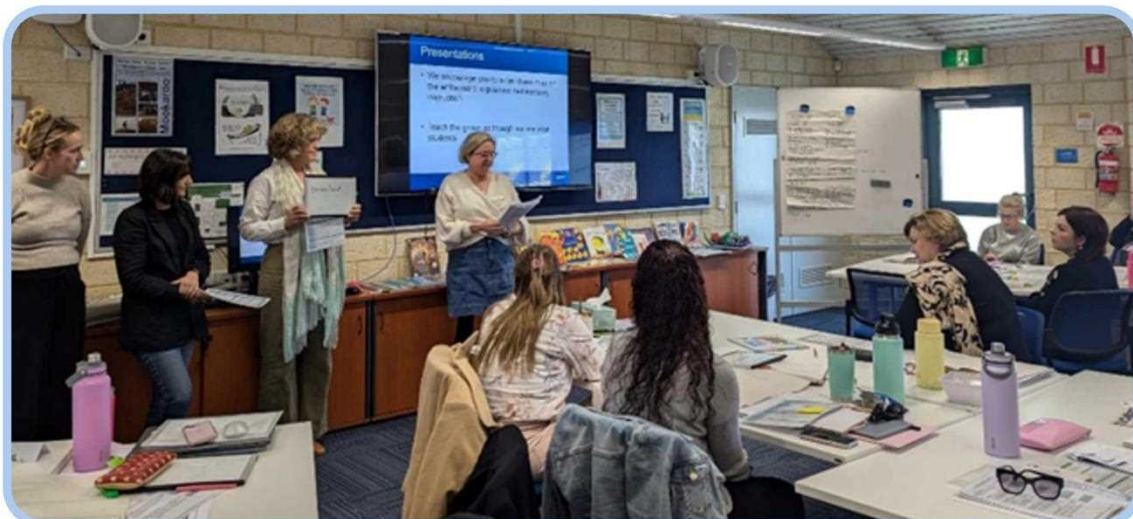
During 2024, the Peel Language Development School (PLDS) Statewide Speech and Language Services (SSLS) service region comprised of 140 Mainstream schools in the South Metropolitan, South West and East Kimberly region. Twelve service requests were received from schools resulting in service provision to our service regions. During 2024 we worked with 76 schools and 367 educators.



# Quality Partnerships



## Statewide Speech and Language Service





## Financial Report



Department of  
Education

Operational-Dec 2024

### Operational One Line Budget Statement

Issued on 25 February 2025

School: Peel Language Development School School Year: Dec 2024 ( Verified Dec Cash)

Region: South Metropolitan Region

Aria: 0

Distance to Perth (km): 45.72

#### One Line Budget – Dec 2024

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$	171,214	171,214	0
Carry Forward (Salary):	\$	419,091	419,091	0
<b>INCOME</b>				
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	6,662,398	6,662,398	0
Locally Raised Funds:	\$	68,903	69,691	-789
<b>Total Funds:</b>	\$	7,321,606	7,322,394	-789
<b>EXPENDITURE</b>				
Salaries:	\$	6,403,843	6,403,843	0
Goods and Services (Cash):	\$	680,662	512,583	168,079
<b>Total Expenditure:</b>	\$	7,084,505	6,916,426	168,079
<b>Variance:</b>	\$	237,101	405,969	-168,868



## Financial Report

### Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$171,214.00	\$171,214.00	\$0.00
Carry Forward (Salary)	\$419,090.91	\$419,090.91	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$6,662,398.26	\$6,662,398.26	\$0.00
Per Student	\$2,468,508.00	\$2,468,508.00	\$0.00
School and Student Characteristics	\$3,503,704.51	\$3,503,704.51	\$0.00
Disability Adjustments	\$90,830.61	\$90,830.61	\$0.00
Targeted Initiatives	\$190,956.58	\$190,956.58	\$-0.00
Operational Response Allocation	\$598,310.41	\$598,310.41	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-527,108.70	\$-527,108.70	\$0.00
School Transfers - Cash	\$345,263.94	\$345,263.94	\$0.00
Department Adjustments	\$-8,067.09	\$-8,067.09	\$0.00
<b>Locally Raised Funds (Revenue)</b>	<b>\$68,902.65</b>	<b>\$69,691.24</b>	<b>\$-788.59</b>
Voluntary Contributions	\$8,793.10	\$7,423.10	\$1,370.00
Charges and Fees	\$8,561.10	\$8,560.90	\$0.20
Fees from Facilities Hire	\$0.00	\$0.00	\$0.00
Fundraising/Donations/Sponsorships	\$8,107.00	\$8,106.85	\$0.15
Commonwealth Govt Revenues	\$2,635.00	\$2,635.06	\$-0.06
Other State Govt/Local Govt Revenues	\$5,000.00	\$5,000.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$11,646.00	\$12,872.73	\$-1,226.73
Other Revenues	\$21,160.45	\$22,092.60	\$-932.15
Transfer from Reserve or DGR	\$3,000.00	\$3,000.00	\$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
<b>Total</b>	<b>\$7,321,605.82</b>	<b>\$7,322,394.41</b>	<b>\$-788.59</b>



## Financial Report

### Expenditure

	Current Budget	Actual YTD	Variance
<b>Salaries</b>	<b>\$6,403,843.10</b>	<b>\$6,403,843.10</b>	<b>\$0.00</b>
Appointed Staff	\$5,657,498.61	\$5,657,498.61	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$739,780.71	\$739,780.71	\$0.00
Other Salary Expenditure	\$6,563.77	\$6,563.77	\$0.00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$680,662.06</b>	<b>\$512,582.61</b>	<b>\$168,079.45</b>
Administration	\$89,984.91	\$57,022.91	\$32,962.00
Lease Payments	\$11,109.00	\$7,825.87	\$3,283.13
Utilities, Facilities and Maintenance	\$47,710.34	\$35,747.52	\$11,962.82
Buildings, Property and Equipment	\$28,284.20	\$23,533.00	\$4,751.20
Curriculum and Student Services	\$303,377.61	\$191,981.30	\$111,396.31
Professional Development	\$27,800.00	\$24,072.18	\$3,727.82
Transfer to Reserve	\$172,328.00	\$172,328.00	\$0.00
Other Expenditure	\$0.00	\$3.65	\$-3.65
Payment to CO, Regional Office and Other schools	\$68.00	\$68.18	\$-.18
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
<b>Total</b>	<b>\$7,084,505.16</b>	<b>\$6,916,425.71</b>	<b>\$168,079.45</b>

