

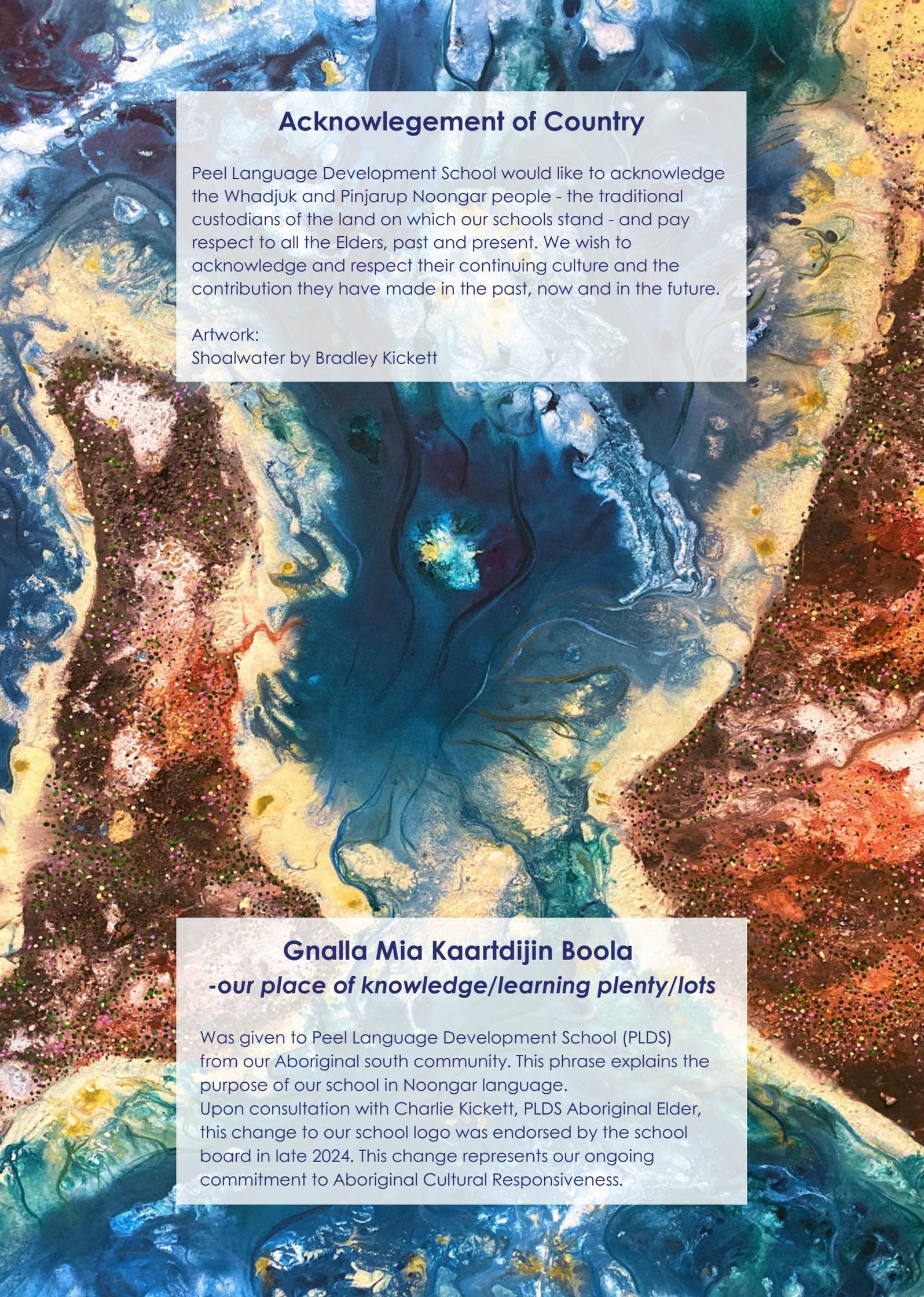


INSPIRE • EDUCATE • ACHIEVE

Peel Language Development School

Gnalla Mia Kaartdijin Boola

BUSINESS PLAN 2025 - 2027



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

Gnalla Mia Kaartdijin Boola **-our place of knowledge/learning plenty/lots**

Was given to Peel Language Development School (PLDS) from our Aboriginal south community. This phrase explains the purpose of our school in Noongar language. Upon consultation with Charlie Kickett, PLDS Aboriginal Elder, this change to our school logo was endorsed by the school board in late 2024. This change represents our ongoing commitment to Aboriginal Cultural Responsiveness.



Our School



Peel Language Development School (PLDS) is the first purpose built facility for early language intervention in Western Australia (WA). The concept of a 'school within a school' is unique within the educational landscape of Western Australia. At PLDS we foster an inclusive, positive and safe culture, upholding the Department of Education's (DoE) clear purpose of 'Every student, every classroom, every day'.

In partnership with our school community, our vision to lead an inclusive early language intervention model is embedded in everything we do. Our team has 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 Purpose and in our By-line of 'Inspire, Educate and Achieve.' The strategic direction for our school is clearly outlined in this Business Plan, under the five key focus areas of: Quality Leadership, Quality Teaching Practices, Student Progress and Achievement, Supportive School Environment and Positive and Strong Community Partnerships.

PLDS commenced service in 2002 and has led in the development of programs for children who have a Developmental Language Disorder (DLD). This refers to children who demonstrate significant difficulties in learning language. Our school caters for students from Kindergarten to Year Three and our highly qualified staff provide an intervention program with a strong focus on developing oral language within the WA Curriculum. We foster co-operation and collaboration between our school communities which provide opportunities for an integrated and inclusive school environment. The PLDS Statewide Outreach Team (Outreach) works with government schools in the South Metropolitan, South West and East Kimberley regions.

Our school is co-located at Rockingham Lakes, Bungaree, Mandurah and Pinjarra Primary Schools, where our specialist knowledge, skills and teaching practices enhance the capacity of our co-located schools.

Fiona Forbes
Principal PLDS

Our By-line

The PLDS By-line of 'Inspire, Educate, Achieve' was developed collaboratively with our educators and the School Board. Our aim was to summarise our school in a few brief words that embedded our vision and purpose.

Student Improvement Targets

- By the end of Year 3, 70% of students will be at or above a reading age of 8.5 years.
- 70% of students will achieve a grade of consolidating or above in Number and Algebra on their Curriculum Semester Report.
- 70% of students will achieve a grade of consolidating or above in Writing on their Curriculum Semester Report.
- Students demonstrate continued progression of language goals on their Individual Language Plans (ILPs).
- Decrease the number of students at risk in Literacy and Numeracy across semesters.
- Maintain attendance rate of 90% or above.

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 Vision, Purpose and Values align with WA Department of Education expectations.

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.
- 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.

OUR VALUES

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

Kindness

We show care and compassion toward others at all times.

Effort

We strive for personal best through developing persistence, determination and resilience.

Respect

We respect everyone's right to learn while treating ourselves, our community and our environment with care.



**Every Student
Every Classroom
Every day**



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.

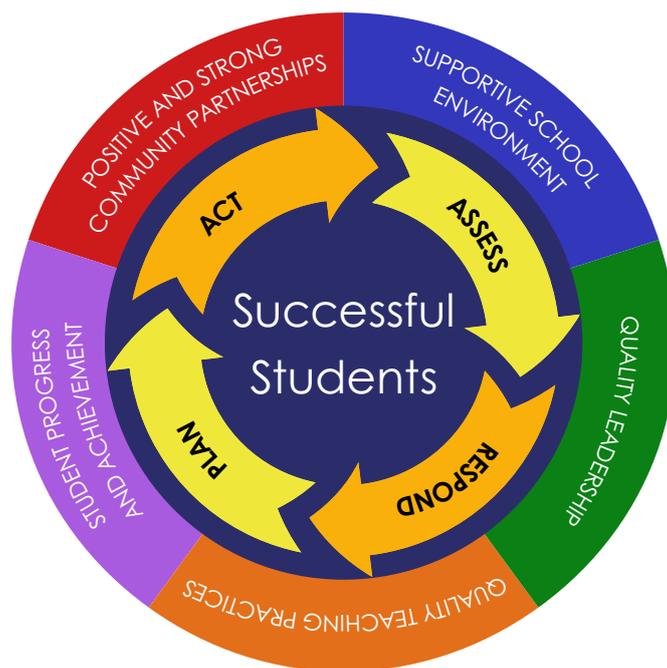
Our Operational Plans provide a framework to monitor and guide the self-assessment process across all areas of our school.

Our self-assessment and review process includes regularly reviewing whole school data. This is done during regular school Data Reviews where staff look at student progress and indicate achievement through the use of a traffic light system:

- Blue - at year level
- Green - on track
- Yellow - at risk
- Red - high risk

Department of Education's Improvement Drivers

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified public school system.
5. Partner with families, communities and agencies to support the educational engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.



School Reporting



Data Review

Quality Leadership



What we will do

Strategies

The PLDS Leadership Team will support continuous improvement using the Department's Quality Teaching Strategy (QTS).

- Familiarise and embed the strategies that comprise the Teaching for Impact resource.
- Refer to QTS during meetings, School Development Days, Data sharing, and Professional Learning Community (PLC) meetings.
- When appropriate, use coaching and/or mentoring to embed aspects of the QTS resources to enhance teaching practises.

Align our Business Plan with the ongoing needs of our school and our vision for school improvement.

- Analyse whole school data to inform the strategic direction for PLDS.
- Lead Curriculum Teams to develop Operational Plans.
- Align Operational Plans with the strategic directions from WA DoE and PLDS.
- Lead staff in a continuous reflection and improvement cycle informed by the School Improvement and Accountability Framework.

Engage staff and community in the ongoing development of our strategic directions.

- Analyse the strategic directions for PLDS at data sharing sessions, Staff Meetings, School Development Days and Board meetings.
- Link strategic directions for PLDS in all Operational Plans.
- Analyse and respond to feedback gained from biannual survey responses.

Support and engage the PLDS community in identifying areas for improvement and change.

- Use evidence-based strategies to support and engage our community.
- Consult with staff and school community including the School Board.
- Involve Key Stakeholders in change.
- Explore effective ways to involve students in the consultation process.

Provide staff with opportunities to lead.

- Explore incorporating the use the WA DoE's Future Leaders Framework to assist the PLDS distributed leadership model currently in place.
- Provide opportunities to lead through encouraging expressions of interest for leadership roles such as:
 - Mentors/coaches
 - Curriculum Leaders
 - Outreach
 - Lead PLC
 - Movement to higher duties
 - Support Level 3 and/or Senior teacher aspirants
- Reinforce the culture that all staff are leaders to encourage them to feel confident in pursuing additional leadership roles.
- Provide Professional Learning (PL) for areas of leadership for all staff.



Quality Leadership



What we will do

Strategies

Align Resources with ongoing development of PLDS's strategic directions.

- Include PL opportunities for all staff linked to the strategic directions for PLDS.
- Ensure workforce planning allows for adequate staffing within priority areas.
- Target the school's financial and physical resources towards improving student outcomes.
- Ensure leadership support at every campus is available to meet the needs of the staff, students, families, and campus.

Outreach will build capacity of educators to create and maintain sustainable teaching practices in oral language across our service regions.

- Provide consultation, professional learning including theory to practice and coaching to support teaching and learning, to improve student outcomes.

Outreach will support Administration teams in whole school planning of oral language in our service regions.

- Meet with Administration teams of schools to support their whole school planning of oral language.

Evidence

- Leadership Schedule Planner
- Annual Report
- Workforce Plan
- Student data informing planning, practice and driving priority areas
- Staff and Parent Surveys
- Staff, Student and Parent Feedback
- PLDS NQS review
- Outreach Survey
- Outreach feedback forms
- Outreach Database



Quality Teaching Practices



What we will do

Strategies

Embed consistent, shared understandings about quality teaching and learning to support whole school approaches.

- Educators provide quality educational programs using Teaching for Impact to guide curriculum implementation and facilitate a shared understanding of student learning and development.
- Explicit targeted teaching in all classrooms.
- Use the Teacher and EA handbook to clearly outline procedures and processes at PLDS.
- Explore the use of a campus Relief handbook which clearly outlines procedures and processes.
- Educators will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework (EYLF) and the NQS.
- Continue the cycle of Performance Development Process (PDP) using the Department of Education's template.
- Develop a cycle of review for the Scope and Sequence of Learning Areas.

All Educators will collaborate to plan, act, assess and review student learning and use this to inform teaching plans.

- Continuously review and analyse data to identify areas of need and achievement, and to inform the strategic direction for PLDS.
- Using school data to engage in Disciplined Dialogue to improve Quality Teaching and Student Outcomes.

Ensure effective implementation of the WA Curriculum in all classrooms.

- Teachers will implement the WA Curriculum into all learning areas with a strong focus on oral language.

Differentiate our teaching to ensure we meet the needs of individual students.

- Educators differentiate lessons to cater for the learning needs of PLDS students.
- Educators use students' ILPs to differentiate lessons to improve student outcomes.
- Educators monitor students' data to inform the individual needs of students and adapt lessons accordingly.
- Educators use high quality, evidence-based instruction that meets students' needs within their zone of proximal learning development.
- When needed develop clear SMART (Specific, Measurable, Attainable, Relevant, Time-based) goals tailored to student needs (e.g., IEP).

Embed a continuous cycle of PL to target priority areas supporting the needs of PLDS students.

- Promote a culture of feedback and reflective practice through PDP and observation processes to improve practice.
- Teachers receive informative feedback and opportunities for reflection via classroom coaching and observation.
- Through school priorities and in consultation with staff, professional learning is sourced and provided to enhance our quality teaching practice and improve student learning.

Quality Teaching Practices



What we will do

Strategies

Ensure our assessment and reporting data informs the school, students and the parent community about student progress.

- Provide students with immediate constructive feedback.
- Inform parents of students' progress through:
 - ILP Reports
 - Curriculum Reports
 - Progress Files
 - Parent meetings
- Analyse student data.
- Teachers communicate with parents professionally, regularly and at point-of-need about their child's social and emotional development, and academic progress.
- Regular acknowledgement of students to recognise positive behaviour, attitude, effort and attendance.

Ensure the Aboriginal Cultural Standards Framework is reflected in the teaching and learning programs.

- Educators are aware of the cultural, language and family connections of Aboriginal students.
- Staff ensure that parents and family of Aboriginal students feel welcome.
- Teachers incorporate Aboriginal culture, histories and language into classroom activities.
- Educators recognise the diverse perspectives that Aboriginal students, families and community bring to the content being taught.
- School leaders support staff to build individual capability for developing their knowledge of local Aboriginal histories, people, culture, and language.

Outreach support educators in accessing effective, evidence-based professional learning opportunities to support teaching and learning, to improve student outcomes.

- Support schools to analyse oral language data to identify areas of strength and needs for further support.
- Provide consultation and coaching.
- Provide professional learning opportunities face-to-face and online to support metropolitan and regional schools.
- Develop, provide and support implementation of evidence-based resources.

Evidence

- ILP's
- IEPs
- Curriculum Reports
- Meeting notes
- PDP plan
- PDP Operation Plan
- Leadership Plan
- PLDS NQS review
- Data analysis
- Outreach Database
- Outreach PL feedback forms
- Outreach Consult forms



Student Progress and Achievement



What we will do

Strategies

Analyse, monitor and share student data to inform planning for targeted teaching and intervention where needed.

- Collection of data throughout the year including language testing, classroom data and standardised assessments to analyse, reflect and plan.
- Data shared with staff to analyse student achievements across year levels for the semester, focusing on year level targets set in Writing, Reading, Spelling and Numeracy.
- Data shared with staff to analyse student achievements across year levels for the semester, focusing on the progression of goals on ILPs.
- SAER team to plan from data analysis and prioritise at-risk students.
- Leadership Team develops school priorities and focus areas linked to data analysis.
- Review National Assessment Program Literacy and Numeracy (NAPLAN) data and compare to like-schools.
- Overview of data and achievements to share and celebrate with the School Board.

Improve student achievement and progress in Literacy.

- Regularly monitor, assess, and adapt ILPs.
- Working collaboratively with Speech Pathologists, Language Support teachers, and school staff.
- Monitor progress through data tracking.
- Moderation across year levels to strengthen teacher judgement.
- Maintain whole school Sounds- Write across all year levels.
- Yearly Literacy priority area identified, set, and addressed.

Improve student achievement and progress in Numeracy.

- Review and refine the Mathematics Curriculum Scope and Sequence, and assessments accordingly.
- Analyse student achievement through a range of Numeracy Assessments.
- Moderation of maths tasks.

Communicate progress and achievements of each child through reporting processes.

- Acknowledge parents as partners through conducting parent meetings focusing on progress, goals, and achievements.
- Provide Curriculum Report and ILP every semester.
- Through setting clear learning intentions and success criteria in each lesson, students will be able to participate in self-assessment of their learning.
- Events to showcase student achievement e.g., Open Nights, Topsy Turvy Day, Assemblies, Artacular.



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Student Progress and Achievement



What we will do

Ensure curriculum areas are adequately resourced.

Outreach support student progress and achievement through quality professional learning, support and resources.

Strategies

- Workforce planning to allow for staff release to capture data.
- Target the school's financial and physical resources to provide curriculum resources for specific whole school priorities.
- Continue to engage in professional development to ensure our support follows the latest evidence based research.
- Support schools and educators to follow the Multi Tiered Systems of Support including Response to Intervention.
- Support schools to develop and maintain sustainable practices, including whole-school approaches and building the capacity of educators to share their knowledge back to their school.

Evidence

- ***Progress Files***
- ***Data Analysis Graphs***
- ***Annual Report***
- ***Maths Scope and Sequence***
- ***Curriculum Reports***
- ***ILPs***
- ***Sounds Write Data***
- ***Outreach Operational Plan***
- ***Outreach database***
- ***Outreach school program data***



Supportive School Environment



What we will do

Strategies

Embed our core Values of kindness, effort and respect.

- Utilise the PLDS Good Standing Policy.
- Adopt and embed the campus values system.
- Reinforce core values by using whole school programs e.g. *You Can Do it, Zones of Regulation*.

Support families of students with additional learning needs by providing tailored and specialised services.

- Students at Educational Risk (SAER) Team coordinates support services for Educators and families on an individual case-management basis.
- School-based support including School Psychologist, School Nurse and Chaplain.
- SAER Team support teachers in identification of students with additional learning needs through SAER referral processes.
- Responsible allocation of all student centred funding allocated by the Department of Education each fiscal year.

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

- Recognise, respect and acknowledge our school community has a rich and diverse cultural background.
- Continue to embed the Aboriginal Cultural Standards Framework into school culture.
- Continue to build teacher capacity to be culturally responsive in their classrooms.
- Continue to employ Classroom Management Strategies (CMS) to enhance learning.
- Strengthen strategies to support students' self-regulation, positive behaviour and well-being.
- Continue to implement the Protective Behaviours Program.
- When needed coaches/mentors support educators in the implementation of inclusive strategies.
- Continue to work with the South Peron Network to implement a local schools Reconciliation Action Plan (RAP).

Build respectful and trusting educator-student relationships in every classroom.

- Educators show a genuine interest and understanding in their students by responding appropriately to each students' personal situations and needs.
- Continued application of CMS by all educators at PLDS.

Embed a high care culture focusing on health and well-being for staff throughout the school.

- All new staff members are provided with a thorough school and language induction, including allocation of mentors/coaches.
- Opportunities for staff to access appropriate services to promote their health and well-being.
- Opportunities for staff to express gratitude and appreciation to acknowledge the efforts of peers.
- Health and Well-being Committee continue to organise events to promote health and well-being.
- Nurture a supportive, collaborative, and collegiate staff community.
- Provide PL opportunities to staff, focused on Social Emotional Learning.

Supportive School Environment



What we will do

Strategies

Develop students' social and emotional skills to enhance their learning and well-being.

- Strengthen strategies to support students' self-regulation, positive behaviour, and well-being.
- Use whole school programs that build skills in pragmatics, resilience and well-being.

Support students' attendance.

- Monitor attendance rates regularly.
- Promote attendance through awards and certificates for students and parents.
- Identify students who are a moderate or severe attendance risk.
- Work in partnerships with families and students to set an individualised plan.
- Link with Department of Transport to offer support to families to transport students to school.

Ensure a physical learning environment that is safe, motivating and engaging for students.

- Work in partnership on each campus to liaise with school, staff, students, parents, Government agencies and the broader community to create safe, motivating and engaging physical environment accessible for all for students.
- Report damage of broken, unsafe equipment to the appropriate person at each campus.

Outreach increase awareness and knowledge of Developmental Language Disorder (DLD) and students with oral language difficulties to enable educators to create and maintain a supportive learning environment.

- Provide PL opportunities and support to educators of Year Three PLDS exited students and students with oral language difficulties.
- Provide PL for educators of students with oral language difficulty.
- Raise awareness and increase knowledge of DLD in our service region.

Evidence

- SAER Summary of Student Database
- Health and Wellbeing Operational Plan
- Leadership Operational Plan
- School Development Day agendas
- Parent Communication systems
- Peel Appreciation Acknowledgements
- Data Analysis Booklet
- Staff Meeting minutes
- Attendance data
- Annual Report
- Staff Feedback
- PLDS NQS Review
- Outreach Database
- Outreach Calendar
- Outreach PL feedback form
- Outreach Annual Report



Positive and Strong Community Partnerships

What we will do

Strategies

Work closely with our School Board and P&C.

- Engage the School Board consisting of caregivers, community members and staff, to work together with a high level of respect to provide governance for the school.
- Actively engage with the Parent and Community groups (P&C) across all school campuses.
- Collaborate with the P&C to promote a positive learning environment to improve student outcomes.
- Use the survey tool to measure the engagement and impact of the School Board.

Further strengthen and maintain a connection with the traditional owners of the land on which we teach and learn.

- Local Noongar Elders invited to participate in school events.
- Classes engage in Acknowledgement of Country on a regular basis, including school assemblies and block meetings.
- All staff involved in the Acknowledgement of Country at organised gatherings.
- Begin to explore the use and application of Noongar language in classrooms.
- Develop and implement the RAP for PLDS as part of the South Peron Network.

Provide a variety of opportunities for families to engage with our school communities.

- Host an orientation session for new families to run in the term before students commence at PLDS.
- Parents are invited and encouraged to attend school-based events such as:
 - Topsy Turvy Day
 - Artacular
 - Sports Carnivals
 - Assemblies
 - ANZAC services
 - Open Night
 - Book Week
 - Colour Run
 - Harmony Day
 - Community Breakfast



Establish connections with external organisations to support children and their families.

- Liaise with local health professionals.
- Host a Parent Information Session for prospective caregivers and families.
- Create and maintain sustainable partnerships with outside agencies.
- Host a referral session for professionals providing education in PLDS application process.

Organise transition opportunities for exiting students to their new school.

- Contact schools to organise transition visits in term four.
- Provide a Transition overview to schools before transition visits.
- Send student data to school Deputies in term one of the new school year.
- Admin and Outreach will provide support to teachers of exited students.

Positive and Strong Community Partnerships

What we will do

Work in collaboration with PLDS' host schools to foster an inclusive school environment.

Strategies

- Every co-located campus has a PLDS Deputy to manage the site and collaborate with their Administration.
- Every co-located campus has a Site Leader to collaborate with PLDS Deputy and campus Administration.
- OUTREACH provide PL to host schools in the areas of oral language.
- PLDS and co-located schools work inclusively with extra-curricular and cultural events.
- Ensure resources are available for co-located campuses as required.
- All staff participate and engage in the campus culture.

Communicate professionally and regularly through a variety of means to keep our parents, caregivers and school community informed.

- Build the capacity of families and educators to support the language and learning of students.
- Use available forums to communicate to parents and the school community.
- Seek parent and carer feedback through our school survey to ensure we provide the best forms of communication.

Continue to strengthen the relationship between school and caregivers to create a shared understanding of individual student needs and progress.

- Teachers communicate professionally with caregivers as required, to discuss language, social and emotional development and academic progress through:
 - ILP meetings
 - Parent meetings
 - Communication Books
 - Support in accessing external services as required
 - Parent information videos
 - Communication Software Platforms

Outreach build professional relationships with schools, families, agencies and networks.

- Raise the profile of PLDS by:
 - Showcasing at Early Years Network Group meetings.
 - Attending local Early Years community events.
 - Providing professional learning to Early Years providers.
 - Sharing contacts and information about allied professionals to schools in our service region.
 - Staff delivering content and representing PLDS at educational conferences within the metropolitan and our regional areas.

Evidence

- *Photographs*
- *Annual Report*
- *Newsletters*
- *PLDS NQS Review*
- *Meeting minutes*
- *Software notification*
- *P&C minutes*
- *P&C minutes*
- *Photographs*
- *School Board minutes*
- *Kindy Induction*
- *Parent Survey and Feedback*
- *Meeting Schedules*
- *Outreach Calendar*



Glossary

AITSL	Australian Institute for Teaching and School Leadership
CMS	Classroom Management Strategies
DoE	Department of Education
DLD	Developmental Language Disorder
EA	Education Assistant
EYLF	Early Years Learning Framework
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ILP	Individual Language Plan
NAPLAN	National Assessment Program Literacy & Numeracy

NQS	National Quality Standard
Outreach	Statewide Outreach Team
P&C	Parent and Community (committee)
PDP	Performance Development Process
PL	Professional Learning
PLDS	Peel Language Development School
QTS	Quality Teaching Strategy
RAP	Reconciliation Action Plans
SAER	Students At Educational Risk
WA	Western Australia

Peel Language Development School

Administration

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Pinjarra PS Campus

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MANDURAH
PRIMARY SCHOOL

*Mandjoogoordap
Kaadadjan Mia*

Motivata • Educate • Calabrate

Mandurah PS Campus

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