Peel Language Development School

INSPIRE • EDUCATE • ACHIEVE

Business Plan 2022 - 2024

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 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

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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. 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 Speech and Language Service 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.

PLDS School Board and Principal

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

- **In Year 3, students will be at or above a reading age of 7.5 years.**
- **70% of students will achieve a numeracy score of 60% or greater in the PLDS Numeracy Tests.**
- **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.

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.

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.*

"We are happy and proud of our son and his progress."

Every student
Every classroom
Every day

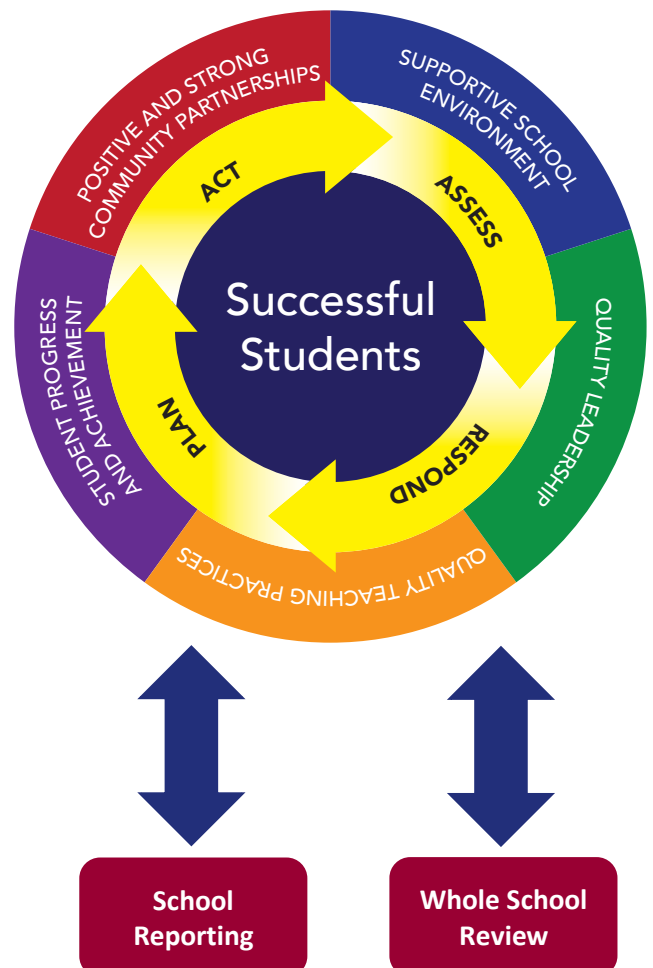## Department of Education's Improvement Drivers

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 SELF-ASSESSMENT

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

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

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

POSITIVE AND STRONG COMMUNITY PARTNERSHIPS

SUPPORTIVE SCHOOL ENVIRONMENT

QUALITY LEADERSHIP

QUALITY TEACHING PRACTICES

STUDENT PROGRESS AND ACHIEVEMENT

ACT

ASSESS

RESPOND

PLAN

Successful Students

School Reporting

Whole School Review

Quality Leadership

What we will do	Strategies
The PLDS Leadership Team will provide an evidence based instructional model of best practice.	• Include instructional model in Teachers' and Education Assistants' (EA) Handbooks. • Refer to the model during meetings, School Development Days, Whole School Review (WSR) days, and Professional Learning Community (PLC) meetings. • Staff are coached through the instructional model 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 WSR days, Staff Meetings, School Development Days and Board meetings. • Link strategic directions for PLDS in all Operational Plans. • Analyse and respond to feedback gained from survey responses.
Support and engage the PLDS community in identifying areas for improvement and change.	• Use our evidence-based *Driving School Improvement* model to support and engage our community. • Consult with staff and school community. • Involve Key Stakeholders in the changes. • Consult with staff and students. • Consult with the School Board.

Provide staff with opportunities to lead.	• Use the WA DoE's *Future Leaders Framework* to assist in identifying leaders.
	• Include opportunities to lead in the Workforce Plan.
	• Provide opportunities to lead through encouraging expressions of interests of roles such as:
	    o Mentors
	    o Coaches
	    o Curriculum Leaders
	    o Language Leaders
	    o PLC chair
	• Encourage staff to feel confident in pursuing leadership roles.
	• Support Level 3 teacher aspirants.
	• Provide Professional Learning (PL) for areas of leadership.

What we will do	Strategies
PLDS Statewide Speech and Language Team (SSLT) will support the development of Language Leaders to build capacity of teachers in oral language.	• Provide Professional Learning and coaching to build the capacity of school leaders to support their colleagues in the area of oral language.
PLDS SSLT will support Administration teams in whole school planning of oral language.	• Meet with Administration teams of schools to support their whole school planning of oral language.
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.

Evidence

- Leadership Operational Plans
- Annual Report
- Workforce Plan
- Student data informing planning practice and driving priority areas

- Teacher Surveys
- Parent Surveys
- Teacher Feedback
- SSLT Surveys
- SSLT feedback forms
- PLDS NQS review

"I would like to thank all teachers and staff involved in my son's learning and development. PLDS is the best thing that happened to him."

Quality Teaching Practices

What we will do	Strategies
Embed consistent, shared beliefs about quality teaching and learning to support whole school approaches.	• Educators provide quality educational programs using the PLDS Instructional Model to guide curriculum decision making and facilitate a shared understanding of student learning and development. • Explicit targeted teaching in all classrooms. • Review the Teacher and EA handbook that clearly outlines procedures and processes at PLDS. • All 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) utilising Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers.

All staff 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.
	• Disciplined dialogue around the data guided by the questions:
	    o What's working well?
	    o Even better if…
	    o Planned intervention to assist.

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' ILP's 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 that have clear SMART (Specific, Measurable, Attainable, Relevant, Time-based) goals.
PLDS SSLT will support teachers in accessing high quality, evidence-based Professional Learning opportunities to support Student outcomes	• Provide PL, both face to face and via webinars, to support metropolitan, regional and remote schools. • Resource packages, including PL for schools to use to support the language development of students.

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What we will do	Strategies
Embed a continuous cycle of PL to target priority areas supporting the needs of PLDS students	• Promote a culture of continuous feedback and reflective practice through PDP and observation processes to improve practice. • NQS is used to reflect on improving practice and driving school improvement. • Teachers receive regular, informative feedback and opportunities for reflection via classroom coaching and observation. • Teachers visit similar schools at least once per year and PLDS hosts visits for colleagues within our service areas.

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 during WSR days and PLC meetings.
	• 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 at individual, class and whole-school levels.

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.

Evidence

- ILPs
- IEPs
- Curriculum Reports

- Meeting notes
- PDP plan
- PDP Operation Plan

- Leadership Plan
- PLDS NQS review
- Data analysis booklet

"Teachers go out of their way to help their students reach their full potential."

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.	• WSR 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. • WSR data shared with staff to analyse student achievements across year levels for the semester, focusing on consolidated goals in ILPs. • Leadership Committee to plan from data analysis and prioritise at risk students. • Overview of data and achievements to share and celebrate with the School Board. • School priorities and focus areas linked to data analysis. • Review National Assessment Program Literacy and Numeracy (NAPLAN) data and compare to like schools. • Collection of data throughout the year to analyse, reflect and plan through language testing, classroom data and standardised assessments.
Improve student achievement and progress in Literacy.	• Monitor, assess and adapt ILPs. • Collaborative approach with Speech Pathologists, Language Support teachers, Mentors and Coaches working alongside staff. • Monitor progress through data tracking specifically: Sounds Write (our whole school synthetic phonics program), language areas and PLDS Database. • Moderation across year levels to strengthen teacher judgement.
Improve student achievement and progress in Numeracy.	• Implement the Mathematics Curriculum Scope and Sequence, and assessments across all year levels. • Analyse student achievement through the Numeracy Assessments and at WSR. • Moderation of maths tasks through PLCs.
Communicate progress and achievements of each child through reporting processes.	• Acknowledge parents as partners. • Conduct parent meetings focusing on progress, goals and achievements. • Provide Curriculum Reports and ILP Report every semester. • Student self-assessment and goal setting incorporated into classroom practice. • Events to showcase student achievement i.e. Open Nights, Topsy Turvy Day, Assemblies.

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What we will do	Strategies
PLDS SSLT will support identified priority schools in recommending oral language assessments, analysis and teaching strategies appropriate to their school and context.	• At the beginning of each year, Priority One schools will have the opportunity to meet with the school SSLT to review whole school programs and discuss recommendations.
PLDS SSLT will support teachers in reviewing and analysing data and assist in planning for student progress.	• Provide consultations with teachers to discuss data and planning via face to face, zoom or telephone call.
Ensure curriculum areas are adequately resourced.	• 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.

Evidence

- SAER Coordinator Summary of Student Database
- WSR Data Analysis Booklet
- SAER Operational Plan
- Annual Report

- SSLT Operational Plan
- Leadership Operational Plan
- Curriculum Reports
- PLDS NQS Review

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

Supportive School Environment

What we will do	Strategies
Embed our core Values of kindness, effort and respect.	• Utilise the PLDS Good Standing Policy.
Support families of students with additional learning needs by providing tailored and specialised services.	• Deputy Principals coordinate support services for Students at Educational Risk (SAER) and families on an individual case-management basis. • School-based support including School Psychologist, School Nurse and Chaplain. • Support teachers in identification of students with additional learning needs through Students at Educational Risk referral processes. • Responsible allocation of Targeted Initiatives, Operational Responses and Disability Funding.
Ensure a safe, caring, inclusive and culturally responsive learning environment.	• Embed the Aboriginal Cultural Standards Framework into school culture. • Build teacher capacity to be culturally responsive in school. • All educators to embed Classroom Management Strategies (CMS) to enhance learning. • Strengthen strategies to support students' self-regulation, positive behaviour and well-being. • Implementation of the Protective Behaviours Program. • Coaches to support educators in implementation of strategies. • Develop and implement the PLDS Reconciliation Action Plan (RAP).
Build respectful and trusting educator-student relationships in every classroom.	• Educators show a genuine interest in their students and demonstrate an understanding of students' personal situations and needs. • Continued focus and 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 induction, allocation of mentors and 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 organised events to promote health and well-being. • Work with all staff to support their health and well-being within the school environment. • Provide PL opportunities to staff, focused on Social Emotional Learning.

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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. • Provide PL to staff on evidence-based social and emotional learning.
Support students' attendance.	• Monitor attendance rates regularly. • Promote attendance through awards and certificates. • Identify students who are a moderate or severe attendance risk. • Work in partnerships with families and students to set individualised goals. • 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 partnerships with host schools to liaise with parents, Government agencies and the broader community to create a physical learning environment that is safe, motivating and engaging for students.
PLDS SSLT provides PL and consultations to assist schools in providing a supportive school environment for their students.	• Provide teachers and administration with assistance in supporting their students with language difficulties through consultations, resource sourcing and PL- both face to face and webinars.

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

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

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.	• Noongar language on signage throughout the school. • Local Noongar Elders invited to participate in school events. • Classes participate in Acknowledgement of Country on a regular basis, including school assemblies and block meetings. • All staff involved in shared delivery of Acknowledgement of Country at organised gatherings. • Develop and implement the RAP for PLDS.

Provide a variety of opportunities for families to engage with our school communities.	• Parents are invited and encouraged to attend school based events such as:
	  o Topsy Turvy Day
	  o Artacular o Open Night
	  o Sports Carnivals o Book Week
	  o Assemblies o Colour Run
	  o ANZAC services o Harmony Day

Establish connections with external organisations to support children and their families.	• Liaise with local health professionals. • Hold an Open Day for prospective caregivers and professionals. • Dedicate an orientation program to run in the term before students commence at PLDS. • Create and maintain sustainable partnerships with outside agencies.
Work in collaboration with PLDS' host schools to foster an inclusive school environment.	• Every co-located campus has a Deputy to manage the site and liaise with their Administration. • Every co-located campus has a Site Leader to liaise with PLDS Deputy and campus Administration. • SSLT provide PL to host schools in the areas of oral language. • PLDS and Host School work inclusively with extra-curricular and cultural events. • Reimburse co-located campuses for use of facilities.
Organise transition opportunities for exiting students to their new school.	• Contact schools to organise three transition visits in term 4. • Provide a Transition overview to schools before transition visits. • Send student data to school Deputies in term 1 of the new school year. • Admin and SSLT will provide support to teachers of exited students.

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What we will do	Strategies
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 the following forums to communicate to parents and the school community: Connect, School Website, Text Messages, Phone consultations, School Newsletter, Seesaw, Communication Book, Parent meetings, Classroom meetings, Parent and Community Facebook page. • 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:
	  o ILP meetings
	  o Parent meetings
	  o Communication Books
	  o Support in accessing external services as required
	  o Parent information videos
	  o Connect

PLDS SSLT and Language Team build relationships with schools, families, agencies and networks.	• Raise the profile of PLDS by:
	  o Participating in Early Years Network Group meetings
	  o Attend local Early Years community events
	  o Provide PL to Early Years providers
	  o Share contacts and information about allied professionals to schools in service regions
	  o Be involved in the planning of Early Years Conference
	  o Staff deliver content and represent PLDS at educational conferences, within the metropolitan and regionally

Evidence

- Photographs
- Annual Report
- Newsletters
- PLDS NQS Review

- Meeting minutes
- Connect notices
- P&C minutes
- Seesaw communication

- School Board minutes
- Open Day presentation
- Kindy Induction

"The teachers and staff are amazing and really care about my son's needs."

GLOSSARY

AITSL	Australian Institute for Teaching and School Leadership
CMS	Classroom Management Strategies
DoE	Department of Education
EA	Education Assistants
EYLF	Early Years Learning Framework
ILP	Individual Language Plans
NAPLAN	National Assessment Program Literacy & Numeracy
NQS	National Quality Standard
P&C	Parent and Community (committee)

PDP	Performance Development Process
PL	Professional Learning
PLC	Professional Learning Community
PLDS	Peel Language Development School
RAP	Reconciliation Action Plans
SAER	Students At Educational Risk
SSLT	Statewide Speech and Language Team (Outreach)
WA	Western Australia
WSR	Whole School Review

Peel Language Development School
Independent Public School

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