

Ph: (08) 9523 7830

Peel.lids.speechstatewide@education.wa.edu.au

<http://www.plds.wa.edu.au>



Peel Language Development School

Statewide Speech and Language Service

Gnalla Mia Kaartdijin Boola

SERVICE PROVISION 2025





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.

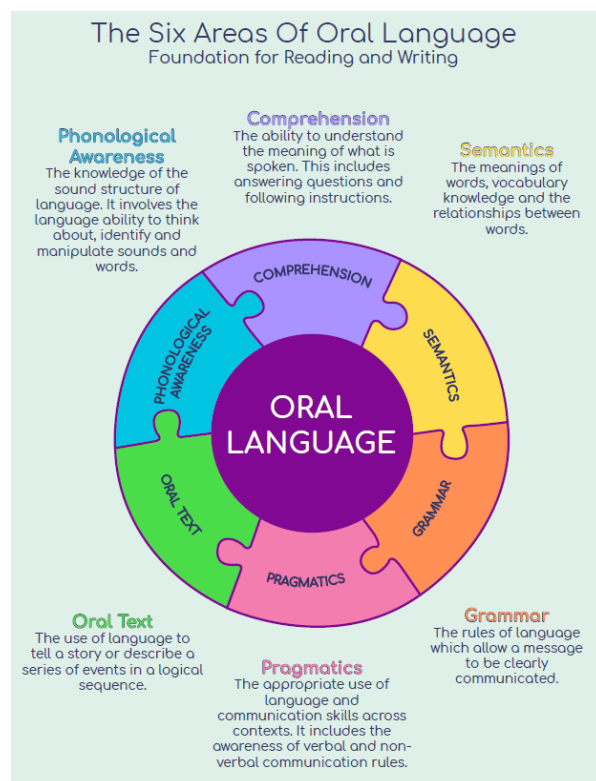
Artwork:

Shoalwater by Bradley Kickett

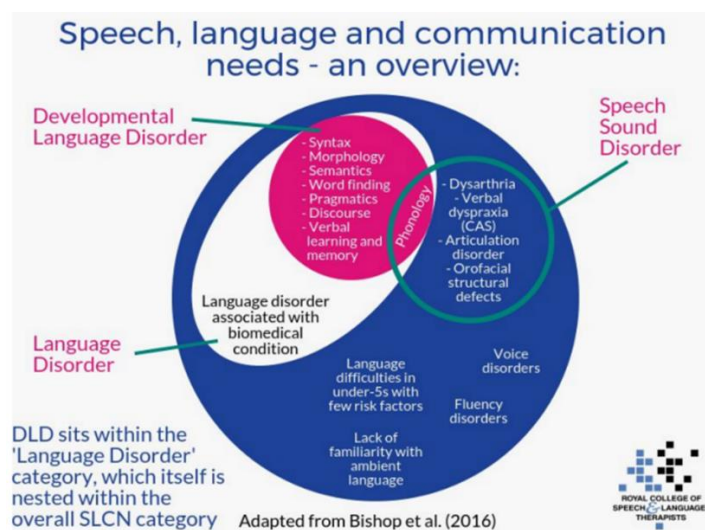
About Us

PLDS is one of five Language Development facilities that services our state. Each facility consists of:

- A language school that provides intensive early intervention programs for students with a primary diagnosis of Developmental Language Disorder (DLD)
- A Statewide Speech and Language Service (SSLS), which provides outreach services to Western Australian public schools within an allocated service region, to support speech and language development for all students.



Developmental Language Disorder



Developmental Language Disorder (DLD) is when a person has a significant difficulty learning, understanding, and using spoken language, that is not associated with a biomedical condition such as Autism, Down Syndrome or an Intellectual Disability.

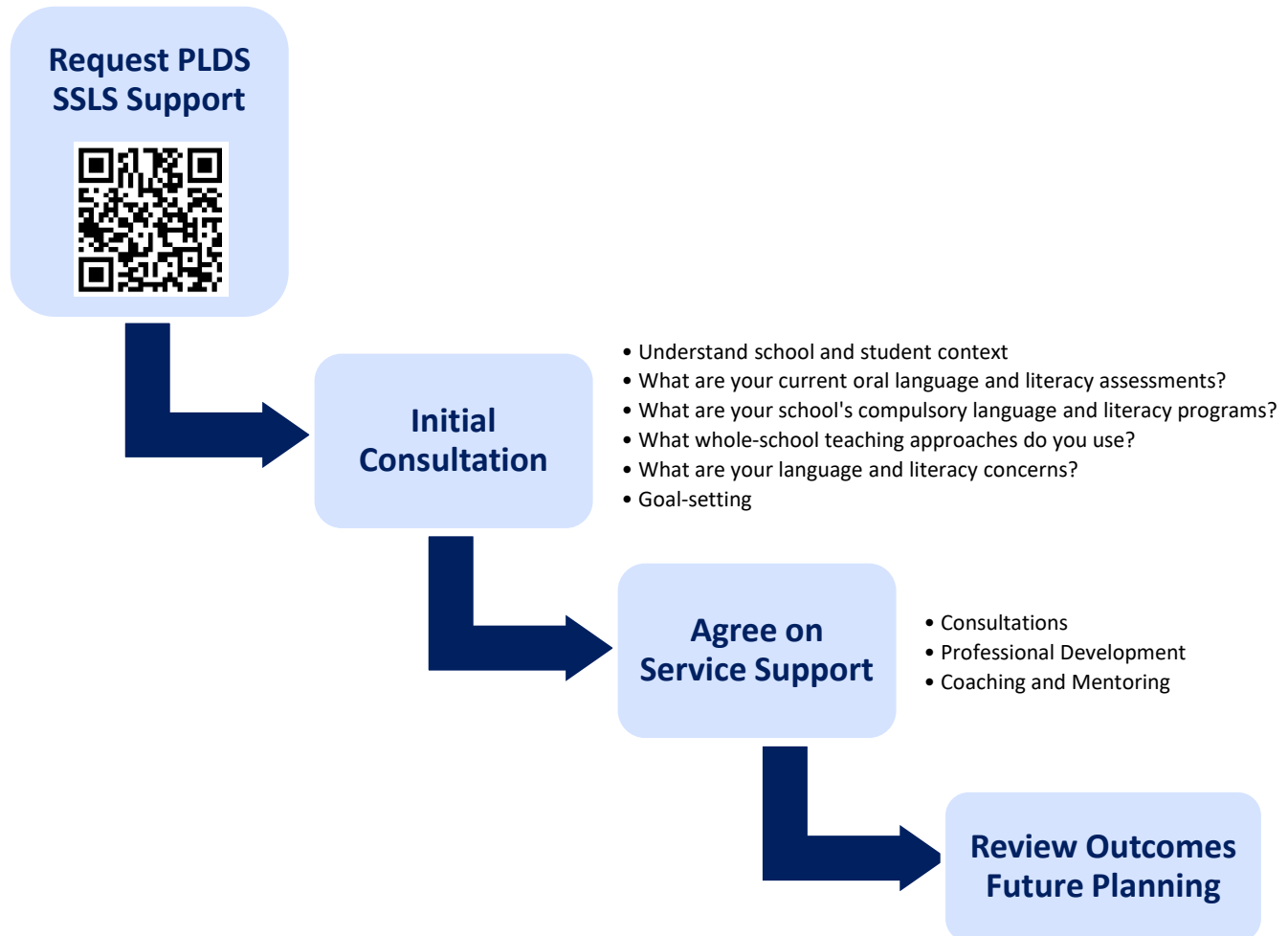
DLD affects approximately two children in every classroom impacting on literacy, learning, friendships, and emotional wellbeing.

Access the Language Disorder Australia educator modules here: <https://olm.languagedisorder.org.au/>

PLDS SSLS Service Request

At PLDS SSLS we:

- keep up to date with the latest evidence-based research to inform schools
- collaborate with schools and educators (with a focus on **Kindergarten to Year Three**) to build their capacity to provide effective teaching in the areas of oral language and early literacy to maximise student learning
- Use school and student data to make informed choices, for objective evaluation and the ability to continuously refine and improve strategies to achieve the best outcomes.



Department of Education Initiatives

PLDS SSLS supports and aligns with the following Department of Education initiatives:

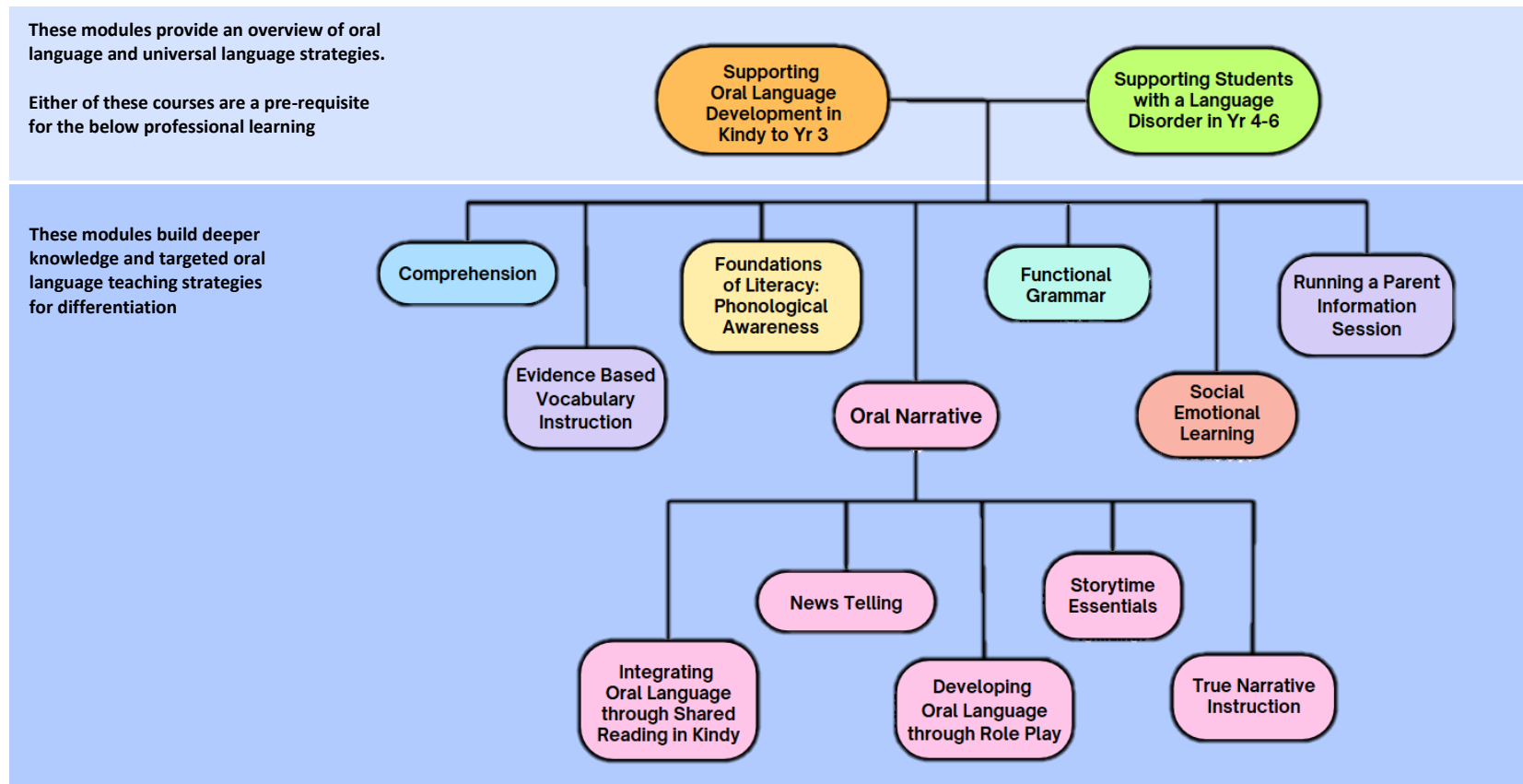
- **Department of Education Focus 2025**
 - Provide every student with a pathway to a successful future
 - Strengthen support for teaching and learning excellence in every classroom
 - Build the capability of our principals, our teachers and our allied health professionals
 - Support school autonomy within a unified school system
 - Partner with families, communities and agencies to support the engagement of every student
 - Use evidence to drive decision-making at all levels of the system
- **Quality Teaching Strategy, Teaching for Impact**
 - Develop, establish and sustain effective classroom practice, building a culture of teaching excellence
 - Teaching for Impact is our shared understanding of effective teaching practice, informed by research and practical experience of teachers and principals for all schools.
- **Phonics Initiative**
 - Phonics is an essential part of effective literacy learning. This initiative will strengthen the quality of teaching and learning in classrooms and further support student learning. Funding will give further support to students from Kindergarten to Year Two in their literacy development.
- **Aboriginal Cultural Standards Framework**
 - Support staff to reflect on current practices and identify opportunities for improved action to build on existing knowledge and skills, to move towards becoming culturally responsive
- **Multicultural Plan**
 - Assist schools to support intercultural understanding and cultural responsiveness, providing an inclusive, fair and equitable environment for all students, staff and the wider school communities
- **Equity, Diversity and Inclusion Plan**
 - Improve cultural security and responsiveness through the principles of equity, diversity and inclusion
- **Student Wellbeing and Care**
 - Support educator impact on student wellbeing through connection and belonging, high quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths, and appropriate case management and referral

Professional Development Guide

Our online professional development modules are generally targeted to Tier One (whole class) instruction for Kindergarten to Year One and can be applied to Tier Two (small group) and Three (individual) students in Year Two to Six.

The structure of our professional development aims to systematically build depth of knowledge and practical skills that allows educators to support the diverse range of students in each classroom. The tree diagram indicates courses that are a prerequisite for more in-depth professional learning.

After completing an online professional development module, if educators require further support in applying theory to practice, our service is available for consults.



Professional Development Modules

Supporting Oral Language Development in Kindy to Year Three (On-Demand)	5 hours	Gain an overview of the six areas of oral language, learn evidence-based instruction and strategies to support students in Tier One (whole class) and Tier Two (small group) intervention.
Supporting Students with a Language Disorder in Years Four to Six (To be released)	3 hours	Develop a deeper understanding of Developmental Language Disorder, unpack typical oral language and early literacy difficulties in Years Four to Six and learn instruction and strategies to support students in Tier Two (small group) and Tier Three (individual) intervention. This professional learning is appropriate for those who are working with students that have transitioned from a Language Development School or Centre to mainstream classrooms.
Comprehension (On-Demand)	3 hours	Gain a deeper understanding of comprehension teaching to implement effective questioning in the classroom. You will explore different types of thinking and learn strategies for scaffolding and feedback to support student responses.
Evidence Based Vocabulary Instruction (On-Demand)	3 hours	Vocabulary plays a large role in our oral comprehension, leading to our reading comprehension. Learn how to explicitly teach vocabulary using evidence-based strategies that support students to develop vocabulary breadth and depth.
Phonological Awareness- The Foundations of Literacy	3 hours	Recognise the importance of phonological awareness and its role in literacy development. Understand the tiered levels of assessment and intervention to guide your use of elements of evidence-based instruction and selection of stimuli.
Oral Narrative (To be released)	3 hours	Understand the progression of narrative development to guide your teaching goals. Gain knowledge of the principles that guide narrative intervention and understand what narrative macrostructure teaching looks like in bookshare; before, during and after reading.
Functional Grammar (To be released)	3 hours	Understand the difference between traditional and functional grammar instruction. Learn the three steps of grammar teaching: 1) Analyse, 2) Modify and 3) Create. Explore strategies of functional grammar that support students to construct language in meaningful ways.
Social Emotional Learning (To be released)	3 hours	Understand the impact of social emotional learning on academic success. Gain an understanding of the five areas of social emotional development and evidence-based strategies to support your students. You will receive literature recommendations that can supplement your teaching of social emotional skills.

Professional Development Modules

News Telling (Webinar)

1 hour

News telling supports students comprehension, vocabulary, grammar, syntax and oral text development.

This professional learning will provide you with a structure to teach and implement news telling in your classroom. Learn how to scaffold skills to support all students in your classroom. Teach students how to ask more specific questions than “Why do you like it?”.

Upon completion, participants will receive the **PLDS News Telling Resources**

Object based news involves describing an object and its features.

This package includes:

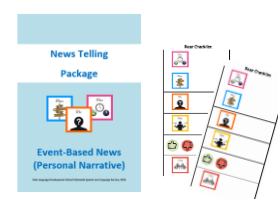
- Topics include All About Me, Animals, Clothing, Something from the Garden, etc.
- Topic resources: parent letter, planning sheet, visual cues, peer and teacher checklists (aligned to Kindy Guidelines and W.A. Pre-Primary Curriculum)



Event based news, also known as a personal narrative or a recount, are descriptions of past events either experienced by the speaker or someone known to the speaker.

This package includes:

- Topics include Visiting Family Members/ Friends, Going to the Zoo, etc.
- Topic resources: Teacher examples, planning sheet, peer and teacher checklist (aligned to Kindy Guidelines and W.A. Pre-Primary and Year One Curriculum) and an assessment rubric



Developing Oral Language through Role Play (Face: Face)

1 hour

Role play corners are great contexts for oral language, play and social skills. Learn how to introduce role-play routines to your students in a structured approach to maximise teaching and learning opportunities.

Upon completion, participants will receive the **PLDS Role Play Teaching Resource**, which is full of example learning goals, role-play scripts, visual cues, planners, and more!



Integrating Oral Language Through Shared Reading in Kindy (Webinar)


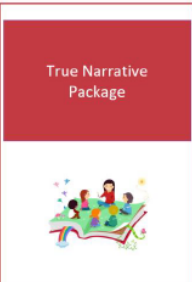
1 hour

Learn about our ‘Structured Shared Reading’ framework, integrating concepts of print, vocabulary, comprehension, narrative and grammar teaching around your shared reading book. Receive visual cues and planners, book recommendations and example book activities. This webinar is appropriate for both teachers and education assistants.



Who	When	Where
Who is the main character? Who is the narrator? Who is the audience?	When does the story take place? When does the action take place? When does the story end?	Where does the story take place? Where does the action take place? Where does the story end?
Who is the main character? Who is the narrator? Who is the audience?	When does the story take place? When does the action take place? When does the story end?	Where does the story take place? Where does the action take place? Where does the story end?

Professional Development Modules

Story Time Essentials (Webinar)	1 hour	<p>Learn strategies of dialogic reading and how to integrate your teaching of vocabulary and comprehension within your shared reading. Upon completion of the webinar, you will receive the PLDS Story Time Essentials Package and the Story Time Essentials Aboriginal Perspectives Package which provides you with resources that match to popular storybooks:</p> <ul style="list-style-type: none"> • Blank level questions • Barrett taxonomy questions • Tier two vocabulary lists • Student friendly definitions 	 <p>The image shows two educational packages. The top package is the 'Story Time Essentials Package' with a green header and a collage of storybook covers. The bottom package is the 'Story Time Essentials Aboriginal Perspectives Package' with a black and red header, a yellow circle with 'Indigenous Perspectives' text, and a collage of storybook covers.</p>
True Narrative Instruction (Webinar)	3 hours	<p>This webinar is targeted towards teachers working in Kindergarten to Year Two classrooms. Gain a deeper understanding of how to teach narrative macrostructure and microstructure, how to extend your students' skills and transition from oral to written narrative.</p> <p>This webinar series consists of three sessions:</p> <ol style="list-style-type: none"> 1. Macrostructure (1hr) 2. Macrostructure and beyond (1hr) 3. Microstructure (1hr) <p>Upon the completion of this webinar series, you will receive the True Narrative Package, which consists of student curriculum-based outcomes, lesson plans, resources matched to common story books, prompt cards for narrative and grammar instruction and more!</p>	 <p>The image shows the 'True Narrative Package' which has a red header and a colorful illustration of children sitting around a table with books and story cards.</p>
Running a Parent Workshop (Webinar)	1 hour	<p>Learn how to present our 15-minute parent information session focusing on oral language and functional strategies. Upon completion of the webinar, participants will be provided with electronic copies of all the materials to host the parent information session in their own school.</p>	

Kindergarten Assessment Tool



Department of
Education

Shaping the future

The Kindergarten Assessment Tool (KAT) Training Bunbury Region

The KAT is a criterion referenced assessment tool designed to ensure oral language development is maximised. The purpose is to provide teachers with baseline data in oral language and emergent literacy skills of Kindergarten students.

The KAT is aligned with the West Australian Kindergarten Guidelines. This training is for teachers who have not previously attended KAT training.

Objectives:

- History & purpose of the test
- Theory of oral language and links to literacy
- General Administration Guidelines, Assessment Descriptors and Developmental Milestones
 - Oral Comprehension (Blank Screen),
 - Semantics (Vocabulary),
 - Locational Relationships (Prepositions),
 - Social/Emotional Development,
 - Concepts of Print & Reading,
 - Play & Social Skills,
 - Narrative (Joint Action Routine & Retell),
 - Phonological Awareness,
 - o Grammar (Syntax).
- Diagnostic and supporting evidence for referrals.
- Subtest scoring using teacher judgement with developmental checklists and sample answer documents.
- Analysing and profiling data using class summary sheets.
- Goal setting.



Details:

Who: All Early Childhood Teaching Staff, School Administrators & Leaders
Where: Koombana Room, Mantra Lighthouse, Bunbury
When: 8.30am to 3.30pm, Tuesday 19th February 2025
Price: \$75 (includes GST, morning tea, lunch, certificate & relevant handouts)
KAT Assessment Tool Package Price: \$220 (Includes GST)*

**minimum one per school must be ordered if not already in school.
Order forms available upon registration*

Registration Via PLIS: <https://plis.education.wa.edu.au/?EventID=63548>

[Status]

1

1/01/2025

Intensive Oral Language Program

Words, Grammar and Fun

Teachers are supported through professional learning and ongoing support to screen students to obtain baseline data, and conduct rotational groups targeting **semantics** and **grammar**. In the initial year, post-program screening must be conducted to show schools effectiveness of the program in its entirety.

This program has been implemented in schools around the Peel, South West and Kimberley regions over a number of years with significant positive results. School data samples of pre and post-intervention skills can be seen below.

Grades: Phase 1 – Kindergarten*
Phase 2 – Pre-Primary*

*Programs can be extended to higher grade levels according to needs

Term 1

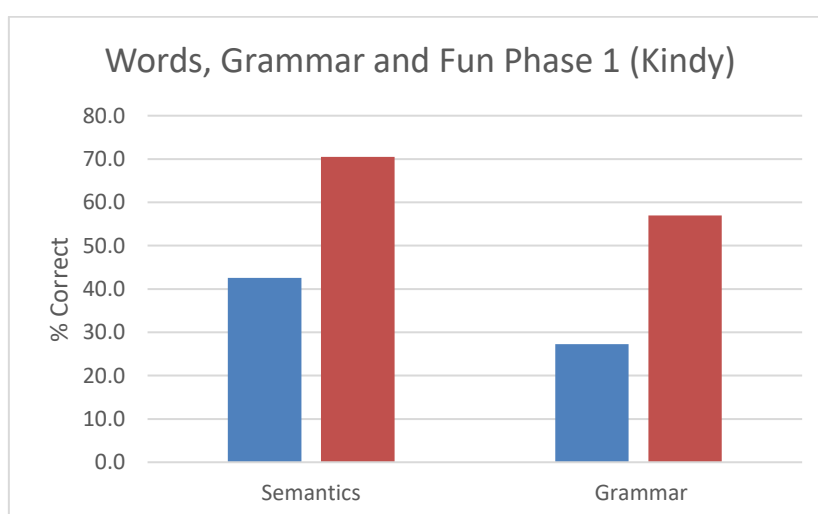
- **Professional learning** for educators
- **Pre-program Screening**– all children are screened by the class teacher prior to commencing the program

Term 2 & 3

- **Intervention** – classes will implement semantic and grammar activities in a rotational group format. These are completed twice per week

Term 4

- **Post-program Screening** – all children are screened by the classroom teacher upon completion of each phase of the program
- **Data review and sustainability meeting** with PLDS SSLS on school request



Are you noticing children commencing school with limited language?

We are proud to offer a FREE 45-minute on-demand webinar targeted towards early childhood educators and staff working in early learning centres. Enquire with us to receive this flyer to share with your surrounding early learning centres!



Department of
Education

Shaping the future

Supporting Oral Language in Early Learning Centres

Peel Language Development School (PLDS) delivers an early intervention program for students with Developmental Language Disorder from Kindergarten to Year Three.

We recommend this 45-minute webinar to educators working in early learning centres to learn how to support speech and oral language development for pre-school students.

Objectives:

- Understand the difference between 'speech' and 'language'
- Developmental milestones and 'red flags' for referral
- Strategies for developing children's language in the childcare setting, including:
 - Modelling & recasting
 - Following the child's lead
 - Singing & music
 - Book sharing
- Understand what a Speech Pathologist does and what services are available
- Resources to support conversations with families about their child's development
- The referral process for Peel Language Development School

Access the session recording & materials here:



OR

<https://drive.google.com/drive/folders/1mQJLVc148ZtNY0fTJm0gw8eEPNgAuX80?usp=sharing>

[Status]

1

1/01/2025

Contact Us

La Guardia Loop, Port Kennedy 6172

Whadjuk Boodjar, Noongar Nation

Ph: (08) 9523 7830

E-mail: Peel.LDS.SpeechStateWide@education.wa.edu.au

Web: <http://www.plds.wa.edu.au>

"Thank you for providing a service in a tailored way to suit our distinctive needs."

"We have enjoyed our partnership this year and look forward to further opportunities of working together."

"We have found the outreach support, professional learning and advice offered by PLDS invaluable for our school. We had great need to introduce an Oral Language Program as one was not previously in existence here. They were able to support our teachers by supplying a program and offering professional learning to our early years' staff."

"Thank you for sparking my interest to research further."

"Always enjoy attending Peel run professional learning sessions. So well presented and very informative/inspiring! Lots of takeaways from this one in particular. P.S. Thanks for the resources"