



Department of
Education

Shaping the future

Peel Language Development School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Peel Language Development School is situated in Port Kennedy in the South Metropolitan Education Region and is co-located with Rockingham Lakes Primary School. The school has satellite classes at Mandurah Primary School, Pinjarra Primary School and Bungaree Primary School.

The school provides educational programs for students with a primary language disorder. There are currently 269 students enrolled from Kindergarten to Year 3.

It has an Index of Community Socio-Educational Advantage of 929 (decile 9).

The school also includes the provision of the Statewide Speech and Language Service (Outreach Service) for schools in the areas of the South Metropolitan, East Kimberley and Southwest Regions.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Standard was used to support reflection processes in preparation for the Public School Review.
- The Principal and leadership team undertook a highly consultative approach in preparing the school's self-assessment, ensuring staff had input into the process and the opportunity to share their journey with the reviewers.
- The school review process was regarded by staff as 'everyone's business', creating the conditions for candid conversations around school performance and accountability.
- Parents and community members demonstrated support for the school, with a genuine understanding and appreciation of the school's impact on students.

The following recommendations are made:

- Shift the focus of evidence from, 'What is the school doing?' to 'How is the school going with what it is doing?'.
- Consider how priority may be assigned to planned actions submitted in the Electronic School Assessment Tool (ESAT).

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Relationships and partnerships

Parents and carers value the work of staff and appreciate the genuine care shown towards their children. There is a strong sense of trust in the school, underpinned by the unwavering commitment of staff to student success.

Commendations

The review team validate the following:

- A positive and inclusive school ethos is evident, enabled by a strategic approach to creating cohesion across 4 campuses. The specialist input from speech pathologists is highly valued.
- The school engages effectively with multiple service providers and community groups, ensuring students and families receive comprehensive and meaningful support. This is enhanced through the creation of a Health Department Service Coordinator role.
- The School Board is diverse with a balance of parent/carers and community members, who provide meaningful insights that add value to their governance role.
- Student transition to mainstream schools is enhanced through a range of initiatives, including handover consultation, a transition package, transition days and professional learning.
- The Outreach Service works productively with teachers building capacity to educate students with speech and language difficulties through the provision of professional learning and school consultations.

Recommendations

The review team support the following:

- Further consider and implement strategies to access and engage with Aboriginal families and communities with a focus on facilitating timely access to the school for eligible students.
- The Outreach team create a tool to measure their impact on teacher knowledge, understanding and confidence in teaching students with speech difficulties to inform future planning and decision making.

Learning environment

A supportive learning environment is underpinned by a shared commitment to identify and meet students' individual needs. The school is active in its development of the physical environment, optimising learning spaces for the benefit of all students.

Commendations

The review team validate the following:

- The school proactively support students and families to develop positive school attendance habits, through clearly articulated expectations and processes.
- Processes for supporting students at educational risk (SAER) are clearly defined. SAER coordinators work in collaboration with staff, families, and allied professionals to develop plans and monitor student progress.
- Social and emotional learning is prioritised with a focus of building self-regulation skills in students through the Zones of Regulation (ZoR), You Can Do It, and Kimochis programs.
- At the Port Kennedy campus, ZOR has been augmented by the creation of a sensory pathway and introduction of a supportive playground behaviour intervention strategy.
- Aboriginal cultural responsiveness of staff is being developed through engagement with the local Aboriginal community, participation in professional learning, and engagement with the Aboriginal Cultural Standards Framework.

Recommendation

The review team support the following:

- Where possible, create Sensory Pathways and implement the playground intervention strategy at other campuses.

Leadership

The leadership team has a strong shared moral purpose founded on high expectations of both students and staff. The leadership team's quest for excellence is fostered through collaboration, staff empowerment and support.

Commendations

The review team validate the following:

- Leadership is strategically structured and distributed, with many well supported opportunities for staff to take on leadership roles. This has contributed to a strong organisation, where staff are empowered and have ownership and influence over the operations of the school.
- The layers of leadership comprised of instructional coaches, team leaders and Professional Learning Community (PLC) leaders ensures whole-school practices are understood and embedded with fidelity.
- The placement of deputy principals at each campus is valued and assists in the maintenance of school-wide approaches, inclusive practices and collaboration.
- Allied professionals are provided with leadership opportunities that add value to the school's effectiveness.
- A logical, inclusive approach, based on best evidence and research, has been applied to implementing change. Staff demonstrate they are informed and engaged participants in the school's ongoing improvement agenda.

Recommendations

The review team support the following:

- Maintain a deputy principal presence at each campus.
- Use the Western Australian Future Leaders Framework to inform the work already being done to build leadership capacity.

Use of resources

The Principal and manager corporate services (MCS) work in collaboration with the Finance Committee to manage finances and allocate resources focused on improved student learning and wellbeing outcomes.

Commendations

The review team validate the following:

- Strategic and planned use of salaries support and align to the priorities of the business plan.
- All staff are considered ordering officers and are provided with professional learning from the MCS with a focus on appropriate financial processes and expectations.
- A common approach to host school agreements has resulted in a consistent, predictable, and equitable funding arrangement.
- The School Board are kept informed of the school's financial position and its impact on student learning.

Recommendations

The review team support the following:

- Update the school's workforce plan.
- Finalise the asset replacement plan.

Teaching quality

A commitment to developing high quality programs to meet students' individual needs, and improve outcomes is evident. Skilled teachers and allied professionals are well placed to lead the ongoing development of consistent programs and practices across the school.

Commendations

The review team validate the following:

- Through PLCs, the school has developed a professional learning culture focused on building staff capacity, with a commitment to explicit teaching and embedding oral language across the curriculum.
- High degrees of engagement in the creation of the school's instructional model has led to shared ownership and understanding across the teaching staff.
- Individualised speech plans and targeted support from the language specialist teachers provides a highly differentiated program for each student.
- Staff from across all campuses are integrated in PLCs. This supports the school's intention of delivering seamless and connected practice, no matter where their students are.
- A Sounds-Write intervention program was introduced in 2022 to support students at risk in spelling, reading and writing.

Recommendations

The review team support the following:

- Continue to develop and embed the school's instructional model.
- Explore opportunities to build staff capacity and enhance teaching quality through collaboration with host school staff.
- Share planning in learning areas such as Humanities and Social Sciences (HASS) to reduce variation across campuses.

Student achievement and progress

The school is committed to maximising student learning outcomes and uses data to inform school and classroom decision making.

Commendations

The review team validate the following:

- Student progress is closely monitored by teachers and speech pathologists using standardised and school-based assessments which are outlined in the school data assessment schedule.
- The school formally monitors and analyses collated school-wide data twice a year with all staff. This process guides school planning and builds a collective understanding across the staff of the impact of the school's programs on student progress.
- Achievement of Individual Education Plan targets are used to measure and report on student progress.
- The school tracks longitudinal data and uses this to determine cohort specific targets.

Recommendations

The review team support the following:

- Engage in cross school moderation with host schools or other local mainstream schools.
- Explore ways in which longitudinal data already collected could help inform or create benchmarks, to assist the school in determining its overall impact on student progress and achievement.

Reviewers

Gary Crocetta
Director, Public School Review

Veronica O'Neil
**Principal, South East Language Development Centre
Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools