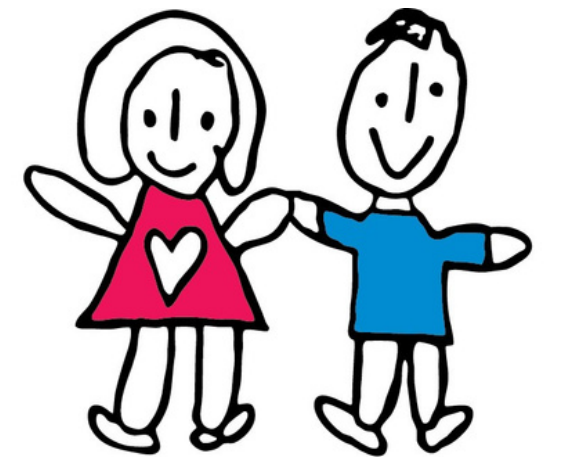


SOUTH EAST LANGUAGE DEVELOPMENT CENTRE

Business Plan



2021- 2023



South East Metropolitan

Language
Development Centre
& Outreach Service

About South East LDC

Principal's Introduction

This Business Plan reflects the continuation of South East Language Development Centre's journey in developing innovative learning programs for students with a diagnosed language disorder. Our enthusiastic and highly motivated staff strive to achieve maximum outcomes for students and are well supported by our School Board, parents and community. The Business Plan covers the strategic direction, targets and milestones that will guide school planning over the next three years. It takes into account quality teaching and learning programs, special projects, differentiates curriculum and capacity building. Our ultimate goal is to provide opportunities for students with language delay to maximise their potential. We aim to achieve this through an explicit improvement agenda driven by best practice and research based education. We set out to collate, analyse and prioritise information and data to guide and develop a culture of learning and achievement. We endeavour to maximise the use of all school resources both physical and human to target systemic and school driven milestones and targets.

Our expert teaching team continue to develop innovative and focused ways to deliver the curriculum through a language lens. Strong community partnerships are highly valued and recognised as critical in developing our culture, pedagogy and success. We work alongside our Outreach Team who are a part of the State Wide service provision.



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Developmental Language Disorder is a hidden disability that affects approximately two children in every classroom, affecting literacy, learning, friendships and emotional well-being.

-RADLD Raising Awareness of Development Language Disorder

Our School

Cloverdale Campus, Maddington Campus & Armadale Campus

South East Language Development Centre is a school dedicated to the development of specific language focused programs to support students, and their families, who have a recognised language disorder.

The school has a cohort of students in the early years who are able to engage in the program across three campuses within the South East metropolitan region. Students work from individual plans developed collaboratively between teachers and speech pathologists. Children are monitored continuously, and when ready, they are supported in transitioning back to their mainstream schools. The Outreach Service is a team of highly experienced support officers who work with state schools in this region and regional Goldfields to support the development of speech and language plans.



Our Vision - Language for Life

South East Language Development Centre Service is a dynamic school for families and educators that provides an optimal early childhood education for referred children with a recognised language disorder. The school community is actively involved in their child's education and language learning. Our team works to embed language in all school experiences. Educators work collaboratively to individualise the Western Australian curriculum. Our goal is to equip children with language for life.

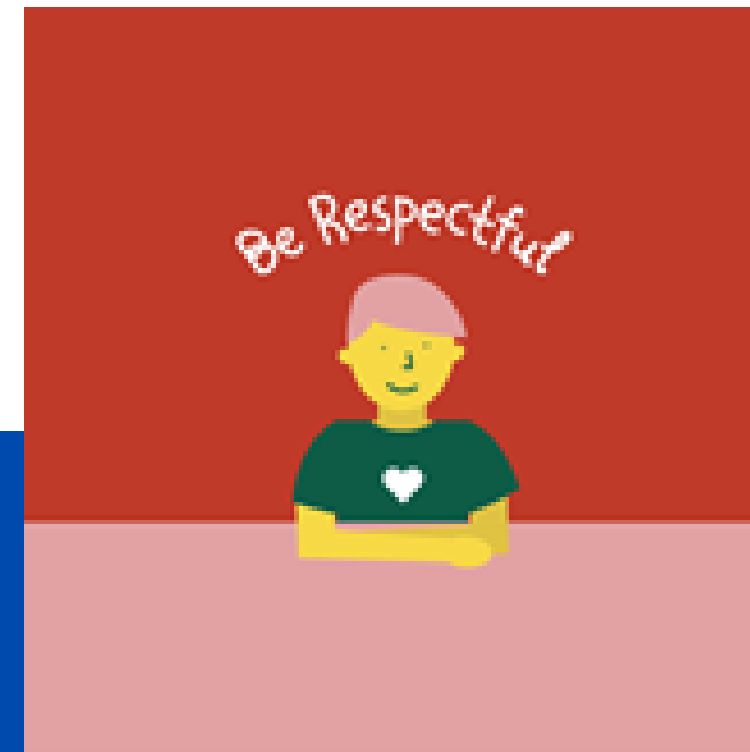


Our Values

Our school is a Positive Behaviour Support (PBS) School. PBS is all about teaching students the right ways to behave, as we would teach them any other skill like reading or maths. It is a school-wide approach to behaviour and is based on a few simple expectations that are taught to the children. These are the expectations for all staff, students and the school community.

Using the matrix, the four expectations are embedded within school planning, curriculum and environment.

Our four expectations are:



Priority 1: Quality Teaching

Target

All teachers use our instructional teaching model 80% of the time.

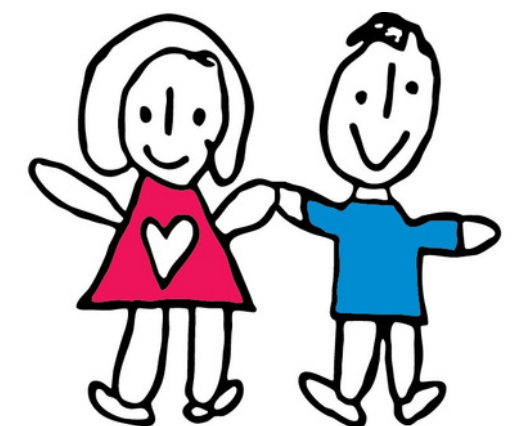


Strategies

- Whole school approach and implementation of the teaching model
- Professional Learning Teams use instructional teaching strategies
- Whole school tasks
- Target high impact teaching strategies
- Access to Language Leadership for all staff
- Access to Hanen Learning Language and Loving It workshop for all staff

How do we know?

- Survey staff pre and post
- Self reflection by teachers
- Classroom walk throughs
- Teacher observations
- Peer observations



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Priority 2: Student Achievement and Progress

Target

On Entry numeracy testing will demonstrate all children make progress within a 12 month period.

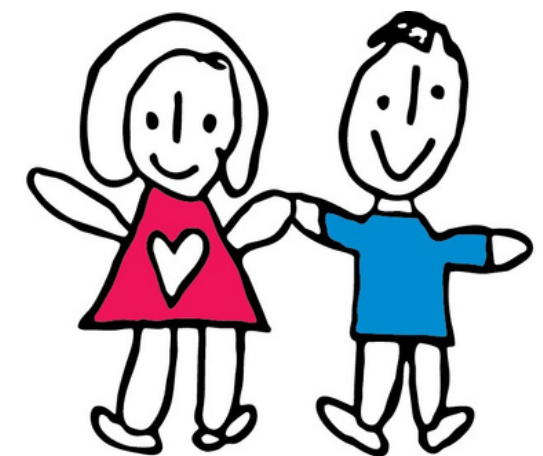


Strategies

- Dr Paul Swan professional learning
- Timetabled number block expectation
- Maths learning team
- Professional Learning Team (PLT) focus
- Whole school approach
- Moderation
- Resource support
- Teachers analyse pre data to identify goals and strategies that students are using and plan for teaching
- Use of Professional Learning days to analyse data and set goals
- Explicit teaching of number strategies

How do we know?

- School assessment schedule
- Numeracy On Entry beginning and end of year testing
- Use of On Entry notation to indicate the strategies students use



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Priority 3: Student Achievement and Progress

Target

Growth Scale Values (GSV) on CELF-5 exit data shows gains in language skills after participating in the programme for a minimum of 12 months.

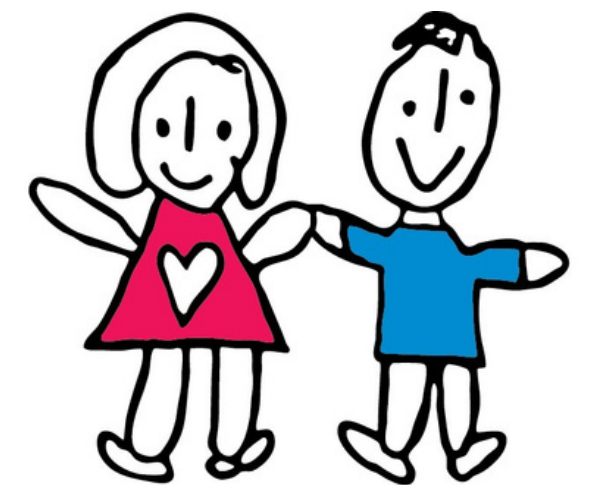


Strategies

- Explicitly teach language through embedding identified goals into curriculum
- All students are assessed and individual language goals are developed in consultation with Speech Pathologists

How do we know?

School assessment schedule - baseline and exiting data assessed by Speech Pathologists



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Priorities and Milestones

Language Priorities

- 2021 Pragmatics / Semantics / Comprehension
- 2022 Syntax / Morphology / Comprehension
- 2023 Phonological Awareness/ Narrative / Comprehension

General Priorities

- Professional Learning Teams
- Number- Understanding number and fluency
- Improvement targets identified from staff survey and reflected in operational planning.

Milestones

- School vision and philosophy is embedded in practice.
- Create a process to identify gaps in the schools reflective practice and evidence.
- Develop mindfulness and meditation techniques for well being and focus.
- Develop a whole school approach to social /emotional learning.
- Positive behaviour support (PBS) strategies embedded to support positive student behaviour.
- Professional learning teams drive quality teaching practices.
- Review of Language for Literacy program

OUR SCHOOL LOCATIONS



*Cloverdale
Campus*

276 Epsom Ave,
Cloverdale, WA, 6105
(Located at Belmay PS)



*Armadale
Campus*

Lathwell St,
Armadale, WA, 6112
(Located at Kingsley PS)



*Maddington
Campus*

79 Pitchford Ave,
Maddington, WA, 6109
(Located at East Maddington PS)