



School Plan 2024 - 2026

**CLOVERDALE
CAMPUS**
276 Epsom Avenue
Cloverdale WA 6105
(located at Belmay PS)

**MADDINGTON
CAMPUS**
79 Pitchford Avenue
Maddington WA
6109
(located at East Maddington PS)

**ARMADALE
CAMPUS**
Lathwell Street
Armadale WA 6112
(located at Kingsley PS)

Acknowledgement of country

We acknowledge the traditional custodians of this land, the Whadjuk people of the Noongar nation and pay respect to the elders' past, present and emerging. We walk together on this pathway leading students in their discovery of themselves, their language, and their community. We nurture strength power and belonging to place and country and encourage each and every voice.



Our Place

This design is based on healing country but also healing our children. The three large meeting circles connecting represent our Cloverdale, Maddington and Armadale campuses and the children's journey paths. The circle shapes represent knowledge that provides the power we each have over our futures. Meeting circles are a place where we can meet, gather, sit around in a circle and yarn. The U shape represents students, teachers, friends and family who are always there as support networks. The hand symbols represent strength, power, protection, stability and belonging to the place and area.

Artist Tamara Hayden

We Believe

Every student is capable of learning at our school. A strong improvement agenda is driven by highly able educational staff. We promote mutual trust and support in a safe, respectful, tolerant and inclusive environment. There is an outstanding approach to best use of staff time, expertise, funds and facilities that drives day-to-day teaching and learning. Exact learning needs of students are collaboratively targeted and highly effective teaching is valued and supported to maximise student learning.

From the Principal's Desk

South East Language Development Centre is an independent public school. We cater for students who have Developmental Language Disorder. Our school is part of the Department of Education WA. We provide an early intervention program for students from Kindergarten to Year 2. On finishing at our school students are supported to transition back to their mainstream primary school. In addition to our early intervention program, we provide a Statewide Service through an outreach team to support and build the capabilities of primary school teachers.

This School Plan has been developed in consultation with staff, parents and key community members. It outlines clear school direction, our vision and the journey that we will be taking over the next three years. It defines how we will be building on current strategic direction to support student progress. It will highlight whole school quality teaching strategies and practice. We will build a contemporary learning environment to support our whole school community in understanding and catering for students and their language development. The school motto of *Language for Life* is a strong theme throughout this plan. It reflects what we believe, what we know and what we need to do. It has links to systemic obligations and helps support accountability. Most of all this school plan is our tool for guiding and developing the young minds and voices in our care. Our school will fit the student rather than the student fitting the school.



Our Motto

Language For Life.

Our Values

Be Safe
Be Kind
Be Respectful
Be Your Best



Our Vision

At South East LDC our purpose is to equip children with language for life. Our language rich, early childhood program aims to meet individual children's needs. Children will have strategies enabling them to access the curriculum.

DOMAIN

MILESTONES

Relationships and Partnerships

We aim to:

- strengthen community partnerships.
- build safe and positive learning environments through PBS and social emotional learning
- support families struggling with attendance
- seek regular feedback through school cultural surveys, the School Board and the Parents and Citizens Association
- raise awareness of the program and services

Learning Environment

We aim to:

- refine transition processes for students
- develop playground learning and social spaces for outdoors
- provide feedback to staff on performance and celebrate success
- nurture whole school pastoral care
- give students access to contemporary learning environments
- develop and implement induction processes for all staff

Use of Resources

We aim to:

- have a resource plan and strategy acknowledging funding agreements between co-located schools and outreach services
- ensure communication processes are aligned with community needs to optimise accessibility to information
- empower staff to take responsibility for accessing information from the sources made available to them
- provide access to general knowledge of school finances and functions
- promote a culture of engagement in research and improvement for staff

DOMAIN	MILESTONE
Leadership	<p>We aim to:</p> <ul style="list-style-type: none"> • develop mentoring processes for all staff • reinforce workforce planning and future development • sustain collegiate opportunities both formal and informal for staff to learn and develop • develop systems for collaborative practise including DOTT timetables • develop and educate staff on school operational planning • provide and encourage staff performance development and accountability through meaningful peer collaborative processes • strengthen School Board identity • revise change management processes to include de-implementation process • provide distributed leadership opportunities including continuing Future Leaders Framework
Teaching Quality	<p>We aim to:</p> <ul style="list-style-type: none"> • discover and implement ways to include strong student voice in their education • build on our capacity to support metropolitan and regional schools through the outreach program • develop and understand the integration of play based learning that suits the specific program and context of our school • ensure class planning aligns with school plans
Student Achievement and Progress	<p>We aim to:</p> <ul style="list-style-type: none"> • reinforce Reporting to Parents process and procedures and the aligning planning process • develop specific targeted measures and strategies for student progress

Phonics Initiative Language For Literacy

The school will implement a comprehensive program that will equip students to succeed in literacy. High quality teaching strategies will be consistent in every classroom. Low variance instructional routines will maximise learning potential in literacy, by reducing the cognitive load for students. Intervention practises and procedures will be consistently applied. Teachers are committed to high expectations for themselves and the students. Students will leave the LDC with the oral language underpinning literacy and the skills and strategies to succeed at reading and writing.

National Quality Standard

The school considers NQS in all its operations. A comprehensive School Information Manual aligns school processes, guidelines, and policies to the NQS. Feedback from annual self-audits will direct future interventions and identify resource allocation.

Early Years Learning Framework

We support each child’s identity in our school. Programs such as Positive Behaviour Support and Social Emotional Learning allow children to develop their sense of Belonging, Being and Becoming. Relationships and partnership are fostered with community. The focus is on developing confident and independent children. The Framework will guide us in program development. Educators will put the children at the core of their planning of teaching and learning experiences.

Cultural Responsiveness

Our Reconciliation Action planning team will be focused on being a culturally responsive school in our context. The scope and sequence will recognise resourcing, teaching strategies and our purpose. What we do to support cultural responsiveness will become an obvious part of our daily practice.

Quality Teaching Strategy

Our Instructional Teaching Model guides high quality teaching practice. Teaching For Impact will be utilised to strengthen practice enhancing student outcomes. Staff response to Quality Teaching will be monitored through Performance Development and Accountability procedures and the School Culture Survey.



Strategic Directions
school response to systemic planning



School Priorities

Domain	Target	School Improvement Strategies	Measure of Success
Leadership	Provide a comprehensive approach to improving staff capabilities to be high quality teachers.	<ul style="list-style-type: none"> Establish mentor programs. Encourage collaboration through collegiate groups. Provide targeted training for all staff. Empower teachers to lead. Align development with school priorities. Utilise Teaching For Impact to promote best classroom practice. 	Assess individual needs Trained mentors Timetable and workforce planning measures Action plans set for Professional Learning Teams Bank of strategies linked to Quality Teaching and Teaching For Impact Performance Management and Accountability processes Record of professional learning hours and courses
Teaching Quality	<p>Maximize the impact of support staff to build a high-quality teaching and learning environment.</p> <p>Employ sound strategies to support literacy and numeracy progress for all students.</p> <p>Explicitly teach comprehension and vocabulary skills using evidence based approaches.</p> <p>Teachers explicitly teach oral narrative skills using evidence based narrative approaches.</p>	<ul style="list-style-type: none"> To develop a shared understanding and clearly defined roles. Professional development opportunities. Collaborative planning and communication strategies. Develop Language For Literacy as a sound Tier 1 intervention program. Build on and strengthen the numeracy scope and sequence. Planning for and explicitly teach Tier 1 language intervention. Development of Tier 2 and 3 programs. Focus on Quality Teaching strategies. Teachers plan for and explicitly teach vocabulary words. Teachers explicitly teach oral narrative skills using evidence based narrative approaches. Teachers plan for and explicitly teach comprehension skills. Teachers plan for regular oral narrative lessons. Teachers and speech pathologists collaborate regularly to review the teaching of narrative in their classrooms. 	<p>Shared agreement Timetables Define communication strategies</p> <p>Program reviewed Numeracy scope and sequence with Daily Review Instructional Teaching model Checklist of skills and strategies Evidence provided in classroom planning</p> <p>Regular assessment of student knowledge of the taught vocabulary to support comprehension Teachers provide evidence of planning for the explicit teaching of oral narrative skills Student progress is measured through formal CUBED assessment and informally in the classroom</p>

School Priorities

Domain	Target	School Improvement Strategies	Measure of Success
Student Achievement and Progress	Strengthen interpretation and analysis of student data to inform better school response.	<ul style="list-style-type: none"> Utilise GSV values to show gains in students learning after a minimum of 12 months in the program. Develop targeted data collection and link to collaborative planning between teachers and speech and language officers. 	Data in Annual report Language Planning Tool review Whole School Assessment schedule
	Embed high quality teaching practices in daily delivery of the program and staff responses to reflective practices.	<ul style="list-style-type: none"> Continue to use the Instructional Teaching Model to support quality teaching. Focus on whole school approaches to improve and promote student progress. 	Quality planning including Operation Plan and classroom planning frameworks Peer feedback Student centred learning
Relationships and Partnerships	Initiate a comprehensive response to student and staff health and wellbeing strategy.	<ul style="list-style-type: none"> Social Emotional Learning committee to develop a scope and sequence. Create wellness policy. Specialist teaching role focused on health and wellbeing curriculum. 	Staff and student health and wellbeing surveys and checklists. Scope and sequence Specialist role Combined school fitness program
	Develop and nurture relationships with our school community acknowledging our Aboriginal and multi-cultural community.	<ul style="list-style-type: none"> Cultural competency training Community involvement and expansion of the Reconciliation Action Planning team. Cultural celebrations and events. 	Scope and sequence which includes resource development School based cultural response plan
Use of Resources	Design a systematic approach to assess, plan and monitor students with language disorder.	<ul style="list-style-type: none"> Refresh and implement the Language Planning Document. Collaborative planning and coaching with speech and language specialists. 	Profile tool Timetable Teacher feedback tools Resource development




Language for Life




SELDC
South East Language
Development Centre