BUSINESS PLAN

2018 - 2020

LANGUAGE for LIFE

South East Metropolitan
Language
Development Centre
& Outreach Service

Principal's Introduction

This Business Plan reflects the continuation of South East Metropolitan 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.

Our School

South East Metropolitan Language Development Centre and Outreach Service is a school dedicated to the development and implementation of a learning environment that supports students, and their families, who have a recognised language disorder. The school has a cohort of students from Kindergarten to Year Three 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 students 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 Metropolitan Language Development Centre and Outreach 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.

Values:
Our school has recently begun the journey to become 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 become the expectations for all-staff, students and the school community.

Our four expectations are:

Our journey will take place over the next few years developing and implementing a whole school proactive approach to behaviour with emphasis on self-discipline rather than compliance with rules. This will help students reflect and learn, providing a good support system for students who need it and using parent involvement effectively.

Priorities

Specialised Teaching

- Staff display excellence in teaching and strive to meet the needs of all students through high quality and innovative strategies aimed at improving language outcomes.

Language and Curriculum

- Language goals will be embedded in all curriculum areas to meet the individual needs of students. Staff will focus on differentiating and adapting the Western Australian curriculum to enable all students to achieve success.

Growth and Improvement

- At our school we nurture and encourage a culture of continuous self-improvement for all staff. We promote excellence in teaching through self-reflection and whole school goal setting. All staff embrace change to improve student outcomes.

Relationships and Community

- We will establish and maintain positive relationships with students, parents/carers and families. All members of our community will strive to maintain a nurturing and welcoming environment that promotes community partnerships. We value a school culture that recognises and caters for diversity.

Leadership

- School leadership supports and provides opportunities for staff to excel in all areas of language professional learning. We foster a culture of health and wellbeing for all staff and students.

Targets

Specialised Teaching

- Our students demonstrate progress in oral Phonological Awareness skills in non-word spelling using Sutherland Phonological Awareness Test (SPAT).
- To show an upward trend in the percentage of Year 3 students at or above the National Minimum Standard in NAPLAN Numeracy.

Language and Curriculum

- Growth Scale Values CELF5 exit data shows gains in language skills after participating in the program for a minimum of 12 months.

Growth and Improvement

- Educators regularly analyse classroom data for self-reflection, planning and goal setting.

Relationships and Community

- All staff implement Positive Behaviour Support and a whole school approach is evident.
- All year levels continue to demonstrate improvement against the National Quality Standard.

Milestones

Specialised Teaching

- Maintain a high level of collegiate staff collaboration to build capacity to plan and deliver comprehensive language based learning programs with the support of speech pathologists.
- Develop specific, explicit learning programs for students with language disorder.
- Assessment is used to design an Individual Language Plan for each student in consultation with the teacher, speech pathologists and families.

Language and Curriculum

- Build a culture of independence and challenge by developing and supporting investigative play and inquiry based learning in the early years.
- Implementation of the Western Australian curriculum guidelines to develop pathways for learning.
- Continue to embed the Early Years Learning Framework and National Quality Standard (NQS) into school direction and planning.

Growth and Improvement

- Maintain performance management and accountability processes in line with AITSL to meet school dynamics.
- Develop distinct leadership and support for staff across all campuses through diverse and clear roles outlined in performance management and professional learning including Senior Teachers and aspirant leaders.
- Value professional growth across all roles within the LDC and the capacity to contribute to the direction of the school.

Relationships and community

- Explicitly teach values that relate to Positive Behaviour Support expectations.
- Foster positive relationships with parents and carers to support the school's capacity to develop stronger language learners.
- Foster greater advocation for students with a recognised language disorder in the community.
- To support the continued development of the National Quality Standard.

Leadership

- Supporting the health and wellbeing of students and staff.
- Enable students with strategies to build social and emotional resiliency.
- To promote a culture of support and opportunities for aspirants through targeted succession planning for potential leadership within the school.

Strategies

Specialised Teaching

- Provide explicit professional learning opportunities for staff including Hanen training.
- Continue to develop induction and mentoring processes for all staff. Developing opportunities for collaborative planning and profiling to support high quality teaching and learning.
- Specific opportunities time tabled for staff to collaborate with speech pathologists.
- Utilising a range of data to plan and address the hierarchy of learning goals for all students.
- Senior teachers and Level 3 teachers negotiate distinct roles and expectations utilising skill base to contribute to school direction.
- Cultivate key Language Leadership opportunities for LDC Level 3.
- Develop opportunities for Education Assistants that highlight the depth of skills and knowledge available.
- To include in workforce planning opportunities to support and develop ongoing professional learning in language and curriculum.
- To continue to develop collaborative practices.
- To provide intensive induction for new staff including the opportunity for all staff to access Language Leadership training.
- To maintain the high standard of Individual Language Plans already extensively used to drive the program.

Language and Curriculum

- Implement the WA curriculum in accordance with the SCASA timeline.
- Engage classroom and specialist teachers in planning, implementing and reviewing targeted curriculum area documents.
- Explicit learning programs in literacy and numeracy for students with language disorder including a school based synthetic phonics program, Language for Literacy and the research and development of a numeracy program.
- Opportunities for staff to share skills, knowledge and experiences through projects, action research and peer observations.
- To nurture collegiate teams that work with school data to define accountability.
- Work to develop mainstream partnerships that involve opportunities for moderation.

Growth and Improvement

- Maintain and develop classroom observations and feedback practices to assist in driving improved school performance.
- To see our Positive Behaviour Support program culturally embedded in daily school practise.
- Promote and develop current school events such as Open Days (Information session), family events and parent workshops.
- Embrace collegiate teams as a core strategy for continued school improvement.
- Evolve the School Review Cycle.

Relationships and Community

- Key leadership team trained to guide whole school moving from the planning phase to the implementation of our PBS journey.
- Development of a consistent approach to processes and behaviours to support and embed social skills.
- Utilising Connect Community, Facebook and Web page for parents and the broader school community to foster stronger relationships and links to school experiences.
- Deliver education opportunities for parents and care givers through both formal and informal events.
- Exploring ways to provide independent social skills working with external agencies, parents and caregivers.
- Utilising school based support services to develop individual and whole school plans, such as Protective Behaviours, PaTHS, BluEarth, School Chaplaincy and School Psychology services.
- Annual timetable of events including workshops and Open Days that provide parents, community and allied agencies opportunities to interact with the school.
- Highlight advocacy through representation on the School Board including the Board completing module training and inviting them to learning sessions.
- Continue to use the NQS to guide continuous improvement in the early years.
- Engaging in meaningful programs that focus on play based learning in the classroom and the playground, driven by evidence-based learning techniques for children with a language disorder.
- Developing opportunities for our community to engage in school practice.
- Liaise with outside agencies and community organisations to support families in need.
- To develop a school wide policy that acknowledges and works towards the establishment of outdoor and indoor investigative learning practices.
- Developing and resourcing a physical environment that supports investigative play and language development.

Leadership

- Maintaining a distributed leadership model that provides aspiring school leaders with authentic leadership opportunities.
- Development of clear roles and responsibilities for campus leadership opportunities.
- To provide a physical environment that promotes positive mental health and wellbeing for all staff and students.

Cloverdale Campus
276 Epsom Ave, Cloverdale, WA, 6105
Phone: (08) 9277 3200
(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)