Adam Road Primary School has the reputation within its community as being a high achieving school that caters for the individual needs of all students; academically, physically, creatively, socially and emotionally.

Opening in 1967 with 78 students in Year 1 and Year 2, the school has grown to have over 550 students. In 2012 the Kindergarten was moved onto the Adam Road site from Wilkerson Street. Our students from Kindergarten to Year 6 come from diverse cultural backgrounds. These diverse backgrounds provide our school and students with a rich culture that all are encouraged to embrace.

Adam Road Primary School is dedicated to providing a safe, supportive and student centred learning environment to enable all students to fulfil their potential and realise their goals.

As a school Adam Road has been able to attract and retain an experienced, dedicated and caring staff who work to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of students. A collaborative and cooperative culture for staff ensures an environment of continual teacher learning and development.

The facilities at Adam Road Primary School include well organised teaching areas and classrooms; dedicated science, art and music rooms; and a modern teaching block for our senior class. Specialist teachers provide comprehensive and challenging programmes in music, physical education, visual arts and Italian language.

Digital technology that supports curriculum delivery and enhances student learning in the 21st Century is a strong commitment throughout the school. All classrooms and teaching areas have an interactive whiteboard or touchscreen television. In addition to a dedicated computer lab, all classrooms have desktop computers and over 100 iPads are available for student use throughout the school. Continual professional learning for teachers and staff ensures that teaching practices with digital technologies are as effective as possible.

Adam Road Primary School is a school of distinction, guiding students on the road to success by providing opportunities for the development of the whole child through the academics, the arts, sport and pastoral care.

As a school and staff we strive for:

**Educational excellence**
We maintain high expectations of teaching and learning through reflective practices and respond to the individual needs of our students and community.

**Developing the whole child**
Students are supported to develop their interests academically, socially, emotionally, physically and creatively in a safe and secure environment.

**Shared leadership**
Shared, distributed leadership develops staff skills and knowledge, and supports a focussed approach on school priorities, programs and strategies.

**Collaboration**
Through collaboration, staff develop respectful relationships that support peer classroom observation to provide robust, professional feedback that improves teaching and learning.

**Diversity**
We embrace an environment where all people feel safe and secure. We display a healthy tolerance to the diversity and difference in our school, culminating in wider responsible citizenship.

**Equality of opportunity**
We recognise that individuals may require different resources and/or support to access teaching and learning opportunities to reach their potential. Staff ensure they develop inclusive practices within their classrooms.

**Mutual respect**
We treat individuals with care and all relationships are based on trust and mutual respect.

**Importance of learning**
We support individuals to have a positive approach to learning, believing that all have the capacity to learn. We encourage the setting and achievement of high standards of personal excellence.

**Collaboration**
We work together to achieve common goals through respectful relationships.

**Emotional and physical wellbeing**
We encourage a positive sense of wellbeing that enables an individual to function in society and meet the demands of everyday life. People are able to identify, build upon, and operate from strengths rather than just focussing on weaknesses.
Our Self Assessment

Adam Road PS uses an evidence based approach to school self-assessment that involves all staff from Kindergarten to Year 6, as well as specialist staff.

The school self-assessment is cyclical and on-going and allows us to make judgements on the standard of student achievement, the effectiveness of school processes and the impact of school strategies to maximise student success. School self-assessment is validated via external sources such as other IPS Principals and Department of Education appointed reviewers.

A significant aim of our self-assessment is to improve both staff performance and student learning outcomes. Staff performance improvement is supported through the use of: the Australian Institute for Teaching and School Leadership’s, Australian Professional Standards for Teachers and Principals; John Hattie’s Visible Learning for Teachers: Maximising Impact on Learning; and Peer Classroom Observation.

Adam Road PS will:

- Assess and critically analyse performance data (NAPLAN, School based assessments, state and national competitions) and other evidence related to student achievement (attendance, behaviour, non-academic performance) to inform future school and class directions required to maximise student achievement.
- Reflect on and review the self-assessment processes to ensure that staff professional learning aligns with student and school requirements. All professional learning and teaching practices are to be based on valid and contemporary research.
- Ensure that student achievement is the central focus of our school self-assessment.

In collaboration with the School Board we will:

- Regularly review the School Business Plan.
- Review our School Self-Assessment.
- Monitor and review the implementation of the School Business Plan and Operational Plans.
- Publish an Annual School Report that reflects the school’s achievements, states student outcomes and identifies areas for improvement.

Student Achievement Improvement Targets

Our student achievement improvement targets have been based on our students’ performance in national testing. This achievement is compared with national, state and like schools for stable cohort student achievement.

Specific targets include:

**Attendance**

Maintain student attendance that meets or exceeds the state average for each year group, as well as a total school attendance percentage that exceeds the state average (93%). Unexplained absences are to be reduced to below 10%.

**National Assessment in Literacy and Numeracy (NAPLAN)**

Historically (2008 – 2013) Adam Road Primary School has performed well when compared to “Like Schools” with particularly strong results for Yr 3, 5 & 7 in Reading and Numeracy. The trend for students below the National Minimum Standard has typically been less than 10%.

**NAPLAN – Reading (2014 – 2016)**

An explicit whole-school focus on Guided Reading and re-implementation of Accelerated Reading in Years 3 – 6 are aimed at continuing the high performance of students in reading. Cohort achievement is aimed at 90% of students exceeding the National Minimum Standard.


2013 NAPLAN results for Writing showed a significant decrease in the percentage of students exceeding the National Minimum Standard in Years 3 & 5. Students in Year 7 demonstrated an increase in the percentage exceeding the National Minimum Standard. A target of a minimum of 90% of students in Yr 3 & 5 exceeding the National Minimum Standard has been set for 2016. Year 5 students (Yr 3 – 5) will be targeted to arrest the downward trend in students achieving above the National Minimum Standard by 2015 and reverse the trend by 2016 in Spelling and Grammar and Punctuation.

**NAPLAN – Numeracy (2014 – 2016)**

Year 5 students (Yr 3 – 5) will be targeted to support the return of students exceeding the National Minimum Standard to above 90% by 2016.

**On-entry assessment**

On-entry assessment data is used for early identification of student learning needs to support the best start to schooling possible. Student data is clearly communicated to all teaching staff to support future planning for students and teaching and learning plans.
Our Key Objectives, Focus Areas, Strategies and Milestones

Successful Students

Adam Road Primary School aims to provide a learning environment which supports students to achieve their potential.

Broad strategies and milestones

Differentiated curriculum

The learning needs of students are accommodated for through the delivery of curriculum which supports individual learning styles, is differentiated through extension and remediation and targets immediate requirements.

Individual support of Students at Educational Risk (SAER) will occur through Individual Education Plans, Individual Behaviour Plans (IBP) and Group Education Plans (GEP).

Data driven learning plans

A data collection and analysis cycle is used to inform teaching and learning plans across the school. Assessment data used is valid and reliable, and collected regularly.

All staff are involved in the analysis of data for school planning during staff meetings, school development days and phase of learning meetings.

A range of National, State and School Based data is collected and analysed to ensure a broad picture of school and student performance is used to drive planning and resource allocation.

We ‘shape futures’ by developing:
- Successful students
- High quality teaching and leadership
- Strong, sustainable partnerships
- A safe, supportive and sustainable environment

Each of these focus areas shapes our day-to-day work. To deliver these, we will implement a series of strategies and milestones that will be monitored using a range of indicators.

Explicit teaching

Student learning will be enhanced by the explicit teaching of content that is at the students’ point of need.

Staff identify and use a range of appropriate teaching strategies to support student learning.

Teachers are guided by whole-school and phase-of-learning strategies, guidelines and policies to deliver the required curriculum.

Clearly timetabled and uninterrupted literacy and numeracy blocks are implemented throughout the school to support student learning and the use of Guided Reading, Words Their Way, synthetic phonics approaches and First Steps Math Strategies.

Early intervention

On-entry base-line data is collected and analysed annually to review progress and plan for improvement in the Early Years of Schooling. On-entry data analysis is shared with all staff.

A program of teaching, learning and assessment throughout the early years (K – 2) linking rational and state documents will be developed.

High Quality Teaching and Leadership

Adam Road Primary School aims to create an environment that continues to build staff capacity to deliver quality learning opportunities in each classroom.

Broad strategies and milestones

Building staff capacity

Ongoing professional learning opportunities are identified to target school priority areas, school teaching strategies and student needs.

The Australian Institute for Teaching and School Leadership’s ‘National Professional Standards for Teachers’, along with John Hattie’s ‘Visible Learning For Teachers: Maximizing Impact On Learning’ will be used as the basis for performance improvement of staff.

Collaborative planning time is supported through DOTT timetabling for teachers in like years.

Staff regularly move classes and year levels taught to ensure curriculum focus and knowledge is not narrowed.

Developing Information and Communications Technologies (ICT) skills

Staff are provided with support to engage in the use of innovative technologies through professional learning on school development days, staff meetings, Cyber Café and peer observation/demonstration lessons.

Teachers access ICT (computers, interactive whiteboards, iPad tablets) on a daily basis to assist in the delivery of curriculum.

The TPACK and SAMR models are used to support the required changes to pedagogy when using ICT.

School infrastructure (servers, Wi-Fi, software, hardware, technical support) are maintained and enhanced to support ICT implementation and teaching.

Developing shared leadership

Staff are encouraged and supported to assume leadership roles within the school (Phase of Learning Leaders, Curriculum Leaders/Team members, Senior Teachers, mentors) and beyond.

Distributed Leadership roles are annually reviewed and refined.

An open process is employed for the selection of school leaders throughout the school.

Peer observation and collaboration to support improvement in teaching and learning

A whole-school approach to peer classroom observation will be implemented by 2016 to provide robust, professional feedback.

Professional Learning will be provided to staff to ensure the consistent and effective implementation of peer classroom observation.

Successful Students

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Broad strategies and milestones

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A range of National, State and School Based data is collected and analysed to ensure a broad picture of school and student performance is used to drive planning and resource allocation.
A Safe and Supportive Environment

Adam Road Primary School aims to create a safe and supportive environment that provides for optimal teaching and learning opportunities.

Broad strategies and milestones

Develop a caring and safe school that encourages resilience and respect

- 1, 2, 3 Magic is embedded across the whole school as the basis for Managing Student Behaviour.
- Restorative justice practices underpin conflict resolution between students.

Adam Road values

Promote and embed the Adam Road Values throughout the school and classrooms and into the school community.

Acknowledge and promote positive contributions from students, staff and parents via school newsletter, website, school publications and awards.

Optimally manage the school’s assets and resources

Create, implement and review a cyclical facilities and assets resource plan.

Use student and school data to ensure resource allocation targets areas of need.

Strong, Sustainable Partnerships

Adam Road Primary School aims to develop and strengthen the involvement of local families and the wider community to improve student outcomes.

Broad strategies and milestones

Engage parent body and wider community to utilise their expertise

- Encourage family and the wider community involvement in providing support in classrooms and the school.
- School information is distributed to families and the wider community via the school website, smart phone app, newsletter, sign, assemblies, School Board and P&C.

Establish parent awareness workshops in priority areas (iPad devices, spelling, reading, literacy and numeracy in the early years) as the needs arise.

Develop a data base of skills and expertise of parents and wider community which will support school initiatives.

Acknowledge and enhance cultural opportunities

Develop links with local social and cultural organisations to encourage exposure and opportunities for students to develop their cultural understandings.

Teachers identify cultural considerations when planning learning experiences based on cultural strengths and parent expertise.

Consider state, national and world events of interest to students in learning experiences.

Develop partnerships in setting directions

Clarify and promote school community roles and encourage participation.

Develop the capacity of the School Board through active participation, training and support.

Establish alliances and agreements with agencies and other stakeholders in our local area.

Use surveys, parent forums, School Board and P&C to identify and inform future directions.
The Adam Road School Song

By Kevin Woodward & Danielle Muir

We are Adam Roadsters on the highway to success
Displaying all the virtues we always do our best
Courtesy, preparedness, respect and safety too
We’re sensible within the school in all the things we do.

Adam Road, Adam Road
Trying to do our best
Adam Road, Adam Road
We’re on the highway to success.