

# A VISION FOR OUR FUTURE



Adam Road Primary School has provided high quality primary school education to the Bunbury Community since being built in 1967. Much has changed in the last 54 years. The curriculum we offer students is more complex and covers more learning areas than when the school opened. The pedagogy used by our staff members is vastly different from 1967 and incorporates the use of the latest technology as an important learning tool for our students. Our community is much more diverse today and there is a reasonable expectation that we cater for the individual needs of students attending our school.

One thing that is largely the same as 1967 is the buildings. The design of our school is based on one teacher, one classroom and one class however this is not how our school operates today.

To address this issue we have spent considerable time working with our School Board, local community and staff members to determine a vision for the future for our school. Outlined below is our vision, our beliefs about student learning, the values we teach daily and plans to assist us in achieving our vision.

## Vision Statement

At Adam Road Primary School we aim to develop students who treat all people and the environment with care and consideration, accept challenges, collaborate, take responsibility for their learning and strive for success.

# Beliefs

## We believe students learn best when they:

### Feel safe, valued and respected, therefore we:

- Provide a positive and inclusive environment by promoting and explicitly teaching our core values
- Build a rapport that reflects mutual respect, care and trust which leads to effective learning

### Are challenged, engaged and accountable for their learning, therefore we:

- Set explicit criteria and expectations clearly understood by all students
- Provide opportunities that challenge students to explore, build knowledge, create, make connections and find solutions
- Use strategies that require participation and/or collaboration by all, to reach effective outcomes.

### Have a positive relationship with the school and class teacher, therefore we:

- Accept the differences that each child brings to the classroom and use this knowledge to build positive educational relationships
- Explicitly teach skills that are required to build relationships

### Are provided with opportunities to succeed, therefore we:

- Use relevant programs or strategies that cater for individual differences
- Provide timely, constructive feedback and opportunities for self-reflection



# Values Matrix

As a Positive Behaviour Support (PBS) School our approach to behavior management is to teach, acknowledge and reward the behaviours identified as reflecting our values. These behaviors are outlined in the matrix below.

The information below demonstrates a whole school approach at Adam Road Primary School to preparing our students for future learning and providing them with life-long skills.

Tolerance	Resilience	Respect	Endeavour	Responsibility
<ul style="list-style-type: none"> <li>• Care for each other</li> <li>• Include others</li> <li>• Find agreeable solutions</li> <li>• Learn from others</li> <li>• Be patient</li> <li>• Accept different people and ideas</li> <li>• Be fair</li> </ul>	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Have courage to make positive decisions</li> <li>• Accept constructive feedback</li> <li>• Manage your emotions</li> <li>• When you need help ask for it</li> <li>• Be a good sport</li> <li>• Bounce back</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others the way I want to be treated</li> <li>• Care about myself and others</li> <li>• Look after property and the environment</li> <li>• Use good manners</li> <li>• Listen actively</li> <li>• Follow instructions</li> <li>• Take turns</li> <li>• Help and encourage others</li> </ul>	<ul style="list-style-type: none"> <li>• Always try my best</li> <li>• Set goals</li> <li>• Aim high and challenge myself</li> <li>• Focus and stay on task</li> <li>• Have a go and keep going</li> <li>• Celebrate achievements</li> <li>• Plan and check my work</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules and instructions</li> <li>• Be honest and trustworthy</li> <li>• Be on time</li> <li>• Wear uniform and school hat</li> <li>• Be prepared and organised</li> <li>• Accept consequences of my actions</li> </ul>
Tolerance	Resilience	Respect	Endeavour	Responsibility

# Plans

Our plans to best meet the future needs of our students can be summarised into three key areas:



Flexibility



Community Engagement



Sustainability



## Flexibility

To effectively deliver the Western Australian Curriculum students need to work together, engaged in a range of activities. To cover all learning areas, including specialist subjects, and provide for individual student needs requires more space than is currently available in our classrooms. Our classes need access to more

flexible spaces that cater for a variety of activities. To provide the creative, challenging learning experiences needed to meet our vision of creating students who collaborate, take responsibility for their learning and strive for success, classes need access to spaces that include a wet area, have access to technology and provide quiet spaces for independent individual and small group work. Ideally these spaces will have access for more than one class to encourage cross class and staff collaboration.

In addition to further enhance larger scale and whole school activities an all-weather central facility is needed to increase the scope of what we can offer particularly in the performing arts and physical education areas. But again, to provide for future uses, this facility should have the flexibility to cater for different sized groups and different activities. The opportunities created by these increased facilities will improve student engagement in their learning and in some cases student attendance.

With increasing concerns about mental health, managing student and staff well-being is a major focus in schools today. Space is needed to provide safe, secure areas for anxious or aggressive students who need time away from others. These spaces will cater for various sensory needs and be appropriate for mindfulness activities.



We need classrooms with increased access to indoor/outdoor spaces that enable the range of activities needed to effectively deliver the Western Australian Curriculum and cater for individual student's needs.



We need a large purpose built facility that provides space for performing arts, physical education and hands on activities including cooking and other life skills activities.



This facility supports our community engagement focus as it could also be used by community groups. This informal contact with our school will assist reluctant families to be more actively involved in our school.



We need improved facilities for staff members to collaborate, meet with community members and care for their own well-being.

## Community Engagement



To maximise outcomes for our students we need to engage with our community and ensure that the school is a focal point supporting the needs of our students and their families.

We currently:

- Provide a Play Café to assist families with 0 to 4 year olds to prepare for school, to connect families with other service providers and to offer parent education courses. It is widely understood that early intervention provides the best results for students and can reduce future support needs.
- Have established positive working relationships with Community Health, Carey Park Child and Parent Centre, the Smith Family, CPFS and other agencies. This sees various therapists, consultants and support officers regularly visiting our school to work with students.
- Limited space for our staff to meet with parents/carers and people supporting our families.
- Poor access to our existing facilities.

We only have make-shift arrangements to cater for these important meetings and therapy sessions and often can't accommodate requests as we do not have enough or appropriate space to do so.



We need purpose built or modified buildings to accommodate the services we and other providers need to support our families.



We need improved access to school facilities for the school and broader community.



## Sustainability

Not only is caring for the environment an important part of our vision statement but it is perhaps the most significant issue facing the world at present.

Our hope would be that any future development at our school would incorporate as many sustainable practices as possible. For example, solar panels, use of grey water, rain-water tanks and kitchen gardens.

With these facilities in place, they would become important learning resources for our students and provide an excellent example to our school community and the broader Bunbury Community.

## Summary

**For our school to be able to effectively work towards achieving the vision we have for our students we need:**

- classrooms with increased access to indoor/ outdoor spaces that enable the range of activities needed to effectively deliver the Western Australian Curriculum and cater for individual student's needs.
- a large purpose built facility that provides space for performing arts, physical education and hands on activities including cooking and other life skills activities.
- improved facilities for staff members to collaborate, meet with community members and care for their own well-being.
- purpose built or modified buildings to accommodate the services we and other providers need to support our families.
- improved access to school facilities for the school and broader community.

