

ADAM ROAD
PRIMARY
SCHOOL PLAN
2020 - 2021

The background is a solid blue color. On the right side, there are several white lines of varying thicknesses that originate from the bottom right and extend towards the top right, creating a sense of movement and design.

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.

ADAM ROAD PRIMARY SCHOOL 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

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 desired outcomes

HAVE A POSITIVE RELATIONSHIP WITH THE SCHOOL AND CLASS TEACHER

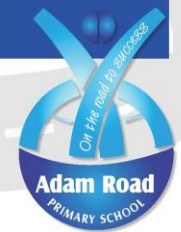
Therefore we:

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



Provide every student with a pathway to a successful future

Numeracy

Targets

- Adam Road Primary School Numeracy NAPLAN Scores will be greater than that of like schools.
- 17% or more of our students achieve in the top 20% subgroup of All Australian Schools.
- 90% of all student to be above the National Minimum Standard.

Progress

- To increase the percentage of students achieving Moderate, High or Very High progress to match like schools.
- 50% ATSI students achieving moderate to Very High progress in Year 3 and Year 5.

Basic Facts

- Increase the proportion of students using age appropriate calculate strategies.

Problem Solving

- All teachers will explicitly teach problem solving strategies weekly.

Grade allocation

- Align the distribution of A and E grades to like schools in Semester One.

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Numeracy

Basic Facts/Mental Maths

- Explicitly teach basic facts (Years 1-6) to encourage automatic recall for application in other activities
- Daily mental maths activity (Years 1-6)
- Maths Challenge Program

Problem Solving

- Teachers explicitly teach problem solving strategies - move from concrete to abstract

Numeracy Support

- Focus on 'D' students to re-teach 'gaps' to re-integrate back into mainstream (similar to Literacy support)

Whole School Approach to planning and assessment

Refer to Maths Operational Plan for more detail.

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LITERACY

Targets

Reading

- 18% or more students will achieve in the top 20% subgroup of All Australian Schools in Reading.
- Increase exposure to texts in the Early Years.
- Reduce the percentage of students at the National Minimum Standard for Reading.
- Reduce the number of ATSI students making Very Low progress in Year 3 and Low progress in Year 5.
- 80% ATSI students achieving at or above National Minimum Standard in NAPLAN reading.
- Year 3 and 5 NAPLAN scores will be greater than that of like schools.

Writing

- 15% or more of our students will achieve in the top 20% in NAPLAN writing.
- Reduce the percentage of students below the National Minimum Standard.
- Reduce the percentage of ATSI students demonstrating limited achievement in Writing.

Spelling

- Reduce the number of students performing below National Minimum Standard in Spelling in Years 3 and 5.

Grammar and Punctuation

- Reduce the number of students performing below the National Minimum Standard for Grammar in Years 3 and 5.

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LITERACY

- Whole school reading assessment, program and moderation (Cars/Stars Trial, Achievement Standard Assessment)
- Whole school spelling program (Soundwaves)
- Whole school approach to sight word recognition (Magic 100)
- Targeted intervention for students in ECE who have articulation, receptive and expressive language delays
- Evidence based approaches to intervention for student in junior primary and beyond (prioritise students identified as being at high risk of not achieving and implement targeted approaches)
- ECE teachers focus on oral language development
- K/PP - modelled and shared reading
- Use of instructional strategies to improve student engagement, learning and extend thinking
- Explore 'e-book' borrowing/novels in BYOD classes
- Students will 'write' everyday

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SAER

Early Intervention

- Modify classroom program
- Play café
- On Entry Assessment
- Outside agencies- referrals, support provision
- Speech Program
- Literacy support
- School Psych
- Class observations SEN Deputy

Literacy Support Teacher

- Support for new students (PP - 6)
 - Early assessment (Erin) - interview parents - follow up appointments made/kept
 - Simple assessment - alphabet/sight words

Whole School

- Attendance plans
- SAER spreadsheet - track support
- Additional EA support for J.P.
- Access Consulting Teachers
- Chaplain support for students with social emotional needs

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EARLY CHILDHOOD EDUCATION

- Early Childhood Classroom assessment, intervention, support
- Explicit teaching of skills – upskilling EAs
- Literacy Support Program
- Speech Program- focus on K/PP
- Diana Rigg Literacy Progression - PP to continue progression for students at risk - use PLD spreadsheet for other students
- Common approach to teaching spelling- Soundwaves
- Focus on EYLF/Play based learning
- Linking On Entry back to Kindergarten planning
- SAER register for tracking and handover and for providing targeted support
- Play Café - early intervention, school readiness
- AEIO- family support/engagement

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JAPANESE

- Two to three moderated assessments to be completed by Year 6s in 2021, Year 5 in 2022, Year 4 in 2023 and Year 3 in 2024.
- Focus on WAC:L and SCSA assessment guidelines.
- Provide constructive feedback and self-reflection opportunities.
- Differentiated tasks and assessment.
- Delivery of WAC:L in one hour blocks per week.
- Modify classroom program/expectations to engage students identified as being at high risk of low achievement.
- Continuation of “Nihongo Kurabu” – Japanese Club- one lunch time each week which is accessible to all year levels.
- Provide opportunity for Japanese native speaker visitors. IE: City of Bunbury Setagaya, Newton Moore SHS and GOLD exchange student visits.
- Establish a sister-school relationship with a Primary School in Japan which enables oral & written communication with Japanese students.
- Opportunity for Japanese Assistant Teacher through the Department of Education Language Assistant Program
- Years 4 to 6 access to relevant Japanese language learning Apps.
- Access to annual PL day.
- Investigate implementation of Early Language Learning Australia (ELLA) from Pre-Primary to Year Two.
- Membership to JLTAWA-Japanese Language Teachers Association of WA and MLTAWA – Modern Language Teachers Association of WA.

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PHYSICAL EDUCATION

Year 1 - 3

- Teach FMS (object control) using “What am I looking for?” through a progression of steps and using a lot of repetition.

Year 4 - 6

- Provide an introduction to a wide range of sports through 6 - 8 week programs, focusing on skills, rules and strategies of games.

2 year cycle

EVEN

- Netball
- Football
- Flag Rugby
- Athletics
- Hockey

ODD

- Basketball
- Soccer
- Tennis
- Athletics
- Cricket

Develop resilience, tolerance and respect through- winning and losing, trial and error and sportsmanship.

Use of high school students (Year 10/11/12) and EAs to engage students at risk or not engaging.

Provide every student with a pathway to a successful future

VISUAL ART

- Lessons will incorporate ACARA guidelines and provide the opportunity for students to make and respond to art
- Teaching and practice of the Elements and Principles of Art
- Learning intentions made collaboratively with all learners. Assessments judged by 'I can' statements.
- Using a variety of materials - students will participate in a variety of visual art forms- Drawing, Painting, Design, Collage, Mixed Media, Print making, Textiles, Ceramics, Sculpture, 3D construction
- All programs based on Western Australian Curriculum (SCSA)
- Bunbury Primary VA network meetings, provides collaborative planning & moderation opportunities
- Expose students to a variety of indigenous artists/craftspeople/storytellers
- Provide additional support to students at high risk of low achievement, modify tasks and set personal targets

EXPLORE IDEAS

Year 1/2

- Discuss elements & how they tell a story - how they make you feel

Year 3/4

- Reinforce skills learnt in Year 1/2
- Increased student autonomy to decide upon techniques and elements used to express own ideas

Year 5/6

- Explore best ways to express their ideas
- Testing/Process based learning
- Reflect with rich use of Arts technology

EXCURSION/INCURSION

- Visits to galleries &/or visits to the school by practising artists to engage and inspire students

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MUSIC

- Students from Year 1 to Year 6 participate in 1 hour music lesson each week delivered by a music specialist and based on Western Australian Curriculum.
- Music programme to utilise a cumulative, developmental and sequential approach to the teaching and learning of musical skills and concepts from Year 1 – 6. Use a variety of proven teaching strategies both teacher directed and collaborative, also incorporating technology to match the learning needs of students.
- ‘Community Singing’ as key feature in assembly. All students perform a song together at assembly incorporating singing and choreography to develop singing accuracy, development of co-ordination and motor skills and to further develop their knowledge and understanding of song styles, structure and meaning.
- Maintain an active music-making classroom where a variety of instruments are used. Voice, untuned and tuned percussion focus for Years 1- 3. Recorder introduced in Year 4 with further development of keyboarding skills (using piano, keyboards and ipads) in Year 5 and 6.
- Students given the opportunity to perform individually, in small groups, as part of their class and in other ensembles or groups including:
 - Assembly
 - Special Events: ANZAC, NAIDOC, Bookweek
 - Adam Road’s Got Talent
 - Graduation
 - Final Assembly
- Music specialist to undertake relevant professional development to ensure continued improvement and knowledge of current research and practice.
- Participation in the IMSS (Instrumental Music School Services) program for year 5-6 students. Selected students have small group tuition in flute, clarinet, trombone, trumpet and percussion.
- Band Programme for Year 6 students – 1 hour per week before school rehearsal for up to 20 selected students to learn and perform pop style music. This provides purpose and motivation for students to continue in the IMSS program and also extends their overall music capability. Consider extending this to include Year 5 students.
- Junior Choir – 30 minute before school rehearsal open to interested Year 3 and 4 students. Focus on developing pitch accuracy, aural skills, articulation and intonation through repertoire of unison songs. Use of rounds and partner songs to introduce part singing/ harmony work.
- Senior Choir – 30 minute before school rehearsal open to interested year 5 and 6 students. Build on skills developed in Junior Choir. Introduction of more complex part singing and opportunities for solo parts.
- Adam Road’s Got Talent: Performance opportunity for a variety of acts including vocal, instrumental, band, choir, ensemble and other performing arts.

Strengthen support for teaching and learning excellence in every classroom

WHOLE SCHOOL APPROACHES

- School and class planning and curriculum delivery reflects our beliefs regarding how students learn. Collaboration between year level teachers supports this.
- PBS
- Spelling- Soundwaves
- Sight Word recognition-Magic 100
- Maths- Oxford Owl Resource- trial
- Reading Assessment- Cars and Stars- trial
- Strategies outlined in Maths, English and Science Operational Plans
- Specialist programs in Music, Visual Art, PE and Japanese
- Weekly sessions for students and classroom teachers with Network Administrator to increase capacity in use of ICT
- Instructional Intelligence strategies
- SAER support
- Mindfulness Practices
- Continued relevant professional learning for all staff

Strengthen support for teaching and learning excellence in every classroom

STUDENT WELL BEING

- Ensure all students are getting regular, constructive feedback
- Develop effective relationships with students and parents/carers
- Access support for mental wellbeing concerns- Admin, Chaplain, school psych, colleagues, CAMHS

Daily mindfulness activities

PBS – continued review and discussion

- Increase visibility
- Continue video's – teaching students right/wrong way

Aboriginal students

- Continue AIEO support with regular communication with class teachers
- Focus on inclusivity continued – not identified as separate group
- Encourage use of Friendly Schools Plus Program as part of classroom health programs
- Refer to plans for staff well being

Strengthen support for teaching and learning excellence in every classroom

COLLABORATION

- School beliefs and values underpin our learning experiences
- Instructional Intelligence strategies used in all classrooms, continue professional learning for teachers
- Integration of Aboriginal histories and experience, cultures and languages through HASS
- Regular time allocated at Staff Meetings to share ideas, planning and resources, moderate student work, problem solve, access and share professional learning, discuss implementation of school initiatives e.g. Mindfulness, PBS, curriculum plans
- Common DOTT
- Regular professional learning on evidence based teaching strategies. Updates in staff meetings/newsletter
- Education Assistant/teacher planning time- 8.15am – 8.30am and 3.00pm-3.15pm
- Distributed leadership for staff with expertise
- Open communication between class teachers and education assistants, literacy support teacher, specialist teachers, school chaplain, AIEO, library officer, network support administrator, admin
- Use staff newsletter to share information. Open to all staff to submit information for inclusion

Strengthen support for teaching and learning excellence in every classroom

ABORIGINAL EDUCATION

- Review and implement ARPS Aboriginal Education Plan- linked to Aboriginal Cultural Standards Framework
- Effective use of AIEO with clearly defined role communicated to all stakeholders
- Easy access to school support programs e.g. Speech, Literacy Support, AIEO (students and families)
- Cross cultural resources ie. Dolls, puzzles etc.
- Welcome to Country at beginning of assemblies and other special events – display prominently in every classroom and admin entrance
- Cultural Awareness PL for all staff
- Involve community in school activities

Build capacity of our Principals, our Teachers and our Allied Professionals

DEVELOP STAFF CAPACITY/STAFF WELL BEING

- Survey staff to determine/target professional development needs
- Provide time for staff to collaborate/moderate with colleagues
- Staff workload monitored – workload advisory committee
- Provide positive, constructive feedback to staff including-
 - Acknowledge/create special days to recognise staff groups
 - Refocus/re-introduce staff thank you awards
 - Performance management
- Promote use of mindfulness
- Admin to monitor individual staff well-being and ensure staff members feel safe in the school environment
- Care and inclusion of relief staff
- Additional support provided to staff when managing traumatic incidents
- Provide leadership opportunities for staff and support staff members interested in pursuing leadership positions

Partner with families, communities and agencies to support the engagement of every student

FAMILY PARTNERSHIPS/INTERAGENCY PARTNERSHIPS

- Use Technology to communicate - See Saw App, School Star, Email
- Encourage parent/carer class help when appropriate
- Parent/carer meetings/interviews &/or phone calls
- Referral of students at risk
- SAER tracking spreadsheet-referral checklist for teachers and Deputy
- SEN students – case conferences
- Share information and encourage communication with outside agencies supporting families- Community Health, School Psych, Speech/Physio, Child Health, Ear Bus, Child and Parent Centre Carey Park
- Attendance plans to support students with poor attendance
- Pastoral Care- Smith Family, Chaplain, AIEO (SWAMS)
- Encourage parent/carer attendance at school events
- P & C and fundraising
- School Board Members included in planning stages, where relevant
- HU4K/community members-reading mentors. Investigate other agencies that may be able to provide mentors

Partner with families, communities and agencies to support the engagement of every student

SCHOOL READINESS

Play Café engages families and community agencies.

- Regular visits from Child Health Nurse
- Throughout play café sessions suggested contact with Agencies for both parent and child needs. Ie: Parent and Support Groups, Children's activities, Stress and Mental Health services, Family Assistance, Indigenous services, Migrant services (ESL) and Useful Resources
- Activities to develop children's abilities
- Parent Education
 - how to play with child
 - activities to do with child

Transition to Kindy (Term 4)

Support students and parents through education and access to external services.

- Dentist (dental nurse)
- OT
- Speech
- HIPPY - Home Interactive Parenting Program
- Child Health Nurse
- Psychologist
- P & C
- In house ECE staff at Adam Road
- Triple P Parenting Course - seminar series 1 (majority of parents attend this prior to their child commencing school)

Partner with families, communities and agencies to support the engagement of every student

SCHOOL READINESS

Ongoing support once at school

- Information sessions for K/PP Parents - raise engagement and attendance in ECE
- Nurse re-checks for PP
- Complete referrals - Involve school psychologist at earliest opportunity
- Hands and Fingers/ OT in K/PP programs
- FMS to support gross motor skills
- Concerns actioned in a timely manner in Kindy, not 'wait and see'
- Once enrolled - expectation that parents communicate with school

In the Future

- A facility to provide a range of services, education and connections (personal and professional) for parents.

ASSESSMENT SCHEDULE 2021
 Linked to school planning documents

	Term 1	Term 2	Term 3	Term 4
REPORTING TO PARENTS		Parent meetings RTP Formal Report		RTP Formal Report
SCREENING - EARLY YEARS Kindergarten & Pre-Primary	<ul style="list-style-type: none"> Pre-Primary On-Entry – Wks 3-6 ARPS Speech & Language Assessment - Kindy 	Hudson Rd Fine & Gross Motor Assessment- Kindy		
LITERACY PROGRESSION Kindy	Wk 8- Semantic Screen	Wk 7- Syllable Segment', Ex 1	Wk 7- Initial Phoneme, Ex 3.1and Ex 3.2	Wk 7- Letter Sounds, 4.1 4.2
LITERACY PROGRESSION - PP	PP Literacy Progression checklist	PP Literacy Progression checklist	PP Literacy Progression checklist	PP Literacy Progression checklist
LITERACY SUPPORT	Student profile of selected students.			
NAPLAN – Year 3 & 5		NAPLAN Online - Wks 4 & 5		
PIRLS – Progress in International Reading Literacy Study				
ENGLISH	<ul style="list-style-type: none"> SA Spelling Test A in Wk 2 - Yr 1-6 SoundWaves Spelling assessment Wk 1 Magic 200 words/100 demons as required. 	<ul style="list-style-type: none"> English Medals/Awards - Writing PM Benchmark – Year 1 Magic 200 words/100 demons as required. Moderation 	<ul style="list-style-type: none"> Magic 200 words/100 demons as required. 	<ul style="list-style-type: none"> SA Spelling Test A Wk 4 PM Benchmark – Year 1 Magic 200 words/100 demons as required. Moderation
MATHEMATICS		Moderation Maths Medals/Awards	Paul Swan's Assessing Basic Number Facts – Wk 7	Moderation
SCIENCE			PAT Science Week 10	Science Medals/Awards
PHYSICAL EDUCATION		FMS Testing Wk 3-5 Years 1-3		FMS Testing Wk 3-5 Years 1-3
ARTS		Visual Art Medals/Awards		Instrumental testing – Year 4 Music Medals/Awards
JAPANESE				Japanese Medals/Awards