SPIRIT, KNOWLEDGE AND SKILLS PRECIS

Every Child Matters,

Each Moment Counts,

Everyone Belongs

Respect ~Resilience ~ Responsibility ~ Kindness

OCEAN ROAD
PRIMARY SCHOOL

Contents

WELCOME TO OCEAN ROAD PRIMARY SCHOOL

Ocean Road Primary School is a place where everyone is supported, accepted, and empowered to thrive.

We achieve this through:
•   Building trusting relationships
•   High expectations of success by focusing on individual strengths
•   Best practice whole school programs
•   Collective Teacher Efficacy
•   Students, staff, and community agency
•   Responsive and engaging inclusive learning environment

The development of the whole child is central in our community of learning. However, the process of learning involves, and is valued by everyone: students, staff, parents and volunteers. We are all educators, and we are all learners. This concept underlines the fact that we can learn side by side, we can teach each other, and we can learn from each other.

Our ORPSome Vibe, displayed below, describes the culture that underpins everything we do. All members of our school community have a responsibility to contribute and maintain this culture.

Staff, as individuals and as a collective, are responsible for upholding Ocean Road Primary School's "All Black Principles the ORPSome Way".

Our Spirit, Knowledge and Skills Precis has been developed collaboratively with staff in consultation with our School Board. It clearly articulates the key elements that we believe are critical to creating an effective learning environment. They are:
•   The what – values, beliefs, skills and learning content
•   The how – relationships, equity, evidence based practice and 21st Century Learning
•   The who – those responsible for delivering

All elements are mutually reliant upon each other in order to achieve continuous improvement and optimum success.

Dean Finlay
Principal

Climate and Culture

Ocean Road Primary School's climate and culture is built around the following pillars:

- Our motto - "Every Child Matters, Each Moment Counts and Everyone Belongs"
- Our Values - Kindness, Resilience, Responsibility and Respect
- The Vibe that makes us ORPSome
- The 15 All Black Principles the ORPSome Way

Each pillar articulates the expectations we hold for ourselves and each other. Every individual has a responsibility to preserve the climate and culture that has been created by past and present members of our school community, i.e. "the standard you walk past is the standard you accept."

Mental Health and Wellbeing

At Ocean Road Primary School, we aim to:

- Promote student wellbeing and provide opportunities for children to develop positive mental health knowledge, skills and competencies
- Develop protective factors which build resilience to mental health problems
- Develop supports within the school community for engaging in mental health promotion, early intervention and case management responses suited to individual needs
- Establish and maintain partnerships with agencies suited to the care provision of students and families.

The World Health Organisation defines mental health and wellbeing as "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stressors of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

Positive Mental Health and Wellbeing at ORPS is guided by the five "BE YOU" Domains: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together. Our teachers draw from a range of online, evidence-based tools and resources from "Be You" to foster and support mental health and wellbeing in our students as well as direct instruction from our PBS Whole School Values lessons and Open Parachute. We provide a targeted approach through our Seasons for Growth and Drumbeat programs along with support through our school Chaplain and Psychologist. We aim to be a school where every child matters, each moment counts and everyone belongs.

Positive Behaviour Support (PBS)

Improving student academic and behaviour outcomes is facilitated when all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes. It is a decision-making framework that guides selections, integration and implementations of the best evidence-based practices for improving academic and behaviour outcomes for all students.

PBS builds a continuum of supports for staff and students. At each level there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision making about what practices should be put in place to support student learning and social behaviour.

Real Schools

Ocean Road Primary School has created a partnership with Real Schools as part of our commitment to providing a positive change to the culture of our school community. The partnership exists to help our school achieve its potential through committed Teachers, caring Students and connected Communities. Throughout the partnership, staff at Ocean Road Primary School work hand-in-hand with Real Schools to implement Restorative Practices as the underpinning methodology of our school culture.

Classroom Management Strategies (CMS)

All permanent staff at Ocean Road Primary School are trained in Classroom Management Strategies (CMS). These are the things a teacher does or says to prevent or respond to unproductive behaviour. Our staff are trained in using low key responses, the skills that teachers use when unproductive behaviour first begins. They almost invisibly let the student know to modify their behaviour so as to not interrupt the flow of the lesson.

A number of staff are also Conference Accredited and regularly conference and provide feedback to staff to ensure they remain consciously aware of the skills they use to encourage productive behaviour.

Instructional Strategies (IS)

Instructional strategies are driven by theory and produce theory specific results. For example, Cooperative Learning affects student self-concept and attitudes towards others. Concept Attainment affects the retention of information. The power of the strategies is in their integration with one another.

Instructional skills affect the implementation and integration of strategies. For example, hammering, sawing and measuring are skills required to effectively implement the strategy of a builder's blueprint. In the same vein, the instructional skills such as wait time and framing questions are necessary in the effective implementation of instructional strategies, e.g. Cooperative Learning. Strategies are not as effective when the instructional skills are not in the teacher's repertoire; it's like having a racing car but not knowing how to change gears - you don't get the real effect.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including classroom teachers, specialists, education assistants, the leadership team and the executive team. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and data.

Growth Mindsets

We promote Growth Mindset in students to instil the confidence to believe that no matter where they are on the educational achievement ladder, with hard work, perseverance, and effort they can improve their intelligence. We encourage students to take ownership of their own learning by actively seeking feedback and reflecting on their learning against clear learning intentions and success criteria.

Belonging – Aboriginal Cultural Standards Framework

Ocean Road Primary School is a culturally responsive school that has a strong ethos based on respecting and valuing diversity. Our belonging team coordinate culturally educative programs and curriculum including events celebrating the diverse range of cultures throughout the school. These include Japanese Culture Day, Identity Day, NAIDOC Week, and Harmony Day. Our Reconciliation Action Plan (R.A.P.) is a living document that we continue to develop, implement and review. Our Belonging Team has an ongoing commitment to engage with Aboriginal families to help guide our practices.

Protective Behaviours

At Ocean Road Primary School, we believe that every child has a right to live an adventurous life in safety. They will continue to learn about the world they live in, with the confidence that they are secure and of value. The two main themes are the right of every child to feel safe anytime, anywhere and all children can talk to someone about anything, anytime. Each year, children will review these themes in an age appropriate curriculum to learn the knowledge and skills for them to recognise safe and unsafe situations and the strategies to positively deal with the circumstance they are in.

Zones of Regulation

The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill

development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

Ziggurat Model

The Ziggurat Model represents the hierarchy of needs that have to be fulfilled before a student can engage fully in learning. There are five levels including Sensory and Biological, Reinforcement, Structure/Visual Supports, Task Demand and Skills to Teach.

21st Century Learning

Ocean Road Primary School aims to develop lifelong 21st century learners by providing a Blended Pedagogy model that offers a balance of inquiry-based learning and explicit teaching at the level that each student requires it. Engaging learning environments are created to suit individual student's needs and styles.

Student agency is encouraged in students by co-creating learning goals, reflection and individual responsibility to effect change leading to improved student learning outcomes. Students at Ocean Road are empowered to be innovators, entrepreneurs, critical thinkers and creative problem solvers.

WA Curriculum

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents.

The Western Australian curriculum encompasses ACARA's Australian curriculum English, Mathematics and Science. In addition, year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain broadly consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

Guided and Viable Curriculum

A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn, each student has access to a highly effective teacher, and access to the same content, knowledge and skills in each class.

Power Standards
A Guaranteed, Viable Curriculum consists of Power Standards that fully outline the content, concepts, and skills that are essential within the curriculum at each year level to ensure all students have opportunity to achieve proficiency.
Learning Questions

By framing our Learning as questions, we immediately invite our students to be researchers and in control of their learning allowing the students to be more reflective about their learning and the content. Learning Questions allow more room for discovery, for the unexpected and for debate that makes learning a much more valuable experience.

Success Criteria

Success Criteria are the measures used to determine whether, and how well, learners have met the learning intentions

Back to Front Maths

Back to Front Maths is a teaching approach where students:

1. Start by experimenting with unfamiliar concepts to develop new ideas. This process also guides the teacher to uncover and confront misconceptions.
2. Students explore their new ideas and connect with familiar maths.
3. Students formalise their findings into mathematical principles, including algorithms and formulae.
4. Students extend and generalise the new mathematical principles that they have learned to other areas of the curriculum.

Therefore, students have to think harder and explore new concepts before the teacher gives the formal explanations. This helps maths to stick better, builds new connections in the brain and significantly improves students results as well as making maths more engaging.

Brightpath

Brightpath is a proven and robust web-based software solution with a range of assessment and reporting features, which:

• delivers robust tasks that provide students with the opportunity to demonstrate their learning of the curriculum described in the Western Australian Curriculum and Assessment Outline
• assists teachers to identify what learning is required to enable students to progress and demonstrate improvement
• assists teachers to plan for individual student learning needs
• assists teachers to validate their grading decisions
• assists teachers to develop a refined and more detailed understanding of the achievement that a student could demonstrate within any one band of a five-point achievement scale, and to be able to describe that achievement
• assists teachers to compare student achievement within a cohort
• assists teachers to compare student achievement across schools and possibly across the state
• provides the School Curriculum and Standards Authority with a method to demonstrate well-constructed and robust assessment items which can serve as models for teachers to develop their own tasks.

MultiLit

Reading Intervention - MultiLit
MultiLit ("Making Up for Lost Time in Literacy") is an intervention program developed for effective literacy instruction in Australasia. It is grounded in scientific evidence-based best practice. The program, designed to support students who struggle with reading, is implemented across the school – PreLit, MiniLit and MacqLit.

PreLit is taught to all children in the year prior to entering formal schooling. It may also be suitable for children who come to school without the necessary prerequisite literacy skills in place. The program is systematic, skills-based and taught in a hierarchical sequence and designed to complement a play-based learning environment. There are two main components:
•   Phonological awareness
•   Oral language development through Structured Book Reading

MiniLit targets the bottom 25% of students and is specifically aimed at struggling Year 1 readers but may also be appropriate for "at risk" Kindergarten, and some struggling Year 2 students. It is a Tier Two school-based small group program (up to four students per group) within a Response to Intervention Framework.

MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons each:
Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words
Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.
•   Ideal for students who fall in the bottom 25% of a standardised reading test or curriculum-based measure, and who have particular difficulties in the area of word recognition
•   Specifically aimed at struggling readers in Year 3 to 6
•   Small group program
•   Delivered by well-trained and well-supported teacher assistants and parent volunteers

Data Informed Practice

At Ocean Road our teachers are evaluators of their own impact. They continually reflect on their practice and engage in professional development of whole school, researched based practices. Through the use of effect sizes, we are able to reflect on our teaching and the impact it has on our students.

The National Quality Standard (NQS)

The National Quality Standard sets a national benchmark for quality in education and care services across Australia. Western Australian schools utilise the NQS to inform their practices in early childhood education programs from Kindergarten to Year 2.

There are seven quality areas:
1.   Educational Program and Practice
2.   Children's Health and Safety
3.   Physical Environment
4.   Staffing Arrangements
5.   Relationships with Children
6.   Collaborative Partnerships
7.   Leadership and Service Management

Early Years Learning Framework

The Early Years Learning Framework describes the principles, practice, and outcomes essential to support and enhance young children's learning from birth to eight years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. It also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

Play-based Learning

Children are naturally curious. Right from birth, they are wondering and exploring. They are watching, listening, moving and feeling. These experiences shape how children learn about the world around them. It also has a natural and positive influence on children's social, physical, emotional and cognitive development. The best learning happens when children play. We believe play is important and provide opportunity for children to play every day.

Whether it is playing dress ups, constructing grand designs with building blocks, singing songs, telling stories, playing with containers or having fun outside with sand and water – play can be built into everyday routines and activities.

A play-based learning environment encourages talking, reading, thinking, and writing. Through this, your child sees literacy and numeracy as part of their everyday experience.

Assessment

The fundamental goal of assessment at Ocean Road Primary School is to improve the quality of teaching and student learning. The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that the assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum and draw on a combination of the professional judgement of teachers and testing, including national testing.

To ensure student achievement is measured in meaningful ways teachers use assessments focused on:

- assessment for learning – enabling teachers to use information about student progress to inform their teaching
- assessment as learning – enabling students to reflect on and monitor their own progress to inform their future learning goals
- assessment of learning – assisting teachers to use evidence of student learning to assess student achievement against goals and standards

Assessment for Learning

Assessment for learning occurs when teachers use assessment to make judgements about student progress for the purpose of informing their teaching.

Assessment as Learning

Assessment as learning occurs when students reflect on and monitor their performance against learning intentions and success criteria; measure their own progression; and seek, receive, and interpret feedback to establish new learning goals.

Assessment of Learning

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student progress and achievement against set standards and targets.