

Moorditj Kaartdijin

Good/Strong Knowledge



*Every Child Matters,
Each Moment Counts,
Everyone Belongs*

Respect ~ Resilience ~ Responsibility ~ Kindness



OCEAN ROAD PRIMARY SCHOOL OUR ACKNOWLEDGEMENT OF COUNTRY

We assemble in this special place to celebrate our learning journey together. We acknowledge the traditional custodians of this land upon which we learn, the Bindjareb people of the Noongar Nation. We pay respect to the Elders of the past, present and future and acknowledge their spiritual connection to Country.

WARDARN BIDI KAADADJAN-MIYA WAANGANINY NOONGAR BOODJA

Ngalak koorl nidja moorditj kaadadjan-miya djinanginy ngalang kaadadjan-bidi doyntj-doyntj. Ngalak waanganing Noongar baalap nidja-koorl moort kaadadjan-boodj-ak windj ngalak djinang baal Bindjareb baalap, Noongar baalap Noongar Boodja. Ngalak waangkaniny, yaanga. Kabarli, Moyran-koori, yey wer benang wer waangkaniny baal wirrn Koorliny nidja Boodja.

Translated by George Walley



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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 Moorditj Kaartdijin document 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

Our 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

We prioritise proactive mental health support for all students through a comprehensive, proactive approach. Key elements include:

- Whole-school integration: We embed mental health skills and knowledge into the curriculum from a trauma-informed perspective.
- Preventative focus: We teach practical tools to help students manage current and future challenges.
- BE YOU framework: This guides our approach, utilising resources and professional development across the five domains: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support, and Responding Together.
- Evidence-based tools: We utilise BE YOU, PBS, and Open Parachute online resources.
- Targeted programs: We offer specific support through Seasons for Growth and Drumbeat programs.
- Collaborative support: We collaborate with a school chaplain and psychologist and partner with external agencies to provide tailored support for students and families.

This allows us to create a supportive environment where students learn to build strong mental health through proactive, skill-based, and community-connected strategies.

Real Schools

We are in partnership with Real Schools to foster a positive school culture. This collaboration supports committed teachers, caring students, and connected communities by implementing Restorative Practices as the foundation of our school environment. Key strategies include Circle Architecture for check-ins and check-outs, preparation, learning, and response circles. Culture change is driven by language, mindset, and conduct, with the school developing affective language banks to reinforce desired behaviours.

Classroom Management Strategies (CMS)

Our permanent teachers are all trained in Classroom Management Strategies. These are the things a teacher does or says to prevent or respond to unproductive behaviour. This includes using low key responses when unproductive behaviour first begins. They almost invisibly let the student know to modify their behaviour, so the flow of the lesson is not interrupted.

A few staff have completed Conference Accredited Training (CAT) and regularly conference and provide feedback to teachers to ensure they remain consciously aware of the skills they use to encourage productive behaviour.

Positive Behaviour Support (PBS)

PBS is a whole-school approach promoting strong academic and behavioural outcomes by ensuring all students access high quality and evidence-based practices. This provides a consistent decision-making framework that guides the selection and implementation of strategies that support learning and positive behaviour. Our school values of Kindness, Respect, Resilience and Responsibility are embedded into all aspects of school life and form the foundation of our behaviour expectations.

A three-tiered continuum of support is provided for students and staff, with decisions informed by data and a shared understanding of expectations. Positive behaviours are recognised through our token system, which rewards students for demonstrating our school values. Tokens contribute to

individual and whole-school celebrations, including token awards, end-of-term rewards, and Pizza with the Principal. Through PBS, we build a safe, inclusive and joyful learning environment where all students can thrive socially, emotionally and academically.

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 (RTI)

Response to Intervention 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. Learners who are struggling 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

A growth mindset is the belief that intelligence, talents, and abilities can be developed through effort. It's the opposite of a fixed mindset, where people believe their traits are unchangeable. This approach builds student's confidence and belief that no matter where they are on the educational achievement ladder, with hard work, perseverance, practice and effort they can improve their intelligence.

Belonging – Aboriginal Cultural Standards Framework

We are committed to creating an inclusive and culturally responsive learning environment. Our Belonging Team plays a key role in coordinating educational programs and events that celebrate the rich diversity within our school community. These initiatives include the Matsuri Festival, Identity Day, NAIDOC Week, and Harmony Day. We are dedicated to integrating the Aboriginal Cultural Standards Framework into our practices, ensuring we uphold the highest standards of respect and understanding across our entire school community, particularly in our engagement with Aboriginal families. Our AIEO and Belonging Team work collaboratively with our Aboriginal families to guide and shape our approach, enriching the cultural fabric of our school.



Protective Behaviours

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.

Trauma-Informed Practice

Trauma-informed practice is about creating safe, predictable, and supportive environments where all students feel a sense of belonging. Grounded in the work of Dr Bruce Perry and the Berry Street Education Model, we understand that connection and regulation must come before learning.

Our approach focuses on strong relationships, emotional safety, and consistent routines. Strategies like Regulate–Relate–Reason, Zones of Regulation, and restorative practices help students feel secure and ready to engage.

In practice, this means calm classrooms, co-regulation, student voice, and collaboration with families. It's not just a framework; it's a mindset woven into everything we do to support wellbeing and learning.

Zones of Regulation

The Zones of Regulation framework and curriculum teaches our 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

Our goal is to create 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. Our students 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. It also encompasses ACARA's Australian Curriculum English, Mathematics and Science. In addition, syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum ensures 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/Curriculum Walls

A guaranteed, viable curriculum consist 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.

Curriculum Walls display the actual curriculum (WA Curriculum), implemented curriculum (Power Standards) and enacted curriculum in the one document assisting Year group Professional Learning Communities to complete effective teaching and learning cycles. The enacted curriculum is what students have achieved through repeated assessments over the year.

Teaching for Impact

Teaching for Impact recognises the effectiveness of quality teaching on student learning.

Teaching for Impact is:

- our shared understanding of effective teaching practice
- informed by research and the practical experience of teachers and principals
- for all schools.

Science of Reading

The ability to read proficiently is fundamental to a student's success at school and in later life. Understanding the cognitive science behind how students learn to read and the research on effective instruction ensures all children have the best opportunity to read.

There are six keys to reading that are essential to the acquisition of word recognition and language comprehension. They are:

- Oral language: the ability to understand and use vocabulary and produce sentences
- Phonemic awareness: the ability to identify and manipulate the individual speech sounds in words called phonemes.
- Phonics: knowledge of the relationships between letters and sounds, and the ability to use letter-sound relationships to decode words.
- Fluency: the ability to read accurately, quickly, and expressively. Fluent readers can focus on reading for meaning.
- Vocabulary: knowledge of the meaning of words in isolation and in context.
- Comprehension: the ability to extract and construct meaning from written text.

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 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

Professional Learning Communities

There are nine Professional Learning Communities (specialist teachers and each of the year groups) who are united in their commitment to improve student learning. They do this by collaborating in PLC meetings and collaborative DOTT, sharing and ongoing critical interrogation of teaching practices in

line with professional standards. They also have a collective belief in their ability to positively affect students (Collective Teacher Efficacy, effect size of $d=1.57$).

Data Informed Practice

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.

PLC Fundamental Questions

- What is it we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn it?
- How will we respond when students already know it?

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.