



# ANNUAL REPORT

ADAM ROAD PRIMARY SCHOOL



# 2024

## OUR VISION



## OUR CODE

Everyone has the right to:

- feel and be safe
- be a learner
- belong

Our CODE is when we take responsibility for creating a positive school environment for everyone.

## OUR CONTEXT

Adam Road PS is a Level 5 Primary School located in South Bunbury. In 2024, our school has been focused on setting the vision for the future, defining our Business Plan 2025-27 while embedding key school improvement strategies.

### Student Profile:

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(26)	45	42	45	53	67	68	50	396
Part Time	51								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

### Staff Information:

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
<b>Total Administration Staff</b>	<b>4</b>	<b>4.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	23	20.4	0
<b>Total Teaching Staff</b>	<b>23</b>	<b>20.4</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	2	1.8	0
Instructional	1	0.4	1
Other Allied Professionals	11	10.2	0
<b>Total Allied Professionals</b>	<b>17</b>	<b>14.6</b>	<b>1</b>
<b>Total</b>	<b>44</b>	<b>39.0</b>	<b>1</b>

## FINANCIAL INFORMATION

Student-Centred Funding		
Per Student	\$	3,552,526.00
School and Student Characteristics	\$	996,641.47
Disability Adjustments	\$	37,423.43
Targeted Initiatives	\$	297,615.33
Operational Response Allocation	\$	25,287.31
Regional Allocation	\$	31,685.00
<b>Total</b>	<b>\$</b>	<b>4,941,178.54</b>

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	5,034,095
<b>Minimum Expenditure Requirement</b>		
96% of current budget	\$	4,832,732
10% of carry forward	\$	
<b>Total Minimum Expenditure</b>	<b>\$</b>	<b>4,832,732</b>
<b>Current Forecast Expenditure</b>		
Salaries	\$	4,520,634
Goods and Services (Cash Expenditure)	\$	693,139
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$</b>	<b>5,213,773</b>

Bank Account Balances (Cash)		
Bank Account	\$	226,334.21
Investment Account(s)	\$	31,551.91
Building and Other Funds Account	\$	0.00
<b>Total for all Bank Accounts*</b>	<b>\$</b>	<b>257,886.12</b>

\*Reserve balances are included in the total

Reserve Account Balances		
Playground Reserve	\$	48,422.00
ICT Reserve	\$	27,813.50
Teaching and Learning Reserve	\$	5,000.00
Grounds Reserve	\$	808.00
School Improvement Reserve IPS	\$	109,037.00
<b>Total for all Reserve Accounts</b>	<b>\$</b>	<b>191,080.50</b>

### Financial Summary:

The above financial information demonstrates our school accountability for the 2024 Funding Agreement. Along with the school Finance Committee, our school structures targeted strategies to meet the needs of our student population. In 2024, key strategies included the introduction of Tier 2 interventions into the staffing model.

Student Characteristics experienced a decline in funding, due to a reduced Disability Resourcing category.



# 2024 INTENTIONS

## Whole School Approaches:

- introduce Promoting Literacy Development (PLD) from K-6 with fidelity, in every classroom within a literacy block structure
- introduce PR1ME from K-6 with fidelity
- embed Class Dojo as a class and whole school communication structure
- Embed You Can Do It for our teaching of values
- use moderation to make consistent judgements between classrooms
- use our website to share information about our programs, beliefs and school ways of working

## Learning Environments:

- create trauma informed classroom environments through embedding practices of Berry Street Education Model across our school
- embed strong PBS Tier 1 processes and practices
- continue to maintain and develop tracking systems to know and record the needs of our students
- develop a common language of classroom management strategies across staff and leaders through CMS PL

## High Expectations:

- articulate and embody our behaviour expectations as a staff and community
- be accountable to our plans, playbooks and role descriptions at all levels of the school
- connect with our community through our communication structure
- support students with effective, individualised case management
- engage in high expectations teaching

## Every student - Data to trigger action:

- use and record data informed teaching plans to meet the needs of students in classrooms
- implement Tier 2 interventions based on clear data decisions
- use professional learning communities to discuss data in literacy and numeracy
- consolidate our data collection and begin to use for year on year tracking of students



# MOVING FORWARD - 2025

## We will:

- Use a literacy block structure to frame our continued focus on Promoting Literacy Development across our K-6 classrooms
- Continue implementing PR1ME from K-6 with fidelity, focusing on the use of concrete resources
- Escalate the priority of You Can Do It for our teaching of Social Emotional Learning
- Share with colleagues our successes with new programs
- Share information with our families about our approaches and programs

**Every approach**

**Approaches with precision**

**Every student**

**Data as a 'trigger' for action**

## We will:

- Use student progress data in professional learning communities to target learning gaps
- Use student progress data to create target teaching plans
- Progress implementation of a Student Services framework, informed by embedded Documented Planning structures
- Add relevant Early Years data to our Annual Data Collection Schedule
- Use accurate attendance data to develop Tier 2 intervention strategies

## We will:

- Systematically embed Berry Street Education Model strategies in all learning environments
- Further articulate and embed The Adam Road Code across our school
- Introduce Kaardtijn as an effective tracking system to understand our student needs
- Prioritise the improvement of our ECE learning environment
- Maintain momentum in grounds improvements, including gardens, community spaces and classrooms
- Introduce the Learning Environment Grant for teaching spaces

**Every environment**

**Positive School Environment**

**Every time**

**High expectations**

## We will:

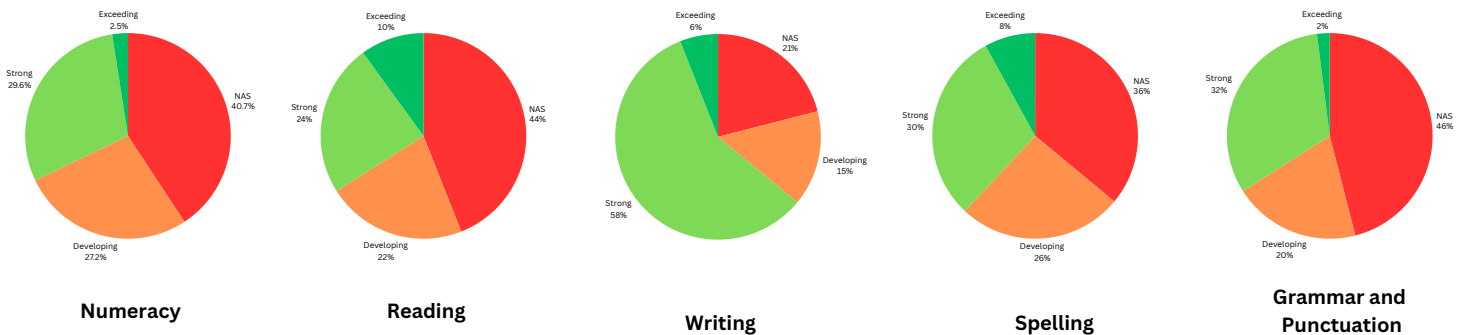
- Use the T&L Implementation Tool to reflect on our success in embedding new programs and approaches
- Set school, cohort and classroom targets to evaluate our impact
- Support students with effective, individualised case management
- Develop a School Policy List, with clear governance structures around a review schedule



# STUDENT ACHIEVEMENT DATA

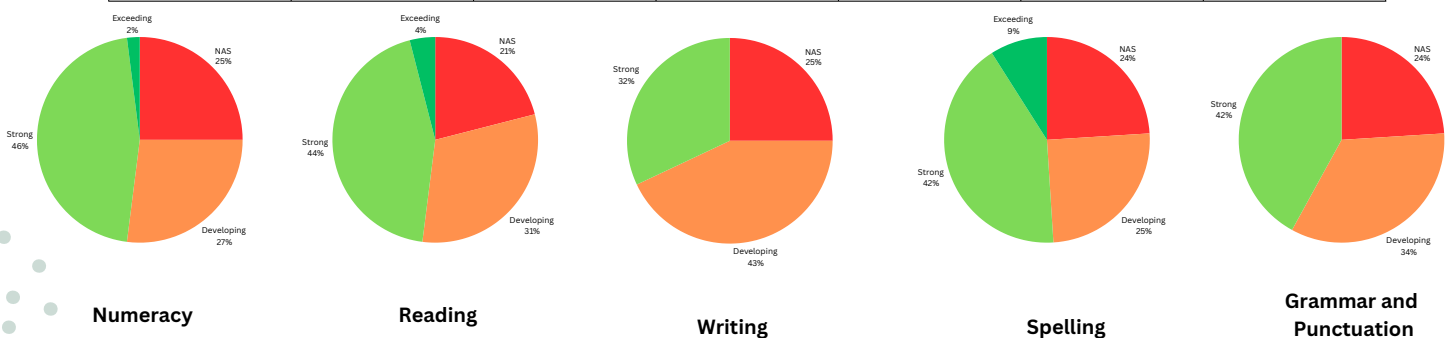
## NAPLAN - Year 3

Year 3	NAS	Developing	Strong	Exceeding	Average Score	Like Schools Average
Numeracy	33%	22%	43%	2%	360	376
Reading	44%	22%	24%	10%	325	360
Writing	21%	15%	58%	6%	377	388
Spelling	36%	26%	30%	8%	341	379
Grammar and Punctuation	46%	20%	32%	2%	331	366



## NAPLAN - Year 5

Year 5	NAS	Developing	Strong	Exceeding	Average Score	Like Schools Average
Numeracy	25%	27%	46%	2%	432	454
Reading	21%	31%	44%	4%	440	453
Writing	25%	43%	32%	0%	425	448
Spelling	24%	25%	42%	9%	441	462
Grammar and Punctuation	24%	34%	42%	0%	441	463



### Analysis of NAPLAN data:

NAPLAN data in 2024 continued to experience a decline when comparing average performance scores with our Like Schools. As above, our percentages of students in "Needing Additional Support" and "Developing" categories, remains high, which is of concern. Our target strategies in improving our Tier 1 instruction in Literacy and Numeracy is showing evidence in school collected data sets for arresting this trend.

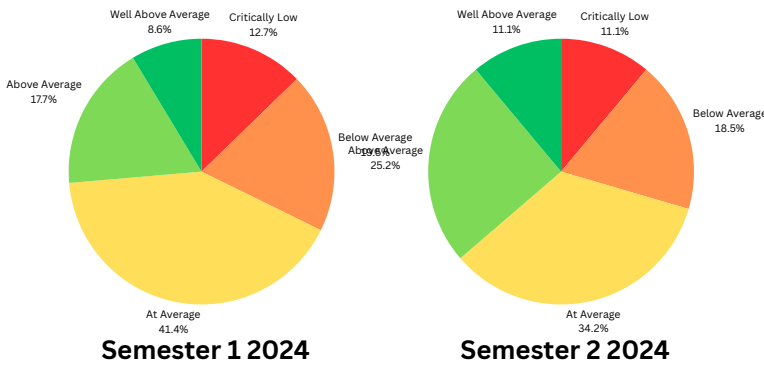
This data informed our Business Plan target for 2025 to 2027 where we aim to decrease over time the average gap between our school performance and that of our Like Schools.



# STUDENT ACHIEVEMENT DATA

## Comparison - Semester 1 to Semester 2

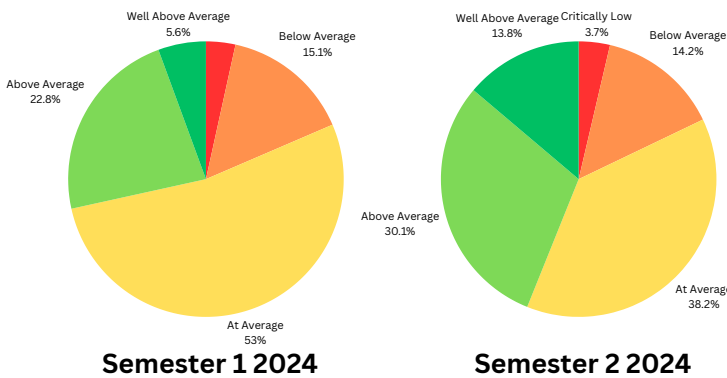
### Brightpath - Narrative Yr 1-6



#### Analysis of Brightpath Narrative Data:

- Slight decrease in students represented in Critically Low between Semester 1 and 2
- Significant decrease of students represented in Below Average, from 25.2% to 18.5%
- Significant increase of students in Above Average, from 17.7% to 25.2%
- Increase in students in Well Above Average from 8.6% to 11.1%

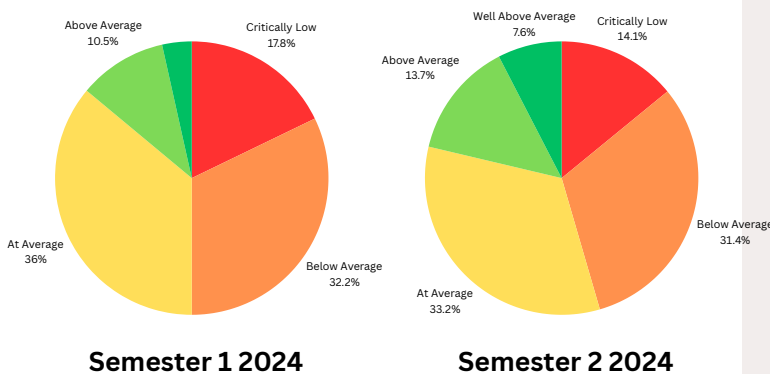
### Brightpath - Measurement and Geometry Yr 2-6



#### Analysis of Brightpath Measurement and Geometry Data:

- Statistically significant increase in students in Above Average category from 22.8% to 30.1%
- Increase in students in Well Above Average category from 5.6% to 13.8%
- Reduction of students in At Average category from 53% to 38.2%

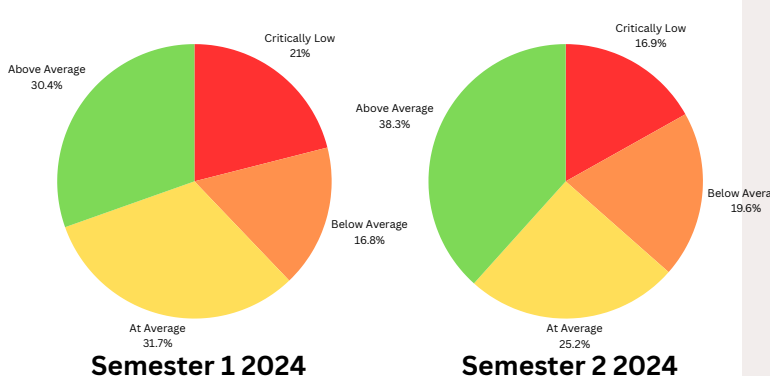
### Brightpath - Number and Algebra Yr 2-6



#### Analysis of Brightpath Number and Algebra Data:

- Increase of students in Well Above Average from 3.5% to 7.6%
- Reduction of both Critically Low and Below Average categories
- Increase of Above Average from 10.5% to 13.7%
- Overall significant movement of students between categories, demonstrating growth across Number and Algebra.

### SA Spelling Test - Year 1-6



#### Analysis of SA Spelling Test Data:

- Less students represented in Critically Low from 21% to 16.9%
- Increase students in Above Average from 30.4% to 38.3%
- Of 63.5% of students in Above and At Average categories, the proportion of students in Above Average increased significantly
- Although students in Critically Low and Below Average remained similar, the ratio in Critically Low reduced

## Student Attendance Data:

The data represented on the right is a collection of data sets with regards to student attendance.

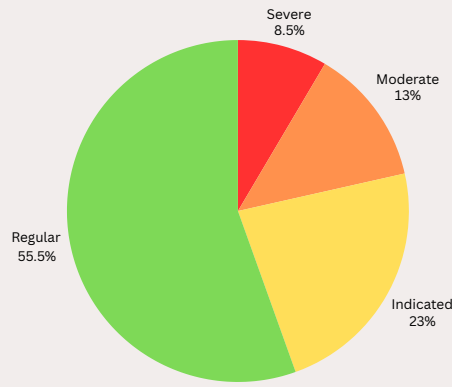
## Analysis of Data:

- In Semester Two, 48% of students had attendance rate of less than 90%
- Our Average Attendance rate dropped from Semester 1 (86.2%) to 84.9% in Semester 2
- Our Kindergarten cohort had the lowest average attendance rate of any cohort across the school
- Most year levels experienced a decline in Average Attendance from Semester 1 to Semester 2
- Moderate and Indicated categories both increased in percentage in Semester 2, with 17.5% and 26.8% respectively

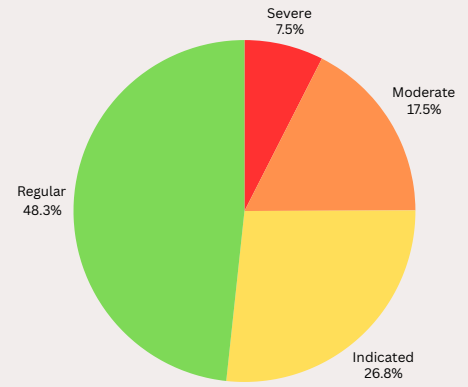
## Planned Actions:

- Formalise consistent follow up processes to accurately understand student attendance trends
- Develop Tier 2 and 3 strategies for 2025

## Student Attendance Data



Semester 1 2024

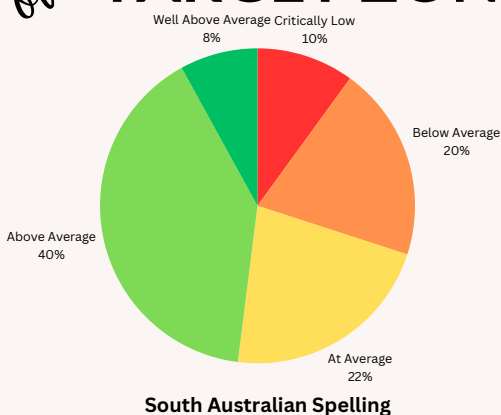


Semester 2 2024

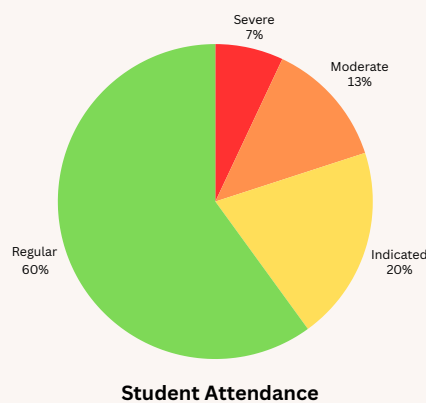
2024	Semester	Regular 90% or greater	Indicated 80%~<90%	Moderate 60%~<80%	Severe <60%	Average Rate
Kindy	Sem. 1	25	15	6	8	81.9%
	Sem. 2	24	14	10	7	82.6%
PPR	Sem. 1	21	12	9	3	83.9%
	Sem. 2	18	13	12	7	80.4%
Year 1	Sem. 1	31	8	4	4	87.5%
	Sem. 2	22	14	6	3	84.5%
Year 2	Sem. 1	34	7	5	3	88.7%
	Sem. 2	26	10	8	2	85.8%
Year 3	Sem. 1	30	12	10	3	86.4%
	Sem. 2	26	16	11	3	84.5%
Year 4	Sem. 1	43	14	8	5	87.8%
	Sem. 2	40	18	7	3	87.9%
Year 5	Sem. 1	35	22	9	5	85.7%
	Sem. 2	34	20	12	3	86.1%
Year 6	Sem. 1	29	13	7	7	84.7%
	Sem. 2	23	13	11	5	84.4%
<b>TOTAL</b>	Sem. 1	248	103	58	38	86.2%
	Sem. 2	213	118	77	33	84.9%



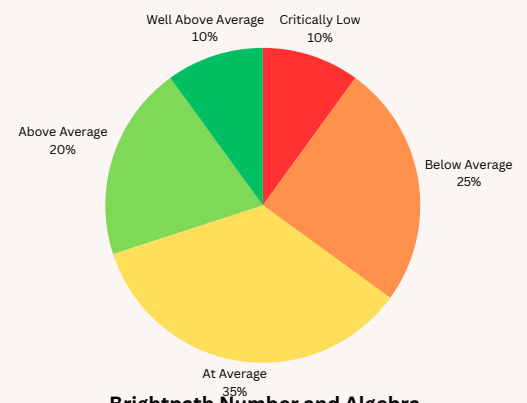
## OUR TARGET ZONES - 2025



South Australian Spelling



Student Attendance



Brightpath Number and Algebra





Our Welcome to Country and Flag Raising during NAIDOC Week 2024

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