

2021

Parent Information Evening



Welcome to LA## Parent Evening



Reach for the sky,
and follow
your dreams



Striving for
greatness is what
we believe



Caring and kindness
are the pathways
we choose



Working together
we can achieve



To learn
understanding
walk in my shoes

Response to Intervention

Response to Intervention at APS

TIER 1:

**Barrie Bennett-
Universal Lesson Design**
100% of students access
Core instruction
*Demonstrate curriculum
differentiation for A-D students*

**Tier 1 Students
High quality teaching**

KAGAN- Cooperative Learning
Literacy and Numeracy Blocks
PP- Y3- Letters and Sounds
PP- Y6- Guided Reading
Numeracy Block
Talk for Writing/ 7 Steps

TIER 2:

**Students identified NOT at level
EAL/D Progress Maps
Learning Disabilities**
Approximately 15% of students
Responsive Targeted interventions

**Tier 2
Small Group
Intervention**

Support-a-Reader, Reading Tutor
Program, Reading Academy
Chaplain Support
Small maths groups

TIER 3:

**Students with disabilities and NOT at level
Individual Education Plans**
Approximately 3- 5% of students
Intensive Specific intervention

**Tier 3
Individual
Intervention**

ABLES Assessment
School Psychology
Targeted EA Support

Student Engagement

To ensure students can learn in a safe and cooperative environment, we focus on engaging ALL students and promote high-quality, positive relationships between staff and students.

Our guiding principles acknowledge the social and emotional needs of students and their need to have a sense of belonging, being and becoming to enable them to achieve academic success.



Our Behaviour Matrix (PERCS) is based upon the following values and is provided to all staff, students and families. It will be reviewed annually by staff:



PERSEVERANCE – Reach for the sky and follow your dreams.

EXCELLENCE – Striving for greatness is what we believe.

RESPECT – Caring and kindness is the pathway we choose.

COOPERATION – Working together we can achieve.

SELF-DISCIPLINE – To learn understanding walk in my shoes.

		PERSEVERANCE	EXCELLENCE	RESPECT	COOPERATION	SELF-DISCIPLINE
Attitude, Behaviour & Effort 1-2		<ul style="list-style-type: none"> We display perseverance 	<ul style="list-style-type: none"> We reflect on and talk about our own learning 	<ul style="list-style-type: none"> We respect ourselves, feelings and needs of others We interact with peers and adults in acceptable ways 	<ul style="list-style-type: none"> We resolve conflicts in a positive manner We collaborate in group activities 	<ul style="list-style-type: none"> We make positive choices with confidence We display independence We regulate emotions appropriately
Attitude, Behaviour & Effort 3-6		<ul style="list-style-type: none"> We are enthusiastic about learning We set goals and work towards them with perseverance 	<ul style="list-style-type: none"> We work to the best of our ability 	<ul style="list-style-type: none"> We show self-respect and care We show courtesy and respect for the rights of others 	<ul style="list-style-type: none"> We cooperate productively and build positive relationships with others 	<ul style="list-style-type: none"> We show confidence in making positive choices and decisions We participate responsibly in social and civic activities
Personal & Social Learning		<ul style="list-style-type: none"> We are enthusiastic about learning We set goals and work towards them with perseverance 				<ul style="list-style-type: none"> We participate responsibly
Settings	The Classroom	<ul style="list-style-type: none"> We keep trying We have a go We remain on task and finish work to the best of our ability We are a growth mindset We are confident to try new things We engage in tasks even when they may challenge us 	<ul style="list-style-type: none"> We are determined to our learning We find ways to solve problems We follow class and school expectations We use happy model language We demonstrate initiative We ask questions to consolidate or extend our learning We take pride in our work We are involved and participate in our learning 	<ul style="list-style-type: none"> We take to our environment We use manners We greet others including staff, students and visitors We are considerate of others feelings when they make mistakes We are honest with ourselves and others We are positive in our interactions with others We are whole body listeners 	<ul style="list-style-type: none"> We work together and help others We include others We are willing to offer help We work positively with everyone We take turns We listen to others contributions We participate in small group and whole group discussions We encourage others to contribute / have a turn 	<ul style="list-style-type: none"> We follow classroom expectations We are in control of ourselves We do the right thing even if no one is watching We talk about our feelings We remain focused on the current topic We attempt to problem solve a solution when faced with a challenge We listen to and acceptive thoughts, ideas and opinions of others
	The Playground	<ul style="list-style-type: none"> We try new things We work on problems until we have a solution We keep trying new skills and games 	<ul style="list-style-type: none"> We keep trying We challenge ourselves We encourage others to do their best We try our hardest We model appropriate behaviour and help younger peers 	<ul style="list-style-type: none"> We are happy to share and make them to play We help others when they are upset We are kind and considerate We care for the equipment We speak kindly We follow the duty teachers instructions 	<ul style="list-style-type: none"> We support our friends to make good choices We share and take turns We include others We talk about the rules and how to play the game 	<ul style="list-style-type: none"> We are in control of ourselves We watch and learn from others appropriate behaviours We follow playground and school expectations We follow safety rules at all times
	Transitions	<ul style="list-style-type: none"> We move around the school quietly We remain with our class group We are focused on what we are supposed to do We make responsible choices 	<ul style="list-style-type: none"> We follow teacher instructions We walk around the school and the hard outdoor surfaces 	<ul style="list-style-type: none"> We are considerate of others when moving around We take care of ourselves and others when moving around 	<ul style="list-style-type: none"> We wait with patience We follow instructions and help others to do so We remind each other of expectations in a quiet manner 	<ul style="list-style-type: none"> We are in control of ourselves We maintain expected behaviours We remain in our place
	Eating Areas	<ul style="list-style-type: none"> We sit when we are eating We keep our area clean and tidy We remember to say "No, thank you" if we are sharing food We continue eating if the play area sounds 	<ul style="list-style-type: none"> We follow eating routines We offer to have a waste like lunch box We sit in our designated spot We remain in our spot and patiently wait for the teacher to dismiss us 	<ul style="list-style-type: none"> We find someone to sit with and ask others to join us We use good eating manners We care for the environment We pick up others rubbish when we see it lying around 	<ul style="list-style-type: none"> We keep pack away We wait for our food to play or before we leave where we sit We work with our peers and the teachers to keep ourselves tidy 	<ul style="list-style-type: none"> We follow school expectations We sit at our seat We keep our sports equipment still and nearby We throw away our rubbish and any rubbish neatly We are calm during eating time
	Special Events	<ul style="list-style-type: none"> We have a goal for the event We listen carefully to presentations We try our hardest at interactive events (e.g. Pantomime) 	<ul style="list-style-type: none"> We show enthusiasm and participate We congratulate other students We show good sportsmanship 	<ul style="list-style-type: none"> We show consideration for those waiting (e.g. do not stop at dinner assembly) We are considerate of others culture and beliefs We are encouraging and thoughtful to the people in the event We give the presenter our full attention 	<ul style="list-style-type: none"> We help others who may be upset or lost We cheer and support our team / others We volunteer to help We work with our team to achieve the best results 	<ul style="list-style-type: none"> We wait patiently to reach our seat We control our own behaviour during any event We are honest and determined

Ashdale Primary School PERCS Monitor

The Matrix clearly sets out the expected behaviours for all members of the school community.

Good Standing

At Ashdale Primary School, all students have 'good standing' status.

This means, all students participate in all the extra curricula activities, such as:

Incursions, excursions, camps, assemblies, voting for student leaders, leadership roles, school discos, extension classes, sporting and musical events representing school

Trialled with Year 6 students in 2019 and now implemented across all years at Ashdale Primary School.

Families will be notified by Principal or Deputy Principal if there is a loss of good standing.

What that looks like in LA##

NAPLAN

2021 NAPLAN Online testing takes place between the 11th-21st of May 2021

COMPLETING THE ASSESSMENT

Y3- Students will use a school iPad to complete. Writing will be pen and paper.

Y5- Students will use either their own or school iPads to complete

RESULTS

- School receives results mid-August to mid-September
- Families receive a report displaying child's results, compared to average performance of all Australian students

MORE INFORMATION AVAILABLE

<https://nap.edu.au/information/faqs>

<https://www.nap.edu.au/online-assessment/public-demonstration-site>)



Literacy

We use the following whole school approaches in our literacy teaching and learning programs:

- Letters and Sounds (Kindy - Year 2)
- Reading comprehension strategies and guided reading (PP - Year 6)
- Literature spine (Kindy - Year 6)
- Targeting Spelling (Year 3 - Year 6)
- Talk for Writing (Kindy - Year 1)
- Seven Steps for Writing Success (Year 2 - Year 6)

KEY LITERACY EVENTS THIS YEAR

- **BOOK WEEK-** Term 2, Week 9. Launching Read-a-thon and a Book Fair.
- **SPEAK UP-** Oral Language Program in Term 4

Literacy Support

Additional Literacy Support for Reading

- Teaching adjustments and learning modifications in class
- Support-a-Reader
- Reading Academy

What can you do to support your child?

- Ensure you read with your child daily (they read to you-you read to them)
- Discuss vocabulary with your child
- Ask questions about the text

Numeracy

We use the following whole-school approaches in our numeracy teaching and learning.

1. Numeracy Block contains:

- ▶ A relevant warm-up activity
- ▶ The specific objective or goal is outline clearly to students
- ▶ The content is explicitly taught
- ▶ Differentiated practice activities are provided using the gradual release model (first modelled, then guided and then students work independently)
- ▶ Students reflect on learning at the end of lessons

2. Problem-solving

3. Mental Calculations

4. Other Initiatives: Maths Talent Quest, Have-Sum-Fun-Online, Year 1 and Year 2 Intervention, Mathletics

What that looks like in LA##

ICT

- ▶ Kindy-Year 3 classes all have access to iPads.
- ▶ Years 4-6 have a voluntary parent funded iPad program.
- ▶ All classes are involved in cyber safety lessons.
- ▶ All classrooms have interactive whiteboards/projectors.
- ▶ Ashdale Primary School is a Teacher Development School in this area, supporting other schools with the implementation of this into their school's teaching and learning programs.

Homework- Policy is available on school website

At Ashdale, it is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

PHASE OF LEARNING	Reasonable Time (per night)	TASKS
K-PP	K	Family time - Play games inside/ outside with family members, read a book together Subject-specific tasks eg. Family Tree
	PP	Home reading - 4 nights a week 4 spelling words a week Subject-specific tasks eg. Science

Homework- Policy is available on school website

At Ashdale, it is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

PHASE OF LEARNING	Reasonable Time (per night)	TASKS
Year 1-2	Year 1 20 minutes	Sight words (5 - 10 words per week) - spelling Home reading - 4 nights per week News - show and tell booklet Subject-specific tasks
	Year 2 20 minutes	Phonics/Letters and Sounds - 4 nights per week Home reading - 4 nights per week Oral language topics given out for the term (One topic to prepare for each week)

Homework- Policy is available on school website

At Ashdale, it is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

PHASE OF LEARNING	Reasonable Time (per night)	TASKS
Year 3-4	Year 3 20 minutes	Spelling Journal - 4 nights per week Home reading - 4 nights per week Oral language topics given out for the term (One topic to prepare for each week) Subject-specific tasks eg. Music- recorder
	Year 4 20 minutes	Spelling Home reading 10 mins per night Web-based activities eg. studyladder Maths revision tasks (fortnightly) Subject-specific tasks eg. Music- recorder

Homework- Policy is available on school website

At Ashdale, it is expected that homework will relate directly to the learning and teaching programs appropriate to the needs of students.

Preparation of students for the time commitment of homework anticipated in years to come is not, in itself, a reasonable basis for setting homework.

PHASE OF LEARNING	Reasonable Time (per night)	TASKS
Year 5-6	Year 5 30 minutes	Home reading 20 mins per night Web-based activities eg. studyladder Spelling sentences and word building Project work Subject-specific tasks
	Year 6 30 minutes	Home reading 20 mins per night Web-based activities eg. studyladder Spelling sentences and word building Project work Subject-specific tasks

Sustainability

- ▶ Community Garden
- ▶ Waste Wise Accredited School- Waste Wise Wednesdays.
- ▶ Recycling Hub
- ▶ Energy Monitors
- ▶ Canteen

Getting Involved

All volunteer time is greatly appreciated by staff and students and helps immensely in supporting the teaching and learning program.

We are always looking for volunteers to support our classrooms, library, canteen and gardening projects.

Please let the Class Teacher or one of the Deputy Principals know if you are keen to volunteer some time.

Class Timetable

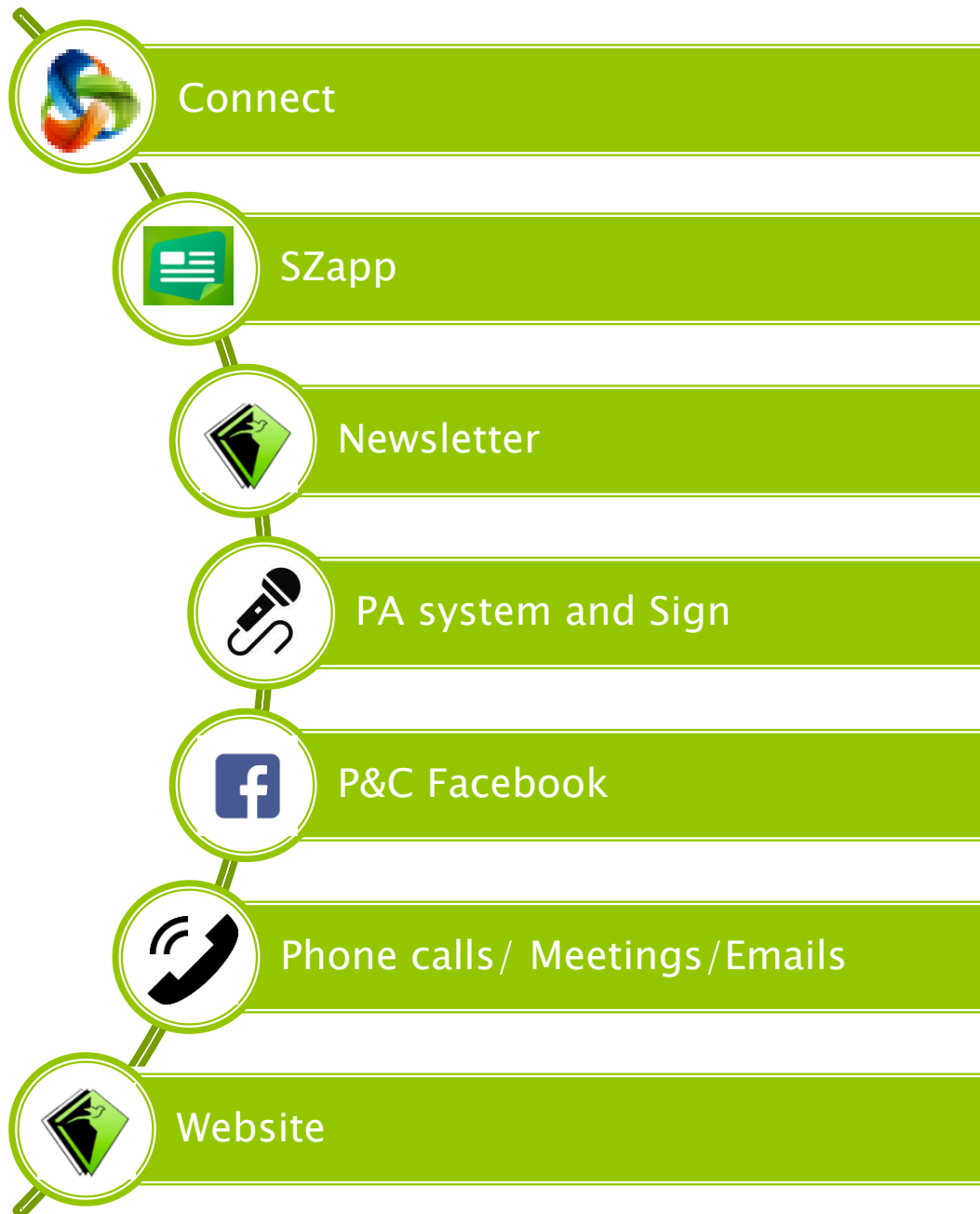
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:05	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and Sounds	Letters and sounds
9:05-9:20	Shared reading	Shared reading	Shared reading	Shared reading	Shared reading
9:20-9:45	Instructional reading	Instructional reading	Instructional reading	Instructional reading	Writing (creating – genre text only)
9:45-10:45	Writing (Seven Steps) w/ grammar instruction, dictation, news	Writing (Seven Steps) w/ grammar instruction, dictation, news	Writing (Seven Steps) w/ grammar instruction, dictation, news	Writing (Seven Steps) w/ grammar instruction, dictation, news	Art
10:45-11:05	RECESS	RECESS	RECESS	RECESS	RECESS
11:05-12:05	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:05-1:05	Sport	Music	Science	Science	Italian
1:05-1:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:45-2:55	Geography	Geography	Health	Digital technologies	STEM project: InCL groups (Tech, Science and Maths integrated)

Wednesday – assemblies and adjusted timetable

Class Routines



COMMUNICATION MODE



PURPOSE

- Teachers provide emails, announcements, notes, semester reports
- Quick links to calendar, website absentee forms and documents
- Push notification instant messages
- Summary of events–celebrating successes and advertising future events.
- Can be translated
- Urgent messages or reminders
- Can be presented in different languages
- P&C members advertise and remind families of upcoming events.
- Follow-up, summarise actions/ share information. Meetings should be scheduled.
- Promote school and provide information to families and wider community

Connect

<https://ashdaleps.wa.edu.au/connect>

A detailed “How to” guide is provided on the Ashdale Primary School website to help parents with log in details. It also explains how to navigate the website, including how to access the classes and teachers of each of their children.



Your user name is the Pnumber. Enter your Pnumber and Password into the text boxes. Include any punctuation or symbols in the password.

Ensure that you have ticked the Appropriate Use agreement option before clicking on the **Login** button

A screenshot of the 'Sign In' page for the Department of Education's Single Sign-On system. The page has a dark blue header with the Department of Education logo and the text 'Single Sign-On'. The main content area is white. On the left, there's a 'Sign In' section with a heading 'Enter your Single Sign-On user name and password to sign in'. Below this are two text input fields: 'User Name' and 'Password'. To the right of the 'Password' field is a checkbox labeled 'I have read and understand the Appropriate Use of Online Services information.' Below the checkbox are 'Login' and 'Cancel' buttons. To the right of the input fields is a blue question mark icon. On the right side of the page, there's a section titled 'Appropriate Use of Online Services' containing text about responsible use of services and links to 'Students Online Policy' and 'Telecommunications Use Policy'. At the bottom left, there are links for 'Forgot Your Password?' and 'What is this?'. At the bottom right, there's a text box explaining that if login details are forgotten, users can access their P-Number and change their password by clicking a link, which will email them a new password. A red box highlights the checkbox and login buttons, and an orange box highlights the 'Forgot Your Password?' link and the bottom right text box. A small disclaimer at the bottom left states: 'Unauthorized use of this site is prohibited and may subject you to civil and criminal prosecution.'

Connect

► <https://connect.det.wa.edu.au>

The screenshot shows the 'Connect' website for Ashdale Primary School. The browser address bar displays <https://connect.det.wa.edu.au/group/teachers/ui/overview>. The navigation bar includes links for Classes, Communities, My Connect, Discover, and Learn, along with a notification icon for 656 messages and a user profile icon.

Main Content Area:

- Classes:** A section titled "We can all start the chat about online safety" with a "Read more" button and a link to "All articles".
- Classes:** A list of classes with a "View All" link. The first class listed is "LA 2021".
- Planning for 2021?** A section with text: "We're getting you ready for the new school year to make teaching easier and more effective. Join us for some practical ways to bring Connect and Microsoft 365 into your classroom." and a "Book now" button.
- Latest Information:** A section with a "Read" link. The first item is "Daily Bulletin Wednesday 10th Feb 2021" by Kerry Burns, posted 21 minutes ago.

Right Sidebar:

- Change Password**
- Connect Support Community**
- Terms of Use**
- My Spaces:** A list of spaces, including "Ashdale Primary School".
- Next Event:** A section with a "More" link. The event is "P&C Meeting" at Ashdale Primary School, starting at 6:50 PM Today.
- Connected Learning Hub:** A section with a "View" button.
- 31537 Active Classes**
- 40931 Logins Today**
- 13932 Communities**

The time displayed at the bottom right is 2:32 PM.

Questions



Thank you for attending!