2015 Annual Report

Ocean Road Primary School
A place where you can “BE YOUR BEST”
Welcome to the Ocean Road Primary School’s 2015 Annual Report. This report provides the school community with information relating to our school’s performance.

As this is our third year as an Independent Public School we will also provide information about the school’s performance and achievements against the priorities and targets as described in the 2013-15 Business Plan.

All staff at Ocean Road Primary School are focussed on providing the best possible learning experiences for all children. We achieve this by ensuring a consistent, whole school approach to the implementation of evidence and research based programs and strategies.

“At us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world.”
— Malala Yousafzai

At Ocean Road Primary School we are committed to the belief that every child has the capability to learn. It is our collective responsibility to ensure that they get the opportunity.

Dean Finlay
Principal
Our Purpose

To provide a safe and accountable learning environment that makes it possible for all children to excel and become positive contributors to society.

Our Guiding Principles

Treat others with courtesy and respect
Value all members of the school community equally

Work together as a team
Develop the whole child
At Ocean Road Primary School we believe:

- Quality teaching is research and evidence based.
- Effective literacy and numeracy skills are critical to successful learning.
- The health and well-being of all students and staff is paramount.
- Optimal learning occurs when positive partnerships exist between school, home and the wider community.
- Everyone is capable of achieving great things.
- Learning is a lifelong process.
- Great educators make great memories.
Our Values

Respect
Respect is treating ourselves, each other and the environment with dignity, honour, and consideration.

Resilience
Resilience is the ability to bounce back from adversity.

Cooperation
Cooperation is working together towards the achievement of a shared purpose.

Responsibility
Being responsible means you are accountable for your choices, actions, and the resulting consequences.

Tolerance
Tolerance is acknowledging and accepting others’ differences.

Excellence
Excellence is the desire to succeed, the will to win and the urge to reach your full potential.
This year we welcomed Sonya Goddard and Mel Tew as new representatives on the School Board. They joined Jodie Richards (Board Chairperson), Narelle Williams, Cheryl-Lynn Magro, Adam Freshwater, Tracey Johnson and Dean Finlay.

Activities the School Board were involved in throughout 2015 included:

- Endorsed the 2014 Annual Report
- Endorsed the 2015 Budget
- Endorsed the 2015 NAPLAN Targets
- Ensured the budget was reflective of the Business Plan
- Reviewed the Delivery Performance Agreement
- Regularly monitored the school’s One Line Budget
- Regularly monitored the school’s progress against the priorities and targets as described in the 2013-15 Business Plan
- Approved the 2016 Booklists and Contributions and Charges Schedule
- Helped develop, endorsed and completed the School Board Effectiveness Survey
- Scrutinised 2015 NAPLAN results
- Learnt more about Visible Learning (John Hattie)
- Learnt about Good to Great (Jim Collins) and Mindsets (Carol Dweck)
- Had input into and monitored the progress of the school’s nature playground areas
- Actively engaged in the IPS Review process
- Voted on the 2015 most Outstanding Contributor Award
During 2015 a number of staff engaged in a wide range of Professional Learning activities. The Professional Learning focused on continuing to build the staff’s capacity to provide the best possible learning opportunities for our children. These are outlined below.

Classroom Management Strategies – Foundation Program (5 staff members)

Literacy
- The Big Six Elements of Reading – Oral Language
- Literacy Blocks
- Guided Reading
- Moderating using the Western Australian Curriculum portfolios
- Levelled Readers

Numeracy
- First Steps Number
- Mental Maths Strategies
- Numeracy Blocks
- Multi-step problem solving
- Money Smart
- Numero

The Thoughtful Teacher – Creating Growth Mindset Classrooms (Carol Dweck) Delivered by James Anderson

Identifying and Catering for Academic Extension and Talented and Gifted Students

Professional Learning Communities and Peer Observation – Co Coaching

National Quality Standards

Visible Learning (John Hattie)
- Learning Intentions and Success Criteria
- Calculating Effect Sizes
- Four Levels of Feedback
- Learning Dispositions

Protective Behaviours

Promoting Alternative Thinking Strategies – PAThS

Dealing with students affected by Trauma

Working with students with Anaphylaxis

Working with students with Autism

Surf Life Saving – Qualifications and Re-qualifications

Connect Communities

Occupational and Speech Therapy

At Ocean Road Primary School Professional Learning occurs in a variety of ways including:
- School Development days
- Staff Meetings
- POD (Professional Learning Community) Meetings
- Collaborative DOTT time
- External providers
- On-line
## Ocean Rd PS
### Financial Summary as at 8 December 2015

### Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$ 15,804.00</td>
<td>$ 14,510.00</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$ 44,437.13</td>
<td>$ 44,437.13</td>
</tr>
<tr>
<td>3 Fees from Facilities Hire</td>
<td>$ 240.00</td>
<td>$ 240.00</td>
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<tr>
<td>4 Fundraising/Donations/Sponsorships</td>
<td>$ 19,927.69</td>
<td>$ 19,927.69</td>
</tr>
<tr>
<td>5 Commonwealth Govt Revenues</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>6 Other State Gov/Local Govt Revenues</td>
<td>$ 3,226.03</td>
<td>$ 3,226.03</td>
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<tr>
<td>7 Revenue from Co, Regional Office and Other Schools</td>
<td>$ 3,091.01</td>
<td>$ 3,091.01</td>
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<tr>
<td>8 Other Revenues</td>
<td>$ 77,840.09</td>
<td>$ 77,840.09</td>
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<tr>
<td>9 Transfer from Reserve or DGR</td>
<td>$ 17,658.33</td>
<td>$ 17,658.33</td>
</tr>
<tr>
<td>10 Residential Accommodation</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$ -</td>
<td>$ -</td>
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### Locally Raised Funds

<table>
<thead>
<tr>
<th>Locally Raised Funds</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 180,932.09</td>
<td>$ 182,223.35</td>
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<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$ 51,374.00</td>
<td>$ 51,373.96</td>
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<tr>
<td>12 Camp School Fees (Camp Schools only)</td>
<td>$ 180,932.09</td>
<td>$ 182,223.35</td>
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### Student Centred Funding

<table>
<thead>
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<th>Student Centred Funding</th>
<th>Budget</th>
<th>Actual</th>
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<td>$ 550,807.00</td>
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<tr>
<td>12 Farm Operations (Ag and Farm Schools only)</td>
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<td>$ 784,404.35</td>
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### Other Govt Grants

<table>
<thead>
<tr>
<th>Other Govt Grants</th>
<th>Budget</th>
<th>Actual</th>
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<tr>
<td>1</td>
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### Other

<table>
<thead>
<tr>
<th>Other</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 77,840.09</td>
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</tr>
<tr>
<td>11 Farm Revenue (Ag and Farm Schools only)</td>
<td>$ 17,658.10</td>
<td>$ 17,658.10</td>
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</table>

### Transfers from Reserves

<table>
<thead>
<tr>
<th>Transfers from Reserves</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 17,658.10</td>
<td>$ 17,658.10</td>
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### Total Funds Available

<table>
<thead>
<tr>
<th>Total Funds Available</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 783,112.55</td>
<td>$ 784,404.35</td>
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</table>

### Bank Balance

<table>
<thead>
<tr>
<th>Bank Balance</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 467,778.41</td>
<td>$ 467,778.41</td>
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### Cash Position as at:

<table>
<thead>
<tr>
<th>Cash Position</th>
<th>Budget</th>
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<tbody>
<tr>
<td>1 Bank Balance</td>
<td>$ 467,778.41</td>
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<tr>
<td>2 Cash Made up of:</td>
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<tr>
<td>3 General Fund Balance</td>
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<td>4 RXG Reserve</td>
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<td>5 Asset Replacement Reserves</td>
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<td>6 Contingencies</td>
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<td>7 Cash Reserves</td>
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<td>8 Cash Position</td>
<td>$ 3,270.00</td>
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</table>

### Total Bank Balance

<table>
<thead>
<tr>
<th>Total Bank Balance</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 467,778.41</td>
</tr>
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</table>
Focus Area 1: Literacy – Reading

Year 3 Target:
Increase the percentage of students in the top 20% of the NAPLAN All Australian Profile to 15% in 2015.

Year 5 Target:
Increase the percentage of students in the top 20% of the NAPLAN All Australian Profile to 15% in 2015.

Strategies:
- First Steps Reading Strategies
- Guided Reading
- Literacy Blocks
- Teaching for Growth (CLOS-R)
- Planning and assessing using the Western Australian Curriculum
- Case management plans for students at educational risk, including those not achieving national minimum standard and those requiring academic extension

How well did we do?
- ORPS did not meet the Year 3 and 5 targets although the % of students in the top 20% increased significantly (see results below).

How do we know? What evidence do we have?
- NAPLAN data
- Increased percentage of Year 3 students in top 20% from 2% to 10%
- Increased percentage of Year 5 students in top 20% from 2% to 12%
- First Steps Reading Strategies Staff Survey
- ILPP surveys
- Collaborative DOTT
- Professional discussions and planning using Western Australian Curriculum
- Case management plans for students at educational risk, including those not achieving national minimum standard and those requiring academic extension
- Teaching For Growth (CLOS-R) embedded in ORPS Literacy Blocks
- VL effect size Calculator
### NAPLAN Scores for Students in the Stable Cohort

<table>
<thead>
<tr>
<th>Stable Cohort</th>
<th>Effect Size (0.8 expected over two years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 - 2013</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Year 3 – 5</td>
<td>1.45</td>
</tr>
<tr>
<td>2012 - 2014</td>
<td>1.69</td>
</tr>
<tr>
<td>Year 3 – 5</td>
<td>1.67</td>
</tr>
</tbody>
</table>

### How can we find out more?
- Target setting via backward mapping for years not involved in NAPLAN testing

### What are our strengths?
- Case Management Plans ensuring students receive wrap around support to achieve.
- Literacy Blocks with all classes committed to dedicated literacy time.
- Guided Reading focusing on deepening student understanding of texts.
- Whole school approaches including a Visible Learning focus and across school specialist teaching.
- English Expert Team working to refine and enhance literacy teaching practice across the school.

### What are the areas we can improve in? How can we improve?
- Using ICT in Literacy
- Revise Literacy Block
- A whole school process for student handover from year to year
- TFG CLOS-R review
- First Steps review

### Focus Area 2: Numeracy

#### Year 3 Target
Increase the percentage of students in the top 20% of the NAPLAN All Australian Profile to 20% in 2015.

#### Year 5 Target
Increase the percentage of students in the top 20% of the NAPLAN All Australian Profile to 20% in 2015.

### Strategies:
- First Steps Number Strategies
- Numeracy Blocks
- Teaching for Growth (ToMOS)
- Mental Mathematic Strategies
- Planning and assessing using the Australian Curriculum
- Case management plans for students at educational risk, including those not achieving national minimum standard and those requiring academic extension

### How well are we doing?
- Increased the % of Year 3 students in the top 20% from 9% to 11%
- Increased the % of Year 5 students in the top 20% from 7% to 11%

### How do we know? What evidence do we have?
- NAPLAN
- Literacy and Numeracy Week, Stars and Assembly awards increased in this area
- More discussions at Expert team, PODs and one on one
- Learning Intentions and Success Criteria placed on shared drive
- Classroom displays
- Increased teaching time dedicated to literacy in classrooms
- Increased use of mathematics resources

### How can we find out more?
- Implement a student handover process
- Staff survey/analysis/discussion

### What are our strengths?
- Increased collaborative planning
• Knowledge of Western Australian Curriculum and Mental Strategies
• Mathematics Coordinator
• Expert team

What are the areas we can improve in? How can we improve?
• First Steps refresher
• Revise Numeracy Blocks
• Problem solving v multistep problems
• Academic Extension
• Mental Strategies – where children are at?
• Mental Strategies – Daily Practice

Focus Area 3: Teaching and Learning
Target - Effective teaching in all classrooms

Strategies:
• Classroom Management Skills and Instructional Strategies professional learning, support and conferencing for all permanent teachers provided by school based Conference Accredited Trained Coaches
• Provision of feedback to the teacher
• “Winning Over” to build and maintain Teacher and Student Relationships
• Ocean Road Primary School’s Lesson Planning Framework
• Visible Learning (see Visible Learning Plan)
• Phonics instruction in the early years (Letters and Sounds)
• Consistent use of metalanguage
• Formative evaluation
• Raising student expectations (self-reported grades)

How well are we doing?
• Very effective in this area

How do we know? What evidence do we have?
• NAPLAN results
• Effective size calculator
• All permanent staff trained in CMS and IS
• CAT (x3) coaches complete CMS and IS conferencing across the school
• Peer coaching in Performance Management Plans
• Feedback from student survey (2013)
• Culture and tone of school through parent feedback at student enrolment and parent interviews
• Visitors book
• All teachers participate in whole school celebrations and dress up events
• Classroom environment
• Establishment of ORPS Lesson Framework adapted from Madeline Hunter and John Hattie
• Visible Learning Plan
• Visible Learning Team
• English and Mathematics Rubrics
• Performance Management Plans
• Professional Development
• Literacy and Numeracy Stars
• Four levels of feedback
• Letters and Sounds boxes purchased and in classes
• Teaching and Learning Prospectus

How can we find out more?
• Survey staff

What are our strengths?
• Culture/tone/environment
• Relationships
• Curriculum Experts and teams
• Teaching and Learning cycle
• Classroom Management Strategies
• Instructional Strategies
• Providing a safe environment to make mistakes and/or take risks

What are the areas we can improve in? How can we improve?
• Continue to work on the Four levels of Feedback
• Embed Peer Observation and Co Coaching
• Greater emphasis on self-reported grades (student expectations)
• Build implementation of Growth Mindset strategies

Focus Area 4: Attendance
Emphasis on reducing Absenteeism

Targets
Increase overall attendance rate from 91% to 93% by 2015.
Increase regular attendance rate (90%+) from 67% to 70% by 2015.

Strategies:
• Improved school monitoring and recording procedures for unacceptable student absenteeism
• Quality engaging educational program
• Regular communication between teachers and parents of non-attending students
• Intervention by Deputy Principal – Student Services when required
• Chronic absenteeism to be referred to the Regional Attendance Officer

How well are we doing?
Due to a core group of chronic poor attenders we have not met the targets set.

How do we know? What evidence do we have?
• Absentee data
• Unexplained absences followed up via letter and teacher phone calls

How can we find out more?
• More informal and formal communication with parents

What are our strengths?
• Looking after the whole child
• Quality engaging educational programs
• Learning environment - indoor and outdoor
• Staff/student relationships
• Home/School Partnerships
• Student incentives
• The vibe

What are the areas we can improve in? How can we improve?
• Increase newsletter items
• 1:1 Parent/Teacher/Administration to discuss attendance
• Utilise School Officer extra day to follow up attendance
• Greater focus on students who are at risk

Summary:
Our records show that only 50% of our students attended school regularly. Attendance is considered to be regular when students attend school for more than 90% of the time. It is concerning is that 50% of students did not attend school regularly. Our attendance data highlighted a further 33% of students only attended between 80% and 90% of the time.
Investigation into the explanations provided for students being absent, revealed that only 51% of reasons were considered reasonable. Parents opted to take their child out of school to celebrate birthdays, take holidays, collect parents from the airport, shopping trips. These are not considered as reasonable reasons for a child to not attend school.

Teachers regularly reported the ongoing disruption to their teaching and learning program with students interrupting the class due to arriving late to school. Each morning explicit literacy and numeracy sessions occur. Children arriving late for school are likely to miss out on instructions and critical chunks of learning.

<table>
<thead>
<tr>
<th>Learning Area Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>How well are we doing?</strong></td>
</tr>
<tr>
<td>- Consistent/high level Science program from Year 1 to 6</td>
</tr>
<tr>
<td>- Western Australian Curriculum implemented through programs, assessment and reporting</td>
</tr>
<tr>
<td>- Young Einstein extension program for Year 5 and 6 students</td>
</tr>
<tr>
<td>- STEM challenges promoted through Science</td>
</tr>
<tr>
<td>- STEM challenges promoted through whole school via professional learning, websites, emails</td>
</tr>
<tr>
<td>- Science Lab well resourced</td>
</tr>
<tr>
<td>- Growth mindset encouraged/promoted</td>
</tr>
<tr>
<td>- Visible learning through all teaching/learning opportunities</td>
</tr>
<tr>
<td>- Continued Scientists in Schools program- visiting scientist, mentor</td>
</tr>
<tr>
<td>- Science week mentoring program with Young Einsteins</td>
</tr>
<tr>
<td>- Science as a career choice promoted through senior Science lessons and Scientist in Schools mentor</td>
</tr>
<tr>
<td>- Sci-tech sponsorship of end of year awards</td>
</tr>
<tr>
<td>- Positive community image</td>
</tr>
<tr>
<td>- High gain in knowledge and skills growth across the year levels</td>
</tr>
<tr>
<td>- High level student engagement</td>
</tr>
</tbody>
</table>

| **How do we know? What evidence do we have?** |
| - Analysis of report data |
| - Feedback from SIS partnership |
| - High level work output/achievement Young Einsteins |
| - Diagnostic v’s summative assessments |
| - Observations |
| - Oral feedback – parents, students, high school teachers, past students |
| - Classroom observations-STEM |
| - Teacher requests for more information and resources for STEM |
| - Classroom teacher feedback |
| - Young Einsteins program much sought after |

| **How can we find out more?** |
| - Survey kids-interest level/career path |
| - Survey parents of YE’s- comment sheet? |
| - Check STEM use throughout school-classroom observations, visits, requests, survey? |

| **What are our strengths?** |
| - Young Einsteins program |
| - Consistency across the school |
| - Well-resourced lab |
| - Science week |
| - SIS relationship |
| - Consistent up skilling of teacher knowledge |

| **What are the areas we can improve in? How can we improve?** |
| - Communication to parents |
| - Parent involvement |
| - More consistent communication to staff regarding topics being covered and 3 tier vocabulary |
LOTE – Japanese
How well are we doing?
Students have performed well in Listening, Responding and Speaking. Students have learnt how to communicate orally in Japanese by using frequently used words, expressions and well-rehearsed sentences through a variety of topics.

Students were given opportunities to communicate with Japanese native speakers to make their learning more purposeful. We had Japanese exchange students visiting our school and Year 6 students participated in a pen pal project with a school in Japan.

Students experienced the Japanese culture such as cooking, tea ceremony, martial arts and crafts in order to understand a different culture from their own.

How do we know? What evidence do we have?
In 2015 Semester 2 reports, 35% of students in Year 3, 31 % in Year 4, 38% in Year 5 and 37% in Year 6 have achieved high or excellent in Listening, Responding and Speaking.

How can we find out more?
Students’ speech is recorded to monitor their progress throughout their primary years.

What are our strengths?
Visible learning has been implemented in the Japanese class. Learning intentions and success criteria are explained to students. Students are also given feedbacks to perform the success criteria.

We work closely with the Japanese language teachers in neighbouring schools to discuss programs and assessments based on Australian Curriculum Language. Japanese extension workshops were provided for students to further develop their skills in Japanese.

What are the areas we can improve in? How can we improve?
Students can improve more in Reading, Viewing and Responding as well as Writing. Students have improved in recognising the Japanese alphabet (Hiragana) using Ipads.

We would like to continue a pen pal project for Years 5 & 6 to communicate with a school in Japan to improve their writing.

Health and Physical Education
How well are we doing?
Students all take part in an enriched H&PE program from Years 1-6 starting each day with a structured Daily Fitness program facilitated by Year 5 and 6 students participating in range of exciting fundamental movement skill based activities. All students participate in weekly Physical Education lessons with an additional “Sport” session for students from Years 3 to 6. The Sport sessions have outdoor recreational and sporting themes and vary each term.

2015 was very eventful with the major highlights being the Athletics and Beach Carnivals. Throughout the year our school has also competed in a variety of Interschool Carnivals. These include: Cross Country, Winter Sports Competition, Athletics, League Tag Rugby, Tackle Rugby, Super 8s Cricket, Basketball, Lawn Bowls and representing the Peel region in the State League Tag Rugby Championship.

This year the Physical Education learning area targets were set for the Year 1 and Year 5 cohorts specifically within the Skills for Physical Activity strand. The targets are based on previous results and a knowledge of the students’ abilities. The targets are listed below.
Year 1 SPA - 10% A grade, 20% B grade, 65% C and 5 % D
Year 5 SPA - 15% A grade, 25% B grade, 55% C and 5 % D

At the conclusion of 2015 based on the SPA reporting grades, our students performed as follows:
Year 1 SPA - 7% A grade, 11% B grade, 74% C and 1 % D
Year 5 SPA - 17% A grade, 19% B grade, 60% C and 4 % D
The reporting data is collected across many sporting contexts and gives a balanced assessment of their Skills for Physical activity.

How can we find out more?
Ocean Road Primary School prides itself on its strong relationship with the community and its open and approachable teachers. Should any parent wish to know more about their child’s progress or access information regarding one of our many sporting events they need only come in and chat.

What are our strengths?
Our students participate in Physical Education with a high standard of effort, skill and enthusiasm. Our interschool teams continually perform very well within the Peel School Sports competition. Our fantastic Beach and Athletics carnivals are the annual highlights of the Physical Education calendar and are only made possible by the outstanding support we receive from parent volunteers and community partners.

In Physical Education the vast majority of our students are performing at or above their year level standards. All students receive a tiered Physical Education curriculum that meets the demands of each student and allows them to operate at their optimum capacity. Clearly outlined Learning Intentions and Success Criteria are communicated at the commencement of each unit and session and reviewed at the conclusion. We promote Growth Mindsets by clearly explaining the clear relationship between prior experience and skill acquisition and individuality. Students are taught to understand their own strengths and identify areas of improvements and whilst cognitively working at their optimal level to achieve greater improvements.

What are the areas we can improve in? How can we improve?
Our school has a strong sporting tradition and maintains effective relationships with local community sporting organisations. In recent years there has been a decline in the percentage of students actively engaging in out of school community sport. This inactive cohort of students makes up the greater portion of our C and D grade students. Greater emphasis on community sport involvement is required. The major focus will be on developing more effective communication channels between community sporting groups, the school and parents.

Performing Arts
How well are we doing?
Children participated in a variety of musical experiences. The interactive whiteboard is an integral part of the children’s learning along with direct teaching and modelling. All children developed new skills and confidence grew throughout the year.

How do we know? What evidence do we have?
Classroom Assemblies, the Year 3 Musical, Star Search, the Anzac Services and the performances of Beats 11 are evidence of the success of the music program. These performances are enjoyed by students, staff, parents and the wider community.

Students’ progress in Music is recorded in Checklists.

How can we find out more?
- Survey Children
- Survey Parents
- Meet with other music teachers to learn about new ways of teaching musical activities and compare and evaluate each other’s ideas
- Use the internet to find programs to stimulate children’s creativity, learn new songs and movements, and new notes for their recorder playing.

What are our strengths?
- Developing and encouraging the confidence of the children in performing to an audience
- Catering for individual students’ strengths
- Space for children to explore their strengths
- Preparing the setting (visual backdrops) for performances
- Providing a recorder program that enables all children to participate at their own level
- Presenting songs in power points with slides that are clearly written with rhyming words in matching colours and using pictures (animated and still) to enhance the words they are singing
- Musical games that improve knowledge and understanding of music.
Star Search

- Individual students music awards and class music awards

What are the areas we can improve in? How can we improve?
- Drumming

Summary

Students from Years 1 - 6 participated in a comprehensive Performing Arts Program which incorporated elements of Music, Drama and Dance.

Recorder skills are improving as we are in the third year of the program. Students from Years 3 – 6 participated and experienced some success while playing along with catchy recorded tunes. New children are able to learn as notes are colour coded and they can focus on building their note repertoire in each lesson.

Classes engaged in drumming circles focussing on elements of rhythm using the class set of Djembe Drums.

The whole school learnt their faction chants in preparation for the Sports Carnival. The team captains and vice captains lead their faction group on Faction Athletics Carnival day.

“EIEIOOPS”, a musical, was performed by all the Year 3’s students which involved over 70 children. Almost every child took on a speaking part. The children sang and danced their way through a very interesting story based on the values of encouraging and supporting those who need help. The support shown by parents was amazing and the children were very proud of their individual creations made to suit their characters.

Our school participated in Music Count Us In which is Australia’s biggest school music initiative, with more than 500000 students participating from over 2100 schools. The school band, "Beats 11", performed the song for this year entitled "Gold " as the whole school sang along at the Music Assembly which was run by the Student Councillors.

The SIMS (Schools Instrumental Music Services) program continues to operate in our school with 10 children being chosen from Year 6 to play the flute or clarinet.

The Ocean Road “Star Search” allowed students from across the school (Years 4-6) to display their wide ranging talents. The competition was judged by our Deputy Principal, our Junior Primary music teacher and a professional singing teacher. The event was enjoyed by the whole school and provided a wonderful platform for students to shine. Two Year 6 students compered the show.

The music program in 2015 provided the opportunity for children to experience all types of dance. They performed a wide range of dances including Rap, Folk Dance, Line Dance, Ballroom Dance and dances from countries around the world.

A highlight of the music lessons this year was children learning different body percussions for our morning greeting. The children would then decide if they would like to participate in a championship round where the last 8 standing would be recorded and rewarded for their efforts.

Mr Liackman was asked to develop a school band, Beats 11, to work towards presenting songs at the Presentation Ceremony and the Music Assembly. The band consisted of 5 singers, a bass guitar player and 2 lead guitar players plus a drummer. They presented a polished performance at both events and were very pleased with their accomplishments.

Visual Arts

How well are we doing?
Students across the school are progressing very well in Art.

How do we know? What evidence do we have?
- Students’ knowledge of Art has improved through learning a range of skills and techniques throughout the year
- The quality of students’ artworks have improved as a result of consistent teaching instructions

How can we find out more?
- Visiting other teachers from a different school for moderation
- Conducting peer observation and receiving feedback from colleagues
- Comparing data results from previous years
- Assessing students’ learning outcomes against key selection criteria

**What are our strengths?**
- Very well resourced art room
- Good art budget
- High level of art expertise that delivers a well-structured art program
- Consistent behaviour management strategies across the school resulting in a quality learning environment

**What are the areas we can improve in?**
- Getting to know individual students needs and background
- Learning beyond art room that involves students participating in more community art events
- Parents involvement
- Local professional artists input

**How can we improve?**
- Inviting parents into the art room
- Searching for more incursion and excursion opportunities
- Build connections and expand contact with professional artists in the Peel Region
- Venue to display students’ artwork across the community

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**Student Services**

**How well are we doing?**
Our Students Services Team and practices are highly regarded both within the school and the wider community.

**How do we know? What evidence do we have?**
- Feedback from supporting agencies, parents, etc
- School of choice for parents of students with special needs
- School is recommended by CPFS
- Interview process for new families
- Parent relationships – signed IEPs

**How can we find out more?**
- Survey staff, parents and supporting agencies

**What are our strengths?**
- Commencement student and parent interviews
- Case management approach
- Knowledge of special needs
- Developing relationships with all stakeholders
- SAER processes eg. Identification, monitoring and reviewing
- Differentiation for individual students
- Recording processes/documentation
- Special needs EA meetings with SAER Deputy
- Professional learning and support in Trauma, Autism, Behaviour Management, Brain Development
- Culture of teamwork and support including respite when required

**What are the areas we can improve in? How can we improve?**
- Improve whole school transition for Special needs students
- Further development of the social skills library
- Continued Professional Learning/reading

**Summary:**
The commitment and dedication of our teachers, Admin and SAER team contributed to another successful year for students identified at educational risk. The Student Support Team provided an ongoing comprehensive case management approach to address individual needs. This process ensured parents and caregivers were included in the development of a highly responsive education plan to support their child.

Teachers and Education Assistants attended Professional Learning to strengthen their knowledge and understanding of students diagnosed with Autism or suffering the effects of trauma. Students dealing with the separation of their parents, loss or grief participated in the Rainbows program. The school also received the services of a Chaplain for half a day each week.

Ocean Road’s enrolment process welcomed new families to our school and identified any area of concern that put the child at educational risk. These needs were addressed during the interview and strategies put in place to ensure the student experienced success in their new school.

### Academic Extension

**How well are we doing?**
This is an area of strength at Ocean Road Primary School supported by the Academic Extension Coordinator.

**How do we know? What evidence do we have?**
- Academic Extension database
- Classroom visits by AE Coordinator
- AE resources being utilised from the library
- One on one meetings/discussions with AE coordinator
- Parent feedback
- AE IEPs discussed with and signed by parents
- Creative thinking
- Pre/post assessments
- Rubrics – Visible Learning
- Other coordinators using differentiated strategies in their presentations

**How can we find out more?**
- Staff survey

**What are our strengths?**
- Identification of AE students
- Parent communication
- Differentiation strategies shared
- Creative thinking strategies shared
- AE Expert team
- Identification process
- AE IEPs
- New parents of AE students

**What are the areas we can improve in? How can we improve?**
- Exploring further strategies/resources to allow students to excel – to help students exceed the expectations they have of themselves.

### Promoting Alternative Thinking Strategies (PAThS)

**How well are we doing?**
- Being used across the school
- Making links to other Health areas eg Protective Behaviours
- Particularly strong in the Early Childhood

**How do we know? What evidence do we have?**
- Staff Survey
- Classroom displays
- Hearing students use PAThS vocabulary
- PAThS is integrated into all learning

How can we find out more?
- New survey with a different focus

What are our strengths?
- PAThS Coordinator
- Whole school approach
- Well resourced
- Manuals for individual teachers
- Sharing of ideas at POD meetings and staff meetings

What are the areas we can improve in? How can we improve?
- Complete day 2 of training

Protective Behaviours

How well are we doing?
Protective Behaviours is implemented across the school with high level of support.

How do we know? What evidence do we have?
- Classroom displays, student samples
- Lesson plans/programs
- Discussions in Pods, Consultative Meetings, Staff meetings
- Staff Survey Term 2
- Resource Bank
- Whole School Professional Learning

How can we find out more?
- Interview students
- Staff reflection tool
- Professional Development reflection PBWA

What are our strengths?
- Increasing whole staff knowledge through professional development
- Once a term PL and sharing sessions
- Staff interest level and relevance of program
- Staff student relationships built on trust, safety and respect
- Staff support of each other

What are the areas we can improve in? How can we improve?
- Greater parent communication
- Further integration with Health programs
- Greater staff sharing of resources/lesson plans

National Quality Standard

How well are we doing?
This is an area of strength particularly in Kindergarten and Pre-Primary.

How do we know? What evidence do we have?
- Deputy Principal K-2 Leading the Early Years Facilitator Training
- LEYS professional development delivered over two year period
• All permanent Kindergarten and Pre-primary teachers attended NQS training provided by Education Department
• K-2 educators attended Professional Learning in Standard 4, 5, 6
• Deputy Principal K-2 attended NQS training
• Recorded minutes of NQS meeting in Collaborative DOTT
• EYLF/NQS in Performance Management discussions

How can we find out more?
• NQS Verification process

What are our strengths?
• Professional discussions of EYLF/NQS
• Embedding EYLF/NQS in daily practise

What are the areas we can improve in? How can we improve?
• Implementation process for 2016

Information and Communication Technology

How well are we doing?
We are doing a satisfactory job in this area. We could improve on our knowledge, facilities and resources. With this we would increase integration between ICT and the curriculum.

How do we know? What evidence do we have?
• Wireless internet
• TFX Integrator
• 3 leases for computers (70 computers) all under warranty
• Interactive whiteboards in all classrooms

How can we find out more?
• Staff survey

What are our strengths?
• Knowledgeable and skilful staff
• Daily use on interactive whiteboards
• Reading Eggs and Bug Club
• ICT management team

What are the areas we can improve in? How can we improve?
• Small problems log book
• Computer/Network maintenance
• Within school interactive whiteboard Professional Development
• Within school interactive on-line resources awareness raising
• Implementation of the Connect program
• Tablet bank and operating guidelines
2015 Highlights

2015 was a year of many highlights as the school continued to provide a vast range of engaging and motivating learning experiences for all children.

February
Students returned to school to discover some exciting new Nature Play areas throughout the school thanks to Corrine Thorneycroft, Lisa Leek, Kerrie Watts, Susan Delaney, Pauline and Craig Callaghan, Leanne and Peter Northey, Anthony Shellam, Jaymee Peters, Georgia Ellis and Narelle Finlay who all lent a hand at our Busy Bee late in December. We were also well supported by Shaun Peters, Peter Antcliff and Eddie Kuznicki who provided their valuable machinery and earth moving expertise.

The children loved the new adventures they are having at recess and lunch times. It was amazing to watch the creativity and imagination they were using to build castles, drum kits, caves and obstacles courses. They also learned to take turns, balance, manage risks and share. Fresh tomatoes, cucumbers and zucchinis from the Year 1 vegetable garden were being used by the canteen.

Beach Carnival
This year’s Beach Carnival was a sensational community event and a wonderful day for all students involved. The beach at Avalon is a perfect setting as it is protected by the surrounding reef and there is ample space to conduct the non-water based activities. Staff, parents, guardians, grandparents, volunteers and students made it a special day for everyone involved. Comments from students, parents and interested onlookers were overwhelmingly positive. One community member approached me on the beach to say how amazed she was at the behaviour and spirit of our children.

March
P&C Sausage Sizzle at the Masters’ Grand Opening

Lou Williams and her amazing team of volunteers did an amazing job at the Mandurah Master’s Grand Opening Sausage Sizzle. The event was a monumental success raising over $1400 for our school. Community support was overwhelming with 28 volunteers including staff, parents, students, ex-students and community members.
Tag Belt Championship
Mr Freshwater’s Tag Belt champions performed magnificently taking out first place in the regional carnival for the second consecutive year. All players displayed great talent, sportsmanship and behaviour.

April Nature Play

Pre-Primary students were thrilled to come back from their April holidays to discover their new bike track had been installed. They were able to practise the social skills of taking turns and sharing while riding on the new track!

ANZAC Day
Mrs Mort, Mr Liackman, Mrs Boyle and Mrs Waddell did a wonderful job preparing this year’s ANZAC Service. It was a great way to recognise the 100th Anniversary of ANZAC Day. The Student Councillors did a great job hosting the ceremony. Mrs Lawler provided her Australian Defence Force uniform which added a special touch.

Combined Schools Commemoration
Our School Councillors and selected students had the pleasure of attending the 100th Anniversary Commemoration Ceremony at the Mandurah War Memorial. We were honoured to participate and remember our Anzacs for their sacrifice at this special community event.
May
Nature Play

The Year 1 students were busy using their imaginations to create seascapes and landscapes on the nature play water pipes. The project ran over many weeks with students all having input into the art project.

Year 6 Camp

The Year 6 students returned to school full of great memories from their Waroona camp. They were all exhausted, but ecstatic about their adventure. Mrs Mort, Mr Liackman, Mr Freshwater and Mrs Waddell did a fantastic job making it such a memorable camp for our kids.
“The Big Fox was my favourite because it made me scream like never before. It was 200m long – really, really long! Two people would go at once and when you landed you just wanted to do it again!”
Amber Room 21

“The camp was awesome! I really enjoyed the mud fight because you got to throw mud at the teachers. The mud fight was fun, but the human washing machine definitely was not!”
Seb Room 21

June
Art Incursion

The Year 3 and 4 students learnt about African art and decorated their own wooden African mask made from Albesia wood. The students had a wonderful time learning about African art forms.

Star Search

Once again Mrs Boyle organised this year’s Star Search contest. It is a fantastic way for children to showcase their extraordinary talents. By all accounts this year’s Star Search was one of the best ever. Congratulations to Tayla - 1st place, Sarah & Tayla – 2nd place and Cyrus & Jasper 3rd place.

July
NAIDOC Week
All students across the school participated in a range of NAIDOC activities to increase their understanding and appreciation of the history and culture of the Aboriginal and Torres Strait Islander community. Ms Sandilands did an amazing job organising this special event.
New Oval – Dawesville Active Reserve
Work commenced on our new oval with an amazing amount of earthworks and construction taking place to prepare for the new playing fields.

August Science Week
Our Young Einsteins, with the guidance of our Mad Scientist (Mrs Harman), engaged students across the school in a range of scientific activities during Science Week. It was also great to have Dave Matthews, visiting Scientist, sharing his expertise with our students. The feedback from everyone; including staff, parents and students has been overwhelmingly positive.
Nature Play
Our Nature Play facilities continued to grow during August. Three water tanks were installed across the school. One for the middle primary water feature, the second for the tropical fruit garden and the third for the junior primary wet play area. Mrs Finlay and I drove to Herne Hill to pick up six baby chickens for our new chicken coup. They certainly created a stir with students and parents very excited to see the new additions to the Ocean Road Primary School family. The addition of the chickens provided another excellent opportunity for our children to learn and grow through nature play experiences.

Book Week
Book Week celebrations surpassed all previous years with record numbers of staff and students participating in Dress Up as Your Favourite Book Character Day. The love of reading is alive and well at Ocean Road!

September
Literacy and Numeracy Week Back to the Classroom Activities
It was great to see so many parents, carers and grandparents attending this year's Literacy and Numeracy Week classroom activities. These days are a fantastic way for children to share what they are learning, and how they are learning with their families.

October
New Oval – Dawesville Active Reserve

Students arrived back at school to find our new oval almost completed. During Term 3 and the start of Term 4 students and staff demonstrated great patience and creativity to manage without an oval. Alternative areas and activities were arranged to ensure students were actively engaged during recess and lunchtimes and during Physical Education Classes. A great Ocean Road Primary team effort!

November
Remembrance Day
Remembrance Day marks the anniversary of the armistice which ended the First World War (1914–18). Each year Australians observe one minute silence at 11 am on 11 November, in memory of those who died or suffered in all wars and armed conflicts. Ocean Road Primary School recognised Remembrance Day on Monday 12 November.

Busy Bee
During November a Busy Bee was held to install the Pre-Primary caterpillar and remove some concrete from the Middle Primary water feature. Thanks to the efforts of Narelle Finlay, Anthony Shellam, Mel Tew, Kate Smith, Georgia Ellis, Cliff Rouse, Lili Ward, Kerrie Watts, Andrew Kiddey and Ben Campbell we had the work knocked over by 10.00am.

The Pre-Primary children were over the moon when they returned to school on Monday to find their new caterpillar!
New Oval – Dawesville Active Reserve Grand Opening

After years of lobbying and effort by our P&C Committee and School Board; backing from the City of Mandurah, Peel Development Commission, Royalties for Regions, Education Department; and of course Dr Kim Hames, who put his full support behind the project, the Dawesville Active Reserve finally came to a reality.

Western Australian Education Awards
Thank you to Emily Carlyle for nominating me for the Primary School Leader of the Year Award. It was very humbling to be recognised this way. I would also like to thank all members of the Ocean Road family for your support and best wishes. All credit for me reaching the final of the Western Australian Education Awards goes to Team Ocean Road Primary School, a team I am proud to lead!

December
Most Outstanding Contribution Award

Once again the School Board recognised the individual who had made the most outstanding contribution to the school community throughout the year. This year’s recipient was Mrs Rosalie Trivett in recognition of her tireless commitment to our school community. She is a hardworking member of our P&C and has done an amazing job as treasurer. Rosalie has set up systems that will ensure her successor will have an easy transition into the role of treasurer. She is the ultimate quiet achiever and often puts the needs of others ahead of her own. Rosalie received the highest number of nominations from the school community and is a worthy recipient of this prestigious award.

Congratulations Rosalie!