

## Ocean Road Primary School



*Every child matters ~ Each moment counts ~ Everyone belongs*

# Principal's Foreword

At Ocean Road Primary School we are committed to providing a safe and accountable learning environment that makes it possible for all children to excel and become positive contributors to society. Our caring staff are committed to providing engaging educational programs in order to meet the diverse needs of our students.

Our core values of Respect, Responsibility, Resilience and Kindness; and our commitment to “Putting Children First” underpins everything that we do. The well-being of staff and students is paramount.

Our educators implement a whole school approach to research and evidence based strategies with a major focus on English and Mathematics. Our specialist programs include Science, Physical Education, Japanese, Visual and Performing Arts. We also have a genuine commitment to catering for the specific needs of our Students at Educational Risk and those requiring academic extension.

A strong partnership exists between the school and the community. Our P&C and School Board provide outstanding support to our school program and we encourage parents to become actively involved in their children's education.

*Dean Finlay*  
Principal



# Our Context

Ocean Road Primary School is located in Dawesville, Western Australia. We opened 2001 with initial cohort of 200 students. This year we have exceeded 650 for the first time.

The growth of the school has coincided with a significant change to the school's demographic resulting in the school's ICSEA value decreasing to 981. Students come from wide ranging social and cultural backgrounds, from wealthy middle class families to those stricken by poverty.

The following describes our demographic profile:

- Indigenous students - 3%
- Number of families from the bottom socio economic quartile – 36%
- Students with language background other than English - 4%
- Students under the care of the DCPFS 1.5%
- Students identified as educational risk
  - students with special needs – 2.5%
  - students impacted upon by trauma - 20%
  - students identified as Gifted and Talented – 3.8%
  - students identified as having delayed speech and language development in Kindergarten and Pre-primary - 30%

Overall student attendance rate is 88.2%.



# Our Beliefs

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
- All students, staff members and families should feel a sense of belonging
- 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 Guiding Principles

At Ocean Road Primary School we:

- Treat others with courtesy and respect
- Value all members of the school community equally
- Work together as a team
- Develop the whole child



# Our Values

## **Respect**

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

## **Responsibility**

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

## **Resilience**

Resilience is the ability to bounce back from adversity.

## **Kindness**

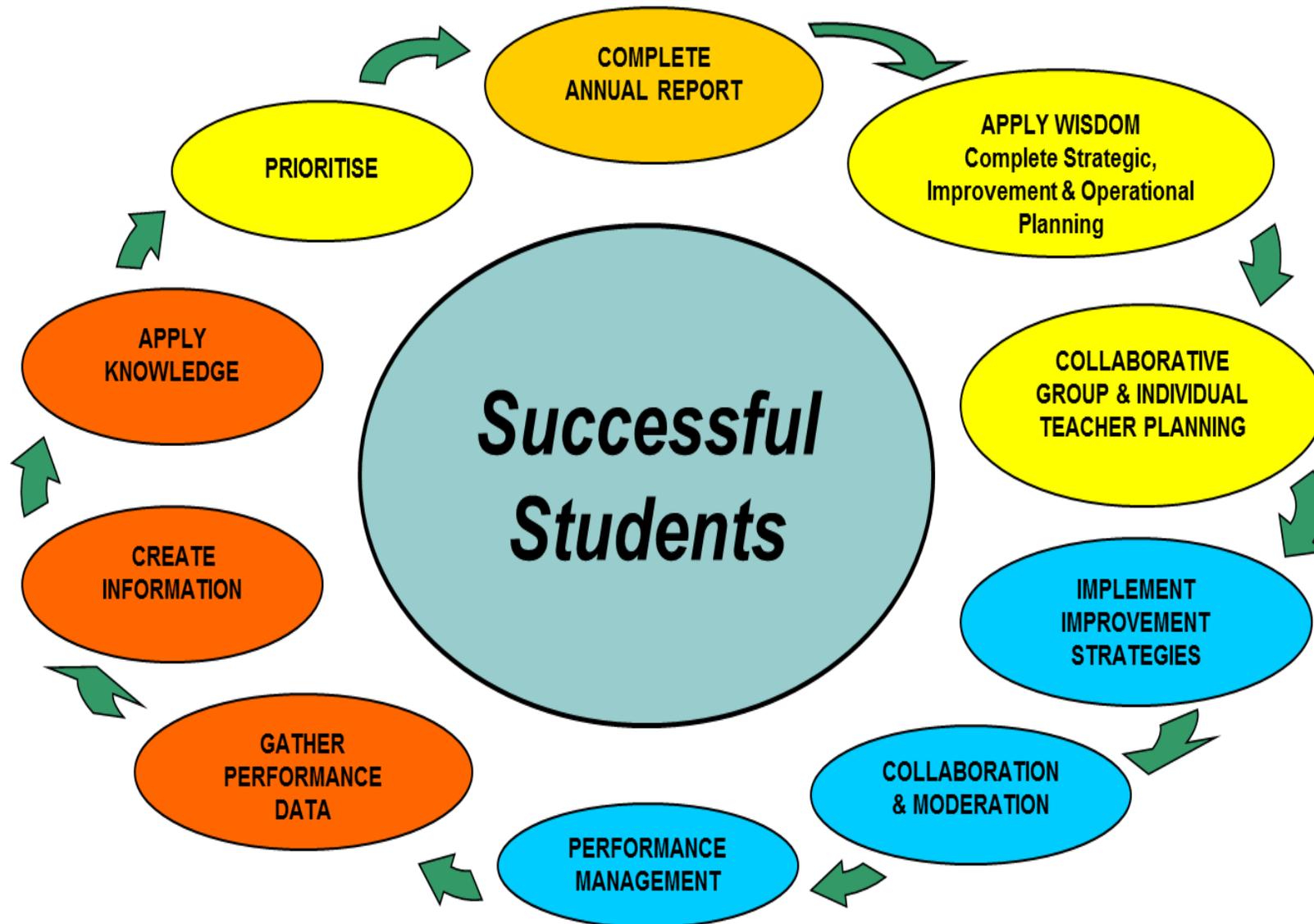
Kindness is the act of being thoughtful towards others. It can be a smile in passing, a charitable act, pleasantness, helpfulness or concern and compassion for others.



# Our Hedgehog Concept



# School Improvement Overview



# Using Data to Create Wisdom

## Student Performance Data Set

- NAPLAN
- On-Entry Assessment

## Process for Analysis

- All staff are provided with access to the electronic student performance data set
- Together all staff interrogate data focusing on progress; achievement; trends; and Like Schools, WA Schools and National Schools comparisons
- Individual and like year level teachers scrutinise areas of strength, concern and any anomalies

## Application of knowledge and wisdom

- Use knowledge gained from analysis to plan at a whole school, phase of development and classroom level
- Identify research and evidence based strategies required to address concerns at point of need
- Develop individual and group case management plans designed to increase student progress rates and achievement



# Focus Area 1 - English (Writing)

Goal: To create successful, confident writers through high quality, effective teaching practices.

Target/s:

- Year 3 and Year 5 (stable cohort) NAPLAN achievement to be at or above 'like schools' in Writing
- 70% of students in the stable cohort to demonstrate moderate progress or above in Year 5
- The percentage of students in the Top 20% is equal to or greater than that of 'like schools'

Strategies:

- Develop a consistent approach to the teaching of writing across the whole school
- Interrogate systems and classroom data to inform the planning, teaching and assessment of all students
- Target and teach skills in online writing in preparation for NAPLAN online (Focus 2017)
- Raise community awareness and celebrate achievements in writing

Resource allocation:

- Literacy Team Leader 1 session per week - \$3700/year
- Literacy Planning - \$2200/year
- Professional Learning - \$1650 relief (SDF - 1346)
- Teaching resources - \$1000/year



# Focus Area 1 - Mathematics

Goal: Build the capacity of staff to ensure high quality teaching of, and success for all students in Mathematics.

Target/s:

- Year 3 and 5 NAPLAN achievement to be at or above 'like schools' in Numeracy
- Increase the percentage of students in the stable cohort demonstrating moderate progress or above from Year 3 to Year 5 from 75% to 80%
- Increase the percentage of students in the stable cohort demonstrating moderate progress or above from On Entry to Year 3 from 75% to 80%
- The percentage of students in the top 20% to be equal to or greater than that of 'like schools'

Strategies:

- Explore and develop the content of the West Australian Curriculum through the Proficiency Strands
- Use evidence based teaching practices across the school
- Collect and analyse a range of data in the Planning, Teaching and Assessment Cycle
- Select and use resources to optimise learning
- Engage the community in and raise awareness of the importance of Mathematics
- Provide appropriate support and professional learning for staff to foster a culture of self-reflection and self-improvement

Resource allocation:

- Numeracy Team Leader 1 session per week - \$3700/year
- Numeracy Planning - \$2200/year
- Problem Solving and Mental Strategies Documentation - \$1650 relief (SDF - 1346)
- Teaching resources - \$5500/year



# Focus Area 3 - STEM

Goal: Create STEM literate individuals who are empowered to become innovators, entrepreneurs, critical thinkers and creative problem solvers.

Target:

- Improve the percentage of teachers that can confidently use a cross curricular approach to planning with a focus on the STEM disciplines from 28% to 70%

Strategies:

- Develop and implement an Ocean Road PS Engineering Design Process
- Implementation of a cross curricular approach through a STEM lens
- Develop community and industry partnerships
- Explore a range of STEM career opportunities

Resource allocation:

- STEM TDS attendance 2016 - (\$9061 salary)
- STEM TDS attendance 2017 - (8 days, \$4410, salary)
- STEM partnership release time 2017, 2018 - (STEM TDS funding - \$10 000 36 1/2 days)
- STEM school funded (PSF) release time - 2017 (\$3000), 2018 (\$3700)
- STEM resources - 2016 (\$1500), 2017 (\$4600), 2018 (\$4000)
- TTC marking 2017 and 2018 - (\$2000 )



# Focus Area 4 - Quality Teaching

Goal: To ensure quality teaching occurs in every classroom to create effective learners and maximise teacher impact.

Target/s:

- Improve the percentage of teachers that can confidently use the four levels of feedback from 30% to 80%
- Improve the percentage of teachers that can confidently use Solo Taxonomy from 5% to 50%
- Improve the percentage of teachers that can confidently model and teach a Growth Mindset from 55% to 80%

Strategies:

- Using the four levels of feedback
- Using Solo Taxonomy to plan and assess
- Teaching and modelling Growth Mindset behaviours

Resource allocation:

- Quality Teaching resources - \$1000/year
- Growth Mindset Package - \$4000
- Quality Teacher Planning time - \$2200



## Focus Area 5 - Students at Educational Risk

Goal: To ensure all students are given the opportunity excel in their learning

Target:

- Implement SEN planning and reporting by the end of 2018

Strategies:

- Create a formalised SAER Improvement Plan
- Provide PL for staff on SEN Planning and Reporting
- Create close links with SAER families through designated LSC's within each phase of schooling
- Provide PL for identified areas of need
- Implement academic extension programs in Science and Writing (SCAMPER)

Resource allocation:

- Special Needs Assistants x 4.7 FTE - \$263,491.40 (DF)
- LSC x 4 FTE 0.4 - \$44105 (DF)
- School Psychologist additional time - (0.36 - 0.04 FTE) \$4652 (DF)
- Education Assistant x 0.8 FTE - \$41208 (ASF)
- Case conferences - \$2200/ year (SDF)
- Teaching resources - \$1000/ year
- External PL-\$1500/ year

NB: Disability Funding Allocation \$282413 per annum



# Focus Area 6 - Belonging

Goal: All students, staff members and families will feel a sense of belonging

Target:

- Increase student attendance rate from 88.2% to 93%

Strategies:

- Create a school environment that recognises and embraces our varied demographic
- Classrooms as communities recognise and cater for diversity
- Audit of the differing cultural backgrounds that are represented within our school community
- Implementation of the Aboriginal Cultural Standards Framework
- Sourcing and creating of appropriate resources representing our diverse community
- Celebrating diverse cultural backgrounds through school and community events

Resource allocation:

- NAIDOC Week - PALS funding \$1500/year
- Artefacts - \$2000/year (ASF)
- Guest Speakers - \$1000/year (ASF)
- Professional Learning (1346) - \$1500/year
- Teaching resources - \$500/year



# Focus Area 7 - Health & Well-Being (Students)

Goal: Create a climate which is conducive to the optimal health and wellbeing of all students.

Target/s:

- Increase student attendance rate from 88.2% to 93%
- Reduce the total number of students suspended per year from 11 to 8
- Reduce the total days suspended per year from 62 to 25

Strategies:

- Whole school approach to Positive Behaviour Support (PBS)
- Rainbows program for students affected by trauma and grief
- Implement DRUMBEAT for students at behavioural risk
- Whole school approach to Protective Behaviours
- Whole school daily fitness and physical education program
- PAThS

Resource allocation:

- DRUMBEAT PL - \$1000 fee plus \$850 relief (SDF - 1346)
- DRUMBEAT facilitation - \$5606/year 0.1 FTE (SDF)
- PBS PL - \$10,000 (SDF - 1346)
- PBS Resources - \$10,000/year (SDF)
- Rainbows resources - \$500 (PSF)
- Physical Education and Health resources – \$5500 (PSF)



## Focus Area 7 - Health & Well-Being (Staff) Sustained Vitality

Goal: Create a climate which is conducive to the optimal health and wellbeing of all staff.

Target/s:

- Increase staff engagement in physical activity from 30% to 50%
- Improve staff levels of happy/extreme happiness from 34% to 50%

Strategies:

- Increase staff self-awareness of strategies for improving and maintaining sustained vitality
- Mindfulness activities during school development days
- Promotion of mindful breaks
- Implementation of agreed professional behaviours
- Leadership team to monitor and support staff:
  - health and wellbeing
  - workload

Resource allocation:

- Global Challenge ~ \$4200/year
- Building Optimal Well-being PL - \$11000 for Relief (1346)



# Policies & Guidelines

The educational program at Ocean Road Primary School is underpinned by the following system and school policies and processes:

- School Education Act 1999
- *School Education Regulations 2000*
- *The Western Australian Curriculum*
- *School Curriculum and Standards Authority's Curriculum and Assessment Outline*
- *Strategic Plan For WA Public Schools 2016–2019 "High Performance – High Care"*
- *Focus 2016, 2017 and 2018 – Directions for Schools*
- *Classroom First Strategy*
- *Aboriginal Cultural Standards Framework*
- *Early Years Learning Framework (EYLF)*
- *National Quality Standard (NQS)*
- *Department of Education's Policies*
- *Ocean Road Primary School's:*
  - *Teaching and Learning Prospectus*
  - *Operational Plans*
  - *Assessment and Reporting Policy*
  - *School Self-Assessment Framework*
  - *Behaviour Management Policy*
  - *Homework Policy*
  - *Performance Management Frameworks*
  - *Policy and Procedures Manual*
  - *One Line Budget*



# Glossary

ASF – Aboriginal Student Funding

DCPFS – Department for Child Protection and Family Support

DF – Disability Funding

DRUMBEAT - Discovering Relationships using Music, Beliefs, Emotions, Attitudes, and Thoughts

ICSEA - Index of Community Socio-Educational Advantage

NAIDOC - National Aborigines and Islanders Day Observance Committee

NAPLAN - National Assessment Program – Literacy and Numeracy

LSC – Learning Support Coordinator

PAThS – Promoting Alternative Thinking Strategies

PBS – Positive Behaviour Support

PL – Professional Learning

PSF – Per Student Funding

SAER – Students at Educational Risk

SEN – Special Education Needs

SDF – Social Disadvantage Funding

STEM – Science, Technology, Engineering and Mathematics

1346 – Budget code for professional learning relief payments



# Signatories

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Dean Finlay

Principal

22 June 2017

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Sonia Goddard

School Board Chair

22 June 2017





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