Ocean Road Primary School

Every child matters ~ Each moment counts ~ Everyone belongs

TEACHING & LEARNING PROSPECTUS

Respect ~ Responsibility ~ Resilience ~ Kindness

At Ocean Road Primary School it is our shared responsibility to provide the best possible learning opportunities for all children within our school community.

We achieve this by ensuring that:
- every member of our staff is effective in their role, and
- all members of our school community are provided with the opportunity to excel.

The Teaching and Learning Prospectus has been developed collaboratively with staff in consultation with our School Board. It clearly articulates the key elements that we believe are critical to creating an effective learning environment. They are:
- Effective Leadership
- High quality teachers
- A researched and evidence based teachers' toolkit
- Relationships
- Using Data to Create Wisdom.

All elements are mutually reliant upon each other in order to achieve continuous improvement and optimum success. The document is revised and adjusted regularly to ensure it retains its currency.

"You don't change performance without changing the Instructional Core."

"The relationship of the teacher and the student in the presence of content must be at the centre of efforts to improve performance. "

Elmore says there are basically only three ways you can increase learning and performance:
- Increase the knowledge and skill of the teacher
- Change the content
- Alter the relationship of the student to the teacher and the content.

If you alter the content without changing the skill and knowledge of teachers you are asking teachers to teach to a level that they don't have the skill and knowledge to teach to. If you do either one of those things without changing the role of the student in the instructional process, the likelihood that students will ever take control of their own learning is pretty remote. "

Richard Elmore – Professor of Educational Leadership, Harvard School of Education.

We are committed to maximising the knowledge and skills of all staff. Our content is defined by the Western Australian Curriculum and localised through our Operational Plans. Our whole school approach to Classroom Management Skills, Instructional Intelligence, Visible Learning and Growth Mindsets is driven by the building of effective relationships between staff, students and content.

We recognise that student learning is improved through the employment of evidence and research based instructional strategies and tactics. Our planning is focussed on achieving individual student, classroom, cohort, whole-school and system milestones and targets.

We provide a broad range of learning opportunities in order for students to acquire the skills necessary to develop:
- a thirst for lifelong learning
- a positive attitude towards flexible and adaptive life choices, and
- the resilience required to adapt to a constantly changing world.

Mr 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

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 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

- 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.

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.

Effective Leadership

The underlying leadership philosophy at Ocean Road Primary School is based on the principle that, be it an adult or a child, everyone has the ability to learn. Through opportunity, each individual can and will grow. The higher the achievement, the wider range of choices an individual can make. A person can gain greater control over their own future through education. This is the belief that makes what we do worthwhile. This approach makes the assumption that all people can and are willing to learn.

The leaders at Ocean Road, at every level, communicate our purpose, beliefs and values, and stimulate motivation so that all members of the school community are aligned to our common goals. Through various forums staff have the opportunity to have input and offer different perspectives and a diversity of opinions prior to decisions being made.

As a result we all have a sense of empowerment, support and trust each other, understand what individuals owe to the team and what the team owes to them. Everyone recognises the obvious benefits in fulfilling our goals as a team.

> Research shows that Australian schools that sustain high levels of student achievement meet four criteria:
> 1. Teaching, learning assessment is at the centre of the innovation
> 2. The approach to innovation is holistic (i.e. Whole school)
> 3. A vibrant professional learning community is in evidence
> 4. Leadership functions and responsibilities are distributed, with teachers exercising pedagogical leadership and principals exercising strategic leadership.
>
> **Peter Cuttance 2001**

Through the provision of ethical instructional leadership all educators are empowered to take risks and become leaders in their own right, therefore creating sustainable capability within the school.

High Quality Teachers

Our aim is to employ high quality teachers and equip them with the best possible resources. All staff are provided with evidence and research based professional learning and support which is critical in ensuring optimum student achievement. All decisions are made **putting children first**.

> It is the teacher that makes the difference to student learning and that "excellence in teaching is the single most powerful influence on achievement."
>
> "The teacher has a 30% impact on student learning. The only factor that has a greater impact are the student themselves and home, accounting for 50-60%."
>
> **Professor John Hattie University of Auckland**

It is an expectation that all teachers have the following essentials embedded within their daily practice. All teachers new to the school receive the appropriate professional learning, support and coaching to achieve this through our well planned induction procedures.

The Western Australian Curriculum
The Western Australian Curriculum describes the core knowledge, understandings, skills and general capabilities for all Western Australian students. It articulates what children should learn as they progress through schooling. It is the foundation of high quality teaching in order to meet the needs of all students.

Early Years Learning Framework
The Early Years Learning Framework describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to eight years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. It also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

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The National Quality Standard (NQS)

The National Quality Standard sets a national benchmark for quality in education and care services across Australia. Western Australian schools utilise the NQS to inform their practices in early childhood education programs from Kindergarten to Year 2.

There are seven quality areas:
1. Educational Program and Practice
2. Children's Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships
7. Leadership and Service Management

Quality Teaching

What teachers and students do makes the difference. To say that a teacher makes the difference alone is not quite right. It is teachers using specific strategies with appropriately challenging content and showing students how to think or engage with the content. Students need to assume responsibility for their learning and achievement. Teaching requires deliberate interventions and feedback to ensure there are improved outcomes for students. The good news is that ALL teachers here are committed to making a difference.

A teacher who makes a difference is one who is open to experience, learns from errors, seeks and learns from feedback from students and colleagues; and who fosters effort, clarity, and engagement in learning. Visible teaching and learning occurs when:
1. Learning is the explicit goal.
2. There are clear Learning Intentions and Success Criteria.
3. Learning is appropriately challenging.
4. Both teacher and student seek to ascertain whether and to what degree the challenging goal is attained.
5. There is deliberate practice aimed at mastery.
6. Feedback is given and sought.
7. There are active, passionate, engaging people involved in learning.

In classrooms where visible teaching and learning occur, teachers are using powerful strategies that have the greatest effect on student outcomes. What is proven to work we do more of, what has little or no impact we do less of.

Growth Mindsets – Carol Dweck

Research on the growth mindset shows that students who believe they can grow their basic abilities have greater motivation and higher achievement than do students who believe their abilities are fixed, and that teachers can influence students' mindsets.
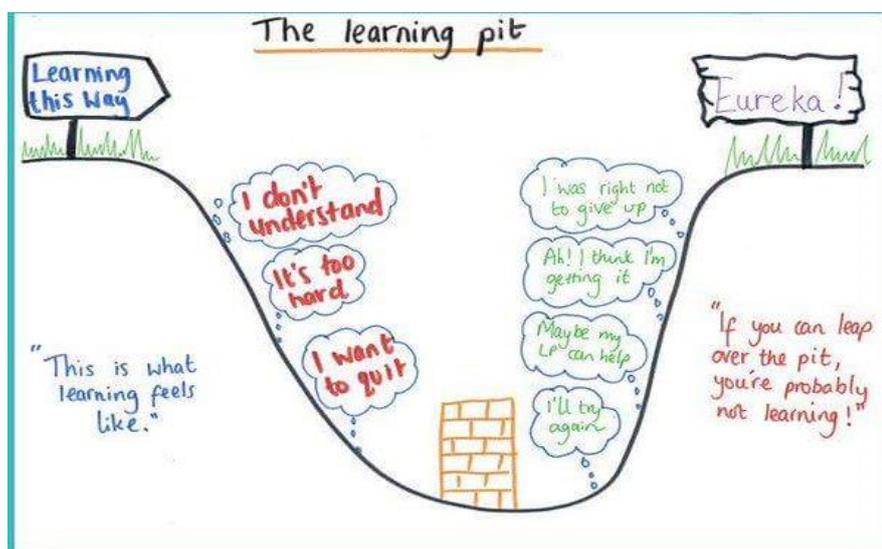
At Ocean Road Primary School we encourage all members of the school to develop a Growth Mindset through the consistent reinforcement of the message that "I can" and if we are experiencing difficulties we use "I can't – yet".

Promoting a Growth Mindset with students gives them the confidence to believe that no matter where they are on the educational achievement ladder, with hard work, perseverance and effort they can improve their intelligence.

Teaching for Growth – Bill Lowden and Mary Rohl
The Classroom Literacy Observation Schedule – Revised (CLOS-R)
The CLOS-R is a detailed manual that describes 27 practices used to teach literacy effectively. With each of the practices there are key indicators some of which refer to teacher behaviours and others that refer to the behaviour of the children.

The Teaching of Mathematics Observation Schedule (ToMOS)
ToMOS is a detailed manual that describes 10 specific teaching actions used to teach Mathematics effectively. Each action is described in terms of teacher behaviour.

Classroom Management Skills (CMS)
The CMS Foundation program provides skill-based professional learning in classroom management and instructional skills. Program delivery focuses on using interactive instructional strategies. It provides in-class coaching for teachers to improve their repertoire of skills. CMS describes what teachers do to increase the chances of preventing and effectively responding to unproductive behaviour. This relies heavily on the teacher's skills related to content, instructional skills and instructional strategies.

Instructional Strategies (IS)
Instructional strategies are driven by theory and produce theory specific results. For example, Cooperative Learning affects student self-concept and attitudes towards others. Concept Attainment affects the retention of information. The power of the strategies is in their integration with one another.

Instructional skills affect the implementation and integration of strategies. For example, hammering, sawing and measuring are skills required to effectively implement the strategy of a builder's blueprint. In the same vein, the instructional skills such as wait time and framing questions are necessary in the effective implementation of instructional strategies, e.g. Cooperative Learning. Strategies are not as effective when the instructional skills are not in the teacher's repertoire; it's like having a racing car but not knowing how to change gears - you don't get the real effect.

Positive Behaviour Support (PBS)
Improving student academic and behaviour outcomes is facilitated when all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes. It is a decision making framework that guides selections, integration and implementations of the best evidence based practices for improving academic and behaviour outcomes for all students.

PBS builds a continuum of supports for staff and students. At each level there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, data to guide decision making about what practices should be put in place to support student learning and social behaviour.

Assessment
The fundamental goal of assessment at Ocean Road Primary School is to improve the quality of teaching and student learning. The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that the assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing.
To ensure student achievement is measured in meaningful ways teachers use assessments focused on:
- assessment for learning – enabling teachers to use information about student progress to inform their teaching
- assessment as learning – enabling students to reflect on and monitor their own progress to inform their future learning goals
- assessment of learning – assisting teachers to use evidence of student learning to assess student achievement against goals and standards

Assessment for Learning
Assessment for learning occurs when teachers use assessment to make judgements about student progress for the purpose of informing their teaching.

Assessment as Learning
Assessment as learning occurs when students reflect on and monitor their performance against learning intentions and success criteria; measure their own progression; and seek, receive and interpret feedback to establish new learning goals.

Assessment of Learning

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student progress and achievement against set standards and targets.

> The McKinsey Report examined 25 school systems around the world - including the top 10 performing systems based on results in OECD tests, which includes Australia - to determine the common factors to improve student performance.
>
> The researchers came to three conclusions. These were that in the top school systems what mattered was:
> * getting the right people to become teachers
> * developing them into effective instructors
> * ensuring that the system is able to deliver the best possible instruction to each child.
>
> **McKinsey Report – "How the World's Best Performing School Systems come out on Top"**

To accomplish this we:
* strive to employ the best possible teachers
* implement comprehensive induction and mentoring procedures
* provide ongoing targeted professional learning opportunities
* conduct performance development processes that are explicitly linked to school and system initiatives, and the National Professional Standards for Teachers.

Researched and Evidence Based Teachers' Toolkit

> *"What defines teachers is their ability to integrate an extensive understanding of how students learn and an instructional repertoire that allows them to respond meaningfully to what is known about how and what students must learn"* - **Barrie Bennett & Carol R Rolheiser**

Our teachers utilise a wide range of research based instructional tools and resources in order to meet the diverse needs of our students and community. To ensure this, staff are involved in a constant cycle of action learning which is supported through the provision of professional learning opportunities during School Development Days, staff meetings, collaborative team (POD) meetings, out of hours workshops, coaching conversations and formal and informal dialogue.

Portal Resources

The Department of Education's Portal provides an extensive suite of information and resources tailored specifically for Western Australian schools. Staff are kept informed of regular updates.

School Curriculum and Standards Authority (SCSA)

The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Minister for Education. It is administered by a board consisting of seven members appointed for their expertise in education and assessment.

The School Curriculum and Standards Authority is responsible for:
* setting standards of student achievement and for the assessment and certification of student achievement according to those standards
* developing an outline of curriculum and assessment in schools that, taking account of the needs of students, sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement
* developing and accrediting courses for schools
* maintaining a database of information relating to:
  - the participation by students during their school years in education, training or employment as provided by the School Education Act
  - the achievement of students during those years
  - records of assessment in respect to students

The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 in Western Australia. It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

The Western Australian Curriculum encompasses the Australian Curriculum, setting out the knowledge, understandings, skills, values and attitudes that students are expected to acquire. The curriculum has a twenty-first century focus which includes three cross-curriculum priorities and seven general capabilities. The Western Australian Curriculum comprises:
- The *Early Years Learning Framework*
- Kindergarten Curriculum Guidelines
- Pre-primary to Year 10 Curriculum
- Alternative Curriculum Recognition.

First Steps
Based on sound research, First Steps in Literacy and Mathematics develop and expand teachers' understanding of Literacy and Mathematics and how children learn. First Steps enables teachers to successfully diagnose, plan, implement and evaluate their students' learning.   Teachers' professional judgments about what students know and understand, what needs to be taught and what makes effective teaching are enhanced by the use of First Steps.

Digital Technologies
Digital Technologies make significant contributions to student learning. For teachers, Digital Technologies enable the design and delivery of flexible and engaging learning opportunities and improved monitoring and assessment procedures relating to student progress. For students, Digital Technologies enable learning that is responsive to their learning styles and needs; and adds depth and richness to learning experiences. Digital Technologies offers significant support towards the elevation of curriculum standards at Ocean Road in our quest to achieve the National Goals for Schooling in the 21st Century.

Conference Accreditation Trainer (CAT)
The Conference Accreditation Trainer process is the first accreditation level in the CMS accreditation structure. Teachers with this level of accreditation are able to conference staff who have completed CMS - Foundation Level and the Instructional Strategies Extension Program. This provides Ocean Road Primary School staff with ongoing professional support within the classroom.

CAT trained teachers are able to observe, and in a structured conference, give non-evaluative feedback to the classroom teacher on an agreed set of skills.

Students at Educational Risk (SAER)
We have created a learning environment where children are valued, encouraged and offered support when required. This includes being responsive to the individual needs of Students at Risk in the following areas:
- learning,
- behaviour,
- attendance; and
- social and emotional

Teachers are expected to identify, cater for and review students' needs using professional judgements; data; Individual and Group Education Plans; case conferences; information provided by parents; and support from the Student Support Team.

Academic Extension
We are dedicated to the pursuit of excellence through Kindergarten to Year 6. An individual case management approach is used to ensure a comprehensive, education program is provided meet the educational, social and emotional needs of the identified children. We implement clear identification processes, effectively plan for their diverse and special learning needs. The Academic Extension Coordinator is a part of the Student Services Team.

Protective Behaviours
The Protective Behaviours Program is child-focused and informed by a fundamental belief that children have a right to physical and psychological safety at all times, and that we as teachers, parents, communities and governments must play a part in protecting children of all ages. The program is designed to equip teachers with the knowledge and tools to shield children from sexual abuse and harm.
Making SPACE for Learning - Delving inside the brain and body of children and young people

In the last decade, there has been an explosion of research about the inner workings and connections between the brain and body. The knowledge base about neurobiology, relationships and trauma has begun to revolutionise the way we understand traumatised children's behaviour, their abilities and the impact of their past on their capacity to learn and relate to others.

The consequences of trauma on children and young people are multiple, yet they are not well understood. These children are often labelled as disruptive, defiant and poor learners at high risk of disconnecting from school. With support, children and young people can, and do, recover from the harmful effects of trauma. To do so, however, they need adults in their lives to be understanding of and responsive to their unique needs. They cannot easily adapt and change to their environment. Their environment and the people in it must adjust to help them. These children and young people need the space to learn to be created for them by those who care for and support them.

Making SPACE for Learning is a resource guide to assist schools to unlock the potential of traumatised children and young people to grow and develop at school. This resource guide offers opportunities to build practical strategies which you can use to support these children and young people.

PAThS - Promoting Alternative Thinking Strategies

The **PAThS** program is grounded in social and emotional learning (SEL). SEL helps children, including at risk and special needs students, develop the social and emotional skills they need in life to successfully manage their feelings, relationships and their work. When students use SEL skills, behaviour improves and disruptions lessen. Instead of wasting valuable classroom time managing misbehaviour, teachers can teach and students can learn.

Staff Information File

At the beginning of each year all teachers are provided with a staff information file. This file holds information that is critical to the day to day running of the classroom, including:

- The School's Business Plan
- The Teaching and Learning Prospectus
- Literacy and Numeracy Operational Plans
- Policy and Procedures Manual
- Incursion Excursion Package
- Behaviour Management Package
- Emergency and Critical Incident Management Plan
- Lesson Attendance Procedures
- Student Health Information
- Child Protection Procedures.

Policy and Procedures Manual

Our Policy and Procedures Manual has been created to provide all staff with a shared understanding of the school based policies and processes that we are all expected to follow. Department of Education policies can be found at http://policies.det.wa.edu.au/.

To maximise our teachers' ability to utilise the Tool Kit they are provided with professional learning, resources and follow up coaching and support.

Relationships, Relationships, Relationships

When it comes to improving and maintaining our relationships with others, Stephen Covey's metaphor of the Emotional Bank Account is probably one of the most powerful ideas ever created for interpersonal relationships. This concept is based around the premise that anyone we have a relationship with, whether it is our co-workers, family or friends, we maintain a personal "emotional" bank account with them. This account begins on a neutral balance. And just as with any bank account, we can make deposits and withdrawals. However, instead of dealing with units of monetary value, we deal with emotional units.

The emotional units that Covey speaks of are centred on trust. When we make emotional deposits into someone's bank account, their fondness, trust, and confidence in us grows. As a result our relationship develops and grows. If we can keep a positive reserve in our relationships, by making regular deposits, there will be greater tolerance for our mistakes and we'll enjoy open communication with that person. On the contrary, when we make withdrawals and our balance becomes low or even overdrawn, bitterness,

mistrust and discord develops. If we are to salvage the relationship, we must make a conscious effort to make regular deposits.

The leadership team plays a key role in improving and maintaining relationships by modelling appropriate behaviours and making all members of the school community feel welcome, important, valued and listened to. An example of this is the distribution of thankyou cards that are used to show appreciation. Individual achievements are celebrated continually via, staff, leadership team, POD and communication meetings; assemblies; Monday Minder; School Newsletter; and the local newspapers.

With students we use the "Bucket Filling" metaphor which is based on the principle that everyone has an invisible bucket that they carry around with him or her all day. This bucket holds all their feelings. Someone who encourages others, gives compliments, and spreads love and happiness is a bucket filler. They fill other people's buckets with good feelings and they also fill their own because they feel good when they fill someone else's bucket.

Resources for staff and students, including Steven Covey's "7 Habits of Highly Effective People" and Carol McCloud's "Have You Filled a Bucket Today?" are available in the Library and Reading Resource Room.

Communication
Effective communication systems are paramount at Ocean Road Primary School. Communication occurs through the Email system; Monday Minder; staff room white board messages; PA and staff room announcements; staff meetings; PLC meetings; and weekly communication meetings.

All communications must comply with the Department's Staff Conduct and Discipline Policy. All members of the school community have the right to function in a safe environment that is free of bullying, harassment and discrimination.

Collaboration
Effective teacher collaboration is critical to successful teaching and learning (Effect size 1.57). Opportunities for collaboration occur through collaborative DOTT time, Professional Learning Communities, Leadership Team meetings, staff meetings, communication meetings, School Development Days and professional learning. Educators collaboratively share what's working and what isn't, action learning, assessment and moderation, planning and professional knowledge. As a result, they have a well-established shared understanding and ownership of student learning and teacher impact.

Student Support Team
Students at Educational Risk are supported by our Student Support Team. The team includes:
- Deputy Principal – Student Services
- School Psychologist
- Learning Support and Academic Extension Coordinators
- Visiting Specialist Teachers
- School Nurse.

This group operates with the full support of the School Leadership Team. Once a student has been identified as being at risk, the teacher works collaboratively with the Student Support Team and the child's parents to develop, monitor and review appropriate intervention programs.

Case Management Teams
Case management teams are created to work with specifically identified students, and/or groups of students. These teams may consist of the Literacy Specialist Teacher or Numeracy Specialist Teacher; Student Support Team; Academic Extension Coordinator; and classroom teacher/s. Their role is to collaboratively develop and implement targeted Individual Education Plans and Group Education Plans using research based strategies to improve student performance.

Performance Development
Performance development enables all staff to demonstrate their accountability; reflect on their own performance using the National Professional Standards for Teachers, Business Plan, and Teaching and Learning Prospectus; and develop improvement plans. The process is driven by the managee. The role of the manager is to listen, provide support, advice, mentoring, coaching and feedback.

Professional Learning Communities (PLCs)

At Ocean Road Primary School Professional Learning Communities are teams of educators who are united in their commitment to improve student learning. The groups represented are K/PP, 1/2, 3/4, and 5/6. Specialist staff are evenly spread across the PLCs to provide a whole school perspective within each PLC.

The six characteristics of effective PLCs are:
1. A shared purpose, vision (clear direction), values (collective commitments), and goals (indicators, timelines and targets) which are all focused on students learning.
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practice and current reality
4. Action orientation or "learning by doing"
5. A commitment to continuous improvement
6. A results orientation

The three Big Ideas at the Core of PLCs are:
1. A relentless focus on learning for all students
   - Learning for all
2. A collaborative culture and collective effort to support student and adult learning
   - Teamwork
3. A results orientation to improve practice and drive continuous improvement
   - Data driven decision making

The four critical questions that need to be asked are:
1. What is it we want our students to learn?
2. How will we know if they are learning?
3. How will we respond when some of our students do not learn?
4. How will we enrich and extend the learning for students who are already proficient?

What's in it for educators?
- Shared ownership for the learning of all students and collective responsibility for student success
- Enhanced teacher collaboration and effectiveness
- Higher quality solutions to problems
- Increased confidence
- Sharing of expertise and resources
- Powerful adult learning that shifts our focus from what we teach to what the children learn
- Opportunities to be inspired and inspire others

PODs also have a responsibility to discuss whole school issues and issues related to their POD. The results of these discussions will be fed back through the Consultative Committee.

Leadership Team

PLC leaders sit on the Leadership Team along with members of the school Executive.

The Professional Learning Community Leaders' role includes, but is not limited to:
- Leading the Professional Learning Community
- Facilitating moderation activities
- Building relationships with staff, students and parents within their PLC
- Learning Support Coordinator
- Coordination Three Tiered Intervention
- Workload advisory

Professional Learning Community Leaders are expected to:
- Uphold Ocean Road Primary School's Values, Beliefs and Guiding Principles
- Work Closely with the Executive Team
- Attend regular meetings, in and out of school hours

Finance Committee

Finance Committee representatives are elected from each PLC. Under the leadership of the Principal and Manager Corporate Services they collaboratively plan, monitor and review the school's financial budget, ensuring it links to the priorities outlined throughout the school's Business Plan.

Social Committee
Volunteers are called at the start of each year to be part of the Social Committee. They are critical in creating a sense of fun and unity amongst staff through coordinating events such as Secret Friends, Secret Santa, Melbourne Cup Luncheon and various other social activities throughout the year.

School Board
The purpose of the School Board support the school in providing a safe and accountable learning environment that makes it possible for all children to excel and become positive contributors to society. Our aim, through support and direction, is to assist each student to achieve their full potential. (See School Board Terms of Reference for more information)

P&C
The P&C Association plays a vital role in school affairs. Meetings are held in the staff room twice per term, usually in Weeks 3 & 7 at 7.00pm. Staff requesting money from the P&C should do so in writing outlining the purpose and educational outcomes the funding will address.

The role of the P&C Association is to promote the interests of the school through:
- Cooperation between parents, teachers, students and members of the general community
- Assisting in the provision of resources, facilities and amenities for the school
- Organising or conducting fundraising or other benefits for the benefit of the school
- The fostering of community interest in educational matters.

Community Partnerships
It is our role as educators to ensure that all members of our school community have the upmost confidence that we put children first in all decisions and that there is a genuine partnership that exists between them and the school.

Parents
Parents are seen as a crucial element in ensuring successful learning. We encourage parents to become actively involved in their children's education through:
- Decision making - School Board
- Fund Raising - P&C Committee
- Whole school events such as carnivals, sporting activities, performances, Science Festivals, Japanese Cultural Days, Open Nights, etc
- Parent interviews
- Volunteering in classrooms and school activities

Businesses/Agencies
To achieve sustainable, quality services at Ocean Road Primary School we maintain excellent relationships with community, educational partners, industry and other government agencies.

Community
- City of Mandurah
- Port Bouvard Surf Lifesaving Club
- Falcon Lions Club
- Food Bank

Educational Partners
- Mandurah Schools' Network
- Murdoch University
- Edith Cowan University
- Challenger TAFE
- SEDRA

Industry
- ALCOA
- Scitech
- Bendigo Bank
- Mandurah Mail
- Mandurah Coastal Times

Government Agencies
- WA Police
- Department for Child Protection and Family Services
- Peel Behaviour Centre
- Peel Community Health
- Child and Adolescent Mental Health

Using Data to Create Wisdom

Wisdom
Collective
application of
knowledge
into action, ie
Planning

Adding Value:
Prioritise
Set Targets
Develop Plans
Implementation

Knowledge
Experience, values,
context applied to
information

Adding Value:
Make comparisons
Make connections
Challenge judgements
Conversations

Information
Give meaning to data through
analysis within context

Adding Value:
Familiarise
Contextualise
Scrutinise
Summarise

Data
NAPLAN, WAMSE, SAIS,
Schools Performance Monitoring System
On-Entry Assessment
Literacy and Numeracy Net