



Department of
Education

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Public education
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Ocean Road Primary School

Public School Review

April 2018 (Revised format)

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Ocean Road Primary School was established south of the Dawesville Cut in the suburb of Dawesville in 2001 and became an Independent Public School in 2013.

With a total of 73 members of staff using a staffing equivalent of 52.6, the school offers a range of specialist programs including; science, physical education, Japanese, visual and performing arts.

At the time of the review, the school had an enrolment of 661 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 981.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- a wide range of credible data was selected for analysis;
- staff engagement in the school assessment process was highly collaborative;
- there is a clear alignment between the performance evidence, the judgements made about priorities for improvement and the strategies to be actioned;
- a culture of reflection and continuous improvement is evident; and
- the school's leadership, representative group of teachers, the school board provided a detailed account of the school systems for the collecting and analysing data.

The following recommendation is made:

- judgements made throughout the submission required a higher level of specificity in order to convey what the school is targeting as part of its data analysis.

Public School Review

Relationships and partnerships

An investment in the professional culture within the school and building of strong community partnerships has contributed to a positive school climate.

Effectiveness

The review team validates the following:

- An agreed set of professional behaviours underpin the professional interactions of staff.
- The business plan includes staff health and wellbeing as a priority area, focussing on staff engagement in physical activity and improved happiness levels.
- The school board and Parents and Citizens' Association actively participate in the school improvement process. Involvement in key school initiatives, including the Positive Behaviour Support program has led to increased successful outcomes.
- Survey data results indicate positive and respectful relationships are evident across the school community.
- A positive learning culture is embraced by students, staff and parents.
- A demonstrated commitment to increasing student engagement through positive teacher-student relationships is evident.
- Staff satisfaction is very high.

Learning environment

The school demonstrates an understanding of, and commitment to the importance of optimal conditions to enable successful learning outcomes for students.

Effectiveness

The review team validates the following:

- A school-wide focus on the Positive Behaviour Support framework underpins expected behaviours for students, promoting parent engagement with the school and building of a positive school culture.
- Students at Educational Risk processes are clear and well-developed.
- Identification and intervention approaches are enhanced significantly through building of expertise of the professional learning community leaders.
- The school has an identified focus on catering for students working above expected year level.
- The implementation of the DrumBeat program to support an identified group of disengaged students has improved their attendance levels.

Improvements

The review team validates the following action:

- A continued focussed approach on improving levels of attendance and punctuality.

Leadership

The school leadership team value the building of relationships in order to empower others. Staff have the opportunity to utilise their expertise and, together in partnership with the community, are committed to its strategic directions.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• High levels of staff input into the business plan has increased ownership of priority and focus.• The leadership team harness their collective expertise towards building teachers' commitment and capacity to make sustainable improvements in their day to day teaching practices.• A distributed leadership framework facilitates the varied leadership opportunities for staff.• Well-managed and strategic management of change underpins the leadership approach towards planning for school improvement.• Action learning guides the implementation of whole-school initiatives and programs.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue to strengthen the leadership capacity of teacher leaders to accelerate the impact of identified whole-school approaches.

Use of resources

Careful consideration has been given to both the strategic and operational elements of school resourcing. Strategic financial management maximises resources available to implement the school's business plan.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Explicit links exist between actions/strategies, expected outcomes and planned expenditure.• The manager corporate services and Principal work collaboratively to ensure a consistent and responsive approach to managing allocated resources.• Management of school cash and salary allocations meet the requirements for annual expenditure.• Strategic deployment of resources is characterised by focussed expenditure of targeted initiatives.• The school board is knowledgeable and confident regarding how resources are used to improve student outcomes.• The school's teaching and learning prospectus provides staff with clear direction as to how funds should be prioritised.
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Teaching quality

The teaching staff demonstrate and share expertise, are committed to improving their teaching practices and understand their professional obligations.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A whole-school focus on 'visible learning' has increased understanding of how the needs of students from challenging backgrounds can be met. • Planning to improve teacher quality has included a focus on engaging the students' voice. • Improving teacher quality through a planned and targeted approach is evident through the addition of a quality teaching team, comprised of teachers with leadership support. • The implementation of 'expert groups' representing each phase of learning and the various learning areas has increased staff engagement, examination of evidence-based teaching and feedback to staff. • The early childhood staff effectively use On-entry Assessment Program data to plan early intervention strategies.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to build teacher efficacy in responding to data/evidence of student learning through the collaborative support embedded in existing professional learning communities.

Student achievement and progress

Student achievement and progress in most years and assessment areas have been at expected levels. The exception being Year 3, where in 2017 performance in reading and spelling is of concern.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Effective collaborative structures ensure staff participate in regular and timely analysis of data. • The school analyses both quantitative and qualitative assessment data to monitor, track and report on student and school performance. • High levels of staff engagement with data underpin purposeful and reflective professional discussion between the leaders and teachers. • The school has analysed school performance data, identifying the reasons for underachievement and subsequent planning for improvement. • The school's Business Plan 2016-2018 specifies a 'using data for wisdom' approach to underpin high-level data analysis as a response to lower than expected student progress and achievement.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Strengthen further the use of data to ensure increased value adding of student progress and achievement.

Reviewers

CHERYL PARKIN
Director, Public School Review

BARBARA BROMLEY
Principal, Mindarie Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS