



Department of  
Education

**Shaping the future**

# Ocean Road Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Ocean Road Primary School opened in 2001 and is located in the suburb of Dawesville, approximately 87 kilometres south-west of the Perth central business district, within the South Metropolitan Education Region.

The school became an Independent Public School in 2013.

Currently, there are 670 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 968 (decile 7).

A strong partnership exists between the school and the community with volunteers providing support to both students and staff. Further support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- The school is establishing a culture of self-assessment and review through a cycle of inquiry. Their approach to the Public School Review process and preparation was based on this existing model.
- The Principal was proactive in seeking support from the Public School Review team to gain clarity and guidance in preparation for the Electronic School Assessment Tool (ESAT) submission and validation visit.
- A collaborative and reflective approach, likened by the Principal to writing a job application, was taken in preparing the ESAT submission. Defined by robust debate, students, families, School Board members and staff were actively involved in the school's review process.
- The Principal believes the process has highlighted the work and growth the school has seen over the last three years and has provided direction for the next phase of future planning.
- Staff and community members contributed enthusiastically to discussions with the reviewers, demonstrating genuine commitment and care for their school.

The following recommendation is made:

- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of the school's regular review process.

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### Relationships and partnerships

A highly developed and embedded consultative and collaborative culture has been established, where interactions between staff, students and the community are defined by mutual respect, trust, open communication and a 'can-do attitude'.

### Commendations

The review team validate the following:

- The school provides a broad range of parent communication avenues that are both accessible and tailored to the changing family contexts and demographics. This multi-modal communication is developing greater connectedness for families, impacting positively on relationships with the school.
- Established collaborative structures give the opportunity for staff to receive information, provide feedback and contribute in a consultative environment. This is particularly evident in the communication during the COVID-19 pandemic through Padlet, Facebook and a detailed COVID-19 Response Plan.
- The School Board and P&C are active in ensuring community issues, decisions and directions have school input and involvement. Their formulation of the Dawesville Community Centre Advocacy subcommittee has led to the considerable injection of funds to secure future supports/facilities for local children and families.
- Students have a voice in school decision making and their learning. This is building positive relationships with staff and leading to high levels of student engagement and a strengthened sense of belonging.

### Recommendation

The review team support the following:

- Progress the intentions to raise awareness of unconscious bias through further embedding the Aboriginal Cultural Standards Framework across all aspects of the school and curriculum.

### Learning environment

A learning environment designed to maximise student engagement and inclusion is a whole-school priority. Strong advocacy for students and a deep understanding of each child's backstory is leading to collective staff responsiveness in establishing a safe and welcoming place for all.

### Commendations

The review team validate the following:

- The school's recent implementation of PBS<sup>1</sup>, supported by tools to educate and reduce variance in the application of behaviour processes, is contributing to increased consistency of practice across the school.
- Staff mental health and wellbeing is prioritised through proactive and innovative strategies. Participation in the Global Challenge, staff check-ins and the provision to 'tap out' when needing a break, are building relational trust and a sense of belonging. This is leading to high levels of staff satisfaction and retention.
- Attention and priority is given to student health and wellbeing. The wraparound support model for students and families provides a suite of strategies and intervention programs. The school received recognition for this work through the Commissioner for Children and Young People's Mentally Healthy Education Award.
- A considered approach has been taken to ensure indoor and outdoor spaces promote high levels of engagement, student agency, curiosity, critical thinking, collaboration, conflict resolution and connections.
- The case management approach taken for students with special needs has resulted in an individualised model of intervention. The Student Support Team provides guidance and assistance to teachers and families in the identification of and planning for students at educational risk (SAER).

### Recommendations

The review team support the following:

- Continue to embed PBS, in partnership with families/carers, and monitor for fidelity of implementation in every classroom.
- Continue to closely analyse student behaviour data to monitor the effectiveness of implemented programs, processes and practices.
- Progress with the planned intentions to embed trauma-informed practices across all facets of the school.

## Leadership

The Principal and leadership team have prioritised a culture of continuous learning. Guided by the mantra 'Every child matters – Each moment counts – Everyone belongs', a feature of the school is the united team approach where all are empowered to contribute to school leadership.

### Commendations

The review team validate the following:

- An extensive distributed leadership model provides opportunities for staff to take on leadership roles confidently within the school. This multi-tiered model provides support and ongoing professional learning at point of need for staff, promotes sustainability, supports succession planning and contributes to leadership development at both the school and system level.
- A developing culture of reflective practice, based on the growth coaching model, classroom observations and feedback, is contributing to high levels of teacher efficacy.
- The multi-layers of leadership comprised of the Professional Learning Community leaders, learning support coordinators and curriculum lead teachers and coaches, supports teachers in the implementation of whole-school practices.
- A suite of initiatives are provided to develop, increase and diversify student leadership such as 'The Leader in Me'; Honey and Mumford Questionnaire; creating a student leaders shield and team building activities.

### Recommendation

The review team support the following:

- Continue to develop leaders' knowledge and expertise to lead whole-school programs that ensure consistency of practice and implementation across the school.

## Use of resources

The Principal and the manager corporate services give high level consideration and monitoring to the changing nature of the school demographic, ensuring future resourcing plans are reflective of the school context and priorities.

### Commendations

The review team validate the following:

- Guided by business plan priorities and targets, decisions about the allocation of financial, physical and human resources are research and evidence based, with a focus on improving outcomes for students.
- Workforce planning is carefully crafted, ensuring employment and timetabling of staff will maximise the outcomes for students. A flexible approach to the deployment of education assistants (special needs) provides support for the implementation of programs such as MultiLit and ensures students receive point of need intervention to maintain good order and safety.
- Astute management and planning guides the prioritisation of facility improvements. This was evident in the High Priority Maintenance Funding Program, which demonstrated careful planning and auditing to ensure best value financial decisions in the prioritisation and completion of works.
- The school's decision to employ a public relations officer has provided numerous benefits. Additional funding sourced through grants, together with engaging and connecting with key stakeholders, have effectively raised the profile of the school within the school and broader community.
- Aware of workload issues for staff and recognising the importance and high impact of collaboration and collective expertise, the school has prioritised resourcing of additional Duties other than Teaching time to facilitate and support staff.
- The manager corporate services' ongoing support through the provision of clear, educative and transparent information has contributed to high levels of staff financial literacy. The devised spreadsheet, simplifying school resourcing, provides clarity for the School Board, Finance Committee and staff.

### Recommendation

The review team support the following:

- Continue to develop the financial literacy and understanding of staff in relation to school resourcing.

## Teaching quality

An inquiry-based, integrated learning strategy from Kindergarten to Year 6 underpins the school's approach to delivering a school-wide pedagogy. With high expectations of themselves, staff operate within a culture of continuous improvement and collaboration.

### Commendations

The review team validate the following:

- The focus on 21st century learning, supported by the High Impact Pedagogy/STEAM<sup>2</sup> Expert Teams and professional learning on Release and Purposeful Play, is increasing student engagement, creativity, critical thinking, risk taking and curiosity.
- Professional learning from both within the school and externally, is complemented by modelling, coaching and collaborative practices. Support planning documents link to the development of 21st century skills. Collectively, these strategies provide guidance to achieve whole-school, agreed and shared pedagogy.
- Attention to unpacking the writing curriculum at a whole-school level, development of the Writing Power Standards and implementation of Brightpath, are facilitating school-wide consistency in the teaching of writing.
- Defined expectations, underpinned by four guiding questions and Professional Learning Communities, are contributing to the emergence of greater consistency in teaching, learning, assessment and moderation.
- Teachers are well supported in their delivery of a differentiated curriculum to meet the needs of SAER. A broad range of professional learning supports teachers and education assistants to effectively respond to identified priorities for improvement. Essential to the success for students is the work of education assistants (referred to as assistant educators) in the planning and delivery of programs.

### Recommendations

The review team support the following:

- Continue to progress the planned intentions to provide further professional learning to build the capacity of the 21st Century Pedagogy Team and staff to implement 21st century learning.
- Monitor the effectiveness of classroom teaching in the implementation of whole-school programs, giving close attention to the impact of the PBS strategy on classroom and student learning.

## Student achievement and progress

Focused on optimising student achievement and progress, the school is taking a targeted and responsive approach to address the decline in student performance over time.

### Commendations

The review team validate the following:

- Reading from Year 3 to Year 5 2017 to 2019 NAPLAN stable cohort showed positive progress.
- Tracking of student achievement by the Student Support Team through targeted messaging to families, relationship building, data analysis, implementation of School Star and a three-tiered approach to attendance intervention, has had a positive impact.
- Unauthorised absences have improved, decreasing from 40 per cent to 16 per cent, with notable improvement for individually case managed students.
- The school's individual case management approach, and focus on the collection and interrogation of both school and individual behaviour data, is leading to improved behaviour and heightened levels of engagement for 'targeted students'.

### Recommendations

The review team support the following:

- Continue to monitor closely the impact and consistency of implementation of agreed whole-school programs, pedagogy, instructional model and interventions to address the decline in student performance.
- Further progress the planned intentions to support teachers in the use of data to moderate and interrogate the effectiveness of their teaching on student outcomes.
- Continue to pay close attention to the implementation of PBS with fidelity, to reduce the impact negative student behaviour has on the classroom teaching and learning program.
- Revisit the narrative around student behaviour defining school culture, with a focus on 'positive potential'.

## Reviewers

Maxine Augustson  
**Director, Public School Review**

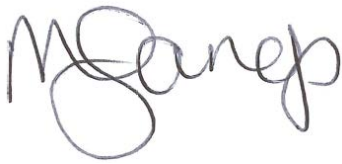
Andrew Gorton  
**Principal, Alkimos Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Student Achievement and Progress domain only, will be Term 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Science, technology, engineering, the arts and mathematics