



Business Plan 2022-24



Every child matters ~ Each moment counts ~ Everyone belongs



Kindness ~ Resilience ~ Responsibility ~ Respect



Acknowledgement of Country

Every child matters ~ Each moment counts ~ Everyone belongs



Ocean Road Primary School acknowledges the Bindjareb people of the Noongar Nation – the traditional custodians of the land on which our school stands – and pay respect to all Elders, past and present. We acknowledge and respect their continuing culture and the contribution they have made in the past, present and future.

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Principal's Foreword

Every child matters ~ Each moment counts ~ Everyone belongs



Ocean Road Primary School is a place where everyone is supported, accepted, and empowered to thrive.

We achieve this through:

- Building trusting relationships
- High expectations of success by focusing on individual strengths
- Best practise whole school programs
- Collective Teacher Efficacy
- Students, staff, and community agency
- Responsive and engaging inclusive learning environment

Our core values of Kindness, Resilience, Responsibility and Respect, and our dedication to “Put Children First” underpins everything we do. The health and wellbeing of staff and students is paramount.

Our educators implement a whole school blended pedagogy approach with a focus on developing the whole child. This includes English, Mathematics, a Growth Mindset, and students' mental health and wellbeing. Our specialist programs include Science, Physical Education, Japanese, Visual and Performing Arts. We are committed to catering for all of the students' needs, including 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 School Board is deeply involved in ensuring that the school is addressing the needs of our students and community. Our P&C and volunteers provide outstanding support to our students and staff. Families and carers are actively encouraged to become involved in their children's education.

Kind regards

Dean Finlay

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The Vibe that makes us ORPSome

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Our Context



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Ocean Road Primary School is located in Dawesville, Western Australia. We opened in 2001 with an initial cohort of 200 students.

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 964. 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 - 7%
- Number of families from the bottom socio economic quartile - 49%
- Students with language background other than English - 7%
- Students under the care of the DCPFS 1%
- Students identified as educational risk
 - students with special needs – 4%
 - students identified as Gifted and Talented – 1%
 - students identified as having delayed speech and language development in Kindergarten and Pre-primary - 25%

There are a significant number of students and families impacted by trauma.

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Our Values

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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.

Resilience

Resilience is the ability to bounce back from adversity.

Responsibility

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

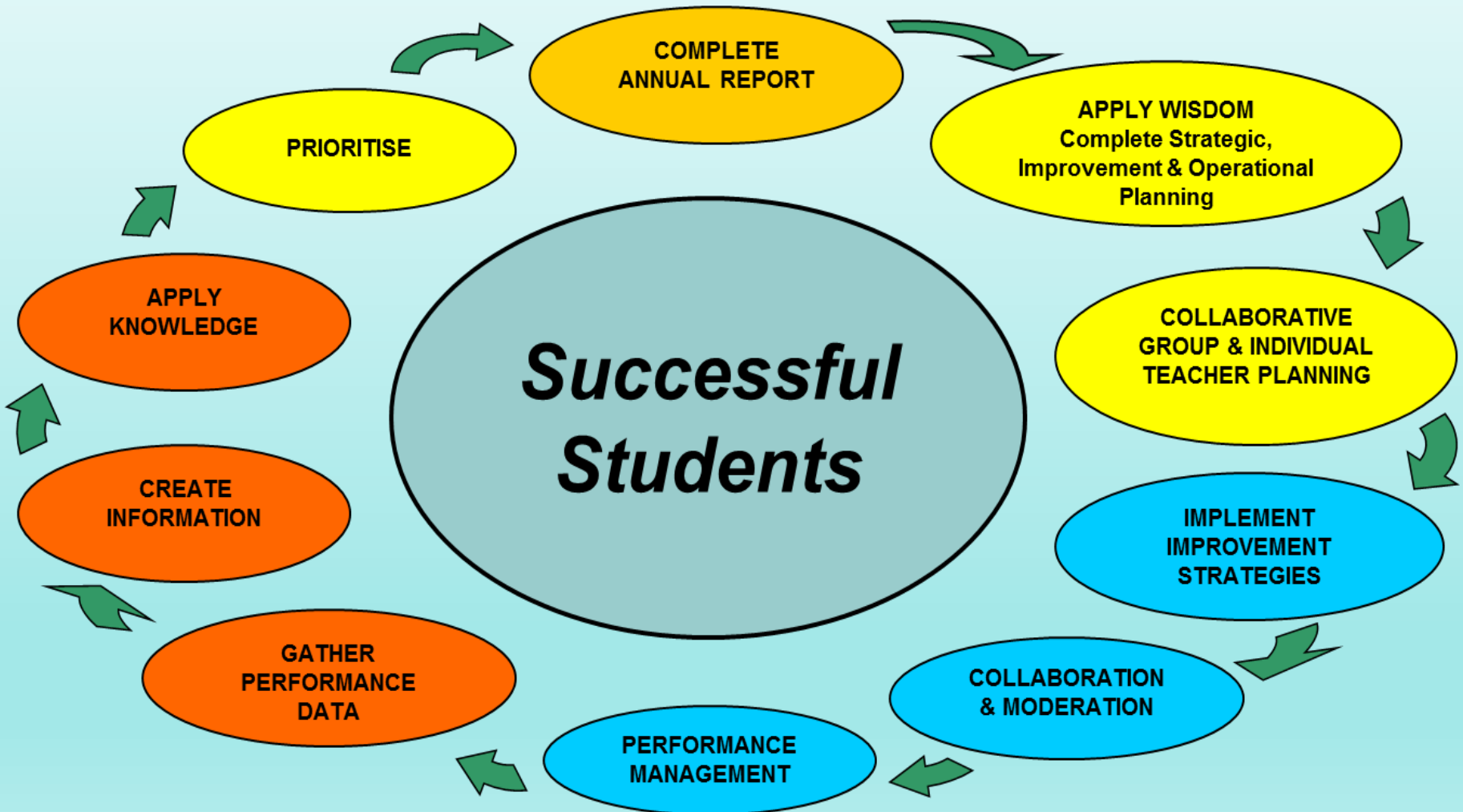
Respect

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

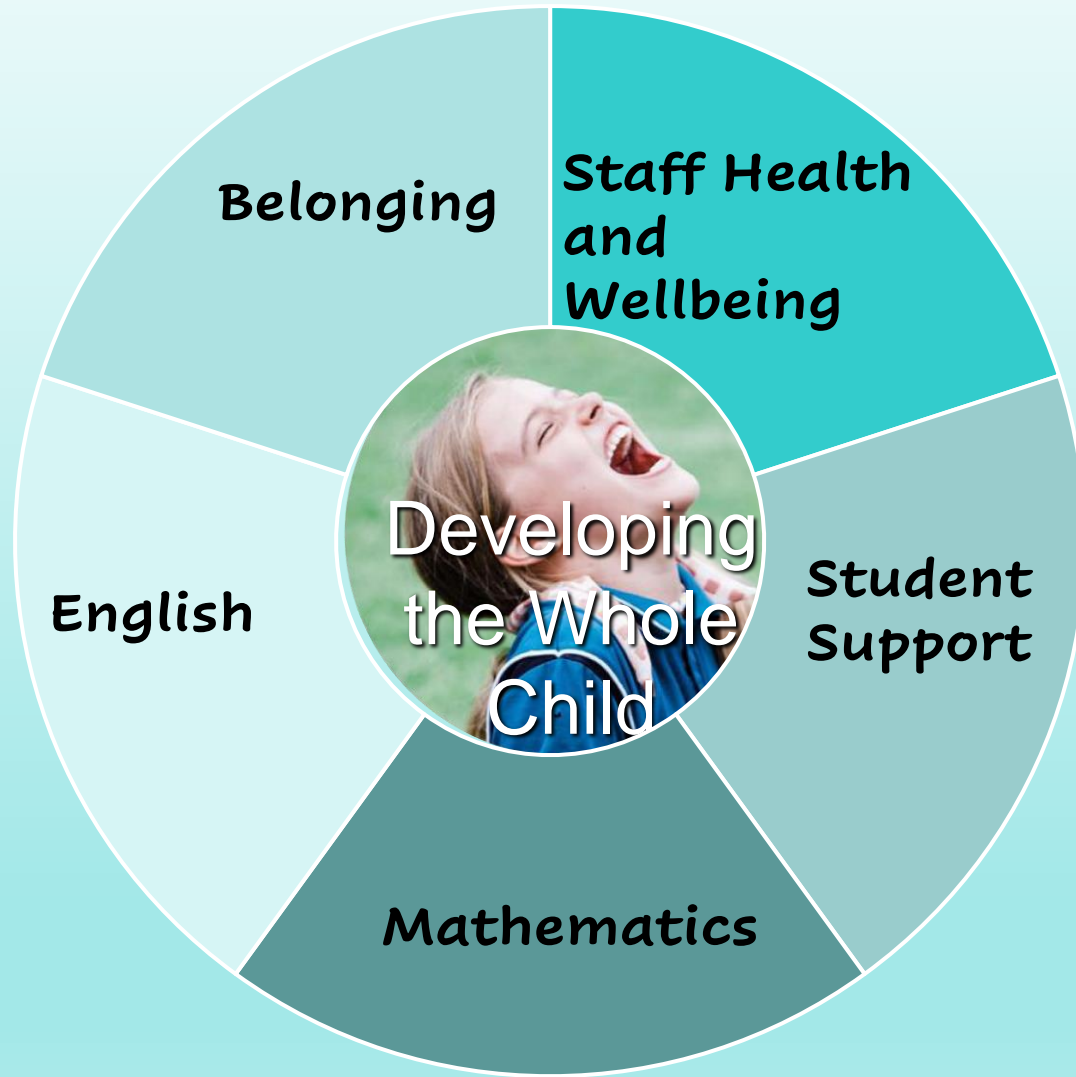
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School Improvement Overview

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Belonging

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Future Perfect: The whole staff and learning environment is welcoming, supportive, and respectful of all cultures.	<ul style="list-style-type: none"> • ACSF Relationships 	1	2	3	4	5	6	7	8	9	10
	<ul style="list-style-type: none"> • ACSF Learning Environment 	1	2	3	4	5	6	7	8	9	10
	<ul style="list-style-type: none"> • Culturally Responsive 	1	2	3	4	5	6	7	8	9	10

“Big Rocks”	What does “10/10” look like?	Strategies	What will be the signs of progress?
Implementation of the Aboriginal Cultural Standards Framework (ACSF)	<p>All staff, Aboriginal students, their parents and families engage in collaborative, trusting and respectful relationships.</p> <p>The ‘Learning Environment’ is welcoming for Aboriginal students and reflects community aspirations for their children.</p>	<ul style="list-style-type: none"> • Engage with the ACSF Reflection and Planning Template • Increase the Belonging Expert Team’s knowledge through technology, professional learning and meetings. • Share information through PLCs • Research, create and implement a Reconciliation Action Plan. • Visit or invite visitors for whole staff Professional Learning once a year e.g. Perth Museum Boola Bardip (2022) (\$2000 ASF) • Connect and build strong relationships with local Aboriginal Elders and groups. • Create an Aboriginal student data wall 	<ul style="list-style-type: none"> • Moving from capable to proficient on the Relationships - ACSF continuum • Using the ACSF planning templates to move along the continuum • Reconciliation Action Plan created and implemented • Register of local Bindjareb contacts • Moving from developing to proficient on the Learning Environment - ACSF continuum • Increase in Aboriginal parent engagement • Parent and student surveys
Culturally Responsive	A safe and harmonious environment where all cultures are welcomed and celebrated.	<ul style="list-style-type: none"> • Celebration of Harmony Day, NAIDOC (\$1500 PALS), Japanese Cultural Day, etc. 	<ul style="list-style-type: none"> • Parent engagement • Parent and student surveys

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Belonging Targets

Big Rocks	Targets
ACSF Relationships	By end of 2023 ORPS teaching staff will move from having Culture Competence (Capable) to Cultural Responsiveness (Proficient) on the ACFS continuum.
ACSF Learning Environment	By end of 2023 ORPS teaching staff will move from having Culture Understanding (Developing) to Cultural Competence (Capable) on the ACFS continuum.
	By end of 2024 ORPS teaching staff will be working towards Culture Responsiveness (Proficient) on the ACFS continuum.
Culturally Responsiveness	By the end of 2024 100% of students will feel welcomed and supported and celebrated.



Health & Wellbeing (Staff)

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Future Perfect: A working environment where all staff experience positive emotions, high levels of engagement, fulfilling quality relationships and a sense of meaning and accomplishment.	<ul style="list-style-type: none"> • Staff Support • Quality relationships 	1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10
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“Big Rocks”	What does “10/10” look like?	Strategies	What will be the signs of progress?
Staff Support	<p>Staff will be aware of the need to prioritise their own mental health and well being.</p> <p>Staff will actively partake in their own daily mental health strategies.</p> <p>Staff will seek support and access systems at times of need.</p>	<ul style="list-style-type: none"> • Mentoring • Regeneration activities • Mental Health and Wellbeing Coordinator (\$11648.96 Targeted Initiative) • Tap in Tap out strategy • Red Flag strategy 	<ul style="list-style-type: none"> • Staff retention • Positive staff relationships • Staff survey results
Quality relationships	<p>Relationships are based on:</p> <ul style="list-style-type: none"> • mutual trust, • perceived support, • interdependence, and • quality communication. <p>All individuals will feel socially accepted, supported and cared for.</p>	<ul style="list-style-type: none"> • Executive and Leadership Teams • Professional Learning Communities • Learning Support Team • Collaborative DOTT (\$47000 SDF) • Induction procedures • Mentoring • Trust building activities • Social events 	<ul style="list-style-type: none"> • Staff retention • Positive staff relationships • Staff survey results

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Health and Wellbeing (Staff) Targets

Big Rocks	Targets
Staff Support	By the end of 2024 ORPS Staff will be utilising daily mental health strategies to support their well being.
Staff Support	By the end of 2024 ORPS Staff 'tap in tap out' strategy will be fully implemented and utilised when needed.
Quality Relationships	By the end of 2024, all individuals will feel socially accepted, supported and cared for.



Student Support

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Future Perfect: A trauma sensitive school culture shaped by positive interventions and quality relationships.	<ul style="list-style-type: none"> Brain Science Healthy School Culture 	1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10

“Big Rocks”	What does “10/10” look like?	Strategies	What will be the signs of progress?
Brain Science	All educators implementing interdisciplinary knowledge to understand trauma’s impact on students’ social, physical, and psychological wellbeing.	<ul style="list-style-type: none"> Brain Science Professional Learning (\$1000) SSEN:D/SSEN:BE Trauma Professional Learning Purchasing of brain science and trauma resources (\$1000) 	<ul style="list-style-type: none"> Before and after Professional Learning surveys Resources being accessed from Library
Healthy School Culture	Educators implementing trauma informed practice, including the employment of empathetic responses to students who are impacted by trauma.	<ul style="list-style-type: none"> Establish a bank of trauma-sensitive classroom practices and resources Modify all school policies and procedures to be trauma informed Embed strength based approaches Implementation of co-regulation and de-escalation strategies and language Develop community circle processes for ORPS Restorative practice Professional Learning for Student Support Team and to be rolled out to staff Berry Street Model Professional Learning for Student Support Team (\$1000) Trauma support dog 	<ul style="list-style-type: none"> Bank of trauma-sensitive resources Amended policies

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Student Support

Big Rocks	Targets
Brain Science	By the end of 2024 all staff will be proficient in Secondary Trauma and Brain Science.
Healthy School Culture	By the end of 2024 all school procedures will be amended to be trauma informed. By the end of 2024 all classrooms will adopt a trauma sensitive learning environment.



English

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<p>Future Perfect: All students to successfully become imaginative thinkers and confident communicators through reading, viewing, writing, speaking and listening.</p>	<ul style="list-style-type: none"> • Reading 	<p>1 2 3 4 5 6 7 8 9 10</p>
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"Big Rocks"	What does "10/10" look like?	Strategies	What will be the signs of progress?
Reading	All students have the required knowledge and skills to read a range of text types competently and enthusiastically.	<ul style="list-style-type: none"> • English Expert Team Professional Learning Middle and Upper Primary Reading (\$2318.20 PSF) • Implementation of ORPS Blended Pedagogy in Reading • Reading Power Standards • Split Learning Intentions • Decodable and E-Readers (\$2000 PSF) • P – 6 home reading (\$4750 PSF) • Seesaw (\$5000 PSF) • MultiLit (\$4102 DSF) • Celebration of Reading events (National Simultaneous Storytime Day, Book Week) (\$1300 PSF) • Curriculum Deputy Principal SAIS Professional Learning • Year Collaborative DOTT • Learning environment as the third teacher 	<ul style="list-style-type: none"> • NAPLAN data • Blended Pedagogy • Reading Power Standards • Learning Intentions written as inquiry questions • Split Learning Intentions • Reading Bags • Home readers • Seesaw data • MultiLit data wall • PAT data • SAIS Data • Split Learning Intentions • Classroom learning environment reflects a reading classroom.

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English

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Future Perfect:	<ul style="list-style-type: none"> • Writing • Grammar and Punctuation 	1 2 3 4 5 6 7 8 9 10
All students to successfully become imaginative thinkers and confident communicators through reading, viewing, writing, speaking and listening.		1 2 3 4 5 6 7 8 9 10

“Big Rocks”	What does “10/10” look like?	Strategies	What will be the signs of progress?
Writing	All students express their ideas clearly and effectively using a range of genres.	<ul style="list-style-type: none"> • English Expert Team ORPS Blended Pedagogy (Inquiry Learning with explicit teaching) • Learning environment as the third teacher • Split Learning Intentions • Yearly review of Writing Power Standards and scope and sequence documents • Year 3-6 From Sounds to Spelling teaching scope and sequence audited and adjusted • Brightpath teaching points • Review of ORPS Editing Checklist • Year Collaborative DOTT 	<ul style="list-style-type: none"> • NAPLAN data • Writing Power Standards and scope and sequence documents • Split Learning Intentions • Classroom learning environment reflects a writing classroom • Adjusted Year 3-6 Sounds to Spelling scope and sequence document • Brightpath Data Wall • Updated ORPS Editing Checklist
Grammar and Punctuation	All students use their knowledge of grammar and punctuation to read and write successfully.	<ul style="list-style-type: none"> • Identify Grammar and Punctuation Power Standards • Learning Intentions and Success Criteria • Year Collaborative DOTT 	<ul style="list-style-type: none"> • NAPLAN data • Grammar and Punctuation Power Standards • Split Learning Intentions and Success Criteria • Updated ORPS Editing Checklist

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English Targets

Big Rocks	Targets
Reading	By the end of 2022 70% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Reading.
	By the end of 2023 80% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Reading.
	By the end of 2024 85% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Reading.
Writing	By the end of 2022 80% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Writing.
	By the end of 2023 85% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Writing.
	By the end of 2024 90% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Writing.
Grammar and Punctuation	By the end of 2022 70% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Grammar and Punctuation.
	By the end of 2023 75% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Grammar and Punctuation.
	By the end of 2024 80% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Grammar and Punctuation.



Mathematics

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<p>Future Perfect: Students are confident, creative users and communicators of Mathematics. They investigate, represent and interpret situations in real life contexts. They are equipped with skills, knowledge, fluency, understanding, reasoning and problem solving capabilities.</p>	<ul style="list-style-type: none"> • Misconceptions • Mathematics Proficiencies 	<table border="0"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10													

“Big Rocks”	What does “10/10” look like?	Strategies	What will be the signs of progress?
Misconceptions	All students are equipped with questioning and problem solving skills allowing for greater retention.	<ul style="list-style-type: none"> • Back to Front Mathematics (\$32000 PSF) • Spaced testing and practice • Back to Front Onsite Coaching Professional Learning (\$15000 PSF) • Types of teacher questions for misconceptions • Mathematics Expert Team • Collaborative DOTT 	<ul style="list-style-type: none"> • NAPLAN data • PAT data • Misconceptions tests
Mathematics Proficiencies <ul style="list-style-type: none"> • Fluency • Understanding • Reasoning • Problem Solving 	All students engaging in challenging questions demonstrating a deeper understanding of Mathematics.	<ul style="list-style-type: none"> • Back to Front Mathematics • Mathematics Expert Team • Expert team to create a bank of standard and non-standard questions • Higher Order Thinking Skills • Maths Olympiad (Years 5 and 6) 	<ul style="list-style-type: none"> • NAPLAN data • PAT data • Moderation data • Bank of diagnostic and moderation tasks on the shared drive • Grades • Peer observations

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Mathematics

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<p>Future Perfect: Students are confident, creative users and communicators of Mathematics. They investigate, represent and interpret situations in real life contexts and are equipped with the skills and knowledge, and fluency, understanding and, reasoning and problem solving capabilities.</p>	<ul style="list-style-type: none"> • Key Concepts 	<p>1 2 3 4 5 6 7 8 9 10</p>
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"Big Rocks"	What does "10/10" look like?	Strategies	What will be the signs of progress?
Key Concepts	All students have a deep understanding of Mathematical key concepts.	<ul style="list-style-type: none"> • Back to Front Mathematics (\$32000 PSF) • Back to Front Onsite Coaching Professional Learning (\$15000 PSF) • Mathematics Expert Team • Collaborative DOTT • Inquiry Based Questioning • Learning environment as the third teacher 	<ul style="list-style-type: none"> • NAPLAN Data • PAT Data • Stages of Development • Data collection tool • Common dialogue • Classroom Learning environment reflecting key concepts of Mathematics

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Mathematics Targets

Big Rocks	Targets
Key Concepts	By the end of 2022 all staff will understand and confidently teach key concepts.
	By the end of 2023 all staff will be collecting and tracking data on developmental stages.
	By the end of 2022 75% of students in Year 3 will achieve above national minimum standard.
	By the end of 2022 70% of students in Year 5 will achieve above national minimum standard.
	By the end of 2023 80% of students in Year 3 will achieve above national minimum standard.
	By the end of 2023 75% of students in Year 5 will achieve above national minimum standard.
	By the end of 2024 85% of students in Year 3 will achieve above national minimum standard.
	By the end of 2024 80% of students in Year 5 will achieve above national minimum standard.

Mathematics Targets

Big Rocks	Targets
Misconceptions	By the end of 2022 all staff will be competent in implementing diagnostic tasks in the Back to Front intervention book to address misconceptions in Number and Algebra.
	By the end of 2023 all staff will all staff will begin implementing diagnostic tasks to address misconceptions in other mathematical strands.
	By the end of 2024 all staff will be competent in implementing diagnostics tasks to address misconceptions
Proficiencies	End 2024 100% staff confident in planning and delivering the Western Australian Mathematics Curriculum through the four proficiencies.



Policies & Guidelines

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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

Strategic directions for public schools 2020–2024

Building on strength: future directions for the Western Australian public school system

Focus 2022

Classroom First Strategy

Aboriginal Cultural Standards Framework (ACSF)

Early Years Learning Framework (EYLF)

National Quality Standard (NQS)

Department of Education's Policies

Ocean Road Primary School's:

- *Spirit, Knowledge and Skills Precis*
- *Operational Plans*
- *Assessment and Reporting Policy*
- *School Self-Assessment Processes and Schedule*
- *Behaviour Education Policy*
- *Homework Policy*
- *Personal Performance Growth process*
- *Policy and Procedures Manual*
- *One Line Budget*

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Glossary

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ASF – Aboriginal Student Funding

CPFS – Child Protection and Family Support Services

DF – Disability Funding

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

DoE – Department of Education

DOTT – Duties Other Than Teaching

ICSEA – Index of Community Socio-Educational Advantage

IEP – Individual Education Plan

NAIDOC – National Aborigines and Islanders Day Observance Committee

NAPLAN – National Assessment Program – Literacy and Numeracy

LSC – Learning Support Coordinator

PALS – Partnership, Acceptance, Learning and Sharing

PBS – Positive Behaviour Support

PL – Professional Learning

PLC – Professional Learning Community

PSF – Per Student Funding

SAER – Students at Educational Risk

SAIS – Student Achievement Information System

SEN – Special Education Needs

SDF – Social Disadvantage Funding

STEM – Science, Technology, Engineering and Mathematics

TR – Teacher Relief

1346 – Budget code for professional learning relief payments

PAT Testing – Progressive Achievement Tests

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Signatories

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Dean Finlay
Principal
2022

School Board Chair
2022

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