

Ocean Road Primary School

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

**The Vibe that makes us
ORPSome**



2022 Annual Report

Kindness ~ Resilience ~ Responsibility ~ Respect

Acknowledgement of Country

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

Principal's Introduction

Welcome to the Ocean Road Primary School 2022 Annual Report. Last year was another incredibly successful year for our school, particularly given the disruption caused by COVID. Once again, we pulled together as an ORPSome school community.

2022 was the first year of new business planning cycle, with revised targets and strategies established for the next three years. Expert teams worked collaboratively to develop their sections of our 2022-24 Improvement Plan. Expert Team Leaders then presented the plan to the School Board in an open forum, allowing for questions and clarification throughout the day.

During Term 4 last year the Public School Review (PSR) team confirm we had achieved the recommendations made in the 2021 PSR in the area of Student Achievement. The lead reviewer mentioned that our longitudinal data demonstrated that we are closing the gap on like schools in Student Achievement due to our consistent whole school approaches. She was also impressed by the way our team collaboratively uses data to reflect on and improve practice.

In this report you will find information in relation to our:

- School Board
- P&C
- Finances
- Performance across the 2012 – 24 Improvement Plan Focus Areas

The report concludes with some of our ORPSome highlights from 2022.

As principal, I am very proud of the achievements we have made as a collective across the school.

A copy of this report is available on our website <https://oceanroadps.wa.edu.au/>

I hope you enjoy reading it!

Kind regards,

Dean Finlay
Principal

It must not be forgotten that the basic law of children's creativity is that its value lies not in its results, not in the product of creation, but in the process itself. It is not important what children create, but that they do create, that they exercise and implement their creative imagination.

Lev Vygotsky

School Board Report

I have had the honour to be part of the school board for many years, throughout this time I have seen wonderful growth and the consistent ability of the school to adapt and support our children and community.

The School Board has a mix of volunteer representatives from the school, parents and community which brings a well-rounded contribution to the table. In 2022, I had the privilege to contribute alongside Debra Bell-Silveira, Bec Beatty, Tanya Rose, Kate Smith, Kathryn May, Dean Finlay, Narelle Finlay and Julie Walkden.

The role of the Board is to support the school in providing a safe and accountable learning environment. At the heart of this, is our kids – we want our students to thrive and become positive contributors to our community.

To help achieve this, the school has a clear future Plan that it regularly reviews and moves forward ensuring the children's best interests are always at the forefront.

During 2022, the School Board were regularly kept up to date with the progress of the Business Plan. The Business Plan is always available to families to view on the school website and the whole process is always a pleasure to be part of. Reviewing the Business Plan reminds the Board of the hard work and focus the school achieves.

Throughout the year, the Board were involved in many things, including:

- Endorsing the School Business Plan, Annual Report and Budget,
- Contributing to the School Review,
- Monitoring the budget throughout the year,
- Approving the Booklists, and Contributions and Charges Schedules,
- Performance results,
- Providing input into special programs,
- Recognising those who have given outstanding support to the school

Throughout the year the Board are given the opportunity to have a deeper understanding in the implementations of new groups and activities that happen throughout the year.

We saw this significantly with the belonging group this year at one of the board meetings we were given a guided tour of the new aboriginal signs you will see throughout the school. The board were not only shown the Signs, but we were also given an understanding of each one and the process, ownership and learning that took place to achieve them.

We were also invited to the opening of the refurbished Science lab by Education minister Sue Ellery and local representative for Dawesville Lisa Munday, the opportunity to see the amazing hard work by all to achieve an exemplary space for our children.

At this event we also had the opportunity to hear the amazing school choir sing in Noongar for the opening of the science block, this again shows the growth and importance the school holds on every child matters, each moment counts, and everyone belongs.

The board would like to take this opportunity to recognise the hard work and dedication we see by teachers and staff throughout the year, we know that without this the school would not be the kind, warm welcoming environment we have today.

The achievement the board has seen throughout the year has been outstanding and we will continue to support the school to thrive and maintain the amazing standard that have been set within 2022.

Sonia Goddard Chairperson - School Board

P&C Report

Thank you to all the P&C committee and Ocean Road staff. Being a part of the P&C takes time and I know many of our parents don't have as much time as others, so thank you to everyone for the 2022 year. Your support throughout the year has made it easier for P&C to run all the activities. This year we recruited new helpers for the committee. They took over from long running members that have supported and contributed many years of service including the organisation and running of fundraisers, attended committee meetings and school activities. This is one of the things that I am grateful for is the fundraising help from each and every one on the committee. I know we all volunteer our time, and it has been to help and support all the students at the Ocean Road.

I set myself a goal after my first year as president to try my best and make one thing better and easier and this was the canteen. Seeing how busy Jodie is with the day to day running and understanding the needs of families who may be both working, I set out to get help. This came by the way of employing another fulltime employee to help-out. I am happy to say I think it has been successful and I know Jodie and Kylie will continue to supply Ocean Road with delicious food, thank you ladies.

I was lucky enough to work with the teachers, student leaders and Administration staff throughout the year and everyone conducted themselves in a professional manner. At all times everyone has shown the school core values, Kindness, Resilience, Responsibility and Respect. You should all be proud of yourselves.

Fundraising is a big part of income for the P&C, over the years we have run many fundraising events and these do not go ahead unless someone organises them. Thank you to Lucy, Kylie, Sonia and everyone else that has spear headed the big fundraisers. We have had a lot of volunteers as well who have come out on the day to help. Being a part of a fundraiser and experiencing the joy on your child's face is what being a part of the P&C is all about.

The meetings were productive and fun, but the biggest joy for me being on this committee has been the interaction with the students and seeing the joy and excitement they get through all the fundraisers.

Getting to know a lot of the teachers, you all care about what you do and this shows in the students as they show the school's core values every time I walk through the grounds, they are polite, courteous and there is always someone willing to help.

Thank you to all the ladies in the front office, your support has been second to none and no matter when I needed something or came into the office you were always happy, smiling and able to help.

I would like to finish my brief report by saying that I am proud of the achievements over the last 4 years the P&C has completed. There have been numerous parents, grandparents and even a few retiree's that have helped out over the years. When I took over as President, I knew nothing about the role and very little about how it benefits the school. I am happy and proud to say over the years I now know how important the P&C is.

Dean, thank you for your support over the last 4 years. They say it starts from the top and I can tell you along with your staff care deeply about the students at Ocean Road. Your continued support for the P&C makes the job easier. This being said, I will be stepping down as president of Ocean Road P&C.

Thank you once again to everyone over the last 4 years.

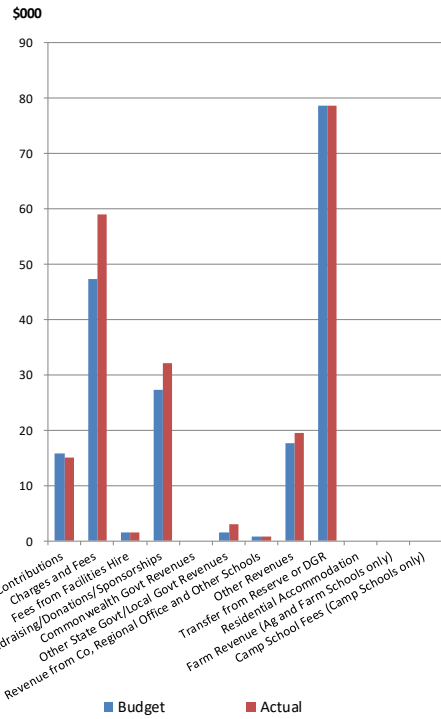
Joel Gray

Finance Report

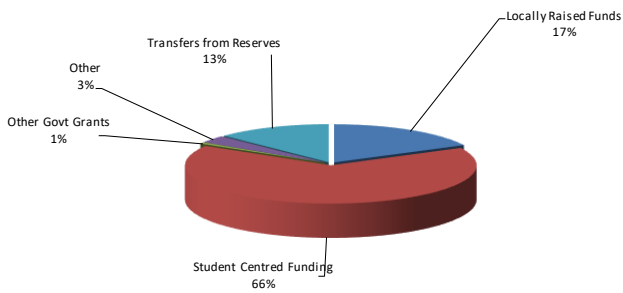
Ocean Rd PS Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 15,744.00	\$ 15,063.00
2	Charges and Fees	\$ 47,243.14	\$ 58,985.55
3	Fees from Facilities Hire	\$ 1,597.91	\$ 1,597.28
4	Fundraising/Donations/Sponsorships	\$ 27,266.02	\$ 32,176.02
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 775.00	\$ 775.00
8	Other Revenues	\$ 17,595.18	\$ 19,481.13
9	Transfer from Reserve or DGR	\$ 78,579.00	\$ 78,579.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 190,300.25	\$ 209,656.98
Opening Balance		\$ 102,796.00	\$ 102,796.39
Student Centred Funding		\$ 406,259.39	\$ 406,258.96
Total Cash Funds Available		\$ 699,355.64	\$ 718,712.33
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 699,355.64	\$ 718,712.33

Locally Raised Revenue - Budget vs Actual

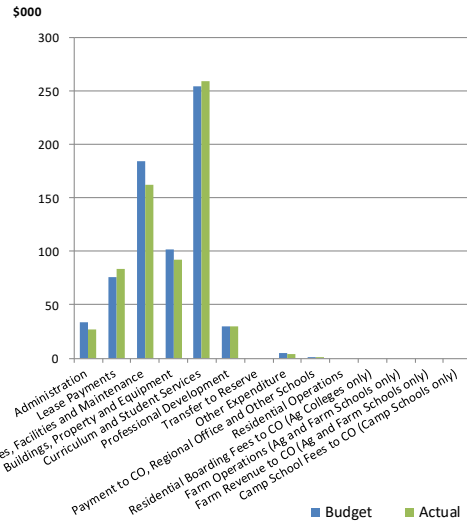


Actual Year to Date by funding sources

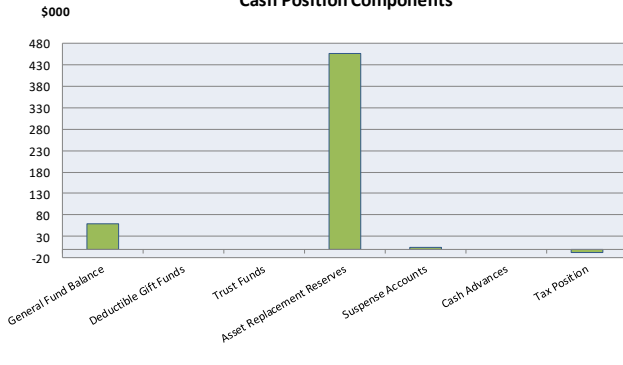


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 33,228.05	\$ 27,359.18
2	Lease Payments	\$ 76,172.48	\$ 83,350.04
3	Utilities, Facilities and Maintenance	\$ 184,075.87	\$ 162,193.75
4	Buildings, Property and Equipment	\$ 101,946.27	\$ 91,641.05
5	Curriculum and Student Services	\$ 254,548.23	\$ 259,136.08
6	Professional Development	\$ 30,071.55	\$ 30,217.27
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,248.00	\$ 4,160.62
9	Payment to CO, Regional Office and Other Schools	\$ 550.00	\$ 440.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 685,840.45	\$ 658,497.99
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 685,840.45	\$ 658,497.99
Cash Budget Variance		\$ 13,515.19	\$ -

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 511,255.65
Made up of:	
1 General Fund Balance	\$ 60,214.34
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 454,979.86
5 Suspense Accounts	\$ 3,354.45
6 Cash Advances	\$ -
7 Tax Position	\$ (7,293.00)
Total Bank Balance	\$ 511,255.65

Progress Towards 2022-24 Business Plan Targets and Priorities

Focus Area 1. Belonging

Focus Area/s:

- Australian Cultural Standards framework – Relationships and Learning environment
- Culturally Responsive

Target/s:

- 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.

Strategies:

- Maintain Year 1 and Upper Primary Aboriginal Bush Tucker gardens
- Invite local Aboriginal community members, and organisations and families to collaborate in planning meetings, activities, and events
- Celebrate Harmony Week, NAIDOC and Cultural Day
- Planning to commence an annual Identity Day in 2023
- Staff to access City of Mandurah Resource pack
- Further increase Belong Expert Team Knowledge through professional learning and Expert Team meetings
- Sharing of knowledge through staff meetings, PLC meetings and Collaborative DOTT
- Aboriginal students to design new bilingual signage throughout the school
- 4 x Informal Aboriginal parents/carers get together eg. barbeques
- Investigate uniform changes to incorporate children's aboriginal artwork
- Create a Reconciliation Action Plan (RAP)
- Attend Perth Museum Boola Bardip (School Development Day)

How well are we doing?

The Belonging Expert Team and staff are working towards the 2023 targets. The next staff and student survey is due to be completed at the end of Term 3 2023.

How do we know? What evidence do we have?

- Calendar of whole school cultural celebrations scheduled yearly
- Acknowledgment of Country before all gatherings
- Aboriginal artwork signage
- Bush Tucker gardens
- Reconciliation Action Plan
- Photos of informal gatherings
- Relocation of Upper Primary Aboriginal Bush Tucker Garden

How can we find out more?

- Student survey
- Aboriginal parent/carer survey
- Parent survey

What are our strengths?

- Building and maintaining positive relationships with all parents
- Student engagement in cultural events
- Student attendance

What are the areas we can improve in? How can we improve?

- Establish a Data wall for Aboriginal Students
- Renaming of the Blocks using Aboriginal names for animals or elements
- Teachers using the city of Mandurah Resource pack
- Learning environment to include more Aboriginal resources

Focus Area 2. Health and Wellbeing (Staff)

Focus Area/s:

- Staff Support
- Quality Relationships

Targets:

Staff Support

- By the end of 2024 ORPS Staff will be utilising daily mental health strategies to support their well being.
- 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.

Strategies:

- Mentoring of new to school and teaching staff
- Regeneration activities during School Development Days
- Mental Health and Wellbeing Coordinator (\$11648.96 Targeted Initiative)
- Tap in Tap out strategy
- Red Flag strategy
- Executive Team agenda
- Professional Learning Communities
- Learning Support Team
- Collaborative DOTT (\$47000 SDF)
- Induction procedures
- Social club and events
- Psychological safety professional learning
- Update massage chair area

How well are we doing?

Working towards the 2024 targets.

How do we know? What evidence do we have?

- Induction calendar
- School Development Days agendas/schedules
- Staff using Tap In/Tap Out strategy
- Staff using Red Flag strategy
- DOTT timetable
- Social club and events
- Privacy screen around massage chair

How can we find out more?

- Feedback from PLCs
- Feedback from Education Assistants

What are our strengths?

- Regeneration activities
- Climate and culture
- Executive and Leadership team meetings
- PLC meetings
- Expert Team meetings
- Distributed Leadership
- Staffroom Massage chair
- Funding extra DOTT
- Small class sizes

- Providing respite during and after student meltdowns
- Celebrate events as a staff e.g., Dress ups, wear a colour
- Executive Team providing and cooking breakfast at the end of the year
- Celebration of Teacher and Education Assistant and Principal days
- Refrigerated cold water provided for all staff to access

What are the areas we can improve in? How can we improve?

- Individual check-ins
- Trust building activities
- Upskilling teachers on mindfulness activities

Focus Area 3. Student Support

Focus Area/s: A trauma sensitive school culture, shaped by positive interventions, and quality relationships.

Student Support Team Targets:

- All educators develop some understanding of trauma's impact on students' wellbeing.
- All educators begin to use this understanding to respond empathetically to students when in an acute stress response.
- To provide support, connection and aligned interventions to students and families that are in high need situations.

School Psychologist Targets:

- To upskill the Student Support Team in trauma-informed knowledge and practice and to support ORPS to effectively implement FBA and PTR Plans.
- To provide a range of psychometric assessments for students with learning difficulties, Specific Learning Disorder, Intellectual Disability, and screener assessments for ADHD, ASD, and Mental Health concerns.
- To provide brief therapeutic support to students impacted by mental health difficulties, Non-Suicidal Self Injury (NSSI) and suicidal ideation and/or impacted by significant adverse events.
- To develop and work in partnerships with families, ORPS staff, and community and health professional services to support ORPS and families in need.
- To support families and ORPS with referrals to community and health professional services.

Strategies:

Brain Science

- Student Support team upskilled on definition and purpose of Brain Breaks.
- Whole staff input into areas of improvement for Brain Breaks.
- Whole staff Professional Learning on Child Development & Attachment.
- Induction Professional Learning session on Brain Science.
- Purchasing of- 180 days of Educational Neuroscience, Trauma Informed Classrooms, Creating Trauma-Informed, Strengths-based Classrooms, bank of trauma sensitive classroom resources.
- Sensory room established and trauma resources supplied.
- Modified some school policies and procedures to be trauma informed.
- Some embedding of strength-based approaches

Healthy School Culture

- Investigated and partnered with Real Schools to embed community circles and restorative practice
- 2x10 strategy for connection promoted to all staff
- Zones of Regulation continued to be taught across the whole school.
- Restorative Practice utilised through the school's Behaviour Processes.
- Student Support team researched and trialled community circles.
- SST Investigated Berry Street Model and had initial consultation.
- Story Dogs commenced to assist with reading and regulation.
- ED Connect volunteers mentoring for individual students.
- Utilising Maslow's hierarchy of needs and Ziggurat model to ensure needs are met through planning and addressing point of need
- Using the language of labelling students' feelings to co-regulate (Name it to tame it)
- Whole school Brain Ambulance PL

How well are we doing?

Brain Science – 4/10

Healthy School Culture – 3/10

School Psychologist

- Frequent consultation with LSP and working in partnership with the School Psychology Service and the Chaplain.
- Continual development of an understanding of behaviour using a trauma-informed lens and the implementation of trauma-informed strategies to support ORPS and families.
- Reviewed Student Services Team values and vision, and team development.

How do we know? What evidence do we have?

Student Support Team

- 101 Individual Education Plans and FBA's completed to support students.
- Lead EA building capacity of all education assistants including through meetings, PPG and one on one coaching sessions.
- Sensory Room established and being utilised.
- Zones of Regulation has been introduced across the school. Identification and practise of tools to assist in regulation and de-escalation are becoming embedded.
- Highway Heroes Module 1: Bullying & Teasing implemented across the school.
- The Student Support team participate in regular tactical meetings to triage students with high needs, brainstorming new initiatives to support the development of targeted plans.
- Transition process for Identified Needs students implemented.

The School Chaplain

- Breakfast club – 3795 servings served during term 1-4
- 72 students met with the chaplain across 2022 / 435 one on ones
- Completed 2 units for mental health
- Saw 8 students be part of the friendship group
- Hampers were provided from the community for our families – chaplain offering support to families
- Seasons for growth workshop with 8 year 5 & 6 students
- Grit Program for two groups of year 6 boys. Growth mindset.
- Assistance for vulnerable families with uniforms, school supplies and excursions with local organisations.

The School Psychologist

- School Psychology Service Weekly Summary Reports (aka Luke's Log).
- Qualitative data from CRT, EA, students, families, and the community.
- The number of (1) Students accessing Disability Resourcing, (2) Students linked with external supports.
- Case conference attendance rates and engagement from parents.

How can we find out more?

- At the beginning of each year, the School Psychology Service meets with the DP to develop a Service Plan Agreement. Here, the school's priorities are discussed. LSC and DP can liaise to inform the Service Agreement Plan, understanding the FTE of the School Psychology Service.
- An increase in FTE School Psychology Service time has been allocated for 2022.

What are our strengths?

- 3 x Dedicated Learning Support Coordinators across the learning phases
- Case management approach of individual cases
- SEND and SSENBE involvement in cases
- Regular Student Support Meetings to collectively discuss and support individual students and families
- A Student Support Team Improvement Plan and regular meetings
- Creative and effective use of all our Education Assistants at point of need
- Empowering and valuing our Education Assistants through regular meetings, and recognition of their needs and planning professional learning to meet these needs.
- Passion Projects implemented as a professional learning opportunity for all education assistants.

- Pastoral Care strategies implemented across the school in the forms of social/emotional programs, resilience programs, DRUMBEAT, Seasons for Growth. GRIT.
- Highway Heroes implemented across the school
- Seek first to understand approach
- School focus on the collection and analysis of data to inform teaching practice.
- Engaging SSEND and SSENBE to provide PL building staff capacity
- Weekly Tactical meetings with the student support team to triage current concerns
- School Chaplain actively involved with students and families
- Support for families. The school provides options for low-income families, so children do not feel isolated or not valued.

School Psychologist:

- Consultative support to ORPS staff and families to support in need.
- Psychological assessment and intervention to support ORPS staff and families in need.
- A focus on ORPS vision to support the implementation of trauma-informed knowledge and practice throughout ORPS culture.

What are the areas we can improve in? How can we improve?

Student Support Team

- Brain Science
 - PL delivered to all staff on Secondary Trauma, engage SSEN:BE
 - Developmental Trauma PL to all staff in Term 1 2023
 - Regulate, Relate & Reason focus
 - Trial 180 days of Educational Neuroscience lessons in some classes
 - Induction Professional Learning
 - Utilise School Psychologist for secondary trauma professional learning
 - Purchase more Brain Science resources for staff and students
 - Intervention as Interaction understanding Mirror Neurons
- Healthy School Culture
 - Student Support Team to upskill on Restorative Practice for Special Needs students
 - Review effective use of Education Assistants
 - Finalise whole school approach to Brain Breaks vs Rewards
 - Identified Needs transitions for Term 1 2024
 - Create a scope and sequence for Zones of Regulation
 - Investigate resources for regulation

School Psychologist

- Increased efficiency of School Psychology reports in 2023 with a focus on improving school outcomes.
- Review and development of the School Psychology Service request for assistance processes. Frequent triaging with the Student Support Team and neighbouring schools is recommended to develop a collaborative and comprehensive plan to increase the efficiency of the School Psychology Service time.
- Review of the School Psychologist role at ORPS with a focus on improving school outcomes.
- Increased development of relationships with community and health professional services.

Chaplain

- 2023 continue mental health units and implement wellbeing assessments.
- Continue implementing the friendship group and Grit program which encourages growth mindset for disadvantaged families.
- Continue seasons for growth for 2023 with years 3-4 with trauma children.
- Build community partnership – continue to network with other partners to support vulnerable and disadvantaged children and families.
- Mentoring with senior ladies with a small group or one on one with children.
- Provide more information of services to vulnerable families

Focus Area 4.1 English – Reading

Goal: All students read a range of text types effectively.

Target: By the end of 2022 70% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Reading.

Strategies:

- Continue with ORPS Blended Pedagogy model to include reading
- Creation of the Reading Power Standards and to be aligned with the Big 6 of Reading
- Split learning Intentions
- K-2 Decodable readers for in classroom use
- Investigate E-Readers
- English Expert Team to design and create a Home Reading Survey Year 1 – 6 students
- Using the digital platform of Seesaw to cater for differentiation
- Continue with MultiLit
- Celebration of reading events (National Simultaneous Storytime, Book Week)
- Deputy Principal – Curriculum to complete Student Achievement Information System professional learning
- Analysis of PAT Reading data and update Reading Power Standards to include areas of need

How well are we doing?

72% of Year 3 and Year 5 students achieved above national minimum standard in NAPLAN.

How do we know? What evidence do we have?

- Year 3 and 5 NAPLAN data
- Year 1 – 6 PAT Reading data
- PP On Entry data
- Kindergarten Assessment Data (KAT)
- MultiLit - PM Benchmark Data Wall
- Effect sizes
- Reporting to parents data

How can we find out more?

- Clarity Learning Walk and Talks – 5 Key questions

What are our strengths?

- Collective Teacher Efficacy – English Expert Team, Collaborative DOTT and PLC Meetings
- Large selection of reading texts
- MultiLit Program Tier 2 reading intervention program for students
- Seesaw leaders across the school
- Analysis data
- Deep understanding of what students need to know (WA Curriculum)
- Differentiation to cater for below minimum standard
- Reading Leaders within English Expert team

What are the areas we can improve in? How can we improve?

- Split Learning Intentions to include learning assets
- Differentiation for Academic Extension students
- Investigate DOE Teaching Quality -Teaching for Impact recently released
- Use of the Student Assessment Information System to inform whole school and year cohort planning
- Investigate Reading Brain Science
- English Expert Team to investigate and create Curriculum Walls to assist with Inquiry Learning approach
- Review 'The Big 6 of reading' due to change of staff

Focus Area 4.2 English - Writing

Emphasis on: All students express their ideas clearly and effectively using a range of genres.

Targets:

By the end of 2022 80% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Writing.

Strategies:

- Continue with ORPS Blended Pedagogy model to include writing
- Split learning Intentions to include learner assets
- Deputy Principal – Curriculum to complete Student Achievement Information System professional learning
- Using Brightpath teaching points
- Vertical moderation and analysis of Brightpath data
- English Expert Team to trial students directly typing text on Brightpath page for moderation
- Comparison of Brightpath marked and ORPS teacher marked assessments

How well are we doing?

86% of students in Year 3 NAPLAN achieved above minimum standard in Writing.

76% of students in Year 5 NAPLAN achieved above minimum standard in Writing.

How do we know? What evidence do we have?

- Year 3 and 5 NAPLAN data
- PP On Entry data
- K Kindergarten Assessment Data (KAT)
- Brightpath data

What are our strengths?

- English Expert Team
- Collective Teacher Efficacy – English Expert Team, Collaborative DOTT and PLC Meetings
- Deep understanding of what students need to know (WA Curriculum)
- Writing Leaders within English Expert Team
- Brightpath Leader

What are the areas we can improve in? How can we improve?

- Vertical moderation of student Brightpath assessments
- Split learning intentions to include learner assets
- English Expert Team to investigate and create Curriculum Walls to assist with Inquiry Learning approach

Focus Area 4.3 English - Grammar and Punctuation

Goal: All students use their knowledge of grammar and punctuation to read and write successfully.

Target: By the end of 2022 70% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Grammar and Punctuation.

Strategies:

- Identify and create Grammar and Punctuation Power Standards
- Create Learning Questions
- Analysis of Student Achievement Information System data
- Investigate best practise and resources

How well are we doing?

72% of students in Year 3 NAPLAN achieved above minimum standard in Grammar and Punctuation.

70% of students in Year 5 NAPLAN achieved above minimum standard in Grammar and Punctuation.

How do we know? What evidence do we have?

- NAPLAN data

What are our strengths?

- English Expert Team
- Collective Teacher Efficacy – English Expert Team, Collaborative DOTT and PLC Meetings

- Deep understanding of what students need to know (WA Curriculum)
- Grammar and Punctuation Leaders within English Expert Team

Focus Area 5 Mathematics

Focus Area/s:

- **Misconceptions**
- **Mathematics Proficiencies**
- **Key Concepts**

Target/s:

- By the end of 2022 all staff will understand and confidently teach key concepts.
- 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 2022 all staff will be competent in implementing diagnostic tasks in the Back to Front Maths misconceptions book to address misconceptions of key concepts.

Strategies:

- Four onsite coaching days provided to staff by Back to Front Maths
- Two whole staff development days delivered by Back to Front Maths
- Purchasing of additional Back to Front Maths resources
- Maths Expert group engage in Back to Front Maths webinars to upskill school
- Maths Expert team delivered professional learning to Professional Learning Communities
- Whole school staff development on inquiry classroom teacher practices
- Two Expert meeting per term to upskill expert team on questioning, key concepts and misconceptions

How well are we doing?

- Students in 2022 have made 1.1 years of growth on PAT maths.
- On average students in 2022 performed a whole year higher than they did in 2021
- Strongest growth was shown in years 3, 4 and 6
- 61% of Year 5 students achieved above National Minimum standard NAPLAN 2022
- 79% of Year 3 students achieved above National Minimum standard in NAPLAN 2022
- All staff in 2022 implemented Back to Front Maths misconceptions on key concepts in all classes

How do we know? What evidence do we have?

- Collaborative DOTT and professional conversations show an increase in staff confidence in identifying misconceptions in key concepts
- NAPLAN 2022 data showed the school performed 'at expected' in both Year 3 and Year 5 numeracy
- PAT maths data analysis showed over 1 year growth on average across the school in 2022

How can we find out more?

- Data tracking from Back to Front Maths Stage testing and developmental sequences
- Continue with yearly PAT-M assessment to analyse impact
- Classroom Observations
- Professional conversations

What are our strengths?

- Identifying misconceptions in key concept areas and planning for improvement
- Growth of lowest 25% and highest 25%
- Collaborative DOTT sessions building consistent moderation of assessment task and collective teacher efficacy.
- Professional Learning Community and Expert meeting structures ensures consistent and timely support for staff

What are the areas we can improve in? How can we improve?

- Additional support from Back to Front maths coaches in Junior Primary to ensure strong foundation knowledge
- 2023 Year 3 to use Back to Front Maths misconceptions (Place value and Addition and subtraction)
- 2023 Year 6 to use Back to Front Maths misconceptions (Multiplication and Division and Fractions)
- Additional professional learning for new staff through induction process

2022 Highlights

Due to COVID 19, our school year started off very differently to any other we have experienced. Our school community showed great resilience, adapting in uncertain times as required.



Announcement of **Student Leaders**



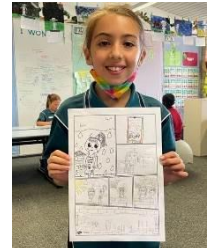
Announcement of **Faction Captains**



As a **Positive Behaviour School**, there are a range of rewards in place to acknowledge students who consistently display positive behaviour. These include Block, faction and individual rewards.

We were able to continue serving **Breakfast Club** in a Covid safe way with Chaplain Rachael.

MARCH

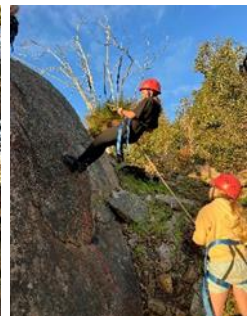


Students participated in a wide range of activities to promote and celebrate **Harmony Day**. Activities centred on the promotion that everyone belongs throughout the week.

Students completed a variety of activities to further develop their understanding of bullying and strategies they can use on **National Day of Action Against Bullying and Violence**.



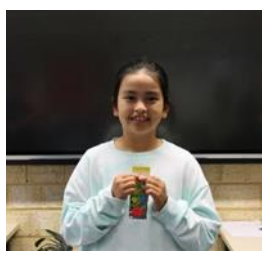
APRIL Student Leaders represented the school at the RSL ANZAC Dawn Service.



JUNE Students attended their **Year 6 Camp** at Forest Edge where they were involved in a range of team building activities.



Waste Warriors
Recycling Team initiated a program to collect all student Containers for Change.



First Literacy and Numeracy Stars for 2023.



JULY Students were immersed in an extensive range of activities during NAIDOC Week where students celebrated and recognised the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.



SEPTEMBER



Official opening of the refurbished Science Room.



It was lovely to see so many of our families at our annual **Open Night** to share in students' learning.



Inaugural **Belonging Team** BBQ



Book Week Celebrations saw students engaged in a range of activities including book scavenger hunts, book cafés and the highlight for students was dressing as their favourite book character.

Students displayed excellent sportsmanship at our **Faction Athletics Carnival**. It was awesome to see so many families come along to support our students.



The school was a sea of yellow to promote meaningful conversations on **RUOK? DAY**

OCTOBER Our inaugural **Talk-and-Walk-a-thon** was held to promote connections between students and the importance of strong relationships.

Tree planting and a commemorative event was held to commemorate the **Platinum Jubilee** of Her Majesty, The Queen.

NOVEMBER



Students participated in discussions and a range of activities to remember the sacrifice of those who have died for Australia in wars and conflicts on **Remembrance Day**.

Another successful **Colour Explosion Fundraiser** organised by our ORPSome P&C. Students and staff all participated enthusiastically and loved the addition of the slime.



Our Year One and Two students were very excited to try out their new **Nature Play ground** after the official opening.

Some of our Aboriginal students and their friends worked with Ms Zhu to design signs to be placed in various locations throughout the school incorporating local **Noongar Language**.



DECEMBER The **ORPS Rock Band** and **Sing Club** rocked their first public performance.

The efforts of our amazing P&C and other helpers who generously give their time to our school were recognised at our annual **Volunteers Morning Tea**.



The 2022 **Valuable Contribution Award** was presented to Sandy Robinson.

The Year 3/4 **Sing Club** dazzled their audience when they performed Christmas carols at Coles Florida.

Glossary

ACSF	Aboriginal Cultural Standards Framework
BEST	Mental Health and Wellbeing program
BETLS	Behaviour, Emotions, Thoughts, Learning and Social relationships
CRA	Concrete Representational Abstract
CRT	Classroom Teacher
DRUMBEAT	Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts
DOTT	Duties Other Than Teaching
EA	Education Assistant
ESMART	Cyber safety
FBA	Functional Behaviour Assessment
FTE	Full Time Equivalent
HIP	High Impact Pedagogy
IEP	Individual Education Plan
LSC	Learning Support Coordinator
LSP	Lead School Psychologist
MultiLit	Making Up for Lost Time in Literacy
NAIDOC	National Aborigines and Islanders Day of Observance Committee
NAPLAN	National Assessment Program Literacy and Numeracy
PSF	Per Student Funding
PBS	Positive Behaviour in Schools
PL	Professional Learning
PLC	Professional Learning Community
PM	Progress Meaning
PPG	Personal Performance Growth
PTR	Prevent, Teach and Reinforce
SNEA	Special Needs Educational Assistant
STEAM	Science, Technology, Engineering, Art, Mathematics
SSEND	School of Special Education Needs
SSENBE	School of Special Education Needs: Behaviour and Engagement
SEN	Special Education Needs
SOLO Taxonomy	Structure of Observed Learning Outcomes
SST	Student Support Team
SDF	Student Disability Funding
SAER	Students At Educational Risk
SCAMPER	Substitute, Combine, Adapt, Modify, Put to another use, Eliminate and Reverse