

# Ocean Road Primary School

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



## 2023 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 2023 Annual Report. Last year was another incredibly successful year for our school.

2023 saw the beginning of our three-year partnership with Real Schools. The partnership exists to help our school achieve its potential through Committed Teachers, Caring Students and Connected Communities. Through the partnership, staff at Ocean Road Primary School work hand-in-hand with Real Schools to implement Restorative Practices as the underpinning methodology of our school culture. Staff have been implementing Real Schools' strategies such as Positive Priming to prepare students and set expectations of behaviour, Affective Language to draw on emotion and Circle Culture in a variety of ways throughout the day.

The year was full of highlights, including the revitalisation of our Positive Behaviour Support Program which included the introduction of Kwilena our PBS mascot, our annual Book Week celebrations and our Rock Band's stellar performance in the Mandurah Battle of the School Bands. You will find more of our 2023 highlights later in the report.

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

Why should children get outside, take risks, and engage in lots of free, unstructured outdoor play, both in and out of school? Time spent playing in nature, it appears, delivers extra benefits for children, such as promoting children's sense of inventiveness, creativity, management of risk, and savoring the possibility of discovery and excitement.

Pasi Sahlberg, William Doyle  
Let The Children Play

EDUCATION

## School Board Report

I have had the honour of being 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 2023, I had the privilege to contribute alongside Debra Bell-Silveira, Bec Beatty, Tanya Rose, Kate Smith, Kathryn May, Dean Finlay and Narelle Finlay. I would like to sincerely thank Debra, Tanya and Kate who have now completed their tenure on the Board.

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 improvement plan (Business Plan) that it regularly reviews and moves forward ensuring the children's best interests are always at the forefront.

During 2023, 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 School 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 One Line Budget
- Monitoring the budget and financial reports
- Providing input into policies including Behaviour Education and Smart Watches
- Approving 2024 Booklists and Contributions and Charges
- Unpacking NAPLAN results
- Learning about special programs including Real Schools, Positive Behaviour Support (PBS), MultiLit, and Back to Front Maths
- Recognising those who have given outstanding support to the school.

Throughout the year the Board were provided with the opportunity to gain a deeper understanding in the implementation of new initiatives and activities that happen throughout the year. We saw this significantly with Real Schools being rolled out across the whole school. The board had the opportunity to have Kirsty Lush, our Real Schools Expert Facilitator, to update us on how the school has been doing with adopting this new approach.

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 2023.

Sonia Goddard Chairperson - School Board

## P&C Report

In 2023 the Ocean Road Primary School P&C elected a new President, Brooke Morgan, after the resignation of long running former President Joel Gray who was in the role for the 4 years prior. We thanked Joel for his commitment and efforts throughout his time as president. This saw some changes to the P&C and fresh ideas regarding fundraising events.

The introduction of the Cadbury chocolates fundraiser, Billy G's Gourmet Cookie Dough, Faction Athletics Bake sale and a Year 6 Cookbook were welcomed and supported by the community. The P&C also organised annual fundraising events including the Bunnings Sausage Sizzle, Mother's Day and Father's Day raffles and stalls, ORPS Learning Journey open night BBQ and the Colour Me Krazy fun run (which was the first year being run solely by the P&C).

At the end of the year the P&C provided a disco for students. It was once again a highlight of the year and thoroughly enjoyed by everyone.

2023 was another successful year for the P&C Foam Cannon Machine hire, with multiple schools hiring our foam cannon for use at their own colour run events.

Throughout the year we saw some changes to Surf Snacks Canteen, after the resignation of long running Canteen Manager Jodie, along with other canteen staff. This resulted in a whole new team of staff taking on the challenge of running the school canteen. There was a brief period towards the end of Term 3 where the canteen had to be closed, due to staff changes. However, it was back up and running for the start of Term 4.

The school grew in student numbers over the period of 2023 which provided new opportunities for new families to become a part of the P&C and we look forward to working with all of our families in 2024.

Thank you to everyone who contributed to what was another successful year of the P&C.

ORPS P&C Association Inc. Executive

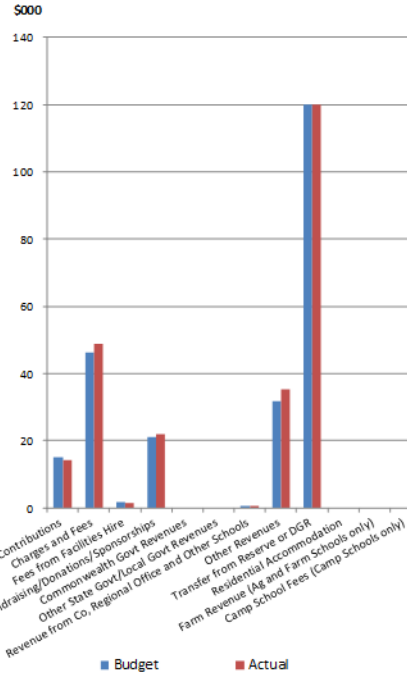


# Finance Report

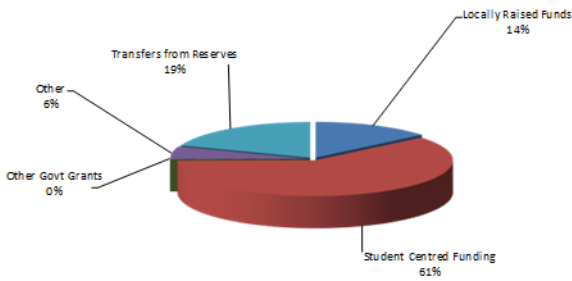
**Ocean Rd PS**  
Financial Summary as at  
31-December-2023

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 15,117.00	\$ 14,299.00
2 Charges and Fees	\$ 46,290.00	\$ 48,779.51
3 Fees from Facilities Hire	\$ 1,750.00	\$ 1,593.73
4 Fundraising/Donations/Sponsorships	\$ 21,188.80	\$ 21,963.80
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 635.00	\$ 635.00
8 Other Revenues	\$ 31,778.00	\$ 35,213.10
9 Transfer from Reserve or DGR	\$ 120,000.00	\$ 120,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 236,758.80</b>	<b>\$ 242,484.14</b>
Opening Balance	\$ 60,214.00	\$ 60,214.34
Student Centred Funding	\$ 372,858.00	\$ 375,257.85
<b>Total Cash Funds Available</b>	<b>\$ 669,830.80</b>	<b>\$ 677,956.33</b>
<b>Total Salary Allocation</b>	<b>\$ 6,369,017.00</b>	<b>\$ 6,369,017.00</b>
<b>Total Funds Available</b>	<b>\$ 7,038,847.80</b>	<b>\$ 7,046,973.33</b>

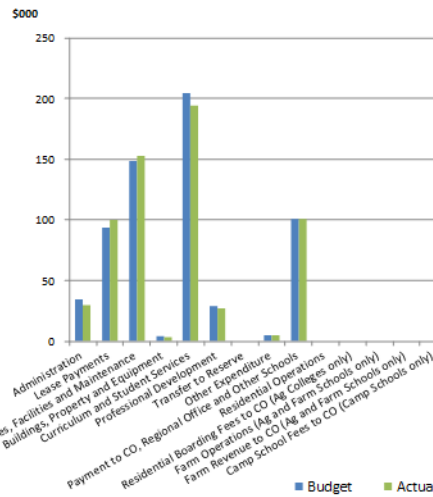
**Locally Raised Revenue - Budget vs Actual**



**Actual Year to Date by funding sources**

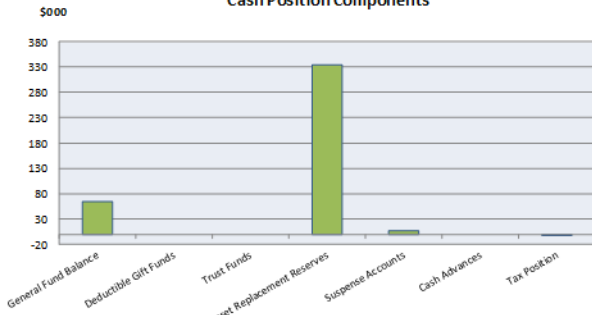


**Goods and Services Expenditure - Budget vs Actual**



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 34,337.93	\$ 29,553.02
2 Lease Payments	\$ 93,571.00	\$ 100,182.69
3 Utilities, Facilities and Maintenance	\$ 148,690.00	\$ 153,004.77
4 Buildings, Property and Equipment	\$ 4,000.00	\$ 3,470.68
5 Curriculum and Student Services	\$ 204,818.07	\$ 194,422.88
6 Professional Development	\$ 28,500.00	\$ 27,016.51
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 4,680.00	\$ 4,498.88
9 Payment to CO, Regional Office and Other Schools	\$ 100,770.00	\$ 100,770.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 619,367.00</b>	<b>\$ 612,919.43</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 6,338,847.00</b>	<b>\$ 2,299,154.00</b>
<b>Total Expenditure</b>	<b>\$ 6,958,214.00</b>	<b>\$ 2,912,073.43</b>
<b>Cash Budget Variance</b>	<b>\$ 50,463.80</b>	

**Cash Position Components**



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 405,042.96</b>
Made up of:	
1 General Fund Balance	\$ 65,036.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 334,979.86
5 Suspense Accounts	\$ 7,462.20
6 Cash Advances	\$ -
7 Tax Position	\$ (2,436.00)
<b>Total Bank Balance</b>	<b>\$ 405,042.96</b>

# Progress Towards 2022-24 Business Plan Targets and Priorities

## Focus Area 1. Belonging

### Focus Area/s:

- Aboriginal Cultural Standards Framework (ACSF) – Relationships and Learning Environment
- Culturally Responsiveness

### Target/s:

- ACSF Relationships - ORPS teaching staff progressing from having Cultural Competence (Capable) to Cultural Responsiveness (Proficient) on the ACFS continuum.
- ACSF Learning Environment - ORPS teaching staff progressing from having Cultural Understanding (Developing) to Cultural Competence (Capable) on the ACFS continuum.

### Strategies:

- Increase involvement and relationships with local Aboriginal community members, organisations and families to collaborate in planning meetings, activities, and events.
- Annual celebration of Harmony Week, Identity Day and NAIDOC
- Continue to increase Belonging Expert Team Knowledge through professional learning and Expert Team meetings
- Sharing of knowledge through staff meetings, PLC meetings and Collaborative DOTT
- Aboriginal students continue to design bilingual signage throughout the school
- Investigate uniform changes to incorporate children's Aboriginal artwork
- Maintain Reconciliation Action Plan (RAP)
- Increase involvement and relationships

### How well are we doing?

- The Belonging Expert Team and staff are working towards the 2024 targets. Targets have been set based on surveys and information through 2023.

### How do we know? What evidence do we have?

- Calendar of whole school cultural celebrations scheduled annually
- Acknowledgment of Country before all gatherings
- Aboriginal artwork signage around the school
- Reconciliation Action Plan
- Photos of informal gatherings

### How can we find out more?

- Questionnaires and surveys administered at different demographics including:
  - Student survey
  - Aboriginal parent/carer and community
  - Whole school parent/carer survey
  - Staff

### What are our strengths?

- Building and maintaining positive relationships with all parents
- Student engagement in cultural events
- Range of experience and knowledge due to the range of different specialists and cultural backgrounds.

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

- Renaming of Teaching Blocks using Aboriginal names for animals or elements
- Sport faction flags incorporating student designed Aboriginal artwork with Noongar translations
- Learning environment and tasks to include and incorporate more Aboriginal resources
- Establishment of new relationships and continuation of old relationships of Aboriginal family and community members to help guide decisions
- Whole staff participation in Koora Waangkininy Boodjar professional learning activity to be presented by Renarta Coyne and Charmaine Climo

## **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 wellbeing.
- 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 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 events
- Update massage chair area
- "Joy Bubbles" to commence meetings
- Psychological Safety Professional Learning

### **How well are we doing?**

Working towards the 2024 targets.

- 92% of staff are utilising daily mental health strategies to support their wellbeing.
- 58% of staff are aware of and using the 'tap in, tap out' strategy when required.
- 7.85 out of 10 was the staff average on feeling socially accepted, supported, and cared for by ORPS staff.

### **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
- Professional Learning

### **How can we find out more?**

- Feedback from PLCs
- Feedback from all staff

### **What are our strengths?**

- Regeneration activities
- Climate and culture
- Executive Team meetings
- PLC meetings
- Expert Team meetings

- Distributed Leadership
- Staffroom Massage chair
- Funding extra DOTT
- Providing respite and support during and after critical incidents
- 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, Education Assistant and Principal days
- Refrigerated cold water provided for all staff
- Celebrating success
- Staff thank you cards
- Staff Sunshine Award – Noonook Moorditj

**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:** Trauma Informed Practice - Brain Science

**Targets:**

- Supporting students to address unmet regulatory needs of the body.
- Implementing strategies to help students attain a state of presence, centredness, and readiness for learning.
- Recognising the significance of co-regulation and self-regulation for students' overall wellbeing and academic success.

**Strategies:**

- Brain Science Professional Learning
- Real Schools Circle Work
- Brain Science and Regulate Relate Reason displays.
- Padlet to share content on Brain Science and Regulate Relate Reason with staff.
- Chaplain and School Psychologist providing family support and referrals to outside agencies.
- Triage student support meetings
- Zones of Regulation across the school.
- GRIT program and Lego Therapy.
- Kids Against Violence.
- Focus on unmet body needs include bottom-up regulation.
- Creating physical spaces that foster a sense of calm

**How well are we doing?**

- Through the teaching of zones of regulation students can articulate their feelings and use strategies from their toolkits
- Check-in circles improved from 57% implementation to 100%
- Mindfulness has been adopted by all classes across the school.
- Safe spaces have been created in all areas including specialists.
- Classroom environments are becoming physical spaces that foster a sense of calm.

**How do we know?**

- Staff feedback
- Surveys
- Observations
- Classroom walkthroughs
- Community Feedback



### **How do we find out more?**

- Survey students
- Classroom observations
- Survey community
- Feedback from visitors

### **What are our strengths?**

- The skills and knowledge of the Student Support Team (SST) and their commitment to supporting and championing all learners
- Strengths-based, positive, and restorative approach to student support across the SST
- Developing school-wide, trauma-informed practice to support learners.
- Advocacy and support for students and families to access other government and community services.
- Flexibility within the day to work with priority and point of need.
- Enabling students – provide them with the skills and strategies.
- Working with children in complex family environments.

### **What are the areas we can improve on? How can we improve?**

- Focus on student-teacher relationships, vicarious trauma and a strengths-based approach.
- Revisit FBA/PTR with Learning Support Coordinator (LSC) and classroom teachers, with a trauma-informed/neurodiversity lens.
- Work with LSC and teachers to encourage student agency in individual plans.
- Develop parent information sessions based on community needs e.g. PBS, trauma, and anxiety.
- Share information with the community through Facebook, Newsletter, and School Board.
- Develop a critical incident process and support system to ensure student and staff wellbeing.

### **Focus Area 4.1 English – Reading**

**Goal:** All students have the required knowledge and skills to read a range of text types competently and enthusiastically.

**Target:** By the end of 2023 80% of students in Year 3 and 5 NAPLAN will achieve above minimum standard in Reading.

#### **Strategies:**

- 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 purchasing plan to cater for in classroom use
- Investigate E-Readers
- Using the digital platform of Seesaw to cater for differentiation
- MultiLit
- Celebration of reading events (National Simultaneous Storytime, Book Week)
- Analysis of PAT Reading data and update Reading Power Standards to include areas of need
- Continue with Science of Reading PL

### **How well are we doing?**

As NAPLAN 2023 was administered through an earlier test window commencing in Week 7 of term one. The 2023 NAPLAN assessments have been rescaled, therefore the data produced for the target in the Business Plan is no longer produced.

### **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
- Library borrowing data

#### **How can we find out more?**

- Clarity Learning Walk and Talks – 5 Key questions
- Further analysis of NAPLAN data due to changes with scaling

#### **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
- Data analysis
- Deep understanding of what students need to know (WA Curriculum)
- Differentiation to cater for below minimum standard
- Reading Leaders within English Expert team
- English Expert Team creation of Curriculum Walls to assist with Inquiry Learning approach

#### **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
- Science of Reading PL and implementation
- Implementation of Curriculum Walls

### **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 2023 85% 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
- 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?**

As NAPLAN 2023 was administered through an earlier test window commencing in Week 7 of term one. The 2023 NAPLAN assessments have been rescaled, therefore the data produced for the target in the Business Plan is no longer produced.

#### **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)
- English Expert Team creation of Curriculum Walls to assist with Inquiry Learning approach

### **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
- Differentiation for Academic Extension students

### **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 2023 75% 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 Intentions/Questions
- Analysis of Student Achievement Information System data
- Investigate best practise and resources

#### **How well are we doing?**

As NAPLAN 2023 was administered through an earlier test window commencing in Week 7 of term one. The 2023 NAPLAN assessments have been rescaled, therefore the data produced for the target in the Business Plan is no longer produced.

#### **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

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

- Grammar and Punctuation knowledge
- Grammar and Punctuation whole school sequence/program
- Upskilling staff in Grammar and Punctuation Professional Knowledge (what students need to know)
- Identify staff to lead Grammar and Punctuation in key areas of the school

### **Focus Area 5 Mathematics**

#### **Focus Area/s:**

- Misconceptions
- Mathematics Proficiencies
- Key Concepts

#### **Target/s:**

- By the end of 2023 all staff will be collecting and tracking data on Back to Front Maths developmental stages.
- 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.

#### **Strategies:**

- Two onsite coaching days provided to staff by Back to Front Maths
- Purchasing of additional Back to Front Maths resources
- 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 Back to Front Maths

#### **How well are we doing?**

As NAPLAN 2023 was administered through an earlier test window commencing in Week 7 of term one. The 2023 NAPLAN assessments have been rescaled, therefore the data produced for the targets in the Business Plan is no longer produced.

**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 2023
- PAT maths data analysis provided by Tierney Kennedy (Back to Front Maths)

**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.
- Whole school utilising Back to Front Maths program, therefore no longer on a catch-up program.

**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
- Additional professional learning for new staff through induction process

# 2023 Highlights

A partnership started with Real Schools to further foster Restorative Practices.



Announcement of **Student Leaders** and **Faction Captains**



Students enjoyed participating in **Middle and Upper Sport** Programs each week.

Students enjoyed participating in **Middle and Upper Sport** Programs each week.

Students were invited to share and celebrate their progress with our Executive Team during **Literacy and Numeracy Stars** morning

**Breakfast Club** run by Chaplain Rachael, Student Leaders and volunteers ensured all students started their day with their bodies fuelled and ready to learn.



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

**Sustainability** across the school continued to thrive with the Recycle Centre, worm farms, vegie gardens, aquaponics and composting.

## FEBRUARY



Year 6 students began participating in **GRIT** (Growth, resilience, Integrity and Traction) program to foster positive communication and teamwork.

Students explored what identity is and the many different aspects that can contribute to identity and celebrated the different ways they are unique on **Identity Day**.

Year One students met the new 6-week-old **chicks** and learnt how to care for them.



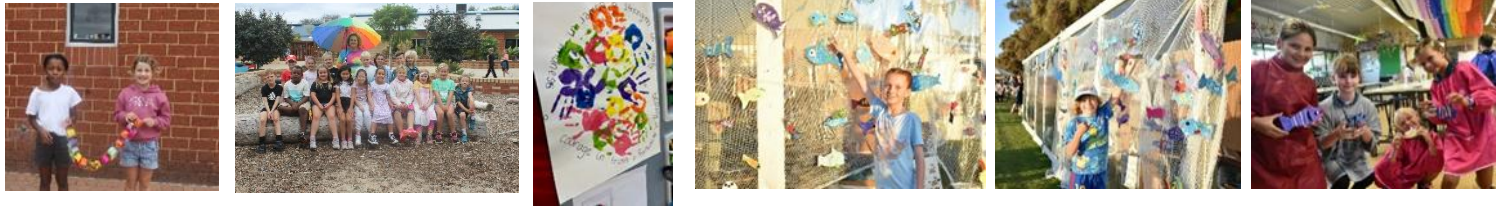
## MARCH



Values tokens and PBS mascot, Kwilena, made a splash when introduced to students.

There were many creative entries in the **Easter Bonnet/Hat Parade**.

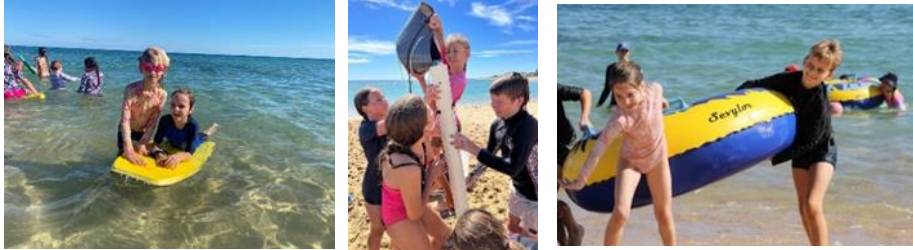
**Inclusivity Day** was held to celebrate how special and remarkable every individual is.



Students had artworks completed in Art on display at the **Mandurah Crab Fest**.

**Beach Fun Carnival**

There were plenty of smiles and much fun to be had at our annual Beach Fun Carnival. Students enjoyed participating in a range of land and water-based activities with team-mates.



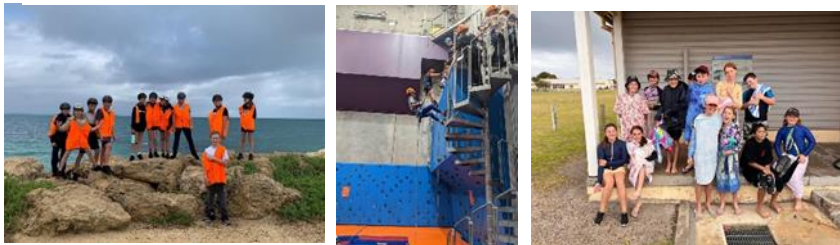
Students participated in a wide range of activities during **Harmony Week** to celebrate and promote inclusiveness, respect and belonging for all. A highlight was the Matsuri Festival.



Seventeen performers had the opportunity to showcase and celebrate their unique talents at **ORPS Got Talent**.



**JUNE** Students attended their Year 6 camp at Woodman Point where they were involved in a range of team building activities.



**August Book Week** celebrations saw students engaged in a range of activities including book scavenger hunts, books cafes and the highlight for students and staff was dressing up as their favourite book character.



**APRIL**



Our **ANZAC Ceremony** was held to honour all Australian personnel who have served in conflict.



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



**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.

**Senior Sing Club** attended and performed in One Big Voice at the RAC Arena.



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



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



**OCTOBER**  
Another successful **Colour Me Krazy Fundraiser** organised by our ORPSome P&C. Students and staff all participated enthusiastically.



**NOVEMBER** Our amazing P&C put on a free disco for our students to celebrate a successful fundraising year.



**DECEMBER ORPS Rock Band** rocked it in the Battle of the School Bands. They were the youngest entrants in the competition and came third!



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

**Junior Singing Club** dazzled their audience when they performed Christmas Carols at Coles Florida.



The 2023 Valuable Contribution Award was presented to Chaplain Rachel.

## 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 Support
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