



Department of
Education

Shaping the future

Ocean Road Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

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

Expectations of schools

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

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

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

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

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

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

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

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

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

Opening in 2001, Ocean Road Primary School became an Independent Public School in 2013.

There are currently 601 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 967 (decile 7).

Support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Ocean Road Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- School leaders described preparing for the public school review process as a key component of the school's embedded self-assessment system. Insights gained from the reflections and analysis informed the development of the School Improvement Plan 2025-2027.
- The Electronic School Assessment Tool (ESAT) submission comprehensively described the school's performance in each domain.
- A highly collaborative process led by the school leadership team engaged all staff in unpacking the domains, identifying relevant sources of evidence, analysing the effectiveness of strategies and approaches, and developing planned actions.
- The Board and the P&C contributed to the ESAT submission through productive meetings that facilitated meaningful discussions.
- During the validation meetings, a diverse range of staff, parents, and community members contributed their viewpoints and provided strong endorsement of the school.

The following recommendation is made:

- Utilise the public school review process as an opportunity to identify aspirational planned actions that will advance the school's improvement journey.

Relationships and partnerships

All relationships and interactions at Ocean Road Primary School are underpinned by a highly intentional focus on building relational trust. The school has established a positive and inclusive environment where 'every child matters, each moment counts and everyone belongs'.

Commendations

The review team validate the following:

- Effective communication channels, including Compass, Facebook, and Seesaw ensure the community is well-informed about school events. Formal and informal meeting opportunities and vibe surveys allow families to provide feedback and seek clarification.
- Sustainable and relevant connections between the school and the broader community support students and their families. The chaplain has developed extensive partnerships to expand families' relational systems and access to support.
- The Board understands its governance role and responsibilities, providing input into the school's strategic direction. The P&C fundraising enhances students' access to rich learning experiences and supports families facing hardship.
- Professional relationships amongst staff are supported through scheduled collaborative duties other than teaching sessions with clearly documented processes and behavioural norms. Professional Learning Communities build teachers' capacity and foster collective ownership of student achievement.
- Culturally responsive practices are evident throughout the school. The Belonging Team supports students to learn about and develop pride in Aboriginal culture through engagement with Elders and artists.

Recommendations

The review team support the following:

- Continue to build Aboriginal cultural responsiveness through engagement with the Aboriginal Cultural Standards Framework.
- Survey the community to obtain formal feedback from a range of perspectives to inform school decision making and target setting.

Learning environment

A thoughtfully designed, highly engaging physical learning environment fosters imaginative play and creative thinking. The health and wellbeing of students and staff are paramount and supported by trauma-informed practices and a school-wide culture of genuine care.

Commendations

The review team validate the following:

- A comprehensive behaviour framework that includes consistent and shared Positive Behaviour Support values, classroom management and instructional strategies and trauma informed practices, foster a positive school culture where expectations are understood and visible.
- Students are supported to develop their self and social management skills through restorative practices and Real Schools approaches.
- A well-documented multi-tiered support system offers personalised interventions for students facing behavioural, attendance, wellbeing and learning difficulties. Wrap-around support, connections with families and building on children's strengths are hallmarks of the school's approach.
- Student voice, agency and leadership are valued and contribute to a strong sense of pride in the school.

Recommendations

The review team support the following:

- Collect and analyse data to measure the impact of behaviour, engagement and attendance strategies in improving student learning.
- Streamline the delivery of student wellbeing and social-emotional learning programs while applying the pruning principle to reduce teacher workload.

Leadership

The Principal's leadership of a culture of strategic school improvement, placing students at the centre of all decision-making, is acknowledged. A collaborative and inclusive approach to change management cultivates a strong sense of shared ownership and commitment amongst staff.

Commendations

The review team validate the following:

- Strategic and operational plans drive classroom planning, ensuring students access a guaranteed and viable curriculum aligned to the School Curriculum and Standards Authority.
- Through a connected system of distributed leadership, priority area champions are empowered to lead initiatives that align with student achievement and the school's strategic goals.
- A commitment to enhancing teacher collective efficacy drives instructional support within the school. Teaching Sprints are routinely conducted to enable staff to transfer professional learning into their pedagogical practice and to receive constructive feedback.
- High standards are supported and maintained through a rigorous personal and professional growth process aligned to the AITSL¹ Australian Professional Standards for Teachers, the School Improvement Plan 2025-2027, and Moorditj Kaartdijin, the school's instructional handbook.

Recommendations

The review team support the following:

- Strengthen the instructional coaching model to support the implementation of low-variance teaching practice.
- Engage with system leadership programs to provide a consistent and contemporary leadership model and language at the school.

Use of resources

Effective communication and well-defined roles enhance the professional relationship between the manager corporate services and the Principal. Human and physical resources are well managed through thorough processes enabling flexible allocation based on student needs.

Commendations

The review team validate the following:

- Evidence-based decision-making underpins effective resource management, creating clear links between school budgeting, strategic planning and funding allocations. Well-established processes and procedures ensure financial, physical and human resources are effectively managed.
- The Finance Committee, which assists in determining the school's use of resources, is representative of the staff cohort. The School Board notes financial reports and priorities.
- Innovative workforce planning and strong community partnerships have assisted the school in accessing external funding sources, including grants and donations, to enhance the learning environment and deliver a high-quality service.
- Effective management of information and communications technology ensures that infrastructure supports the delivery of technology-based activities and that students can access current technology for their learning.

Recommendation

The review team support the following:

- Continue to establish processes for consistent financial and resource management as enrolment numbers increase due to the opening of new housing developments within the school's local intake area.

Teaching quality

The school provides a student-centred environment where explicit teaching and inquiry-based approaches enable all students to thrive. Strong staff collaboration through professional learning communities and expert groups demonstrates a robust culture of continuous learning.

Commendations

The review team validate the following:

- Curriculum walls that clearly articulate the expected achievement standard of each year level, aligned to the Western Australian Curriculum, drive the collaborative development of teaching and learning plans. Comprehensive operational plans ensure consistency across the school.
- Scheduled analysis of student achievement data during professional learning community meetings informs targeted teaching that is responsive to students' needs.
- Research-based science of reading approaches are evident across the school. The aligned MultiLit program, delivered by highly skilled allied professionals, supports students requiring intervention in English.
- The school has a well-developed induction process that provides new teachers and graduates with a high level of support and guidelines for the implementation of the teaching and learning framework.
- Professional learning, aligned to the Quality Teaching Strategy, enhances teachers' ability to differentiate the curriculum. The school is exploring the use of artificial intelligence to create differentiated resources and modified assessment tasks.

Recommendations

The review team support the following:

- Continue upskilling staff to provide in-class differentiation to support students at educational risk.
- Engage with the Peel Language Development Centre to identify and implement an evidence-based, whole-school approach to spelling instruction.

Student achievement and progress

Underpinned by a comprehensive data collection schedule and whole-school tracker, system and school-based data are used to monitor student achievement and progress.

Commendations

The review team validate the following:

- Disciplined dialogue and data analysis in professional learning community meetings inform strategic improvement. Moderation tasks aligned with school priorities enable teachers to monitor progress, inform teaching, and respond to trends in student achievement.
- Early intervention in consultation with families is prioritised. On-entry assessment and NAPLAN² data is analysed and used to target interventions, track student progress, and inform school priorities and resource allocations.
- Effect size, calculated from the raw data of Progressive Achievement Tests, Westwood Number Facts Test and other assessments, is used to track student improvement at a classroom, cohort, and whole-school level.
- In consultation with parents, SMART³ targets are set each semester for students with identified learning needs. Parents are informed of their child's progress through the Special Educational Needs reporting tool.

Recommendations

The review team support the following:

- Develop a data wall to track and monitor Aboriginal students' progress and achievement, engaging families.
- Implement planned strategies to address student achievement in grammar and punctuation.
- Continue to strengthen data analysis processes to monitor the impact of whole-school approaches.

Reviewers	
Melanie Langley Director, Public School Review	Robert McArdle Principal, Glen Huon Primary School Peer Reviewer

Endorsement

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

Your next school review is to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy
- 3 Specific, Measurable, Achievable, Realistic and Timely