

OCEAN ROAD

OCEAN ROAD PRIMARY SCHOOL

School Improvement Plan 2025-2027

PRIMARY

Kindness

Resilience

Responsibility

Respect

OCEAN ROAD

ACKNOWLEDGEMENT OF COUNTRY

We assemble in this special place to celebrate our learning journey together. We acknowledge the traditional custodians of this land upon which we learn, the Bindjareb people of the Noongar Nation. We pay respect to the Elders of the past, present and future and acknowledge their spiritual connection to Country.

WARDARN BIDI KAADADJAN-MIYA WAANGANINY NOONGAR BOODJA

Ngalak koorl nidja moorditj kaadadjan-miya djinanginy ngalang kaadadjan-bidi doyntj-doyntj. Ngalak waanganing Noongar baalap nidja-koorl moort kaadadjan-boodj-ak windj ngalak djinang baal Bindjareb baalap, Noongar baalap Noongar Boodja. Ngalak waangkaniny, yaanga. Kabarli, Moyran-koori, yey wer benang wer waangkaniny baal wirrn Koorliny nidja Boodja.

-Translated by local Noongar Elder George Walley

Kindness Resilience Responsibility Respect

Principal's Forward

Ocean Road Primary School is a place where “Every Child Matters, Each Moment Counts and Everyone Belongs.”

All members of our school community are supported, accepted and empowered to thrive through:

- Building trusting relationships
- Holding high expectations for success by focusing on individual strengths
- Implementing best-practice, whole-school programs
- Cultivating collective teacher efficacy
- Encouraging student, staff, and community agency
- Creating responsive, engaging, and inclusive learning environments

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 believe they can and are committed to unlocking the learning potential of every student through a holistic approach. This includes educators knowing themselves, their students, the curriculum and what works best for each student. Students experience a blend of inquiry based and explicit lessons with a focus on student agency. 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

Kindness

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The Vibe that makes us ORPSome



The Context

Ocean Road Primary School opened in 2001 with an initial cohort of 200 students. We now currently over 600 students and are in a growth phase

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 967. 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 – 14%
- Number of families from the bottom socio-economic quartile – 49%
- Students with language background other than English – 2%
- Students under the care of the Department of Communities Child Protection – 2.5%
- Number of students requiring an Individual Education Plan – 14.5%
- Students diagnosed with:
 - Autism Spectrum Disorder – 29
 - Hearing Impaired – 2
 - Global Developmental Delay – 2
 - Severe Medical Disorder – 2
 - Attention Deficit Hyperactivity Disorder – 48
 - Imputed/ Investigating a diagnosis – 32
- Number of Individual Education Plans developed annually
 - Social and Emotional – 176
 - Behaviour – 52
 - Academic – 224

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

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ORPS 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.

PRIMARY

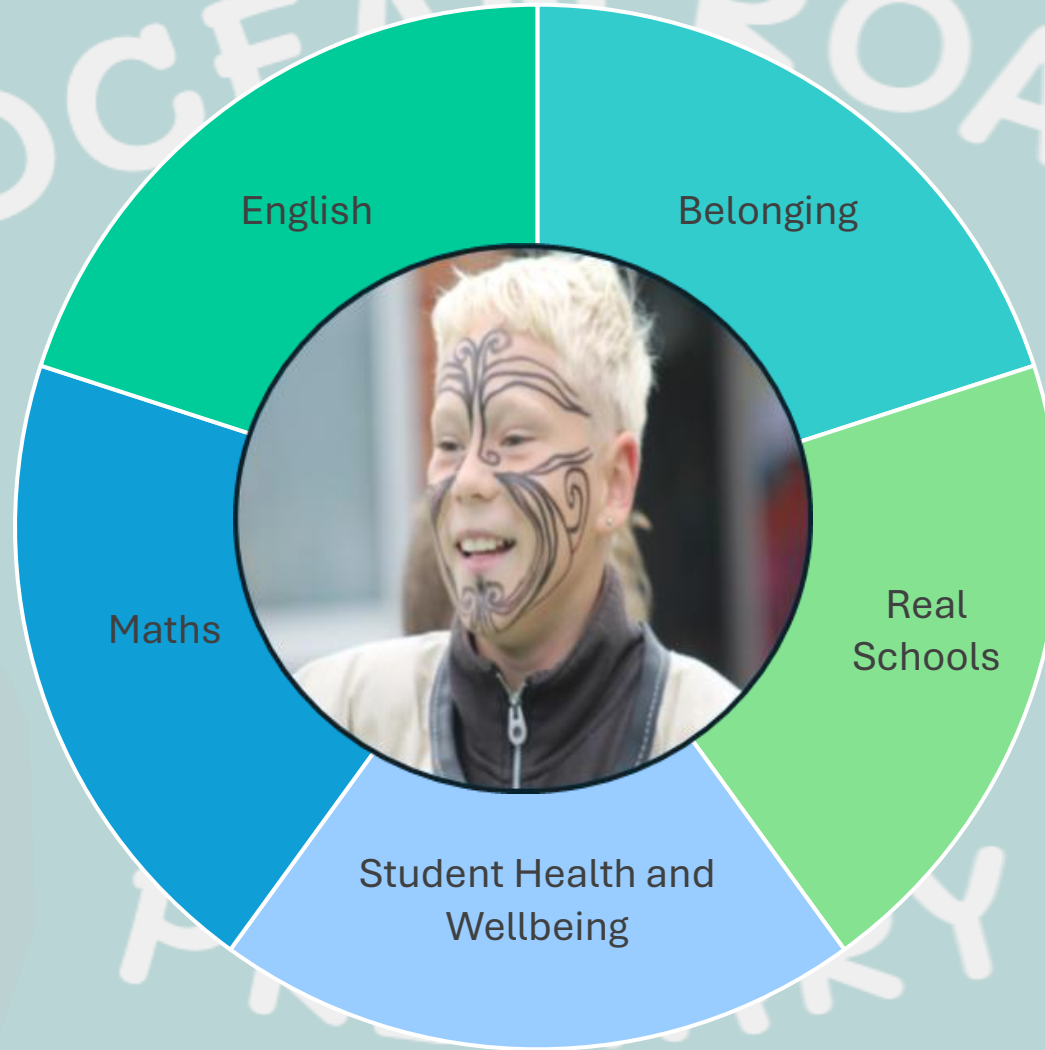
Kindness

Resilience

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Developing the Whole Child



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English

1. Reading

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

Current Reality	2027 Targets	Strategies	Data Sources
Year 3 NAPLAN 24% of students achieved strong proficiency	Year 3 NAPLAN 33% of students to achieve strong proficiency	Whole school implementation of the Science of Reading MultiLit (\$4102 DSF)	NAPLAN On-Entry PAT Reading MultiLit data wall DIBELS Reading Assessment
Year 5 NAPLAN 24% of students achieved strong proficiency	Year 5 NAPLAN 38% of students to achieve strong proficiency		

2. Writing – Grammar and Punctuation

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

Current Reality	2027 Targets	Strategies	Data Sources
Year 3 NAPLAN 18% of students achieved strong proficiency	Year 3 NAPLAN 33% of students to achieve strong proficiency	Development and implementation of ORPS Grammar and Punctuation:	NAPLAN
Year 5 NAPLAN 18% of students achieved strong proficiency	Year 5 NAPLAN 35% of students to achieve strong proficiency	- Guaranteed and Viable Curriculum - Power Standards - Curriculum Wall - Scope and Sequence - Learning Intentions/Questions and Success criteria Grammar and punctuation explicit lessons (10 minutes) 4 times a week during writing lessons.	

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1. Problem Solving and Reasoning			
All students to gain confidence, knowledge and skills to solve problems and make reasonable judgements.			
Current Reality	2027 Targets	Strategies	Data Sources
Year 3 NAPLAN 36.8% of students achieved strong proficiency Year 5 NAPLAN 39.8% of students achieved strong proficiency in NAPLAN	Year 3 NAPLAN 43.9% of students to achieve strong proficiency Year 5 NAPLAN 45.9% of students to achieve strong proficiency	Whole school approach to: • Back to Front Maths Program • Maths Curriculum Walls • Differentiated Instruction • Intervention and Extension • Hands on Materials	NAPLAN PAT Maths On-Entry Stage Testing

2. Basic Facts Fluency			
Students to gain confidence and speed in solving basic facts question for each of the four operations.			
Current Reality	2027 Targets	Strategies	Data Sources
Westwood Number Facts Test 22.4% of students have scored in the critically low range for addition at the beginning of the year Westwood Number Facts Test 41% of students have scored in the critically low range for multiplication at the beginning of the year	To reduce the percentage of students achieving 'critically low' scores for addition to less than 16% of the students tested by the end of 2027 To reduce the percentage of students achieving 'critically low' scores for multiplication to less than 20% of the students tested by the end of 2027	Whole school approach to: • Daily Basic Facts Activities - Daily Ten - Card and Dice Games - Skip Counting Routines - Online Maths Programs	Westwood Number Facts Test

Belonging

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Relationships			
1. Staff establish and maintain positive relationships with Aboriginal students, their parents and families.			
Current Reality	2027 Targets	Strategies	Data Sources
ACSF Surveys 41% of staff capable 39% of families strongly agree 44% of families agree 88% of students agree	ACSF Survey 75% of staff capable 60% of families strongly agree 40% of families agree 100% of students agree	- Staff communicate regularly with parents and families of Aboriginal students. - Employment of AEIO - Data Wall for all Aboriginal students - Yarning on Boodja	ACSF surveys - Staff - Families - Students Yarning on Boodja attendance
2. Staff engage professionally with local Aboriginal community members and organisations.			
Current Reality	2027 Targets	Strategies	Data Sources
ACSF Survey 15% of staff capable	Survey 50% of staff capable	- Staff draw on the expertise of AIEO and local Aboriginal community members and organisations to enrich learning experiences for students. - Investigate ways of engaging local Aboriginal people with the Ngaparrtji Ngaparrti Two Way Science initiate	ACSF survey Records of Visits

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Belonging

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Learning Environment			
1. Staff support Aboriginal students to feel a sense of belonging and connection to the school.			
Current Reality	2027 Targets	Strategies	Data Sources
ACSF Survey 30% of staff capable 44% of families strongly agree 39% of families agree 65% of students agree	ACSF Survey 60% of staff capable 60% of families strongly agree 40% of families agree 80% of students agree	- Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture. - Employment of AIEO - Creation of Data Wall for all Aboriginal students - Staff develop artwork projects that support student voice and connection partnering with local Aboriginal artists in producing flags, and signage throughout the school. - Yarning on Boodja	ACSF surveys - Staff - Families - Students
2. Staff establish a supportive and safe learning environment for Aboriginal students.			
Current Reality	2027 Targets	Strategies	Data Sources
ACSF Survey 41% of staff capable 39% of families strongly agree 44% of families agree 66% of students agree	ACSF Survey 75% of staff capable 60% of families strongly agree 40% of families agree 80% of students agree	- Staff make appropriate education adjustments for Aboriginal students at educational risk. - Staff develop classroom projects that support Aboriginal student voice and connection in partnership with local Aboriginal people.	ACSF surveys - Staff - Families - Students

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Real Schools

1. Staff engage and maintain positive relationships through a restorative practice lens.			
Current Reality	2027 Targets	Strategies	Data Sources
67% of staff self-assess as proficient in Restorative Practice skills 4% of staff feel confident that students have adopted Restorative Practices to solve conflicts and issues independently	80% of staff will self-assess as proficient in Restorative Practice skills 20% of staff will feel confident that students have adopted Restorative Practices to solve conflicts and issues independently	Real Schools Partnership (\$17500) Real Schools Expert Group Completion of Real Schools PhD online course Whole school approach to: • use of restorative practices • win/win strategies • create culture- behaviours we accept and tolerate	Pre and post surveys of staff Behaviour data: • Suspensions • Tier 3 Referrals

2. Staff support students to feel safe and supported through the use of language, mindset and conduct strategies.			
Current Reality	2027 Targets	Strategies	Data Sources
58% of staff currently self-assess as confident in applying Real Schools' language strategies 54% of staff currently self-assess as confident in applying Real Schools' mindset strategies 42% of staff currently self-assess as confident in applying Real Schools' conduct strategies 25% of staff feel confident that students understand and apply Real Schools' language, mindset and conduct strategies independently	70% of staff will self-assess as confident in applying Real Schools' language strategies 70% of staff will self-assess as confident in applying Real Schools' mindset strategies 60% of staff will self-assess as confident in applying Real Schools' conduct strategies 40% of staff feel confident that students understand and apply Real Schools' language, mindset and conduct strategies independently	Real Schools Partnership (\$17500) Real Schools Expert Group Completion of Real Schools PhD online course Whole school approach to: • Affective language • Circle architecture • Being authoritative not authoritarian	Pre and post survey of staff Behaviour data: • Suspensions • Tier 3 Referrals

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Student Mental Health

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1. Cultivate students' mental health knowledge and skills through trauma-informed practices, promoting wellbeing and preparing them for future challenges.			
Current Reality	2027 Targets	Strategies	Data Sources
Open Parachute 37.5% of students have completed at least 8 lessons per term	Open Parachute 95% of students will have completed at least 8 lessons per term	Whole school implementation to: • Open Parachute Mental Health Program (\$3333.00) • Be You • Zones of Regulation DRUMBEAT (targeted groups) Seasons For Growth (targeted groups)	Open Parachute Dashboard

2. To enhance student's self-awareness and emotional regulation skills.			
Current Reality	2027 Targets	Strategies	Data Sources
Student Self-Awareness and Emotional Regulation Skills Survey 23% of students in Years 3 to 6 can identify at least two physical changes they experience when feeling dysregulated	Student Self-Awareness and Emotional Regulation Skills Survey 80% of students in Years 3 to 6 will be able to independently identify and articulate a minimum of two physical sensations in their own bodies that indicate they are beginning to feel dysregulated (e.g. increased heart rate, clenched fists, shallow breathing, stomach-ache, tense shoulders).	Whole school implementation to: • Open Parachute Mental Health Program (\$3333.00) • Timetabled Mindfulness 10 minutes per day per class • Zones of Regulation • Protective Behaviours	ORPS pre and post survey implemented with trauma informed sensitivity

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OFFICIAL Policies and Procedures

School Education Act 1999

School Education Regulations 2000

The Western Australian Curriculum

Focus 2025

Teaching for Impact

Aboriginal Cultural Standards Framework (ACSF)

Early Years Learning Framework (EYLF)

National Quality Standard (NQS)

Department of Education's Policies and Procedures

Ocean Road Primary School's:

- *Moorditj Kaartdijin Document*
- *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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Signatures

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OCEAN ROAD

Dean Finlay
Principal
2025

Deb Gauld
School Board Chair
2025

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