



# OCEAN REEF PRIMARY SCHOOL

## BUSINESS PLAN 2017-2019

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### A PROUD MARITIME TRADITION

We are a school with a proud tradition that began in 1988 with the establishment of a maritime theme by our founding principal Mr John Thompson. Mr Thompson took our location, metres from the Indian Ocean and as a part of the Ocean Reef Maritime precinct, as inspiration to model Ocean Reef Primary School as a virtual ship—The State School Ship Ocean Reef.

As a virtual ship, our school provides opportunities for team work, common direction, a sense of adventure and a journey ahead. Elements of the maritime theme are built into the physical environment. Flags are flown from a signal hoist, classrooms are called cabins and all crew, students (Kindergarten to Year 6), staff, parents and community members have a role to play in the daily operations of our ship.

### OUR VISION

Ocean Reef Primary School's vision is to provide an educational experience for each child that enables them to reach their full potential and equip them to adapt and succeed in their chosen endeavour in a continuously changing world.

### OUR BELIEFS

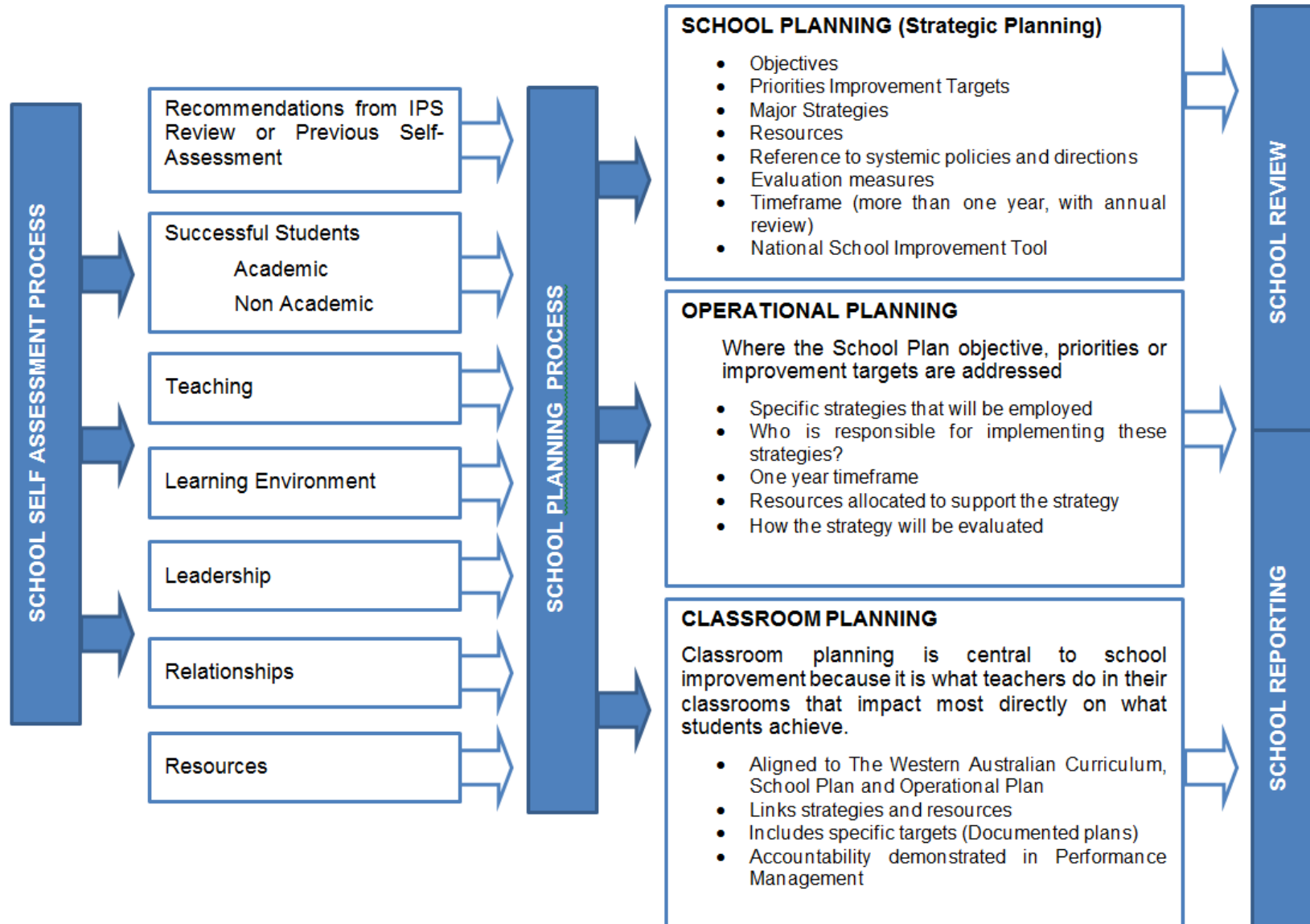
- Relationships with students and families form the basis for a positive, safe, nurturing and respectful environment catering for the whole child.
- Learning is challenging, engaging, motivating, relevant and provides opportunities for each child to succeed.
- Teaching is explicit and includes effective modelling, differentiation and reflection to improve teaching impact
- Leadership is shared and is focused for students, staff and the community.
- Resources are targeted to reflect current research, educational best practice, school priorities, effective integration of technology and involvement of the whole community.

### OUR STRATEGIC DIRECTIONS, STRATEGIES, MILESTONES AND TARGETS

Our strategic directions, strategies, milestones and targets were identified through analysis of academic, social and community focused data and are consistent with the *High Performance High Care Strategic Plan for Public Schools*, the Western Australian Curriculum and recommendations from the *2016 Ocean Reef Primary School Independent Public School Review*. The strategies and initiatives are designed to realise measurable success and guide our operational planning for the period 2017-2019.

# SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK

The adjacent model is a representation of the integrated components which operate within a school. They are interdependent, complex and continuous. Successful students are at the core of our School Improvement and Accountability. A rigorous and strategic process is in place for MLPS to make judgements about its performance in both student achievement (academic and non-academic) and school operations. This reflective review process involves all stakeholders, focuses on quality data and information that informs future planning. The examination and analysis of student achievement data and information includes National and State statistics



# 1. TEACHING AND LEARNING

## *What does it mean?*

The most important influence on student achievement is the quality of instruction and the teacher. To enhance student achievement and to inspire a passion for learning, staff will engage in effective, targeted and research driven practices supported with professional learning and development processes.

To develop a passion for learning in students we will address the needs of all children. This will include the academic, social and emotional development of all children, in an inclusive environment. These areas form the basis of the General Capabilities of the Australian Curriculum and will support the development of curiosity, persistence, resilience, initiative and self-motivation for learning in our students.

Strategic Directions	Strategies	Milestones and Monitoring.
<p>We will:</p> <p>Meet the needs of students' at all academic levels in the classroom by using student performance data to inform learning programs</p>	<p>High priority will be given to the school-wide analysis and discussion of systematically collected data on student outcomes (academic, attendance and student wellbeing)</p> <p>School leaders model and share deep understandings about student achievement and wellbeing data.</p> <p>Operational targets and classroom targets reflect high expectations for students – in terms of achievement and wellbeing</p>	<p>School Development Days, staff meetings and team meetings regularly focus on discussions about student data, effective teaching practices, curriculum and contemporary research</p> <p>The overall performance of students across the school is equal to or better than the performance of like schools in literacy and numeracy</p>
<p>A focus will be placed on differentiated teaching to increase expectations for students and to identify and intervene where students are at risk of not achieving their full potential.</p>	<p>Effective handover procedures for all students are implemented</p> <p>Tailored early, sustained interventions are in place for students as requiring additional support.</p> <p>A consistent approach across the school to students at educational risk is developed using SENN digital planning tools.</p> <p>SAER policy is implemented, maintained and built upon to meet the changing needs of students.</p>	<p>When teachers plan and review collaboratively, differentiated teaching increasingly becomes the focus.</p> <p>Documented plans for students at educational risk are developed and effectively utilised, reviewed and updated.</p> <p>Documented plans are shared with parents/carers.</p>
<p>Learning programs using whole-school approaches will be developed collaboratively by teaching teams.</p>	<p>We will maintain and build on whole school approaches to teaching, learning, assessment and the reporting of students' achievement and progress.</p> <p>We will increase the intensity of explicit teaching, through the implementation of the ORPS Lesson design.</p> <p>We will embed cooperative learning strategies in the ORPS Lesson Design.</p> <p>A focus will be placed on embedding formative assessment in the teaching and learning programs.</p> <p>Clear, helpful feedback will be provided to students.</p> <p>We will place a high priority on collaboration among teachers, where they develop and share their understandings of both curriculum and</p>	<p>When teachers plan and review collaboratively, provision of feedback for students increasingly becomes the focus.</p> <p>Each curriculum team has an identified leader who will meet regularly with the principal and other team leaders.</p> <p>Curriculum teams aligned to our Business Plan and system directions will be maintained, and their roles, responsibilities and outcomes articulated and communicated across ORPS.</p> <p>Staff feedback and student performance data will provide ongoing feedback on the extent to which teams are functioning effectively as Professional Learning Communities.</p>

	<p>teaching strategies, and evidence of the impact on student learning</p> <p>Teaching teams are further developed and function effectively as Professional Learning Communities ie supporting effective teaching practices and improving outcomes for students</p>	
<p>Implement the Western Australian Curriculum in all years.</p>	<p>We will implement, and become increasing fluent in planning, teaching and assessing with, the Western Australian syllabi based the Western Australian Curriculum developed by the School Curriculum and Standards Authority (SCSA)</p> <p>School leaders model and share deep understandings about the Western Australian Curriculum</p>	<p>Implementation of Western Australian Curriculum in accordance with milestones set by the Education Department of WA</p> <p>Operational plans are maintained in key learning areas.</p>
<p>Provide research-based performance development strategies for all staff that translate into evidence-based teaching strategies.</p>	<p>Teachers are provided with open, honest and targeted feedback directly aligned to the Australian Professional Standards for Teachers and our school Business Plan</p> <p>Support staff are provided with open and honest feedback pertaining to their performance directly aligned to competency frameworks where available.</p> <p>We will continue to assign a high priority to evidence-based teaching strategies</p> <p>School leaders keep abreast of research focused on effective teaching practices and regularly share this with colleagues.</p>	<p>Research focused specifically on effective teaching and assessment practices is identified and discussed in a range of professional contexts, including in online forums</p> <p>All teams, inclusive of Phase of Learning and curriculum teams, monitor their effectiveness against the key characteristics of effective Professional Learning Communities</p>

When planning teaching and learning programs all staff follow the direction set by “The Melbourne Declaration on Educational Goals for Young Australians –

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become: – successful learners – confident and creative individuals – active and informed citizens

As a nation Australia values the central role of education in building a democratic, equitable and just society— a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future. In the 21st century Australia’s capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers. In recognition of this collective responsibility, this declaration, in contrast to earlier declarations on schooling, has a broader frame and sets out educational goals for young Australians.

### **The Western Australian Curriculum**

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents.

## 2. IMPROVED STUDENT ATTENDANCE, ENGAGEMENT AND BEHAVIOUR

### *What does it mean?*

Student attendance is the most significant factor in student learning. Improved student engagement is paramount and naturally facilitates improved student behaviour. A school culture characterised by a positive approach with a focus on enjoyment will improve attendance, engagement and behaviour.

<b>Strategic Directions</b>	<b>Strategies</b>	<b>Milestones and Monitoring.</b>
<p>We will:</p> <p>Develop a culture of rewarding positive behaviours and academic excellence to enhance the positive learning environment.</p>	<p>Maintain and improve the Positive Schools and Classroom Engagement Program, our STAR Program, with a focus on data collection and interpretation to ensure best fit for our school environment</p> <p>Teachers and students collaboratively develop a class charter that clearly articulates rights, responsibilities and expected standards of behaviour in the classroom. (STAR)</p> <p>Teachers explicitly teach students strategies for developing self-awareness, self-management, social awareness, relationship skills and social decision making</p>	<p>Low level disruptive behaviours decrease by 10%</p> <p>In student, staff and parent feedback through the National School Opinion Surveys ORPS ranks 3.5 or above on all non-academic items</p> <p>Develop structures and materials to support the implementation of the STAR behavioural expectations.</p> <p>Positive Schools and Classroom Engagement Program and cooperative learning structures will be embedded across the school.</p> <p>Report data on absenteeism on annual report.</p>
<p>Students adopt increasing responsibility and accountability for learning.</p>	<p>Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting</p>	<p>Evidence students are engaging in self-reflection and goal setting to identify their strengths and focus areas.</p> <p>Use of student surveys?</p>
<p>Provide a safe and secure environment in which all children are encouraged to 'reach out for excellence'.</p>	<p>A high priority is given to building and maintaining positive, respectful relationships among staff, students and parents.</p> <p>Increase emphasis on promoting safe and effective use of social media. Acting swiftly and strongly where bullying or cyber bullying emerges</p> <p>Foster stimulating classroom environments through critical and creative thinking and a problem solving approach to learning.</p>	<p>We will ensure all students are explicitly taught behaviours and strategies to maximise their physical and emotional safety and wellbeing</p> <p>Teachers explicitly teach students strategies for developing self-awareness, self-management, social awareness, relationship skills and social decision making</p> <p>Explicit teaching will be provided on the safe use of social media, with particular emphasis on cyber bullying.</p> <p>Explicit teaching will be provided on bullying and strategies to avoid and negotiate etc ....</p>

<p>The school promotes effective communication about student learning and wellbeing between home and school.</p>	<p>Parents are viewed and treated as partners in the promotion of student learning and wellbeing.</p> <p>In 2017 Class Dojo to be introduced and trialled.</p> <p>School Board identifies strategies and opportunities for effective communication between families and the school</p> <p>School communication strategies become more consistent (accurate, timely, reliable), receptive, responsive and adaptable to changing technology. This aims to encourage well-informed open dialogue and engagement of parents and carers with the school.</p>	<p>Development of a new school website which will incorporate new focuses for communication.</p> <p>Increased use of web site and Class Dojo.</p> <p>Improved survey feedback regarding communication with the school.</p> <p>Well-informed open dialogue and engagement of parents and carers with the school occurs.</p>
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The Western Australian Values of Schooling articulate what educators in Western Australia believe all students should value as a result of the programs they undertake.

1. Respect and concern for others and their rights
2. Pursuit of knowledge and commitment to achievement of potential
3. Self-acceptance and respect of self
4. Social and civic responsibility
5. Environmental responsibility

### 3. LEADERSHIP

*What does it mean?*

"Leadership is the behaviour that brings the future to the present, by envisioning the possible and persuading others to help you make it a reality."  
 – Matt Barney, founder and CEO, LeaderAmp

<b>Strategic Directions</b>	<b>Strategies</b>	<b>Milestones and Monitoring.</b>
<p>We will:</p> <p>Embed distributed leadership across the school to encourage individual growth, as well as improve organisational culture and outcomes by engaging all staff in planning and decision-making.</p>	<p>Provide a range of opportunities, both formal and informal, for individual teachers to develop and practice as leaders, in specific roles aligned to the needs of the school and system.</p> <p>Embed staff beliefs developed in 2016 across all aspects of ORPS.</p> <p>Place a high priority on developing and maintaining a professional culture characterised by mutual respect, high trust, professional autonomy and personal accountability.</p> <p>Providing and promoting a range of opportunities for staff to proactively promote positive health and wellbeing.</p>	<p>Leadership interests and capacity will be identified through Performance and Development.</p> <p>Staff surveys will provide specific feedback on aspects of school culture with a focus on both students, staff and community</p> <p>Monitor via staff survey, the extent to which staff relationships reflect identified aspects of personal behaviour articulated within the Department's Code of Conduct, particularly that they are treated, and treat others with, respect, courtesy and honesty and with proper regard for their rights, safety and welfare.</p>
<p>The principal and other leaders communicate clear expectations regarding practices that maximise the achievement of a high performance and high care learning environment.</p>	<p>School leaders model a commitment to ongoing professional learning.</p> <p>Professional learning will be focused on areas that need improvement as evidenced by student performance data.</p> <p>School leaders place a strong emphasis on staff collaboration.</p> <p>School leaders model and share deep understandings about student achievement and wellbeing data; system directions and initiatives; and the Western Australian Curriculum</p> <p>School leaders focus on and support further development in the following areas: evidence-based teaching practise, staff collaboration, ongoing professional development, data analysis and interpretation, WA Curriculum.</p>	<p>All staff are committed to the development of a high performance, high care professional culture.</p> <p>Teachers are provided with open, honest and targeted feedback directly aligned to the Australian Professional Standards for Teachers and our school Business Plan</p> <p>School Development Days, staff meetings and team meetings regularly focus on discussions about student data, effective teaching practices, curriculum and contemporary research</p>
<p>Develop, implement and review annual workforce strategy for current and ongoing teaching staff requirements</p>	<p>Ensure workforce planning identifies strategies which enable school initiatives to be sustained; leaders to be developed; and effective teaching and non-teaching teams to be embedded.</p>	<p>Workforce Staff surveys will provide specific feedback on aspects of school culture with a focus on both students, staff and community</p>



### **Why distributed leadership?**

The evidential base about its impact and effect has been summarised in numerous books and articles (Leithwood et al., 2009; Harris, 2013). The evidence increasingly points towards a positive relationship between distributed leadership, organisational improvement and student achievement (Hallinger & Heck, 2009; Leithwood & Mascall, 2008). Many of these studies have identified the importance of distributed leadership as a potential contributor to positive change and school improvement. While the idea of distributed leadership is not without its critics, the contemporary literature continues to show a positive relationship between shared forms of leadership and improved organisational performance. It shows, for example, that the differences between high performing and low performing schools can be attributed to different degrees of leadership distribution. High performing schools widely and wisely distribute leadership (Leithwood et al., 2009). In summary, the available evidence shows that distributed leadership is an important component of, and contributor to, improved organisational outcomes. While there are inevitably differences in the nature, quality and extent of distributed leadership from one school to another, it is still within the amalgam of factors contributing to high performance. The research evidence also indicates that certain forms of distributed leadership *have a modest but significant indirect effect on student achievement* (Leithwood & Mascall, 2008:546)

## 4. DEVELOPING A CAPABLE AND RESPONSIVE ORGANISATION

### *What does it mean?*

A capable and responsive organisation understands and accurately interprets relevant data that determines outcomes, and uses it effectively to target resource allocation that drives school improvement. It is important that schools respond to the evolving needs of its local community and delivers education that is contextual in a continuously changing world. Good communication with the community encourages engagement and allows for the development of reciprocal partnerships which all contribute to enhance student learning.

<b>Strategic Directions</b>	<b>Strategies</b>	<b>Milestones and Monitoring.</b>
<p><i>We will:</i> Develop the commitment, and involvement of parents, carers and the greater school community into an inclusive educational community that extends beyond the physical boundaries of the school.</p>	<p>Encourage parents, carers and the greater school community to actively support and engage with the school to support student learning in the home and provide feedback as to the evolving needs of our students and their families. Parents are viewed and treated as partners in the promotion of student learning and wellbeing. The school, P &amp; C and School Board seek community partnerships and reciprocal partnerships, where appropriate, to support and promote the objectives of the school. The P &amp; C works in partnership with the school to identify fundraising opportunities; to promote positive health and wellbeing within the community and to align funding to school priorities The School Board is committed to ensuring the perspectives of staff, parents, the community, and where possible students, inform the development of strategic policy and practices.</p>	<p>Increased parent participation in P&amp;C, classroom support activities (guided reading, cutting etc.), and attendance at school events. Well-informed open dialogue and engagement of parents and carers with the school occurs. Staff, Student and Parent National School Opinion Surveys provide feedback on the quality and effectiveness of relationships and inform further planning The School Board will review the information from the Parent National School Opinion Survey and the Student survey each year. The School Board will contribute to the development of ORPS specific / relevant additional items to be included in the Parent National School Opinion Survey, Partnerships are built and maintained with the community – P&amp;C, Navy, sponsorship, donations.</p>
<p>Continue to develop the physical, behavioural and cyber environments to be safe yet challenging for all members of the school community.</p>	<p>Students are explicitly taught Protective Behaviours; behaviours to keep them safe online, at school and travelling to and from school, to maximise their physical and emotional safety and wellbeing Ongoing development of school grounds to increase natural play environments to enhance well being and provide safe yet challenging activities. Student, staff and parent feedback through National School Opinion Surveys will inform planning to develop and maintain ORPS physical environment There will be enhanced use of technology in classrooms to accommodate varying learning styles and needs, and enabling our</p>	<p>Adequate funding will be placed in Reserve Accounts and drawn on annually to maintain school buildings– internally and externally, playgrounds and ovals Explore programs and initiatives that foster and promote physical and mental health and wellbeing</p>

	students to master the skills to adapt to the rapidly changing technological landscape of the 21 <sup>st</sup> Century.	
Resource allocation and school improvement planning is driven by student performance data and outcomes.	<p>Operational and classroom plans are informed and driven by data and research.</p> <p>Student performance data will be used to inform professional development opportunities provided to staff.</p> <p>Operational and classroom plans include documented Business Plan targets and align with the current Business Plan 2017 – 2019.</p>	<p>Time is set aside for data analysis following key points of data collection</p> <p>The School Board regularly considers a range of data and use this to assist in determining the extent to which ORPS is achieving the targets within our Business Plan</p>
Align school infrastructure to prioritise “The kids come first” approach which enables teaching staff to focus on pedagogy with administrative and logistical tasks the responsibility of the Business centre.	The business centre develops processes to utilise the parent community to provide resource and classroom support (i.e.: cutting, setting up equipment etc.)	

## OUR TARGETS

STUDENT ACADEMIC IMPROVEMENT TARGETS	NON-ACADEMIC	FINANCE	ENGAGEMENT
<p><b>Academic</b></p> <p>The mean NAPLAN performance of Year 3 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar</p> <p>The mean NAPLAN performance of Year 5 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar</p> <p>The mean progress made by Ocean Reef students from Year 3 NAPLAN to Year 5 NAPLAN will be equal to or greater than the mean progress of their Australian peers, in the areas of Numeracy, Reading and Writing</p> <p><b>Student Achievement</b></p> <p>Increase the percentage of students achieving 'A' and 'B' grades in all learning areas</p> <p><b>Student Non-Academic Improvement Targets Attendance</b></p> <p>Maintain attendance rates level to or above like schools</p> <p>Decrease the percentage of students who are categorised as 'at risk' with their attendance.</p>	<p>Behavioural data for low level disruptions will reduce by 10%</p> <p>The following response rates refer to the responses of students, parents and staff respectively to each of the corresponding National School Opinion Surveys</p> <p>We will maintain a positive response of 3.5 or above out of 5 to the following items:</p> <ul style="list-style-type: none"> <li>• 'I feel safe at my school'</li> <li>• 'I can talk to my teachers about my concerns'</li> <li>• 'My teachers expect me to do my best'</li> <li>• 'My teachers provide me with useful feedback about my school work in 2017 and 2018'</li> <li>• 'my child is making good progress at this school'</li> <li>• 'my child's learning needs are being met'</li> <li>• 'I can talk to my child's teachers about my concerns'</li> <li>• 'this school looks for ways to improve'</li> <li>• 'staff are well supported at this school'</li> </ul>	<p>Increase the percentage of families paying the voluntary contributions.</p>	<p>Increase the percentage of students achieving 'Consistently' in the attribute data 'Sets goals and works towards them with perseverance'</p> <p>Decrease the percentage of students achieving 'seldom' in all attribute data</p>