



This report covers the period from the beginning of Term 2, 2017 to the end of Term 1, 2018.

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.

Beliefs & Values

Staff at Ocean Reef Primary School have committed to these collaboratively developed 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, integrating technology and involving the whole community.

Message from the Principal

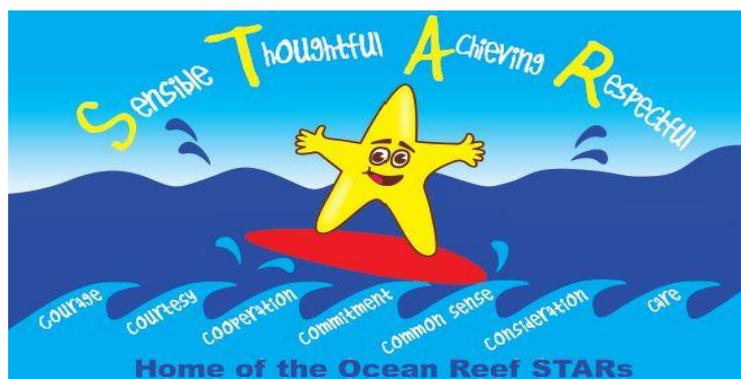
The 2017 Annual Report provides parents and members of the wider community with information about our school, its programmes and the performance of our students. The school's performance should be considered alongside additional sources that include your child's report, newsletters, web page, Facebook page, school planning and policy documents. I hope that all parents will make time to read this report to gain an overall perspective of the educational programmes and outcomes achieved during 2017. As is always the case we can only provide a summary of the relevant information whilst keeping this report as succinct as possible.

For further information about your child or the school program please contact us so that we can address your questions more specifically.

Community participation and support for our school has again been a feature of the 2017 school year. I take this opportunity to thank our school community for your ongoing support of our school. I would like to acknowledge the efforts of the staff who continue to adapt to the many changes occurring in education, while never losing sight of the need for explicit teaching, and catering for the individual needs of the students in their care. We again celebrate with and thank all staff, students, parents and community members for a very successful year.

PETER BLACKWELL

Principal



Our strategic directions, strategies, milestones and targets.

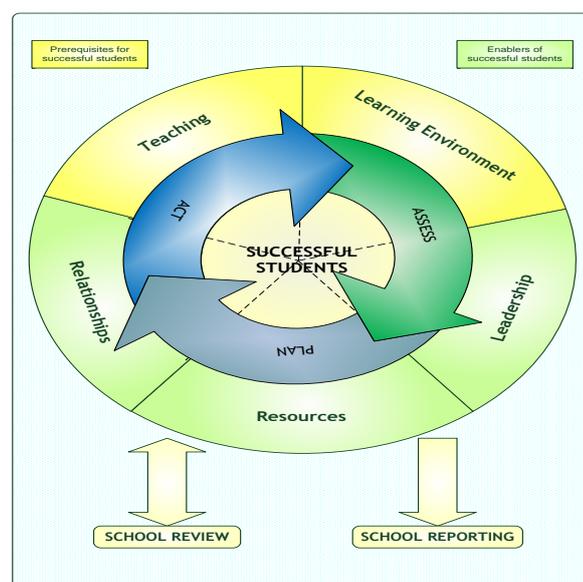
Our strategic directions, strategies, milestones and targets were identified through analysis of academic, social and community focused data and are consistent with the *High Performance High Care Strategic Plan for Public Schools*, the Western Australian Curriculum and recommendations from the *2016 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.

Our Self-Assessment

At Ocean Reef Primary School we utilise the National School Improvement Tool (ACER 2013) to make judgements about our progress, set goals and develop strategies for improvement; and to monitor and demonstrate improvements over time. Our Targets are explicitly aligned to the nine domains from the National School Improvement Tool (NSIT). We recognise that the Domains within the NSIT are interconnected and that positive progress toward achieving the Milestones is a prerequisite for the achievement of the Targets in the Business Plan.

School Improvement and Accountability Framework

The adjacent model is a representation of the integrated components which operate within the 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 ORPS 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



Explanation of Judgement Coding

NO LONGER APPLICABLE	As a result of school review processes, the target, goal or development is no longer part of the school's improvement agenda.	NLA
WORKING TOWARDS	The coding WT indicates that action has taken place on the specific development but it has not yet reached a conclusion.	WT
SIGNIFICANT PROGRESS TOWARDS	The coding SPT indicates that significant action has taken place on the specific development but it has not yet reached a conclusion that the school has determined is completed.	SPT
MET	The coding M indicates that the action is determined as having been concluded or the target met by the school.	M

2017-2019: Business Plan Review.

NSIT Domains	We will	Milestones	Judgement	Where are we going to focus our future efforts
1. An explicit improvement agenda	Set explicit and clear targets for improvement and communicate these to teachers, students, parents and the community.	Annual Strategic and Operational Plans are developed that are aligned to the improvement agenda. Progress against the school's Targets for improvement is communicated in the school's Annual Report.	SPT	We will continue to develop our collaborative structures and processes to ensure whole staff input into the development and implementation of strategic and operational plans across the school.
2. Analysis and discussion of data	Collect, analyse and use data to track individual student achievement and progress.	A whole school data collection schedule is implemented which includes English, Mathematics, Science, Hass, Health and Physical Education, PBS and business centre.	SPT	We will continue the systematic collection and analysis of student performance data and refine collection processes through continuous review.
	Build staff capacity in analysing and interpreting school data.	A Plan, Teach, Assess cycle which encompasses diagnostic, formative and summative assessment is utilised in every classroom.	SPT	We will continue to promote, support and implement the Plan, Teach, Assess cycle across the school.
		Teachers participate in annual professional learning focused on improving data literacy.	SPT	We will continue the provision of professional learning focused on improving data literacy at all levels within the school.
		Teachers are engaged in a Disciplined Dialogue process and use the data analysis to inform priority areas for teaching and learning linked to Operational Plans.	SPT	We will continue to engage in the disciplined dialogue process to interpret data and direct whole school planning.
		Teachers inform parents about student progress both formally and informally at least twice a term.	SPT	We will continue to inform parents of student performance through face to face and digital means.

3. A culture that promotes learning	Maintain a culture of high expectation. Promote and embed the belief that every student is capable of successful learning. Place a high priority on building and maintaining positive respectful relationships between staff, students and parents.	All staff members consistently implement Positive Behaviour Support (PBS) strategies and promote the school's behavioural expectations of being a STAR.(Sensible, Thoughtful, Achieving and Respectful.).	M	STAR expectations are embedded across the school. Annual review and revision of behavioural expectations will continue to maintain relevance of the expectations over time.
		All teachers and school leaders take part in a performance development process that involves classroom observations, peer feedback and formal and informal discussions with line managers.	WT	We will continue to develop and trial performance development processes and procedures to align them with contemporary research, good practice and system expectations.
		Teachers will participate in the following ongoing professional practices: <ul style="list-style-type: none"> • Participation in leadership, phase of learning, collaborative, curriculum area and school foci meetings in accord with the agreed calendar of events 	M	2018 modified schedule has been implemented, responding to reduced staff numbers.
		<ul style="list-style-type: none"> • Positive Behaviour Support (PBS) 	M	All staff are active in promoting and following PBS directions as determined the PBS Team.
		<ul style="list-style-type: none"> • Differentiating the curriculum to cater for Students At Educational Risk (SAER) 	SPT	This is an area of ongoing focus. The SAER team has revised the referral process and constantly monitors student interventions.
		<ul style="list-style-type: none"> • Participation in a range of professional learning workshops aligned to school priority and focus areas as approved by the leadership team. 	SPT	Individual staff and team requests to attend professional learning programs are applied for through the leadership group, following sign off from Phase of Learning teams.

4. Targeted use of school resources	Apply human, physical and financial resources in a targeted manner to meet the learning and wellbeing needs of all students in alignment with the Business Plan. Engage lead agencies, community groups and professional organisations to assist in identifying and addressing student needs.	The school board will approve resource allocations in accord with their legislative requirements.	M	
		The Leadership Team will monitor and approve resource expenditure as identified within the Department of Education procedures and guidelines and the schools Business, strategic and operational plans.	M	
		The Leadership Team will promote, support and monitor interagency engagement to support all aspects of school operations.	SPT	We will continue to expand the scope of support that we can make available through collaborative processes.
5. An expert teaching team	Develop a culture of high expectations and continuous professional improvement inclusive of professional learning opportunities, classroom-based learning, mentoring and coaching.	All staff members are provided with the opportunity to engage in authentic leadership opportunities through a distributed leadership model.	SPT	We will continue to support leadership aspirations and promote "Leading without title" across the school.
		All teachers implement the whole school approach towards teaching and learning using evidence based instructional strategies and skills	SPT	

6. Systematic curriculum delivery	Implement the Western Australian Curriculum in accord with SCASA guidelines.	Whole school approaches are visible in all aspects of school operations.	SPT	We will continue to promote whole school approaches inclusive of the joint ownership of student performance by all members of the school staff.
		The Western Australian Curriculum general capabilities are evident in teaching and learning programs.	SPT	We will continue to support teaching staff in the focus on embedding the general capabilities across the curriculum.
		Technology is available and accessed following SAMAR principles.	SPT	We will continue to work to ensure that staff have the knowledge, skills and understanding to consistently utilise technology to enhance the quality of learning in all year levels.
7. Differentiated teaching and learning	Place a high priority on ensuring that teachers identify and address the learning needs of individual students Ensure that teachers are supported to closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to cater for all students	The Student Services Team is utilised to provide support to staff, parents and students, for students identified as being at educational risk.	M	
		The Consistent approach to lesson design is implemented in every class.	SPT	We will continue to support this strategy through the use of curriculum coaches and the expertise of the schools leadership team.
		Differentiation is planned for.	SPT	We will continue to provide support for staff through professional learning and curriculum support mechanisms to ensure differentiation is planned for in all aspects of school life.



8. Effective pedagogical practices	Encourage the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.	School leaders spend time working with teachers, providing feedback on teaching and modelling effective teaching strategies.	SPT	We will continue to support staff through targeted professional learning, curriculum officers and leaders in teaching and learning.
		All staff members articulate the school vision and its focus on high expectations.	SPT	We will continue to promote that all staff understand and are committed to the schools vision and focus on high performance.
		Results of biennial parent, staff and student survey data is positive.	SPT	We will continue to utilise survey and student performance data to focus on the quality of teaching, behavioural expectations and communication with the community to ensure positive survey results.
		The Positive Behaviour Support committee develops, implements and monitors whole school approaches to behaviour education.	SPT	We will continue to resource the PBS team to allow the ongoing development of a positive behaviour culture within the school.
9. School-community partnerships	Continue to develop partnerships to support improved student achievement and well-being. Provide opportunities for the school community to participate in the school decision making processes. Establish and maintain respectful supportive relationships between parents, carers, community members and staff.	The community is informed of school events.	M	
		The School Board is elected and representatives participate in training and induction.	M	
		Survey results are analysed by the Board, communicated to the community in the Annual Report and plans for improvement are acted upon.	SPT	We will continue to work on improving the level of inclusion of the board in the analysis of survey data and possible strategies to improve the survey results.
		The school's Parents and Citizens (P&C) continue act as the schools primary fund raising body.	M	

TARGETS

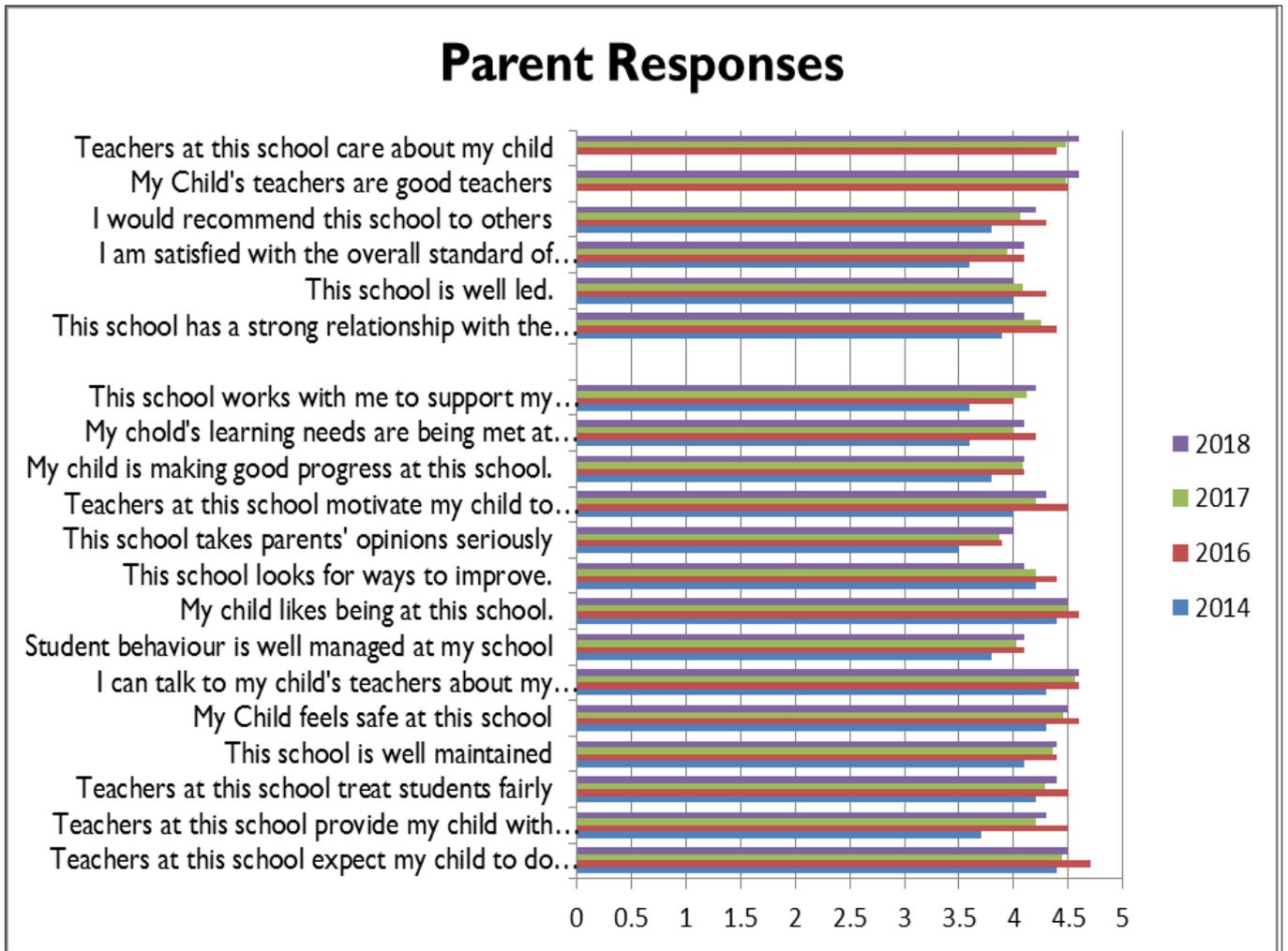
The background data upon which NAPLAN judgements have been made can be found at schools Online and the My School Website.

Our Targets	Judgement	Where are we going to focus our future efforts
<p>Student Academic Improvement Targets Academic The mean NAPLAN performance of Year 3 students will be equal to or above the mean performance of like schools in;</p>		We will continue to prioritise the maths and English learning areas to improve student performance data to be equal to or above like schools. This will include continuation of the strategy of curriculum support teachers and targeted professional learning in maths, English and classroom management skills. We will continue to use PAT testing to monitor student performance and use this data to modify learning and teaching programs.
Numeracy,	SPT	
Reading,	M	
Writing,	SPT	
Spelling and	M	
Punctuation and Grammar.	WT	
<p>The mean NAPLAN performance of Year 5 students will be equal to or above the mean performance of like schools in;</p>		We will continue to prioritise the maths and English learning areas to improve student performance data to be equal to or above like schools. This will include continuation of the strategy of curriculum support teachers and targeted professional learning in maths, English and classroom management skills. We will continue to use PAT testing to monitor student performance and use this data to modify learning and teaching programs.
Numeracy	SPT	
Reading	SPT	
Writing	SPT	
Spelling	SPT	
Punctuation and Grammar	SPT	
<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>	SPT	We will continue to prioritise the maths and English learning areas to improve student performance data to be equal to or above like schools. This will include continuation of the strategy of curriculum support teachers and targeted professional learning in maths, English and classroom management skills. We will continue to use PAT testing to monitor student performance and use this data to modify learning and teaching programs.
<p>Student Achievement Increase the percentage of students achieving 'A' and 'B' grades in all learning areas</p>	WT	We will continue to promote the ORPS Lesson Design in tandem with whole school approaches (Letters and Sounds, Words Their Way, Talk for writing, Paul Swan maths strategies) to promote improved student data in all learning areas. A specialist science program and curriculum officers in maths and English have been implemented to support student growth.

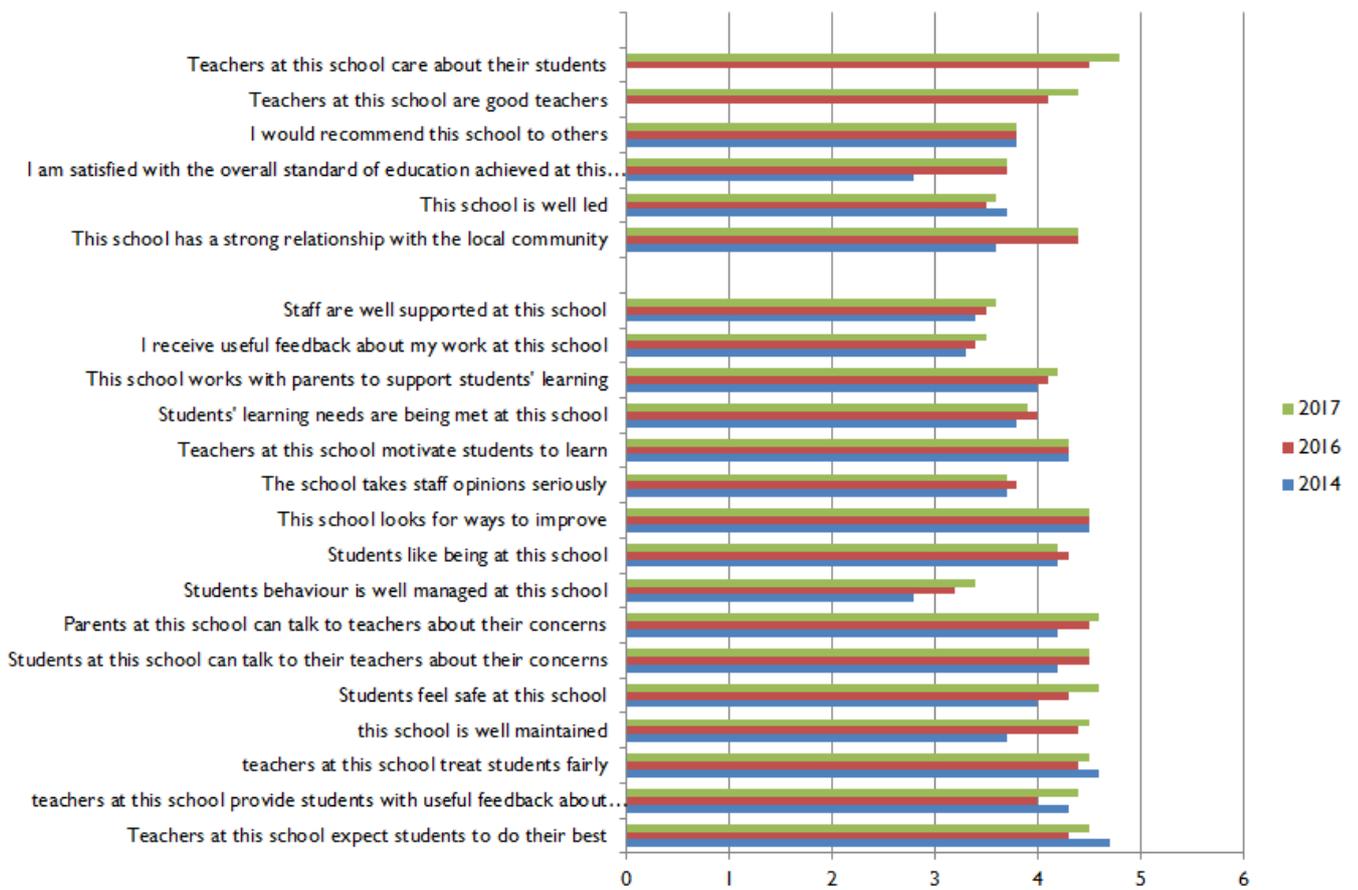
Student Non-Academic Improvement Targets Attendance Maintain attendance rates level to or above like schools	M	
Decrease the percentage of students who are categorised as 'at risk' with their attendance.	WT	We will continue to focus on developing positive attendance careers, through the PBS strategy, SAER team and attendance focused community communication.
Non-Academic The following response rates refer to the responses of students, parents and staff respectively to each of the corresponding National School Opinion Surveys We will maintain a positive response of 3.5 or above out of 5 to all items in National School Opinion Surveys.		
Parent, (2018)	SPT	
Staff (2017)	SPT	
Student (2017)	SPT	
Behavioural data for low level disruptions will reduce by 10%	WT	
Finance Increase the percentage of families paying the voluntary contributions	WT	We will continue to promote the benefits to the students when voluntary contributions are paid ia all communications with the community.
Engagement Increase the percentage of students achieving 'Consistently' in the attribute data 'Sets goals and works towards them with perseverance'	SPT	We will continue to work towards implementing the General Capabilities within the Western Australian Curriculum. In addition to continuing the focus on the ORPS Lesson Design and "I can statements.
Decrease the percentage of students achieving 'seldom' in all attribute data.	WT	We will continue to focus on students striving to do their best through the embedding of the STAR behavioural expectations, improved classroom management strategies and constant positive feedback and communication with the school community.

National School Opinion Survey

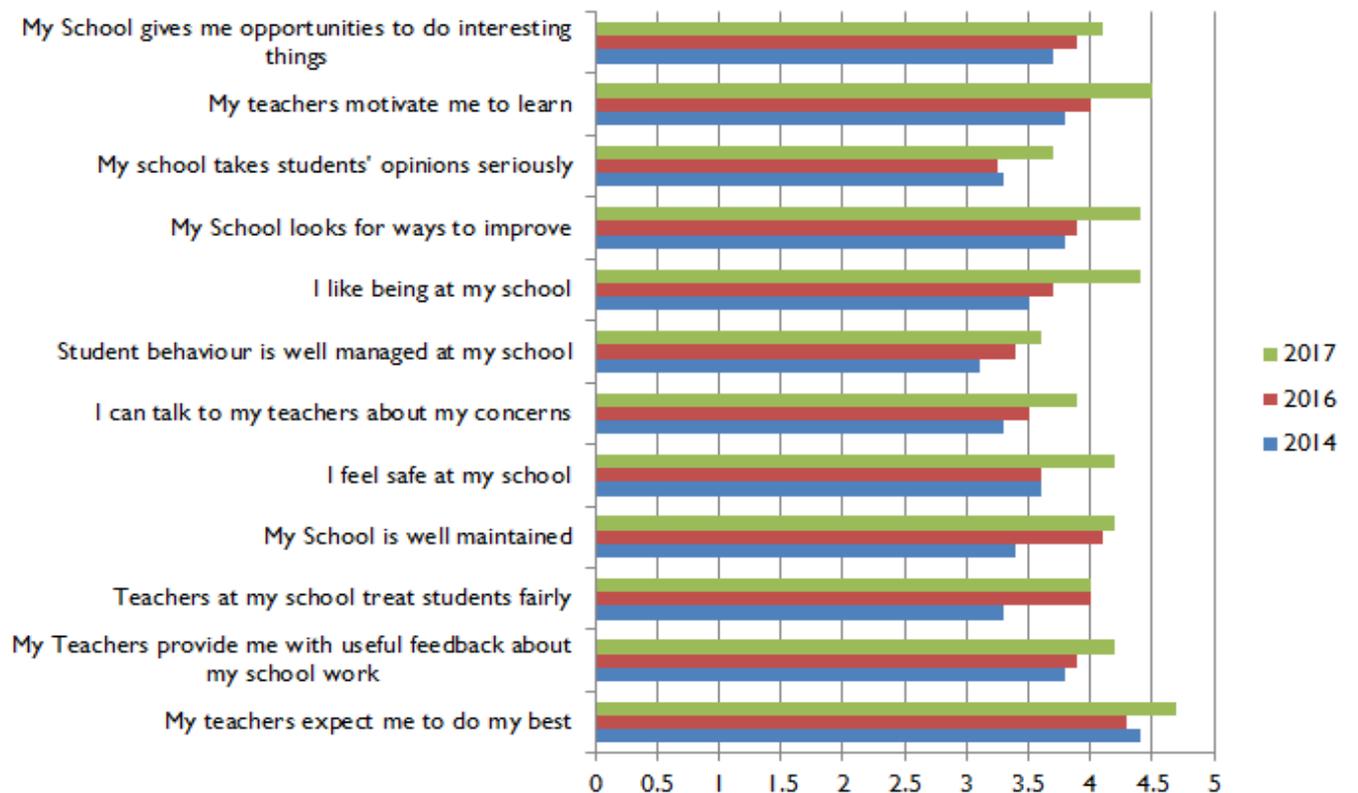
Analysis and directions taken from the data will be shared with the school community as part of the school's ongoing communication strategy. 2018 parent responses are gathered at the parent interview night at the start of the year to ensure the maximum response rate is achieved – 84% in 2018. Student and staff surveys will be completed at the end of 2018 and reported on in the 2019 annual report. 2017 student and teacher responses are reported below.



Teacher Responses



Student Responses



Enrolment

Enrolment trends continue to show a decline consistent with the age of the Ocean Reef community. The decline in student population has a direct impact on the school's capacity to maintain educational programs under a one line budget.

	2013	2014	2015	2016	2017	2018
Primary (Excluding Kin)	355	339	294	268	252	255

Attendance

	Attendance Rate	
	School	WA Public Schools
2015	94.2%	92.7%
2016	94.3%	92.6%
2017	93.6%	92.7%

Staff Information

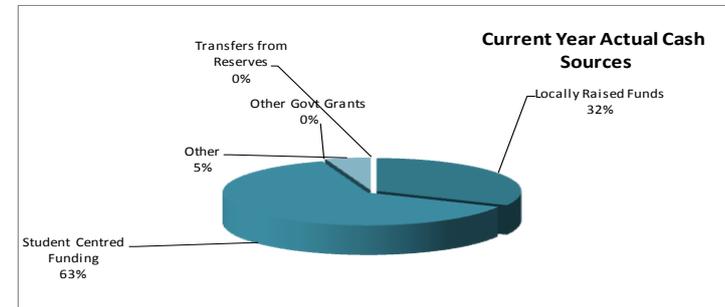
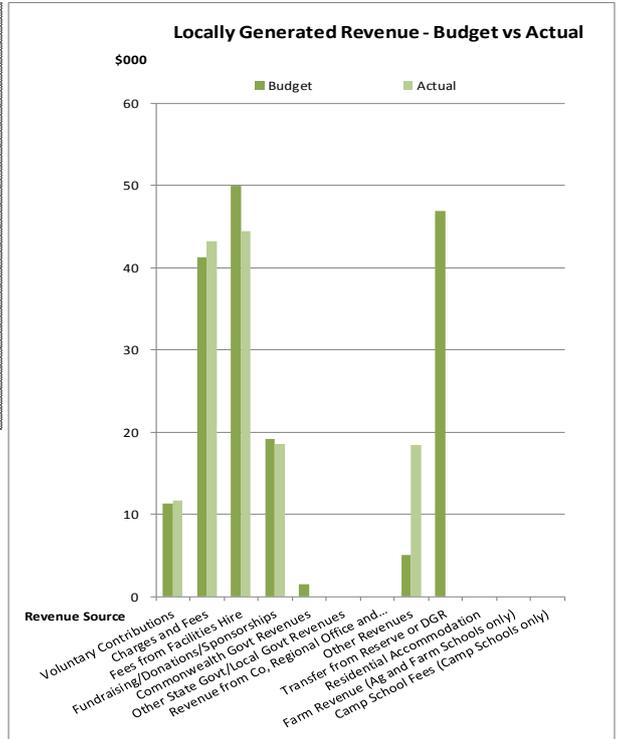
	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	16	11.3	0
Total Teaching Staff	16	11.3	0
School Support Staff			
Clerical / Administrative	3	2.5	0
Gardening / Maintenance	1	0.7	0
Other Non-Teaching Staff	9	4.2	0
Total School Support Staff	13	7.4	0
Total	31	20.7	0

BUDGET

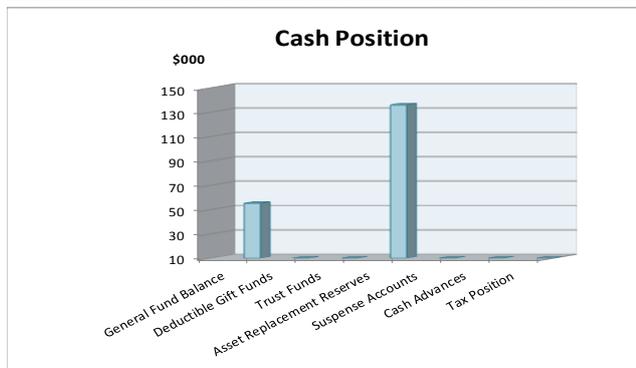
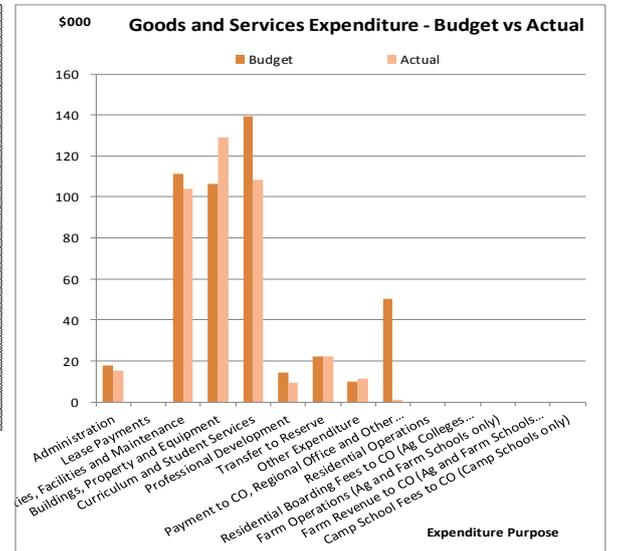
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Ocean Reef Primary School Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 11,303.00	\$ 11,671.46
2	Charges and Fees	\$ 41,302.00	\$ 43,229.80
3	Fees from Facilities Hire	\$ 50,000.00	\$ 44,523.26
4	Fundraising/Donations/Sponsorships	\$ 19,125.00	\$ 18,532.93
5	Commonwealth Govt Revenues	\$ 1,500.00	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,000.00	\$ 18,469.54
9	Transfer from Reserve or DGR	\$ 46,937.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 175,167.00	\$ 136,426.99
Opening Balance		\$ 88,164.00	\$ 88,163.86
Student Centred Funding		\$ 230,217.00	\$ 230,216.62
Total Cash Funds Available		\$ 493,548.00	\$ 454,807.47
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 493,548.00	\$ 454,807.47



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 17,600.00	\$ 15,153.98
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 111,270.14	\$ 103,819.31
4	Buildings, Property and Equipment	\$ 106,135.75	\$ 129,028.88
5	Curriculum and Student Services	\$ 139,103.83	\$ 108,532.19
6	Professional Development	\$ 14,100.00	\$ 9,293.40
7	Transfer to Reserve	\$ 22,000.00	\$ 22,000.00
8	Other Expenditure	\$ 9,991.86	\$ 11,152.27
9	Payment to CO, Regional Office and Other Schools	\$ 50,048.02	\$ 800.00
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		\$ 470,249.60	\$ 399,780.03
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 470,249.60	\$ 399,780.03
Cash Budget Variance		\$ 23,298.40	



Cash Position as at:	
Bank Balance	\$ 189,900.63
Made up of:	\$ -
1 General Fund Balance	\$ 55,027.44
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 135,809.37
5 Suspense Accounts	\$ 143.82
6 Cash Advances	\$ -
7 Tax Position	\$ 1,080.00
Total Bank Balance	\$ 189,900.63