

# Ocean Reef Primary School Business Plan 2020-2022

## 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 endeavor 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, integrating technology and involving the whole community





# Where are we now?

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.

We have a distinctive brand, as a virtual ship. Establishing ORPS as a virtual ship and developing strong links to the Navy was visionary as we now find ourselves with a mindset that naturally encompasses the reality of today's schools and communities, moving seamlessly from a digital mode to a real life mode.

*"We are privileged to be a part of one of the best performing school systems in the country, Western Australia. As such we strive to become a high performing school, that produces student results commensurate with like schools across the country." Building On Strength, Department of Education, 2019*

Whilst we have not achieved this goal yet, we have achieved at levels equivalent to or better than Australian Schools, as reflected in NAPLAN and standardised tests.

As an independent public school we focus on developing and maintaining a culture of teaching excellence. This focus is guided by

the Western Australian Curriculum, The Early Years Learning Framework and the National Quality Standards, which provides the roadmap for our staff to follow in developing teaching and learning programs for our students.

A strong values base is essential to our capacity to ensure our beliefs are realised. The 7cs of courage, courtesy, cooperation, commitment, common sense, consideration and care form the base upon which we build our programs to cater for the whole child.

As one of many western Australian schools to actively engage in the WAPBS, our focus on individual responsibility and accountability through our behavioural expectations of Being a STAR (sensible, thoughtful, achieving and respectful) is a critical building block within our school program.

Our capacity to achieve our school vision is greatly enhanced by the selfless support provided by our parents and community. Their contribution to the school board, P&C and support in classrooms, on excursions and incursions forms a strong partnership, that we are both proud of and sincerely thankful for.

A powerful element in our capacity to foster diversity and inclusivity is the work of the school community in supporting all members of our community across a range of circumstances. This work models and reinforces the work done within the explicit learning environment of the classroom and broader school.

"We want to keep children and young people engaged in purposeful learning where they feel safe, valued and confident to tackle academic and personal challenges."

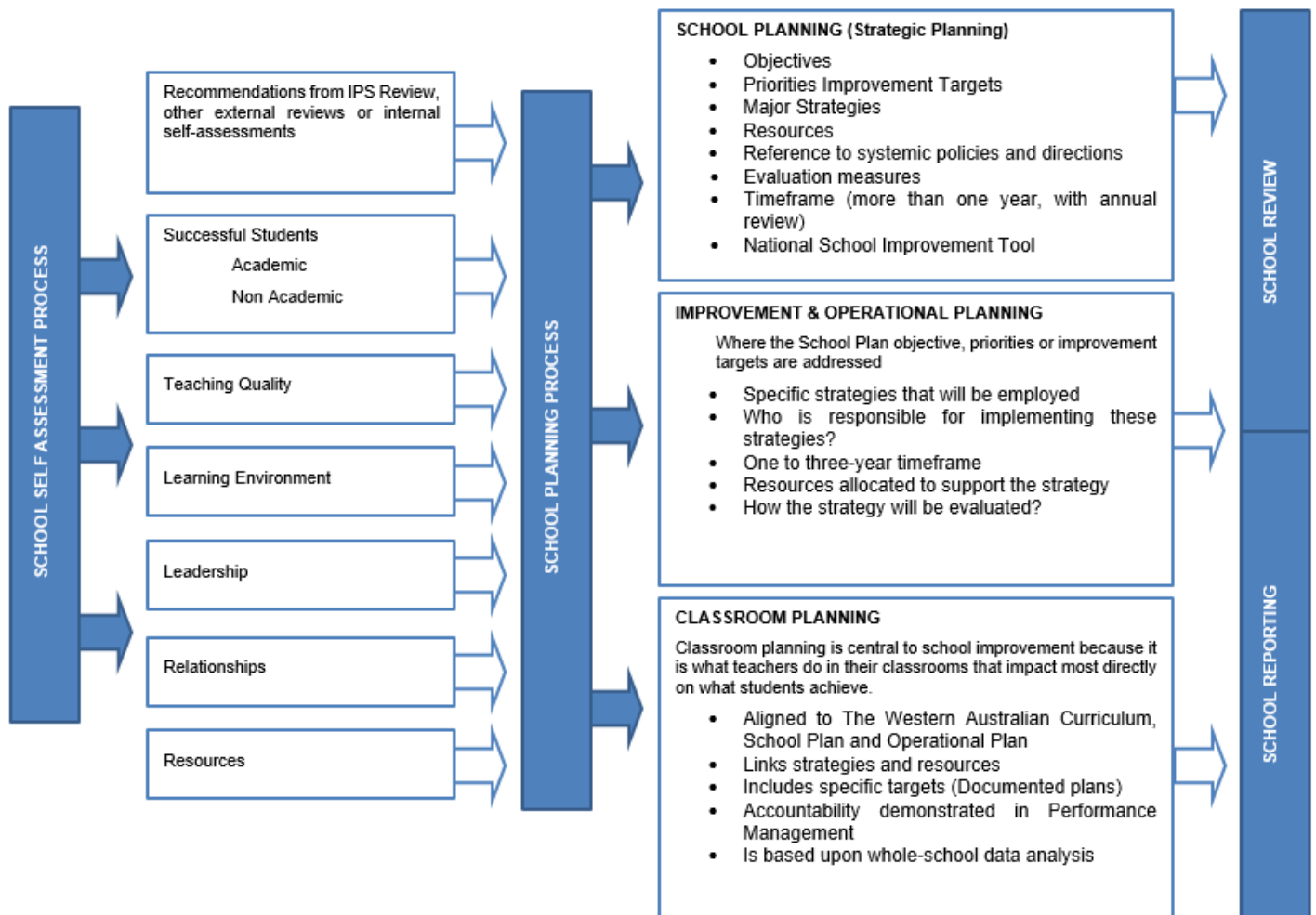


# Our Self review process (Strategic Building Blocks)

Our Self review process forms the foundation of our strategic directions, strategies and targets and is clearly focused on improvement. By focusing on continued improvement, a culture celebrating success and continued improvement engages the whole community.

The model below 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 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.





# Relationships

Relationships with students and families form the basis for a positive, safe, nurturing and respectful environment catering for the whole child.

Our goal is to be a capable and responsive organisation understanding and accurately interpreting relevant data that determines outcomes, and uses it effectively to target resource allocation that drives school improvement. It is important that we respond to the evolving needs of our local community and deliver education that is contextual in a continuously changing world. Through strong effective communication with the community we are able to maintain engagement and foster the development of reciprocal partnerships which all contribute to enhance student learning and student success.

School survey results indicate that we have made good progress towards welcoming and sustaining 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. The value of the work done by the P&C in the building of positive relationships cannot be overstated.

Developing partnerships with outside agencies and leveraging our internal expertise has allowed ORPS to develop the physical, behavioural and cyber environments to be safe yet challenging for all members of the school community. A key feature of this development has been the communities desire to embrace “responsible risk taking” by providing the

knowledge, understanding and environment in which students can take risks. The capacity to accept that making a mistake is part of learning, in fact the most important part, can only be embraced where there are strong supportive relationships between student, teacher, school, parent and the wider community.

The school values its relationship with our school chaplain and school psychologist. A significant component of their roles is the building of relationships both formal and informal with students, staff, parents, members of extended families and the wider community.

ORPS has committed to maintaining a sense of belonging between staff, a collegial culture and an overt shared commitment to the improvement of teaching.

The school board with the principals, staff, parent and community representatives is responsible for governance, participation in self-assessment of the school and promoting the school within the community.

A partnership with ECU allows the school access to speech and occupational therapist students and pre-service teachers who add to the school’s capacity to cater for students in our care.

Our long standing partnership OROOSH provides a unique opportunity for families within our community to access out of hours care in an environment that students are familiar with.



# Learning

Learning is challenging, engaging, motivating, relevant and provides opportunities for each child to succeed. The same rigour must be applied to both academic and non-academic learning.

As a school we aim to maintain a culture characterised by a positive approach with a focus on enjoyment to ensure improved attendance, engagement and behaviour. Student attendance is the most significant factor in student learning. Improved student engagement is paramount and naturally facilitates improved student behaviour at ORPS this has clearly been seen in the implementation of the STAR behavioural expectations as a component of the PBS. By providing staff with an extensive professional learning program in classroom management strategies on a cyclical basis we are able to ensure learning is taking place in an environment that maximises the chance of each student to perform to their best.

Shifting trends both, research based and social, provide challenges when focusing on student learning. The plan, teach, assess model remains at the centre of our teachers planning, however the emergence of the digital world requires a focus on digital capacities for students to enhance their learning. Assessment readiness has become a key requirement within the learning process and ensuring students are ready continues to be a priority with our school.

*"Of course, preparing students for successful future involves more than literacy and numeracy competence. The identified 'new work capabilities' of being able to work well in teams, think critically and creatively, innovate and be entrepreneurial, are becoming increasingly important in modern workplaces."*  
*Building On Strength, Department of Education, 2019*

The continuous rate of change in our community requires that as a school community we continue to stay abreast of, and move with, the changing world and research directed innovation in learning programs.

Providing multiple access and exit points for students, scaffolding their work and assessing data are key element in authenticating the

learning environment. At ORPS this begins with our ORPS Consistent Approach to Lesson Design and continues through to standardised assessments, PAT and teacher developed assessments.

Acknowledging our changing community and the increase in "anxiety" being seen in schools, the school has established a comprehensive SAER process, examined research and discussed how practices may need to change to ensure the inclusion of all students.

Students are adopting increasing responsibility and accountability for their individual behaviour and learning. Positive feedback and rewards are a key component of reinforcing student belief in their ability to be successful. The 7Cs courage, courtesy, cooperation, commitment, common sense, consideration and care are fostered as key values that serve students well today and into the future.

Engaging parents and the community as partners in the learning program provides students with a powerful message about the importance of schooling.

Maintaining effective communication between home and school is a key foundation to effective learning. The use of digital technologies, enhances the school's ability to make learning transparent and more accessible to parents. Whilst maintaining the use of Class Dojo, e-mails and web site, the school continues to monitor emerging options to enhance communication.

The school is proud of the digital capacity it has developed and continues to prioritise digital technologies in its resourcing.

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:

- Respect and concern for others and their rights
- Pursuit of knowledge and commitment to achievement of potential
- Self-acceptance and respect of self
- Social and civic responsibility
- Environmental responsibility



# Teaching

The school focuses on teaching that is explicit and includes effective modelling, differentiation, the opportunity to practice, effective and timely feedback and reflection to improve teaching impact.

Staff acknowledge and embrace the body of research that highlights the important influence on student achievement of the quality of instruction and the teacher. To enhance student achievement and to inspire a passion for learning, staff engage in effective, targeted and research driven practices supported with professional learning and development processes.

Developing a passion for learning in students is recognised as a critical focus within the school. This focus includes the academic, social and emotional development of all children, in an inclusive environment. These areas form the basis of the General Capabilities of the Western Australian Curriculum and support the development of curiosity, persistence, resilience, initiative and self-motivation for learning in our students.

Establishing a culture of high expectation is, and will continue to be, a priority for staff. Working collaboratively, the ORPS Consistent Approach to Lesson Design has been developed to ensure consistency of delivery and expectation by students across the school.

Curriculum delivery within the school is driven by the Western Australian Curriculum. Phase of learning teams work collaboratively together, supported by curriculum teams to plan for and implement the Western Australian Curriculum.

Data literacy is highly valued by staff and their active engagement in developing whole school approaches based on the analysis of quality data has and will continue to see the teaching focus at ORPS aligned to the needs of

individual students and the implementation of the Western Australian Curriculum.

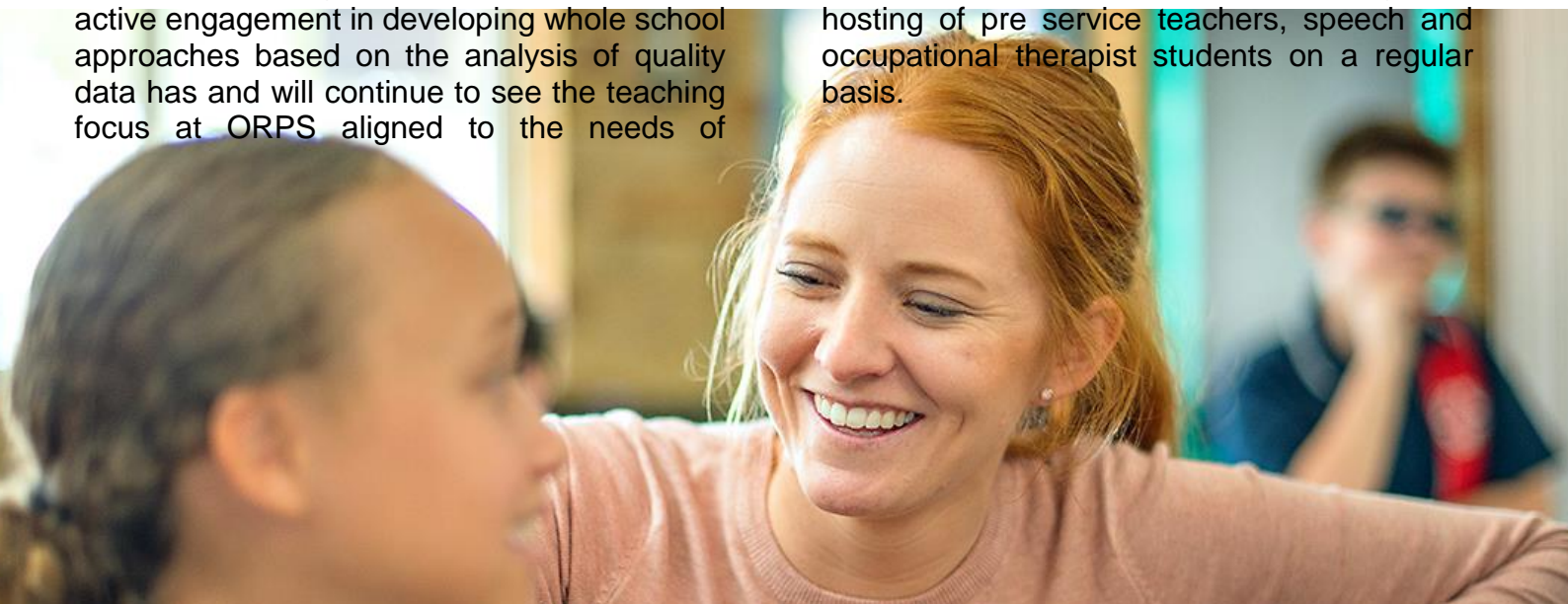
A cycle of refreshing staff awareness, knowledge and understanding of what needs to be taught when, is supported by professional learning, staff workshops and collaborative planning time, using the professional learning community model. Phase of learning team leaders and curriculum team leaders participate in professional learning with a focus on a train the trainer approach designed to increase the schools internal capacity for peer support.

Maintaining high levels of performance is supported through ongoing performance management and classroom observations, with staff utilising the Aitsl Teacher Standards to self-reflect on their performance and focus on improvement.

The school prioritises staff knowledge of and the skills to direct classroom management through a whole school focus on the use of CMS and cooperative learning strategies to provide consistency of approach across the school.

The school values Education Assistants as paraprofessionals in the role of supporting teaching, led by implementing whole school targeted direct instruction interventions for students, using a case management model and individual student intervention at classroom level directed by highly motivated teachers.

The school partnership with ECU allows the school to fulfil our obligation to growing the profession and increasing the school's capacity to meet individual student needs through our hosting of pre service teachers, speech and occupational therapist students on a regular basis.





## Leadership

Leadership and leadership development is a key priority within the school. Leadership is distributed across students, staff and community and the expectation is that school leaders will be the best they can be.

Distributed leadership is embraced across the school, utilising an ethical framework and shared beliefs, through a clear change management process, to encourage individual growth, as well as improve organisational culture and outcomes by engaging all staff in planning and decision-making.

The schools self-review process utilises the National School Improvement Tool as a research based framework of best practice against which judgements of school performance are made and improvement goals and priorities for the future are set by school leaders.

Leadership in high quality data analysis is provided through senior leader experts with all staff being expected and committed to the use

of quantitative and qualitative data to identify levels of achievement, progress and areas for improvement at whole school, cohort and individual levels.

Developing future leaders is a priority embraced within the school community, staff have an active voice in the leadership structure and operation of the school and opportunities for professional growth are supported across the school.

Student leadership is a high priority, as it is acknowledged that providing our young leaders opportunities is critical to their development. There is a formal selection process that allows all aspiring leaders to nominate for positions.

Students and staff have developed and committed to behavioural expectations and beliefs that provide a moral and ethical baseline for behaviour consistent with the expectations expressed in the Melbourne Declaration on Educational Goals for Young Australians.



# Resources

Resources are targeted to reflect current research, educational best practice, integrating technology and involving the whole community.

The school manages available resources within the flexibilities afforded Independent Public Schools and Public Sector Management Policy.

The school attracts financial resources from multiple sources, the student-centred funding model attracts appropriate funding for each child, voluntary contributions, the P&C through fund raising and lease arrangements for various out of school activities on the school site.

Staffing at ORPS accounts for 90%+ of the funds allocated through the one-line budget, to maximise student learning.

Financial decisions at ORPS are made by the extended leadership team in conjunction with the finance committee making recommendations to the principal for the allocation of financial resources.

Whole school approval processes, inclusive of applications for support through the P&C, ensure financial resource allocations are targeted in priority areas and achieve maximum impact from limited supply.

The school's human resource planning and management is carried out utilising a workforce

planning model, with a focus on maximising staff expertise and diversity to effectively meet the needs of students. The school maintains a range of highly experienced teachers, and allied professionals.

The school's physical or material resources are managed through a team of staff with community input to ensure a professional, student friendly and vibrant environment is maintained. ORPS continues to develop nature play spaces and general play areas in partnership with the P&C and parents.

The school maintains and follows a planned cycle of renewal of resources across the school.

The school prioritises the purchase and maintenance of teaching resources to ensure teaching staff are equipped with tools required to maximise student achievement and progress.

ORPS is proud of the technological capacity it has developed over the years and has plans and reserves to ensure the maintenance of this level of technology into the future.

The school benefits hugely from the willingness of staff to utilise their time to support school events and needs. Time is the most valuable resource today and the contributions of staff, parents and partner organisations is highly appreciated



# Our Targets

Academic	Non-Academic	Engagement
<ul style="list-style-type: none"> <li>☉ 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</li> <li>☉ 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</li> <li>☉ 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</li> <li>☉ Mean PAT data for Reading and mathematics will demonstrate a mean progression that is equivalent or higher than the normed ACER data.</li> </ul> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>☉ Increase the percentage of students achieving 'A' and 'B' grades in all learning areas.</li> <li>☉ Student Non-Academic Improvement Targets</li> </ul>	<ul style="list-style-type: none"> <li>☉ By the end of 2022, data will show an improvement in student attitude, behaviour and engagement</li> <li>☉ By 2022. whole school, overall attendance rates in excess of 94% will be maintained or improved with a reduction in the number of students in the <i>indicated</i> category will reduce below 13%.</li> <li>☉ The following response rates refer to the responses of students, parents and staff respectively to each of the corresponding National School Opinion Surveys <ul style="list-style-type: none"> <li>○ We will maintain a positive response of 3.5 or above out of 5 to the following items:</li> <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 2020,2021 and 2022</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> </li> </ul>	<ul style="list-style-type: none"> <li>☉ By the end of 2022, ABE data from reporting to parents will be used to measure the improvement of students' attitude towards learning and goal setting.</li> <li>☉ Decrease the percentage of students achieving 'seldom' in all attribute data from previous year levels.</li> <li>☉ Increase the percentage of students achieving 'Consistently' in the attribute data 'Sets goals and works towards them with perseverance' from previous year levels.</li> </ul>





