



Department of
Education

D21/0145012

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Ocean Reef Primary School

Public School Review

March 2021



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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

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

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.



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Context

Ocean Reef Primary School is situated on the coast, 30 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

Opening in 1988, the school has an Index of Community Socio-Educational Advantage of 1048 (decile 3).

Currently, 220 students are enrolled from Kindergarten to Year 6.

The school's maritime theme, influenced by its coastal location, has been embedded throughout the school. Buildings are modelled as a virtual ship (classrooms are called cabins and students called crew).

The Parents and Citizens' Association (P&C) contributes significantly to school activities and events, and fundraising for school resources and facilities.

The well-established School Board has an important governance role at the school.

School self-assessment validation

The Principal submitted a school self-assessment outlining evidence and judgements of school performance.

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

- The school has established an ongoing cycle of planning and self-assessment that focuses on the domains within the School Improvement and Accountability Framework.
- The Principal provided a summary overview outlining where the school is positioned in each of the domains.
- A range of staff engaged in school self-assessment reflection and discussion prior to the school visit, including teaching and school support staff.
- The staff and community were honest and open in their discussions with the review team demonstrating a desire to use the process to genuinely improve the performance of their school.
- Conversations with staff further enriched the validation process and highlighted areas not captured within the Electronic School Assessment Tool (ESAT) submission.
- Additional evidence was provided on the validation day and added significant value to the ESAT submission.
- Staff reflected that the process was positive and provided the opportunity to reflect on, review and celebrate their journey to date.
- The leadership team indicated that the Public School Review process had provided a stimulus for future action.

The following recommendations are made:

- Continue to engage in reflective practice that identifies the actions required to create and sustain conditions for successful students.
- Use the ESAT as a repository for ongoing school self-reflection against the School Improvement and Accountability Framework.
- Facilitate greater engagement of the School Board and P&C in ongoing self-assessment processes to support judgements and provide community input.

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Relationships and partnerships

The school is committed to building a collegial culture founded on mutual respect, trust and support amongst staff, students and families.

Commendations

The review team validate the following:

- The school's innovative approach to the distribution of the parent school survey elicited a strong response, providing valuable feedback on community perspectives.
- Parents spoke positively of the relationships they have with teaching and school support staff, indicating high levels of trust and respect.
- The P&C works in close partnership with the school, aligning their activities to school priorities and strategic direction.
- The school has cultivated a strong and enduring partnership with the Royal Australian Navy, adding significant value to teaching and learning programs and connecting the broader community to the school.

Recommendations

The review team support the following:

- Continue to explore and identify new partnerships within the community and school network to add value to the school's programs.
- In collaboration with the School Board, review parent survey data and provide feedback to the community on the findings, including the actions the school will undertake.

Learning environment

The school has intentionally created an environment that builds a strong sense of identity and belonging through a deeply embedded historical and symbolic connection to their maritime precinct and coastal location.

Commendations

The review team validate the following:

- STAR¹ behaviour expectations, underpinned by the '7Cs'², have provided students with a common language, and sense of belonging and connection to the school.
- Positive attendance rates have been sustained over time and are similar to like schools.
- Students report a strong connection to their school. They expressed feeling empowered and of having their opinions listened to, valued and acted on.
- Current processes for students at educational risk ensure that student needs are identified and catered for within a model of collaborative support.

Recommendation

The review team support the following:

- Maintain the strong leadership required to drive the continued implementation of the findings from the Early Childhood Review.

Leadership

The need to enhance and sustain student achievement and progress through whole-school approaches to school improvement is well understood by leaders and is driving future planning.

Commendations

The review team validate the following:

- Underpinning the mantra 'lead without title' a distributed leadership model is evolving, providing opportunities for staff, students and community members to lead.
- The school is refining and developing a collaborative approach to leading school planning.
- Staff acknowledged the executive leadership's heightened visibility and presence in classrooms, valuing the opportunity to engage with them in professional conversations.
- The response to the recommendations of the Early Childhood Review has resulted in the establishment of common beliefs and consistent pedagogical practices in the early years.

Recommendations

The review team support the following:

- Identify and develop emerging leaders to mitigate the impact on school operations as the workforce changes.
- Provide opportunities to build the leadership capability of staff through the provision of targeted professional learning and scaffolded, monitored support to perform their role.
- Develop curriculum leaders' capacity to support staff to embed consistent whole-school processes and programs, with fidelity, into classroom practice.
- Strengthen performance management processes by leading and planning for the development of classroom observations to drive ongoing mechanisms for feedback.

Use of resources

Resources are deployed strategically to enable staff to best support outcomes for students.

Commendations

The review team validate the following:

- A structured, collaborative approach to the management of school budgets provides the opportunity for input and encourages whole-school ownership of resources.
- Resource allocation is linked to whole-school operational plans and decisions are based on the needs of students.
- The manager corporate services works closely with the Finance Committee, cost centre managers and the P&C to ensure requests for funding align with school priorities.
- The manager corporate services has been innovative in sourcing alternative funding, considerably adding to the school's operational/discretionary income.

Recommendation

The review team support the following:

- Continue to prioritise workforce planning to ensure staffing is resourced to support the current improvement agenda.

Teaching quality

A feature of the school is the high level of professional accountability and commitment of staff in their endeavour to providing opportunities for every child to achieve their potential.

Commendations

The review team validate the following:

- An Early Childhood Review process undertaken by the school in 2020 is beginning to reveal 'green shoots' in classroom practices. The collaboratively developed vision and teaching and learning beliefs have provided the foundations for whole-school continuity.
- Providing consistency and direction of teaching and learning programs, the school has developed sequenced plans to support multi-aged classes.
- A detailed assessment schedule and analysis of student performance data guide staff to implement a differentiated teaching and learning program for individual student needs.
- Phase of Learning Teams are providing an opportunity for staff to collaborate. This is developing a more consistent approach to teaching and learning across the school.

Recommendations

The review team support the following:

- Formalise and embed collaborative structures across the Phase of Learning Teams to promote consistency of teaching practice and the fidelity of whole-school programs.
- Provide targeted peer coaching and feedback processes to support consistent pedagogy and practices across the phases of schooling.
- Introduce peer observations to support teacher self-reflection and professional learning.
- Implement evidence-based whole-school programs to address the desired improvements in student academic achievement.

Student achievement and progress

A range of school-based and systemic data are used to monitor and track student progress.

Commendations

The review team validate the following:

- The school acknowledges and understands their academic data and have taken steps to address the decline in NAPLAN³ achievement.
- Teachers are gaining a greater awareness of the alignment between grade allocation and student achievement through opportunity for moderation in Phase of Learning meetings and the introduction of Brightpath.
- The development of assessment and planning documents provides guidance and direction for teachers in their classroom practice.

Recommendations

The review team support the following:

- Continue to refine and embed the processes for interrogation of achievement and progress data to inform planning across all year levels.
- Provide regular monitoring and review of whole-school programs to accurately assess the impact on student learning.

Reviewers

Maxine Augustson
Director, Public School Review

Ian Ralph
Principal, Koondoola 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.

The timeframe for the next review process focusing on the Leadership and Teaching Quality domains only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Sensible, Thoughtful, Achieving and Respectful
- 2 Courage, Courtesy, Cooperation, Commitment, Common sense, Consideration, Care
- 3 National Assessment Program – Literacy and Numeracy