



Department of
Education

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Public education
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Ocean Reef Senior High School

Public School Review

May 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

Opened in 1983, Ocean Reef Senior High School is located approximately 28 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

Currently, there are 1296 students enrolled from Year 7 to Year 12. The school gained Independent Public School status in 2011 and has an Index of Community Socio-Educational Advantage of 1052 (decile 3).

A new performing arts centre was completed in 2020, and includes: rehearsal spaces; green rooms; music practice rooms; ablutions; a performance stage; and audience seating for up to 264 guests.

The School Board works in close collaboration with the school leadership team to deliver strategic advice on the school's performance, distribution of resources, school priorities and policy directions. The supportive Parents and Citizens' Association (P&C) provides valuable insight into community needs and significant funding for the school.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school assessment summary outlined the positive shift in school culture since 2017.
- The examples provided in the Electronic School Assessment Tool (ESAT) demonstrated the schools progress against each domain of the School Improvement and Accountability Framework.
- The executive team took responsibility for different domains and guided focus groups in shaping and refining the content provided in the ESAT submission.
- Leaders indicated a beneficial aspect of the Public School Review process was the opportunity to appreciate the scope of their improvement journey.
- A broad number of people contributed to conversations during the validation visit, including staff, students, parents and community partners.
- The validation visit provided reviewers further insight into the judgements made in the ESAT and the alignment between domains.

The following recommendation is made:

- Explore the incorporation of an overarching self-assessment tool that captures 'point in time' progress and evidence aligned to the Standard.

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Relationships and partnerships

There is a shared belief across the school community that, collectively, they can make a difference in the lives of every child. A understanding exists among staff and the school community that mutually respectful relationships and authentic partnerships are essential in supporting this vision.

Commendations

The review team validate the following:

- Professional relationships, underpinned by a growth and improvement mindset, are evident between staff, who work in collaboration for the benefit of students and the school.
- Well established and maintained strategic partnerships are responsive to student learning needs and aspirations. Partnerships include the successful Scholar and Supervisor in Residence programs supported by Edith Cowan University, the Ocean Reef Education Network (primary) and North West Principals Group network (secondary).
- Engaging families as partners in student learning is a school priority. Parents describe effective communication as a strength and value the information sessions on how best to support their children's learning.
- The School Board advocates positively for the school, engaging in strategic planning, data analysis and school governance. School leaders are valued and supported by the small but committed P&C.
- The school is valued by the local community, highlighted by the increase in student enrolment in recent years and the growing pressure for out-of-intake-area enrolments.

Recommendation

The review team support the following:

- Continue to enhance the established partnership with local primary schools and the shared vision to develop instructional leadership across the Ocean Reef Education Network.

Learning environment

Ensuring a safe and inclusive environment, in which the focus is on learning and knowing students well, informs strategic decision making across the school.

Commendations

The review team validate the following:

- Positive Education Support builds on the success of Positive Behaviour Support through a focus on developing student aspirations where self-efficacy and positive mindsets are enhanced.
- Student attendance, behaviour and engagement are effectively monitored and acted on with an 'everybody's business' approach that includes positive engagement with families.
- The belief that 'wellbeing is at the heart of education' is promoted and modelled by staff. Goal setting, resilience, optimism and wellbeing (GROW) is explicitly taught and embedded in school practices.
- The school is becoming increasingly culturally responsive. Aboriginal students, student councillors and engaged staff created an original Acknowledgment of Country through the guidance of a local Elder.
- Students at educational risk are supported by evidence-based interventions in numeracy and literacy.

Recommendation

The review team support the following:

- Continue to promote student voice to inform school decision making.

Leadership

Leaders have engaged the school community in the development of a shared vision for improvement that has individual student success at the core of instructional practice and support.

Commendations

The review team validate the following:

- There is an unrelenting focus on school improvement. Operational and learning area planning is evidence based and aligned to the priorities and targets of the business plan.
- Effective change management is inclusive of everyone, where a 'build in not bolt on' approach maintains momentum and the energy of staff in ongoing school improvement.
- Distributed leadership is a strong focus, encouraging ownership of the school's direction by the school community.
- Instructional leadership is embedded at all levels of the school. Teacher leaders are driving whole-school pedagogical change and providing professional learning for colleagues to embed the agreed instructional model 'Four Pillars' in every classroom.
- Performance development and review processes provide multiple opportunities for teacher reflection. Teachers are engaging in classroom observation during Peers Observing Peers (POP) weeks.

Recommendation

The review team support the following:

- Continue to focus on teacher reflection through peer observation and student feedback.

Use of resources

The use of resources is guided by the priorities of the business plan. Reducing distractions for teaching staff to allow their focus to prioritise the core business of teaching and learning, features dominantly in planning and procedural documentation and processes.

Commendations

The review team validate the following:

- Efficient management of financial, human and physical resources is seen as a precondition for strong sustainable growth at the school.
- School grounds and buildings are regularly reviewed, with identification of priorities for repair, replacement or refurbishment linked to associated financial plans.
- Targeted support through student characteristics funding, provides all students identified with diagnosed and imputed learning needs further opportunities to maximise their learning outcomes.
- ICT¹ resourcing enhances communication, the sharing of information and teacher proficiency to support student learning.
- Workforce planning is aligned to the business plan focus areas. Human resource management processes ensure teachers are supported in professional development, collaboration and planning.

Recommendation

The review team support the following:

- Maintain a continued emphasis on resourcing that supports science, technology, engineering and mathematics (STEM) aligned to General and Australian Tertiary Admission Rank (ATAR) pathways.

Teaching quality

Collective teacher efficacy exists, whereby staff work in collaboration to improve the quality of teaching to impact student progress and achievement.

Commendations

The review team validate the following:

- A culture of trust exists at all levels of the school, with a committed approach to providing high quality teaching and learning.
- The 'Four Pillars' whole-school pedagogical framework, developed through collaboration and extensive professional learning, is embedded across the school.
- Analysis of data fosters conversations that lead to evidence-based decision making in all planning, delivery, assessment and feedback practices.
- Teachers and leaders take personal, and collective, responsibility to consistently and rigorously meet the Western Australian Curriculum requirements and School Curriculum and Standards Authority Judging Standards.
- Class profiling, individualised goal setting and differentiation exists in every classroom, targeting the learning needs of all students.

Recommendation

The review team support the following:

- Continue to progress the family engagement strategy to support parents as partners in student learning.

Student achievement and progress

A collective commitment and responsibility to improve student progress and achievement underpins planning at all levels of the school, guided by the focus areas, milestones and performance targets of the business plan.

Commendations

The review team validate the following:

- Although Year 7 NAPLAN² data trends below that of like schools, the differential reduces significantly in Year 9 data showing greater progress than that of like schools.
- The ATAR participation rate has improved from being below to above expected for the school, without impacting on the as expected median ATAR.
- The Western Australian Certificate of Education achievement and attainment rate is higher than both like schools and public schools.
- Improved consistency in grading against the Judging Standards is ensuring reliability in assessment of student performance.
- Back mapping of curriculum is providing opportunities for teachers to ensure lower school programs are meeting the requirements of senior courses.
- A focus on successful pathways for students drives school decision making and planning for improvement.

Recommendation

The review team support the following:

- Expand on opportunities to lead lower school moderation within and across networks.

Reviewers

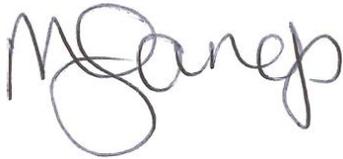
Vicki McKeown
Director, Public School Review

Alen Kursar
Principal, Safety Bay Senior High School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy