



Opportunity Challenge Growth

BUSINESS PLAN 2017 - 2019





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Future Directions for Ocean Reef Senior High School

Our Business Plan 2017-2019 outlines the direction the school will be taking over the next three years. Student learning and wellbeing are central to setting future directions and subsequent planning for school improvement. Students are to the fore of all decision making.

The Business Plan draws from the domains of the National Schools Improvement Tool which brings together findings from international research into the practices of highly effective schools and school leaders.

Our Values

At Ocean Reef SHS our core values are aligned with the Department of Education WA values:

- LEARNING:** Our approach to work is positive, and we understand that all students can learn;
- EXCELLENCE:** We have high expectations of our students and ourselves;
- EQUITY:** We strive to create a workforce that is free from discrimination, exploitation or abuse. We are mindful of the differing circumstances and needs of our students, and we are dedicated to achieving the best outcomes for all; and
- CARE:** We treat all individuals with care, and our relationships are founded on trust, mutual respect and responsibility.

Our Vision “The Ocean Reef Way”

At Ocean Reef SHS we seek to develop the whole young person to ensure they are intellectually, emotionally, physically, culturally and spiritually ready for today’s world and the future. Academic excellence goes hand in hand with individual care for each student. We strive for the highest academic standards and do so with a balanced education. Our emphasis is on fostering creative, critical thinkers and developing independent learners. We encourage our students to be intellectually active and self-directed. Students and teachers work as partners, collaborating to establish a vibrant educational community. Each student is provided with a wealth of opportunities to discover their talents, attain their potential, and receive an education for life. Our students leave Ocean Reef SHS prepared to be productive and worthwhile members of the community.

School Context

Over the years Ocean Reef SHS has forged a reputation as the local school of choice for students in Years 7 to 12. The school currently caters for 1200 students providing them with “**opportunity, challenge and growth**” in a safe and supportive learning environment where every student is given the support they require to be successful.

The school offers a range of subject choices and learning pathways to cater for diverse student ability and interests. Specialist programs are offered in Maritime and Marine Studies and Contemporary Music. Both programs are highly regarded by the community, with testing into the programs extremely competitive. Our Secondary Extension and Challenge (SEAC), Autism Extension Program, Emergency and Life Saving Cadets and Elite Soccer programs are well regarded by the community, attracting additional enrolments to the school.

Understanding the Business Plan

Ocean Reef SHS is in its seventh year of operation as an Independent Public School (IPS) and as such had its second independent review in late 2016. The recommendations of the school review are strongly reflected in the targets and milestones of the Business Plan 2017-19. The school in partnership with the School Board engages in a continuous cycle of self assessment and review. Through the deep commitment of staff, the school has achieved outstanding WACE, VET and OLN results. It is important that the school continues to build on this progress. Over a number of years the school’s performance in NAPLAN and ATAR has been significantly lower than “like schools”. In recognition the school has set an improvement agenda for the next three years to improve school performance through quality teaching and learning and strong instructional leadership.



LEARNING
EXCELLENCE
EQUITY
CARE

Ocean Reef Senior High School Targets and Milestones

At Ocean Reef SHS we are committed to achieving success for every student. To determine our progress we have established student achievement targets in academic and non-academic outcomes and have also set milestones for staff improvement. We will use these targets to measure performance, to assess and monitor our progress and to plan for improved student achievement over the life of the business plan.

STUDENT ACADEMIC IMPROVEMENT TARGETS

- By 2019 the gap in achievement in NAPLAN reading, writing and numeracy is narrowed when compared to like schools.
- By 2019 NAPLAN progress will be at or above like schools in reading, writing and numeracy.
- By 2019 the distribution of A, B and C grades will be similar to, or above, like schools.
- By 2019 there will be an increase in the percentage of Year 10 students achieving Category 3 of OLNA in reading, writing and numeracy.
- By 2019 there will be an improvement in the longitudinal trend of our median ATAR score.
- By 2019 there will be an increase in the percentage of students who achieve above NAPLAN band 8 and achieve a mark of 60% or higher in at least two ATAR courses.
- Over the next three years the high percentage of students achieving attainment will be maintained.
- By 2019 we will increase the percentage of ATAR students in the top tricile and decrease the percentage of students in the bottom tricile.
- Over the next three years the high percentage of students achieving WACE will be maintained.

STUDENT NON - ACADEMIC IMPROVEMENT TARGETS

- By 2019 we will increase the percentage of students attending 90% of the time in all year levels to be equal to, or above, like schools.
- By 2019 the percentage of students achieving *Consistently* on attribute data, as indicated in formal semester reports, will increase.
- By 2019 the number of student positive reports on the Positive Behaviour Support (PBS) dashboard across all year groups at the school will increase.

STAFF IMPROVEMENT MILESTONES

- School leaders and teachers have implemented the whole school pedagogy into their classroom practice.
- School leaders and teachers have implemented the Positive Behaviour Support (PBS) practices into their classroom.
- School leaders and teachers actively use the Australian Professional Standards for teachers to reflect and improve their teaching as part of the performance and development process.
- A strong leadership structure and culture is evident across the school.
- Teachers validate their judgements of student performance through effective moderation and the use of the WA Achievement Standards.
- School leaders and teachers use triangulation of data to inform curriculum planning and to assess and review the impact of their teaching on student learning.
- All staff actively promote high standards in student attendance.
- School leaders and teachers have engaged in collaborative practices to improve their teaching and student learning.
- Staff have incorporated innovative technologies in the classroom to enhance curriculum delivery and improve student learning.
- School leaders continually review student performance, then implement plans for improved outcomes.
- School leaders have been active in supporting the physical, mental and social welfare of staff.

EXCELLENCE IN TEACHING AND LEARNING

FOCUS AREA:

Research indicates that it is the effectiveness of the teacher that has the greatest influence on student learning. Ocean Reef SHS will continue to adopt strategies aimed at improving the quality of teaching in every classroom. We will seek to develop all teachers as effective instructional experts through a rigorous program of professional learning and performance management to maximise the learning outcomes of all students.

Analysis and discussion of data

At Ocean Reef we expect:

- all teaching staff to have access to a broad range of student achievement and wellbeing data and use it to analyse, track, review and monitor student progress
- data is effectively used in building a culture of self-evaluation and reflection across the school

Systematic curriculum delivery

At Ocean Reef we expect:

- all learning areas to have an explicit, coherent, sequenced plan for curriculum delivery across the years of schooling which makes clear what (and when) teachers should teach and students should learn
- assessment processes to be aligned with the curriculum and designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg. gaps in knowledge and understanding), and monitor learning progress across the years of school



Effective teaching practices

At Ocean Reef we expect:

- all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning
- school leaders to actively promote, establish and communicate clear expectations concerning evidence-based teaching strategies, including the Ocean Reef whole school pedagogy
- school leaders, including the principal, to spend time coaching and mentoring teachers, provide feedback on teaching and, where appropriate, model effective teaching strategies
- teaching practices across the school to reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully when motivated, given appropriate learning opportunities and offered necessary support
- all teachers to identify students with literacy and numeracy concerns and implement the prescribed whole school literacy and numeracy strategies to improve their learning



POSITIVE LEARNING CULTURE

FOCUS AREA:

Ocean Reef SHS provides a safe and welcoming learning environment with programs and initiatives that challenge and engage our students. We want all our students to be challenged, to maximise their talents and abilities, to be well prepared and equipped to prosper when they leave school. Students will be secure in themselves, have positive and productive relationships with their teachers and each other, have high attendance and be ready to contribute to our community as active and productive citizens.

Culture promoting learning

At Ocean Reef we expect:

- staff at the school to demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community
- all staff to have high expectations relating to student behaviour and promote the Ocean Reef positive behaviour support model within the classroom and across the school
- students to attend regularly, and the school to have effective tracking and intervention strategies in place to support improved student attendance and achievement
- a high importance be placed on student and staff wellbeing, and that processes are put in place to provide both academic and non-academic support to address individual needs

School community partnerships

At Ocean Reef we expect:

- the school to further build sustainable partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students
- all students and staff to have a strong sense of belonging, where all parents are welcomed and all staff, students and parents speak highly of the school





LEADERSHIP AND GOVERNANCE

FOCUS AREA:

At Ocean Reef we will develop a comprehensive leadership strategy that will provide conditions for strong and empowered leadership across all school structures. We will respond to student and community aspirations in ways that are distinctive to our context whilst implementing a planning and review process that is compliant and aligned with Department agreements and policies.

Explicit improvement agenda

At Ocean Reef we will:

- be united in our commitment to improve learning outcomes for all students
- monitor progress towards targets and milestones and systematically evaluate initiatives and programs to determine their effectiveness in providing improvements in student learning and performance
- identify and develop future leaders through the use of effective mentoring and coaching strategies
- we will train and support the school board in data analysis to support good governance
- encourage representation on the school board to reflect the aspirations of the school community which enhance and develop partnerships and pathways for our students







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