



# **Business Plan 2020–2024**

**OPPORTUNITY**

**CHALLENGE**

**GROWTH**



# LEADERS IN EDUCATION

Ocean Reef Senior High School is committed to ensuring every child is on a pathway to success. Through a high performance culture, and teacher efficacy, we nurture every student's talents, fostering the knowledge, skills, capabilities, attributes and values they will require for successful ongoing learning and life beyond school.

Our students' success is underpinned by:

- Aspirational students
- Inspirational teaching teams
- Innovative instructional leaders; and
- Engaged families and community

Our teaching and learning programs are designed to be challenging and innovative, stimulating curiosity, creativity and an ability to be reflective, placing students on a pathway that will enable them to realise their aspirations through opportunity. Of equal importance is our commitment to student health and emotional wellbeing, and the development of their personal sense of global, social and environmental responsibility.

At Ocean Reef we take pride in providing quality education to all students, and see ourselves as future leaders in education. Through an instructional leadership model, we promote a culture of collaboration; working together to continuously improve school performance through evidence.

As a culturally responsive school we create opportunities to partner with families, communities and agencies. We recognise that all parents have dreams for their children and want the best for them. As equal partners in the education of children, we work together to support the educational engagement and achievement of every child.

We apply rigorous school accountability and review processes to ensure student achievement and progress targets are realised. Performance data informs our planning, and is reflected in the School Business Plan through performance targets and areas of focus. Annual Operational Plans are developed, actioned, monitored and reviewed through a continuous cycle of self-reflection and improvement planning.

We are proud to present to the community our Business Plan 2020 – 2024 designed to drive the school forward as a future leader in national and international trends in education.



# VALUES

## RESPECT

We embrace diversity and value each other's unique contribution towards making our school a place where everyone's success is celebrated.

## CARE

We treat ourselves, each other and the environment with kindness and consideration. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

## ACHIEVEMENT

We have high expectations of students and ourselves. We nurture, support and encourage each other along our pathways to success.





# FOCUS AREAS AND ACHIEVEMENT MILESTONES

## ASPIRATIONAL STUDENTS

Students' self-efficacy and positive mindset have been enhanced through the school's focus on defining success in terms of progress rather than achievement.

Students have been engaged, challenged and extended, to realise their individual needs, aspirations, motivations and leadership opportunities.

Students have demonstrated high expectations of themselves, exploring pathways that lead to meaningful and externally recognised outcomes.

A high priority in curriculum planning has been given to the progressive development of students' deep understandings of capabilities for success in life and work.

## INSPIRATIONAL TEACHING TEAMS

School leaders and teachers are proactively embedding the whole school pedagogical framework into their classroom practice, providing opportunities for ongoing teacher reflection on professional practice.

Teachers and leaders take personal and collective responsibility for working together and learning from each other's practices with an overt and shared commitment to the continuous improvement of student outcomes.

Teachers have made evidence based decisions to assess quality teaching and learning and to provide relevant and timely feedback to students on their progress.

Data is effectively used to foster conversations, building a culture of professional collaboration, self-evaluation and reflection across the school that further develops high quality teaching and learning in every classroom.



# FOCUS AREAS AND ACHIEVEMENT MILESTONES

## INNOVATIVE INSTRUCTIONAL LEADERS

A comprehensive instructional leadership model ensures current and emerging leaders at each stage of their career have development opportunities, further contributing to overall student improvement and their personal career aspirations.

As teachers and leaders in state and global learning communities that stimulate innovation, creativity and digital age collaboration, we provide opportunities for continuous professional learning in emerging and informed educational trends and research.

The school researches, trials, supports and evaluates evidence-based teaching strategies aimed at informing school, curriculum and professional learning plans. We share effective practices across the school and on a planned and reciprocal basis with other schools.

Learner centred environments are equipped with technology and learning resources that support STEM and ICT initiatives to meet the diverse needs of all learners, placing them on a pathway to future success.

## ENGAGED FAMILIES AND COMMUNITIES

Engage families in our teaching and learning by providing authentic opportunities for students and families to voice their contributions as equal partners in matters that affect them, engendering pride in the school and our collective achievements.

Support students and their families through a whole school approach, promoting a sense of self-worth, self-awareness and personal identity that enables students to take accountability for their wellbeing.

Deliver curriculum that supports students to become informed, responsible members of the community who value and celebrate all cultural and linguistic diversity, including Aboriginal and Torres Strait Islander.

Establish and maintain strategic partnerships that are responsive to student learning needs and aspirations, supporting young people to set high expectations for their educational outcomes, and access a range of opportunities.



# PERFORMANCE TARGETS

In expressing our performance targets, we use the format:

**B / E / A**

**B** – Benchmark: our minimum standard for expected improvement

**E** – Expected Improvement Target: after five years (i.e. by 2024)

**A** – Aspirational Target: for when the expected target is met early

## TARGET 1: ATTENDANCE

Data set: Student Attendance Reporting

Raise the “Regular Attendance” (90+%) of students to

**65%/70%/>80%**

## TARGET 2: LITERACY AND NUMERACY (NAPLAN PROGRESS)

Data set: SAIS Progress & Achievement chart

Year 7 to Year 9 progress for the stable cohort of students exceeds

**Like Schools in the majority of tests./WA Public Schools in the majority of tests./WA Public Schools in all tests.**

## TARGET 3: LITERACY AND NUMERACY (NAPLAN ACHIEVEMENT)

Data set: SAIS Progress & Achievement chart

The pre-qualification of Year 9 students in each OLNA component is

**60%/65%/75%**

## TARGET 4: WACE

Data set: Year 12 Report (SAIS) and Year 12 Student Achievement Data (SCSA)

The percentage of eligible Year 12 students who will achieve a WACE is

**95%/>95%/100%**

## TARGET 5: MEDIAN ATAR

Data set: Performance Tables (SCSA)

Increase the number of students achieving direct entry into university through an ATAR above

**70/80/>85**

## GLOSSARY

- ATAR** The Australian Tertiary Admission Rank is the primary means used to assess and compare the results of school-leaving applicants for entry to University.
- ICT** Information and Communication Technologies refer to technologies that provide access to information through telecommunications.
- NAPLAN** The National Assessment Program – Literacy and Numeracy is an annual national assessment for all students in Years 3, 5, 7 and 9.
- OLNA** The Online Literacy and Numeracy Assessment is designed to enable students to meet the WACE requirement of demonstrating the minimum standard of literacy and numeracy.
- STEM** An approach to learning and development that integrates the areas of Science, Technology, Engineering, and Mathematics.
- WACE** The Western Australian Certificate of Education is a senior secondary certificate recognised nationally in the Australian Qualifications Framework.



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