



## Introduction

It gives me pleasure to present the 2020 Annual Report for Onslow Primary School. The report provides our community with information on student achievement, progress on identified priorities, highlights of the school year, parent, student and teacher satisfaction and the annual budget and accounts.

## Our vision

“At Onslow School we are committed to quality teaching, high expectations and success for all students.”

## Nature of Our Community

### History and Location

Onslow is a coastal town in the Shire of Ashburton with a population of approximately 800. Its major industry is energy and mining, and in the winter hosts many tourists. Onslow Primary School is a state of the art educational facility that was completed in October 2005 and is situated on a site of significance to the Thalanyji people. It is a 'Level 4' Primary School, which is based on a student population of 125 with an Aboriginal population of approximately 39%. The school is a part of Department of Education's Remote Teaching Service, where staff are appointed through a central merit selection process.

### School Values

Onslow PS has 4 school expectations that were developed with the school community.

- Be Safe
- Be caring
- Be respectful
- Be your Best

These 4 expectations underpin all behaviour at Onslow PS. Specific behaviours within each expectation are focuses on and students are explicitly taught the expected behaviour, observed exhibiting that behaviour and then recognised for continuing the expected behaviour.

### 2020 School Focus Areas

The focus areas for 2020 are:

- Academic Achievement
- Building staff capacity
- Conditions for learning – inclusive of Behaviour, Attendance and Parent /Community Engagement.

The above areas formed the basis of our new Strategic Plan. This report outlines each of the focus areas, objectives of each of the focus areas, actions that the school has taken to support the objectives and the outcomes (effects of the actions taken) achieved.

- NAPLAN did not occur in 2020. This report includes NAPLAN data from 2019.

Green print indicates areas of improvement.

**Focus Area – ACADEMIC ACHIEVEMENT**

Onslow Primary Schools aspiration is to move student performance from below like schools to above like schools and closer to the state average. 2019 and 2020 saw the continuation of several key evidence based interventions intended to affect students’ achievement levels.

**Objectives:**

- Increase student NAPLAN Writing achievement to like schools or higher
- Increase student NAPLAN Reading and Spelling achievement to like schools or higher
- Increase student NAPLAN Numeracy achievement to like schools or higher

**Actions:**

- Explicit Direct Instruction (EDI) pedagogical framework implemented across school.
- Talk for Write, an explicit writing pedagogy, was implemented across K-2 and teachers observed and supported to ensure program was being implemented with fidelity and positively affecting student outcomes.
- Let’s Decode (explicit phonics program) implemented in years K-2
- Daily Review (for literacy), implemented across Primary school
- Spelling Mastery, a direct instruction spelling program, was implemented in years 3-6
- Oxford Math, an explicit mathematics program, implemented across the whole school

**Outcomes**

Writing	
2019 NAPLAN Target	2019 NAPLAN Result
<ul style="list-style-type: none"> <li>• Lessen gap between OPS and Like Schools year 3 achievement to 10% or less</li> <li>• Lessen gap between OPS and Like Schools year 5 achievement to 5% or less.</li> </ul>	<ul style="list-style-type: none"> <li>• OPS Year 3 achievement <u>above Like Schools</u> and only 5% difference with WA Public Schools</li> <li>• OPS Year 5 achievement <u>at Like School</u> level, only 5% difference with WA Public Schools</li> </ul>

Spelling	
2019 NAPLAN Target	2019 NAPLAN Result
<ul style="list-style-type: none"> <li>• Lessen gap between OPS and Like Schools year 3 achievement to 3% or less</li> <li>• Lessen gap between OPS and Like Schools year 5 achievement to 5% or less.</li> </ul>	<ul style="list-style-type: none"> <li>• OPS Year 3 achievement <u>above Like Schools</u> and only 5% difference with WA Public Schools</li> <li>• OPS Year 5 achievement gap reduced to 0.4% with Like Schools and 5% with WA Public Schools</li> </ul>

Reading	
2019 NAPLAN Target	2019 NAPLAN Result
<ul style="list-style-type: none"> <li>• OPS Year 3 achievement to be at Like Schools or above</li> <li>• Lessen gap between OPS and Like Schools year 5 achievement to 1% or less.</li> </ul>	<ul style="list-style-type: none"> <li>• OPS Year 3 achievement <u>at Like Schools</u> and 9% difference with WA Public Schools</li> <li>• OPS Year 5 achievement <u>above both Like Schools</u> and WA Public Schools</li> </ul>

Numeracy	
2019 NAPLAN Target	2019 NAPLAN Result
<ul style="list-style-type: none"> <li>Lessen gap between OPS and Like Schools year 3 achievement to 5% or less</li> <li>Lessen gap between OPS and Like Schools year 5 achievement to 1% or less.</li> </ul>	<ul style="list-style-type: none"> <li>OPS Year 3 achievement above Like Schools and only 1% difference with WA Public Schools</li> <li>OPS Year 5 achievement above Like Schools and WA Public Schools</li> </ul>

*Summary:*

Onslow Primary School has made very good progress against the identified targets and in the overall aspiration of raising students achievement levels. In 2019 OPS student performance in years 3 and 5 was At or Above “like schools” in Writing, Numeracy, Reading, and Spelling. 2020 data is not represented as NAPLAN testing was cancelled due to the impact of COVID-19.

**Focus Area: BUILDING STAFF CAPACITY**

Assessment data was historically used to provide information about a students level of ability, whereas now it’s a viewed source of information to inform teachers to guide and direct students and refelct on the effectiveness of their own teachig practice. Equiping teachers to use data effectively can lift students performance.

**Objectives:**

- Teachers use data effectively to analyse and monitor student progress towards goals and targets
- Literacy and numeracy co-ordinators lead data analysis, instructional coaching and strategic planning
- All staff are accountable for high quality, evidence based and effective practice.
- Reduce variation of teaching across the school in literacy and numeracy

**Actions:**

- Teachers surveyed to identify areas for improvement
- Development of teacher leaders
- Teachers coached to use data to inform practice
- Regular Professional Learning scheduled to develop teacher skills

**Outcomes:**

In 2019 and 2020 the OHI and TTFM, were conducted.

Building staff capacity	
2019 Survey Data	2020 Survey Data
<ul style="list-style-type: none"> <li>TTFM: Data Informs Practice - 7.2</li> <li>OHI: Competitive insights - 90</li> </ul>	<ul style="list-style-type: none"> <li>TTFM: Data Informs Practice - 7.6</li> <li>OHI: Competitive insights - 91</li> </ul>
<ul style="list-style-type: none"> <li>TTFM: Leadership - 7.8</li> <li>Teaching strategies - 7.6</li> </ul>	<ul style="list-style-type: none"> <li>TTFM: Leadership - 7.8</li> <li>Teaching strategies - 7.9</li> </ul>
<ul style="list-style-type: none"> <li>OHI: Accountability - 82</li> <li>TTFM: Research Based Analysis of Practice - 77% agree or strongly agree</li> </ul>	<ul style="list-style-type: none"> <li>OHI: Accountability – 94</li> <li>TTFM: Research Based Analysis of Practice - 80% agree or strongly agree</li> </ul>
<p>The improvement in our teacher and staff survey results demonstrate that we are establishing and consolidating a school culture conducive to improving student achievement.</p>	

*Summary:*

The OHI survey for staff and the TTFM survey for teachers were used to identify areas for improvement. The areas identified were:

- OHI:
  - External Orientation/ Competitive Insights
  - Accountability

- TTFM:
  - Data Informs Practice
  - Research based analysis of practice
  - Leadership
  - Teaching Strategies

All identified targets were met in 2019 with progress improving or being maintained in 2020.

**Focus Area: ATTENDANCE**

Attendance is a key factor in student achievement. Students attending at least 90% have the highest probability of educational success. No matter how good the classroom teaching is, students that do not attend regularly cannot access sufficient teaching to learn well.

**Objectives:**

- Increase the number of students in the regular student attendance category
- Increase percentage of positive trends for identified students at risk in the moderate and indicated attendance categories

**Actions:**

- Increase communication with families around importance of attendance and effect of absences
- Letters sent home indicating levels of attendance
- Implement targeted intervention program for identified students at risk
- Commenced development of school/community partnership around attendance

**Outcomes**

Attendance Data for 2020 has not been included due to the impact of the global pandemic.

*Summary:*

2020 data has not been used as this was affected by COVID-19. Whole (Primary) school attendance has been gradually improving over the past three years along with improvements in the number of students attending 90% or more. There has been a gradual improvement in the attendance of Aboriginal students, however the average of this cohort is still well below like schools and the state average. There are individual pockets of success with individual students raising their attendance and moving from the severe category to the Moderate or Indicated category.

This cohort of students continues to be a focus for OPS. External partners support the school through:

- The Wirra Kids programs run by the Wirrpunda Foundation – identified students and their families, particularly in Early Primary, are supported to attend school regularly.
- The Breakfast Program run by Thalanyji – students can attend the Thalanyji Keeping Place and access a healthy breakfast

**Parent Satisfaction**

Parents were asked to participate in the “Partners in learning” parent survey in 2020. The ‘Partners in Learning’ Tell Them from Me survey is based on a comprehensive questionnaire covering several aspects of parents’ perceptions of their children’s experiences at home and school. The survey provides feedback to school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This is the third year Onslow PS has conducted this survey. Below is a summary of the feedback received from students and parents.

Where we were (2019)	Where we are now (2020)
<p><i>Students</i></p> <ul style="list-style-type: none"> <li>• Feel safe and valued at school</li> <li>• Feel a strong sense of belonging and have positive relationships at school</li> <li>• Value learning and are motivated and interested in their education</li> <li>• Report a strong sense of advocacy – Having someone to turn to for advice</li> <li>• Feel that classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn</li> </ul>	<p><i>Students</i></p> <p>The feedback received in 2020 maintained the level of feedback received in 2019.</p>

<ul style="list-style-type: none"> <li>• Feel the school has high expectations of achievement for all students</li> <li>• Would like opportunities to provide feedback to teachers on their teaching</li> </ul>	
<p><i>Parents</i></p> <p>The feedback from the 23 parent surveys received has highlighted that some parents:</p> <ul style="list-style-type: none"> <li>• Parents feel more welcome in the school</li> <li>• Two-way communication with parents, about their child’s progress, has increased</li> <li>• Parents feel the school has a common understanding of what great teaching is</li> </ul>	<p><i>Parents</i></p> <p>The surveys received highlighted that:</p> <ul style="list-style-type: none"> <li>• Parents wanted to be more informed about their child’s academic progress, behaviour, and social and emotional development at school</li> </ul>

*Summary:*

Parents are surveyed yearly using the TTFM surveys. This survey is used to identify areas for improvement. “Parents are Informed” is the main area where our results are low. This may also be due to the timing of the survey which is in the first few weeks of the school year and we do not have a large uptake of the survey by parents and many new families. In 2021 the survey is being scheduled to take place later in the year.

**Our Response to COVID-19**

In early 2020, the first signs of uncertainty around the COVID-19 virus prompted a need for the school to plan for a variety of outcomes. The overriding message was one of human interaction despite restriction. Communication from the school was clear, regular and empathetic, resulting in a shared purpose across the school community.

Onslow PS moved proactively to prepare for multi-modal teaching and learning. Staff were briefed daily about any developments relating to changing operations, and took on the task of upskilling themselves in electronic methods of curriculum delivery and assessment.

As a result of increased hygiene requirements, additional government funding allowed for an additional cleaner to be employed by the school, to clean high-use areas such as classroom desks, keyboards and door handles, to be cleaned repeatedly during the day. Playground equipment was cleaned at regular intervals during the day and additional cleaning supplies and protective equipment purchased. Like many other schools, the journey was one of discovery and left us with a sense of connection with our community on a level not experienced before; a collective achievement of making it through by supporting each other and putting the health and wellbeing of students, families, staff and school leaders first, and enabling a climate of mutual trust and purpose to flourish.

**Overall Summary:**

Onslow PS has made great gains across the school in the majority of the identified areas. Our aspiration is now to improve students’ achievement from at like schools to above like schools and closer to the state average in NAPLAN and the national average in PAT. We continue to focus on building staff capacity and develop teachers’ expertise in delivering high quality, evidence and research based pedagogy. Another area that we will continue to focus on is creating the “Conditions for Learning” which consists of working on the following areas:

- Attendance
- Parent Communication and Relationships
- Student Behaviour

Analysis of the data contained in this report has indicated that the directions chosen by the school and the research and evidence based initiatives that have been implemented are making a positive impact of student achievement levels and teacher capacity. Many of these initiatives will be continued through the Business Plan for 2021 with the focus areas being:

- Academic Achievement
- Building Staff Capacity
- Conditions for learning – Attendance, Student Behaviour, Parent and Community Engagement

## School Council Report

In 2020 the Onslow School Council farewelled Chairperson Rob Cowan, and welcomed new council members Adam Stevens, Renee Elliot, Jane Hyland, Nerissa Hubert and Cam Bartram. We thank Rob for his contributions to the Council and the school community during his time in Onslow. The Council is only able to operate successfully thanks to the members who generously give their time and commitment, so thank you also to the current serving members, with special thanks to Adam Conwell who stepped into the Acting Chairperson role following Rob's departure.

2020 will be remembered for the challenges that COVID-19 created. The Council would like to acknowledge the all the staff at Onslow School for embracing those challenges and for being resilient and adaptive in unprecedented circumstances.

The role of the Council is primarily a governance role, with work guided by the 2018-2020 Business Plan. Key activities included the review and endorsement of Annual Reports, Funding Agreements, Contributions and Charges, individual school policy reviews and the 2021-2023 Business Plan development.

With 2020 being the final year of the Business Planning cycle, the Onslow School and staff members should be congratulated on the progress made against the objective of improving student outcomes. The journey will continue next year with the 2021-2023 Business Plan retaining key themes and the Council looks forward to assisting the School on this journey.

### Endorsement by School Council:

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**School Council Chairperson**

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**Principal**

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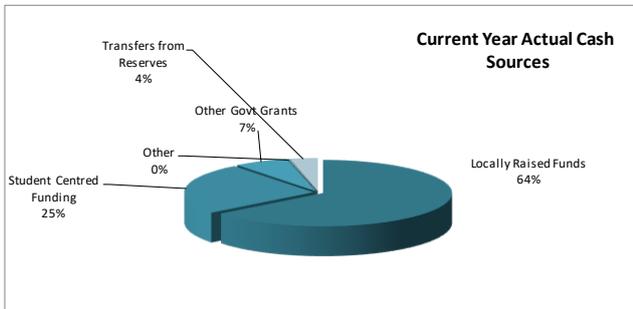
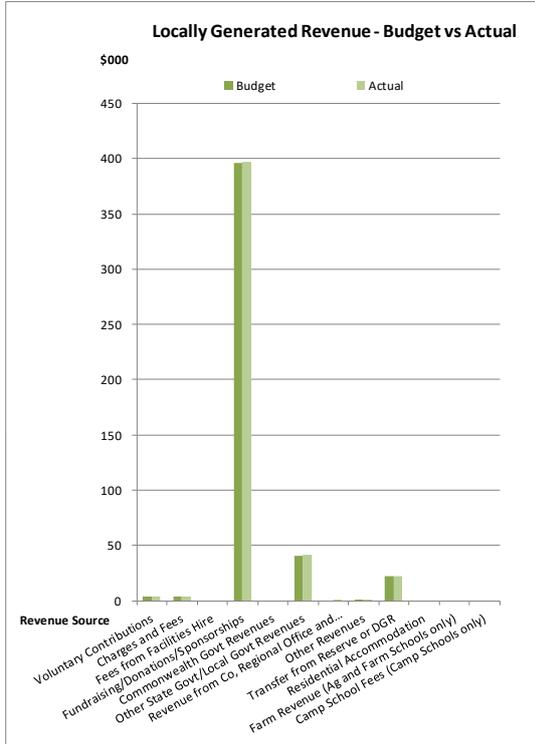
**Date**

# Financial Summary

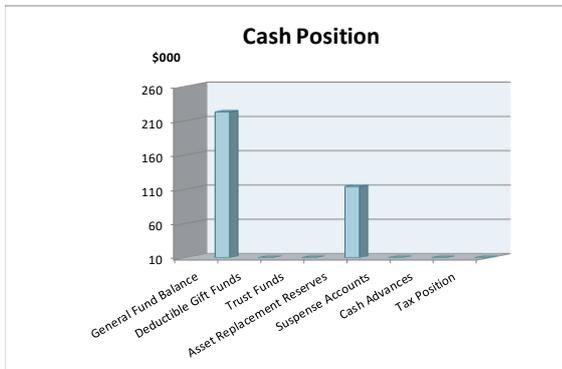
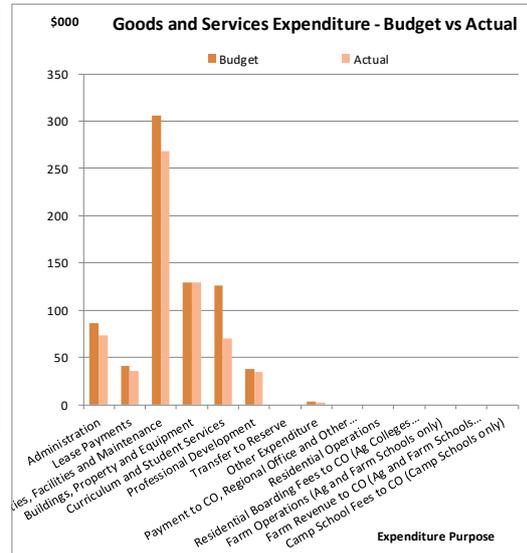


## Onslow Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 3,601.00	\$ 3,601.00
2 Charges and Fees	\$ 4,135.00	\$ 4,295.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 395,750.00	\$ 396,601.30
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 40,430.00	\$ 41,600.04
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 1,284.29
8 Other Revenues	\$ 1,094.88	\$ 1,097.25
9 Transfer from Reserve or DGR	\$ 22,000.00	\$ 22,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 467,010.88</b>	<b>\$ 470,478.88</b>
<b>Opening Balance</b>	<b>\$ 208,271.00</b>	<b>\$ 208,271.15</b>
<b>Student Centred Funding</b>	<b>\$ 156,710.00</b>	<b>\$ 156,831.65</b>
<b>Total Cash Funds Available</b>	<b>\$ 831,991.88</b>	<b>\$ 835,581.68</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 831,991.88</b>	<b>\$ 835,581.68</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 85,697.00	\$ 72,732.32
2 Lease Payments	\$ 41,000.00	\$ 35,726.74
3 Utilities, Facilities and Maintenance	\$ 306,062.52	\$ 268,671.61
4 Buildings, Property and Equipment	\$ 129,133.00	\$ 128,749.81
5 Curriculum and Student Services	\$ 126,270.00	\$ 70,165.66
6 Professional Development	\$ 38,181.48	\$ 34,963.97
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 3,500.00	\$ 2,075.80
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 729,844.00</b>	<b>\$ 613,085.91</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 729,844.00</b>	<b>\$ 613,085.91</b>
<b>Cash Budget Variance</b>	<b>\$ 102,147.88</b>	



Cash Position as at:	
Bank Balance	\$ 335,716.97
Made up of:	\$ -
1 General Fund Balance	\$ 222,495.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 113,619.20
5 Suspense Accounts	\$ 943.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,341.00)
<b>Total Bank Balance</b>	<b>\$ 335,716.97</b>