Department of
Education

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Onslow
Primary School

Public School Review

May 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

✓	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Onslow Primary School is located approximately 306 kilometres south of Karratha in the Pilbara Education Region. Onslow is a coastal town in the Shire of Ashburton and it has a culturally diverse population of approximately 800, the majority being of Aboriginal descent.

Established in 1895, the school is an integral part of the community and has developed strong links between staff, parents and the wider community. With an Index of Community and Socio-Educational Advantage rating of 909 (decile 9), Onslow Primary School currently enrols 130 students from Kindergarten to Year 12. The high school section caters for science, art, home economics and correspondence lessons provided by the School of Isolated and Distance Education.

The school is supported by an active Parents and Citizens' Association (P&C) and a number of community partnerships.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The school leadership team led the School Improvement Team (SIT) to identify school actions and planning intentions against each of the SIAF[1] domains, using a 'How are we going? How do we know? What will we do to improve?' interrogative approach.

- The Public School Review process reflected, and built on, the school's existing approach to school self-assessment and school improvement with strong links to Dempster's Leading for Learning Framework evident.

- The school has utilised learning from the Fogarty EDvance program to enhance their strategic approach to improvement. This has included the review of operational and management aspects and has led to changes to organisational structures and the establishment of agreed processes.

- Administrators, SIT members and teacher leaders were given access to enter information directly into the Electronic School Assessment Tool (ESAT).

- Staff collaboration and engagement in whole-school improvement was confirmed during the school-based validation phase.

- The school leadership team, SIT, teacher leaders, education assistants, parents and community partners added significant value to the self-assessment submitted through the ESAT.

The following recommendations are made:

- Embed and consolidate existing school self-assessment and improvement processes.
- Consider utilising the ESAT to support ongoing monitoring of school improvement foci.

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Relationships and partnerships

Effective partnerships exist with the local community, most notably through the P&C, the Chevron-operated Wheatstone Project, Wirrpanda Foundation, V Swans and the Thalanyji Foundation.

Effectiveness	The review team validate the following:
	• Parents highlight the respectful and positive staff-student relationships and value the school's transparent and approachable style of communicating.
	• The Onslow Youth at Risk interagency strategy enables the school to retain oversight of disengaged students and connects them to external support.
	• Productive, purposeful and consultative partnerships exist within the local community and are 'built from the ground up' to address contextual needs.
	• The school works proactively with local partners to ensure consistency of language and approaches in the area of PBS[2] and explicit instruction.
Improvements	The review team support the following actions:
	• Develop a communication strategy and engagement framework that considers the needs and preferences of parents and the local community.
	• Continue to explore future employment pathways for secondary students in partnership with key businesses and external agencies.
	• Seek to expand partnerships and explore opportunities that enhance curriculum delivery, staff capacity and social-emotional support for students.
	• Support the new School Council to establish processes that enable training, induction, governance and school improvement engagement.

Learning environment

The Onslow Primary School environment is attractive, well-planned, safe, orderly and inclusive.

Effectiveness	The review team validate the following:
	• All staff are members of the PBS team, ensuring that tiered PBS approaches are accepted by staff, parents and students. Explicit teaching of target behaviours occurs and opportunities for celebration are evident.
	• PBS approaches are promoted with community organisations, including the V Swans sports program, local swimming pool and Wirrpanda Foundation.
	• A tiered approach to SAER[3] literacy support has been introduced, with targeted programs including Letters and Sounds, Spelling Mastery and T4W[4]. Consistent approaches to enhancing reading are being critiqued.
	• Attendance tracking, intervention and Section 24[5] engagement processes have reduced the number of students in the 'severe' absence category.
Improvements	The review team support the following actions:
	• Incorporate the understandings that are being gained through engagement with the FBA[6] professional learning series when reviewing PBS strategies.
	• Articulate an agreed attendance strategy with parents and the community.

Leadership

The school has developed a considered change management approach that includes linking new initiatives to their moral purpose and building on current practices following analysis of data. Professional readings are provided with the opportunity for critical reflection evident. Implementation of initiatives is supported collaboratively through coaching and mentoring.

Effectiveness	The review team validate the following: • Distributed leadership structures have been introduced through the SIT and teacher leaders. They support strategic and operational planning, teacher collaboration and coaching across learning areas and phases of schooling. • Through the SIT structure, school-wide approaches are being established in the areas of PBS, attendance, EDI[7], T4W, Spelling Mastery and numeracy. • The ACSF[9] is embedded across the school. All Pre-Primary to Year 6 students, and their teachers, participate in Yindjibardi instruction (LOTE[9]). 'Out on Country' learning experiences enhance cultural awareness. • Staff development is facilitated through a balance of onsite professional learning, access to external providers and in-school expertise.
Improvements	The review team support the following actions: • Document and articulate the agreed Onslow Primary School change management approach. • Continue to develop the capacity of teacher leaders through coaching. • Proactively plan for teacher recruitment, selection and induction to ensure consistency of practice and implementation of whole-school approaches. • Compare attendance and student achievement data and share findings with families of students at risk due to non-attendance.

Use of resources

The school adopts an appropriate financial sustainability strategy through the employment of an offsite MCS[10], enabling long-term stability of financial planning and support.

Effectiveness	The review team validate the following: • Student characteristic funding is used to implement appropriate teaching and learning adjustments and is supplemented through purposeful community partnerships. • Decisions relating to funding of school programs is evidence based. • In recognition of the significant cost of utilities, budgets, assets and reserves are planned through a utilities management lens.
Improvements	The review team support the following actions: • Enhance links between school plans and financial and human resources by documenting these links further. • Develop planning frameworks that enable operational plan coordinators to build their capacity and lead with greater authority and independence. • Document workforce planning foci including recruitment, selection and development opportunities.

Teaching quality

The school community is developing a culture of higher standards and expectations. Support from the leadership team, SIT, teacher leaders and peer coaching is highly valued.

Effectiveness	The review team validate the following:
	• School-wide beliefs about effective teaching are emerging through frequent professional reflection, staff collaboration, staff meetings and coaching.
	• Agreed indicators of quality teaching and expectations are documented.
	• In addition to teacher performance management processes, teachers receive regular feedback from line managers, teacher leaders and peers.
	• A whole-school data collection schedule and monitoring through data walls have both enabled student achievement baselines to be established and will enable the longitudinal tracking of student achievement.
Improvements	The review team support the following actions:
	• Continue to implement the performance and development calendar.
	• Utilise the school's existing change management process to critique whole-school pedagogical approaches to reading.
	• Embed data collection processes and enhance data literacy skills to ensure stronger links to data-informed teaching practice.
	• Enhance existing programs offered in learning areas such as STEM[11] by accessing expertise available within the community.

Student achievement and progress

Although current student performance is below that of like schools, the school understands students' current levels of achievement and progress and is responding accordingly.

Effectiveness	The review team validate the following:
	• A whole-school assessment schedule includes a wide range of instruments such as Cracking the Code, Letters and Sounds, Brightpath[12] and PAT[13].
	• A whole-school student tracking sheet includes student achievement data, attendance information, behavioural status and SAER support records.
	• Collaboration meetings, aligned with assessment schedule completion, provide an opportunity to moderate assessment against SCSA[14] grade exemplars and Brightpath writing assessments.
	• A combination of onsite delivery and SIDE[15] provision of lower secondary programs builds the foundation for senior secondary students to follow ATAR[16] or skills-based training pathways.
Improvements	The review team support the following actions:
	• Embed agreed whole-school approaches to teaching and learning with a view to critiquing the effectiveness of programs.
	• Embed the whole-school student assessment tracking sheet and expand to include EAL/D[17] and non-academic data.
	• Continue to develop staff data literacy skills (analysis, interpretation and comparisons across data), in order to inform classroom practices.

Reviewers

Stuart Percival	Jennifer Hirsch
Director, Public School Review	**Principal, Yokine Primary School**
	Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
A/Deputy Director General, Schools

References
1 School Improvement and Accountability Framework
2 Positive Behaviour Support
3 Students at educational risk
4 Talk for Writing
5 Section 24, Alternative Attendance Arrangements, *School Education Act 1999*
6 Functional Behaviour Analysis
7 Explicit direct instruction
8 Aboriginal Cultural Standards Framework
9 Languages other than English
10 Manager Corporate Services
11 Science, technology, engineering and mathematics
12 Assessment and evaluation program
13 Progressive Achievement Tests
14 School Curriculum and Standards Authority
15 School of Isolated and Distance Education
16 Australian Tertiary Achievement Rank
17 English as an additional language/dialect