



# OCEAN REEF PRIMARY SCHOOL ANNUAL REPORT 2020-21

## Signal from the Commanding Officer

The 2020 Annual Report provides parents and members of the wider community with information about our school, its programmes and the performance of our students. The school's performance should be considered alongside additional sources that include your child's report, newsletters, web page, school planning and policy documents. I hope that all parents will make time to read this report to gain an overall perspective of how we are progressing against the targets outlined in our 2020-2022 Business Plan. As is always the case we can only provide a summary of the relevant information whilst keeping this report as succinct as possible.

For further information about your child or the school program please contact us so that we can address your questions more specifically.

Community participation and support for our school has again been a feature of the 2020 school year. I take this opportunity to thank our school community for your ongoing support of our school.

I would like to acknowledge the efforts of the staff who continue to adapt to the many changes occurring in education, while never losing sight of the need for explicit teaching, and catering for the individual needs of the students in their care. We again celebrate with and thank all staff, students, parents and community members for a very successful year.

## COVID-19

It is important to take this opportunity to acknowledge the tremendous hardships faced by so many people across the globe during 2020. I commend all members of the Ocean Reef Primary School community for the manner in which all members of the school community worked together to support each other.

As such, I acknowledge our dedicated staff for the professional manner in which they approached the myriad of challenges thrown at them during 2020. Improvement, innovation and change are catch cry's in education in the 21st Century and during COVID-19 the professional staff at ORPS excelled in all three.

PETER BLACKWELL

Principal

## School Overview



As a virtual ship, our school provides opportunities for team work, common direction, a sense of adventure and a journey ahead. Elements of the maritime theme are built into the physical environment. Flags are flown from a signal hoist, classrooms are called



## Our Vision...

Ocean Reef Primary School's vision is to provide an educational experience for each child that enables them to reach their full potential and equip them to adapt and succeed in their chosen endeavour in a continuously changing world.

## ...and Beliefs

Staff at Ocean Reef Primary School have committed to these collaboratively developed beliefs:

- Relationships with students and families form the basis for a positive, safe, nurturing and respectful environment catering for the whole child.
- Learning is challenging, engaging, motivating, relevant and provides opportunities for each child to succeed.
- Teaching is explicit and includes effective modelling, differentiation and reflection to improve teaching impact
- Leadership is shared and is focused for students, staff and the community.
- Resources are targeted to reflect current research, educational best practice, integrating technology and involving the whole community.

cabins and all crew, students (Kindergarten to Year 6), staff, parents and community members have a role to play in the daily operations of our ship.

We have a distinctive brand. Establishing ORPS as a virtual ship and developing strong links to the Navy was visionary as we now find ourselves with a mindset that naturally encompasses the reality of today's schools and communities, moving seamlessly from a digital mode to a real life mode.

As an independent public school we focus on developing and maintaining a culture of teaching excellence. This focus is guided by the Department's *Building On Strengths* document, our Business Plan, the *Western Australian Curriculum*, the *Early Years Learning Framework* and the *National Quality Standards*, which provides the roadmap for our staff to follow in developing teaching and learning programs for our students.

A strong values base is essential to our capacity to ensure our beliefs are realised. The 7Cs of courage, courtesy, cooperation, commitment, common sense, consideration and care form the base upon which we build our programs to cater for the whole child.

As one of many Western Australian schools to actively engage in the WA Positive Behaviour Strategies, our focus on individual responsibility and accountability through our behavioural expectations of Being a STAR (sensible, thoughtful, achieving and respectful) is a critical building block within our school program.

Our capacity to achieve our school vision is greatly enhanced by the selfless support provided by our parents and community. Their contribution to the school board, P&C and support in classrooms, on excursions and incursions forms a strong partnership, that we are both proud of and sincerely thankful for. A powerful element in our capacity to foster diversity and inclusivity is the work of the school community in supporting all members of our community across a range of circumstances. This work models and reinforces the work done within the explicit learning environment of the classroom and broader school.

*"We are privileged to be a part of one of the best performing school systems in the country, Western Australia. As such we strive to become a high performing school, that produces student results commensurate with like schools across the country."*

*Building On Strength, Department of Education, 2019*



## 2020 Highlights

There were lots of highlights in 2020, here are just a few...

- Edu Dance was once again a hit with the junior crew. All members of the crew worked hard to develop their skills, with very positive feedback coming from the fabulous Edu dance teachers.
- Young Leaders Day saw our Captains and Commanders attend another fabulous event. A great day was had by all who attended.
- The P&C supported our ship with lunches, a Halloween Disco, mothers' and fathers' day stalls.
- As always sporting events featured strongly with lightening carnival, cross country, ships carnival and interschool carnival. An addition in 2020 was the year 6 Dodge ball competition.
- World book day and book week were again strongly supported by everyone.
- The Year Six camp was once again a huge success with lots of fun enjoyed by all who attended.
- STAR birthday was celebrated again with the STAR celebrating 5 strong years.
- The year ended with a graduation lunch for the graduating Year six students and was topped off with a highly popular Christmas Concert.



## Our strategic directions, strategies and targets.

Our strategic directions, strategies and targets were identified through the analysis of academic, social and community focused data and are consistent with the *Building on Strengths—Future directions for the Western Australian Public School System* and the Western Australian Curriculum. The strategies and initiatives are designed to realise measurable success and guide our operational planning for the period 2020-2022





## Our Self-Assessment

At Ocean Reef Primary School, we utilise a range of tools and strategies to make judgements about our progress, set goals and develop strategies for improvement; and to monitor and demonstrate improvements over time. This includes but is not limited to, the National School Improvement Tool, National Quality Standards and the WA Public School Review: The Standard.

Our Targets are aligned to the domains from the National School Improvement Tool (NSIT) and the WA Public School Review: The Standard. We recognise that the Domains are interconnected and work concurrently to allow positive progress toward achieving the Targets in the Business Plan.



## School Improvement and Accountability Framework

The adjacent model is a representation of the integrated components which operate within the school. They are interdependent, complex and continuous. Successful students are at the core of our School Improvement and Accountability. A rigorous and strategic process is in place for ORPS to make judgements about its performance in both student achievement (academic and non-academic) and school operations. This reflective review process involves all stakeholders, focuses on quality data and information that informs future planning. The examination and analysis of student achievement data and information includes National and State statistics

## Public School Review—March 2021

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. The review aims to give 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. In March 2021, the Department of Education completed a Public Schools' self-assessment validation. As part of the process two external assessors, one of which is a Director within the Department of Education visited the school and met with staff, students and representatives of the Board and P&C to validate the school's judgements.

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

- The school has established an ongoing cycle of planning and self-assessment that focuses on the domains within the School Improvement and Accountability Framework.
- The Principal provided a summary overview outlining where the school is positioned in each of the domains.
- A range of staff engaged in school self-assessment reflection and discussion prior to the school

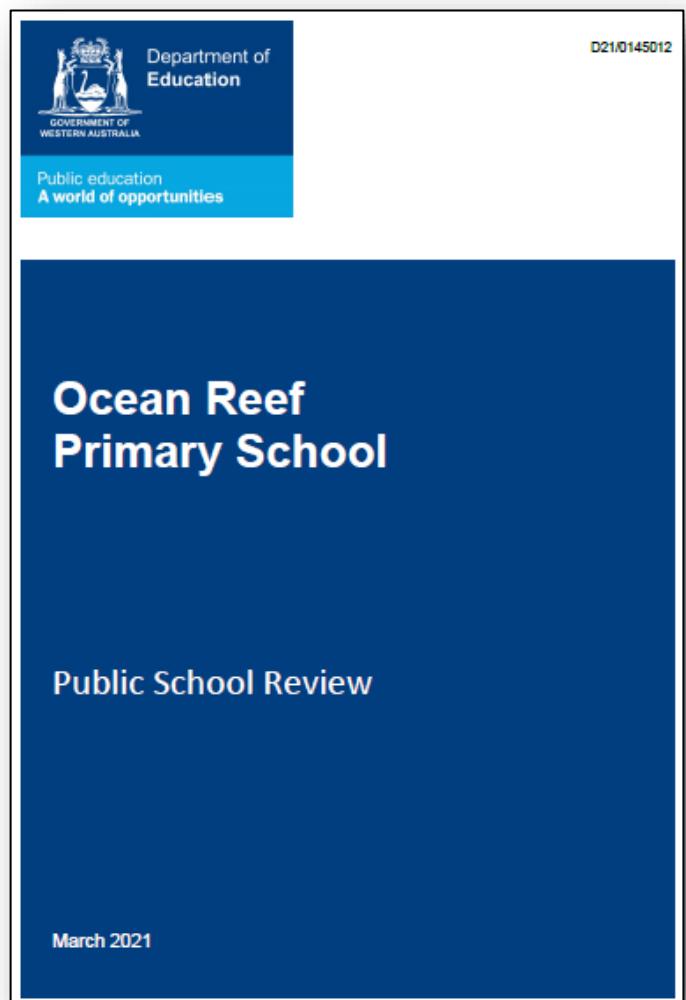


visit, including teaching and school support staff.

- The staff and community were honest and open in their discussions with the review team demonstrating a desire to use the process to genuinely improve the performance of their school.
- Conversations with staff further enriched the validation process and highlighted areas not captured within the Electronic School Assessment Tool (ESAT) submission.
- Additional evidence was provided on the validation day and added significant value to the ESAT submission.
- Staff reflected that the process was positive and provided the opportunity to reflect on, review and celebrate their journey to date.
- The leadership team indicated that the Public School Review process had provided a stimulus for future action.

**The following recommendations are made:**

- Continue to engage in reflective practice that identifies the actions required to create and sustain conditions for successful students.
- Use the ESAT as a repository for ongoing school self-reflection against the School Improvement and Accountability Framework.
- Facilitate greater engagement of the School Board and P&C in ongoing self-assessment processes to support judgements and provide community input.



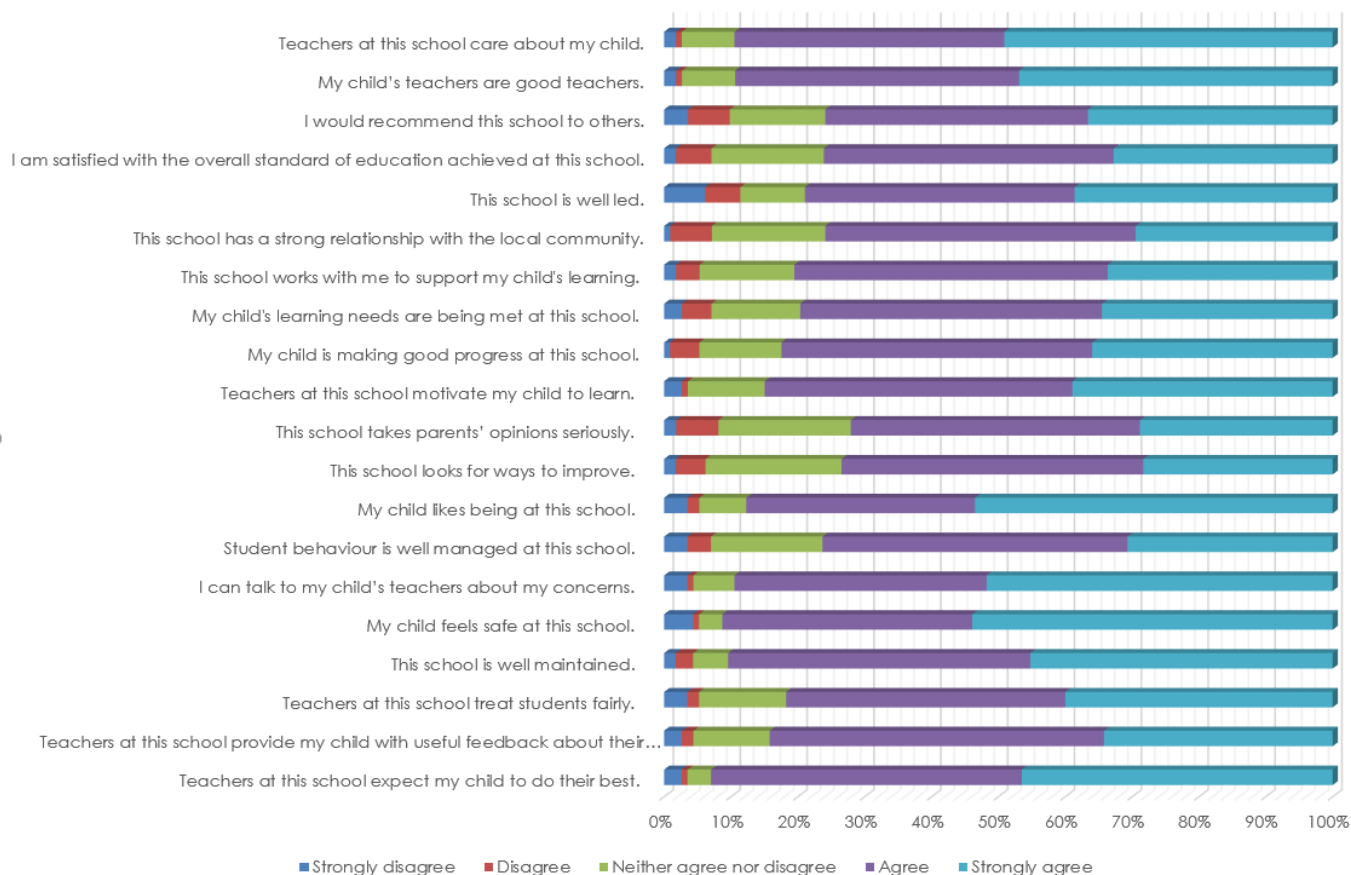
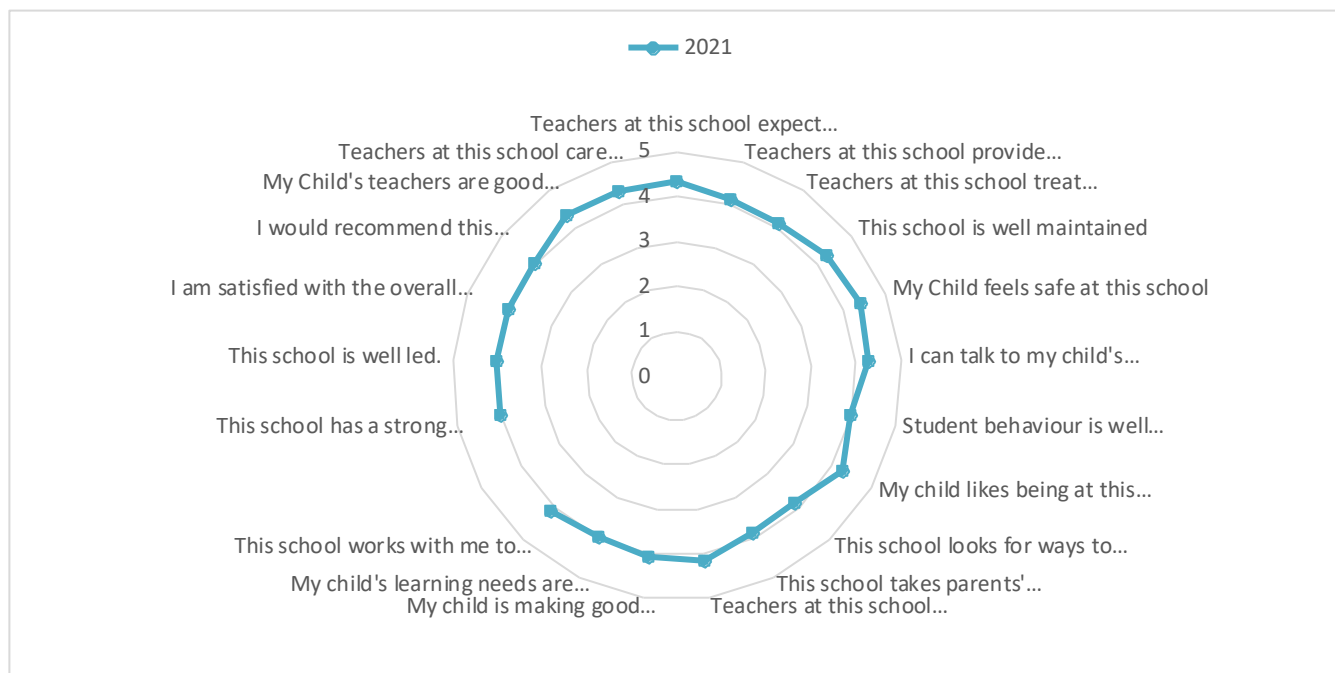
The full Report can be viewed at:

<http://www.oceanreefps.wa.edu.au/wp-content/uploads/2021/03/ORPS-School-Review-2021.pdf>



## Parent Survey

Each year, at the parent/teacher night, the school asks our parent community to complete feedback for the school. This year 85% (115 responses) of our families responded to the survey which gives us some really constructive information to reflect upon and use to improve how we work with all of our stakeholders.



"We want to keep children and young people engaged in purposeful learning where they feel safe, valued and confident to tackle academic and personal challenges."



## National Quality Standards

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.

The NQS includes 7 quality areas that are important outcomes for children. As a school we review ourselves annually against the 7 areas.

Working Towards  
standard

Meeting standard

Quality Area 1 – Educational program and practice	The aim of Quality Area 1 of the National Quality Standard is to ensure that the educational program and practice is stimulating and engaging, and enhances children's learning and development.
Quality Area 2 – Children's health and safety	The aim of this standard is to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection.
Quality Area 3 – Physical environment	The aim of this standard is to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.
Quality Area 4 – Staffing arrangements—Working Towards	The aim of this standard to ensure the provision of qualified and experienced educators who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.
Quality Area 5 – Relationships with children	The aim of this standard is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging.
Quality Area 6 – Collaborative partnerships with families and communities—Working Towards	The aim of this standard is to recognise that collaborative relationships with families are fundamental to achieving quality outcomes for children and that community partnerships that are based on active communication, consultation and collaboration are also essential.
Quality Area 7—Leadership and Service Management	The aim of this standard is to support effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community.





## Business Plan 2020-22 Target Review

As part of the school's self-review and improvement process, targets were set in the 2020-22 Business Plan. Progress against the targets can be found on the next few pages and cover the academic, non-academic and student engagement targets and our progress towards meeting them.

### Student Academic Improvement Targets

No Data Available yet

**The mean NAPLAN performance of Year 3 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar**

There was no NAPLAN data from 2020. Throughout 2021, there will be a review of pedagogical practices in the 3-6 team across all areas of literacy and numeracy.

No Data Available yet

**The mean NAPLAN performance of Year 5 students will be equal to or above the mean performance of like schools in Numeracy, Reading, Writing, Spelling and Punctuation and Grammar.**

There was no NAPLAN data from 2020. Throughout 2021, there will be a review of pedagogical practices in the 3-6 team across all areas of literacy and numeracy.

No Data Available yet

**The mean progress made by Ocean Reef students from Year 3 NAPLAN to Year 5 NAPLAN will be equal to or greater than the mean progress of their Australian peers, in the areas of Numeracy, Reading and Writing**

There was no NAPLAN data from 2020 to compare progress upon.

Working towards Target

**Mean PAT data for Reading and mathematics will demonstrate a mean progression that is equivalent or higher than the normed ACER data.**

In the table below, the Year level refers to the current year level of the students, the comparative data is based upon the cohort's overall attainment at the end of term 3. This data shows the attainment of the students who were at school in the year but does not necessarily reflect a stable cohort of students.

#### PAT Mathematics

Current Year	ORPS median		National Median		Difference	
	2019	2020	2019	2020	2019	2020
Year 3	102.9	107	93.2	103	9.7	4
Year 4	106.2	114.8	103	110.9	3.2	3.9
Year 5	113.4	119.6	110.9	117.4	2.5	2.2
Year 6	117.5	124.8	117.4	122.7	0.1	2.1

PAT *mathematics* data indicates that student attainment at ORPS is higher than norm-referenced data with some attainment growing at a rate higher than their peers, indicating that greater value is being added to our students than the expected levels across other PAT schools.

Data for *reading comprehension* shows good progress from a lower attainment starting point. This mirrors longitudinal NAPLAN data. The gap in Year 3's attainment has been reduced, as has the gap in the attainment of Year 6 who made half as much progress again on top of the expected normed amount, more value adding. Student progress in the middle years, through





years 3 and 4 has reduced and indicates that further self-review of the reading comprehension program should be included as part of the 3-6 Review.

### PAT Reading

Current Year	ORPS median		National Median		Difference	
	2019	2020	2019	2020	2019	2020
Year 3	78.7	97.7	87.1	100.5	-8.4	-2.8
Year 4	102.8	109.8	100.5	110.9	2.3	-1.1
Year 5	120.2	123.5	110.9	118.7	9.3	4.8
Year 6	114.9	118.7	127.8	124.5	-12.9	-5.8

Working towards  
Target

**Increase the percentage of students achieving 'A' and 'B' grades in all learning areas.**

The table below shows the percentage of students in each learning grade (whole school) as given in their end of semester report grades. The colour shading indicates that the percentage is higher than the *mean* for the specific grade category. A&Bs have also been grouped together. The analysis in this form indicates that more As and Bs are being allocated to students that in previous year.

However, this data only shows part of the picture and comparative data must be used by teachers to compare the percentages for each year and subject area with *like-schools*. In some non-literacy and numeracy areas such as science and HaSS (Humanities and Social Science), there are greater deviation.

	A%	B%	A+B%	C%	D%	E%
2014 Sem 2	2.5	23.3	25.8	64.2	9.5	0.5
2015 Sem 1	2.5	19.9	22.4	66.9	10	0.8
2015 Sem 2	7.6	29.7	37.3	54.7	7.5	0.5
2016 Sem 1	12.6	31.3	43.9	50.8	5.1	0.3
2016 Sem 2	5.3	28.1	33.4	59	6.9	0.7
2017 Sem 1	5.3	28.1	59	6.9	0.7	0
2017 Sem 2	8.3	29.6	37.9	54.5	6.9	0.6
2018 Sem 1	6.4	24.2	30.6	63.1	5.9	0.4
2018 Sem 2	8.3	24.8	33.1	60.3	6.2	0.4
2019 Sem 1	7.5	27.3	34.8	57.8	6.9	0.5
2019 Sem 2	5.4	29.3	34.7	57.7	7.2	0.5
2020 Sem 1						
2020 Sem 2	4.00	29.10	33.1	58.30	8.00	0.60

Mean

<b>5.7</b>	<b>26.2</b>	<b>33.6</b>	<b>56.3</b>	<b>7.4</b>	<b>0.5</b>
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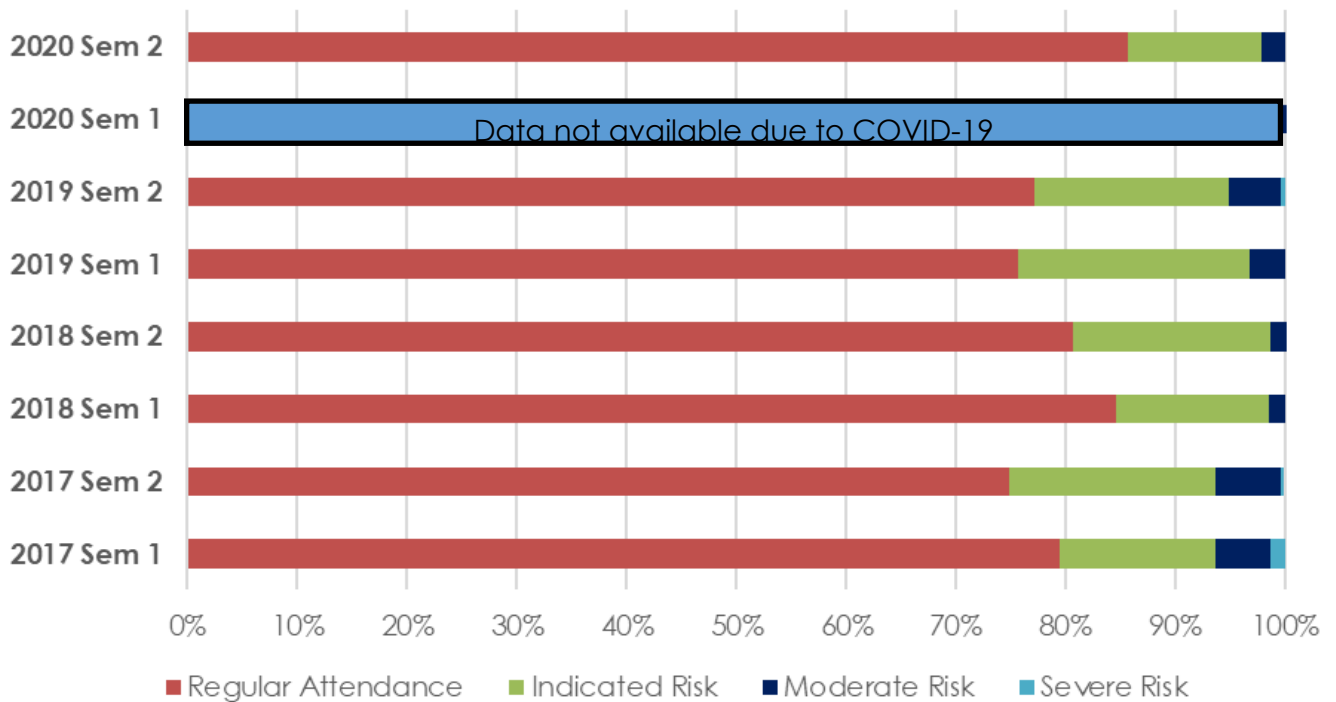


## Attendance

Overall attendance at Ocean Reef remains around the 94% attendance level which is comparable to schools that are similar to us.

	Attend Rate %	Authorised Ab%	Unauthorised Ab%
Sem. 2, 2015	93.9	92	8
Sem. 1, 2016	93.9	92	8
Sem. 2, 2016	93.7	89	11
Sem. 1, 2017	93.5	87	13
Sem. 2, 2017	93.6	88	12
Sem. 1, 2018	95	95	5
Sem. 2, 2018	94.2	88	12
Sem. 1, 2019	93.2	92	8
Sem. 2, 2019	93.3	90	10
Sem 1, 2020 (covid)	N/A	N/A	N/A
<b>Sem 2, 2020</b>	<b>94.4</b>	<b>94.4</b>	<b>12</b>

## Attendance Categories



Please note that Semester 1, 2020 was highly effected by Covid-19





## Student Engagement

### Meeting

By the end of 2022, ABE (Attitude, Behaviour and Engagement) data from reporting to parents will be used to measure the improvement of students' attitude towards learning and goal setting.

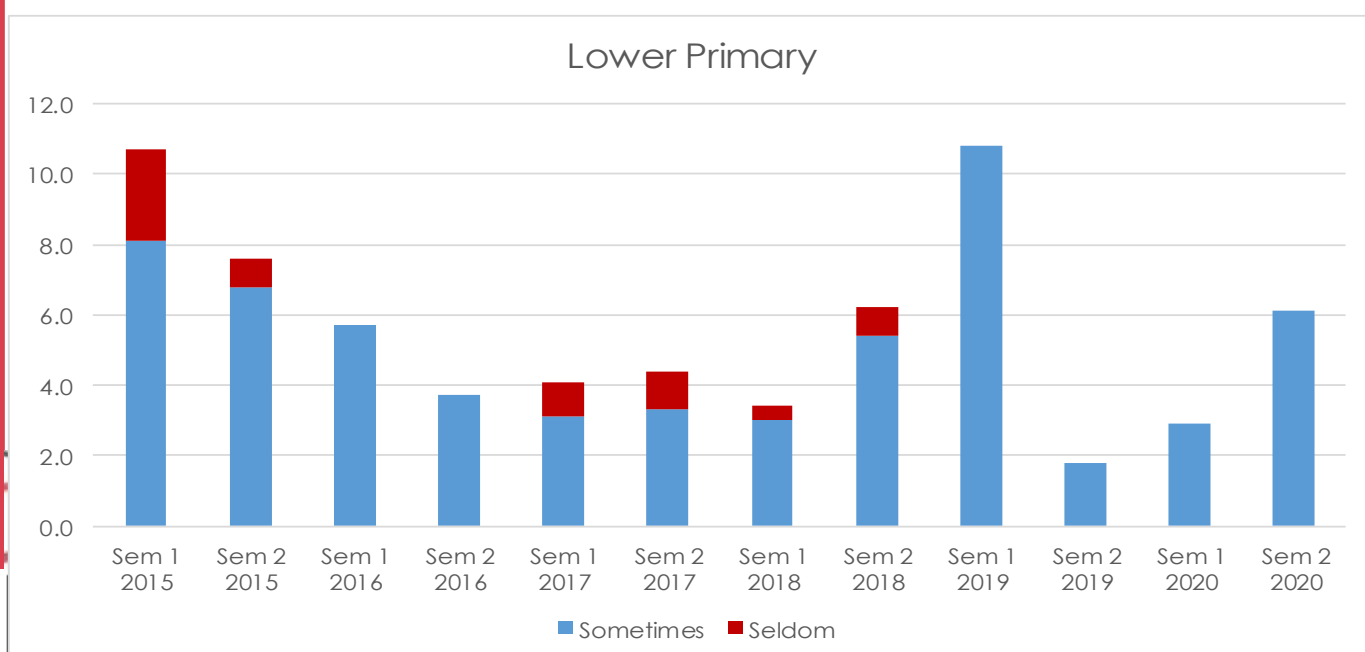
ABE data is now included in the Annual report and reported to the School Board as part of the progress against the Business Plan Targets

### Meeting

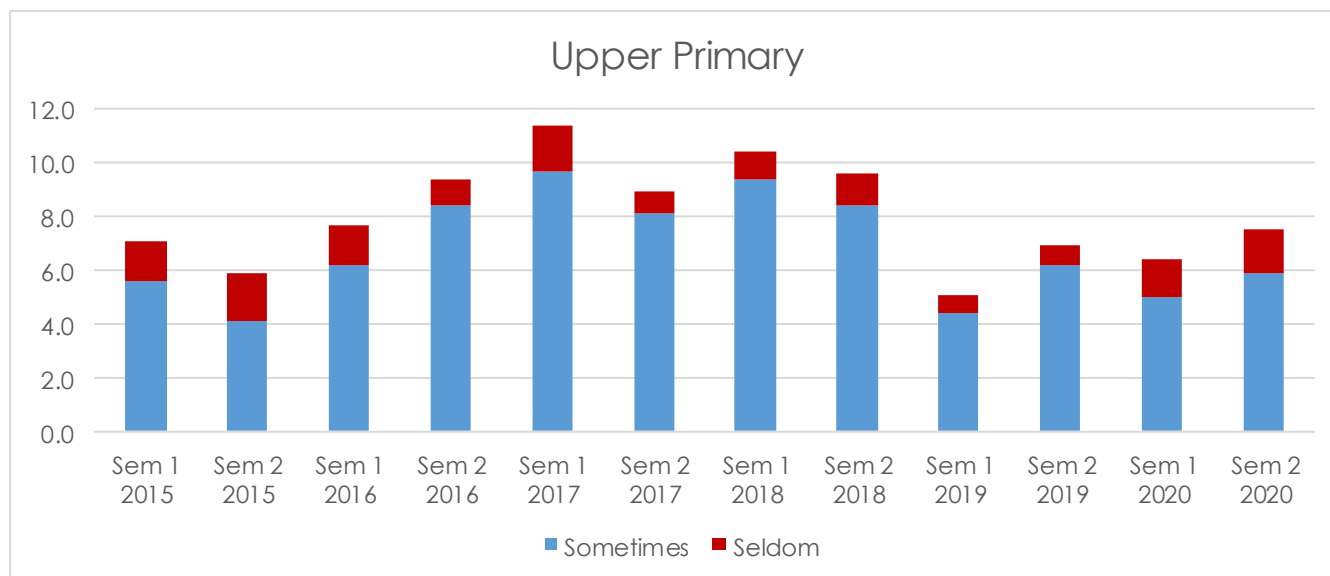
Decrease the percentage of students achieving 'seldom' in all attribute data from previous year levels.

The Attitude, Behaviour and Effort Data (ABE) is extracted from each semester's *Reporting to Parents*. The data shows an improvement in the ABE of students over time when Consistently and often is considered together. Teaching staff now have a behaviour matrix, created in 2017, which describes the behaviours and the percentage of time a student has to demonstrate them in order to have been judged at a particular level, <50% of the time for Sometimes and >10% of the time for Seldom.

Lower Primary	Sometimes %	Seldom%	Together%
Sem 1 2015	8.1	2.6	10.7
Sem 2 2015	6.8	0.8	7.6
Sem 1 2016	5.7	0.0	5.7
Sem 2 2016	3.7	0.0	3.7
Sem 1 2017	3.1	1.0	4.1
Sem 2 2017	3.3	1.1	4.4
Sem 1 2018	3.0	0.4	3.4
Sem 2 2018	5.4	0.8	6.2
Sem 1 2019	10.8	0.0	10.8
Sem 2 2019	1.8	0.0	1.8
Sem 1 2020	2.9	0.0	2.9
Sem 2 2020	6.1	0.0	6.1
Mean	5.9	0.5	6.4



The red boxes in this table indicate semesters where the percentage of students in the Sometimes and Seldom categories was higher than the mean, measured since 2013.

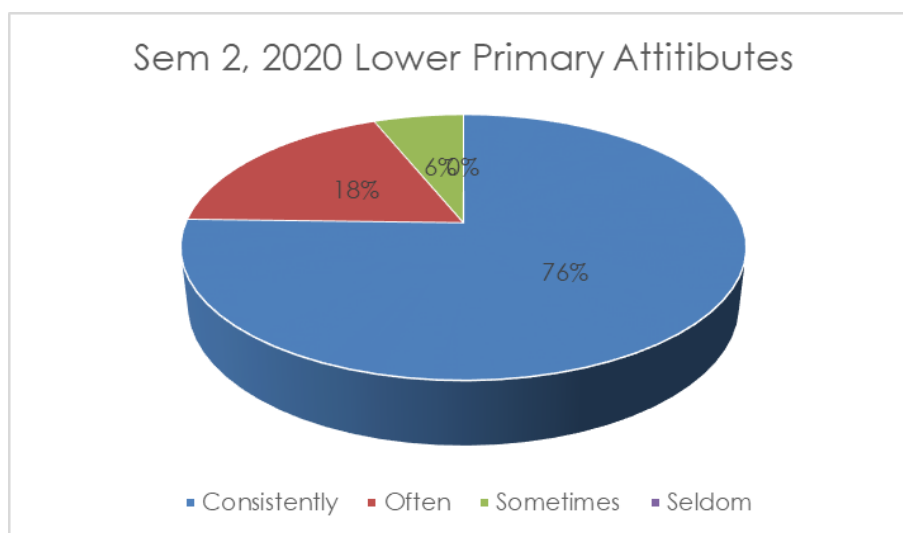


Upper Primary	Sometimes%	Seldom%	Together%
Sem 2 2016	8.4	1.0	9.4
Sem 1 2017	9.7	1.7	11.4
Sem 2 2017	8.1	0.8	8.9
Sem 1 2018	9.4	1.0	10.4
Sem 2 2018	8.4	1.2	9.6
Sem 1 2019	4.4	0.7	5.1
Sem 2 2019	6.2	0.7	6.9
Sem 1 2020	5.0	1.4	6.4
Sem 2 2020	5.9	1.6	7.5
Mean	6.7	1.5	8.2

**Increase the percentage of students achieving 'Consistently' and 'often' in the attribute data 'Sets goals and works towards them with perseverance' from previous year levels.**

The Attitude, Behaviour and Effort Data (ABE) is extracted from each semester's *Reporting to Parents*. The data shows an improvement in the ABE of students over time when Consistently and often is considered together. Teaching staff now have a behaviour matrix, created in 2017, which describes the behaviours and the percentage of time a student has to demonstrate them in order to have been judged at a particular level, >90% of the time for consistently and >50% of the time for often.

In the Lower Primary student are judged against three criteria, whilst the Upper School has 8.

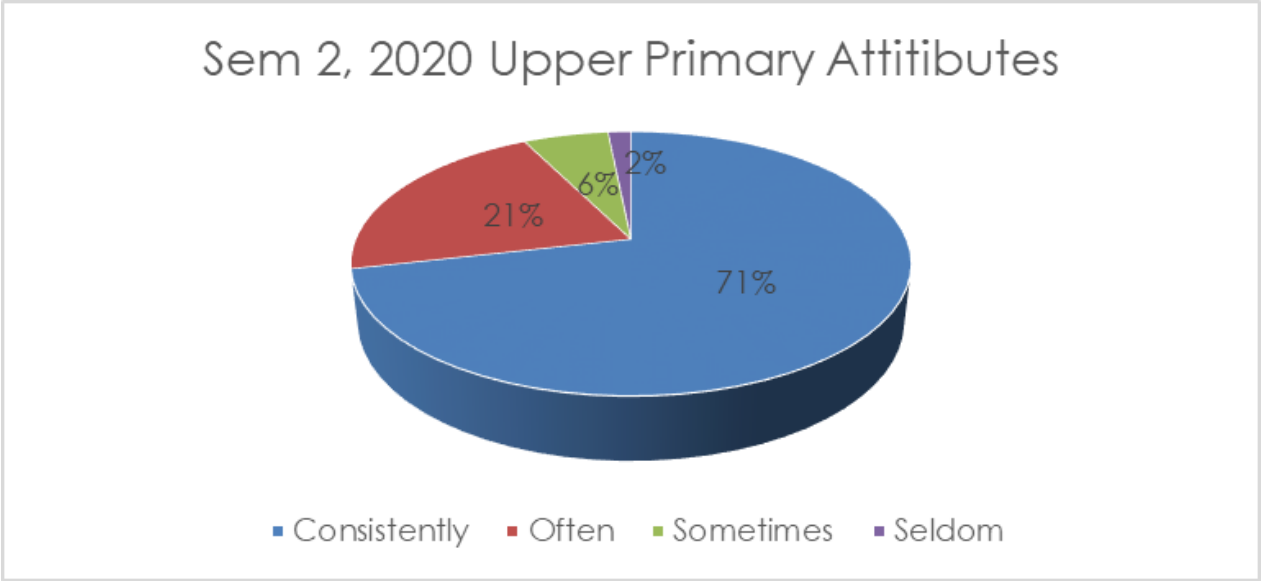


Lower Primary	Consistently%	Often%	Together%
Sem. 1 2014	69.0	20.5	89.5
Sem. 2 2014	71.1	20.0	91.1
Sem. 1 2015	69.3	20.0	89.3
Sem. 2 2015	75.4	16.9	92.4
Sem. 1 2016	74.6	19.7	94.3
Sem. 2 2016	81.8	14.5	96.3
Sem. 1 2017	74.0	21.2	95.2
Sem. 2 2017	77.7	17.9	95.6
Sem. 1 2018	66.7	29.9	96.6
Sem. 2 2018	69.6	24.2	93.8
Sem. 1 2019	62.6	26.7	89.2
Sem. 2 2019	75.7	22.5	98.2
Sem. 1 2020	71.6	25.5	97.1
Sem. 2 2020	75.4	18.4	93.8
Mean	71.7	21.8	93.5





Both sets of data indicate that the attitude, behaviour and engagement of students have progressively improved across both the lower and upper school. The school's focus on STAR behaviours through the Positive Behaviour in School initiative and staff professional learning focused on behaviour has produced positive results. In supporting the student focus upon their learning.

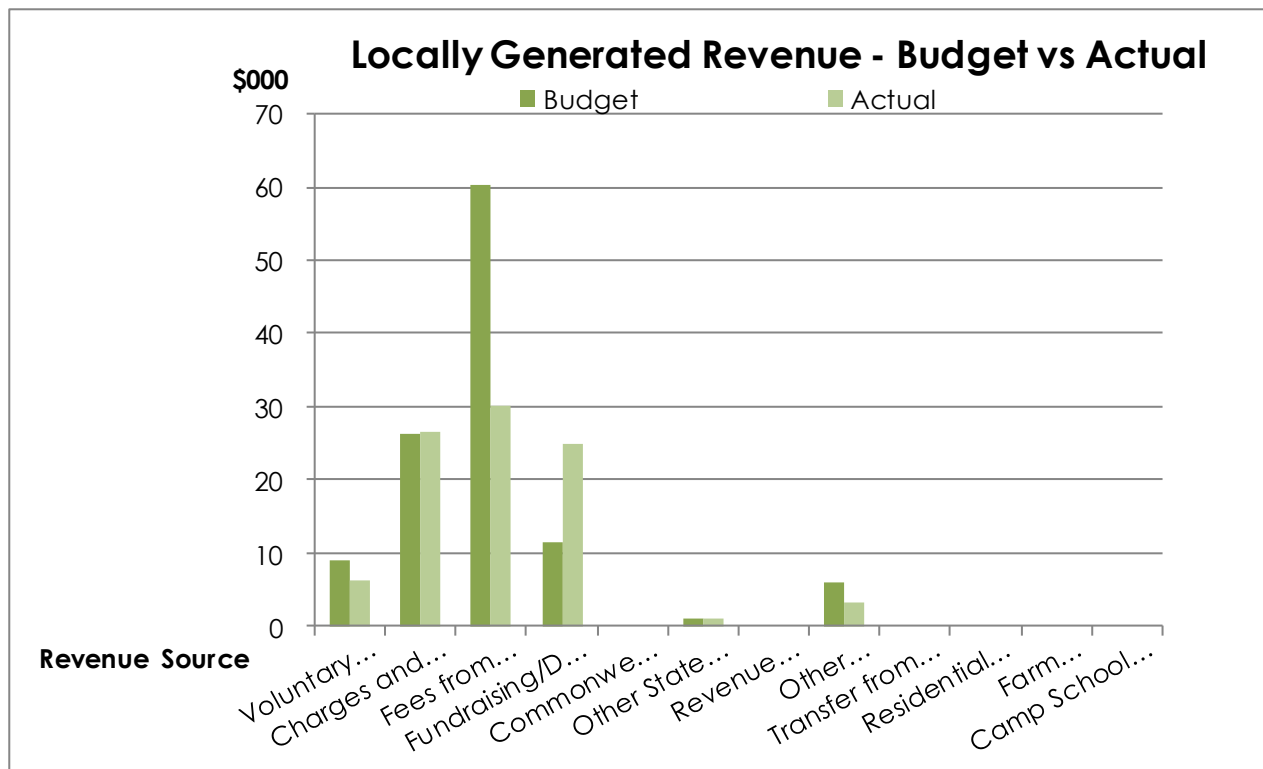


Upper Primary	Consistently %	Often %		Together %
Sem. 1 2014	67.1	23.1		90.2
Sem. 2 2014	67.2	23.6		90.8
Sem. 1 2015	75.0	17.9		92.9
Sem. 2 2015	74.8	19.3		94.1
Sem. 1 2016	73.8	18.5		92.3
Sem. 2 2016	65.5	25.2		90.7
Sem. 1 2017	64.7	25.0		89.7
Sem. 2 2017	63.9	24.8		88.7
Sem. 1 2018	68.3	21.3		89.6
Sem. 2 2018	67.9	22.5		90.4
Sem. 1 2019	71.5	23.5		95.0
Sem. 2 2019	69.7	23.4		93.1
Sem. 1 2020	73.7	19.9		93.6
Sem. 2 2020	71.4	21.1		92.5
Mean	69.8	21.9		91.7



## Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$8,932.00	\$6,288.00
2	Charges and Fees	\$26,392.00	\$26,546.79
3	Fees from Facilities Hire	\$60,290.00	\$30,145.44
4	Fundraising/Donations/Sponsorships	\$11,613.00	\$24,795.56
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$1,000.00	\$1,000.00
7	Revenue from Co, Regional Office and Other	\$ -	\$ -
8	Other Revenues	\$5,986.00	\$3,152.64
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$114,213.00	\$91,928.43
	<b>Opening Balance</b>	\$174,416.52	\$174,416.52
	<b>Student Centred Funding</b>	\$365,730.00	\$372,329.59
	<b>Total Cash Funds Available</b>	<b>\$654,359.52</b>	<b>\$638,674.54</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$654,359.52</b>	<b>\$638,674.54</b>



	<b>Expenditure - Cash and Salary</b>	<b>Budget</b>	<b>Actual</b>
1	Administration	\$9,282.92	\$13,650.50
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$121,849.83	\$87,758.51
4	Buildings, Property and Equipment	\$73,150.02	\$187,189.56
5	Curriculum and Student Services	\$159,799.79	\$101,093.62
6	Professional Development	\$25,000.00	\$11,373.65
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$5,000.00	\$4,978.92
9	Payment to CO, Regional Office and Other	\$435.00	\$525.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools on-	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$394,517.56</b>	<b>\$406,569.76</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$394,517.56</b>	<b>\$406,569.76</b>
	<b>Cash Budget Variance</b>	<b>\$259,841.96</b>	

