



Department of
Education

D19/0107851

Public education
A world of opportunities

Ongerup Primary School

Public School Review

March 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

Ongerup Primary School is situated in the town of Ongerup, in the Great Southern region of Western Australia, approximately 150 kilometres from Albany. The school, with an Index of Community and Socio-Educational Advantage rating of 1070 (decile 2), currently enrolls 19 students from Kindergarten to Year 6 with minimal student transiency.

Built in 1914 to educate the children from local farms and the small town centre, the school retains a strong culture of parental and community involvement. The Parents and Citizens' Association is highly active and facilitates significant contributions to the school.

Two classes, accommodating Kindergarten to Year 2 and Year 3 to Year 6, provide multi-aged learning which is personalised to meet individual need.

Native vegetation and tall trees provide a scenic backdrop and nature playground. The gardens provide a welcoming feature for the school and are used to extend outdoor learning opportunities.

School self-assessment validation

The Principal submitted a range of information supporting school self-assessment.

The following aspects are confirmed:

- The selection of credible data and appropriate evidence provided an open, honest and transparent account of the current school context and performance.
- Anecdotal information and observations were supported by strategic and operational plans.
- Data and attachments provided reflective commentary with a strong contextual focus.
- The planning intentions described in the submission were elaborated on during the validation visit by the principal, teaching staff, support staff and parent representatives.
- Collaboration and staff engagement in whole-school improvement was validated during the school visit.
- The Principal identified that information contained within the Public School Review report will be reflected upon, discussed and integrated into future operational plans.

The following recommendations are made:

- Provide detail of the school's identified plans in response to the observation and analysis of the evidence submitted.
- Demonstrate an alignment between current performance, areas identified for improvement, target setting and related planning.
- Include student progress and achievement evidence, in addition to anecdotal observations and analysis, in the *Student Progress and Achievement* section of the ESAT¹ to demonstrate student focused self-assessment and improvement processes.
- Establish ongoing processes for whole-staff collaboration and authentic engagement in the analysis of data to inform school self-assessment and improvement processes.
- Create opportunities to capitalise on the potential for staff and community representatives to become fully engaged in the development of a continuous self-reflective culture using the ESAT.

Public School Review

Relationships and partnerships	
An ethos of care and respect is apparent in staff, students and families. While the school values strong working relationships, and parents are welcomed to communicate with the school, they expressed a need for new families to be actively and authentically connected.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • New communication methods have increased parent and staff satisfaction with plans to further improve the timeliness of information distribution. • Parents are proud of the school and enthusiastically support school activities by attending events, fundraising and volunteering. • Strong connections with network schools support staff development, common task moderation and increase shared distribution of resources. • External providers and services are used to enhance current programs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Actively seek engagement with all parents to increase school involvement. • Increase the frequency of notifications, invitations to events and feedback for parents about student progress and achievement. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Implement training to strengthen the School Council's composition and governance role as key contributors to the school's improvement agenda. • Share information relating to the school's strategic intentions by distributing the School Council and Finance Committee meeting minutes.

Learning environment	
A cohesive and respectful school culture has been established on the school's collaborative development and implementation of the PBSF ² matrix that supports a shared understanding of school values and behaviour expectations. Students feel safe, included and well supported.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Staff have created a calm, orderly and safe learning environment. • Annual attendance rates are consistently above like schools. • Explicit teaching of behaviours and positive behaviour acknowledgement systems increase positive behaviours across a range of contexts. • The chaplain provides strong pastoral care and support for students and families through involvement in class learning and whole-school activities. • NQS³ self-audits informed the 2019 implementation of play-based learning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Progress the whole-school integration of the <i>Aboriginal Cultural Standards Framework</i> by building on partnerships with Poornarti Tour Elders. • Engage the early childhood teacher in NQS assessments and planning. • Extend the implementation of the PBSF Tier One by embedding visuals.

Leadership

The Principal is highly visible and teaches during the week. School improvement processes are led by the Principal with contribution invited by stakeholders.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Current plans outline priorities and strategies. • Change management processes have been effectively used to implement PBSF across the school. • Professional networks are accessed to inform curriculum practices that are adapted and applied in the school. • Student leaders engage actively in whole-school event planning.
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Articulate strategic intent and vision in leading a cohesive and collaborative culture of rigorous evidence analysis to inform planning. • Involve staff in the comprehensive analysis of data, the identification of school priorities and student achievement targets when developing strategic and operational plans that are clearly linked to student outcomes. • Develop the annual school report as part of the school improvement cycle. • Review the school's induction resources and program to articulate school vision, roles, responsibilities, policy, practice and expectations. • Increase opportunities for distributed leadership by identifying those with specific skills, interests and expertise to support whole-school initiatives.

Use of resources

Following the departure of the manager corporate services (MCS) last year, the Principal identified the Schools Resourcing System as a key area for development. A recent financial compliance audit returned a good finding for the period up to the end of 2018.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The current MCS is developing an understanding of financial management planning processes.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • The Principal and MCS to undertake training to meet the Expectations⁴ for effective human and physical resource management. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Establish a working understanding and evidence based application of the expectations as outlined in the <i>Funding Agreement for Schools</i>. • Create a workforce plan to identify future needs with a focus on attraction, retention and succession planning to promote continuity of service. • Develop a practical understanding of the roles and responsibilities of the finance committee to: increase expenditure links with school priorities and student outcomes; continuously monitor expenditure against budgets, and make appropriate adjustments as required throughout the year.

Teaching quality	
Collegiate support and trust is evident and reciprocal, between the recently appointed graduate and more experienced teacher, with a visible shared ownership for the success of every child.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> On-entry assessment program data is used effectively to set specific student targets and plan appropriate interventions. Teachers have developed scope and sequence English and mathematics learning programs that are aligned with the Western Australian Curriculum. Digital technologies are integrated into curriculum delivery across the school to enhance engagement and learning outcomes. Engagement with other schools support task and grade moderation. Teachers are encouraged to promote learning through high engagement and high interest activities.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> Articulate learning intentions and mechanisms for assessment of learning as part of play based learning planning. Introduce classroom observations and opportunities for ongoing feedback to enhance teacher development that is aligned with individual need, specific student targets and school priorities. Establish whole-school beliefs and language to describe effective teaching and visible learning.

Student achievement and progress	
The school is aware of the need to develop literacy and numeracy skills whilst extending personalised learning and pathway planning that is relevant to each students' needs.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> Student academic growth is monitored closely at an individual level. All students are provided with appropriate intervention and support strategies. The pre-Kindergarten transition program enhances school readiness. Student achievement is celebrated as a whole-school and individual level. School-based standardised tests are used in addition to NAPLAN⁵ to track longitudinal progress through phases of learning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> Implement the CARS & STARS program to improve comprehension skills. Research and implement further intervention programs and learning strategies to extend students' targeted literacy and numeracy progress. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> Monitor the impact of school based programs and initiatives. Develop comprehensive understanding of individual and whole-school data with the emphasis on analysis to inform priorities and targets.

Reviewers

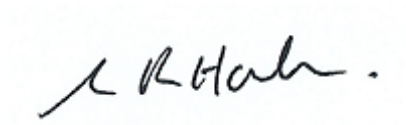
Merrilee Wright
Director, Public School Review

Deidre Morgan
Principal, Carnamah District High School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Electronic School Assessment Tool
- 2 Positive Behaviour Support Framework
- 3 National Quality Standard
- 4 Principals' Statement of Expectations, Appendix C, Employee Performance Policy
- 5 National Assessment Program – Literacy and Numeracy