



"Excellence Through Effort"

ONGERUP PRIMARY SCHOOL ANNUAL REPORT 2021

Principal's Report



School Context and Nature of the Community

Ongerup is a small town located around 420km from Perth and 150km from Albany, with two thirds of our students being town residents with the others coming from farming backgrounds. The school is a valued part of the community and the generations of attendees that live in the area hold an active interest in the school. Although small, the town supports several small businesses and a range of general interest clubs. Farming, predominantly sheep and grain, is the main industry within the Ongerup area. Ongerup has become renowned for its commitment to the Malleefowl – an endangered bird species which is also the Shire of Gnowangerup's emblem. The town is well known for its Malleefowl preservation and research centre - Yongergnow. The name Ongerup means "*place of the male kangaroo*" in the local Noongar language.

Ongerup Primary School is a level 3, K-6 Primary School with an enrolment of 21 students for 2021. Collectively our staff have a wealth of experience. In terms of student numbers and staffing we had entered a period of stability with some major changes heading into 2022. A further turnover of classroom staff for 2021 with our Joeys teacher taking up a position in Perth and our School Chaplain returning to the family farm business. In all we had 12 staff with most having part time roles.

Our 21 students are in two classrooms, our Joeys Years K-2, and our Boomers Years 3-6, with a significant degree of transiency within the school. Decisions are made with the students best interest in mind. As a Positive Behaviour Support school our four core school community values are: **Resilience**, **Ongoing Respect**, **Open Yourself to Challenges** and **Strive to be Your Best**. Together we are "**ROOS**"!

We have a very hardworking and supportive Parents & Citizens association who fundraise for the school. Our School Council meets each term to discuss school planning, practices and policies. We work closely with our local education cluster known as the *Fitzgerald Cluster*, consisting of five other schools in our district: Jerramungup District High School, Borden Primary School, Bremer Bay Primary School, Gairdner Primary School and Wellstead Primary School. The Fitzgerald Cluster provides networking support partnerships for both Junior and Senior Primary teaching staff.

In 2021 local partnerships were not as prominent with COVID restrictions, however, our *Warperup* triangular partnership with Borden and Pingrup Primary Schools was strengthened through an agreement to conduct three significant shared experiences for 2021; one cultural, one sporting and one academic, with each to be conducted at a different school. Our links with Yongergnow (the Mallefowl Research Centre) continue with use of the facility for events and various meetings.

Parents, family and friends are actively engaged within the school and were invited to attend carnivals, incursions, excursions, and our end of year concert. Parents and community members are also openly encouraged and invited to give feedback on many aspects of the school and its standing within the community.

The following report looks at 2021, the year that was. It allows us an opportunity to reflect, review and look at forward planning as we move into 2022.

2021 Staffing

Principal - Mr Mark Bruce

Mangers Corporate Services - Mrs Jennifer Ireland & Mrs Sally Bruce

Boomers Senior Classroom Teacher - Ms Chloe Taylor

Joeys Junior Classroom Teacher - Miss Michelle Hoe Semester One

Mrs Sally-Anne Jansen/Mrs Liz Lefebvre Semester Two

Education Assistants - Mrs Elizabeth Lefebvre, Mrs Aida Pocock and Mrs O'Connor

Librarian - Mrs Sally Bruce/Mrs Alyce Langdon

Gardening and Maintenance - Mrs Sue Osborne and Mrs O'Connor

Cleaning - Miss Elisa Santana and Mrs O'Connor

School Chaplain - Mrs Vicki Hooper

This year we farewelled Miss Hoe and Mrs Hooper. I would like to thank them for their outstanding contribution to our school community. We also welcomed Mrs Jansen and Mrs Lefebvre back into a shared Joeys teaching role, and Mrs O'Connor assisting in a variety of roles.

Many thanks to all staff for your positivity, outstanding collaboration and professionalism under quite challenging circumstances.

The current School Business Plan 2021-2022 involves four main priorities:

1.Target – to improve the delivery of Literacy within the school resulting in 75% of students improving performance within their InCAS chronological age equivalent in *Comprehension (2022 InCAS)*

Term 3 InCAS Testing indicates that 50% of current students (8/12 students tested were present 2020-2021) have improved their InCAS testing results in Comprehension.

As a side note 62.5 % of those 8 students have also improved their Reading scores.

Of the total 18 2021 students who tested for Reading:

27.5% scored above expected age

33.0% scored at expected age

38.5% scored below expected age

After the change in teaching staff we are working towards our target for 2022. Our strategies outlined in our current Business Plan 2021-2022 will continue to be applied.

2.Target – to improve the delivery of Literacy within the school resulting in the annual average NAPLAN Grammar scores being at least equal to or above like schools (2022 NAPLAN)

We had very small numbers of students in Year 3 & 5 (3 students only in 2021), consequently the 2022 NAPLAN Grammar averages may prove to be a more indicative measure of our success.

The 2021 NAPLAN average results were very strong:

Year 3 & 5 Grammar averages, one band above the Australian mean in both year groups and Anecdotal evidence suggests that explicit teaching and Storyathon is having a strong influence in the development of grammar, punctuation and writing. This is also supported through our NAPLAN writing results in conjunction with other areas of focus – 7 Steps for Writing.

Year 3	School Band Student Mean	Australian Band Student Mean	Comparison to Like Schools	Minimum Band Required Year 3
Reading	7	5	above	2
Writing	5	5	above	2
Spelling	4	4	at	2
Grammar & Punctuation	6	5	above	2
Numeracy	5	4	above	2
Year 5	School Band Student Mean	Australian Band Student Mean	Comparison to Like Schools	Minimum Band Required Year 5
Reading	6	6	above	4
Writing	6	6	above	4
Spelling	6	6	above	4
Grammar & Punctuation	7	6	above	4
Numeracy	6	6	at	4

3. Target – to improve the delivery of Mathematics within the school resulting in 75% of students improving performance within their InCAS chronological age equivalent in *Mental Mathematics (2022 InCAS)*

8 of 12 current students tested in both 2020-2021 InCAS testing. 50% of these have improved their Mental Arithmetic scores, while only 25% of these have also improved their General Mathematics scores.

Of the total 18 2021 students who tested for General Maths:

16.5% Above expected age

65.0% At expected age

16.5% Below expected age

InCAS Test 2021	Below Age	At Age	Above Age	At or Above
Reading	38.5%	33.0%	27.5%	60.5%
Comprehension	38.5%	27.5%	27.5%	55.0%
General Maths	16.5%	65.0%	16.5%	82.5%
Mental Arithmetic	49.5%	33.0%	22.0%	52.0%
Developed Ability	22.0%	38.5%	38.5%	77.0%

Summary of whole school InCAS testing scores in 2021

InCAS explained:

Overall **“Reading”** age is determined through analysis of a student’s performance in the following criteria; **word recognition, word decoding, comprehension and spelling.**

“General Mathematics” is determined through analysis of a student’s performance in the following criteria; **Numbers 1 (counting, place value, fractions and decimals), Numbers 2 (sorting, patterns, problem solving and algebra), MSS (measures, shape and space) and Data handling.**

“Mental Arithmetic” is determined through analysis of a student’s ability to quickly and accurately process **addition, subtraction, multiplication and division sums in their head.**

“Developed Ability” is determined by the student’s ability to understand more increasing difficult words and ability to solve increasingly more difficult problems.

4. Target - to improve the local regional perception resulting in the biannual NSOS survey scoring an average of 4.0 or above (2022 Survey)

New Business Plan design in place, website is in construction – Staff, P&C and School Council feedback has been sought during the development. Initial draft design has been approved by all stakeholders. Parent and community involvement in the P&C was particularly strong this year and anecdotally the feel for our progress and direction in promoting the school has been very positive and supportive. The school will continue to promote our successes both within and outside the school as we move into 2022.

SIDE Languages 2021

While we continue to have changes within our student cohort, we are still managing to maintain a strong languages program from Kindy to Year 6. This starts with our involvement in ELLA Japanese from K-2, and continues with our wonderful SIDE teachers who conduct online lessons for a Year 1-2 class, a Year 3 class and a Year 4-5 class.

Japanese SIDE Language Grades	2016	2017	2018	2019	2020	2021
A%	-	-	8%	23%	7%	8%
B%	20%	38%	42%	38%	29%	31%
C%	73%	54%	33%	31%	64%	54%
D%	-	8%	17%	8%	-	8%
E%	7%	-	-	-	-	-

SCSA Western Australian Curriculum

Western Australian Curriculum implementation is currently up to date and running according to the SCSA timelines. The Australia Curriculum is notionally based on time of which we come close to achieving. Please see allocated time (per week) below for each of our classes. Literacy and Numeracy still being the major components of our teaching program. In utilising our longitudinal performance data we are able to identify and prioritise areas of need within the curriculum for strategic planning. We have also worked hard to include all Learning Areas and value add to our existing curriculum where possible: The extension of our school Languages program now from K-6 with the addition of ELLA program for our Kindergarten - Pre-primary students.

As you can see in the tables below we provide a strong emphasis upon Literacy and Numeracy. The actual time is what we have timetabled and the notional time is SCSA's recommended time required for each subject.

Subject Time Allocation 2021

Joeys (K-2)	Actual Time (Min)	Notional Time (Min)
Literacy	450	360
Numeracy	350	300
Health, Physical Education & Daily Fitness	130	120
HASS	100	120
Science 120 min (plus STEAM 50 min)	170	120
Japanese	80	120
Design & Technology 50 min/STEAM 50 min	100	60
Art – Sem 1	50	60
Music – Sem 2 (plus end of year Musical/Drama)	100	60
Chaplaincy (random sessions with Chaplain)	0	Optional
PBS/Values	30	Optional
Play Based Learning	120	120

Boomers (Years 3-6)	Actual Time (Min)	Notional Time (Min)
Literacy	450	360
Numeracy	350	300
Health, Physical Education & Daily Fitness	140	120
HASS	150	120
Science 120 min (plus STEAM 50 min)	170	120
Japanese	80	120
Design & Technology 50 min/STEAM 50 min	100	60
Art – Sem 1	50	60
Music – Sem 2 (plus end of year Musical/Drama)	100	60
Chaplaincy	0	Optional
PBS/Values	30	Optional

Professional Learning

Professional Learning from the Department of Education, Albany Network and Fitzgerald Cluster Junior and Senior Networking. The Professional Learning has extended from mandatory online courses to Staff Development Days and Network meetings. During 2021 we had staff upskilling in Letters & Sounds synthetic phonics and KOLP training (Katanning Oral Language Program for Kindy and Pre-primary in readiness for reading development). This year staff also took the opportunity to be involved in the LILEY project (Leading Inspired Learning in the Early Years). LILEY (K-2) is a key strategy being implemented by the Early Childhood Education Branch (now Primary, Early Childhood and Education Support Directorate) of the Department of Education to build the capacity of early childhood teachers and leaders within our sector.

♦ Safe, Supportive and Engaging Learning Environments

Positive Behaviour Support

PBS continues to be integrated into the school framework. Negative behaviour data is at a minimum with few serious incidents, suspensions or detentions needed. We have free and frequent tickets and whole school rewards for positive behaviour in place. A budget has been set up for PBS as initially outlined in our School Strategic Plan 2018-2020. The teaching and reinforcement of School ROOS Values is in full swing both in the classroom and as a part of the Chaplaincy Program. With a recent turnover in teaching and learning staff we will need to update our Team Training for 2022.

School Chaplaincy Program

School Chaplaincy is provided by “YouthCARE” as an Education Department funded targeted initiative and is a significant component of our school strategic planning. The program was conducted every Wednesday with Mrs Hooper playing an integral role in the following areas:

- ♦ Pastoral care within the school
- ♦ Support for students, staff and families within the School Community

- ♦ Assisting with School Values education through PBS activities and initiatives
- ♦ Relationship building and Individual counselling
- ♦ Assisting with physical education, incursion and excursion activities
- ♦ Working closely with the student leaders

The Chaplaincy Program has been well received within the school community. We look forward to this partnership further developing and continuing long into the future as we look to welcoming a new Chaplain in 2022. Many thanks to Mrs Hooper for her valuable service over the last two year

Primary Attendance Rates

Throughout 2016-2021 has been quite challenging over the past two years, with unusually high absences. This was partly attributed to COVID, transiency and other unique occurrences. To this end we have worked hard to improve our rates, as evident in our Semester Two improvement. Attendance will remain a priority as we move into 2022.

2016		2017		2018		2019		2020		2021	
Annual Attendance Rate (Semester 1 & 2 combined) 92.55%		Annual Attendance Rate (Semester 1 & 2 combined) 95.5%		Annual Attendance Rate (Semester 1 & 2 combined) 93.6%		Annual Attendance Rate (Semester 1 & 2 combined) 92.85%		Annual Attendance Rate (Semester 1 & 2 combined) 88.85%		Annual Attendance Rate (Semester 1 & 2 combined) 85.65%	
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
66.7%	87.5%	83.3%	78.6%	78.6%	93.8%	94.4%	73.7%	41.0%	56.0%	26.3%	57.1%
22.2%	12.5%	16.7%	21.4%	21.4%	6.2%	5.6%	26.3%	41.0%	38.0%	36.8%	23.8%
11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.0%	6.0%	36.1%	14.3%
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	0.0%	0.0%	0.0%

Attendance Type

Students who attend	90% or greater "Regular Attendance"
Students who attend	80% - <90%
Students who attend	60% - <80%
Students who attend	less than 60%

National Quality Standards - NQS

Our aim is to maintain NQS minimum standards across the board.

♦ **Relationships**

Community & School Partnerships

Throughout 2021 we have continued to maintain partnerships with various local schools and local community bodies to further enhance curriculum, social and extra-curricular opportunities, although opportunities were limited due to COVID:

Through our Warperup partnership (Borden, Pingrup & Ongerup), we focused on an inter-school training program during Term Three that was conducted with Borden and Pingrup. Our local Warperup faction carnival giving us a great base for our Fitzgerald Cluster Athletics carnival. The students from all three schools are really enjoy the ongoing partnership.

Continuation of the close working partnership is ongoing within the Fitzgerald school network cluster for Swimming, Athletics, Netball, Football, Kanga Cricket Carnivals and Professional Learning.

♦ **Leadership**

Student Council

The Student Council in 2021 consisted of 1 member: 1 School Captain. In Term Four, 2021, the students commenced the selection process undertaking a brief election campaign, including a speech presentation to staff and students which culminated in voting - one vote per person. Throughout 2021, worked with our staff. The student council including some trainee Year 4's, worked well throughout the year provided support to students in the playground, assisted teaching staff when required, conducted assemblies and organised a range of educational/recreational activities. Our School Captain also attended the GRIP Leadership Conference as part of her leadership training and development. This has now become an annual part of Student Council leadership training.

Staff

Staff continue to share distributive leadership opportunities with; cost centre management, project initiatives - excursion planning, Book Fair, End of Year Concert planning, Joeys Big Day out, Visiting Schools and assembly coordination, LILEY project and PBS Team Leadership.

Administration and School Leadership

As an administration we are constantly seeking improvement, coordinating school planning and managing the day to day running of the school. This year we focused on the further refinement of our ongoing school improvement cycle - analysis, planning, implementation and review. We reviewed our School Council Governance structures and had a renewed interest and strengthening of our P&C with new parents coming on board. I would like to thank Mr Graeme Savage - School Council Chair and Mrs Melissa Savage P&C President for their support and role in this process.

Mr Mark Bruce - Principal

School Incursions and Excursions 2021

At Ongerup we highly value the importance of enriching our curriculum through offering students a range of unique learning opportunities and experiences throughout the year.

Term One

- ◆ Annual P&C Breakfast - for all school families
- ◆ In-term Swimming Lessons at Gnowangerup
- ◆ Boomers Super Camp to Rottnest in conjunction with Borden, Bremer Bay, Gairdner, Manypeaks, South Stirling, and Wellstead Primary Schools
- ◆ Gnowangerup SES Demonstration and student workshop



Term Two

- ◆ GRIP Leadership Conference in Albany for our Student Council
- ◆ John Budiselic Poetry Workshop Years 2-5
- ◆ Gairdner Lightning Carnival Netball & AFL
- ◆ Boomers Visiting Schools at Jerramungup
- ◆ Donna Wright Author's Visit
- ◆ Warperup Inflatable Fun day at Pingrup
- ◆ Warperup Indigenous Creek Walk at Borden
- ◆ NAIDOC Day at Jerramungup



Term Three

- ◆ Great Southern Netball Carnival (Year 5 Boomers)
- ◆ Yongergnow Science Week excursion P-5
- ◆ Packed with Goodness student & parent workshops, Veggie Man Visit
- ◆ Book Fair
- ◆ WA Police Visit
- ◆ Joeys Big Day Out - Bunnings Tour
- ◆ SIDE Japanese incursion
- ◆ Interschool Athletics Training Program with Borden & Pingrup
- ◆ Warperup Athletics with Borden & Pingrup Primary Schools
- ◆ Fitzgerald Interschool Athletics at Gairdner Primary School



Term Four

- ◆ Borden Spring Kite Festival
- ◆ Kanga Cricket Carnival for Boomers at Wellstead
- ◆ Pre-kindy Orientation
- ◆ Concert and Awards Night - "Fairy Tale Wrap" musical production
- ◆ End of Year Family Pool Party - at Gnowangerup





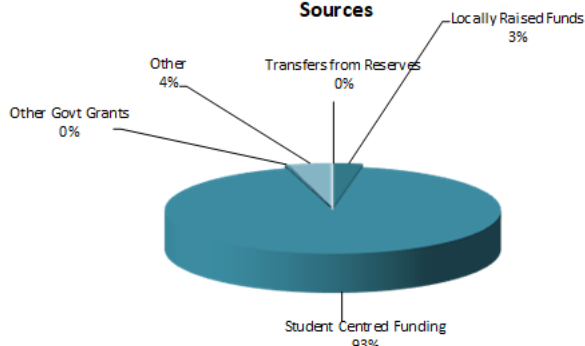
"Excellence Through Effort"

Ongerup Primary School Financial Summary as at 31 December 2021

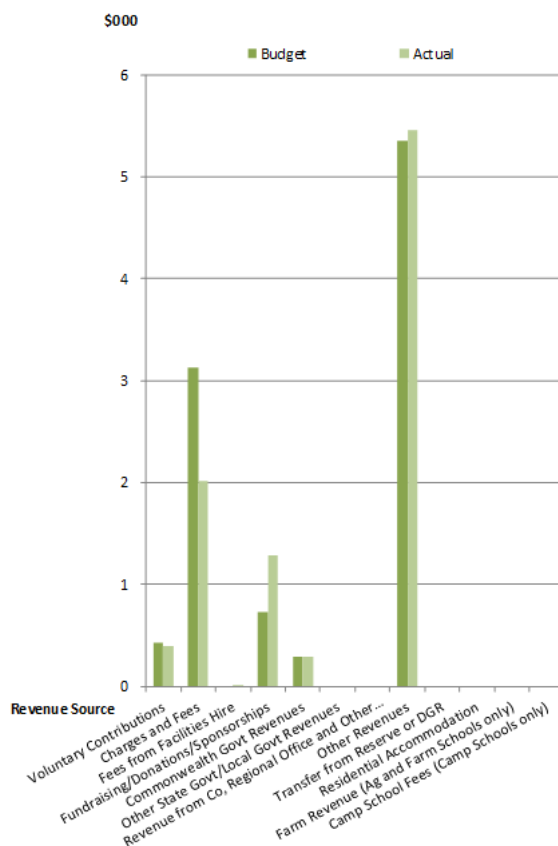
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Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 430.00	\$ 390.00
2	Charges and Fees	\$ 3,130.00	\$ 2,020.00
3	Fees from Facilities Hire	\$ -	\$ 0.91
4	Fundraising/Donations/Sponsorships	\$ 730.00	\$ 1,290.00
5	Commonwealth Govt Revenues	\$ 285.57	\$ 285.57
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,355.00	\$ 5,457.07
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 9,930.57	\$ 9,443.55
Opening Balance		\$ 39,635.00	\$ 39,634.93
Student Centred Funding		\$ 115,278.21	\$ 120,931.59
Total Cash Funds Available		\$ 164,843.78	\$ 170,010.07
Total Salary Allocation		\$ 719,872.00	\$ 719,872.00
Total Funds Available		\$ 884,715.78	\$ 889,882.07

Current Year Actual Cash Sources

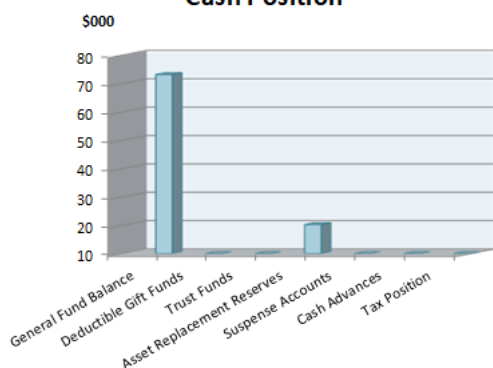


Locally Generated Revenue - Budget vs Actual

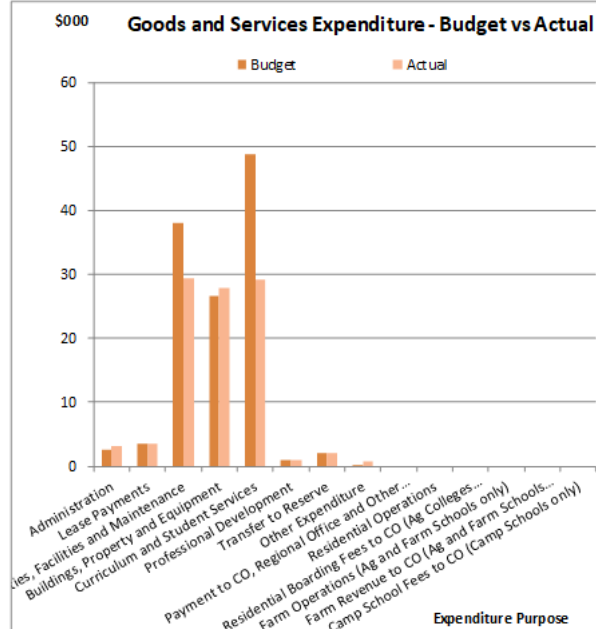


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 2,670.00	\$ 3,143.50
2	Lease Payments	\$ 3,576.00	\$ 3,575.60
3	Utilities, Facilities and Maintenance	\$ 38,047.00	\$ 29,378.97
4	Buildings, Property and Equipment	\$ 26,653.91	\$ 27,935.82
5	Curriculum and Student Services	\$ 48,669.65	\$ 29,217.02
6	Professional Development	\$ 1,000.00	\$ 846.41
7	Transfer to Reserve	\$ 2,000.00	\$ 2,000.00
8	Other Expenditure	\$ 5.00	\$ 735.70
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 122,621.56	\$ 96,833.02
Total Forecast Salary Expenditure		\$ 536,531.00	\$ 536,531.00
Total Expenditure		\$ 659,152.56	\$ 633,364.02
Cash Budget Variance		\$ 42,222.22	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 88,389.96
Made up of:	
1 General Fund Balance	\$ 73,177.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 20,253.19
5 Suspense Accounts	\$ (3,072.28)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,968.00)
Total Bank Balance	\$ 88,389.96