

Pingelly Primary School

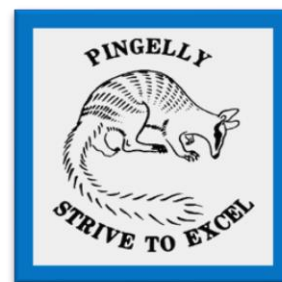
Annual Report 2021



STRIVE to EXCEL

39 Park Street Pingelly, WA 6306 | 9887 2000
pingelly.ps@education.wa.edu.au | www.pingellyps.wa.edu.au

Message from the Principal



It is with great pride that I present our 2021 Annual School report. This year has been a year of rapid change for Pingelly Primary School. I was fortunate enough to win the substantive Principal position which has allowed me to recruit a high-quality staff to build a strong coalition to bring our vision of becoming a high performing school to fruition.

We have worked hard this year to raise community perceptions of our school and have achieved this through forging strong relationships and building the collective efficacy of our school community. We now have a highly collaborative staff who understand that a highly effective team is one of the essential ingredients of a high performing school. Our staff now believe and trust in our 'We're All in This Together' mantra. At Pingelly Primary School, we believe that everyone has a voice and that every voice should be heard.

Our moral purpose is to become a school of excellence, to empower students to strive for academic success whilst being resilient, respectful and emotionally intelligent in order to contribute to society and to find purpose, meaning and happiness in life. We encourage our students to Work Hard, Play Hard and Be Kind.

Our Working in Teams (WiT) approach-where we *Learn Together, Plan Together* and *Teach Together* in conjunction with the development of common whole school approaches and the implementation of whole school programs has provided a strong foundation for our school to provide a high-quality education for all of our students.

Despite COVID-19 causing volatile, uncertain, complex and ambiguous times for our community, I feel so very proud that we were able to develop the high expectations culture that we have. I am also so pleased to see that the changes we have made are translating into positive tangible outcomes for our students.

I hope you enjoy reading about our successes and join us in celebrating what has been a positive and productive year for Pingelly Primary School.

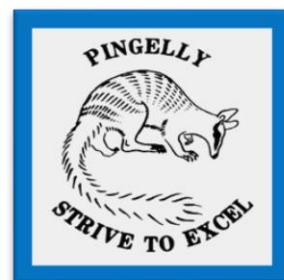


Ms Sam Goodlad

Principal

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Snapshot of Pingelly Primary 2021



Our Vision

At Pingelly Primary School we want all students to be prepared for their future as confident, well-rounded masters of literacy and numeracy, who are technologically competent, self-disciplined, with a good work ethic, always striving for their personal best and aware of their responsibility to their community.

Our Values

Strength -It takes great strength to be sensible

Thoughtfulness -Have reasons for the things you say and do

Respect-Treat others as you would like them to treat you

Initiative-Pursue your personal best no matter who you work with

Valiance -Be brave, participate to progress

Emotional Intelligence-Be the master not the victim to your feelings



Pingelly Primary School is located approximately 160 kilometres south east of Perth. The school is characterised by attractive gardens, extensive grounds and excellent facilities.

Pingelly PS is a Level 4 Public School with a student population of 100 students from Kindergarten to Year Six. Approximately 50% of students come from surrounding rural areas with the remaining students coming from the town itself. Our Aboriginal student population has grown to 25% and we have a 45% transiency rate. We currently have an ICSEA (Index of Community Social Economic Advantage) of 905.

The school was previously a Level 5 District High School which catered for up to 350 students ranging from kindergarten to year ten. Our current students and staff are privileged to learn and work on such a large campus and have access to purpose built Computer, Science, Home Economics, Art and Music rooms. The school has a well-resourced library and an undercover area where the magic of our Performing Arts program takes place.

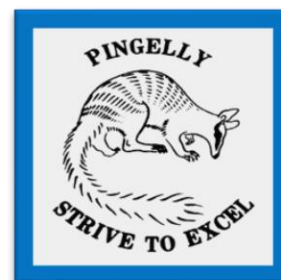
Pingelly Primary's NAPLAN results in 2021 indicated that the school was achieving below other WA schools across the five testing domains. This comparative data was used as a stimulus for change and resulted in the development of our Working in Teams model. The model is founded upon high expectations, high support and high accountability. A ten-week teaching, learning and assessment cycle was introduced, and teachers now meet with a member of the leadership team once per fortnight to case manage every student and track their progress.

Strong community partnerships are an essential ingredient to the success of our school. The school currently has a proactive School Council and P&C. Moving forward both entities will continue to take an active role in the governance of the school to ensure that our school improvement strategies are implemented with integrity.

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Staff Information

2021



Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	0.8	0
Total Administration Staff	3	1.8	0
Teaching Staff			
Other Teaching Staff	8	6.2	0
Total Teaching Staff	8	6.2	0
Allied Professionals			
Clerical / Administrative	2	1.4	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	5	2.8	0
Total Allied Professionals	8	4.7	0
Total	19	12.7	0



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Governance



School Council-Our Purpose

Our School Council consists of the principal, two staff members, two community members and four parent members. The Council are a dedicated group of community representatives who have formed with the fundamental purpose of supporting our school to enhance the educational outcomes attained by every student.

School Council-Our Vision

To act as a committed and purposeful group of representatives (each with a unique set of skills/perspectives), who actively participate as a collaborative team to best support the Principal, in developing the broad directions and vision of the school, to deliver the best possible outcomes for students, staff, parents and the community.

A Message from our School Council Chairperson

We started the 2021 year with hope that this year would return to 'normal' for our children's sake & teachers' sanity and although it started with not too many issues, it quickly changed to mayhem as covid struck with full force once again, within our school, our community and across the state.

Through-out this testing time, Pingelly Primary School went to all lengths to ensure that the students and families were in a safe environment, and with as little disruption as possible, although as with most covid related events, it didn't always go to plan. I would like to commend Sam & the staff at Pingelly Primary School for enduring the storm and seeing the school through to clearer skies.

New principal, Sam Goodlad, identified areas of concern throughout our curriculum and gaps that saw students falling behind where they should be. Processes that Sam and her staff implemented saw many of the students at Pingelly Primary School achieve promising results, with teachers presenting strong growth to a good percentage of students in most areas of the curriculum. As chairperson of the School Council, it is extremely pleasing to see that even in these testing situations, our students can achieve great things. I have to commend the staff for limiting the disruptions as best they could and providing a positive & stable environment, when so much around them was being disrupted.

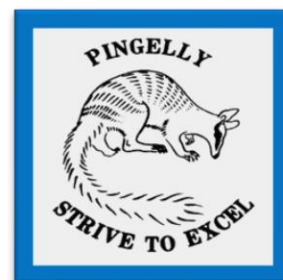
I look forward to seeing the growth of our students continue in 2022 and beyond. With our principal, Sam Goodlad at the helm, our school and students are in extremely capable hands, and I know that students, staff and community relations will continue to flourish under Sam's leadership & guidance.

Rheannon Turton
School Council Chairperson

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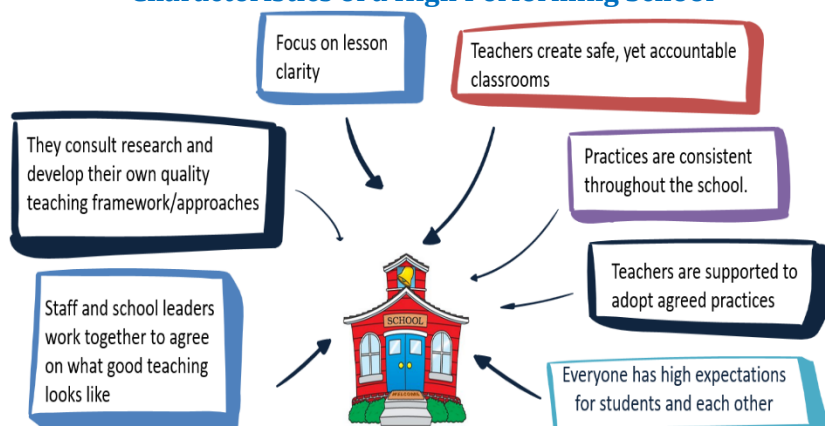
The Pingelly Way



Our moral purpose at Pingelly Primary School is to become a high performing school. Over the last twelve months we have created a school culture that is driven by high expectations for all! High expectations for our students, high expectations for our staff and high expectations for our community. We have high expectations for our academic performance, high expectations with regards to our behaviours and high expectations with regards to community perceptions of our school. We have developed a solutions focussed/growth mindset and believe that as a team we can achieve the best possible outcomes for our students.

At Pingelly PS we operate using a high support and high accountability model. We have invested significant time building staff capacity and believe that being part of a high performing team is the cornerstone of school improvement. At Pingelly PS, our mantra is that *'We're All in This Together.'* Our staff, Learn Together, Plan Together and Teach together. Our teachers and education assistants attend Working in Teams (WiTs) meetings with the leadership team every fortnight to discuss 'What's working' 'What's not working' and 'What needs to be done differently' for every student in their class.

Characteristics of a High Performing School

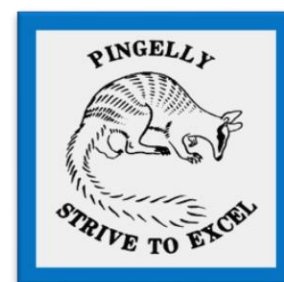


Students are always at the heart of our conversations. Through our targeted case management approach, we have created a learning environment that is safe and inclusive. The embedding of our whole school ten weekly Teaching, Learning and Assessment Cycle and the implementation of High Impact Teaching Strategies (HITS) has resulted in pleasing student progress across the school. We have collaborated to develop common approaches to teaching and learning in Literacy and aim to embed these practices in 2022, whilst exploring our beliefs about best practice in the teaching of Numeracy. We STRIVE to support our students to achieve their personal best.

We have five Focus Areas that guide our Strategic Plan 2019-2021-

1. Relationships
2. Learning Environment
3. Leadership
4. Teaching Quality
5. Resources

The Pingelly Way



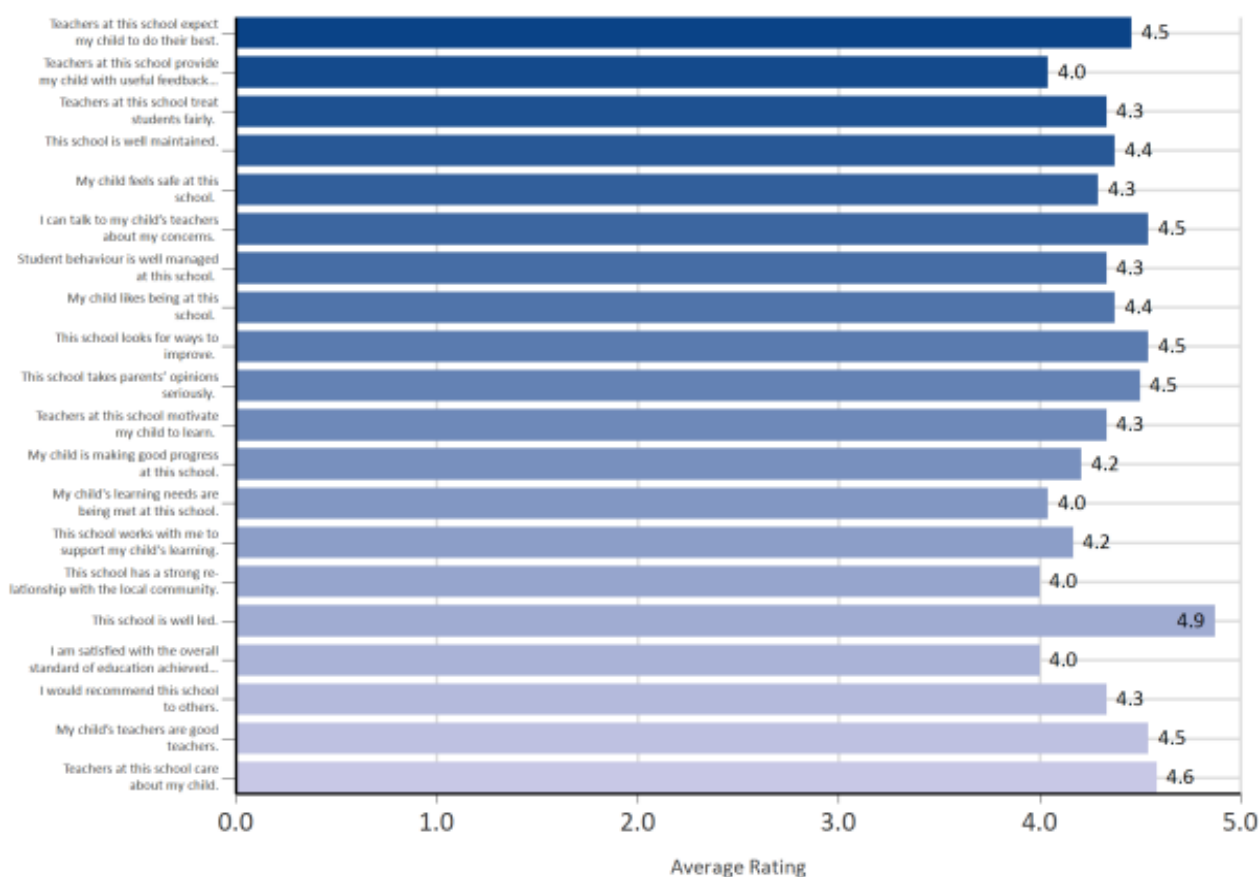
Our School Culture

At Pingelly PS we have developed a culture of feedback. We believe that everyone has a voice and that everyone's voice should be heard. We have cultivated strong trusting relationships with our P&C, School Council and the parent community and our open-door policy reassures our community that we value their opinion.

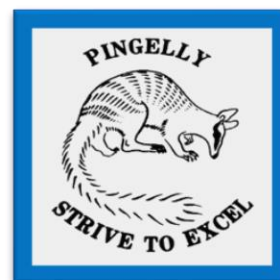
Despite COVID-19, we provided a variety of opportunities for our families to visit the school and engage with their child(ren)s learning and seek feedback about how they can participate in supporting their child's education at home. Throughout 2021, parents had the opportunity to attend Open Days, participate in Three Way Interviews and provide feedback through formal and informal surveys.

The National School Opinion Survey (NSOS) was circulated this year and the survey data indicated that our families are happy with the strategic direction and operations of our school.

Pingelly Primary NSOS Parents Survey 2021



Student Wellbeing Attendance



Attendance

Pingelly PS Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	92.5%	90.6%	92.7%	83.3%	77.1%	79.5%	89.8%	86.4%	91.6%
2020	92.7%	90.9%	93.2%	80.9%	74.0%	77.6%	89.6%	85.7%	91.9%
2021	90.7%	90.6%	92.4%	83.3%	77.5%	76.8%	89.0%	88.1%	91.0%

Despite the interruptions caused by the COVID-19 pandemic, our attendance for 2021 was comparable to previous years. Our attendance rate is above like schools, however slightly below other WA schools. What is pleasing to note, is that the attendance rate of our Aboriginal students is above like schools and other WA schools.

Our Wave of Intervention Attendance Strategy

Wave 1-High Quality Engagement & Access to Schooling for All Students

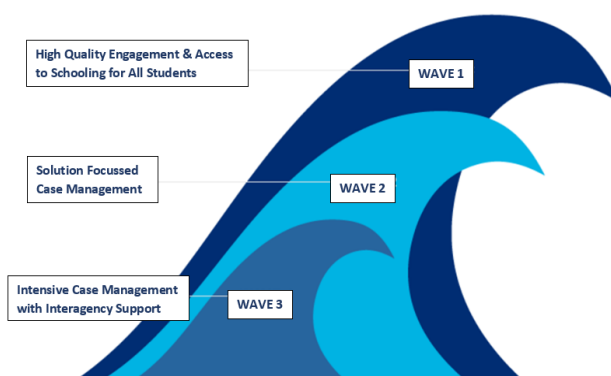
We create a safe and supportive learning environment where students want to come to school. Strong relationships between home and school are nurtured.

Wave 2-Solution Focussed Case Management

Case management meetings are held with students and parents to identify reasons for reduced attendance. The school offers support to re-instate regular attendance. The AIEO and leadership team conduct home visits as required.

Wave 3-Intensive Case Management with Interagency Support

An Attendance Improvement Plan (AIP) is negotiated between the student/parent and a member of the leadership team. The AIP is reviewed every two weeks and successes are celebrated. If attendance is not restored then a referral is made to external agencies to support the family.

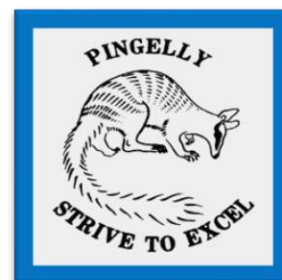


How We Celebrate Good Attendance at Pingelly PS

- Weekly rewards for the class with the highest attendance
- Students who have 100% attendance throughout the week go into the draw to win a \$5 canteen voucher
- Class attendance data is displayed in the under-covered area and celebrated at our weekly STRIVE assembly
- End of term celebrations-bouncy castles/lunch with the Principal



Academic Progress & Achievement



NAPLAN

At Pingelly PS, data drives our decision-making processes. We ask ourselves, 'How are we going?' 'How do we know?' and 'What do we need to do to improve?'

Our 2021 NAPLAN data indicated that we did not achieve our school improvement target of performing equal to or above like schools. The data was the impetus for changing the way that we do business at Pingelly PS, and saw the birth of our collaborative High Expectations, High Support and High Accountability culture.

We implemented whole school approaches to teaching English and embedded a K-6 ten-weekly teaching, learning and assessment cycle. A full-time specialist teacher was also employed to deliver targeted individual and group intervention programs that focussed on spelling, reading, and writing.

Comparative Performance for Year 3

Year 3	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	0.6	4.5	-0.9	0.4	2.3	-0.6	17	8	9	15	11	11
Reading	0.2	2.3	0.0	1.4	0.8	-0.1	17	8	9	15	11	11
Writing	0.8	2.6	-0.4	2.2	1.7	-0.4	17	8	9	15	11	11
Spelling	-0.8	1.9	0.0	0.7	-0.7	-0.9	17	8	9	15	11	11
Grammar & Punctuation	-0.6	3.6	0.9	1.5	0.9	-1.4	17	8	9	15	11	11

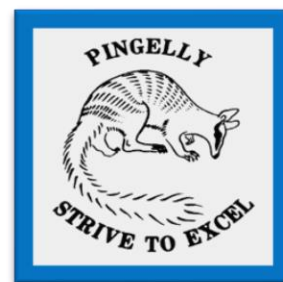
Comparative Performance for Year 5

Year 5	Performance						Students					
	2015	2016	2017	2018	2019	2021	2015	2016	2017	2018	2019	2021
Numeracy	2.1	0.9	-1.6	-3.2	0.3	0.3	17	16	15	9	13	9
Reading	1.4	0.2	-1.4	-1.0	-0.7	-0.9	17	16	15	9	13	9
Writing	1.3	0.2	0.4	-0.2	-0.2	-2.4	17	16	15	9	13	9
Spelling	2.9	0.6	1.7	-2.0	-1.7	-1.8	17	16	15	9	13	9
Grammar & Punctuation	0.5	1.0	-1.0	-3.5	-2.1	-1.1	17	16	15	9	13	9

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

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Academic Progress & Achievement



INDIVIDUAL STUDENT TRACKING (10 Week Cycle)

The implementation of the ten-week cycle saw students assessed during week five of every term using the following assessments-

- PM Readers (Reading Comprehension)
- Letters & Sounds (Phonics and phonological awareness)
- High Frequency Word Reading
- High Frequency Word Spelling
- Basic Number Facts

During week six of each term, a member from the leadership team met with the classroom teacher to interrogate the data for every student.

The following questions guided the conversation-

1. What's working for the student?
2. What's not working for the student?
3. What do we need to do differently to improve the progress/achievement for the student?

Throughout the duration of the ten weeks, a member from the leadership team also met each fortnight with the teacher to engage in a coaching conversation about the progress of every student and provide collegiate support as required.

To ensure that the data was student, parent, and teacher friendly, it was represented using a traffic light system-

Red-Below Expected Level, Amber-At Expected Level, Green-Above Expected Level, White-Achieved

By the end of 2021, our data had changed from an alarming sea of red and amber, to a sea of amber and green with rivers of white!

We had much to celebrate by the end of the year and are confident that we are on the right track to achieve our target of equalling or exceeding like schools in our NAPLAN performance in 2022.

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Pingelly Highlights

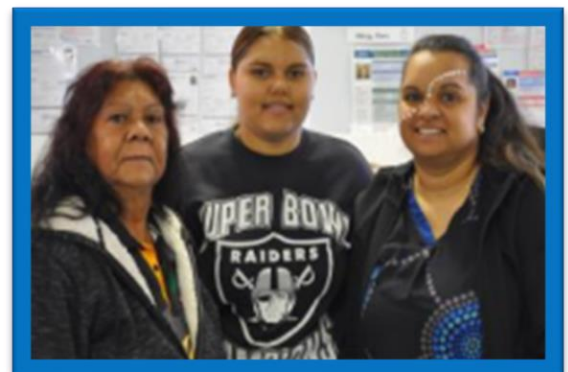


Aboriginal Cultural Standards Framework (ACSF)

At Pingelly PS we pride ourselves on being a Culturally Competent school. We are proactive in building collaborative relationships with our Aboriginal students, staff, parents, and community members. With one quarter of our students identifying as Aboriginal, we have invested significant time into creating a welcoming and supportive learning environment that respects the cultures, languages, experiences, and world views of our Aboriginal people. Pingelly students learn Noongar language and we have been fortunate to have both Kristy Jetta (AIEO) and Malcolm Jetta (School Council Member) act as our cultural advisors this year. In our endeavours to move along the ACSF continuum and become a Culturally Responsive school, we collaborated with our Aboriginal community on the following initiatives-

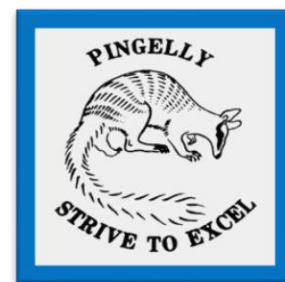


- Noongar language was taught in all classes from K-6
- An Acknowledgement of Country (in Noongar language) was displayed throughout the school and students were taught how to say it
- Our senior Noongar students were invited to present the Acknowledgement of Country (in Noongar language) at numerous community events
- The school leadership team and our AIEO conducted home visits to support our Aboriginal families to complete the National School Opinion Survey
- The school partnered with the EARBUS foundation- A Nurse, GP, Audiologist and ENT visited Pingelly PS each term to ensure that our Aboriginal students did not have any hearing issues that prevented them from learning
- Outstanding attendance was celebrated with events such as lunch dates with the Principal
- Pingelly PS partnered with Aboriginal Health to engage the community in a Reconciliation Walk and Ceremony
- NAIDOC-Heal Country/Heal Our Nation-Was celebrated with a whole school performance followed by a delicious lunch of kangaroo stir fry, stew and damper which was served by our Aboriginal community members
- Our Yarning Circle was built, surrounded by Noongar Seasons Poles



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Pingelly Highlights



Performing Arts

Our Performing Arts program elevated to new heights in 2021 with the inclusion of Drama, Choir and a new music therapy program endorsed by the Boonderu Foundation.

The choir experienced some incredible moments throughout the year. NAIDOC week and Reconciliation week saw our principal Sam Goodlad joining two of our choir students in singing an opening verse to *I Am Australian* in Noongar language; this powerful performance resonated strongly within our community and was repeated at many community events throughout the year.

The 38-member choir enjoyed similar responses in October when they combined with our local senior choir to create something the Pingelly community had never seen before. Conducted by myself, both choirs consisting of over 60 voices, ranging in age from six to ninety years (inclusive of students and their parents and grandparents) delighted a full house at our local recreational centre. An event that truly brought our community together and gave Pingelly PS and its choir some well-deserved public recognition.

In November, the choir travelled four hours to Hyden to take part in the Margaret Cotton Performing Arts Festival where they wowed audiences, and in particular Margaret Cotton herself, with their powerful performance of Pink's- *What About Us*. A spontaneous visit to Wave Rock afterwards, resulted in a video of their a Cappella rendition of *I Am Australian* under the rock being posted online. Pingelly Primary went viral with over 20k online views. They finished the year with a mind-blowing Christmas medley performed at local Christmas events and the Pingelly Primary School end of year concert.



Our end of year school concert was a true showcase of the performing arts skills developed over the year. Community feedback was overwhelmingly positive, with many stating that our performances are becoming more impressive and entertaining each year. Conversations about a whole school production in 2022 are now in the pipeline.

Initial planning with Mr Qynn and The Boonderu Foundation commenced this year, with the intention of developing a partnership to formalise music therapy as an integral component of our pastoral care program at Pingelly Primary in 2022.

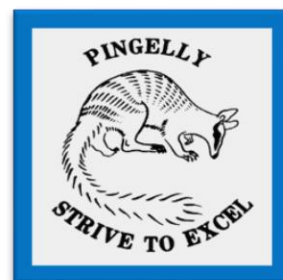


This year has seen our school community come together as one and I was privileged to have the opportunity to write Pingelly PS's first ever school song! The song will be recorded and launched in 2022.

Mrs Amber Moulton- Performing Arts Specialist

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Pingelly Highlights



Physical Education

2021 was full of sporting highlights...

- Pingelly hosted our annual Faction Swimming Carnival in March with Falcons taking home the winners shield on the day.
- Our students competed in the Interschool Swimming Carnival in Beverly against students from Brookton, Beverley and York.
- Our Faction Cross-Country was held in May with the glorious weather enticing lots of parents and spectators. Falcons won the shield AGAIN, but the highlight of the day was the tenacity shown by every student. No-one gave up and everyone completed the course!
- Pingelly hosted the Interschool Cross Country. Whilst we didn't win the overall shield, four of our boys ran a place in the top four in their divisions.
- The Faction Athletics Carnival was held in September with Falcons winning the Championship shield.
- The Interschool Athletics Carnival in Brookton this year saw a tight competition between schools. York Gold won the Championship Shield (beating us by only 7 points). We were successful in taking out the Handicap Shield though!
- Pingelly PS ended our sporting year with a WIN! Both our boys' and girls' teams won the Flag in the Interschool T20 Cricket Carnival. We had the largest number of parent supporters in attendance too...so we believe our parents are winners as well!



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Pingelly Highlights



Reading Volunteers

Early in term one we informed our community that we required support to assist our junior primary students to develop their reading skills...and we are so grateful that some local grandmas came to our rescue! Despite a few COVID interruptions, the ladies turned up every week to work alongside our year ones and twos to support them to learn their sounds, their high frequency words and develop their reading fluency. The relational outcomes that were achieved were just as important as the growth we saw in our students' reading abilities!



Vi Barham Award

Since 1987, the prestigious Vi Barham Award for Excellence has been presented to a high achieving year six student from one of the twenty-nine participating schools in the Upper Great Southern Region. In 2021, Imogen Watts and Annalyce Page from Pingelly PS were nominated. Both girls sat the ACER Higher Ability Selection Test (HAST), with Annalyce making it into the top eleven students. The finalists then participated in an interview process with the Vi Barham Board of Trustees. Annalyce was the successful recipient of the award and was presented with a silver platter and \$2 500 towards the cost of her future education. This is the first time that a Pingelly PS student has won the award and it is even more special as it is the last year that the Vi Barham award will be presented.



Valedictory Morning Tea

A valedictory morning tea was held to honour four retired Pingelly teachers who served for over twenty years in the Department of Education. We celebrated the long standing careers of Mrs Robyn Narducci, Mrs Sandra Williams, Mrs Inge Rigby and Mr Ian Steel. These four teachers educated, encouraged and inspired hundreds of students at Pingelly PS over their collective 107 years at our school. Former Pingelly Principal, Mr Doug Cook, Director of Education Wheatbelt, joined us to celebrate and present each individual with their service medals and valedictory letter from the Director General of Education.



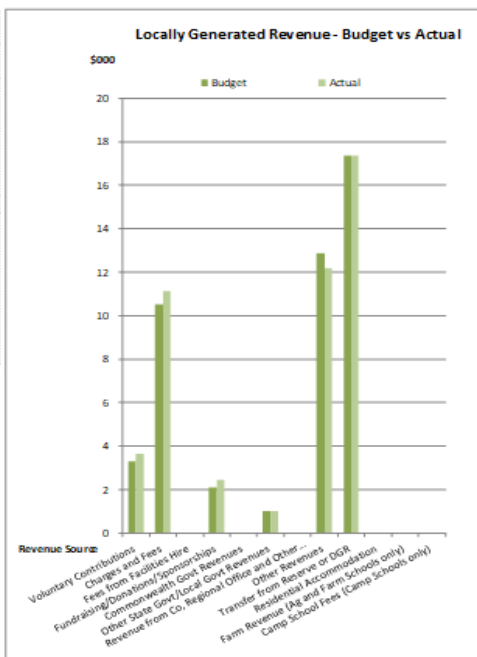
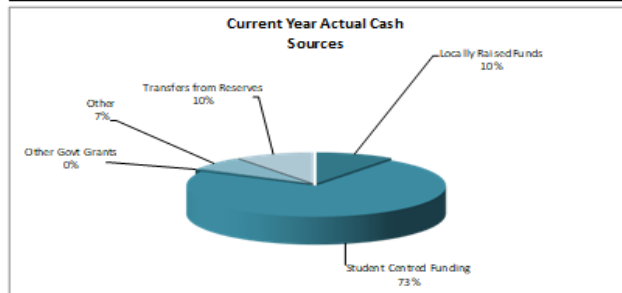
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Pingelly Finances

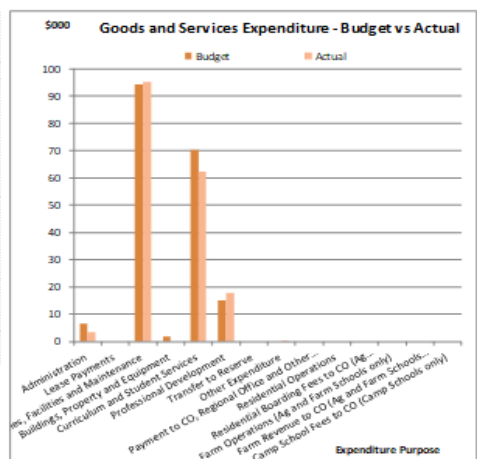
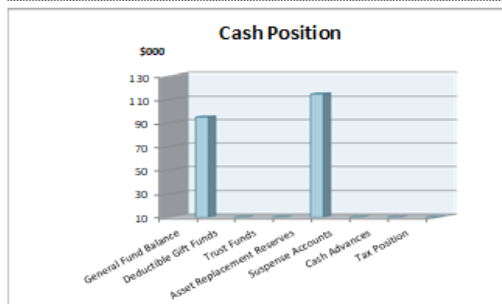


Pingelly Primary School Financial Summary as at 31

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 3,302.00	\$ 3,646.43
2 Charges and Fees	\$ 10,504.00	\$ 11,143.94
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,090.00	\$ 2,435.00
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 Schools	\$ -	\$ -
8 Other Revenues	\$ 12,866.00	\$ 12,165.25
9 Transfer from Reserve or DGR	\$ 17,335.00	\$ 17,335.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 47,097.00	\$ 47,725.62
Opening Balance	\$ 97,424.00	\$ 97,424.30
Student Centred Funding	\$ 91,638.00	\$ 128,250.34
Total Cash Funds Available	\$ 236,159.00	\$ 273,400.26
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 236,159.00	\$ 273,400.26



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 6,500.00	\$ 3,433.61
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 94,144.00	\$ 94,976.01
4 Buildings, Property and Equipment	\$ 2,000.00	\$ -
5 Curriculum and Student Services	\$ 70,076.00	\$ 62,247.58
6 Professional Development	\$ 15,000.00	\$ 17,814.77
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ -	\$ 5.58
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	\$ 187,720.00	\$ 178,477.55
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 187,720.00	\$ 178,477.55
Cash Budget Variance	\$ 48,439.00	\$ -



Cash Position as at:	
Bank Balance	\$ 208,815.65
Made up of:	
1 General Fund Balance	\$ 94,922.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 114,669.90
5 Suspense Accounts	\$ 628.04
6 Cash Advances	\$ -
7 Tax Position	\$ (1,405.00)
Total Bank Balance	\$ 208,815.65

