



Department of
Education

D19/0078666

Public education
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Pingelly Primary School

Public School Review

February 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:

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

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

Context

Pingelly Primary School is located in the Wheatbelt Education Region of Western Australia, approximately 160 kilometres south-east of Perth.

The school, having originally opened in January 1898, has taken various forms and currently provides primary schooling from Kindergarten to Year 6 for children from the town and surrounding districts. Extensive grounds and facilities from its time as a district high school are available to the school to support programs on offer.

Curriculum offerings are supported by specialist programs including languages other than English, art and music.

With an Index of Community and Socio-Educational Advantage rating of 851 (decile 10), the school currently enrolls 112 students.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A range of evidence was selected for analysis and inclusion in the submission.
- There was alignment between the performance evidence, judgements about that evidence and strategies for improvement.
- An understanding of current levels of achievement and progress, together with future goals, is evident.
- Planned whole-school cultural change is in the early stages of implementation.
- There is evidence of increasing staff engagement in the process of school review.

The following recommendations are made:

- Continue to develop a reflective self-assessment culture at both individual and whole-school levels.
- Enhance opportunities to engage staff collaboratively in the rigorous assessment of key evidence as the basis to inform planning as part of the school self-assessment process.
- Add to the planning, observations and analysis, consideration about the impact and/or effectiveness of programs or processes.

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| Relationships and partnerships | |
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| <p>Purposeful commitment by the leaders during 2018 to develop effective relationships and partnerships with parents and the local community was effective. There is a genuine desire to use this as a foundation for collaborative planning for school improvement.</p> | |
| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • The development of the School Council 'Procedures Draft' and terms of reference provide a strong foundation for future operations. • Parent and community members regard communication as genuine, open and transparent under the current leadership. • Parents and Council members are strong advocates for the school and its leaders with a healthy sense of optimism for school direction. • Staff involvement in school planning has improved through a realignment that focuses on 'a culture that promotes learning'. • Support from leaders for teacher collaboration time has enhanced staff engagement in school improvement. |
| Improvements | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Initiate School Council module training to strengthen the Council's role as an active contributor and promoter of the strategic improvement agenda. • Continue to engage with the community about school plans and operations through established avenues of communication. |

| Learning environment | |
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| <p>The school-wide focus on social and emotional learning and a comprehensive plan for wellbeing has complemented efforts to shape school culture, identity and behaviour.</p> | |
| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • An extensive range of strategies, including the 'Challenges and Choices Curriculum', 'KidsMatter', 'STRIVE' and 'Play is the Way', support the focus on social and emotional learning. • There has been a realignment of behaviour and attendance policies to more closely support the social and emotional focus. Positive student behaviour is attributed to this alignment. • The pre-Kindergarten playgroup program builds community, parent and student connection to the school. • The 'Personalised Learning Plan Guideline' (PLPG) provides a framework for SAER¹ practices. |
| Improvements | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the cultural elements of the STRIVE focus. • Enhance the focus on attendance through identifying issues, developing a planned strategy and working with the community in its implementation. • Implement SAER practices to align with the PLPG more effectively. |

Leadership

The leadership team has identified the need to ensure alignment of, and cohesion between, the various elements of school planning, action and assessment. Validation discussions identified a need to clarify purpose, expectations, support and accountability in order to optimise the impact of implementation of planned strategies.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is evidence of leaders' commitment to the establishment of the conditions for school-wide engagement with school improvement planning. • The leadership style is both valued and respected by staff and parents. • The distributed leadership model of the executive leadership team is developing a unified, cohesive and strategic intent. • Documented plans, policies and processes provide a framework for action. • Use of credible evidence to inform school-wide decision making is emerging. |
| Improvements | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Commence the planned classroom observation process to support the staff feedback and performance culture. • Commence the implementation of planned improvement strategies. • Embed the purpose, expectations, support and accountability framework to support school operations. • Continue implementation of the <i>Aboriginal Cultural Standards Framework</i>. |

Use of resources

Resourcing is managed through historical practices in efforts to meet the needs of school programs. However, the strategic deployment and alignment of human, physical and financial resources to facilitate school direction is less obvious.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school's assessment of workforce trends is aligned to a consideration of areas for future focus. • Resourcing is adequate to support essential personnel and programs. • Finance committee operations are compliant. • Reserve funds provide a sound foundation for improvement planning. |
| Improvements | <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> • Apply the school's self-assessment framework consistently to resource planning, implementation and review. • Plan strategically for the best use of resources to address short and long-term needs. • Ensure resource decision making is evidence-based and aligned to improved student achievement. • Build the capacity of members of the finance committee and School Council through formal training in student centred funding approaches. |

Teaching quality

Leaders have an awareness of the need to ensure the sustainability of programs such that they are not reliant on the expertise of individual staff members. There is a high level of satisfaction with staff capacity to enhance school improvement in this context. However, alignment of intent to consistent school-wide approaches is yet to be achieved.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • The strategic intent of curriculum planning is in the early stages of development. Staff are receptive to the need for alignment of practice. • The Walker Learning Approach is being implemented in the early years to support the school's focus on establishing the foundations for student success. • Processes for staff collaboration are being implemented to support improvement planning, implementation and review. • Student learning is enhanced through the quality support practices of non-teaching staff. |
| Improvements | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Develop a commitment from staff to the implementation of formalised scope and sequences and curriculum pathways (Kindergarten to Year 6). • Define staff commitment to beliefs about how students learn best and school-wide approaches to teaching through the establishment of an agreed pedagogy. • Formalise peer observation processes to ensure teachers receive quality feedback to support them to improve their craft. • Ensure that planning documentation includes guidance for staff regarding required actions, timing and monitoring practices. |

Student achievement and progress

Leaders and staff acknowledge that student achievement and progress is varied. The need for appropriate support to optimise program implementation and align instructional and assessment practices is noted.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> • Students in Year 5 performed below expected levels in 2018 following high level achievement as Year 3 students in 2016. • In 2018, student performance was above like schools in all areas in Year 3. • Student success in the early years is attributed to the implementation of 'Letters and Sounds', 'Spelling Mastery' and 'Maths Mastery'. |
| Improvements | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Ensure consistent approaches to data collection and analysis, teaching and monitoring in order to plan effectively for targeted interventions. • Ensure rigorous analysis of data underpins decisions around future planning. • Continue to align curriculum planning and delivery to the achievement standards within the Western Australian Curriculum. |

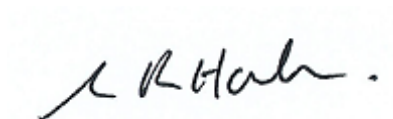
Reviewers

Brett Hunt
Director, Public School Review

Geoff Miller
Principal, Wellard Primary 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 Students at educational risk