



Department of
Education

Shaping the future

Pingelly Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

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

The school has an Index of Community and Socio-Educational Advantage rating of 936 (decile 8).

It currently enrolls 104 students from Kindergarten to Year 6.

Pingelly Primary School is supported by the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Pingelly Primary School was conducted in Term 1, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and informative school self-assessment.

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

- The process of self-assessment was inclusively led by the Principal who provided opportunities for all staff and community members to provide their input.
- The Electronic School Assessment Tool (ESAT) submission aligned with the self-assessment of the school's performance against the Standard.
- Evidence was accompanied by explanations of the impact of school programs and initiatives in driving the school's improvement agenda.
- There was clarity in the narrative of the school's recent strategic aims and authentic self-reflection and planning articulated for the upcoming improvement cycle. A set of achievable planned actions was a feature of the ESAT submission.
- Photographic evidence and a brief tour of the school grounds served to broaden the understanding of the review team as to the school's context and physical spaces.
- The engagement of family members, community representatives, enthusiastic students and staff added value to the process of review validation.

The following recommendation is made:

- Ensure that future ESAT submissions are completed and submitted in line with deadlines established to ensure the review team, in particular the Peer Reviewer, the opportunity to engage with the evidence.

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Relationships and partnerships

Students enjoy the extension opportunities provided through singing in the choir and engaging with the Grass Roots Music program. Students new to the school find it welcoming and love the abundance of space.

Commendations

The review team validate the following:

- A School Council broadly represents the school community. Members of the Council appreciate the sharing of the school's strategic aims and financial management.
- The P&C accomplishes extraordinary fundraising goals for the school. The dedicated committee has built connections with the wider community and representatives of government in support of a new nature playground.
- Whole-school and individual messaging is conveyed regularly by the school to families using Seesaw, text messages, a regular newsletter called Numbat News and social media platforms.
- Communication between staff and by leaders is described as regular, supportive and positive. Weekly staff shout-outs are heralded as contributing to a strong sense of staff wellbeing.
- The Shire of Pingelly works alongside the school in the delivery of the Age is Just a Number mentoring program which sees senior citizens provide voluntary tuition to students.
- Staff willingly share resources with one another and are renowned for their resilience when problem solving together in the interests of securing opportunities for students.

Recommendations

The review team support the following:

- Seek to strengthen the relationship between the school and the Shire of Pingelly with active two-way input.
- Work with families to identify and remove potential barriers to the engagement of Aboriginal students and their families with school events and routines.

Learning environment

The school demonstrates leadership across the community in the provision of a culturally responsive environment. The valued Aboriginal and Islander education officer, a former student, makes regular home visits to connect families to the school.

Commendations

The review team validate the following:

- The partnership with the Earbus Foundation of Western Australia has provided opportunities for deaf students to better engage with their learning program. Students enjoy learning Auslan (Australian Sign Language) in support of their peers.
- Staff professional learning in the Berry Street Education Model and implementation of Zones of Regulation demonstrate the school's commitment to considering students' wellbeing needs within the classroom. Calming corners and consistent language approaches exemplify these elements at classroom level.
- The school lives the values of its STRIVE motto: Strength, Thoughtfulness, Respect, Initiative, Valiance and Emotional Intelligence and has recently committed to refreshing the Positive Behaviour Support (PBS) program first established in 2020.
- Students have opportunities to be student leaders and collaborate with other student leaders in nearby schools. They have recently participated with community members in co-design of the bush tucker garden.
- The Super Starters Kindergarten Orientation Program has been a long standing feature of early childhood transition into the school environment assisting with the early intervention of students' learning and developmental needs.

Recommendations

The review team support the following:

- Proceed with the intent to place a focus on the consistent implementation of PBS and STRIVE values.
- Embed restorative practices as part of the school's combined behaviour management approach.

Leadership

The Principal, in conjunction with the deputy principal, leads the school with grace and emotional intelligence. School plans align with those of the Department and can be linked to expectations on classroom practice.

Commendations

The review team validate the following:

- Working in Teams meetings are established fortnightly. Staff meet with school leaders to analyse student performance data that has been collected in accordance with the assessment schedule.
- The capacity of staff to be instructional coaches is being built through training in Impact Coaching through Growth Coaching International. The instructional coach is building a network of similar coaches based throughout the Wheatbelt.
- Staff engage with instructional coaching for the purpose of developing their classroom practice. The coach fosters buy-in from teachers by walking alongside them rather than claiming to be ahead of them.
- The education assistant - special needs has been trained in the delivery of the LanguageLift early literacy intervention program. Staff regularly present their expertise to whole-staff meetings and through the Narrogin network of schools.

Recommendations

The review team support the following:

- Revise the staff induction process to provide consistent information to new staff upon appointment.
- Explore the application of the Future Leaders Framework in the development of aspirant and middle leaders through a network of schools.
- Conduct a broad consultation process with the community, staff, and students in the setting of priorities and strategies of the 2025-27 Business Plan, promoting maximum engagement from all stakeholders.

Use of resources

The manager corporate services (MCS), in partnership with the Principal, prioritises the needs of students in all decision making when designing the annual budget. This is overseen by the Finance Committee and endorsed by the School Council.

Commendations

The review team validate the following:

- Historical enrolment and financial data contributes to planning processes for the annual budget. A conservative preliminary budget is created each year, safeguarding programs and priorities against fluctuating enrolments and the high levels of student transiency between nearby schools.
- The Finance Committee comprises the Principal, MCS, deputy principal and a teacher. Financial reports from Finance Committee meetings are presented to the School Council for noting.
- An intervention specialist teacher guides the nature and frequency of interventions for students at risk. Education assistants trained in LanguageLift and MiniLit strengthen the intervention offered to students.
- The local network of schools undertakes a coordinated process in the recruitment of relief staff. Schools assist one another in their efforts to cover short and medium term vacancies that arise.
- Technical support for staff and students is provided by the school officer who manages a suite of computers in a laboratory, 30 iPads and 10 laptop computers that have recently been donated to the school by the CBH¹ Group.

Recommendations

The review team support the following:

- Provide opportunities for the MCS to present a budgeting overview during Learning Together meetings.
- Continue to review the effectiveness of intervention programs using an evidence base, analysing data and utilising a multi-tiered system of support approach.

Teaching quality

Consultation with staff has occurred, aligned to the Department's Teaching for Impact, in developing a Pingelly shared set of beliefs about teaching. The implementation of High Impact Teaching Strategies exemplifies the work undertaken so far.

Commendations

The review team validate the following:

- Early referral and diagnosis of student needs is driven through the Super Starters Kindergarten Orientation Program, supported by strong relationships with families and good access to the services of local health providers.
- Staff have the opportunity to participate in observations of their teaching, have their lessons videoed and receive feedback on their delivery from the instructional coach using the Step Lab tool.
- Staff set a development goal for their pedagogical improvement in partnership with the instructional coach. Goals are prioritised toward better meeting the needs of students.
- Education assistants work in partnership with teachers, undertaking regular informal collaborative planning to ensure that the learning and differentiation needs of students are met. Managing levels of differentiation in classroom planning is a common goal set by teachers through instructional coaching.
- The school has successfully applied to participate in professional learning through the Department's Leading Cultures of Teaching Excellence program.

Recommendations

The review team support the following:

- Ensure staff commitment to shared beliefs about how students learn best and school-wide approaches to teaching, including literacy and numeracy, through the establishment of an agreed pedagogical approach in the instructional playbook. Implement the completed playbook with fidelity and consistency among all staff.
- Investigate resources that support the teaching of reading to guide improvements in the literacy development of all students.
- Seek ways to embed learning experiences in Noongar language, culture and stories in the curriculum.

Student achievement and progress

Students receive feedback on their progress and achievements from teachers and analyse their results with staff. They also feel empowered to seek academic assistance from the school's relational education assistants.

Commendations

The review team validate the following:

- Learning Together meetings are a forum for staff to collectively discuss the data gathered as part of a 10-week assessment cycle which runs from the middle of each term until the middle of the next.
- Staff have engaged with the School Curriculum Standards Authority Judging Standards to ensure comparability of assessment and occasionally participate in moderation activities with colleagues in other schools.
- The use of the Elastik platform assists staff to plan daily review presentations for their students, aligned to their emerging needs and in the interests of addressing gaps in their learning.
- Brightpath Writing and Progressive Achievement Test data, collected at the school, and NAPLAN² data reported systemically are analysed at the whole-staff level for trends and emerging student needs. Analysis of the recent Year 3 data led to the redistribution of teaching and learning resources to target improvement areas.

Recommendation

The review team support the following:

- Plan and implement opportunities for regular interschool moderation activities with local network schools.

Reviewers

Rohan Smith
Director, Public School Review

Jodi Dyson
Principal, Allanson Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the leadership and teaching quality domains only, is scheduled for Term 2, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 Co-operative Bulk Handling Group
- 2 National Assessment Program – Literacy and Numeracy