



Department of
Education

Shaping the future

Ongerup 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

Ongerup Primary School is situated approximately 150 kilometres from Albany in the Southwest Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 931 (decile 5).

It currently enrolls 26 students from Kindergarten to Year 6.

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

The first Public School Review of Ongerup 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 rigorous school self-assessment.

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

- The Electronic School Assessment Tool submission provided an open and honest account of the school's improvement agenda, operations and context including recent leadership change and a focus on building relationships and school culture.
- Collaborative processes underpinned the school's self-assessment in preparation for the Public School Review with opportunities provided for staff to reflect on school performance set against the Standard.
- Rigorous self-assessment has led to a shared understanding of strategic directions and clarity of the improvement agenda amongst staff.
- Considering recent leadership change, the review process was viewed by the school as adding value to its improvement journey, providing baseline data from which to pursue further improvement.
- The Principal and staff demonstrate high levels of collective responsibility and accountability for student achievement and progress and ongoing school improvement.
- Validation meetings included a wide range of staff, students, and parents who provided valuable insights on aspects of the school's performance across the domains of the Standard.

The following recommendation is made:

- Continue to embed ongoing cycles of school self-assessment.

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Relationships and partnerships

The Principal has prioritised the building of relationships founded on trust across all levels of the school community. The resulting staff connections and growing family links is contributing to a developing sense of connection and belonging for all.

Commendations

The review team validate the following:

- Internal and external communication has been a central focus through weekly staff briefings, increased home school communication and a staff handbook outlining current policies, school planning documents and procedures.
- National school opinion survey feedback is collected and analysed with information used to inform strategic decision making. Feedback indicates increasing levels of parent satisfaction and trust in the school.
- The school is developing community partnerships with the Shire Council, the North Stirling Pallinup Natural Resource group and Gnowangerup Aboriginal Corporation contributing to opportunities to expand students' educational experiences.
- Underpinned by a committed membership, the School Council has provided valued input into the school directions through visioning workshops. Access to training is further developing council members' understanding of their governance role.
- The P&C contributes to a sense of community through events which bring families to the school and through fund raising for school initiatives and projects.

Recommendation

The review team support the following:

- Continue to prioritise the building of family and school partnerships with a focus on maximising students' educational success.

Learning environment

The school's warm and inclusive environment is underpinned by positive staff and student relationships and a commitment to understanding and catering for students' individual needs to maximise their success.

Commendations

The review team validate the following:

- Using the PBS¹ Framework, the school is promoting positive student behaviour including the implementation of clear behaviour expectations and the teaching of expected behaviours. Zones of Regulation has also been implemented to support students' self-regulation and readiness for learning.
- A health and wellbeing operational plan is guiding the implementation of school-wide approaches to optimise staff and student wellbeing. This includes weekly mindfulness and wellbeing lessons delivered by the school chaplain.
- The school has developed a policy and process to identify, support and monitor the progress of students at educational risk. Students with additional needs are supported through the development of individual education plans in collaboration with staff, families and allied health services.
- Staff have engaged with the Aboriginal Cultural Standards Framework (ACSF) through a self-reflection and audit process leading to the development of an improvement plan.

Recommendations

The review team support the following:

- Progress plans to further develop Aboriginal cultural responsiveness and deepen understandings of Aboriginal histories, cultures and languages guided by the ACSF reflection and planning.
- Continue to embed whole-school approaches to support student social and emotional development.

Leadership

Led by the Principal, the school has established a rigorous improvement agenda and a shared vision in collaboration with the school community. The evolving culture of collaboration has positioned the school well, providing a strong foundation for ongoing improvement and high levels of staff ownership.

Commendations

The review team validate the following:

- Staff have worked collaboratively to develop shared beliefs about literacy and numeracy as part of the school's initial work in developing an instructional framework guided by Teaching for Impact.
- Though a small school, the Principal is supporting dispersed staff leadership through the provision of opportunities to lead initiatives within school priority areas such as literacy, mathematics, PBS and wellbeing.
- Well considered, slow paced and intentional change management processes are evident which privilege staff consultation and shared decision making, leading to high levels of staff investment in change initiatives.
- The collaboratively developed strategic plan is aligned with the Department's priorities and together with detailed operational plans is effectively driving school improvement.

Recommendations

The review team support the following:

- Continue to develop opportunities for dispersed leadership linked to literacy, numeracy, and the provision of instructional support for staff.
- Develop a professional learning plan to support the implementation of agreed instructional strategies, whole-school literacy and numeracy programs and planning for multi-age group settings.

Use of resources

Working in collaboratively with the Finance Committee, the Principal and manager corporate services (MCS) are working to ensure processes and practices for effective financial management are in place. The allocation of resources in line with students' differing needs is a clear school priority.

Commendations

The review team validate the following:

- The MCS has accessed extensive professional learning and support to ensure financial management processes and practices are informed by sound knowledge and expertise.
- Operational plans linked to the school's strategic foci include projected resource costs used to inform budget planning discussion during Finance Committee meetings.
- Reserve planning has been re-established and reserve accounts are carefully monitored by the MCS in collaboration with the Principal and Finance Committee.
- The school receives chaplaincy program funding to provide student, family and staff wellbeing support.
- Resourcing has been allocated to fund professional learning for staff in MacqLit, SpellEx and InitialLit.

Recommendations

The review team support the following:

- Progress plans for the MCS and Principal to develop a financial management handbook for the school.
- The MCS and Principal continue to engage in Department financial management professional learning.
- Continue to update the workforce plan to ensure sustainable staffing in line with student needs.

Teaching quality

With a view to supporting student success and driven by a strong moral purpose, a committed staff are working to implement evidence-based practices, programs and approaches in line with students' individual needs.

Commendations

The review team validate the following:

- With a view to strengthening whole-school evidence-based programs, the school is implementing InitialLit and SpellEx accompanied with screening and progress monitoring assessments.
- Progress towards the implementation of evidence-based programs in mathematics is evident and student learning is being supported with the initial introduction of daily reviews.
- The development of a 2-year cyclical curriculum overview for each year level is focused on ensuring deeper engagement with the curriculum.
- The school has been engaging with the Katanning Oral Language Programme in Kindergarten targeting phonological awareness, vocabulary, comprehension and grammar.
- Engagement with the National Quality Standard is developing within the early years and there is a continued focus on improvement planning from staff.

Recommendations

The review team support the following:

- Guided by Teaching for Impact, continue building an agreed instructional framework.
- Continue to embed whole-school literacy and numeracy programs with a focus on consistent practices and use data and evidence of student achievement to determine program efficacy.
- Progress plans to embed daily reviews for mathematics and literacy.

Student achievement and progress

Underpinned by high expectations, there is a clear commitment to developing a culture of data driven decision making and to ensuring robust processes for the collection and analysis of student achievement and progress data.

Commendations

The review team validate the following:

- The school has recently developed a whole-school assessment schedule to guide the collection and analysis of student achievement data.
- The DIBELS² assessment has been trialled and used to inform planning for the development of reading fluency.
- Plans are in place for the Brightpath Writing assessment to be extended across the school to inform staff understanding of student achievement and progress in writing.
- Moderation is a desired focus with staff working with the local network with the intent to engage in external moderation opportunities.

Recommendations

The review team support the following:

- Progress plans to build staff data literacy and provide opportunities to analyse school-based and system data to inform classroom planning as well as whole-school decision making. Use the analysis of datasets to identify improvement areas for target setting.
- Continue to build staff engagement with Brightpath Writing to inform their understanding of student progress and support classroom planning.
- Progress intentions to develop internal and external moderation.

Reviewers

Kim McCollum
Director, Public School Review

Barbara Garner
Principal, Dowerin District High 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 teaching quality and student achievement progress domains only, is scheduled for Term 1, 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 Positive Behaviour Support
- 2 Dynamic Indicators of Basic Early Literacy Skills