



## School Plan 2021-2024

### Our Context

Pickering Brook Primary School is a unique school, nestled in the Perth hills, with community at its heart.

Our school community is multi-generational and relationships are forged and nurtured between the school and the community for maximum benefit to students, their families and the wider community.

Our multi-age grouped approach sees students learn from each other, lead each other, and have opportunities to develop more sophisticated social skills than students in same-age settings. Students play and learn alongside their siblings and friends in an environment comprised of a mix of built and natural spaces, with use of modern technologies and interesting and vibrant resources.

This *School Plan* will guide our annual operational plans and will be directly linked to what teachers do in classes every day. Evident throughout the plan is our explicit improvement agenda, the development of a culture that promotes learning, and a focus on implementing effective pedagogical practices.

### Effective pedagogical practices

Highly effective teaching is the key to improved student outcomes and evidence-based practices are implemented to ensure every student is engaged, challenged and experiences success. We recognise that our staff are our biggest asset, and will resource and fund professional learning, collaboration and change-management approaches accordingly.

### A culture that promotes learning

The *School Plan* outlines the strategic direction of the school, aligned to the priorities of the Department of Education. The school leadership team and School Board are driving a strong improvement agenda, articulated through improvement targets; strategies to achieve these targets; and assessment practices to measure achievement and progress. Identified strategies are evidence-based and include rigorous change-management processes for effective implementation.

### An explicit improvement agenda

The school is driven by a deep belief that every student is capable of successful learning. Parents are respected as partners in promoting student learning and wellbeing and the school maintains a safe, respectful, tolerant and inclusive environment. Identifying our core values and vision will be one of the first activities undertaken, and these will be evident through everything we do.





# RELATIONSHIPS AND PARTNERSHIPS

## LEARNING ENVIRONMENT

## LEADERSHIP

## USE OF RESOURCES

## TEACHING QUALITY

## STUDENT ACHIEVEMENT AND PROGRESS

### RELATIONSHIPS AND PARTNERSHIPS

At Pickering Brook Primary School positive relationships are built and fostered, and parents and the community have an active role in improving student performance. Relationships are respectful and strategies are implemented to ensure high student and staff morale.

#### Targets:

By the end of 2024:

- Increase parent, staff and student satisfaction ratings in the *National Schools Opinion Survey*, to at least 4.0, in each relationship statement, and 3.5 in learning statements.
- Increase opportunities for regular teacher collaboration to at least once per fortnight.

#### Strategies:

- Staff are familiar with the Department's *Code of Conduct* and meet the standards.
- Increase collaboration with network schools.
- Increase the profile of the school board and provide training to ensure good governance practices.
- Implement a communication strategy that outlines reliable communication methods including Connect, Facebook, update of school website.
- Provide opportunities for staff collaboration – planning, professional learning, moderation, peer observation, coaching.
- Consult widely with staff, parents, students and the community and act on feedback.
- Establish and maintain partnerships with service providers, local government, local businesses.
- Promote the school in the community.
- Investigate and provide workshops for parents and community to enhance knowledge and skills in areas of need.
- Report on student learning, achievement and progress through formal reports, individual meetings, whole school events and informal opportunities.

#### Assessment:

- *National School Opinion Survey* (NSOS)
- Incidental consultation/surveys

### LEARNING ENVIRONMENT

Pickering Brook Primary School provides a safe, positive learning environment for all students. Strategies are implemented to support engagement, behaviour and attendance for all students, including those at educational risk.

#### Targets:

By the end of 2024:

- 100% of staff implement the whole school approach to positive student behaviour, across all contexts, 80% of the time.
- Increase by 10% the number of students who attend school 90% or more of the time.
- Increase scores in all areas of the *School Wellbeing Check* to at least 80.

#### Strategies:

- Case management approach to improving attendance for at-risk students.
- Through consultation, identify school values, mission and motto, and link to learning programs.
- Investigate positive behaviour support approaches; access professional learning; consult with parents, students and staff; devise a policy.
- Invest in infrastructure that ensures the physical environment enhances learning and engagement.
- Implement the *WA Health Curriculum*, including *Protective Behaviours* and the *Zones of Regulation*.
- Refine the student leadership program with authentic student participation, peer-coaching, and opportunities for student voice, including feedback to teachers about learning activities.
- Implement a case management approach for students at educational risk that includes identification, planning, monitoring and communication with stakeholders; including gifted students not achieving their potential.
- Establish a student services team for students with special needs including school psychologist, chaplain, class teachers and principal.
- Research and implement processes that enhance the well-being of students and staff, including using the *Australian Student Wellbeing Framework*.
- Use the *Aboriginal Cultural Standards Framework* to increase understandings of Indigenous cultures.

#### Assessment:

- *Australian School Wellbeing Check*
- *National School Opinion Survey*
- Student behaviour data
- *National Quality Standard* (NQS)

### LEADERSHIP

At Pickering Brook Primary School, school leaders facilitate change to improve teacher practice and student achievement. Leadership is distributed and shared, and school leaders provide a clear and unified vision for the school, developed through a consultative process.

#### Targets:

By the end of 2024:

- 80% of students and parents will be able to articulate the school's values, mission and motto.
- 80% of teaching staff will make progress on their attainment of the *AITSL Teacher Standards*.

#### Strategies:

- Consultation activities to identify values, motto and mission statement, communicated to the school and used in marketing opportunities.
- Implement a performance and development process for all staff focussed on improving practice with clear links to the school plans.
- Implement the Department's *Future Leaders' Framework* to identify and support teachers with leadership aspirations.
- Identify middle leaders, provide professional learning and build collegiate partnerships, to create a collective leadership model aimed at improving communication and increasing staff morale and commitment.
- Leaders provide feedback and support self-reflection processes aimed at improving practice.
- Targeted professional learning aimed at improving practice to meet individual and whole school needs and aspirations.
- Build capacity of staff to reflect on their practice through peer observations, data interrogation, and explicit feedback.
- Implement a coaching culture across the school, aimed at supportive improvement practices and change management approaches.
- Use *AITSL Teacher and Principal Standards* to measure professional growth and identify strategies for improvement.

#### Assessment:

- *Principal Performance Improvement Tool*
- *AITSL Teacher Standards*
- *AITSL Principal Standard*
- *School Culture Self-assessment Survey* (NSOS)







## USE OF RESOURCES

At Pickering Brook Primary School resources are identified, planned for and used to enhance student engagement and maximise learning outcomes. Practices are in-place that ensure staff have opportunities to participate in school-wide decision-making and there is a clear and defensible link between plans, budgets and outcomes.

### Targets:

By the end of 2024:

- Develop annual operational plans that identify key strategies with clear budgets for resources and staffing.

### Strategies:

- Maintain resource deployment mantra of 'students first'; resource allocation (workforce and physical) driven by student need.
- Ensure clear links between school plans and budget allocations.
- Develop long term plans for resource management aligned to student needs including physical resources and workforce.
- Seek alternative funding streams such as grants and sponsorships.
- Keep abreast of resource and financial management and staff undertake professional learning and training as required.
- Ensure asset planning and long term budgets meet the anticipated needs of the school.
- Further development of the school's aesthetics.
- Develop a plan for furniture and class resource purchases that meet the needs of 21st century learners.
- Establish a finance committee and transparent practices that are responsive to the school's needs.
- Ensure compliance with Department policies and processes and maintain training, professional learning and access networking opportunities.

### Assessment:

- Financial audits

## TEACHING QUALITY

Pickering Brook Primary School recognises the most important factor in supporting and enhancing student achievement is teaching quality and will invest significantly in creating and sustaining the conditions for quality teaching, ensuring low-variant, connected practice.

### Targets:

By the end of 2024:

- All classroom teachers implement whole school instructional models, including 80% of identified elements, 80% of the time.

*Milestone targets in this domain are written in the school's annual operational plans.*

### Strategies:

- Establish common belief statements about pedagogical practices.
- Develop and implement a whole school approach to effective teaching that articulates; scope and sequence; instructional models; minimum teaching time; and assessments, in spelling/phonics, reading and maths.
- Teachers and EAs engage in professional reading and learning, and collegiate discussions about evidence-based teaching practices.
- Teachers engage in collaborative processes to improve teaching practice such as teaching sprints, including peer observation, self-reflection and coaching.
- Teachers develop long-term plans for student learning using the *WA Curriculum*, including differentiation for students above and below the achievement standard, across all 8 learning areas.
- Implement models to provide quality feedback to enhance learning.
- Implement quality teaching of the technologies curriculum and integrate technologies in everyday teaching and learning.
- Teachers implement whole school learning sequences through evidence-based lesson design to achieve low variance practice.

### Assessment:

- *National School Improvement Tool (NSIT)*
- *AITSL Teacher Self-assessment Tool*

## STUDENT ACHIEVEMENT AND PROGRESS

School staff make valid judgements about student achievement and progress from daily observations, assessment results and data analysis, and communicate this information to students and parents.

### Targets:

By the end of 2024:

- 80% of identified students (*in operational plans*) will achieve at least 80% of their targets in:
  - NAPLAN reading, spelling and numeracy.
  - ACER PAT maths and reading.
- No more than 15% of Year 3 and 5 students will be graded above or below their NAPLAN grades in reading, writing and numeracy.

*Milestone targets in this domain are written in the school's annual operational plans.*

### Strategies:

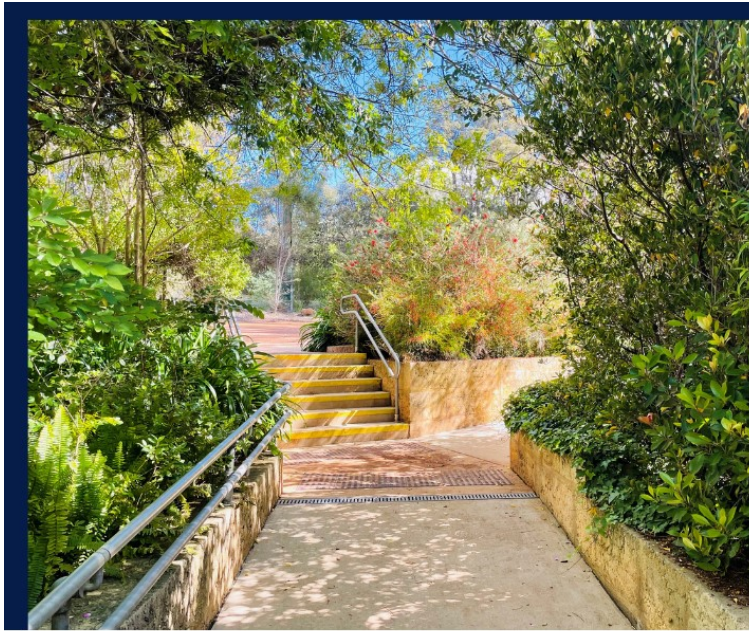
- Setting high expectations for every student's progress and ambitious targets for improving classroom performances.
- Increase data literacy through training and ensure data informs differentiated teaching practices.
- Annual operational plans are devised with targets that are responsive to student achievement data, with clear links to the school plan.
- Use a range of valid data tools to measure student achievement and progress, and investigate systems that bring data together to inform teaching.
- Staff moderate assessments to ensure valid judgements, at school and network level, including the use of Brightpath, and collaboratively plan for student improvement.
- Develop scope and sequence documents to guide teaching and assessing.
- Develop and implement a whole school assessment schedule that reflects whole school plans and provides information to inform teaching and longitudinal data.

### Assessment:

- NAPLAN
- *Progressive Achievement Tests*, ACER (PAT)
- Year level assessments, PLD
- Brightpath







## School Plan 2021-2024

### Annual operational plans

#### Teaching plan

Analyse and set targets

Use evidence-based teaching practices

Assess

## Rigorous self-assessment

Over the course of this plan the school will undertake self-assessment practices aimed at measuring the effectiveness of its improvement strategies. The school will be responsive to assessment results, including consultation, and the Department's Public School Review process. The range of assessments identified in this plan include the use of state and nationally recognised assessment resources targeting school improvement. This includes a rigorous performance and development culture, and a change-management process, aimed at delivering the intent of the *School Plan*. At the classroom level, class-based assessments will determine where to target student learning, and a range of standardised assessments will be used to measure achievement and progress. Teachers will be accountable for their plans and for students results and will engage in moderation and collegiate discussions to make valid judgements and ensure low-variant practice.



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