



# 2022 Annual Report

Pickering Brook Primary School



# 2022 School Overview and Context

In 2022, staff put considerable time and effort into implementing many of the strategies identified in the School Plan 2021-2024, with a big focus on improving teaching quality and student achievement and progress. These efforts saw staff attend evidence-based professional learning sessions, engage in coaching sessions with experts, and implement new practices.

COVID-19 had a big impact on the school for the first half of 2022. The management of COVID on a school site involved weekly virtual meetings with the Director General, constant checking of up-to-date information, and contact tracing. When the workload increased significantly, we appealed to the Director General for extra funding to employ more assistance, and were provided with \$10,000 to assist with management. This was used to employ our School Officer for extra days during the heavy management period and for teacher relief for planning for remote learning. The school also received extra funds for COVID cleaning, and this was used to employ a cleaner for extra hours, mostly for device cleaning. From March to June, we had to report every positive case, and for a while, close contacts to the Department, and had to lodge online forms for staff who required COVID leave. Each time we had a positive case or confirmed close contact, the principal had to calculate dates and inform parents of quarantine periods, and a couple of times we had to isolate students and instruct parents to collect them. We created guides for parents who were supporting their children with remote learning and held two assemblies and National Simultaneous Storytime via Webex. We loaned devices to some families who needed them for remote learning and constantly posted new posters and Connect notices to parents.

Thankfully, we got through that, and back to a sense of normal, getting on with the job of teaching and learning. Some of the highlights of 2022 include:

- Whole school walking excursion to Fremantle.
- Installation of a new swing.
- Lego competition.
- Student environment committee led clean-up events.
- Robotics showcase.
- Specialist Technologies teaching P-6.
- Return of faction athletics carnival to school-site.
- Choir excursion and concert across network.
- Bully-Zero incursion and activities.
- Parent/child learning journeys.
- Book Week activities and parade.
- Reading Rewards program.
- Implementation of PBS Positive Behaviour Support.
- Aussie of the Month program.
- Colour Fun Run.
- End of year concert and graduation.

Over the course of 2022, Pickering Brook Primary School students engaged in learning delivered through evidence-based teaching practices, using up-to-date technologies and modern furnishings. They engaged in positive behaviour systems to improve overall school behaviour and student well-being. All in all, another great year was had at Pickering Brook Primary School.



# 2022 Student Characteristics and Enrolments

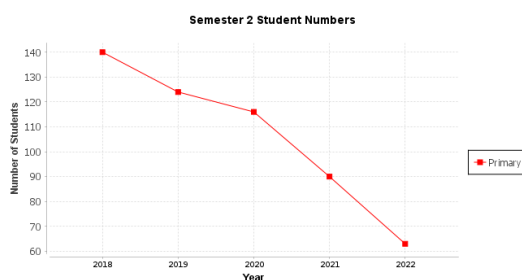
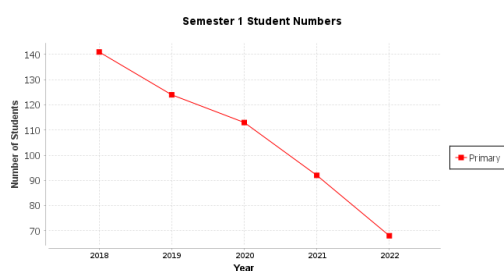
2022 student characteristics are described in the table below. Part-time students refer to Kindergarten students who, in 2022, attended 3 days per week.

Semester 1, 2022	Number	%
Full Time Students	74	
Students with a Disability (Sem 2, 2021)	11	11.8%
Aboriginal Students (Sem 1, 2021)	1	1.1%
Part Time (Full Time Equivalent) Students	6 (4)	

Student enrolment numbers started the year at 74 and finished at 69, as shown in the table below

Class	Year levels
Room 1	K-1 (K:5 P:4 1:3)
Room 3	2-3 (2:7 3:11)
Room 6	3-4 (3:7 4:9)
Room 7	5-6 (5:14 6:9)

Student numbers have steadily declined over the past 4 years, for a number of factors, including: some parent dissatisfaction with the school (2018-2020); and some parents choosing to enrol their children in their local schools with larger cohorts. Another factor is with larger cohorts in the upper years, and smaller numbers entering the early childhood, we have more students exiting the school than we have entering.



The enrolment projection for 2023 is a further decline in numbers. With more Year 6 students exiting the school than Kindy students are entering, and parents who prefer for their children to be in straight year level classes (at their local school), than in multi-year level classes at Pickering Brook.

To combat this continued fall in enrolments, the school implemented marketing strategies, including:

- maintaining social media accounts;
- upgrading the school website;
- good news stories in local news publications;
- personalised school tours for prospective parents; and
- implementation of the School Plan strategies to improve teacher practice and facilities, therefore leading to a more positive perception of the school in the community.

These measures and more will continue in 2023.

# 2022 Workforce

The staff at Pickering Brook Primary School are almost all long-serving. Teaching staff have all worked at the school for between 13 and 23 years. The remaining workforce have also worked at the school for long periods, with no new employees in teaching positions. The end of year staff numbers for 2022 were as follows:

	No	FTE
Principals	1	1.0
Total Administration Staff	1	1.0
Classroom Teaching Staff	5	4.0
Specialist Teaching Staff	4	0.8
Total Teaching Staff	9	4.8
Clerical / Administrative	2	1.3
Gardening / Cleaning	3	1.37
Education Assistants	5	3.4
Total School Support Staff	10	6.07
Total	20	11.87

With the loss of more student enrolments, and the reduction in numbers of classes at the end of the year, it was necessary to redeploy a staff member. For 2023 some teaching and support staff taking leave will not be replaced, meaning the staff numbers for 2023 will be less than 2022.

At the end of 2022 the following staff were re-deployed:

- 1.0 Classroom Teacher

The following position was retired:

- 0.5 Cleaner



# 2022 Student Attendance

Student attendance in 2022 was significantly impacted by COVID-19, with students needing to isolate due to close-contact status, and others who tested positive to COVID. This was the case across the state as reflected in the data tables below.

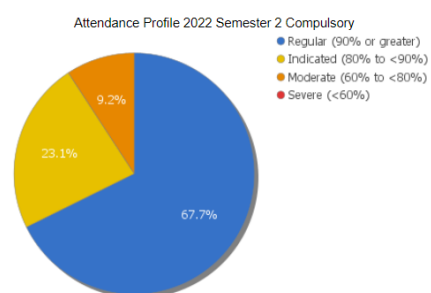
Table 1, below, shows student attendance at Pickering Brook Primary School was comparable to that of 'like' schools and all public schools, for the full year, 2022.

Table 2, below, shows the number of students at Pickering Brook PS with "indicated" attendance (80-90%) is slightly higher than 'like' and all public schools, however, the percentage of students with severe attendance (<60%) is less than 'like' and all public schools, for the full year, 2022. Overall, the data is comparable to both groups.

Non- or low-attendance is managed on an individual case basis.

	ATTENDANCE		
	PBPS	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2020	92.6%	94.1%	91.9%
2021	90.2%	92.6%	91%
2022	90.2%	89%	86.6%

Table 1: Pickering Brook PS attendance data compared to 'like' and all public schools.



Graph 1: Pickering Brook PS attendance category data, Semester 2, 2022.

	Attendance Categories			
	Regular >90%	Indicated 80-90%	Moderate 60-80%	Severe <60%
PBPS 2020	74.8	20.9	2.6	1.7
PBPS 2021	66.3	27.2	2.2	4.3
PBPS 2022	54.4	36.8	8.8	0
Like Schools 2022	55.5	33.5	8.7	2.3
WA Public Schools 2022	51	32	13	5

Table 2: Pickering Brook PS attendance category data compared to 'like' and all public schools.



# 2022 Positive Behaviour Support

In-line with the 2021-2024 School Plan, the following strategies for student engagement were implemented:

*Investigate positive behaviour support approaches; access professional learning; consult with parents, students and staff; devise a policy.*

In early 2022, all staff were involved in an information session about PBS, delivered by a Department of Education consultant. At this time, all staff were surveyed and it was unanimously decided that implementing PBS would work towards achieving the behaviour goals of the school. Staff then worked together to determine the common behaviours that impacted teaching and learning and safety, and identified four top behaviour expectations:


**We are safe      we are respectful      we are responsible      we are learners**

A behaviour matrix was developed next; a list of specific behaviours/skills for each setting in relation to the 3-4 expectations. All students and staff are responsible for following the behaviours listed on the matrix. It serves to enhance communication and create a common language among staff and between students and staff. It also creates the “curriculum” that guides the teaching of expected behaviours. With desired behaviours clearly defined the aim is for everyone to be consistent in the social behaviours that are taught, recognised and corrected when necessary.

2022 achievements:

- Team identified
- Professional learning
- Matrix created
- Behaviour expectations lessons
- Yongka reward system refined

The School Board were kept informed of progress, and the school community were informed via the school newsletter and website.

 <b>PICKERING BROOK PRIMARY SCHOOL</b> <b>Positive Behaviour Matrix</b>				
	<b>We are SAFE</b>	<b>We are LEARNERS</b>	<b>We are RESPONSIBLE</b>	<b>We are RESPECTFUL</b>
<b>Classroom</b>	<i>when we:</i> <ul style="list-style-type: none"> <li>• respect each other's personal space.</li> <li>• walk quietly and calmly inside.</li> <li>• use chairs appropriately.</li> <li>• use equipment appropriately.</li> <li>• use ICT according to the school's guidelines.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• follow teacher instructions.</li> <li>• are prepared for learning.</li> <li>• do our personal best.</li> <li>• stay on-task.</li> <li>• accept mistakes as learning.</li> <li>• cooperate and collaborate when working together.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• follow game rules.</li> <li>• look after our own and others' property.</li> <li>• set a good example for others.</li> <li>• use technologies appropriately.</li> <li>• wear school uniform, shoelaces tied up.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• listen to others and wait our turn.</li> <li>• include others.</li> <li>• use our manners.</li> <li>• wear school uniform.</li> <li>• encourage and support each other.</li> </ul>
<b>School Grounds</b>	<i>when we:</i> <ul style="list-style-type: none"> <li>• walk quietly and calmly around the school.</li> <li>• eat only our own food.</li> <li>• use equipment and nature play objects safely.</li> <li>• wear a hat.</li> <li>• play in correct areas.</li> <li>• follow game rules.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• encourage and support each other.</li> <li>• take-on challenges.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• put rubbish in the bin.</li> <li>• get to class on time.</li> <li>• take turns, share, include others and problem solve.</li> <li>• return equipment to the shed when finished with it.</li> <li>• use toilets appropriately.</li> <li>• remain seated when eating.</li> </ul>	<i>when we:</i> <ul style="list-style-type: none"> <li>• line up correctly.</li> <li>• are considerate of other students' learning around the school.</li> <li>• play fair.</li> </ul>

# 2022 Student Achievement and Progress: NAPLAN

The 2022 Year 3 and 5 student cohorts were larger than the previous year, and therefore the results can be reported as statistically significant. NAPLAN results of note include:

## POSITIVE RESULTS

- Year 5 reading - we have significantly more students in the top 20% of WA public schools than like schools - We have 36% in the top 20%, like schools have 24%.
- Year 5 numeracy - we have significantly more students in the top 20% of WA public schools than like schools - We have 36% in the top 20%, like schools have 23%.
- \*Year 7 spelling - we have significantly more of our former Year 6 students in the top 20% of WA public schools - we have 50% .
- \*Year 7 numeracy - we have significantly more of our former Year 6 students in the top 20% of WA public schools - we have 42%.
- \*Year 7 reading - we have significantly more of our former Year 6 students in the top 20% of WA public schools - we have 43%
- \*Year 7 grammar/punctuation - significantly more of our former Year 6 students in the top 20% of WA public schools - we have 36%.

## RESULTS REQUIRING ACTION

- Year 5 spelling - we have less students in the top 20% of WA public schools than like schools - We have 7% in the top 20%, like schools have 23%.

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
<b>Top 20%</b>	18%	45%	7%	24%	23%	23%
<b>Middle 60%</b>	53%	55%	79%	63%	64%	63%
<b>Bottom 20%</b>	29%	0%	14%	13%	13%	14%

- Year 5 writing - we have less students in the top 20% of WA public schools than like schools - We have 7% in the top 20%, like schools have 29%.

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
<b>Top 20%</b>	6%	18%	7%	24%	20%	29%
<b>Middle 60%</b>	69%	64%	93%	66%	57%	61%
<b>Bottom 20%</b>	25%	18%	0%	9%	22%	10%

## YEAR 3 RESULTS

- All results for Year 3 NAPLAN students were within 10% of 'like' schools, and therefore can be considered on-track.

*\*Note - Year 7 results refers to students enrolled in Year 7 at a public secondary school, who are former Pickering Brook PS students.*

# 2022 Student Achievement and Progress: Target attainment

Due to the fluctuation in cohort sizes, the School Plan 2021-2024 does not include NAPLAN targets for whole cohorts of students. Rather, individual progress targets were devised for students, and these can only be measured over a two-year period. Due to no NAPLAN being run in 2020 (COVID-related), there are no targets for 2022 data. In light of this, other targets were devised.

## Progressive Achievement Tests

ACER Progressive Achievement Tests (PAT) measure what students know, understand and are capable of, mapped to the Australian Curriculum. ACER is the Australian Council for Educational Research.

2022 School targets:

- ▶ 80% of students will achieve at or above the average scale score for PAT Reading.

Not achieved (60%)

- ▶ 80% of students will achieve at or above the average scale score for PAT Maths.

Not achieved (65%)

These targets were not well-considered when written, and are over-ambitious as 80% of students nationally do not achieve at or above the scores.

In 2023 these targets will be re-written to be in-line with national averages.

## Grade Alignment Targets

Grade alignment refers to teachers grading students on end of semester reports, in-line with students' NAPLAN achievement. The Department of Education equates NAPLAN scores to grades, and these can be used as a guide for teachers. However, caution is warranted, as NAPLAN is one test on one day, and teachers grade students based on a full semester of work.

- ▶ No more than 15% of Year 3 and 5 students will be graded above or below their NAPLAN grades in Mathematics. Not achieved (28% and 29%)
- ▶ No more than 15% of Year 3 and 5 students will be graded above or below their NAPLAN grades in Reading. Not achieved (33% and 71%)
- ▶ No more than 15% of Year 3 and 5 students will be graded above or below their NAPLAN grades in Writing. Not achieved (50% and 29%)

As with the PAT targets, these targets were not devised based-on state average data, and in 2023 targets will be re-written to be in-line with state averages.

	NAPLAN Result is below the Grade Allocation	NAPLAN Result is above the Grade Allocation	Alignment School (state)	% of students with non-alignment
Year 3 Maths	0	28%	72% (70%)	28%
Year 3 Reading	0	33%	67% (59%)	33%
Year 3 Writing	0	50%	50% (50%)	50%
Year 5 Maths	7%	21%	71% (68%)	29%
Year 5 Reading	0	71%	29% (66%)	71%
Year 5 Writing	29%	0	71% (67%)	29%



# 2022 Student Achievement and Progress: Recommendations for 2023

## Assessment and data recommendations:

- In 2023 add progress targets for PAT and modify the current achievement targets to be in-line with national averages.
- Adjust grade judgement targets to align with state averages.
- Focus on improving grade judgements, particularly in reading and writing.
- Continue data collection in reading fluency.
- Consider introducing Brightpath maths assessments - all year levels.
- Continue using Brightpath for writing moderation and create targets that are realistic and aspirational.

## Teaching recommendations:

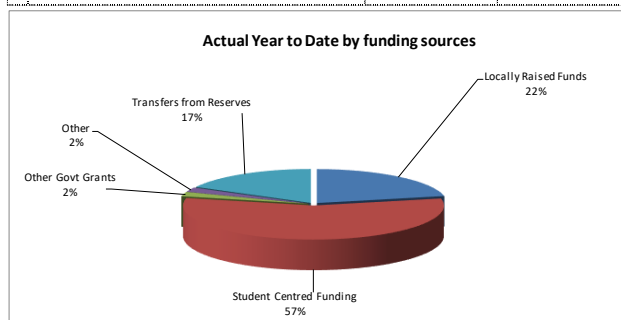
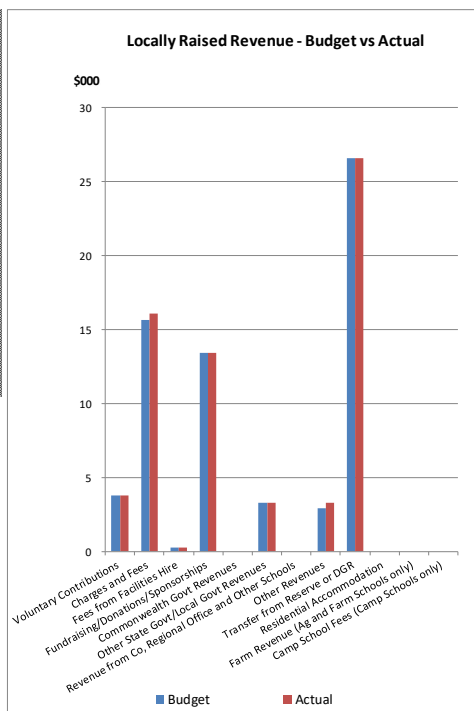
- Increase focus on writing instruction, including professional learning for teachers and resource creation.
- Continue with School Plan strategies for teaching and learning, including development of instructional models for literacy and numeracy.



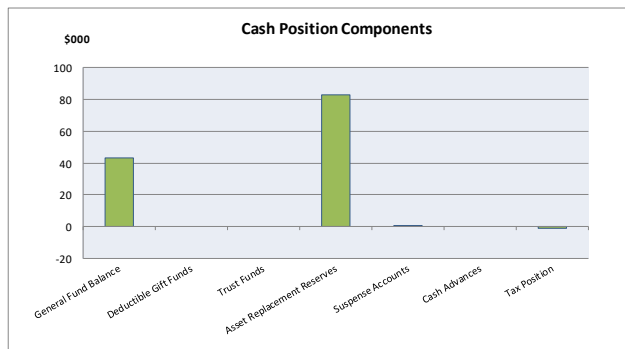
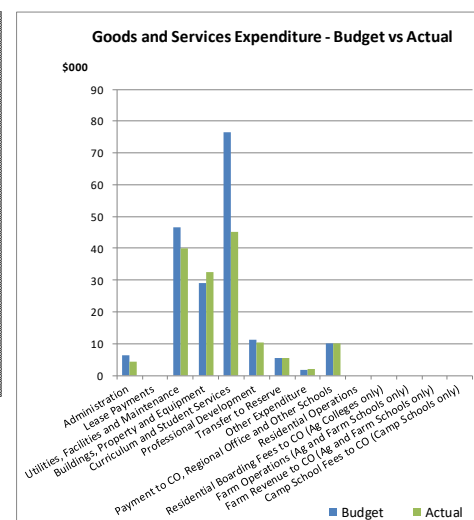
# 2022 School Income by Funding Source

## Pickering Brook Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 3,763.00	\$ 3,762.50
2 Charges and Fees	\$ 15,621.87	\$ 16,083.87
3 Fees from Facilities Hire	\$ 250.00	\$ 250.00
4 Fundraising/Donations/Sponsorships	\$ 13,421.29	\$ 13,432.26
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,300.00	\$ 3,300.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 2,949.39	\$ 3,292.57
9 Transfer from Reserve or DGR	\$ 26,585.75	\$ 26,585.75
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 65,891.30</b>	<b>\$ 66,706.95</b>
<b>Opening Balance</b>	<b>\$ 38,467.00</b>	<b>\$ 38,467.34</b>
<b>Student Centred Funding</b>	<b>\$ 87,917.15</b>	<b>\$ 87,917.15</b>
<b>Total Cash Funds Available</b>	<b>\$ 192,275.45</b>	<b>\$ 193,091.44</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 192,275.45</b>	<b>\$ 193,091.44</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 6,257.17	\$ 4,248.25
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 46,703.27	\$ 39,950.11
4 Buildings, Property and Equipment	\$ 29,160.48	\$ 32,421.32
5 Curriculum and Student Services	\$ 76,529.55	\$ 45,208.23
6 Professional Development	\$ 11,286.36	\$ 10,473.41
7 Transfer to Reserve	\$ 5,580.28	\$ 5,580.00
8 Other Expenditure	\$ 1,875.50	\$ 2,119.26
9 Payment to CO, Regional Office and Other Schools	\$ 10,020.00	\$ 10,020.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 187,412.61</b>	<b>\$ 150,020.58</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 187,412.61</b>	<b>\$ 150,020.58</b>
<b>Cash Budget Variance</b>	<b>\$ 4,862.84</b>	<b>\$ -</b>



<b>Cash Position Components</b>	
<b>Bank Balance</b>	<b>\$ 125,857.63</b>
Made up of:	
1 General Fund Balance	\$ 43,070.86
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 82,971.77
5 Suspense Accounts	\$ 816.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,001.00)
<b>Total Bank Balance</b>	<b>\$ 125,857.63</b>

# 2022 Public School Review – 1 year review

The 2021 Public School Review highlighted the need for improvement in two areas: Teaching Quality and Student Achievement and Progress, with a one-year review planned for late 2022. Due to COVID restrictions early in the year, the PSR date was pushed back to early 2023.

A PSR panel attended Pickering Brook Primary School in February to determine where the school was with its improvement journey, in relation to the finding of the 2021 PSR. The panel determined that all recommendations had been met, as follows:

## Teaching Quality

TQ1: Ensure the locus of accountability is on teachers applying practices that ensure fidelity of approaches through quality observation and associated explicit feedback for teachers.

**RECOMMENDATION MET**

TQ2: Maintain a high priority on embedding the use of data to inform differentiated teaching practices. **RECOMMENDATION MET**

TQ3: Continue to promote the value of using contemporary research-based, whole-school curriculum phase of learning sequencing and lesson design to achieve low variance connected practice.

**RECOMMENDATION MET**

## Student Achievement and Progress

SA&P1: Expand moderation options to include Brightpath together with engagement with local school networks. **RECOMMENDATION MET**

*Appendix 2 shows the year-long plan for improvement, with progress toward improvement strategies.*

*Appendix 1 is a copy of the letter from the Deputy Director General, Schools acknowledging the attainment of all recommendations.*



# Appendix 2: Letter from the Deputy Director General, Schools



Department of  
Education

Your ref:  
Our ref: D23/0259328  
Enquiries

Ms Tanya Dique  
Principal  
Pickering Brook Primary School  
241 Pickering Brook Road  
PICKERING BROOK WA 6076

Dear Tanya

I refer to the one year follow up review for the Teaching quality and Student achievement and progress domains following Pickering Brook Primary School's Public School Review in Term 4, 2021.

I am advised that Ms Jennifer Graffin, Director, Public School Review and Ms Tayna Grantham, Principal, Mingenew Primary School, met with you and members of your staff, to consider the extent to which the school has made sufficient and sustainable progress against the report's recommendations.

The advice received confirms the school has demonstrated sufficient and sustainable progress towards meeting the Standard in relation to the recommendations in both domains.

In particular, the review team noted that staff have engaged in a significant improvement agenda and demonstrated the initial implementation of evidence-based, whole-school approaches. An instructional model has been designed to maximise the impact on student outcomes. Collaborative peer discussion and observation checklists, following learning sprints, have provided valuable feedback.

Your expertise as an instructional leader is well respected by staff. It is evident that staff wellbeing is an important aspect of sustainability and will be considered in strategically managing the rate of change long term.

Pickering Brook Primary School is to be congratulated for its professional commitment by first, noting the areas for improvement and second, implementing strategies that have resulted in the improvements desired.

The next Public School Review of Pickering Brook Primary School, inclusive of all domains, is scheduled for Term 1, 2025.

I wish you and the staff continued success in your endeavours to provide high quality education at Pickering Brook Primary School.

Yours sincerely

Melesha Sands  
Deputy Director General, Schools

14 MAR 2023

cc. Ms Raechelle Lee, Executive Director, Strategy and Policy  
Ms Cheryl Townsend, Director of Education, South Metropolitan Education Region  
Mr Matthew Osborne, Assistant Director of Education, South Metropolitan Education Region  
Mr Lou Zeid, Assistant Director of Education, South Metropolitan Education Region  
Chair, School Board, Pickering Brook Primary School

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# Appendix 1: Plan for improvement (2023 PSR)

## Domain 5: Teaching Quality, PSR Recommendations

1. Ensure the locus of accountability is on teachers applying practices that ensure fidelity of approaches through quality observation and associated explicit feedback for teachers. <b>MET</b>						
2. Maintain a high priority on embedding the use of data to inform differentiated teaching practices <b>MET</b>						
3. Continue to promote the value of using contemporary research-based, whole-school curriculum phase of learning sequencing and lesson design to achieve low variance connected practice. <b>MET</b>						
Rec. Ref. #	Targets	Strategy / Actions	Who is leading this work?	Planned commencement date	Achieved?	Milestones
1 2 3	By the end of 2024: All classroom teachers implement whole school instructional models, including 80% of identified elements, 80% of the time.	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.	Principal	mid-2021	Achieved	By the end of 2021 All classroom teachers implement whole school instructional models, including 80% of identified elements, 80% of the time, in spelling.
		Develop and implement a whole school approach to effective teaching that articulates; scope and sequence; instructional models; minimum teaching time; and assessments, in maths and reading	Maths and English leader	term 1 2022	Partially achieved	By the end of 2022 all classroom teachers implement whole school instructional models, including 80% of identified elements, 80% of the time, in maths and reading.
		Teachers engage in collaborative processes to improve teaching practice such as teaching sprints, including peer observation, self-reflection and coaching. Implement models to provide quality feedback on teaching practice to enhance learning.	Principal	mid-2022	Achieved	By the end of 2022 all classroom teachers will engage in coaching, feedback and class observations in maths, reading and spelling at least once per term (1 peer, 1 principal).
1 2 3	By the end of 2022, teacher planning includes differentiation that reflects collected data in spelling, reading and maths.	Teachers write plans that show differentiated teaching and learning, including IEPs for students with significant needs in spelling/phonics.	Principal	mid-2021	Achieved	By the end of Term 1 2022, all classroom teachers write long term plans that show evidence of differentiation in spelling, maths and reading.
		Teachers write plans that show differentiated teaching and learning, including IEPs for students with significant needs in maths and reading	Maths and English leader	term 1 2022	Achieved	
		Teachers develop long-term plans for student learning using the <i>WA Curriculum</i> , including differentiation for students above and below the achievement standard, across all 8 learning areas.	Principal	27/01/22	Achieved	
		Teachers implement whole school learning sequences through evidence-based lesson design to achieve low variance practice.	Principal	Term 1 2022	Achieved	
		Teachers and EAs engage in professional reading and learning, and collegiate discussions about evidence-based teaching practices.	Principal	17/12/21	Achieved	



## Domain 6: Student Achievement and Progress, PSR Recommendation

Expand moderation options to include Brightpath together with engagement with local school networks. <b>MET</b>						
Rec. Ref. #	Target	Strategy / Actions	Who is leading this work?	Planned commencement date	Achieved?	Milestones
1	No more than 15% of Year 3 and 5 students will be graded above or below their NAPLAN grades in reading, writing and numeracy.	Increase data literacy through training and ensure data informs differentiated teaching practices.	Principal	ongoing	Achieved	Teachers use assessment results to guide teaching programs and IEPs.
		Use a range of valid data tools to measure student achievement and progress, and investigate systems that bring data together to inform teaching.	Principal	2022	Achieved	Investigate the benefit of a data collection tool and implement if chosen.
				2023/24		
		Staff moderate assessments to ensure valid judgements, at school and network level, including the use of Brightpath, and collaboratively plan for student improvement.	Principal	3/06/22	Achieved	Staff receive professional learning in Brightpath writing.
					Achieved	Staff moderate together using Brightpath to determine scores and report grades.
					Achieved	Teaching staff have the opportunity to participate in moderation of work samples in English and Maths with network teachers.
		Develop scope and sequence documents to guide teaching and assessing.	Maths and English leaders	Semester 1 2022	Achieved	Scope and sequence documents developed and used to guide teaching.
		Develop and implement a whole school assessment schedule that reflects whole school plans and provides information to inform teaching and longitudinal data.	Principal	Term 1	Achieved	Assessment schedule created and used by teachers to guide administration of assessments and teaching programs.

