

ANNUAL REPORT 2024

PICKERING BROOK PRIMARY SCHOOL

2024 School Overview and Context

Once again, our school had a relentless focus on high quality teaching strategies, and this year had more of a focus on writing instruction, as per the Business Plan, and saw us implement a joint project with Curtin University for our Year 4 students.

We had a whole new School Board for 2024, and these parents were diligent in carrying-out their roles in the school governance process.

Students participated in a wealth of educational and fun activities throughout the year to boost their educational experiences and wellbeing, including:

- In-term Swimming
- Easter Hat Parade
- ANZAC Day Service
- Mother's Day afternoon tea
- Do it for Dolly Fundraiser
- Strength Heroes Incursion
- National Simultaneous Storytime
- Band on Tour Incursion
- Italian Excursion
- Harmony Day
- NAIDOC Activities
- Book Week Parade
- Learning Journey
- NOM Food Incursion
- Parliament House Excursion – Year 6
- Op Shop Day
- Faction Carnival
- Father's Day Breakfast
- Year 5/6 Camp
- Lego Competition
- Colour Fun Run
- Breakfast with Santa

In response to the fall-out from COVID-19 the federal government provided funding to all schools to increase the wellbeing of students, and at Pickering Brook these funds were put towards getting some chickens and the Strength Heroes incursion.

The school chickens provide students with opportunities to care for others and helps to build empathy and consideration. The three hens have been named by the students, and Rocky, Curly and Mia have settled into our school well.

Students recognized NAIDOC Week by creating a mural with Nyungar artist, Justin Martin. This artwork depicts a large monitor looking over the land as a lore keeper. It is conceptually designed site specific based on the black goanna which we find around Pickering Brook and surroundings.

The conceptual artwork shows Nyungar line work representing song lines from different families coming to the rich place of life. The Circular shapes to reflect our connection to water and the special sites which captures water for the families. Three large flowers through the centre are the gathering grounds that noongar people have used for thousands of years. The two symbols are individuals collecting food and medicines for their families. The soft background colours are soothing for the mind and represents our beautiful country we call home.



2024 Student Characteristics and Enrolments

The 2024 school year started off with a smaller cohort of students as has been the trend in recent years with the larger cohorts of students graduating to secondary schools. Some of our new students come from suburbs outside of Pickering Brook with parents seeking a smaller, quieter location for their children to attend school.

Semester 1, 2024	Number	%
Full Time Students	43	
Students with a Disability	7	16.3%
Aboriginal Students		
Part Time (Full Time Equivalent) Students	8 (4)	

The school’s Index of Community Socio-educational Advantage (ICSEA) (scale of socio-educational advantage that is computed for each school) was 1037 with the state average at 1000.

To best meet the needs of our students we had them work across 2.5 classes. On non-Kindy days we had two classes, on Kindy days we had three. Over the course of the year we had a number of staffing changes, including the return of our Principal, Tanya Dique, in Term 4.

Class	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Room 1			K-P	K-P	K-P
Room 6	P-3	P-3	1-3	1-3	1-3
Room 7	4-6	4-6	4-6	4-6	4-6



2024 Student Attendance

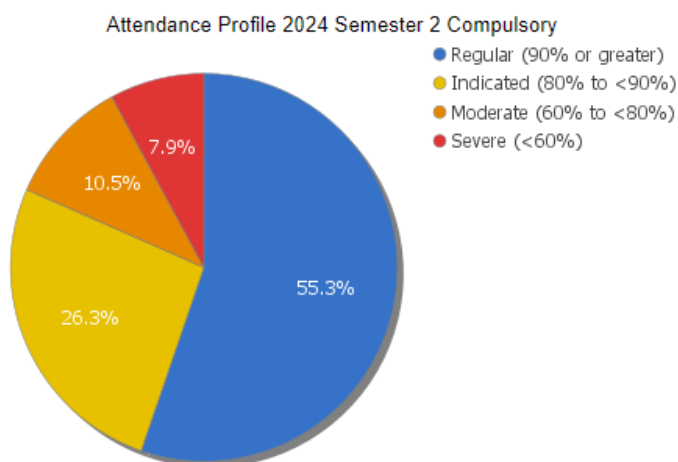
Table 1, below, shows student attendance at Pickering Brook Primary School was comparable to that of 'like' schools for the full year, and above 'all public schools'. However, we have a lower percentage of students attend school regularly ("regular" is considered to be attendance of greater than 90%). As a small school, one student, or one family can greatly affect the percentage of the school, so data should be viewed with this in-mind.

	Total Attendance		
	School	Like Schools	WA Public Schools
2024	91%	91%	89.4%

Data interpretation

- More than half our students are missing more than 20 days of school over the year.
- A third of our students are missing more than 40 days of school over the year.

	Attendance categories comparison			
	Regular >90%	Indicated 80% to <90%	Moderate 60% to <80%	Severe <60%
PBPS 2024	59.5%	32.4%	8.1%	0.0%
Like Schools	68.5%	22.2%	7.3%	2.0%
WA Public Schools	65.0%	23.0%	9.0%	4.0%



Planned actions for 2025 include case management of students with less than 80% attendance.

School Plan 2021-2024 Review



In 2021 the school's Business Plan was developed through consultation with staff, community, students and reflective of the results of the Public School Review. Over the three-year period staff have been engaged in regular reflection on the targets and strategies outlined in the plan, and these results have been regularly reported to the School Board.

The end of 2024 saw the review of the plan, as outlined below:

- Measurement of target attainment.
- Measurement of milestone targets written in annual operational plans for literacy and numeracy (most were 2-year targets.)
- Analysis of strategy implementation.
- Report presented to School Board and community at the annual Open Meeting in December.

Data review

Due to the low number of students, 3 in Year 3 and 5 in Year 5, we are not able to report comparative NAPLAN results. Eg. Most schools have a target comparing to 'like' schools – this is not possible for us when each student comprises 20-33% of the population. It is also unethical as individuals can be easily identified. We were aware of this issue when we wrote the targets, and wrote progress targets for individuals and groups of students so this wasn't a factor, however, these have become unreportable due to the changes in NAPLAN scale in the last two years. Eg original target stated: *Year 3 2021 students who achieved 350-510 in NAPLAN Reading, will progress at least 80 points in Year 5 in 2023.* As the scale has been changed, this is not a valid measurement.

Also, due to NAPLAN not being run in 2020, we don't have comparative data for 2022.

Unfortunately, for the above reasons, NAPLAN has not been a useful measure for determining the success of the Business Plan, so more of a focus was placed on how well the strategies had been implemented.

- ▶ A total of 53 strategies were identified across the six domains of school improvement: relationships and partnerships, learning environment, teaching quality, use of resources, student achievement and progress and leadership.
- ▶ 2 of the strategies have not been implemented.
- ▶ 7 of the strategies have been partially implemented.
- ▶ 44 strategies have been implemented successfully.

Business plan review in domains

Relationships and Partnerships

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 increase parent, staff and student satisfaction ratings in the <i>National Schools Opinion Survey</i> , to at least 4.0, in each relationship statement, and 3.5 in learning statements. NOTE: <i>NSOS has not been available to schools in 2024, so 2023 results were used.</i>	<u>Parent survey</u> Relationship score: 57% achieved Learning score: 67% achieved <u>Staff survey</u> Relationship score: 43% achieved Learning score: 100% achieved <u>Student survey</u> Relationship score: 86% achieved Learning score: 100% achieved	Parent: not achieved Staff: partially achieved Students: partially achieved OVERALL: PARTIALLY ACHIEVED	Identify strategies to address areas that scored lower than the target.
By the end of 2024 increase opportunities for regular staff collaboration to at least once per fortnight.	2022: fortnightly teaching sprints meetings during collaborative DOT 2023 and 2024: staff meetings used for curriculum development	ACHIEVED	Continue focus on curriculum development during staff meetings.

STRATEGIES	PROGRESS
<ul style="list-style-type: none"> Staff are familiar with the Department's Code of Conduct and meet the standards. 	Implemented
<ul style="list-style-type: none"> Increase collaboration with network schools. 	Implemented 2022-2023
<ul style="list-style-type: none"> Increase the profile of the school board and provide training to ensure good governance practices. 	Implemented
<ul style="list-style-type: none"> Implement a communication strategy that outlines reliable communication methods including Connect, Facebook, update of school website. 	Implemented
<ul style="list-style-type: none"> Provide opportunities for staff collaboration – planning, professional learning, moderation, peer observation, coaching. 	Implemented
<ul style="list-style-type: none"> Consult widely with staff, parents, students and the community and act on feedback. 	Implemented
<ul style="list-style-type: none"> Establish and maintain partnerships with service providers, local government, local businesses. 	Implemented
<ul style="list-style-type: none"> Promote the school in the community. 	Implemented

<ul style="list-style-type: none"> Provide workshops for parents and community to enhance knowledge and skills in areas of need. 	Not implemented
<ul style="list-style-type: none"> Report on student learning, achievement and progress through formal reports, individual meetings, informal opportunities, and whole school events including learning journeys. 	Implemented

Learning environment

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 100% of staff implement the whole school approach to positive student behaviour, across all contexts, 80% Of the time.	No data to measure this.	Students are regularly awarded Yongkas for positive behaviours, however, this doesn't measure staff use of positive language etc.	Develop a school-wide student behaviour policy. Seek-out training in PBS next steps and continue conversations with staff.
By the end of 2024 increase by 10% the number of students who attend school 90% or more of the time.	Sem 1/21 66% Sem 2/24 63%	Not achieved However –all statewide attendance data has gone down since Covid.	Continue focus on the importance of attendance in the next business plan. Continue case management of target students.
By the end of 2024 increase scores in all areas of the School Wellbeing Check to at least 80.	4/5 areas over 80 student voice at 76	80% achieved	Investigate quality wellbeing programs as supplementary resources for the health curriculum.

STRATEGIES	PROGRESS
<ul style="list-style-type: none"> Case management approach to improving attendance for at-risk students. 	Implemented 2022/2024
<ul style="list-style-type: none"> Through consultation, identify school values, mission and motto, and link to learning programs. 	Partially Implemented
<ul style="list-style-type: none"> Investigate positive behaviour support approaches; access professional learning; consult with parents, students and staff; devise a policy. 	Implemented
<ul style="list-style-type: none"> Invest in infrastructure that ensures the physical environment enhances learning and engagement. 	Implemented
<ul style="list-style-type: none"> Implement the WA Health curriculum, including Protective Behaviours and the Zones of Regulation. 	Implemented 2022-2023
<ul style="list-style-type: none"> Refine the student leadership program with authentic student participation, a peer-coaching culture, and opportunities for student voice, including feedback to teachers about learning activities. 	Implemented

<ul style="list-style-type: none"> 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. 	Implemented
<ul style="list-style-type: none"> Establish a student services team for students with special needs including the school psychologist, chaplain, class teachers and principal. 	Implemented
<ul style="list-style-type: none"> Research and implement processes that enhance the well-being of students and staff, including using the Australian Student Wellbeing Framework. 	Partially Implemented
<ul style="list-style-type: none"> Use the Aboriginal Cultural Standards Framework to increase understandings of Indigenous cultures. 	Partially Implemented

Leadership

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 80% of students and parents will be able to articulate the school's values, mission and motto.		Values devised 2023. Mission and motto consultation late 2024, not complete. PARTIALLY ACHIEVED	Further consultation on motto and mission. Consider adding values to logo (see below).
By the end of 2024 80% of teaching staff will make progress on their attainment of the AITSL Teacher Standards.	Teachers were not advised or reminded to maintain this data for comparison.	UNABLE TO DETERMINE	Consider other strategies and targets to inform improvement in this area.

STRATEGIES	PROGRESS
<ul style="list-style-type: none"> Consultation activities to identify values, motto and mission statement. 	Partially Implemented
<ul style="list-style-type: none"> Implement a performance and development process focussed on improving practice with clear links to the whole school plans. 	Implemented
<ul style="list-style-type: none"> Implement the <i>Future Leaders' Framework</i> to identify and support teachers with leadership aspirations. 	Implemented 2021-2022
<ul style="list-style-type: none"> Identify leaders to create a distributed leadership approach. 	Implemented
<ul style="list-style-type: none"> Leaders provide feedback on practice. 	Implemented

<ul style="list-style-type: none"> Targeted professional learning that aims at improving practice to meet individual and whole school needs and aspirations. 	Implemented
<ul style="list-style-type: none"> Build capacity of staff to effectively reflect on their performance through peer observations and data interrogation. 	Implemented
<ul style="list-style-type: none"> Implement a coaching culture across the school, aimed at supportive improvement practices and change management approaches. 	Implemented
<ul style="list-style-type: none"> Use <i>AITSL Teacher and Principal Standards</i> to measure professional growth and identify strategies for improvement. 	Implemented

Use of resources

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 develop annual operational plans that identify key strategies with clear budgets for resources and staffing.	2021: 8 learning areas 2022: 6 learning areas 2023: 5 learning areas 2024: 2 learning areas	ACHIEVED	Develop scope and sequence documents to ease planning load for teachers and to ensure the best curriculum coverage for students.

STRATEGIES	PROGRESS
<ul style="list-style-type: none"> Maintain resource deployment mantra of ‘students first’; resource allocation (workforce and physical) driven by student need. 	Implemented
<ul style="list-style-type: none"> Ensure clear links between school plans and budget allocations. 	Implemented
<ul style="list-style-type: none"> Develop long term plans for resource management aligned to student needs including physical resources and workforce. 	Implemented
<ul style="list-style-type: none"> Seek alternative funding streams such as grants and sponsorships. 	Implemented
<ul style="list-style-type: none"> Keep abreast of resource and financial management and staff undertake professional learning and training as required. 	Implemented
<ul style="list-style-type: none"> Ensure asset planning and long-term budgets meet the anticipated needs of the school. 	Implemented

• Further development of the school's aesthetics.	Implemented
• Develop a plan for furniture and class resource purchases that meet the needs of 21 st century learners.	Implemented
• Establish a finance committee and transparent practices that are responsive to the school's needs.	Implemented

Teaching quality

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 all classroom teachers implement whole school instructional models, including 80% of identified elements, 80% of the time.	Spelling instructional model. Daily review (maths) Fluency model Vocabulary model Writing Revolution	Not ethical to report on this due to the low number of existing/long term teachers. ANECDOTALLY: there has been a big shift across teaching staff with most of the key elements of models used most of the time.	Continue focus on instructional strategies and develop Maths lesson model. Continue with peer observations, PL and cross-school networking to increase fidelity. Training and PL in DoE Quality Teaching strategy and multi-age planning.

STRATEGIES	PROGRESS
• Teachers and education assistants engage in professional reading and learning and collegiate discussions in research-based teaching strategies.	Implemented
• Establish common belief statements about pedagogical practices.	Addressed by DoE
• 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 mathematics.	Partially Implemented
• Teachers implement whole school learning sequences through evidence-based lesson design to achieve low variance practice.	Implemented
• Teachers engage in collaborative processes to improve teaching practice such as Teaching Sprints, including peer observation, coaching and self-reflection.	Implemented 2021-2023
• Teachers develop long-term plans for student learning using the WAC, including differentiation for students	Implemented

above and below the achievement standard, across all 8 learning areas.	
<ul style="list-style-type: none"> Implement models to provide quality feedback to enhance learning. 	Partially Implemented
<ul style="list-style-type: none"> Implement quality teaching of the technologies curriculum and integrate technologies in everyday teaching and learning. 	Implemented

Student achievement and progress

TARGET	DATA	ACHIEVEMENT	FUTURE PLANNING
By the end of 2024 80% of targeted students (as identified in operational plans) will achieve at least 80% of their targets in:			
NAPLAN reading, spelling and numeracy.	No data to report, due to: No NAPLAN in 2020 (comparative data not available for 2022) NAPLAN change in scale (data not comparable) Cohort size too small to report		Work with Department team to devise appropriate small school targets.
ACER PAT maths and reading. (Brightpath added due to NAPLAN non-availability)	<u>Reading</u> Target 1: 73% students achieved Target 2: 67% students achieved <u>Maths</u> Target: 74% students achieved <u>Writing</u> Target: 61% students achieved	<u>Reading</u> No % identified in target. Not measurable. (73% achieved) 50% targeted: ACHIEVED <u>Maths</u> 50% targeted: ACHIEVED <u>Writing</u> 50% targeted: ACHIEVED	Write SMART targets. Continue focus on instructional strategies in literacy and numeracy.
By the end of 2024 no more than 35% of Year 3 and Year 5 students will be graded above or below their NAPLAN grades in reading, writing and numeracy.	Reading Writing Numeracy	Unable to report due to low cohort numbers, changes in NAPLAN scale and data provided by DoE.	Moderation across the network. Training in data literacy and alignment to grade judgements.

STRATEGIES	PROGRESS
<ul style="list-style-type: none"> Setting high expectations for every student's progress and ambitious targets for improving classroom performances. 	Partially Implemented

<ul style="list-style-type: none"> • Increase data literacy through training and ensure data informs differentiated teaching practices. 	Implemented
<ul style="list-style-type: none"> • Annual operational plans are devised with targets that are responsive to student achievement data and with clear links to the school plan. 	Implemented
<ul style="list-style-type: none"> • Use a range of valid data tools to measure student achievement and progress and investigate systems that bring data together to inform teaching. 	Implemented
<ul style="list-style-type: none"> • Staff moderate assessments to ensure valid judgements at school and network level, including the use of Brightpath, and collaboratively plan for student improvement. 	Implemented 2021-2023
<ul style="list-style-type: none"> • Develop scope and sequence documents to guide teaching and assessing. 	Not Implemented
<ul style="list-style-type: none"> • Develop and implement a whole school assessment schedule that reflects whole school plans and provides information to inform teaching and longitudinal data. 	Implemented

Future planning

2025 will see the school's next Public School Review (Term 3), and the consultation, school self-assessment and recommendations from this process will be used to guide the development of the next business plan.

When targets were reviewed for the previous business plan, future planning ideas and considerations were noted and these will also be used to further guide the next plan.

2024 was a great year for Pickering Brook Primary School, and we look forward to even better things for our students in 2025.



Financial Report

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	58,174	58,174
Carry Forward (Salary):	34,320	34,320
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	906,350	906,350
Locally Raised Funds:	70,476	73,972
Total Funds:	1,069,319	1,072,815
EXPENDITURE		
Salaries:	867,015	867,015
Goods and Services (Cash):	161,401	120,433
Total Expenditure:	1,028,416	987,448
VARIANCE:	40,903	85,368

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	58,174	58,174
Carry Forward (Salary)	34,320	34,320

STUDENT-CENTRED FUNDING

Per Student	338,756	338,756
School and Student Characteristics	540,233	540,233
Disability Adjustments	(22,588)	(22,588)
Targeted Initiatives	49,130	49,130
Operational Response Allocation	460	460
Total Funds:	905,991	905,991

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(24,823)	(24,823)
School Transfers - Cash	25,182	25,182
Department Adjustments	0	0
Total Funds:	359	359

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	1,740	1,764
Charges and Fees	9,513	9,514
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	12,534	12,499
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	3,300	3,300
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	2,858	6,364
Transfer from Reserve or DGR	40,531	40,531
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	70,476	73,972
TOTAL	1,069,320	1,072,816

EXPENDITURE – Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)

SALARIES

Appointed Staff	813,965	813,965
New Appointments	0	0
Casual Payments	53,050	53,050
Other Salary Expenditure	0	0
Total Funds:	867,015	867,015

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	4,512	3,802
Lease Payments	4,556	4,556
Utilities, Facilities and Maintenance	32,980	33,129
Buildings, Property and Equipment	19,580	18,411
Curriculum and Student Services	60,583	55,089
Professional Development	3,960	3,566
Transfer to Reserve	33,376	0
Other Expenditure	1,855	1,879
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	161,402	120,432
TOTAL	1,028,417	987,447

