



Pickering Brook Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Pickering Brook Primary School is approximately 35 kilometres south-east of the Perth central business district and located within the South Metropolitan Education Region.

Opened in 1915, the school became an Independent Public School in 2012.

There are currently 30 students enrolled at Pickering Brook Primary School, ranging from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 993 (decile 5).

Pickering Brook Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Pickering Brook Primary School was conducted in Term 4, 2021. This 2025 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 detailed school self-assessment.

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

- The school's self-assessment process was led by the Principal, in conjunction with members of the school community, who made judgements of the school's progress against the Standard.
- The Principal developed an overview matrix for each domain of the Standard, enabling the school community to identify evidence, formulate future strategies, and make balanced judgements against the Standard. The matrix also provided reviewers with a clear reference point to validate the school's self-assessments.
- The school allocated casual relief days during Terms 1 and 2, 2025, providing all staff with dedicated time for collaboration and reflection as part of the self-assessment process. This proactive measure reflected the Principal's highly inclusive leadership, ensuring diverse staff perspectives were actively sought and incorporated into the school's review.
- A school tour provided valuable insights into both the physical environment and the broader contextual factors that shape the school's culture, operations, and learning environment.
- Key staff members, students, and community representatives actively engaged in the validation visit, offering valuable perspectives that enriched and substantiated the information presented in the Electronic School Assessment Tool submission.
- The school's self-assessment provided an open, honest, and transparent account of its performance, demonstrating a clear commitment to accountability and continuous improvement.

The following recommendations are made:

- For future school reviews, ensure that evidence and analysis cover the range of domain foci across each domain within the Standard.
- Work towards providing evidence and some analysis that demonstrates the impact of interventions on student outcomes.
- Facilitate processes that enable the school community to prioritise planned actions for improvement.

Relationships and partnerships

Grounded in a proud and enduring community connection, the school fosters a shared responsibility for student learning. A strong sense of belonging is evident, with caring relationships between staff and students supported by mutual trust and respect with parents. The Board and P&C make positive contributions to school life.

Commendations

The review team validate the following:

- Staff demonstrate genuine interest, care and consideration for students, parents and each other. Parents view staff as supportive, approachable and understanding of the needs of both children and their families.
- Staff work collaboratively, sharing their expertise and knowledge to strengthen their collective impact on student outcomes. This culture of teamwork is evident in the warm and welcoming reception, the pride shown in the school's grounds, and the strong partnerships between teachers and allied professionals.
- New initiatives, including scheduled parent interviews and student-led learning journeys, have created additional avenues for positive and meaningful engagement with parents.
- The school employs a diverse range of communication strategies to foster positive parent engagement and support a harmonious learning environment for students.

Recommendations

The review team support the following:

- Investigate ways to promote the unique qualities the school has to offer in the wider community to attract and retain enrolments.
- Look for ways to connect, partner and engage a variety of parents, schools, community and industry to help facilitate school priorities and leverage opportunities for students.

Learning environment

The school's attractive grounds and scenic views, combined with spacious learning and nature play areas, provide a stimulating and enjoyable environment that is safe, inclusive, and conducive to student learning.

Commendations

The review team validate the following:

- Classrooms are attractive, engaging and open, allowing flexible groupings and learning spaces that accommodate diverse student needs.
- Positive behaviour support strategies underpin an effective school-wide approach, promoting clear expectations and providing for the explicit teaching of values and behaviour expectations.
- The Student Behaviour and Wellbeing policy and procedures align with contemporary best practice, demonstrating a commitment to fostering a positive and supportive school culture.
- The student services team, consisting of the psychologist, chaplain, Principal, and relevant teachers, provides a coordinated platform for effective case management and targeted interventions for students at risk.
- The work and impact of the school chaplain is highly effective and is valued by the school community.

Recommendations

The review team support the following:

- Conduct a school self-assessment against the Aboriginal Cultural Standards Framework to identify current levels of cultural awareness and responsiveness and inform strategies that strengthen community knowledge and understanding.
- Enhance processes for documenting individual education plans, ensuring timely case conferencing and communication with parents to support effective student planning and intervention.

Leadership

The Principal's strategic leadership combined with the collective efforts of staff across the school are contributing to a collaborative and supportive professional learning community that is addressing the needs of students.

Commendations

The review team validate the following:

- Extensive consultation between Board members and staff informed the development of the new mission statement and values, ensuring broad ownership and alignment with the school's culture.
- Through strategic alignment of the school review process with business and operational plans, the Principal ensures staff have clear guidance to implement coherent and effective strategies that are evidence-based and targeted towards improving student outcomes.
- The tracking and monitoring processes outlined in the business plan, developed by the Principal, support self-assessment processes, reporting to the community, and advancement of the school's improvement agenda.
- The school's performance development process enables staff to engage in reflection, set meaningful goals, access targeted support, and receive effective feedback to enhance professional growth.

Recommendation

The review team support the following:

- Develop, through consultation, a leadership roles and responsibilities matrix to clarify accountability and effectively manage staff workload.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- The leadership and stability of the manager corporate services (MCS) over many years has ensured strong financial governance ensuring that resource management, financial obligations, and staff financial literacy align with the school community's needs outlined in the business plan.
- Effective and efficient daily operations are overseen by a strong relationship and partnership between the Principal and MCS.
- The P&C continues to provide valuable support to the school by contributing additional resources and subsidising costs for parents, ensuring all students can participate fully in school activities and excursions without disadvantage.
- Assets and teaching resources are systematically recorded and managed efficiently through a system data base to ensure staff have effective and timely access to use in their learning programs.
- An analysis of purchasing or leasing information and communications technology resources has resulted in greater flexibility in budgeting and purchasing processes for staff.
- There are high levels of financial transparency and accountability with the school community.

Recommendation

The review team support the following:

- Engage the student-centred funding model team to review, advise and then support the equitable allocation of cash funds and staff salaries, ensuring continuity and effectiveness of teaching programs.

Teaching quality

Through an inclusive, supportive, and cooperative approach to enhancing instructional quality, teachers are progressively refining and aligning their skills, leading to more consistent and effective classroom practices.

Commendations

The review team validate the following:

- The school's tailored and individualised learning programs and approach are highly valued by students, parents, and the broader community, reflecting a strong commitment to meeting diverse learner needs.
- Whole-school approaches such as daily reviews, are consistently embedded across lessons to reinforce learning and improve retention.
- Staff have implemented whole-school programs such as Promoting Literacy Development, Spelling Mastery, and Oxford Maths to strengthen consistency and enhance student learning outcomes.
- Data-driven multi-age grouping strategies are regularly applied to maximise teaching impact and ensure improved student outcomes.
- Staff collaborate closely with parents to extend learning into the home, ensuring effective transfer and consolidation of knowledge and skills for students.
- Staff have developed a comprehensive science scope and sequence to provide clear progression, curriculum alignment, and consistency in teaching and learning between year levels.

Recommendations

The review team support the following:

- Investigate and adopt evidence-based whole-school approaches to strengthen teaching and learning in reading and writing.
- Embed a whole-school instructional model aligned to the Teaching for Impact framework. Document practices in a Pickering Brook Primary School handbook to guide consistent implementation and support staff induction.
- Establish an innovative professional learning community with contextually similar schools to support collaboration, moderation, and improved consistency in monitoring student progress.
- Embed scope and sequence documents in priority learning areas to ensure comprehensive curriculum coverage, supported by accountability processes that ensure consistent implementation by all staff.

Student achievement and progress

The school is developing its capacity to select fit-for-purpose assessments, forensically analysing data for performance gaps and plan for individual and cohort improvement.

Commendations

The review team validate the following:

- The implementation of Brightpath moderation processes, which recognise and value teacher judgement, are supporting tailored learning programs to meet individual student needs.
- Whole-school data spreadsheets in phonics, spelling fluency, Progressive Achievement Tests in Reading, Brightpath Mathematics and Writing enable staff to effectively monitor and track student progress over time.
- Staff engage in data-informed decision making, which has led to refinements in reading instruction, including the transition from fluency pairs to choral reading.

Recommendations

The review team support the following:

- Review the assessment schedule to ensure it effectively informs teacher planning and drives improved student learning outcomes.
- Explore the use of data walls beyond NAPLAN¹ as a tool for staff to collaboratively track, monitor, and respond to student progress.

Reviewers

Matthew Osborne
Director, Public School Review

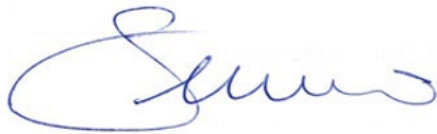
George Craig
Principal, Caversham Valley Primary School
Peer Reviewer

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 teaching quality domain only, is scheduled for Term 3, 2026. 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 2028.



Steven Watson
Deputy Director General, Schools

Reference

1 National Assessment Program – Literacy and Numeracy