

2025–2028 School Plan

Pickering Brook Primary School

Our mission

We foster integrity, respect and wellbeing through quality teaching and learning, building a community of learners where everyone is valued and empowered to achieve their personal best.

Pickering Brook Primary School is a unique school of choice, nestled in the Perth Hills. Our classes are multigrade and our focus is on building and maintaining an expert teaching team who differentiate teaching and learning using their in-depth knowledge of the curriculum and each individual student. Research suggests that multigrade classes foster a strong sense of community, responsibility and leadership skills, can be just as effective as single-grade classes and better for social development. At Pickering Brook our students' strong sense of connection and belonging helps to maximise their social and emotional wellbeing, as well as their academic outcomes. Our parents are proud of our school, providing governance and working in partnership with staff to ensure high quality experiences and resources are available for all our students.

Effective pedagogical practices and an expert teaching team

Highly effective teaching is the key to improving student learning. We encourage shared responsibility and accountability for student learning, fostering a culture of professional development to build and maintain our expert team.

We will achieve this through:

- seeking and participating in evidence-based professional learning and training.
- building a positive and professional learning community where staff support each other and disciplined dialogue, self-reflection, coaching and peer observations are the norm.
- using effective teaching practices, including explicit instruction.
- addressing the learning needs of individual students and monitoring and tailoring activities to their needs and interests, allowing them to build on their strengths.
- performance and development processes that support staff to implement whole school approaches, and staff accountability to these processes.

This will be evident when you see:

- teachers using uniform, high-quality practices with fidelity from class to class, including explicit instruction.
- staff participating in professional learning and training side by side.
- teachers engaging in regular collegiate conversations including collaborative planning, self-reflection and peer feedback.
- students learning at their own level, and about their own interests.
- student assessment data used to plan for next steps in learning.
- education plans developed and communicated to stakeholders in a timely manner.



Our positive behaviour expectations:

Respectful
Responsible
Safe
Learners



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RELATIONSHIPS AND PARTNERSHIPS

- Develop communication procedures outlining methods, frequency and purpose of communications and reporting between teachers and parents.
- Promote the school in the wider community to attract and retain enrolments.
- Connect, partner and engage with parents, school and community groups to leverage opportunities for students.
- Seek and respond to parent satisfaction data.

LEADERSHIP

- Empower all staff through the formalisation of leadership roles and responsibilities, taking account of workload.
- Staff collaboration within and across schools to enhance professional practice.
- Staff are accountable for implementing whole school strategies and working towards whole school targets.
- Performance and development processes implemented with a focus on goal-setting, evidence collection, adherence to the teaching handbook, incorporating feedback elements.

USE OF RESOURCES

- Engage with the student-centred funding model to review, advise and support the equitable allocation of cash and salaries to meet the needs of students.
- Look for additional ways to fund projects in the school for increased accountability and sustainability.

LEARNING ENVIRONMENT

- Case manage students with attendance below 80% and provide regular information about the importance of attendance to the school community.
- Enhance processes for documenting individual student plans through timely communication with parents and staff to support effective intervention.
- Implement the school positive behaviour policy and procedures, including targeted lessons and rewards, enhancing student connection and belonging.
- Empower learners through increased agency and student voice.
- Conduct a self-assessment with the Aboriginal Cultural Standards Framework, embedding quality learning experiences through classroom learning, whole school activities, and the development of culturally appropriate spaces.
- Consult with Aboriginal community members to design and install an outdoor learning space including culturally appropriate Indigenous elements.



TEACHING QUALITY

Targets

- *Develop curriculum content scope and sequence documents (S&S) based on the WA Curriculum (WAC) in science, humanities, technologies and health and PE; and skills and knowledge S&S for maths, English and digital technologies.*
- *Teachers use school S&S to plan, teach, assess and report on student achievement and progress, with accountability through performance and development processes.*
- *Teachers implement the processes and practices outlined in the teaching handbook.*

Strategies

- Develop a teaching handbook that outlines shared beliefs, expected work standards, instructional models, assessments and data analysis, and differentiation strategies.
- Form a professional learning community to embed teaching practices as outlined in the teaching handbook, including regular peer observations, walk-throughs and collection of evidence.
- Plan and implement whole school approaches to teaching reading and writing.
- Maintain and implement scope and sequence documents aligned to the WAC, with staff accountability to ensure consistent implementation; science, humanities and social sciences, health and technologies.
- Maximise learning time through strategic timetabling, high expectations and work standards and explicit instruction.

STUDENT ACHIEVEMENT AND PROGRESS

Targets

- *All students make at least 12 months progress in assessments: Spelling: PLD (K-1), SA (2-6); Reading: PAT (P-6), Acadience (2-6); Maths: PAT (P-1), Brightpath (2-6); and Writing: Brightpath (P-6).*
- *Year 3 and 5 students make moderate or better progress in NAPLAN assessments.*
- *All students make progress on their year level expected standards as outlined in the S&S.*

Strategies

- Develop an assessment manual that outlines whole school assessment tools, review of tools for purposefulness, frequency, data analysis methods, collaboration, measurement of progress and effect size.
- Case management for students demonstrating low achievement, less than expected progress or with social and emotional needs.
- Data walls as a tracking tool for staff to collaboratively monitor and respond to student achievement and progress.
- Identify year level targets in learning; multiplication tables, vocabulary, sight-words, SA spelling etc.

