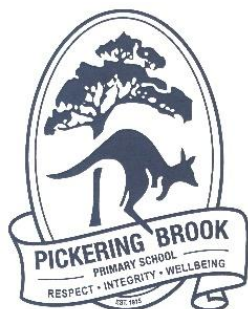




ANNUAL REPORT 2025

Pickering Brook Primary School



2025 School overview and context

School mission statement

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.

2025 was another wonderful year at Pickering Brook Primary School. Our student numbers grew over the year with some new families moving into the area and also some parents choosing Pickering Brook because the smaller size suits their child's needs.

Over the course of the year staff and the School Board worked together to create a new School Plan, with consideration of student achievement and wellbeing data. Staff also developed a new Student Behaviour policy, and added information about wellbeing, in-line with the Department's guidelines, [Student Wellbeing and Care: Future Directions](#).

The Public School Review took place in Term 3 with a Director and Principal analysing school evidence and data, and spending a day speaking with staff, community members and parents. The Review team made commendations and recommendations and determined that five out of the six domains would be reviewed in three-years' time, and one, Teaching Quality, would be reviewed again in 2026.

We had a small but committed School Board and Parents and Citizens (P&C) Association, who provided advice and governance, and funded activities and resources for our students. For the first time the school had a half-day closure for parent interviews, approved by the School Board and consultation results were highly positive about this method of communication.

During the year, we sadly lost our long-term and much-loved school gardener, Greg van der Vaart, and a memorial was held in his honour, and a tree planted in his name.

Our students participated in interschool sports with three other schools, all of which have much bigger student populations, and our small, but mighty, team participated again and again in a series of events, showing great perseverance, courage and stamina, At the end of the day, two students were awarded runner-up champions for their year levels; Linnea and Zander, and our students were awarded with the Sportsmanship award. Certainly well-deserved!

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
- National Simultaneous Storytime
- Italian Day
- Harmony Day
- Whole school excursion to Kings Park
- NAIDOC Activities
- Parent teacher interviews
- Chevron Tough Stuff
- Zero to Heroes Day
- Book Week Parade
- Learning Journey
- Faction Carnival
- Interschool Athletics
- Father's Day Breakfast
- Colour Fun Run
- Silver Threads Band
- Breakfast with Santa

2025 Student Characteristics and Enrolments

The 2025 school year started off with a small cohort of students (29), 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. The school year ended with 34 students enrolled.

Semester 2, 2025	Number	%
Full Time Students	29	
Students with a Disability	1	3.4%
Aboriginal Students		
Part Time (Full Time Equivalent) Students	5 (3)	

The school’s Index of Community Socio-educational Advantage (ICSEA) (scale of socio-educational advantage that is computed for each school) was 993 with the state average at 1000.

ICSEA	2024 Cohort (released March 2025)	993 (5)
	2023 Cohort (released March 2024)	1037 (3)
	2022 Cohort (released March 2023)	1029 (3)
	2021 Cohort (released March 2022)	1048 (3)
	2020 Cohort (released March 2021)	1046 (3)

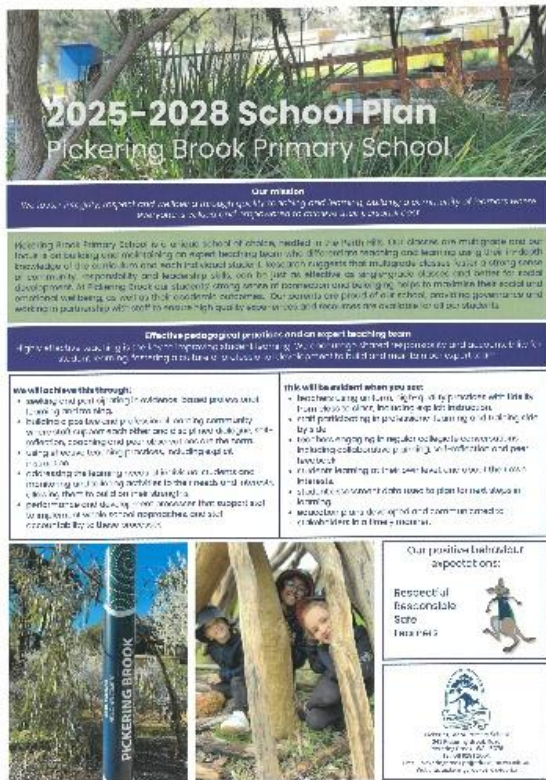
2025 Student Attendance

Overall student attendance was on-par with like-schools and WA public schools. Students in the “indicated” attendance category, with attendance between 80-90% was slightly higher than WA public schools. The attendance dropped in Semester 2 with a lot of illness amongst the students, and unauthorised absences were followed up.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	67.3%	21.2%	9.6%	1.9%
2024	59.5%	32.4%	8.1%	0.0%
2025	63.0%	29.6%	3.7%	3.7%
Like Schools 2025	60.4%	26.1%	10.3%	3.3%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

2025 compulsory attendance

School Plan 2025-2028



Over the course of 2025, consultation was undertaken with staff, students and parents to identify the targets and strategies of the School Plan.

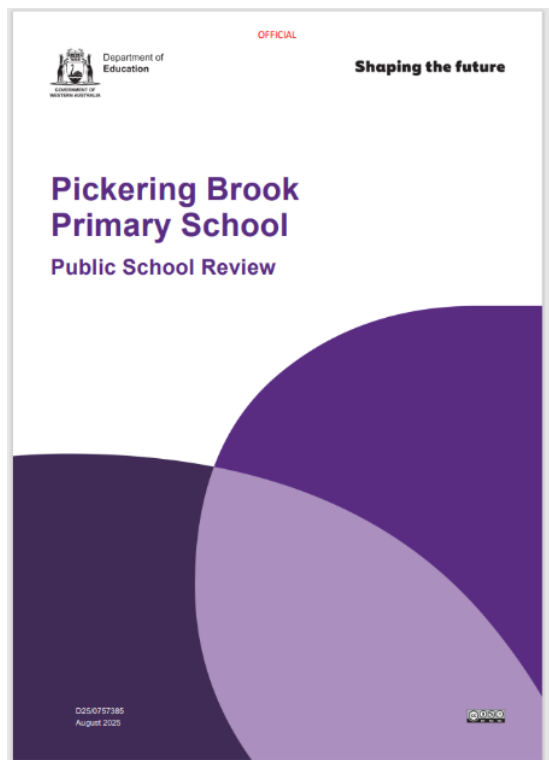
- National School Improvement Tool was used in consultation with staff.
- Student achievement and progress data analysed along with wellbeing measures.
- 4-year targets identified – achievement of targets to be assessed in 2028.
- Milestone targets written in annual operational plans for literacy and numeracy.
- Ongoing management and reporting to staff and the School Board on strategy implementation and target attainment (annually).
- Inclusive of recommendations from the Public School Review.

Public School Review

In August, the Public School Review team attended PBPS to interview staff, students and community members. Prior to this day, staff had prepared documentation to demonstrate the work of the school over the six domains: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

- Evidence provided in 6 domains.
- 8 students and 6 parents/community members interviewed.
- 70% of staff involved in interviews.
- 5 out of 6 domains validated for 3-years.
- All recommendations included in the School Plan.

The review team made improvement recommendations for all domains and will return to validate the recommendations made in the Teaching Quality domain in August 2026.



Student achievement and progress data

Due to the low number of students, 3 in Year 3 and 5 in Year 5, we cannot 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 as individual results can be easily identified. We were aware of this issue when we developed our targets, and wrote progress targets for individuals and groups of students so that 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 2022 students who achieved 350-510 in NAPLAN Reading, will progress at least 80 points in Year 5 in 2024.* As the scale has been changed, this is not a valid measurement. For this reason, we use assessments other than NAPLAN to determine how students are achieving and progressing to identify school and individual focus.

Student Progress results

Spelling

For 2025, staff decided to ‘stream’ students in spelling, whereby students are placed in groups, based on their spelling ability. Students from Kindy to Year 1 were taught using a synthetic phonics approach, in-line with Department’s Phonics Initiative. Students from Years 2-6 were taught using an explicit-direct instruction method, Spelling Mastery.

Assessment results:

- South Australian Spelling Test (Years 1-6): on average students made 19 months of progress in 12 months.
- Spelling Mastery end of year test (Years 2-6): All students progressed to the next level; ie. they made at least 12 months of progress over the year.
- PLD (Kindy to Year 1): All students made progress on early reading and phonic skills and knowledge.

Reading

Pickering Brook Primary School staff explicitly teach the “Big 5” areas of reading; phonics, phonemic awareness (results above), fluency, vocabulary and comprehension.

Fluency

Teachers provide explicit instruction in fluency and use two evidence-based strategies; fluency pairs and choral reading, for students to practise and improve their fluency. Senior students performed recitals of Dr Seuss texts and poems at a school assembly, demonstrating their improved fluency and expression.

Assessment results:

- Acadience reading fluency (Year 2-6): 66% of students increased the number of words read correctly from Term 1 to Term 4 testing.

Comprehension and Vocabulary

Teachers were using a range of teaching strategies to teach students comprehension, and in Term 3, undertook professional learning in the DSF teaching method, Talk for Reading. This has become a whole school approach and focuses on the explicit teaching of comprehension and vocabulary. Staff re-engaged with the school’s Vocabulary Instructional Model (devised in 2023) and in Term 4 went through a Teaching Sprint (a professional learning community practice that focuses on a high impact practice and involves self-reflection and peer observation), to implement the strategy with fidelity.

Assessment results:

- Progressive Achievement Test, (reading comprehension) (Years PP – 6): 77% of students made progress.
- Class vocabulary assessments (prior-learning results compared to post-learning results) (Year 3-6) average improvement: 6 words

Writing

Student writing assessments are conducted using Brightpath which can be compared with results across the state. These results show that for narrative writing our students are writing at a higher average level than the ‘all schools’ average. For persuasive writing, our students’ average is lower than the state average.

NARRATIVE 2025 Year 1-6	Mean	20 th percentile	median	80 th percentile	Standard deviation
Pickering Brook PS	349	310	355	395	69
All schools	320	240	340	405	97

PERSUASIVE 2025 Year 3-6	Mean	20 th percentile	median	80 th percentile	Standard deviation
Pickering Brook PS	338	265	325	430	84
All schools	356	255	370	455	113

Maths

Student maths assessments are conducted using Brightpath which can be compared with results across the state. These results show that for measurement and geometry our students are performing at a slightly higher average level than the ‘all schools’ average. For number and algebra, our students’ average is slightly lower than the state average.

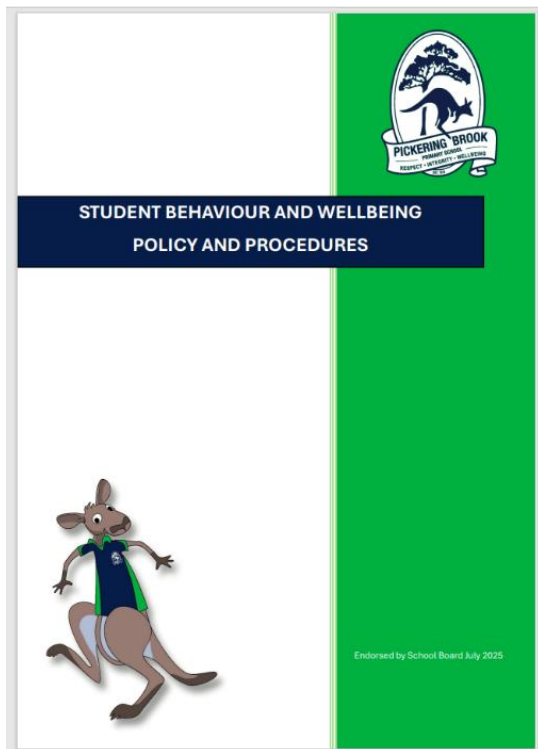
Pre-primary to Year 1 results cannot be reported due to low numbers of students, however, it is important to note that all students made progress between assessments.

NUMBER AND ALGEBRA 2025 Years 2-6	Mean	20 th percentile	median	80 th percentile	Standard deviation
Pickering Brook PS	294	246	300	335	53
All schools	303	240	300	360	74

MEASUREMENT AND GEOMETRY 2025 Years 2-6	Mean	20 th percentile	median	80 th percentile	Standard deviation
Pickering Brook PS	329	289	343	370	48
All schools	322	265	320	375	66



Student behaviour and wellbeing policy



The school's Student Behaviour and Wellbeing policy and procedures was devised through consultation, in response to data and in-line with Department of Education policy. Staff decided to broaden the behaviour policy to incorporate wellbeing strategies.

- Inclusive of wellbeing strategies.
- Positive focus using Positive Behaviour Support (PBS principles and practices).
- Clear process for negative behaviours, restorative justice and correction.
- Changed break times – 2 x 30-minute breaks.
- Explicit behaviour lessons targeting focus areas.
- Data tools identified for measuring student wellbeing.

Face to face parent-teacher interviews

This strategy was implemented in Term 2, following parent consultation. Students had a half-day school closure and parents could book a 12-minute interview with teachers to discuss their achievement, progress and ideas to support their learning further at home. The feedback from this strategy was overwhelmingly positive:

- 77% of families booked interviews.
- 70% of attendees completed a survey.
- 100% of respondents thought the half-day closure was a good way to conduct interviews.
- 92% of respondents said they were satisfied, or very satisfied with their interviews.

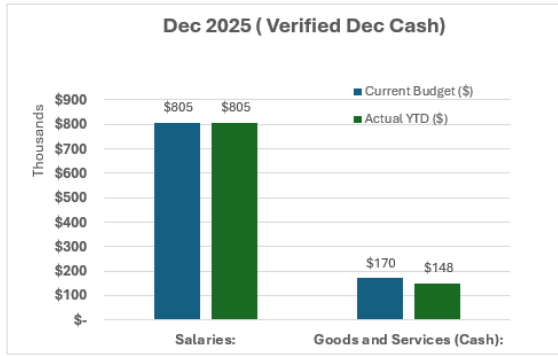


Future planning

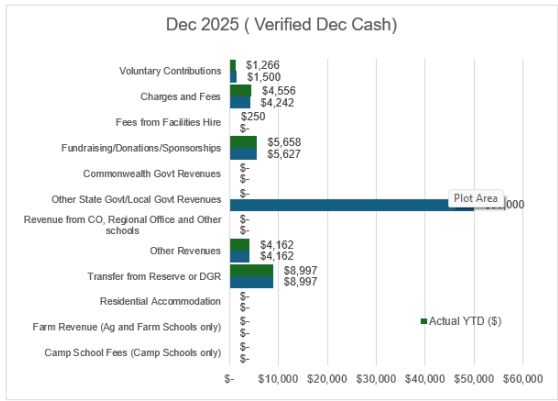
- All strategies identified in the School Plan will begin implementation with a one-year plan in the area of Teaching Quality.
- Consider strategies for further differentiation in learning areas such as Humanities.
- Increase education assistant time.
- Development of outdoor learning space and Noongar seasons garden.
- Improve the process of individual education planning for students with identified needs including communication with parents and non-teaching staff.
- Half-day closure and interviews Term 1, 2026.
- Conduct general parent and student survey.
- Year 5/6 camp.

Financial Report

ONE-LINE BUDGET--Dec-2025 (-Verified-Dec-Cash)		
	Current-Budget(\$)	Actual-YTD-(\$)
Carry-Forward-(Cash)	62,172	62,172
Carry-Forward-(Salary)	23,196	23,196
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	885,582	885,582
Locally-Raised Funds	74,529	24,889
Total-Funds	1,045,479	995,839
EXPENDITURE		
Salaries	805,057	805,057
Goods and Services (Cash)	169,717	148,461
Total-Expenditure	974,774	953,518
VARIANCE	70,705	42,321



INCOME--Dec-2025 (-Verified-Dec-Cash)		
	Current-Budget(\$)	Actual-YTD-(\$)
Carry-Forward-(Cash)	62,172	62,172
Carry-Forward-(Salary)	23,196	23,196
STUDENT-CENTRED-FUNDING		
Per Student	255,552	255,552
School and Student Characteristics	513,369	513,369
Disability Adjustments	5,727	5,727
Targeted Initiatives	107,674	107,674
Operational Response Allocation	1,940	1,940
Total-Funds	884,262	884,262
TRANSFERS-AND-ADJUSTMENTS		
Regional Allocation	0	0
School Transfers -- Salary	(8,680)	(8,680)
School Transfers -- Cash	10,000	10,000
Department Adjustments	0	0
Total-Funds	1,320	1,320
LOCALLY-RAISED-FUNDS-(REVENUE)		
Voluntary Contributions	1,500	1,266
Charges and Fees	4,242	4,556
Fees from Facilities Hire	0	250
Fundraising/Donations/Sponsorships	5,627	5,658
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	50,000	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	4,162	4,162
Transfer from Reserve or DGR	8,997	8,997
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total-Funds	74,528	24,889
TOTAL	1,045,478	995,839



EXPENDITURE--Dec-2025 (-Verified-Dec-Cash)		
	Current-Budget(\$)	Actual-YTD-(\$)
SALARIES		
Appointed Staff	707,743	707,743
New Appointments	0	0
Casual Payments	97,284	97,284
Other Salary Expenditure	30	30
Total-Funds	805,057	805,057
GOODS-AND-SERVICES-(CASH-EXPENDITURE)		
Administration	7,120	6,508
Lease Payments	10,023	4,556
Utilities, Facilities and Maintenance	31,436	26,638
Buildings, Property and Equipment	20,198	20,198
Curriculum and Student Services	44,014	34,137
Professional Development	2,796	2,296
Transfer to Reserve	52,773	52,773
Other Expenditure	1,356	1,356
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	169,716	148,461
TOTAL	974,773	953,518

