



2018 – 2020

PBPS

SCHOOL BUSINESS PLAN

OUR SCHOOL

Pickering Brook Primary School has continued to serve the local area for just over 100 years after opening in 1915. It was one of the first schools in Western Australia to be involved in the local selection of staff. From 1998 onwards, all staff within the school have been selected on merit. The school community has been involved in this selection process.

In the late 1990's parents were given a greater choice in which school their children could attend and this has had a significant impact on our school with many parents choosing to travel significant distances and pass other schools to have their children attend Pickering Brook Primary. The parent support of our school has always been and continues to be quite outstanding.

Pickering Brook Primary School is a non-local intake school and enrolments have increased considerably in recent years. We currently have 159 students, with 65% of our students residing outside the town of Pickering Brook. The heritage of this wonderful school remains very strong, however, as is clearly evident with students attending who are second, third and even fourth generation.

In 2012 we became an Independent Primary School. The parent community is extremely supportive and the school has a strong School Board and P & C. This Business Plan follows our initial 2012-2014 and 2015-2017 planning documents.

The school will continue to focus on specific school needs and implement identified systemic values, objectives and strategies of the Department of Education, according to DoE priorities as outlined in its Strategic Plan for WA Schools 2016-2019:

1. Success for All Students
2. High Quality Teaching & Effective Leadership
3. Commitment to the School Community
4. A Capable and Responsive Organisation

Our Business Plan is a three-year plan that provides the strategic direction in school context. The Operation Plans are annual documents that outline year level targets and strategies that support the Business Plan in all learning areas of the Western Australian Curriculum and Assessment Outline. Classroom Planning documents form the third tier of school improvement planning and directly reflect on the school's operation plans.

This Business Plan features the 2016-2019 PBPS School Improvement Plan (SIP) resulting from the school's partial ERG Review in 2016. The School Improvement Plan is included within this Business Plan, as it provides major direction for our school planning in terms of improved teaching and learning practices, and specifically addresses Six Actions for Improvement:

Actions for Improvement 1: Raise the standard of student achievement by building the capacity of staff to deeply and authentically deconstruct systemic student performance data. Make effective use of this to inform classroom and case management planning that targets the needs of individual students.

Actions for Improvement 2: Make clear the school's major curriculum directions and support their implementation through comprehensive and coherent strategic plans. Prioritise classroom visits with a designated focus on instructional conversations. Build and formalize the distributed leadership structures within the school.

Action for Improvement 3: Establish a set of school-wide beliefs about how students learn best that are understood and accepted by staff. Ensure that the Western Australian Curriculum and Assessment Outline drives curriculum design and delivery.

Action for Improvement 4: Develop a policy that provides consistency in the case management of students at educational risk. Ensure this policy specifies standards and expectations regarding the identification, differentiation, monitoring and communication of students' needs.

Action for Improvement 5: Support the school improvement agenda through building a culture of collaboration. Establish collaborative structures that support staff to engage in disciplined dialogue focused on improving student achievement and success.

Action for Improvement 6: Rebuild the trust and confidence in the school's leadership through authentic engagement and decision making. Adopt problem solving strategies that are transparent, based on professional trust and respect and that contribute to a positive school-wide culture.

Our 2018-2020 School Business Plan will, together with the school's suite of Operational and Curriculum plans, serve to communicate to the school community the strategic direction of the school for the next three years. We have articulated the targets and strategies for the school's priority areas relevant to the needs of the school.

Pickering Brook PS is a distinctive school offering a broad range of high quality specialist programs, including the introduction and implementation of Information Technology teaching and learning throughout the school, provides choice and opportunities for our students to flourish. We recognise and nurture individual strengths, both academic and non-academic, and celebrate diversity, giving each student a solid platform from which they can shine.

Guiding Principles

Excellence

Teaching and learning that is accountable, reflective, responsive and enables all students to reach their potential

Collaboration

School community collaboration that optimises harmonious, respectful relationships

Leadership

Shared, affirmative school leadership that empowers others

Our Values

At Pickering Brook Primary School we value:

- Success for all students through a love of learning
- Ongoing academic, physical and emotional growth
- Innovative teaching and learning

Our Mission Statement

To improve student achievement by establishing clear whole school curriculum directions and targets from the analysis of data to inform classroom management, planning, teaching and learning and assessment in a collaborative manner.

Our Vision

Our school community will provide a challenging, innovative and caring environment that encourages and inspires all to achieve their potential.

Our Business Plan - Priorities

1. Success for Every Student
2. High Quality Teaching & Effective Leadership
3. Commitment to the School Community
4. A Capable and Responsive Organisation

Our Business Plan addresses each of the above priorities within the school's context and needs. The Business Plan is reflective of the 2016 Expert Review Group's Report concerning teaching practices at Pickering Brook Primary School, and the resultant 2016-2019 School Improvement Plan (SIP). The SIP lists Milestones and Timelines and should be read in conjunction with this Business Plan and our 2018-2020 Curriculum Plans. The 2018-2020 Business Plan includes responses to the 2017 IPS Review Findings.

Priority 1: Success for Every Student

We believe that every student at our school is capable of successful learning and our overarching aim is to ensure that this happens. Building and maintaining positive and caring relationships between staff, students and parents is vital to maximising student potential. Our school values a collaborative approach to learning that promotes partnerships between staff, students and parents to facilitate student learning and well-being. Our processes to monitor student progress are clear and evidence based. We inform parents and families in different ways to communicate a clear understanding of what students are learning and how they are progressing within the framework of the Western Australian Curriculum Outline, The Australian Curriculum and the Early Years Learning Framework.

OUR FOCUS	CURRICULUM DIFFERENTIATION
Our Goal	Enable students to achieve success, reach their potential and develop essential skills in a creative, innovative and caring way, through differentiated opportunities.
Our Key Objectives	<ol style="list-style-type: none"> 1. High achievement and progress 2. Academic extension and enrichment opportunities 3. Dedication to special needs and SAER (Students at Educational Risk) 4. Strong support for student care, wellbeing and safety
Our Targets	<p>The staff will set year level targets in operational plans Numeracy and Literacy & On-Entry assessments which will be reviewed annually.</p> <p style="text-align: center; background-color: #4F81BD; color: white; padding: 2px;">Our 2018 Year 3 and Year 5 Targets are based on NAPLAN Proficiency Bands</p> <p>*To be determined following 2018 NAPLAN Results (August)</p> <p>Numeracy:</p> <ul style="list-style-type: none"> • Increase the percentage of Year 3 students achieving in the top two proficiency bands to consistently better than like schools • Increase the percentage of Year 5 students achieving in the top two proficiency bands to consistently better than like schools <p>Literacy (Reading & Writing):</p> <ul style="list-style-type: none"> • Increase the percentage of Year 3 students achieving in the top two proficiency bands to consistently better than like schools • Increase the percentage of Year 5 students achieving in the top two proficiency bands to consistently better than like schools <p style="text-align: center; background-color: #4F81BD; color: white; padding: 2px;">Our 2018 Year 2 Targets are based on On-Entry Assessment</p> <p>Numeracy: 100% of Year 2 Students achieving at 1.5, Module 3 or greater</p> <ul style="list-style-type: none"> • Achieved 88 % X <p>Literacy (Reading):</p> <ul style="list-style-type: none"> • Increase to 38% of Year 2 students achieving at 1.5, Module 3 or greater • Achieved 55% v <p>Literacy (Writing)</p> <ul style="list-style-type: none"> • Increase to 32% of Year 2 students achieving at 1.5, Module 3 or greater • N/A

	<p>Literacy (Speaking & Listening):</p> <ul style="list-style-type: none"> • 100% of Year 2 students to achieve at 1.5, Module 3 or greater based on the 2017 On Entry Yr1 Module 2 • Achieved 55% x • Our Case Management Targets for specifically identified students in Yrs 1-5 are listed in our Operation Plans that supplement this Business Plan • Students with an Individual Education Plan will be equal to or above their achievement and predicted progress
<p>Our Strategies</p>	<p>Provide essential curriculum content, assessment tasks and reporting requirements as indicated in the Western Australian Curriculum Outline (SCSA).</p> <ul style="list-style-type: none"> • The core curriculum will focus on academic excellence and be supplemented with learning experiences that develop creative and critical thinking, physical and mental well-being and the use of technologies, including iPads, apps and Robotics. These include Support Mathematics and IT/STEM programs, and Specialist Science, Music, Art and Language (LOTE) programs • Assessment tasks and data collection will be used regularly to monitor student progress and to make valid judgments against individuals' progress, cohorts, like schools and year levels both state-wide and nationally • Analysis of this data at various levels will be reported to students, staff, parents and the community on a regular basis to profile student progress • The learning environments will be engaging, challenging, positive, supportive and reflective of the different learning styles, needs and interests of the students • The school's Treat Everyone Decently (TED) Program will continue to drive the school's pastoral care of students • Staff will complete the DoE's Child Protection and Abuse Prevention Education PL and teach protective behaviours in all year levels • The school will review its Behaviour Management of Students Policy in 2018 • The evidence-based, national Bullying No Way Program will be implemented and taught in all year levels by the commencement of 2019 • Resources will be purposefully selected to enhance and support the quality teaching programs • Provide and focus on high quality programs in the early years (K-2) as guided by the National Quality Standard (NQS) for continuous improvement • Use a range of Early Intervention processes that utilises partnerships with the Edith Cowan University (Speech Program featuring employment of a qualified Speech Pathologist), school nurse, school psychologist and other child development agencies to ensure critical milestones are monitored to support future progress and engagement
<p>Monitoring</p>	<ul style="list-style-type: none"> • Data Analysis: Student Achievement Information System results for whole school above like schools, NAPLAN, On-Entry in Pre-primary, ECU

	<p>Speech Program, staff, parent and student surveys, behaviour tracking sheets, attendance and SAER database</p> <ul style="list-style-type: none">• Self-Assessment: Professional Standards for teachers and leaders, School Improvement Tools, staff observation and class visits, IPS review and annual school review• Student Behaviour Management Data from Integris• 2018 Student National Opinion Survey
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Priority 2: High Quality Teaching & Effective Leadership

Our school has focused on building a school-wide, professional team of highly skilled teachers, Education Assistants and Special Needs Education Assistants who take an active leadership role beyond the classroom. The introduction of strong procedures to encourage a school-wide, shared responsibility for student learning and success is a major focus for us in this Business Plan, as is the development of a culture of continuous professional improvement that includes classroom-based learning, peer observation and coaching arrangements.

The principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They will work towards a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers are moving towards the understanding and use of effective teaching methods, including explicit instruction to maximise student learning.

OUR FOCUS	HIGH QUALITY TEACHING AND LEADERSHIP
Our Goal	Provide support for teachers to deliver high quality and innovative teaching, assessment and reporting practices through access to professional learning, performance management and shared processes to manage and implement Western Australian and Australian educational requirements.
Objectives	<ol style="list-style-type: none"> 1. High student and staff performance in state, like-schools, and national standards 2. Alignments to the Western Australian Curriculum Outline and Australian Curriculum 3. Targeted staff professional development aligned with school priorities and evidence-based research 4. Targeted resourcing of priority learning areas – Mathematics (2017) and English-Writing (2018), IT/STEM (on-going) 5. On-going Performance Management of Staff aligned with Australian Professional Standards for Teachers and Principals (incl. Deputy) 6. Shared Leadership with delegation to key learning areas and SAER leaders 7. Provide support to staff to achieve Senior Teacher and L 3 status 8. Plan for a sustainable supply of high quality staff
Targets	<ul style="list-style-type: none"> • Implementation of the Western Australian Curriculum Outline aligned with the Australian Curriculum and SCSA timeline • Self-Reflection and professional practice for improvement through Performance Management using the Classroom Practice Continuum and Australian Schools' Improvement Tool
Strategies	<ul style="list-style-type: none"> • Staff and leaders will commit to continuous self-improvement using the Australian Professional Standards for Teachers and Principals • (AITSL) to reflect on practice in order to support the implementation of high quality, innovative teaching, assessment and reporting practices • Principal to complete the 360-degree Performance Feedback • Implementing whole school explicit instruction strategies and common lesson structure. Developing peer classroom observation, implementing formal collaborative meetings where staff will engage in professional

	<p>dialogue focused on student progress, informed data analysis, comparisons of programs, resources and explicit instructional models and assessment processes</p> <ul style="list-style-type: none"> • Provide opportunities for staff to engage in regular targeted professional learning of the school’s priorities: Numeracy, Literacy (Writing), IT/STEM • Engage staff in collaborative, whole school curriculum direction and strategic planning • Implement a formal process for reviewing the Board’s Performance • Regular School Newsletter articles about the Board’s functions and activities • Promote the Board members to the school community by invitation as guest presenters at school assemblies • Maintain collaborative and informed decision making processes that reflect relevant stakeholders’ input and school values • Develop a 2018-2020 Workforce Plan
Monitoring	<ul style="list-style-type: none"> • Performance Management process that reflects staff self-assessment, individual action plans for continuous improvement and professional learning engagement • Principal’s 360-degree Performance Feedback analysed and open for school community reading • Annual NQS Audit that reflects achievement of Standards in seven quality areas in early years (K-2) as part of School Improvement Framework. • Curriculum Leaders’ Audits, together with the Administration, assess curriculum and system reform implementation and define achievement against student outcomes and progress targets

Priority 3: Commitment to the School Community

We are a unique school because of our commitment to our community. The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are valued as integral members of the school community and partners in their children’s education. Partnerships are established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of the Pickering Brook Primary School. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

OUR FOCUS	CONNECTION, CHALLENGE AND SCHOOL COMMUNITY
Our Goal	Enrich learning and support students through strategic partnerships and develop key partnerships in a consultative, responsive and respectful way.
Our Objectives	<ol style="list-style-type: none"> 1. Enhance student and staff connections with local and international community (Ang Serey School – Cambodia) 2. Engage the school community in participation and input in school operations 3. High student and community satisfaction 4. Specialist programs continue to enhance student potential 5. Opportunities are provided for students to showcase learning and achievement in the community
Our Targets	<ul style="list-style-type: none"> • Maintain or Increase Parent NOS satisfaction – “This school has a strong relationship with the community” – 87% (2016) • Increase Parent NOS satisfaction – “This school is well led” – 64% (2016) • Maintain the strong partnership with Edith Cowan University’s Speech Program for ECE • Maintain the strong involvement of the School Volunteer Mentoring Program • Greater parent involvement in committees such as the
Our Strategies	<ul style="list-style-type: none"> • Maintain and increase the involvement of our parents and the community in the life of the school • Invite school community input on the school’s BMIS Policy, Bullying No-Way Program and school Wellness Programs • Develop a school marketing policy and appoint a School Marketing Leader • Maintain and expand our partnerships with local businesses, outside providers and educational facilities that provide an opportunity for our students to connect to and participate in experiences at a local and global level. These include our Cambodian Sister School, Edith Cowan University, the Pickering Brook Heritage Group and the Pickering Brook Sports Club • Continue to promote shared agreements of school facilities to support the community with events and programs that involve our students such as the 3-Year-old Community Kindergarten, Pickering Brook Heritage Group’s ANZAC Service, and Beautifully Yoga

Monitoring	<ul style="list-style-type: none"> • Acknowledge and celebrate the success and significant achievements of our students (past and present) at school and community events. These include assemblies, newsletters, school publications and award ceremonies. • Developing civic responsibilities in our students through pastoral care programs presented by the School Chaplain, charity fundraising and community visits • Maintain and enhance our positive partnership and effective communication with the School's Board and P&C who provide the school with operational and financial support. These include fundraising events, parent and community social events, school banking and the Scholastic Book Club • Gain a high satisfaction rating in feedback and surveys of students, parents and community • Gain a high satisfaction rating in the 2018 National Schools Opinion Survey • Continue to promote and upgrade the Parents' Expertise Register
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Priority 4 : A Capable and Responsive Organisation

The school leadership team will continue to develop a strong improvement agenda for the school, based on evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and will continue to be communicated to the School Board, parents and families, teachers and students, with accompanying timelines.

Our school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes are developed to respond appropriately to the needs of individual learners.

OUR FOCUS	PBPS IS A CAPABLE AND RESPONSIBLE ORGANISATION
Our Goal	In our pursuit of excellence and equity for each student we will use our autonomy to personalise the teaching and learning to meet the needs of the students and the expectations of the community. We will continue to explore different ways working that further advance each student.
Our Objectives	<ol style="list-style-type: none"> 1. Comply with Department and Government policy and legislative requirements 2. Deliver strategic infrastructure, information and communication to provide innovative learning environments 3. Equitable, transparent and flexible school resourcing 4. Comply with all aspects of 2018-2020 Delivery Performance Agreement (DPA)
Our Targets	<ul style="list-style-type: none"> • Achievement of 'excellence' the Department of Education Audit • Achieve at a high level in our 2020 IPS Review

Our Priorities	<ul style="list-style-type: none"> • Prioritise SCSA as the governing authority to guide curriculum, policy and systemic implementation guidelines • Foster innovative and effective governance, educational practices, systems and initiatives through our school workforce, School Board, financial and facility planning • Ensuring our staff and resources are used effectively and suit the needs of our students is a priority • Implement the revised Child Protection Policies • Use the DoE template for reporting to parents
Monitoring	<ul style="list-style-type: none"> • Achievement of 'excellence' in the Department of Education Audit.
	<ul style="list-style-type: none"> • Assessment in the School Audit Control Self-Assessment (CSA) • Financial audit and review to assess targeted use of resources in enhancing the teaching and learning programs • Use online reporting to parents in PP- Yr 6

