



## ***A School Community Growing Together Since 1915***

### ***Our Mission Statement:***

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

Pickering Brook Primary School was opened in 1915 and has a proud heritage in a predominately fruit growing area. Traditionally the school serviced this rural community with most children having some links to the orchard industry. In recent times the profile of the school has changed. Currently the school has 149 students from Kindergarten to Year 6, with approximately 60% living outside the Pickering Brook town. The school has maintained a strong focus on community involvement and the shared responsibility for the education of our children.

Pickering Brook Primary School became an Independent Public School in 2012. High quality teaching, experienced staff and strong pastoral care are features of the school. Pickering Brook Primary students generally perform very well in national assessments. The 2015 NAPLAN results were disappointing. The staff at Pickering Brook Primary School have a committed interest in addressing improved value-adding of students' achievements.

### **Pickering Brook PS Prescribed Improvement Action Plan** **2016-2019**

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Project Manager

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## **Prescribed Improvement Strategies**

**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.

## **ACER National Schools Improvement Tool**

Whole staff evaluations using the ACER National Schools Improvement Tool were undertaken in a collaborative manner on the school's performance in the key areas relating to the ERG findings. Staff responses and ratings in these areas were collated and analysed in order to get a clear picture of where staff perceived the school sat in terms of current practices. As a result we now have a shared understanding of what we are **aiming** for to guide the changes required and implemented by our Prescribed Improvement Plan, using this tool in an ongoing process of monitoring our progress in teaching and learning.

### ***No. 1 An explicit improvement agenda***

#### *High Performance*

- The school has developed an agenda for improvement in partnership with staff, individual teachers and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.
- The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.
- There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.

### ***No. 2 Analysis and discussion of data***

#### *High Performance*

- There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.
- One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.
- Time is set aside (eg. on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.

### ***No. 6 Systematic curriculum delivery***

#### *High Performance*

- There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.
- There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

- Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.
- The school provides opportunities for teachers to take on leadership roles outside the classroom.

### ***No. 7 Differentiated teaching and learning***

#### *High Performance*

- School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.
- Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (eg. apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback.
- Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.

### ***No. 8 Effective pedagogical practices***

#### *High Performance*

- School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.
- There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.
- Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.

## **Key Curriculum areas 2016-2019:**

Mathematics-Numeracy (See Draft Mathematics Operational Plan 2017)

English- Writing (Development of an English Operational Plan 2018)

Targets- Finalised by Term 2 SDD, 25<sup>th</sup> April 2017

Curriculum plans for the other learning areas to be drafted by Curriculum leaders for 2017-2019 by the end of term 1, 2017.

## Committees:

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| <p>ERG Committee: Tanya Wood (Project Manager), Derrick Ernst (Principal) Ron Rudolphy (Deputy)</p> <p>Curriculum and Data Analysis Leader: Ron Rudolphy (Deputy Principal)</p> <p>Mathematics Curriculum Leader &amp; Cost Centre Manager: Annette Le Cras</p> <p>SAER coordinators – Sally Kinner &amp; Elizabeth Moran (School Psychologist)</p> | <p>ECE Leader- Tanya Wood</p> <p>ECE Committee-Sally Kinner, Michele Napper, Michelle Burrows</p> <p>Middle-Senior Leader-Rob Tunney</p> <p>Middle/Senior Committee-Rob Tunney, Annette Le Cras, Ron Rudolphy</p> |
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***Our Vision: To Improve student achievement by establishing clear whole school curriculum directions and targets from the analysis of data to inform classroom management, planning and assessment in a collaborative manner.***

| PIS LINKS   | School will:   | How:   | Indicators of Achievement & Links to the findings   | Milestones/Timeline:  |
|-------------|--|--|---|---|
| 1 & 2, 5    | Build the capacity for teachers to engage in the deep analysis of data and target setting to drive effective classroom management. | <ul style="list-style-type: none"> <li>PL on Data Analysis and National School Improvement Tool (With a focus on No. 2 Analysis and discussion of data)</li> <li>State-wide services- Dale Mackesey &amp; Doug Cook</li> <li>Elect a school leader on data analysis and establish their role to run PD and provide support in an ongoing process. <b>Deputy Principal- Ron Rudolphy</b></li> <li>Schedule time on SDD for whole school analysis of On-Entry and NAPLAN data. Involving Whole- school Teaching staff (Kim Knowles Case management, Targets and Planning)</li> <li>Examine trends in On Entry through to NAPLAN and establish whole-school priority areas collaboratively lead by Ron Rudolphy with whole school teaching staff</li> <li>Collaborative time for K-2 Staff to discuss On-Entry data (Lead by Tanya Wood) &amp; Yr3-6 Staff to discuss NAPLAN data (Lead by Ron Rudolphy)</li> <li>SDD for K-2 committee and EAs to collaborate on On-Entry data and Yr3-6 committee and EA's on NAPLAN data, to set specific targets that direct classroom focus</li> <li></li> </ul> | <p>Finding- Make effective use of this to inform classroom and case management planning that targets the needs of individual students.</p> <p>2016 to 2019 Key Curriculum areas based on 2016 data are established and targets are set for case management using ON Entry and NAPLAN Data</p> <p>Staff demonstrate the setting of strategic targets and case managing students using the DoE's 'dashboard' with confidence at collaborative meeting and SDD</p> <p>Targets set for K-2 and Yr3-6 for 2017</p> <p>Monitor with NSIT No.2.Data and Analysis</p> | <p><b>6 months</b></p> <p>SDD Term 4 Week 1, 13.10.16</p> <p>SDD Term 1 Week 1, 30.01.17</p> <p>Collaborative meeting Week 9, 6.04.17</p> <p>SDD Term 2 Week 1, 24.04.17</p> <p><b>12 months</b></p> <p>Improvement in student achievement.</p> <p>Possible selection of a new Key curriculum area of focus.</p> <p>School Business Plan 2017-2019 updated with new targets</p> |
| 4 & 1, 3, 5 | Develop measures to identify and address the needs of most vulnerable and gifted students in the classroom                         | <ul style="list-style-type: none"> <li>Whole School SAER Policy with documentation and is shared with staff by administration</li> <li>Student Profiles established for Special Needs students</li> <li>SAER/Gifted students identified and targets set for IEPs</li> <li>PL Whole School Planning for IEP's and Smart goals (Jane</li> </ul>  | <p>Finding-Teaching and learning programs are individualized to cater for a range of student abilities with evidence of a regular cycle of documented IEPs.</p> <p>Tracking of SAER students through target setting and</p>   | <p><b>6 months</b></p> <p>SDD Jane Barbour Term 1, 28/01/16 &amp; Collaborative Meeting 16/02/16</p> <p>PL SDD Jane Barbour Big 6 Term 2, 24/04/16 &amp; Collaborative Meeting 24/05/16</p>   |

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|   |   | <ul style="list-style-type: none"> <li>Barbour- SSEN)</li> <li>PL SEN Planning &amp; Reporting for special needs students at staff collaborative meeting (Jane Barbour- SSEN)</li> <li>PL SEN Planning &amp; consultations with associated teaching staff ( Ann Day &amp; Associate SSEN)</li> <li>SAER coordinator appointed to work with school psychologist and provide one on one support teachers on a fortnightly basis.</li> <li>Administration to monitor Student Profiles and IEPs through the school's Shared Drive Network</li> <li>Review of the whole school assessment schedule and what assessment provides effective data</li> <li>PL Whole school Reading and comprehension Big 6 (Jane Barbour SSEN)</li> <li>Letters &amp; Sounds Synthetic Phonetics intervention program and Phase testing checklists ( K-2 PL on L&amp;S)</li> <li>Review of Mathematics whole school standardised testing &amp; tracking procedures (Kim Knowles)</li> <li>Discuss IEP Parent reporting methods and schedule in the form of case conferences or teacher-parent interviews</li> </ul> | <p>case management with On Entry and NAPLAN data indicating improvement.</p> <p>SAER coordinator has been identified to include a coordinator with roles and responsibilities</p> <p>Whole school approach to teaching reading and spelling K-2 through Letters and Sounds Program<br/>Tracking of student and WACO scope and sequences should indicate improvement in reading &amp; spelling.</p> <p>Monitor with NSIT No.7 Differentiated Learning</p> | <p>SEN Planning Ann Day Term 2, 27/04/16<br/>SDD Jane Barbour L&amp; S Term 3, 2/09/16<br/>PL L&amp;S (K&amp; PP) DSF Term 2, 18&amp;19/05/16<br/>PL L&amp;S (Yr1-2) DSF To be scheduled</p> <p>Assessment schedule review Term 1, 2017<br/>(To be scheduled -SDD)</p> <p><b>12 months</b><br/>Efficient SAER cycle underway<br/>K-2 Staff using L&amp;S Program and the sourcing of a Yrs3-6 reading and spelling program</p> |
| 6 | Ensure school leaders work more collaboratively and deliver a more unified, coordinated and strategic approach to managing school-wide curriculum initiatives and supporting staff. | <ul style="list-style-type: none"> <li>Administration to meet regularly to discuss school operations</li> <li>Administration articulate a well-planned, coordinated and communicated change management process that supports staff and ensures that change is sustained.</li> <li>Principal to complete a Performance Feedback 360 with the Deputy Principal</li> <li>Roles and responsibilities are articulated and shared with the staff</li> <li>PL on Leadership skills for Curriculum leaders specifically in the areas of Mathematics and Mentoring (Annette LeCras, Michelle Napper, Derrick Ernst)</li> </ul>   | <p>Finding- Administrators will work collaboratively with each other, the staff and/or community to provide strong and united leadership.<br/>Staff and community newsletters present information that has been shared and supported by administrative staff</p> <p>Monitor with Performance Feedback 360</p>  | <p><b>6 months</b><br/>Principal and Deputy Principal to have completed 360 Performance process<br/>LENI PL 8<sup>th</sup> /9<sup>th</sup> May &amp; 12<sup>th</sup> /13<sup>th</sup> June<br/><b>12 months</b><br/>PL Growth Coaching (Peer Mentoring)<br/>Staff Survey on School Leadership</p>  |

***Vision: To develop a whole school approach to Mathematics through collaboration on consistent methods of practice, assessment and differentiated learning.***

| PIS LINKS | School will:   | How:  | Indicators of Achievement & Links to the findings  | Milestones/Timeline:   |
|-----------|--|---|--|--|
| 2-3,4     | <p>-Develop a whole school approach to Mathematics in Numeracy</p> <p>-Develop staff understanding of the WACAO in the area of mathematics</p> | <ul style="list-style-type: none"> <li>Elect a Mathematics curriculum leader to lead the project and work collaboratively with staff.</li> <li>PL Online PD Whole School Approaches to Mathematics Esperance Model Lead by Annette Le Cras (Collaborative Meeting)</li> </ul> | <p>Finding- Western Australian Curriculum and Assessment Outline drives curriculum design and delivery.<br/>A School Operational Plan for Mathematics developed documenting:<br/>-A school-wide implementation of the WACAO in</p> | <p><b>6 months</b><br/>Collaborative Meeting Term 2, 14/05/16<br/>ERG Meeting Term 4, 24.11.16<br/>PL Kim Knowles Term 1, Effective Lesson Structure, On Entry and Case Management</p> |

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|   | <p>and implement its use with planning, teaching and assessment</p> <p>- Ensure that Teachers have a clear understanding of how to differentiate learning in the classroom in Mathematics</p> | <ul style="list-style-type: none"> <li>• Kim Knowles (SWS) to meet with ERG committee</li> <li>• Develop a whole school Pedagogy including planning, teaching and assessment cycle for whole school implementation using WA Curriculum Mathematics and supporting resources available through SCASA.</li> <li>• Teachers will access online resources available through Connect (i.e. First Step Learning Sequences, online PL such as NAPLAN planner)</li> </ul>  | <p>mathematics</p> <p>-A common belief about effective teaching and learning practices in mathematics and a consistent approach to curriculum delivery.</p> <p>-Whole School approach established in lesson structure and case management</p> <p>-Students are tracked using scope and sequence documents</p> <p>-Mathematics Curriculum Plan established</p> <p>Monitor with NSIT 8 Effective pedagogical practices &amp; NSIT 6 Systematic curriculum delivery</p> <p>Monitor with NSIT No. 6, 7 &amp; 8</p>  | <p><b><u>12 months</u></b></p> <p>A whole school Curriculum Plan for Mathematics Numeracy and planning for Writing in 2018</p>  |
| 5 | <p>-Establish a framework supporting opportunities for genuine and regular collaboration</p>  | <p>Develop a cycle for collaboration and establish regular classroom visits to provide opportunities as a whole school and K-2/Yr3-6 committees to discuss the following:</p> <ul style="list-style-type: none"> <li>• Best practices in Mathematics</li> <li>• Development of whole school pedagogy for mathematics</li> <li>• Planning, teaching &amp; assessment for consistent whole school curriculum delivery</li> <li>• Establish a mentoring cycle for class observations to target best practises in Mathematics</li> </ul> | <p>Finding- Staff work collaboratively with each other, the staff or community to provide strong and united leadership, was clearly evident to the enquiry team.</p> <p>Whole School Mathematics Operational Plan established for 2017</p> <p>Collaborative Committee Meeting agendas indicate time has been scheduled for disciplined dialogue on key areas of mathematics.</p> <p>Peer Mentor Feedback provided for classroom visits by teachers.</p> <p>On Entry and NAPLAN data indicates an improvement in student learning.</p> <p>Monitor with NSIT No.6</p> | <p><b><u>6 months</u></b></p> <p>Collaborative meetings Term 1 Wk3 Mathematics Lesson focus Learning Intentions, warm up &amp; Assessment schedule review.</p> <p>Term 2 Differentiated Learning</p> <p>Term 3 Reflections &amp; Whole School Maths Planning</p> <p><b><u>12 months</u></b></p> <p>Teachers engaging in a peer observation on targeted areas</p> <p>A documented collaborative cycle established and planned for 2018</p> |