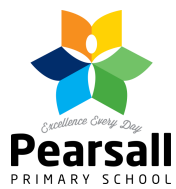


# Annual Report 2017





( 08 9405 7845

@ pearsall.ps.contact@education.wa.edu.au

8 pearsallps.wa.edu.au

📍 95 Willespie Drive, Pearsall WA 6065

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# Principal's Message

It is with great pleasure that I present to you the Pearsall Primary School Annual Report. This report provides the community with information about the school's performance and activities during 2017.

I would like to commend the efforts made by all staff to provide a quality learning environment for all students. The focus on pastoral care through the 'Leader In Me' program continues to provide a strong caring culture in the school. This culture of care has permeated through all aspects and elements of the school areas at Pearsall.

Our 2017 NAPLAN results were very impressive with the school performing better than like schools, the state average, and the Australian average in all areas tested. Further details of the testing can be viewed in this report. All targets that were set from the School Business Plan were achieved. The results achieved in both Literacy and Numeracy were extremely strong.

The partnership between the school and parents has continuously developed and is a key feature of the school. With pastoral care initiatives in place there is a wide range of opportunities for members of the school community to become active participants in supporting student perspectives on schooling at Pearsall. The School Board is an active participant in the direction that the school undertakes. It is used as a sounding board to determine future directions for the school. I would like to personally thank Mrs Caroline De Haas, the chairperson of the School Board for her amazing leadership.

The P&C led by Mrs Renaka OShea has been a wonderful support for the school in terms of providing so many extras to the school. A number of resources and activities provided by the P&C have added considerably to what can be offered to students. This has included the outdoor classroom, various books, phys ed equipment and maths resources.

There has been a constant steady increase in student numbers through each year since the school opened. At present there are 478 students enrolled at the school.

This year has seen many highlights.

- ◆ We celebrated learning of science through Science Week with incursions and a science fair.
- ◆ We have demonstrated improvements in physical education skills by winning the B division of the interschool athletics carnival.
- ◆ The significance of ANZAC Day was once again acknowledged at Pearsall PS with a very moving service.
- ◆ The extensive pastoral care program hosted many activities including events for Mother's Day, Father's Day, and Grandparents Day.
- ◆ Our learning programs have been supplemented by many incursions and excursions that included a trip to The Zoo, visits by Wanneroo Senior High School, and various Book Week activities.
- ◆ A number of parent information evenings were provided including sessions on cyber safety and child anxiety.
- ◆ A Leadership Day was arranged to reinforce the leadership skills developed through the Leader In Me program.
- ◆ The Life Ed van visited to promote healthy lifestyles. All classes from Kindergarten to Year 6 attended.
- ◆ Two dance programs were conducted allowing all students to participate in a variety of styles of dance.
- ◆ The Christmas Concert was well attended and accepted by parents and friends of the school.

# Principal's Message

## Professional Learning

During 2017 a number of staff enjoyed in a wide range of professional learning activities.

- ◆ Kagan co-operative learning - Brain Friendly learning
- ◆ VCOP
- ◆ Seven Steps writing
- ◆ Solo Taxonomy
- ◆ Maths Problem Solving
- ◆ Digital Technologies
- ◆ Paul Swan Maths
- ◆ Learning Difficulties – Casey McGee
- ◆ Dyslexia – Penny Zajitz-Ceravollo
- ◆ Phonics International
- ◆ Kids Matter
- ◆ Leader In Me
- ◆ Smart Words

I would like to thank all the staff, students and parents for their continued support of Pearsall Primary School. The school is continuing to grow a culture of care in all elements relating to student welfare. All members of the school community are enthusiastically embracing the challenge of improving the learning environment in which children are immersed every day.

The school is well placed to embark on another successful year in 2018.

Mr Gary Payne.



# School Board

## Overview

The Pearsall Primary School Board is committed to working cohesively with Gary Payne (Principal), Mandy Froud (Deputy Principal), teaching staff and office staff to maintain oversight of the school's operational and long term goals. The Board provides guidance to assist the school in providing the best outcomes for students.

In 2017, the School Board has had a holistic focus on education within Pearsall Primary School. This has encompassed viewing the statistical academic achievement of all students equally balanced with student mental health and Pastoral Care. It has also been noted throughout 2017 the level of student leadership in all year levels as exemplary – a credit to Pearsall Primary staff and families.

The IPS Review in 2016 has chartered the direction of the School Board in two specific areas: encouragement to be more analytical in Board Meeting discussions and to have a greater presence within the school community. With these directives in mind, the Board provides an update in the school newsletter and ran a Parent Survey covering topics such as academic achievement, Pastoral Care, school events, communication, P&C feedback and School Board feedback. The responses from parents have been noted and discussed.



# School Board

In 2016, the Board was responsible for:

- ◆ Reviewing and endorsing the 2017 School Budget.
- ◆ Reviewing and endorsing the 2016 Annual Report.
- ◆ Reviewing the Operational Plan for 2018.
- ◆ Reviewing and endorsing the 2017-2019 Business Plan. After much discussion, the Board requested a Foundation to be added focussed on Maths skills and competencies.
- ◆ Reviewing the 2017 Funding Agreement and Delivery Performance Agreement.
- ◆ Endorsing and reviewing the schools one-line budget.
- ◆ Approving the 2018 Voluntary Contributions to remain the same.
- ◆ The changes to the Schedule of Fees for 2017 are: Increase Excursions and Incursions charges to \$120.00; including Daffodil Day and Christmas Appeal in fundraising.
- ◆ Reviewing data including 2017 NAPLAN results and PAT Maths data with discussions including On Entry Assessment and PAT Science testing.
- ◆ Reviewing SCASA reporting requirement changes in 2018 in relation to Digital Technologies and L.O.T.E. (Language Other Than English). After conducting a parent survey, the recommended languages were narrowed down to French and Indonesian, with French being the preference.
- ◆ Examining the effectiveness of school policies such as the consistent reporting judgements, Child Protection Policy, Protective Behaviours Policy and Mental Health.
- ◆ Discussing school parking availability and student/ family safety. A committee was formed to discuss this matter further.
- ◆ All Board members have had to undergo National Criminal History Screening as directed by The Education Department.

Our sincere thanks to:

**Parent representatives:** Donna Allen, Alana Cavanough, Caroline de Haas (Board Chair), Renae Goosen (P&C Representative), Claire Grasso (Secretary), Rowena Holman, Theresa Ramsay, Barbara Van Leeuwen, Melinda Willcocks.

**Community member:** Andrew Stewart

**Staff members:** Gary Payne (Principal), Mandy Froud (Deputy Principal), Laura Marshall, Rachel Van Der Heiden

# Literacy

## Events that took place

- ◆ VCOP Day One Professional Development.
- ◆ Book Week.
- ◆ Teachers visiting classes to see VCOP.
- ◆ New staff PD to Smart Words.
- ◆ Visit to Rockingham Beach PS to view Phonics International.
- ◆ Early intervention program using a speech pathologist.
- ◆ Introduction of a Student Services room.
- ◆ Introduction of intervention programs for EALD and SAER students.
- ◆ Two staff trained in Sounds Write.
- ◆ EALD meetings.
- ◆ All staff PD on Progress Maps.

## Programs

- ◆ Phonics International.
- ◆ VCOP.
- ◆ Smart Words.
- ◆ Sounds Write.
- ◆ Next Challenge Speech Pathologist.
- ◆ EALD Progress Maps.
- ◆ PM Benchmarks.

## Data gathered

- ◆ NAPLAN
- ◆ PM Benchmarks.
- ◆ On Entry.

## What data meant

NAPLAN results in Year 3 and Year 5 validated in a very positive way the work being done in literacy. A focus on the intervention of older students is requested and programs will be put into place. The areas of inferential comprehension and the use of connectives within writing were seen as skills for further development. A greater focus on oral speaking to accommodate all aspects of literacy was identified as an area to strengthen.



## Recommendations for 2018

- ◆ Further enhancement of VCOP.
- ◆ Review Smart Words.
- ◆ Review units of Phonics International.
- ◆ A focus on the engagement of reading.
- ◆ Inferential comprehension skills to be enhanced.
- ◆ K-3 to focus on oral language.
- ◆ Develop literacy committee further.
- ◆ Develop a scope and sequence for grammar.
- ◆ Develop a scope and sequence for oral English to accommodate a strengthening of this area.



# Mathematics

## Overview

Our Pearsall Primary School Maths Team was formed in 2015 to further develop and promote Mathematics learning within the school. In 2016-17, our team has now grown to include a representative from each of the year levels, from Pre-Primary to Year 6.

This year, we used the results of the Learning Area Audit to provide direction for the committee and the Mathematics learning area. This included further professional development provided to staff by Paul Swan regarding improving problem solving skills for our students, which continues to be a focus for 2018. We aimed to further promote and encourage enjoyment and engagement with Maths for our students through initiatives such as the Professor Maths whole-school incursion, Holiday Maths Challenges, Newsletter tips and tricks, and a Maths display board. We encouraged the use of the classroom maths tubs and encouraged the use of the suggested lesson structure to promote best practice.

This year we developed a whole-school planning document for teachers to use to plan their term's Mathematics work. This was then trialled in each year group to ensure it was suitable for all teachers from Pre-Primary to Year 6. It has now become the template for collaborative planning in each year level for Number & Algebra, Measurement & Geometry and Statistics & Probability.

Changes were made to the assessment and reporting schedule for maths to reflect the quantity of learning outcomes and content in each area (Sem 1: N&A and M&G, Sem 2: N&A, M&G and S&P). The committee also reviewed the grade descriptors for each year level to reflect changes made in SCASA.

Based on feedback from staff, we further improved the scope and sequence documents for the Mental Strategies and Problem Solving Matrices by including a glossary of terms to make each strategy clearer and use a more consistent language for teachers.

## Resources Purchased This Year (Allocation of Funding in 2017)

- ◆ Purchase of new Classroom Maths Boxes due to the increased number of classes at Pearsall and maintenance/additions to existing boxes.
- ◆ Funding to provide professional development to staff i.e. Paul Swan start of year PD.
- ◆ Maintaining resources in the Maths storeroom and purchase of new resources as required, such as capacity equipment for Measurement & Geometry.
- ◆ PATMaths Assessment school licence.
- ◆ Shared resources for high use items, such as MAB (Base-ten) tubs, Pattern Blocks, Time Kits, Number Lines, etc to be kept in blocks for easier access for teachers.

# Mathematics

## Directions for 2018 Onwards

- ◆ Parent Maths Information session in Term 1 as discussed at School Board meeting and requested by parents.
- ◆ Integration of Maths into S.T.E.M projects (ties in with new Technologies Curriculum).
- ◆ Professional Learning for developing mental strategies and problem solving skills.
- ◆ Further analysis and use of data from PATMaths and NAPLAN testing.
- ◆ Working with the SAER/TAGS team to cater for different learning needs.
- ◆ Development of Maths Journals for every student to improve reasoning skills and track learning.
- ◆ Continued use of Pearsall Maths planning documents and creating of tracking document to compliment this.

## Special Events Held This Year

- ◆ Literacy and Numeracy Week activities
- ◆ Professor Maths incursion
- ◆ Holiday Maths Challenges
- ◆ NAPLAN for Year 3 and 5
- ◆ Father's Day Maths Games



## General Overview:

The year has run very smoothly with a greater emphasis on the use of assessment rubrics with years 4- 6. This is now feeding into goal setting for next year.

Students at Pearsall enjoy science and are generally very engaged and participate well. The highlight of the year was the science fair, which was well attended by the whole community.

Due to timetabling constraints Year 1, Rm 6 and Year 3, Rm 12 have had significantly less science time than their peers (45mins as opposed to 1 hour each week). This has impacted on what they can cover in each unit and has led to less of the curriculum being covered in these classes. This is not ideal. A weekly 45 minute session is not really sufficient to be able to teach the science curriculum effectively.

## Events that took place

### Term 2: PP – 6 Science Week

- ◆ Year 2: Chick Hatching – very successful and created a buzz across the school. Students got a lot from being able to observe the chicks hatching Science Fair: approx. 150 students entered from PP-6. Guest judges and Prizes given in each year group. Very successful - to become a biannual event.
- ◆ Incursion: Science Alive—good feedback from students and staff. Possibly rebook with a different show next year (chemical sciences?).
- ◆ Jess Melvin: Marine Biologist Talk

### Term 3

- ◆ Science Leaders commenced roles Year 5 students who will take the role into Year 6. They will then mentor new Year 5 students to take over term 3 2018.
- ◆ WSC STEM Fair – Year 6 students attended. Very successful: students engaged and gave them greater insight into high school science. Will include science leaders next year.

### Term 4

- ◆ Science leaders visited Kindy: During a few Thursday lunchtimes the science leaders visited kindy introducing them to science activities such as bubble play, use of magnifying glasses and observing bugs. Very successful – possibly revisit in Term 1, 2018.
- ◆ Year 6 transition session with Tash Kaur from WSC Tash Kaur visited a science session introducing the year 6 students to what they might expect in high school science sessions. Very successful. Tash was impressed with our students and their enthusiasm for science as well as their knowledge. Will organise again for next year.
- ◆ Year 3 Scitech Excursion

### Science Network Meetings

Bright Path Network meetings focussed on the development of Brightpath assessments. Pearsall taking a leading role. Photo's taken for the publication of the assessments which will be rolled out across the state next year. Testing and moderation to take place early 2018.

### PAT Testing Trial

We trialled the implementation of PAT Science this year with Years 3 – 5. This took place term 1 and again term 4. Implementation was successful and will allow better gathering of data with regards to science. This will be continued into the future with testing occurring once per year in Term 4.

# Science

## Data gathered and what it meant

Initial data collected from the first round of PAT testing indicated a greater emphasis needs to be placed on vocabulary acquisition within the science program. This is being accomplished through greater use of word walls. The term Science “WOW” words is being used to bring in VCOP. Data analysis will be completed after reports have been completed.

The testing also confirmed students who require greater extension in science. This will be investigated further in early 2018.

PAT Testing is limited in that it mainly tests science knowledge. When Brightpath comes on line, we will be able to use this in conjunction with PAT to give a better understanding of how students are performing with regards to their science skills.

## Recommendations

- ◆ Continued participation in the Science Network Meetings and Brightpath work
- ◆ Other targets as outlined in the Operational Plan for 2017
- ◆ Timetabling – hour sessions rather than 45 minute sessions.



# Pastoral Care

## Events that took place

- ◆ Samaritans Purse shoebox
- ◆ Salvos winter appeal
- ◆ Smiths Family Christmas appeal
- ◆ Year 5 girls high tea
- ◆ Special Needs morning tea
- ◆ EALD morning tea
- ◆ 65 Roses Day for Cystic Fibrosis

## Programs or initiatives in place

- ◆ Mental health board
- ◆ BUZ program/training
- ◆ KidsMatter PDs
- ◆ Fathering Project



## Data gathered and what it meant

- ◆ Mental health audit
- ◆ School board survey
- ◆ Student survey
- ◆ Mental health checklists

Overall the data gathered from the above audits, checklists and surveys help us to identify children who are experiencing social, emotional or mental health difficulties. This allows us to gain an insight into what we as a school are doing for Pastoral Care and Mental Health. With this data we will be able to look at commonalities and developed a strategic plan for 2018 that targets the main issues in Mental Health that we are seeing in students.

In 2018 we will be able to analyse the year 2 and 4 screening data to update our Pastoral Care strategic plan to reflect what our priority areas need to be.

## Recommendations for 2018

- ◆ Complete KidsMatter PD
- ◆ Continue with whole school BUZ social/emotional wellbeing program
- ◆ Focus on staff wellbeing
- ◆ Increase Chaplain support time
- ◆ Continue community support (cancer, Samaritans purse, Smith appeal, Salvos)
- ◆ Introduce Dads and Lads program
- ◆ Work collaboratively with the Fathering Project
- ◆ Complete Protective Behaviours PD
- ◆ Review Pastoral Care Policy
- ◆ Survey year 2 and year 4 students then review data
- ◆ Review referral process for Chaplain
- ◆ Complete Trauma/Grief PD

# Pastoral Care

## Plans for staff induction 2018

- ◆ BUZ program / BUZ rangers
- ◆ KidsMatter
- ◆ Focus on Mental Health
- ◆ Chaplaincy role
- ◆ Community support focuses
- ◆ Fathering project
- ◆ Staff wellbeing focus
- ◆ Protective behaviours to be completed



# Physical Education

## Events that took place

- ◆ Lapathon
- ◆ Cross Country
- ◆ Lightning Carnival
- ◆ Distance, Jumps & Throws Carnival
- ◆ Faction Carnival
- ◆ 'Play Cricket Week' mini assembly from Niki Andonorski (Cricket WA)

After feedback from staff and parents last year, the order of events was changed at our faction

carnival – running races were in the morning and tabloids in the afternoon. This seemed to work well and we received a lot of positive feedback towards this change. We also battled the weather for a short time but managed the day really well.

Next year I will bring the faction carnival forward to week 6 as this will give the inter school team a little more time to focus on their activities.

I was really pleased with the outcome of the interschool – 1st in division B. We had some stand out performances but also our teams put on a really good show.

## Programs / Initiatives

**Running Club** – every Tuesday morning from 8.00-8.30am

**Netball Club** – Term 2, Thursday lunchtimes for seniors

**Friday Morning Boot Camp** – this has been a success and well received by all staff, setting the students up for learning for the rest of the day. Year 6 students also have an opportunity to show their leadership skills.

**Sporting Schools** – I have registered Pearsall PS with the 'Sporting Schools' program. This has allowed us to utilise local coaches and professionals to come in and take a few sessions with the students in their field of expertise. We apply for a grant which in turn we pay to them. There is no actual monetary layout for the school by doing this. The students learn new skills from somebody different and also get to try new sports. As a teacher I also get to learn new or different ways of teaching various skills.

This year we have had coaches in from Rugby League WA, Netball WA and AFL Subiaco.

**Clinics** – We have also had local sports people/coaches in who are not part of the sporting schools program but offer free clinics. These were run very professionally and our students gained a lot of knowledge from them:

- ◆ Little Athletics - Woodvale
- ◆ Netball – SEDA
- ◆ Modcrosse WA

## Plans for 2018

Would like to have an additional boot camp morning - possibly Mondays. This gives a great start to the day.

Will continue to look at various clinics for the students – some will link in with what they are already doing at school and others to try something new.





# Nature Scape

## Events that took place

- ◆ Outdoor Classroom Day.
- ◆ Nature Play WA Staff PD.
- ◆ Planning Outdoor Nature Day.
- ◆ Planning Mud Play Incursion.

## Programs / Initiatives

- ◆ Nature play area on oval.
- ◆ Outdoor classroom area.

## Data gathered and what it meant

Data was not gathered for 2017, with the exception of student requests for inclusions in future nature play projects. Survey to be conducted in 2018 seeking feedback as to the effective engagement of students/teachers in nature scape areas in place, improvements needed and what they wish to see moving forward.

## Recommendations for 2018

- ◆ Friendship pebble path / Aboriginal garden
- ◆ Develop small world centres.
- ◆ Create car track centres.
- ◆ Increase staff engagement in outdoor classroom area.
- ◆ Outdoor Nature Day—Term 3.
- ◆ Mud Play Incursion—Term 4 (PP & Year 1s).

## Plans for staff induction 2018

- ◆ Discuss initiatives at staff induction.



# NAPLAN & Data Analysis

## Overview

The Pearsall Primary School Naplan and Data Analysis Team was formed in 2015 to ensure a succinct approach to data collection and analysis was established within the school community. Initially, the focus was on the preparation of a timely analysis on Naplan data and only included two staff, Gary Payne (Principal) and Glenn Ross (Year 6 teacher). The team has grown significantly and now includes representatives from all areas of teaching (early/junior/middle/upper/EALD).

The aim of the team is to empower Pearsall staff in the area of data analytics and to promote educational measurement techniques that enhance the learning environment of the students. In furtherance of the aims of the team the following analysis was conducted in 2017;

- ◆ Analysis of On Entry testing to establish benchmark criteria and to identify students who may be TAGS/SAER for end of year testing.
- ◆ PAT Maths analysis in Term one and Term four
- ◆ Analysis of Naplan results to establish outcomes/trends/business plan targets. The results of this analysis is disseminated to the Administration staff, all staff, school board and the school community through the publication of an article in the school newsletter.

Staff skilling was achieved with training in the following areas by the Team;

- ◆ Training on Data Analysis using the SAIS tools. This training was presented by a team member from early/middle and upper primary to demonstrate how the SAIS information can be analysed to enhance student learning and to inform the teacher of student issues/trends and success parameters.
- ◆ Training on PAT Maths using the PAT program and Excel. This training was presented to demonstrate the functionality of the PAT system and the importance of identifying student misconceptions and trends in answering questions.
- ◆ The individual NAPLAN analysis was rolled out to include staff training and coaching on the methodologies employed and the benefits of the information. This program provides an important snapshot of a child's achievements during NASPLAN testing.



# NAPLAN & Data Analysis

## Business Plan Targets

Pearsall Primary achieved all eight business plan targets.

### Reading

*Target Achieved : NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.*

In 2017 the Year 3 cohort achieved a mean score of 457, which significantly exceeded the like school mean of 432. The Year 5 cohort achieved a mean score of 513, exceeding the like school mean of 502.

*Target Achieved : NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.*

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 98 points (415 to 513), compared to like schools Years 3 to 5 showing an improvement of 84 points (418 to 502). The Year 5 cohort showed significantly higher progress between Year 3 and Year 5 than like schools.

	Year 3 2015 Achievement	Year 5 2017 Achievement	Progress
Pearsall	415	513	98
Like Schools	418	502	84

### Writing

*Target Achieved : NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.*

In 2017 the Pearsall Year 3 mean score of 436 exceeded like school performance of 430. In 2017 the Pearsall Year 5 mean score achieved was 514. This is significantly ahead of like schools who achieved a mean of 494.

*Target Achieved : NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.*

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 70 points (413 to 483), compared to like schools Years 3 to 5 showing a progression of 58 (418 to 476). The Year 5 cohort achieved significantly higher progress between Year 3 and Year 5 than like schools.

	Year 3 2015 Achievement	Year 5 2017 Achievement	Progress
Pearsall	413	483	70
Like Schools	418	476	58

# NAPLAN & Data Analysis

## Numeracy

*Target Achieved : NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.*

In 2017 the Pearsall Year 3 mean score of 416 was equal to like school performance. In 2017 the Pearsall Year 5 mean score achieved was 514, which was equal to the like school mean of 514.

*Target Achieved : NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.*

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 127 points (387 to 514), compared to like schools Years 3 to 5 showing an improvement of 114 (400 to 514). The Year 5 cohort showed significantly higher progress between Year 3 and Year 5 than like schools.

	Year 3 2015 Achievement	Year 5 2017 Achievement	Progress
Pearsall	387	514	127
Like Schools	400	514	114

## Grammar and Punctuation

*Target Achieved : NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.*

In 2017 the mean score achieved by the Pearsall Year 3 cohort was 436, marginally exceeding the like school mean of 433. The mean score achieved in Year 5 was 501, again marginally exceeding like school performance of 498.

*Target Achieved : NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.*

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 65 points (436 to 501), which is equal to the progression achieved by like schools (433 to 498). The Year 5 cohort showed comparable progress to like schools between Year 3 and Year 5.

	Year 3 2015 Achievement	Year 5 2017 Achievement	Progress
Pearsall	436	501	65
Like Schools	433	498	65



# NAPLAN & Data Analysis

## Resources (Allocation of Funding in 2017)

No resources required for the team in 2017.

## Directions for 2017 Onwards

- ◆ Continuation of staff training and upskilling in the area of data analytics and educational measurement.
- ◆ Continuation of benchmark establishment from Naplan, PAT Maths and On Entry data.
- ◆ Continuation of staff development on “Individual NAPLAN analysis” for year 3 & 5 students.
- ◆ Succession plan is in place with a number of staff being equipped to analyse data across the school (Naplan, PAT Maths and On Entry).

## Special Events

- ◆ 2018 will see the introduction of Naplan using ICT.
- ◆ PAT Science is being introduced in 2018



# Attendance Data

## Attendance Rates

The table below shows Pearsall Primary School attendance rates compared to the state average. Pearsall has performed above the average every year.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	93.1%	92.7%
2016	95.5%	92.6%
2017	95.0%	92.7%

The table below shows Pearsall Primary School average attendance rates compared to the state average across all year levels. Some individual students were targeted to increase their attendance and further follow up will take place in 2018.

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	92%	93%	95%	94%	93%	95%	86%
2016	95%	96%	96%	95%	97%	96%	95%
2017	95%	95%	94%	95%	95%	96%	95%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

Absences due to family holidays during the school term continue to be an issue. This has a considerable impact on the percentage of absences in the school. Information is regularly provided in the school newsletter regarding the significance of taking holidays during the term.



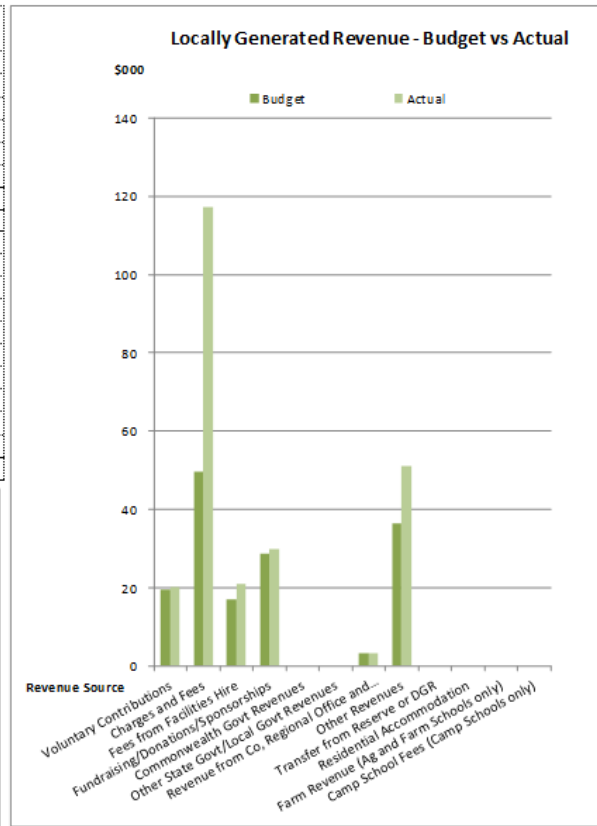
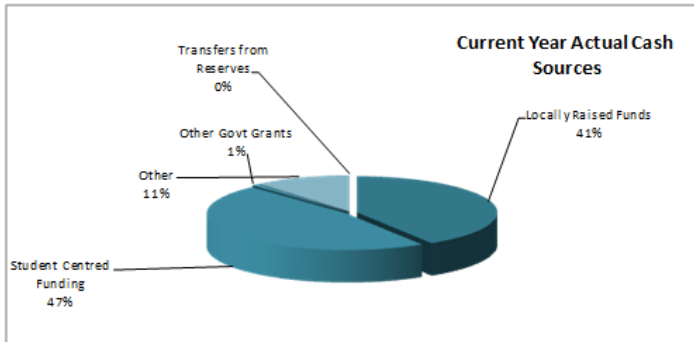
# Destination Schools

SCHOOL	MALE	FEMALE	TOTAL
Belmont City College	-	1	1
Belridge Secondary College	1	-	1
Kingsway Christian College	1	-	1
Mater Dei College	1	-	1
Wanneroo Secondary College	4	8	12
Woodvale Secondary College	1	6	7
Not Specified	1	3	5

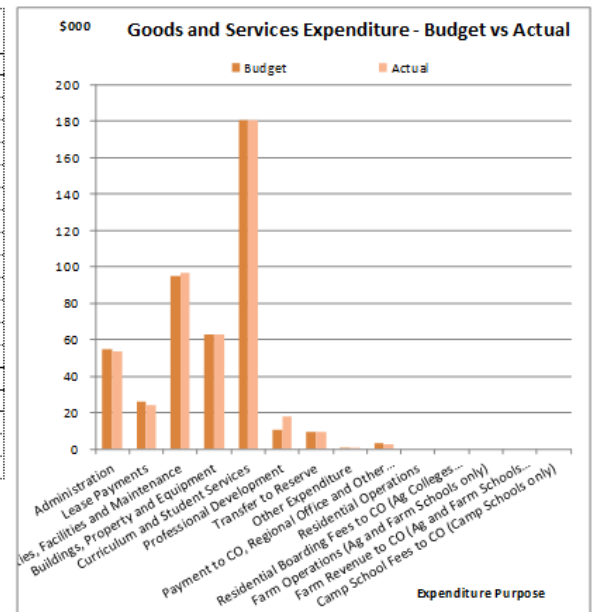
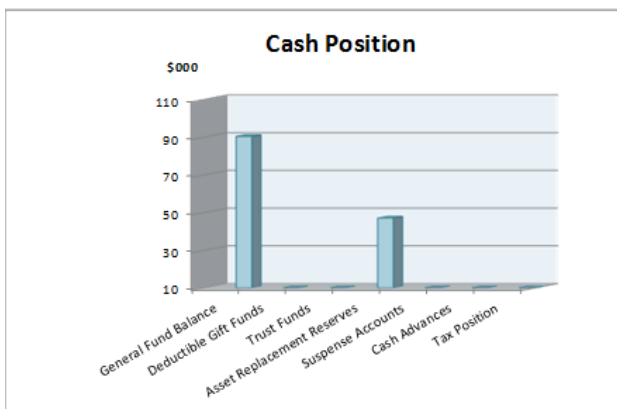


# Financial Summary as at 31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 19,539.00	\$ 20,085.50
2	Charges and Fees	\$ 49,529.00	\$ 117,245.88
3	Fees from Facilities Hire	\$ 17,000.00	\$ 20,850.00
4	Fundraising/Donations/Sponsorships	\$ 28,603.36	\$ 29,777.67
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 3,198.00	\$ 3,198.00
8	Other Revenues	\$ 36,560.00	\$ 51,147.67
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 154,429.36</b>	<b>\$ 242,304.72</b>
<b>Opening Balance</b>		<b>\$ 79,053.61</b>	<b>\$ 79,053.61</b>
<b>Student Centred Funding</b>		<b>\$ 215,200.00</b>	<b>\$ 215,200.00</b>
<b>Total Cash Funds Available</b>		<b>\$ 448,682.97</b>	<b>\$ 536,558.33</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 448,682.97</b>	<b>\$ 536,558.33</b>

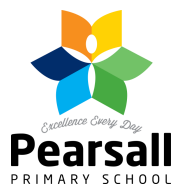


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 54,537.00	\$ 53,266.63
2	Lease Payments	\$ 26,000.00	\$ 23,820.83
3	Utilities, Facilities and Maintenance	\$ 94,980.00	\$ 96,493.66
4	Buildings, Property and Equipment	\$ 62,476.36	\$ 62,723.28
5	Curriculum and Student Services	\$ 180,186.00	\$ 180,577.43
6	Professional Development	\$ 10,500.00	\$ 17,749.83
7	Transfer to Reserve	\$ 9,000.00	\$ 9,000.00
8	Other Expenditure	\$ 20.00	\$ 305.76
9	Payment to CO, Regional Office and Other Schools	\$ 3,198.00	\$ 2,272.73
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 440,897.36</b>	<b>\$ 446,210.15</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 440,897.36</b>	<b>\$ 446,210.15</b>
<b>Cash Budget Variance</b>		<b>\$ 7,785.61</b>	



Cash Position as at:	
Bank Balance	\$ 143,307.48
Made up of:	\$ -
1 General Fund Balance	\$ 90,348.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 47,000.00
5 Suspense Accounts	\$ 6,966.30
6 Cash Advances	\$ -
7 Tax Position	\$ 1,007.00
<b>Total Bank Balance</b>	<b>\$ 143,307.48</b>



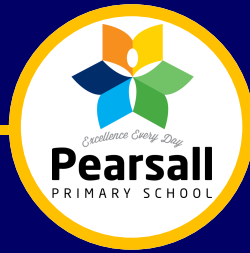


( 08 9405 7845

@ pearsall.ps.contact@education.wa.edu.au

8 pearsallps.wa.edu.au

📍 95 Willespie Drive, Pearsall WA 6065



( 08 9405 7845

@ pearsall.ps.contact@education.wa.edu.au

8 pearsallps.wa.edu.au

📍 95 Willespie Drive, Pearsall WA 6065

