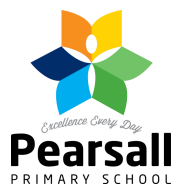


Annual Report 2018





☎ 08 9405 7845

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

🌐 pearsallps.wa.edu.au

📍 95 Willespie Drive, Pearsall WA 6065

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School Context

Pearsall Primary School is located in a relatively new housing subdivision 26km north of Perth within the City of Wanneroo. The school commenced in 2013 and provides K-6 education for students transitioning to secondary education. Students from Pearsall Primary School mainly attend Wanneroo Secondary College or enrol in local Non-Government schools.

The school infrastructure is modern and provides excellent facilities to meet curriculum delivery requirements, outdoor play and structured learning activities in an appealing environment. There are four learning blocks, a library and teaching areas to cater for specialist programs in science, music and physical education. The outdoor environment has been supplemented by a sustainability garden and additional shade to play areas.

The school's index of Community Socio-Educational Advantage (ICSEA) at 1053 is reflective of the community and similar to nearby schools. The student population is considerably diverse. There is a growing number of disability students. Cultural diversity is further evidenced by the enrolment of international fee paying students studying in Australia on student visas and students studying on other types of visas. There are over 50 students with language backgrounds other than English, from Eastern Europe, South East Asia and Asia.

Student enrolment since commencement has been a feature of the school, with an initial school population of 162 in 2013 rising to 500 in 2018. The trend upwards is expected to continue, particularly as the enrolment strength is most notable in the early years' classes. The attendance rate at 96% is above the State average and the regular attendance is very high at 88%. Transiency at 18.9% is attributed to changing economic and employment circumstances in the community and increasing rental housing availability.

The major aim in developing partnerships is building strong connections to the community, particularly parents, and ensuring the pastoral care program has a range of schemes and access to services to promote student care, health and well-being and provide parent support. Key strategies in developing the school community include the establishment of the School Board and the P&C to promote partnerships with businesses and the wider community, to improve outcomes for students.

The school vision is for the development of students to be leaders, following the model of the 7 habits of Highly Effective People.

The School Board was established following the transition from a school council in 2013. Board membership has reflected the changing school enrolment pattern with a developing understanding of roles and responsibilities. The Board has sound procedures and consistency of operations with members who are proactive in their support for the school. Community membership and connections to the P&C are key features of board membership and operations. They have identified training and community awareness as key ingredients for future success. The Board has played a major role in supporting and endorsing key policies that contribute to the effective management of the school.

Resourcing the school plays a major role, particularly in workforce management and increasing student enrolments. Targeted merit selection processes and ensuring staff have leadership and learning opportunities have been key to school planning to fit with its ethos and culture.

Principal's Message

I am pleased to report that 2018 was again a productive and successful year at Pearsall Primary School. The recent pattern of steady enrolment growth does continue but is mixed with a number of exits from the school, with students moving interstate or to outer Perth suburbs. With increased growth, we have been able to recruit outstanding teachers to support the learning taking place at Pearsall. This is enabling us to confidently build our school around the three pillars of the Leader In Me program, pastoral care and literacy. It is great to see students, staff and parents participate and embrace the many special events, such as Book Week, Science Week, Grandparents Day, Mothers and Fathers Days, Leadership Day, Build A Bun Day, Faction Athletics Carnival and the Edu Dance Concert.

It is also very pleasing to report that we were able to make outstanding results in terms of our students in 2018 in all areas included within the NAPLAN assessments. Our staff and students were able to successfully implement NAPLAN online as one of the initial schools to use this online assessment tool. Achievement levels in all areas of NAPLAN have been at the targets we expect our students to demonstrate. We still have a challenge to consistently demonstrate achievement in all areas above the Australian and West Australian means. It is worth noting that the programs and processes we are using are being validated by the results that we are achieving with the students. Approaches across all classrooms are consistent and reflect the Classroom Teaching and Learning Policy that is embedded in the school. It continues to be a focus of how classrooms operate.

Staff do work in teams to embed consistent practice across the school. Meetings are conducted each week with items that are discussed being recorded as minutes on the shared drive.

A number of staff have been through the Level 3 process with now 7 staff having attained this status.

Feedback from the Parent Opinion Survey which was conducted in Term 1 of this year indicated high percentages of positive endorsement. The survey also supports the strong culture of parent and community involvement.

The further implementation of all programs took place in 2018 with success achieved across all learning areas. The vision of the school is followed through the Leader in Me Program where the mission is to identify the talents in every child and to develop the confidence to be a leader by following the seven habits. Many activities took place in the school that highlighted the skills in leadership that students are developing. This included a Leadership Day, Mother's day event, Grandparents event, Father's day event and Harmony Day.

I sincerely thank staff for the many and varied contributions they have made which have underpinned our school success. I particularly thank the outstanding leadership shown by Caroline De Haas in her role as School Board Chairperson. Her support, and that of the other board members, has been invaluable.

The P&C, led by Renanka O'Shea, has been crucial to providing many extras in the school. This has included the instalment of a new playground area, laptops and training for staff.

It is my endeavour that this report will provide you with an overview of the outstanding progress the school is making and the many successes that were achieved in 2018.

Mr Gary Payne.

Staff Professional Learning

Staff Professional Learning

- ◆ Child Protective Behaviours;
- ◆ Aboriginal Cultural Framework;
- ◆ Leader In Me;
- ◆ PM Benchmarks;
- ◆ VCOP;
- ◆ Digital Technologies;
- ◆ Design and Technologies;
- ◆ IEPs smart goals;
- ◆ Student Differentiation for Instruction;
- ◆ Student Amnesty;
- ◆ SEN IEPs.

Staff Profile

Pearsall Primary School has a group of dedicated and highly professional staff. Many staff at Pearsall are undertaking the Level 3 process, having achieved Stage 1 and/or Stage 2 accreditation.

All staff meet the requirements to teach in Western Australia public schools and can be found on the Teachers Registration Board of WA.

Staff are offered a variety of leadership roles and professional learning opportunities throughout the year. There are many leadership groups in the school, including Pastoral Care, Numeracy, Literacy, Nature Play, TAGs, 'Green Team', Data Analysis team and 'Leader In Me'.



Highlights of 2018

Highlights of 2018

- ◆ The ANZAC Day ceremony featured the band from Woodvale Senior High School.
- ◆ The Leadership Day was highly successful with a wide range of great speakers, including Commonwealth Games silver medallist Rhiannon Clarke.
- ◆ Pastoral Care activities for staff and students, including R U OK Day.
- ◆ The installation of a new playground provided by the P&C.
- ◆ The continued pleasing progress of students as measured by NAPLAN results.
- ◆ The introduction of the Theatres Sports program, which was well received by students.
- ◆ The win at the Interschool Athletics Carnival for Division B and finishing 3rd overall.
- ◆ The successful In Term Swimming program.
- ◆ The annual Grandparents', Mothers' and Fathers' events.
- ◆ Excursions to the zoo, AQWA etc.



Highlights of 2018

Highlights of 2018 continued

- ◆ The many Book Week activities that took place, including the annual dress up and incursion.
- ◆ The full implementation of the Buz program.
- ◆ Anxiety talks for Years 5 and 6 students.
- ◆ The 'Dads and Lads' program for Year 5 boys.
- ◆ The Year 5 High Tea for mothers and students.
- ◆ The introduction to students of the new Digital Technologies and the Design and Technologies curriculum.
- ◆ The full implementation of Connect and the reports distributed via Connect.
- ◆ Being one of the first schools to use NAPLAN online.
- ◆ The use of a Speech Therapist across all year levels to screen students.
- ◆ A fund raiser for drought relief for NSW farmers raised over \$1000.
- ◆ The annual Build A Bun Day and free pizza lunch.
- ◆ The Professor Maths Incursion.



Student Behaviour

Student Behaviour

Once again it is pleasing to report that the behaviour of students at Pearsall is at a very high level. During 2018 there were no suspensions.



Destination Schools

SCHOOL	MALE	FEMALE	TOTAL
Ashdale Secondary College	6	3	9
Churchlands Secondary College	-	1	1
Kingsway Christian College	-	3	3
Mater Dei College	1	1	2
Wanneroo Secondary College	10	13	23
Woodvale Secondary College	1	1	2
Not Specified	1	2	3



Staff Numbers

	No.	FTE	AB'L
Administration Staff			
Principals	1	1.0	-
Deputy Principals	1	1.0	-
<u>Total Administration Staff</u>	2	2.0	-
Teaching Staff			
Level 3 Teachers	2	1.4	-
Other Teaching Staff	29	23.7	1
<u>Total Teaching Staff</u>	31	25.0	1
School Support Staff			
Clerical / Administrative	2	2.0	-
Gardening / Maintenance	1	0.8	-
Other Non-Teaching Staff	13	9.4	-
<u>Total School Support Staff</u>	16	12.2	-
TOTAL STAFF	49	39.3	1

Targets

Numeracy

- ◆ NAPLAN achievement to be at or above like school achievement at Year 3 and Year 5.
- ◆ NAPLAN achievement progress between Year 3 and Year 5 to be at or above with like schools.

Grammar & Punctuation

- ◆ NAPLAN achievement to be at or above like school achievement at Year 3 and Year 5.
- ◆ NAPLAN achievement progress between Year 3 and Year 5 to be at or above with like schools.

Writing

- ◆ NAPLAN achievement to be at or above like school achievement at Year 3 and Year 5.
- ◆ NAPLAN achievement progress between Year 3 and Year 5 to be at or above with like schools.

Reading

- ◆ NAPLAN achievement to be at or above like school achievement at Year 3 and Year 5.
- ◆ NAPLAN achievement progress between Year 3 and Year 5 to be at or above with like schools.

Science

- ◆ PAT science results were above the standardised norms by the end of each academic year. Each year there has been considerable improvement from the previous year.
- ◆ All targets in Science were achieved, as per the testing, were completed from PAT testing. It indicated in Year 3, 4 and 6 that student results were better than like schools. When looking at the norm sample further in this document you will see the Norm Reference Report for Years 3 to 6.



Analysis of School Opinion Surveys - PARENT

Statement	2016	2018
	21 responses	66 responses
	% agree / strongly agree	
Teachers at this school expect my child to do his or her best.	100	92
Teachers at this school provide my child with useful feedback.	95	80
Teachers at this school treat students fairly.	90	82
This school is well maintained.	100	94
My child feels safe at this school.	100	92
I can talk to my child's teachers about my concerns.	100	88
Student behaviour is well managed at this school.	85	79
My child likes being at this school.	100	90
This school looks for ways to improve.	95	80
This school takes parents' opinions seriously.	80	74
Teachers at this school motivate my child to learn.	95	83
My child is making good progress at this school.	100	77
My child's learning needs are being met at this school.	90	76
This school works with me to support my child's learning.	90	76
This school has a strong relationship with the local community.	80	80
This school is well led.	84	88
I am satisfied with the overall standard of education achieved at this school.	90	86
I would recommend this school to others.	100	93
My child's teachers are good teachers.	100	93
Teachers at this school care about my child	100	94

Analysis of School Opinion Surveys - STAFF

Statement	2016	2018
	31 responses	25 responses
	% agree / strongly agree	
Teachers at this school expect students to do their best.	100	100
Teachers at this school provide students with useful feedback.	96	96
Teachers at this school treat students fairly.	100	96
This school is well maintained.	100	100
Students feel safe at this school.	100	96
Students at this school can talk to their teachers about their concerns.	100	92
Parents at this school can talk to their teachers about their concerns.	100	96
Student behaviour is well managed at this school.	100	96
Students like being at this school.	100	96
This school looks for ways to improve.	100	96
This school takes staff opinions seriously.	100	92
Teachers at this school motivate students to learn.	100	92
Students' learning needs are being met at this school.	100	92
This school works with parents to support student's learning.	100	92
I receive useful feedback about my work at this school.	92	88
Staff are well supported at this school.	96	92

NAPLAN Results 2018

Please Note

Due to a change in the data analytics configuration provided to schools by the Australian Curriculum, Assessment and Reporting Authority (“ACARA”) the comparative data known as “Like Schools” is no longer available. Given Pearsall business plan targets involved comparison with “Like Schools”, an alternative metric is required in the business plan targets to measure the achievements of Pearsall students when tested at Naplan. Therefore, an alternative comparison has been provided by measuring Pearsall Primary School’s achievements and progress against the mean scores of WA and Australian schools. Going forward the business plan targets will reflect the new data regime from ACARA.

Business Plan Targets 2018 (NAPLAN)

Pearsall Primary achieved six business plan targets and partially achieved two business plan targets.

Year 3 (Group size 64 students)			
Subject	Pearsall	WA	Australia
Spelling	432	411	418
Grammar	465	424	432
Writing	445	400	407
Reading	439	423	434
Numeracy	423	403	409

Year 5 (Group size 40 students)			
Subject	Pearsall	WA	Australia
Spelling	502	500	503
Grammar	526	500	504
Writing	481	460	465
Reading	527	502	509
Numeracy	493	490	494

NAPLAN Results 2018

Reading

1. NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.

Result – Target Achieved

- ◆ In 2018 the Year 3 cohort achieved a mean score of 439, which exceeded the WA school mean of 423 and the Australian mean of 434.
- ◆ In 2018 the Year 5 cohort achieved a mean score of 527, which exceeded the WA school mean of 502 and the Australian mean of 509.

	Year 3 2018 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	439	527	Above
WA schools	423	502	Above
Australian schools	434	509	Above

2. NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.

Result – Target Partially Achieved

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 87 points (440 to 527), compared to WA schools Years 3 to 5 showing an improvement of 93 points (416 to 509) and Australian schools Years 3 to 5 showing an improvement of 76 points (426 to 502).

	Year 3 2016 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	440	527	87
WA schools	416	509	93
Australian schools	426	502	76

NAPLAN Results 2018

Writing

1. NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.

Result – Target Achieved

- ◆ In 2018 the Year 3 cohort achieved a mean score of 445, which exceeded the WA school mean of 400 and the Australian mean of 407.
- ◆ In 2018 the Year 5 cohort achieved a mean score of 481, which exceeded the WA school mean of 460 and the Australian mean of 465.

	Year 3 2018 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	445	481	Above
WA schools	400	460	Above
Australian schools	407	465	Above

2. NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.

Result – Target Achieved

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 50 points (431 to 481), compared to WA schools Years 3 to 5 showing an improvement of 46 points (414 to 460) and Australian schools Years 3 to 5 showing an improvement of 44 points (421 to 465).

	Year 3 2016 Achievement	Year 5 2018 Achievement	Progress
Pearsall	431	481	50
WA schools	414	460	46
Australian schools	421	465	44

NAPLAN Results 2018

Numeracy

1. NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.

Result – Target Partially Achieved

- ◆ In 2018 the Year 3 cohort achieved a mean score of 423, which exceeded the WA school mean of 403 and the Australian mean of 408.
- ◆ In 2018 the Year 5 cohort achieved a mean score of 493, which exceeded the WA school mean of 490 but was just below the Australian mean of 494.

	Year 3 2018 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	423	493	Above
WA schools	403	490	Above
Australian schools	409	494	Above in year 3 but slightly below in year 5

2. NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.

Result – Target Achieved

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 97 points (396 to 493), compared to WA schools Years 3 to 5 showing an improvement of 95 points (395 to 490) and Australian schools Years 3 to 5 showing an improvement of 92 points (402 to 494).

	Year 3 2016 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	396	493	97
WA schools	395	490	95
Australian schools	402	494	92

NAPLAN Results 2018

Grammar and Punctuation

1. NAPLAN achievement will be at or above like school achievement at Year 3 and Year 5.

Result – Target Achieved

- ◆ In 2018 the Year 3 cohort achieved a mean score of 465, which exceeded the WA school mean of 424 and the Australian mean of 432.
- ◆ In 2018 the Year 5 cohort achieved a mean score of 526, which exceeded the WA school mean of 500 and the Australian mean of 504.

	Year 3 2018 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	465	526	Above
WA schools	424	500	Above
Australian schools	432	504	Above

2. NAPLAN achievement progress between Year 3 and Year 5 is to be at or above like schools.

Result – Target Achieved

The Pearsall student mean from Year 3 to Year 5 showed a score progression of 96 points (430 to 526), compared to WA schools Years 3 to 5 showing an improvement of 75 points (425 to 500) and Australian schools Years 3 to 5 showing an improvement of 68 points (436 to 504).

	Year 3 2016 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	430	526	96
WA schools	425	500	75
Australian schools	436	504	68

NAPLAN Results 2018

Spelling

Results

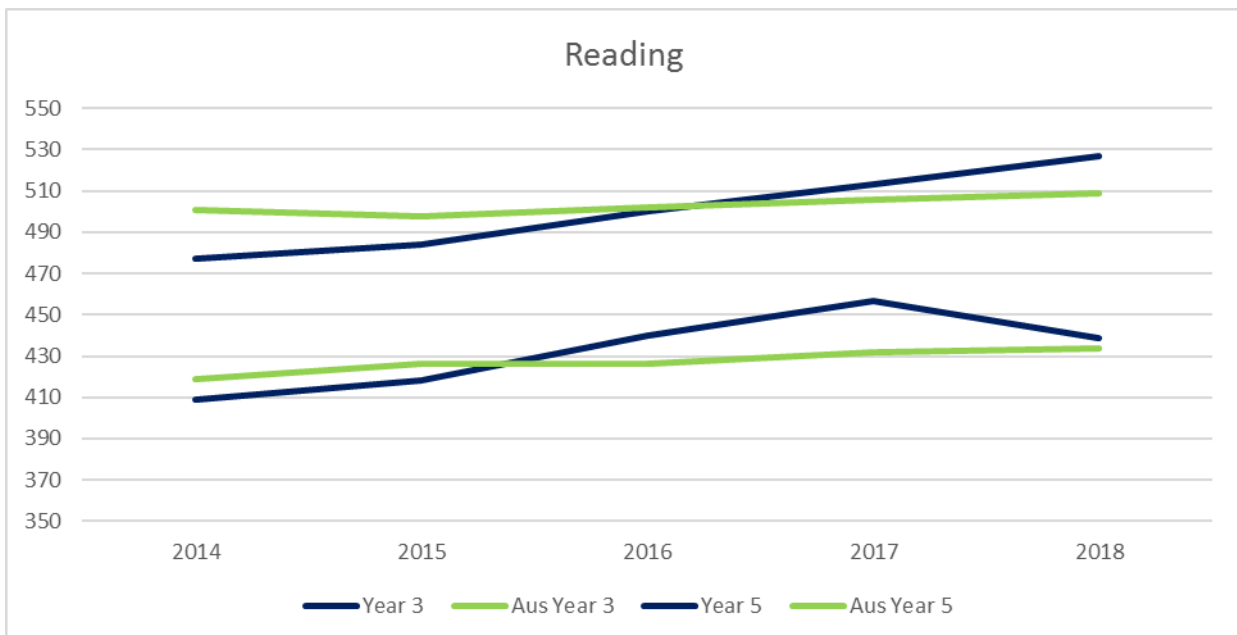
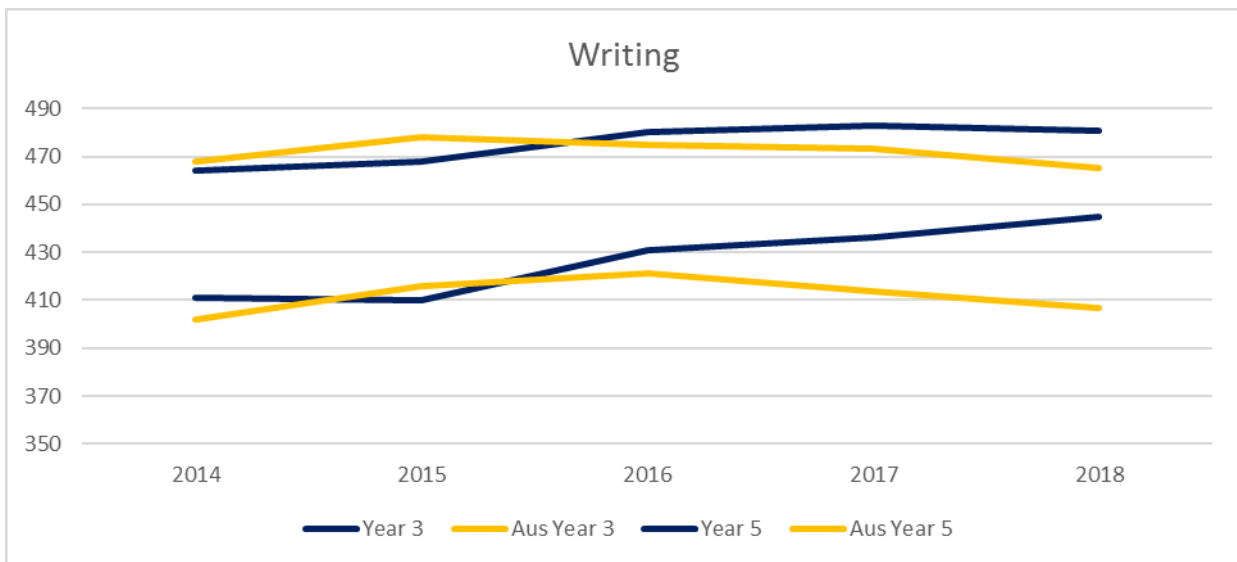
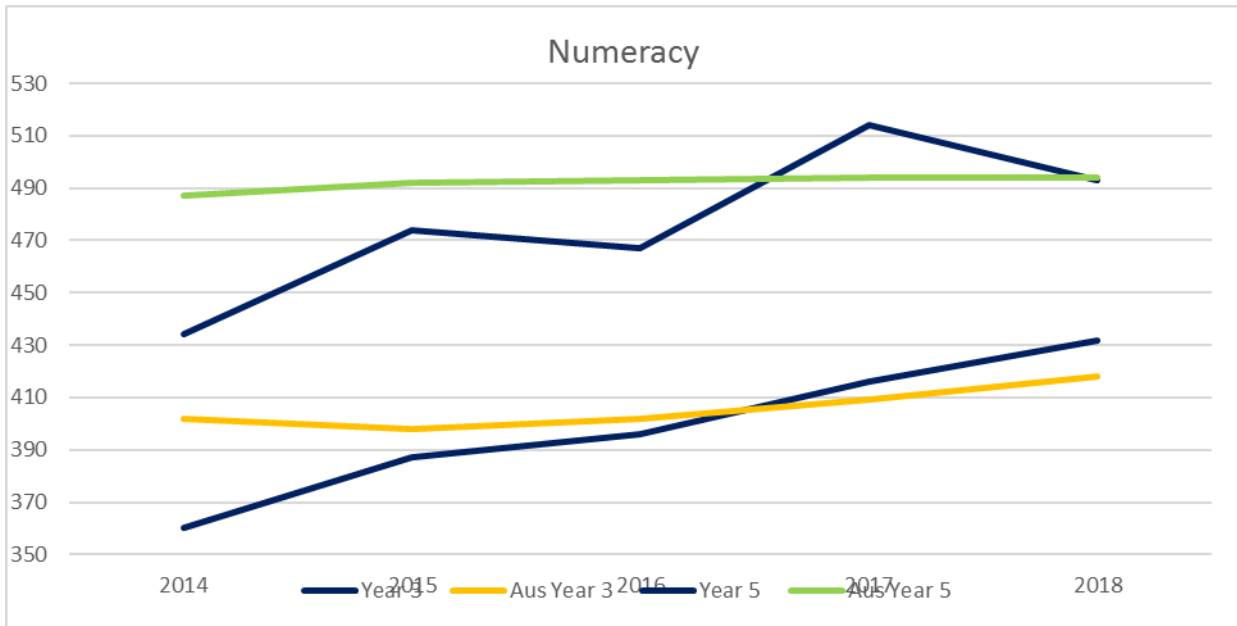
- ◆ In 2018 the Year 3 cohort achieved a mean score of 432, which exceeded the WA school mean of 411 and the Australian mean of 418.
- ◆ In 2018 the Year 5 cohort achieved a mean score of 502, which exceeded the WA school mean of 500 but was slightly below the Australian mean of 504.
- ◆ The Pearsall student mean from Year 3 to Year 5 showed a score progression of 68 points (434 to 502), compared to WA schools Years 3 to 5 showing an improvement of 88 points (412 to 500) and Australian schools Years 3 to 5 showing an improvement of 83 points (420 to 503).

	Year 3 2018 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	432	502	Above
WA schools	411	500	Above
Australian schools	418	503	Above in year 3 but slightly below in year 5

	Year 3 2016 Achievement	Year 5 2018 Achievement	Pearsall's Result
Pearsall	434	502	68
WA schools	412	500	88
Australian schools	420	503	83

The upward improvement achieved at Pearsall Primary is exemplified in the following three graphs. The **blue line** represents Pearsall's scores since 2014 against the Australian average scores.

NAPLAN Results 2018



Literacy

Events that took place

- ◆ The Literacy Committee worked in collaboration with Shari Smith to coordinate the James Foley incursion and writing workshop (to target extension/ budding artists and writers from Years 4-6);
- ◆ Feedback to School Board on VCOP/ Big Write Program.

Programs or initiatives that took place

- ◆ Development of the Pearsall Primary School English Policy;
- ◆ VCOP: iMovie competition;
- ◆ PD on PM Benchmarks;
- ◆ Implementation of Andrell Education: Cold write assessment Professional Development and development of the cold write assessment schedule;
- ◆ Implementation of PAT Reading, Vocabulary and Grammar.

Data gathered and what it meant

- ◆ Literacy Audit: Overview of how each year level conducts a literacy block;
- ◆ Staff VCOP survey: gathering data of staff skillset and requirements in the area of VCOP/ Big Write/ Cold Write;
- ◆ Staff feedback gathered after Cold Write Assessment refresher session;
- ◆ Student Data: Pat Reading/ Vocabulary/ Grammar – analysing comprehension trends Years 2- 6, Vocabulary/ Grammar Years 3- 6;
- ◆ Cold write samples Term 4 moderated and marked against the criterion scale: Marked scales and samples to go to following year's teachers.

Recommendations for 2019

- ◆ Ongoing promotion of reading;
- ◆ VCOP/ Big Write information handout for parent packs;
- ◆ Development of an English handbook – featuring recommendations for Literacy Block structure and components pertaining to each phase of learning;
- ◆ Develop a VCOP Scope and sequence;
- ◆ Development of Whole School Literacy Planning template;
- ◆ Development of whole school Handwriting Scope and Sequence/Policy;
- ◆ Purchasing of handwriting resources aligned to the Scope and Sequence/Policy;
- ◆ Continual focus on reading development/ promotion of whole school reading;

Literacy

- ◆ Continued staff development in the areas of (and not limiting to):
 - Cold Write Assessment: assessing and moderating against the Andrell Criterion Scale;
 - Oral language;
 - VCOP/ Big write refresher PD;
 - 7 Steps for Writing;
 - Address phonological and phonemic awareness scope and sequence;
- ◆ Assessment:
 - The need for junior phonics assessment;
 - Oral language assessment;
- ◆ Resources:
 - Guided reading texts for Years 4-6;
 - Development of a Cold Write moderation file to ensure consistency of judgement;
 - Make contact with Meadow Springs Primary School – registered VCOP/ Big Write school;
- ◆ Data collection:
 - Staff survey on VCOP skillsets;
 - Collaborative meeting visits by Literacy Committee members to follow up on VCOP/ Big Write implementation.

Professional Development Requests for 2019

- ◆ Big Talk - K-Yr1- Focus on oral language development;
- ◆ Guided reading/ literacy PD : Carmel Small;
- ◆ VCOP/ Big write refresher PD;
- ◆ 7 Steps for Writing;
- ◆ Phonics PD;
- ◆ Targeted Literacy data analysis / moderation sessions.

Mathematics

Events That Took Place

- ◆ Professor Maths Incursion (whole-school)
- ◆ Literacy and Numeracy Week activities
- ◆ NAPLAN Online for Years 3 and 5
- ◆ 100 Days of School activities
- ◆ Father's Day Maths Games

Programs or Initiatives That Took Place

- ◆ Maths display board;
- ◆ Holiday Maths Challenges;
- ◆ Newsletter articles by Year 6 students- tips and tricks for maths;
- ◆ Increasing resources for classroom use i.e. creating a bank of block numeracy equipment for high use items, such as time kits, money kits, place value kits, etc;
- ◆ Promoting problem solving through the purchase of resources, such as Weekly Problem Solving pages (Ed Shop) and Problem Solving Task Card Boxes for each year level.

Data Gathered and What It Meant

- ◆ PAT Maths Assessment Years 1-6 in Term 1 and Term 4. The Term 1 test allowed teachers to plan to address any common areas of misunderstanding or weakness within their teaching and learning programs throughout the year. The Term 1 test also allowed teachers to identify any possible students requiring additional support or possible extension. The Term 4 test allowed teachers to gauge their students' progress over the year. PAT Maths also allowed students to be compared with their year level nation-wide to provide norm referenced data. PAT Maths scores are also included in the handover sheets for next year's teachers.
- ◆ NAPLAN Online for Years 3 and 5. Provides whole-school data to compare cohorts' achievement over time. Allows teachers to identify fall out data that can be addressed within classroom teaching. Provides school data comparative to the state and the nation.
- ◆ Staff Survey provided information about where teachers feel they need further support in regards to Mathematics, resources that are needed, whether initiatives have been successful, what the school is doing well, etc.

Recommendations for 2019

- ◆ Developing problem solving journals for students that are used across the school. This aims to develop the students' choice and use of strategies, develop their reasoning, check the reasonableness of responses and learn to explain their thinking. This will be linked with the teaching and learning of strategies within the Problem Solving Scope & Sequence.
- ◆ Increase resources to support maths intervention. Up-skilling teachers in supporting students with Maths difficulties.
- ◆ Continue to promote the planning of lessons according to the suggested structure to support student learning and best practice in teachers.
- ◆ Requested through staff survey: Early years' problem solving, teaching maths in the early years, catering for extension and support within the classroom, consistent Maths homework program (online).

Professional Development Requests for 2019

- ◆ Problem solving strategies- developing skills within the children;
- ◆ Maths Intervention- supporting students who struggle with mathematics or have a learning difficulty;
- ◆ Parent Information session at the start of the school year.

General Comments

- ◆ Students at Pearsall enjoy science and are generally very engaged and participate well.
- ◆ The year has run very smoothly with continued use of assessment rubrics and marking keys with Years 4- 6 and introduction to Year 2 and 3 students.
- ◆ Due to timetabling constraints Year 1, Rm 7 has had significantly less science time than their peers (40 mins 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 with this class. Similarly, the Year 5/6 and 6 classes and Room 11 have missed significant science time due to their classes being timetabled on a Monday. As they are in the upper school and the content of the curriculum increases significantly, this has had an impact on my ability to cover the content in sufficient depth at times.
- ◆ Timetabling over recess/lunch has been successful.
- ◆ Science Week was again a success with the introduction of student led lunchtime activities
- ◆ The enrichment group has been very successful – combining competitions with research based projects involving practical elements and real world-applications. Students have been expected to work independently within cooperative learning teams. Students have been both engaged and motivated.

Events That Took Place

Term 1

- ◆ Solar Car Competition: We achieved 4th place in our region;
- ◆ Brightpath Investigation Trials with Years 3-5;
- ◆ Butterflies (Year 2).

Term 3

- ◆ Wanneroo Senior College STEM Fair: Year 6 excursion;
- ◆ Science Week – lunchtime science activities K-6; photo competition “Science in My World”; Science Alive Chem Show;
- ◆ Science Talent Search Competition: Entries into the Science Communication category from Year 2 and 5/6 students. Finalists in both groups.

Term 4:

- ◆ Science Leaders visit Kindy for lunchtime science sessions;
- ◆ Transition to High School Science Session with Tash Kaur from WSC during week 7;
- ◆ Entries into global warming competition with www.kidscareaboutclimate.org.

Science

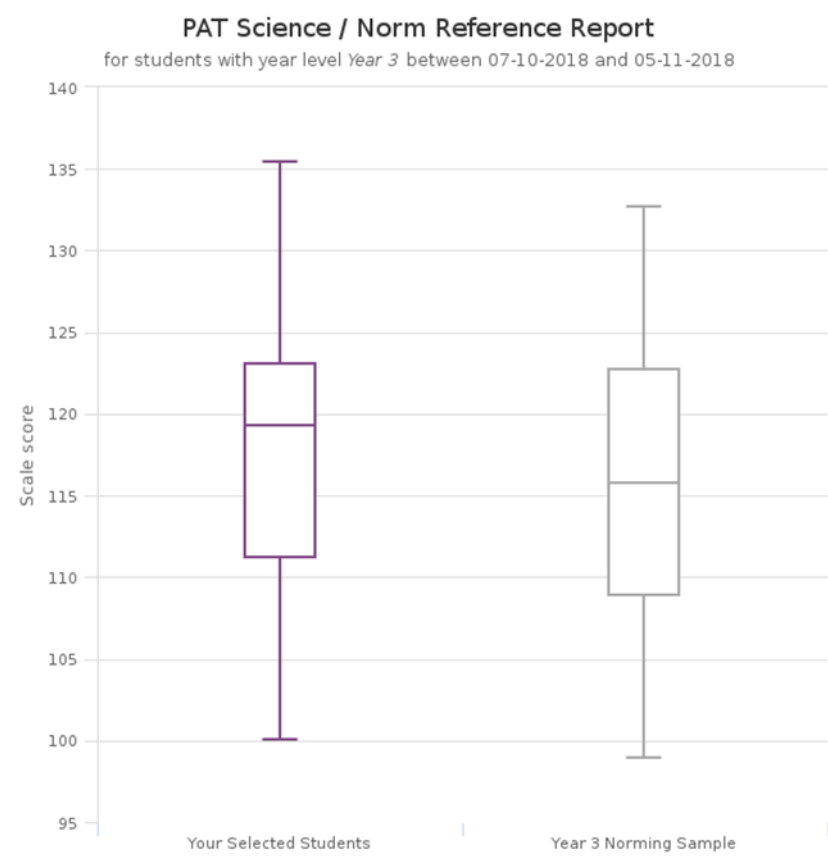
Programs or Initiatives That Took Place

- ◆ Science Enrichment Group – has been very successful. The students have been engaged and enthusiastic about the sessions. Students participated in the solar car competition, science talent search competition, ABC space robot competition and completed STEM and research projects. This will continue next year.
- ◆ Bright Path: collaboration with other schools and Sandy Helsinger as part of the Bright Path team: Pair-wise comparisons analysing responses from the investigation trials in Term 1 as part of the Bright path team; Fine fine grain analysis of bright-path responses to generate a continuum.
- ◆ Science Leaders: This initiative will continue next year with Year 6 students applying in Term 1.

Data Gathered and What It Meant

PAT Science: Data shows that our students are within the norms for all year groups. Longitudinal data suggests that students have made good progress this year. A more detailed report will follow.

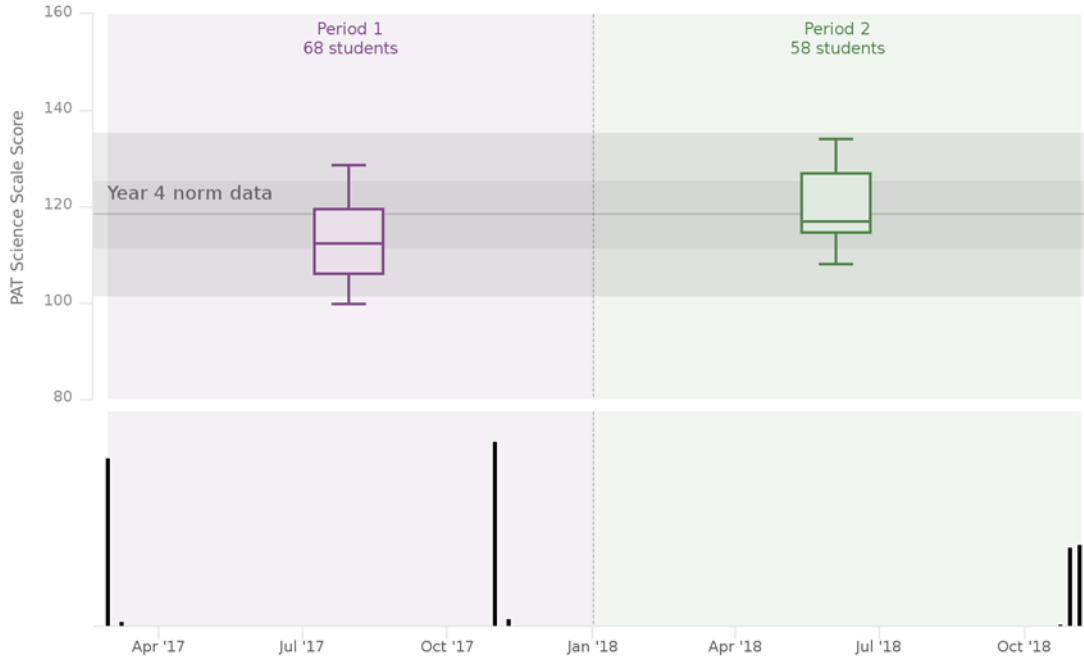
Year 3



Science

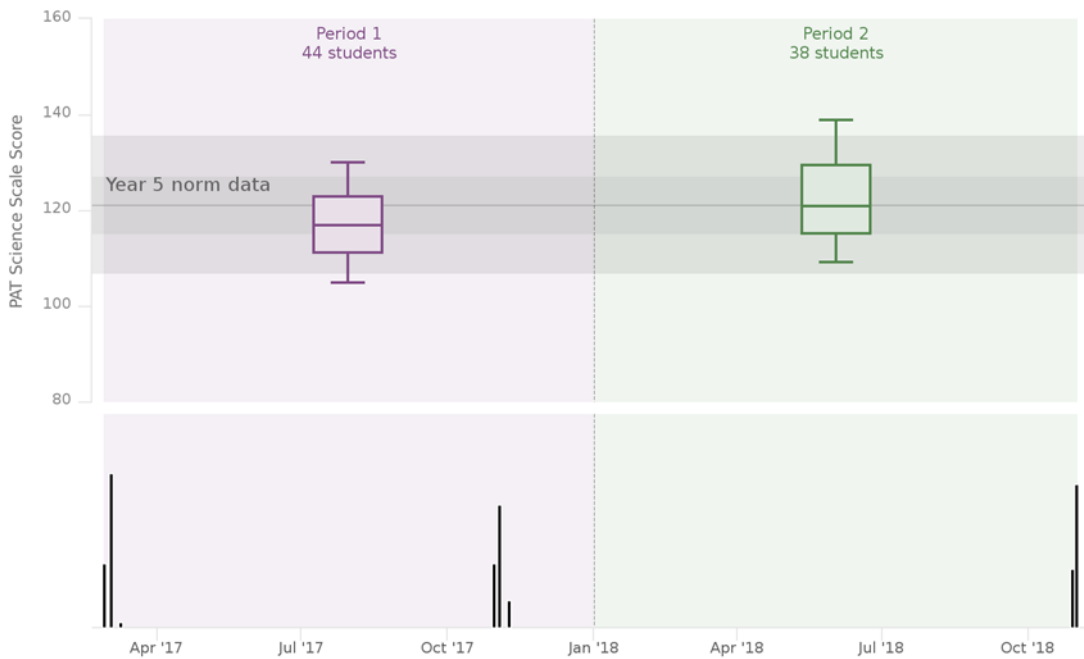
Year 4

PAT Science - Longitudinal Report
Completed tests between 28/2/2017 and 6/11/2018 for 70 selected students



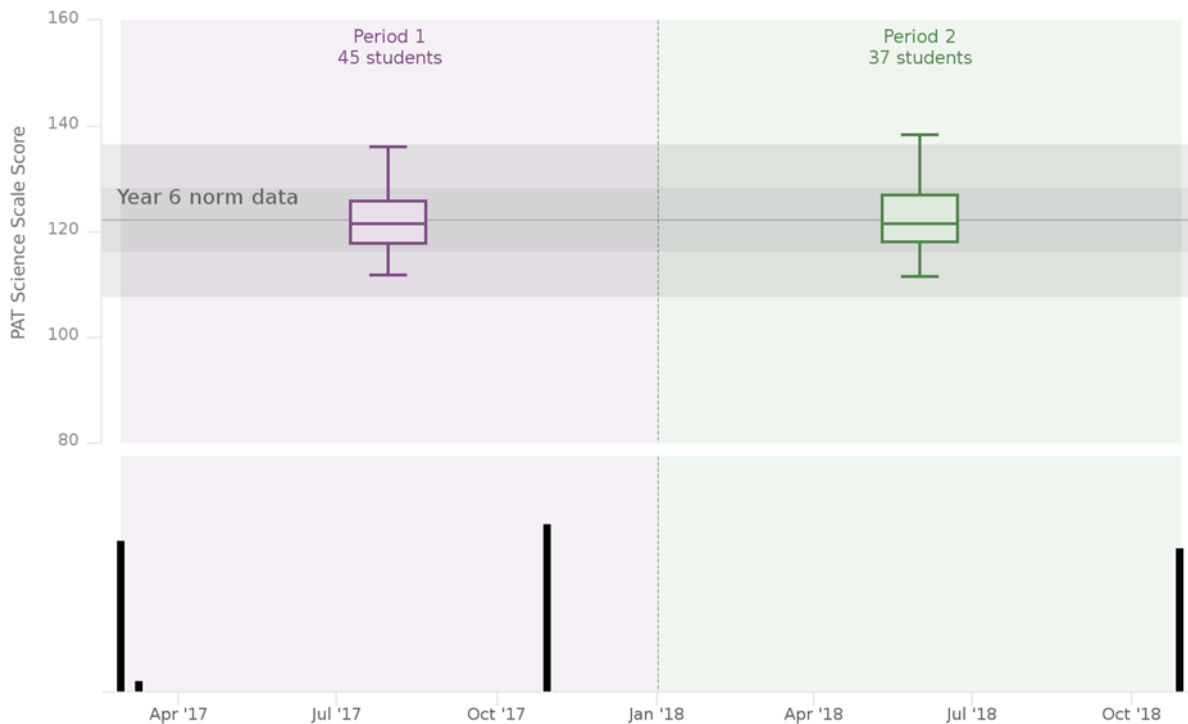
Year 5

PAT Science - Longitudinal Report
Completed tests between 27/2/2017 and 2/11/2018 for 45 selected students



Year 6

PAT Science - Longitudinal Report Completed tests between 27/2/2017 and 30/10/2018 for 48 selected students



Recommendations for 2019

- ◆ Timetabling —hour sessions rather than 45 minute sessions 1-3; continue with 1 ½ hour sessions 4-6
—Upper school classes have science time-tabled for a Tue/Wed/Thu;
- ◆ PAT Science: Assess Week 4, Term 4;
- ◆ Bright Path: Assess once a year when relevant to knowledge strand taught;
- ◆ Shade sail for science garden.

Professional Development Requests for 2019

- ◆ Attendance of STAWA Science Conference;
- ◆ Other relevant PD as it arises including Little Scientists Courses / science assessment.

Technologies

Events that took place

- ◆ Term 4 ICT Competition.

Programs or initiatives that took place

- ◆ Professional Development staff session on reporting Digital Technologies and Design and Technologies (22nd January 2018).
- ◆ Professional Development sharing afternoon Term 3 (30th July).
- ◆ Folders set up on the Shared Drive – Sharing of resources such as WEN document and year level planning and assessment.

Data gathered and what it meant

- ◆ Data gathered on the iPad apps people are currently using. This has gone towards creating a whole school Scope and Sequence.
- ◆ Information gathered from staff about projects being completed in Design and Technologies, to create whole school Scope and Sequence, making things easier for future.
- ◆ Staff feedback RE: ICT capability skills, led to the creation of Scope and Sequence.
- ◆ One-on-one and collab conversations, feedback given asking for more sharing sessions in 2019, similar to what happened in July 2018.

Recommendations for 2019 (From staff survey)

- ◆ Preparation/information sessions towards hopeful BYOD in 2020.
- ◆ Tech café's (Afternoons for sharing).

Professional Development Requests for 2019

- ◆ More Digital Technology PD similar to what was presented in Term 3.
- ◆ More information and Professional Development on coding and robots.

Physical Education

Events That Took Place

Term 1

- ◆ MyGolf—coached by Jordan McSkimming—Yr 4—striking skills;
- ◆ Modcrosse—coached by Jesse Thompson—Yr 5/6—object control skills;
- ◆ Little Athletics—coached by Claudia Klaasson—Yr 3—running and throwing.

Term 2

- ◆ Netball Clinics—run by SEDA—Kobe Combes—Yr 2/3/4;
- ◆ Also visit by West Coast Fever player Kaylia Stanton—talk and photo op;
- ◆ Modcrosse—Jesse Thomson—help to work toward Lightning Carnival—senior sport;
- ◆ Rugby WA—Katie Barnes— promotion of local club—Yr 3/1 x Yr 4/Yr 6;
- ◆ Lightning Carnival—Soccer, Netball, Modcrosse;
- ◆ Pearsall Cross Country Carnival.

Term 3

- ◆ Interschool Cross Country at Hocking ;
- ◆ Soccer Clinics—SEDA—Joe Henderson—Yr 3 classes/1 x Yr 4;
- ◆ Pearsall Jumps and Throws;
- ◆ Pearsall Faction Carnival;
- ◆ Interschool Jumps and Throws—East Wanneroo;
- ◆ Interschool Athletics Carnival—East Wanneroo;
- ◆ Rugby Clinic—All classes from Yr 1 to Yr 6.

Term 4

- ◆ Football Clinic—Jesse Tippet—Yr 1/3/4/5/6.

Programs or Initiatives That Took Place

- ◆ Bootcamp Fridays—whole school fitness continued on Friday mornings.

Data Gathered and What It Meant

- ◆ Beep test—Yr 6—Terms 1/4
- ◆ Compared fitness levels—almost all had improved.

Recommendations for 2019

Would like to have a couple of clinics/sessions for Yr 1s and PP.

Professional Development Requests for 2019

PD on assessment of Phys Ed—would like some more ideas.

Nature Play

Events That Took Place

- ◆ Outdoor Classroom Day – Term 4;
- ◆ Nature Play WA PD – Term 3.

Programs or Initiatives That Took Place

- ◆ Nature Play Club (Tuesdays);
- ◆ Outdoor Classroom Lessons.

Recommendations for 2019

- ◆ Development of newly acquired kindy area;
- ◆ Small world centres / car tracks / playground markings;
- ◆ Outdoor Classroom Day;
- ◆ Whole school Messy Mud play.

Professional Development Requests for 2019

- ◆ Nature Play presenter.



Green Team

Events That Took Place

- ◆ Pearsall Pizza Day;
- ◆ Clean Up Australia Day;
- ◆ Build-A-Bun Day;
- ◆ Daffodil Day;
- ◆ Life Ed Van;
- ◆ ReInvent Your Rubbish Competition- Water 2018;
- ◆ End of year class parties.

Programs or Initiatives That Took Place

- ◆ Crunch&Sip;
- ◆ Wrapper Free Wednesday;
- ◆ Garden Club;
- ◆ Sustainability Hub;
- ◆ Paper Recycling;
- ◆ Plastic Free July;
- ◆ National Recycling Week.

Data Gathered and What It Meant

- ◆ Formal emails from staff complimenting Green Team staff on their organisation of Pizza Day and Build A Bun Day. Staff comments included positive student behaviour;
- ◆ Formal emails from staff complimenting the Life Ed Van visits with their students; enjoyed the visit, the topic was relevant, students enjoyed their learning;
- ◆ Informal verbal comments from parents during Faction Carnival about how limited the entries into ReInvent Rubbish competition was this year- due to busy week or due to the difficult them of water;
- ◆ End of year Staff Survey-completed mid-term 4. Results are as follows:
 - 85% of staff said they would like Life Ed Van to continue in future years, so this will be a focus for 2020 to continue this resource;
 - A focus needs to be on Wrapper Free Wednesday and WHY;
 - Staff requested they would like to know where to find resources about Sustainability.

Green Team

Recommendations for 2019

- ◆ Continue with current Green Team staff members from 2018 and invite interested staff from the upper primary and new staff to join;
- ◆ Continue to up skill all staff on our initiatives and targets;
- ◆ Continue with our special event days such as Build-A-Bun, Wrapper Free Wednesday's;
- ◆ After consultation and collaboration it has been decided to stop hosting Pizza Day and Footprint Day due to being too expensive and difficult to run these two initiatives;
- ◆ More focus on world-wide events such as Plastic Free July, H30 challenge, World Environment Day and provide staff with information on these topics to help support these themes through a cross curricula approach;
- ◆ Greater impact on classroom curriculum, with focus on showing staff where to access these documents;
- ◆ Continue to utilise Outdoor Classroom throughout teaching and learning;
- ◆ Promote the Garden Club in classrooms and aim to involve as many students as possible- using Sustainability Garden, Garden area outside Year 2 and the Science Garden during these times;
- ◆ Coordinate with ICT committees to run their competitions with a Sustainability topic such as make a video promoting WFW or being waste wise; create a poster using pic collage to promote stopping the use of single use plastic.

Professional Development Requests for 2019

- ◆ Whole staff session during January PD Day to upskill staff on the reasons WHY we should be wrapper free, plastic free etc, a focus on WHY this is important to help teachers realise and educate their students for the right reasons; not because 'we have to or we said so';
- ◆ Whole staff information session in early Term 1 about the programs we run at Pearsall but more of a focus on curriculum links to other programs- Refresh Ed, Waste Wise, Remida and allow staff to have a planning session about one topic per term for cross curricular Sustainability Learning.

Pastoral Care

Events That Took Place

- ◆ RU OK day;
- ◆ Random Act of Kindness Week;
- ◆ Special needs morning tea;
- ◆ Staff wellbeing initiatives – Get Mugged, Go Home on Time Day, Mental Health Board, National Toastie Day.

Programs or Initiatives That Took Place

- ◆ All classes taught Buz;
- ◆ Dad and Lads;
- ◆ Girls and mums High Tea;
- ◆ Yr 2/ Yr 4 MH screening – Friendship groups run by Lisa with identified children;
- ◆ Zones of Regulation;
- ◆ Mental Health Board;
- ◆ Protective behaviours;
- ◆ Autism social skills group;
- ◆ PP social skills group;
- ◆ Anxiety talk for Year 5 and Year 6;
- ◆ Building resilient families parent workshop.



Pastoral Care

Data Gathered and What It Meant

All Year 2 cohort and Year 4 cohort were given the Strengths and Difficulties Questionnaire. From this we were able to identify those children that scored low in the categories of emotional problems, peer problems, or prosocial behaviours. From this we were able to identify children to form a group to specifically teach strategies to help them in these areas. These classes were run by Lisa.

Mental Health Audit was undertaken to ascertain strategic focus in this area for the next 2 years.

Recommendations for 2019

- ◆ Continue above initiatives;
- ◆ Implement EA appreciation day;
- ◆ Recognise World Teachers Day;
- ◆ On one day, organise a 30 min class swap at the same time where staff 'walk in the shoes' of another teacher and teach a lesson for a 30 min block;
- ◆ Roll out MH toolkit for all staff;
- ◆ Complete Kidsmatter;
- ◆ Triple P parenting session at Pearsall;
- ◆ Sharing Mindfulness/wellbeing practices in staff meetings.

Professional Development Requests for 2019

- ◆ Professional Development Requests for 2019
- ◆ Vicarious Trauma PD with Karen Walker
- ◆ Mental Health First Aid (look into)
- ◆ Pastoral Care team to deliver Component 2 of Kidsmatter.



The School Board

The School Board

The Pearsall Primary School Board is committed to providing strong and cohesive representation by overseeing the school's operational plans and long-term goals. This is done by ensuring open conversation between the staff and parent representatives sitting on the Board. The School Board's primary focus is to assist the school in providing the best outcomes for students in both academics and personal growth.

Throughout 2018, the School Board has extensively reviewed policies, procedures and curriculum changes. The Board has also discussed data gained from NAPLAN, PM Benchmarks and PAT Testing in Spelling, Grammar, Punctuation and Maths. We also discussed the results from Mental Health Screening and the School Self-Review.

In 2018, the School Board was responsible for:

- ◆ Reviewing and endorsing the 2018 School Budget.
- ◆ Reviewing and endorsing the 2017 Annual Report.
- ◆ Reviewing the 2017-2019 Business Plan and ensuring the data is on par with the expected level of achievement and growth.
- ◆ Reviewing the 2018 Funding Agreement and Delivery Performance Agreement.
- ◆ Endorsing and reviewing the schools one-line budget.
- ◆ Approving the 2019 Voluntary Contributions to remain the same.
- ◆ The only change to the 2019 Schedule of Fees will be the addition of a Year 6 camp.
- ◆ Reviewing the progress of SCASA reporting requirement changes in relation to Digital Technologies and L.O.T.E. (Language Other Than English).
- ◆ Examining the effectiveness of school policies such as Behaviour Management, Homework Policy, Excursion/ Incursion Policy and Mobile Phone Policy.
- ◆ Examining the effectiveness of school programs such as VCOP (a writing program), Sounds Write Program (for SAER students), Seven Steps Writing Program and Leader In Me Program.
- ◆ Discussing student and staff mental health awareness including the general results of Mental Health Screening of particular year groups.
- ◆ Synergising with the P&C in continuing to build a strong school community.

We are grateful to the following Board Members for your commitment:

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.

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

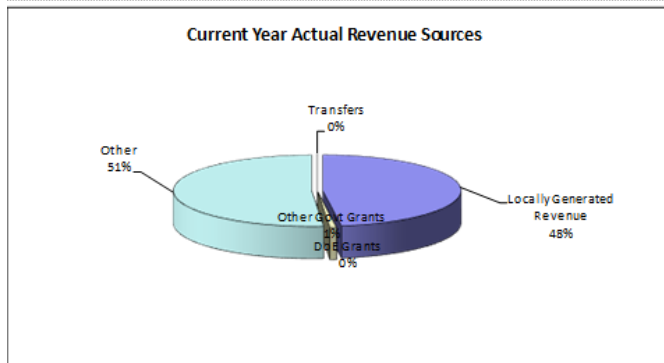
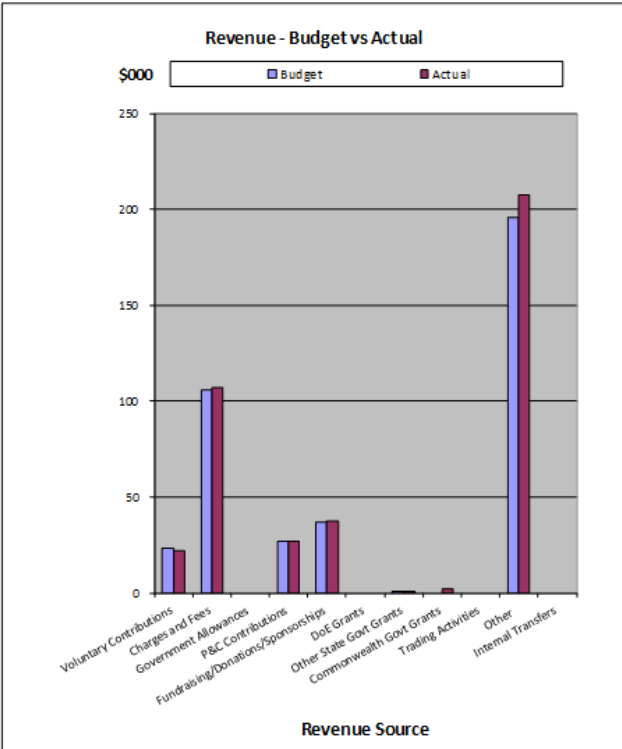
Community member: Andrew Stewart

Financial Summary

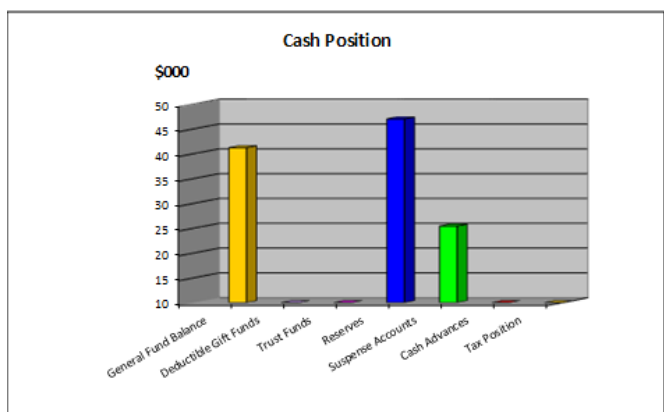
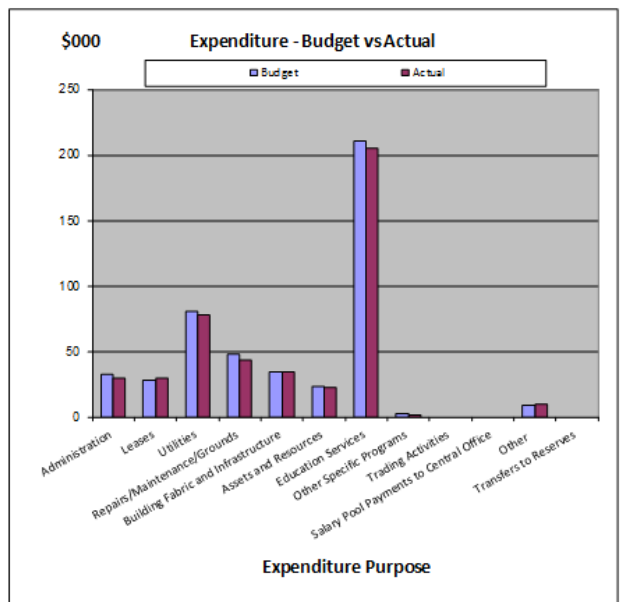


Pearsall Primary School Financial Summary as at 31 December 2018

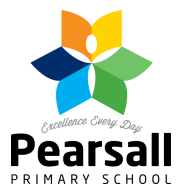
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 23,000.00	\$ 21,724.50
2	Charges and Fees	\$ 105,495.04	\$ 106,861.91
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 27,285.91	\$ 27,285.91
5	Fundraising/Donations/Sponsorships	\$ 36,773.00	\$ 37,462.15
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 1,000.00	\$ 1,000.00
8	Commonwealth Govt Grants	\$ -	\$ 2,080.01
9	Trading Activities	\$ -	\$ -
10	Other	\$ 196,019.14	\$ 207,666.97
11	Internal Transfers	\$ -	\$ -
	Total	\$ 389,573.09	\$ 404,081.45
	Opening Balance	\$ 90,348.18	\$ 90,348.18
	Total Funds Available:	\$ 479,921.27	\$ 494,429.63



	Expenditure	Budget	Actual
1	Administration	\$ 32,120.00	\$ 29,891.44
2	Leases	\$ 28,000.00	\$ 29,413.70
3	Utilities	\$ 80,472.00	\$ 77,754.18
4	Repairs/Maintenance/Grounds	\$ 47,534.00	\$ 43,589.43
5	Building Fabric and Infrastructure	\$ 34,014.41	\$ 34,098.78
6	Assets and Resources	\$ 23,049.00	\$ 21,950.15
7	Education Services	\$ 210,648.68	\$ 204,996.93
8	Other Specific Programs	\$ 2,029.00	\$ 1,657.70
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 8,520.00	\$ 9,868.08
12	Transfers to Reserves	\$ -	\$ -
	Total	\$ 466,387.09	\$ 453,220.39



Cash Position as at:	
Bank Balance	\$ 112,649.28
Made up of:	\$ -
1 General Fund Balance	\$ 41,209.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 47,000.00
5 Suspense Accounts	\$ 25,417.30
6 Cash Advances	\$ -
7 Tax Position	\$ 977.26
Total Bank Balance	\$ 112,649.28

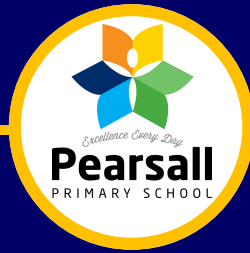


(08 9405 7845

@ 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

