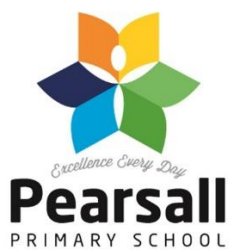


# Business Plan 2020-2022





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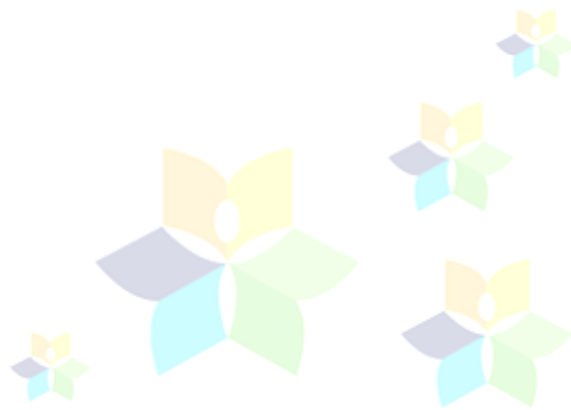
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## School Context

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 Government and 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, physical education and French. The outdoor environment has been supplemented by a sustainability garden, an outdoor classroom and additional shade to play areas.

The school's index of Community Socio-Educational Advantage (ICSEA) at 1058 is reflective of the community and similar to nearby schools. The student population is considerably diverse. There is a growing number of disability students, particularly with Autism Spectrum Disorders. 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 568 in 2020. 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, in charge of their academic achievements, behaviour and emotional well-being, 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, headed by Caroline De Haas, who has stepped down from the role in 2019. 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.



# Vision

## **Our Vision**

A relentless focus on doing what is in the best interests of students, including embracing unique strengths and providing the opportunity for every child to be a leader.

## **ENABLERS**

### **Staff**

We will use the 7 habits as a staff, modelling required behaviours.

We will create a unified staff that is collaborative, highly supported and respected, continually gaining knowledge and skills, all leaders in their own right who have relentless focus on a student achievement and personal growth.

### **Partnerships via a Culture of Care**

We will develop nurturing, positive, caring relationships with students, teachers, parents, agencies and wider community to create a mutual enduring value of care that is all embracing.

### **Staff Leadership**

The aim is to have credibility, be knowledgeable, not ego driven, visible and caring. Leaders will be supportive of staff through the provision of time, flexibility, resources and continual individual knowledge building. We will aim to maintain a whole school focus on everyone being a leader, using the 7 Habits.

### **Literacy**

Have every child be an effective reader who enjoys reading. Create a reading school. Readers are Leaders. Whole school approaches based on best practice.

### **Student Leadership**

Find in each child their strengths to create leaders.

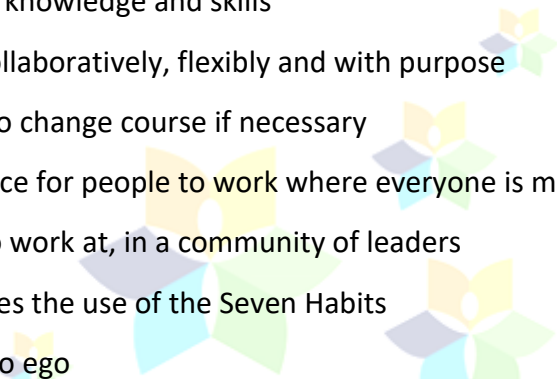
## **Routines and Procedures**

There is consistent endeavour through routines and procedures in and out of the classroom to create an orderly, safe, caring environment. This commences from when students first enter the school at the start of the day.

## **High Expectations**

High expectations will be set for all students both academically and socially. This will be achieved by setting targets and reflecting on practice to achieve targets using the curriculum requirements from ACARA.

## **Our Work Culture**

- Remain responsive to change
  - Continually gaining knowledge and skills
  - Work efficiently, collaboratively, flexibly and with purpose
  - Have the courage to change course if necessary
  - Be a productive place for people to work where everyone is motivated
  - Happy, fun place to work at, in a community of leaders
  - A creed that features the use of the Seven Habits
  - A workplace with no ego
- 
- A decorative graphic consisting of several stylized flowers in various colors (yellow, green, blue, purple) scattered across the page, primarily behind the 'Our Work Culture' list.

## **Our Habits**

- Be proactive
- Begin with the end in mind
- Put first things first
- Think 'win win'
- Seek first to understand then to be understood
- Synergise
- Sharpen the Saw

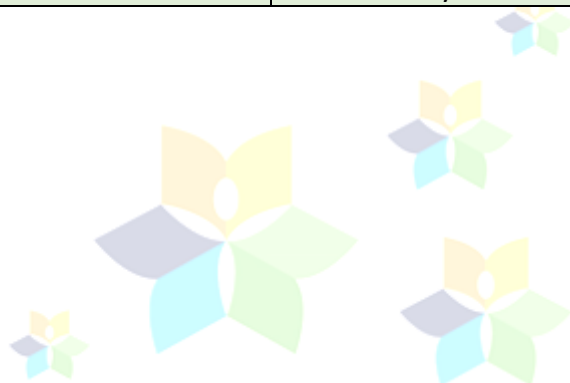
## **Our Motto**

- Excellence Every Day

# Targets

## Assessment Data

Year 3 and Year 5 NAPLAN Performance	To be <b>above</b> the Australian mean in Reading, Writing, Grammar, Spelling and Maths
Top 20% NAPLAN results	To <b>increase</b> the numbers of students in the Top 20% in Reading, Writing and Maths.
Standardised Science Testing	<b>Increase</b> the number of students in the top 20% on PAT testing
Early Years Progress	<b>Increase</b> the number of students making high and very high <b>progress</b> between Pre-Primary and Year 3 as measured by On Entry and NAPLAN testing.
NAPLAN Performance from Year 3 to Year 5	<b>Improve</b> and <b>maintain</b> performance from Year 3 to Year 5 for each group as measured by the % of students in top 20%.





# School Operational Areas

## To Improve Outcomes and Achieve Business Plan Targets

### 1. Learning Environment

Learning Environment	Specific Strategies
i. Use the Leader In Me philosophies through the & Habits of Highly Effective People to promote learning thinking and behaviour	- The Operational Plan to outline the requirements of teachers in their implementation of the Leader In Me program.
ii. A focus on routines and procedures	- A term one reiteration and specific teaching of routines and procedures for use in and out of the classroom.
iii. Use of Effective Behaviour Management practices outlined in the school policy.	- Ensuring consistent application of the Behaviour Management Policy
iv. Expect all staff to maintain positive, respectful relationships with students, parents and each other as a part of a caring learning environment.	- Development of a school culture of care: Monitored through surveys etc.
v. Embedding of the early identification and ongoing monitoring of SAER.	- Implementation of the school based SAER policy which includes early identification, EALD and learning disability students.
vi. Teachers use a flexible range of practices for classroom management and differentiation	- Differentiation to students is monitored and implemented.
vii. Students are active learners and participants in a healthy lifestyle and are participants in their role to protect the environment.	- User of the Green Team to implement healthy eating and sustainability practices.

### 2. Relationships

Relationships	Specific Strategies
i. A focus on effective communication, particularly through electronic communication methods such as Connect and the school website.	- The use of Connect to provide information to parents. The use of the school web site as a source of information.
ii. Building partnerships with parents and families.	- The use of special days, parent teacher meetings and assemblies.

iii.	Building supportive relationships across the school aligned with a culture of care.	- Implementing practices and initiatives from the Pastoral Care policy and the Pastoral Care Committee.
iv.	Building a comprehensive school approach to well-being and support services that meets growing demand for mental health, pastoral care and psychological support.	- Implementing practices and initiatives from the Pastoral Care policy and the Pastoral Care Committee.
v.	Collaboration with potential partner agencies and organisations to achieve outcomes linked to the Aboriginal Cultural Framework, development of individuals and groups.	- Identifying individuals and groups in the community to assist Pearsall PS to achieve outcomes for students.
vi.	Collaboration with parents of whose students whose continuity of learning is at risk.	- Use a Case Management approach for students requiring intervention that will consider learning adjustments, behaviour intervention and assistance with social and emotional well-being.

### 3. Leadership

Leadership		Specific Strategies
i.	To structure a model of distributed leadership.	- Implementation of the Leadership Policy that outlines the philosophy and responsibilities in the model of distributed leadership at Pearsall.
ii.	To promote Curriculum leaders.	- Continue the structure in place and to provide the opportunity for leaders to develop.
iii.	Student Leadership opportunities are to be provided.	- Implement the school based leadership policy that is based on the Leader In Me philosophy using the Seven Habits of Highly Effective People.
iv.	A collective vision of the school and the implementation of operational plans.	- The use of a collaboration policy to provide synergy and drive to whole school approaches.

## 4. High Quality Teaching

High Quality Teaching	Specific Strategies
i. Professional Learning that supports high quality teaching with a common consensus.	- The use of Professional Learning that occurs with all staff attending during the school holidays prior to school commencing
ii. All classrooms and other learning environments are well managed.	- A school wide approach to behaviours and student engagement.
iii. Specialist teachers provide students the opportunity to excel in their areas.	- Support of operational planning to include maximum engagement and participation.
iv. A strong focus on the explicit teaching of synthetic phonics, grammar and punctuation and writing with an emphasis on oral language.	- The use of programs that are structured to accommodate an explicit teaching approach ie. Phonics International, VCOP, Seven Steps and Grammar.
v. Consistency of practice amongst teachers.	- The use of collaborative approaches outlined in the school policy.
vi. The use of data to respond to student need for learning.	- A data collection policy that outlines the data to be collected and how it is to be used.
vii. The use of Kagan cooperative learning structures to enhance learning.	- The implementation of structures that are Kagan based to promote learning.
viii. The use of Hattie research to guide practices.	- The implementation of a school wide approaches to teaching and learning that feature best practice.
ix. Curriculum differentiation that is embedded.	- The use of SAER processes and the teaching and learning policy as a basis for differentiation strategies.
x. The exploration of the use of ICT to be integrated into student learning to increase digital capacities	- Investigate the practicalities of BYOD. Examine the use of applications to enhance learning.

## 5. Resources

Resources	Specific Strategies
i. School budget aligns with the school and system priorities.	- Operational Plans clearly outline the resource requirements
ii. Long term planning is in place to address school strategic priorities and issues.	- A strategic plan linked to Operational Plans will be developed.
iii. Empower the School Board through their capacity to review the school processes.	- Provision of School Board training.
iv. Appropriate reserve accounts are in place and budgeted for timely replacement of equipment.	- Structure reserve accounts in the Charter of Accounts.

