



Annual Report 2019





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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 498 in 2019. 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. A number of school board members will be completing their terms in 2019 including School Board Chairperson, Caroline De Haas. She has been an exemplary Chairperson. Nominations closed for new School Board members in Week 1 of Term 4, with 4 new members elected for 2020.

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.

2019 Annual Report

This Annual Report for 2019 provides a summary of the school's performance throughout the year. It presents details of student performance in the focus areas of the school's Business Plan along with an analysis of leadership areas.

Additional information and details have been provided to the school community throughout the year in newsletters, through the school website and in reports to the School Board and P& C.

School Vision

The vision for Pearsall Primary School is reflected in every aspect of the day to day management and operations of the school. Our focus is on students to be leaders being in charge of their academic achievements, behaviour and emotional well bring. The use of the 7 Habits of Highly Effective People drives the opportunity to be leaders in the listed three attributes. Linked to this is the setting of high standards and an orderly caring environment that is created by staff. The notion of leadership is a noticeable aspect of the schools culture and management.

From the Principal

I am pleased to present this Annual Report on behalf of the Pearsall Primary School Community.

It is a privilege to work with a highly dedicated group of staff who are passionate about the students of Pearsall Primary School and who work tirelessly to see them achieve to their potential. I would like to take the opportunity to thank all school staff for their professionalism and above and beyond efforts.

2019 was once again a rewarding year for the students, staff and parents at Pearsall PS. Our teaching and learning programs continue to provide opportunities for all students to realise their potential. This year was the last year of our Business Plan and this Annual Report outlines our targets and outcomes sought.

There is a continued focus on developing consistent practices in the delivery of teaching and learning across classrooms. Data is consistently used to inform planning for learning programs. With the use of a Classroom Practice guide, there are whole school practices taking place which are reinforced through feedback privately and publically. Our Year 4 and Year 5 students achieve above the Australian mean on a regular basis. This year included. The Year 3 results show progress well above the Australian mean across the 5 areas assessed.

Our school also uses a number of other assessments to inform us about student progress. This data informs us that students continue to progress at or above the expected level.

Our Business Plan focuses, as one of its foundations to achieving success, on the health and wellbeing of our staff and students. We continue to ensure that all students have access and have knowledge of emotional and social health. Incorporated with the Leader In Me philosophy is a culture of care that permeates through the school. This is highlighted through nature play, RUOK? day, the BUZ program and mental health special days for staff and students.

Our mental health focus is a prominent focus in our school, with many students diagnosed with anxiety. The BUZ program is a social skills curriculum that teachers work with alongside trained teachers and our Chaplain Lisa Ingham. This compliments the Leader In Me program to support students to be leader in charge of their emotional and social wellbeing on their journey to becoming an adult.

The staff at Pearsall Primary School work collaboratively together to ensure every child's needs are considered and planned for in our learning programs and environment. Teachers, Education Assistants, office staff, library staff, gardeners and cleaners all work together as a 'team' to focus on achieving our vision.

Valuing, celebrating and empowering the whole child and community through high quality education and care has been central to what has taken place this year.

Our school community continues to work collaboratively to achieve the Foundations listed in our

Business Plan. The School Board and Parents and Citizens Association (P & C) are very proactive in supporting the school to provide a positive learning environment for all students. We greatly appreciate the support financially from the P & C who have provided the school with air conditioning in the library, shade sails for the outdoor classroom, funding for the bus for the Year 6 Camp and the funding for the Professor Maths incursion.

2019 had many highlights during the year and these are reported on further in this Annual Report. For the first time, our students in Year 6 had the opportunity to attend Nanga Bush Camp in Dwellingup for a school camp. This was extremely well received by both students and parents. Film Bites was deployed to provide students with learning related to Drama from the WA Syllabus. This will continue next year as the outcomes this year were extremely positive and provided students with unique experiences from professional in this field. The growth of lunch time clubs has provided a range of experiences for all students to be involved with. The clubs that operated in 2019 included Nature Plan, French, garden Recorder, Busker Stop, Numero and Maths clubs. The use of a School Psychologist selected and employed by the school has provided stability with case conferences and school psychology services. Sarah Morphett has become an integral part of SAER services in the school.

The success of the Sounds Write program has now been well entrenched in the school as an intervention program. This has provided measurable positive outcomes for students.

The use of parent-teacher interviews has been extremely well attended at the end of Term 1 and start of Term 3. The school will have an early close in Term 1 of next year to provide a structured parent-teacher process to provide more ready access to all staff including specialist teachers.

The further development and use of Connect has proved to be a valuable source of communication for parents and is highly valued by parents. Reports have been distributed via this process for the last two years.

The school is continuing to grow and at the end of 2019 there were 498 students enrolled. This will increase in 2020 with a further 40 students projected to be added to the total. A demountable has been ordered and will be in use for 2020.

Next year we will collaboratively plan for the 2020-2023 Business Plan. To further build on the foundations that have been set with such positive outcomes.

Highlights of 2019

- The continued success of NAPLAN results with the Year 3 students.
- The professional learning days in January for the whole school staff including a visit to the Commission of Young Children.
- The Leadership Day growth including student speakers on the day.
- The creation of a Bush Tucker garden.
- The introduction of the Wandjoo song to assemblies.
- The continued success of the ANZAC day ceremony, with the relationship with Woodvale SHS.
- The first Year 6 Camp conducted at Nanga Bush Camp in Dwellingup.
- The FilmBites program which introduced students to elements of drama from the WA Syllabus.
- The many excursions that were organised throughout the year.
- The Science Fair that was conducted during Science Week.
- Award winners from the MAWA Science Competition.
- The annual Grandparents, Mothers and Fathers day events.
- The creation of an outdoor classroom to be used by staff.
- The many pastoral care days that were organised including 65 Red Roses Day for Cystic Fibrosis, Autism Awareness day, Special Needs parents morning tea, RUOK? Day and Remembrance Day.
- The rainbow run that was organised to fundraise for the chaplain.
- The Year 5 Girls High Tea and Year 5 boys Dads and Lads program.
- The two Write A Book In A Day activities that took place in the library.
- The Numero Challenge competition that the school prepared and participated in.
- The clubs that are organised at lunch times for students that include Garden Club, Numero Club, French Club and Nature Play Club.
- The pleasing On Entry results for 2019.

Staff Professional Learning

Throughout 2019 all members of staff accessed a variety of different forms of Professional Learning.

This included the following:

- Guided Reading
- Literacy Block
- VCOP – Criterion Scale
- Growth Mindset
- Commission for Children and Young People
- PM Benchmarks
- Assessment Practices.

For some of the Professional Learning there was no associated costs. Many staff completed individual Professional Learning according to their needs. This included Professional Learning that was conducted by the Wanneroo Education Network. This included Maths, Moderation, Music, Languages and Autism.

By conducting Professional Learning during the Christmas break for the bulk of all staff, it has meant that we have been able to reduce the costs of providing relief for staff to attend Professional Learning.

Student Services

Intervention Programs

Literacy intervention was conducted in groups from Year 1 through to Year 6 using the Sounds Write program as a part of whole class support, small group and 1 to 1 support. This program has now been running for the last three years. The number of staff who have been trained with Sounds-Write has now increased to four staff members. With two staff members delivering the program.

Social Skills Program

A teacher ran 1:1 and small group sessions once a week to support students with the management of feelings and thoughts and with the self-regulation of behaviours. Objectives included identifying feelings of others, managing anxious, sad and angry thoughts and managing expectations in tasks and games.

Lunch Clubs

Teachers ran a number of clubs that were made available to all students. This included a Garden Club, Numero Club, Nature Play Club and a French Club.

Speech Pathologist

A speech pathologist is employed to attend the school once a week. Her role is to screen the pre-Kindergarten students prior to attending school for the first time. In Term 1 she screens all Kindergarten students using the TAC test. On her weekly visits she follows up on referrals through the Deputy Principal on students across the whole school. She has proven to be a valuable resource for intervention in the school.

Autism Spectrum Disorder

A successful application was placed for the Deputy Principal to participate in the Key Support Teacher Autism Program being run by the School of Special Education Needs this year.

BUZ Rangers

Students in Year 6 were trained by the Chaplain with skills linked to conflict resolution.

School Psychologist

Each week the school has access to one day of school psychology time. This year was the first year of appointing through a merit-select process, a school psychologist. She works closely with the Deputy Principal to support the academic and social/emotional well-being of students experiencing difficulties. Her support included case conferences, student observations, testing and targeted teacher support through the Deputy.

Chaplain

Each week the Chaplain spends three days at our school. She supports the emotional well-being of the students by providing pastoral care. The Deputy Principal works closely with her to provide support to families.

Destination Schools

SCHOOL	MALE	FEMALE	TOTAL
Ashdale Secondary College	1	2	3
Belridge Secondary College	1	-	1
Mater Dei College (Edgewater)	7	5	12
Sacred Heart College (Sorrento)	-	1	1
Wanneroo Secondary College	8	9	23
Woodvale Secondary College	1	1	2
Willetton Senior High School	1	-	1



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	4	3.6	-
Other Teaching Staff	27	21.5	1
<u>Total Teaching Staff</u>	31	25.1	1
School Support Staff			
Clerical / Administrative	3	3.0	-
Gardening / Maintenance	1	0.8	-
Other Non-Teaching Staff	13	9.8	-
<u>Total School Support Staff</u>	17	13.2	-
TOTAL STAFF	50	40.3	1

NAPLAN Results 2019

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 2019 (NAPLAN)

Pearsall Primary achieved five business plan targets and did not achieve three business plan targets.

Year 3 (Group size 80 students)			
Subject	Pearsall	WA	Australia
Reading	439	427	432
Writing	448	420	423
Numeracy	426	405	408
Grammar	469	435	440
Spelling	435	412	419

Year 5 (Group size 40 students)			
Subject	Pearsall	WA	Australia
Reading	525	504	506
Writing	482	471	474
Numeracy	501	492	496
Grammar	528	498	499
Spelling	509	500	501

Reading

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

Result – Target Achieved

- In 2019 the Year 3 cohort achieved a mean score of 439, which exceeded the Australian mean of 432.
- In 2019 the Year 5 cohort achieved a mean score of 525, which exceeded the Australian mean of 506.

	Year 3 2019 Achievement	Year 5 2019 Achievement
Pearsall	439	525
WA schools	427	504
Australian schools	432	506
Result	Above	Above

Reading

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

Result – Target Not Achieved

- The Pearsall student mean from Year 3 to Year 5 showed a score progression of 68 points (457 to 525), compared to Australian Schools Years 3 to 5 showing an improvement of 74 points (432 to 506).

	Year 3 2019 Achievement	Year 5 2019 Achievement	Progress
Pearsall	457	525	68
WA schools	420	504	84
Australian schools	431	506	75

Writing

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

Result – Target Achieved

- In 2019 the Year 3 cohort achieved a mean score of 448, which exceeded the Australian mean of 423.
- In 2019 the Year 5 cohort achieved a mean score of 482, which exceeded the Australian mean of 474.

	Year 3 2019 Achievement	Year 5 2019 Achievement
Pearsall	448	482
WA schools	420	471
Australian schools	423	474
Result	Above	Above

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

Result – Target Not Achieved

- The Pearsall student mean from Year 3 to Year 5 showed a score progression of 46 points (436 to 482), compared to Australian Schools Years 3 to Year 5 showing an improvement of 60 points (414 to 474)

	Year 3 2019 Achievement	Year 5 2019 Achievement	Progress
Pearsall	436	482	46
WA schools	410	471	61
Australian schools	414	474	60

Numeracy

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

Result – Target Achieved

- In 2019 the Year 3 cohort achieved a mean score of 426, which exceeded the Australian mean of 408.
- In 2019 the Year 5 cohort achieved a mean score of 501, which exceeded the Australian mean of 494.

	Year 3 2019 Achievement	Year 5 2019 Achievement
Pearsall	426	501
WA schools	405	492
Australian schools	408	496

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

Result – Target Not Achieved

- The Pearsall student mean from Year 3 to Year 5 showed a score progression of 85 points (416 to 501), compared to Australian Schools Years 3 to Year 5 showing an improvement of 87 points (409 to 496)

	Year 3 2019 Achievement	Year 5 2019 Achievement	Progress
Pearsall	416	501	85
WA schools	402	492	90
Australian schools	409	496	87

Grammar and Punctuation

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

Result – Target Achieved

- In 2019 the Year 3 cohort achieved a mean score of 469, which exceeded the Australian mean of 440.
- In 2019 the Year 5 cohort achieved a mean score of 528, which exceeded the Australian mean of 499.

	Year 3 2019 Achievement	Year 5 2019 Achievement
Pearsall	465	526
WA schools	424	500
Australian schools	432	504
Result	Above	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 72 points (456 to 528), compared to Australian Schools Years 3 to Year 5 showing an improvement of 60 points (439 to 499)

	Year 3 2019 Achievement	Year 5 2019 Achievement	Progress
Pearsall	456	528	72
WA schools	429	498	69
Australian schools	439	499	60

Spelling

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

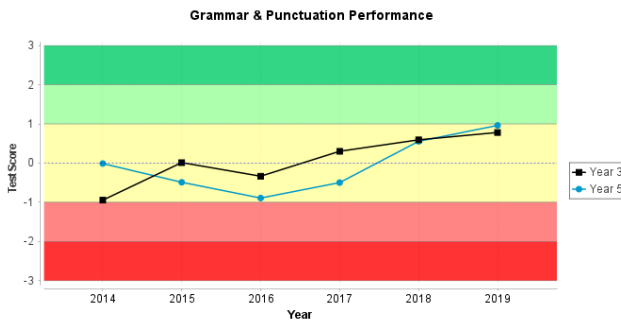
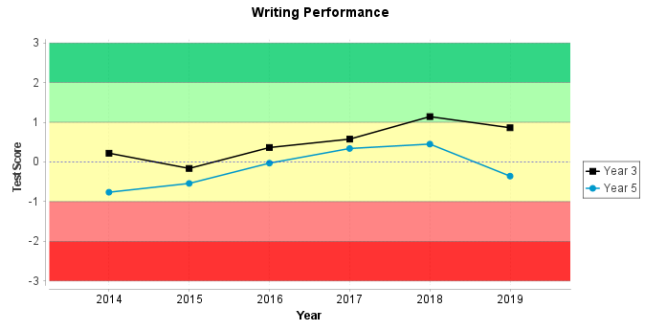
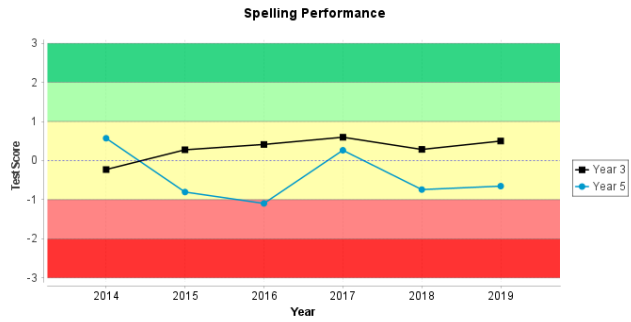
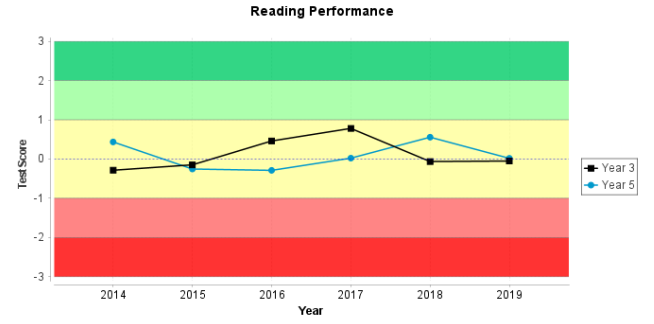
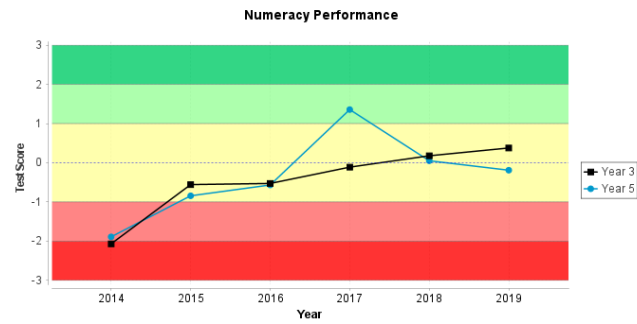
Result – Target Achieved

- In 2019 the Year 3 cohort achieved a mean score of 435, which exceeded the Australian mean of 419.
- In 2019 the Year 5 cohort achieved a mean score of 509, which exceeded the Australian mean of 501.

	Year 3 2019 Achievement	Year 5 2019 Achievement
Pearsall	435	509
WA schools	412	500
Australian schools	419	501
Result	Above	Above

- The Pearsall student mean from Year 3 to Year 5 showed a score progression of 73 points (436 to 509), compared to Australian Schools Years 3 to Year 5 showing an improvement of 85 points (416 to 501)

	Year 3 2019 Achievement	Year 5 2019 Achievement	Progress
Pearsall	436	509	73
WA schools	409	500	91
Australian schools	416	501	85



- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

Attendance Averages Per Year Level

PrePrimary 92.4%

Year 1 93.9%

Year 2 93.1%

Year 3 94.5%

Year 4 92.2%

Year 5 93.8%

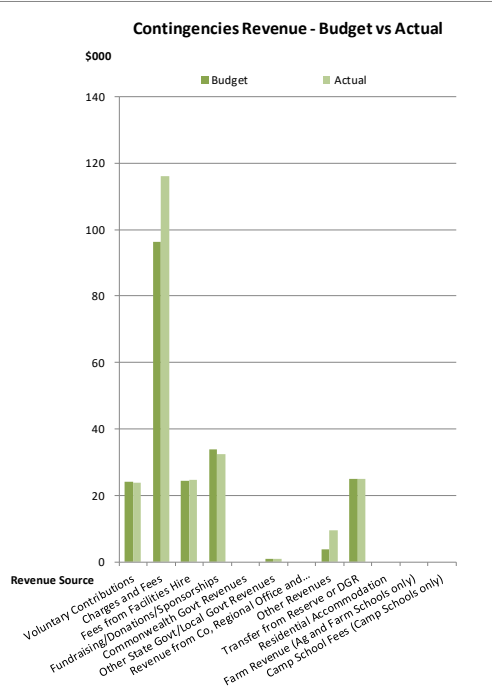
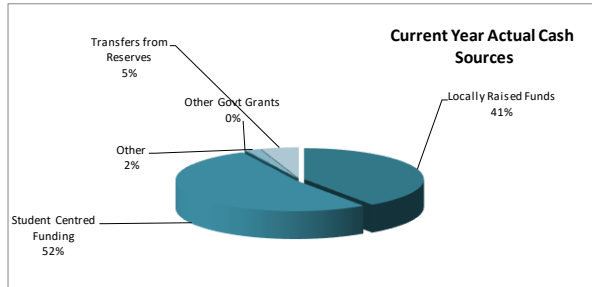
Year 6 92.8%

2019 Financial Summary

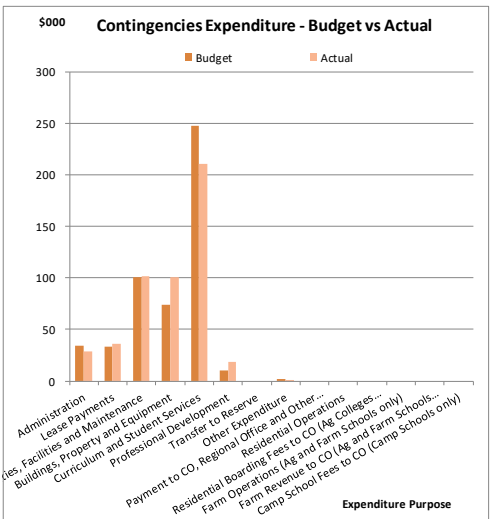
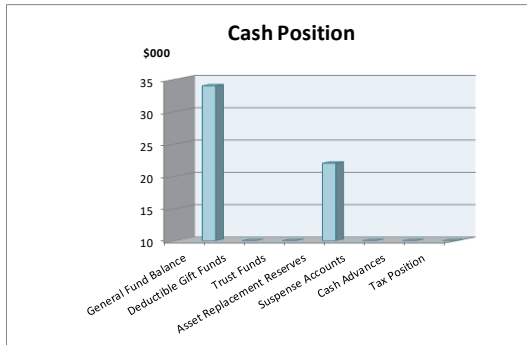


Pearsall Primary School Financial Summary as at 31 December 2019

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 24,222.00	\$ 23,690.50
2	Charges and Fees	\$ 96,444.50	\$ 116,152.50
3	Fees from Facilities Hire	\$ 24,500.00	\$ 24,777.27
4	Fundraising/Donations/Sponsorships	\$ 34,003.13	\$ 32,521.31
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 3,665.00	\$ 9,477.27
9	Transfer from Reserve or DGR	\$ 25,000.00	\$ 25,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 208,834.63	\$ 232,618.85
	Opening Balance	\$ 43,616.48	\$ 43,616.48
	Student Centred Funding	\$ 255,200.00	\$ 255,200.00
	Total Cash Funds Available	\$ 507,651.11	\$ 531,435.33
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 507,651.11	\$ 531,435.33



	Expenditure	Budget	Actual
1	Administration	\$ 33,972.00	\$ 29,073.23
2	Lease Payments	\$ 33,000.00	\$ 36,112.96
3	Utilities, Facilities and Maintenance	\$ 101,000.00	\$ 101,342.21
4	Buildings, Property and Equipment	\$ 74,295.00	\$ 100,202.04
5	Curriculum and Student Services	\$ 247,147.63	\$ 210,921.95
6	Professional Development	\$ 10,478.00	\$ 18,767.22
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,020.00	\$ 1,034.88
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 501,912.63	\$ 497,454.49
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 501,912.63	\$ 497,454.49
	Cash Budget Variance	\$ 5,738.48	



Cash Position as at:	
Bank Balance	\$ 57,668.59
Made up of:	\$ -
1) General Fund Balance	\$ 33,980.84
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 22,000.00
5) Suspense Accounts	\$ 5,705.75
6) Cash Advances	\$ -
7) Tax Position	\$ 4,018.00
Total Bank Balance	\$ 57,668.59

Team Members:

Mandy Froud, Vanessa D’Adamo, Emily Ransom, Elissa Ielati, Jackie Cannon, Louise Layton

Events that took place:

- Masterchef Block Challenge
- 2 Feet and a Heartbeat
- EA Appreciation Day
- R U OK Day & Pizza afternoon
- Special Needs morning tea – team entered Walk for Autism challenge
- Girls High Tea

Review of last year’s Annual Report and Comments:

One program that we were unable to continue was Kidsmatter. This government initiative is no longer running and has been replaced with the Be You initiative. The Pastoral Care team showed this website to staff for feedback and relevance and while it has some good resources, we will not be signing up for the program as a school. Staff can access the resources on a needs basis. Professional learning for staff will be outsourced according to the dynamic needs of the students in our care. Programs and events run in 2018 continued this year with additional events focussing on staff wellbeing put into place.

Programs or initiatives that took place:

This year we continued our initiative of delivering our ANZAC flowers to the Wanneroo Aged Care facility after our ceremony.

We continue to have a focus on staff wellbeing though various events (see above).

The Buz program continues to be taught across the school P-6 with every child in these year levels having access to the program.

The Year 5 girls High Tea and boys Dads and Lads were run this year. A good turnout for both events. Will be looking at bringing in some outside speaker for 2020 Dads and Lads.

RUOK Day continued to raise awareness with whole school focus at assembly and targeted activities within classrooms.

What is working across the school or in classrooms that is above average?

- BUZ
- Lisa’s social groups
- Mental health board
- ASD students social group

Data gathered and what it means

- Year 2 and Year 4 strengths and difficulties survey – this data showed an increasing need for Lisa’s groups to focus on friendship and feelings. One area to extend in 2020 is to cater for those children with anxiety. To reach a growing number of students with anxiety, our school psychologist is looking at working with a group/s of students next year. Lisa will continue her one to one sessions with children who have been referred with anxiety concerns from parents.

Recommendations for 2020

- Review the Mental Health survey and the data collected
- Include in enrolment information on chaplain

Professional Development requests for 2019/2020

- Difficult conversations
- Sharing sessions at staff meeting of things that you are doing
- PTSD
- Triple Parenting Program – Sarah
- Foetal alcohol and drug syndrome – DCP

Members:

Glenn Ross, Gary Payne, Mandy Froud, Candace Dunne, Brad Gartrell, Elissa Ielati

Summary

The Pearsall Primary School Naplan & 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 (Principal (Gary Payne) & 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.
- End of year analysis of students targeted through On Entry to harmonise effective pedagogy and strategies.
- 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.
- Excel training was presented by a team member to all staff.

Major Achievements

1. Naplan results analysed and outcomes disseminated across the school community (Admin, Board, Staff, parents).
2. Pat Maths results analysed and areas of improvement disseminated across the school community.
3. On Entry results analysed and At Risk students identified. Targeted students results were arrested and analysed in Term 4 to ensure effective pedagogical approaches.

4. Compilation of the School Review data for the calendar year 2018-2019 was uploaded to ESAT for consideration.

NAPLAN Results 2019

Year 3 (Group size 80 students)

Subject	Pearsall	WA	Australia
Spelling	435	412	419
Grammar	469	435	440
Writing	448	420	423
Reading	439	427	432
Numeracy	426	405	408

Year 5 (Group size 40 students)

Subject	Pearsall	WA	Australia
Spelling	509	500	501
Grammar	528	498	499
Writing	482	471	474
Reading	525	504	506
Numeracy	501	492	496

PROGRESS YEAR 3 TO 5

NUMERACY

	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	416	501	85
WA Schools	402	492	90
Australian schools	409	496	87

PROGRESS YEAR 3 TO 5		READING	
	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	457	525	68
WA Schools	420	504	84
Australian schools	431	506	75

PROGRESS YEAR 3 TO 5		SPELLING	
	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	436	509	73
WA Schools	409	500	91
Australian schools	416	501	85

PROGRESS YEAR 3 TO 5		GRAMMAR	
	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	456	528	72
WA Schools	429	498	69
Australian schools	439	499	60

PROGRESS YEAR 3 TO 5		WRITING	
	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	436	482	46
WA Schools	410	471	61
Australian schools	414	474	60

Please Note

Two students who completed the 2019 Naplan did not participate in the 2017 Naplan. These two students scored very low when tested in 2019 and this had a detrimental impact on Pearsall's overall Naplan score. By way of example, one of these students scored 276 in writing and this dragged the overall Pearsall average down by 5 points.

WRITING PROGRESS YEAR 3 TO 5

	Year 3 2017 Achievement	Year 5 2019 Achievement	Progress
Pearsall	436	482	46
WA Schools	410	471	61
Australian schools	414	474	60

Executive Summary

1. **Business Plan Targets 2019 (NAPLAN).** 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 comparison has been provided by measuring Pearsall Primary school’s achievements and progress against the Australian mean score.
2. Eight Naplan targets were set in the Business Plan for 2018-2020. Five were achieved whilst 3 targets were not met. The 3 targets that were not met were progress from year 3 to year 5 in writing, numeracy and reading.
3. The NAPLAN achievement is a strong result by Pearsall as in the five domains for both years 3 & 5 we have exceeded the achievements of WA and Australian schools. This is the first year we have achieved this level at Naplan.
4. Pearsall performed extremely well in the “bottom end”. No Pearsall student in the year 3 cohort scored Below National Minimum Benchmark in the five domains. In both year 3 & year 5 Pearsall had fewer students either At or Below National Minimum Benchmark than the Australian Mean.
5. Pearsall performed well by having a significant number of students finish in the top 20% across both cohorts.
6. Grammar was our best result as Pearsall scored 6% above the Australian Mean in both Year 3 and .5
7. Progress from year 3 in 2017 to year 5 in 2019 was weaker than anticipated. However, two students who completed the 2019 Naplan did not participate in the 2017 Naplan. These two students scored very low when tested in 2019 and this had a detrimental impact on Pearsall’s overall Naplan score. By way of example, one of these students scored 276 in writing and this dragged the overall Pearsall average down by 5 points.

Future Directions

1. Due to the rollout of Online Naplan and the change to the data configurations the future directions will revolve around skilling our students in keyboards and the Naplan environment.

Team Members:

Carly Doughty, Vanessa D'Adamo, Deb Frost, Karen Lindsey

Events that took place:

Whole School Bastille Day

Whole School French Sticker Competition

Review of last year's Annual Report and Comments:

Following the encouraging response from the pupils for the whole-school event (Bastille Day), another whole-school event will be held in 2020. This event will showcase the children's French language skills and allow them to perform to the school and parents in a French assembly.

Programs or initiatives that took place:

Year Two 'Take Home Bags' to introduce Pupils to French and prepare them for Year 3 French in 2020.

French Club for all interested pupils to participate in.

Whole-school French sticker competition.

French Teacher presented class teachers with resources to use French in their classrooms.

French Leaders to help with the growth of the leaning area.

What is working across the school or in classrooms that is above average?

Classroom teachers were positive about promoting French and displayed French vocabulary around their classrooms. Some teachers were confident enough to introduce French language to give classroom commands, which is something to build on for 2020.

Data gathered and what it means

Pupil achievement has been assessed against SCSA exemplars. It shows that the majority of students are achieving the expected outcomes in French. WEN (Wanneroo Education Network) Language teachers have collaborated to ensure consistency.



Recommendations for 2020

Continue to assess pupil development against SCSA exemplars and continue to liaise with the WEN language teachers to ensure consistency in assessment with other local schools.

Look at effectiveness of classroom displays; how can they be made more relevant to general classrooms?

Professional Development requests for 2019/2020

TOFAWA (Teachers of French Association, Western Australia) Conference / Stage à la plage 2020.



2019 Annual Report – Team Leaders

Team: Literacy Committee Team Leader: Jamie Kitin

Team Members:

Jamie Kitin, Tracey Burdon, Candace Dunne, Elissa Ielati, Casey McLeod, Brad Gartrell, Katherine Prebble

Events that took place:

Guided reading professional development- Carmel Small

Whole school writing moderation sessions

Lexile PD

Scope and Sequence for phonics and spelling

Whole school literacy handbook

Review of last year's Annual Report and Comments:

NAPLAN results

PP intervention in Term 4

Programs or initiatives that took place:

Sounds Write

VCOP

Continual development of whole school common assessment tasks- Cold Writes

And using Criterion scale to assess

What is working across the school or in classrooms that is above average?

Literacy blocks

Grammar

Data gathered and what it means

NAPLAN data- progress in Grammar

Spelling, Reading and Writing progressed to be monitored

PAT reading

Recommendations for 2020

Further training in Sounds Write for select staff

Continue monitoring Smart Words Program

Continual development of staff capacity to use the Criterion scale to assess whole school common assessment tasks for writing.

Further development and focus needed for oral language and vocabulary.

Whole staff moderation sessions for cold writes

Further staff capacity to deliver explicit phonic and spelling lessons

Professional Development requests for 2019/2020

VCOP- 2020

7 Steps for Writing- 2021

Spelling PD 2020



Team Members:

Jen Warden, Bronwyn Lee – PP, Louise Layton – Kindy, Elissa Ielati – Year 3, ¾ split
Carly – year 1

Events that took place:

- Leadership Day PP visit to the science lab
- Science Week (Nitro-Mike incursion, science fair, lunch-time science, classroom science)
- Bush tucker incursion in conjunction with Sharee and the PALS grant (Year 1 & 2). This directly linked to work the year 1 students had done with regards to seasonal changes; year 2's growth and change program of work; the year 6 Bee Hotel project; and the year 4 students investigating Bee's as part of their science program.

Kindy:

Science afternoon – colour mixing; potion making; ooblek

Unfortunately, the year 6 students were unable to attend the Wanneroo Science Fair due to a lack of permissions, as requested letters were not sent out.

Review of last year's Annual Report and Comments:

- 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 Tues / Wed / Thurs
This was better this year. Upper school timetabled for Tuesday worked well. 1 ½ hour sessions continue to be essential for 4 – 6.
- PAT Science: Assess Week 4, Term 4
Completed – students are confident when approaching this test now (some even enjoy it!). Students who struggle in reading have had test read to them to ensure that their literacy skills do not adversely affect their science as far as is possible. Unfortunately, many students rush through the test despite reminders to take their time and do not adequately check their answers.
- Bright Path: Assess once a year when relevant to knowledge strand taught
This initiative seems to have fallen away – no contact with Sandy. We will stick to PAT

and school – based assessment.

- Shade sail for science garden

The science garden has evolved into a much more useable space, however it does get very hot (a sun trap) in summer and shade sails would improve this.

Programs or initiatives that took place:

- Bush tucker garden incursion (cross-curricular with HASS)
- Bee Hotel Making – Year 6 (Cross-curricular with Technology)
- Lunchtime science sessions with kindy during Term 2 and 3
- Chick-Hatching – Year 2
- Fisheries Beach Excursion – Year 3
- PP visit science room
- STEM session for Year 6 with WSC teachers (Gavin Noack and Tash Kaur)

Kindy:

Variety of programs throughout the year inc:

Egg and oviparous animal inquiry

- Science afternoon – colour mixing; potion making; ooblek
- Potato planting in Kindy garden
- Seed planting in individual pots
- Australian animals study
- Minibeasts/ insects unit – including lifecycles, study of individual insects, silkworms and stick insects in classroom
- Vets and pets learning
- Science lunchtime visits
- Water play
- Bubble blowing

What is working across the school or in classrooms that is above average?

General engagement in and enjoyment of science by majority of students. Students are curious, respond with wonderment and are confident to share their developing scientific understanding with their peers.

Students are showing increased progress in their science investigation skills due to consistency of language used and explicit teaching of skills through common use of scaffolds and process when planning and executing investigations.

Years 4 – 6: Use of rubrics and specific examples that students 'grade' is drawing greater

awareness to what the teacher is looking for when assessing – this has led to improved quality of work and grades, especially with more able students.

Support of teaching staff with regards to science initiatives: in particular...

Year 2 – chick hatching journal completed daily, homework communication and expectations.

Year 6 – support with data handling and assignments / STEM Bee hotel incursion

Year 5 – support with homework communication and expectations

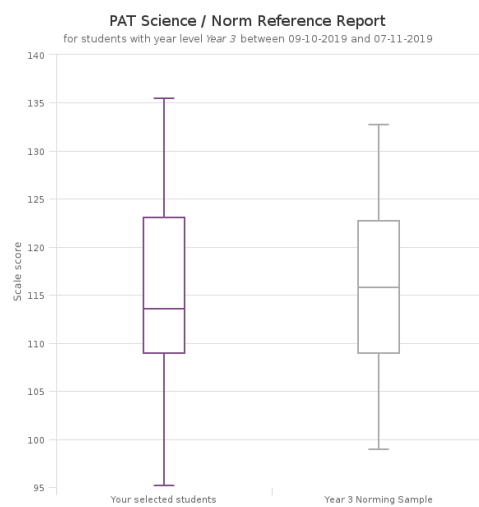
Year 3 – support with science-based fisheries excursion and trialling STEM units of work (lunchbox investigation).

All staff – science week classroom investigations

Data gathered and what it means

PAT:

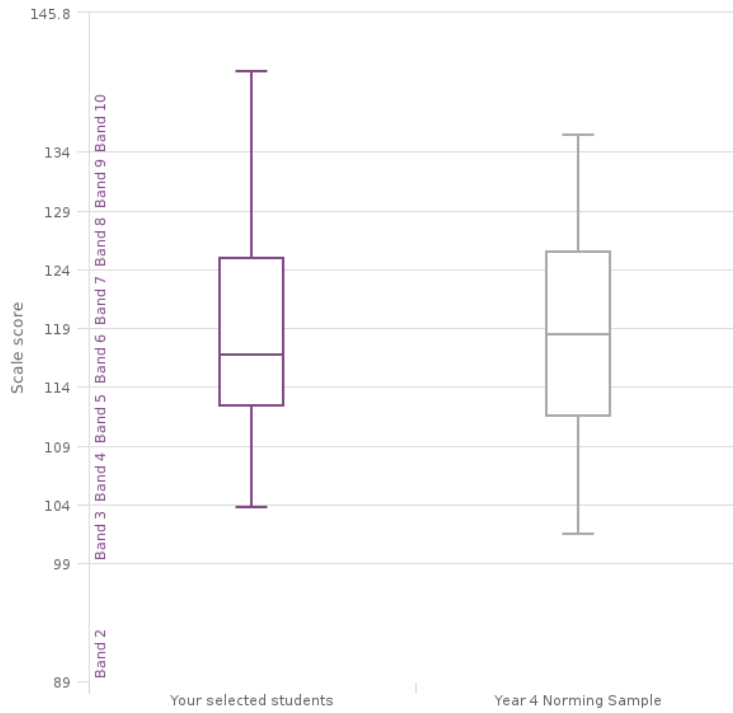
Year 3



Year 4

PAT Science / Norm Reference Report

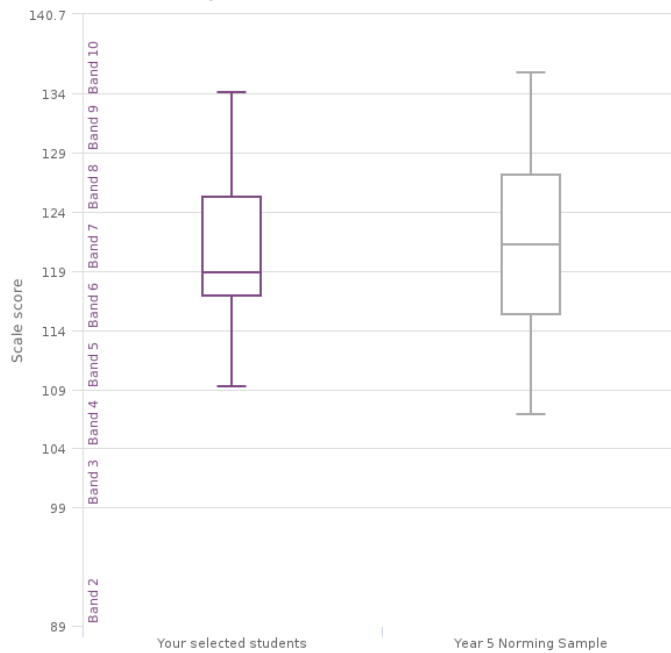
for students with year level Year 4 between 09-10-2019 and 07-11-2019



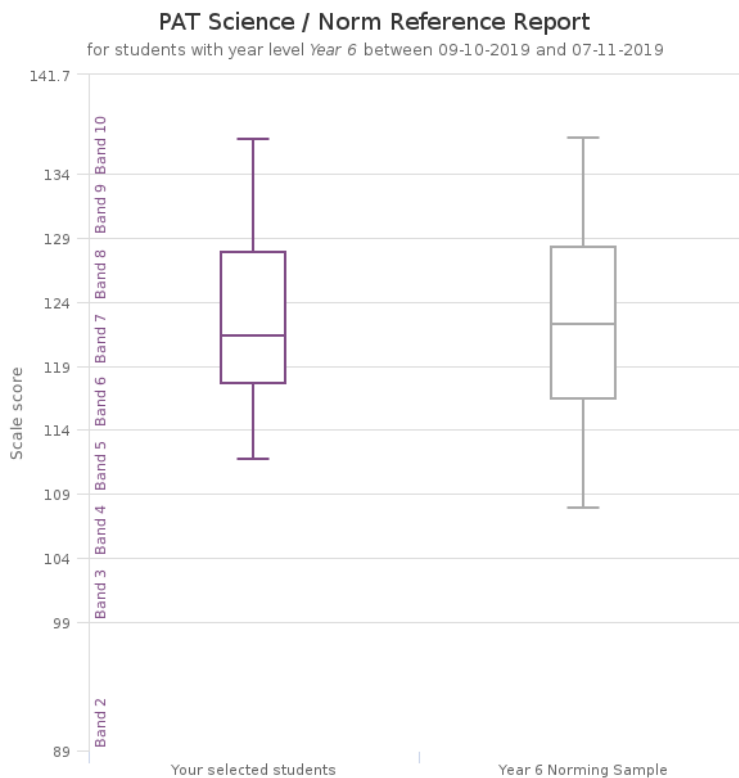
Year 5

PAT Science / Norm Reference Report

for students with year level Year 5 between 09-10-2019 and 07-11-2019



Year 6



PAT Analysis suggests that the majority of students are making gains in science. However, there is about 20 – 30 per cent of students who show little progress in each year group. It should be noted that:

- there is a very small point of difference between one year and the next with regards to expected development (approx. 2-3 points) which equates to only one question.
- The test is very text /information heavy and some students are not spending enough time on the test to complete it adequately.

PAT Testing will be carried out in Term with Years 4 / 5 / 6.

Informal Formative assessment throughout the year has indicated the following improvements:

- Students use of specific scientific vocabulary when explaining their ideas
- Students from all year levels are making well-reasoned predictions.
- High levels of engagement with topics

However, improvement needs to be made in the following areas:

- data handling skills.

This includes plotting data accurately; ensuring labels are included and relevant; analysing the data collected to identify patterns and explain what the data means; use of results to support claims. This has been a focus of Semester 2 and will continue to be next year.

- Reading for information / non-fiction comprehension skills

Recommendations for 2020

- Meet with Maths Team to discuss how data handling might be taught earlier in the year (an email has been sent to all relevant parties highlighting the issue and this will be looked into for next year).
- Continued focus on data handling - specific activities to explicitly teach these skills including teacher modelling, scaffolded activities, use of exemplars with rubrics etc.
- Follow up all requests to admin to ensure that letters go out in a timely manner to ensure that students do not miss out on excursions due to lack of permissions.
- Team meeting required at the beginning of each term for planning etc
- Team meeting required at the end of each term to feed back / discuss assessment etc.
- Purchase of a Reading Pen for use exclusively in the science room to support students with special needs in the area of literacy.
- Purchase of digital thermometers to replace glass thermometers
- Use of Science A STEM Approach resource, along with alternative Primary Connections Units when planning programs to ensure students in split classes do not feel they are repeating previous work.
- A greater focus put on STEM across the school integrating Science, Technology, Engineering and Maths so that students are given opportunities to apply their science knowledge in a variety of authentic problem-solving activities. This would not only reinforce knowledge taught in science, but highlight the human endeavour side of science.
- Ensure that science week is advertised to PP students and families specifically as low participation in science fair this year.

Professional Development requests for 2019/2020

- Kindy / PP teachers given opportunity to attend Little scientist PD's
- 1 science related PD fully covered by the school (costs and relief) as PD provided at the beginning of the year is often not completely relevant to this learning area.

Due: 2nd December

Team Members:

Jackie Cannon, Mandy Froud, Bronwyn Lee, Louise Layton, Katherine Prebble

Events that took place:

2018 Outdoor Classroom Day

Nature Play Club – Tuesdays

Review of last year's Annual Report and Comments:

Friendship pebble path / Aboriginal garden – not completed / Aboriginal garden to be completed by HASS / Green Team

Develop small world centres – completed and used as part of Nature Play club on Tuesday's, continued to be developed

Create car track centres – completed and used during Nature Play club on Tuesday's

Increase staff engagement in outdoor classroom area – shade sail purchase order made (through REA grant / P & C funding) – installed end of Term 3 – push for this area to be used starting Term 4 and ongoing

Outdoor Nature Day – Term 4 2018 – whole school event – annual event each Term 4

Mud Play Incursion - Term 4 2018 PP's / Yr 1s (possibly Kindy's)- unable to complete due to lack of available funds

Programs or initiatives that took place:

Nature Play Club every Tuesday

Outdoor Classroom Day – Term 4

Nature Play leaders – to run events / Nature Play Club

What is working across the school or in classrooms that is above average?

Raising profile of the importance of taking learning outside to encourage creativity, imaginative play and problem solving – continue to develop

Data gathered and what it means

Data not gathered in 2019, with the exception of student requests for inclusions in future nature play projects.

Survey to be conducted 2020 – seek feedback as to the effective engagement of students / teachers in nature play areas in place (especially the outdoor classroom area), improvements needed and what students / teachers would like to see moving forward

Recommendations for 2020

Develop loose parts play in Nature Play club

Develop nature play spaces in Kindy redevelopment zone (including moving nature space components outside Room 12)

Encourage purposeful engagement in Outdoor Classroom area

Create alphabet letters / numbers using stencils near sandpit area

Revisit nature space on oval

Continue to source available grants

Professional Development requests for 2019/2020

Nature Play WA – purposeful use of Outdoor Classroom area to integrate all learning areas

<p>Team Members:</p> <p>Michelle Parker, Mandy Froud, Jackie Cannon, Jen Warden, Nat Marlowe (Semester 1 only)</p>
<p>Events that took place:</p> <p>Aust Mathematics Comp</p> <p>Write a book in a day (Yr 5 and 6)</p> <p>Número Competition</p> <p>Shaun Tan Art Comp</p> <p>Tim Winton Writing Comp</p> <p>Kid's News Writing Comp</p>
<p>Review of last year's Annual Report and Comments:</p> <p>Significant progress this year for whole school spreadsheets</p>
<p>Programs or initiatives that took place:</p> <p>PEAC Testing</p> <p>EYE Applications were outstanding</p>
<p>What is working across the school or in classrooms that is above average?</p> <p>EYE Applications were outstanding</p> <p>Conversations within collab teams about catering for these students.</p>
<p>Data gathered and what it means</p> <p>Cohort sheets with TAGS students highlighted per class, ensures consistency across the cohort and enables conversations for catering for these students.</p>
<p>Recommendations for 2020</p> <p>Back onto IEPs for Cohorts catering for TAGS students as evident in collab planning</p>
<p>Professional Development requests for 2019/2020</p> <p>Questioning skills/Identification for underachieving TAGS students.</p>



Team Members:

Vanessa D’Adamo, Mandy Froud, Casey McLeod, Elissa Ielati, Shari Smith, Helen Williams, Bronwyn Lee

Events that took place:

- ANZAC Day
- Harmony Day
- Wanjoo music Incursion
- Remembrance Day

Review of last year’s Annual Report and Comments:

- Last year we wanted students to participate in another incursion and we also wanted to introduce/learn the Wanjoo song – we were able to do both these things by getting Gina & Guy out to do a whole school incursion where they shared their music and culture with us, as well as teaching us the Wanjoo song.
- We wanted to grow our own poppies, but this has not yet occurred and is something we could continue to look at doing next year.
- We have begun to look into the Aboriginal Cultural Standards Framework more

Programs or initiatives that took place:

- Building connection with Woodvale Secondary College’s music department/band
- Harmony Day handprints and staff morning tea
- Built connection with ECU Cultural Officer Jason Burrows.
- PAL’s Grant for Bushtucker Garden

What is working across the school or in classrooms that is above average?

- Year 3 Harmony Day morning tea
- Year 1’s exploring old classroom objects from City of Wanneroo
- Year 1’s making little wooden boxes with Men’s Shed visit for History
- Year 5/6’s having electoral commission visit for Civics & Citizenship
- Year 4’s First Fleet convict history learning – students interested and engaged!

Data gathered and what it means

- No data gathered



Recommendations for 2020

- Change block names to Aboriginal animal names
- Look in to changing the Acknowledgement to Country at assemblies to include Noongar language or something more personal
- Wanjoo/Welcome sign for front of the school
- Yulumba Games included into Friday bootcamp sessions, and eventually school's faction carnival
- Whole school involvement in Bush Tucker Garden

Professional Development requests for 2019/2020

- Aboriginal Culture PD
- Jason Burrows – ECU Cultural Officer

Team Members:

Amanda Froud, Laura Marshall, Glenn Ross, Anmarie Schell, Rachel Van der Heiden, Jess Mance.

Review of Last Year's Annual Report

- Information was presented to staff through professional learning at the commencement of the 2019 school year about research regarding problem solving, the problem solving STAR model, incorporating problem solving journals into maths lessons, and the resources available.
- Staff have been implementing problem solving strategies and student journals within the classroom. This is an area for continued development in 2020.
- Increased block resources and concept kits for high use items as requested through staff surveys.
- Some maths team members upskilled in Additive and Multiplicative Thinking as part of the Wanneroo Education Network. This includes strategies for intervention and backfilling learning gaps. Further PL and focus in this area is required in 2020.
- Assessing and identifying the need for maths intervention is still an area for development, including evidence based tests and strategies.

Events That Took Place

- Professor Maths Incursion (Pre-primary to Year 6)
- Literacy and Numeracy Week activities
- NAPLAN Online for Years 3 and 5
- Mother's Day maths games and activities
- Australian Maths Competition for TAGS
- Numero Club (lead by TAGS committee)

Programs or Initiatives

- 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.
- Developing problem solving journals across the school. Promoting the Pearsall Problem Solving STAR model to explicitly focus on problem solving and reasoning.
- Wanneroo Education Network PL for the maths team- 'Additive and Multiplicative Thinking' project.
- Maths team members presented the Additive Thinking portion of PL to Pearsall staff based on the Wanneroo Education Network development project.

What is working across the school or in classrooms that is above average?

- A majority of staff have implemented problem solving lessons into their learning plans, which is developing the students' problem solving skills, bank of strategies and their ability to reason and explain their thinking.
- A majority of staff follow the recommended structure of numeracy blocks in their classroom teaching (including a warm up, explicit instruction, hands-on learning, independent and group practice, and plenary), which provides structure for students, encourages deeper understanding of concepts and supports engagement.
- There is collaboration across year levels when planning maths programs to ensure consistency and the sharing of ideas/knowledge.

Data Gathered and What It Meant

- PAT Maths Assessment Years 1-6 in Term 1 and Term 4. 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. Term 1 test also allowed teachers to identify any possible students requiring additional support or possible extension. 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.
- Annual 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 2020

- Upskill teachers in the Additive and Multiplicative Thinking PL that was provided by the Wanneroo Education Network in 2019.
- Continue the WEN Additive and Multiplicative Thinking Project through the development of lesson ideas, filling in the gaps in the scope and sequences and pairing with First Steps in Maths. Provide support to staff to encourage them to focus on developing additive and multiplicative thinking in their students.
- Continue to develop and focus on problem solving journals for students 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. Model the use of problem solving strategies using the STAR Model.
- Developing a whole-school approach to intervention in maths. 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.

Professional Development Requests for 2020

- Additive and Multiplicative Thinking
- Maths Intervention- supporting students who struggle with mathematics or have a learning difficulty



Team Members:

Stephanie Benjamin, Brownyn Lee, Annmarie Schell, Briarly Wills, Jen Warden, Tiffany Parsons

Events that took place:

- Clean Up Australia Day 01/03/19
- Build-A-Bun Day 25/06/19
- Daffodil Day 16/08/19
- ReInvent Your Rubbish Competition- Plastic Pirate's Ahoy 29/08/19
- End of year class parties Week 10, Term 4

Review of last year's Annual Report and Comments:

- We limited our events this year after the end of year 2018 survey and staff have made little to no complaints about the events run this year
- We have continued to keep our committee members from 2018 which has meant a consistent approach to our initiatives
- Term 4 2019 saw an ICT run competition working with The Green Team to promote Wrapper Free Wednesday and its importance

Programs or initiatives that took place:

- Crunch&Sip
- Wrapper Free Wednesday
- Garden Club- Thursday lunch time
- Sustainability Hub
- Paper Recycling
- Plastic Free July

What is working across the school or in classrooms that is above average?

- Our values around Sustainability; most staff are jumping on board and are trying to use more scrap paper, minimise electricity usage (heaters, fans etc), using mixed recycling bins
- Wrapper Free Wednesday initiative- even though we have students that do not bring WF lunch we mostly have 70-80% of student's bring a wrapper free lunch on Wednesday
- Events such as Clean Up Australia Day, Build A Bun Day and Daffodil Day are widely successful with the whole school participating

Data gathered and what it means

Staff Survey conducted in November 2019, results as followed:

- **Most people that teach on Wednesday, support and promote Wrapper Free Wednesday. (16/23)**
- Suggestions for ways to promote WTW include: A display checklist in class, Connect posts, share information with parents at parent meetings, remind students on Tuesdays, encourage students to pack their own wrapper free lunches (if age appropriate), sticker chart, tokens for those that are wrapper free and through class discussions on the importance of WFW.
- Most people taught lessons throughout the year with a sustainability focus.
- Most people seem to be aware and use a variety of sustainability programs/resources/initiatives that are available to us.
- **The information and PD requirements that most people have asked for are: Composting/worm bins (a demonstration), curriculum resources available, having time to plan for sustainability at the start of the year so we can fit it into our year and term plans, more information of free incursions or programs that we can have access to.**
- Events that people participated/promoted out of the 23 people that responded:
 - Crunch and Sip – 20
 - WFW – 18
 - Plastic Free July – 11
 - Build a Bun Day – 18
 - Daffodil Day – 17
 - Other events people participated in - Reinvent your Rubbish competition, Earth Hour, Clean up Australia Day, World Food Day, Informed students about Redcycling and using the sustainability Hub.
- **14 out of the 23 would like the Life Ed Van incursion to continue, 7 would not like them to continue and 2 skipped this question.**
- Most people use their classroom scrap caddy in which they place scraps from crunch and sip, sharpening, small bits of paper, tissues, hand towel and tea bags and these are mostly emptied daily or every few days. **Some people have leadership roles for students that have this job for the week.**

Green Leader student survey given to our 5 Green Leaders, results as follows:

- An option to have more than 4 Green Leaders to spread out the job
- Hosting a Clean Up Day more than once- possibly once a term to keep the school clean
- **Not speaking at every assembly- only when needed**

Recommendations for 2020

- Composting. Late 2019 saw us have a composting issue with bugs/rodents in our compost so our school compost system was ceased
- Early Term 1, 2020 we will start a fresh with our compost bin system and upskill staff and students on how to compost successfully
- Bunnings have offered to come and revamp our garden in March 2020

- Continued events such as Clean Up Australia Day, Build A Bun Day, Crunch&Sip, Wrapper Free Wednesday, Daffodil Day to be continued in 2020
- Having 5 Green Leaders depending on student numbers
- Green Leaders will speak at every second assembly, or when needed
- Possible Clean Up Day held once a term before recess

Professional Development requests for 2019/2020

- Composting video to be made by Green Team leaders and garden club to be shown at assemblies and in classrooms so all students and teachers are aware how and what to compost- based on survey results; staff would like a demonstration on how to compost
- Staff to visit Garden Club during Wednesday lunch time in their own time to see how to compost correctly and can then feedback to their students

Team Members: Debra Frost

The Music program provides weekly lessons to all students from Year 1 to Year 6 as well as optional mentoring to Pre-Primary teachers, who taught Music in 2019. The Music program continues to use explicit teaching with Kagan cooperative learning as a tool of engagement.

This was the first year that Band practice became an option for instrumental students since we were granted IMSS funding for 15 instrumental places (5 flute, 5 clarinet, 5 brass). Band rehearsals took place every Tuesday afternoon and were attended regularly by all IMSS students.

The 2019 budget focused on purchasing quality electronic drums and audio gear (10 channel mixer and microphones) to support student learning and performances, both within and outside of classroom time. Band music was sourced from the US and a library will slowly be developed.

We applied for a sizeable Yamaha instrumental grant but were not successful. The annual winners seem to be schools which have a High school attached to the Primary school.

Community Songs (sung at assemblies) continue to be selected from a broad range of genres and in consultation with the class teacher who is running each assembly.

The Leader In Me program continues to be an integral component of the Music program, allowing opportunities for students to practice the 7 habits in a highly practical way.

ICT: youtube access was blocked to all iPads, causing issues in the Music room as youtube videos can be a valuable source of learning. Class sets of iPads were accessed from block 3 for a 3 week block in Term 4, to allow students to research for oral presentations. Timetabling was difficult at times, with year 5's and 6's not always being taught on the same day and the iPads in demand by all classes.

Music Clubs: a survey was conducted by Music leaders at the end of Term 2 to ascertain student interests.

Busk Stop ran on alternate Thursdays in Terms 1-3.

Ukulele Club ran every Wed. lunch time in Terms 1 and 2 for students in Years 2 – 6.

Recorder Club ran every Wed. lunch time in Term 3.

Events:

Mother's Day morning tea: Ms D'Adamo's Year 2 class rehearsed and performed "Whacky Do Re Mi" for the mothers.

Kaboom Percussion conducted a **whole-school incursion** in Term 3.

A 'band assembly' in week 6 of Term 4 allowed band members an opportunity to play together and publically, proving to be educational for younger students, as well as a good opportunity for parents to observe their children's growth and confidence. The 2nd group of 15 IMSS students have been

selected for 2020.

The **Christmas/End of Year Concert** will be held in week 9 of Term 4, mid-December. As in previous years, a whole-school song will be taught and sung, in addition to each class performing their own item. I prepared the script this year to focus on Dr. Seuss's book, the Grinch. The event will be hosted by the LIM team.

2020 Planning: pre-primary students will be taught in the Music room, which will provide better continuity and specialist knowledge to students. Choir will be offered in 2020, within the school timetable.

Music Network WA: I continued to run this group, mentor and collaborate with other Music teachers in the northern suburbs and across a growing geographical area of WA. **I see this as key to my continued development and remaining aware of best practice within Music education.**

Professional Development During the 1st week of the July school holidays, I attended a full week of training in Fremantle and achieved my ANCOS Level 1 accreditation for Orff Schulwerk. 36 hours of PD.

<p>Team Members: Karen Wilson</p>
<p>Events that took place:</p> <p>Clinics – Cricket, Modcrosse, Little Athletics, Basketball, AFL, Soccer, Softball, Tennis</p> <p>Lunch time netball club – Term2</p> <p>T20 Cricket Blast competition – Kingsway</p> <p>Pearsall PS Cross Country, Jumps and Throws, Faction Carnival</p> <p>Interschool Cross Country, Lightning Carnival, Jumps and Throws, Athletics Carnival</p> <p>All Schools WA Cross Country – 8 students attended on my recommendation</p>
<p>Review of last year’s Annual Report and Comments:</p> <p>Have built on last year’s events by adding Cricket Carnival</p>
<p>Programs or initiatives that took place:</p> <p>As above</p>
<p>What is working across the school or in classrooms that is above average?</p> <p>Enjoyment of the lessons! I can’t believe how many students come to class desperate to know what we will be doing and telling me that they ‘love sport’ at school. If students are enjoying their lessons and are engaged I know they are more likely to be taking things in and learning.</p>
<p>Data gathered and what it means</p> <p>Year 5 and 6 beep test and fitness tests (circuits) – checking students’ fitness and allowing them to set goals for another go at the same tests a few months later.</p>
<p>Recommendations for 2020</p> <p>Will work with faction captains/leaders more and set up lunch time activities for younger students (run by captains)</p> <p>Running club will recommence before school in terms 2 and 3 2020</p>



Continuation of netball club during lunch in term 2 2020

Will need to sit down with pre primary teachers and run through schemes of work for phys ed.

Professional Development requests for 2019/2020

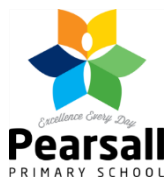
ACHPER conference – usually November – 2 days

Any phys ed PD that comes up

Requal of First Aid Certificate

Autism PD

2019 Annual Report – Team Leaders



Team: Leader In Me

Team Leader: Nicole Godden

Team Members: Nicole Godden, Jackie Cannon, Mandy Froud

Events that took place or planning initiatives

- Student Lighthouse Team – Mother’s Day, Leadership Day, Father’s Day, Leadership Day banners with photos, Christmas
- Leadership Day
 - Half day of community visitors and afternoon of ‘Student Showcase’ – sharing their leadership skills
- LIM Reward
 - Term 1: Paddle Pops
 - Term 2: Under covered Area Rotation Games
 - Term 3: Paddle Pops
 - Term 4: Water Play on the oval

Programs or initiatives in place

- Leadership notebooks – data to be decided by year groups
- Classroom mission statements – displayed in classes and at the front office
- Classroom displays
- Greeter
- Habits signpost
- LIM assembly awards
- Whole school hand signals / language
- Classroom integrated (books)
- Student Lighthouse Team displayed on Leadership Day banners for 2020
- New token boxes

Data gathered and what it meant

- Survey Monkey in regards to Leadership Day for staff
- Student questionnaire regarding Leadership Day

Recommendations for 2020

- Student lighthouse Team
- Student Lighthouse Team to prepare events such as Grandparents Day, Mother's Day etc
- Student Leadership day - led by students about students
- Whole school consistency of classroom posters / improve displays in block alcove areas
- Use of website - and bank of available resources on shared drive
- Whole school targets

Lighthouse Team Assembly in the afternoon in Term 3, Week 10

Plans for staff induction

2020 PD in the form of visits to Leader in Me schools for Lighthouse Team members only.