



Department of
Education

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Public education
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Pearsall Primary School

Public School Review

November 2020



Context

Pearsall Primary School opened in 2013 in a new housing subdivision 26 kilometres north of Perth, within the North Metropolitan Education Region. In 2014, the school became an Independent Public School.

Offering the latest in contemporary learning technology, the school has interactive whiteboards in every classroom, which enhance student learning through a range of online activities.

Currently, there are 563 students enrolled from Kindergarten to Year 6 with student numbers steadily increasing since the school opened. Pearsall Primary School has an Index of Community Socio-Educational Advantage of 1055 (decile 2)

The Parents and Citizens' Association plays an important role within the school community including fundraising for resources and coordination of the sale of uniforms.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school engages in regular and comprehensive cycles of self-review aligned to its strategic planning and priority areas.
- Staff were involved collaboratively in self-assessment processes that informed the evidence sets in the Electronic School Assessment Tool (ESAT) submission.
- A wide range of staff engaged in discussion with the review team during the validation visit, enhancing the judgements made about the school's performance evidenced in the self-assessment submission.
- The self-assessment submission provided an open, honest and transparent account of the school's context and progress.

The following recommendation is made:

- Give consideration to the number of evidence sources selected for submission to ensure a succinct representation of the school's judgement of current performance.

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Relationships and partnerships

Pearsall Primary School has a visible organisational culture of care, reflection and consultation. Respectful, positive and supportive relationships exist across the school community creating the best learning conditions for students and staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Daily communication from the Principal including operational matters, positive feedback, links to priorities and education research, is valued by staff.• A range of effective communication processes and procedures are embedded. Families are well informed of the learning taking place in classrooms on an ongoing basis through the distribution of term brochures and regular Connect posts.• Administrative priorities are overt and staff embrace opportunities to collaborate within leadership, committee and cohort meetings.• Parent opinions are sought, analysed and acted upon. 2020 survey data highlights positive levels of satisfaction with how the school is meeting the needs of students and families.• A range of staff surveys are used to gauge the impact of school related processes, culture and to inform decisions. 2020 survey data indicate very high levels of staff satisfaction across all areas.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none">• Strengthen school governance through the facilitation of School Board training and induction for all members.• Raise the profile of the School Board, and capitalise on opportunities to promote its role within the school community.

Learning environment

The physical learning environment is vibrant, engaging and welcoming. Staff are invested in maintaining an environment that reflects high expectations and optimal conditions where all students learn successfully.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Comprehensive whole-school behaviour and attendance policies, processes and initiatives are in place to address and support student engagement. Expectations are clear and high.• A focus on mental health and wellbeing is embedded through a range of processes and initiatives. Student wellbeing plans are developed and the chaplain leads a range of valued social and emotional approaches across the school.• Processes and procedures to support students at educational risk are established, comprehensive and monitored effectively. Inclusive of the school psychologist, the student services team works in partnership with families and stakeholders to meet the needs of students.• An unwavering focus on every child achieving their potential through targeted support, is reflected in the collaborative student services approach.
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Leadership

Leadership is distributed and valued as critical to progressing the strategic priorities of the school. Viewed as strategic, approachable and visible, the Principal leads a strong and positive culture underpinned by the Leader in Me program expectations.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Aligned to the School Improvement and Accountability Framework and Department priorities, strategic planning drives a shared understanding of the school's direction through goals, explicit targets and key improvement strategies. • The Leader in Me program underpins the school's plan to promote student voice and leadership for all students. Leadership notebooks provide the vehicle for students to record leadership learning and to identify and monitor academic and social goals. • Staff expertise and capabilities are identified and capitalised on through distributed leadership structures. • Clear and comprehensive structures, policies and procedures are well documented, shared and valued by all staff. • Leadership groups undertake an annual review of key areas to identify achievements and ascertain future directions.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • The continued implementation of the Aboriginal Cultural Standards Framework is required with attention given to strategies and alignment to planning.

Use of resources

Capitalising on the flexibilities of the one-line budget, the school sets a well-informed and strategic budget. Underpinned by student needs, there are clear and defensible links between school budgeting and plans for raising standards and achievement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Financial and resource allocation processes are sound, documented and understood by staff. The Finance Committee meets regularly and ensures inclusive financial oversight and management of the school's resources. • With attention to the needs of students, decisions about funding of specific school programs and interventions are evidence based. • Targeted resourcing and leasing arrangements enable access to current technologies and infrastructure. • Student funding supports improved outcomes for groups of students. Intervention approaches that support literacy development in the early years are prioritised. • Innovative recruitment processes are underpinned by workforce planning to ensure budget expenditure and staffing requirements align to the school's strategic focus areas.
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Teaching quality

With high expectations of themselves, staff operate effectively within a culture of excellence through continuous improvement and collaboration. Staff understand and commit to the implementation of whole-school pedagogical practices.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Pearsall Classroom and School Practices guidelines support teachers to provide differentiation for student learning, incorporating the implementation of cooperative learning strategies. • Aligned to the AITSL¹ Australian Professional Standards for Teachers, a comprehensive process supports and drives reflective PM&D². • Cohort and curriculum team meetings provide a structured opportunity to collaborate, moderate and reflect on data, school planning, pedagogy and whole-school approaches. • Underpinned by visible learning and Kagan cooperative learning strategies, school-wide pedagogy expectations are well documented and embedded. • The school's commitment to a shared pedagogical practice is evidenced within valued and engaging specialist teaching programs. • A range of operational plans articulate cohort and committee commitments, aims, review measures and resourcing requirements.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Further embed disciplined dialogue approaches through continued interrogation of data to review teaching and learning practices.

Student achievement and progress

Analysis of systemic and school-based data drives cycles of planning, transition, intervention and review. Sophisticated approaches to data collection and analyses support identification of learning pathways and facilitation of smooth transitions for students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Supported by a data leader, teachers meet regularly and engage in disciplined dialogue approaches to systematically monitor and analyse broad sets of data, aligned to targets. • NAPLAN³ achievement data reflect levels attained by like schools in all areas. Year 5 stable cohort data, NAPLAN (2017 -2019), indicate high achievement in reading, grammar and punctuation and numeracy. • Analyses of On-entry Assessment Program data guides decisions relating to target setting and implementation of intervention programs. • There is a strong commitment to data-driven early intervention approaches identified through the TAC⁴ and PLD⁵. Data drives individualised plans of action and support of a speech therapist. • Reporting and whole-school assessment processes are rigorous. Staff develop their skills and engage in moderation regularly to ensure accuracy and consistency in grade allocation.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to embed differentiated approaches with a focus on academic extension.