

BUSINESS PLAN



2023-2025





We acknowledge the Traditional Custodians of the land on which Pearsall Primary School is built, the Whadjuk people of Noongar Boodjar. We recognise their continued connection to the land and waters of this beautiful place, and partner with them to ensure it continues.



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School Context

Pearsall Primary School is located in the northern suburbs, 20km from Perth and is bordered by the suburbs of Hocking, Wanneroo and Wangara. The school is a member of the Wanneroo Education Network of schools. Pearsall Primary School has a current enrolment of 571 students. The students are mainly from the local area with 20 percent of students out of boundary.

The teaching staff comprises of twenty-eight classroom teachers, and specialists in the area of Science, Phys Ed, Music and French. Students from Year 1 to Year 6 have weekly specialist learning in all areas, except French, which commences in Year 3. Reading intervention is provided from Pre-Primary to Year 6 with the use of the SoundsWrite program. Teachers and Education Assistants provide support for students who require intervention.

In 2022 the school was structured around twenty-three classrooms. Class sizes vary from 18 to 31 students. The enrolment trend is steadily increasing. There are 4 Kindergarten classes, 3 PrePrimary classes, four Year 1 classes, three Year 2 classes, four Year 3 classes, two Year 4 classes, two Year 5 classes and three Year 6 classes.

The staffing profile consists of a Principal, full time Deputy Principal – SAER/Pastoral Care and 0.6FTE Deputy Principal-ICT. 22 Full time teaching staff, 11 part time teaching staff and 12 Education Assistants.

The school has 381 families from 27 different cultural back grounds.

The Pearsall Primary School community is actively involved in the school with very strong support to the programs that are a part of the school.

On leaving Pearsall Primary School 55% of students move to Wanneroo Secondary College and 20% attend private school in Year 7.



Vision

School Vision

A relentless focus on setting clear expectations and guidelines for student to succeed as role models/leaders that are driven by intrinsic motivation.

The use of 7 Habits of Highly Effective People as one of the cornerstones to achieve self leadership that consists of:

1. Having Self Control
2. Having Self Motivation to improve
3. Having Self Awareness
4. Having Self Respect
5. Having Self Productivity for the good of oneself and the community
6. Being Selfless

ENABLERS

Social Emotional Learning

We will use the 7 habits and the clarity of clear student expectations to model required behaviours.

We will create a unified staff that is collaborative, purposeful, highly supported, and respected. We will continually gain knowledge and skills to enhance the self-development of all students to improve student achievement and personal growth.

Prioritising Student Services

We will have an effective student services program to support and enable our students to become independent, passionate and resilient people of integrity in leadership roles. Our staff, environment and programs will create a sense of safety and belonging where students can be themselves to achieve goals.

We will provide appropriate guidance, support programs and intervention that supports the growth and resilience to achieve educationally and emotionally as role models.

Our SAER and Pastoral Care Programs care key drivers for student success at Pearsall PS.

Prioritising Early Intervention

At Pearsall PS our experts in the field will provide personalised and holistic learning opportunities to achieve personal excellence. Early Intervention is the highest of priorities for our youngest learners. Specialist staff support students right from the start using evidence-based interventions and screening processes to identify individual needs, ensuring efficacy.

Prioritising Reading

Developing proficient readers through enhancing staff capabilities to teach, monitor, assess and set targets to reading achievement from Pre-Primary to Year 6. Implementation of the Sounds Write Program to provide a high-quality Phonics Program endorsed by the Department of Education to students. Use of the program where required for intervention.

Teacher Collaboration

Building teacher collaboration, to provide through common planning, time to analyse the needs of the students. Within these teams, planning for curriculum will take place to identify specific goals. Moderation with common assessment tasks as well as teacher validation of grade allocations. Collective efficacy will take place to make for greater capacity. The achievement of Business Plan targets will be an Impact focus through year level and school collaboration.

Teaching for Impact Strategy

The Teaching for Impact Strategy will be used as a reflection tool at a school level to implement teaching practices that will best enable students to succeed. A school-based booklet will be used to inform practice, provide a common language and inform whole school approaches. School staff will use the strategy to reflect on practice.

Data Informed Practice

A focus on teachers to use data to check and understand which students are progressing at an appropriate level and how they could adjust their practice to drive improvement. The Acadience, NAPLAN and School Band assessments will be sources of data to use. Time will be dedicated in collaboration time and at whole school meetings. There will be a variety of information collated about each students learning. We will aim to monitor and reflect on the progress of every student. We will aim to compare student data across year levels and at year level to identify trends. Staff will work with and support colleagues to scrutinise data to help refine learning goals.

Prioritising Specialist Teachers

Through specialist programs, students will be encouraged to excel in the respective learning areas.

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

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

Academic

Acadience Reading Assessment

Acadience reading assessment is a set of measures used to assess essential early literacy and reading skills from Kindergarten through to Year Six.

Target

A pre test in Term 1 to be conducted and a post test to be performed in Term 4

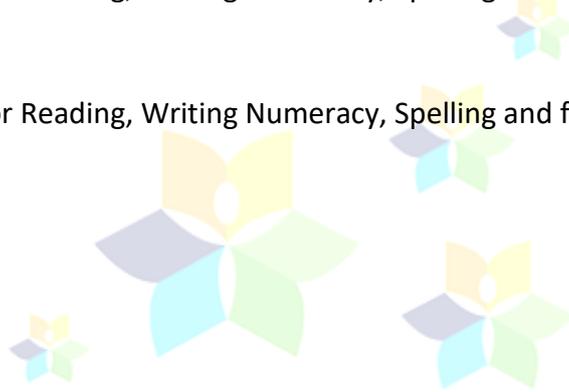
The aim will be to reduce the number of students at risk from Term 1 to Term 4 in each year level from Pre-Primary to Year Six.

Year 3 NAPLAN

To be at like school achievement for Reading, Writing Numeracy, Spelling and for Punctuation and Grammar.

Year 5 NAPLAN

To be at like school achievement for Reading, Writing Numeracy, Spelling and for Punctuation and Grammar.



Business Plan Priorities

The priorities and associated focus areas have been informed by our self-assessment processes and our vision for our students.

Priority One

Excellence in literacy teaching supported by current research and the use of data to inform teaching and learning and student improvement.

Priority Two

Providing specialised support to students through a variety of means including differentiation, student services staff and targeted intervention.

Priority Three

Provision of learning environments that carer for the social, emotional, academic and physical development of our students that reflect our school vision of student leadership (Leader In Me).

