

# FISO 2.0 Continua of Practice self-evaluation - 2022

Pearcedale Primary School (2961)



Submitted for review by Simon Anderson (School Principal) on 09 March, 2022 at 03:24 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 16 March, 2022 at 03:04 PM

Endorsed by Adam Moss (School Council President) on 06 May, 2022 at 08:12 AM

## FISO 2.0 Continua of Practice self-evaluation - 2022

Core element	Teaching and learning			
Dimensions	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships			
Emerging	Evolving	Embedding	Excelling	
Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities				
<p>The outcomes and experiences of our students are of low attainment, growth and quality.</p> <p>There are some strengths in our work that impact positively on students' outcomes, but there are important areas for whole-school development that need to be prioritised.</p> <p>Our school needs to introduce, or change, prioritised practices and whole-school improvement to enhance their effectiveness in responding to students' learning and wellbeing needs.</p>	<p>The outcomes and experiences of students are improving in terms attainment, growth and quality.</p> <p>The practices of our school demonstrate important strengths, and there are a number of important areas for development that need to be prioritised.</p> <p>Our school needs to alter and adapt a number of practices, building on areas of strength to work towards embedding, and prioritising areas for development.</p>	<p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>The practices of our school demonstrate significant strengths, with some areas for development that need to be prioritised.</p> <p>Our school needs to refine and further develop some prioritised practices to work towards excelling.</p>	<p>The outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>The practices of our school are outstanding and system leading. Our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>	
Self-evaluation evidence	During 2021 we continued our focus on Reading. As a school we continued to refine our instructional model, looking at timetabling, modelling and observing guided reading sessions, developing Close Reading planners and purchasing appropriate mentor texts and resources. Learning Specialists and the PAT continued to support staff through professional development, coaching, observations and modelled lessons providing feedback to staff to continue to develop their capacity. Whilst there was a specific Reading focus, we continued to refine instructional models in writing and numeracy- looking at assessment practices and classroom practice- providing			

	<p>support and resources where required. The Numeracy team ensure all classes were supplied with Maths Tubs- with appropriate concrete materials. Teachers were tasked with ensuring there was a Numeracy station in every classroom and Maths Vocab wall. Students were invited to participate in Pacing Days to provide insight and direction to teachers.</p> <p>Through the end of year teacher judgements, and discussions with staff, it was decided that the 2022 area of focus will be writing, with continual check ins and support provided in Reading and Numeracy where necessary.</p>
<b>Uploaded documents</b>	

<b>Core element</b>	<b>Assessment</b>		
<b>Dimensions</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
<b>Emerging</b>	<b>Evolving</b>	<b>Embedding</b>	<b>Excelling</b>
Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for school improvement			
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<b>Self-evaluation evidence</b>	In 2021 we began to use Essential Assessment across the school.. Teachers will continue to develop their skills in this area and unpack the data in Data Meetings to guide our teaching. PAT assessments were undertaken in Reading and Numeracy in Yrs 1-6 twice a year and these results were analyzed and used to support planning and moving forward. Teams continue to pre-test and post-test students to guide teaching practices. NAPLAN results were analyzed and gave us areas of focus for 2022- eg. Sentence Instruction and Vocabulary in Writing.
<b>Uploaded documents</b>	



Core element	Leadership			
Dimensions	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core			
Emerging		Evolving	Embedding	Excelling
Leadership refers to the shared processes and actions by staff and students that build a positive school climate through practices and relationships based on high expectations, shared values and a culture of trust				
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Self-evaluation evidence	Leadership is continuing to be developed through shared processes and actions by staff and students that build a positive school climate for learning and wellbeing. This is demonstrated through practices and relationships based on high expectations, shared values and a culture of trust. Middle Leaders (Team Leaders) meet weekly to seek support and guidance from PAT and each other and undertake professional development to improve their leadership skills. Team Leaders were provided with 100 mins per week to preform Learning walks, model sessions and observe their teams. Learning Specialist were out of the classroom 2 days a week to support teachers through observations, coaching and modelling. Learning Specialists were also part of the School Improvement Team.			

	Student Leadership opportunities were revamped in 2021. Though we experienced challenges through remote learning- students were still provided opportunities and roles in this area.
<b>Uploaded documents</b>	

Core element	Engagement			
Dimensions	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school			
Emerging		Evolving	Embedding	Excelling
Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community				
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<b>Self-evaluation evidence</b>	<p>Throughout remote learning staff ensured there was a strong connection between home and school. Teachers regularly communicated through platforms such as Seesaw, Compass, Webex and phone calls. Students regularly connected with their teachers on daily well-being checkins, lessons and individual sessions. Whilst on-site teachers and parents continue to have strong communication through Seesaw, phone calls, communication books, face to face meetings etc.</p> <p>JSC and the School Welfare Leadership Team provided student voice opportunities</p>
<b>Uploaded documents</b>	





Core element	Support and resources			
Dimensions	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students			
Emerging		Evolving	Embedding	Excelling
Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth				
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