

# 2022 Annual Report to the School Community

School Name: Pearcedale Primary School (2961)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

# About Our School

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## School context

Pearcedale Primary School prides itself on being a community-connected school. It is located in a semi-rural setting on the edge of the Mornington Peninsula (60kms south-east of Melbourne's CBD). The school was established in 1908. Now, in 2022, the school has an approximate enrolment of 750 students (divided into 36 classes) and a workforce of 100 employees. The leadership team comprises a Principal, 3 x Assistant Principals and 4 x Learning Specialists. The teaching staff comprises 50 full time and 14 part time teachers for a total of 54.0 FTE. The school also has approximately 30 Education Support staff comprising aides, psych, administration staff, first aid and maintenance. The school also hosts the Pearcedale Facility for Deaf and Hard of Hearing Students, comprising of 17 students with moderate to profound hearing loss. These students are integrated into the school program and receive listening, speech and language training and support from Facility staff (3.5 teachers and 3 aides). The Student Family Occupation (SFO) index is consistently around 0.45. There were 13 students who qualify for additional support through the program for students with a disability (PSD) at the school. The school offers a holistic approach to education that recognises the diverse needs of its students and the importance of tailoring teaching and learning to enable students to reach their potential. It also acknowledges the importance of an organised and effective approach to ensuring that the wellbeing needs of all students are met. Students have targeted welfare lessons at least once a week. The school community takes great pride in the environment and facilities of the school. The school has committed substantial funding into resourcing and implementing up to date technologies throughout the school. It is highly anticipated that continued growth and development in this area will remain a priority for the school. The specialist areas of Performing Arts, Physical Education, STEM, Visual Arts, and Auslan are a feature of the school. The combination of purpose built teaching spaces, great resources and highly skilled specialist teaching staff has contributed to the success and recognition of these programs. We operate as a Professional Learning Community School. The focus of Professional Learning Communities is on: • Ensuring that Students Learn, • A Culture of Collaboration and • A Focus on Results. This has brought about significant change to the way in which professional learning teams plan, deliver and assess the curriculum. In keeping with the school's Motto of "TEAM", the culture of collaboration is now well embedded into the school. All teams work together to ensure that all the students in their grade level are involved in the best learning environments. There is a shared responsibility for all students in a year level. A significant part of being a PLC is ongoing research into optimising the learning for students. As a result of being a PLC, the school has researched and implemented new programs which are having a great deal of success. The school has committed resources to ensuring that timely and targeted interventions are embedded into the weekly timetable to ensure success for all students. In 2022 an Intervention Team continued to systematically and regularly withdraw students for short periods of time to provide targeted intervention. The school also prides itself on providing a welcoming, caring and friendly environment. The School's Motto is TEAM and this is very much the way we structure our school with a focus on collaboration. The school has a School Improvement Team, Curriculum Teams, Professional Learning Teams, a Consultative Committee and Curriculum Committees which manage most areas of the school. Teams and committees meet on a regular basis and report back at staff meetings. All areas of the school have representation on these committees and all staff members are expected to represent their team on one or more of the committees. Our school is well supported by active and energetic School Council. Pearcedale Primary School provides a progressive, safe and happy learning environment, which encourages children, staff and families to all play an active role in the process of education

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### Learning

In 2022 we refocused our efforts on a set of common and core priorities: Literacy, Numeracy and Well-being. The school had a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expected that every student will make at least 12 month's growth in a school year, regardless of their starting point. Teachers had opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continued to expand and refine a repertoire of high-impact teaching strategies that were integrated into their daily practice, and these were shared with colleagues. The school has a clear redeveloped instructional models

that are based on research relating to high-impact teaching strategies Teachers questioned their impact through analysing various data, and were open to having their teaching reviewed, and were welcoming and responsive to thoughtful and constructive feedback. Teachers used multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies. The FISO Improvement Cycle was used to ensure early intervention, scaffolding and extension was accurately targeted and delivered. School leaders worked with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement. A targeted towards children at risk in reading including tracking documents, data discussions and intervention strategies, the Tutor Initiative Team intervention provided additional support to students "at risk" in reading and numeracy. In 2022 we concentrated on effectively mobilizing available resources to support our students, especially the most vulnerable. Pearcedale Primary School has worked hard to build the teacher capacity through collective inquiry. All staff use Google Drive across the school to assist in working collaboratively as a Professional Learning Community. Every staff member can access all documentation including policies, timetables, lesson plans, and IEP's. Curriculum documentation is constantly being reviewed and refined to ensure here is a consistency across the school. Instructional Models were re-developed in all subject areas by staff. This has further helped developed a sense of community with our staff with everyone being 'on the same page.' A targeted induction program and explicit support is provided to new and graduate teachers in the form of documentation, coaching, modelling, mentoring and induction programs. Our staff are developing their skills of collective inquiry, as part of our PLC process, our collaboration is specifically designed to impact teacher practice in ways that lead to better results. Consistent whole school language and practice across all classes has become established in all areas. Staff keep tracking data not only to monitor the progress of their students, but to also monitor their own progression in building capacity. The consistency of our approach is leading to the development of improvements in our tier one teaching, teacher capacity, curriculum development and delivery. Learning Specialists have continued to provide coaching and modelling sessions to all teachers. Learning Specialists worked with teachers to access coaching/peer observation/modelling/ mentoring. This process included one on one conversations, modelled lessons and observations. Teachers were provided with feedback on their practice. Pearcedale Primary School has worked hard to build teacher capacity through collective inquiry. Our teams of teachers relentlessly question the status quo, seek new methods of teaching and learning, test their methods, and then reflect on their results, building shared knowledge of the current reality and best practice. Using this approach staff began reviewing teaching and learning practices across the school. This process built shared knowledge and assessed teacher's capabilities in the areas of writing and reading particularly. A continual focus on the best practice of teaching literacy and numeracy leads to significant teacher capacity building and the new approaches to teaching across the school. Our Deaf and Hard of Hearing Facility continues to provide for a wide range of supports for the 17 children funded under this program. All staff continue to undertake professional development to ensure they are current with their knowledge and expertise.

## Wellbeing

### Wellbeing

Pearcedale Primary School encourages a partnership between school, home and the community providing a safe working and learning environment. The personal development and wellbeing of each student is central to the school vision. This is fostered through Respectful Relationships and wellbeing lessons. Students support each other through our leadership, peer mediator and buddy programs. We celebrated, learnt about and practiced our school virtues; Respect, Safe, Aspire and Courage. Our wellbeing team provide regular support to individual students, small groups, and cohorts. Pearcedale Primary has continued to maintain an excellent program of transitions across the school, with a strong focus at the start of each year on building positive cultures and setting the climate. Teachers and students are strategically allocated through ongoing transition sessions, evaluating personality traits, and learning styles. We have continued to build staff capacity, including professional development focused on proactive practice which engages learners and promotes positive classroom culture. Our Well-being Supplementary Survey shows - 91% of positive endorsement in Advocate at school (Year 4-6) (86 % for state). 82% of positive endorsement in Stimulated learning (Year 4-6) (78% for state) and 74% of positive endorsement in Student voice and agency (Year 4-6) (State 65%).

## Engagement

### Engagement

We have a collective understanding of these processes making sure they are linked to our school mission, vision and values. This is supported through regular and targeted professional reading, Professional Learning Team meetings, scaffolding through

professional dialogue and goals are aligned with our Annual Implementation Plan. The FISO Initiatives of evidence based high impact teaching strategies and setting expectations and promoting inclusion were heavily focused on to increase student learning and engagement at school. We focused on improving the quality of feedback to students through staff professional development and observations. Our work continues to focus on strengthening student voice, agency and leadership, to enhance our school community understanding in this area. The school continued non-attendance strategies such as teachers calling parents on the second day of absence, follow up by Assistant Principals and Principal as required etc The Attitude to Schools Survey- Effective Teaching Practice for Cognitive Engagement was 87% and Social Engagement was at 78%.

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## Other highlights from the school year

Pearcedale Primary School Students in Yrs 3-6 had the opportunity to be involved in our camping program in 2022. Yr 3 attended Camp Manyung in Mt Eliza, Yr 4 attended Phillip Island Adventure camp, Yr 5 Waratah Bay and Yr 6 attended Beechworth camp. Students in 5 and 6 also had the opportunity to attend Snow Camp and Instrumental students also had the opportunity to attend Music Camp. There were also excursion opportunities such as Como House, Gumbuya World, athletic and sporting opportunities, local community excursions. Moonlit Sanctuary, Cranbourne Botanic Gardens etc. Some Year 5 and 6 Students also trained for and attended the Human Powered Vehicle camp in Maryborough.

During the year there was a welcome return post covid to school events such as the Junior Christmas Concert, Anzac Day Assembly, Yr 3/4 Spectacular, School carnival, Trivia night, Footy Day, Pearcedale Cup, Foundation BBQ, Book Week parade etc. We are looking forward to continuing these fantastic community events in 2023.

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## Financial performance

The school is in a very sound financial position through the careful management of finances by the Administration staff at the school and in particular, the school's Business Manager. Equity funding was utilised with the continuation of a school wide intervention program to cater for at risk students. Funding was fully expended on the Tutor Learning Initiative to support students with their learning. The school undertook a variety of fundraising activities including the school carnival, Mother's/ Father's Day stalls, trivia night, Christmas Night Market, School Disco etc. The school carnival made an incredible profit of \$60000 - this money was expended on the new middle playground at an overall total cost of \$110000. Other expenditure items included purchase of furniture, garden equipment, and the development of our sensory room - "engine room". New storage devices for our iPad/notebook program were also purchased. The gazebo/bike Shed was also finally completed (delayed by covid). The school also installed new playground markings (100s board, snakes and ladders board, number dragon etc.)

The school entered into a new agreement for the OHSC program following a tender process in 2021.

School upgrades for the administration area were undertaken - in particular was the re-stumping of the staffroom /admin area including new flooring in many parts.

**For more detailed information regarding our school please visit our website at**  
<https://primary.pearcedaleschool.com.au/>