



PVSPS School Review 2017-20

What is a School Review?

The Department of Education (DET) conducts reviews of schools every 4 years. This rigorous process is conducted by the Victorian Registration & Qualifications Authority (VRQA) and the evaluation is completed with support from a DET appointed external reviewer. The school review supports each school to differentiate its improvement journey by building on current strengths and assisting it to respond to challenges. It emphasises continuous improvement and affirms that every student, no matter their background or circumstances, has a right to learn in a school committed to improvement. It maintains that every school can improve.

This is the process of improvement that school are guided by to ensure the process of evaluation if rigorous and accurate.



The review:

- welcomes school community participation in the review
- embraces the input of experts from both within and beyond the school
- forges links between evidence, school review, and strategic and annual planning
- seeks multiple perspectives, engagement with the whole school community and openness to challenge for improvement
- celebrates the strengths and achievements. The result of this is the development of the School Strategic Plan (SSP). It will inform the consultation process to take place in term 2, 2021 and Through this page you will be able to access a range of documents including:
 1. Reports detailing the results of surveys of key stake holders including students, parents and teachers
 2. School policy documents which are also looked at as part of the Review.

Our narrative for far:

But first here is a recap on some of the documents and tools school use during the review process that you may have seen and heard about.



The Improvement Model provides a common language and framework for school improvement. It is structured around four priorities that are shown to have a strong relationship with the effectiveness of a school. There are four dimensions within each priority, which schools focus on to improve students' learning achievement, health and wellbeing, and engagement



EMERGING	EVOLVING	EMBEDDING	EXCELLING
The curriculum plan is developed, documented and monitored			
Leaders establish processes to document the curriculum for the whole school, and to monitor its implementation through PDP processes.	Teachers analyse prior learning, engagement and achievement data, and consider the needs of student cohorts and Individual Education Plans (IEPs)	Teachers developing the school's curriculum plan are informed by a comprehensive analysis of student achievement data across the whole	Students and teachers collaborate regularly and, use data rigorously, as part of the school's curriculum development and documentation

The Continua of Practice is the primary self-evaluation tool available for schools. Schools undertake self-evaluation in preparation for school review as well as annually, identifying priority areas for improvement

and to regularly monitor practice change. It describes practices across four levels of proficiency, against which leaders, teachers, students and community members self-evaluate, reflect and inquire. Schools use the Continua to support learning from one another through networks and communities of practice, sharing effective leadership, learning and teaching practices.



The Improvement Cycle supports school leaders and teachers to implement improvement strategies through cycles of

inquiry. It can be used at the whole-school, year and classroom level. In the first stage of inquiry, schools use the FISO Improvement Model and Improvement Measures to evaluate practice, successes and challenges.



Pascoe Vale South PS Strategic Plan 2017-2020

2017 - 2020 STRATEGIC PLAN-Review Year 2021

Goals to improve student achievement, engagement and wellbeing:

- To enhance the learning growth and outcomes for every student in Reading and Numeracy
- To enhance student engagement in their learning
- To enhance a positive learning culture for students, staff, parents, carers and community

2020/21 Annual Implementation Plan

Key Improvement Strategies (KIS)

Goal 1- To enhance the learning growth and outcomes for every student in Reading and Numeracy

KIS – Strengthen the capacity of teachers to use data to implement precise targeted teaching

Goal 2- To enhance student engagement in their learning

KIS-Strengthen the whole school approach to student engagement and wellbeing

Goal 3- To enhance a positive learning culture for students, staff, parents, carers and community

KIS- Provide opportunities for parents to learn about the programs of the school and develop their understandings of current teaching and learning programs.



OUR NARRATIVE

so far.....



Term 4, 2020

- All staff attended Professional Learning (PL) outlining what a School Review is, the process and timeline for the review
- The same PL was presented to 2020 School Council
- Staff commenced the Pre-Review School Evaluation using the FISO Continua of Practice to determine what level the school reached over the last 4 years (emerging, evolving, embedding, excelling) in the priority areas of Excellence in Teaching and Learning, Positive Climate for Learning and Professional Leadership. Evidence was collated to support the level of practice
- School Council commenced the Pre-review School Evaluation using the FiSO Continua of Practice to determine what level the school reached over the last four years in the priority area of Community Engagement in Learning. Evidence was collated to support the level of practice
- A school survey was conducted via Compass, asking all families for answers to three questions:

1: What do you like about Pascoe Vale South PS?

2: What can we improve on at PVSP?

3: How can we improve PVSPS?

The results were collated and shared.

- JSC has completed a Bus Stop Protocol, where three questions were posed:

1. What do you like about Pascoe Vale South PS?

2. What can we improve at PVSPS?

3. How can we improve PVSPS?

The results were collated and shared with community in 2021.

Term 1, 2021

- The School Review Panel was formed including the Review (Karen P), SEIL(Tony P), 2 x Challenge Partners(Nicole-Principal) and EIL- Frances L, Carmel and Michelle, Prin Class team and 2 x Learning Specialist(Veronica & Ally-HD) and the School President, Daniel C and School Council Rep, Liz C
- Ongoing collection of documents, planners, schedules and Child Safe Standards Policies necessary for Minimum Standards, were collected and saved on SPOT
- A narrative was developed of the achievements, enablers and barriers of the Key Improvement Strategies, goals and targets outlined in 2017-20 School Strategic Plan. This was shared with all staff



Process
Preparation Meeting – 2 to 3 hours
DAY 1: Validation Day – one full day – May 4th 2021 (another Field work day can be added if it is felt needed by the panel on Validation Day)
DAY 2: Fieldwork Day – one full day- May 18 th , 2021
DAY 3: Final Panel Day- June 4 th , 2021

Preparation Meeting- was held on 27th April, Principal Class met with the Reviewer and SEIL.

- Conducted a school tour of PVSPS and outlined the methodology of the school
- Shared the highlights of the school from the last four years
- Minimum Standard documentation was sighted

Validation Day- the Review Panel will meet to acknowledge the work from the 2017-2020 School Strategic Plan (SSP)

- Classroom Observations will be conducted to validate some of the key elements outlined in the SSP, eg. Student Voice and Agency, Curriculum and Planning processes and community engagement
- A focus for the Fieldwork Day will evolve from the classroom observations, the school practice and performance and the FISO Continua of Practice
- The Fieldwork Day will also encourage feedback from all stakeholders, that is, students, families and staff

Final Panel Day

- The findings from the Fieldwork Day will begin to shape the SSP/AIP on the final panel day
- All stakeholders will have an opportunity to develop and endorse the 2021-24 SSP/AIP

Post Review

- Post Review Curriculum Day has been approved by school council to begin developing the school cultural context of the SSP, including the KIS, goals and targets reflective of the FISO Model and the Victorian Learning and Teaching Model. (see below)
- The SSP/AIP will be saved on the school website and shared on Compass
- Ongoing monitoring scheduled as per DET requirement

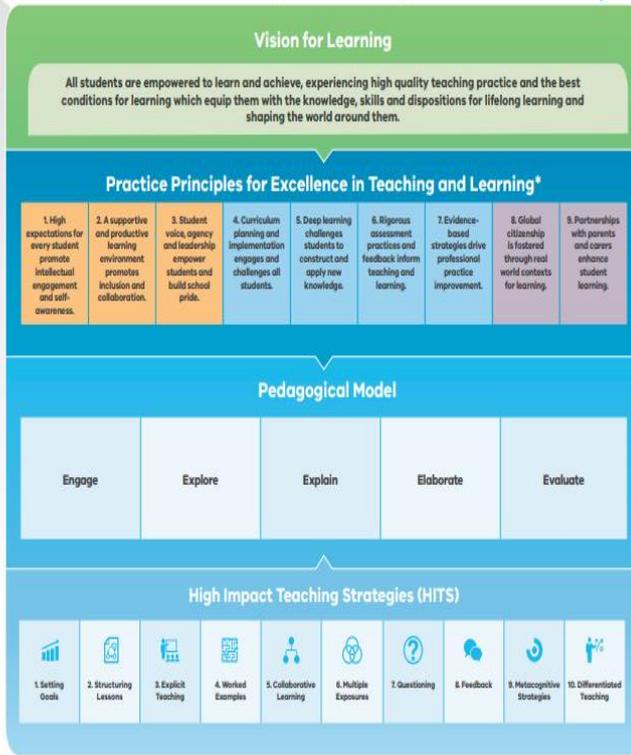


for Improving Student Outcomes (FISO) helps schools lift student outcomes and build system capability.



The Pedagogical Model describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles.

Victorian Teaching and Learning Model (VTLM)



A Vision for Learning helps create a unified set of values and beliefs to drive a high performance learning culture.

The Practice Principles are nine signature pedagogies which make the difference in improving student achievement and motivation.

The HITS are ten instructional practices that reliably increase student learning wherever they are applied.

