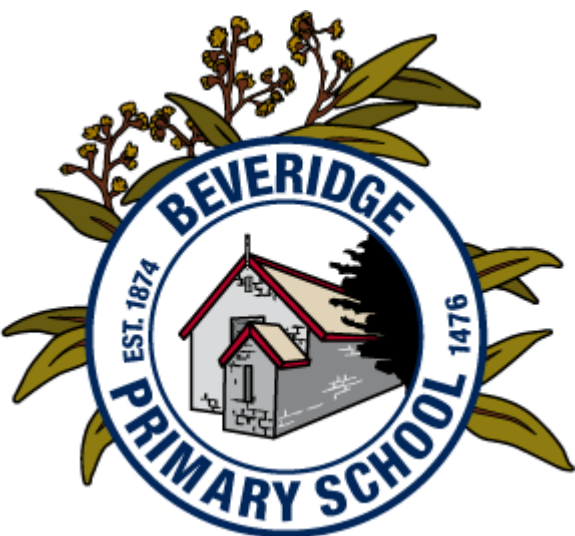


PRSE Self-evaluation Summary -

Beveridge Primary School (1476)



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	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving	<p>In reading Daily Task sheets are being used daily, the task boards are used consistently across the school and the language and structures are used in every classroom.</p> <p>In numeracy the developmental pathway has been established for Prep and work will continue with year 1 in 2018. Teachers are anecdotally stating that they are more confident teaching numeracy this year.</p> <p>What, why and how, the BPS version of Learning Intention and Success Criteria is operating throughout the school.</p> <p>PLT are running on alternate weeks for literacy and numeracy and fortnightly PD has occurred throughout this year. Observations with immediate feedback from consultants has accompanied PD program, learning walks and peer observations also operated at different points throughout the year. External school visits by all staff occurred in September and will form the basis of PDP action plans in 2018.</p>
	Curriculum planning and assessment	Evolving	
	Evidence-based high-impact teaching strategies	Evolving	
	Evaluating impact on learning	Evolving	

Professional leadership	Building leadership teams	Embedding	
	Instructional and shared leadership	Embedding	
	Strategic resource management	Evolving	
	Vision, values and culture	Evolving	

Positive climate for learning	Empowering students and building school pride	Evolving	
	Setting expectations and promoting inclusion	Evolving	Very low levels of resilience witnessed in data from internal surveys carried out in term 1 and 4, 2017. School introduced Zones of Regulation this year in preparation for implementation in 2018. Student voice opportunities only implemented in semester 2 but expected to have significant impact over the next 2 years. Anecdotal belief that parents and therefore students misconstruing what bullying is and also understanding of ASD and disruptive student responses by the school. Much greater work needed with staff and then our community to understand effective structures and responses to the spectrum of observed student behaviours. Classrooms are very calm and quiet. Attendance data down on previous years and suspected to be at least partly due to student deaths this year. More analysis required in 2018. Currently Junior school attendance is lower than upper school for the first time
	Health and wellbeing	Emerging	
	Intellectual engagement and self-awareness	Evolving	

Community engagement in learning	Building communities	Evolving	
	Global citizenship	Emerging	
	Networks with schools, services and agencies	Evolving	
	Parents and carers as partners	Emerging	