FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT

2018
# Contents

<table>
<thead>
<tr>
<th>Deputy Secretary's Message</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework for Improving Student Outcomes (FISO):</td>
<td>5</td>
</tr>
<tr>
<td><strong>Continua of Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Relationship of the Continua of Practice to the FISO Improvement Model and the FISO Improvement Cycle</td>
<td>5</td>
</tr>
<tr>
<td>Essential Elements</td>
<td>7</td>
</tr>
<tr>
<td>Using the Continua</td>
<td>7</td>
</tr>
<tr>
<td><strong>Priority Area – Excellence in Teaching and Learning</strong></td>
<td>8</td>
</tr>
<tr>
<td>Building practice excellence</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum planning and assessment</td>
<td>12</td>
</tr>
<tr>
<td>Evidence-based high-impact teaching strategies</td>
<td>14</td>
</tr>
<tr>
<td>Evaluating impact on learning</td>
<td>16</td>
</tr>
<tr>
<td><strong>Priority Area – Professional Leadership</strong></td>
<td>18</td>
</tr>
<tr>
<td>Building leadership teams</td>
<td>20</td>
</tr>
<tr>
<td>Instructional and shared leadership</td>
<td>22</td>
</tr>
<tr>
<td>Strategic resource management</td>
<td>24</td>
</tr>
<tr>
<td>Vision, values and culture</td>
<td>26</td>
</tr>
<tr>
<td><strong>Priority Area – Positive Climate for Learning</strong></td>
<td>28</td>
</tr>
<tr>
<td>Empowering students and building school pride</td>
<td>30</td>
</tr>
<tr>
<td>Setting expectations and promoting inclusion</td>
<td>32</td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td>34</td>
</tr>
<tr>
<td>Intellectual engagement and self-awareness</td>
<td>36</td>
</tr>
<tr>
<td><strong>Priority Area – Community Engagement in Learning</strong></td>
<td>38</td>
</tr>
<tr>
<td>Building communities</td>
<td>40</td>
</tr>
<tr>
<td>Parents and carers as partners</td>
<td>42</td>
</tr>
<tr>
<td>Global citizenship</td>
<td>44</td>
</tr>
<tr>
<td>Networks with schools, services and agencies</td>
<td>46</td>
</tr>
</tbody>
</table>

APPENDIX 1 - Essential Elements for School Improvement          48

APPENDIX 2 - FISO Essential Elements, Priority Areas and Dimensions 50
Deputy Secretary’s Message

We’re making Victoria the Education State so that all students are empowered to learn and achieve, experiencing high quality teacher practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them (Vision for Learning).

It is something we know intuitively as experienced educators – if students don’t feel we value and trust them, they won’t value and trust what we teach them. Now it is something we know conclusively as evidence-based leaders – there is hard and mounting research that empowered students are powerful learners too. That is why the Framework for Improving Student Outcomes (FISO) recognises empowering students and building school pride as a high-impact initiative in its Improvement Model. And it is why we are releasing this second edition of the FISO Continua of Practice, which amplifies the voice of students in conversations about improving their schools.

This amplification marks a significant change in expectations of the role of student voice, agency and leadership in school improvement. Contoured by the Improvement Model’s four priorities and 16 dimensions, the FISO Continua of Practice is our shared, evidence-based map of how to make schools more effective. From emerging and evolving, through embedding to excelling, each level of each dimension tells schools where they are on their improvement journeys but, more importantly, where they might go next.

The FISO Continua of Practice aims to help school leaders make the best possible use of the FISO Improvement Cycle. As the engine of school improvement, the Improvement Cycle turns the fuel of performance data into the energy of shared goals.

But just as a mapless driver in unfamiliar territory is easily lost, a school without a firm grasp of the FISO dimensions, and its progress in each, can easily lose sight of its desired destination.

In trying to make the territory of school improvement as familiar as possible the FISO Continua of Practice is necessarily detailed. We hope this will help you develop more precise and evidence-informed improvement strategies for your school.

The FISO Continua of Practice is also necessarily dynamic, as we continue to review the best available international research and consult leading experts and academics. The next edition – scheduled for release in late 2018 for use in 2019 – will also incorporate the hard-won insights of school leaders and teachers working tirelessly around the state to turn paper strategies into classroom realities.

Learning from each other, learning from research, learning from parents, learning from students – this is how our system learns. And translated into high quality teacher practice and the best conditions for learning, it is how to get to the destination we all desire – a Victoria in which every young person has knowledge, skills and dispositions to thrive in a rapidly changing world.

To find out more about student voice, agency and leadership and the link to student outcomes, see:

FISO Dimension: Empowering students and building school pride

Bruce Armstrong
Deputy Secretary, Regional Services Group
Framework for Improving Student Outcomes (FISO): Continua of Practice

The Continua of Practice for School Improvement (the Continua) is designed to assist principals and teachers to identify areas of practice that require attention in order to deliver improved student outcomes. The Continua assist principals and teachers to:

- use evidence and observations to self-evaluate their current practice
- locate their performance on an improvement-focused continuum
- understand what improved practice looks like
- develop a shared language for describing educational practice
- engage in conversations about improving professional practice.

Each continuum describes a range of practices across four proficiency levels (Emerging, Evolving, Embedding, Excelling).

Continua of Practice relationship with the FISO Improvement Model and FISO Improvement Cycle

Identifying the current levels of proficiency and the practices and behaviours of the next level allows schools to strategically plan for improving student outcomes. Being able to see progress along a continuum also helps to support change in teaching practice by articulating both the subtle and more significant differences required to achieve genuine change.

The FISO Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school. The model then provides more detailed information on the 16 dimensions.
Each continuum of practice focuses on one dimension and is ordered according to its priority area and level of impact.

The relevant FISO Priority Area appears at the top of each continuum:

- **Excellence in teaching and learning**
- **Professional leadership**
- **Positive climate for learning**
- **Community engagement in learning**

The six FISO Dimensions with the highest impact are called the high-impact Improvement Initiatives. These have been prioritised to appear first in each Priority Area of this description of the Continua of Practice.

These high-impact Improvement Initiatives are:
1. Building practice excellence
2. Curriculum planning and assessment
3. Building leadership teams
4. Empowering students and building school pride
5. Setting expectations and promoting inclusion
6. Building Communities

The remaining 10 FISO dimensions are:
7. Evidence-based high impact teaching strategies
8. Evaluating impact on learning
9. Instructional and shared leadership
10. Strategic resource management
11. Vision, values and culture
12. Health and wellbeing
13. Intellectual engagement and self-awareness
14. Parents and carers as partners
15. Global citizenship
16. Networks with schools, services and agencies

The FISO Improvement Model identifies the priority areas that are known to improve student outcomes. The Improvement Cycle provides the process to bring FISO to life by understanding how school practices are influencing their performance.

The Continua of Practice is an essential tool for schools undertaking the FISO Improvement Cycle (shown below).

The Continua are integral to school self-evaluation at both the six-month and twelve-month stages when monitoring the Annual Implementation Plan. Then, through a deeper dive, the Continua are vital to the pre-review self-evaluation, the quadrennial school review and the identification and selection of initiatives that align with the goals, targets and Key Improvement Strategies for the next School Strategic Plan.
There are areas of overlap between the FISO dimensions and the evidence base behind them – this is common to the nature of school improvement and this overlap is also apparent in the Continua.

Schools can engage intensively with the Continua relevant to their particular area/s of focus for each year. They can also use the other Continua to understand their practices more broadly, track status and progress, and avoid a decline in performance across the set of dimensions that schools consider when planning and monitoring improvement.

**Essential Elements for School Improvement**

To effect improved student outcomes, a number of Essential Elements need to be present. These form the foundation upon which improvement is built. The Essential Elements underpin FISO and are present across all dimensions of the Continua of Practice for School Improvement. (For a more detailed explanation of the Essential Elements see Appendix 1). The relevant Essential Element/s are referenced in each continuum.

**Using the Continua**

Each of the 16 FISO dimensions are colour coded to the FISO model and are accompanied by a definition and a relationship to the Essential Elements.

Each FISO dimension consists of several components and practice is assessed using the proficiency levels of Emerging, Evolving, Embedding and Excelling. Each proficiency level is accompanied by developmental descriptors.

Self-evaluation is performed against each component by using available evidence and data which assists a school in locating where they are situated on the developmental continuum in each of the FISO dimensions.

The descriptors in each continuum will also assist a school to identify the next steps it can take in its developmental journey of school improvement.

**Providing feedback**

This resource is the result of the generous collaboration of numerous educational leaders from across Victoria. Their input and feedback was essential in tailoring the Continua of Practice to meet schools’ needs.

This is the second version of the resource and your feedback will assist the Department in further improving the Continua. You can provide input into the development of future versions by emailing the School Accountability mailbox: schoolaccountability@edumail.vic.gov.au

---

**Essential Elements for School Improvement**

1. Documented curriculum plan, assessment and shared pedagogical approaches
2. School-based professional learning program developed and implemented that supports the school’s identified improvement strategies
3. School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement
5. Whole school approach to health, wellbeing, inclusion and engagement
6. Moderation of common student assessment tasks
7. Data collection, analysis and evaluation of student learning growth over time
8. Explicit use of evidence-based school improvement strategies and teacher professional practice activities
Excellence in Teaching and Learning
Priority Area

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning.

What teachers do in the classroom and how they interact with students is vital.
**Definition:**

Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Research highlights that the quality of teaching is a key determinant of variation in student achievement.

Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers’ individual learning needs. Student outcomes data is used to evaluate the impact of professional learning on teaching practice and student achievement. Effective schools use Communities of Practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice.

**Essential Element 2**

School-based professional learning program developed and implemented that supports the school’s identified improvement strategies

**Essential Element 7**

Data collection, analysis and evaluation of student learning growth over time

**Essential Element 8**

Explicit use of evidence-based school improvement strategies and teacher professional practice activities

---

### Professional learning is focused on student outcomes

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities. Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice.</td>
<td>Teachers have a shared focus for improvement in student outcomes. The school has clear goals and targets that support agreed FISO priorities. The school develops professional learning aligned with their FISO improvement strategies.</td>
<td>The school’s professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers’ individual plans have strong line of sight to the school’s goals and targets. Teachers make links between students’ progress data and their own professional learning needs.</td>
<td>A whole-school professional learning plan supports the school’s identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.</td>
</tr>
</tbody>
</table>

### Professional learning is collaborative, involving reflection and feedback

| Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice. | Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice. | The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. Structured mentoring and coaching programs are established. | The school has established teaching teams dedicated to challenging and improving each other’s practice. Student feedback is routinely sought and informs school improvement. The school’s Professional Learning Plan is developmentally-focused, and designed to enable both individual and collective responsibility and accountability. The plan supports collaborative professional learning to build collective responsibility for improved student outcomes. |
### Professional learning is informed by the collection, analysis and evaluation of student data

- **Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.**

- **Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.**

- **Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.**

- **Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.**

### Professional learning is evidence-based and modelled on recognised best practice

- **Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.**

- **Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.**

- **Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students’ progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school’s professional learning.**

- **The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers’ individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.**

### Professional learning is ongoing, supported and fully integrated into the culture of the school

- **A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.**

- **The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.**

- **The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.**

- **The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.**

---

**FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT**
### Definition:

Students and their needs are at the centre of curriculum planning and delivery. Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organised, taught and assessed. The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum (be it the Victorian F-10 Curriculum, VCE, VET or VCAL) and other learning experiences that will be offered. It enables all students to become confident individuals, successful learners and responsible citizens. Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. Effective teachers embed relevant assessment strategies into their curriculum plan so they can monitor student learning and make adjustments to their teaching strategies as required.

As the curriculum plan is being developed, students are involved, as they reflect on their own learning and on the use of assessment strategies such as self and peer evaluation, setting and monitoring learning goals or developing portfolios of evidence to demonstrate learning. Effective schools monitor and evaluate the impact of the curriculum plan on student engagement and learning outcomes and make adjustments aligned to mandated standards.

| Essential Element 1 | Documented curriculum plan, assessment and shared pedagogical approaches |
| Essential Element 6 | Moderation of common student assessment tasks |

### Emerging

The curriculum plan is developed and documented

- **Student achievement data informs curriculum planning.**
- **Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum.**

Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned.

The school provides some opportunities for students to engage in the curriculum planning process.

Teachers are familiar with the school’s School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement.

### Evolving

- School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning.
- Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum.
- The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment.
- The school actively seeks the views of students about curriculum content, delivery and assessment.
- The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP.

### Embedding

- A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs.
- A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school’s curriculum plan.
- The school has audited the current curriculum plan and identified areas that need to be reviewed to align to the SSP, AIP and identified FISO priority areas.

### Excelling

- A rigorous analysis of student achievement informs a sequential curriculum plan.
- Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning.
- Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment.
- A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning process.
- The leadership team has led a whole-school audit of the current curriculum plan, analysis of student data and identified priority areas, aligned to the SSP and AIP.

The plan is well established across each curriculum area and year level/cohort.
There is a holistic approach to curriculum, pedagogy and assessment

### The school’s curriculum plan

- The school’s curriculum plan identifies curriculum, pedagogy and assessment largely as separate inputs.
- Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support learning.
- A school assessment plan is developed, predominantly driven by summative assessment and reporting expectations.

### The school’s curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning.

- Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching.
- A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement.

### The curriculum is monitored and evaluated

- Teacher teams use student achievement data and is mainly conducted by the leadership team.
- Standardised unit and lesson planning templates are periodically refined.
- Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.
- Consistent processes are in place to monitor the effectiveness of programs in meeting the student’s learning goals and needs, based on a range of evidence.

### The school’s curriculum plan fully integrates learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning.

- A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.
- There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students’ knowledge and skills to quantify learning progress and to identify next steps.

The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback. A detailed analysis of outcomes data significantly informs this process.
Priority Area – Excellence in Teaching and Learning

Evidence-based high-impact teaching strategies

| Definition: | Evidence-based education is an approach where the methods used are based on significant and reliable evidence. It aims to apply the best available evidence, gained from scientific methods, to educational decision making. While every school is at a different stage of development and operates within a unique context and with a diverse student cohort and staff profile, there is a substantive evidence base about the common teaching practices that have the greatest impact on student outcomes. A number of pedagogical strategies have been found to have a high impact on student learning. A potential problem with trying to reduce effective teaching to individual strategies is that the whole may be greater than the sum of its parts. It is important that teachers use these strategies as a way to improve learning but also consider how they can be used in combination with each other. Professional learning is crucial to sustain authenticity, quality and consistency of practice. It is recommended that this domain be considered along with the document High Impact Teaching Strategies. |
| Essential Element 1 | Documented curriculum plan, assessment and shared pedagogical approaches |
| Essential Element 6 | Moderation of common student assessment tasks |
| Essential Element 8 | Explicit use of evidence-based school improvement strategies and teacher professional practice activities |

| The school has high expectations for student learning progress |
| Teachers recognise that students of the same age will be at different points in their learning and may progress at different rates. The leadership team supports raised consciousness of how teaching practice impacts the learning of individual students. |
| Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly. |
| Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice. Teachers enhance students’ self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student. |
| The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expect that every student will make at least 12 month’s growth in a school year, regardless of their starting point. Teachers engage students in learning and develop students’ self-regulation, enhanced self-efficacy and self-esteem as learners. |

| The school develops teacher knowledge of high-impact teaching strategies |
| Professional learning addresses teacher knowledge of evidence-based high-impact teaching strategies. |
| The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans. |
| Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues. Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher Performance and Development Plans. |
| Teachers demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all learners. Teachers have a deep understanding of their teaching and the effect it has on student learning. The school has internal capacity to update understanding and practice of high-impact teaching strategies and identifies and seeks external expertise when required. |
The school implements consistent and sustained high-impact teaching strategies

- Teachers understand the rationale for consistent, high-quality teaching strategies across the school.
- Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement.
- Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies, and experiment with new practices.
- Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues.
- Teachers are committed to improving their practice and actively seek feedback and support from each other.
- Professional Learning Communities support individuals in making incremental changes to their practice.
- Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students.
- The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities.
- The leadership team allocates time and resources to support teachers in implementing consistent strategies at all levels.
- Teachers demonstrate the confidence and skills to talk about quality teaching. They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.
- In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence.
- The leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry cycle.
- Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy—a belief that teachers are jointly responsible for ensuring the success of all students.

The school monitors and evaluates its practice

- Teachers rely on summative assessment data to evaluate student progress and identify gaps in student learning.
- Teachers plan to address some student misunderstandings and persistent challenges.
- The leadership team challenges and supports teachers to reflect on and evaluate the impact of their teaching on student learning.
- Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching.
- Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.
- Teachers use student data to tailor their teaching and preference appropriate high-impact teaching strategies.
- They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.
- Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies.
- The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered.
- School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.
Definition:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future learning. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Assessment ‘of’ learning usually happens at the end of a cycle of learning for summative purposes. Assessment ‘for’ learning refers to integrating assessment information into the teaching and learning process. Assessment ‘as’ learning has a stronger emphasis on students becoming independent learners. Assessment ‘as’ and ‘for’ learning are often referred to as formative assessment.

Effective teachers see formative assessment as an integral part of teaching and learning, for both themselves and their students. Using data and feedback, teachers identify important issues which drive inquiry and actions. They monitor the impact of their actions and adjust their practice accordingly.

School leaders share a strong message about the impact of teaching on student learning outcomes and they support and challenge teachers to understand their effectiveness. They ensure that ongoing evaluation of teachers’ current practice is used to focus their professional learning and Performance and Development Plans.

<table>
<thead>
<tr>
<th>Essential Element 6</th>
<th>Essential Element 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderation of common student assessment tasks</td>
<td>Data collection, analysis and evaluation of student learning growth over time</td>
</tr>
</tbody>
</table>

The school builds assessment literacy

<table>
<thead>
<tr>
<th>The school builds assessment literacy</th>
<th>Evaluating</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Teachers provide students with feedback on strengths and areas for improvement to progress learning.</td>
<td>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student’s achievement relative to their learning goals and their needs, in order to progress learning.</td>
<td>Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is routinely adjusted to cater for individual needs. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking. Teachers and students feedback to each other about student progress. Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve.</td>
<td>All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth. A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes. The school documents the processes which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.</td>
</tr>
</tbody>
</table>
### The school connects student assessment with learning

| The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning. | Teachers work in teams to analyse assessment data and monitor students’ learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches. | Documented whole-school assessment strategies develop teachers’ capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning. | Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidence-based strategies. |

### Teachers evaluate and modify their teaching practice

| Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards. Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills including peer observation, feedback and coaching. | Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching. | Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritises assessment data analysis. Teachers evaluate the effectiveness of their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices. | A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students’ progress. Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning. The school uses student learning data for strategic planning of teacher individual and collective professional learning. |
Professional Leadership

Priority Area

School leadership significantly impacts on student outcomes, second to teaching quality.
FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT
**Definition:**

Effective schools build an improvement culture by developing the capabilities of their leadership team. Schools do this by using evidence-based data, implementing proven coaching and feedback techniques, and strengthening succession planning and induction of new teachers.

In turn, leadership teams are driven by the moral purpose of improving the educational outcomes of all students. They empower and develop their staff, collectively and individually at their point of need, expect consistency of practice and establish high levels of accountability. They create safe environments where teachers are able to develop their practice with others.

Effective leaders contribute to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support. They create the conditions where leadership thrives by building team capacity, collectively and individually, with a shared purpose based on the school’s vision and values, context and data.

---

**Essential Element 2**

School-based professional learning program developed and implemented that supports the school’s identified improvement strategies

**Essential Element 3**

School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan

---

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
</table>

**The leadership team leads school improvement**

- Quality conversations are led by the principal class.
- The leadership team develops a basic understanding of current research and uses student data to influence the school’s choice of FISO priorities for school improvement.
- The leadership team supports the development and actions of a School Improvement Team.
- The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey.
- Professional learning to develop leadership capacity for school improvement is promoted.

- The leadership team applies their understanding of current research and student data to plan and implement school improvement.
- The leadership team provides clear and explicit direction and support for the School Improvement Team’s activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP.
- The school’s selected FISO initiatives are aligned with the SSP and AIP.
- Leadership roles are aligned with the SSP and AIP priorities.
- The school provides opportunities for aspirant leaders to build their capabilities in school improvement.

- The leadership team has a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school’s vision, values and culture.
- The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school.
- Whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement.
- The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.

- The school community has a clear understanding of the school’s vision, values and culture and the priorities driving the school improvement agenda.
- The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP.
- There is a culture of review, responsibility and shared accountability for school improvement.
- Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.
The leadership team leads professional learning

Leaders participate in professional and community networks and forums to broaden their knowledge and practice.

A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school.

The leadership team identifies and provides access to appropriate professional learning for teachers.

The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching and mentoring.

A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school’s identified FISO improvement strategies.

Leading teacher and experienced teachers’ roles and responsibilities include facilitating the school professional learning program.

Leaders engage in the Communities of Practice.

The leadership team participates in and leads Professional Learning Teams. Informed by current research, they continually challenge each other to improve each other’s practice.

Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes.

Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school.

Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning. Informed by current research they provide effective feedback for system improvement.

The leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on the school’s identified FISO improvement strategies.

Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support ongoing improvement and progression.

The leadership team ensures a safe environment

The leadership team shares expectations for respectful behaviour and communication between all members of the school community.

Leaders support the development of a common language around the school’s values and vision and encourage others to act in accordance with them.

The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.

Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school’s values and achievement of the vision.

The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community.

Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.

The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community.

Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement.
Definition:

Principals are responsible for developing a culture of quality teaching, learning and student achievement. Effective leaders are identified by their competence in planning, coordination and evaluating teaching and the curriculum. They are actively involved in discussions with teachers about instructional matters, including how instruction impacts on student achievement. They work with teachers to review and enhance teaching and are directly involved in coordinating the curriculum across year levels. They ensure that student progress is systematically monitored and that teachers use assessment results to inform and direct their teaching. Importantly, leaders understand their role is to lead student learning and they will self-manage to ensure they are prioritising student outcomes.

Effective leaders recognise the importance of distributed leadership as a collaborative effort undertaken between people who trust and respect each other’s contributions. Principals empower a group of leaders to build their leadership capacity as they change roles over time depending on school and student needs.

Effective leaders actively distribute leadership across an increased number of people in an organisation in order to build capacity within a school through the development of enhanced pedagogical practices. Leadership becomes a collaborative endeavour involving teachers and students.

---

Essential Element 1
Documented curriculum plan, assessment and shared pedagogical approaches

Essential Element 2
School-based professional learning program developed and implemented that supports the school’s identified improvement strategies

Essential Element 4
Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

Essential Element 7
Data collection, analysis and evaluation of student learning growth over time

---

Priority Area – Professional Leadership

Instructional and shared leadership

---

School leaders lead teaching and learning

Emerging

Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff.

Leaders encourage staff to work together to develop curriculum, teaching and assessment strategies.

Evolving

Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data.

Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching.

Embedding

Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently.

Leaders are seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others.

Excelling

Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.

Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous evaluation and improvement of practice with performance and development processes.
School leaders lead whole-school improvement

Leaders encourage teachers to collaborate and review the impact of their teaching on student learning.

The principal identifies priority areas for improvement consistent with the school’s AIP.

All teachers have a Performance and Development Plan with alignment to AIP goals.

Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices.

The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP.

All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.

Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs.

The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals.

School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.

Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school.

The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement.

The principal’s Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans. Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.

School leadership is shared

The principal provides some opportunities for teachers to take on leadership roles outside the classroom.

Leaders consider input from teachers at the school when making decisions.

Students’ views on school organisational matters are considered.

The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development.

The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions.

The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and learning.

The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents.

The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes.

The school has formal and informal processes for students to represent student views on school organisation and teaching and learning initiatives.

The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience.

Leadership is distributed and centred around developing the capabilities of all members of the school community, including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture.

The practice of teachers and the school’s improvement agenda is directly influenced by systemic student input.
Strategic resource management is a critical factor in school improvement. Effective leaders are able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions while ensuring integrity. They respond strategically to opportunities in the external environment for the benefit of the school community.

Effective leaders ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

By effectively managing risk, using data and making well informed and intentional resourcing decisions, leaders can enhance the delivery and impact of their School Strategic Plans. Resourcing strategically means securing and effectively allocating resources to support instructional priorities, including support for students facing disadvantage and use of Equity Funding. Effective leaders determine what teaching expertise and resources are needed to achieve student learning goals and source and allocate them accordingly.

**Essential Element 7**

Data collection, analysis and evaluation of student learning growth over time

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school has a culture of strategic thinking, planning and resource allocation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal articulates a clear direction for the school relevant to its context. The principal determines the allocation of school resources based on immediate school needs. The principal uses whole-school data to identify school improvement goals linked to the AIP.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal develops decision-making processes that recognise the school’s context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit. The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources. The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal demonstrates an understanding of the school’s context and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their thinking and planning. The principal, in collaboration with the business manager and school council, uses school and local data for strategic planning and accountability. There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal uses an understanding of the broader educational influences, both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek creative and innovative solutions, including the leverage of community resources and opportunities. Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness. The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The school strategically uses human resources

| The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school. The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills. They ensure that beginning teachers and teachers new to the school have a thorough induction to the school. |
| The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school’s objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors. |
| The principal regularly reviews evidence of the school’s progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required. The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles. The principal strategically invests in professional learning that supports school improvement priorities and goals. Instructional leaders connect teacher needs to school strategic planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities. Beginning and new teachers are supported to understand and contribute to the school culture of high expectations and their feedback informs the review of the induction processes. |
| The principal integrates student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP. The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders. They match teacher strengths to the different needs of students in the school. They embed a culture of review, responsibility and shared accountability to achieve school goals. New and beginning teachers build their capacity to support student learning and their feedback shapes the school’s induction processes. |
**Priority Area – Professional Leadership**

**Vision, values and culture**

<table>
<thead>
<tr>
<th>Definition:</th>
<th>A school’s vision articulates to the whole school community its values and desired future achievements. It aims to gain support for the school’s core educational values, goals and improvement plan. Schools routinely communicate their vision, values and culture to students, staff, parents and through strong local partnerships with community organisations and other service providers. Effective leaders demonstrate a capacity to lead the school community in promoting a future focused vision, underpinned by common purposes and values and they secure the commitment and alignment of stakeholders to realise the potential of all students. Effective leaders set high expectations and prioritise student engagement and achievement. Powerful whole-school goals are communicated clearly to focus attention on all teachers’ responsibility to improve student outcomes. Effective leaders work hard at communicating goals and expectations and building teacher and community consensus.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Essential Element 3</th>
<th>School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school’s vision, values and culture position it for student improvement</strong></td>
<td><strong>Leaders begin to develop the school vision and values. They engage staff in discussions about the school’s vision, values and goals and make links to the current work of the school. Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice.</strong></td>
<td><strong>Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP. Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement.</strong></td>
<td><strong>Leaders clearly articulate the school vision and values and their importance in guiding all school work. Analysis of student learning data and consultation with students and parents/carers inform the development of the school’s goals for improved student learning. Leaders work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets. They engage staff in goal monitoring and goal alignment to vision and values.</strong></td>
</tr>
<tr>
<td><strong>Values, informed by the school’s vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school’s attention on core learning priorities. Leaders, staff and students co-design clear, short and long-term goals for the AIP, aligned to the vision, values and culture of the school.</strong></td>
<td><strong>Values, informed by the school’s vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school’s attention on core learning priorities.</strong></td>
<td><strong>Values, informed by the school’s vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school’s attention on core learning priorities.</strong></td>
<td><strong>Values, informed by the school’s vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school’s attention on core learning priorities.</strong></td>
</tr>
</tbody>
</table>
### School leaders communicate the vision and values and engage with stakeholders

<table>
<thead>
<tr>
<th>Leaders communicate the school’s vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school’s vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school’s vision. The school values clearly underpin the work of the school. Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school’s values to enhance student connectedness to the school.</td>
</tr>
<tr>
<td>Leaders make public and reinforce the relationship between the school’s vision, values, goals and the improvement strategies articulated in the AIP. Leaders actively seek to engage with a range of stakeholders in the development and support of the school’s vision and values. Processes are established to consult with students, parents/carers and potential barriers to engagement are identified.</td>
</tr>
<tr>
<td>Leaders articulate the school’s vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school planning and resource decisions to the school vision and goals. Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school’s vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and goals.</td>
</tr>
</tbody>
</table>
Positive Climate For Learning
Priority Area

School climate impacts health and wellbeing outcomes as well as students’ motivation to learn and achieve.
FISO CONTINUUM OF PRACTICE FOR SCHOOL IMPROVEMENT
## Priority Area – Positive Climate for Learning

### Empowering students and building school pride

**Definition:**

Effective schools build a culture where teachers and students work together, and where student voice, agency and leadership are understood as inter-related factors that contribute to the notion of empowerment and sense of school pride.

**Student voice** is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes.

**Student agency** refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

**Student leadership** is not confined to a small group of individuals, as leadership potential is inherent within all learners. Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values. Trust, autonomy and relationships are enhanced through the development of leadership qualities.

Effective schools validate and embrace student voice, agency and leadership. They understand the importance of creating learning environments that promote independence, interdependence and self-motivation. They build productive and inclusive school cultures for all adults and students.

Effective teachers enable students to be active participants in their learning. They are responsive to student feedback and adapt their teaching practice to suit the needs of all students. When students experience a sense of belonging and significance through voice, agency and leadership, they are likely to articulate their sense of empowerment and school pride.

### Essential Element 4

Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

### Emerging

The school activates student voice

- A Student Representative Council (SRC) has been established.
- Student opinions are invited by SRC in relation to school activities such as fundraising and student events.
- The school sees student voice as important in building student motivation and engagement and is developing its policies and practice.
- Student views are expressed through formal channels such as the SRC or student focus groups.

### Evolving

The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed.

- Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice.
- The school has adequate processes to respond to student voice.
- The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice.
- Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council.

### Embedding

The school proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council.

- The school provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice.
- Students have meaningful input to many aspects of the school.
- Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions.
- Student voice is evident in the school review improvement cycle through various touchpoints.

### Excelling

- The school has highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; the student voice team is broad and diverse.
- Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school.
- The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture.
- The school’s improvement cycle has student voice deeply embedded in it as an integral and natural element.
- Schools can describe and demonstrate the impact of student voice, agency and leadership.
### The school activates student agency

<table>
<thead>
<tr>
<th>Students have some limited opportunities to direct the path of their learning</th>
<th>Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students set some goals in narrow aspects of their learning. They are not highly aware of their own learning progress</td>
<td>Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating learners. Students have the opportunity to influence the curriculum. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making.</td>
</tr>
<tr>
<td>Students and teachers have an authentic learning partnership throughout the school.</td>
<td>Students and teachers have responsibility for their learning and are, on the whole, independent and self-regulating learners. Students can track and measure their own learning growth. They can present a sophisticated understanding of their learning and achievements through three-way conferences. Students are involved in the design and implementation of school programs and policy and actively contribute ideas about student-led learning opportunities.</td>
</tr>
</tbody>
</table>

### The school activates student leadership

<table>
<thead>
<tr>
<th>The student leadership model consists of a small proportion of students who hold leadership positions. Student leaders are generally those students who are confident, articulate or recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities and events including student achievements, celebrations and sporting successes.</th>
<th>Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. The student leadership team exerts influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school’s policy framework to enable young people to be active and empowered citizens who apply democratic principles and behaviours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers. The student leadership team influences decision-making on behalf of students across wide-ranging aspects of the school.</td>
<td>The school has sophisticated opportunities and structured models that promote school-wide, leadership practice. School structures are highly developed to ensure that student leadership is enmeshed in the fabric of the school. The school actively develops leadership skills in all students, and works with a variety of community stakeholders to provide opportunities for students to practise these skills. Members of the student leadership team can confidently represent their school and its students. They generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged or who lack the skills and confidence to express views and opinions.</td>
</tr>
</tbody>
</table>

### The school builds school pride and connectedness

<table>
<thead>
<tr>
<th>The school infrastructure enhances a teaching and learning environment that engenders a feeling of pride and connectedness in students. Student achievement is celebrated at a classroom level. Discussions about students’ achievements with peers, parents/carers and staff are positive and designed to build self-esteem and pride.</th>
<th>Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to all who visit the school. Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.</td>
<td>Students have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others. They feel that they are truly a part of a school community. This sense of pride in the school and its culture is shared by teachers, students, parents and the broader community.</td>
</tr>
</tbody>
</table>
Setting expectations and promoting inclusion

**Definition:**
Supportive and inclusive schools foster school connectedness and engagement with learning. They ensure that their school vision and values are embedded in everyday practices and interactions and they work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students.

Safe, supportive and inclusive schools celebrate and protect diversity and understanding of others, acknowledging the right of every child, no matter their background or ability, to achieve the best possible outcomes at school. High standards are enforced, employing explicit strategies, policies, procedures and programs to teach and encourage respectful behaviour, school connectedness and engagement with learning.

Effective schools set behaviour expectations, building teachers’ understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours. Metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students’ resilience, optimism, confidence, social and emotional skills.

**Essential Element 5**
Whole-school approach to health, wellbeing, inclusion and engagement

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school fosters inclusion and engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds. Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.</td>
<td>Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference. The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.</td>
<td>Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community members with diverse cultural and linguistic backgrounds to develop class and school programs. Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.</td>
<td>Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity. Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students’ social and cognitive skills and providing an inclusive learning environment.</td>
</tr>
</tbody>
</table>

| **The school has a culture of high expectations** | | | |
| The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing. Teachers set learning goals for students and monitor achievement. | High expectations around student behaviour and learning are aligned to the school’s vision and values and are documented in policies and guidelines. These are promoted to the school community. Teachers engage with students in setting and monitoring learning goals. | The school’s values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions. Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students. | A whole community commitment to the school’s vision, values and high expectations supports a learning environment that maximises success for all students. Students set aspirational learning goals and they monitor and evaluate progress independently. |
### The school promotes student safety and wellbeing

- The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehavior including critical incidents and bullying.
- The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning environment and to minimise risk.
- Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school’s curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours.
- The school’s comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.
- The school works with parents/carers and families to develop students’ social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies.
- Collected data shows evidence of improved learning outcomes resulting from an environment where student well-being and safety is prioritised and actively promoted across the community.
- The school employs a range of strategies targeted at students, parents/carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.
- Students take an active role in promoting safety and in reducing inappropriate behaviour.
- There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.

### The school supports students and manages behaviour

- The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour.
- There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.
- The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours.
- Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.
- Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently.
- All classes provide safe and welcoming learning environments in which students respect and value on-task learning.
- The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour.
- The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed.
- The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.
**Priority Area – Positive Climate for Learning**

**Health and wellbeing**

**Definition:** Health and wellbeing programs have a positive and significant impact on attitudes to learning, social relationships and student achievement. Effective schools take steps to support students’ wellbeing and physical needs, as well as fostering a sense of community and belonging for all. They use social and emotional learning approaches to develop students’ self-management and awareness, empathy and relationship skills. Schools ensure that every student has a secure, positive and ongoing relationship with at least one member of staff.

Teachers incorporate social and emotional learning programs into their classroom to improve a range of student outcomes, including student wellbeing and achievement. Learning is reinforced when the broader school environment is consistent with the knowledge, understanding and skills taught through the Health and Physical Education curriculum as well as the Respectful Relationships program which supports students to make decisions about their health, wellbeing and safety.

A healthy school environment for staff, students and families is developed through health promoting school policies and processes, supportive physical and social environments and partnerships with parents, community organisations and specialist services.

---

<table>
<thead>
<tr>
<th>Essential Element 4</th>
<th>Essential Element 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</td>
<td>Whole-school approach to health, wellbeing, inclusion and engagement</td>
</tr>
</tbody>
</table>

---

**The school strengthens the social and emotional wellbeing of students**

| The school has developed and documented a health and wellbeing policy. Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations. The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour. | The school’s health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute. The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students. | The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly. The school works with families and community groups to develop students’ social and emotional health, and to plan consistent and complimentary approaches within and beyond the school. | The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs. The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement. The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs. |

---

**The school addresses the physical health needs of students**

| The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene). The school creates a positive environment that promotes the physical health of students. Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise. The school program allows for opportunities for all students to participate in physical activity. The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home. The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students. | The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff. The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student’s needs. |
### The school addresses the psychological and social wellbeing of students

<table>
<thead>
<tr>
<th>The school’s curriculum plan identifies the importance of self-awareness and self-care.</th>
<th>The school’s curriculum plan includes positive self-identity and self-management strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides professional learning on the use of cognitive strategies that enhance students’ psychological wellbeing.</td>
<td>Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.</td>
</tr>
<tr>
<td>Teachers engage in positive interactions with students in their classes.</td>
<td>Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement.</td>
</tr>
<tr>
<td>The school has wellbeing programs and structures which target the needs of some students.</td>
<td>Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</td>
</tr>
<tr>
<td>The school takes a whole-school approach and works with community organisations that support mental health.</td>
<td>Staff have consistent understandings and regular engagement with the school’s health, wellbeing, inclusion and engagement policy.</td>
</tr>
<tr>
<td>Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All teachers build positive relationships with students which reinforce each student’s self-worth and abilities.</td>
<td>The school partners with parents/carers to develop students’ cognitive strategies for self-management.</td>
</tr>
<tr>
<td>The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</td>
<td>The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher.</td>
</tr>
<tr>
<td>Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</td>
<td>Staff are trained to identify students requiring referral to trained professionals.</td>
</tr>
</tbody>
</table>

### The school supports students to realise their potential

<table>
<thead>
<tr>
<th>The school has a documented framework of behaviour, attitudes and expectations based on the school’s vision and values that supports student wellbeing and encourages all students to reach their potential.</th>
<th>Students can articulate the high expectations teachers have set for them and the steps they need to take to reach their potential.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school explores strategies to build student resilience.</td>
<td>The school works with parents/carers to ensure that their children are supported to reach their potential.</td>
</tr>
<tr>
<td>Students value the opportunities provided by the school to contribute to their learning.</td>
<td>Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.</td>
</tr>
<tr>
<td>The school empowers all students regardless of their circumstances or background to realise their potential.</td>
<td>Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.</td>
</tr>
</tbody>
</table>
Definition: Students learn best when they are engaged in work that is interesting, personally relevant, appropriately challenging and when they receive regular feedback on their progress. Teaching for intellectual engagement involves the design of authentic tasks that develop students’ critical and creative thinking, teamwork, negotiation, decision-making, synthesis and problem solving skills. When teachers have high expectations of student learning, students know they are respected as learners and that teachers believe they can succeed.

To challenge students at their point of learning need, effective teachers collect robust evidence of student learning and use it to target their teaching. They use formative assessment to refine their teaching in response to individual learning needs, through identifying the source of student misunderstandings and understanding what each student is ready to learn next.

Explicitly teaching students metacognition strategies supports them to evaluate their own progress, self-regulate and take responsibility for their own learning.

Supportive and inclusive schools deliberately foster school connectedness and engagement with learning, especially for those students who are at risk of falling behind or disengaging with school.

Essential Element 4
Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

Essential Element 7
Data collection, analysis and evaluation of student learning growth over time

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a culture of high expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are aware of the importance of maintaining high expectations for all students.</td>
<td>The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion.</td>
<td>Students set high expectations for themselves and their peers and support each other to reach these high expectations.</td>
</tr>
<tr>
<td>Teachers use data to formulate common learning goals for students.</td>
<td>Students’ learning growth is regularly measured and informs goal setting for individual students.</td>
<td>A detailed analysis of student outcomes data enables teachers to support and challenge all students to reach their potential.</td>
</tr>
<tr>
<td>Teachers and students set individual learning goals together and teachers help students see their progress.</td>
<td>Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students.</td>
<td>A whole of community commitment to the school’s vision, values and high expectations policies supports a learning environment that maximises success for all students.</td>
</tr>
</tbody>
</table>
Students apply metacognitive strategies to their learning

Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person’s ability to learn is not fixed and that effective learning strategies can be learned to improve performance.

Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems. Students are given strategies to set goals and monitor their own progress. Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. They support students to adopt a growth mindset.

Teachers give students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them.

Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Students trial different strategies to enhance their thinking and learning.

Teachers provide students with rich open-ended tasks and students approach the work using a range of individual and collaborative techniques. Teachers effectively diagnose individual students’ abilities, in order to explicitly teach using tailored strategies that are appropriately challenging.

All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.

The school supports and fosters intellectual engagement

Individual teachers are supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice.

Teachers work independently and generally prepare one lesson for a whole class.

Teachers increase student engagement by creating lessons that reflect student interests and stimulate their curiosity.

The school invests in time, tools and training to build all teachers’ capability in student assessment and targeted teaching.

Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests.

Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence.

Lessons are developed with different student abilities and interests in mind.

Teachers work collaboratively to collect evidence of student learning and develop targeted teaching strategies which develop engagement, curiosity and academic rigour.

Teachers design challenging activities that involve student choice, deep understanding, discipline-rich inquiry, problem solving and collaboration.

Teachers identify individual student needs and monitor learning growth based on student feedback. Teachers modify and adapt instruction to each student’s ability and provide feedback to assist all learners to continually improve their learning.

Teachers design rich open-ended tasks and students approach the work using a range of individual and collaborative techniques. Teachers effectively diagnose individual students’ abilities, in order to explicitly teach using tailored strategies that are appropriately challenging.

All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.

All teachers collect rigorous evidence of learning, target teaching and evaluate the impact of individual, team and school level practice.

Teachers use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.

Students are intrinsically motivated, independent learners. They monitor their own progress and identify and communicate their learning needs to their teachers. Students feel safe taking risks in their learning.

The school works with the community to create a culture of mutual responsibility for independent learning.
Community Engagement
Priority Area

The greatest impact on student outcomes is the home environment.
**Definition:**
Effective schools establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for their students. They recognise that developing relationships with the local community, business, government, community organisations and other education providers, strengthens the capacity of schools and families to support their students’ learning and development outcomes, as well as having the potential to enhance social inclusion and build social capital. These relationships provide access to expertise, facilities, resources, support and services, opening up additional opportunities for students to reach their full potential and achieve outcomes.

Schools that partner with families and community-based organisations create a network of support for student wellbeing and engagement. Such networks can mitigate against barriers to student learning such as ill health, bullying and isolation. Genuine school/family partnerships are based on trust and mutual respect and support the school’s vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student agency.

---

**Essential Element 5**
Whole-school approach to health, wellbeing, inclusion and engagement

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school develops parent, carer and family engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child’s learning at home. Teachers update parents/carers on the status and progress of their child’s learning and have protocols in place to respond to issues and concerns.</td>
<td>The school provides opportunities for parent/carer participation in the operations of the school. It engages parents/carers in their child’s learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.</td>
<td>The school works with parents/carers to highlight the importance of high expectations and challenging goals for students. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child’s learning.</td>
<td>The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision-making processes and have a voice in relevant school decisions. Parent/carer and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.</td>
</tr>
</tbody>
</table>
The school builds community partnerships

The school ensures students’ learning is enhanced through learning experiences beyond the school.

The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student support.

The school encourages community participation in school activities and provides access to school resources to strengthen school and community partnerships and connections.

The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents.

The school collaboration with community partners is planned with clear goals, roles and responsibilities, focused on student learning and wellbeing.

The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.

The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities.

The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and delivery of activities and services.

Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.

The school as a whole is community-focused and outreach-oriented. It functions as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before, during and after school hours.

Co-located services share information and work together to provide integrated service delivery, enabling them to address complex social barriers to participation in learning by students and parents/carers.

Community partnerships deepen and enrich teacher and student learning and innovation.

Partnerships are regularly evaluated and updated to ensure they are meeting the needs and objectives of the school community.

The school has partnerships to support student health, wellbeing and achievement

The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing.

Schools work with specialist services involved with individual children who have significant health or learning issues.

The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged.

The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs.

A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school’s policies.

The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and wellbeing needs of these students.

Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families.

The school has an integrated approach to learning, health and wellbeing focused on providing group-based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.
**Priority Area - Community Engagement in Learning**

**Parents and carers as partners**

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Parent and carer involvement in their child’s school contributes to improved student learning, health and wellbeing. Effective schools have high levels of parent and carer engagement and involvement. This involvement is strongly related to improved student learning, attendance and behaviour. These parent and carer partnerships are collaborative, based on effective communication, mutual trust and respect and shared responsibility for the education of the students at the school. Impact is high where there are consistent positive relationships and students are included in the process of establishing expectations, rules and guidelines for student learning and behaviour in school and at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Element 4</strong></td>
<td>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</td>
</tr>
<tr>
<td><strong>Essential Element 5</strong></td>
<td>Whole-school approach to health, wellbeing, inclusion and engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school fosters communication and meaningful partnerships with parents and carers. Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school. The school works on policies and procedures which are available to parents/carers on request. Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</td>
<td>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities. The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice. The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</td>
<td>Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council. The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing. Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</td>
<td>The engagement and involvement of parents/carers with the school is embedded in the school culture. Parents/carers have a visible presence in the school and their contributions are valued by staff. Parents/carers routinely promote the school and celebrate its achievements in the wider community. Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction. The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</td>
</tr>
</tbody>
</table>
The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes.

Parents/carers are regularly informed about their child’s progress in learning, health and wellbeing.

The school provides opportunities for parents/carers and school staff to discuss their respective roles in their children’s education. They work together to address the health, wellbeing and learning needs of their children.

The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships.

Parents/carers can contact teachers in a variety of ways and receive a timely response.

The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.

Parents/carers uphold positive attitudes to learning and consistently support the school’s expectations. They work with teachers in setting high expectations to improve outcomes for all students.

Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss students’ individual learning progress and needs, including strategies to support learning at home.

The school develops programs for parents/carers, such as improving their own literacy and ICT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.

<table>
<thead>
<tr>
<th>Home learning connects with school learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes.</td>
</tr>
<tr>
<td>Parents/carers are regularly informed about their child’s progress in learning, health and wellbeing.</td>
</tr>
<tr>
<td>The school provides opportunities for parents/carers and school staff to discuss their respective roles in their children’s education. They work together to address the health, wellbeing and learning needs of their children.</td>
</tr>
<tr>
<td>The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships.</td>
</tr>
<tr>
<td>Parents/carers can contact teachers in a variety of ways and receive a timely response.</td>
</tr>
<tr>
<td>The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</td>
</tr>
</tbody>
</table>
### Definition:
Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people.

Global citizenship programs develop students’ knowledge, skills, attitudes, values and competencies. Effective schools draw on real life intercultural experiences which deepen students’ understanding of the world and their place in it.

<table>
<thead>
<tr>
<th>Essential Element 1</th>
<th>Documented curriculum plan, assessment and shared pedagogical approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Element 4</td>
<td>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school facilitates interconnection and globalisation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. The school actively engages with its local community around global issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives. The school initiates and students lead collaborative action with its community and/or other schools and organisations internationally to address local and global issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| The school develops intercultural capability |
| Students are taught to respect diversity within the school, especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds. There are programs which focus on learning about cultural understandings and practices. |
| The school celebrates diversity through actions which promote understanding, empathy and inclusion. The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology. Teachers collaboratively design teaching and learning programs that build students’ skills to recognise barriers that may arise from differences and develop acceptance. |
| The knowledge and support of community members from different cultural and linguistic backgrounds is used to supplement and enrich the delivery of curriculum and support the teaching of the intercultural capability. Teaching and learning connects students to the thinking and perspectives of other young people from different cultural and linguistic backgrounds so as to develop contextual understanding. |
| Students have a deep understanding of intercultural capability, societal diversity and its benefits. This informs the respectful relationships they have with others. The school has formalised processes which empower students to initiate, establish and sustain local, national and international partnerships. These provide rich experiences of other cultures and languages, aligned to curricula and learning objectives. Students are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices. |
### The school actively values conflict resolution and peace

- Teachers focus on building and maintaining positive and trusting relationships.
- The school supports students to develop communication, team building and leadership skills.
- Teachers model fair and just processes for responding to conflict.
- Teachers develop students’ skills in managing and resolving conflicts.
- Students explore ways conflict can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation.
- Teachers design activities that develop student capacity to apply principles of conflict resolution to real-world situations.
- Students are actively involved in community activities that support social cohesion and peace building, both within and beyond the school community.
- As active global citizens, students take action to improve the situation and conditions of others.

### The school actively values social justice and human rights

- The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment.
- Teachers develop programs and lessons to model fair and equitable treatment of all people.
- The school learning environment promotes acceptance, harmony and respect within and beyond the school community.
- The school develops programs to support students’ understanding of the impact of inequality and discrimination and how this affects identity and citizenship.
- Programs also provide indigenous perspectives and the impact of colonisation on human rights.
- The school provides authentic opportunities for active citizenship for all students.
- Teachers draw on students’ experiences to develop their understanding of the economic and social inequalities that exist globally.
- Students examine, reflect on and challenge abuses of social justice and human rights.
- The school provides a safe and inclusive environment that is appropriate for all forms of identity.
- Students are strong advocates for their own rights and the rights and dignity of others, locally and globally.

### The school builds sustainable futures

- The school models environmentally sustainable practices.
- Curriculum programs help students understand the relationship between humans, living things and the natural environment.
- The school encourages students to become responsible local and global citizens. The school involves students in recycling and other sustainable practices.
- Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs.
- Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.
- The school participates in a range of community sustainability initiatives that are connected to global issues. Students examine and predict the consequences of unsustainable practices.
- Learning opportunities enable students to explore the contribution of Australia to sustainable development in developing countries.
- Students contribute to projects with schools and communities in other countries, which improve the quality of the environment and/or promote social, political, and economic sustainability. Students monitor and evaluate the school’s recycling and other sustainable practices.
Networks with schools, services and agencies

**Definition:**

Schools that partner with community-based organisations, government and non-government organisations and their Communities of Practice, create a network of support for student health, wellbeing, engagement, inclusion and student learning. These partnerships mitigate barriers to student learning, such as ill-health and isolation, or limited positive family and peer influences on learning. To be effective, partnerships need to focus on potential impediments to student learning, address risk factors and promote proven protective practices.

School based community hubs and/or co-located services facilitate timely access by families and children to the services they need, while developing an improved understanding of the school culture and school connectedness.

| Essential Element 5 | Whole-school approach to health, wellbeing, inclusion and engagement |

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Evolving</th>
<th>Embedding</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school establishes partnerships</strong></td>
<td><strong>The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional health and wellbeing support and learning opportunities for students.</strong></td>
<td><strong>The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school.</strong></td>
<td><strong>The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all.</strong></td>
</tr>
<tr>
<td><strong>Consideration is given to using school facilities for the delivery of services.</strong></td>
<td><strong>The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students.</strong></td>
<td><strong>The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.</strong></td>
<td><strong>The school leads aspects of a well-developed Community of Practice, featuring collective commitment to maximising educational impact.</strong></td>
</tr>
</tbody>
</table>

**Partnerships support student health and wellbeing**

**The school works with specialist services involved with individual children who have significant health or learning issues.**

The school approach to supporting student wellbeing is communicated to parents/carers.

**The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs of individual students.**

The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing.

**The school works proactively to link students into active lifestyle and wellbeing programs in the local community. It collaborates with network partners to create opportunities designed to mitigate disadvantage and ensure inclusion.**

Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.

**The school is an active partner with community organisations that support staff and students’ physical and mental health. It Continually seeks to develop and diversify the network through partnerships with a range of service providers and agencies that can meet the specific needs of their students.**

The school partners with specialists in planning and delivering the health curriculum in collaboration with staff, students and parents/carers.
<table>
<thead>
<tr>
<th>Partnerships support student confidence in learning and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school takes opportunities to engage with other schools and community organisations that offer support to individual students in their learning.</td>
</tr>
<tr>
<td>The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities.</td>
</tr>
<tr>
<td>The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students.</td>
</tr>
<tr>
<td>The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.</td>
</tr>
<tr>
<td>The effective use of school, system and community expertise and resources meets the identified learning and development needs of all students.</td>
</tr>
<tr>
<td>The school is actively involved in networks and partnerships that support students’ development and learning. Students, staff and partners collaborate to design and deliver inclusive programs that build confidence in learning and achievement of all students.</td>
</tr>
</tbody>
</table>
To effect improved student outcomes, a number of Essential Elements need to be present. These form the foundation upon which improvement is built. The Essential Elements underpin FISO and are present across all dimensions of the Continua of Practice for School Improvement.

**Essential Elements**

1. Documented curriculum plan, assessment and shared pedagogical approaches
2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies
3. School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement
5. Whole school approach to health, wellbeing, inclusion and engagement
6. Moderation of common student assessment tasks
7. Data collection, analysis and evaluation of student learning growth over time
8. Explicit use of evidence-based school improvement strategies and teacher professional practice activities
1. Documented curriculum plan, assessment and shared pedagogical approaches

The school’s documented curriculum plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by teams of teachers. The school allocates time and resources for teachers to share pedagogical content knowledge about the curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction. The assessment plan includes formative and summative assessment.

2. School-based professional learning program developed and implemented that supports the school’s identified improvement strategies

The school’s professional learning program is clearly aligned to the school’s identified improvement strategies, informed by collective discussions with school staff. The program prioritises and targets opportunities that meet both the school’s priorities and each individual staff member’s identified learning needs. The program is reviewed, updated and evaluated at regular intervals.

3. School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes

The School Improvement Team has a documented purpose and terms of reference and is effectively integrated within the leadership structure of the school. Team members have a shared understanding of the role of the team in supporting improvement across the school. The team has a good understanding of the AIP, including the specific goals, targets and improvement strategies that are the focus for the year. The team has begun to identify specific strategies for how progress will be measured and reported throughout the year.

4. Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

Schools build a culture where teachers and students work together and student voice is heard and respected. When this occurs it contributes to students building their confidence and self-efficacy. Teachers and school leaders receive valuable feedback that can lead to improved teaching practice and contribute to school improvement. Students feel more positive and connected to their school, see themselves as learners and better understand their learning growth.

Students have access to a range of structured leadership roles in the school that provide students with opportunities to develop a range of skills, including communication and decision making.

5. Whole-school approach to health, wellbeing, inclusion and engagement

Staff have consistent understandings and regular engagement with the school’s health, wellbeing, inclusion and engagement programs and policies. These programs and policies are reviewed and updated periodically.

The school draws on professional support to meet individual student wellbeing needs, as appropriate. Teachers reflect on their practice and identify opportunities for increasing student engagement, including through collaboration with their colleagues.

6. Moderation of common student assessment tasks

Moderation of student assessment occurs regularly and explores a range of assessment data sets. This analysis is used explicitly to inform curriculum development and teaching practice and is used as the basis for regular feedback and reporting to students and their parents and carers.

7. Data collection, analysis and evaluation of student learning growth over time

There is effective, focused and shared leadership that ensures the school has documented and agreed data collection, analysis and evaluation approaches across year levels and learning areas. It draws on a range of standardised and customised assessment tools to produce a database of student learning progress over time. Students’ learning growth is regularly measured and informs curriculum planning and goal setting for individual students. Teachers use formative assessment to identify gaps in students’ learning, and to monitor the progress of each student.

8. Explicit use of evidence-based school improvement strategies and teacher professional practice activities

Teachers have an understanding of contemporary research into school improvement and effective teaching practice. They understand the evidence behind specific improvement strategies in place in the school, and the supporting evidence behind elements of their professional practice.

There are opportunities for teachers to bring their own research and evidence to inform staff discussions about improvement and to support consistency of practice across the school. The school’s improvement team collaboratively develops the school’s Annual Implementation Plan and monitors the implementation of identified improvement strategies.
## APPENDIX 2

### FISO Essential Elements, Priority Areas and Dimensions

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>FISO Priority Area</th>
<th>FISO Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented curriculum plan, assessment and shared pedagogical approaches</td>
<td>Excellence in teaching and learning</td>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence-based high impact strategies</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Instructional and shared leadership</td>
<td></td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Global citizenship</td>
<td></td>
</tr>
<tr>
<td>School-based professional learning program developed and implemented that supports</td>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td>the school’s identified improvement strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional and shared leadership</td>
<td></td>
</tr>
<tr>
<td>School Improvement Team formed to develop, oversee and evaluate the effectiveness</td>
<td>Professional leadership</td>
<td>Building leadership teams</td>
</tr>
<tr>
<td>and impact of the Annual Implementation Plan: For Improving Student Outcomes</td>
<td></td>
<td>Vision values and culture</td>
</tr>
<tr>
<td>Professional leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional and shared leadership</td>
<td></td>
</tr>
<tr>
<td>Student voice, leadership and agency in own learning activated so students have</td>
<td>Professional leadership</td>
<td>Empowering students and building school pride</td>
</tr>
<tr>
<td>positive school experiences and can act as partners in school improvement</td>
<td></td>
<td>Health and well-being</td>
</tr>
<tr>
<td></td>
<td>Positive climate for learning</td>
<td>Intellectual engagement and self-awareness</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Global citizenship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents and carers as partners</td>
<td></td>
</tr>
<tr>
<td>Whole-school approach to health, wellbeing, inclusion and engagement</td>
<td>Positive climate for learning</td>
<td>Setting expectations and promoting inclusion</td>
</tr>
<tr>
<td></td>
<td>Community engagement in learning</td>
<td>Building communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Networks with schools, services and agencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents and carers as partners</td>
</tr>
<tr>
<td>Moderation of common student assessment tasks</td>
<td>Excellence in teaching and learning</td>
<td>Curriculum planning and assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence-based high impact strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating impact on learning</td>
</tr>
<tr>
<td>Data collection, analysis and evaluation of student learning growth over time</td>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating impact on learning</td>
</tr>
<tr>
<td></td>
<td>Professional leadership</td>
<td>Instructional and shared leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic resource management</td>
</tr>
<tr>
<td></td>
<td>Positive climate for learning</td>
<td>Intellectual engagement and self-awareness</td>
</tr>
<tr>
<td>Explicit use of evidence-based school improvement strategies and teacher</td>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
</tr>
<tr>
<td>professional practice activities</td>
<td></td>
<td>Evidence-based high impact strategies</td>
</tr>
</tbody>
</table>