# Assessing readiness to set high expectations and promote inclusion

Schools can use the discussion points, FISO dimensions and key questions in the table below to reflect on readiness, using a range of information and evidence to inform the discussion.

|  |  |  |  |
| --- | --- | --- | --- |
| Discussion points  | FISO dimensions  | Key questions to ask | How do you know? |
| Shared vision that articulates the school community’s values and goals | Vision, values and culture  | Does our vision specify that that we have high expectations of all students, and that we are committed to supporting all students to participate, achieve and grow? Is this vision embedded in the everyday work of leaders, teachers and staff? |  |
| Collaboration between students, teachers and the wider school community | Building communities Parents and carers as partners | What strategies do we use to collaborate with families and the wider school community? Are they effective?   |  |
| Whole school approach to health, wellbeing, inclusion and engagement | Setting expectations and prompting inclusionHealth and wellbeing  | Do we have clearly defined inclusive education processes and practices that drive continuous improvement? Is there consistency in the use of inclusive practices across our school? |  |