

SETTING EXPECTATIONS AND PROMOTING INCLUSION IMPLEMENTATION GUIDE



How schools create safe, inclusive, and aspirational learning environments



Providing feedback

This resource is the result of the collaboration of numerous educational leaders from across Victoria. Their input and feedback was essential in tailoring the guide to meet schools' needs. This is the first version of the resource and your feedback will assist the Department in further improving the guide. You can provide input into the development of future versions by emailing fiso@education.vic.gov.au

CONTENTS

INTRODUCTION	4
FISO Strategic Enablers for Implementation Guide.....	5
Principles	5
How to use the guides.....	5
SETTING EXPECTATIONS AND PROMOTING INCLUSION: EVALUATE AND DIAGNOSE	6
Assess the school’s readiness to set high expectations and promote inclusion	6
Identify opportunities to enhance learning environments	7
Gather relevant data to understand student engagement and inclusion	8
Work together to make sense of the evidence	9
SETTING EXPECTATIONS AND PROMOTING INCLUSION: PRIORITISE AND SET GOALS	10
Develop specific goals to create safe and inclusive learning environments	10
SETTING EXPECTATIONS AND PROMOTING INCLUSION: DEVELOP AND PLAN	12
Use a theory of action to plan backwards from goals.....	12
Develop actions to create safe, inclusive and aspirational learning environments	14
Develop a professional learning plan to ensure all staff can establish and maintain positive learning environments	16
SETTING EXPECTATIONS AND PROMOTING INCLUSION: IMPLEMENT AND MONITOR	17
Identify how actions to enhance learning environments will be monitored	17
Implement plans to create safe, inclusive and aspirational learning environments	18
Case studies in creating cultures of high expectations and inclusion	18
Hands on learning in practice: Pakenham Consolidated School	18
REFERENCES AND RESOURCES	19
Links to key resources.....	19
References.....	19

INTRODUCTION

To achieve school improvement goals, effective implementation is required. Victorian schools have different strengths, starting points and contexts – there is no one-size-fits-all model for school improvement. To sustain and accelerate improvement, schools need to identify the right evidence-based improvement strategies, plan for effective implementation, and translate these strategies into the day-to-day work of staff.

The Framework for Improving Student Outcomes (FISO) Implementation Guides describe the professional practices of effective implementation within the improvement cycle. This includes identifying the education challenges where efforts will be prioritised, planning for how the prioritised challenges will be addressed, identifying and celebrating what is working, and adapting when barriers are encountered or changes occur.

IMPROVEMENT CYCLE



The guides aim to support schools to effectively implement strategies in six FISO dimensions.

This guide focuses on **setting expectations and promoting inclusion**. That is, it guides schools in raising and maintaining expectations of students, and in ensuring that all children and young people living with disabilities or additional needs can participate, achieve and grow.

The six FISO Implementation Guides focus on the following dimensions:

BUILDING PRACTICE EXCELLENCE

CURRICULUM PLANNING AND ASSESSMENT

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

SETTING EXPECTATIONS AND PROMOTING INCLUSION

HEALTH AND WELLBEING

BUILDING COMMUNITIES

STRATEGIC ENABLERS FOR IMPLEMENTATION

FISO Strategic Enablers for Implementation Guide

Complementing this guide, the [FISO Strategic Enablers for Implementation Guide](#) aims to support schools to reflect on and strengthen four common enablers:

1. Self-evaluation capability throughout a school
2. Real-time data monitoring implementation
3. Leadership capability for school improvement
4. Robust implementation structures

Strengthening these enablers in schools supports implementation across all dimensions. The FISO Strategic Enablers guide contains guidance, research and supports for school improvement and leadership teams. Use the FISO Strategic Enablers guide in conjunction with this guide.

Principles

Three key principles underpin decision-making and ways of working when using this guide:

1. All school staff, students, families and members of the wider school community have a role to play in school improvement and implementation work.
2. School leaders actively engage other staff members, students, families and members of the wider school community in school improvement and implementation work.
3. Everyone in a school has perspectives, experiences and information that can help schools better understand context and educational successes, needs and challenges.

How to use the guides

The guides can support schools to use the improvement cycle to implement improvement initiatives, for example as part of the school review process, for annual planning and monitoring or as part of Professional Learning Communities inquiry cycles. In this guide, the referencing of goals and actions can be related to four-year School Strategic Plans, Annual Implementation Plans or shorter cycles as established by your school.

In school review: School leaders, in partnership with the School Improvement Team (SIT) and school community, can use the guides to gather and examine evidence to inform the pre-review self-evaluation and reflect on the effectiveness of past improvement initiatives and their implementation. The guides can also be used by the school review panel, in partnership with the school community, to develop a new four-year strategic plan.

In annual implementation planning and monitoring: The School Leadership Team, in partnership with the school community, can use the guides to develop the Annual Implementation Plan (AIP) targets, actions and activities during Term 4. The SIT can also use the guides to reflect on how the school monitors progress each term, and during mid-year monitoring activities.

In regular cycles: Professional Learning Communities/Teams (PLCs/PLTs) can use the guides to plan and implement inquiry cycles, using real-time evidence to monitor, evaluate and celebrate student progress and reflect on the effectiveness of teaching and learning strategies.

SETTING EXPECTATIONS AND PROMOTING INCLUSION EVALUATE AND DIAGNOSE

Student-centred challenges in the areas of setting high expectations and promoting inclusion can be complex to define. The opportunity at this stage of the improvement cycle is to work with the wider school community to find the challenges where investing time and effort will have the greatest impact.

This is helped by working together to define the challenges, better understand the causes and build commitment around identified areas of improvement. Engaging in setting expectations and promoting inclusion is important, because high expectations promote students' sense of pride and self-respect, and inclusive education ensures that all children can participate, achieve and grow.

An inclusive school setting can improve teaching practice to improve student achievement. A comprehensive synthesis of 280 studies highlighted that an inclusive learning culture supports individual strengths and the needs of every student, not just students with disabilities or additional needs. The review found that students developed stronger skills in reading and maths, had higher rates of attendance and were more likely to enrol in post-secondary education if they were attending inclusive school settings (Hehir et al., 2016).

Assess the school's readiness to set high expectations and promote inclusion

The first step at this stage is to determine the school's readiness to implement change. The school 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.

The following resources can help support schools in getting ready to set high expectations and promote inclusion:

- Victorian Teaching and Learning Model (VTLM) [Practice Principles](#)
- VTLM [Vision for Learning](#), and [Pedagogical Model](#)
- DET [Parent Information Kits](#).



Download and edit a template of the [Assessing readiness table](#) (below).

DISCUSSION POINTS	FISO DIMENSIONS	KEY QUESTIONS TO ASK
Shared vision that articulates the school community's values and goals	Vision, values and culture	Does our vision specify 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? How do we know this?
Whole-school approach to health, wellbeing, inclusion and engagement	Setting expectations and prompting inclusion Health 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?

Identify opportunities to enhance learning environments

The second step in this stage is for a representative group of leaders and staff to gather and interpret data to understand the challenges they want to solve, and which will have the greatest impact.

As a starting point, reflect on the following key questions:

- What assumptions do leaders, teachers, staff, students and families have about the ability of all students – including those with disabilities or additional needs – to feel safe and included, and to achieve and grow at school?
- Do students feel valued and included? What evidence supports this?
- Have the assumptions above been validated by various perspectives from students with different needs, and their families?
- Are decisions about high expectations and inclusive education informed by research evidence?

What does the research evidence say?

- High expectations of students have been linked with greater self-esteem, which in turn improves student achievement (Brophy, 2013).
- Students whom teachers expect to do well tend to achieve better results, while students who are expected to do badly tend to fulfil their teachers' expectations (Muijs et al., 2014; OECD, 2013; Robinson et al., 2017; Wang et al., 2016).
- Strong student–teacher relationships increase teachers' expectations and beliefs in student capabilities (Hattie, 2009).
- School connectedness, supportive educators, anti-bullying policies, inclusive curricula, and professional learning on inclusion are beneficial for building an inclusive school culture (Bonell et al., 2013; Johns et al., 2018; Thapa et al., 2013).

Further research evidence supporting the setting expectations and promoting inclusion dimension can be found in the [positive climate for learning evidence base](#).

Examine existing efforts in creating an inclusive education setting

Members of the SIT can work with relevant leaders, teachers, students and staff to:

- review whole-school policies and documentation to test the extent to which they promote and incentivise a culture of high expectations and inclusion. This means gauging the extent to which:
 - achievement goals are ambitious and clearly communicated
 - learning is differentiated and personalised to students' needs
 - all students' cultural backgrounds, needs and abilities are recognised and reflected in the teaching and learning programs
- analyse progress, attendance, exclusions and engagement data for priority cohorts to identify over-representation or under-representation of any group
- review existing student support groups and Individual Education Plan processes to ensure they are effectively supporting students
- observe classes and examine the extent to which teachers are working with students to set and review personalised learning goals
- use student surveys to gather information about the extent to which they feel valued and included, whether they are clear about what is expected of them, and whether their learning goals are challenging yet achievable.

Gather relevant data to understand student engagement and inclusion

Once the SIT has examined existing efforts, it can work to identify other relevant sources of data to be collected.

Use improvement measures in our system

Data available in Panorama can support evaluations of how student engagement and inclusion is fostered by schools. Some useful sections include:

- NAPLAN achievement and growth
- School Staff Survey – the 'collective efficacy' and 'collective focus on student learning' factors
- Attitudes to School Survey (AToSS) – the 'high expectations for success', 'effective classroom behaviour', 'sense of inclusion', 'respect for diversity' and 'managing bullying' factors
- Parent Opinion Survey – the 'high expectations for success', 'student safety', 'promoting positive behaviour', 'managing bullying' and 'respect for diversity' factors.

Collect data from teachers and students

- Observe classes and examine the extent to which teachers are working with students to set and review personalised learning goals.
- Use student surveys to gather information about the extent to which they feel valued and included, whether they are clear about what is expected of them, and whether their learning goals are challenging yet achievable.

Work together to make sense of the evidence

Once all data, information and assessments of existing efforts have been gathered, the SIT can work to ‘triangulate’ assumptions — that is, use multiple methods and sources to test their validity. This will help the SIT thoroughly understand the root causes of challenges, and identify and prioritise areas for focus.



Download and edit a template of the [Making sense of data and evidence](#) table (below)

SENSE-MAKING ACTIVITIES	REFLECTIVE QUESTIONS AND SENTENCE STEMS	ACTIONS TO SUPPORT PRIORITISING AND SETTING GOALS
Identify patterns in student behaviour and perception data	What were the trends? “In general I noticed...” What surprised you? “I wasn’t expecting to see...” Were there contradictions? “On the one hand... On the other hand...”	Document perspectives from each participant, highlighting where multiple members agreed.
Test assumptions about expectations and inclusion practices	What does our school do well to establish high expectations? How do we know? What does our school do well in creating and maintaining inclusive learning environments? How do we know? What do we think are the highest-priority focus areas in setting expectations and promoting inclusion? Why? Are there other things the data is telling us? How can we be sure?	Document perspectives on the highest-priority needs. This may also make it clear that more data is required. If so, data should be gathered and brought back to the group.
Build consensus on priority areas of focus to create safe, inclusive and aspirational learning environments	Allow each team member to respond to these questions: Where is the data telling us we need to focus efforts to strengthen expectations? Where is the data telling us we need to promote inclusion? What are the root causes of challenges in those areas?	Record responses from each member. If there is not a clear consensus, ask members to justify their responses, seek additional data or use a voting system.

SETTING EXPECTATIONS AND PROMOTING INCLUSION PRIORITISE AND SET GOALS

Use the data, discussions, and assumptions gathered in the evaluate and diagnose stage to decide where to focus improvement efforts. These may be the areas of greatest need, or where opportunities exist to maximise impact. Each school's goals will be specific to its context, including its community demographics, performance strengths and challenges, and staff climate and capability.

For guidance in assessing or reviewing inclusivity, schools may draw on the expertise of multi-disciplinary teams, such as [Student Support Services](#), [Koorie Engagement Support Officers \(KESO\)](#) and inclusive education leaders

The Koorie Education Workforce supports schools to develop strategies to improve student engagement, retention, achievement and wellbeing, including through assisting schools to build relationships with Koorie families, children and communities. To engage with the Koorie Education Workforce, contact your area Koorie Education Coordinator, who can link you with a KESO.

Develop specific goals to create safe and inclusive learning environments

Schools which are 'emerging' or 'evolving' in setting high expectations and promoting inclusion, or which are beginning to focus improvement efforts in this dimension, could consider adopting short-term goals for:

- establishing a whole-school approach to inclusion
- building teachers' capability to facilitate personalised goal-setting and inclusive practice
- building students' capability to set their own 'stretch' (ambitious) goals
- building students' capability to support their peers in differentiated learning and social inclusion
- developing structures and processes that facilitate meaningful student engagement in all aspects of school life
- targeting the needs of any students or group of students who are not actively engaged in learning and determining steps to change this
- contact the regional [LOOKOUT education support centre](#) to find out how they can build the capacity of school staff to improve educational outcomes for students living in out-of-home care
- contact the local Navigator Coordinator to find out how the [Navigator program](#) can support disengaged students return to education.
- implementing the school-wide positive behaviour support (SWPBS) framework faithfully (see below).

Primary prevention	Tier 1	Supports for all students, staff and settings
Secondary prevention	Tier 2	Additional specialised group systems for students with at-risk behaviour
Tertiary prevention	Tier 3	Specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention

Schools which are 'embedding' or 'excelling' in setting high expectations and promoting inclusion, or which have sustained improvement efforts in this dimension, can prioritise goals such as:

- identifying groups of students or individual students to focus on more intently, developing targeted strategies to support learning
- meaningfully involving students in enhancing the approach to personalised goal-setting and inclusion
- involving parents/carers/kin more effectively in personalised planning strengthening partnerships with agencies and community organisations to address the needs of those at risk of disengagement, where appropriate.



Download and edit the [Identifying where efforts will be prioritised](#) template to help with this process.

Key resources:

- [Victorian Teaching and Learning Model](#)
- [Individual Education Plans](#)
- [Team Around the Learner](#)
- [Inclusive Education for Students with Disabilities](#)
- [Marrung – Aboriginal Education Plan](#)
- [Middle Years Literacy and Numeracy Support Initiative](#)
- [Wirralung Ganai – Aboriginal Inclusion Plan](#)
- [The EAL handbook](#)
- [School-wide positive behaviour support \(SWPBS\) framework](#)
- [LOOKOUT program](#)
- [Navigator program](#)

Evidence suggests that parental expectations are linked to school outcomes and beyond; however, it is unclear how changes in expectations influence outcomes. A review of different studies of beliefs and attitudes on educational attainment and participation highlighted that some parental behaviour or approaches may increase school readiness or student achievement, particularly parents reading at home with their young children, and school support for parents providing reading activities at home (Gorard et al., 2012).

SETTING EXPECTATIONS AND PROMOTING INCLUSION DEVELOP AND PLAN

Once goals have been set and prioritised, the SIT team can develop plans for how these will be achieved, mapping out all possible actions and approaches, then selecting those most likely to have the greatest impact given the school's context.

A synthesis of selected reviews on practices that foster inclusion education in the classroom found that practices can be categorised as 'support by teachers' (for example, co-teaching teams that focus directly on student learning goals with planned instruction) and 'support by peers' (for example, cooperative learning and peer tutoring) (Mieghem et al., 2020).

Use a theory of action to plan backwards from goals

Schools may choose to develop a theory of action to explain how change will be achieved. This describes the relationships between the intended impact, outcomes, outputs and actions to help schools see the changes that will need to occur for implementation to succeed.

Along the way, the SIT can test the theory using questions such as:

- What assumptions are being made about the relationships?
- Whose perspectives are we including? Whose are we excluding?
- Are the proposed actions informed by research evidence?



Download and use the [Theory of action](#) template to help in this process.

Leaders may need to put implementation structures such as teams and schedules in place and ensure professional learning plans are aligned to teachers' and students' learning needs. More information about leading change and structures for implementation can be found in the [Strategic Enablers for Implementation Guide](#).

Time constraints and improvement strategies being too broad or ambitious are common barriers and schools should develop plans with a limited number of achievable actions.

Illustrative practice case study

At one school, student attendance data and academic results from NAPLAN and teacher assessments indicated a gap in average attainment between Indigenous and non-Indigenous students.

In collaboration with its area KESO, the school developed the following theory of action to strengthen school-wide Koorie cultural inclusion, and to tailor support for Koorie students.

Impact indicators

- Percentage of students and staff reporting respect for diversity increases.
- Attendance and the percentage of students achieving high growth in NAPLAN increases

Impact

- School-wide cultural inclusion practices are strengthened.
- Improved engagement and achievement for participants in the Koorie engagement program.
- Relationships between the school, the KESO and local Indigenous communities are strengthened

Outcome indicators

- Aboriginal and Torres Strait Islander history, culture and perspectives are embedded in the curriculum.
- Feedback from participants is positive.

Outcomes

- Improved use of inclusive language and practices by students, who have a deeper understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives.
- Koorie students are invited and participate in the Koorie engagement program.

Output indicators

- Students engage with Koorie culture across the curriculum and every year level studies a text by an Indigenous author.
- Revision of school policies to ensure they are culturally safe and inclusive.
- The program structure and resourcing are established; students participate in the program.

Outputs

- Curriculum scope and sequences demonstrate integration of Indigenous history and perspectives across learning areas.
- Staff have attended CUST trainings
- Koorie engagement program designed in collaboration with the KESO and the local Indigenous community.

Actions

- Increase the focus on Aboriginal and Torres Strait Islander histories, cultures and languages in the curriculum to strengthen understanding by all students.
- Seek out Cultural Understanding and Safety Training (CUST) for staff.
- Establish a support and engagement program for Koorie students and appoint an Inclusion Leader.

Develop actions to create safe, inclusive and aspirational learning environments

In developing actions to achieve goals, the SIT can discuss, adapt and document the following suggested actions, or add actions specific to their school's context.



Download and complete the **Mapping possible actions** template to ensure the benefits and potential barriers for each action are considered.

Schools may have one of the following inclusion plans already in place:

- [Reconciliation Action Plan](#)
- [Safe Schools Program Participation Plan](#)
- [Disability Inclusion Plan](#)
- [Multicultural Engagement Strategy](#).

These can be reviewed to support the development of actions.

See the Department's [policy and guidance](#) for developing IEPs for students who require or may benefit from one.

EMERGING | EVOLVING

Schools which are 'emerging' or 'evolving' in setting high expectations and promoting inclusion, or which are beginning to focus improvement efforts in this dimension, can consider:

- establishing a common understanding of what 'responsive' looks like, feels like, and sounds like in terms of interpreting student needs and providing a differentiated approach
- reviewing school policies and exploring the extent to which they encourage and reinforce inclusive practices for all students
- prioritising time to consider the needs of priority cohorts and those less engaged in school life. Staff can do this by understanding students' interests, giving students who are less actively engaged in school life priority for general school activities, and through mentoring and buddy programs
- implementing individual and group strategies with education support staff to support students with specific needs
- establishing a small working group of teachers to research good practice in setting high expectations and promoting inclusion. This group may visit other local schools that are doing this well and explore strategies for improvement.

Schools which are 'embedding' or 'excelling' in setting high expectations and promoting inclusion, or which have sustained improvement efforts in this dimension, can consider:

- reviewing the school's approach to personalised goal-setting and IEPs
- ensuring that IEP goals are explicit, monitored, challenging yet achievable, and developed with students and in consultation with family/carers/kin
- determining whether other students with additional needs could benefit from an IEP
- identifying students with common learning support needs that require specific engagement considerations, adjustments or teaching strategies, and developing a plan for how teachers working with these students will share this knowledge
- evaluating and strengthening the effectiveness of individual and group strategies
- creating actionable plans which support all students in learning environments by setting:
 - classroom expectations
 - classroom procedures and routines
 - encouraging expected behaviour
 - discouraging inappropriate behaviour
 - active supervision
 - opportunities to respond
 - activity sequencing and choice
 - task difficulty.

In developing actions, the SIT should discuss whether they meet the characteristics of effective implementation:

- ☑ Are actions and activities sufficiently 'bite-sized'?
- ☑ Are actions easy to understand? Is it clear what will be implemented?
- ☑ Can actions be embedded in the school's everyday structures and routines (making them easier to prioritise and adapt to)?
- ☑ Is it clear who will be responsible for what, and when? Are there systems for monitoring this?
- ☑ Are timelines and monitoring cycles short? (Completion builds satisfaction, opportunity for celebration, acknowledgement of achievement and momentum for further work.)

Research suggests inclusion is mainly realised at the classroom level, where teachers provide approaches within their curricula to support students' diverse needs. Co-teaching is one way to empower teachers to assess and reflect on strategies that focus directly on student learning goals with adequate planned instruction. To implement co-teaching effectively, training for teachers should consider time to plan structured activities, including approaches to ensure social participation of students with special needs in regular classrooms (Parker et al., 2015).

Develop a professional learning plan to ensure all staff can establish and maintain positive learning environments

Effective professional learning is active: it includes opportunities to discuss and apply what is learnt during training and between sessions (Garrett et al., 2019, Timperley et al., 2007). Professional learning for setting expectations and promoting inclusion should ensure that all teachers:

- use a common language to discuss behaviour and consistently set expectations and 'tone' for their class to maintain student engagement and promote inclusivity
- use preventative behaviour strategies
- use data to monitor their students' progress and engagement
- can effectively use high-impact teaching strategies to set expectations and promote inclusion
- can draw on a variety of strategies to personalise and tailor the curriculum
- are responsive to student feedback and have the skills to enable students to be active participants in their learning, wellbeing and engagement
- can effectively respond to student behaviour which interferes with learning or social participation.

All teachers need to know how to assess learning needs, and successfully personalise and differentiate learning. There are also tailored approaches designed to be more effective with specific cohorts, such as Koorie, LGBTIQ and EAL students, as well as students with a disability or from a culturally diverse background.

Items in the school's professional learning plan could become strategies for the school, SWPBS team, or PLC/PLT action plans.

Questions that can help to establish a well-targeted plan include:

- Which teachers have outstanding knowledge and skills in planning and differentiation?
- How could they meaningfully share this knowledge and help to build the capacity of others?
- Which teachers would benefit most from professional learning on how to improve their approach to planning and inclusive practice?
- How do SWPBS or PLCs/PLTs support teachers to set expectations and promote inclusion?
- Would it help if a multi-tiered system of support to build teachers' professional learning was introduced?
- Would it help if time was allocated to certain teachers to mentor and coach other teachers in how to facilitate learning, planning and inclusive practice? And how would these teachers be supported to provide coaching and feedback to their peers?

SETTING EXPECTATIONS AND PROMOTING INCLUSION IMPLEMENT AND MONITOR

The success of any plan depends on how well it is implemented. Implementation is not a one-off event, but an iterative process of actioning what is planned, identifying and celebrating what is working, and adapting when barriers are encountered, changes occur or plans fall behind schedule.

To implement inclusive education, teachers need to reflect on and reconsider their teaching practices. A study found that successful training and support for teachers in evidence-informed inclusive practices had common characteristics, such as integration of field experiences; direct and systematic contact with students with additional needs; a focus on attitude, knowledge and skills; and delivery in short, focused sessions over time (Kurniawati et al., 2014).

Identify how actions to enhance learning environments will be monitored

Monitoring allows leaders to know which practices are changing in their schools and the impact those changes are having. Monitoring also identifies barriers to implementation early so that approaches can be adapted, and strategies put in place to get back on schedule. Monitoring usually involves collecting quantitative and qualitative data.

Sometimes, data collected across Victoria (available in Panorama) will assist with monitoring and assessing impact from year to year. At other times, schools will need to develop tailored tools to monitor implementation in real-time over shorter regular cycles, or at the end of each term.



Download and adapt the [Identifying how actions will be monitored](#) template to help with this process.

Sources of data for monitoring implementation of actions to set expectations and promote inclusion include:

- classroom observations and 'learning walks'
- student surveys – of the whole cohort, or of program participants or a select group
- documentation of frameworks, policies or programs which set expectations and promote inclusion
- interviews or focus groups with teachers, support staff, parents/carers/kin and students about inclusion
- IEPs, and processes for ensuring these are current
- students' individualised goals, and progress towards these over time
- data used to identify students in need of targeted support
- teacher surveys on the effectiveness of programs and referral processes.

Survey tips

- Short, focused surveys with a clear purpose are most effective for monitoring.
- Questions should be carefully designed for your audience, use clear and accessible language and be in a logical order (Taherdoost, 2016).
- Pre-test surveys with a small group for feedback before sharing more broadly.
- Combine all monitoring questions for the same group of people into one survey. Consider other ways to minimise the burden of completing surveys.

For more information about real-time data monitoring, see the [Strategic Enablers for Implementation Guide](#).

Implement plans to create safe, inclusive and aspirational learning environments

Once goals have been set, plans have been developed and monitoring tools are in place, leaders implement changes effectively by:

- ensuring sufficient time is allocated for planned actions, particularly those involving relationship-building, teamwork or professional learning
- identifying champions of the work and seeking to engage them early
- sharing the rationale for the focus on setting expectations and promoting inclusion, and gaining 'buy-in' to the need for change from staff and students
- promoting the expectation that all teachers contribute to the school's plans to build a strong and inclusive school culture
- establishing and celebrating implementation milestones in action plans
- using and adapting monitoring tools regularly, using a variety of evidence to understand changes in student expectations and inclusion practices
- using the improvement cycle over shorter periods to diagnose challenges and adapt implementation.

Case studies in creating cultures of high expectations and inclusion

- [Roxburgh College](#): Addressed issues of disadvantage and disengagement by developing and implementing targeted programs and opportunities for all students.
- [Alkira Secondary College, Braybrook College, Mordialloc College, Swan Hill College and Tarneit P-9 College](#): Secondary schools that have implemented the Middle Years Literacy and Numeracy Support (MYLNs) initiative to improve outcomes for students at risk of leaving school without the literacy or numeracy skills they need for future work, education and training.
- [Moolap Primary School](#): Implemented a whole-school approach to Aboriginal and Torres Strait Islander cultural inclusion, leading to a positive climate for learning for all students.

Hands on learning in practice: Pakenham Consolidated School

Pakenham Consolidated School has taken an innovative approach to engaging vulnerable learners through its Hands On Learning Program (HOP), and was a 2020 finalist in the Victorian Education Excellence Awards.

Following a detailed analysis of school-based data and research, the school identified a need to differentiate an approach to educating its vulnerable and most disengaged learners – one that would encourage participation and improve learner experience.

Staff designed the HOP with Hands On Learning Australia, aligning it with the Victorian Teaching and Learning Model (VTML). The HOP is a blended approach of explicit teaching and applied learning, including real-life problem-solving and community engagement.

Focusing on improving student wellbeing, the HOP is carefully structured with expectations, boundaries and consistency to allow all students to not only achieve but thrive in a safe environment.

NAPLAN results reveal students' achievement has increased significantly to above state growth in reading, writing and numeracy. Staff also identified that 67 per cent of students who attended HOP demonstrated improvement in classroom engagement within a term.

REFERENCES AND RESOURCES

Links to key resources

- [DET Abilities Based Learning and Education Support](#)
- [DET Team around the Learner](#)
- [DET Wirnalung Ganai, Aboriginal Inclusion Plan](#)
- [DET Marrung, Aboriginal Education Plan](#)
- [DET Bully Stoppers – Racist Bullying Resources](#)
- [DET Inclusive education for students with disabilities](#)
- [DET Individual Education Plans](#)
- [DET Team around the Learner](#)
- [DET Languages and Multicultural Education Resource Centre](#)
- [DET Practice Principles for Excellence in Teaching and Learning – Reflection Tools](#)
- [DET Navigator case management program](#)
- [DET LOOKOUT Education Support Centres](#)
- [FISO Continua of Practice for School Improvement](#)
- [FISO Improvement Cycle](#)
- [VCAA Intercultural Capability Teaching Resources](#)
- [VCAA Navigating Intercultural Issues in the Classroom – Teacher Guide](#)
- [VCAA Primary Poster – How do we talk about culture in the classroom?](#)
- [VCAA Secondary Poster – How do we talk about culture in the classroom?](#)
- [Policy and Advisory Library; Behaviour – Students](#)
- [School-wide Positive Behaviour Support](#)
- [Reconciliation Action Plan](#)
- [Safe Schools Program](#)

References

- Bernard, R., Borokhovski, E., Schmid, R., Waddington, D. & Pickup, D. I. (2019). 21st century adaptive teaching and individualized learning operationalized as specific blends of student-centered instructional events: A systematic review and meta-analysis. *Campbell Systematic Reviews*, 15(1-2).
- Bonell, A., Fletcher, F., Wells, A., Harden, S., Murphy, J. & Thomas J. (2013). Theories of how the school environment impacts on student health: Systematic review and synthesis. *Health and Place*, 24(2), 242-249.
- Brophy, J.E. (2013). *Motivating students to learn*. London: Routledge.
- Education Endowment Foundation (2020). *The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21*. Retrieved online: <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>
- Evidence for Learning (2019). *Putting evidence to work: A school's guide to implementation*. Retrieved online: <https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>
- Garrett, R., Citkowicz, M. & Williams, R. (2019). How responsive is a teacher's classroom practice to intervention? A meta-analysis of randomized field studies. *Review of research in education*, 43(1), 106-137.
- Gorard, S., See, B.H. & Davies, P. (2012). *The impact of attitudes and aspirations on educational attainment and participation*. York: Joseph Rowntree Foundation.
- Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Milton Park, UK: Routledge.

- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. (2016). A summary of the evidence on inclusive education. Retrieved online: <https://www.abtassociates.com/insights/publications/report/summary-of-the-evidence-on-inclusive-education>
- Johns M.M., Lowry R., Rasberry C.N. (2018). Violence Victimization, Substance Use, and Suicide Risk Among Sexual Minority High School Students – United States, 2015–2017. *Morbidity and Mortality Weekly Report*, 67, 1211-1215.
- Kurniawati, F., Boer, A., Minnaert, E. & Mangunsong, F. (2014). Characteristics of Primary Teacher Training Programmes on Inclusion: A Literature Focus. *Educational Research*, 56(3), 310-326.
- Leithwood, K. & Sun, J. (2012). The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research. *Educational Administration Quarterly*, 48(3), 387-423.
- Mieghem, A., Verschueren, K., Petry, K. & Struyf, E. (2020). An analysis of research on inclusive education: a systematic search and meta review. *International Journal of Inclusive Education*, 24(6), 675-689.
- Muijs, D., Kyriakides, L., Van der Werf, G., Creemers, B., Timperley, H. & Earl, L. (2014). State of the art – teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, 25(2), 231–256.
- OECD (2013). *Education at a Glance 2013*. OECD Publishing. Retrieved online: <http://www.oecd.org/edu/educationataglance2013-indicatorsandannexes.htm>
- Parker, C., Whear, R., Ukoumunne, O.C., Bethel, A., Thompson-Coon, J., Stein, K. & Ford, T. (2015). School exclusion in children with psychiatric disorder or impairing psychopathology: a systematic review. *Emotional and Behavioural Difficulties*, 20(3), 229-251.
- Rispoli, M., Zaini, S., Mason, R. & Gregori, E. (2017). A systematic review of teacher self-monitoring on implementation of behavioral practices. *Teaching and Teacher Education*, 63, 58-72.
- Robinson, V., Bendikson, L., McNaughton, S., Wilson, A. & Zhu, T. (2017). Joining the dots: The challenge of creating coherent school improvement. *Teachers College Record*, 119(8), 1-44.
- Taherdoost, H. (2016). How to Design and Create an Effective Survey/Questionnaire; A Step by Step Guide. *International Journal of Academic Research in Management*, 5(4), 37-41.
- Thapa, A., Cohen, J., Guffey, S. & Hughes-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3), 357–385.
- Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2017). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington: Ministry of Education. Retrieved online: <https://www.educationcounts.govt.nz/publications/series/2515/15341>
- Wang, L. H., Gurr, D. & Drysdale, L. (2016). Successful school leadership: Case studies of four Singapore primary schools. *Journal of Educational Administration*, 54(3), 270-287.



© State of Victoria (Department of Education and Training) 2021



Setting Expectations and Promoting Inclusion Implementation Guide is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: Creative Commons Attribution 4.0 International

The licence does not apply to:

- any images, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and
- content supplied by third parties.

Copyright queries may be directed to copyright@edumail.vic.gov.au

