FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT

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THE EDUCATION STATE

VICTORIA State Government | Education and Training

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 resource to meet schools' needs. This is the third version of the resource and your feedback will assist the Department in further improving the resource.

You can provide input into the development of future versions by emailing fiso@education.vic.gov.au

CONTENTS

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)
CONTINUA OF PRACTICE

The FISO Continua of Practice (the Continua) is a practical school and classroom focused resource to guide continuous school improvement through the FISO Improvement Model (see Figure 1). It is designed to assist leaders and teachers to identify specific areas of practice to focus their efforts for the greatest impact on improving student achievement, wellbeing and engagement.

The Continua provides a common language and coherent framework for improvement. It is not a stand-alone document but part of a coherent suite of FISO resources for schools. It describes practices across four levels of proficiency, against which leaders, teachers, students and community members self-evaluate, reflect and inquire. Schools use the Continua to support learning from one another through networks and communities of practice, sharing effective leadership, learning and teaching practices.

FISO IMPROVEMENT MODEL

Figure 1
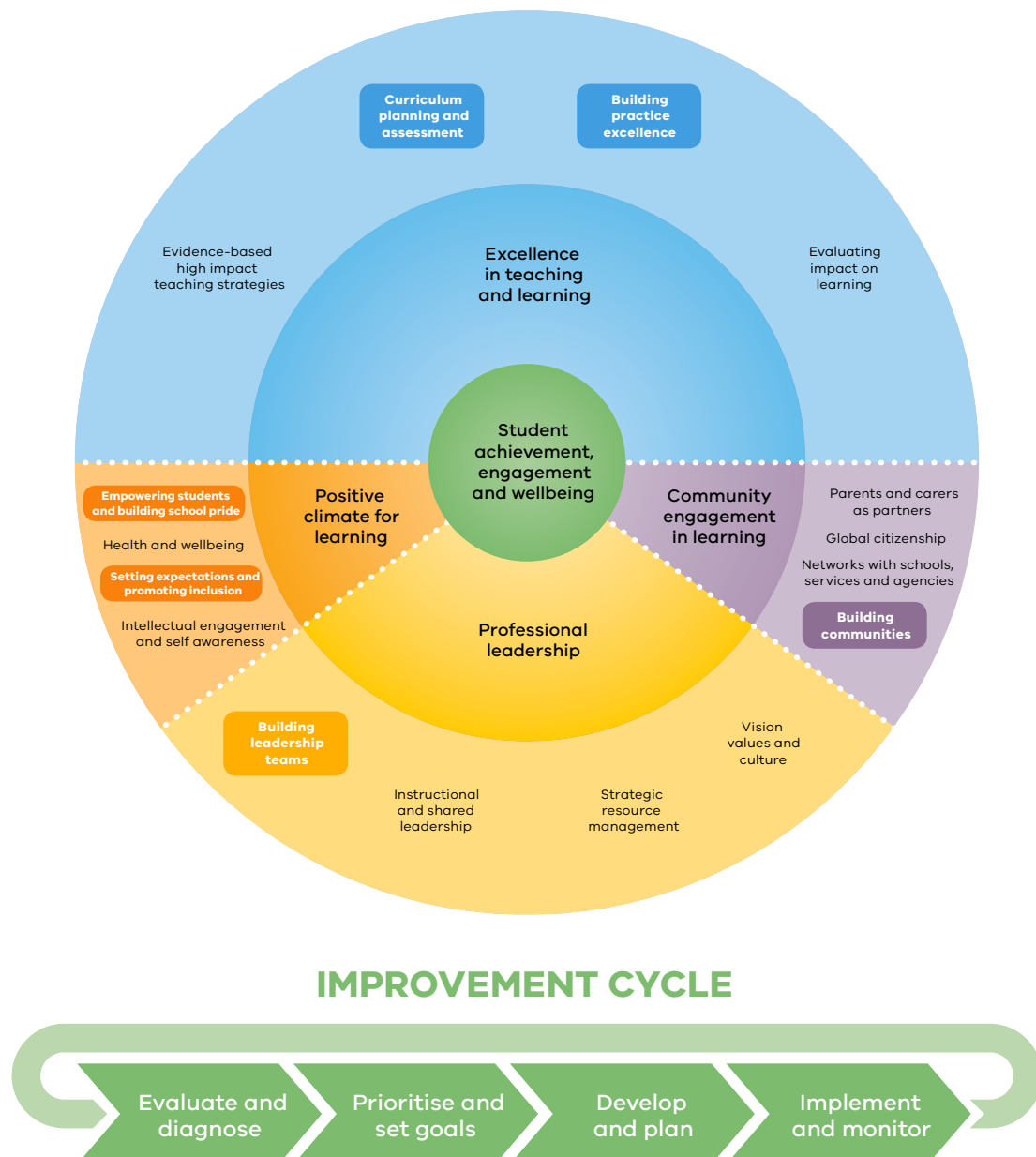
The Improvement Model provides a common language and framework for school improvement. It is structured around four priorities that are shown to have a strong relationship with the effectiveness of a school. There are four dimensions within each priority, which schools focus on to improve students' learning achievement, health and wellbeing, and engagement.

The Essential Elements are eight pre-conditions within the Improvement Model that need to be in place to support effective implementation of improvement areas in the dimensions. See page 7 for further information.

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

The Improvement Measures are a range of data sets across various aspects of performance that provide schools with a reliable instrument to evaluate and monitor the effect of their improvement efforts on student outcomes.

The Improvement Cycle supports school leaders and teachers to implement improvement strategies through cycles of inquiry. It can be used at the whole-school, year and classroom level. In the first stage of inquiry, schools use the FISO Improvement Model and Improvement Measures to evaluate practice, successes and challenges.

The Strategic Enablers support schools to reflect on and strengthen four common implementation enablers. These enablers are evidence-based ways that support schools in their implementation efforts of improvement strategies.

The Victorian Teaching and Learning Model (VTLM) supports teachers and school leaders to focus on evidence-based high-impact improvement initiatives that raise achievement, wellbeing and engagement for all students. The VTLM is aligned to FISO and includes suggested actions, High-Impact Teaching Strategies, a Pedagogical Model continuum, case studies and activities to support practice development and professional learning.

REFINEMENT OF THE CONTINUA

The Continua has been refined to:

- focus on the most effective practices for learning and teaching
- ensure descriptors for improvement are actionable
- allocate roles and responsibilities in adopting practices
- signal the pathways to progress through various stages of proficiency
- integrate the Essential Elements, the Professional Learning Communities (PLC) Maturity Matrix and the VTLM
- highlight links across frameworks, such as between FISO and the VTLM
- identify improvement measures for schools in evaluating and monitoring progress.

The Continua does not capture every improvement practice in a school, nor is it a rigid set of steps. The context of each school will establish any factors that may support or hinder its path to improvement.

The Continua adopts a minimalist approach to describing the roles of staff, students and community members in schools. 'Leaders and teachers' mean all the possible arrangements of these positions in each school context. Education support staff who take up careers, wellbeing or inclusion support roles, all have a critical role to play in school improvement.

Similarly, in relation to students, the Continua deliberately uses language that is broad and comprehensive. 'Inclusion' and 'diversity' are used to refer to the full range of student cohorts in a school. The terms take into consideration students who identify as Koorie or as Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning (LGBTIQ), as well as those with a disability, those who speak English as an Additional Language (EAL), or those who have multicultural backgrounds or identities.

This Continua includes the following refinements:

- Essential Elements have been integrated into the Continua descriptors and placed as pre-conditions to support effective implementation of improvement strategies
- Components have been reduced from 53 to 29 to avoid duplication and provide clarity
- Descriptors have been refined to ensure consistency with the VTLM and to make effective practice roles and actions clearer.

Note that the number and names of dimensions remain unchanged.

PROFICIENCY LEVELS AND DESCRIPTORS

The Continua supports the whole school community to sustain a climate of continuous improvement. The descriptors are cumulative and help schools assess their current level of proficiency and then identify the next set of practices. This allows schools to plan strategically for sustained improvement and move towards excellence.

ESSENTIAL ELEMENTS

The Essential Elements are eight pre-conditions within the Improvement Model that need to be in place to support effective implementation of improvement areas in the dimensions.

As part of the refinement, the Essential Elements have been fully integrated into the Continua, with some integrated into more than one dimension. This means when schools conduct their self-evaluation, any Essential Elements that are not in place will be identified by a low self-evaluation against the corresponding dimension/s. Schools can then prioritise work on the dimension/s as part of their regular monitoring and evaluation cycles.

School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan

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

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

The three Essential Elements that crosscut all dimensions are pre-conditions for effective implementation of any improvement strategy and of the Strategic Enablers.

Documented curriculum plan, assessment and shared pedagogical approaches

Moderation of common student assessment tasks

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

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

Whole school approach to health, wellbeing, inclusion and engagement

The five Essential Elements have been integrated into the Continua and are foundational to one or two dimensions.

PRIORITY AREA
EXCELLENCE IN TEACHING AND LEARNING

BUILDING PRACTICE EXCELLENCE

OVERVIEW

Clearly defined professional learning processes and practices are key drivers of continuous school improvement. These serve to strengthen the link between professional learning, improved classroom practices and enhanced student learning. Achieving excellence relies on professional collaboration that uses data systematically to inform practice. This assumes high levels of trust among colleagues, building understanding and use of evidence-based practices and adapting teaching practices accordingly.

Achieving high standards of practice relies on quality professional learning initiated, encouraged and resourced by the leadership team, and sustained by PLCs/PLTs. This requires forms of support which help all teachers to continuously build their expertise and efficacy, with feedback from colleagues and students on their practice.

IMPROVEMENT MEASURES

Results from the School Staff Survey, available in Panorama, can be used to measure progress, and as success indicators. The three areas of progress measured are:

- mindsets (openness to change) – the 'collective efficacy', 'collective responsibility' and 'interest in improving practice' factors
- knowledge (building pedagogical and content knowledge) – the 'use pedagogical model' and 'understand curriculum' factors, as well as all factors from the Professional Learning module
- behaviours (how staff are adapting practice) – 'seek feedback to improve practice', 'teacher collaboration' and 'discuss problems of practice' factors.

The School Staff Survey 'collective efficacy' factor is used in calculating a school's performance group using the Differentiated School Performance Method (DSPM).

Growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores can be used as long-term measures of school improvement efforts. In the short term, formative assessment and teacher judgement can be used to identify the learning level of each student based on evidence of what the students knows and can do, and to understand what each student is ready to learn next.

SUPPORTING RESOURCES

The VTLM Pedagogical Model and Practice Principles

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Professional learning is focused on improving teaching effectiveness			
Teachers engage in professional learning based on their personal needs rather than the school's (or their teaching team's) learning goals and priorities.	All teachers adopt the VTLM or their school's pedagogical model to improve teaching practice, clarify lesson goals and build student engagement, effort and understanding.	Leaders encourage PLCs/PLTs to share their professional learning goals, targets and timelines, thereby opening opportunities for collaborating with teachers who share similar professional learning goals.	Leaders and teachers have a consistent understanding about what constitutes effective teaching, and effectively use high-impact teaching strategies in response to students' learning needs.
Teachers share their expertise when requested by their colleagues.	Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs.	PLCs/PLTs report on how they are progressing towards meeting their professional learning goals, targets and timelines.	Leaders and PLCs/PLTs regularly monitor the extent to which the VTLM or the school's pedagogical model and the high-impact teaching strategies are being effectively used to improve student learning.
Teachers operate and reflect on their practice independently.	Teachers work individually and collaboratively, through PLCs/PLTs and key learning areas, to become skilled in using high-impact teaching practices.	Teachers demonstrate the ways in which they are incorporating new high-impact teaching strategies into the classroom practices that underpin the VTLM or the school's pedagogical model.	Leaders and PLCs/PLTs document the school's high-impact teaching strategies so that over time they will become a strong feature of the school's culture.
	Teachers have allocated time to reflect individually and collaboratively upon their practice, draw on current research and use an inquiry improvement cycle.	Leaders ensure PDP processes build in professional learning goals which are practicable and may be used by teachers as evidence of their practice.	Leaders promote and encourage staff participation in networks and Communities of Practice (CoPs) to share practice and learn from other schools.
		PLCs/PLTs across the school observe agreed norms and protocols.	

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Professional learning is collaborative, involving reflection and feedback			
Leaders encourage teachers to seek expert practitioner advice and support from experienced colleagues.	Leaders formalise arrangements for PLCs/PLTs and teachers to collaborate with peers to share and reflect on practice.	Leaders establish processes and protocols for enabling regular classroom observations and providing feedback.	Leaders establish sustainable routines and systems for collaboration, classroom observation, the modelling of effective practice and feedback embedded within PLCs/PLTs and across the school.
Teachers work in isolation and define their practice individually.	Teachers challenge and support each other to improve practice through peer observation and provide regular feedback on teaching practice.	Leaders establish opportunities for teachers to participate in structured mentoring and coaching programs.	Teachers challenge and improve each other's practice.
Teachers occasionally give and receive peer feedback with a focus on improving practice.	Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs.	PLCs/PLTs work together to analyse student work samples and student feedback.	Teachers provide scaffolding and feedback that support students to assess their work and solve their own problems.
	Teachers, individually and through PLCs/PLTs, refine the application and monitor the implementation of teaching strategies that are included in their list of goals and targets.	Teachers make time to observe each other's practice, discuss feedback and identify future development priorities to refine practice and share expertise.	Teachers use real-time data to inform their personal and/or PLC/PLT decisions with respect to future professional learning priorities.
			Leaders create student-led spaces for discussions between students and teachers on how professional learning can meet student learning needs

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Professional learning is evidence-based			
Leaders identify resources on evidence-based teaching practice and recommend strategies for focus for learning area teams, PLCs/PLTs and school-wide adoption. Teachers share experiences about teaching practices and occasionally reference data.	Leaders facilitate periodic reviews of teaching, using this information for individual, teaching-team and/or whole-school professional learning. Leaders establish a professional 'library', building upon the VTLM key resources that offer teachers descriptions and demonstrations of evidence-based practice. PLC/PLT leaders participate in professional learning to strengthen their leadership capabilities. Teachers use the VTLM resources to broaden their knowledge of evidence-based practice to lift excellence in teaching and learning. Teachers identify and target areas for professional learning, informed by student achievement data and professional development goals.	Leaders review strategies which have an impact on students' progress and development, incorporating findings into whole-school professional learning and school improvement planning. Teachers draw on the VTLM and current research to trial examples of best practice in local and international contexts, using an inquiry improvement cycle. PLC/PLT leaders draw on teachers' professional knowledge, the VTLM and local and international resources, in helping staff adopt high-impact teaching strategies in their classrooms.	Leaders and teachers identify and list highly effective teaching strategies and expect that, over time, all teachers will incorporate these strategies into their pedagogic repertoire. Leaders and teachers evaluate how effectively the school's teaching strategies have been implemented, and identify ways that practice may be further improved. Students give teachers feedback on the effectiveness of teaching and learning strategies; teachers adapt their pedagogy accordingly. Leaders use cyclical processes to analyse a range of student data to strategically plan teachers' individual and collective professional learning.

CURRICULUM PLANNING AND ASSESSMENT

OVERVIEW

Students and their learning needs are at the centre of effective curriculum planning and assessment. This principle enables teachers to devise experiences to develop lifelong learners and responsible citizens. This dimension is underpinned by a shared set of values and clear purposes for teaching and learning.

Curriculum planning and assessment recognise that learning occurs along a continuum. This allows teachers to embed relevant formative and summative assessment strategies into classroom practice. Students have opportunities to reflect on and direct their learning, offering insights into the curriculum, teaching and assessment practices.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – the 'guaranteed and viable curriculum', 'collaborate and plan curriculum' and 'use data for curriculum planning' factors
- Attitudes to School Survey – the 'effective teaching time' and 'differentiated learning challenge' factors
- Parent Opinion Survey – the 'effective teaching' factor.

Individual questions on assessment and differentiation may also provide proxy measures for schools.

Growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores can be used as long-term measures of school improvement efforts in curriculum planning and assessment. In the short term, formative assessment and teacher judgement can be used to identify the learning level of each student based on evidence of what the students knows and can do, and to understand what each student is ready to learn next.

SUPPORTING RESOURCE

Whole school guide to curriculum planning

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The curriculum plan is developed, documented and monitored			
Leaders establish processes to document the curriculum for the whole school, and to monitor its implementation through PDP processes. Teachers consider student achievement data when developing the school's curriculum plan. Teachers individually plan their lessons based on the Victorian Curriculum. Teachers developing the school's curriculum plan understand the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), together with areas for improvement. Leaders conduct a whole-school audit of the current curriculum plan in preparation for documenting the curriculum plan. Leaders analyse student data and identified priority areas aligned to the SSP and AIP as part of a whole-school audit and preparation for documentation of the curriculum plan.	Teachers analyse prior learning, engagement and achievement data, and consider the needs of student cohorts and Individual Education Plans (IEPs) when developing the curriculum plan. Teachers cooperate informally to develop the curriculum based on the year level and curriculum area, using the Victorian Curriculum and senior secondary curriculum. Leaders schedule opportunities for teachers engaged in developing the school's curriculum plan to work together in curriculum area teams on stages of learning. Teachers align curriculum plans to the school's FISO priority areas for focus, clearly identified in the SSP and AIP. Teacher teams use student achievement data to effectively monitor and review the curriculum plan, teaching and learning, and assessment strategies.	Teachers developing the school's curriculum plan are informed by a comprehensive analysis of student achievement data across the whole school, within learning areas and year levels, as well as for student cohorts and individual students. Leaders establish formal processes so that teachers in PLCs/PLTs are contributing to reviewing, developing and documenting the school's curriculum plan. Leaders audit the curriculum plan to identify areas that need to be reviewed. The audit is aligned to the SSP, AIP and identified FISO priority areas. Leaders monitor the effectiveness of programs in meeting students' learning goals and needs, drawing on a range of evidence.	Students and teachers collaborate regularly and, use data rigorously, as part of the school's curriculum development and documentation processes. Leaders establish collaborative curriculum planning processes that includes students to produce a school-wide sequential curriculum plan. Students, teachers and leaders design, implement and review a curriculum plan that addresses the full range of learning needs, providing coherence and continuity across all learning areas, capabilities and stages of learning. Leaders seek opportunities to extend and broaden the curriculum experiences of students through links to the 'world of work', networks and specialist statewide curriculum agencies. Leaders and teachers share their expertise with and learn from other schools as part of a network and/or Community of Practice.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
There is a holistic approach to curriculum and assessment linked to pedagogy			
Teachers drafting the school's curriculum plan identify curriculum, pedagogy and assessment as separate aspects. Teachers drafting the school's curriculum plan reference pedagogical practice based on their current knowledge, teaching experience and teaching style. Teachers developing the school's assessment plan analyse and use summative assessment and reporting. Leaders ensure that the PDP process privileges the development and documentation of the teaching and learning program to be implemented in classes. Teachers individually use formative and summative assessment based on the Victorian Curriculum.	Teachers drafting the school's curriculum plan integrate learning areas and capabilities, pedagogy and assessment into a sequential program of learning. Teachers documenting the school's whole-school pedagogical practice focus on aspects that are evidence-based. Teachers developing the school assessment plan ensure that it includes summative assessment and formative learning, and processes which assist consistent teacher judgement. Teachers use student feedback to reflect on lesson content, structure and student engagement.	Leaders oversee teachers' development of the curriculum plan to ensure a clear relationship between curriculum standards, learning goals, learning activities and assessment strategies. Leaders and teachers ensure that curriculum planning reflects student achievement against the standards for curriculum areas, stages of learning and student backgrounds and needs. Students' views and priorities about curriculum content, delivery and assessment are integrated by teachers into their practice. Teachers closely follow the Teaching and Learning Program (Unit Plan), setting out a clear schedule for delivery.	Students, teachers and leaders evaluate and modify the curriculum plan based on an established, ongoing process and cycle of review and comprehensive feedback. Leaders draw on quality assurance processes and students' views to ensure that evidence-based high-impact teaching and assessment practices are sustained by all teachers. Leaders monitor the curriculum plan to ensure that it fully integrates learning areas and capabilities, and pedagogy and assessment, into a coherent, sequential and developmental program of learning. Students investigate the meaning and implications of data to inform the monitoring and review of the curriculum plan.

EVIDENCE-BASED HIGH-IMPACT TEACHING STRATEGIES

OVERVIEW

To support excellence in practice, teachers develop a shared understanding of what effective teaching and learning looks like in the classroom. While it will not appear identical in every classroom, evidence-based high-impact teaching strategies are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

Evidence-based high-impact teaching strategies are essential aspects of a comprehensive pedagogical model, such as the VTLM pedagogical model. Continuing professional learning and collaborative practice is needed to sustain authenticity, quality and consistency of teaching strategies to improve student learning.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – the 'use of high-impact teaching strategies' and 'knowledge of high-impact teaching strategies' factors
- Attitudes to School Survey – the 'effective teaching time' factor, as well as specific individual questions which can be used as measures of the individual strategies (Explicit teaching, Questioning, Feedback and Differentiated teaching)
- Parent Opinion Survey – the 'effective teaching' factor.

Growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores may be used as long-term measures of school improvement efforts in evidence-based high-impact teaching strategies. In the short term, formative assessment and teacher judgement can be used to identify the learning level of each student based on evidence of what the students knows and can do, and to understand what each student is ready to learn next.

SUPPORTING RESOURCES

The VTLM: High Impact Teaching Strategies (HITS), Pedagogical Model and Practice Principles

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school implements high-impact teaching strategies			
Leaders provide opportunities for teachers to observe and discuss effective teaching practices and high-impact teaching strategies. Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers commit to improving their practice and actively seek feedback and support from one another. Teachers identify high-impact teaching strategies as a focus for learning and development.	PLCs/PLTs agree on a professional learning plan that is focused on incremental changes to classroom practice. PLCs/PLTs select and trial agreed strategies in their own classrooms, then discuss their findings at meetings. Leaders and teachers understand and demonstrate ways in which high-impact teaching strategies support the school's pedagogical model	PLCs/PLTs engage in challenging and supportive conversations that enhance their learning and build professional resilience and confidence. Teachers have opportunities to observe skilled colleagues, trial and review new strategies, and receive feedback and focused coaching to support improvements to their practice. Teachers challenge and support one another to build and refine their practice to achieve greater consistency in teaching practice across the school. Leaders draw on expertise from their network/Community of Practice or external expertise to assist with the professional learning of their staff.	PLCs/PLTs support and challenge one another to continuously evaluate the effectiveness of their teaching strategies to ensure they are achieving impact on learning. Teachers reflect on the effectiveness of their practice using student feedback, peer feedback and achievement data, and take action as required to improve practice. Teachers demonstrate their capacity to translate their professional domain knowledge and curriculum content into highly effective teaching practice. PLCs/PLTs and teachers access expertise from, and share expertise with, a network, Community of Practice or externally.

EVALUATING IMPACT ON LEARNING

OVERVIEW

Assessment is used to evaluate impact on learning through a process of gathering, analysing and reflecting on evidence. Improvements in learning rely on informed and consistent judgements. Effective teachers use assessment to evaluate the impact of their teaching on student learning. They then adapt their practices to better meet the needs of all students.

Formative and summative assessment are an integral aspect of teaching and learning, for both teachers and their students. Teachers use real-time, classroom-based data and formative feedback to identify issues at the core of inquiry. Teachers monitor the impact of their actions and adjust their practice accordingly. School leaders communicate a coherent message about the impact of teaching on student learning. This relies on supporting and challenging teachers to understand causes and effects.

IMPROVEMENT MEASURES

Results from the School Staff Survey, available in Panorama, can be used to measure progress, and as success indicators. Suggested factors include: 'use of evidence to inform teaching practice', 'understand formative assessment', 'skills to measure impact', 'understand how to analyse data' and 'monitor effectiveness using data'.

Growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores may be used as long-term measures of school improvement efforts in evaluating impact on learning. In the short term, formative assessment and teacher judgement can be used to identify the learning level of each student based on evidence of what the students knows and can do, and to understand what each student is ready to learn next.

SUPPORTING RESOURCE

Assessment of Student Achievement and Progress

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school builds teachers' assessment capability to inform teaching			
Teachers provide students with feedback on strengths and areas for improvement to progress learning.

Teachers use a limited range of formative and summative assessments to monitor student learning, identifying needs and complying with curriculum standards. | PLCs/PLTs dedicate time and establish processes (such as using assessment rubrics, moderation and protocols) to improve consistency in their assessment of 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 needs and curriculum standards.

Teachers use formative and summative assessment strategies to identify, articulate and explicitly teach skills which help every student to improve. | Teachers collaborate to design high-quality summative and formative assessments.

Teachers consistently use formal processes such as peer observation, moderation and cross-marking to ensure the accuracy of teachers' judgements.

Leaders and teachers establish processes to enable students to provide feedback on progress and the next steps for improvement with staff and parents/carers/kin. | Teachers demonstrate how to effectively use assessment to inform planning of, and adapt, pedagogic practice.

Teachers' professional judgement is validated by reference to rigorous data analysis by skilled teacher teams.

Teachers use a range of comprehensive formative and summative assessment data for regular feedback to students and parents/carers/ kin, who are engaged as partners with the school. |

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Leaders and teachers connect student assessment with learning			
Leaders encourage PLCs/PLTs to work together to identify and use a range of appropriate assessment strategies. Teachers formally assess students' work at the end of a cycle of learning, using summative assessment tools that measure student achievement at a point in time against goals and the curriculum standards. Teachers analyse student assessment data to identify the knowledge and skills students need to meet expected standards.	Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review, including for those students with IEPs. Teachers review assessments to identify implications for future lesson planning, including curriculum content and pedagogy.	Leaders oversee the documentation of whole school assessment strategies. Leaders and teachers use an assessment schedule which balances formative, summative and metacognitive approaches. Teachers working in stages of learning and learning area groups use a range of assessment data to diagnose learning needs, informing future planning. Teachers work in teams to analyse student data and assess the need to adapt their practice and/ or refine approaches to assessment and curriculum.	Teacher teams make explicit use of teachers' analysis of student assessment to inform curriculum development and teaching practice. Student feedback, including evidence-based metacognitive strategies, informs analyses of assessment. Teachers working individually and in groups engage in a reflective cycle of planning, teaching and assessment, using evidence-based strategies. PLCs/PLTs track and monitor individual students, subgroups and whole-school progress.

PRIORITY AREA
POSITIVE CLIMATE FOR LEARNING

HEALTH AND WELLBEING

OVERVIEW

Student wellbeing relies on positive, trusted and supportive environments, basic material needs being met, good mental, social, emotional and physical health, learning, participation and a positive sense of culture and identity. A whole-school approach to health and wellbeing is integral to positive student engagement, learning, growth, relationships and achievement.

Positive relationships between teachers, parents/carers/kin and students can help students feel connected and engaged in their learning. Maintaining relationships with parents/carers/kin and students, and teaching social and emotional skills, helps students to make informed decisions, build resilience and actively participate in decisions about their learning.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:
- Attitude to School Survey – the 'resilience', 'sense of confidence', 'managing bullying' and 'attitude to attendance' factors
- School Staff Survey – the 'support growth and learning of the whole student' and 'collective efficacy' factors
- Parent Opinion Survey – the 'confidence and resiliency skills' factor.

The School Staff Survey 'collective efficacy' factor and Attitudes to School Survey 'managing bullying' factor are used in calculating a school's performance group using the Differentiated School Performance Method (DSPM).

Attendance can also be used as a broad indicator of student health and wellbeing, as can growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores.

SUPPORTING RESOURCES

Health, wellbeing and inclusion workforce practice model

Respectful Relationships

Student health and wellbeing

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school strengthens the health and wellbeing of students			
Leaders and teachers implement health and wellbeing policies and frameworks within classrooms and across the school. Wellbeing leaders and education support staff develop structures and programs to identify and target support for students with mental health and social wellbeing issues. Teachers engage in positive interactions with students. Leaders put in place structures and processes that enable students to have at least one ongoing relationship with a teacher or other school staff member (a 'significant adult' for every student).	Leaders and teachers agree on and integrate content knowledge, capabilities and health outcomes for students in the curriculum plan. Teachers implement and evaluate classroom and co-curricular programs that provide opportunities for all students to participate in physical activity. Leaders, teachers and education support staff are trained to identify at-risk students and use school referral structures and pathways to gain support internally and from external professionals. Teachers show genuine interest in and care for their students, and engage in meaningful interactions to understand their learning, social and emotional needs. Wellbeing leaders undertake needs analyses to inform their understanding and planning of preventative wellbeing approaches for both the school and the local community.	Teachers have developed learning environments that engage students in purposeful and meaningful learning, and that provide social interactions that reinforce students' self-efficacy, abilities and potential. Leaders, teachers and education support staff collaborate with families, community organisations, and health and wellbeing specialists, integrating evidence-based social and emotional strategies into their learning programs. Leaders, teachers and students audit curriculum and learning programs, evaluating their capacity to engage students and to improve their health and wellbeing. Leaders, teachers and students collaborate with other professionals to develop IEPs, putting in place recommended strategies, and modifying curriculum and/or teaching and learning approaches to support positive mindsets and behaviours. Leaders and teachers establish a culture in which all school staff have the skills and knowledge to build positive relationships with students.	Leaders establish and sustain student belonging and engagement programs that are developmentally differentiated to support students' social-emotional skills, physical activity and mental health. Leaders, teachers and education support staff engage students and use a wide range of data to design, implement and evaluate belonging and engagement programs. Wellbeing leaders build the capacity of teachers to deliver effective belonging and engagement programs to groups of students. Students demonstrate how and where to access assistance to support their health and wellbeing. Wellbeing leaders build strong networks that provide direct services to students and their families, build capacity of the whole community and provide comprehensive advice.

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

OVERVIEW

Students who find their own voice in supportive schools are more likely to develop a confident voice, a capacity to act in the world and a willingness to lead others. Student engagement is enhanced when students feel able to exert influence and participate more fully in the classroom, school and community.

Voice, agency and leadership represent different aspects of student empowerment. Each aspect relies on a student's belief that they are both supported and empowered, in ways that help them to develop their knowledge, skills and dispositions in the classroom, school and community. This requires a deliberate, planned and coherent approach to embedding voice, agency and leadership within a positive climate for learning.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- Attitude to Schools Survey – the 'school connectedness' and 'student voice and agency' factors
- School Staff Survey – the 'use student feedback to improve practice' and 'trust in students and parents' factors
- Parent Opinion Survey – the 'school pride and confidence' and 'student agency and voice' factors.

Growth in NAPLAN data (Top 2 Bands, Benchmark Growth) and trends in VCE scores may be used as long-term measures of school improvement efforts.

SUPPORTING RESOURCE

Student voice practice guide (Amplify)

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school activates student voice, agency and leadership			
Leaders and teachers establish a Student Representative Council (SRC) which is representative of the student population. Leaders and teachers demonstrate that student voice is important in building student motivation and engagement, and are developing their policies and practice accordingly. Students have some opportunities to direct the path of their learning. A senior teacher is responsible for fostering student voice and supporting students in developing their leadership skills.	Students have access to a broad range of structured leadership roles in the school. Leaders and teachers understand the role they play in supporting students to express their ideas and opinions. Teachers provide students in leadership positions with training in the knowledge, skills and attitudes needed to effectively exercise their student voice, leadership and agency. Teachers and leaders collect student perception and engagement data.	Leaders and teachers proactively involve students in decision-making about planning and improvement, with links to the School Improvement Team (SIT) and/or school council. Leaders engage student leaders to elicit feedback on the level of agency students have in their classroom learning. Leaders and teachers create conditions which allow members of the student leadership teams to confidently represent their fellow students. Leaders use surveys and student forums to monitor student perceptions of school culture and classroom practice. Leaders and student leaders annually review student leadership positions and roles with the view to making them more effective and rewarding.	Students are actively involved in and/or lead the design and implementation of school programs and policy, creating student-led learning, belonging and engagement opportunities. Leaders and teachers continually engage with, listen to and respond to the full range of student views, priorities and feedback. Teachers help to develop students' communication and leadership skills, working with a variety of community members to provide opportunities for students to practise these skills. Leaders, teachers and students regularly use on student perception and engagement data when making decisions about curriculum and planning.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school builds connectedness and school pride			
Leaders and teachers acknowledge the importance of creating a learning environment that engenders a feeling of pride and connectedness among students. Teachers celebrate student achievement at a classroom level. Teacher discussions about students' achievements with peers, parents/carers/kin and staff are positive and designed to build student self-esteem and pride in their achievements.	Leaders and teachers have regular opportunities for sharing and celebrating student and school achievements, such as through the curriculum, school assemblies, classroom presentations and newsletters. Teachers gather feedback to evaluate whether students enjoy their learning, regard their teachers positively and feel they are taught in an engaging way.	Leaders monitor student belonging and engagement through surveys and student forums, sharing data with students and seeking their feedback. Leaders review the effectiveness of the school's family and community events program, reviewing the school's strategy for celebrating its benefits. Leaders, teachers, students and community members hold established events and traditions that are highly valued by leadership, as they foster belonging, engagement and school pride.	Leaders and teachers embed a culture in which students enjoy strong social ties, and feel accepted, cared for and supported by their peers, teachers and the wider school community. Student leaders regularly hold student forums, and collect and analyse student perception data, which informs teaching, learning, wellbeing and broader school improvement programs. Leaders and teachers are committed to and prioritise celebration of all student achievement and progress across, and beyond, the curriculum. Leaders and teachers maintain positive relationships with members of the community, and engage them in the events, activities and promotion of the school.

SETTING EXPECTATIONS AND PROMOTING INCLUSION

OVERVIEW

A key driver of school improvement is raising and maintaining expectations of students. Schools and teachers need to know and understand their students and families, and believe all students can learn. They sustain an individual and collective sense of efficacy by actively promoting students' sense of pride and self-respect.

Inclusive education ensures that all children and young people living with disabilities or additional needs can participate, achieve and grow. Students with different abilities and needs are not discriminated against, and reasonable adjustments are made to enable them to participate in education on the same basis as their peers.

Safe, supportive and inclusive schools promote, protect and celebrate diversity. They actively prioritise understanding of others, acknowledging the right of every child, no matter their identity, background or ability, to achieve the best possible outcomes at school.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – 'collective efficacy' and 'collective focus on student learning' factors
- Attitudes to School Survey – 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.

The School Staff Survey 'collective efficacy' factor and Attitudes to School Survey 'managing bullying' factor are used in calculating a school's performance group using the Differentiated School Performance Method (DSPM).

SUPPORTING RESOURCES

School-wide Positive Behaviour Support

Safe schools

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school strengthens engagement			
Leaders, in conjunction with staff and key stakeholders, develop a Student Engagement Policy that establishes a school-wide approach to optimising student attendance and engagement. Leaders set high expectations for attendance and implement early intervention approaches to address absence. Leaders oversee the documentation of the school's enrolment and induction processes, ensuring that reasonable adjustments are made for students and families with diverse needs.	Leaders oversee the introduction of a positive behaviour framework. Teachers build their capacity to subtly and unobtrusively intervene when a student starts to distract other learners. Leaders and teachers work with parents/carers/kin and students to address the needs of students at risk of disengaging with school/learning.	Leaders and teachers observe actions endorsed by the school's positive behaviours framework. Leaders and teachers co-design a set of school-endorsed teaching techniques to help minimise classroom interruptions and maintain on-task learning. Teachers design their practice to respond to the various learning needs of individuals and groups, especially for those at risk of disengaging, or with special needs.	Leaders use data collected through the school's positive behaviours framework to monitor and minimise the risk of student disengagement. Leaders and teachers implement good teaching practice and build positive to strengthen students' engagement, effort and belief in their capacity to succeed. Leaders and teachers receive feedback identifying the level of student support across all classes, helping to provide safe and welcoming environments for on-task learning.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school strengthens inclusion			
Leaders and teachers develop and document a Child Safe policy and plan. Leaders and teachers establish a respectful environment, inclusive of students and families from diverse backgrounds and communities. Leaders, teachers, students and parents/carers/kin share the view that all students should be equally valued and catered for regardless of their diverse needs and backgrounds. Teachers encourage and support parents/ carers/kin participation in decision-making about their child with diverse needs. Leaders support teachers to work with parents/ carers/kin to make decisions in the best interest of the child.	Leaders assign a senior staff member to coordinate a team approach, ensuring the availability of a wide range of services and supports for students with diverse needs. Leaders establish processes for identifying the needs, interests and strengths of students with diverse needs, working with teachers to support their classroom practice. Leaders allocate resources to ensure that education support staff and Area multidisciplinary teams are engaged to support individual students as required.	School governance and leaders make reasonable adjustments to offer support for students with diverse needs. Teachers build a collaborative partnership with parents/carers/kin respecting their understanding of their children's learning needs, development and achievement. Leaders work with Area multidisciplinary team experts annually to complete a cohort-specific, inclusive climate assessment to identify opportunities for and barriers to inclusion. They plan for adjustments that will enhance the whole-school culture for inclusion.	Teachers support parents/carers/kin to participate in decision-making, and to access facilities and services. Students' changing needs are evaluated in a timely, proactive and strategic manner, in collaboration with their families. Leaders and teachers provide additional programs for students with diverse needs, and utilise external support/agencies if unable to provide these internally.

INTELLECTUAL ENGAGEMENT AND SELF-AWARENESS

OVERVIEW

Students engage deeply in learning when it is interesting, relevant and appropriately challenging, and when they receive meaningful and regular feedback about their progress. A student's intellectual engagement occurs when authentic and open-ended tasks develop their capabilities and self-efficacy.

Teaching metacognitive strategies supports students in articulating and evaluating their progress. They self-regulate and take responsibility for their learning.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – the 'believe student engagement is the key to learning', 'academic emphasis', 'collective focus on student learning' and 'promote student ownership of learning goals' factors
- Attitudes to School Survey– the 'differentiated learning challenge', 'stimulated learning', 'motivation and interest' and 'self-regulation and goal-setting' factors
- Parent Opinion Survey – the 'stimulating learning environment' and 'student motivation and support' factors.

The School Staff Survey 'academic emphasis' factor and Attitudes to School Survey 'stimulating learning' factors are used in calculating a school's performance group using the Differentiated School Performance Method (DSPM).

SUPPORTING RESOURCES

The VTLM: High Impact Teaching Strategies (HITS), Pedagogical Model and Practice Principles

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school develops intellectual engagement			
Teachers are supported to analyse and use assessment data and student feedback data to develop common learning goals for students.

Teachers plan learning sequences that engage students, stimulating curiosity and engagement. | Teacher teams collaborate to analyse and use data to inform teaching practice.

Teachers work with students to develop learning goals, and strategies for achieving those goals, by measuring growth in student learning.

Teachers plan learning sequences and assessments that reflect student needs, interests and abilities.

Teachers build on students' knowledge and scaffold new learning, focusing on goals that engage students and improve their confidence. | Teacher teams have deep knowledge and competence in rigorous analysis of student assessment data to set learning goals.

Teachers routinely collaborate with each other and with students to modify and adapt their teaching.

Teachers use reciprocal feedback for planning and teaching to ensure academic rigour, curiosity and engagement in learning.

Teachers plan and identify opportunities for students to actively engage in designing learning that is challenging, inquiry based and discipline rich. | Teacher teams agree on rigorous processes to collect, analyse and use student data, enabling them to construct challenging learning for all students.

Teachers use data to evaluate the impact of their practice and the extent to which their teaching motivates and engages students.

Teachers use formal and informal approaches to eliciting student feedback that informs their planning, teaching and assessment.

Teacher teams use established processes for engaging students in reviewing teaching practices, to ensure all students are appropriately challenged and extended. |

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Metacognitive strategies are integrated in teaching and learning practices			
Teachers explain to students that self-reflection and thinking strategies are effective ways to promote growth in learning.	PLCs/PLTs collaborate to develop and implement a broad range of differentiated learning strategies, which students draw on to set learning goals and monitor progress. Teachers support students in problem-solving and in making informed choices about appropriate learning strategies.	Teachers sustain learning environments in which students make informed choices about the most appropriate learning activities and strategies for their learning goals. Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning.	Teachers collaborate with students to design rich, open-ended tasks, and use student achievement data to tailor learning, employing strategies that are appropriately challenging for each student. Teachers support students in developing a growth mindset and apply strategies which promote analysis, synthesis and innovation. Teachers incorporate metacognitive strategies in their day-to-day teaching.

PRIORITY AREA
PROFESSIONAL LEADERSHIP

VISION, VALUES AND CULTURE

OVERVIEW

Our shared vision is to give every Victorian child and young person the best learning and development experience, and to uphold the shared values of integrity, responsiveness, impartiality, accountability, respect, leadership and a commitment to human rights. Schools collaborate through networks and Communities of Practice to share expertise, challenges and learn from one another.

A school's vision makes clear to the whole school community its values and what it aims to achieve. The creation of a positive school climate rests on sharing, working together and revisiting vision and ambition, together with strategies that support the school's objectives and enhance the quality of teaching and learning.

Schools routinely build their vision, values and culture through communication with students, staff and parents/carers/kin, and through forging strong partnerships with community organisations and other service providers. Successful school leaders demonstrate their capacity to lead the school community through a future-focused vision, underpinned by a common purpose and shared values. Such alignment is integral to building a positive school culture that sustains continuous improvement.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – the 'cultural leadership' and 'visibility' factors
- Attitude to Schools Survey – the 'school connectedness' factor
- Parent Opinion Survey – the 'school improvement' and 'general satisfaction' factors.

SUPPORTING RESOURCE

The VTLM: Vision for Learning

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school embeds vision and values			
Leaders engage staff in discussions about the school's vision, values and goals in the SSP, and connecting them to the system's vision and values. Leaders set goals for the school, specifying school improvement targets from the SSP. They clarify expectations that the goals are informed by, and impact on, teaching and learning. Leaders provide opportunities for members of the school community to have a voice, and for students to understand how their own connectedness to the school is underpinned by values which they play a part in creating.	Leaders engage teachers in developing a shared vision for school improvement with links to the system's vision and values. Leaders work with teachers to identify improvement goals, and desired levels of achievement, while clarifying the relationship between planning and teaching and anticipated goals. Leaders actively engage with the whole school community and use a range of decision-making strategies in and activities to ensure commitment to the school's vision.	Leaders clearly articulate the school's vision and values, their importance in guiding all school work and the connection to the system's vision and values. Leaders work with staff to design school policies, processes and teaching programs grounded in agreed vision, values and SSP goals, and in key improvement strategies and targets. Leaders construct monitoring systems to evaluate how well programs and activities are aligned with the vision and goals.	Leaders and teachers work together with the whole school community to develop and demonstrate values, informed by the school's vision, embedding these deeply in everyday practices. Leaders and teachers develop reciprocal partnerships with other schools through networks and/or Communities of Practice.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school builds a positive school culture			
Leaders and teachers engage in discussions about the school's culture and what can be done to strengthen that culture. Teachers establish their own classroom procedures, expectations and consequences.	Leaders support teachers in building resilient, school-wide classroom cultures. Teachers and leaders agree on what constitutes evidence-based teaching, learning and wellbeing practices. Leaders use discussion and evaluation tools to examine levels of agreement about school practices and agreed norms, in order to build positive classroom and wider school culture. Teachers collaborate and support each other in upholding the shared vision, values and culture of the school.	Leaders strongly reinforce the factors and processes that produce a positive culture across the school. Leaders observe classroom and school culture through frequent visits to classrooms at mutually agreed times. Leaders, in conjunction with teachers, students and others in the school community, review the school's vision and values on a four-year cycle.	Leaders transform their vision into systems, processes and practices that are supported by staff, students and community members. Leaders respond in ways that motivate and lift the morale of leadership teams, teachers, students and community members. Leaders, teachers and students engage the school community in supporting the student learning program. Leaders and teachers use a variety of feedback mechanisms with parents/carers/ kin, students and peers to build a shared understanding of expectations held by the school and wider community.

BUILDING LEADERSHIP TEAMS

OVERVIEW

School leaders play a critical role in school improvement, including by developing the capabilities of staff in leadership teams to implement and sustain change. Effective school leaders develop structures that support evidence-informed learning. Effective school leadership is measured by the quality of relationships that support achievement, engagement and wellbeing.

The quality, strength and resilience of leadership teams relies on organisational structures which support and enhance shared approaches to leadership tasks. Such collaboration requires time, and, together with data analysis, is essential to sustaining continuous improvement. System leaders play an important role in networks and Communities of Practice to share practice, build capacity and learn from their peers.

IMPROVEMENT MEASURES

Results from the School Staff Survey, available in Panorama, can be used to measure progress, and as success indicators. Suggested factors include: the 'leading change', 'shielding and buffering', 'understand contribution to school improvement' and 'flexibility' factors.

SUPPORTING RESOURCE

FISO Strategic Enablers for Implementation Guide

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The leadership team leads school improvement			
Leaders have a basic understanding of current school improvement research and use student data to influence the school's choice of FISO priorities for school improvement. Leaders encourage staff to trial high-impact classroom teaching techniques linked to an emerging model of pedagogy.	Leaders establish a SIT to drive and oversee the implementation of the school's improvement plans/strategies. The SIT plays a key role in shaping the school's improvement plans and goals, outlined in the SSP. Leaders provide clear and explicit direction and support for the SIT's activities, including raising awareness across the school community of its improvement goals and targets, identified in the SSP and AIP. The SIT facilitates discussions on evidence-based school improvement models and how they may help the school with sequencing and managing change.	The SIT has a shared understanding of why and how AIP strategies and actions will be implemented, and how these will support the school's vision, values and culture. The SIT develops leadership capability among teachers in the implementation and monitoring of PLCs/PLTs, fostering a culture of improvement across the school. SIT members communicate to the wider school community the school's vision, values and culture, and the priorities which drive its improvement agenda.	The SIT, PLCs/PLTs, teachers and school council work together to maintain a focus on improvement across the school. The goals of the SSP are linked to the strategies and actions of the AIP. The timetable and meeting schedules prioritise collaboration for improvement across all teams. The SIT establishes a culture of review, responsibility and shared accountability among all staff in ensuring school improvement. The SIT makes decisions based on a shared and strongly held belief that the school, with wider community support, can sustain improvement.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
School leadership is shared			
The principal identifies teachers to whom they delegate specific leadership tasks or roles. Leaders take account of teacher and leader input and feedback when making decisions. Leaders have different understandings about the school's priorities. There is scope for leaders' roles, responsibilities and accountabilities to be strengthened.	Leaders develop processes which enhance the leadership potential of all staff. Leaders establish formal and informal structures to canvass the views of staff when formulating decisions. Leaders understand that collectively, they are responsible for improving student learning and achievement. Leaders acknowledge that all teachers are leaders of learning in classrooms and across the school, and actively provide opportunities for them to demonstrate that leadership.	Leaders collaborate with staff to document and clearly communicate leadership roles, responsibilities and accountabilities, aligned with the school's priorities. Leaders ensure building leadership capability across the school is affected by opportunities for leadership development, including coaching and mentoring. Leaders review leadership roles to identify ways in which the effectiveness of the leadership team and middle-level leader may be enhanced.	Leaders demonstrate high levels of self-efficacy and collective responsibility for all elements of school improvement and student achievement, engagement and wellbeing. Leaders can rely on one another, are motivated and work harmoniously to provide resilient, shared leadership. Leaders analyse staff perception data and work as a team to understand and address any staff concerns about leadership in the school.

STRATEGIC RESOURCE MANAGEMENT

OVERVIEW

Strategic resource management is a critical factor in continuous school improvement. Successful leaders embrace ambiguous, complex and challenging contexts and work with others to seek creative and innovative solutions while ensuring integrity. Effective organisational design helps to focus school staff on delivery of the school's strategic plan.

Successful leaders allocate resources to serve the overarching strategic vision and goals of the school community. They enhance the quality of teaching and learning by determining what teaching expertise and resources are critical to achieving student learning goals. The principal is the primary decision-maker for resource allocation. They use agreed consultative mechanisms to make decisions.

IMPROVEMENT MEASURES

Results from the School Staff Survey, available in Panorama, can be used to measure progress, and as success indicators. Suggested factors include: the 'intellectual stimulation' and 'shielding and buffering' factors.

SUPPORTING RESOURCES

Equity Funding Planning and Intervention Guide

Organisation design

EMERGING	EVOLVING	EMBEDDING	EXCELLING
School leaders invest in strategic thinking, planning and resource allocation			
Leaders articulate a clear direction for the school, relevant to its social context. Leaders determine the allocation of school resources based on immediate school and student needs. Leaders use whole-school data to identify school improvement goals linked to the AIP. Leaders meet resourcing priorities through their consultative processes.	Leaders demonstrate an understanding of the school's context and readiness to embrace improvement initiatives. Leaders develop decision-making processes and use a consultative approach to strategic planning. Leaders ensure that the goals of the SSP and AIP are prioritised in the allocation of resources. The school has a data management system that enables teachers to readily access and use data at team, class and individual levels.	Leaders use improvement strategies appropriate to desired changes. Their initiatives within a Community of Practice inform their thinking and planning. Leaders use school student achievement, wellbeing and engagement data for strategic planning and accountability. Leaders develop a clear line of sight between school improvement goals, school-wide improvement strategies and resourcing. Leaders monitor the performance of the school and plan expenditure to support positive outcomes for students. Leaders strengthen workforce profiling and planning to ensure that resources are directed to improving the quality of teaching and learning.	Leaders' understanding of broader educational influences, both globally and nationally, informs strategic thinking, planning and resource allocation. Leaders embrace uncertain, complex and challenging contexts and work within a Community of Practice to seek creative and innovative solutions. This includes the exploitation of new strategies, community resources and opportunities. Leaders use the FISO Improvement Cycle to trial the resourcing of new strategies, and continuously monitor their impact. Leaders audit processes and programs to refine organisational practices, reduce duplication and improve efficiency.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Leaders use human resources strategically			
Leaders recruit school staff who offer the best fit for the school's current needs.

Leaders make recruitment decisions by assessing the school's staff shortages and short-term goals.

Leaders work 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.

Leaders ensure that beginning teachers and teachers new to the school are given a thorough induction. | Leaders recruit personnel and change the roles and responsibilities of personnel to best meet the school's objectives.

Leaders assess the school's current and anticipated staffing needs, planned developments and short-term goals when making recruitment decisions.

Leaders identify and implement professional learning aligned with staff learning plans and school priorities.

Leaders allocate time and resources to support teacher collaboration.

Leaders ensure that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors. | Leaders anticipate and prepare for changes in senior staff, by improving the abilities and expertise of other teachers to fill these roles.

Leaders invest strategically in forms of professional learning that support school goals and priorities.

Leaders monitor and evaluate the impact of professional learning and PLCs/PLTs, measuring progress in meeting school goals and priorities.

Leaders and teacher mentors support beginning and new teachers to understand and contribute to the school's program. Their feedback informs review of the induction processes. | Leaders integrate student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes.

Leaders are rigorous in the recruitment, induction and succession planning of staff with specific expertise, to meet the required goals and targets of the SSP.

Leaders create challenging roles that encourage the development of experienced teachers and leaders.

New and beginning teachers actively work with their colleagues to shape the school's learning program.

Leaders strategically review organisational design and structure to ensure optimal use of human resources, roles and functions in supporting continuous improvement in learning and achievement. |

INSTRUCTIONAL AND SHARED LEADERSHIP

OVERVIEW

Leadership is a collaborative endeavour involving leaders, teachers and students. Leaders and teachers build and foster a culture of trust, respect and systematic enquiry. Student learning and achievements are the core priority. Leaders coordinate the planning and evaluation of the curriculum, assessment practices and pedagogies. They discuss the nature of provision, evaluating opportunities for teachers to improve and enhance their practice. This entails a critical focus on student engagement and wellbeing, and the impact of both on achievement.

Leaders hold themselves accountable for collaborative effort, sharing leadership and developing and empowering teachers. They also continuously build their own leadership capabilities. This accountability applies to leadership within the classroom, as well as in the broader school community.

IMPROVEMENT MEASURES

Results from the School Staff Survey, available in Panorama, may be used to measure progress, and as success indicators. Suggested factors include: the 'instructional leadership', 'coherence', 'applicability of professional learning' and 'understand contribution to school improvement' factors.

The 'instructional leadership' factor from the School Staff Survey is used to calculate a school's performance group using the Differentiated School Performance Method (DSPM).

SUPPORTING RESOURCES

Communities of Practice

Professional Learning Communities

The Strategic Enablers for Implementation Guide

EMERGING	EVOLVING	EMBEDDING	EXCELLING
School leaders lead teaching and learning			
Leaders occasionally share their knowledge of the curriculum and pedagogical and assessment practices with teachers.

Leaders occasionally lead staff professional learning.

Leaders respond to teachers seeking advice on the school's curriculum, pedagogy and assessment priorities and practices. | Leaders participate in and lead professional learning for staff, sharing research, evidence and knowledge of curriculum, pedagogy and assessment.

Leaders support teachers to review their classroom practice using a range of reflective activities.

Leaders analyse data to plan and evaluate teaching and learning.

Leaders ensure that PLCs/PLTs have allocated meeting time to evaluate the impact of their teaching on student learning and achievement.

Leaders have a strong connection with their staff built on a culture of trust and mutual respect. | Leaders act as 'challenge partners' for teachers and PLCs/PLTs.

Leaders and teachers together systematically visit and review classroom practice.

Leaders and PLCs/PLTs routinely collect, analyse and use data to measure the impact of teaching, adjusting curriculum and strategic planning, content, processes and documentation accordingly. | Leaders guide and challenge staff to use data and other sources of evidence to plan learning and teaching, and to evaluate the impact of their teaching on student achievements.

Leaders use the PDP process to align teacher instructional and evaluation practices with the school's goals and priorities.

Leaders act on the understanding that they are accountable, individually and collectively, for leading the development and performance of staff.

Leaders develop reciprocal partnerships with other schools through networks and Communities of Practice as system leaders. |

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The leadership team leads professional learning			
Leaders participate in professional and community networks and forums to broaden their knowledge and practice. Leaders and teachers document the school's whole-school professional learning program. Leaders implement an induction program for new teachers, introducing them to the professional learning culture of the school.	Leaders regularly participate in professional learning with their staff, in formal, structured professional learning teams, and through informal discussions, coaching and mentoring. Leaders create a climate in which teachers and senior leaders know they can engage in challenging discussions about teaching and learning, and about school reform initiatives. Leading teachers support and facilitate the school's professional learning program.	Leaders mentor or coach colleagues who are keen to improve their teaching and administrative skills. Leaders engage in networks and/or Communities of Practice. Leaders make significant contributions to the work of the school's PLCs/PLTs by collecting real-time data and giving feedback on the quality of work undertaken. Leaders provide time and resources for teachers to research and create new approaches in which impact is measured. Findings are integrated into school improvement plans and processes. Leaders design strategies and processes that support leadership development and create leadership roles within the school.	Leaders participate in and actively lead network and/or Communities of Practice, sharing knowledge and enabling staff to gain access to high-quality professional learning. Leaders participate in learning 'walks and talks' in other schools to monitor and evaluate the impact of teacher professional learning and improvements in practice.

PRIORITY AREA
COMMUNITY ENGAGEMENT IN LEARNING

BUILDING COMMUNITIES

OVERVIEW

Schools serve the community through engaging and working inclusively with a broad range of people and organisations. Schools can strengthen community cohesion, helping to improve student learning within and beyond school. Strong communities act as a support network for student health, wellbeing and engagement. They support students' learning and development and enhance social inclusion.

Through strong community partnerships, students can engage in the world of work, building different pathways and social networks. These help to create smooth transitions into further education, training and employment. Strong community partnerships are crucial for building trust and enabling cultural connectivity. Working with the community also gives schools access to local expertise, facilities, resources and services, which can help students overcome barriers and reach their full potential.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- School Staff Survey – the 'parent and community involvement' and 'parent and community involvement, engagement and outreach' factors
- Parent Opinion Survey – the 'parent participation and involvement' and 'school communication' factors.

SUPPORTING RESOURCES

The VTLM: Practice Principles

Information for parents

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school advances community engagement			
Leaders recognise that broader community engagement is key to building and strengthening the community and enhancing student outcomes. Leaders encourage community participation in school activities and provide access to school resources and facilities to strengthen school and community connections. Leaders ensure inclusive school policies, programs and practices are developed to build mutual trust and respect between the school and the community.	Leaders create opportunities for community groups and volunteers to participate in the operations of the school, and encourage the use of school resources and facilities by the community. Leaders develop partnerships with key tertiary, community and employment organisations to build aspirations and opportunities for students. Leaders identify data and tools which can assist evaluation of the level of community engagement over time.	Leaders actively collaborate with community groups and members to provide joint services, programs and activities for parents/carers/kin, and the wider community, such as adult education programs. Leaders ensure that inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Leaders establish a monitoring system that offers insights into the level of community engagement and helps to identify the most effective strategies for engagement.	Leaders, teachers and students create a community-focused and outward-looking environment, with the school functioning as a community hub. Leaders encourage collaboration with diverse community groups, and the school provides services and activities before, during and after school hours. Leaders, teachers and students have developed sustainable and effective ways to engage with the broader community, which is regularly involved in school activities. Community members and groups are active contributors to school decision-making and have a voice in relevant school decisions. Leaders ensure that inclusive school policies, programs and practices are monitored and evaluated for their effectiveness.

PARENTS AND CARERS AS PARTNERS

OVERVIEW

Parents and carers as partners encompass children's learning and development at home, at school and in communities. Parents and carers provide learning opportunities at home and in communities, creating connections between learning at school and learning outside of school. When schools and families work together, children can become more engaged with their school work, achieve better academically, stay in school longer and develop better social skills. Effective partnerships enrich wellbeing, achievement and engagement by focusing on student needs.

IMPROVEMENT MEASURES

Results from system surveys, available in Panorama, can be used to measure progress, and as success indicators. Suggested surveys include:

- Parent Opinion Survey – the 'parent participation and involvement', 'school communication' and 'teacher communication' factors
- School Staff Survey – the 'parent and community involvement, engagement, and outreach' and 'trust in students and parents' factors.

SUPPORTING RESOURCES

Parent Information Kits

The VTLM: Practice Principles

Information for parents

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school develops communication and meaningful partnerships with parents/carers/kin			
Leaders provide opportunities for parents/carers/kin to engage in decision-making activities through mechanisms such as parent associations, committees and school councils. Leaders and school councils develop policies and procedures and make them available to parents/carers/kin. Leaders and staff ensure all students, parents/carers/kin, feel safe, welcomed and supported in the school.	Leaders, teachers and students encourage parents/carers/kin to participate in activities specifically designed to provide them with information and to engage them with school life. Leaders ensure that parents/carers/kin have opportunities to review and make suggestions about school guidelines, as well as about expectations for student learning, wellbeing and engagement. Leaders have developed clear processes for responding to parent concerns. These are well understood by parents/carers/kin.	Leaders develop a community engagement strategy, seeking feedback from parents/carers/kin on the effectiveness of strategic plans for strengthening community engagement and the use of digital technology. Leaders periodically review existing school policies, practices and procedures, in consultation with parents/carers/kin and students, to identify issues regarding existing school processes and practice.	Leaders and teachers establish sustainable and effective partnerships with parents/carers/kin in which their engagement becomes embedded within the school culture. Leaders offer a range of forums in which parents are encouraged to give feedback and raise any issues or concerns. These forums can help direct the school's future. Parents/carers/kin routinely promote the school and celebrate its achievements in the wider community.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
Home learning connects with school learning			
Teachers provide information to parents/carers/kin on how they can most effectively support their child's learning, health and wellbeing using digital and other forms of communication. Teachers regularly update parents/carers/kin on the status and progress of their child's learning, with protocols in place to respond to issues and concerns. Teachers engage with parents/carers/kin to develop learning plans which support students with specific learning needs.	Leaders provide multiple opportunities for parents/carers/kin to discuss with teachers their respective roles in supporting the child's learning, health and wellbeing needs. Teachers encourage parents/carers/kin to talk with their child about what they are learning at school and actively engage in home learning activities. Leaders establish a school-wide homework policy. This includes the need for explicit teaching of study skills, expectations about the time allocated for home learning, and the requirement that teachers give students specific feedback on set homework.	Leaders and teachers value and acknowledge the diverse expertise and experiences of parents/carers/kin. They adapt their approaches, including through outreach and engagement in school co-curricular activities, to strengthen school and home partnerships. Teachers schedule teacher, parent/carer and student conferences to discuss goals and targets, learning, individual progress and achievements, using technology which improves access where relevant. Teachers, parents/carers/kin work together to consistently support and reinforce expectations about every child's learning effort and behaviour. Teachers work with parents/carers/kin to overcome barriers to family engagement with the school, which might inhibit support for their child's learning, health and wellbeing.	Parents/carers/kin uphold positive attitudes to learning, and consistently support the school's expectations by working with teachers to set high expectations to improve outcomes for all students. Staff design, implement and evaluate effective programs designed to enhance the capacity of parents/carers/kin to support learning at home. Leaders ensure embedded school practices cater for parent/carer/kin diversity, and that barriers to engagement are reduced or removed.

NETWORKS WITH SCHOOLS, SERVICES AND AGENCIES

OVERVIEW

Schools develop and foster partnerships with other schools, their CoP, community-based organisations, service agencies, government and non-government organisations to create networks that promote and support student achievement, wellbeing and engagement.

Effective partnerships develop common understandings and evidence-based practices, challenging potential barriers to learning and engagement. They support health and wellbeing, promote positive social relationships, allow for service referrals, and support students to achieve more and raise their aspirations.

IMPROVEMENT MEASURES

Existing system data on networks with schools, services and agencies is limited.

The 'school stage transitions' factor in the Attitudes to School Survey, and the 'positive transitions' factor in the Parent Opinion Survey, may help schools gauge the strength of their networks.

A useful resource for specialist schools is the Parent Opinion Survey 'satisfaction with services around special needs' factor.

SUPPORTING RESOURCES

Communities of Practice

Partnerships and Collaboration with Other Schools

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school establishes partnerships			
Leaders and teachers work with specialist services, education providers and community organisations to support the learning, health and wellbeing needs of individual students. Leaders consider using school facilities for the delivery of services. Leaders commit resources to establish and maintain partnerships and networks.	Leaders and teachers establish partnership links, connections and referral pathways to services, agencies, and community learning organisations that support students with specific learning, engagement, health and wellbeing needs.	Leaders and teachers participate in networked learning communities in which students' specific needs are addressed through the sharing of facilities, expertise and knowledge. Partnership members forge agreements and create structures that promote the sharing of facilities, expertise and professional knowledge. Leaders collaborate with partners and networks to strengthen expectations and close gaps in achievement for specific student groups.	Leaders establish the school as a hub, with community services on-site, and provide access and referral pathways to community support services. Partnership members collaborate to plan, strategically engaging in joint actions and collectively monitoring progress at regular intervals. Leaders, teachers and partnership members actively seek to grow and diversify their partnerships/ networks for the benefit of the school community.

GLOBAL CITIZENSHIP

OVERVIEW

Global citizenship means an awareness of the interconnectedness among people, societies and environments around the globe. It emphasises responsibilities and contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect seminal universal values such as peace, sustainability and upholding the human rights and dignity of all people.

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

IMPROVEMENT MEASURES

Schools can use assessment against the Civics and Citizenship Curriculum Achievement Standards.

SUPPORTING RESOURCES

The VTLM: Practice Principles

VCAA Intercultural Capability Teaching Resources

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school develops systems to guide a global focus			
Discussions directed by leaders have convinced school councillors, parents, teachers and students that the school needs to adopt a curriculum that fosters global citizenship and intercultural capacity. Leaders support teachers to run whole-school activities designed to lift the profile of global education and develop global citizenship and intercultural capability.	Leaders establish and direct a working group to guide, support, monitor and report on the school's global learning practices. Leaders establish a working group to audit the curriculum to determine the extent to which global citizenship is integrated sequentially through the curriculum.	Leaders provide resources to support the staged development and implementation of a global citizenship curriculum. Leaders oversee a global citizenship working group to collaboratively develop a school-wide plan, identifying milestones for integrating global learning, intercultural capability and languages education.	Leaders engage with culturally diverse communities, identifying and establishing partnerships that promote practical application of students' language-learning, as well as their global and intercultural capabilities. Leaders establish and sustain a 'sister school' arrangement with one or more schools.

EMERGING	EVOLVING	EMBEDDING	EXCELLING
The school develops teacher capacity in global citizenship			
Teachers are encouraged to work in teams when devising their global citizenship curriculum. Teachers visit each other's classrooms to observe and give feedback on how classes are promoting students' intercultural capabilities.	Teachers work in teams to promote the integration of a global focus across curriculum learning areas and year levels. Teachers receive support to attend programs that focus on learning about cultural understandings and practices, and/or language learning.	Teachers develop their awareness of where to access online resources to inform their globalisation unit and lesson planning and share this with their colleagues. Leaders support teachers to access professional reading and teaching resources that support them to improve their curriculum development and teaching of intercultural capabilities.	Teacher promote efficacy in developing students' global preparedness through participation in conferences, international study tours and teacher exchanges. Teachers demonstrate leadership in promoting global citizenship, intercultural capacity and languages education by supporting other schools to become globally focused.