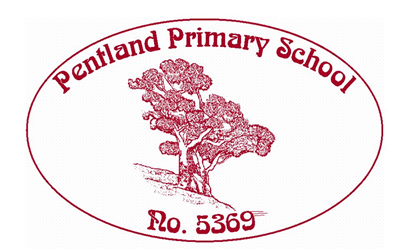
**FISO Continua of Practice self-evaluation - 2021**

Pentland Primary School (5369)



Submitted for review by Andrew Harrison (School Principal) on 18 December, 2020 at 08:58 AM  
Endorsed by Phonse Crawford (Senior Education Improvement Leader) on 12 January, 2021 at 12:19 PM  
Awaiting endorsement by School Council President

**FISO Continua of Practice self-evaluation - 2021**

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| **Priority** | Excellence in teaching and learning in teaching and learning | | | |
| **Dimension** | Building practice excellence | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding moving towards Excelling | | | | |
| **Emerging** 0 out of 3 continua selected | | **Evolving** 0 out of 3 continua selected | **Embedding** 2 out of 3 continua selected | **Excelling** 1 out of 3 continua selected |
| 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. Teachers share their expertise when requested by their colleagues. Teachers operate and reflect on their practice independently. | | 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. Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. Teachers work individually and collaboratively, through PLCs/PLTs and key learning areas, to become skilled in using high-impact teaching practices. Teachers have allocated time to reflect individually and collaboratively upon their practice, draw on current research and use an inquiry improvement cycle. | 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. PLCs/PLTs report on how they are progressing towards meeting their professional learning goals, targets and timelines. 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 ensure PDP processes build in professional learning goals which are practicable and may be used by teachers as evidence of their practice. PLCs/PLTs across the school observe agreed norms and protocols. | 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. 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. 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. Leaders promote and encourage staff participation in networks and Communities of Practice (CoPs) to share practice and learn from other schools. |
| Professional learning is collaborative, involving reflection and feedback | | | | |
| Leaders encourage teachers to seek expert practitioner advice and support from experienced colleagues. Teachers work in isolation and define their practice individually. Teachers occasionally give and receive peer feedback with a focus on improving practice. | | Leaders formalise arrangements for PLCs/PLTs and teachers to collaborate with peers to share and reflect on practice. Teachers challenge and support each other to improve practice through peer observation and provide regular feedback on teaching practice. Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. 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. | Leaders establish processes and protocols for enabling regular classroom observations and providing feedback. Leaders establish opportunities for teachers to participate in structured mentoring and coaching programs. PLCs/PLTs work together to analyse student work samples and student feedback. Teachers make time to observe each other’s practice, discuss feedback and identify future development priorities to refine practice and share expertise. | 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 challenge and improve each other’s practice. Teachers provide scaffolding and feedback that support students to assess their work and solve their own problems. 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 |
| 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. |

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| **Self-evaluation evidence** |  |
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| **Priority** | Excellence in teaching and learning in teaching and learning | | | |
| **Dimension** | Curriculum planning and assessment | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Evolving moving towards Embedding | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 1 out of 2 continua selected | **Embedding** 1 out of 2 continua selected | **Excelling** 0 out of 2 continua selected |
| 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. |
| There is a holistic approach to curriculum, pedagogy and assessment | | | | |
| 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. |

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| **Priority** | Excellence in teaching and learning in teaching and learning | | | |
| **Dimension** | Evidence-based high-impact teaching strategies | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Evolving | | | | |
| **Emerging** 0 out of 1 continua selected | | **Evolving** 1 out of 1 continua selected | **Embedding** 0 out of 1 continua selected | **Excelling** 0 out of 1 continua selected |
| 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. |

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| **Priority** | Excellence in teaching and learning in teaching and learning | | | |
| **Dimension** | Evaluating impact on learning | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding moving towards Excelling | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 1 out of 2 continua selected | **Excelling** 1 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Professional leadership | | | |
| **Dimension** | Building leadership teams | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding moving towards Excelling | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 1 out of 2 continua selected | **Excelling** 1 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Professional leadership | | | |
| **Dimension** | Instructional and shared leadership | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 2 out of 2 continua selected | **Excelling** 0 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Professional leadership | | | |
| **Dimension** | Strategic resource management | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Excelling | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 0 out of 2 continua selected | **Excelling** 2 out of 2 continua selected |
| 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. |
| 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. Encouraging 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. |

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| **Priority** | Professional leadership | | | |
| **Dimension** | Vision, values and culture | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Excelling | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 0 out of 2 continua selected | **Excelling** 2 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Positive climate for learning | | | |
| **Dimension** | Empowering students and building school pride | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 1 out of 2 continua selected | **Embedding** 0 out of 2 continua selected | **Excelling** 1 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Positive climate for learning | | | |
| **Dimension** | Setting expectations and promoting inclusion | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Excelling | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 0 out of 2 continua selected | **Excelling** 2 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Positive climate for learning | | | |
| **Dimension** | Health and wellbeing | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Evolving | | | | |
| **Emerging** 0 out of 1 continua selected | | **Evolving** 1 out of 1 continua selected | **Embedding** 0 out of 1 continua selected | **Excelling** 0 out of 1 continua selected |
| 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 pro-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. |

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| **Priority** | Positive climate for learning | | | |
| **Dimension** | Intellectual engagement and self-awareness | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Evolving moving towards Embedding | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 1 out of 2 continua selected | **Embedding** 1 out of 2 continua selected | **Excelling** 0 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Community engagement in learning | | | |
| **Dimension** | Building communities | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding | | | | |
| **Emerging** 0 out of 1 continua selected | | **Evolving** 0 out of 1 continua selected | **Embedding** 1 out of 1 continua selected | **Excelling** 0 out of 1 continua selected |
| 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. |

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| **Priority** | Community engagement in learning | | | |
| **Dimension** | Global citizenship | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Evolving | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 2 out of 2 continua selected | **Embedding** 0 out of 2 continua selected | **Excelling** 0 out of 2 continua selected |
| 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. |
| 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. |

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| **Priority** | Community engagement in learning | | | |
| **Dimension** | Networks with schools, services and agencies | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding | | | | |
| **Emerging** 0 out of 1 continua selected | | **Evolving** 0 out of 1 continua selected | **Embedding** 1 out of 1 continua selected | **Excelling** 0 out of 1 continua selected |
| 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. |

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| **Priority** | Community engagement in learning | | | |
| **Dimension** | Parents and carers as partners | | | |
| **Score** | 🗹 You have assessed your school on all Components for this dimension.   |  |  | | --- | --- | | Your current Self-evaluation score is: | Embedding | | | | |
| **Emerging** 0 out of 2 continua selected | | **Evolving** 0 out of 2 continua selected | **Embedding** 2 out of 2 continua selected | **Excelling** 0 out of 2 continua selected |
| 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. |
| 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. |

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