

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Flemington Primary School (0250)



Submitted for review by Amanda Williams (School Principal) on 23 March, 2018 at 03:08 PM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 23 March, 2018 at 03:10 PM

Endorsed by Peter Hormann (School Council President) on 22 June, 2018 at 01:38 PM

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Flemington Primary School (0250)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.	<p>NAPLAN:</p> <p>By 2020:</p> <ul style="list-style-type: none"> • The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: <ul style="list-style-type: none"> o Grammar and Punctuation: 75% o Reading: 75% o Spelling: 80% o Writing: 75% • Numeracy: 75% 	Yes	<p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing: 61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5 students achieving in the top two NAPLAN bands will increase</p>	Building practice excellence

	2017	2018	2019	2020	2021
Reading	62%	65%	69%	72%	75%
Writing	57%	61%	65%	70%	75%
Spelling	63%	67%	72%	76%	80%
Grammar and Punctuation	40%	49%	57%	66%	75%
Numeracy	53%	59%	65%	71%	75%

- The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy
 - Grammar and Punctuation: 40%
 - Reading: 55%
 - Spelling: 45%
 - Writing: 40%
 - Numeracy: 45%
- The proportion of students achieving high or medium NAPLAN relative learning growth will be 85% for all domains of literacy and numeracy.
- 90% of teachers will be at the embedding stage on the HITS Continuum of Practice.

	2017	2018	2019	2020	2021
Reading	49%	50%	51%	53%	55%
Writing	21%	26%	31%	36%	40%
Spelling	35%	37%	40%	43%	45%
Grammar and Punctuation	35%	36%	38%	39%	40%
Numeracy	41%	42%	43%	44%	45%

for all domains of literacy and numeracy:
 Reading: 50%
 Writing: 26%
 Spelling: 37%
 Grammar & Punctuation: 36%
 Numeracy: 42%

To develop the school as a positive and supportive learning community.

School Staff Survey:

By 2020, school mean scores (Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:

- Academic Emphasis 77.00
- Collective Efficacy 80.00
- Collective Responsibility 86.00

	2017	2018	2019	2020	2021
Academic Emphasis	63%	67%	71%	74%	77%
Collective Efficacy	75%	77%	78%	79%	80%
Collective Responsibility	89%	91%	93%	95%	96%

Parent Opinion Survey:

By 2020, the proportion of parents giving positive endorsement on the following factors in the PO Survey will be:

- High expectations for success 85%
- Student motivation and support 75%

confidence and resiliency skills 85%

	2017	2018	2019	2020	2021
High Expectations for Success	83%	84%	85%	86%	87%
Student Motivation and Support	68%	70%	73%	75%	78%
Confidence and Resiliency	82%	84%	87%	89%	90%

Yes

By 2018 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:

SSSurvey:
Academic Emphasis:67%
Collective Efficacy:77%
Collective Responsibility:91%

Parent Opinion Survey:
High expectations for success:84%
Student motivation & support:70%
Confidence & Resiliency:85%

Attitude to school survey:
High expectations for success:96%
Resilience:80%
School connectedness:77%
Sense of inclusion: 87%

Building leadership teams

Attitude to school survey:

By 2020, the Overall Primary % Positive for the following survey factors on the ATOSS will be:

- High expectations for success 97%
- Resilience 85%
- School connectedness 85%
- Sense of inclusion 90%

Atoss	2017	2018	2019	2020	2021
High Expectations for Success	95%	96%	97%	98%	99%
Resilience	77%	80%	83%	85%	88%
School Connectedness	72%	77%	82%	85%	88%
Sense of Inclusion	85%	87%	89%	90%	92%

To strengthen students' intellectual engagement and self-awareness.

Attitude to school survey:

By 2020, the Overall Primary % Positive will be:

- Stimulated Learning 85%
- Learning Confidence 85%
- Self-Regulation and Goal Setting 90%
- Motivation and Interest 85%

Yes

By 2018, the primary positive percentage in the attitude to school survey will be:

Stimulating learning: 78%
 Learning Confidence: 81%
 Self regulation & goal setting: 87%
 Motivation & interest: 81%

Intellectual engagement and self-awareness

	2017	2018	2019	2020	2021
Stimulated Learning	75%	78%	82%	85%	89%
Learning Confidence	79%	81%	83%	85%	88%
Self regulation & Goal Setting	85%	87%	88%	90%	92%
Motivation & Interest	79%	81%	83%	85%	88%

Parent Opinion Survey:

By 2020, the percentage of parents giving positive endorsement of the following factors:

- Stimulating Learning Environment 75%
- Student Agency and Voice 75%

	2017	2018	2019	2020	2021
Stimulating Learning Environment	67%	70%	73%	75%	78%
Student Agency & Voice	69%	71%	73%	75%	78%

By 2020, the school's mean number of days absent, for Prep-Year 6 combined, will be no

By 2018, the percentage of parents giving positive endorsement of the following factors will be:

Stimulating learning environment:70%
Student agency & voice:71%

By 2018 the school's mean number of days absent, for Prep-Year 6 combined, will be no more than the State mean.

Improvement Initiatives Rationale

In 2017 FPS undertook a Peer Review to assist in the development in the 2018-2021 Strategic Plan. The review panel discussed considerations for improving student achievement, engagement and wellbeing outcomes, to inform the next SSP. Suggestions were aligned to the Framework for Improving Student Outcomes (FISO). The panel recognised the need to rebuild instructional leadership in the school to replace mid-level leaders. The panel also felt that students should be encouraged hold high expectations of themselves and be supported to learn within a positive and encouraging school community. The panel suggested the following goal.

- To develop the school as a positive, reflective and supportive learning community, focused on excellence and with high expectations that students can meet appropriate challenges

The panel examined student learning data which showed strong achievement to Year 3 but an easing of the rate of growth in subsequent years. It suggested the following goal:

- To improve the achievement and learning growth of every student in all domains of literacy and numeracy.

The panel recognised that the school was working to address students' intellectual engagement and ownership of their learning. Panel members considered that this was critical to the development of lifelong learners and that it should be further developed and consolidated in the school's next SSP. The panel suggested the following goal:

- To strengthen students' intellectual engagement, self-awareness and agency in their learning.

Data

The panel examined the data related to the school's targets and concluded that FPS had improved outcomes at all ability levels in Literacy and Numeracy. The school met its target, to reduce the percentage of students achieving low relative growth, for Reading and Numeracy. There were fluctuations from year to year. The panel concluded that Target 1.1 for improved relative growth was therefore achieved in some years in domains of Literacy/Numeracy.

Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	<p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing: 61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 50% Writing: 26%</p>

	Spelling: 37% Grammar & Punctuation: 36% Numeracy: 42%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Establish a guaranteed and viable curriculum P-6 (with proficiency scales) for Numeracy.
KIS 2	Establish an agreed instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy.
KIS 3	Build practice excellence through the use of HITS.
KIS 4	Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).
KIS 5	Continue to improve the data literacy of team leaders and to strengthen the capacity of teams to undertake the monitoring of data.
Goal 2	To develop the school as a positive and supportive learning community.
12 month target 2.1	By 2018 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least: SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:91% Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85% Attitude to school survey: High expectations for success:96%

	Resilience:80% School connectedness:77% Sense of inclusion: 87%
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Develop a distributed leadership team.
KIS 2	Set expectations and promote inclusion by fully implementing SWPBS.
KIS 3	Empower students by strengthening their voice in the school.

Goal 3	To strengthen students' intellectual engagement and self-awareness.
12 month target 3.1	By 2018, the primary positive percentage in the attitude to school survey will be: Stimulating learning: 78% Learning Confidence:81% Self regulation & goal setting:87% Motivation & interest: 81% By 2018, the percentage of parents giving positive endorsement of the following factors will be: Stimulating learning environment:70% Student agency & voice:71% By 2018 the school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Develop consistent classroom environments which support students' learning independence.

KIS 2	Develop students' understanding of good learner behaviours.
KIS 3	Strengthen student agency through goal-setting, their capacity to monitor their own learning, feedback loops and their accountability for that learning (Including 3-way conferences).

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	<p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing:61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 50% Writing:26% Spelling: 37% Grammar & Punctuation: 36% Numeracy: 42%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Establish a guaranteed and viable curriculum P-6 (with proficiency scales) for Numeracy.
Actions	Teachers will work collaboratively to develop a guaranteed and viable curriculum. As a part of this work they will develop Essential Learnings for P-6. Teachers will develop proficiency scales that unpack the Essential Learnings to develop and enhance teacher understanding of the standards in Numeracy. The Essential Learnings will demonstrate progression and sequencing of learning.
Evidence of impact	<p>Teachers will...</p> <p>Work collaboratively to develop a Numeracy Guaranteed and Viable Curriculum – containing curriculum documentation and assessment schedule/practices.</p>

	Develop Essential Learnings and demonstrate a deeper understanding of the Numeracy Curriculum.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A Numeracy Guaranteed and Viable Curriculum with Essential Learnings and Proficiency Scales to be developed and documented on Google Drive.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	<p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing:61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 50% Writing:26% Spelling: 37% Grammar & Punctuation: 36% Numeracy: 42%</p>

FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Establish an agreed instructional model and consistent approaches to the teaching and learning in each of the domains of numeracy.
Actions	Teachers will reflect on current Instructional Models used at FPS and through inquiry investigate other Instructional Models. From their research and inquiry they will work collaboratively to develop an agreed upon Instructional model for the teaching of Numeracy for FPS.
Evidence of impact	Teachers will... Reflect on current Instructional models being used at FPS in Numeracy. Investigate and research other Instructional Models being used by other schools as a part of FPS Communities Of Practice. Develop, embed and document an agreed upon FPS Instructional Model for Numeracy.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
An FPS Instructional Model for Numeracy to be developed and documented on Google Drive.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing: 61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%

	<p>Year 5</p> <p>The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy:</p> <p>Reading: 50%</p> <p>Writing: 26%</p> <p>Spelling: 37%</p> <p>Grammar & Punctuation: 36%</p> <p>Numeracy: 42%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Build practice excellence through the use of HITS.
Actions	Teachers will reflect on current High Impact Instructional Strategies (HITS) used in their Collaborative Learning Team and identify which HITS to further investigate and incorporate into their teaching and learning on a regular basis.
Evidence of impact	<p>Teachers will...</p> <p>Reflect on High Impact Teaching Strategies that they are currently implementing in their teaching.</p> <p>Investigate and research other HITS to embed into their teaching and learning.</p> <p>Integrate, embed and document in planning/teaching HITS.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
High Impact Teaching Strategies to be integrated, embedded and documented in all planning/teaching.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$9,250.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	<p>Year 3</p> <p>The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy:</p>

	<p>Reading: 65% Writing:61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 50% Writing:26% Spelling: 37% Grammar & Punctuation: 36% Numeracy: 42%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS).
Actions	FPS will embed professional learning through the implementation of a Coaching and Peer Observation model that will deliver quality feedback integrating HITS.
Evidence of impact	<p>Leadership will ...</p> <p>Develop a Coaching model and facilitate peer observation sessions through Instructional Rounds.</p> <p>Teachers will...</p> <p>Participate in coaching and Peer Observation via Instructional Rounds at FPS. Reflect on High Impact Teaching Strategies that they are currently implementing in their teaching via Coaching and Instructional Rounds. Investigate and research other HITS to embed into their teaching and learning. Integrate, embed and document in planning/teaching HITS.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A Coaching and Instructional Rounds model to be developed and implemented enabling teaching to incorporate HITS.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth and achievement with a particular focus on Numeracy and Literacy.
12 month target 1.1	<p>Year 3 The proportion of Year 3 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 65% Writing: 61% Spelling: 67% Grammar & Punctuation: 49% Numeracy: 59%</p> <p>Year 5 The proportion of Year 5 students achieving in the top two NAPLAN bands will increase for all domains of literacy and numeracy: Reading: 50% Writing: 26% Spelling: 37% Grammar & Punctuation: 36% Numeracy: 42%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 5	Continue to improve the data literacy of team leaders and to strengthen the capacity of teams to undertake the monitoring of data.
Actions	<p>FPS Collaborative Team Leaders will deepen their data literacy so as to...</p> <p>Improves student learning outcomes</p>

	<p>Strengthen teaching and learning Facilitate data literacy of their team members.</p>
Evidence of impact	<p>Leadership will ...</p> <p>Provide regular and ongoing exposure to data conversations and analysis of to Collaborative Team Leaders. Integrate regular and ongoing opportunities for Collaborative Team Leaders to develop data literacy Model, coach and support for Collaborative Team Leaders to facilitate data conversations with their teams.</p> <p>Collaborative Team Leaders will...</p> <p>Develop and build their capacity to hold data discussions Investigate and research how other Collaborative Learning Teams and Communities Of Practice embed data into their teaching and learning. Incorporate regular and ongoing data discussions as an integral part of their planning meetings and teaching and learning cycle Build their teams' capacity to collect and analyse data and develop teaching and learning to strengthen student learning outcomes.</p> <p>Teachers will...</p> <p>Participate in dialogue about data as a part of the learning cycle Reflect on data sets and integrate data into teaching and learning so as to strengthen student learning outcomes.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Data dialogue/professional learning opportunities will be evident, put into agendas and documented in all Collaborative Team meetings.</p> <p>Use virtual data walls to monitor whole-school data.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$200.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Collaborative Team Leaders and Leadership will ensure that data discussion is a part of all teaching and learning discussions and planning.</p>	School Leader Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 2	To develop the school as a positive and supportive learning community.
12 month target 2.1	<p>By 2018 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <p>SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:91%</p> <p>Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85%</p> <p>Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%</p>
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	Develop a distributed leadership team.
Actions	Extend the leadership team and build leadership capacity, including the knowledge and capabilities of middle–level leaders, Collaborative Learning Team leaders and emerging/aspirant leaders.
Evidence of impact	<p>Leadership will...</p> <p>Build their capacity and understanding of themselves as Leaders and as a high performing Executive Leadership Team Develop a distributed model of Leadership that builds the capacity of many leaders at FPS Identify and foster aspirant leaders Participate in ongoing professional learning and dialogue about the importance of the impact of leadership in schools.</p> <p>Collaborative Team Leaders will..</p>

Develop an understanding of the qualities of a good leader
 Build their capacity and understanding of themselves as Leaders
 Participate in ongoing professional learning and dialogue about the importance of the impact of leadership in schools
 Embed their knowledge of Leadership so (as to) they can lead high performing Collaborative Learning Teams focused on improving student learning outcomes.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Collaborative Team Leaders and Executive Leadership to audit themselves against and identify leadership goals in the McREL 21 Responsibilities of Leadership. Leadership to use AITSL professional standards to identify strengths/challenges and future goal setting to build leadership capacity.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Principal to participate in the Bastow Evolve program.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
For Leadership to be a part of the Mentoring team/program at FPS.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Begin training Collaborative Team Leaders through McREL Balanced Leadership.	PLT Leader	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop a Leadership Team that is distributive across the school.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used
Leadership team to identify and encourage aspirant and emerging leaders at FPS.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop the school as a positive and supportive learning community.
12 month target 2.1	<p>By 2018 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <p>SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:91%</p> <p>Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85%</p> <p>Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%</p>
FISO Initiative	Building leadership teams
Key Improvement Strategy 2	Set expectations and promote inclusion by fully implementing SWPBS.
Actions	Foster respectful relationships, set high expectations and promote inclusion by fully and consistently implementing SWPBS and developing consistent classroom management strategies.
Evidence of impact	<p>Leadership will...</p> <p>Support teachers through building their capacity to consistently implement SWPB Support teachers in developing consistent classroom management strategies Model high expectations of students and teachers at FPS</p> <p>Teachers will...</p> <p>Hold high expectations that all students can learn at FPS</p>

	<p>Build their capacity to implement consistent practice of SWPB at FPS</p> <p>Actively engage in coaching and trialing of strategies to implement consistent classroom management strategies</p> <p>Actively participate in professional learning so as to consistently implement classroom management strategies</p> <p>Actively engage student feedback about their learning environment/classroom and teaching and learning</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning to develop teacher's capacity to implement SWPB via a curriculum day to be facilitated by SSSOs..	Allied Health	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning via coaching and consultant to develop and build teacher's understanding of classroom management strategies to support student learning and engagement.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Collaborative Team Leaders and Executive Leadership to support teachers with understanding and implementation of classroom management strategies to support student learning and engagement.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop the school as a positive and supportive learning community.
12 month target 2.1	<p>By 2018 school mean score(Principal/Teacher)for the following components of the SS Survey, School Climate Module, will be at least:</p> <p>SSSurvey: Academic Emphasis:67% Collective Efficacy:77% Collective Responsibility:91%</p> <p>Parent Opinion Survey: High expectations for success:84% Student motivation & support:70% Confidence & Resiliency:85%</p>

	Attitude to school survey: High expectations for success:96% Resilience:80% School connectedness:77% Sense of inclusion: 87%
FISO Initiative	Building leadership teams
Key Improvement Strategy 3	Empower students by strengthening their voice in the school.
Actions	Engage feedback from students to include regular opportunities for students at all year levels to evaluate teaching and learning in their classrooms. Empower students by strengthening their voice in the school, particularly through opportunities to provide feedback to teachers.
Evidence of impact	Leadership will... Acknowledge the importance of student voice and allocate time and opportunities for students to formally and informally provide feedback to teachers regarding teaching and learning in their classrooms. Teachers will... Acknowledge the importance of student voice and allocate time and opportunities for students to formally and informally provide feedback regarding teaching and learning in their classrooms.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Allocate time and processes for students to provide feedback to teachers regarding their school, learning spaces, play areas, curriculum, teaching and learning.	Leadership team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Build the voice of students through Leadership opportunities ie. Student Representative Council, Halogen Leadership Conference, Grounds Working Party, Play Ground rules, School Council, Employment panels	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen students' intellectual engagement and self-awareness.
12 month target 3.1	<p>By 2018, the primary positive percentage in the attitude to school survey will be:</p> <p>Stimulating learning: 78% Learning Confidence:81% Self regulation & goal setting:87% Motivation & interest: 81%</p> <p>By 2018, the percentage of parents giving positive endorsement of the following factors will be:</p> <p>Stimulating learning environment:70% Student agency & voice:71%</p> <p>By 2018 he school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Develop consistent classroom environments which support students' learning independence.
Actions	Continue to embed 20 days of learning.
Evidence of impact	<p>Leadership will...</p> <p>Allocate time for staff to revisit and evaluate the impact of the First 20 days of Learning Literacy and Numeracy.</p> <p>Teachers will...</p> <p>Evaluate the impact of the first 20 days of Learning Literacy and numeracy. Document amendments and all documentation for 2018 for the First 20 days of Learning Literacy and Numeracy Engage student feedback of the First 20 days of Learning Literacy and Numeracy.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
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Allocate time for staff and students to evaluate and feedback on the First 20 days of Learning Literacy and Numeracy	Leadership team	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to evaluate and feedback on the First 20 days of Learning Literacy and Numeracy	Student(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Teachers to document and embed feedback for 2018 implementation of feedback on the First 20 days of Learning Literacy and Numeracy so as to be ready for day 1 2018.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen students' intellectual engagement and self-awareness.
12 month target 3.1	<p>By 2018, the primary positive percentage in the attitude to school survey will be:</p> <p>Stimulating learning: 78% Learning Confidence:81% Self regulation & goal setting:87% Motivation & interest: 81%</p> <p>By 2018, the percentage of parents giving positive endorsement of the following factors will be:</p> <p>Stimulating learning environment:70% Student agency & voice:71%</p> <p>By 2018 he school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 2	Develop students' understanding of good learner behaviours.
Actions	<p>Encourage students to reflect critically on learning strategies and articulate which learning strategies are most effective for them.</p> <p>Develop students' understanding of good learner behaviours and their own learning styles and capabilities.</p> <p>Encourage students to reflect critically on learning strategies and articulate which learning strategies are most effective for them.</p>

Evidence of impact	<p>Leadership will...</p> <p>Allocate time for teachers to extend their knowledge of HITS Utilise the the HITS continuum so as to identify future goals and further practice</p> <p>Teachers will...</p> <p>Allow students time to reflect on their learning so as to identify how they learn best. Apply timely and specific feedback to students regarding their learning</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Teachers to build their capacity to provide specific and timely feedback to students by...</p> <p>Understanding via professional learning the importance of feedback Investigating through inquiry and research how to give feedback Incorporate HITS into planning and daily lessons to support student learning</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,250.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To strengthen students' intellectual engagement and self-awareness.
12 month target 3.1	<p>By 2018, the primary positive percentage in the attitude to school survey will be:</p> <p>Stimulating learning: 78% Learning Confidence:81% Self regulation & goal setting:87% Motivation & interest: 81%</p> <p>By 2018, the percentage of parents giving positive endorsement of the following factors will be:</p> <p>Stimulating learning environment:70% Student agency & voice:71%</p> <p>By 2018 he school's mean number of days absent, for Prep–Year 6 combined, will be no more than the State mean.</p>

FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 3	Strengthen student agency through goal-setting, their capacity to monitor their own learning, feedback loops and their accountability for that learning (Including 3-way conferences).
Actions	Consistently and appropriately challenge students via analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development to underpin and inform goal setting for individual students. Strengthen students' agency in their learning through goal-setting and develop students' capacity to monitor and be accountable for their own learning, metacognition and feedback. Use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.
Evidence of impact	Leadership will... Allocate time for teachers to extend their knowledge of HITS Utilise the the HITS continuum so as to identify future goals and further practice Allow time for analysis of data, assessments and development of proficiency scales Investigate how other schools are using three way conferences Teachers will... Allow students time to reflect on their learning so as to identify how they learn best. Apply timely and specific feedback to students regarding their learning to allow students to establish goals for their learning Use formal and informal assessment, student input and teaching team collaboration for evaluation and to identify stretch goals for students

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers to build their capacity to ... Understanding via professional learning the importance of goal setting Investigating through inquiry and research how to set goals with students Incorporate HITS into planning and daily lessons to support student learning Leadership to... Support the outlined goals around feedback and goal setting with	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,250.00 <input type="checkbox"/> Equity funding will be used

professional learning for teachers Research communities of practice who have implemented 3 way conferences				
PLC and CTMs to offer regular and ongoing professional learning integrating HITS with a special focus on feedback, goal setting and metacognitive strategies.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$,9250.00 <input type="checkbox"/> Equity funding will be used

FISO Continua of Practice self-evaluation - 2018-2021

Flemington Primary School (0250)

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Building practice excellence		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 2 out of 5 continua selected	Evolving 1 out of 5 continua selected	Embedding 2 out of 5 continua selected	Excelling 0 out of 5 continua selected
Professional learning is focused on student outcomes			
<p>Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice.</p> <p>Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.</p>	<p>The school has clear goals and targets that support agreed FISO priorities.</p> <p>The school develops professional learning aligned with their FISO improvement strategies.</p> <p>Teachers have a shared focus for improvement in student outcomes.</p>	<p>The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data.</p> <p>Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.</p>	<p>A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.</p>
Professional learning is collaborative, involving reflection and feedback			
<p>Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs.</p> <p>The school encourages teachers to seek support from experienced colleagues.</p> <p>Teachers occasionally give and receive feedback with a focus on improving</p>	<p>Professional learning teams are formalised and teachers work collaboratively to review and develop their practice.</p> <p>Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.</p> <p>Teachers provide, seek out and receive</p>	<p>The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.</p> <p>Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Structured mentoring and coaching</p>	<p>The school has established teaching teams dedicated to challenging and improving each other's practice.</p> <p>Student feedback is routinely sought and informs school improvement.</p> <p>The school's Professional Learning Plan is developmentally-focused, and designed to enable both individual and collective responsibility and</p>

<p>practice. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice.</p>	<p>feedback from peers and school leaders to improve teaching practice.</p>	<p>programs are established.</p>	<p>accountability. The plan supports collaborative professional learning to build collective responsibility for improved student outcomes.</p>
<p>Professional learning is informed by the collection, analysis and evaluation of student data</p>			
<p>Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.</p>	<p>Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.</p>	<p>Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.</p>	<p>Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.</p>
<p>Professional learning is evidence-based and modelled on recognised best practice</p>			
<p>Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.</p>	<p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.</p>	<p>Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school's professional learning.</p>	<p>The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers' individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.</p>
<p>Professional learning is ongoing, supported and fully integrated into the culture of the school</p>			

<p>A school-based professional learning program is documented and implemented.</p> <p>The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.</p>	<p>The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice.</p> <p>Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p>	<p>The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise.</p> <p>School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.</p>	<p>The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment.</p> <p>The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.</p>
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<p>Self-evaluation evidence</p>	<p>School practice - Evidence and analysis</p> <p>In 2016 FPS revisited and reviewed its PLC model</p> <ul style="list-style-type: none"> • Teams worked to develop a new vision and mission that would encompass how we work at FPS. • FPS delivers ongoing professional learning with a focus on collaborative teams and implementation of effective learning environments to support effective literacy and numeracy programs. • FPS has clear goals outlined in the 2017 AIP that align with FISO priorities. Teams support these goals via aligning a team PDP goal and personal PDP goals with the AIP. All PL targets these goals for team. • Collaborative teams spend time developing their data literacy by planning collaboratively using data on a weekly basis to inform their planning and develop a shared focus and build their capacity to use data. • Teams provide feedback via shadowing experiences. This supports consistency of practice and professional learning across the school. <p>Student outcomes – Evidence and analysis</p> <ul style="list-style-type: none"> • FPS agreed upon purpose To work together to build the professional capabilities of our teachers in order to provide a consistent high performing learning environment for all our students and ensure we are focused on the intended work at all times - enhancing student learning. • Curriculum day 2017 led by consultant Leonie Dodd focussed on developing and embedding the FPS PLC and Collaborative Learning Teams • Teams participate in shadowing at other planning meetings every week and provide feedback. • Leadership team regularly attends Collaborative team meetings and actively promote a commitment to professional learning and alignment of goals with the AIP.
<p>Uploaded documents</p>	<p>FPS Key Improvement Strategies as Identified From 2017 Peer Review.docx (0.08 MB)</p> <p>FPS Staff Consultation August 2017.docx (0.05 MB)</p> <p>School Staff Survey - Summary of Module Component Means.pdf (0.37 MB)</p>

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Curriculum planning and assessment		
Score	<input checked="" type="checkbox"/> 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 3 continua selected	Evolving 2 out of 3 continua selected	Embedding 1 out of 3 continua selected	Excelling 0 out of 3 continua selected
The curriculum plan is developed and documented			
<p>Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement. Student achievement data informs curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum. Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned. The school provides some opportunities for students to engage in the curriculum planning process.</p>	<p>The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment. The school actively seeks the views of students about curriculum content, delivery and assessment.</p>	<p>The school has audited the current curriculum plan and identified areas that need to be reviewed to align to the SSP, AIP and identified FISO priority areas. A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with</p>	<p>The leadership team has led a whole-school audit of the current curriculum plan, analysis of student data and identified priority areas, aligned to the SSP and AIP. The plan is well established across each curriculum area and year level/cohort. A rigorous analysis of student achievement informs a sequential curriculum plan. Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning. Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment. A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning</p>

		students, is fundamental to the implementation of the school's curriculum plan.	process.
There is a holistic approach to curriculum, pedagogy and assessment			
<p>The school's curriculum plan identifies curriculum, pedagogy and assessment largely as separate inputs. Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support learning.</p> <p>A school assessment plan is developed, predominantly driven by summative assessment and reporting expectations.</p>	<p>The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning.</p> <p>Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching.</p> <p>A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement.</p>	<p>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning. Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program. These strategies integrate with a detailed, sequential curriculum plan to ensure personalised teaching and learning.</p> <p>Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.</p>	<p>The school's curriculum plan fully integrates learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning. A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.</p> <p>There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students' knowledge and skills to quantify learning progress and to identify next steps.</p>
The curriculum is monitored and evaluated			
<p>The school has a formal process for reviewing the curriculum plan. This is informed by student achievement data and is mainly conducted by the leadership team.</p>	<p>Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.</p> <p>Standardised unit and lesson planning templates are periodically refined.</p>	<p>Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas.</p> <p>Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.</p>	<p>The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback.</p> <p>A detailed analysis of outcomes data significantly informs this process.</p>

Self-evaluation evidence	<p>School Practice- Evidence and analysis</p> <ul style="list-style-type: none"> FPS teachers have a clear sense of purpose as they know and understand the FISO targets as stated in the AIP. FPS has reflected on curriculum planning to identify future foci. Teams use data to identify celebrations and targets. Curriculum is developed with Working Parties integrating the expertise of consultants such as Chris Botheras, Mary McQuilten and Leonie Dodd. Collaborative teams use formative and summative assessment and moderation to inform planning. High Impact Teaching Strategies are embedded in planning and instructional practice. Participation in the Peer Review has developed a process for evaluation of curriculum and data. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> Teachers use the 2017 AIP to identify team and individual PDP targets. Teachers audit NAPLAN data to identify targets for curriculum, cohorts and also at an individual level. Leadership team analyses all data ie NAPLAN, attitudes to school, staff opinion and parent opinion survey to determine strengths and targets. Priority areas are developed from this analysis. Collaborative Teams develop whole school documents outlining a detailed curriculum showing a mapping of continua across the school. Team planning demonstrates detailed documentation of lessons inclusive of learning intentions, success criteria, differentiated tasks, proficiency scales and incorporation of a team focussed HITS. FPS has engaged a high performing team to deliver a Peer Review so as to provide a detailed analysis of FPS outcomes and recommendations to inform the School Strategic Plan and future Annual Implementation Plans
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Evidence-based high-impact teaching strategies		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 2 out of 4 continua selected	Evolving 2 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school has high expectations for learning progress			

<p>Teachers recognise that students of the same age will be at different points in their learning and may progress at different rates. The leadership team supports raised consciousness of how teaching practice impacts the learning of individual students.</p>	<p>Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly.</p>	<p>Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice. Teachers enhance students' self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.</p>	<p>The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expect that every student will make at least 12 month's growth in a school year, regardless of their starting point. Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy and self-esteem as learners.</p>
<p>The school develops teacher knowledge of high-impact teaching strategies</p>			
<p>Professional learning addresses teacher knowledge of evidence-based high-impact teaching strategies.</p>	<p>The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans.</p>	<p>Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues. Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher Performance and Development Plans.</p>	<p>Teachers demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all learners. Teachers have a deep understanding of their teaching and the effect it has on student learning. The school has internal capacity to update understanding and practice of high-impact teaching strategies and identifies and seeks external expertise when required.</p>
<p>The school implements consistent and sustained high-impact teaching strategies</p>			
<p>Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school</p>	<p>Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving</p>	<p>The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities.</p>	<p>In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence. The leadership team builds a culture</p>

<p>improvement. Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies and experiment with new practices.</p>	<p>their practice and actively seek feedback and support from each other.</p> <p>Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students.</p>	<p>The leadership team allocates time and resources to support teachers in implementing consistent strategies at all levels.</p> <p>Teachers demonstrate the confidence and skills to talk about quality teaching. They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.</p>	<p>that supports improving the quality of teaching across the school and maintains an inquiry cycle. Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students.</p>
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The school monitors and evaluates its practice

<p>Teachers rely on summative assessment data to evaluate student progress and identify gaps in student learning.</p> <p>Teachers plan to address some student misunderstandings and persistent challenges.</p> <p>The leadership team challenges and supports teachers to reflect on and evaluate the impact of their teaching on student learning.</p>	<p>Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching.</p> <p>Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.</p>	<p>Teachers use student data to tailor their teaching and preference appropriate high- impact teaching strategies.</p> <p>They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.</p>	<p>Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies.</p> <p>The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered.</p> <p>School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS teachers have high expectations for ALL students that they will learn and make 12 months growth. • Teams share best practice of planning and collaborative practices across the school • Teachers engage in team teaching to share and develop practice. • Teachers understand the importance of HITS and embed them as a team in teaching and learning. • Teachers work collaboratively in teams using the FISO improvement cycle to inform planning and choice of pedagogical practices. • Teams use data to inform practice.
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	<p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> • Proficiency scales scaffold and challenge students at their point of need. • Response to intervention programs ie. Levelled Literacy Intervention tailors learning for individual students. • Teachers visit team meetings with other teams to discuss practice and share data and professional learning around curriculum and HITS. • Teams share knowledge and experience with HITS via attendance at team meetings and sharing of experience. • Teams use formative and summative assessment to inform practice and which HITS.
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Evaluating impact on learning		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 1 out of 3 continua selected	Evolving 2 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school builds assessment literacy			
<p>Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Teachers provide students with feedback on strengths and areas for improvement to progress learning.</p>	<p>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order</p>	<p>Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is routinely adjusted to cater for individual needs. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking. Teachers and students feedback to each other about student progress.</p>	<p>All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth. A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents</p>

	to progress learning.	Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve.	who are engaged as partners in improving student outcomes. The school documents the processes which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.
The school connects student assessment with learning			
The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning.	Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches.	Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.	Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidence-based strategies.
Teachers evaluate and modify their teaching practice			
Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards. Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills including peer observation, feedback and coaching.	Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.	Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritises assessment data analysis. Teachers evaluate the effectiveness of their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices.	A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students' progress. Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning. The school uses student learning data for strategic planning of teacher individual and collective professional learning.

Self-evaluation evidence	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS collaborative teams dedicate time to discuss assessment in Literacy and Numeracy using formative and summative assessment.
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	<ul style="list-style-type: none"> • FPS has an assessment schedule that is updated annually. • Teachers provide feedback to students and families. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> • Teams use assessments to inform planning for a cohort and response to intervention. • Teachers routinely moderate. • Teachers continually feedback to each other the impact of their practice and support when required. • Timely feedback is given to students and learning goals are established and displayed in learning spaces for students to see. • Students use peer feedback to enhance and improve learning.
Uploaded documents	2017 SSE FPS SRC August 24 alphabetical.docx (0.03 MB)

Priority	Professional leadership		
Dimension	Building leadership teams		
Score	<input checked="" type="checkbox"/> 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 3 continua selected	Evolving 1 out of 3 continua selected	Embedding 2 out of 3 continua selected	Excelling 0 out of 3 continua selected
The leadership team leads school improvement			
<p>Quality conversations are led by the principal class.</p> <p>The leadership team develops a basic understanding of current research and uses student data to influence the school's choice of FISO priorities for school improvement.</p> <p>The leadership team supports the development and actions of a School Improvement Team.</p> <p>The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey.</p> <p>Professional learning to develop leadership capacity for school improvement is promoted.</p>	<p>The leadership team applies their understanding of current research and student data to plan and implement school improvement.</p> <p>The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP.</p> <p>The school's selected FISO initiatives are aligned with the SSP and AIP.</p> <p>Leadership roles are aligned with the SSP and AIP priorities.</p> <p>The school provides opportunities for aspirant leaders to build their capabilities in school improvement.</p>	<p>The leadership team has a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school's vision, values and culture.</p> <p>The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school.</p> <p>Whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement.</p> <p>The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.</p>	<p>The school community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda.</p> <p>The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP.</p> <p>There is a culture of review, responsibility and shared accountability for school improvement.</p> <p>Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.</p>
The leadership team leads professional learning			
<p>Leaders participate in professional and community networks and forums to broaden their knowledge and practice.</p>	<p>The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams</p>	<p>Leaders engage in the Communities of Practice.</p> <p>The leadership team participates in and leads Professional Learning Teams.</p>	<p>Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning.</p>

<p>A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school.</p> <p>The leadership team identifies and provides access to appropriate professional learning for teachers.</p>	<p>and also in informal discussions, coaching and mentoring.</p> <p>A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies.</p> <p>Leading teacher and experienced teachers' roles and responsibilities include facilitating the school professional learning program.</p>	<p>Informed by current research, they continually challenge each other to improve each other's practice.</p> <p>Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes.</p> <p>Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school.</p>	<p>Informed by current research they provide effective feedback for system improvement.</p> <p>The leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on the school's identified FISO improvement strategies.</p> <p>Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support on-going improvement and progression.</p>
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The leadership team ensures a safe environment

<p>The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them.</p>	<p>The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.</p> <p>Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.</p>	<p>The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community.</p> <p>Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.</p>	<p>The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community.</p> <p>Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS leadership team articulates an understanding of FISO initiatives with the whole school and how our foci for improvement align. • FPS participates in a rigorous analysis of its performance via a process of peer review. • FPS leadership team participates in ongoing professional development. • FPS leadership team encourages and supports Communities of Practice.
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	<ul style="list-style-type: none"> FPS leadership team leads PL and introduce current research and DET initiatives. Norms, protocols and purpose are an important component of all meetings and are agreed upon by all staff. <p>Student outcomes.- Evidence and Analysis</p> <ul style="list-style-type: none"> All meetings are aligned with our FISO improvement initiatives. FPS launched its Vision and Mission this year with a community BBQ and celebration. School Council received training with Synergistiqs to outline roles and responsibilities and the school's alignment with FISO. The leadership team has identified aspirant leaders and support them in their leadership journey and align them with school improvement targets. Team agenda templates dedicate 60% of time to be spent on PL FPS collaborates with Strathmore Nth PS, Carlton Gardens PS and Wembley PS. FPS Leadership provides a supportive and collaborative environment for all teachers.
Uploaded documents	

Priority	Professional leadership		
Dimension	Instructional and shared leadership		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 1 out of 3 continua selected	Evolving 1 out of 3 continua selected	Embedding 1 out of 3 continua selected	Excelling 0 out of 3 continua selected
School leaders lead teaching and learning			
Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff. Leaders encourage staff to work together to develop curriculum, teaching and assessment strategies.	Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data. Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching.	Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently. Leaders are seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others.	Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous evaluation and improvement of practice with performance and development processes.

School leaders lead whole-school improvement			
<p>Leaders encourage teachers to collaborate and review the impact of their teaching on student learning. The principal identifies priority areas for improvement consistent with the school's AIP. All teachers have a Performance and Development Plan with alignment to AIP goals.</p>	<p>Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices. The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP. All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.</p>	<p>Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs. The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals. School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.</p>	<p>Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school. The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement. The principal's Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans. Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.</p>
School leadership is shared			
<p>The principal provides some opportunities for teachers to take on leadership roles outside the classroom. Leaders consider input from teachers at the school when making decisions. Students' views on school organisational matters are considered.</p>	<p>The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and</p>	<p>The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents. The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes. The school has formal and informal processes for students to represent</p>	<p>The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience. Leadership is distributed and centred around developing the capabilities of all members of the school community, including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture.</p>

	learning.	student views on school organisation and teaching and learning initiatives.	The practice of teachers and the school's improvement agenda is directly influenced by systemic student input.
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Self-evaluation evidence	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS leaders actively participate in in teaching and learning across the school. Leaders work collaboratively with teams to analyse data so as to determine the learning needs of a cohort, group or individual. Leaders monitor data against AIP goals. FPS communicates achievement/challenge and gains feedback from its community. Performance and development plans guide a formalised process of improvement. <p>Student outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS leaders model expert knowledge and pedagogical practice Community forums and School Council allow for feedback and sharing of school improvement. Executive leadership meets with all educational support and teaching staff to support a culture of improvement and professional growth.
Uploaded documents	<p>FPS Staff Consultation August 2017 by group & alphabetical.docx (0.05 MB)</p> <p>School Staff Survey - Summary of Module Component Means.pdf (0.37 MB)</p>

Priority	Professional leadership		
Dimension	Strategic resource management		
Score	<input checked="" type="checkbox"/> 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 has a culture of strategic thinking, planning and resource allocation			
The principal articulates a clear direction for the school relevant to its	The principal develops decision-making processes that recognise the school's	The principal demonstrates an understanding of the school's context	The principal uses an understanding of the broader educational influences,

<p>context. The principal determines the allocation of school resources based on immediate school needs. The principal uses whole-school data to identify school improvement goals linked to the AIP.</p>	<p>context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit. The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources. The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</p>	<p>and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their thinking and planning. The principal, in collaboration with the business manager and school council, uses school and local data for strategic planning and accountability. There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p>	<p>both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek creative and innovative solutions, including the leverage of community resources and opportunities. Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness. The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</p>
<p>The school strategically uses human resources</p>			
<p>The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school. The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills. They ensure that beginning teachers and teachers new to the school have a thorough induction to the school.</p>	<p>The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. The principal ensures that beginning teachers and teachers new to the</p>	<p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required. The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles. The principal strategically invests in professional learning that supports school improvement priorities and goals. Instructional leaders connect teacher needs to school strategic</p>	<p>The principal integrates student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP. The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders. They match teacher strengths to the different needs of students in the</p>

	<p>school have a thorough induction and are supported by experienced mentors.</p>	<p>planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities. Beginning and new teachers are supported to understand and contribute to the school culture of high expectations. and their feedback informs the review of the induction processes.</p>	<p>school. They embed a culture of review, responsibility and shared accountability to achieve school goals. New and beginning teachers build their capacity to support student learning and their feedback shapes the school's induction processes.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • The principal has a deep understanding of the school context and engages consultative decision making processes. • The principal and business manager consult with senior DET financial and HR managers to ensure that all resources are strategically aligned. • The principal and business manager align financial planning with a clearly established and communicated strategic direction. • The principal works collaboratively with staff to identify and prioritise professional learning for all staff. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> • The principal and business manager meet up to twice a term with senior DET advisors for financial and workforce planning consultation. • The business manager consults frequently with the Business managers advisor to align systems and resources. • The principal and business manager participate in ongoing PL to deepen their technical leadership. • Synergistics held a training session at FPS for school councillors and teachers to build technical knowledge and understanding. • The business manager developed a comprehensive workforce plan. • Induction is offered to all new teachers and a handbook is being developed to support. • Team leaders support all new teachers through collaborative planning, modelling and feedback.
<p>Uploaded documents</p>	

<p>Priority</p>	<p>Professional leadership</p>
<p>Dimension</p>	<p>Vision, values and culture</p>
<p>Score</p>	<p><input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension.</p>

		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	
The school's vision, values and culture position it for student improvement					
<p>Leaders begin to develop the school vision and values. They engage staff in discussions about the school's vision, values and goals and make links to the current work of the school.</p> <p>Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice.</p>		<p>Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP.</p> <p>Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement.</p>		<p>Leaders clearly articulate the school vision and values and their importance in guiding all school work. Analysis of student learning data and consultation with students and parents/carers inform the development of the school's goals for improved student learning.</p> <p>Leaders work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets. They engage staff in goal monitoring and goal alignment to vision and values.</p>	
Values, informed by the school's vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school's attention on core learning priorities. Leaders, staff and students co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.					
School leaders communicate the vision and values and engage with stakeholders					
<p>Leaders communicate the school's vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school's vision.</p>		<p>Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision. The school values clearly underpin the work of the school.</p> <p>Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school's values to enhance student</p>		<p>Leaders make public and reinforce the relationship between the school's vision, values, goals and the improvement strategies articulated in the AIP.</p> <p>Leaders actively seek to engage with a range of stakeholders in the development and support of the school's vision and values. Processes are established to consult with students, parents/carers and potential barriers to engagement are identified.</p>	
Leaders articulate the school's vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school planning and resource decisions to the school vision and goals. Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school's vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and					

	connectedness to the school.		goals.
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Self-evaluation evidence	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS vision, mission and values are embedded in agreed upon policies and processes. <p>.The FPS vision, mission and values are clearly articulated to the community.</p> <ul style="list-style-type: none"> • The FPS vision, mission and values are embedded in all improvement strategies and documents. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS values, vision and mission were developed with input from the whole school community. • Teachers use the vision and mission in their everyday practice in classrooms and with their collaborative teams. • FPS support of the vision, mission and values are a key FISO initiative in the AIP. <p>Processes support and align with the FPS vision, mission and values.</p>
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Empowering students and building school pride		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 3 out of 4 continua selected	Evolving 1 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school activates student voice			
<p>A Student Representative Council (SRC) has been established. Student opinions are invited by SRC in relation to school activities such as fund-raising and student events. The school sees student voice as important in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SRC or student focus groups.</p>	<p>The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice. The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council.</p>	<p>The school proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council. The school provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. Student voice is evident in the school review improvement cycle through various touchpoints.</p>	<p>The school has highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; the student voice team is broad and diverse. Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school. The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture. The school's improvement cycle has student voice deeply embedded in it as an integral and natural element. Schools can describe and demonstrate the impact of student voice, agency and leadership.</p>
The school activates student agency			
<p>Students have some limited opportunities to direct the path of their learning. Students set some goals in narrow aspects of their learning. They are not highly aware of their own learning progress.</p>	<p>Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems.</p>	<p>Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating</p>	<p>Students and teachers have an authentic learning partnership throughout the school. Students take responsibility for their learning and are, on the whole, independent and self-regulating learners.</p>

	Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.	learners. Students have the opportunity to influence the curriculum. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making.	Students can track and measure their own learning growth. They can present a sophisticated understanding of their learning and achievements through three-way conferences. Students are involved in the design and implementation of school programs and policy and actively contribute ideas about student-led learning opportunities.
The school activates student leadership			
The student leadership model consists of a small proportion of students who hold leadership positions. Student leaders are generally those students who are confident, articulate or recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities and events including student achievements, celebrations and sporting successes.	Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. The student leadership team exerts influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school's policy framework to enable young people to be active and empowered citizens who apply democratic principles and behaviours.	The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers. The student leadership team influences decision-making on behalf of students across wide-ranging aspects of the school.	The school has sophisticated opportunities and structured models that promote school-wide, leadership practice. School structures are highly developed to ensure that student leadership is enmeshed in the fabric of the school. The school actively develops leadership skills in all students, and works with a variety of community stakeholders to provide opportunities for students to practise these skills. Members of the student leadership team can confidently represent their school and its students. They generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged or who lack the skills and confidence to express views and opinions.
The school builds school pride and connectedness			
The school infrastructure enhances a teaching and learning environment that engenders a feeling of pride and connectedness in students.	Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through	Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to	Students have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others. They feel that

Student achievement is celebrated at a classroom level. Discussions about students' achievements with peers, parents/carers and staff are positive and designed to build self-esteem and pride.	school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.	all who visit the school. Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.	they are truly a part of a school community. This sense of pride in the school and its culture is shared by teachers, students, parents and the broader community.
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Self-evaluation evidence	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS actively engages student voice and leadership. • FPS works to build productive teacher-student relationships. • FPS teachers have high expectations of all students that they will learn. • FPS works to build school pride and connectedness. • All teams build confidence for learning via supportive learning environments, a learning to learn program and supporting a growth mindset. • FPS celebrates learning with student led school assemblies, newsletters and open classrooms once a term that incorporate our community and parents <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> • Student voice and opinion is an important component in all practises at FPS. • Students from Prep- Yr 6 engage in forums to provide feedback about their school. • Students in Yrs 4-6 engage in a leadership forum to build their leadership capacity. • Students lead the school assembly each week. • Teachers from P-6 take collective ownership of the data in the Attitude to School survey. • Teachers and students participate in respectful two way conversations with all students. • Teachers build relationships with students by taking collective responsibility for a cohort. • Teachers and students participate in conversations around feedback and goal setting for their learning. • FPS teachers articulate high expectations that a student will learn via discussions of growth mindset. • Teachers support learning and encourage challenge via proficiency scales, feedback and individual conferencing with students.
Uploaded documents	<p>Attitude to school 2017.pdf (0.11 MB)</p> <p>Comparison Data of 2016-2017 Attitude To School.docx (0.09 MB)</p>

Priority	Positive climate for learning
Dimension	Setting expectations and promoting inclusion

Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 1 out of 4 continua selected	Evolving 3 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school fosters inclusion and engagement			
Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds. Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.	Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference. The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.	Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community members with diverse cultural and linguistic backgrounds to develop class and school programs. Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.	Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity. Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.
The school has a culture of high expectations			
The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing. Teachers set learning goals for students and monitor achievement.	High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community. Teachers engage with students in setting and monitoring learning goals.	The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions. Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students.	A whole community commitment to the school's vision, values and high expectations supports a learning environment that maximises success for all students. Students set aspirational learning goals and they monitor and evaluate progress independently.
The school promotes student safety and wellbeing			

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

<p>The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour.</p> <p>There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.</p>	<p>The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours.</p> <p>Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.</p>	<p>Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently.</p> <p>All classes provide safe and welcoming learning environments in which students respect and value on-task learning.</p>	<p>The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour.</p> <p>The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed.</p> <p>The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS values and celebrates the diversity of its community. • FPS holds high expectations for ALL. • Safety and wellbeing is actively promoted and monitored. • FPS is proactive in supporting student behaviour and relationships
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	<ul style="list-style-type: none"> FPS is a safe and welcoming learning environment that builds and promotes respect and effective communication with all. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS actively seeks the feedback from its community being mindful to include all cultural groups in forums. The FPS School Council works to include representation of its community by the inclusion of a Community member who represents and seeks out the inclusion of all cultures. FPS employs a Multicultural Aide to support and build the relationships of the wider community. FPS leadership regularly meets with cultural groups to encourage and support communication, positive relationships and inclusion. The AOK tree celebrates students' demonstration of expected behaviours and values. Students are supported via wellbeing and SSSOs when required. FPS promotes and provides an inclusive learning environment. FPS values and the motto supports a culture of excellence and high expectations "Be your best" School values and school wide positive behaviour matrix makes explicit expected behaviours for all, inclusive of our community. Teachers make explicit learning goals via feedback and conferencing with students. Teachers spend time setting up safe and well resourced learning environments with their students to support outstanding learning. FPS encourages a growth mindset to all learning.
Uploaded documents	FPS Staff Consultation August 2017 by group & alphabetical.docx (0.05 MB)

Priority	Positive climate for learning		
Dimension	Health and wellbeing		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving moving towards Embedding		
Emerging 1 out of 4 continua selected	Evolving 1 out of 4 continua selected	Embedding 1 out of 4 continua selected	Excelling 1 out of 4 continua selected
The school strengthens the social and emotional wellbeing of students			
The school has developed and documented a health and wellbeing policy. Teachers understand the importance of	The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student	The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in	The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to

<p>the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations.</p> <p>The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</p>	<p>and parents have opportunities to contribute.</p> <p>The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours.</p> <p>The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students.</p>	<p>planning for improvement.</p> <p>The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.</p> <p>The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p>	<p>plan, evaluate and improve health and wellbeing policies and programs.</p> <p>The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement.</p> <p>The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</p>
<p>The school addresses the physical health needs of students</p>			
<p>The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene).</p> <p>The school creates a positive environment that promotes the physical health of students.</p>	<p>Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise.</p> <p>The school program allows for opportunities for all students to participate in physical activity.</p>	<p>The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home.</p> <p>The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students.</p>	<p>The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff.</p> <p>The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs.</p>
<p>The school addresses the psychological and social wellbeing of students</p>			
<p>The school's curriculum plan identifies the importance of self-awareness and self-care.</p> <p>The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing.</p>	<p>The school's curriculum plan includes positive self-identity and self-management strategies.</p> <p>Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.</p> <p>Teachers work collaboratively to reflect</p>	<p>Staff have consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy.</p> <p>The school partners with parents/carers to develop students' cognitive strategies for self-management.</p>	<p>The school takes a whole-school approach and works with community organisations that support mental health.</p> <p>Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All</p>

<p>Teachers engage in positive interactions with students in their classes. The school has wellbeing programs and structures which target the needs of some students.</p>	<p>on their practice and to identify opportunities to increase student engagement. Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</p>	<p>The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher. Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</p>	<p>teachers build positive relationships with students which reinforce each student's self-worth and abilities. The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</p>
<p>The school supports students to realise their potential</p>			
<p>The school has a documented framework of behaviour, attitudes and expectations based on the school's vision and values that supports student wellbeing and encourages all students to reach their potential.</p>	<p>Students can articulate the high expectations teachers have set for them and the steps they need to take to reach their potential. The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.</p>	<p>The school works with parents/carers to ensure that their children are supported to reach their potential. Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.</p>	<p>The school empowers all students regardless of their circumstances or background to realise their potential. Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.</p>

<p>Self-evaluation evidence</p>	<p>School Practice-Evidence and Analysis</p> <ul style="list-style-type: none"> FPS actively supports and builds social, emotional, physical and psychological wellbeing of its community. <p>Student Outcomes-Evidence and Analysis</p> <ul style="list-style-type: none"> An assistant principal leads a schoolwide positive behaviour team to implement agreed upon practices and processes consistently across the school. FPS works with its families to support their health and wellbeing, connecting with targeted services when necessary.
<p>Uploaded documents</p>	

<p>Priority</p>	<p>Positive climate for learning</p>
<p>Dimension</p>	<p>Intellectual engagement and self-awareness</p>

Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school has a culture of high expectations			
<p>Teachers are aware of the importance of maintaining high expectations for all students.</p> <p>Teachers use data to formulate common learning goals for students.</p>	<p>The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion.</p> <p>Students' learning growth is regularly measured and informs goal setting for individual students.</p> <p>Teachers and students set individual learning goals together and teachers help students see their progress.</p>	<p>Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students.</p> <p>Analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development, underpins and informs goal setting for individual students.</p> <p>The school supports parents/carers to positively reinforce the high expectations that have been set for their child. Teachers and students collaborate to identify the steps that need to be taken.</p>	<p>Students set high expectations for themselves and their peers and support each other to reach these high expectations.</p> <p>A detailed analysis of student outcomes data enables teachers to support and challenge all students to reach their potential.</p> <p>A whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximises success for all students.</p>
Students apply metacognitive strategies to their learning			
<p>Teachers encourage students to be self-reflective learners by exploring their thinking processes.</p> <p>They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance.</p>	<p>Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems.</p> <p>Students are given strategies to set goals and monitor their own progress.</p> <p>Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. They support students to adopt a growth</p>	<p>Teachers give students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them.</p> <p>Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Students trial different</p>	<p>Teachers provide students with rich open-ended tasks and students approach the work using a range of individual and collaborative techniques.</p> <p>Teachers effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging.</p> <p>All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities</p>

	mindset.	strategies to enhance their thinking and learning.	to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.
The school supports and fosters intellectual engagement			
<p>Individual teachers are supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice.</p> <p>Teachers work independently and generally prepare one lesson for a whole class.</p> <p>Teachers increase student engagement by creating lessons that reflect student interests and stimulate their curiosity.</p>	<p>The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching.</p> <p>Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests.</p> <p>Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence.</p> <p>Lessons are developed with different student abilities and interests in mind.</p>	<p>Teachers work collaboratively to collect evidence of student learning and develop targeted teaching strategies which develop engagement, curiosity and academic rigour.</p> <p>Teachers design challenging activities that involve student choice, deep understanding, discipline-rich inquiry, problem solving and collaboration.</p> <p>Teachers identify individual student needs and monitor learning growth based on student feedback. Teachers modify and adapt instruction to each student's ability and provide feedback to assist all learners to continually improve their learning.</p>	<p>All teachers collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice.</p> <p>Teachers use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</p> <p>Students are intrinsically motivated, independent learners. They monitor their own progress and identify and communicate their learning needs to their teachers. Students feel safe taking risks in their learning.</p> <p>The school works with the community to create a culture of mutual responsibility for independent learning.</p>

Self-evaluation evidence	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS students apply metacognitive strategies to their learning. <p>Student Outcomes• FPS students apply metacognitive strategies to their learning.</p> <ul style="list-style-type: none"> Students are encouraged to “think” about their learning and reflect at the end of every lesson. This is supported by our instructional model. Students actively engage in their learning and are given choices to explore topics of their choice. Participation in New Pedagogies for Deep Learning encourages teachers to deepen their knowledge if instructional practices
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	that support deep learning and cognitively challenging learning. <ul style="list-style-type: none">• Support of a growth mindset encourages student to take a risk with their learning and challenge themselves.
Uploaded documents	2017 SSE FPS SRC August 24 alphabetical.docx (0.03 MB)

Priority	Community engagement in learning		
Dimension	Building communities		
Score	<input checked="" type="checkbox"/> 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 1 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 2 out of 3 continua selected
The school develops parent, carer and family engagement			
<p>The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child's learning at home. Teachers update parents/carers on the status and progress of their child's learning and has protocols in place to respond to issues and concerns.</p>	<p>The school provides opportunities for parent/carers participation in the operations of the school. It engages parents/carers in their child's learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.</p>	<p>The school works with parents/carers to highlight the importance of high expectations and challenging goals for students. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning.</p>	<p>The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision-making processes and have a voice in relevant school decisions. Parent/carers and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.</p>
The school builds community partnerships			
<p>The school ensures students' learning is enhanced through learning experiences beyond the school. The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student</p>	<p>The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents. The school collaboration with</p>	<p>The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise,</p>	<p>The school as a whole is community-focused and outreach-oriented. It functions as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before, during and after school hours. Co-located services share information</p>

<p>support. The school encourages community participation in school activities and provides access to school resources to strengthen school and community partnerships and connections.</p>	<p>community partners is planned with clear goals, roles and responsibilities, focused on student learning and wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.</p>	<p>professional development and delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.</p>	<p>and work together to provide integrated service delivery, enabling them to address complex social barriers to participation in learning by students and parents/carers. Community partnerships deepen and enrich teacher and student learning and innovation. Partnerships are regularly evaluated and updated to ensure they are meeting the needs and objectives of the school community.</p>
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The school has partnerships to support student health, wellbeing and achievement

<p>The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing. Schools work with specialist services involved with individual children who have significant health or learning issues.</p>	<p>The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged. The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs.</p>	<p>A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and wellbeing needs of these students.</p>	<p>Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families. The school has an integrated approach to learning, health and wellbeing focused on providing group-based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS supports and encourages community engagement. FPS had developed and effective partnerships with relevant wellbeing providers to support the needs of the community. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS has effective engagement and involvement with its community via open days, celebration mornings/evenings and
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	<p>volunteer programs.</p> <ul style="list-style-type: none"> • The School Council contributes to the decision making of the school in relevant areas of governance. • Parents and carers are actively encouraged to be a part of their child's learning. • Curriculum newsletters outline and communicate the curriculum and learning for parents. • A community member on school council and a multicultural aide support effective communication and inclusion of our whole community. • FPS has SSSOs onsite that easily facilitates a positive relationship and effective communication to support the wellbeing needs of students and community.
Uploaded documents	FPS Parent Meetings - alphabetical.docx (0.04 MB)

Priority	Community engagement in learning		
Dimension	Global citizenship		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 2 out of 5 continua selected	Evolving 2 out of 5 continua selected	Embedding 1 out of 5 continua selected	Excelling 0 out of 5 continua selected
The school facilitates interconnection and globalisation			
<p>Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance.</p>	<p>The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion.</p>	<p>Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. The school actively engages with its local community around global issues.</p>	<p>The causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives.</p> <p>The school initiates and students lead collaborative action with its community and /or other schools and organisations internationally to address local and global issues.</p>
The school develops intercultural capability			

<p>Students are taught to respect diversity within the school, especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds.</p> <p>There are programs which focus on learning about cultural understandings and practices.</p>	<p>The school celebrates diversity through actions which promote understanding, empathy and inclusion.</p> <p>The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology.</p> <p>Teachers collaboratively design teaching and learning programs that build students' skills to recognise barriers that may arise from differences and develop acceptance.</p>	<p>The knowledge and support of community members from different cultural and linguistic backgrounds is used to supplement and enrich the delivery of curriculum and support the teaching of the intercultural capability.</p> <p>Teaching and learning connects students to the thinking and perspectives of other young people from different cultural and linguistic backgrounds so as to develop contextual understanding.</p>	<p>Students have a deep understanding of intercultural capability, societal diversity and its benefits. This informs the respectful relationships they have with others.</p> <p>The school has formalised processes which empower students to initiate, establish and sustain local, national and international partnerships. These provide rich experiences of other cultures and languages, aligned to curricula and learning objectives.</p> <p>Students are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.</p>
<p>The school actively values conflict resolution and peace</p>			
<p>Teachers focus on building and maintaining positive and trusting relationships.</p> <p>The school supports students to develop communication, team building and leadership skills.</p>	<p>Teachers model fair and just processes for responding to conflict.</p> <p>Teachers develop students' skills in managing and resolving conflicts</p>	<p>Students explore ways conflict can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation.</p> <p>Teachers design activities that develop student capacity to apply principles of conflict resolution to real-world situations.</p>	<p>Students are actively involved in community activities that support social cohesion and peace building, both within and beyond the school community.</p> <p>As active global citizens, students take action to improve the situation and conditions of others.</p>
<p>The school actively values social justice and human rights</p>			
<p>The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment.</p> <p>Teachers develop programs and</p>	<p>The school learning environment promotes acceptance, harmony and respect within and beyond the school community.</p> <p>The school develops programs to support students' understanding of the</p>	<p>The school provides authentic opportunities for active citizenship for all students.</p> <p>Teachers draw on students' experiences to develop their understanding of the economic and</p>	<p>The school provides a safe and inclusive environment that is appropriate for all forms of identity.</p> <p>Students are strong advocates for their own rights and the rights and dignity of</p>

lessons to model fair and equitable treatment of all people.	impact of inequality and discrimination and how this affects identity and citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights.	social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.	others, locally and globally.
The school builds sustainable futures			
The school models environmentally sustainable practices. Curriculum programs help students understand the relationship between humans, living things and the natural environment. The school encourages students to become responsible local and global citizens. The school involves students in recycling and other sustainable practices.	Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs. Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.	The school participates in a range of community sustainability initiatives that are connected to global issues. Students examine and predict the consequences of unsustainable practices. Learning opportunities enable students to explore the contribution of Australia to sustainable development in developing countries.	Students contribute to projects with schools and communities in other countries, which improve the quality of the environment and/or promote social, political, and economic sustainability. Students monitor and evaluate the school's recycling and other sustainable practices.

Self-evaluation evidence	<p>School Practice -Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS encourages global understanding and awareness with its curriculum. • FPS students develop their intercultural understanding via a Language program (Chinese). • FPS actively values respectful relationships with all cultural groups • FPS celebrates the diversity of its community. <p>Student Outcomes-Evidence and Analysis</p> <ul style="list-style-type: none"> • The Chinese program brings a global perspective to develop an understanding of intercultural understanding. • FPS has a sister school. The school communicates via skype using language and learning activities to provide rich learning experiences for students. • FPS students represent approximately 40 different nationalities inclusive of international students. • All cultural festivals are acknowledged and respected. A safe and inclusive environment is provided for all.
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Uploaded documents	
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Priority	Community engagement in learning
Dimension	Networks with schools, services and agencies

Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Embedding moving towards Excelling
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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
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The school establishes partnerships

<p>The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional health and wellbeing support and learning opportunities for students. Consideration is given to using school facilities for the delivery of services.</p>	<p>The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school. The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students.</p>	<p>The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all. The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.</p>	<p>The school leads aspects of a well-developed Community of Practice, featuring collective commitment to maximising educational impact. The school functions as a community hub providing access and referral pathways to community supports and providing improved service delivery to students and their families. Co-located services share information that enables them to collectively address complex social barriers to participation in learning and development. Partnerships strategically plan, develop joint actions and collectively monitor progress at regular intervals.</p>
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Partnerships support student health and wellbeing

<p>The school works with specialist services involved with individual children who have significant health or</p>	<p>The school has well-established links with community services for promoting positive health and wellbeing in both</p>	<p>The school works proactively to link students into active lifestyle and wellbeing programs in the local</p>	<p>The school is an active partner with community organisations that support staff and students' physical and mental</p>
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<p>learning issues. The school approach to supporting student wellbeing is communicated to parents/carers.</p>	<p>staff and students, and for supporting the specific health and wellbeing needs of individual students. The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing.</p>	<p>community. It collaborates with network partners to create opportunities designed to mitigate disadvantage and ensure inclusion. Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.</p>	<p>health. It continually seeks to develop and diversify the network through partnerships with a range of service providers and agencies that can meet the specific needs of their students. The school partners with specialists in planning and delivering the health curriculum in collaboration with staff, students and parents/carers.</p>
<p>Partnerships support student confidence in learning and achievement</p>			
<p>The school takes opportunities to engage with other schools and community organisations that offer support to individual students in their learning.</p>	<p>The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs.</p>	<p>The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students. The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.</p>	<p>The effective use of school, system and community expertise and resources meets the identified learning and development needs of all students. The school is actively involved in networks and partnerships that support students' development and learning. Students, staff and partners collaborate to design and deliver inclusive programs that build confidence in learning and achievement of all students.</p>

<p>Self-evaluation evidence</p>	<p>School Practice- Evidence and Analysis</p> <ul style="list-style-type: none"> FPS develops and builds partnerships with specific agencies to support student wellbeing. <p>Student Outcomes- Evidence and Analysis</p> <ul style="list-style-type: none"> Partnerships with Look out, gate House support the particular needs of students. With SSSO support FPS establishes relationships with stakeholders to support the needs of its students The assistant principal attends community of practice networks to effectively resource staff and students Building strong relationships with caregivers and guardians supports the delivery of effective supports to ensure the wellbeing of students.
<p>Uploaded documents</p>	

Priority	Community engagement in learning		
Dimension	Parents and carers as partners		
Score	<input checked="" type="checkbox"/> 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 fosters communication and meaningful partnerships with parents and carers			
<p>Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school.</p> <p>The school works on policies and procedures which are available to parents/carers on request.</p> <p>Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</p>	<p>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities.</p> <p>The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice.</p> <p>The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</p>	<p>Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council.</p> <p>The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing.</p> <p>Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>	<p>The engagement and involvement of parents/carers with the school is embedded in the school culture. Parents/carers have a visible presence in the school and their contributions are valued by staff. Parents/carers routinely promote the school and celebrate its achievements in the wider community.</p> <p>Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction.</p> <p>The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</p>
Home learning connects with school learning			
<p>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes.</p> <p>Parents/carers are regularly informed</p>	<p>The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health,</p>	<p>The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they</p>	<p>Parents/carers uphold positive attitudes to learning and consistently support the school's expectations. They work with teachers in setting high expectations to improve outcomes for all students.</p>

<p>about their child's progress in learning, health and wellbeing. The school provides information to parents/carers about how they can support and monitor home learning effectively.</p>	<p>wellbeing and learning needs of their children. The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships. Parents/carers can contact teachers in a variety of ways and receive a timely response. The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>	<p>can support these goals. Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their child's progress. Teachers contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students' learning needs.</p>	<p>Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss students' individual learning progress and needs, including strategies to support learning at home. The school develops programs for parents/carers, such as improving their own literacy and ICT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>
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<p>Self-evaluation evidence</p>	<p>School Practice-Evidence and Analysis</p> <ul style="list-style-type: none"> • FPS actively builds effective communication with parents and carers via a broad range of channels. • FPS connects parents and carers with the learning that is happening in the school. • Parents and carers are encouraged to celebrate the learning that happens at FPS. <p>Student Outcomes-Evidence and Analysis</p> <ul style="list-style-type: none"> • Parents and carers have a visible presence at FPS as volunteers, parent helpers, school council, committees, parent and friends or fund raising events. • Community forums allow parents and carers to provide feedback that is used for improvement and building the school strategic plan. • Curriculum newsletters, parent teacher interviews, open days/night/mornings and Dojo communicate to parents and carers the learning that happens for their child. • Leadership communicates its celebrations and targets via presentations at school council meetings and the Annual General Meeting. • Parents and carers participate in open classrooms and attend weekly assemblies where student learning is celebrated. • Learning sessions are held for parents to connect with communications of the school. • Information sessions and parent teacher interviews build confidence and knowledge for parent and carers to support learning in the home.
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Uploaded documents

FPS Parent Meetings - alphabetical.docx (0.04 MB)