



## **FRAMEWORK FOR IMPROVING STUDENT OUTCOMES POLICY**

### **Rationale**

- The Framework for Improving Student Outcomes uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.
- The key elements of the Framework are:
  - an [Improvement Cycle](#) for continuous improvement
  - an [Improvement Model](#) - with four state-wide priorities, including six high-impact, evidence-based Improvement Initiatives on which to focus effort
  - [Improvement Measures](#) to enable us to measure our success
- The FISO Continua of Practice for School Improvement assists Principals and teachers to identify areas of practice that require attention in order to deliver improved student outcomes.
- They assist Principals and teachers to:
  - self-assess their current practice on an improvement-focused continuum
  - understand what improved practice looks like
  - focus teacher observations by providing a common instrument to locate evidence
  - develop a shared language for describing educational practice
  - engage in conversations about improving professional practice.
- Each continuum describes a range of proficiency levels (Emerging, Evolving, Embedding, Excelling).
- The Continua of Practice are useful for school self-evaluation at the six month and twelve month stages when monitoring the Annual Implementation Plan, and, through a deeper dive prior to a school review, provide significant opportunities for schools to identify and select the initiatives for their next School Strategic Plan.

### **Aims**

- To provide an overview of the *Framework for Improving Student Outcomes*.
- To ensure the Northern School for Autism complies with DET policies and guidelines.
- To ensure the school is aware of school improvement arrangements and its responsibilities.

### **Implementation**




- The school will use the Guidelines for using the Framework for Improvement Student Outcomes (FISO): Continua of Practice and the FISO Improvement Model Continua of Practice as its prime references.
- The school will draw from the essential elements for school improvement as described on pages 4 - 6 of the FISO Continua of Practice for School Improvement as follows:
  1. Documented curriculum plan, assessment and shared pedagogical approaches
  2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies
  3. School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes
  4. Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

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5. Whole-school approach to health, wellbeing, inclusion and engagement
  6. Moderation of common student assessment tasks
  7. Data collection, analysis and evaluation of student learning growth over time
  8. Explicit use of evidence-based school improvement strategies and teacher professional practice activities
- The school will select and focus on one or two of the following Improvement Initiatives described on pages 8 - 38 of the FISO Continua of Practice for School Improvement (January 2018), to **monitor**, monitor their progress and evaluate the impact on student outcomes:
    - Building practice excellence
    - **Curriculum planning and assessment**
    - Evidence-based high impact strategies
    - Evaluating impact on learning
    - **Building leadership teams**
    - Instructional and shared leadership
    - Strategic resource management
    - Vision, values and culture
    - Empowering students and building school pride
    - Setting expectations and promoting inclusion
    - Health and wellbeing
    - Intellectual engagement and self-awareness
    - Building communities
    - Global citizenship
    - Networks with schools, services and agencies
    - Parents as carers and partners
  - Downloadable FISO resources
    -  [FISO Continua of Practice \(docx - 665.07kb\)](#)
    -  [FISO Continua for Improvement Cycle \(docx - 665.07kb\)](#)
    -  [FISO Improvement Measures \(docx - 2.91mb\)](#)
    -  [FISO Improvement Model and Improvement Cycle A3 poster \(docx - 1.03mb\)](#)

The components of the improvement framework are:

Self-Evaluation, an annual process as described above.

School Review

The school will participate in a four-yearly School Review - a peer or priority review.

The review will be allocated based on the school's performance against a consistent set of statewide measures about students' achievement, engagement and wellbeing and the productivity of the school.

The review will include a registration requirements check (based on the Victorian Registration and Qualifications Authority minimum standards for school registration).

School Strategic Plan (SSP)

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Based on the outcomes of the review and the agreed Reviewer recommendations, the new School Strategic Plan will be developed.

The school expects that child safety will be a component of the SSP.

#### School Annual Implementation Plan

The School Annual Implementation Plan describes how the key improvement strategies in the School Strategic Plan and other significant projects will be put into operation in each of the four years of the strategic plan.

#### Annual Report to the School Community

The purpose of the school annual report is to inform parents/carers and the wider school community of the school's successes, activities and achievements throughout the year, and to meet Commonwealth and State legislative requirements, including National Partnerships.

All schools must provide their Annual Report to the VRQA for publication on the [State Register](#), a searchable database on the VRQA website.

The report must include:

- a description and analysis of student learning outcomes in state-wide tests and examinations for the current year (and for the last two years if the school has been established that long)
- a description and analysis of rates of student attendance for the year
- a report of the school's financial activities
- copies of any other reports the school is required to prepare for the school community under any funding agreements with the State or Commonwealth.

The Annual Report will be endorsed by School Council and signed by both the Principal and School Council President. It will be presented to the school community at a public meeting organised by the Principal, and published by the Department on the VRQA State Register.

Due date: By 31 March each year.

#### School Policy Compliance

A registration requirements check (based on the VRQA minimum standards for school registration) will be undertaken as part of the school review.

Please refer also to the school's *Curriculum Framework Policy* and the *Performance and Development Policy*.

#### **Evaluation**

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update late June 2018).

#### **References:**

[www.education.vic.gov.au/school/principals/spag/governance/Pages/accountability.aspx](http://www.education.vic.gov.au/school/principals/spag/governance/Pages/accountability.aspx)

#### **Ratification**

This policy was first ratified by School Council on 15<sup>th</sup> February 2016

This update was ratified on 6 December 2018

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Northern School  
*for Autism*

*"Learning for Life"*

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