



Framework for Improving Student Outcomes

(Last Update: 5/2/16)

Reviewed May 2015

1. Background and Information

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. It has been developed to dramatically increase the focus on student learning in schools.
- The Framework has four components:
 - an improvement model with four state-wide priorities,
 - six evidence-based initiatives to focus improvement efforts,
 - performance measures aligned with the Education State targets, and
 - a cycle for continuous improvement.
- Schools will receive additional support to develop and implement the Framework through strengthened regional services and formal leadership networks.
- The Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:
 - Excellence in teaching and learning
 - Professional leadership
 - Positive climate for learning
 - Community engagement in learning
- The Government has identified six high-impact initiatives that will assist schools to take action to help lift student achievement outcomes, wellbeing and engagement in learning:
 - Building practice excellence
 - Curriculum planning and assessment
 - Building leadership teams
 - Empowering students and building school pride
 - Setting expectations and promoting inclusion
 - Building communities

Schools are expected to focus their improvement activity on one or more of the six evidence-based initiatives as these will be prioritised over other possible interventions.

Further Information

Reference:

www.education.vic.gov.au/school/Principals/spag/governance/Pages/accountability.aspx

The school will refer to the following videos which provide examples of how schools use the four state-wide priorities to improve student outcomes:

- [Excellence in teaching and learning](#) (YouTube video)
- [Professional leadership](#) (YouTube video)
- [Positive climate for learning](#) (YouTube video)
- [Community engagement in learning](#) (YouTube video)

2. Carranballac Framework for Improving Student Outcomes Policy (August 2017)

Purpose

- To provide an overview of the *Framework for Improving Student Outcomes*.
- To ensure Carranballac P-9 College complies with the DET policy and guidelines

Implementation

Carranballac P-9 College will prioritise the six elements of the Framework for Improving Performance.

- **Building practice excellence:** Teachers and principals will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.
- **Curriculum planning and assessment:** The school will embed a culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their potential. The school will strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.
- **Building leadership teams:** The school will strengthen its succession planning, develop the capabilities of the leadership team in using evidence and proven coaching and feedback methods, build a culture of trust that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of the school.
- **Empowering students and building school pride:** The school will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have a voice in the learning process, and fully and proudly participate in school life.
- **Setting expectations and promoting inclusion:** The school will work across the community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
- **Building communities:** The school will strengthen its capacity to build relationships with the broader community by partnering with the community sector and providers, make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'. The school realises the value of harnessing the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes.

The school will utilise the following cycle to determine how the components of the Framework will be prioritised and implemented.

- **evaluate and diagnose** performance, successes and challenges around student achievement, wellbeing, engagement and productivity
- **prioritise and set goals** for improvement strategies and initiatives that have the greatest impact on student learning
- **develop and plan** improvement strategies and initiatives to ensure successful implementation
- **implement and monitor** selected improvement strategies and initiatives and the impact these have on student learning

Ratification and Review

This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early February 2016).

This policy was ratified by School Council on 1st August 2017