

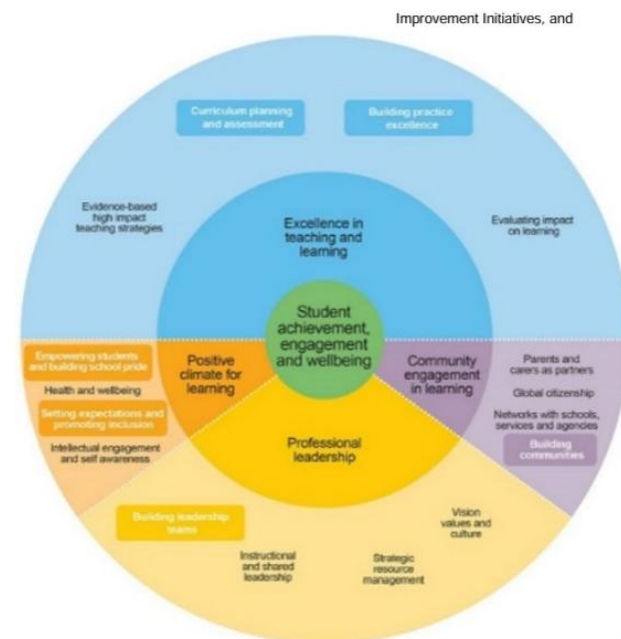
The Framework for Improving Student Outcomes 2.0

The Framework for Improving Student Outcomes (FISO 2.0) is a continuous improvement framework for all Victorian government schools. The current version, FISO 2.0, has been designed to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System with advice from the profession.

The Framework for Improving Student Outcomes (FISO 2.0) comprises of:

- two outcomes of Learning and Wellbeing
- five core elements of Leadership, Teaching & Learning, Assessment, Engagement and Support & Resources
- 10 dimensions that underpin the core elements and indicate priority areas of practice to improve student learning and wellbeing.

FISO 2.0 replaces FISO (1.0) which was introduced to schools in 2016. This move to FISO 2.0 came largely out of changes to school priorities during and following lockdown across Victorian schools.



FISO 2.0 sets out the five core elements that when linked together, realise the goals of excellence and equity through developing the learning and wellbeing of every student in our school.

When integrated, these elements build a positive environment through strong relationships that enable all students to become:

- happy, healthy and resilient
- successful life long learners
- active, informed members of just and sustainable communities

FISO 2.0 Policy: <https://www2.education.vic.gov.au/pal/fiso/policy>

FISO 2.0 is complemented by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0)

<https://www2.education.vic.gov.au/pal/victorian-teaching-learning-model/policy>

The outcomes by definition:

Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.

Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

The Five Core Elements:

Outlined are the descriptors for each of the five core elements

Leadership	is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.
Teaching and Learning	refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities
Assessment	is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement.
Engagement	refers to the relationships and actions that support student learning, participation and sense of belonging to their school community
Support and resources	refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth

The 10 Dimensions

The dimensions are structured around the core elements and indicate priority areas of practice that improve students' learning and wellbeing.

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students