

The strategic direction and deployment of resources to create 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



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

Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing

Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school

Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school

Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Active partnerships with specialist services, education providers, and community organisations to provide responsive support to students

Leadership	Teaching and Learning	Assessment	Engagement	Support and Resources
<p>1) 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.</p>	<p>2) Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities</p>	<p>3) 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.</p>	<p>4) Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.</p>	<p>5) Support 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.</p>
<p>The strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing</p>	<p>Activation of student voice, agency, leadership and learning to strengthen students' participation and engagement in school</p>	<p>Tiered, responsive, and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>
		<p>SSP: Achievement Goal (KIS 1b)</p>		<p>SSP: Engagement Goal (KIS 2b) SSP: Wellbeing Goal (KIS 3a)</p>
<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>	<p>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</p>	<p>Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p>	<p>Strong relationships and active partnerships between schools and families, communities, and agencies to strengthen students' participation and engagement in school</p>	<p>Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students</p>
<p>SSP: Achievement Goal (KIS 1c)</p>	<p>SSP: Achievement Goal (KIS 1a)</p>		<p>SSP: Engagement Goal (KIS 2a)</p>	<p>SSP: Engagement Goal (KIS 2c)</p>