

Student learning outcomes

What student learning outcomes did we achieve?	Focus questions
English on-line Interviews	<ul style="list-style-type: none"> • What trends have emerged in the school data over time? • Are the English on-line interviews consistent with teacher assessments against the VELs? • How do the school data compare with the state and SFO percentiles?
Student achievement against the VELs and in the NAPLAN	<ul style="list-style-type: none"> • What trends have emerged in the school data over time? • What proportion of students is achieving at “D” or “E” for given domains? What proportion of students is achieving at “A” or “B” for given domains? • What patterns emerge from studying the cohort growth in VELs assessment outcomes as students progress through the year levels? • What variations exist in the assessment outcomes between strands and domains? • Are there significant differences in achievement in different cohorts e.g. male/female/ESL students/ PSD students? • How do the school data compare with the state mean and SFO band?
Student achievement – PSD assessments	<ul style="list-style-type: none"> • What proportion of students is making satisfactory to excellent progress? How do the data compare over time? • Are there indications that a particular group of students or year level is performing at a higher or lower level?
Student achievement – VCE, VET in schools, VCAL	<ul style="list-style-type: none"> • What trends have emerged in the school data over time? • Are there any studies that have considerable variation in results across the years? • Have VCE results been improving both for each study and across studies? • Is there significant information to be gained from the variation between subjects? • How many students are undertaking VET in Schools? • How many students are undertaking VCAL and at which levels? • How many VET in Schools programs are being offered in the school? • How successfully have students completed VCE programs? • How successfully have students completed VET in schools programs? • How successfully have students completed VCAL programs? • How do the school data compare with the state mean and SFO band?
Student achievement – other assessments	<ul style="list-style-type: none"> • What trends have emerged in the school data over time? • Are there indications that a particular year level or particular students should be monitored? Does the school have programs in place to address their needs?
Other student learning outcomes	<ul style="list-style-type: none"> • What trends have emerged in the school data over time? • Are there indications that a particular year level or particular students should be monitored? Does the school have programs in place to address their needs? • What links can be made between the available physical, personal and social learning outcomes, with the available student achievement data?
Suggested information sources	<p>From School Level Report:</p> <ul style="list-style-type: none"> • English on-line assessments • student achievement against the VELs domains • student achievements - NAPLAN

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	<ul style="list-style-type: none"> • student achievement – PSD assessment • student achievement – VCE, VET in schools, VCAL <p>From other sources:</p> <ul style="list-style-type: none"> • other information on VET in schools, VCAL, VCE data project • any other student achievement data available at the school, e.g. VCAA On Demand testing, ESL assessments, DART, Maths online interview, Torch, “Achievement awards”, such as University of NSW assessments, etc. • student physical, personal or social learning outcomes using any reports, assessments or evidence compiled by the school • detailed NAPLAN Reports • CASES 21 Cohort VELs/Assessment Reports

Why did we achieve / not achieve improved student learning outcomes?	Focus questions	Suggested information sources
Professional leadership	<ul style="list-style-type: none"> • How effectively do the leadership teams within our school promote curriculum planning that is designed to improve student learning? • How effectively do the leadership teams within our school promote teaching strategies that are designed to improve student learning? • How effective is teacher participation in decisions made about student learning? • How effectively are connections made between staff performance and development and student learning outcomes? • How effectively do the leadership teams within the school promote ICT innovation and motivate staff? 	<ul style="list-style-type: none"> • Staff Opinion survey results for the Curriculum Coordination variable and the Empathy element • performance and development culture self-assessment • eLearning Planning Guide • e5 Instructional Model
Focus on teaching and learning	<ul style="list-style-type: none"> • How well does our school manage the time spent on the three strands of VELs (i.e. physical, personal and social learning, discipline-based learning, and interdisciplinary learning)? • How well are teachers using multiple sources of data about student learning to improve teaching? • What does the cohort growth from Prep to Year 2 in assessment outcomes indicate about the success of the early years literacy program in the school? • What does the Mathematics Online Interview data indicate about the success of the early years mathematics program? • How well does the school manage time spent planning P-10 programs compared with VCE/VCAL? • How well does our school manage the workload of staff, in particular the balance between time focused on teaching and time spent on administrative tasks? • Identify one or two strategies that were implemented in the school to bring about improvement in the teaching-learning relationship. Analyse how effective 	<ul style="list-style-type: none"> • Staff Opinion survey results for the Excessive Work Demands and Learning Environment variables and the Learning element • Parent Opinion survey result for the Quality of Teaching variable • Parent Opinion survey School Climate factors • performance and development culture self-assessment • ePotential data

Why did we achieve / not achieve improved student learning outcomes?	Focus questions	Suggested information sources
	<p>the strategies have been. What worked well? What hindered successful or full implementation?</p> <ul style="list-style-type: none"> • Have teachers demonstrated a common approach to teaching? • Is the e5 Instructional Model being used to inform teaching and learning practice? • How effective are our professional learning activities that aim to improve student learning? • How have teachers used ICT to improve teaching and learning? 	
Shared vision and goals	<ul style="list-style-type: none"> • To what extent is there a shared vision about the desired student learning outcomes in our school? • How clearly communicated are the school's goals relating to student learning? • How is the potential of ICT recognized in the vision? • How well do staff articulate and demonstrate an understanding of the goals, targets and key improvement strategies outlined in the School Strategic plan? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Clarity and Engagement elements, including the Goal Congruence variable • performance and development culture self-assessment • eLearning Planning Guide
Purposeful teaching	<ul style="list-style-type: none"> • Are there shared views about effective teaching and learning among the teachers and leadership? • To what extent do the teaching strategies and practice used in our school accommodate the variations in the learning needs and styles of our students? • How have individual learning plans been used to facilitate purposeful teaching? • To what extent are the teaching strategies used in our school influenced by contemporary pedagogical understanding and practice? • How well are teachers using assessment of student learning to inform teaching and learning? • How do teachers engage in innovative ICT professional learning to explore new ways of learning and teaching? 	<ul style="list-style-type: none"> • Attitudes to School survey, results for the Quality of Instruction, Teacher Energy/Enthusiasm and Helpfulness/Responsiveness variables • Parent Opinion survey, result for the Curriculum and Standards variable • Attitudes to School survey, relevant Teaching and Learning factors • Parent Opinion survey, relevant School Climate factors • eLearning Planning Guide
High expectations	<ul style="list-style-type: none"> • Does our school community have high expectations for the learning outcomes of all students? • To what extent are students engaged with high level creative learning? • How effective are the programs or strategies employed by the school to address the needs of students achieving either at a lower level or a higher level than expected? (A "lower level" would include students assessed as "D" or "E" compared to the indicative VELS level, or students assessed with lower than expected PSD outcomes, while a higher level would include students assessed as "A" or "B" compared to the indicative VELS level, or students 	<ul style="list-style-type: none"> • Attitudes to School survey, results for the High Expectations and Helpfulness/Responsiveness variables • Parent Opinion survey, results for the Curriculum and Standards and Quality of Teaching variables • Parent Opinion survey, School Climate factors • Attitudes to School survey, relevant Teaching and

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	<p>assessed with higher than expected PSD outcomes).</p> <ul style="list-style-type: none"> • How are students with high ICT capability identified, supported and challenged? 	<p>Learning factors</p> <ul style="list-style-type: none"> • Staff Opinion survey, results for the Learning Environment and Student Orientation variables • ePotential data
<p>Learning communities</p>	<ul style="list-style-type: none"> • How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to assist student learning? • To what extent is collaborative learning fostered among the staff? • To what extent are teachers' individual learning and development plans based on student learning needs? • To what extent has the school encouraged staff or leadership groups to engage in professional interaction, collaboration or networking with other schools, or in other professional learning activities in relation to student learning? • To what extent are teachers engaged in staff professional learning activities that address specific curriculum issues and allow for "hands-on" trial and evaluation of specific techniques? • How effectively has the school collaborated with other schools, education institutions, industry, business, or the wider community in building and delivering programs to support student learning? • How have professional learning activities undertaken by staff contributed to student learning outcomes during the period of the self-evaluation? What other factors affect the link between professional learning activities and student learning outcomes? • To what extent does the school encourage parents to be actively engaged in their child's learning? • To what extent does the school use ICT to communicate and collaborate with its community? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Professional Interaction, Learning Environment and Appraisal and Recognition variables, and for the Learning element, including the Professional Growth variable • Parent Opinion survey, result for the School-Parent Relations variable • Parent Opinion survey, relevant School Climate factors • performance and development culture self-assessment • school professional learning plans • Local Learning and Employment Networks or other community networks • eLearning Planning Guide • Network strategic plans
<p>Accountability</p>	<ul style="list-style-type: none"> • How effectively do our teachers use systems and data to evaluate student performance and progress? • How effectively does our school use planning and evaluation processes to improve student learning outcomes? How well owned and understood are the accountability processes across our school community? • Are students provided with specific feedback on the extent to which they are achieving their learning goals? • To what extent is performance on school-wide and individual student goals used to plan for student learning? • How does the school celebrate successes relating to 	<ul style="list-style-type: none"> • Parent Opinion survey, result for the Reporting and Feedback variable • Parent Opinion survey, relevant School Climate factors

Why did we achieve / not achieve improved student learning outcomes?	Focus questions	Suggested information sources
	<p>student learning outcomes, at either whole-school level or student level?</p> <ul style="list-style-type: none"> • If there have been variations in assessment outcomes in our school. How effectively have we responded to such variations? • What aspects of our reporting and feedback to parents work well and what aspects do we need to improve? 	
Stimulating and secure learning environment	<ul style="list-style-type: none"> • What are the strategies employed for creating a positive learning environment in the school? How effective are they? • Are there particular aspects of our school's environment that are less conducive to student learning? How have we responded to the challenges presented? • How effective are the classroom behaviour and management processes in the school? How effective are the strategies for dealing with disruptive behaviours? To what extent does student misbehaviour affect overall student learning outcomes? • What learning spaces and places in the school capitalise on the potential of ICT to drive powerful learning? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Student Misbehaviour and Classroom Misbehaviour variables • Parent Opinion survey, result for the Student Behaviour variable • Attitudes to School survey, results for the Fairness/Firmness variable • Attitudes to School survey, relevant Wellbeing factors and Teaching and Learning factors • Parent Opinion survey, relevant School Climate and Student relationships factors. • OH&S data • student suspension/ expulsion data, bullying incidents summary data • eLearning Planning Guide

How effectively did we manage our resources to support the achievement of improved student learning outcomes?	Focus questions	Suggested information sources
	<ul style="list-style-type: none"> • What connections can be made between how resources have been allocated and the student learning outcomes that have been achieved in our school? • How effectively have resources in our school been directed towards those areas where there is the largest scope for improvement? • Has there been a coherent approach to utilising resources that come from a range of sources? • Using the data in the school resource indicators report, what trends are apparent for 	<ul style="list-style-type: none"> • Parent Opinion survey, result from the School Resources / Facilities variable • school resource indicators report

	major revenue sources and costs? <ul style="list-style-type: none">• How effectively have we used ICT to improve teaching and learning?	
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Student engagement and wellbeing outcomes

What student engagement and wellbeing outcomes did we achieve?	Focus questions
Student motivation/student safety/student connectedness/student behaviour	<ul style="list-style-type: none"> • To what extent do students feel safe at this school? • How do these variables in the student, parent and Staff Opinion surveys for each year level compare over time? • Is there a relationship between levels of poor student motivation and student behaviour and low achievement levels for some students or year levels? • Is there a relationship between levels of student safety and student connectedness and low achievement levels for some students or year levels? • Can any connections be made between the levels of student motivation, student safety, student connectedness and student behaviour? • How do these variables for each year level compare with the corresponding state means? Have any trends emerged from an analysis of the data year on year? • Are there specific differences in the responses between boys and girls and, if so, how has our school responded to these differences? • Are there noticeable differences in the responses between year levels, and, if so, how has our school responded to these differences?
Student attendance	<ul style="list-style-type: none"> • How do the absence data for each year level compare over time? • Are there any particular year levels with significant patterns of absence? • Is there a relationship between levels of poor attendance and low achievement levels for some students or year levels? • Can any connections be made between the levels of student absence and student engagement and wellbeing? • How do the absence data for each year level compare with the corresponding state means?
Suggested information sources	<p>From the School Level Report:</p> <ul style="list-style-type: none"> • Parent Opinion survey, using the School Climate variable • Parent Opinion survey, relevant School Climate factors, Student Behaviour and Student Engagement factors • Staff Opinion survey, using the variables Student Orientation and Student Motivation • student attendance <p>From other sources:</p> <ul style="list-style-type: none"> • Attitudes to School survey, using the variables Self Esteem, Student Safety, Connectedness – Peers, Connectedness – School and Motivation to Learn • Attitudes to School survey, Wellbeing factors, relevant Student Relationships and Teaching and Learning factors • Drug Education Evaluation and Monitoring (DEEM) data on student wellbeing, including how students feel at school and role of teacher empathy and quality of teaching as drivers for student knowledge and attitudes to drugs • any school-based data or information related to student safety • student feedback (through SRC or other forums) • parent / community feedback • any other data, information or reports compiled locally at the school e.g. bullying data, student use of support programs

Why did we achieve / not achieve improved student engagement and wellbeing outcomes?	Focus questions	Suggested information sources
Professional leadership / Shared vision and goals	<ul style="list-style-type: none"> • How clearly communicated are the school's goals relating to student engagement and wellbeing? • How effectively do the leadership teams within our school advocate strategies to foster student engagement and wellbeing? • Is there clarity among the staff about approaches to classroom management within the school? • To what extent is there a planned, whole-school approach to supporting students who may be experiencing difficulties? • How effective are our early intervention strategies for students experiencing challenging circumstances? • How effective is teacher participation in decisions made about student engagement and wellbeing? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Engagement element, including the Goal Congruence variable, and the Effective Discipline Policy variable • Attitudes to School survey, result for the Fairness/Firmness variable
Focus on teaching and learning / Purposeful teaching	<ul style="list-style-type: none"> • How effective is the school's curriculum (including the extra-curricula program) at promoting student engagement? • Identify one or two teaching and learning strategies that were adopted in the school to foster student engagement. Analyse how effective the strategies have been. What worked well? What hindered successful or full implementation? • How effective are our individual learning plans for students, particularly for those with additional learning needs, including students at risk? • How effective are our professional learning activities and programs that aim to improve student engagement and wellbeing? 	<ul style="list-style-type: none"> • Parent Opinion survey, result for the Extra Curricular variable • Parent Opinion survey, relevant School Climate factors • Staff Opinion survey, results for the Student Motivation variable and the Learning element • Attitudes to School survey, results for Motivation to Learn and Teacher Energy/Enthusiasm variables • Attitudes to School survey – relevant Teaching and Learning factors
High expectations	<ul style="list-style-type: none"> • How effective are the programs or strategies employed by the school to promote student engagement and wellbeing? • Does our school have high expectations for the engagement and wellbeing of all students? • How effective are the school's strategies for maximising student attendance in our school? • Does our school actively promote resilience among our students? How do we strive to ensure that students "fit in"? 	<ul style="list-style-type: none"> • Attitudes to School survey, results for the Connectedness – Teachers, Connectedness – School, Connectedness – Peers and Motivation to Learn variables

Why did we achieve / not achieve improved student engagement and wellbeing outcomes?	Focus questions	Suggested information sources
	<p>at school and develop a sense of connection to our school community?</p> <ul style="list-style-type: none"> • How does our school provide opportunities for students to use ICT for self directed and personalised learning? 	<ul style="list-style-type: none"> • Attitudes to School survey, relevant Student Relationships and Teaching and Learning factors • ePotential data
Learning communities	<ul style="list-style-type: none"> • How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to promote student engagement and wellbeing? • How effective is the student leadership at this school? • What forms of professional learning have been undertaken by staff in the area of student wellbeing and support? What impact has this had in our school? • What connections exist between students, teachers, school support staff, parents and the community that promote student wellbeing and facilitate appropriate interventions and support when necessary? • To what extent does the school communicate with parents regarding student engagement and wellbeing? • How effectively does our school link with external support services and agencies to assist students who may be experiencing significant difficulties? Are our processes for managing these links working well? Are there ways we could improve the links? 	<ul style="list-style-type: none"> • Parent Opinion survey, result for the School-Parent Relations variable • Parent Opinion survey, relevant School Climate factors
Accountability	<ul style="list-style-type: none"> • How effectively does our school use systems and data to monitor student engagement and wellbeing? • How effectively does our school use planning and evaluation processes to improve student engagement and wellbeing? • How prominently do the issues of student engagement and wellbeing feature in staff meetings and school council meetings? Are the issues given enough attention in our school? 	<ul style="list-style-type: none"> • agendas and/or minutes for staff and school council meetings • feedback received from external support services and agencies
Stimulating and secure learning environment	<ul style="list-style-type: none"> • How effective are the classroom behaviour and management processes in the school? How effective are the strategies for dealing with disruptive behaviours? To what extent does student misbehaviour affect the overall levels of student engagement and wellbeing? • Are students provided with feedback on their learning to enhance student motivation? • What policies or processes exist to manage bullying in the school? How effective has the implementation of these policies or processes been? Has the prevalence of bullying increased or decreased during the last three years? • Are there particular aspects of our school's environment that are not conducive to student engagement and 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Student Misbehaviour, Classroom Misbehaviour and Effective Discipline Policy variables • Parent Opinion survey, results for the Student Behaviour and School Climate variables • Parent Opinion

Why did we achieve / not achieve improved student engagement and wellbeing outcomes?	Focus questions	Suggested information sources
	wellbeing? How have we responded to the challenges presented?	survey, relevant School Climate and Student Behaviour factors <ul style="list-style-type: none"> • Attitudes to School survey, results for the Fairness/Firmness and Student Safety variables

How effectively did we manage our resources to support the achievement of improved student engagement and wellbeing outcomes?	Focus questions
	<ul style="list-style-type: none"> • What processes exist in our school to determine how resources are allocated in the area of student engagement and wellbeing? • Does the school have a student welfare coordinator? • What connections can be made between how resources have been allocated and the outcomes for students in the area of engagement and wellbeing? • Have resources been effectively directed towards those areas where our school has experienced problems in the past? • How well do we use ICT to keep students connected to learning when they are absent from school • To what extent has there been a coherent approach to utilising resources that come from a range of sources? • Using the data in the school resource indicators report, how does our school compare with the state means?

Student Pathways and Transitions Outcomes

What student pathways and transitions outcomes did we achieve?	Focus questions
Student transitions	<ul style="list-style-type: none"> • What are the perceptions regarding the effectiveness of student transitions in supporting students entering, through and exiting the school? (evidence sourced from students, staff, parents and local kindergartens, primary and secondary schools)
Student retention	<ul style="list-style-type: none"> • How does the school evaluate any emerging trends in the retention data? • If there are differences in apparent and real retention rates, to what can these differences be attributed? • How do the retention rates compare with the state means? • Does the school know the reasons why students exit school early?
VCE, including VET in schools, and VCAL	<ul style="list-style-type: none"> • What patterns have emerged in the rates of participation in VCE, including VET in schools and/or VCAL programs? • What have the retention rates been for students participating in VET and/or VCAL programs? • What is the percentage of students enrolled in Year 12 who successfully complete their program? • Is there a relationship between the overall level of student retention in the school and the numbers enrolled in VET, VCE or VCAL programs? • What proportion of students participating in VET and/or VCAL programs exited school with a transition to employment or further education? • Which VET in Schools programs are students undertaking? • In which levels of VCAL are students enrolled? • What types of workplace learning are occurring e.g. school based apprenticeships and traineeships, structured workplace learning, part-time work?
Exit destinations	<ul style="list-style-type: none"> • How reliable is the school's data for measuring the destinations of exit students? • Is the number of students exiting through the year of concern? • Are the destinations of all students known to the school? • What does the school learn about its post-compulsory provision from exit destination patterns? • How do the exit destination data compare with state means? • What has the school learnt from the additional analysis provided by On Track? How does the exit destination data provided through On Track compare with state means? • What are the management strategies for ensuring that the destinations of students data is accurate? • How are students encouraged to participate in the On Track survey?
Suggested information sources	<p>From the School Level Report:</p> <ul style="list-style-type: none"> • student retention • participation in and completion of the VCE, including VET in schools and VCAL • exit destination data • Parent Opinion survey Transitions variable <p>From other sources:</p> <ul style="list-style-type: none"> • any anecdotal evidence regarding the quality of transitions for students entering, through and exiting the school, for example perceptions from students, staff, parents, local kindergartens, primary and secondary

What student pathways and transitions outcomes did we achieve?	Focus questions
	<p>schools</p> <ul style="list-style-type: none"> • data from the On Track survey • any school-based parent and student survey results regarding transitions and pathways • any data collected on transitions from primary to secondary school • data available within the broader community, for example, local learning and employment network (LLEN) environmental scans or LLEN experience with accessing transition support for post-compulsory students (On Track Connect) • information contained on student exit forms which may relate to reasons for leaving • any other data collected at the school • individual pathway plans for students, indicating student aspirations and needs • student feedback on work experience • structured work placement data • career education feedback • information from the MIPs Students at Risk Mapping Tool

Why did we achieve / not achieve improved student pathways and transitions outcomes?	Focus questions	Suggested information sources
Professional leadership	<ul style="list-style-type: none"> • How have the pathway plans of our students and the follow up of those in transition provided input into the curriculum options that are available? • How do the leadership teams within our school promote the availability of a broad range of pathway options and transition support? • How effective is teacher participation in decisions made about student pathways and transitions planning? • How do we support professional learning for school staff involved in career development and transitions? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Curriculum Coordination variable and the Empathy element • analysis of students' Managed Individual Pathways Plans (MIPs) which map intended pathways with curriculum provision, and intended outcomes with destinations • analysis of transition support provided • Careers and Transition Resource Kit
Focus on teaching and learning / purposeful teaching	<ul style="list-style-type: none"> • How well does our school manage the time spent on the three strands of the Victorian Essential Learning Standards (i.e. physical, personal and social learning, discipline-based learning, and interdisciplinary learning), especially for students in the middle years? • How did we prepare students to develop pathway plans? How did this link to the three strands of the Standards? • What processes did we have in our school for 	<ul style="list-style-type: none"> • student achievement data for new students • internal school records of Managed Individual Pathways processes, including the Students At Risk Mapping Tool • Parent Opinion survey, Transitions variable

Why did we achieve / not achieve improved student pathways and transitions outcomes?	Focus questions	Suggested information sources
	<p>developing individual pathway plans and then managing the regular monitoring of these plans?</p> <ul style="list-style-type: none"> • How effective are our strategies for informing students and parents about the range of pathway options and transition support available? What is the role of careers teachers? Subject teachers? Year level coordinators? Student welfare coordinators? • Does our school use the MIPs at Risk Mapping Tool to monitor the efficacy of our intervention programs, e.g. for students at risk of early leaving? • What factors have influenced the provision of VET and/or VCAL programs in the school? • How well does our school manage issues associated with new students? • How do we identify transition points for individual students? Once identified, how effective is the support we provide? • How effective is our process for identifying students at risk of not completing Year 12 or equivalent? Once identified, how effective is the support we provide? • What professional learning activities do we provide for staff on career development, pathway options, transition support and improving student retention and how effective are these? • How has our school used ICT to review, enhance and extend pathways options? • How does the school use the On Track destinations data to inform pathways development and transition processes? • What partnerships were developed with other school and non-school providers to support student pathways, including for at risk students? • What professional learning opportunities do we provide staff in applied learning? • Has our school used the information in the Careers and Transition Resource Kit to support student pathways and transitions? 	<ul style="list-style-type: none"> • records of staff professional learning activities • analysis of any data from the Careers Education program • eLearning Planning Guide
Shared vision and goals	<ul style="list-style-type: none"> • To what extent is there a common understanding about the school's role in managing student pathways and transitions? • How clearly communicated are the school's goals relating to student pathways and transitions? • How is the achievement of the pathways and transitions goal linked to learning outcomes and student engagement and wellbeing? • What role did staff play in achieving the pathways and transitions outcomes for students (including subject teachers, year level coordinators, student 	<ul style="list-style-type: none"> • data from the Managed Individual Pathways initiative • Careers and Transition Resource Kit

Why did we achieve / not achieve improved student pathways and transitions outcomes?	Focus questions	Suggested information sources
	<p>welfare coordinators, and careers teachers)?</p> <ul style="list-style-type: none"> • How did we include parents in the development of the pathways and transitions goal for this school and subsequently communicate that goal to the broader school community? • Is pathway planning integrated in classroom activities? 	
High expectations	<ul style="list-style-type: none"> • Does our school have high expectations for the pathways and transitions of all students? • How are the expectations of this school for the pathways and transition outcomes communicated to students, parents and the broader school community? 	
Learning communities	<ul style="list-style-type: none"> • How effectively does our school utilise the diverse expertise and knowledge of the teaching staff to facilitate student pathways and transitions? • How effectively has the school collaborated with pre-schools, primary schools and/or secondary schools to support student transition outcomes? • How effectively has the school collaborated with other schools, other education institutions, industry, business, or the wider community in managing issues related to educational provision, student pathways and transitions, and VET and/or VCAL programs? • How have professional learning activities undertaken by staff contributed to improving student pathways and transitions during the period of the self-evaluation? • How effective have we been in involving parents in pathways and transitions planning? • How has our school used ICT to establish, maintain and evaluate educational partnerships to support student pathways? 	<ul style="list-style-type: none"> • Staff Opinion survey, results for the Learning element, including the Professional Growth variable • Parent Opinion survey, result for the School-Parent Relations variable • Parent Opinion survey, relevant School Climate factors • Local Learning and Employment Networks (examples of other partnerships / opportunities) • partnerships with transition support agencies • eLearning Planning Guide
Accountability	<ul style="list-style-type: none"> • How effective are the school's processes for identifying individual needs of all students at different transition points (entry to school, moving schools, primary to secondary, leaving school) and providing effective support? • How effective are the school's processes in assisting students who are vulnerable and at risk of leaving the education and/or training sector? • How effective are the school's processes for monitoring student pathways and transitions? • How effectively does our school use planning and evaluation processes to improve student pathways and transitions? • How does the school celebrate successes relating to the range of student pathways and transitions, at either a student or a whole-school level? 	<ul style="list-style-type: none"> • case studies from the school • analysis of the retention data • MIPs Students At Risk Mapping Tool

Why did we achieve / not achieve improved student pathways and transitions outcomes?	Focus questions	Suggested information sources
Stimulating and secure learning environment	<ul style="list-style-type: none"> • Has the learning environment in our school affected the levels of student retention? • To what extent has student misbehaviour affected levels of student retention? 	<ul style="list-style-type: none"> • data/information obtained from exiting or new students or their parents

How effectively did we manage our resources to support the achievement of improved student pathways and transitions outcomes?	Focus questions
	<ul style="list-style-type: none"> • How effectively have resources in our school been allocated towards the curriculum provision needs of our student base? What planning processes exist in this area? • What resources have been directed towards career education and Managed Individual Pathways in our school? How effectively have these been used? • What resource limitations exist that affect our capacity to meet the educational needs or aspirations of our students? • In what areas could we better allocate resources? To what extent has there been a coherent approach to utilising resources that come from a range of sources? • What views do parents have about the resources and facilities at our school as they are relevant to student pathways and transitions? (Information source: the School Resources/ Facilities variable from the Parent Opinion survey) • Using the data in the school resource indicators report, how does our school compare with the state means? • How have we used ESL funding to improve outcomes for these students? • How have we used Equity funding to improve outcomes for these students? • Has Bilingual funding been effectively utilised to improve outcomes for these students?