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Principal Leadership

The principal and school leadership team have established and are driving a strong, positive learning culture, grounded in evidence from research and practice. Explicit and clear school-wide expectations have been established with families, teachers, and students. Strong procedures are in place to encourage a school-wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning.

Outstanding	High	Medium	Low
The principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour and outcomes. This agenda is widely communicated, understood and rigorously actioned. There is a strong and optimistic commitment by all staff to the school-wide approach to managing student behaviour and the development of a culture that enhances learning. School leaders have developed a positive school-wide approach to managing student behaviour that is grounded in research and is evidence-based. This approach is built around high expectations, core values and a commitment to excellence and is systematically implemented across all areas of the school. School leaders place a high priority on the on-going professional learning of all staff and on the development of a school-wide, self-reflective culture focused on student engagement. Teachers take responsibility for the changes in their practices required to align with school-wide expectations of student behaviour management.	The school has developed an agenda for managing student behaviour and school leaders can describe the behaviours they wish to see occurring across the school. School leaders communicate these expectations in staff meetings, school newsletters, on the school website and to the school community. There are some whole-school systematic processes and procedures in place for the management of student behaviour that ensures a strong focus on quality learning. School staff members feel well supported through the effective implementation of the School Behaviour Plan. School leaders are committed to finding ways of managing student behaviour, and this is reflected in an eagerness to learn from research evidence, international experience and from other schools. The whole school approach is consistently implemented. The school has a documented professional learning plan that includes arrangements for teachers to develop their knowledge and skills in ensuring student engagement and managing student behaviour. Most teachers take responsibility for changes in their practices required to align with the school-wide expectations of student behaviour management.	The principal and other school leaders articulate a shared commitment to the management of student behaviour but limited attention is given to specifying detail or to developing a school-wide approach. Plans do not appear to have been clearly communicated, widely implemented or to have impacted significantly on the teachers' day-to-day work. The school leadership team is implementing the School Behaviour Plan by ensuring that disruptive behaviour is dealt with promptly. There is a whole school approach to behaviour management, however, this is not based on research and is yet to be implemented consistently across the whole school. The principal and other school leaders are supportive of, but not generally involved in the day-to-day practice and learning of teachers in relation to managing student behaviour. Although there is an expressed commitment to the school-wide approach to managing behaviour this is not reflected in high levels of enthusiasm for personal change on the part of staff.	There is no obvious plan for the management of behaviour. School leaders are more focussed on the day-to-day operational matters of dealing with problem student behaviour. School leaders lack consistency in the implementation of the School Behaviour Plan and there are very few school-wide policies, procedures or programs. School staff members do not feel supported in the management of issues associated with student behaviour. There is little or no evidence that a research based whole school approach exists to the management of student behaviour. Significant inconsistencies exist in the implementation of the whole school approach to student behaviour. There is little sense of a whole-school coordinated approach to professional learning in relation to managing student behaviour.

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Parent and Community Engagement

The school actively seeks ways to enhance student learning, wellbeing and discipline by partnering with parents and families, other education and training institutions, and where appropriate local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and by providing access to experiences, support and intellectual and/or physical resources available within and beyond the school. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Outstanding	High	Medium	Low
The school actively engages the full range of parent representatives in developing the school's approach to behaviour management. Parents and community demonstrate strong support of the school's behaviour expectations. They know and strongly support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences. A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes. School leaders place a high priority on developing the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies. The school leadership team makes deliberate and strategic use of partnerships with families, local businesses, government agencies and community organisations to access other resources to ensure a safe, supportive and disciplined learning environment. These are carefully designed to enhance student engagement.	The school regularly provides opportunities for parents to engage in developing the school's approach to behaviour management. Parents and community demonstrate support of the school's behaviour expectations. They know and support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences. Respectful and caring relationships are reflected in the ways in which staff, students, and parents interact in the implementation of behaviour processes. School leaders regularly provide opportunities for parents to participate in training and/or information on behavioural support/positive parenting strategies. The school has established ongoing partnerships with families, local businesses, government agencies and/or community organisations with the express purpose of improving student engagement.	The school engages some parents and community in developing the school's approach to behaviour management. Parents and community are generally aware of the school's behaviour expectations, school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences. In the main, relationships between staff, students and parents are caring and respectful in the implementation of behaviour processes. School leaders provide opportunities for parents to access information in response to behavioural incidents. The school has partnerships, with families, local businesses, government agencies and/or community organisations. These partnerships are generally established by individual members of staff and have limited whole-school support or engagement to improve student engagement.	There is little or no evidence that parents and community have been engaged in developing the school's approach to behaviour management. There is little or no evidence that parents and community are aware of school behaviour expectations and processes. There is no obvious plan for engaging parents and community in conversations about student behaviour. Interactions between parents, staff and students are often not productive and respectful in the implementation of behaviour processes. The school does not provide opportunities for parents to enhance their skills to support their child's behaviour. There is little or no evidence that the school has established partnerships to enhance student engagement.

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Data Informed Decision-Making

A high priority is given to school wide analysis and discussion of systematically collected data on student behaviour. Data analyses consider the overall picture of school student behaviour as well as the behaviour of particular cohorts of students and individual students. Data is used to evaluate the success of policies, procedures and programs to plan and enact a continuous improvement process. Data is used to develop and adjust the overall school behaviour management procedures and policies to assist leaders in the creation of a safe, supportive and disciplined learning environment.

Outstanding	High	Medium	Low
The principal and other school leaders clearly articulate their belief that reliable data on student behaviour and achievement are crucial to achieving a safe, supportive and disciplined learning environment as reflected by school data relevant to the specific school community. School leaders systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour, to develop behaviour plans which meet the differentiated needs of cohorts and individual students. A systematic process, led by a school leader, involving the regular analysis of student behaviour and achievement data at student and systems level, is used to evaluate the implementation and effectiveness of the school's behaviour plan and all interventions to inform decision making. The data is used to stimulate discussion on the effectiveness of behaviour management strategies.	There is evidence that the principal and other school leaders view reliable and timely student behaviour data as essential to the development of a school-wide behaviour plan. The school has developed a documented school data plan which includes data about positive and inappropriate student behaviour, regularly entered in OneSchool, using agreed procedures and protocols. The school can illustrate through case studies and meeting minutes how behaviour data has been used to evaluate the effectiveness of the school's behaviour plan and take appropriate action. There are examples of how the data has been used to inform decision making about individual, group and school-wide responses to managing student behaviour and interventions.	There is evidence that school leaders pay attention to behaviour data. Some staff members gather and use data to develop their behaviour management strategies but there are no whole of school processes for using data to achieve improved student behaviour. An ad hoc approach exists to using data in reviewing the effectiveness of the school's behaviour plan and interventions. School behaviour data is presented at meetings for the information of staff and parents but not as a platform to reflect on the effectiveness of approaches to managing student behaviour.	There is very little evidence of school leaders' practical use of student behaviour data. The school is unable to demonstrate how data has been used to analyse and discuss student behaviour and strategies for improvement and interventions. There has been little use of data in discussing the effectiveness of the school's behaviour plan.

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Clear Consistent Expectations for Behaviour (this include consequences)

The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes engagement. The school has a coherent plan outlining positive school-wide expectations and appropriate behaviours. These expectations and behaviours are clearly defined, widely communicated, embedded in practice and can be evidenced in the behaviour of students. Strong processes and procedures are in place to ensure a safe, supportive and disciplined learning environment and to encourage the development of a culture of continuous professional learning that includes classroom management practices

Outstanding	High	Medium	Low
The school has a small number of positively stated school-wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible throughout the school environment and are continually communicated in school documentation, newsletters, meetings, assemblies and are evident in the behaviour of the students. All teaching staff members are regularly engaged in professional development, including at initial induction, to ensure behaviour processes are implemented consistently across the school. The school has developed a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour, extending from the least intrusive (corrective feedback) to the most intrusive (referral to the office) and this continuum is consistently applied by all staff as measured by data regularly reviewed by the school team.	The school has developed a set of positively stated school-wide behaviour expectations. The school expectations are visible throughout the school environment and are referred to regularly in a variety of ways and are evident in the behaviour of most students. Teaching staff of the school are engaged in professional development, to ensure behaviour processes are implemented consistently across the school. The school has developed a continuum of evidence based strategies to manage student behaviour and this is consistently applied by all staff.	Some work has been done on defining what the school behaviour expectations look like for students, with some evidence of formal documentation. There is some evidence that the school uses preventative and positive approaches to managing student behaviour. Although the school has clear expectations for behaviour, these are not highly visible throughout the school and are not evident in the behaviour of a significant number of students. An ad-hoc approach exists to training staff to ensure consistency of practice. All consequences directly align with the legislative requirements and departmental policies and procedures and are applied fairly and consistently.	There is limited evidence that the school has developed or documented any school-wide behaviour expectations. The behaviour of many students indicates that the school has inadequately communicated behavioural expectations. Staff members have received little or no training in consistent approaches to managing behaviour. Behavioural problems and disengagement are issues for a significant proportion of students. There is an overreliance on suspensions and exclusions.

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Explicit Teaching of Appropriate Behaviour to All Students

The Principal and other school leaders recognise that a safe, supportive and disciplined learning environment is a key to improving student learning throughout the school. They take a strong leadership role in encouraging the use of research-based classroom management practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and engage in the explicit teaching of desired behaviours.

Outstanding	High	Medium	Low
The principal and other school leaders have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement is a key to improved student learning and have clear and well-known positions on the kind of evidenced-based behaviour support strategies and interventions they wish to see occurring. Clarity about how students are expected to behave, high expectations of every student's behaviour, explicit teaching of expected behaviours, individualised behaviour support and timely feedback to guide student behaviour are key elements of the school's push for effective behaviour management. The school leadership team actively promotes the use of differentiated behaviour management strategies for ensuring that every student behaves appropriately. School leaders have given a very high priority to understanding and addressing the behaviour needs of all students. A range of initiatives are implemented for individuals and groups. Differentiated behaviour management strategies are a feature of every teacher's practice.	School leaders are committed to ensuring a safe, supportive and disciplined learning environment and expect team leaders and teachers to identify ways of doing this. However, the principal and other school leaders may not themselves have clear positions on the kinds of evidence based behaviour support strategies and interventions they wish to see occurring across the school. Clarity about how students are expected to behave, expectations of student behaviour, explicit teaching of expected behaviours, individualised behaviour support and feedback to guide student behaviour are key elements of the school's push for effective behaviour management. School leaders explicitly encourage teachers to tailor their behaviour management strategies to student needs. Interventions occur in response to student needs, backgrounds and experiences.	School leaders are explicit about their desire to see a safe, supportive and disciplined learning environment, but are less clear about what this may look like. They do not appear to be driving a strong teaching and learning agenda across the school. There is some clarity about how students are expected to behave but explicit teaching of expected behaviours is inconsistent and generally occurs only in the context of concerns about a student's behaviour. Some use is made of differentiated behaviour management strategies but in most cases the same behaviour management strategies are applied to all students. It is recognised throughout the school that some students require individualised behaviour management and plans have been developed for those students.	School leaders do not appear to have strong views on the characteristics of a safe, supportive and disciplined learning environment. There is little evidence that they are driving an agenda to change or enhance teaching and learning practices across the school. The principal and other school leaders spend very little time discussing, teaching or modelling behaviour management strategies. Behaviour management appears to be viewed solely as the responsibility of teachers. School leaders do not place a high priority on teachers identifying and addressing individual learning needs, and are more focused on enforcing a set of common behaviour expectations for all students.