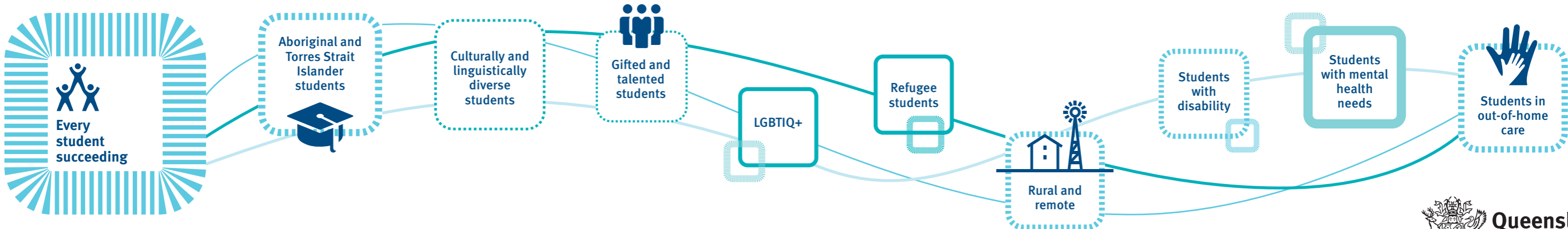# Signposts for school improvement — Inclusive education

| National School Improvement Tool Domain | Emerging | Establishing | Leading |
|---|---|---|---|
| **An explicit improvement agenda** | An explicit improvement agenda that is inclusive of all students including priority groups is yet to be developed.<br><br>A shared understanding for improving outcomes for all students is emerging across staff.<br><br>The leadership team is developing explicit targets focused on student achievement. | The leadership team can articulate an explicit improvement agenda that is inclusive of all students.<br><br>A shared understanding and commitment to improving outcomes for all students with a focus on priority groups is developing across staff and community.<br><br>The leadership team has developed explicit targets focused on student achievement for priority groups and communicated these to staff and community.<br><br>The school has high expectations for student achievement, engagement and wellbeing with some associated strategies. | The leadership team and staff have collaboratively developed an explicit improvement agenda that is inclusive of all students which is routinely referenced by staff and community.<br><br>A shared understanding and commitment to improving outcomes for all priority groups is consistently enacted by staff and community.<br><br>Explicit targets focused on student achievement for priority groups are systematically reviewed, communicated and celebrated throughout the year. Staff demonstrate inclusive practices and take responsibility for refining practice to achieve school targets for students from priority groups.<br><br>Staff clearly demonstrate high expectations for student achievement, engagement and wellbeing with targeted strategies rigorously enacted across the school. |
| **Analysis and discussion of data** | School achievement data is collected. A systematic process to disaggregate and analyse achievement and engagement data for priority groups is yet to be established.<br><br>Class achievement and engagement data is viewed. A focus on analysis and use of class data is varied across the school. | School leadership team disaggregate and analyse achievement and engagement data for priority groups of students. This data is primarily used by the leadership team.<br><br>School leaders and teachers access, analyse and use some achievement data to inform starting points for teaching and learning, and monitor progress for all learners. | There is a systematic and collaborative process for school leaders and staff to access a range of student achievement, engagement and retention data to analyse individual and priority groups' progress, patterns and trends. This data is used to inform and plan for improvement in teaching, learning and pedagogy to meet the diverse learning needs of all students in each learning area/subject.<br><br>School leaders and teachers access, analyse and use data to inform starting points for teaching and learning and for all students. There is a systematic approach to monitor, analyse and respond to the learning progression across priority groups, cohorts and learning areas/subjects. |
| **A culture that promotes learning** | The school is building an awareness of the diversity of their community and is yet to establish a shared responsibility for student learning, engagement and wellbeing.<br><br>Clear differentiated strategies to promote positive behaviour expectations and agreed responses to behaviour are yet to be consistently enacted.<br><br>Productive and respectful partnerships are developing between students, parents, carers and school staff. | The school leadership team initiates the development of a shared understanding of inclusive education and associated attitudes, behaviours and practices within the school.<br><br>Clear differentiated strategies to promote positive behaviour expectations, agreed responses to behaviour and targeted support for individual students are established and implemented by most staff.<br><br>Productive and respectful partnerships are established between students, parents, carers and school staff, built on interactions that are caring, polite and inclusive of most priority groups. | All staff have a deep understanding of the diversity of their school and ensure access, participation, representation and engagement for all staff, students, parents, carers and community members.<br><br>Clear differentiated strategies to promote positive behaviour expectations, responses to behaviour, targeted and documented support for individual students are collaboratively developed, consistently enacted and monitored for improvement.<br><br>Productive and respectful partnerships are established between students, parents, carers and school staff, reflecting high levels of trust and inclusive of all priority groups.<br><br>The school community supports inclusive education, through high expectations that given tailored supports and the right adjustments, every student will be successful in their learning and engagement. |
| **Targeted use of school resources** | Collaborative data informed decision making regarding the allocation of staffing and resourcing is yet to be established. Resources are deployed in isolation to the school improvement agenda.<br><br>There is an emerging understanding of the need to use resources for equitable access and engagement for all students. | The school is developing a collaborative, data informed and systematic approach to the allocation of resources to identify and flexibly respond to some student needs. The allocation of resources reflects elements of the school improvement agenda.<br><br>The use of resources for equitable access and engagement of all students varies across the school.<br><br>A consistent approach to monitoring, tracking and evaluating student outcomes in relation to the impact of the use of targeted resources is emerging. | Student achievement and engagement data informs collaborative and flexible allocation of resources that support the diverse needs of all students, aligned with the school improvement agenda.<br><br>Resources are used for equitable access and engagement in response to individual and changing student needs.<br><br>A consistent and rigorous approach to monitoring, tracking and evaluating impact on student outcomes in relation to the use of targeted resources is established across the school. |
| **An expert teaching team** | Staff professional learning is yet to be aligned to the school's explicit improvement agenda. Some staff access professional learning on inclusive education, inclusive practices and differentiated, focused and intensive teaching.<br><br>Specialist staff are responsible for including and engaging students with diverse learning needs. | The school leadership team has developed a planned approach to build expertise in all staff to include and engage students with diverse learning needs.<br><br>Engagement with professional learning on inclusive education, inclusive practices and differentiated, focused and intensive teaching is emerging for all staff.<br><br>Teaching and learning is supported by an education team that includes a range of roles contextualised to meet the diverse learning needs of students.<br><br>Collaboration across educational teams is an emerging practice across the school. | The whole-school professional learning plan is collaboratively developed and aligned to the explicit improvement agenda and focus priority groups. It provides tailored learning opportunities to develop all staff capability on an ongoing basis for consistency and currency of inclusive practices.<br><br>Opportunities for collaboration across educational teams for planning, teaching and evaluating is prioritised and enacted by the school.<br><br>The education team take individual and collective responsibility to develop and share their knowledge and expertise on the successful engagement and achievement of all learners.<br><br>A whole-school approach to pedagogy enables opportunities for teachers to reflect on and strengthen their practices for all learners. |



Every student succeeding · Aboriginal and Torres Strait Islander students · Culturally and linguistically diverse students · Gifted and talented students · LGBTIQ+ · Refugee students · Rural and remote · Students with disability · Students with mental health needs · Students in out-of-home care

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| **Systematic curriculum delivery** | Systematic curriculum delivery is variable across the school with collaboration emerging.<br><br>Curriculum planning including provision, assessment, moderation and reporting in response to the diverse learning needs of the school, cohorts and individuals is emerging.<br><br>Specialist staff are responsible for delivering curriculum and making adjustments for students with diverse learning needs. | Curriculum experts oversee systematic curriculum delivery with some opportunities for collaboration.<br><br>Curriculum planning including provision, assessment, moderation and reporting responds to the diverse learning needs of the school, most cohorts and most individuals.<br><br>Some opportunities have been planned for specialist staff to work alongside teaching staff to deliver the curriculum and make adjustments for students with diverse learning needs.<br><br>Some teachers are exploring ways to engage student, family and community to develop a locally relevant curriculum. | Systematic curriculum delivery is consistent across the school and effective opportunities for collaboration are embedded.<br><br>Curriculum planning including provision, assessment, moderation and reporting responds to the diverse learning needs of the school, all cohorts and all individuals. Teaching and learning, including assessment, is increasingly personalised for groups and individual students in response to data.<br><br>School leaders, specialist staff and teaching staff work collaboratively to deliver the curriculum, make adjustments and monitor the outcomes of students with diverse learning needs interconnecting the three dimensions of the curriculum.<br><br>The school seeks and acts on feedback from students, parents, carers and the community when reviewing decisions about the provision of the curriculum. |
| **Differentiated teaching and learning** | There is an emerging expectation that all students are engaged and challenged in their learning.<br><br>A shared understanding of differentiated, focused and intensive teaching is emerging.<br><br>Specialist staff are responsible for planning and recording differentiated teaching and tailored supports for identified groups and individuals with diverse learning needs.<br><br>Students who require additional support, extension or enrichment for learning are supported in isolation. | There is an expectation that students are engaged and challenged in their learning, this varies across classrooms and subject areas.<br><br>The understanding and use of differentiated, focused and intensive teaching varies across classes, the impact of these are yet to be evaluated.<br><br>A shared responsibility to plan and record differentiated teaching and adjustments for identified groups and individuals with diverse learning needs varies across staff.<br><br>A collaborative consultation process with students, parents, carers and staff is evident for some/most students. | There is a shared belief supported by whole-school practices and processes that all students are capable of progressing in their learning and can engage in all aspects of their education. All students are engaged and challenged in their learning.<br><br>There is consistent understanding and use of differentiated, focused and intensive teaching in all classes which is systematically reviewed and evaluated for impact. Students have access to assistive technology and multiple ways to demonstrate their learning.<br><br>There is a coordinated approach to planning and recording differentiated teaching and adjustments for identified groups and individuals with diverse learning needs.<br><br>A collaborative consultation process with students, parents, carers and staff is consistent across the school. |
| **Effective pedagogical practices** | The leadership team is developing a shared understanding of selecting effective pedagogical practices and teaching strategies that respond to the curriculum, the learning and the learner.<br><br>Data is not yet used to inform pedagogy.<br><br>Pedagogical practices and teaching strategies are selected in isolation and processes vary across classrooms. | The school has developed a shared understanding of a range of effective pedagogical practices and teaching strategies that respond to the curriculum, the learning and the learner.<br><br>Some sources of data are used to inform the selection of effective pedagogical practices and teaching strategies. Consistent processes in selecting pedagogical practices and teaching strategies are developing.<br><br>A process to provide feedback to every teacher on their selection of pedagogical practices and teaching strategies varies across the school.<br><br>Feedback to students, their parents and carers on their learning progress varies across classrooms. | The school has developed and enacted a range of effective pedagogical practices and teaching strategies that respond to the curriculum, the learning and the learner enabling access, engagement and success of every student.<br><br>Teaching teams use data as part of an inquiry approach to identify, select and employ pedagogical practices and teaching strategies that are effective, based on the evidence of their impact in meeting the diverse learning needs of their students.<br><br>A clear process to provide feedback to every teacher on their selection of pedagogical practices and teaching strategies is enacted consistently.<br><br>There is a clear process to provide personalised feedback to students, their parents and carers in a range of ways to further their learning. |
| **School-community partnerships** | School communicates with parents and carers about whole-school and individual supports being provided to students.<br><br>The school leadership team identifies some school community partnerships with consideration of priority groups. Some partnerships aim to celebrate student and community diversity. | Students, parents, carers and relevant external agencies are consulted in planning and decision making for supports and adjustments being provided for learning, engagement and wellbeing.<br><br>Some formal partnerships celebrate student and community diversity, with targeted support to improve student outcomes for priority groups through planning, engagement and resources.<br><br>School considers the parents, carers and community accessibility requirements in its communication delivery. | Students, parents, carers and relevant external agencies are involved in collaborative consultation that results in informed decision making for support and adjustments being provided for learning, engagement and wellbeing.<br><br>Collaboratively planned and developed partnerships celebrate student and community diversity. The targeted support to improve student outcomes for priority groups through planning, engagement and resources is enacted and reviewed.<br><br>School plans for and delivers communication to students, parents, carers and community that is accessible for all. |
| **Possible next steps and opportunities:** | → Build staff and community knowledge, understanding, application, associated attitudes, behaviours and practices of inclusive education and associated legislation and policy.<br>→ Disaggregate performance and engagement data of priority groups of students to inform identification of focus areas for tailored supports.<br>→ Review model of service delivery and resources for the provision of additional support and adjustments for targeted students.<br>→ Create open communication channels and timely opportunities between staff, students, parents and carers to discuss learning, progress and next steps. | → Communicate the school's explicit improvement agenda that is inclusive of all students to the students, staff, parents and carers and community.<br>→ Intentionally plan ongoing support and professional development for staff in identified areas following data analysis, particularly in differentiation, adjustments and effective pedagogical practices for priority groups, including the use of assistive technologies.<br>→ Use data to inform curriculum decisions and plan reasonable adjustments, differentiation, focused and/or intensive teaching, including case management processes. | → Systematically review and consider your school community, current research and expectations to deepen and inform your school's inclusive culture and practices.<br>→ Continuous quality assurance culture of agreed practices – 100% of staff, 100% of the time.<br>→ Evaluate the impact of implemented strategies and adjustments, through the continued use of disaggregated achievement and engagement data.<br>→ Analyse and expand opportunities to strengthen student voice in decision-making. |

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