THE EDUCATION STATE

VICTORIA State Government | Education and Training

Using FISO 2.0 to plan school improvement

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Introduction

The Framework for Improving Student Outcomes (FISO 2.0) sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student (see Figure 1).

When integrated, these elements build a positive environment through strong relationships that enables all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities.

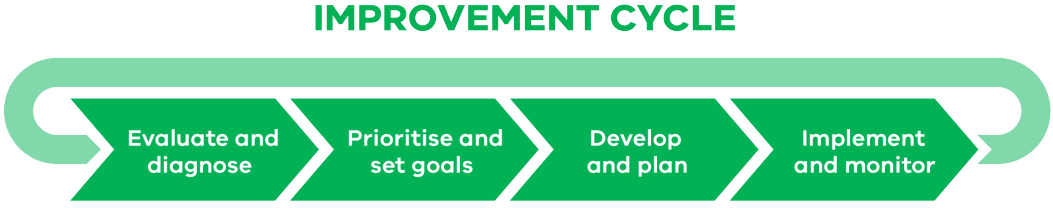
The student learning and wellbeing outcomes at the centre of the FISO 2.0 work together. They define what every school community is working towards with every student.

By understanding the learning and wellbeing needs of students with reference to the five core elements, schools can better identify what is working and what practices need to change and be improved.

The improvement cycle (see Figure 2) provides a common implementation process to evaluate, prioritise, plan, and monitor change.

Figure 1: FISO 2.0

Figure 2: Four stages of the improvement cycle



Using FISO 2.0 to plan school improvement

This guide has been developed for school leaders and School Improvement Teams (SITs) and provides a step-by-step approach to the use of data and the improvement cycle to determine priority areas for

action to improve student learning and wellbeing (see table below). This approach is used as part of the development of the Annual Implementation Plan (AIP).

Steps		FISO 2.0 Improvement Cycle
Step 1:	Gather and analyse data	Evaluate and diagnose
Step 2:	Examine current processes and practices	Prioritise and set goals
Step 3:	Identify and plan actions	Develop and plan
Step 4:	Implement and monitor impact	Implement and monitor

Step 1: Gather and analyse data

The following data sources are recommended as the core initial set of performance data to analyse school performance, both in absolute and relative (compared to similar schools) terms.

System measures	• NAPLAN Benchmark Growth • Attitudes to School Survey • Senior secondary achievement, completion and post-school destinations • Teacher judgements • School Staff Survey • Parent Opinion Survey • Attendance data • Health and Wellbeing Dashboard
Additional standardised assessments	• Insight Assessment Platform • Digital Assessment Library • Other third-party assessment tools
School-based assessments	• Formative assessment tasks • Summative assessment tasks • Assessment rubrics • Student management/behavioural data

Analyse the data to identify areas of student learning and wellbeing that require attention. Use the questions below to support this process.

Data source	Questions
System measures	• How does our performance data compare with similar schools (see Panorama)? • Have we been stable, improved or declined relative to other schools over the last three years? • Have we been stable, improved or declined relative to our own data over the last three years? • On which measures is our own performance strongest and weakest? • On which measures, if any, are stronger and weaker performances against similar schools evident?
Additional standardised assessments	• Do our school-based standardised assessment results reflect the findings from the analysis of system measures? • If not, what might explain any discrepancies? • Are there particular cohorts, grades or classes that we may need to concentrate on? (e.g., do students have lower numeracy outcomes in Year 9 or do students in Year 12 have an increased amount of severe chronic absence?)
School-based assessments	• Where applicable, do our school-based formative and summative assessment results reflect the findings from the analysis of system measures and school-based standardised assessments? • If not, what might explain any discrepancies? • Does this data suggest particular cohorts where performance is not as strong

Numeracy example	Behavioural example	Attendance example
In an evaluation of system measures and standardised assessment data over the past year, including NAPLAN item analysis, the school finds that most Year 7 students struggle with adding and subtracting fractions.	In an evaluation of school- based records over the past year, students in Grade 4 are shown to have a significantly higher number of challenging behavioural incidents.	In an evaluation of system measures and school-based records over the past year, the school finds Grade 5 students have a significantly higher rate of chronic absenteeism than other year levels.

Step 2: Examine current processes and practices

Use the FISO 2.0 core elements and practice tools to examine the current school processes and practices relevant to the identified focus area using the following questions (the following steps use the examples from Step 1).

Numeracy example

1. Teaching and learning:
    a. Is there are common, documented teaching and learning program for teaching the addition and subtraction of fractions in Year 7?
2. Assessment:
    a. Are there common assessment tasks and rubrics used by all Year 7 teachers to assess addition and subtraction of fractions?
    b. What insights do the results from the common assessment tasks provide about the areas of learning that cause most difficulty?
    c. Do the lesson plans in the common teaching and learning program need to be adjusted as a result?
3. Engagement:
    a. Are there broader issues related to the engagement of our Year 7s in learning?
    b. What does our student behavioural data suggest with regards to any issues related to establishing and maintaining a calm and orderly environment in Maths classes? How does this compare to other classes?
    c. Is there any evidence to suggest a gender difference in engagement in Maths?
    d. Is the assessment of EAL/students with low literacy and their addition and subtraction of fractions knowledge and skills impeded because of English literacy knowledge and skills?
    e. How does the teaching and learning program include clear applications of the addition and subtraction of fractions to students' everyday experiences?
    f. What does student feedback suggest about ways in which our teaching of addition and subtraction of fractions might be strengthened?
    g. How are we engaging families/carers in our teaching of maths?
4. Support and resources:
    a. Do we have support structures in place (for example, Tutor Learning Initiative) to support students most in need of additional support?
    b. Are we enabling and supporting high performing students to access the High Ability Program?
    c. Does our teaching and learning program provide links to resources and/or activities that address common errors in understanding and carrying out addition and subtraction of fractions?
    d. Are adjustments being made to support students with a disability, learning difficulties or diverse learners?
5. Leadership:
    a. As a school leadership team, how do we provide sufficient support to our Maths teachers?
    b. How can we strengthen a whole-school approach to numeracy to support the teaching of Maths in Year 7?
    c. Is there additional professional learning we should support for our Year 7 Maths teachers?

Behavioural example

1. Engagement:
    a. Which students from Grade 4 are most often involved in challenging behaviour incidents?
    b. What time of the school day do most challenging behaviour incidents involving students in Grade 4 occur?
    c. Where in the school environment do most challenging behaviour incidents in Grade 4 occur?
    d. Are there differences between the occurrences of externalising (e.g., disruptive, aggressive, attention-seeking) and internalising (e.g., shy, anxious, withdrawn) challenging behaviours?
    e. What strategies have been used in other classes to reduce challenging behaviour incidents that should be adopted by the Grade 4 teachers?
2. Support and resources:
    a. What are the additional supports that can be put in place at the identified high-frequency times and locations of challenging behaviours?
    b. Is there additional professional learning and support than can be provided to Grade 4 teachers to ensure the consistent application of the agreed strategies?
    c. Do any of the Grade 4 students exhibiting challenging behaviours have complex needs, and if so, have we referred them to appropriate supports?
3. Leadership:
    a. As a school leadership team, have we provided sufficient support to the Grade 4 teachers and students?
    b. Can we strengthen our whole-school approach to behaviour management to ensure a consistent application of policies and practices?
4. Teaching and learning:
    a. Are there changes that can be made to the lesson structure for the classroom time adjacent to the time of the school day when the highest number of challenging behaviour incidents occur (e.g., five minutes of music therapy or a mindfulness activity to calm students before recess)?
    b. Have we supported the students in Grade 4 exhibiting challenging behaviours to better regulate their behaviours?
5. Assessment:
    a. How do we ensure behavioural data is collected consistently by all staff?
    b. Are there ways in which we can strengthen our focus on identifying, rewarding and acknowledging positive behaviours?

Attendance example

1. Engagement:
    a. Does our data on student management suggest any issues related to establishing and maintaining a calm and orderly environment in Grade 5 than other grades?
    b. Is there any evidence to suggest occurrences of bullying are greater in Grade 5 than other grades?
    c. Is there any evidence to suggest Grade 5 students feel less connected to school and/or less likely to identify a teacher who is connected to them than other grades?
    d. Is there any difference in Grade 5 attendance rates based on gender or EAL or learning achievement status?
    e. Is there any difference in family/carer engagement in families of Grade 5 students compared to other grades?
2. Teaching and learning:

a. Is there a common, documented teaching and learning program in use for all Grade 5 classes that includes differentiated learning activities?

b. Does the teaching and learning program include clear learning intentions and success criteria that students can use to set learning goals?

3. Assessment:

   a. Are the results of student assessments across the curriculum areas similar for Grade 5 students compared to other grades, or is there a notable difference in all areas or specific curriculum areas?

4. Support and resources:

   a. Do we have the same support structures in place for Grade 5s (e.g., the percentage of students in the Tutor Learning Initiative) as for other grades to support students most in need of additional support?

   b. How are we enabling and supporting the same percentage of students in Grade 5 as other grades to access the High Ability Program?

5. Leadership:

   a. As a school leadership team, are we providing sufficient support to our Grade 5 teacher/s?

   b. Is there additional professional learning and/or support we should provide for our Grade 5 teachers?

Step 3: Identify and plan actions

Use the above analysis to design and develop actions that will address the areas of performance identified for improvement.

To identify and plan the evidence-based actions:

1. Map out and determine change in practices
2. Determine timelines and actions to measure impact

Numeracy example	Behavioural example	Attendance example
Complete revised Term 2 unit on addition and subtraction of fractions, incorporating: • teaching strategies using the methods in FUSE video resource on Fractions: Adding and Subtracting • vocabulary familiarisation • female guest speaker on how fractions are used in everyday life Revise assessment task and assessment rubric Organise professional learning on addition and subtraction of fractions for Year 7 tutor Evaluate success following completion of assessment task. Use pre- and post-unit assessments to enable evaluation.	Identify time and place of most frequent occurrences of challenging behaviours Agree on additional staff placements in those locations at those times during first four weeks of next year. Provide Grade 4 teachers with additional coaching on strategies to de-escalate incidents before they lead to challenging behaviours. Examine and change lesson structures adjacent to peak challenging behaviour times to include strategies for calming students prior to recess/lunch. Implement a Grade 4 lunchtime program for students exhibiting challenging behaviours. Develop a behavioural management approach that is consistent across Grade 4 to strengthen positive behavioural norms.	Identify Grade 5 students with chronic absence rates Leadership team to conduct interviews with student and family to understand causes and circumstances of absence Develop with each student a re-engagement plan for first four weeks of Grade 6 the following year. Design and develop unit to be taught in first four weeks of Grade 6 on positive peer relationships, including anti-bullying. Assign responsibility for connection and monitoring of re-engagement plan for each student to nominated member of school leadership team.

Step 4: Implement and monitor impact

Successful implementation is a result of consistent application of agreed actions. This is the step that requires the most time and attention. The Strategic Enablers are a useful resource to support consistent application in implementation.

Consider the use of simple audit tools and checklists to regularly assess whether practices and behaviours have changed as agreed.

Monitoring should be focused on determining whether the identified actions have been completed and have/are being delivered in the way intended. It is important to identify any barriers to implementation early so they can be removed, or approaches adapted if necessary.

Determine how and by who the implementation of the actions will be monitored.

Critically, if your implementation and monitoring suggest that school practice is changing, but you are not seeing the desired changes in learning or wellbeing outcomes for students, revisit Steps 1 and 2 to test your understanding of the issue.

Numeracy example	Behavioural example	Attendance example
The secondary school establishes a team of Year 7 maths teachers and Grade 6 teachers (from feeder schools) to build a shared understanding of current teaching and learning practices and student outcomes in numeracy. The team evaluate the cross-school approach to fractions and identify opportunities for improvement in curriculum and in teaching practice.	The school establishes a Behaviour Action team consisting of Grade 3 and Grade 4 teachers, the wellbeing leader, and a partner from a community organisation that specialises in behavioural challenges. Based on the data analysed in Steps 1 and 2, the action team work to develop an emotional regulation program to be delivered in Grade 4. They also develop a version of the program for Grade 3 as a proactive measure ensuring the students have the skills they will need to emotionally regulate in Grade 4. The action team lead the Grade 3 and Grade 4 PLTs to research and share best practice and collaborate across their Network, to identify the strategies that have been successful in other contexts and inform the development and delivery of the schools' emotional regulation programs. The action team, in consultation with the Grade 3 and 4 teachers document and implement their behavioural intervention program focused on emotional regulation. The program uses a multi-tiered approach, allowing the school to identify students with complex behavioural needs who will require additional support. The action team meets on a monthly basis, ensuring that behaviour data is monitored and adjusting the program to address any barriers to implementation of the behavioural intervention.	The Grade 5 Professional Learning Team (PLT) organise to meet fortnightly to analyse attendance data from the LMS and develop strategies for improving attendance. The Grade 5 PLT develops an attendance process for their classes, with intervention thresholds based on Multi-Tiered System of Supports (80% to 90%= Tier 2, below 80% = Tier 3). The PLT runs an assembly for Grade 5 students, parents and other staff in the school to share the new process and intervention approach. At the assembly, the PLT seek input from the community on any barriers to implementation of the attendance intervention process. Each fortnight the PLT meet to discuss attendance data and identify students in Tier 2 and 3. The PLT then make a phone call home to all Tier 2 students and schedule a meeting with Tier 3 students and their families to create an attendance improvement plan with achievable milestones. After three months, the PLT hold a focus group with students and parents to reflect on de-identified and aggregate attendance trend data to seek feedback to inform improvements to their process.