Alternative Education Settings Summary of High Quality Practices

All state and non-state alternative settings are required to uphold the mandatory requirements outlined in legislation. In striving for excellence in educational delivery, alternative settings invest and prioritise a wide range of practices to support students to succeed. *Quality pathways for all: A commitment to alternative education* highlights thirteen (13) standards for high quality practice in alternative settings, which can be considered under four Quality Areas:

Quality Area 1: **Equity in Delivery**

Quality Area 2: **Precision and Quality**

Quality Area 3: **Focus on Outcomes**

Quality Area 4: **Partnerships and Collaboration**

Explore below, the 13 High Quality Standards under these four Quality Areas, and the aspirational Supporting Practices that enable alternative settings to achieve them. This information is designed to support alternative settings in their continuous improvement journey in building their capability and practice to support every student to succeed.

Online you will find Spotlight School showcases, highlighting how individual alternative settings are delivering these Supporting Practices — https://advancingeducation.qld.gov.au/youth-engagement/quality-alternative-settings. The number of Spotlight School showcases will grow over time as more alternative settings join the Spotlight Schools initiative.

Queensland Government

QA1.
EQUITY IN DELIVERY

1.1	Holding explicit high expectations and aspirations for every student

Holding explicitly high expectations and aspirations for every student in classrooms and across the whole school is a powerful positive influence on student achievement and attitudes, and equally important to students in both alternative settings and high-performing mainstream schools. Though alternative settings contribute to a broader inclusive education system that caters to the needs of all young people, tailored programs and wrap-around support should not result in "lowering the bar"[1]. All schools have core responsibilities to support the learning gain of every student – supporting them to aspire to, and achieve goals for, their education outcomes and their future.

[1] Organisation for Economic Co-operation and Development (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, https://www.oecd.org/education/school/50293148.pdf, accessed November 2019.

1.1.1	The school sends clear messages to their students and families that they expect every student to succeed	Supporting practices:

Supporting practices:

- Explicit and consistent expectations for behaviour, and whole school approaches to classroom and behaviour management
- High expectations demonstrated through rich curriculum experiences (**also see 1.4**); a full timetable, 25 hours learning per week available throughout the full school term; multiple certification options and diverse pathways are available according to goals and aspirations; and instruction that builds concentration and student effort to comprehend complex ideas and to master skills
- Clear and consistent expectations for attendance, with formal and explicit flexible arrangements for those students who require them
- Every member of the school rejects deficit explanations for poor outcomes or low performance, and plans for positive outcomes across all areas of engagement and transitions/pathways
- All young people are provided with a breadth of education options, and are encouraged to hold high aspirations of themselves. This includes where relevant, pathways to tertiary education (**also see 3.3**)
- School identifies when a student's requirement for an alternative setting may be temporary, and transitions to a mainstream setting are communicated to students as a valid and celebrated outcome (**also see 3.2.1**)

1.1.2	Removing barriers to engagement and wrap- around support	Supporting practices:

Supporting practices:

- School provides access to mentoring, extra tuition, flexible assessment dates and other adjustments for students as required
- For pregnant and parenting students, school facilitates access to childcare (or support to access local subsidised childcare), and maternity and health services (for example, through partnerships with local hospitals)
- School provides transport support or financial support to access transport
- School provides access to on-site counselling and/or access to psychology services, delivered in partnership with local health providers
- School maintains partnerships with youth workers, health professionals, emergency housing and other support service providers to integrate holistic care plans into education

1.2	Monitoring individual student learning progress throughout each term, through a mix of formative assessment and benchmark measures

In any classroom in any school, students will be at different stages in their learning and progressing at different rates. Such academic disparities can be as much as the equivalent of 4.5 years of schooling[1]. In alternative settings this continuum can be even broader, and progress is best framed as 'distance-travelled' for individual students rather than inter-personal comparisons[2]. Teacher monitoring of progress against similar age students across the system also provides insights into the student's relative progress and post-school prospects. Through close and frequent monitoring of individual learning progress, classroom teachers can better understand each student's knowledge, skills, and learning difficulties to ensure classroom activities meet each student's needs. This means all students at all levels are appropriately engaged, challenged, and extended.

[1] Committee for Economic Development of Australia (2018), *How unequal? Insights on inequality*, https://www.ceda.com.au/CEDA/media/General/Publication/PDFs/CEDA-How-unequal-Insights-on-inequality-April-2018-FINAL_WEB.pdf, accessed January 2020.

[2] Australian Association for Research in Education (2017), *Distance travelled: outcomes and evidence in flexible learning options*, https://youthplusinstitute.org.au/wp-content/uploads/2017/10/Distance-Travelled.pdf, accessed January 2020.

1.2.1	Monitoring individual achievement	Supporting practices: • School measures and monitors individual progress in areas such as literacy; numeracy; science; cross- curricular skills and attributes; as well as levels of student resilience; wellbeing; and social and emotional development • A wide range of data is used to benchmark student progress and performance against their peers within the school and across the broader education system • School teams regularly and systematically review data to inform education and support programs for students, including data relating to student attendance; school disciplinary absences and other behavioural data; school completion; and stakeholder perceptions and engagement • Learning programs provide students with the right amount of challenge to engage them and extend their learning, while also ensuring that they experience success in their learning
1.2.2	Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making	Supporting practices: • Teachers and school leaders are provided with professional development to develop data literacy skills • Teachers have capacity to deliver high quality and individualised learning programs in response to student achievement and wellbeing data
1.3	**Offering students opportunities to participate in NAPLAN and other benchmark testing**	
	At a school level, information gained through NAPLAN and other benchmark testing is a valuable tool for identifying trends across student cohorts and tailoring learning provisions to address the broader student cohorts needs as suitable. By utilising data on all schools, schools can benchmark their own student outcomes to their improvement agenda. For individual students, such standardised assessments complement formative assessment approaches and are useful for establishing students' strengths and learning opportunities in key curriculum areas, and identifying progress towards learning goals. Critically, participation in these tests is an opportunity afforded to all students in all schools in Australia, and students in both mainstream and alternative settings have a right to equitable access and participation.	
1.3.1	Using benchmark testing to identify trends across student cohorts	Supporting practices: • Students are afforded the opportunity to participate in NAPLAN and other benchmark testing available to their peers • Staff are supported to develop capabilities in selecting, applying and interpreting relevant benchmark tests • Benchmark testing is applied to whole school plans and procedures • Benchmark testing is a component of a wide range of data used to provide insights into student attainment (including Year 12 outcomes and destinations data)
1.4	**Ensuring broad curriculum offerings, providing every young person a breadth of opportunities, based on the Australian Curriculum or ACARA accredited programs**	
	Successful school systems are those that combine excellence and equity in their education priorities, ensuring all children have opportunities for a good quality education[1]. Every state and non-state school, including alternative education settings, is required to deliver a high quality education – affording a life of choice to every student in every school. A broad range of curriculum offerings is crucial to keeping students engaged in their schooling and ensuring that a broad range of educational and employment pathways are available. Addressing literacy and numeracy gaps need not compromise the range of curriculum offerings within an alternative setting. On the contrary, a broad range of curriculum offerings can be effective in improving student engagement and retention when delivered in a format that takes into account individual students' current needs and abilities[2]. [1] Organisation for Economic Co-operation and Development (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, https://www.oecd.org/education/school/50293148.pdf, accessed November 2019. [2] Department of Education and Early Childhood Development (2008), Effective Strategies to Increase School Completion Report, http://csmp.manukau.ac.nz/__data/assets/pdf_file/0009/89982/effectivestrategiesreportprint.pdf, accessed November 2019.	
1.4.1	Broad curriculum offerings to maximise educational and employment pathways	Supporting practices: • Broad curriculum offerings are provided and are responsive to individual goals and aspirations, as evidenced by differentiated choices for each student • Young people are engaged in the Australian Curriculum to the end of Year 10 wherever possible and appropriate (see https://education.qld.gov.au/curriculums/Documents/providing-curriculum.pdf) • Every student is provided with the opportunity for deep, substantive and sustained learning • A range of curriculum offerings is provided that is well beyond literacy and numeracy - preparing young • people for diverse transition pathways (including tertiary education where appropriate). • Senior Secondary curriculum options empower young people through choice, attainment and preparation for genuine post-school pathways. Young people access individualised guidance that considers individual goals and aspirations (**also see 3.3.1**)

QA2.
PRECISION AND QUALITY

2.1	**Implementing quality and contemporary teaching practices, with differentiated and individualised education programs**	
	High-quality teaching practices with differentiated and individualised education programs is an aim for all schools. Research shows that all students can engage in higher order thinking and deep learning when the teaching practices are tailored to their current knowledge and skills and some of the barriers to their learning are addressed[1]. When differentiation is a priority and feature of every teacher's practice, schools can ensure every student is optimally engaged and challenged[2]. [1] McGregor et al (2017). *The virtual schoolbag and pedagogies of engagement. Powers of curriculum: sociological perspectives on education*, Oxford University Press. [2] Australian Council for Education Research (2012), *National School Improvement Tool*, https://www.acer.org/au/school-improvement/improvement-tools/national-school-improvement-tool?tfa_1_success=1#form- one, accessed November 2019.	
2.1.1	Every student has an individualised curriculum plan that sets high expectations for their learning	Supporting practices: • Where pre-packaged resources are used (such as booklets or computer programs), modules are differentiated to meet student need and are supplemented with teacher scaffolding • Individual education plans are developed (where appropriate) for all students – with adjustments planned in collaboration across staff members, the student and their parents/guardians. • Individual student's strengths are determined, and clear long and short term goals for the student's learning are set accordingly • School investigates and applies successful adjustments and support strategies from previous schools and actively seek out knowledge from previous schools regarding successful education and engagement strategies
2.1.2	Expert teaching teams	Supporting practices: • Teachers are imaginative about their instruction, with engaging teaching practices that meet individualised needs and learning preferences. This includes pedagogical approaches that foster deep learning through higher order thinking and authentic contexts • Classroom staff are experts in their teaching fields and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies • School leadership maintains a high priority on the ongoing formal professional learning of all staff, and a culture focused on sharing and showcasing best practice • Classroom and support staff working separately and together to take personal and collective responsibility for improving student learning and wellbeing
2.1.3	High-quality built environments	Supporting practices: • Students have access to learning spaces that facilitate flexible learning and are responsive to wellbeing and learning needs • School provides a learning environment where students can access and fully participate in learning, alongside similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs • Learning environments encourage a sense of safety, shelter, and belonging, in order to enable the higher order functions of learning to occur • Where possible, school consults with students and families to ensure new and existing learning environments meet student needs
2.2	**Monitoring individual and whole-school data to measure and plan for targeted initiatives and strategies**	
	Ongoing monitoring and evaluation of individual and whole-school data is necessary to evaluate the appropriateness and effectiveness of existing approaches in alternative school settings. This enables school teams to identify the need for adjustments to practise and select evidence-based solutions or develop new approaches to address the identified need[1]. Formative assessments allow teachers to adjust learning opportunities on a daily and weekly basis to match individual students' needs and learning goals, while benchmark testing enables teachers to assess students' learning progress over time in relation to standardised achievement standards. Targeted initiatives and strategies in response to individual and whole-school data is essential for creating a whole- school approach that provides the right conditions to lift learning and wellbeing outcomes for every student. [1] Thomas et al, (2017), *Distance travelled: outcomes and evidence in flexible learning options*, Australian Educational Researcher, vol 44, no. 4-5, pp. 443-46.	

2.2.1	Data monitoring practices are embedded across the school	Supporting practices: • School has established systematic plan for the collection, analysis, communication and use of a range of student achievement and wellbeing data (including A-E behaviour; attendance; real retention; and school disciplinary absences) • School resourcing decisions are informed by individual and whole-school data • Data is utilised to evaluate the effectiveness of programs and inform early interventions • School uses additional data collection tools (such as school wellbeing surveys) to address gaps in data
2.2.2	Classroom teachers and support staff monitor and evaluate individual student and whole-school data across a range of student- and service-focused domains	Student-centred measures include: • student wellbeing; • student engagement; • student learning; • post-program pathways; • community engagement; and • school satisfaction Setting-focused measures include: • staff qualifications and professional development opportunities; • staff wellbeing and satisfaction; • breath and quality of curriculum offerings; • staff resource allocation; • student involvement in decision-making; • staff and program responsiveness to student needs; and • community engagement
2.3	**Utilising robust wellbeing measurement tools to measure and evaluate the overall wellbeing of the student cohort**	
	Wellbeing and academic performance are not just connected – they're interdependent. Improving wellbeing can facilitate intellectual engagement, and improving intellectual engagement can also promote wellbeing[1]. Measuring wellbeing is complex work, and establishing robust wellbeing measurement tools provide important information about trends in student cohorts over time that can supplement and support the insights gained from day-to-day interactions with students and guide strategic planning. Particularly in alternative settings, wellbeing measurement tools do not replace the day-to-day wellbeing support or monitoring of students on an individual level – they provide important information about trends in student cohorts over time to guide teaching and support strategies and strategic planning. [1] Centre for Education Statistics and Evaluation, New South Wales Government (2013), *What works best: Evidence-based practices to help improve NSW student performance*, https://www.cese.nsw.gov.au//images/stories/PDF/What-works-best_FA-2015_AA.pdf, accessed January 2020.	

2.3.1	Utilising robust wellbeing measurement tools to support decision-making regarding students' wellbeing and learning	Supporting practices:
		• A tool is regularly used to measure a broad range of wellbeing indicators to inform responses and planning. Indicators include:
		  • Cognitive engagement (motivation/effort, skills for learning, academic self-concept
		  • Behavioural engagement (attendance, classroom behaviour, homework behaviour, bullying);
		  • Emotional engagement (sense of belonging, student-staff relationships); and
		  • Social wellbeing (relationships with peers/friends, participation)
		• Other existing and multiple data (for example, attendance; behaviour; and academic attainment) is tracked and analysed to provide indications to individual student wellbeing, and to inform individualised approaches to student learning and wellbeing
		• Wellbeing measurement tools do not replace the day-to-day wellbeing support provided to and monitoring of students on an individual level – they instead provide important information about trends in student cohorts over time that supplement and support the insights gained from day-to-day interactions with students and guide strategic planning
		• Classroom teachers and support staff consider and respond to external factors that may impact individual's readiness for learning (for example, housing security; financial pressures; transport challenges; drug and alcohol dependence/use; sleep health; and mental health)

2.3.2	Holistic approaches to learning and wellbeing are used in the classroom	Supporting practices:
		• Classroom teachers and support staff consider and respond to external factors that may impact individual's readiness for learning (for example, housing security; financial pressures; transport challenges; drug and alcohol dependence/use; sleep health; and mental health)
		• Day to day wellbeing of individual students is monitored and understood by all staff
		• Through regular classroom activities, teachers respond to individual and group differences; promote collaborative learning; connect to the hearts and minds of every student; and teach students how to manage their wellbeing
		• Pedagogical practices embed student wellbeing considerations
		• Wellbeing is strengthened every day in the classroom, by utilising standard curriculum delivery to develop students' personal and social capabilities. This includes recognising and regulating emotions; developing empathy for others; establishing and building positive relationships; making responsible decisions; working effectively in teams; handling challenging situations constructively; and developing leadership skills
		• Wellbeing services are accessible and readily available to students to enable them to maximise their learning
2.3.3	Whole-school approach to student wellbeing	Supporting practices:
		• A whole-school approach that provides the right conditions to achieve excellence and lift learning outcomes
		• Wellbeing is embedded into strategic planning, program development and school system
		• Consistent approaches are used throughout the school to assess, support and address wellbeing needs
2.4	**Participating in proactive self-review and continuous improvement planning**	
	Every school is accountable for planned improvement, and all education settings across state and non-state sectors are required to engage in proactive self-review and continuous improvement planning to ensure that students are offered the best possible opportunities for learning and flourishing. This process ensures there is ongoing accountability to student progress across a range of dimensions, enabling schools to drive improved learning outcomes for all students through relevant, evidence-based school improvement plans[1].	
	[1] Australian Council for Education Research (2012), *National School Improvement Tool*, https://www.acer.org/au/school-improvement/improvement-tools/national-school-improvement-tool?tfa_1_success=1#form- one, accessed November 2019.	
2.4.1	Explicit and detailed local school improvement agenda developed and driven by the school leadership group	Supporting practices:
		• Clear and comprehensive frameworks and guidelines are in place for continuous evaluation and improvement planning. Improvement planning details where the school is at, where it wants to be, and outlines clear processes in place for reaching these goals
		• There is a strong and optimistic commitment by staff to the school improvement strategy, and a clear belief that further improvement is possible
		• The schools improvement plan is aligned with national and/or system-wide improvement priorities
2.4.2	School teams set short-term and long-term priorities and plans to achieve their continuous improvement goals	Supporting practices:
		• Clear targets and priorities are established with accompanying timelines, developed in consultation with the school community including students and their parents/families/carers
		• School leadership continuously monitors progress against long-term targets and evaluates the effectiveness of strategies and adjustments working towards these targets
		• Performance targets and goals are set by measuring growth and attainment across years of school and in comparison with 'like' schools
		• Individual and collective accountability for actioning plans and reporting progress towards targets is clearly communicated across the school community
		• Explicit review processes and cycles are established to reflect on progress towards the improvement goals and adjust strategies as needed

QA3.
FOCUS ON OUTCOMES

3.1	**Providing expert guidance, career advice, and further education transition support**
	When delivered effectively, career guidance has been shown to enhance self-esteem and motivation amongst young people, contributing to higher rates of school completion and successful transitions into further education, training or work[1]. This positive influence is strengthened when schools supplement individual guidance with a curriculum-based approach, supporting young people to develop lifelong decision-making skills and capabilities to manage transitions[2]. For many students in alternative settings, there is a greater need for highly individualised guidance and transition support beyond Year 12 – ensuring school completers can navigate the complex links between their own goals and aspirations; relevant and appropriate education and training pathways; and the labour market.
	[1] Department of Education and Early Childhood Development Victoria (2008), *Effective strategies to increase school completion: Report to the Victorian Department of Education and Early Childhood Development*, http://csmp.manukau.ac.nz/__data/assets/pdf_file/0009/89982/effectivestrategiesreportprint.pdf, accessed December 2019.
	[2] Organisation for Economic Co-operation and Development (2004), *Career Guidance and Public Policy: Bridging the Gap*, http://www.oecd.org/education/innovation-education/34050171.pdf, accessed December 2019.

3.1.1	Highly individualised guidance on further education and career opportunities	Supporting practices: • Students and staff work together to identify future pathway possibilities and education options for individual students • The school accesses proactive and up-to-date information and forms partnerships to maximise opportunities available to students • Students are aware of the education and career options available to them and are supported to consider their future educational and employment pathways • Career education programs are closely and actively linked to the world of work and to post school educational options
3.1.2	Post Year 12 transitions supported beyond school	Supporting practices: • School takes responsibility for supporting school leavers and completers to transition into education, training or employment pathways, and continues contact with the student until they are confident the young person is secure in a long-term outcome that is aligned with individual needs, aspirations and skills • School maintains contact and checks in with past students to track long-term outcomes, as well as monitoring short-term outcomes (for example, through Next Steps survey results) • Past student's post-school pathways and outcomes are communicated to and celebrated by the school community, providing current students with insights into diverse education, training and employment pathways

3.2	**Working with other schools and education providers to maximise the opportunities and pathways available to students**
	In order to maximise the educational opportunities and pathways available to their students and ensure students continue to hold high aspirations of themselves, high quality alternative education settings are aware of the range of education providers available and proactively seek out new partnerships with providers according to needs and aspirations of individual students. When a student's requirement for an alternative setting is temporary, active partnerships with other schools support transitions back to mainstream settings. These partnerships provide an immensely valuable pathway option, providing an outcome where they can once again benefit from peer-group effects and the positive influence that expectations and aspirations of the broader mainstream cohort can provide[1].
	[1] Organisation for Economic Co-operation and Development (2004), *No More Failures: Ten Steps to Equity in Education*, https://www.oecd.org/education/school/45179151.pdf, accessed January 2020.

3.2.1	Supported transitions to and from mainstream schooling	Supporting practices: • School considers individual students' needs to determine when re-integration into core classes in mainstream school is beneficial to student outcomes and opportunities • The school supports partial and full transitions to mainstream classes after both short and long-term engagement with the alternative setting • Reintegration strategies seek cooperation and collaboration between both mainstream and alternative settings to ensure continuity of the student's educational plan and any additional support required • Both settings maintain contact following the transition to monitor the ongoing success of the transition and collaborate to provide follow-up support as required • Before young people are referred to alternative settings, conversations between both settings explore the best interests of the young person and if there is scope for the young person to remain and succeed in a mainstream setting • Alternative settings maintain clear enrolment criteria to ensure students are enrolled only when the young person cannot thrive in a mainstream setting and after there is documented history of school and/or regional team support provided to the student at the mainstream setting

3.2.2	Industry and community partnerships	Supporting practices:
		• School is proactive in exploring new opportunities according to individual student needs and aspirations
		• School maintains productive collaborations with a range of certification and qualification providers and work experience environments
3.2.3	Partnerships are broad and differentiated for every student and aimed at strengthening their opportunities	Supporting practices:
		• Partnerships with registered training organisations provide quality training options that add to the diversity of education offered by the school relevant to individual education plans
		• The school has established dual enrolments in university, or has agreed entry criteria with universities to deepen the learning opportunities
		• Respectful partnerships are established in which schools work as a community to support every student to succeed
		• Support is provided to students by interdisciplinary teams, through the school's active partnerships with other government agencies; non-government agencies; and health and support services
3.3	**Offering multiple certification options to cater for the learning potential of all students including QCE, VET qualifications and higher education pathways**	
	Quality education settings provide pathways towards employment and independence, finding the critical balance between activities that engage and those that lead to accreditation[1]. Particularly in alternative settings, this means catering to an individual's potential rather than their circumstance. Through the delivery of broad and diverse certification options, schools ensure young people are best placed to find individual success and access lifelong positive outcomes. [1] Innovative Community Action Networks (ICAN) (2012), *ICAN evaluation: Interim Report, Government of South Australia, Department of Education and Children's Services*	
3.3.1	Diverse certification options cater for broad student needs and interests	Supporting practices:
		• Career planning and pathways discussions inform individual education plans, with quality certification pathways identified relevant to individual plans
		• School has well-established and broad offerings of certification and qualification options that cater for students' access to QCE, VET and higher education pathways
		• Teachers are aware of the certification opportunities available to students and proactively encourage students to work towards these from an early stage
		• Students are aware of opportunities available and work towards these (**also see 3.1**)
		• School is proactive in exploring new opportunities to suit individual student needs and maintains productive collaborations with a range of certification and qualification providers

QA4.
PARTNERSHIPS AND COLLABORATION

4.1	**Working with families and other significant adults to support every student to succeed**

High quality alternative education settings encourage and value community involvement and collaboration with families, developing shared goals that support the engagement and achievement of every young person. Enhanced parental and community involvement can benefit many facets of a young person's experience at school – including learning outcomes, social and cultural development, and increased understanding of post-school pathway options[1].

[1] Allen, et al. (2019). *Young adolescent engagement in learning: Supporting students through structure and community*, https://www.researchgate.net/publication/331806486_Young_Adolescent_Engagement_in_Learning_Supporting_Students_through_Structure_and_Community

4.1.1	A wide range of strategies that encourage parent and community involvement	Supporting practices:

- Parent and guardian input is valued and encouraged through open and regular lines of communication (such as regular parent-teacher meetings and parent group meetings)
- Parents are treated as partners in the promotion of student learning and wellbeing, within a strong collegial culture of mutual trust and support
- School actively seeks feedback from parents on student learning and wellbeing, as well as programs and activities in the school
- The school communicates positive events and results to parents/guardians on a regular basis
- School staff utilise a wide range of strategies to connect with families. This includes (where appropriate) home visits, parent-teacher conferences; casual events; celebrations; newsletters, individualised emails; open house events at school
- School staff build relationships with social workers and other support agencies in the community
- Collaborative relationships are established with business partners in the community
- School provides opportunities for students volunteering in the community

4.2	**Developing a strong school culture, with a focus on positive relationships and relational pedagogy**

High-quality education settings are driven by a deep belief that every student is capable of successful learning, within environments that are safe, respectful, tolerant, and inclusive[1]. By developing a strong school culture that prioritises positive relationships between staff and students, alternative settings can remain responsive to the individual and complex needs of students, whilst communicating core commitments to education, engagement and attainment.

[1] Australian Council for Education Research (2012), *National School Improvement Tool*, https://www.acer.org/au/school-improvement/improvement-tools/national-school-improvement-tool?tfa_1_success=1#form-one, accessed November 2019

4.2.1	School culture empowers students and young people and embeds relational pedagogy	Supporting practices:

- Student voice and agency is valued, and reflected in all aspects of school planning and operations
- The school appreciates and values diverse student and family backgrounds, and works to build the cultural competence of school staff
- Staff are supported to balance core school principles and high expectations with an unconditional positive regard for every student – exercising discretion on a case-by-case basis and adopting a 'start each new day afresh' approach
- Staff develop and strengthen positive relationships with students by understanding and appreciating diverse circumstances; demonstrating empathy; and modelling effective social engagement.