Australian Institute for Teaching and School Leadership Limited

360 Reflection Tool Group Report

AITSL

31 May 2023

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About this report

This report contains survey feedback for this group.

Attributes	This section includes an overview of the group's attribute strengths and development needs. You can then explore each attribute in more detail.
Behaviours	Attributes are based on behaviours that can be observed. This section reports feedback on the group's behaviours and shows how they relate to the Attributes.

How to use this report

This report collates the survey feedback for all members of this group. It gives an overall indication of how others experience the group's typical behaviours. It can help confirm the group's strengths, opportunities for improvement, and development needs. Use this report to identify what the group can do to develop and build on its attributes.

Is the group strong in the attributes that matter?

Is the group equipped with the behaviours needed to support the most important attributes?

Does the group have the behaviours needed to meet future challenges?

What development does the group need?

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About the survey

Group members: **5**

Responses gathered: **10 May 2023 - 31 May 2023**

The survey process

This shows the numbers and types of raters and the status of their responses.

Rater category	Total raters selected	Total responses reported	Average response rate	Reported responses per group member		
				Minimum	Median	Maximum
Self	5	5	100%	1	1	1
Line Manager	7	7	100%	1	1	2
Staff	10	8	80%	0	2.5	3
Peers	10	7	70%	0	2	3
Leadership Team	9	8	89%	2	2	2
Others	8	9	113%	0	2.5	4

Group members

Sample Participant
TES preview
Participant Test1
Participant Test4
Participant Test5

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Key insights

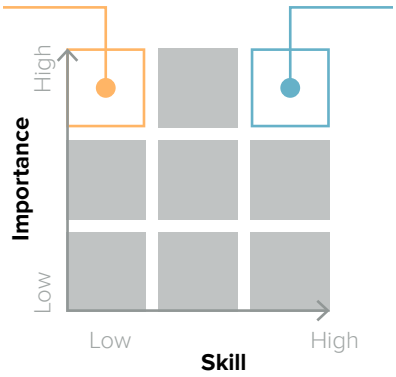
This collates and reports key insights from group members' feedback data, based on their "total others" scores (scores from all non-self raters).

The group's relative strengths and development needs

KEY DEVELOPMENT NEEDS

The attributes that are of highest importance and greatest development need for the largest percentage of the group.

Manages high standards and accountability	40%



KEY STRENGTHS

The attributes that are of highest importance and greatest strength for the largest percentage of the group.

Understands and leads change	40%
Builds capacity	40%

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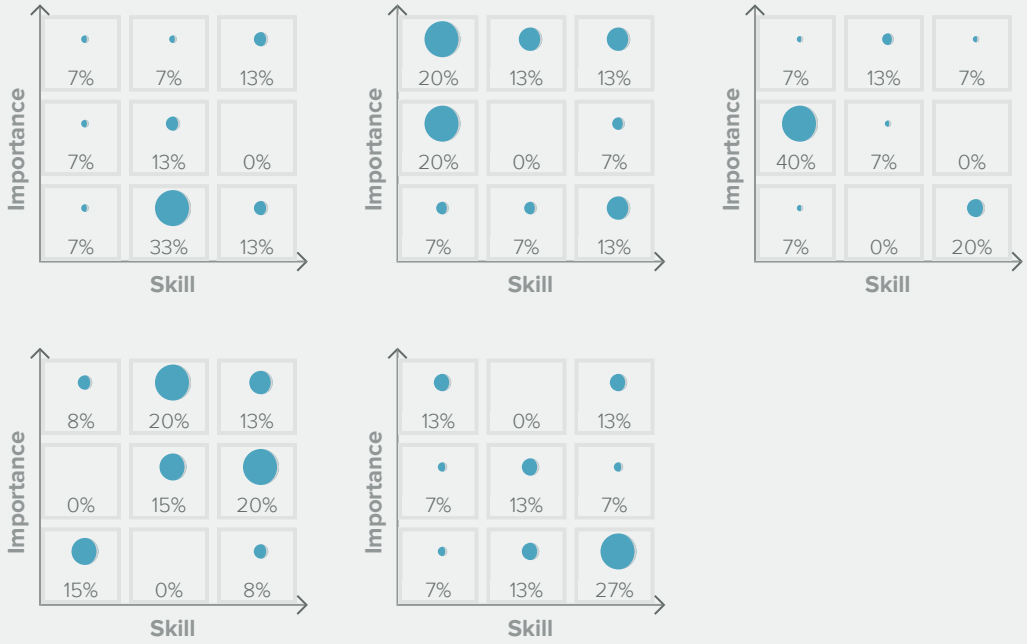
Group skill level by factor

The extent of the group's strengths and development needs across each factor, by importance. The larger the circle, the larger the percentage of the group with those skill and importance levels.



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About the attributes

This shows the group's highest, mid-level, and lowest attributes based on the group's average skill score from their raters. (Self ratings are excluded.)

Leading teaching and learning

- Creates a student centred learning environment
- Leads pedagogical practice
- Creates a learning culture

Developing self and others

- Builds capacity
- Promotes professional learning
- Manages self

Leading improvement, innovation and change

- Inspires and motivates
- Understands and leads change
- Initiates improvement through innovation and change

Leading the management of the school

- Aligns ethical practices with educational goals
- Manages resources
- Manages high standards and accountability

Engaging and working with the community

- Creates a culture of inclusion
- Engages with the community
- Collaborates with and influences the community

Lowest skill | Mid-level skill | Highest skill | Skill not rated

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The group's attributes

This shows the percentage of the group with each attribute at low, medium, or high levels for both skill and importance, based on “total others” scores. Each box shows the top five attributes (minimum two group members). If a attribute appears in more than one box, it shows that group members have different skill and importance scores.

	Lowest skill Development needs	**Mid-level skill** Opportunities	**Highest skill** Strengths
Highest importance to role	Manages high standards and accountability 40% The most important development needs for group members.	Promotes professional learning 60% The most important opportunities for improvement for group members.	Understands and leads change 40% Builds capacity 40% The most important strengths for group members.
Middle importance to role	Creates a culture of inclusion 60% Initiates improvement through innovation and change 60% Collaborates with and influences the community 40% Potentially important development needs for group members.	Potentially important opportunities for improvement for group members.	Builds capacity 40% Potentially important strengths for group members.
Lowest importance to role	The least important development needs for group members.	Leads pedagogical practice 40% Creates a student centred learning environment 40% Manages high standards and accountability 40% The least important opportunities for improvement for group members.	Aligns ethical practices with educational goals 60% Engages with the community 40% The least important strengths for group members.

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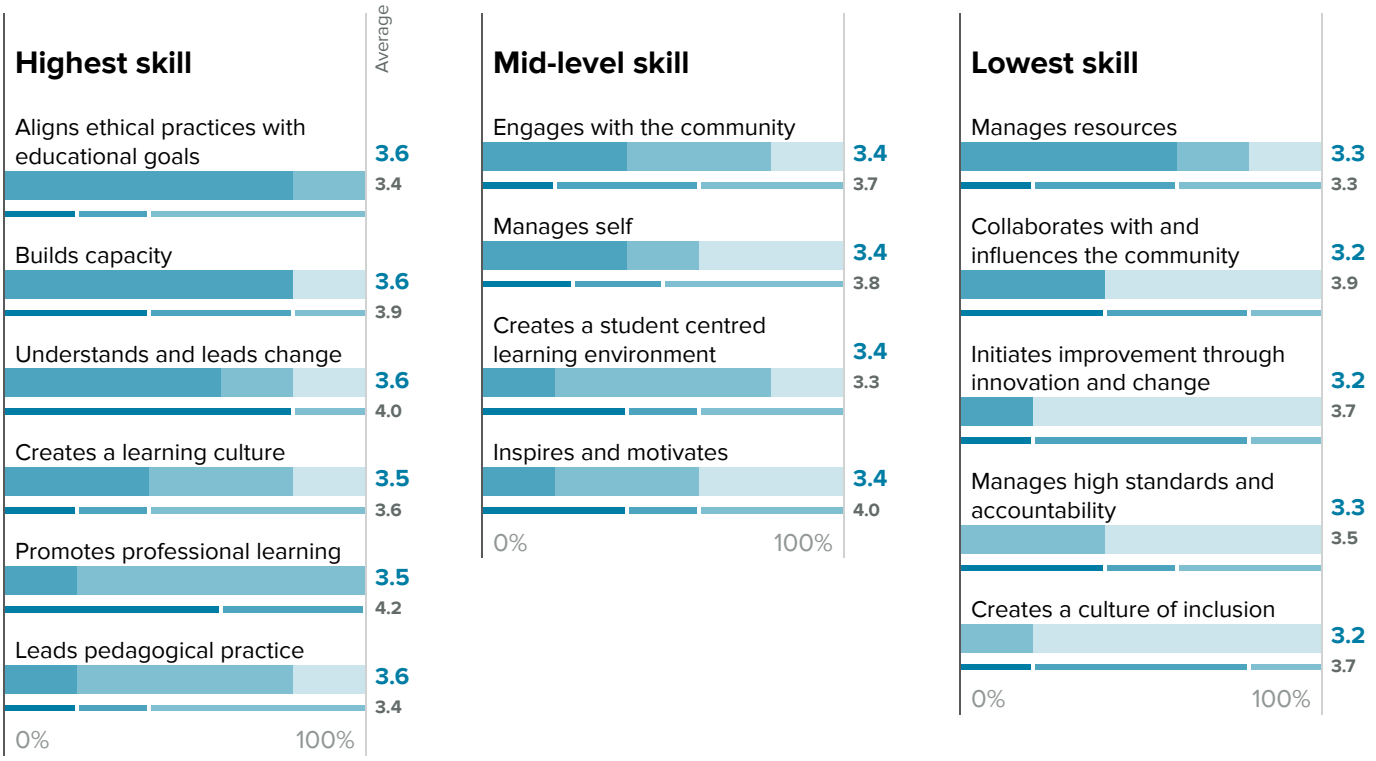
The group's attribute profile

This shows the group's highest, mid-level, and lowest attributes based on the group's average skill score from their raters. (Self ratings are excluded.) It shows the percentage of the group for whom the attribute was scored as their highest, middle, or lowest skill level. It also shows the percentage for whom each attribute was scored as highest, middle, or lowest importance to their roles.



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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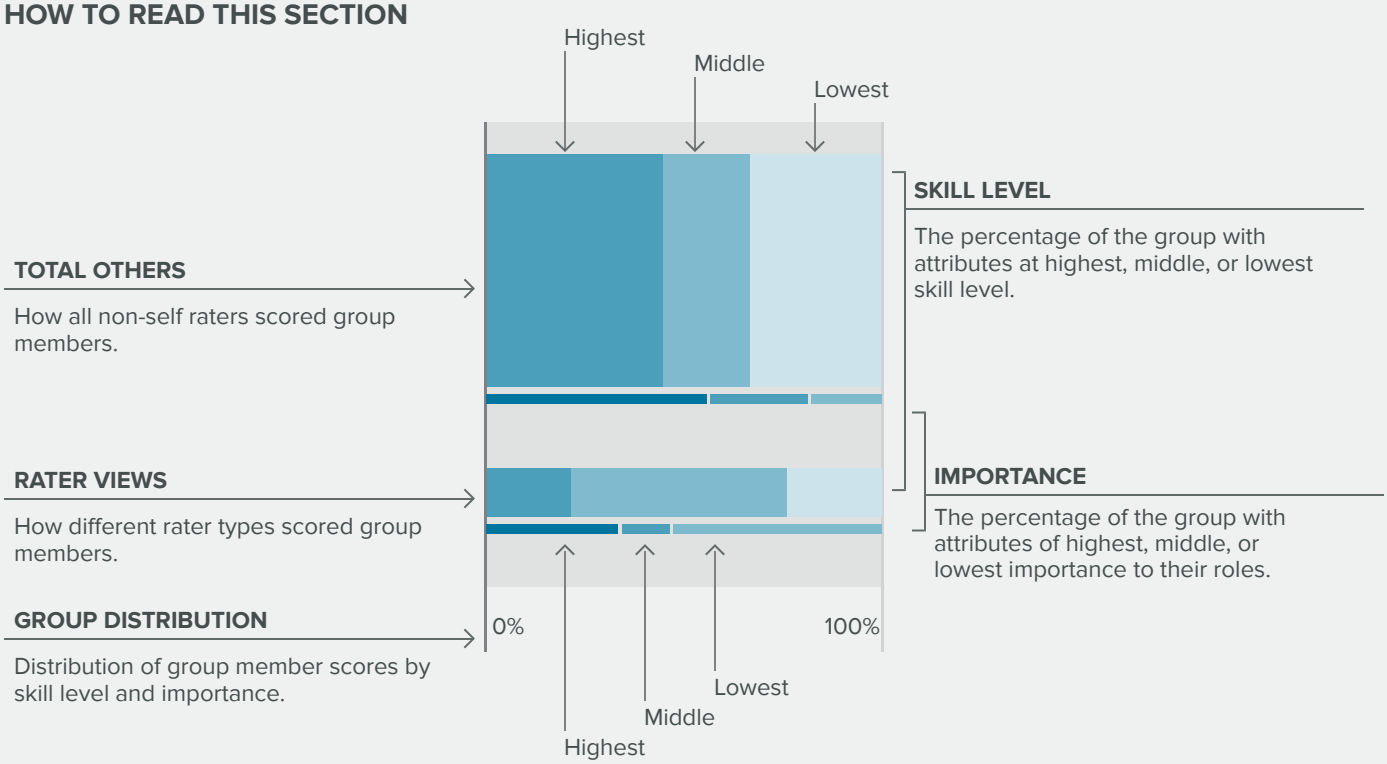
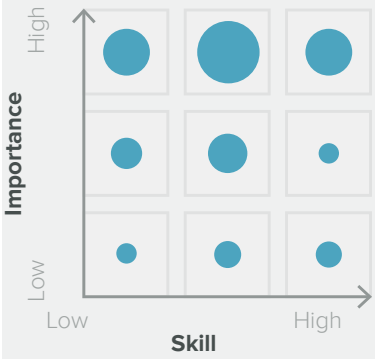
Attributes

Attributes are skills and behaviours required for success that can be observed. The right Attributes drive results and enable people to have a meaningful impact. Feedback helps people compare how they intend to behave with how others experience their behaviour. The group report helps you understand the impact the group has on other people. It presents the group's strengths and development needs.

HOW TO READ THIS SECTION





Group distribution by skill and importance
The extent of the group's strengths and development needs, by importance. The larger the circle, the larger the percentage of the group with those skill and importance levels.

Smallest % Largest %

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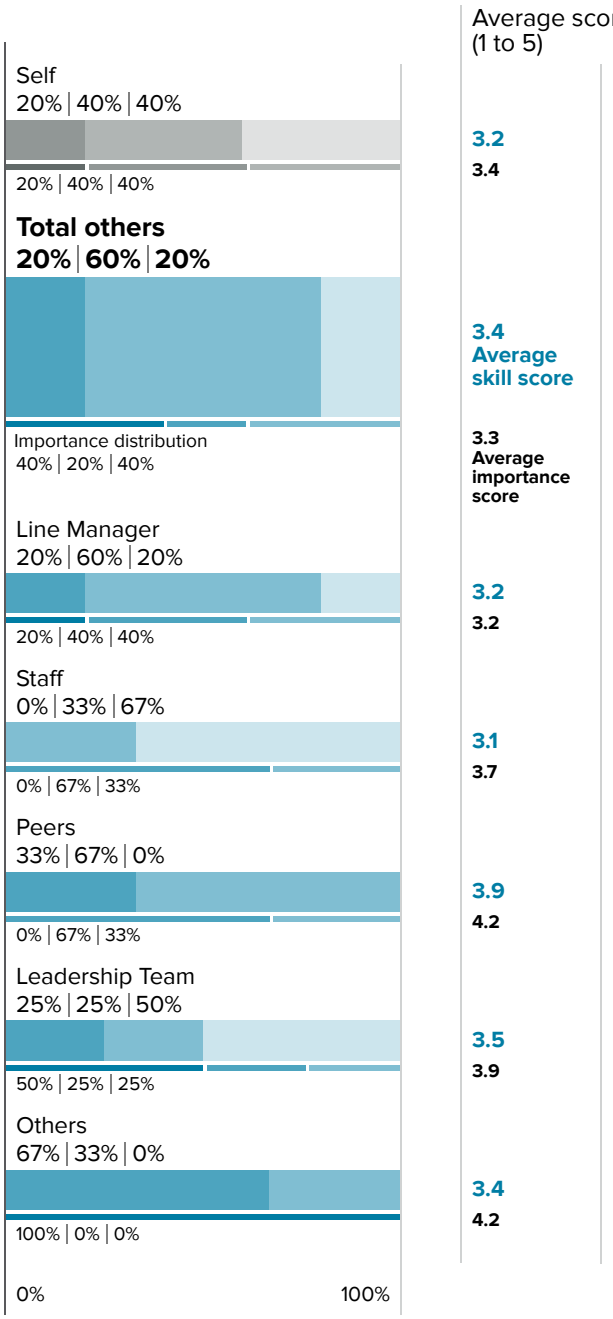
Creates a student centred learning environment

Principals are committed to the learning and growth of young people and adults and foster respect across the whole school.



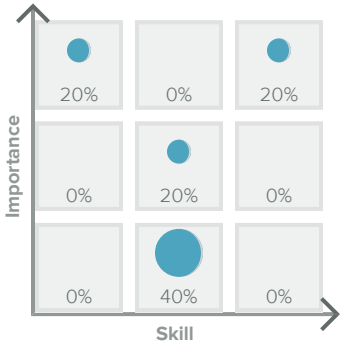
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 10.5 of 15 by skill level.
- Ranked 6 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Sets clear expectations that all activities in the school will contribute toward improving learning outcomes	Self 0% | 40% | 60%	2.4
	Total others 60% | 0% | 40%	**3.7**
Encourages active engagement of all students in their learning	Self 40% | 20% | 40%	3.4
	Total others 20% | 20% | 60%	**2.9**
Makes important decisions considering the impact on students' learning	Self 20% | 0% | 80%	3.0
	Total others 20% | 60% | 20%	**3.0**
Provides a consistent school-wide focus on individual student achievement	Self 40% | 20% | 40%	3.6
	Total others 40% | 20% | 40%	**3.8**

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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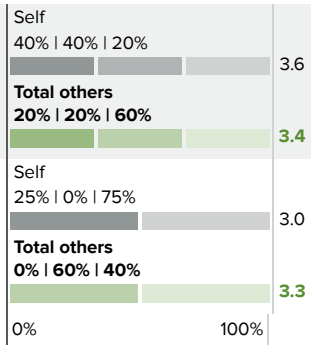
Creates a student centred learning environment

(Continued)

Related behaviours

Listens actively to all students, shows interest and acknowledges their points of view and contribution	Self 40% I 40% I 20% 3.6 **Total others** **20% I 20% I 60%** **3.4**
Promotes the school values through a flexible and diverse curriculum to meet the needs of all students	Self 25% I 0% I 75% 3.0 **Total others** **0% I 60% I 40%** **3.3**



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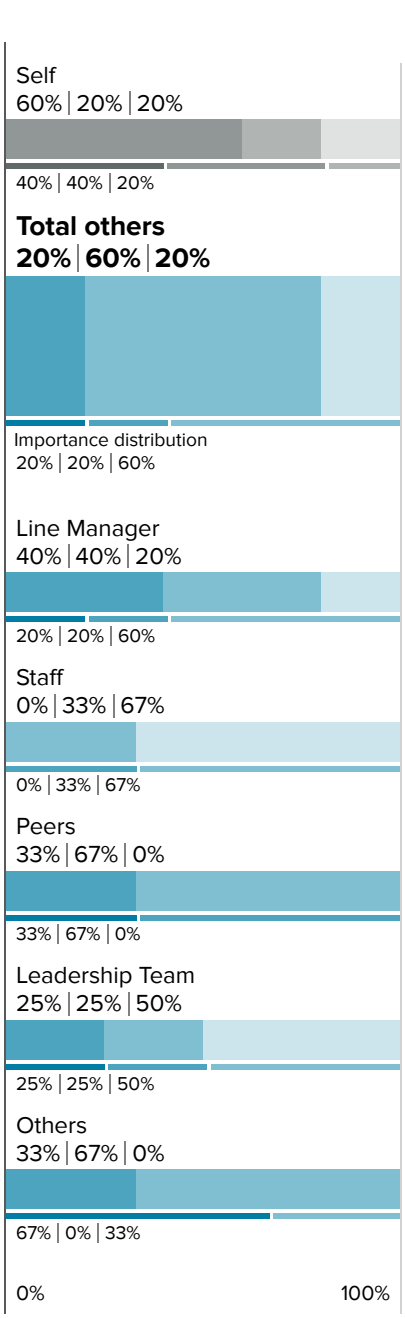
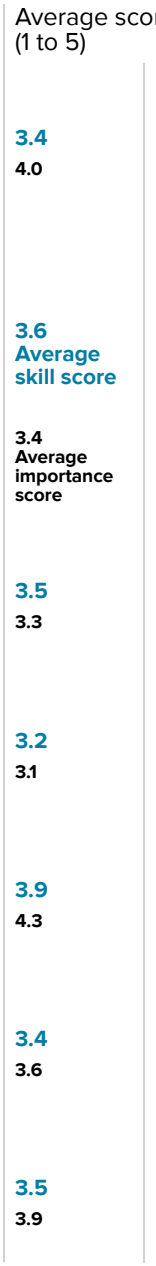
Leads pedagogical practice

Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current.





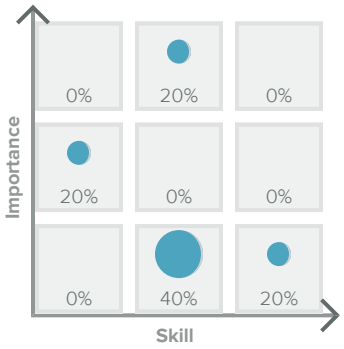
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 10.5 of 15 by skill level.
- Ranked 14 of 15 by importance.

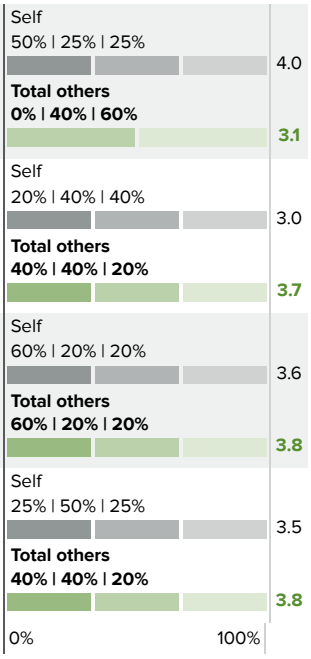
Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Shares and promotes professional dialogue about current research in pedagogy and student engagement	Self 50% | 25% | 25% — 4.0 **Total others 0% | 40% | 60%** — 3.1
Shares school results throughout the year and takes action to address gaps in school performance	Self 20% | 40% | 40% — 3.0 **Total others 40% | 40% | 20%** — 3.7
Applies robust methods to monitor and report on student progress	Self 60% | 20% | 20% — 3.6 **Total others 60% | 20% | 20%** — 3.8
Implements processes to ensure the application of new research in teaching, learning and child development	Self 25% | 50% | 25% — 3.5 **Total others 40% | 40% | 20%** — 3.8



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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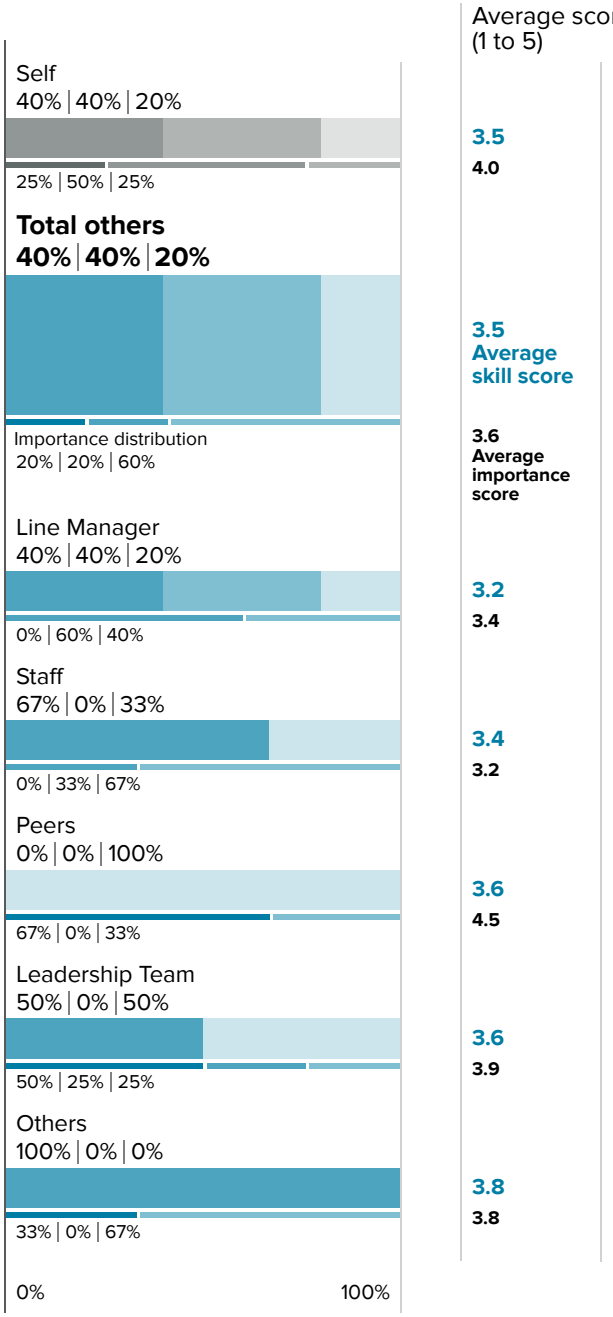
Creates a learning culture

Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.



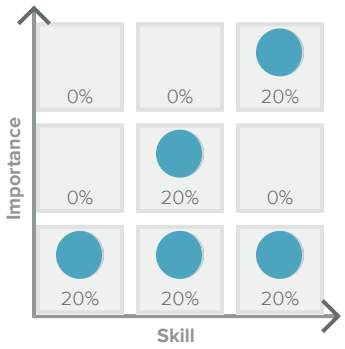
Key overall insights

Feedback data reported for 5 group member(s).

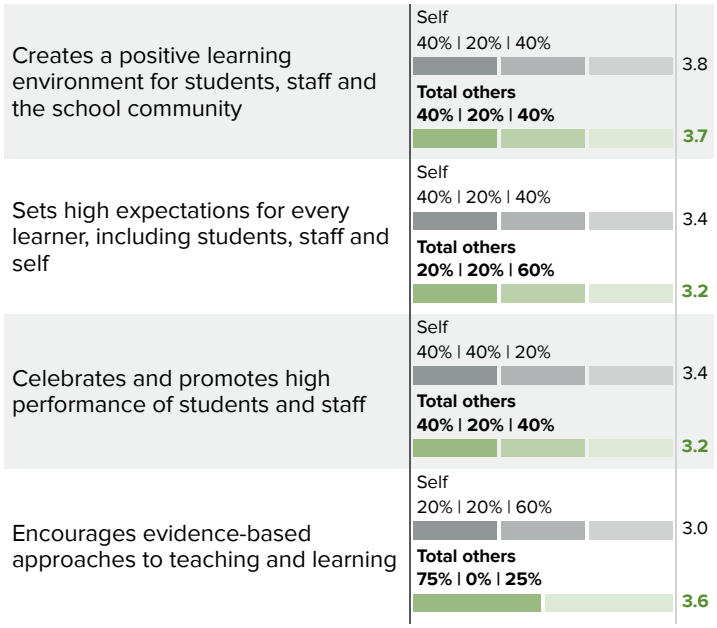
For the group, this attribute is:
- Ranked 5.5 of 15 by skill level.
- Ranked 14 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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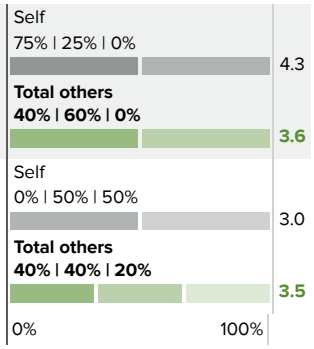
Creates a learning culture

(Continued)

Related behaviours

Implements, monitors and improves teaching strategies to ensure equity of educational outcomes	Self 75% I 25% I 0% 4.3 **Total others** **40% I 60% I 0%** **3.6**
Promotes the school's agreed approach to quality teaching and learning	Self 0% I 50% I 50% 3.0 **Total others** **40% I 40% I 20%** **3.5**



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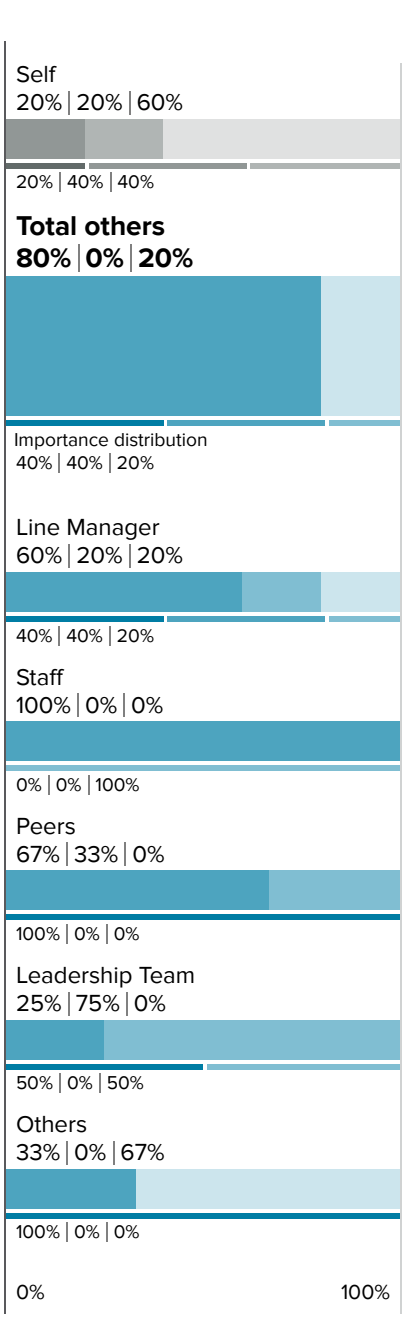
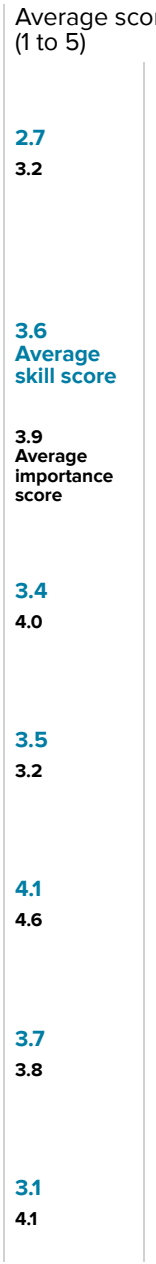
Builds capacity

Principals build capacity and support all staff to achieve high standards and develop their leadership capability.





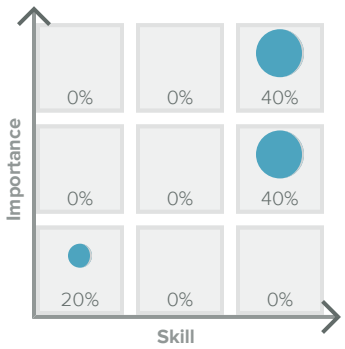
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 2 of 15 by skill level.
- Ranked 3.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Provides ongoing formal and informal feedback to staff	Self 20% | 40% | 40% — 3.2 **Total others 40% | 40% | 20%** — **3.4**
Leads the school in planning, implementing and evaluating staff professional development aligned to school goals	Self 0% | 20% | 80% — 2.0 **Total others 40% | 40% | 20%** — **3.8**
Identifies and makes the most of opportunities to develop others	Self 20% | 60% | 20% — 3.0 **Total others 80% | 20% | 0%** — **4.0**
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	Self 20% | 20% | 60% — 3.0 **Total others 60% | 20% | 20%** — **3.6**

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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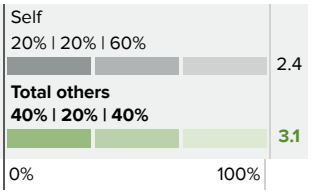
Builds capacity

(Continued)

Related behaviours

Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	

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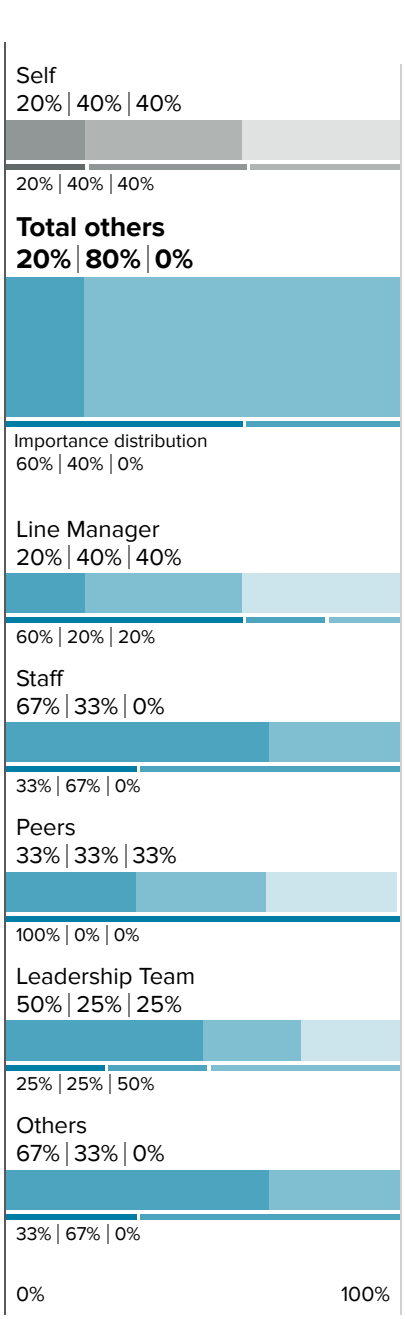
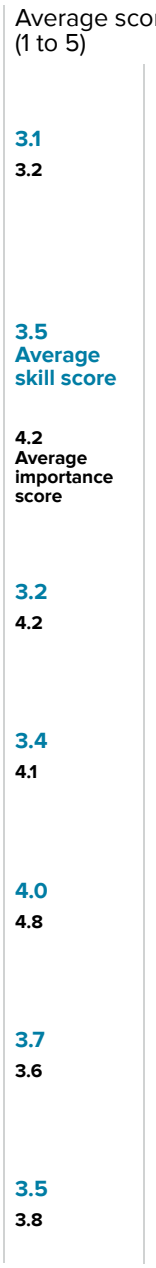
Promotes professional learning

Principals understand the importance of and demonstrate commitment to their own ongoing professional development.





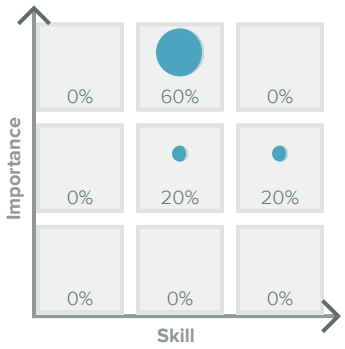
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 9 of 15 by skill level.
- Ranked 2 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Seeks and responds to feedback to make changes in how they lead and manage the school	Self 25% | 0% | 75% — 3.0 **Total others 60% | 20% | 20%** — **3.3**
In response to their own professional learning, makes changes in how they lead and manage the school	Self 75% | 25% | 0% — 4.3 **Total others 40% | 40% | 20%** — **3.5**
Identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals	Self 20% | 40% | 40% — 2.8 **Total others 60% | 20% | 20%** — **3.7**
Sets and monitors high expectations of staff to share and implement insights from professional learning	Self 20% | 20% | 60% — 2.8 **Total others 40% | 40% | 20%** — **3.4**

0% 100%

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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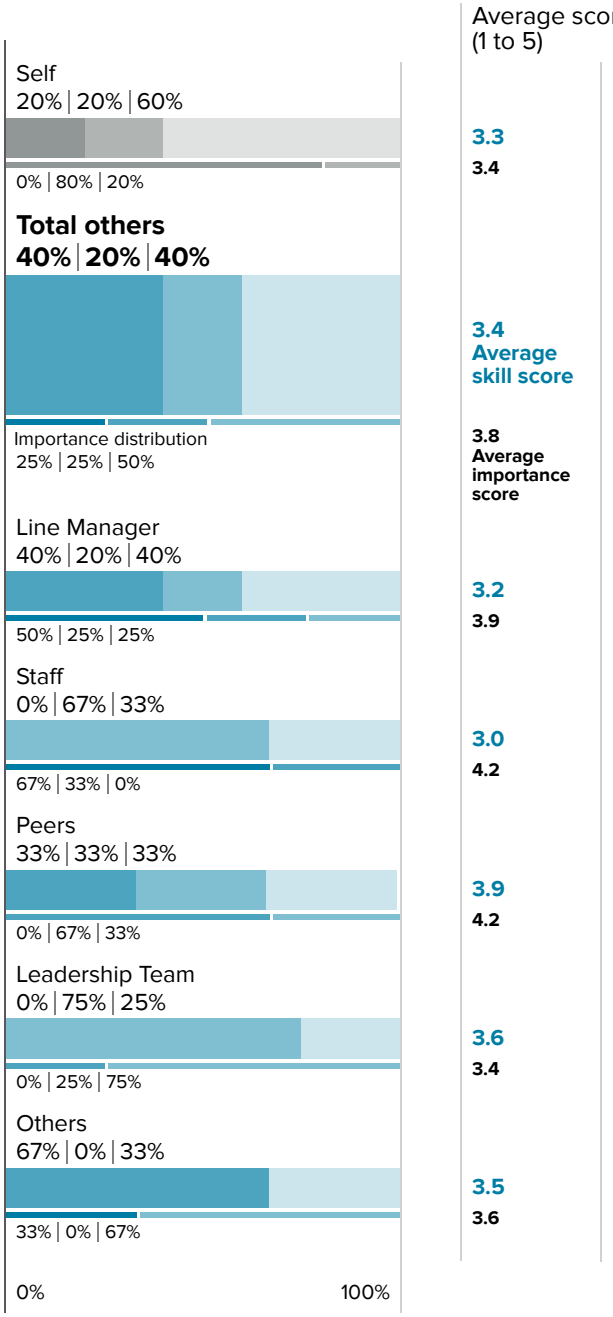
Manages self

Principals manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.



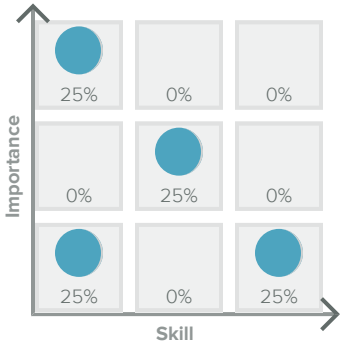
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 8 of 15 by skill level.
- Ranked 8 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Responds calmly and constructively in emotionally charged situations	Self 60% | 20% | 20% — 4.0 **Total others 80% | 0% | 20%** — 3.7
Models a commitment to a healthy work/life balance	Self 40% | 0% | 60% — 2.8 **Total others 40% | 20% | 40%** — 3.6
Prioritises and acts constructively in response to conflicting demands	Self 40% | 40% | 20% — 3.2 **Total others 0% | 40% | 60%** — 3.1
Takes appropriate action in times of uncertainty in the areas that are within their control	Self 20% | 40% | 40% — 3.2 **Total others 20% | 40% | 40%** — 3.4

0% 100%

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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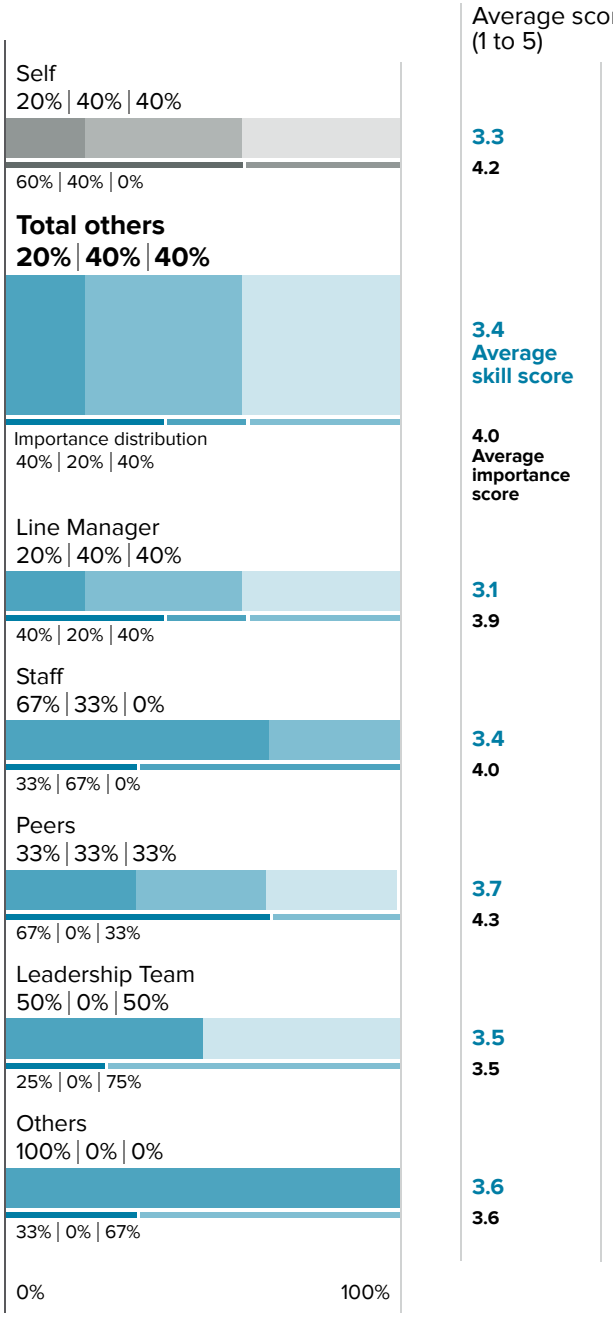
Inspires and motivates

Principals inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.



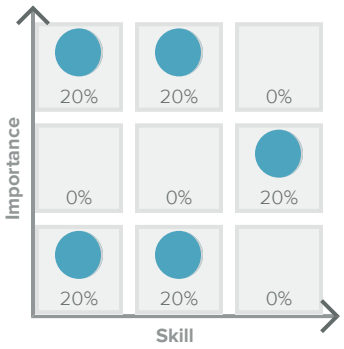
Key overall insights

Feedback data reported for 5 group member(s).

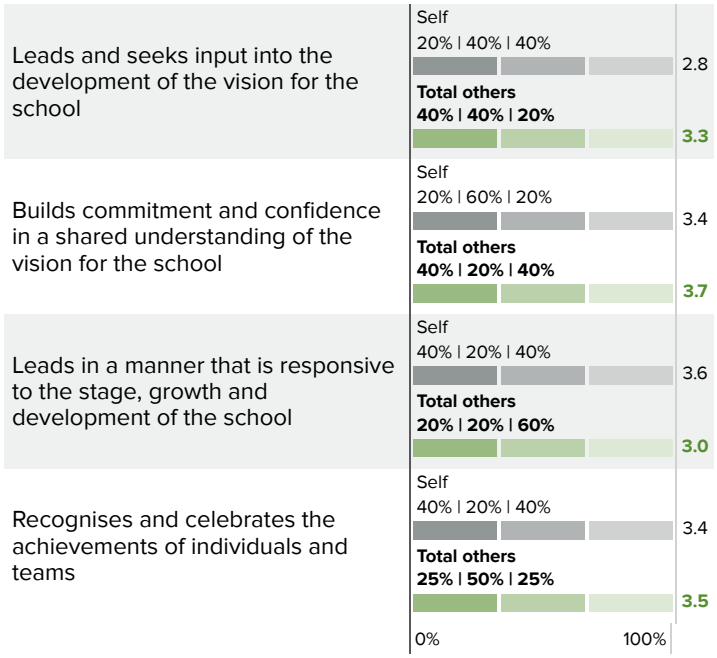
For the group, this attribute is:
- Ranked 12 of 15 by skill level.
- Ranked 6 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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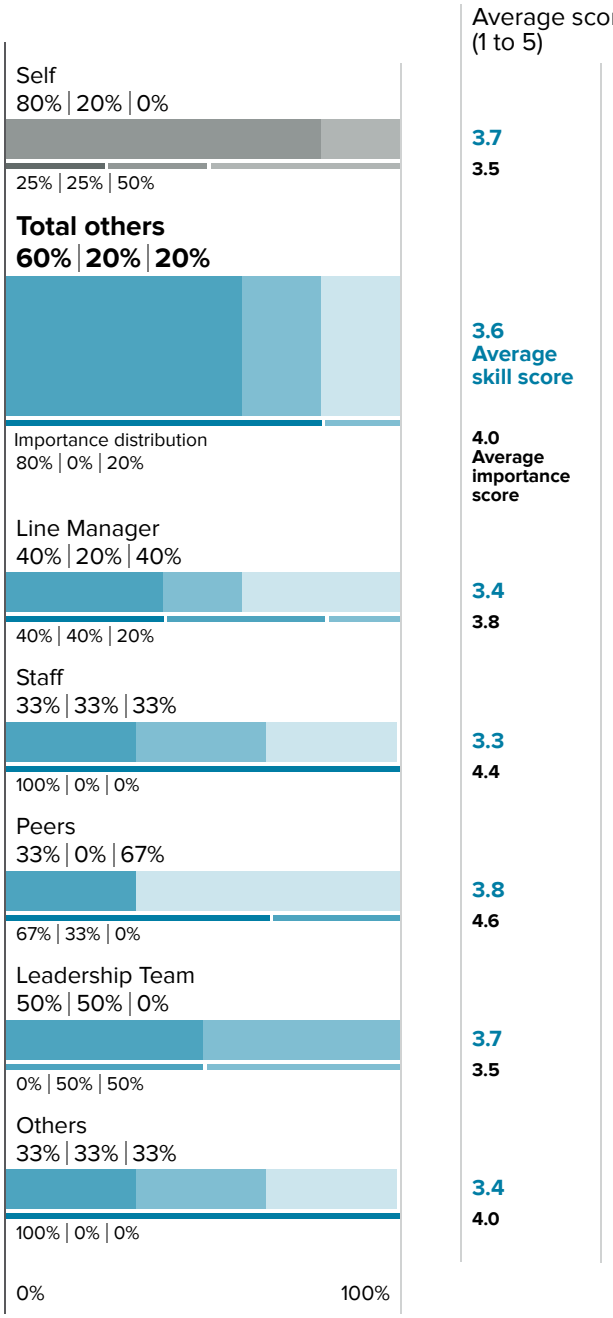
Understands and leads change

Principals apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current.



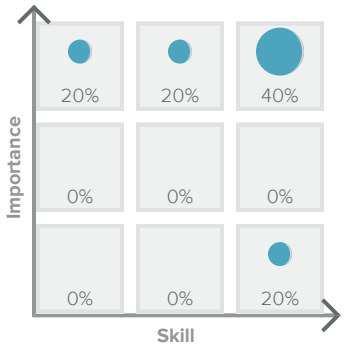
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 3.5 of 15 by skill level.
- Ranked 1 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Evaluates the impact of change on student outcomes	Self 20% | 80% | 0% — 3.4 **Total others 40% | 40% | 20%** — 3.7
Communicates the need for change in response to social, environmental or evidence-based educational trends	Self 100% | 0% | 0% — 4.8 **Total others 40% | 40% | 20%** — 3.8
Plans, implements, monitors and reinforces purposeful change	Self 0% | 40% | 60% — 2.6 **Total others 40% | 40% | 20%** — 3.5
Leads and implements the appropriate use of innovative technologies	Self 60% | 40% | 0% — 4.0 **Total others 20% | 40% | 40%** — 3.3

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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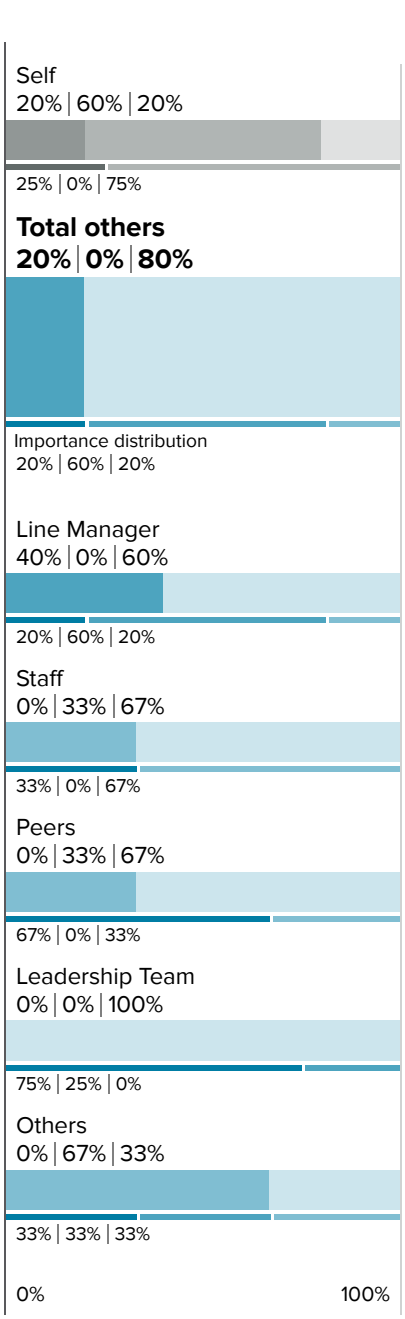
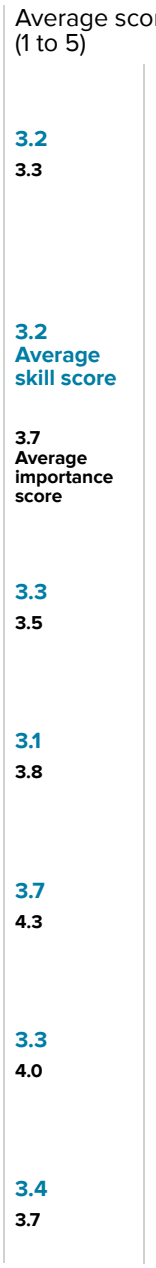
Initiates improvement through innovation and change

Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school.





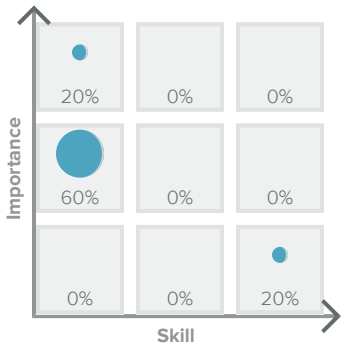
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 13 of 15 by skill level.
- Ranked 9.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Provides the school community frequent opportunities to give feedback on changes to improve school performance	Self 20% | 20% | 60% — 2.8 **Total others 60% | 0% | 40%** — **3.3**
Facilitates inquiry into innovative approaches to school improvement based on evidence	Self 60% | 20% | 20% — 3.2 **Total others 0% | 0% | 100%** — **3.0**
Promotes collaborative problem solving to ensure continuous improvement	Self 40% | 20% | 40% — 3.6 **Total others 40% | 20% | 40%** — **3.5**

0% 100%

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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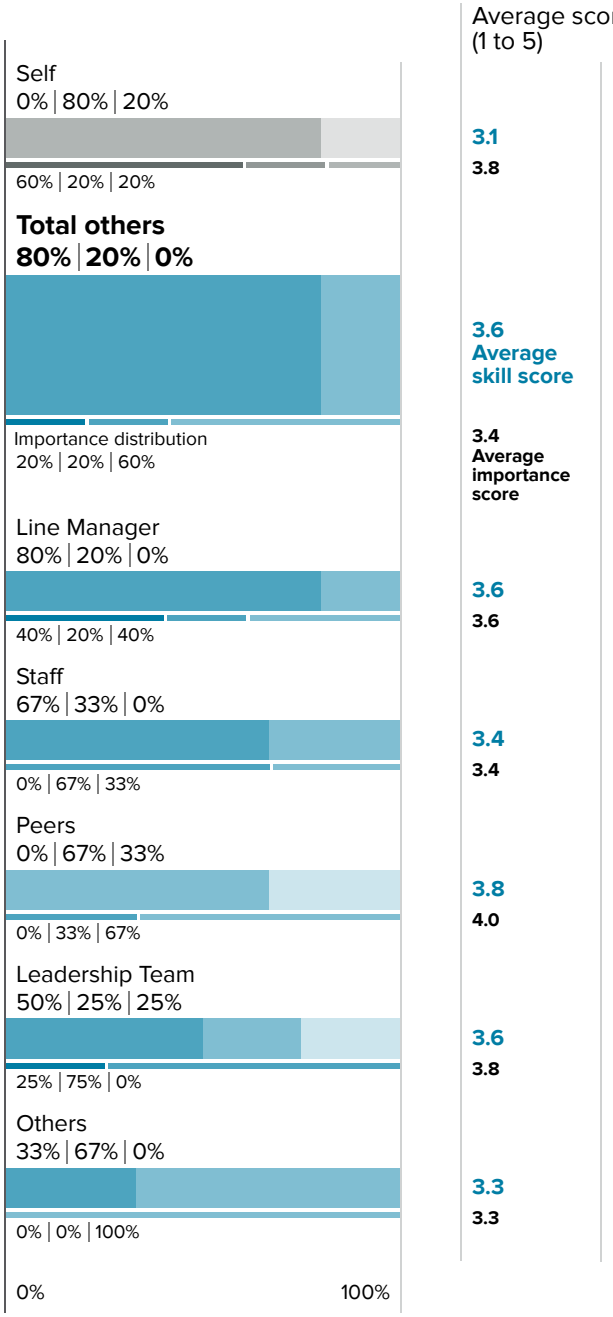
Aligns ethical practices with educational goals

Principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.



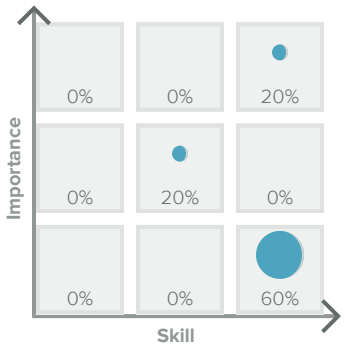
Key overall insights

Feedback data reported for 5 group member(s).

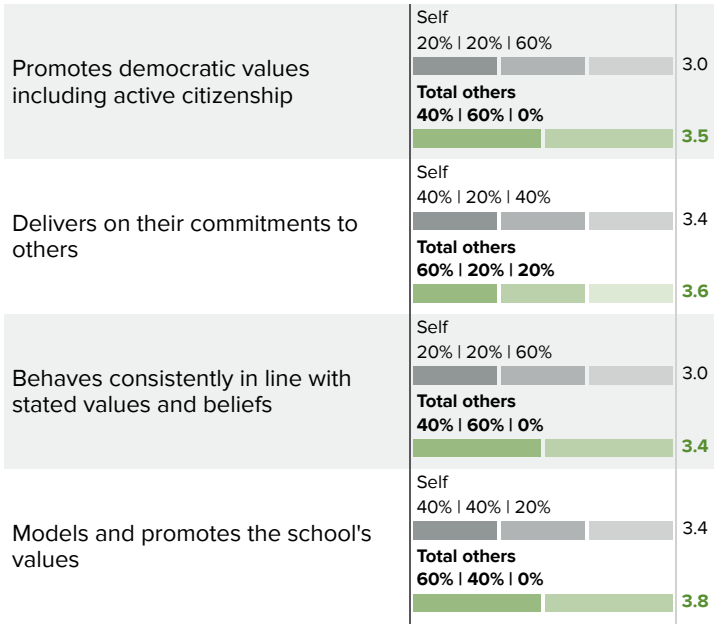
For the group, this attribute is:
- Ranked 1 of 15 by skill level.
- Ranked 14 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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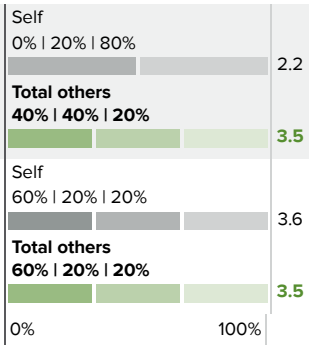
Aligns ethical practices with educational goals

(Continued)

Related behaviours

Advocates for students and the school in difficult situations	Self 0% I 20% I 80% 2.2 **Total others** **40% I 40% I 20%** **3.5**
Challenges actions, behaviours and practices that are not ethical	Self 60% I 20% I 20% 3.6 **Total others** **60% I 20% I 20%** **3.5**



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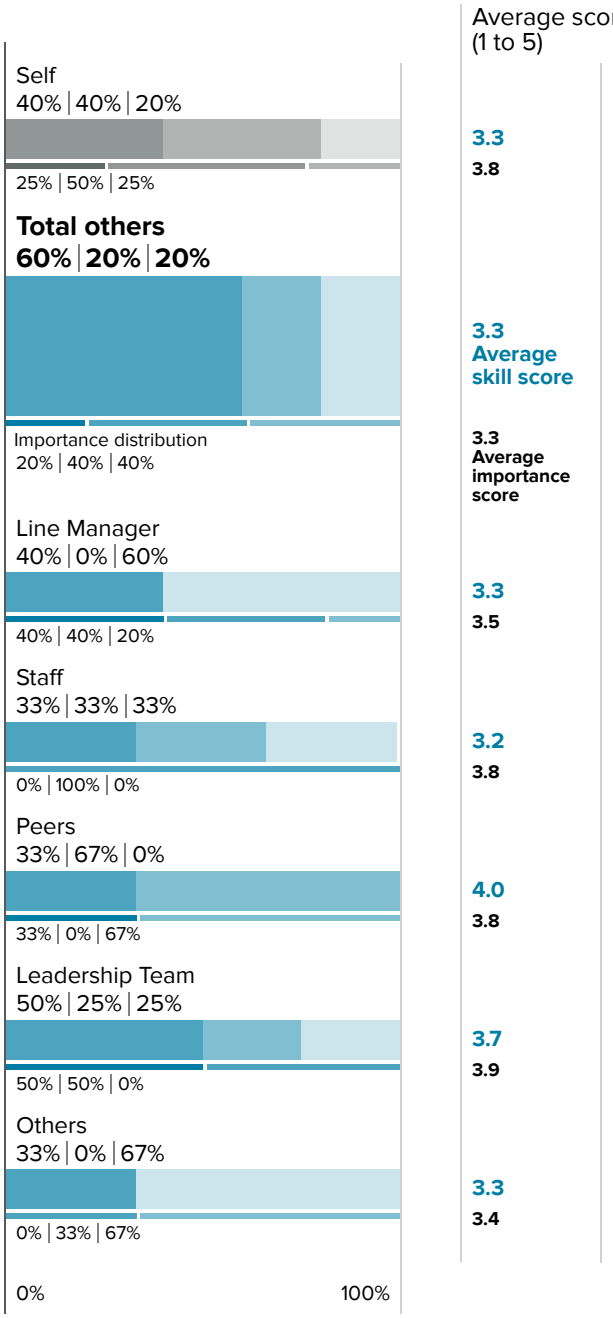
Manages resources

Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.



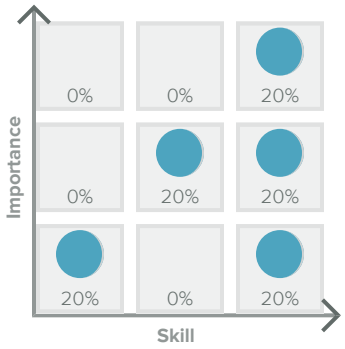
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 3.5 of 15 by skill level.
- Ranked 11.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Explains to stakeholders how the allocation of resources impacts students' learning	Self 50% | 0% | 50% — 3.3 **Total others 40% | 60% | 0%** — 3.4
Annually evaluates the impact of resource allocations on student and school priorities	Self 50% | 50% | 0% — 4.0 **Total others 60% | 20% | 20%** — 3.3
Uses appropriate technologies to effectively manage the school	Self 0% | 60% | 40% — 2.8 **Total others 40% | 20% | 40%** — 3.3
Aligns resources with learning priorities and the school's strategic plan	Self 60% | 0% | 40% — 3.6 **Total others 80% | 20% | 0%** — 3.7

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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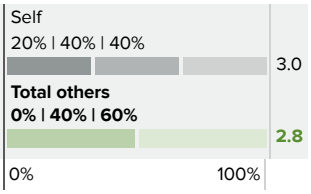
Manages resources

(Continued)

Related behaviours

Prioritises effectively in order to achieve outcomes	

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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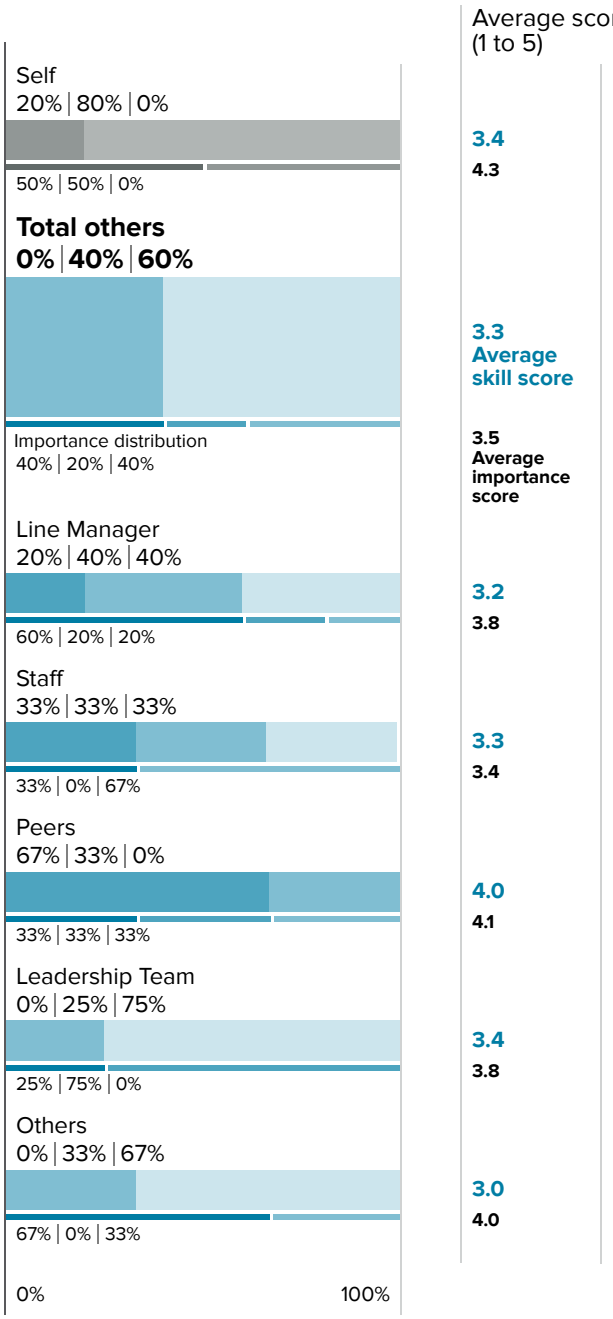
Manages high standards and accountability

Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met.



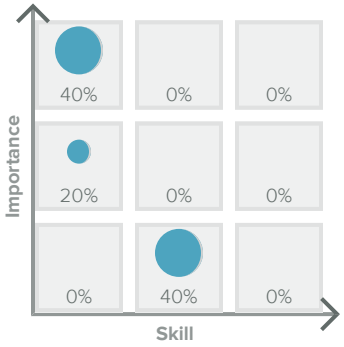
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 14 of 15 by skill level.
- Ranked 6 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Communicates clearly defined expectations and accountabilities	Self 60% | 20% | 20% / Total others 40% | 60% | 0%	4.0 / 3.8
Monitors accountabilities and takes action to ensure they are met	Self 75% | 0% | 25% / Total others 20% | 40% | 40%	4.3 / 3.2
Ensures staff performance goals are based on the school's shared view of effective teaching and learning	Self 40% | 40% | 20% / Total others 0% | 0% | 100%	3.4 / 2.8
Implements an effective learning and assessment framework to monitor and understand student progress	Self 40% | 20% | 40% / Total others 20% | 40% | 40%	3.4 / 3.2

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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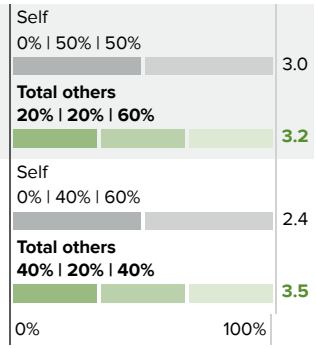
Manages high standards and accountability

(Continued)

Related behaviours

Takes appropriate action to address poor performance	Self 0% I 50% I 50% 3.0 **Total others** **20% I 20% I 60%** **3.2**
Reinforces and monitors a process of observation and feedback for all teaching staff	Self 0% I 40% I 60% 2.4 **Total others** **40% I 20% I 40%** **3.5**



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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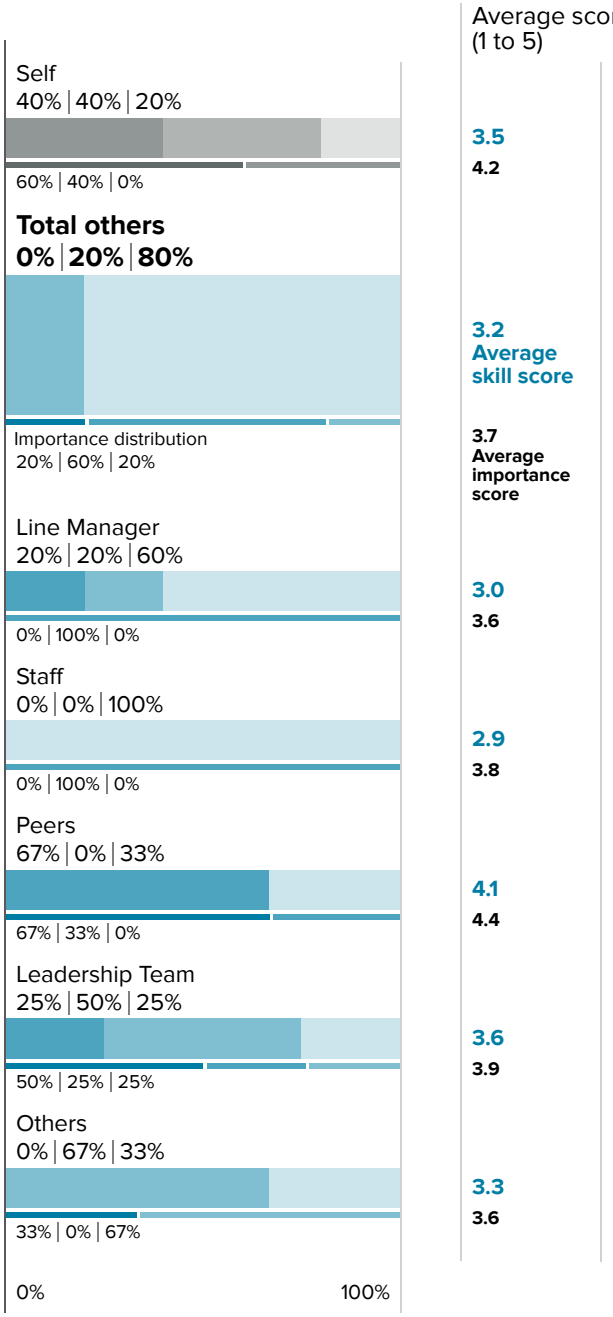
Creates a culture of inclusion

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.



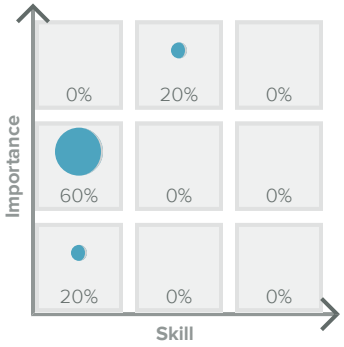
Key overall insights

Feedback data reported for 5 group member(s).

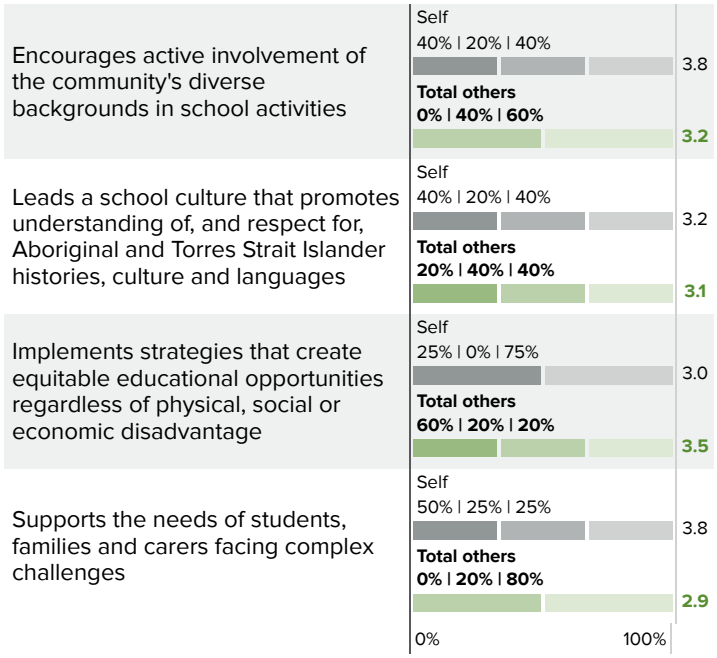
For the group, this attribute is:
- Ranked 15 of 15 by skill level.
- Ranked 9.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours



Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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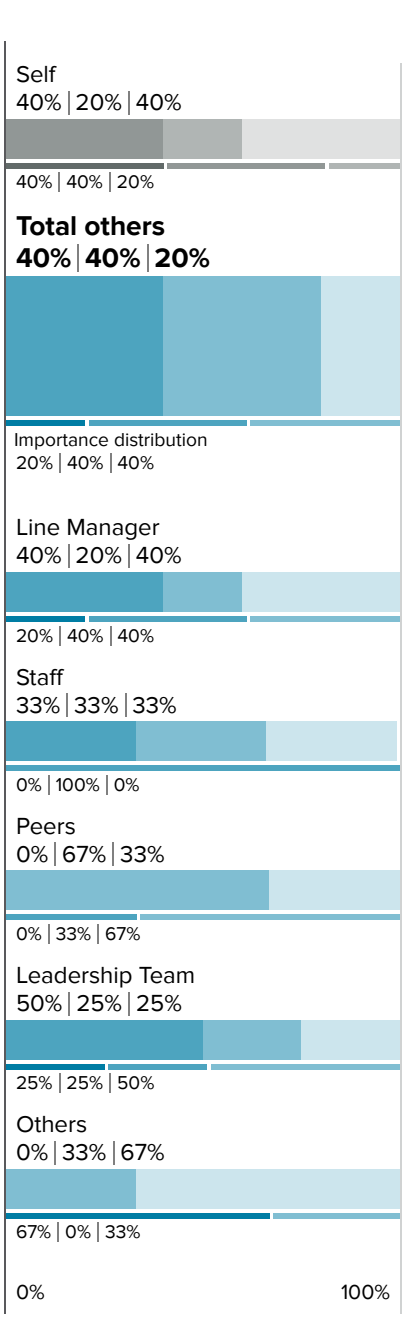
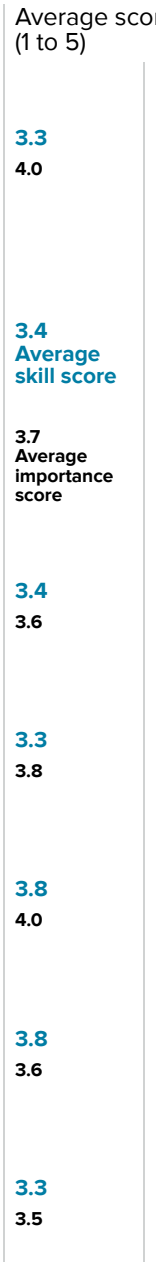
Engages with the community

Principals understand the richness and diversity of the school's wider community, education systems and sectors.





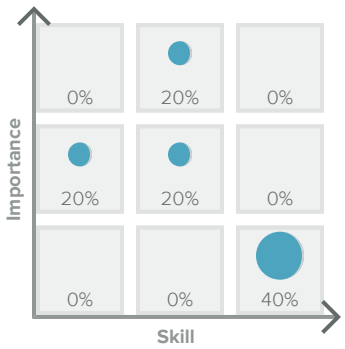
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 5.5 of 15 by skill level.
- Ranked 11.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Implements strategies to encourage all families to participate in the life of the school	Self 20% | 20% | 60% — 2.6 **Total others 80% | 20% | 0%** — 3.7
Creates an environment that encourages students to engage with the wider community	Self 20% | 0% | 80% — 2.4 **Total others 40% | 20% | 40%** — 3.4
Celebrates the rich cultural diversity of the community in the school's activities	Self 60% | 40% | 0% — 4.0 **Total others 40% | 20% | 40%** — 3.2
Uses multiple communication approaches to involve all parents and carers in their child's learning	Self 60% | 20% | 20% — 4.0 **Total others 20% | 20% | 60%** — 3.3 0% 100%

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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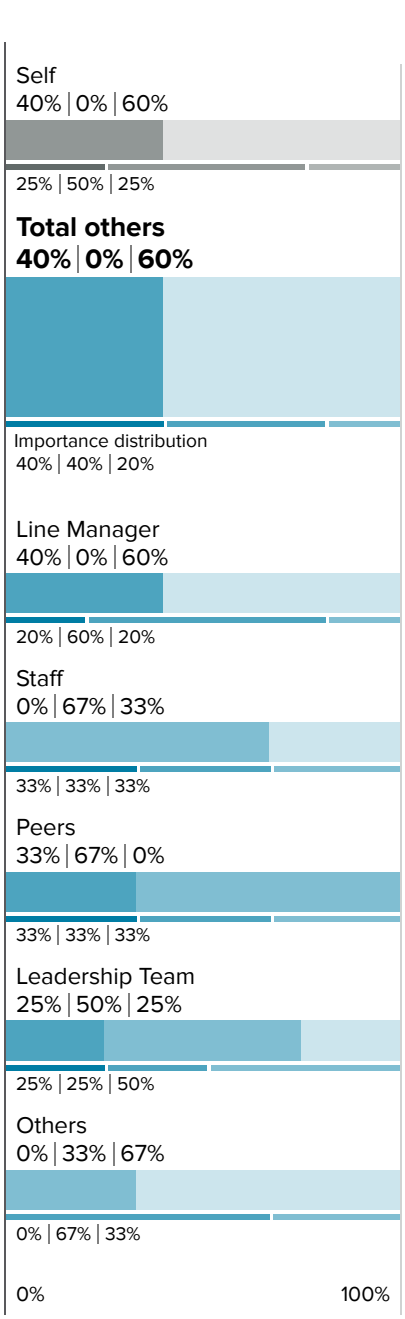
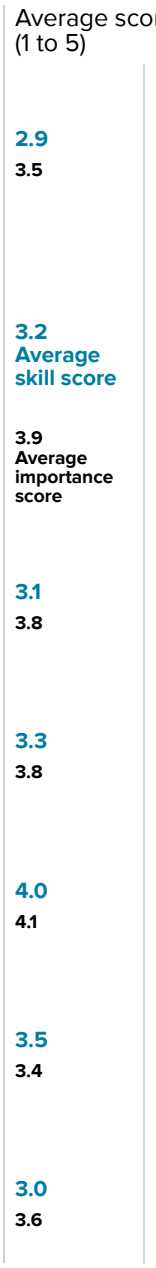
Collaborates with and influences the community

Principals communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.





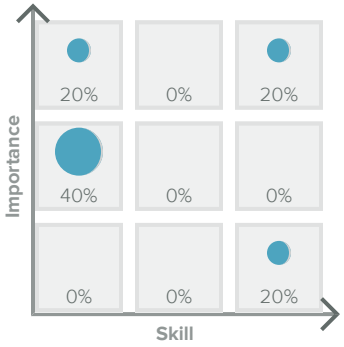
Key overall insights

Feedback data reported for 5 group member(s).

For the group, this attribute is:
- Ranked 7 of 15 by skill level.
- Ranked 3.5 of 15 by importance.

Group distribution

How the group's "total others" scores are distributed by skill level and importance.



Related behaviours

Develops and maintains positive relationships with students, families and carers	Self 0% | 20% | 80% — 2.4 **Total others 60% | 0% | 40%** — 3.3
Promotes positive partnerships with the school's broader community	Self 40% | 40% | 20% — 3.6 **Total others 20% | 20% | 60%** — 3.0
Actively consults with families and carers about the educational priorities of the school	Self 20% | 20% | 60% — 2.8 **Total others 40% | 20% | 40%** — 3.2
Co-ordinates policies and procedures for working with agencies to protect and support children and young people	Self 40% | 20% | 40% — 2.8 **Total others 20% | 60% | 20%** — 3.4

0% 100%

Percentage with skill: Highest Middle Lowest

Percentage with importance: Highest Middle Lowest

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Behaviours

Attributes are based on behaviours that can be observed. This section reports feedback on the group's behaviours and shows how they relate to the Attributes. Feedback helps people compare how they intend to behave with how others experience their behaviour. The group report helps you understand the impact the group has on other people. It presents the group's strengths and development needs.

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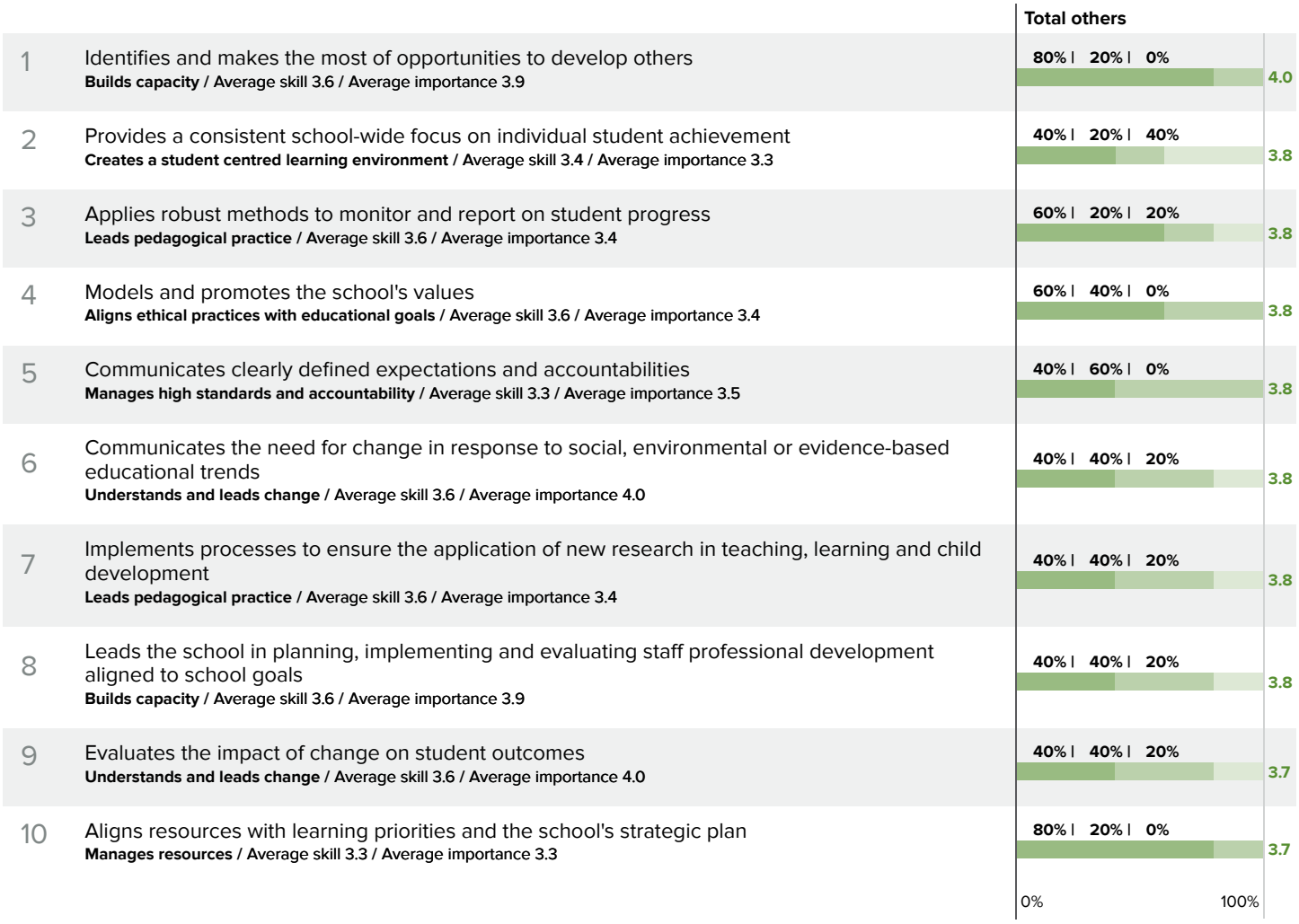
The group's highest-rated behaviours

This ranks the behaviours that raters scored highest for the group. It shows the group's average skill level and the percentage of the group for whom the behaviour was scored as their highest, middle, or lowest skill level. It also shows the attribute that each behaviour relates to and the group's average score for that attribute. You can also see the group's average importance score for the attribute.



Percentage with skill: Highest Middle Lowest

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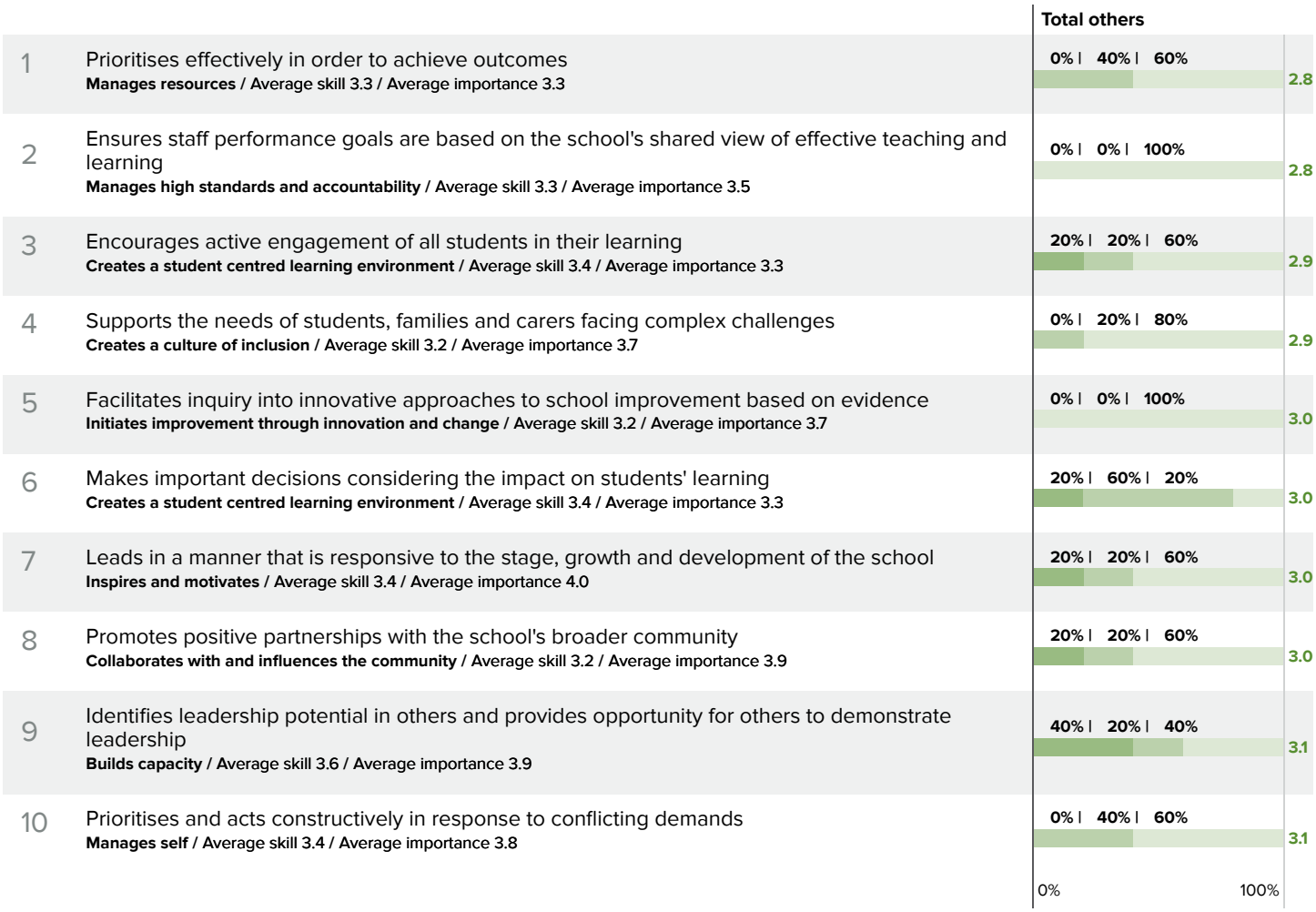
The group's lowest-rated behaviours

This ranks the behaviours that raters scored lowest for the group. It shows the group's average skill level and the percentage of the group for whom the behaviour was scored as their highest, middle, or lowest skill level. It also shows the attribute that each behaviour relates to and the group's average score for that attribute. You can also see the group's average importance score for the attribute.



Percentage with skill: Highest Middle Lowest

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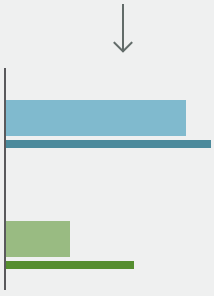
Behaviour detail

This reports all the feedback on the group's behaviours. It shows the relationships between behaviours and competencies. It also allows you to compare the views of different types of raters. The group's highest and lowest scores for each attribute and behaviour are identified, so that you can see any key differences in raters' views.

HOW TO READ THIS SECTION

TOTAL OTHERS
How raters, overall, scored group members. The higher the score, the better. Thin bars indicate importance scores.



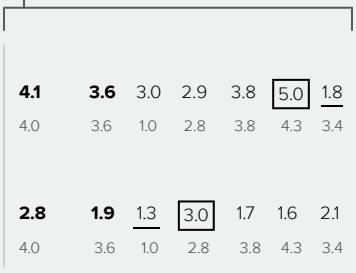
ATTRIBUTE

ATTRIBUTE NAME
The attribute, and its data, associated with the behaviours below.
Key insights for the attribute.

Each behaviour, and its data, associated with the attribute above.

BEHAVIOUR

RATER SCORES
How different rater types scored group members. Smaller font indicates importance scores.



Rater scores

0.0 **Highest score**
Indicates the type of rater who scored this attribute or behaviour the highest.

0.0 **Lowest score**
Indicates the type of rater who scored this attribute or behaviour the lowest.

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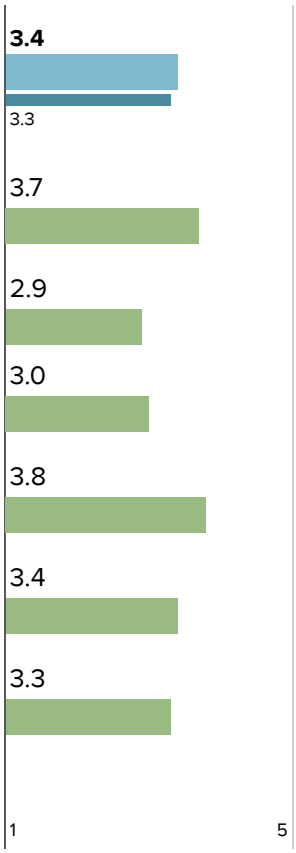
Behaviour detail

Leading teaching and learning



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A STUDENT CENTRED LEARNING ENVIRONMENT Principals are committed to the learning and growth of young people and adults and foster respect across the whole school. 10.5 of 15 by skill level. / 6 of 15 by importance.	**3.2** 3.4	**3.4** 3.3	3.2 3.2	3.1 3.7	3.9 4.2	3.5 3.9	3.4 4.2
Sets clear expectations that all activities in the school will contribute toward improving learning outcomes	**2.4**	**3.7**	3.3	3.5	4.3	3.5	3.4
Encourages active engagement of all students in their learning	**3.4**	**2.9**	2.6	2.9	3.8	3.6	3.4
Makes important decisions considering the impact on students' learning	**3.0**	**3.0**	3.2	2.9	4.1	3.4	3.5
Provides a consistent school-wide focus on individual student achievement	**3.6**	**3.8**	3.8	3.6	4.2	3.5	3.5
Listens actively to all students, shows interest and acknowledges their points of view and contribution	**3.6**	**3.4**	3.3	3.0	3.2	3.6	3.4
Promotes the school values through a flexible and diverse curriculum to meet the needs of all students	**3.0**	**3.3**	3.3	2.6	4.0	3.5	3.3

Skill
Importance

0.0 Highest score 0.0 Lowest score

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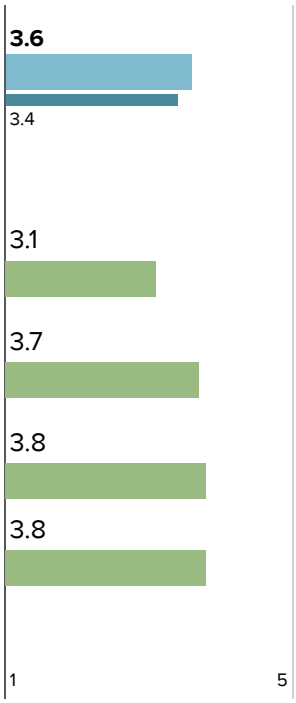
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
LEADS PEDAGOGICAL PRACTICE Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current. 10.5 of 15 by skill level. / 14 of 15 by importance.	**3.4** 4.0	**3.6** 3.4	3.5 3.3	3.2 3.1	3.9 4.3	3.4 3.6	3.5 3.9
Shares and promotes professional dialogue about current research in pedagogy and student engagement	**4.0**	**3.1**	2.8	3.5	3.8	3.5	3.3
Shares school results throughout the year and takes action to address gaps in school performance	**3.0**	**3.7**	3.3	3.3	4.1	3.4	3.5
Applies robust methods to monitor and report on student progress	**3.6**	**3.8**	4.2	3.0	3.5	3.3	3.8
Implements processes to ensure the application of new research in teaching, learning and child development	**3.5**	**3.8**	3.6	2.9	4.3	3.5	3.4

Skill
Importance

0.0 Highest score 0.0 Lowest score

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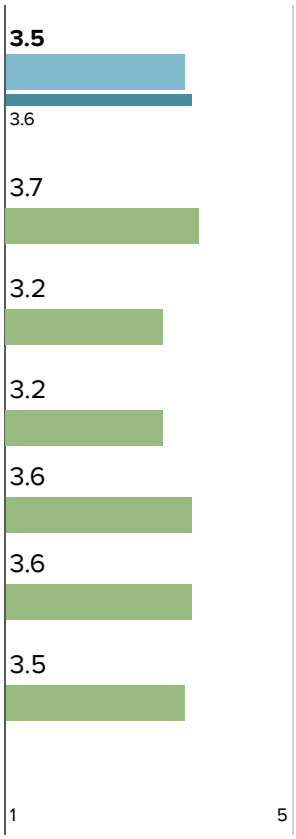
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A LEARNING CULTURE Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning. 5.5 of 15 by skill level. / 14 of 15 by importance.	**3.5** 4.0	**3.5** 3.6	3.2 3.4	3.4 3.2	3.6 4.5	3.6 3.9	3.8 3.8
Creates a positive learning environment for students, staff and the school community	**3.8**	**3.7**	3.4	3.5	3.1	3.4	4.0
Sets high expectations for every learner, including students, staff and self	**3.4**	**3.2**	2.7	3.2	3.8	3.5	3.3
Celebrates and promotes high performance of students and staff	**3.4**	**3.2**	2.9	3.0	3.7	3.9	3.9
Encourages evidence-based approaches to teaching and learning	**3.0**	**3.6**	3.4	3.8	3.7	3.6	3.7
Implements, monitors and improves teaching strategies to ensure equity of educational outcomes	**4.3**	**3.6**	3.8	3.3	3.2	3.5	4.0
Promotes the school's agreed approach to quality teaching and learning	**3.0**	**3.5**	3.4	3.5	3.9	3.5	3.9

Skill
Importance

0.0 Highest score 0.0 Lowest score

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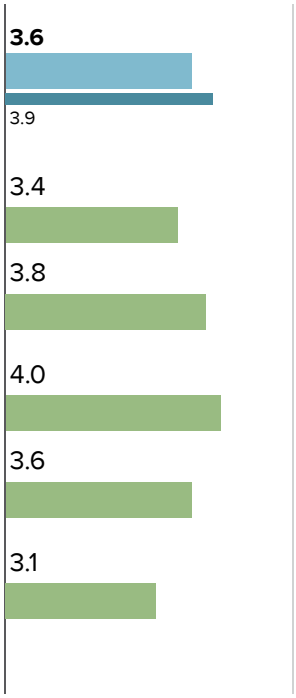
Behaviour detail

Developing self and others



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
BUILDS CAPACITY Principals build capacity and support all staff to achieve high standards and develop their leadership capability. 2 of 15 by skill level. / 3.5 of 15 by importance.	2.7 3.2	3.6 3.9	3.4 4.0	3.5 3.2	4.1 4.6	3.7 3.8	3.1 4.1
Provides ongoing formal and informal feedback to staff	3.2	3.4	3.4	3.4	4.1	3.6	2.6
Leads the school in planning, implementing and evaluating staff professional development aligned to school goals	2.0	3.8	3.2	3.6	4.3	3.8	3.2
Identifies and makes the most of opportunities to develop others	3.0	4.0	4.0	3.5	4.3	3.9	3.5
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	3.0	3.6	3.7	3.1	3.9	3.5	2.9
Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	2.4	3.1	3.0	3.8	3.9	3.5	3.3
PROMOTES PROFESSIONAL LEARNING Principals understand the importance of and demonstrate commitment to their own ongoing professional development. 9 of 15 by skill level. / 2 of 15 by importance.	3.1 3.2	3.5 4.2	3.2 4.2	3.4 4.1	4.0 4.8	3.7 3.6	3.5 3.8
Seeks and responds to feedback to make changes in how they lead and manage the school	3.0	3.3	3.5	3.3	3.6	3.8	3.7
In response to their own professional learning, makes changes in how they lead and manage the school	4.3	3.5	3.2	3.7	3.9	3.6	3.2
Identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals	2.8	3.7	3.4	3.4	4.2	3.8	3.4
Sets and monitors high expectations of staff to share and implement insights from professional learning	2.8	3.4	3.1	3.3	4.2	3.8	3.5

Skill
Importance

0.0 Highest score 0.0 Lowest score

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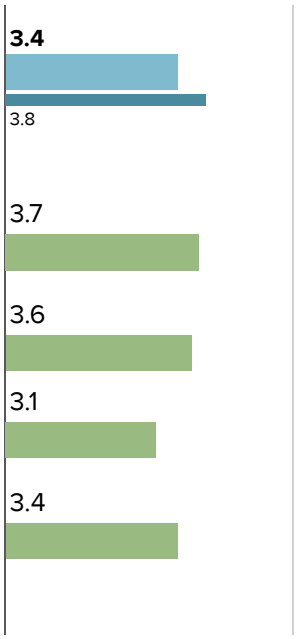
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
MANAGES SELF Principals manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role. 8 of 15 by skill level. / 8 of 15 by importance.	**3.3** 3.4	**3.4** 3.8	3.2 3.9	3.0 4.2	3.9 4.2	3.6 3.4	3.5 3.6
Responds calmly and constructively in emotionally charged situations	**4.0**	**3.7**	3.8	3.2	3.8	3.6	3.4
Models a commitment to a healthy work/life balance	**2.8**	**3.6**	3.4	3.3	3.9	3.5	3.4
Prioritises and acts constructively in response to conflicting demands	**3.2**	**3.1**	2.5	2.9	4.0	3.5	4.0
Takes appropriate action in times of uncertainty in the areas that are within their control	**3.2**	**3.4**	3.0	2.6	3.8	3.6	3.1

Leading improvement, innovation and change

INSPIRES AND MOTIVATES Principals inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised. 12 of 15 by skill level. / 6 of 15 by importance.	**3.3** 4.2	**3.4** 4.0	3.1 3.9	3.4 4.0	3.7 4.3	3.5 3.5	3.6 3.6
Leads and seeks input into the development of the vision for the school	**2.8**	**3.3**	3.1	3.7	3.9	3.6	3.8
Builds commitment and confidence in a shared understanding of the vision for the school	**3.4**	**3.7**	3.4	3.6	3.8	3.4	3.4
Leads in a manner that is responsive to the stage, growth and development of the school	**3.6**	**3.0**	2.5	3.2	3.3	3.6	3.7
Recognises and celebrates the achievements of individuals and teams	**3.4**	**3.5**	3.5	3.3	3.8	3.5	3.4

Skill
Importance

0.0 Highest score 0.0 Lowest score

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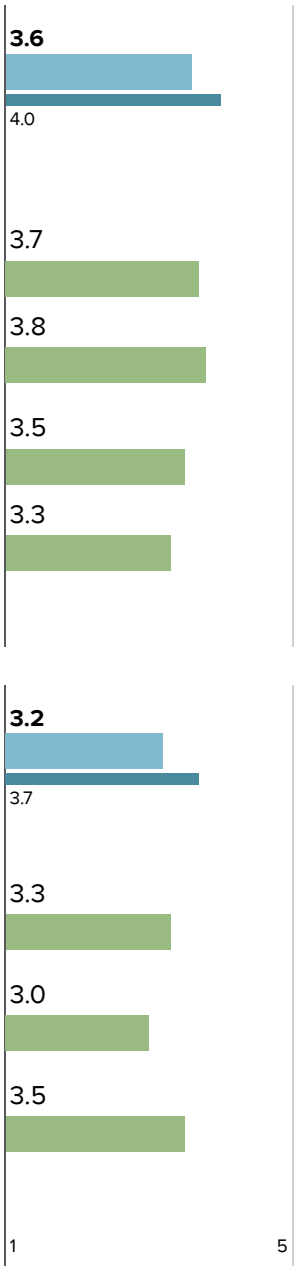
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
UNDERSTANDS AND LEADS CHANGE Principals apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current. 3.5 of 15 by skill level. / 1 of 15 by importance.	**3.7** 3.5	**3.6** 4.0	3.4 3.8	3.3 4.4	3.8 4.6	3.7 3.5	3.4 4.0
Evaluates the impact of change on student outcomes	**3.4**	**3.7**	4.1	3.1	3.4	3.5	3.3
Communicates the need for change in response to social, environmental or evidence-based educational trends	**4.8**	**3.8**	3.1	3.7	3.7	3.8	3.7
Plans, implements, monitors and reinforces purposeful change	**2.6**	**3.5**	3.5	3.3	3.9	3.6	3.2
Leads and implements the appropriate use of innovative technologies	**4.0**	**3.3**	3.0	2.8	4.1	3.8	3.3
INITIATES IMPROVEMENT THROUGH INNOVATION AND CHANGE Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school. 13 of 15 by skill level. / 9.5 of 15 by importance.	**3.2** 3.3	**3.2** 3.7	3.3 3.5	3.1 3.8	3.7 4.3	3.3 4.0	3.4 3.7
Provides the school community frequent opportunities to give feedback on changes to improve school performance	**2.8**	**3.3**	3.4	3.3	3.8	3.6	3.5
Facilitates inquiry into innovative approaches to school improvement based on evidence	**3.2**	**3.0**	3.2	3.1	3.6	3.0	3.0
Promotes collaborative problem solving to ensure continuous improvement	**3.6**	**3.5**	3.5	3.0	3.7	3.4	3.7

Skill
Importance

0.0 Highest score 0.0 Lowest score

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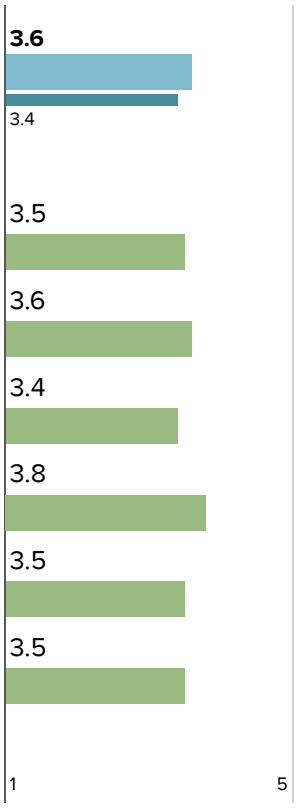
Behaviour detail

Leading the management of the school



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
ALIGNS ETHICAL PRACTICES WITH EDUCATIONAL GOALS Principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation. 1 of 15 by skill level. / 14 of 15 by importance.	**3.1** 3.8	**3.6** 3.4	3.6 3.6	3.4 3.4	[3.8] 4.0	3.6 3.8	3.3 3.3
Promotes democratic values including active citizenship	**3.0**	**3.5**	3.2	3.1	3.6	4.0	[4.2]
Delivers on their commitments to others	**3.4**	**3.6**	[3.8]	3.3	3.4	3.8	2.8
Behaves consistently in line with stated values and beliefs	**3.0**	**3.4**	3.7	3.7	[3.8]	3.5	2.9
Models and promotes the school's values	**3.4**	**3.8**	[4.0]	[4.0]	3.9	3.6	3.5
Advocates for students and the school in difficult situations	**2.2**	**3.5**	[3.6]	3.3	3.5	3.4	3.1
Challenges actions, behaviours and practices that are not ethical	**3.6**	**3.5**	3.6	3.2	[4.3]	3.5	3.6

Skill
Importance

[0.0] Highest score 0.0 Lowest score

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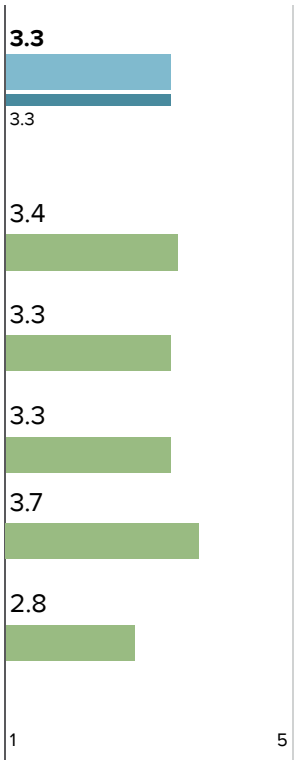
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
MANAGES RESOURCES Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. 3.5 of 15 by skill level. / 11.5 of 15 by importance.	**3.3** 3.8	**3.3** 3.3	3.3 3.5	3.2 3.8	4.0 3.8	3.7 3.9	3.3 3.4
Explains to stakeholders how the allocation of resources impacts students' learning	**3.3**	**3.4**	3.3	3.8	4.3	3.6	2.9
Annually evaluates the impact of resource allocations on student and school priorities	**4.0**	**3.3**	3.3	3.0	4.1	3.8	3.5
Uses appropriate technologies to effectively manage the school	**2.8**	**3.3**	3.2	3.1	3.8	3.9	3.6
Aligns resources with learning priorities and the school's strategic plan	**3.6**	**3.7**	3.9	3.2	3.8	4.0	3.4
Prioritises effectively in order to achieve outcomes	**3.0**	**2.8**	2.5	3.1	4.3	3.3	3.2

Skill
Importance

0.0 Highest score 0.0 Lowest score

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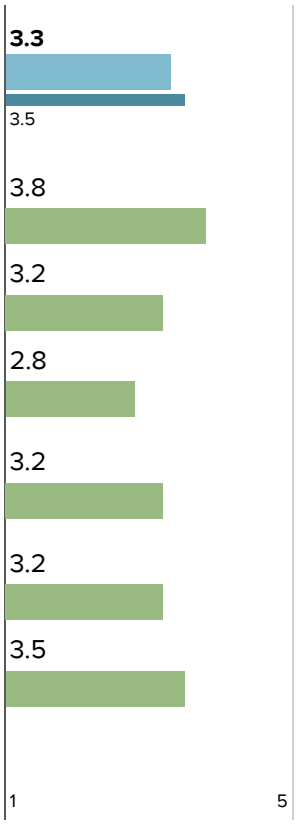
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
MANAGES HIGH STANDARDS AND ACCOUNTABILITY Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met. 14 of 15 by skill level. / 6 of 15 by importance.	**3.4** 4.3	**3.3** 3.5	3.2 3.8	3.3 3.4	4.0 4.1	3.4 3.8	3.0 4.0
Communicates clearly defined expectations and accountabilities	**4.0**	**3.8**	3.9	3.5	4.1	3.6	2.5
Monitors accountabilities and takes action to ensure they are met	**4.3**	**3.2**	3.0	3.1	4.4	3.6	2.9
Ensures staff performance goals are based on the school's shared view of effective teaching and learning	**3.4**	**2.8**	2.8	2.9	3.8	3.0	2.7
Implements an effective learning and assessment framework to monitor and understand student progress	**3.4**	**3.2**	3.3	3.3	3.5	3.5	2.9
Takes appropriate action to address poor performance	**3.0**	**3.2**	2.9	3.0	4.1	3.5	3.8
Reinforces and monitors a process of observation and feedback for all teaching staff	**2.4**	**3.5**	3.2	3.6	4.2	3.3	3.4

Skill
Importance

0.0 Highest score 0.0 Lowest score

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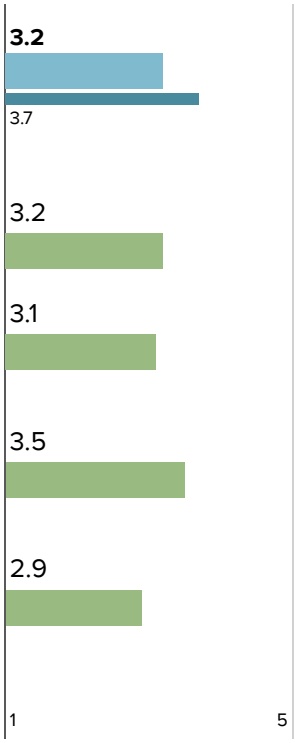
Behaviour detail

Engaging and working with the community



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A CULTURE OF INCLUSION Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors. 15 of 15 by skill level. / 9.5 of 15 by importance.	**3.5** 4.2	**3.2** 3.7	3.0 3.6	2.9 3.8	4.1 4.4	3.6 3.9	3.3 3.6
Encourages active involvement of the community's diverse backgrounds in school activities	**3.8**	**3.2**	3.0	3.0	3.8	3.4	3.4
Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages	**3.2**	**3.1**	2.8	2.8	4.1	3.8	3.3
Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage	**3.0**	**3.5**	3.7	2.9	4.2	4.0	3.2
Supports the needs of students, families and carers facing complex challenges	**3.8**	**2.9**	2.6	2.9	4.3	3.1	3.1

Skill
Importance

0.0 Highest score 0.0 Lowest score

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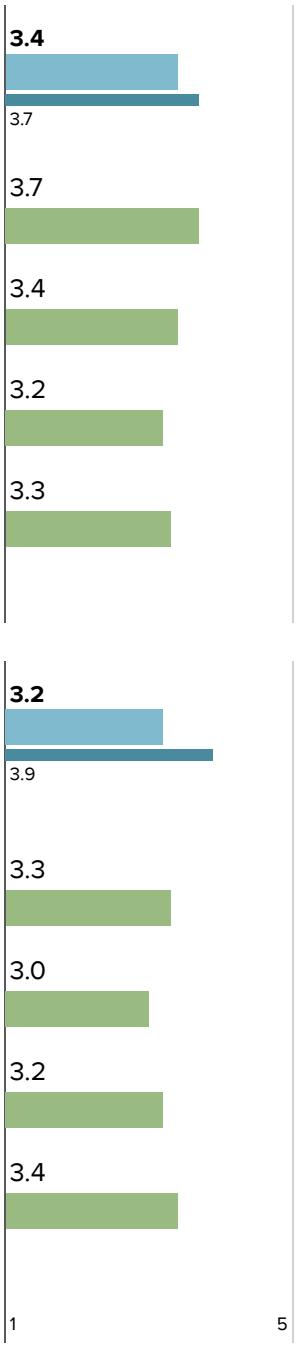
Behaviour detail



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
ENGAGES WITH THE COMMUNITY Principals understand the richness and diversity of the school's wider community, education systems and sectors. 5.5 of 15 by skill level. / 11.5 of 15 by importance.	3.3 4.0	3.4 3.7	3.4 3.6	3.3 3.8	3.8 4.0	3.8 3.6	3.3 3.5
Implements strategies to encourage all families to participate in the life of the school	2.6	3.7	3.6	3.4	4.4	3.9	3.1
Creates an environment that encourages students to engage with the wider community	2.4	3.4	3.0	3.6	3.6	3.8	3.5
Celebrates the rich cultural diversity of the community in the school's activities	4.0	3.2	3.3	3.2	3.9	3.6	3.3
Uses multiple communication approaches to involve all parents and carers in their child's learning	4.0	3.3	3.4	2.8	3.2	3.8	3.1
COLLABORATES WITH AND INFLUENCES THE COMMUNITY Principals communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills. 7 of 15 by skill level. / 3.5 of 15 by importance.	2.9 3.5	3.2 3.9	3.1 3.8	3.3 3.8	4.0 4.1	3.5 3.4	3.0 3.6
Develops and maintains positive relationships with students, families and carers	2.4	3.3	3.4	3.2	4.2	3.8	3.6
Promotes positive partnerships with the school's broader community	3.6	3.0	2.8	3.4	4.2	3.4	2.8
Actively consults with families and carers about the educational priorities of the school	2.8	3.2	3.0	3.2	4.0	3.5	2.7
Co-ordinates policies and procedures for working with agencies to protect and support children and young people	2.8	3.4	3.3	3.2	3.6	3.5	3.1

Skill
Importance

0.0 Highest score 0.0 Lowest score

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For the sake of linguistic simplicity in this report, where the masculine form is used, the feminine form should also be understood to be included.

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Survey type: Behavior
Norm: No norm.
Model: AITSL Behaviours v1