

360 Reflection Tool Feedback Report

Sample Participant

AITSL

28 May 2023



Introduction

The Australian Professional Standard for Principals

The Australian Professional Standard for Principals (Principal Standard) defines the role of the principal and unifies the profession nationally, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes.

The Principal Standard is based on three leadership requirements:

- vision and values
- knowledge and understanding
- personal qualities, social and interpersonal skills

These requirements are enacted through five professional practices:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community.

360° Reflection Tool

The 360° Reflection Tool describes 15 attributes that are evident in the behaviours and actions of high performing principals and school leaders.

The 360° Reflection Tool is aligned with the Principal Standard and provides principals and school leaders with the opportunity to:

- reflect on their leadership capacity
- monitor change in their leadership behaviour and actions
- learn more about their strengths
- better understand and explore opportunities for improvement
- gather critical feedback on their performance
- connect with the Principal Standard
- gather formative feedback on the leadership behaviours they exhibit in their daily work
- use feedback to reflect on their leadership and develop a leadership action plan
- use feedback as one element of their professional appraisal
- plan professional learning and development opportunities.

The 360° Reflection Tool is underpinned by research and the development involved high level advice from the profession about the behaviours that are demonstrated when enacting the leadership requirements and professional practices of the Principal Standard.

The 360° Reflection Tool does not seek feedback on the quality of behaviours, that is, 'how well' a behaviour is exhibited. Rather, the 360° Reflection Tool is designed to capture feedback on the frequency of the behaviours exhibited by principals and school leaders, in accordance with the Principal Standard.

Your Feedback Report

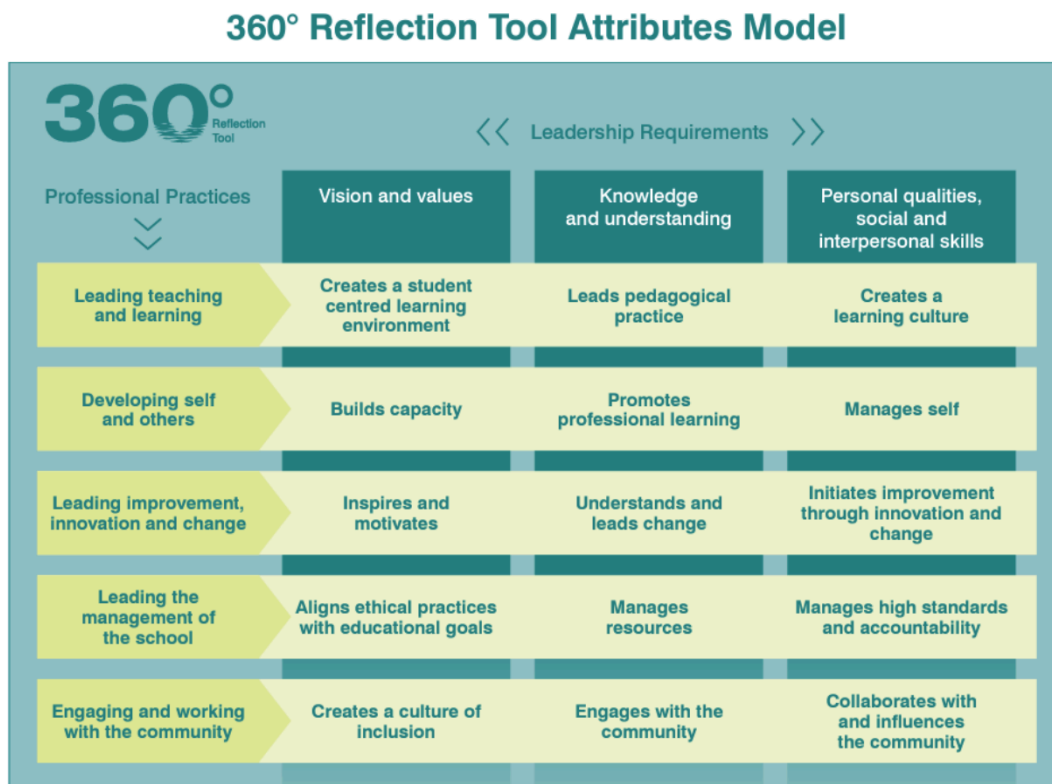
Your Feedback Report contains results and commentary regarding your leadership capacity from the raters who participated in the 360° Reflection Tool survey. It is important to recognise that the results reflect the differing perceptions of raters at the point in time the surveys were completed.

Feedback describes the frequency of behaviour, rather than evaluating it and can be influenced by:

- the nature of the working relationship you have with your raters
- the opportunity you have had to demonstrate the 15 attributes
- the visibility of your behaviours to the school community
- various contextual factors.

Although the Principal Standard is applicable to principals and school leaders irrespective of context or experience, the emphasis given to particular components of the Principal Standard will vary in relation to your context and expertise.

360° Reflection Tool



Leading teaching and learning

1. Creates a student centred learning environment
2. Leads pedagogical practice
3. Creates a learning culture

Leading the management of the school

10. Aligns ethical practices with educational goals
11. Manages resources
12. Manages high standards and accountability

Developing self and others

4. Builds capacity
5. Promotes professional learning
6. Manages self

Engaging and working with the community

13. Creates a culture of inclusion
14. Engages with the community
15. Collaborates with and influences the community

Leading improvement, innovation and change

7. Inspires and motivates
8. Understands and leads change
9. Initiates improvement through innovation and change

Contents

About this report	5	Builds capacity	20
About the survey	6	Promotes professional learning	21
About the attributes.....	7	Manages self	22
Professional Practices	8	Inspires and motivates.....	23
Engaging and working with the community	9	Understands and leads change	24
Developing self and others.....	10	Initiates improvement through innovation and change ..	25
Leading the management of the school.....	11	Aligns ethical practices with educational goals	26
Leading teaching and learning	12	Manages resources	27
Leading improvement, innovation and change	13	Manages high standards and accountability	28
How your attributes support your role	14	Creates a culture of inclusion	29
Your attribute profile.....	15	Engages with the community.....	30
Attributes.....	16	Collaborates with and influences the community	31
Creates a student centred learning environment.....	17	Behaviours.....	32
Leads pedagogical practice.....	18	Highest rated behaviours	33
Creates a learning culture	19	Lowest rated behaviours	34
		Comments	35
		Summary comments.....	36
		Behaviour detail.....	38

About this report

This report contains your survey feedback.

Professional Practices

Professional Practices are groupings of related behavioural attributes that represent a broader scope of skills and behaviours that contribute to success.

Attributes

This section includes an overview of your 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 your behaviours and shows how they relate to your attributes.

Comments

Any comments made by you and your raters are reported here.

How to use this report

Feedback reveals how others experience your behaviour. It helps you to confirm your strengths, accept your development needs, learn, and improve. Use your feedback to create your own realistic and achievable development plan. Identify goals that are meaningful to you, your role, and the people you work with.

Which competencies do you want to develop or use more often?

By when?

What will the benefits be for you and others?

Who can you approach for ongoing feedback and support?

Within your attributes, are there any behaviours that...

...stand out as strengths for you?

...stand out as development needs for you?

...are viewed very differently by the people you work with?

About the survey

Number of responses reported: **13**

Responses gathered: **25 May 2023 - 28 May 2023**

Norm: **360° Reflection Tool**

The survey process

The people you work with will have their own view of your abilities, value them differently, and have their own concerns and needs. Feedback from different rater groups helps you understand these different views.

	Raters selected	Responses received	Responses reported
Self	1	1	1
Line Manager	2	2	2
Staff	3	3	3
Peers	3	2	2
Leadership Team	3	2	2
Others	3	3	3

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

Responses from any managers are always reported. The anonymity of other types of raters is protected by combining their responses.

Raters

The following people were asked to complete the survey:

Line Manager

Rater Line Manager1
Rater Line Manager2

Staff

Rater Staff1
Rater Staff2
Rater Staff3

Peers

Rater Peers1
Rater Peers2
Rater Peers3

Leadership Team

Rater Leadership Team1
Rater Leadership Team2
Rater Leadership Team3

Others

Rater Other1
Rater Other2
Rater Other3

About the attributes

This shows your highest, mid-level, and lowest attributes based on "total others" skill scores. (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

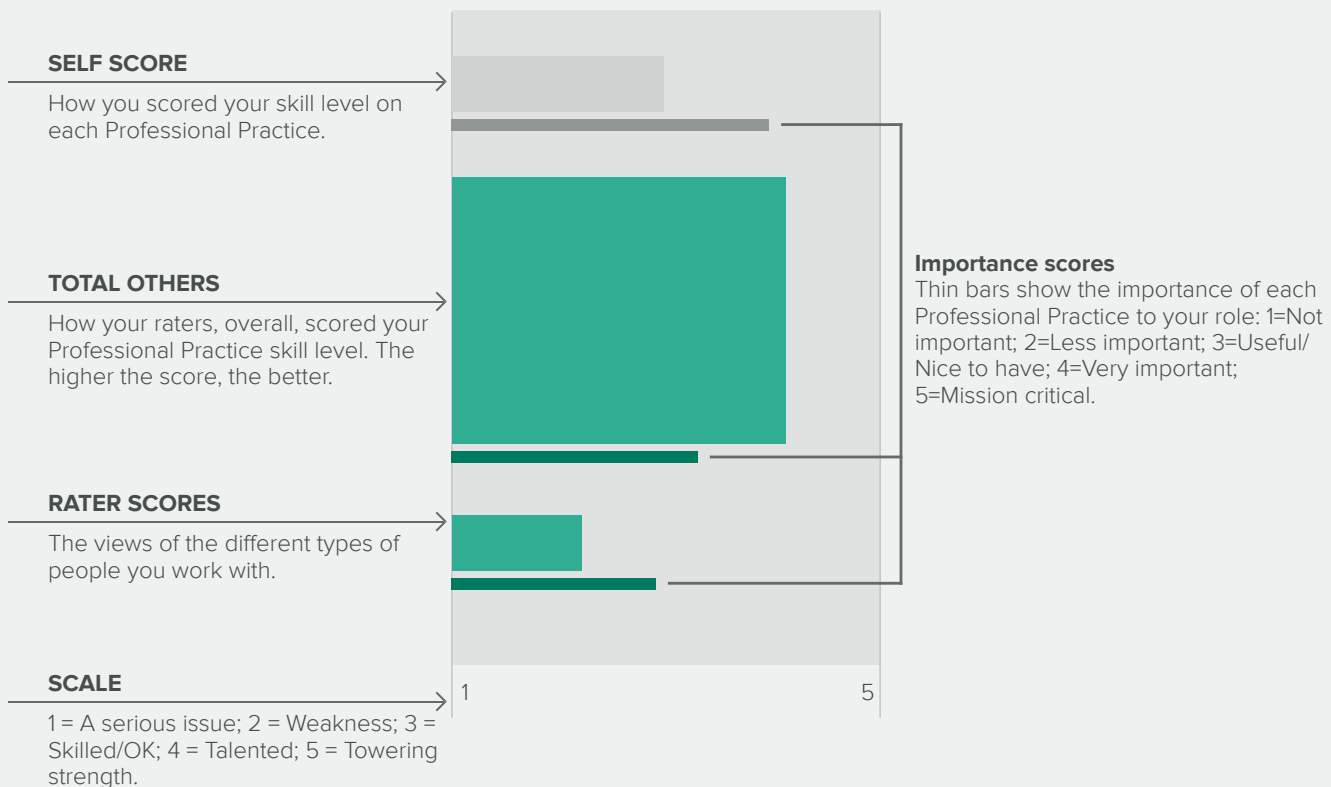
Engaging and working with the community

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

Professional Practices

Professional Practices are groupings of related behavioural attributes that represent a broader scope of skills and behaviours that contribute to success.

HOW TO READ THIS SECTION



Agreement

The extent to which your raters agree on your skill levels.

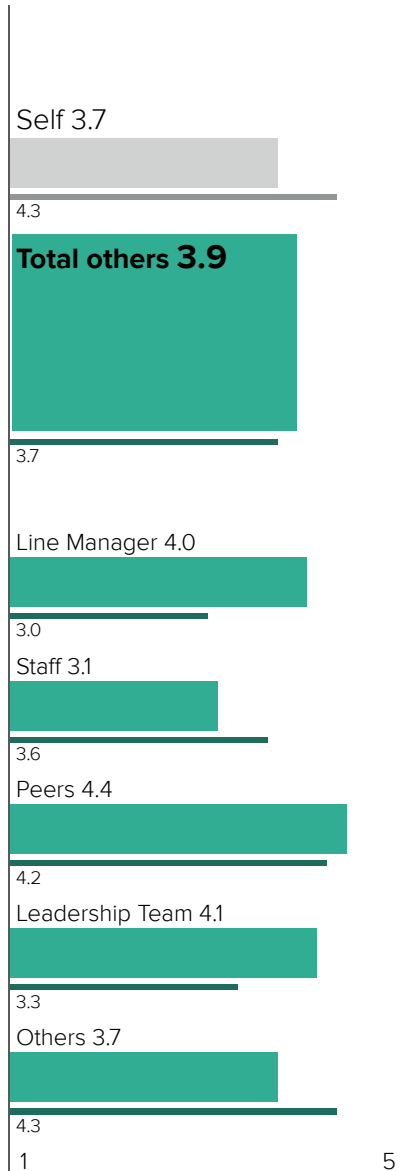


Key insights

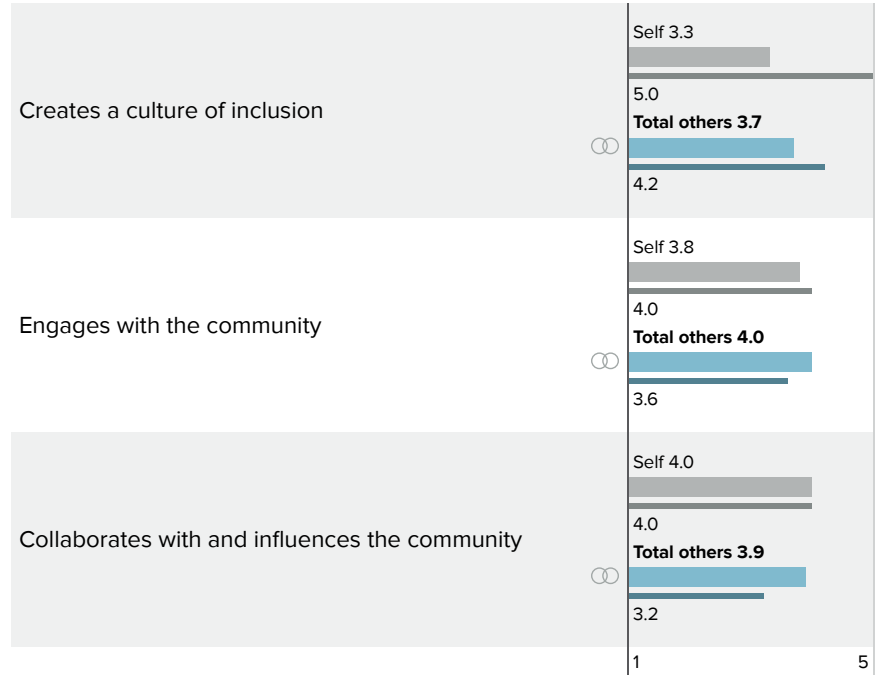
Look out for:

- Hidden strength**
A strength that others observe more than you do.
- Blind spot**
A development need that others observe more than you do.

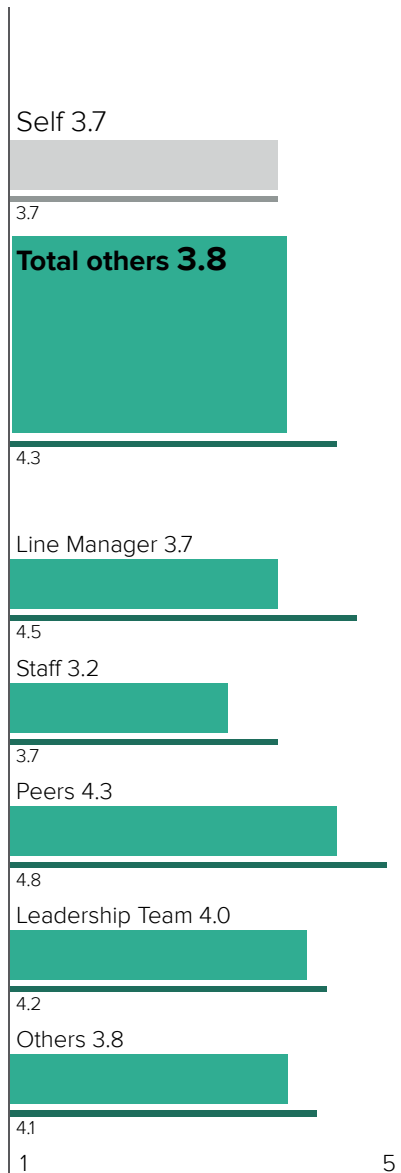
Engaging and working with the community



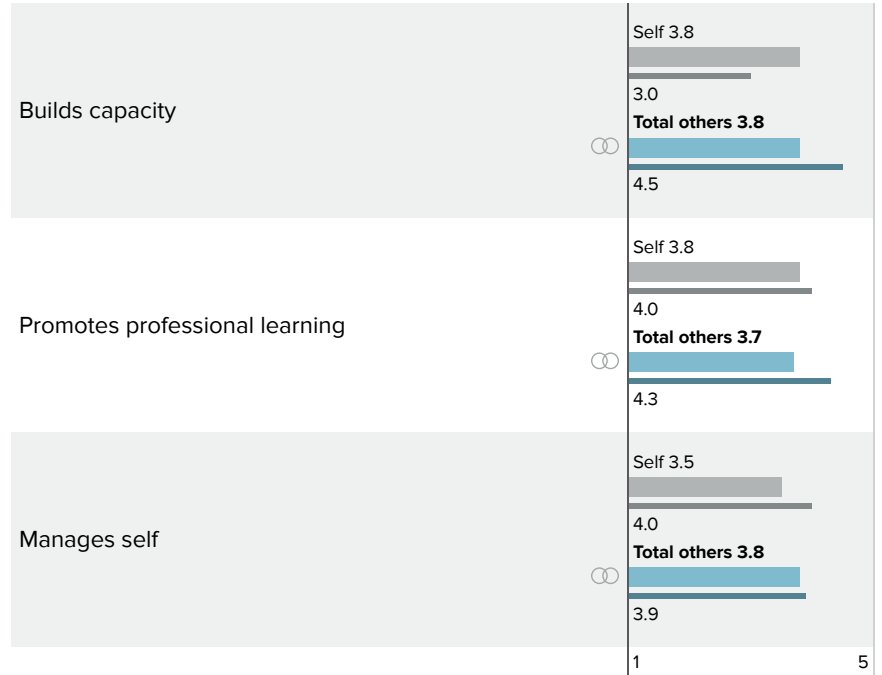
Related attributes



Developing self and others

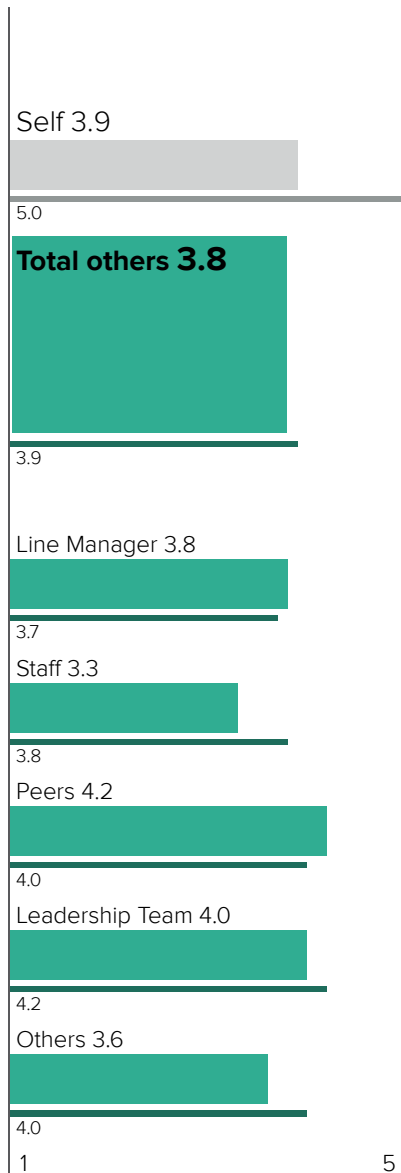


Related attributes

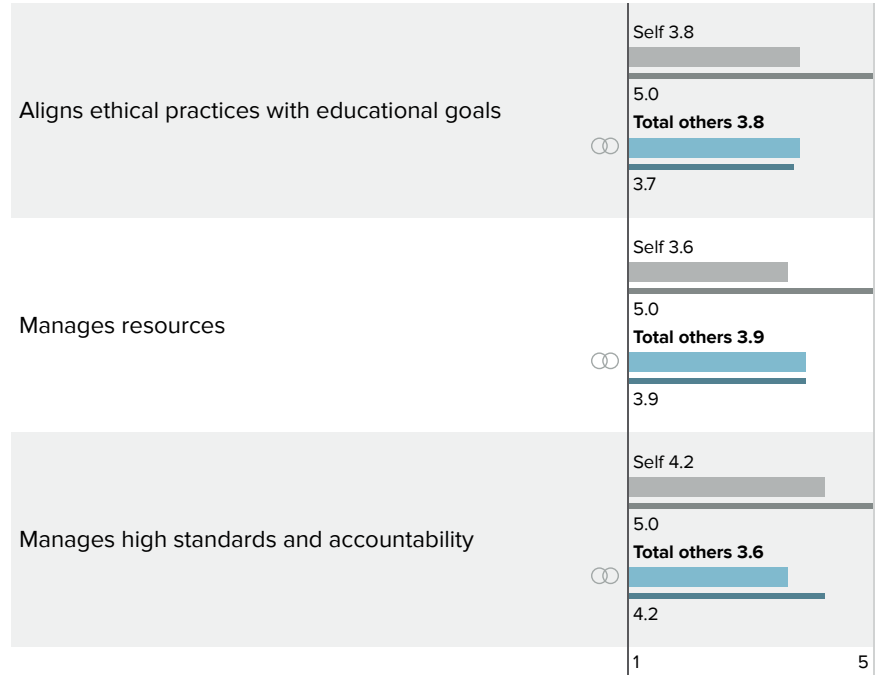


Skill level
 Blind spot
 Hidden strength
 Importance
 High agreement
 Moderate agreement
 Low agreement

Leading the management of the school

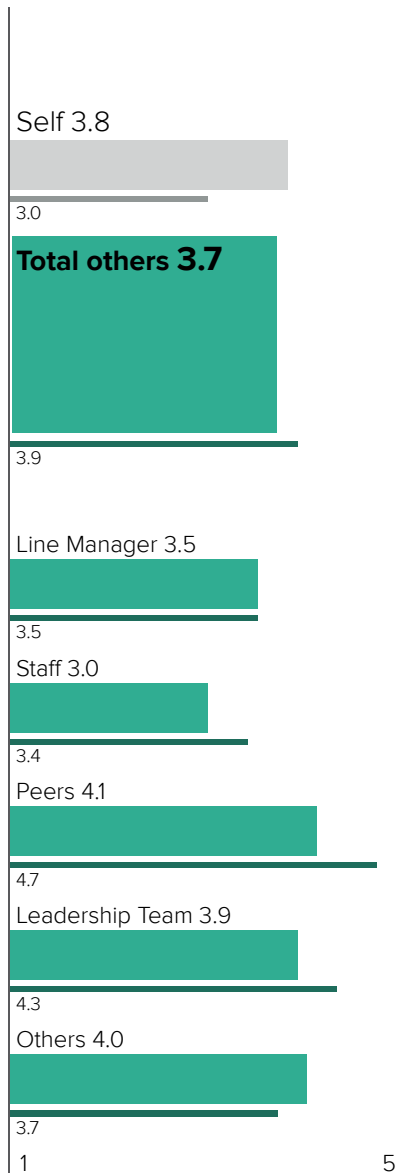


Related attributes

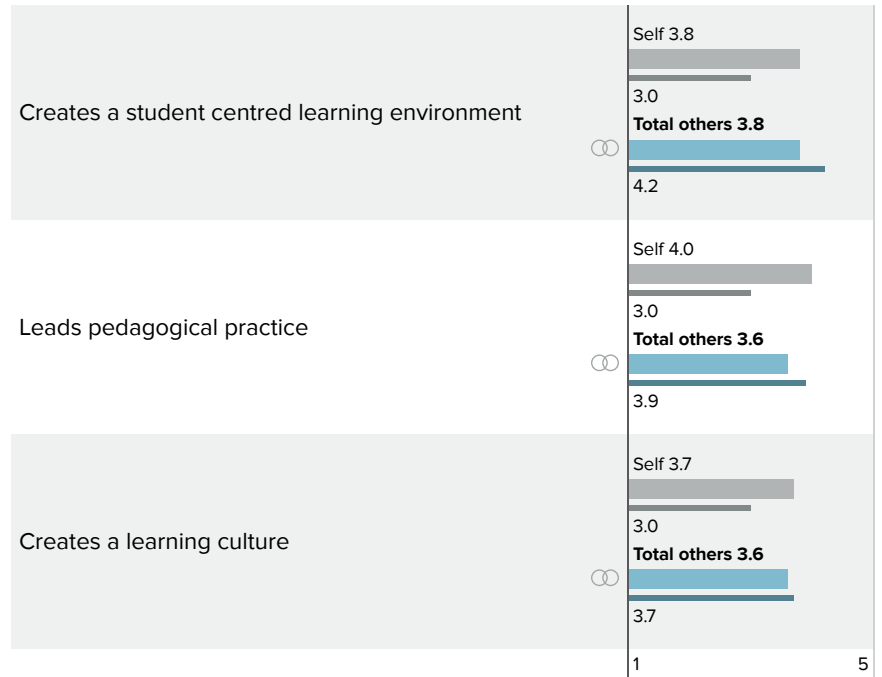


Skill level
 Blind spot
 Hidden strength
 Importance
 High agreement
 Moderate agreement
 Low agreement

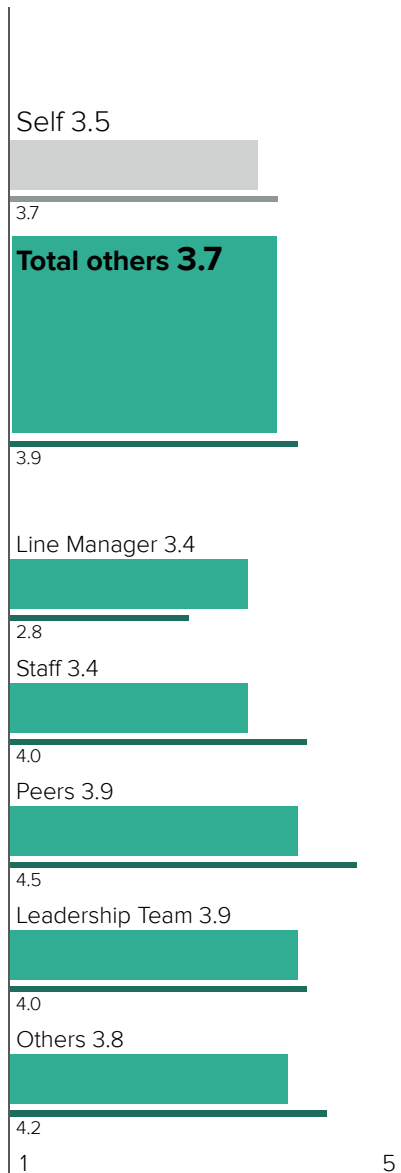
Leading teaching and learning



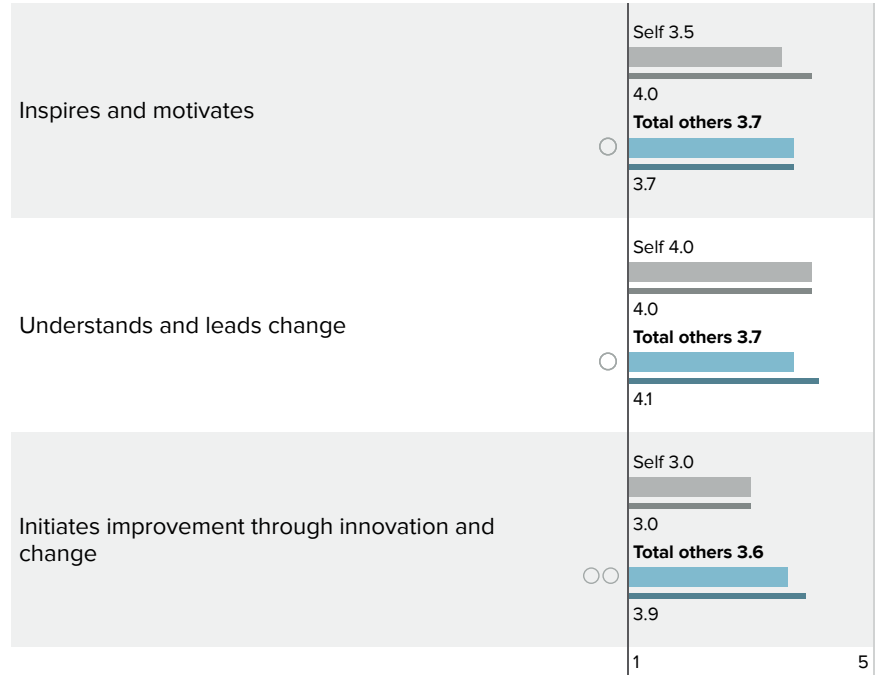
Related attributes



Leading improvement, innovation and change





Related attributes



How your attributes support your role

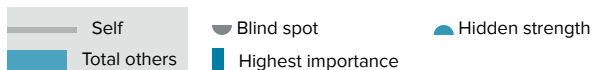
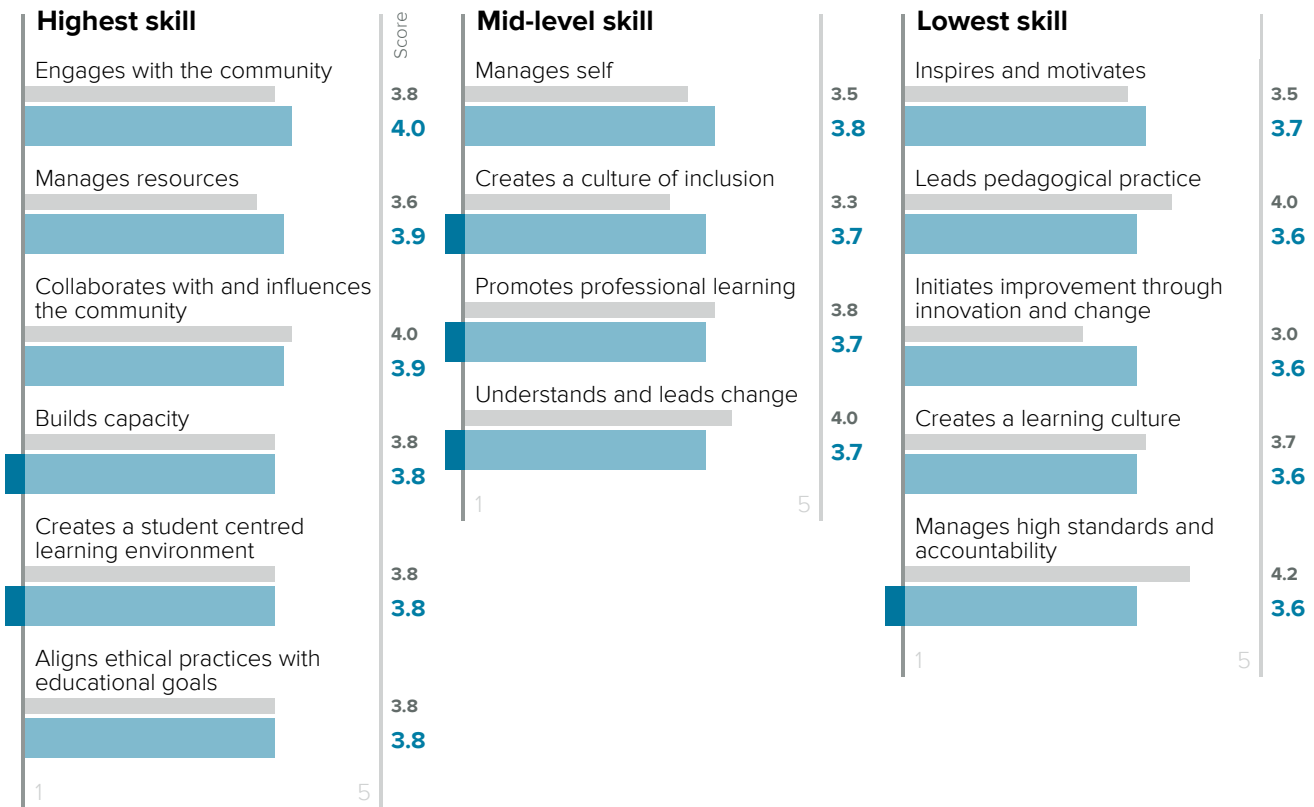
This shows your raters' views of your strengths, opportunities for improvement, and potential development needs. It also shows their views on how important your attributes are to your role.

Start at the top, with the attributes that others rate as most important. Do their views differ from your view? Do their views on your lowest, mid-level or highest attributes offer any insights or surprises? Which attributes do you want to strengthen, use more often, or develop?

	 Lowest skill Focus attention here	Mid-level skill Opportunities here	Highest skill Stay strong here 
Highest importance to your role	Manages high standards and accountability	Promotes professional learning Creates a culture of inclusion Understands and leads change	Builds capacity Creates a student centred learning environment
Middle importance to your role	Initiates improvement through innovation and change Leads pedagogical practice	Manages self	Manages resources
Lowest importance to your role	Creates a learning culture Inspires and motivates		Aligns ethical practices with educational goals Engages with the community Collaborates with and influences the community

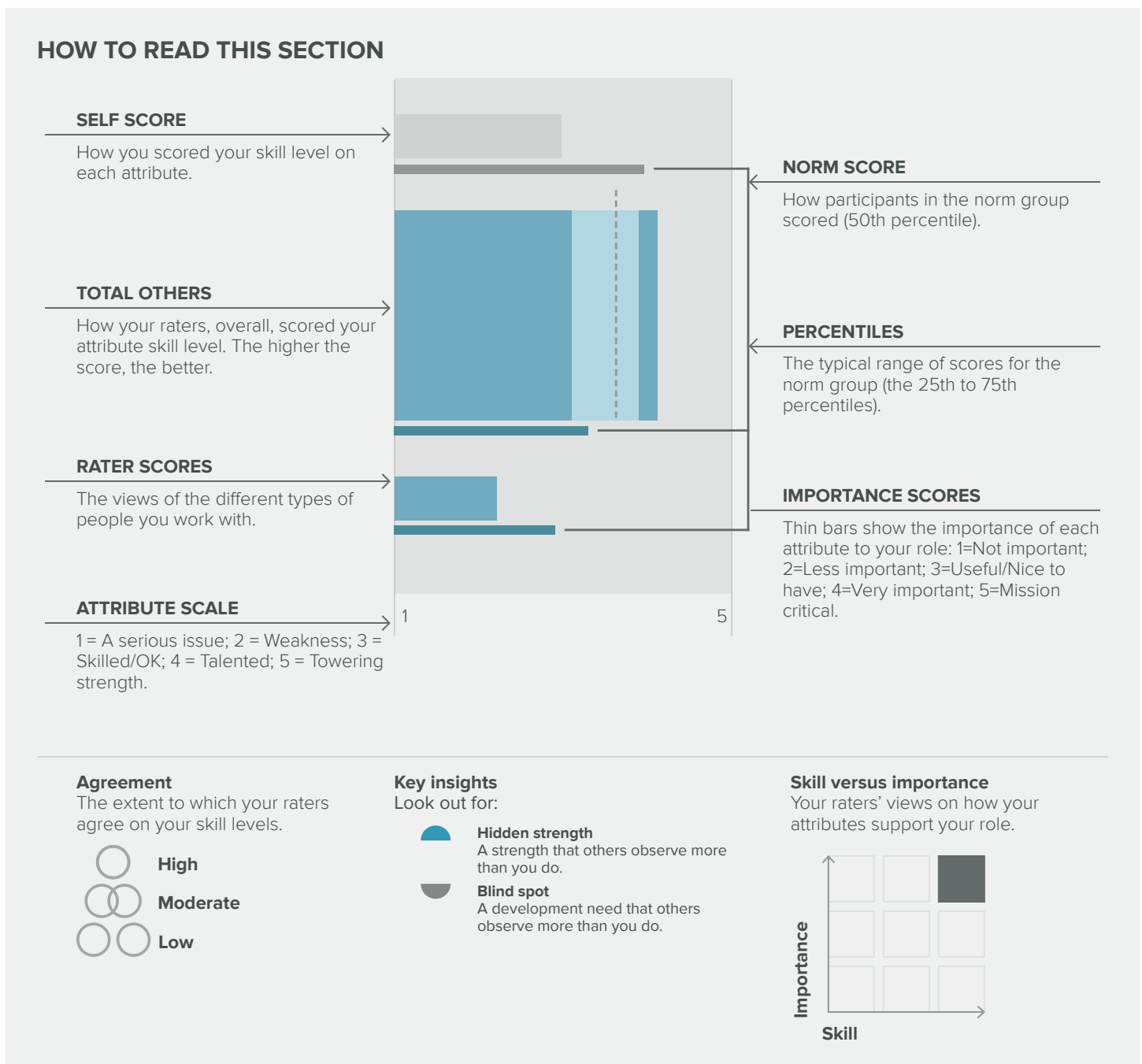
Your attribute profile

This shows your highest, mid-level, and lowest attributes based on "total others" skill scores. (Self ratings are excluded.) It also shows your view, so that you can identify where it differs from others' experience. You can also see the attributes that others believe are most important to your role.



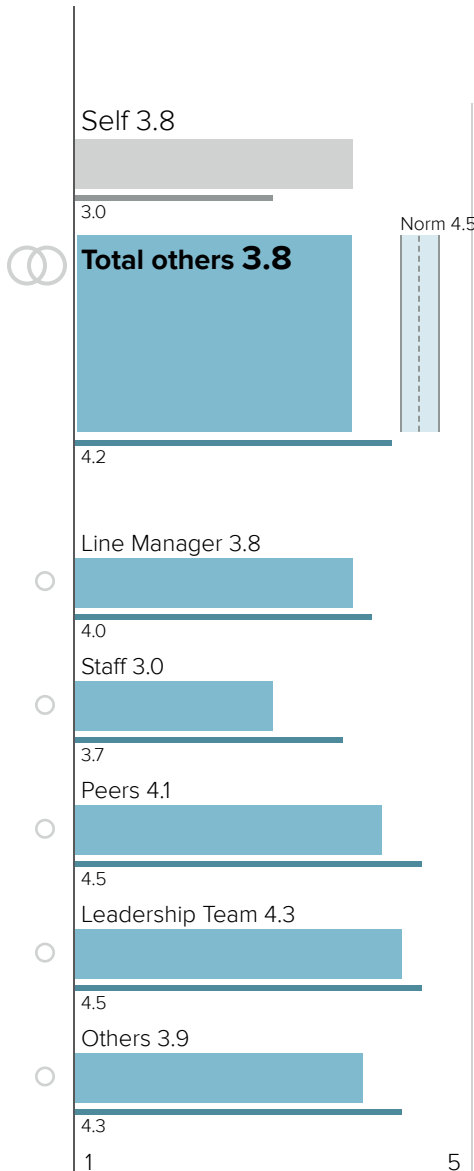
Attributes

Attributes are skills and behaviours required for success that can be observed. The right attributes drive results and enable you to have a meaningful impact. Feedback helps you compare how you intend to behave with how others experience your behaviour.



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 insights

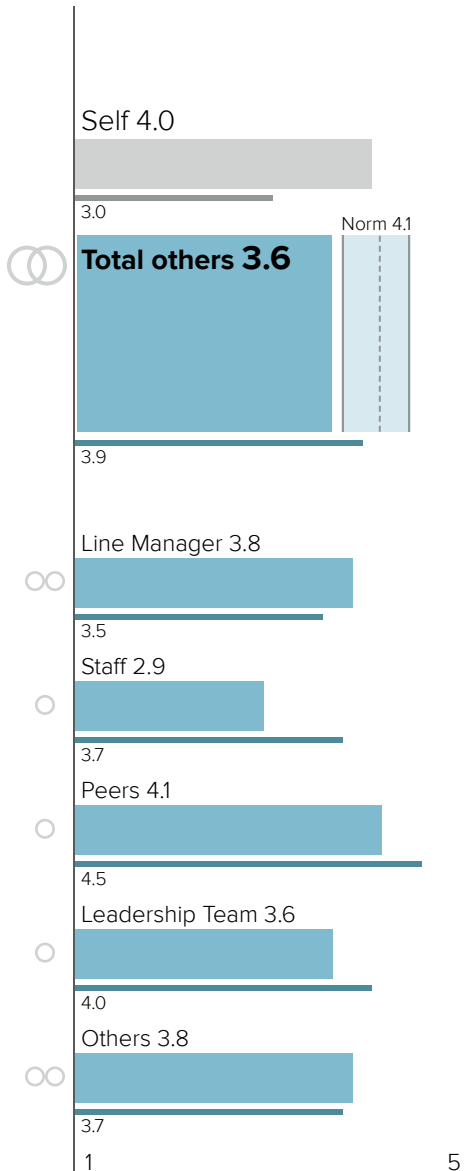
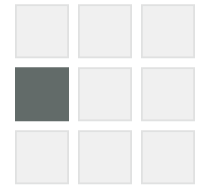
- Highest importance
- Highest skill level
- Moderate agreement

Related behaviours

Sets clear expectations that all activities in the school will contribute toward improving learning outcomes	Self 4.0	Total others 3.6
Encourages active engagement of all students in their learning	Self 5.0	Total others 4.2
Makes important decisions considering the impact on students' learning	Self 3.0	Total others 4.1
Provides a consistent school-wide focus on individual student achievement	Self 4.0	Total others 3.9
Listens actively to all students, shows interest and acknowledges their points of view and contribution	Self 4.0	Total others 3.5
Promotes the school values through a flexible and diverse curriculum to meet the needs of all students	Self 3.0	Total others 3.8

Leads pedagogical practice

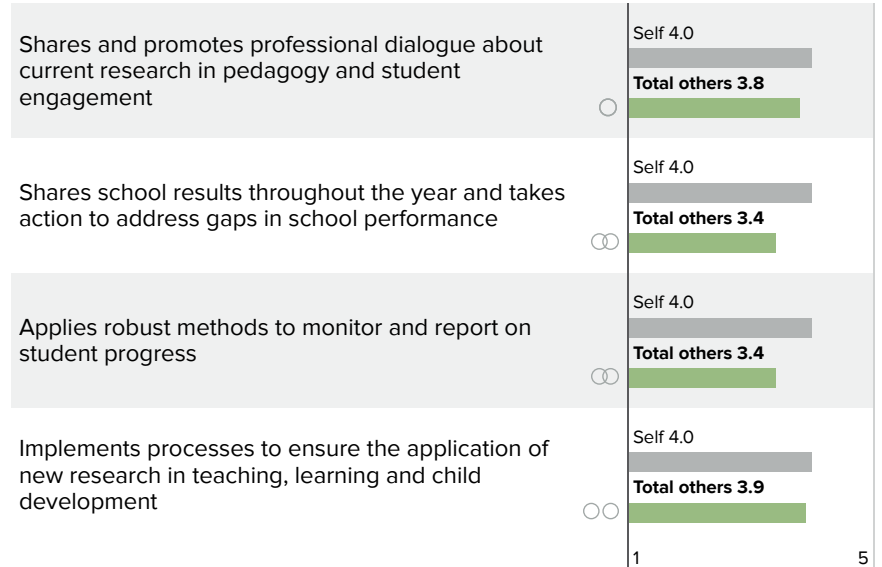
Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current.



Key insights

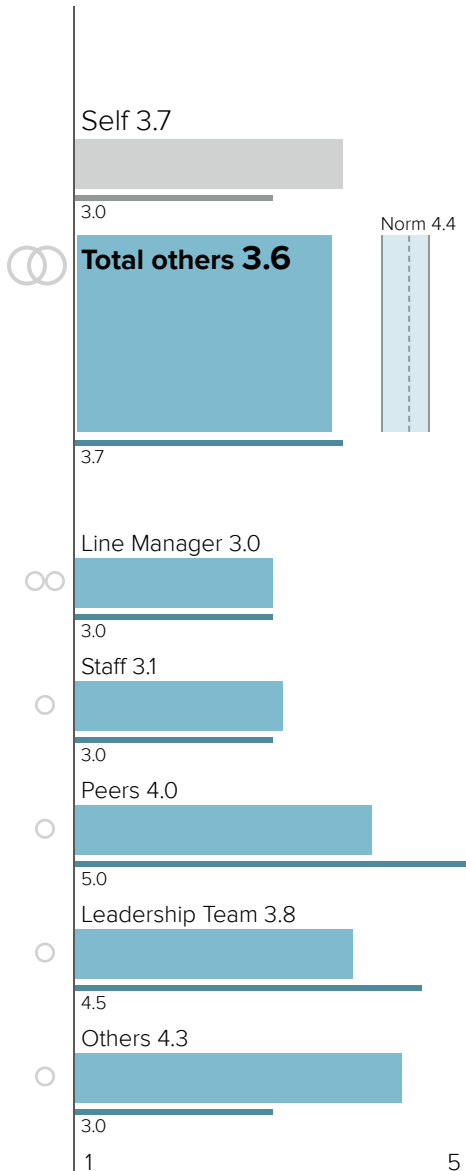
- Middle importance
- Lowest skill level
- Moderate agreement

Related behaviours



Creates a learning culture

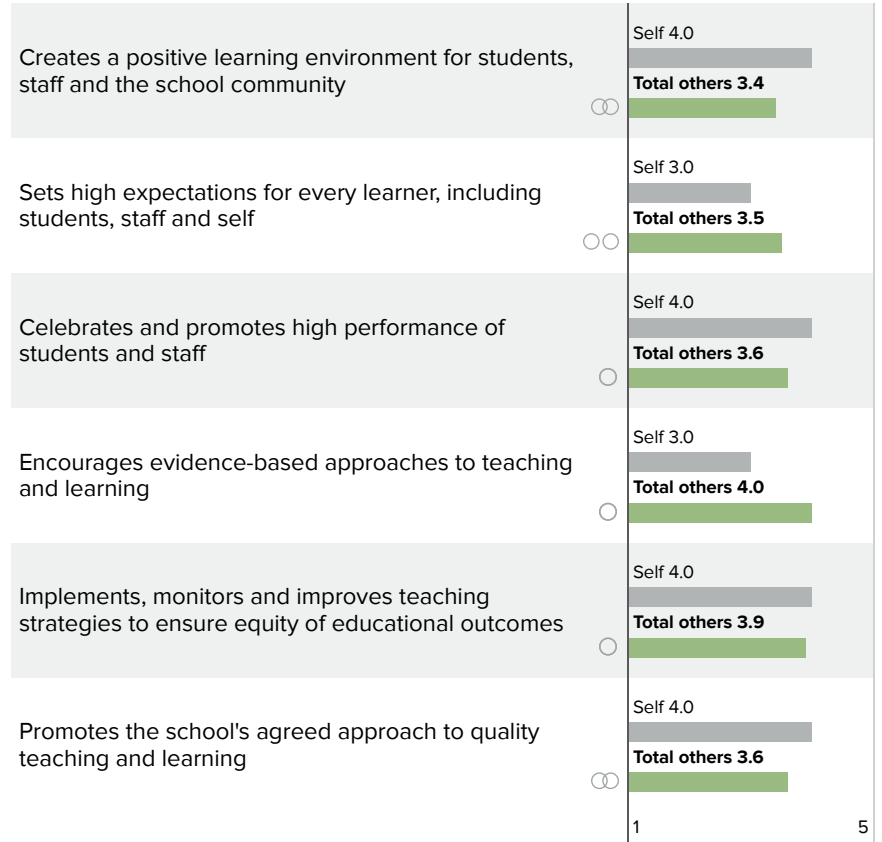
Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.



Key insights

- Lowest importance
- Lowest skill level
- Moderate agreement

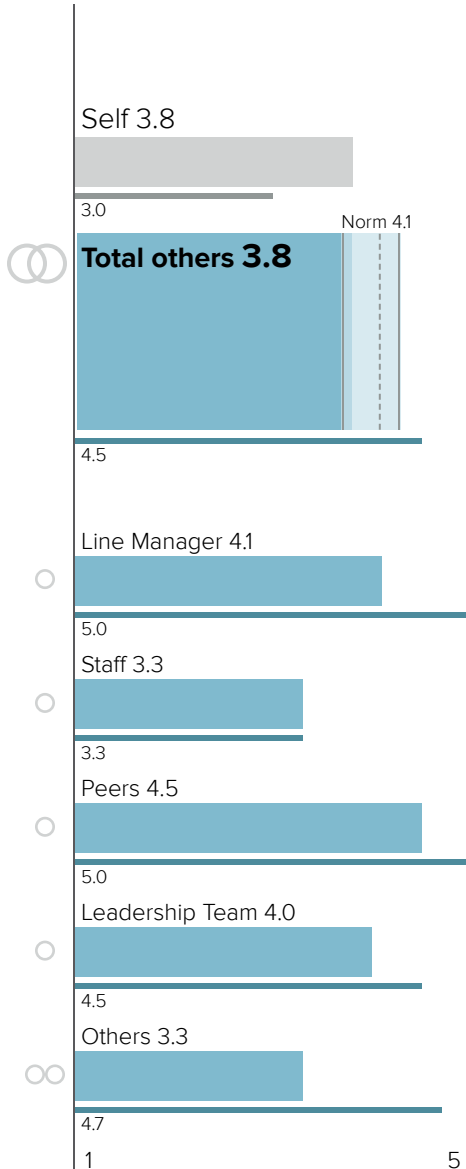
Related behaviours



Skill level
 Hidden strength
 Blind spot
 Importance
 High agreement
 Moderate agreement
 Low agreement

Builds capacity

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



Key insights

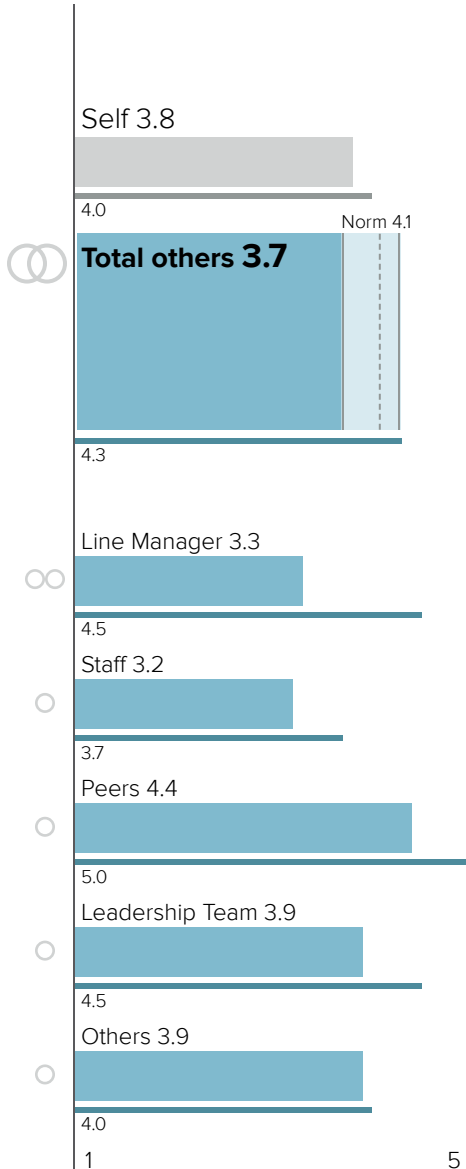
- Highest importance
- Highest skill level
- Moderate agreement

Related behaviours

Provides ongoing formal and informal feedback to staff	Self 5.0	Total others 3.5
Leads the school in planning, implementing and evaluating staff professional development aligned to school goals	Self 2.0	Total others 3.9
Identifies and makes the most of opportunities to develop others	Self 4.0	Total others 4.4
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	Self 4.0	Total others 3.7
Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	Self 4.0	Total others 3.9

Promotes professional learning

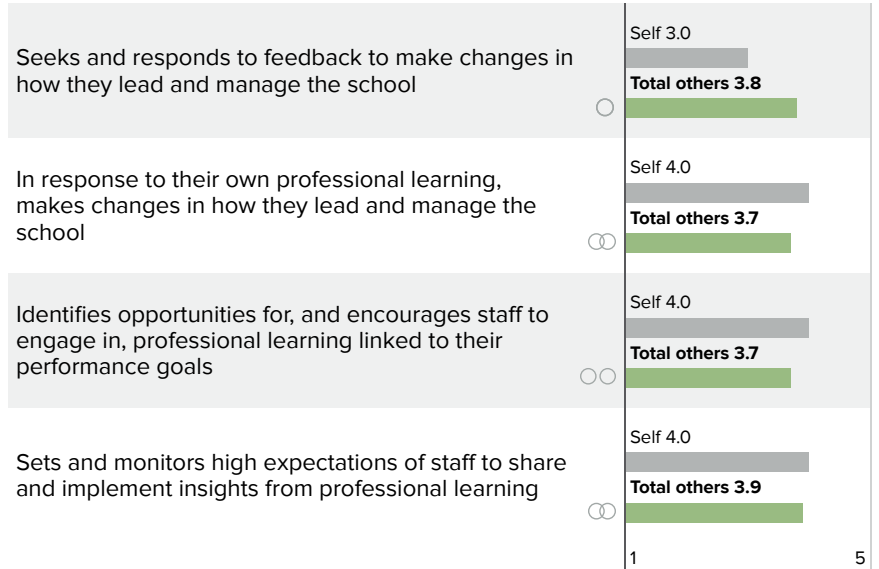
Principals understand the importance of and demonstrate commitment to their own ongoing professional development.



Key insights

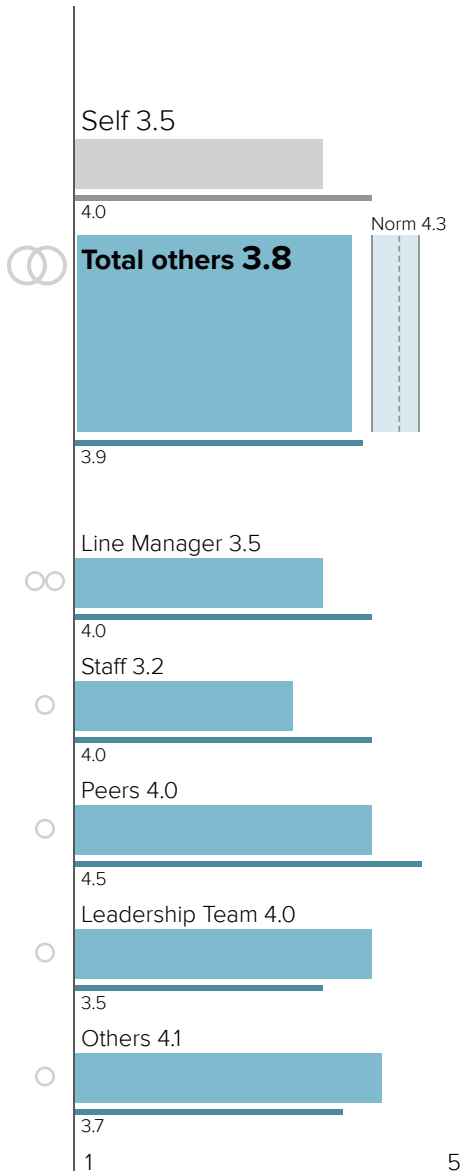
- Highest importance
- Middle skill level
- Moderate agreement

Related behaviours



Manages self

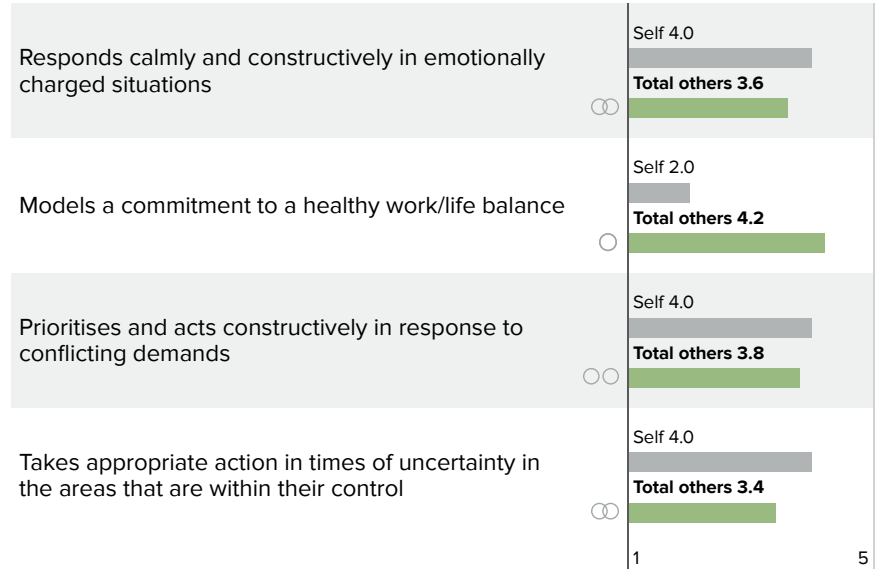
Principals manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.



Key insights

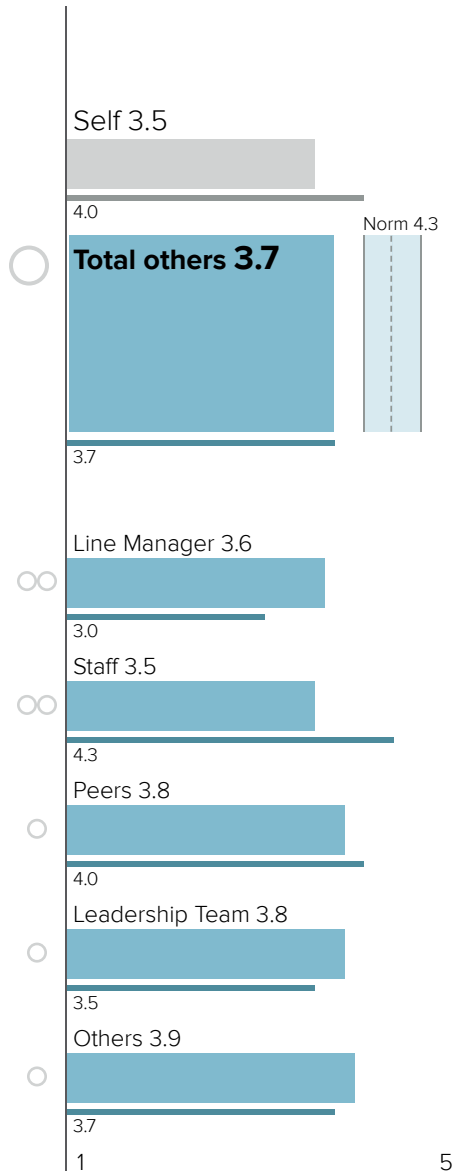
- Middle importance
- Middle skill level
- Moderate agreement

Related behaviours



Inspires and motivates

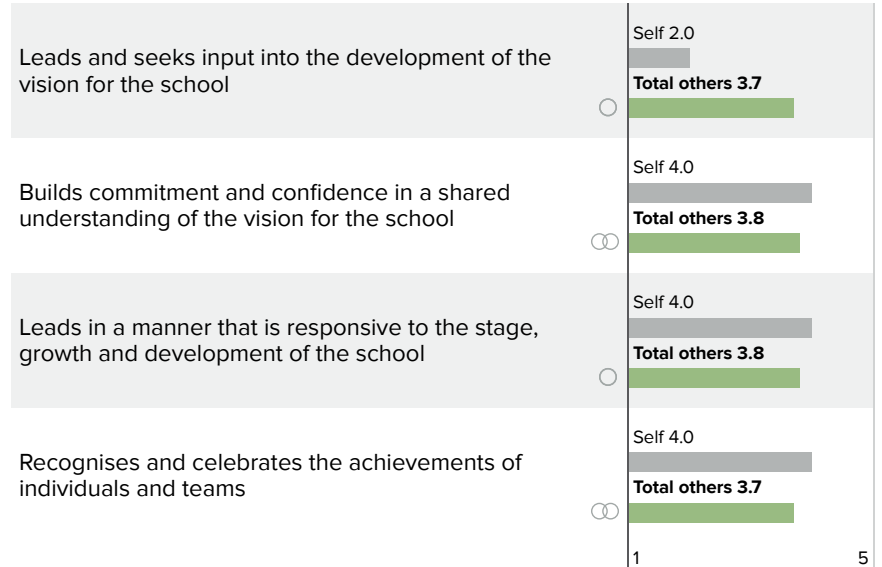
Principals inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.



Key insights

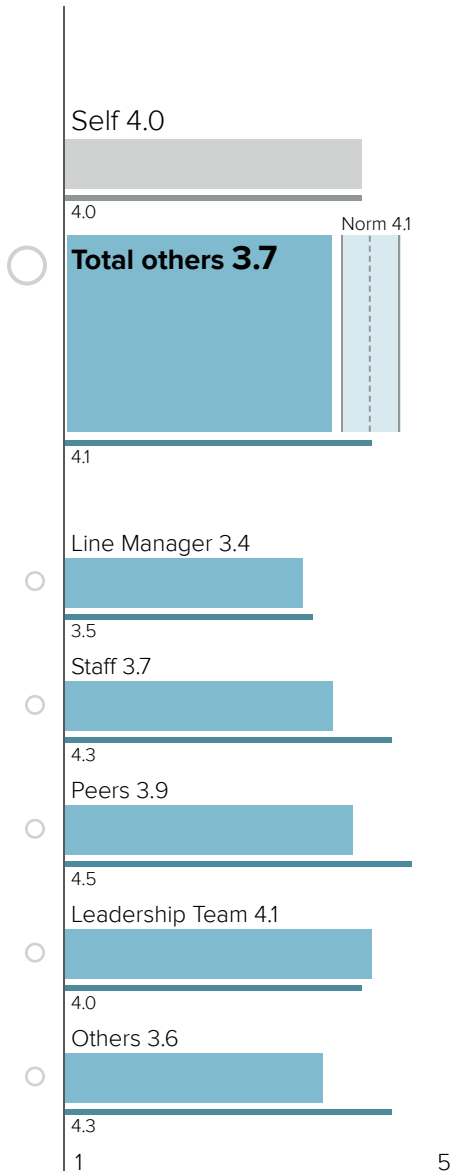
- Lowest importance
- Lowest skill level
- High agreement

Related behaviours



Understands and leads change

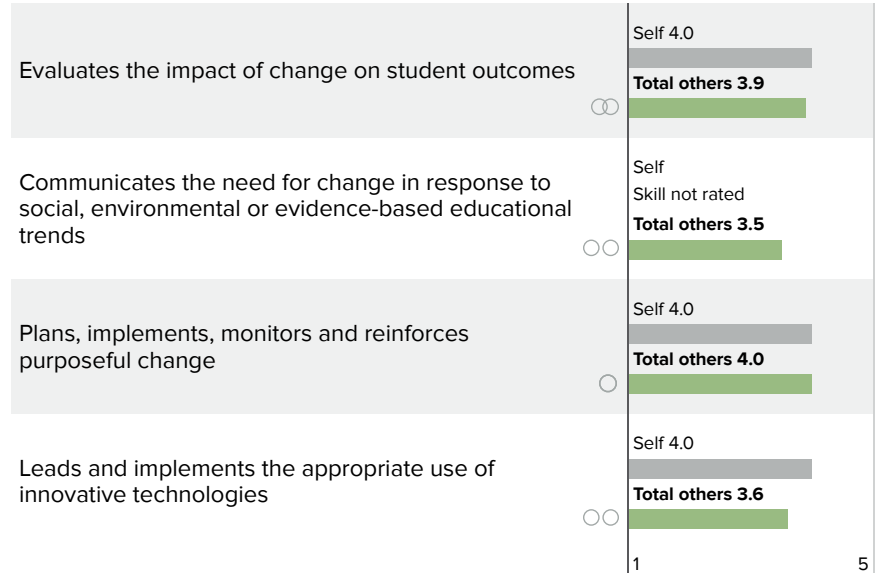
Principals apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current.



Key insights

- Highest importance
- Middle skill level
- High agreement

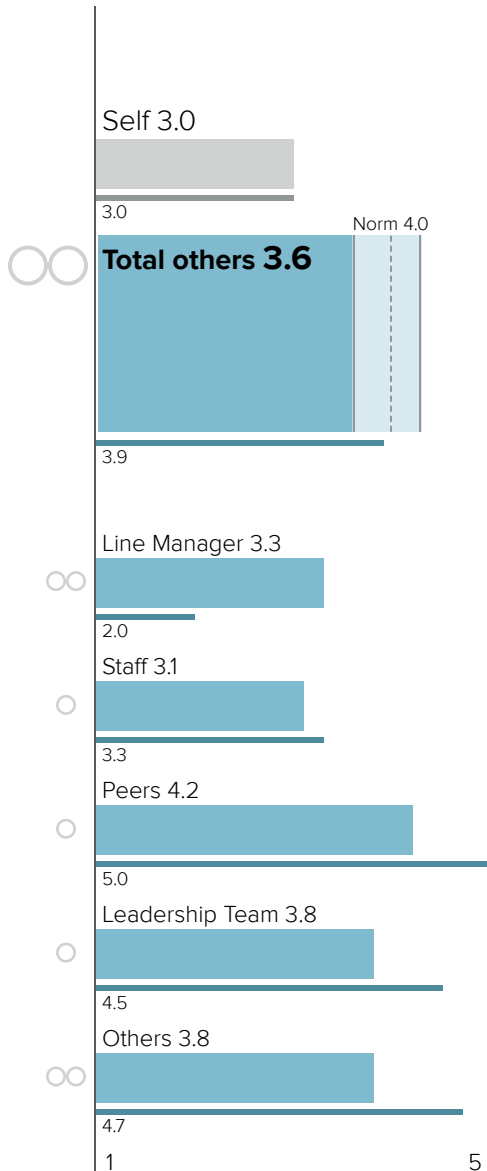
Related behaviours



Skill level
 Hidden strength
 Blind spot
 Importance
 High agreement
 Moderate agreement
 Low agreement

Initiates improvement through innovation and change

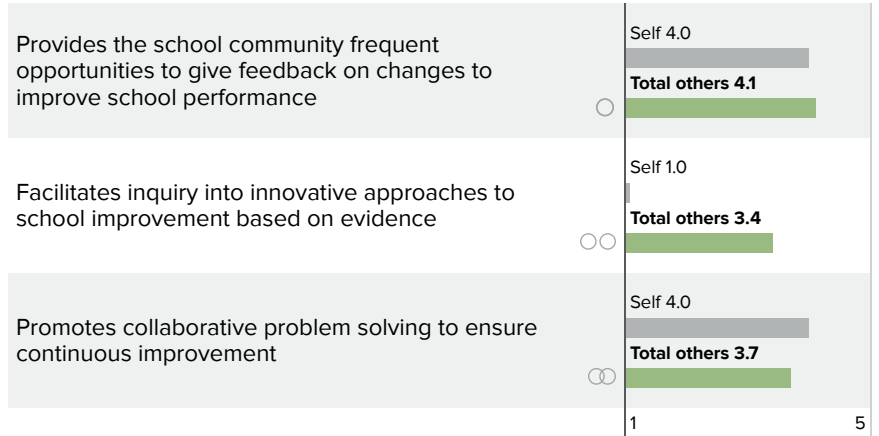
Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school.



Key insights

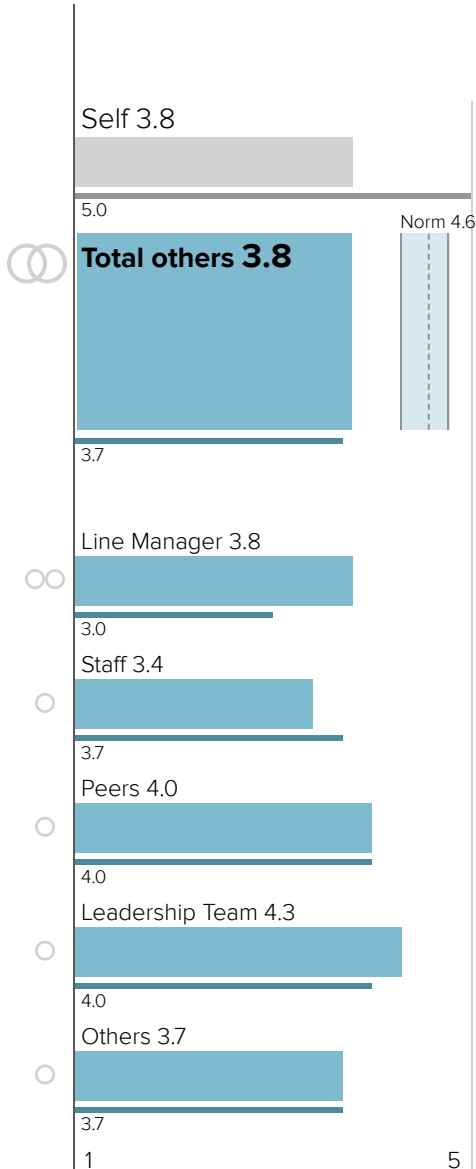
- Middle importance
- Lowest skill level
- Low agreement

Related behaviours



Aligns ethical practices with educational goals

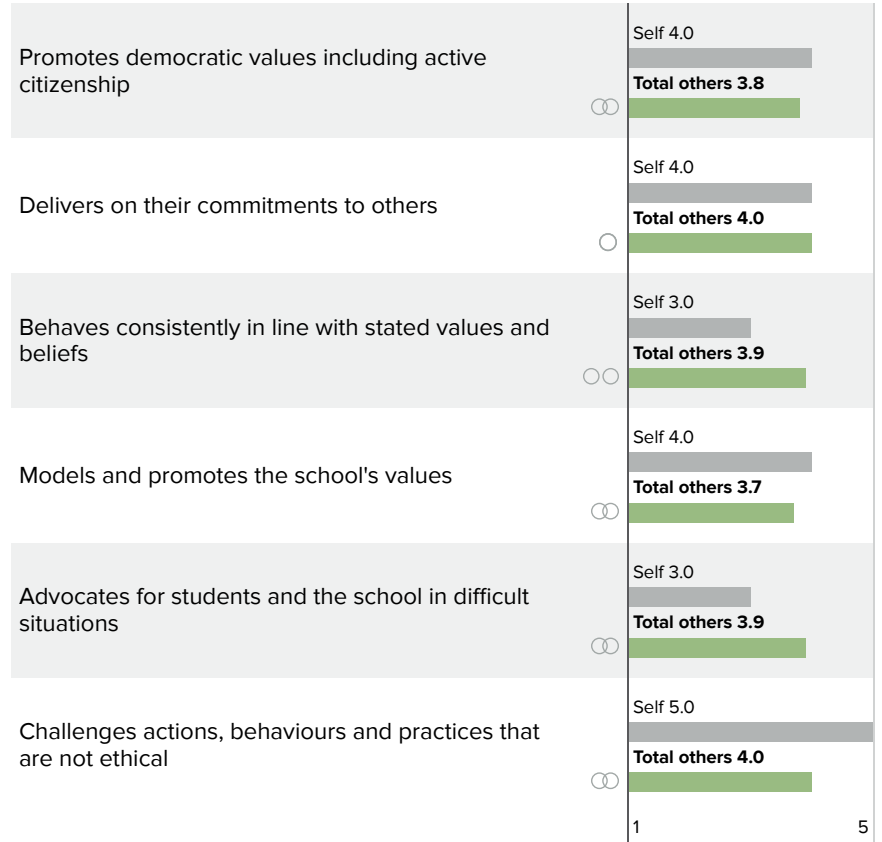
Principals behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.



Key insights

- Lowest importance
- Highest skill level
- Moderate agreement

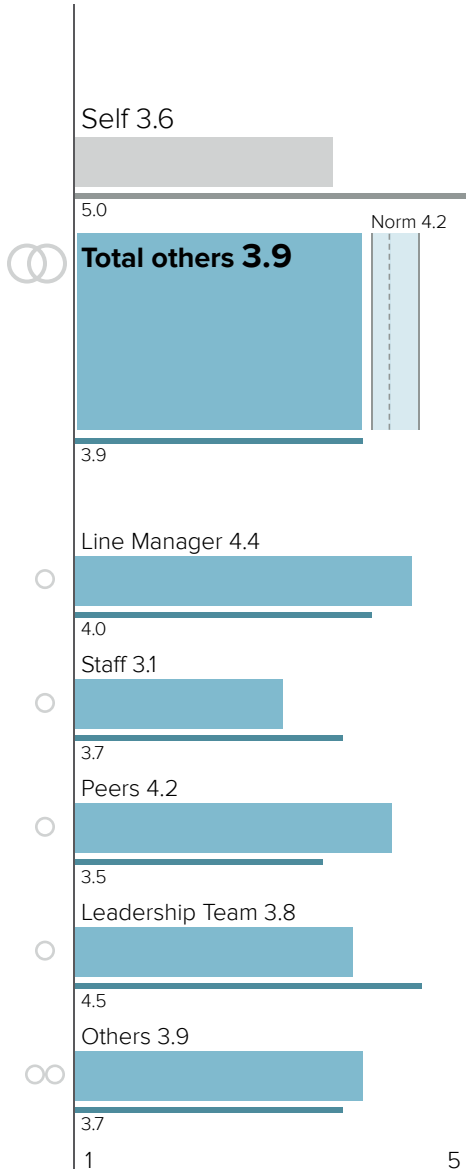
Related behaviours



Skill level
 Hidden strength
 Blind spot
 Importance
 High agreement
 Moderate agreement
 Low agreement

Manages resources

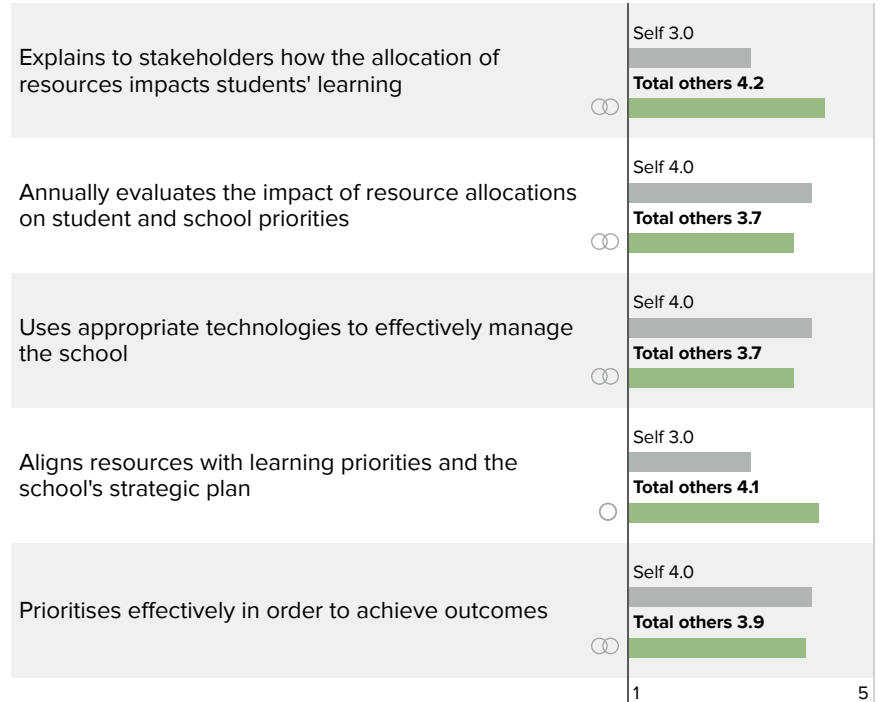
Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.



Key insights

- Middle importance
- Highest skill level
- Moderate agreement

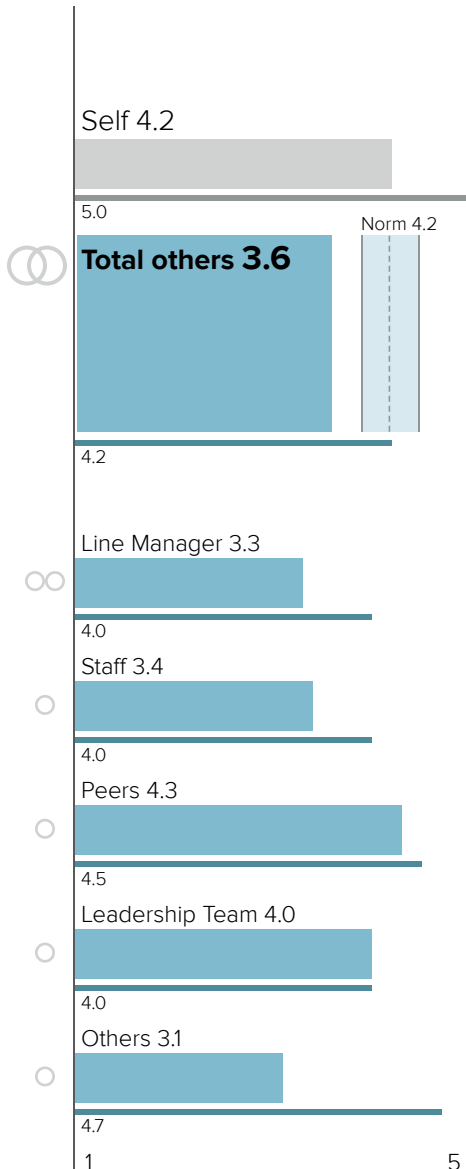
Related behaviours



Skill level
 Hidden strength
 Importance
 Blind spot
 High agreement
 Moderate agreement
 Low agreement

Manages high standards and accountability

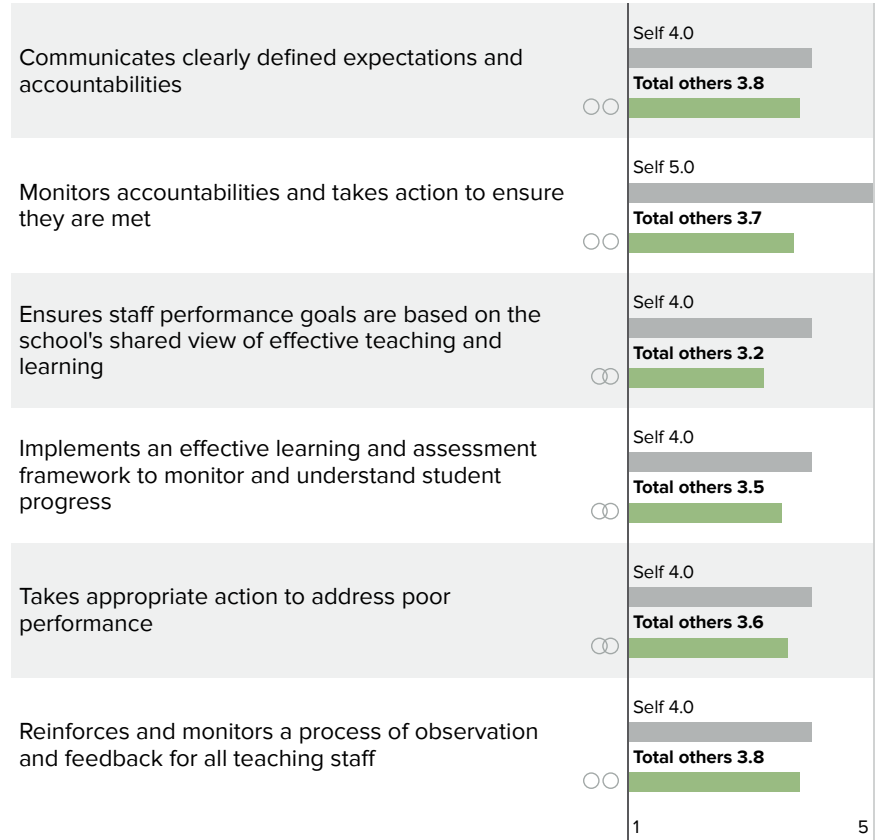
Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met.



Key insights

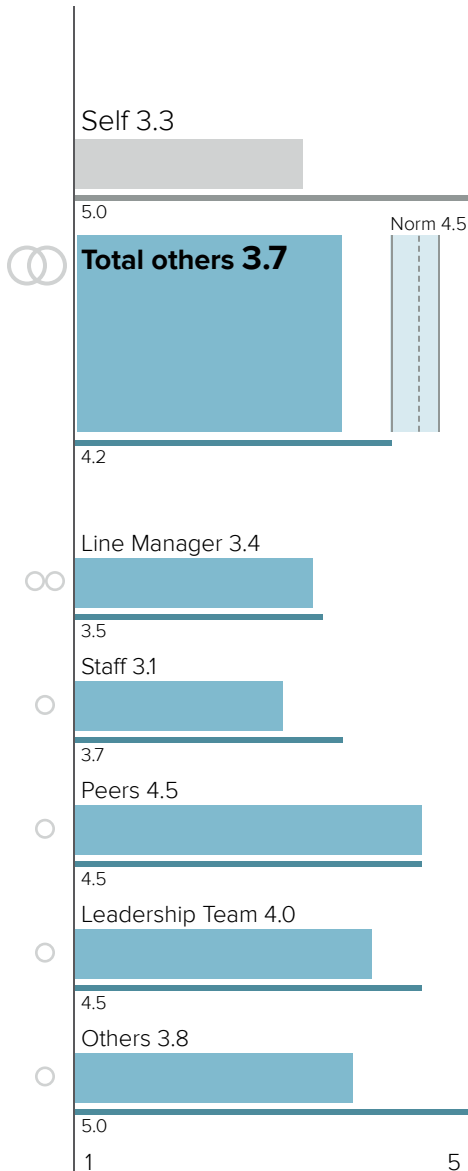
- Highest importance
- Lowest skill level
- Moderate agreement

Related behaviours



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 insights

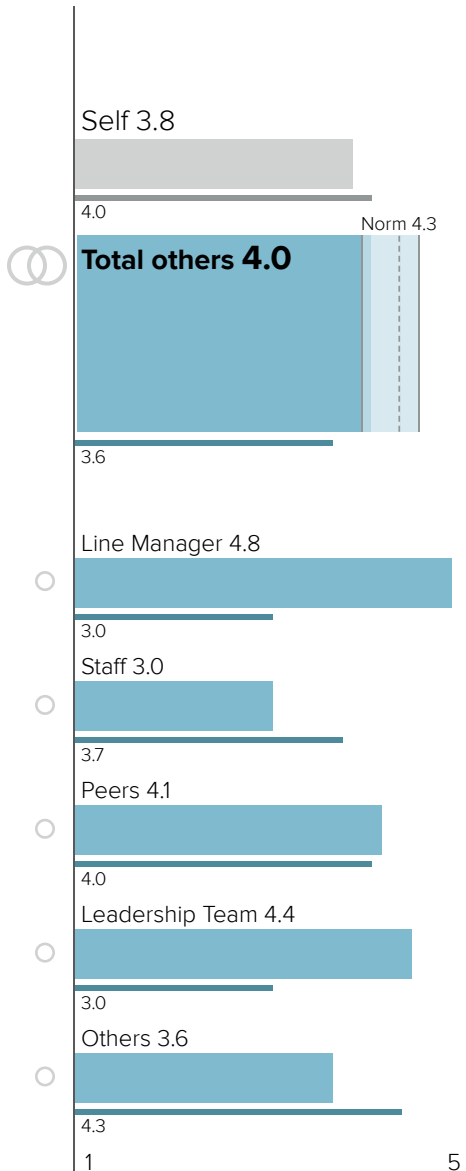
- Highest importance
- Middle skill level
- Moderate agreement

Related behaviours

Encourages active involvement of the community's diverse backgrounds in school activities	Self 3.0	Total others 3.6
Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages	Self 4.0	Total others 3.8
Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage	Self 3.0	Total others 4.0
Supports the needs of students, families and carers facing complex challenges	Self 3.0	Total others 3.5

Engages with the community

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



Key insights

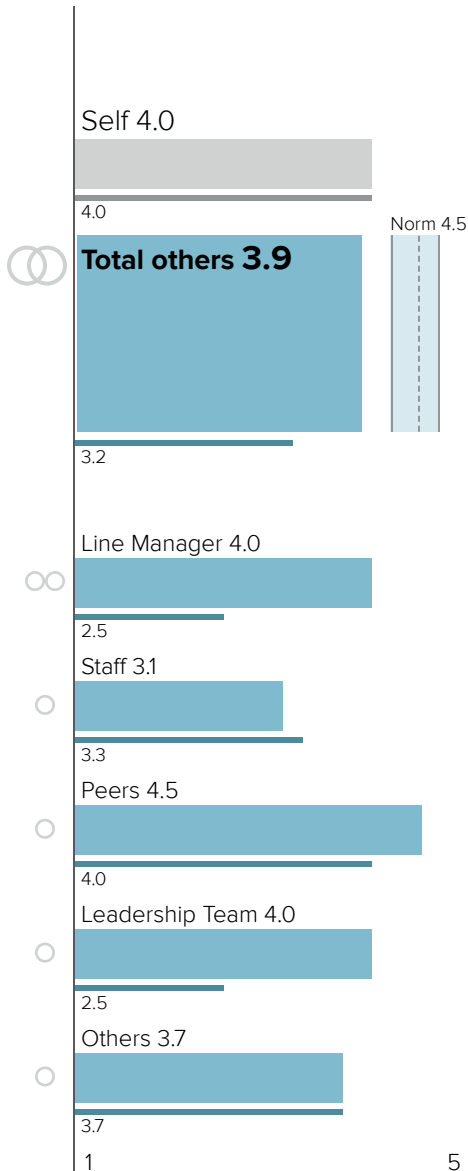
- Lowest importance
- Highest skill level
- Moderate agreement

Related behaviours



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 insights

- Lowest importance
- Highest skill level
- Moderate agreement

Related behaviours

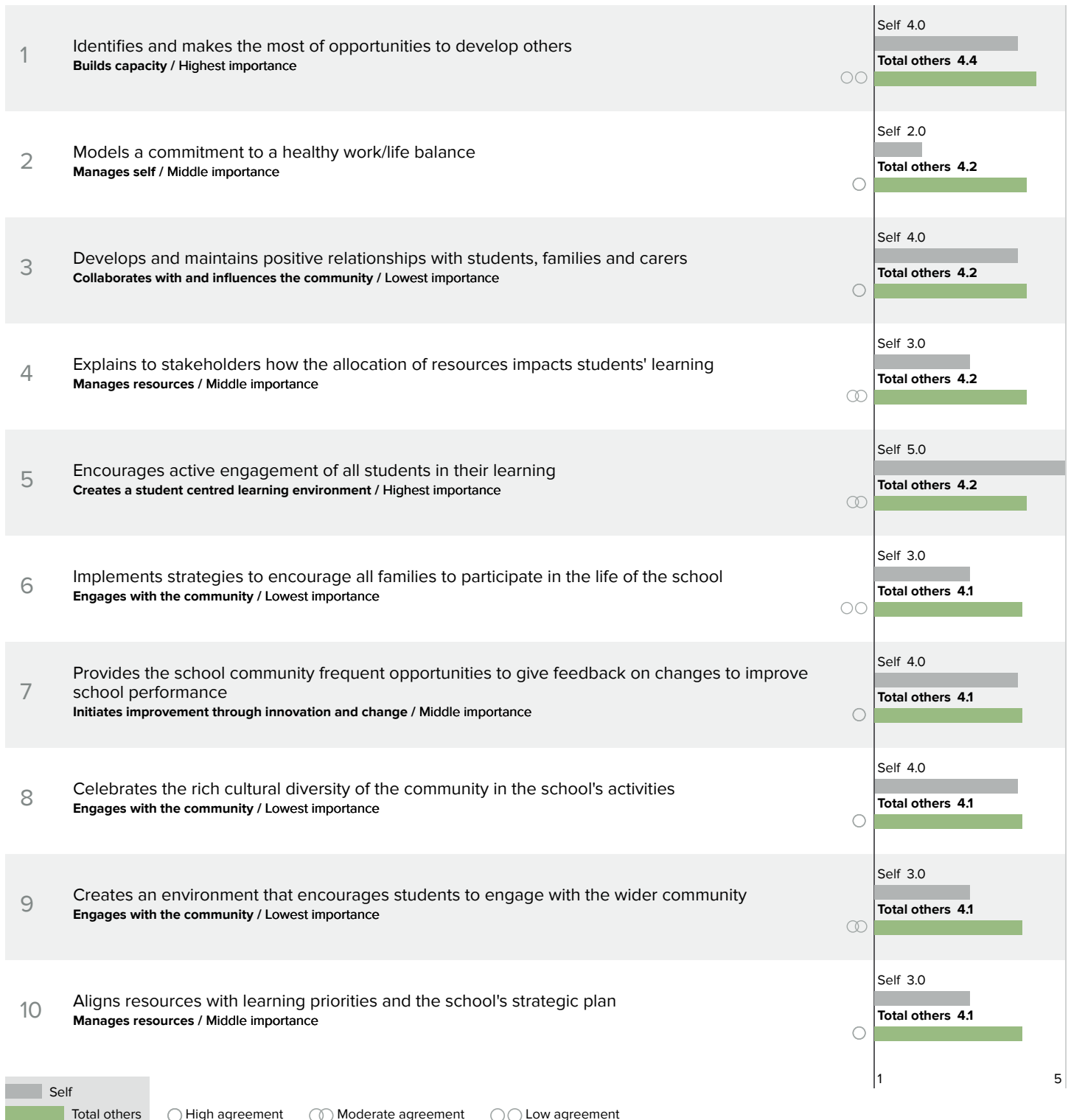
Develops and maintains positive relationships with students, families and carers		Self 4.0 Total others 4.2
Promotes positive partnerships with the school's broader community		Self 4.0 Total others 4.0
Actively consults with families and carers about the educational priorities of the school		Self 4.0 Total others 3.9
Co-ordinates policies and procedures for working with agencies to protect and support children and young people		Self 4.0 Total others 3.4

Behaviours

Attributes are based on behaviours that can be observed. This section reports feedback on your behaviours and shows how they relate to your attributes. Feedback helps you compare how you intend to behave with how others experience your behaviour.

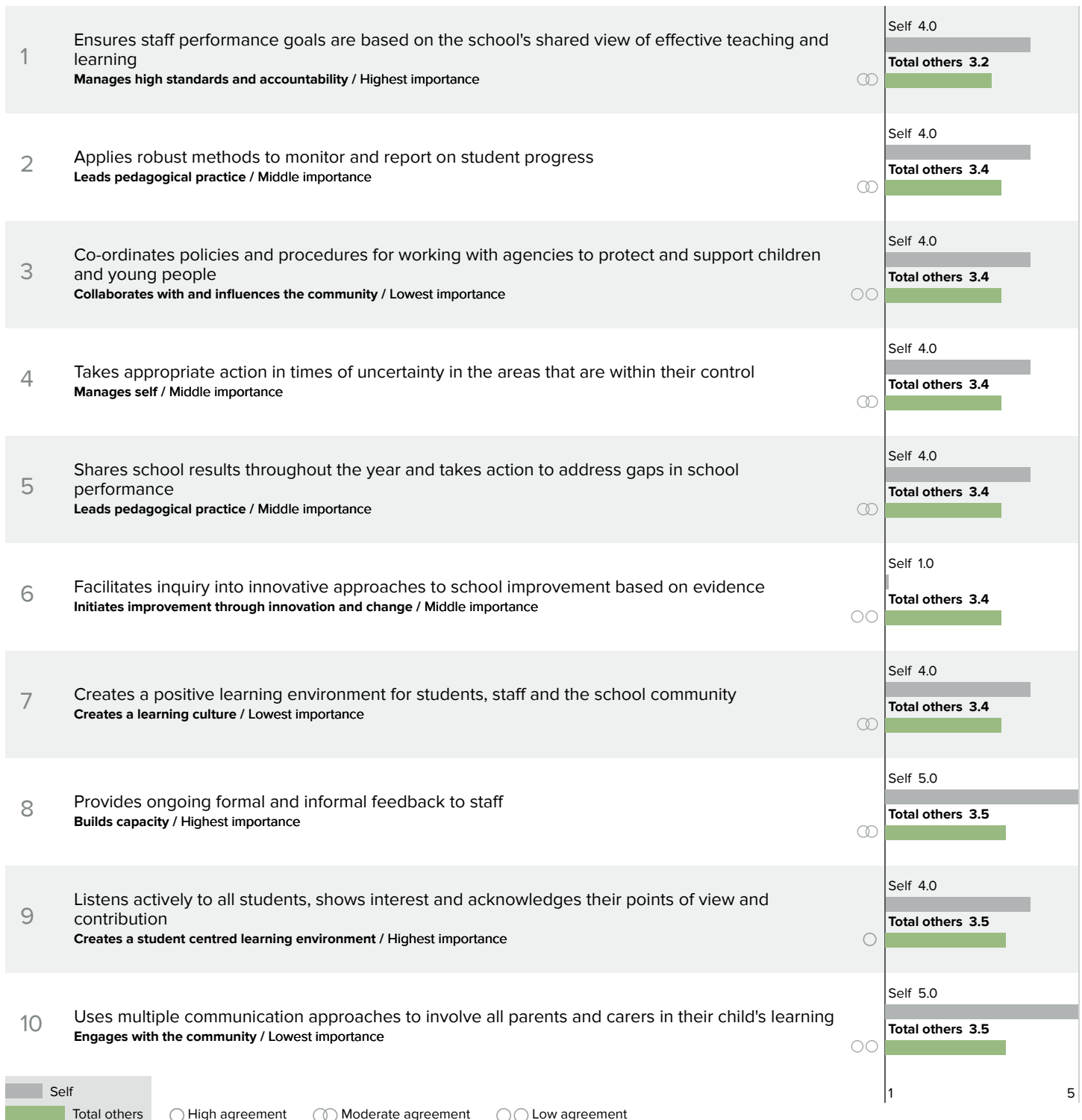
Your highest-rated behaviours

This ranks the behaviours that your raters scored highest for you. The attribute to which each behaviour is related is displayed. You can also see the importance of each attribute to your role. It also shows your view, so that you can identify where it differs from others' experience. You can also see the level of agreement among your raters.



Your lowest-rated behaviours

This ranks the behaviours that your raters scored lowest for you. The attribute to which each behaviour is related is displayed. You can also see the importance of each attribute to your role. It also shows your view, so that you can identify where it differs from others' experience. You can also see the level of agreement among your raters.



Comments

Comments made by you and your raters are reported here. The comments from different types of raters are listed together so that you can understand their different perspectives. Comments are reported in random order to protect raters' anonymity. General observations are included to support your effectiveness and development.

Summary comments

What skills or behaviours make you most effective? Comment on two or three.

SELF

- . Excepteur sint obcaecat cupiditat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

LINE MANAGER

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What new skills or behaviours would make you even more effective? Comment on current and future needs.

SELF

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LINE MANAGER

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What else might support your insight and development?

SELF

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LINE MANAGER

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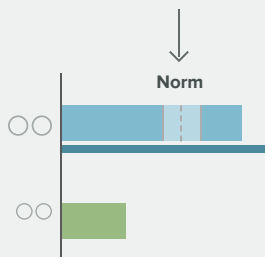
Behaviour detail

This reports all the feedback on your behaviours. It shows the relationships between behaviours and attributes. It also allows you to compare your views with those of the different types of people you work with. Your highest and lowest scores for each attribute and behaviour are identified, so that you can see any key differences in your raters' views.

HOW TO READ THIS SECTION

TOTAL OTHERS SCORE

How your raters, overall, scored your skill level. The higher the score, the better. Where available, normative scores will indicate the specific scores of those in the 50th percentile, as well as the typical range of scores (from the 25th to 75th percentiles). Thin bars indicate importance scores.



ATTRIBUTE

ATTRIBUTE NAME

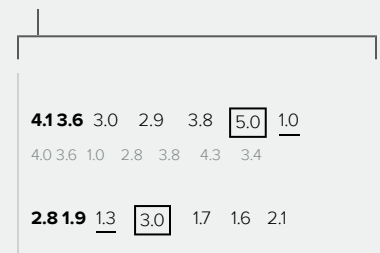
The attribute, and its data, associated with the behaviours below.
Key insights for the attribute.

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

BEHAVIOUR

RATER SCORES

The views of the different types of people you work with. Smaller font indicates importance scores.



Agreement

The extent to which your raters agree on your skill levels.

- High
- Moderate
- Low

Rater scores

Highest score

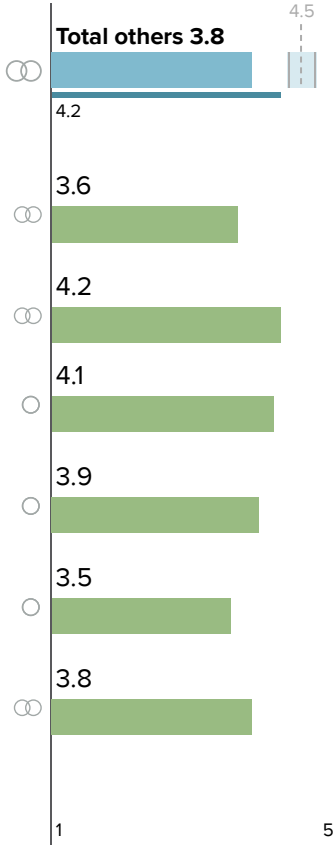
Indicates the type of rater who scored this attribute or behaviour the highest.

Lowest score

Indicates the type of rater who scored this attribute or behaviour the lowest.

Behaviour detail

Leading teaching and learning



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.
Highest skill level / Highest importance / Moderate agreement

Sets clear expectations that all activities in the school will contribute toward improving learning outcomes

Encourages active engagement of all students in their learning

Makes important decisions considering the impact on students' learning

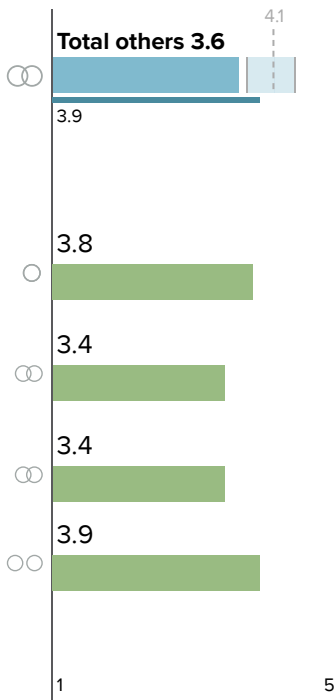
Provides a consistent school-wide focus on individual student achievement

Listens actively to all students, shows interest and acknowledges their points of view and contribution

Promotes the school values through a flexible and diverse curriculum to meet the needs of all students

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A STUDENT CENTRED LEARNING ENVIRONMENT	3.8	3.8	3.8	3.0	4.1	4.3	3.9
Sets clear expectations that all activities in the school will contribute toward improving learning outcomes	3.0	4.2	4.0	3.7	4.5	4.5	4.3
Encourages active engagement of all students in their learning	4.0	3.6	2.5	3.0	4.5	4.5	3.7
Makes important decisions considering the impact on students' learning	5.0	4.2	4.0	3.0	4.5	5.0	4.3
Provides a consistent school-wide focus on individual student achievement	3.0	4.1	4.5	3.0	4.5	4.0	4.3
Listens actively to all students, shows interest and acknowledges their points of view and contribution	4.0	3.9	4.0	3.3	3.5	4.5	4.0
Promotes the school values through a flexible and diverse curriculum to meet the needs of all students	4.0	3.5	3.5	3.0	3.0	4.0	4.0
	3.0	3.8	4.5	2.5	4.5	4.0	3.3

Behaviour detail



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.
 Lowest skill level / Middle importance / Moderate agreement

Shares and promotes professional dialogue about current research in pedagogy and student engagement

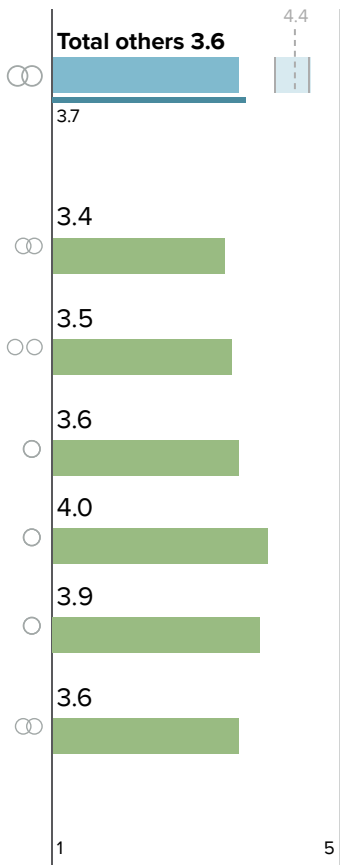
Shares school results throughout the year and takes action to address gaps in school performance

Applies robust methods to monitor and report on student progress

Implements processes to ensure the application of new research in teaching, learning and child development

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
LEADS PEDAGOGICAL PRACTICE	4.0	3.6	3.8	2.9	4.1	3.6	3.8
Shares and promotes professional dialogue about current research in pedagogy and student engagement	3.0	3.9	3.5	3.7	4.5	4.0	3.7
Shares school results throughout the year and takes action to address gaps in school performance	4.0	3.4	3.0	2.7	3.5	4.0	4.0
Applies robust methods to monitor and report on student progress	4.0	3.4	3.5	2.7	4.0	3.0	3.7
Implements processes to ensure the application of new research in teaching, learning and child development	4.0	3.9	4.0	2.7	4.5	4.5	4.0

Behaviour detail

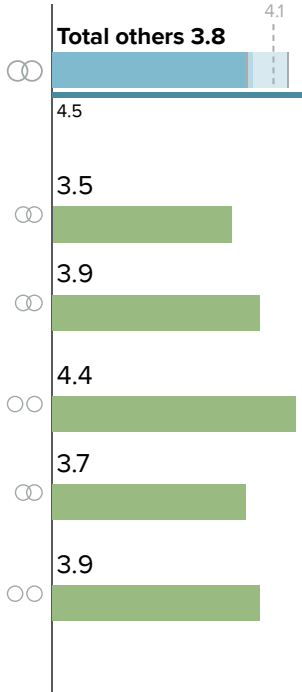


- CREATES A LEARNING CULTURE**
 Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.
Lowest skill level / Lowest importance / Moderate agreement
- Creates a positive learning environment for students, staff and the school community
- Sets high expectations for every learner, including students, staff and self
- Celebrates and promotes high performance of students and staff
- Encourages evidence-based approaches to teaching and learning
- Implements, monitors and improves teaching strategies to ensure equity of educational outcomes
- Promotes the school's agreed approach to quality teaching and learning

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A LEARNING CULTURE	3.7	3.6	3.0	3.1	4.0	3.8	4.3
Creates a positive learning environment for students, staff and the school community	3.0	3.7	3.0	3.0	5.0	4.5	3.0
Sets high expectations for every learner, including students, staff and self	4.0	3.4	2.0	3.0	4.0	3.5	4.7
Celebrates and promotes high performance of students and staff	3.0	3.5	3.0	3.3	3.5	3.5	4.3
Encourages evidence-based approaches to teaching and learning	4.0	3.6	3.0	3.0	3.5	4.0	4.3
Implements, monitors and improves teaching strategies to ensure equity of educational outcomes	3.0	4.0	4.0	3.3	4.5	4.0	4.3
Promotes the school's agreed approach to quality teaching and learning	4.0	3.9	4.0	3.0	4.0	4.0	4.3
	4.0	3.6	3.0	3.0	4.5	3.5	4.0

Behaviour detail

Developing self and others



BUILDS CAPACITY

Principals build capacity and support all staff to achieve high standards and develop their leadership capability.
Highest skill level / Highest importance / Moderate agreement

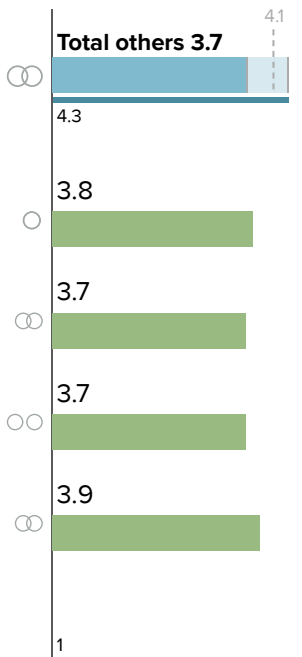
Provides ongoing formal and informal feedback to staff

Leads the school in planning, implementing and evaluating staff professional development aligned to school goals

Identifies and makes the most of opportunities to develop others

Annually adjusts roles and responsibilities so that staff have the opportunity to develop

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



PROMOTES PROFESSIONAL LEARNING

Principals understand the importance of and demonstrate commitment to their own ongoing professional development.
Middle skill level / Highest importance / Moderate agreement

Seeks and responds to feedback to make changes in how they lead and manage the school

In response to their own professional learning, makes changes in how they lead and manage the school

Identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals

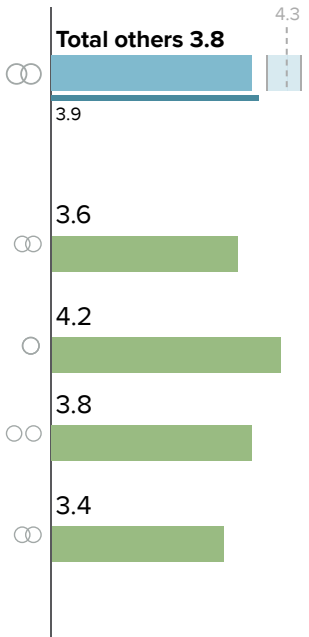
Sets and monitors high expectations of staff to share and implement insights from professional learning

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
BUILDS CAPACITY	3.8	3.8	4.1	3.3	4.5	4.0	3.3
Provides ongoing formal and informal feedback to staff	5.0	3.5	4.0	3.0	4.5	3.5	2.3
Leads the school in planning, implementing and evaluating staff professional development aligned to school goals	2.0	3.9	4.0	3.7	4.5	4.0	3.3
Identifies and makes the most of opportunities to develop others	4.0	4.4	5.0	3.7	5.0	5.0	3.3
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	4.0	3.7	3.5	3.0	4.0	4.0	4.0
Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	4.0	3.9	5.0	3.3	4.5	3.5	3.3
PROMOTES PROFESSIONAL LEARNING	3.8	3.7	3.3	3.2	4.4	3.9	3.9
Seeks and responds to feedback to make changes in how they lead and manage the school	3.0	3.8	4.0	3.7	3.5	4.0	4.0
In response to their own professional learning, makes changes in how they lead and manage the school	4.0	3.7	3.0	3.0	4.5	4.5	3.7
Identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals	4.0	3.7	2.5	3.0	5.0	3.5	4.3
Sets and monitors high expectations of staff to share and implement insights from professional learning	4.0	3.9	5.0	3.0	4.5	3.5	3.7

Skill level
 Importance
○ High agreement
◐ Moderate agreement
○ Low agreement

0.0 Highest score 0.0 Lowest score

Behaviour detail



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.

Middle skill level / Middle importance / Moderate agreement

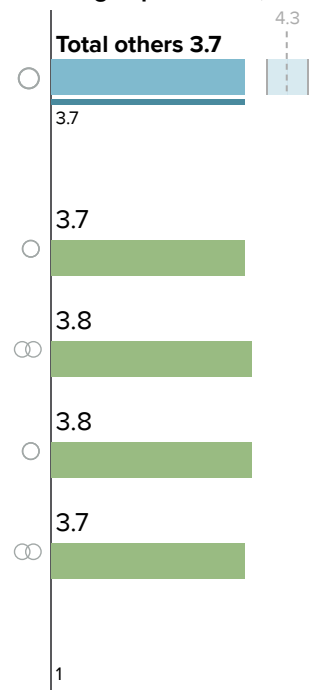
Responds calmly and constructively in emotionally charged situations

Models a commitment to a healthy work/life balance

Prioritises and acts constructively in response to conflicting demands

Takes appropriate action in times of uncertainty in the areas that are within their control

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.

Lowest skill level / Lowest importance / High agreement

Leads and seeks input into the development of the vision for the school

Builds commitment and confidence in a shared understanding of the vision for the school

Leads in a manner that is responsive to the stage, growth and development of the school

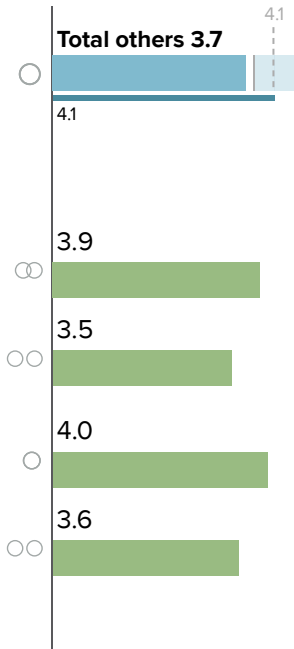
Recognises and celebrates the achievements of individuals and teams

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
MANAGES SELF	3.5	3.8	3.5	3.2	4.0	4.0	4.1
Responds calmly and constructively in emotionally charged situations	4.0	3.9	4.0	4.0	4.5	3.5	3.7
Models a commitment to a healthy work/life balance	4.0	3.6	3.0	3.0	4.0	3.5	4.3
Prioritises and acts constructively in response to conflicting demands	2.0	4.2	4.5	3.7	4.0	4.5	4.3
Takes appropriate action in times of uncertainty in the areas that are within their control	4.0	3.8	3.0	3.0	5.0	3.5	4.7
Leading improvement, innovation and change	4.0	3.4	3.5	3.0	3.0	4.5	3.0
INSPIRES AND MOTIVATES	3.5	3.7	3.6	3.5	3.8	3.8	3.9
Leads and seeks input into the development of the vision for the school	4.0	3.7	3.0	4.3	4.0	3.5	3.7
Builds commitment and confidence in a shared understanding of the vision for the school	2.0	3.7	3.0	3.7	4.0	4.0	4.0
Leads in a manner that is responsive to the stage, growth and development of the school	4.0	3.8	3.5	3.7	4.0	4.0	4.0
Recognises and celebrates the achievements of individuals and teams	4.0	3.8	4.0	3.3	3.5	4.0	4.0
	4.0	3.7	5.0	3.3	3.5	3.0	3.7

Skill level
 Importance
 High agreement
 Moderate agreement
 Low agreement

0.0 Highest score 0.0 Lowest score

Behaviour detail



UNDERSTANDS AND LEADS CHANGE

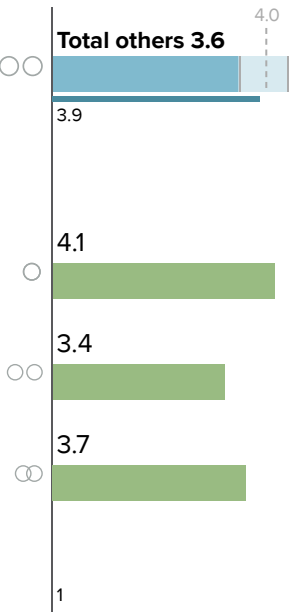
Principals apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals take steps to ensure that they keep their leadership skills and knowledge of change concepts current.
 Middle skill level / Highest importance / High agreement

Evaluates the impact of change on student outcomes

Communicates the need for change in response to social, environmental or evidence-based educational trends

Plans, implements, monitors and reinforces purposeful change

Leads and implements the appropriate use of innovative technologies



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.
 Lowest skill level / Middle importance / Low agreement

Provides the school community frequent opportunities to give feedback on changes to improve school performance

Facilitates inquiry into innovative approaches to school improvement based on evidence

Promotes collaborative problem solving to ensure continuous improvement

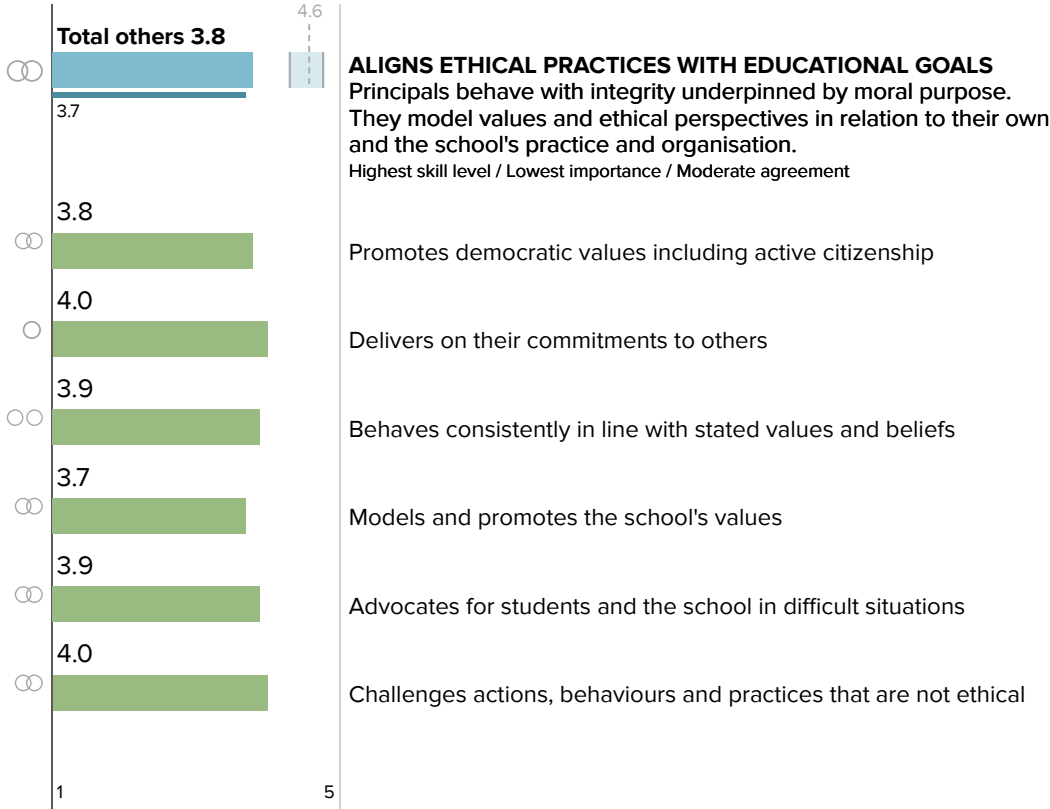
	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
4.0	4.0	3.7	3.4	3.7	3.9	4.1	3.6
4.0	4.1	3.5	4.3	4.5	4.0	4.3	4.3
4.0	3.9	4.5	3.3	3.5	4.0	4.0	4.0
—	3.5	2.0	4.7	3.0	4.5	3.3	3.3
4.0	4.0	4.0	3.7	4.5	4.0	3.7	3.7
4.0	3.6	3.0	3.0	4.5	4.0	3.3	3.3
3.0	3.6	3.3	3.1	4.2	3.8	3.8	3.8
3.0	3.9	2.0	3.3	5.0	4.5	4.7	4.7
4.0	4.1	5.0	3.3	4.5	4.0	3.7	3.7
1.0	3.4	3.0	3.0	4.0	3.5	3.7	3.7
4.0	3.7	3.5	3.0	4.0	4.0	4.0	4.0

Skill level
 Importance
 High agreement
 Moderate agreement
 Low agreement

0.0 Highest score 0.0 Lowest score

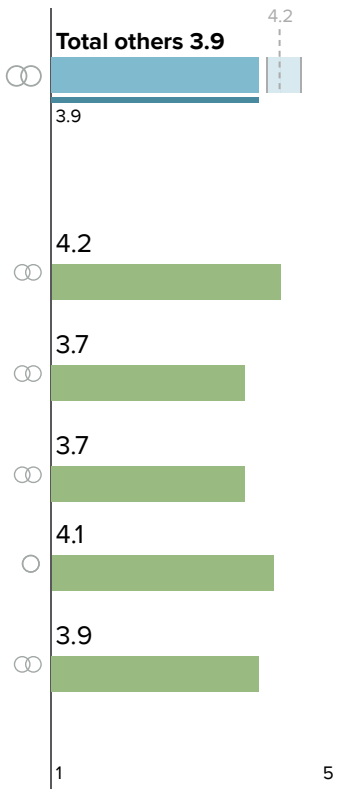
Behaviour detail

Leading the management of the school



	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
ALIGNS ETHICAL PRACTICES WITH EDUCATIONAL GOALS	3.8	3.8	3.8	3.4	4.0	4.3	3.7
Promotes democratic values including active citizenship	5.0	3.7	3.0	3.7	4.0	4.0	3.7
Delivers on their commitments to others	4.0	3.8	3.0	3.3	4.0	4.5	4.3
Behaves consistently in line with stated values and beliefs	4.0	4.0	5.0	3.0	3.5	4.5	4.0
Models and promotes the school's values	3.0	3.9	4.0	4.0	4.5	4.0	3.0
Advocates for students and the school in difficult situations	4.0	3.7	4.5	3.3	3.5	4.5	2.7
Challenges actions, behaviours and practices that are not ethical	3.0	3.9	4.0	3.7	4.0	4.0	3.7
	5.0	4.0	4.0	3.0	4.5	4.0	4.3

Behaviour detail



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.
 Highest skill level / Middle importance / Moderate agreement

Explains to stakeholders how the allocation of resources impacts students' learning

Annually evaluates the impact of resource allocations on student and school priorities

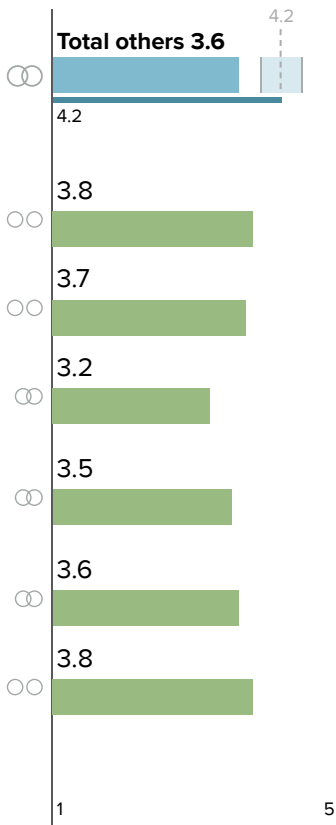
Uses appropriate technologies to effectively manage the school

Aligns resources with learning priorities and the school's strategic plan

Prioritises effectively in order to achieve outcomes

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
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.	3.6	3.9	4.4	3.1	4.2	3.8	3.9
Explains to stakeholders how the allocation of resources impacts students' learning	5.0	3.9	4.0	3.7	3.5	4.5	3.7
Annually evaluates the impact of resource allocations on student and school priorities	3.0	4.2	4.5	3.7	5.0	4.0	3.7
Uses appropriate technologies to effectively manage the school	4.0	3.7	4.5	2.7	4.0	3.0	4.3
Aligns resources with learning priorities and the school's strategic plan	4.0	3.7	4.0	2.7	4.0	4.0	3.7
Prioritises effectively in order to achieve outcomes	3.0	4.1	4.5	3.0	4.0	4.5	4.3
	4.0	3.9	4.0	3.7	4.5	3.5	3.7

Behaviour detail



MANAGES HIGH STANDARDS AND ACCOUNTABILITY

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

Lowest skill level / Highest importance / Moderate agreement

Communicates clearly defined expectations and accountabilities

Monitors accountabilities and takes action to ensure they are met

Ensures staff performance goals are based on the school's shared view of effective teaching and learning

Implements an effective learning and assessment framework to monitor and understand student progress

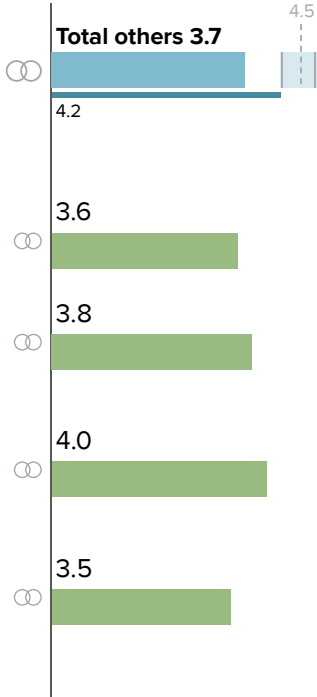
Takes appropriate action to address poor performance

Reinforces and monitors a process of observation and feedback for all teaching staff

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
MANAGES HIGH STANDARDS AND ACCOUNTABILITY	4.2	3.6	3.3	3.4	4.3	4.0	3.1
Communicates clearly defined expectations and accountabilities	5.0	4.2	4.0	4.0	4.5	4.0	4.7
Monitors accountabilities and takes action to ensure they are met	4.0	3.8	3.5	4.7	4.5	3.5	3.0
Ensures staff performance goals are based on the school's shared view of effective teaching and learning	5.0	3.7	2.5	3.7	5.0	4.5	3.0
Implements an effective learning and assessment framework to monitor and understand student progress	4.0	3.2	3.0	3.0	4.0	4.0	2.0
Takes appropriate action to address poor performance	4.0	3.5	4.0	3.0	3.0	4.0	3.7
Reinforces and monitors a process of observation and feedback for all teaching staff	4.0	3.6	2.5	3.0	5.0	4.0	3.3
	4.0	3.8	4.0	3.3	4.5	4.0	3.3

Behaviour detail

Engaging and working with the community



CREATES A CULTURE OF INCLUSION

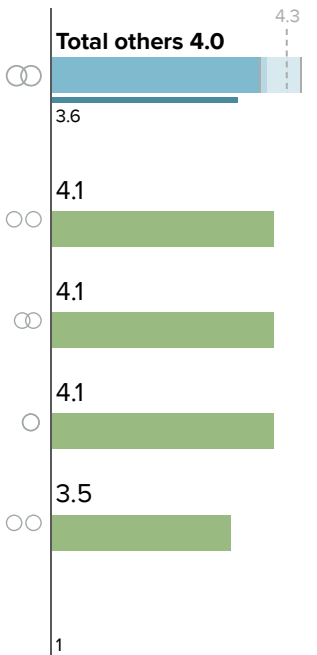
Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.
Middle skill level / Highest importance / Moderate agreement

Encourages active involvement of the community's diverse backgrounds in school activities

Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages

Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage

Supports the needs of students, families and carers facing complex challenges



ENGAGES WITH THE COMMUNITY

Principals understand the richness and diversity of the school's wider community, education systems and sectors.
Highest skill level / Lowest importance / Moderate agreement

Implements strategies to encourage all families to participate in the life of the school

Creates an environment that encourages students to engage with the wider community

Celebrates the rich cultural diversity of the community in the school's activities

Uses multiple communication approaches to involve all parents and carers in their child's learning

	Self	Total others	Line Manager	Staff	Peers	Leadership Team	Others
CREATES A CULTURE OF INCLUSION	3.3	3.7	3.4	3.1	4.5	4.0	3.8
Encourages active involvement of the community's diverse backgrounds in school activities	5.0	4.2	3.5	3.7	4.5	4.5	5.0
Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages	3.0	3.6	2.5	3.3	4.5	4.0	3.7
Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage	4.0	3.8	3.5	3.0	4.5	4.0	4.0
Supports the needs of students, families and carers facing complex challenges	3.0	4.0	4.5	2.7	4.5	4.5	4.0
ENGAGES WITH THE COMMUNITY	3.8	4.0	4.8	3.0	4.1	4.4	3.6
Implements strategies to encourage all families to participate in the life of the school	4.0	3.6	3.0	3.7	4.0	3.0	4.3
Creates an environment that encourages students to engage with the wider community	3.0	4.1	4.5	3.0	5.0	4.5	3.7
Celebrates the rich cultural diversity of the community in the school's activities	3.0	4.1	4.0	3.3	4.5	4.5	4.0
Uses multiple communication approaches to involve all parents and carers in their child's learning	4.0	4.1	5.0	3.3	3.5	4.5	4.0
	5.0	3.5	5.0	2.3	3.5	4.0	2.7

Skill level
 Importance
○ High agreement
○ Moderate agreement
○ Low agreement

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
Survey scale: Likert
Norm: 360° Reflection Tool
Model: AITSL Behaviours v1
Role: QA