



*AITSL is funded by the Australian Government*

Australian Professional Standard for Principals  
**360° Reflection Tool**

**360° Reflection Tool**

Exemplar Feedback Report

2016 AITSL

17/08/2017

## Introduction

### Australian Professional Standard for Principals

The *Australian Professional Standard for Principals* (the Standard) creates and promotes a shared vision, clarity of understanding and a common language around effective and high-impact school leadership.

The Standard sets out what principals are expected to know, understand and do to succeed in their work. It is an integrated model that recognises all good leaders share common qualities and capabilities, which are expressed as three Leadership Requirements. Principals draw upon these three Leadership Requirements within five areas of Professional Practice.

The Standard is based on three Leadership Requirements:

- Vision and values
- Knowledge and understanding
- Personal qualities and social and interpersonal skills

These requirements are enacted through the following five key 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 Standard and provides principals and school leaders with the opportunity to:

- connect with the Standard
- reflect on their leadership capacity
- gather formative feedback on the leadership behaviours they exhibit in their daily work
- learn more about their strengths and development opportunities
- plan professional learning and development opportunities
- monitor change in their leadership behaviour and actions.

The 360° Reflection Tool is underpinned by research. 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 Standard.

*Continued*

## Introduction

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 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.

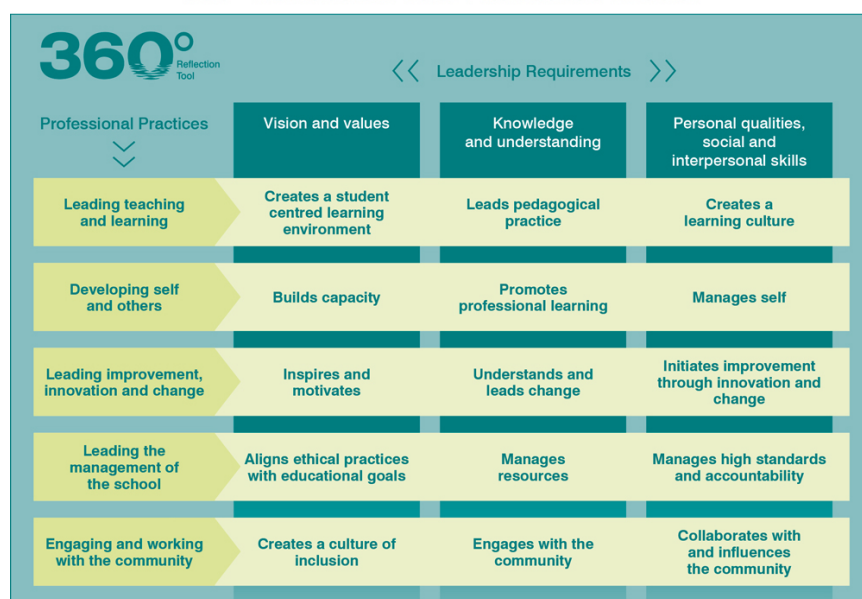
Feedback describes the frequency of behaviour, rather than evaluating it and can be influenced by:

- the nature of the professional 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
- your school context.

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

# 360° Reflection Tool

360° Reflection Tool Attributes Model



## Leading teaching and learning

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

## Developing self and others

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

## Leading improvement, innovation and change

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

## Leading the management of the school

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

## Engaging and working with the community

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

## Interpreting your feedback

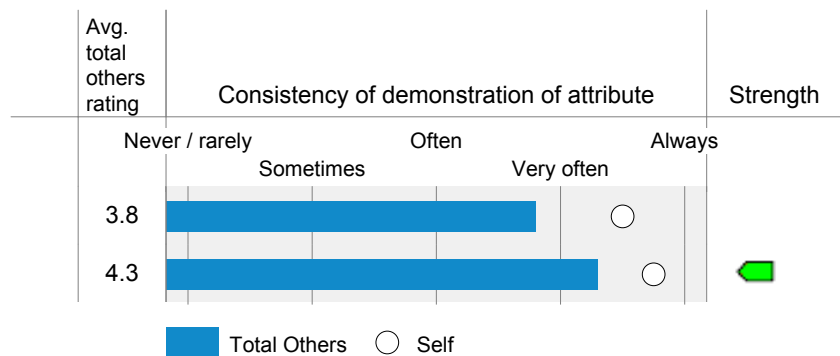
*A guide to what you'll see in your 360° Reflection Tool feedback report*

## Interpreting the 360° Reflection Tool summary

The 360° Reflection Tool summary provides an overview of your strengths and areas for improvement.

### Attribute scores

To the right of each attribute, you will see 'Avg. total others rating'. This is the average score from everyone, excluding yourself, who provided you with feedback.



The bar represents your total others score.

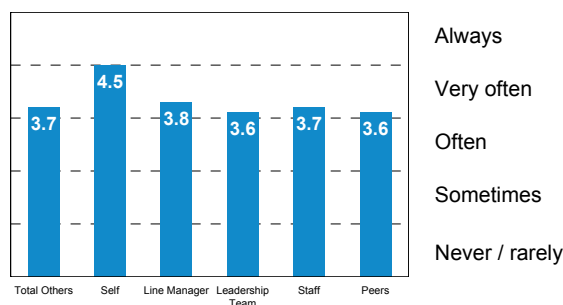
The circle represents your rating, or how you saw yourself on that attribute.

When the total others score matches or exceeds 85% of the scale, the attribute is considered a strength. In this case, an arrow will appear for that attribute under the strength column.

### Interpreting the attribute detail

The attribute detail report provides scores by rater group for each of the attributes measured in this report.

**Attribute scales:** To the right of the graph is the scale upon which the attributes were assessed. The bar graph represents the average attribute score for each rater group.



## Feedback validity

*Summarises the source and quality of the feedback data*

Your report is based on the responses of 9 individuals as shown below who contributed feedback within the allocated time period of 24/08/2016 to 26/08/2016.

1 questionnaire Others was discarded because less than 70% of the items were answered, or familiarity was indicated to be very low. Data for one rater group Others was suppressed to protect the anonymity of the rater(s).

	Surveys			Familiarity		Agreement	
	Distb.	Rcvd.	Pracd.	Low	High	Low	High
Self	1	1	1				
Line Manager	1	1	1	<div></div>			
Leadership Team	3	2	2	<div></div>		<div></div>	
Staff	3	3	3	<div></div>		<div></div>	
Peers	3	2	2	<div></div>		<div></div>	
Others	3	2	0				

### Rater familiarity

When making their ratings, raters indicated their familiarity with your job performance and their frequency of work-related contact with you.

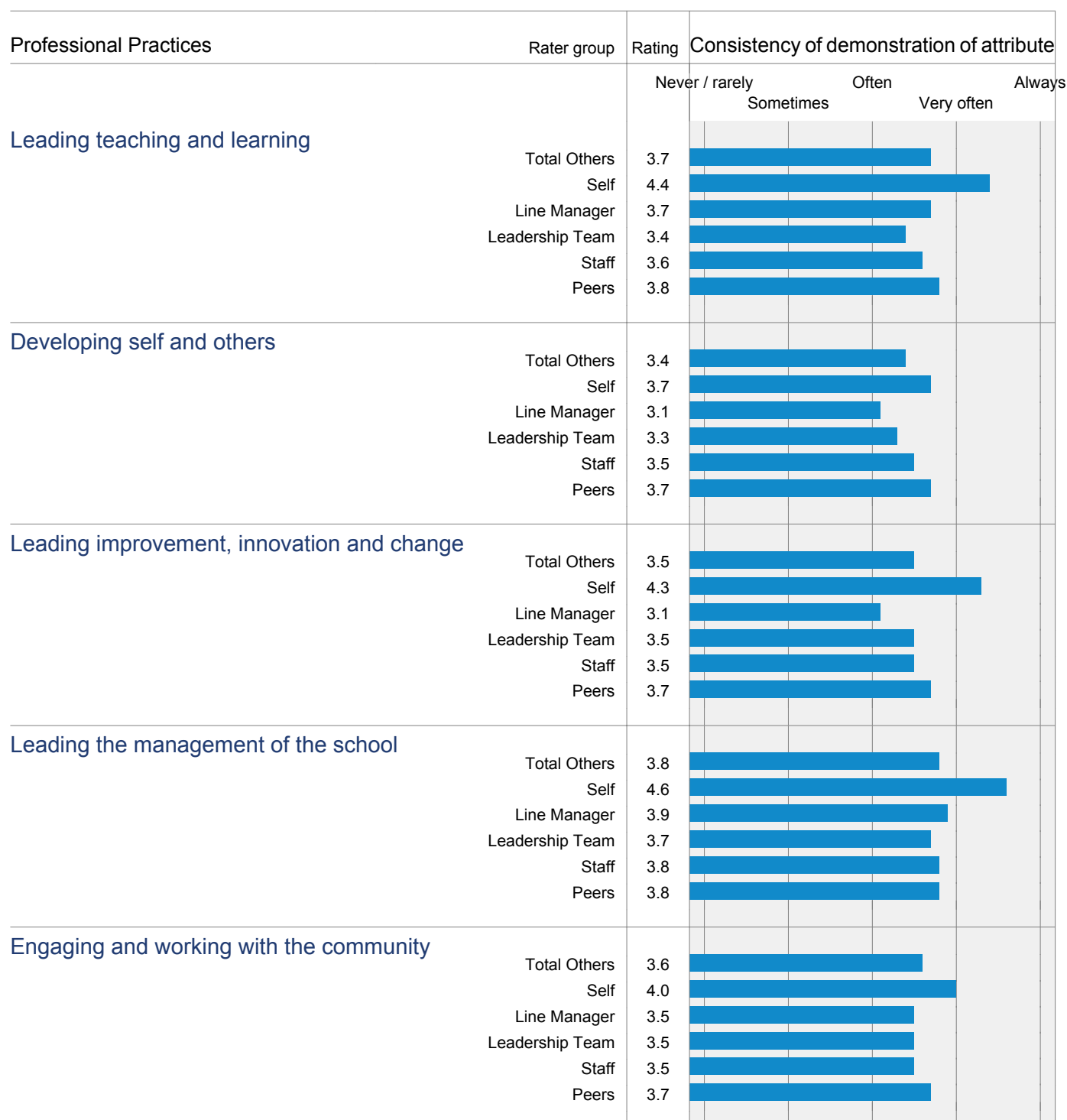
The higher the familiarity, the more attention you should pay to the ratings. Low familiarity can occur when raters report that they are relatively unfamiliar with your job performance, or have relatively infrequent work-related contact with you (or both). You should place less weight on feedback from perspectives with low to moderate familiarity.

### Rater agreement

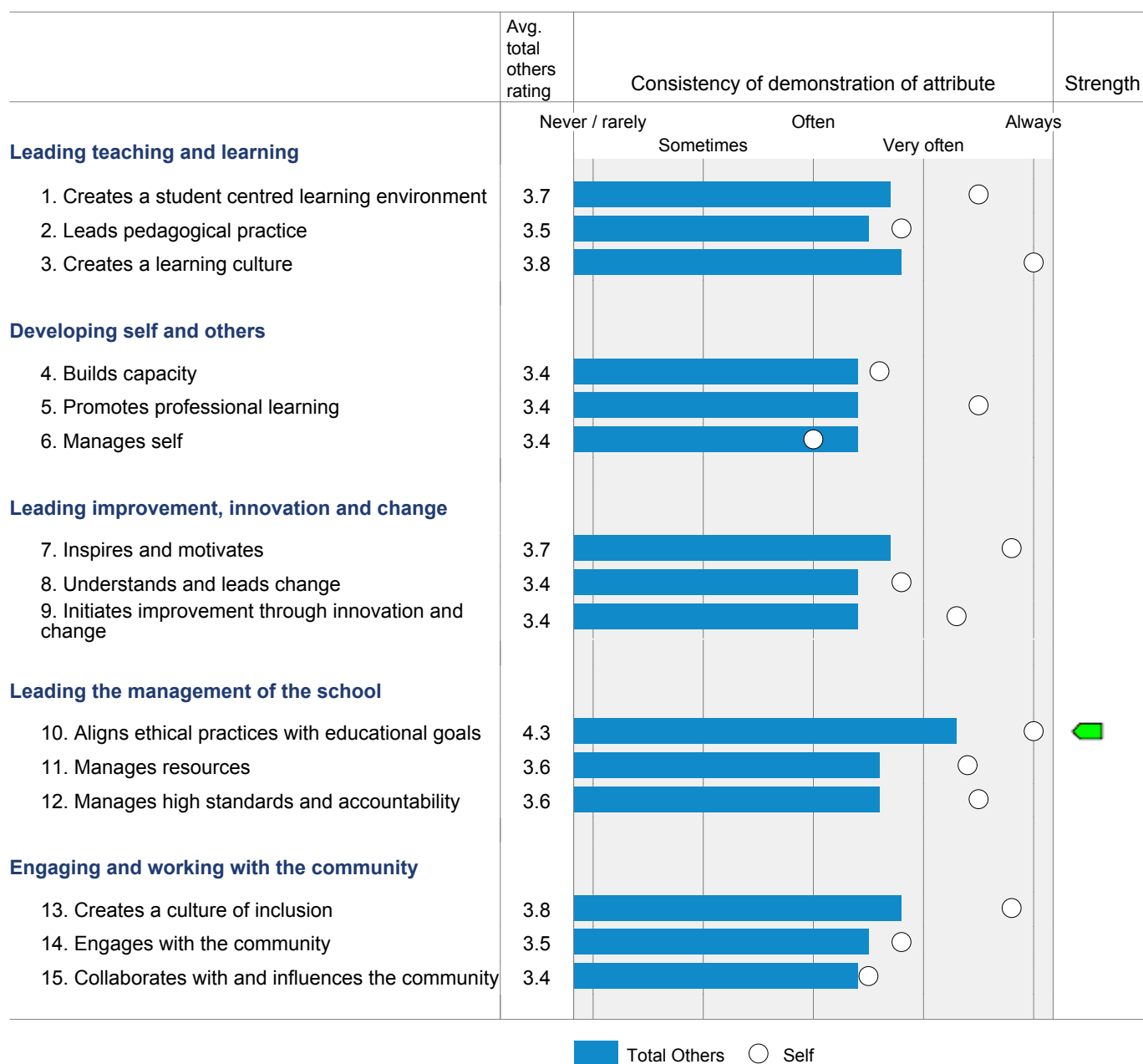
The level of rater agreement with three or more raters is reported above. The higher the agreement, the more consistent the ratings within the rater group.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behaviour. If the agreement is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your interpretation of the feedback appropriately.

## Summary by professional practice



## Feedback summary aligned with professional practices

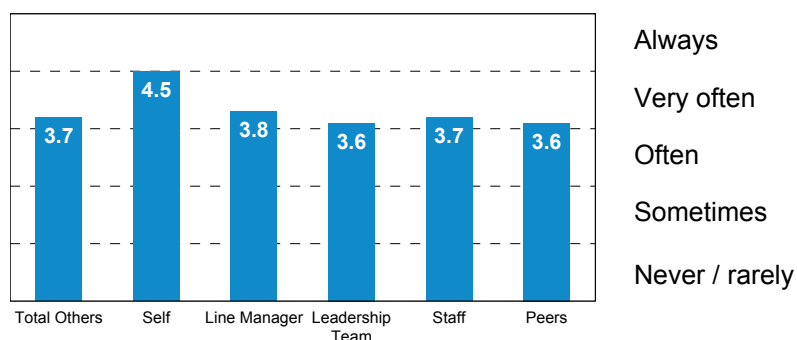




# Leading teaching and learning

## 1. 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.



### Comments:

#### Self

This section of the report is for voluntary self-reflection comments in relation to the above attribute.

#### Line Manager

This section of the report is for voluntary comments about the principal in relation to the above attribute.

#### Leadership Team

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#### Staff

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#### Peers

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#### Others

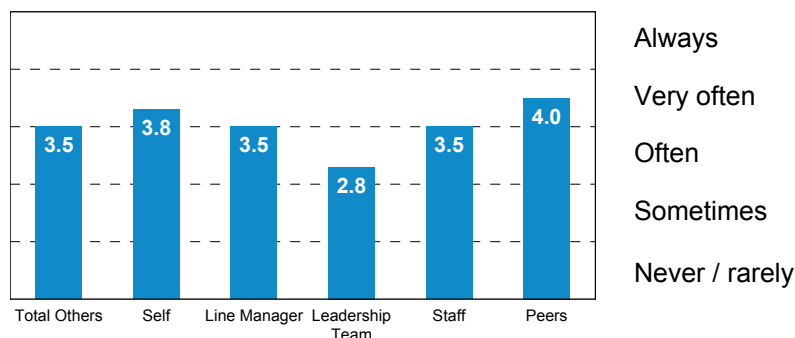
There are no comments for this rater group

*Continued*

# Leading teaching and learning

## 2. 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.



### Comments:

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#### Peers

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#### Others

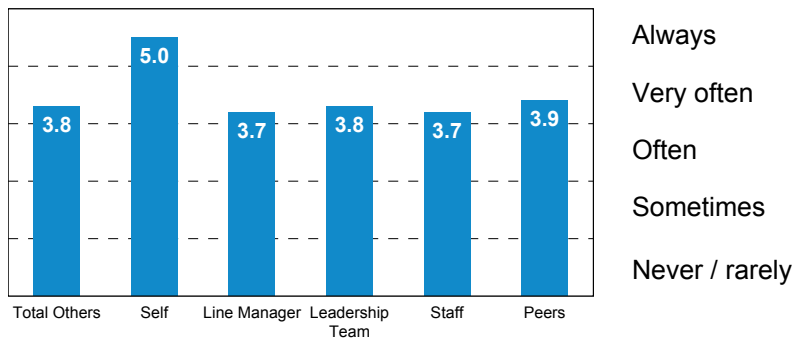
There are no comments for this rater group

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## Leading teaching and learning

### 3. 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.



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#### Peers

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#### Others

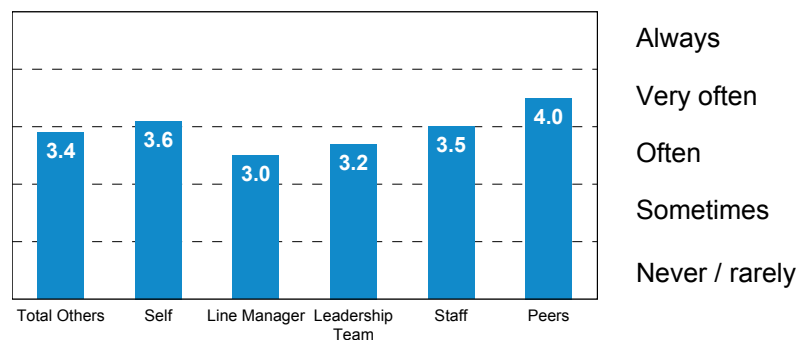
There are no comments for this rater group

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## Developing self and others

### 4. Builds capacity

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



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#### Others

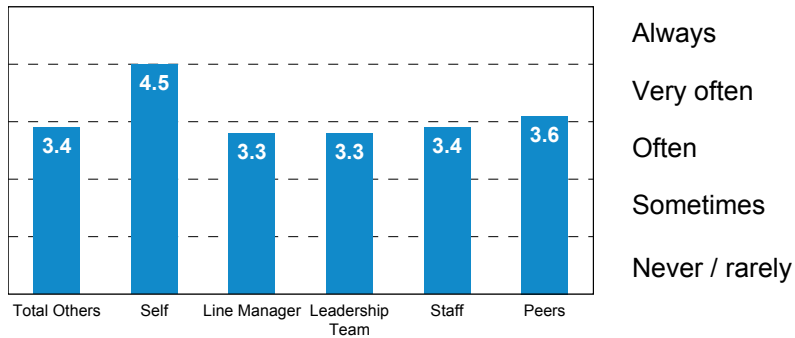
There are no comments for this rater group

*Continued*

## Developing self and others

### 5. Promotes professional learning

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



### Comments:

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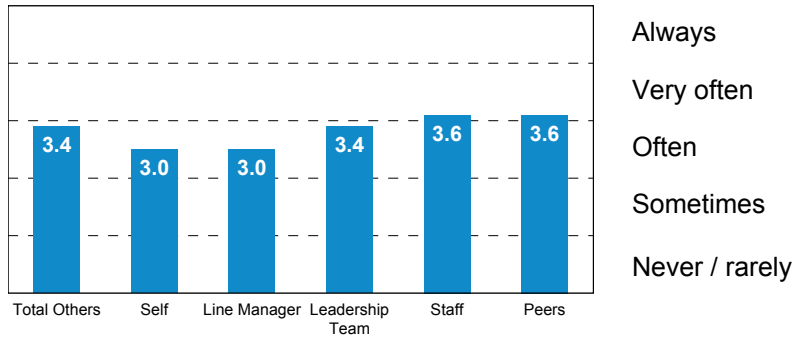
There are no comments for this rater group

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## Developing self and others

### 6. 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.



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#### Peers

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#### Others

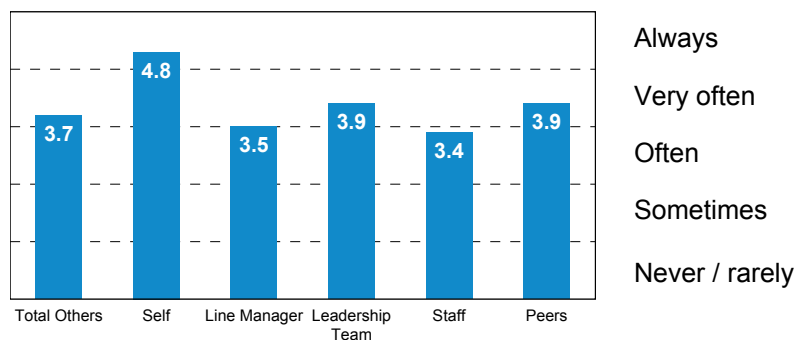
There are no comments for this rater group

*Continued*

## Leading improvement, innovation and change

### 7. 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.



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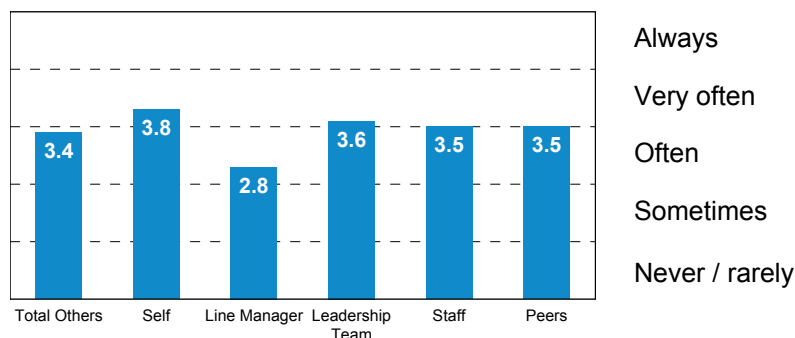
There are no comments for this rater group

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## Leading improvement, innovation and change

### 8. 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.



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#### Staff

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#### Peers

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#### Others

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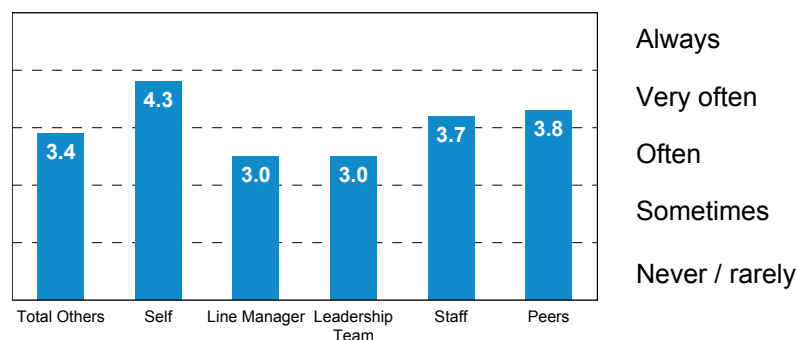
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## Leading improvement, innovation and change

### 9. 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.



#### Comments:

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##### Others

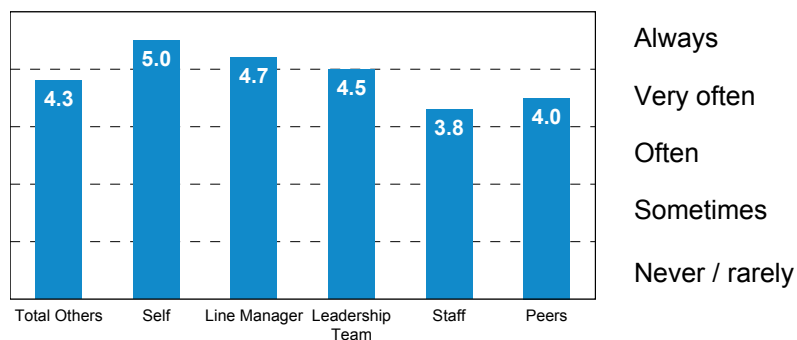
There are no comments for this rater group

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## Leading the management of the school

### ➡ 10. 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.



### Comments:

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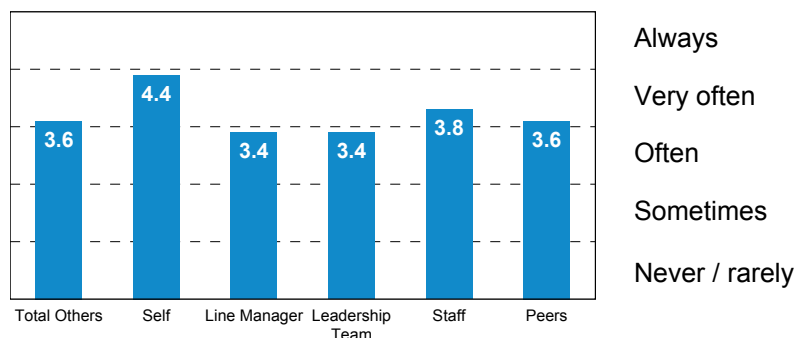
There are no comments for this rater group

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# Leading the management of the school

## 11. 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.



### Comments:

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#### Peers

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#### Others

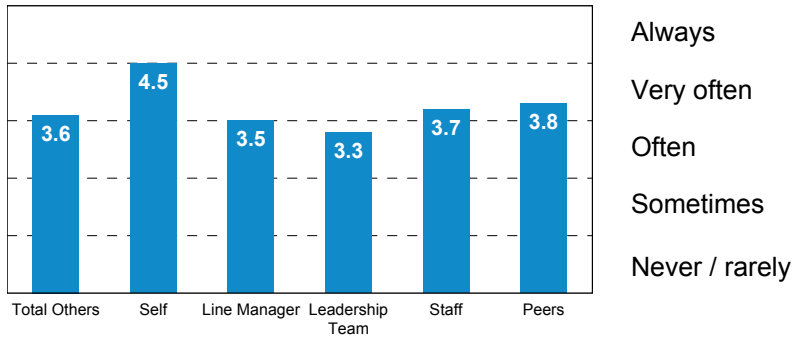
There are no comments for this rater group

*Continued*

## Leading the management of the school

### 12. Manages high standards and accountability

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



#### Comments:

##### Self

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##### Peers

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##### Others

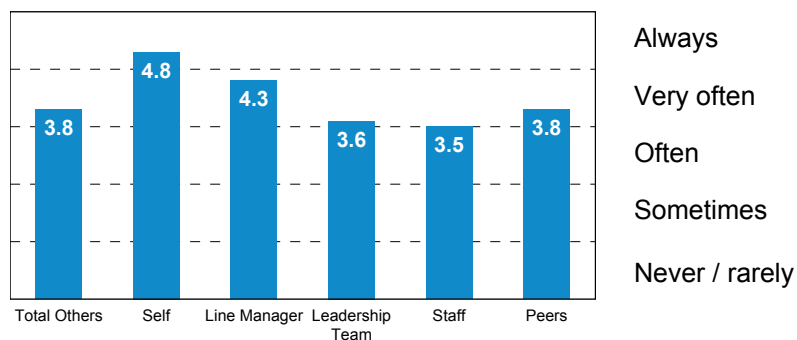
There are no comments for this rater group

*Continued*

## Engaging and working with the community

### 13. 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.



### Comments:

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#### Others

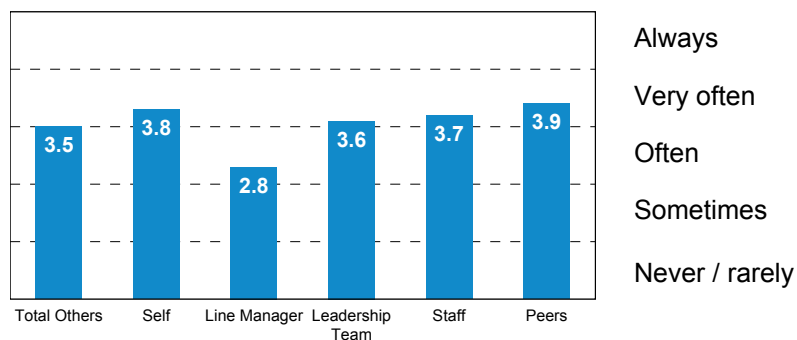
There are no comments for this rater group

*Continued*

## Engaging and working with the community

### 14. Engages with the community

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



### Comments:

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#### Others

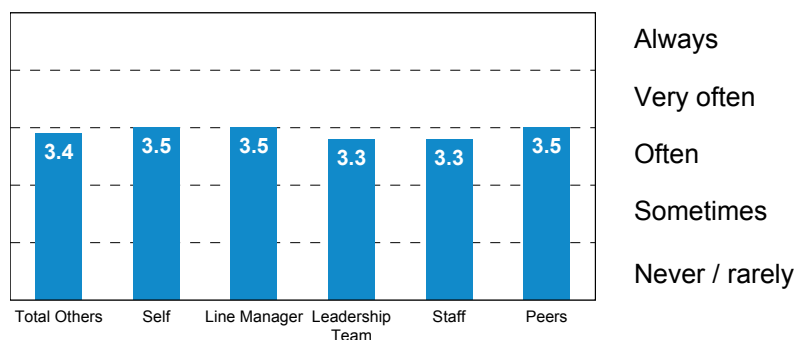
There are no comments for this rater group

*Continued*

## Engaging and working with the community

### 15. 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.



### Comments:

#### Self

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#### Staff

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#### Peers

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#### Others

There are no comments for this rater group

## Your strengths

### Highest scoring behaviours

Attribute		Total Others	Self	Line Manager	Leadership Team	Staff	Peers
10. Aligns ethical practices with educational goals	Behaves consistently in line with stated values and beliefs	4.6	5.0	5.0	5.0	4.0	4.5
13. Creates a culture of inclusion	Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages	4.5	5.0	5.0	5.0	4.0	4.0

## Areas for development

### Lowest scoring behaviours

Attribute		Total Others	Self	Line Manager	Leadership Team	Staff	Peers
4. Builds capacity	Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	2.8	3.0	3.0	2.5	3.0	--
6. Manages self	Models a commitment to a healthy work/life balance	3.0	2.0	2.0	3.0	3.3	3.5



## Behaviour frequency report

The following charts show how your raters responded to each behaviour, and indicates where raters' perceptions of your behaviour agree or differ.

The bars on the 'Average rating' column represent the average behaviour score for each rater group. The distribution of ratings, with a column for each point on the rating scale, are shown to the right of the bars. The number in each column indicates the number of raters who rated you on that point. The left most column labeled with a \* indicates the number of raters who did not answer the question.

### Leading teaching and learning

#### 1. Creates a student centred learning environment

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Sets clear expectations that all activities in the school will contribute toward improving learning outcomes	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.0				3		
	Peers	3.0				2		
Encourages active engagement of all students in their learning	Self	4.0					1	
	Line Manager	5.0						1
	Leadership Team	4.0					2	
	Staff	3.7				1	2	
	Peers	3.5				1	1	
Makes important decisions considering the impact on students' learning	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Provides a consistent school-wide focus on individual student achievement	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	4.0					3	
	Peers	4.0					2	
Listens actively to all students, shows interest and acknowledges their points of view and contribution	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	4.0				1	1	1
	Peers	3.5				1	1	

\* Indicates that some of your raters did not respond to this item.

Continued

# Behaviour frequency report

## Leading teaching and learning

### 1. Creates a student centred learning environment

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Promotes the school values through a flexible and diverse curriculum to meet the needs of all students	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	4.0					3	
	Peers	4.0	1				1	

### 2. Leads pedagogical practice

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Shares and promotes professional dialogue about current research in pedagogy and student engagement	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	2.5			1	1		
	Staff	3.3				2	1	
	Peers	4.5					1	1
Shares school results throughout the year and takes action to address gaps in school performance	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	4.0					3	
	Peers	4.0	1				1	
Applies robust methods to monitor and report on student progress	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	3.0				3		
	Peers	3.5				1	1	
Implements processes to ensure the application of new research in teaching, learning and child development	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	2.5			1	1		
	Staff	3.7				1	2	
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

# Behaviour frequency report

## Leading teaching and learning

### 3. Creates a learning culture

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Creates a positive learning environment for students, staff and the school community	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.0				3		
	Peers	4.0				1		1
Sets high expectations for every learner, including students, staff and self	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.5					1	1
	Staff	4.0					3	
	Peers	4.5					1	1
Celebrates and promotes high performance of students and staff	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	4.5					1	1
Encourages evidence-based approaches to teaching and learning	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	4.0	1				1	
	Staff	4.0					3	
	Peers	3.5				1	1	
Implements, monitors and improves teaching strategies to ensure equity of educational outcomes	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	3.0				2		
Promotes the school's agreed approach to quality teaching and learning	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	4.0				1	1	1
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Developing self and others

#### 4. Builds capacity

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Provides ongoing formal and informal feedback to staff	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.0			1	1	1	
	Peers	5.0	1					1
Leads the school in planning, implementing and evaluating staff professional development aligned to school goals	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	4.0					2	
	Staff	3.7				1	2	
	Peers	4.0					2	
Identifies and makes the most of opportunities to develop others	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	2.5			1	1		
	Staff	4.3				1		2
	Peers	3.0	1			1		
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	4.0					2	
Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	2.5			1	1		
	Staff	3.0			1	1	1	
	Peers		2					

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Developing self and others

#### 5. Promotes professional learning

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Seeks and responds to feedback to make changes in how they lead and manage the school	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	4.0					2	
In response to their own professional learning, makes changes in how they lead and manage the school	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0			1		1	
	Staff	3.3				2	1	
	Peers	4.0					2	
Sets and monitors high expectations of staff to share and implement insights from professional learning	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	3.7			1		1	1
	Peers	3.0			1		1	

#### 6. Manages self

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Responds calmly and constructively in emotionally charged situations	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Developing self and others

#### 6. Manages self

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Models a commitment to a healthy work/life balance	Self	2.0			1			
	Line Manager	2.0			1			
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Prioritises and acts constructively in response to conflicting demands	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	4.0				1	1	1
	Peers	4.0					2	
Takes appropriate action in times of uncertainty in the areas that are within their control	Self	3.0				1		
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.0			1		1	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Leading improvement, innovation and change

#### 7. Inspires and motivates

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Leads and seeks input into the development of the vision for the school	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Builds commitment and confidence in a shared understanding of the vision for the school	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.0		1		1	1	
	Peers	3.5				1	1	
Leads in a manner that is responsive to the stage, growth and development of the school	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	4.0					2	
	Staff	3.3				2	1	
	Peers	4.5					1	1
Recognises and celebrates the achievements of individuals and teams	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	4.0				1	1	1
	Peers	4.0					2	

#### 8. Understands and leads change

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Evaluates the impact of change on student outcomes	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	4.0					2	
	Staff	4.0				1	1	1
	Peers	3.0				2		

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Leading improvement, innovation and change

#### 8. Understands and leads change

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Communicates the need for change in response to social, environmental or evidence-based educational trends	Self	4.0					1	
	Line Manager	2.0			1			
	Leadership Team	4.0	1				1	
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Plans, implements, monitors and reinforces purposeful change	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	3.0			1	1	1	
	Peers	4.0				1		1
Leads and implements the appropriate use of innovative technologies	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	3.5				1	1	

#### 9. Initiates improvement through innovation and change

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Provides the school community frequent opportunities to give feedback on changes to improve school performance	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	4.0	1				1	
Facilitates inquiry into innovative approaches to school improvement based on evidence	Self	4.0					1	
	Line Manager	2.0			1			
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued



## Behaviour frequency report

### Leading improvement, innovation and change

#### 9. Initiates improvement through innovation and change

Behaviour	Rater group	Average rating	<div> <div>Never / rarely</div> <div>-</div> <div>Always</div> </div>					
			*					
Promotes collaborative problem solving to ensure continuous improvement	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	4.5	1				1	1
	Peers	3.5				1	1	

\* Indicates that some of your raters did not respond to this item.

*Continued*

## Behaviour frequency report

### Leading the management of the school

#### 10. Aligns ethical practices with educational goals

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Promotes democratic values including active citizenship	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.7			1		2	
	Peers	4.5					1	1
Delivers on their commitments to others	Self	5.0						1
	Line Manager	5.0						1
	Leadership Team	4.5					1	1
	Staff	4.0			1		1	1
	Peers	4.0			1			1
Behaves consistently in line with stated values and beliefs	Self	5.0						1
	Line Manager	5.0						1
	Leadership Team	5.0						2
	Staff	4.0			1		1	1
	Peers	4.5					1	1
Models and promotes the school's values	Self	5.0						1
	Line Manager	5.0						1
	Leadership Team	4.5					1	1
	Staff	4.3					2	1
	Peers	3.0	1			1		
Advocates for students and the school in difficult situations	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0					2	
	Staff	3.3			2		1	
	Peers	4.0	1				1	
Challenges actions, behaviours and practices that are not ethical	Self	5.0						1
	Line Manager	5.0						1
	Leadership Team	5.0						2
	Staff	3.7			1		2	
	Peers	4.0			1			1

\* Indicates that some of your raters did not respond to this item.

Continued

# Behaviour frequency report

## Leading the management of the school

### 11. Manages resources

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Explains to stakeholders how the allocation of resources impacts students' learning	Self	4.0	1				1	
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.5				1	1	
	Peers	3.5				1	1	
Annually evaluates the impact of resource allocations on student and school priorities	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	4.0					2	
	Staff	4.0				1	1	1
	Peers	3.0				2		
Uses appropriate technologies to effectively manage the school	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	3.7				1	2	
	Peers	4.0					2	
Aligns resources with learning priorities and the school's strategic plan	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Prioritises effectively in order to achieve outcomes	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	4.3					2	1
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Leading the management of the school

#### 12. Manages high standards and accountability

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Communicates clearly defined expectations and accountabilities	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	3.5				1	1	
Monitors accountabilities and takes action to ensure they are met	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	4.0					2	
Ensures staff performance goals are based on the school's shared view of effective teaching and learning	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	3.5				1	1	
Implements an effective learning and assessment framework to monitor and understand student progress	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.0				2		
	Staff	3.7				1	2	
	Peers	4.0					2	
Takes appropriate action to address poor performance	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	3.0				2		
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Reinforces and monitors a process of observation and feedback for all teaching staff	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	4.0				1	1	1
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Engaging and working with the community

#### 13. Creates a culture of inclusion

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Encourages active involvement of the community's diverse backgrounds in school activities	Self	4.0					1	
	Line Manager	5.0						1
	Leadership Team	3.5				1	1	
	Staff	3.7				1	2	
	Peers	4.0					2	
Leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages	Self	5.0						1
	Line Manager	5.0						1
	Leadership Team	5.0						2
	Staff	4.0				1	1	1
	Peers	4.0				1		1
Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage	Self	5.0						1
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	4.0	1				1	
Supports the needs of students, families and carers facing complex challenges	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	2.5			1	1		
	Staff	3.0			1	1	1	
	Peers	3.0				2		

#### 14. Engages with the community

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Implements strategies to encourage all families to participate in the life of the school	Self	4.0					1	
	Line Manager	2.0			1			
	Leadership Team	4.0					2	
	Staff	3.3				2	1	
	Peers	4.0					2	

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Engaging and working with the community

#### 14. Engages with the community

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Creates an environment that encourages students to engage with the wider community	Self	3.0				1		
	Line Manager	2.0			1			
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.5				1	1	
Celebrates the rich cultural diversity of the community in the school's activities	Self	5.0						1
	Line Manager	4.0					1	
	Leadership Team	4.0	1				1	
	Staff	3.7				1	2	
	Peers	4.5					1	1
Uses multiple communication approaches to involve all parents and carers in their child's learning	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	3.0	1			1		
	Staff	4.5	1				1	1
	Peers	3.5				1	1	

#### 15. Collaborates with and influences the community

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	●	●	●	●	●
Develops and maintains positive relationships with students, families and carers	Self	4.0					1	
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	4.0	1				1	
Promotes positive partnerships with the school's broader community	Self	3.0				1		
	Line Manager	4.0					1	
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.0	1			1		

\* Indicates that some of your raters did not respond to this item.

Continued

## Behaviour frequency report

### Engaging and working with the community

#### 15. Collaborates with and influences the community

Behaviour	Rater group	Average rating	Never / rarely - Always					
			*	○	○	○	○	○
Actively consults with families and carers about the educational priorities of the school	Self	4.0					1	
	Line Manager	3.0				1		
	Leadership Team	2.5			1	1		
	Staff	3.3				2	1	
	Peers	4.0	1				1	
Co-ordinates policies and procedures for working with agencies to protect and support children and young people	Self	3.0				1		
	Line Manager	3.0				1		
	Leadership Team	3.5				1	1	
	Staff	3.3				2	1	
	Peers	3.0	1			1		

\* Indicates that some of your raters did not respond to this item.

## Reflective comments

### Key strengths

#### Self

There are no comments for this rater group

#### Line Manager

There are no comments for this rater group

#### Leadership Team

This section of the report is for voluntary comments about the principal's key strengths.

#### Staff

This section of the report is for voluntary comments about the principal's key strengths.

#### Peers

This section of the report is for voluntary comments about the principal's key strengths.

#### Others

There are no comments for this rater group

### Areas for development and the value of improving these behaviours

#### Self

There are no comments for this rater group

#### Line Manager

There are no comments for this rater group

#### Leadership Team

This section of the report is for voluntary comments about the principal's key areas for development.

#### Staff

This section of the report is for voluntary comments about the principal's key areas for development.

#### Peers

This section of the report is for voluntary comments about the principal's key areas for development.

#### Others

There are no comments for this rater group

### Any other comments

#### Self

There are no comments for this rater group

#### Line Manager

There are no comments for this rater group

*Continued*



## Reflective comments

### **Leadership Team**

This section of the report is for any other voluntary comments about the principal.

### **Staff**

This section of the report is for any other voluntary comments.

### **Peers**

This section of the report is for any other voluntary comments.

### **Others**

There are no comments for this rater group

# Rater list

*A list of the raters from whom you requested feedback*

The names of the individuals from whom you requested feedback are:

Line Manager
Line Manager One
Leadership Team
Leadership Team Two
Leadership Team Three
Leadership Team Four
Staff
Staff Five
Staff Six
Staff Seven
Peers
Peers Eight
Peers Nine
Peers Ten
Others
Others Eleven
Others Twelve
Others Thirteen