

Conversations around Your School and the School Excellence Framework

Learning	Teaching	Leading
Learning Culture	Effective Classroom Practice	Leadership
Wellbeing	Data Skills and Use	School Planning, Implementation and Reporting
Curriculum & Learning	Collaborative Practice	
Assessment & Reporting	Learning and Development	School Resources
Student Performance	Professional Standards	Management Practices and Processes

<i>Delivering</i>	<i>Sustaining and Growing</i>	<i>Excelling</i>
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<u>Marker:</u>	
<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Learning Culture	Delivering

Marker 1: All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Learning Culture	Delivering

Marker 3: School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Learning Culture	Sustaining and Growing

Marker 1: There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Learning Culture	Sustaining and Growing

Marker 3: Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Learning Culture	Excelling

Marker 1: There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Delivering

Marker 1: Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Delivering

Marker 3: Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school encourages students to recognise and respect cultural identity and diversity.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Delivering

Marker 5: School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Sustaining and Growing

Marker 1: The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Sustaining and Growing

Marker 3: Students care for self, and contribute to the wellbeing of others and the wider community.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Excelling

Marker 1: The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Wellbeing	Excelling

Marker 3: Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Delivering

Marker 1: Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school has an effective plan for student transitions in place.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Delivering

Marker 3: School plans elaborate on what all students are expected to know, understand and do.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Curriculum delivery integrates technology, library and information services.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Delivering

Marker 5: The school provides a range of extra-curricular offerings for student development.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 6: Teachers differentiate curriculum delivery to meet the needs of individual students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Sustaining and Growing

Marker 1: Curriculum provision is enhanced by learning alliances with other schools and organisations.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school actively collects and uses information to support students' successful transitions.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Sustaining and Growing

Marker 3: Teachers involve students and parents in planning to support students as they progress through the stages of education.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: There are systematic policies, programs and processes to identify and address student learning needs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Excelling

Marker 1: The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Curriculum and Learning	Excelling

Marker 3: Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Delivering

Marker 1: The school analyses internal and external assessment data to monitor, track and report on student and school performance.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Individual student reports include descriptions of the student's strengths and areas of growth.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Delivering

Marker 3: Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Parents are updated on the progress of their children.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Sustaining and Growing

Marker 1: The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Sustaining and Growing

Marker 3: Students use assessment and reporting processes to reflect on their learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Sustaining and Growing

Marker 5: Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Excelling

Marker 1: The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Students use reflection on assessment and reporting processes and feedback to plan learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Excelling

Marker 3: Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Evaluating and reporting student performance data underpins the whole-school assessment strategy.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Assessment and Reporting	Excelling

Marker 5: Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Student Performance Measures	Delivering

Marker 1: The school achieves value-added results.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Students are at or above national minimum standards on external performance measures.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Student Performance Measures	Delivering

Marker 3: Students are showing expected growth on internal school performance measures.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Student Performance Measures	Sustaining and Growing

Marker 1: The school: - achieves good value-added results, and/or - around 20 per cent of students achieve at high levels of performance on external performance measures.	
<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Students are showing higher than expected growth on internal school performance measures.	
<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Learning	Student Performance Measures	Excelling

Marker 1: The school: - achieves excellent value-added results, and/or - most of its students achieve at high levels of performance on external performance measures.	
<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Performance for equity groups within a school is comparable to the performance of all students in the school.	
<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Effective Classroom Practice	Delivering

Marker 1: Teachers regularly review and revise teaching and learning programs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers routinely review previous content and preview the learning planned for students in class.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Effective Classroom Practice	Delivering

Marker 3: All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Effective Classroom Practice	Sustaining and Growing

Marker 1: Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers provide explicit, specific and timely formative feedback to students on how to improve.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Effective Classroom Practice	Excelling

Marker 1: The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Delivering

Marker 1: Teachers analyse and use student assessment data to understand the learning needs of students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Delivering

Marker 3: Data analysis informs the school's learning goals and monitors progress towards them.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: School analysis of student performance data is provided to the community on a regular basis.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Delivering

Marker 5: The school leadership team regularly uses data to inform key decisions.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Sustaining and Delivering

Marker 1: Teachers incorporate data analysis in their planning for learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Sustaining and Delivering

Marker 3: The school leadership team engages the school community in reflecting on student performance data.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Excelling

Marker 1: Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg. Value added, growth, improvement, statistical significance).

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Data Skills and Use	Excelling

Marker 3: Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Collaborative Practice	Delivering

Marker 1: Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Collaborative Practice	Sustaining and Growing

Marker 1: Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Collaborative Practice	Sustaining and Growing

Marker 3: Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school identifies expertise within its staff and draws on this to further develop its professional community.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Collaborative Practice	Excelling

Marker 1: Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Collaborative Practice	Excelling

Marker 3: School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Delivering

Marker 1: Teachers participate in professional learning targeted to school priorities and their professional needs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Delivering

Marker 3: The school has processes in place for teachers' performance and development.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Beginning and early-career teachers are provided with targeted support in areas of identified need.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Delivering

Marker 5: Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Sustaining and Delivering

Marker 1: Teachers actively share learning from targeted professional development with others.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Sustaining and Growing

Marker 3: Teachers are actively engaged in planning their own professional development to improve their performance.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Excelling

Marker 1: The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers draw on and implement evidence-based research to improve their performance and development.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Learning and Development	Excelling

Marker 3: The school is recognised as expert in the provision of support to beginning and early career teachers.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Professional Standards	Delivering

Marker 1: Teachers understand and implement professional standards and curriculum requirements.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Professional Standards	Delivering

Marker 3: The school has a culture of supporting teachers to pursue higher-level accreditation.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Teachers are committed to their ongoing development as members of the teaching profession.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Professional Standards	Delivering

Marker 5: Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Teaching	Professional Standards	Sustaining and Growing

Marker 1: Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Teachers work beyond their classrooms to contribute to broader school programs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Delivering

Marker 1: Parents and community members have the opportunity to engage in a wide range of school-related activities.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school community is positive about educational provision.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Delivering

Marker 3: The school is committed to the development of leadership skills in staff and students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Delivering

Marker 5: The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Sustaining and Growing

Marker 1: The school solicits and addresses feedback on school performance.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Leadership development is central to school capacity building.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Sustaining and Growing

Marker 3: The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Excelling

Marker 1: Staff have purposeful leadership roles based on professional expertise.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school community is committed to the school's strategic directions and practices to achieve educational priorities.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Leadership	Excelling

Marker 3: The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Delivering

Marker 1: Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The three-year school plan has annual iterations focused on achieving identified improvements.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Delivering

Marker 3: The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Delivering

Marker 5: An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 6: Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Delivering

Marker 7: The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Sustaining and Growing

Marker 1: There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Sustaining and Growing

Marker 3: Monitoring, evaluation and review processes are embedded and undertaken routinely.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Excelling

Marker 1: The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Excelling

Marker 3: Established processes build the capacity of the school community to use data and evidence for strategic school improvement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Planning, Implementation and Reporting	Excelling

Marker 5: The school uses collaborative feedback and reflection to promote and generate learning and innovation.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Delivering

Marker 1: School staffing ensures that full curriculum implementation and delivery requirements are met.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Systematic annual staff performance and development reviews are conducted.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Delivering

Marker 3: The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: School and other facilities are used creatively to meet a broad range of student learning interests and needs.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Sustaining and Growing

Marker 1: Workforce planning supports curriculum provision and the recruitment of high quality staff.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Sustaining and Growing

Marker 3: Physical learning spaces are used flexibly, and technology is accessible to staff and students.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Excelling

Marker 1: Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Longer-term financial planning is integrated with school planning and implementation processes.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	School Resources	Excelling

Marker 3: The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

<p><u>Key language/phrases requiring discussion</u></p>	<p><u>Section of the marker achieved</u></p>
	<p><u>Section of the marker working towards</u></p>
<p style="text-align: center;"><u>Evidence</u></p>	<p style="text-align: center;"><u>Future Goals/ Initiatives/Evidence</u></p>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Management Practices and Processes	Delivering

Marker 1: The school leadership team communicates clearly about school priorities and practices.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Administrative practices effectively support school operations and the teaching and learning activity of the school.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Management Practices and Processes	Delivering

Marker 3: Accountability practices are tied to school development and include open reporting to the community.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 4: The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Management Practices and Processes	Delivering

Marker 5: All school staff are supported to develop skills for the successful operation of administrative systems.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Management Practices and Processes	Sustaining and Growing

Marker 1: There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Conversations around Your School and the School Excellence Framework

Domain	Elements	Level
Leading	Management Practices and Processes	Excelling

Marker 1: Practices and processes are responsive to school community feedback.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>

Marker 2: Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

<u>Key language/phrases requiring discussion</u>	<u>Section of the marker achieved</u>
	<u>Section of the marker working towards</u>
<u>Evidence</u>	<u>Future Goals/ Initiatives/Evidence</u>