**This may help you COPE?**

**School**

**Excellence Framework**

The following template may help you in demonstrating how your school plan aligns to the School Excellence Framework. It could be used to record what:

* **C**urrently is in place/business as usual at your school that addresses the element?
* **O**pportunities that may be considered for your school to address the element?
* **P**lanned 5Ps for 2015-17 that address the element?
* **E**vidence that can support your progress of the element of the framework?

*Remember that it is not possible to work on all elements at any one time. The SEF is not entirely linear; it is possible, and probable, that a school could move from delivering to excelling in any given timeframe.*

**School Excellence Framework - Learning Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING CULTURE****DELIVERING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. |  | • There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. |  | • There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. |  |
| • Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. |  | • Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. |  | • Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners. |  |
| • 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). |  | • Well-developed and current policies, programs and processes identify, address and monitor student learning needs. |  |  |  |
| • Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. |  |  |  |  |  |

**School Excellence Framework - Learning Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WELLBEING**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. |  | • The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. |  | • 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. |  |
| • The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. |  | • 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. |  | • Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. |  |
| • 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. |  | • Students care for self, and contribute to the wellbeing of others and the wider community. |  | • Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. |  |
| • The school encourages students to recognise and respect cultural identity and diversity. |  |  |  |  |  |
| • School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. |  |  |  |  |  |

**School Excellence Framework - Learning Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CURRICULUM AND LEARNING**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Curriculum provision meets community needs and expectations and provides equitable academic opportunities. |  | • Curriculum provision is enhanced by learning alliances with other schools and organisations. |  | • The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. |  |
| • The school has an effective plan for student transitions in place. |  | • The school actively collects and uses information to support students’ successful transitions. |  | • 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. |  |
| • School plans elaborate on what all students are expected to know, understand and do. |  | • Teachers involve students and parents in planning to support students as they progress through the stages of education. |  | • Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities. |  |
| • Curriculum delivery integrates technology, library and information services. |  | • There are systematic policies, programs and processes to identify and address student learning needs. |  |  |  |
| • The school provides a range of extra-curricular offerings for student development. |  |  |  |  |  |
| • Teachers differentiate curriculum delivery to meet the needs of individual students. |  |  |  |  |  |

**School Excellence Framework - Learning Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASSESSMENT AND REPORTING**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • The school analyses internal and external assessment data to monitor, track and report on student and school performance. |  | • The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. |  | • The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. |  |
| • Individual student reports include descriptions of the student’s strengths and areas of growth. |  | • Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. |  | • Students use reflection on assessment and reporting processes and feedback to plan learning. |  |
| • Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. |  | • Students use assessment and reporting processes to reflect on their learning. |  | • Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. |  |
| • Parents are updated on the progress of their children. |  | • The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. |  | • Evaluating and reporting student performance data underpins the whole school assessment strategy. |  |
|  |  | • Parents have an understanding of what their children are learning and receive regular information to support progression to the next level. |  | • Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn. |  |

**School Excellence Framework - Learning Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STUDENT PERFORMANCE MEASURES**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • The school achieves value-added results. |  | The school:- achieves good value-added results, and/or |  | • The school:-achieves excellent value-added results, and/or |  |
| • Students are at or above national minimum standards on external performance measures. |  | - around 20 per cent of students achieve at high levels of performance on external performance measures. |  | - most of its students achieve at high levels of performance on external performance measures. |  |
| • Students are showing expected growth on internal school performance measures |  | • Students are showing higher than expected growth on internal school performance measures |  | • Performance for equity groups within a school is comparable to the performance of all students in the school. |  |

Key quantitative measures will include, where relevant:

• Value-added results

• [Primary] Proportion at/above national minimum standard in Yea r 5 NAPLAN Reading and Numeracy

• [Primary] Proportion of tracked students in top two NAPLAN bands at Year 7

• [Secondary] Proportion at/above national minimum standard in Year 9 NAPLAN Reading and Numeracy

• [Secondary] Proportion of students with 2+ Band 5-6 results at HSC

• [Primary and Secondary] Internal school performance measures

**School Excellence Framework - Teaching Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EFFECTIVE CLASSROOM PRACTICE**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Teachers regularly review and revise teaching and learning programs. |  | • Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. |  | • The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence- based practice. |  |
| • Teachers routinely review previous content and preview the learning planned for students in class. |  | • Teachers provide explicit, specific and timely formative feedback to students on how to improve. |  | • Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. |  |
| • All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. |  |  |  |  |  |

**School Excellence Framework - Teaching Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DATA SKILLS AND USE**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Teachers analyse and use student assessment data to understand the learning needs of students. |  | • Teachers incorporate data analysis in their planning for learning. |  | • Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg. value- added, growth, improvement, statistical significance). |  |
| • The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data. |  | • Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. |  | • Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness. |  |
| • Data analysis informs the school’s learning goals and monitors progress towards them. |  | • The school leadership team engages the school community in reflecting on student performance data. |  | • 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. |  |
| • School analysis of student performance data is provided to the community on a regular basis. |  |  |  | • The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. |  |
| • The school leadership team regularly uses data to inform key decisions. |  |  |  |  |  |

**School Excellence Framework - Teaching Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COLLABORATIVE PRACTICE**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. |  | • Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. |  | • Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. |  |
| • Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. |  | • Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. |  | • 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. |  |
|  |  | • Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. |  | • School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. |  |
|  |  | • The school identifies expertise within its staff and draws on this to further develop its professional community. |  |  |  |

**School Excellence Framework - Teaching Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AND DEVELOPMENT**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Teachers participate in professional learning targeted to school priorities and their professional needs. |  | • Teachers actively share learning from targeted professional development with others. |  | • The school evaluates professional learning activities to identify and systemically promote the most effective strategies. |  |
| • The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. |  | • 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. |  | • Teachers draw on and implement evidence-based research to improve their performance and development. |  |
| • The school has processes in place for teachers’ performance and development. |  | • Teachers are actively engaged in planning their own professional development to improve their performance. |  | • The school is recognised as expert in the provision of support to beginning and early career teachers. |  |
| • Beginning and early-career teachers are provided with targeted support in areas of identified need. |  |  |  |  |  |
| • 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. |  |  |  |  |  |

**School Excellence Framework - Teaching Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROFESSIONAL STANDARDS**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Teachers understand and implement professional standards and curriculum requirements. |  | • Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. |  | • The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. |  |
| • Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes. |  | • Teachers work beyond their classrooms to contribute to broader school programs. |   |  |   |
| • The school has a culture of supporting teachers to pursue higher-level accreditation. |  |  |  |  |  |
| • Teachers are committed to their ongoing development as members of the teaching profession. |  |  |  |  |  |
| • Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. |  |  |  |  |  |

**School Excellence Framework - Leading Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEADERSHIP**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Parents and community members have the opportunity to engage in a wide range of school-related activities. |  | • The school solicits and addresses feedback on school performance. |  | • Staff have purposeful leadership roles based on professional expertise. |  |
| • The school community is positive about educational provision. |  | • Leadership development is central to school capacity building. |  | • The school community is committed to the school’s strategic directions and practices to achieve educational priorities. |  |
| • The school is committed to the development of leadership skills in staff and students. |  | • The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. |  | • 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. |  |
| • Links exist with communities of schools, other educational providers and other organisations to support the school’s programs. |  |  |  | • 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. |  |
| • The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice. |  |  |  |  |  |

**School Excellence Framework - Leading Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School planning, implementation and reporting**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • 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. |  | • There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. |  | • The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. |  |
| • The three-year school plan has annual iterations focused on achieving identified improvements. |  | • Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. |  | • The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. |  |
| • The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. |  | • Monitoring, evaluation and review processes are embedded and undertaken routinely. |  | • Established processes build the capacity of the school community to use data and evidence for strategic school improvement. |  |
| • The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. |  | • Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. |  | • Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. |  |
| • An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. |  |  |  | • The school uses collaborative feedback and reflection to promote and generate learning and innovation. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School planning, implementation and reporting**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. |  |  |  |  |  |
| • The school acknowledges and celebrates a wide diversity of student, staff and community achievements. |  |  |  |  |  |

**School Excellence Framework - Leading Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **school resources**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • School staffing ensures that full curriculum implementation and delivery requirements are met. |  | • Workforce planning supports curriculum provision and the recruitment of high quality staff. |  | • Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. |  |
| • Systematic annual staff performance and development reviews are conducted. |  | • Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. |  | • Longer-term financial planning is integrated with school planning and implementation processes. |  |
| • 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. |  | • Physical learning spaces are used flexibly, and technology is accessible to staff and students. |  | • The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. |  |
| • School and other facilities are used creatively to meet a broad range of student learning interests and needs. |  |  |  |  |  |

**School Excellence Framework - Leading Elements**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **management practices and processes**DELIVERING | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **SUSTAINING & GROWING**  | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** | **EXCELLING** | **Currently in place****Opportunities to consider****Planned 5Ps 15-17** **Evidence sources** |
| • The school leadership team communicates clearly about school priorities and practices. |  | • There are opportunities for students and the community to provide constructive feedback on school practices and procedures. |  | • Practices and processes are responsive to school community feedback. |  |
| • Administrative practices effectively support school operations and the teaching and learning activity of the school. |  | • Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. |  | • Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement. |  |
| • Accountability practices are tied to school development and include open reporting to the community. |  |  |  |  |  |
| • 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. |  |  |  |  |  |
| • All school staff are supported to develop skills for the successful operation of administrative systems. |  |  |  |  |  |