School Excellence Framework

Version 2 | July 2017

Introduction

NSW public schools are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

We prepare young people for rewarding lives in an increasingly complex world. Our vision is improved performance in every school, for every student, every teacher, every leader, every year.

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

The Framework describes 14 elements across these three domains which define the core business of excellent schools in three stages. Each year, schools will assess their practices against the Framework to inform their school plans and annual reports. The description of excellence in the Framework supports schools as they engage their communities in the development of a shared vision, the identification of strategic priorities, and the ongoing tracking of progress towards them.

The focus is on students

In our schools, every child is known, valued and cared for. Parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

Excellence in learning

In our schools, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Excellence in teaching

In our schools, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned in excellent schools by high quality teaching. Teaching in these schools is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Excellence in leading

In our schools, school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.
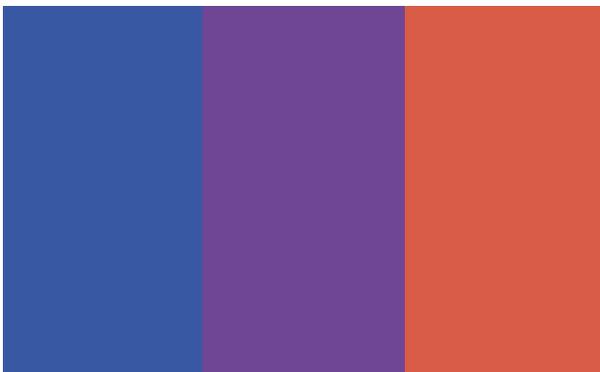
LEARNING DOMAIN:

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

LEARNING CULTURE

WELLBEING

CURRICULUM

ASSESSMENT

REPORTING

STUDENT PERFORMANCE MEASURES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
High expectations	Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
Transitions and continuity of learning	The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.	The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
Attendance	Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.	Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.	Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

LEARNING DOMAIN:

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

LEARNING CULTURE

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STUDENT PERFORMANCE MEASURES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Caring for students	The wellbeing of students is explicitly supported by identified staff.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
A planned approach to wellbeing	Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.	The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
Individual learning needs	The needs of all students are explicitly addressed in teaching and learning programs.	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
Behaviour	The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.	Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

LEARNING DOMAIN:

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

LEARNING CULTURE

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ASSESSMENT

REPORTING

STUDENT PERFORMANCE MEASURES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Curriculum provision	The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.	The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.	The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
Teaching and learning programs	Teaching and learning programs describe what all students are expected to know, understand and do.	Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
Differentiation	Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.	Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

LEARNING DOMAIN:

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

LEARNING CULTURE

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STUDENT PERFORMANCE MEASURES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Formative assessment	Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.	Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
Summative assessment	Assessment is planned and undertaken regularly in all classes and data is systematically collected.	Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.	The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
Student engagement	Students know when and why assessment is undertaken.	Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.	Students and parents understand the assessment approaches used in the school and their benefits for learning.\n\nFeedback from students on their learning derived from assessments informs further teaching.
Whole school monitoring of student learning	There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.	The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.	The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.\n\nThe school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

LEARNING DOMAIN:

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

LEARNING CULTURE			
WELLBEING			
CURRICULUM			
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REPORTING			
STUDENT PERFORMANCE MEASURES			

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Whole school reporting	The school analyses internal and external assessment data to monitor and report on student and school performance.	The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.	The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
Student reports	Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.	Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.	Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.
Parent engagement	Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.	Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.	Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

LEARNING DOMAIN:

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

- LEARNING CULTURE
- WELLBEING
- CURRICULUM
- ASSESSMENT
- REPORTING
- **STUDENT PERFORMANCE MEASURES**

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Value-add	The school's value-add is not significantly lower than the value added by the average school*.	The school's value-add* trend is positive.	The school achieves excellent value-added* results, significantly above the value added by the average school.
NAPLAN	At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.	At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
Student growth	The school identifies growth targets for individual students, using internal progress and achievement data.	Students are aware of – and most are showing – expected growth on internal school progress and achievement data.	The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
Internal and external measures against syllabus standards	The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.	School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.	School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

*cese.nsw.gov.au/publications-filter/value-added-measures

TEACHING DOMAIN:

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

EFFECTIVE CLASSROOM PRACTICE

DATA SKILLS AND USE

PROFESSIONAL STANDARDS

LEARNING AND DEVELOPMENT

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Lesson planning	Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.	Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.	All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
Explicit teaching	Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.	Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.	A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
Feedback	Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
Classroom management	Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning.	A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.	All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

TEACHING DOMAIN:

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

EFFECTIVE CLASSROOM PRACTICE

DATA SKILLS AND USE

PROFESSIONAL STANDARDS

LEARNING AND DEVELOPMENT

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Data literacy	Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
Data analysis	The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.	The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.	The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
Data use in teaching	Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.	Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
Data use in planning	Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.	There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.	School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

TEACHING DOMAIN:

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

EFFECTIVE CLASSROOM PRACTICE

DATA SKILLS AND USE

PROFESSIONAL STANDARDS

LEARNING AND DEVELOPMENT

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Improvement of practice	Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.	Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
Accreditation	Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.	The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.	A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.
Literacy and numeracy focus	The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.	All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

TEACHING DOMAIN:

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

EFFECTIVE CLASSROOM PRACTICE

DATA SKILLS AND USE

PROFESSIONAL STANDARDS

LEARNING AND DEVELOPMENT

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Collaborative practice and feedback	Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
Coaching and mentoring	The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.	Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.	Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
Professional learning	Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.	Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.
Expertise and innovation	Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.	The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.	Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

LEADING DOMAIN:

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

EDUCATIONAL LEADERSHIP

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

SCHOOL RESOURCES

MANAGEMENT PRACTICES AND PROCESSES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Instructional leadership	The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.	Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.	The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
High expectations culture	The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.	The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.	The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
Performance management and development	The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.	Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.	The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
Community engagement	Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.	The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.	The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

LEADING DOMAIN:

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

EDUCATIONAL LEADERSHIP

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

SCHOOL RESOURCES

MANAGEMENT PRACTICES AND PROCESSES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Continuous improvement	The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.	The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.	The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.
School plan	The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.

Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. | The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. | The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. |
| Annual report | The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. | In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. | The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

The annual report contains data that measures the impact of the plan in terms of student learning progress. |

LEADING DOMAIN:

EDUCATIONAL LEADERSHIP

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

SCHOOL RESOURCES

MANAGEMENT PRACTICES AND PROCESSES

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Staff deployment	The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.	The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.	The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.
Facilities	The school's physical resources and facilities are well maintained and provide a safe environment for learning	Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.	The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.
Technology	Technology is accessible to staff and students.	Technology is effectively used to enhance learning and service delivery.	Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.
Community use of facilities	The school plans for community use of school facilities.	Use of school facilities by the local community delivers benefits to students.	The school collaborates with the local community where appropriate on decisions about – and access to – school assets and resources, delivering benefit to both the school and the community.
Financial management	The priorities in the school plan drive financial decisions.	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 to address school strategic priorities and meet identified improvement goals.

LEADING DOMAIN:

EDUCATIONAL LEADERSHIP

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

SCHOOL RESOURCES

MANAGEMENT PRACTICES AND PROCESSES

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Administrative systems and processes	Administrative practices and systems effectively support school operations and teaching.	The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.	The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
Service delivery	All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.	Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.	Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
Community satisfaction	The leadership team measures school community (parent and student) satisfaction.	The leadership team analyses responses to school community satisfaction measures.	The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.