

School Excellence Framework

Version 3

Introduction

NSW public schools are committed to the pursuit of equity and excellence. Our purpose is to transform the lives of students through public education.

The School Excellence Framework supports all NSW public schools in their pursuit of equity and 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 schools in three stages.

Each year, schools will assess their practices against the Framework to inform their Strategic Improvement 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

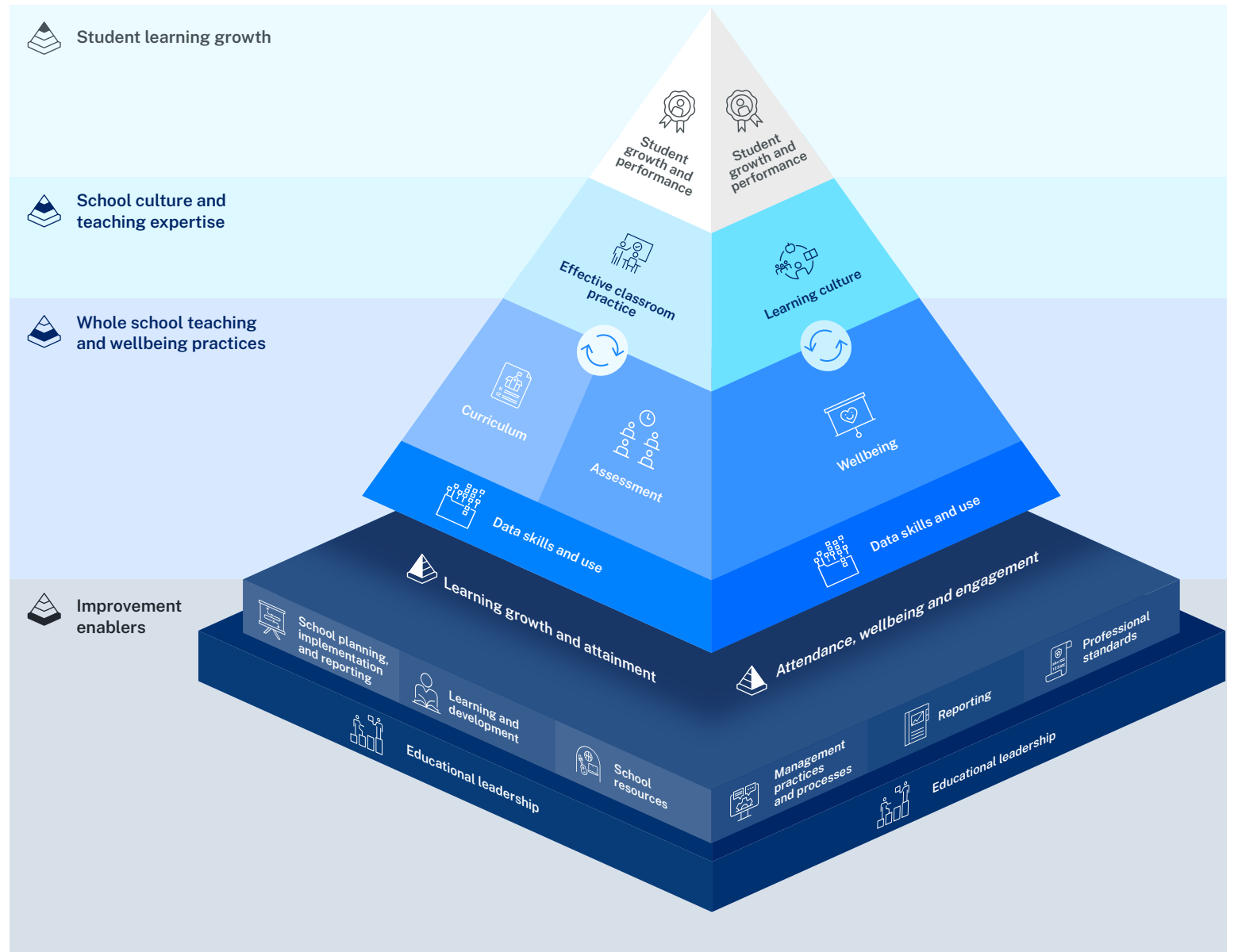
In our schools, our commitment to equity and excellence means every student can learn, grow and belong. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

We partner with parents/carers to ensure the very best for their children. In the early years, this means having the confidence that each individual child will be known and understood, with 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.

SEF Improvement Model

The School Excellence Framework (SEF) Improvement Model supports the School Excellence cycle in determining focus areas for improvement. The model provides a visual of the SEF and shows how the elements and domains are related and interconnected.

The model identifies SEF elements as improvement enablers to support whole school teaching and wellbeing practices, leading to student growth and performance. The model provides an opportunity to reflect on the specific elements and practices which can continue to focus efforts for improvement.



Excellence in learning

In our schools, young people will develop foundation skills in literacy and numeracy through the curriculum, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to equity and excellence for students in NSW public schools begins in the transition to Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential for 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 their learning, engaging them in rich learning experiences that develop vital skills for flourishing – now and in future years. By sharing information about learning development, teachers work in partnership with parents/carers as active participants in their children's education. At the other end of schooling, teachers and schools support students in making successful transitions to future learning and employment, equipping them with the skills to make informed contributions as citizens and leaders.

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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-informed. 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.

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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, success and wellbeing. Students benefit from the school's planned and proactive engagement with parents/carers and the broader community. Leaders in excellent schools ensure operational effectiveness, to serve the overarching strategic vision of the school community.

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Learning culture

In schools that excel, the school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community.

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Themes	Delivering	Sustaining and growing	Excelling
High expectations	The school holds high expectations for all students. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents/carers are known and inform planning for learning.	There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and wellbeing.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.
Transitions and continuity of learning	The school actively plans for student transitions (for example into K; Y6 to Y7; Y10 to Y11, across stages and post school). The school engages with and clearly communicates its transition activities to the school community.	The school collects and analyses information to inform and support students' successful transitions. The school promotes strong partnerships with parents/carers including those with students whose continuity of learning or wellbeing is at risk.	There is systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes.
Attendance	Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. The school community celebrates regular and improved attendance.	Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.	There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.



Wellbeing

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.

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Caring for students	The wellbeing needs of students are understood and explicitly supported by staff using whole school practices and processes.	School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students. The school prioritises positive engagement between staff and students, ensuring structures are in place to facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school.	Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
A planned approach to inclusion and wellbeing	Students, staff, parents/carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. A whole school approach to student and staff wellbeing and engagement is used. This includes staff engaging in relevant professional learning that responds to wellbeing data and identified need.	There is a planned approach for collecting and analysing whole school wellbeing and engagement data. This includes the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.	There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
Individual learning needs	The learning and wellbeing needs of students are used to inform teaching and learning. Parents/carers are kept informed of how students are being supported.	Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students.	A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.
Behaviour	The school's approach to behaviour creates and promotes inclusive, safe and respectful learning environments. Behaviour expectations are clear, consistently implemented and communicated with students and parents/carers.	Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.	Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.



In schools that excel, an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming are responsive to the learning needs of students and syllabus requirements.

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Curriculum provision	The school offers a curriculum that meets requirements of the NSW Education Standards Authority and Department of Education policies, providing equitable academic opportunities for students.	The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school focusses on transition points (for example into K; Y6 to Y7; Y10 to Y11) when designing and implementing the curriculum.	The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate. Students' learning pathways are longitudinally monitored (for example K-2; K-6; 7-12) to ensure sustained challenge and optimal learning outcomes.
Teaching and learning programs	Teaching and learning programs outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand, and do.	The teaching and learning cycle clearly underpins all teaching and learning programs. Programs are inclusive and describe expected student progression in knowledge, understanding and skill. This is aligned and assessed against NSW syllabus outcomes.	Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.
Differentiation	Staff are supported in developing strong pedagogical knowledge to differentiate the curriculum for students with identified needs. The parents/carers 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. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.	Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes.
Literacy and numeracy focus	The school ensures teaching proficiency through the provision of professional learning that continually builds teachers' knowledge and understanding of effective strategies in teaching literacy and numeracy skills through the curriculum.	The school provides support for staff to collaboratively plan, deliver, and evaluate the use of explicit literacy and numeracy teaching practices. Progress is monitored against syllabus outcomes and communicated with parents/carers to foster learning partnerships.	There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development.



Assessment

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.

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Formative assessment	Teachers collect and use assessment data to monitor achievements and identify gaps in learning to inform planning for student groups and individual students.	Teachers 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. Teachers expertly implement formative assessment, incorporating student voice and agency.
Summative assessment	Assessment meets all NESA requirements. It is planned and implemented in all classes and data is used to inform teaching.	Assessment is a tool that supports learning across the school. Teachers use a range of assessments to capture information about student learning. There is a whole school approach to support consistency of teacher analysis and judgement about student achievement.	The school analyses student progress and achievement data and a range of other contextual information. Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.
Student engagement	Students understand learning goals and know when and why assessment is undertaken.	Teachers share criteria for assessment with students. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency.	Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.
Whole school monitoring of student learning	There is a whole school assessment approach to ensure the learning of all students is systematically resourced and monitored.	The school analyses assessment data to identify student and cohort learning progress. Teachers use summative data to identify student learning, allocate resourcing 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. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.

Reporting

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.

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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 and analyse specific internal and external student and school performance data for formal reporting.	The school uses embedded processes and systems 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 and the allocation of resourcing, aligned with improvement measures in the Strategic Improvement 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 areas for meeting future learning goals.	Student reports are personalised and clear, with specific information about student learning, growth, next steps, and improvement measures, as well as relevant contextual and/or comparative data.
Parent engagement	Schools offer parents/carers information about their children's learning progress, including accessible reports and opportunities to discuss their learning and wellbeing.	Parents/carers are presented with clear information on what and how well their children are learning and receive information in accessible formats about how to support their children's progress. The school collaborates and solicits feedback on its reporting from parents/carers to inform appropriate adjustments.	Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received.



Student growth and performance

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

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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	The school consistently achieves close to the level of statistically similar schools in NAPLAN average scaled score for reading, writing and numeracy.	The school consistently achieves at the level of statistically similar schools in NAPLAN average scaled score for reading, writing and numeracy. There is a trend for an increased proportion of students meeting proficiency.	The school consistently achieves above statistically similar schools in NAPLAN average scaled score for reading, writing and numeracy. There is a trend for an increased proportion of students meeting proficiency.
Student growth	The school identifies growth goals and improvement measures for identified cohorts and 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 (such as NAPLAN and HSC) against syllabus standards	There are school-wide practices for using internal and external assessments to assess student progress and achievement against syllabus outcomes. The school uses student demographic data to monitor equity gaps.	School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. The school uses assessment and student data to identify and monitor the learning needs of all equity groups within the school community.	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



Effective classroom practice

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-informed inclusive teaching strategies.

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Themes	Delivering	Sustaining and growing	Excelling
Lesson planning	Teachers review and revise lesson plans, sequences, and adjustments, ensuring content is based on the curriculum and teaching practices are effective. Teachers 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. This is used to inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students.	Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, 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 explicitly review previous content and preview the learning planned with students in each class.	There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. 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.	Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
Feedback	Teachers respond to student learning. 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 review learning with students 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 are supported to use appropriate strategies to maintain orderly classrooms and manage challenging behaviour to create a safe and inclusive environment for learning.	A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers and students where needed, ensuring optimum learning. The school-wide approach is communicated and understood by teachers, students and parents/carers.	All classrooms and other learning environments are well managed within a consistent, school-wide approach. Consistent routines and 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 which promote student engagement and responsibility for learning.



Data skills and use

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

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Data literacy	Teachers access and engage in professional learning and discussion that builds in the analysis, interpretation and evaluation of student learning data.	The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data. 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 are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
Data analysis	The leadership team identifies the most relevant and high impact student progress and achievement data. This is used to inform key decisions together with staff such as professional learning, resourcing and implementation of new programs or initiatives.	There is a school-wide process for analysing the most relevant student data to gain insights into student progress, achievement and wellbeing. Analysis is used collaboratively by staff to determine appropriate actions to improve student learning and wellbeing.	Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate 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 have the opportunity to review student assessment data and relevant background information, and compare results from external assessments (e.g., Check-in Assessments, NAPLAN, HSC) with internal measures to build consistent and comparable judgement of student learning.	Assessments are developed/sourced and used 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 formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.
Data use in planning	Clear and accurate analysis of student progress, achievement and wellbeing data informs the school's planning and monitoring efforts. The outcomes of this analysis are shared with the school community through 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 learning and wellbeing 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.



Professional standards

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.

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Themes	Delivering	Sustaining and growing	Excelling
Improvement of practice	The school has Performance and Development Plan (PDP) processes in place to support teachers in demonstrating proficiency aligned with the Australian Professional Standards. These processes enable teachers to reflect on their practice, plan for their professional development and monitor their progress in order to enhance their performance.	Teachers' Performance and Development Plans (PDPs) 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 areas for further support, with planning in place to identify and 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 use the Australian Professional Standards and PDPs to identify and monitor specific areas for further development. Teachers' accreditation is supported by the school.	The school monitors the accreditation status of all staff and encourages aspirational goal setting and the pursuit of higher levels of accreditation.	There is a strong, visible culture in the school that promotes and supports outstanding teaching and leadership pathways including higher-level accreditation. Staff are recognised for skills in leading high impact strategies and quality teaching practices.

Learning and development

In schools that excel, professional learning is informed by the professional needs of teachers and aligned with the Strategic Improvement Plan. 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.

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Collaborative practice and feedback	Meetings are effectively managed, fostering a school-wide approach to curriculum review. This approach involves revising teaching practices and learning programs to ensure alignment with learner needs, supported by 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 fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.
Coaching and mentoring	The school's structure and organisation are designed to provide direct support to new staff and beginning teachers through mentorship from experienced teachers, ensuring a smooth transition and ongoing guidance.	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.	School-wide 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 school-wide 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-informed 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-informed, 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.

Educational leadership

In schools that excel, the principal is the primary educational leader. The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

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Leading, teaching and learning	The leadership team ensures curriculum and assessment implementation through planning, monitoring, and reviewing teaching and learning programs. They also manage assessment and reporting of student achievement in line with NESA and Department of Education requirements.	Professional learning in the school emphasises the development of effective learning and leadership practices focused on whole school improvement. New and aspiring leaders are supported and staff demonstrate a shared responsibility for student achievement.	The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.
High expectations culture	The leadership team oversees the provision of support and professional development for every staff member to ensure the implementation of relevant department policies within a culture of high expectations.	The leadership team promotes a culture of high expectations through the development of processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance.	The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
Performance management and development	The leadership team ensures that annual performance and development processes are implemented for all teaching and non-teaching staff. Performance and development needs are identified and addressed respectfully, promptly, and effectively.	Staff proactively seek to improve their performance in a positive culture of challenge and support. The capabilities of all staff are developed by evidence-informed, collaborative professional learning and feedback practices focused on improvement. Future leaders are identified, supported, and developed.	A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. All students are taught by high performing teachers. Leadership capability is developed by identifying, inspiring and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.
Community engagement	Parents/carers and community members have the opportunity to engage in a range of school related activities which help build a cohesive educational community and enhanced sense of belonging.	The school understands the diversity of their broader community by regularly engaging in a range of school and community-based activities. Feedback on school performance is solicited and addressed from students, staff, parents/carers and the broader school community.	The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.



School planning, implementation and reporting

In schools that excel, the Strategic Improvement 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 drives improvement. Embedded consultation processes demonstrate a strong commitment to authentic collaboration and reflect student, staff, and community voices.

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Themes	Delivering	Sustaining and growing	Excelling
Continuous improvement	The school engages in an inclusive, ongoing process of self-assessment, planning, implementation, and evaluation to collaboratively develop evidence-informed strategic improvement plans.	The school's regular and cyclical strategic planning actively enables change that leads to improvement, ensuring that school-wide processes are responsive to feedback and evidence.	A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced teaching and leadership practices. Embedded and iterative processes and practices evolve with the changing context of the school community.
Strategic Improvement Plan	The strategic directions of the Strategic Improvement Plan align to student and system priorities and ensure responsiveness to identified needs. The school leadership team welcome and engage staff, students, parents/carers and the school community in the development of the vision and priorities of the school.	The leadership team embeds planning processes to direct school improvement through initiatives and activities aligned to student needs. Staff are provided opportunities to engage with the strategic directions of the Strategic Improvement Plan to work towards the achievement of the improvement measures.	The school collaboratively uses research, evidence-informed initiatives and innovative thinking in designing and implementing a Strategic Improvement Plan that successfully delivers ongoing, measured improvement in student progress and achievement.
Evaluative practice	The school engages in ongoing evaluation of activities in the Strategic Improvement Plan by examining process quality and impact to determine the effectiveness of school improvement initiatives.	Evaluation is implemented in a collaborative and systematic way to inform considered adjustments and modifications to whole school areas of focus, programs and initiatives.	There is a culture of evaluative practice which supports the school to efficiently and effectively deliver their strategic priorities and demonstrate improvements in student learning outcomes.
Annual Reflection and Report	The school accurately uses evidence and data to identify the progress and impact of Strategic Improvement Plan initiatives and reports progress against improvement measures. The school also reflects on the impact of activities funded by equity loadings.	The school's annual reflection processes demonstrate evaluative practices, informed by regular evidence collection and year-round evaluation. Impact statements across all activities show strong alignment with the purpose of the strategic direction, along with appropriate and strategic resourcing.	There are embedded school-wide practices that enable authentic annual reflection and evaluation of implementation and progress monitoring. Annual evaluation of progress and impact informs strategic changes to the Strategic Improvement Plan and effectively aligns with and meets the school's annual reporting requirements.



School resources

In schools that excel, resources are strategically used to achieve improved student outcomes by enabling high quality teaching and learning opportunities.

Learning Domain

Learning culture
Wellbeing
Curriculum
Assessment
Reporting
Student growth and performance

Teaching Domain

Effective classroom practice
Data skills and use
Professional standards
Learning and development

Leading Domain

Educational leadership
School planning, implementation and reporting

School resources >

Management practices and processes

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, including non-educational administrative tasks to appropriate non-teaching staff.	The school's staffing is organised and managed to maximise time spent on teaching, learning and leading. The leadership team regularly considers and acts on opportunities to optimise non-educational administrative tasks with appropriate non-teaching staff, and ensures that adequate support is provided to enable non-teaching staff to take on these tasks.	The leadership team plans for and strategically deploys teaching and non-teaching staff to improve student outcomes. The leadership team uses data to evaluate the effectiveness of staff deployment decisions and creates a culture of shared accountability to achieve organisational best practice.
Facilities	The school's physical resources and facilities are well-maintained, accessible and provide a safe environment that is inclusive of all students.	The school has processes for maintaining current and inclusive resources and facilities for students. Physical learning spaces are used flexibly and sustainably to meet the diverse learning and wellbeing needs of students.	The leadership team takes a creative and sustainable approach to the use of the physical environment, ensuring that it optimises learning and wellbeing within the constraints of the school design and setting.
Technology	Technology is accessible to all staff and students with support available when required.	The school makes informed decisions about what technology to engage with based on school context and student need. Technology is used effectively to enhance teaching and learning and streamline administrative practices.	Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are experts in the use of available and emerging technology and systems to maximise the efficiency and effectiveness of school operations.
Community use of facilities	The school plans for community use of school facilities.	The use of school facilities by the local community and collaboration with local community/service providers deliver 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 Strategic Improvement Plan drive financial decisions.	Strategic financial management is driven by the Strategic Improvement Plan and is used efficiently, including environmental consideration, to maximise resources.	Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals and sustainability practices.



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.

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Management practices and processes >

Themes	Delivering	Sustaining and growing	Excelling
Administrative systems and processes	Administrative practices and systems are culturally responsive, clearly understood and effectively support school operations and teaching.	The school makes informed choices about the administrative practices and systems that best support efficient and effective school operations, based on cost effectiveness, sustainability, evidence, and contextual needs. Capabilities and expertise in administrative practices and systems is developed as needed.	The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits and sustainable outcomes to the school community efficiently and effectively.
Service delivery	Non-teaching staff are supported in their development through professional learning to develop skills for the successful operation of administrative systems and a positive culturally responsive customer service ethic.	Streamlined, flexible, inclusive and culturally responsive processes exist to deliver services and information and to support parental engagement and satisfaction.	Management practices and processes are streamlined and responsive. There is a school-wide approach to improving service delivery and the experience of students and parents/carers.
Community satisfaction	The leadership team measures school community satisfaction.	The leadership team analyses responses to school community satisfaction measures, including by student cohorts and equity groups to identify areas for improvement.	The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings in accessible and culturally inclusive ways with its community.