



## Self-assessment matrix

## Domain: LEARNING AND TEACHING

### Element 1: Teaching practice

#### Characteristics:

- A. Commitment to quality teaching underpins professional expertise.
- B. Meaningful teaching, and appropriate learning technologies, improves student engagement.
- C. Professional learning promotes individual growth and the achievement of school and system priorities.
- D. Reflective practices that include action research are used to evaluate teaching programs.

	1	2	3	4	5
<b>LT.1A</b>	The school has no systemic approach to delivering quality teaching. Teaching practices reflect a narrow understanding of pedagogy and attempts to raise the expertise of teachers are superficial. There is no effective research-base connecting knowledge with practice.	The school has identified the need to develop a quality teaching model based on sound research across the school. Identified resourcing and professional development has occurred and school curriculum documents and practice are being aligned. Teaching practice of some staff reflect this commitment.	The school continues to support staff in ensuring quality pedagogy underpins their curriculum documents. Most staff members are committed to developing their professional expertise in relation to quality teaching pedagogy and changes have occurred in their teaching practice.	Nearly all staff members are committed to developing their professional expertise. A systemic approach to the delivery of quality teaching is evident in planning, and this is reflected in the high quality pedagogy used in researched-based teaching practices across the school.	All staff members are committed to quality teaching practices (explicit teaching) that generate significance by connecting students with their learning. Quality learning environments support and motivate professional expertise which is evident in all teaching programs across the school.
<b>LT.1B</b>	Most teaching programs are low level and content-driven. Students have few opportunities to demonstrate higher order thinking skills. Student engagement is low. There is little use of appropriate learning technologies.	Teachers understand the need to develop challenging tasks that allow students to express higher order thinking skills - implementation occurs sometimes. The use of learning technologies is isolated to few areas of the curriculum and not integrated across all programs.	Most teachers usually require students to address significant concepts and understandings. Open ended thinking skills are associated with many learning activities and tasks. The use of appropriate learning technologies is embedded in the learning programs.	Nearly all teachers require students to address significant concepts and understandings. Higher order thinking skills are nearly always associated with learning activities and tasks. Students' engagement is evident. Teachers integrate and evaluate appropriate learning technologies across most curriculum areas.	All teachers require students to address significant concepts and understandings. Teaching programs always emphasise the application of higher order thinking skills. Students' engagement is evident. Appropriate learning technologies are utilised by all teachers across curriculum areas, pedagogy and assessment to strengthen the significance and connectedness of student learning experiences.
<b>LT.1C</b>	Professional development and performance management practices are random, or based on individual interests and disconnected from school and system priorities.	Performance management practices are irregular and provide limited feedback or support for staff growth. Some staff access professional development that is linked to school and system goals or because of a specific role or function within the school.	Performance management practices provide staff with some feedback and support to improve practice. Staff members frequently share professional learnings. Professional development planning in most instances supports school, system and individual priorities and adequately resourced	All staff are aware of their capabilities and have identified appropriate professional learning support from within the school and the system to support further development that addresses system and nearly all school priorities. Through performance management practices most staff challenge and support each other to improve delivery and develop their teaching practice	Professional learning is seamlessly integrated within the schools professional learning strategy and performance management processes to strategically address all school and individual priorities. All staff value, and are commitment to, performance management practices which raise standards in teaching and learning.
<b>LT.1D</b>	Most staff members deliver the same teaching program year in year out and do not take part in professional dialogue related to course or program evaluation.	Some staff members individually reflect on their programs and revise their teaching practice accordingly. This reflection is done sporadically and limited data-sets are used to assist the evaluation.	The school has designed a systematic approach to reflecting and evaluating teaching programs (action research) although it is not consistently used by teachers or executive.	Nearly all teachers reflect and evaluate teaching programs systematically. The outcomes of these evaluations are usually documented and some changes to programs and pedagogy are evident.	The school has a systematic approach to reflecting and evaluating teaching programs which is carried out by all staff. Outcomes of this reflection, using a range of data-sets, are evident in changes to programs and pedagogy.

## Domain: LEARNING AND TEACHING

### Element 2: Learning and achievement

#### Characteristics:

- A. Expectations about learning are communicated so as to value the quality of work and high standards.
- B. Student learning is personalised to engender motivation, ownership and responsibility.
- C. School-wide assessment strategies support improved learning outcomes.
- D. Reporting practice and feedback are aligned with system requirements and policies.

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<b>LT.2A</b>	Staff members do not have high expectations for all learners and believe some learners will not achieve. No explicit statements regarding the quality of work or standards are communicated to students. Only technical and procedural criteria are made explicit.	Some staff members have high expectations for learners but this is not widely agreed or programmed. Students are unsure of expectations and standards so there is no motivation for raising achievement or performance.	Staff members have high expectations for learners and put in place practices and programs to support individuals and groups to work towards raised standards. There is little elaboration of what it means to do well.	Most staff members have high expectations for all learners with practices and programs in place to support learners achieve raised standards. Students fully understand what it means to do well.	All staff members have high expectations for all learners, with standards discussed, challenged and improved. It is clear to students how these criteria will be used in assessing their work which results in high motivation to achieve.
<b>LT.2B</b>	Students' background and cultural knowledge is not considered when programs are planned. Students are generally disengaged and passive participants in the learning process. ICT is not utilised to customise and personalise learning for students.	Most students, most of the time, appear indifferent to learning and achieving. Students' background and cultural knowledge is occasionally reflected in teaching programs. Teacher directed learning is the dominant pedagogy. ICT is accessed occasionally by students predominantly in class time but there is little choice or personalised interaction with learning provided through its use.	Teachers often consider the students' background and cultural knowledge when personalising programs. Student engagement is evidenced through a rise in motivation across a range of subjects. Students usually own the results of their learning. ICT is utilised to provide students with an increased access to personalised and customised learning at set times during a learning program.	Nearly all teachers consider students' background and cultural knowledge when developing their teaching program. Students are broadly engaged in the substance of the learning programs. They take ownership and responsibility for their learning. ICT is utilised to provide students with an increased access to personalised and customised learning throughout the learning program.	Students' prior knowledge is always identified and substantially incorporated into the teaching programs in a meaningful way. All students are deeply involved in their learning, taking responsibility for their learning almost all of the time. ICT is utilised seamlessly across the school to enable students to engage with customised and personalised learning opportunities anywhere anytime.
<b>LT.2C</b>	Only end-point (summative) assessments are used to determine what students have learnt. There is no school-wide strategy in place to link assessment findings with student, or in-class, support.	Some teachers use summative and formative (ongoing) assessments to design teaching programs. Formative assessment strategies are sometimes used to support improved student learning outcomes.	Many teachers use both formative and summative assessment strategies. These are clearly linked to teaching programs. Analysis is regularly linked to providing appropriate levels of support for individuals when required. Students are often engaged in self-assessment.	Nearly all teachers plan and use both formative and summative assessment strategies. Valid assessments encompass the breadth and depth of planned learning outcomes. The school's assessment procedures have been reviewed in the last three years.	The schools assessment procedures are current and aligned to learning programs. All staff use both summative and formative assessments over a range of learning contexts. Student self-assessment is an integral component of the schools procedures enabling reflection on learning styles and capacities.
<b>LT.2D</b>	There are no established reporting procedures in the school or if there are they are not linked to system policies and do not reflect best practice.	There are loosely established procedures for reporting on student learning outcomes. Reporting mainly focuses on students' intellectual development. There is little opportunity for a student or parent/carer to gain useful feedback on reports.	The school's reporting procedures effectively link assessment and moderation. Procedures were developed in conjunction with the community and allow many students and parents to have access to useful and timely feedback.	The school's reporting procedures are aligned with system policies and have been reviewed to ensure they meet the needs of the school community. They provide comprehensive information about students' intellectual, social and personal development.	Reporting practices are clearly established and implemented in accordance with system requirements. Reporting supports improved learning outcomes by developing a partnership between the school, the student and parent/carer.

## Domain: LEARNING AND TEACHING

### Element 3: Curriculum

#### Characteristics:

- A. The curriculum is responsive to the school context and maximises opportunities for all students to succeed.
- B. The school-based curriculum is appropriately aligned with the mandated curriculum framework.
- C. The curriculum is implemented to ensure students are provided with the opportunity to achieve intended outcomes.
- D. The school's curriculum is evaluated to maintain currency and relevance.

	1	2	3	4	5
<b>LT.3A</b>	The school's curriculum does little to interpret the school's values. Programs are out of date and no renewal process is planned. The curriculum is out of context and not relevant to most students.	The school's curriculum has some alignment with school values. Renewal of documents is patchy across the school. The local learning context is captured in some subject areas.	The school's curriculum is linked to school priorities (values and vision). A cyclic process of renewal has been planned. The local learning context is captured in many subject areas.	The curriculum is responsive to school priorities and has community endorsement. A cyclic renewal process is implemented. The local learning context is captured in most subject areas.	Curriculum documents express opportunities for all students to succeed. Renewal processes are endorsed and implemented. The local learning context is routinely captured in all subject areas.
<b>LT.3B</b>	There is no coherent curriculum document that is available against which teachers can develop their teaching programs. School documents poorly align with system priorities in curriculum.	Delivery of the school-based curriculum is rarely coordinated and lacks internal consistency. There are some curriculum documents but they are not linked to the mandated curriculum framework.	School-based curriculum is reviewed to maintain consistency and rigour. Curriculum documents mostly link to the mandated curriculum framework but are not scoped to identify what should be taught.	Curriculum documents link to the mandated curriculum framework and staff usually refer to them when planning their teaching programs. Review and renewal of curriculum is focused on alignment.	Curriculum documents link to the mandated curriculum framework, are fully scoped to identify learning opportunities for all students to succeed. Review and renewal of curriculum is focused on alignment.
<b>LT.3C</b>	The school has no means by which to determine or ensure the quality of its curriculum delivery. Implementation is highly variable and outcomes are not valued by school or community stakeholders.	Some staff members assess the quality of their curriculum delivery. Implementation is variable across the school. Good curriculum outcomes are sometimes acknowledged by colleagues.	Staff members frequently assess the quality of their curriculum delivery. Implementation is often consistent across the school. Good curriculum outcomes are highlighted and acknowledged by colleagues.	Staff members usually assess the quality of their curriculum design and delivery. Implementation is consistent. Good curriculum outcomes are highlighted and acknowledged by the community.	Staff members routinely assess the quality of curriculum design and delivery. Implementation is consistently improved. Excellent curriculum outcomes are acknowledged by the community.
<b>LT.3D</b>	No form of curriculum coordination has been established to oversee the currency and relevance of the school's curriculum. The quality of curriculum design and delivery can not be determined.	Curriculum coordination team has been established to oversee the currency and relevance of key programs and documents. The quality of curriculum design and delivery is determined on a thin set of terms unknown to most staff.	Curriculum coordination oversees the currency and relevance of some key programs and documents. The quality of curriculum design and delivery is determined on an agreed set of terms known to most staff.	Curriculum coordination evaluates the currency and relevance of most key programs and documents. The quality of curriculum design and delivery is determined on a negotiated set of terms.	Curriculum coordination evaluates the currency and relevance of all key programs and documents. The quality of curriculum design and delivery is determined on a negotiated and valued set of terms.

## Domain: LEADING AND MANAGING

### Element 1: Strategic vision

#### Characteristics:

- A. A school vision which is purposeful, realistic, challenging and future oriented is collaboratively developed and promoted.
- B. Systems thinking and the promotion of links within and beyond the school to exchange ideas and resources are fostered.
- C. School planning reflects a broad understanding of contemporary issues for students, the school and the system.
- D. The school's future relevance is built on self-assessment and planned improvement processes.

	1	2	3	4	5
<b>LM.1A</b>	The school's vision and mission statements are outdated. Staff and community input into future planning is rarely sought. The school operates without forward thinking strategies and linkages to new technologies. .	The school's vision statement is updated but has little operational impact. Its development is managed by a select number of staff. The vision has little relevance to students or the broader community and technological developments.	The purpose and mission of the school reflects the current and contemporary nature in which the school is operating. Commitment varies across the school. In daily practice the school's vision sometimes impacts upon planning and resource management. Some students are aware of school's future vision.	The school's well expressed vision often drives challenging and future oriented strategies. Collaborative construction of the school's vision engenders broad stakeholder commitment. Staff and students can articulate the vision reflected in daily practice. Parents are aware of the school's vision.	The school's vision is dynamic and responsive to changes in society that drives innovation and excellence. All staff and stakeholders collaborate to review and develop the school vision and purpose. These act as constant points of reference for the plans and, priorities of the school. Staff, students and parents know the school's vision.
<b>LM.1B</b>	School leaders have done little to promote the concept of systems thinking. Professional knowledge is contained within classroom practices. Little emphasis is placed upon systems thinking.	The school is sometimes referred to as an interconnected system but staff members do not believe it affects their work. Occasionally system knowledge is drawn upon to influence school decision making. The school's approach to planning is rarely systematic or strategic.	The school leaders regularly refer to the school as a sub-system of the broader public school system. The school promotes staff engagement with relevant system initiatives that influence the school's future direction.	Most staff members recognise the school's organisational complexity. School plans optimise system-wide connections. The contemporary knowledge of staff members contributes to system initiatives. Learning environments often reflect innovative system's thinking.	Staff members routinely contribute system knowledge to school decision making. The school's contribution to system initiatives is valued by system leaders. The school's approach to planning is systematic and strategic directed at school and system growth.
<b>LM.1C</b>	Little effort is made to connect school review findings with strategic planning. New initiatives are adopted without professional research or analysis.	School review is seen as a management tool with minimal impact upon the professional practice of teachers. There is some attempt to share ideas and/or estimate the worth of new programs. The school has no evaluation strategy to determine program impacts on teaching or learning.	The school periodically makes connections between formal review and renewal processes. Knowledge of student environments is often used to give classroom practice a contemporary relevance. Analysis of key educational trends is sometimes shared with the community	Review processes inform analysis of key educational trends which are translated into practices that sustain contemporary relevance. The school's evaluation plan is enacted to renew programs that are valued by the school community.	The school researches and shares new ideas and educational trends. When decisions are made the school routinely ensures that it is informed by broad understandings of issues and implications for students, the school and the system.
<b>LM.1D</b>	The school does not refer to its school plan on any regular basis. The school's future plans are unknown to most of the community. No culture of improvement has been established as a school-wide change agent.	Opportunities for staff to discuss change in the context of uniform improvements are created. The quality of programs is variable reflected in student performance. The school is unable to project its likely outcomes which impede school-wide level improvement.	Engagement in a review of standards occasionally occurs and monitors its progress against a range of performance indicators. There are occasional signs of sustained improvement supported by a convincing evidence-base. A culture of improvement has been established and most staff see its relevance to future plans.	Identified improvement practices are common across the school. The quality of programs is consistently high and student outcomes show sustained growth. The school is able to project its likely outcomes and this supports school improvement at a school-wide level.	High standards and quality practices are routinely mapped to a futures oriented school plan. Members of the school community (including students) monitor processes and practices. The school has very effective ways of responding to and addressing under performance.

## Domain: LEADING AND MANAGING

### Element 2: Leadership practice

#### Characteristics:

- A. An evidence-based approach informs future practice for sustained improvement.
- B. Productive school cultures are built on high expectation, collegiality and mutual trust.
- C. Accountability structures effectively support the delivery of its school priorities.
- D. Professional learning of self and others is promoted by the leadership team.

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<b>LM.2A</b>	Information about school performance is not accessible to staff. Practice and improvement are rarely monitored and evidence is insufficient to inform decision-making. Little is done to construct corporate knowledge from an evidence base.	Some staff members collect and analyse data about the school's performance but this is rarely connected to improvement strategies. Accountability and performance audits are only conducted as an act of compliance. Data is infrequently used to change or influence community understandings.	Staff can usually obtain school and student performance data that is up to date and correct. An evidence-based approach to leading change is applied to many issues. The school's strengths and weaknesses are monitored using a range of self-assessment strategies and tools.	Most staff members collect and analyse data about the school and students' performance and this is often connected to improvement strategies. Accountability and performance audits are regularly conducted to inform future practice and sustain improvement. Data is frequently reported to change or influence community understandings.	Information about school performance is accessible when required. Processes are routinely monitored and evidence informs decision-making about sustainable future practices. All staff regularly analyse available evidence, to sustain continuous improvement that benefits individuals, cohorts and targeted groups.
<b>LM.2B</b>	Relationship with staff, students and community are limited or variable, with little understanding of individuals' issues, needs or aspirations. Leadership practice rarely enables collaboration or supports networking. Leadership expectations rarely improve existing cultures of teaching practice.	Leaders have some awareness of the individual needs and issues of staff, students and community. They take occasional responsibility for the development of a productive workplace culture. Occasionally, leadership initiatives will promote consistent and common understandings of standards.	Leaders are mostly aware of, and take responsibility for, the development of relationships built on mutual trust. Leaders usually promote inclusive home/school partnerships enhancing parent/carer understandings about learning needs and teaching practices.	The school's vision for highly effective teaching is informed by, and expressed through, professional pathways and goals. Most staff value the ethical and consistent behaviour of leaders who support the building of physically and emotionally healthy workplaces. The school context sets targets and values high standards.	Leaders engender high quality relationships based on trust and mutual respect. The school community's varied skill-sets are very well harnessed and result in highly effective networks and collaborations. The school's productive culture delivers outcomes that consistently match with high expectations.
<b>LM.2C</b>	Accountability systems are poorly understood by the school's community and procedures are rarely followed.	The school board is seen as an irrelevant delivery mechanism for ensuring delivery of the schools' strategic priorities.	The school board is seen as a support mechanism for the delivery of the school's strategic priorities and school plans. Accountability and quality assurance practices sometimes occur.	Management of the school is seen as a community partnership supported by the school board, which is seen as an integral mechanism for overseeing the delivery of strategic priorities.	The school board is seen as an effective structure that supports the delivery of the school's strategic priorities and school plans. The school board routinely assures compliance with the DET School Management Manual.
<b>LM.2D</b>	There is no culture in place to reflect upon leadership characteristics and qualities. The capacity of others is not harnessed or developed to benefit the system.	Leaders sometimes analyse their own performance and learn from experiences by seeking selective feedback. Staff engagement in professional learning is through their own motivation alone.	Leaders frequently demonstrate self-awareness and embrace opportunities for growth by seeking advice. Professional learning of staff is planned some of the times.	Leaders usually critically analyse their own performance and seek representative advice. Identification of relevant professional learning opportunities for self and others is completed in a strategic manner	Leaders routinely demonstrate self-awareness and embrace strategic opportunities for growth of self and others. Leaders learn from experiences by seeking guidance and advice.

## Domain: LEADING AND MANAGING

### Element 3: School management

#### Characteristics:

- A. Resource management is responsive to changing needs to achieve school priorities.
- B. Planning occurs to implement strategic and effective systems.
- C. Communication and reporting practices meet the contemporary needs of stakeholders.
- D. Risk and compliance issues are managed through well structured processes and practices.

	1	2	3	4	5
<b>LM.3A</b>	The school's resources (human, financial and physical) are not targeted to learner needs and only weak links exist with the school's plan and strategic priorities. Contemporary learning opportunities are limited by inadequate resourcing. Poor resourcing models rarely address the improvement of teacher quality.	Human, financial and physical resources are considered in plans. Some contemporary learning opportunities are supported but lacks sustainability. Evaluation of the effectiveness of resource management rarely occurs undermining the school's ability to achieve its priorities. Programs are under resourced and often fail to meet expected goals.	The school's resources are allocated to school goals to ensure contemporary learning opportunities are available across most learning areas. Some evaluation takes place to ensure valued programs and practices are sustained. New initiatives are considered in light of their impact upon a variety of resources. Resourcing is aligned to an investment in quality teaching.	The school's resources effectively support identified school priorities and changing technologies. Contemporary learning opportunities are available across all learning areas. Adequate maintenance processes operate to fund, train or staff key programs. Regular evaluations ensure successful and sustainable operations. Targeted resourcing towards identified groups of students is making a difference.	Effective resource management enables the school to be a leader in the provision of contemporary learning. Resource allocation is routinely reviewed to ensure resources meet existing and emerging needs. Investments in teacher quality optimise program outcomes.
<b>LM.3B</b>	Management processes lack operational consistency. There is no big picture for the staff regarding directions and operations. Governance and decision making structures do not operate effectively. A level of tension exists due to limited staff and parent involvement.	Management processes operate with wide variations in their effectiveness. Staff are unclear of processes, roles and responsibilities. Governance and decision making structures work for some issues. Staff and parent involvement in decisions is arbitrary.	Management processes operate consistently. Induction and review of common processes improve awareness of roles and responsibilities. Governance and decision making structures are effective in most cases. Staff and parents are regularly involved in decision making.	Management processes effectively support priorities and school operations. Governance and decision making structures are effective with high levels of stakeholder commitment. Processes exist to regularly involve staff, students and parents in decisions.	Quality management processes consistently deliver effective outcomes. Staff and parents are actively involved in decisions and supported with induction and information processes. High levels of stakeholder commitment and satisfaction is evident
<b>LM.3C</b>	Poor communication isolates stakeholders and often results in misunderstandings and inefficient work practices.	Communication processes are inconsistent and deliver to stakeholders' information that is sometimes timely and reliable.	Communication processes exist to enable the storage and exchange of reliable information to stakeholders in a timely manner.	Communication and reporting processes usually assist with the exchange of information and ideas to meet the contemporary of stakeholders.	Communication and reporting processes routinely promote the exchange of information and ideas to meet the contemporary needs of stakeholders.
<b>LM.3D</b>	Staff wellbeing and employment processes and practices are not effectively managed. Asset maintenance rarely occurs. Financial management always under estimates needs, placing financial sustainability at risk.	Staff wellbeing is sometimes addressed in parallel with safe and healthy workplaces. Asset management and maintenance occur with some safety issues remaining unaddressed. Financial management practices are compliant but inadequate reserves lead to a possible risk.	Processes are in place to build a safe, healthy workplace and learning programs are maintained with adequate staffing. Physical assets are maintained to provide safe work environments. School funds are managed to allow for short term contingencies, and cyclic asset and equipment replacement.	Strategies effectively manage staff issues and injury. Programs are well staffed to meet current needs. Physical assets are well maintained through a proactive renewal strategy. Financial management is compliant and financial reserves are effectively maintained.	Wellbeing strategies are excellent and prompt management of issues and injury occurs. Programs are well staffed and therefore viable. Assets are state of the art, or innovative, and safe. No short or long term risks are caused through financial management.

## Domain: STUDENT ENVIRONMENT

### Element 1: Student focus

#### Characteristics:

- A. Structures and processes are in place to identify the needs of all students.
- B. Students, irrespective of their social group, have opportunities to succeed.
- C. Sustained and reciprocal interaction between staff and students promotes a culture of improvement.

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<b>SE.1A</b>	The school's processes often limit the extent to which it can profile student needs. Structures have not been coordinated to collect useful information about student needs.	The school has structures and processes in place but they are not effectively communicated to stakeholders. The school is able to identify individual needs as they arise but little is done at a systemic level.	Structures for the identification of the learning needs of most students are well documented and stakeholders engage with the processes. The school has well defined procedures for students to register a need for assistance.	Structures and processes for the identification of the learning needs of all students are well documented, and implemented. Students understand and have confidence in the school's profiling of their needs.	Structures and processes for the identification of the learning needs of all students are well documented, implemented and reviewed to ensure they are current and align with departmental policies. The community often recognises the school's efforts to be student focussed.
<b>SE.1B</b>	The diverse and cultural characteristics of the student body are not well understood or addressed. Celebrating success is restricted, and applies to very few students.	Some programs are modified to cater for student interests and capacities. On the whole little time is spent recognising student backgrounds. The curriculum is rarely reviewed on the basis of student success.	The needs of students are understood and reflected in most programs that are inclusive and offer opportunities for success. Teachers show an interest in diversity and promote a wide range of student contributions.	Students are frequently presented with a wide range of opportunities to succeed. The school's vision highlights the value of social and cultural diversity. The notion of 'success' is often discussed by staff and innovative practices have been developed to recognise achievement.	The school values its social diversity and this understanding is reflected in a broad range of programs which lead to greater opportunities for success. The school's excellent understanding of community backgrounds is integrated into practice. Students feel appreciated and confidently celebrate their different talents.
<b>SE.1C</b>	Interactions between staff and students are rarely positive. Expectations are poorly communicated. Improvement is most often framed in a statement about student behaviours and attitudes.	Current staff practices, to develop student focussed learning environments, rarely involve negotiations with the student body. There's a distance between teaching and learning that over time has been embedded into the culture of the school.	Collaboratively developed processes by staff and many students assist in the development of positive interactions and shared understandings. The culture of the school frequently invites a genuine sharing of ideas across groups and networks.	Most staff and student interactions are positive, characterised by relationships that are collaborative and mutually respectful. A number of collaborations are at a mature stage of development and recognised as sustainable exemplars.	Sustained and positive interactions between staff and students lead to student focussed learning environments where working relationships are harmonious and motivating. Quality learning relationships are routinely delivering improved outcomes.

## Domain: STUDENT ENVIRONMENT

### Element 2: Student empowerment

#### Characteristics:

- A. Participation of students in school decision making and governance to engage in active citizenship.
- B. Resilience, responsibility and self-discipline are fostered.
- C. Participation of students in discussions about ownership of, and engagement in, learning.

	1	2	3	4	5
<b>SE.2A</b>	The school has a very limited number of practices in place to allow for student participation in governance. The culture of the school and its community are resistant to student empowerment and controls engagement.	The school curriculum teaches civics and citizenship but rarely converts these principles into practice. Students perceive the school to be an institution with rigid rules and inflexible practices. Opportunities exist for student representation but have little school-wide impact.	The formal school rules are open to change through a formal approach to student representation. Students manage the coordination of some community events. Student perceptions are recognised through system surveys but rarely investigated using more specific tools.	The school regularly monitors student perceptions and acts upon its findings. Students embody the principles of civics and citizenship – the curriculum and school practices are congruent. Teachers and students frequently work together to seek out opportunities to become involved in governance related to their community.	Student groups are encouraged to develop and network their ideas. The school promotes student empowerment and encourages student leadership. The student culture is focused on building democratic relationships and highly motivated to engage in community projects. The community has a positive view of student participation in governance and respects its contributions.
<b>SE.2B</b>	Few students demonstrate autonomy and initiative in regulating their own behaviour. Teachers devote more time to disciplining and regulating student behaviour than to teaching and learning. The welfare and management policy is limited to dealing with behaviours.	Some students demonstrate autonomy and initiative in regulating their own behaviour, but there is still substantial interruption to lessons for disciplinary and or regulatory matters. Poor behaviours are addressed using punitive or corrective management strategies. The school's general response to student welfare is reactionary.	The welfare and management policy fosters resilience and responsibility. Many students demonstrate autonomy and initiative in regulating their own behaviours. When misdemeanours occur the school often adopts the restorative approaches to resolution. The school's counselling services are aware of most student welfare issues and act appropriately.	Most students, most of the time, demonstrate autonomy and there is little interruption to learning. A high proportion of teachers resolve disputes with students so as to maintain positive relationships. Critical incidences are handled appropriately and consequences are fairly administered and accepted. Students value the safe and friendly school atmosphere.	Almost all students, almost all of the time, demonstrate autonomy and learning is rarely interrupted. A collaboratively developed student welfare and management policy, focusing on the development of the student as a self disciplined learner is effectively implemented by all teachers and is accepted by nearly all students.
<b>SE.2C</b>	There is little evidence of students exercising direction about their learning related to choice of activities, time spent on activities, pace of lessons and criteria against which they will be assessed. All aspects are explicitly designated by the teacher for students.	Students exercise some control over some aspects of their learning. Few classes have developed their own agreements as to the purpose of the class and their vision for an excellent class. Learning environments do little to motivate engagement with little evidence of quality learning on display. There are minimal processes in place to facilitate student/teacher discussions about learning.	Students often exercise some control in relation to aspects of their learning. This occurs in some classes only. Engagement in learning activities is frequently built upon internal student motivation. Some classes have developed their own agreements as to the purpose of the class and their vision for an excellent class. There are regular processes in place to facilitate student/teacher discussions about learning.	Some deliberation or negotiation occurs between teacher and students over at least some significant aspects of learning. This occurs in most classes. Many students understand why they are engaged in their learning activities and have developed statements of purpose and vision of excellence that are agreed to by affected students and teachers. These are frequently referred to in class and used to improve learning.	Students routinely determine many significant aspects of the lesson either independent of, or dependent on, teacher approval. This occurs in nearly all classes. All students understand and can articulate the connections between what they are learning and their futures. All classrooms have developed statements of purpose and vision of excellence that are agreed by affected staff and students. These are used as a basis for improving learning.

## Domain: STUDENT ENVIRONMENT

### Element 3: Student support

#### Characteristics:

- A. Education environments are safe, supportive, welcoming and inclusive.
- B. Students have access to diverse and challenging programs that meet specific needs.
- C. The school structures are supportive and value effort and participation in the development of the whole child/student.

	1	2	3	4	5
<b>SE.3A</b>	School facilities often compromise the quality of opportunity. Learning environments are uncomfortable. The school has a poor reputation, and overall satisfaction levels are very low. Students in need rarely feel supported by the physical nature of the school. The construction of positive online experiences in the social and educational use of ICT is not addressed.	The school environment varies with inconsistent resourcing applied to neglected areas. The construction of positive online experiences in the social and educational use of ICT is acknowledged but there is little evidence of a proactive school wide approach to the issue. Priority to presentation and safety is low. There is some evidence that the school is responding to levels of satisfaction about the educational environment.	Teachers establish welcoming learning environments which the students respect. Most teachers are capable of creating positive online experiences for most students. The community respects the school and its capacity to address educational needs. The school commences to evaluate and research best practice in the construction of supportive and inclusive environments.	Learning environments are most often conducive to support students in their learning. Students enjoy appropriate, safe and inclusive interactions with peers and teachers online. Satisfaction levels are consistently high; consequently, student and teacher absence are very low. Supportive classrooms are evident across most of the school. The school playgrounds are safe and enjoyed by most students.	The school has a wide variety of seamlessly integrated work environments (both off line and online) that are inclusive and supportive of all students. The school's inclusive culture nearly always accommodates the physical needs of students. Access to quality learning environments is a whole-school priority, so facilities are maintained in excellent condition. Students can relax and learn in parallel.
<b>SE.3B</b>	The school has a system in place that identifies the specific learning needs of some students but it is not very effective. Limited interpretation of special needs (gifted and talented, Indigenous, sporting, creative) leave many students with their needs not addressed.	Focus on the provision of programs to a select group of students with special needs is evident. These students are supported in engaging with a limited number of programs that meet their needs. Program delivery is inconsistently monitored across the school with very few common practices evident.	The school's committee structure is supportive of student needs. The work of teachers is well coordinated and teaching programs include a focus on personalised learning. The student's ability to choose from a range of study areas is frequently flexible enough to accommodate most student needs.	Student needs are addressed in most areas of planning. Student access to challenging learning is monitored and the school is responsive to most requests for accommodations to practice. Most teachers program on the basis of students' prior learning, so as to personalise delivery where possible.	Nearly all teachers and students routinely work in collaboration on meaningful and significant topics of learning. The work environments are consistently stimulating and students find the work motivating and challenging. Personalised learning is valued by the community and students are most often internally motivated to learn and achieve.
<b>SE.3C</b>	Students do not believe staff welcome or support them in their learning. Negative classroom interactions result from the common use of 'put-downs'. The fear of failure nearly always limits the potential of students.	Students have some staff they identify as supportive and have some positive affiliations beyond their immediate peer group. Student participation is mostly 'risk-averse' and therefore limits creativity of reluctant learners. Support structures are designed to suit the general needs of students.	Students believe many staff support them and they feel a sense of acceptance by their peers. School structures are in place for engaging the reluctant learner and these are frequently effective. Teacher insight about the 'whole child' is usually valued and can be recorded for access by other staff.	Students know that most staff welcome and support them in their learning. Effective school structures support the efforts of the reluctant learner. Efforts to personalise learning to meet 'whole child' needs are evident. The school has a good community reputation for valuing and supporting the development of the 'whole child'.	Students believe nearly all staff are enthusiastic and committed to extending the expectations for students. Students interact positively and openly with staff and peers to achieve high standards. The school actively seeks out new and innovative practices with a central focus being the 'whole child'. The community highly values the school's quality processes and is a partner in the process.

**Domain: COMMUNITY INVOLVEMENT**  
**Element 1: Partnerships with parents and carers**

**Characteristics:**

- A. Parents and carers are provided with the opportunity to be actively involved in their children’s learning.
- B. Effective partnerships are developed through timely and accurate communication with parents and carers.
- C. The school's practices reflect an understanding of the community's diverse culture, needs and capacities.

	1	2	3	4	5
<b>CI.1A</b>	Parents have poor or limited opportunities to develop relationships with the school associated in their child’s learning.	Some parent groups are regularly involved with the school. Limited opportunities are provided to involve all parents in their child’s learning. The school experiments with new technologies to enhance opportunities for parental involvement.	Parent groups have regular contact with or involvement in schooling. Modern technologies are utilised by the school to provide regular communication on school activities. This is welcomed and encouraged to promote learning partnerships.	Quality partnerships exist with most parent groups. Processes have been established to target and support those who have limited contact; encouraging them to become better informed and included. Modern technologies are utilised by the school to provide information on individual student participation and progress.	Innovative approaches, and partnerships appropriate to the context, ensure all parents and carers are actively involved in their child’s learning. Modern technologies allow for parents to regularly participate in and monitor a child’s learning.
<b>CI.1B</b>	Parents and carers are provided with limited or no access to develop partnerships. Feedback and concerns are handled in reactive or unpredictable ways.	Communication processes are unclear and/or have limited effect. Feedback or concerns are handled with varied levels of effectiveness which limits the development of sustainable partnerships.	School structures and processes have been collaboratively developed to sustain partnerships. Feedback or concerns are mostly handled appropriately and in a timely manner that frequently results in successful resolutions.	Parents and carers have regular opportunities to provide feedback on the quality of teaching, learning and school operations. Feedback and concerns are effectively addressed and analysed to identify improvement. Queries, issues or concerns are dealt with in a positive, timely manner using known and effective grievance processes.	Effective partnerships are evident and displayed by all staff dealing with parents and carers in a positive and timely manner. School systems and processes are regularly reviewed to improve services and outcome for all stakeholders
<b>CI.1C</b>	The school rarely acknowledges its diverse population. There are few agreed processes or practices for managing its client’s relationships and needs.	The school recognises elements of its diverse population and has limited processes and practices in place to integrate the school community.	Agreed processes and practices frequently assist the school to interact with its diverse community. The majority of interactions are reactive and promote task oriented relationships.	The school strategically relates to its community. Its systems cater for diverse cultural needs and capacities. Current policies and processes are usually reviewed and most recommendations are implemented.	Quality processes sustain and enhance community relationships. Established practices are reviewed so as to acknowledge and celebrate the changing context and contemporary profile of the diverse community.

## Domain: COMMUNITY INVOLVEMENT

### Element 2: Engaging with the community

#### Characteristics:

- A. The school strategically participates in community based projects and programs.
- B. The school models, promotes and develops positive respectful relationships within the school and the wider community.
- C. The school collaborates and develops partnerships with a range of stakeholders across the department and in other organisations to improve student outcomes.

	1	2	3	4	5
<b>CI.2A</b>	Community based activities have little impact on school practices. The school rarely takes advantage of community links or involves itself in outside projects.	Participation beyond the school is limited with few community and regional connections in place. Some staff members participate in community projects at the sub-school level - this is usually based upon individual interests. School experiments with new technologies to enhance community based projects and programs	Participation in community projects is encouraged by the school executive. Local community, regional and professional groups are beginning to approach the school as a project partner. Staff interests are incorporated into broader school and community partnerships assisted by modern technologies.	Strategic partnerships operate to mutually support the school, local community, regional and/or professional groups. These relationships support learning and teaching towards the achievement of school goals. The rich communication and collaboration is supported by modern technologies.	Strong and sustainable partnerships exist to support the local community. The school is seen as a valuable asset, with the majority of staff active in projects that connect students with their local facilities. The school's learning environment extends well beyond its physical boundaries connecting with expertise and knowledge from the global community.
<b>CI.2B</b>	There is limited acknowledgement of individual or group achievement. From a small bank of shared activities there is little opportunity to build mutual respect and understanding across the wider school community.	Inconsistent school practices foster polite but mostly superficial relationships. Community members are unclear about how to approach the school to celebrate shared successes. The school does little to promote its local community.	Staff and student contributions are often acknowledged using a range of communication tools. Formal opportunities are arranged to celebrate community successes but these attract a limited and/or selective audience. The wider community's understanding of the school is positive but this has not been harnessed.	The community has established an effective culture of respect built upon common understandings. These are often refreshed and updated to reflect the dynamic nature of interactions across the school community. Most stakeholders feel that they can contribute to the improvement of school relationships.	The community expresses a shared set of values. Regular rituals occur to celebrate successes. Individual and collective efforts are an integral part of the school's cultural heritage. Cultural norms evolve within a safe and caring community. Open debate is an indicator of the community's trust and mutual respect.
<b>CI.2C</b>	The school is self-contained, with a school-wide focus that does little to draw upon system resources. There are rare examples that demonstrate a cluster approach to engaging partnerships to improve student achievement.	Occasional teacher to teacher interactions have engaged the school in cluster-type activities. These non-strategic partnerships sometimes extend to longer term projects. There are no formal mechanisms in place to support or encourage sustainable partnerships. Partnership links to student learning are weak.	The school frequently responds to system initiatives that foster cluster partnerships. The interactions are unevenly spread across the school. Increasingly, the community understands and values the importance of time invested in the development of partnerships.	In many cases the school initiates cluster partnerships for the purpose of improving student outcomes. A number of staff members have expertise that is drawn upon to promote school and system initiatives. Collaboration is encouraged and community involvement is an embedded part of the school's philosophy.	Improved student outcomes are associated with innovative community partnerships. These partnerships are self-sustaining and well supported by the school community. The school has a strategic plan to maintain and/or foster new partnerships. Collaboration is uniformly appreciated as an effective school improvement strategy.

## Domain: COMMUNITY INVOLVEMENT

### Element 3: Promoting education

#### Characteristics:

- A. The school's achievements are celebrated with the wider community.
- B. Public education is promoted positively with the wider community.

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<b>CI.3A</b>	The school's academic achievements are superficially covered in reports to the community. The community is rarely asked for feedback about the school's performance. Little is known about the wider community and its future aspirations. ICT is not utilised to enhance participation by parents in student learning.	The wider community is sometimes consulted to establish common aspirations. Celebrations are confined to set events and rarely capture more spontaneous achievement. Achievement is narrowly interpreted and under-represents the school's broad capacity in both teaching and learning.	A comprehensive range of achievements are frequently profiled in school communications. The school is promoting its achievements to raise its reputation and attract enrolment. A number of school activities are endorsed and supported by community groups. The school takes an interest in community perceptions and welcomes feedback.	Parent and carer groups promote the school and are actively involved in setting an agenda for celebrating achievement. The school is strategic about its promotion and broadly canvasses its key features. Celebrations are current and capture the dynamic nature of its full community. Strategic partnerships help to broaden the scope for celebration of achievement.	The school and its community routinely endorse the quality of its services. Achievements are always acknowledged and help to build the school's reputation and culture of success. The profile of the wider community is well known to the school and this understanding generates opportunities for regular celebration. The school and its community tell a shared story of partnership and achievement.
<b>CI.3B</b>	The school is unclear about its public service to the community. Full access to the school facility and its curriculum offerings are rarely promoted to encourage every chance to learn.	The school has a narrow and sometimes selective interpretation of 'public'. The culture of public service is limited to administrative tasks. Public education is promoted as a calendar event, with little connection to daily practice.	Staff at the school frequently addresses issues of public access and equity. The educational setting projects to the community an open and welcoming learning environment. The school will often celebrate the achievements of other public schools.	The school community is clear about its public function and promotes a clear set of established values. Universal education is expressed in most school promotions. The school sets high standards and promotes achievement by all; using non-selective or elitist terminologies.	Access and equity are core features of the school's public credo. Students have every chance to learn in a caring and safe school culture which is well known and valued by the school's wider community. The school routinely achieves high satisfaction ratings and promotes this on the basis of excellent public service to the community. The school takes every opportunity to promote its broad connection to networks of ACT public schools.