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

This School Excellence Framework Self-assessment Survey has been designed to support schools to capture the “point-in-time” judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework.

The statements of excellence in the School Excellence Framework are central to guiding your school’s reflection on each element. Consider your evidence in light of these statements to determine your school’s progress.

Please complete the online School Excellence Framework Self-assessment Survey by 8 April 2016.

To complete the School Excellence Framework Self-assessment Survey:*
- reflect on the statements of excellence in each element
- consider your school’s evidence
- refer to the descriptors in confirming your school’s thinking – and tick all descriptors that are relevant to your school
- arrive at an on-balance judgement as a reflection of the descriptors and the statement of excellence for each element – tick the most appropriate for your school.
- If your school’s practices are not described by Delivering, Sustaining and Growing or Excelling, tick “Working towards Delivering”.
- print a copy of your response or save a PDF for your records.

*To save your progress and continue to the survey later, click the “Save and continue later” link at the top of any page and enter your email address.

The information from this survey will be de-identified and aggregated to inform system progress as part of the annual report to the Secretary of Education.

Links:
School Excellence Framework
School Excellence Policy
PDF version of this survey (for reference purposes only. The survey must be completed online)

School Name and Code confirmation

Please confirm that you are completing the survey for Lansvale Public School, code: 5220

Yes

Contact Details

Please enter your contact details as the person completing the survey

First Name
Mark

Last Name
Diamond

Position
Principal
LEARNING CULTURE

Delivering
All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Sustaining and Growing
There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Excelling
There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

Statement of Excellence: In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Learning Culture element?

Excelling

WELLBEING

Delivering
Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
The school encourages students to recognise and respect cultural identity and diversity.
School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
Students care for self, and contribute to the wellbeing of others and the wider community.

Excelling
Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
Statement of Excellence: In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Wellbeing element?

Sustaining and Growing

CURRICULUM AND LEARNING

Delivering

The school has an effective plan for student transitions in place.
School plans elaborate on what all students are expected to know, understand and do.
Curriculum delivery integrates technology, library and information services.
The school provides a range of extra-curricular offerings for student development.
Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations.
The school actively collects and uses information to support students’ successful transitions.
Teachers involve students and parents in planning to support students as they progress through the stages of education.
There are systematic policies, programs and processes to identify and address student learning needs.

Excelling

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

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

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Curriculum and Learning element?

Excelling

ASSESSMENT AND REPORTING

Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance.
Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
Parents are updated on the progress of their children.

Sustaining and Growing

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.
Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
Students use assessment and reporting processes to reflect on their learning.
The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.
Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

Statement of Excellence: In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Assessment and Reporting element?

Sustaining and Growing

STUDENT PERFORMANCE MEASURES

Delivering

The school achieves value-added results.
Students are at or above national minimum standards on external performance measures.
Students are showing expected growth on internal school performance measures.

Sustaining and Growing

The school: - achieves good value-added results, and/or - around 20 per cent of students achieve at high levels of performance on external performance measures.

Statement of Excellence: In schools that excel, students consistently perform at high levels on external and internal school performance measures.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Student Performance Measures element?

Sustaining and Growing

EFFECTIVE CLASSROOM PRACTICE

Delivering

Teachers regularly review and revise teaching and learning programs.
Teachers routinely review previous content and preview the learning planned for students in class.
All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing

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

Excelling

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

Statement of Excellence: In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Effective Classroom Practice element?

Sustaining and Growing

DATA SKILLS AND USE
Delivering
Teachers analyse and use student assessment data to understand the learning needs of students.
The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
Data analysis informs the school’s learning goals and monitors progress towards them.
School analysis of student performance data is provided to the community on a regular basis.
The school leadership team regularly uses data to inform key decisions.

Sustaining and Growing
Teachers incorporate data analysis in their planning for learning.
The school leadership team engages the school community in reflecting on student performance data.

Statement of Excellence: In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Data Skills and Use element?

Sustaining and Growing

COLLABORATIVE PRACTICE

Delivering
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing
Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

Statement of Excellence: In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Collaborative Practice element?

Sustaining and Growing

LEARNING AND DEVELOPMENT

Delivering
Teachers participate in professional learning targeted to school priorities and their professional needs.
The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
The school has processes in place for teachers’ performance and development.
Beginning and early-career teachers are provided with targeted support in areas of identified need.

Sustaining and Growing
Teachers actively share learning from targeted professional development with others.
There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.

Excelling
Teachers draw on and implement evidence-based research to improve their performance and development.
Statement of Excellence: In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Learning and Development element?

Sustaining and Growing

PROFESSIONAL STANDARDS

Delivering

Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes.
The school has a culture of supporting teachers to pursue higher-level accreditation.
Teachers are committed to their ongoing development as members of the teaching profession.

Sustaining and Growing

Teachers work beyond their classrooms to contribute to broader school programs.

Statement of Excellence: In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Professional Standards element?

Delivering

LEADERSHIP

Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities.
The school community is positive about educational provision.
The school is committed to the development of leadership skills in staff and students.
Links exist with communities of schools, other educational providers and other organisations to support the school’s programs.
The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Sustaining and Growing

Leadership development is central to school capacity building.
The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Excelling

Staff have purposeful leadership roles based on professional expertise.

Statement of Excellence: In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Leadership element?

Sustaining and Growing

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING
Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
The three-year school plan has annual iterations focused on achieving identified improvements.
The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
Monitoring, evaluation and review processes are embedded and undertaken routinely.
Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Excelling

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Statement of Excellence: In schools that excel, the school plan is at the core of continuous improvement efforts, with the school’s vision and strategic directions evident in its main activity.

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the School Planning, Implementation and Reporting element?

Sustaining and Growing

SCHOOL RESOURCES

Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met.
Systematic annual staff performance and development reviews are conducted.
The school’s financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing

Workforce planning supports curriculum provision and the recruitment of high quality staff.
Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Excelling

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
Longer-term financial planning is integrated with school planning and implementation processes.
The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Statement of Excellence: In schools that excel, resources are strategically used to achieve improved student outcomes.
Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the School Resources element?

Excelling

MANAGEMENT PRACTICES AND PROCESSES

Delivering
The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

Sustaining and Growing
There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Excelling
Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.

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

Based on your selection of the descriptors above, the above statement of excellence, and the evidence available in your school, what level do you think best describes your school for the Management Practices and Processes element?

Excelling