GROWING DEEP

Leadership & Formation Framework

School Improvement Framework
Reflection and Growth Tool

Lutheran Education
AUSTRALIA

School improvement framework (SIF): Reflection and growth tool

The survey is on a 5 point Likert scale that is accumulative from 1 to 5. Please indicate on the Likert Scale the highest level currently operated at.

Excellence in learning

Culture of challenge and support that promotes learning	0	1	2	3	4	5
1.1 The school community has a shared vision and can articulate the priority of excellence in learning. (GD)						
1.2 A culture of challenge and support with high expectations and mutual accountability. (GD) (NSIT 3)						
1.3 The school has a systematic learning agenda for all. (GD) (NSIT 3)						
1.4 Community members are committed to a culture of collaboration and rich relationships within and beyond the school. (GD) (NSIT 3)						
1.5 Strategies and processes to enhance the wellbeing of community members. (GD) (NSIT3)						
1.6 School actively demonstrates a well-supported and established culture which promotes positive behaviour and personal accountability through restorative practices, forgiveness and grace. (GD) (NSIT3) (QAS 2)						

Quality learning experiences through systematic curriculum delivery	0	1	2	3	4	5
1.7 Curriculum is designed and sequenced to develop independent, lifelong learners and creative individuals so they may enrich the world as global citizens. (GD) (NSIT 6)						
1.8 Curriculum provides for breadth and depth of quality learning experiences with adjustments to ensure success for all. (CIF 5) (GD) (NSIT 6)						
1.9 Student learning and progress is measured, monitored and reported using a diverse range of strategies. (GD) (CIF 5.3) (NSIT 6)						
1.10 Curriculum is resourced to ensure engagement in learning. (NSIT 6) (QAS)						
1.11 The school has clear achievement standards at class and school levels. (NSIT 2)						
1.12 Teachers have high expectations for every student and ambitious goals for advancing classroom performances. (NSIT 8) (CIF 5.1)						

		0	1	2	3	4	5

Quality and research based pedagogical practices							
1.13	School staff demonstrate an understanding of the importance of productive and enriching relationships and experiences to ensure successful learning, and work to build mutually respectful relationships across the school community. (GD) (NSIT 3)						
1.14	The school has developed a common and agreed understanding of effective teaching and learning, assessment and pedagogical practices which includes spiritual, intellectual, physical, emotional, cultural and social dimensions. (GD) (QAS2) (NSIT 8)						
1.15	The school encourages a culture of teacher reflection, action, collaboration and teamwork that results in supporting students through early intervention. (GD) (CIF 5.2) (NSIT8)						
1.16	The school creates learning environments in which all students and community members (all learners) are engaged, challenged, feel safe to take risks, have a strong learner voice and are supported to learn. (GD) (NSIT 8)						
1.17	Teachers enhance the learning of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. (AITSL 1.2) (CIF)						

		0	1	2	3	4	5

Professional learning							
1.18	School has a professional learning culture that ensures opportunities are created for teachers to reflect, work collaboratively, learn from the practice of others within and beyond the school. (GD) (NSIT 5)						
1.19	School has a systematic approach to professional learning which aligns to the school's strategic priorities and improvement plan. (GD) (NSIT 5)						
1.20	School consistently evaluates its staff learning activities to ensure best student outcomes and the effective embedding of quality practise. (GD) (QAS) (NSIT 5)						
1.21	All teachers are devoted to the continuous improvement of their own teaching and focused on the development of knowledge and skills required to advance student learning. (NSIT 5)						

		0	1	2	3	4	5
Assessment and reporting							
1.22	Assessment processes are aligned with curriculum and are designed to clarify learning intentions, establish where individual students are in their learning and monitor learning progress. (NSIT 6)						
1.23	Reporting processes are aligned with curriculum and designed to provide parents, families and students with information about the achievement of curriculum intentions and progress over time. (NSIT 6)						
1.24	Teachers provide consistent, regular and timely feedback to students that clearly communicates the actions individuals can take to make further learning progress. (NSIT 8)						
1.25	Teachers encourage self and peer assessment for learning. (QAS 2.5)						
1.26	Teachers routinely reflect on and evaluate the effectiveness of their teaching and adjust their practice accordingly. (NSIT 5)						

Ongoing improvement and innovation

Explicit improvement agenda	0	1	2	3	4	5
2.1 Improvement and innovation is a priority. (NIST 1) (CIF 2)						
2.2 The governing body and all school leaders are committed to innovative initiatives to improve outcomes for all students. (NIST 1)						
2.3 The school responds to student diversity to ensure individual and collective student success. (NIST 1) (GD 2.1)						
2.4 The school clearly articulates goals and strategies for improvement and all stakeholders share in the commitment to achieve school wide innovation and improvement. (NIST 1) (GD 2.1)						
2.5 Improvement plans and policies are developed and undergo continuous review to ensure quality teaching and learning. (GD 2.1) (NSIT 1)						
2.6 There is a strategy for promoting the school's improvement and innovation agenda to the wider community. (GD 2.1)						
2.7 Excellence is pursued through a culture of reflection, collaboration, innovation and creativity. (GD 2.1) (NSIT 5)						

Strategic directions	0	1	2	3	4	5
2.8 The school's values, vision and mission are constantly referred to in identifying improvement. (GD 2) (CIF 2)						
2.9 The school's strategic plan is developed through consultation and communicated with all stakeholders in the school community. (CIF 2) (NSIT 1)						
2.10 The school's strategic plan provides the direction for improvement and innovation and is responsive to the review process. (CIF 2) (GD 2)						
2.11 The school drives ongoing improvement and sustainability. (GD 5)						
2.12 Development of leadership capacity through professional practice drives the school's strategic intent. (GD 2)						

		0	1	2	3	4	5
Effective and systematic use of data							
2.13	The school identifies, gathers and analyses a range of data for school improvement including input and feedback from students and parents. (CIF 6) (NSIT 2)						
2.14	The progress of student improvement in learning is monitored and is used to inform decisions, interventions and initiatives. (CIF 6) (NSIT 2)						
2.15	The school communicates the outcomes of data analysis to the school community (CIF 6)						
2.16	Teaching staff have access to student achievement data and regularly use this to inform strategies for student improvement. (CIF 6) (NIST 2)						
2.17	All staff are committed to building their skills in the analysis and use of a broad range of student data. (CIF 6)						
2.18	The use of data builds a culture of self-evaluation and reflection. (CIF 6)						

Strengthening Lutheran identity

		0	1	2	3	4	5
Vision, mission and values							
3.1	The gospel of Jesus Christ informs the mission, vision and values of the school, learning and teaching, and all activities of the school.						
3.2	The school deliberately and intentionally shares, and lives the good news of Jesus with students, staff, families and the broader community.						
3.3	The strategic plan identifies key directions and improvement goals to strengthen the Lutheran identity.						
3.4	Staff individually and collectively explore and reflect on their contribution to the mission and ministry of Lutheran education as they live out their vocation.						
3.5	The rituals, symbols, visual displays and practices of the school convey its Christ centred identity.						

		0	1	2	3	4	5
Christian teaching							
3.6	An environment that nurtures trust and listening enables open, sensitive and critical exploration and reflection on issues of faith and theology.						
3.7	The school draws upon research and collects appropriate data to inform and discern appropriate responses to issues.						
3.8	Staff explore Lutheran theological perspectives that shape the beliefs and practice of Lutheran education.						
3.9	Staff build their knowledge and understanding of the Christian faith, through consistent opportunities to explore and reflect upon biblical and Christian perspectives.						
3.10	Care for the world and service to others is central to the life of the school as demonstrated in its teaching and experiences.						

		0	1	2	3	4	5
Faith formation and practices							
3.11	Opportunities for faith growth and encouragement, regardless of faith backgrounds, are provided for the staff, students and community.						
3.12	School community provides regular opportunity for Christian worship.						
3.13	Devotions and prayer with and for staff and students occur daily.						
3.14	Prayer is central to the school community with opportunities provided for all to experience and use different forms of prayer.						

		0	1	2	3	4	5
Christian Studies							
3.15	Christian Studies is underpinned by an articulated vision and is designed and mapped across the year levels.						
3.16	Quality learning in Christian Studies occurs through sufficient time and budget allocation.						
3.17	Quality learning occurs in Christian Studies through pedagogy that supports student engagement, connection and deep thinking.						
3.18	Christian Studies is assessed, reported and reviewed regularly using research methods that engage students, teachers and the community in reflecting on the vision and practice of it as a curriculum area.						

		0	1	2	3	4	5
Pastoral care							
3.19	Relationships between members of the school community are guided by Christian love, grace, forgiveness and reconciliation.						
3.20	Processes and programs for underpinning care and welfare of the community (students, staff and parents) creates a sense of belonging and develops resilience and wellbeing.						

Community building

		0	1	2	3	4	5
Positive and strategic partnerships between students, staff, families, local Christian communities, the broader community and Lutheran education.							
4.1	School builds and nurtures strong partnerships with parents and families by creating a culture of welcome, inclusion, and a shared responsibility for student learning and wellbeing. (CIF 8.1) (NSIT 9)						
4.2	The school builds partnerships with local businesses, indigenous communities and community organisations and services to improve opportunities and outcomes for student achievement and/or wellbeing. (NSIT 9) (GD – Networking and strategic relationships) (CIF 8.2)						
4.3	The school uses a variety of cooperative communication strategies to gain and share material between home and school. (CIF 8.1)						
4.4	Inclusive protocols and procedures to facilitate parent and home engagement are documented, resourced, implemented and regularly reviewed. (CIF 8.1)						
4.5	School is committed to developing and nurturing wider-community partnerships where mutually beneficial learning and service opportunities are investigated and undertaken. (GD) (NSIT 9) (CIF 8.2)						
4.6	School works in partnership with local congregations to foster the mission of the Church and build connections. (CIF 8.2) (GD)						
4.7	School works in partnership with the local congregations to provide opportunities to nurture the personal faith development of students, staff and families. (GD – nurturing faith)						
4.8	School's partnerships are mutually beneficial, sustainable, reviewed regularly to ensure effectiveness, and have become an accepted part of the culture of the school community. (GD) (NSIT 9)						
4.9	School celebrates and encourages its achievements within and beyond the school. (CIF)						
4.10	Staff, students, parents and the local congregations are active contributors to school decision making and planning processes that support learning and community engagement. (NSIT 9) (CIF 8.3) GD						

Leading effective organisation and management

		0	1	2	3	4	5
Administration and resourcing							
5.1	The school has policies, practices, procedures that clearly articulate roles, responsibilities and accountability that supports the delivery of the school's vision and mission and smooth operation. (GD) (CIF 9)						
5.2	The school has highly effective processes that lead to responsible use of the school's human, physical, financial and technological resources to maximise student learning. (CIF 9) (NSIT 4) (GD)						
5.3	The schools' budget is aligned to the school's vision, mission and strategic priorities. (CIF9)						
5.4	The school engages in rigorous and detailed financial management to ensure sustainability and compliance. (CIF9)						
5.5	The school community has a proactive and shared understanding of individual and collective responsibility to be accountable for meeting school, system, church and government requirements. (QAS 3.5)						
5.6	The school regularly and methodically collects data for planning, decision-making, problem-solving and responsibility at the classroom, school, system and government level. (CIF6) (NSIT 2)						
5.7	All teaching staff have access to a broad range of relevant student data to ensure the provision of an effective, safe, caring, growth oriented learning and working environment. (NSIT 2) (GD)						

		0	1	2	3	4	5

Leadership						
5.8 The school demonstrates a strong Lutheran identity and provides opportunities for spiritual formation. (CIF 8)						
5.9 The governing body, principal and staff are united, committed to and explicit about implementing the school's strategic priorities to improve student outcomes. (NSIT 1)						
5.10 The school structures enable a shared leadership model where all staff participate in a range of opportunities to be familiar with, impact and contribute to leadership in the school. (QAS 3.1)						
5.11 Effective strategies for staff development, staff induction, succession planning, professional learning, faith formation, leadership development and performance review are developed and implemented. (CIF 3)						

	0	1	2	3	4	5
Safe and supportive environments						
5.12 The school creates a safe, respectful and inclusive learning environment that is centred on the values of Lutheran education to support learning for all students.						
5.13 The school has systems and policies in place to ensure the safety and support of all community members. (CIF 7) (NSIT 3)						
5.14 The school has programs and practices in place to build positive and trusting relationships among staff, students and families. (CIF 7) (NSIT 3)						
5.15 School policies, practices and programs acknowledge God as creator and promote environmental sustainability through ongoing care for the world and all people. (GD – Our foundation)						