



Domain 1

An explicit improvement agenda

Domain 2

Analysis and discussion of data

Domain 3

A culture that promotes learning

Domain 4

Targeted use of school resources

Domain 5

An expert teaching team

Domain 6

Systematic curriculum delivery

Domain 7

Differentiated teaching and learning

Domain 8

Effective pedagogical practices

Domain 9

School-community partnerships

Celebrations

- Relationships and interactions between stakeholders are respectful – students and parents feel welcome.
- Students have a strong sense of belonging and feel safe in their school.
- Parents are valued as partners in their child's education - leaders proactively seek ways to connect with and develop authentic relationship with families.
- Teachers know their students and leverage off their strengths for new learning. Parents highlight the school has a holistic approach and is focused on developing the whole child.
- Staff highlight positive stories and examples of inclusion.
- The principal is an 'inclusion champion' that advocates for, models and supports the implementation of inclusive practices. Staff feel strongly supported by all members of the leadership team.
- The model of service delivery for the provision of education for students with disability has moved to a more inclusive approach with most students generally learning alongside their peers.
- School leaders are investing in their knowledge of inclusive education by accessing regional knowledgeable others and professional learning.
- Instructional leaders are committed to the school's Australian Curriculum journey.
- Teachers are engaging in evidence-informed conversations including case management meetings, year level planning and associated data placemats and moderation.
- Inclusive education is valued, prioritised and clearly part of the explicit improvement agenda.
- The school has an endorsed collegial engagement framework that enables opportunities for teachers to reflect on and strengthen the consistent use of high impact pedagogies.
- Planning for differentiation occurs prior to units being taught and as part of pre-moderation conversations - Teachers share stories of how differentiated practice has lifted student achievement.
- Explicit improvement targets around student achievement are in place for all students and routinely communicated to staff and the broader community.
- The school communicates its priorities in ways that are accessible for the school community.
- The school's Sharratt journey is supporting teachers to engage in evidence-informed conversations using data walls and case management meetings as well as strengthening the presence of the Third Teacher.
- The school values the building of partnerships with parents, families, local businesses and community organisations to improve opportunities and outcomes for students. Partnerships are reflective of the needs of students and the school community.
- Enrolment processes and procedures are transparent, supportive and accessible.