

School Evaluation Indicators

Outcome indicators

Confident in their identity, language and culture as citizens of Aotearoa New Zealand

- Is confident in their identity, language and culture.
- Values, and is inclusive of, diversity and difference: cultural, linguistic, gender, special needs and abilities.
- Represents and advocates for self and others.
- Promotes fairness and social justice and respects human rights.
- Uses cultural knowledge and understandings to contribute to the creation of an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full Treaty partners.
- Shows a clear sense of self in relation to cultural, local, national and global contexts.

Socially and emotionally competent, resilient and optimistic about the future

- Enjoys a sense of belonging and connection to school, whānau, friends and the community.
- Feels included, cared for, and safe and secure.
- Establishes and maintains positive relationships, respects others' needs and shows empathy.
- Can take a leadership role and makes informed and responsible decisions.
- Is physically active and leads a healthy lifestyle.

- Self manages and self regulates and shows self efficacy and personal agency.
- Is resilient and adaptable in new and changing contexts.

A successful lifelong learner

- Demonstrates strong literacy and mathematics understanding and skills and achieves success in the learning areas of *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa*.
- Is curious and enjoys intellectual engagement.
- Draws on multiple perspectives and disciplinary knowledge to actively seek, use and create new knowledge and understandings.
- Is technologically fluent taking a discerning approach to the opportunities provided by, and impacts of, technology.
- Is digitally literate using a range of e-learning tools to support learning.
- Maori enjoy education success as Maori.
- Confidently tackles challenging tasks and is resilient and perseveres in the face of error and failure.
- Uses multiple strategies for learning and problem solving.
- Collaborates with, learns from, and facilitates the learning of, others.
- Understands the performance levels required, sets personal goals, self-monitors and self evaluates.
- Develops the learning to learn capabilities to reflect on their own thinking and learning processes.
- Achieves success in relation to National Standards in mathematics, reading and writing in primary education.
- Achieves success at Levels 1, 2 and 3 of the National Certificate of Education Achievement (NCEA).
- Determines and participates in future-focused education pathways that lead to further education and employment.

Participates and contributes confidently in a range of contexts - cultural, local, national and global¹

- Thinks critically and creatively, applying knowledge from different disciplines in complex and dynamic contexts.
- Is energetic and enterprising, effectively navigating challenges and opportunities.
- Works collaboratively to respond to problems not previously encountered, developing new solutions and approaches.
- Understands, participates in, and contributes to cultural, local, national and global communities.
- Is a critical, informed, active and responsible citizen.
- Can evaluate the sustainability of a range of social, cultural, economic, political and environmental practices.
- Is an ethical decision-maker and guardian of the world of the future.

¹ Bolstad, R. & Gilbert, J., with McDowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). *Supporting future-oriented teaching and learning – a New Zealand perspective*. Wellington: Ministry of Education. Retrieved from www.educationcounts.govt.nz.

Domain 1: Stewardship

Evaluation indicators	Effective practice
<p>The board of trustees represents and serves the education and school community in its stewardship role</p>	<p>The board of trustees works with the school community to develop and regularly refresh the school's vision, values, strategic direction, goals and priorities for equity and excellence.</p> <p>The board of trustees effectively recruits, selects and appoints the principal to achieve the school's vision, values, strategic direction, goals and priorities for equity and excellence.</p> <p>The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.</p> <p>The board of trustees builds relational trust and develops culturally responsive relationships with the school community to ensure active participation in the life of the school and reciprocal communication about the school's activities.</p> <p>The board of trustees proactively develops networks that strengthen school capacity to extend and enrich the curriculum, learning opportunities and pathways for students and contributes to other schools' capacity to do so.</p>
<p>The board of trustees scrutinises the work of the school in achieving valued student outcomes</p>	<p>Relationships between members of the board of trustees and professional leaders are based on:</p> <ul style="list-style-type: none"> ➤ trust, integrity and openness ➤ clarity about roles and responsibilities ➤ transparency and shared knowledge in the interests of improving valued outcomes.

	<p>The activities of the board of trustees have an explicit and relentless focus on student learning, wellbeing, achievement and progress. Board of trustees members seek and interrogate a range of high quality student data and evaluative information that supports:</p> <ul style="list-style-type: none"> ➤ a clear understanding about what is going well and why, or not well and why, from a range of perspectives: students, parents, family, whanau and community ➤ the defensible identification of priorities and targets based on the analysis of trends, patterns and progress over time ➤ challenging questions about planning and process (what difference will this make for students and how will we know?) ➤ decision making in the interests of improving student outcomes which takes into account evidence about the effectiveness of proposed approaches ➤ a coherent approach to planning and development ➤ strategic resourcing to support improvement ➤ rigorous, honest monitoring of progress and evaluation of effectiveness in improving student outcomes. <p>The board of trustees effectively manages the performance of the principal, linking the school's strategic direction, goals, priorities and targets; appraisal goals; and appropriate professional learning and development opportunities.</p>
<p>The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role</p>	<p>Board members:</p> <ul style="list-style-type: none"> ➤ have a shared understanding of their role and responsibilities and distribution of tasks ➤ identify individual knowledge, expertise and experience ➤ review and reflect on board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities

	<ul style="list-style-type: none"> ➤ seek relevant advice and resources ➤ ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship, through induction and ongoing training, the distribution of tasks and succession planning.
<p>The board of trustees effectively meets statutory requirements</p>	<p>The board of trustees ensures that:</p> <ul style="list-style-type: none"> ➤ the school charter sets out long term goals and annual targets determining the school's priorities ➤ school policies and procedures are coherent and fit for purpose ➤ human resource management procedures and practices promote and support high quality education outcomes and safety ➤ a physically and emotionally safe environment is provided for all students ➤ the school complies with curriculum, human resource, health and safety, financial, property and administration requirements ➤ regular monitoring, evaluation and reporting in relation to delegations takes place.

Domain 2: Leadership of conditions for equity and excellence

Evaluation indicators	Effective practice
<p>Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence</p>	<p>Leadership actively seeks the perspectives and aspirations of students, parents, families and whanau as part of the development of the school's vision, values, strategic direction, goals and priorities. Leadership sets priority goals and targets to accelerate the learning of students at risk of underachievement.</p> <p>Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.</p> <p>Judicious resourcing (for example staffing and time) is clearly aligned to the school's vision, values, strategic direction, goals and priorities.</p> <p>Leadership buffers and integrates external policy requirements and initiatives in ways that protect and serve the achievement of the school's vision, values, strategic direction, goals and priorities.</p>
<p>Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing</p>	<p>Leadership communicates and models clear and consistent social expectations to support teaching and learning.</p> <p>Leadership identifies and resolves conflict quickly and effectively. Leadership provides multiple opportunities for students to provide feedback on the quality of teaching and its impact on learning and wellbeing.</p> <p>Leadership ensures school processes and practices effectively promote and support student wellbeing outcomes and engagement in learning.</p>
<p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching</p>	<p>Leadership is actively involved in the planning, coordination and evaluation of curriculum, teaching and learning.</p> <p>The school curriculum is coherent, inclusive, culturally responsive and clearly aligned to <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i>.</p>

	<p>The school curriculum responds to and engages all students and allows sufficient opportunity to learn.</p> <p>Leadership systematically gathers, analyses and uses a range of high quality student achievement data and information to evaluate the effectiveness of curriculum provision, teaching and student outcomes.</p>
<p>Leadership promotes and participates in a coherent approach to professional learning and practice</p>	<p>Leadership ensures alignment between student learning needs, teacher professional learning goals and processes for teacher appraisal and attestation.</p> <p>Leadership evaluates and builds the capability of teachers as leaders to promote and support the improvement of teaching and learning. Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning.</p> <p>Leadership identifies and develops internal expertise and accesses relevant external expertise to respond to specific needs and support the achievement of the school's vision, values, strategic direction, goals and priorities.</p>
<p>Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation</p>	<p>Leadership establishes coherent organisational conditions that support effective evaluation, inquiry and knowledge building for improvement and innovation.</p> <p>School leadership makes an accurate and defensible evaluation of the school's performance on each of the dimensions and engages effectively with external evaluation.</p>
<p>Leadership builds relational trust and effective participation and collaboration at every level of the school community</p>	<p>Leadership actively involves students, parents, families, whanau and the community in learning centred relationships and reciprocal communication.</p> <p>Leadership ensures that community and cultural resources are integrated into relevant aspects of the school curriculum.</p> <p>Leadership promotes community collaboration and partnerships to enhance learning opportunities and student achievement and well-being.</p>

Domain 3: Educationally powerful connections and relationships

Evaluation indicators	Effective practice
<p>Learning centred relationships effectively engage and involve the school community</p>	<p>Parents, families, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.</p> <p>A strengths based approach recognises and affirms the diverse identities, languages and cultures of parents, families, whānau and the community and proactively brokers engagement and participation.</p> <p>Parents, families, whānau and the community participate in school activities and decision-making in a variety of productive roles.</p>
<p>Communication supports and strengthens reciprocal, learning centred relationships</p>	<p>A range of appropriate and effective communication strategies are used to communicate with and engage parents, families, whānau and community.</p> <p>Students, parents and families, whānau and teachers have shared understandings about curriculum goals and the processes of teaching and learning and engage in productive learning conversations.</p> <p>Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities.</p> <p>Students, parents, families, whānau and teachers understand the full range of pathways, programmes, options and supports that are available and participate in informed decision making at critical transition points.</p>

<p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</p>	<p>Parents, families and whānau receive information and participate in individual and group learning opportunities that enable them to support and promote their children's learning.</p> <p>Any homework that is assigned is carefully designed to promote purposeful interactions between parents and children and teachers provide timely, descriptive oral or written feedback.</p> <p>Parents, families and whānau are enabled to support their children's learning through the provision of materials and the creation of connections with community resources.</p>
<p>Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners</p>	<p>Teachers and parents, family, whānau and community engage in joint activities and interventions to improve learning and/or behaviour.</p> <p>The school and the community work together to support students in making effective transitions at critical points in their education pathway.</p> <p>The school proactively identifies and draws on community resources and expertise to improve learning opportunities and capacity to improve student achievement and wellbeing.</p>

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Evaluation indicators	Effective practice
<p>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and <i>Te Marautanga o Aotearoa</i></p>	<p>Students, teachers and parents, families and whānau set high, challenging and appropriate expectations for learning. Students, teachers and parents, families and whānau participate in curriculum decision making.</p> <p>Curriculum management is coherent and allows sufficient opportunity to learn (for example, through time allocated to curriculum areas, teacher knowledge and expertise and resources).</p> <p>Curriculum design, planning and enactment responds to students and whānau aspirations within the local context and draws on, and adds to, the funds of knowledge of students, parents, families, whānau, and the community.</p> <p>Curriculum design, planning and enactment ensure that every student learns and progresses to achieve curriculum expectations and standards.</p>
<p>Students participate and learn in caring, collaborative, inclusive learning communities</p>	<p>Respectful and productive relationships value difference and diversity.</p> <p>Modeling, instructional organisation, task design and grouping practices develop learning community and support active learning. Students develop dialogue and group work skills and participate in group learning contexts, drawing on individual strengths to complete group tasks.</p> <p>The learning community is characterised by respect, empathy, relational trust, cooperation and team work.</p> <p>Students experience positive transitions and continuity between learning contexts.</p>
<p>Students have effective, sufficient and equitable opportunities to learn</p>	<p>Management of the learning environment enables participation and engagement in learning.</p> <p>Learning opportunities respond to students' identified strengths, needs and prior learning.</p>

	<p>Students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences in every learning area.</p> <p>Students have sufficient, related opportunities to revisit and apply learning through a variety of purposeful activities, deliberate practice and review over time.</p> <p>Students experience an environment in which it is safe to take risks and errors provide opportunities to learn.</p> <p>Students whose culture/first language differs from the culture/ language of instruction are well supported to access learning.</p> <p>Students with special needs and abilities participate in learning opportunities that provide appropriate challenge and support.</p> <p>Explicit instruction in learning strategies (such as goal setting, self monitoring and deliberate practice) strengthens learner ability to take control of their learning, develop meta-cognitive skills, self regulate and develop self efficacy.</p>
<p>Effective and culturally responsive pedagogy supports and promotes student learning</p>	<p>Student identities and family, whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.</p> <p>The curriculum effectively incorporates connections to learners' lives, prior understandings, experiences out of school and real world contexts.</p> <p>Teaching practices reflect the cultural competencies for teachers of Maori learners, Tataiako: manaakitanga, ako, whanaungatanga, Wananga and tangata whenuatanga.²</p>

	<p>Teaching practices are consistent with the culturally appropriate and responsive pedagogical approaches of the Te Kotahitanga Effective Teaching Profile', manaakitanga, mana motuhake, whakapiringatanga, Wananga, ako and kotahitanga.³ Differentiation and the use of multiple teaching strategies engage students and ensure a balance of surface, deep and conceptual learning.⁴</p> <p>Teaching practices such as questioning approaches, wait time and opportunities for application, problem solving and invention engage students in learning and thinking.</p> <p>Teaching practices effectively scaffold student learning through, for example, the use of prompts, open questions, explanation, worked examples, active discussion, and tools and resources.</p> <p>Students develop learning to learn capabilities in the context of disciplinary thinking (for example, the nature of science, historical thinking) in and across the learning areas.</p> <p>Students' achievement of desired learning outcomes is supported by the deliberate alignment of task design, teaching activities and resources, and home support.</p> <p>Students use digital devices and ICT resources in ways that promote learning and digital and technological literacy.</p>
<p>Effective assessment for learning develops students' assessment and learning to learn capabilities</p>	<p>Teachers and students co-construct realistic and challenging learning goals and criteria for success, developing a common understanding of the kind and quality of work required to achieve success in relation to desired outcomes.</p> <p>Assessment activities are inclusive, authentic and fit-for- purpose, providing relevant and meaningful evidence to evaluate the student's achievement and progress and develop next steps.</p> <p>Students receive timely, specific, descriptive feedback related to the important feedback questions: Where am I going? (What are my goals?) How am I going? (What progress is being made towards the goal?) Where to next? (What activities</p>

3 Bishop, R. & Berryman, M. (2009). The Te Kotahitanga Effective Teaching Profile. Set: Research *Information for Teachers (2)*, 27-33.

4 Hattie, J. (2012). *Visible learning for teachers*. London: Routledge: the surface knowledge needed to understand the concepts; the deeper understandings of how the ideas relate to each other and extend to other understandings; and the conceptual thinking that allows surface and deep knowledge to become conjectures and concepts.

need to be undertaken next to make better progress?) How will I know when I've got there?

Students identify their own learning needs, develop self assessment skills and use them to evaluate their own and others' work against clear criteria.

Students provide feedback to teachers about the quality and effectiveness of teaching and learning.

Teachers and students participate in ongoing, reciprocal communication with parents, family, whanau enabling them to actively participate in, and contribute to, the learning journey.

Domain 5: Professional capability and collective capacity

Evaluation indicators	Effective practice
<p>A strategic and coherent approach to human resource management builds professional capability and collective capacity</p>	<p>Effective leaders and teachers are recruited, selected and retained.</p> <p>All teachers are well qualified and have relevant curriculum, assessment and pedagogical knowledge.</p> <p>All teachers act ethically and with agency to ensure that all students achieve success in relation to valued outcomes.</p> <p>All teachers have the cultural competence and expertise to provide inclusive and productive learning environments for diverse students.</p> <p>Induction of new teachers is systematic and focused on the development of adaptive expertise.</p> <p>Coherent performance management processes enable:</p> <ul style="list-style-type: none"> ➤ identification of teachers' professional learning and development needs ➤ use of multiple sources of feedback on teacher effectiveness (individual and team) ➤ provision of professional learning and development opportunities that are responsive to needs identified and align with the school's strategic goals. <p>Ineffective performance is identified and addressed.</p>
<p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities</p>	<p>The professional community:</p> <ul style="list-style-type: none"> ➤ shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing ➤ gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective professional practice ➤ engages in systematic, evidence-informed professional inquiry to improve valued student outcomes.

	<p>Professional learning opportunities:</p> <ul style="list-style-type: none"> ➤ challenge teachers' prior beliefs, engage existing theories and integrate theory and practice ➤ deepen understanding of the curriculum, pedagogical and assessment practices that promote students' conceptual understanding ➤ use context specific approaches to develop teacher knowledge and adaptive expertise ➤ provide multiple opportunities to learn and apply new information and opportunities to process new learning with others ➤ enable teachers to activate educationally powerful connections ➤ promote cultural and linguistic responsiveness.
<p>Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making</p>	<p>Leaders and teachers:</p> <ul style="list-style-type: none"> ➤ use evidence of student learning and progress as a catalyst for professional dialogue ➤ participate in regular, purposeful classroom visits and observations ➤ engage in 'open to learning conversations' as they identify and investigate problems of practice, set goals and develop evidence based solutions - what works (practical insight) and why it works (theory) ➤ use collaborative approaches to curriculum planning, task/activity design, assessment and evaluation ➤ develop and share resources, materials and smart tools ➤ monitor and evaluate the impact of actions on student learning and outcomes. <p>Relationships of respect and challenge support learning and the development of self efficacy and agency.</p> <p>The professional community seeks evidence about the effectiveness of learning processes and outcomes.</p> <p>Professional leaders and teachers engage with, and contribute to the wider education network.</p>

<p>Access to relevant expertise builds capability for ongoing improvement and innovation</p>	<p>Leaders of learning are identified and a deliberate approach is taken to building internal professional leadership capacity.</p> <p>Distributed leadership ensures continuity and coherence across curriculum and learning programmes and supports sustainability. Relevant expertise facilitates professional learning opportunities that respond to needs identified, provide challenge and support the achievement of the school's vision, values, goals and priorities.</p>
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Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Evaluation indicators	Effective practice
<p>Coherent organisational conditions promote evaluation, inquiry and knowledge building</p>	<p>Policies, systems and processes and teaching practices embed evaluation, inquiry and knowledge building activities into the way the organisation plans for, and takes action to, accomplish its vision, values, goals and priorities.</p> <p>Appropriate tools and methods are used to gather, store and retrieve a range of valid and reliable data.</p> <p>The learning community recognises the importance of student and community voice, and draws on this to understand priorities for inquiry and improvement.</p> <p>Relational trust at all levels of the learning community supports collaboration and risk taking, and openness to change and improvement.</p> <p>Sufficient resources are allocated to support change and improvement (for example, time, expertise, staffing).</p> <p>Evaluation, inquiry and knowledge building processes are systematic, coherent, and 'smart' at student-teacher-learning community levels (vertical and horizontal connections).</p> <p>Effective communication supports the sharing and dissemination of new knowledge in ways that promote improvement and innovation.</p>
<p>Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</p>	<p>Opportunities for professional learning, mentoring and coaching develop knowledge, skills and confidence in evaluation and inquiry.</p> <p>Relevant expertise, within the learning community and external to it, is carefully selected and used to build capability and collective capacity in evaluation and inquiry.</p> <p>Leaders and teachers are data literate: posing focused questions; using relevant data; clarifying purpose(s); recognising sound and unsound evidence; developing knowledge about statistical and measurement concepts; making interpretation</p>

	<p>paramount; and having evidence-informed conversations.⁵</p> <p>The generation of solutions, decision-making and implementation of improvement strategies are drawn from the current evidence base related to what will make most difference for learners.</p> <p>Participation in evaluation, inquiry and knowledge building activities contributes to changes in thinking and behaviour and builds inquiry 'habits of mind'.</p> <p>Participation in evidence based decision making builds efficacy and agency.</p>
<p>Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community</p>	<p>Professional leaders and teachers engage with, learn through, and use, external evaluation for improvement and innovation.</p> <p>Professional leaders and teachers lead, participate in, and contribute to, purposeful evaluation, inquiry and knowledge building activities in other communities of learners.</p>

⁵ Earl, L. & Timperley, H. (2009). Understanding how evidence and learning conversations work. In Earl, L. & Timperley, H. (Eds.). *Professional learning conversations: Challenges in using evidence for improvement*. Cambridge: Springer.