



SIF Domain	Possible sources of evidence
Outcomes	
Learner success and wellbeing	<p>Priority evidence</p> <ul style="list-style-type: none">• Achievement data, including:<ul style="list-style-type: none">○ targets○ standardised testing results (if appropriate)○ analysis of progress, acceleration and value-add○ equity trends and targets○ patterns overtime for the whole school, broken down by ethnicity, gender, cohort, retention, pathway, students with additional needs, international students, hostel students.• Engagement and attendance data / reports – analysed over time, including analysis of stand down and suspensions/exclusion data.• Outcome and achievement data related to learner language, culture and identity.• Evidence of other valued outcomes as defined by the school.• Wellbeing data. <p>Supplementary evidence may include:</p> <ul style="list-style-type: none">• Sample of recent Board of Trustee agendas and minutes.• Principal’s reports to Board.• Student, parent and whānau feedback / voice.• Relevant stakeholder surveys, meeting minutes, focus group data.• Individual education plans.• Identification of needs tools.• Outcome data from internal evaluations.
Core domains	
Leadership	<p>Priority evidence</p> <ul style="list-style-type: none">• Strategic and annual plans that include giving effect to Te Tiriti o Waitangi.• Achievement targets including attendance and acceleration targets.• Analysis of Variance / Statement of Variance.• Selected Board reports.• Schoolwide approach for driving strategic improvement priorities – showing alignment and coherence from targets to learners. <p>Supplementary evidence may include:</p> <ul style="list-style-type: none">• Regular review, monitoring and reporting.• Planning for and resourcing of PLD, including leadership development.• Whānau, hapū, iwi partnering in decision making – vision, values, targets, priorities.• Staff, student, whānau, hapū, iwi, community surveys.• Future planning, including enrolment, recruitment, succession planning.• Policies / procedures regarding development of non-teaching staff / LATs• Leadership self-assessments / professional development and succession planning.



	<ul style="list-style-type: none">• Engagement with professional associations, community, leadership groups.
Curriculum	<p>Priority evidence:</p> <ul style="list-style-type: none">• Curriculum delivery framework and overview statement (e.g., curriculum handbook / plan) particularly reading, writing and maths.• Development of localised curriculum, consultation, reflecting whānau aspirations.• A coherent and sequenced whole school curriculum with clear progressions in each learning area.• Mātauranga Māori and te reo learning opportunities resourced for students.• Student pathways (curriculum and pathways documentation). <p>Supplementary evidence may include:</p> <ul style="list-style-type: none">• Evaluation of curriculum delivery.• Equitable access to the curriculum for all learners, including working digitally, access and supplementary support materials.
Teaching and Learning	<p>Priority evidence:</p> <ul style="list-style-type: none">• Teaching and learning plans, policies and expectations including integrated te reo Māori, tikanga Māori, te ao Māori & mātauranga Māori.• School wide assessment approach / assessment schedules and moderation process – includes use of national normed, standardised assessment tools, and NZQA MNA report.• Knowing about the quality of teaching (e.g., observation approach, student voice)• Culturally responsive pedagogies and practice/s.• Regular reporting to parents on student achievement and progress relative to curriculum expectations.• Progressions/ support programmes for students with additional learning needs.• Equity practices (additional supports, translation, targeted planning and teaching).• Delivery framework for reading, writing and mathematics (e.g., MoE planning and reflection tool re: 1 hour a day R,W,M Planning-and-reflection-tool.pdf). <p>Supplementary evidence may include:</p> <ul style="list-style-type: none">• Effective and cohesive planning (e.g., samples of teaching plans)• Lesson plans and adjustments.• Marking rubrics, criteria and work samples.• Moderation data, Kahui Ako moderation.• Classroom observations (refer ERO T&L observation framework) demonstrating high impact, evidence- based teaching and learning strategies.• Examples of individualised learning plans (ILPs).• Learning support processes.

Conditions for success

Professional capability and collective efficacy

Priority evidence:

- Professional learning and development programmes including te reo Māori, tikanga Māori and mātauranga Māori.
- Documentation of established PGC process for teachers / kaiako, including principal / tumuaki.
- Collectively working towards achieving strategic improvement priorities.
- Induction programmes and mentoring for beginning or new-to-NZ teachers.
- School staff learning and development plan.
- Staff performance and development planning processes.
- student voice / surveys and qualitative feedback informing improved practice.

Supplementary evidence may include:

- Evidence of teaching as inquiry.
- Policies, procedures and plans for teacher PLD, such as improving school-wide teaching of foundational skills, leadership self-assessments, cultural responsiveness or inclusion.
- Communities of practice, learning syndicates, professional networks, coaching or mentoring programmes.
- Team, syndicate, department of faculty reports, review, evaluations.
- Kahui Ako or external networks reports.
- Minutes of regular team/department/faculty hui.
- Whole school professional learning schedule and evaluation.

Inclusion and wellbeing

Priority evidence:

- Engagement and attendance data / reports – analysed over time, including analysis of stand down and suspensions/exclusion data.
- Inclusion / wellbeing policy and programmes including review cycles / evaluation / feedback.
- Student leadership programmes / peer support programmes / orientation programmes.
- Whānau, staff, student survey/focus group voice including pastoral care and wellbeing data.
- Restorative practices / PB4L / behaviour management strategies/ behaviour data collation and analysis.
- Planning to remove barriers to learning e.g. access to technology, wrap around supports.

Supplementary evidence may include:

- Special Assessment Conditions information.
- Wellbeing initiatives – outcomes data.
- School cultural groups/programmes and events supporting language, culture and identity.
- School inclusion groups/programmes and events.
- Student participation rates in leadership opportunities and extra-curriculum activities.
- School code of conduct and behaviour policies. Wellbeing plans.
- Evaluation of dedicated wellbeing services.
- Evaluation of school structures, roles and responsibilities and systems.



	<ul style="list-style-type: none"> • Evidence of connectedness with families, whānau, hapu, iwi. • Board Assurance Statement (BAS) and Evaluation Partner verified evidence.
<p>Partnerships</p>	<p>Priority evidence:</p> <ul style="list-style-type: none"> • Community engagement in school planning (parents, whānau, iwi/hapu). • Planning for consultation, including diverse communication approaches. • Parent and whānau involvement in learning partnerships. • School reporting to parents and whānau about learning and progress. • Partnerships for further learning, with industry, employers, training providers. <p>Supplementary evidence may include:</p> <ul style="list-style-type: none"> • Narratives from parent-teacher interviews / kanohi ki te kanohi hui • Communications with parents and whānau regarding pathways and transitions. • Community partnerships for further learning. • Professional Network involvement.
<p>Stewardship and Governance</p>	<p>Priority evidence:</p> <ul style="list-style-type: none"> • Board Assurance Statement (BAS) • Strategic and annual plans aligned to identified needs • Policy and procedures/framework review • Safety and wellbeing data reports • Whānau, hapu, iwi voice and/or representation in stewardship and collaboration evident in strategic planning. • Board reports, minutes and in-committee meeting minutes. • Complaints policy, procedure and incidents. <p>Supplementary evidence may include:</p> <ul style="list-style-type: none"> • Planning documentation, including annual report, any external audits. • School leadership performance processes, including Principal appraisal and leadership appointment processes. • Board communications to the community. • Board approach to self-review and training.
<p>Foundations for success</p>	
	<p>Priority evidence Refer to priority evidence colour coded blue in other domains</p> <p>Supplementary evidence may include:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi supported by school mission and values. • Evidence of ongoing collaboration with local whānau, hapu, iwi. • MoU or formalised community partnerships Relevant hui minutes. • Communications plan or evidence of diverse communication approaches. (P2) • Communications with parents and whānau regarding pathways and transitions. (P3) • Evidence of parent and whānau involvement in learning partnerships. (P1)



Lens

Priority evidence for

- **How strategic targets will be monitored and evaluated.**
- **Shared and understood framework for evaluation.**

Supplementary evidence may include:

- Leadership of internal evaluation.
- Examples of spontaneous, emergent, regular and/ or strategic evaluations occurring at different levels of the school.
- Evaluation capability building, learning, training.
- data analysis for improvement, including student, whānau, community feedback / voice.