

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

## Curriculum

### Priority evidence:

- 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).**

Supplementary evidence may include:

- Evaluation of curriculum delivery.
- Equitable access to the curriculum for all learners, including working digitally, access and supplementary support materials.

## Teaching and Learning

### Priority evidence:

- **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](#)).

Supplementary evidence may include:

- 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.
- Evidence of connectedness with families, whānau, hapu, iwi.
- Board Assurance Statement (BAS) and Evaluation Partner verified evidence.

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

## Lens

### Evaluation for improvement

#### 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.