



School Improvement Framework

Evidence guidance for schools

This document provides schools with guidance about what evidence the school and ERO can use to support making judgements against the School Improvement Framework (SIF).

Evidence-based decision making ensures good-quality internal evaluation and an accurate understanding of your school improvement journey.

The SIF is designed for you to use as part of your own internal evaluation as well as alongside ERO as part of Te Ara Huarau.

Please familiarise yourselves with:

- School Improvement Framework (SIF)
- Synthesis Sheet
- Evidence Guidance for schools (this document)
- Possible sources of evidence table.

These documents are available on ERO's website [here](#).

Evidential requirements

Your EP will discuss with you what ERO considers robust, sufficient evidence against the SIF. You are encouraged to look for naturally occurring evidence – that is evidence you already collect as part of the school's day-to-day work. Schools can present evidence in a manner that suits their circumstances and reflects their local context and individual circumstances.

Using multiple sources of evidence also ensures a more in-depth and nuanced analysis, and by considering different types of evidence can capture the richness and complexity of the domain and local context, and broader perspectives and insights. Triangulating across multiple sources also reduces the impact of any variability or errors in a single source and reduces the risk of bias or distortion.

For example, attendance figures from a year during the winter months could look poor when taken alone, however when broken down by year level, compared to attendance earlier in the year and supplementary evidence regarding the presence of a cold and 'flu outbreak at the school these figures can be understood in context.

It is expected that pieces of evidence will cover more than one domain. Please note that Te Tiriti elements in the core domains must be evidenced.



It is recommended that schools review the SIF template and synthesis sheet amongst the leadership team and consider which three key pieces of quality evidence provide a complete and accurate evidence base to support your judgement for each domain. Remember that the same piece of evidence will likely be used for multiple domains.

Example: parts of your strategic plan may evidence your judgements in the outcome domain, as well as the Leadership, Professional Capacity and Collective Efficacy, and Stewardship and Governance domains.

Using the SIF for internal evaluation

Your school leadership evaluation team will initially work together to consider the evidence you already have that will help you make judgements about where your school sits on the **SIF**. The **Synthesis Sheet** can help you capture your key pieces of evidence and judgements for each domain.

Reflective discussions as a team can help you determine which pieces of evidence best support your judgements. Questions such as ‘how do we know and what is the evidence?’ can help you identify the most appropriate sources of evidence. You can also ask your EP for suggestions regarding possible sources of evidence.

Your school may choose to first consider the priority pieces of evidence to help guide decision making and use these along with the SIF to structure discussions about where you are currently placed on each domain. If your school does not have the critical evidence this is something you can work towards. The evidence used should be listed in the right-hand column of the synthesis sheet with clear analysis that notes why you’ve selected that piece of evidence.

The coding on the left-hand side of the SIF can be used e.g. C2 for curriculum element 2 or L5 for Leadership element 5.

Given the number of elements and the limit of three pieces of evidence, careful consideration should be given to the selection of evidence. It’s likely that a single piece of evidence will be able to address multiple domains.


Prior to the onsite evaluation visit

Prior to the onsite evaluation visit, EPs will meet with you to talk about the process, share the SIF, discuss this document and answer any questions.

After your EP has been in touch, you are asked to review the SIF and your evidence in order to make a judgement about where your school is placed on the SIF across each domain.

Prior to the onsite evaluation visit, your EP will ask you to consider and provide the following priority pieces of evidence:

- Strategic plan
- Annual plan
- Goals and targets
- Statement of variance / any internal evaluation
- Completed and signed **BAS / HAS**

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- Achievement and progress outcome data for the last three years, disaggregated and analysed
 - Information on school structure, staffing and classes.
 - Information on Learning Support Manager, if relevant.
 - International code of compliance review, if relevant.
 - **The completed SIF template**, with school's judgements about where the school sits against each domain.
 - The accompanying completed **synthesis sheet**, listing up to three key pieces of evidence / domain to support judgements.
 - Links or pdf copies of the priority pieces of evidence listed in the synthesis sheet.

Please consider each piece of evidence before sending it through to your EP, with annotation to indicate which sections of documents refer to different domains (annotation). This will help to streamline the verification of key evidence documents.

These should be received no later than 4 weeks prior to the scheduled onsite visit.

During the onsite evaluation visit

Your EP will have reviewed your judgements against the SIF, as well as the evidence you provided to support these judgements. During the onsite evaluation your EP, with your school evaluation team, will validate and verify the SIF judgements made, using a range of evidence including the documentation you've sent in, classroom observations, conversations with school leaders, staff, students and whānau, as well as any additional documentation required to validate and verify judgements against the SIF.