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| Te Ara Huarau | School Improvement Framework Synthesis Sheet**School:****Date:** |
| Guidelines for use * Take time to become familiar with the **School Improvement Framework** (SIF) **School Improvement Framework Synthesis Sheet** and the **Evidence guidance for Schools** documents.
* Determine the school evidence you will use to make your evaluative judgements for each domain. The same piece of evidence may be useful across more than one domain.
* Record the names of the evidence documents in the far-right-hand column of the synthesis sheet. You can use weblinks or name the document and send a pdf copy to your EP. ERO cannot access google docs links.
* It is recommended you look first at naturally occurring evidence.
* Please limit your evidence to no more than **three** pieces for each domain.
* Please indicate which section of documents evidence which domain/s (annotation).
* Carefully consider your evidence for each domain and record an evaluative judgement about the current strengths and improvement priorities on the synthesis sheet.
* Ensure Te Tiriti o Waitangi elements in the core domains are evidenced to support your overall judgement.
* On the synthesis sheet, select the check box that represents the best fit for each domain.
* **Share a copy of the completed School Improvement Framework, synthesis sheet, and the samples of evidence you have identified with your Evaluation Partner.**
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|  | **Not evidenced at the time** | **Improvement required** | **Working towards** | **Embedding** | **Excelling** | **Key evidence to support our best fit includes:** *Please identify the evidence you have used to support your judgement for each domain (document names or web links). These will be shared with your EP.* |
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|  | **Outcomes:****Learner success and wellbeing** |[ ] [ ] [ ] [ ] [ ]   |
|  |  | Evidence-based judgements: (What is your evidence telling you about learner success and wellbeing within the school – strengths and improvement priorities?) |  |
| **Core Domains** | **Leadership** |[ ] [ ] [ ] [ ] [ ]   |
|  |  | Evidence-based judgements: (What is your evidence telling you about leadership within the school – strengths and improvement priorities?) |  |
| **Core Domains** | **Curriculum** |[ ] [ ] [ ] [ ] [ ]   |
|  |  | Evidence-based judgements: (What is your evidence telling you about leadership within the curriculum– strengths and improvement priorities?) |  |
|  | Teaching and Learning |[ ] [ ] [ ] [ ] [ ]  *
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|  |  | Evidence-based judgements: (What is your evidence telling you about teaching and learning within the school – strengths and improvement priorities?) |  |
| **Conditions for success** | **Professional capability & capacity** |[ ] [ ] [ ] [ ] [ ]  *
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|  |  | Evidence-based judgements: (What is your evidence telling you about professional capability and collective efficacy within the school – strengths and improvement priorities?) |  |
|  | **Inclusion & wellbeing** |[ ] [ ] [ ] [ ] [ ]  *
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|  |  | Evidence-based judgements: (What is your evidence telling you about inclusion and wellbeing within the school – strengths and improvement priorities?) |  |
| **Conditions for success** | **Partnerships** |[ ] [ ] [ ] [ ] [ ]  *
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|  |  | Evidence-based judgements: (What is your evidence telling you about partnerships within the school – strengths and improvement priorities?) |  |
|  | **Stewardship & Governance** |[ ] [ ] [ ] [ ] [ ]  *
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|  |  | Evidence-based judgements: (What is your evidence telling you about school stewardship and governance – strengths and improvement priorities?) |  |
| **Foundation for Success** | **Te Tiriti o Waitangi** |[ ] [ ] [ ] [ ] [ ]   |
|  |  | Evidence-based judgements: (What is your evidence telling you about how the school is meeting its obligations under Te Tiriti o Waitangi – strengths and improvement priorities?) |  |
| **Lens** | **Evaluation for improvement** |[ ] [ ] [ ] [ ] [ ]   |
|  |  | Evidence-based judgements: (What is your evidence telling you about how the school is meeting its obligations under Te Tiriti o Waitangi – strengths and improvement priorities?) |  |